

2022 IADA Annual Performance Report

Innovative Assessment Demonstration Authority (IADA) Annual Performance Report

Year 3: 2021-2022

State of Georgia

September 30, 2022

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State of Georgia

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| | |
|---------------------------|---------------------------------|
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| Year of Submission | 2022 |

INSTRUCTIONS

Section 200.105(a)(d)(3) of the regulations for the Innovative Assessment Demonstration Authority provide that State(s) receiving the authority must report the following annually to the Secretary, at such time and in such manner as the Secretary may reasonably require:

- (i) An update on implementation of the innovative assessment demonstration authority, including--
 - (A) The SEA's progress against its timeline under 34 CFR 200.106(c) and any outcomes or results from its evaluation and continuous improvement process under 34 CFR 200.106(e); and
 - (B) If the innovative assessment system is not yet implemented statewide consistent with 34 CFR 200.104(a)(2), a description of the SEA's progress in scaling up the system to additional LEAs or schools consistent with its strategies under 34 CFR 200.106(a)(3)(i), including updated assurances from participating LEAs consistent with paragraph (e)(2) of this section.
- (ii) The performance of students in participating schools at the State, LEA, and school level, for all students and disaggregated for each subgroup of students described in section 1111(c)(2) of the Act, on the innovative assessment, including academic achievement and participation data required to be reported consistent with section 1111(h) of the Act, except that such data may not reveal any personally identifiable information.
- (iii) If the innovative assessment system is not yet implemented statewide, school demographic information, including enrollment and student achievement information, for the subgroups of students described in section 1111(c)(2) of the Act, among participating schools and LEAs and for any schools or LEAs that will participate for the first time in the following year, and a description of how the participation of any additional schools or LEAs in that year contributed to progress toward achieving high-quality and consistent implementation across demographically diverse LEAs in the State consistent with the SEA's benchmarks described in 34 CFR 200.106(a)(3)(iii).
- (iv) Feedback from teachers, principals and other school leaders, and other stakeholders consulted under paragraph (a)(2) of this section, including parents and students, from participating schools and LEAs about their satisfaction with the innovative assessment system;

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In addition, Title I, Part B, section 1204(c)(2) of the Act requires that progress shall be reported based on the annual information submitted by participating States described in subsection (e)(2)(B)(ix) and examine the extent to which—

(A) with respect to each innovative assessment system—

- (i) the State educational agency has solicited feedback from teachers, principals, other school leaders, and parents about their satisfaction with the innovative assessment system;
- (ii) teachers, principals, and other school leaders have demonstrated a commitment and capacity to implement or continue to implement the innovative assessment system; and
- (iii) substantial evidence exists demonstrating that the innovative assessment system has been developed in accordance with the requirements of subsection (e)

(B) each State with demonstration authority has demonstrated that—

- (i) the same innovative assessment system was used to measure the achievement of all students that participated in the innovative assessment system; and
- (ii) of the total number of students, and the total number of each of the subgroups of students defined in section 1111(c)(2), eligible to participate in the innovative assessment system in a given year, the State assessed in that year an equal or greater percentage of such eligible students, as measured under section 1111(c)(4)(E), as were assessed in the State in such year using the assessment system under section 1111(b)(2).

Definitions:

- Participating LEA means an LEA in the State with at least one school participating in the innovative assessment demonstration authority.
- Participating school means a public school in the State in which the innovative assessment system is administered under the innovative assessment demonstration authority instead of, or in addition to, the statewide assessment under section 1111(b)(2) of the Act and where the results of the school's students on the innovative assessment system are used by its State and LEA for purposes of accountability and reporting under section 1111(c) and 1111(h) of the Act.

To meet the requirements for this annual performance report, please provide the requested information in each of the sections that follow. The U.S. Department of Education understand that coronavirus may have affected the development and implementation of innovative assessment systems during the reporting year (2021-22). To the extent your SEA would like to provide more context or details related to these impacts, please incorporate them into your responses where relevant.

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I: Progress toward Plan and Timeline

Provide a description of the SEA’s (or Consortium’s) progress towards its plan and timeline in its approved application:

| Dates | Activities | Status (completed, in progress, delayed or deferred) | Parties Responsible |
|-----------|---|--|---|
| 2021-2022 | Contract with external technical assistance provider to support the state’s innovative assessment pilot. | Completed | Georgia Department of Education (GaDOE) |
| 2021-2022 | The GaDOE’s Program Manager will oversee the project with support from the Assessment Specialist while the Accountability Specialist, Database Developer, and Web Application Developer work to include pilot assessment data in the state’s accountability system. | Delayed – The Georgia General Assembly has not appropriated funds for these positions. | GaDOE |
| 2021-2022 | Georgia will request funding from the General Assembly to support the technical assistance contract in future years as well as the state-level project management positions. | Delayed – The Georgia General Assembly has not appropriated funds for technical assistance or positions. Due to COVID-19 budget constraints, the GaDOE Assessment budget was reduced for 2020-2021 and was not restored for 2021-2022 or 2022-2023. Despite these reductions, GaDOE can continue to provide technical assistance to the IADA consortia in 2022-2023 consistent with what was provided in 2021-2022. Additional funding will also be provided in 2022-2023 to support the review of comparability evidence. There is no funding, however, for the state-level project management positions. | GaDOE |

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If the innovative assessment system is not yet implemented statewide, provide a description of the SEA’s progress in scaling up the system to additional LEAs or schools.

Scaling the innovative assessment systems to additional LEAs or schools is the responsibility of the consortia throughout the IADA period. Each consortia has a process for adding districts to their consortia and the State has issued guidance for the consortia to add new districts to the IADA annually. Additional information about the consortia’s progress in scaling their innovative assessment systems to additional LEAs and schools can be found in the GMAP and Putnam Consortium sections of this Annual Performance Report.

In addition, to better inform the progress of scaling up the system, please provide:

- The list of LEAs that participated in the 2021-22 school year.
- For each participating LEA, the list of participating schools in 2021-21.
- For each participating school, the grade(s) and subject(s) in which the innovative assessment system was administered in 2021-22.
- The list of LEAs that will participate in the 2022-23 school year.
- For each participating LEA, the list of participating schools in 2022-23.
- For each participating school, the grade(s) and subject(s) in which the innovative assessment system will be administered in 2022-23 (a sample of the data structure is provided below; if the list of participating LEAs and schools is long, it may be submitted as an attachment).

The table below provides the number of districts (LEAs) participating in each consortium for each year of the IADA.

| | Year 1 2019-2022 | Year 2 2020-2021 | Year 3 2021-2022 | Year 4 2022-2023 |
|------------------|---------------------|---------------------|---------------------|---------------------|
| GMAP districts | 9 | 14 | 20 | 18 |
| Putnam districts | 12 | 18 | 12 | 10 |

Additional information about participating LEAs and schools can be found in the GMAP and Putnam Consortium sections of this Annual Performance Report.

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Provide any outcomes or results from its evaluation and continuous improvement process regarding the SEA's progress in scaling up the system. This information may come from the State's annual evaluation of its IADA assessment system. The information should include how data, feedback, evaluation results, and other information are used to improve the quality of the IADA assessment system (e.g., summary report of recommended changes from teachers/principals/school leaders, summary feedback from test administrator or scorer training, summary feedback from parent meetings). Please attach a copy of the annual evaluation.

WestEd is the state's IADA technical assistance provider. Their IADA Annual Technical Assistance Report for Year 2 (2020-2021), which includes information on the state's progress toward full implementation and lessons learned can be found in Appendix A. The Year 3 (2021-2022) report will be available in Fall 2022. Georgia's IADA Annual State Report for Year 2 (2020-2021), which includes information on progress made, technical steps to be addressed, and practical and policy considerations, can be found in Appendix B. The Year 3 (2021-2022) report will be available in December 2022. Reports can be found at <https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Assessment-Innovation-and-Flexibility.aspx>.

Additional information about the consortia's progress in scaling their innovative assessment systems to additional LEAs and schools can be found in the GMAP and Putnam Consortium sections of this Annual Performance Report.

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Do you plan to administer the operational versions of the innovative assessments for some schools in the state, provide individual student reports, and use the results in state and local report cards and in the State's federal accountability system in place of the regular state assessment for at least one grade and one subject area in 2022-2023?

No, Georgia will not administer the operational version of either innovative assessment in place of the regular state assessment for any school in the state for 2022-2023. Both consortia are required to demonstrate comparability with the state's assessment system prior to implementing their innovative assessment systems in lieu of the state assessment system during the IADA period. Georgia's IADA technical assistance provider, WestEd, assisted the state in developing a comparability evidence document for this purpose. This document is provided in Appendix C and was reviewed and approved by Georgia's IADA TAC. As of the end of Year 3, neither consortium has presented any comparability evidence to WestEd, the IADA TAC, or the Georgia Department of Education.

Do you plan to administer the operational versions of the innovative assessments for some schools in the state, provide individual student reports, and use the results in state and local report cards and in the State's federal accountability system in place of the regular state assessment for at least one grade and one subject area in 2023-2024?

It is unknown if Georgia will administer the operational version of either innovative assessment in place of the regular state assessment for any school in any grade or subject area in the state for 2023-2024. Both consortia are required to demonstrate comparability with the state's assessment system prior to implementing their innovative assessment systems in lieu of the state assessment system during the IADA period. Both consortia are planning their first full through-year field test in 2022-2023 and plan to present comparability evidence to WestEd, the IADA TAC, and the Georgia Department of Education. If either or both consortia are successful in demonstrating comparability to the state assessment system and receiving approval from the State Board of Education prior to the start of the 2023-2024 school year, they will be able to implement their innovative assessment system operationally in 2023-2024.

Information pertaining to Sections II – IX can be found in the GMAP and Putnam Consortium sections of this Annual Performance Report.

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X: Assurances

If the innovative assessment system will initially be administered in a subset of LEAs or schools in a State, please attach an assurance from the SEA that affirms it has collected assurances from each participating LEA that the LEA will comply with all requirements of this section.

Below is a summary of the LEAs that were members of the two consortia in Years 1-3, as well as the LEAs that are members of the two consortia in Year 4 (2022-2023). Additionally, the LEAs for which assurances have been provided to the SEA are indicated.

| LEA | Member in Year 1 2019-2020 | Member in Year 2 2020-2021 | Member in Year 3 2021-2022 | Member in Year 4 2022-2023 | LEA has provided assurances to SEA |
|-----------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|---------------------------------------|
| GMAP | | | | | |
| Barrow County | Yes | Yes | Yes | Yes | Yes |
| Clayton County | Yes | Yes | Yes | Yes | Yes |
| Dalton City | Yes | Yes | Yes | Yes | Yes |
| Floyd County | Yes | Yes | Yes | Yes | Yes |
| Haralson County | Yes (affiliate) | Yes | Yes | | Yes |
| Jackson County | Yes | Yes | Yes | Yes | Yes |
| Jasper County | Yes | Yes | Yes | Yes | Yes |
| Marietta City | Yes | Yes | Yes | Yes | Yes |
| Polk County | Yes | | | | Yes |
| Chattooga County | | Yes (affiliate) | Yes (affiliate) | Yes (affiliate) | Yes |
| Evans County | | Yes (affiliate) | Yes (affiliate) | Yes (affiliate) | Yes |
| Oglethorpe County | | Yes (affiliate) | Yes (affiliate) | Yes (affiliate) | Yes |
| Social Circle City | | Yes (affiliate) | | | Yes |
| Trion City | | Yes (affiliate) | Yes (affiliate) | Yes (affiliate) | Yes |
| Georgia Cyber Academy | | Yes (participating) | Yes (participating) | | Yes |
| Calhoun City | | | Yes (affiliate) | Yes (affiliate) | Yes |
| Colquitt County | | | Yes (affiliate) | Yes (affiliate) | Yes |
| Houston County | | | Yes (affiliate) | Yes (affiliate) | Yes |
| Seminole County | | | Yes (affiliate) | Yes (affiliate) | Yes |

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| | | | | | |
|---------------------------|-----|-----|---------------------|---------------------|-----|
| Treutlen County | | | Yes (affiliate) | Yes (affiliate) | Yes |
| Chattahoochee County | | | Yes (participating) | Yes (participating) | Yes |
| Elbert County | | | Yes (participating) | Yes (participating) | Yes |
| | | | | | |
| Putnam | | | | | |
| Calhoun City | Yes | Yes | | | Yes |
| Cook County | Yes | Yes | | | Yes |
| Dougherty County | Yes | Yes | Yes | Yes | Yes |
| Evans County | Yes | | | | Yes |
| Fayette County | Yes | Yes | Yes | Yes | Yes |
| Floyd County | Yes | Yes | Yes | Yes | Yes |
| Liberty County | Yes | Yes | | | Yes |
| McIntosh County | Yes | | | | |
| Oglethorpe County | Yes | | | | |
| Pike County | Yes | | | | |
| Putnam County | Yes | Yes | Yes | Yes | Yes |
| Vidalia City | Yes | Yes | Yes | Yes | Yes |
| Ben Hill County | | Yes | Yes | | Yes |
| Candler County | | Yes | Yes | Yes | Yes |
| Chattooga County | | Yes | Yes | Yes | Yes |
| Echols County | | Yes | | | |
| Emanuel County | | Yes | Yes | | Yes |
| Mitchell County | | Yes | | | Yes |
| Peach County | | Yes | | | |
| Scintilla Charter Academy | | Yes | Yes | Yes | Yes |
| Statesboro STEAM Academy | | Yes | Yes | Yes | Yes |
| Troup County | | Yes | Yes | Yes | Yes |

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XI: Budget

Please describe any changes to the budget that vary from the approved application budget.

The two consortia are bearing the cost of developing its innovative assessment systems. The state of Georgia is seeking funds from the General Assembly to perform the following activities:

- Contract annually with an external technical assistance provider to support the innovative assessment pilot.
- Fund five state-level positions to manage the innovative assessment pilot.
- Contract with an independent, external provider to evaluate the technical quality of the proposed innovative assessments (planned for year 5).

| Category | Cost Included in IADA Application | Available for FY20 Year 1 (2019-2020) | Available for FY21 Year 2 (2020-2021) | Available for FY22 Year 3 (2021-2022) | Available for FY23 Year 4 (2022-2023) |
|---|-----------------------------------|--|--|--|---|
| Technical assistance | \$250,000 | \$174,691 The RFP process resulted in less funding needed to provide the level of support described in the RFP. | \$105,908 Due to COVID-19 budget cuts, all GaDOE Assessment programs were reduced. TAC meetings were transitioned to virtual meetings and the number of technical assistance hours provided to the consortia was reduced. | \$120,083 The same level of technical support provided in FY21 was provided for FY22. | \$174,013 Funding was increased to allow WestEd and the IADA TAC to review the consortia's comparability evidence. |
| Personnel | \$781,888 | \$0 | \$0 | \$0 | \$0 |
| Independent technical evaluation | \$1,164,000 (estimated) | N/A | N/A | N/A | N/A |

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The Georgia General Assembly also provided a one-time allocation to the consortia in the Fiscal Year 2021 Amended Budget. Each consortium was provided with \$250,000 to support their development activities. The funds were provided to both consortia in spring 2021. No additional funding was provided in Fiscal Year 2022 (2021-2022).

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XII: Certification

To the best of my knowledge and belief, all data in this annual performance report are true and correct and the report fully discloses all known weaknesses concerning the accuracy, reliability, and completeness of the data.

Name of Authorized Representative:

Title:

Allison Timberlake

Deputy Superintendent for Assessment & Accountability

Signature:

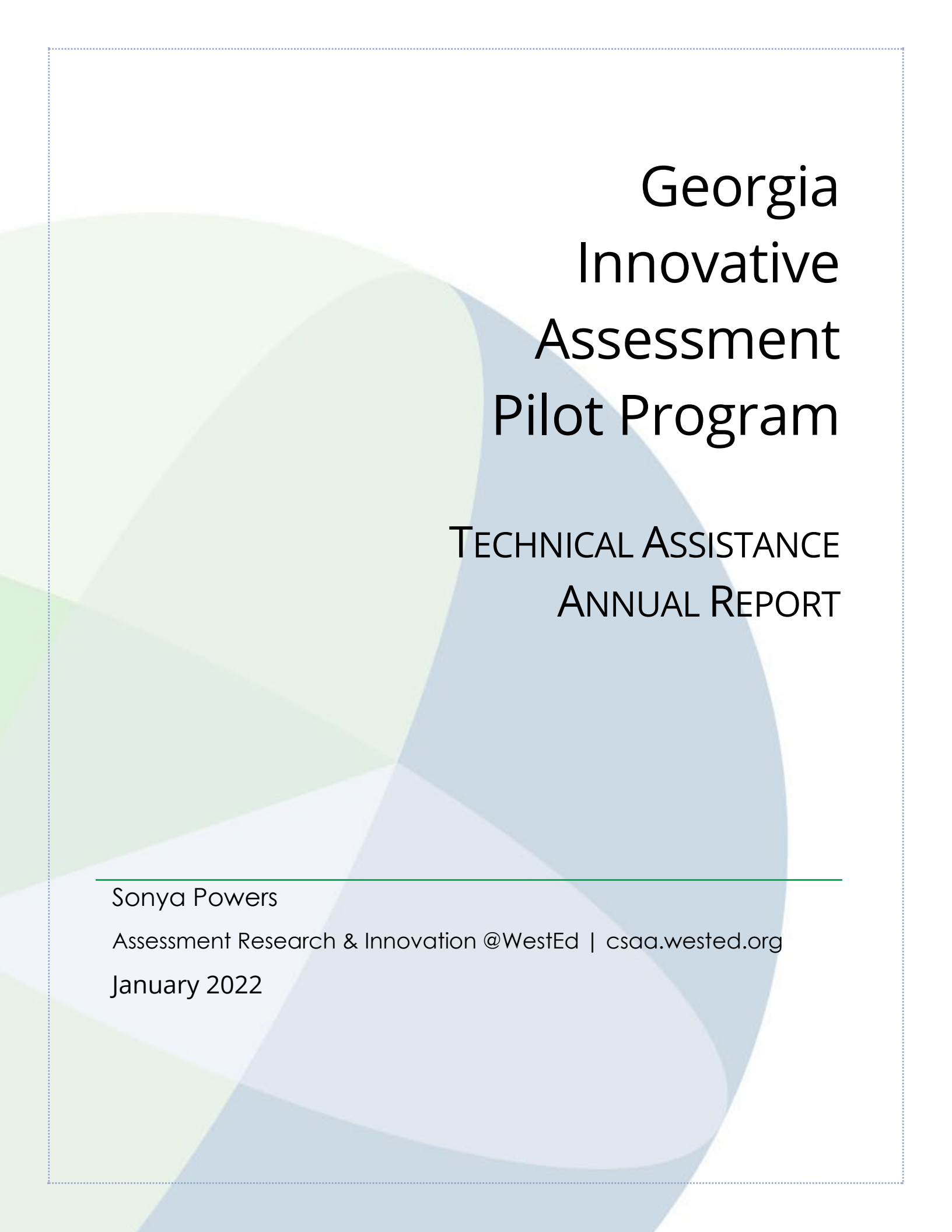
Date (*month/day/year*):



9/30/2022

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State of Georgia Appendices



Georgia Innovative Assessment Pilot Program

TECHNICAL ASSISTANCE ANNUAL REPORT

Sonya Powers

Assessment Research & Innovation @WestEd | csaa.wested.org

January 2022

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GEORGIA INNOVATIVE ASSESSMENT PILOT PROGRAM

TECHNICAL ASSISTANCE ANNUAL REPORT

INTRODUCTION

The purpose of this Technical Assistance Annual Report is to summarize how the technical assistance needs of Georgia’s Innovative Assessment Pilot Program (IAPP) consortia have been addressed through meetings with a Technical Advisory Committee (TAC) and meetings with WestEd, Georgia’s IAPP technical assistance provider, during the second year of implementation. Lessons learned and recommendations for future pilot program activities are also included.

During the first year of implementation, as described in the Year 1 IAPP Technical Assistance Annual Report, a number of key themes emerged:

- delays due to COVID-19 and impacts to the IAPP timelines,
- challenges of comparability and assessment for accountability,
- resource challenges associated with building and scaling new assessments, and
- benefits and limitations of an assessment competition.

These themes have carried forward into Year 2. In fact, as disruptive as COVID-19 was during the 2019-20 school year, 2020-21 was in many respects worse. Although most schools offered in-person instruction in Fall 2020, COVID-19 cases and rolling quarantines resulted in continued disruptions to education. Rather than impacting the last two or three months of school, the pandemic resulted in profound changes to education for the entire school year. States, including Georgia, again sought waivers from the federal government for statewide accountability testing in spring 2021. Although the federal government did not permit testing to be cancelled for a second year, test results were not used for federal accountability. Nevertheless, given concerns about health, safety, and instructional time, testing may have been seen as a lower priority: student participation rates in spring 2021 for the Georgia Milestones assessments were noticeably lower than usual, dropping from an average of 99% in 2019 to a range of 59% to 78% in 2021, depending on grade and subject. Given the havoc the pandemic has wreaked within and far beyond the education system, Georgia’s IAPP has also faced delays and slow progress. Nevertheless, the two consortia—the Georgia MAP Partnership and the Putnam Consortium—have continued to move forward with developing their assessment programs, while pivoting to serve their partner school districts during this challenging time.

In this Year 2 report we describe the areas where the two consortia have made progress, the impact of pandemic delays on each consortium’s timelines, and the process of defining the evaluation criteria to determine whether the consortia assessments may be used in lieu of the current statewide

assessment system. We also summarize the technical assistance provided by WestEd and the TAC. The psychometric issues highlighted in the narrative are described in greater depth in Appendix 1, which includes four TAC reports—one for each consortium summarizing the TAC meetings held in December 2020 and July 2021.

PROGRAM REQUIREMENTS AND TECHNICAL ASSISTANCE PRIORITIES

Georgia’s IAPP was authorized under Georgia Senate Bill 362 and the United States Department of Education Innovative Assessment Demonstration Authority (IADA). Two groups of school districts—the Putnam Consortium (Putnam) and the Georgia MAP Assessment Partnership (GMAP)—were granted the authority to develop new accountability assessments. Districts participating in the GMAP and the Putnam consortia can administer a new assessment program (either the Georgia MAP assessment in the GMAP consortium or the Navvy system of assessments in Putnam) in place of the state’s summative Georgia Milestones tests once the new assessments have demonstrated comparability to Georgia Milestones and received approval from the state. The original timeline for the consortia to demonstrate comparability was a five-year period, beginning in fall 2019 and completing in summer 2024. It may be possible to receive a two-year extension from the federal government, which would allow the pilot to continue through summer of 2026.

To support the Putnam and GMAP consortia, the Georgia Department of Education (GaDOE) contracted with WestEd to provide technical assistance to both consortia. Technical assistance is provided through two primary mechanisms: 1) WestEd meetings with the consortia to discuss the IAPP goals, project roadblocks, and psychometric considerations, and 2) twice-yearly technical advisory committee (TAC) meetings facilitated by WestEd where the consortia can get assessment advice from industry experts. One important outcome of the Year 2 technical assistance was the formalization of Comparability Guidelines. This section will summarize the WestEd-consortia meetings, the development of the Comparability Guidelines, and the TAC meetings.

WestEd-Consortia Technical Assistance Meetings

Due to budget cuts within GaDOE, funds for WestEd staff time to provide direct technical assistance were significantly reduced. During Year 1, 114 hours of WestEd staff time were available to Putnam and GMAP, compared to only 12 in Year 2. Despite this reduction, the consortia did not use all of the hours. GMAP used 8 while Putnam used only 1. One possible explanation for the lack of use of the technical assistance is that planned data analysis was not possible after spring 2020 due to pandemic testing cancellations. Thus, comparability analyses and related psychometric considerations were put on hold. During the meetings with the two consortia during Year 2, WestEd worked with the consortia on preparations and topic selection for upcoming TAC meetings, comparability and statewide accountability readiness, and alignment studies. WestEd also served as a liaison between the

consortia and GaDOE when questions about Georgia Milestones policies and documentation or comparability requirements arose.

Nevertheless, better use could be made of WestEd's technical assistance, which is available at no cost to the consortia. For example, validity and comparability research plans could be discussed, analysis specifications could be reviewed, and several aspects of comparability that are not reliant on data could have been explored (e.g., test administration and security, stakeholder engagement). WestEd will continue to encourage the consortia to make active use of the technical assistance hours, identifying potential topics to discuss, and leveraging some of the hours for review of comparability documentation.

During Year 2, WestEd used the remaining technical assistance hours that had not been used by the consortia to develop a Comparability Guidelines document (see Appendix 3 for the full document; more description can be found in the section that follows).

Comparability Guidelines

It is an IADA requirement that comparability be established for a new assessment before it can be used in lieu of the state's existing accountability assessment. Thus, comparability has always been top-of-mind for Georgia's two IAPP consortia. The IADA comparability requirement is that students receive equivalent achievement level classifications regardless of the assessment they take. In other words, a student classified as proficient on Georgia Milestones should also be classified as proficient by Navy or GMAP. However, the IADA statistical comparability requirement is a small part of the comparability evidence that the consortia must provide to the Georgia Department of Education for evaluation. As part of their IADA applications, the consortia also committed to other requirements, such as making accommodations available for English learners and students with disabilities to allow for their participation in the consortia assessments at the same rates that they would participate in state assessments (see assurances in Appendix 2).

During Year 1 and the beginning of Year 2, the consortia and TAC discussed comparability and the associated requirements for providing valid and reliable data to be used in Georgia's state accountability system. Throughout Year 2, the following questions were revisited:

- What evidence would the TAC deem sufficient for performance level comparability?
- What were the specific criteria that the consortia would be held to when their assessment programs were evaluated?

To help address these questions, Comparability Guidelines were documented to serve as a comprehensive checklist, similar to the peer review templates that states must submit to the U.S. Department of Education.¹ The Comparability Guidelines build on the original assurances, making the

¹ <https://www2.ed.gov/admins/lead/account/saa/assessmentpeerreviews/peerreviewsubmissionindexacademic.doc>

requirements more concrete, and providing examples of the types of evidence that address each of the requirements. WestEd drafted the Comparability Guidelines, they were reviewed by both GaDOE and the IAPP TAC, feedback was incorporated, and the final set was approved and provided to the two consortia in July 2021.

As noted in the Year 1 report, the comparability criteria related to achievement level classifications is not an unattainable bar for the consortia to meet. However, other requirements that existing state assessments have to meet for federal and state accountability purposes (e.g., test security, accommodations for students with disabilities and English learners) significantly increase the demands on the consortia assessments. The Comparability Guidelines document describes six different categories with a total of over 30 separate criteria for which consortia assessments must provide evidence to ensure that they can support the same high-stakes decisions that are currently made on the basis of Georgia Milestones scores. Specifically, the state uses student scores on Georgia Milestones for grade retention and promotion decisions, as part of course grades in high school, in teacher and leader evaluations, and as a key component of its College and Career Ready Performance Index (CCRPI) accountability metrics. Consortia assessments must therefore meet a high bar for quality, accessibility, security, and other aspects of their assessments.

One concern raised in the Year 1 annual report was that the timeline might already be too short for the consortia to assemble all of the necessary comparability evidence, have it reviewed by the TAC and GaDOE, and be approved for use in lieu of Georgia Milestones within the five-year project timeline. As shown in Figure 1, it is likely that the first operational administration could not take place until 2024-25, beyond the current five-year pilot program timeline.

Figure 1. Current IAPP Timeline



Given the disrupted 2020-21 school year, it is even more likely that Year 6 might be the first year of implementation of GMAP or Navy in lieu of Georgia Milestones, unless comparability can be fully established using data from 2021-22. Furthermore, both consortia have planned to establish comparability for English Language Arts (ELA) and mathematics assessments first, with science following by one year. Thus, Year 7 might be the first year of implementation of GMAP or Navy in place of Georgia Milestones for science. Additionally, Grade 8 social studies and U.S. History were not part of the original plans submitted by the consortia in their IADA applications, yet they are part of the current statewide assessment system and will also need to be provided by the consortia in the future, meaning implementation of the full suite of Georgia Milestones-comparable assessments is likely at least two years beyond the original project timeline.

Another impact to the timeline is that the evidence submitted to document comparability will need to go through a series of review steps (see Figure 2). First, the consortia will provide information to WestEd, who will review for completeness and then route it to TAC members for review once it is deemed ready. The TAC will then review the documentation, provide feedback, and if necessary, review revisions. Once the TAC approves the documentation as complete and adequately supporting comparability, a GaDOE state panel will review it. Once GaDOE signs off, the State Board of Education will review for final approval. Should assessments be approved, consortium districts will be notified that the consortium assessment can be used in place of Georgia Milestones and their accountability evaluations. Because both Navy and GMAP are through-year assessments, schools, parents, and students will also need to be notified of a change in assessment used for accountability prior to the start of the school year because the first administrations of the through-year assessments could start soon after the school year begins.

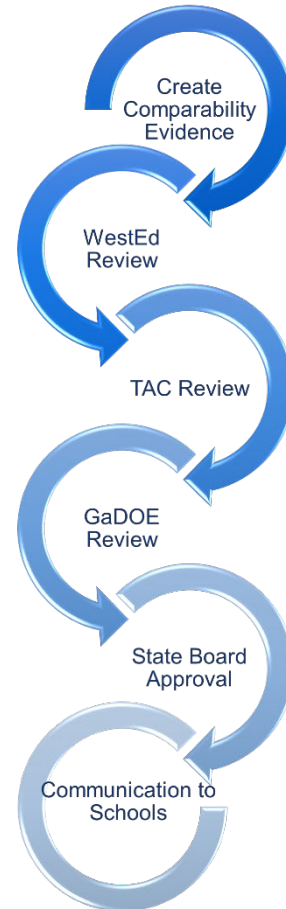
The multi-step nature of this review process will take some time. To make the process more efficient, WestEd is working with the consortia to stagger the flow of information. Nonetheless, it is critical that the evidence be thoroughly reviewed and strengthened as needed through the process, as some of the same types of evidence would ultimately be required for federal peer review if one of the consortia assessments becomes the statewide assessment system in Georgia.

Biannual TAC Meetings

WestEd planned and hosted two TAC meetings during Year 2 of the Georgia IAPP. Each consortium met with the TAC for one day at each meeting. Participant districts, their test development partners, WestEd, GaDOE, the Governor’s Office of Student Achievement (GOSA), and the TAC’s expert advisors took part in the TAC meetings. The meetings, convened virtually, took place December 14–15, 2020 and July 7–8, 2021. The IAPP TAC includes the following assessment policy and measurement experts:

- Wayne Camara, Distinguished Scientist for Measurement Innovation, Law School Admissions Council
- Gregory Cizek, Professor of Educational Measurement and Evaluation, School of Education, University of North Carolina at Chapel Hill

Figure 2. Comparability Review Process



- Stuart Kahl, Senior Technical Consultant/Advisor in Assessment, Kahl Balanced Assessment Practices
- Lillian Pace, Senior Director of National Policy, KnowledgeWorks
- Stanley Rabinowitz, Senior Technical Advisor, Pearson
- Steven Sireci, President, Sireci Psychometric Services

WestEd facilitated the TAC meetings and worked with the consortia to create an agenda of topics on which TAC feedback and advice was desired. During the July meeting, WestEd presented the Comparability Guidelines, and approximately half of the meeting was dedicated to updating the TAC and the consortia about the document as well as providing time for questions and answers. Both before and after the TAC meeting, members of the TAC provided feedback on the Comparability Guidelines. Once the feedback was incorporated, the TAC approved the final version.

During the biannual meetings, the TAC provided advice about both technical and pragmatic aspects of each consortium's assessments. They also helped to identify issues that the consortia may not have considered, but which could become very important issues to address. For example, the TAC noted that both consortia would need to determine how to handle a student who moves into a district or state midway through the year. For Navy, administering a separate assessment for every standard in such cases may not be feasible, and an alternative will be needed. Likewise, GMAP must consider how to assess students who were not in the district during fall and winter administrations if those administrations would typically contribute to students' summative scores.

The specific process for calculating summative scores has yet to be determined by either consortium. During Year 2 meetings, TAC members pushed both consortia to finalize their approach, given that it is fundamental to establishing comparability and must be decided in order to complete field test analyses in spring 2022. The TAC also encouraged the consortia to think about the definition of the summative score and what it reflects in terms of how learning is measured in its calculation. For example, should the summative score be a summation of scores that reflect student content mastery immediately after instruction or should it reflect content knowledge retained at the end of the school year? The way learning is defined by the consortia and described through the summative score may or may not be consistent with the way it is defined and described through summative scores on Georgia Milestone. Thus, the definition of content mastery may not be strictly comparable, and TAC members advised that differences be carefully considered and justified.

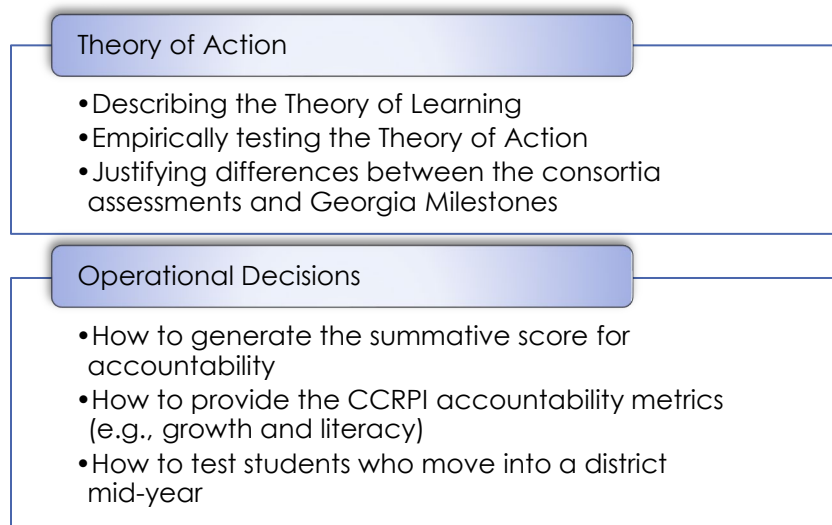
In fact, a consistent theme throughout the TAC meetings was that the consortia should critically evaluate differences between their assessment solution and the current state content standards and assessments. The differences should not only be justified based on a consortium's theory of action (e.g., greater instructional or diagnostic value), but these theories should be empirically tested to provide evidence that differences are leading to improvements.

The TAC also cautioned about using 2020-21 results for comparability analyses given concerns about opportunity to learn and motivation during an administration that did not count for federal

accountability. The TAC also noted that one of the most important considerations for any analysis is the representativeness of the consortium’s participants in comparison to the state’s demographic and achievement profile. Without representativeness, results may not be generalizable. Thus, the consortia should evaluate representativeness each year as participating districts join and leave.

Finally, the Comparability Guidelines presented in July clarified how the consortia assessments would need to support calculation of the state’s CCRPI accountability metrics, and TAC members noted that the consortia will need to explore options and determine how they will provide similar metrics for state accountability. Figure 3 provides a summary of the TAC feedback from the two meetings held during Year 2.

Figure 3. Summary of 2020-21 (Year 2) TAC Feedback



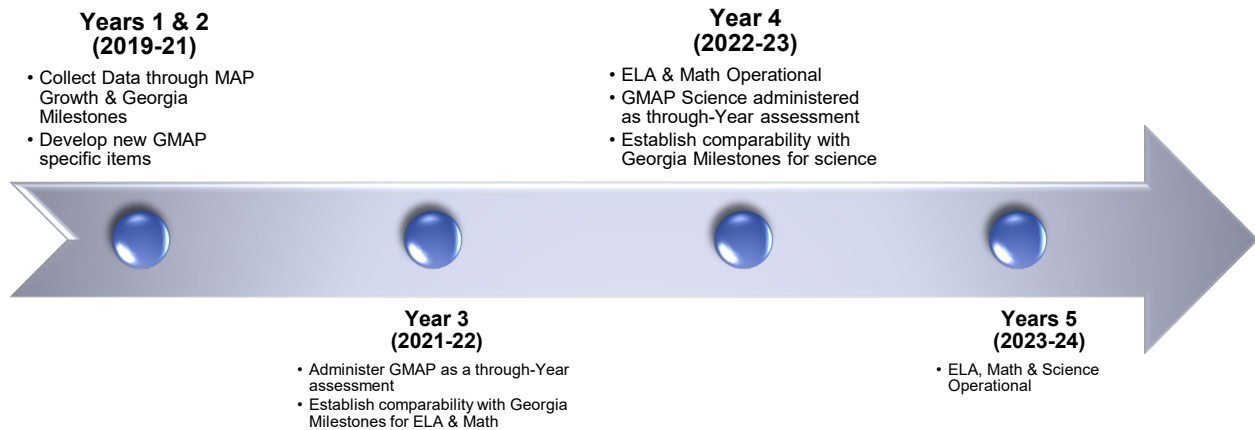
PROGRESS TOWARD FULL IMPLEMENTATION

GMAP is based on NWEA’s MAP Growth assessment system, which was used in some Georgia school districts prior to IAPP. Likewise, Navy ELA and mathematics assessments have been administered in the Putnam school district since 2017. Thus, both consortia began the IAPP by leveraging assessments that were used in Georgia prior to the pilot. NWEA and Navy have existing item pools, established test designs, and psychometric modeling decisions that provided a basis upon which to build out their assessment solutions. Nevertheless, the pandemic has impacted the original timelines proposed in Georgia’s IADA application, pushing back some benchmarks by at least a year.

Figure 4 shows the original GMAP timeline. GMAP had dedicated time in the first two years to understanding the alignment of MAP Growth assessments to the Georgia Standards of Excellence and developing new items for GMAP to better align to the Georgia standards. This work has moved forward despite the pandemic, and thus, GMAP’s timeline has not been impacted as greatly as it might

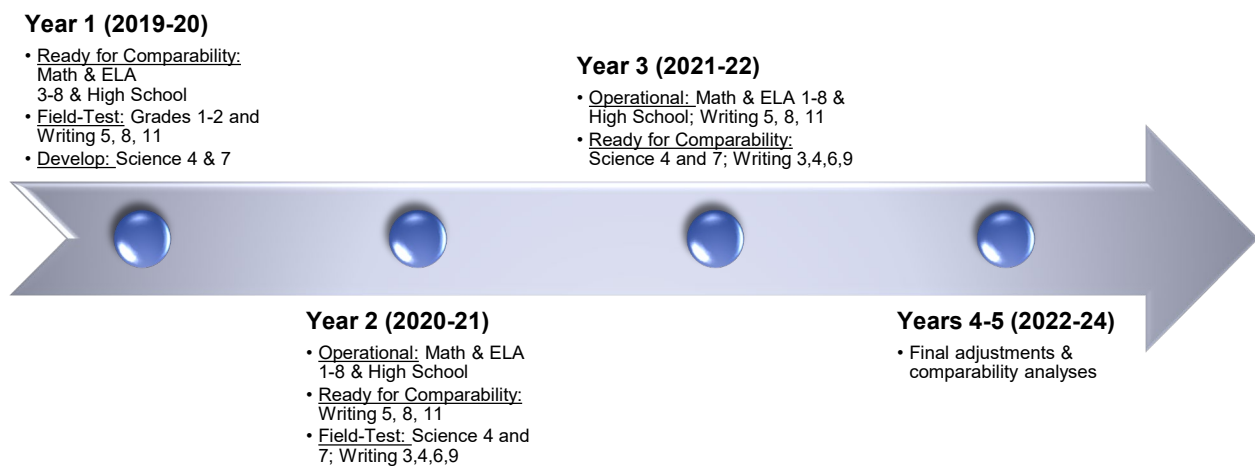
have been. However, data collections planned for spring 2020 and the 2020-21 school year were delayed. Thus, the first time GMAP items will be administered will be spring 2022, and the first time GMAP will be administered as a through-year assessment will be delayed from Year 3 (2021-2022) of the project to Year 4 (2022-2023).

Figure 4. Original GMAP Timeline



By contrast, Putnam’s original timeline front-loaded many activities, using the final two years to make necessary adjustments to the assessment system and scaling to additional districts (see Figure 5).

Figure 5. Original Putnam Timeline

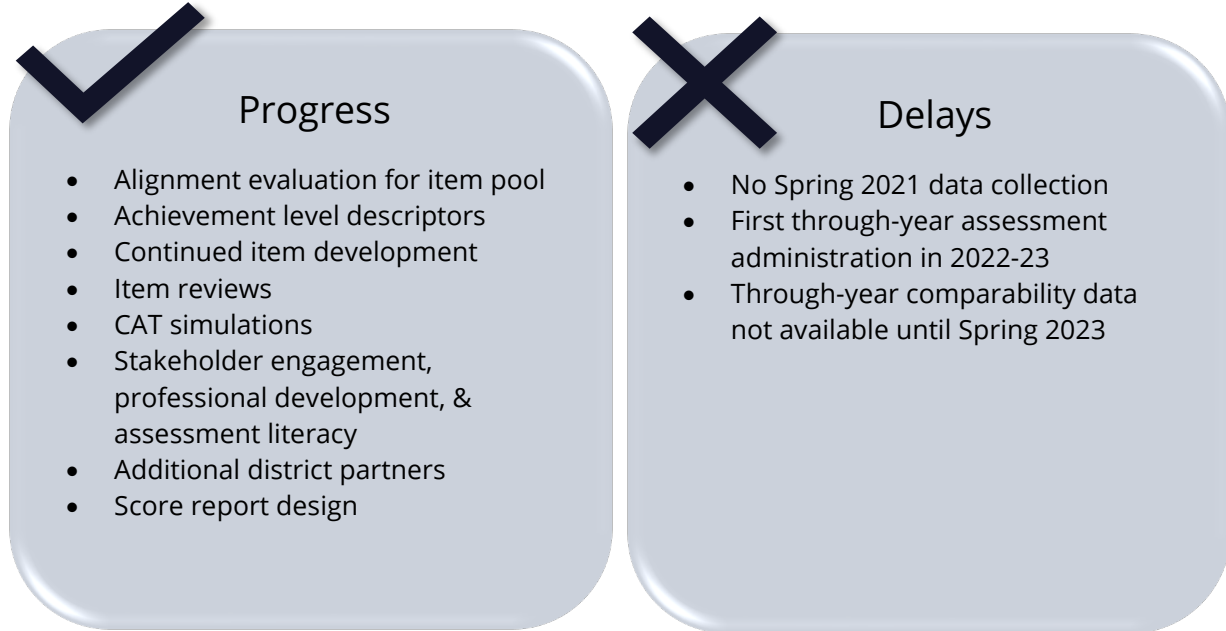


The Putnam consortium's priority was to establish comparability quickly and obtain approval to use Navy instead of Georgia Milestones as soon as possible so that consortium members would not need to continue using both assessments. However, these plans were interrupted when the Georgia Milestones was not administered in Spring 2020 and administration of Navy was likewise interrupted during the 2020 spring semester. Continued disruptions in 2020-21 pose a challenge for establishing comparability in Year 2 of the pilot. Using Georgia Milestones Spring 2021 results and Navy 2020-21 results for comparability may be difficult due to pandemic-related disruptions which impacted data completeness and quality for both assessments. Thus, the 2021-22 school year is the first school year where statistical comparability can be thoroughly evaluated, assuming all goes to plan. Item development work for Science has also been delayed. Putnam's plan was always to stagger the rollout of science but the rollout will likely be slower given the delays. Although it appears likely that the benchmarks in Putnam's original timeline will all shift back two years, Putnam was able to collect data during the first two years of the program, allowing them to conduct preliminary analyses on item performance. The consortium showed rates of standard mastery and average item discrimination values for Grade 4 math during July 2021 TAC meeting. Results indicated that there were differences in the proportion of participating students mastering each standard; average item discrimination values were all above 0.3, indicating that many Navy Grade 4 math items appear to perform well enough to be considered for an operational statewide assessment.

The timelines shown earlier illustrate the rollout of each consortium's assessment and the target dates by which they could be used in lieu of Georgia Milestones. The figures do not show all the other activities the consortia completed during the first two years of the pilot. Many activities were able to continue virtually such that they did not depend on having teachers and students in school buildings.

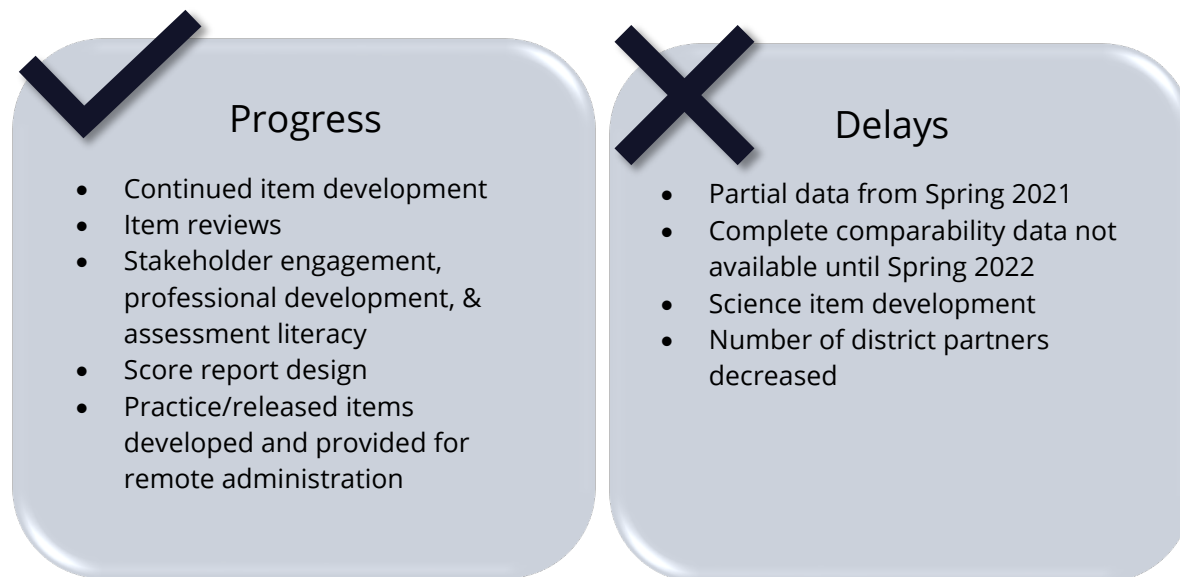
For example, GMAP conducted a MAP-to-Georgia content standards alignment study to identify gaps in alignment. NWEA identified item banks that could support the GMAP assessment, and created and began implementing an item development process to create new items to assess Georgia standards not covered by existing items. GMAP also involved educators in a review of achievement level descriptors based on Georgia's existing achievement level descriptors. Achievement level descriptors were also incorporated into the item development plan so that item writers would have guidance to support development of items aligned to the Georgia standards that also span the range of student proficiency. NWEA also conducted item reviews, including bias and sensitivity reviews, virtually. NWEA was also able to continue refining their computerized adaptive testing (CAT) algorithm via simulation studies to better understand how many items are needed to yield accurate and reliable student scores that appropriately align to the breadth and depth of Georgia's content standards. GMAP continued to work with stakeholder groups, providing professional development services around assessment literacy, as well as getting score user feedback on new score reports in development for the GMAP assessments. Finally, the GMAP consortium maintained its partner districts and added 11 additional districts to its membership, including 5 that participated in Year 2 and 6 more that have signed on for Year 3. Figure 6 provides an overview of implementation progress for the GMAP consortium during Year 2.

Figure 6. Overview of GMAP Implementation Progress during Year 2



The Putnam consortium was also able to continue item development efforts during the first two years of the pilot. In fact, they embarked on an ambitious project to develop a set of practice items that could be administered to students remotely. These items were developed to provide educators with an understanding of the content covered by Navy and the level of difficulty of the items. For test security reasons, the secure Navy items are not available to teachers and are not available for remote administration. Practice items helped teachers assess students and continue to use Navy to support instruction. Navy also continued stakeholder engagement during Year 2, continued to provide professional development to district partners, and built out and refined their student level and aggregate score reports, based on feedback from score users. Although schooling disruptions resulted in less-than-complete Navy data for most Putnam consortium districts, some participating districts were able to implement many of the Navy assessments. Data analysis is ongoing to support item reviews and begin to investigate comparability with Georgia Milestones. District membership in the Putnam consortium increased for Year 2 of the pilot, but some districts have not agreed to continue participation for Year 3. Nevertheless, Putnam has retained committed local supporters in the consortium. Figure 7 provides an overview of implementation progress for the Putnam consortium during Year 2.

Figure 7. Overview of Putnam Consortium Implementation Progress During Year 2



Both consortia solicited feedback from WestEd and the TAC on the technical aspects of their assessment systems. Many considerations were discussed beyond statistical comparability including accommodations, reporting, and test security. For example, both consortia asked whether accommodations could be phased in over time. The TAC understood that low-incidence accommodations (e.g., Braille) might not be ready for the field test administrations, but all accommodations needed to provide students with appropriate access to the test content should be available as soon as possible, and definitely before the assessment would be used for accountability purposes. Both consortia have also been working on score report refinements during the pandemic and Putnam presented some dashboard displays during TAC meetings. The TAC has expressed interest in discussing score reports in more detail and getting more specific information about how stakeholders have been engaged to ensure the usefulness of score report information. Test security, which is an element of the comparability evidence that the consortia must provide, has also been discussed at a high level with the TAC. The TAC advised that rigorous test security procedures are needed for any administration that contributes to a student's summative score. If the consortia wish to include through-year assessment opportunities that do not contribute to a student's score, less rigorous security procedures might be reasonable so long as the item pool for assessments that contribute to the summative score is kept separate.

With high hopes that spring of 2022 will provide complete assessment data, the consortia are working toward submitting comparability evidence. Thus, timelines and procedures for submitting comparability evidence for review have been the focus of discussion. Both consortia desire an efficient process so that member districts can stop using both innovative assessments and Georgia Milestones as soon as possible. As mentioned previously, the consortia (particularly Putnam) requested very little

technical assistance from WestEd during Year 2. This technical assistance can serve as evidence in support of the first criterion in the Comparability Guidelines related to technical quality, which asks:

Have you worked with experts to ensure technical quality, validity, reliability, and psychometric soundness of the innovative assessment?

WestEd will continue to work with the consortia in Year 3 and encourage increased use of technical assistance support, and particularly to press for timely submission of high-quality materials to the TAC.

Although the consortia have made strides given the constraints of the past two years, the IAPP period is reaching the halfway point of the original 5-year timeline. The TAC has expressed concern about the number of decisions, analyses, and results still needed to ready the consortia for administration in lieu of Georgia Milestones within the pilot period. Critical decisions that need to be made include determining how a summative score is calculated, determining how growth and literacy measures are calculated for CCRPI, and developing an assessment plan for students who are only in the consortia for part of the year. Analyses and results include statistical comparability, reliability and validity calculations, and independent alignment studies.

More generally, the TAC also noted a desire for more detailed TAC materials (i.e., consortia presentations and pre-read documents), including detailed project schedules. Without these detailed plans, TAC members find it difficult to understand the nuts and bolts of how the consortia operate and whether they are on track. Thus, the focus of the December 2021 TAC meeting will be on project management, with a secondary focus on psychometrics. The consortia are being advised to show the TAC the progress that has been made on comparability to date and describe plans to for the remainder of the pilot period. Specifically, the consortia have been asked to:

- describe the elements of the Comparability Guidelines for which they may already have sufficient evidence;
- describe the status of elements of the Comparability Guidelines for which they do not yet have sufficient evidence; and
- describe the plan, including the process and timeline, to develop sufficient evidence for the remaining elements of the Comparability Guidelines.

Technical questions will likely be raised as the consortia present documentation and describe future analyses. Ideally, preparation for the TAC will help the consortia refine their timelines and better understand the requirements that must be met in the next few years. Clear plans and timelines for establishing comparability will help assuage TAC concerns around progress. The quality of such plans will also signal to GaDOE whether additional technical assistance is likely to be needed during 2022 such that documentation can be appropriately evaluated by WestEd and the TAC.

SUMMARY

Throughout the first two years of the IAPP, both consortia were forced to pivot in response to the COVID-19 pandemic. Given that the assessment systems are locally supported, district needs were prioritized above meeting original project timelines. Thus, the consortia focused more on providing professional development to participating districts and keeping stakeholders engaged in the pilot than in field test completion. Although the work of building and scaling the assessment systems is now behind schedule, the 2021-22 school year might provide the data needed for the consortia to make more progress. It's possible that the consortia will be able to make up for lost time and get approval for use in place of Georgia Milestones by Year 5 of the IADA pilot period. However, it's quite likely that at least one of the consortia will need until Year 6. Additionally, only ELA and mathematics would be ready by Year 5 or 6—the implementation schedule for the other subject areas has been staggered such that it would likely be Year 7 or later before comparability evidence could be reviewed and the assessments could be approved for use instead of Georgia Milestones. Though the current IADA period ends after Year 5, the federal government has indicated that two-year extensions could be provided upon state request.

Delayed IADA timelines are not unique to Georgia. Many of the other states have faced similar setbacks due to the pandemic. Innovative assessment pilots in general have also taken longer than expected given the sheer complexity of running multiple assessment programs concurrently in a state and evaluating the outcomes of new assessment models. Even within the state of Georgia, updates to the content standards for math and ELA have been delayed a year. Nevertheless, stakeholders are interested in the continued viability of the IAPP in Georgia and are closely monitoring consortia progress toward operational administration.

Year 2 of the IAPP reflected many of the same challenges described in the Year 1 report:

- **Delays due to COVID-19's impact on the educational system.** Data was not available for Georgia Milestones in 2020, which delayed Year 1 of IAPP implementation. Although some data were available for Georgia Milestones in 2021, participation rates were much lower than normal and opportunity to learn was impacted by the ongoing pandemic. Thus, the consortia were not able to gather the data and conduct many of the analyses they had envisioned during the first two years of the pilot. The delays from Years 1 and 2 of the pilot will have a lasting impact on future years. If Year 3 participation rates on Georgia Milestones and the innovative assessments are reasonable, there is some hope that the consortia will be able to move forward, make up for some lost time, and successfully launch their innovative assessments in Georgia.
- **Resource constraints in terms of federal and state funding.** The consortia were not provided with funds to build and scale their assessment systems in Year 1, nor was GaDOE provided funding to oversee the project and review comparability documentation. In Year 2, Georgia allocated \$250,000 to each consortium. Nevertheless, half a million dollars is nowhere near the amount of money spent on state summative assessment programs, so the consortia

must rely on funds from districts, philanthropies, and internal vendor resources. Furthermore, the two consortia are not equally funded or staffed. These challenges are unlikely to be resolved in future years of the pilot.

- **Inevitable challenges around the competitive design of the pilot.** Passionate local supporters of each assessment have invested significant time and energy into these projects. It's unclear how a single approved assessment at the end of the pilot will be accepted statewide. In the meantime, a firewall between the two consortia prevents sharing of ideas and lessons learned. This challenge has not changed from Year 1 to Year 2 of the pilot and will only become more pronounced as the two consortia scale and continue to invest in the process over time.

Additional challenges in Year 2 included:

- **Low usage of technical assistance.** Available technical assistance hours were cut back dramatically in Year 2 of the pilot, but the consortia made limited use of the available hours. With the prospect of data in Spring 2022, the consortia may have more detailed technical questions around analysis plans and results and may need to request additional technical assistance.
- **Challenges around TAC preparations and consortium project management.** The technical assistance provided by the TAC is most useful when the TAC has had time to review materials ahead of time and think through advice. GMAP submitted materials ahead of time as requested, but Putnam often struggled to get materials submitted prior to the TAC meetings. Both consortia would benefit from including information in TAC materials around what feedback they heard from the TAC previously, what they've done to address the feedback, and rationales for when they decided not to implement feedback. The TAC also expressed concern about whether Putnam had a workable project schedule and process for tracking all aspects of what will become a complex enterprise as the consortium moves toward operational administration in multiple grades and subjects.
- **Progress and decision-making.** Progress has been slow and many decisions that needed to be made at the outset of the pilot are still outstanding decisions at the end of Year 2. Delays are understandable given the context of the last two years. However, additional progress on analysis plans and development of potential solutions for the various outstanding decision points (e.g., what to do for a CCRPI literacy measure) might have been possible.
- **Lack of experience with accountability assessments.** GMAP's vendor, NWEA, is not a newcomer to large-scale assessment. Their interim assessment products are used nationwide. What is new for NWEA is creating a customized solution for a specific state that will meet state and federal accountability requirements. Putnam's vendor, Navvy, has much more limited assessment experience as a fairly new company which developed a Georgia-specific formative assessment. Thus, the Putnam team has a learning curve involved with both large-scale assessment and the accountability systems into which the assessment results must fit. As newcomers to the statewide summative assessment space, the consortia often have questions about the constraints of the existing accountability system. They have

benefitted from access to technical assistance provided by the TAC and WestEd, who have helped them ask questions that were not immediately obvious and point out aspects of the process have been underestimated.

- **Justifying differences between the innovative assessments and Georgia Milestones.** The TAC has noted on many occasions that differences between the innovative assessments and Georgia Milestones are potential sources of non-comparability. Thus, the TAC's advice is often to use the same procedures that have been used with Georgia Milestones previously. For example, the process used to establish alignment of Georgia Milestones to Georgia's content standards is quite likely a good process to use with the innovative assessments. Of course, if all aspects of the innovative assessments matched Georgia Milestones, then there would be no innovation. Nevertheless, differences between the two assessments must be justified based on theories of action and theories of learning. For example, testing at the end of the year makes implicit assumptions about measuring the retention of learning, while through-course assessment measures learning as it happens, but may not reflect the total amount of knowledge a student retains at the end of the year. These theories should be tested with empirical data as it becomes available. The unintended consequences of end-of-year assessments are in large part due to the high-stakes decisions made based on test scores. Once through-year assessments are used for the same high-stakes decisions, the same unintended consequences might result.

Innovation is not expected to be easy, and when high-stakes decisions and multiple stakeholder groups are involved, innovation is also not likely to occur fast. Thus, it will be important to track whether the required investment of time and resources results in an improvement in the education of Georgia's students.

LESSONS LEARNED AND NEXT STEPS

Year 2 of implementation of the IAPP was not necessarily smooth, but progress is being made. Innovation rarely happens overnight; rather, it takes many years to build new systems. Although comparability is the ultimate criterion for IADA, the real test for the consortia will be the outcomes for students, teachers, and schools once comparability is established.

The past year has highlighted areas where additional planning is needed and where important decisions remain. In Year 3, more data will be available to inform some of these decisions. Moving forward, the consortia should leverage the expertise of the TAC and WestEd's technical assistance to make additional progress on the following technical components of their assessments:

- Finalizing the process for calculating the student scores that will feed into the accountability system
- Finalizing plans for selecting an external alignment evaluator and carrying out alignment studies

- Finalizing analysis plans for Spring 2022 data (and future data collections)
- Identifying potential CCRPI growth and literacy measures and developing plans for choosing a method from among various options
- Creating business rules for defining participation (e.g., how many testing events or questions must a student complete?) as well as establishing procedures to handle cases where students move into the district or state mid-year
- Refining theories of action and plans for evaluating the claims the consortia want to make about their assessments (e.g., does a through-year model change instructional practice?)
- Refining the plans and the schedule for submitting documentation required in the Comparability Guidelines
- Continuing item development and item review for new grades and subjects (i.e., science and social studies)

Building on the Comparability Guidelines which were developed in Year 2, WestEd and GaDOE will develop a process for the collection and review of comparability evidence so that the multi-step review process can be implemented efficiently beginning in Year 3 and continuing into Years 4 and 5 and the state can realize the goals of the IADA process.

APPENDICES

Appendix 1: Technical Advisory Committee Meeting Summaries for Putnam County Consortium and Georgia MAP Assessment Partnership, December 2020 and July 2021

Appendix 2: Georgia Innovative Assessment Pilot Program Assurances

Appendix 3: Georgia Innovative Assessment Pilot Program Comparability Guidelines

Appendix 1

TECHNICAL ADVISORY COMMITTEE MEETING SUMMARIES FOR
PUTNAM COUNTY CONSORTIUM AND GEORGIA MAP ASSESSMENT
PARTNERSHIP, DECEMBER 2020 AND JULY 2021

Georgia Innovative Assessment Pilot Program

DECEMBER 2020
TECHNICAL ASSISTANCE
COMMITTEE MEETING

Georgia MAP Assessment Partnership

Markie McNeilly

Matthew Gaertner

Assessment Research & Innovation @WestEd | csaa.wested.org

GEORGIA INNOVATIVE ASSESSMENT PILOT PROGRAM

DECEMBER 2020 TECHNICAL ASSISTANCE COMMITTEE REPORT FOR THE GEORGIA MAP ASSESSMENT PARTNERSHIP

INTRODUCTION

The Georgia Innovative Assessment Pilot Program (IAPP) Technical Advisory Committee (TAC) meeting was convened on December 15, 2020. The meeting was held virtually via Zoom video conferencing. Attendees included members of the TAC, the Georgia MAP Assessment Partnership (GMAP), NWEA, the Georgia Department of Education (GaDOE), and WestEd. This report provides an overview of the topics discussed and a description of the resulting key takeaways and action items from the meeting.

UPDATE ON CONSORTIUM ASSESSMENT SYSTEM

DESCRIPTION

The GMAP Partnership and NWEA provided an update on the consortium's assessment system. The COVID-19 pandemic shifted the timeline for planned activities. The consortium shared details on the continued impact of the COVID-19 pandemic. Most notably, the decision was made not to field test in Spring 2021, as previously planned. The overall timeline for producing an operational test and for establishing comparability has been shifted out by at least a year. They also shared updates on the consortium's membership as well as status updates on content development activities, psychometric activities, and the development of student score reports.

TAC DISCUSSION AND RECOMMENDATIONS

During the presentation, the GMAP Partnership shared that two new districts were approved by the consortium to join their membership — Chattahoochee and Calhoun. Both of these districts are in the southeastern area of the state, which has not been represented in their membership until now.

An update was given on content development activities. ELA and math items are in development, with the first field test planned for spring 2022. They are working on the range PLDs as far as they can at this point in their process. They worked with their content advisory boards (composed of educators from across the state) to review the new assessment items. Item content and bias reviews took place over the summer. Science development — the first draft of range ALDs and item specifications — are in development. Content development activities will continue, with additional review committees planned for next summer.

Within the field test plan, references to open-ended questions in the writing domain have been removed. Items requiring hand-scoring have been deferred, and the consortium will revisit their

inclusion once the test becomes operational. Instead, technology-enhanced items will be included to measure writing. Technology-enhanced items are multiple-part items that measure aspects of the writing process, without requiring students to actually write. These item types have been used for a few years now. One of these item types includes highlighting text within a passage. The TAC would like to see what these items look like at a future meeting.

Psychometric activities have also progressed. NWEA has been working on how technology and processes will need to be set up in order to maximize valid and reliable results. They have been conducting item calibration studies and optimizing code. A range achievement level descriptor (RALD) utility study is underway, but it has been difficult to progress without being able to get into classrooms. NWEA has also been working through vetting the spring 2022 field test plan. Through-year Computer Adaptive Test (CAT) simulation studies have been conducted and will continue over the next year.

NWEA provided an update on the development of a family score report. A prototype was reviewed by GMAP districts over the summer. A usability study was conducted with parents/guardians and teachers in the fall. Score report prototypes will continue to iterate, incorporating information and feedback from stakeholders (teachers, students, families). Participation in the score report activities over the summer was limited to three of the member districts due to the pandemic. As students return to the classroom, engagement is slowly increasing. The TAC would like to see what the score reports look like at a future meeting.

FIELD TEST PLAN FOR SPRING 2022

DESCRIPTION

NWEA shared an update on the field test plan for the ELA and math assessments, now projected to take place in spring 2022. The basic field test design, content design, and timeline were presented.

Students will take MAP with field test items included. The test will be longer than a typical testing event because MAP results still need to be produced, including a RIT score which many schools utilize for student classification. Reliable summative scores will also need to be produced. This will happen after the field test data have been calibrated. Further, a comparability study is planned for summer 2022. Sufficient field test items must be administered in order to have an operational test in spring 2023. The TAC suggested that NWEA develop and evaluate success criteria for the field test when finalizing their plans.

TAC DISCUSSION AND RECOMMENDATIONS

Learning loss due to COVID-19 was discussed. It is unknown how student performance on the assessment will be impacted by learning loss from the 2020-2021 school year. NWEA plans to evaluate the stability of the scale each year and if necessary, recalibrate and rescale.

MAP Growth will be administered in fall and winter of 2021-2022 within the typical timelines and the usual technology platform. In spring 2022, students will take the regular MAP Growth and adaptive MAP Growth tests on a new platform. The TAC recommended trying to get a measure of student

motivation (such as item latency and completion rates). Additionally, they suggested getting feedback from teachers and students about their experience and how much effort they exerted on field test items.

Sample items will be made available ahead of the field test, since field test items will look different from the MAP Growth items students are used to seeing. The TAC supports this approach, and also recommended including sample items in the beginning of the test. Including sample items in the beginning of the test will ensure that all students have an opportunity to practice interacting with the technology-enhanced items.

The TAC had some concerns over the number of items that are included for field testing. NWEA explained their field-testing approach including limitations on the number of participating students and the number of items needed to support an operational CAT item pool. The TAC recommended reducing the number of items students are given in the field test as much as possible, be it through increased recruitment or otherwise. The TAC also suggested finding alternate solutions to embedding the field test items on the test. One suggestion included embedding or partially embedding field test items within the MAP Growth test. In this way, it is less obvious to students that these are items that do not count toward their score. Another recommendation was to provide different forms to students, so that on some forms the field test questions would appear first and on other forms the field test questions would appear after the MAP Growth test.

Suggestions from the TAC also included altering the design of the field test. For example, NWEA could consider eliminating the GMAP individual-level summative score during the field test in order to reduce the number of items administered to each student. Decision consistency across Georgia Milestones and GMAP could be projected based on aggregate level data.

During NWEA's high-level overview of the field test design, NWEA and the TAC discussed the placement of item blocks within a form. The TAC recommended constraining passages to a specific location in the operational delivery. Another option is to constrain the number of passages and fix them within two slots on the test form. There may be value in varying the location of the passage blocks because the item positions will vary on the adaptive test.

NWEA asked for the TAC's advice on how to place ELA and reading items into an existing reading scale if they use a fixed-person parameter calibration. The TAC recommended that NWEA verify the approach and that the theta scores that are generated are either equivalent or close enough to be considered comparable. The TAC suggested that it may be helpful to look at the stability of the theta estimates for a 30-item MAP Growth test versus a 40-item MAP Growth test. The TAC said that there might be a dimensionality issue; however, there are a number of other assessments that have used this same approach (e.g., ELPA21, CPA exam).

NWEA asked for the TAC's recommendation on how to approach the reading scale if the correlation doesn't support a claim that they are equivalent or around the same scale. While the TAC acknowledged that both a reading RIT score and a GMAP ELA score could be provided. The TAC

encouraged NWEA to consider other models moving forward, especially if open-ended writing items are eventually added to the mix. The TAC had some concerns about using TEIs in place of writing prompts, noting that there may be unintended consequences of using different measurement approaches even when the scores are highly correlated.

When reviewing the field test timeline, the TAC recommended to prioritize tasks based on goals, identifying activities that could be scaled back or eliminated so that the project can be maintained despite the multitude of external factors in play this year. At future meetings the TAC would like an update on the field test plan as well as an opportunity to view the MAP Growth reports and any prototypes of the summative GMAP score reports, if available.

TECHNICAL CRITERIA FOR EVALUATING FIELD TEST ITEMS

DESCRIPTION

The GMAP Partnership and NWEA presented the criteria that they plan to use to analyze field test data that has been collected. The presentation included information on calibration procedures, vertical scaling, and the data review process. They requested the TAC's feedback on the criteria and process that they have developed.

TAC DISCUSSION AND RECOMMENDATIONS

NWEA asked if the TAC had any recommendations that they should consider for item flagging criteria, including fatigue and motivation effects on item performance. The TAC noted that item difficulty can be affected by item position and the context effects of having different surrounding items. If possible, vary the position of items across forms and evaluate the impact on item difficulty estimates. If the item difficulty looks extremely different, then the item should be considered for removal from the item pool. The TAC also recommended to incorporate Steve Wise's research on measuring student effort and engagement.

COMPARABILITY EVIDENCE AND TIMELINE

DESCRIPTION

GMAP and NWEA presented information on comparability. They are planning on doing the bulk of the empirical data analysis for comparability in the summer of 2022. There are some activities, such as establishing content comparability and alignment evidence, that they will be able to complete ahead of time. Their goal is to establish score comparability between GMAP Summative and Milestones, as well as between GMAP Summative and MAP Growth. Comparability between GMAP and MAP Growth is desired by the GMAP Partnership school districts, as they can continue to have the ability to use all of the RIT scores for the same purposes they have used them in the past.

TAC DISCUSSION AND RECOMMENDATIONS

GMAP reporting will provide a growth measure and a summative measure. The current plan is to use the MAP RIT scale as the measure of growth. NWEA is also looking at comparability between

Milestones and GMAP at the classification level — where students will be classified into comparable achievement levels. This is in alignment with what has been discussed at previous TAC meetings.

The TAC noted that the consortium should be able to get a good projection for comparability as long as they have a representative sample. The GMAP Partnership should also be prepared to show that they've done an alignment study that shows the content is comparable, and that they have looked at it empirically.

NWEA noted that they have already conducted a linking study between MAP Growth and several state assessments, including Georgia Milestones. However, MAP Growth is not well aligned with the Georgia content standards and assesses off-grade level content. GMAP is specifically aligned to the Georgia content standards, measuring on-grade level content only, so a comparability analysis between GMAP and Georgia Milestones is needed.

The blueprints between GMAP and Milestones are very similar in terms of proportions of items and reporting categories. There are differences because GMAP is an adaptive test. NWEA described a plan to create a binary classifier to find the cut scores on GMAP that correspond to the cut scores on Milestones so that the classification agreement is maximized. However, the use of logistic regression would create an asymmetric relationship between the two cut scores. A symmetric function, for example equipercentile linking, would be preferable.

NWEA discussed the design for data collection. There will be a naturally occurring counterbalanced design for the order in which students will take Milestones and GMAP because districts are already approaching this differently. Some students will take Milestones first and others will take GMAP first. The TAC noted that if the sample is not equally representative of the population, NWEA may want to utilize weights to better approximate the population in the counterbalanced design.

The TAC recommends replicating the comparability study as the number of participating districts grows and becomes more and more similar to the statewide student population.

PLAN AND TIMELINE FOR RELEASING ITEMS

DESCRIPTION

NWEA presented plans and timeline for releasing items. An item sampler/GMAP tutorial is being created for students to be able to get familiar with where tools are located, how to interact with items, and how to advance through the assessment. Additionally, previously tested items will be released to provide additional examples of the content that is on the test for students, teachers, etc.

TAC DISCUSSION AND RECOMMENDATIONS

NWEA is estimating that they will release 10 items per year, per content area, per grade. In the future, once the bank is larger, they may be able to increase the number of items in order to get a better distribution of the content. Scoring information will also be provided so that students can check their answers. Data will be shared for released items, such as standard alignment and justification for why

they were chosen. The TAC suggested that it would be helpful for practitioners to have more information about the released items, such as their difficulty level and the difference in performance across proficiency levels. The TAC also recommended that there be at least two items per technology-enhanced item type in the sampler so that students have multiple opportunities to practice using each item type.

NEXT STEPS

TAC REQUESTS

At the conclusion of the TAC meeting, the TAC requested that the following be addressed in future meetings:

- An update on the range ALDs
- A theory of action, including discussion on the assessment's intended impact on teaching and learning
- An update on alignment studies and their results
- Additional information on score reporting and its links to professional learning for educators

During the TAC Debrief between the TAC, GaDOE, and WestEd, the TAC requested the following from each of the consortium:

- Provide a summary of key takeaways and action items from the TAC meeting to the TAC.
- During the summer 2021 TAC meeting, discuss the outcomes of the recommendations provided by the TAC in this meeting. Provide information or justification if recommendations were not taken.

Georgia Innovative Assessment Pilot Program

DECEMBER 2020
TECHNICAL ASSISTANCE
COMMITTEE MEETING

Putnam County Consortium

Markie McNeilly

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January 2021

GEORGIA INNOVATIVE ASSESSMENT PILOT PROGRAM

DECEMBER 2020 TECHNICAL ASSISTANCE COMMITTEE REPORT FOR PUTNAM COUNTY CONSORTIUM

INTRODUCTION

The Georgia Innovative Assessment Pilot Program (IAPP) Technical Advisory Committee (TAC) meeting was convened on December 14, 2020. The meeting was held virtually via Zoom video conferencing. Attendees included members of the TAC, the Putnam County Consortium (Putnam Consortium), Navy Education, LLC, the Georgia Department of Education (GaDOE), and WestEd. This report provides an overview of the topics discussed and a description of the resulting key takeaways and action items from the meeting.

UPDATE ON CONSORTIUM ASSESSMENT SYSTEM

DESCRIPTION

The Putnam Consortium and Navy Education provided an update on the consortium's activities and development of the Navy assessment system. The consortium shared details on the continued impact of the COVID-19 pandemic. Two staff members from Scintilla Charter Academy, Amanda Dean, Assistant Dean, and Brooke Night, an Instructional Guide, joined the meeting to share their experiences using Navy in their school. They shared what the system looks like and what feedback it provides as they track their students' progress throughout the year.

TAC DISCUSSION AND RECOMMENDATIONS

The Putnam Consortium shared information on challenges schools faced returning for a new year amidst the COVID-19 pandemic. Schools navigated providing options to families for in-person, online, and hybrid learning, particularly for low-income and rural families for whom connectivity has been a challenge. Schools are able to administer Navy, but they have chosen to do so in varying degrees. For example, some schools have only chosen to administer the assessment for a selection of standards, while others are committed to administering the assessment for every standard.

The schedule for conducting comparability analyses was similarly delayed. Putnam now plans to use student results from the 2020-2021 school year and conduct a comparability analysis with a representative sample of students (assuming Georgia Milestones is administered). This activity was originally planned to take place in the 2019-2020 school year but was postponed due the pandemic. Had there been no delays, Putnam County would have run a check of the comparability during the 2020-2021 school year.

The TAC discussed the use of Navy data from the 2020-2021 school year. Given the disruption to instruction and new and differing opportunities for learning, the data may show that students experienced some learning loss. The TAC suggested that the data can still be used as a valid measure of achievement and can be used to see how students and teachers are performing under current conditions. The data probably will not support cause-and-effect claims, though, because some students are not receiving the same opportunities as others (e.g., some students are still in completely online classroom environments). In other words, datasets will need to be contextualized within the circumstances of the districts they are coming from.

During this discussion, educators from Scintilla Charter Academy provided insight into their experiences using interim assessment systems and shared the value they perceive in using the Navy assessment system. Putnam shared that parents are able to log in to the system as their student to see their scores and progress. The TAC recommended that the Putnam Consortium establish a method to ensure students understand what each standard is asking of them. Suggestions included conducting a small cognitive lab, including a released item with each standard, and rewriting the standards to create an unofficial copy without educational jargon.

REVIEW OF COMMUNICATION MATERIALS

DESCRIPTION

During the June 2020 TAC meeting, the Putnam Consortium received feedback on strategies for scaling up the assessment system and recommendations on communication materials. The Putnam Consortium presented their progress on the communication materials during this session. The TAC provided further feedback on the presentation of the materials and strategies for communicating with stakeholders about the assessment system.

TAC DISCUSSION AND RECOMMENDATIONS

In response to TAC feedback, Navy produced a checklist to share with various stakeholders that compares the Navy assessment to other interim assessments that districts may be utilizing in Georgia. This tool serves as a method to explain how Navy differs from the other products. The TAC recommended that Navy share the checklist with the developers of the assessments on the checklist to ensure their assessments are accurately represented. The TAC also suggested organizing the descriptors by audience (some descriptors will be more relevant to parents, some to administrators, and so on). Additionally, the TAC recommended emphasizing the reports that Navy produces when marketing the assessment to the field; stakeholders will likely perceive the information those reports provide as valuable.

EVALUATION OF NAVY ASSESSMENT SYSTEM EFFECTIVENESS PLAN

DESCRIPTION

The Putnam Consortium has designed a study to help understand the impact the Navy assessment has on teaching and learning based on feedback received from the TAC at the last convening. The design matches schools that are administering Navy with schools that are not administering it based

on a number of variables, such as demographics and past student performance. They plan to compare results from the Milestones summative assessment between the matched schools. This is not a requirement of the Innovative Assessment Demonstration Authority; however, Putnam argued that this study will help ensure the assessment system is working and will provide valuable information to stakeholders considering participation in Georgia’s Innovative Assessment Pilot Program with the Putnam Consortium. With the understanding that this year’s data collection and use may look different than in upcoming years, the Putnam Consortium requested feedback from the TAC on the design of this study.

TAC DISCUSSION AND RECOMMENDATIONS

The TAC recommended considering the different learning models that are taking place in each of the schools when matching schools and analyzing data. They also suggested amplifying the theory of action for the study by considering three components that are needed to be successful in order to support their claim: assessment results, teacher capacity to utilize results, and differential approaches to instruction. They suggested that because data may not be generalizable for this year, the Putnam Consortium may want to focus on a narrow case study with a small group of teachers who have been using the results to personalize instruction.

The Putnam Consortium included a brief review of literature conducted to help inform the study, noting that they were not able to find much research on how assessment systems help students learn. They noted that there is a body of literature on data-based decision-making and how interim and benchmark assessment can predict summative assessment results. The TAC recommended the Putnam Consortium review research reports published by Smarter Balanced, Regional Education Lab reports on formative assessment, and works by Joan Herman and Suzanne Lane.

COMPARABILITY DISCUSSION

DESCRIPTION

The topic of comparability surfaced throughout the meeting. The Putnam Consortium understands that the requirement is to roll up the data from Navy to provide an annual summative determination for each student, which needs to be comparable to the achievement level the student receives on the Milestones assessment (this is the current statistical comparability threshold, one of many pieces of evidence required before an assessment can be administered in lieu of Milestones; the TAC will take up this topic during the spring/summer 2021 meeting). There are two approaches they are considering for establishing the summative determination: either to maintain the multivariate profile of standards competency or to consolidate the multivariate profile into a single numerical result. The TAC’s feedback on which approach to utilize was requested.

TAC DISCUSSION AND RECOMMENDATIONS

The TAC recommended that the Putnam Consortium try both approaches for obtaining comparability evidence. Consolidating the multivariate profile into a single numerical result may be fruitful because the scores can more easily be mapped back to the Milestones test specifications. They reiterated that

the test needs to be comparable at the performance level, and not at a finer grain of detail, because the tests are different. They also indicated that validity evidence is also needed when establishing comparability.

In addition to score comparability, the system must also have comparable supports to the statewide assessment system. For example, the system must have adequate test security, appropriate and reasonable accommodations for students, and alternate methods for assessing students with significant cognitive disabilities. These elements were described by each consortia in their initial application for the innovative assessment program.

SCIENCE PARTNERS

DESCRIPTION

The Navy assessment has been built out for ELA and mathematics subject areas. Development of the science assessments has not yet begun, and Navy is looking for partners to help in this effort. Navy asked the TAC if they had any recommendations for groups that are currently working in science assessment that would be beneficial to speak to.

TAC DISCUSSION AND RECOMMENDATIONS

The TAC provided the names of test development companies that Navy Education could consider reaching out to. Navy and the Putnam Consortium encouraged the TAC to reach out if they think of any other groups after the meeting had concluded.

NEXT STEPS

TAC REQUESTS

At the conclusion of the TAC meeting, the TAC requested the following be addressed in future meetings:

- Present Navy's theory of change and how it relates to the challenges faced due to the pandemic.
- Address where activities lie on the continuum of development and how the pandemic has shifted these activities. Share what had to be postponed and what will need to be redone.
- Provide TAC the meeting slides and any supplementary materials at least one week before the TAC meeting takes place.

During the TAC debrief between the TAC, GaDOE, and WestEd, the TAC requested the following from each of the consortia:

- Provide a summary of key takeaways and action items from the TAC meeting to the TAC.
- During the summer 2021 TAC meeting, discuss the outcomes of the recommendations provided by the TAC in this meeting. Provide information or justification if recommendations were not taken.

Georgia Innovative Assessment Pilot Program

JULY 2021
TECHNICAL ASSISTANCE
COMMITTEE MEETING

Georgia MAP Assessment Partnership

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GEORGIA INNOVATIVE ASSESSMENT PILOT PROGRAM

JULY 2021 TECHNICAL ASSISTANCE COMMITTEE REPORT FOR THE GEORGIA MAP ASSESSMENT PARTNERSHIP

INTRODUCTION

The Georgia Innovative Assessment Pilot Program (IAPP) Technical Advisory Committee (TAC) met on July 7, 2021, via Zoom video conferencing. Attendees included members of the TAC, the Georgia MAP Assessment Partnership (GMAP), NWEA, the Georgia Department of Education (GaDOE), and WestEd. EdMetric also attended for part of the meeting to describe their alignment work on behalf of GMAP. The agenda included two main topics:

- a review of comparability requirements and associated discussion of their specific application to the GMAP assessments; and
- an update on GMAP's implementation.

This report provides an overview of each topic and a description of the resulting key takeaways and action items from the meeting.

COMPARABILITY REQUIREMENTS CHECKLIST

To begin the meeting, WestEd staff provided an overview of the comparability evidence that each consortium will be required to provide to the state. Examples of relevant evidence are described in a template that will be provided to GMAP. Evidence is required in several main categories, as described in the following sections.

Alignment and Comparability

Consortium assessments must demonstrate that:

- assessments and items are aligned to the Georgia standards,
- assessments match the depth and breadth of the Georgia standards,
- students can be classified into at least four achievement levels representing the same knowledge and skills that current Milestones assessment achievement level descriptors (ALDs) provide,
- summative classifications of students are consistent across Milestones and innovative assessments (for all students, subgroups of students, content areas, and assessments),
- those who participate in the innovative assessment are representative of the state in terms of demographic composition and achievement, and
- there is a plan for conducting annual comparability analyses between the innovative assessment and Georgia Milestones throughout the remainder of the IADA period.

To meet these criteria, the consortium should present an independent alignment study including information similar to that provided in previous Milestones reports. Four types of alignment should be included: balance of complexity, depth and range of knowledge, and categorical concurrence. Note that conducting an alignment study of all items is not necessary (though every grade level should be included). A sampling approach that provides strong evidence that the items and tests that students actually encountered on a consortium assessment are aligned (for example, by selecting a sample of students across proficiency levels and checking alignment for those students' tests) can suffice. Note also that the state is updating its standards. New math standards will become operational in 2023–24 and ELA in 2024–25, so new evidence of alignment will be needed after the new standards become operational.

The consortium must also demonstrate that it has achievement levels that correspond to the current Milestones ALDs. Direct adoption of Georgia's ALDs can satisfy this criterion, though other ALDs may be used with evidence of their alignment to the existing ALDs. The consortium must show evidence that students at each of the Milestones ALD levels have the skills and knowledge described in those ALDs. For example, if the Milestones ALD describes proficiency as being able to use place-value relationships to round numbers, the consortium should demonstrate that students placed into that performance level on the innovative assessment also demonstrate those skills.

The consortium must also provide a report on how classification into its achievement levels compares to classifications on the Milestones assessment. Only on-grade-level items should be used to classify students into performance levels. It is possible that new tests may provide different results for good reasons, based on the design of the assessment or the approach to scoring; the consortium should be prepared to fully explain and justify why differences may occur. The consortium should be sure to describe not just how many students are at each level but the degree to which students are consistently classified by the two assessments. Because end-of-course assessments contribute 20% to course grades, the consortium should also provide evidence of its approach to using its scores for grades and the comparability of those grades to the grade conversion score (GCS) method used with the Milestones assessments.

Consortium documentation should also include descriptive analyses of its participating populations of students, compared to the state, with description of weighting methods or other mechanisms for generalizing sample results to the state, as relevant. All state-reported subgroups of students should be included, as well as a description of groups based on achievement.

Beyond initial comparability analyses based on students taking both the consortium assessments and the Milestones tests, the consortium must provide a plan to conduct annual comparability analyses for the remainder of the IADA period. This plan need not include testing of all students, but, rather, should include a sample of grade bands (or grade bands/students), so that each grade band includes an innovative assessment and the state assessment (see IADA [final regulations, pp. 28–29](#)).

Technical Quality

The consortium must also provide evidence of the technical quality of its assessments, demonstrating:

- work with experts to ensure quality,
- reliability and validity of the assessments,

- how the assessment provides information across the full performance continuum for students,
- availability of individual and aggregate reports and the timeliness and interpretability of these reports for stakeholders,
- how principles of universal design for learning were incorporated into the assessment design, and
- a plan to maintain the item bank and the integrity of the score scale over time.

To meet these criteria, the consortium should provide background information (e.g., names, CVs) of TAC members and agendas of meetings aimed at discussing technical quality of the assessments.

The consortium should also present evidence of validity that matches the categories in the *Standards for Educational and Psychological Testing*. Not all evidence (e.g., consequential validity) may be available immediately, but the consortium should describe its plan to gather this information over time. Consideration of what validity evidence can be provided without testing, what can be gathered during piloting, and what must be gathered once an innovative assessment is fully operational may be useful.

The consortium must provide reliability evidence for the summative scores, subscores, and achievement levels generated from the innovative assessment, consistent with national standards and the Georgia Milestones. For example, evidence might include test-subtest reliability (again, including only on-grade-level items). Decision consistency and accuracy values should be similar to those reported for Georgia Milestones.

Data showing the distribution of scores, to demonstrate how the assessment provides information across the performance continuum, should also be presented. These data could include analyses of test information functions or other analytics, or other types of information such as cognitive lab data and test blueprints indicating depth-of-knowledge ranges.

The consortium should provide examples of its student and aggregate-level reports (such as classroom, school, consortium, and even state-level reports). These reports should be accompanied by evidence that stakeholders can use these reports to make valid interpretations about student performance, such as data drawn from focus groups of a variety of stakeholders representing report consumers, data from A/B tests, or other data.

Innovative assessment reporting timelines must describe when and how stakeholders receive results of the assessment, demonstrating that these results are provided in a timely manner. Final results for accountability must be provided at least in the same timeframe in which the current Georgia Milestones assessment final results are available.

The consortium should also provide a description of how its assessments incorporated principles of universal design for learning in test development, as well as how scales and item banks will be maintained over time (e.g., how parameter drift will be managed).

Accessibility and Accommodations

All students who currently participate in Georgia Milestones must be able to participate in the innovative assessment in order to use the innovative assessment in lieu of Georgia Milestones, including students with disabilities and English learners (except students with the most severe cognitive disabilities, who may participate in an alternate assessment).

A crosswalk of accessibility and accommodation features available on Georgia Milestones and available on the innovative assessment should be provided such that it is possible to see, at a glance, whether all of the accessibility and accommodation features will be available, and, if not, how students will be validly assessed using an alternative accessibility mechanism. Any differences in the ways that accessibility or accommodation features work in the innovative assessment, compared to Georgia Milestones, should be indicated.

Accessibility features and accommodations must allow students to participate in alignment with their IEPs or English learning plans and comply with relevant federal laws such as the Individuals with Disabilities Education Act (IDEA). The consortium should provide a participation report that shows that all students are participating as required.

The consortium need not have all accommodations available in order for the innovative assessment to be approved for use in lieu of the Georgia Milestones, but must have a specific and feasible plan to provide all needed accommodations when assessments are administered. For example, the consortium need not have Braille forms ready at the time that evidence of comparability is being reviewed, but must have a well-described plan to produce Braille forms prior to administration, that demonstrates the vendor's capacity to produce them (historical evidence of how they have been produced in the manner described).

Test Administration and Security

The consortium must demonstrate that it has plans in place to ensure standardized administrations, such as training and manuals, and processes to prevent and/or document testing irregularities and protect test security and student data. In addition, the Georgia Office of State Assessment will monitor consortium test administrations, and monitoring reports should be included in evidence for this criterion. Other evidence would be sample irregularity reports, results of analytical analyses aimed at discovering cheating, auditing procedures, and procedures to handle irregularities or test security violations.

The consortium should keep in mind that standardization processes are intended to promote the validity and comparability of the scores, but the consortium need not compromise features of the assessments that make them innovative. As an example, using many different types of accommodations reduces the standardization of administration, but is necessary to ensure validity of the scores.

Stakeholder Engagement

The consortium should provide evidence that assessments were developed in collaboration with stakeholders representing the interests of students with disabilities, English learners, and other

vulnerable populations; teachers, principals, and other school leaders; parents; and civil rights organizations. Evidence might include letters of support or agendas from meetings where assessments were discussed, along with participant lists.

The consortium should also document how it has worked with schools and districts to interpret results and communicate with stakeholders such as parents, students, and community members (i.e., how the consortium has worked to develop assessment literacy). Evidence might include training agendas and presentations, meeting agendas, assessment guides, score interpretation guides, data on stakeholder participation in training for test administration or score interpretation, or stakeholder survey or focus group data.

Accountability

Georgia's accountability requirements must be met with use of any innovative assessment. In addition to the need to provide a summative score, these requirements also include providing measures for the College and Career Ready Performance Index (CCRPI).

The consortium should demonstrate that it uniquely identifies students within and across years so that students' assessment data, schools, districts, demographic information, etc., can be used for accountability purposes. Data layouts and timelines should be provided. Evidence must also be provided that the percentage of students assessed is at least as high as the percentages observed on Milestones prior to the start of the innovative pilots, overall, as well as for all federally required student demographic subgroups.

The consortium must describe how it will produce a single summative score. If there is more than one administration during the academic year (e.g., a through-year model), the consortium should specify which administrations contribute to the summative score and how scores are combined. This description should provide a clear rationale for the calculation of the summative score.

As noted, the consortium must also show how its assessment data can be used for a variety of CCRPI purposes, including providing measures for the Content Mastery and Closing Gaps components of the index, growth measures for the Progress component, and literacy measures for the Readiness component. These measures do not need to be strictly comparable to, or use the same methods as, the Georgia Milestones, but evidence must be provided that justifies the proposed approach.

Conflict of Interest

The consortium must provide assurances that there are no conflicts of interest (financial or otherwise) for parties participating in the pilot program, and that all local procurement rules are being followed. No new evidence is needed unless there have been changes since initial assurances were made at the award of the innovative assessment grants.

TAC DISCUSSION AND RECOMMENDATIONS

The TAC noted several aspects of the comparability requirements that the consortium will need to carefully consider, including the following:

Content Alignment

The TAC would like to see a traditional content alignment study where the GMAP items are aligned to Georgia content standards. NWEA described its range ALDs as an approach to keeping GMAP and Milestones comparable, but the TAC was concerned that differences between GMAP and Milestones ALDs might cause misalignments. The consortium would need to explain why the GMAP range ALDs are different than those used for Milestones. The TAC also reiterated that comparability is at the achievement level rather than at the scale-score level. The previous MAP alignment study is not sufficient because MAP was not created to be aligned to the GA content standards, but GMAP was developed to align to the GA content standards.

Reliability

GMAP asked about the reliability thresholds at the total test and subscore levels. The TAC would like information about how reliability and measurement error is calculated, and how statements about what students know and can do are justified, especially in terms of instructional recommendations. Milestones' overall reliability is around 0.9, so that should be the target for GMAP, but subscores will not have an official threshold.

Test Security

GMAP asked whether the administration security would need to be equally rigorous across all administrations if some of the administrations do not contribute to the summative score. The TAC mentioned that item exposure is a concern unless the item pool for summative scores is kept separate from item pools used for low-stakes administrations. All items that contribute to a student's summative score must be kept secure. Otherwise, having lower security for the interim assessments might be sensible.

Growth Measure and Score Comparability

GMAP asked whether its growth measure has to be the same as what is currently used by Milestones. GMAP can innovate and does not need to use student growth percentiles, but it should justify why a different method is used, and compare the results to Milestones to identify whether the results are different. The TAC noted that, ideally, student results would be the same regardless of which assessment they would take. If the metrics are not comparable, then which assessment students take will not be a matter of indifference. However, the purpose of IADA is to do something new, so changes that improves scores should not be eliminated. Any differences need to be explained, and if the differences are a reflection of something better, they are justified. Comparability is important because scores will be compared, and if there is a lack of comparability, it should be consistent with the theory of action.

“Banking” Scores and Score Interpretations with Ongoing Assessment

GMAP asked about the claims that one can make with a through-course model where the summative score is collected prior to the end of the school year. Is there a validity issue around what students have retained by the end of the year, versus the highest score the student attained across the school year? GMAP is still considering whether it might be possible to bank scores, but there is concern about validity and even comparability issues, compared to the Milestones model. GMAP has modified the through-year CAT design such that banking of scores would be possible. The blueprint for each assessment will be consistent across fall, winter, and spring. It is not designed to follow the scope and sequence in Georgia. The TAC indicated that this design would be more amenable to a score banking approach. To ignore the information gathered throughout the year does not make sense. Students who did poorly prior to the spring assessment should not begin at the same place as students who did well prior to the spring assessment. GMAP should capitalize on its adaptive technology. To meet accountability requirements, however, GMAP will need to represent the on-grade-level content. GMAP must clearly describe what a score is intended to mean. The assessment design does produce scores with different meanings and that will support different interpretations, but ultimately the consortium must be able to make the same claims that Milestones makes about students and scores.

Comparability Requirements Overall

The TAC recommends considering what is reported when providing validity evidence. Are the claims about what students know and can do substantiated?

The TAC recognizes that innovation may be difficult with the constraint of also meeting stringent comparability requirements. If it can be demonstrated that an assessment is of greater diagnostic value and instructional value, the TAC would take that into consideration when evaluating comparability evidence. However, the TAC also noted that the current comparability checklist is the bar to meet under current IADA requirements.

UPDATE ON CONSORTIUM ASSESSMENT SYSTEM AND FIELD TEST PLANS

During this part of the meeting, NWEA provided an update on work that GMAP has recently accomplished and work that is in progress, including information on recruiting and field test plans. Changes to the team were described, and new districts that have joined the consortium were named. Other updates related to the field test included GMAP’s plans to:

- provide a reliable linked-RIT score;
- evaluate within-year and across-year growth;
- develop new reports rather than using MAP Growth reports (there is a new platform that will be used, requiring the move to the new reports);
- use assessments for determining eligibility for gifted programs;
- provide reliable GMAP summative scores with delayed scoring (late summer 2022), to be used in comparability;
- field test enough items in spring 2022 to create the operational through-year CAT with 50–60 items (more students able to participate);

- move forward with item-level CAT, rather than multi-stage adaptive;
- use theta estimates obtained in fall and/or winter to determine starting difficulty of spring assessments;
- embed GMAP field test items randomly across field test positions;
- recalibrate all MAP items to build the GMAP scale;
- enable districts to allow students to pause tests and resume on the same day or the next day;
- provide sample items months before the field test; and
- have the field test deliver linked RIT scores while collecting sufficient data for building the GMAP summative scale.

NWEA has three sets of items: (1) items that have RIT parameters, which are used to produce linked RIT scores; (2) NWEA items that come from a summative item pool and that are not on the RIT scale, and (3) newly developed items, created to measure Georgia standards that are not covered by existing items. All items have been aligned to the Georgia standards, and existing IRT parameters are being used as if they are operational for adaptive simulation purposes. All items will be calibrated based on field test data, at which point previous statistics (where available) will not be used. Existing IRT statistics are just being used to drive the adaptivity. NWEA plans to vary the positions of passages and items in the field test to analyze potential fatigue effects and item position effects. NWEA examined the stability of theta estimates for a 30-item MAP Growth test. Simulation results show good stability in total score after 30 items. NWEA will provide previews of the technology-enhanced item types and sample reports. Independent alignment will be conducted in summer 2022 or 2023.

The RIT scale is used to measure within-year growth (spring-to-spring, winter-to-spring, fall-to-spring). Instructional feedback is available via the learning continuum. GMAP is most interested in using the RIT score to see if growth targets are met. There is also the use of RIT scores (or other nationally normed assessments) to classify students into gifted programs). Maintaining the RIT scale adds value to the assessment system for score users. It also provides a continuum from K–2 through 3–8 and beyond. This will eliminate a test, so that more testing is not needed for gifted programs or other purposes.

Teachers will use the end-of-grade assessment to understand student performance in terms of the state's content standards. The norm-referenced score provides an additional interpretation about how a student is doing in relation to the nation. The two scores provide answers to different questions. It's easier for parents to think about growth on a scale that increases from grade to grade. Milestones doesn't have this feature, and Georgia has struggled to provide meaningful norm-referenced scores that parents understand how to differentiate from the criterion-referenced score. The MAP Growth items used in GMAP are aligned to the Georgia Standards of Excellence (GSEs).

The TAC noted that having sample items outside of the field test forms is acceptable. However, they should be provided in the same platform. Otherwise, the items might function differently or look different. The TAC also noted that a survey to detect student levels of effort or motivation effects might be helpful. It will be interesting to see how different the original item statistics are from the statistics that are obtained from the upcoming GMAP administration. The populations of students who took the items are different demographically and in terms of achievement levels. NWEA is cautiously optimistic, but invariance probably will not hold across the board. The MAP Growth items

have very stable statistics, and can be used to generate the RIT scores without concern. RIT items will not be recalibrated.

Both RIT-linked and GMAP scores will be produced on a single score report. The TAC asked if the information provided to teachers via the RIT scores and via GMAP provide confusing or conflicting messages. GMAP noted that there may be differences, but the RIT scores will be very similar to the RIT scores provided via the MAP Growth assessment, which teachers are familiar with. Teachers are also familiar with the GSEs, so the GMAP scores, which measure the GSEs, will also be somewhat familiar. By 2022–23, GMAP will have score reports that can be compared to see how interpretations might differ. The TAC mentioned that consequential validity will be important to look at in terms of the score interpretations of the two score reports and the decisions that are made. TAC suggested getting people’s reactions to the two scores and determining whether both scores should be included for all users or just district-level users.

RANGE ACHIEVEMENT LEVEL DESCRIPTORS

During this section of the meeting, NWEA described the work that has been conducted, to date, on the process used to adapt the GSEs to Range Achievement Level Descriptors (RALDs) for a computer-adaptive assessment. These RALDs are at the standard or substandard level for all content areas, and all represent on-grade-level content. GMAP has expanded the substandards to a finer-grained level than in the Milestones ALDs: some standards have been broken down into smaller “chunks.”

GMAP will analyze data to determine whether these levels are supported empirically. These levels incorporated Georgia educator and content advisory feedback. However, if data do not support the fine-grained distinctions, the RALDs will be collapsed to a higher level. The intent is to provide more instructionally useful information throughout the year. Grades 3–8 math, ELA, and science RALDs have been completed. The current plan is to expand the process to high school.

The TAC noted that the level of detail in the GMAP RALDs may be more detail than necessary, especially given that Milestones is not at this detailed level. However, this level of detail would be helpful to item writers. NWEA is currently using this information for pool analysis and item writing; careful consideration would be needed to determine whether it could be used for reporting purposes. The TAC has an overall concern that going to a finer grain level for the RALDs may actually make demonstrating comparability to Milestones harder. The test specifications for Milestones provide the basis for alignment. The CAT algorithm will not need to select items at specific levels or substandards. To have the RALDs at this level and the blueprint at another might lead to misalignments. The TAC was also concerned that GMAP moved items to different domains because of places where NWEA felt that the Milestones RALDs had inconsistencies. This could also contribute to misalignments if it is a pervasive issue, especially given how items roll up to domain subscores. NWEA noted that by keeping the inconsistencies in the Milestones RALDs, GMAP may actually be penalized during the item-to-standards alignment process. The TAC asked for proof that finer-grained descriptions are instructionally useful. The TAC did note that once the GMAP assessment is aligned to a higher level of content, it will be challenging to evaluate the assessment at a finer grain level; if the assessment is aligned at a lower level, it is easier to roll up alignments to a higher level, if needed. It was noted that the GA standards will be updated and changes will need to be incorporated into the GMAP plan.

ALIGNMENT STUDY

In the last meeting, the TAC requested additional information on GMAP's first alignment study. During this presentation, NWEA provided an overview of a bank analysis that was conducted by EdMetric. This was a preliminary alignment study; an independent alignment study is planned after the first operational administration. RALDs were the focus of this exploratory alignment study. Anne Davidson from EdMetric presented the results of the study. An item-descriptor matching method was used, including ordered item booklets that were sorted by both content standards and item difficulty within subject and grade. The process included a content alignment rating, a DOK rating, and, finally, an RALD rating. The first two steps are very consistent with the traditional content alignment study, whereas the RALD rating is a novel approach. Results indicate that there are items in the bank that may measure a GSE, but there are not RALDs that match to those items. Changes to the RALDs could remedy this. Rater agreement was very high. Most items fall into DOK 1 or DOK 2, and RALD results indicated potential locations where additional items could be developed to increase the coverage of the GSEs in the GMAP item pool.

The TAC noted that the item-descriptor method is a standard setting method, not an alignment method. The TAC asked for clarification on the rating process. Anne explained that the on-grade GSEs and OIBs were provided to subject-matter experts (SMEs) to facilitate the alignment process. SMEs were also provided with adjacent below- and above-grade GSEs. Items were then compared to these GSEs. SMEs identified which content standard the item aligned best to, even if it was an off-grade-level standard. The TAC supported the ordering of items by content but was not sure that ordering by difficulty was necessary. Overall, the TAC felt that the study was interesting but not necessarily the most relevant evidence for comparability between GMAP and Milestones. The final GMAP item pool will be an amalgamated item pool that includes previous MAP items, newly written items, and other NWEA-owned summative items. Collectively, the complete GMAP item pool will align to the full range of the GSEs. This alignment study covers a portion of the GMAP item pool; future alignment studies will include a representative sample of the complete GMAP item pool.

DESIGN OF THE THROUGH-YEAR CAT

NWEA has performed many CAT simulations in the past year to evaluate different CAT designs. During this presentation, NWEA described its proposed CAT design, how it can be configured, and what kinds of information it can produce. NWEA sought the TAC's feedback on the following questions:

1. What types of evidence would you look for when implementing a new innovative CAT design?
2. What are the strengths and possible weaknesses of this CAT design? What recommendations might address the weaknesses?

NWEA described its goal with the CAT design as maximizing efficiency and actionable information. The design includes a modified shadow CAT approach with a weighted penalty model to create a student-specific form. Items selected for each student are based on the updated student ability estimate as the student moves through the test, along with the blueprint requirements. Early on, if the student is struggling, the engine can identify supporting off-grade skills to provide diagnostic information. There are many constraints in the system, including DOK and standards. The

constraints ensure that every student receives coverage of the standards on their assessments. NWEA described a flow chart illustrating each decision point in the CAT design.

A proof-of-concept test produced reliable scores with 27 items. In the second part of the assessment, students can be routed off grade, if necessary, to pinpoint strengths and weaknesses. Blueprints proportional to the Milestones blueprint may have some difficulties for very small domains, because the domains will include even fewer items. The engine has a lot of flexibility, but the constraints must be prioritized. The current method uses a fixed-length, rather than variable-length, CAT.

The TAC had positive feedback on the CAT model. The TAC asked how blueprint coverages ensured. NWEA explained that the first section of the adaptive assessment provides a proportional representation of the blueprint. The TAC expressed concern that there were not enough high-DOK items in the pool. Item development has focused on filling those gaps. The TAC noted that Milestones does have DOK targets, and asked whether these targets could be added to the CAT. NWEA indicated that this is definitely possible. The TAC wanted to know what NWEA is planning and which constraints they recommend moving forward with. NWEA plans to run simulations soon to understand how the constraints interact with the current item pool and will present this information to the TAC at the next meeting. The TAC encouraged NWEA to think very flexibly about all aspects of the CAT and to consider the proportion of students who received an assessment that met the Milestones blueprint in terms of content and cognitive complexity. The TAC mentioned that having enough items to provide the data required for reporting is important. The TAC requested to have sample score reports to understand how many items will be needed. The TAC also recommended exploring, through simulations and focus groups, how much flexibility in terms of test length and other features is acceptable if there are real benefits in terms of score precision. Having the ability to include so many different constraints and guidelines is great, but results still need to be interpretable by users.

The TAC mentioned that it is important to verify that the score precision for subscores/diagnostic categories is sufficiently high for reporting purposes, and to ensure that the CAT can satisfy the requirements of the federal IADA and, at the same time, supports the theory of action. Items should measure a full range of the content, rather than there just being enough items within a domain to provide a subscore. The consortium can use the distribution of ability in the Georgia student population to see how constraints in the CAT model play out. There are only so many constraints that can be supported, but GMAP should attempt to push the boundaries. The TAC really wants to see how the students are funneled through the item pool and what the content representation and score precision look like for a representative sample of student assessments. The TAC recommended looking at the balance of items between the on-grade and diagnostic sections: How does that differ by grade, ability level, subject, etc.? Also, what percent of students receive below-grade items? Above-grade items? Although it is not the most critical piece of evidence, looking at the item response time will be critical. The test could be timed, or not, depending on client requirements.

The TAC mentioned that the blueprint coverage could only be based on the items that contribute to the summative score. If GMAP moves forward with including only the results from the final assessment in the summative score, the content/blueprint coverage should focus on the final

assessment. The TAC supported NWEA's proposal to use previous assessments to inform the starting difficulty of subsequent tests.

TIMELINE AND NEXT STEPS

In the last meeting, the TAC requested additional information on GMAP's theory of action, score reporting, and professional learning plans. A presentation on these topics was planned for this meeting but was postponed due to time constraints.

The primary objective during the next TAC meeting (December 2021) will be to show the TAC the progress that has been made on comparability. Comparability evidence artifacts or descriptions, aligned to the requirements of the comparability guidelines, should be provided as pre-meeting materials to the TAC. The TAC will not provide a thorough review of a substantial amount of documentation prior to the December meeting, but providing as much documentation to the TAC as possible, along with an indication of whether the documentation is in draft format or finalized, will help the TAC understand the consortium's progress and technical assistance needs for 2022.

For areas of the checklist where evidence/artifacts have not yet been created, the timeline and process for assembling those pieces should be described. It will be good to show the TAC how far the consortium has been able to come in the past two years, despite the pandemic; how delays have impacted timelines; and a high-level schedule of the upcoming three years. For example, when does it look possible to implement in lieu of Milestones for grades 3–8 ELA and math? What about science and social Studies? What about high school? Implementing the full set of assessments in the same year is not necessary, but there should be a long-term plan and timeline to fully replace Milestones.

The TAC is also interested in the consortium's theory of learning and theory of action. If there are areas of the checklist where the consortium differs from Milestones, is there evidence that those differences are improvements?

Following is a list of topics in which the TAC has expressed interest:

- Theory of learning/theory of action
- Summative score determination (including score banking decision)
- Score reporting
- CAT simulation results
- Accessibility and accommodations
- Professional learning plans

These and other TAC topics should be prioritized based on how relevant they are to the comparability guidelines and how soon answers are needed, based on the consortium's timelines.

Georgia Innovative Assessment Pilot Program

JULY 2021
TECHNICAL ASSISTANCE
COMMITTEE MEETING

Putnam County Consortium

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GEORGIA INNOVATIVE ASSESSMENT PILOT PROGRAM

JULY 2021 TECHNICAL ASSISTANCE COMMITTEE REPORT FOR PUTNAM COUNTY CONSORTIUM

INTRODUCTION

The Georgia Innovative Assessment Pilot Program (IAPP) Technical Advisory Committee (TAC) met on July 8, 2021, via Zoom video conferencing. Attendees included members of the TAC; the Putnam County Consortium (Putnam Consortium); Navy Education, LLC; the Georgia Department of Education (GaDOE); and WestEd. The agenda included two main topics:

- a review of comparability requirements and associated discussion of their specific application to the Navy assessments; and
- an update on Navy's implementation.

This report provides an overview of each topic and a description of the resulting key takeaways and action items from the meeting.

COMPARABILITY REQUIREMENTS CHECKLIST

To begin the meeting, WestEd staff provided an overview of the comparability evidence that the consortium will be required to provide to the state. Examples of relevant evidence are described in a template that will be provided to Putnam. Evidence is required in several main categories, as described in the following sections.

Alignment and Comparability

Consortium assessments must demonstrate that:

- assessments and items are aligned to the Georgia standards,
- assessments match the depth and breadth of the Georgia standards,
- students can be classified into at least four achievement levels representing the same knowledge and skills that current Milestones assessment achievement level descriptors (ALDs) provide,
- summative classifications of students are consistent across Milestones and innovative assessments (for all students, subgroups of students, content areas, and assessments),
- those who participate in the innovative assessment are representative of the state in terms of demographic composition and achievement, and
- there is a plan for conducting annual comparability analyses between the innovative assessment and Georgia Milestones throughout the remainder of the IADA period.

To meet these criteria, the consortium should present an independent alignment study including information similar to that provided in previous Milestones reports. Four types of alignment should be included: balance of complexity, depth and range of knowledge, and categorical concurrence. Note that conducting an alignment study of all items is not necessary (though every grade level should be included). A sampling approach that provides strong evidence that the items and tests that students actually encountered on a consortium assessment are aligned (for example, by selecting a sample of students across proficiency levels and checking alignment for those students' tests) can suffice. Note also that the state is updating its standards. New math standards will become operational in 2023–24 and ELA in 2024–25, so new evidence of alignment will be needed after the new standards become operational.

The consortium must also demonstrate that it has achievement levels that correspond to the current Milestones ALDs. Direct adoption of Georgia's ALDs can satisfy this criterion, though other ALDs may be used with evidence of their alignment to the existing ALDs. The consortium must show evidence that students at each of the Milestones ALD levels have the skills and knowledge described in those ALDs. For example, if the Milestones ALD describes proficiency as being able to use place-value relationships to round numbers, the consortium should demonstrate that students placed into that performance level on the innovative assessment also demonstrate those skills.

The consortium must also provide a report on how classification into its achievement levels compares to classifications on the Milestones assessment. Only on-grade-level items should be used to classify students into performance levels. It is possible that new tests may provide different results for good reasons, based on the design of the assessment or the approach to scoring; the consortium should be prepared to fully explain and justify why differences may occur. The consortium should be sure to describe not just how many students are at each level but the degree to which students are consistently classified by the two assessments. Because end-of-course assessments contribute 20% to course grades, the consortium should also provide evidence of its approach to using its scores for grades and the comparability of those grades to the grade conversion score (GCS) method used with the Milestones assessments.

Consortium documentation should also include descriptive analyses of its participating populations of students, compared to the state, with description of weighting methods or other mechanisms for generalizing sample results to the state, as relevant. All state-reported subgroups of students should be included, as well as a description of groups based on achievement.

Beyond initial comparability analyses based on students taking both the consortium assessments and the Milestones tests, the consortium must provide a plan to conduct annual comparability analyses for the remainder of the IADA period. This plan need not include testing of all students, but, rather, should include a sample of grade bands (or grade bands/students), so that each grade band includes an innovative assessment and the state assessment (see IADA [final regulations, pp. 28–29](#)).

Technical Quality

The consortium must also provide evidence of the technical quality of its assessments, demonstrating:

- work with experts to ensure quality,
- reliability and validity of the assessments,

- how the assessment provides information across the full performance continuum for students,
- availability of individual and aggregate reports and the timeliness and interpretability of these reports for stakeholders,
- how principles of universal design for learning were incorporated into the assessment design, and
- a plan to maintain the item bank and the integrity of the score scale over time.

To meet these criteria, the consortium should provide background information (e.g., names, CVs) of TAC members and agendas of meetings aimed at discussing technical quality of the assessments.

The consortium should also present evidence of validity that matches the categories in the *Standards for Educational and Psychological Testing*. Not all evidence (e.g., consequential validity) may be available immediately, but the consortium should describe its plan to gather this information over time. Consideration of what validity evidence can be provided without testing, what can be gathered during piloting, and what must be gathered once an innovative assessment is fully operational may be useful.

The consortium must provide reliability evidence for the summative scores, subscores, and achievement levels generated from the innovative assessment, consistent with national standards and the Georgia Milestones. For example, evidence might include test-subtest reliability (again, including only on-grade-level items). Decision consistency and accuracy values should be similar to those reported for Georgia Milestones.

Data showing the distribution of scores, to demonstrate how the assessment provides information across the performance continuum, should also be presented. These data could include analyses of test information functions or other analytics, or other types of information such as cognitive lab data and test blueprints indicating depth-of-knowledge ranges.

The consortium should provide examples of its student and aggregate-level reports (such as classroom, school, consortium, and even state-level reports). These reports should be accompanied by evidence that stakeholders can use these reports to make valid interpretations about student performance, such as data drawn from focus groups of a variety of stakeholders representing report consumers, data from A/B tests, or other data.

Innovative assessment reporting timelines must describe when and how stakeholders receive results of the assessment, demonstrating that these results are provided in a timely manner. Final results for accountability must be provided at least in the same timeframe in which the current Georgia Milestones assessment final results are available.

The consortium should also provide a description of how its assessments incorporated principles of universal design for learning in test development, as well as how scales and item banks will be maintained over time (e.g., how parameter drift will be managed).

Accessibility and Accommodations

All students who currently participate in Georgia Milestones must be able to participate in the innovative assessment in order to use the innovative assessment in lieu of Georgia Milestones, including students with disabilities and English learners (except students with the most severe cognitive disabilities, who may participate in an alternate assessment).

A crosswalk of accessibility and accommodation features available on Georgia Milestones and available on the innovative assessment should be provided such that it is possible to see, at a glance, whether all of the accessibility and accommodation features will be available, and, if not, how students will be validly assessed using an alternative accessibility mechanism. Any differences in the ways that accessibility or accommodation features work in the innovative assessment, compared to Georgia Milestones, should be indicated.

Accessibility features and accommodations must allow students to participate in alignment with their IEPs or English learning plans and comply with relevant federal laws such as the Individuals with Disabilities Education Act (IDEA). The consortium should provide a participation report that shows that all students are participating as required.

The consortium need not have all accommodations available in order for the innovative assessment to be approved for use in lieu of the Georgia Milestones, but must have a specific and feasible plan to provide all needed accommodations when assessments are administered. For example, the consortium need not have Braille forms ready at the time that evidence of comparability is being reviewed, but must have a well-described plan to produce Braille forms prior to administration, that demonstrates the vendor's capacity to produce them (historical evidence of how they have been produced in the manner described).

Test Administration and Security

The consortium must demonstrate that it has plans in place to ensure standardized administrations, such as training and manuals, and processes to prevent and/or document testing irregularities and protect test security and student data. In addition, the Georgia Office of State Assessment will monitor consortium test administrations, and monitoring reports should be included in evidence for this criterion. Other evidence would be sample irregularity reports, results of analytical analyses aimed at discovering cheating, auditing procedures, and procedures to handle irregularities or test security violations.

The consortium should keep in mind that standardization processes are intended to promote the validity and comparability of the scores, but the consortium need not compromise features of the assessments that make them innovative. As an example, using many different types of accommodations reduces the standardization of administration, but is necessary to ensure validity of the scores.

Stakeholder Engagement

The consortium should provide evidence that assessments were developed in collaboration with stakeholders representing the interests of students with disabilities, English learners, and other

vulnerable populations; teachers, principals, and other school leaders; parents; and civil rights organizations. Evidence might include letters of support or agendas from meetings where assessments were discussed, along with participant lists.

The consortium should also document how it has worked with schools and districts to interpret results and communicate with stakeholders such as parents, students, and community members (i.e., how the consortium has worked to develop assessment literacy). Evidence might include training agendas and presentations, meeting agendas, assessment guides, score interpretation guides, data on stakeholder participation in training for test administration or score interpretation, or stakeholder survey or focus group data.

Accountability

Georgia's accountability requirements must be met with use of any innovative assessment. In addition to the need to provide a summative score, these requirements also include providing measures for the College and Career Ready Performance Index (CCRPI).

The consortium should demonstrate that it uniquely identifies students within and across years so that students' assessment data, schools, districts, demographic information, etc., can be used for accountability purposes. Data layouts and timelines should be provided. Evidence must also be provided that the percentage of students assessed is at least as high as the percentages observed on Milestones prior to the start of the innovative pilots, overall, as well as for all federally required student demographic subgroups.

The consortium must describe how it will produce a single summative score. If there is more than one administration during the academic year (e.g., a through-year model), the consortium should specify which administrations contribute to the summative score and how scores are combined. This description should provide a clear rationale for the calculation of the summative score.

As noted, the consortium must also show how its assessment data can be used for a variety of CCRPI purposes, including providing measures for the Content Mastery and Closing Gaps components of the index, growth measures for the Progress component, and literacy measures for the Readiness component. These measures do not need to be strictly comparable to, or use the same methods as, the Georgia Milestones, but evidence must be provided that justifies the proposed approach.

Conflict of Interest

The consortium must provide assurances that there are no conflicts of interest (financial or otherwise) for parties participating in the pilot program, and that all local procurement rules are being followed. No new evidence is needed unless there have been changes since initial assurances were made at the award of the innovative assessment grants.

TAC DISCUSSION AND RECOMMENDATIONS

The TAC noted several aspects of the comparability requirements that the consortium will need to carefully consider, including the following:

Participation

Given the ongoing nature of the innovative assessments, how is participation defined? TAC members also raised the issue of student mobility and requested that the consortium consider how to handle situations where students transfer in late in the school year and may not have participated in earlier assessments. How can a summative score be produced in these situations? The consortium may need to consider business rules such as the “attemptedness” rules that the Milestones uses to determine what counts as participation, and what is needed to be able to make a judgment about student proficiency. One way to think about this might be to focus on “culminating” standards that incorporate prior standards and skills from within the grade.

Retention of Learning

TAC members also noted that the current Milestones exams assume that students will retain information they may have learned earlier in the year and be able to demonstrate it on an end-of-year test. Innovative assessments may use a different model of learning, where scores represent an accumulation of information about learning from different points, rather than from one moment in time. Description of what the final scores reflect, and how that may be the same as or different from the Milestones model, will be important.

Multiple Opportunities

Because the consortium’s approach allows students to attempt to demonstrate mastery of standards up to three times, the vendor should be sure to analyze the use of multiple attempts and thoroughly document how and when multiple attempts are incorporated into reporting—how they are used, when, on which reports, and how their use impacts results. The vendor noted that its item selection algorithm prioritizes depth and breadth of standards first, then new items, so it is also possible that students could see the same items over time. These situations should also be documented.

Use of Assessment for Accountability

TAC members noted that the system is trying to serve multiple purposes: to provide useful information for feedback and instruction, and, ultimately, to provide measures that can be used for accountability. While the focus now may be on feedback and instruction, behavior and use of the data may change once the assessment is being used in lieu of the Milestones for accountability purposes. The consortium should consider how to gather information on the use of data, both before and after administration of Navy in lieu of Milestones, to report on consequential validity.

Ongoing Nature of Reporting

Because the assessment system aims to provide real-time information to inform instruction, users have data about student performance at all times. TAC members noted that there is potential for misuse of the data if users don't understand what is included and what it represents, and try to make summary judgments before assessment is really complete. The TAC suggested that the consortium consider how and when to report "final" data, particularly at aggregate levels such as the district level or even the state level, so that appropriate interpretations of the data can be made. Such an approach may be especially important if summative classifications are potentially available on an ongoing basis.

Pacing and Coverage

Different classrooms may provide instruction at different speeds, even if all are following a common pacing guide. With any type of high-stakes assessment, teachers may rush to cover as much of the expected content of the assessment as possible prior to administration. This situation may be exacerbated when assessments don't just take place at the end of the year, but are spread out throughout the school year. The consortium should consider how to balance the need to allow for variability in assessment administration windows with the need to maintain some standardization. It is also important to help consortium members avoid situations where schools or teachers are rushing not just to cover content but also to administer multiple assessments toward the end of the year. Training and handbooks may be an important element to address these types of concerns.

Integration of Standards

TAC members asked about integration of standards. Navy's current design assesses individual standards in isolation, though it was pointed out that some standards include knowledge and skills from prior standards (and that standards are not necessarily taught in isolation, even if they are assessed in that manner). Though this is not necessarily included in the comparability criteria, the TAC suggested being sure to describe this aspect of Navy's learning and assessment model when discussing interpretation of results.

UPDATE ON CONSORTIUM ASSESSMENT SYSTEM

Goals and Features of Assessments

A key goal of the Navy assessment system is to provide validity and reliability around standards-based reporting. The Navy assessments are intended to inform teaching and to guide learning by accurately identifying what learning has taken place and what learning needs more support. An aim of the current work is to leverage Navy's assessment data for everyday use in monitoring student learning as well as for accountability purposes.

Hallmark features of the Navy system are the real-time reports that provide an at-a-glance update on student mastery of standards. The design is intended to be diagnostic at the standards level. Teachers determine when to give assessments, based on their instructional pacing, and information on mastery is updated as soon as it is available. Students may take assessments up to three times;

this design is aimed at helping create a growth mindset in which students are not simply “not proficient,” but, rather, are “not yet proficient,” and will have additional opportunities to demonstrate their learning. Teachers cannot see the items that contribute to the accountability assessments, but they can see the items for the practice assessments. The TAC asked whether students have the same awareness of Navvy as an assessment, compared to Milestones. Students do know that it is an assessment event, not just part of a learning management system. Teachers do not typically use Navvy for grades, especially in elementary school, though this may shift at middle school and high school.

Sample Reports

The consortium also showed sample student and teacher dashboard reports, which provide a quick way for the user to see each standard and whether the student has demonstrated mastery of that standard. Reports can be extended to look at performance over years or across classrooms as well.

Summative Score Calculations

The consortium offered several initial ideas on summative scoring; it is evaluating multiple approaches using the data collected in 2019-20 and 2020-21. An initial idea is to calculate the percentage of standards mastered as the summative score. Thresholds could be placed on the percentage metric to delineate the achievement levels. By default, everyone would start in the lowest category and move up toward the highest as they test and pass more standards. They could then see where they are throughout the year in terms of achievement level/accountability metric. Another approach could use a weighted percentage of standards mastered, using the Milestones blueprint, to have the number of standards by domain for Milestones drive the Navvy weights.

Initial Data on Reliability and Comparisons to MAP

Navvy showed some preliminary data from 2020–21, including the base rates of competency mastery in fourth grade math, using only the first attempt. Reliability at the standard level is almost always 0.8 or above (all above 0.7). Each standard is measured by 6–9 items. Item discrimination analyses also seemed to be within industry standard ranges.

The consortium also provided some more-detailed results from an analysis of MAP and Navvy scores in math. The analysis showed that there are several standards profiles from Navvy that correspond to the same MAP Growth scores—that is, students’ scores may be exactly the same on MAP subscales, but the pattern of their standards mastery as demonstrated in Navvy can be quite different. Scores between the Navvy and MAP scales are correlated at about 0.5. The TAC noted that the MAP-to-Navvy comparison should be replicated with scores from Milestones, which could provide comparability evidence. The more of the state’s variability that is included in the analysis, the more informative it will be. The TAC suggested identifying real outliers and trying to explain why the differences are happening.

POTENTIAL TIMELINES AND NEXT STEPS

Putnam described some timeline options, along with some gaps between where the program is now and what will be needed to satisfy the comparability checklist. One option is to try to get ready to be operational by 2022–23, with the TAC approving use in lieu of Milestones in summer 2022. Comparability evidence would be provided to the TAC beginning with the December 2021 TAC meeting, using 2020–21 data. Use of the 2020-21 data may be challenging given participation and administration constraints due to COVID-19. TAC members noted that confidence in the Milestones scores and confidence in Navy scores have to be high in order to make the comparability argument. Alternative approaches (e.g., Andrew Ho’s metrics) might enable comparisons of the 2020–21 data to previous, more trustworthy years.

The goal would be to then add 2021–22 data and submit data in an agreed-upon format in summer 2022 so that the consortium could begin assessing in lieu of Milestones in Fall 2022.

One outstanding question is if there might be additional federal flexibility, such as extensions to states’ IADA periods or waivers, to support this project. A two-year extension from the federal government might be acceptable; however, the Putnam Consortium districts are eager to move the timeline up.

TAC review of comparability materials should be staggered, as reviewing all of the documentation during a single one-day meeting won’t be possible. Information could also be staggered to GaDOE. A next step is to review the timeline more thoroughly and propose a method to deliver materials in advance of the December meeting so that the meeting time can be used efficiently to gather TAC feedback.

The primary objective during the next TAC meeting (December 2021) will be to show the TAC the progress that has been made on comparability. Comparability evidence artifacts or descriptions, aligned to the requirements of the comparability guidelines, should be provided as pre-meeting materials to the TAC. The TAC will not provide a thorough review of a substantial amount of documentation prior to the December meeting, but providing as much documentation to the TAC as possible, along with an indication of whether the documentation is in draft format or finalized, will help the TAC understand the consortium’s progress and technical assistance needs for 2022.

For areas of the checklist where evidence/artifacts have not yet been created, the timeline and process for assembling those pieces should be described. It will be good to show the TAC how far the consortium has been able to come in the past two years, despite the pandemic; how delays have impacted timelines; and a high-level schedule of the upcoming three years. For example, when does it look possible to implement in lieu of Milestones for grades 3–8 ELA and math? What about science and social studies? What about high school? Implementing the full set of assessments in the same year is not necessary, but there should be a long-term plan and timeline to fully replace Milestones.

The TAC is also interested in the consortium’s theory of learning and theory of action. If there are areas of the checklist where the consortium differs from Milestones, is there evidence that those differences are improvements?

Following is a list of topics in which the TAC has expressed interest:

- Theory of learning/theory of action
- Additional results from 2019–20 or 2020–21
- Summative score determination
- Assessment plan for students who are not in the district for the full year
- Plan for the literacy CCRPI measure
- Accessibility and accommodations

These and other TAC topics should be prioritized based on how relevant they are to the comparability guidelines and how soon answers are needed, based on the consortium's timelines.

Appendix 2

GEORGIA INNOVATIVE ASSESSMENT PILOT PROGRAM ASSURANCES

Alignment

- Aligns with Georgia's academic content standards (breadth and depth of those standards for all grade-levels and content areas or courses assessed)
- Identifies which students are not making progress toward Georgia's academic content standards
- Produces results that are comparable to the Georgia Milestones assessments (include methods in the narrative or as attached evidence)

Technical Quality

- Works with expert(s) (external partner or in-house) to ensure technical quality, validity, reliability, and psychometric soundness of the innovative assessment
- Establishes validity and reliability evidence consistent with nationally recognized testing standards
- Assesses student achievement based on state academic content standards in terms of content and cognitive processes, including higher-order thinking skills, and adequately measures student performance across the full performance continuum
- Produces individual and aggregate reports that allow parents, educators, and school leaders to understand and address the specific needs of students
- Provides reports in an easily understandable and timely manner to students, parents, educators, and school leaders
- Developed, to the extent practicable, consistent with the principles of universal design for learning

Accommodations

- Appropriate accommodations will be provided for students with disabilities as defined via their IEP or IAP (provide list of available accommodations as an attachment)
- Appropriate accommodations will be provided for English Learners as defined via their EL/TPC (provide list of available accommodations as an attachment)

Security

- Develops and implements policies and procedures to ensure standardized test administration (i.e., test coordinator manuals, test administration manuals, accommodations manuals, test preparation materials for students and parents, and/or other key documents provided to schools and teachers that address standardized test administration and any accessibility tools and features available for the assessments)
- Delivers training for educators and school leaders to ensure a standardized test administration
- Develops and implements a monitoring process to ensure standardized test administration
- Develops and implements policies and procedures to prevent test irregularities and ensure the integrity of test results
- Develops and implements policies and procedures to protect the integrity and confidentiality of test materials, test-related data, and personally identifiable information

Stakeholder Engagement

- Develops assessment in collaboration with stakeholders representing the interests of students with disabilities, English learners, and other vulnerable populations; teachers, principals, and other school leaders; parents; and civil rights organizations
- Develops capacity for educators and school and district leaders to implement the assessment, interpret results and communicate with stakeholders

Accountability

- Produces a single, summative score for every student
- Produces a comparable growth measurement that can be used for the Progress CCRPI component
- Produces a comparable achievement measurement that can be used for the Content Mastery and Closing Gaps CCRPI components (alignment to Beginning, Developing, Proficient, and Distinguished Learner achievement levels)
- Produces a comparable literacy (Lexile) measurement that can be used for the Readiness CCRPI component
- Produces subgroup results consistent with federal accountability and reporting requirements (e.g., race/ethnicity, gender, English Learners, students with disabilities, migrant, homeless, foster, parent on active military duty)

Appendix 3

GEORGIA INNOVATIVE ASSESSMENT
PILOT PROGRAM COMPARABILITY GUIDELINES

GEORGIA INNOVATIVE ASSESSMENT PILOT PROGRAM

Please specify the end-of-grade and/or end-of-course assessments for which evidence is being provided for the innovative assessment.

| ELA | MATHEMATICS | SCIENCE | SOCIAL STUDIES |
|---|---|--|---------------------------------------|
| <input type="checkbox"/> Grade 3 | <input type="checkbox"/> Grade 3 | | |
| <input type="checkbox"/> Grade 4 | <input type="checkbox"/> Grade 4 | | |
| <input type="checkbox"/> Grade 5 | <input type="checkbox"/> Grade 5 | <input type="checkbox"/> Grade 5 | |
| <input type="checkbox"/> Grade 6 | <input type="checkbox"/> Grade 6 | | |
| <input type="checkbox"/> Grade 7 | <input type="checkbox"/> Grade 7 | | |
| <input type="checkbox"/> Grade 8 | <input type="checkbox"/> Grade 8 | <input type="checkbox"/> Grade 8 <input type="checkbox"/> HS Physical Science (Grade 8) | <input type="checkbox"/> Grade 8 |
| <input type="checkbox"/> American Literature and Composition | <input type="checkbox"/> Algebra I/Coordinate Algebra | <input type="checkbox"/> Biology | <input type="checkbox"/> U.S. History |

For each of the assessments selected in the table above, evidence will need to be submitted for each of the criteria in the seven categories below (alignment and comparability, technical quality, accessibility and accommodations, test administration and security, stakeholder engagement, accountability, and conflict of interest). Note that all evidence submitted should be based on grade-level items only. Off-grade items can be included on assessments but cannot be included in the evidence required below.

1 ALIGNMENT & COMPARABILITY

| | Criteria | Yes | No | Examples of Relevant Evidence | Evidence Documents* (pages) | Commentary (Optional) |
|---|--|--------------------------|--------------------------|--|--|-----------------------|
| 1 | <p>Do you have an independent alignment study between the innovative assessment and the Georgia academic content standards (GSEs) for all grades, content areas, and courses?</p> <p>Note: The revised mathematics GSEs are expected to be operational for the 2023-2024 school year and the revised ELA GSEs are expected to be operational for the 2024-2025 school year.</p> | <input type="checkbox"/> | <input type="checkbox"/> | Alignment study report | <Consortium A Alignment Report 2022.docx> (1-35) | |
| 2 | <p>Does the alignment study indicate that the innovative assessment adequately reflects Georgia academic content standards for all grades, content areas, and courses in terms of categorical concurrence, balance of representation, depth of knowledge, and range of knowledge?</p> <p>Note: If the innovative assessment is computer adaptive, documentation should demonstrate procedures that ensure the item pool and content constraints result in good alignment at the student level across all ability levels.</p> | <input type="checkbox"/> | <input type="checkbox"/> | Alignment study report <ul style="list-style-type: none"> • Similar to alignment of Georgia Milestones Test blueprints indicating depth of knowledge ranges/cognitive complexity levels Item and passage specifications Item selection procedures | <Consortium A Alignment Report 2022.docx> (32-33) | |
| 3 | <p>Does the innovative assessment classify students into four achievement levels that are consistent (representing similar levels of knowledge and skill) with those reported for Georgia Milestones?</p> <p>Note: Direct adoption of Georgia's ALDs is recommended to satisfy this criterion. If</p> | <input type="checkbox"/> | <input type="checkbox"/> | Achievement level descriptors | <Consortium A Statewide Performance SY21-22.pdf> (2) | |

| | | | | | |
|---|--|--------------------------|--------------------------|--|---|
| | other ALDs are used, they must be justified and the alignment to the Georgia ALDs evaluated. | | | | |
| 4 | <p>Are summative classifications of students into the four achievement levels consistent between the innovative assessment and Georgia Milestones for all students and for all subgroups of students across all grades, content areas, and courses?</p> <p>Note: A standard setting is not expected, rather, empirical methods can be used to set cut scores on the innovative assessment that results in consistent student classifications into achievement levels. If the innovative assessment contains any off-grade level items, achievement level classification should be determined using only items that measure on-grade level standards (i.e., the grade in which the student is enrolled) and uses that determination for reporting and accountability. Consortia should also be aware that end-of-course assessments contribute 20% to course grades. The grade conversion score (GCS) is tied to the scale score cuts for Developing Learner and Proficient Learner. Specifically, for Georgia Milestones, the GCS ranges from 0 to 100. GCS=0 is set to the LOSS, GCS=100 is set to the HOSS. GCS=68, 80, and 92 are set to the scale cuts between achievement levels (1/2; 2/3; 3/4). A linear transformation is applied to obtain the GCS values between the points above.</p> | <input type="checkbox"/> | <input type="checkbox"/> | <p>Classification consistency methods report, including achievement level classification consistency values and 4 x 4 contingency table for all grades, content areas, and courses for all students and all subgroups of students:</p> <ul style="list-style-type: none"> • Exact Agreement (>0.7) • Exact + Adjacent Agreement (>0.9) • Quadratic Weighted Kappa (>0.85) <p>The report or associated evidence should document, as applicable: methodology, calibration model(s), assumption check results, reliability, mean/range item difficulty, distribution of item types across the scale, student sample exclusions and impact of exclusions, consistency of results by demographic subgroups, comparability of administration conditions (e.g., speededness, format). The classification consistency report should also include an analysis of how comparable student grades are likely to be for end-of-course assessments given the GCS method.</p> | <p><Consortia A vs. Milestones Performance Level Classification Consistency (SY21-22).docx> (1-30; results pages 28-31)</p> |
| 5 | Are the students who participate in the innovative assessment representative of | <input type="checkbox"/> | <input type="checkbox"/> | Table of sample vs. state demographics and achievement | |

| | | | | | | |
|---|--|--------------------------|--------------------------|--|--|--|
| | the state in terms of demographic composition and achievement? Note: If the answer to this question is no, then provide evidence demonstrating how the sample has been weighted or adjusted to represent the state when necessary. | | | (include all subgroups reported in Georgia for accountability) Description of weighting methods or other mechanisms for generalizing sample results to the state. | | |
| 6 | Do you have a plan for conducting annual comparability analyses between the innovative assessment and Georgia Milestones throughout the remainder of the IADA period? Note: Comparability analyses will require double testing of Georgia Milestones and the innovative assessment for a sample of grades and subjects. | <input type="checkbox"/> | <input type="checkbox"/> | Comparability analysis plan | | |

*The Evidence Documents column can either contain the file name(s) of the relevant artifact(s), or a hyperlink to the document.

2 TECHNICAL QUALITY

| Criteria | Yes | No | Examples of Relevant Evidence | Evidence Documents (pages) | Commentary (Optional) |
|--|--------------------------|--------------------------|--|----------------------------|-----------------------|
| 1 Have you worked with experts to ensure technical quality, validity, reliability, and psychometric soundness of the innovative assessment? | <input type="checkbox"/> | <input type="checkbox"/> | CVs/qualifications of technical team Meeting agendas or meeting summaries (e.g., internal meetings, WestEd technical assistance meetings, TAC meeting transcripts, other consultant meetings) | | |
| 2 Have you established reliability evidence for the summative scores, subscores, and achievement levels generated from the innovative assessment consistent with nationally-recognized testing standards? Notes: For preliminary or on-demand results/scores, demonstrate the technical | <input type="checkbox"/> | <input type="checkbox"/> | Reliability section of the technical report (include overall reliability, subscore reliability, conditional standard errors of measurement, decision consistency, and decision accuracy) | | |

| | | | | | | |
|---|---|--------------------------|--------------------------|--|--|--|
| | <p>evaluation procedures used to evaluate consistent reliability, including evaluation of model assumptions/parameters/scale stability. As a point of comparison, the majority of Georgia Milestones EOG and EOC assessments have reliability values of 0.9 and above. Include subscore reliability, but strict reliability criteria will not be required. Decision consistency and accuracy values should be similar to those reported for Georgia Milestones.</p> | | | | | |
| 3 | <p>Have you established validity evidence for the innovative assessment consistent with nationally-recognized testing standards?</p> <p>Note: Much of the Comparability assurances criteria also provide validity evidence. Content evidence is most critical, relations to other variables will be available through comparison to Georgia Milestones, and validity evidence should be organized around the five sources of validity evidence described in <i>The Standards</i>. Evidence of test consequences, especially as it relates to the theory of action should be provided as soon as possible.</p> | <input type="checkbox"/> | <input type="checkbox"/> | <p>Validity section of the technical report Blueprints, test specifications, alignment studies</p> | | |
| 4 | <p>Is the innovative assessment designed to assess student achievement based on grade-level state academic content standards in terms of content and cognitive processes, including higher-order thinking skills, and to adequately measure summative student performance across the full performance continuum for all students, except students with the most significant cognitive disabilities?</p> | <input type="checkbox"/> | <input type="checkbox"/> | <p>Score distributions Test blueprints, assessment guides, or other documents indicating depth of knowledge ranges Summary of item types Item and passage specifications Cognitive labs or other studies addressing student cognitive processes Analyses of test information functions demonstrating precision across the performance continuum or other demonstration of information function</p> | | |

| | | | | | | |
|----|--|--------------------------|--------------------------|--|--|--|
| | | | | <p>across the performance continuum</p> <p>CSEM across the scale/at the cut points</p> <p>Analyses (e.g., differential item functioning (DIF), differential test functioning (DTF) analyses) that identify possible bias or inconsistent interpretations of results across student groups</p> <p>Alignment studies</p> | | |
| 5 | Do you produce individual student score reports? | <input type="checkbox"/> | <input type="checkbox"/> | <p>Example student report</p> <p>Score interpretation guide</p> | | |
| 6 | Do you produce aggregate score reports? | <input type="checkbox"/> | <input type="checkbox"/> | <p>Example classroom, school, district, consortium reports</p> <p>Score interpretation guide</p> | | |
| 7 | <p>Have you collected evidence that students, parents, educators, and school leaders are able to use your score reports to make valid score interpretations?</p> <p>Note: Include information about the representativeness of the sample for each stakeholder group.</p> | <input type="checkbox"/> | <input type="checkbox"/> | <p>Reports from cognitive labs, focus groups, etc.</p> | | |
| 8 | Are score reports provided in a timely manner? | <input type="checkbox"/> | <input type="checkbox"/> | <p>Reporting timeline (e.g., number of days between the administration and when score users are provided with preliminary and/or final results along with activities occurring between the two milestones)</p> | | |
| 9 | Have you incorporated principles of Universal Design for Learning into your innovative assessment? | <input type="checkbox"/> | <input type="checkbox"/> | <p>Test development chapter of technical report</p> <p>Accessibility/UDL reports</p> | | |
| 10 | Have you developed a maintenance and evaluation plan to address longitudinal scale stability, identification and mitigation of parameter drift, and bank maintenance? | <input type="checkbox"/> | <input type="checkbox"/> | <p>Psychometrics, research, and evaluation section of the technical report</p> <p>Details on item pool</p> | | |

3 ACCESSIBILITY & ACCOMMODATIONS

All students who currently participate in Georgia Milestones must be able to participate in the innovative assessment in order to use the innovative assessment in lieu of Georgia Milestones. A crosswalk of accessibility and accommodation features available on Georgia Milestones and available on the innovative assessment should be provided such that it is possible to see at a glance whether all of the accessibility and accommodation features will be available, and if not, how students will be validly assessed using an alternative accessibility mechanism. Any differences in the way accessibility or accommodation features work in the innovative assessment as compared to Georgia Milestones should be indicated. Over time, the accessibility and accommodation features available for use on the innovative assessment should improve to reach industry best-practice.

| Criteria | | Yes | No | Examples of Relevant Evidence | Evidence Documents (pages) | Commentary (Optional) |
|----------|---|--------------------------|--------------------------|---|----------------------------|-----------------------|
| 1 | In participating schools, are all students, except those with the most significant cognitive disabilities, participating in the innovative assessment? | <input type="checkbox"/> | <input type="checkbox"/> | Participation rate report Table of sample vs. state demographics and achievement | | |
| 2 | Are students with disabilities provided with appropriate accommodations as defined by their IEP/IAP? | <input type="checkbox"/> | <input type="checkbox"/> | Relevant sections of the accommodations manual List of available accommodations Braille and VSL materials/resources Results of analyses and/or expert review indicating that accommodations do not alter the construct (e.g., classification consistency studies, DIF studies, person fit studies) | | |
| 3 | Are English learners provided with appropriate accommodations as defined by their EL/TPC? | <input type="checkbox"/> | <input type="checkbox"/> | Relevant sections of the accommodations manual List of available accommodations Results of analyses and/or expert review indicating that accommodations do not alter the construct (e.g., classification consistency studies, DIF studies, person fit studies) | | |
| 4 | Do all provided accessibility tools and accommodations comply with all federal laws, including, but not limited to, IDEA, ADA, Section 504 of the Rehabilitation Act of 1973, Title I, ESEA, and FERPA? | | | Relevant sections of the accommodations manual | | |

4 TEST ADMINISTRATION & SECURITY

If some of the test administrations do not contribute to a summative score, then the test administration and security requirements could be reduced. However, items from high-stakes administrations should not also be used during low-stakes administrations.

| Criteria | | Yes | No | Examples of Relevant Evidence | Evidence Documents (pages) | Commentary (Optional) |
|----------|---|--------------------------|--------------------------|--|----------------------------|-----------------------|
| 1 | Has GOSA monitored your test administrations? Note: The consortia should work with GOSA and GaDOE to develop and implement a test monitoring plan. | <input type="checkbox"/> | <input type="checkbox"/> | Communications with GOSA GOSA audit reports | | |
| 2 | Do you have policies and procedures to ensure standardized test administration? | <input type="checkbox"/> | <input type="checkbox"/> | Test coordinator manuals, test administration manuals, accommodations manuals, test preparation materials for students and parents, other documents provided to schools and teachers that address standardized test administration and any accessibility tools and features available for the assessments Irregularity reports Proctor/test site training certificates | | |
| 3 | Are all school staff that are involved in the test administration trained on standardized procedures and test security protocols? | <input type="checkbox"/> | <input type="checkbox"/> | Training presentation slides, documents, agendas Student assessment handbook Administration protocols Accessibility and accommodations manual Other comprehensive test administration policy documents Proctor/test site training certificates | | |
| 4 | Do you have a process for monitoring the innovative assessment administration? | <input type="checkbox"/> | <input type="checkbox"/> | Relevant sections of the test coordinator manual Consortium monitoring analysis/report | | |

| | | | | | | |
|---|--|--|--|--|--|--|
| 5 | Do you have policies and procedures to prevent testing irregularities and ensure the integrity of test results? | | | Relevant sections of the student assessment handbook or assessment administration protocol manual Irregularity reports Monitoring results Data forensic methods and results | | |
| 6 | Do you have test security policies and procedures to protect the integrity and confidentiality of test materials, test-related data, and personally identifiable information as established by the Family Education Rights and Privacy Act (FERPA) and the Georgia Student Data Privacy, Accessibility and Transparency Act of 2016? | | | Relevant sections of the student assessment handbook, test administration manual | | |

5 STAKEHOLDER ENGAGEMENT

| Criteria | | Yes | No | Examples of Relevant Evidence | Evidence Documents (pages) | Commentary (Optional) |
|----------|--|--------------------------|--------------------------|--|----------------------------|-----------------------|
| 1 | Did you develop the innovative assessment in collaboration with stakeholders representing the interests of students with disabilities, English learners, and other vulnerable populations; teachers, principals, and other school leaders; parents; and civil rights organizations? Note: Consultation with these groups is required at the beginning on the project; ongoing consultation is not required. | <input type="checkbox"/> | <input type="checkbox"/> | Meeting schedules, meeting agendas, letters of support, meeting participants and associated demographics or background information | | |
| 2 | Did you develop capacity for educators and schools and districts leaders to implement the innovative assessment, interpret results, and communicate with stakeholders? | <input type="checkbox"/> | <input type="checkbox"/> | Training agendas and presentations, meeting schedules, meeting agendas, other training materials, assessment guides, study/resource guides, item and scoring samplers, professional learning offerings, score interpretation | | |

guide, data on stakeholder participation in training for test administration, official logs for materials distribution, stakeholder survey results

6 ACCOUNTABILITY

CCRPI growth, gaps, and literacy measures do not need to be strictly comparable, nor are the innovative assessments required to use the same methods that are currently used for Georgia Milestones. The methods do need to be justified and defensible.

| Criteria | Yes | No | Examples of Relevant Evidence | Evidence Documents (pages) | Commentary (Optional) |
|---|--------------------------|--------------------------|--|----------------------------|-----------------------|
| <p>1 Do you have a process for identifying students uniquely within and across years so that students' assessment data, schools, districts, demographic information, etc. can be used for accountability purposes?</p> <p>Note: The consortia should work with GaDOE to develop a data layout and reporting timeline.</p> | <input type="checkbox"/> | <input type="checkbox"/> | Database with unique student identifiers (e.g., Georgia Testing Identifier [GTID]) | | |
| <p>2 Is the percentage of students (overall and by subgroup) that you assessed in the current academic year at least as high as the percentage assessed using Georgia Milestones in the year previous to the start of the pilot (i.e., 2018-2019)?</p> | <input type="checkbox"/> | <input type="checkbox"/> | Participation rate report | | |
| <p>3 Do you produce a single, summative score for every student?</p> <p>Note: If there is more than one administration during the academic year (e.g., a through-year model), specify which administrations contribute to the summative score and how scores are combined. This description should provide a</p> | <input type="checkbox"/> | <input type="checkbox"/> | Scoring section of the technical report | | |

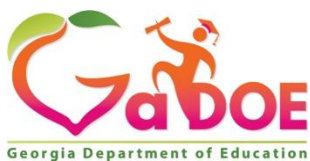
| | | | | | | |
|---|--|--------------------------|--------------------------|---|--|--|
| | clear rationale for the calculation of the summative score. | | | | | |
| 4 | Do you produce a growth measure that can be used for the CCRPI Progress component? | <input type="checkbox"/> | <input type="checkbox"/> | Growth measures section of the technical report | | |
| 5 | Do you produce an achievement measure that can be used for the CCRPI Content Mastery and Closing Gaps components (alignment to Beginning, Developing, Proficient, and Distinguished Learner achievement levels)? | | | Scoring section of the technical report | | |
| 6 | Do you produce a literacy (Lexile) measure that can be used for the CCRPI Readiness component? Note: Classification consistency should be demonstrated for two designations: Reading Status as reported for Georgia Milestones and the literacy indicator as reported for CCRPI. | <input type="checkbox"/> | <input type="checkbox"/> | Classification consistency methods report | | |
| 7 | Do you produce subgroup results consistent with federal accountability and reporting requirements (e.g., race/ethnicity, gender, English Learners, students with disabilities, migrant, homeless, foster, parent on active military duty, economically disadvantaged)? | <input type="checkbox"/> | <input type="checkbox"/> | Consortium summary report | | |

7 CONFLICT OF INTEREST

| Criteria | Yes | No | Examples of Relevant Evidence | Evidence Documents (pages) | Commentary (Optional) |
|---|--------------------------|--------------------------|-------------------------------|----------------------------|-----------------------|
| 1 Is there a conflict of interest (financial or otherwise) for the interested parties participating in the pilot program? | <input type="checkbox"/> | <input type="checkbox"/> | N/A | N/A | |
| 2 Do all activities that are related to this pilot abide by local procurement requirements? | <input type="checkbox"/> | <input type="checkbox"/> | N/A | N/A | |

Georgia's Innovative Assessment Pilot Update

**The Georgia Department of Education's Update on the
Innovative Assessment Pilot (2018 SB 362)**



2020-2021



Section 1: Background

State Innovative Assessment Pilot

Senate Bill 362 in 2018 established an Innovative Assessment Pilot Program that allowed up to 10 school districts or groups of districts to develop alternate assessment and accountability systems aligned with state academic content standards. To select the innovative assessments that would be part of the program, the State Board of Education (SBOE) held a competition in summer of 2018, with two application deadlines of August 1, 2018 and September 1, 2018.

Innovative Assessment Pilot Program Application Announcement:

- https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/Flexibility/Innovative_Assessment_Pilot_Program_Application_Announcement-2018-07-17.pdf

Innovative Assessment Pilot Application:

- https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/Flexibility/Innovative_Assessment_Pilot_Application-2018-07-17.docx

The SBOE reviewed the applications and supporting evidence from all submitted applications, ultimately approving three applications for participation in the pilot: Cobb County School District (Cobb Teaching and Learning System Assess platform), Georgia MAP Assessment Partnership (MAP Growth for Georgia), and the Putnam Consortium (Navy).

Federal Innovative Assessment Demonstration Authority (IADA)

In order to pursue maximum federal flexibility for the state innovative assessment pilot, Georgia applied to participate in the federal Innovative Assessment Demonstration Authority (IADA) under Section 1204 of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA), on December 17, 2018.

Georgia's Application for the Innovative Assessment Demonstration Authority:

- https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/Flexibility/Georgia_IADA_Application.pdf

After receiving feedback from the U.S. Department of Education (ED), along with peer review notes, GaDOE provided additional information to ED demonstrating how Georgia's IADA application would meet all associated requirements. On July 12, 2019, Georgia received approval from ED to implement two of the innovative assessment models – Georgia MAP Assessment Partnership and the Putnam Consortium. As part of their approval, ED required that the Putnam Consortium's assessment model

produce a measure for the literacy (Lexile) indicator of CCRPI before being implemented. The Putnam Consortium submitted their plan for producing a literacy measure to ED in October 2019. Their plan was approved in February 2020.

U.S. Department of Education Interim Feedback Letter:

- <https://www2.ed.gov/admins/lead/account/iada/gaiadainterimfeedback03082019.pdf>

IADA Peer Review Notes:

- <https://www2.ed.gov/admins/lead/account/iada/gaiadapeernotes2019.pdf>

Georgia's Response to the Interim Feedback Letter:

- https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/Flexibility/Georgia_IADA_Addendum.pdf

IADA Approval Letter:

- https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/Flexibility/GA_IADA_approval_final_letter.pdf

Putnam Consortium Literacy Measure:

- https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/Flexibility/Putnam_Consortium_Navy_Literacy_Measure_10_28.pdf

Participating Consortia

Georgia MAP Assessment Partnership

The Georgia MAP Assessment Partnership is developing MAP Growth for Georgia in partnership with NWEA. MAP Growth for Georgia is a through-year assessment that leverages adaptive interim assessments to provide timely insights on students' command of grade-level standards, measure academic growth, provide norm-referenced test results, and produce summative proficiency scores.

Features of the assessment system include:

- computer adaptive
- measures student learning relative to grade-level expectations and adapts within, below, or above grade level based on student performance
- provides growth and norm-referenced scores
- provides interactive online reporting

MAP Growth for Georgia will be administered three times per year, in fall, winter, and spring.

Putnam Consortium

The Putnam Consortium is developing Navvy in partnership with Navvy Education LLC. Navvy is an on-demand assessment system that leverages cutting-edge data science to provide real-time diagnostic data.

Features of the assessment system include:

- assesses students on individual standards
- teachers provide assessments on demand throughout the school year
- includes multiple opportunities for students to demonstrate mastery of each standard
- provides interactive online reporting

Navvy is administered on demand throughout the school year. Each standard includes approximately 8 questions and students can be retested on each standard up to two additional times after the initial administration.

Section 2: 2020-2021 Year 2 Update

Participation

Each year, the consortia may amend the list of districts participating in the innovative assessment pilot program by 1) submitting a redlined version of their Consortium Membership as provided in their approved State Board of Education application and approved IADA application, 2) ensuring that the demographics of the updated consortium continue to be representative of the state, and 3) submitting a signed *Memorandum of Understanding and IADA Application Assurances* for each new consortium member.

In 2020-2021, 14 districts participated in the GMAP Consortium (an increase from 9 districts the previous year) and 18 districts participated in the Putnam Consortium (an increase from 12 districts the previous year). As Year 3 of the IADA begins (2021-2022), the GMAP consortium will include 20 districts and the Putnam Consortium will include 12 districts.

| | Year 1 2019-2020 | Year 2 2020-2021 | Year 3 2021-2022 |
|--------|---------------------|---------------------|---------------------|
| GMAP | 9 | 14 | 20 |
| Putnam | 12 | 18 | 12 |

GMAP participating districts in 2020-2021 include: Barrow County, Clayton County, Dalton City, Floyd County, Haralson County, Jackson County, Jasper County, Marietta City, Chattooga County, Evans County, Oglethorpe County, Social Circle City, Trion City, and Georgia Cyber Academy.

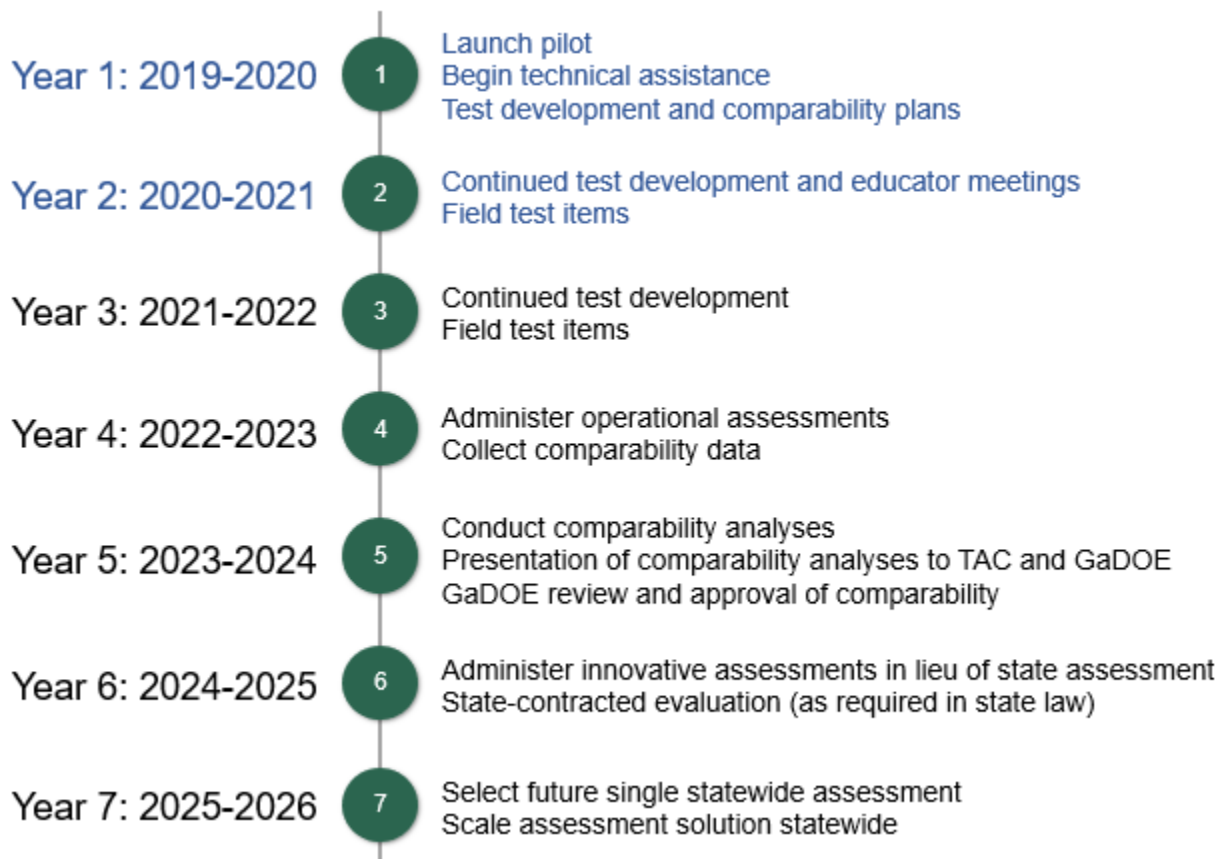
Putnam participating districts in 2020-2021 include: Calhoun City, Cook County, Dougherty County, Fayette County, Floyd County, Liberty County, Putnam County, Vidalia City, Ben Hill County, Candler County, Chattooga County, Echols County, Emanuel County, Mitchell County, Peach County, Scintilla Charter Academy, Statesboro STEAM Academy, and Troup County.

Timeline

Figure 1 presents a general timeline for the IADA, though detailed timelines vary by grade/content area and consortia. For example, both consortia are currently focused on developing English language arts and mathematics assessments, and will begin developing science and social studies assessments at a later date.

The COVID-19 pandemic impacted both consortia and delayed some of their test development and implementation plans. These delays are not unique to Georgia’s IADA project and were experienced by many states. These delays will likely necessitate extending the original five-year IADA timeline by two years.

Figure 1: IADA Implementation Timeline



Technical Assistance

Upon approval of Georgia's IADA application, the Georgia Department of Education (GaDOE) began providing technical assistance to the two participating consortia through a contract (procured through an RFP process) with WestEd. Through this contract, WestEd provides technical assistance hours to both consortia. These hours may include consultation time or other work (such as research or analyses) performed by WestEd, not to exceed the number of hours allocated to each consortium. Each consortium, in consultation with WestEd, shall determine how to utilize their hours. For the 2020-2021 school year (October 1, 2020 – September 30, 2021), each consortium had 12 technical assistance hours available. The Georgia MAP Assessment Partnership utilized 8 of their available hours. The Putnam Consortium utilized 1 of their available hours.

WestEd also convenes, coordinates, and facilitates two, two-day technical advisory committee (TAC) meetings annually to provide impartial advice to both consortia. The TAC will also make recommendations to GaDOE regarding comparability evidence and other technical issues associated with Georgia's demonstration authority. Two TAC meetings were held in 2020-2021, in December 2020 and July 2021.

TAC members include:

- **Dr. Wayne Camara**, Horace Mann Research Chair at ACT, is an expert in college and career readiness, psychometrics, assessment validation, and policy research. He has served on state technical advisory panels, including in Texas. In addition, Dr. Camara is past president of the National Council on Measurement in Education.
- **Dr. Gregory Cizek**, Guy B. Phillips Distinguished Professor of Educational Measurement and Evaluation at the University of North Carolina (UNC) at Chapel Hill, is an expert on standard setting, testing policy, classroom assessment, and detecting cheating on tests. He serves on multiple state assessment TACs, and prior to joining the UNC faculty, he managed national licensure and certification testing programs for American College Testing; served as a test development specialist for a statewide assessment program; and taught elementary school in Michigan.
- **Dr. Stuart Kahl**, founder and former CEO of Measured Progress, has more than 35 years of experience designing and implementing state programs that include innovative performance components, such as Vermont's portfolios, Kentucky's KIRIS program, Rhode Island's Distinguished Merit Program, and California's Golden State Examinations.
- **Ms. Lillian Pace**, Senior Director of National Policy at KnowledgeWorks, has extensive experience working with federal policymakers to create flexible policy environments that support personalized learning at scale. She has helped state and district leaders leverage federal policy to advance their vision for next-generation education reform, and she has authored several national publications on competency education, innovative assessments, and high school redesign. Ms. Pace joined KnowledgeWorks after directing the U.S. House Subcommittee

on Early Childhood, Elementary and Secondary Education. She spent nearly a decade on Capitol Hill advising policymakers on K–12 and higher education policy.

- **Dr. Stanley Rabinowitz**, Senior Technical Advisor at Pearson, has over 30 years of experience in large-scale assessment, including work as a former assessment director. He has consulted extensively on standards, assessment, and school/educator accountability issues with researchers, policymakers and assessment staff at national, state, and district levels in the United States and elsewhere globally. Dr. Rabinowitz has served on more than a dozen state and national technical advisory committees. He has directed the National Center for Standards and Assessment Implementation and the PMO for the Smarter Balanced Assessment Consortium. His expertise includes computer adaptive testing, developing and scoring technology-enhanced items, and assessing students across languages. Most recently, Dr. Rabinowitz served as General Manager for the Australian Curriculum, Assessment and Reporting Authority (ACARA). In this position, he was responsible for managing the national assessment programs (NAPLAN and NAP sample), national data reporting, including the My School website, and launching NAPLAN online in 2018.
- **Dr. Stephen Sireci**, Distinguished University Professor in the Psychometrics Program, Director of the Center for Educational Assessment at the University of Massachusetts Amherst, and President of Sireci Psychometric Services, is a national expert in educational test development and evaluation, particularly issues of cross-lingual assessment, standard setting, and computer-based testing. Dr. Sireci serves on several advisory committees, including committees for Texas and Puerto Rico, and he is the president-elect of the National Council on Measurement in Education.

Finally, WestEd provides GaDOE with an annual written report summarizing the technical assistance needs addressed at the TAC meetings and through technical assistance hours, lessons learned, and recommendations for future pilot program activities.

A major accomplishment in 2020-2021 was WestEd's development of comparability guidelines, which were reviewed and approved by the TAC. These guidelines will assist both consortia in developing assessments that will meet IADA comparability requirements and well-position them to submit evidence for federal assessment peer review, a process required by all state assessment systems.

WestEd Year 2 Annual Report (available soon):

- <https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Assessment-Innovation-and-Flexibility.aspx>

Year 2 Annual Performance Report (APR)

Georgia is required to submit an annual performance report to the U.S. Department of Education at the conclusion of each of the five years of the IADA period. Georgia's second annual performance report was submitted on August 31, 2021.

IADA Annual Performance Report, Year 2: 2020-2021:

- https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/Flexibility/Georgia_Year2APR_August2021.pdf

Progress Made

While the COVID-19 pandemic disrupted both consortia's plans for development in 2020-2021, considerable work was still accomplished, including:

- Item development
- Stakeholder engagement (item reviews, district recruitment, designing score reports, professional development, development of pandemic resources)
- Comparability planning
- Technical assistance

Technical Steps To Be Addressed

There are several technical steps that both consortia need to complete, including:

- Methodology to categorize students based on their overall level of mastery
- External alignment study to ensure the assessments align to Georgia's academic content standards
- Statistical comparability analyses to ensure the innovative assessments are providing similar results to that of the state's existing assessment system
- Development of science and social studies assessments
- Development of accommodations to ensure all students, including students with disabilities and English learners, can access the assessment content
- Updating mathematics assessments to align with the state's newly-adopted mathematics content standards, which will be implemented in 2023-2024

In addition to the technical steps both consortia need to address, each consortium has unique technical steps to complete.

Georgia MAP Assessment Partnership:

- Complete field testing of items and conduct a full through-year field test
- Finalize the through-year scoring model and determine if (and how) the through-year results (fall, winter, and spring) will roll up into a final summative score or if only the spring results will determine the summative score

Putnam Consortium:

- Develop protocols for assessing students who are not present in one school/district for the full school year on the full depth and breadth of Georgia's content standards
- Develop a literacy measure
- Develop a methodology for calculating the summative score

Policy and Practical Considerations

Both consortia are working to develop their assessment systems and address technical challenges associated with through-year assessments used for accountability purposes. In addition to the technical challenges both consortia are working to address, there are several policy considerations that the consortia and state will need to address in the final years of the pilot.

How do you preserve the formative nature of through-year assessments when they are reappropriated for summative uses?

Both consortia are building assessments designed to provide timely feedback to educators to guide instructional decisions and support student learning while instruction is still taking place. However, attitudes toward the assessments and how they are used may change once that previously-formative data becomes summative and is used for accountability purposes.

Questions to consider include: How does administration change? How do attitudes toward the assessment change? Does the value in receiving data throughout the school year outweigh the substantial increase in time spent on high-stakes assessment? Are score distributions impacted? Do through-year assessments with accountability implications reduce or increase student and educator test anxiety? Do teachers use the test differently? Is the information still used formatively when it becomes summative in nature?

How do you reconcile the assessments' different approaches to instruction?

A state's assessment system is designed to measure the extent to which students have mastered the state-adopted academic content standards. It is necessary that the assessment system support instruction of those standards. Both consortia have theories of learning associated with their assessment systems. The state will need to address how the state's academic content standards are intended to be implemented and how these assessment systems support, alter, or prescribe that intent.

Questions to consider include: Is retention of learning throughout the year assumed? Do through-year assessments allow for district-level control of curriculum scope and sequence? Are Georgia's content standards intended to be taught in isolation or integrated, and how does each assessment system's theory of learning align with that

intent? How would statewide implementation of these assessment systems impact instruction across the state?

How do you address unique administration challenges with through-year assessments?

Given the high-stakes nature of statewide summative assessments, there are many test administration policies and protocols implemented to ensure equitable access to the assessment, test integrity, and score validity and reliability. While such policies and protocols are well-developed for single end-of-year summative assessments, there are unique administration challenges associated with developing such policies and protocols for multiple, through-year summative assessment administrations.

Questions to consider include: How do you assess students who miss a testing occasion (or occasions) or move in or out of a school mid-year? How do you manage multiple testing windows and testing calendars while allowing district-level control of curriculum scope and sequence? How do you ensure test security without placing students in high-security learning environments year-round? How do you provide accommodations and ensure all students can access the assessment year-round? How do you ensure score comparability, when students throughout the state may be assessed on different standards at different times?

Next Steps

In 2021-2022, both the GMAP and Putnam consortiums will resume progress on test development following pandemic-related disruptions. This will necessitate a reevaluation of current schedules and adjustments to ensure appropriate time is allotted to all technical work.

Both groups will present their project plans regarding comparability evidence to the TAC. This will include reviewing existing comparability evidence as well as plans for upcoming analyses to ensure all guidelines will be met. A review process will be determined for WestEd, the TAC, and GaDOE to evaluate comparability evidence and support ongoing efforts to meet guidelines.

Georgia is required to submit annual performance reports to the U.S. Department of Education at the conclusion of each of the five years of the IADA period. Georgia's third annual performance report is expected to be due August 31, 2022.

GEORGIA INNOVATIVE ASSESSMENT PILOT PROGRAM

Please specify the end-of-grade and/or end-of-course assessments for which evidence is being provided for the innovative assessment.

| ELA | MATHEMATICS | SCIENCE | SOCIAL STUDIES |
|--|---|--|---------------------------------------|
| <input type="checkbox"/> Grade 3 | <input type="checkbox"/> Grade 3 | | |
| <input type="checkbox"/> Grade 4 | <input type="checkbox"/> Grade 4 | | |
| <input type="checkbox"/> Grade 5 | <input type="checkbox"/> Grade 5 | <input type="checkbox"/> Grade 5 | |
| <input type="checkbox"/> Grade 6 | <input type="checkbox"/> Grade 6 | | |
| <input type="checkbox"/> Grade 7 | <input type="checkbox"/> Grade 7 | | |
| <input type="checkbox"/> Grade 8 | <input type="checkbox"/> Grade 8 | <input type="checkbox"/> Grade 8 <input type="checkbox"/> HS Physical Science (Grade 8) | <input type="checkbox"/> Grade 8 |
| <input type="checkbox"/> American Literature and Composition | <input type="checkbox"/> Algebra I/Coordinate Algebra | <input type="checkbox"/> Biology | <input type="checkbox"/> U.S. History |

For each of the assessments selected in the table above, evidence will need to be submitted for each of the criteria in the seven categories below (alignment and comparability, technical quality, accessibility and accommodations, test administration and security, stakeholder engagement, accountability, and conflict of interest). Note that all evidence submitted should be based on grade-level items only. Off-grade items can be included on assessments but cannot be included in the evidence required below.

1 ALIGNMENT & COMPARABILITY

| Criteria | Yes | No | Examples of Relevant Evidence | Evidence Documents* (pages) | Commentary (Optional) |
|--|--------------------------|--------------------------|--|--|-----------------------|
| <p>1</p> <p>Do you have an independent alignment study between the innovative assessment and the Georgia academic content standards (GSEs) for all grades, content areas, and courses?</p> <p>Note: The revised mathematics GSEs are expected to be operational for the 2022-2023 school year and the revised ELA GSEs are expected to be operational for the 2023-2024 school year.</p> | <input type="checkbox"/> | <input type="checkbox"/> | Alignment study report | <Consortium A Alignment Report 2022.docx> (1-35) | |
| <p>2</p> <p>Does the alignment study indicate that the innovative assessment adequately reflects Georgia academic content standards for all grades, content areas, and courses in terms of categorical concurrence, balance of representation, depth of knowledge, and range of knowledge?</p> <p>Note: If the innovative assessment is computer adaptive, documentation should demonstrate procedures that ensure the item pool and content constraints result in good alignment at the student level across all ability levels.</p> | <input type="checkbox"/> | <input type="checkbox"/> | Alignment study report <ul style="list-style-type: none"> • Similar to alignment of Georgia Milestones Test blueprints indicating depth of knowledge ranges/cognitive complexity levels Item and passage specifications Item selection procedures | <Consortium A Alignment Report 2022.docx> (32-33) | |
| <p>3</p> <p>Does the innovative assessment classify students into four achievement levels that are consistent (representing similar levels of knowledge and skill) with those reported for Georgia Milestones?</p> | <input type="checkbox"/> | <input type="checkbox"/> | Achievement level descriptors | <Consortium A Statewide Performance SY21-22.pdf> (2) | |

| | | | | | | |
|---|---|--------------------------|--------------------------|--|---|--|
| | <p>Note: Direct adoption of Georgia’s ALDs is recommended to satisfy this criterion. If other ALDs are used, they must be justified and the alignment to the Georgia ALDs evaluated.</p> | | | | | |
| 4 | <p>Are summative classifications of students into the four achievement levels consistent between the innovative assessment and Georgia Milestones for all students and for all subgroups of students across all grades, content areas, and courses?</p> <p>Note: A standard setting is not expected, rather, empirical methods can be used to set cut scores on the innovative assessment that results in consistent student classifications into achievement levels. If the innovative assessment contains any off-grade level items, achievement level classification should be determined using only items that measure on-grade level standards (i.e., the grade in which the student is enrolled) and uses that determination for reporting and accountability. Consortia should also be aware that end-of-course assessments contribute 20% to course grades. The grade conversion score (GCS) is tied to the scale score cuts for Developing Learner and Proficient Learner. Specifically, for Georgia Milestones, the GCS ranges from 0 to 100. GCS=0 is set to the LOSS, GCS=100 is set to the HOSS. GCS=68, 80, and 92 are set to the scale cuts between achievement levels (1/2; 2/3; 3/4). A linear</p> | <input type="checkbox"/> | <input type="checkbox"/> | <p>Classification consistency methods report, including achievement level classification consistency values and 4 x 4 contingency table for all grades, content areas, and courses for all students and all subgroups of students:</p> <ul style="list-style-type: none"> • Exact Agreement (>0.7) • Exact + Adjacent Agreement (>0.9) • Quadratic Weighted Kappa (>0.85) <p>The report or associated evidence should document, as applicable: methodology, calibration model(s), assumption check results, reliability, mean/range item difficulty, distribution of item types across the scale, student sample exclusions and impact of exclusions, consistency of results by demographic subgroups, comparability of administration conditions (e.g., speededness, format). The classification consistency report should also include an analysis of how comparable student grades are likely to be for end-of-course assessments given the GCS method.</p> | <p><Consortia A vs. Milestones Performance Level Classification Consistency (SY21-22).docx> (1-30; results pages 28-31)</p> | |

| | | | | | | |
|---|---|--------------------------|--------------------------|--|--|--|
| | transformation is applied to obtain the GCS values between the points above. | | | | | |
| 5 | <p>Are the students who participate in the innovative assessment representative of the state in terms of demographic composition and achievement?</p> <p>Note: If the answer to this question is no, then provide evidence demonstrating how the sample has been weighted or adjusted to represent the state when necessary.</p> | <input type="checkbox"/> | <input type="checkbox"/> | <p>Table of sample vs. state demographics and achievement (include all subgroups reported in Georgia for accountability)</p> <p>Description of weighting methods or other mechanisms for generalizing sample results to the state.</p> | | |
| 6 | <p>Do you have a plan for conducting annual comparability analyses between the innovative assessment and Georgia Milestones throughout the remainder of the IADA period?</p> <p>Note: Comparability analyses will require double testing of Georgia Milestones and the innovative assessment for a sample of grades and subjects.</p> | <input type="checkbox"/> | <input type="checkbox"/> | Comparability analysis plan | | |

*The Evidence Documents column can either contain the file name(s) of the relevant artifact(s), or a hyperlink to the document.

2 TECHNICAL QUALITY

| Criteria | Yes | No | Examples of Relevant Evidence | Evidence Documents (pages) | Commentary (Optional) |
|---|--------------------------|--------------------------|--|----------------------------|-----------------------|
| 1 Have you worked with experts to ensure technical quality, validity, reliability, and psychometric soundness of the innovative assessment? | <input type="checkbox"/> | <input type="checkbox"/> | CVs/qualifications of technical team Meeting agendas or meeting summaries (e.g., internal meetings, WestEd technical assistance meetings, TAC meeting transcripts, other consultant meetings) | | |

| | | | | | | |
|---|--|--------------------------|--------------------------|---|--|--|
| 2 | <p>Have you established reliability evidence for the summative scores, subscores, and achievement levels generated from the innovative assessment consistent with nationally-recognized testing standards?</p> <p>Notes: For preliminary or on-demand results/scores, demonstrate the technical evaluation procedures used to evaluate consistent reliability, including evaluation of model assumptions/parameters/scale stability. As a point of comparison, the majority of Georgia Milestones EOG and EOC assessments have reliability values of 0.9 and above. Include subscore reliability, but strict reliability criteria will not be required. Decision consistency and accuracy values should be similar to those reported for Georgia Milestones.</p> | <input type="checkbox"/> | <input type="checkbox"/> | <p>Reliability section of the technical report (include overall reliability, subscore reliability, conditional standard errors of measurement, decision consistency, and decision accuracy)</p> | | |
| 3 | <p>Have you established validity evidence for the innovative assessment consistent with nationally-recognized testing standards?</p> <p>Note: Much of the Comparability assurances criteria also provide validity evidence. Content evidence is most critical, relations to other variables will be available through comparison to Georgia Milestones, and validity evidence should be organized around the five sources of validity evidence described in <i>The Standards</i>. Evidence of test consequences, especially as it relates to the theory of action should be provided as soon as possible.</p> | <input type="checkbox"/> | <input type="checkbox"/> | <p>Validity section of the technical report Blueprints, test specifications, alignment studies</p> | | |
| 4 | <p>Is the innovative assessment designed to assess student achievement based on</p> | <input type="checkbox"/> | <input type="checkbox"/> | <p>Score distributions</p> | | |

| | | | | | | |
|---|---|--------------------------|--------------------------|---|--|--|
| | grade-level state academic content standards in terms of content and cognitive processes, including higher-order thinking skills, and to adequately measure summative student performance across the full performance continuum for all students, except students with the most significant cognitive disabilities? | | | Test blueprints, assessment guides, or other documents indicating depth of knowledge ranges Summary of item types Item and passage specifications Cognitive labs or other studies addressing student cognitive processes Analyses of test information functions demonstrating precision across the performance continuum or other demonstration of information function across the performance continuum CSEM across the scale/at the cut points Analyses (e.g., differential item functioning (DIF), differential test functioning (DTF) analyses) that identify possible bias or inconsistent interpretations of results across student groups Alignment studies | | |
| 5 | Do you produce individual student score reports? | <input type="checkbox"/> | <input type="checkbox"/> | Example student report Score interpretation guide | | |
| 6 | Do you produce aggregate score reports? | <input type="checkbox"/> | <input type="checkbox"/> | Example classroom, school, district, consortium reports Score interpretation guide | | |
| 7 | Have you collected evidence that students, parents, educators, and school leaders are able to use your score reports to make valid score interpretations? Note: Include information about the representativeness of the sample for each stakeholder group. | <input type="checkbox"/> | <input type="checkbox"/> | Reports from cognitive labs, focus groups, etc. | | |
| 8 | Are score reports provided in a timely manner? | <input type="checkbox"/> | <input type="checkbox"/> | Reporting timeline (e.g., number of days between the administration and when score users are provided with preliminary and/or final results along | | |

| | | | | | | |
|----|---|--------------------------|--------------------------|---|--|--|
| | | | | with activities occurring between the two milestones) | | |
| 9 | Have you incorporated principles of Universal Design for Learning into your innovative assessment? | <input type="checkbox"/> | <input type="checkbox"/> | Test development chapter of technical report Accessibility/UDL reports | | |
| 10 | Have you developed a maintenance and evaluation plan to address longitudinal scale stability, identification and mitigation of parameter drift, and bank maintenance? | <input type="checkbox"/> | <input type="checkbox"/> | Psychometrics, research, and evaluation section of the technical report Details on item pool | | |

3 ACCESSIBILITY & ACCOMMODATIONS

All students who currently participate in Georgia Milestones must be able to participate in the innovative assessment in order to use the innovative assessment in lieu of Georgia Milestones. A crosswalk of accessibility and accommodation features available on Georgia Milestones and available on the innovative assessment should be provided such that it is possible to see at a glance whether all of the accessibility and accommodation features will be available, and if not, how students will be validly assessed using an alternative accessibility mechanism. Any differences in the way accessibility or accommodation features work in the innovative assessment as compared to Georgia Milestones should be indicated. Over time, the accessibility and accommodation features available for use on the innovative assessment should improve to reach industry best-practice.

| Criteria | Yes | No | Examples of Relevant Evidence | Evidence Documents (pages) | Commentary (Optional) |
|--|--------------------------|--------------------------|---|----------------------------|-----------------------|
| 1 In participating schools, are all students, except those with the most significant cognitive disabilities, participating in the innovative assessment? | <input type="checkbox"/> | <input type="checkbox"/> | Participation rate report Table of sample vs. state demographics and achievement | | |
| 2 Are students with disabilities provided with appropriate accommodations as defined by their IEP/IAP? | <input type="checkbox"/> | <input type="checkbox"/> | Relevant sections of the accommodations manual List of available accommodations Braille and VSL materials/resources Results of analyses and/or expert review indicating that accommodations do not alter the construct (e.g., classification consistency studies, DIF studies, person fit studies) | | |

| | | | | | | |
|---|---|--------------------------|--------------------------|--|--|--|
| 3 | Are English learners provided with appropriate accommodations as defined by their EL/TPC? | <input type="checkbox"/> | <input type="checkbox"/> | Relevant sections of the accommodations manual List of available accommodations Results of analyses and/or expert review indicating that accommodations do not alter the construct (e.g., classification consistency studies, DIF studies, person fit studies) | | |
| 4 | Do all provided accessibility tools and accommodations comply with all federal laws, including, but not limited to, IDEA, ADA, Section 504 of the Rehabilitation Act of 1973, Title I, ESEA, and FERPA? | | | Relevant sections of the accommodations manual | | |

4 TEST ADMINISTRATION & SECURITY

If some of the test administrations do not contribute to a summative score, then the test administration and security requirements could be reduced. However, items from high-stakes administrations should not also be used during low-stakes administrations.

| Criteria | Yes | No | Examples of Relevant Evidence | Evidence Documents (pages) | Commentary (Optional) |
|--|--------------------------|--------------------------|--|----------------------------|-----------------------|
| 1 Has GOSA monitored your test administrations? Note: The consortia should work with GOSA and GaDOE to develop and implement a test monitoring plan. | <input type="checkbox"/> | <input type="checkbox"/> | Communications with GOSA GOSA audit reports | | |
| 2 Do you have policies and procedures to ensure standardized test administration? | <input type="checkbox"/> | <input type="checkbox"/> | Test coordinator manuals, test administration manuals, accommodations manuals, test preparation materials for students and parents, other documents provided to schools and teachers that address standardized test administration and | | |

| | | | | | | |
|---|--|--------------------------|--------------------------|---|--|--|
| | | | | any accessibility tools and features available for the assessments Irregularity reports Proctor/test site training certificates | | |
| 3 | Are all school staff that are involved in the test administration trained on standardized procedures and test security protocols? | <input type="checkbox"/> | <input type="checkbox"/> | Training presentation slides, documents, agendas Student assessment handbook Administration protocols Accessibility and accommodations manual Other comprehensive test administration policy documents Proctor/test site training certificates | | |
| 4 | Do you have a process for monitoring the innovative assessment administration? | <input type="checkbox"/> | <input type="checkbox"/> | Relevant sections of the test coordinator manual Consortium monitoring analysis/report | | |
| 5 | Do you have policies and procedures to prevent testing irregularities and ensure the integrity of test results? | | | Relevant sections of the student assessment handbook or assessment administration protocol manual Irregularity reports Monitoring results Data forensic methods and results | | |
| 6 | Do you have test security policies and procedures to protect the integrity and confidentiality of test materials, test-related data, and personally identifiable information as established by the Family Education Rights and Privacy Act (FERPA) and the Georgia Student Data Privacy, Accessibility and Transparency Act of 2016? | | | Relevant sections of the student assessment handbook, test administration manual | | |

5 STAKEHOLDER ENGAGEMENT

| Criteria | Yes | No | Examples of Relevant Evidence | Evidence Documents (pages) | Commentary (Optional) |
|----------|-----|----|-------------------------------|----------------------------|-----------------------|
|----------|-----|----|-------------------------------|----------------------------|-----------------------|

| | | | | | | |
|---|---|--------------------------|--------------------------|---|--|--|
| 1 | <p>Did you develop the innovative assessment in collaboration with stakeholders representing the interests of students with disabilities, English learners, and other vulnerable populations; teachers, principals, and other school leaders; parents; and civil rights organizations?</p> <p>Note: Consultation with these groups is required at the beginning on the project; ongoing consultation is not required.</p> | <input type="checkbox"/> | <input type="checkbox"/> | Meeting schedules, meeting agendas, letters of support, meeting participants and associated demographics or background information | | |
| 2 | <p>Did you develop capacity for educators and schools and districts leaders to implement the innovative assessment, interpret results, and communicate with stakeholders?</p> | <input type="checkbox"/> | <input type="checkbox"/> | Training agendas and presentations, meeting schedules, meeting agendas, other training materials, assessment guides, study/resource guides, item and scoring samplers, professional learning offerings, score interpretation guide, data on stakeholder participation in training for test administration, official logs for materials distribution, stakeholder survey results | | |

6 ACCOUNTABILITY

CCRPI growth, gaps, and literacy measures do not need to be strictly comparable, nor are the innovative assessments required to use the same methods that are currently used for Georgia Milestones. The methods do need to be justified and defensible.

| Criteria | Yes | No | Examples of Relevant Evidence | Evidence Documents (pages) | Commentary (Optional) |
|--|--------------------------|--------------------------|--|----------------------------|-----------------------|
| <p>1 Do you have a process for identifying students uniquely within and across years so that students' assessment data, schools,</p> | <input type="checkbox"/> | <input type="checkbox"/> | Database with unique student identifiers (e.g., Georgia Testing Identifier [GTID]) | | |

| | | | | | | |
|---|--|--------------------------|--------------------------|---|--|--|
| | <p>districts, demographic information, etc. can be used for accountability purposes?</p> <p>Note: The consortia should work with GaDOE to develop a data layout and reporting timeline.</p> | | | | | |
| 2 | <p>Is the percentage of students (overall and by subgroup) that you assessed in the current academic year at least as high as the percentage assessed using Georgia Milestones in the year previous to the start of the pilot (i.e., 2018-2019)?</p> | <input type="checkbox"/> | <input type="checkbox"/> | Participation rate report | | |
| 3 | <p>Do you produce a single, summative score for every student?</p> <p>Note: If there is more than one administration during the academic year (e.g., a through-year model), specify which administrations contribute to the summative score and how scores are combined. This description should provide a clear rationale for the calculation of the summative score.</p> | <input type="checkbox"/> | <input type="checkbox"/> | Scoring section of the technical report | | |
| 4 | <p>Do you produce a growth measure that can be used for the CCRPI Progress component?</p> | <input type="checkbox"/> | <input type="checkbox"/> | Growth measures section of the technical report | | |
| 5 | <p>Do you produce an achievement measure that can be used for the CCRPI Content Mastery and Closing Gaps components (alignment to Beginning, Developing, Proficient, and Distinguished Learner achievement levels)?</p> | | | Scoring section of the technical report | | |
| 6 | <p>Do you produce a literacy (Lexile) measure that can be used for the CCRPI Readiness component?</p> | <input type="checkbox"/> | <input type="checkbox"/> | Classification consistency methods report | | |

| | | | | | | |
|---|--|--------------------------|--------------------------|---------------------------|--|--|
| | Note: Classification consistency should be demonstrated for two designations: Reading Status as reported for Georgia Milestones and the literacy indicator as reported for CCRPI. | | | | | |
| 7 | Do you produce subgroup results consistent with federal accountability and reporting requirements (e.g., race/ethnicity, gender, English Learners, students with disabilities, migrant, homeless, foster, parent on active military duty, economically disadvantaged)? | <input type="checkbox"/> | <input type="checkbox"/> | Consortium summary report | | |

7 CONFLICT OF INTEREST

| | Criteria | Yes | No | Examples of Relevant Evidence | Evidence Documents (pages) | Commentary (Optional) |
|---|---|--------------------------|--------------------------|-------------------------------|----------------------------|-----------------------|
| 1 | Is there a conflict of interest (financial or otherwise) for the interested parties participating in the pilot program? | <input type="checkbox"/> | <input type="checkbox"/> | N/A | N/A | |
| 2 | Do all activities that are related to this pilot abide by local procurement requirements? | <input type="checkbox"/> | <input type="checkbox"/> | N/A | N/A | |

2022 IADA Annual Performance Report

Georgia MAP Assessment Partnership

2022 IADA Annual Performance Report

| | |
|---------------------------|------------------------------------|
| Grantee | Georgia MAP Assessment Partnership |
| Contact Name | N/A |
| Contact Email | N/A |
| Year of Submission | 2022 |

INSTRUCTIONS

Section 200.105(a)(d)(3) of the regulations for the Innovative Assessment Demonstration Authority provide that State(s) receiving the authority must report the following annually to the Secretary, at such time and in such manner as the Secretary may reasonably require:

- (i) An update on implementation of the innovative assessment demonstration authority, including--
 - (A) The SEA's progress against its timeline under 34 CFR 200.106(c) and any outcomes or results from its evaluation and continuous improvement process under 34 CFR 200.106(e); and
 - (B) If the innovative assessment system is not yet implemented statewide consistent with 34 CFR 200.104(a)(2), a description of the SEA's progress in scaling up the system to additional LEAs or schools consistent with its strategies under 34 CFR 200.106(a)(3)(i), including updated assurances from participating LEAs consistent with paragraph (e)(2) of this section.
- (ii) The performance of students in participating schools at the State, LEA, and school level, for all students and disaggregated for each subgroup of students described in section 1111(c)(2) of the Act, on the innovative assessment, including academic achievement and participation data required to be reported consistent with section 1111(h) of the Act, except that such data may not reveal any personally identifiable information.
- (iii) If the innovative assessment system is not yet implemented statewide, school demographic information, including enrollment and student achievement information, for the subgroups of students described in section 1111(c)(2) of the Act, among participating schools and LEAs and for any schools or LEAs that will participate for the first time in the following year, and a description of how the participation of any additional schools or LEAs in that year contributed to progress toward achieving high-quality and consistent implementation across demographically diverse LEAs in the State consistent with the SEA's benchmarks described in 34 CFR 200.106(a)(3)(iii).
- (iv) Feedback from teachers, principals and other school leaders, and other stakeholders consulted under paragraph (a)(2) of this section, including parents and students, from participating schools and LEAs about their satisfaction with the innovative assessment system;

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In addition, Title I, Part B, section 1204(c)(2) of the Act requires that progress shall be reported based on the annual information submitted by participating States described in subsection (e)(2)(B)(ix) and examine the extent to which—

(A) with respect to each innovative assessment system—

- (i) the State educational agency has solicited feedback from teachers, principals, other school leaders, and parents about their satisfaction with the innovative assessment system;
- (ii) teachers, principals, and other school leaders have demonstrated a commitment and capacity to implement or continue to implement the innovative assessment system; and
- (iii) substantial evidence exists demonstrating that the innovative assessment system has been developed in accordance with the requirements of subsection (e)

(B) each State with demonstration authority has demonstrated that—

- (i) the same innovative assessment system was used to measure the achievement of all students that participated in the innovative assessment system; and
- (ii) of the total number of students, and the total number of each of the subgroups of students defined in section 1111(c)(2), eligible to participate in the innovative assessment system in a given year, the State assessed in that year an equal or greater percentage of such eligible students, as measured under section 1111(c)(4)(E), as were assessed in the State in such year using the assessment system under section 1111(b)(2).

Definitions:

- Participating LEA means an LEA in the State with at least one school participating in the innovative assessment demonstration authority.
- Participating school means a public school in the State in which the innovative assessment system is administered under the innovative assessment demonstration authority instead of, or in addition to, the statewide assessment under section 1111(b)(2) of the Act and where the results of the school's students on the innovative assessment system are used by its State and LEA for purposes of accountability and reporting under section 1111(c) and 1111(h) of the Act.

To meet the requirements for this annual performance report, please provide the requested information in each of the sections that follow. The U.S. Department of Education understand that coronavirus may have affected the development and implementation of innovative assessment systems during the reporting year (2021-22). To the extent your SEA would like to provide more context or details related to these impacts, please incorporate them into your responses where relevant.

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I: Progress toward Plan and Timeline

Provide a description of the SEA’s (or Consortium’s) progress towards its plan and timeline in its approved application:

In the Georgia Innovative Assessment Demonstration Authority (IADA) application, the Georgia MAP Assessment Partnership (GMAP) consortium explained how, over the course of a five-year period, consortium members would partner to build a new assessment system that would transition from the current system of standards-aligned interim assessments—that measure growth against a normative scale and a separate summative assessment on a criterion-based scale—to a through-year assessment system in which three interim events maintain the value that districts receive from their current interim growth measures while also producing summative proficiency information at the end of the year. Creating a system that allows for within-year growth and standards-aligned, grade-level progress to be returned to teachers throughout the year will bolster and strengthen school improvement efforts, empower educators to meet students where they are, and challenge all students to grow and achieve rigorous goals.

The 2021-2022 school year was a valuable building and scaling-up time for the GMAP consortium. Key progress made during 2020–21 included the below activities

| Dates | Activities | Status (completed, in progress, delayed or deferred) | Parties Responsible |
|-------------------------------------|---|--|---------------------|
| See column to the right for details | <p>Assessment Development</p> <p>Achievement Level Descriptor (ALD) and Range ALD (RALD) review and refinement with the Content Advisory Boards (CABs) - October 18, 2021</p> <p>Content and Bias Review with Georgia educators - June 14-17, 2022</p> <p>Content development and alignment -</p> <ul style="list-style-type: none"> • Development: March 2021 – June 2022 • Alignment: February 2021 and September 2022. <p>Manual Creation - January – March 2022</p> <p>Field Test - April 4 – May 13, 2022</p> | Completed | NWEA |

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|-------------------------------------|---|-----------|------|
| See column to the right for details | <p>Educator Support</p> <ul style="list-style-type: none"> • District Specific Professional Learning around remote testing, school restart, and data and assessment literacy <ul style="list-style-type: none"> ○ GMAP Leadership Network (4 events/8 total PL hours) Sept – March 2022 ○ Consortium-wide PL Assessment Literacy (2 events/4 total PL hours) ○ District specific PL Assessment Literacy & Formative Assessment (32 events/46 total PL hours) • Support for existing interim assessments <ul style="list-style-type: none"> ○ Consortium-wide PL MAP Growth (6 events/12 total PL hours) ○ District specific PL MAP Growth (37 events/68 total PL hours) • Technical Support - March – May 2022 • Training Webinars - Feb and March 2022 • Operational Reports – July 8th (student data file only) | Completed | NWEA |
| See column to the right for details | <p>Technical Work</p> <p>Three technical advisory committee (TAC) meetings - December 3, 2021, March 31, 2022, and June 21, 2022 Simulation studies: February 12 – March 10, 2022 Revamped field test planning: February 1 – 11, 2022</p> | Completed | NWEA |
| See column to the right for details | <p>Data and Reporting</p> <p>User research (platform feedback). Please see the table on page 17 for additional feedback. - March 2022</p> <p>Also see Appendix B</p> | Completed | NWEA |

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If the innovative assessment system is not yet implemented statewide, provide a description of the SEA's progress in scaling up the system to additional LEAs or schools.

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In addition, to better inform the progress of scaling up the system, please provide:

- The list of LEAs that participated in the 2021-22 school year.
- For each participating LEA, the list of participating schools in 2021-21.
- For each participating school, the grade(s) and subject(s) in which the innovative assessment system was administered in 2021-22.
- The list of LEAs that will participate in the 2022-23 school year.
- For each participating LEA, the list of participating schools in 2022-23.
- For each participating school, the grade(s) and subject(s) in which the innovative assessment system will be administered in 2022-23 (a sample of the data structure is provided below; if the list of participating LEAs and schools is long, it may be submitted as an attachment).

| School Year | LEA Name | School Name | Grade(s) and Subject(s) in which the Innovative Assessment System was/will be Administered |
|--------------------|----------------------------------|------------------------------------|---|
| 2021-22 | Barrow County Schools | Auburn Elementary School | ELA, Math, Grades 3-8 |
| 2021-22 | Barrow County Schools | Barrow Arts and Sciences Academy | ELA, Math, Grades 3-8 |
| 2021-22 | Barrow County Schools | Bear Creek Middle School | ELA, Math, Grades 3-8 |
| 2021-22 | Barrow County Schools | County Line Elementary School | ELA, Math, Grades 3-8 |
| 2021-22 | Barrow County Schools | Haymon Morris Middle School | ELA, Math, Grades 3-8 |
| 2021-22 | Barrow County Schools | Holsenbeck Elementary School | ELA, Math, Grades 3-8 |
| 2021-22 | Barrow County Schools | Kennedy Elementary School | ELA, Math, Grades 3-8 |
| 2021-22 | Barrow County Schools | Russell Middle School | ELA, Math, Grades 3-8 |
| 2021-22 | Barrow County Schools | Statham Elementary School | ELA, Math, Grades 3-8 |
| 2021-22 | Barrow County Schools | Westside Middle School | ELA, Math, Grades 3-8 |
| 2021-22 | Barrow County Schools | Yargo Elementary School | ELA, Math, Grades 3-8 |
| 2021-22 | Barrow County Schools | Bethlehem Elementary School | ELA, Math, Grades 3-8 |
| 2021-22 | Barrow County Schools | Bramlett Elementary School | ELA, Math, Grades 3-8 |
| 2021-22 | Calhoun City | Calhoun Elementary School | ELA, Math, Grades 3-8 |
| 2021-22 | Calhoun City | Calhoun Middle School | ELA, Math, Grades 3-8 |
| 2021-22 | Chattahoochee County Schools | Chattahoochee County Middle School | ELA, Math, Grades 3-8 |
| 2021-22 | Chattahoochee County Schools | Chattahoochee Co Education Center | ELA, Math, Grades 3-8 |
| 2021-22 | Chattooga County School District | Leroy Massey Elementary | ELA, Math, Grades 3-8 |
| 2021-22 | Chattooga County School District | Lyerly Elementary School | ELA, Math, Grades 3-8 |

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|---------|----------------------------------|---|-----------------------|
| 2021-22 | Chattooga County School District | Menlo Elementary School | ELA, Math, Grades 3-8 |
| 2021-22 | Chattooga County School District | Summerville Middle School | ELA, Math, Grades 3-8 |
| 2021-22 | Clayton County Public Schools | Adamson Middle School | ELA, Math, Grades 3-8 |
| 2021-22 | Clayton County Public Schools | Anderson Elementary School | ELA, Math, Grades 3-8 |
| 2021-22 | Clayton County Public Schools | Arnold Elementary School | ELA, Math, Grades 3-8 |
| 2021-22 | Clayton County Public Schools | Babb Middle School | ELA, Math, Grades 3-8 |
| 2021-22 | Clayton County Public Schools | Brown Elementary School | ELA, Math, Grades 3-8 |
| 2021-22 | Clayton County Public Schools | Callaway Elementary School | ELA, Math, Grades 3-8 |
| 2021-22 | Clayton County Public Schools | Church Street Elementary School | ELA, Math, Grades 3-8 |
| 2021-22 | Clayton County Public Schools | East Clayton Elementary School | ELA, Math, Grades 3-8 |
| 2021-22 | Clayton County Public Schools | Edmonds Elementary School | ELA, Math, Grades 3-8 |
| 2021-22 | Clayton County Public Schools | Elite Scholars Academy School | ELA, Math, Grades 3-8 |
| 2021-22 | Clayton County Public Schools | Forest Park Middle School | ELA, Math, Grades 3-8 |
| 2021-22 | Clayton County Public Schools | Fountain Elementary School | ELA, Math, Grades 3-8 |
| 2021-22 | Clayton County Public Schools | Harper Elementary School | ELA, Math, Grades 3-8 |
| 2021-22 | Clayton County Public Schools | Hawthorne Elementary School | ELA, Math, Grades 3-8 |
| 2021-22 | Clayton County Public Schools | Haynie Elementary School | ELA, Math, Grades 3-8 |
| 2021-22 | Clayton County Public Schools | Huie Elementary School | ELA, Math, Grades 3-8 |
| 2021-22 | Clayton County Public Schools | James Jackson Elementary School | ELA, Math, Grades 3-8 |
| 2021-22 | Clayton County Public Schools | Jonesboro Middle School | ELA, Math, Grades 3-8 |
| 2021-22 | Clayton County Public Schools | Kemp Elementary School | ELA, Math, Grades 3-8 |
| 2021-22 | Clayton County Public Schools | Kendrick Middle School | ELA, Math, Grades 3-8 |
| 2021-22 | Clayton County Public Schools | Kilpatrick Elementary School | ELA, Math, Grades 3-8 |
| 2021-22 | Clayton County Public Schools | Lake City Elementary School | ELA, Math, Grades 3-8 |
| 2021-22 | Clayton County Public Schools | Lake Ridge Elementary School | ELA, Math, Grades 3-8 |
| 2021-22 | Clayton County Public Schools | Lee Street Elementary School | ELA, Math, Grades 3-8 |
| 2021-22 | Clayton County Public Schools | M. D. Roberts Middle School | ELA, Math, Grades 3-8 |
| 2021-22 | Clayton County Public Schools | Martin Luther King- Jr. Elementary School | ELA, Math, Grades 3-8 |
| 2021-22 | Clayton County Public Schools | McGarrah Elementary School | ELA, Math, Grades 3-8 |
| 2021-22 | Clayton County Public Schools | Michelle Obama STEM Elementary Academy | ELA, Math, Grades 3-8 |
| 2021-22 | Clayton County Public Schools | Morrow Elementary School | ELA, Math, Grades 3-8 |
| 2021-22 | Clayton County Public Schools | Morrow Middle School | ELA, Math, Grades 3-8 |
| 2021-22 | Clayton County Public Schools | Mount Zion Elementary School | ELA, Math, Grades 3-8 |

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|---------|-------------------------------|--|-----------------------|
| 2021-22 | Clayton County Public Schools | Mundys Mill Middle School | ELA, Math, Grades 3-8 |
| 2021-22 | Clayton County Public Schools | North Clayton Middle School | ELA, Math, Grades 3-8 |
| 2021-22 | Clayton County Public Schools | Northcutt Elementary School | ELA, Math, Grades 3-8 |
| 2021-22 | Clayton County Public Schools | Oliver Elementary School | ELA, Math, Grades 3-8 |
| 2021-22 | Clayton County Public Schools | Kay R Pace Elementary School of the Arts | ELA, Math, Grades 3-8 |
| 2021-22 | Clayton County Public Schools | Pointe South Elementary School | ELA, Math, Grades 3-8 |
| 2021-22 | Clayton County Public Schools | Pointe South Middle School | ELA, Math, Grades 3-8 |
| 2021-22 | Clayton County Public Schools | Rex Mill Middle School | ELA, Math, Grades 3-8 |
| 2021-22 | Clayton County Public Schools | Rivers Edge Elementary School | ELA, Math, Grades 3-8 |
| 2021-22 | Clayton County Public Schools | Riverdale Elementary School | ELA, Math, Grades 3-8 |
| 2021-22 | Clayton County Public Schools | Riverdale Middle School | ELA, Math, Grades 3-8 |
| 2021-22 | Clayton County Public Schools | Roberta T. Smith Elementary School | ELA, Math, Grades 3-8 |
| 2021-22 | Clayton County Public Schools | Sequoyah Middle School | ELA, Math, Grades 3-8 |
| 2021-22 | Clayton County Public Schools | Suder Elementary School | ELA, Math, Grades 3-8 |
| 2021-22 | Clayton County Public Schools | Swint Elementary School | ELA, Math, Grades 3-8 |
| 2021-22 | Clayton County Public Schools | Tara Elementary School | ELA, Math, Grades 3-8 |
| 2021-22 | Clayton County Public Schools | Thurgood Marshall Elementary School | ELA, Math, Grades 3-8 |
| 2021-22 | Clayton County Public Schools | Unidos Dual Language School | ELA, Math, Grades 3-8 |
| 2021-22 | Clayton County Public Schools | West Clayton Elementary School | ELA, Math, Grades 3-8 |
| 2021-22 | Clayton County Public Schools | Eddie White Academy Middle School | ELA, Math, Grades 3-8 |
| 2021-22 | Clayton County Public Schools | Alternative Middle | ELA, Math, Grades 3-8 |
| 2021-22 | Clayton County Public Schools | Ash Street Elementary | ELA, Math, Grades 3-8 |
| 2021-22 | Colquitt County | Cox Elementary School | ELA, Math, Grades 3-8 |
| 2021-22 | Colquitt County | Doerun Elementary School | ELA, Math, Grades 3-8 |
| 2021-22 | Colquitt County | Funston Elementary School | ELA, Math, Grades 3-8 |
| 2021-22 | Colquitt County | Gifted Program | ELA, Math, Grades 3-8 |
| 2021-22 | Colquitt County | Gray Junior High School | ELA, Math, Grades 3-8 |
| 2021-22 | Colquitt County | Hamilton Elementary School | ELA, Math, Grades 3-8 |
| 2021-22 | Colquitt County | Norman Park Elementary School | ELA, Math, Grades 3-8 |
| 2021-22 | Colquitt County | Odom Elementary School | ELA, Math, Grades 3-8 |
| 2021-22 | Colquitt County | Okapilco Elementary School | ELA, Math, Grades 3-8 |
| 2021-22 | Colquitt County | Stringfellow Elementary School | ELA, Math, Grades 3-8 |
| 2021-22 | Colquitt County | Sunset Elementary School | ELA, Math, Grades 3-8 |

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|---------|--------------------------------|---------------------------------|-----------------------|
| 2021-22 | Colquitt County | Williams Middle School | ELA, Math, Grades 3-8 |
| 2021-22 | Colquitt County | Wright Elementary School | ELA, Math, Grades 3-8 |
| 2021-22 | Dalton Public Schools | HAMMOND CREEK MIDDLE SCHOOL | ELA, Math, Grades 3-8 |
| 2021-22 | Dalton Public Schools | DALTON JR HIGH SCHOOL | ELA, Math, Grades 3-8 |
| 2021-22 | Dalton Public Schools | Blue Ridge Elementary | ELA, Math, Grades 3-8 |
| 2021-22 | Dalton Public Schools | Brookwood School | ELA, Math, Grades 3-8 |
| 2021-22 | Dalton Public Schools | City Park School | ELA, Math, Grades 3-8 |
| 2021-22 | Dalton Public Schools | Park Creek School | ELA, Math, Grades 3-8 |
| 2021-22 | Dalton Public Schools | Roan School | ELA, Math, Grades 3-8 |
| 2021-22 | Dalton Public Schools | Westwood School | ELA, Math, Grades 3-8 |
| 2021-22 | Elbert County School District | Elbert County Elementary School | ELA, Math, Grades 3-8 |
| 2021-22 | Elbert County School District | Elbert County Middle School | ELA, Math, Grades 3-8 |
| 2021-22 | Evans County Schools | Claxton Elementary School | ELA, Math, Grades 3-8 |
| 2021-22 | Evans County Schools | Claxton Middle School | ELA, Math, Grades 3-8 |
| 2021-22 | Evans County Schools | Second Chance Academy | ELA, Math, Grades 3-8 |
| 2021-22 | Floyd County Schools | Pepperell High School | ELA, Math, Grades 3-8 |
| 2021-22 | Floyd County Schools | Model High School | ELA, Math, Grades 3-8 |
| 2021-22 | Floyd County Schools | Coosa High School | ELA, Math, Grades 3-8 |
| 2021-22 | Floyd County Schools | Armuchee Middle School | ELA, Math, Grades 3-8 |
| 2021-22 | Floyd County Schools | Armuchee High School | ELA, Math, Grades 3-8 |
| 2021-22 | Floyd County Schools | Alto Park Elementary School | ELA, Math, Grades 3-8 |
| 2021-22 | Floyd County Schools | Armuchee Elementary School | ELA, Math, Grades 3-8 |
| 2021-22 | Floyd County Schools | Coosa Middle School | ELA, Math, Grades 3-8 |
| 2021-22 | Floyd County Schools | Garden Lakes Elementary School | ELA, Math, Grades 3-8 |
| 2021-22 | Floyd County Schools | Johnson Elementary | ELA, Math, Grades 3-8 |
| 2021-22 | Floyd County Schools | Model Elementary School | ELA, Math, Grades 3-8 |
| 2021-22 | Floyd County Schools | Model Middle School | ELA, Math, Grades 3-8 |
| 2021-22 | Floyd County Schools | Pepperell Elementary School | ELA, Math, Grades 3-8 |
| 2021-22 | Floyd County Schools | Pepperell Middle School | ELA, Math, Grades 3-8 |
| 2021-22 | Houston County School District | Bonaire Middle School | ELA, Math, Grades 3-8 |
| 2021-22 | Houston County School District | Centerville Elementary | ELA, Math, Grades 3-8 |
| 2021-22 | Houston County School District | David A Perdue Elementary | ELA, Math, Grades 3-8 |
| 2021-22 | Houston County School District | Eagle Springs Elementary | ELA, Math, Grades 3-8 |

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|---------|--------------------------------|--------------------------------------|-----------------------|
| 2021-22 | Houston County School District | Feagin Mill Middle School | ELA, Math, Grades 3-8 |
| 2021-22 | Houston County School District | Hilltop Elementary | ELA, Math, Grades 3-8 |
| 2021-22 | Houston County School District | Huntington Middle School | ELA, Math, Grades 3-8 |
| 2021-22 | Houston County School District | Kings Chapel Elementary | ELA, Math, Grades 3-8 |
| 2021-22 | Houston County School District | Lake Joy Elementary | ELA, Math, Grades 3-8 |
| 2021-22 | Houston County School District | Langston Road Elementary | ELA, Math, Grades 3-8 |
| 2021-22 | Houston County School District | Lindsey Elementary | ELA, Math, Grades 3-8 |
| 2021-22 | Houston County School District | Matthew Arthur Elementary | ELA, Math, Grades 3-8 |
| 2021-22 | Houston County School District | Miller Elementary | ELA, Math, Grades 3-8 |
| 2021-22 | Houston County School District | Morningside Elementary | ELA, Math, Grades 3-8 |
| 2021-22 | Houston County School District | Mossy Creek Middle School | ELA, Math, Grades 3-8 |
| 2021-22 | Houston County School District | Northside Elementary | ELA, Math, Grades 3-8 |
| 2021-22 | Houston County School District | Northside Middle School | ELA, Math, Grades 3-8 |
| 2021-22 | Houston County School District | Parkwood Elementary | ELA, Math, Grades 3-8 |
| 2021-22 | Houston County School District | Pearl Stephens Elementary | ELA, Math, Grades 3-8 |
| 2021-22 | Houston County School District | Perry Middle School | ELA, Math, Grades 3-8 |
| 2021-22 | Houston County School District | Quail Run Elementary | ELA, Math, Grades 3-8 |
| 2021-22 | Houston County School District | Russell Elementary | ELA, Math, Grades 3-8 |
| 2021-22 | Houston County School District | Shirley Hills Elementary | ELA, Math, Grades 3-8 |
| 2021-22 | Houston County School District | Thomson Middle School | ELA, Math, Grades 3-8 |
| 2021-22 | Houston County School District | Tucker Elementary | ELA, Math, Grades 3-8 |
| 2021-22 | Houston County School District | Warner Robins Middle School | ELA, Math, Grades 3-8 |
| 2021-22 | Houston County School District | Westside Elementary | ELA, Math, Grades 3-8 |
| 2021-22 | Jackson County School System | E. JACKSON COMPREHENSIVE HIGH SCHOOL | ELA, Math, Grades 3-8 |
| 2021-22 | Jackson County School System | EAST JACKSON ELEMENTARY SCHOOL | ELA, Math, Grades 3-8 |
| 2021-22 | Jackson County School System | EAST JACKSON MIDDLE SCHOOL | ELA, Math, Grades 3-8 |
| 2021-22 | Jackson County School System | GUM SPRINGS ELEMENTARY SCHOOL | ELA, Math, Grades 3-8 |
| 2021-22 | Jackson County School System | MAYSVILLE ELEMENTARY SCHOOL | ELA, Math, Grades 3-8 |
| 2021-22 | Jackson County School System | NORTH JACKSON ELEMENTARY SCHOOL | ELA, Math, Grades 3-8 |
| 2021-22 | Jackson County School System | SOUTH JACKSON ELEMENTARY SCHOOL | ELA, Math, Grades 3-8 |
| 2021-22 | Jackson County School System | WEST JACKSON ELEMENTARY SCHOOL | ELA, Math, Grades 3-8 |
| 2021-22 | Jackson County School System | WEST JACKSON MIDDLE SCHOOL | ELA, Math, Grades 3-8 |
| 2021-22 | Jackson County School System | Jackson Connect | ELA, Math, Grades 3-8 |

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|---------|---------------------------|--|-----------------------|
| 2021-22 | Jasper County (GA) | Jasper County Middle School | ELA, Math, Grades 3-8 |
| 2021-22 | Jasper County (GA) | Washington Park Elementary School | ELA, Math, Grades 3-8 |
| 2021-22 | Jasper County (GA) | Jasper County Virtual MS | ELA, Math, Grades 3-8 |
| 2021-22 | Marietta City Schools | A.L. Burruss Elementary School | ELA, Math, Grades 3-8 |
| 2021-22 | Marietta City Schools | Dunleith Elementary School | ELA, Math, Grades 3-8 |
| 2021-22 | Marietta City Schools | Hickory Hills Elementary School | ELA, Math, Grades 3-8 |
| 2021-22 | Marietta City Schools | Lockheed Elementary School | ELA, Math, Grades 3-8 |
| 2021-22 | Marietta City Schools | Marietta Center for Advanced Academics | ELA, Math, Grades 3-8 |
| 2021-22 | Marietta City Schools | Marietta Middle School | ELA, Math, Grades 3-8 |
| 2021-22 | Marietta City Schools | Marietta Sixth Grade Academy | ELA, Math, Grades 3-8 |
| 2021-22 | Marietta City Schools | Park Street Elementary School | ELA, Math, Grades 3-8 |
| 2021-22 | Marietta City Schools | Sawyer Road Elementary | ELA, Math, Grades 3-8 |
| 2021-22 | Marietta City Schools | West Side Elementary School | ELA, Math, Grades 3-8 |
| 2021-22 | Oglethorpe County Schools | Oglethorpe County Middle School | ELA, Math, Grades 3-8 |
| 2021-22 | Oglethorpe County Schools | Oglethorpe County Elementary School | ELA, Math, Grades 3-8 |
| 2021-22 | Seminole County | Seminole County Elementary School | ELA, Math, Grades 3-8 |
| 2021-22 | Seminole County | Seminole County Middle/High School | ELA, Math, Grades 3-8 |
| 2021-22 | Treutlen County Schools | Treutlen Middle/High School | ELA, Math, Grades 3-8 |
| 2021-22 | Treutlen County Schools | Treutlen Elementary | ELA, Math, Grades 3-8 |
| 2021-22 | Trion City Schools | TRION MIDDLE SCHOOL | ELA, Math, Grades 3-8 |
| 2022-23 | NA | NA | |
| 2022-23 | NA | NA | |
| 2022-23 | NA | NA | |
| 2022-23 | NA | NA | |
| 2022-23 | NA | NA | |
| 2022-23 | NA | NA | |

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Provide any outcomes or results from its evaluation and continuous improvement process regarding the SEA's progress in scaling up the system. This information may come from the State's annual evaluation of its IADA assessment system. The information should include how data, feedback, evaluation results, and other information are used to improve the quality of the IADA assessment system (e.g., summary report of recommended changes from teachers/principals/school leaders, summary feedback from test administrator or scorer training, summary feedback from parent meetings). Please attach a copy of the annual evaluation.

Do you plan to administer the operational versions of the innovative assessments for some schools in the state, provide individual student reports, and use the results in state and local report cards and in the State's federal accountability system in place of the regular state assessment for at least one grade and one subject area in 2022-2023?

As of June 2022, the GMAP program is on a pause. Due to this fact, NWEA does not anticipate administering operational versions of the innovative assessments during the 2022-2023 school year unless additional funding can be secured for this work.

Do you plan to administer the operational versions of the innovative assessments for some schools in the state, provide individual student reports, and use the results in state and local report cards and in the State's federal accountability system in place of the regular state assessment for at least one grade and one subject area in 2023-2024?

As of June 2022, the GMAP program is on a pause. Due to this fact, NWEA does not anticipate administering operational versions of the innovative assessments during the 2023-2024 school year unless additional funding can be secured for this work.

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II: Student Performance

- A. Attach a report on the performance of students in participating schools at the State, LEA, and school level, for all students and disaggregated for each subgroup of students described in section 1111(c)(2) of the Act, on the innovative assessment, including academic achievement and participation data required to be reported consistent with section 1111(h) of the Act, except that such data may not reveal any personally identifiable information. Please be sure to include the subject area, the grade level(s), the number of students participating, the number of enrolled students, and % of students at each level of achievement for each school and LEA participating in the innovative assessment pilot.

The spring 2021-22 administration is considered field testing and is not reporting the summative scale scores and achievement levels. In lieu of performance data from 2021-22, participation data will be reported in the form of the subject area, the grade level, the number of students participating, and the number of enrolled students at the state, LEA, and school level for all students and each subgroup of students. For the purpose of this document, the term “state” will be referring to all of the collective GMAP consortium. Attachment A provides the student participation tables.

- B. Also provide the state-level participation rate of students, for all students and disaggregated for each subgroup of students described in section 1111(c)(2) of the Act, on the assessments required under section 1111(b)(2) of the Act for the grades and subjects that correspond to the operational innovative assessment administered in 2021-22

The state level participation rate of students for all students and each subgroup of students are provided in Attachment A.

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III: School Demographic Information

III.A. If the innovative assessment system is not yet implemented statewide, attach school demographic information, including enrollment and student achievement information, for the subgroups of students described in section 1111(c)(2) of the Act, among participating schools and LEAs in the reporting year (2021-22).

A sample data template is provided below. If the data list is long, this may be submitted as an attachment.

Data that completes this table is provided as Appendix A.

| School Year | School Name | Student Category | Number of Enrolled Students | Number of Students Eligible to Participate in IADA Pilot Assessment | Number of Students Participating in IADA Assessment | % of Students Scoring Proficient or Above on IADA Assessment |
|-------------|-------------|-----------------------------------|-----------------------------|---|---|---|
| 2021-22 | School A | All students | | | | This information will not be available until after Standard Setting is conducted which was originally scheduled for the Summer of 2023. |
| 2021-22 | School A | Economically disadvantaged | | | | This information will not be available until after Standard Setting is conducted which was originally scheduled for the Summer of 2023. |
| 2021-22 | School A | Major racial and ethnic groups in | | | | This information will not be available until after Standard |

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| School Year | School Name | Student Category | Number of Enrolled Students | Number of Students Eligible to Participate in IADA Pilot Assessment | Number of Students Participating in IADA Assessment | % of Students Scoring Proficient or Above on IADA Assessment |
|-------------|-------------|----------------------------|-----------------------------|---|---|---|
| | | State (list by each group) | | | | Setting is conducted which was originally scheduled for the Summer of 2023. |
| 2021-22 | School A | Children with disabilities | | | | This information will not be available until after Standard Setting is conducted which was originally scheduled for the Summer of 2023. |
| 2021-22 | School A | English learners | | | | This information will not be available until after Standard Setting is conducted which was originally scheduled for the Summer of 2023. |

The spring 2021-22 administration is considered field testing and is not reporting the summative scale scores and achievement levels. The innovative assessment system is not administered statewide and currently administered to a subset of Georgia’s school districts participating in the GMAP consortium. The school participation rates for all students and each subgroup of students are provided in Attachment A for participating schools. Please note that the field “Number of Enrolled Students” is completed with information provided by districts. If districts did not provide the information, the column would be left blank.

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III.B. For any schools or LEAs that will participate for the first time in the following year (2022-23), attach school demographic information, including enrollment information, for the subgroups of students described in section 1111(c)(2) of the Act, *and describe how the participation of any additional schools or LEAs in that year contributed to progress* toward achieving high-quality and consistent implementation across demographically diverse LEAs in the State consistent with the SEA’s benchmarks described in 34 CFR 200.106(a)(3)(iii). NA- GMAP Will not be testing in the 2022/23 School Year.

A sample data template is provided below. If the data list is long, this may be submitted as an attachment. NA- GMAP will not be testing in the 2022/23 School Year.

| School Year | School Name | Student Category | Number of Enrolled Students | Number of Students Eligible to Participate in IADA Pilot Assessment | Number of Students Participating in IADA Assessment | % of Students Scoring Proficient or Above on IADA Assessment |
|-------------|-------------|--|-----------------------------|---|---|--|
| 2022-23 | School A | All students | n/a | n/a | n/a | n/a |
| 2022-23 | School A | Economically disadvantaged | n/a | n/a | n/a | n/a |
| 2022-23 | School A | Major racial and ethnic groups in State (list by each group) | n/a | n/a | | n/a |
| 2022-23 | School A | Children with disabilities | n/a | n/a | n/a | n/a |
| 2022-23 | School A | English learners | n/a | n/a | n/a | n/a |

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IV: Consultation and Feedback

Describe feedback obtained during the reporting year (2021-22) from teachers, principals and other school leaders, and other stakeholders consulted, including parents and students, from participating schools and LEAs about their satisfaction with the innovative assessment system. Include a description of the method used to solicit the feedback (e.g., through surveys, focus groups, meetings) and the extent to which the feedback was solicited from each participating school and LEA.

| Requirement | Description of Consultation and Feedback Methods (be sure to describe the extent of consultation and method of obtaining feedback for <i>each</i> of the listed entities in the left-hand column). | Summary of Feedback of Stakeholders (note: you may attach artifacts of the actual feedback received in lieu of providing a summary). |
|--|--|---|
| <p>Consultation. Evidence that the SEA or consortium has developed an innovative assessment system in collaboration with--</p> <p>(1) Experts in the planning, development, implementation, and evaluation of innovative assessment systems, which may include external partners; and</p> <p>(2) Affected stakeholders in the State, or in each State in the consortium, including--</p> <p>(i) Those representing the interests of children with disabilities, English learners, and other subgroups of students described in section 1111(c)(2) of the Act;</p> <p>(ii) Teachers, principals, and other school leaders;</p> <p>(iii) Local educational agencies (LEAs);</p> | <p>Most feedback was collected via open-forum discussions that accompanied presentations and was reported back to the GMAP consortium through regularly scheduled meetings.</p> <p>Educator feedback was regularly captured during CAB meetings and is used to drive the design process and assessment specifications. The CAB is part working group and part advisory group, and it represents a wide swath of student interests as seen in Table 5a. Educator feedback was also gathered during a Content and Bias Review of item development.</p> <p>Feedback from participating GMAP districts was captured from district leads in regularly scheduled GMAP consortium meetings.</p> <p>In addition, Georgia TAC experts and WestEd, as technical consultants, have been engaged with the consortium. At these meetings, recordings and notes of the discussions have contributed to</p> | <p>GMAP continues to work with educators and other Georgia stakeholders on assessment development activities. During the Spring of 2022 we conducted a field test in ELA and Mathematics. We collect feedback in the course of this work, as summarized below.</p> <p>Participating teachers at each participating LEA:</p> <ul style="list-style-type: none"> • Each GMAP district had the opportunity to provide educators from their district to participate in the Content Advisory Boards. Through these CABs, educator feedback is regularly captured during CAB meetings and is used to drive the design process and assessment specifications. • Each GMAP district had the opportunity to send educators from their district to participate in the Content and Bias Reviews. At the end of each workshop, participating educators could |

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| Requirement | Description of Consultation and Feedback Methods (be sure to describe the extent of consultation and method of obtaining feedback for <i>each</i> of the listed entities in the left-hand column). | Summary of Feedback of Stakeholders (note: you may attach artifacts of the actual feedback received in lieu of providing a summary). |
|--|--|--|
| <p>(iv) Representatives of Indian tribes located in the State;</p> <p>(v) Students and parents, including parents of children described in paragraph (a)(2)(i) of this section; and</p> <p>(vi) Civil rights organizations.</p> | <p>shaping assessment decision-making. See Appendix C for the WestEd report of the July 2021 TAC.</p> <p>Below is a list of additional consultation events with the CAB during 2021-2022: ELA CAB Meeting – March 29, 2021 Math CAB Meeting – October 18, 2021 ELA CAB Meeting – October 18, 2021</p> | <p>provide input regarding their satisfaction with the workshop. In June 2022, 57 educators, from the following 11 GMAP districts, participated in the Content and Bias Review meeting:</p> <ul style="list-style-type: none"> • Barrow County Schools • Marietta City Schools • Georgia Cyber Academy • Evans County Schools • Jasper County • Floyd County Schools • Trion City Schools • Houston County School District • Chattooga County School District • Jackson County School System • Clayton County Public Schools <p>Please see Appendix C for more Content and Bias Participation Information.</p> |
| <p><u>Feedback on satisfaction with system. Evidence that the SEA or consortium has solicited feedback on satisfaction with the system from the following groups</u></p> <p>(1) teachers;</p> <p>(2) principals and other school leaders; and</p> <p>(3) parents.</p> | <p>NWEA solicited feedback via surveys from teachers, school principals/administrators and parents during the 21/22 school year.</p> | <p>Feedback from surveys is provided in Appendix B.</p> <p>In addition to survey questions, NWEA captured the date they submitted feedback, their role, organization they are a part of, as well as gender and ethnicity.</p> |

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| Requirement | Description of Consultation and Feedback Methods (be sure to describe the extent of consultation and method of obtaining feedback for <i>each</i> of the listed entities in the left-hand column). | Summary of Feedback of Stakeholders (note: you may attach artifacts of the actual feedback received in lieu of providing a summary). |
|---|---|--|
| <p><u>Feedback on the platform and test administration processes</u></p> | <p>Description of Feedback Method</p> <p>GMAP Educators who had a role in the Field test were invited to complete a System Usability Scale (SUS) survey. The SUS is a well-established means of evaluating digital platforms and products. It contains 10 questions answerable in a five-point strongly disagree to strongly agree format.</p> <p>Educators completed a SUS survey for each component of the administration they participated in or used: Pre-administration Activities, Managing Online Testing (proctoring), and/or Operational reports (reports that are used to monitor and the progress of the test administration).</p> <p>18 responses were received.</p> | <p>Summary of Feedback</p> <p>Pre-administration activities: The processes for uploading information in preparation for the test administration should be simplified.</p> <p>Managing Online Testing (proctoring): The tools for managing online testing were generally well-received, and there were some suggestions for improvements.</p> <p>Operational reports: Operational reports (reports used to monitor the progress of the test administration) were adequate. Suggestions were made for additional reports that would be useful.</p> |
| | | |

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V-A: Requirements for the Innovative Assessment System--Developing a Valid, Reliable, and Comparable System

Describe the process, procedures, or steps followed to develop a valid, reliable, and comparable innovative assessment system.

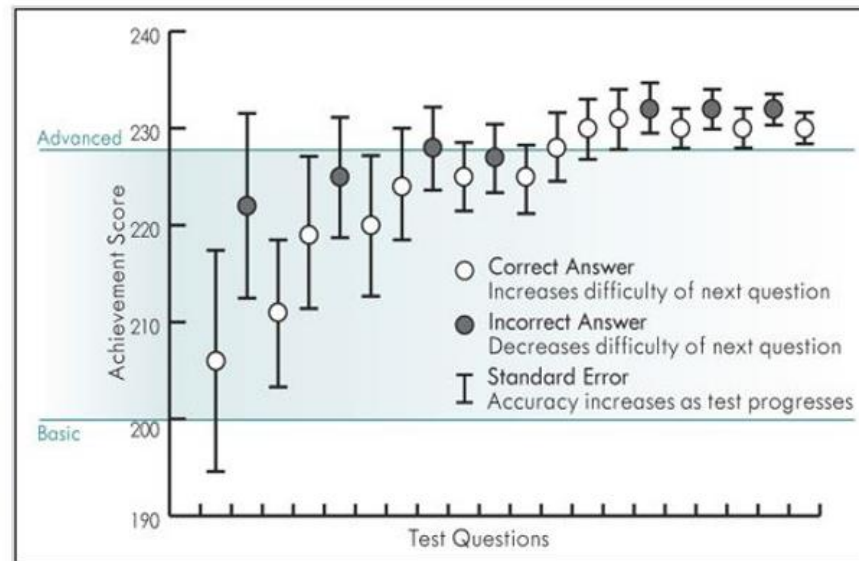
| Requirement | Description of Information, Summary, Process, Procedures, or Steps (be sure to describe each activity listed in the left-hand column. You may attach artifacts in lieu of providing a description.) |
|--|---|
| <p><u>Evidence that the SEA or consortium developed a valid, reliable, and comparable innovative assessment system.</u> Report on the following information, summary, processes, procedures, or steps:</p> <ol style="list-style-type: none"> 1. Process to create test specifications/blueprints to support developing IADA assessments that are technically sound and align to depth and breadth of content standards; 2. IADA assessment development is guided by test specifications (e.g., purpose and intended uses; test format and length; info about content, psychometric characteristics of items and test; software and hardware requirements); 3. Descriptive information (e.g., feedback from item development reviews) and empirical evidence (e.g., item difficulty, item | <ol style="list-style-type: none"> 1. The GMAP program began with the Georgia Milestones blueprints to maintain comparability for math and ELA. The blueprints for ELA still mirror the Georgia Milestones blueprints for content weights and reporting. The blueprints for math were reviewed, and changes were identified to help with continuity of content across grades 3–8. The weight of the content (i.e., percentage covered on the assessment) did not change, only where the information would report out for students and teachers to maintain consistency across grade bands. These changes were presented and approved at the May 2020 CAB meeting. Blueprints will be reviewed as Georgia Milestone blueprints are updated, both for current and new standards. Using committee feedback from national (ALD) workshops in Spring 2017 and the Georgia standards and CAB feedback from 2019, draft GMAP RALDs were developed to help define progressions as students move from “Beginning” to “Distinguished” at the standard level. Content limits for the ALDs were discussed in CAB meetings, with additional feedback from the July committee meetings being reviewed before Fall 2020 development began. In January 2021, educators provided additional feedback on the Range ALDs prior to the 2021 Content and Bias Review. Educators provided additional feedback on the math and ELA Range ALDs in Fall 2021 prior to content development in preparation for the June 2022 content and bias review meeting. 2-3. The purpose of the spring 2021-2022 field test assessments is to: <ul style="list-style-type: none"> • Build the GMAP vertical scale • Link to the operational item pool • Link to the diagnostic operational item pool • Extend the item pool by field testing newly written GMAP items |

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4. discrimination) that IADA item selection supports item specifications/blueprint; Procedures to develop IADA item pool to support test specifications/blueprint (e.g., summary of crosswalk of item pool and test blueprint, algorithm used to select IADA items and how algorithm covers blueprint);
5. Summary of IADA item specifications, by subject and grade (e.g., standards or targets to be assessed; item types, response format, and scoring; cognitive complexity; level of difficulty; accessibility tools and features);
6. Qualifications of item writers and reviewers (e.g., content expertise, experience);
7. Instructions provided to develop and review IADA items, including instruction to align items to content standards, steps to ensure accessibility to students, and information about accessibility tools and features;

In Spring 2020, the GMAP ELA and Mathematics FT assessments were administered as computer adaptive tests (CATs). The constraint-based engine (CBE) uses the test blueprint and a student's momentary theta estimate to drive item selection, as shown in below figure (Figure 1). Momentary theta is the ability estimate of the student that is recalculated and updated after answering each item. The CBE has two stages of consideration as it selects the items necessary to conform to the test blueprint while providing the maximum information about the student based on the student's momentary ability estimate.

Figure 1. Example of item selection with the CBE



In order to accomplish the purposes of Spring 2022 Field Test (FT) assessments, the following test design is developed for ELA and Mathematics grades 3-8 (Figure 2-3). The total test length was 55 items for ELA and 50 items for Mathematics.

Figure 2. Spring 2022 ELA Test Design

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8. Procedures to ensure IADA items adhere to IADA item specifications/blueprint;
9. Procedures to ensure content accuracy of IADA items;
10. Procedures to ensure the technical adequacy of IADA items (e.g., field and operational testing, thresholds for eliminating items, differential item functioning (DIF) analysis, statements that flagged items are appropriate for student subgroups);
11. Procedures to ensure IADA items elicit intended response processes (e.g., cognitive labs, think-aloud sessions);
12. Steps taken to consider potential bias in IADA items;
13. Steps taken to review IADA items for sensitivity and potential offensiveness (e.g., criteria for sensitivity, specifications and rules followed, list of sensitivity reviewers and expertise);
14. Procedures to ensure all major content domains or strands assessed by IADA assessment are aligned to the

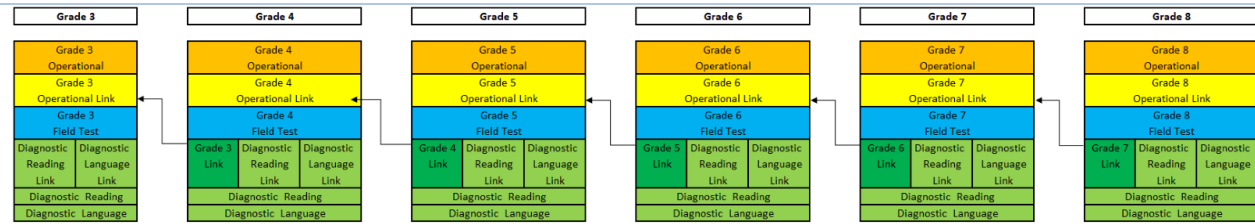
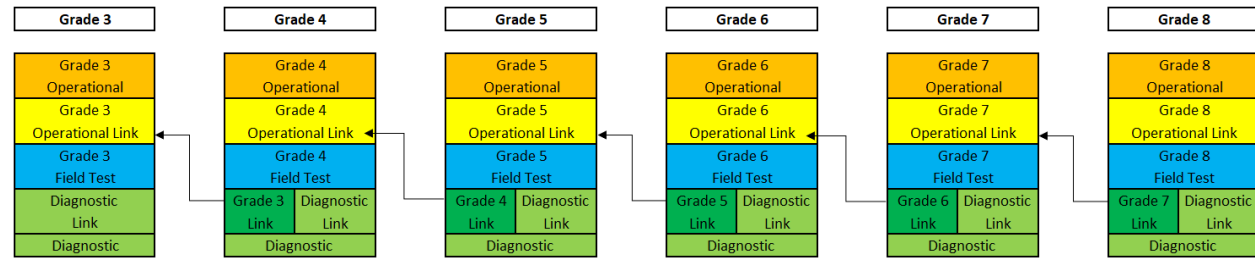


Figure 3. Spring 2022 Mathematics Test Design



4. In the fall of 2019, an independent alignment study was conducted to review our internal bank of items, determine alignment to Georgia standards and GMAP RALDs, and confirm that the items meet the summative expectations of the content. The results of this study were analyzed against the blueprints to determine where we need to develop items within the blueprint and across the GMAP RALDs. The NWEA Content Solutions team also conducted an alignment study between a newly acquired summative item bank and the Georgia Standards of Excellence (GSE). Only items that aligned to the GSE were retained for field testing in the Spring 2022 test event.

The GMAP item pool is composed of different sets of items that are combined to form the operational item pool. The first item set consists of those items that aligned during the alignment study conducted in the winter of 2019–20. Only items that met the alignment criteria were retained for inclusion in the GMAP item pool. A gap analysis was conducted to compare this item set against the GMAP blueprint. Based on this analysis, additional items were needed to fully represent the GMAP blueprint. To improve the blueprint coverage and increase the size of the item pool, a second set of items was sourced and aligned to the GSE. As with the first item set, only items that meet the alignment criteria were retained for use in the GMAP item pool. The final set of items that was combined into the GMAP item pool are

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15. IADA test specifications/blueprint
Process to reduce construct irrelevance (e.g., reduce inappropriate reading load, avoid use of idioms or culturally specific words).

newly developed items. These items are specific to the GSE and were reviewed by Georgia educators for both content and bias concerns. Once these three sets of items were combined, NWEA researchers conducted a second gap analysis comparing the item pool to the GMAP blueprint to identify content areas that need additional items. To evaluate how well the TY CAT item selection algorithms cover the test blueprint, CAT simulations were conducted with the GMAP items that have preliminary item parameters. To maintain the item pool over time, it is customary to conduct annual CAT simulations to verify that the CAT item selection algorithm is selecting items to cover the blueprint.

5. Item specifications were developed using assessment best practices and outline item types, scoring options, and additional guidelines. The CAB reviewed and approved these specifications prior to their development.

Summary of Specifications by Subject and Grade

English Language Arts

| | | Item Types | | | | | Passage Types | |
|--------|---------------------|----------------|------------|------------------|----------|---------------------------|-----------------|----------|
| Choice | Technology-Enhanced | Machine-Scored | | Writing Prompts* | | | Informational** | Literary |
| | | Dichotomous | Polytomous | Opinion | Argument | Informational Explanatory | | |
| X | X | X | X | X | - | X | X | X |
| X | X | X | X | X | - | X | X | X |
| X | X | X | X | X | - | X | X | X |
| X | X | X | X | - | X | X | X | X |
| X | X | X | X | - | X | X | X | X |
| X | X | X | X | - | X | X | X | X |

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*Performance tasks to be made available for use in the classroom at each grade for ELA include a variety of item types with a passage, as well as a writing prompt as defined in the table. Off-grade performance tasks for Grade 2 and Grades 9–10 also will be available.

**Includes argumentative/persuasive passages.

Mathematics

| Grade | Item Types | | | | Item-Specific Tools | | | |
|-------|------------|---------------------|----------------|------------|---------------------|------------|-------|------------|
| | Choice | Technology-Enhanced | Machine-Scored | | Calculator | | Ruler | Protractor |
| | | | Dichotomous | Polytomous | Basic | Scientific | | |
| 3 | X | X | X | X | - | - | X | - |
| 4 | X | X | X | X | - | - | - | X |
| 5 | X | X | X | X | - | - | - | - |
| 6 | X | X | X | X | X | - | - | - |
| 7 | X | X | X | X | - | X | - | - |
| 8 | X | X | X | X | - | X | - | - |

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Science

| Grade | Item Types | | | |
|-------|------------|-----------------------|----------------|------------|
| | Choice | Technology - Enhanced | Machine Scored | |
| | | | Dichotomous | Polytomous |
| 5 | X | X | X | X |
| 8 | X | X | X | X |

Item specifications that apply across all subjects and grades:

- Items should align to the GSE and Range ALDs.
- All items need to adhere to the guidelines of Universal Design.
- All items must align to an appropriate Depth of Knowledge (DOK 1–3).
 - Because Range ALDs provide a range of difficulty and/or cognitive complexity, and the GMAP program utilizes a computer-adaptive model, the bank will have items along that range for a standard rather than targeting a specific DOK or difficulty.
- Technology-enhanced items must be appropriate for the content being assessed.
- Polytomous items aligned to a single standard should assess different aspects of the standard.
- Polytomous items aligned to a level above an individual standard should include content from multiple standards within that higher level.

6-10. The first round of item development began in January 2020 for ELA and mathematics. The second round of item development began in October 2020, along with the first round of science development. The third round of item development for ELA and mathematics, and the second round of science item development, began in October 2021.

The purpose is to develop high-quality summative items and passages meeting the following criteria:

- Align to the Georgia standards with accurate content
- Meet the specifications approved by stakeholders

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- Fill gaps identified in the bank analysis both for content and achievement level
- Follow the guidelines of Universal Design, including avoiding bias and sensitivity issues
- Meet technical requirements

Our process for development includes:

- Training experienced content specialists on GMAP program specifics, including specifications (NWEA content specialists or contracted content specialists with 5+ years of assessment experience).
- Selecting item and passage writers with experience in their content areas (content-specific degree and assessment experience, teaching experience in the content area, or both).
- Providing training on standard interpretation, item specifications, Universal Design, functionality requirements, and additional best practices with continuous feedback as needed from content specialists trained for the program.
- Reviews by at least two content specialists for best practices, including but not limited to:
 - Alignment and adherence to item specifications
 - Content accuracy
 - Bias and sensitivity
 - Appropriate use of functionality
 - Art requirements
 - Accessibility for text-to-speech
- Additional reviews by:
 - Research librarians and trained fact checkers
 - Copy editors
 - Accessibility reviewers for alt-tagging of art and other features
- Browser validation of items to confirm they meet technology requirements.
- Content and Bias Review of items with stakeholders. Participants in these reviews receive training delivered collaboratively by NWEA at the beginning of each review session. Participants are provided checklists to refer to during the reviews. Participants learn to analyze items for qualities including (but not limited to):
 - Proper alignment and cognitive complexity
 - Clear and concise wording
 - Presence of a correct answer and scoring rules
 - Diversity of background and cultural representation

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- Avoidance of stereotypes
- Avoidance of topics that may cause discomfort to test takers
- Stimuli and item accessibility, and adherence to universal design
- Adherence to specifications
- Designation of accepted items as ready for field testing.
- Editing of items accepted with modifications to match the edits requested by stakeholders.
- Removal of rejected items from the GMAP item pool.
- Discussion with the CAB of any overarching issues or concerns prior to the next round of development.

See the section above (beginning with “Our process for development includes”) for a summary of the process we use to qualify and train item writers and reviewers.

See the section above (beginning with “Our process for development includes”) for a summary of how we develop and review items.

The procedures to ensure that IADA items adhere to IADA item specifications and blueprints will be addressed via the CAT constraints that specify the minimum and maximum number of items that will be selected per blueprint area. The constraint-based engine (CBE) has been designed to select items according to these strict constraints. CAT simulation studies will be conducted to verify that the CBE is functioning as intended prior to the first operational year. In order to provide this evidence, we will need item parameter estimates, which will not be available until after the Spring 2022 field test. All items also undergo review for adherence to specification as part of the Content and Bias Review (newly developed items) or the alignment study (NWEA-acquired items).

See the section above (beginning with “Our process for development includes”) for a summary of how we develop and review items.

The table below provides the technical criteria for evaluating field test items.

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| Statistics | Criterion | Indication | MC Items | Non-MC Items |
|---|-----------------|---|----------|--------------|
| DIF of gender or ethnicity | C+ or C- | potential bias toward a certain group of students | X | X |
| item fit (infit/outfit) statistics | < 0.7 or > 1.3 | poor fit | X | X |
| p-value | < 0.2 or > 0.9 | very difficult or very easy item | X | |
| item-total correlation | < 0.2 | poorly discriminating item | X | |
| item-total correlation for distractors | > 0.05 | poorly discriminating item | X | |
| omit rate | > 5% | unclear or very difficult item | X | |
| step parameters | Step 1 > Step 2 | not a good separation of students into different stages of learning | | X |
| item-total correlation | < 0.1 | poorly discriminating item | | X |
| item-total correlation for score of 0 | > 0.00 | poorly discriminating item | | X |
| item-total correlation for score of 1 < item-total correlation for score of 0 | – | poorly discriminating item | | X |
| item-total correlation for score of 2 | < 0.1 | poorly discriminating item | | X |
| item-total correlation for score of 2 < item-total correlation for score of 1 | – | poorly discriminating item | | X |
| low student count for each score | 0 | no one got a certain score (e.g., no student got a score of 2) | | X |

These item evaluation criteria will be used to identify items needing further data review.

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These item evaluation criteria were presented to the GMAP TAC meeting in December 2020. The GMAP TAC recommended that we include additional criteria to evaluate the influence of student motivation and possible fatigue effects. To do this, we have added rapid response index (Wise & Ma, 2012) to evaluate the motivation level of students. Given that the field test may be longer than typical (up to 60 items), item position effects will also be examined to see if there is evidence of student fatigue for items in positions 50–60. Both rapid guessing and fatigue may make items appear more difficult during the field test than they would be during an operational test. Therefore, these criteria will be used to control for construct-irrelevant variance (motivation and fatigue) from the field-tested items, which are not expected to manifest to the same degree during operational tests since the operational test will probably not exceed 50 items. Other item calibration and model-data fit criteria are described in the GMAP TAC presentation in Appendix E.

(11.0) Current GMAP item types correlate to item types already in use on the Milestones assessment. Should new item types become available, we will investigate the use of cognitive labs and other user-experience data. While we are not doing cognitive labs related to item types, we are doing studies with educators on the assessment and Range ALDs to ensure that the assessment as a whole is yielding the kind of information needed to meet the overall goal of the GMAP assessment: providing growth information as well as accountability information.

Following item development, the Content and Bias Committee—consisting of CAB members and educators from the consortium for each subject and grade—reviews the items and passages. The GMAP Content and Bias Review in July 2020 covered the first phase of math and ELA development. Additional bias review sessions were conducted in June 2021 and June 2022. The review’s primary purpose is to ensure that the items are appropriate for students. Items are reviewed both for content accuracy and for potential bias and sensitivity issues. Training is provided at the beginning of the meeting for all subject areas (math, ELA, and science), and resources such as checklists based on the training are provided to participants to help them as they review the items.

Upcoming work will include implementing item edits from the committees in addition to reviewing feedback for lessons learned. This includes reviewing RALDs for improvement to share at future CAB meetings.

(12.0 – 13.0) See Appendixes J-L for the steps we take to review IADA items for sensitivity and potential offensiveness. In addition to these steps, the first alignment study included questions that

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prompted item reviewers to flag any items that may have displayed insensitive or potentially offensive content. Once field test data are available, DIF statistics will be created and any items with potential bias will be reviewed.

(14.0) To ensure that all major domains within the GMAP blueprint are comparable to the Milestones blueprints, the targeted proportions of the GMAP blueprints have been set to be highly similar to those in Milestones. Furthermore, prior to the administration of any GMAP tests, simulations will be produced to examine and verify the alignment of selected items to the GMAP blueprints.

(15.0) After administration, when data are collected on the items, items will be reviewed for possible bias and sensitivity issues that may become apparent based on the statistical analysis of the items' data. Item data will also be used to identify items that need additional review to confirm they are performing as intended and are not displaying construct-irrelevant variance.

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V-B: Requirements for the Innovative Assessment System—Update on Meeting Requirements of Section 1111(b)(2)(B)

Please provide a brief report on the required elements of the Innovative Assessment System. This brief report is intended to update the State’s demonstration that the innovative assessment system does or will meet the requirements of section 1111(b)(2)(B).

| Regulatory Requirement | Accomplishments in the Reporting Year (2021-22). | Explanation of Delays or Concerns, with a description of a plan to resolve the concern (if applicable). |
|--|--|---|
| <u>Innovative assessment system. A demonstration that the innovative assessment system does or will--</u> | | |
| <p>(2)(i) Align with the challenging State academic content standards under section 1111(b)(1) of the Act, including the depth and breadth of such standards, for the grade in which a student is enrolled; and</p> <p>(ii) May measure a student’s academic proficiency and growth using items above or below the student’s grade level so long as, for purposes of meeting the requirements for reporting and school accountability under sections 1111(c) and 1111(h) of the Act and paragraphs (b)(3) and (b)(7)-(9) of this section, the State measures each student’s academic proficiency based on the challenging State academic standards for the grade in which the student is enrolled;</p> | <p>(i) The content solutions team at NWEA completed the following tasks this year to further expand the GMAP item pool:</p> <ul style="list-style-type: none"> • Completed year 2 development for ELA and mathematics, implementing edits based on feedback at the 2021 Content and Bias Review. • Completed year 1 development for science, implementing edits based on feedback at the 2021 Content and Bias Review. • Began year 3 development for ELA and mathematics, with Content and Bias Review completed in June 2022. • Began year 2 development for science, with Content and Bias Review completed in June 2022. • Completed alignment review of newly acquired items for alignment and specifications. | <p>At this time, GMAP program is currently on a temporary pause which may cause delay with the original plan for implementation in the 2022-23 school year.</p> |

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| Regulatory Requirement | Accomplishments in the Reporting Year (2021-22). | Explanation of Delays or Concerns, with a description of a plan to resolve the concern (if applicable). |
|------------------------|--|---|
| | <ul style="list-style-type: none"> • Facilitated Content Advisory Board meetings. This included reviewing results from previous development and the educator feedback and edits to Range ALDs. <p>(ii) The psychometrics team at NWEA completed the following work that supports:</p> <ul style="list-style-type: none"> • Conducted CAT simulation studies that used the operational constraint-based engine, thereby having the same properties and functionality as the production CAT to ensure that the results represent a true depiction of the engine. The technical purposes of the simulation study are important evidence, along with post-administration analyses, for supporting test score interpretation and use arguments regarding student proficiency against the state standards. The simulations are intended to demonstrate that students receive comparable representations of content with sufficient technical | |

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| Regulatory Requirement | Accomplishments in the Reporting Year (2021-22). | Explanation of Delays or Concerns, with a description of a plan to resolve the concern (if applicable). |
|------------------------|---|---|
| | <p>adequacy to support the necessary inferences and that test scores have the same meaning for all students. Conducting a simulation study prior to the operational administration serves three main purposes from a technical perspective:</p> <ul style="list-style-type: none"> ○ The study results allow the state to determine if the item pool is sufficient to find a feasible set of items for students across the full range of student ability. One main reason for using a CAT is to provide a test that is customized to each student’s ability, which reduces the error of the student’s ability estimate. ○ The study results allow the state to evaluate the functioning of the engine’s item selection algorithm to ensure that the state’s construct for test scores (e.g., ELA proficiency) is being represented as intended. Test scores represent how | |

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| | <p style="text-align: center;">students perform regarding the test construct, and administering the appropriate items ensures that the test scores have appropriate representativeness of each reporting category (or construct).</p> <ul style="list-style-type: none"> ○ The study results demonstrate the level of score accuracy through the recovery of the theta estimate used in the simulations along with reliability. ● Post window Psychometric activities are scheduled to conduct classical item analysis and differential item functioning, to review the item statistics and conduct calibration and linking process, to create the vertical scale and build link between the vertical scale and interim scale, as well as extend the item pool by adding field test items. ● We created the test design to create the vertical scale in the spring 2021-22. The on-grade | |

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| | <p>operational items will contribute to the summative scale score and academic proficiency determination used for accountability, while both on- and off-grade items can additionally be administered to support the students' learning. Since the spring 2021-22 is a field test, the accountability academic proficiency and growth will be reported starting in the 2022-2023 school year.</p> <p>The standard setting is not scheduled until summer 2023 and growth will not be available until the 2022-23 school year due to spring 2021-22 being a field-testing administration.</p> | |
| <p>(3) Express student results or competencies consistent with the challenging State academic achievement standards under section 1111(b)(1) of the Act and identify which students are not making sufficient progress toward, and attaining, grade-level proficiency on such standards;</p> | <p>(3) In order to express student results consistent with challenging state achievement standards, many conditions need to be met, including (but not limited to) well designed score reports and high-quality item pools. Utmost and foremost, the item pool must measure the full depth and breadth of the content standards and ALDs. One of the goals for spring 2021-22 administration was to build the item pool by administering newly written field test items. Using provisional item statistics,</p> | <p>(3) At this time, GMAP program is currently on a temporary pause which may cause a delay with the original plan for implementation in the 2022-23 school year.</p> |

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| | SEM indicates that more items are needed at the tails of student abilities. Further investigation is scheduled in the 2022-23 school year to explore the item pool and validate the vertical scales. | |
| <p>(4)(i) Generate results, including annual summative determinations as defined in paragraph (b)(7) of this section, that are valid, reliable, and comparable for all students and for each subgroup of students described in 34 CFR 200.2(b)(11)(i)(A)-(I) and sections 1111(b)(2)(B)(xi) and 1111(h)(1)(C)(ii) of the Act, to the results generated by the State academic assessments described in 34 CFR 200.2(a)(1) and section 1111(b)(2) of the Act for such students.</p> <p>Include:</p> <ol style="list-style-type: none"> 1. Objective nature of IADA items machine scoring (e.g., scoring rule limits for number of errors, scoring rules for technology-enhanced score capture and validity checking, how artificial intelligence (AI) scoring engine is trained and its accuracy); 2. Procedures to transform raw IADA scores to scale scores (overall and by subtest); 3. Description of IADA equating process (overall and, if appropriate, by subtest), including equating study design, statistical methods used and person parameters, overall information functions, size and relevant characteristics of examinee samples, characteristics of anchor items/test, and accuracy of equating functions; | <p>(4) (i)</p> <ol style="list-style-type: none"> 1. All items will be automatically scored. Automatically scored items will include multiple choice and technology-enhanced item types that can be scored by the constraint-based engine using a key. 2. The assessments will utilize maximum likelihood estimation (MLE) to produce theta scores which will be transformed to a scale using a linear transformation. MLE requires item scores and Item Response Theory (IRT) item parameters for each item. The detail for the linear transformation of GMAP scale scores will be released after the GMAP leadership makes decisions about the target numerical range for the scale scores. GMAP districts prefer to have the scale score ranges begin at 2000 for both ELA and Mathematics to | <p>At this time, GMAP program is currently on a temporary pause which may cause a delay with the original plan on the 2022-23 school year.</p> |

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| <p>4. Process to equate IADA scores across academic years;</p> <p>5. IADA assessment form equivalence, by grade and subject (e.g., raw scores and p-values, standard error of measurement (SEM), dimensionality, test characteristic curve (TCC), test information function (TIF), conditional standard error of measurement (CSEM), score distributions);</p> <p>6. Indication that the TCC or TIF for all IADA tested grades and subjects is reasonable (overall and, if appropriate, by subtest);</p> <p>7. Indication that CSEM or SEM for all IADA tested grades and subjects is reasonable (overall and, if appropriate, by subtest) (e.g., CSEM for each IADA interim assessment and final assessment for the entire scale or at cut scores, overall estimate of test error);</p> <p>8. Reliability estimates, including, as appropriate:</p> <ul style="list-style-type: none"> a. Reliability estimate for entire IADA student population (e.g., alpha coefficient) b. Reliability estimate for each reported IADA subgroup (e.g., alpha coefficient) c. Reliability estimate for summative assessment for all pilot students and each reported subgroup d. Reliability estimate for interim assessments for all pilot students and each reported subgroup e. Interrater reliability estimate for each reported dimension for all pilot students and each reported subgroup f. Cohen’s Kappa for all pilot students and each reported subgroup | <p>avoid overlap with other assessments in the state of Georgia. Since GMAP is a vertical scale including grades 3-8, Grade 5 will be used as an anchor to determine the scaling constants. We will be using provisional standard deviation of divided by average SEM of estimated ability from Grade 5 for ELA and Mathematics to determine the slope and intercept.</p> <p>3. Equating most commonly refers to the statistical and content equivalence of various test forms for nonadaptive tests; however, within the context of adaptive tests, item pools are the focus of equating. The equating criteria listed under #3 seem to be focused primarily around fixed-form test design, rather than item-level CAT design. Under CAT, the equating process is based on IRT calibration procedures that ‘equate’ at the item level rather than the test level. Instead of equating, NWEA will be planning to check the item parameter drift as well as to evaluate item pool for CAT during the 2022-23 school year to validate the item parameters and scale scores across school years.</p> | |

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| <p>g. Decision consistency and accuracy reliability estimates of student classifications based on IADA cut scores, classification accuracy conditioned on achievement level, and classification consistency conditioned on achievement cut points,</p> <p>h. Reliability estimates of correctly classified and incorrectly classified students</p> <p>9. Procedures to ensure use of simple language and uniform format in IADA score reports;</p> <p>10. Availability of and access to translations who require accommodations to interpret IADA scores/results;</p> <p>11. State generates annual State, district, and school IADA assessment reports;</p> <p>12. Annual IADA assessment reports include student performance related to content and knowledge of assessed standards (e.g., scale scores); academic content descriptions of what students can and cannot do using achievement level descriptors (ALDs), performance level descriptors (PLDs), content knowledge learning maps or networks (e.g., subscores); and information to facilitate interpreting results and addressing specific academic needs of students (e.g., itemized score analyses);</p> <p>13. State documents that IADA assessments in each relevant grade and subject were used to inform the annual determination of achievement for all participating students;</p> <p>14. Annual IADA student assessment reports include indicator of annual IADA proficiency or summative</p> | <p>In order to build the vertical scale, NWEA carefully selected anchor items that represent the content blueprint across various item difficulties to build the strong connection across grades. Since GMAP population is different from the state population of Georgia, the sampling is done to represent the state population of Georgia. The reference information is provided by:</p> <ul style="list-style-type: none"> • Georgia Department of Education (GaDOE) Enrollment data from the school year (SY) 2022, 2021, and 2019. • The Governor’s Office of Student Achievement (GOSA) Georgia Milestones End of Grade (EOG) Assessment by Grade from SY 2022, 2021, and 2019. • Georgia Milestones Assessment Operational Technical Report 2021, 2019, 2018. • GMAP Spring 2021-2022 Field Test Administration. <p>After the review, NWEA summarized the findings:</p> | |

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| <p>achievement determination; indicators of annual student progress (e.g., subscores, ALDs or PLDs, learning maps); and indicators for identifying students not making progress (e.g., subscores on student report);</p> <p>15. Annual IADA school report includes summative achievement results disaggregated by important subgroups;</p> <p>16. Annual IADA district and State reports, with both including summative achievement of annual progress for all IADA pilot students and for important IADA pilot student subgroups;</p> <p>17. Expectations from State of timeline for releasing individual student IADA reports to schools and districts;</p> <p>18. Expectations from State and district for delivering student IADA score reports to parents;</p> <p>19. Procedures to protect security of IADA assessment personally identifiable information (e.g., staff procedures, letter to parents, scoring manual).</p> <p>Consistent with the SEA’s or consortium’s evaluation plan under 34 CFR 200.106(e), the SEA must plan to annually determine comparability during each year of its demonstration authority period in one of the following ways:</p> <p>(A) Administering full assessments from both the innovative and statewide assessment systems to all students enrolled in participating schools, such that at least once in any grade span (i.e., 3-5, 6-8, or 9-12) and subject for which there is an innovative</p> | <ul style="list-style-type: none"> • GaDOE enrollment from SY 2018-2019 to SY 2021-2022 looks consistent except few findings: <ul style="list-style-type: none"> ○ Slight increase in Asian population across years. ○ Slight increase in Black population at higher grades across years. ○ Slight increase in Hispanic population across years. ○ Slight decrease in White population across years. ○ Slight increase in Two or More population across years. • GOSA Georgia Milestones EOG Assessment by Grade information shows that SY 2020-2021 had different testing population and fewer students compared to SY 2017-2018 and SY 2018-2019. <p>Based on the above findings, NWEA will use the following:</p> <ul style="list-style-type: none"> ○ Distribution of Achievement Level information from SY 2018-2019 because it is | |

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| <p>assessment, a statewide assessment in the same subject would also be administered to all such students. As part of this determination, the innovative assessment and statewide assessment need not be administered to an individual student in the same school year.</p> <p>(B) Administering full assessments from both the innovative and statewide assessment systems to a demographically representative sample of all students and subgroups of students described in section 1111(c)(2) of the Act, from among those students enrolled in participating schools, such that at least once in any grade span (i.e., 3-5, 6-8, or 9-12) and subject for which there is an innovative assessment, a statewide assessment in the same subject would also be administered in the same school year to all students included in the sample.</p> <p>(C) Including, as a significant portion of the innovative assessment system in each required grade and subject in which both an innovative and statewide assessment are administered, items or performance tasks from the statewide assessment system that, at a minimum, have been previously pilot tested or field tested for use in the statewide assessment system.</p> <p>(D) Including, as a significant portion of the statewide assessment system in each required grade and subject in which both an innovative and statewide assessment are administered, items or performance tasks from the innovative assessment system that, at a minimum, have been previously pilot tested or field tested for use in the innovative assessment system.</p> | <p>the latest year with trustable information of GA student population.</p> <ul style="list-style-type: none"> ○ NWEA will use the enrollment from SY 2021-2022 since it will represent the student population for the latest school year that is representing GA population. <p>4. The goal in adaptive test design is to produce multiple equivalent item pools by maximizing the similarity of content, conformity to the Milestones blueprint, and the shape of the item pool information functions across time. If this goal is achieved, then scores from a CAT will maintain their meaning, equivalence, and precision across time after controlling for student ability. Within the context of CAT, the goal is to produce equivalent and consistent test scores across time and test events. This is made possible by the concept of “pre-equated item pools.” IRT methods allow us to place all items onto the same theta scale using a data collection design. Once items are placed onto the same theta scale, theta scores can be generated from CATs that are governed</p> | |
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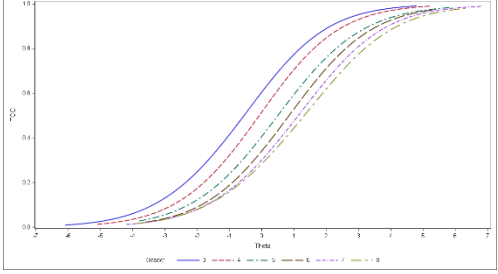
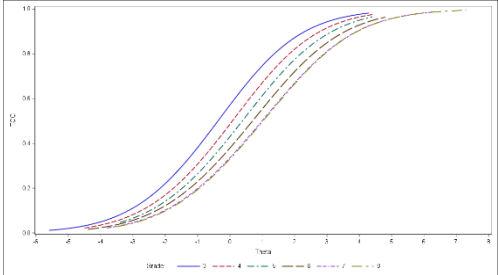
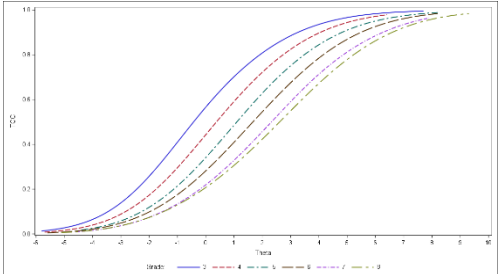
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| <p>(E) An alternative method for demonstrating comparability that an SEA can demonstrate will provide for an equally rigorous and statistically valid comparison between student performance on the innovative assessment and the statewide assessment, including for each subgroup of students described in 34 CFR 200.2(b)(11)(i)(A)-(I) and sections 1111(b)(2)(B)(xi) and 1111(h)(1)(C)(ii) of the Act;</p> <p>(ii) Generate results, including annual summative determinations as defined in paragraph (b)(7) of this section, that are valid, reliable, and comparable, for all students and for each subgroup of students described in 34 CFR 200.2(b)(11)(i)(A)-(I) and sections 1111(b)(2)(B)(xi) and 1111(h)(1)(C)(ii) of the Act, among participating schools and LEAs in the innovative assessment demonstration authority. Consistent with the SEA’s or consortium’s evaluation plan under 34 CFR 200.106(e), the SEA must plan to annually determine comparability during each year of its demonstration authority period;</p> <p>In addition to providing the information noted above, be sure to include the following information:</p> <ol style="list-style-type: none"> 1. Evidence that IADA test results are comparable to those from the non-IADA system (e.g., provide within-grade IADA and non-IADA results for participating districts are comparable, student proficiency classification for IADA and non-IADA districts are comparable in terms of complexity | <p>by test blueprints and business rules. The content of each test will be assembled using an optimization procedure that maximizes test information while meeting the content constraints of the Milestones blueprints. This process will ensure that scores maintain their meaning and equivalence across time. New field test items will be continually introduced to the calibrated item pool by embedding items into operational tests. Fixed item parameter calibration will be used to place new items onto the scale. Items will be screened for year-to-year item parameter drift.</p> <p>5. Since GMAP is a computerized adaptive test (CAT), there are no multiple fixed forms by each grade and subject, and raw scores/p-values should not be compared between students. The GMAP item pool will be calibrated after the spring 2022 field test administration and will be investigated and validated during the 2022-23 school year to produce the evidence of score precision across the ability continuum. The dimensionality indices, score distributions, test characteristic</p> | |

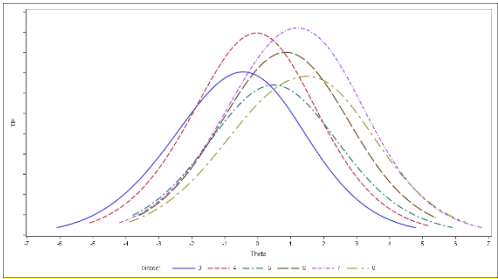
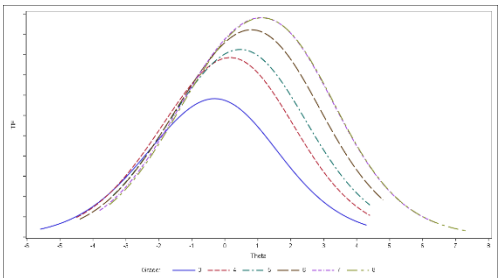
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| <p>included in each achievement level, comparability results align with expectations outlined in State's theory of action);</p> <ol style="list-style-type: none"> 2. Description of across-years scaling procedures to transform IADA raw scores to scale scores; and 3. Description of across-years IADA equating process that includes design of equating study; statistical methods used and person parameter, and overall information functions; size and relevant characteristics of examinee samples; characteristics of anchor items/test; and accuracy of equating functions. | <p>curves (TCC), test information functions (TIF), and conditional standard error of measurement (CSEM) will be provided after the validation is conducted and confirm the GMAP scales as well as item difficulties during the 2022-23 school year.</p> <ol style="list-style-type: none"> 6. GMAP assessment did not report the summative scales for Spring 2022 because it was considered field testing. However, NWEA provided provisional diagnostic scores with RIT scales for the purpose of providing support to stakeholders with the request. The item difficulties for RIT scale are currently provisional and will be confirmed when the RIT scale is validated for GMAP assessment. For the purpose of this document, the provisional TCC and TIF is provided with provisional item difficulties of items administered for each assessment as a sample for Reading, Language Usage, and Mathematics based on the diagnostic scales until further investigation and validation is completed during the 2022-23 school year. <p>Figure 4. TCC Reading</p> | |
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| |  <p style="text-align: center;">Figure 5. TCC Language Usage</p>  <p style="text-align: center;">Figure 6. TCC Mathematics</p>  | |

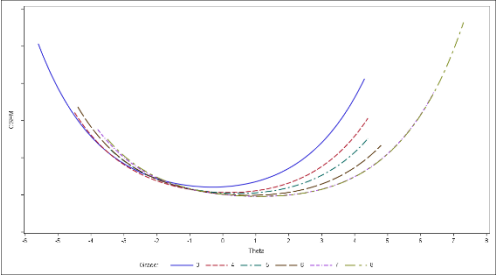
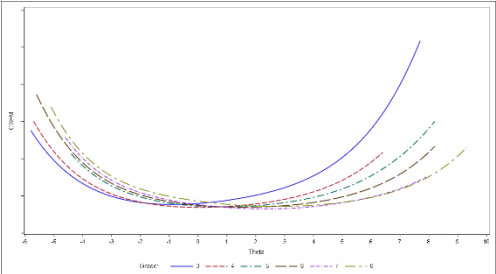
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| | <p>Figure 7. TIF Reading</p>  <p>Figure 8. TIF Language Usage</p>  <p>Figure 9. TIF Mathematics</p> | |

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| | <p data-bbox="892 370 1402 641"> </p> <p data-bbox="892 678 1402 941"> 7. The provisional CSEM is provided with provisional item difficulties of items administered for each assessment as a sample for Reading, Language Usage, and Mathematics until further investigation and validation is completed during the 2022-23 school year. </p> <p data-bbox="892 971 1207 1003"> Figure 10. CSEM Reading </p> <p data-bbox="892 1036 1402 1307"> </p> <p data-bbox="892 1377 1312 1409"> Figure 11. CSEM Language Usage </p> | |

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| | <div style="text-align: center;">  </div> <p style="text-align: center;">Figure 12. CSEM Mathematics</p> <div style="text-align: center;">  </div> <p>8. The provisional reliability is provided for each assessment as a sample for Reading, Language Usage, and Mathematics until further investigation and validation is completed during the 2022-23 school year.</p> <p>Traditional reliability coefficients from classical test theory consider individual item and depend on all students to take common</p> | |

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| | <p>items, whereas students receive different items in a CAT. Therefore, NWEA calculates the marginal reliability coefficient for the CAT administration. Samejima (1994) recommended the marginal reliability coefficient because it uses test information (e.g., variance of estimated theta and SEM) to estimate the reliability of student scores:</p> $\text{Marginal Reliability} = \frac{\text{var}(\hat{\theta}) - \sigma^2}{\text{var}(\hat{\theta})}$ <p>where σ is defined as:</p> $\sigma = E\{[I(\theta)]^{-1/2}\}$ <p>Samejima, F. (1994). Estimation of reliability coefficients using the test information function and its modifications. <i>Applied Psychological Measurement</i>, 18(3), 229–244.</p> | |

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|-------------------------------|--|--|-----------------|--------------------|-----------------|--------------------|---------|---|------|------|------|--|---|------|------|------|--|---|------|------|------|--|---|------|------|------|--|---|------|------|------|--|---|------|------|------|----------------|---|------|------|------|--|---|------|------|------|--|---|------|------|------|--|---|------|------|------|--|---|------|------|------|--|---|------|------|------|-------------|---|------|------|------|--|
| | <p>Below table presents the score precision and reliability estimates for Reading, Language Usage, and Mathematics including the mean SEM, the RMSE, and a marginal reliability coefficient.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="text-align: left;"><i>Content Area</i></th> <th style="text-align: center;"><i>Grade</i></th> <th style="text-align: center;"><i>RMSE</i></th> <th style="text-align: center;"><i>Avg. SEM</i></th> <th style="text-align: center;"><i>Reliability</i></th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td style="text-align: center;">3</td> <td style="text-align: center;">0.46</td> <td style="text-align: center;">0.46</td> <td style="text-align: center;">0.90</td> </tr> <tr> <td></td> <td style="text-align: center;">4</td> <td style="text-align: center;">0.44</td> <td style="text-align: center;">0.44</td> <td style="text-align: center;">0.88</td> </tr> <tr> <td></td> <td style="text-align: center;">5</td> <td style="text-align: center;">0.45</td> <td style="text-align: center;">0.45</td> <td style="text-align: center;">0.88</td> </tr> <tr> <td></td> <td style="text-align: center;">6</td> <td style="text-align: center;">0.46</td> <td style="text-align: center;">0.46</td> <td style="text-align: center;">0.87</td> </tr> <tr> <td></td> <td style="text-align: center;">7</td> <td style="text-align: center;">0.44</td> <td style="text-align: center;">0.44</td> <td style="text-align: center;">0.89</td> </tr> <tr> <td></td> <td style="text-align: center;">8</td> <td style="text-align: center;">0.44</td> <td style="text-align: center;">0.43</td> <td style="text-align: center;">0.89</td> </tr> <tr> <td>Language Usage</td> <td style="text-align: center;">3</td> <td style="text-align: center;">0.45</td> <td style="text-align: center;">0.45</td> <td style="text-align: center;">0.88</td> </tr> <tr> <td></td> <td style="text-align: center;">4</td> <td style="text-align: center;">0.44</td> <td style="text-align: center;">0.44</td> <td style="text-align: center;">0.86</td> </tr> <tr> <td></td> <td style="text-align: center;">5</td> <td style="text-align: center;">0.44</td> <td style="text-align: center;">0.44</td> <td style="text-align: center;">0.83</td> </tr> <tr> <td></td> <td style="text-align: center;">6</td> <td style="text-align: center;">0.44</td> <td style="text-align: center;">0.43</td> <td style="text-align: center;">0.84</td> </tr> <tr> <td></td> <td style="text-align: center;">7</td> <td style="text-align: center;">0.45</td> <td style="text-align: center;">0.44</td> <td style="text-align: center;">0.86</td> </tr> <tr> <td></td> <td style="text-align: center;">8</td> <td style="text-align: center;">0.45</td> <td style="text-align: center;">0.44</td> <td style="text-align: center;">0.84</td> </tr> <tr> <td>Mathematics</td> <td style="text-align: center;">3</td> <td style="text-align: center;">0.35</td> <td style="text-align: center;">0.35</td> <td style="text-align: center;">0.94</td> </tr> </tbody> </table> | <i>Content Area</i> | <i>Grade</i> | <i>RMSE</i> | <i>Avg. SEM</i> | <i>Reliability</i> | Reading | 3 | 0.46 | 0.46 | 0.90 | | 4 | 0.44 | 0.44 | 0.88 | | 5 | 0.45 | 0.45 | 0.88 | | 6 | 0.46 | 0.46 | 0.87 | | 7 | 0.44 | 0.44 | 0.89 | | 8 | 0.44 | 0.43 | 0.89 | Language Usage | 3 | 0.45 | 0.45 | 0.88 | | 4 | 0.44 | 0.44 | 0.86 | | 5 | 0.44 | 0.44 | 0.83 | | 6 | 0.44 | 0.43 | 0.84 | | 7 | 0.45 | 0.44 | 0.86 | | 8 | 0.45 | 0.44 | 0.84 | Mathematics | 3 | 0.35 | 0.35 | 0.94 | |
| <i>Content Area</i> | <i>Grade</i> | <i>RMSE</i> | <i>Avg. SEM</i> | <i>Reliability</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reading | 3 | 0.46 | 0.46 | 0.90 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 4 | 0.44 | 0.44 | 0.88 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 5 | 0.45 | 0.45 | 0.88 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 6 | 0.46 | 0.46 | 0.87 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 7 | 0.44 | 0.44 | 0.89 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 8 | 0.44 | 0.43 | 0.89 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Language Usage | 3 | 0.45 | 0.45 | 0.88 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 4 | 0.44 | 0.44 | 0.86 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 5 | 0.44 | 0.44 | 0.83 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 6 | 0.44 | 0.43 | 0.84 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 7 | 0.45 | 0.44 | 0.86 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 8 | 0.45 | 0.44 | 0.84 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mathematics | 3 | 0.35 | 0.35 | 0.94 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| Regulatory Requirement | Accomplishments in the Reporting Year (2021-22). | | | | | Explanation of Delays or Concerns, with a description of a plan to resolve the concern (if applicable). |
|------------------------|--|------|------|------|--|---|
| | 4 | 0.34 | 0.34 | 0.95 | | |
| | 5 | 0.34 | 0.34 | 0.96 | | |
| | 6 | 0.34 | 0.34 | 0.95 | | |
| | 7 | 0.34 | 0.34 | 0.95 | | |
| | 8 | 0.35 | 0.35 | 0.95 | | |
| | <p>(ii)</p> <ol style="list-style-type: none"> 1. The student classification will be reported after the standard setting is conducted and the cut scores are approved for the achievement levels. 2. GMAP is administered as a CAT, and it will not have raw scores to scale scores transformation. NWEA uses maximum likelihood estimation (MLE) to produce theta scores which will be transformed to a scale using a linear transformation. MLE requires item scores and Item Response Theory (IRT) item parameters for each item. The linear transformation will be | | | | | |

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| Regulatory Requirement | Accomplishments in the Reporting Year (2021-22). | Explanation of Delays or Concerns, with a description of a plan to resolve the concern (if applicable). |
|------------------------|---|---|
| | <p>based on a mean and a standard deviation yet to be selected.</p> <p>Post window Psychometric activities are scheduled to conduct classical item analysis and differential item functioning to review the item statistics and conduct calibration and linking process to create the vertical scale and build link between the vertical scale and interim scale as well as extend the item pool by adding field test items.</p> <p>New field test items will be continually introduced to the calibrated item pool by embedding items into operational tests. Fixed item parameter calibration will be used to place new items onto the scale. Items will be screened for year-to-year item parameter drift.</p> <p>3. Equating most commonly refers to the statistical and content equivalence of various test forms for nonadaptive tests; however, within the context of adaptive tests, item pools are the focus of equating. Under CAT, the equating process is based on IRT calibration procedures that ‘equate’ at the item level rather than the test level.</p> | |

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| Regulatory Requirement | Accomplishments in the Reporting Year (2021-22). | Explanation of Delays or Concerns, with a description of a plan to resolve the concern (if applicable). |
|--|--|--|
| <p>(5)(i) Provide for the participation of all students, including children with disabilities and English learners;</p> <p>(ii) Be accessible to all students by incorporating the principles of universal design for learning, to the extent practicable, consistent with 34 CFR 200.2(b)(2)(ii); and</p> <p>(iii) Provide appropriate accommodations consistent with 34 CFR 200.6(b) and (f)(1)(i) and section 1111(b)(2)(B)(vii) of the Act;</p> | <p>(5) (i) The state level participation rate of students for all students are provided in Appendix A.</p> | <p>At this time, GMAP program is currently on a temporary pause which may cause delay with the original plan on the 2022-23 school year.</p> |
| <p>(6) For purposes of the State accountability system consistent with section 1111(c)(4)(E) of the Act, annually measure in each participating school progress on the Academic Achievement indicator under section 1111(c)(4)(B) of the Act of at least 95 percent of all students, and 95 percent of students in each subgroup of students described in section 1111(c)(2) of the Act, who are required to take such assessments consistent with paragraph (b)(1)(ii) of this section;</p> | <p>(6) The state level participation rate of students for all students is provided in Appendix A.</p> <p>In general, grades 3-5 have an overall participation rate of 95% or higher, except for the subgroup “Disability”. This may be due to some of these students taking the alternate assessment instead of GMAP assessment. Grades 6-8 have an overall participation rate slightly below 95%. At the district or school level, the participation rate may vary. NWEA will communicate with GMAP districts to understand the potential reasons for participation rates below 95% and anticipate the rate will increase in future</p> | <p>At this time, GMAP program is currently on a temporary pause which may cause delay with the original plan on the 2022-23 school year.</p> |

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| Regulatory Requirement | Accomplishments in the Reporting Year (2021-22). | Explanation of Delays or Concerns, with a description of a plan to resolve the concern (if applicable). |
|--|---|--|
| | administrations. Attachment A will provide full information about the participation rate. | |
| <p>(7) Generate an annual summative determination of achievement, using the annual data from the innovative assessment, for each student in a participating school in the demonstration authority that describes--</p> <p>(i) The student’s mastery of the challenging State academic standards under section 1111(b)(1) of the Act for the grade in which the student is enrolled; or</p> <p>(ii) In the case of a student with the most significant cognitive disabilities assessed with an alternate assessment aligned with alternate academic achievement standards under section 1111(b)(1)(E) of the Act, the student’s mastery of those standards;</p> | <p>(7)</p> <p>(i) The spring 2021-22 school year is considered the field testing and is not reporting the summative scale score and achievement level. However, GMAP will be prepared to provide data in 2022-23 school year. The standard setting is not scheduled until summer 2023 and growth will not be available until the 2022-23 school year due to the spring 2021-22 being a field-testing administration.</p> <p>(ii) Students with the most significant cognitive disabilities are assessed via the Georgia Alternate Assessment.</p> | <p>At this time, GMAP program is currently on a temporary pause which may cause delay with the original plan on the 2022-23 school year.</p> |
| <p>(8) Provide disaggregated results by each subgroup of students described in 34 CFR 200.2(b)(11)(i)(A)-(I) and sections 1111(b)(2)(B)(xi) and 1111(h)(1)(C)(ii) of the Act, including timely data for teachers, principals and other school leaders, students, and parents consistent with 34 CFR 200.8 and section 1111(b)(2)(B)(x) and (xii) and section 1111(h) of the Act, and provide results</p> | <p>(8) The disaggregated results by each subgroup are not provided for the Spring 2022 administration. NWEA will consider them in future administrations.</p> | |

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| Regulatory Requirement | Accomplishments in the Reporting Year (2021-22). | Explanation of Delays or Concerns, with a description of a plan to resolve the concern (if applicable). |
|--|---|--|
| to parents in a manner consistent with paragraph (b)(4)(i) of this section and part 200.2(e); | | |
| <p>(9) Provide an unbiased, rational, and consistent determination of progress toward the State’s long-term goals for academic achievement under section 1111(c)(4)(A) of the Act for all students and each subgroup of students described in section 1111(c)(2) of the Act and a comparable measure of student performance on the Academic Achievement indicator under section 1111(c)(4)(B) of the Act for participating schools relative to non-participating schools so that the SEA may validly and reliably aggregate data from the system for purposes of meeting requirements for--</p> <p>(i) Accountability under sections 1003 and 1111(c) and (d) of the Act, including how the SEA will identify participating and non-participating schools in a consistent manner for comprehensive and targeted support and improvement under section 1111(c)(4)(D) of the Act; and</p> <p>(ii) Reporting on State and LEA report cards under NWEA section 1111(h) of the Act.</p> | <p>(9) (i) At this point in time, our comparability plan (in brief) is to provide evidence of blueprint alignment, content comparability, and statistical evidence using ‘benchmark standard setting’ (Phillips) between Milestones and GMAP. Furthermore, WestEd developed a document of comparability guidelines for the benefit of GMAP which NWEA will follow to complete the comparability plan.</p> | <p>At this time, GMAP program is currently on a temporary pause which may cause delay with the original plan on the 2022-23 school year.</p> |

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VI: Training on and Familiarization with the Innovative Assessment System

Describe training provided to teachers, principals and other school leaders, and other stakeholders during the reporting year (2021-22) to implement the innovative assessment system, including the standard administration of the innovative assessments.

| Requirement | Description of Training (be sure to describe the training provided for each activity listed in the left-hand column. You may attach artifacts of the training in lieu of providing a description). |
|--|--|
| <p><u>Training.</u> Evidence that the SEA or consortium provided training or instructions for standard administration of the innovative assessment system on each of the following activities:</p> <ol style="list-style-type: none"> 1. Standard procedures for administering the IADA assessments (e.g., manual, slides); 2. Administering IADA assessment supports and accommodations to students with disabilities; 3. Administering IADA assessment supports and accommodations to English learners; 4. Hand-scoring constructed responses or essays (e.g., results of exact, adjacent, and discrepant agreement; validity check results; number of read-behind flags); 5. Handling test irregularities during IADA assessment administrations (e.g., test security handbook, test security plan, reports of internal or independent monitoring procedures); 6. Conducting external reviewing of IADA items for potential bias (e.g., criteria for review, steps where potential bias is considered, review by external review committee); | <p>NWEA conducted 3 pre-administration training sessions and 3 administration training sessions in February and March of 2022.</p> <p><u>Pre-Administration Webinar</u> This training was beneficial for Technology Coordinators (the tech readiness and secure browser pieces will be prioritized at the beginning so that the technology staff did not have to complete the full training), System Test Coordinators (STC), Data Administrators, and anyone else who was involved in setting up testing for the district. Train the trainer model can also be implemented in future administrations. Topics will include:</p> <ul style="list-style-type: none"> • Overview of the field test • Technology Readiness • Secure Browser installation • Rostering • Test registrations • Prep for students <p>Event Dates: January 24, 2022 January 26, 2022 January 28, 2022</p> <p>One of the three webinars was recorded so some participants may have only participated through the recording.</p> <p><u>About the workshop</u></p> |

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| Requirement | Description of Training (be sure to describe the training provided for each activity listed in the left-hand column. You may attach artifacts of the training in lieu of providing a description). |
|--|---|
| <p>7. Reviewing IADA items for sensitivity and potential offensiveness (e.g., criteria for review, specifications and rules followed, list of reviewers and expertise);</p> <p>8. Protecting IADA-related personally identifiable information (PII).</p> | <p>This virtual workshop was offered to review the field test administration. This training was beneficial for System Test Coordinators (STC), proctors, teachers, and anyone else who was involved in actively administering the assessment. Topics included:</p> <ul style="list-style-type: none"> • Proctor/Student experiences • Test tickets • Test management during the window • Mobility • Test Monitoring • Operational reports • Test irregularities and security <p>GMAP Administration Webinar 1 02/21/2022 – 51 participants GMAP Administration Webinar 2 02/23/2022 - 120 participants GMAP Administration Webinar 3 03/01/2022 - 150 participants</p> <p>One of the three webinars was recorded so additional participants may have only participated through the recording.</p> <ol style="list-style-type: none"> 1. Manuals, Pre-Admin and Admin Training slide decks, file layouts (organizational, rostering and data files), and pre-admin checklists and user roles are provided with this report. Appendix D 2. The GMAP Admin Procedures and Universal Tools and Accommodation document is provided with this report. Appendix D 3. The GMAP Admin Procedures and Universal Tools and Accommodation document is provided with this report. Appendix D |

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| Requirement | Description of Training (be sure to describe the training provided for each activity listed in the left-hand column. You may attach artifacts of the training in lieu of providing a description). |
|-------------|---|
| | <ol style="list-style-type: none"> 4. NA - There was no hand-scoring as part of the NWEA Through-Year assessment. 5. Assessment Coordinator Guide, Appendix D 6. In June 2022, 57 education professionals participated in a Content and Bias Review. Content reviews provided an opportunity to engage the expertise of Georgia educators. After items were developed and underwent NWEA review processes, educators gathered to review items for content validity and any possible sources of bias and sensitivity issues. While Georgia educators had already provided input on item and content specifications via the CAB process, NWEA and the GMAP consortium believe that educator involvement in item reviews provides another opportunity to ensure that the material is appropriate, aligned to the Georgia standards, and conducive to valuable professional development for participants. 7. Stakeholders participating in these reviews received training at the beginning of each session delivered collaboratively by NWEA and the Georgia Center for Assessment. Participants received checklists to refer to during the reviews, and they learned to analyze items for qualities including (but not limited to): <ul style="list-style-type: none"> • Proper alignment and cognitive complexity • Clear and concise wording • Presence of a correct answer and scoring rules • Diversity of background and cultural representation • Avoidance of stereotypes • Avoidance of topics that may cause discomfort to test takers • Stimuli and item accessibility, and adherence to universal design • Adherence to specifications 8. NWEA utilizes a multi-faceted approach for capturing, maintaining, storing, and deleting state-owned data such as student data and response data, which includes, but is not limited to: |

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| Requirement | Description of Training (be sure to describe the training provided for each activity listed in the left-hand column. You may attach artifacts of the training in lieu of providing a description). |
|-------------|--|
| | <ul style="list-style-type: none"> • Assessment data is encrypted in transit and at rest using industry-standard cryptography. • Secure file transfer protocol (SFTP) and secure data pathways used to transmit restricted data. • Security requirements, policies and procedures governing the handling of restricted data with vendors are enforced. • Administration of assessments via a secure lockdown browser that limits the students' ability to use any other application/software/Internet on their computer until they formally exit the test. No Internet access, programs, or files. • Electronically capture certain student access and key activities during testing. <p>Access to the system is controlled by a comprehensive identity management, authentication, and authorization process, as well as by role-based access control. Upon written permission from State, the system will be customized to limit access to specific roles. Rights associated with roles can be further customized, so that NWEA is able to setup and control with great specificity who is able to access the items and tests, and what actions they are able to take upon accessing. The system also maintains a detailed history and versioning of all assets, providing a complete audit trail of any changes to assets or data.</p> |
| 1 | |

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For each of the training topics below, briefly describe all training opportunities that your State provided for teachers, principals, and other school leaders during the reporting year (2021-22). For each training opportunity, report the number of individuals eligible to participate and the number of individuals who actually participated.

A sample data template is provided below. If the data list is long, this may be submitted as an attachment.

| Training Topic | Brief Description of Training Opportunity, Including How Eligibility for the Training was Defined. (You may attach artifacts of the training in lieu of providing a description, such as training slides, sections, or an entire manual). | Number of Eligible Participants by Type (teachers, principals, other school leaders). | Number of Actual Participants by Type (teachers, principals, other school leaders). |
|---|---|---|---|
| <p>(1) Training to familiarize teachers or school staff with the innovative assessment system (e.g., training on goals of innovative assessment system design including alignment to State standards for student learning, highlights of the key differences between the new and existing assessment systems, format, timeline for administration, and reporting)</p> | <p>(1-3, 5, 8) To date, as it relates to the administration of the innovative assessment, several trainings were conducted to prepare districts for the Spring Field Test. Those training sessions included:</p> <p>NWEA conducted 3 pre-administration training sessions and 3 administration training sessions in February and March of 2022.</p> <p><u>Pre-Administration Webinar</u> This training was beneficial for Technology Coordinators (the tech readiness and secure browser pieces will be prioritized at the beginning so that the technology staff did not have to complete the full training), System Test Coordinators (STC), Data Administrators, and anyone else who was involved in setting up testing for the district. A Train the trainer model can also</p> | | |

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| Training Topic | Brief Description of Training Opportunity, Including How Eligibility for the Training was Defined. (You may attach artifacts of the training in lieu of providing a description, such as training slides, sections, or an entire manual). | Number of Eligible Participants by Type (teachers, principals, other school leaders). | Number of Actual Participants by Type (teachers, principals, other school leaders). |
|----------------|---|---|---|
| | <p>be implemented for future administrations. Topics included:</p> <ul style="list-style-type: none"> • Overview of the field test • Technology Readiness • Secure Browser installation • Rostering • Test registrations • Prep for students <p style="text-align: center;">About the workshop</p> <p>This virtual workshop was offered to review the field test administration. This training was beneficial for System Test Coordinators (STC), proctors, teachers, and anyone else who will be involved in actively administering the assessment. Topics included:</p> <ul style="list-style-type: none"> • Proctor/Student experiences • Test tickets • Test management during the window • Mobility | | |

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| Training Topic | Brief Description of Training Opportunity, Including How Eligibility for the Training was Defined. (You may attach artifacts of the training in lieu of providing a description, such as training slides, sections, or an entire manual). | Number of Eligible Participants by Type (teachers, principals, other school leaders). | Number of Actual Participants by Type (teachers, principals, other school leaders). |
|----------------|---|---|---|
| | <ul style="list-style-type: none"> • Test Monitoring • Operational reports • Test irregularities and security <p>1. Hand-scoring of operationally scored items is not applicable for the GMAP assessment system at present. However, In ELA, we will be providing formative performance writing tasks that initially will require teachers to create their own scores using a provided scoring rubric.</p> <p>(6- 7) During development, all writers were trained on bias and sensitivity and Universal Design principles in addition to training on GMAP specifications and their teaching/assessment experience. Each item was also reviewed for bias and sensitivity during content reviews prior to bringing the passages and items to committee. The GMAP Bias and Sensitivity Checklist is included in Appendices J, K, and L.</p> <p>In June, Content/Bias Review of passages and items was conducted by educators and district leaders, including members of the CAB. They reviewed items for both content accuracy and bias and sensitivity</p> | | |

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| Training Topic | Brief Description of Training Opportunity, Including How Eligibility for the Training was Defined. (You may attach artifacts of the training in lieu of providing a description, such as training slides, sections, or an entire manual). | Number of Eligible Participants by Type (teachers, principals, other school leaders). | Number of Actual Participants by Type (teachers, principals, other school leaders). |
|---|--|--|--|
| | <p>issues. Checklists were provided to aid committee members as they reviewed the items. The CAB reviewed and provided input into the item specifications during the September 2021 CAB meeting as well as in the 2021-2022 school year. These included Universal Design guidelines to help review bias and sensitivity issues. After administration, when data is collected on the items, items are reviewed for bias and sensitivity issues that may become apparent based on the statistical analysis of the items' data.</p> | | |
| <p>(2) Training on test security for the innovative assessment system (e.g., training on handling and distribution of innovative assessment materials, monitoring administration of innovative assessments)</p> | <p>The Assessment Coordinator Guide was addressed during the administration training that took place on February 21, February 23, and March 1. See Appendix D to view the Assessment Coordinator Guide.</p> | | |
| <p>(3) Training on providing accommodations for students with disabilities in the innovative assessment system (e.g., training on specific types of accommodations that can be</p> | <p>The GMAP Admin Procedures and Universal Tools and Accommodation document was addressed during the administration training that took place on February 21, February 23, and March 1. See Appendix D to view GMAP Admin</p> | | |

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| Training Topic | Brief Description of Training Opportunity, Including How Eligibility for the Training was Defined. (You may attach artifacts of the training in lieu of providing a description, such as training slides, sections, or an entire manual). | Number of Eligible Participants by Type (teachers, principals, other school leaders). | Number of Actual Participants by Type (teachers, principals, other school leaders). |
|--|--|--|--|
| made in the presentation, response, timing and/or setting of the innovative assessment to support participation of students with disabilities) | Procedures and Universal Tools and Accommodation document. | | |
| (4) Training on providing accommodations for English learner (EL) students in the innovative system (e.g., training on specific types of accommodations that can be made in the presentation, response, timing and/or setting of the innovative assessment to support participation of EL students) | The GMAP Admin Procedures and Universal Tools and Accommodation document was addressed during the administration training that took place on February 21, February 23, and March 1. See Appendix D to view GMAP Admin Procedures and Universal Tools and Accommodation document. | | |
| (5) Training on using innovative assessment data to inform instruction (e.g., training on analysis and interpretation of individual, subgroup, and/or class-level data for the purposes of identifying struggling students; checking student mastery; adapting instructional resources and/or pacing; differentiating instruction; | With the spring 2022 assessment being a Field Test administration, NWEA has not rolled out any training regarding assessment data and how it can inform instruction. | | |

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| Training Topic | Brief Description of Training Opportunity, Including How Eligibility for the Training was Defined. (You may attach artifacts of the training in lieu of providing a description, such as training slides, sections, or an entire manual). | Number of Eligible Participants by Type (teachers, principals, other school leaders). | Number of Actual Participants by Type (teachers, principals, other school leaders). |
|---|--|--|--|
| changing instructional strategies) | | | |
| (6) Training on using innovative assessments for accountability (e.g., training on analysis and interpretation of class and grade- level data for the purposes of informing curricular decisions and allocation of resources to support instruction at the school) | With the spring 2022 assessment being a Field Test administration, NWEA has not provided any training regarding innovative assessments for accountability. | | |
| (7) Training on using innovative assessments for accountability across student subgroups (e.g., training on analysis and interpretation of subgroup, class, and grade-level data for the purposes of identifying and addressing any gaps between student subgroups) | With the spring 2022 assessment being a Field Test administration, NWEA has not provided any training regarding innovative assessments for accountability across student groups. | | |

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Describe how the SEA or consortium familiarized students, parents, and LEA staff with the innovative assessment system during the reporting year (2021-22). Familiarization may include sharing a description of the new innovative assessment system, highlights of the key differences between the innovative and existing assessment systems, initial challenges associated with implementing the new system, and benefits of the innovative assessment system. Examples of familiarizing students and parents include materials that were sent to parents describing the innovative assessment system, agendas of meetings with parents and students to describe the innovative assessment system, and postings about the innovative assessment system on schools'/districts' websites. Examples of familiarizing LEA staff include materials from meetings to describe the innovative assessment system, agendas, and materials from trainings for staff on implementing the innovative assessment system.

The focus of this section is twofold: (a) information the State or consortium provided to students and parents to familiarize them with and acclimate them to the innovative assessment system and (b) support and training the State or consortium provided to LEA staff to familiarize and enable them to implement the innovative assessment system. Familiarizing students, parents, and LEA staff goes beyond the basic parental notification requirement in Section IX.

| SEA or Consortium Takes Action to Familiarize the Following Individuals with the Innovative Assessment System | Description of (a) the Process the State or Consortium used to Familiarize and Acclimate Students and Parents to the Innovative Assessment System and (b) the Support and Training the State or Consortium Provided to LEA Staff to Implement the Innovative Assessment System (be sure to describe the process for each group listed in the left-hand column. You may attach artifacts [e.g., letter to parents, practice IADA items, meeting or training agenda, training session manual/materials] of the actual process in lieu of providing a description). |
|--|---|
| (1) Familiarize and acclimate students and parents to the IADA assessment system | |
| (2) Support and train LEA and school staff to implement the IADA assessment system and administer the IADA assessments | |

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VII: Use of Innovative Assessment Data

Please describe how teachers, principals, and other school leaders are using the innovative assessment data during the reporting year (2021-22). You may attach artifacts in lieu of providing a description.

In particular:

To the extent the SEA has tracked teacher participation in activities that involve using innovative assessment data to inform instruction, report the percentage of participating teachers who have engaged in these activities. Examples of activities include using the data to identify struggling students, check student mastery, group students to deliver differentiated instruction, or change the pacing of lessons. Note that teachers may participate in activities using assessment data to inform instruction either individually or in teams.

To the extent the SEA has tracked principal and other school leader participation in activities that involve using innovative assessment data to improve accountability, report the percentage of participating principals and other school leaders who have engaged in these activities. Examples of activities include monitoring students' participation rates, evaluation of interim progress against long-term school improvement goals, root cause analysis, action planning, or identifying and addressing gaps between student subgroups.

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VIII: Changes in Consortium Governance or Membership (if applicable).

Describe any changes in the Consortium governance structure, roles and responsibilities, or membership, during the reporting year (2021-22), or any changes anticipated in the future.

There were 20 Ga districts that were part of the GMAP Consortium. Prior to the spring 2022 field test administration, two districts withdrew from the Consortium: Haralson and Ga Cyber Academy
18 Ga districts were still part of the GMAP Consortium at the time of spring testing.

IX: Parental Notification

Describe how the SEA or Consortium is ensuring that each participating LEA informs parents of all students in participating schools about the innovative assessment, including the grades and subjects in which the innovative assessment will be administered, and, consistent with section 1112(e)(2)(B) of the Act, **at the beginning of each school year** during which an innovative assessment will be implemented. Such information must be--

- (i) In an understandable and uniform format;
- (ii) To the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent; and
- (iii) Upon request by a parent who is an individual with a disability as defined by the Americans with Disabilities Act, provided in an alternative format accessible to that parent.

X: Assurances

If the innovative assessment system will initially be administered in a subset of LEAs or schools in a State, please attach an assurance from the SEA that affirms it has collected assurances from each participating LEA that the LEA will comply with all requirements of this section.

2022 IADA Annual Performance Report

XI: Budget

Please describe any changes to the budget that vary from the approved application budget.

FY2019–FY2023

| | |
|--|----------------------|
| Content Review, Item Development, Staffing & Workshops | \$ 3,525,000 |
| Program Management, Support, & Research Services | \$ 2,525,000 |
| Psychometrics and Data Analysis | \$ 1,967,500 |
| Hand Scoring | \$ 1,860,000 |
| Professional Learning | \$ 880,000 |
| Alignment Studies | \$ 375,000 |
| Standard Setting | \$ 125,000 |
| Total | \$ 11,257,500 |

In the 2020-21 school year GMAP received amended legislative funds in the amount of \$250,000. For the 2021/22 school year, GMAP did not receive any funds for the assessment.

2022 IADA Annual Performance Report

XII: Certification

To the best of my knowledge and belief, all data in this annual performance report are true and correct and the report fully discloses all known weaknesses concerning the accuracy, reliability, and completeness of the data.

Name of Authorized Representative:

Title:

Click here to enter text.

Click here to enter text.

Signature:

Date (*month/day/year*):

Click here to enter text.

Georgia MAP Assessment Partnership Appendices

GMAP

Appendix A

GMAP Participation - State/ELA

| SY | State | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-------|---------|-------|--------------------------------------|------------|---------------|--------------------|
| 2021-22 | GMAP | ELA | 3 | All Students | 11313 | 10911 | 96% |
| 2021-22 | GMAP | ELA | 3 | Disability | 1415 | 1195 | 84% |
| 2021-22 | GMAP | ELA | 3 | English Learners | 1842 | 1218 | 66% |
| 2021-22 | GMAP | ELA | 3 | Ethnicity: African American or Black | 4319 | 4043 | 94% |
| 2021-22 | GMAP | ELA | 3 | Ethnicity: Hispanic | 2620 | 2584 | 99% |
| 2021-22 | GMAP | ELA | 3 | Ethnicity: White | 3661 | 3611 | 99% |
| 2021-22 | GMAP | ELA | 3 | Gender: Female | | 5418 | |
| 2021-22 | GMAP | ELA | 3 | Gender: Male | | 5493 | |
| 2021-22 | GMAP | ELA | 4 | All Students | 11477 | 11050 | 96% |
| 2021-22 | GMAP | ELA | 4 | Disability | 1468 | 1310 | 89% |
| 2021-22 | GMAP | ELA | 4 | English Learners | 1670 | 1096 | 66% |
| 2021-22 | GMAP | ELA | 4 | Ethnicity: African American or Black | 4326 | 4078 | 94% |
| 2021-22 | GMAP | ELA | 4 | Ethnicity: Hispanic | 2574 | 2516 | 98% |
| 2021-22 | GMAP | ELA | 4 | Ethnicity: White | 3783 | 3720 | 98% |
| 2021-22 | GMAP | ELA | 4 | Gender: Female | | 5552 | |
| 2021-22 | GMAP | ELA | 4 | Gender: Male | | 5498 | |
| 2021-22 | GMAP | ELA | 5 | All Students | 11724 | 11208 | 96% |
| 2021-22 | GMAP | ELA | 5 | Disability | 1570 | 1436 | 91% |
| 2021-22 | GMAP | ELA | 5 | English Learners | 1428 | 904 | 63% |
| 2021-22 | GMAP | ELA | 5 | Ethnicity: African American or Black | 4507 | 4132 | 92% |
| 2021-22 | GMAP | ELA | 5 | Ethnicity: Hispanic | 2642 | 2609 | 99% |
| 2021-22 | GMAP | ELA | 5 | Ethnicity: White | 3795 | 3652 | 96% |
| 2021-22 | GMAP | ELA | 5 | Gender: Female | | 5566 | |
| 2021-22 | GMAP | ELA | 5 | Gender: Male | | 5642 | |
| 2021-22 | GMAP | ELA | 6 | All Students | 11832 | 10839 | 92% |
| 2021-22 | GMAP | ELA | 6 | Disability | 1596 | 1389 | 87% |
| 2021-22 | GMAP | ELA | 6 | English Learners | 1204 | 702 | 58% |
| 2021-22 | GMAP | ELA | 6 | Ethnicity: African American or Black | 4560 | 3932 | 86% |
| 2021-22 | GMAP | ELA | 6 | Ethnicity: Hispanic | 2752 | 2633 | 96% |
| 2021-22 | GMAP | ELA | 6 | Ethnicity: White | 3798 | 3619 | 95% |
| 2021-22 | GMAP | ELA | 6 | Gender: Female | | 5301 | |
| 2021-22 | GMAP | ELA | 6 | Gender: Male | | 5538 | |
| 2021-22 | GMAP | ELA | 7 | All Students | 12296 | 11082 | 90% |
| 2021-22 | GMAP | ELA | 7 | Disability | 1578 | 1339 | 85% |
| 2021-22 | GMAP | ELA | 7 | English Learners | 1101 | 622 | 56% |
| 2021-22 | GMAP | ELA | 7 | Ethnicity: African American or Black | 4735 | 4115 | 87% |
| 2021-22 | GMAP | ELA | 7 | Ethnicity: Hispanic | 2838 | 2682 | 95% |
| 2021-22 | GMAP | ELA | 7 | Ethnicity: White | 3987 | 3653 | 92% |
| 2021-22 | GMAP | ELA | 7 | Gender: Female | | 5588 | |
| 2021-22 | GMAP | ELA | 7 | Gender: Male | | 5494 | |
| 2021-22 | GMAP | ELA | 8 | All Students | 13043 | 11553 | 89% |
| 2021-22 | GMAP | ELA | 8 | Disability | 1630 | 1320 | 81% |
| 2021-22 | GMAP | ELA | 8 | English Learners | 881 | 564 | 64% |

GMAP Participation - State/ELA

| SY | State | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-------|---------|-------|--------------------------------------|------------|---------------|--------------------|
| 2021-22 | GMAP | ELA | 8 | Ethnicity: African American or Black | 4974 | 4208 | 85% |
| 2021-22 | GMAP | ELA | 8 | Ethnicity: Hispanic | 2912 | 2749 | 94% |
| 2021-22 | GMAP | ELA | 8 | Ethnicity: White | 4375 | 3932 | 90% |
| 2021-22 | GMAP | ELA | 8 | Gender: Female | | 5664 | |
| 2021-22 | GMAP | ELA | 8 | Gender: Male | | 5889 | |

GMAP Participation - District/ELA

| SY | District | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-----------------------|---------|-------|--------------------------------------|------------|---------------|--------------------|
| 2021-22 | BARROW COUNTY SCHOOLS | ELA | 3 | All Students | 1036 | 1021 | 99% |
| 2021-22 | BARROW COUNTY SCHOOLS | ELA | 3 | Disability | 172 | 150 | 87% |
| 2021-22 | BARROW COUNTY SCHOOLS | ELA | 3 | English Learners | 170 | 135 | 79% |
| 2021-22 | BARROW COUNTY SCHOOLS | ELA | 3 | Ethnicity: African American or Black | 169 | 161 | 95% |
| 2021-22 | BARROW COUNTY SCHOOLS | ELA | 3 | Ethnicity: Hispanic | 246 | 247 | 100% |
| 2021-22 | BARROW COUNTY SCHOOLS | ELA | 3 | Ethnicity: White | 530 | 512 | 97% |
| 2021-22 | BARROW COUNTY SCHOOLS | ELA | 3 | Gender: Female | | 530 | |
| 2021-22 | BARROW COUNTY SCHOOLS | ELA | 3 | Gender: Male | | 491 | |
| 2021-22 | BARROW COUNTY SCHOOLS | ELA | 4 | All Students | 1096 | 1088 | 99% |
| 2021-22 | BARROW COUNTY SCHOOLS | ELA | 4 | Disability | 167 | 159 | 95% |
| 2021-22 | BARROW COUNTY SCHOOLS | ELA | 4 | English Learners | 188 | 161 | 86% |
| 2021-22 | BARROW COUNTY SCHOOLS | ELA | 4 | Ethnicity: African American or Black | 145 | 138 | 95% |
| 2021-22 | BARROW COUNTY SCHOOLS | ELA | 4 | Ethnicity: Hispanic | 257 | 270 | 105% |
| 2021-22 | BARROW COUNTY SCHOOLS | ELA | 4 | Ethnicity: White | 567 | 552 | 97% |
| 2021-22 | BARROW COUNTY SCHOOLS | ELA | 4 | Gender: Female | | 536 | |
| 2021-22 | BARROW COUNTY SCHOOLS | ELA | 4 | Gender: Male | | 552 | |
| 2021-22 | BARROW COUNTY SCHOOLS | ELA | 5 | All Students | 1048 | 1032 | 98% |
| 2021-22 | BARROW COUNTY SCHOOLS | ELA | 5 | Disability | 156 | 163 | 104% |
| 2021-22 | BARROW COUNTY SCHOOLS | ELA | 5 | English Learners | 145 | 122 | 84% |
| 2021-22 | BARROW COUNTY SCHOOLS | ELA | 5 | Ethnicity: African American or Black | 146 | 137 | 94% |
| 2021-22 | BARROW COUNTY SCHOOLS | ELA | 5 | Ethnicity: Hispanic | 240 | 248 | 103% |
| 2021-22 | BARROW COUNTY SCHOOLS | ELA | 5 | Ethnicity: White | 538 | 526 | 98% |
| 2021-22 | BARROW COUNTY SCHOOLS | ELA | 5 | Gender: Female | | 536 | |
| 2021-22 | BARROW COUNTY SCHOOLS | ELA | 5 | Gender: Male | | 496 | |
| 2021-22 | BARROW COUNTY SCHOOLS | ELA | 6 | All Students | 1028 | 1004 | 98% |
| 2021-22 | BARROW COUNTY SCHOOLS | ELA | 6 | Disability | 158 | 150 | 95% |
| 2021-22 | BARROW COUNTY SCHOOLS | ELA | 6 | English Learners | 101 | 53 | 52% |
| 2021-22 | BARROW COUNTY SCHOOLS | ELA | 6 | Ethnicity: African American or Black | 164 | 155 | 95% |
| 2021-22 | BARROW COUNTY SCHOOLS | ELA | 6 | Ethnicity: Hispanic | 260 | 268 | 103% |
| 2021-22 | BARROW COUNTY SCHOOLS | ELA | 6 | Ethnicity: White | 488 | 472 | 97% |
| 2021-22 | BARROW COUNTY SCHOOLS | ELA | 6 | Gender: Female | | 485 | |

GMAP Participation - District/ELA

| SY | District | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-----------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | BARROW COUNTY SCHOOLS | ELA | 6 | Gender: Male | | 519 | |
| 2021-22 | BARROW COUNTY SCHOOLS | ELA | 7 | All Students | 1152 | 1120 | 97% |
| 2021-22 | BARROW COUNTY SCHOOLS | ELA | 7 | Disability | 175 | 163 | 93% |
| 2021-22 | BARROW COUNTY SCHOOLS | ELA | 7 | English Learners | 109 | 34 | 31% |
| 2021-22 | BARROW COUNTY SCHOOLS | ELA | 7 | Ethnicity: African American or Black | 168 | 161 | 96% |
| 2021-22 | BARROW COUNTY SCHOOLS | ELA | 7 | Ethnicity: Hispanic | 291 | 302 | 104% |
| 2021-22 | BARROW COUNTY SCHOOLS | ELA | 7 | Ethnicity: White | 578 | 547 | 95% |
| 2021-22 | BARROW COUNTY SCHOOLS | ELA | 7 | Gender: Female | | 555 | |
| 2021-22 | BARROW COUNTY SCHOOLS | ELA | 7 | Gender: Male | | 565 | |
| 2021-22 | BARROW COUNTY SCHOOLS | ELA | 8 | All Students | 1122 | 1103 | 98% |
| 2021-22 | BARROW COUNTY SCHOOLS | ELA | 8 | Disability | 165 | 157 | 95% |
| 2021-22 | BARROW COUNTY SCHOOLS | ELA | 8 | English Learners | 77 | 34 | 44% |
| 2021-22 | BARROW COUNTY SCHOOLS | ELA | 8 | Ethnicity: African American or Black | 177 | 171 | 97% |
| 2021-22 | BARROW COUNTY SCHOOLS | ELA | 8 | Ethnicity: Hispanic | 238 | 244 | 103% |
| 2021-22 | BARROW COUNTY SCHOOLS | ELA | 8 | Ethnicity: White | 588 | 574 | 98% |
| 2021-22 | BARROW COUNTY SCHOOLS | ELA | 8 | Gender: Female | | 532 | |
| 2021-22 | BARROW COUNTY SCHOOLS | ELA | 8 | Gender: Male | | 571 | |
| 2021-22 | CALHOUN CITY | ELA | 3 | All Students | 316 | 297 | 94% |
| 2021-22 | CALHOUN CITY | ELA | 3 | Disability | 53 | 39 | 74% |
| 2021-22 | CALHOUN CITY | ELA | 3 | English Learners | 74 | 74 | 100% |
| 2021-22 | CALHOUN CITY | ELA | 3 | Ethnicity: African American or Black | 23 | 21 | 91% |
| 2021-22 | CALHOUN CITY | ELA | 3 | Ethnicity: Hispanic | 116 | 108 | 93% |
| 2021-22 | CALHOUN CITY | ELA | 3 | Ethnicity: White | 148 | 141 | 95% |
| 2021-22 | CALHOUN CITY | ELA | 3 | Gender: Female | | 152 | |
| 2021-22 | CALHOUN CITY | ELA | 3 | Gender: Male | | 145 | |
| 2021-22 | CALHOUN CITY | ELA | 4 | All Students | 288 | 263 | 91% |
| 2021-22 | CALHOUN CITY | ELA | 4 | Disability | 28 | 19 | 68% |
| 2021-22 | CALHOUN CITY | ELA | 4 | English Learners | 32 | | 0% |
| 2021-22 | CALHOUN CITY | ELA | 4 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | CALHOUN CITY | ELA | 4 | Ethnicity: Hispanic | 96 | 89 | 93% |
| 2021-22 | CALHOUN CITY | ELA | 4 | Ethnicity: White | 163 | 146 | 90% |

GMAP Participation - District/ELA

| SY | District | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|--------------|---------|-------|--------------------------------------|------------|---------------|--------------------|
| 2021-22 | CALHOUN CITY | ELA | 4 | Gender: Female | | 140 | |
| 2021-22 | CALHOUN CITY | ELA | 4 | Gender: Male | | 123 | |
| 2021-22 | CALHOUN CITY | ELA | 5 | All Students | 282 | 262 | 93% |
| 2021-22 | CALHOUN CITY | ELA | 5 | Disability | 36 | 26 | 72% |
| 2021-22 | CALHOUN CITY | ELA | 5 | English Learners | 34 | Recacted <15 | |
| 2021-22 | CALHOUN CITY | ELA | 5 | Ethnicity: African American or Black | 20 | 18 | 90% |
| 2021-22 | CALHOUN CITY | ELA | 5 | Ethnicity: Hispanic | 106 | 101 | 95% |
| 2021-22 | CALHOUN CITY | ELA | 5 | Ethnicity: White | 131 | 120 | 92% |
| 2021-22 | CALHOUN CITY | ELA | 5 | Gender: Female | | 130 | |
| 2021-22 | CALHOUN CITY | ELA | 5 | Gender: Male | | 132 | |
| 2021-22 | CALHOUN CITY | ELA | 6 | All Students | 316 | 265 | 84% |
| 2021-22 | CALHOUN CITY | ELA | 6 | Disability | 32 | 24 | 75% |
| 2021-22 | CALHOUN CITY | ELA | 6 | English Learners | 48 | Recacted <15 | |
| 2021-22 | CALHOUN CITY | ELA | 6 | Ethnicity: African American or Black | 20 | 17 | 85% |
| 2021-22 | CALHOUN CITY | ELA | 6 | Ethnicity: Hispanic | 115 | 99 | 86% |
| 2021-22 | CALHOUN CITY | ELA | 6 | Ethnicity: White | 157 | 130 | 83% |
| 2021-22 | CALHOUN CITY | ELA | 6 | Gender: Female | | 128 | |
| 2021-22 | CALHOUN CITY | ELA | 6 | Gender: Male | | 137 | |
| 2021-22 | CALHOUN CITY | ELA | 7 | All Students | 417 | 257 | 62% |
| 2021-22 | CALHOUN CITY | ELA | 7 | Disability | 42 | 35 | 83% |
| 2021-22 | CALHOUN CITY | ELA | 7 | English Learners | 35 | | 0% |
| 2021-22 | CALHOUN CITY | ELA | 7 | Ethnicity: African American or Black | 22 | 19 | 86% |
| 2021-22 | CALHOUN CITY | ELA | 7 | Ethnicity: Hispanic | 98 | 90 | 92% |
| 2021-22 | CALHOUN CITY | ELA | 7 | Ethnicity: White | 267 | 133 | 50% |
| 2021-22 | CALHOUN CITY | ELA | 7 | Gender: Female | | 138 | |
| 2021-22 | CALHOUN CITY | ELA | 7 | Gender: Male | | 119 | |
| 2021-22 | CALHOUN CITY | ELA | 8 | All Students | 643 | 319 | 50% |
| 2021-22 | CALHOUN CITY | ELA | 8 | Disability | 32 | 29 | 91% |
| 2021-22 | CALHOUN CITY | ELA | 8 | English Learners | 47 | | 0% |
| 2021-22 | CALHOUN CITY | ELA | 8 | Ethnicity: African American or Black | 23 | 23 | 100% |
| 2021-22 | CALHOUN CITY | ELA | 8 | Ethnicity: Hispanic | 129 | 122 | 95% |

GMAP Participation - District/ELA

| SY | District | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|------------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | CALHOUN CITY | ELA | 8 | Ethnicity: White | 423 | 155 | 37% |
| 2021-22 | CALHOUN CITY | ELA | 8 | Gender: Female | | 146 | |
| 2021-22 | CALHOUN CITY | ELA | 8 | Gender: Male | | 173 | |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | ELA | 3 | All Students | 35 | 30 | 86% |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | ELA | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | ELA | 3 | English Learners | 0 | | |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | ELA | 3 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | ELA | 3 | Ethnicity: Hispanic | 0 | Recacted <15 | |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | ELA | 3 | Ethnicity: White | 19 | 17 | 89% |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | ELA | 3 | Gender: Female | | Recacted <15 | |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | ELA | 3 | Gender: Male | | 17 | |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | ELA | 4 | All Students | 41 | 38 | 93% |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | ELA | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | ELA | 4 | English Learners | 0 | | |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | ELA | 4 | Ethnicity: African American or Black | 21 | 19 | 90% |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | ELA | 4 | Ethnicity: Hispanic | 0 | | |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | ELA | 4 | Ethnicity: White | 18 | 16 | 89% |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | ELA | 4 | Gender: Female | | 17 | |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | ELA | 4 | Gender: Male | | 21 | |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | ELA | 5 | All Students | 43 | 35 | 81% |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | ELA | 5 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | ELA | 5 | English Learners | 0 | | |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | ELA | 5 | Ethnicity: African American or Black | 17 | 15 | 88% |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | ELA | 5 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | ELA | 5 | Ethnicity: White | 23 | 19 | 83% |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | ELA | 5 | Gender: Female | | 20 | |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | ELA | 5 | Gender: Male | | 15 | |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | ELA | 6 | All Students | 60 | 57 | 95% |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | ELA | 6 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | ELA | 6 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | ELA | 6 | Ethnicity: African American or Black | 16 | Recacted <15 | |

GMAP Participation - District/ELA

| SY | District | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|----------------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | ELA | 6 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | ELA | 6 | Ethnicity: White | 48 | 34 | 71% |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | ELA | 6 | Gender: Female | | 31 | |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | ELA | 6 | Gender: Male | | 26 | |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | ELA | 7 | All Students | 67 | 54 | 81% |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | ELA | 7 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | ELA | 7 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | ELA | 7 | Ethnicity: African American or Black | 20 | 16 | 80% |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | ELA | 7 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | ELA | 7 | Ethnicity: White | 33 | 27 | 82% |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | ELA | 7 | Gender: Female | | 27 | |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | ELA | 7 | Gender: Male | | 27 | |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | ELA | 8 | All Students | 62 | 62 | 100% |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | ELA | 8 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | ELA | 8 | English Learners | 0 | | |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | ELA | 8 | Ethnicity: African American or Black | 27 | 23 | 85% |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | ELA | 8 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | ELA | 8 | Ethnicity: White | 29 | 26 | 90% |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | ELA | 8 | Gender: Female | | 34 | |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | ELA | 8 | Gender: Male | | 28 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | ELA | 3 | All Students | 169 | 162 | 96% |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | ELA | 3 | Disability | 25 | 21 | 84% |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | ELA | 3 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | ELA | 3 | Ethnicity: African American or Black | 16 | 15 | 94% |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | ELA | 3 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | ELA | 3 | Ethnicity: White | 122 | 116 | 95% |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | ELA | 3 | Gender: Female | | 81 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | ELA | 3 | Gender: Male | | 81 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | ELA | 4 | All Students | 188 | 176 | 94% |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | ELA | 4 | Disability | 28 | 22 | 79% |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | ELA | 4 | English Learners | Recacted <15 | Recacted <15 | |

GMAP Participation - District/ELA

| SY | District | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|----------------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | ELA | 4 | Ethnicity: African American or Black | 19 | 18 | 95% |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | ELA | 4 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | ELA | 4 | Ethnicity: White | 142 | 132 | 93% |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | ELA | 4 | Gender: Female | | 94 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | ELA | 4 | Gender: Male | | 82 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | ELA | 5 | All Students | 173 | 164 | 95% |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | ELA | 5 | Disability | 29 | 21 | 72% |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | ELA | 5 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | ELA | 5 | Ethnicity: African American or Black | 16 | 15 | 94% |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | ELA | 5 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | ELA | 5 | Ethnicity: White | 130 | 123 | 95% |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | ELA | 5 | Gender: Female | | 78 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | ELA | 5 | Gender: Male | | 86 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | ELA | 6 | All Students | 191 | 167 | 87% |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | ELA | 6 | Disability | 35 | 26 | 74% |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | ELA | 6 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | ELA | 6 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | ELA | 6 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | ELA | 6 | Ethnicity: White | 149 | 131 | 88% |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | ELA | 6 | Gender: Female | | 78 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | ELA | 6 | Gender: Male | | 89 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | ELA | 7 | All Students | 205 | 177 | 86% |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | ELA | 7 | Disability | 35 | 27 | 77% |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | ELA | 7 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | ELA | 7 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | ELA | 7 | Ethnicity: Hispanic | 15 | Recacted <15 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | ELA | 7 | Ethnicity: White | 167 | 147 | 88% |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | ELA | 7 | Gender: Female | | 94 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | ELA | 7 | Gender: Male | | 83 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | ELA | 8 | All Students | 226 | 191 | 85% |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | ELA | 8 | Disability | 45 | 28 | 62% |

GMAP Participation - District/ELA

| SY | District | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|----------------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | ELA | 8 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | ELA | 8 | Ethnicity: African American or Black | 18 | Recacted <15 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | ELA | 8 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | ELA | 8 | Ethnicity: White | 183 | 155 | 85% |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | ELA | 8 | Gender: Female | | 92 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | ELA | 8 | Gender: Male | | 99 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ELA | 3 | All Students | 3813 | 3498 | 92% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ELA | 3 | Disability | 290 | 231 | 80% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ELA | 3 | English Learners | 735 | 433 | 59% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ELA | 3 | Ethnicity: African American or Black | 2603 | 2354 | 90% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ELA | 3 | Ethnicity: Hispanic | 909 | 874 | 96% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ELA | 3 | Ethnicity: White | 52 | 52 | 100% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ELA | 3 | Gender: Female | | 1733 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ELA | 3 | Gender: Male | | 1765 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ELA | 4 | All Students | 3799 | 3483 | 92% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ELA | 4 | Disability | 322 | 292 | 91% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ELA | 4 | English Learners | 665 | 383 | 58% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ELA | 4 | Ethnicity: African American or Black | 2610 | 2379 | 91% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ELA | 4 | Ethnicity: Hispanic | 876 | 819 | 93% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ELA | 4 | Ethnicity: White | 50 | 48 | 96% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ELA | 4 | Gender: Female | | 1770 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ELA | 4 | Gender: Male | | 1713 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ELA | 5 | All Students | 3929 | 3567 | 91% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ELA | 5 | Disability | 395 | 337 | 85% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ELA | 5 | English Learners | 627 | 311 | 50% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ELA | 5 | Ethnicity: African American or Black | 2679 | 2407 | 90% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ELA | 5 | Ethnicity: Hispanic | 929 | 885 | 95% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ELA | 5 | Ethnicity: White | 64 | 57 | 89% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ELA | 5 | Gender: Female | | 1782 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ELA | 5 | Gender: Male | | 1785 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ELA | 6 | All Students | 3946 | 3214 | 81% |

GMAP Participation - District/ELA

| SY | District | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-------------------------------|---------|-------|--------------------------------------|------------|---------------|--------------------|
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ELA | 6 | Disability | 466 | 365 | 78% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ELA | 6 | English Learners | 518 | 262 | 51% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ELA | 6 | Ethnicity: African American or Black | 2697 | 2134 | 79% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ELA | 6 | Ethnicity: Hispanic | 956 | 850 | 89% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ELA | 6 | Ethnicity: White | 57 | 40 | 70% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ELA | 6 | Gender: Female | | 1586 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ELA | 6 | Gender: Male | | 1628 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ELA | 7 | All Students | 4043 | 3370 | 83% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ELA | 7 | Disability | 452 | 350 | 77% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ELA | 7 | English Learners | 412 | 208 | 50% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ELA | 7 | Ethnicity: African American or Black | 2760 | 2252 | 82% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ELA | 7 | Ethnicity: Hispanic | 980 | 877 | 89% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ELA | 7 | Ethnicity: White | 54 | 44 | 81% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ELA | 7 | Gender: Female | | 1708 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ELA | 7 | Gender: Male | | 1662 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ELA | 8 | All Students | 4299 | 3444 | 80% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ELA | 8 | Disability | 475 | 363 | 76% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ELA | 8 | English Learners | 327 | 208 | 64% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ELA | 8 | Ethnicity: African American or Black | 2903 | 2270 | 78% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ELA | 8 | Ethnicity: Hispanic | 1056 | 914 | 87% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ELA | 8 | Ethnicity: White | 69 | 51 | 74% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ELA | 8 | Gender: Female | | 1691 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ELA | 8 | Gender: Male | | 1753 | |
| 2021-22 | COLQUITT COUNTY | ELA | 3 | All Students | 597 | 612 | 103% |
| 2021-22 | COLQUITT COUNTY | ELA | 3 | Disability | 59 | 51 | 86% |
| 2021-22 | COLQUITT COUNTY | ELA | 3 | English Learners | 163 | 148 | 91% |
| 2021-22 | COLQUITT COUNTY | ELA | 3 | Ethnicity: African American or Black | 173 | 144 | 83% |
| 2021-22 | COLQUITT COUNTY | ELA | 3 | Ethnicity: Hispanic | 198 | 202 | 102% |
| 2021-22 | COLQUITT COUNTY | ELA | 3 | Ethnicity: White | 331 | 237 | 72% |
| 2021-22 | COLQUITT COUNTY | ELA | 3 | Gender: Female | | 302 | |
| 2021-22 | COLQUITT COUNTY | ELA | 3 | Gender: Male | | 310 | |

GMAP Participation - District/ELA

| SY | District | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-----------------|---------|-------|--------------------------------------|------------|---------------|--------------------|
| 2021-22 | COLQUITT COUNTY | ELA | 4 | All Students | 621 | 630 | 101% |
| 2021-22 | COLQUITT COUNTY | ELA | 4 | Disability | 95 | 78 | 82% |
| 2021-22 | COLQUITT COUNTY | ELA | 4 | English Learners | 176 | 157 | 89% |
| 2021-22 | COLQUITT COUNTY | ELA | 4 | Ethnicity: African American or Black | 194 | 152 | 78% |
| 2021-22 | COLQUITT COUNTY | ELA | 4 | Ethnicity: Hispanic | 207 | 205 | 99% |
| 2021-22 | COLQUITT COUNTY | ELA | 4 | Ethnicity: White | 327 | 236 | 72% |
| 2021-22 | COLQUITT COUNTY | ELA | 4 | Gender: Female | | 293 | |
| 2021-22 | COLQUITT COUNTY | ELA | 4 | Gender: Male | | 337 | |
| 2021-22 | COLQUITT COUNTY | ELA | 5 | All Students | 661 | 682 | 103% |
| 2021-22 | COLQUITT COUNTY | ELA | 5 | Disability | 113 | 100 | 88% |
| 2021-22 | COLQUITT COUNTY | ELA | 5 | English Learners | 145 | 130 | 90% |
| 2021-22 | COLQUITT COUNTY | ELA | 5 | Ethnicity: African American or Black | 229 | 184 | 80% |
| 2021-22 | COLQUITT COUNTY | ELA | 5 | Ethnicity: Hispanic | 199 | 207 | 104% |
| 2021-22 | COLQUITT COUNTY | ELA | 5 | Ethnicity: White | 331 | 251 | 76% |
| 2021-22 | COLQUITT COUNTY | ELA | 5 | Gender: Female | | 342 | |
| 2021-22 | COLQUITT COUNTY | ELA | 5 | Gender: Male | | 340 | |
| 2021-22 | COLQUITT COUNTY | ELA | 6 | All Students | 691 | 671 | 97% |
| 2021-22 | COLQUITT COUNTY | ELA | 6 | Disability | 101 | 89 | 88% |
| 2021-22 | COLQUITT COUNTY | ELA | 6 | English Learners | 133 | 113 | 85% |
| 2021-22 | COLQUITT COUNTY | ELA | 6 | Ethnicity: African American or Black | 210 | 177 | 84% |
| 2021-22 | COLQUITT COUNTY | ELA | 6 | Ethnicity: Hispanic | 235 | 231 | 98% |
| 2021-22 | COLQUITT COUNTY | ELA | 6 | Ethnicity: White | 360 | 232 | 64% |
| 2021-22 | COLQUITT COUNTY | ELA | 6 | Gender: Female | | 329 | |
| 2021-22 | COLQUITT COUNTY | ELA | 6 | Gender: Male | | 342 | |
| 2021-22 | COLQUITT COUNTY | ELA | 7 | All Students | 722 | 675 | 93% |
| 2021-22 | COLQUITT COUNTY | ELA | 7 | Disability | 105 | 83 | 79% |
| 2021-22 | COLQUITT COUNTY | ELA | 7 | English Learners | 110 | 88 | 80% |
| 2021-22 | COLQUITT COUNTY | ELA | 7 | Ethnicity: African American or Black | 223 | 187 | 84% |
| 2021-22 | COLQUITT COUNTY | ELA | 7 | Ethnicity: Hispanic | 215 | 209 | 97% |
| 2021-22 | COLQUITT COUNTY | ELA | 7 | Ethnicity: White | 384 | 256 | 67% |
| 2021-22 | COLQUITT COUNTY | ELA | 7 | Gender: Female | | 325 | |

GMAP Participation - District/ELA

| SY | District | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-----------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | COLQUITT COUNTY | ELA | 7 | Gender: Male | | 350 | |
| 2021-22 | COLQUITT COUNTY | ELA | 8 | All Students | 699 | 650 | 93% |
| 2021-22 | COLQUITT COUNTY | ELA | 8 | Disability | 100 | 81 | 81% |
| 2021-22 | COLQUITT COUNTY | ELA | 8 | English Learners | 94 | 71 | 76% |
| 2021-22 | COLQUITT COUNTY | ELA | 8 | Ethnicity: African American or Black | 213 | 170 | 80% |
| 2021-22 | COLQUITT COUNTY | ELA | 8 | Ethnicity: Hispanic | 203 | 199 | 98% |
| 2021-22 | COLQUITT COUNTY | ELA | 8 | Ethnicity: White | 366 | 256 | 70% |
| 2021-22 | COLQUITT COUNTY | ELA | 8 | Gender: Female | | 302 | |
| 2021-22 | COLQUITT COUNTY | ELA | 8 | Gender: Male | | 348 | |
| 2021-22 | Clayton | ELA | 6 | All Students | 36 | | 0% |
| 2021-22 | Clayton | ELA | 6 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | Clayton | ELA | 6 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | Clayton | ELA | 6 | Ethnicity: African American or Black | 31 | | 0% |
| 2021-22 | Clayton | ELA | 6 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | Clayton | ELA | 6 | Ethnicity: White | 0 | | |
| 2021-22 | Clayton | ELA | 7 | All Students | 42 | | 0% |
| 2021-22 | Clayton | ELA | 7 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | Clayton | ELA | 7 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | Clayton | ELA | 7 | Ethnicity: African American or Black | 31 | | 0% |
| 2021-22 | Clayton | ELA | 7 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | Clayton | ELA | 7 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | Clayton | ELA | 8 | All Students | 41 | | 0% |
| 2021-22 | Clayton | ELA | 8 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | Clayton | ELA | 8 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | Clayton | ELA | 8 | Ethnicity: African American or Black | 38 | | 0% |
| 2021-22 | Clayton | ELA | 8 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | Clayton | ELA | 8 | Ethnicity: White | 0 | | |
| 2021-22 | Colquitt County | ELA | 3 | All Students | 32 | | 0% |
| 2021-22 | Colquitt County | ELA | 3 | Disability | 0 | | |
| 2021-22 | Colquitt County | ELA | 3 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | Colquitt County | ELA | 3 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |

GMAP Participation - District/ELA

| SY | District | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-----------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | Colquitt County | ELA | 3 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | Colquitt County | ELA | 3 | Ethnicity: White | 23 | | 0% |
| 2021-22 | Colquitt County | ELA | 4 | All Students | 36 | | 0% |
| 2021-22 | Colquitt County | ELA | 4 | Disability | 0 | | |
| 2021-22 | Colquitt County | ELA | 4 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | Colquitt County | ELA | 4 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | Colquitt County | ELA | 4 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | Colquitt County | ELA | 4 | Ethnicity: White | 24 | | 0% |
| 2021-22 | Colquitt County | ELA | 5 | All Students | 45 | | 0% |
| 2021-22 | Colquitt County | ELA | 5 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | Colquitt County | ELA | 5 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | Colquitt County | ELA | 5 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | Colquitt County | ELA | 5 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | Colquitt County | ELA | 5 | Ethnicity: White | 34 | | 0% |
| 2021-22 | DALTON PUBLIC SCHOOLS | ELA | 3 | All Students | 520 | 516 | 99% |
| 2021-22 | DALTON PUBLIC SCHOOLS | ELA | 3 | Disability | 88 | 72 | 82% |
| 2021-22 | DALTON PUBLIC SCHOOLS | ELA | 3 | English Learners | 223 | 128 | 57% |
| 2021-22 | DALTON PUBLIC SCHOOLS | ELA | 3 | Ethnicity: African American or Black | 21 | 21 | 100% |
| 2021-22 | DALTON PUBLIC SCHOOLS | ELA | 3 | Ethnicity: Hispanic | 362 | 359 | 99% |
| 2021-22 | DALTON PUBLIC SCHOOLS | ELA | 3 | Ethnicity: White | 110 | 109 | 99% |
| 2021-22 | DALTON PUBLIC SCHOOLS | ELA | 3 | Gender: Female | | 262 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | ELA | 3 | Gender: Male | | 254 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | ELA | 4 | All Students | 545 | 534 | 98% |
| 2021-22 | DALTON PUBLIC SCHOOLS | ELA | 4 | Disability | 102 | 90 | 88% |
| 2021-22 | DALTON PUBLIC SCHOOLS | ELA | 4 | English Learners | 179 | 117 | 65% |
| 2021-22 | DALTON PUBLIC SCHOOLS | ELA | 4 | Ethnicity: African American or Black | 25 | 24 | 96% |
| 2021-22 | DALTON PUBLIC SCHOOLS | ELA | 4 | Ethnicity: Hispanic | 384 | 381 | 99% |
| 2021-22 | DALTON PUBLIC SCHOOLS | ELA | 4 | Ethnicity: White | 103 | 95 | 92% |
| 2021-22 | DALTON PUBLIC SCHOOLS | ELA | 4 | Gender: Female | | 279 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | ELA | 4 | Gender: Male | | 255 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | ELA | 5 | All Students | 512 | 510 | 100% |

GMAP Participation - District/ELA

| SY | District | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-----------------------|---------|-------|--------------------------------------|------------|---------------|--------------------|
| 2021-22 | DALTON PUBLIC SCHOOLS | ELA | 5 | Disability | 98 | 90 | 92% |
| 2021-22 | DALTON PUBLIC SCHOOLS | ELA | 5 | English Learners | 131 | 87 | 66% |
| 2021-22 | DALTON PUBLIC SCHOOLS | ELA | 5 | Ethnicity: African American or Black | 26 | 26 | 100% |
| 2021-22 | DALTON PUBLIC SCHOOLS | ELA | 5 | Ethnicity: Hispanic | 347 | 343 | 99% |
| 2021-22 | DALTON PUBLIC SCHOOLS | ELA | 5 | Ethnicity: White | 109 | 110 | 101% |
| 2021-22 | DALTON PUBLIC SCHOOLS | ELA | 5 | Gender: Female | | 252 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | ELA | 5 | Gender: Male | | 258 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | ELA | 6 | All Students | 578 | 565 | 98% |
| 2021-22 | DALTON PUBLIC SCHOOLS | ELA | 6 | Disability | 96 | 81 | 84% |
| 2021-22 | DALTON PUBLIC SCHOOLS | ELA | 6 | English Learners | 110 | 64 | 58% |
| 2021-22 | DALTON PUBLIC SCHOOLS | ELA | 6 | Ethnicity: African American or Black | 35 | 35 | 100% |
| 2021-22 | DALTON PUBLIC SCHOOLS | ELA | 6 | Ethnicity: Hispanic | 416 | 408 | 98% |
| 2021-22 | DALTON PUBLIC SCHOOLS | ELA | 6 | Ethnicity: White | 99 | 94 | 95% |
| 2021-22 | DALTON PUBLIC SCHOOLS | ELA | 6 | Gender: Female | | 259 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | ELA | 6 | Gender: Male | | 306 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | ELA | 7 | All Students | 559 | 546 | 98% |
| 2021-22 | DALTON PUBLIC SCHOOLS | ELA | 7 | Disability | 88 | 73 | 83% |
| 2021-22 | DALTON PUBLIC SCHOOLS | ELA | 7 | English Learners | 110 | 71 | 65% |
| 2021-22 | DALTON PUBLIC SCHOOLS | ELA | 7 | Ethnicity: African American or Black | 20 | 20 | 100% |
| 2021-22 | DALTON PUBLIC SCHOOLS | ELA | 7 | Ethnicity: Hispanic | 395 | 386 | 98% |
| 2021-22 | DALTON PUBLIC SCHOOLS | ELA | 7 | Ethnicity: White | 114 | 112 | 98% |
| 2021-22 | DALTON PUBLIC SCHOOLS | ELA | 7 | Gender: Female | | 290 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | ELA | 7 | Gender: Male | | 256 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | ELA | 8 | All Students | 630 | 623 | 99% |
| 2021-22 | DALTON PUBLIC SCHOOLS | ELA | 8 | Disability | 83 | 77 | 93% |
| 2021-22 | DALTON PUBLIC SCHOOLS | ELA | 8 | English Learners | 122 | 82 | 67% |
| 2021-22 | DALTON PUBLIC SCHOOLS | ELA | 8 | Ethnicity: African American or Black | 23 | 23 | 100% |
| 2021-22 | DALTON PUBLIC SCHOOLS | ELA | 8 | Ethnicity: Hispanic | 445 | 440 | 99% |
| 2021-22 | DALTON PUBLIC SCHOOLS | ELA | 8 | Ethnicity: White | 128 | 126 | 98% |
| 2021-22 | DALTON PUBLIC SCHOOLS | ELA | 8 | Gender: Female | | 294 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | ELA | 8 | Gender: Male | | 329 | |

GMAP Participation - District/ELA

| SY | District | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-------------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELA | 3 | All Students | 208 | 208 | 100% |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELA | 3 | Disability | 35 | 35 | 100% |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELA | 3 | English Learners | 15 | 15 | 100% |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELA | 3 | Ethnicity: African American or Black | 80 | 80 | 100% |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELA | 3 | Ethnicity: Hispanic | 18 | 19 | 106% |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELA | 3 | Ethnicity: White | 97 | 97 | 100% |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELA | 3 | Gender: Female | | 100 | |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELA | 3 | Gender: Male | | 108 | |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELA | 4 | All Students | 217 | 216 | 100% |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELA | 4 | Disability | 26 | 25 | 96% |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELA | 4 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELA | 4 | Ethnicity: African American or Black | 74 | 73 | 99% |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELA | 4 | Ethnicity: Hispanic | 21 | 23 | 110% |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELA | 4 | Ethnicity: White | 105 | 105 | 100% |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELA | 4 | Gender: Female | | 109 | |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELA | 4 | Gender: Male | | 107 | |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELA | 5 | All Students | 212 | 209 | 99% |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELA | 5 | Disability | 27 | 27 | 100% |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELA | 5 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELA | 5 | Ethnicity: African American or Black | 76 | 75 | 99% |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELA | 5 | Ethnicity: Hispanic | 25 | 25 | 100% |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELA | 5 | Ethnicity: White | 97 | 97 | 100% |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELA | 5 | Gender: Female | | 104 | |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELA | 5 | Gender: Male | | 105 | |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELA | 6 | All Students | 204 | 202 | 99% |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELA | 6 | Disability | 43 | 43 | 100% |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELA | 6 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELA | 6 | Ethnicity: African American or Black | 69 | 68 | 99% |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELA | 6 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELA | 6 | Ethnicity: White | 112 | 111 | 99% |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELA | 6 | Gender: Female | | 100 | |

GMAP Participation - District/ELA

| SY | District | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-------------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELA | 6 | Gender: Male | | 102 | |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELA | 7 | All Students | 258 | 256 | 99% |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELA | 7 | Disability | 42 | 42 | 100% |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELA | 7 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELA | 7 | Ethnicity: African American or Black | 92 | 92 | 100% |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELA | 7 | Ethnicity: Hispanic | 25 | 28 | 112% |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELA | 7 | Ethnicity: White | 124 | 123 | 99% |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELA | 7 | Gender: Female | | 124 | |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELA | 7 | Gender: Male | | 132 | |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELA | 8 | All Students | 260 | 254 | 98% |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELA | 8 | Disability | 36 | 32 | 89% |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELA | 8 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELA | 8 | Ethnicity: African American or Black | 111 | 109 | 98% |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELA | 8 | Ethnicity: Hispanic | 31 | 30 | 97% |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELA | 8 | Ethnicity: White | 109 | 106 | 97% |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELA | 8 | Gender: Female | | 133 | |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELA | 8 | Gender: Male | | 121 | |
| 2021-22 | EVANS COUNTY SCHOOLS | ELA | 3 | All Students | | 109 | |
| 2021-22 | EVANS COUNTY SCHOOLS | ELA | 3 | Disability | | Recacted <15 | |
| 2021-22 | EVANS COUNTY SCHOOLS | ELA | 3 | English Learners | | 28 | |
| 2021-22 | EVANS COUNTY SCHOOLS | ELA | 3 | Ethnicity: African American or Black | | 37 | |
| 2021-22 | EVANS COUNTY SCHOOLS | ELA | 3 | Ethnicity: Hispanic | | 34 | |
| 2021-22 | EVANS COUNTY SCHOOLS | ELA | 3 | Ethnicity: White | | 35 | |
| 2021-22 | EVANS COUNTY SCHOOLS | ELA | 3 | Gender: Female | | 47 | |
| 2021-22 | EVANS COUNTY SCHOOLS | ELA | 3 | Gender: Male | | 62 | |
| 2021-22 | EVANS COUNTY SCHOOLS | ELA | 4 | All Students | | 134 | |
| 2021-22 | EVANS COUNTY SCHOOLS | ELA | 4 | Disability | | Recacted <15 | |
| 2021-22 | EVANS COUNTY SCHOOLS | ELA | 4 | English Learners | | 24 | |
| 2021-22 | EVANS COUNTY SCHOOLS | ELA | 4 | Ethnicity: African American or Black | | 47 | |
| 2021-22 | EVANS COUNTY SCHOOLS | ELA | 4 | Ethnicity: Hispanic | | 29 | |
| 2021-22 | EVANS COUNTY SCHOOLS | ELA | 4 | Ethnicity: White | | 48 | |

GMAP Participation - District/ELA

| SY | District | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|----------------------|---------|-------|--------------------------------------|------------|---------------|--------------------|
| 2021-22 | EVANS COUNTY SCHOOLS | ELA | 4 | Gender: Female | | 75 | |
| 2021-22 | EVANS COUNTY SCHOOLS | ELA | 4 | Gender: Male | | 59 | |
| 2021-22 | EVANS COUNTY SCHOOLS | ELA | 5 | All Students | | 107 | |
| 2021-22 | EVANS COUNTY SCHOOLS | ELA | 5 | Disability | | Recacted <15 | |
| 2021-22 | EVANS COUNTY SCHOOLS | ELA | 5 | English Learners | | 22 | |
| 2021-22 | EVANS COUNTY SCHOOLS | ELA | 5 | Ethnicity: African American or Black | | 35 | |
| 2021-22 | EVANS COUNTY SCHOOLS | ELA | 5 | Ethnicity: Hispanic | | 30 | |
| 2021-22 | EVANS COUNTY SCHOOLS | ELA | 5 | Ethnicity: White | | 34 | |
| 2021-22 | EVANS COUNTY SCHOOLS | ELA | 5 | Gender: Female | | 48 | |
| 2021-22 | EVANS COUNTY SCHOOLS | ELA | 5 | Gender: Male | | 59 | |
| 2021-22 | EVANS COUNTY SCHOOLS | ELA | 6 | All Students | | 120 | |
| 2021-22 | EVANS COUNTY SCHOOLS | ELA | 6 | Disability | | Recacted <15 | |
| 2021-22 | EVANS COUNTY SCHOOLS | ELA | 6 | English Learners | | 25 | |
| 2021-22 | EVANS COUNTY SCHOOLS | ELA | 6 | Ethnicity: African American or Black | | 50 | |
| 2021-22 | EVANS COUNTY SCHOOLS | ELA | 6 | Ethnicity: Hispanic | | 39 | |
| 2021-22 | EVANS COUNTY SCHOOLS | ELA | 6 | Ethnicity: White | | 28 | |
| 2021-22 | EVANS COUNTY SCHOOLS | ELA | 6 | Gender: Female | | 68 | |
| 2021-22 | EVANS COUNTY SCHOOLS | ELA | 6 | Gender: Male | | 52 | |
| 2021-22 | EVANS COUNTY SCHOOLS | ELA | 7 | All Students | | 129 | |
| 2021-22 | EVANS COUNTY SCHOOLS | ELA | 7 | Disability | | Recacted <15 | |
| 2021-22 | EVANS COUNTY SCHOOLS | ELA | 7 | English Learners | | 21 | |
| 2021-22 | EVANS COUNTY SCHOOLS | ELA | 7 | Ethnicity: African American or Black | | 51 | |
| 2021-22 | EVANS COUNTY SCHOOLS | ELA | 7 | Ethnicity: Hispanic | | 34 | |
| 2021-22 | EVANS COUNTY SCHOOLS | ELA | 7 | Ethnicity: White | | 39 | |
| 2021-22 | EVANS COUNTY SCHOOLS | ELA | 7 | Gender: Female | | 66 | |
| 2021-22 | EVANS COUNTY SCHOOLS | ELA | 7 | Gender: Male | | 63 | |
| 2021-22 | EVANS COUNTY SCHOOLS | ELA | 8 | All Students | | 140 | |
| 2021-22 | EVANS COUNTY SCHOOLS | ELA | 8 | Disability | | Recacted <15 | |
| 2021-22 | EVANS COUNTY SCHOOLS | ELA | 8 | English Learners | | Recacted <15 | |
| 2021-22 | EVANS COUNTY SCHOOLS | ELA | 8 | Ethnicity: African American or Black | | 43 | |
| 2021-22 | EVANS COUNTY SCHOOLS | ELA | 8 | Ethnicity: Hispanic | | 38 | |

GMAP Participation - District/ELA

| SY | District | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|----------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | EVANS COUNTY SCHOOLS | ELA | 8 | Ethnicity: White | | 55 | |
| 2021-22 | EVANS COUNTY SCHOOLS | ELA | 8 | Gender: Female | | 68 | |
| 2021-22 | EVANS COUNTY SCHOOLS | ELA | 8 | Gender: Male | | 72 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | ELA | 3 | All Students | 623 | 608 | 98% |
| 2021-22 | FLOYD COUNTY SCHOOLS | ELA | 3 | Disability | 139 | 97 | 70% |
| 2021-22 | FLOYD COUNTY SCHOOLS | ELA | 3 | English Learners | 40 | 25 | 63% |
| 2021-22 | FLOYD COUNTY SCHOOLS | ELA | 3 | Ethnicity: African American or Black | 39 | 40 | 103% |
| 2021-22 | FLOYD COUNTY SCHOOLS | ELA | 3 | Ethnicity: Hispanic | 77 | 74 | 96% |
| 2021-22 | FLOYD COUNTY SCHOOLS | ELA | 3 | Ethnicity: White | 474 | 467 | 99% |
| 2021-22 | FLOYD COUNTY SCHOOLS | ELA | 3 | Gender: Female | | 287 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | ELA | 3 | Gender: Male | | 321 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | ELA | 4 | All Students | 638 | 624 | 98% |
| 2021-22 | FLOYD COUNTY SCHOOLS | ELA | 4 | Disability | 144 | 100 | 69% |
| 2021-22 | FLOYD COUNTY SCHOOLS | ELA | 4 | English Learners | 35 | 27 | 77% |
| 2021-22 | FLOYD COUNTY SCHOOLS | ELA | 4 | Ethnicity: African American or Black | 40 | 39 | 98% |
| 2021-22 | FLOYD COUNTY SCHOOLS | ELA | 4 | Ethnicity: Hispanic | 70 | 64 | 91% |
| 2021-22 | FLOYD COUNTY SCHOOLS | ELA | 4 | Ethnicity: White | 492 | 488 | 99% |
| 2021-22 | FLOYD COUNTY SCHOOLS | ELA | 4 | Gender: Female | | 311 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | ELA | 4 | Gender: Male | | 313 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | ELA | 5 | All Students | 638 | 625 | 98% |
| 2021-22 | FLOYD COUNTY SCHOOLS | ELA | 5 | Disability | 108 | 92 | 85% |
| 2021-22 | FLOYD COUNTY SCHOOLS | ELA | 5 | English Learners | 31 | 40 | 129% |
| 2021-22 | FLOYD COUNTY SCHOOLS | ELA | 5 | Ethnicity: African American or Black | 42 | 39 | 93% |
| 2021-22 | FLOYD COUNTY SCHOOLS | ELA | 5 | Ethnicity: Hispanic | 90 | 95 | 106% |
| 2021-22 | FLOYD COUNTY SCHOOLS | ELA | 5 | Ethnicity: White | 455 | 439 | 96% |
| 2021-22 | FLOYD COUNTY SCHOOLS | ELA | 5 | Gender: Female | | 294 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | ELA | 5 | Gender: Male | | 331 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | ELA | 6 | All Students | 672 | 648 | 96% |
| 2021-22 | FLOYD COUNTY SCHOOLS | ELA | 6 | Disability | 107 | 94 | 88% |
| 2021-22 | FLOYD COUNTY SCHOOLS | ELA | 6 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | ELA | 6 | Ethnicity: African American or Black | 57 | 52 | 91% |

GMAP Participation - District/ELA

| SY | District | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|--------------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | FLOYD COUNTY SCHOOLS | ELA | 6 | Ethnicity: Hispanic | 55 | 62 | 113% |
| 2021-22 | FLOYD COUNTY SCHOOLS | ELA | 6 | Ethnicity: White | 526 | 503 | 96% |
| 2021-22 | FLOYD COUNTY SCHOOLS | ELA | 6 | Gender: Female | | 311 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | ELA | 6 | Gender: Male | | 337 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | ELA | 7 | All Students | 650 | 623 | 96% |
| 2021-22 | FLOYD COUNTY SCHOOLS | ELA | 7 | Disability | 106 | 101 | 95% |
| 2021-22 | FLOYD COUNTY SCHOOLS | ELA | 7 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | ELA | 7 | Ethnicity: African American or Black | 47 | 44 | 94% |
| 2021-22 | FLOYD COUNTY SCHOOLS | ELA | 7 | Ethnicity: Hispanic | 71 | 76 | 107% |
| 2021-22 | FLOYD COUNTY SCHOOLS | ELA | 7 | Ethnicity: White | 506 | 477 | 94% |
| 2021-22 | FLOYD COUNTY SCHOOLS | ELA | 7 | Gender: Female | | 290 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | ELA | 7 | Gender: Male | | 333 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | ELA | 8 | All Students | 717 | 694 | 97% |
| 2021-22 | FLOYD COUNTY SCHOOLS | ELA | 8 | Disability | 126 | 73 | 58% |
| 2021-22 | FLOYD COUNTY SCHOOLS | ELA | 8 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | ELA | 8 | Ethnicity: African American or Black | 45 | 45 | 100% |
| 2021-22 | FLOYD COUNTY SCHOOLS | ELA | 8 | Ethnicity: Hispanic | 95 | 92 | 97% |
| 2021-22 | FLOYD COUNTY SCHOOLS | ELA | 8 | Ethnicity: White | 543 | 528 | 97% |
| 2021-22 | FLOYD COUNTY SCHOOLS | ELA | 8 | Gender: Female | | 340 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | ELA | 8 | Gender: Male | | 354 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | ELA | 3 | All Students | 2057 | 2116 | 103% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | ELA | 3 | Disability | 292 | 279 | 96% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | ELA | 3 | English Learners | 124 | 91 | 73% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | ELA | 3 | Ethnicity: African American or Black | 725 | 772 | 106% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | ELA | 3 | Ethnicity: Hispanic | 258 | 266 | 103% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | ELA | 3 | Ethnicity: White | 851 | 987 | 116% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | ELA | 3 | Gender: Female | | 1050 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | ELA | 3 | Gender: Male | | 1066 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | ELA | 4 | All Students | 2109 | 2144 | 102% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | ELA | 4 | Disability | 308 | 293 | 95% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | ELA | 4 | English Learners | 109 | 93 | 85% |

GMAP Participation - District/ELA

| SY | District | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|--------------------------------|---------|-------|--------------------------------------|------------|---------------|--------------------|
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | ELA | 4 | Ethnicity: African American or Black | 754 | 804 | 107% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | ELA | 4 | Ethnicity: Hispanic | 226 | 231 | 102% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | ELA | 4 | Ethnicity: White | 877 | 1027 | 117% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | ELA | 4 | Gender: Female | | 1098 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | ELA | 4 | Gender: Male | | 1046 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | ELA | 5 | All Students | 2149 | 2182 | 102% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | ELA | 5 | Disability | 309 | 307 | 99% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | ELA | 5 | English Learners | 66 | 68 | 103% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | ELA | 5 | Ethnicity: African American or Black | 796 | 827 | 104% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | ELA | 5 | Ethnicity: Hispanic | 230 | 241 | 105% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | ELA | 5 | Ethnicity: White | 913 | 1037 | 114% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | ELA | 5 | Gender: Female | | 1075 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | ELA | 5 | Gender: Male | | 1107 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | ELA | 6 | All Students | 2185 | 2104 | 96% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | ELA | 6 | Disability | 286 | 263 | 92% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | ELA | 6 | English Learners | 64 | 67 | 105% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | ELA | 6 | Ethnicity: African American or Black | 859 | 830 | 97% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | ELA | 6 | Ethnicity: Hispanic | 217 | 212 | 98% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | ELA | 6 | Ethnicity: White | 876 | 981 | 112% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | ELA | 6 | Gender: Female | | 1056 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | ELA | 6 | Gender: Male | | 1048 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | ELA | 7 | All Students | 2302 | 2168 | 94% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | ELA | 7 | Disability | 282 | 252 | 89% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | ELA | 7 | English Learners | 75 | 66 | 88% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | ELA | 7 | Ethnicity: African American or Black | 931 | 885 | 95% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | ELA | 7 | Ethnicity: Hispanic | 264 | 254 | 96% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | ELA | 7 | Ethnicity: White | 885 | 931 | 105% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | ELA | 7 | Gender: Female | | 1101 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | ELA | 7 | Gender: Male | | 1067 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | ELA | 8 | All Students | 2331 | 2186 | 94% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | ELA | 8 | Disability | 286 | 261 | 91% |

GMAP Participation - District/ELA

| SY | District | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|--------------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | ELA | 8 | English Learners | 56 | 43 | 77% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | ELA | 8 | Ethnicity: African American or Black | 972 | 915 | 94% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | ELA | 8 | Ethnicity: Hispanic | 242 | 225 | 93% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | ELA | 8 | Ethnicity: White | 936 | 965 | 103% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | ELA | 8 | Gender: Female | | 1092 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | ELA | 8 | Gender: Male | | 1094 | |
| 2021-22 | Houston County | ELA | 3 | All Students | 116 | | 0% |
| 2021-22 | Houston County | ELA | 3 | Disability | 16 | | 0% |
| 2021-22 | Houston County | ELA | 3 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | Houston County | ELA | 3 | Ethnicity: African American or Black | 62 | | 0% |
| 2021-22 | Houston County | ELA | 3 | Ethnicity: Hispanic | 17 | | 0% |
| 2021-22 | Houston County | ELA | 3 | Ethnicity: White | 29 | | 0% |
| 2021-22 | Houston County | ELA | 4 | All Students | 103 | | 0% |
| 2021-22 | Houston County | ELA | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | Houston County | ELA | 4 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | Houston County | ELA | 4 | Ethnicity: African American or Black | 45 | | 0% |
| 2021-22 | Houston County | ELA | 4 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | Houston County | ELA | 4 | Ethnicity: White | 32 | | 0% |
| 2021-22 | Houston County | ELA | 5 | All Students | 116 | | 0% |
| 2021-22 | Houston County | ELA | 5 | Disability | 24 | | 0% |
| 2021-22 | Houston County | ELA | 5 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | Houston County | ELA | 5 | Ethnicity: African American or Black | 50 | | 0% |
| 2021-22 | Houston County | ELA | 5 | Ethnicity: Hispanic | 19 | | 0% |
| 2021-22 | Houston County | ELA | 5 | Ethnicity: White | 30 | | 0% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | ELA | 3 | All Students | 672 | 671 | 100% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | ELA | 3 | Disability | 132 | 108 | 82% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | ELA | 3 | English Learners | 72 | 37 | 51% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | ELA | 3 | Ethnicity: African American or Black | 49 | 49 | 100% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | ELA | 3 | Ethnicity: Hispanic | 120 | 117 | 98% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | ELA | 3 | Ethnicity: White | 462 | 456 | 99% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | ELA | 3 | Gender: Female | | 333 | |

GMAP Participation - District/ELA

| SY | District | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|------------------------------|---------|-------|--------------------------------------|------------|---------------|--------------------|
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | ELA | 3 | Gender: Male | | 338 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | ELA | 4 | All Students | 643 | 637 | 99% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | ELA | 4 | Disability | 128 | 112 | 88% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | ELA | 4 | English Learners | 66 | 36 | 55% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | ELA | 4 | Ethnicity: African American or Black | 51 | 51 | 100% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | ELA | 4 | Ethnicity: Hispanic | 100 | 97 | 97% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | ELA | 4 | Ethnicity: White | 445 | 433 | 97% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | ELA | 4 | Gender: Female | | 298 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | ELA | 4 | Gender: Male | | 339 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | ELA | 5 | All Students | 709 | 708 | 100% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | ELA | 5 | Disability | 142 | 131 | 92% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | ELA | 5 | English Learners | 75 | 28 | 37% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | ELA | 5 | Ethnicity: African American or Black | 48 | 46 | 96% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | ELA | 5 | Ethnicity: Hispanic | 133 | 134 | 101% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | ELA | 5 | Ethnicity: White | 480 | 471 | 98% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | ELA | 5 | Gender: Female | | 352 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | ELA | 5 | Gender: Male | | 356 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | ELA | 6 | All Students | 702 | 669 | 95% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | ELA | 6 | Disability | 116 | 99 | 85% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | ELA | 6 | English Learners | 103 | 55 | 53% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | ELA | 6 | Ethnicity: African American or Black | 57 | 54 | 95% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | ELA | 6 | Ethnicity: Hispanic | 148 | 141 | 95% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | ELA | 6 | Ethnicity: White | 444 | 413 | 93% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | ELA | 6 | Gender: Female | | 320 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | ELA | 6 | Gender: Male | | 349 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | ELA | 7 | All Students | 726 | 692 | 95% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | ELA | 7 | Disability | 111 | 91 | 82% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | ELA | 7 | English Learners | 97 | 63 | 65% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | ELA | 7 | Ethnicity: African American or Black | 40 | 36 | 90% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | ELA | 7 | Ethnicity: Hispanic | 149 | 142 | 95% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | ELA | 7 | Ethnicity: White | 493 | 462 | 94% |

GMAP Participation - District/ELA

| SY | District | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|------------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | ELA | 7 | Gender: Female | | 351 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | ELA | 7 | Gender: Male | | 341 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | ELA | 8 | All Students | 777 | 736 | 95% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | ELA | 8 | Disability | 121 | 92 | 76% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | ELA | 8 | English Learners | 36 | 42 | 117% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | ELA | 8 | Ethnicity: African American or Black | 67 | 61 | 91% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | ELA | 8 | Ethnicity: Hispanic | 134 | 128 | 96% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | ELA | 8 | Ethnicity: White | 524 | 485 | 93% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | ELA | 8 | Gender: Female | | 364 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | ELA | 8 | Gender: Male | | 372 | |
| 2021-22 | JASPER COUNTY (GA) | ELA | 3 | All Students | 211 | 171 | 81% |
| 2021-22 | JASPER COUNTY (GA) | ELA | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | JASPER COUNTY (GA) | ELA | 3 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | JASPER COUNTY (GA) | ELA | 3 | Ethnicity: African American or Black | 41 | 27 | 66% |
| 2021-22 | JASPER COUNTY (GA) | ELA | 3 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | JASPER COUNTY (GA) | ELA | 3 | Ethnicity: White | 137 | 118 | 86% |
| 2021-22 | JASPER COUNTY (GA) | ELA | 3 | Gender: Female | | 75 | |
| 2021-22 | JASPER COUNTY (GA) | ELA | 3 | Gender: Male | | 96 | |
| 2021-22 | JASPER COUNTY (GA) | ELA | 4 | All Students | 222 | 188 | 85% |
| 2021-22 | JASPER COUNTY (GA) | ELA | 4 | Disability | 17 | 17 | 100% |
| 2021-22 | JASPER COUNTY (GA) | ELA | 4 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | JASPER COUNTY (GA) | ELA | 4 | Ethnicity: African American or Black | 35 | 28 | 80% |
| 2021-22 | JASPER COUNTY (GA) | ELA | 4 | Ethnicity: Hispanic | 18 | 18 | 100% |
| 2021-22 | JASPER COUNTY (GA) | ELA | 4 | Ethnicity: White | 153 | 135 | 88% |
| 2021-22 | JASPER COUNTY (GA) | ELA | 4 | Gender: Female | | 102 | |
| 2021-22 | JASPER COUNTY (GA) | ELA | 4 | Gender: Male | | 86 | |
| 2021-22 | JASPER COUNTY (GA) | ELA | 5 | All Students | 245 | 211 | 86% |
| 2021-22 | JASPER COUNTY (GA) | ELA | 5 | Disability | 22 | 22 | 100% |
| 2021-22 | JASPER COUNTY (GA) | ELA | 5 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | JASPER COUNTY (GA) | ELA | 5 | Ethnicity: African American or Black | 49 | 39 | 80% |
| 2021-22 | JASPER COUNTY (GA) | ELA | 5 | Ethnicity: Hispanic | 15 | 15 | 100% |

GMAP Participation - District/ELA

| SY | District | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-----------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | JASPER COUNTY (GA) | ELA | 5 | Ethnicity: White | 164 | 147 | 90% |
| 2021-22 | JASPER COUNTY (GA) | ELA | 5 | Gender: Female | | 110 | |
| 2021-22 | JASPER COUNTY (GA) | ELA | 5 | Gender: Male | | 101 | |
| 2021-22 | JASPER COUNTY (GA) | ELA | 6 | All Students | 221 | 174 | 79% |
| 2021-22 | JASPER COUNTY (GA) | ELA | 6 | Disability | 24 | 24 | 100% |
| 2021-22 | JASPER COUNTY (GA) | ELA | 6 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | JASPER COUNTY (GA) | ELA | 6 | Ethnicity: African American or Black | 40 | 34 | 85% |
| 2021-22 | JASPER COUNTY (GA) | ELA | 6 | Ethnicity: Hispanic | 21 | 19 | 90% |
| 2021-22 | JASPER COUNTY (GA) | ELA | 6 | Ethnicity: White | 140 | 113 | 81% |
| 2021-22 | JASPER COUNTY (GA) | ELA | 6 | Gender: Female | | 79 | |
| 2021-22 | JASPER COUNTY (GA) | ELA | 6 | Gender: Male | | 95 | |
| 2021-22 | JASPER COUNTY (GA) | ELA | 7 | All Students | 214 | 184 | 86% |
| 2021-22 | JASPER COUNTY (GA) | ELA | 7 | Disability | 18 | 19 | 106% |
| 2021-22 | JASPER COUNTY (GA) | ELA | 7 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | JASPER COUNTY (GA) | ELA | 7 | Ethnicity: African American or Black | 44 | 40 | 91% |
| 2021-22 | JASPER COUNTY (GA) | ELA | 7 | Ethnicity: Hispanic | 15 | 15 | 100% |
| 2021-22 | JASPER COUNTY (GA) | ELA | 7 | Ethnicity: White | 126 | 118 | 94% |
| 2021-22 | JASPER COUNTY (GA) | ELA | 7 | Gender: Female | | 83 | |
| 2021-22 | JASPER COUNTY (GA) | ELA | 7 | Gender: Male | | 101 | |
| 2021-22 | JASPER COUNTY (GA) | ELA | 8 | All Students | 215 | 193 | 90% |
| 2021-22 | JASPER COUNTY (GA) | ELA | 8 | Disability | 26 | 26 | 100% |
| 2021-22 | JASPER COUNTY (GA) | ELA | 8 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | JASPER COUNTY (GA) | ELA | 8 | Ethnicity: African American or Black | 45 | 43 | 96% |
| 2021-22 | JASPER COUNTY (GA) | ELA | 8 | Ethnicity: Hispanic | 16 | 17 | 106% |
| 2021-22 | JASPER COUNTY (GA) | ELA | 8 | Ethnicity: White | 128 | 122 | 95% |
| 2021-22 | JASPER COUNTY (GA) | ELA | 8 | Gender: Female | | 86 | |
| 2021-22 | JASPER COUNTY (GA) | ELA | 8 | Gender: Male | | 107 | |
| 2021-22 | MARIETTA CITY SCHOOLS | ELA | 3 | All Students | 664 | 652 | 98% |
| 2021-22 | MARIETTA CITY SCHOOLS | ELA | 3 | Disability | 65 | 61 | 94% |
| 2021-22 | MARIETTA CITY SCHOOLS | ELA | 3 | English Learners | 194 | 98 | 51% |
| 2021-22 | MARIETTA CITY SCHOOLS | ELA | 3 | Ethnicity: African American or Black | 229 | 223 | 97% |

GMAP Participation - District/ELA

| SY | District | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-----------------------|---------|-------|--------------------------------------|------------|---------------|--------------------|
| 2021-22 | MARIETTA CITY SCHOOLS | ELA | 3 | Ethnicity: Hispanic | 255 | 250 | 98% |
| 2021-22 | MARIETTA CITY SCHOOLS | ELA | 3 | Ethnicity: White | 140 | 140 | 100% |
| 2021-22 | MARIETTA CITY SCHOOLS | ELA | 3 | Gender: Female | | 338 | |
| 2021-22 | MARIETTA CITY SCHOOLS | ELA | 3 | Gender: Male | | 314 | |
| 2021-22 | MARIETTA CITY SCHOOLS | ELA | 4 | All Students | 679 | 673 | 99% |
| 2021-22 | MARIETTA CITY SCHOOLS | ELA | 4 | Disability | 64 | 59 | 92% |
| 2021-22 | MARIETTA CITY SCHOOLS | ELA | 4 | English Learners | 171 | 82 | 48% |
| 2021-22 | MARIETTA CITY SCHOOLS | ELA | 4 | Ethnicity: African American or Black | 224 | 220 | 98% |
| 2021-22 | MARIETTA CITY SCHOOLS | ELA | 4 | Ethnicity: Hispanic | 265 | 264 | 100% |
| 2021-22 | MARIETTA CITY SCHOOLS | ELA | 4 | Ethnicity: White | 142 | 138 | 97% |
| 2021-22 | MARIETTA CITY SCHOOLS | ELA | 4 | Gender: Female | | 322 | |
| 2021-22 | MARIETTA CITY SCHOOLS | ELA | 4 | Gender: Male | | 351 | |
| 2021-22 | MARIETTA CITY SCHOOLS | ELA | 5 | All Students | 670 | 653 | 97% |
| 2021-22 | MARIETTA CITY SCHOOLS | ELA | 5 | Disability | 71 | 66 | 93% |
| 2021-22 | MARIETTA CITY SCHOOLS | ELA | 5 | English Learners | 142 | 83 | 58% |
| 2021-22 | MARIETTA CITY SCHOOLS | ELA | 5 | Ethnicity: African American or Black | 232 | 230 | 99% |
| 2021-22 | MARIETTA CITY SCHOOLS | ELA | 5 | Ethnicity: Hispanic | 269 | 258 | 96% |
| 2021-22 | MARIETTA CITY SCHOOLS | ELA | 5 | Ethnicity: White | 127 | 125 | 98% |
| 2021-22 | MARIETTA CITY SCHOOLS | ELA | 5 | Gender: Female | | 311 | |
| 2021-22 | MARIETTA CITY SCHOOLS | ELA | 5 | Gender: Male | | 342 | |
| 2021-22 | MARIETTA CITY SCHOOLS | ELA | 6 | All Students | 649 | 619 | 95% |
| 2021-22 | MARIETTA CITY SCHOOLS | ELA | 6 | Disability | 80 | 72 | 90% |
| 2021-22 | MARIETTA CITY SCHOOLS | ELA | 6 | English Learners | 89 | 31 | 35% |
| 2021-22 | MARIETTA CITY SCHOOLS | ELA | 6 | Ethnicity: African American or Black | 229 | 214 | 93% |
| 2021-22 | MARIETTA CITY SCHOOLS | ELA | 6 | Ethnicity: Hispanic | 249 | 241 | 97% |
| 2021-22 | MARIETTA CITY SCHOOLS | ELA | 6 | Ethnicity: White | 124 | 122 | 98% |
| 2021-22 | MARIETTA CITY SCHOOLS | ELA | 6 | Gender: Female | | 299 | |
| 2021-22 | MARIETTA CITY SCHOOLS | ELA | 6 | Gender: Male | | 320 | |
| 2021-22 | MARIETTA CITY SCHOOLS | ELA | 7 | All Students | 690 | 595 | 86% |
| 2021-22 | MARIETTA CITY SCHOOLS | ELA | 7 | Disability | 74 | 59 | 80% |
| 2021-22 | MARIETTA CITY SCHOOLS | ELA | 7 | English Learners | 118 | 50 | 42% |

GMAP Participation - District/ELA

| SY | District | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|---------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | MARIETTA CITY SCHOOLS | ELA | 7 | Ethnicity: African American or Black | 254 | 218 | 86% |
| 2021-22 | MARIETTA CITY SCHOOLS | ELA | 7 | Ethnicity: Hispanic | 284 | 236 | 83% |
| 2021-22 | MARIETTA CITY SCHOOLS | ELA | 7 | Ethnicity: White | 113 | 109 | 96% |
| 2021-22 | MARIETTA CITY SCHOOLS | ELA | 7 | Gender: Female | | 311 | |
| 2021-22 | MARIETTA CITY SCHOOLS | ELA | 7 | Gender: Male | | 284 | |
| 2021-22 | MARIETTA CITY SCHOOLS | ELA | 8 | All Students | 664 | 621 | 94% |
| 2021-22 | MARIETTA CITY SCHOOLS | ELA | 8 | Disability | 75 | 61 | 81% |
| 2021-22 | MARIETTA CITY SCHOOLS | ELA | 8 | English Learners | 82 | 58 | 71% |
| 2021-22 | MARIETTA CITY SCHOOLS | ELA | 8 | Ethnicity: African American or Black | 240 | 221 | 92% |
| 2021-22 | MARIETTA CITY SCHOOLS | ELA | 8 | Ethnicity: Hispanic | 255 | 238 | 93% |
| 2021-22 | MARIETTA CITY SCHOOLS | ELA | 8 | Ethnicity: White | 135 | 129 | 96% |
| 2021-22 | MARIETTA CITY SCHOOLS | ELA | 8 | Gender: Female | | 312 | |
| 2021-22 | MARIETTA CITY SCHOOLS | ELA | 8 | Gender: Male | | 309 | |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | ELA | 3 | All Students | 144 | 75 | 52% |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | ELA | 3 | Disability | 22 | Recacted <15 | |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | ELA | 3 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | ELA | 3 | Ethnicity: African American or Black | 30 | 16 | 53% |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | ELA | 3 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | ELA | 3 | Ethnicity: White | 88 | 47 | 53% |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | ELA | 3 | Gender: Female | | 36 | |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | ELA | 3 | Gender: Male | | 39 | |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | ELA | 4 | All Students | 164 | 64 | 39% |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | ELA | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | ELA | 4 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | ELA | 4 | Ethnicity: African American or Black | 35 | Recacted <15 | |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | ELA | 4 | Ethnicity: Hispanic | 17 | Recacted <15 | |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | ELA | 4 | Ethnicity: White | 97 | 38 | 39% |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | ELA | 4 | Gender: Female | | 26 | |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | ELA | 4 | Gender: Male | | 38 | |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | ELA | 5 | All Students | 189 | 88 | 47% |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | ELA | 5 | Disability | 24 | Recacted <15 | |

GMAP Participation - District/ELA

| SY | District | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|---------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | ELA | 5 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | ELA | 5 | Ethnicity: African American or Black | 37 | 18 | 49% |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | ELA | 5 | Ethnicity: Hispanic | 17 | Recacted <15 | |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | ELA | 5 | Ethnicity: White | 115 | 50 | 43% |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | ELA | 5 | Gender: Female | | 44 | |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | ELA | 5 | Gender: Male | | 44 | |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | ELA | 6 | All Students | 170 | 83 | 49% |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | ELA | 6 | Disability | 24 | Recacted <15 | |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | ELA | 6 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | ELA | 6 | Ethnicity: African American or Black | 29 | Recacted <15 | |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | ELA | 6 | Ethnicity: Hispanic | 19 | Recacted <15 | |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | ELA | 6 | Ethnicity: White | 109 | 59 | 54% |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | ELA | 6 | Gender: Female | | 39 | |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | ELA | 6 | Gender: Male | | 44 | |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | ELA | 7 | All Students | 162 | 68 | 42% |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | ELA | 7 | Disability | 22 | Recacted <15 | |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | ELA | 7 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | ELA | 7 | Ethnicity: African American or Black | 32 | Recacted <15 | |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | ELA | 7 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | ELA | 7 | Ethnicity: White | 100 | 41 | 41% |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | ELA | 7 | Gender: Female | | 38 | |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | ELA | 7 | Gender: Male | | 30 | |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | ELA | 8 | All Students | 193 | 81 | 42% |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | ELA | 8 | Disability | 29 | Recacted <15 | |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | ELA | 8 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | ELA | 8 | Ethnicity: African American or Black | 31 | Recacted <15 | |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | ELA | 8 | Ethnicity: Hispanic | 23 | Recacted <15 | |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | ELA | 8 | Ethnicity: White | 125 | 54 | 43% |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | ELA | 8 | Gender: Female | | 38 | |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | ELA | 8 | Gender: Male | | 43 | |
| 2021-22 | SEMINOLE COUNTY | ELA | 3 | All Students | 100 | 99 | 99% |

GMAP Participation - District/ELA

| SY | District | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-----------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | SEMINOLE COUNTY | ELA | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | SEMINOLE COUNTY | ELA | 3 | English Learners | 0 | | |
| 2021-22 | SEMINOLE COUNTY | ELA | 3 | Ethnicity: African American or Black | 44 | 45 | 102% |
| 2021-22 | SEMINOLE COUNTY | ELA | 3 | Ethnicity: Hispanic | 0 | | |
| 2021-22 | SEMINOLE COUNTY | ELA | 3 | Ethnicity: White | 48 | 48 | 100% |
| 2021-22 | SEMINOLE COUNTY | ELA | 3 | Gender: Female | | 49 | |
| 2021-22 | SEMINOLE COUNTY | ELA | 3 | Gender: Male | | 50 | |
| 2021-22 | SEMINOLE COUNTY | ELA | 4 | All Students | 88 | 88 | 100% |
| 2021-22 | SEMINOLE COUNTY | ELA | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | SEMINOLE COUNTY | ELA | 4 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | SEMINOLE COUNTY | ELA | 4 | Ethnicity: African American or Black | 35 | 35 | 100% |
| 2021-22 | SEMINOLE COUNTY | ELA | 4 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | SEMINOLE COUNTY | ELA | 4 | Ethnicity: White | 46 | 46 | 100% |
| 2021-22 | SEMINOLE COUNTY | ELA | 4 | Gender: Female | | 47 | |
| 2021-22 | SEMINOLE COUNTY | ELA | 4 | Gender: Male | | 41 | |
| 2021-22 | SEMINOLE COUNTY | ELA | 5 | All Students | 103 | 103 | 100% |
| 2021-22 | SEMINOLE COUNTY | ELA | 5 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | SEMINOLE COUNTY | ELA | 5 | English Learners | 0 | | |
| 2021-22 | SEMINOLE COUNTY | ELA | 5 | Ethnicity: African American or Black | 43 | Recacted <15 | |
| 2021-22 | SEMINOLE COUNTY | ELA | 5 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | SEMINOLE COUNTY | ELA | 5 | Ethnicity: White | 54 | Recacted <15 | |
| 2021-22 | SEMINOLE COUNTY | ELA | 5 | Gender: Female | | 52 | |
| 2021-22 | SEMINOLE COUNTY | ELA | 5 | Gender: Male | | 51 | |
| 2021-22 | SEMINOLE COUNTY | ELA | 6 | All Students | 91 | 89 | 98% |
| 2021-22 | SEMINOLE COUNTY | ELA | 6 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | SEMINOLE COUNTY | ELA | 6 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | SEMINOLE COUNTY | ELA | 6 | Ethnicity: African American or Black | 35 | 33 | 94% |
| 2021-22 | SEMINOLE COUNTY | ELA | 6 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | SEMINOLE COUNTY | ELA | 6 | Ethnicity: White | 46 | 47 | 102% |
| 2021-22 | SEMINOLE COUNTY | ELA | 6 | Gender: Female | | 42 | |
| 2021-22 | SEMINOLE COUNTY | ELA | 6 | Gender: Male | | 47 | |

GMAP Participation - District/ELA

| SY | District | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | SEMINOLE COUNTY | ELA | 7 | All Students | 87 | 83 | 95% |
| 2021-22 | SEMINOLE COUNTY | ELA | 7 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | SEMINOLE COUNTY | ELA | 7 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | SEMINOLE COUNTY | ELA | 7 | Ethnicity: African American or Black | 38 | 35 | 92% |
| 2021-22 | SEMINOLE COUNTY | ELA | 7 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | SEMINOLE COUNTY | ELA | 7 | Ethnicity: White | 42 | 40 | 95% |
| 2021-22 | SEMINOLE COUNTY | ELA | 7 | Gender: Female | | 43 | |
| 2021-22 | SEMINOLE COUNTY | ELA | 7 | Gender: Male | | 40 | |
| 2021-22 | SEMINOLE COUNTY | ELA | 8 | All Students | 97 | 90 | 93% |
| 2021-22 | SEMINOLE COUNTY | ELA | 8 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | SEMINOLE COUNTY | ELA | 8 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | SEMINOLE COUNTY | ELA | 8 | Ethnicity: African American or Black | 41 | 39 | 95% |
| 2021-22 | SEMINOLE COUNTY | ELA | 8 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | SEMINOLE COUNTY | ELA | 8 | Ethnicity: White | 46 | 41 | 89% |
| 2021-22 | SEMINOLE COUNTY | ELA | 8 | Gender: Female | | 46 | |
| 2021-22 | SEMINOLE COUNTY | ELA | 8 | Gender: Male | | 44 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | ELA | 3 | All Students | | 66 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | ELA | 3 | Disability | | Recacted <15 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | ELA | 3 | English Learners | | Recacted <15 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | ELA | 3 | Ethnicity: African American or Black | | 29 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | ELA | 3 | Ethnicity: Hispanic | | Recacted <15 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | ELA | 3 | Ethnicity: White | | 32 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | ELA | 3 | Gender: Female | | 30 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | ELA | 3 | Gender: Male | | 36 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | ELA | 4 | All Students | | 70 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | ELA | 4 | Disability | | Recacted <15 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | ELA | 4 | Ethnicity: African American or Black | | 26 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | ELA | 4 | Ethnicity: Hispanic | | Recacted <15 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | ELA | 4 | Ethnicity: White | | 37 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | ELA | 4 | Gender: Female | | 35 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | ELA | 4 | Gender: Male | | 35 | |

GMAP Participation - District/ELA

| SY | District | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-------------------------|---------|-------|--------------------------------------|------------|---------------|--------------------|
| 2021-22 | TREUTLEN COUNTY SCHOOLS | ELA | 5 | All Students | | 70 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | ELA | 5 | Disability | | Recacted <15 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | ELA | 5 | English Learners | | Recacted <15 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | ELA | 5 | Ethnicity: African American or Black | | 20 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | ELA | 5 | Ethnicity: Hispanic | | Recacted <15 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | ELA | 5 | Ethnicity: White | | 43 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | ELA | 5 | Gender: Female | | 36 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | ELA | 5 | Gender: Male | | 34 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | ELA | 6 | All Students | | 101 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | ELA | 6 | Disability | | 19 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | ELA | 6 | Ethnicity: African American or Black | | 43 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | ELA | 6 | Ethnicity: Hispanic | | Recacted <15 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | ELA | 6 | Ethnicity: White | | 50 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | ELA | 6 | Gender: Female | | 50 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | ELA | 6 | Gender: Male | | 51 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | ELA | 7 | All Students | | 85 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | ELA | 7 | Disability | | Recacted <15 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | ELA | 7 | Ethnicity: African American or Black | | 36 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | ELA | 7 | Ethnicity: Hispanic | | Recacted <15 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | ELA | 7 | Ethnicity: White | | 47 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | ELA | 7 | Gender: Female | | 44 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | ELA | 7 | Gender: Male | | 41 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | ELA | 8 | All Students | | 73 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | ELA | 8 | Disability | | Recacted <15 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | ELA | 8 | English Learners | | Recacted <15 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | ELA | 8 | Ethnicity: African American or Black | | 28 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | ELA | 8 | Ethnicity: Hispanic | | Recacted <15 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | ELA | 8 | Ethnicity: White | | 40 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | ELA | 8 | Gender: Female | | 43 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | ELA | 8 | Gender: Male | | 30 | |
| 2021-22 | TRION CITY SCHOOLS | ELA | 6 | All Students | 92 | 87 | 95% |

GMAP Participation - District/ELA

| SY | District | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|--------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | TRION CITY SCHOOLS | ELA | 6 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | TRION CITY SCHOOLS | ELA | 6 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | TRION CITY SCHOOLS | ELA | 6 | Ethnicity: African American or Black | 0 | | |
| 2021-22 | TRION CITY SCHOOLS | ELA | 6 | Ethnicity: Hispanic | 24 | 23 | 96% |
| 2021-22 | TRION CITY SCHOOLS | ELA | 6 | Ethnicity: White | 63 | 59 | 94% |
| 2021-22 | TRION CITY SCHOOLS | ELA | 6 | Gender: Female | | 41 | |
| 2021-22 | TRION CITY SCHOOLS | ELA | 6 | Gender: Male | | 46 | |
| 2021-22 | TRION CITY SCHOOLS | ELA | 8 | All Students | 67 | 93 | 139% |
| 2021-22 | TRION CITY SCHOOLS | ELA | 8 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | TRION CITY SCHOOLS | ELA | 8 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | TRION CITY SCHOOLS | ELA | 8 | Ethnicity: African American or Black | 0 | | |
| 2021-22 | TRION CITY SCHOOLS | ELA | 8 | Ethnicity: Hispanic | 19 | 24 | 126% |
| 2021-22 | TRION CITY SCHOOLS | ELA | 8 | Ethnicity: White | 43 | 64 | 149% |
| 2021-22 | TRION CITY SCHOOLS | ELA | 8 | Gender: Female | | 51 | |
| 2021-22 | TRION CITY SCHOOLS | ELA | 8 | Gender: Male | | 42 | |

GMAP Participation - School/ELA

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-----------------------|-------------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | BARROW COUNTY SCHOOLS | COUNTY LINE ELEMENTARY SCHOOL | ELA | 3 | All Students | 91 | 88 | 97% |
| 2021-22 | BARROW COUNTY SCHOOLS | COUNTY LINE ELEMENTARY SCHOOL | ELA | 3 | Disability | 17 | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | COUNTY LINE ELEMENTARY SCHOOL | ELA | 3 | English Learners | 15 | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | COUNTY LINE ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | COUNTY LINE ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: Hispanic | 18 | 19 | 106% |
| 2021-22 | BARROW COUNTY SCHOOLS | COUNTY LINE ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: White | 57 | 49 | 86% |
| 2021-22 | BARROW COUNTY SCHOOLS | COUNTY LINE ELEMENTARY SCHOOL | ELA | 3 | Gender: Female | | 40 | |
| 2021-22 | BARROW COUNTY SCHOOLS | COUNTY LINE ELEMENTARY SCHOOL | ELA | 3 | Gender: Male | | 48 | |
| 2021-22 | BARROW COUNTY SCHOOLS | COUNTY LINE ELEMENTARY SCHOOL | ELA | 4 | All Students | 106 | 106 | 100% |
| 2021-22 | BARROW COUNTY SCHOOLS | COUNTY LINE ELEMENTARY SCHOOL | ELA | 4 | Disability | 28 | 26 | 93% |
| 2021-22 | BARROW COUNTY SCHOOLS | COUNTY LINE ELEMENTARY SCHOOL | ELA | 4 | English Learners | 21 | 21 | 100% |
| 2021-22 | BARROW COUNTY SCHOOLS | COUNTY LINE ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | COUNTY LINE ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: Hispanic | 23 | 25 | 109% |
| 2021-22 | BARROW COUNTY SCHOOLS | COUNTY LINE ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: White | 63 | 62 | 98% |
| 2021-22 | BARROW COUNTY SCHOOLS | COUNTY LINE ELEMENTARY SCHOOL | ELA | 4 | Gender: Female | | 53 | |
| 2021-22 | BARROW COUNTY SCHOOLS | COUNTY LINE ELEMENTARY SCHOOL | ELA | 4 | Gender: Male | | 53 | |
| 2021-22 | BARROW COUNTY SCHOOLS | COUNTY LINE ELEMENTARY SCHOOL | ELA | 5 | All Students | 95 | 93 | 98% |
| 2021-22 | BARROW COUNTY SCHOOLS | COUNTY LINE ELEMENTARY SCHOOL | ELA | 5 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | COUNTY LINE ELEMENTARY SCHOOL | ELA | 5 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | COUNTY LINE ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | COUNTY LINE ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: Hispanic | 17 | 16 | 94% |
| 2021-22 | BARROW COUNTY SCHOOLS | COUNTY LINE ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: White | 58 | 57 | 98% |
| 2021-22 | BARROW COUNTY SCHOOLS | COUNTY LINE ELEMENTARY SCHOOL | ELA | 5 | Gender: Female | | 47 | |
| 2021-22 | BARROW COUNTY SCHOOLS | COUNTY LINE ELEMENTARY SCHOOL | ELA | 5 | Gender: Male | | 46 | |
| 2021-22 | BARROW COUNTY SCHOOLS | HAYMON MORRIS MIDDLE SCHOOL | ELA | 6 | All Students | 272 | 244 | 90% |
| 2021-22 | BARROW COUNTY SCHOOLS | HAYMON MORRIS MIDDLE SCHOOL | ELA | 6 | Disability | 33 | 26 | 79% |
| 2021-22 | BARROW COUNTY SCHOOLS | HAYMON MORRIS MIDDLE SCHOOL | ELA | 6 | English Learners | 25 | 20 | 80% |
| 2021-22 | BARROW COUNTY SCHOOLS | HAYMON MORRIS MIDDLE SCHOOL | ELA | 6 | Ethnicity: African American or Black | 52 | 48 | 92% |
| 2021-22 | BARROW COUNTY SCHOOLS | HAYMON MORRIS MIDDLE SCHOOL | ELA | 6 | Ethnicity: Hispanic | 71 | 63 | 89% |
| 2021-22 | BARROW COUNTY SCHOOLS | HAYMON MORRIS MIDDLE SCHOOL | ELA | 6 | Ethnicity: White | 127 | 113 | 89% |
| 2021-22 | BARROW COUNTY SCHOOLS | HAYMON MORRIS MIDDLE SCHOOL | ELA | 6 | Gender: Female | | 121 | |
| 2021-22 | BARROW COUNTY SCHOOLS | HAYMON MORRIS MIDDLE SCHOOL | ELA | 6 | Gender: Male | | 123 | |
| 2021-22 | BARROW COUNTY SCHOOLS | HAYMON MORRIS MIDDLE SCHOOL | ELA | 7 | All Students | 279 | 239 | 86% |
| 2021-22 | BARROW COUNTY SCHOOLS | HAYMON MORRIS MIDDLE SCHOOL | ELA | 7 | Disability | 37 | 28 | 76% |
| 2021-22 | BARROW COUNTY SCHOOLS | HAYMON MORRIS MIDDLE SCHOOL | ELA | 7 | English Learners | 27 | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | HAYMON MORRIS MIDDLE SCHOOL | ELA | 7 | Ethnicity: African American or Black | 47 | 42 | 89% |
| 2021-22 | BARROW COUNTY SCHOOLS | HAYMON MORRIS MIDDLE SCHOOL | ELA | 7 | Ethnicity: Hispanic | 78 | 73 | 94% |
| 2021-22 | BARROW COUNTY SCHOOLS | HAYMON MORRIS MIDDLE SCHOOL | ELA | 7 | Ethnicity: White | 133 | 104 | 78% |
| 2021-22 | BARROW COUNTY SCHOOLS | HAYMON MORRIS MIDDLE SCHOOL | ELA | 7 | Gender: Female | | 119 | |
| 2021-22 | BARROW COUNTY SCHOOLS | HAYMON MORRIS MIDDLE SCHOOL | ELA | 7 | Gender: Male | | 120 | |

GMAP Participation - School/ELA

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-----------------------|-----------------------------|---------|-------|--------------------------------------|------------|---------------|--------------------|
| 2021-22 | BARROW COUNTY SCHOOLS | HAYMON MORRIS MIDDLE SCHOOL | ELA | 8 | All Students | 249 | 237 | 95% |
| 2021-22 | BARROW COUNTY SCHOOLS | HAYMON MORRIS MIDDLE SCHOOL | ELA | 8 | Disability | 33 | 28 | 85% |
| 2021-22 | BARROW COUNTY SCHOOLS | HAYMON MORRIS MIDDLE SCHOOL | ELA | 8 | English Learners | 22 | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | HAYMON MORRIS MIDDLE SCHOOL | ELA | 8 | Ethnicity: African American or Black | 60 | 58 | 97% |
| 2021-22 | BARROW COUNTY SCHOOLS | HAYMON MORRIS MIDDLE SCHOOL | ELA | 8 | Ethnicity: Hispanic | 57 | 52 | 91% |
| 2021-22 | BARROW COUNTY SCHOOLS | HAYMON MORRIS MIDDLE SCHOOL | ELA | 8 | Ethnicity: White | 110 | 106 | 96% |
| 2021-22 | BARROW COUNTY SCHOOLS | HAYMON MORRIS MIDDLE SCHOOL | ELA | 8 | Gender: Female | | 106 | |
| 2021-22 | BARROW COUNTY SCHOOLS | HAYMON MORRIS MIDDLE SCHOOL | ELA | 8 | Gender: Male | | 131 | |
| 2021-22 | BARROW COUNTY SCHOOLS | BEAR CREEK MIDDLE SCHOOL | ELA | 6 | All Students | 218 | 195 | 89% |
| 2021-22 | BARROW COUNTY SCHOOLS | BEAR CREEK MIDDLE SCHOOL | ELA | 6 | Disability | 36 | 32 | 89% |
| 2021-22 | BARROW COUNTY SCHOOLS | BEAR CREEK MIDDLE SCHOOL | ELA | 6 | English Learners | 22 | 15 | 68% |
| 2021-22 | BARROW COUNTY SCHOOLS | BEAR CREEK MIDDLE SCHOOL | ELA | 6 | Ethnicity: African American or Black | 29 | 28 | 97% |
| 2021-22 | BARROW COUNTY SCHOOLS | BEAR CREEK MIDDLE SCHOOL | ELA | 6 | Ethnicity: Hispanic | 50 | 50 | 100% |
| 2021-22 | BARROW COUNTY SCHOOLS | BEAR CREEK MIDDLE SCHOOL | ELA | 6 | Ethnicity: White | 111 | 94 | 85% |
| 2021-22 | BARROW COUNTY SCHOOLS | BEAR CREEK MIDDLE SCHOOL | ELA | 6 | Gender: Female | | 87 | |
| 2021-22 | BARROW COUNTY SCHOOLS | BEAR CREEK MIDDLE SCHOOL | ELA | 6 | Gender: Male | | 108 | |
| 2021-22 | BARROW COUNTY SCHOOLS | BEAR CREEK MIDDLE SCHOOL | ELA | 7 | All Students | 261 | 227 | 87% |
| 2021-22 | BARROW COUNTY SCHOOLS | BEAR CREEK MIDDLE SCHOOL | ELA | 7 | Disability | 47 | 40 | 85% |
| 2021-22 | BARROW COUNTY SCHOOLS | BEAR CREEK MIDDLE SCHOOL | ELA | 7 | English Learners | 23 | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | BEAR CREEK MIDDLE SCHOOL | ELA | 7 | Ethnicity: African American or Black | 39 | 36 | 92% |
| 2021-22 | BARROW COUNTY SCHOOLS | BEAR CREEK MIDDLE SCHOOL | ELA | 7 | Ethnicity: Hispanic | 53 | 56 | 106% |
| 2021-22 | BARROW COUNTY SCHOOLS | BEAR CREEK MIDDLE SCHOOL | ELA | 7 | Ethnicity: White | 145 | 114 | 79% |
| 2021-22 | BARROW COUNTY SCHOOLS | BEAR CREEK MIDDLE SCHOOL | ELA | 7 | Gender: Female | | 117 | |
| 2021-22 | BARROW COUNTY SCHOOLS | BEAR CREEK MIDDLE SCHOOL | ELA | 7 | Gender: Male | | 110 | |
| 2021-22 | BARROW COUNTY SCHOOLS | BEAR CREEK MIDDLE SCHOOL | ELA | 8 | All Students | 155 | 143 | 92% |
| 2021-22 | BARROW COUNTY SCHOOLS | BEAR CREEK MIDDLE SCHOOL | ELA | 8 | Disability | 46 | 41 | 89% |
| 2021-22 | BARROW COUNTY SCHOOLS | BEAR CREEK MIDDLE SCHOOL | ELA | 8 | English Learners | 17 | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | BEAR CREEK MIDDLE SCHOOL | ELA | 8 | Ethnicity: African American or Black | 23 | 21 | 91% |
| 2021-22 | BARROW COUNTY SCHOOLS | BEAR CREEK MIDDLE SCHOOL | ELA | 8 | Ethnicity: Hispanic | 38 | 33 | 87% |
| 2021-22 | BARROW COUNTY SCHOOLS | BEAR CREEK MIDDLE SCHOOL | ELA | 8 | Ethnicity: White | 76 | 73 | 96% |
| 2021-22 | BARROW COUNTY SCHOOLS | BEAR CREEK MIDDLE SCHOOL | ELA | 8 | Gender: Female | | 58 | |
| 2021-22 | BARROW COUNTY SCHOOLS | BEAR CREEK MIDDLE SCHOOL | ELA | 8 | Gender: Male | | 85 | |
| 2021-22 | BARROW COUNTY SCHOOLS | KENNEDY ELEMENTARY SCHOOL | ELA | 3 | All Students | 149 | 142 | 95% |
| 2021-22 | BARROW COUNTY SCHOOLS | KENNEDY ELEMENTARY SCHOOL | ELA | 3 | Disability | 19 | 15 | 79% |
| 2021-22 | BARROW COUNTY SCHOOLS | KENNEDY ELEMENTARY SCHOOL | ELA | 3 | English Learners | 33 | 18 | 55% |
| 2021-22 | BARROW COUNTY SCHOOLS | KENNEDY ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: African American or Black | 28 | 28 | 100% |
| 2021-22 | BARROW COUNTY SCHOOLS | KENNEDY ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: Hispanic | 51 | 48 | 94% |
| 2021-22 | BARROW COUNTY SCHOOLS | KENNEDY ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: White | 53 | 49 | 92% |
| 2021-22 | BARROW COUNTY SCHOOLS | KENNEDY ELEMENTARY SCHOOL | ELA | 3 | Gender: Female | | 74 | |
| 2021-22 | BARROW COUNTY SCHOOLS | KENNEDY ELEMENTARY SCHOOL | ELA | 3 | Gender: Male | | 68 | |

GMAP Participation - School/ELA

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-----------------------|----------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | BARROW COUNTY SCHOOLS | KENNEDY ELEMENTARY SCHOOL | ELA | 4 | All Students | 128 | 126 | 98% |
| 2021-22 | BARROW COUNTY SCHOOLS | KENNEDY ELEMENTARY SCHOOL | ELA | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | KENNEDY ELEMENTARY SCHOOL | ELA | 4 | English Learners | 24 | 18 | 75% |
| 2021-22 | BARROW COUNTY SCHOOLS | KENNEDY ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: African American or Black | 28 | 27 | 96% |
| 2021-22 | BARROW COUNTY SCHOOLS | KENNEDY ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: Hispanic | 38 | 40 | 105% |
| 2021-22 | BARROW COUNTY SCHOOLS | KENNEDY ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: White | 50 | 46 | 92% |
| 2021-22 | BARROW COUNTY SCHOOLS | KENNEDY ELEMENTARY SCHOOL | ELA | 4 | Gender: Female | | 56 | |
| 2021-22 | BARROW COUNTY SCHOOLS | KENNEDY ELEMENTARY SCHOOL | ELA | 4 | Gender: Male | | 70 | |
| 2021-22 | BARROW COUNTY SCHOOLS | KENNEDY ELEMENTARY SCHOOL | ELA | 5 | All Students | 132 | 129 | 98% |
| 2021-22 | BARROW COUNTY SCHOOLS | KENNEDY ELEMENTARY SCHOOL | ELA | 5 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | KENNEDY ELEMENTARY SCHOOL | ELA | 5 | English Learners | 17 | 15 | 88% |
| 2021-22 | BARROW COUNTY SCHOOLS | KENNEDY ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: African American or Black | 19 | 19 | 100% |
| 2021-22 | BARROW COUNTY SCHOOLS | KENNEDY ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: Hispanic | 42 | 43 | 102% |
| 2021-22 | BARROW COUNTY SCHOOLS | KENNEDY ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: White | 55 | 54 | 98% |
| 2021-22 | BARROW COUNTY SCHOOLS | KENNEDY ELEMENTARY SCHOOL | ELA | 5 | Gender: Female | | 72 | |
| 2021-22 | BARROW COUNTY SCHOOLS | KENNEDY ELEMENTARY SCHOOL | ELA | 5 | Gender: Male | | 57 | |
| 2021-22 | BARROW COUNTY SCHOOLS | BRAMLETT ELEMENTARY SCHOOL | ELA | 3 | All Students | 97 | 97 | 100% |
| 2021-22 | BARROW COUNTY SCHOOLS | BRAMLETT ELEMENTARY SCHOOL | ELA | 3 | Disability | 18 | 15 | 83% |
| 2021-22 | BARROW COUNTY SCHOOLS | BRAMLETT ELEMENTARY SCHOOL | ELA | 3 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | BRAMLETT ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | BRAMLETT ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | BRAMLETT ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: White | 69 | 67 | 97% |
| 2021-22 | BARROW COUNTY SCHOOLS | BRAMLETT ELEMENTARY SCHOOL | ELA | 3 | Gender: Female | | 52 | |
| 2021-22 | BARROW COUNTY SCHOOLS | BRAMLETT ELEMENTARY SCHOOL | ELA | 3 | Gender: Male | | 45 | |
| 2021-22 | BARROW COUNTY SCHOOLS | BRAMLETT ELEMENTARY SCHOOL | ELA | 4 | All Students | 96 | 96 | 100% |
| 2021-22 | BARROW COUNTY SCHOOLS | BRAMLETT ELEMENTARY SCHOOL | ELA | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | BRAMLETT ELEMENTARY SCHOOL | ELA | 4 | English Learners | 20 | 20 | 100% |
| 2021-22 | BARROW COUNTY SCHOOLS | BRAMLETT ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | BRAMLETT ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: Hispanic | 24 | 24 | 100% |
| 2021-22 | BARROW COUNTY SCHOOLS | BRAMLETT ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: White | 53 | 53 | 100% |
| 2021-22 | BARROW COUNTY SCHOOLS | BRAMLETT ELEMENTARY SCHOOL | ELA | 4 | Gender: Female | | 41 | |
| 2021-22 | BARROW COUNTY SCHOOLS | BRAMLETT ELEMENTARY SCHOOL | ELA | 4 | Gender: Male | | 55 | |
| 2021-22 | BARROW COUNTY SCHOOLS | BRAMLETT ELEMENTARY SCHOOL | ELA | 5 | All Students | 121 | 121 | 100% |
| 2021-22 | BARROW COUNTY SCHOOLS | BRAMLETT ELEMENTARY SCHOOL | ELA | 5 | Disability | 17 | 20 | 118% |
| 2021-22 | BARROW COUNTY SCHOOLS | BRAMLETT ELEMENTARY SCHOOL | ELA | 5 | English Learners | 18 | 15 | 83% |
| 2021-22 | BARROW COUNTY SCHOOLS | BRAMLETT ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | BRAMLETT ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: Hispanic | 24 | 28 | 117% |
| 2021-22 | BARROW COUNTY SCHOOLS | BRAMLETT ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: White | 67 | 66 | 99% |
| 2021-22 | BARROW COUNTY SCHOOLS | BRAMLETT ELEMENTARY SCHOOL | ELA | 5 | Gender: Female | | 57 | |
| 2021-22 | BARROW COUNTY SCHOOLS | BRAMLETT ELEMENTARY SCHOOL | ELA | 5 | Gender: Male | | 64 | |

GMAP Participation - School/ELA

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-----------------------|-----------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | BARROW COUNTY SCHOOLS | WESTSIDE MIDDLE SCHOOL | ELA | 6 | All Students | 248 | 218 | 88% |
| 2021-22 | BARROW COUNTY SCHOOLS | WESTSIDE MIDDLE SCHOOL | ELA | 6 | Disability | 42 | 35 | 83% |
| 2021-22 | BARROW COUNTY SCHOOLS | WESTSIDE MIDDLE SCHOOL | ELA | 6 | English Learners | 26 | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | WESTSIDE MIDDLE SCHOOL | ELA | 6 | Ethnicity: African American or Black | 47 | 36 | 77% |
| 2021-22 | BARROW COUNTY SCHOOLS | WESTSIDE MIDDLE SCHOOL | ELA | 6 | Ethnicity: Hispanic | 69 | 68 | 99% |
| 2021-22 | BARROW COUNTY SCHOOLS | WESTSIDE MIDDLE SCHOOL | ELA | 6 | Ethnicity: White | 101 | 84 | 83% |
| 2021-22 | BARROW COUNTY SCHOOLS | WESTSIDE MIDDLE SCHOOL | ELA | 6 | Gender: Female | | 101 | |
| 2021-22 | BARROW COUNTY SCHOOLS | WESTSIDE MIDDLE SCHOOL | ELA | 6 | Gender: Male | | 117 | |
| 2021-22 | BARROW COUNTY SCHOOLS | WESTSIDE MIDDLE SCHOOL | ELA | 7 | All Students | 270 | 238 | 88% |
| 2021-22 | BARROW COUNTY SCHOOLS | WESTSIDE MIDDLE SCHOOL | ELA | 7 | Disability | 39 | 36 | 92% |
| 2021-22 | BARROW COUNTY SCHOOLS | WESTSIDE MIDDLE SCHOOL | ELA | 7 | English Learners | 30 | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | WESTSIDE MIDDLE SCHOOL | ELA | 7 | Ethnicity: African American or Black | 48 | 40 | 83% |
| 2021-22 | BARROW COUNTY SCHOOLS | WESTSIDE MIDDLE SCHOOL | ELA | 7 | Ethnicity: Hispanic | 84 | 83 | 99% |
| 2021-22 | BARROW COUNTY SCHOOLS | WESTSIDE MIDDLE SCHOOL | ELA | 7 | Ethnicity: White | 109 | 90 | 83% |
| 2021-22 | BARROW COUNTY SCHOOLS | WESTSIDE MIDDLE SCHOOL | ELA | 7 | Gender: Female | | 117 | |
| 2021-22 | BARROW COUNTY SCHOOLS | WESTSIDE MIDDLE SCHOOL | ELA | 7 | Gender: Male | | 121 | |
| 2021-22 | BARROW COUNTY SCHOOLS | WESTSIDE MIDDLE SCHOOL | ELA | 8 | All Students | 218 | 213 | 98% |
| 2021-22 | BARROW COUNTY SCHOOLS | WESTSIDE MIDDLE SCHOOL | ELA | 8 | Disability | 39 | 36 | 92% |
| 2021-22 | BARROW COUNTY SCHOOLS | WESTSIDE MIDDLE SCHOOL | ELA | 8 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | WESTSIDE MIDDLE SCHOOL | ELA | 8 | Ethnicity: African American or Black | 43 | 35 | 81% |
| 2021-22 | BARROW COUNTY SCHOOLS | WESTSIDE MIDDLE SCHOOL | ELA | 8 | Ethnicity: Hispanic | 46 | 50 | 109% |
| 2021-22 | BARROW COUNTY SCHOOLS | WESTSIDE MIDDLE SCHOOL | ELA | 8 | Ethnicity: White | 106 | 105 | 99% |
| 2021-22 | BARROW COUNTY SCHOOLS | WESTSIDE MIDDLE SCHOOL | ELA | 8 | Gender: Female | | 103 | |
| 2021-22 | BARROW COUNTY SCHOOLS | WESTSIDE MIDDLE SCHOOL | ELA | 8 | Gender: Male | | 110 | |
| 2021-22 | BARROW COUNTY SCHOOLS | BETHLEHEM ELEMENTARY SCHOOL | ELA | 3 | All Students | 138 | 136 | 99% |
| 2021-22 | BARROW COUNTY SCHOOLS | BETHLEHEM ELEMENTARY SCHOOL | ELA | 3 | Disability | 20 | 17 | 85% |
| 2021-22 | BARROW COUNTY SCHOOLS | BETHLEHEM ELEMENTARY SCHOOL | ELA | 3 | English Learners | 22 | 20 | 91% |
| 2021-22 | BARROW COUNTY SCHOOLS | BETHLEHEM ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: African American or Black | 16 | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | BETHLEHEM ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: Hispanic | 29 | 30 | 103% |
| 2021-22 | BARROW COUNTY SCHOOLS | BETHLEHEM ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: White | 84 | 82 | 98% |
| 2021-22 | BARROW COUNTY SCHOOLS | BETHLEHEM ELEMENTARY SCHOOL | ELA | 3 | Gender: Female | | 73 | |
| 2021-22 | BARROW COUNTY SCHOOLS | BETHLEHEM ELEMENTARY SCHOOL | ELA | 3 | Gender: Male | | 63 | |
| 2021-22 | BARROW COUNTY SCHOOLS | BETHLEHEM ELEMENTARY SCHOOL | ELA | 4 | All Students | 138 | 137 | 99% |
| 2021-22 | BARROW COUNTY SCHOOLS | BETHLEHEM ELEMENTARY SCHOOL | ELA | 4 | Disability | 20 | 18 | 90% |
| 2021-22 | BARROW COUNTY SCHOOLS | BETHLEHEM ELEMENTARY SCHOOL | ELA | 4 | English Learners | 16 | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | BETHLEHEM ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | BETHLEHEM ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: Hispanic | 29 | 29 | 100% |
| 2021-22 | BARROW COUNTY SCHOOLS | BETHLEHEM ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: White | 84 | 84 | 100% |
| 2021-22 | BARROW COUNTY SCHOOLS | BETHLEHEM ELEMENTARY SCHOOL | ELA | 4 | Gender: Female | | 68 | |
| 2021-22 | BARROW COUNTY SCHOOLS | BETHLEHEM ELEMENTARY SCHOOL | ELA | 4 | Gender: Male | | 69 | |

GMAP Participation - School/ELA

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-----------------------|-----------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | BARROW COUNTY SCHOOLS | BETHLEHEM ELEMENTARY SCHOOL | ELA | 5 | All Students | 115 | 112 | 97% |
| 2021-22 | BARROW COUNTY SCHOOLS | BETHLEHEM ELEMENTARY SCHOOL | ELA | 5 | Disability | 25 | 23 | 92% |
| 2021-22 | BARROW COUNTY SCHOOLS | BETHLEHEM ELEMENTARY SCHOOL | ELA | 5 | English Learners | 17 | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | BETHLEHEM ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | BETHLEHEM ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: Hispanic | 28 | 29 | 104% |
| 2021-22 | BARROW COUNTY SCHOOLS | BETHLEHEM ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: White | 66 | 63 | 95% |
| 2021-22 | BARROW COUNTY SCHOOLS | BETHLEHEM ELEMENTARY SCHOOL | ELA | 5 | Gender: Female | | 53 | |
| 2021-22 | BARROW COUNTY SCHOOLS | BETHLEHEM ELEMENTARY SCHOOL | ELA | 5 | Gender: Male | | 59 | |
| 2021-22 | BARROW COUNTY SCHOOLS | RUSSELL MIDDLE SCHOOL | ELA | 6 | All Students | 290 | 262 | 90% |
| 2021-22 | BARROW COUNTY SCHOOLS | RUSSELL MIDDLE SCHOOL | ELA | 6 | Disability | 47 | 46 | 98% |
| 2021-22 | BARROW COUNTY SCHOOLS | RUSSELL MIDDLE SCHOOL | ELA | 6 | English Learners | 28 | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | RUSSELL MIDDLE SCHOOL | ELA | 6 | Ethnicity: African American or Black | 36 | 34 | 94% |
| 2021-22 | BARROW COUNTY SCHOOLS | RUSSELL MIDDLE SCHOOL | ELA | 6 | Ethnicity: Hispanic | 70 | 69 | 99% |
| 2021-22 | BARROW COUNTY SCHOOLS | RUSSELL MIDDLE SCHOOL | ELA | 6 | Ethnicity: White | 149 | 128 | 86% |
| 2021-22 | BARROW COUNTY SCHOOLS | RUSSELL MIDDLE SCHOOL | ELA | 6 | Gender: Female | | 123 | |
| 2021-22 | BARROW COUNTY SCHOOLS | RUSSELL MIDDLE SCHOOL | ELA | 6 | Gender: Male | | 139 | |
| 2021-22 | BARROW COUNTY SCHOOLS | RUSSELL MIDDLE SCHOOL | ELA | 7 | All Students | 342 | 311 | 91% |
| 2021-22 | BARROW COUNTY SCHOOLS | RUSSELL MIDDLE SCHOOL | ELA | 7 | Disability | 52 | 50 | 96% |
| 2021-22 | BARROW COUNTY SCHOOLS | RUSSELL MIDDLE SCHOOL | ELA | 7 | English Learners | 29 | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | RUSSELL MIDDLE SCHOOL | ELA | 7 | Ethnicity: African American or Black | 34 | 32 | 94% |
| 2021-22 | BARROW COUNTY SCHOOLS | RUSSELL MIDDLE SCHOOL | ELA | 7 | Ethnicity: Hispanic | 76 | 78 | 103% |
| 2021-22 | BARROW COUNTY SCHOOLS | RUSSELL MIDDLE SCHOOL | ELA | 7 | Ethnicity: White | 191 | 166 | 87% |
| 2021-22 | BARROW COUNTY SCHOOLS | RUSSELL MIDDLE SCHOOL | ELA | 7 | Gender: Female | | 148 | |
| 2021-22 | BARROW COUNTY SCHOOLS | RUSSELL MIDDLE SCHOOL | ELA | 7 | Gender: Male | | 163 | |
| 2021-22 | BARROW COUNTY SCHOOLS | RUSSELL MIDDLE SCHOOL | ELA | 8 | All Students | 272 | 265 | 97% |
| 2021-22 | BARROW COUNTY SCHOOLS | RUSSELL MIDDLE SCHOOL | ELA | 8 | Disability | 38 | 39 | 103% |
| 2021-22 | BARROW COUNTY SCHOOLS | RUSSELL MIDDLE SCHOOL | ELA | 8 | English Learners | 25 | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | RUSSELL MIDDLE SCHOOL | ELA | 8 | Ethnicity: African American or Black | 23 | 22 | 96% |
| 2021-22 | BARROW COUNTY SCHOOLS | RUSSELL MIDDLE SCHOOL | ELA | 8 | Ethnicity: Hispanic | 57 | 59 | 104% |
| 2021-22 | BARROW COUNTY SCHOOLS | RUSSELL MIDDLE SCHOOL | ELA | 8 | Ethnicity: White | 158 | 151 | 96% |
| 2021-22 | BARROW COUNTY SCHOOLS | RUSSELL MIDDLE SCHOOL | ELA | 8 | Gender: Female | | 130 | |
| 2021-22 | BARROW COUNTY SCHOOLS | RUSSELL MIDDLE SCHOOL | ELA | 8 | Gender: Male | | 135 | |
| 2021-22 | BARROW COUNTY SCHOOLS | YARGO ELEMENTARY SCHOOL | ELA | 3 | All Students | 138 | 138 | 100% |
| 2021-22 | BARROW COUNTY SCHOOLS | YARGO ELEMENTARY SCHOOL | ELA | 3 | Disability | 21 | 17 | 81% |
| 2021-22 | BARROW COUNTY SCHOOLS | YARGO ELEMENTARY SCHOOL | ELA | 3 | English Learners | 23 | 18 | 78% |
| 2021-22 | BARROW COUNTY SCHOOLS | YARGO ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: African American or Black | 33 | 32 | 97% |
| 2021-22 | BARROW COUNTY SCHOOLS | YARGO ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: Hispanic | 37 | 39 | 105% |
| 2021-22 | BARROW COUNTY SCHOOLS | YARGO ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: White | 62 | 61 | 98% |
| 2021-22 | BARROW COUNTY SCHOOLS | YARGO ELEMENTARY SCHOOL | ELA | 3 | Gender: Female | | 69 | |
| 2021-22 | BARROW COUNTY SCHOOLS | YARGO ELEMENTARY SCHOOL | ELA | 3 | Gender: Male | | 69 | |

GMAP Participation - School/ELA

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-----------------------|--------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | BARROW COUNTY SCHOOLS | YARGO ELEMENTARY SCHOOL | ELA | 4 | All Students | 148 | 149 | 101% |
| 2021-22 | BARROW COUNTY SCHOOLS | YARGO ELEMENTARY SCHOOL | ELA | 4 | Disability | 23 | 22 | 96% |
| 2021-22 | BARROW COUNTY SCHOOLS | YARGO ELEMENTARY SCHOOL | ELA | 4 | English Learners | 25 | 25 | 100% |
| 2021-22 | BARROW COUNTY SCHOOLS | YARGO ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: African American or Black | 27 | 28 | 104% |
| 2021-22 | BARROW COUNTY SCHOOLS | YARGO ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: Hispanic | 32 | 34 | 106% |
| 2021-22 | BARROW COUNTY SCHOOLS | YARGO ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: White | 68 | 68 | 100% |
| 2021-22 | BARROW COUNTY SCHOOLS | YARGO ELEMENTARY SCHOOL | ELA | 4 | Gender: Female | | 64 | |
| 2021-22 | BARROW COUNTY SCHOOLS | YARGO ELEMENTARY SCHOOL | ELA | 4 | Gender: Male | | 85 | |
| 2021-22 | BARROW COUNTY SCHOOLS | YARGO ELEMENTARY SCHOOL | ELA | 5 | All Students | 164 | 163 | 99% |
| 2021-22 | BARROW COUNTY SCHOOLS | YARGO ELEMENTARY SCHOOL | ELA | 5 | Disability | 20 | 21 | 105% |
| 2021-22 | BARROW COUNTY SCHOOLS | YARGO ELEMENTARY SCHOOL | ELA | 5 | English Learners | 20 | 19 | 95% |
| 2021-22 | BARROW COUNTY SCHOOLS | YARGO ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: African American or Black | 33 | 33 | 100% |
| 2021-22 | BARROW COUNTY SCHOOLS | YARGO ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: Hispanic | 37 | 37 | 100% |
| 2021-22 | BARROW COUNTY SCHOOLS | YARGO ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: White | 81 | 80 | 99% |
| 2021-22 | BARROW COUNTY SCHOOLS | YARGO ELEMENTARY SCHOOL | ELA | 5 | Gender: Female | | 92 | |
| 2021-22 | BARROW COUNTY SCHOOLS | YARGO ELEMENTARY SCHOOL | ELA | 5 | Gender: Male | | 71 | |
| 2021-22 | BARROW COUNTY SCHOOLS | WINDER ELEMENTARY SCHOOL | ELA | 3 | All Students | 96 | 91 | 95% |
| 2021-22 | BARROW COUNTY SCHOOLS | WINDER ELEMENTARY SCHOOL | ELA | 3 | Disability | 19 | 17 | 89% |
| 2021-22 | BARROW COUNTY SCHOOLS | WINDER ELEMENTARY SCHOOL | ELA | 3 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | WINDER ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: African American or Black | 28 | 25 | 89% |
| 2021-22 | BARROW COUNTY SCHOOLS | WINDER ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: Hispanic | 19 | 17 | 89% |
| 2021-22 | BARROW COUNTY SCHOOLS | WINDER ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: White | 35 | 35 | 100% |
| 2021-22 | BARROW COUNTY SCHOOLS | WINDER ELEMENTARY SCHOOL | ELA | 3 | Gender: Female | | 46 | |
| 2021-22 | BARROW COUNTY SCHOOLS | WINDER ELEMENTARY SCHOOL | ELA | 3 | Gender: Male | | 45 | |
| 2021-22 | BARROW COUNTY SCHOOLS | WINDER ELEMENTARY SCHOOL | ELA | 4 | All Students | 113 | 109 | 96% |
| 2021-22 | BARROW COUNTY SCHOOLS | WINDER ELEMENTARY SCHOOL | ELA | 4 | Disability | 18 | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | WINDER ELEMENTARY SCHOOL | ELA | 4 | English Learners | 20 | 17 | 85% |
| 2021-22 | BARROW COUNTY SCHOOLS | WINDER ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: African American or Black | 22 | 21 | 95% |
| 2021-22 | BARROW COUNTY SCHOOLS | WINDER ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: Hispanic | 24 | 25 | 104% |
| 2021-22 | BARROW COUNTY SCHOOLS | WINDER ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: White | 53 | 49 | 92% |
| 2021-22 | BARROW COUNTY SCHOOLS | WINDER ELEMENTARY SCHOOL | ELA | 4 | Gender: Female | | 61 | |
| 2021-22 | BARROW COUNTY SCHOOLS | WINDER ELEMENTARY SCHOOL | ELA | 4 | Gender: Male | | 48 | |
| 2021-22 | BARROW COUNTY SCHOOLS | WINDER ELEMENTARY SCHOOL | ELA | 5 | All Students | 87 | 83 | 95% |
| 2021-22 | BARROW COUNTY SCHOOLS | WINDER ELEMENTARY SCHOOL | ELA | 5 | Disability | 16 | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | WINDER ELEMENTARY SCHOOL | ELA | 5 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | WINDER ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: African American or Black | 23 | 21 | 91% |
| 2021-22 | BARROW COUNTY SCHOOLS | WINDER ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: Hispanic | 20 | 19 | 95% |
| 2021-22 | BARROW COUNTY SCHOOLS | WINDER ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: White | 28 | 27 | 96% |
| 2021-22 | BARROW COUNTY SCHOOLS | WINDER ELEMENTARY SCHOOL | ELA | 5 | Gender: Female | | 45 | |
| 2021-22 | BARROW COUNTY SCHOOLS | WINDER ELEMENTARY SCHOOL | ELA | 5 | Gender: Male | | 38 | |

GMAP Participation - School/ELA

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-----------------------|----------------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | BARROW COUNTY SCHOOLS | BARROW ARTS AND SCIENCES ACADEMY | ELA | 8 | All Students | 228 | 224 | 98% |
| 2021-22 | BARROW COUNTY SCHOOLS | BARROW ARTS AND SCIENCES ACADEMY | ELA | 8 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | BARROW ARTS AND SCIENCES ACADEMY | ELA | 8 | Ethnicity: African American or Black | 28 | 27 | 96% |
| 2021-22 | BARROW COUNTY SCHOOLS | BARROW ARTS AND SCIENCES ACADEMY | ELA | 8 | Ethnicity: Hispanic | 40 | 45 | 113% |
| 2021-22 | BARROW COUNTY SCHOOLS | BARROW ARTS AND SCIENCES ACADEMY | ELA | 8 | Ethnicity: White | 138 | 133 | 96% |
| 2021-22 | BARROW COUNTY SCHOOLS | BARROW ARTS AND SCIENCES ACADEMY | ELA | 8 | Gender: Female | | 128 | |
| 2021-22 | BARROW COUNTY SCHOOLS | BARROW ARTS AND SCIENCES ACADEMY | ELA | 8 | Gender: Male | | 96 | |
| 2021-22 | BARROW COUNTY SCHOOLS | AUBURN ELEMENTARY SCHOOL | ELA | 3 | All Students | 101 | 102 | 101% |
| 2021-22 | BARROW COUNTY SCHOOLS | AUBURN ELEMENTARY SCHOOL | ELA | 3 | Disability | 18 | 19 | 106% |
| 2021-22 | BARROW COUNTY SCHOOLS | AUBURN ELEMENTARY SCHOOL | ELA | 3 | English Learners | 20 | 19 | 95% |
| 2021-22 | BARROW COUNTY SCHOOLS | AUBURN ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | AUBURN ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: Hispanic | 23 | 24 | 104% |
| 2021-22 | BARROW COUNTY SCHOOLS | AUBURN ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: White | 59 | 59 | 100% |
| 2021-22 | BARROW COUNTY SCHOOLS | AUBURN ELEMENTARY SCHOOL | ELA | 3 | Gender: Female | | 53 | |
| 2021-22 | BARROW COUNTY SCHOOLS | AUBURN ELEMENTARY SCHOOL | ELA | 3 | Gender: Male | | 49 | |
| 2021-22 | BARROW COUNTY SCHOOLS | AUBURN ELEMENTARY SCHOOL | ELA | 4 | All Students | 111 | 111 | 100% |
| 2021-22 | BARROW COUNTY SCHOOLS | AUBURN ELEMENTARY SCHOOL | ELA | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | AUBURN ELEMENTARY SCHOOL | ELA | 4 | English Learners | 19 | 19 | 100% |
| 2021-22 | BARROW COUNTY SCHOOLS | AUBURN ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | AUBURN ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: Hispanic | 30 | 32 | 107% |
| 2021-22 | BARROW COUNTY SCHOOLS | AUBURN ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: White | 55 | 55 | 100% |
| 2021-22 | BARROW COUNTY SCHOOLS | AUBURN ELEMENTARY SCHOOL | ELA | 4 | Gender: Female | | 52 | |
| 2021-22 | BARROW COUNTY SCHOOLS | AUBURN ELEMENTARY SCHOOL | ELA | 4 | Gender: Male | | 59 | |
| 2021-22 | BARROW COUNTY SCHOOLS | AUBURN ELEMENTARY SCHOOL | ELA | 5 | All Students | 113 | 112 | 99% |
| 2021-22 | BARROW COUNTY SCHOOLS | AUBURN ELEMENTARY SCHOOL | ELA | 5 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | AUBURN ELEMENTARY SCHOOL | ELA | 5 | English Learners | 19 | 18 | 95% |
| 2021-22 | BARROW COUNTY SCHOOLS | AUBURN ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | AUBURN ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: Hispanic | 26 | 27 | 104% |
| 2021-22 | BARROW COUNTY SCHOOLS | AUBURN ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: White | 60 | 59 | 98% |
| 2021-22 | BARROW COUNTY SCHOOLS | AUBURN ELEMENTARY SCHOOL | ELA | 5 | Gender: Female | | 61 | |
| 2021-22 | BARROW COUNTY SCHOOLS | AUBURN ELEMENTARY SCHOOL | ELA | 5 | Gender: Male | | 51 | |
| 2021-22 | BARROW COUNTY SCHOOLS | HOLSENBECK ELEMENTARY SCHOOL | ELA | 3 | All Students | 114 | 114 | 100% |
| 2021-22 | BARROW COUNTY SCHOOLS | HOLSENBECK ELEMENTARY SCHOOL | ELA | 3 | Disability | 17 | 15 | 88% |
| 2021-22 | BARROW COUNTY SCHOOLS | HOLSENBECK ELEMENTARY SCHOOL | ELA | 3 | English Learners | 19 | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | HOLSENBECK ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | HOLSENBECK ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: Hispanic | 35 | 34 | 97% |
| 2021-22 | BARROW COUNTY SCHOOLS | HOLSENBECK ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: White | 57 | 57 | 100% |
| 2021-22 | BARROW COUNTY SCHOOLS | HOLSENBECK ELEMENTARY SCHOOL | ELA | 3 | Gender: Female | | 53 | |
| 2021-22 | BARROW COUNTY SCHOOLS | HOLSENBECK ELEMENTARY SCHOOL | ELA | 3 | Gender: Male | | 61 | |
| 2021-22 | BARROW COUNTY SCHOOLS | HOLSENBECK ELEMENTARY SCHOOL | ELA | 4 | All Students | 140 | 139 | 99% |

GMAP Participation - School/ELA

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-----------------------|-------------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | BARROW COUNTY SCHOOLS | HOLSENBECK ELEMENTARY SCHOOL | ELA | 4 | Disability | 20 | 20 | 100% |
| 2021-22 | BARROW COUNTY SCHOOLS | HOLSENBECK ELEMENTARY SCHOOL | ELA | 4 | English Learners | 24 | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | HOLSENBECK ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | HOLSENBECK ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: Hispanic | 33 | 35 | 106% |
| 2021-22 | BARROW COUNTY SCHOOLS | HOLSENBECK ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: White | 82 | 79 | 96% |
| 2021-22 | BARROW COUNTY SCHOOLS | HOLSENBECK ELEMENTARY SCHOOL | ELA | 4 | Gender: Female | | 80 | |
| 2021-22 | BARROW COUNTY SCHOOLS | HOLSENBECK ELEMENTARY SCHOOL | ELA | 4 | Gender: Male | | 59 | |
| 2021-22 | BARROW COUNTY SCHOOLS | HOLSENBECK ELEMENTARY SCHOOL | ELA | 5 | All Students | 111 | 109 | 98% |
| 2021-22 | BARROW COUNTY SCHOOLS | HOLSENBECK ELEMENTARY SCHOOL | ELA | 5 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | HOLSENBECK ELEMENTARY SCHOOL | ELA | 5 | English Learners | 17 | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | HOLSENBECK ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | HOLSENBECK ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: Hispanic | 32 | 32 | 100% |
| 2021-22 | BARROW COUNTY SCHOOLS | HOLSENBECK ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: White | 57 | 55 | 96% |
| 2021-22 | BARROW COUNTY SCHOOLS | HOLSENBECK ELEMENTARY SCHOOL | ELA | 5 | Gender: Female | | 57 | |
| 2021-22 | BARROW COUNTY SCHOOLS | HOLSENBECK ELEMENTARY SCHOOL | ELA | 5 | Gender: Male | | 52 | |
| 2021-22 | BARROW COUNTY SCHOOLS | STATHAM ELEMENTARY SCHOOL | ELA | 3 | All Students | 112 | 113 | 101% |
| 2021-22 | BARROW COUNTY SCHOOLS | STATHAM ELEMENTARY SCHOOL | ELA | 3 | Disability | 23 | 21 | 91% |
| 2021-22 | BARROW COUNTY SCHOOLS | STATHAM ELEMENTARY SCHOOL | ELA | 3 | English Learners | 15 | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | STATHAM ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: African American or Black | 26 | 25 | 96% |
| 2021-22 | BARROW COUNTY SCHOOLS | STATHAM ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: Hispanic | 23 | 24 | 104% |
| 2021-22 | BARROW COUNTY SCHOOLS | STATHAM ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: White | 54 | 53 | 98% |
| 2021-22 | BARROW COUNTY SCHOOLS | STATHAM ELEMENTARY SCHOOL | ELA | 3 | Gender: Female | | 70 | |
| 2021-22 | BARROW COUNTY SCHOOLS | STATHAM ELEMENTARY SCHOOL | ELA | 3 | Gender: Male | | 43 | |
| 2021-22 | BARROW COUNTY SCHOOLS | STATHAM ELEMENTARY SCHOOL | ELA | 4 | All Students | 116 | 115 | 99% |
| 2021-22 | BARROW COUNTY SCHOOLS | STATHAM ELEMENTARY SCHOOL | ELA | 4 | Disability | 23 | 20 | 87% |
| 2021-22 | BARROW COUNTY SCHOOLS | STATHAM ELEMENTARY SCHOOL | ELA | 4 | English Learners | 19 | 20 | 105% |
| 2021-22 | BARROW COUNTY SCHOOLS | STATHAM ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: African American or Black | 18 | 18 | 100% |
| 2021-22 | BARROW COUNTY SCHOOLS | STATHAM ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: Hispanic | 24 | 26 | 108% |
| 2021-22 | BARROW COUNTY SCHOOLS | STATHAM ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: White | 59 | 56 | 95% |
| 2021-22 | BARROW COUNTY SCHOOLS | STATHAM ELEMENTARY SCHOOL | ELA | 4 | Gender: Female | | 61 | |
| 2021-22 | BARROW COUNTY SCHOOLS | STATHAM ELEMENTARY SCHOOL | ELA | 4 | Gender: Male | | 54 | |
| 2021-22 | BARROW COUNTY SCHOOLS | STATHAM ELEMENTARY SCHOOL | ELA | 5 | All Students | 110 | 110 | 100% |
| 2021-22 | BARROW COUNTY SCHOOLS | STATHAM ELEMENTARY SCHOOL | ELA | 5 | Disability | 23 | 23 | 100% |
| 2021-22 | BARROW COUNTY SCHOOLS | STATHAM ELEMENTARY SCHOOL | ELA | 5 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | STATHAM ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: African American or Black | 15 | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | STATHAM ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | STATHAM ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: White | 66 | 65 | 98% |
| 2021-22 | BARROW COUNTY SCHOOLS | STATHAM ELEMENTARY SCHOOL | ELA | 5 | Gender: Female | | 52 | |
| 2021-22 | BARROW COUNTY SCHOOLS | STATHAM ELEMENTARY SCHOOL | ELA | 5 | Gender: Male | | 58 | |
| 2021-22 | BARROW COUNTY SCHOOLS | ALTERNATIVE EDUCATION PROGRAM | ELA | 6 | All Students | | Recacted <15 | |

GMAP Participation - School/ELA

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|------------------------------|-------------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | BARROW COUNTY SCHOOLS | ALTERNATIVE EDUCATION PROGRAM | ELA | 6 | Disability | | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | ALTERNATIVE EDUCATION PROGRAM | ELA | 6 | Ethnicity: African American or Black | | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | ALTERNATIVE EDUCATION PROGRAM | ELA | 6 | Ethnicity: Hispanic | | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | ALTERNATIVE EDUCATION PROGRAM | ELA | 6 | Ethnicity: White | | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | ALTERNATIVE EDUCATION PROGRAM | ELA | 6 | Gender: Female | | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | ALTERNATIVE EDUCATION PROGRAM | ELA | 6 | Gender: Male | | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | ALTERNATIVE EDUCATION PROGRAM | ELA | 7 | All Students | | 22 | |
| 2021-22 | BARROW COUNTY SCHOOLS | ALTERNATIVE EDUCATION PROGRAM | ELA | 7 | Disability | | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | ALTERNATIVE EDUCATION PROGRAM | ELA | 7 | Ethnicity: African American or Black | | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | ALTERNATIVE EDUCATION PROGRAM | ELA | 7 | Ethnicity: Hispanic | | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | ALTERNATIVE EDUCATION PROGRAM | ELA | 7 | Ethnicity: White | | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | ALTERNATIVE EDUCATION PROGRAM | ELA | 7 | Gender: Female | | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | ALTERNATIVE EDUCATION PROGRAM | ELA | 7 | Gender: Male | | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | ALTERNATIVE EDUCATION PROGRAM | ELA | 8 | All Students | | 21 | |
| 2021-22 | BARROW COUNTY SCHOOLS | ALTERNATIVE EDUCATION PROGRAM | ELA | 8 | Disability | | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | ALTERNATIVE EDUCATION PROGRAM | ELA | 8 | Ethnicity: African American or Black | | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | ALTERNATIVE EDUCATION PROGRAM | ELA | 8 | Ethnicity: Hispanic | | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | ALTERNATIVE EDUCATION PROGRAM | ELA | 8 | Ethnicity: White | | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | ALTERNATIVE EDUCATION PROGRAM | ELA | 8 | Gender: Female | | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | ALTERNATIVE EDUCATION PROGRAM | ELA | 8 | Gender: Male | | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | ARTS AND INNOVATION MAGNET | ELA | 6 | All Students | | 76 | |
| 2021-22 | BARROW COUNTY SCHOOLS | ARTS AND INNOVATION MAGNET | ELA | 6 | Disability | | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | ARTS AND INNOVATION MAGNET | ELA | 6 | English Learners | | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | ARTS AND INNOVATION MAGNET | ELA | 6 | Ethnicity: African American or Black | | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | ARTS AND INNOVATION MAGNET | ELA | 6 | Ethnicity: Hispanic | | 16 | |
| 2021-22 | BARROW COUNTY SCHOOLS | ARTS AND INNOVATION MAGNET | ELA | 6 | Ethnicity: White | | 49 | |
| 2021-22 | BARROW COUNTY SCHOOLS | ARTS AND INNOVATION MAGNET | ELA | 6 | Gender: Female | | 51 | |
| 2021-22 | BARROW COUNTY SCHOOLS | ARTS AND INNOVATION MAGNET | ELA | 6 | Gender: Male | | 25 | |
| 2021-22 | BARROW COUNTY SCHOOLS | ARTS AND INNOVATION MAGNET | ELA | 7 | All Students | | 83 | |
| 2021-22 | BARROW COUNTY SCHOOLS | ARTS AND INNOVATION MAGNET | ELA | 7 | Disability | | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | ARTS AND INNOVATION MAGNET | ELA | 7 | Ethnicity: African American or Black | | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | ARTS AND INNOVATION MAGNET | ELA | 7 | Ethnicity: Hispanic | | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | ARTS AND INNOVATION MAGNET | ELA | 7 | Ethnicity: White | | 60 | |
| 2021-22 | BARROW COUNTY SCHOOLS | ARTS AND INNOVATION MAGNET | ELA | 7 | Gender: Female | | 44 | |
| 2021-22 | BARROW COUNTY SCHOOLS | ARTS AND INNOVATION MAGNET | ELA | 7 | Gender: Male | | 39 | |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | CHATTAHOOCHEE COUNTY ED. CTR. | ELA | 3 | All Students | 35 | 30 | 86% |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | CHATTAHOOCHEE COUNTY ED. CTR. | ELA | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | CHATTAHOOCHEE COUNTY ED. CTR. | ELA | 3 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | CHATTAHOOCHEE COUNTY ED. CTR. | ELA | 3 | Ethnicity: Hispanic | 0 | Recacted <15 | |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | CHATTAHOOCHEE COUNTY ED. CTR. | ELA | 3 | Ethnicity: White | 19 | 17 | 89% |

GMAP Participation - School/ELA

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|----------------------------------|------------------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | CHATTAHOOCHEE COUNTY ED. CTR. | ELA | 3 | Gender: Female | | Recacted <15 | |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | CHATTAHOOCHEE COUNTY ED. CTR. | ELA | 3 | Gender: Male | | 17 | |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | CHATTAHOOCHEE COUNTY ED. CTR. | ELA | 4 | All Students | 41 | 38 | 93% |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | CHATTAHOOCHEE COUNTY ED. CTR. | ELA | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | CHATTAHOOCHEE COUNTY ED. CTR. | ELA | 4 | Ethnicity: African American or Black | 21 | 19 | 90% |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | CHATTAHOOCHEE COUNTY ED. CTR. | ELA | 4 | Ethnicity: White | 18 | 16 | 89% |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | CHATTAHOOCHEE COUNTY ED. CTR. | ELA | 4 | Gender: Female | | 17 | |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | CHATTAHOOCHEE COUNTY ED. CTR. | ELA | 4 | Gender: Male | | 21 | |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | CHATTAHOOCHEE COUNTY ED. CTR. | ELA | 5 | All Students | 43 | 35 | 81% |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | CHATTAHOOCHEE COUNTY ED. CTR. | ELA | 5 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | CHATTAHOOCHEE COUNTY ED. CTR. | ELA | 5 | Ethnicity: African American or Black | 17 | 15 | 88% |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | CHATTAHOOCHEE COUNTY ED. CTR. | ELA | 5 | Ethnicity: White | 23 | 19 | 83% |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | CHATTAHOOCHEE COUNTY ED. CTR. | ELA | 5 | Gender: Female | | 20 | |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | CHATTAHOOCHEE COUNTY ED. CTR. | ELA | 5 | Gender: Male | | 15 | |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | CHATTAHOOCHEE COUNTY MIDDLE SCHOOL | ELA | 6 | All Students | 60 | 57 | 95% |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | CHATTAHOOCHEE COUNTY MIDDLE SCHOOL | ELA | 6 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | CHATTAHOOCHEE COUNTY MIDDLE SCHOOL | ELA | 6 | Ethnicity: African American or Black | 16 | Recacted <15 | |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | CHATTAHOOCHEE COUNTY MIDDLE SCHOOL | ELA | 6 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | CHATTAHOOCHEE COUNTY MIDDLE SCHOOL | ELA | 6 | Ethnicity: White | 48 | 34 | 71% |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | CHATTAHOOCHEE COUNTY MIDDLE SCHOOL | ELA | 6 | Gender: Female | | 31 | |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | CHATTAHOOCHEE COUNTY MIDDLE SCHOOL | ELA | 6 | Gender: Male | | 26 | |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | CHATTAHOOCHEE COUNTY MIDDLE SCHOOL | ELA | 7 | All Students | 67 | 54 | 81% |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | CHATTAHOOCHEE COUNTY MIDDLE SCHOOL | ELA | 7 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | CHATTAHOOCHEE COUNTY MIDDLE SCHOOL | ELA | 7 | Ethnicity: African American or Black | 20 | 16 | 80% |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | CHATTAHOOCHEE COUNTY MIDDLE SCHOOL | ELA | 7 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | CHATTAHOOCHEE COUNTY MIDDLE SCHOOL | ELA | 7 | Ethnicity: White | 33 | 27 | 82% |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | CHATTAHOOCHEE COUNTY MIDDLE SCHOOL | ELA | 7 | Gender: Female | | 27 | |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | CHATTAHOOCHEE COUNTY MIDDLE SCHOOL | ELA | 7 | Gender: Male | | 27 | |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | CHATTAHOOCHEE COUNTY MIDDLE SCHOOL | ELA | 8 | All Students | 62 | 62 | 100% |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | CHATTAHOOCHEE COUNTY MIDDLE SCHOOL | ELA | 8 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | CHATTAHOOCHEE COUNTY MIDDLE SCHOOL | ELA | 8 | Ethnicity: African American or Black | 27 | 23 | 85% |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | CHATTAHOOCHEE COUNTY MIDDLE SCHOOL | ELA | 8 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | CHATTAHOOCHEE COUNTY MIDDLE SCHOOL | ELA | 8 | Ethnicity: White | 29 | 26 | 90% |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | CHATTAHOOCHEE COUNTY MIDDLE SCHOOL | ELA | 8 | Gender: Female | | 34 | |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | CHATTAHOOCHEE COUNTY MIDDLE SCHOOL | ELA | 8 | Gender: Male | | 28 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | LEROY MASSEY ELEMENTARY | ELA | 3 | All Students | 104 | 97 | 93% |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | LEROY MASSEY ELEMENTARY | ELA | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | LEROY MASSEY ELEMENTARY | ELA | 3 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | LEROY MASSEY ELEMENTARY | ELA | 3 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | LEROY MASSEY ELEMENTARY | ELA | 3 | Ethnicity: White | 65 | 59 | 91% |

GMAP Participation - School/ELA

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|----------------------------------|--------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | LEROY MASSEY ELEMENTARY | ELA | 3 | Gender: Female | | 50 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | LEROY MASSEY ELEMENTARY | ELA | 3 | Gender: Male | | 47 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | LEROY MASSEY ELEMENTARY | ELA | 4 | All Students | 113 | 102 | 90% |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | LEROY MASSEY ELEMENTARY | ELA | 4 | Disability | 16 | Recacted <15 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | LEROY MASSEY ELEMENTARY | ELA | 4 | Ethnicity: African American or Black | 18 | 17 | 94% |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | LEROY MASSEY ELEMENTARY | ELA | 4 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | LEROY MASSEY ELEMENTARY | ELA | 4 | Ethnicity: White | 74 | 65 | 88% |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | LEROY MASSEY ELEMENTARY | ELA | 4 | Gender: Female | | 51 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | LEROY MASSEY ELEMENTARY | ELA | 4 | Gender: Male | | 51 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | LEROY MASSEY ELEMENTARY | ELA | 5 | All Students | 105 | 97 | 92% |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | LEROY MASSEY ELEMENTARY | ELA | 5 | Disability | 21 | Recacted <15 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | LEROY MASSEY ELEMENTARY | ELA | 5 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | LEROY MASSEY ELEMENTARY | ELA | 5 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | LEROY MASSEY ELEMENTARY | ELA | 5 | Ethnicity: White | 71 | 65 | 92% |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | LEROY MASSEY ELEMENTARY | ELA | 5 | Gender: Female | | 44 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | LEROY MASSEY ELEMENTARY | ELA | 5 | Gender: Male | | 53 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | LYERLY ELEMENTARY SCHOOL | ELA | 3 | All Students | 35 | 35 | 100% |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | LYERLY ELEMENTARY SCHOOL | ELA | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | LYERLY ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | LYERLY ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | LYERLY ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: White | 30 | 30 | 100% |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | LYERLY ELEMENTARY SCHOOL | ELA | 3 | Gender: Female | | 19 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | LYERLY ELEMENTARY SCHOOL | ELA | 3 | Gender: Male | | 16 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | LYERLY ELEMENTARY SCHOOL | ELA | 4 | All Students | 31 | 31 | 100% |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | LYERLY ELEMENTARY SCHOOL | ELA | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | LYERLY ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | LYERLY ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | LYERLY ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: White | 26 | 26 | 100% |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | LYERLY ELEMENTARY SCHOOL | ELA | 4 | Gender: Female | | 18 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | LYERLY ELEMENTARY SCHOOL | ELA | 4 | Gender: Male | | Recacted <15 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | LYERLY ELEMENTARY SCHOOL | ELA | 5 | All Students | 36 | 35 | 97% |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | LYERLY ELEMENTARY SCHOOL | ELA | 5 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | LYERLY ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | LYERLY ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | LYERLY ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: White | 29 | 28 | 97% |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | LYERLY ELEMENTARY SCHOOL | ELA | 5 | Gender: Female | | Recacted <15 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | LYERLY ELEMENTARY SCHOOL | ELA | 5 | Gender: Male | | 21 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | LYERLY ELEMENTARY SCHOOL | ELA | 6 | All Students | 36 | 35 | 97% |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | LYERLY ELEMENTARY SCHOOL | ELA | 6 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | LYERLY ELEMENTARY SCHOOL | ELA | 6 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |

GMAP Participation - School/ELA

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|----------------------------------|---------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | LYERLY ELEMENTARY SCHOOL | ELA | 6 | Ethnicity: White | 30 | 29 | 97% |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | LYERLY ELEMENTARY SCHOOL | ELA | 6 | Gender: Female | | 15 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | LYERLY ELEMENTARY SCHOOL | ELA | 6 | Gender: Male | | 20 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | LYERLY ELEMENTARY SCHOOL | ELA | 7 | All Students | 36 | 33 | 92% |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | LYERLY ELEMENTARY SCHOOL | ELA | 7 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | LYERLY ELEMENTARY SCHOOL | ELA | 7 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | LYERLY ELEMENTARY SCHOOL | ELA | 7 | Ethnicity: White | 34 | 32 | 94% |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | LYERLY ELEMENTARY SCHOOL | ELA | 7 | Gender: Female | | 18 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | LYERLY ELEMENTARY SCHOOL | ELA | 7 | Gender: Male | | 15 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | LYERLY ELEMENTARY SCHOOL | ELA | 8 | All Students | 41 | 39 | 95% |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | LYERLY ELEMENTARY SCHOOL | ELA | 8 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | LYERLY ELEMENTARY SCHOOL | ELA | 8 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | LYERLY ELEMENTARY SCHOOL | ELA | 8 | Ethnicity: White | 37 | 35 | 95% |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | LYERLY ELEMENTARY SCHOOL | ELA | 8 | Gender: Female | | 17 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | LYERLY ELEMENTARY SCHOOL | ELA | 8 | Gender: Male | | 22 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | SUMMERVILLE MIDDLE SCHOOL | ELA | 6 | All Students | 125 | 102 | 82% |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | SUMMERVILLE MIDDLE SCHOOL | ELA | 6 | Disability | 22 | Recacted <15 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | SUMMERVILLE MIDDLE SCHOOL | ELA | 6 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | SUMMERVILLE MIDDLE SCHOOL | ELA | 6 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | SUMMERVILLE MIDDLE SCHOOL | ELA | 6 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | SUMMERVILLE MIDDLE SCHOOL | ELA | 6 | Ethnicity: White | 92 | 75 | 82% |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | SUMMERVILLE MIDDLE SCHOOL | ELA | 6 | Gender: Female | | 46 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | SUMMERVILLE MIDDLE SCHOOL | ELA | 6 | Gender: Male | | 56 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | SUMMERVILLE MIDDLE SCHOOL | ELA | 7 | All Students | 128 | 103 | 80% |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | SUMMERVILLE MIDDLE SCHOOL | ELA | 7 | Disability | 28 | 20 | 71% |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | SUMMERVILLE MIDDLE SCHOOL | ELA | 7 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | SUMMERVILLE MIDDLE SCHOOL | ELA | 7 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | SUMMERVILLE MIDDLE SCHOOL | ELA | 7 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | SUMMERVILLE MIDDLE SCHOOL | ELA | 7 | Ethnicity: White | 94 | 76 | 81% |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | SUMMERVILLE MIDDLE SCHOOL | ELA | 7 | Gender: Female | | 55 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | SUMMERVILLE MIDDLE SCHOOL | ELA | 7 | Gender: Male | | 48 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | SUMMERVILLE MIDDLE SCHOOL | ELA | 8 | All Students | 138 | 109 | 79% |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | SUMMERVILLE MIDDLE SCHOOL | ELA | 8 | Disability | 33 | 21 | 64% |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | SUMMERVILLE MIDDLE SCHOOL | ELA | 8 | Ethnicity: African American or Black | 17 | Recacted <15 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | SUMMERVILLE MIDDLE SCHOOL | ELA | 8 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | SUMMERVILLE MIDDLE SCHOOL | ELA | 8 | Ethnicity: White | 101 | 79 | 78% |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | SUMMERVILLE MIDDLE SCHOOL | ELA | 8 | Gender: Female | | 53 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | SUMMERVILLE MIDDLE SCHOOL | ELA | 8 | Gender: Male | | 56 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | MENLO ELEMENTARY SCHOOL | ELA | 3 | All Students | 30 | 30 | 100% |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | MENLO ELEMENTARY SCHOOL | ELA | 3 | Disability | Recacted <15 | Recacted <15 | |

GMAP Participation - School/ELA

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|----------------------------------|-----------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | MENLO ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: White | 27 | 27 | 100% |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | MENLO ELEMENTARY SCHOOL | ELA | 3 | Gender: Female | | Recacted <15 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | MENLO ELEMENTARY SCHOOL | ELA | 3 | Gender: Male | | 18 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | MENLO ELEMENTARY SCHOOL | ELA | 4 | All Students | 44 | 43 | 98% |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | MENLO ELEMENTARY SCHOOL | ELA | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | MENLO ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: White | 42 | 41 | 98% |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | MENLO ELEMENTARY SCHOOL | ELA | 4 | Gender: Female | | 25 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | MENLO ELEMENTARY SCHOOL | ELA | 4 | Gender: Male | | 18 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | MENLO ELEMENTARY SCHOOL | ELA | 5 | All Students | 32 | 32 | 100% |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | MENLO ELEMENTARY SCHOOL | ELA | 5 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | MENLO ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | MENLO ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: White | 30 | 30 | 100% |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | MENLO ELEMENTARY SCHOOL | ELA | 5 | Gender: Female | | 20 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | MENLO ELEMENTARY SCHOOL | ELA | 5 | Gender: Male | | Recacted <15 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | MENLO ELEMENTARY SCHOOL | ELA | 6 | All Students | 30 | 30 | 100% |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | MENLO ELEMENTARY SCHOOL | ELA | 6 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | MENLO ELEMENTARY SCHOOL | ELA | 6 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | MENLO ELEMENTARY SCHOOL | ELA | 6 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | MENLO ELEMENTARY SCHOOL | ELA | 6 | Ethnicity: White | 27 | 27 | 100% |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | MENLO ELEMENTARY SCHOOL | ELA | 6 | Gender: Female | | 17 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | MENLO ELEMENTARY SCHOOL | ELA | 6 | Gender: Male | | Recacted <15 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | MENLO ELEMENTARY SCHOOL | ELA | 7 | All Students | 41 | 41 | 100% |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | MENLO ELEMENTARY SCHOOL | ELA | 7 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | MENLO ELEMENTARY SCHOOL | ELA | 7 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | MENLO ELEMENTARY SCHOOL | ELA | 7 | Ethnicity: White | 39 | 39 | 100% |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | MENLO ELEMENTARY SCHOOL | ELA | 7 | Gender: Female | | 21 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | MENLO ELEMENTARY SCHOOL | ELA | 7 | Gender: Male | | 20 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | MENLO ELEMENTARY SCHOOL | ELA | 8 | All Students | 47 | 43 | 91% |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | MENLO ELEMENTARY SCHOOL | ELA | 8 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | MENLO ELEMENTARY SCHOOL | ELA | 8 | Ethnicity: White | 45 | 41 | 91% |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | MENLO ELEMENTARY SCHOOL | ELA | 8 | Gender: Female | | 22 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | MENLO ELEMENTARY SCHOOL | ELA | 8 | Gender: Male | | 21 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | M. D. ROBERTS MIDDLE SCHOOL | ELA | 6 | All Students | 266 | 224 | 84% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | M. D. ROBERTS MIDDLE SCHOOL | ELA | 6 | Disability | 21 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | M. D. ROBERTS MIDDLE SCHOOL | ELA | 6 | Ethnicity: African American or Black | 205 | 173 | 84% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | M. D. ROBERTS MIDDLE SCHOOL | ELA | 6 | Ethnicity: Hispanic | 41 | 37 | 90% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | M. D. ROBERTS MIDDLE SCHOOL | ELA | 6 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | M. D. ROBERTS MIDDLE SCHOOL | ELA | 6 | Gender: Female | | 134 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | M. D. ROBERTS MIDDLE SCHOOL | ELA | 6 | Gender: Male | | 90 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | M. D. ROBERTS MIDDLE SCHOOL | ELA | 7 | All Students | 283 | 263 | 93% |

GMAP Participation - School/ELA

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-------------------------------|-------------------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | M. D. ROBERTS MIDDLE SCHOOL | ELA | 7 | Disability | 21 | 16 | 76% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | M. D. ROBERTS MIDDLE SCHOOL | ELA | 7 | Ethnicity: African American or Black | 203 | 188 | 93% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | M. D. ROBERTS MIDDLE SCHOOL | ELA | 7 | Ethnicity: Hispanic | 46 | 45 | 98% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | M. D. ROBERTS MIDDLE SCHOOL | ELA | 7 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | M. D. ROBERTS MIDDLE SCHOOL | ELA | 7 | Gender: Female | | 161 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | M. D. ROBERTS MIDDLE SCHOOL | ELA | 7 | Gender: Male | | 102 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | M. D. ROBERTS MIDDLE SCHOOL | ELA | 8 | All Students | 322 | 289 | 90% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | M. D. ROBERTS MIDDLE SCHOOL | ELA | 8 | Disability | 32 | 24 | 75% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | M. D. ROBERTS MIDDLE SCHOOL | ELA | 8 | Ethnicity: African American or Black | 243 | 215 | 88% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | M. D. ROBERTS MIDDLE SCHOOL | ELA | 8 | Ethnicity: Hispanic | 54 | 53 | 98% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | M. D. ROBERTS MIDDLE SCHOOL | ELA | 8 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | M. D. ROBERTS MIDDLE SCHOOL | ELA | 8 | Gender: Female | | 177 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | M. D. ROBERTS MIDDLE SCHOOL | ELA | 8 | Gender: Male | | 112 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | CALLAWAY ELEMENTARY SCHOOL | ELA | 3 | All Students | 126 | 108 | 86% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | CALLAWAY ELEMENTARY SCHOOL | ELA | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | CALLAWAY ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: African American or Black | 100 | 83 | 83% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | CALLAWAY ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: Hispanic | 19 | 19 | 100% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | CALLAWAY ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | CALLAWAY ELEMENTARY SCHOOL | ELA | 3 | Gender: Female | | 51 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | CALLAWAY ELEMENTARY SCHOOL | ELA | 3 | Gender: Male | | 57 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | CALLAWAY ELEMENTARY SCHOOL | ELA | 4 | All Students | 110 | 89 | 81% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | CALLAWAY ELEMENTARY SCHOOL | ELA | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | CALLAWAY ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: African American or Black | 84 | 70 | 83% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | CALLAWAY ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: Hispanic | 23 | 17 | 74% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | CALLAWAY ELEMENTARY SCHOOL | ELA | 4 | Gender: Female | | 45 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | CALLAWAY ELEMENTARY SCHOOL | ELA | 4 | Gender: Male | | 44 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | CALLAWAY ELEMENTARY SCHOOL | ELA | 5 | All Students | 120 | 103 | 86% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | CALLAWAY ELEMENTARY SCHOOL | ELA | 5 | Disability | 17 | 15 | 88% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | CALLAWAY ELEMENTARY SCHOOL | ELA | 5 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | CALLAWAY ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: African American or Black | 96 | 82 | 85% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | CALLAWAY ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: Hispanic | 21 | 20 | 95% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | CALLAWAY ELEMENTARY SCHOOL | ELA | 5 | Gender: Female | | 46 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | CALLAWAY ELEMENTARY SCHOOL | ELA | 5 | Gender: Male | | 57 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | THURGOOD MARSHALL ELEMENTARY SCHOOL | ELA | 3 | All Students | 132 | 113 | 86% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | THURGOOD MARSHALL ELEMENTARY SCHOOL | ELA | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | THURGOOD MARSHALL ELEMENTARY SCHOOL | ELA | 3 | English Learners | 17 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | THURGOOD MARSHALL ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: African American or Black | 100 | 83 | 83% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | THURGOOD MARSHALL ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: Hispanic | 19 | 18 | 95% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | THURGOOD MARSHALL ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | THURGOOD MARSHALL ELEMENTARY SCHOOL | ELA | 3 | Gender: Female | | 56 | |

GMAP Participation - School/ELA

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-------------------------------|-------------------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | THURGOOD MARSHALL ELEMENTARY SCHOOL | ELA | 3 | Gender: Male | | 57 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | THURGOOD MARSHALL ELEMENTARY SCHOOL | ELA | 4 | All Students | 119 | 105 | 88% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | THURGOOD MARSHALL ELEMENTARY SCHOOL | ELA | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | THURGOOD MARSHALL ELEMENTARY SCHOOL | ELA | 4 | English Learners | 24 | 16 | 67% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | THURGOOD MARSHALL ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: African American or Black | 79 | 69 | 87% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | THURGOOD MARSHALL ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: Hispanic | 18 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | THURGOOD MARSHALL ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | THURGOOD MARSHALL ELEMENTARY SCHOOL | ELA | 4 | Gender: Female | | 51 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | THURGOOD MARSHALL ELEMENTARY SCHOOL | ELA | 4 | Gender: Male | | 54 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | THURGOOD MARSHALL ELEMENTARY SCHOOL | ELA | 5 | All Students | 131 | 114 | 87% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | THURGOOD MARSHALL ELEMENTARY SCHOOL | ELA | 5 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | THURGOOD MARSHALL ELEMENTARY SCHOOL | ELA | 5 | English Learners | 19 | 15 | 79% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | THURGOOD MARSHALL ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: African American or Black | 85 | 73 | 86% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | THURGOOD MARSHALL ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: Hispanic | 28 | 28 | 100% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | THURGOOD MARSHALL ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | THURGOOD MARSHALL ELEMENTARY SCHOOL | ELA | 5 | Gender: Female | | 53 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | THURGOOD MARSHALL ELEMENTARY SCHOOL | ELA | 5 | Gender: Male | | 61 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | JONESBORO MIDDLE SCHOOL | ELA | 6 | All Students | 329 | 244 | 74% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | JONESBORO MIDDLE SCHOOL | ELA | 6 | Disability | 39 | 24 | 62% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | JONESBORO MIDDLE SCHOOL | ELA | 6 | English Learners | 51 | 20 | 39% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | JONESBORO MIDDLE SCHOOL | ELA | 6 | Ethnicity: African American or Black | 208 | 145 | 70% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | JONESBORO MIDDLE SCHOOL | ELA | 6 | Ethnicity: Hispanic | 97 | 84 | 87% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | JONESBORO MIDDLE SCHOOL | ELA | 6 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | JONESBORO MIDDLE SCHOOL | ELA | 6 | Gender: Female | | 116 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | JONESBORO MIDDLE SCHOOL | ELA | 6 | Gender: Male | | 128 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | JONESBORO MIDDLE SCHOOL | ELA | 7 | All Students | 311 | 214 | 69% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | JONESBORO MIDDLE SCHOOL | ELA | 7 | Disability | 42 | 27 | 64% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | JONESBORO MIDDLE SCHOOL | ELA | 7 | English Learners | 47 | 17 | 36% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | JONESBORO MIDDLE SCHOOL | ELA | 7 | Ethnicity: African American or Black | 188 | 129 | 69% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | JONESBORO MIDDLE SCHOOL | ELA | 7 | Ethnicity: Hispanic | 110 | 78 | 71% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | JONESBORO MIDDLE SCHOOL | ELA | 7 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | JONESBORO MIDDLE SCHOOL | ELA | 7 | Gender: Female | | 103 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | JONESBORO MIDDLE SCHOOL | ELA | 7 | Gender: Male | | 111 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | JONESBORO MIDDLE SCHOOL | ELA | 8 | All Students | 322 | 247 | 77% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | JONESBORO MIDDLE SCHOOL | ELA | 8 | Disability | 39 | 28 | 72% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | JONESBORO MIDDLE SCHOOL | ELA | 8 | English Learners | 36 | 28 | 78% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | JONESBORO MIDDLE SCHOOL | ELA | 8 | Ethnicity: African American or Black | 214 | 163 | 76% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | JONESBORO MIDDLE SCHOOL | ELA | 8 | Ethnicity: Hispanic | 87 | 69 | 79% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | JONESBORO MIDDLE SCHOOL | ELA | 8 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | JONESBORO MIDDLE SCHOOL | ELA | 8 | Gender: Female | | 134 | |

GMAP Participation - School/ELA

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-------------------------------|-------------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | JONESBORO MIDDLE SCHOOL | ELA | 8 | Gender: Male | | 113 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SEQUOYAH MIDDLE SCHOOL | ELA | 6 | All Students | 276 | 174 | 63% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SEQUOYAH MIDDLE SCHOOL | ELA | 6 | Disability | 35 | 23 | 66% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SEQUOYAH MIDDLE SCHOOL | ELA | 6 | English Learners | 49 | 35 | 71% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SEQUOYAH MIDDLE SCHOOL | ELA | 6 | Ethnicity: African American or Black | 193 | 111 | 58% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SEQUOYAH MIDDLE SCHOOL | ELA | 6 | Ethnicity: Hispanic | 75 | 57 | 76% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SEQUOYAH MIDDLE SCHOOL | ELA | 6 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SEQUOYAH MIDDLE SCHOOL | ELA | 6 | Gender: Female | | 89 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SEQUOYAH MIDDLE SCHOOL | ELA | 6 | Gender: Male | | 85 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SEQUOYAH MIDDLE SCHOOL | ELA | 7 | All Students | 308 | 249 | 81% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SEQUOYAH MIDDLE SCHOOL | ELA | 7 | Disability | 32 | 27 | 84% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SEQUOYAH MIDDLE SCHOOL | ELA | 7 | English Learners | 39 | 31 | 79% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SEQUOYAH MIDDLE SCHOOL | ELA | 7 | Ethnicity: African American or Black | 198 | 150 | 76% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SEQUOYAH MIDDLE SCHOOL | ELA | 7 | Ethnicity: Hispanic | 89 | 84 | 94% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SEQUOYAH MIDDLE SCHOOL | ELA | 7 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SEQUOYAH MIDDLE SCHOOL | ELA | 7 | Gender: Female | | 128 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SEQUOYAH MIDDLE SCHOOL | ELA | 7 | Gender: Male | | 121 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SEQUOYAH MIDDLE SCHOOL | ELA | 8 | All Students | 265 | 166 | 63% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SEQUOYAH MIDDLE SCHOOL | ELA | 8 | Disability | 23 | 17 | 74% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SEQUOYAH MIDDLE SCHOOL | ELA | 8 | English Learners | 22 | 17 | 77% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SEQUOYAH MIDDLE SCHOOL | ELA | 8 | Ethnicity: African American or Black | 170 | 97 | 57% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SEQUOYAH MIDDLE SCHOOL | ELA | 8 | Ethnicity: Hispanic | 81 | 61 | 75% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SEQUOYAH MIDDLE SCHOOL | ELA | 8 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SEQUOYAH MIDDLE SCHOOL | ELA | 8 | Gender: Female | | 92 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SEQUOYAH MIDDLE SCHOOL | ELA | 8 | Gender: Male | | 74 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ELITE SCHOLARS ACADEMY SCHOOL | ELA | 6 | All Students | 101 | 100 | 99% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ELITE SCHOLARS ACADEMY SCHOOL | ELA | 6 | Ethnicity: African American or Black | 72 | 71 | 99% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ELITE SCHOLARS ACADEMY SCHOOL | ELA | 6 | Ethnicity: Hispanic | 16 | 17 | 106% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ELITE SCHOLARS ACADEMY SCHOOL | ELA | 6 | Gender: Female | | 52 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ELITE SCHOLARS ACADEMY SCHOOL | ELA | 6 | Gender: Male | | 48 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ELITE SCHOLARS ACADEMY SCHOOL | ELA | 7 | All Students | 109 | 91 | 83% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ELITE SCHOLARS ACADEMY SCHOOL | ELA | 7 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ELITE SCHOLARS ACADEMY SCHOOL | ELA | 7 | Ethnicity: African American or Black | 66 | 52 | 79% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ELITE SCHOLARS ACADEMY SCHOOL | ELA | 7 | Ethnicity: Hispanic | 25 | 21 | 84% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ELITE SCHOLARS ACADEMY SCHOOL | ELA | 7 | Gender: Female | | 49 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ELITE SCHOLARS ACADEMY SCHOOL | ELA | 7 | Gender: Male | | 42 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ELITE SCHOLARS ACADEMY SCHOOL | ELA | 8 | All Students | 98 | 92 | 94% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ELITE SCHOLARS ACADEMY SCHOOL | ELA | 8 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ELITE SCHOLARS ACADEMY SCHOOL | ELA | 8 | Ethnicity: African American or Black | 60 | 56 | 93% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ELITE SCHOLARS ACADEMY SCHOOL | ELA | 8 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |

GMAP Participation - School/ELA

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-------------------------------|-----------------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ELITE SCHOLARS ACADEMY SCHOOL | ELA | 8 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ELITE SCHOLARS ACADEMY SCHOOL | ELA | 8 | Gender: Female | | 38 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ELITE SCHOLARS ACADEMY SCHOOL | ELA | 8 | Gender: Male | | 54 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EDDIE WHITE ACADEMY MIDDLE SCHOOL | ELA | 6 | All Students | 486 | 367 | 76% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EDDIE WHITE ACADEMY MIDDLE SCHOOL | ELA | 6 | Disability | 59 | 45 | 76% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EDDIE WHITE ACADEMY MIDDLE SCHOOL | ELA | 6 | English Learners | 30 | 24 | 80% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EDDIE WHITE ACADEMY MIDDLE SCHOOL | ELA | 6 | Ethnicity: African American or Black | 387 | 281 | 73% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EDDIE WHITE ACADEMY MIDDLE SCHOOL | ELA | 6 | Ethnicity: Hispanic | 75 | 69 | 92% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EDDIE WHITE ACADEMY MIDDLE SCHOOL | ELA | 6 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EDDIE WHITE ACADEMY MIDDLE SCHOOL | ELA | 6 | Gender: Female | | 183 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EDDIE WHITE ACADEMY MIDDLE SCHOOL | ELA | 6 | Gender: Male | | 184 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EDDIE WHITE ACADEMY MIDDLE SCHOOL | ELA | 7 | All Students | 491 | 359 | 73% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EDDIE WHITE ACADEMY MIDDLE SCHOOL | ELA | 7 | Disability | 57 | 40 | 70% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EDDIE WHITE ACADEMY MIDDLE SCHOOL | ELA | 7 | English Learners | 23 | 18 | 78% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EDDIE WHITE ACADEMY MIDDLE SCHOOL | ELA | 7 | Ethnicity: African American or Black | 398 | 283 | 71% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EDDIE WHITE ACADEMY MIDDLE SCHOOL | ELA | 7 | Ethnicity: Hispanic | 72 | 61 | 85% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EDDIE WHITE ACADEMY MIDDLE SCHOOL | ELA | 7 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EDDIE WHITE ACADEMY MIDDLE SCHOOL | ELA | 7 | Gender: Female | | 169 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EDDIE WHITE ACADEMY MIDDLE SCHOOL | ELA | 7 | Gender: Male | | 190 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EDDIE WHITE ACADEMY MIDDLE SCHOOL | ELA | 8 | All Students | 531 | 355 | 67% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EDDIE WHITE ACADEMY MIDDLE SCHOOL | ELA | 8 | Disability | 69 | 45 | 65% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EDDIE WHITE ACADEMY MIDDLE SCHOOL | ELA | 8 | English Learners | 15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EDDIE WHITE ACADEMY MIDDLE SCHOOL | ELA | 8 | Ethnicity: African American or Black | 424 | 281 | 66% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EDDIE WHITE ACADEMY MIDDLE SCHOOL | ELA | 8 | Ethnicity: Hispanic | 70 | 55 | 79% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EDDIE WHITE ACADEMY MIDDLE SCHOOL | ELA | 8 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EDDIE WHITE ACADEMY MIDDLE SCHOOL | ELA | 8 | Gender: Female | | 162 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EDDIE WHITE ACADEMY MIDDLE SCHOOL | ELA | 8 | Gender: Male | | 193 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MORROW MIDDLE SCHOOL | ELA | 6 | All Students | 259 | 189 | 73% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MORROW MIDDLE SCHOOL | ELA | 6 | Disability | 41 | 27 | 66% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MORROW MIDDLE SCHOOL | ELA | 6 | English Learners | 46 | 36 | 78% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MORROW MIDDLE SCHOOL | ELA | 6 | Ethnicity: African American or Black | 147 | 96 | 65% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MORROW MIDDLE SCHOOL | ELA | 6 | Ethnicity: Hispanic | 78 | 64 | 82% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MORROW MIDDLE SCHOOL | ELA | 6 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MORROW MIDDLE SCHOOL | ELA | 6 | Gender: Female | | 83 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MORROW MIDDLE SCHOOL | ELA | 6 | Gender: Male | | 106 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MORROW MIDDLE SCHOOL | ELA | 7 | All Students | 292 | 244 | 84% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MORROW MIDDLE SCHOOL | ELA | 7 | Disability | 29 | 26 | 90% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MORROW MIDDLE SCHOOL | ELA | 7 | English Learners | 30 | 24 | 80% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MORROW MIDDLE SCHOOL | ELA | 7 | Ethnicity: African American or Black | 174 | 140 | 80% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MORROW MIDDLE SCHOOL | ELA | 7 | Ethnicity: Hispanic | 81 | 70 | 86% |

GMAP Participation - School/ELA

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-------------------------------|------------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MORROW MIDDLE SCHOOL | ELA | 7 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MORROW MIDDLE SCHOOL | ELA | 7 | Gender: Female | | 128 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MORROW MIDDLE SCHOOL | ELA | 7 | Gender: Male | | 116 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MORROW MIDDLE SCHOOL | ELA | 8 | All Students | 276 | 233 | 84% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MORROW MIDDLE SCHOOL | ELA | 8 | Disability | 26 | 16 | 62% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MORROW MIDDLE SCHOOL | ELA | 8 | English Learners | 26 | 24 | 92% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MORROW MIDDLE SCHOOL | ELA | 8 | Ethnicity: African American or Black | 172 | 136 | 79% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MORROW MIDDLE SCHOOL | ELA | 8 | Ethnicity: Hispanic | 72 | 68 | 94% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MORROW MIDDLE SCHOOL | ELA | 8 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MORROW MIDDLE SCHOOL | ELA | 8 | Gender: Female | | 107 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MORROW MIDDLE SCHOOL | ELA | 8 | Gender: Male | | 126 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KILPATRICK ELEMENTARY SCHOOL | ELA | 3 | All Students | 101 | 94 | 93% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KILPATRICK ELEMENTARY SCHOOL | ELA | 3 | Disability | 15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KILPATRICK ELEMENTARY SCHOOL | ELA | 3 | English Learners | 33 | 22 | 67% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KILPATRICK ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: African American or Black | 47 | 43 | 91% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KILPATRICK ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: Hispanic | 45 | 43 | 96% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KILPATRICK ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KILPATRICK ELEMENTARY SCHOOL | ELA | 3 | Gender: Female | | 49 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KILPATRICK ELEMENTARY SCHOOL | ELA | 3 | Gender: Male | | 45 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KILPATRICK ELEMENTARY SCHOOL | ELA | 4 | All Students | 105 | 97 | 92% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KILPATRICK ELEMENTARY SCHOOL | ELA | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KILPATRICK ELEMENTARY SCHOOL | ELA | 4 | English Learners | 39 | 16 | 41% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KILPATRICK ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: African American or Black | 45 | 41 | 91% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KILPATRICK ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: Hispanic | 52 | 49 | 94% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KILPATRICK ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KILPATRICK ELEMENTARY SCHOOL | ELA | 4 | Gender: Female | | 61 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KILPATRICK ELEMENTARY SCHOOL | ELA | 4 | Gender: Male | | 36 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KILPATRICK ELEMENTARY SCHOOL | ELA | 5 | All Students | 95 | 89 | 94% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KILPATRICK ELEMENTARY SCHOOL | ELA | 5 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KILPATRICK ELEMENTARY SCHOOL | ELA | 5 | English Learners | 32 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KILPATRICK ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: African American or Black | 41 | 38 | 93% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KILPATRICK ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: Hispanic | 48 | 46 | 96% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KILPATRICK ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KILPATRICK ELEMENTARY SCHOOL | ELA | 5 | Gender: Female | | 47 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KILPATRICK ELEMENTARY SCHOOL | ELA | 5 | Gender: Male | | 42 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MUNDYS MILL MIDDLE SCHOOL | ELA | 6 | All Students | 226 | 176 | 78% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MUNDYS MILL MIDDLE SCHOOL | ELA | 6 | Disability | 34 | 30 | 88% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MUNDYS MILL MIDDLE SCHOOL | ELA | 6 | English Learners | 17 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MUNDYS MILL MIDDLE SCHOOL | ELA | 6 | Ethnicity: African American or Black | 175 | 137 | 78% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MUNDYS MILL MIDDLE SCHOOL | ELA | 6 | Ethnicity: Hispanic | 32 | 26 | 81% |

GMAP Participation - School/ELA

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-------------------------------|---------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MUNDYS MILL MIDDLE SCHOOL | ELA | 6 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MUNDYS MILL MIDDLE SCHOOL | ELA | 6 | Gender: Female | | 82 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MUNDYS MILL MIDDLE SCHOOL | ELA | 6 | Gender: Male | | 94 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MUNDYS MILL MIDDLE SCHOOL | ELA | 7 | All Students | 263 | 201 | 76% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MUNDYS MILL MIDDLE SCHOOL | ELA | 7 | Disability | 31 | 21 | 68% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MUNDYS MILL MIDDLE SCHOOL | ELA | 7 | English Learners | 15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MUNDYS MILL MIDDLE SCHOOL | ELA | 7 | Ethnicity: African American or Black | 197 | 147 | 75% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MUNDYS MILL MIDDLE SCHOOL | ELA | 7 | Ethnicity: Hispanic | 43 | 40 | 93% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MUNDYS MILL MIDDLE SCHOOL | ELA | 7 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MUNDYS MILL MIDDLE SCHOOL | ELA | 7 | Gender: Female | | 104 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MUNDYS MILL MIDDLE SCHOOL | ELA | 7 | Gender: Male | | 97 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MUNDYS MILL MIDDLE SCHOOL | ELA | 8 | All Students | 246 | 173 | 70% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MUNDYS MILL MIDDLE SCHOOL | ELA | 8 | Disability | 38 | 24 | 63% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MUNDYS MILL MIDDLE SCHOOL | ELA | 8 | Ethnicity: African American or Black | 187 | 128 | 68% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MUNDYS MILL MIDDLE SCHOOL | ELA | 8 | Ethnicity: Hispanic | 38 | 31 | 82% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MUNDYS MILL MIDDLE SCHOOL | ELA | 8 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MUNDYS MILL MIDDLE SCHOOL | ELA | 8 | Gender: Female | | 79 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MUNDYS MILL MIDDLE SCHOOL | ELA | 8 | Gender: Male | | 94 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | BROWN ELEMENTARY SCHOOL | ELA | 3 | All Students | 138 | 120 | 87% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | BROWN ELEMENTARY SCHOOL | ELA | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | BROWN ELEMENTARY SCHOOL | ELA | 3 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | BROWN ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: African American or Black | 104 | 90 | 87% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | BROWN ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: Hispanic | 26 | 23 | 88% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | BROWN ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | BROWN ELEMENTARY SCHOOL | ELA | 3 | Gender: Female | | 63 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | BROWN ELEMENTARY SCHOOL | ELA | 3 | Gender: Male | | 57 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | BROWN ELEMENTARY SCHOOL | ELA | 4 | All Students | 107 | 98 | 92% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | BROWN ELEMENTARY SCHOOL | ELA | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | BROWN ELEMENTARY SCHOOL | ELA | 4 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | BROWN ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: African American or Black | 84 | 77 | 92% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | BROWN ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | BROWN ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | BROWN ELEMENTARY SCHOOL | ELA | 4 | Gender: Female | | 49 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | BROWN ELEMENTARY SCHOOL | ELA | 4 | Gender: Male | | 49 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | BROWN ELEMENTARY SCHOOL | ELA | 5 | All Students | 101 | 92 | 91% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | BROWN ELEMENTARY SCHOOL | ELA | 5 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | BROWN ELEMENTARY SCHOOL | ELA | 5 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | BROWN ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: African American or Black | 79 | 73 | 92% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | BROWN ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | BROWN ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: White | Recacted <15 | Recacted <15 | |

GMAP Participation - School/ELA

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-------------------------------|------------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | BROWN ELEMENTARY SCHOOL | ELA | 5 | Gender: Female | | 44 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | BROWN ELEMENTARY SCHOOL | ELA | 5 | Gender: Male | | 48 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MOUNT ZION ELEMENTARY SCHOOL | ELA | 3 | All Students | 204 | 178 | 87% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MOUNT ZION ELEMENTARY SCHOOL | ELA | 3 | Disability | 16 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MOUNT ZION ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: African American or Black | 147 | 124 | 84% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MOUNT ZION ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: Hispanic | 42 | 41 | 98% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MOUNT ZION ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MOUNT ZION ELEMENTARY SCHOOL | ELA | 3 | Gender: Female | | 94 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MOUNT ZION ELEMENTARY SCHOOL | ELA | 3 | Gender: Male | | 84 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MOUNT ZION ELEMENTARY SCHOOL | ELA | 4 | All Students | 172 | 157 | 91% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MOUNT ZION ELEMENTARY SCHOOL | ELA | 4 | Disability | 15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MOUNT ZION ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: African American or Black | 115 | 104 | 90% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MOUNT ZION ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: Hispanic | 45 | 42 | 93% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MOUNT ZION ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MOUNT ZION ELEMENTARY SCHOOL | ELA | 4 | Gender: Female | | 80 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MOUNT ZION ELEMENTARY SCHOOL | ELA | 4 | Gender: Male | | 77 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MOUNT ZION ELEMENTARY SCHOOL | ELA | 5 | All Students | 184 | 150 | 82% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MOUNT ZION ELEMENTARY SCHOOL | ELA | 5 | Disability | 23 | 16 | 70% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MOUNT ZION ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: African American or Black | 108 | 90 | 83% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MOUNT ZION ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: Hispanic | 49 | 43 | 88% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MOUNT ZION ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MOUNT ZION ELEMENTARY SCHOOL | ELA | 5 | Gender: Female | | 67 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MOUNT ZION ELEMENTARY SCHOOL | ELA | 5 | Gender: Male | | 83 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ADAMSON MIDDLE SCHOOL | ELA | 6 | All Students | 181 | 148 | 82% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ADAMSON MIDDLE SCHOOL | ELA | 6 | Disability | 16 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ADAMSON MIDDLE SCHOOL | ELA | 6 | English Learners | 30 | 23 | 77% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ADAMSON MIDDLE SCHOOL | ELA | 6 | Ethnicity: African American or Black | 128 | 102 | 80% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ADAMSON MIDDLE SCHOOL | ELA | 6 | Ethnicity: Hispanic | 40 | 36 | 90% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ADAMSON MIDDLE SCHOOL | ELA | 6 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ADAMSON MIDDLE SCHOOL | ELA | 6 | Gender: Female | | 85 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ADAMSON MIDDLE SCHOOL | ELA | 6 | Gender: Male | | 63 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ADAMSON MIDDLE SCHOOL | ELA | 7 | All Students | 208 | 175 | 84% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ADAMSON MIDDLE SCHOOL | ELA | 7 | Disability | 26 | 19 | 73% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ADAMSON MIDDLE SCHOOL | ELA | 7 | English Learners | 20 | 16 | 80% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ADAMSON MIDDLE SCHOOL | ELA | 7 | Ethnicity: African American or Black | 145 | 116 | 80% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ADAMSON MIDDLE SCHOOL | ELA | 7 | Ethnicity: Hispanic | 46 | 46 | 100% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ADAMSON MIDDLE SCHOOL | ELA | 7 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ADAMSON MIDDLE SCHOOL | ELA | 7 | Gender: Female | | 84 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ADAMSON MIDDLE SCHOOL | ELA | 7 | Gender: Male | | 91 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ADAMSON MIDDLE SCHOOL | ELA | 8 | All Students | 203 | 182 | 90% |

GMAP Participation - School/ELA

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-------------------------------|--------------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ADAMSON MIDDLE SCHOOL | ELA | 8 | Disability | 16 | 15 | 94% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ADAMSON MIDDLE SCHOOL | ELA | 8 | English Learners | 15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ADAMSON MIDDLE SCHOOL | ELA | 8 | Ethnicity: African American or Black | 148 | 129 | 87% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ADAMSON MIDDLE SCHOOL | ELA | 8 | Ethnicity: Hispanic | 45 | 44 | 98% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ADAMSON MIDDLE SCHOOL | ELA | 8 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ADAMSON MIDDLE SCHOOL | ELA | 8 | Gender: Female | | 86 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ADAMSON MIDDLE SCHOOL | ELA | 8 | Gender: Male | | 96 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | POINTE SOUTH ELEMENTARY SCHOOL | ELA | 3 | All Students | 82 | 76 | 93% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | POINTE SOUTH ELEMENTARY SCHOOL | ELA | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | POINTE SOUTH ELEMENTARY SCHOOL | ELA | 3 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | POINTE SOUTH ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: African American or Black | 58 | 52 | 90% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | POINTE SOUTH ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: Hispanic | 16 | 16 | 100% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | POINTE SOUTH ELEMENTARY SCHOOL | ELA | 3 | Gender: Female | | 41 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | POINTE SOUTH ELEMENTARY SCHOOL | ELA | 3 | Gender: Male | | 35 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | POINTE SOUTH ELEMENTARY SCHOOL | ELA | 4 | All Students | 79 | 71 | 90% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | POINTE SOUTH ELEMENTARY SCHOOL | ELA | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | POINTE SOUTH ELEMENTARY SCHOOL | ELA | 4 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | POINTE SOUTH ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: African American or Black | 59 | 53 | 90% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | POINTE SOUTH ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | POINTE SOUTH ELEMENTARY SCHOOL | ELA | 4 | Gender: Female | | 43 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | POINTE SOUTH ELEMENTARY SCHOOL | ELA | 4 | Gender: Male | | 28 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | POINTE SOUTH ELEMENTARY SCHOOL | ELA | 5 | All Students | 86 | 74 | 86% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | POINTE SOUTH ELEMENTARY SCHOOL | ELA | 5 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | POINTE SOUTH ELEMENTARY SCHOOL | ELA | 5 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | POINTE SOUTH ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: African American or Black | 66 | 55 | 83% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | POINTE SOUTH ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | POINTE SOUTH ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | POINTE SOUTH ELEMENTARY SCHOOL | ELA | 5 | Gender: Female | | 36 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | POINTE SOUTH ELEMENTARY SCHOOL | ELA | 5 | Gender: Male | | 38 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERS EDGE ELEMENTARY SCHOOL | ELA | 3 | All Students | 115 | 107 | 93% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERS EDGE ELEMENTARY SCHOOL | ELA | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERS EDGE ELEMENTARY SCHOOL | ELA | 3 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERS EDGE ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: African American or Black | 98 | 92 | 94% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERS EDGE ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERS EDGE ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERS EDGE ELEMENTARY SCHOOL | ELA | 3 | Gender: Female | | 60 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERS EDGE ELEMENTARY SCHOOL | ELA | 3 | Gender: Male | | 47 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERS EDGE ELEMENTARY SCHOOL | ELA | 4 | All Students | 126 | 125 | 99% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERS EDGE ELEMENTARY SCHOOL | ELA | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERS EDGE ELEMENTARY SCHOOL | ELA | 4 | English Learners | Recacted <15 | Recacted <15 | |

GMAP Participation - School/ELA

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-------------------------------|-------------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERS EDGE ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: African American or Black | 113 | 112 | 99% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERS EDGE ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERS EDGE ELEMENTARY SCHOOL | ELA | 4 | Gender: Female | | 63 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERS EDGE ELEMENTARY SCHOOL | ELA | 4 | Gender: Male | | 62 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERS EDGE ELEMENTARY SCHOOL | ELA | 5 | All Students | 128 | 118 | 92% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERS EDGE ELEMENTARY SCHOOL | ELA | 5 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERS EDGE ELEMENTARY SCHOOL | ELA | 5 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERS EDGE ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: African American or Black | 115 | 107 | 93% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERS EDGE ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERS EDGE ELEMENTARY SCHOOL | ELA | 5 | Gender: Female | | 56 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERS EDGE ELEMENTARY SCHOOL | ELA | 5 | Gender: Male | | 62 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KENDRICK MIDDLE SCHOOL | ELA | 6 | All Students | 232 | 181 | 78% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KENDRICK MIDDLE SCHOOL | ELA | 6 | Disability | 20 | 15 | 75% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KENDRICK MIDDLE SCHOOL | ELA | 6 | English Learners | 32 | 18 | 56% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KENDRICK MIDDLE SCHOOL | ELA | 6 | Ethnicity: African American or Black | 154 | 112 | 73% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KENDRICK MIDDLE SCHOOL | ELA | 6 | Ethnicity: Hispanic | 63 | 58 | 92% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KENDRICK MIDDLE SCHOOL | ELA | 6 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KENDRICK MIDDLE SCHOOL | ELA | 6 | Gender: Female | | 78 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KENDRICK MIDDLE SCHOOL | ELA | 6 | Gender: Male | | 103 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KENDRICK MIDDLE SCHOOL | ELA | 7 | All Students | 247 | 193 | 78% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KENDRICK MIDDLE SCHOOL | ELA | 7 | Disability | 30 | 20 | 67% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KENDRICK MIDDLE SCHOOL | ELA | 7 | English Learners | 19 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KENDRICK MIDDLE SCHOOL | ELA | 7 | Ethnicity: African American or Black | 194 | 151 | 78% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KENDRICK MIDDLE SCHOOL | ELA | 7 | Ethnicity: Hispanic | 41 | 33 | 80% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KENDRICK MIDDLE SCHOOL | ELA | 7 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KENDRICK MIDDLE SCHOOL | ELA | 7 | Gender: Female | | 97 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KENDRICK MIDDLE SCHOOL | ELA | 7 | Gender: Male | | 96 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KENDRICK MIDDLE SCHOOL | ELA | 8 | All Students | 255 | 159 | 62% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KENDRICK MIDDLE SCHOOL | ELA | 8 | Disability | 28 | 23 | 82% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KENDRICK MIDDLE SCHOOL | ELA | 8 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KENDRICK MIDDLE SCHOOL | ELA | 8 | Ethnicity: African American or Black | 163 | 94 | 58% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KENDRICK MIDDLE SCHOOL | ELA | 8 | Ethnicity: Hispanic | 77 | 57 | 74% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KENDRICK MIDDLE SCHOOL | ELA | 8 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KENDRICK MIDDLE SCHOOL | ELA | 8 | Gender: Female | | 64 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KENDRICK MIDDLE SCHOOL | ELA | 8 | Gender: Male | | 95 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HAWTHORNE ELEMENTARY SCHOOL | ELA | 3 | All Students | 143 | 125 | 87% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HAWTHORNE ELEMENTARY SCHOOL | ELA | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HAWTHORNE ELEMENTARY SCHOOL | ELA | 3 | English Learners | 23 | 19 | 83% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HAWTHORNE ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: African American or Black | 106 | 92 | 87% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HAWTHORNE ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: Hispanic | 30 | 28 | 93% |

GMAP Participation - School/ELA

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-------------------------------|------------------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HAWTHORNE ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HAWTHORNE ELEMENTARY SCHOOL | ELA | 3 | Gender: Female | | 55 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HAWTHORNE ELEMENTARY SCHOOL | ELA | 3 | Gender: Male | | 70 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HAWTHORNE ELEMENTARY SCHOOL | ELA | 4 | All Students | 127 | 111 | 87% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HAWTHORNE ELEMENTARY SCHOOL | ELA | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HAWTHORNE ELEMENTARY SCHOOL | ELA | 4 | English Learners | 20 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HAWTHORNE ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: African American or Black | 86 | 74 | 86% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HAWTHORNE ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: Hispanic | 28 | 27 | 96% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HAWTHORNE ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HAWTHORNE ELEMENTARY SCHOOL | ELA | 4 | Gender: Female | | 55 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HAWTHORNE ELEMENTARY SCHOOL | ELA | 4 | Gender: Male | | 56 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HAWTHORNE ELEMENTARY SCHOOL | ELA | 5 | All Students | 143 | 124 | 87% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HAWTHORNE ELEMENTARY SCHOOL | ELA | 5 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HAWTHORNE ELEMENTARY SCHOOL | ELA | 5 | English Learners | 17 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HAWTHORNE ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: African American or Black | 101 | 85 | 84% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HAWTHORNE ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: Hispanic | 30 | 29 | 97% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HAWTHORNE ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HAWTHORNE ELEMENTARY SCHOOL | ELA | 5 | Gender: Female | | 62 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HAWTHORNE ELEMENTARY SCHOOL | ELA | 5 | Gender: Male | | 62 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ROBERTA T. SMITH ELEMENTARY SCHOOL | ELA | 3 | All Students | 155 | 132 | 85% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ROBERTA T. SMITH ELEMENTARY SCHOOL | ELA | 3 | Disability | 16 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ROBERTA T. SMITH ELEMENTARY SCHOOL | ELA | 3 | English Learners | 35 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ROBERTA T. SMITH ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: African American or Black | 104 | 90 | 87% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ROBERTA T. SMITH ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: Hispanic | 43 | 36 | 84% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ROBERTA T. SMITH ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ROBERTA T. SMITH ELEMENTARY SCHOOL | ELA | 3 | Gender: Female | | 66 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ROBERTA T. SMITH ELEMENTARY SCHOOL | ELA | 3 | Gender: Male | | 66 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ROBERTA T. SMITH ELEMENTARY SCHOOL | ELA | 4 | All Students | 147 | 121 | 82% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ROBERTA T. SMITH ELEMENTARY SCHOOL | ELA | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ROBERTA T. SMITH ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: African American or Black | 101 | 82 | 81% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ROBERTA T. SMITH ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: Hispanic | 30 | 25 | 83% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ROBERTA T. SMITH ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ROBERTA T. SMITH ELEMENTARY SCHOOL | ELA | 4 | Gender: Female | | 64 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ROBERTA T. SMITH ELEMENTARY SCHOOL | ELA | 4 | Gender: Male | | 57 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ROBERTA T. SMITH ELEMENTARY SCHOOL | ELA | 5 | All Students | 158 | 137 | 87% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ROBERTA T. SMITH ELEMENTARY SCHOOL | ELA | 5 | Disability | 18 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ROBERTA T. SMITH ELEMENTARY SCHOOL | ELA | 5 | English Learners | 24 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ROBERTA T. SMITH ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: African American or Black | 113 | 100 | 88% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ROBERTA T. SMITH ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: Hispanic | 35 | 29 | 83% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ROBERTA T. SMITH ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: White | Recacted <15 | Recacted <15 | |

GMAP Participation - School/ELA

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-------------------------------|---|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ROBERTA T. SMITH ELEMENTARY SCHOOL | ELA | 5 | Gender: Female | | 72 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ROBERTA T. SMITH ELEMENTARY SCHOOL | ELA | 5 | Gender: Male | | 65 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HARPER ELEMENTARY SCHOOL | ELA | 3 | All Students | 119 | 109 | 92% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HARPER ELEMENTARY SCHOOL | ELA | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HARPER ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: African American or Black | 79 | 72 | 91% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HARPER ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: Hispanic | 32 | 30 | 94% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HARPER ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HARPER ELEMENTARY SCHOOL | ELA | 3 | Gender: Female | | 56 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HARPER ELEMENTARY SCHOOL | ELA | 3 | Gender: Male | | 53 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HARPER ELEMENTARY SCHOOL | ELA | 4 | All Students | 110 | 102 | 93% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HARPER ELEMENTARY SCHOOL | ELA | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HARPER ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: African American or Black | 75 | 68 | 91% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HARPER ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: Hispanic | 31 | 30 | 97% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HARPER ELEMENTARY SCHOOL | ELA | 4 | Gender: Female | | 55 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HARPER ELEMENTARY SCHOOL | ELA | 4 | Gender: Male | | 47 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HARPER ELEMENTARY SCHOOL | ELA | 5 | All Students | 118 | 118 | 100% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HARPER ELEMENTARY SCHOOL | ELA | 5 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HARPER ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: African American or Black | 80 | 80 | 100% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HARPER ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: Hispanic | 33 | 33 | 100% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HARPER ELEMENTARY SCHOOL | ELA | 5 | Gender: Female | | 60 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HARPER ELEMENTARY SCHOOL | ELA | 5 | Gender: Male | | 58 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MARTIN LUTHER KING- JR. ELEMENTARY SCHOOL | ELA | 3 | All Students | 77 | 70 | 91% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MARTIN LUTHER KING- JR. ELEMENTARY SCHOOL | ELA | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MARTIN LUTHER KING- JR. ELEMENTARY SCHOOL | ELA | 3 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MARTIN LUTHER KING- JR. ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: African American or Black | 69 | 63 | 91% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MARTIN LUTHER KING- JR. ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MARTIN LUTHER KING- JR. ELEMENTARY SCHOOL | ELA | 3 | Gender: Female | | 31 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MARTIN LUTHER KING- JR. ELEMENTARY SCHOOL | ELA | 3 | Gender: Male | | 39 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MARTIN LUTHER KING- JR. ELEMENTARY SCHOOL | ELA | 4 | All Students | 88 | 85 | 97% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MARTIN LUTHER KING- JR. ELEMENTARY SCHOOL | ELA | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MARTIN LUTHER KING- JR. ELEMENTARY SCHOOL | ELA | 4 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MARTIN LUTHER KING- JR. ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: African American or Black | 75 | 73 | 97% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MARTIN LUTHER KING- JR. ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MARTIN LUTHER KING- JR. ELEMENTARY SCHOOL | ELA | 4 | Gender: Female | | 39 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MARTIN LUTHER KING- JR. ELEMENTARY SCHOOL | ELA | 4 | Gender: Male | | 46 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MARTIN LUTHER KING- JR. ELEMENTARY SCHOOL | ELA | 5 | All Students | 90 | 88 | 98% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MARTIN LUTHER KING- JR. ELEMENTARY SCHOOL | ELA | 5 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MARTIN LUTHER KING- JR. ELEMENTARY SCHOOL | ELA | 5 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MARTIN LUTHER KING- JR. ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: African American or Black | 80 | 78 | 98% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MARTIN LUTHER KING- JR. ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |

GMAP Participation - School/ELA

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-------------------------------|---|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MARTIN LUTHER KING- JR. ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MARTIN LUTHER KING- JR. ELEMENTARY SCHOOL | ELA | 5 | Gender: Female | | 45 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MARTIN LUTHER KING- JR. ELEMENTARY SCHOOL | ELA | 5 | Gender: Male | | 43 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | REX MILL MIDDLE SCHOOL | ELA | 6 | All Students | 309 | 275 | 89% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | REX MILL MIDDLE SCHOOL | ELA | 6 | Disability | 41 | 34 | 83% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | REX MILL MIDDLE SCHOOL | ELA | 6 | Ethnicity: African American or Black | 208 | 184 | 88% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | REX MILL MIDDLE SCHOOL | ELA | 6 | Ethnicity: Hispanic | 76 | 73 | 96% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | REX MILL MIDDLE SCHOOL | ELA | 6 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | REX MILL MIDDLE SCHOOL | ELA | 6 | Gender: Female | | 140 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | REX MILL MIDDLE SCHOOL | ELA | 6 | Gender: Male | | 135 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | REX MILL MIDDLE SCHOOL | ELA | 7 | All Students | 332 | 295 | 89% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | REX MILL MIDDLE SCHOOL | ELA | 7 | Disability | 44 | 38 | 86% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | REX MILL MIDDLE SCHOOL | ELA | 7 | Ethnicity: African American or Black | 229 | 202 | 88% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | REX MILL MIDDLE SCHOOL | ELA | 7 | Ethnicity: Hispanic | 79 | 75 | 95% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | REX MILL MIDDLE SCHOOL | ELA | 7 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | REX MILL MIDDLE SCHOOL | ELA | 7 | Gender: Female | | 144 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | REX MILL MIDDLE SCHOOL | ELA | 7 | Gender: Male | | 151 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | REX MILL MIDDLE SCHOOL | ELA | 8 | All Students | 380 | 322 | 85% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | REX MILL MIDDLE SCHOOL | ELA | 8 | Disability | 43 | 31 | 72% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | REX MILL MIDDLE SCHOOL | ELA | 8 | Ethnicity: African American or Black | 254 | 216 | 85% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | REX MILL MIDDLE SCHOOL | ELA | 8 | Ethnicity: Hispanic | 100 | 88 | 88% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | REX MILL MIDDLE SCHOOL | ELA | 8 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | REX MILL MIDDLE SCHOOL | ELA | 8 | Gender: Female | | 144 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | REX MILL MIDDLE SCHOOL | ELA | 8 | Gender: Male | | 178 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | OLIVER ELEMENTARY SCHOOL | ELA | 3 | All Students | 99 | 100 | 101% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | OLIVER ELEMENTARY SCHOOL | ELA | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | OLIVER ELEMENTARY SCHOOL | ELA | 3 | English Learners | 15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | OLIVER ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: African American or Black | 76 | 77 | 101% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | OLIVER ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | OLIVER ELEMENTARY SCHOOL | ELA | 3 | Gender: Female | | 54 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | OLIVER ELEMENTARY SCHOOL | ELA | 3 | Gender: Male | | 46 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | OLIVER ELEMENTARY SCHOOL | ELA | 4 | All Students | 93 | 93 | 100% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | OLIVER ELEMENTARY SCHOOL | ELA | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | OLIVER ELEMENTARY SCHOOL | ELA | 4 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | OLIVER ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: African American or Black | 66 | 66 | 100% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | OLIVER ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: Hispanic | 21 | 21 | 100% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | OLIVER ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | OLIVER ELEMENTARY SCHOOL | ELA | 4 | Gender: Female | | 46 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | OLIVER ELEMENTARY SCHOOL | ELA | 4 | Gender: Male | | 47 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | OLIVER ELEMENTARY SCHOOL | ELA | 5 | All Students | 106 | 104 | 98% |

GMAP Participation - School/ELA

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-------------------------------|------------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | OLIVER ELEMENTARY SCHOOL | ELA | 5 | Disability | 25 | 21 | 84% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | OLIVER ELEMENTARY SCHOOL | ELA | 5 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | OLIVER ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: African American or Black | 86 | 84 | 98% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | OLIVER ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: Hispanic | 15 | 15 | 100% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | OLIVER ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | OLIVER ELEMENTARY SCHOOL | ELA | 5 | Gender: Female | | 57 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | OLIVER ELEMENTARY SCHOOL | ELA | 5 | Gender: Male | | 47 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | POINTE SOUTH MIDDLE SCHOOL | ELA | 6 | All Students | 275 | 225 | 82% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | POINTE SOUTH MIDDLE SCHOOL | ELA | 6 | Disability | 43 | 35 | 81% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | POINTE SOUTH MIDDLE SCHOOL | ELA | 6 | English Learners | 21 | 18 | 86% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | POINTE SOUTH MIDDLE SCHOOL | ELA | 6 | Ethnicity: African American or Black | 212 | 177 | 83% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | POINTE SOUTH MIDDLE SCHOOL | ELA | 6 | Ethnicity: Hispanic | 50 | 42 | 84% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | POINTE SOUTH MIDDLE SCHOOL | ELA | 6 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | POINTE SOUTH MIDDLE SCHOOL | ELA | 6 | Gender: Female | | 108 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | POINTE SOUTH MIDDLE SCHOOL | ELA | 6 | Gender: Male | | 117 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | POINTE SOUTH MIDDLE SCHOOL | ELA | 7 | All Students | 254 | 218 | 86% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | POINTE SOUTH MIDDLE SCHOOL | ELA | 7 | Disability | 28 | 22 | 79% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | POINTE SOUTH MIDDLE SCHOOL | ELA | 7 | English Learners | 23 | 19 | 83% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | POINTE SOUTH MIDDLE SCHOOL | ELA | 7 | Ethnicity: African American or Black | 186 | 166 | 89% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | POINTE SOUTH MIDDLE SCHOOL | ELA | 7 | Ethnicity: Hispanic | 52 | 46 | 88% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | POINTE SOUTH MIDDLE SCHOOL | ELA | 7 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | POINTE SOUTH MIDDLE SCHOOL | ELA | 7 | Gender: Female | | 104 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | POINTE SOUTH MIDDLE SCHOOL | ELA | 7 | Gender: Male | | 114 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | POINTE SOUTH MIDDLE SCHOOL | ELA | 8 | All Students | 276 | 232 | 84% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | POINTE SOUTH MIDDLE SCHOOL | ELA | 8 | Disability | 31 | 26 | 84% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | POINTE SOUTH MIDDLE SCHOOL | ELA | 8 | English Learners | 16 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | POINTE SOUTH MIDDLE SCHOOL | ELA | 8 | Ethnicity: African American or Black | 207 | 177 | 86% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | POINTE SOUTH MIDDLE SCHOOL | ELA | 8 | Ethnicity: Hispanic | 52 | 44 | 85% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | POINTE SOUTH MIDDLE SCHOOL | ELA | 8 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | POINTE SOUTH MIDDLE SCHOOL | ELA | 8 | Gender: Female | | 118 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | POINTE SOUTH MIDDLE SCHOOL | ELA | 8 | Gender: Male | | 114 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LAKE RIDGE ELEMENTARY SCHOOL | ELA | 3 | All Students | 80 | 75 | 94% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LAKE RIDGE ELEMENTARY SCHOOL | ELA | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LAKE RIDGE ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: African American or Black | 50 | 49 | 98% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LAKE RIDGE ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: Hispanic | 27 | 23 | 85% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LAKE RIDGE ELEMENTARY SCHOOL | ELA | 3 | Gender: Female | | 41 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LAKE RIDGE ELEMENTARY SCHOOL | ELA | 3 | Gender: Male | | 34 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LAKE RIDGE ELEMENTARY SCHOOL | ELA | 4 | All Students | 86 | 88 | 102% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LAKE RIDGE ELEMENTARY SCHOOL | ELA | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LAKE RIDGE ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: African American or Black | 50 | 50 | 100% |

GMAP Participation - School/ELA

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-------------------------------|---------------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LAKE RIDGE ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: Hispanic | 26 | 28 | 108% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LAKE RIDGE ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LAKE RIDGE ELEMENTARY SCHOOL | ELA | 4 | Gender: Female | | 47 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LAKE RIDGE ELEMENTARY SCHOOL | ELA | 4 | Gender: Male | | 41 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LAKE RIDGE ELEMENTARY SCHOOL | ELA | 5 | All Students | 92 | 89 | 97% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LAKE RIDGE ELEMENTARY SCHOOL | ELA | 5 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LAKE RIDGE ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: African American or Black | 69 | 66 | 96% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LAKE RIDGE ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: Hispanic | 18 | 19 | 106% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LAKE RIDGE ELEMENTARY SCHOOL | ELA | 5 | Gender: Female | | 45 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LAKE RIDGE ELEMENTARY SCHOOL | ELA | 5 | Gender: Male | | 44 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | JAMES JACKSON ELEMENTARY SCHOOL | ELA | 3 | All Students | 85 | 68 | 80% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | JAMES JACKSON ELEMENTARY SCHOOL | ELA | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | JAMES JACKSON ELEMENTARY SCHOOL | ELA | 3 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | JAMES JACKSON ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: African American or Black | 70 | 52 | 74% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | JAMES JACKSON ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | JAMES JACKSON ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | JAMES JACKSON ELEMENTARY SCHOOL | ELA | 3 | Gender: Female | | 29 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | JAMES JACKSON ELEMENTARY SCHOOL | ELA | 3 | Gender: Male | | 39 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | JAMES JACKSON ELEMENTARY SCHOOL | ELA | 4 | All Students | 75 | 60 | 80% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | JAMES JACKSON ELEMENTARY SCHOOL | ELA | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | JAMES JACKSON ELEMENTARY SCHOOL | ELA | 4 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | JAMES JACKSON ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: African American or Black | 63 | 50 | 79% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | JAMES JACKSON ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | JAMES JACKSON ELEMENTARY SCHOOL | ELA | 4 | Gender: Female | | 30 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | JAMES JACKSON ELEMENTARY SCHOOL | ELA | 4 | Gender: Male | | 30 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | JAMES JACKSON ELEMENTARY SCHOOL | ELA | 5 | All Students | 99 | 78 | 79% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | JAMES JACKSON ELEMENTARY SCHOOL | ELA | 5 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | JAMES JACKSON ELEMENTARY SCHOOL | ELA | 5 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | JAMES JACKSON ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: African American or Black | 74 | 55 | 74% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | JAMES JACKSON ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: Hispanic | 17 | 15 | 88% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | JAMES JACKSON ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | JAMES JACKSON ELEMENTARY SCHOOL | ELA | 5 | Gender: Female | | 35 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | JAMES JACKSON ELEMENTARY SCHOOL | ELA | 5 | Gender: Male | | 43 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KEMP ELEMENTARY SCHOOL | ELA | 3 | All Students | 206 | 183 | 89% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KEMP ELEMENTARY SCHOOL | ELA | 3 | Disability | 18 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KEMP ELEMENTARY SCHOOL | ELA | 3 | English Learners | 23 | 20 | 87% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KEMP ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: African American or Black | 161 | 143 | 89% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KEMP ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: Hispanic | 29 | 25 | 86% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KEMP ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KEMP ELEMENTARY SCHOOL | ELA | 3 | Gender: Female | | 89 | |

GMAP Participation - School/ELA

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-------------------------------|-----------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KEMP ELEMENTARY SCHOOL | ELA | 3 | Gender: Male | | 94 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KEMP ELEMENTARY SCHOOL | ELA | 4 | All Students | 209 | 181 | 87% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KEMP ELEMENTARY SCHOOL | ELA | 4 | Disability | 22 | 18 | 82% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KEMP ELEMENTARY SCHOOL | ELA | 4 | English Learners | 24 | 19 | 79% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KEMP ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: African American or Black | 165 | 143 | 87% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KEMP ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: Hispanic | 31 | 27 | 87% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KEMP ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KEMP ELEMENTARY SCHOOL | ELA | 4 | Gender: Female | | 89 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KEMP ELEMENTARY SCHOOL | ELA | 4 | Gender: Male | | 92 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KEMP ELEMENTARY SCHOOL | ELA | 5 | All Students | 231 | 187 | 81% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KEMP ELEMENTARY SCHOOL | ELA | 5 | Disability | 23 | 17 | 74% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KEMP ELEMENTARY SCHOOL | ELA | 5 | English Learners | 18 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KEMP ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: African American or Black | 182 | 147 | 81% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KEMP ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: Hispanic | 31 | 28 | 90% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KEMP ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KEMP ELEMENTARY SCHOOL | ELA | 5 | Gender: Female | | 85 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KEMP ELEMENTARY SCHOOL | ELA | 5 | Gender: Male | | 102 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | UNIDOS DUAL LANGUAGE SCHOOL | ELA | 3 | All Students | 61 | 61 | 100% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | UNIDOS DUAL LANGUAGE SCHOOL | ELA | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | UNIDOS DUAL LANGUAGE SCHOOL | ELA | 3 | English Learners | 32 | 21 | 66% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | UNIDOS DUAL LANGUAGE SCHOOL | ELA | 3 | Ethnicity: African American or Black | 16 | 16 | 100% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | UNIDOS DUAL LANGUAGE SCHOOL | ELA | 3 | Ethnicity: Hispanic | 42 | 42 | 100% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | UNIDOS DUAL LANGUAGE SCHOOL | ELA | 3 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | UNIDOS DUAL LANGUAGE SCHOOL | ELA | 3 | Gender: Female | | 32 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | UNIDOS DUAL LANGUAGE SCHOOL | ELA | 3 | Gender: Male | | 29 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | UNIDOS DUAL LANGUAGE SCHOOL | ELA | 4 | All Students | 40 | 39 | 98% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | UNIDOS DUAL LANGUAGE SCHOOL | ELA | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | UNIDOS DUAL LANGUAGE SCHOOL | ELA | 4 | English Learners | 17 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | UNIDOS DUAL LANGUAGE SCHOOL | ELA | 4 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | UNIDOS DUAL LANGUAGE SCHOOL | ELA | 4 | Ethnicity: Hispanic | 27 | 26 | 96% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | UNIDOS DUAL LANGUAGE SCHOOL | ELA | 4 | Gender: Female | | 23 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | UNIDOS DUAL LANGUAGE SCHOOL | ELA | 4 | Gender: Male | | 16 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | UNIDOS DUAL LANGUAGE SCHOOL | ELA | 5 | All Students | 39 | 39 | 100% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | UNIDOS DUAL LANGUAGE SCHOOL | ELA | 5 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | UNIDOS DUAL LANGUAGE SCHOOL | ELA | 5 | English Learners | 20 | 18 | 90% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | UNIDOS DUAL LANGUAGE SCHOOL | ELA | 5 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | UNIDOS DUAL LANGUAGE SCHOOL | ELA | 5 | Ethnicity: Hispanic | 29 | 29 | 100% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | UNIDOS DUAL LANGUAGE SCHOOL | ELA | 5 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | UNIDOS DUAL LANGUAGE SCHOOL | ELA | 5 | Gender: Female | | 21 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | UNIDOS DUAL LANGUAGE SCHOOL | ELA | 5 | Gender: Male | | 18 | |

GMAP Participation - School/ELA

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-------------------------------|--|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MICHELLE OBAMA STEM ELEMENTARY ACADEMY | ELA | 3 | All Students | 125 | 114 | 91% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MICHELLE OBAMA STEM ELEMENTARY ACADEMY | ELA | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MICHELLE OBAMA STEM ELEMENTARY ACADEMY | ELA | 3 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MICHELLE OBAMA STEM ELEMENTARY ACADEMY | ELA | 3 | Ethnicity: African American or Black | 104 | 94 | 90% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MICHELLE OBAMA STEM ELEMENTARY ACADEMY | ELA | 3 | Ethnicity: Hispanic | 19 | 18 | 95% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MICHELLE OBAMA STEM ELEMENTARY ACADEMY | ELA | 3 | Gender: Female | | 56 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MICHELLE OBAMA STEM ELEMENTARY ACADEMY | ELA | 3 | Gender: Male | | 58 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MICHELLE OBAMA STEM ELEMENTARY ACADEMY | ELA | 4 | All Students | 161 | 158 | 98% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MICHELLE OBAMA STEM ELEMENTARY ACADEMY | ELA | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MICHELLE OBAMA STEM ELEMENTARY ACADEMY | ELA | 4 | English Learners | 18 | 17 | 94% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MICHELLE OBAMA STEM ELEMENTARY ACADEMY | ELA | 4 | Ethnicity: African American or Black | 129 | 124 | 96% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MICHELLE OBAMA STEM ELEMENTARY ACADEMY | ELA | 4 | Ethnicity: Hispanic | 24 | 26 | 108% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MICHELLE OBAMA STEM ELEMENTARY ACADEMY | ELA | 4 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MICHELLE OBAMA STEM ELEMENTARY ACADEMY | ELA | 4 | Gender: Female | | 83 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MICHELLE OBAMA STEM ELEMENTARY ACADEMY | ELA | 4 | Gender: Male | | 75 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MICHELLE OBAMA STEM ELEMENTARY ACADEMY | ELA | 5 | All Students | 129 | 121 | 94% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MICHELLE OBAMA STEM ELEMENTARY ACADEMY | ELA | 5 | Disability | 21 | 18 | 86% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MICHELLE OBAMA STEM ELEMENTARY ACADEMY | ELA | 5 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MICHELLE OBAMA STEM ELEMENTARY ACADEMY | ELA | 5 | Ethnicity: African American or Black | 110 | 103 | 94% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MICHELLE OBAMA STEM ELEMENTARY ACADEMY | ELA | 5 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MICHELLE OBAMA STEM ELEMENTARY ACADEMY | ELA | 5 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MICHELLE OBAMA STEM ELEMENTARY ACADEMY | ELA | 5 | Gender: Female | | 61 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MICHELLE OBAMA STEM ELEMENTARY ACADEMY | ELA | 5 | Gender: Male | | 60 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KAY R PACE ELEMENTARY SCHOOL OF THE ARTS | ELA | 3 | All Students | 80 | 80 | 100% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KAY R PACE ELEMENTARY SCHOOL OF THE ARTS | ELA | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KAY R PACE ELEMENTARY SCHOOL OF THE ARTS | ELA | 3 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KAY R PACE ELEMENTARY SCHOOL OF THE ARTS | ELA | 3 | Ethnicity: African American or Black | 69 | 69 | 100% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KAY R PACE ELEMENTARY SCHOOL OF THE ARTS | ELA | 3 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KAY R PACE ELEMENTARY SCHOOL OF THE ARTS | ELA | 3 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KAY R PACE ELEMENTARY SCHOOL OF THE ARTS | ELA | 3 | Gender: Female | | 55 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KAY R PACE ELEMENTARY SCHOOL OF THE ARTS | ELA | 3 | Gender: Male | | 25 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KAY R PACE ELEMENTARY SCHOOL OF THE ARTS | ELA | 4 | All Students | 97 | 90 | 93% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KAY R PACE ELEMENTARY SCHOOL OF THE ARTS | ELA | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KAY R PACE ELEMENTARY SCHOOL OF THE ARTS | ELA | 4 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KAY R PACE ELEMENTARY SCHOOL OF THE ARTS | ELA | 4 | Ethnicity: African American or Black | 78 | 72 | 92% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KAY R PACE ELEMENTARY SCHOOL OF THE ARTS | ELA | 4 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KAY R PACE ELEMENTARY SCHOOL OF THE ARTS | ELA | 4 | Gender: Female | | 56 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KAY R PACE ELEMENTARY SCHOOL OF THE ARTS | ELA | 4 | Gender: Male | | 34 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KAY R PACE ELEMENTARY SCHOOL OF THE ARTS | ELA | 5 | All Students | 88 | 86 | 98% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KAY R PACE ELEMENTARY SCHOOL OF THE ARTS | ELA | 5 | Disability | Recacted <15 | Recacted <15 | |

GMAP Participation - School/ELA

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-------------------------------|--|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KAY R PACE ELEMENTARY SCHOOL OF THE ARTS | ELA | 5 | Ethnicity: African American or Black | 74 | 72 | 97% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KAY R PACE ELEMENTARY SCHOOL OF THE ARTS | ELA | 5 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KAY R PACE ELEMENTARY SCHOOL OF THE ARTS | ELA | 5 | Gender: Female | | 55 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KAY R PACE ELEMENTARY SCHOOL OF THE ARTS | ELA | 5 | Gender: Male | | 31 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ANDERSON ELEMENTARY SCHOOL | ELA | 3 | All Students | 90 | 88 | 98% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ANDERSON ELEMENTARY SCHOOL | ELA | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ANDERSON ELEMENTARY SCHOOL | ELA | 3 | English Learners | 20 | 22 | 110% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ANDERSON ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: African American or Black | 59 | 58 | 98% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ANDERSON ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: Hispanic | 28 | 28 | 100% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ANDERSON ELEMENTARY SCHOOL | ELA | 3 | Gender: Female | | 39 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ANDERSON ELEMENTARY SCHOOL | ELA | 3 | Gender: Male | | 49 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ANDERSON ELEMENTARY SCHOOL | ELA | 4 | All Students | 80 | 79 | 99% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ANDERSON ELEMENTARY SCHOOL | ELA | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ANDERSON ELEMENTARY SCHOOL | ELA | 4 | English Learners | 23 | 21 | 91% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ANDERSON ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: African American or Black | 39 | 39 | 100% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ANDERSON ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: Hispanic | 36 | 36 | 100% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ANDERSON ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ANDERSON ELEMENTARY SCHOOL | ELA | 4 | Gender: Female | | 40 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ANDERSON ELEMENTARY SCHOOL | ELA | 4 | Gender: Male | | 39 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ANDERSON ELEMENTARY SCHOOL | ELA | 5 | All Students | 82 | 76 | 93% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ANDERSON ELEMENTARY SCHOOL | ELA | 5 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ANDERSON ELEMENTARY SCHOOL | ELA | 5 | English Learners | 24 | 23 | 96% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ANDERSON ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: African American or Black | 42 | 38 | 90% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ANDERSON ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: Hispanic | 38 | 37 | 97% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ANDERSON ELEMENTARY SCHOOL | ELA | 5 | Gender: Female | | 41 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ANDERSON ELEMENTARY SCHOOL | ELA | 5 | Gender: Male | | 35 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EAST CLAYTON ELEMENTARY SCHOOL | ELA | 3 | All Students | 92 | 85 | 92% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EAST CLAYTON ELEMENTARY SCHOOL | ELA | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EAST CLAYTON ELEMENTARY SCHOOL | ELA | 3 | English Learners | 15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EAST CLAYTON ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: African American or Black | 70 | 63 | 90% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EAST CLAYTON ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: Hispanic | 19 | 18 | 95% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EAST CLAYTON ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: White | 0 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EAST CLAYTON ELEMENTARY SCHOOL | ELA | 3 | Gender: Female | | 33 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EAST CLAYTON ELEMENTARY SCHOOL | ELA | 3 | Gender: Male | | 52 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EAST CLAYTON ELEMENTARY SCHOOL | ELA | 4 | All Students | 116 | 99 | 85% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EAST CLAYTON ELEMENTARY SCHOOL | ELA | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EAST CLAYTON ELEMENTARY SCHOOL | ELA | 4 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EAST CLAYTON ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: African American or Black | 98 | 83 | 85% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EAST CLAYTON ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EAST CLAYTON ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: White | Recacted <15 | Recacted <15 | |

GMAP Participation - School/ELA

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-------------------------------|--------------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EAST CLAYTON ELEMENTARY SCHOOL | ELA | 4 | Gender: Female | | 61 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EAST CLAYTON ELEMENTARY SCHOOL | ELA | 4 | Gender: Male | | 38 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EAST CLAYTON ELEMENTARY SCHOOL | ELA | 5 | All Students | 107 | 93 | 87% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EAST CLAYTON ELEMENTARY SCHOOL | ELA | 5 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EAST CLAYTON ELEMENTARY SCHOOL | ELA | 5 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EAST CLAYTON ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: African American or Black | 86 | 74 | 86% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EAST CLAYTON ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EAST CLAYTON ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EAST CLAYTON ELEMENTARY SCHOOL | ELA | 5 | Gender: Female | | 44 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EAST CLAYTON ELEMENTARY SCHOOL | ELA | 5 | Gender: Male | | 49 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LEE STREET ELEMENTARY SCHOOL | ELA | 3 | All Students | 84 | 75 | 89% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LEE STREET ELEMENTARY SCHOOL | ELA | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LEE STREET ELEMENTARY SCHOOL | ELA | 3 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LEE STREET ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: African American or Black | 63 | 55 | 87% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LEE STREET ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: Hispanic | 16 | 16 | 100% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LEE STREET ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LEE STREET ELEMENTARY SCHOOL | ELA | 3 | Gender: Female | | 33 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LEE STREET ELEMENTARY SCHOOL | ELA | 3 | Gender: Male | | 42 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LEE STREET ELEMENTARY SCHOOL | ELA | 4 | All Students | 100 | 74 | 74% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LEE STREET ELEMENTARY SCHOOL | ELA | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LEE STREET ELEMENTARY SCHOOL | ELA | 4 | English Learners | 18 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LEE STREET ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: African American or Black | 76 | 56 | 74% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LEE STREET ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: Hispanic | 20 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LEE STREET ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LEE STREET ELEMENTARY SCHOOL | ELA | 4 | Gender: Female | | 30 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LEE STREET ELEMENTARY SCHOOL | ELA | 4 | Gender: Male | | 44 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LEE STREET ELEMENTARY SCHOOL | ELA | 5 | All Students | 86 | 72 | 84% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LEE STREET ELEMENTARY SCHOOL | ELA | 5 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LEE STREET ELEMENTARY SCHOOL | ELA | 5 | English Learners | 16 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LEE STREET ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: African American or Black | 65 | 54 | 83% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LEE STREET ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: Hispanic | 16 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LEE STREET ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LEE STREET ELEMENTARY SCHOOL | ELA | 5 | Gender: Female | | 39 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LEE STREET ELEMENTARY SCHOOL | ELA | 5 | Gender: Male | | 33 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | NORTHCUTT ELEMENTARY SCHOOL | ELA | 3 | All Students | 94 | 88 | 94% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | NORTHCUTT ELEMENTARY SCHOOL | ELA | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | NORTHCUTT ELEMENTARY SCHOOL | ELA | 3 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | NORTHCUTT ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: African American or Black | 79 | 73 | 92% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | NORTHCUTT ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | NORTHCUTT ELEMENTARY SCHOOL | ELA | 3 | Gender: Female | | 44 | |

GMAP Participation - School/ELA

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-------------------------------|-----------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | NORTHCUTT ELEMENTARY SCHOOL | ELA | 3 | Gender: Male | | 44 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | NORTHCUTT ELEMENTARY SCHOOL | ELA | 4 | All Students | 114 | 109 | 96% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | NORTHCUTT ELEMENTARY SCHOOL | ELA | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | NORTHCUTT ELEMENTARY SCHOOL | ELA | 4 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | NORTHCUTT ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: African American or Black | 92 | 90 | 98% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | NORTHCUTT ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: Hispanic | 15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | NORTHCUTT ELEMENTARY SCHOOL | ELA | 4 | Gender: Female | | 55 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | NORTHCUTT ELEMENTARY SCHOOL | ELA | 4 | Gender: Male | | 54 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | NORTHCUTT ELEMENTARY SCHOOL | ELA | 5 | All Students | 101 | 98 | 97% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | NORTHCUTT ELEMENTARY SCHOOL | ELA | 5 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | NORTHCUTT ELEMENTARY SCHOOL | ELA | 5 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | NORTHCUTT ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: African American or Black | 81 | 78 | 96% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | NORTHCUTT ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | NORTHCUTT ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | NORTHCUTT ELEMENTARY SCHOOL | ELA | 5 | Gender: Female | | 43 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | NORTHCUTT ELEMENTARY SCHOOL | ELA | 5 | Gender: Male | | 55 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | TARA ELEMENTARY SCHOOL | ELA | 3 | All Students | 94 | 97 | 103% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | TARA ELEMENTARY SCHOOL | ELA | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | TARA ELEMENTARY SCHOOL | ELA | 3 | English Learners | 16 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | TARA ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: African American or Black | 70 | 71 | 101% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | TARA ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: Hispanic | 23 | 25 | 109% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | TARA ELEMENTARY SCHOOL | ELA | 3 | Gender: Female | | 56 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | TARA ELEMENTARY SCHOOL | ELA | 3 | Gender: Male | | 41 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | TARA ELEMENTARY SCHOOL | ELA | 4 | All Students | 98 | 105 | 107% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | TARA ELEMENTARY SCHOOL | ELA | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | TARA ELEMENTARY SCHOOL | ELA | 4 | English Learners | 16 | 15 | 94% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | TARA ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: African American or Black | 68 | 73 | 107% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | TARA ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: Hispanic | 24 | 26 | 108% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | TARA ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | TARA ELEMENTARY SCHOOL | ELA | 4 | Gender: Female | | 57 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | TARA ELEMENTARY SCHOOL | ELA | 4 | Gender: Male | | 48 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | TARA ELEMENTARY SCHOOL | ELA | 5 | All Students | 101 | 110 | 109% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | TARA ELEMENTARY SCHOOL | ELA | 5 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | TARA ELEMENTARY SCHOOL | ELA | 5 | English Learners | 26 | 24 | 92% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | TARA ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: African American or Black | 57 | 63 | 111% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | TARA ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: Hispanic | 39 | 40 | 103% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | TARA ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | TARA ELEMENTARY SCHOOL | ELA | 5 | Gender: Female | | 50 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | TARA ELEMENTARY SCHOOL | ELA | 5 | Gender: Male | | 60 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ARNOLD ELEMENTARY SCHOOL | ELA | 3 | All Students | 70 | 68 | 97% |

GMAP Participation - School/ELA

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-------------------------------|---------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ARNOLD ELEMENTARY SCHOOL | ELA | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ARNOLD ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: African American or Black | 49 | 48 | 98% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ARNOLD ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ARNOLD ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ARNOLD ELEMENTARY SCHOOL | ELA | 3 | Gender: Female | | 31 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ARNOLD ELEMENTARY SCHOOL | ELA | 3 | Gender: Male | | 37 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ARNOLD ELEMENTARY SCHOOL | ELA | 4 | All Students | 83 | 82 | 99% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ARNOLD ELEMENTARY SCHOOL | ELA | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ARNOLD ELEMENTARY SCHOOL | ELA | 4 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ARNOLD ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: African American or Black | 55 | 53 | 96% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ARNOLD ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: Hispanic | 17 | 17 | 100% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ARNOLD ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ARNOLD ELEMENTARY SCHOOL | ELA | 4 | Gender: Female | | 37 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ARNOLD ELEMENTARY SCHOOL | ELA | 4 | Gender: Male | | 45 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ARNOLD ELEMENTARY SCHOOL | ELA | 5 | All Students | 95 | 90 | 95% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ARNOLD ELEMENTARY SCHOOL | ELA | 5 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ARNOLD ELEMENTARY SCHOOL | ELA | 5 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ARNOLD ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: African American or Black | 61 | 59 | 97% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ARNOLD ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: Hispanic | 16 | 15 | 94% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ARNOLD ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ARNOLD ELEMENTARY SCHOOL | ELA | 5 | Gender: Female | | 39 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ARNOLD ELEMENTARY SCHOOL | ELA | 5 | Gender: Male | | 51 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | FOREST PARK MIDDLE SCHOOL | ELA | 6 | All Students | 238 | 220 | 92% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | FOREST PARK MIDDLE SCHOOL | ELA | 6 | Disability | 21 | 20 | 95% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | FOREST PARK MIDDLE SCHOOL | ELA | 6 | English Learners | 60 | 54 | 90% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | FOREST PARK MIDDLE SCHOOL | ELA | 6 | Ethnicity: African American or Black | 122 | 114 | 93% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | FOREST PARK MIDDLE SCHOOL | ELA | 6 | Ethnicity: Hispanic | 96 | 88 | 92% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | FOREST PARK MIDDLE SCHOOL | ELA | 6 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | FOREST PARK MIDDLE SCHOOL | ELA | 6 | Gender: Female | | 103 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | FOREST PARK MIDDLE SCHOOL | ELA | 6 | Gender: Male | | 117 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | FOREST PARK MIDDLE SCHOOL | ELA | 7 | All Students | 214 | 209 | 98% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | FOREST PARK MIDDLE SCHOOL | ELA | 7 | Disability | 25 | 23 | 92% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | FOREST PARK MIDDLE SCHOOL | ELA | 7 | English Learners | 57 | 47 | 82% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | FOREST PARK MIDDLE SCHOOL | ELA | 7 | Ethnicity: African American or Black | 101 | 101 | 100% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | FOREST PARK MIDDLE SCHOOL | ELA | 7 | Ethnicity: Hispanic | 99 | 94 | 95% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | FOREST PARK MIDDLE SCHOOL | ELA | 7 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | FOREST PARK MIDDLE SCHOOL | ELA | 7 | Gender: Female | | 113 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | FOREST PARK MIDDLE SCHOOL | ELA | 7 | Gender: Male | | 96 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | FOREST PARK MIDDLE SCHOOL | ELA | 8 | All Students | 238 | 221 | 93% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | FOREST PARK MIDDLE SCHOOL | ELA | 8 | Disability | 31 | 29 | 94% |

GMAP Participation - School/ELA

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-------------------------------|-----------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | FOREST PARK MIDDLE SCHOOL | ELA | 8 | English Learners | 51 | 42 | 82% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | FOREST PARK MIDDLE SCHOOL | ELA | 8 | Ethnicity: African American or Black | 101 | 93 | 92% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | FOREST PARK MIDDLE SCHOOL | ELA | 8 | Ethnicity: Hispanic | 125 | 117 | 94% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | FOREST PARK MIDDLE SCHOOL | ELA | 8 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | FOREST PARK MIDDLE SCHOOL | ELA | 8 | Gender: Female | | 110 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | FOREST PARK MIDDLE SCHOOL | ELA | 8 | Gender: Male | | 111 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MORROW ELEMENTARY SCHOOL | ELA | 3 | All Students | 89 | 76 | 85% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MORROW ELEMENTARY SCHOOL | ELA | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MORROW ELEMENTARY SCHOOL | ELA | 3 | English Learners | 40 | 24 | 60% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MORROW ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: African American or Black | 36 | 30 | 83% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MORROW ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: Hispanic | 31 | 29 | 94% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MORROW ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MORROW ELEMENTARY SCHOOL | ELA | 3 | Gender: Female | | 30 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MORROW ELEMENTARY SCHOOL | ELA | 3 | Gender: Male | | 46 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MORROW ELEMENTARY SCHOOL | ELA | 4 | All Students | 88 | 79 | 90% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MORROW ELEMENTARY SCHOOL | ELA | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MORROW ELEMENTARY SCHOOL | ELA | 4 | English Learners | 31 | 18 | 58% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MORROW ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: African American or Black | 40 | 37 | 93% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MORROW ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: Hispanic | 28 | 26 | 93% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MORROW ELEMENTARY SCHOOL | ELA | 4 | Gender: Female | | 37 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MORROW ELEMENTARY SCHOOL | ELA | 4 | Gender: Male | | 42 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MORROW ELEMENTARY SCHOOL | ELA | 5 | All Students | 89 | 85 | 96% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MORROW ELEMENTARY SCHOOL | ELA | 5 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MORROW ELEMENTARY SCHOOL | ELA | 5 | English Learners | 32 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MORROW ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: African American or Black | 42 | 42 | 100% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MORROW ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: Hispanic | 29 | 27 | 93% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MORROW ELEMENTARY SCHOOL | ELA | 5 | Gender: Female | | 42 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MORROW ELEMENTARY SCHOOL | ELA | 5 | Gender: Male | | 43 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERDALE ELEMENTARY SCHOOL | ELA | 3 | All Students | 102 | 88 | 86% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERDALE ELEMENTARY SCHOOL | ELA | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERDALE ELEMENTARY SCHOOL | ELA | 3 | English Learners | 22 | 20 | 91% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERDALE ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: African American or Black | 64 | 56 | 88% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERDALE ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: Hispanic | 25 | 23 | 92% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERDALE ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERDALE ELEMENTARY SCHOOL | ELA | 3 | Gender: Female | | 44 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERDALE ELEMENTARY SCHOOL | ELA | 3 | Gender: Male | | 44 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERDALE ELEMENTARY SCHOOL | ELA | 4 | All Students | 101 | 90 | 89% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERDALE ELEMENTARY SCHOOL | ELA | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERDALE ELEMENTARY SCHOOL | ELA | 4 | English Learners | 16 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERDALE ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: African American or Black | 68 | 60 | 88% |

GMAP Participation - School/ELA

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-------------------------------|--------------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERDALE ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: Hispanic | 26 | 24 | 92% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERDALE ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERDALE ELEMENTARY SCHOOL | ELA | 4 | Gender: Female | | 43 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERDALE ELEMENTARY SCHOOL | ELA | 4 | Gender: Male | | 47 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERDALE ELEMENTARY SCHOOL | ELA | 5 | All Students | 125 | 106 | 85% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERDALE ELEMENTARY SCHOOL | ELA | 5 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERDALE ELEMENTARY SCHOOL | ELA | 5 | English Learners | 19 | 18 | 95% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERDALE ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: African American or Black | 82 | 67 | 82% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERDALE ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: Hispanic | 38 | 34 | 89% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERDALE ELEMENTARY SCHOOL | ELA | 5 | Gender: Female | | 50 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERDALE ELEMENTARY SCHOOL | ELA | 5 | Gender: Male | | 56 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | WEST CLAYTON ELEMENTARY SCHOOL | ELA | 3 | All Students | 63 | 63 | 100% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | WEST CLAYTON ELEMENTARY SCHOOL | ELA | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | WEST CLAYTON ELEMENTARY SCHOOL | ELA | 3 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | WEST CLAYTON ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: African American or Black | 56 | 57 | 102% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | WEST CLAYTON ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | WEST CLAYTON ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | WEST CLAYTON ELEMENTARY SCHOOL | ELA | 3 | Gender: Female | | 29 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | WEST CLAYTON ELEMENTARY SCHOOL | ELA | 3 | Gender: Male | | 34 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | WEST CLAYTON ELEMENTARY SCHOOL | ELA | 4 | All Students | 78 | 77 | 99% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | WEST CLAYTON ELEMENTARY SCHOOL | ELA | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | WEST CLAYTON ELEMENTARY SCHOOL | ELA | 4 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | WEST CLAYTON ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: African American or Black | 77 | 76 | 99% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | WEST CLAYTON ELEMENTARY SCHOOL | ELA | 4 | Gender: Female | | 26 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | WEST CLAYTON ELEMENTARY SCHOOL | ELA | 4 | Gender: Male | | 51 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | WEST CLAYTON ELEMENTARY SCHOOL | ELA | 5 | All Students | 79 | 76 | 96% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | WEST CLAYTON ELEMENTARY SCHOOL | ELA | 5 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | WEST CLAYTON ELEMENTARY SCHOOL | ELA | 5 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | WEST CLAYTON ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: African American or Black | 72 | 68 | 94% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | WEST CLAYTON ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | WEST CLAYTON ELEMENTARY SCHOOL | ELA | 5 | Gender: Female | | 51 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | WEST CLAYTON ELEMENTARY SCHOOL | ELA | 5 | Gender: Male | | 25 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | FOUNTAIN ELEMENTARY SCHOOL | ELA | 3 | All Students | 88 | 87 | 99% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | FOUNTAIN ELEMENTARY SCHOOL | ELA | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | FOUNTAIN ELEMENTARY SCHOOL | ELA | 3 | English Learners | 42 | 27 | 64% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | FOUNTAIN ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: African American or Black | 41 | 40 | 98% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | FOUNTAIN ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: Hispanic | 46 | 46 | 100% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | FOUNTAIN ELEMENTARY SCHOOL | ELA | 3 | Gender: Female | | 42 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | FOUNTAIN ELEMENTARY SCHOOL | ELA | 3 | Gender: Male | | 45 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | FOUNTAIN ELEMENTARY SCHOOL | ELA | 4 | All Students | 75 | 76 | 101% |

GMAP Participation - School/ELA

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-------------------------------|-----------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | FOUNTAIN ELEMENTARY SCHOOL | ELA | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | FOUNTAIN ELEMENTARY SCHOOL | ELA | 4 | English Learners | 28 | 24 | 86% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | FOUNTAIN ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: African American or Black | 37 | 39 | 105% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | FOUNTAIN ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: Hispanic | 32 | 32 | 100% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | FOUNTAIN ELEMENTARY SCHOOL | ELA | 4 | Gender: Female | | 32 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | FOUNTAIN ELEMENTARY SCHOOL | ELA | 4 | Gender: Male | | 44 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | FOUNTAIN ELEMENTARY SCHOOL | ELA | 5 | All Students | 86 | 86 | 100% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | FOUNTAIN ELEMENTARY SCHOOL | ELA | 5 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | FOUNTAIN ELEMENTARY SCHOOL | ELA | 5 | English Learners | 30 | 24 | 80% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | FOUNTAIN ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: African American or Black | 49 | 48 | 98% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | FOUNTAIN ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: Hispanic | 34 | 35 | 103% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | FOUNTAIN ELEMENTARY SCHOOL | ELA | 5 | Gender: Female | | 39 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | FOUNTAIN ELEMENTARY SCHOOL | ELA | 5 | Gender: Male | | 47 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | BABB MIDDLE SCHOOL | ELA | 6 | All Students | 312 | 280 | 90% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | BABB MIDDLE SCHOOL | ELA | 6 | Disability | 34 | 29 | 85% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | BABB MIDDLE SCHOOL | ELA | 6 | Ethnicity: African American or Black | 109 | 94 | 86% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | BABB MIDDLE SCHOOL | ELA | 6 | Ethnicity: Hispanic | 161 | 148 | 92% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | BABB MIDDLE SCHOOL | ELA | 6 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | BABB MIDDLE SCHOOL | ELA | 6 | Gender: Female | | 133 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | BABB MIDDLE SCHOOL | ELA | 6 | Gender: Male | | 147 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | BABB MIDDLE SCHOOL | ELA | 7 | All Students | 275 | 239 | 87% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | BABB MIDDLE SCHOOL | ELA | 7 | Disability | 25 | 16 | 64% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | BABB MIDDLE SCHOOL | ELA | 7 | Ethnicity: African American or Black | 102 | 86 | 84% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | BABB MIDDLE SCHOOL | ELA | 7 | Ethnicity: Hispanic | 142 | 127 | 89% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | BABB MIDDLE SCHOOL | ELA | 7 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | BABB MIDDLE SCHOOL | ELA | 7 | Gender: Female | | 115 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | BABB MIDDLE SCHOOL | ELA | 7 | Gender: Male | | 124 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | BABB MIDDLE SCHOOL | ELA | 8 | All Students | 310 | 256 | 83% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | BABB MIDDLE SCHOOL | ELA | 8 | Disability | 31 | 22 | 71% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | BABB MIDDLE SCHOOL | ELA | 8 | English Learners | 45 | 31 | 69% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | BABB MIDDLE SCHOOL | ELA | 8 | Ethnicity: African American or Black | 110 | 87 | 79% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | BABB MIDDLE SCHOOL | ELA | 8 | Ethnicity: Hispanic | 159 | 133 | 84% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | BABB MIDDLE SCHOOL | ELA | 8 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | BABB MIDDLE SCHOOL | ELA | 8 | Gender: Female | | 134 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | BABB MIDDLE SCHOOL | ELA | 8 | Gender: Male | | 122 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | NORTH CLAYTON MIDDLE SCHOOL | ELA | 6 | All Students | 259 | 216 | 83% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | NORTH CLAYTON MIDDLE SCHOOL | ELA | 6 | Disability | 34 | 25 | 74% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | NORTH CLAYTON MIDDLE SCHOOL | ELA | 6 | English Learners | 21 | 17 | 81% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | NORTH CLAYTON MIDDLE SCHOOL | ELA | 6 | Ethnicity: African American or Black | 225 | 188 | 84% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | NORTH CLAYTON MIDDLE SCHOOL | ELA | 6 | Ethnicity: Hispanic | 23 | 18 | 78% |

GMAP Participation - School/ELA

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-------------------------------|-----------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | NORTH CLAYTON MIDDLE SCHOOL | ELA | 6 | Gender: Female | | 104 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | NORTH CLAYTON MIDDLE SCHOOL | ELA | 6 | Gender: Male | | 112 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | NORTH CLAYTON MIDDLE SCHOOL | ELA | 7 | All Students | 253 | 221 | 87% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | NORTH CLAYTON MIDDLE SCHOOL | ELA | 7 | Disability | 32 | 25 | 78% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | NORTH CLAYTON MIDDLE SCHOOL | ELA | 7 | English Learners | 17 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | NORTH CLAYTON MIDDLE SCHOOL | ELA | 7 | Ethnicity: African American or Black | 223 | 193 | 87% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | NORTH CLAYTON MIDDLE SCHOOL | ELA | 7 | Ethnicity: Hispanic | 19 | 19 | 100% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | NORTH CLAYTON MIDDLE SCHOOL | ELA | 7 | Gender: Female | | 110 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | NORTH CLAYTON MIDDLE SCHOOL | ELA | 7 | Gender: Male | | 111 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | NORTH CLAYTON MIDDLE SCHOOL | ELA | 8 | All Students | 311 | 269 | 86% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | NORTH CLAYTON MIDDLE SCHOOL | ELA | 8 | Disability | 34 | 30 | 88% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | NORTH CLAYTON MIDDLE SCHOOL | ELA | 8 | English Learners | 18 | 16 | 89% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | NORTH CLAYTON MIDDLE SCHOOL | ELA | 8 | Ethnicity: African American or Black | 261 | 223 | 85% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | NORTH CLAYTON MIDDLE SCHOOL | ELA | 8 | Ethnicity: Hispanic | 27 | 26 | 96% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | NORTH CLAYTON MIDDLE SCHOOL | ELA | 8 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | NORTH CLAYTON MIDDLE SCHOOL | ELA | 8 | Gender: Female | | 127 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | NORTH CLAYTON MIDDLE SCHOOL | ELA | 8 | Gender: Male | | 142 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HAYNIE ELEMENTARY SCHOOL | ELA | 3 | All Students | 143 | 141 | 99% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HAYNIE ELEMENTARY SCHOOL | ELA | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HAYNIE ELEMENTARY SCHOOL | ELA | 3 | English Learners | 58 | 26 | 45% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HAYNIE ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: African American or Black | 52 | 49 | 94% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HAYNIE ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: Hispanic | 76 | 77 | 101% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HAYNIE ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HAYNIE ELEMENTARY SCHOOL | ELA | 3 | Gender: Female | | 66 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HAYNIE ELEMENTARY SCHOOL | ELA | 3 | Gender: Male | | 75 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HAYNIE ELEMENTARY SCHOOL | ELA | 4 | All Students | 136 | 134 | 99% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HAYNIE ELEMENTARY SCHOOL | ELA | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HAYNIE ELEMENTARY SCHOOL | ELA | 4 | English Learners | 62 | 32 | 52% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HAYNIE ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: African American or Black | 56 | 54 | 96% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HAYNIE ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: Hispanic | 70 | 70 | 100% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HAYNIE ELEMENTARY SCHOOL | ELA | 4 | Gender: Female | | 70 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HAYNIE ELEMENTARY SCHOOL | ELA | 4 | Gender: Male | | 64 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HAYNIE ELEMENTARY SCHOOL | ELA | 5 | All Students | 137 | 134 | 98% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HAYNIE ELEMENTARY SCHOOL | ELA | 5 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HAYNIE ELEMENTARY SCHOOL | ELA | 5 | English Learners | 58 | 15 | 26% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HAYNIE ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: African American or Black | 44 | 42 | 95% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HAYNIE ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: Hispanic | 77 | 76 | 99% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HAYNIE ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HAYNIE ELEMENTARY SCHOOL | ELA | 5 | Gender: Female | | 61 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HAYNIE ELEMENTARY SCHOOL | ELA | 5 | Gender: Male | | 73 | |

GMAP Participation - School/ELA

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-------------------------------|---------------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERDALE MIDDLE SCHOOL | ELA | 6 | All Students | 197 | 190 | 96% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERDALE MIDDLE SCHOOL | ELA | 6 | Disability | 28 | 28 | 100% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERDALE MIDDLE SCHOOL | ELA | 6 | English Learners | 19 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERDALE MIDDLE SCHOOL | ELA | 6 | Ethnicity: African American or Black | 152 | 146 | 96% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERDALE MIDDLE SCHOOL | ELA | 6 | Ethnicity: Hispanic | 33 | 33 | 100% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERDALE MIDDLE SCHOOL | ELA | 6 | Gender: Female | | 95 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERDALE MIDDLE SCHOOL | ELA | 6 | Gender: Male | | 95 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERDALE MIDDLE SCHOOL | ELA | 7 | All Students | 203 | 195 | 96% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERDALE MIDDLE SCHOOL | ELA | 7 | Disability | 29 | 25 | 86% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERDALE MIDDLE SCHOOL | ELA | 7 | English Learners | 16 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERDALE MIDDLE SCHOOL | ELA | 7 | Ethnicity: African American or Black | 156 | 146 | 94% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERDALE MIDDLE SCHOOL | ELA | 7 | Ethnicity: Hispanic | 36 | 38 | 106% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERDALE MIDDLE SCHOOL | ELA | 7 | Ethnicity: White | 0 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERDALE MIDDLE SCHOOL | ELA | 7 | Gender: Female | | 97 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERDALE MIDDLE SCHOOL | ELA | 7 | Gender: Male | | 98 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERDALE MIDDLE SCHOOL | ELA | 8 | All Students | 266 | 246 | 92% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERDALE MIDDLE SCHOOL | ELA | 8 | Disability | 33 | 30 | 91% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERDALE MIDDLE SCHOOL | ELA | 8 | English Learners | 16 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERDALE MIDDLE SCHOOL | ELA | 8 | Ethnicity: African American or Black | 189 | 173 | 92% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERDALE MIDDLE SCHOOL | ELA | 8 | Ethnicity: Hispanic | 55 | 53 | 96% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERDALE MIDDLE SCHOOL | ELA | 8 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERDALE MIDDLE SCHOOL | ELA | 8 | Gender: Female | | 119 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERDALE MIDDLE SCHOOL | ELA | 8 | Gender: Male | | 127 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | CHURCH STREET ELEMENTARY SCHOOL | ELA | 3 | All Students | 120 | 115 | 96% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | CHURCH STREET ELEMENTARY SCHOOL | ELA | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | CHURCH STREET ELEMENTARY SCHOOL | ELA | 3 | English Learners | 22 | 20 | 91% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | CHURCH STREET ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: African American or Black | 92 | 89 | 97% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | CHURCH STREET ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | CHURCH STREET ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | CHURCH STREET ELEMENTARY SCHOOL | ELA | 3 | Gender: Female | | 55 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | CHURCH STREET ELEMENTARY SCHOOL | ELA | 3 | Gender: Male | | 60 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | CHURCH STREET ELEMENTARY SCHOOL | ELA | 4 | All Students | 110 | 102 | 93% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | CHURCH STREET ELEMENTARY SCHOOL | ELA | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | CHURCH STREET ELEMENTARY SCHOOL | ELA | 4 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | CHURCH STREET ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: African American or Black | 87 | 82 | 94% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | CHURCH STREET ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | CHURCH STREET ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | CHURCH STREET ELEMENTARY SCHOOL | ELA | 4 | Gender: Female | | 51 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | CHURCH STREET ELEMENTARY SCHOOL | ELA | 4 | Gender: Male | | 51 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | CHURCH STREET ELEMENTARY SCHOOL | ELA | 5 | All Students | 121 | 113 | 93% |

GMAP Participation - School/ELA

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-------------------------------|---------------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | CHURCH STREET ELEMENTARY SCHOOL | ELA | 5 | Disability | 15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | CHURCH STREET ELEMENTARY SCHOOL | ELA | 5 | English Learners | 16 | 15 | 94% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | CHURCH STREET ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: African American or Black | 99 | 92 | 93% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | CHURCH STREET ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: Hispanic | 16 | 15 | 94% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | CHURCH STREET ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | CHURCH STREET ELEMENTARY SCHOOL | ELA | 5 | Gender: Female | | 60 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | CHURCH STREET ELEMENTARY SCHOOL | ELA | 5 | Gender: Male | | 53 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LAKE CITY ELEMENTARY SCHOOL | ELA | 3 | All Students | 85 | 80 | 94% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LAKE CITY ELEMENTARY SCHOOL | ELA | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LAKE CITY ELEMENTARY SCHOOL | ELA | 3 | English Learners | 36 | 33 | 92% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LAKE CITY ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: African American or Black | 28 | 26 | 93% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LAKE CITY ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: Hispanic | 44 | 43 | 98% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LAKE CITY ELEMENTARY SCHOOL | ELA | 3 | Gender: Female | | 42 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LAKE CITY ELEMENTARY SCHOOL | ELA | 3 | Gender: Male | | 38 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LAKE CITY ELEMENTARY SCHOOL | ELA | 4 | All Students | 89 | 81 | 91% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LAKE CITY ELEMENTARY SCHOOL | ELA | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LAKE CITY ELEMENTARY SCHOOL | ELA | 4 | English Learners | 30 | 22 | 73% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LAKE CITY ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: African American or Black | 28 | 23 | 82% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LAKE CITY ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: Hispanic | 41 | 39 | 95% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LAKE CITY ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LAKE CITY ELEMENTARY SCHOOL | ELA | 4 | Gender: Female | | 42 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LAKE CITY ELEMENTARY SCHOOL | ELA | 4 | Gender: Male | | 39 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LAKE CITY ELEMENTARY SCHOOL | ELA | 5 | All Students | 76 | 72 | 95% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LAKE CITY ELEMENTARY SCHOOL | ELA | 5 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LAKE CITY ELEMENTARY SCHOOL | ELA | 5 | English Learners | 20 | 19 | 95% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LAKE CITY ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: African American or Black | 21 | 19 | 90% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LAKE CITY ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: Hispanic | 39 | 37 | 95% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LAKE CITY ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LAKE CITY ELEMENTARY SCHOOL | ELA | 5 | Gender: Female | | 38 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LAKE CITY ELEMENTARY SCHOOL | ELA | 5 | Gender: Male | | 34 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SUDER ELEMENTARY SCHOOL | ELA | 3 | All Students | 95 | 91 | 96% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SUDER ELEMENTARY SCHOOL | ELA | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SUDER ELEMENTARY SCHOOL | ELA | 3 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SUDER ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: African American or Black | 66 | 62 | 94% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SUDER ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: Hispanic | 18 | 18 | 100% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SUDER ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SUDER ELEMENTARY SCHOOL | ELA | 3 | Gender: Female | | 43 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SUDER ELEMENTARY SCHOOL | ELA | 3 | Gender: Male | | 48 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SUDER ELEMENTARY SCHOOL | ELA | 4 | All Students | 96 | 86 | 90% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SUDER ELEMENTARY SCHOOL | ELA | 4 | Disability | 15 | Recacted <15 | |

GMAP Participation - School/ELA

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-------------------------------|---------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SUDER ELEMENTARY SCHOOL | ELA | 4 | English Learners | 16 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SUDER ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: African American or Black | 59 | 54 | 92% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SUDER ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: Hispanic | 21 | 18 | 86% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SUDER ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SUDER ELEMENTARY SCHOOL | ELA | 4 | Gender: Female | | 45 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SUDER ELEMENTARY SCHOOL | ELA | 4 | Gender: Male | | 41 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SUDER ELEMENTARY SCHOOL | ELA | 5 | All Students | 101 | 98 | 97% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SUDER ELEMENTARY SCHOOL | ELA | 5 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SUDER ELEMENTARY SCHOOL | ELA | 5 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SUDER ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: African American or Black | 81 | 79 | 98% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SUDER ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SUDER ELEMENTARY SCHOOL | ELA | 5 | Gender: Female | | 43 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SUDER ELEMENTARY SCHOOL | ELA | 5 | Gender: Male | | 55 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EDMONDS ELEMENTARY SCHOOL | ELA | 3 | All Students | 87 | 86 | 99% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EDMONDS ELEMENTARY SCHOOL | ELA | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EDMONDS ELEMENTARY SCHOOL | ELA | 3 | English Learners | 29 | 28 | 97% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EDMONDS ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: African American or Black | 40 | 39 | 98% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EDMONDS ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: Hispanic | 37 | 37 | 100% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EDMONDS ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EDMONDS ELEMENTARY SCHOOL | ELA | 3 | Gender: Female | | 44 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EDMONDS ELEMENTARY SCHOOL | ELA | 3 | Gender: Male | | 42 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EDMONDS ELEMENTARY SCHOOL | ELA | 4 | All Students | 64 | 63 | 98% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EDMONDS ELEMENTARY SCHOOL | ELA | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EDMONDS ELEMENTARY SCHOOL | ELA | 4 | English Learners | 21 | 20 | 95% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EDMONDS ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: African American or Black | 32 | 31 | 97% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EDMONDS ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: Hispanic | 26 | 26 | 100% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EDMONDS ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EDMONDS ELEMENTARY SCHOOL | ELA | 4 | Gender: Female | | 35 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EDMONDS ELEMENTARY SCHOOL | ELA | 4 | Gender: Male | | 28 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EDMONDS ELEMENTARY SCHOOL | ELA | 5 | All Students | 84 | 79 | 94% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EDMONDS ELEMENTARY SCHOOL | ELA | 5 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EDMONDS ELEMENTARY SCHOOL | ELA | 5 | English Learners | 19 | 16 | 84% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EDMONDS ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: African American or Black | 42 | 40 | 95% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EDMONDS ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: Hispanic | 35 | 33 | 94% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EDMONDS ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EDMONDS ELEMENTARY SCHOOL | ELA | 5 | Gender: Female | | 51 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EDMONDS ELEMENTARY SCHOOL | ELA | 5 | Gender: Male | | 28 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HUIE ELEMENTARY SCHOOL | ELA | 3 | All Students | 98 | 98 | 100% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HUIE ELEMENTARY SCHOOL | ELA | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HUIE ELEMENTARY SCHOOL | ELA | 3 | English Learners | 25 | Recacted <15 | |

GMAP Participation - School/ELA

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-------------------------------|----------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HUIE ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: African American or Black | 53 | 54 | 102% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HUIE ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: Hispanic | 38 | 38 | 100% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HUIE ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HUIE ELEMENTARY SCHOOL | ELA | 3 | Gender: Female | | 48 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HUIE ELEMENTARY SCHOOL | ELA | 3 | Gender: Male | | 50 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HUIE ELEMENTARY SCHOOL | ELA | 4 | All Students | 110 | 108 | 98% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HUIE ELEMENTARY SCHOOL | ELA | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HUIE ELEMENTARY SCHOOL | ELA | 4 | English Learners | 25 | 16 | 64% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HUIE ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: African American or Black | 67 | 64 | 96% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HUIE ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: Hispanic | 40 | 39 | 98% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HUIE ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HUIE ELEMENTARY SCHOOL | ELA | 4 | Gender: Female | | 50 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HUIE ELEMENTARY SCHOOL | ELA | 4 | Gender: Male | | 58 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HUIE ELEMENTARY SCHOOL | ELA | 5 | All Students | 117 | 112 | 96% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HUIE ELEMENTARY SCHOOL | ELA | 5 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HUIE ELEMENTARY SCHOOL | ELA | 5 | English Learners | 43 | 15 | 35% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HUIE ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: African American or Black | 59 | 54 | 92% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HUIE ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: Hispanic | 52 | 52 | 100% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HUIE ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HUIE ELEMENTARY SCHOOL | ELA | 5 | Gender: Female | | 54 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HUIE ELEMENTARY SCHOOL | ELA | 5 | Gender: Male | | 58 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MCGARRAH ELEMENTARY SCHOOL | ELA | 3 | All Students | 85 | 76 | 89% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MCGARRAH ELEMENTARY SCHOOL | ELA | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MCGARRAH ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: African American or Black | 51 | 43 | 84% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MCGARRAH ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: Hispanic | 19 | 18 | 95% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MCGARRAH ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MCGARRAH ELEMENTARY SCHOOL | ELA | 3 | Gender: Female | | 35 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MCGARRAH ELEMENTARY SCHOOL | ELA | 3 | Gender: Male | | 41 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MCGARRAH ELEMENTARY SCHOOL | ELA | 4 | All Students | 104 | 93 | 89% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MCGARRAH ELEMENTARY SCHOOL | ELA | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MCGARRAH ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: African American or Black | 72 | 66 | 92% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MCGARRAH ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: Hispanic | 17 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MCGARRAH ELEMENTARY SCHOOL | ELA | 4 | Gender: Female | | 37 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MCGARRAH ELEMENTARY SCHOOL | ELA | 4 | Gender: Male | | 56 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MCGARRAH ELEMENTARY SCHOOL | ELA | 5 | All Students | 93 | 74 | 80% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MCGARRAH ELEMENTARY SCHOOL | ELA | 5 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MCGARRAH ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: African American or Black | 57 | 45 | 79% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MCGARRAH ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: Hispanic | 20 | 18 | 90% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MCGARRAH ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MCGARRAH ELEMENTARY SCHOOL | ELA | 5 | Gender: Female | | 35 | |

GMAP Participation - School/ELA

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-------------------------------|----------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MCGARRAH ELEMENTARY SCHOOL | ELA | 5 | Gender: Male | | 39 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SWINT ELEMENTARY SCHOOL | ELA | 3 | All Students | 106 | 82 | 77% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SWINT ELEMENTARY SCHOOL | ELA | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SWINT ELEMENTARY SCHOOL | ELA | 3 | English Learners | 23 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SWINT ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: African American or Black | 76 | 56 | 74% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SWINT ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: Hispanic | 25 | 22 | 88% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SWINT ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SWINT ELEMENTARY SCHOOL | ELA | 3 | Gender: Female | | 41 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SWINT ELEMENTARY SCHOOL | ELA | 3 | Gender: Male | | 41 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SWINT ELEMENTARY SCHOOL | ELA | 4 | All Students | 106 | 76 | 72% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SWINT ELEMENTARY SCHOOL | ELA | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SWINT ELEMENTARY SCHOOL | ELA | 4 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SWINT ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: African American or Black | 80 | 59 | 74% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SWINT ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: Hispanic | 23 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SWINT ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SWINT ELEMENTARY SCHOOL | ELA | 4 | Gender: Female | | 43 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SWINT ELEMENTARY SCHOOL | ELA | 4 | Gender: Male | | 33 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SWINT ELEMENTARY SCHOOL | ELA | 5 | All Students | 111 | 81 | 73% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SWINT ELEMENTARY SCHOOL | ELA | 5 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SWINT ELEMENTARY SCHOOL | ELA | 5 | English Learners | 16 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SWINT ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: African American or Black | 75 | 51 | 68% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SWINT ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: Hispanic | 29 | 23 | 79% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SWINT ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SWINT ELEMENTARY SCHOOL | ELA | 5 | Gender: Female | | 54 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SWINT ELEMENTARY SCHOOL | ELA | 5 | Gender: Male | | 27 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ASH STREET | ELA | 3 | All Students | | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ASH STREET | ELA | 3 | Disability | | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ASH STREET | ELA | 3 | Ethnicity: African American or Black | | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ASH STREET | ELA | 3 | Gender: Male | | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ASH STREET | ELA | 5 | All Students | | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ASH STREET | ELA | 5 | Disability | | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ASH STREET | ELA | 5 | Ethnicity: African American or Black | | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ASH STREET | ELA | 5 | Gender: Female | | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ASH STREET | ELA | 6 | All Students | | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ASH STREET | ELA | 6 | Disability | | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ASH STREET | ELA | 6 | Ethnicity: African American or Black | | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ASH STREET | ELA | 6 | Ethnicity: White | | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ASH STREET | ELA | 6 | Gender: Female | | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ASH STREET | ELA | 6 | Gender: Male | | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ASH STREET | ELA | 7 | All Students | | Recacted <15 | |

GMAP Participation - School/ELA

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-------------------------------|--------------------------|---------|-------|--------------------------------------|------------|---------------|--------------------|
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ASH STREET | ELA | 7 | Disability | | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ASH STREET | ELA | 7 | Ethnicity: African American or Black | | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ASH STREET | ELA | 7 | Ethnicity: White | | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ASH STREET | ELA | 7 | Gender: Female | | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ASH STREET | ELA | 7 | Gender: Male | | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ASH STREET | ELA | 8 | All Students | | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ASH STREET | ELA | 8 | Disability | | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ASH STREET | ELA | 8 | Ethnicity: African American or Black | | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ASH STREET | ELA | 8 | Gender: Male | | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | WILLIAMS MIDDLE SCHOOL | ELA | 6 | All Students | 691 | 671 | 97% |
| 2021-22 | COLQUITT COUNTY | WILLIAMS MIDDLE SCHOOL | ELA | 6 | Disability | 101 | 89 | 88% |
| 2021-22 | COLQUITT COUNTY | WILLIAMS MIDDLE SCHOOL | ELA | 6 | English Learners | 133 | 113 | 85% |
| 2021-22 | COLQUITT COUNTY | WILLIAMS MIDDLE SCHOOL | ELA | 6 | Ethnicity: African American or Black | 210 | 177 | 84% |
| 2021-22 | COLQUITT COUNTY | WILLIAMS MIDDLE SCHOOL | ELA | 6 | Ethnicity: Hispanic | 235 | 231 | 98% |
| 2021-22 | COLQUITT COUNTY | WILLIAMS MIDDLE SCHOOL | ELA | 6 | Ethnicity: White | 360 | 232 | 64% |
| 2021-22 | COLQUITT COUNTY | WILLIAMS MIDDLE SCHOOL | ELA | 6 | Gender: Female | | 329 | |
| 2021-22 | COLQUITT COUNTY | WILLIAMS MIDDLE SCHOOL | ELA | 6 | Gender: Male | | 342 | |
| 2021-22 | COLQUITT COUNTY | WILLIAMS MIDDLE SCHOOL | ELA | 7 | All Students | 722 | 675 | 93% |
| 2021-22 | COLQUITT COUNTY | WILLIAMS MIDDLE SCHOOL | ELA | 7 | Disability | 105 | 83 | 79% |
| 2021-22 | COLQUITT COUNTY | WILLIAMS MIDDLE SCHOOL | ELA | 7 | English Learners | 110 | 88 | 80% |
| 2021-22 | COLQUITT COUNTY | WILLIAMS MIDDLE SCHOOL | ELA | 7 | Ethnicity: African American or Black | 223 | 187 | 84% |
| 2021-22 | COLQUITT COUNTY | WILLIAMS MIDDLE SCHOOL | ELA | 7 | Ethnicity: Hispanic | 215 | 209 | 97% |
| 2021-22 | COLQUITT COUNTY | WILLIAMS MIDDLE SCHOOL | ELA | 7 | Ethnicity: White | 384 | 256 | 67% |
| 2021-22 | COLQUITT COUNTY | WILLIAMS MIDDLE SCHOOL | ELA | 7 | Gender: Female | | 325 | |
| 2021-22 | COLQUITT COUNTY | WILLIAMS MIDDLE SCHOOL | ELA | 7 | Gender: Male | | 350 | |
| 2021-22 | COLQUITT COUNTY | DOERUN ELEMENTARY SCHOOL | ELA | 3 | All Students | | 41 | |
| 2021-22 | COLQUITT COUNTY | DOERUN ELEMENTARY SCHOOL | ELA | 3 | Disability | | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | DOERUN ELEMENTARY SCHOOL | ELA | 3 | English Learners | | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | DOERUN ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: African American or Black | | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | DOERUN ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: Hispanic | | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | DOERUN ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: White | | 17 | |
| 2021-22 | COLQUITT COUNTY | DOERUN ELEMENTARY SCHOOL | ELA | 3 | Gender: Female | | 26 | |
| 2021-22 | COLQUITT COUNTY | DOERUN ELEMENTARY SCHOOL | ELA | 3 | Gender: Male | | 15 | |
| 2021-22 | COLQUITT COUNTY | DOERUN ELEMENTARY SCHOOL | ELA | 4 | All Students | | 38 | |
| 2021-22 | COLQUITT COUNTY | DOERUN ELEMENTARY SCHOOL | ELA | 4 | Disability | | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | DOERUN ELEMENTARY SCHOOL | ELA | 4 | English Learners | | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | DOERUN ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: African American or Black | | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | DOERUN ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: Hispanic | | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | DOERUN ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: White | | 15 | |
| 2021-22 | COLQUITT COUNTY | DOERUN ELEMENTARY SCHOOL | ELA | 4 | Gender: Female | | 20 | |

GMAP Participation - School/ELA

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-----------------|--------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | COLQUITT COUNTY | DOERUN ELEMENTARY SCHOOL | ELA | 4 | Gender: Male | | 18 | |
| 2021-22 | COLQUITT COUNTY | DOERUN ELEMENTARY SCHOOL | ELA | 5 | All Students | | 46 | |
| 2021-22 | COLQUITT COUNTY | DOERUN ELEMENTARY SCHOOL | ELA | 5 | Disability | | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | DOERUN ELEMENTARY SCHOOL | ELA | 5 | English Learners | | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | DOERUN ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: African American or Black | | 19 | |
| 2021-22 | COLQUITT COUNTY | DOERUN ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: Hispanic | | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | DOERUN ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: White | | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | DOERUN ELEMENTARY SCHOOL | ELA | 5 | Gender: Female | | 26 | |
| 2021-22 | COLQUITT COUNTY | DOERUN ELEMENTARY SCHOOL | ELA | 5 | Gender: Male | | 20 | |
| 2021-22 | COLQUITT COUNTY | ODOM ELEMENTARY SCHOOL | ELA | 3 | All Students | 43 | 79 | 184% |
| 2021-22 | COLQUITT COUNTY | ODOM ELEMENTARY SCHOOL | ELA | 3 | All Students | 78 | 79 | 101% |
| 2021-22 | COLQUITT COUNTY | ODOM ELEMENTARY SCHOOL | ELA | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | ODOM ELEMENTARY SCHOOL | ELA | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | ODOM ELEMENTARY SCHOOL | ELA | 3 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | ODOM ELEMENTARY SCHOOL | ELA | 3 | English Learners | 32 | 31 | 97% |
| 2021-22 | COLQUITT COUNTY | ODOM ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: African American or Black | 15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | ODOM ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: African American or Black | 15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | ODOM ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | ODOM ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: Hispanic | 42 | 42 | 100% |
| 2021-22 | COLQUITT COUNTY | ODOM ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: White | 25 | 21 | 84% |
| 2021-22 | COLQUITT COUNTY | ODOM ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: White | 47 | 21 | 45% |
| 2021-22 | COLQUITT COUNTY | ODOM ELEMENTARY SCHOOL | ELA | 3 | Gender: Female | | 38 | |
| 2021-22 | COLQUITT COUNTY | ODOM ELEMENTARY SCHOOL | ELA | 3 | Gender: Male | | 41 | |
| 2021-22 | COLQUITT COUNTY | ODOM ELEMENTARY SCHOOL | ELA | 4 | All Students | 43 | 66 | 153% |
| 2021-22 | COLQUITT COUNTY | ODOM ELEMENTARY SCHOOL | ELA | 4 | All Students | 66 | 66 | 100% |
| 2021-22 | COLQUITT COUNTY | ODOM ELEMENTARY SCHOOL | ELA | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | ODOM ELEMENTARY SCHOOL | ELA | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | ODOM ELEMENTARY SCHOOL | ELA | 4 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | ODOM ELEMENTARY SCHOOL | ELA | 4 | English Learners | 35 | 34 | 97% |
| 2021-22 | COLQUITT COUNTY | ODOM ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: African American or Black | 18 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | ODOM ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | ODOM ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | ODOM ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: Hispanic | 37 | 37 | 100% |
| 2021-22 | COLQUITT COUNTY | ODOM ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: White | 25 | 18 | 72% |
| 2021-22 | COLQUITT COUNTY | ODOM ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: White | 40 | 18 | 45% |
| 2021-22 | COLQUITT COUNTY | ODOM ELEMENTARY SCHOOL | ELA | 4 | Gender: Female | | 28 | |
| 2021-22 | COLQUITT COUNTY | ODOM ELEMENTARY SCHOOL | ELA | 4 | Gender: Male | | 38 | |
| 2021-22 | COLQUITT COUNTY | ODOM ELEMENTARY SCHOOL | ELA | 5 | All Students | 47 | 87 | 185% |
| 2021-22 | COLQUITT COUNTY | ODOM ELEMENTARY SCHOOL | ELA | 5 | All Students | 89 | 87 | 98% |
| 2021-22 | COLQUITT COUNTY | ODOM ELEMENTARY SCHOOL | ELA | 5 | Disability | Recacted <15 | Recacted <15 | |

GMAP Participation - School/ELA

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-----------------|-------------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | COLQUITT COUNTY | ODOM ELEMENTARY SCHOOL | ELA | 5 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | ODOM ELEMENTARY SCHOOL | ELA | 5 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | ODOM ELEMENTARY SCHOOL | ELA | 5 | English Learners | 35 | 32 | 91% |
| 2021-22 | COLQUITT COUNTY | ODOM ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: African American or Black | 21 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | ODOM ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | ODOM ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | ODOM ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: Hispanic | 43 | 43 | 100% |
| 2021-22 | COLQUITT COUNTY | ODOM ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: White | 19 | 32 | 168% |
| 2021-22 | COLQUITT COUNTY | ODOM ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: White | 58 | 32 | 55% |
| 2021-22 | COLQUITT COUNTY | ODOM ELEMENTARY SCHOOL | ELA | 5 | Gender: Female | | 46 | |
| 2021-22 | COLQUITT COUNTY | ODOM ELEMENTARY SCHOOL | ELA | 5 | Gender: Male | | 41 | |
| 2021-22 | COLQUITT COUNTY | NORMAN PARK ELEMENTARY SCHOOL | ELA | 3 | All Students | 81 | 80 | 99% |
| 2021-22 | COLQUITT COUNTY | NORMAN PARK ELEMENTARY SCHOOL | ELA | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | NORMAN PARK ELEMENTARY SCHOOL | ELA | 3 | English Learners | 23 | 20 | 87% |
| 2021-22 | COLQUITT COUNTY | NORMAN PARK ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | NORMAN PARK ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: Hispanic | 23 | 23 | 100% |
| 2021-22 | COLQUITT COUNTY | NORMAN PARK ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: White | 58 | 47 | 81% |
| 2021-22 | COLQUITT COUNTY | NORMAN PARK ELEMENTARY SCHOOL | ELA | 3 | Gender: Female | | 30 | |
| 2021-22 | COLQUITT COUNTY | NORMAN PARK ELEMENTARY SCHOOL | ELA | 3 | Gender: Male | | 50 | |
| 2021-22 | COLQUITT COUNTY | NORMAN PARK ELEMENTARY SCHOOL | ELA | 4 | All Students | 97 | 97 | 100% |
| 2021-22 | COLQUITT COUNTY | NORMAN PARK ELEMENTARY SCHOOL | ELA | 4 | Disability | 16 | 16 | 100% |
| 2021-22 | COLQUITT COUNTY | NORMAN PARK ELEMENTARY SCHOOL | ELA | 4 | English Learners | 30 | 28 | 93% |
| 2021-22 | COLQUITT COUNTY | NORMAN PARK ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | NORMAN PARK ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: Hispanic | 36 | 36 | 100% |
| 2021-22 | COLQUITT COUNTY | NORMAN PARK ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: White | 64 | 51 | 80% |
| 2021-22 | COLQUITT COUNTY | NORMAN PARK ELEMENTARY SCHOOL | ELA | 4 | Gender: Female | | 46 | |
| 2021-22 | COLQUITT COUNTY | NORMAN PARK ELEMENTARY SCHOOL | ELA | 4 | Gender: Male | | 51 | |
| 2021-22 | COLQUITT COUNTY | NORMAN PARK ELEMENTARY SCHOOL | ELA | 5 | All Students | 57 | 57 | 100% |
| 2021-22 | COLQUITT COUNTY | NORMAN PARK ELEMENTARY SCHOOL | ELA | 5 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | NORMAN PARK ELEMENTARY SCHOOL | ELA | 5 | English Learners | 19 | 15 | 79% |
| 2021-22 | COLQUITT COUNTY | NORMAN PARK ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | NORMAN PARK ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: Hispanic | 25 | 25 | 100% |
| 2021-22 | COLQUITT COUNTY | NORMAN PARK ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: White | 35 | 27 | 77% |
| 2021-22 | COLQUITT COUNTY | NORMAN PARK ELEMENTARY SCHOOL | ELA | 5 | Gender: Female | | 27 | |
| 2021-22 | COLQUITT COUNTY | NORMAN PARK ELEMENTARY SCHOOL | ELA | 5 | Gender: Male | | 30 | |
| 2021-22 | COLQUITT COUNTY | FUNSTON ELEMENTARY SCHOOL | ELA | 3 | All Students | 58 | 56 | 97% |
| 2021-22 | COLQUITT COUNTY | FUNSTON ELEMENTARY SCHOOL | ELA | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | FUNSTON ELEMENTARY SCHOOL | ELA | 3 | English Learners | 27 | 25 | 93% |
| 2021-22 | COLQUITT COUNTY | FUNSTON ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | FUNSTON ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: Hispanic | 32 | 31 | 97% |

GMAP Participation - School/ELA

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-----------------|---------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | COLQUITT COUNTY | FUNSTON ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: White | 34 | 15 | 44% |
| 2021-22 | COLQUITT COUNTY | FUNSTON ELEMENTARY SCHOOL | ELA | 3 | Gender: Female | | 36 | |
| 2021-22 | COLQUITT COUNTY | FUNSTON ELEMENTARY SCHOOL | ELA | 3 | Gender: Male | | 20 | |
| 2021-22 | COLQUITT COUNTY | FUNSTON ELEMENTARY SCHOOL | ELA | 4 | All Students | 47 | 47 | 100% |
| 2021-22 | COLQUITT COUNTY | FUNSTON ELEMENTARY SCHOOL | ELA | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | FUNSTON ELEMENTARY SCHOOL | ELA | 4 | English Learners | 26 | 26 | 100% |
| 2021-22 | COLQUITT COUNTY | FUNSTON ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | FUNSTON ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: Hispanic | 27 | 27 | 100% |
| 2021-22 | COLQUITT COUNTY | FUNSTON ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: White | 19 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | FUNSTON ELEMENTARY SCHOOL | ELA | 4 | Gender: Female | | 17 | |
| 2021-22 | COLQUITT COUNTY | FUNSTON ELEMENTARY SCHOOL | ELA | 4 | Gender: Male | | 30 | |
| 2021-22 | COLQUITT COUNTY | FUNSTON ELEMENTARY SCHOOL | ELA | 5 | All Students | 66 | 66 | 100% |
| 2021-22 | COLQUITT COUNTY | FUNSTON ELEMENTARY SCHOOL | ELA | 5 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | FUNSTON ELEMENTARY SCHOOL | ELA | 5 | English Learners | 21 | 19 | 90% |
| 2021-22 | COLQUITT COUNTY | FUNSTON ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | FUNSTON ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: Hispanic | 33 | 33 | 100% |
| 2021-22 | COLQUITT COUNTY | FUNSTON ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: White | 37 | 23 | 62% |
| 2021-22 | COLQUITT COUNTY | FUNSTON ELEMENTARY SCHOOL | ELA | 5 | Gender: Female | | 36 | |
| 2021-22 | COLQUITT COUNTY | FUNSTON ELEMENTARY SCHOOL | ELA | 5 | Gender: Male | | 30 | |
| 2021-22 | COLQUITT COUNTY | WRIGHT ELEMENTARY SCHOOL | ELA | 3 | All Students | 70 | 67 | 96% |
| 2021-22 | COLQUITT COUNTY | WRIGHT ELEMENTARY SCHOOL | ELA | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | WRIGHT ELEMENTARY SCHOOL | ELA | 3 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | WRIGHT ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: African American or Black | 20 | 16 | 80% |
| 2021-22 | COLQUITT COUNTY | WRIGHT ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | WRIGHT ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: White | 45 | 38 | 84% |
| 2021-22 | COLQUITT COUNTY | WRIGHT ELEMENTARY SCHOOL | ELA | 3 | Gender: Female | | 37 | |
| 2021-22 | COLQUITT COUNTY | WRIGHT ELEMENTARY SCHOOL | ELA | 3 | Gender: Male | | 30 | |
| 2021-22 | COLQUITT COUNTY | WRIGHT ELEMENTARY SCHOOL | ELA | 4 | All Students | 73 | 73 | 100% |
| 2021-22 | COLQUITT COUNTY | WRIGHT ELEMENTARY SCHOOL | ELA | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | WRIGHT ELEMENTARY SCHOOL | ELA | 4 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | WRIGHT ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: African American or Black | 19 | 18 | 95% |
| 2021-22 | COLQUITT COUNTY | WRIGHT ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | WRIGHT ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: White | 50 | 47 | 94% |
| 2021-22 | COLQUITT COUNTY | WRIGHT ELEMENTARY SCHOOL | ELA | 4 | Gender: Female | | 33 | |
| 2021-22 | COLQUITT COUNTY | WRIGHT ELEMENTARY SCHOOL | ELA | 4 | Gender: Male | | 40 | |
| 2021-22 | COLQUITT COUNTY | WRIGHT ELEMENTARY SCHOOL | ELA | 5 | All Students | 74 | 73 | 99% |
| 2021-22 | COLQUITT COUNTY | WRIGHT ELEMENTARY SCHOOL | ELA | 5 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | WRIGHT ELEMENTARY SCHOOL | ELA | 5 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | WRIGHT ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: African American or Black | 30 | 28 | 93% |
| 2021-22 | COLQUITT COUNTY | WRIGHT ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |

GMAP Participation - School/ELA

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-----------------|--------------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | COLQUITT COUNTY | WRIGHT ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: White | 40 | 32 | 80% |
| 2021-22 | COLQUITT COUNTY | WRIGHT ELEMENTARY SCHOOL | ELA | 5 | Gender: Female | | 34 | |
| 2021-22 | COLQUITT COUNTY | WRIGHT ELEMENTARY SCHOOL | ELA | 5 | Gender: Male | | 39 | |
| 2021-22 | COLQUITT COUNTY | STRINGFELLOW ELEMENTARY SCHOOL | ELA | 3 | All Students | 36 | 36 | 100% |
| 2021-22 | COLQUITT COUNTY | STRINGFELLOW ELEMENTARY SCHOOL | ELA | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | STRINGFELLOW ELEMENTARY SCHOOL | ELA | 3 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | STRINGFELLOW ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: African American or Black | 23 | 20 | 87% |
| 2021-22 | COLQUITT COUNTY | STRINGFELLOW ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | STRINGFELLOW ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | STRINGFELLOW ELEMENTARY SCHOOL | ELA | 3 | Gender: Female | | 18 | |
| 2021-22 | COLQUITT COUNTY | STRINGFELLOW ELEMENTARY SCHOOL | ELA | 3 | Gender: Male | | 18 | |
| 2021-22 | COLQUITT COUNTY | STRINGFELLOW ELEMENTARY SCHOOL | ELA | 4 | All Students | 46 | 46 | 100% |
| 2021-22 | COLQUITT COUNTY | STRINGFELLOW ELEMENTARY SCHOOL | ELA | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | STRINGFELLOW ELEMENTARY SCHOOL | ELA | 4 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | STRINGFELLOW ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: African American or Black | 29 | 26 | 90% |
| 2021-22 | COLQUITT COUNTY | STRINGFELLOW ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | STRINGFELLOW ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | STRINGFELLOW ELEMENTARY SCHOOL | ELA | 4 | Gender: Female | | 20 | |
| 2021-22 | COLQUITT COUNTY | STRINGFELLOW ELEMENTARY SCHOOL | ELA | 4 | Gender: Male | | 26 | |
| 2021-22 | COLQUITT COUNTY | STRINGFELLOW ELEMENTARY SCHOOL | ELA | 5 | All Students | 51 | 50 | 98% |
| 2021-22 | COLQUITT COUNTY | STRINGFELLOW ELEMENTARY SCHOOL | ELA | 5 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | STRINGFELLOW ELEMENTARY SCHOOL | ELA | 5 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | STRINGFELLOW ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: African American or Black | 35 | 30 | 86% |
| 2021-22 | COLQUITT COUNTY | STRINGFELLOW ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | STRINGFELLOW ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: White | 17 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | STRINGFELLOW ELEMENTARY SCHOOL | ELA | 5 | Gender: Female | | 27 | |
| 2021-22 | COLQUITT COUNTY | STRINGFELLOW ELEMENTARY SCHOOL | ELA | 5 | Gender: Male | | 23 | |
| 2021-22 | COLQUITT COUNTY | GRAY JUNIOR HIGH SCHOOL | ELA | 8 | All Students | 699 | 650 | 93% |
| 2021-22 | COLQUITT COUNTY | GRAY JUNIOR HIGH SCHOOL | ELA | 8 | Disability | 100 | 81 | 81% |
| 2021-22 | COLQUITT COUNTY | GRAY JUNIOR HIGH SCHOOL | ELA | 8 | English Learners | 94 | 71 | 76% |
| 2021-22 | COLQUITT COUNTY | GRAY JUNIOR HIGH SCHOOL | ELA | 8 | Ethnicity: African American or Black | 213 | 170 | 80% |
| 2021-22 | COLQUITT COUNTY | GRAY JUNIOR HIGH SCHOOL | ELA | 8 | Ethnicity: Hispanic | 203 | 199 | 98% |
| 2021-22 | COLQUITT COUNTY | GRAY JUNIOR HIGH SCHOOL | ELA | 8 | Ethnicity: White | 366 | 256 | 70% |
| 2021-22 | COLQUITT COUNTY | GRAY JUNIOR HIGH SCHOOL | ELA | 8 | Gender: Female | | 302 | |
| 2021-22 | COLQUITT COUNTY | GRAY JUNIOR HIGH SCHOOL | ELA | 8 | Gender: Male | | 348 | |
| 2021-22 | COLQUITT COUNTY | OKAPILCO ELEMENTARY SCHOOL | ELA | 3 | All Students | 64 | 57 | 89% |
| 2021-22 | COLQUITT COUNTY | OKAPILCO ELEMENTARY SCHOOL | ELA | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | OKAPILCO ELEMENTARY SCHOOL | ELA | 3 | English Learners | 21 | 18 | 86% |
| 2021-22 | COLQUITT COUNTY | OKAPILCO ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: African American or Black | 20 | 18 | 90% |
| 2021-22 | COLQUITT COUNTY | OKAPILCO ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: Hispanic | 25 | 22 | 88% |

GMAP Participation - School/ELA

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-----------------|----------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | COLQUITT COUNTY | OKAPILCO ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: White | 26 | 17 | 65% |
| 2021-22 | COLQUITT COUNTY | OKAPILCO ELEMENTARY SCHOOL | ELA | 3 | Gender: Female | | 32 | |
| 2021-22 | COLQUITT COUNTY | OKAPILCO ELEMENTARY SCHOOL | ELA | 3 | Gender: Male | | 25 | |
| 2021-22 | COLQUITT COUNTY | OKAPILCO ELEMENTARY SCHOOL | ELA | 4 | All Students | 46 | 39 | 85% |
| 2021-22 | COLQUITT COUNTY | OKAPILCO ELEMENTARY SCHOOL | ELA | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | OKAPILCO ELEMENTARY SCHOOL | ELA | 4 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | OKAPILCO ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: African American or Black | 19 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | OKAPILCO ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | OKAPILCO ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: White | 16 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | OKAPILCO ELEMENTARY SCHOOL | ELA | 4 | Gender: Female | | 22 | |
| 2021-22 | COLQUITT COUNTY | OKAPILCO ELEMENTARY SCHOOL | ELA | 4 | Gender: Male | | 17 | |
| 2021-22 | COLQUITT COUNTY | OKAPILCO ELEMENTARY SCHOOL | ELA | 5 | All Students | 63 | 58 | 92% |
| 2021-22 | COLQUITT COUNTY | OKAPILCO ELEMENTARY SCHOOL | ELA | 5 | Disability | 19 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | OKAPILCO ELEMENTARY SCHOOL | ELA | 5 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | OKAPILCO ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: African American or Black | 31 | 22 | 71% |
| 2021-22 | COLQUITT COUNTY | OKAPILCO ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: Hispanic | 15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | OKAPILCO ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: White | 30 | 15 | 50% |
| 2021-22 | COLQUITT COUNTY | OKAPILCO ELEMENTARY SCHOOL | ELA | 5 | Gender: Female | | 28 | |
| 2021-22 | COLQUITT COUNTY | OKAPILCO ELEMENTARY SCHOOL | ELA | 5 | Gender: Male | | 30 | |
| 2021-22 | COLQUITT COUNTY | COX ELEMENTARY SCHOOL | ELA | 3 | All Students | 82 | 80 | 98% |
| 2021-22 | COLQUITT COUNTY | COX ELEMENTARY SCHOOL | ELA | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | COX ELEMENTARY SCHOOL | ELA | 3 | English Learners | 31 | 27 | 87% |
| 2021-22 | COLQUITT COUNTY | COX ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: African American or Black | 44 | 40 | 91% |
| 2021-22 | COLQUITT COUNTY | COX ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: Hispanic | 36 | 35 | 97% |
| 2021-22 | COLQUITT COUNTY | COX ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: White | 17 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | COX ELEMENTARY SCHOOL | ELA | 3 | Gender: Female | | 32 | |
| 2021-22 | COLQUITT COUNTY | COX ELEMENTARY SCHOOL | ELA | 3 | Gender: Male | | 48 | |
| 2021-22 | COLQUITT COUNTY | COX ELEMENTARY SCHOOL | ELA | 4 | All Students | 89 | 86 | 97% |
| 2021-22 | COLQUITT COUNTY | COX ELEMENTARY SCHOOL | ELA | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | COX ELEMENTARY SCHOOL | ELA | 4 | English Learners | 34 | 32 | 94% |
| 2021-22 | COLQUITT COUNTY | COX ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: African American or Black | 45 | 41 | 91% |
| 2021-22 | COLQUITT COUNTY | COX ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: Hispanic | 43 | 40 | 93% |
| 2021-22 | COLQUITT COUNTY | COX ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: White | 26 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | COX ELEMENTARY SCHOOL | ELA | 4 | Gender: Female | | 41 | |
| 2021-22 | COLQUITT COUNTY | COX ELEMENTARY SCHOOL | ELA | 4 | Gender: Male | | 45 | |
| 2021-22 | COLQUITT COUNTY | COX ELEMENTARY SCHOOL | ELA | 5 | All Students | 90 | 85 | 94% |
| 2021-22 | COLQUITT COUNTY | COX ELEMENTARY SCHOOL | ELA | 5 | Disability | 19 | 16 | 84% |
| 2021-22 | COLQUITT COUNTY | COX ELEMENTARY SCHOOL | ELA | 5 | English Learners | 29 | 25 | 86% |
| 2021-22 | COLQUITT COUNTY | COX ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: African American or Black | 49 | 43 | 88% |
| 2021-22 | COLQUITT COUNTY | COX ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: Hispanic | 35 | 34 | 97% |

GMAP Participation - School/ELA

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-----------------|----------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | COLQUITT COUNTY | COX ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: White | 21 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | COX ELEMENTARY SCHOOL | ELA | 5 | Gender: Female | | 42 | |
| 2021-22 | COLQUITT COUNTY | COX ELEMENTARY SCHOOL | ELA | 5 | Gender: Male | | 43 | |
| 2021-22 | COLQUITT COUNTY | HAMILTON ELEMENTARY SCHOOL | ELA | 3 | All Students | 32 | 31 | 97% |
| 2021-22 | COLQUITT COUNTY | HAMILTON ELEMENTARY SCHOOL | ELA | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | HAMILTON ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | HAMILTON ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | HAMILTON ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: White | 30 | 27 | 90% |
| 2021-22 | COLQUITT COUNTY | HAMILTON ELEMENTARY SCHOOL | ELA | 3 | Gender: Female | | 15 | |
| 2021-22 | COLQUITT COUNTY | HAMILTON ELEMENTARY SCHOOL | ELA | 3 | Gender: Male | | 16 | |
| 2021-22 | COLQUITT COUNTY | HAMILTON ELEMENTARY SCHOOL | ELA | 4 | All Students | 28 | 28 | 100% |
| 2021-22 | COLQUITT COUNTY | HAMILTON ELEMENTARY SCHOOL | ELA | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | HAMILTON ELEMENTARY SCHOOL | ELA | 4 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | HAMILTON ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | HAMILTON ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: White | 25 | 23 | 92% |
| 2021-22 | COLQUITT COUNTY | HAMILTON ELEMENTARY SCHOOL | ELA | 4 | Gender: Female | | 17 | |
| 2021-22 | COLQUITT COUNTY | HAMILTON ELEMENTARY SCHOOL | ELA | 4 | Gender: Male | | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | HAMILTON ELEMENTARY SCHOOL | ELA | 5 | All Students | 41 | 41 | 100% |
| 2021-22 | COLQUITT COUNTY | HAMILTON ELEMENTARY SCHOOL | ELA | 5 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | HAMILTON ELEMENTARY SCHOOL | ELA | 5 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | HAMILTON ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | HAMILTON ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | HAMILTON ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: White | 33 | 29 | 88% |
| 2021-22 | COLQUITT COUNTY | HAMILTON ELEMENTARY SCHOOL | ELA | 5 | Gender: Female | | 15 | |
| 2021-22 | COLQUITT COUNTY | HAMILTON ELEMENTARY SCHOOL | ELA | 5 | Gender: Male | | 26 | |
| 2021-22 | COLQUITT COUNTY | SUNSET ELEMENTARY SCHOOL | ELA | 3 | All Students | 53 | 53 | 100% |
| 2021-22 | COLQUITT COUNTY | SUNSET ELEMENTARY SCHOOL | ELA | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | SUNSET ELEMENTARY SCHOOL | ELA | 3 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | SUNSET ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | SUNSET ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | SUNSET ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: White | 39 | 28 | 72% |
| 2021-22 | COLQUITT COUNTY | SUNSET ELEMENTARY SCHOOL | ELA | 3 | Gender: Female | | 20 | |
| 2021-22 | COLQUITT COUNTY | SUNSET ELEMENTARY SCHOOL | ELA | 3 | Gender: Male | | 33 | |
| 2021-22 | COLQUITT COUNTY | SUNSET ELEMENTARY SCHOOL | ELA | 4 | All Students | 86 | 75 | 87% |
| 2021-22 | COLQUITT COUNTY | SUNSET ELEMENTARY SCHOOL | ELA | 4 | Disability | 17 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | SUNSET ELEMENTARY SCHOOL | ELA | 4 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | SUNSET ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: African American or Black | 33 | 24 | 73% |
| 2021-22 | COLQUITT COUNTY | SUNSET ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: Hispanic | 19 | 15 | 79% |
| 2021-22 | COLQUITT COUNTY | SUNSET ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: White | 48 | 31 | 65% |
| 2021-22 | COLQUITT COUNTY | SUNSET ELEMENTARY SCHOOL | ELA | 4 | Gender: Female | | 32 | |

GMAP Participation - School/ELA

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-------------------------------|-----------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | COLQUITT COUNTY | SUNSET ELEMENTARY SCHOOL | ELA | 4 | Gender: Male | | 43 | |
| 2021-22 | COLQUITT COUNTY | SUNSET ELEMENTARY SCHOOL | ELA | 5 | All Students | 83 | 75 | 90% |
| 2021-22 | COLQUITT COUNTY | SUNSET ELEMENTARY SCHOOL | ELA | 5 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | SUNSET ELEMENTARY SCHOOL | ELA | 5 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | SUNSET ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: African American or Black | 29 | 19 | 66% |
| 2021-22 | COLQUITT COUNTY | SUNSET ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: Hispanic | 17 | 17 | 100% |
| 2021-22 | COLQUITT COUNTY | SUNSET ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: White | 41 | 35 | 85% |
| 2021-22 | COLQUITT COUNTY | SUNSET ELEMENTARY SCHOOL | ELA | 5 | Gender: Female | | 42 | |
| 2021-22 | COLQUITT COUNTY | SUNSET ELEMENTARY SCHOOL | ELA | 5 | Gender: Male | | 33 | |
| 2021-22 | COLQUITT COUNTY | GIFTED PROGRAM | ELA | 3 | All Students | | 32 | |
| 2021-22 | COLQUITT COUNTY | GIFTED PROGRAM | ELA | 3 | Ethnicity: African American or Black | | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | GIFTED PROGRAM | ELA | 3 | Ethnicity: Hispanic | | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | GIFTED PROGRAM | ELA | 3 | Ethnicity: White | | 18 | |
| 2021-22 | COLQUITT COUNTY | GIFTED PROGRAM | ELA | 3 | Gender: Female | | 18 | |
| 2021-22 | COLQUITT COUNTY | GIFTED PROGRAM | ELA | 3 | Gender: Male | | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | GIFTED PROGRAM | ELA | 4 | All Students | | 35 | |
| 2021-22 | COLQUITT COUNTY | GIFTED PROGRAM | ELA | 4 | Ethnicity: African American or Black | | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | GIFTED PROGRAM | ELA | 4 | Ethnicity: Hispanic | | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | GIFTED PROGRAM | ELA | 4 | Ethnicity: White | | 19 | |
| 2021-22 | COLQUITT COUNTY | GIFTED PROGRAM | ELA | 4 | Gender: Female | | 17 | |
| 2021-22 | COLQUITT COUNTY | GIFTED PROGRAM | ELA | 4 | Gender: Male | | 18 | |
| 2021-22 | COLQUITT COUNTY | GIFTED PROGRAM | ELA | 5 | All Students | | 44 | |
| 2021-22 | COLQUITT COUNTY | GIFTED PROGRAM | ELA | 5 | Disability | | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | GIFTED PROGRAM | ELA | 5 | Ethnicity: African American or Black | | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | GIFTED PROGRAM | ELA | 5 | Ethnicity: Hispanic | | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | GIFTED PROGRAM | ELA | 5 | Ethnicity: White | | 30 | |
| 2021-22 | COLQUITT COUNTY | GIFTED PROGRAM | ELA | 5 | Gender: Female | | 19 | |
| 2021-22 | COLQUITT COUNTY | GIFTED PROGRAM | ELA | 5 | Gender: Male | | 25 | |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELBERT COUNTY MIDDLE SCHOOL | ELA | 5 | All Students | 212 | 209 | 99% |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELBERT COUNTY MIDDLE SCHOOL | ELA | 5 | Disability | 27 | 27 | 100% |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELBERT COUNTY MIDDLE SCHOOL | ELA | 5 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELBERT COUNTY MIDDLE SCHOOL | ELA | 5 | Ethnicity: African American or Black | 76 | 75 | 99% |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELBERT COUNTY MIDDLE SCHOOL | ELA | 5 | Ethnicity: Hispanic | 25 | 25 | 100% |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELBERT COUNTY MIDDLE SCHOOL | ELA | 5 | Ethnicity: White | 97 | 97 | 100% |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELBERT COUNTY MIDDLE SCHOOL | ELA | 5 | Gender: Female | | 104 | |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELBERT COUNTY MIDDLE SCHOOL | ELA | 5 | Gender: Male | | 105 | |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELBERT COUNTY MIDDLE SCHOOL | ELA | 6 | All Students | 204 | 202 | 99% |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELBERT COUNTY MIDDLE SCHOOL | ELA | 6 | Disability | 43 | 43 | 100% |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELBERT COUNTY MIDDLE SCHOOL | ELA | 6 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELBERT COUNTY MIDDLE SCHOOL | ELA | 6 | Ethnicity: African American or Black | 69 | 68 | 99% |

GMAP Participation - School/ELA

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-------------------------------|---------------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELBERT COUNTY MIDDLE SCHOOL | ELA | 6 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELBERT COUNTY MIDDLE SCHOOL | ELA | 6 | Ethnicity: White | 112 | 111 | 99% |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELBERT COUNTY MIDDLE SCHOOL | ELA | 6 | Gender: Female | | 100 | |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELBERT COUNTY MIDDLE SCHOOL | ELA | 6 | Gender: Male | | 102 | |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELBERT COUNTY MIDDLE SCHOOL | ELA | 7 | All Students | 258 | 256 | 99% |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELBERT COUNTY MIDDLE SCHOOL | ELA | 7 | Disability | 42 | 42 | 100% |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELBERT COUNTY MIDDLE SCHOOL | ELA | 7 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELBERT COUNTY MIDDLE SCHOOL | ELA | 7 | Ethnicity: African American or Black | 92 | 92 | 100% |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELBERT COUNTY MIDDLE SCHOOL | ELA | 7 | Ethnicity: Hispanic | 25 | 28 | 112% |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELBERT COUNTY MIDDLE SCHOOL | ELA | 7 | Ethnicity: White | 124 | 123 | 99% |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELBERT COUNTY MIDDLE SCHOOL | ELA | 7 | Gender: Female | | 124 | |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELBERT COUNTY MIDDLE SCHOOL | ELA | 7 | Gender: Male | | 132 | |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELBERT COUNTY MIDDLE SCHOOL | ELA | 8 | All Students | 260 | 254 | 98% |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELBERT COUNTY MIDDLE SCHOOL | ELA | 8 | Disability | 36 | 32 | 89% |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELBERT COUNTY MIDDLE SCHOOL | ELA | 8 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELBERT COUNTY MIDDLE SCHOOL | ELA | 8 | Ethnicity: African American or Black | 111 | 109 | 98% |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELBERT COUNTY MIDDLE SCHOOL | ELA | 8 | Ethnicity: Hispanic | 31 | 30 | 97% |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELBERT COUNTY MIDDLE SCHOOL | ELA | 8 | Ethnicity: White | 109 | 106 | 97% |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELBERT COUNTY MIDDLE SCHOOL | ELA | 8 | Gender: Female | | 133 | |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELBERT COUNTY MIDDLE SCHOOL | ELA | 8 | Gender: Male | | 121 | |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELBERT COUNTY ELEMENTARY SCHOOL | ELA | 3 | All Students | 208 | 208 | 100% |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELBERT COUNTY ELEMENTARY SCHOOL | ELA | 3 | Disability | 35 | 35 | 100% |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELBERT COUNTY ELEMENTARY SCHOOL | ELA | 3 | English Learners | 15 | 15 | 100% |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELBERT COUNTY ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: African American or Black | 80 | 80 | 100% |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELBERT COUNTY ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: Hispanic | 18 | 19 | 106% |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELBERT COUNTY ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: White | 97 | 97 | 100% |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELBERT COUNTY ELEMENTARY SCHOOL | ELA | 3 | Gender: Female | | 100 | |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELBERT COUNTY ELEMENTARY SCHOOL | ELA | 3 | Gender: Male | | 108 | |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELBERT COUNTY ELEMENTARY SCHOOL | ELA | 4 | All Students | 217 | 216 | 100% |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELBERT COUNTY ELEMENTARY SCHOOL | ELA | 4 | Disability | 26 | 25 | 96% |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELBERT COUNTY ELEMENTARY SCHOOL | ELA | 4 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELBERT COUNTY ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: African American or Black | 74 | 73 | 99% |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELBERT COUNTY ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: Hispanic | 21 | 23 | 110% |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELBERT COUNTY ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: White | 105 | 105 | 100% |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELBERT COUNTY ELEMENTARY SCHOOL | ELA | 4 | Gender: Female | | 109 | |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELBERT COUNTY ELEMENTARY SCHOOL | ELA | 4 | Gender: Male | | 107 | |
| 2021-22 | EVANS COUNTY SCHOOLS | CLAXTON ELEMENTARY SCHOOL | ELA | 3 | All Students | | 109 | |
| 2021-22 | EVANS COUNTY SCHOOLS | CLAXTON ELEMENTARY SCHOOL | ELA | 3 | Disability | | Recacted <15 | |
| 2021-22 | EVANS COUNTY SCHOOLS | CLAXTON ELEMENTARY SCHOOL | ELA | 3 | English Learners | | 28 | |
| 2021-22 | EVANS COUNTY SCHOOLS | CLAXTON ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: African American or Black | | 37 | |

GMAP Participation - School/ELA

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|----------------------|---------------------------|---------|-------|--------------------------------------|------------|---------------|--------------------|
| 2021-22 | EVANS COUNTY SCHOOLS | CLAXTON ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: Hispanic | | 34 | |
| 2021-22 | EVANS COUNTY SCHOOLS | CLAXTON ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: White | | 35 | |
| 2021-22 | EVANS COUNTY SCHOOLS | CLAXTON ELEMENTARY SCHOOL | ELA | 3 | Gender: Female | | 47 | |
| 2021-22 | EVANS COUNTY SCHOOLS | CLAXTON ELEMENTARY SCHOOL | ELA | 3 | Gender: Male | | 62 | |
| 2021-22 | EVANS COUNTY SCHOOLS | CLAXTON ELEMENTARY SCHOOL | ELA | 4 | All Students | | 134 | |
| 2021-22 | EVANS COUNTY SCHOOLS | CLAXTON ELEMENTARY SCHOOL | ELA | 4 | Disability | | Recacted <15 | |
| 2021-22 | EVANS COUNTY SCHOOLS | CLAXTON ELEMENTARY SCHOOL | ELA | 4 | English Learners | | 24 | |
| 2021-22 | EVANS COUNTY SCHOOLS | CLAXTON ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: African American or Black | | 47 | |
| 2021-22 | EVANS COUNTY SCHOOLS | CLAXTON ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: Hispanic | | 29 | |
| 2021-22 | EVANS COUNTY SCHOOLS | CLAXTON ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: White | | 48 | |
| 2021-22 | EVANS COUNTY SCHOOLS | CLAXTON ELEMENTARY SCHOOL | ELA | 4 | Gender: Female | | 75 | |
| 2021-22 | EVANS COUNTY SCHOOLS | CLAXTON ELEMENTARY SCHOOL | ELA | 4 | Gender: Male | | 59 | |
| 2021-22 | EVANS COUNTY SCHOOLS | CLAXTON ELEMENTARY SCHOOL | ELA | 5 | All Students | | 107 | |
| 2021-22 | EVANS COUNTY SCHOOLS | CLAXTON ELEMENTARY SCHOOL | ELA | 5 | Disability | | Recacted <15 | |
| 2021-22 | EVANS COUNTY SCHOOLS | CLAXTON ELEMENTARY SCHOOL | ELA | 5 | English Learners | | 22 | |
| 2021-22 | EVANS COUNTY SCHOOLS | CLAXTON ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: African American or Black | | 35 | |
| 2021-22 | EVANS COUNTY SCHOOLS | CLAXTON ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: Hispanic | | 30 | |
| 2021-22 | EVANS COUNTY SCHOOLS | CLAXTON ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: White | | 34 | |
| 2021-22 | EVANS COUNTY SCHOOLS | CLAXTON ELEMENTARY SCHOOL | ELA | 5 | Gender: Female | | 48 | |
| 2021-22 | EVANS COUNTY SCHOOLS | CLAXTON ELEMENTARY SCHOOL | ELA | 5 | Gender: Male | | 59 | |
| 2021-22 | EVANS COUNTY SCHOOLS | SECOND CHANCE ACADEMY | ELA | 6 | All Students | | Recacted <15 | |
| 2021-22 | EVANS COUNTY SCHOOLS | SECOND CHANCE ACADEMY | ELA | 6 | English Learners | | Recacted <15 | |
| 2021-22 | EVANS COUNTY SCHOOLS | SECOND CHANCE ACADEMY | ELA | 6 | Ethnicity: African American or Black | | Recacted <15 | |
| 2021-22 | EVANS COUNTY SCHOOLS | SECOND CHANCE ACADEMY | ELA | 6 | Ethnicity: Hispanic | | Recacted <15 | |
| 2021-22 | EVANS COUNTY SCHOOLS | SECOND CHANCE ACADEMY | ELA | 6 | Gender: Female | | Recacted <15 | |
| 2021-22 | EVANS COUNTY SCHOOLS | SECOND CHANCE ACADEMY | ELA | 6 | Gender: Male | | Recacted <15 | |
| 2021-22 | EVANS COUNTY SCHOOLS | SECOND CHANCE ACADEMY | ELA | 7 | All Students | | Recacted <15 | |
| 2021-22 | EVANS COUNTY SCHOOLS | SECOND CHANCE ACADEMY | ELA | 7 | Disability | | Recacted <15 | |
| 2021-22 | EVANS COUNTY SCHOOLS | SECOND CHANCE ACADEMY | ELA | 7 | English Learners | | Recacted <15 | |
| 2021-22 | EVANS COUNTY SCHOOLS | SECOND CHANCE ACADEMY | ELA | 7 | Ethnicity: African American or Black | | Recacted <15 | |
| 2021-22 | EVANS COUNTY SCHOOLS | SECOND CHANCE ACADEMY | ELA | 7 | Ethnicity: Hispanic | | Recacted <15 | |
| 2021-22 | EVANS COUNTY SCHOOLS | SECOND CHANCE ACADEMY | ELA | 7 | Ethnicity: White | | Recacted <15 | |
| 2021-22 | EVANS COUNTY SCHOOLS | SECOND CHANCE ACADEMY | ELA | 7 | Gender: Female | | Recacted <15 | |
| 2021-22 | EVANS COUNTY SCHOOLS | SECOND CHANCE ACADEMY | ELA | 7 | Gender: Male | | Recacted <15 | |
| 2021-22 | EVANS COUNTY SCHOOLS | SECOND CHANCE ACADEMY | ELA | 8 | All Students | | Recacted <15 | |
| 2021-22 | EVANS COUNTY SCHOOLS | SECOND CHANCE ACADEMY | ELA | 8 | Disability | | Recacted <15 | |
| 2021-22 | EVANS COUNTY SCHOOLS | SECOND CHANCE ACADEMY | ELA | 8 | English Learners | | Recacted <15 | |
| 2021-22 | EVANS COUNTY SCHOOLS | SECOND CHANCE ACADEMY | ELA | 8 | Ethnicity: African American or Black | | Recacted <15 | |
| 2021-22 | EVANS COUNTY SCHOOLS | SECOND CHANCE ACADEMY | ELA | 8 | Ethnicity: Hispanic | | Recacted <15 | |
| 2021-22 | EVANS COUNTY SCHOOLS | SECOND CHANCE ACADEMY | ELA | 8 | Ethnicity: White | | Recacted <15 | |

GMAP Participation - School/ELA

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|----------------------|------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | EVANS COUNTY SCHOOLS | SECOND CHANCE ACADEMY | ELA | 8 | Gender: Female | | Recacted <15 | |
| 2021-22 | EVANS COUNTY SCHOOLS | SECOND CHANCE ACADEMY | ELA | 8 | Gender: Male | | Recacted <15 | |
| 2021-22 | EVANS COUNTY SCHOOLS | CLAXTON MIDDLE SCHOOL | ELA | 6 | All Students | | 113 | |
| 2021-22 | EVANS COUNTY SCHOOLS | CLAXTON MIDDLE SCHOOL | ELA | 6 | Disability | | Recacted <15 | |
| 2021-22 | EVANS COUNTY SCHOOLS | CLAXTON MIDDLE SCHOOL | ELA | 6 | English Learners | | 23 | |
| 2021-22 | EVANS COUNTY SCHOOLS | CLAXTON MIDDLE SCHOOL | ELA | 6 | Ethnicity: African American or Black | | 45 | |
| 2021-22 | EVANS COUNTY SCHOOLS | CLAXTON MIDDLE SCHOOL | ELA | 6 | Ethnicity: Hispanic | | 37 | |
| 2021-22 | EVANS COUNTY SCHOOLS | CLAXTON MIDDLE SCHOOL | ELA | 6 | Ethnicity: White | | 28 | |
| 2021-22 | EVANS COUNTY SCHOOLS | CLAXTON MIDDLE SCHOOLS | ELA | 6 | Gender: Female | | 62 | |
| 2021-22 | EVANS COUNTY SCHOOLS | CLAXTON MIDDLE SCHOOL | ELA | 6 | Gender: Male | | 51 | |
| 2021-22 | EVANS COUNTY SCHOOLS | CLAXTON MIDDLE SCHOOL | ELA | 7 | All Students | | 120 | |
| 2021-22 | EVANS COUNTY SCHOOLS | CLAXTON MIDDLE SCHOOL | ELA | 7 | Disability | | Recacted <15 | |
| 2021-22 | EVANS COUNTY SCHOOLS | CLAXTON MIDDLE SCHOOL | ELA | 7 | English Learners | | 20 | |
| 2021-22 | EVANS COUNTY SCHOOLS | CLAXTON MIDDLE SCHOOL | ELA | 7 | Ethnicity: African American or Black | | 44 | |
| 2021-22 | EVANS COUNTY SCHOOLS | CLAXTON MIDDLE SCHOOL | ELA | 7 | Ethnicity: Hispanic | | 33 | |
| 2021-22 | EVANS COUNTY SCHOOLS | CLAXTON MIDDLE SCHOOL | ELA | 7 | Ethnicity: White | | 38 | |
| 2021-22 | EVANS COUNTY SCHOOLS | CLAXTON MIDDLE SCHOOL | ELA | 7 | Gender: Female | | 63 | |
| 2021-22 | EVANS COUNTY SCHOOLS | CLAXTON MIDDLE SCHOOL | ELA | 7 | Gender: Male | | 57 | |
| 2021-22 | EVANS COUNTY SCHOOLS | CLAXTON MIDDLE SCHOOL | ELA | 8 | All Students | | 131 | |
| 2021-22 | EVANS COUNTY SCHOOLS | CLAXTON MIDDLE SCHOOL | ELA | 8 | Disability | | Recacted <15 | |
| 2021-22 | EVANS COUNTY SCHOOLS | CLAXTON MIDDLE SCHOOL | ELA | 8 | English Learners | | Recacted <15 | |
| 2021-22 | EVANS COUNTY SCHOOLS | CLAXTON MIDDLE SCHOOL | ELA | 8 | Ethnicity: African American or Black | | 40 | |
| 2021-22 | EVANS COUNTY SCHOOLS | CLAXTON MIDDLE SCHOOL | ELA | 8 | Ethnicity: Hispanic | | 36 | |
| 2021-22 | EVANS COUNTY SCHOOLS | CLAXTON MIDDLE SCHOOL | ELA | 8 | Ethnicity: White | | 52 | |
| 2021-22 | EVANS COUNTY SCHOOLS | CLAXTON MIDDLE SCHOOL | ELA | 8 | Gender: Female | | 64 | |
| 2021-22 | EVANS COUNTY SCHOOLS | CLAXTON MIDDLE SCHOOL | ELA | 8 | Gender: Male | | 67 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | JOHNSON ELEMENTARY | ELA | 3 | All Students | 84 | 84 | 100% |
| 2021-22 | FLOYD COUNTY SCHOOLS | JOHNSON ELEMENTARY | ELA | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | JOHNSON ELEMENTARY | ELA | 3 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | JOHNSON ELEMENTARY | ELA | 3 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | JOHNSON ELEMENTARY | ELA | 3 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | JOHNSON ELEMENTARY | ELA | 3 | Ethnicity: White | 70 | 70 | 100% |
| 2021-22 | FLOYD COUNTY SCHOOLS | JOHNSON ELEMENTARY | ELA | 3 | Gender: Female | | 42 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | JOHNSON ELEMENTARY | ELA | 3 | Gender: Male | | 42 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | JOHNSON ELEMENTARY | ELA | 4 | All Students | 84 | 83 | 99% |
| 2021-22 | FLOYD COUNTY SCHOOLS | JOHNSON ELEMENTARY | ELA | 4 | Disability | 18 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | JOHNSON ELEMENTARY | ELA | 4 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | JOHNSON ELEMENTARY | ELA | 4 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | JOHNSON ELEMENTARY | ELA | 4 | Ethnicity: White | 73 | 73 | 100% |
| 2021-22 | FLOYD COUNTY SCHOOLS | JOHNSON ELEMENTARY | ELA | 4 | Gender: Female | | 37 | |

GMAP Participation - School/ELA

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|----------------------|-----------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | FLOYD COUNTY SCHOOLS | JOHNSON ELEMENTARY | ELA | 4 | Gender: Male | | 46 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | COOSA MIDDLE SCHOOL | ELA | 5 | All Students | 192 | 192 | 100% |
| 2021-22 | FLOYD COUNTY SCHOOLS | COOSA MIDDLE SCHOOL | ELA | 5 | Disability | 33 | 33 | 100% |
| 2021-22 | FLOYD COUNTY SCHOOLS | COOSA MIDDLE SCHOOL | ELA | 5 | English Learners | 18 | 22 | 122% |
| 2021-22 | FLOYD COUNTY SCHOOLS | COOSA MIDDLE SCHOOL | ELA | 5 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | COOSA MIDDLE SCHOOL | ELA | 5 | Ethnicity: Hispanic | 58 | 57 | 98% |
| 2021-22 | FLOYD COUNTY SCHOOLS | COOSA MIDDLE SCHOOL | ELA | 5 | Ethnicity: White | 104 | 106 | 102% |
| 2021-22 | FLOYD COUNTY SCHOOLS | COOSA MIDDLE SCHOOL | ELA | 5 | Gender: Female | | 98 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | COOSA MIDDLE SCHOOL | ELA | 5 | Gender: Male | | 94 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | COOSA MIDDLE SCHOOL | ELA | 6 | All Students | 194 | 195 | 101% |
| 2021-22 | FLOYD COUNTY SCHOOLS | COOSA MIDDLE SCHOOL | ELA | 6 | Disability | 28 | 34 | 121% |
| 2021-22 | FLOYD COUNTY SCHOOLS | COOSA MIDDLE SCHOOL | ELA | 6 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | COOSA MIDDLE SCHOOL | ELA | 6 | Ethnicity: African American or Black | 24 | 25 | 104% |
| 2021-22 | FLOYD COUNTY SCHOOLS | COOSA MIDDLE SCHOOL | ELA | 6 | Ethnicity: Hispanic | 37 | 38 | 103% |
| 2021-22 | FLOYD COUNTY SCHOOLS | COOSA MIDDLE SCHOOL | ELA | 6 | Ethnicity: White | 117 | 117 | 100% |
| 2021-22 | FLOYD COUNTY SCHOOLS | COOSA MIDDLE SCHOOL | ELA | 6 | Gender: Female | | 90 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | COOSA MIDDLE SCHOOL | ELA | 6 | Gender: Male | | 105 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | COOSA MIDDLE SCHOOL | ELA | 7 | All Students | 180 | 176 | 98% |
| 2021-22 | FLOYD COUNTY SCHOOLS | COOSA MIDDLE SCHOOL | ELA | 7 | Disability | 23 | 31 | 135% |
| 2021-22 | FLOYD COUNTY SCHOOLS | COOSA MIDDLE SCHOOL | ELA | 7 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | COOSA MIDDLE SCHOOL | ELA | 7 | Ethnicity: African American or Black | 20 | 18 | 90% |
| 2021-22 | FLOYD COUNTY SCHOOLS | COOSA MIDDLE SCHOOL | ELA | 7 | Ethnicity: Hispanic | 42 | 42 | 100% |
| 2021-22 | FLOYD COUNTY SCHOOLS | COOSA MIDDLE SCHOOL | ELA | 7 | Ethnicity: White | 110 | 108 | 98% |
| 2021-22 | FLOYD COUNTY SCHOOLS | COOSA MIDDLE SCHOOL | ELA | 7 | Gender: Female | | 75 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | COOSA MIDDLE SCHOOL | ELA | 7 | Gender: Male | | 101 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | COOSA MIDDLE SCHOOL | ELA | 8 | All Students | | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | COOSA MIDDLE SCHOOL | ELA | 8 | Disability | | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | COOSA MIDDLE SCHOOL | ELA | 8 | Ethnicity: White | | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | COOSA MIDDLE SCHOOL | ELA | 8 | Gender: Male | | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | PEPPERELL HIGH SCHOOL | ELA | 8 | All Students | 196 | 195 | 99% |
| 2021-22 | FLOYD COUNTY SCHOOLS | PEPPERELL HIGH SCHOOL | ELA | 8 | Disability | 32 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | PEPPERELL HIGH SCHOOL | ELA | 8 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | PEPPERELL HIGH SCHOOL | ELA | 8 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | PEPPERELL HIGH SCHOOL | ELA | 8 | Ethnicity: Hispanic | 16 | 15 | 94% |
| 2021-22 | FLOYD COUNTY SCHOOLS | PEPPERELL HIGH SCHOOL | ELA | 8 | Ethnicity: White | 161 | 160 | 99% |
| 2021-22 | FLOYD COUNTY SCHOOLS | PEPPERELL HIGH SCHOOL | ELA | 8 | Gender: Female | | 97 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | PEPPERELL HIGH SCHOOL | ELA | 8 | Gender: Male | | 98 | |
| 2021-22 | CALHOUN CITY | MODEL HIGH SCHOOL | ELA | 8 | All Students | 170 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | MODEL HIGH SCHOOL | ELA | 8 | All Students | 170 | 167 | 98% |
| 2021-22 | FLOYD COUNTY SCHOOLS | MODEL HIGH SCHOOL | ELA | 8 | Disability | 36 | 34 | 94% |

GMAP Participation - School/ELA

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|----------------------|-----------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | FLOYD COUNTY SCHOOLS | MODEL HIGH SCHOOL | ELA | 8 | English Learners | 0 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | MODEL HIGH SCHOOL | ELA | 8 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | MODEL HIGH SCHOOL | ELA | 8 | Ethnicity: Hispanic | 17 | 17 | 100% |
| 2021-22 | CALHOUN CITY | MODEL HIGH SCHOOL | ELA | 8 | Ethnicity: White | 138 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | MODEL HIGH SCHOOL | ELA | 8 | Ethnicity: White | 138 | 134 | 97% |
| 2021-22 | FLOYD COUNTY SCHOOLS | MODEL HIGH SCHOOL | ELA | 8 | Gender: Female | | 84 | |
| 2021-22 | CALHOUN CITY | MODEL HIGH SCHOOL | ELA | 8 | Gender: Male | | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | MODEL HIGH SCHOOL | ELA | 8 | Gender: Male | | 83 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | MODEL ELEMENTARY SCHOOL | ELA | 3 | All Students | 95 | 90 | 95% |
| 2021-22 | FLOYD COUNTY SCHOOLS | MODEL ELEMENTARY SCHOOL | ELA | 3 | Disability | 16 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | MODEL ELEMENTARY SCHOOL | ELA | 3 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | MODEL ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | MODEL ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | MODEL ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: White | 82 | 79 | 96% |
| 2021-22 | FLOYD COUNTY SCHOOLS | MODEL ELEMENTARY SCHOOL | ELA | 3 | Gender: Female | | 40 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | MODEL ELEMENTARY SCHOOL | ELA | 3 | Gender: Male | | 50 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | MODEL ELEMENTARY SCHOOL | ELA | 4 | All Students | 72 | 70 | 97% |
| 2021-22 | FLOYD COUNTY SCHOOLS | MODEL ELEMENTARY SCHOOL | ELA | 4 | Disability | 21 | 15 | 71% |
| 2021-22 | FLOYD COUNTY SCHOOLS | MODEL ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | MODEL ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | MODEL ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: White | 60 | 59 | 98% |
| 2021-22 | FLOYD COUNTY SCHOOLS | MODEL ELEMENTARY SCHOOL | ELA | 4 | Gender: Female | | 27 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | MODEL ELEMENTARY SCHOOL | ELA | 4 | Gender: Male | | 43 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | ARMUCHEE ELEMENTARY SCHOOL | ELA | 3 | All Students | 125 | 122 | 98% |
| 2021-22 | FLOYD COUNTY SCHOOLS | ARMUCHEE ELEMENTARY SCHOOL | ELA | 3 | Disability | 36 | 18 | 50% |
| 2021-22 | FLOYD COUNTY SCHOOLS | ARMUCHEE ELEMENTARY SCHOOL | ELA | 3 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | ARMUCHEE ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | ARMUCHEE ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | ARMUCHEE ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: White | 97 | 95 | 98% |
| 2021-22 | FLOYD COUNTY SCHOOLS | ARMUCHEE ELEMENTARY SCHOOL | ELA | 3 | Gender: Female | | 57 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | ARMUCHEE ELEMENTARY SCHOOL | ELA | 3 | Gender: Male | | 65 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | ARMUCHEE ELEMENTARY SCHOOL | ELA | 4 | All Students | 147 | 144 | 98% |
| 2021-22 | FLOYD COUNTY SCHOOLS | ARMUCHEE ELEMENTARY SCHOOL | ELA | 4 | Disability | 23 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | ARMUCHEE ELEMENTARY SCHOOL | ELA | 4 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | ARMUCHEE ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | ARMUCHEE ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | ARMUCHEE ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: White | 129 | 127 | 98% |
| 2021-22 | FLOYD COUNTY SCHOOLS | ARMUCHEE ELEMENTARY SCHOOL | ELA | 4 | Gender: Female | | 80 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | ARMUCHEE ELEMENTARY SCHOOL | ELA | 4 | Gender: Male | | 64 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | PEPPERELL ELEMENTARY SCHOOL | ELA | 3 | All Students | 158 | 154 | 97% |

GMAP Participation - School/ELA

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|----------------------|-----------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | FLOYD COUNTY SCHOOLS | PEPPERELL ELEMENTARY SCHOOL | ELA | 3 | Disability | 34 | 32 | 94% |
| 2021-22 | FLOYD COUNTY SCHOOLS | PEPPERELL ELEMENTARY SCHOOL | ELA | 3 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | PEPPERELL ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | PEPPERELL ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | PEPPERELL ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: White | 134 | 130 | 97% |
| 2021-22 | FLOYD COUNTY SCHOOLS | PEPPERELL ELEMENTARY SCHOOL | ELA | 3 | Gender: Female | | 72 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | PEPPERELL ELEMENTARY SCHOOL | ELA | 3 | Gender: Male | | 82 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | PEPPERELL ELEMENTARY SCHOOL | ELA | 4 | All Students | 146 | 143 | 98% |
| 2021-22 | FLOYD COUNTY SCHOOLS | PEPPERELL ELEMENTARY SCHOOL | ELA | 4 | Disability | 32 | 22 | 69% |
| 2021-22 | FLOYD COUNTY SCHOOLS | PEPPERELL ELEMENTARY SCHOOL | ELA | 4 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | PEPPERELL ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | PEPPERELL ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | PEPPERELL ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: White | 117 | 117 | 100% |
| 2021-22 | FLOYD COUNTY SCHOOLS | PEPPERELL ELEMENTARY SCHOOL | ELA | 4 | Gender: Female | | 77 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | PEPPERELL ELEMENTARY SCHOOL | ELA | 4 | Gender: Male | | 66 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | MODEL MIDDLE SCHOOL | ELA | 5 | All Students | 148 | 145 | 98% |
| 2021-22 | FLOYD COUNTY SCHOOLS | MODEL MIDDLE SCHOOL | ELA | 5 | Disability | 24 | 25 | 104% |
| 2021-22 | FLOYD COUNTY SCHOOLS | MODEL MIDDLE SCHOOL | ELA | 5 | English Learners | 0 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | MODEL MIDDLE SCHOOL | ELA | 5 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | MODEL MIDDLE SCHOOL | ELA | 5 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | MODEL MIDDLE SCHOOL | ELA | 5 | Ethnicity: White | 124 | 122 | 98% |
| 2021-22 | FLOYD COUNTY SCHOOLS | MODEL MIDDLE SCHOOL | ELA | 5 | Gender: Female | | 64 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | MODEL MIDDLE SCHOOL | ELA | 5 | Gender: Male | | 81 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | MODEL MIDDLE SCHOOL | ELA | 6 | All Students | 170 | 165 | 97% |
| 2021-22 | FLOYD COUNTY SCHOOLS | MODEL MIDDLE SCHOOL | ELA | 6 | Disability | 26 | 32 | 123% |
| 2021-22 | FLOYD COUNTY SCHOOLS | MODEL MIDDLE SCHOOL | ELA | 6 | English Learners | 0 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | MODEL MIDDLE SCHOOL | ELA | 6 | Ethnicity: African American or Black | 15 | 15 | 100% |
| 2021-22 | FLOYD COUNTY SCHOOLS | MODEL MIDDLE SCHOOL | ELA | 6 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | MODEL MIDDLE SCHOOL | ELA | 6 | Ethnicity: White | 143 | 141 | 99% |
| 2021-22 | FLOYD COUNTY SCHOOLS | MODEL MIDDLE SCHOOL | ELA | 6 | Gender: Female | | 78 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | MODEL MIDDLE SCHOOL | ELA | 6 | Gender: Male | | 87 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | MODEL MIDDLE SCHOOL | ELA | 7 | All Students | 175 | 173 | 99% |
| 2021-22 | FLOYD COUNTY SCHOOLS | MODEL MIDDLE SCHOOL | ELA | 7 | Disability | 29 | 37 | 128% |
| 2021-22 | FLOYD COUNTY SCHOOLS | MODEL MIDDLE SCHOOL | ELA | 7 | English Learners | 0 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | MODEL MIDDLE SCHOOL | ELA | 7 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | MODEL MIDDLE SCHOOL | ELA | 7 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | MODEL MIDDLE SCHOOL | ELA | 7 | Ethnicity: White | 150 | 148 | 99% |
| 2021-22 | FLOYD COUNTY SCHOOLS | MODEL MIDDLE SCHOOL | ELA | 7 | Gender: Female | | 80 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | MODEL MIDDLE SCHOOL | ELA | 7 | Gender: Male | | 93 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | PEPPERELL MIDDLE SCHOOL | ELA | 5 | All Students | 177 | 170 | 96% |

GMAP Participation - School/ELA

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|----------------------|-------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | FLOYD COUNTY SCHOOLS | PEPPERELL MIDDLE SCHOOL | ELA | 5 | Disability | 30 | 16 | 53% |
| 2021-22 | FLOYD COUNTY SCHOOLS | PEPPERELL MIDDLE SCHOOL | ELA | 5 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | PEPPERELL MIDDLE SCHOOL | ELA | 5 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | PEPPERELL MIDDLE SCHOOL | ELA | 5 | Ethnicity: Hispanic | 23 | 23 | 100% |
| 2021-22 | FLOYD COUNTY SCHOOLS | PEPPERELL MIDDLE SCHOOL | ELA | 5 | Ethnicity: White | 126 | 118 | 94% |
| 2021-22 | FLOYD COUNTY SCHOOLS | PEPPERELL MIDDLE SCHOOL | ELA | 5 | Gender: Female | | 81 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | PEPPERELL MIDDLE SCHOOL | ELA | 5 | Gender: Male | | 89 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | PEPPERELL MIDDLE SCHOOL | ELA | 6 | All Students | 176 | 167 | 95% |
| 2021-22 | FLOYD COUNTY SCHOOLS | PEPPERELL MIDDLE SCHOOL | ELA | 6 | Disability | 34 | 17 | 50% |
| 2021-22 | FLOYD COUNTY SCHOOLS | PEPPERELL MIDDLE SCHOOL | ELA | 6 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | PEPPERELL MIDDLE SCHOOL | ELA | 6 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | PEPPERELL MIDDLE SCHOOL | ELA | 6 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | PEPPERELL MIDDLE SCHOOL | ELA | 6 | Ethnicity: White | 148 | 141 | 95% |
| 2021-22 | FLOYD COUNTY SCHOOLS | PEPPERELL MIDDLE SCHOOL | ELA | 6 | Gender: Female | | 80 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | PEPPERELL MIDDLE SCHOOL | ELA | 6 | Gender: Male | | 87 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | PEPPERELL MIDDLE SCHOOL | ELA | 7 | All Students | 173 | 160 | 92% |
| 2021-22 | FLOYD COUNTY SCHOOLS | PEPPERELL MIDDLE SCHOOL | ELA | 7 | Disability | 39 | 22 | 56% |
| 2021-22 | FLOYD COUNTY SCHOOLS | PEPPERELL MIDDLE SCHOOL | ELA | 7 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | PEPPERELL MIDDLE SCHOOL | ELA | 7 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | PEPPERELL MIDDLE SCHOOL | ELA | 7 | Ethnicity: Hispanic | 21 | 19 | 90% |
| 2021-22 | FLOYD COUNTY SCHOOLS | PEPPERELL MIDDLE SCHOOL | ELA | 7 | Ethnicity: White | 138 | 127 | 92% |
| 2021-22 | FLOYD COUNTY SCHOOLS | PEPPERELL MIDDLE SCHOOL | ELA | 7 | Gender: Female | | 75 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | PEPPERELL MIDDLE SCHOOL | ELA | 7 | Gender: Male | | 85 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | ARMUCHEE MIDDLE SCHOOL | ELA | 5 | All Students | 121 | 118 | 98% |
| 2021-22 | FLOYD COUNTY SCHOOLS | ARMUCHEE MIDDLE SCHOOL | ELA | 5 | Disability | 21 | 18 | 86% |
| 2021-22 | FLOYD COUNTY SCHOOLS | ARMUCHEE MIDDLE SCHOOL | ELA | 5 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | ARMUCHEE MIDDLE SCHOOL | ELA | 5 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | ARMUCHEE MIDDLE SCHOOL | ELA | 5 | Ethnicity: Hispanic | 0 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | ARMUCHEE MIDDLE SCHOOL | ELA | 5 | Ethnicity: White | 101 | 93 | 92% |
| 2021-22 | FLOYD COUNTY SCHOOLS | ARMUCHEE MIDDLE SCHOOL | ELA | 5 | Gender: Female | | 51 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | ARMUCHEE MIDDLE SCHOOL | ELA | 5 | Gender: Male | | 67 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | ARMUCHEE MIDDLE SCHOOL | ELA | 6 | All Students | 132 | 121 | 92% |
| 2021-22 | FLOYD COUNTY SCHOOLS | ARMUCHEE MIDDLE SCHOOL | ELA | 6 | Disability | 19 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | ARMUCHEE MIDDLE SCHOOL | ELA | 6 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | ARMUCHEE MIDDLE SCHOOL | ELA | 6 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | ARMUCHEE MIDDLE SCHOOL | ELA | 6 | Ethnicity: Hispanic | 0 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | ARMUCHEE MIDDLE SCHOOL | ELA | 6 | Ethnicity: White | 118 | 104 | 88% |
| 2021-22 | FLOYD COUNTY SCHOOLS | ARMUCHEE MIDDLE SCHOOL | ELA | 6 | Gender: Female | | 63 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | ARMUCHEE MIDDLE SCHOOL | ELA | 6 | Gender: Male | | 58 | |
| 2021-22 | CALHOUN CITY | ARMUCHEE MIDDLE SCHOOL | ELA | 7 | All Students | 122 | Recacted <15 | |

GMAP Participation - School/ELA

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|----------------------|-----------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | FLOYD COUNTY SCHOOLS | ARMUCHEE MIDDLE SCHOOL | ELA | 7 | All Students | 122 | 114 | 93% |
| 2021-22 | FLOYD COUNTY SCHOOLS | ARMUCHEE MIDDLE SCHOOL | ELA | 7 | Disability | 15 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | ARMUCHEE MIDDLE SCHOOL | ELA | 7 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | ARMUCHEE MIDDLE SCHOOL | ELA | 7 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | ARMUCHEE MIDDLE SCHOOL | ELA | 7 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | CALHOUN CITY | ARMUCHEE MIDDLE SCHOOL | ELA | 7 | Ethnicity: White | 108 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | ARMUCHEE MIDDLE SCHOOL | ELA | 7 | Ethnicity: White | 108 | 94 | 87% |
| 2021-22 | FLOYD COUNTY SCHOOLS | ARMUCHEE MIDDLE SCHOOL | ELA | 7 | Gender: Female | | 60 | |
| 2021-22 | CALHOUN CITY | ARMUCHEE MIDDLE SCHOOL | ELA | 7 | Gender: Male | | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | ARMUCHEE MIDDLE SCHOOL | ELA | 7 | Gender: Male | | 54 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | ARMUCHEE MIDDLE SCHOOL | ELA | 8 | All Students | | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | ARMUCHEE MIDDLE SCHOOL | ELA | 8 | Disability | | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | ARMUCHEE MIDDLE SCHOOL | ELA | 8 | Ethnicity: White | | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | ARMUCHEE MIDDLE SCHOOL | ELA | 8 | Gender: Male | | Recacted <15 | |
| 2021-22 | CALHOUN CITY | ARMUCHEE HIGH SCHOOL | ELA | 8 | All Students | 136 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | ARMUCHEE HIGH SCHOOL | ELA | 8 | All Students | 136 | 126 | 93% |
| 2021-22 | FLOYD COUNTY SCHOOLS | ARMUCHEE HIGH SCHOOL | ELA | 8 | Disability | 27 | 19 | 70% |
| 2021-22 | FLOYD COUNTY SCHOOLS | ARMUCHEE HIGH SCHOOL | ELA | 8 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | ARMUCHEE HIGH SCHOOL | ELA | 8 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | CALHOUN CITY | ARMUCHEE HIGH SCHOOL | ELA | 8 | Ethnicity: White | 121 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | ARMUCHEE HIGH SCHOOL | ELA | 8 | Ethnicity: White | 121 | 115 | 95% |
| 2021-22 | FLOYD COUNTY SCHOOLS | ARMUCHEE HIGH SCHOOL | ELA | 8 | Gender: Female | | 59 | |
| 2021-22 | CALHOUN CITY | ARMUCHEE HIGH SCHOOL | ELA | 8 | Gender: Male | | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | ARMUCHEE HIGH SCHOOL | ELA | 8 | Gender: Male | | 67 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | ALTO PARK ELEMENTARY SCHOOL | ELA | 3 | All Students | 49 | 50 | 102% |
| 2021-22 | FLOYD COUNTY SCHOOLS | ALTO PARK ELEMENTARY SCHOOL | ELA | 3 | Disability | 16 | 15 | 94% |
| 2021-22 | FLOYD COUNTY SCHOOLS | ALTO PARK ELEMENTARY SCHOOL | ELA | 3 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | ALTO PARK ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | ALTO PARK ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: Hispanic | 20 | 20 | 100% |
| 2021-22 | FLOYD COUNTY SCHOOLS | ALTO PARK ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: White | 20 | 22 | 110% |
| 2021-22 | FLOYD COUNTY SCHOOLS | ALTO PARK ELEMENTARY SCHOOL | ELA | 3 | Gender: Female | | 21 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | ALTO PARK ELEMENTARY SCHOOL | ELA | 3 | Gender: Male | | 29 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | ALTO PARK ELEMENTARY SCHOOL | ELA | 4 | All Students | 59 | 55 | 93% |
| 2021-22 | FLOYD COUNTY SCHOOLS | ALTO PARK ELEMENTARY SCHOOL | ELA | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | ALTO PARK ELEMENTARY SCHOOL | ELA | 4 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | ALTO PARK ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | ALTO PARK ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: Hispanic | 23 | 21 | 91% |
| 2021-22 | FLOYD COUNTY SCHOOLS | ALTO PARK ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: White | 23 | 23 | 100% |
| 2021-22 | FLOYD COUNTY SCHOOLS | ALTO PARK ELEMENTARY SCHOOL | ELA | 4 | Gender: Female | | 27 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | ALTO PARK ELEMENTARY SCHOOL | ELA | 4 | Gender: Male | | 28 | |

GMAP Participation - School/ELA

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|--------------------------------|--------------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | FLOYD COUNTY SCHOOLS | GARDEN LAKES ELEMENTARY SCHOOL | ELA | 3 | All Students | 83 | 79 | 95% |
| 2021-22 | FLOYD COUNTY SCHOOLS | GARDEN LAKES ELEMENTARY SCHOOL | ELA | 3 | Disability | 23 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | GARDEN LAKES ELEMENTARY SCHOOL | ELA | 3 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | GARDEN LAKES ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: African American or Black | 15 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | GARDEN LAKES ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: Hispanic | 21 | 20 | 95% |
| 2021-22 | FLOYD COUNTY SCHOOLS | GARDEN LAKES ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: White | 43 | 43 | 100% |
| 2021-22 | FLOYD COUNTY SCHOOLS | GARDEN LAKES ELEMENTARY SCHOOL | ELA | 3 | Gender: Female | | 40 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | GARDEN LAKES ELEMENTARY SCHOOL | ELA | 3 | Gender: Male | | 39 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | GARDEN LAKES ELEMENTARY SCHOOL | ELA | 4 | All Students | 105 | 104 | 99% |
| 2021-22 | FLOYD COUNTY SCHOOLS | GARDEN LAKES ELEMENTARY SCHOOL | ELA | 4 | Disability | 32 | 21 | 66% |
| 2021-22 | FLOYD COUNTY SCHOOLS | GARDEN LAKES ELEMENTARY SCHOOL | ELA | 4 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | GARDEN LAKES ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | GARDEN LAKES ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: Hispanic | 17 | 17 | 100% |
| 2021-22 | FLOYD COUNTY SCHOOLS | GARDEN LAKES ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: White | 68 | 67 | 99% |
| 2021-22 | FLOYD COUNTY SCHOOLS | GARDEN LAKES ELEMENTARY SCHOOL | ELA | 4 | Gender: Female | | 52 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | GARDEN LAKES ELEMENTARY SCHOOL | ELA | 4 | Gender: Male | | 52 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | CAVE SPRING ELEMENTARY SCHOOL | ELA | 3 | All Students | 29 | 29 | 100% |
| 2021-22 | FLOYD COUNTY SCHOOLS | CAVE SPRING ELEMENTARY SCHOOL | ELA | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | CAVE SPRING ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | CAVE SPRING ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: White | 28 | 28 | 100% |
| 2021-22 | FLOYD COUNTY SCHOOLS | CAVE SPRING ELEMENTARY SCHOOL | ELA | 3 | Gender: Female | | 15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | CAVE SPRING ELEMENTARY SCHOOL | ELA | 3 | Gender: Male | | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | CAVE SPRING ELEMENTARY SCHOOL | ELA | 4 | All Students | 25 | 25 | 100% |
| 2021-22 | FLOYD COUNTY SCHOOLS | CAVE SPRING ELEMENTARY SCHOOL | ELA | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | CAVE SPRING ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: White | 22 | 22 | 100% |
| 2021-22 | FLOYD COUNTY SCHOOLS | CAVE SPRING ELEMENTARY SCHOOL | ELA | 4 | Gender: Female | | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | CAVE SPRING ELEMENTARY SCHOOL | ELA | 4 | Gender: Male | | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | COOSA HIGH SCHOOL | ELA | 8 | All Students | 215 | 204 | 95% |
| 2021-22 | FLOYD COUNTY SCHOOLS | COOSA HIGH SCHOOL | ELA | 8 | Disability | 31 | 17 | 55% |
| 2021-22 | FLOYD COUNTY SCHOOLS | COOSA HIGH SCHOOL | ELA | 8 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | COOSA HIGH SCHOOL | ELA | 8 | Ethnicity: African American or Black | 22 | 21 | 95% |
| 2021-22 | FLOYD COUNTY SCHOOLS | COOSA HIGH SCHOOL | ELA | 8 | Ethnicity: Hispanic | 58 | 57 | 98% |
| 2021-22 | FLOYD COUNTY SCHOOLS | COOSA HIGH SCHOOL | ELA | 8 | Ethnicity: White | 123 | 117 | 95% |
| 2021-22 | FLOYD COUNTY SCHOOLS | COOSA HIGH SCHOOL | ELA | 8 | Gender: Female | | 100 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | COOSA HIGH SCHOOL | ELA | 8 | Gender: Male | | 104 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | EAGLE SPRINGS ELEMENTARY | ELA | 3 | All Students | | 104 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | EAGLE SPRINGS ELEMENTARY | ELA | 3 | Disability | | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | EAGLE SPRINGS ELEMENTARY | ELA | 3 | Ethnicity: African American or Black | | 57 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | EAGLE SPRINGS ELEMENTARY | ELA | 3 | Ethnicity: Hispanic | | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | EAGLE SPRINGS ELEMENTARY | ELA | 3 | Ethnicity: White | | 28 | |

GMAP Participation - School/ELA

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|--------------------------------|-----------------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | EAGLE SPRINGS ELEMENTARY | ELA | 3 | Gender: Female | | 53 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | EAGLE SPRINGS ELEMENTARY | ELA | 3 | Gender: Male | | 51 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | EAGLE SPRINGS ELEMENTARY | ELA | 4 | All Students | | 91 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | EAGLE SPRINGS ELEMENTARY | ELA | 4 | Disability | | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | EAGLE SPRINGS ELEMENTARY | ELA | 4 | Ethnicity: African American or Black | | 39 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | EAGLE SPRINGS ELEMENTARY | ELA | 4 | Ethnicity: Hispanic | | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | EAGLE SPRINGS ELEMENTARY | ELA | 4 | Ethnicity: White | | 34 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | EAGLE SPRINGS ELEMENTARY | ELA | 4 | Gender: Female | | 54 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | EAGLE SPRINGS ELEMENTARY | ELA | 4 | Gender: Male | | 37 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | EAGLE SPRINGS ELEMENTARY | ELA | 5 | All Students | | 109 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | EAGLE SPRINGS ELEMENTARY | ELA | 5 | Disability | | 17 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | EAGLE SPRINGS ELEMENTARY | ELA | 5 | Ethnicity: African American or Black | | 47 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | EAGLE SPRINGS ELEMENTARY | ELA | 5 | Ethnicity: Hispanic | | 17 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | EAGLE SPRINGS ELEMENTARY | ELA | 5 | Ethnicity: White | | 38 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | EAGLE SPRINGS ELEMENTARY | ELA | 5 | Gender: Female | | 59 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | EAGLE SPRINGS ELEMENTARY | ELA | 5 | Gender: Male | | 50 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | HUNTINGTON MIDDLE SCHOOL | ELA | 6 | All Students | 261 | 258 | 99% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | HUNTINGTON MIDDLE SCHOOL | ELA | 6 | Disability | 45 | 44 | 98% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | HUNTINGTON MIDDLE SCHOOL | ELA | 6 | English Learners | 16 | 17 | 106% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | HUNTINGTON MIDDLE SCHOOL | ELA | 6 | Ethnicity: African American or Black | 143 | 142 | 99% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | HUNTINGTON MIDDLE SCHOOL | ELA | 6 | Ethnicity: Hispanic | 37 | 36 | 97% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | HUNTINGTON MIDDLE SCHOOL | ELA | 6 | Ethnicity: White | 54 | 72 | 133% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | HUNTINGTON MIDDLE SCHOOL DISTRICT | ELA | 6 | Gender: Female | | 136 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | HUNTINGTON MIDDLE SCHOOL | ELA | 6 | Gender: Male | | 122 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | HUNTINGTON MIDDLE SCHOOL | ELA | 7 | All Students | 283 | 275 | 97% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | HUNTINGTON MIDDLE SCHOOL | ELA | 7 | Disability | 37 | 36 | 97% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | HUNTINGTON MIDDLE SCHOOL | ELA | 7 | English Learners | 16 | 16 | 100% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | HUNTINGTON MIDDLE SCHOOL | ELA | 7 | Ethnicity: African American or Black | 162 | 162 | 100% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | HUNTINGTON MIDDLE SCHOOL | ELA | 7 | Ethnicity: Hispanic | 50 | 50 | 100% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | HUNTINGTON MIDDLE SCHOOL | ELA | 7 | Ethnicity: White | 56 | 58 | 104% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | HUNTINGTON MIDDLE SCHOOL | ELA | 7 | Gender: Female | | 148 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | HUNTINGTON MIDDLE SCHOOL | ELA | 7 | Gender: Male | | 127 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | HUNTINGTON MIDDLE SCHOOL | ELA | 8 | All Students | 274 | 260 | 95% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | HUNTINGTON MIDDLE SCHOOL | ELA | 8 | Disability | 37 | 33 | 89% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | HUNTINGTON MIDDLE SCHOOL | ELA | 8 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | HUNTINGTON MIDDLE SCHOOL | ELA | 8 | Ethnicity: African American or Black | 172 | 163 | 95% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | HUNTINGTON MIDDLE SCHOOL | ELA | 8 | Ethnicity: Hispanic | 30 | 28 | 93% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | HUNTINGTON MIDDLE SCHOOL | ELA | 8 | Ethnicity: White | 61 | 65 | 107% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | HUNTINGTON MIDDLE SCHOOL | ELA | 8 | Gender: Female | | 127 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | HUNTINGTON MIDDLE SCHOOL | ELA | 8 | Gender: Male | | 133 | |

GMAP Participation - School/ELA

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|--------------------------------|------------------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MOSSY CREEK MIDDLE SCHOOL | ELA | 6 | All Students | 211 | 207 | 98% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MOSSY CREEK MIDDLE SCHOOL | ELA | 6 | Disability | 35 | 33 | 94% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MOSSY CREEK MIDDLE SCHOOL | ELA | 6 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MOSSY CREEK MIDDLE SCHOOL | ELA | 6 | Ethnicity: African American or Black | 52 | 53 | 102% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MOSSY CREEK MIDDLE SCHOOL | ELA | 6 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MOSSY CREEK MIDDLE SCHOOL | ELA | 6 | Ethnicity: White | 125 | 136 | 109% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MOSSY CREEK MIDDLE SCHOOL | ELA | 6 | Gender: Female | | 104 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MOSSY CREEK MIDDLE SCHOOL | ELA | 6 | Gender: Male | | 103 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MOSSY CREEK MIDDLE SCHOOL DISTRICT | ELA | 7 | All Students | 263 | 253 | 96% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MOSSY CREEK MIDDLE SCHOOL | ELA | 7 | Disability | 25 | 24 | 96% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MOSSY CREEK MIDDLE SCHOOL | ELA | 7 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MOSSY CREEK MIDDLE SCHOOL | ELA | 7 | Ethnicity: African American or Black | 58 | 57 | 98% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MOSSY CREEK MIDDLE SCHOOL | ELA | 7 | Ethnicity: Hispanic | 25 | 25 | 100% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MOSSY CREEK MIDDLE SCHOOL | ELA | 7 | Ethnicity: White | 155 | 159 | 103% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MOSSY CREEK MIDDLE SCHOOL | ELA | 7 | Gender: Female | | 135 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MOSSY CREEK MIDDLE SCHOOL | ELA | 7 | Gender: Male | | 118 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MOSSY CREEK MIDDLE SCHOOL | ELA | 8 | All Students | 254 | 246 | 97% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MOSSY CREEK MIDDLE SCHOOL | ELA | 8 | Disability | 34 | 32 | 94% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MOSSY CREEK MIDDLE SCHOOL | ELA | 8 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MOSSY CREEK MIDDLE SCHOOL | ELA | 8 | Ethnicity: African American or Black | 59 | 58 | 98% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MOSSY CREEK MIDDLE SCHOOL | ELA | 8 | Ethnicity: Hispanic | 29 | 27 | 93% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MOSSY CREEK MIDDLE SCHOOL | ELA | 8 | Ethnicity: White | 145 | 152 | 105% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MOSSY CREEK MIDDLE SCHOOL | ELA | 8 | Gender: Female | | 123 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MOSSY CREEK MIDDLE SCHOOL | ELA | 8 | Gender: Male | | 123 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LANGSTON ROAD ELEMENTARY | ELA | 3 | All Students | 123 | 122 | 99% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LANGSTON ROAD ELEMENTARY | ELA | 3 | Disability | 18 | 18 | 100% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LANGSTON ROAD ELEMENTARY | ELA | 3 | Ethnicity: African American or Black | 27 | 27 | 100% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LANGSTON ROAD ELEMENTARY | ELA | 3 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LANGSTON ROAD ELEMENTARY | ELA | 3 | Ethnicity: White | 74 | 80 | 108% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LANGSTON ROAD ELEMENTARY | ELA | 3 | Gender: Female | | 58 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LANGSTON ROAD ELEMENTARY | ELA | 3 | Gender: Male | | 64 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LANGSTON ROAD ELEMENTARY | ELA | 4 | All Students | 157 | 155 | 99% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LANGSTON ROAD ELEMENTARY | ELA | 4 | Disability | 25 | 23 | 92% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LANGSTON ROAD ELEMENTARY | ELA | 4 | Ethnicity: African American or Black | 43 | 44 | 102% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LANGSTON ROAD ELEMENTARY | ELA | 4 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LANGSTON ROAD ELEMENTARY | ELA | 4 | Ethnicity: White | 88 | 97 | 110% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LANGSTON ROAD ELEMENTARY | ELA | 4 | Gender: Female | | 79 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LANGSTON ROAD ELEMENTARY | ELA | 4 | Gender: Male | | 76 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LANGSTON ROAD ELEMENTARY | ELA | 5 | All Students | 132 | 130 | 98% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LANGSTON ROAD ELEMENTARY | ELA | 5 | Disability | 17 | 17 | 100% |

GMAP Participation - School/ELA

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|--------------------------------|---------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LANGSTON ROAD ELEMENTARY | ELA | 5 | Ethnicity: African American or Black | 30 | 30 | 100% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LANGSTON ROAD ELEMENTARY | ELA | 5 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LANGSTON ROAD ELEMENTARY | ELA | 5 | Ethnicity: White | 78 | 87 | 112% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LANGSTON ROAD ELEMENTARY | ELA | 5 | Gender: Female | | 58 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LANGSTON ROAD ELEMENTARY | ELA | 5 | Gender: Male | | 72 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PEARL STEPHENS ELEMENTARY | ELA | 3 | All Students | 136 | 132 | 97% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PEARL STEPHENS ELEMENTARY | ELA | 3 | Disability | 22 | 17 | 77% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PEARL STEPHENS ELEMENTARY | ELA | 3 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PEARL STEPHENS ELEMENTARY | ELA | 3 | Ethnicity: African American or Black | 87 | 85 | 98% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PEARL STEPHENS ELEMENTARY | ELA | 3 | Ethnicity: Hispanic | 15 | 15 | 100% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PEARL STEPHENS ELEMENTARY | ELA | 3 | Ethnicity: White | 21 | 28 | 133% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PEARL STEPHENS ELEMENTARY | ELA | 3 | Gender: Female | | 68 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PEARL STEPHENS ELEMENTARY | ELA | 3 | Gender: Male | | 64 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PEARL STEPHENS ELEMENTARY | ELA | 4 | All Students | 143 | 142 | 99% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PEARL STEPHENS ELEMENTARY | ELA | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PEARL STEPHENS ELEMENTARY | ELA | 4 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PEARL STEPHENS ELEMENTARY | ELA | 4 | Ethnicity: African American or Black | 88 | 89 | 101% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PEARL STEPHENS ELEMENTARY | ELA | 4 | Ethnicity: Hispanic | 21 | 21 | 100% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PEARL STEPHENS ELEMENTARY | ELA | 4 | Ethnicity: White | 20 | 27 | 135% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PEARL STEPHENS ELEMENTARY | ELA | 4 | Gender: Female | | 70 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PEARL STEPHENS ELEMENTARY | ELA | 4 | Gender: Male | | 72 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PEARL STEPHENS ELEMENTARY | ELA | 5 | All Students | 138 | 135 | 98% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PEARL STEPHENS ELEMENTARY | ELA | 5 | Disability | 16 | 15 | 94% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PEARL STEPHENS ELEMENTARY | ELA | 5 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PEARL STEPHENS ELEMENTARY | ELA | 5 | Ethnicity: African American or Black | 82 | 83 | 101% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PEARL STEPHENS ELEMENTARY | ELA | 5 | Ethnicity: Hispanic | 25 | 25 | 100% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PEARL STEPHENS ELEMENTARY | ELA | 5 | Ethnicity: White | 18 | 24 | 133% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PEARL STEPHENS ELEMENTARY | ELA | 5 | Gender: Female | | 64 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PEARL STEPHENS ELEMENTARY | ELA | 5 | Gender: Male | | 71 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | NORTHSIDE ELEMENTARY | ELA | 3 | All Students | 63 | 63 | 100% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | NORTHSIDE ELEMENTARY | ELA | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | NORTHSIDE ELEMENTARY | ELA | 3 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | NORTHSIDE ELEMENTARY | ELA | 3 | Ethnicity: African American or Black | 40 | 40 | 100% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | NORTHSIDE ELEMENTARY | ELA | 3 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | NORTHSIDE ELEMENTARY | ELA | 3 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | NORTHSIDE ELEMENTARY | ELA | 3 | Gender: Female | | 26 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | NORTHSIDE ELEMENTARY | ELA | 3 | Gender: Male | | 37 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | NORTHSIDE ELEMENTARY | ELA | 4 | All Students | 54 | 54 | 100% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | NORTHSIDE ELEMENTARY | ELA | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | NORTHSIDE ELEMENTARY | ELA | 4 | Ethnicity: African American or Black | 32 | 35 | 109% |

GMAP Participation - School/ELA

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|--------------------------------|---------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | NORTHSIDE ELEMENTARY | ELA | 4 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | NORTHSIDE ELEMENTARY | ELA | 4 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | NORTHSIDE ELEMENTARY | ELA | 4 | Gender: Female | | 34 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | NORTHSIDE ELEMENTARY | ELA | 4 | Gender: Male | | 20 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | NORTHSIDE ELEMENTARY | ELA | 5 | All Students | 83 | 81 | 98% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | NORTHSIDE ELEMENTARY | ELA | 5 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | NORTHSIDE ELEMENTARY | ELA | 5 | Ethnicity: African American or Black | 58 | 56 | 97% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | NORTHSIDE ELEMENTARY | ELA | 5 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | NORTHSIDE ELEMENTARY | ELA | 5 | Ethnicity: White | 15 | 16 | 107% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | NORTHSIDE ELEMENTARY | ELA | 5 | Gender: Female | | 32 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | NORTHSIDE ELEMENTARY | ELA | 5 | Gender: Male | | 49 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | DAVID A PERDUE ELEMENTARY | ELA | 3 | All Students | 213 | 210 | 99% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | DAVID A PERDUE ELEMENTARY | ELA | 3 | Disability | 31 | 30 | 97% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | DAVID A PERDUE ELEMENTARY | ELA | 3 | Ethnicity: African American or Black | 70 | 70 | 100% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | DAVID A PERDUE ELEMENTARY | ELA | 3 | Ethnicity: Hispanic | 26 | 26 | 100% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | DAVID A PERDUE ELEMENTARY | ELA | 3 | Ethnicity: White | 88 | 103 | 117% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | DAVID A PERDUE ELEMENTARY | ELA | 3 | Gender: Female | | 94 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | DAVID A PERDUE ELEMENTARY | ELA | 3 | Gender: Male | | 116 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | DAVID A PERDUE ELEMENTARY | ELA | 4 | All Students | 208 | 202 | 97% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | DAVID A PERDUE ELEMENTARY | ELA | 4 | Disability | 38 | 29 | 76% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | DAVID A PERDUE ELEMENTARY | ELA | 4 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | DAVID A PERDUE ELEMENTARY | ELA | 4 | Ethnicity: African American or Black | 63 | 64 | 102% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | DAVID A PERDUE ELEMENTARY | ELA | 4 | Ethnicity: Hispanic | 16 | 16 | 100% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | DAVID A PERDUE ELEMENTARY | ELA | 4 | Ethnicity: White | 92 | 108 | 117% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | DAVID A PERDUE ELEMENTARY | ELA | 4 | Gender: Female | | 98 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | DAVID A PERDUE ELEMENTARY | ELA | 4 | Gender: Male | | 104 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | DAVID A PERDUE ELEMENTARY | ELA | 5 | All Students | 218 | 214 | 98% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | DAVID A PERDUE ELEMENTARY | ELA | 5 | Disability | 41 | 38 | 93% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | DAVID A PERDUE ELEMENTARY | ELA | 5 | Ethnicity: African American or Black | 76 | 74 | 97% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | DAVID A PERDUE ELEMENTARY | ELA | 5 | Ethnicity: Hispanic | 20 | 19 | 95% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | DAVID A PERDUE ELEMENTARY | ELA | 5 | Ethnicity: White | 95 | 114 | 120% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | DAVID A PERDUE ELEMENTARY | ELA | 5 | Gender: Female | | 106 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | DAVID A PERDUE ELEMENTARY | ELA | 5 | Gender: Male | | 108 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | QUAIL RUN ELEMENTARY | ELA | 3 | All Students | 107 | 104 | 97% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | QUAIL RUN ELEMENTARY | ELA | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | QUAIL RUN ELEMENTARY | ELA | 3 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | QUAIL RUN ELEMENTARY | ELA | 3 | Ethnicity: African American or Black | 21 | 21 | 100% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | QUAIL RUN ELEMENTARY | ELA | 3 | Ethnicity: Hispanic | 16 | 15 | 94% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | QUAIL RUN ELEMENTARY | ELA | 3 | Ethnicity: White | 54 | 60 | 111% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | QUAIL RUN ELEMENTARY | ELA | 3 | Gender: Female | | 58 | |

GMAP Participation - School/ELA

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|--------------------------------|---------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | QUAIL RUN ELEMENTARY | ELA | 3 | Gender: Male | | 46 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | QUAIL RUN ELEMENTARY | ELA | 4 | All Students | 95 | 93 | 98% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | QUAIL RUN ELEMENTARY | ELA | 4 | Disability | 16 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | QUAIL RUN ELEMENTARY | ELA | 4 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | QUAIL RUN ELEMENTARY | ELA | 4 | Ethnicity: African American or Black | 27 | 25 | 93% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | QUAIL RUN ELEMENTARY | ELA | 4 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | QUAIL RUN ELEMENTARY | ELA | 4 | Ethnicity: White | 54 | 61 | 113% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | QUAIL RUN ELEMENTARY | ELA | 4 | Gender: Female | | 44 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | QUAIL RUN ELEMENTARY | ELA | 4 | Gender: Male | | 49 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | QUAIL RUN ELEMENTARY | ELA | 5 | All Students | 91 | 88 | 97% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | QUAIL RUN ELEMENTARY | ELA | 5 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | QUAIL RUN ELEMENTARY | ELA | 5 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | QUAIL RUN ELEMENTARY | ELA | 5 | Ethnicity: African American or Black | 24 | 22 | 92% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | QUAIL RUN ELEMENTARY | ELA | 5 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | QUAIL RUN ELEMENTARY | ELA | 5 | Ethnicity: White | 45 | 49 | 109% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | QUAIL RUN ELEMENTARY | ELA | 5 | Gender: Female | | 40 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | QUAIL RUN ELEMENTARY | ELA | 5 | Gender: Male | | 48 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | FEAGIN MILL MIDDLE SCHOOL | ELA | 6 | All Students | 291 | 278 | 96% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | FEAGIN MILL MIDDLE SCHOOL | ELA | 6 | Disability | 42 | 34 | 81% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | FEAGIN MILL MIDDLE SCHOOL | ELA | 6 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | FEAGIN MILL MIDDLE SCHOOL | ELA | 6 | Ethnicity: African American or Black | 111 | 105 | 95% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | FEAGIN MILL MIDDLE SCHOOL | ELA | 6 | Ethnicity: Hispanic | 19 | 18 | 95% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | FEAGIN MILL MIDDLE SCHOOL | ELA | 6 | Ethnicity: White | 105 | 123 | 117% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | FEAGIN MILL MIDDLE SCHOOL | ELA | 6 | Gender: Female | | 133 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | FEAGIN MILL MIDDLE SCHOOL | ELA | 6 | Gender: Male | | 145 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | FEAGIN MILL MIDDLE SCHOOL | ELA | 7 | All Students | 281 | 274 | 98% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | FEAGIN MILL MIDDLE SCHOOL | ELA | 7 | Disability | 43 | 38 | 88% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | FEAGIN MILL MIDDLE SCHOOL | ELA | 7 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | FEAGIN MILL MIDDLE SCHOOL | ELA | 7 | Ethnicity: African American or Black | 95 | 91 | 96% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | FEAGIN MILL MIDDLE SCHOOL | ELA | 7 | Ethnicity: Hispanic | 15 | 15 | 100% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | FEAGIN MILL MIDDLE SCHOOL | ELA | 7 | Ethnicity: White | 119 | 128 | 108% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | FEAGIN MILL MIDDLE SCHOOL | ELA | 7 | Gender: Female | | 130 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | FEAGIN MILL MIDDLE SCHOOL | ELA | 7 | Gender: Male | | 144 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | FEAGIN MILL MIDDLE SCHOOL | ELA | 8 | All Students | 309 | 299 | 97% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | FEAGIN MILL MIDDLE SCHOOL | ELA | 8 | Disability | 39 | 35 | 90% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | FEAGIN MILL MIDDLE SCHOOL | ELA | 8 | Ethnicity: African American or Black | 113 | 111 | 98% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | FEAGIN MILL MIDDLE SCHOOL | ELA | 8 | Ethnicity: Hispanic | 24 | 21 | 88% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | FEAGIN MILL MIDDLE SCHOOL | ELA | 8 | Ethnicity: White | 119 | 131 | 110% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | FEAGIN MILL MIDDLE SCHOOL | ELA | 8 | Gender: Female | | 133 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | FEAGIN MILL MIDDLE SCHOOL | ELA | 8 | Gender: Male | | 166 | |

GMAP Participation - School/ELA

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|--------------------------------|---------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MATTHEW ARTHUR ELEMENTARY | ELA | 3 | All Students | 136 | 135 | 99% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MATTHEW ARTHUR ELEMENTARY | ELA | 3 | Disability | 16 | 16 | 100% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MATTHEW ARTHUR ELEMENTARY | ELA | 3 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MATTHEW ARTHUR ELEMENTARY | ELA | 3 | Ethnicity: African American or Black | 34 | 34 | 100% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MATTHEW ARTHUR ELEMENTARY | ELA | 3 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MATTHEW ARTHUR ELEMENTARY | ELA | 3 | Ethnicity: White | 78 | 85 | 109% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MATTHEW ARTHUR ELEMENTARY | ELA | 3 | Gender: Female | | 65 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MATTHEW ARTHUR ELEMENTARY | ELA | 3 | Gender: Male | | 70 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MATTHEW ARTHUR ELEMENTARY | ELA | 4 | All Students | 138 | 136 | 99% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MATTHEW ARTHUR ELEMENTARY | ELA | 4 | Disability | 23 | 21 | 91% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MATTHEW ARTHUR ELEMENTARY | ELA | 4 | Ethnicity: African American or Black | 32 | 32 | 100% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MATTHEW ARTHUR ELEMENTARY | ELA | 4 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MATTHEW ARTHUR ELEMENTARY | ELA | 4 | Ethnicity: White | 75 | 86 | 115% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MATTHEW ARTHUR ELEMENTARY | ELA | 4 | Gender: Female | | 64 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MATTHEW ARTHUR ELEMENTARY | ELA | 4 | Gender: Male | | 72 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MATTHEW ARTHUR ELEMENTARY | ELA | 5 | All Students | 137 | 135 | 99% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MATTHEW ARTHUR ELEMENTARY | ELA | 5 | Disability | 21 | 18 | 86% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MATTHEW ARTHUR ELEMENTARY | ELA | 5 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MATTHEW ARTHUR ELEMENTARY | ELA | 5 | Ethnicity: African American or Black | 37 | 37 | 100% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MATTHEW ARTHUR ELEMENTARY | ELA | 5 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MATTHEW ARTHUR ELEMENTARY | ELA | 5 | Ethnicity: White | 78 | 82 | 105% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MATTHEW ARTHUR ELEMENTARY | ELA | 5 | Gender: Female | | 67 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MATTHEW ARTHUR ELEMENTARY | ELA | 5 | Gender: Male | | 68 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PERRY MIDDLE SCHOOL | ELA | 6 | All Students | 336 | 329 | 98% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PERRY MIDDLE SCHOOL | ELA | 6 | Disability | 39 | 38 | 97% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PERRY MIDDLE SCHOOL | ELA | 6 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PERRY MIDDLE SCHOOL | ELA | 6 | Ethnicity: African American or Black | 112 | 110 | 98% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PERRY MIDDLE SCHOOL | ELA | 6 | Ethnicity: Hispanic | 20 | 20 | 100% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PERRY MIDDLE SCHOOL | ELA | 6 | Ethnicity: White | 186 | 192 | 103% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PERRY MIDDLE SCHOOL | ELA | 6 | Gender: Female | | 163 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PERRY MIDDLE SCHOOL | ELA | 6 | Gender: Male | | 166 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PERRY MIDDLE SCHOOL | ELA | 7 | All Students | 360 | 335 | 93% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PERRY MIDDLE SCHOOL | ELA | 7 | Disability | 48 | 43 | 90% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PERRY MIDDLE SCHOOL | ELA | 7 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PERRY MIDDLE SCHOOL | ELA | 7 | Ethnicity: African American or Black | 128 | 123 | 96% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PERRY MIDDLE SCHOOL | ELA | 7 | Ethnicity: Hispanic | 23 | 22 | 96% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PERRY MIDDLE SCHOOL | ELA | 7 | Ethnicity: White | 185 | 185 | 100% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PERRY MIDDLE SCHOOL | ELA | 7 | Gender: Female | | 159 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PERRY MIDDLE SCHOOL | ELA | 7 | Gender: Male | | 176 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PERRY MIDDLE SCHOOL | ELA | 8 | All Students | 369 | 332 | 90% |

GMAP Participation - School/ELA

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|--------------------------------|-----------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PERRY MIDDLE SCHOOL | ELA | 8 | Disability | 39 | 33 | 85% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PERRY MIDDLE SCHOOL | ELA | 8 | Ethnicity: African American or Black | 131 | 118 | 90% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PERRY MIDDLE SCHOOL | ELA | 8 | Ethnicity: Hispanic | 17 | 16 | 94% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PERRY MIDDLE SCHOOL | ELA | 8 | Ethnicity: White | 204 | 193 | 95% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PERRY MIDDLE SCHOOL | ELA | 8 | Gender: Female | | 167 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PERRY MIDDLE SCHOOL | ELA | 8 | Gender: Male | | 165 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | THOMSON MIDDLE SCHOOL | ELA | 6 | All Students | 236 | 218 | 92% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | THOMSON MIDDLE SCHOOL | ELA | 6 | Disability | 25 | 23 | 92% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | THOMSON MIDDLE SCHOOL | ELA | 6 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | THOMSON MIDDLE SCHOOL | ELA | 6 | Ethnicity: African American or Black | 101 | 92 | 91% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | THOMSON MIDDLE SCHOOL | ELA | 6 | Ethnicity: Hispanic | 35 | 34 | 97% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | THOMSON MIDDLE SCHOOL | ELA | 6 | Ethnicity: White | 75 | 80 | 107% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | THOMSON MIDDLE SCHOOL | ELA | 6 | Gender: Female | | 113 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | THOMSON MIDDLE SCHOOL | ELA | 6 | Gender: Male | | 105 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | THOMSON MIDDLE SCHOOL | ELA | 7 | All Students | 250 | 232 | 93% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | THOMSON MIDDLE SCHOOL | ELA | 7 | Disability | 30 | 24 | 80% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | THOMSON MIDDLE SCHOOL | ELA | 7 | English Learners | 26 | 27 | 104% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | THOMSON MIDDLE SCHOOL | ELA | 7 | Ethnicity: African American or Black | 126 | 116 | 92% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | THOMSON MIDDLE SCHOOL | ELA | 7 | Ethnicity: Hispanic | 47 | 44 | 94% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | THOMSON MIDDLE SCHOOL | ELA | 7 | Ethnicity: White | 51 | 60 | 118% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | THOMSON MIDDLE SCHOOL | ELA | 7 | Gender: Female | | 126 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | THOMSON MIDDLE SCHOOL | ELA | 7 | Gender: Male | | 106 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | THOMSON MIDDLE SCHOOL | ELA | 8 | All Students | 234 | 217 | 93% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | THOMSON MIDDLE SCHOOL | ELA | 8 | Disability | 32 | 28 | 88% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | THOMSON MIDDLE SCHOOL | ELA | 8 | English Learners | 17 | 16 | 94% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | THOMSON MIDDLE SCHOOL | ELA | 8 | Ethnicity: African American or Black | 119 | 112 | 94% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | THOMSON MIDDLE SCHOOL | ELA | 8 | Ethnicity: Hispanic | 45 | 43 | 96% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | THOMSON MIDDLE SCHOOL | ELA | 8 | Ethnicity: White | 58 | 57 | 98% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | THOMSON MIDDLE SCHOOL | ELA | 8 | Gender: Female | | 107 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | THOMSON MIDDLE SCHOOL | ELA | 8 | Gender: Male | | 110 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LAKE JOY ELEMENTARY | ELA | 3 | All Students | 213 | 210 | 99% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LAKE JOY ELEMENTARY | ELA | 3 | Disability | 23 | 19 | 83% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LAKE JOY ELEMENTARY | ELA | 3 | English Learners | 18 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LAKE JOY ELEMENTARY | ELA | 3 | Ethnicity: African American or Black | 51 | 50 | 98% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LAKE JOY ELEMENTARY | ELA | 3 | Ethnicity: Hispanic | 28 | 27 | 96% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LAKE JOY ELEMENTARY | ELA | 3 | Ethnicity: White | 96 | 103 | 107% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LAKE JOY ELEMENTARY | ELA | 3 | Gender: Female | | 106 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LAKE JOY ELEMENTARY | ELA | 3 | Gender: Male | | 104 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LAKE JOY ELEMENTARY | ELA | 4 | All Students | 244 | 241 | 99% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LAKE JOY ELEMENTARY | ELA | 4 | Disability | 21 | 20 | 95% |

GMAP Participation - School/ELA

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|--------------------------------|-----------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LAKE JOY ELEMENTARY | ELA | 4 | English Learners | 27 | 27 | 100% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LAKE JOY ELEMENTARY | ELA | 4 | Ethnicity: African American or Black | 58 | 59 | 102% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LAKE JOY ELEMENTARY | ELA | 4 | Ethnicity: Hispanic | 34 | 33 | 97% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LAKE JOY ELEMENTARY | ELA | 4 | Ethnicity: White | 110 | 124 | 113% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LAKE JOY ELEMENTARY | ELA | 4 | Gender: Female | | 124 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LAKE JOY ELEMENTARY | ELA | 4 | Gender: Male | | 117 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LAKE JOY ELEMENTARY | ELA | 5 | All Students | 245 | 244 | 100% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LAKE JOY ELEMENTARY | ELA | 5 | Disability | 21 | 20 | 95% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LAKE JOY ELEMENTARY | ELA | 5 | English Learners | 20 | 21 | 105% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LAKE JOY ELEMENTARY | ELA | 5 | Ethnicity: African American or Black | 65 | 65 | 100% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LAKE JOY ELEMENTARY | ELA | 5 | Ethnicity: Hispanic | 39 | 39 | 100% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LAKE JOY ELEMENTARY | ELA | 5 | Ethnicity: White | 102 | 110 | 108% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LAKE JOY ELEMENTARY | ELA | 5 | Gender: Female | | 113 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LAKE JOY ELEMENTARY | ELA | 5 | Gender: Male | | 131 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | BONAIRE MIDDLE SCHOOL | ELA | 6 | All Students | 352 | 342 | 97% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | BONAIRE MIDDLE SCHOOL | ELA | 6 | Disability | 32 | 29 | 91% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | BONAIRE MIDDLE SCHOOL | ELA | 6 | Ethnicity: African American or Black | 90 | 87 | 97% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | BONAIRE MIDDLE SCHOOL | ELA | 6 | Ethnicity: Hispanic | 30 | 30 | 100% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | BONAIRE MIDDLE SCHOOL | ELA | 6 | Ethnicity: White | 202 | 220 | 109% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | BONAIRE MIDDLE SCHOOL | ELA | 6 | Gender: Female | | 159 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | BONAIRE MIDDLE SCHOOL | ELA | 6 | Gender: Male | | 183 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | BONAIRE MIDDLE SCHOOL | ELA | 7 | All Students | 342 | 330 | 96% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | BONAIRE MIDDLE SCHOOL | ELA | 7 | Disability | 39 | 37 | 95% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | BONAIRE MIDDLE SCHOOL | ELA | 7 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | BONAIRE MIDDLE SCHOOL | ELA | 7 | Ethnicity: African American or Black | 76 | 74 | 97% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | BONAIRE MIDDLE SCHOOL | ELA | 7 | Ethnicity: Hispanic | 36 | 35 | 97% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | BONAIRE MIDDLE SCHOOL | ELA | 7 | Ethnicity: White | 195 | 209 | 107% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | BONAIRE MIDDLE SCHOOL | ELA | 7 | Gender: Female | | 167 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | BONAIRE MIDDLE SCHOOL | ELA | 7 | Gender: Male | | 163 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | BONAIRE MIDDLE SCHOOL | ELA | 8 | All Students | 357 | 345 | 97% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | BONAIRE MIDDLE SCHOOL | ELA | 8 | Disability | 38 | 35 | 92% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | BONAIRE MIDDLE SCHOOL | ELA | 8 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | BONAIRE MIDDLE SCHOOL | ELA | 8 | Ethnicity: African American or Black | 91 | 91 | 100% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | BONAIRE MIDDLE SCHOOL | ELA | 8 | Ethnicity: Hispanic | 24 | 23 | 96% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | BONAIRE MIDDLE SCHOOL | ELA | 8 | Ethnicity: White | 211 | 219 | 104% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | BONAIRE MIDDLE SCHOOL | ELA | 8 | Gender: Female | | 176 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | BONAIRE MIDDLE SCHOOL | ELA | 8 | Gender: Male | | 169 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | HILLTOP ELEMENTARY | ELA | 3 | All Students | 95 | 91 | 96% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | HILLTOP ELEMENTARY | ELA | 3 | Disability | 22 | 21 | 95% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | HILLTOP ELEMENTARY | ELA | 3 | English Learners | Recacted <15 | Recacted <15 | |

GMAP Participation - School/ELA

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|--------------------------------|--------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | HILLTOP ELEMENTARY | ELA | 3 | Ethnicity: African American or Black | 25 | 24 | 96% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | HILLTOP ELEMENTARY | ELA | 3 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | HILLTOP ELEMENTARY | ELA | 3 | Ethnicity: White | 48 | 55 | 115% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | HILLTOP ELEMENTARY | ELA | 3 | Gender: Female | | 38 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | HILLTOP ELEMENTARY | ELA | 3 | Gender: Male | | 53 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | HILLTOP ELEMENTARY | ELA | 4 | All Students | 98 | 96 | 98% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | HILLTOP ELEMENTARY | ELA | 4 | Disability | 19 | 18 | 95% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | HILLTOP ELEMENTARY | ELA | 4 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | HILLTOP ELEMENTARY | ELA | 4 | Ethnicity: African American or Black | 29 | 30 | 103% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | HILLTOP ELEMENTARY | ELA | 4 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | HILLTOP ELEMENTARY | ELA | 4 | Ethnicity: White | 53 | 58 | 109% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | HILLTOP ELEMENTARY | ELA | 4 | Gender: Female | | 51 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | HILLTOP ELEMENTARY | ELA | 4 | Gender: Male | | 45 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | HILLTOP ELEMENTARY | ELA | 5 | All Students | 89 | 88 | 99% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | HILLTOP ELEMENTARY | ELA | 5 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | HILLTOP ELEMENTARY | ELA | 5 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | HILLTOP ELEMENTARY | ELA | 5 | Ethnicity: African American or Black | 22 | 22 | 100% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | HILLTOP ELEMENTARY | ELA | 5 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | HILLTOP ELEMENTARY | ELA | 5 | Ethnicity: White | 52 | 59 | 113% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | HILLTOP ELEMENTARY | ELA | 5 | Gender: Female | | 54 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | HILLTOP ELEMENTARY | ELA | 5 | Gender: Male | | 34 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | BONAIRE ELEMENTARY | ELA | 3 | All Students | 191 | 184 | 96% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | BONAIRE ELEMENTARY | ELA | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | BONAIRE ELEMENTARY | ELA | 3 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | BONAIRE ELEMENTARY | ELA | 3 | Ethnicity: African American or Black | 21 | 20 | 95% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | BONAIRE ELEMENTARY | ELA | 3 | Ethnicity: Hispanic | 21 | 20 | 95% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | BONAIRE ELEMENTARY | ELA | 3 | Ethnicity: White | 127 | 142 | 112% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | BONAIRE ELEMENTARY | ELA | 3 | Gender: Female | | 89 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | BONAIRE ELEMENTARY | ELA | 3 | Gender: Male | | 95 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | BONAIRE ELEMENTARY | ELA | 4 | All Students | 150 | 139 | 93% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | BONAIRE ELEMENTARY | ELA | 4 | Disability | 20 | 17 | 85% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | BONAIRE ELEMENTARY | ELA | 4 | Ethnicity: African American or Black | 26 | 25 | 96% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | BONAIRE ELEMENTARY | ELA | 4 | Ethnicity: Hispanic | 15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | BONAIRE ELEMENTARY | ELA | 4 | Ethnicity: White | 92 | 94 | 102% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | BONAIRE ELEMENTARY | ELA | 4 | Gender: Female | | 79 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | BONAIRE ELEMENTARY | ELA | 4 | Gender: Male | | 60 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | BONAIRE ELEMENTARY | ELA | 5 | All Students | 216 | 203 | 94% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | BONAIRE ELEMENTARY | ELA | 5 | Disability | 29 | 24 | 83% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | BONAIRE ELEMENTARY | ELA | 5 | Ethnicity: African American or Black | 34 | 33 | 97% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | BONAIRE ELEMENTARY | ELA | 5 | Ethnicity: Hispanic | 15 | Recacted <15 | |

GMAP Participation - School/ELA

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|--------------------------------|-------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | BONAIRE ELEMENTARY | ELA | 5 | Ethnicity: White | 147 | 153 | 104% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | BONAIRE ELEMENTARY | ELA | 5 | Gender: Female | | 103 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | BONAIRE ELEMENTARY | ELA | 5 | Gender: Male | | 100 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | NORTHSIDE MIDDLE SCHOOL | ELA | 6 | All Students | 264 | 254 | 96% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | NORTHSIDE MIDDLE SCHOOL | ELA | 6 | Disability | 34 | 30 | 88% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | NORTHSIDE MIDDLE SCHOOL | ELA | 6 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | NORTHSIDE MIDDLE SCHOOL | ELA | 6 | Ethnicity: African American or Black | 150 | 146 | 97% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | NORTHSIDE MIDDLE SCHOOL | ELA | 6 | Ethnicity: Hispanic | 33 | 33 | 100% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | NORTHSIDE MIDDLE SCHOOL | ELA | 6 | Ethnicity: White | 57 | 72 | 126% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | NORTHSIDE MIDDLE SCHOOL | ELA | 6 | Gender: Female | | 140 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | NORTHSIDE MIDDLE SCHOOL | ELA | 6 | Gender: Male | | 114 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | NORTHSIDE MIDDLE SCHOOL | ELA | 7 | All Students | 269 | 238 | 88% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | NORTHSIDE MIDDLE SCHOOL | ELA | 7 | Disability | 37 | 29 | 78% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | NORTHSIDE MIDDLE SCHOOL | ELA | 7 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | NORTHSIDE MIDDLE SCHOOL | ELA | 7 | Ethnicity: African American or Black | 163 | 144 | 88% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | NORTHSIDE MIDDLE SCHOOL | ELA | 7 | Ethnicity: Hispanic | 37 | 36 | 97% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | NORTHSIDE MIDDLE SCHOOL | ELA | 7 | Ethnicity: White | 49 | 51 | 104% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | NORTHSIDE MIDDLE SCHOOL | ELA | 7 | Gender: Female | | 116 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | NORTHSIDE MIDDLE SCHOOL | ELA | 7 | Gender: Male | | 122 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | NORTHSIDE MIDDLE SCHOOL | ELA | 8 | All Students | 276 | 260 | 94% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | NORTHSIDE MIDDLE SCHOOL | ELA | 8 | Disability | 37 | 33 | 89% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | NORTHSIDE MIDDLE SCHOOL | ELA | 8 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | NORTHSIDE MIDDLE SCHOOL | ELA | 8 | Ethnicity: African American or Black | 169 | 158 | 93% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | NORTHSIDE MIDDLE SCHOOL | ELA | 8 | Ethnicity: Hispanic | 35 | 34 | 97% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | NORTHSIDE MIDDLE SCHOOL | ELA | 8 | Ethnicity: White | 66 | 65 | 98% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | NORTHSIDE MIDDLE SCHOOL | ELA | 8 | Gender: Female | | 134 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | NORTHSIDE MIDDLE SCHOOL | ELA | 8 | Gender: Male | | 126 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | CENTERVILLE ELEMENTARY | ELA | 3 | All Students | 79 | 78 | 99% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | CENTERVILLE ELEMENTARY | ELA | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | CENTERVILLE ELEMENTARY | ELA | 3 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | CENTERVILLE ELEMENTARY | ELA | 3 | Ethnicity: African American or Black | 34 | 34 | 100% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | CENTERVILLE ELEMENTARY | ELA | 3 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | CENTERVILLE ELEMENTARY | ELA | 3 | Ethnicity: White | 27 | 31 | 115% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | CENTERVILLE ELEMENTARY | ELA | 3 | Gender: Female | | 48 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | CENTERVILLE ELEMENTARY | ELA | 3 | Gender: Male | | 30 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | CENTERVILLE ELEMENTARY | ELA | 4 | All Students | 86 | 90 | 105% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | CENTERVILLE ELEMENTARY | ELA | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | CENTERVILLE ELEMENTARY | ELA | 4 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | CENTERVILLE ELEMENTARY | ELA | 4 | Ethnicity: African American or Black | 23 | 27 | 117% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | CENTERVILLE ELEMENTARY | ELA | 4 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |

GMAP Participation - School/ELA

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|--------------------------------|------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | CENTERVILLE ELEMENTARY | ELA | 4 | Ethnicity: White | 40 | 46 | 115% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | CENTERVILLE ELEMENTARY | ELA | 4 | Gender: Female | | 42 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | CENTERVILLE ELEMENTARY | ELA | 4 | Gender: Male | | 48 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | CENTERVILLE ELEMENTARY | ELA | 5 | All Students | 81 | 79 | 98% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | CENTERVILLE ELEMENTARY | ELA | 5 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | CENTERVILLE ELEMENTARY | ELA | 5 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | CENTERVILLE ELEMENTARY | ELA | 5 | Ethnicity: African American or Black | 32 | 33 | 103% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | CENTERVILLE ELEMENTARY | ELA | 5 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | CENTERVILLE ELEMENTARY | ELA | 5 | Ethnicity: White | 39 | 39 | 100% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | CENTERVILLE ELEMENTARY | ELA | 5 | Gender: Female | | 43 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | CENTERVILLE ELEMENTARY | ELA | 5 | Gender: Male | | 36 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MORNINGSIDE ELEMENTARY | ELA | 3 | All Students | 74 | 71 | 96% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MORNINGSIDE ELEMENTARY | ELA | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MORNINGSIDE ELEMENTARY | ELA | 3 | Ethnicity: African American or Black | 46 | 44 | 96% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MORNINGSIDE ELEMENTARY | ELA | 3 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MORNINGSIDE ELEMENTARY | ELA | 3 | Ethnicity: White | 19 | 21 | 111% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MORNINGSIDE ELEMENTARY | ELA | 3 | Gender: Female | | 34 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MORNINGSIDE ELEMENTARY | ELA | 3 | Gender: Male | | 37 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MORNINGSIDE ELEMENTARY | ELA | 4 | All Students | 86 | 69 | 80% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MORNINGSIDE ELEMENTARY | ELA | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MORNINGSIDE ELEMENTARY | ELA | 4 | Ethnicity: African American or Black | 41 | 44 | 107% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MORNINGSIDE ELEMENTARY | ELA | 4 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MORNINGSIDE ELEMENTARY | ELA | 4 | Ethnicity: White | 19 | 21 | 111% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MORNINGSIDE ELEMENTARY | ELA | 4 | Gender: Female | | 37 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MORNINGSIDE ELEMENTARY | ELA | 4 | Gender: Male | | 32 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MORNINGSIDE ELEMENTARY | ELA | 5 | All Students | 93 | 71 | 76% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MORNINGSIDE ELEMENTARY | ELA | 5 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MORNINGSIDE ELEMENTARY | ELA | 5 | Ethnicity: African American or Black | 46 | 45 | 98% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MORNINGSIDE ELEMENTARY | ELA | 5 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MORNINGSIDE ELEMENTARY | ELA | 5 | Ethnicity: White | 20 | 24 | 120% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MORNINGSIDE ELEMENTARY | ELA | 5 | Gender: Female | | 31 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MORNINGSIDE ELEMENTARY | ELA | 5 | Gender: Male | | 40 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | WESTSIDE ELEMENTARY | ELA | 3 | All Students | 102 | 99 | 97% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | WESTSIDE ELEMENTARY | ELA | 3 | Disability | 15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | WESTSIDE ELEMENTARY | ELA | 3 | English Learners | 17 | 17 | 100% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | WESTSIDE ELEMENTARY | ELA | 3 | Ethnicity: African American or Black | 59 | 58 | 98% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | WESTSIDE ELEMENTARY | ELA | 3 | Ethnicity: Hispanic | 24 | 24 | 100% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | WESTSIDE ELEMENTARY | ELA | 3 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | WESTSIDE ELEMENTARY | ELA | 3 | Gender: Female | | 53 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | WESTSIDE ELEMENTARY | ELA | 3 | Gender: Male | | 46 | |

GMAP Participation - School/ELA

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|--------------------------------|---------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | WESTSIDE ELEMENTARY | ELA | 4 | All Students | 100 | 94 | 94% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | WESTSIDE ELEMENTARY | ELA | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | WESTSIDE ELEMENTARY | ELA | 4 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | WESTSIDE ELEMENTARY | ELA | 4 | Ethnicity: African American or Black | 62 | 58 | 94% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | WESTSIDE ELEMENTARY | ELA | 4 | Ethnicity: Hispanic | 18 | 17 | 94% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | WESTSIDE ELEMENTARY | ELA | 4 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | WESTSIDE ELEMENTARY | ELA | 4 | Gender: Female | | 50 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | WESTSIDE ELEMENTARY | ELA | 4 | Gender: Male | | 44 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | WESTSIDE ELEMENTARY | ELA | 5 | All Students | 84 | 82 | 98% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | WESTSIDE ELEMENTARY | ELA | 5 | Disability | 18 | 18 | 100% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | WESTSIDE ELEMENTARY | ELA | 5 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | WESTSIDE ELEMENTARY | ELA | 5 | Ethnicity: African American or Black | 54 | 53 | 98% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | WESTSIDE ELEMENTARY | ELA | 5 | Ethnicity: Hispanic | 18 | 18 | 100% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | WESTSIDE ELEMENTARY | ELA | 5 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | WESTSIDE ELEMENTARY | ELA | 5 | Gender: Female | | 37 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | WESTSIDE ELEMENTARY | ELA | 5 | Gender: Male | | 45 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PARKWOOD ELEMENTARY | ELA | 3 | All Students | 103 | 105 | 102% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PARKWOOD ELEMENTARY | ELA | 3 | Disability | 16 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PARKWOOD ELEMENTARY | ELA | 3 | English Learners | 16 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PARKWOOD ELEMENTARY | ELA | 3 | Ethnicity: African American or Black | 49 | 52 | 106% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PARKWOOD ELEMENTARY | ELA | 3 | Ethnicity: Hispanic | 20 | 20 | 100% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PARKWOOD ELEMENTARY | ELA | 3 | Ethnicity: White | 23 | 31 | 135% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PARKWOOD ELEMENTARY | ELA | 3 | Gender: Female | | 56 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PARKWOOD ELEMENTARY | ELA | 3 | Gender: Male | | 49 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PARKWOOD ELEMENTARY | ELA | 4 | All Students | 92 | 88 | 96% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PARKWOOD ELEMENTARY | ELA | 4 | Disability | 16 | 15 | 94% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PARKWOOD ELEMENTARY | ELA | 4 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PARKWOOD ELEMENTARY | ELA | 4 | Ethnicity: African American or Black | 58 | 57 | 98% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PARKWOOD ELEMENTARY | ELA | 4 | Ethnicity: Hispanic | 17 | 16 | 94% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PARKWOOD ELEMENTARY | ELA | 4 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PARKWOOD ELEMENTARY | ELA | 4 | Gender: Female | | 44 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PARKWOOD ELEMENTARY | ELA | 4 | Gender: Male | | 44 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PARKWOOD ELEMENTARY | ELA | 5 | All Students | 80 | 81 | 101% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PARKWOOD ELEMENTARY | ELA | 5 | Disability | 18 | 18 | 100% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PARKWOOD ELEMENTARY | ELA | 5 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PARKWOOD ELEMENTARY | ELA | 5 | Ethnicity: African American or Black | 48 | 50 | 104% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PARKWOOD ELEMENTARY | ELA | 5 | Ethnicity: Hispanic | 19 | 19 | 100% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PARKWOOD ELEMENTARY | ELA | 5 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PARKWOOD ELEMENTARY | ELA | 5 | Gender: Female | | 50 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PARKWOOD ELEMENTARY | ELA | 5 | Gender: Male | | 31 | |

GMAP Participation - School/ELA

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|--------------------------------|-------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | TUCKER ELEMENTARY | ELA | 3 | All Students | 87 | 87 | 100% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | TUCKER ELEMENTARY | ELA | 3 | Disability | 16 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | TUCKER ELEMENTARY | ELA | 3 | Ethnicity: African American or Black | 19 | 19 | 100% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | TUCKER ELEMENTARY | ELA | 3 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | TUCKER ELEMENTARY | ELA | 3 | Ethnicity: White | 55 | 61 | 111% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | TUCKER ELEMENTARY | ELA | 3 | Gender: Female | | 47 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | TUCKER ELEMENTARY | ELA | 3 | Gender: Male | | 40 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | TUCKER ELEMENTARY | ELA | 4 | All Students | 73 | 67 | 92% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | TUCKER ELEMENTARY | ELA | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | TUCKER ELEMENTARY | ELA | 4 | Ethnicity: African American or Black | 25 | 21 | 84% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | TUCKER ELEMENTARY | ELA | 4 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | TUCKER ELEMENTARY | ELA | 4 | Ethnicity: White | 42 | 41 | 98% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | TUCKER ELEMENTARY | ELA | 4 | Gender: Female | | 27 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | TUCKER ELEMENTARY | ELA | 4 | Gender: Male | | 40 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | TUCKER ELEMENTARY | ELA | 5 | All Students | 66 | 66 | 100% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | TUCKER ELEMENTARY | ELA | 5 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | TUCKER ELEMENTARY | ELA | 5 | Ethnicity: African American or Black | 18 | 18 | 100% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | TUCKER ELEMENTARY | ELA | 5 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | TUCKER ELEMENTARY | ELA | 5 | Ethnicity: White | 42 | 45 | 107% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | TUCKER ELEMENTARY | ELA | 5 | Gender: Female | | 30 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | TUCKER ELEMENTARY | ELA | 5 | Gender: Male | | 36 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | KINGS CHAPEL ELEMENTARY | ELA | 3 | All Students | 84 | 83 | 99% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | KINGS CHAPEL ELEMENTARY | ELA | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | KINGS CHAPEL ELEMENTARY | ELA | 3 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | KINGS CHAPEL ELEMENTARY | ELA | 3 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | KINGS CHAPEL ELEMENTARY | ELA | 3 | Ethnicity: White | 64 | 68 | 106% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | KINGS CHAPEL ELEMENTARY | ELA | 3 | Gender: Female | | 45 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | KINGS CHAPEL ELEMENTARY | ELA | 3 | Gender: Male | | 38 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | KINGS CHAPEL ELEMENTARY | ELA | 4 | All Students | 91 | 88 | 97% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | KINGS CHAPEL ELEMENTARY | ELA | 4 | Disability | 20 | 20 | 100% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | KINGS CHAPEL ELEMENTARY | ELA | 4 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | KINGS CHAPEL ELEMENTARY | ELA | 4 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | KINGS CHAPEL ELEMENTARY | ELA | 4 | Ethnicity: White | 76 | 79 | 104% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | KINGS CHAPEL ELEMENTARY | ELA | 4 | Gender: Female | | 49 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | KINGS CHAPEL ELEMENTARY | ELA | 4 | Gender: Male | | 39 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | KINGS CHAPEL ELEMENTARY | ELA | 5 | All Students | 80 | 77 | 96% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | KINGS CHAPEL ELEMENTARY | ELA | 5 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | KINGS CHAPEL ELEMENTARY | ELA | 5 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | KINGS CHAPEL ELEMENTARY | ELA | 5 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | KINGS CHAPEL ELEMENTARY | ELA | 5 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |

GMAP Participation - School/ELA

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|--------------------------------|-------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | KINGS CHAPEL ELEMENTARY | ELA | 5 | Ethnicity: White | 62 | 63 | 102% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | KINGS CHAPEL ELEMENTARY | ELA | 5 | Gender: Female | | 42 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | KINGS CHAPEL ELEMENTARY | ELA | 5 | Gender: Male | | 35 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LINDSEY ELEMENTARY | ELA | 3 | All Students | 28 | 27 | 96% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LINDSEY ELEMENTARY | ELA | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LINDSEY ELEMENTARY | ELA | 3 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LINDSEY ELEMENTARY | ELA | 3 | Ethnicity: African American or Black | 17 | 16 | 94% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LINDSEY ELEMENTARY | ELA | 3 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LINDSEY ELEMENTARY | ELA | 3 | Gender: White | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LINDSEY ELEMENTARY | ELA | 3 | Gender: Female | | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LINDSEY ELEMENTARY | ELA | 3 | Gender: Male | | 16 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LINDSEY ELEMENTARY | ELA | 4 | All Students | 38 | 38 | 100% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LINDSEY ELEMENTARY | ELA | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LINDSEY ELEMENTARY | ELA | 4 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LINDSEY ELEMENTARY | ELA | 4 | Ethnicity: African American or Black | 25 | 25 | 100% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LINDSEY ELEMENTARY | ELA | 4 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LINDSEY ELEMENTARY | ELA | 4 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LINDSEY ELEMENTARY | ELA | 4 | Gender: Female | | 19 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LINDSEY ELEMENTARY | ELA | 4 | Gender: Male | | 19 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LINDSEY ELEMENTARY | ELA | 5 | All Students | 36 | 36 | 100% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LINDSEY ELEMENTARY | ELA | 5 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LINDSEY ELEMENTARY | ELA | 5 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LINDSEY ELEMENTARY | ELA | 5 | Ethnicity: African American or Black | 26 | 26 | 100% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LINDSEY ELEMENTARY | ELA | 5 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LINDSEY ELEMENTARY | ELA | 5 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LINDSEY ELEMENTARY | ELA | 5 | Gender: Female | | 16 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LINDSEY ELEMENTARY | ELA | 5 | Gender: Male | | 20 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | RUSSELL ELEMENTARY | ELA | 3 | All Students | 79 | 76 | 96% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | RUSSELL ELEMENTARY | ELA | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | RUSSELL ELEMENTARY | ELA | 3 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | RUSSELL ELEMENTARY | ELA | 3 | Ethnicity: African American or Black | 24 | 24 | 100% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | RUSSELL ELEMENTARY | ELA | 3 | Ethnicity: Hispanic | 19 | 17 | 89% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | RUSSELL ELEMENTARY | ELA | 3 | Ethnicity: White | 22 | 27 | 123% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | RUSSELL ELEMENTARY | ELA | 3 | Gender: Female | | 32 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | RUSSELL ELEMENTARY | ELA | 3 | Gender: Male | | 44 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | RUSSELL ELEMENTARY | ELA | 4 | All Students | 93 | 107 | 115% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | RUSSELL ELEMENTARY | ELA | 4 | Disability | 18 | 18 | 100% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | RUSSELL ELEMENTARY | ELA | 4 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | RUSSELL ELEMENTARY | ELA | 4 | Ethnicity: African American or Black | 33 | 45 | 136% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | RUSSELL ELEMENTARY | ELA | 4 | Ethnicity: Hispanic | 19 | 19 | 100% |

GMAP Participation - School/ELA

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|--------------------------------|--------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | RUSSELL ELEMENTARY | ELA | 4 | Ethnicity: White | 31 | 39 | 126% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | RUSSELL ELEMENTARY | ELA | 4 | Gender: Female | | 48 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | RUSSELL ELEMENTARY | ELA | 4 | Gender: Male | | 59 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | RUSSELL ELEMENTARY | ELA | 5 | All Students | 105 | 103 | 98% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | RUSSELL ELEMENTARY | ELA | 5 | Disability | 21 | 20 | 95% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | RUSSELL ELEMENTARY | ELA | 5 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | RUSSELL ELEMENTARY | ELA | 5 | Ethnicity: African American or Black | 45 | 46 | 102% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | RUSSELL ELEMENTARY | ELA | 5 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | RUSSELL ELEMENTARY | ELA | 5 | Ethnicity: White | 38 | 44 | 116% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | RUSSELL ELEMENTARY | ELA | 5 | Gender: Female | | 53 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | RUSSELL ELEMENTARY | ELA | 5 | Gender: Male | | 50 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MILLER ELEMENTARY | ELA | 3 | All Students | 74 | 70 | 95% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MILLER ELEMENTARY | ELA | 3 | Disability | 19 | 17 | 89% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MILLER ELEMENTARY | ELA | 3 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MILLER ELEMENTARY | ELA | 3 | Ethnicity: African American or Black | 50 | 48 | 96% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MILLER ELEMENTARY | ELA | 3 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MILLER ELEMENTARY | ELA | 3 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MILLER ELEMENTARY | ELA | 3 | Gender: Female | | 35 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MILLER ELEMENTARY | ELA | 3 | Gender: Male | | 35 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MILLER ELEMENTARY | ELA | 4 | All Students | 86 | 82 | 95% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MILLER ELEMENTARY | ELA | 4 | Disability | 19 | 17 | 89% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MILLER ELEMENTARY | ELA | 4 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MILLER ELEMENTARY | ELA | 4 | Ethnicity: African American or Black | 51 | 49 | 96% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MILLER ELEMENTARY | ELA | 4 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MILLER ELEMENTARY | ELA | 4 | Ethnicity: White | 20 | 26 | 130% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MILLER ELEMENTARY | ELA | 4 | Gender: Female | | 50 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MILLER ELEMENTARY | ELA | 4 | Gender: Male | | 32 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MILLER ELEMENTARY | ELA | 5 | All Students | 93 | 82 | 88% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MILLER ELEMENTARY | ELA | 5 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MILLER ELEMENTARY | ELA | 5 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MILLER ELEMENTARY | ELA | 5 | Ethnicity: African American or Black | 52 | 45 | 87% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MILLER ELEMENTARY | ELA | 5 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MILLER ELEMENTARY | ELA | 5 | Ethnicity: White | 30 | 27 | 90% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MILLER ELEMENTARY | ELA | 5 | Gender: Female | | 36 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MILLER ELEMENTARY | ELA | 5 | Gender: Male | | 46 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | SHIRLEY HILLS ELEMENTARY | ELA | 3 | All Students | 70 | 65 | 93% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | SHIRLEY HILLS ELEMENTARY | ELA | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | SHIRLEY HILLS ELEMENTARY | ELA | 3 | Ethnicity: African American or Black | 41 | 39 | 95% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | SHIRLEY HILLS ELEMENTARY | ELA | 3 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | SHIRLEY HILLS ELEMENTARY | ELA | 3 | Ethnicity: White | 18 | 20 | 111% |

GMAP Participation - School/ELA

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|--------------------------------|-----------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | SHIRLEY HILLS ELEMENTARY | ELA | 3 | Gender: Female | | 34 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | SHIRLEY HILLS ELEMENTARY | ELA | 3 | Gender: Male | | 31 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | SHIRLEY HILLS ELEMENTARY | ELA | 4 | All Students | 77 | 72 | 94% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | SHIRLEY HILLS ELEMENTARY | ELA | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | SHIRLEY HILLS ELEMENTARY | ELA | 4 | Ethnicity: African American or Black | 31 | 29 | 94% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | SHIRLEY HILLS ELEMENTARY | ELA | 4 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | SHIRLEY HILLS ELEMENTARY | ELA | 4 | Ethnicity: White | 29 | 35 | 121% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | SHIRLEY HILLS ELEMENTARY | ELA | 4 | Gender: Female | | 35 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | SHIRLEY HILLS ELEMENTARY | ELA | 4 | Gender: Male | | 37 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | SHIRLEY HILLS ELEMENTARY | ELA | 5 | All Students | 82 | 78 | 95% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | SHIRLEY HILLS ELEMENTARY | ELA | 5 | Disability | 16 | 15 | 94% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | SHIRLEY HILLS ELEMENTARY | ELA | 5 | Ethnicity: African American or Black | 39 | 35 | 90% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | SHIRLEY HILLS ELEMENTARY | ELA | 5 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | SHIRLEY HILLS ELEMENTARY | ELA | 5 | Ethnicity: White | 31 | 37 | 119% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | SHIRLEY HILLS ELEMENTARY | ELA | 5 | Gender: Female | | 41 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | SHIRLEY HILLS ELEMENTARY | ELA | 5 | Gender: Male | | 37 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | WARNER ROBINS MIDDLE SCHOOL | ELA | 6 | All Students | 234 | 218 | 93% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | WARNER ROBINS MIDDLE SCHOOL | ELA | 6 | Disability | 34 | 32 | 94% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | WARNER ROBINS MIDDLE SCHOOL | ELA | 6 | English Learners | 18 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | WARNER ROBINS MIDDLE SCHOOL | ELA | 6 | Ethnicity: African American or Black | 100 | 95 | 95% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | WARNER ROBINS MIDDLE SCHOOL | ELA | 6 | Ethnicity: Hispanic | 31 | 29 | 94% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | WARNER ROBINS MIDDLE SCHOOL | ELA | 6 | Ethnicity: White | 72 | 86 | 119% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | WARNER ROBINS MIDDLE SCHOOL | ELA | 6 | Gender: Female | | 108 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | WARNER ROBINS MIDDLE SCHOOL | ELA | 6 | Gender: Male | | 110 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | WARNER ROBINS MIDDLE SCHOOL | ELA | 7 | All Students | 254 | 231 | 91% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | WARNER ROBINS MIDDLE SCHOOL | ELA | 7 | Disability | 23 | 21 | 91% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | WARNER ROBINS MIDDLE SCHOOL | ELA | 7 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | WARNER ROBINS MIDDLE SCHOOL | ELA | 7 | Ethnicity: African American or Black | 123 | 118 | 96% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | WARNER ROBINS MIDDLE SCHOOL | ELA | 7 | Ethnicity: Hispanic | 31 | 27 | 87% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | WARNER ROBINS MIDDLE SCHOOL | ELA | 7 | Ethnicity: White | 75 | 81 | 108% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | WARNER ROBINS MIDDLE SCHOOL | ELA | 7 | Gender: Female | | 120 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | WARNER ROBINS MIDDLE SCHOOL | ELA | 7 | Gender: Male | | 111 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | WARNER ROBINS MIDDLE SCHOOL | ELA | 8 | All Students | 258 | 227 | 88% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | WARNER ROBINS MIDDLE SCHOOL | ELA | 8 | Disability | 30 | 32 | 107% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | WARNER ROBINS MIDDLE SCHOOL | ELA | 8 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | WARNER ROBINS MIDDLE SCHOOL | ELA | 8 | Ethnicity: African American or Black | 118 | 104 | 88% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | WARNER ROBINS MIDDLE SCHOOL | ELA | 8 | Ethnicity: Hispanic | 38 | 33 | 87% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | WARNER ROBINS MIDDLE SCHOOL | ELA | 8 | Ethnicity: White | 72 | 83 | 115% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | WARNER ROBINS MIDDLE SCHOOL | ELA | 8 | Gender: Female | | 125 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | WARNER ROBINS MIDDLE SCHOOL | ELA | 8 | Gender: Male | | 102 | |

GMAP Participation - School/ELA

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|------------------------------|--------------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | WEST JACKSON ELEMENTARY SCHOOL | ELA | 3 | All Students | 187 | 182 | 97% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | WEST JACKSON ELEMENTARY SCHOOL | ELA | 3 | Disability | 39 | 31 | 79% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | WEST JACKSON ELEMENTARY SCHOOL | ELA | 3 | English Learners | 17 | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | WEST JACKSON ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | WEST JACKSON ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: Hispanic | 39 | 37 | 95% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | WEST JACKSON ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: White | 123 | 119 | 97% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | WEST JACKSON ELEMENTARY SCHOOL | ELA | 3 | Gender: Female | | 94 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | WEST JACKSON ELEMENTARY SCHOOL | ELA | 3 | Gender: Male | | 88 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | WEST JACKSON ELEMENTARY SCHOOL | ELA | 4 | All Students | 168 | 167 | 99% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | WEST JACKSON ELEMENTARY SCHOOL | ELA | 4 | Disability | 28 | 24 | 86% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | WEST JACKSON ELEMENTARY SCHOOL | ELA | 4 | English Learners | 16 | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | WEST JACKSON ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: African American or Black | 19 | 19 | 100% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | WEST JACKSON ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: Hispanic | 33 | 33 | 100% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | WEST JACKSON ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: White | 101 | 100 | 99% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | WEST JACKSON ELEMENTARY SCHOOL | ELA | 4 | Gender: Female | | 74 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | WEST JACKSON ELEMENTARY SCHOOL | ELA | 4 | Gender: Male | | 93 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | WEST JACKSON ELEMENTARY SCHOOL | ELA | 5 | All Students | 174 | 171 | 98% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | WEST JACKSON ELEMENTARY SCHOOL | ELA | 5 | Disability | 36 | 33 | 92% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | WEST JACKSON ELEMENTARY SCHOOL | ELA | 5 | English Learners | 16 | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | WEST JACKSON ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: African American or Black | 16 | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | WEST JACKSON ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: Hispanic | 43 | 43 | 100% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | WEST JACKSON ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: White | 100 | 99 | 99% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | WEST JACKSON ELEMENTARY SCHOOL | ELA | 5 | Gender: Female | | 90 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | WEST JACKSON ELEMENTARY SCHOOL | ELA | 5 | Gender: Male | | 81 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | EAST JACKSON ELEMENTARY SCHOOL | ELA | 3 | All Students | 86 | 86 | 100% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | EAST JACKSON ELEMENTARY SCHOOL | ELA | 3 | Disability | 24 | 22 | 92% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | EAST JACKSON ELEMENTARY SCHOOL | ELA | 3 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | EAST JACKSON ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | EAST JACKSON ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | EAST JACKSON ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: White | 62 | 62 | 100% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | EAST JACKSON ELEMENTARY SCHOOL | ELA | 3 | Gender: Female | | 45 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | EAST JACKSON ELEMENTARY SCHOOL | ELA | 3 | Gender: Male | | 41 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | EAST JACKSON ELEMENTARY SCHOOL | ELA | 4 | All Students | 90 | 89 | 99% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | EAST JACKSON ELEMENTARY SCHOOL | ELA | 4 | Disability | 26 | 24 | 92% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | EAST JACKSON ELEMENTARY SCHOOL | ELA | 4 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | EAST JACKSON ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | EAST JACKSON ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | EAST JACKSON ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: White | 74 | 73 | 99% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | EAST JACKSON ELEMENTARY SCHOOL | ELA | 4 | Gender: Female | | 44 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | EAST JACKSON ELEMENTARY SCHOOL | ELA | 4 | Gender: Male | | 45 | |

GMAP Participation - School/ELA

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|------------------------------|--|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | EAST JACKSON ELEMENTARY SCHOOL | ELA | 5 | All Students | 88 | 84 | 95% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | EAST JACKSON ELEMENTARY SCHOOL | ELA | 5 | Disability | 27 | 20 | 74% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | EAST JACKSON ELEMENTARY SCHOOL | ELA | 5 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | EAST JACKSON ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | EAST JACKSON ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | EAST JACKSON ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: White | 67 | 64 | 96% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | EAST JACKSON ELEMENTARY SCHOOL | ELA | 5 | Gender: Female | | 44 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | EAST JACKSON ELEMENTARY SCHOOL | ELA | 5 | Gender: Male | | 40 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | EAST JACKSON COMPREHENSIVE HIGH SCHOOL | ELA | 8 | All Students | 303 | 280 | 92% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | EAST JACKSON COMPREHENSIVE HIGH SCHOOL | ELA | 8 | Disability | 54 | 42 | 78% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | EAST JACKSON COMPREHENSIVE HIGH SCHOOL | ELA | 8 | English Learners | | 21 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | EAST JACKSON COMPREHENSIVE HIGH SCHOOL | ELA | 8 | Ethnicity: African American or Black | 24 | 20 | 83% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | EAST JACKSON COMPREHENSIVE HIGH SCHOOL | ELA | 8 | Ethnicity: Hispanic | 62 | 60 | 97% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | EAST JACKSON COMPREHENSIVE HIGH SCHOOL | ELA | 8 | Ethnicity: White | 209 | 184 | 88% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | EAST JACKSON COMPREHENSIVE HIGH SCHOOL | ELA | 8 | Gender: Female | | 133 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | EAST JACKSON COMPREHENSIVE HIGH SCHOOL | ELA | 8 | Gender: Male | | 147 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | EAST JACKSON MIDDLE SCHOOL | ELA | 6 | All Students | 250 | 231 | 92% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | EAST JACKSON MIDDLE SCHOOL | ELA | 6 | Disability | 48 | 39 | 81% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | EAST JACKSON MIDDLE SCHOOL | ELA | 6 | English Learners | 44 | 29 | 66% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | EAST JACKSON MIDDLE SCHOOL | ELA | 6 | Ethnicity: African American or Black | 18 | 17 | 94% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | EAST JACKSON MIDDLE SCHOOL | ELA | 6 | Ethnicity: Hispanic | 60 | 55 | 92% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | EAST JACKSON MIDDLE SCHOOL | ELA | 6 | Ethnicity: White | 168 | 149 | 89% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | EAST JACKSON MIDDLE SCHOOL | ELA | 6 | Gender: Female | | 108 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | EAST JACKSON MIDDLE SCHOOL | ELA | 6 | Gender: Male | | 123 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | EAST JACKSON MIDDLE SCHOOL | ELA | 7 | All Students | 259 | 240 | 93% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | EAST JACKSON MIDDLE SCHOOL | ELA | 7 | Disability | 48 | 34 | 71% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | EAST JACKSON MIDDLE SCHOOL | ELA | 7 | English Learners | 42 | 31 | 74% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | EAST JACKSON MIDDLE SCHOOL | ELA | 7 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | EAST JACKSON MIDDLE SCHOOL | ELA | 7 | Ethnicity: Hispanic | 58 | 57 | 98% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | EAST JACKSON MIDDLE SCHOOL | ELA | 7 | Ethnicity: White | 180 | 160 | 89% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | EAST JACKSON MIDDLE SCHOOL | ELA | 7 | Gender: Female | | 125 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | EAST JACKSON MIDDLE SCHOOL | ELA | 7 | Gender: Male | | 115 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | GUM SPRINGS ELEMENTARY SCHOOL | ELA | 3 | All Students | 170 | 169 | 99% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | GUM SPRINGS ELEMENTARY SCHOOL | ELA | 3 | Disability | 24 | 21 | 88% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | GUM SPRINGS ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | GUM SPRINGS ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | GUM SPRINGS ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: White | 144 | 141 | 98% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | GUM SPRINGS ELEMENTARY SCHOOL | ELA | 3 | Gender: Female | | 90 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | GUM SPRINGS ELEMENTARY SCHOOL | ELA | 3 | Gender: Male | | 79 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | GUM SPRINGS ELEMENTARY SCHOOL | ELA | 4 | All Students | 163 | 161 | 99% |

GMAP Participation - School/ELA

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|------------------------------|-------------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | GUM SPRINGS ELEMENTARY SCHOOL | ELA | 4 | Disability | 30 | 27 | 90% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | GUM SPRINGS ELEMENTARY SCHOOL | ELA | 4 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | GUM SPRINGS ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | GUM SPRINGS ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: Hispanic | 18 | 17 | 94% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | GUM SPRINGS ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: White | 124 | 119 | 96% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | GUM SPRINGS ELEMENTARY SCHOOL | ELA | 4 | Gender: Female | | 72 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | GUM SPRINGS ELEMENTARY SCHOOL | ELA | 4 | Gender: Male | | 89 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | GUM SPRINGS ELEMENTARY SCHOOL | ELA | 5 | All Students | 201 | 200 | 100% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | GUM SPRINGS ELEMENTARY SCHOOL | ELA | 5 | Disability | 27 | 28 | 104% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | GUM SPRINGS ELEMENTARY SCHOOL | ELA | 5 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | GUM SPRINGS ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | GUM SPRINGS ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: Hispanic | 19 | 18 | 95% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | GUM SPRINGS ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: White | 157 | 155 | 99% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | GUM SPRINGS ELEMENTARY SCHOOL | ELA | 5 | Gender: Female | | 99 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | GUM SPRINGS ELEMENTARY SCHOOL | ELA | 5 | Gender: Male | | 101 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | WEST JACKSON MIDDLE SCHOOL | ELA | 6 | All Students | 452 | 429 | 95% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | WEST JACKSON MIDDLE SCHOOL | ELA | 6 | Disability | 68 | 59 | 87% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | WEST JACKSON MIDDLE SCHOOL | ELA | 6 | English Learners | 59 | 25 | 42% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | WEST JACKSON MIDDLE SCHOOL | ELA | 6 | Ethnicity: African American or Black | 39 | 36 | 92% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | WEST JACKSON MIDDLE SCHOOL | ELA | 6 | Ethnicity: Hispanic | 88 | 84 | 95% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | WEST JACKSON MIDDLE SCHOOL | ELA | 6 | Ethnicity: White | 276 | 259 | 94% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | WEST JACKSON MIDDLE SCHOOL | ELA | 6 | Gender: Female | | 207 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | WEST JACKSON MIDDLE SCHOOL | ELA | 6 | Gender: Male | | 222 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | WEST JACKSON MIDDLE SCHOOL | ELA | 7 | All Students | 467 | 444 | 95% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | WEST JACKSON MIDDLE SCHOOL | ELA | 7 | Disability | 63 | 57 | 90% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | WEST JACKSON MIDDLE SCHOOL | ELA | 7 | English Learners | 55 | 32 | 58% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | WEST JACKSON MIDDLE SCHOOL | ELA | 7 | Ethnicity: African American or Black | 30 | 27 | 90% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | WEST JACKSON MIDDLE SCHOOL | ELA | 7 | Ethnicity: Hispanic | 91 | 83 | 91% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | WEST JACKSON MIDDLE SCHOOL | ELA | 7 | Ethnicity: White | 313 | 297 | 95% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | WEST JACKSON MIDDLE SCHOOL | ELA | 7 | Gender: Female | | 222 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | WEST JACKSON MIDDLE SCHOOL | ELA | 7 | Gender: Male | | 222 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | WEST JACKSON MIDDLE SCHOOL | ELA | 8 | All Students | 474 | 456 | 96% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | WEST JACKSON MIDDLE SCHOOL | ELA | 8 | Disability | 67 | 50 | 75% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | WEST JACKSON MIDDLE SCHOOL | ELA | 8 | English Learners | 36 | 21 | 58% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | WEST JACKSON MIDDLE SCHOOL | ELA | 8 | Ethnicity: African American or Black | 43 | 41 | 95% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | WEST JACKSON MIDDLE SCHOOL | ELA | 8 | Ethnicity: Hispanic | 72 | 68 | 94% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | WEST JACKSON MIDDLE SCHOOL | ELA | 8 | Ethnicity: White | 315 | 301 | 96% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | WEST JACKSON MIDDLE SCHOOL | ELA | 8 | Gender: Female | | 231 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | WEST JACKSON MIDDLE SCHOOL | ELA | 8 | Gender: Male | | 225 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | MAYSVILLE ELEMENTARY SCHOOL | ELA | 3 | All Students | 55 | 55 | 100% |

GMAP Participation - School/ELA

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|------------------------------|---------------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | MAYSVILLE ELEMENTARY SCHOOL | ELA | 3 | Disability | 16 | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | MAYSVILLE ELEMENTARY SCHOOL | ELA | 3 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | MAYSVILLE ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | MAYSVILLE ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | MAYSVILLE ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: White | 39 | 39 | 100% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | MAYSVILLE ELEMENTARY SCHOOL | ELA | 3 | Gender: Female | | 28 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | MAYSVILLE ELEMENTARY SCHOOL | ELA | 3 | Gender: Male | | 27 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | MAYSVILLE ELEMENTARY SCHOOL | ELA | 4 | All Students | 53 | 52 | 98% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | MAYSVILLE ELEMENTARY SCHOOL | ELA | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | MAYSVILLE ELEMENTARY SCHOOL | ELA | 4 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | MAYSVILLE ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | MAYSVILLE ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | MAYSVILLE ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: White | 36 | 33 | 92% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | MAYSVILLE ELEMENTARY SCHOOL | ELA | 4 | Gender: Female | | 19 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | MAYSVILLE ELEMENTARY SCHOOL | ELA | 4 | Gender: Male | | 33 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | MAYSVILLE ELEMENTARY SCHOOL | ELA | 5 | All Students | 52 | 50 | 96% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | MAYSVILLE ELEMENTARY SCHOOL | ELA | 5 | Disability | 16 | 15 | 94% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | MAYSVILLE ELEMENTARY SCHOOL | ELA | 5 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | MAYSVILLE ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | MAYSVILLE ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | MAYSVILLE ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: White | 37 | 33 | 89% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | MAYSVILLE ELEMENTARY SCHOOL | ELA | 5 | Gender: Female | | 21 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | MAYSVILLE ELEMENTARY SCHOOL | ELA | 5 | Gender: Male | | 29 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | NORTH JACKSON ELEMENTARY SCHOOL | ELA | 3 | All Students | 79 | 76 | 96% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | NORTH JACKSON ELEMENTARY SCHOOL | ELA | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | NORTH JACKSON ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | NORTH JACKSON ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: Hispanic | 23 | 21 | 91% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | NORTH JACKSON ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: White | 38 | 37 | 97% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | NORTH JACKSON ELEMENTARY SCHOOL | ELA | 3 | Gender: Female | | 29 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | NORTH JACKSON ELEMENTARY SCHOOL | ELA | 3 | Gender: Male | | 47 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | NORTH JACKSON ELEMENTARY SCHOOL | ELA | 4 | All Students | 77 | 76 | 99% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | NORTH JACKSON ELEMENTARY SCHOOL | ELA | 4 | Disability | 15 | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | NORTH JACKSON ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | NORTH JACKSON ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: Hispanic | 15 | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | NORTH JACKSON ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: White | 42 | 41 | 98% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | NORTH JACKSON ELEMENTARY SCHOOL | ELA | 4 | Gender: Female | | 38 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | NORTH JACKSON ELEMENTARY SCHOOL | ELA | 4 | Gender: Male | | 38 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | NORTH JACKSON ELEMENTARY SCHOOL | ELA | 5 | All Students | 92 | 89 | 97% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | NORTH JACKSON ELEMENTARY SCHOOL | ELA | 5 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | NORTH JACKSON ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |

GMAP Participation - School/ELA

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|------------------------------|---------------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | NORTH JACKSON ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: Hispanic | 25 | 25 | 100% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | NORTH JACKSON ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: White | 49 | 48 | 98% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | NORTH JACKSON ELEMENTARY SCHOOL | ELA | 5 | Gender: Female | | 44 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | NORTH JACKSON ELEMENTARY SCHOOL | ELA | 5 | Gender: Male | | 45 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | SOUTH JACKSON ELEMENTARY SCHOOL | ELA | 3 | All Students | 95 | 95 | 100% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | SOUTH JACKSON ELEMENTARY SCHOOL | ELA | 3 | Disability | 18 | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | SOUTH JACKSON ELEMENTARY SCHOOL | ELA | 3 | English Learners | 18 | 17 | 94% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | SOUTH JACKSON ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | SOUTH JACKSON ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: Hispanic | 25 | 24 | 96% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | SOUTH JACKSON ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: White | 56 | 55 | 98% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | SOUTH JACKSON ELEMENTARY SCHOOL | ELA | 3 | Gender: Female | | 44 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | SOUTH JACKSON ELEMENTARY SCHOOL | ELA | 3 | Gender: Male | | 51 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | SOUTH JACKSON ELEMENTARY SCHOOL | ELA | 4 | All Students | 92 | 88 | 96% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | SOUTH JACKSON ELEMENTARY SCHOOL | ELA | 4 | Disability | 20 | 17 | 85% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | SOUTH JACKSON ELEMENTARY SCHOOL | ELA | 4 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | SOUTH JACKSON ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | SOUTH JACKSON ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | SOUTH JACKSON ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: White | 68 | 66 | 97% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | SOUTH JACKSON ELEMENTARY SCHOOL | ELA | 4 | Gender: Female | | 49 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | SOUTH JACKSON ELEMENTARY SCHOOL | ELA | 4 | Gender: Male | | 39 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | SOUTH JACKSON ELEMENTARY SCHOOL | ELA | 5 | All Students | 102 | 105 | 103% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | SOUTH JACKSON ELEMENTARY SCHOOL | ELA | 5 | Disability | 22 | 21 | 95% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | SOUTH JACKSON ELEMENTARY SCHOOL | ELA | 5 | English Learners | 20 | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | SOUTH JACKSON ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | SOUTH JACKSON ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: Hispanic | 25 | 25 | 100% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | SOUTH JACKSON ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: White | 70 | 69 | 99% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | SOUTH JACKSON ELEMENTARY SCHOOL | ELA | 5 | Gender: Female | | 49 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | SOUTH JACKSON ELEMENTARY SCHOOL | ELA | 5 | Gender: Male | | 56 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | JACKSON CONNECT | ELA | 3 | All Students | | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | JACKSON CONNECT | ELA | 3 | Ethnicity: African American or Black | | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | JACKSON CONNECT | ELA | 3 | Ethnicity: Hispanic | | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | JACKSON CONNECT | ELA | 3 | Ethnicity: White | | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | JACKSON CONNECT | ELA | 3 | Gender: Female | | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | JACKSON CONNECT | ELA | 3 | Gender: Male | | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | JACKSON CONNECT | ELA | 4 | All Students | | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | JACKSON CONNECT | ELA | 4 | Ethnicity: African American or Black | | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | JACKSON CONNECT | ELA | 4 | Ethnicity: White | | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | JACKSON CONNECT | ELA | 4 | Gender: Female | | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | JACKSON CONNECT | ELA | 4 | Gender: Male | | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | JACKSON CONNECT | ELA | 5 | All Students | | Recacted <15 | |

GMAP Participation - School/ELA

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|------------------------------|-----------------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | JACKSON CONNECT | ELA | 5 | Disability | | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | JACKSON CONNECT | ELA | 5 | Ethnicity: African American or Black | | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | JACKSON CONNECT | ELA | 5 | Ethnicity: Hispanic | | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | JACKSON CONNECT | ELA | 5 | Ethnicity: White | | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | JACKSON CONNECT | ELA | 5 | Gender: Female | | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | JACKSON CONNECT | ELA | 5 | Gender: Male | | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | JACKSON CONNECT | ELA | 6 | All Students | | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | JACKSON CONNECT | ELA | 6 | Disability | | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | JACKSON CONNECT | ELA | 6 | English Learners | | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | JACKSON CONNECT | ELA | 6 | Ethnicity: African American or Black | | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | JACKSON CONNECT | ELA | 6 | Ethnicity: Hispanic | | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | JACKSON CONNECT | ELA | 6 | Ethnicity: White | | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | JACKSON CONNECT | ELA | 6 | Gender: Female | | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | JACKSON CONNECT | ELA | 6 | Gender: Male | | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | JACKSON CONNECT | ELA | 7 | All Students | | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | JACKSON CONNECT | ELA | 7 | Ethnicity: Hispanic | | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | JACKSON CONNECT | ELA | 7 | Ethnicity: White | | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | JACKSON CONNECT | ELA | 7 | Gender: Female | | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | JACKSON CONNECT | ELA | 7 | Gender: Male | | Recacted <15 | |
| 2021-22 | JASPER COUNTY (GA) | WASHINGTON PARK ELEMENTARY SCHOOL | ELA | 3 | All Students | 211 | 171 | 81% |
| 2021-22 | JASPER COUNTY (GA) | WASHINGTON PARK ELEMENTARY SCHOOL | ELA | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | JASPER COUNTY (GA) | WASHINGTON PARK ELEMENTARY SCHOOL | ELA | 3 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | JASPER COUNTY (GA) | WASHINGTON PARK ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: African American or Black | 41 | 27 | 66% |
| 2021-22 | JASPER COUNTY (GA) | WASHINGTON PARK ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | JASPER COUNTY (GA) | WASHINGTON PARK ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: White | 137 | 118 | 86% |
| 2021-22 | JASPER COUNTY (GA) | WASHINGTON PARK ELEMENTARY SCHOOL | ELA | 3 | Gender: Female | | 75 | |
| 2021-22 | JASPER COUNTY (GA) | WASHINGTON PARK ELEMENTARY SCHOOL | ELA | 3 | Gender: Male | | 96 | |
| 2021-22 | JASPER COUNTY (GA) | WASHINGTON PARK ELEMENTARY SCHOOL | ELA | 4 | All Students | 222 | 188 | 85% |
| 2021-22 | JASPER COUNTY (GA) | WASHINGTON PARK ELEMENTARY SCHOOL | ELA | 4 | Disability | 17 | 17 | 100% |
| 2021-22 | JASPER COUNTY (GA) | WASHINGTON PARK ELEMENTARY SCHOOL | ELA | 4 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | JASPER COUNTY (GA) | WASHINGTON PARK ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: African American or Black | 35 | 28 | 80% |
| 2021-22 | JASPER COUNTY (GA) | WASHINGTON PARK ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: Hispanic | 18 | 18 | 100% |
| 2021-22 | JASPER COUNTY (GA) | WASHINGTON PARK ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: White | 153 | 135 | 88% |
| 2021-22 | JASPER COUNTY (GA) | WASHINGTON PARK ELEMENTARY SCHOOL | ELA | 4 | Gender: Female | | 102 | |
| 2021-22 | JASPER COUNTY (GA) | WASHINGTON PARK ELEMENTARY SCHOOL | ELA | 4 | Gender: Male | | 86 | |
| 2021-22 | JASPER COUNTY (GA) | WASHINGTON PARK ELEMENTARY SCHOOL | ELA | 5 | All Students | 245 | 211 | 86% |
| 2021-22 | JASPER COUNTY (GA) | WASHINGTON PARK ELEMENTARY SCHOOL | ELA | 5 | Disability | 22 | 22 | 100% |
| 2021-22 | JASPER COUNTY (GA) | WASHINGTON PARK ELEMENTARY SCHOOL | ELA | 5 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | JASPER COUNTY (GA) | WASHINGTON PARK ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: African American or Black | 49 | 39 | 80% |
| 2021-22 | JASPER COUNTY (GA) | WASHINGTON PARK ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: Hispanic | 15 | 15 | 100% |

GMAP Participation - School/ELA

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|--------------------|-----------------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | JASPER COUNTY (GA) | WASHINGTON PARK ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: White | 164 | 147 | 90% |
| 2021-22 | JASPER COUNTY (GA) | WASHINGTON PARK ELEMENTARY SCHOOL | ELA | 5 | Gender: Female | | 110 | |
| 2021-22 | JASPER COUNTY (GA) | WASHINGTON PARK ELEMENTARY SCHOOL | ELA | 5 | Gender: Male | | 101 | |
| 2021-22 | JASPER COUNTY (GA) | JASPER COUNTY MIDDLE SCHOOL | ELA | 6 | All Students | 221 | 167 | 76% |
| 2021-22 | JASPER COUNTY (GA) | JASPER COUNTY MIDDLE SCHOOL | ELA | 6 | Disability | 24 | 23 | 96% |
| 2021-22 | JASPER COUNTY (GA) | JASPER COUNTY MIDDLE SCHOOL | ELA | 6 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | JASPER COUNTY (GA) | JASPER COUNTY MIDDLE SCHOOL | ELA | 6 | Ethnicity: African American or Black | 40 | 31 | 78% |
| 2021-22 | JASPER COUNTY (GA) | JASPER COUNTY MIDDLE SCHOOL | ELA | 6 | Ethnicity: Hispanic | 21 | 19 | 90% |
| 2021-22 | JASPER COUNTY (GA) | JASPER COUNTY MIDDLE SCHOOL | ELA | 6 | Ethnicity: White | 140 | 109 | 78% |
| 2021-22 | JASPER COUNTY (GA) | JASPER COUNTY MIDDLE SCHOOL | ELA | 6 | Gender: Female | | 76 | |
| 2021-22 | JASPER COUNTY (GA) | JASPER COUNTY MIDDLE SCHOOL | ELA | 6 | Gender: Male | | 91 | |
| 2021-22 | JASPER COUNTY (GA) | JASPER COUNTY MIDDLE SCHOOL | ELA | 7 | All Students | 214 | 174 | 81% |
| 2021-22 | JASPER COUNTY (GA) | JASPER COUNTY MIDDLE SCHOOL | ELA | 7 | Disability | 18 | 17 | 94% |
| 2021-22 | JASPER COUNTY (GA) | JASPER COUNTY MIDDLE SCHOOL | ELA | 7 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | JASPER COUNTY (GA) | JASPER COUNTY MIDDLE SCHOOL | ELA | 7 | Ethnicity: African American or Black | 44 | 37 | 84% |
| 2021-22 | JASPER COUNTY (GA) | JASPER COUNTY MIDDLE SCHOOL | ELA | 7 | Ethnicity: Hispanic | 15 | 15 | 100% |
| 2021-22 | JASPER COUNTY (GA) | JASPER COUNTY MIDDLE SCHOOL | ELA | 7 | Ethnicity: White | 126 | 111 | 88% |
| 2021-22 | JASPER COUNTY (GA) | JASPER COUNTY MIDDLE SCHOOL | ELA | 7 | Gender: Female | | 79 | |
| 2021-22 | JASPER COUNTY (GA) | JASPER COUNTY MIDDLE SCHOOL | ELA | 7 | Gender: Male | | 95 | |
| 2021-22 | JASPER COUNTY (GA) | JASPER COUNTY MIDDLE SCHOOL | ELA | 8 | All Students | 215 | 180 | 84% |
| 2021-22 | JASPER COUNTY (GA) | JASPER COUNTY MIDDLE SCHOOL | ELA | 8 | Disability | 26 | 26 | 100% |
| 2021-22 | JASPER COUNTY (GA) | JASPER COUNTY MIDDLE SCHOOL | ELA | 8 | Ethnicity: African American or Black | 45 | 39 | 87% |
| 2021-22 | JASPER COUNTY (GA) | JASPER COUNTY MIDDLE SCHOOL | ELA | 8 | Ethnicity: Hispanic | 16 | 17 | 106% |
| 2021-22 | JASPER COUNTY (GA) | JASPER COUNTY MIDDLE SCHOOL | ELA | 8 | Ethnicity: White | 128 | 114 | 89% |
| 2021-22 | JASPER COUNTY (GA) | JASPER COUNTY MIDDLE SCHOOL | ELA | 8 | Gender: Female | | 79 | |
| 2021-22 | JASPER COUNTY (GA) | JASPER COUNTY MIDDLE SCHOOL | ELA | 8 | Gender: Male | | 101 | |
| 2021-22 | JASPER COUNTY (GA) | JASPER COUNTY VIRTUAL MS | ELA | 6 | All Students | | Recacted <15 | |
| 2021-22 | JASPER COUNTY (GA) | JASPER COUNTY VIRTUAL MS | ELA | 6 | Disability | | Recacted <15 | |
| 2021-22 | JASPER COUNTY (GA) | JASPER COUNTY VIRTUAL MS | ELA | 6 | Ethnicity: African American or Black | | Recacted <15 | |
| 2021-22 | JASPER COUNTY (GA) | JASPER COUNTY VIRTUAL MS | ELA | 6 | Ethnicity: White | | Recacted <15 | |
| 2021-22 | JASPER COUNTY (GA) | JASPER COUNTY VIRTUAL MS | ELA | 6 | Gender: Female | | Recacted <15 | |
| 2021-22 | JASPER COUNTY (GA) | JASPER COUNTY VIRTUAL MS | ELA | 6 | Gender: Male | | Recacted <15 | |
| 2021-22 | JASPER COUNTY (GA) | JASPER COUNTY VIRTUAL MS | ELA | 7 | All Students | | Recacted <15 | |
| 2021-22 | JASPER COUNTY (GA) | JASPER COUNTY VIRTUAL MS | ELA | 7 | Disability | | Recacted <15 | |
| 2021-22 | JASPER COUNTY (GA) | JASPER COUNTY VIRTUAL MS | ELA | 7 | Ethnicity: African American or Black | | Recacted <15 | |
| 2021-22 | JASPER COUNTY (GA) | JASPER COUNTY VIRTUAL MS | ELA | 7 | Ethnicity: White | | Recacted <15 | |
| 2021-22 | JASPER COUNTY (GA) | JASPER COUNTY VIRTUAL MS | ELA | 7 | Gender: Female | | Recacted <15 | |
| 2021-22 | JASPER COUNTY (GA) | JASPER COUNTY VIRTUAL MS | ELA | 7 | Gender: Male | | Recacted <15 | |
| 2021-22 | JASPER COUNTY (GA) | JASPER COUNTY VIRTUAL MS | ELA | 8 | All Students | | Recacted <15 | |
| 2021-22 | JASPER COUNTY (GA) | JASPER COUNTY VIRTUAL MS | ELA | 8 | Ethnicity: African American or Black | | Recacted <15 | |

GMAP Participation - School/ELA

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|---------------------------|-------------------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | JASPER COUNTY (GA) | JASPER COUNTY VIRTUAL MS | ELA | 8 | Ethnicity: White | | Recacted <15 | |
| 2021-22 | JASPER COUNTY (GA) | JASPER COUNTY VIRTUAL MS | ELA | 8 | Gender: Female | | Recacted <15 | |
| 2021-22 | JASPER COUNTY (GA) | JASPER COUNTY VIRTUAL MS | ELA | 8 | Gender: Male | | Recacted <15 | |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | OGLETHORPE COUNTY MIDDLE SCHOOL | ELA | 6 | All Students | 170 | 83 | 49% |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | OGLETHORPE COUNTY MIDDLE SCHOOL | ELA | 6 | Disability | 24 | Recacted <15 | |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | OGLETHORPE COUNTY MIDDLE SCHOOL | ELA | 6 | Ethnicity: African American or Black | 29 | Recacted <15 | |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | OGLETHORPE COUNTY MIDDLE SCHOOL | ELA | 6 | Ethnicity: Hispanic | 19 | Recacted <15 | |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | OGLETHORPE COUNTY MIDDLE SCHOOL | ELA | 6 | Ethnicity: White | 109 | 59 | 54% |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | OGLETHORPE COUNTY MIDDLE SCHOOL | ELA | 6 | Gender: Female | | 39 | |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | OGLETHORPE COUNTY MIDDLE SCHOOL | ELA | 6 | Gender: Male | | 44 | |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | OGLETHORPE COUNTY MIDDLE SCHOOL | ELA | 7 | All Students | 162 | 68 | 42% |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | OGLETHORPE COUNTY MIDDLE SCHOOL | ELA | 7 | Disability | 22 | Recacted <15 | |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | OGLETHORPE COUNTY MIDDLE SCHOOL | ELA | 7 | Ethnicity: African American or Black | 32 | Recacted <15 | |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | OGLETHORPE COUNTY MIDDLE SCHOOL | ELA | 7 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | OGLETHORPE COUNTY MIDDLE SCHOOL | ELA | 7 | Ethnicity: White | 100 | 41 | 41% |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | OGLETHORPE COUNTY MIDDLE SCHOOL | ELA | 7 | Gender: Female | | 38 | |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | OGLETHORPE COUNTY MIDDLE SCHOOL | ELA | 7 | Gender: Male | | 30 | |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | OGLETHORPE COUNTY MIDDLE SCHOOL | ELA | 8 | All Students | 193 | 81 | 42% |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | OGLETHORPE COUNTY MIDDLE SCHOOL | ELA | 8 | Disability | 29 | Recacted <15 | |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | OGLETHORPE COUNTY MIDDLE SCHOOL | ELA | 8 | Ethnicity: African American or Black | 31 | Recacted <15 | |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | OGLETHORPE COUNTY MIDDLE SCHOOL | ELA | 8 | Ethnicity: Hispanic | 23 | Recacted <15 | |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | OGLETHORPE COUNTY MIDDLE SCHOOL | ELA | 8 | Ethnicity: White | 125 | 54 | 43% |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | OGLETHORPE COUNTY MIDDLE SCHOOL | ELA | 8 | Gender: Female | | 38 | |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | OGLETHORPE COUNTY MIDDLE SCHOOL | ELA | 8 | Gender: Male | | 43 | |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | OGLETHORPE COUNTY ELEMENTARY SCHOOL | ELA | 3 | All Students | 144 | 75 | 52% |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | OGLETHORPE COUNTY ELEMENTARY SCHOOL | ELA | 3 | Disability | 22 | Recacted <15 | |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | OGLETHORPE COUNTY ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: African American or Black | 30 | 16 | 53% |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | OGLETHORPE COUNTY ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | OGLETHORPE COUNTY ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: White | 88 | 47 | 53% |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | OGLETHORPE COUNTY ELEMENTARY SCHOOL | ELA | 3 | Gender: Female | | 36 | |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | OGLETHORPE COUNTY ELEMENTARY SCHOOL | ELA | 3 | Gender: Male | | 39 | |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | OGLETHORPE COUNTY ELEMENTARY SCHOOL | ELA | 4 | All Students | 164 | 64 | 39% |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | OGLETHORPE COUNTY ELEMENTARY SCHOOL | ELA | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | OGLETHORPE COUNTY ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: African American or Black | 35 | Recacted <15 | |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | OGLETHORPE COUNTY ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: Hispanic | 17 | Recacted <15 | |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | OGLETHORPE COUNTY ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: White | 97 | 38 | 39% |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | OGLETHORPE COUNTY ELEMENTARY SCHOOL | ELA | 4 | Gender: Female | | 26 | |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | OGLETHORPE COUNTY ELEMENTARY SCHOOL | ELA | 4 | Gender: Male | | 38 | |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | OGLETHORPE COUNTY ELEMENTARY SCHOOL | ELA | 5 | All Students | 189 | 88 | 47% |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | OGLETHORPE COUNTY ELEMENTARY SCHOOL | ELA | 5 | Disability | 24 | Recacted <15 | |

GMAP Participation - School/ELA

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|---------------------------|-------------------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | OGLETHORPE COUNTY ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: African American or Black | 37 | 18 | 49% |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | OGLETHORPE COUNTY ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: Hispanic | 17 | Recacted <15 | |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | OGLETHORPE COUNTY ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: White | 115 | 50 | 43% |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | OGLETHORPE COUNTY ELEMENTARY SCHOOL | ELA | 5 | Gender: Female | | 44 | |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | OGLETHORPE COUNTY ELEMENTARY SCHOOL | ELA | 5 | Gender: Male | | 44 | |
| 2021-22 | SEMINOLE COUNTY | SEMINOLE COUNTY MIDDLE/HIGH SCHOOL | ELA | 6 | All Students | 91 | 89 | 98% |
| 2021-22 | SEMINOLE COUNTY | SEMINOLE COUNTY MIDDLE/HIGH SCHOOL | ELA | 6 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | SEMINOLE COUNTY | SEMINOLE COUNTY MIDDLE/HIGH SCHOOL | ELA | 6 | Ethnicity: African American or Black | 35 | 33 | 94% |
| 2021-22 | SEMINOLE COUNTY | SEMINOLE COUNTY MIDDLE/HIGH SCHOOL | ELA | 6 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | SEMINOLE COUNTY | SEMINOLE COUNTY MIDDLE/HIGH SCHOOL | ELA | 6 | Ethnicity: White | 46 | 47 | 102% |
| 2021-22 | SEMINOLE COUNTY | SEMINOLE COUNTY MIDDLE/HIGH SCHOOL | ELA | 6 | Gender: Female | | 42 | |
| 2021-22 | SEMINOLE COUNTY | SEMINOLE COUNTY MIDDLE/HIGH SCHOOL | ELA | 6 | Gender: Male | | 47 | |
| 2021-22 | SEMINOLE COUNTY | SEMINOLE COUNTY MIDDLE/HIGH SCHOOL | ELA | 7 | All Students | 87 | 83 | 95% |
| 2021-22 | SEMINOLE COUNTY | SEMINOLE COUNTY MIDDLE/HIGH SCHOOL | ELA | 7 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | SEMINOLE COUNTY | SEMINOLE COUNTY MIDDLE/HIGH SCHOOL | ELA | 7 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | SEMINOLE COUNTY | SEMINOLE COUNTY MIDDLE/HIGH SCHOOL | ELA | 7 | Ethnicity: African American or Black | 38 | 35 | 92% |
| 2021-22 | SEMINOLE COUNTY | SEMINOLE COUNTY MIDDLE/HIGH SCHOOL | ELA | 7 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | SEMINOLE COUNTY | SEMINOLE COUNTY MIDDLE/HIGH SCHOOL | ELA | 7 | Ethnicity: White | 42 | 40 | 95% |
| 2021-22 | SEMINOLE COUNTY | SEMINOLE COUNTY MIDDLE/HIGH SCHOOL | ELA | 7 | Gender: Female | | 43 | |
| 2021-22 | SEMINOLE COUNTY | SEMINOLE COUNTY MIDDLE/HIGH SCHOOL | ELA | 7 | Gender: Male | | 40 | |
| 2021-22 | SEMINOLE COUNTY | SEMINOLE COUNTY MIDDLE/HIGH SCHOOL | ELA | 8 | All Students | 97 | 90 | 93% |
| 2021-22 | SEMINOLE COUNTY | SEMINOLE COUNTY MIDDLE/HIGH SCHOOL | ELA | 8 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | SEMINOLE COUNTY | SEMINOLE COUNTY MIDDLE/HIGH SCHOOL | ELA | 8 | Ethnicity: African American or Black | 41 | 39 | 95% |
| 2021-22 | SEMINOLE COUNTY | SEMINOLE COUNTY MIDDLE/HIGH SCHOOL | ELA | 8 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | SEMINOLE COUNTY | SEMINOLE COUNTY MIDDLE/HIGH SCHOOL | ELA | 8 | Ethnicity: White | 46 | 41 | 89% |
| 2021-22 | SEMINOLE COUNTY | SEMINOLE COUNTY MIDDLE/HIGH SCHOOL | ELA | 8 | Gender: Female | | 46 | |
| 2021-22 | SEMINOLE COUNTY | SEMINOLE COUNTY MIDDLE/HIGH SCHOOL | ELA | 8 | Gender: Male | | 44 | |
| 2021-22 | SEMINOLE COUNTY | SEMINOLE COUNTY ELEMENTARY SCHOOL | ELA | 3 | All Students | 100 | 99 | 99% |
| 2021-22 | SEMINOLE COUNTY | SEMINOLE COUNTY ELEMENTARY SCHOOL | ELA | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | SEMINOLE COUNTY | SEMINOLE COUNTY ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: African American or Black | 44 | 45 | 102% |
| 2021-22 | SEMINOLE COUNTY | SEMINOLE COUNTY ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: White | 48 | 48 | 100% |
| 2021-22 | SEMINOLE COUNTY | SEMINOLE COUNTY ELEMENTARY SCHOOL | ELA | 3 | Gender: Female | | 49 | |
| 2021-22 | SEMINOLE COUNTY | SEMINOLE COUNTY ELEMENTARY SCHOOL | ELA | 3 | Gender: Male | | 50 | |
| 2021-22 | SEMINOLE COUNTY | SEMINOLE COUNTY ELEMENTARY SCHOOL | ELA | 4 | All Students | 88 | 88 | 100% |
| 2021-22 | SEMINOLE COUNTY | SEMINOLE COUNTY ELEMENTARY SCHOOL | ELA | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | SEMINOLE COUNTY | SEMINOLE COUNTY ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: African American or Black | 35 | 35 | 100% |
| 2021-22 | SEMINOLE COUNTY | SEMINOLE COUNTY ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | SEMINOLE COUNTY | SEMINOLE COUNTY ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: White | 46 | 46 | 100% |
| 2021-22 | SEMINOLE COUNTY | SEMINOLE COUNTY ELEMENTARY SCHOOL | ELA | 4 | Gender: Female | | 47 | |
| 2021-22 | SEMINOLE COUNTY | SEMINOLE COUNTY ELEMENTARY SCHOOL | ELA | 4 | Gender: Male | | 41 | |

GMAP Participation - School/ELA

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-------------------------|-----------------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | SEMINOLE COUNTY | SEMINOLE COUNTY ELEMENTARY SCHOOL | ELA | 5 | All Students | 103 | 103 | 100% |
| 2021-22 | SEMINOLE COUNTY | SEMINOLE COUNTY ELEMENTARY SCHOOL | ELA | 5 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | SEMINOLE COUNTY | SEMINOLE COUNTY ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: African American or Black | 43 | Recacted <15 | |
| 2021-22 | SEMINOLE COUNTY | SEMINOLE COUNTY ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | SEMINOLE COUNTY | SEMINOLE COUNTY ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: White | 54 | Recacted <15 | |
| 2021-22 | SEMINOLE COUNTY | SEMINOLE COUNTY ELEMENTARY SCHOOL | ELA | 5 | Gender: Female | | 52 | |
| 2021-22 | SEMINOLE COUNTY | SEMINOLE COUNTY ELEMENTARY SCHOOL | ELA | 5 | Gender: Male | | 51 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | TREUTLEN ELEMENTARY | ELA | 3 | All Students | | 66 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | TREUTLEN ELEMENTARY | ELA | 3 | Disability | | Recacted <15 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | TREUTLEN ELEMENTARY | ELA | 3 | English Learners | | Recacted <15 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | TREUTLEN ELEMENTARY | ELA | 3 | Ethnicity: African American or Black | | 29 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | TREUTLEN ELEMENTARY | ELA | 3 | Ethnicity: Hispanic | | Recacted <15 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | TREUTLEN ELEMENTARY | ELA | 3 | Ethnicity: White | | 32 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | TREUTLEN ELEMENTARY | ELA | 3 | Gender: Female | | 30 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | TREUTLEN ELEMENTARY | ELA | 3 | Gender: Male | | 36 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | TREUTLEN ELEMENTARY | ELA | 4 | All Students | | 70 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | TREUTLEN ELEMENTARY | ELA | 4 | Disability | | Recacted <15 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | TREUTLEN ELEMENTARY | ELA | 4 | Ethnicity: African American or Black | | 26 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | TREUTLEN ELEMENTARY | ELA | 4 | Ethnicity: Hispanic | | Recacted <15 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | TREUTLEN ELEMENTARY | ELA | 4 | Ethnicity: White | | 37 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | TREUTLEN ELEMENTARY | ELA | 4 | Gender: Female | | 35 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | TREUTLEN ELEMENTARY | ELA | 4 | Gender: Male | | 35 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | TREUTLEN ELEMENTARY | ELA | 5 | All Students | | 70 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | TREUTLEN ELEMENTARY | ELA | 5 | Disability | | Recacted <15 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | TREUTLEN ELEMENTARY | ELA | 5 | English Learners | | Recacted <15 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | TREUTLEN ELEMENTARY | ELA | 5 | Ethnicity: African American or Black | | 20 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | TREUTLEN ELEMENTARY | ELA | 5 | Ethnicity: Hispanic | | Recacted <15 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | TREUTLEN ELEMENTARY | ELA | 5 | Ethnicity: White | | 43 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | TREUTLEN ELEMENTARY | ELA | 5 | Gender: Female | | 36 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | TREUTLEN ELEMENTARY | ELA | 5 | Gender: Male | | 34 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | TREUTLEN MIDDLE/HIGH SCHOOL | ELA | 6 | All Students | | 101 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | TREUTLEN MIDDLE/HIGH SCHOOL | ELA | 6 | Disability | | 19 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | TREUTLEN MIDDLE/HIGH SCHOOL | ELA | 6 | Ethnicity: African American or Black | | 43 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | TREUTLEN MIDDLE/HIGH SCHOOL | ELA | 6 | Ethnicity: Hispanic | | Recacted <15 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | TREUTLEN MIDDLE/HIGH SCHOOL | ELA | 6 | Ethnicity: White | | 50 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | TREUTLEN MIDDLE/HIGH SCHOOL | ELA | 6 | Gender: Female | | 50 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | TREUTLEN MIDDLE/HIGH SCHOOL | ELA | 6 | Gender: Male | | 51 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | TREUTLEN MIDDLE/HIGH SCHOOL | ELA | 7 | All Students | | 85 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | TREUTLEN MIDDLE/HIGH SCHOOL | ELA | 7 | Disability | | Recacted <15 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | TREUTLEN MIDDLE/HIGH SCHOOL | ELA | 7 | Ethnicity: African American or Black | | 36 | |

GMAP Participation - School/ELA

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-------------------------|-----------------------------|---------|-------|--------------------------------------|------------|---------------|--------------------|
| 2021-22 | TREUTLEN COUNTY SCHOOLS | TREUTLEN MIDDLE/HIGH SCHOOL | ELA | 7 | Ethnicity: Hispanic | | Recacted <15 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | TREUTLEN MIDDLE/HIGH SCHOOL | ELA | 7 | Ethnicity: White | | 47 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | TREUTLEN MIDDLE/HIGH SCHOOL | ELA | 7 | Gender: Female | | 44 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | TREUTLEN MIDDLE/HIGH SCHOOL | ELA | 7 | Gender: Male | | 41 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | TREUTLEN MIDDLE/HIGH SCHOOL | ELA | 8 | All Students | | 73 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | TREUTLEN MIDDLE/HIGH SCHOOL | ELA | 8 | Disability | | Recacted <15 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | TREUTLEN MIDDLE/HIGH SCHOOL | ELA | 8 | English Learners | | Recacted <15 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | TREUTLEN MIDDLE/HIGH SCHOOL | ELA | 8 | Ethnicity: African American or Black | | 28 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | TREUTLEN MIDDLE/HIGH SCHOOL | ELA | 8 | Ethnicity: Hispanic | | Recacted <15 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | TREUTLEN MIDDLE/HIGH SCHOOL | ELA | 8 | Ethnicity: White | | 40 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | TREUTLEN MIDDLE/HIGH SCHOOL | ELA | 8 | Gender: Female | | 43 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | TREUTLEN MIDDLE/HIGH SCHOOL | ELA | 8 | Gender: Male | | 30 | |
| 2021-22 | CALHOUN CITY | CALHOUN MIDDLE SCHOOL | ELA | 6 | All Students | 316 | 265 | 84% |
| 2021-22 | CALHOUN CITY | CALHOUN MIDDLE SCHOOL | ELA | 6 | Disability | 32 | 24 | 75% |
| 2021-22 | CALHOUN CITY | CALHOUN MIDDLE SCHOOL | ELA | 6 | English Learners | 48 | Recacted <15 | |
| 2021-22 | CALHOUN CITY | CALHOUN MIDDLE SCHOOL | ELA | 6 | Ethnicity: African American or Black | 20 | 17 | 85% |
| 2021-22 | CALHOUN CITY | CALHOUN MIDDLE SCHOOL | ELA | 6 | Ethnicity: Hispanic | 115 | 99 | 86% |
| 2021-22 | CALHOUN CITY | CALHOUN MIDDLE SCHOOL | ELA | 6 | Ethnicity: White | 157 | 130 | 83% |
| 2021-22 | CALHOUN CITY | CALHOUN MIDDLE SCHOOL | ELA | 6 | Gender: Female | | 128 | |
| 2021-22 | CALHOUN CITY | CALHOUN MIDDLE SCHOOL | ELA | 6 | Gender: Male | | 137 | |
| 2021-22 | CALHOUN CITY | CALHOUN MIDDLE SCHOOL | ELA | 7 | All Students | 295 | 256 | 87% |
| 2021-22 | CALHOUN CITY | CALHOUN MIDDLE SCHOOL | ELA | 7 | Disability | 42 | 35 | 83% |
| 2021-22 | CALHOUN CITY | CALHOUN MIDDLE SCHOOL | ELA | 7 | Ethnicity: African American or Black | 22 | 19 | 86% |
| 2021-22 | CALHOUN CITY | CALHOUN MIDDLE SCHOOL | ELA | 7 | Ethnicity: Hispanic | 98 | 90 | 92% |
| 2021-22 | CALHOUN CITY | CALHOUN MIDDLE SCHOOL | ELA | 7 | Ethnicity: White | 159 | 132 | 83% |
| 2021-22 | CALHOUN CITY | CALHOUN MIDDLE SCHOOL | ELA | 7 | Gender: Female | | 138 | |
| 2021-22 | CALHOUN CITY | CALHOUN MIDDLE SCHOOL | ELA | 7 | Gender: Male | | 118 | |
| 2021-22 | CALHOUN CITY | CALHOUN MIDDLE SCHOOL | ELA | 8 | All Students | 337 | 317 | 94% |
| 2021-22 | CALHOUN CITY | CALHOUN MIDDLE SCHOOL | ELA | 8 | Disability | 32 | 29 | 91% |
| 2021-22 | CALHOUN CITY | CALHOUN MIDDLE SCHOOL | ELA | 8 | Ethnicity: African American or Black | 23 | 23 | 100% |
| 2021-22 | CALHOUN CITY | CALHOUN MIDDLE SCHOOL | ELA | 8 | Ethnicity: Hispanic | 129 | 122 | 95% |
| 2021-22 | CALHOUN CITY | CALHOUN MIDDLE SCHOOL | ELA | 8 | Ethnicity: White | 164 | 153 | 93% |
| 2021-22 | CALHOUN CITY | CALHOUN MIDDLE SCHOOL | ELA | 8 | Gender: Female | | 146 | |
| 2021-22 | CALHOUN CITY | CALHOUN MIDDLE SCHOOL | ELA | 8 | Gender: Male | | 171 | |
| 2021-22 | CALHOUN CITY | CALHOUN ELEMENTARY SCHOOL | ELA | 3 | All Students | 316 | 297 | 94% |
| 2021-22 | CALHOUN CITY | CALHOUN ELEMENTARY SCHOOL | ELA | 3 | Disability | 53 | 39 | 74% |
| 2021-22 | CALHOUN CITY | CALHOUN ELEMENTARY SCHOOL | ELA | 3 | English Learners | 74 | 74 | 100% |
| 2021-22 | CALHOUN CITY | CALHOUN ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: African American or Black | 23 | 21 | 91% |
| 2021-22 | CALHOUN CITY | CALHOUN ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: Hispanic | 116 | 108 | 93% |
| 2021-22 | CALHOUN CITY | CALHOUN ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: White | 148 | 141 | 95% |

GMAP Participation - School/ELA

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-----------------------|---------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | CALHOUN CITY | CALHOUN ELEMENTARY SCHOOL | ELA | 3 | Gender: Female | | 152 | |
| 2021-22 | CALHOUN CITY | CALHOUN ELEMENTARY SCHOOL | ELA | 3 | Gender: Male | | 145 | |
| 2021-22 | CALHOUN CITY | CALHOUN ELEMENTARY SCHOOL | ELA | 4 | All Students | 288 | 263 | 91% |
| 2021-22 | CALHOUN CITY | CALHOUN ELEMENTARY SCHOOL | ELA | 4 | Disability | 28 | 19 | 68% |
| 2021-22 | CALHOUN CITY | CALHOUN ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | CALHOUN CITY | CALHOUN ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: Hispanic | 96 | 89 | 93% |
| 2021-22 | CALHOUN CITY | CALHOUN ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: White | 163 | 146 | 90% |
| 2021-22 | CALHOUN CITY | CALHOUN ELEMENTARY SCHOOL | ELA | 4 | Gender: Female | | 140 | |
| 2021-22 | CALHOUN CITY | CALHOUN ELEMENTARY SCHOOL | ELA | 4 | Gender: Male | | 123 | |
| 2021-22 | CALHOUN CITY | CALHOUN ELEMENTARY SCHOOL | ELA | 5 | All Students | 282 | 262 | 93% |
| 2021-22 | CALHOUN CITY | CALHOUN ELEMENTARY SCHOOL | ELA | 5 | Disability | 36 | 26 | 72% |
| 2021-22 | CALHOUN CITY | CALHOUN ELEMENTARY SCHOOL | ELA | 5 | English Learners | 34 | Recacted <15 | |
| 2021-22 | CALHOUN CITY | CALHOUN ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: African American or Black | 20 | 18 | 90% |
| 2021-22 | CALHOUN CITY | CALHOUN ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: Hispanic | 106 | 101 | 95% |
| 2021-22 | CALHOUN CITY | CALHOUN ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: White | 131 | 120 | 92% |
| 2021-22 | CALHOUN CITY | CALHOUN ELEMENTARY SCHOOL | ELA | 5 | Gender: Female | | 130 | |
| 2021-22 | CALHOUN CITY | CALHOUN ELEMENTARY SCHOOL | ELA | 5 | Gender: Male | | 132 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | PARK CREEK SCHOOL | ELA | 3 | All Students | 72 | 72 | 100% |
| 2021-22 | DALTON PUBLIC SCHOOLS | PARK CREEK SCHOOL | ELA | 3 | Disability | 16 | Recacted <15 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | PARK CREEK SCHOOL | ELA | 3 | English Learners | 41 | 33 | 80% |
| 2021-22 | DALTON PUBLIC SCHOOLS | PARK CREEK SCHOOL | ELA | 3 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | PARK CREEK SCHOOL | ELA | 3 | Ethnicity: Hispanic | 61 | 61 | 100% |
| 2021-22 | DALTON PUBLIC SCHOOLS | PARK CREEK SCHOOL | ELA | 3 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | PARK CREEK SCHOOL | ELA | 3 | Gender: Female | | 41 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | PARK CREEK SCHOOL | ELA | 3 | Gender: Male | | 31 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | PARK CREEK SCHOOL | ELA | 4 | All Students | 88 | 82 | 93% |
| 2021-22 | DALTON PUBLIC SCHOOLS | PARK CREEK SCHOOL | ELA | 4 | Disability | 20 | Recacted <15 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | PARK CREEK SCHOOL | ELA | 4 | English Learners | 36 | 29 | 81% |
| 2021-22 | DALTON PUBLIC SCHOOLS | PARK CREEK SCHOOL | ELA | 4 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | PARK CREEK SCHOOL | ELA | 4 | Ethnicity: Hispanic | 74 | 73 | 99% |
| 2021-22 | DALTON PUBLIC SCHOOLS | PARK CREEK SCHOOL | ELA | 4 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | PARK CREEK SCHOOL | ELA | 4 | Gender: Female | | 47 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | PARK CREEK SCHOOL | ELA | 4 | Gender: Male | | 35 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | PARK CREEK SCHOOL | ELA | 5 | All Students | 75 | 76 | 101% |
| 2021-22 | DALTON PUBLIC SCHOOLS | PARK CREEK SCHOOL | ELA | 5 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | PARK CREEK SCHOOL | ELA | 5 | English Learners | 19 | 16 | 84% |
| 2021-22 | DALTON PUBLIC SCHOOLS | PARK CREEK SCHOOL | ELA | 5 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | PARK CREEK SCHOOL | ELA | 5 | Ethnicity: Hispanic | 63 | 63 | 100% |
| 2021-22 | DALTON PUBLIC SCHOOLS | PARK CREEK SCHOOL | ELA | 5 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | PARK CREEK SCHOOL | ELA | 5 | Gender: Female | | 45 | |

GMAP Participation - School/ELA

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-----------------------|-----------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | DALTON PUBLIC SCHOOLS | PARK CREEK SCHOOL | ELA | 5 | Gender: Male | | 31 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | BLUE RIDGE ELEMENTARY | ELA | 3 | All Students | 94 | 91 | 97% |
| 2021-22 | DALTON PUBLIC SCHOOLS | BLUE RIDGE ELEMENTARY | ELA | 3 | Disability | 22 | Recacted <15 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | BLUE RIDGE ELEMENTARY | ELA | 3 | English Learners | 58 | 27 | 47% |
| 2021-22 | DALTON PUBLIC SCHOOLS | BLUE RIDGE ELEMENTARY | ELA | 3 | Ethnicity: Hispanic | 88 | 86 | 98% |
| 2021-22 | DALTON PUBLIC SCHOOLS | BLUE RIDGE ELEMENTARY | ELA | 3 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | BLUE RIDGE ELEMENTARY | ELA | 3 | Gender: Female | | 40 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | BLUE RIDGE ELEMENTARY | ELA | 3 | Gender: Male | | 51 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | BLUE RIDGE ELEMENTARY | ELA | 4 | All Students | 91 | 88 | 97% |
| 2021-22 | DALTON PUBLIC SCHOOLS | BLUE RIDGE ELEMENTARY | ELA | 4 | Disability | 16 | Recacted <15 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | BLUE RIDGE ELEMENTARY | ELA | 4 | English Learners | 42 | 35 | 83% |
| 2021-22 | DALTON PUBLIC SCHOOLS | BLUE RIDGE ELEMENTARY | ELA | 4 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | BLUE RIDGE ELEMENTARY | ELA | 4 | Ethnicity: Hispanic | 87 | 84 | 97% |
| 2021-22 | DALTON PUBLIC SCHOOLS | BLUE RIDGE ELEMENTARY | ELA | 4 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | BLUE RIDGE ELEMENTARY | ELA | 4 | Gender: Female | | 47 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | BLUE RIDGE ELEMENTARY | ELA | 4 | Gender: Male | | 41 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | BLUE RIDGE ELEMENTARY | ELA | 5 | All Students | 97 | 97 | 100% |
| 2021-22 | DALTON PUBLIC SCHOOLS | BLUE RIDGE ELEMENTARY | ELA | 5 | Disability | 21 | 18 | 86% |
| 2021-22 | DALTON PUBLIC SCHOOLS | BLUE RIDGE ELEMENTARY | ELA | 5 | English Learners | 36 | 26 | 72% |
| 2021-22 | DALTON PUBLIC SCHOOLS | BLUE RIDGE ELEMENTARY | ELA | 5 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | BLUE RIDGE ELEMENTARY | ELA | 5 | Ethnicity: Hispanic | 86 | 85 | 99% |
| 2021-22 | DALTON PUBLIC SCHOOLS | BLUE RIDGE ELEMENTARY | ELA | 5 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | BLUE RIDGE ELEMENTARY | ELA | 5 | Gender: Female | | 46 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | BLUE RIDGE ELEMENTARY | ELA | 5 | Gender: Male | | 51 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | WESTWOOD SCHOOL | ELA | 3 | All Students | 83 | 84 | 101% |
| 2021-22 | DALTON PUBLIC SCHOOLS | WESTWOOD SCHOOL | ELA | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | WESTWOOD SCHOOL | ELA | 3 | English Learners | 26 | 19 | 73% |
| 2021-22 | DALTON PUBLIC SCHOOLS | WESTWOOD SCHOOL | ELA | 3 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | WESTWOOD SCHOOL | ELA | 3 | Ethnicity: Hispanic | 36 | 36 | 100% |
| 2021-22 | DALTON PUBLIC SCHOOLS | WESTWOOD SCHOOL | ELA | 3 | Ethnicity: White | 36 | 36 | 100% |
| 2021-22 | DALTON PUBLIC SCHOOLS | WESTWOOD SCHOOL | ELA | 3 | Gender: Female | | 40 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | WESTWOOD SCHOOL | ELA | 3 | Gender: Male | | 44 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | WESTWOOD SCHOOL | ELA | 4 | All Students | 81 | 79 | 98% |
| 2021-22 | DALTON PUBLIC SCHOOLS | WESTWOOD SCHOOL | ELA | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | WESTWOOD SCHOOL | ELA | 4 | English Learners | 18 | Recacted <15 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | WESTWOOD SCHOOL | ELA | 4 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | WESTWOOD SCHOOL | ELA | 4 | Ethnicity: Hispanic | 36 | 36 | 100% |
| 2021-22 | DALTON PUBLIC SCHOOLS | WESTWOOD SCHOOL | ELA | 4 | Ethnicity: White | 30 | 28 | 93% |
| 2021-22 | DALTON PUBLIC SCHOOLS | WESTWOOD SCHOOL | ELA | 4 | Gender: Female | | 35 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | WESTWOOD SCHOOL | ELA | 4 | Gender: Male | | 44 | |

GMAP Participation - School/ELA

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-----------------------|-----------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | DALTON PUBLIC SCHOOLS | WESTWOOD SCHOOL | ELA | 5 | All Students | 80 | 80 | 100% |
| 2021-22 | DALTON PUBLIC SCHOOLS | WESTWOOD SCHOOL | ELA | 5 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | WESTWOOD SCHOOL | ELA | 5 | English Learners | 15 | Recacted <15 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | WESTWOOD SCHOOL | ELA | 5 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | WESTWOOD SCHOOL | ELA | 5 | Ethnicity: Hispanic | 28 | 28 | 100% |
| 2021-22 | DALTON PUBLIC SCHOOLS | WESTWOOD SCHOOL | ELA | 5 | Ethnicity: White | 34 | 34 | 100% |
| 2021-22 | DALTON PUBLIC SCHOOLS | WESTWOOD SCHOOL | ELA | 5 | Gender: Female | | 40 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | WESTWOOD SCHOOL | ELA | 5 | Gender: Male | | 40 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | CITY PARK SCHOOL | ELA | 3 | All Students | 111 | 111 | 100% |
| 2021-22 | DALTON PUBLIC SCHOOLS | CITY PARK SCHOOL | ELA | 3 | Disability | 20 | 19 | 95% |
| 2021-22 | DALTON PUBLIC SCHOOLS | CITY PARK SCHOOL | ELA | 3 | English Learners | 39 | 24 | 62% |
| 2021-22 | DALTON PUBLIC SCHOOLS | CITY PARK SCHOOL | ELA | 3 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | CITY PARK SCHOOL | ELA | 3 | Ethnicity: Hispanic | 79 | 79 | 100% |
| 2021-22 | DALTON PUBLIC SCHOOLS | CITY PARK SCHOOL | ELA | 3 | Ethnicity: White | 17 | 17 | 100% |
| 2021-22 | DALTON PUBLIC SCHOOLS | CITY PARK SCHOOL | ELA | 3 | Gender: Female | | 60 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | CITY PARK SCHOOL | ELA | 3 | Gender: Male | | 51 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | CITY PARK SCHOOL | ELA | 4 | All Students | 97 | 97 | 100% |
| 2021-22 | DALTON PUBLIC SCHOOLS | CITY PARK SCHOOL | ELA | 4 | Disability | 24 | 23 | 96% |
| 2021-22 | DALTON PUBLIC SCHOOLS | CITY PARK SCHOOL | ELA | 4 | English Learners | 31 | Recacted <15 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | CITY PARK SCHOOL | ELA | 4 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | CITY PARK SCHOOL | ELA | 4 | Ethnicity: Hispanic | 65 | 65 | 100% |
| 2021-22 | DALTON PUBLIC SCHOOLS | CITY PARK SCHOOL | ELA | 4 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | CITY PARK SCHOOL | ELA | 4 | Gender: Female | | 57 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | CITY PARK SCHOOL | ELA | 4 | Gender: Male | | 40 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | CITY PARK SCHOOL | ELA | 5 | All Students | 84 | 84 | 100% |
| 2021-22 | DALTON PUBLIC SCHOOLS | CITY PARK SCHOOL | ELA | 5 | Disability | 18 | 18 | 100% |
| 2021-22 | DALTON PUBLIC SCHOOLS | CITY PARK SCHOOL | ELA | 5 | English Learners | 26 | 16 | 62% |
| 2021-22 | DALTON PUBLIC SCHOOLS | CITY PARK SCHOOL | ELA | 5 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | CITY PARK SCHOOL | ELA | 5 | Ethnicity: Hispanic | 62 | 62 | 100% |
| 2021-22 | DALTON PUBLIC SCHOOLS | CITY PARK SCHOOL | ELA | 5 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | CITY PARK SCHOOL | ELA | 5 | Gender: Female | | 43 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | CITY PARK SCHOOL | ELA | 5 | Gender: Male | | 41 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | HAMMOND CREEK MIDDLE SCHOOL | ELA | 6 | All Students | 578 | 565 | 98% |
| 2021-22 | DALTON PUBLIC SCHOOLS | HAMMOND CREEK MIDDLE SCHOOL | ELA | 6 | Disability | 96 | 81 | 84% |
| 2021-22 | DALTON PUBLIC SCHOOLS | HAMMOND CREEK MIDDLE SCHOOL | ELA | 6 | English Learners | 110 | 64 | 58% |
| 2021-22 | DALTON PUBLIC SCHOOLS | HAMMOND CREEK MIDDLE SCHOOL | ELA | 6 | Ethnicity: African American or Black | 35 | 35 | 100% |
| 2021-22 | DALTON PUBLIC SCHOOLS | HAMMOND CREEK MIDDLE SCHOOL | ELA | 6 | Ethnicity: Hispanic | 416 | 408 | 98% |
| 2021-22 | DALTON PUBLIC SCHOOLS | HAMMOND CREEK MIDDLE SCHOOL | ELA | 6 | Ethnicity: White | 99 | 94 | 95% |
| 2021-22 | DALTON PUBLIC SCHOOLS | HAMMOND CREEK MIDDLE SCHOOL | ELA | 6 | Gender: Female | | 259 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | HAMMOND CREEK MIDDLE SCHOOL | ELA | 6 | Gender: Male | | 306 | |

GMAP Participation - School/ELA

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-----------------------|-----------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | DALTON PUBLIC SCHOOLS | HAMMOND CREEK MIDDLE SCHOOL | ELA | 7 | All Students | 559 | 546 | 98% |
| 2021-22 | DALTON PUBLIC SCHOOLS | HAMMOND CREEK MIDDLE SCHOOL | ELA | 7 | Disability | 88 | 73 | 83% |
| 2021-22 | DALTON PUBLIC SCHOOLS | HAMMOND CREEK MIDDLE SCHOOL | ELA | 7 | English Learners | 110 | 71 | 65% |
| 2021-22 | DALTON PUBLIC SCHOOLS | HAMMOND CREEK MIDDLE SCHOOL | ELA | 7 | Ethnicity: African American or Black | 20 | 20 | 100% |
| 2021-22 | DALTON PUBLIC SCHOOLS | HAMMOND CREEK MIDDLE SCHOOL | ELA | 7 | Ethnicity: Hispanic | 395 | 386 | 98% |
| 2021-22 | DALTON PUBLIC SCHOOLS | HAMMOND CREEK MIDDLE SCHOOL | ELA | 7 | Ethnicity: White | 114 | 112 | 98% |
| 2021-22 | DALTON PUBLIC SCHOOLS | HAMMOND CREEK MIDDLE SCHOOL | ELA | 7 | Gender: Female | | 290 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | HAMMOND CREEK MIDDLE SCHOOL | ELA | 7 | Gender: Male | | 256 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | DALTON JR HIGH SCHOOL | ELA | 8 | All Students | 630 | 623 | 99% |
| 2021-22 | DALTON PUBLIC SCHOOLS | DALTON JR HIGH SCHOOL | ELA | 8 | Disability | 83 | 77 | 93% |
| 2021-22 | DALTON PUBLIC SCHOOLS | DALTON JR HIGH SCHOOL | ELA | 8 | English Learners | 122 | 82 | 67% |
| 2021-22 | DALTON PUBLIC SCHOOLS | DALTON JR HIGH SCHOOL | ELA | 8 | Ethnicity: African American or Black | 23 | 23 | 100% |
| 2021-22 | DALTON PUBLIC SCHOOLS | DALTON JR HIGH SCHOOL | ELA | 8 | Ethnicity: Hispanic | 445 | 440 | 99% |
| 2021-22 | DALTON PUBLIC SCHOOLS | DALTON JR HIGH SCHOOL | ELA | 8 | Ethnicity: White | 128 | 126 | 98% |
| 2021-22 | DALTON PUBLIC SCHOOLS | DALTON JR HIGH SCHOOL | ELA | 8 | Gender: Female | | 294 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | DALTON JR HIGH SCHOOL | ELA | 8 | Gender: Male | | 329 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | BROOKWOOD SCHOOL | ELA | 3 | All Students | 101 | 100 | 99% |
| 2021-22 | DALTON PUBLIC SCHOOLS | BROOKWOOD SCHOOL | ELA | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | BROOKWOOD SCHOOL | ELA | 3 | English Learners | 19 | Recacted <15 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | BROOKWOOD SCHOOL | ELA | 3 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | BROOKWOOD SCHOOL | ELA | 3 | Ethnicity: Hispanic | 44 | 44 | 100% |
| 2021-22 | DALTON PUBLIC SCHOOLS | BROOKWOOD SCHOOL | ELA | 3 | Ethnicity: White | 44 | 44 | 100% |
| 2021-22 | DALTON PUBLIC SCHOOLS | BROOKWOOD SCHOOL | ELA | 3 | Gender: Female | | 51 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | BROOKWOOD SCHOOL | ELA | 3 | Gender: Male | | 49 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | BROOKWOOD SCHOOL | ELA | 4 | All Students | 115 | 116 | 101% |
| 2021-22 | DALTON PUBLIC SCHOOLS | BROOKWOOD SCHOOL | ELA | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | BROOKWOOD SCHOOL | ELA | 4 | English Learners | 16 | 15 | 94% |
| 2021-22 | DALTON PUBLIC SCHOOLS | BROOKWOOD SCHOOL | ELA | 4 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | BROOKWOOD SCHOOL | ELA | 4 | Ethnicity: Hispanic | 57 | 57 | 100% |
| 2021-22 | DALTON PUBLIC SCHOOLS | BROOKWOOD SCHOOL | ELA | 4 | Ethnicity: White | 43 | 43 | 100% |
| 2021-22 | DALTON PUBLIC SCHOOLS | BROOKWOOD SCHOOL | ELA | 4 | Gender: Female | | 59 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | BROOKWOOD SCHOOL | ELA | 4 | Gender: Male | | 57 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | BROOKWOOD SCHOOL | ELA | 5 | All Students | 107 | 107 | 100% |
| 2021-22 | DALTON PUBLIC SCHOOLS | BROOKWOOD SCHOOL | ELA | 5 | Disability | 16 | 16 | 100% |
| 2021-22 | DALTON PUBLIC SCHOOLS | BROOKWOOD SCHOOL | ELA | 5 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | BROOKWOOD SCHOOL | ELA | 5 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | BROOKWOOD SCHOOL | ELA | 5 | Ethnicity: Hispanic | 46 | 46 | 100% |
| 2021-22 | DALTON PUBLIC SCHOOLS | BROOKWOOD SCHOOL | ELA | 5 | Ethnicity: White | 47 | 47 | 100% |
| 2021-22 | DALTON PUBLIC SCHOOLS | BROOKWOOD SCHOOL | ELA | 5 | Gender: Female | | 46 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | BROOKWOOD SCHOOL | ELA | 5 | Gender: Male | | 61 | |

GMAP Participation - School/ELA

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-----------------------|------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | DALTON PUBLIC SCHOOLS | ROAN SCHOOL | ELA | 3 | All Students | 59 | 58 | 98% |
| 2021-22 | DALTON PUBLIC SCHOOLS | ROAN SCHOOL | ELA | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | ROAN SCHOOL | ELA | 3 | English Learners | 40 | 21 | 53% |
| 2021-22 | DALTON PUBLIC SCHOOLS | ROAN SCHOOL | ELA | 3 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | ROAN SCHOOL | ELA | 3 | Ethnicity: Hispanic | 54 | 53 | 98% |
| 2021-22 | DALTON PUBLIC SCHOOLS | ROAN SCHOOL | ELA | 3 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | ROAN SCHOOL | ELA | 3 | Gender: Female | | 30 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | ROAN SCHOOL | ELA | 3 | Gender: Male | | 28 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | ROAN SCHOOL | ELA | 4 | All Students | 73 | 72 | 99% |
| 2021-22 | DALTON PUBLIC SCHOOLS | ROAN SCHOOL | ELA | 4 | Disability | 17 | 17 | 100% |
| 2021-22 | DALTON PUBLIC SCHOOLS | ROAN SCHOOL | ELA | 4 | English Learners | 36 | Recacted <15 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | ROAN SCHOOL | ELA | 4 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | ROAN SCHOOL | ELA | 4 | Ethnicity: Hispanic | 65 | 66 | 102% |
| 2021-22 | DALTON PUBLIC SCHOOLS | ROAN SCHOOL | ELA | 4 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | ROAN SCHOOL | ELA | 4 | Gender: Female | | 34 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | ROAN SCHOOL | ELA | 4 | Gender: Male | | 38 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | ROAN SCHOOL | ELA | 5 | All Students | 69 | 66 | 96% |
| 2021-22 | DALTON PUBLIC SCHOOLS | ROAN SCHOOL | ELA | 5 | Disability | 17 | Recacted <15 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | ROAN SCHOOL | ELA | 5 | English Learners | 23 | Recacted <15 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | ROAN SCHOOL | ELA | 5 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | ROAN SCHOOL | ELA | 5 | Ethnicity: Hispanic | 62 | 59 | 95% |
| 2021-22 | DALTON PUBLIC SCHOOLS | ROAN SCHOOL | ELA | 5 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | ROAN SCHOOL | ELA | 5 | Gender: Female | | 32 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | ROAN SCHOOL | ELA | 5 | Gender: Male | | 34 | |
| 2021-22 | MARIETTA CITY SCHOOLS | SAWYER ROAD ELEMENTARY | ELA | 3 | All Students | 81 | 80 | 99% |
| 2021-22 | MARIETTA CITY SCHOOLS | SAWYER ROAD ELEMENTARY | ELA | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | MARIETTA CITY SCHOOLS | SAWYER ROAD ELEMENTARY | ELA | 3 | English Learners | 20 | 15 | 75% |
| 2021-22 | MARIETTA CITY SCHOOLS | SAWYER ROAD ELEMENTARY | ELA | 3 | Ethnicity: African American or Black | 36 | 35 | 97% |
| 2021-22 | MARIETTA CITY SCHOOLS | SAWYER ROAD ELEMENTARY | ELA | 3 | Ethnicity: Hispanic | 33 | 33 | 100% |
| 2021-22 | MARIETTA CITY SCHOOLS | SAWYER ROAD ELEMENTARY | ELA | 3 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | MARIETTA CITY SCHOOLS | SAWYER ROAD ELEMENTARY | ELA | 3 | Gender: Female | | 39 | |
| 2021-22 | MARIETTA CITY SCHOOLS | SAWYER ROAD ELEMENTARY | ELA | 3 | Gender: Male | | 41 | |
| 2021-22 | MARIETTA CITY SCHOOLS | SAWYER ROAD ELEMENTARY | ELA | 4 | All Students | 90 | 91 | 101% |
| 2021-22 | MARIETTA CITY SCHOOLS | SAWYER ROAD ELEMENTARY | ELA | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | MARIETTA CITY SCHOOLS | SAWYER ROAD ELEMENTARY | ELA | 4 | English Learners | 38 | 24 | 63% |
| 2021-22 | MARIETTA CITY SCHOOLS | SAWYER ROAD ELEMENTARY | ELA | 4 | Ethnicity: African American or Black | 25 | 26 | 104% |
| 2021-22 | MARIETTA CITY SCHOOLS | SAWYER ROAD ELEMENTARY | ELA | 4 | Ethnicity: Hispanic | 54 | 54 | 100% |
| 2021-22 | MARIETTA CITY SCHOOLS | SAWYER ROAD ELEMENTARY | ELA | 4 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | MARIETTA CITY SCHOOLS | SAWYER ROAD ELEMENTARY | ELA | 4 | Gender: Female | | 43 | |
| 2021-22 | MARIETTA CITY SCHOOLS | SAWYER ROAD ELEMENTARY | ELA | 4 | Gender: Male | | 48 | |

GMAP Participation - School/ELA

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-----------------------|--|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | MARIETTA CITY SCHOOLS | SAWYER ROAD ELEMENTARY | ELA | 5 | All Students | 100 | 94 | 94% |
| 2021-22 | MARIETTA CITY SCHOOLS | SAWYER ROAD ELEMENTARY | ELA | 5 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | MARIETTA CITY SCHOOLS | SAWYER ROAD ELEMENTARY | ELA | 5 | English Learners | 37 | 25 | 68% |
| 2021-22 | MARIETTA CITY SCHOOLS | SAWYER ROAD ELEMENTARY | ELA | 5 | Ethnicity: African American or Black | 23 | 22 | 96% |
| 2021-22 | MARIETTA CITY SCHOOLS | SAWYER ROAD ELEMENTARY | ELA | 5 | Ethnicity: Hispanic | 58 | 53 | 91% |
| 2021-22 | MARIETTA CITY SCHOOLS | SAWYER ROAD ELEMENTARY | ELA | 5 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | MARIETTA CITY SCHOOLS | SAWYER ROAD ELEMENTARY | ELA | 5 | Gender: Female | | 50 | |
| 2021-22 | MARIETTA CITY SCHOOLS | SAWYER ROAD ELEMENTARY | ELA | 5 | Gender: Male | | 44 | |
| 2021-22 | MARIETTA CITY SCHOOLS | MARIETTA CENTER FOR ADVANCED ACADEMICS | ELA | 3 | All Students | 103 | 102 | 99% |
| 2021-22 | MARIETTA CITY SCHOOLS | MARIETTA CENTER FOR ADVANCED ACADEMICS | ELA | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | MARIETTA CITY SCHOOLS | MARIETTA CENTER FOR ADVANCED ACADEMICS | ELA | 3 | Ethnicity: African American or Black | 26 | 26 | 100% |
| 2021-22 | MARIETTA CITY SCHOOLS | MARIETTA CENTER FOR ADVANCED ACADEMICS | ELA | 3 | Ethnicity: Hispanic | 16 | 16 | 100% |
| 2021-22 | MARIETTA CITY SCHOOLS | MARIETTA CENTER FOR ADVANCED ACADEMICS | ELA | 3 | Ethnicity: White | 49 | 49 | 100% |
| 2021-22 | MARIETTA CITY SCHOOLS | MARIETTA CENTER FOR ADVANCED ACADEMICS | ELA | 3 | Gender: Female | | 48 | |
| 2021-22 | MARIETTA CITY SCHOOLS | MARIETTA CENTER FOR ADVANCED ACADEMICS | ELA | 3 | Gender: Male | | 54 | |
| 2021-22 | MARIETTA CITY SCHOOLS | MARIETTA CENTER FOR ADVANCED ACADEMICS | ELA | 4 | All Students | 99 | 101 | 102% |
| 2021-22 | MARIETTA CITY SCHOOLS | MARIETTA CENTER FOR ADVANCED ACADEMICS | ELA | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | MARIETTA CITY SCHOOLS | MARIETTA CENTER FOR ADVANCED ACADEMICS | ELA | 4 | Ethnicity: African American or Black | 28 | 28 | 100% |
| 2021-22 | MARIETTA CITY SCHOOLS | MARIETTA CENTER FOR ADVANCED ACADEMICS | ELA | 4 | Ethnicity: Hispanic | 19 | 19 | 100% |
| 2021-22 | MARIETTA CITY SCHOOLS | MARIETTA CENTER FOR ADVANCED ACADEMICS | ELA | 4 | Ethnicity: White | 38 | 38 | 100% |
| 2021-22 | MARIETTA CITY SCHOOLS | MARIETTA CENTER FOR ADVANCED ACADEMICS | ELA | 4 | Gender: Female | | 42 | |
| 2021-22 | MARIETTA CITY SCHOOLS | MARIETTA CENTER FOR ADVANCED ACADEMICS | ELA | 4 | Gender: Male | | 59 | |
| 2021-22 | MARIETTA CITY SCHOOLS | MARIETTA CENTER FOR ADVANCED ACADEMICS | ELA | 5 | All Students | 102 | 101 | 99% |
| 2021-22 | MARIETTA CITY SCHOOLS | MARIETTA CENTER FOR ADVANCED ACADEMICS | ELA | 5 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | MARIETTA CITY SCHOOLS | MARIETTA CENTER FOR ADVANCED ACADEMICS | ELA | 5 | Ethnicity: African American or Black | 32 | 32 | 100% |
| 2021-22 | MARIETTA CITY SCHOOLS | MARIETTA CENTER FOR ADVANCED ACADEMICS | ELA | 5 | Ethnicity: Hispanic | 15 | 15 | 100% |
| 2021-22 | MARIETTA CITY SCHOOLS | MARIETTA CENTER FOR ADVANCED ACADEMICS | ELA | 5 | Ethnicity: White | 39 | 39 | 100% |
| 2021-22 | MARIETTA CITY SCHOOLS | MARIETTA CENTER FOR ADVANCED ACADEMICS | ELA | 5 | Gender: Female | | 46 | |
| 2021-22 | MARIETTA CITY SCHOOLS | MARIETTA CENTER FOR ADVANCED ACADEMICS | ELA | 5 | Gender: Male | | 55 | |
| 2021-22 | MARIETTA CITY SCHOOLS | A.L. BURRUSS ELEMENTARY SCHOOL | ELA | 3 | All Students | 59 | 58 | 98% |
| 2021-22 | MARIETTA CITY SCHOOLS | A.L. BURRUSS ELEMENTARY SCHOOL | ELA | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | MARIETTA CITY SCHOOLS | A.L. BURRUSS ELEMENTARY SCHOOL | ELA | 3 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | MARIETTA CITY SCHOOLS | A.L. BURRUSS ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: African American or Black | 25 | 24 | 96% |
| 2021-22 | MARIETTA CITY SCHOOLS | A.L. BURRUSS ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | MARIETTA CITY SCHOOLS | A.L. BURRUSS ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: White | 19 | 19 | 100% |
| 2021-22 | MARIETTA CITY SCHOOLS | A.L. BURRUSS ELEMENTARY SCHOOL | ELA | 3 | Gender: Female | | 38 | |
| 2021-22 | MARIETTA CITY SCHOOLS | A.L. BURRUSS ELEMENTARY SCHOOL | ELA | 3 | Gender: Male | | 20 | |
| 2021-22 | MARIETTA CITY SCHOOLS | A.L. BURRUSS ELEMENTARY SCHOOL | ELA | 4 | All Students | 48 | 47 | 98% |
| 2021-22 | MARIETTA CITY SCHOOLS | A.L. BURRUSS ELEMENTARY SCHOOL | ELA | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | MARIETTA CITY SCHOOLS | A.L. BURRUSS ELEMENTARY SCHOOL | ELA | 4 | English Learners | Recacted <15 | Recacted <15 | |

GMAP Participation - School/ELA

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-----------------------|--------------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | MARIETTA CITY SCHOOLS | A.L. BURRUSS ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: African American or Black | 22 | 21 | 95% |
| 2021-22 | MARIETTA CITY SCHOOLS | A.L. BURRUSS ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | MARIETTA CITY SCHOOLS | A.L. BURRUSS ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: White | 15 | 15 | 100% |
| 2021-22 | MARIETTA CITY SCHOOLS | A.L. BURRUSS ELEMENTARY SCHOOL | ELA | 4 | Gender: Female | | 28 | |
| 2021-22 | MARIETTA CITY SCHOOLS | A.L. BURRUSS ELEMENTARY SCHOOL | ELA | 4 | Gender: Male | | 19 | |
| 2021-22 | MARIETTA CITY SCHOOLS | A.L. BURRUSS ELEMENTARY SCHOOL | ELA | 5 | All Students | 65 | 66 | 102% |
| 2021-22 | MARIETTA CITY SCHOOLS | A.L. BURRUSS ELEMENTARY SCHOOL | ELA | 5 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | MARIETTA CITY SCHOOLS | A.L. BURRUSS ELEMENTARY SCHOOL | ELA | 5 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | MARIETTA CITY SCHOOLS | A.L. BURRUSS ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: African American or Black | 34 | 34 | 100% |
| 2021-22 | MARIETTA CITY SCHOOLS | A.L. BURRUSS ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | MARIETTA CITY SCHOOLS | A.L. BURRUSS ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: White | 15 | 15 | 100% |
| 2021-22 | MARIETTA CITY SCHOOLS | A.L. BURRUSS ELEMENTARY SCHOOL | ELA | 5 | Gender: Female | | 29 | |
| 2021-22 | MARIETTA CITY SCHOOLS | A.L. BURRUSS ELEMENTARY SCHOOL | ELA | 5 | Gender: Male | | 37 | |
| 2021-22 | MARIETTA CITY SCHOOLS | DUNLEITH ELEMENTARY SCHOOL | ELA | 3 | All Students | 88 | 85 | 97% |
| 2021-22 | MARIETTA CITY SCHOOLS | DUNLEITH ELEMENTARY SCHOOL | ELA | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | MARIETTA CITY SCHOOLS | DUNLEITH ELEMENTARY SCHOOL | ELA | 3 | English Learners | 17 | Recacted <15 | |
| 2021-22 | MARIETTA CITY SCHOOLS | DUNLEITH ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: African American or Black | 61 | 59 | 97% |
| 2021-22 | MARIETTA CITY SCHOOLS | DUNLEITH ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: Hispanic | 22 | 21 | 95% |
| 2021-22 | MARIETTA CITY SCHOOLS | DUNLEITH ELEMENTARY SCHOOL | ELA | 3 | Gender: Female | | 50 | |
| 2021-22 | MARIETTA CITY SCHOOLS | DUNLEITH ELEMENTARY SCHOOL | ELA | 3 | Gender: Male | | 35 | |
| 2021-22 | MARIETTA CITY SCHOOLS | DUNLEITH ELEMENTARY SCHOOL | ELA | 4 | All Students | 81 | 81 | 100% |
| 2021-22 | MARIETTA CITY SCHOOLS | DUNLEITH ELEMENTARY SCHOOL | ELA | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | MARIETTA CITY SCHOOLS | DUNLEITH ELEMENTARY SCHOOL | ELA | 4 | English Learners | 21 | Recacted <15 | |
| 2021-22 | MARIETTA CITY SCHOOLS | DUNLEITH ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: African American or Black | 42 | 42 | 100% |
| 2021-22 | MARIETTA CITY SCHOOLS | DUNLEITH ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: Hispanic | 33 | 33 | 100% |
| 2021-22 | MARIETTA CITY SCHOOLS | DUNLEITH ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | MARIETTA CITY SCHOOLS | DUNLEITH ELEMENTARY SCHOOL | ELA | 4 | Gender: Female | | 46 | |
| 2021-22 | MARIETTA CITY SCHOOLS | DUNLEITH ELEMENTARY SCHOOL | ELA | 4 | Gender: Male | | 35 | |
| 2021-22 | MARIETTA CITY SCHOOLS | DUNLEITH ELEMENTARY SCHOOL | ELA | 5 | All Students | 81 | 77 | 95% |
| 2021-22 | MARIETTA CITY SCHOOLS | DUNLEITH ELEMENTARY SCHOOL | ELA | 5 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | MARIETTA CITY SCHOOLS | DUNLEITH ELEMENTARY SCHOOL | ELA | 5 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | MARIETTA CITY SCHOOLS | DUNLEITH ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: African American or Black | 47 | 45 | 96% |
| 2021-22 | MARIETTA CITY SCHOOLS | DUNLEITH ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: Hispanic | 32 | 31 | 97% |
| 2021-22 | MARIETTA CITY SCHOOLS | DUNLEITH ELEMENTARY SCHOOL | ELA | 5 | Gender: Female | | 35 | |
| 2021-22 | MARIETTA CITY SCHOOLS | DUNLEITH ELEMENTARY SCHOOL | ELA | 5 | Gender: Male | | 42 | |
| 2021-22 | MARIETTA CITY SCHOOLS | MARIETTA MIDDLE SCHOOL | ELA | 7 | All Students | 690 | 595 | 86% |
| 2021-22 | MARIETTA CITY SCHOOLS | MARIETTA MIDDLE SCHOOL | ELA | 7 | Disability | 74 | 59 | 80% |
| 2021-22 | MARIETTA CITY SCHOOLS | MARIETTA MIDDLE SCHOOL | ELA | 7 | English Learners | 118 | 50 | 42% |
| 2021-22 | MARIETTA CITY SCHOOLS | MARIETTA MIDDLE SCHOOL | ELA | 7 | Ethnicity: African American or Black | 254 | 218 | 86% |
| 2021-22 | MARIETTA CITY SCHOOLS | MARIETTA MIDDLE SCHOOL | ELA | 7 | Ethnicity: Hispanic | 284 | 236 | 83% |

GMAP Participation - School/ELA

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-----------------------|------------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | MARIETTA CITY SCHOOLS | MARIETTA MIDDLE SCHOOL | ELA | 7 | Ethnicity: White | 113 | 109 | 96% |
| 2021-22 | MARIETTA CITY SCHOOLS | MARIETTA MIDDLE SCHOOL | ELA | 7 | Gender: Female | | 311 | |
| 2021-22 | MARIETTA CITY SCHOOLS | MARIETTA MIDDLE SCHOOL | ELA | 7 | Gender: Male | | 284 | |
| 2021-22 | MARIETTA CITY SCHOOLS | MARIETTA MIDDLE SCHOOL | ELA | 8 | All Students | 664 | 621 | 94% |
| 2021-22 | MARIETTA CITY SCHOOLS | MARIETTA MIDDLE SCHOOL | ELA | 8 | Disability | 75 | 61 | 81% |
| 2021-22 | MARIETTA CITY SCHOOLS | MARIETTA MIDDLE SCHOOL | ELA | 8 | English Learners | 82 | 58 | 71% |
| 2021-22 | MARIETTA CITY SCHOOLS | MARIETTA MIDDLE SCHOOL | ELA | 8 | Ethnicity: African American or Black | 240 | 221 | 92% |
| 2021-22 | MARIETTA CITY SCHOOLS | MARIETTA MIDDLE SCHOOL | ELA | 8 | Ethnicity: Hispanic | 255 | 238 | 93% |
| 2021-22 | MARIETTA CITY SCHOOLS | MARIETTA MIDDLE SCHOOL | ELA | 8 | Ethnicity: White | 135 | 129 | 96% |
| 2021-22 | MARIETTA CITY SCHOOLS | MARIETTA MIDDLE SCHOOL | ELA | 8 | Gender: Female | | 312 | |
| 2021-22 | MARIETTA CITY SCHOOLS | MARIETTA MIDDLE SCHOOL | ELA | 8 | Gender: Male | | 309 | |
| 2021-22 | MARIETTA CITY SCHOOLS | LOCKHEED ELEMENTARY SCHOOL | ELA | 3 | All Students | 134 | 134 | 100% |
| 2021-22 | MARIETTA CITY SCHOOLS | LOCKHEED ELEMENTARY SCHOOL | ELA | 3 | Disability | 16 | 16 | 100% |
| 2021-22 | MARIETTA CITY SCHOOLS | LOCKHEED ELEMENTARY SCHOOL | ELA | 3 | English Learners | 68 | 43 | 63% |
| 2021-22 | MARIETTA CITY SCHOOLS | LOCKHEED ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: African American or Black | 45 | 45 | 100% |
| 2021-22 | MARIETTA CITY SCHOOLS | LOCKHEED ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: Hispanic | 77 | 77 | 100% |
| 2021-22 | MARIETTA CITY SCHOOLS | LOCKHEED ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | MARIETTA CITY SCHOOLS | LOCKHEED ELEMENTARY SCHOOL | ELA | 3 | Gender: Female | | 68 | |
| 2021-22 | MARIETTA CITY SCHOOLS | LOCKHEED ELEMENTARY SCHOOL | ELA | 3 | Gender: Male | | 66 | |
| 2021-22 | MARIETTA CITY SCHOOLS | LOCKHEED ELEMENTARY SCHOOL | ELA | 4 | All Students | 126 | 126 | 100% |
| 2021-22 | MARIETTA CITY SCHOOLS | LOCKHEED ELEMENTARY SCHOOL | ELA | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | MARIETTA CITY SCHOOLS | LOCKHEED ELEMENTARY SCHOOL | ELA | 4 | English Learners | 44 | 34 | 77% |
| 2021-22 | MARIETTA CITY SCHOOLS | LOCKHEED ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: African American or Black | 53 | 53 | 100% |
| 2021-22 | MARIETTA CITY SCHOOLS | LOCKHEED ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: Hispanic | 61 | 61 | 100% |
| 2021-22 | MARIETTA CITY SCHOOLS | LOCKHEED ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | MARIETTA CITY SCHOOLS | LOCKHEED ELEMENTARY SCHOOL | ELA | 4 | Gender: Female | | 53 | |
| 2021-22 | MARIETTA CITY SCHOOLS | LOCKHEED ELEMENTARY SCHOOL | ELA | 4 | Gender: Male | | 73 | |
| 2021-22 | MARIETTA CITY SCHOOLS | LOCKHEED ELEMENTARY SCHOOL | ELA | 5 | All Students | 129 | 127 | 98% |
| 2021-22 | MARIETTA CITY SCHOOLS | LOCKHEED ELEMENTARY SCHOOL | ELA | 5 | Disability | 19 | 19 | 100% |
| 2021-22 | MARIETTA CITY SCHOOLS | LOCKHEED ELEMENTARY SCHOOL | ELA | 5 | English Learners | 38 | 24 | 63% |
| 2021-22 | MARIETTA CITY SCHOOLS | LOCKHEED ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: African American or Black | 58 | 58 | 100% |
| 2021-22 | MARIETTA CITY SCHOOLS | LOCKHEED ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: Hispanic | 64 | 63 | 98% |
| 2021-22 | MARIETTA CITY SCHOOLS | LOCKHEED ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | MARIETTA CITY SCHOOLS | LOCKHEED ELEMENTARY SCHOOL | ELA | 5 | Gender: Female | | 56 | |
| 2021-22 | MARIETTA CITY SCHOOLS | LOCKHEED ELEMENTARY SCHOOL | ELA | 5 | Gender: Male | | 71 | |
| 2021-22 | MARIETTA CITY SCHOOLS | MARIETTA SIXTH GRADE ACADEMY | ELA | 6 | All Students | 649 | 619 | 95% |
| 2021-22 | MARIETTA CITY SCHOOLS | MARIETTA SIXTH GRADE ACADEMY | ELA | 6 | Disability | 80 | 72 | 90% |
| 2021-22 | MARIETTA CITY SCHOOLS | MARIETTA SIXTH GRADE ACADEMY | ELA | 6 | English Learners | 89 | 31 | 35% |
| 2021-22 | MARIETTA CITY SCHOOLS | MARIETTA SIXTH GRADE ACADEMY | ELA | 6 | Ethnicity: African American or Black | 229 | 214 | 93% |
| 2021-22 | MARIETTA CITY SCHOOLS | MARIETTA SIXTH GRADE ACADEMY | ELA | 6 | Ethnicity: Hispanic | 249 | 241 | 97% |

GMAP Participation - School/ELA

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-----------------------|---------------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | MARIETTA CITY SCHOOLS | MARIETTA SIXTH GRADE ACADEMY | ELA | 6 | Ethnicity: White | 124 | 122 | 98% |
| 2021-22 | MARIETTA CITY SCHOOLS | MARIETTA SIXTH GRADE ACADEMY | ELA | 6 | Gender: Female | | 299 | |
| 2021-22 | MARIETTA CITY SCHOOLS | MARIETTA SIXTH GRADE ACADEMY | ELA | 6 | Gender: Male | | 320 | |
| 2021-22 | MARIETTA CITY SCHOOLS | PARK STREET ELEMENTARY SCHOOL | ELA | 3 | All Students | 93 | 90 | 97% |
| 2021-22 | MARIETTA CITY SCHOOLS | PARK STREET ELEMENTARY SCHOOL | ELA | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | MARIETTA CITY SCHOOLS | PARK STREET ELEMENTARY SCHOOL | ELA | 3 | English Learners | 63 | 22 | 35% |
| 2021-22 | MARIETTA CITY SCHOOLS | PARK STREET ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | MARIETTA CITY SCHOOLS | PARK STREET ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: Hispanic | 73 | 72 | 99% |
| 2021-22 | MARIETTA CITY SCHOOLS | PARK STREET ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | MARIETTA CITY SCHOOLS | PARK STREET ELEMENTARY SCHOOL | ELA | 3 | Gender: Female | | 42 | |
| 2021-22 | MARIETTA CITY SCHOOLS | PARK STREET ELEMENTARY SCHOOL | ELA | 3 | Gender: Male | | 48 | |
| 2021-22 | MARIETTA CITY SCHOOLS | PARK STREET ELEMENTARY SCHOOL | ELA | 4 | All Students | 84 | 82 | 98% |
| 2021-22 | MARIETTA CITY SCHOOLS | PARK STREET ELEMENTARY SCHOOL | ELA | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | MARIETTA CITY SCHOOLS | PARK STREET ELEMENTARY SCHOOL | ELA | 4 | English Learners | 44 | Recacted <15 | |
| 2021-22 | MARIETTA CITY SCHOOLS | PARK STREET ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: African American or Black | 23 | 21 | 91% |
| 2021-22 | MARIETTA CITY SCHOOLS | PARK STREET ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: Hispanic | 57 | 57 | 100% |
| 2021-22 | MARIETTA CITY SCHOOLS | PARK STREET ELEMENTARY SCHOOL | ELA | 4 | Gender: Female | | 37 | |
| 2021-22 | MARIETTA CITY SCHOOLS | PARK STREET ELEMENTARY SCHOOL | ELA | 4 | Gender: Male | | 45 | |
| 2021-22 | MARIETTA CITY SCHOOLS | PARK STREET ELEMENTARY SCHOOL | ELA | 5 | All Students | 74 | 73 | 99% |
| 2021-22 | MARIETTA CITY SCHOOLS | PARK STREET ELEMENTARY SCHOOL | ELA | 5 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | MARIETTA CITY SCHOOLS | PARK STREET ELEMENTARY SCHOOL | ELA | 5 | English Learners | 34 | 15 | 44% |
| 2021-22 | MARIETTA CITY SCHOOLS | PARK STREET ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | MARIETTA CITY SCHOOLS | PARK STREET ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: Hispanic | 59 | 59 | 100% |
| 2021-22 | MARIETTA CITY SCHOOLS | PARK STREET ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | MARIETTA CITY SCHOOLS | PARK STREET ELEMENTARY SCHOOL | ELA | 5 | Gender: Female | | 37 | |
| 2021-22 | MARIETTA CITY SCHOOLS | PARK STREET ELEMENTARY SCHOOL | ELA | 5 | Gender: Male | | 36 | |
| 2021-22 | MARIETTA CITY SCHOOLS | HICKORY HILLS ELEMENTARY SCHOOL | ELA | 3 | All Students | 34 | 31 | 91% |
| 2021-22 | MARIETTA CITY SCHOOLS | HICKORY HILLS ELEMENTARY SCHOOL | ELA | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | MARIETTA CITY SCHOOLS | HICKORY HILLS ELEMENTARY SCHOOL | ELA | 3 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | MARIETTA CITY SCHOOLS | HICKORY HILLS ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | MARIETTA CITY SCHOOLS | HICKORY HILLS ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: Hispanic | 16 | Recacted <15 | |
| 2021-22 | MARIETTA CITY SCHOOLS | HICKORY HILLS ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | MARIETTA CITY SCHOOLS | HICKORY HILLS ELEMENTARY SCHOOL | ELA | 3 | Gender: Female | | 17 | |
| 2021-22 | MARIETTA CITY SCHOOLS | HICKORY HILLS ELEMENTARY SCHOOL | ELA | 3 | Gender: Male | | Recacted <15 | |
| 2021-22 | MARIETTA CITY SCHOOLS | HICKORY HILLS ELEMENTARY SCHOOL | ELA | 4 | All Students | 57 | 57 | 100% |
| 2021-22 | MARIETTA CITY SCHOOLS | HICKORY HILLS ELEMENTARY SCHOOL | ELA | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | MARIETTA CITY SCHOOLS | HICKORY HILLS ELEMENTARY SCHOOL | ELA | 4 | English Learners | 17 | Recacted <15 | |
| 2021-22 | MARIETTA CITY SCHOOLS | HICKORY HILLS ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: African American or Black | 17 | 16 | 94% |
| 2021-22 | MARIETTA CITY SCHOOLS | HICKORY HILLS ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: Hispanic | 29 | 29 | 100% |
| 2021-22 | MARIETTA CITY SCHOOLS | HICKORY HILLS ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: White | Recacted <15 | Recacted <15 | |

GMAP Participation - School/ELA

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-----------------------|---------------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | MARIETTA CITY SCHOOLS | HICKORY HILLS ELEMENTARY SCHOOL | ELA | 4 | Gender: Female | | 30 | |
| 2021-22 | MARIETTA CITY SCHOOLS | HICKORY HILLS ELEMENTARY SCHOOL | ELA | 4 | Gender: Male | | 27 | |
| 2021-22 | MARIETTA CITY SCHOOLS | HICKORY HILLS ELEMENTARY SCHOOL | ELA | 5 | All Students | 37 | 33 | 89% |
| 2021-22 | MARIETTA CITY SCHOOLS | HICKORY HILLS ELEMENTARY SCHOOL | ELA | 5 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | MARIETTA CITY SCHOOLS | HICKORY HILLS ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | MARIETTA CITY SCHOOLS | HICKORY HILLS ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: Hispanic | 18 | 15 | 83% |
| 2021-22 | MARIETTA CITY SCHOOLS | HICKORY HILLS ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | MARIETTA CITY SCHOOLS | HICKORY HILLS ELEMENTARY SCHOOL | ELA | 5 | Gender: Female | | 17 | |
| 2021-22 | MARIETTA CITY SCHOOLS | HICKORY HILLS ELEMENTARY SCHOOL | ELA | 5 | Gender: Male | | 16 | |
| 2021-22 | MARIETTA CITY SCHOOLS | WEST SIDE ELEMENTARY SCHOOL | ELA | 3 | All Students | 72 | 72 | 100% |
| 2021-22 | MARIETTA CITY SCHOOLS | WEST SIDE ELEMENTARY SCHOOL | ELA | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | MARIETTA CITY SCHOOLS | WEST SIDE ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | MARIETTA CITY SCHOOLS | WEST SIDE ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | MARIETTA CITY SCHOOLS | WEST SIDE ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: White | 49 | 49 | 100% |
| 2021-22 | MARIETTA CITY SCHOOLS | WEST SIDE ELEMENTARY SCHOOL | ELA | 3 | Gender: Female | | 36 | |
| 2021-22 | MARIETTA CITY SCHOOLS | WEST SIDE ELEMENTARY SCHOOL | ELA | 3 | Gender: Male | | 36 | |
| 2021-22 | MARIETTA CITY SCHOOLS | WEST SIDE ELEMENTARY SCHOOL | ELA | 4 | All Students | 94 | 88 | 94% |
| 2021-22 | MARIETTA CITY SCHOOLS | WEST SIDE ELEMENTARY SCHOOL | ELA | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | MARIETTA CITY SCHOOLS | WEST SIDE ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | MARIETTA CITY SCHOOLS | WEST SIDE ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | MARIETTA CITY SCHOOLS | WEST SIDE ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: White | 67 | 63 | 94% |
| 2021-22 | MARIETTA CITY SCHOOLS | WEST SIDE ELEMENTARY SCHOOL | ELA | 4 | Gender: Female | | 43 | |
| 2021-22 | MARIETTA CITY SCHOOLS | WEST SIDE ELEMENTARY SCHOOL | ELA | 4 | Gender: Male | | 45 | |
| 2021-22 | MARIETTA CITY SCHOOLS | WEST SIDE ELEMENTARY SCHOOL | ELA | 5 | All Students | 82 | 82 | 100% |
| 2021-22 | MARIETTA CITY SCHOOLS | WEST SIDE ELEMENTARY SCHOOL | ELA | 5 | Disability | 15 | Recacted <15 | |
| 2021-22 | MARIETTA CITY SCHOOLS | WEST SIDE ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: African American or Black | 15 | 16 | 107% |
| 2021-22 | MARIETTA CITY SCHOOLS | WEST SIDE ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | MARIETTA CITY SCHOOLS | WEST SIDE ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: White | 50 | 50 | 100% |
| 2021-22 | MARIETTA CITY SCHOOLS | WEST SIDE ELEMENTARY SCHOOL | ELA | 5 | Gender: Female | | 41 | |
| 2021-22 | MARIETTA CITY SCHOOLS | WEST SIDE ELEMENTARY SCHOOL | ELA | 5 | Gender: Male | | 41 | |
| 2021-22 | TRION CITY SCHOOLS | TRION MIDDLE SCHOOL | ELA | 6 | All Students | 92 | 87 | 95% |
| 2021-22 | TRION CITY SCHOOLS | TRION MIDDLE SCHOOL | ELA | 6 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | TRION CITY SCHOOLS | TRION MIDDLE SCHOOL | ELA | 6 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | TRION CITY SCHOOLS | TRION MIDDLE SCHOOL | ELA | 6 | Ethnicity: Hispanic | 24 | 23 | 96% |
| 2021-22 | TRION CITY SCHOOLS | TRION MIDDLE SCHOOL | ELA | 6 | Ethnicity: White | 63 | 59 | 94% |
| 2021-22 | TRION CITY SCHOOLS | TRION MIDDLE SCHOOL | ELA | 6 | Gender: Female | | 41 | |
| 2021-22 | TRION CITY SCHOOLS | TRION MIDDLE SCHOOL | ELA | 6 | Gender: Male | | 46 | |
| 2021-22 | TRION CITY SCHOOLS | TRION MIDDLE SCHOOL | ELA | 8 | All Students | 67 | 93 | 139% |
| 2021-22 | TRION CITY SCHOOLS | TRION MIDDLE SCHOOL | ELA | 8 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | TRION CITY SCHOOLS | TRION MIDDLE SCHOOL | ELA | 8 | English Learners | Recacted <15 | Recacted <15 | |

GMAP Participation - School/ELA

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|----------------------------------|------------------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | TRION CITY SCHOOLS | TRION MIDDLE SCHOOL | ELA | 8 | Ethnicity: Hispanic | 19 | 24 | 126% |
| 2021-22 | TRION CITY SCHOOLS | TRION MIDDLE SCHOOL | ELA | 8 | Ethnicity: White | 43 | 64 | 149% |
| 2021-22 | TRION CITY SCHOOLS | TRION MIDDLE SCHOOL | ELA | 8 | Gender: Female | | 51 | |
| 2021-22 | TRION CITY SCHOOLS | TRION MIDDLE SCHOOL | ELA | 8 | Gender: Male | | 42 | |
| 2021-22 | BARROW COUNTY SCHOOLS | BARROW ARTS AND SCIENCES ACADEMY | ELA | 8 | English Learners | 0 | | |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | CHATTAHOOCHEE COUNTY ED. CTR. | ELA | 3 | English Learners | 0 | | |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | CHATTAHOOCHEE COUNTY ED. CTR. | ELA | 4 | English Learners | 0 | | |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | CHATTAHOOCHEE COUNTY ED. CTR. | ELA | 4 | Ethnicity: Hispanic | 0 | | |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | CHATTAHOOCHEE COUNTY ED. CTR. | ELA | 5 | English Learners | 0 | | |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | CHATTAHOOCHEE COUNTY ED. CTR. | ELA | 5 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | CHATTAHOOCHEE COUNTY MIDDLE SCHOOL | ELA | 6 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | CHATTAHOOCHEE COUNTY MIDDLE SCHOOL | ELA | 7 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | CHATTAHOOCHEE COUNTY MIDDLE SCHOOL | ELA | 8 | English Learners | 0 | | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | LEROY MASSEY ELEMENTARY | ELA | 3 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | LEROY MASSEY ELEMENTARY | ELA | 4 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | LEROY MASSEY ELEMENTARY | ELA | 5 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | LYERLY ELEMENTARY SCHOOL | ELA | 3 | English Learners | 0 | | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | LYERLY ELEMENTARY SCHOOL | ELA | 4 | English Learners | 0 | | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | LYERLY ELEMENTARY SCHOOL | ELA | 5 | English Learners | 0 | | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | LYERLY ELEMENTARY SCHOOL | ELA | 6 | English Learners | 0 | | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | LYERLY ELEMENTARY SCHOOL | ELA | 6 | Ethnicity: African American or Black | 0 | | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | LYERLY ELEMENTARY SCHOOL | ELA | 7 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | LYERLY ELEMENTARY SCHOOL | ELA | 7 | Ethnicity: African American or Black | 0 | | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | LYERLY ELEMENTARY SCHOOL | ELA | 8 | English Learners | 0 | | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | LYERLY ELEMENTARY SCHOOL | ELA | 8 | Ethnicity: Hispanic | 0 | | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | SUMMERVILLE MIDDLE SCHOOL | ELA | 8 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | MENLO ELEMENTARY SCHOOL | ELA | 3 | English Learners | 0 | | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | MENLO ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: African American or Black | 0 | | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | MENLO ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: Hispanic | 0 | | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | MENLO ELEMENTARY SCHOOL | ELA | 4 | English Learners | 0 | | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | MENLO ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: African American or Black | 0 | | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | MENLO ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: Hispanic | 0 | | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | MENLO ELEMENTARY SCHOOL | ELA | 5 | English Learners | 0 | | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | MENLO ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: Hispanic | 0 | | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | MENLO ELEMENTARY SCHOOL | ELA | 6 | English Learners | 0 | | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | MENLO ELEMENTARY SCHOOL | ELA | 7 | English Learners | 0 | | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | MENLO ELEMENTARY SCHOOL | ELA | 7 | Ethnicity: Hispanic | 0 | | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | MENLO ELEMENTARY SCHOOL | ELA | 8 | English Learners | 0 | | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | MENLO ELEMENTARY SCHOOL | ELA | 8 | Ethnicity: African American or Black | 0 | | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | MENLO ELEMENTARY SCHOOL | ELA | 8 | Ethnicity: Hispanic | 0 | | |

GMAP Participation - School/ELA

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-------------------------------|---|---------|-------|------------------|--------------|---------------|--------------------|
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | M. D. ROBERTS MIDDLE SCHOOL | ELA | 6 | English Learners | 16 | | 0% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | M. D. ROBERTS MIDDLE SCHOOL | ELA | 7 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | M. D. ROBERTS MIDDLE SCHOOL | ELA | 8 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | CALLAWAY ELEMENTARY SCHOOL | ELA | 3 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | CALLAWAY ELEMENTARY SCHOOL | ELA | 4 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | CALLAWAY ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: White | 0 | | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | CALLAWAY ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ELITE SCHOLARS ACADEMY SCHOOL | ELA | 6 | Disability | 0 | | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ELITE SCHOLARS ACADEMY SCHOOL | ELA | 6 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ELITE SCHOLARS ACADEMY SCHOOL | ELA | 6 | Ethnicity: White | 0 | | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ELITE SCHOLARS ACADEMY SCHOOL | ELA | 7 | English Learners | 0 | | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ELITE SCHOLARS ACADEMY SCHOOL | ELA | 7 | Ethnicity: White | 0 | | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ELITE SCHOLARS ACADEMY SCHOOL | ELA | 8 | English Learners | 0 | | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MUNDYS MILL MIDDLE SCHOOL | ELA | 8 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MOUNT ZION ELEMENTARY SCHOOL | ELA | 3 | English Learners | 36 | | 0% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MOUNT ZION ELEMENTARY SCHOOL | ELA | 4 | English Learners | 35 | | 0% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MOUNT ZION ELEMENTARY SCHOOL | ELA | 5 | English Learners | 30 | | 0% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | POINTE SOUTH ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: White | 0 | | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | POINTE SOUTH ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: White | 0 | | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERS EDGE ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: White | 0 | | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERS EDGE ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ROBERTA T. SMITH ELEMENTARY SCHOOL | ELA | 4 | English Learners | 18 | | 0% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HARPER ELEMENTARY SCHOOL | ELA | 3 | English Learners | 28 | | 0% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HARPER ELEMENTARY SCHOOL | ELA | 4 | English Learners | 28 | | 0% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HARPER ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: White | 0 | | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HARPER ELEMENTARY SCHOOL | ELA | 5 | English Learners | 24 | | 0% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HARPER ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: White | 0 | | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MARTIN LUTHER KING- JR. ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: White | 0 | | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MARTIN LUTHER KING- JR. ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: White | 0 | | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | REX MILL MIDDLE SCHOOL | ELA | 6 | English Learners | 36 | | 0% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | REX MILL MIDDLE SCHOOL | ELA | 7 | English Learners | 34 | | 0% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | REX MILL MIDDLE SCHOOL | ELA | 8 | English Learners | 32 | | 0% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | OLIVER ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: White | 0 | | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LAKE RIDGE ELEMENTARY SCHOOL | ELA | 3 | English Learners | 27 | | 0% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LAKE RIDGE ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: White | 0 | | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LAKE RIDGE ELEMENTARY SCHOOL | ELA | 4 | English Learners | 22 | | 0% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LAKE RIDGE ELEMENTARY SCHOOL | ELA | 5 | English Learners | 17 | | 0% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LAKE RIDGE ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: White | 0 | | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | JAMES JACKSON ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: White | 0 | | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | UNIDOS DUAL LANGUAGE SCHOOL | ELA | 4 | Ethnicity: White | 0 | | |

GMAP Participation - School/ELA

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-------------------------------|--|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MICHELLE OBAMA STEM ELEMENTARY ACADEMY | ELA | 3 | Ethnicity: White | 0 | | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KAY R PACE ELEMENTARY SCHOOL OF THE ARTS | ELA | 4 | Ethnicity: White | 0 | | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KAY R PACE ELEMENTARY SCHOOL OF THE ARTS | ELA | 5 | English Learners | 0 | | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KAY R PACE ELEMENTARY SCHOOL OF THE ARTS | ELA | 5 | Ethnicity: White | 0 | | |
| | | | ELA | 6 | All Students | 36 | | 0% |
| | | | ELA | 6 | Disability | Recacted <15 | Recacted <15 | |
| | | | ELA | 6 | English Learners | Recacted <15 | Recacted <15 | |
| | | | ELA | 6 | Ethnicity: African American or Black | 31 | | 0% |
| | | | ELA | 6 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| | | | ELA | 6 | Ethnicity: White | 0 | | |
| | | | ELA | 7 | All Students | 42 | | 0% |
| | | | ELA | 7 | Disability | Recacted <15 | Recacted <15 | |
| | | | ELA | 7 | English Learners | Recacted <15 | Recacted <15 | |
| | | | ELA | 7 | Ethnicity: African American or Black | 31 | | 0% |
| | | | ELA | 7 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| | | | ELA | 7 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| | | | ELA | 8 | All Students | 41 | | 0% |
| | | | ELA | 8 | Disability | Recacted <15 | Recacted <15 | |
| | | | ELA | 8 | English Learners | Recacted <15 | Recacted <15 | |
| | | | ELA | 8 | Ethnicity: African American or Black | 38 | | 0% |
| | | | ELA | 8 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| | | | ELA | 8 | Ethnicity: White | 0 | | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ANDERSON ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: White | 0 | | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ANDERSON ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: White | 0 | | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | NORTHCUTT ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: White | 0 | | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | NORTHCUTT ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: White | 0 | | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | TARA ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: White | 0 | | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ARNOLD ELEMENTARY SCHOOL | ELA | 3 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MORROW ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: White | 0 | | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MORROW ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: White | 0 | | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERDALE ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: White | 0 | | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | WEST CLAYTON ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: Hispanic | 0 | | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | WEST CLAYTON ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: White | 0 | | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | WEST CLAYTON ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: White | 0 | | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | FOUNTAIN ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: White | 0 | | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | FOUNTAIN ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: White | 0 | | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | FOUNTAIN ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: White | 0 | | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | BABB MIDDLE SCHOOL | ELA | 6 | English Learners | 89 | | 0% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | BABB MIDDLE SCHOOL | ELA | 7 | English Learners | 59 | | 0% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | NORTH CLAYTON MIDDLE SCHOOL | ELA | 6 | Ethnicity: White | 0 | | |

GMAP Participation - School/ELA

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|--------------------------------|-------------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | NORTH CLAYTON MIDDLE SCHOOL | ELA | 7 | Ethnicity: White | 0 | | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HAYNIE ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: White | 0 | | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERDALE MIDDLE SCHOOL | ELA | 6 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LAKE CITY ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: White | 0 | | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SUDER ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MCGARRAH ELEMENTARY SCHOOL | ELA | 3 | English Learners | 17 | | 0% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MCGARRAH ELEMENTARY SCHOOL | ELA | 4 | English Learners | 16 | | 0% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MCGARRAH ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: White | 0 | | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MCGARRAH ELEMENTARY SCHOOL | ELA | 5 | English Learners | 21 | | 0% |
| 2021-22 | COLQUITT COUNTY | HAMILTON ELEMENTARY SCHOOL | ELA | 3 | English Learners | 0 | | |
| 2021-22 | COLQUITT COUNTY | HAMILTON ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| | | | ELA | 3 | All Students | 32 | | 0% |
| | | | ELA | 3 | Disability | 0 | | |
| | | | ELA | 3 | English Learners | Recacted <15 | Recacted <15 | |
| | | | ELA | 3 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| | | | ELA | 3 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| | | | ELA | 3 | Ethnicity: White | 23 | | 0% |
| | | | ELA | 4 | All Students | 36 | | 0% |
| | | | ELA | 4 | Disability | 0 | | |
| | | | ELA | 4 | English Learners | Recacted <15 | Recacted <15 | |
| | | | ELA | 4 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| | | | ELA | 4 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| | | | ELA | 4 | Ethnicity: White | 24 | | 0% |
| | | | ELA | 5 | All Students | 45 | | 0% |
| | | | ELA | 5 | Disability | Recacted <15 | Recacted <15 | |
| | | | ELA | 5 | English Learners | Recacted <15 | Recacted <15 | |
| | | | ELA | 5 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| | | | ELA | 5 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| | | | ELA | 5 | Ethnicity: White | 34 | | 0% |
| 2021-22 | FLOYD COUNTY SCHOOLS | JOHNSON ELEMENTARY | ELA | 4 | English Learners | 0 | | |
| 2021-22 | FLOYD COUNTY SCHOOLS | MODEL ELEMENTARY SCHOOL | ELA | 4 | English Learners | 0 | | |
| 2021-22 | CALHOUN CITY | ARMUCHEE HIGH SCHOOL | ELA | 8 | English Learners | 0 | | |
| 2021-22 | FLOYD COUNTY SCHOOLS | ARMUCHEE HIGH SCHOOL | ELA | 8 | English Learners | 0 | | |
| 2021-22 | FLOYD COUNTY SCHOOLS | CAVE SPRING ELEMENTARY SCHOOL | ELA | 3 | English Learners | 0 | | |
| 2021-22 | FLOYD COUNTY SCHOOLS | CAVE SPRING ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: African American or Black | 0 | | |
| 2021-22 | FLOYD COUNTY SCHOOLS | CAVE SPRING ELEMENTARY SCHOOL | ELA | 4 | English Learners | 0 | | |
| 2021-22 | FLOYD COUNTY SCHOOLS | CAVE SPRING ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: African American or Black | 0 | | |
| 2021-22 | FLOYD COUNTY SCHOOLS | CAVE SPRING ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: Hispanic | 0 | | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LANGSTON ROAD ELEMENTARY | ELA | 3 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LANGSTON ROAD ELEMENTARY | ELA | 4 | English Learners | Recacted <15 | Recacted <15 | |

GMAP Participation - School/ELA

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|--------------------------------|---------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LANGSTON ROAD ELEMENTARY | ELA | 5 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | NORTHSIDE ELEMENTARY | ELA | 4 | English Learners | 0 | | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | NORTHSIDE ELEMENTARY | ELA | 5 | English Learners | 0 | | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | DAVID A PERDUE ELEMENTARY | ELA | 3 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | DAVID A PERDUE ELEMENTARY | ELA | 5 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | FEAGIN MILL MIDDLE SCHOOL | ELA | 8 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MATTHEW ARTHUR ELEMENTARY | ELA | 4 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PERRY MIDDLE SCHOOL | ELA | 8 | English Learners | 0 | | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | BONAIRE MIDDLE SCHOOL | ELA | 6 | English Learners | Recacted <15 | Recacted <15 | |
| | | | ELA | 3 | All Students | 116 | | 0% |
| | | | ELA | 3 | Disability | 16 | | 0% |
| | | | ELA | 3 | English Learners | Recacted <15 | Recacted <15 | |
| | | | ELA | 3 | Ethnicity: African American or Black | 62 | | 0% |
| | | | ELA | 3 | Ethnicity: Hispanic | 17 | | 0% |
| | | | ELA | 3 | Ethnicity: White | 29 | | 0% |
| | | | ELA | 4 | All Students | 103 | | 0% |
| | | | ELA | 4 | Disability | Recacted <15 | Recacted <15 | |
| | | | ELA | 4 | English Learners | Recacted <15 | Recacted <15 | |
| | | | ELA | 4 | Ethnicity: African American or Black | 45 | | 0% |
| | | | ELA | 4 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| | | | ELA | 4 | Ethnicity: White | 32 | | 0% |
| | | | ELA | 5 | All Students | 116 | | 0% |
| | | | ELA | 5 | Disability | 24 | | 0% |
| | | | ELA | 5 | English Learners | Recacted <15 | Recacted <15 | |
| | | | ELA | 5 | Ethnicity: African American or Black | 50 | | 0% |
| | | | ELA | 5 | Ethnicity: Hispanic | 19 | | 0% |
| | | | ELA | 5 | Ethnicity: White | 30 | | 0% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | BONAIRE ELEMENTARY | ELA | 4 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | BONAIRE ELEMENTARY | ELA | 5 | English Learners | 0 | | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MORNINGSIDE ELEMENTARY | ELA | 3 | English Learners | 0 | | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MORNINGSIDE ELEMENTARY | ELA | 4 | English Learners | 0 | | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MORNINGSIDE ELEMENTARY | ELA | 5 | English Learners | 0 | | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | TUCKER ELEMENTARY | ELA | 3 | English Learners | 0 | | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | TUCKER ELEMENTARY | ELA | 4 | English Learners | 0 | | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | TUCKER ELEMENTARY | ELA | 5 | English Learners | 0 | | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | KINGS CHAPEL ELEMENTARY | ELA | 3 | English Learners | 0 | | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | KINGS CHAPEL ELEMENTARY | ELA | 4 | English Learners | 0 | | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | SHIRLEY HILLS ELEMENTARY | ELA | 3 | English Learners | 0 | | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | SHIRLEY HILLS ELEMENTARY | ELA | 4 | English Learners | 0 | | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | SHIRLEY HILLS ELEMENTARY | ELA | 5 | English Learners | 0 | | |

GMAP Participation - School/ELA

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|------------------------------|--|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | GUM SPRINGS ELEMENTARY SCHOOL | ELA | 3 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | NORTH JACKSON ELEMENTARY SCHOOL | ELA | 3 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | NORTH JACKSON ELEMENTARY SCHOOL | ELA | 4 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | NORTH JACKSON ELEMENTARY SCHOOL | ELA | 5 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | JASPER COUNTY (GA) | JASPER COUNTY MIDDLE SCHOOL | ELA | 8 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | OGLETHORPE COUNTY MIDDLE SCHOOL | ELA | 6 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | OGLETHORPE COUNTY MIDDLE SCHOOL | ELA | 7 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | OGLETHORPE COUNTY MIDDLE SCHOOL | ELA | 8 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | OGLETHORPE COUNTY ELEMENTARY SCHOOL | ELA | 3 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | OGLETHORPE COUNTY ELEMENTARY SCHOOL | ELA | 4 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | OGLETHORPE COUNTY ELEMENTARY SCHOOL | ELA | 5 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | SEMINOLE COUNTY | SEMINOLE COUNTY MIDDLE/HIGH SCHOOL | ELA | 6 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | SEMINOLE COUNTY | SEMINOLE COUNTY MIDDLE/HIGH SCHOOL | ELA | 8 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | SEMINOLE COUNTY | SEMINOLE COUNTY ELEMENTARY SCHOOL | ELA | 3 | English Learners | 0 | | |
| 2021-22 | SEMINOLE COUNTY | SEMINOLE COUNTY ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: Hispanic | 0 | | |
| 2021-22 | SEMINOLE COUNTY | SEMINOLE COUNTY ELEMENTARY SCHOOL | ELA | 4 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | SEMINOLE COUNTY | SEMINOLE COUNTY ELEMENTARY SCHOOL | ELA | 5 | English Learners | 0 | | |
| 2021-22 | CALHOUN CITY | CALHOUN MIDDLE SCHOOL | ELA | 7 | English Learners | 35 | | 0% |
| 2021-22 | CALHOUN CITY | CALHOUN MIDDLE SCHOOL | ELA | 8 | English Learners | 47 | | 0% |
| 2021-22 | CALHOUN CITY | CALHOUN ELEMENTARY SCHOOL | ELA | 4 | English Learners | 32 | | 0% |
| 2021-22 | DALTON PUBLIC SCHOOLS | BLUE RIDGE ELEMENTARY | ELA | 3 | Ethnicity: African American or Black | 0 | | |
| 2021-22 | MARIETTA CITY SCHOOLS | MARIETTA CENTER FOR ADVANCED ACADEMICS | ELA | 3 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | MARIETTA CITY SCHOOLS | MARIETTA CENTER FOR ADVANCED ACADEMICS | ELA | 4 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | MARIETTA CITY SCHOOLS | MARIETTA CENTER FOR ADVANCED ACADEMICS | ELA | 5 | English Learners | 0 | | |
| 2021-22 | MARIETTA CITY SCHOOLS | DUNLEITH ELEMENTARY SCHOOL | ELA | 3 | Ethnicity: White | 0 | | |
| 2021-22 | MARIETTA CITY SCHOOLS | DUNLEITH ELEMENTARY SCHOOL | ELA | 5 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | MARIETTA CITY SCHOOLS | PARK STREET ELEMENTARY SCHOOL | ELA | 4 | Ethnicity: White | 0 | | |
| 2021-22 | MARIETTA CITY SCHOOLS | HICKORY HILLS ELEMENTARY SCHOOL | ELA | 5 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | MARIETTA CITY SCHOOLS | WEST SIDE ELEMENTARY SCHOOL | ELA | 3 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | MARIETTA CITY SCHOOLS | WEST SIDE ELEMENTARY SCHOOL | ELA | 4 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | MARIETTA CITY SCHOOLS | WEST SIDE ELEMENTARY SCHOOL | ELA | 5 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | TRION CITY SCHOOLS | TRION MIDDLE SCHOOL | ELA | 6 | Ethnicity: African American or Black | 0 | | |
| 2021-22 | TRION CITY SCHOOLS | TRION MIDDLE SCHOOL | ELA | 8 | Ethnicity: African American or Black | 0 | | |

GMAP Participation - State/Math

| SY | State | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-------|---------|-------|--------------------------------------|------------|---------------|--------------------|
| 2021-22 | GMAP | MATH | 3 | All Students | 11313 | 10919 | 97% |
| 2021-22 | GMAP | MATH | 3 | Disability | 1415 | 1229 | 87% |
| 2021-22 | GMAP | MATH | 3 | English Learners | 1842 | 1207 | 66% |
| 2021-22 | GMAP | MATH | 3 | Ethnicity: African American or Black | 4319 | 4040 | 94% |
| 2021-22 | GMAP | MATH | 3 | Ethnicity: Hispanic | 2620 | 2601 | 99% |
| 2021-22 | GMAP | MATH | 3 | Ethnicity: White | 3661 | 3604 | 98% |
| 2021-22 | GMAP | MATH | 3 | Gender: Female | | 5418 | |
| 2021-22 | GMAP | MATH | 3 | Gender: Male | | 5501 | |
| 2021-22 | GMAP | MATH | 4 | All Students | 11477 | 11072 | 96% |
| 2021-22 | GMAP | MATH | 4 | Disability | 1468 | 1330 | 91% |
| 2021-22 | GMAP | MATH | 4 | English Learners | 1670 | 1100 | 66% |
| 2021-22 | GMAP | MATH | 4 | Ethnicity: African American or Black | 4326 | 4078 | 94% |
| 2021-22 | GMAP | MATH | 4 | Ethnicity: Hispanic | 2574 | 2526 | 98% |
| 2021-22 | GMAP | MATH | 4 | Ethnicity: White | 3783 | 3736 | 99% |
| 2021-22 | GMAP | MATH | 4 | Gender: Female | | 5563 | |
| 2021-22 | GMAP | MATH | 4 | Gender: Male | | 5509 | |
| 2021-22 | GMAP | MATH | 5 | All Students | 11724 | 11199 | 96% |
| 2021-22 | GMAP | MATH | 5 | Disability | 1570 | 1450 | 92% |
| 2021-22 | GMAP | MATH | 5 | English Learners | 1428 | 916 | 64% |
| 2021-22 | GMAP | MATH | 5 | Ethnicity: African American or Black | 4507 | 4128 | 92% |
| 2021-22 | GMAP | MATH | 5 | Ethnicity: Hispanic | 2642 | 2615 | 99% |
| 2021-22 | GMAP | MATH | 5 | Ethnicity: White | 3795 | 3644 | 96% |
| 2021-22 | GMAP | MATH | 5 | Gender: Female | | 5556 | |
| 2021-22 | GMAP | MATH | 5 | Gender: Male | | 5643 | |
| 2021-22 | GMAP | MATH | 6 | All Students | 11832 | 10865 | 92% |
| 2021-22 | GMAP | MATH | 6 | Disability | 1596 | 1409 | 88% |
| 2021-22 | GMAP | MATH | 6 | English Learners | 1204 | 705 | 59% |
| 2021-22 | GMAP | MATH | 6 | Ethnicity: African American or Black | 4560 | 3927 | 86% |
| 2021-22 | GMAP | MATH | 6 | Ethnicity: Hispanic | 2752 | 2636 | 96% |
| 2021-22 | GMAP | MATH | 6 | Ethnicity: White | 3798 | 3641 | 96% |
| 2021-22 | GMAP | MATH | 6 | Gender: Female | | 5298 | |
| 2021-22 | GMAP | MATH | 6 | Gender: Male | | 5567 | |
| 2021-22 | GMAP | MATH | 7 | All Students | 12296 | 11134 | 91% |
| 2021-22 | GMAP | MATH | 7 | Disability | 1578 | 1359 | 86% |
| 2021-22 | GMAP | MATH | 7 | English Learners | 1101 | 669 | 61% |
| 2021-22 | GMAP | MATH | 7 | Ethnicity: African American or Black | 4735 | 4086 | 86% |
| 2021-22 | GMAP | MATH | 7 | Ethnicity: Hispanic | 2838 | 2731 | 96% |
| 2021-22 | GMAP | MATH | 7 | Ethnicity: White | 3987 | 3683 | 92% |
| 2021-22 | GMAP | MATH | 7 | Gender: Female | | 5611 | |
| 2021-22 | GMAP | MATH | 7 | Gender: Male | | 5523 | |
| 2021-22 | GMAP | MATH | 8 | All Students | 13043 | 10805 | 83% |
| 2021-22 | GMAP | MATH | 8 | Disability | 1630 | 1323 | 81% |
| 2021-22 | GMAP | MATH | 8 | English Learners | 881 | 547 | 62% |

GMAP Participation - State/Math

| SY | State | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-------|---------|-------|--------------------------------------|------------|---------------|--------------------|
| 2021-22 | GMAP | MATH | 8 | Ethnicity: African American or Black | 4974 | 3771 | 76% |
| 2021-22 | GMAP | MATH | 8 | Ethnicity: Hispanic | 2912 | 2556 | 88% |
| 2021-22 | GMAP | MATH | 8 | Ethnicity: White | 4375 | 3896 | 89% |
| 2021-22 | GMAP | MATH | 8 | Gender: Female | | 5245 | |
| 2021-22 | GMAP | MATH | 8 | Gender: Male | | 5560 | |

GMAP Participation - District/Math

| SY | District | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-----------------------|---------|-------|--------------------------------------|------------|---------------|--------------------|
| 2021-22 | BARROW COUNTY SCHOOLS | MATH | 3 | All Students | 1036 | 1027 | 99% |
| 2021-22 | BARROW COUNTY SCHOOLS | MATH | 3 | Disability | 172 | 153 | 89% |
| 2021-22 | BARROW COUNTY SCHOOLS | MATH | 3 | English Learners | 170 | 141 | 83% |
| 2021-22 | BARROW COUNTY SCHOOLS | MATH | 3 | Ethnicity: African American or Black | 169 | 161 | 95% |
| 2021-22 | BARROW COUNTY SCHOOLS | MATH | 3 | Ethnicity: Hispanic | 246 | 253 | 103% |
| 2021-22 | BARROW COUNTY SCHOOLS | MATH | 3 | Ethnicity: White | 530 | 511 | 96% |
| 2021-22 | BARROW COUNTY SCHOOLS | MATH | 3 | Gender: Female | | 534 | |
| 2021-22 | BARROW COUNTY SCHOOLS | MATH | 3 | Gender: Male | | 493 | |
| 2021-22 | BARROW COUNTY SCHOOLS | MATH | 4 | All Students | 1096 | 1087 | 99% |
| 2021-22 | BARROW COUNTY SCHOOLS | MATH | 4 | Disability | 167 | 160 | 96% |
| 2021-22 | BARROW COUNTY SCHOOLS | MATH | 4 | English Learners | 188 | 164 | 87% |
| 2021-22 | BARROW COUNTY SCHOOLS | MATH | 4 | Ethnicity: African American or Black | 145 | 138 | 95% |
| 2021-22 | BARROW COUNTY SCHOOLS | MATH | 4 | Ethnicity: Hispanic | 257 | 272 | 106% |
| 2021-22 | BARROW COUNTY SCHOOLS | MATH | 4 | Ethnicity: White | 567 | 550 | 97% |
| 2021-22 | BARROW COUNTY SCHOOLS | MATH | 4 | Gender: Female | | 534 | |
| 2021-22 | BARROW COUNTY SCHOOLS | MATH | 4 | Gender: Male | | 553 | |
| 2021-22 | BARROW COUNTY SCHOOLS | MATH | 5 | All Students | 1048 | 1040 | 99% |
| 2021-22 | BARROW COUNTY SCHOOLS | MATH | 5 | Disability | 156 | 166 | 106% |
| 2021-22 | BARROW COUNTY SCHOOLS | MATH | 5 | English Learners | 145 | 126 | 87% |
| 2021-22 | BARROW COUNTY SCHOOLS | MATH | 5 | Ethnicity: African American or Black | 146 | 138 | 95% |
| 2021-22 | BARROW COUNTY SCHOOLS | MATH | 5 | Ethnicity: Hispanic | 240 | 254 | 106% |
| 2021-22 | BARROW COUNTY SCHOOLS | MATH | 5 | Ethnicity: White | 538 | 526 | 98% |
| 2021-22 | BARROW COUNTY SCHOOLS | MATH | 5 | Gender: Female | | 539 | |
| 2021-22 | BARROW COUNTY SCHOOLS | MATH | 5 | Gender: Male | | 501 | |
| 2021-22 | BARROW COUNTY SCHOOLS | MATH | 6 | All Students | 1028 | 1010 | 98% |
| 2021-22 | BARROW COUNTY SCHOOLS | MATH | 6 | Disability | 158 | 153 | 97% |
| 2021-22 | BARROW COUNTY SCHOOLS | MATH | 6 | English Learners | 101 | 56 | 55% |
| 2021-22 | BARROW COUNTY SCHOOLS | MATH | 6 | Ethnicity: African American or Black | 164 | 157 | 96% |
| 2021-22 | BARROW COUNTY SCHOOLS | MATH | 6 | Ethnicity: Hispanic | 260 | 272 | 105% |
| 2021-22 | BARROW COUNTY SCHOOLS | MATH | 6 | Ethnicity: White | 488 | 472 | 97% |
| 2021-22 | BARROW COUNTY SCHOOLS | MATH | 6 | Gender: Female | | 489 | |

GMAP Participation - District/Math

| SY | District | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-----------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | BARROW COUNTY SCHOOLS | MATH | 6 | Gender: Male | | 521 | |
| 2021-22 | BARROW COUNTY SCHOOLS | MATH | 7 | All Students | 1152 | 1141 | 99% |
| 2021-22 | BARROW COUNTY SCHOOLS | MATH | 7 | Disability | 175 | 166 | 95% |
| 2021-22 | BARROW COUNTY SCHOOLS | MATH | 7 | English Learners | 109 | 47 | 43% |
| 2021-22 | BARROW COUNTY SCHOOLS | MATH | 7 | Ethnicity: African American or Black | 168 | 162 | 96% |
| 2021-22 | BARROW COUNTY SCHOOLS | MATH | 7 | Ethnicity: Hispanic | 291 | 314 | 108% |
| 2021-22 | BARROW COUNTY SCHOOLS | MATH | 7 | Ethnicity: White | 578 | 554 | 96% |
| 2021-22 | BARROW COUNTY SCHOOLS | MATH | 7 | Gender: Female | | 568 | |
| 2021-22 | BARROW COUNTY SCHOOLS | MATH | 7 | Gender: Male | | 573 | |
| 2021-22 | BARROW COUNTY SCHOOLS | MATH | 8 | All Students | 1122 | 1108 | 99% |
| 2021-22 | BARROW COUNTY SCHOOLS | MATH | 8 | Disability | 165 | 159 | 96% |
| 2021-22 | BARROW COUNTY SCHOOLS | MATH | 8 | English Learners | 77 | 42 | 55% |
| 2021-22 | BARROW COUNTY SCHOOLS | MATH | 8 | Ethnicity: African American or Black | 177 | 169 | 95% |
| 2021-22 | BARROW COUNTY SCHOOLS | MATH | 8 | Ethnicity: Hispanic | 238 | 249 | 105% |
| 2021-22 | BARROW COUNTY SCHOOLS | MATH | 8 | Ethnicity: White | 588 | 575 | 98% |
| 2021-22 | BARROW COUNTY SCHOOLS | MATH | 8 | Gender: Female | | 536 | |
| 2021-22 | BARROW COUNTY SCHOOLS | MATH | 8 | Gender: Male | | 572 | |
| 2021-22 | CALHOUN CITY | MATH | 3 | All Students | 316 | 300 | 95% |
| 2021-22 | CALHOUN CITY | MATH | 3 | Disability | 53 | 42 | 79% |
| 2021-22 | CALHOUN CITY | MATH | 3 | English Learners | 74 | 76 | 103% |
| 2021-22 | CALHOUN CITY | MATH | 3 | Ethnicity: African American or Black | 23 | 21 | 91% |
| 2021-22 | CALHOUN CITY | MATH | 3 | Ethnicity: Hispanic | 116 | 110 | 95% |
| 2021-22 | CALHOUN CITY | MATH | 3 | Ethnicity: White | 148 | 141 | 95% |
| 2021-22 | CALHOUN CITY | MATH | 3 | Gender: Female | | 154 | |
| 2021-22 | CALHOUN CITY | MATH | 3 | Gender: Male | | 146 | |
| 2021-22 | CALHOUN CITY | MATH | 4 | All Students | 288 | 268 | 93% |
| 2021-22 | CALHOUN CITY | MATH | 4 | Disability | 28 | 23 | 82% |
| 2021-22 | CALHOUN CITY | MATH | 4 | English Learners | 32 | | 0% |
| 2021-22 | CALHOUN CITY | MATH | 4 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | CALHOUN CITY | MATH | 4 | Ethnicity: Hispanic | 96 | 92 | 96% |
| 2021-22 | CALHOUN CITY | MATH | 4 | Ethnicity: White | 163 | 152 | 93% |

GMAP Participation - District/Math

| SY | District | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|--------------|---------|-------|--------------------------------------|------------|---------------|--------------------|
| 2021-22 | CALHOUN CITY | MATH | 4 | Gender: Female | | 142 | |
| 2021-22 | CALHOUN CITY | MATH | 4 | Gender: Male | | 126 | |
| 2021-22 | CALHOUN CITY | MATH | 5 | All Students | 282 | 256 | 91% |
| 2021-22 | CALHOUN CITY | MATH | 5 | Disability | 36 | 26 | 72% |
| 2021-22 | CALHOUN CITY | MATH | 5 | English Learners | 34 | Recacted <15 | |
| 2021-22 | CALHOUN CITY | MATH | 5 | Ethnicity: African American or Black | 20 | 18 | 90% |
| 2021-22 | CALHOUN CITY | MATH | 5 | Ethnicity: Hispanic | 106 | 97 | 92% |
| 2021-22 | CALHOUN CITY | MATH | 5 | Ethnicity: White | 131 | 118 | 90% |
| 2021-22 | CALHOUN CITY | MATH | 5 | Gender: Female | | 128 | |
| 2021-22 | CALHOUN CITY | MATH | 5 | Gender: Male | | 128 | |
| 2021-22 | CALHOUN CITY | MATH | 6 | All Students | 316 | 296 | 94% |
| 2021-22 | CALHOUN CITY | MATH | 6 | Disability | 32 | 27 | 84% |
| 2021-22 | CALHOUN CITY | MATH | 6 | English Learners | 48 | Recacted <15 | |
| 2021-22 | CALHOUN CITY | MATH | 6 | Ethnicity: African American or Black | 20 | 19 | 95% |
| 2021-22 | CALHOUN CITY | MATH | 6 | Ethnicity: Hispanic | 115 | 109 | 95% |
| 2021-22 | CALHOUN CITY | MATH | 6 | Ethnicity: White | 157 | 146 | 93% |
| 2021-22 | CALHOUN CITY | MATH | 6 | Gender: Female | | 143 | |
| 2021-22 | CALHOUN CITY | MATH | 6 | Gender: Male | | 153 | |
| 2021-22 | CALHOUN CITY | MATH | 7 | All Students | 417 | 270 | 65% |
| 2021-22 | CALHOUN CITY | MATH | 7 | Disability | 42 | 31 | 74% |
| 2021-22 | CALHOUN CITY | MATH | 7 | English Learners | 35 | | 0% |
| 2021-22 | CALHOUN CITY | MATH | 7 | Ethnicity: African American or Black | 22 | 17 | 77% |
| 2021-22 | CALHOUN CITY | MATH | 7 | Ethnicity: Hispanic | 98 | 93 | 95% |
| 2021-22 | CALHOUN CITY | MATH | 7 | Ethnicity: White | 267 | 145 | 54% |
| 2021-22 | CALHOUN CITY | MATH | 7 | Gender: Female | | 148 | |
| 2021-22 | CALHOUN CITY | MATH | 7 | Gender: Male | | 122 | |
| 2021-22 | CALHOUN CITY | MATH | 8 | All Students | 643 | 322 | 50% |
| 2021-22 | CALHOUN CITY | MATH | 8 | Disability | 32 | 27 | 84% |
| 2021-22 | CALHOUN CITY | MATH | 8 | English Learners | 0 | | |
| 2021-22 | CALHOUN CITY | MATH | 8 | Ethnicity: African American or Black | 23 | 21 | 91% |
| 2021-22 | CALHOUN CITY | MATH | 8 | Ethnicity: Hispanic | 129 | 123 | 95% |

GMAP Participation - District/Math

| SY | District | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|------------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | CALHOUN CITY | MATH | 8 | Ethnicity: White | 423 | 159 | 38% |
| 2021-22 | CALHOUN CITY | MATH | 8 | Gender: Female | | 147 | |
| 2021-22 | CALHOUN CITY | MATH | 8 | Gender: Male | | 175 | |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | MATH | 3 | All Students | 35 | 29 | 83% |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | MATH | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | MATH | 3 | English Learners | 0 | | |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | MATH | 3 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | MATH | 3 | Ethnicity: Hispanic | 0 | Recacted <15 | |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | MATH | 3 | Ethnicity: White | 19 | 17 | 89% |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | MATH | 3 | Gender: Female | | Recacted <15 | |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | MATH | 3 | Gender: Male | | 17 | |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | MATH | 4 | All Students | 41 | 38 | 93% |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | MATH | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | MATH | 4 | Ethnicity: African American or Black | 21 | 19 | 90% |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | MATH | 4 | Ethnicity: White | 18 | 16 | 89% |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | MATH | 4 | Gender: Female | | 17 | |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | MATH | 4 | Gender: Male | | 21 | |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | MATH | 5 | All Students | 43 | 34 | 79% |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | MATH | 5 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | MATH | 5 | Ethnicity: African American or Black | 17 | 15 | 88% |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | MATH | 5 | Ethnicity: White | 23 | 18 | 78% |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | MATH | 5 | Gender: Female | | 19 | |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | MATH | 5 | Gender: Male | | 15 | |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | MATH | 6 | All Students | 60 | 58 | 97% |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | MATH | 6 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | MATH | 6 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | MATH | 6 | Ethnicity: African American or Black | 16 | Recacted <15 | |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | MATH | 6 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | MATH | 6 | Ethnicity: White | 48 | 35 | 73% |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | MATH | 6 | Gender: Female | | 31 | |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | MATH | 6 | Gender: Male | | 27 | |

GMAP Participation - District/Math

| SY | District | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|----------------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | MATH | 7 | All Students | 67 | 58 | 87% |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | MATH | 7 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | MATH | 7 | Ethnicity: African American or Black | 20 | 17 | 85% |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | MATH | 7 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | MATH | 7 | Ethnicity: White | 33 | 29 | 88% |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | MATH | 7 | Gender: Female | | 28 | |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | MATH | 7 | Gender: Male | | 30 | |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | MATH | 8 | All Students | 62 | 60 | 97% |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | MATH | 8 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | MATH | 8 | Ethnicity: African American or Black | 27 | 22 | 81% |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | MATH | 8 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | MATH | 8 | Ethnicity: White | 29 | 25 | 86% |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | MATH | 8 | Gender: Female | | 35 | |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | MATH | 8 | Gender: Male | | 25 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | MATH | 3 | All Students | 169 | 161 | 95% |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | MATH | 3 | Disability | 25 | 21 | 84% |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | MATH | 3 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | MATH | 3 | Ethnicity: African American or Black | 16 | 15 | 94% |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | MATH | 3 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | MATH | 3 | Ethnicity: White | 122 | 115 | 94% |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | MATH | 3 | Gender: Female | | 81 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | MATH | 3 | Gender: Male | | 80 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | MATH | 4 | All Students | 188 | 175 | 93% |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | MATH | 4 | Disability | 28 | 22 | 79% |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | MATH | 4 | Ethnicity: African American or Black | 19 | 17 | 89% |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | MATH | 4 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | MATH | 4 | Ethnicity: White | 142 | 132 | 93% |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | MATH | 4 | Gender: Female | | 93 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | MATH | 4 | Gender: Male | | 82 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | MATH | 5 | All Students | 173 | 162 | 94% |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | MATH | 5 | Disability | 29 | 21 | 72% |

GMAP Participation - District/Math

| SY | District | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|----------------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | MATH | 5 | Ethnicity: African American or Black | 16 | 15 | 94% |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | MATH | 5 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | MATH | 5 | Ethnicity: White | 130 | 121 | 93% |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | MATH | 5 | Gender: Female | | 76 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | MATH | 5 | Gender: Male | | 86 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | MATH | 6 | All Students | 191 | 172 | 90% |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | MATH | 6 | Disability | 35 | 26 | 74% |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | MATH | 6 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | MATH | 6 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | MATH | 6 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | MATH | 6 | Ethnicity: White | 149 | 134 | 90% |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | MATH | 6 | Gender: Female | | 83 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | MATH | 6 | Gender: Male | | 89 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | MATH | 7 | All Students | 205 | 177 | 86% |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | MATH | 7 | Disability | 35 | 27 | 77% |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | MATH | 7 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | MATH | 7 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | MATH | 7 | Ethnicity: Hispanic | 15 | Recacted <15 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | MATH | 7 | Ethnicity: White | 167 | 144 | 86% |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | MATH | 7 | Gender: Female | | 96 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | MATH | 7 | Gender: Male | | 81 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | MATH | 8 | All Students | 226 | 192 | 85% |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | MATH | 8 | Disability | 45 | 28 | 62% |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | MATH | 8 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | MATH | 8 | Ethnicity: African American or Black | 18 | Recacted <15 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | MATH | 8 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | MATH | 8 | Ethnicity: White | 183 | 155 | 85% |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | MATH | 8 | Gender: Female | | 91 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | MATH | 8 | Gender: Male | | 101 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MATH | 3 | All Students | 3813 | 3502 | 92% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MATH | 3 | Disability | 290 | 232 | 80% |

GMAP Participation - District/Math

| SY | District | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-------------------------------|---------|-------|--------------------------------------|------------|---------------|--------------------|
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MATH | 3 | English Learners | 735 | 417 | 57% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MATH | 3 | Ethnicity: African American or Black | 2603 | 2354 | 90% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MATH | 3 | Ethnicity: Hispanic | 909 | 874 | 96% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MATH | 3 | Ethnicity: White | 52 | 52 | 100% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MATH | 3 | Gender: Female | | 1737 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MATH | 3 | Gender: Male | | 1765 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MATH | 4 | All Students | 3799 | 3479 | 92% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MATH | 4 | Disability | 322 | 291 | 90% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MATH | 4 | English Learners | 558 | 386 | 69% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MATH | 4 | Ethnicity: African American or Black | 2610 | 2375 | 91% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MATH | 4 | Ethnicity: Hispanic | 876 | 819 | 93% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MATH | 4 | Ethnicity: White | 50 | 49 | 98% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MATH | 4 | Gender: Female | | 1775 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MATH | 4 | Gender: Male | | 1704 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MATH | 5 | All Students | 3929 | 3561 | 91% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MATH | 5 | Disability | 395 | 336 | 85% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MATH | 5 | English Learners | 535 | 311 | 58% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MATH | 5 | Ethnicity: African American or Black | 2679 | 2398 | 90% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MATH | 5 | Ethnicity: Hispanic | 929 | 889 | 96% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MATH | 5 | Ethnicity: White | 62 | 57 | 92% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MATH | 5 | Gender: Female | | 1780 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MATH | 5 | Gender: Male | | 1781 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MATH | 6 | All Students | 3946 | 3199 | 81% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MATH | 6 | Disability | 466 | 371 | 80% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MATH | 6 | English Learners | 517 | 266 | 51% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MATH | 6 | Ethnicity: African American or Black | 2697 | 2126 | 79% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MATH | 6 | Ethnicity: Hispanic | 956 | 844 | 88% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MATH | 6 | Ethnicity: White | 57 | 39 | 68% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MATH | 6 | Gender: Female | | 1575 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MATH | 6 | Gender: Male | | 1624 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MATH | 7 | All Students | 4043 | 3353 | 83% |

GMAP Participation - District/Math

| SY | District | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-------------------------------|---------|-------|--------------------------------------|------------|---------------|--------------------|
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MATH | 7 | Disability | 452 | 348 | 77% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MATH | 7 | English Learners | 306 | 220 | 72% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MATH | 7 | Ethnicity: African American or Black | 2760 | 2231 | 81% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MATH | 7 | Ethnicity: Hispanic | 980 | 881 | 90% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MATH | 7 | Ethnicity: White | 54 | 43 | 80% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MATH | 7 | Gender: Female | | 1691 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MATH | 7 | Gender: Male | | 1662 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MATH | 8 | All Students | 4201 | 2720 | 65% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MATH | 8 | Disability | 474 | 357 | 75% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MATH | 8 | English Learners | 286 | 182 | 64% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MATH | 8 | Ethnicity: African American or Black | 2843 | 1836 | 65% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MATH | 8 | Ethnicity: Hispanic | 1042 | 719 | 69% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MATH | 8 | Ethnicity: White | 66 | 35 | 53% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MATH | 8 | Gender: Female | | 1289 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MATH | 8 | Gender: Male | | 1431 | |
| 2021-22 | COLQUITT COUNTY | MATH | 3 | All Students | 597 | 612 | 103% |
| 2021-22 | COLQUITT COUNTY | MATH | 3 | Disability | 59 | 51 | 86% |
| 2021-22 | COLQUITT COUNTY | MATH | 3 | English Learners | 163 | 148 | 91% |
| 2021-22 | COLQUITT COUNTY | MATH | 3 | Ethnicity: African American or Black | 173 | 145 | 84% |
| 2021-22 | COLQUITT COUNTY | MATH | 3 | Ethnicity: Hispanic | 198 | 202 | 102% |
| 2021-22 | COLQUITT COUNTY | MATH | 3 | Ethnicity: White | 331 | 236 | 71% |
| 2021-22 | COLQUITT COUNTY | MATH | 3 | Gender: Female | | 301 | |
| 2021-22 | COLQUITT COUNTY | MATH | 3 | Gender: Male | | 311 | |
| 2021-22 | COLQUITT COUNTY | MATH | 4 | All Students | 621 | 625 | 101% |
| 2021-22 | COLQUITT COUNTY | MATH | 4 | Disability | 95 | 76 | 80% |
| 2021-22 | COLQUITT COUNTY | MATH | 4 | English Learners | 176 | 157 | 89% |
| 2021-22 | COLQUITT COUNTY | MATH | 4 | Ethnicity: African American or Black | 193 | 150 | 78% |
| 2021-22 | COLQUITT COUNTY | MATH | 4 | Ethnicity: Hispanic | 207 | 205 | 99% |
| 2021-22 | COLQUITT COUNTY | MATH | 4 | Ethnicity: White | 327 | 234 | 72% |
| 2021-22 | COLQUITT COUNTY | MATH | 4 | Gender: Female | | 290 | |
| 2021-22 | COLQUITT COUNTY | MATH | 4 | Gender: Male | | 335 | |

GMAP Participation - District/Math

| SY | District | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-----------------|---------|-------|--------------------------------------|------------|---------------|--------------------|
| 2021-22 | COLQUITT COUNTY | MATH | 5 | All Students | 661 | 681 | 103% |
| 2021-22 | COLQUITT COUNTY | MATH | 5 | Disability | 113 | 100 | 88% |
| 2021-22 | COLQUITT COUNTY | MATH | 5 | English Learners | 145 | 129 | 89% |
| 2021-22 | COLQUITT COUNTY | MATH | 5 | Ethnicity: African American or Black | 229 | 185 | 81% |
| 2021-22 | COLQUITT COUNTY | MATH | 5 | Ethnicity: Hispanic | 199 | 206 | 104% |
| 2021-22 | COLQUITT COUNTY | MATH | 5 | Ethnicity: White | 331 | 250 | 76% |
| 2021-22 | COLQUITT COUNTY | MATH | 5 | Gender: Female | | 342 | |
| 2021-22 | COLQUITT COUNTY | MATH | 5 | Gender: Male | | 339 | |
| 2021-22 | COLQUITT COUNTY | MATH | 6 | All Students | 691 | 671 | 97% |
| 2021-22 | COLQUITT COUNTY | MATH | 6 | Disability | 101 | 88 | 87% |
| 2021-22 | COLQUITT COUNTY | MATH | 6 | English Learners | 133 | 113 | 85% |
| 2021-22 | COLQUITT COUNTY | MATH | 6 | Ethnicity: African American or Black | 210 | 178 | 85% |
| 2021-22 | COLQUITT COUNTY | MATH | 6 | Ethnicity: Hispanic | 235 | 229 | 97% |
| 2021-22 | COLQUITT COUNTY | MATH | 6 | Ethnicity: White | 360 | 233 | 65% |
| 2021-22 | COLQUITT COUNTY | MATH | 6 | Gender: Female | | 329 | |
| 2021-22 | COLQUITT COUNTY | MATH | 6 | Gender: Male | | 342 | |
| 2021-22 | COLQUITT COUNTY | MATH | 7 | All Students | 722 | 672 | 93% |
| 2021-22 | COLQUITT COUNTY | MATH | 7 | Disability | 105 | 83 | 79% |
| 2021-22 | COLQUITT COUNTY | MATH | 7 | English Learners | 110 | 86 | 78% |
| 2021-22 | COLQUITT COUNTY | MATH | 7 | Ethnicity: African American or Black | 223 | 186 | 83% |
| 2021-22 | COLQUITT COUNTY | MATH | 7 | Ethnicity: Hispanic | 215 | 207 | 96% |
| 2021-22 | COLQUITT COUNTY | MATH | 7 | Ethnicity: White | 384 | 256 | 67% |
| 2021-22 | COLQUITT COUNTY | MATH | 7 | Gender: Female | | 323 | |
| 2021-22 | COLQUITT COUNTY | MATH | 7 | Gender: Male | | 349 | |
| 2021-22 | COLQUITT COUNTY | MATH | 8 | All Students | 699 | 647 | 93% |
| 2021-22 | COLQUITT COUNTY | MATH | 8 | Disability | 100 | 81 | 81% |
| 2021-22 | COLQUITT COUNTY | MATH | 8 | English Learners | 94 | 69 | 73% |
| 2021-22 | COLQUITT COUNTY | MATH | 8 | Ethnicity: African American or Black | 213 | 168 | 79% |
| 2021-22 | COLQUITT COUNTY | MATH | 8 | Ethnicity: Hispanic | 203 | 197 | 97% |
| 2021-22 | COLQUITT COUNTY | MATH | 8 | Ethnicity: White | 366 | 257 | 70% |
| 2021-22 | COLQUITT COUNTY | MATH | 8 | Gender: Female | | 301 | |

GMAP Participation - District/Math

| SY | District | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|----------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | COLQUITT COUNTY | MATH | 8 | Gender: Male | | 346 | |
| 2021-22 | Calhoun City | MATH | 8 | English Learners | 47 | | 0% |
| 2021-22 | Chattahoochee County | MATH | 4 | English Learners | 0 | | |
| 2021-22 | Chattahoochee County | MATH | 4 | Ethnicity: Hispanic | 0 | | |
| 2021-22 | Chattahoochee County | MATH | 5 | English Learners | 0 | | |
| 2021-22 | Chattahoochee County | MATH | 5 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | Chattahoochee County | MATH | 7 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | Chattahoochee County | MATH | 8 | English Learners | 0 | | |
| 2021-22 | Chattooga County | MATH | 3 | Ethnicity: African American or Black | 0 | | |
| 2021-22 | Chattooga County | MATH | 3 | Ethnicity: Hispanic | 0 | | |
| 2021-22 | Chattooga County | MATH | 4 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | Chattooga County | MATH | 4 | Ethnicity: African American or Black | 0 | | |
| 2021-22 | Chattooga County | MATH | 4 | Ethnicity: Hispanic | 0 | | |
| 2021-22 | Chattooga County | MATH | 5 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | Chattooga County | MATH | 5 | Ethnicity: Hispanic | 0 | | |
| 2021-22 | Chattooga County | MATH | 6 | English Learners | 0 | | |
| 2021-22 | Chattooga County | MATH | 6 | Ethnicity: African American or Black | 0 | | |
| 2021-22 | Chattooga County | MATH | 7 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | Chattooga County | MATH | 7 | Ethnicity: African American or Black | 0 | | |
| 2021-22 | Chattooga County | MATH | 7 | Ethnicity: Hispanic | 0 | | |
| 2021-22 | Chattooga County | MATH | 8 | English Learners | 0 | | |
| 2021-22 | Chattooga County | MATH | 8 | Ethnicity: African American or Black | 0 | | |
| 2021-22 | Chattooga County | MATH | 8 | Ethnicity: Hispanic | 0 | | |
| 2021-22 | Clayton | MATH | 3 | Ethnicity: White | 0 | | |
| 2021-22 | Clayton | MATH | 4 | English Learners | 107 | | 0% |
| 2021-22 | Clayton | MATH | 4 | Ethnicity: White | 0 | | |
| 2021-22 | Clayton | MATH | 5 | English Learners | 92 | | 0% |
| 2021-22 | Clayton | MATH | 5 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | Clayton | MATH | 6 | All Students | 36 | | 0% |
| 2021-22 | Clayton | MATH | 6 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | Clayton | MATH | 6 | English Learners | Recacted <15 | Recacted <15 | |

GMAP Participation - District/Math

| SY | District | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-----------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | Clayton | MATH | 6 | Ethnicity: African American or Black | 31 | | 0% |
| 2021-22 | Clayton | MATH | 6 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | Clayton | MATH | 6 | Ethnicity: White | 0 | | |
| 2021-22 | Clayton | MATH | 7 | All Students | 42 | | 0% |
| 2021-22 | Clayton | MATH | 7 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | Clayton | MATH | 7 | English Learners | 108 | | 0% |
| 2021-22 | Clayton | MATH | 7 | Ethnicity: African American or Black | 31 | | 0% |
| 2021-22 | Clayton | MATH | 7 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | Clayton | MATH | 7 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | Clayton | MATH | 8 | All Students | 139 | | 0% |
| 2021-22 | Clayton | MATH | 8 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | Clayton | MATH | 8 | English Learners | 44 | | 0% |
| 2021-22 | Clayton | MATH | 8 | Ethnicity: African American or Black | 98 | | 0% |
| 2021-22 | Clayton | MATH | 8 | Ethnicity: Hispanic | 15 | | 0% |
| 2021-22 | Clayton | MATH | 8 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | Colquitt County | MATH | 3 | All Students | 32 | | 0% |
| 2021-22 | Colquitt County | MATH | 3 | Disability | 0 | | |
| 2021-22 | Colquitt County | MATH | 3 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | Colquitt County | MATH | 3 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | Colquitt County | MATH | 3 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | Colquitt County | MATH | 3 | Ethnicity: White | 23 | | 0% |
| 2021-22 | Colquitt County | MATH | 4 | All Students | 36 | | 0% |
| 2021-22 | Colquitt County | MATH | 4 | Disability | 0 | | |
| 2021-22 | Colquitt County | MATH | 4 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | Colquitt County | MATH | 4 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | Colquitt County | MATH | 4 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | Colquitt County | MATH | 4 | Ethnicity: White | 24 | | 0% |
| 2021-22 | Colquitt County | MATH | 5 | All Students | 45 | | 0% |
| 2021-22 | Colquitt County | MATH | 5 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | Colquitt County | MATH | 5 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | Colquitt County | MATH | 5 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |

GMAP Participation - District/Math

| SY | District | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-----------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | Colquitt County | MATH | 5 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | Colquitt County | MATH | 5 | Ethnicity: White | 34 | | 0% |
| 2021-22 | DALTON PUBLIC SCHOOLS | MATH | 3 | All Students | 520 | 514 | 99% |
| 2021-22 | DALTON PUBLIC SCHOOLS | MATH | 3 | Disability | 88 | 72 | 82% |
| 2021-22 | DALTON PUBLIC SCHOOLS | MATH | 3 | English Learners | 223 | 119 | 53% |
| 2021-22 | DALTON PUBLIC SCHOOLS | MATH | 3 | Ethnicity: African American or Black | 21 | 21 | 100% |
| 2021-22 | DALTON PUBLIC SCHOOLS | MATH | 3 | Ethnicity: Hispanic | 362 | 357 | 99% |
| 2021-22 | DALTON PUBLIC SCHOOLS | MATH | 3 | Ethnicity: White | 110 | 109 | 99% |
| 2021-22 | DALTON PUBLIC SCHOOLS | MATH | 3 | Gender: Female | | 261 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | MATH | 3 | Gender: Male | | 253 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | MATH | 4 | All Students | 545 | 536 | 98% |
| 2021-22 | DALTON PUBLIC SCHOOLS | MATH | 4 | Disability | 102 | 90 | 88% |
| 2021-22 | DALTON PUBLIC SCHOOLS | MATH | 4 | English Learners | 179 | 113 | 63% |
| 2021-22 | DALTON PUBLIC SCHOOLS | MATH | 4 | Ethnicity: African American or Black | 25 | 24 | 96% |
| 2021-22 | DALTON PUBLIC SCHOOLS | MATH | 4 | Ethnicity: Hispanic | 384 | 383 | 100% |
| 2021-22 | DALTON PUBLIC SCHOOLS | MATH | 4 | Ethnicity: White | 103 | 95 | 92% |
| 2021-22 | DALTON PUBLIC SCHOOLS | MATH | 4 | Gender: Female | | 280 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | MATH | 4 | Gender: Male | | 256 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | MATH | 5 | All Students | 512 | 508 | 99% |
| 2021-22 | DALTON PUBLIC SCHOOLS | MATH | 5 | Disability | 98 | 89 | 91% |
| 2021-22 | DALTON PUBLIC SCHOOLS | MATH | 5 | English Learners | 131 | 86 | 66% |
| 2021-22 | DALTON PUBLIC SCHOOLS | MATH | 5 | Ethnicity: African American or Black | 26 | 26 | 100% |
| 2021-22 | DALTON PUBLIC SCHOOLS | MATH | 5 | Ethnicity: Hispanic | 347 | 342 | 99% |
| 2021-22 | DALTON PUBLIC SCHOOLS | MATH | 5 | Ethnicity: White | 109 | 110 | 101% |
| 2021-22 | DALTON PUBLIC SCHOOLS | MATH | 5 | Gender: Female | | 251 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | MATH | 5 | Gender: Male | | 257 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | MATH | 6 | All Students | 578 | 562 | 97% |
| 2021-22 | DALTON PUBLIC SCHOOLS | MATH | 6 | Disability | 96 | 81 | 84% |
| 2021-22 | DALTON PUBLIC SCHOOLS | MATH | 6 | English Learners | 110 | 62 | 56% |
| 2021-22 | DALTON PUBLIC SCHOOLS | MATH | 6 | Ethnicity: African American or Black | 35 | 35 | 100% |
| 2021-22 | DALTON PUBLIC SCHOOLS | MATH | 6 | Ethnicity: Hispanic | 416 | 403 | 97% |

GMAP Participation - District/Math

| SY | District | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-------------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | DALTON PUBLIC SCHOOLS | MATH | 6 | Ethnicity: White | 99 | 96 | 97% |
| 2021-22 | DALTON PUBLIC SCHOOLS | MATH | 6 | Gender: Female | | 257 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | MATH | 6 | Gender: Male | | 305 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | MATH | 7 | All Students | 559 | 544 | 97% |
| 2021-22 | DALTON PUBLIC SCHOOLS | MATH | 7 | Disability | 88 | 73 | 83% |
| 2021-22 | DALTON PUBLIC SCHOOLS | MATH | 7 | English Learners | 110 | 71 | 65% |
| 2021-22 | DALTON PUBLIC SCHOOLS | MATH | 7 | Ethnicity: African American or Black | 20 | 20 | 100% |
| 2021-22 | DALTON PUBLIC SCHOOLS | MATH | 7 | Ethnicity: Hispanic | 395 | 388 | 98% |
| 2021-22 | DALTON PUBLIC SCHOOLS | MATH | 7 | Ethnicity: White | 114 | 108 | 95% |
| 2021-22 | DALTON PUBLIC SCHOOLS | MATH | 7 | Gender: Female | | 289 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | MATH | 7 | Gender: Male | | 255 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | MATH | 8 | All Students | 630 | 623 | 99% |
| 2021-22 | DALTON PUBLIC SCHOOLS | MATH | 8 | Disability | 83 | 77 | 93% |
| 2021-22 | DALTON PUBLIC SCHOOLS | MATH | 8 | English Learners | 122 | 82 | 67% |
| 2021-22 | DALTON PUBLIC SCHOOLS | MATH | 8 | Ethnicity: African American or Black | 23 | 23 | 100% |
| 2021-22 | DALTON PUBLIC SCHOOLS | MATH | 8 | Ethnicity: Hispanic | 445 | 441 | 99% |
| 2021-22 | DALTON PUBLIC SCHOOLS | MATH | 8 | Ethnicity: White | 128 | 126 | 98% |
| 2021-22 | DALTON PUBLIC SCHOOLS | MATH | 8 | Gender: Female | | 292 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | MATH | 8 | Gender: Male | | 331 | |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | MATH | 3 | All Students | 208 | 208 | 100% |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | MATH | 3 | Disability | 35 | 35 | 100% |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | MATH | 3 | English Learners | 15 | 15 | 100% |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | MATH | 3 | Ethnicity: African American or Black | 80 | 80 | 100% |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | MATH | 3 | Ethnicity: Hispanic | 18 | 19 | 106% |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | MATH | 3 | Ethnicity: White | 97 | 97 | 100% |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | MATH | 3 | Gender: Female | | 100 | |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | MATH | 3 | Gender: Male | | 108 | |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | MATH | 4 | All Students | 217 | 216 | 100% |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | MATH | 4 | Disability | 26 | 25 | 96% |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | MATH | 4 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | MATH | 4 | Ethnicity: African American or Black | 74 | 73 | 99% |

GMAP Participation - District/Math

| SY | District | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-------------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | MATH | 4 | Ethnicity: Hispanic | 21 | 23 | 110% |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | MATH | 4 | Ethnicity: White | 105 | 105 | 100% |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | MATH | 4 | Gender: Female | | 109 | |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | MATH | 4 | Gender: Male | | 107 | |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | MATH | 5 | All Students | 212 | 209 | 99% |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | MATH | 5 | Disability | 27 | 27 | 100% |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | MATH | 5 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | MATH | 5 | Ethnicity: African American or Black | 76 | 75 | 99% |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | MATH | 5 | Ethnicity: Hispanic | 25 | 25 | 100% |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | MATH | 5 | Ethnicity: White | 97 | 97 | 100% |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | MATH | 5 | Gender: Female | | 104 | |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | MATH | 5 | Gender: Male | | 105 | |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | MATH | 6 | All Students | 204 | 202 | 99% |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | MATH | 6 | Disability | 43 | 43 | 100% |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | MATH | 6 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | MATH | 6 | Ethnicity: African American or Black | 69 | 68 | 99% |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | MATH | 6 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | MATH | 6 | Ethnicity: White | 112 | 111 | 99% |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | MATH | 6 | Gender: Female | | 100 | |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | MATH | 6 | Gender: Male | | 102 | |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | MATH | 7 | All Students | 258 | 256 | 99% |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | MATH | 7 | Disability | 42 | 42 | 100% |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | MATH | 7 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | MATH | 7 | Ethnicity: African American or Black | 92 | 92 | 100% |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | MATH | 7 | Ethnicity: Hispanic | 25 | 28 | 112% |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | MATH | 7 | Ethnicity: White | 124 | 123 | 99% |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | MATH | 7 | Gender: Female | | 124 | |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | MATH | 7 | Gender: Male | | 132 | |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | MATH | 8 | All Students | 260 | 254 | 98% |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | MATH | 8 | Disability | 36 | 32 | 89% |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | MATH | 8 | English Learners | Recacted <15 | Recacted <15 | |

GMAP Participation - District/Math

| SY | District | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-------------------------------|---------|-------|--------------------------------------|------------|---------------|--------------------|
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | MATH | 8 | Ethnicity: African American or Black | 111 | 109 | 98% |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | MATH | 8 | Ethnicity: Hispanic | 31 | 30 | 97% |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | MATH | 8 | Ethnicity: White | 109 | 106 | 97% |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | MATH | 8 | Gender: Female | | 133 | |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | MATH | 8 | Gender: Male | | 121 | |
| 2021-22 | EVANS COUNTY SCHOOLS | MATH | 3 | All Students | | 128 | |
| 2021-22 | EVANS COUNTY SCHOOLS | MATH | 3 | Disability | | 25 | |
| 2021-22 | EVANS COUNTY SCHOOLS | MATH | 3 | English Learners | | 34 | |
| 2021-22 | EVANS COUNTY SCHOOLS | MATH | 3 | Ethnicity: African American or Black | | 41 | |
| 2021-22 | EVANS COUNTY SCHOOLS | MATH | 3 | Ethnicity: Hispanic | | 40 | |
| 2021-22 | EVANS COUNTY SCHOOLS | MATH | 3 | Ethnicity: White | | 43 | |
| 2021-22 | EVANS COUNTY SCHOOLS | MATH | 3 | Gender: Female | | 51 | |
| 2021-22 | EVANS COUNTY SCHOOLS | MATH | 3 | Gender: Male | | 77 | |
| 2021-22 | EVANS COUNTY SCHOOLS | MATH | 4 | All Students | | 138 | |
| 2021-22 | EVANS COUNTY SCHOOLS | MATH | 4 | Disability | | 15 | |
| 2021-22 | EVANS COUNTY SCHOOLS | MATH | 4 | English Learners | | 25 | |
| 2021-22 | EVANS COUNTY SCHOOLS | MATH | 4 | Ethnicity: African American or Black | | 49 | |
| 2021-22 | EVANS COUNTY SCHOOLS | MATH | 4 | Ethnicity: Hispanic | | 30 | |
| 2021-22 | EVANS COUNTY SCHOOLS | MATH | 4 | Ethnicity: White | | 49 | |
| 2021-22 | EVANS COUNTY SCHOOLS | MATH | 4 | Gender: Female | | 77 | |
| 2021-22 | EVANS COUNTY SCHOOLS | MATH | 4 | Gender: Male | | 61 | |
| 2021-22 | EVANS COUNTY SCHOOLS | MATH | 5 | All Students | | 125 | |
| 2021-22 | EVANS COUNTY SCHOOLS | MATH | 5 | Disability | | 29 | |
| 2021-22 | EVANS COUNTY SCHOOLS | MATH | 5 | English Learners | | 25 | |
| 2021-22 | EVANS COUNTY SCHOOLS | MATH | 5 | Ethnicity: African American or Black | | 42 | |
| 2021-22 | EVANS COUNTY SCHOOLS | MATH | 5 | Ethnicity: Hispanic | | 32 | |
| 2021-22 | EVANS COUNTY SCHOOLS | MATH | 5 | Ethnicity: White | | 41 | |
| 2021-22 | EVANS COUNTY SCHOOLS | MATH | 5 | Gender: Female | | 54 | |
| 2021-22 | EVANS COUNTY SCHOOLS | MATH | 5 | Gender: Male | | 71 | |
| 2021-22 | EVANS COUNTY SCHOOLS | MATH | 6 | All Students | | 126 | |
| 2021-22 | EVANS COUNTY SCHOOLS | MATH | 6 | Disability | | 17 | |

GMAP Participation - District/Math

| SY | District | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|----------------------|---------|-------|--------------------------------------|------------|---------------|--------------------|
| 2021-22 | EVANS COUNTY SCHOOLS | MATH | 6 | English Learners | | 26 | |
| 2021-22 | EVANS COUNTY SCHOOLS | MATH | 6 | Ethnicity: African American or Black | | 51 | |
| 2021-22 | EVANS COUNTY SCHOOLS | MATH | 6 | Ethnicity: Hispanic | | 41 | |
| 2021-22 | EVANS COUNTY SCHOOLS | MATH | 6 | Ethnicity: White | | 30 | |
| 2021-22 | EVANS COUNTY SCHOOLS | MATH | 6 | Gender: Female | | 69 | |
| 2021-22 | EVANS COUNTY SCHOOLS | MATH | 6 | Gender: Male | | 57 | |
| 2021-22 | EVANS COUNTY SCHOOLS | MATH | 7 | All Students | | 134 | |
| 2021-22 | EVANS COUNTY SCHOOLS | MATH | 7 | Disability | | 15 | |
| 2021-22 | EVANS COUNTY SCHOOLS | MATH | 7 | English Learners | | 22 | |
| 2021-22 | EVANS COUNTY SCHOOLS | MATH | 7 | Ethnicity: African American or Black | | 51 | |
| 2021-22 | EVANS COUNTY SCHOOLS | MATH | 7 | Ethnicity: Hispanic | | 36 | |
| 2021-22 | EVANS COUNTY SCHOOLS | MATH | 7 | Ethnicity: White | | 42 | |
| 2021-22 | EVANS COUNTY SCHOOLS | MATH | 7 | Gender: Female | | 68 | |
| 2021-22 | EVANS COUNTY SCHOOLS | MATH | 7 | Gender: Male | | 66 | |
| 2021-22 | EVANS COUNTY SCHOOLS | MATH | 8 | All Students | | 144 | |
| 2021-22 | EVANS COUNTY SCHOOLS | MATH | 8 | Disability | | Recacted <15 | |
| 2021-22 | EVANS COUNTY SCHOOLS | MATH | 8 | English Learners | | Recacted <15 | |
| 2021-22 | EVANS COUNTY SCHOOLS | MATH | 8 | Ethnicity: African American or Black | | 44 | |
| 2021-22 | EVANS COUNTY SCHOOLS | MATH | 8 | Ethnicity: Hispanic | | 41 | |
| 2021-22 | EVANS COUNTY SCHOOLS | MATH | 8 | Ethnicity: White | | 55 | |
| 2021-22 | EVANS COUNTY SCHOOLS | MATH | 8 | Gender: Female | | 70 | |
| 2021-22 | EVANS COUNTY SCHOOLS | MATH | 8 | Gender: Male | | 74 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | MATH | 3 | All Students | 623 | 608 | 98% |
| 2021-22 | FLOYD COUNTY SCHOOLS | MATH | 3 | Disability | 139 | 95 | 68% |
| 2021-22 | FLOYD COUNTY SCHOOLS | MATH | 3 | English Learners | 40 | 26 | 65% |
| 2021-22 | FLOYD COUNTY SCHOOLS | MATH | 3 | Ethnicity: African American or Black | 39 | 41 | 105% |
| 2021-22 | FLOYD COUNTY SCHOOLS | MATH | 3 | Ethnicity: Hispanic | 77 | 73 | 95% |
| 2021-22 | FLOYD COUNTY SCHOOLS | MATH | 3 | Ethnicity: White | 474 | 467 | 99% |
| 2021-22 | FLOYD COUNTY SCHOOLS | MATH | 3 | Gender: Female | | 289 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | MATH | 3 | Gender: Male | | 319 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | MATH | 4 | All Students | 638 | 629 | 99% |

GMAP Participation - District/Math

| SY | District | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|----------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | FLOYD COUNTY SCHOOLS | MATH | 4 | Disability | 144 | 102 | 71% |
| 2021-22 | FLOYD COUNTY SCHOOLS | MATH | 4 | English Learners | 35 | 28 | 80% |
| 2021-22 | FLOYD COUNTY SCHOOLS | MATH | 4 | Ethnicity: African American or Black | 40 | 39 | 98% |
| 2021-22 | FLOYD COUNTY SCHOOLS | MATH | 4 | Ethnicity: Hispanic | 70 | 66 | 94% |
| 2021-22 | FLOYD COUNTY SCHOOLS | MATH | 4 | Ethnicity: White | 492 | 491 | 100% |
| 2021-22 | FLOYD COUNTY SCHOOLS | MATH | 4 | Gender: Female | | 315 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | MATH | 4 | Gender: Male | | 314 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | MATH | 5 | All Students | 638 | 627 | 98% |
| 2021-22 | FLOYD COUNTY SCHOOLS | MATH | 5 | Disability | 108 | 94 | 87% |
| 2021-22 | FLOYD COUNTY SCHOOLS | MATH | 5 | English Learners | 31 | 40 | 129% |
| 2021-22 | FLOYD COUNTY SCHOOLS | MATH | 5 | Ethnicity: African American or Black | 42 | 39 | 93% |
| 2021-22 | FLOYD COUNTY SCHOOLS | MATH | 5 | Ethnicity: Hispanic | 90 | 95 | 106% |
| 2021-22 | FLOYD COUNTY SCHOOLS | MATH | 5 | Ethnicity: White | 455 | 441 | 97% |
| 2021-22 | FLOYD COUNTY SCHOOLS | MATH | 5 | Gender: Female | | 296 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | MATH | 5 | Gender: Male | | 331 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | MATH | 6 | All Students | 672 | 648 | 96% |
| 2021-22 | FLOYD COUNTY SCHOOLS | MATH | 6 | Disability | 107 | 94 | 88% |
| 2021-22 | FLOYD COUNTY SCHOOLS | MATH | 6 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | MATH | 6 | Ethnicity: African American or Black | 57 | 53 | 93% |
| 2021-22 | FLOYD COUNTY SCHOOLS | MATH | 6 | Ethnicity: Hispanic | 55 | 60 | 109% |
| 2021-22 | FLOYD COUNTY SCHOOLS | MATH | 6 | Ethnicity: White | 526 | 504 | 96% |
| 2021-22 | FLOYD COUNTY SCHOOLS | MATH | 6 | Gender: Female | | 311 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | MATH | 6 | Gender: Male | | 337 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | MATH | 7 | All Students | 650 | 618 | 95% |
| 2021-22 | FLOYD COUNTY SCHOOLS | MATH | 7 | Disability | 106 | 100 | 94% |
| 2021-22 | FLOYD COUNTY SCHOOLS | MATH | 7 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | MATH | 7 | Ethnicity: African American or Black | 47 | 43 | 91% |
| 2021-22 | FLOYD COUNTY SCHOOLS | MATH | 7 | Ethnicity: Hispanic | 71 | 76 | 107% |
| 2021-22 | FLOYD COUNTY SCHOOLS | MATH | 7 | Ethnicity: White | 506 | 473 | 93% |
| 2021-22 | FLOYD COUNTY SCHOOLS | MATH | 7 | Gender: Female | | 290 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | MATH | 7 | Gender: Male | | 328 | |

GMAP Participation - District/Math

| SY | District | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|--------------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | FLOYD COUNTY SCHOOLS | MATH | 8 | All Students | 717 | 688 | 96% |
| 2021-22 | FLOYD COUNTY SCHOOLS | MATH | 8 | Disability | 126 | 72 | 57% |
| 2021-22 | FLOYD COUNTY SCHOOLS | MATH | 8 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | MATH | 8 | Ethnicity: African American or Black | 45 | 43 | 96% |
| 2021-22 | FLOYD COUNTY SCHOOLS | MATH | 8 | Ethnicity: Hispanic | 95 | 92 | 97% |
| 2021-22 | FLOYD COUNTY SCHOOLS | MATH | 8 | Ethnicity: White | 543 | 523 | 96% |
| 2021-22 | FLOYD COUNTY SCHOOLS | MATH | 8 | Gender: Female | | 340 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | MATH | 8 | Gender: Male | | 348 | |
| 2021-22 | Floyd County | MATH | 3 | Ethnicity: African American or Black | 0 | | |
| 2021-22 | Floyd County | MATH | 4 | English Learners | 0 | | |
| 2021-22 | Floyd County | MATH | 4 | Ethnicity: African American or Black | 0 | | |
| 2021-22 | Floyd County | MATH | 4 | Ethnicity: Hispanic | 0 | | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MATH | 3 | All Students | 2057 | 2118 | 103% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MATH | 3 | Disability | 292 | 277 | 95% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MATH | 3 | English Learners | 124 | 91 | 73% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MATH | 3 | Ethnicity: African American or Black | 725 | 768 | 106% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MATH | 3 | Ethnicity: Hispanic | 258 | 271 | 105% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MATH | 3 | Ethnicity: White | 851 | 988 | 116% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MATH | 3 | Gender: Female | | 1053 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MATH | 3 | Gender: Male | | 1065 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MATH | 4 | All Students | 2109 | 2146 | 102% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MATH | 4 | Disability | 308 | 295 | 96% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MATH | 4 | English Learners | 106 | 93 | 88% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MATH | 4 | Ethnicity: African American or Black | 754 | 805 | 107% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MATH | 4 | Ethnicity: Hispanic | 226 | 232 | 103% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MATH | 4 | Ethnicity: White | 877 | 1027 | 117% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MATH | 4 | Gender: Female | | 1099 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MATH | 4 | Gender: Male | | 1047 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MATH | 5 | All Students | 2149 | 2162 | 101% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MATH | 5 | Disability | 309 | 307 | 99% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MATH | 5 | English Learners | 62 | 68 | 110% |

GMAP Participation - District/Math

| SY | District | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|--------------------------------|---------|-------|--------------------------------------|------------|---------------|--------------------|
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MATH | 5 | Ethnicity: African American or Black | 796 | 825 | 104% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MATH | 5 | Ethnicity: Hispanic | 230 | 238 | 103% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MATH | 5 | Ethnicity: White | 913 | 1023 | 112% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MATH | 5 | Gender: Female | | 1064 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MATH | 5 | Gender: Male | | 1098 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MATH | 6 | All Students | 2185 | 2088 | 96% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MATH | 6 | Disability | 286 | 258 | 90% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MATH | 6 | English Learners | 64 | 63 | 98% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MATH | 6 | Ethnicity: African American or Black | 859 | 827 | 96% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MATH | 6 | Ethnicity: Hispanic | 217 | 201 | 93% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MATH | 6 | Ethnicity: White | 876 | 978 | 112% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MATH | 6 | Gender: Female | | 1038 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MATH | 6 | Gender: Male | | 1050 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MATH | 7 | All Students | 2302 | 2160 | 94% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MATH | 7 | Disability | 282 | 250 | 89% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MATH | 7 | English Learners | 75 | 63 | 84% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MATH | 7 | Ethnicity: African American or Black | 931 | 878 | 94% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MATH | 7 | Ethnicity: Hispanic | 264 | 250 | 95% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MATH | 7 | Ethnicity: White | 885 | 934 | 106% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MATH | 7 | Gender: Female | | 1100 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MATH | 7 | Gender: Male | | 1060 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MATH | 8 | All Students | 2331 | 2189 | 94% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MATH | 8 | Disability | 286 | 258 | 90% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MATH | 8 | English Learners | 56 | 44 | 79% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MATH | 8 | Ethnicity: African American or Black | 972 | 909 | 94% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MATH | 8 | Ethnicity: Hispanic | 242 | 223 | 92% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MATH | 8 | Ethnicity: White | 936 | 976 | 104% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MATH | 8 | Gender: Female | | 1092 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MATH | 8 | Gender: Male | | 1097 | |
| 2021-22 | Houston County | MATH | 3 | All Students | 116 | | 0% |
| 2021-22 | Houston County | MATH | 3 | Disability | 16 | | 0% |

GMAP Participation - District/Math

| SY | District | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|------------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | Houston County | MATH | 3 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | Houston County | MATH | 3 | Ethnicity: African American or Black | 62 | | 0% |
| 2021-22 | Houston County | MATH | 3 | Ethnicity: Hispanic | 17 | | 0% |
| 2021-22 | Houston County | MATH | 3 | Ethnicity: White | 29 | | 0% |
| 2021-22 | Houston County | MATH | 4 | All Students | 103 | | 0% |
| 2021-22 | Houston County | MATH | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | Houston County | MATH | 4 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | Houston County | MATH | 4 | Ethnicity: African American or Black | 45 | | 0% |
| 2021-22 | Houston County | MATH | 4 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | Houston County | MATH | 4 | Ethnicity: White | 32 | | 0% |
| 2021-22 | Houston County | MATH | 5 | All Students | 116 | | 0% |
| 2021-22 | Houston County | MATH | 5 | Disability | 24 | | 0% |
| 2021-22 | Houston County | MATH | 5 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | Houston County | MATH | 5 | Ethnicity: African American or Black | 50 | | 0% |
| 2021-22 | Houston County | MATH | 5 | Ethnicity: Hispanic | 19 | | 0% |
| 2021-22 | Houston County | MATH | 5 | Ethnicity: White | 30 | | 0% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | MATH | 3 | All Students | 672 | 667 | 99% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | MATH | 3 | Disability | 132 | 107 | 81% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | MATH | 3 | English Learners | 72 | 35 | 49% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | MATH | 3 | Ethnicity: African American or Black | 49 | 49 | 100% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | MATH | 3 | Ethnicity: Hispanic | 120 | 115 | 96% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | MATH | 3 | Ethnicity: White | 462 | 455 | 98% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | MATH | 3 | Gender: Female | | 331 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | MATH | 3 | Gender: Male | | 336 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | MATH | 4 | All Students | 643 | 630 | 98% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | MATH | 4 | Disability | 128 | 113 | 88% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | MATH | 4 | English Learners | 55 | 36 | 65% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | MATH | 4 | Ethnicity: African American or Black | 51 | 50 | 98% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | MATH | 4 | Ethnicity: Hispanic | 100 | 97 | 97% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | MATH | 4 | Ethnicity: White | 445 | 428 | 96% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | MATH | 4 | Gender: Female | | 292 | |

GMAP Participation - District/Math

| SY | District | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|------------------------------|---------|-------|--------------------------------------|------------|---------------|--------------------|
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | MATH | 4 | Gender: Male | | 338 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | MATH | 5 | All Students | 709 | 705 | 99% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | MATH | 5 | Disability | 142 | 129 | 91% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | MATH | 5 | English Learners | 61 | 30 | 49% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | MATH | 5 | Ethnicity: African American or Black | 48 | 46 | 96% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | MATH | 5 | Ethnicity: Hispanic | 133 | 134 | 101% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | MATH | 5 | Ethnicity: White | 480 | 468 | 98% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | MATH | 5 | Gender: Female | | 350 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | MATH | 5 | Gender: Male | | 355 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | MATH | 6 | All Students | 702 | 674 | 96% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | MATH | 6 | Disability | 116 | 99 | 85% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | MATH | 6 | English Learners | 103 | 56 | 54% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | MATH | 6 | Ethnicity: African American or Black | 57 | 52 | 91% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | MATH | 6 | Ethnicity: Hispanic | 148 | 142 | 96% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | MATH | 6 | Ethnicity: White | 444 | 419 | 94% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | MATH | 6 | Gender: Female | | 321 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | MATH | 6 | Gender: Male | | 353 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | MATH | 7 | All Students | 726 | 699 | 96% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | MATH | 7 | Disability | 111 | 92 | 83% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | MATH | 7 | English Learners | 97 | 62 | 64% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | MATH | 7 | Ethnicity: African American or Black | 40 | 36 | 90% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | MATH | 7 | Ethnicity: Hispanic | 149 | 143 | 96% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | MATH | 7 | Ethnicity: White | 493 | 468 | 95% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | MATH | 7 | Gender: Female | | 351 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | MATH | 7 | Gender: Male | | 348 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | MATH | 8 | All Students | 777 | 735 | 95% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | MATH | 8 | Disability | 121 | 93 | 77% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | MATH | 8 | English Learners | 36 | 42 | 117% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | MATH | 8 | Ethnicity: African American or Black | 67 | 64 | 96% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | MATH | 8 | Ethnicity: Hispanic | 134 | 127 | 95% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | MATH | 8 | Ethnicity: White | 524 | 483 | 92% |

GMAP Participation - District/Math

| SY | District | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|------------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | MATH | 8 | Gender: Female | | 365 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | MATH | 8 | Gender: Male | | 370 | |
| 2021-22 | JASPER COUNTY (GA) | MATH | 3 | All Students | 211 | 170 | 81% |
| 2021-22 | JASPER COUNTY (GA) | MATH | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | JASPER COUNTY (GA) | MATH | 3 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | JASPER COUNTY (GA) | MATH | 3 | Ethnicity: African American or Black | 41 | 27 | 66% |
| 2021-22 | JASPER COUNTY (GA) | MATH | 3 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | JASPER COUNTY (GA) | MATH | 3 | Ethnicity: White | 137 | 118 | 86% |
| 2021-22 | JASPER COUNTY (GA) | MATH | 3 | Gender: Female | | 74 | |
| 2021-22 | JASPER COUNTY (GA) | MATH | 3 | Gender: Male | | 96 | |
| 2021-22 | JASPER COUNTY (GA) | MATH | 4 | All Students | 222 | 188 | 85% |
| 2021-22 | JASPER COUNTY (GA) | MATH | 4 | Disability | 17 | 17 | 100% |
| 2021-22 | JASPER COUNTY (GA) | MATH | 4 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | JASPER COUNTY (GA) | MATH | 4 | Ethnicity: African American or Black | 35 | 28 | 80% |
| 2021-22 | JASPER COUNTY (GA) | MATH | 4 | Ethnicity: Hispanic | 18 | 18 | 100% |
| 2021-22 | JASPER COUNTY (GA) | MATH | 4 | Ethnicity: White | 153 | 135 | 88% |
| 2021-22 | JASPER COUNTY (GA) | MATH | 4 | Gender: Female | | 102 | |
| 2021-22 | JASPER COUNTY (GA) | MATH | 4 | Gender: Male | | 86 | |
| 2021-22 | JASPER COUNTY (GA) | MATH | 5 | All Students | 245 | 210 | 86% |
| 2021-22 | JASPER COUNTY (GA) | MATH | 5 | Disability | 22 | 22 | 100% |
| 2021-22 | JASPER COUNTY (GA) | MATH | 5 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | JASPER COUNTY (GA) | MATH | 5 | Ethnicity: African American or Black | 49 | 39 | 80% |
| 2021-22 | JASPER COUNTY (GA) | MATH | 5 | Ethnicity: Hispanic | 15 | 15 | 100% |
| 2021-22 | JASPER COUNTY (GA) | MATH | 5 | Ethnicity: White | 164 | 146 | 89% |
| 2021-22 | JASPER COUNTY (GA) | MATH | 5 | Gender: Female | | 110 | |
| 2021-22 | JASPER COUNTY (GA) | MATH | 5 | Gender: Male | | 100 | |
| 2021-22 | JASPER COUNTY (GA) | MATH | 6 | All Students | 221 | 191 | 86% |
| 2021-22 | JASPER COUNTY (GA) | MATH | 6 | Disability | 24 | 25 | 104% |
| 2021-22 | JASPER COUNTY (GA) | MATH | 6 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | JASPER COUNTY (GA) | MATH | 6 | Ethnicity: African American or Black | 40 | 36 | 90% |
| 2021-22 | JASPER COUNTY (GA) | MATH | 6 | Ethnicity: Hispanic | 21 | 21 | 100% |

GMAP Participation - District/Math

| SY | District | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-----------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | JASPER COUNTY (GA) | MATH | 6 | Ethnicity: White | 140 | 126 | 90% |
| 2021-22 | JASPER COUNTY (GA) | MATH | 6 | Gender: Female | | 87 | |
| 2021-22 | JASPER COUNTY (GA) | MATH | 6 | Gender: Male | | 104 | |
| 2021-22 | JASPER COUNTY (GA) | MATH | 7 | All Students | 214 | 184 | 86% |
| 2021-22 | JASPER COUNTY (GA) | MATH | 7 | Disability | 18 | 20 | 111% |
| 2021-22 | JASPER COUNTY (GA) | MATH | 7 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | JASPER COUNTY (GA) | MATH | 7 | Ethnicity: African American or Black | 44 | 40 | 91% |
| 2021-22 | JASPER COUNTY (GA) | MATH | 7 | Ethnicity: Hispanic | 15 | 15 | 100% |
| 2021-22 | JASPER COUNTY (GA) | MATH | 7 | Ethnicity: White | 126 | 118 | 94% |
| 2021-22 | JASPER COUNTY (GA) | MATH | 7 | Gender: Female | | 83 | |
| 2021-22 | JASPER COUNTY (GA) | MATH | 7 | Gender: Male | | 101 | |
| 2021-22 | JASPER COUNTY (GA) | MATH | 8 | All Students | 215 | 192 | 89% |
| 2021-22 | JASPER COUNTY (GA) | MATH | 8 | Disability | 26 | 27 | 104% |
| 2021-22 | JASPER COUNTY (GA) | MATH | 8 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | JASPER COUNTY (GA) | MATH | 8 | Ethnicity: African American or Black | 45 | 42 | 93% |
| 2021-22 | JASPER COUNTY (GA) | MATH | 8 | Ethnicity: Hispanic | 16 | 17 | 106% |
| 2021-22 | JASPER COUNTY (GA) | MATH | 8 | Ethnicity: White | 128 | 123 | 96% |
| 2021-22 | JASPER COUNTY (GA) | MATH | 8 | Gender: Female | | 86 | |
| 2021-22 | JASPER COUNTY (GA) | MATH | 8 | Gender: Male | | 106 | |
| 2021-22 | Jackson County | MATH | 4 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | Jackson County | MATH | 5 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | MARIETTA CITY SCHOOLS | MATH | 3 | All Students | 664 | 653 | 98% |
| 2021-22 | MARIETTA CITY SCHOOLS | MATH | 3 | Disability | 65 | 63 | 97% |
| 2021-22 | MARIETTA CITY SCHOOLS | MATH | 3 | English Learners | 194 | 99 | 51% |
| 2021-22 | MARIETTA CITY SCHOOLS | MATH | 3 | Ethnicity: African American or Black | 229 | 223 | 97% |
| 2021-22 | MARIETTA CITY SCHOOLS | MATH | 3 | Ethnicity: Hispanic | 255 | 253 | 99% |
| 2021-22 | MARIETTA CITY SCHOOLS | MATH | 3 | Ethnicity: White | 140 | 140 | 100% |
| 2021-22 | MARIETTA CITY SCHOOLS | MATH | 3 | Gender: Female | | 337 | |
| 2021-22 | MARIETTA CITY SCHOOLS | MATH | 3 | Gender: Male | | 316 | |
| 2021-22 | MARIETTA CITY SCHOOLS | MATH | 4 | All Students | 679 | 672 | 99% |
| 2021-22 | MARIETTA CITY SCHOOLS | MATH | 4 | Disability | 64 | 59 | 92% |

GMAP Participation - District/Math

| SY | District | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-----------------------|---------|-------|--------------------------------------|------------|---------------|--------------------|
| 2021-22 | MARIETTA CITY SCHOOLS | MATH | 4 | English Learners | 168 | 82 | 49% |
| 2021-22 | MARIETTA CITY SCHOOLS | MATH | 4 | Ethnicity: African American or Black | 224 | 220 | 98% |
| 2021-22 | MARIETTA CITY SCHOOLS | MATH | 4 | Ethnicity: Hispanic | 265 | 264 | 100% |
| 2021-22 | MARIETTA CITY SCHOOLS | MATH | 4 | Ethnicity: White | 142 | 138 | 97% |
| 2021-22 | MARIETTA CITY SCHOOLS | MATH | 4 | Gender: Female | | 321 | |
| 2021-22 | MARIETTA CITY SCHOOLS | MATH | 4 | Gender: Male | | 351 | |
| 2021-22 | MARIETTA CITY SCHOOLS | MATH | 5 | All Students | 670 | 659 | 98% |
| 2021-22 | MARIETTA CITY SCHOOLS | MATH | 5 | Disability | 71 | 66 | 93% |
| 2021-22 | MARIETTA CITY SCHOOLS | MATH | 5 | English Learners | 141 | 88 | 62% |
| 2021-22 | MARIETTA CITY SCHOOLS | MATH | 5 | Ethnicity: African American or Black | 232 | 230 | 99% |
| 2021-22 | MARIETTA CITY SCHOOLS | MATH | 5 | Ethnicity: Hispanic | 269 | 263 | 98% |
| 2021-22 | MARIETTA CITY SCHOOLS | MATH | 5 | Ethnicity: White | 127 | 126 | 99% |
| 2021-22 | MARIETTA CITY SCHOOLS | MATH | 5 | Gender: Female | | 313 | |
| 2021-22 | MARIETTA CITY SCHOOLS | MATH | 5 | Gender: Male | | 346 | |
| 2021-22 | MARIETTA CITY SCHOOLS | MATH | 6 | All Students | 649 | 620 | 96% |
| 2021-22 | MARIETTA CITY SCHOOLS | MATH | 6 | Disability | 80 | 72 | 90% |
| 2021-22 | MARIETTA CITY SCHOOLS | MATH | 6 | English Learners | 89 | 32 | 36% |
| 2021-22 | MARIETTA CITY SCHOOLS | MATH | 6 | Ethnicity: African American or Black | 229 | 216 | 94% |
| 2021-22 | MARIETTA CITY SCHOOLS | MATH | 6 | Ethnicity: Hispanic | 249 | 242 | 97% |
| 2021-22 | MARIETTA CITY SCHOOLS | MATH | 6 | Ethnicity: White | 124 | 120 | 97% |
| 2021-22 | MARIETTA CITY SCHOOLS | MATH | 6 | Gender: Female | | 299 | |
| 2021-22 | MARIETTA CITY SCHOOLS | MATH | 6 | Gender: Male | | 321 | |
| 2021-22 | MARIETTA CITY SCHOOLS | MATH | 7 | All Students | 690 | 625 | 91% |
| 2021-22 | MARIETTA CITY SCHOOLS | MATH | 7 | Disability | 74 | 69 | 93% |
| 2021-22 | MARIETTA CITY SCHOOLS | MATH | 7 | English Learners | 118 | 77 | 65% |
| 2021-22 | MARIETTA CITY SCHOOLS | MATH | 7 | Ethnicity: African American or Black | 254 | 217 | 85% |
| 2021-22 | MARIETTA CITY SCHOOLS | MATH | 7 | Ethnicity: Hispanic | 284 | 263 | 93% |
| 2021-22 | MARIETTA CITY SCHOOLS | MATH | 7 | Ethnicity: White | 113 | 112 | 99% |
| 2021-22 | MARIETTA CITY SCHOOLS | MATH | 7 | Gender: Female | | 330 | |
| 2021-22 | MARIETTA CITY SCHOOLS | MATH | 7 | Gender: Male | | 295 | |
| 2021-22 | MARIETTA CITY SCHOOLS | MATH | 8 | All Students | 664 | 629 | 95% |

GMAP Participation - District/Math

| SY | District | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|---------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | MARIETTA CITY SCHOOLS | MATH | 8 | Disability | 75 | 67 | 89% |
| 2021-22 | MARIETTA CITY SCHOOLS | MATH | 8 | English Learners | 82 | 58 | 71% |
| 2021-22 | MARIETTA CITY SCHOOLS | MATH | 8 | Ethnicity: African American or Black | 240 | 228 | 95% |
| 2021-22 | MARIETTA CITY SCHOOLS | MATH | 8 | Ethnicity: Hispanic | 255 | 241 | 95% |
| 2021-22 | MARIETTA CITY SCHOOLS | MATH | 8 | Ethnicity: White | 135 | 128 | 95% |
| 2021-22 | MARIETTA CITY SCHOOLS | MATH | 8 | Gender: Female | | 312 | |
| 2021-22 | MARIETTA CITY SCHOOLS | MATH | 8 | Gender: Male | | 317 | |
| 2021-22 | Marietta City | MATH | 4 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | Marietta City | MATH | 5 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | MATH | 3 | All Students | 144 | 57 | 40% |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | MATH | 3 | Disability | 22 | 17 | 77% |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | MATH | 3 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | MATH | 3 | Ethnicity: African American or Black | 30 | Recacted <15 | |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | MATH | 3 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | MATH | 3 | Ethnicity: White | 88 | 35 | 40% |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | MATH | 3 | Gender: Female | | 24 | |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | MATH | 3 | Gender: Male | | 33 | |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | MATH | 4 | All Students | 164 | 86 | 52% |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | MATH | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | MATH | 4 | Ethnicity: African American or Black | 35 | 18 | 51% |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | MATH | 4 | Ethnicity: Hispanic | 17 | Recacted <15 | |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | MATH | 4 | Ethnicity: White | 97 | 51 | 53% |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | MATH | 4 | Gender: Female | | 35 | |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | MATH | 4 | Gender: Male | | 51 | |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | MATH | 5 | All Students | 189 | 86 | 46% |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | MATH | 5 | Disability | 24 | Recacted <15 | |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | MATH | 5 | Ethnicity: African American or Black | 37 | 15 | 41% |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | MATH | 5 | Ethnicity: Hispanic | 17 | Recacted <15 | |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | MATH | 5 | Ethnicity: White | 115 | 56 | 49% |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | MATH | 5 | Gender: Female | | 42 | |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | MATH | 5 | Gender: Male | | 44 | |

GMAP Participation - District/Math

| SY | District | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|------------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | MATH | 6 | All Students | 170 | 69 | 41% |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | MATH | 6 | Disability | 24 | Recacted <15 | |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | MATH | 6 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | MATH | 6 | Ethnicity: African American or Black | 29 | Recacted <15 | |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | MATH | 6 | Ethnicity: Hispanic | 19 | 15 | 79% |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | MATH | 6 | Ethnicity: White | 109 | 38 | 35% |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | MATH | 6 | Gender: Female | | 33 | |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | MATH | 6 | Gender: Male | | 36 | |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | MATH | 7 | All Students | 162 | 79 | 49% |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | MATH | 7 | Disability | 22 | Recacted <15 | |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | MATH | 7 | Ethnicity: African American or Black | 32 | 16 | 50% |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | MATH | 7 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | MATH | 7 | Ethnicity: White | 100 | 49 | 49% |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | MATH | 7 | Gender: Female | | 37 | |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | MATH | 7 | Gender: Male | | 42 | |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | MATH | 8 | All Students | 193 | 74 | 38% |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | MATH | 8 | Disability | 29 | Recacted <15 | |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | MATH | 8 | Ethnicity: African American or Black | 31 | Recacted <15 | |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | MATH | 8 | Ethnicity: Hispanic | 23 | Recacted <15 | |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | MATH | 8 | Ethnicity: White | 125 | 45 | 36% |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | MATH | 8 | Gender: Female | | 35 | |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | MATH | 8 | Gender: Male | | 39 | |
| 2021-22 | Oglethorpe County Elementary | MATH | 4 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | Oglethorpe County Elementary | MATH | 5 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | Oglethorpe County Elementary | MATH | 7 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | Oglethorpe County Elementary | MATH | 8 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | SEMINOLE COUNTY | MATH | 3 | All Students | 100 | 99 | 99% |
| 2021-22 | SEMINOLE COUNTY | MATH | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | SEMINOLE COUNTY | MATH | 3 | English Learners | 0 | | |
| 2021-22 | SEMINOLE COUNTY | MATH | 3 | Ethnicity: African American or Black | 44 | 45 | 102% |
| 2021-22 | SEMINOLE COUNTY | MATH | 3 | Ethnicity: White | 48 | 48 | 100% |

GMAP Participation - District/Math

| SY | District | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-----------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | SEMINOLE COUNTY | MATH | 3 | Gender: Female | | 49 | |
| 2021-22 | SEMINOLE COUNTY | MATH | 3 | Gender: Male | | 50 | |
| 2021-22 | SEMINOLE COUNTY | MATH | 4 | All Students | 88 | 88 | 100% |
| 2021-22 | SEMINOLE COUNTY | MATH | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | SEMINOLE COUNTY | MATH | 4 | Ethnicity: African American or Black | 35 | 35 | 100% |
| 2021-22 | SEMINOLE COUNTY | MATH | 4 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | SEMINOLE COUNTY | MATH | 4 | Ethnicity: White | 46 | 46 | 100% |
| 2021-22 | SEMINOLE COUNTY | MATH | 4 | Gender: Female | | 47 | |
| 2021-22 | SEMINOLE COUNTY | MATH | 4 | Gender: Male | | 41 | |
| 2021-22 | SEMINOLE COUNTY | MATH | 5 | All Students | 103 | 103 | 100% |
| 2021-22 | SEMINOLE COUNTY | MATH | 5 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | SEMINOLE COUNTY | MATH | 5 | Ethnicity: African American or Black | 43 | Recacted <15 | |
| 2021-22 | SEMINOLE COUNTY | MATH | 5 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | SEMINOLE COUNTY | MATH | 5 | Ethnicity: White | 54 | Recacted <15 | |
| 2021-22 | SEMINOLE COUNTY | MATH | 5 | Gender: Female | | 52 | |
| 2021-22 | SEMINOLE COUNTY | MATH | 5 | Gender: Male | | 51 | |
| 2021-22 | SEMINOLE COUNTY | MATH | 6 | All Students | 91 | 88 | 97% |
| 2021-22 | SEMINOLE COUNTY | MATH | 6 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | SEMINOLE COUNTY | MATH | 6 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | SEMINOLE COUNTY | MATH | 6 | Ethnicity: African American or Black | 35 | 32 | 91% |
| 2021-22 | SEMINOLE COUNTY | MATH | 6 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | SEMINOLE COUNTY | MATH | 6 | Ethnicity: White | 46 | 47 | 102% |
| 2021-22 | SEMINOLE COUNTY | MATH | 6 | Gender: Female | | 42 | |
| 2021-22 | SEMINOLE COUNTY | MATH | 6 | Gender: Male | | 46 | |
| 2021-22 | SEMINOLE COUNTY | MATH | 7 | All Students | 87 | 78 | 90% |
| 2021-22 | SEMINOLE COUNTY | MATH | 7 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | SEMINOLE COUNTY | MATH | 7 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | SEMINOLE COUNTY | MATH | 7 | Ethnicity: African American or Black | 38 | 32 | 84% |
| 2021-22 | SEMINOLE COUNTY | MATH | 7 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | SEMINOLE COUNTY | MATH | 7 | Ethnicity: White | 42 | 38 | 90% |
| 2021-22 | SEMINOLE COUNTY | MATH | 7 | Gender: Female | | 41 | |

GMAP Participation - District/Math

| SY | District | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | SEMINOLE COUNTY | MATH | 7 | Gender: Male | | 37 | |
| 2021-22 | SEMINOLE COUNTY | MATH | 8 | All Students | 97 | 89 | 92% |
| 2021-22 | SEMINOLE COUNTY | MATH | 8 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | SEMINOLE COUNTY | MATH | 8 | Ethnicity: African American or Black | 41 | 38 | 93% |
| 2021-22 | SEMINOLE COUNTY | MATH | 8 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | SEMINOLE COUNTY | MATH | 8 | Ethnicity: White | 46 | 41 | 89% |
| 2021-22 | SEMINOLE COUNTY | MATH | 8 | Gender: Female | | 45 | |
| 2021-22 | SEMINOLE COUNTY | MATH | 8 | Gender: Male | | 44 | |
| 2021-22 | Seminole County | MATH | 3 | Ethnicity: Hispanic | 0 | | |
| 2021-22 | Seminole County | MATH | 4 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | Seminole County | MATH | 5 | English Learners | 0 | | |
| 2021-22 | Seminole County | MATH | 8 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | MATH | 3 | All Students | | 66 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | MATH | 3 | Disability | | Recacted <15 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | MATH | 3 | English Learners | | Recacted <15 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | MATH | 3 | Ethnicity: African American or Black | | 29 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | MATH | 3 | Ethnicity: Hispanic | | Recacted <15 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | MATH | 3 | Ethnicity: White | | 32 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | MATH | 3 | Gender: Female | | 30 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | MATH | 3 | Gender: Male | | 36 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | MATH | 4 | All Students | | 71 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | MATH | 4 | Disability | | 15 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | MATH | 4 | Ethnicity: African American or Black | | 26 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | MATH | 4 | Ethnicity: Hispanic | | Recacted <15 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | MATH | 4 | Ethnicity: White | | 38 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | MATH | 4 | Gender: Female | | 35 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | MATH | 4 | Gender: Male | | 36 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | MATH | 5 | All Students | | 71 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | MATH | 5 | Disability | | Recacted <15 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | MATH | 5 | English Learners | | Recacted <15 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | MATH | 5 | Ethnicity: African American or Black | | 21 | |

GMAP Participation - District/Math

| SY | District | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | TREUTLEN COUNTY SCHOOLS | MATH | 5 | Ethnicity: Hispanic | | Recacted <15 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | MATH | 5 | Ethnicity: White | | 43 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | MATH | 5 | Gender: Female | | 36 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | MATH | 5 | Gender: Male | | 35 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | MATH | 6 | All Students | | 102 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | MATH | 6 | Disability | | 20 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | MATH | 6 | Ethnicity: African American or Black | | 43 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | MATH | 6 | Ethnicity: Hispanic | | Recacted <15 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | MATH | 6 | Ethnicity: White | | 51 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | MATH | 6 | Gender: Female | | 50 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | MATH | 6 | Gender: Male | | 52 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | MATH | 7 | All Students | | 86 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | MATH | 7 | Disability | | Recacted <15 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | MATH | 7 | Ethnicity: African American or Black | | 37 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | MATH | 7 | Ethnicity: Hispanic | | Recacted <15 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | MATH | 7 | Ethnicity: White | | 47 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | MATH | 7 | Gender: Female | | 44 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | MATH | 7 | Gender: Male | | 42 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | MATH | 8 | All Students | | 75 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | MATH | 8 | Disability | | Recacted <15 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | MATH | 8 | English Learners | | Recacted <15 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | MATH | 8 | Ethnicity: African American or Black | | 29 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | MATH | 8 | Ethnicity: Hispanic | | Recacted <15 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | MATH | 8 | Ethnicity: White | | 41 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | MATH | 8 | Gender: Female | | 43 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | MATH | 8 | Gender: Male | | 32 | |
| 2021-22 | TRION CITY SCHOOLS | MATH | 6 | All Students | 92 | 89 | 97% |
| 2021-22 | TRION CITY SCHOOLS | MATH | 6 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | TRION CITY SCHOOLS | MATH | 6 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | TRION CITY SCHOOLS | MATH | 6 | Ethnicity: African American or Black | 0 | | |
| 2021-22 | TRION CITY SCHOOLS | MATH | 6 | Ethnicity: Hispanic | 24 | 22 | 92% |

GMAP Participation - District/Math

| SY | District | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|--------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | TRION CITY SCHOOLS | MATH | 6 | Ethnicity: White | 63 | 62 | 98% |
| 2021-22 | TRION CITY SCHOOLS | MATH | 6 | Gender: Female | | 41 | |
| 2021-22 | TRION CITY SCHOOLS | MATH | 6 | Gender: Male | | 48 | |
| 2021-22 | TRION CITY SCHOOLS | MATH | 8 | All Students | 67 | 64 | 96% |
| 2021-22 | TRION CITY SCHOOLS | MATH | 8 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | TRION CITY SCHOOLS | MATH | 8 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | TRION CITY SCHOOLS | MATH | 8 | Ethnicity: Hispanic | 19 | 17 | 89% |
| 2021-22 | TRION CITY SCHOOLS | MATH | 8 | Ethnicity: White | 43 | 43 | 100% |
| 2021-22 | TRION CITY SCHOOLS | MATH | 8 | Gender: Female | | 33 | |
| 2021-22 | TRION CITY SCHOOLS | MATH | 8 | Gender: Male | | 31 | |
| 2021-22 | Trion City | MATH | 8 | Ethnicity: African American or Black | 0 | | |

GMAP Participation - School/Math

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-----------------------|-------------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | BARROW COUNTY SCHOOLS | COUNTY LINE ELEMENTARY SCHOOL | MATH | 3 | All Students | 91 | 88 | 97% |
| 2021-22 | BARROW COUNTY SCHOOLS | COUNTY LINE ELEMENTARY SCHOOL | MATH | 3 | Disability | 17 | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | COUNTY LINE ELEMENTARY SCHOOL | MATH | 3 | English Learners | 15 | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | COUNTY LINE ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | COUNTY LINE ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: Hispanic | 18 | 19 | 106% |
| 2021-22 | BARROW COUNTY SCHOOLS | COUNTY LINE ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: White | 57 | 49 | 86% |
| 2021-22 | BARROW COUNTY SCHOOLS | COUNTY LINE ELEMENTARY SCHOOL | MATH | 3 | Gender: Female | | 40 | |
| 2021-22 | BARROW COUNTY SCHOOLS | COUNTY LINE ELEMENTARY SCHOOL | MATH | 3 | Gender: Male | | 48 | |
| 2021-22 | BARROW COUNTY SCHOOLS | COUNTY LINE ELEMENTARY SCHOOL | MATH | 4 | All Students | 106 | 105 | 99% |
| 2021-22 | BARROW COUNTY SCHOOLS | COUNTY LINE ELEMENTARY SCHOOL | MATH | 4 | Disability | 28 | 25 | 89% |
| 2021-22 | BARROW COUNTY SCHOOLS | COUNTY LINE ELEMENTARY SCHOOL | MATH | 4 | English Learners | 21 | 21 | 100% |
| 2021-22 | BARROW COUNTY SCHOOLS | COUNTY LINE ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | COUNTY LINE ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: Hispanic | 23 | 25 | 109% |
| 2021-22 | BARROW COUNTY SCHOOLS | COUNTY LINE ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: White | 63 | 62 | 98% |
| 2021-22 | BARROW COUNTY SCHOOLS | COUNTY LINE ELEMENTARY SCHOOL | MATH | 4 | Gender: Female | | 53 | |
| 2021-22 | BARROW COUNTY SCHOOLS | COUNTY LINE ELEMENTARY SCHOOL | MATH | 4 | Gender: Male | | 52 | |
| 2021-22 | BARROW COUNTY SCHOOLS | COUNTY LINE ELEMENTARY SCHOOL | MATH | 5 | All Students | 95 | 93 | 98% |
| 2021-22 | BARROW COUNTY SCHOOLS | COUNTY LINE ELEMENTARY SCHOOL | MATH | 5 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | COUNTY LINE ELEMENTARY SCHOOL | MATH | 5 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | COUNTY LINE ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | COUNTY LINE ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: Hispanic | 17 | 16 | 94% |
| 2021-22 | BARROW COUNTY SCHOOLS | COUNTY LINE ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: White | 58 | 57 | 98% |
| 2021-22 | BARROW COUNTY SCHOOLS | COUNTY LINE ELEMENTARY SCHOOL | MATH | 5 | Gender: Female | | 47 | |
| 2021-22 | BARROW COUNTY SCHOOLS | COUNTY LINE ELEMENTARY SCHOOL | MATH | 5 | Gender: Male | | 46 | |
| 2021-22 | BARROW COUNTY SCHOOLS | HAYMON MORRIS MIDDLE SCHOOL | MATH | 6 | All Students | 272 | 247 | 91% |
| 2021-22 | BARROW COUNTY SCHOOLS | HAYMON MORRIS MIDDLE SCHOOL | MATH | 6 | Disability | 33 | 29 | 88% |
| 2021-22 | BARROW COUNTY SCHOOLS | HAYMON MORRIS MIDDLE SCHOOL | MATH | 6 | English Learners | 25 | 23 | 92% |
| 2021-22 | BARROW COUNTY SCHOOLS | HAYMON MORRIS MIDDLE SCHOOL | MATH | 6 | Ethnicity: African American or Black | 52 | 48 | 92% |
| 2021-22 | BARROW COUNTY SCHOOLS | HAYMON MORRIS MIDDLE SCHOOL | MATH | 6 | Ethnicity: Hispanic | 71 | 65 | 92% |
| 2021-22 | BARROW COUNTY SCHOOLS | HAYMON MORRIS MIDDLE SCHOOL | MATH | 6 | Ethnicity: White | 127 | 114 | 90% |
| 2021-22 | BARROW COUNTY SCHOOLS | HAYMON MORRIS MIDDLE SCHOOL | MATH | 6 | Gender: Female | | 124 | |
| 2021-22 | BARROW COUNTY SCHOOLS | HAYMON MORRIS MIDDLE SCHOOL | MATH | 6 | Gender: Male | | 123 | |
| 2021-22 | BARROW COUNTY SCHOOLS | HAYMON MORRIS MIDDLE SCHOOL | MATH | 7 | All Students | 279 | 251 | 90% |
| 2021-22 | BARROW COUNTY SCHOOLS | HAYMON MORRIS MIDDLE SCHOOL | MATH | 7 | Disability | 37 | 28 | 76% |
| 2021-22 | BARROW COUNTY SCHOOLS | HAYMON MORRIS MIDDLE SCHOOL | MATH | 7 | English Learners | 27 | 18 | 67% |
| 2021-22 | BARROW COUNTY SCHOOLS | HAYMON MORRIS MIDDLE SCHOOL | MATH | 7 | Ethnicity: African American or Black | 47 | 43 | 91% |
| 2021-22 | BARROW COUNTY SCHOOLS | HAYMON MORRIS MIDDLE SCHOOL | MATH | 7 | Ethnicity: Hispanic | 78 | 76 | 97% |
| 2021-22 | BARROW COUNTY SCHOOLS | HAYMON MORRIS MIDDLE SCHOOL | MATH | 7 | Ethnicity: White | 133 | 111 | 83% |
| 2021-22 | BARROW COUNTY SCHOOLS | HAYMON MORRIS MIDDLE SCHOOL | MATH | 7 | Gender: Female | | 127 | |
| 2021-22 | BARROW COUNTY SCHOOLS | HAYMON MORRIS MIDDLE SCHOOL | MATH | 7 | Gender: Male | | 124 | |

GMAP Participation - School/Math

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-----------------------|-----------------------------|---------|-------|--------------------------------------|------------|---------------|--------------------|
| 2021-22 | BARROW COUNTY SCHOOLS | HAYMON MORRIS MIDDLE SCHOOL | MATH | 8 | All Students | 249 | 240 | 96% |
| 2021-22 | BARROW COUNTY SCHOOLS | HAYMON MORRIS MIDDLE SCHOOL | MATH | 8 | Disability | 33 | 30 | 91% |
| 2021-22 | BARROW COUNTY SCHOOLS | HAYMON MORRIS MIDDLE SCHOOL | MATH | 8 | English Learners | 22 | 15 | 68% |
| 2021-22 | BARROW COUNTY SCHOOLS | HAYMON MORRIS MIDDLE SCHOOL | MATH | 8 | Ethnicity: African American or Black | 60 | 58 | 97% |
| 2021-22 | BARROW COUNTY SCHOOLS | HAYMON MORRIS MIDDLE SCHOOL | MATH | 8 | Ethnicity: Hispanic | 57 | 54 | 95% |
| 2021-22 | BARROW COUNTY SCHOOLS | HAYMON MORRIS MIDDLE SCHOOL | MATH | 8 | Ethnicity: White | 110 | 107 | 97% |
| 2021-22 | BARROW COUNTY SCHOOLS | HAYMON MORRIS MIDDLE SCHOOL | MATH | 8 | Gender: Female | | 109 | |
| 2021-22 | BARROW COUNTY SCHOOLS | HAYMON MORRIS MIDDLE SCHOOL | MATH | 8 | Gender: Male | | 131 | |
| 2021-22 | BARROW COUNTY SCHOOLS | BEAR CREEK MIDDLE SCHOOL | MATH | 6 | All Students | 218 | 197 | 90% |
| 2021-22 | BARROW COUNTY SCHOOLS | BEAR CREEK MIDDLE SCHOOL | MATH | 6 | Disability | 36 | 32 | 89% |
| 2021-22 | BARROW COUNTY SCHOOLS | BEAR CREEK MIDDLE SCHOOL | MATH | 6 | English Learners | 22 | 15 | 68% |
| 2021-22 | BARROW COUNTY SCHOOLS | BEAR CREEK MIDDLE SCHOOL | MATH | 6 | Ethnicity: African American or Black | 29 | 28 | 97% |
| 2021-22 | BARROW COUNTY SCHOOLS | BEAR CREEK MIDDLE SCHOOL | MATH | 6 | Ethnicity: Hispanic | 50 | 51 | 102% |
| 2021-22 | BARROW COUNTY SCHOOLS | BEAR CREEK MIDDLE SCHOOL | MATH | 6 | Ethnicity: White | 111 | 95 | 86% |
| 2021-22 | BARROW COUNTY SCHOOLS | BEAR CREEK MIDDLE SCHOOL | MATH | 6 | Gender: Female | | 89 | |
| 2021-22 | BARROW COUNTY SCHOOLS | BEAR CREEK MIDDLE SCHOOL | MATH | 6 | Gender: Male | | 108 | |
| 2021-22 | BARROW COUNTY SCHOOLS | BEAR CREEK MIDDLE SCHOOL | MATH | 7 | All Students | 261 | 234 | 90% |
| 2021-22 | BARROW COUNTY SCHOOLS | BEAR CREEK MIDDLE SCHOOL | MATH | 7 | Disability | 47 | 42 | 89% |
| 2021-22 | BARROW COUNTY SCHOOLS | BEAR CREEK MIDDLE SCHOOL | MATH | 7 | English Learners | 23 | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | BEAR CREEK MIDDLE SCHOOL | MATH | 7 | Ethnicity: African American or Black | 39 | 36 | 92% |
| 2021-22 | BARROW COUNTY SCHOOLS | BEAR CREEK MIDDLE SCHOOL | MATH | 7 | Ethnicity: Hispanic | 53 | 60 | 113% |
| 2021-22 | BARROW COUNTY SCHOOLS | BEAR CREEK MIDDLE SCHOOL | MATH | 7 | Ethnicity: White | 145 | 117 | 81% |
| 2021-22 | BARROW COUNTY SCHOOLS | BEAR CREEK MIDDLE SCHOOL | MATH | 7 | Gender: Female | | 121 | |
| 2021-22 | BARROW COUNTY SCHOOLS | BEAR CREEK MIDDLE SCHOOL | MATH | 7 | Gender: Male | | 113 | |
| 2021-22 | BARROW COUNTY SCHOOLS | BEAR CREEK MIDDLE SCHOOL | MATH | 8 | All Students | 155 | 148 | 95% |
| 2021-22 | BARROW COUNTY SCHOOLS | BEAR CREEK MIDDLE SCHOOL | MATH | 8 | Disability | 46 | 43 | 93% |
| 2021-22 | BARROW COUNTY SCHOOLS | BEAR CREEK MIDDLE SCHOOL | MATH | 8 | English Learners | 17 | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | BEAR CREEK MIDDLE SCHOOL | MATH | 8 | Ethnicity: African American or Black | 23 | 22 | 96% |
| 2021-22 | BARROW COUNTY SCHOOLS | BEAR CREEK MIDDLE SCHOOL | MATH | 8 | Ethnicity: Hispanic | 38 | 37 | 97% |
| 2021-22 | BARROW COUNTY SCHOOLS | BEAR CREEK MIDDLE SCHOOL | MATH | 8 | Ethnicity: White | 76 | 73 | 96% |
| 2021-22 | BARROW COUNTY SCHOOLS | BEAR CREEK MIDDLE SCHOOL | MATH | 8 | Gender: Female | | 59 | |
| 2021-22 | BARROW COUNTY SCHOOLS | BEAR CREEK MIDDLE SCHOOL | MATH | 8 | Gender: Male | | 89 | |
| 2021-22 | BARROW COUNTY SCHOOLS | KENNEDY ELEMENTARY SCHOOL | MATH | 3 | All Students | 149 | 147 | 99% |
| 2021-22 | BARROW COUNTY SCHOOLS | KENNEDY ELEMENTARY SCHOOL | MATH | 3 | Disability | 19 | 18 | 95% |
| 2021-22 | BARROW COUNTY SCHOOLS | KENNEDY ELEMENTARY SCHOOL | MATH | 3 | English Learners | 33 | 22 | 67% |
| 2021-22 | BARROW COUNTY SCHOOLS | KENNEDY ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: African American or Black | 28 | 28 | 100% |
| 2021-22 | BARROW COUNTY SCHOOLS | KENNEDY ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: Hispanic | 51 | 52 | 102% |
| 2021-22 | BARROW COUNTY SCHOOLS | KENNEDY ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: White | 53 | 50 | 94% |
| 2021-22 | BARROW COUNTY SCHOOLS | KENNEDY ELEMENTARY SCHOOL | MATH | 3 | Gender: Female | | 77 | |
| 2021-22 | BARROW COUNTY SCHOOLS | KENNEDY ELEMENTARY SCHOOL | MATH | 3 | Gender: Male | | 70 | |

GMAP Participation - School/Math

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-----------------------|----------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | BARROW COUNTY SCHOOLS | KENNEDY ELEMENTARY SCHOOL | MATH | 4 | All Students | 128 | 128 | 100% |
| 2021-22 | BARROW COUNTY SCHOOLS | KENNEDY ELEMENTARY SCHOOL | MATH | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | KENNEDY ELEMENTARY SCHOOL | MATH | 4 | English Learners | 24 | 20 | 83% |
| 2021-22 | BARROW COUNTY SCHOOLS | KENNEDY ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: African American or Black | 28 | 27 | 96% |
| 2021-22 | BARROW COUNTY SCHOOLS | KENNEDY ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: Hispanic | 38 | 42 | 111% |
| 2021-22 | BARROW COUNTY SCHOOLS | KENNEDY ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: White | 50 | 46 | 92% |
| 2021-22 | BARROW COUNTY SCHOOLS | KENNEDY ELEMENTARY SCHOOL | MATH | 4 | Gender: Female | | 57 | |
| 2021-22 | BARROW COUNTY SCHOOLS | KENNEDY ELEMENTARY SCHOOL | MATH | 4 | Gender: Male | | 71 | |
| 2021-22 | BARROW COUNTY SCHOOLS | KENNEDY ELEMENTARY SCHOOL | MATH | 5 | All Students | 132 | 131 | 99% |
| 2021-22 | BARROW COUNTY SCHOOLS | KENNEDY ELEMENTARY SCHOOL | MATH | 5 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | KENNEDY ELEMENTARY SCHOOL | MATH | 5 | English Learners | 17 | 17 | 100% |
| 2021-22 | BARROW COUNTY SCHOOLS | KENNEDY ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: African American or Black | 19 | 19 | 100% |
| 2021-22 | BARROW COUNTY SCHOOLS | KENNEDY ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: Hispanic | 42 | 44 | 105% |
| 2021-22 | BARROW COUNTY SCHOOLS | KENNEDY ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: White | 55 | 54 | 98% |
| 2021-22 | BARROW COUNTY SCHOOLS | KENNEDY ELEMENTARY SCHOOL | MATH | 5 | Gender: Female | | 73 | |
| 2021-22 | BARROW COUNTY SCHOOLS | KENNEDY ELEMENTARY SCHOOL | MATH | 5 | Gender: Male | | 58 | |
| 2021-22 | BARROW COUNTY SCHOOLS | BRAMLETT ELEMENTARY SCHOOL | MATH | 3 | All Students | 97 | 97 | 100% |
| 2021-22 | BARROW COUNTY SCHOOLS | BRAMLETT ELEMENTARY SCHOOL | MATH | 3 | Disability | 18 | 15 | 83% |
| 2021-22 | BARROW COUNTY SCHOOLS | BRAMLETT ELEMENTARY SCHOOL | MATH | 3 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | BRAMLETT ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | BRAMLETT ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | BRAMLETT ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: White | 69 | 67 | 97% |
| 2021-22 | BARROW COUNTY SCHOOLS | BRAMLETT ELEMENTARY SCHOOL | MATH | 3 | Gender: Female | | 52 | |
| 2021-22 | BARROW COUNTY SCHOOLS | BRAMLETT ELEMENTARY SCHOOL | MATH | 3 | Gender: Male | | 45 | |
| 2021-22 | BARROW COUNTY SCHOOLS | BRAMLETT ELEMENTARY SCHOOL | MATH | 4 | All Students | 96 | 96 | 100% |
| 2021-22 | BARROW COUNTY SCHOOLS | BRAMLETT ELEMENTARY SCHOOL | MATH | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | BRAMLETT ELEMENTARY SCHOOL | MATH | 4 | English Learners | 20 | 20 | 100% |
| 2021-22 | BARROW COUNTY SCHOOLS | BRAMLETT ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | BRAMLETT ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: Hispanic | 24 | 24 | 100% |
| 2021-22 | BARROW COUNTY SCHOOLS | BRAMLETT ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: White | 53 | 53 | 100% |
| 2021-22 | BARROW COUNTY SCHOOLS | BRAMLETT ELEMENTARY SCHOOL | MATH | 4 | Gender: Female | | 41 | |
| 2021-22 | BARROW COUNTY SCHOOLS | BRAMLETT ELEMENTARY SCHOOL | MATH | 4 | Gender: Male | | 55 | |
| 2021-22 | BARROW COUNTY SCHOOLS | BRAMLETT ELEMENTARY SCHOOL | MATH | 5 | All Students | 121 | 121 | 100% |
| 2021-22 | BARROW COUNTY SCHOOLS | BRAMLETT ELEMENTARY SCHOOL | MATH | 5 | Disability | 17 | 20 | 118% |
| 2021-22 | BARROW COUNTY SCHOOLS | BRAMLETT ELEMENTARY SCHOOL | MATH | 5 | English Learners | 18 | 15 | 83% |
| 2021-22 | BARROW COUNTY SCHOOLS | BRAMLETT ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | BRAMLETT ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: Hispanic | 24 | 28 | 117% |
| 2021-22 | BARROW COUNTY SCHOOLS | BRAMLETT ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: White | 67 | 66 | 99% |
| 2021-22 | BARROW COUNTY SCHOOLS | BRAMLETT ELEMENTARY SCHOOL | MATH | 5 | Gender: Female | | 57 | |
| 2021-22 | BARROW COUNTY SCHOOLS | BRAMLETT ELEMENTARY SCHOOL | MATH | 5 | Gender: Male | | 64 | |

GMAP Participation - School/Math

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-----------------------|-----------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | BARROW COUNTY SCHOOLS | WESTSIDE MIDDLE SCHOOL | MATH | 6 | All Students | 248 | 220 | 89% |
| 2021-22 | BARROW COUNTY SCHOOLS | WESTSIDE MIDDLE SCHOOL | MATH | 6 | Disability | 42 | 36 | 86% |
| 2021-22 | BARROW COUNTY SCHOOLS | WESTSIDE MIDDLE SCHOOL | MATH | 6 | English Learners | 26 | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | WESTSIDE MIDDLE SCHOOL | MATH | 6 | Ethnicity: African American or Black | 47 | 37 | 79% |
| 2021-22 | BARROW COUNTY SCHOOLS | WESTSIDE MIDDLE SCHOOL | MATH | 6 | Ethnicity: Hispanic | 69 | 68 | 99% |
| 2021-22 | BARROW COUNTY SCHOOLS | WESTSIDE MIDDLE SCHOOL | MATH | 6 | Ethnicity: White | 101 | 84 | 83% |
| 2021-22 | BARROW COUNTY SCHOOLS | WESTSIDE MIDDLE SCHOOL | MATH | 6 | Gender: Female | | 101 | |
| 2021-22 | BARROW COUNTY SCHOOLS | WESTSIDE MIDDLE SCHOOL | MATH | 6 | Gender: Male | | 119 | |
| 2021-22 | BARROW COUNTY SCHOOLS | WESTSIDE MIDDLE SCHOOL | MATH | 7 | All Students | 270 | 243 | 90% |
| 2021-22 | BARROW COUNTY SCHOOLS | WESTSIDE MIDDLE SCHOOL | MATH | 7 | Disability | 39 | 36 | 92% |
| 2021-22 | BARROW COUNTY SCHOOLS | WESTSIDE MIDDLE SCHOOL | MATH | 7 | English Learners | 30 | 16 | 53% |
| 2021-22 | BARROW COUNTY SCHOOLS | WESTSIDE MIDDLE SCHOOL | MATH | 7 | Ethnicity: African American or Black | 48 | 40 | 83% |
| 2021-22 | BARROW COUNTY SCHOOLS | WESTSIDE MIDDLE SCHOOL | MATH | 7 | Ethnicity: Hispanic | 84 | 87 | 104% |
| 2021-22 | BARROW COUNTY SCHOOLS | WESTSIDE MIDDLE SCHOOL | MATH | 7 | Ethnicity: White | 109 | 91 | 83% |
| 2021-22 | BARROW COUNTY SCHOOLS | WESTSIDE MIDDLE SCHOOL | MATH | 7 | Gender: Female | | 120 | |
| 2021-22 | BARROW COUNTY SCHOOLS | WESTSIDE MIDDLE SCHOOL | MATH | 7 | Gender: Male | | 123 | |
| 2021-22 | BARROW COUNTY SCHOOLS | WESTSIDE MIDDLE SCHOOL | MATH | 8 | All Students | 218 | 212 | 97% |
| 2021-22 | BARROW COUNTY SCHOOLS | WESTSIDE MIDDLE SCHOOL | MATH | 8 | Disability | 39 | 36 | 92% |
| 2021-22 | BARROW COUNTY SCHOOLS | WESTSIDE MIDDLE SCHOOL | MATH | 8 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | WESTSIDE MIDDLE SCHOOL | MATH | 8 | Ethnicity: African American or Black | 43 | 35 | 81% |
| 2021-22 | BARROW COUNTY SCHOOLS | WESTSIDE MIDDLE SCHOOL | MATH | 8 | Ethnicity: Hispanic | 46 | 50 | 109% |
| 2021-22 | BARROW COUNTY SCHOOLS | WESTSIDE MIDDLE SCHOOL | MATH | 8 | Ethnicity: White | 106 | 104 | 98% |
| 2021-22 | BARROW COUNTY SCHOOLS | WESTSIDE MIDDLE SCHOOL | MATH | 8 | Gender: Female | | 102 | |
| 2021-22 | BARROW COUNTY SCHOOLS | WESTSIDE MIDDLE SCHOOL | MATH | 8 | Gender: Male | | 110 | |
| 2021-22 | BARROW COUNTY SCHOOLS | BETHLEHEM ELEMENTARY SCHOOL | MATH | 3 | All Students | 138 | 136 | 99% |
| 2021-22 | BARROW COUNTY SCHOOLS | BETHLEHEM ELEMENTARY SCHOOL | MATH | 3 | Disability | 20 | 17 | 85% |
| 2021-22 | BARROW COUNTY SCHOOLS | BETHLEHEM ELEMENTARY SCHOOL | MATH | 3 | English Learners | 22 | 20 | 91% |
| 2021-22 | BARROW COUNTY SCHOOLS | BETHLEHEM ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: African American or Black | 16 | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | BETHLEHEM ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: Hispanic | 29 | 30 | 103% |
| 2021-22 | BARROW COUNTY SCHOOLS | BETHLEHEM ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: White | 84 | 82 | 98% |
| 2021-22 | BARROW COUNTY SCHOOLS | BETHLEHEM ELEMENTARY SCHOOL | MATH | 3 | Gender: Female | | 73 | |
| 2021-22 | BARROW COUNTY SCHOOLS | BETHLEHEM ELEMENTARY SCHOOL | MATH | 3 | Gender: Male | | 63 | |
| 2021-22 | BARROW COUNTY SCHOOLS | BETHLEHEM ELEMENTARY SCHOOL | MATH | 4 | All Students | 138 | 138 | 100% |
| 2021-22 | BARROW COUNTY SCHOOLS | BETHLEHEM ELEMENTARY SCHOOL | MATH | 4 | Disability | 20 | 19 | 95% |
| 2021-22 | BARROW COUNTY SCHOOLS | BETHLEHEM ELEMENTARY SCHOOL | MATH | 4 | English Learners | 16 | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | BETHLEHEM ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | BETHLEHEM ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: Hispanic | 29 | 30 | 103% |
| 2021-22 | BARROW COUNTY SCHOOLS | BETHLEHEM ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: White | 84 | 84 | 100% |
| 2021-22 | BARROW COUNTY SCHOOLS | BETHLEHEM ELEMENTARY SCHOOL | MATH | 4 | Gender: Female | | 69 | |
| 2021-22 | BARROW COUNTY SCHOOLS | BETHLEHEM ELEMENTARY SCHOOL | MATH | 4 | Gender: Male | | 69 | |

GMAP Participation - School/Math

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-----------------------|-----------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | BARROW COUNTY SCHOOLS | BETHLEHEM ELEMENTARY SCHOOL | MATH | 5 | All Students | 115 | 114 | 99% |
| 2021-22 | BARROW COUNTY SCHOOLS | BETHLEHEM ELEMENTARY SCHOOL | MATH | 5 | Disability | 25 | 25 | 100% |
| 2021-22 | BARROW COUNTY SCHOOLS | BETHLEHEM ELEMENTARY SCHOOL | MATH | 5 | English Learners | 17 | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | BETHLEHEM ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | BETHLEHEM ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: Hispanic | 28 | 31 | 111% |
| 2021-22 | BARROW COUNTY SCHOOLS | BETHLEHEM ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: White | 66 | 63 | 95% |
| 2021-22 | BARROW COUNTY SCHOOLS | BETHLEHEM ELEMENTARY SCHOOL | MATH | 5 | Gender: Female | | 53 | |
| 2021-22 | BARROW COUNTY SCHOOLS | BETHLEHEM ELEMENTARY SCHOOL | MATH | 5 | Gender: Male | | 61 | |
| 2021-22 | BARROW COUNTY SCHOOLS | RUSSELL MIDDLE SCHOOL | MATH | 6 | All Students | 290 | 257 | 89% |
| 2021-22 | BARROW COUNTY SCHOOLS | RUSSELL MIDDLE SCHOOL | MATH | 6 | Disability | 47 | 44 | 94% |
| 2021-22 | BARROW COUNTY SCHOOLS | RUSSELL MIDDLE SCHOOL | MATH | 6 | English Learners | 28 | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | RUSSELL MIDDLE SCHOOL | MATH | 6 | Ethnicity: African American or Black | 36 | 34 | 94% |
| 2021-22 | BARROW COUNTY SCHOOLS | RUSSELL MIDDLE SCHOOL | MATH | 6 | Ethnicity: Hispanic | 70 | 69 | 99% |
| 2021-22 | BARROW COUNTY SCHOOLS | RUSSELL MIDDLE SCHOOL | MATH | 6 | Ethnicity: White | 149 | 124 | 83% |
| 2021-22 | BARROW COUNTY SCHOOLS | RUSSELL MIDDLE SCHOOL | MATH | 6 | Gender: Female | | 121 | |
| 2021-22 | BARROW COUNTY SCHOOLS | RUSSELL MIDDLE SCHOOL | MATH | 6 | Gender: Male | | 136 | |
| 2021-22 | BARROW COUNTY SCHOOLS | RUSSELL MIDDLE SCHOOL | MATH | 7 | All Students | 342 | 311 | 91% |
| 2021-22 | BARROW COUNTY SCHOOLS | RUSSELL MIDDLE SCHOOL | MATH | 7 | Disability | 52 | 51 | 98% |
| 2021-22 | BARROW COUNTY SCHOOLS | RUSSELL MIDDLE SCHOOL | MATH | 7 | English Learners | 29 | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | RUSSELL MIDDLE SCHOOL | MATH | 7 | Ethnicity: African American or Black | 34 | 32 | 94% |
| 2021-22 | BARROW COUNTY SCHOOLS | RUSSELL MIDDLE SCHOOL | MATH | 7 | Ethnicity: Hispanic | 76 | 79 | 104% |
| 2021-22 | BARROW COUNTY SCHOOLS | RUSSELL MIDDLE SCHOOL | MATH | 7 | Ethnicity: White | 191 | 165 | 86% |
| 2021-22 | BARROW COUNTY SCHOOLS | RUSSELL MIDDLE SCHOOL | MATH | 7 | Gender: Female | | 147 | |
| 2021-22 | BARROW COUNTY SCHOOLS | RUSSELL MIDDLE SCHOOL | MATH | 7 | Gender: Male | | 164 | |
| 2021-22 | BARROW COUNTY SCHOOLS | RUSSELL MIDDLE SCHOOL | MATH | 8 | All Students | 272 | 266 | 98% |
| 2021-22 | BARROW COUNTY SCHOOLS | RUSSELL MIDDLE SCHOOL | MATH | 8 | Disability | 38 | 38 | 100% |
| 2021-22 | BARROW COUNTY SCHOOLS | RUSSELL MIDDLE SCHOOL | MATH | 8 | English Learners | 25 | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | RUSSELL MIDDLE SCHOOL | MATH | 8 | Ethnicity: African American or Black | 23 | 22 | 96% |
| 2021-22 | BARROW COUNTY SCHOOLS | RUSSELL MIDDLE SCHOOL | MATH | 8 | Ethnicity: Hispanic | 57 | 59 | 104% |
| 2021-22 | BARROW COUNTY SCHOOLS | RUSSELL MIDDLE SCHOOL | MATH | 8 | Ethnicity: White | 158 | 151 | 96% |
| 2021-22 | BARROW COUNTY SCHOOLS | RUSSELL MIDDLE SCHOOL | MATH | 8 | Gender: Female | | 132 | |
| 2021-22 | BARROW COUNTY SCHOOLS | RUSSELL MIDDLE SCHOOL | MATH | 8 | Gender: Male | | 134 | |
| 2021-22 | BARROW COUNTY SCHOOLS | YARGO ELEMENTARY SCHOOL | MATH | 3 | All Students | 138 | 138 | 100% |
| 2021-22 | BARROW COUNTY SCHOOLS | YARGO ELEMENTARY SCHOOL | MATH | 3 | Disability | 21 | 17 | 81% |
| 2021-22 | BARROW COUNTY SCHOOLS | YARGO ELEMENTARY SCHOOL | MATH | 3 | English Learners | 23 | 18 | 78% |
| 2021-22 | BARROW COUNTY SCHOOLS | YARGO ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: African American or Black | 33 | 32 | 97% |
| 2021-22 | BARROW COUNTY SCHOOLS | YARGO ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: Hispanic | 37 | 39 | 105% |
| 2021-22 | BARROW COUNTY SCHOOLS | YARGO ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: White | 62 | 61 | 98% |
| 2021-22 | BARROW COUNTY SCHOOLS | YARGO ELEMENTARY SCHOOL | MATH | 3 | Gender: Female | | 69 | |
| 2021-22 | BARROW COUNTY SCHOOLS | YARGO ELEMENTARY SCHOOL | MATH | 3 | Gender: Male | | 69 | |

GMAP Participation - School/Math

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-----------------------|--------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | BARROW COUNTY SCHOOLS | YARGO ELEMENTARY SCHOOL | MATH | 4 | All Students | 148 | 149 | 101% |
| 2021-22 | BARROW COUNTY SCHOOLS | YARGO ELEMENTARY SCHOOL | MATH | 4 | Disability | 23 | 22 | 96% |
| 2021-22 | BARROW COUNTY SCHOOLS | YARGO ELEMENTARY SCHOOL | MATH | 4 | English Learners | 25 | 25 | 100% |
| 2021-22 | BARROW COUNTY SCHOOLS | YARGO ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: African American or Black | 27 | 28 | 104% |
| 2021-22 | BARROW COUNTY SCHOOLS | YARGO ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: Hispanic | 32 | 34 | 106% |
| 2021-22 | BARROW COUNTY SCHOOLS | YARGO ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: White | 68 | 68 | 100% |
| 2021-22 | BARROW COUNTY SCHOOLS | YARGO ELEMENTARY SCHOOL | MATH | 4 | Gender: Female | | 64 | |
| 2021-22 | BARROW COUNTY SCHOOLS | YARGO ELEMENTARY SCHOOL | MATH | 4 | Gender: Male | | 85 | |
| 2021-22 | BARROW COUNTY SCHOOLS | YARGO ELEMENTARY SCHOOL | MATH | 5 | All Students | 164 | 163 | 99% |
| 2021-22 | BARROW COUNTY SCHOOLS | YARGO ELEMENTARY SCHOOL | MATH | 5 | Disability | 20 | 21 | 105% |
| 2021-22 | BARROW COUNTY SCHOOLS | YARGO ELEMENTARY SCHOOL | MATH | 5 | English Learners | 20 | 19 | 95% |
| 2021-22 | BARROW COUNTY SCHOOLS | YARGO ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: African American or Black | 33 | 33 | 100% |
| 2021-22 | BARROW COUNTY SCHOOLS | YARGO ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: Hispanic | 37 | 37 | 100% |
| 2021-22 | BARROW COUNTY SCHOOLS | YARGO ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: White | 81 | 80 | 99% |
| 2021-22 | BARROW COUNTY SCHOOLS | YARGO ELEMENTARY SCHOOL | MATH | 5 | Gender: Female | | 92 | |
| 2021-22 | BARROW COUNTY SCHOOLS | YARGO ELEMENTARY SCHOOL | MATH | 5 | Gender: Male | | 71 | |
| 2021-22 | BARROW COUNTY SCHOOLS | WINDER ELEMENTARY SCHOOL | MATH | 3 | All Students | 96 | 92 | 96% |
| 2021-22 | BARROW COUNTY SCHOOLS | WINDER ELEMENTARY SCHOOL | MATH | 3 | Disability | 19 | 16 | 84% |
| 2021-22 | BARROW COUNTY SCHOOLS | WINDER ELEMENTARY SCHOOL | MATH | 3 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | WINDER ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: African American or Black | 28 | 25 | 89% |
| 2021-22 | BARROW COUNTY SCHOOLS | WINDER ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: Hispanic | 19 | 18 | 95% |
| 2021-22 | BARROW COUNTY SCHOOLS | WINDER ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: White | 35 | 34 | 97% |
| 2021-22 | BARROW COUNTY SCHOOLS | WINDER ELEMENTARY SCHOOL | MATH | 3 | Gender: Female | | 47 | |
| 2021-22 | BARROW COUNTY SCHOOLS | WINDER ELEMENTARY SCHOOL | MATH | 3 | Gender: Male | | 45 | |
| 2021-22 | BARROW COUNTY SCHOOLS | WINDER ELEMENTARY SCHOOL | MATH | 4 | All Students | 113 | 106 | 94% |
| 2021-22 | BARROW COUNTY SCHOOLS | WINDER ELEMENTARY SCHOOL | MATH | 4 | Disability | 18 | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | WINDER ELEMENTARY SCHOOL | MATH | 4 | English Learners | 20 | 18 | 90% |
| 2021-22 | BARROW COUNTY SCHOOLS | WINDER ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: African American or Black | 22 | 21 | 95% |
| 2021-22 | BARROW COUNTY SCHOOLS | WINDER ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: Hispanic | 24 | 24 | 100% |
| 2021-22 | BARROW COUNTY SCHOOLS | WINDER ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: White | 53 | 47 | 89% |
| 2021-22 | BARROW COUNTY SCHOOLS | WINDER ELEMENTARY SCHOOL | MATH | 4 | Gender: Female | | 57 | |
| 2021-22 | BARROW COUNTY SCHOOLS | WINDER ELEMENTARY SCHOOL | MATH | 4 | Gender: Male | | 49 | |
| 2021-22 | BARROW COUNTY SCHOOLS | WINDER ELEMENTARY SCHOOL | MATH | 5 | All Students | 87 | 86 | 99% |
| 2021-22 | BARROW COUNTY SCHOOLS | WINDER ELEMENTARY SCHOOL | MATH | 5 | Disability | 16 | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | WINDER ELEMENTARY SCHOOL | MATH | 5 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | WINDER ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: African American or Black | 23 | 22 | 96% |
| 2021-22 | BARROW COUNTY SCHOOLS | WINDER ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: Hispanic | 20 | 21 | 105% |
| 2021-22 | BARROW COUNTY SCHOOLS | WINDER ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: White | 28 | 27 | 96% |
| 2021-22 | BARROW COUNTY SCHOOLS | WINDER ELEMENTARY SCHOOL | MATH | 5 | Gender: Female | | 47 | |
| 2021-22 | BARROW COUNTY SCHOOLS | WINDER ELEMENTARY SCHOOL | MATH | 5 | Gender: Male | | 39 | |

GMAP Participation - School/Math

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-----------------------|----------------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | BARROW COUNTY SCHOOLS | BARROW ARTS AND SCIENCES ACADEMY | MATH | 8 | All Students | 228 | 224 | 98% |
| 2021-22 | BARROW COUNTY SCHOOLS | BARROW ARTS AND SCIENCES ACADEMY | MATH | 8 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | BARROW ARTS AND SCIENCES ACADEMY | MATH | 8 | Ethnicity: African American or Black | 28 | 27 | 96% |
| 2021-22 | BARROW COUNTY SCHOOLS | BARROW ARTS AND SCIENCES ACADEMY | MATH | 8 | Ethnicity: Hispanic | 40 | 44 | 110% |
| 2021-22 | BARROW COUNTY SCHOOLS | BARROW ARTS AND SCIENCES ACADEMY | MATH | 8 | Ethnicity: White | 138 | 134 | 97% |
| 2021-22 | BARROW COUNTY SCHOOLS | BARROW ARTS AND SCIENCES ACADEMY | MATH | 8 | Gender: Female | | 128 | |
| 2021-22 | BARROW COUNTY SCHOOLS | BARROW ARTS AND SCIENCES ACADEMY | MATH | 8 | Gender: Male | | 96 | |
| 2021-22 | BARROW COUNTY SCHOOLS | AUBURN ELEMENTARY SCHOOL | MATH | 3 | All Students | 101 | 101 | 100% |
| 2021-22 | BARROW COUNTY SCHOOLS | AUBURN ELEMENTARY SCHOOL | MATH | 3 | Disability | 18 | 19 | 106% |
| 2021-22 | BARROW COUNTY SCHOOLS | AUBURN ELEMENTARY SCHOOL | MATH | 3 | English Learners | 20 | 19 | 95% |
| 2021-22 | BARROW COUNTY SCHOOLS | AUBURN ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | AUBURN ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: Hispanic | 23 | 24 | 104% |
| 2021-22 | BARROW COUNTY SCHOOLS | AUBURN ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: White | 59 | 58 | 98% |
| 2021-22 | BARROW COUNTY SCHOOLS | AUBURN ELEMENTARY SCHOOL | MATH | 3 | Gender: Female | | 53 | |
| 2021-22 | BARROW COUNTY SCHOOLS | AUBURN ELEMENTARY SCHOOL | MATH | 3 | Gender: Male | | 48 | |
| 2021-22 | BARROW COUNTY SCHOOLS | AUBURN ELEMENTARY SCHOOL | MATH | 4 | All Students | 111 | 111 | 100% |
| 2021-22 | BARROW COUNTY SCHOOLS | AUBURN ELEMENTARY SCHOOL | MATH | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | AUBURN ELEMENTARY SCHOOL | MATH | 4 | English Learners | 19 | 19 | 100% |
| 2021-22 | BARROW COUNTY SCHOOLS | AUBURN ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | AUBURN ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: Hispanic | 30 | 32 | 107% |
| 2021-22 | BARROW COUNTY SCHOOLS | AUBURN ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: White | 55 | 55 | 100% |
| 2021-22 | BARROW COUNTY SCHOOLS | AUBURN ELEMENTARY SCHOOL | MATH | 4 | Gender: Female | | 52 | |
| 2021-22 | BARROW COUNTY SCHOOLS | AUBURN ELEMENTARY SCHOOL | MATH | 4 | Gender: Male | | 59 | |
| 2021-22 | BARROW COUNTY SCHOOLS | AUBURN ELEMENTARY SCHOOL | MATH | 5 | All Students | 113 | 112 | 99% |
| 2021-22 | BARROW COUNTY SCHOOLS | AUBURN ELEMENTARY SCHOOL | MATH | 5 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | AUBURN ELEMENTARY SCHOOL | MATH | 5 | English Learners | 19 | 18 | 95% |
| 2021-22 | BARROW COUNTY SCHOOLS | AUBURN ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | AUBURN ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: Hispanic | 26 | 27 | 104% |
| 2021-22 | BARROW COUNTY SCHOOLS | AUBURN ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: White | 60 | 59 | 98% |
| 2021-22 | BARROW COUNTY SCHOOLS | AUBURN ELEMENTARY SCHOOL | MATH | 5 | Gender: Female | | 61 | |
| 2021-22 | BARROW COUNTY SCHOOLS | AUBURN ELEMENTARY SCHOOL | MATH | 5 | Gender: Male | | 51 | |
| 2021-22 | BARROW COUNTY SCHOOLS | HOLSENBECK ELEMENTARY SCHOOL | MATH | 3 | All Students | 114 | 115 | 101% |
| 2021-22 | BARROW COUNTY SCHOOLS | HOLSENBECK ELEMENTARY SCHOOL | MATH | 3 | Disability | 17 | 16 | 94% |
| 2021-22 | BARROW COUNTY SCHOOLS | HOLSENBECK ELEMENTARY SCHOOL | MATH | 3 | English Learners | 19 | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | HOLSENBECK ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | HOLSENBECK ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: Hispanic | 35 | 35 | 100% |
| 2021-22 | BARROW COUNTY SCHOOLS | HOLSENBECK ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: White | 57 | 57 | 100% |
| 2021-22 | BARROW COUNTY SCHOOLS | HOLSENBECK ELEMENTARY SCHOOL | MATH | 3 | Gender: Female | | 53 | |
| 2021-22 | BARROW COUNTY SCHOOLS | HOLSENBECK ELEMENTARY SCHOOL | MATH | 3 | Gender: Male | | 62 | |
| 2021-22 | BARROW COUNTY SCHOOLS | HOLSENBECK ELEMENTARY SCHOOL | MATH | 4 | All Students | 140 | 139 | 99% |

GMAP Participation - School/Math

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-----------------------|-------------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | BARROW COUNTY SCHOOLS | HOLSENBECK ELEMENTARY SCHOOL | MATH | 4 | Disability | 20 | 20 | 100% |
| 2021-22 | BARROW COUNTY SCHOOLS | HOLSENBECK ELEMENTARY SCHOOL | MATH | 4 | English Learners | 24 | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | HOLSENBECK ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | HOLSENBECK ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: Hispanic | 33 | 35 | 106% |
| 2021-22 | BARROW COUNTY SCHOOLS | HOLSENBECK ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: White | 82 | 79 | 96% |
| 2021-22 | BARROW COUNTY SCHOOLS | HOLSENBECK ELEMENTARY SCHOOL | MATH | 4 | Gender: Female | | 80 | |
| 2021-22 | BARROW COUNTY SCHOOLS | HOLSENBECK ELEMENTARY SCHOOL | MATH | 4 | Gender: Male | | 59 | |
| 2021-22 | BARROW COUNTY SCHOOLS | HOLSENBECK ELEMENTARY SCHOOL | MATH | 5 | All Students | 111 | 110 | 99% |
| 2021-22 | BARROW COUNTY SCHOOLS | HOLSENBECK ELEMENTARY SCHOOL | MATH | 5 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | HOLSENBECK ELEMENTARY SCHOOL | MATH | 5 | English Learners | 17 | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | HOLSENBECK ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | HOLSENBECK ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: Hispanic | 32 | 33 | 103% |
| 2021-22 | BARROW COUNTY SCHOOLS | HOLSENBECK ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: White | 57 | 55 | 96% |
| 2021-22 | BARROW COUNTY SCHOOLS | HOLSENBECK ELEMENTARY SCHOOL | MATH | 5 | Gender: Female | | 57 | |
| 2021-22 | BARROW COUNTY SCHOOLS | HOLSENBECK ELEMENTARY SCHOOL | MATH | 5 | Gender: Male | | 53 | |
| 2021-22 | BARROW COUNTY SCHOOLS | STATHAM ELEMENTARY SCHOOL | MATH | 3 | All Students | 112 | 113 | 101% |
| 2021-22 | BARROW COUNTY SCHOOLS | STATHAM ELEMENTARY SCHOOL | MATH | 3 | Disability | 23 | 21 | 91% |
| 2021-22 | BARROW COUNTY SCHOOLS | STATHAM ELEMENTARY SCHOOL | MATH | 3 | English Learners | 15 | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | STATHAM ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: African American or Black | 26 | 25 | 96% |
| 2021-22 | BARROW COUNTY SCHOOLS | STATHAM ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: Hispanic | 23 | 24 | 104% |
| 2021-22 | BARROW COUNTY SCHOOLS | STATHAM ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: White | 54 | 53 | 98% |
| 2021-22 | BARROW COUNTY SCHOOLS | STATHAM ELEMENTARY SCHOOL | MATH | 3 | Gender: Female | | 70 | |
| 2021-22 | BARROW COUNTY SCHOOLS | STATHAM ELEMENTARY SCHOOL | MATH | 3 | Gender: Male | | 43 | |
| 2021-22 | BARROW COUNTY SCHOOLS | STATHAM ELEMENTARY SCHOOL | MATH | 4 | All Students | 116 | 115 | 99% |
| 2021-22 | BARROW COUNTY SCHOOLS | STATHAM ELEMENTARY SCHOOL | MATH | 4 | Disability | 23 | 20 | 87% |
| 2021-22 | BARROW COUNTY SCHOOLS | STATHAM ELEMENTARY SCHOOL | MATH | 4 | English Learners | 19 | 20 | 105% |
| 2021-22 | BARROW COUNTY SCHOOLS | STATHAM ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: African American or Black | 18 | 18 | 100% |
| 2021-22 | BARROW COUNTY SCHOOLS | STATHAM ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: Hispanic | 24 | 26 | 108% |
| 2021-22 | BARROW COUNTY SCHOOLS | STATHAM ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: White | 59 | 56 | 95% |
| 2021-22 | BARROW COUNTY SCHOOLS | STATHAM ELEMENTARY SCHOOL | MATH | 4 | Gender: Female | | 61 | |
| 2021-22 | BARROW COUNTY SCHOOLS | STATHAM ELEMENTARY SCHOOL | MATH | 4 | Gender: Male | | 54 | |
| 2021-22 | BARROW COUNTY SCHOOLS | STATHAM ELEMENTARY SCHOOL | MATH | 5 | All Students | 110 | 110 | 100% |
| 2021-22 | BARROW COUNTY SCHOOLS | STATHAM ELEMENTARY SCHOOL | MATH | 5 | Disability | 23 | 23 | 100% |
| 2021-22 | BARROW COUNTY SCHOOLS | STATHAM ELEMENTARY SCHOOL | MATH | 5 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | STATHAM ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: African American or Black | 15 | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | STATHAM ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | STATHAM ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: White | 66 | 65 | 98% |
| 2021-22 | BARROW COUNTY SCHOOLS | STATHAM ELEMENTARY SCHOOL | MATH | 5 | Gender: Female | | 52 | |
| 2021-22 | BARROW COUNTY SCHOOLS | STATHAM ELEMENTARY SCHOOL | MATH | 5 | Gender: Male | | 58 | |
| 2021-22 | BARROW COUNTY SCHOOLS | ALTERNATIVE EDUCATION PROGRAM | MATH | 6 | All Students | | Recacted <15 | |

GMAP Participation - School/Math

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|------------------------------|-------------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | BARROW COUNTY SCHOOLS | ALTERNATIVE EDUCATION PROGRAM | MATH | 6 | Disability | | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | ALTERNATIVE EDUCATION PROGRAM | MATH | 6 | Ethnicity: African American or Black | | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | ALTERNATIVE EDUCATION PROGRAM | MATH | 6 | Ethnicity: Hispanic | | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | ALTERNATIVE EDUCATION PROGRAM | MATH | 6 | Ethnicity: White | | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | ALTERNATIVE EDUCATION PROGRAM | MATH | 6 | Gender: Female | | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | ALTERNATIVE EDUCATION PROGRAM | MATH | 6 | Gender: Male | | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | ALTERNATIVE EDUCATION PROGRAM | MATH | 7 | All Students | | 22 | |
| 2021-22 | BARROW COUNTY SCHOOLS | ALTERNATIVE EDUCATION PROGRAM | MATH | 7 | Disability | | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | ALTERNATIVE EDUCATION PROGRAM | MATH | 7 | Ethnicity: African American or Black | | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | ALTERNATIVE EDUCATION PROGRAM | MATH | 7 | Ethnicity: Hispanic | | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | ALTERNATIVE EDUCATION PROGRAM | MATH | 7 | Ethnicity: White | | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | ALTERNATIVE EDUCATION PROGRAM | MATH | 7 | Gender: Female | | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | ALTERNATIVE EDUCATION PROGRAM | MATH | 7 | Gender: Male | | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | ALTERNATIVE EDUCATION PROGRAM | MATH | 8 | All Students | | 18 | |
| 2021-22 | BARROW COUNTY SCHOOLS | ALTERNATIVE EDUCATION PROGRAM | MATH | 8 | Disability | | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | ALTERNATIVE EDUCATION PROGRAM | MATH | 8 | Ethnicity: African American or Black | | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | ALTERNATIVE EDUCATION PROGRAM | MATH | 8 | Ethnicity: Hispanic | | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | ALTERNATIVE EDUCATION PROGRAM | MATH | 8 | Ethnicity: White | | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | ALTERNATIVE EDUCATION PROGRAM | MATH | 8 | Gender: Female | | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | ALTERNATIVE EDUCATION PROGRAM | MATH | 8 | Gender: Male | | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | ARTS AND INNOVATION MAGNET | MATH | 6 | All Students | | 78 | |
| 2021-22 | BARROW COUNTY SCHOOLS | ARTS AND INNOVATION MAGNET | MATH | 6 | Disability | | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | ARTS AND INNOVATION MAGNET | MATH | 6 | English Learners | | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | ARTS AND INNOVATION MAGNET | MATH | 6 | Ethnicity: African American or Black | | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | ARTS AND INNOVATION MAGNET | MATH | 6 | Ethnicity: Hispanic | | 16 | |
| 2021-22 | BARROW COUNTY SCHOOLS | ARTS AND INNOVATION MAGNET | MATH | 6 | Ethnicity: White | | 50 | |
| 2021-22 | BARROW COUNTY SCHOOLS | ARTS AND INNOVATION MAGNET | MATH | 6 | Gender: Female | | 52 | |
| 2021-22 | BARROW COUNTY SCHOOLS | ARTS AND INNOVATION MAGNET | MATH | 6 | Gender: Male | | 26 | |
| 2021-22 | BARROW COUNTY SCHOOLS | ARTS AND INNOVATION MAGNET | MATH | 7 | All Students | | 80 | |
| 2021-22 | BARROW COUNTY SCHOOLS | ARTS AND INNOVATION MAGNET | MATH | 7 | Disability | | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | ARTS AND INNOVATION MAGNET | MATH | 7 | Ethnicity: African American or Black | | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | ARTS AND INNOVATION MAGNET | MATH | 7 | Ethnicity: Hispanic | | Recacted <15 | |
| 2021-22 | BARROW COUNTY SCHOOLS | ARTS AND INNOVATION MAGNET | MATH | 7 | Ethnicity: White | | 57 | |
| 2021-22 | BARROW COUNTY SCHOOLS | ARTS AND INNOVATION MAGNET | MATH | 7 | Gender: Female | | 43 | |
| 2021-22 | BARROW COUNTY SCHOOLS | ARTS AND INNOVATION MAGNET | MATH | 7 | Gender: Male | | 37 | |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | CHATTAHOOCHEE COUNTY ED. CTR. | MATH | 3 | All Students | 35 | 29 | 83% |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | CHATTAHOOCHEE COUNTY ED. CTR. | MATH | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | CHATTAHOOCHEE COUNTY ED. CTR. | MATH | 3 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | CHATTAHOOCHEE COUNTY ED. CTR. | MATH | 3 | Ethnicity: Hispanic | 0 | Recacted <15 | |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | CHATTAHOOCHEE COUNTY ED. CTR. | MATH | 3 | Ethnicity: White | 19 | 17 | 89% |

GMAP Participation - School/Math

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|----------------------------------|------------------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | CHATTAHOOCHEE COUNTY ED. CTR. | MATH | 3 | Gender: Female | | Recacted <15 | |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | CHATTAHOOCHEE COUNTY ED. CTR. | MATH | 3 | Gender: Male | | 17 | |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | CHATTAHOOCHEE COUNTY ED. CTR. | MATH | 4 | All Students | 41 | 38 | 93% |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | CHATTAHOOCHEE COUNTY ED. CTR. | MATH | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | CHATTAHOOCHEE COUNTY ED. CTR. | MATH | 4 | Ethnicity: African American or Black | 21 | 19 | 90% |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | CHATTAHOOCHEE COUNTY ED. CTR. | MATH | 4 | Ethnicity: White | 18 | 16 | 89% |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | CHATTAHOOCHEE COUNTY ED. CTR. | MATH | 4 | Gender: Female | | 17 | |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | CHATTAHOOCHEE COUNTY ED. CTR. | MATH | 4 | Gender: Male | | 21 | |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | CHATTAHOOCHEE COUNTY ED. CTR. | MATH | 5 | All Students | 43 | 34 | 79% |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | CHATTAHOOCHEE COUNTY ED. CTR. | MATH | 5 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | CHATTAHOOCHEE COUNTY ED. CTR. | MATH | 5 | Ethnicity: African American or Black | 17 | 15 | 88% |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | CHATTAHOOCHEE COUNTY ED. CTR. | MATH | 5 | Ethnicity: White | 23 | 18 | 78% |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | CHATTAHOOCHEE COUNTY ED. CTR. | MATH | 5 | Gender: Female | | 19 | |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | CHATTAHOOCHEE COUNTY ED. CTR. | MATH | 5 | Gender: Male | | 15 | |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | CHATTAHOOCHEE COUNTY MIDDLE SCHOOL | MATH | 6 | All Students | 60 | 58 | 97% |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | CHATTAHOOCHEE COUNTY MIDDLE SCHOOL | MATH | 6 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | CHATTAHOOCHEE COUNTY MIDDLE SCHOOL | MATH | 6 | Ethnicity: African American or Black | 16 | Recacted <15 | |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | CHATTAHOOCHEE COUNTY MIDDLE SCHOOL | MATH | 6 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | CHATTAHOOCHEE COUNTY MIDDLE SCHOOL | MATH | 6 | Ethnicity: White | 48 | 35 | 73% |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | CHATTAHOOCHEE COUNTY MIDDLE SCHOOL | MATH | 6 | Gender: Female | | 31 | |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | CHATTAHOOCHEE COUNTY MIDDLE SCHOOL | MATH | 6 | Gender: Male | | 27 | |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | CHATTAHOOCHEE COUNTY MIDDLE SCHOOL | MATH | 7 | All Students | 67 | 58 | 87% |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | CHATTAHOOCHEE COUNTY MIDDLE SCHOOL | MATH | 7 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | CHATTAHOOCHEE COUNTY MIDDLE SCHOOL | MATH | 7 | Ethnicity: African American or Black | 20 | 17 | 85% |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | CHATTAHOOCHEE COUNTY MIDDLE SCHOOL | MATH | 7 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | CHATTAHOOCHEE COUNTY MIDDLE SCHOOL | MATH | 7 | Ethnicity: White | 33 | 29 | 88% |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | CHATTAHOOCHEE COUNTY MIDDLE SCHOOL | MATH | 7 | Gender: Female | | 28 | |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | CHATTAHOOCHEE COUNTY MIDDLE SCHOOL | MATH | 7 | Gender: Male | | 30 | |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | CHATTAHOOCHEE COUNTY MIDDLE SCHOOL | MATH | 8 | All Students | 62 | 60 | 97% |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | CHATTAHOOCHEE COUNTY MIDDLE SCHOOL | MATH | 8 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | CHATTAHOOCHEE COUNTY MIDDLE SCHOOL | MATH | 8 | Ethnicity: African American or Black | 27 | 22 | 81% |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | CHATTAHOOCHEE COUNTY MIDDLE SCHOOL | MATH | 8 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | CHATTAHOOCHEE COUNTY MIDDLE SCHOOL | MATH | 8 | Ethnicity: White | 29 | 25 | 86% |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | CHATTAHOOCHEE COUNTY MIDDLE SCHOOL | MATH | 8 | Gender: Female | | 35 | |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | CHATTAHOOCHEE COUNTY MIDDLE SCHOOL | MATH | 8 | Gender: Male | | 25 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | LEROY MASSEY ELEMENTARY | MATH | 3 | All Students | 104 | 97 | 93% |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | LEROY MASSEY ELEMENTARY | MATH | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | LEROY MASSEY ELEMENTARY | MATH | 3 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | LEROY MASSEY ELEMENTARY | MATH | 3 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | LEROY MASSEY ELEMENTARY | MATH | 3 | Ethnicity: White | 65 | 59 | 91% |

GMAP Participation - School/Math

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|----------------------------------|--------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | LEROY MASSEY ELEMENTARY | MATH | 3 | Gender: Female | | 50 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | LEROY MASSEY ELEMENTARY | MATH | 3 | Gender: Male | | 47 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | LEROY MASSEY ELEMENTARY | MATH | 4 | All Students | 113 | 101 | 89% |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | LEROY MASSEY ELEMENTARY | MATH | 4 | Disability | 16 | Recacted <15 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | LEROY MASSEY ELEMENTARY | MATH | 4 | Ethnicity: African American or Black | 18 | 16 | 89% |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | LEROY MASSEY ELEMENTARY | MATH | 4 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | LEROY MASSEY ELEMENTARY | MATH | 4 | Ethnicity: White | 74 | 65 | 88% |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | LEROY MASSEY ELEMENTARY | MATH | 4 | Gender: Female | | 50 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | LEROY MASSEY ELEMENTARY | MATH | 4 | Gender: Male | | 51 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | LEROY MASSEY ELEMENTARY | MATH | 5 | All Students | 105 | 95 | 90% |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | LEROY MASSEY ELEMENTARY | MATH | 5 | Disability | 21 | Recacted <15 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | LEROY MASSEY ELEMENTARY | MATH | 5 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | LEROY MASSEY ELEMENTARY | MATH | 5 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | LEROY MASSEY ELEMENTARY | MATH | 5 | Ethnicity: White | 71 | 63 | 89% |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | LEROY MASSEY ELEMENTARY | MATH | 5 | Gender: Female | | 42 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | LEROY MASSEY ELEMENTARY | MATH | 5 | Gender: Male | | 53 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | LYERLY ELEMENTARY SCHOOL | MATH | 3 | All Students | 35 | 35 | 100% |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | LYERLY ELEMENTARY SCHOOL | MATH | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | LYERLY ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | LYERLY ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | LYERLY ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: White | 30 | 30 | 100% |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | LYERLY ELEMENTARY SCHOOL | MATH | 3 | Gender: Female | | 19 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | LYERLY ELEMENTARY SCHOOL | MATH | 3 | Gender: Male | | 16 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | LYERLY ELEMENTARY SCHOOL | MATH | 4 | All Students | 31 | 31 | 100% |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | LYERLY ELEMENTARY SCHOOL | MATH | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | LYERLY ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | LYERLY ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | LYERLY ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: White | 26 | 26 | 100% |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | LYERLY ELEMENTARY SCHOOL | MATH | 4 | Gender: Female | | 18 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | LYERLY ELEMENTARY SCHOOL | MATH | 4 | Gender: Male | | Recacted <15 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | LYERLY ELEMENTARY SCHOOL | MATH | 5 | All Students | 36 | 35 | 97% |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | LYERLY ELEMENTARY SCHOOL | MATH | 5 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | LYERLY ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | LYERLY ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | LYERLY ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: White | 29 | 28 | 97% |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | LYERLY ELEMENTARY SCHOOL | MATH | 5 | Gender: Female | | Recacted <15 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | LYERLY ELEMENTARY SCHOOL | MATH | 5 | Gender: Male | | 21 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | LYERLY ELEMENTARY SCHOOL | MATH | 6 | All Students | 36 | 35 | 97% |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | LYERLY ELEMENTARY SCHOOL | MATH | 6 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | LYERLY ELEMENTARY SCHOOL | MATH | 6 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |

GMAP Participation - School/Math

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|----------------------------------|---------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | LYERLY ELEMENTARY SCHOOL | MATH | 6 | Ethnicity: White | 30 | 29 | 97% |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | LYERLY ELEMENTARY SCHOOL | MATH | 6 | Gender: Female | | 15 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | LYERLY ELEMENTARY SCHOOL | MATH | 6 | Gender: Male | | 20 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | LYERLY ELEMENTARY SCHOOL | MATH | 7 | All Students | 36 | 33 | 92% |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | LYERLY ELEMENTARY SCHOOL | MATH | 7 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | LYERLY ELEMENTARY SCHOOL | MATH | 7 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | LYERLY ELEMENTARY SCHOOL | MATH | 7 | Ethnicity: White | 34 | 32 | 94% |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | LYERLY ELEMENTARY SCHOOL | MATH | 7 | Gender: Female | | 18 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | LYERLY ELEMENTARY SCHOOL | MATH | 7 | Gender: Male | | 15 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | LYERLY ELEMENTARY SCHOOL | MATH | 8 | All Students | 41 | 39 | 95% |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | LYERLY ELEMENTARY SCHOOL | MATH | 8 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | LYERLY ELEMENTARY SCHOOL | MATH | 8 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | LYERLY ELEMENTARY SCHOOL | MATH | 8 | Ethnicity: White | 37 | 35 | 95% |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | LYERLY ELEMENTARY SCHOOL | MATH | 8 | Gender: Female | | 17 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | LYERLY ELEMENTARY SCHOOL | MATH | 8 | Gender: Male | | 22 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | SUMMERVILLE MIDDLE SCHOOL | MATH | 6 | All Students | 125 | 107 | 86% |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | SUMMERVILLE MIDDLE SCHOOL | MATH | 6 | Disability | 22 | Recacted <15 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | SUMMERVILLE MIDDLE SCHOOL | MATH | 6 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | SUMMERVILLE MIDDLE SCHOOL | MATH | 6 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | SUMMERVILLE MIDDLE SCHOOL | MATH | 6 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | SUMMERVILLE MIDDLE SCHOOL | MATH | 6 | Ethnicity: White | 92 | 78 | 85% |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | SUMMERVILLE MIDDLE SCHOOL | MATH | 6 | Gender: Female | | 51 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | SUMMERVILLE MIDDLE SCHOOL | MATH | 6 | Gender: Male | | 56 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | SUMMERVILLE MIDDLE SCHOOL | MATH | 7 | All Students | 128 | 103 | 80% |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | SUMMERVILLE MIDDLE SCHOOL | MATH | 7 | Disability | 28 | 20 | 71% |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | SUMMERVILLE MIDDLE SCHOOL | MATH | 7 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | SUMMERVILLE MIDDLE SCHOOL | MATH | 7 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | SUMMERVILLE MIDDLE SCHOOL | MATH | 7 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | SUMMERVILLE MIDDLE SCHOOL | MATH | 7 | Ethnicity: White | 94 | 73 | 78% |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | SUMMERVILLE MIDDLE SCHOOL | MATH | 7 | Gender: Female | | 57 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | SUMMERVILLE MIDDLE SCHOOL | MATH | 7 | Gender: Male | | 46 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | SUMMERVILLE MIDDLE SCHOOL | MATH | 8 | All Students | 138 | 109 | 79% |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | SUMMERVILLE MIDDLE SCHOOL | MATH | 8 | Disability | 33 | 21 | 64% |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | SUMMERVILLE MIDDLE SCHOOL | MATH | 8 | Ethnicity: African American or Black | 17 | Recacted <15 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | SUMMERVILLE MIDDLE SCHOOL | MATH | 8 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | SUMMERVILLE MIDDLE SCHOOL | MATH | 8 | Ethnicity: White | 101 | 78 | 77% |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | SUMMERVILLE MIDDLE SCHOOL | MATH | 8 | Gender: Female | | 52 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | SUMMERVILLE MIDDLE SCHOOL | MATH | 8 | Gender: Male | | 57 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | MENLO ELEMENTARY SCHOOL | MATH | 3 | All Students | 30 | 29 | 97% |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | MENLO ELEMENTARY SCHOOL | MATH | 3 | Disability | Recacted <15 | Recacted <15 | |

GMAP Participation - School/Math

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|----------------------------------|-----------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | MENLO ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: White | 27 | 26 | 96% |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | MENLO ELEMENTARY SCHOOL | MATH | 3 | Gender: Female | | Recacted <15 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | MENLO ELEMENTARY SCHOOL | MATH | 3 | Gender: Male | | 17 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | MENLO ELEMENTARY SCHOOL | MATH | 4 | All Students | 44 | 43 | 98% |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | MENLO ELEMENTARY SCHOOL | MATH | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | MENLO ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: White | 42 | 41 | 98% |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | MENLO ELEMENTARY SCHOOL | MATH | 4 | Gender: Female | | 25 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | MENLO ELEMENTARY SCHOOL | MATH | 4 | Gender: Male | | 18 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | MENLO ELEMENTARY SCHOOL | MATH | 5 | All Students | 32 | 32 | 100% |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | MENLO ELEMENTARY SCHOOL | MATH | 5 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | MENLO ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | MENLO ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: White | 30 | 30 | 100% |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | MENLO ELEMENTARY SCHOOL | MATH | 5 | Gender: Female | | 20 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | MENLO ELEMENTARY SCHOOL | MATH | 5 | Gender: Male | | Recacted <15 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | MENLO ELEMENTARY SCHOOL | MATH | 6 | All Students | 30 | 30 | 100% |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | MENLO ELEMENTARY SCHOOL | MATH | 6 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | MENLO ELEMENTARY SCHOOL | MATH | 6 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | MENLO ELEMENTARY SCHOOL | MATH | 6 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | MENLO ELEMENTARY SCHOOL | MATH | 6 | Ethnicity: White | 27 | 27 | 100% |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | MENLO ELEMENTARY SCHOOL | MATH | 6 | Gender: Female | | 17 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | MENLO ELEMENTARY SCHOOL | MATH | 6 | Gender: Male | | Recacted <15 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | MENLO ELEMENTARY SCHOOL | MATH | 7 | All Students | 41 | 41 | 100% |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | MENLO ELEMENTARY SCHOOL | MATH | 7 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | MENLO ELEMENTARY SCHOOL | MATH | 7 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | MENLO ELEMENTARY SCHOOL | MATH | 7 | Ethnicity: White | 39 | 39 | 100% |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | MENLO ELEMENTARY SCHOOL | MATH | 7 | Gender: Female | | 21 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | MENLO ELEMENTARY SCHOOL | MATH | 7 | Gender: Male | | 20 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | MENLO ELEMENTARY SCHOOL | MATH | 8 | All Students | 47 | 44 | 94% |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | MENLO ELEMENTARY SCHOOL | MATH | 8 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | MENLO ELEMENTARY SCHOOL | MATH | 8 | Ethnicity: White | 45 | 42 | 93% |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | MENLO ELEMENTARY SCHOOL | MATH | 8 | Gender: Female | | 22 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | MENLO ELEMENTARY SCHOOL | MATH | 8 | Gender: Male | | 22 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | M. D. ROBERTS MIDDLE SCHOOL | MATH | 6 | All Students | 266 | 230 | 86% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | M. D. ROBERTS MIDDLE SCHOOL | MATH | 6 | Disability | 21 | 17 | 81% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | M. D. ROBERTS MIDDLE SCHOOL | MATH | 6 | Ethnicity: African American or Black | 205 | 179 | 87% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | M. D. ROBERTS MIDDLE SCHOOL | MATH | 6 | Ethnicity: Hispanic | 41 | 37 | 90% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | M. D. ROBERTS MIDDLE SCHOOL | MATH | 6 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | M. D. ROBERTS MIDDLE SCHOOL | MATH | 6 | Gender: Female | | 137 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | M. D. ROBERTS MIDDLE SCHOOL | MATH | 6 | Gender: Male | | 93 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | M. D. ROBERTS MIDDLE SCHOOL | MATH | 7 | All Students | 283 | 263 | 93% |

GMAP Participation - School/Math

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-------------------------------|-------------------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | M. D. ROBERTS MIDDLE SCHOOL | MATH | 7 | Disability | 21 | 17 | 81% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | M. D. ROBERTS MIDDLE SCHOOL | MATH | 7 | Ethnicity: African American or Black | 203 | 188 | 93% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | M. D. ROBERTS MIDDLE SCHOOL | MATH | 7 | Ethnicity: Hispanic | 46 | 45 | 98% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | M. D. ROBERTS MIDDLE SCHOOL | MATH | 7 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | M. D. ROBERTS MIDDLE SCHOOL | MATH | 7 | Gender: Female | | 161 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | M. D. ROBERTS MIDDLE SCHOOL | MATH | 7 | Gender: Male | | 102 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | M. D. ROBERTS MIDDLE SCHOOL | MATH | 8 | All Students | 322 | 196 | 61% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | M. D. ROBERTS MIDDLE SCHOOL | MATH | 8 | Disability | 32 | 24 | 75% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | M. D. ROBERTS MIDDLE SCHOOL | MATH | 8 | Ethnicity: African American or Black | 243 | 138 | 57% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | M. D. ROBERTS MIDDLE SCHOOL | MATH | 8 | Ethnicity: Hispanic | 54 | 46 | 85% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | M. D. ROBERTS MIDDLE SCHOOL | MATH | 8 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | M. D. ROBERTS MIDDLE SCHOOL | MATH | 8 | Gender: Female | | 115 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | M. D. ROBERTS MIDDLE SCHOOL | MATH | 8 | Gender: Male | | 81 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | CALLAWAY ELEMENTARY SCHOOL | MATH | 3 | All Students | 126 | 107 | 85% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | CALLAWAY ELEMENTARY SCHOOL | MATH | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | CALLAWAY ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: African American or Black | 100 | 82 | 82% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | CALLAWAY ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: Hispanic | 19 | 19 | 100% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | CALLAWAY ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | CALLAWAY ELEMENTARY SCHOOL | MATH | 3 | Gender: Female | | 51 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | CALLAWAY ELEMENTARY SCHOOL | MATH | 3 | Gender: Male | | 56 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | CALLAWAY ELEMENTARY SCHOOL | MATH | 4 | All Students | 110 | 89 | 81% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | CALLAWAY ELEMENTARY SCHOOL | MATH | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | CALLAWAY ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: African American or Black | 84 | 70 | 83% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | CALLAWAY ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: Hispanic | 23 | 17 | 74% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | CALLAWAY ELEMENTARY SCHOOL | MATH | 4 | Gender: Female | | 45 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | CALLAWAY ELEMENTARY SCHOOL | MATH | 4 | Gender: Male | | 44 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | CALLAWAY ELEMENTARY SCHOOL | MATH | 5 | All Students | 120 | 101 | 84% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | CALLAWAY ELEMENTARY SCHOOL | MATH | 5 | Disability | 17 | 15 | 88% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | CALLAWAY ELEMENTARY SCHOOL | MATH | 5 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | CALLAWAY ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: African American or Black | 96 | 81 | 84% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | CALLAWAY ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: Hispanic | 21 | 19 | 90% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | CALLAWAY ELEMENTARY SCHOOL | MATH | 5 | Gender: Female | | 45 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | CALLAWAY ELEMENTARY SCHOOL | MATH | 5 | Gender: Male | | 56 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | THURGOOD MARSHALL ELEMENTARY SCHOOL | MATH | 3 | All Students | 132 | 117 | 89% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | THURGOOD MARSHALL ELEMENTARY SCHOOL | MATH | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | THURGOOD MARSHALL ELEMENTARY SCHOOL | MATH | 3 | English Learners | 17 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | THURGOOD MARSHALL ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: African American or Black | 100 | 86 | 86% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | THURGOOD MARSHALL ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: Hispanic | 19 | 18 | 95% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | THURGOOD MARSHALL ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | THURGOOD MARSHALL ELEMENTARY SCHOOL | MATH | 3 | Gender: Female | | 59 | |

GMAP Participation - School/Math

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-------------------------------|-------------------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | THURGOOD MARSHALL ELEMENTARY SCHOOL | MATH | 3 | Gender: Male | | 58 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | THURGOOD MARSHALL ELEMENTARY SCHOOL | MATH | 4 | All Students | 119 | 108 | 91% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | THURGOOD MARSHALL ELEMENTARY SCHOOL | MATH | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | THURGOOD MARSHALL ELEMENTARY SCHOOL | MATH | 4 | English Learners | 24 | 18 | 75% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | THURGOOD MARSHALL ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: African American or Black | 79 | 70 | 89% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | THURGOOD MARSHALL ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: Hispanic | 18 | 15 | 83% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | THURGOOD MARSHALL ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | THURGOOD MARSHALL ELEMENTARY SCHOOL | MATH | 4 | Gender: Female | | 56 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | THURGOOD MARSHALL ELEMENTARY SCHOOL | MATH | 4 | Gender: Male | | 52 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | THURGOOD MARSHALL ELEMENTARY SCHOOL | MATH | 5 | All Students | 131 | 116 | 89% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | THURGOOD MARSHALL ELEMENTARY SCHOOL | MATH | 5 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | THURGOOD MARSHALL ELEMENTARY SCHOOL | MATH | 5 | English Learners | 19 | 16 | 84% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | THURGOOD MARSHALL ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: African American or Black | 85 | 74 | 87% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | THURGOOD MARSHALL ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: Hispanic | 28 | 29 | 104% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | THURGOOD MARSHALL ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | THURGOOD MARSHALL ELEMENTARY SCHOOL | MATH | 5 | Gender: Female | | 55 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | THURGOOD MARSHALL ELEMENTARY SCHOOL | MATH | 5 | Gender: Male | | 61 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | JONESBORO MIDDLE SCHOOL | MATH | 6 | All Students | 329 | 218 | 66% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | JONESBORO MIDDLE SCHOOL | MATH | 6 | Disability | 39 | 27 | 69% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | JONESBORO MIDDLE SCHOOL | MATH | 6 | English Learners | 51 | 20 | 39% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | JONESBORO MIDDLE SCHOOL | MATH | 6 | Ethnicity: African American or Black | 208 | 124 | 60% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | JONESBORO MIDDLE SCHOOL | MATH | 6 | Ethnicity: Hispanic | 97 | 80 | 82% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | JONESBORO MIDDLE SCHOOL | MATH | 6 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | JONESBORO MIDDLE SCHOOL | MATH | 6 | Gender: Female | | 107 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | JONESBORO MIDDLE SCHOOL | MATH | 6 | Gender: Male | | 111 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | JONESBORO MIDDLE SCHOOL | MATH | 7 | All Students | 311 | 228 | 73% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | JONESBORO MIDDLE SCHOOL | MATH | 7 | Disability | 42 | 26 | 62% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | JONESBORO MIDDLE SCHOOL | MATH | 7 | English Learners | 47 | 24 | 51% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | JONESBORO MIDDLE SCHOOL | MATH | 7 | Ethnicity: African American or Black | 188 | 129 | 69% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | JONESBORO MIDDLE SCHOOL | MATH | 7 | Ethnicity: Hispanic | 110 | 92 | 84% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | JONESBORO MIDDLE SCHOOL | MATH | 7 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | JONESBORO MIDDLE SCHOOL | MATH | 7 | Gender: Female | | 109 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | JONESBORO MIDDLE SCHOOL | MATH | 7 | Gender: Male | | 119 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | JONESBORO MIDDLE SCHOOL | MATH | 8 | All Students | 322 | 204 | 63% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | JONESBORO MIDDLE SCHOOL | MATH | 8 | Disability | 39 | 27 | 69% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | JONESBORO MIDDLE SCHOOL | MATH | 8 | English Learners | 36 | 23 | 64% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | JONESBORO MIDDLE SCHOOL | MATH | 8 | Ethnicity: African American or Black | 214 | 137 | 64% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | JONESBORO MIDDLE SCHOOL | MATH | 8 | Ethnicity: Hispanic | 87 | 57 | 66% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | JONESBORO MIDDLE SCHOOL | MATH | 8 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | JONESBORO MIDDLE SCHOOL | MATH | 8 | Gender: Female | | 114 | |

GMAP Participation - School/Math

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-------------------------------|-----------------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | JONESBORO MIDDLE SCHOOL | MATH | 8 | Gender: Male | | 90 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SEQUOYAH MIDDLE SCHOOL | MATH | 6 | All Students | 276 | 167 | 61% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SEQUOYAH MIDDLE SCHOOL | MATH | 6 | Disability | 35 | 21 | 60% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SEQUOYAH MIDDLE SCHOOL | MATH | 6 | English Learners | 49 | 33 | 67% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SEQUOYAH MIDDLE SCHOOL | MATH | 6 | Ethnicity: African American or Black | 193 | 105 | 54% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SEQUOYAH MIDDLE SCHOOL | MATH | 6 | Ethnicity: Hispanic | 75 | 55 | 73% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SEQUOYAH MIDDLE SCHOOL | MATH | 6 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SEQUOYAH MIDDLE SCHOOL | MATH | 6 | Gender: Female | | 86 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SEQUOYAH MIDDLE SCHOOL | MATH | 6 | Gender: Male | | 81 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SEQUOYAH MIDDLE SCHOOL | MATH | 7 | All Students | 308 | 221 | 72% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SEQUOYAH MIDDLE SCHOOL | MATH | 7 | Disability | 32 | 22 | 69% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SEQUOYAH MIDDLE SCHOOL | MATH | 7 | English Learners | 39 | 31 | 79% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SEQUOYAH MIDDLE SCHOOL | MATH | 7 | Ethnicity: African American or Black | 198 | 132 | 67% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SEQUOYAH MIDDLE SCHOOL | MATH | 7 | Ethnicity: Hispanic | 89 | 74 | 83% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SEQUOYAH MIDDLE SCHOOL | MATH | 7 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SEQUOYAH MIDDLE SCHOOL | MATH | 7 | Gender: Female | | 109 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SEQUOYAH MIDDLE SCHOOL | MATH | 7 | Gender: Male | | 112 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SEQUOYAH MIDDLE SCHOOL | MATH | 8 | All Students | 265 | 166 | 63% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SEQUOYAH MIDDLE SCHOOL | MATH | 8 | Disability | 23 | 17 | 74% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SEQUOYAH MIDDLE SCHOOL | MATH | 8 | English Learners | 22 | 16 | 73% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SEQUOYAH MIDDLE SCHOOL | MATH | 8 | Ethnicity: African American or Black | 170 | 97 | 57% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SEQUOYAH MIDDLE SCHOOL | MATH | 8 | Ethnicity: Hispanic | 81 | 62 | 77% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SEQUOYAH MIDDLE SCHOOL | MATH | 8 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SEQUOYAH MIDDLE SCHOOL | MATH | 8 | Gender: Female | | 90 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SEQUOYAH MIDDLE SCHOOL | MATH | 8 | Gender: Male | | 76 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ELITE SCHOLARS ACADEMY SCHOOL | MATH | 6 | All Students | 101 | 100 | 99% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ELITE SCHOLARS ACADEMY SCHOOL | MATH | 6 | Ethnicity: African American or Black | 72 | 71 | 99% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ELITE SCHOLARS ACADEMY SCHOOL | MATH | 6 | Ethnicity: Hispanic | 16 | 17 | 106% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ELITE SCHOLARS ACADEMY SCHOOL | MATH | 6 | Gender: Female | | 52 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ELITE SCHOLARS ACADEMY SCHOOL | MATH | 6 | Gender: Male | | 48 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ELITE SCHOLARS ACADEMY SCHOOL | MATH | 7 | All Students | 109 | 93 | 85% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ELITE SCHOLARS ACADEMY SCHOOL | MATH | 7 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ELITE SCHOLARS ACADEMY SCHOOL | MATH | 7 | Ethnicity: African American or Black | 66 | 54 | 82% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ELITE SCHOLARS ACADEMY SCHOOL | MATH | 7 | Ethnicity: Hispanic | 25 | 21 | 84% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ELITE SCHOLARS ACADEMY SCHOOL | MATH | 7 | Gender: Female | | 51 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ELITE SCHOLARS ACADEMY SCHOOL | MATH | 7 | Gender: Male | | 42 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EDDIE WHITE ACADEMY MIDDLE SCHOOL | MATH | 6 | All Students | 486 | 369 | 76% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EDDIE WHITE ACADEMY MIDDLE SCHOOL | MATH | 6 | Disability | 59 | 45 | 76% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EDDIE WHITE ACADEMY MIDDLE SCHOOL | MATH | 6 | English Learners | 30 | 25 | 83% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EDDIE WHITE ACADEMY MIDDLE SCHOOL | MATH | 6 | Ethnicity: African American or Black | 387 | 282 | 73% |

GMAP Participation - School/Math

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-------------------------------|-----------------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EDDIE WHITE ACADEMY MIDDLE SCHOOL | MATH | 6 | Ethnicity: Hispanic | 75 | 70 | 93% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EDDIE WHITE ACADEMY MIDDLE SCHOOL | MATH | 6 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EDDIE WHITE ACADEMY MIDDLE SCHOOL | MATH | 6 | Gender: Female | | 181 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EDDIE WHITE ACADEMY MIDDLE SCHOOL | MATH | 6 | Gender: Male | | 188 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EDDIE WHITE ACADEMY MIDDLE SCHOOL | MATH | 7 | All Students | 491 | 357 | 73% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EDDIE WHITE ACADEMY MIDDLE SCHOOL | MATH | 7 | Disability | 57 | 40 | 70% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EDDIE WHITE ACADEMY MIDDLE SCHOOL | MATH | 7 | English Learners | 23 | 18 | 78% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EDDIE WHITE ACADEMY MIDDLE SCHOOL | MATH | 7 | Ethnicity: African American or Black | 398 | 281 | 71% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EDDIE WHITE ACADEMY MIDDLE SCHOOL | MATH | 7 | Ethnicity: Hispanic | 72 | 61 | 85% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EDDIE WHITE ACADEMY MIDDLE SCHOOL | MATH | 7 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EDDIE WHITE ACADEMY MIDDLE SCHOOL | MATH | 7 | Gender: Female | | 167 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EDDIE WHITE ACADEMY MIDDLE SCHOOL | MATH | 7 | Gender: Male | | 190 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EDDIE WHITE ACADEMY MIDDLE SCHOOL | MATH | 8 | All Students | 531 | 289 | 54% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EDDIE WHITE ACADEMY MIDDLE SCHOOL | MATH | 8 | Disability | 69 | 43 | 62% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EDDIE WHITE ACADEMY MIDDLE SCHOOL | MATH | 8 | English Learners | 15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EDDIE WHITE ACADEMY MIDDLE SCHOOL | MATH | 8 | Ethnicity: African American or Black | 424 | 230 | 54% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EDDIE WHITE ACADEMY MIDDLE SCHOOL | MATH | 8 | Ethnicity: Hispanic | 70 | 41 | 59% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EDDIE WHITE ACADEMY MIDDLE SCHOOL | MATH | 8 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EDDIE WHITE ACADEMY MIDDLE SCHOOL | MATH | 8 | Gender: Female | | 124 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EDDIE WHITE ACADEMY MIDDLE SCHOOL | MATH | 8 | Gender: Male | | 165 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MORROW MIDDLE SCHOOL | MATH | 6 | All Students | 259 | 198 | 76% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MORROW MIDDLE SCHOOL | MATH | 6 | Disability | 41 | 27 | 66% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MORROW MIDDLE SCHOOL | MATH | 6 | English Learners | 46 | 40 | 87% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MORROW MIDDLE SCHOOL | MATH | 6 | Ethnicity: African American or Black | 147 | 102 | 69% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MORROW MIDDLE SCHOOL | MATH | 6 | Ethnicity: Hispanic | 78 | 67 | 86% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MORROW MIDDLE SCHOOL | MATH | 6 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MORROW MIDDLE SCHOOL | MATH | 6 | Gender: Female | | 87 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MORROW MIDDLE SCHOOL | MATH | 6 | Gender: Male | | 111 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MORROW MIDDLE SCHOOL | MATH | 7 | All Students | 292 | 253 | 87% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MORROW MIDDLE SCHOOL | MATH | 7 | Disability | 29 | 27 | 93% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MORROW MIDDLE SCHOOL | MATH | 7 | English Learners | 30 | 27 | 90% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MORROW MIDDLE SCHOOL | MATH | 7 | Ethnicity: African American or Black | 174 | 146 | 84% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MORROW MIDDLE SCHOOL | MATH | 7 | Ethnicity: Hispanic | 81 | 72 | 89% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MORROW MIDDLE SCHOOL | MATH | 7 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MORROW MIDDLE SCHOOL | MATH | 7 | Gender: Female | | 134 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MORROW MIDDLE SCHOOL | MATH | 7 | Gender: Male | | 119 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MORROW MIDDLE SCHOOL | MATH | 8 | All Students | 276 | 223 | 81% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MORROW MIDDLE SCHOOL | MATH | 8 | Disability | 26 | 19 | 73% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MORROW MIDDLE SCHOOL | MATH | 8 | English Learners | 26 | 23 | 88% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MORROW MIDDLE SCHOOL | MATH | 8 | Ethnicity: African American or Black | 172 | 142 | 83% |

GMAP Participation - School/Math

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-------------------------------|------------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MORROW MIDDLE SCHOOL | MATH | 8 | Ethnicity: Hispanic | 72 | 58 | 81% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MORROW MIDDLE SCHOOL | MATH | 8 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MORROW MIDDLE SCHOOL | MATH | 8 | Gender: Female | | 100 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MORROW MIDDLE SCHOOL | MATH | 8 | Gender: Male | | 123 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KILPATRICK ELEMENTARY SCHOOL | MATH | 3 | All Students | 101 | 94 | 93% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KILPATRICK ELEMENTARY SCHOOL | MATH | 3 | Disability | 15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KILPATRICK ELEMENTARY SCHOOL | MATH | 3 | English Learners | 33 | 22 | 67% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KILPATRICK ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: African American or Black | 47 | 43 | 91% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KILPATRICK ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: Hispanic | 45 | 43 | 96% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KILPATRICK ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KILPATRICK ELEMENTARY SCHOOL | MATH | 3 | Gender: Female | | 49 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KILPATRICK ELEMENTARY SCHOOL | MATH | 3 | Gender: Male | | 45 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KILPATRICK ELEMENTARY SCHOOL | MATH | 4 | All Students | 105 | 97 | 92% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KILPATRICK ELEMENTARY SCHOOL | MATH | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KILPATRICK ELEMENTARY SCHOOL | MATH | 4 | English Learners | 39 | 17 | 44% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KILPATRICK ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: African American or Black | 45 | 41 | 91% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KILPATRICK ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: Hispanic | 52 | 49 | 94% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KILPATRICK ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KILPATRICK ELEMENTARY SCHOOL | MATH | 4 | Gender: Female | | 61 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KILPATRICK ELEMENTARY SCHOOL | MATH | 4 | Gender: Male | | 36 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KILPATRICK ELEMENTARY SCHOOL | MATH | 5 | All Students | 95 | 89 | 94% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KILPATRICK ELEMENTARY SCHOOL | MATH | 5 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KILPATRICK ELEMENTARY SCHOOL | MATH | 5 | English Learners | 32 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KILPATRICK ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: African American or Black | 41 | 38 | 93% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KILPATRICK ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: Hispanic | 48 | 46 | 96% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KILPATRICK ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KILPATRICK ELEMENTARY SCHOOL | MATH | 5 | Gender: Female | | 47 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KILPATRICK ELEMENTARY SCHOOL | MATH | 5 | Gender: Male | | 42 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MUNDYS MILL MIDDLE SCHOOL | MATH | 6 | All Students | 226 | 173 | 77% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MUNDYS MILL MIDDLE SCHOOL | MATH | 6 | Disability | 34 | 31 | 91% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MUNDYS MILL MIDDLE SCHOOL | MATH | 6 | English Learners | 17 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MUNDYS MILL MIDDLE SCHOOL | MATH | 6 | Ethnicity: African American or Black | 175 | 137 | 78% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MUNDYS MILL MIDDLE SCHOOL | MATH | 6 | Ethnicity: Hispanic | 32 | 25 | 78% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MUNDYS MILL MIDDLE SCHOOL | MATH | 6 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MUNDYS MILL MIDDLE SCHOOL | MATH | 6 | Gender: Female | | 81 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MUNDYS MILL MIDDLE SCHOOL | MATH | 6 | Gender: Male | | 92 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MUNDYS MILL MIDDLE SCHOOL | MATH | 7 | All Students | 263 | 199 | 76% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MUNDYS MILL MIDDLE SCHOOL | MATH | 7 | Disability | 31 | 22 | 71% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MUNDYS MILL MIDDLE SCHOOL | MATH | 7 | English Learners | 15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MUNDYS MILL MIDDLE SCHOOL | MATH | 7 | Ethnicity: African American or Black | 197 | 145 | 74% |

GMAP Participation - School/Math

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-------------------------------|------------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MUNDYS MILL MIDDLE SCHOOL | MATH | 7 | Ethnicity: Hispanic | 43 | 40 | 93% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MUNDYS MILL MIDDLE SCHOOL | MATH | 7 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MUNDYS MILL MIDDLE SCHOOL | MATH | 7 | Gender: Female | | 101 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MUNDYS MILL MIDDLE SCHOOL | MATH | 7 | Gender: Male | | 98 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MUNDYS MILL MIDDLE SCHOOL | MATH | 8 | All Students | 246 | 171 | 70% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MUNDYS MILL MIDDLE SCHOOL | MATH | 8 | Disability | 38 | 28 | 74% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MUNDYS MILL MIDDLE SCHOOL | MATH | 8 | Ethnicity: African American or Black | 187 | 127 | 68% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MUNDYS MILL MIDDLE SCHOOL | MATH | 8 | Ethnicity: Hispanic | 38 | 31 | 82% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MUNDYS MILL MIDDLE SCHOOL | MATH | 8 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MUNDYS MILL MIDDLE SCHOOL | MATH | 8 | Gender: Female | | 72 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MUNDYS MILL MIDDLE SCHOOL | MATH | 8 | Gender: Male | | 99 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | BROWN ELEMENTARY SCHOOL | MATH | 3 | All Students | 138 | 119 | 86% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | BROWN ELEMENTARY SCHOOL | MATH | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | BROWN ELEMENTARY SCHOOL | MATH | 3 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | BROWN ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: African American or Black | 104 | 89 | 86% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | BROWN ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: Hispanic | 26 | 23 | 88% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | BROWN ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | BROWN ELEMENTARY SCHOOL | MATH | 3 | Gender: Female | | 62 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | BROWN ELEMENTARY SCHOOL | MATH | 3 | Gender: Male | | 57 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | BROWN ELEMENTARY SCHOOL | MATH | 4 | All Students | 107 | 97 | 91% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | BROWN ELEMENTARY SCHOOL | MATH | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | BROWN ELEMENTARY SCHOOL | MATH | 4 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | BROWN ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: African American or Black | 84 | 76 | 90% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | BROWN ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | BROWN ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | BROWN ELEMENTARY SCHOOL | MATH | 4 | Gender: Female | | 48 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | BROWN ELEMENTARY SCHOOL | MATH | 4 | Gender: Male | | 49 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | BROWN ELEMENTARY SCHOOL | MATH | 5 | All Students | 101 | 91 | 90% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | BROWN ELEMENTARY SCHOOL | MATH | 5 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | BROWN ELEMENTARY SCHOOL | MATH | 5 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | BROWN ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: African American or Black | 79 | 72 | 91% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | BROWN ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | BROWN ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | BROWN ELEMENTARY SCHOOL | MATH | 5 | Gender: Female | | 43 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | BROWN ELEMENTARY SCHOOL | MATH | 5 | Gender: Male | | 48 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MOUNT ZION ELEMENTARY SCHOOL | MATH | 3 | All Students | 204 | 177 | 87% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MOUNT ZION ELEMENTARY SCHOOL | MATH | 3 | Disability | 16 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MOUNT ZION ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: African American or Black | 147 | 123 | 84% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MOUNT ZION ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: Hispanic | 42 | 41 | 98% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MOUNT ZION ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: White | Recacted <15 | Recacted <15 | |

GMAP Participation - School/Math

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-------------------------------|------------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MOUNT ZION ELEMENTARY SCHOOL | MATH | 3 | Gender: Female | | 92 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MOUNT ZION ELEMENTARY SCHOOL | MATH | 3 | Gender: Male | | 85 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MOUNT ZION ELEMENTARY SCHOOL | MATH | 4 | All Students | 172 | 156 | 91% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MOUNT ZION ELEMENTARY SCHOOL | MATH | 4 | Disability | 15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MOUNT ZION ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: African American or Black | 115 | 103 | 90% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MOUNT ZION ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: Hispanic | 45 | 42 | 93% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MOUNT ZION ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MOUNT ZION ELEMENTARY SCHOOL | MATH | 4 | Gender: Female | | 79 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MOUNT ZION ELEMENTARY SCHOOL | MATH | 4 | Gender: Male | | 77 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MOUNT ZION ELEMENTARY SCHOOL | MATH | 5 | All Students | 184 | 150 | 82% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MOUNT ZION ELEMENTARY SCHOOL | MATH | 5 | Disability | 23 | 15 | 65% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MOUNT ZION ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: African American or Black | 108 | 89 | 82% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MOUNT ZION ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: Hispanic | 49 | 45 | 92% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MOUNT ZION ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MOUNT ZION ELEMENTARY SCHOOL | MATH | 5 | Gender: Female | | 68 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MOUNT ZION ELEMENTARY SCHOOL | MATH | 5 | Gender: Male | | 82 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ADAMSON MIDDLE SCHOOL | MATH | 6 | All Students | 181 | 154 | 85% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ADAMSON MIDDLE SCHOOL | MATH | 6 | Disability | 16 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ADAMSON MIDDLE SCHOOL | MATH | 6 | English Learners | 30 | 24 | 80% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ADAMSON MIDDLE SCHOOL | MATH | 6 | Ethnicity: African American or Black | 128 | 106 | 83% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ADAMSON MIDDLE SCHOOL | MATH | 6 | Ethnicity: Hispanic | 40 | 36 | 90% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ADAMSON MIDDLE SCHOOL | MATH | 6 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ADAMSON MIDDLE SCHOOL | MATH | 6 | Gender: Female | | 84 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ADAMSON MIDDLE SCHOOL | MATH | 6 | Gender: Male | | 70 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ADAMSON MIDDLE SCHOOL | MATH | 7 | All Students | 208 | 180 | 87% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ADAMSON MIDDLE SCHOOL | MATH | 7 | Disability | 26 | 20 | 77% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ADAMSON MIDDLE SCHOOL | MATH | 7 | English Learners | 20 | 16 | 80% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ADAMSON MIDDLE SCHOOL | MATH | 7 | Ethnicity: African American or Black | 145 | 120 | 83% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ADAMSON MIDDLE SCHOOL | MATH | 7 | Ethnicity: Hispanic | 46 | 47 | 102% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ADAMSON MIDDLE SCHOOL | MATH | 7 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ADAMSON MIDDLE SCHOOL | MATH | 7 | Gender: Female | | 84 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ADAMSON MIDDLE SCHOOL | MATH | 7 | Gender: Male | | 96 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ADAMSON MIDDLE SCHOOL | MATH | 8 | All Students | 203 | 82 | 40% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ADAMSON MIDDLE SCHOOL | MATH | 8 | Disability | 16 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ADAMSON MIDDLE SCHOOL | MATH | 8 | English Learners | 15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ADAMSON MIDDLE SCHOOL | MATH | 8 | Ethnicity: African American or Black | 148 | 53 | 36% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ADAMSON MIDDLE SCHOOL | MATH | 8 | Ethnicity: Hispanic | 45 | 27 | 60% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ADAMSON MIDDLE SCHOOL | MATH | 8 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ADAMSON MIDDLE SCHOOL | MATH | 8 | Gender: Female | | 35 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ADAMSON MIDDLE SCHOOL | MATH | 8 | Gender: Male | | 47 | |

GMAP Participation - School/Math

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-------------------------------|--------------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | POINTE SOUTH ELEMENTARY SCHOOL | MATH | 3 | All Students | 82 | 77 | 94% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | POINTE SOUTH ELEMENTARY SCHOOL | MATH | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | POINTE SOUTH ELEMENTARY SCHOOL | MATH | 3 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | POINTE SOUTH ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: African American or Black | 58 | 53 | 91% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | POINTE SOUTH ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: Hispanic | 16 | 16 | 100% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | POINTE SOUTH ELEMENTARY SCHOOL | MATH | 3 | Gender: Female | | 42 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | POINTE SOUTH ELEMENTARY SCHOOL | MATH | 3 | Gender: Male | | 35 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | POINTE SOUTH ELEMENTARY SCHOOL | MATH | 4 | All Students | 79 | 70 | 89% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | POINTE SOUTH ELEMENTARY SCHOOL | MATH | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | POINTE SOUTH ELEMENTARY SCHOOL | MATH | 4 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | POINTE SOUTH ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: African American or Black | 59 | 52 | 88% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | POINTE SOUTH ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | POINTE SOUTH ELEMENTARY SCHOOL | MATH | 4 | Gender: Female | | 43 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | POINTE SOUTH ELEMENTARY SCHOOL | MATH | 4 | Gender: Male | | 27 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | POINTE SOUTH ELEMENTARY SCHOOL | MATH | 5 | All Students | 86 | 74 | 86% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | POINTE SOUTH ELEMENTARY SCHOOL | MATH | 5 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | POINTE SOUTH ELEMENTARY SCHOOL | MATH | 5 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | POINTE SOUTH ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: African American or Black | 66 | 55 | 83% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | POINTE SOUTH ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | POINTE SOUTH ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | POINTE SOUTH ELEMENTARY SCHOOL | MATH | 5 | Gender: Female | | 36 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | POINTE SOUTH ELEMENTARY SCHOOL | MATH | 5 | Gender: Male | | 38 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERS EDGE ELEMENTARY SCHOOL | MATH | 3 | All Students | 115 | 106 | 92% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERS EDGE ELEMENTARY SCHOOL | MATH | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERS EDGE ELEMENTARY SCHOOL | MATH | 3 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERS EDGE ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: African American or Black | 98 | 92 | 94% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERS EDGE ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERS EDGE ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERS EDGE ELEMENTARY SCHOOL | MATH | 3 | Gender: Female | | 59 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERS EDGE ELEMENTARY SCHOOL | MATH | 3 | Gender: Male | | 47 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERS EDGE ELEMENTARY SCHOOL | MATH | 4 | All Students | 126 | 123 | 98% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERS EDGE ELEMENTARY SCHOOL | MATH | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERS EDGE ELEMENTARY SCHOOL | MATH | 4 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERS EDGE ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: African American or Black | 113 | 111 | 98% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERS EDGE ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERS EDGE ELEMENTARY SCHOOL | MATH | 4 | Gender: Female | | 62 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERS EDGE ELEMENTARY SCHOOL | MATH | 4 | Gender: Male | | 61 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERS EDGE ELEMENTARY SCHOOL | MATH | 5 | All Students | 128 | 117 | 91% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERS EDGE ELEMENTARY SCHOOL | MATH | 5 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERS EDGE ELEMENTARY SCHOOL | MATH | 5 | English Learners | Recacted <15 | Recacted <15 | |

GMAP Participation - School/Math

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-------------------------------|-------------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERS EDGE ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: African American or Black | 115 | 106 | 92% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERS EDGE ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERS EDGE ELEMENTARY SCHOOL | MATH | 5 | Gender: Female | | 55 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERS EDGE ELEMENTARY SCHOOL | MATH | 5 | Gender: Male | | 62 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KENDRICK MIDDLE SCHOOL | MATH | 6 | All Students | 232 | 183 | 79% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KENDRICK MIDDLE SCHOOL | MATH | 6 | Disability | 20 | 16 | 80% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KENDRICK MIDDLE SCHOOL | MATH | 6 | English Learners | 32 | 19 | 59% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KENDRICK MIDDLE SCHOOL | MATH | 6 | Ethnicity: African American or Black | 154 | 113 | 73% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KENDRICK MIDDLE SCHOOL | MATH | 6 | Ethnicity: Hispanic | 63 | 59 | 94% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KENDRICK MIDDLE SCHOOL | MATH | 6 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KENDRICK MIDDLE SCHOOL | MATH | 6 | Gender: Female | | 80 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KENDRICK MIDDLE SCHOOL | MATH | 6 | Gender: Male | | 103 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KENDRICK MIDDLE SCHOOL | MATH | 7 | All Students | 247 | 200 | 81% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KENDRICK MIDDLE SCHOOL | MATH | 7 | Disability | 30 | 22 | 73% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KENDRICK MIDDLE SCHOOL | MATH | 7 | English Learners | 19 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KENDRICK MIDDLE SCHOOL | MATH | 7 | Ethnicity: African American or Black | 194 | 154 | 79% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KENDRICK MIDDLE SCHOOL | MATH | 7 | Ethnicity: Hispanic | 41 | 36 | 88% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KENDRICK MIDDLE SCHOOL | MATH | 7 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KENDRICK MIDDLE SCHOOL | MATH | 7 | Gender: Female | | 98 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KENDRICK MIDDLE SCHOOL | MATH | 7 | Gender: Male | | 102 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KENDRICK MIDDLE SCHOOL | MATH | 8 | All Students | 255 | 149 | 58% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KENDRICK MIDDLE SCHOOL | MATH | 8 | Disability | 28 | 18 | 64% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KENDRICK MIDDLE SCHOOL | MATH | 8 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KENDRICK MIDDLE SCHOOL | MATH | 8 | Ethnicity: African American or Black | 163 | 90 | 55% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KENDRICK MIDDLE SCHOOL | MATH | 8 | Ethnicity: Hispanic | 77 | 53 | 69% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KENDRICK MIDDLE SCHOOL | MATH | 8 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KENDRICK MIDDLE SCHOOL | MATH | 8 | Gender: Female | | 61 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KENDRICK MIDDLE SCHOOL | MATH | 8 | Gender: Male | | 88 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HAWTHORNE ELEMENTARY SCHOOL | MATH | 3 | All Students | 143 | 125 | 87% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HAWTHORNE ELEMENTARY SCHOOL | MATH | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HAWTHORNE ELEMENTARY SCHOOL | MATH | 3 | English Learners | 23 | 20 | 87% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HAWTHORNE ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: African American or Black | 106 | 91 | 86% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HAWTHORNE ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: Hispanic | 30 | 29 | 97% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HAWTHORNE ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HAWTHORNE ELEMENTARY SCHOOL | MATH | 3 | Gender: Female | | 56 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HAWTHORNE ELEMENTARY SCHOOL | MATH | 3 | Gender: Male | | 69 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HAWTHORNE ELEMENTARY SCHOOL | MATH | 4 | All Students | 127 | 110 | 87% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HAWTHORNE ELEMENTARY SCHOOL | MATH | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HAWTHORNE ELEMENTARY SCHOOL | MATH | 4 | English Learners | 20 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HAWTHORNE ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: African American or Black | 86 | 73 | 85% |

GMAP Participation - School/Math

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-------------------------------|------------------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HAWTHORNE ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: Hispanic | 28 | 27 | 96% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HAWTHORNE ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HAWTHORNE ELEMENTARY SCHOOL | MATH | 4 | Gender: Female | | 55 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HAWTHORNE ELEMENTARY SCHOOL | MATH | 4 | Gender: Male | | 55 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HAWTHORNE ELEMENTARY SCHOOL | MATH | 5 | All Students | 143 | 124 | 87% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HAWTHORNE ELEMENTARY SCHOOL | MATH | 5 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HAWTHORNE ELEMENTARY SCHOOL | MATH | 5 | English Learners | 17 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HAWTHORNE ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: African American or Black | 101 | 85 | 84% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HAWTHORNE ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: Hispanic | 30 | 29 | 97% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HAWTHORNE ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HAWTHORNE ELEMENTARY SCHOOL | MATH | 5 | Gender: Female | | 62 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HAWTHORNE ELEMENTARY SCHOOL | MATH | 5 | Gender: Male | | 62 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ROBERTA T. SMITH ELEMENTARY SCHOOL | MATH | 3 | All Students | 155 | 131 | 85% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ROBERTA T. SMITH ELEMENTARY SCHOOL | MATH | 3 | Disability | 16 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ROBERTA T. SMITH ELEMENTARY SCHOOL | MATH | 3 | English Learners | 35 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ROBERTA T. SMITH ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: African American or Black | 104 | 87 | 84% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ROBERTA T. SMITH ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: Hispanic | 43 | 37 | 86% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ROBERTA T. SMITH ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ROBERTA T. SMITH ELEMENTARY SCHOOL | MATH | 3 | Gender: Female | | 65 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ROBERTA T. SMITH ELEMENTARY SCHOOL | MATH | 3 | Gender: Male | | 66 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ROBERTA T. SMITH ELEMENTARY SCHOOL | MATH | 4 | All Students | 147 | 120 | 82% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ROBERTA T. SMITH ELEMENTARY SCHOOL | MATH | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ROBERTA T. SMITH ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: African American or Black | 101 | 81 | 80% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ROBERTA T. SMITH ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: Hispanic | 30 | 25 | 83% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ROBERTA T. SMITH ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ROBERTA T. SMITH ELEMENTARY SCHOOL | MATH | 4 | Gender: Female | | 64 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ROBERTA T. SMITH ELEMENTARY SCHOOL | MATH | 4 | Gender: Male | | 56 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ROBERTA T. SMITH ELEMENTARY SCHOOL | MATH | 5 | All Students | 158 | 137 | 87% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ROBERTA T. SMITH ELEMENTARY SCHOOL | MATH | 5 | Disability | 18 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ROBERTA T. SMITH ELEMENTARY SCHOOL | MATH | 5 | English Learners | 24 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ROBERTA T. SMITH ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: African American or Black | 113 | 100 | 88% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ROBERTA T. SMITH ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: Hispanic | 35 | 29 | 83% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ROBERTA T. SMITH ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ROBERTA T. SMITH ELEMENTARY SCHOOL | MATH | 5 | Gender: Female | | 72 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ROBERTA T. SMITH ELEMENTARY SCHOOL | MATH | 5 | Gender: Male | | 65 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HARPER ELEMENTARY SCHOOL | MATH | 3 | All Students | 119 | 110 | 92% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HARPER ELEMENTARY SCHOOL | MATH | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HARPER ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: African American or Black | 79 | 73 | 92% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HARPER ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: Hispanic | 32 | 30 | 94% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HARPER ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: White | Recacted <15 | Recacted <15 | |

GMAP Participation - School/Math

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-------------------------------|---|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HARPER ELEMENTARY SCHOOL | MATH | 3 | Gender: Female | | 58 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HARPER ELEMENTARY SCHOOL | MATH | 3 | Gender: Male | | 52 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HARPER ELEMENTARY SCHOOL | MATH | 4 | All Students | 110 | 103 | 94% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HARPER ELEMENTARY SCHOOL | MATH | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HARPER ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: African American or Black | 75 | 69 | 92% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HARPER ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: Hispanic | 31 | 30 | 97% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HARPER ELEMENTARY SCHOOL | MATH | 4 | Gender: Female | | 56 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HARPER ELEMENTARY SCHOOL | MATH | 4 | Gender: Male | | 47 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HARPER ELEMENTARY SCHOOL | MATH | 5 | All Students | 118 | 118 | 100% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HARPER ELEMENTARY SCHOOL | MATH | 5 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HARPER ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: African American or Black | 80 | 80 | 100% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HARPER ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: Hispanic | 33 | 33 | 100% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HARPER ELEMENTARY SCHOOL | MATH | 5 | Gender: Female | | 60 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HARPER ELEMENTARY SCHOOL | MATH | 5 | Gender: Male | | 58 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MARTIN LUTHER KING- JR. ELEMENTARY SCHOOL | MATH | 3 | All Students | 77 | 74 | 96% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MARTIN LUTHER KING- JR. ELEMENTARY SCHOOL | MATH | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MARTIN LUTHER KING- JR. ELEMENTARY SCHOOL | MATH | 3 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MARTIN LUTHER KING- JR. ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: African American or Black | 69 | 65 | 94% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MARTIN LUTHER KING- JR. ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MARTIN LUTHER KING- JR. ELEMENTARY SCHOOL | MATH | 3 | Gender: Female | | 33 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MARTIN LUTHER KING- JR. ELEMENTARY SCHOOL | MATH | 3 | Gender: Male | | 41 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MARTIN LUTHER KING- JR. ELEMENTARY SCHOOL | MATH | 4 | All Students | 88 | 86 | 98% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MARTIN LUTHER KING- JR. ELEMENTARY SCHOOL | MATH | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MARTIN LUTHER KING- JR. ELEMENTARY SCHOOL | MATH | 4 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MARTIN LUTHER KING- JR. ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: African American or Black | 75 | 73 | 97% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MARTIN LUTHER KING- JR. ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MARTIN LUTHER KING- JR. ELEMENTARY SCHOOL | MATH | 4 | Gender: Female | | 38 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MARTIN LUTHER KING- JR. ELEMENTARY SCHOOL | MATH | 4 | Gender: Male | | 48 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MARTIN LUTHER KING- JR. ELEMENTARY SCHOOL | MATH | 5 | All Students | 90 | 87 | 97% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MARTIN LUTHER KING- JR. ELEMENTARY SCHOOL | MATH | 5 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MARTIN LUTHER KING- JR. ELEMENTARY SCHOOL | MATH | 5 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MARTIN LUTHER KING- JR. ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: African American or Black | 80 | 77 | 96% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MARTIN LUTHER KING- JR. ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MARTIN LUTHER KING- JR. ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MARTIN LUTHER KING- JR. ELEMENTARY SCHOOL | MATH | 5 | Gender: Female | | 44 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MARTIN LUTHER KING- JR. ELEMENTARY SCHOOL | MATH | 5 | Gender: Male | | 43 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | REX MILL MIDDLE SCHOOL | MATH | 6 | All Students | 309 | 275 | 89% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | REX MILL MIDDLE SCHOOL | MATH | 6 | Disability | 41 | 34 | 83% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | REX MILL MIDDLE SCHOOL | MATH | 6 | Ethnicity: African American or Black | 208 | 184 | 88% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | REX MILL MIDDLE SCHOOL | MATH | 6 | Ethnicity: Hispanic | 76 | 73 | 96% |

GMAP Participation - School/Math

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-------------------------------|--------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | REX MILL MIDDLE SCHOOL | MATH | 6 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | REX MILL MIDDLE SCHOOL | MATH | 6 | Gender: Female | | 141 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | REX MILL MIDDLE SCHOOL | MATH | 6 | Gender: Male | | 134 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | REX MILL MIDDLE SCHOOL | MATH | 7 | All Students | 332 | 295 | 89% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | REX MILL MIDDLE SCHOOL | MATH | 7 | Disability | 44 | 38 | 86% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | REX MILL MIDDLE SCHOOL | MATH | 7 | Ethnicity: African American or Black | 229 | 201 | 88% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | REX MILL MIDDLE SCHOOL | MATH | 7 | Ethnicity: Hispanic | 79 | 76 | 96% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | REX MILL MIDDLE SCHOOL | MATH | 7 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | REX MILL MIDDLE SCHOOL | MATH | 7 | Gender: Female | | 142 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | REX MILL MIDDLE SCHOOL | MATH | 7 | Gender: Male | | 153 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | REX MILL MIDDLE SCHOOL | MATH | 8 | All Students | 380 | 267 | 70% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | REX MILL MIDDLE SCHOOL | MATH | 8 | Disability | 43 | 33 | 77% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | REX MILL MIDDLE SCHOOL | MATH | 8 | Ethnicity: African American or Black | 254 | 175 | 69% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | REX MILL MIDDLE SCHOOL | MATH | 8 | Ethnicity: Hispanic | 100 | 75 | 75% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | REX MILL MIDDLE SCHOOL | MATH | 8 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | REX MILL MIDDLE SCHOOL | MATH | 8 | Gender: Female | | 114 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | REX MILL MIDDLE SCHOOL | MATH | 8 | Gender: Male | | 153 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | OLIVER ELEMENTARY SCHOOL | MATH | 3 | All Students | 99 | 100 | 101% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | OLIVER ELEMENTARY SCHOOL | MATH | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | OLIVER ELEMENTARY SCHOOL | MATH | 3 | English Learners | 15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | OLIVER ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: African American or Black | 76 | 77 | 101% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | OLIVER ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | OLIVER ELEMENTARY SCHOOL | MATH | 3 | Gender: Female | | 54 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | OLIVER ELEMENTARY SCHOOL | MATH | 3 | Gender: Male | | 46 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | OLIVER ELEMENTARY SCHOOL | MATH | 4 | All Students | 93 | 93 | 100% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | OLIVER ELEMENTARY SCHOOL | MATH | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | OLIVER ELEMENTARY SCHOOL | MATH | 4 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | OLIVER ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: African American or Black | 66 | 66 | 100% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | OLIVER ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: Hispanic | 21 | 21 | 100% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | OLIVER ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | OLIVER ELEMENTARY SCHOOL | MATH | 4 | Gender: Female | | 46 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | OLIVER ELEMENTARY SCHOOL | MATH | 4 | Gender: Male | | 47 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | OLIVER ELEMENTARY SCHOOL | MATH | 5 | All Students | 106 | 104 | 98% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | OLIVER ELEMENTARY SCHOOL | MATH | 5 | Disability | 25 | 21 | 84% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | OLIVER ELEMENTARY SCHOOL | MATH | 5 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | OLIVER ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: African American or Black | 86 | 84 | 98% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | OLIVER ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: Hispanic | 15 | 15 | 100% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | OLIVER ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | OLIVER ELEMENTARY SCHOOL | MATH | 5 | Gender: Female | | 57 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | OLIVER ELEMENTARY SCHOOL | MATH | 5 | Gender: Male | | 47 | |

GMAP Participation - School/Math

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-------------------------------|------------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | POINTE SOUTH MIDDLE SCHOOL | MATH | 6 | All Students | 275 | 224 | 81% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | POINTE SOUTH MIDDLE SCHOOL | MATH | 6 | Disability | 43 | 35 | 81% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | POINTE SOUTH MIDDLE SCHOOL | MATH | 6 | English Learners | 21 | 18 | 86% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | POINTE SOUTH MIDDLE SCHOOL | MATH | 6 | Ethnicity: African American or Black | 212 | 177 | 83% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | POINTE SOUTH MIDDLE SCHOOL | MATH | 6 | Ethnicity: Hispanic | 50 | 41 | 82% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | POINTE SOUTH MIDDLE SCHOOL | MATH | 6 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | POINTE SOUTH MIDDLE SCHOOL | MATH | 6 | Gender: Female | | 106 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | POINTE SOUTH MIDDLE SCHOOL | MATH | 6 | Gender: Male | | 118 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | POINTE SOUTH MIDDLE SCHOOL | MATH | 7 | All Students | 254 | 212 | 83% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | POINTE SOUTH MIDDLE SCHOOL | MATH | 7 | Disability | 28 | 22 | 79% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | POINTE SOUTH MIDDLE SCHOOL | MATH | 7 | English Learners | 23 | 19 | 83% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | POINTE SOUTH MIDDLE SCHOOL | MATH | 7 | Ethnicity: African American or Black | 186 | 161 | 87% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | POINTE SOUTH MIDDLE SCHOOL | MATH | 7 | Ethnicity: Hispanic | 52 | 45 | 87% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | POINTE SOUTH MIDDLE SCHOOL | MATH | 7 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | POINTE SOUTH MIDDLE SCHOOL | MATH | 7 | Gender: Female | | 101 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | POINTE SOUTH MIDDLE SCHOOL | MATH | 7 | Gender: Male | | 111 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | POINTE SOUTH MIDDLE SCHOOL | MATH | 8 | All Students | 276 | 192 | 70% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | POINTE SOUTH MIDDLE SCHOOL | MATH | 8 | Disability | 31 | 25 | 81% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | POINTE SOUTH MIDDLE SCHOOL | MATH | 8 | English Learners | 16 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | POINTE SOUTH MIDDLE SCHOOL | MATH | 8 | Ethnicity: African American or Black | 207 | 152 | 73% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | POINTE SOUTH MIDDLE SCHOOL | MATH | 8 | Ethnicity: Hispanic | 52 | 30 | 58% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | POINTE SOUTH MIDDLE SCHOOL | MATH | 8 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | POINTE SOUTH MIDDLE SCHOOL | MATH | 8 | Gender: Female | | 100 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | POINTE SOUTH MIDDLE SCHOOL | MATH | 8 | Gender: Male | | 92 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LAKE RIDGE ELEMENTARY SCHOOL | MATH | 3 | All Students | 80 | 75 | 94% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LAKE RIDGE ELEMENTARY SCHOOL | MATH | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LAKE RIDGE ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: African American or Black | 50 | 49 | 98% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LAKE RIDGE ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: Hispanic | 27 | 23 | 85% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LAKE RIDGE ELEMENTARY SCHOOL | MATH | 3 | Gender: Female | | 41 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LAKE RIDGE ELEMENTARY SCHOOL | MATH | 3 | Gender: Male | | 34 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LAKE RIDGE ELEMENTARY SCHOOL | MATH | 4 | All Students | 86 | 88 | 102% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LAKE RIDGE ELEMENTARY SCHOOL | MATH | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LAKE RIDGE ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: African American or Black | 50 | 49 | 98% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LAKE RIDGE ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: Hispanic | 26 | 29 | 112% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LAKE RIDGE ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LAKE RIDGE ELEMENTARY SCHOOL | MATH | 4 | Gender: Female | | 46 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LAKE RIDGE ELEMENTARY SCHOOL | MATH | 4 | Gender: Male | | 42 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LAKE RIDGE ELEMENTARY SCHOOL | MATH | 5 | All Students | 92 | 91 | 99% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LAKE RIDGE ELEMENTARY SCHOOL | MATH | 5 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LAKE RIDGE ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: African American or Black | 69 | 66 | 96% |

GMAP Participation - School/Math

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-------------------------------|---------------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LAKE RIDGE ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: Hispanic | 18 | 20 | 111% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LAKE RIDGE ELEMENTARY SCHOOL | MATH | 5 | Gender: Female | | 46 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LAKE RIDGE ELEMENTARY SCHOOL | MATH | 5 | Gender: Male | | 45 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | JAMES JACKSON ELEMENTARY SCHOOL | MATH | 3 | All Students | 85 | 69 | 81% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | JAMES JACKSON ELEMENTARY SCHOOL | MATH | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | JAMES JACKSON ELEMENTARY SCHOOL | MATH | 3 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | JAMES JACKSON ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: African American or Black | 70 | 53 | 76% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | JAMES JACKSON ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | JAMES JACKSON ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | JAMES JACKSON ELEMENTARY SCHOOL | MATH | 3 | Gender: Female | | 30 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | JAMES JACKSON ELEMENTARY SCHOOL | MATH | 3 | Gender: Male | | 39 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | JAMES JACKSON ELEMENTARY SCHOOL | MATH | 4 | All Students | 75 | 59 | 79% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | JAMES JACKSON ELEMENTARY SCHOOL | MATH | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | JAMES JACKSON ELEMENTARY SCHOOL | MATH | 4 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | JAMES JACKSON ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: African American or Black | 63 | 49 | 78% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | JAMES JACKSON ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | JAMES JACKSON ELEMENTARY SCHOOL | MATH | 4 | Gender: Female | | 30 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | JAMES JACKSON ELEMENTARY SCHOOL | MATH | 4 | Gender: Male | | 29 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | JAMES JACKSON ELEMENTARY SCHOOL | MATH | 5 | All Students | 99 | 77 | 78% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | JAMES JACKSON ELEMENTARY SCHOOL | MATH | 5 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | JAMES JACKSON ELEMENTARY SCHOOL | MATH | 5 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | JAMES JACKSON ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: African American or Black | 74 | 54 | 73% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | JAMES JACKSON ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: Hispanic | 17 | 15 | 88% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | JAMES JACKSON ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | JAMES JACKSON ELEMENTARY SCHOOL | MATH | 5 | Gender: Female | | 35 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | JAMES JACKSON ELEMENTARY SCHOOL | MATH | 5 | Gender: Male | | 42 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KEMP ELEMENTARY SCHOOL | MATH | 3 | All Students | 206 | 184 | 89% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KEMP ELEMENTARY SCHOOL | MATH | 3 | Disability | 18 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KEMP ELEMENTARY SCHOOL | MATH | 3 | English Learners | 23 | 20 | 87% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KEMP ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: African American or Black | 161 | 144 | 89% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KEMP ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: Hispanic | 29 | 25 | 86% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KEMP ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KEMP ELEMENTARY SCHOOL | MATH | 3 | Gender: Female | | 89 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KEMP ELEMENTARY SCHOOL | MATH | 3 | Gender: Male | | 95 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KEMP ELEMENTARY SCHOOL | MATH | 4 | All Students | 209 | 184 | 88% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KEMP ELEMENTARY SCHOOL | MATH | 4 | Disability | 22 | 18 | 82% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KEMP ELEMENTARY SCHOOL | MATH | 4 | English Learners | 24 | 19 | 79% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KEMP ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: African American or Black | 165 | 146 | 88% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KEMP ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: Hispanic | 31 | 27 | 87% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KEMP ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: White | Recacted <15 | Recacted <15 | |

GMAP Participation - School/Math

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-------------------------------|--|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KEMP ELEMENTARY SCHOOL | MATH | 4 | Gender: Female | | 91 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KEMP ELEMENTARY SCHOOL | MATH | 4 | Gender: Male | | 93 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KEMP ELEMENTARY SCHOOL | MATH | 5 | All Students | 231 | 188 | 81% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KEMP ELEMENTARY SCHOOL | MATH | 5 | Disability | 23 | 18 | 78% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KEMP ELEMENTARY SCHOOL | MATH | 5 | English Learners | 18 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KEMP ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: African American or Black | 182 | 148 | 81% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KEMP ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: Hispanic | 31 | 28 | 90% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KEMP ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KEMP ELEMENTARY SCHOOL | MATH | 5 | Gender: Female | | 86 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KEMP ELEMENTARY SCHOOL | MATH | 5 | Gender: Male | | 102 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | UNIDOS DUAL LANGUAGE SCHOOL | MATH | 3 | All Students | 61 | 60 | 98% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | UNIDOS DUAL LANGUAGE SCHOOL | MATH | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | UNIDOS DUAL LANGUAGE SCHOOL | MATH | 3 | English Learners | 32 | 21 | 66% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | UNIDOS DUAL LANGUAGE SCHOOL | MATH | 3 | Ethnicity: African American or Black | 16 | 15 | 94% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | UNIDOS DUAL LANGUAGE SCHOOL | MATH | 3 | Ethnicity: Hispanic | 42 | 42 | 100% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | UNIDOS DUAL LANGUAGE SCHOOL | MATH | 3 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | UNIDOS DUAL LANGUAGE SCHOOL | MATH | 3 | Gender: Female | | 32 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | UNIDOS DUAL LANGUAGE SCHOOL | MATH | 3 | Gender: Male | | 28 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | UNIDOS DUAL LANGUAGE SCHOOL | MATH | 4 | All Students | 40 | 38 | 95% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | UNIDOS DUAL LANGUAGE SCHOOL | MATH | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | UNIDOS DUAL LANGUAGE SCHOOL | MATH | 4 | English Learners | 17 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | UNIDOS DUAL LANGUAGE SCHOOL | MATH | 4 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | UNIDOS DUAL LANGUAGE SCHOOL | MATH | 4 | Ethnicity: Hispanic | 27 | 25 | 93% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | UNIDOS DUAL LANGUAGE SCHOOL | MATH | 4 | Gender: Female | | 23 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | UNIDOS DUAL LANGUAGE SCHOOL | MATH | 4 | Gender: Male | | 15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | UNIDOS DUAL LANGUAGE SCHOOL | MATH | 5 | All Students | 39 | 39 | 100% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | UNIDOS DUAL LANGUAGE SCHOOL | MATH | 5 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | UNIDOS DUAL LANGUAGE SCHOOL | MATH | 5 | English Learners | 20 | 18 | 90% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | UNIDOS DUAL LANGUAGE SCHOOL | MATH | 5 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | UNIDOS DUAL LANGUAGE SCHOOL | MATH | 5 | Ethnicity: Hispanic | 29 | 29 | 100% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | UNIDOS DUAL LANGUAGE SCHOOL | MATH | 5 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | UNIDOS DUAL LANGUAGE SCHOOL | MATH | 5 | Gender: Female | | 21 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | UNIDOS DUAL LANGUAGE SCHOOL | MATH | 5 | Gender: Male | | 18 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MICHELLE OBAMA STEM ELEMENTARY ACADEMY | MATH | 3 | All Students | 125 | 115 | 92% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MICHELLE OBAMA STEM ELEMENTARY ACADEMY | MATH | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MICHELLE OBAMA STEM ELEMENTARY ACADEMY | MATH | 3 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MICHELLE OBAMA STEM ELEMENTARY ACADEMY | MATH | 3 | Ethnicity: African American or Black | 104 | 95 | 91% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MICHELLE OBAMA STEM ELEMENTARY ACADEMY | MATH | 3 | Ethnicity: Hispanic | 19 | 18 | 95% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MICHELLE OBAMA STEM ELEMENTARY ACADEMY | MATH | 3 | Gender: Female | | 56 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MICHELLE OBAMA STEM ELEMENTARY ACADEMY | MATH | 3 | Gender: Male | | 59 | |

GMAP Participation - School/Math

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-------------------------------|--|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MICHELLE OBAMA STEM ELEMENTARY ACADEMY | MATH | 4 | All Students | 161 | 158 | 98% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MICHELLE OBAMA STEM ELEMENTARY ACADEMY | MATH | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MICHELLE OBAMA STEM ELEMENTARY ACADEMY | MATH | 4 | English Learners | 18 | 17 | 94% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MICHELLE OBAMA STEM ELEMENTARY ACADEMY | MATH | 4 | Ethnicity: African American or Black | 129 | 124 | 96% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MICHELLE OBAMA STEM ELEMENTARY ACADEMY | MATH | 4 | Ethnicity: Hispanic | 24 | 26 | 108% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MICHELLE OBAMA STEM ELEMENTARY ACADEMY | MATH | 4 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MICHELLE OBAMA STEM ELEMENTARY ACADEMY | MATH | 4 | Gender: Female | | 84 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MICHELLE OBAMA STEM ELEMENTARY ACADEMY | MATH | 4 | Gender: Male | | 74 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MICHELLE OBAMA STEM ELEMENTARY ACADEMY | MATH | 5 | All Students | 129 | 118 | 91% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MICHELLE OBAMA STEM ELEMENTARY ACADEMY | MATH | 5 | Disability | 21 | 17 | 81% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MICHELLE OBAMA STEM ELEMENTARY ACADEMY | MATH | 5 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MICHELLE OBAMA STEM ELEMENTARY ACADEMY | MATH | 5 | Ethnicity: African American or Black | 110 | 100 | 91% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MICHELLE OBAMA STEM ELEMENTARY ACADEMY | MATH | 5 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MICHELLE OBAMA STEM ELEMENTARY ACADEMY | MATH | 5 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MICHELLE OBAMA STEM ELEMENTARY ACADEMY | MATH | 5 | Gender: Female | | 59 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MICHELLE OBAMA STEM ELEMENTARY ACADEMY | MATH | 5 | Gender: Male | | 59 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KAY R PACE ELEMENTARY SCHOOL OF THE ARTS | MATH | 3 | All Students | 80 | 80 | 100% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KAY R PACE ELEMENTARY SCHOOL OF THE ARTS | MATH | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KAY R PACE ELEMENTARY SCHOOL OF THE ARTS | MATH | 3 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KAY R PACE ELEMENTARY SCHOOL OF THE ARTS | MATH | 3 | Ethnicity: African American or Black | 69 | 69 | 100% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KAY R PACE ELEMENTARY SCHOOL OF THE ARTS | MATH | 3 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KAY R PACE ELEMENTARY SCHOOL OF THE ARTS | MATH | 3 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KAY R PACE ELEMENTARY SCHOOL OF THE ARTS | MATH | 3 | Gender: Female | | 55 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KAY R PACE ELEMENTARY SCHOOL OF THE ARTS | MATH | 3 | Gender: Male | | 25 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KAY R PACE ELEMENTARY SCHOOL OF THE ARTS | MATH | 4 | All Students | 97 | 90 | 93% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KAY R PACE ELEMENTARY SCHOOL OF THE ARTS | MATH | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KAY R PACE ELEMENTARY SCHOOL OF THE ARTS | MATH | 4 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KAY R PACE ELEMENTARY SCHOOL OF THE ARTS | MATH | 4 | Ethnicity: African American or Black | 78 | 72 | 92% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KAY R PACE ELEMENTARY SCHOOL OF THE ARTS | MATH | 4 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KAY R PACE ELEMENTARY SCHOOL OF THE ARTS | MATH | 4 | Gender: Female | | 56 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KAY R PACE ELEMENTARY SCHOOL OF THE ARTS | MATH | 4 | Gender: Male | | 34 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KAY R PACE ELEMENTARY SCHOOL OF THE ARTS | MATH | 5 | All Students | 88 | 85 | 97% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KAY R PACE ELEMENTARY SCHOOL OF THE ARTS | MATH | 5 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KAY R PACE ELEMENTARY SCHOOL OF THE ARTS | MATH | 5 | Ethnicity: African American or Black | 74 | 71 | 96% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KAY R PACE ELEMENTARY SCHOOL OF THE ARTS | MATH | 5 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KAY R PACE ELEMENTARY SCHOOL OF THE ARTS | MATH | 5 | Gender: Female | | 54 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KAY R PACE ELEMENTARY SCHOOL OF THE ARTS | MATH | 5 | Gender: Male | | 31 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ANDERSON ELEMENTARY SCHOOL | MATH | 3 | All Students | 90 | 87 | 97% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ANDERSON ELEMENTARY SCHOOL | MATH | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ANDERSON ELEMENTARY SCHOOL | MATH | 3 | English Learners | 20 | 22 | 110% |

GMAP Participation - School/Math

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-------------------------------|--------------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ANDERSON ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: African American or Black | 59 | 57 | 97% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ANDERSON ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: Hispanic | 28 | 28 | 100% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ANDERSON ELEMENTARY SCHOOL | MATH | 3 | Gender: Female | | 38 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ANDERSON ELEMENTARY SCHOOL | MATH | 3 | Gender: Male | | 49 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ANDERSON ELEMENTARY SCHOOL | MATH | 4 | All Students | 80 | 78 | 98% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ANDERSON ELEMENTARY SCHOOL | MATH | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ANDERSON ELEMENTARY SCHOOL | MATH | 4 | English Learners | 23 | 21 | 91% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ANDERSON ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: African American or Black | 39 | 38 | 97% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ANDERSON ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: Hispanic | 36 | 36 | 100% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ANDERSON ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ANDERSON ELEMENTARY SCHOOL | MATH | 4 | Gender: Female | | 40 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ANDERSON ELEMENTARY SCHOOL | MATH | 4 | Gender: Male | | 38 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ANDERSON ELEMENTARY SCHOOL | MATH | 5 | All Students | 82 | 76 | 93% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ANDERSON ELEMENTARY SCHOOL | MATH | 5 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ANDERSON ELEMENTARY SCHOOL | MATH | 5 | English Learners | 24 | 23 | 96% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ANDERSON ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: African American or Black | 42 | 38 | 90% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ANDERSON ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: Hispanic | 38 | 37 | 97% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ANDERSON ELEMENTARY SCHOOL | MATH | 5 | Gender: Female | | 41 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ANDERSON ELEMENTARY SCHOOL | MATH | 5 | Gender: Male | | 35 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EAST CLAYTON ELEMENTARY SCHOOL | MATH | 3 | All Students | 92 | 87 | 95% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EAST CLAYTON ELEMENTARY SCHOOL | MATH | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EAST CLAYTON ELEMENTARY SCHOOL | MATH | 3 | English Learners | 15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EAST CLAYTON ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: African American or Black | 70 | 65 | 93% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EAST CLAYTON ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: Hispanic | 19 | 18 | 95% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EAST CLAYTON ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: White | 0 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EAST CLAYTON ELEMENTARY SCHOOL | MATH | 3 | Gender: Female | | 34 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EAST CLAYTON ELEMENTARY SCHOOL | MATH | 3 | Gender: Male | | 53 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EAST CLAYTON ELEMENTARY SCHOOL | MATH | 4 | All Students | 116 | 99 | 85% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EAST CLAYTON ELEMENTARY SCHOOL | MATH | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EAST CLAYTON ELEMENTARY SCHOOL | MATH | 4 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EAST CLAYTON ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: African American or Black | 98 | 84 | 86% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EAST CLAYTON ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EAST CLAYTON ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EAST CLAYTON ELEMENTARY SCHOOL | MATH | 4 | Gender: Female | | 60 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EAST CLAYTON ELEMENTARY SCHOOL | MATH | 4 | Gender: Male | | 39 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EAST CLAYTON ELEMENTARY SCHOOL | MATH | 5 | All Students | 107 | 92 | 86% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EAST CLAYTON ELEMENTARY SCHOOL | MATH | 5 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EAST CLAYTON ELEMENTARY SCHOOL | MATH | 5 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EAST CLAYTON ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: African American or Black | 86 | 73 | 85% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EAST CLAYTON ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |

GMAP Participation - School/Math

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-------------------------------|--------------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EAST CLAYTON ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EAST CLAYTON ELEMENTARY SCHOOL | MATH | 5 | Gender: Female | | 43 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EAST CLAYTON ELEMENTARY SCHOOL | MATH | 5 | Gender: Male | | 49 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LEE STREET ELEMENTARY SCHOOL | MATH | 3 | All Students | 84 | 73 | 87% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LEE STREET ELEMENTARY SCHOOL | MATH | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LEE STREET ELEMENTARY SCHOOL | MATH | 3 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LEE STREET ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: African American or Black | 63 | 53 | 84% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LEE STREET ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: Hispanic | 16 | 16 | 100% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LEE STREET ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LEE STREET ELEMENTARY SCHOOL | MATH | 3 | Gender: Female | | 33 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LEE STREET ELEMENTARY SCHOOL | MATH | 3 | Gender: Male | | 40 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LEE STREET ELEMENTARY SCHOOL | MATH | 4 | All Students | 100 | 75 | 75% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LEE STREET ELEMENTARY SCHOOL | MATH | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LEE STREET ELEMENTARY SCHOOL | MATH | 4 | English Learners | 18 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LEE STREET ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: African American or Black | 76 | 57 | 75% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LEE STREET ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: Hispanic | 20 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LEE STREET ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LEE STREET ELEMENTARY SCHOOL | MATH | 4 | Gender: Female | | 31 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LEE STREET ELEMENTARY SCHOOL | MATH | 4 | Gender: Male | | 44 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LEE STREET ELEMENTARY SCHOOL | MATH | 5 | All Students | 86 | 71 | 83% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LEE STREET ELEMENTARY SCHOOL | MATH | 5 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LEE STREET ELEMENTARY SCHOOL | MATH | 5 | English Learners | 16 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LEE STREET ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: African American or Black | 65 | 53 | 82% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LEE STREET ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: Hispanic | 16 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LEE STREET ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LEE STREET ELEMENTARY SCHOOL | MATH | 5 | Gender: Female | | 39 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LEE STREET ELEMENTARY SCHOOL | MATH | 5 | Gender: Male | | 32 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | NORTHCUTT ELEMENTARY SCHOOL | MATH | 3 | All Students | 94 | 88 | 94% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | NORTHCUTT ELEMENTARY SCHOOL | MATH | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | NORTHCUTT ELEMENTARY SCHOOL | MATH | 3 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | NORTHCUTT ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: African American or Black | 79 | 73 | 92% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | NORTHCUTT ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | NORTHCUTT ELEMENTARY SCHOOL | MATH | 3 | Gender: Female | | 44 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | NORTHCUTT ELEMENTARY SCHOOL | MATH | 3 | Gender: Male | | 44 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | NORTHCUTT ELEMENTARY SCHOOL | MATH | 4 | All Students | 114 | 109 | 96% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | NORTHCUTT ELEMENTARY SCHOOL | MATH | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | NORTHCUTT ELEMENTARY SCHOOL | MATH | 4 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | NORTHCUTT ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: African American or Black | 92 | 90 | 98% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | NORTHCUTT ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: Hispanic | 15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | NORTHCUTT ELEMENTARY SCHOOL | MATH | 4 | Gender: Female | | 55 | |

GMAP Participation - School/Math

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-------------------------------|-----------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | NORTHCUTT ELEMENTARY SCHOOL | MATH | 4 | Gender: Male | | 54 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | NORTHCUTT ELEMENTARY SCHOOL | MATH | 5 | All Students | 101 | 97 | 96% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | NORTHCUTT ELEMENTARY SCHOOL | MATH | 5 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | NORTHCUTT ELEMENTARY SCHOOL | MATH | 5 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | NORTHCUTT ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: African American or Black | 81 | 77 | 95% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | NORTHCUTT ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | NORTHCUTT ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | NORTHCUTT ELEMENTARY SCHOOL | MATH | 5 | Gender: Female | | 42 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | NORTHCUTT ELEMENTARY SCHOOL | MATH | 5 | Gender: Male | | 55 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | TARA ELEMENTARY SCHOOL | MATH | 3 | All Students | 94 | 97 | 103% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | TARA ELEMENTARY SCHOOL | MATH | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | TARA ELEMENTARY SCHOOL | MATH | 3 | English Learners | 16 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | TARA ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: African American or Black | 70 | 71 | 101% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | TARA ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: Hispanic | 23 | 25 | 109% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | TARA ELEMENTARY SCHOOL | MATH | 3 | Gender: Female | | 56 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | TARA ELEMENTARY SCHOOL | MATH | 3 | Gender: Male | | 41 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | TARA ELEMENTARY SCHOOL | MATH | 4 | All Students | 98 | 103 | 105% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | TARA ELEMENTARY SCHOOL | MATH | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | TARA ELEMENTARY SCHOOL | MATH | 4 | English Learners | 16 | 15 | 94% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | TARA ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: African American or Black | 68 | 71 | 104% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | TARA ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: Hispanic | 24 | 26 | 108% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | TARA ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | TARA ELEMENTARY SCHOOL | MATH | 4 | Gender: Female | | 56 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | TARA ELEMENTARY SCHOOL | MATH | 4 | Gender: Male | | 47 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | TARA ELEMENTARY SCHOOL | MATH | 5 | All Students | 101 | 110 | 109% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | TARA ELEMENTARY SCHOOL | MATH | 5 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | TARA ELEMENTARY SCHOOL | MATH | 5 | English Learners | 26 | 24 | 92% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | TARA ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: African American or Black | 57 | 63 | 111% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | TARA ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: Hispanic | 39 | 40 | 103% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | TARA ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | TARA ELEMENTARY SCHOOL | MATH | 5 | Gender: Female | | 50 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | TARA ELEMENTARY SCHOOL | MATH | 5 | Gender: Male | | 60 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ARNOLD ELEMENTARY SCHOOL | MATH | 3 | All Students | 70 | 68 | 97% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ARNOLD ELEMENTARY SCHOOL | MATH | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ARNOLD ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: African American or Black | 49 | 48 | 98% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ARNOLD ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ARNOLD ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ARNOLD ELEMENTARY SCHOOL | MATH | 3 | Gender: Female | | 31 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ARNOLD ELEMENTARY SCHOOL | MATH | 3 | Gender: Male | | 37 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ARNOLD ELEMENTARY SCHOOL | MATH | 4 | All Students | 83 | 81 | 98% |

GMAP Participation - School/Math

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-------------------------------|---------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ARNOLD ELEMENTARY SCHOOL | MATH | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ARNOLD ELEMENTARY SCHOOL | MATH | 4 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ARNOLD ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: African American or Black | 55 | 52 | 95% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ARNOLD ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: Hispanic | 17 | 17 | 100% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ARNOLD ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ARNOLD ELEMENTARY SCHOOL | MATH | 4 | Gender: Female | | 37 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ARNOLD ELEMENTARY SCHOOL | MATH | 4 | Gender: Male | | 44 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ARNOLD ELEMENTARY SCHOOL | MATH | 5 | All Students | 95 | 90 | 95% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ARNOLD ELEMENTARY SCHOOL | MATH | 5 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ARNOLD ELEMENTARY SCHOOL | MATH | 5 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ARNOLD ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: African American or Black | 61 | 59 | 97% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ARNOLD ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: Hispanic | 16 | 15 | 94% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ARNOLD ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ARNOLD ELEMENTARY SCHOOL | MATH | 5 | Gender: Female | | 39 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ARNOLD ELEMENTARY SCHOOL | MATH | 5 | Gender: Male | | 51 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | FOREST PARK MIDDLE SCHOOL | MATH | 6 | All Students | 238 | 222 | 93% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | FOREST PARK MIDDLE SCHOOL | MATH | 6 | Disability | 21 | 20 | 95% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | FOREST PARK MIDDLE SCHOOL | MATH | 6 | English Learners | 60 | 54 | 90% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | FOREST PARK MIDDLE SCHOOL | MATH | 6 | Ethnicity: African American or Black | 122 | 117 | 96% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | FOREST PARK MIDDLE SCHOOL | MATH | 6 | Ethnicity: Hispanic | 96 | 87 | 91% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | FOREST PARK MIDDLE SCHOOL | MATH | 6 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | FOREST PARK MIDDLE SCHOOL | MATH | 6 | Gender: Female | | 105 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | FOREST PARK MIDDLE SCHOOL | MATH | 6 | Gender: Male | | 117 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | FOREST PARK MIDDLE SCHOOL | MATH | 7 | All Students | 214 | 211 | 99% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | FOREST PARK MIDDLE SCHOOL | MATH | 7 | Disability | 25 | 24 | 96% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | FOREST PARK MIDDLE SCHOOL | MATH | 7 | English Learners | 57 | 46 | 81% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | FOREST PARK MIDDLE SCHOOL | MATH | 7 | Ethnicity: African American or Black | 101 | 103 | 102% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | FOREST PARK MIDDLE SCHOOL | MATH | 7 | Ethnicity: Hispanic | 99 | 94 | 95% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | FOREST PARK MIDDLE SCHOOL | MATH | 7 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | FOREST PARK MIDDLE SCHOOL | MATH | 7 | Gender: Female | | 115 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | FOREST PARK MIDDLE SCHOOL | MATH | 7 | Gender: Male | | 96 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | FOREST PARK MIDDLE SCHOOL | MATH | 8 | All Students | 238 | 135 | 57% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | FOREST PARK MIDDLE SCHOOL | MATH | 8 | Disability | 31 | 27 | 87% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | FOREST PARK MIDDLE SCHOOL | MATH | 8 | English Learners | 51 | 29 | 57% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | FOREST PARK MIDDLE SCHOOL | MATH | 8 | Ethnicity: African American or Black | 101 | 66 | 65% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | FOREST PARK MIDDLE SCHOOL | MATH | 8 | Ethnicity: Hispanic | 125 | 64 | 51% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | FOREST PARK MIDDLE SCHOOL | MATH | 8 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | FOREST PARK MIDDLE SCHOOL | MATH | 8 | Gender: Female | | 63 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | FOREST PARK MIDDLE SCHOOL | MATH | 8 | Gender: Male | | 72 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MORROW ELEMENTARY SCHOOL | MATH | 3 | All Students | 89 | 76 | 85% |

GMAP Participation - School/Math

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-------------------------------|-----------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MORROW ELEMENTARY SCHOOL | MATH | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MORROW ELEMENTARY SCHOOL | MATH | 3 | English Learners | 40 | 24 | 60% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MORROW ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: African American or Black | 36 | 30 | 83% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MORROW ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: Hispanic | 31 | 29 | 94% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MORROW ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MORROW ELEMENTARY SCHOOL | MATH | 3 | Gender: Female | | 30 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MORROW ELEMENTARY SCHOOL | MATH | 3 | Gender: Male | | 46 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MORROW ELEMENTARY SCHOOL | MATH | 4 | All Students | 88 | 79 | 90% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MORROW ELEMENTARY SCHOOL | MATH | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MORROW ELEMENTARY SCHOOL | MATH | 4 | English Learners | 31 | 18 | 58% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MORROW ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: African American or Black | 40 | 37 | 93% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MORROW ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: Hispanic | 28 | 26 | 93% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MORROW ELEMENTARY SCHOOL | MATH | 4 | Gender: Female | | 37 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MORROW ELEMENTARY SCHOOL | MATH | 4 | Gender: Male | | 42 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MORROW ELEMENTARY SCHOOL | MATH | 5 | All Students | 89 | 85 | 96% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MORROW ELEMENTARY SCHOOL | MATH | 5 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MORROW ELEMENTARY SCHOOL | MATH | 5 | English Learners | 32 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MORROW ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: African American or Black | 42 | 42 | 100% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MORROW ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: Hispanic | 29 | 27 | 93% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MORROW ELEMENTARY SCHOOL | MATH | 5 | Gender: Female | | 42 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MORROW ELEMENTARY SCHOOL | MATH | 5 | Gender: Male | | 43 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERDALE ELEMENTARY SCHOOL | MATH | 3 | All Students | 102 | 88 | 86% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERDALE ELEMENTARY SCHOOL | MATH | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERDALE ELEMENTARY SCHOOL | MATH | 3 | English Learners | 22 | 20 | 91% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERDALE ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: African American or Black | 64 | 56 | 88% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERDALE ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: Hispanic | 25 | 23 | 92% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERDALE ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERDALE ELEMENTARY SCHOOL | MATH | 3 | Gender: Female | | 44 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERDALE ELEMENTARY SCHOOL | MATH | 3 | Gender: Male | | 44 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERDALE ELEMENTARY SCHOOL | MATH | 4 | All Students | 101 | 89 | 88% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERDALE ELEMENTARY SCHOOL | MATH | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERDALE ELEMENTARY SCHOOL | MATH | 4 | English Learners | 16 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERDALE ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: African American or Black | 68 | 59 | 87% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERDALE ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: Hispanic | 26 | 24 | 92% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERDALE ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERDALE ELEMENTARY SCHOOL | MATH | 4 | Gender: Female | | 43 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERDALE ELEMENTARY SCHOOL | MATH | 4 | Gender: Male | | 46 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERDALE ELEMENTARY SCHOOL | MATH | 5 | All Students | 125 | 107 | 86% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERDALE ELEMENTARY SCHOOL | MATH | 5 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERDALE ELEMENTARY SCHOOL | MATH | 5 | English Learners | 19 | 18 | 95% |

GMAP Participation - School/Math

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-------------------------------|--------------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERDALE ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: African American or Black | 82 | 67 | 82% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERDALE ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: Hispanic | 38 | 35 | 92% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERDALE ELEMENTARY SCHOOL | MATH | 5 | Gender: Female | | 51 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERDALE ELEMENTARY SCHOOL | MATH | 5 | Gender: Male | | 56 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | WEST CLAYTON ELEMENTARY SCHOOL | MATH | 3 | All Students | 63 | 64 | 102% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | WEST CLAYTON ELEMENTARY SCHOOL | MATH | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | WEST CLAYTON ELEMENTARY SCHOOL | MATH | 3 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | WEST CLAYTON ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: African American or Black | 56 | 57 | 102% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | WEST CLAYTON ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | WEST CLAYTON ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | WEST CLAYTON ELEMENTARY SCHOOL | MATH | 3 | Gender: Female | | 30 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | WEST CLAYTON ELEMENTARY SCHOOL | MATH | 3 | Gender: Male | | 34 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | WEST CLAYTON ELEMENTARY SCHOOL | MATH | 4 | All Students | 78 | 77 | 99% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | WEST CLAYTON ELEMENTARY SCHOOL | MATH | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | WEST CLAYTON ELEMENTARY SCHOOL | MATH | 4 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | WEST CLAYTON ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: African American or Black | 77 | 76 | 99% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | WEST CLAYTON ELEMENTARY SCHOOL | MATH | 4 | Gender: Female | | 26 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | WEST CLAYTON ELEMENTARY SCHOOL | MATH | 4 | Gender: Male | | 51 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | WEST CLAYTON ELEMENTARY SCHOOL | MATH | 5 | All Students | 79 | 75 | 95% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | WEST CLAYTON ELEMENTARY SCHOOL | MATH | 5 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | WEST CLAYTON ELEMENTARY SCHOOL | MATH | 5 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | WEST CLAYTON ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: African American or Black | 72 | 67 | 93% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | WEST CLAYTON ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | WEST CLAYTON ELEMENTARY SCHOOL | MATH | 5 | Gender: Female | | 51 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | WEST CLAYTON ELEMENTARY SCHOOL | MATH | 5 | Gender: Male | | 24 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | FOUNTAIN ELEMENTARY SCHOOL | MATH | 3 | All Students | 88 | 86 | 98% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | FOUNTAIN ELEMENTARY SCHOOL | MATH | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | FOUNTAIN ELEMENTARY SCHOOL | MATH | 3 | English Learners | 42 | 28 | 67% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | FOUNTAIN ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: African American or Black | 41 | 40 | 98% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | FOUNTAIN ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: Hispanic | 46 | 45 | 98% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | FOUNTAIN ELEMENTARY SCHOOL | MATH | 3 | Gender: Female | | 42 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | FOUNTAIN ELEMENTARY SCHOOL | MATH | 3 | Gender: Male | | 44 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | FOUNTAIN ELEMENTARY SCHOOL | MATH | 4 | All Students | 75 | 76 | 101% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | FOUNTAIN ELEMENTARY SCHOOL | MATH | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | FOUNTAIN ELEMENTARY SCHOOL | MATH | 4 | English Learners | 28 | 24 | 86% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | FOUNTAIN ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: African American or Black | 37 | 39 | 105% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | FOUNTAIN ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: Hispanic | 32 | 32 | 100% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | FOUNTAIN ELEMENTARY SCHOOL | MATH | 4 | Gender: Female | | 32 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | FOUNTAIN ELEMENTARY SCHOOL | MATH | 4 | Gender: Male | | 44 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | FOUNTAIN ELEMENTARY SCHOOL | MATH | 5 | All Students | 86 | 86 | 100% |

GMAP Participation - School/Math

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-------------------------------|-----------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | FOUNTAIN ELEMENTARY SCHOOL | MATH | 5 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | FOUNTAIN ELEMENTARY SCHOOL | MATH | 5 | English Learners | 30 | 24 | 80% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | FOUNTAIN ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: African American or Black | 49 | 48 | 98% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | FOUNTAIN ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: Hispanic | 34 | 35 | 103% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | FOUNTAIN ELEMENTARY SCHOOL | MATH | 5 | Gender: Female | | 39 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | FOUNTAIN ELEMENTARY SCHOOL | MATH | 5 | Gender: Male | | 47 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | BABB MIDDLE SCHOOL | MATH | 6 | All Students | 312 | 285 | 91% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | BABB MIDDLE SCHOOL | MATH | 6 | Disability | 34 | 30 | 88% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | BABB MIDDLE SCHOOL | MATH | 6 | Ethnicity: African American or Black | 109 | 98 | 90% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | BABB MIDDLE SCHOOL | MATH | 6 | Ethnicity: Hispanic | 161 | 149 | 93% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | BABB MIDDLE SCHOOL | MATH | 6 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | BABB MIDDLE SCHOOL | MATH | 6 | Gender: Female | | 134 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | BABB MIDDLE SCHOOL | MATH | 6 | Gender: Male | | 151 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | BABB MIDDLE SCHOOL | MATH | 7 | All Students | 275 | 229 | 83% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | BABB MIDDLE SCHOOL | MATH | 7 | Disability | 25 | 15 | 60% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | BABB MIDDLE SCHOOL | MATH | 7 | Ethnicity: African American or Black | 102 | 82 | 80% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | BABB MIDDLE SCHOOL | MATH | 7 | Ethnicity: Hispanic | 142 | 123 | 87% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | BABB MIDDLE SCHOOL | MATH | 7 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | BABB MIDDLE SCHOOL | MATH | 7 | Gender: Female | | 113 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | BABB MIDDLE SCHOOL | MATH | 7 | Gender: Male | | 116 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | BABB MIDDLE SCHOOL | MATH | 8 | All Students | 310 | 193 | 62% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | BABB MIDDLE SCHOOL | MATH | 8 | Disability | 31 | 23 | 74% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | BABB MIDDLE SCHOOL | MATH | 8 | English Learners | 45 | 29 | 64% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | BABB MIDDLE SCHOOL | MATH | 8 | Ethnicity: African American or Black | 110 | 78 | 71% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | BABB MIDDLE SCHOOL | MATH | 8 | Ethnicity: Hispanic | 159 | 102 | 64% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | BABB MIDDLE SCHOOL | MATH | 8 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | BABB MIDDLE SCHOOL | MATH | 8 | Gender: Female | | 95 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | BABB MIDDLE SCHOOL | MATH | 8 | Gender: Male | | 98 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | NORTH CLAYTON MIDDLE SCHOOL | MATH | 6 | All Students | 259 | 212 | 82% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | NORTH CLAYTON MIDDLE SCHOOL | MATH | 6 | Disability | 34 | 25 | 74% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | NORTH CLAYTON MIDDLE SCHOOL | MATH | 6 | English Learners | 21 | 17 | 81% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | NORTH CLAYTON MIDDLE SCHOOL | MATH | 6 | Ethnicity: African American or Black | 225 | 186 | 83% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | NORTH CLAYTON MIDDLE SCHOOL | MATH | 6 | Ethnicity: Hispanic | 23 | 17 | 74% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | NORTH CLAYTON MIDDLE SCHOOL | MATH | 6 | Gender: Female | | 104 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | NORTH CLAYTON MIDDLE SCHOOL | MATH | 6 | Gender: Male | | 108 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | NORTH CLAYTON MIDDLE SCHOOL | MATH | 7 | All Students | 253 | 216 | 85% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | NORTH CLAYTON MIDDLE SCHOOL | MATH | 7 | Disability | 32 | 24 | 75% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | NORTH CLAYTON MIDDLE SCHOOL | MATH | 7 | English Learners | 17 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | NORTH CLAYTON MIDDLE SCHOOL | MATH | 7 | Ethnicity: African American or Black | 223 | 189 | 85% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | NORTH CLAYTON MIDDLE SCHOOL | MATH | 7 | Ethnicity: Hispanic | 19 | 18 | 95% |

GMAP Participation - School/Math

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-------------------------------|-----------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | NORTH CLAYTON MIDDLE SCHOOL | MATH | 7 | Gender: Female | | 109 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | NORTH CLAYTON MIDDLE SCHOOL | MATH | 7 | Gender: Male | | 107 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | NORTH CLAYTON MIDDLE SCHOOL | MATH | 8 | All Students | 311 | 225 | 72% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | NORTH CLAYTON MIDDLE SCHOOL | MATH | 8 | Disability | 34 | 30 | 88% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | NORTH CLAYTON MIDDLE SCHOOL | MATH | 8 | English Learners | 18 | 15 | 83% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | NORTH CLAYTON MIDDLE SCHOOL | MATH | 8 | Ethnicity: African American or Black | 261 | 188 | 72% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | NORTH CLAYTON MIDDLE SCHOOL | MATH | 8 | Ethnicity: Hispanic | 27 | 24 | 89% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | NORTH CLAYTON MIDDLE SCHOOL | MATH | 8 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | NORTH CLAYTON MIDDLE SCHOOL | MATH | 8 | Gender: Female | | 102 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | NORTH CLAYTON MIDDLE SCHOOL | MATH | 8 | Gender: Male | | 123 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HAYNIE ELEMENTARY SCHOOL | MATH | 3 | All Students | 143 | 140 | 98% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HAYNIE ELEMENTARY SCHOOL | MATH | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HAYNIE ELEMENTARY SCHOOL | MATH | 3 | English Learners | 58 | 26 | 45% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HAYNIE ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: African American or Black | 52 | 48 | 92% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HAYNIE ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: Hispanic | 76 | 77 | 101% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HAYNIE ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HAYNIE ELEMENTARY SCHOOL | MATH | 3 | Gender: Female | | 65 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HAYNIE ELEMENTARY SCHOOL | MATH | 3 | Gender: Male | | 75 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HAYNIE ELEMENTARY SCHOOL | MATH | 4 | All Students | 136 | 136 | 100% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HAYNIE ELEMENTARY SCHOOL | MATH | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HAYNIE ELEMENTARY SCHOOL | MATH | 4 | English Learners | 62 | 32 | 52% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HAYNIE ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: African American or Black | 56 | 56 | 100% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HAYNIE ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: Hispanic | 70 | 70 | 100% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HAYNIE ELEMENTARY SCHOOL | MATH | 4 | Gender: Female | | 72 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HAYNIE ELEMENTARY SCHOOL | MATH | 4 | Gender: Male | | 64 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HAYNIE ELEMENTARY SCHOOL | MATH | 5 | All Students | 137 | 134 | 98% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HAYNIE ELEMENTARY SCHOOL | MATH | 5 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HAYNIE ELEMENTARY SCHOOL | MATH | 5 | English Learners | 58 | 15 | 26% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HAYNIE ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: African American or Black | 44 | 42 | 95% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HAYNIE ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: Hispanic | 77 | 76 | 99% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HAYNIE ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HAYNIE ELEMENTARY SCHOOL | MATH | 5 | Gender: Female | | 61 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HAYNIE ELEMENTARY SCHOOL | MATH | 5 | Gender: Male | | 73 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERDALE MIDDLE SCHOOL | MATH | 6 | All Students | 197 | 184 | 93% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERDALE MIDDLE SCHOOL | MATH | 6 | Disability | 28 | 25 | 89% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERDALE MIDDLE SCHOOL | MATH | 6 | English Learners | 19 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERDALE MIDDLE SCHOOL | MATH | 6 | Ethnicity: African American or Black | 152 | 142 | 93% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERDALE MIDDLE SCHOOL | MATH | 6 | Ethnicity: Hispanic | 33 | 31 | 94% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERDALE MIDDLE SCHOOL | MATH | 6 | Gender: Female | | 89 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERDALE MIDDLE SCHOOL | MATH | 6 | Gender: Male | | 95 | |

GMAP Participation - School/Math

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-------------------------------|---------------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERDALE MIDDLE SCHOOL | MATH | 7 | All Students | 203 | 192 | 95% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERDALE MIDDLE SCHOOL | MATH | 7 | Disability | 29 | 24 | 83% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERDALE MIDDLE SCHOOL | MATH | 7 | English Learners | 16 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERDALE MIDDLE SCHOOL | MATH | 7 | Ethnicity: African American or Black | 156 | 144 | 92% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERDALE MIDDLE SCHOOL | MATH | 7 | Ethnicity: Hispanic | 36 | 37 | 103% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERDALE MIDDLE SCHOOL | MATH | 7 | Ethnicity: White | 0 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERDALE MIDDLE SCHOOL | MATH | 7 | Gender: Female | | 95 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERDALE MIDDLE SCHOOL | MATH | 7 | Gender: Male | | 97 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERDALE MIDDLE SCHOOL | MATH | 8 | All Students | 266 | 226 | 85% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERDALE MIDDLE SCHOOL | MATH | 8 | Disability | 33 | 29 | 88% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERDALE MIDDLE SCHOOL | MATH | 8 | English Learners | 16 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERDALE MIDDLE SCHOOL | MATH | 8 | Ethnicity: African American or Black | 189 | 161 | 85% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERDALE MIDDLE SCHOOL | MATH | 8 | Ethnicity: Hispanic | 55 | 49 | 89% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERDALE MIDDLE SCHOOL | MATH | 8 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERDALE MIDDLE SCHOOL | MATH | 8 | Gender: Female | | 104 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERDALE MIDDLE SCHOOL | MATH | 8 | Gender: Male | | 122 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | CHURCH STREET ELEMENTARY SCHOOL | MATH | 3 | All Students | 120 | 117 | 98% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | CHURCH STREET ELEMENTARY SCHOOL | MATH | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | CHURCH STREET ELEMENTARY SCHOOL | MATH | 3 | English Learners | 22 | 20 | 91% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | CHURCH STREET ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: African American or Black | 92 | 90 | 98% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | CHURCH STREET ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | CHURCH STREET ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | CHURCH STREET ELEMENTARY SCHOOL | MATH | 3 | Gender: Female | | 57 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | CHURCH STREET ELEMENTARY SCHOOL | MATH | 3 | Gender: Male | | 60 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | CHURCH STREET ELEMENTARY SCHOOL | MATH | 4 | All Students | 110 | 102 | 93% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | CHURCH STREET ELEMENTARY SCHOOL | MATH | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | CHURCH STREET ELEMENTARY SCHOOL | MATH | 4 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | CHURCH STREET ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: African American or Black | 87 | 82 | 94% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | CHURCH STREET ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | CHURCH STREET ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | CHURCH STREET ELEMENTARY SCHOOL | MATH | 4 | Gender: Female | | 51 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | CHURCH STREET ELEMENTARY SCHOOL | MATH | 4 | Gender: Male | | 51 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | CHURCH STREET ELEMENTARY SCHOOL | MATH | 5 | All Students | 121 | 114 | 94% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | CHURCH STREET ELEMENTARY SCHOOL | MATH | 5 | Disability | 15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | CHURCH STREET ELEMENTARY SCHOOL | MATH | 5 | English Learners | 16 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | CHURCH STREET ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: African American or Black | 99 | 93 | 94% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | CHURCH STREET ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: Hispanic | 16 | 15 | 94% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | CHURCH STREET ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | CHURCH STREET ELEMENTARY SCHOOL | MATH | 5 | Gender: Female | | 61 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | CHURCH STREET ELEMENTARY SCHOOL | MATH | 5 | Gender: Male | | 53 | |

GMAP Participation - School/Math

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-------------------------------|-----------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LAKE CITY ELEMENTARY SCHOOL | MATH | 3 | All Students | 85 | 80 | 94% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LAKE CITY ELEMENTARY SCHOOL | MATH | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LAKE CITY ELEMENTARY SCHOOL | MATH | 3 | English Learners | 36 | 33 | 92% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LAKE CITY ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: African American or Black | 28 | 26 | 93% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LAKE CITY ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: Hispanic | 44 | 43 | 98% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LAKE CITY ELEMENTARY SCHOOL | MATH | 3 | Gender: Female | | 42 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LAKE CITY ELEMENTARY SCHOOL | MATH | 3 | Gender: Male | | 38 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LAKE CITY ELEMENTARY SCHOOL | MATH | 4 | All Students | 89 | 82 | 92% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LAKE CITY ELEMENTARY SCHOOL | MATH | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LAKE CITY ELEMENTARY SCHOOL | MATH | 4 | English Learners | 30 | 23 | 77% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LAKE CITY ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: African American or Black | 28 | 23 | 82% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LAKE CITY ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: Hispanic | 41 | 40 | 98% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LAKE CITY ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LAKE CITY ELEMENTARY SCHOOL | MATH | 4 | Gender: Female | | 43 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LAKE CITY ELEMENTARY SCHOOL | MATH | 4 | Gender: Male | | 39 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LAKE CITY ELEMENTARY SCHOOL | MATH | 5 | All Students | 76 | 72 | 95% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LAKE CITY ELEMENTARY SCHOOL | MATH | 5 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LAKE CITY ELEMENTARY SCHOOL | MATH | 5 | English Learners | 20 | 19 | 95% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LAKE CITY ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: African American or Black | 21 | 19 | 90% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LAKE CITY ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: Hispanic | 39 | 37 | 95% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LAKE CITY ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LAKE CITY ELEMENTARY SCHOOL | MATH | 5 | Gender: Female | | 38 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LAKE CITY ELEMENTARY SCHOOL | MATH | 5 | Gender: Male | | 34 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SUDER ELEMENTARY SCHOOL | MATH | 3 | All Students | 95 | 89 | 94% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SUDER ELEMENTARY SCHOOL | MATH | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SUDER ELEMENTARY SCHOOL | MATH | 3 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SUDER ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: African American or Black | 66 | 61 | 92% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SUDER ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: Hispanic | 18 | 17 | 94% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SUDER ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SUDER ELEMENTARY SCHOOL | MATH | 3 | Gender: Female | | 41 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SUDER ELEMENTARY SCHOOL | MATH | 3 | Gender: Male | | 48 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SUDER ELEMENTARY SCHOOL | MATH | 4 | All Students | 96 | 84 | 88% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SUDER ELEMENTARY SCHOOL | MATH | 4 | Disability | 15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SUDER ELEMENTARY SCHOOL | MATH | 4 | English Learners | 16 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SUDER ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: African American or Black | 59 | 54 | 92% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SUDER ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: Hispanic | 21 | 17 | 81% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SUDER ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SUDER ELEMENTARY SCHOOL | MATH | 4 | Gender: Female | | 44 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SUDER ELEMENTARY SCHOOL | MATH | 4 | Gender: Male | | 40 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SUDER ELEMENTARY SCHOOL | MATH | 5 | All Students | 101 | 98 | 97% |

GMAP Participation - School/Math

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-------------------------------|---------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SUDER ELEMENTARY SCHOOL | MATH | 5 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SUDER ELEMENTARY SCHOOL | MATH | 5 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SUDER ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: African American or Black | 81 | 79 | 98% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SUDER ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SUDER ELEMENTARY SCHOOL | MATH | 5 | Gender: Female | | 43 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SUDER ELEMENTARY SCHOOL | MATH | 5 | Gender: Male | | 55 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EDMONDS ELEMENTARY SCHOOL | MATH | 3 | All Students | 87 | 85 | 98% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EDMONDS ELEMENTARY SCHOOL | MATH | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EDMONDS ELEMENTARY SCHOOL | MATH | 3 | English Learners | 29 | 28 | 97% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EDMONDS ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: African American or Black | 40 | 39 | 98% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EDMONDS ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: Hispanic | 37 | 36 | 97% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EDMONDS ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EDMONDS ELEMENTARY SCHOOL | MATH | 3 | Gender: Female | | 43 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EDMONDS ELEMENTARY SCHOOL | MATH | 3 | Gender: Male | | 42 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EDMONDS ELEMENTARY SCHOOL | MATH | 4 | All Students | 64 | 63 | 98% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EDMONDS ELEMENTARY SCHOOL | MATH | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EDMONDS ELEMENTARY SCHOOL | MATH | 4 | English Learners | 21 | 20 | 95% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EDMONDS ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: African American or Black | 32 | 31 | 97% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EDMONDS ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: Hispanic | 26 | 26 | 100% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EDMONDS ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EDMONDS ELEMENTARY SCHOOL | MATH | 4 | Gender: Female | | 35 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EDMONDS ELEMENTARY SCHOOL | MATH | 4 | Gender: Male | | 28 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EDMONDS ELEMENTARY SCHOOL | MATH | 5 | All Students | 84 | 78 | 93% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EDMONDS ELEMENTARY SCHOOL | MATH | 5 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EDMONDS ELEMENTARY SCHOOL | MATH | 5 | English Learners | 19 | 16 | 84% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EDMONDS ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: African American or Black | 42 | 40 | 95% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EDMONDS ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: Hispanic | 35 | 33 | 94% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EDMONDS ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EDMONDS ELEMENTARY SCHOOL | MATH | 5 | Gender: Female | | 49 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | EDMONDS ELEMENTARY SCHOOL | MATH | 5 | Gender: Male | | 29 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HUIE ELEMENTARY SCHOOL | MATH | 3 | All Students | 98 | 98 | 100% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HUIE ELEMENTARY SCHOOL | MATH | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HUIE ELEMENTARY SCHOOL | MATH | 3 | English Learners | 25 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HUIE ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: African American or Black | 53 | 54 | 102% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HUIE ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: Hispanic | 38 | 38 | 100% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HUIE ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HUIE ELEMENTARY SCHOOL | MATH | 3 | Gender: Female | | 48 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HUIE ELEMENTARY SCHOOL | MATH | 3 | Gender: Male | | 50 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HUIE ELEMENTARY SCHOOL | MATH | 4 | All Students | 110 | 108 | 98% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HUIE ELEMENTARY SCHOOL | MATH | 4 | Disability | Recacted <15 | Recacted <15 | |

GMAP Participation - School/Math

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-------------------------------|----------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HUIE ELEMENTARY SCHOOL | MATH | 4 | English Learners | 25 | 16 | 64% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HUIE ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: African American or Black | 67 | 64 | 96% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HUIE ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: Hispanic | 40 | 39 | 98% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HUIE ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HUIE ELEMENTARY SCHOOL | MATH | 4 | Gender: Female | | 50 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HUIE ELEMENTARY SCHOOL | MATH | 4 | Gender: Male | | 58 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HUIE ELEMENTARY SCHOOL | MATH | 5 | All Students | 117 | 114 | 97% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HUIE ELEMENTARY SCHOOL | MATH | 5 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HUIE ELEMENTARY SCHOOL | MATH | 5 | English Learners | 43 | 15 | 35% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HUIE ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: African American or Black | 59 | 56 | 95% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HUIE ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: Hispanic | 52 | 52 | 100% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HUIE ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HUIE ELEMENTARY SCHOOL | MATH | 5 | Gender: Female | | 56 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HUIE ELEMENTARY SCHOOL | MATH | 5 | Gender: Male | | 58 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MCGARRAH ELEMENTARY SCHOOL | MATH | 3 | All Students | 85 | 76 | 89% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MCGARRAH ELEMENTARY SCHOOL | MATH | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MCGARRAH ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: African American or Black | 51 | 43 | 84% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MCGARRAH ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: Hispanic | 19 | 18 | 95% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MCGARRAH ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MCGARRAH ELEMENTARY SCHOOL | MATH | 3 | Gender: Female | | 35 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MCGARRAH ELEMENTARY SCHOOL | MATH | 3 | Gender: Male | | 41 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MCGARRAH ELEMENTARY SCHOOL | MATH | 4 | All Students | 104 | 93 | 89% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MCGARRAH ELEMENTARY SCHOOL | MATH | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MCGARRAH ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: African American or Black | 72 | 66 | 92% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MCGARRAH ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: Hispanic | 17 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MCGARRAH ELEMENTARY SCHOOL | MATH | 4 | Gender: Female | | 37 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MCGARRAH ELEMENTARY SCHOOL | MATH | 4 | Gender: Male | | 56 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MCGARRAH ELEMENTARY SCHOOL | MATH | 5 | All Students | 93 | 74 | 80% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MCGARRAH ELEMENTARY SCHOOL | MATH | 5 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MCGARRAH ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: African American or Black | 57 | 45 | 79% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MCGARRAH ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: Hispanic | 20 | 18 | 90% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MCGARRAH ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MCGARRAH ELEMENTARY SCHOOL | MATH | 5 | Gender: Female | | 35 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MCGARRAH ELEMENTARY SCHOOL | MATH | 5 | Gender: Male | | 39 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SWINT ELEMENTARY SCHOOL | MATH | 3 | All Students | 106 | 82 | 77% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SWINT ELEMENTARY SCHOOL | MATH | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SWINT ELEMENTARY SCHOOL | MATH | 3 | English Learners | 23 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SWINT ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: African American or Black | 76 | 56 | 74% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SWINT ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: Hispanic | 25 | 22 | 88% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SWINT ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: White | Recacted <15 | Recacted <15 | |

GMAP Participation - School/Math

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-------------------------------|-------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SWINT ELEMENTARY SCHOOL | MATH | 3 | Gender: Female | | 41 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SWINT ELEMENTARY SCHOOL | MATH | 3 | Gender: Male | | 41 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SWINT ELEMENTARY SCHOOL | MATH | 4 | All Students | 106 | 76 | 72% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SWINT ELEMENTARY SCHOOL | MATH | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SWINT ELEMENTARY SCHOOL | MATH | 4 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SWINT ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: African American or Black | 80 | 59 | 74% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SWINT ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: Hispanic | 23 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SWINT ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SWINT ELEMENTARY SCHOOL | MATH | 4 | Gender: Female | | 43 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SWINT ELEMENTARY SCHOOL | MATH | 4 | Gender: Male | | 33 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SWINT ELEMENTARY SCHOOL | MATH | 5 | All Students | 111 | 81 | 73% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SWINT ELEMENTARY SCHOOL | MATH | 5 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SWINT ELEMENTARY SCHOOL | MATH | 5 | English Learners | 16 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SWINT ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: African American or Black | 75 | 51 | 68% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SWINT ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: Hispanic | 29 | 23 | 79% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SWINT ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SWINT ELEMENTARY SCHOOL | MATH | 5 | Gender: Female | | 54 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SWINT ELEMENTARY SCHOOL | MATH | 5 | Gender: Male | | 27 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ASH STREET | MATH | 3 | All Students | | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ASH STREET | MATH | 3 | Disability | | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ASH STREET | MATH | 3 | Ethnicity: African American or Black | | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ASH STREET | MATH | 3 | Gender: Male | | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ASH STREET | MATH | 5 | All Students | | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ASH STREET | MATH | 5 | Disability | | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ASH STREET | MATH | 5 | Ethnicity: African American or Black | | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ASH STREET | MATH | 5 | Gender: Female | | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ASH STREET | MATH | 6 | All Students | | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ASH STREET | MATH | 6 | Disability | | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ASH STREET | MATH | 6 | Ethnicity: African American or Black | | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ASH STREET | MATH | 6 | Ethnicity: White | | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ASH STREET | MATH | 6 | Gender: Female | | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ASH STREET | MATH | 6 | Gender: Male | | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ASH STREET | MATH | 7 | All Students | | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ASH STREET | MATH | 7 | Disability | | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ASH STREET | MATH | 7 | Ethnicity: African American or Black | | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ASH STREET | MATH | 7 | Ethnicity: White | | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ASH STREET | MATH | 7 | Gender: Female | | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ASH STREET | MATH | 7 | Gender: Male | | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ASH STREET | MATH | 8 | All Students | | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ASH STREET | MATH | 8 | Disability | | Recacted <15 | |

GMAP Participation - School/Math

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-------------------------------|--------------------------|---------|-------|--------------------------------------|------------|---------------|--------------------|
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ASH STREET | MATH | 8 | Ethnicity: African American or Black | | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ASH STREET | MATH | 8 | Gender: Male | | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | WILLIAMS MIDDLE SCHOOL | MATH | 6 | All Students | 691 | 671 | 97% |
| 2021-22 | COLQUITT COUNTY | WILLIAMS MIDDLE SCHOOL | MATH | 6 | Disability | 101 | 88 | 87% |
| 2021-22 | COLQUITT COUNTY | WILLIAMS MIDDLE SCHOOL | MATH | 6 | English Learners | 133 | 113 | 85% |
| 2021-22 | COLQUITT COUNTY | WILLIAMS MIDDLE SCHOOL | MATH | 6 | Ethnicity: African American or Black | 210 | 178 | 85% |
| 2021-22 | COLQUITT COUNTY | WILLIAMS MIDDLE SCHOOL | MATH | 6 | Ethnicity: Hispanic | 235 | 229 | 97% |
| 2021-22 | COLQUITT COUNTY | WILLIAMS MIDDLE SCHOOL | MATH | 6 | Ethnicity: White | 360 | 233 | 65% |
| 2021-22 | COLQUITT COUNTY | WILLIAMS MIDDLE SCHOOL | MATH | 6 | Gender: Female | | 329 | |
| 2021-22 | COLQUITT COUNTY | WILLIAMS MIDDLE SCHOOL | MATH | 6 | Gender: Male | | 342 | |
| 2021-22 | COLQUITT COUNTY | WILLIAMS MIDDLE SCHOOL | MATH | 7 | All Students | 722 | 672 | 93% |
| 2021-22 | COLQUITT COUNTY | WILLIAMS MIDDLE SCHOOL | MATH | 7 | Disability | 105 | 83 | 79% |
| 2021-22 | COLQUITT COUNTY | WILLIAMS MIDDLE SCHOOL | MATH | 7 | English Learners | 110 | 86 | 78% |
| 2021-22 | COLQUITT COUNTY | WILLIAMS MIDDLE SCHOOL | MATH | 7 | Ethnicity: African American or Black | 223 | 186 | 83% |
| 2021-22 | COLQUITT COUNTY | WILLIAMS MIDDLE SCHOOL | MATH | 7 | Ethnicity: Hispanic | 215 | 207 | 96% |
| 2021-22 | COLQUITT COUNTY | WILLIAMS MIDDLE SCHOOL | MATH | 7 | Ethnicity: White | 384 | 256 | 67% |
| 2021-22 | COLQUITT COUNTY | WILLIAMS MIDDLE SCHOOL | MATH | 7 | Gender: Female | | 323 | |
| 2021-22 | COLQUITT COUNTY | WILLIAMS MIDDLE SCHOOL | MATH | 7 | Gender: Male | | 349 | |
| 2021-22 | COLQUITT COUNTY | DOERUN ELEMENTARY SCHOOL | MATH | 3 | All Students | | 41 | |
| 2021-22 | COLQUITT COUNTY | DOERUN ELEMENTARY SCHOOL | MATH | 3 | Disability | | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | DOERUN ELEMENTARY SCHOOL | MATH | 3 | English Learners | | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | DOERUN ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: African American or Black | | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | DOERUN ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: Hispanic | | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | DOERUN ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: White | | 17 | |
| 2021-22 | COLQUITT COUNTY | DOERUN ELEMENTARY SCHOOL | MATH | 3 | Gender: Female | | 26 | |
| 2021-22 | COLQUITT COUNTY | DOERUN ELEMENTARY SCHOOL | MATH | 3 | Gender: Male | | 15 | |
| 2021-22 | COLQUITT COUNTY | DOERUN ELEMENTARY SCHOOL | MATH | 4 | All Students | | 37 | |
| 2021-22 | COLQUITT COUNTY | DOERUN ELEMENTARY SCHOOL | MATH | 4 | Disability | | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | DOERUN ELEMENTARY SCHOOL | MATH | 4 | English Learners | | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | DOERUN ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: African American or Black | | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | DOERUN ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: Hispanic | | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | DOERUN ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: White | | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | DOERUN ELEMENTARY SCHOOL | MATH | 4 | Gender: Female | | 20 | |
| 2021-22 | COLQUITT COUNTY | DOERUN ELEMENTARY SCHOOL | MATH | 4 | Gender: Male | | 17 | |
| 2021-22 | COLQUITT COUNTY | DOERUN ELEMENTARY SCHOOL | MATH | 5 | All Students | | 46 | |
| 2021-22 | COLQUITT COUNTY | DOERUN ELEMENTARY SCHOOL | MATH | 5 | Disability | | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | DOERUN ELEMENTARY SCHOOL | MATH | 5 | English Learners | | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | DOERUN ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: African American or Black | | 19 | |
| 2021-22 | COLQUITT COUNTY | DOERUN ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: Hispanic | | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | DOERUN ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: White | | Recacted <15 | |

GMAP Participation - School/Math

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-----------------|--------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | COLQUITT COUNTY | DOERUN ELEMENTARY SCHOOL | MATH | 5 | Gender: Female | | 26 | |
| 2021-22 | COLQUITT COUNTY | DOERUN ELEMENTARY SCHOOL | MATH | 5 | Gender: Male | | 20 | |
| 2021-22 | COLQUITT COUNTY | ODOM ELEMENTARY SCHOOL | MATH | 3 | All Students | 43 | 79 | 184% |
| 2021-22 | COLQUITT COUNTY | ODOM ELEMENTARY SCHOOL | MATH | 3 | All Students | 78 | 79 | 101% |
| 2021-22 | COLQUITT COUNTY | ODOM ELEMENTARY SCHOOL | MATH | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | ODOM ELEMENTARY SCHOOL | MATH | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | ODOM ELEMENTARY SCHOOL | MATH | 3 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | ODOM ELEMENTARY SCHOOL | MATH | 3 | English Learners | 32 | 31 | 97% |
| 2021-22 | COLQUITT COUNTY | ODOM ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: African American or Black | 15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | ODOM ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: African American or Black | 15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | ODOM ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | ODOM ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: Hispanic | 42 | 42 | 100% |
| 2021-22 | COLQUITT COUNTY | ODOM ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: White | 25 | 21 | 84% |
| 2021-22 | COLQUITT COUNTY | ODOM ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: White | 47 | 21 | 45% |
| 2021-22 | COLQUITT COUNTY | ODOM ELEMENTARY SCHOOL | MATH | 3 | Gender: Female | | 38 | |
| 2021-22 | COLQUITT COUNTY | ODOM ELEMENTARY SCHOOL | MATH | 3 | Gender: Male | | 41 | |
| 2021-22 | COLQUITT COUNTY | ODOM ELEMENTARY SCHOOL | MATH | 4 | All Students | 43 | 66 | 153% |
| 2021-22 | COLQUITT COUNTY | ODOM ELEMENTARY SCHOOL | MATH | 4 | All Students | 66 | 66 | 100% |
| 2021-22 | COLQUITT COUNTY | ODOM ELEMENTARY SCHOOL | MATH | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | ODOM ELEMENTARY SCHOOL | MATH | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | ODOM ELEMENTARY SCHOOL | MATH | 4 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | ODOM ELEMENTARY SCHOOL | MATH | 4 | English Learners | 35 | 34 | 97% |
| 2021-22 | COLQUITT COUNTY | ODOM ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: African American or Black | 18 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | ODOM ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | ODOM ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | ODOM ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: Hispanic | 37 | 37 | 100% |
| 2021-22 | COLQUITT COUNTY | ODOM ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: White | 25 | 18 | 72% |
| 2021-22 | COLQUITT COUNTY | ODOM ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: White | 40 | 18 | 45% |
| 2021-22 | COLQUITT COUNTY | ODOM ELEMENTARY SCHOOL | MATH | 4 | Gender: Female | | 28 | |
| 2021-22 | COLQUITT COUNTY | ODOM ELEMENTARY SCHOOL | MATH | 4 | Gender: Male | | 38 | |
| 2021-22 | COLQUITT COUNTY | ODOM ELEMENTARY SCHOOL | MATH | 5 | All Students | 47 | 86 | 183% |
| 2021-22 | COLQUITT COUNTY | ODOM ELEMENTARY SCHOOL | MATH | 5 | All Students | 89 | 86 | 97% |
| 2021-22 | COLQUITT COUNTY | ODOM ELEMENTARY SCHOOL | MATH | 5 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | ODOM ELEMENTARY SCHOOL | MATH | 5 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | ODOM ELEMENTARY SCHOOL | MATH | 5 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | ODOM ELEMENTARY SCHOOL | MATH | 5 | English Learners | 35 | 31 | 89% |
| 2021-22 | COLQUITT COUNTY | ODOM ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: African American or Black | 21 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | ODOM ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | ODOM ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | ODOM ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: Hispanic | 43 | 42 | 98% |

GMAP Participation - School/Math

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-----------------|-------------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | COLQUITT COUNTY | ODOM ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: White | 19 | 32 | 168% |
| 2021-22 | COLQUITT COUNTY | ODOM ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: White | 58 | 32 | 55% |
| 2021-22 | COLQUITT COUNTY | ODOM ELEMENTARY SCHOOL | MATH | 5 | Gender: Female | | 45 | |
| 2021-22 | COLQUITT COUNTY | ODOM ELEMENTARY SCHOOL | MATH | 5 | Gender: Male | | 41 | |
| 2021-22 | COLQUITT COUNTY | NORMAN PARK ELEMENTARY SCHOOL | MATH | 3 | All Students | 81 | 80 | 99% |
| 2021-22 | COLQUITT COUNTY | NORMAN PARK ELEMENTARY SCHOOL | MATH | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | NORMAN PARK ELEMENTARY SCHOOL | MATH | 3 | English Learners | 23 | 20 | 87% |
| 2021-22 | COLQUITT COUNTY | NORMAN PARK ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | NORMAN PARK ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: Hispanic | 23 | 23 | 100% |
| 2021-22 | COLQUITT COUNTY | NORMAN PARK ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: White | 58 | 47 | 81% |
| 2021-22 | COLQUITT COUNTY | NORMAN PARK ELEMENTARY SCHOOL | MATH | 3 | Gender: Female | | 30 | |
| 2021-22 | COLQUITT COUNTY | NORMAN PARK ELEMENTARY SCHOOL | MATH | 3 | Gender: Male | | 50 | |
| 2021-22 | COLQUITT COUNTY | NORMAN PARK ELEMENTARY SCHOOL | MATH | 4 | All Students | 97 | 96 | 99% |
| 2021-22 | COLQUITT COUNTY | NORMAN PARK ELEMENTARY SCHOOL | MATH | 4 | Disability | 16 | 16 | 100% |
| 2021-22 | COLQUITT COUNTY | NORMAN PARK ELEMENTARY SCHOOL | MATH | 4 | English Learners | 30 | 28 | 93% |
| 2021-22 | COLQUITT COUNTY | NORMAN PARK ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | NORMAN PARK ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: Hispanic | 36 | 36 | 100% |
| 2021-22 | COLQUITT COUNTY | NORMAN PARK ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: White | 64 | 50 | 78% |
| 2021-22 | COLQUITT COUNTY | NORMAN PARK ELEMENTARY SCHOOL | MATH | 4 | Gender: Female | | 45 | |
| 2021-22 | COLQUITT COUNTY | NORMAN PARK ELEMENTARY SCHOOL | MATH | 4 | Gender: Male | | 51 | |
| 2021-22 | COLQUITT COUNTY | NORMAN PARK ELEMENTARY SCHOOL | MATH | 5 | All Students | 57 | 57 | 100% |
| 2021-22 | COLQUITT COUNTY | NORMAN PARK ELEMENTARY SCHOOL | MATH | 5 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | NORMAN PARK ELEMENTARY SCHOOL | MATH | 5 | English Learners | 19 | 15 | 79% |
| 2021-22 | COLQUITT COUNTY | NORMAN PARK ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | NORMAN PARK ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: Hispanic | 25 | 25 | 100% |
| 2021-22 | COLQUITT COUNTY | NORMAN PARK ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: White | 35 | 27 | 77% |
| 2021-22 | COLQUITT COUNTY | NORMAN PARK ELEMENTARY SCHOOL | MATH | 5 | Gender: Female | | 27 | |
| 2021-22 | COLQUITT COUNTY | NORMAN PARK ELEMENTARY SCHOOL | MATH | 5 | Gender: Male | | 30 | |
| 2021-22 | COLQUITT COUNTY | FUNSTON ELEMENTARY SCHOOL | MATH | 3 | All Students | 58 | 56 | 97% |
| 2021-22 | COLQUITT COUNTY | FUNSTON ELEMENTARY SCHOOL | MATH | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | FUNSTON ELEMENTARY SCHOOL | MATH | 3 | English Learners | 27 | 25 | 93% |
| 2021-22 | COLQUITT COUNTY | FUNSTON ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | FUNSTON ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: Hispanic | 32 | 31 | 97% |
| 2021-22 | COLQUITT COUNTY | FUNSTON ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: White | 34 | 15 | 44% |
| 2021-22 | COLQUITT COUNTY | FUNSTON ELEMENTARY SCHOOL | MATH | 3 | Gender: Female | | 36 | |
| 2021-22 | COLQUITT COUNTY | FUNSTON ELEMENTARY SCHOOL | MATH | 3 | Gender: Male | | 20 | |
| 2021-22 | COLQUITT COUNTY | FUNSTON ELEMENTARY SCHOOL | MATH | 4 | All Students | 47 | 47 | 100% |
| 2021-22 | COLQUITT COUNTY | FUNSTON ELEMENTARY SCHOOL | MATH | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | FUNSTON ELEMENTARY SCHOOL | MATH | 4 | English Learners | 26 | 26 | 100% |
| 2021-22 | COLQUITT COUNTY | FUNSTON ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |

GMAP Participation - School/Math

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-----------------|--------------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | COLQUITT COUNTY | FUNSTON ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: Hispanic | 27 | 27 | 100% |
| 2021-22 | COLQUITT COUNTY | FUNSTON ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: White | 19 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | FUNSTON ELEMENTARY SCHOOL | MATH | 4 | Gender: Female | | 17 | |
| 2021-22 | COLQUITT COUNTY | FUNSTON ELEMENTARY SCHOOL | MATH | 4 | Gender: Male | | 30 | |
| 2021-22 | COLQUITT COUNTY | FUNSTON ELEMENTARY SCHOOL | MATH | 5 | All Students | 66 | 66 | 100% |
| 2021-22 | COLQUITT COUNTY | FUNSTON ELEMENTARY SCHOOL | MATH | 5 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | FUNSTON ELEMENTARY SCHOOL | MATH | 5 | English Learners | 21 | 19 | 90% |
| 2021-22 | COLQUITT COUNTY | FUNSTON ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | FUNSTON ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: Hispanic | 33 | 33 | 100% |
| 2021-22 | COLQUITT COUNTY | FUNSTON ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: White | 37 | 23 | 62% |
| 2021-22 | COLQUITT COUNTY | FUNSTON ELEMENTARY SCHOOL | MATH | 5 | Gender: Female | | 36 | |
| 2021-22 | COLQUITT COUNTY | FUNSTON ELEMENTARY SCHOOL | MATH | 5 | Gender: Male | | 30 | |
| 2021-22 | COLQUITT COUNTY | WRIGHT ELEMENTARY SCHOOL | MATH | 3 | All Students | 70 | 67 | 96% |
| 2021-22 | COLQUITT COUNTY | WRIGHT ELEMENTARY SCHOOL | MATH | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | WRIGHT ELEMENTARY SCHOOL | MATH | 3 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | WRIGHT ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: African American or Black | 20 | 16 | 80% |
| 2021-22 | COLQUITT COUNTY | WRIGHT ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | WRIGHT ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: White | 45 | 38 | 84% |
| 2021-22 | COLQUITT COUNTY | WRIGHT ELEMENTARY SCHOOL | MATH | 3 | Gender: Female | | 37 | |
| 2021-22 | COLQUITT COUNTY | WRIGHT ELEMENTARY SCHOOL | MATH | 3 | Gender: Male | | 30 | |
| 2021-22 | COLQUITT COUNTY | WRIGHT ELEMENTARY SCHOOL | MATH | 4 | All Students | 73 | 72 | 99% |
| 2021-22 | COLQUITT COUNTY | WRIGHT ELEMENTARY SCHOOL | MATH | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | WRIGHT ELEMENTARY SCHOOL | MATH | 4 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | WRIGHT ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: African American or Black | 19 | 17 | 89% |
| 2021-22 | COLQUITT COUNTY | WRIGHT ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | WRIGHT ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: White | 50 | 47 | 94% |
| 2021-22 | COLQUITT COUNTY | WRIGHT ELEMENTARY SCHOOL | MATH | 4 | Gender: Female | | 32 | |
| 2021-22 | COLQUITT COUNTY | WRIGHT ELEMENTARY SCHOOL | MATH | 4 | Gender: Male | | 40 | |
| 2021-22 | COLQUITT COUNTY | WRIGHT ELEMENTARY SCHOOL | MATH | 5 | All Students | 74 | 73 | 99% |
| 2021-22 | COLQUITT COUNTY | WRIGHT ELEMENTARY SCHOOL | MATH | 5 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | WRIGHT ELEMENTARY SCHOOL | MATH | 5 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | WRIGHT ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: African American or Black | 30 | 28 | 93% |
| 2021-22 | COLQUITT COUNTY | WRIGHT ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | WRIGHT ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: White | 40 | 32 | 80% |
| 2021-22 | COLQUITT COUNTY | WRIGHT ELEMENTARY SCHOOL | MATH | 5 | Gender: Female | | 34 | |
| 2021-22 | COLQUITT COUNTY | WRIGHT ELEMENTARY SCHOOL | MATH | 5 | Gender: Male | | 39 | |
| 2021-22 | COLQUITT COUNTY | STRINGFELLOW ELEMENTARY SCHOOL | MATH | 3 | All Students | 36 | 36 | 100% |
| 2021-22 | COLQUITT COUNTY | STRINGFELLOW ELEMENTARY SCHOOL | MATH | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | STRINGFELLOW ELEMENTARY SCHOOL | MATH | 3 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | STRINGFELLOW ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: African American or Black | 23 | 20 | 87% |

GMAP Participation - School/Math

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-----------------|--------------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | COLQUITT COUNTY | STRINGFELLOW ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | STRINGFELLOW ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | STRINGFELLOW ELEMENTARY SCHOOL | MATH | 3 | Gender: Female | | 18 | |
| 2021-22 | COLQUITT COUNTY | STRINGFELLOW ELEMENTARY SCHOOL | MATH | 3 | Gender: Male | | 18 | |
| 2021-22 | COLQUITT COUNTY | STRINGFELLOW ELEMENTARY SCHOOL | MATH | 4 | All Students | 46 | 46 | 100% |
| 2021-22 | COLQUITT COUNTY | STRINGFELLOW ELEMENTARY SCHOOL | MATH | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | STRINGFELLOW ELEMENTARY SCHOOL | MATH | 4 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | STRINGFELLOW ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: African American or Black | 29 | 26 | 90% |
| 2021-22 | COLQUITT COUNTY | STRINGFELLOW ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | STRINGFELLOW ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | STRINGFELLOW ELEMENTARY SCHOOL | MATH | 4 | Gender: Female | | 20 | |
| 2021-22 | COLQUITT COUNTY | STRINGFELLOW ELEMENTARY SCHOOL | MATH | 4 | Gender: Male | | 26 | |
| 2021-22 | COLQUITT COUNTY | STRINGFELLOW ELEMENTARY SCHOOL | MATH | 5 | All Students | 51 | 49 | 96% |
| 2021-22 | COLQUITT COUNTY | STRINGFELLOW ELEMENTARY SCHOOL | MATH | 5 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | STRINGFELLOW ELEMENTARY SCHOOL | MATH | 5 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | STRINGFELLOW ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: African American or Black | 35 | 30 | 86% |
| 2021-22 | COLQUITT COUNTY | STRINGFELLOW ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | STRINGFELLOW ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: White | 17 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | STRINGFELLOW ELEMENTARY SCHOOL | MATH | 5 | Gender: Female | | 27 | |
| 2021-22 | COLQUITT COUNTY | STRINGFELLOW ELEMENTARY SCHOOL | MATH | 5 | Gender: Male | | 22 | |
| 2021-22 | COLQUITT COUNTY | GRAY JUNIOR HIGH SCHOOL | MATH | 8 | All Students | 699 | 647 | 93% |
| 2021-22 | COLQUITT COUNTY | GRAY JUNIOR HIGH SCHOOL | MATH | 8 | Disability | 100 | 81 | 81% |
| 2021-22 | COLQUITT COUNTY | GRAY JUNIOR HIGH SCHOOL | MATH | 8 | English Learners | 94 | 69 | 73% |
| 2021-22 | COLQUITT COUNTY | GRAY JUNIOR HIGH SCHOOL | MATH | 8 | Ethnicity: African American or Black | 213 | 168 | 79% |
| 2021-22 | COLQUITT COUNTY | GRAY JUNIOR HIGH SCHOOL | MATH | 8 | Ethnicity: Hispanic | 203 | 197 | 97% |
| 2021-22 | COLQUITT COUNTY | GRAY JUNIOR HIGH SCHOOL | MATH | 8 | Ethnicity: White | 366 | 257 | 70% |
| 2021-22 | COLQUITT COUNTY | GRAY JUNIOR HIGH SCHOOL | MATH | 8 | Gender: Female | | 301 | |
| 2021-22 | COLQUITT COUNTY | GRAY JUNIOR HIGH SCHOOL | MATH | 8 | Gender: Male | | 346 | |
| 2021-22 | COLQUITT COUNTY | OKAPILCO ELEMENTARY SCHOOL | MATH | 3 | All Students | 64 | 58 | 91% |
| 2021-22 | COLQUITT COUNTY | OKAPILCO ELEMENTARY SCHOOL | MATH | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | OKAPILCO ELEMENTARY SCHOOL | MATH | 3 | English Learners | 21 | 18 | 86% |
| 2021-22 | COLQUITT COUNTY | OKAPILCO ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: African American or Black | 20 | 19 | 95% |
| 2021-22 | COLQUITT COUNTY | OKAPILCO ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: Hispanic | 25 | 22 | 88% |
| 2021-22 | COLQUITT COUNTY | OKAPILCO ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: White | 26 | 17 | 65% |
| 2021-22 | COLQUITT COUNTY | OKAPILCO ELEMENTARY SCHOOL | MATH | 3 | Gender: Female | | 32 | |
| 2021-22 | COLQUITT COUNTY | OKAPILCO ELEMENTARY SCHOOL | MATH | 3 | Gender: Male | | 26 | |
| 2021-22 | COLQUITT COUNTY | OKAPILCO ELEMENTARY SCHOOL | MATH | 4 | All Students | 46 | 38 | 83% |
| 2021-22 | COLQUITT COUNTY | OKAPILCO ELEMENTARY SCHOOL | MATH | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | OKAPILCO ELEMENTARY SCHOOL | MATH | 4 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | OKAPILCO ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: African American or Black | 19 | Recacted <15 | |

GMAP Participation - School/Math

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-----------------|----------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | COLQUITT COUNTY | OKAPILCO ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | OKAPILCO ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: White | 16 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | OKAPILCO ELEMENTARY SCHOOL | MATH | 4 | Gender: Female | | 21 | |
| 2021-22 | COLQUITT COUNTY | OKAPILCO ELEMENTARY SCHOOL | MATH | 4 | Gender: Male | | 17 | |
| 2021-22 | COLQUITT COUNTY | OKAPILCO ELEMENTARY SCHOOL | MATH | 5 | All Students | 63 | 58 | 92% |
| 2021-22 | COLQUITT COUNTY | OKAPILCO ELEMENTARY SCHOOL | MATH | 5 | Disability | 19 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | OKAPILCO ELEMENTARY SCHOOL | MATH | 5 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | OKAPILCO ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: African American or Black | 31 | 22 | 71% |
| 2021-22 | COLQUITT COUNTY | OKAPILCO ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: Hispanic | 15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | OKAPILCO ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: White | 30 | 15 | 50% |
| 2021-22 | COLQUITT COUNTY | OKAPILCO ELEMENTARY SCHOOL | MATH | 5 | Gender: Female | | 28 | |
| 2021-22 | COLQUITT COUNTY | OKAPILCO ELEMENTARY SCHOOL | MATH | 5 | Gender: Male | | 30 | |
| 2021-22 | COLQUITT COUNTY | COX ELEMENTARY SCHOOL | MATH | 3 | All Students | 82 | 80 | 98% |
| 2021-22 | COLQUITT COUNTY | COX ELEMENTARY SCHOOL | MATH | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | COX ELEMENTARY SCHOOL | MATH | 3 | English Learners | 31 | 27 | 87% |
| 2021-22 | COLQUITT COUNTY | COX ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: African American or Black | 44 | 40 | 91% |
| 2021-22 | COLQUITT COUNTY | COX ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: Hispanic | 36 | 35 | 97% |
| 2021-22 | COLQUITT COUNTY | COX ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: White | 17 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | COX ELEMENTARY SCHOOL | MATH | 3 | Gender: Female | | 32 | |
| 2021-22 | COLQUITT COUNTY | COX ELEMENTARY SCHOOL | MATH | 3 | Gender: Male | | 48 | |
| 2021-22 | COLQUITT COUNTY | COX ELEMENTARY SCHOOL | MATH | 4 | All Students | 89 | 86 | 97% |
| 2021-22 | COLQUITT COUNTY | COX ELEMENTARY SCHOOL | MATH | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | COX ELEMENTARY SCHOOL | MATH | 4 | English Learners | 34 | 32 | 94% |
| 2021-22 | COLQUITT COUNTY | COX ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: African American or Black | 45 | 41 | 91% |
| 2021-22 | COLQUITT COUNTY | COX ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: Hispanic | 43 | 40 | 93% |
| 2021-22 | COLQUITT COUNTY | COX ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: White | 26 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | COX ELEMENTARY SCHOOL | MATH | 4 | Gender: Female | | 41 | |
| 2021-22 | COLQUITT COUNTY | COX ELEMENTARY SCHOOL | MATH | 4 | Gender: Male | | 45 | |
| 2021-22 | COLQUITT COUNTY | COX ELEMENTARY SCHOOL | MATH | 5 | All Students | 90 | 86 | 96% |
| 2021-22 | COLQUITT COUNTY | COX ELEMENTARY SCHOOL | MATH | 5 | Disability | 19 | 16 | 84% |
| 2021-22 | COLQUITT COUNTY | COX ELEMENTARY SCHOOL | MATH | 5 | English Learners | 29 | 25 | 86% |
| 2021-22 | COLQUITT COUNTY | COX ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: African American or Black | 49 | 44 | 90% |
| 2021-22 | COLQUITT COUNTY | COX ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: Hispanic | 35 | 34 | 97% |
| 2021-22 | COLQUITT COUNTY | COX ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: White | 21 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | COX ELEMENTARY SCHOOL | MATH | 5 | Gender: Female | | 43 | |
| 2021-22 | COLQUITT COUNTY | COX ELEMENTARY SCHOOL | MATH | 5 | Gender: Male | | 43 | |
| 2021-22 | COLQUITT COUNTY | HAMILTON ELEMENTARY SCHOOL | MATH | 3 | All Students | 32 | 31 | 97% |
| 2021-22 | COLQUITT COUNTY | HAMILTON ELEMENTARY SCHOOL | MATH | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | HAMILTON ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | HAMILTON ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |

GMAP Participation - School/Math

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-----------------|----------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | COLQUITT COUNTY | HAMILTON ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: White | 30 | 27 | 90% |
| 2021-22 | COLQUITT COUNTY | HAMILTON ELEMENTARY SCHOOL | MATH | 3 | Gender: Female | | 15 | |
| 2021-22 | COLQUITT COUNTY | HAMILTON ELEMENTARY SCHOOL | MATH | 3 | Gender: Male | | 16 | |
| 2021-22 | COLQUITT COUNTY | HAMILTON ELEMENTARY SCHOOL | MATH | 4 | All Students | 28 | 28 | 100% |
| 2021-22 | COLQUITT COUNTY | HAMILTON ELEMENTARY SCHOOL | MATH | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | HAMILTON ELEMENTARY SCHOOL | MATH | 4 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | HAMILTON ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | HAMILTON ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: White | 25 | 23 | 92% |
| 2021-22 | COLQUITT COUNTY | HAMILTON ELEMENTARY SCHOOL | MATH | 4 | Gender: Female | | 17 | |
| 2021-22 | COLQUITT COUNTY | HAMILTON ELEMENTARY SCHOOL | MATH | 4 | Gender: Male | | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | HAMILTON ELEMENTARY SCHOOL | MATH | 5 | All Students | 41 | 41 | 100% |
| 2021-22 | COLQUITT COUNTY | HAMILTON ELEMENTARY SCHOOL | MATH | 5 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | HAMILTON ELEMENTARY SCHOOL | MATH | 5 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | HAMILTON ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | HAMILTON ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | HAMILTON ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: White | 33 | 29 | 88% |
| 2021-22 | COLQUITT COUNTY | HAMILTON ELEMENTARY SCHOOL | MATH | 5 | Gender: Female | | 15 | |
| 2021-22 | COLQUITT COUNTY | HAMILTON ELEMENTARY SCHOOL | MATH | 5 | Gender: Male | | 26 | |
| 2021-22 | COLQUITT COUNTY | SUNSET ELEMENTARY SCHOOL | MATH | 3 | All Students | 53 | 53 | 100% |
| 2021-22 | COLQUITT COUNTY | SUNSET ELEMENTARY SCHOOL | MATH | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | SUNSET ELEMENTARY SCHOOL | MATH | 3 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | SUNSET ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | SUNSET ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | SUNSET ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: White | 39 | 28 | 72% |
| 2021-22 | COLQUITT COUNTY | SUNSET ELEMENTARY SCHOOL | MATH | 3 | Gender: Female | | 20 | |
| 2021-22 | COLQUITT COUNTY | SUNSET ELEMENTARY SCHOOL | MATH | 3 | Gender: Male | | 33 | |
| 2021-22 | COLQUITT COUNTY | SUNSET ELEMENTARY SCHOOL | MATH | 4 | All Students | 86 | 74 | 86% |
| 2021-22 | COLQUITT COUNTY | SUNSET ELEMENTARY SCHOOL | MATH | 4 | Disability | 17 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | SUNSET ELEMENTARY SCHOOL | MATH | 4 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | SUNSET ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: African American or Black | 33 | 23 | 70% |
| 2021-22 | COLQUITT COUNTY | SUNSET ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: Hispanic | 19 | 15 | 79% |
| 2021-22 | COLQUITT COUNTY | SUNSET ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: White | 48 | 31 | 65% |
| 2021-22 | COLQUITT COUNTY | SUNSET ELEMENTARY SCHOOL | MATH | 4 | Gender: Female | | 32 | |
| 2021-22 | COLQUITT COUNTY | SUNSET ELEMENTARY SCHOOL | MATH | 4 | Gender: Male | | 42 | |
| 2021-22 | COLQUITT COUNTY | SUNSET ELEMENTARY SCHOOL | MATH | 5 | All Students | 83 | 75 | 90% |
| 2021-22 | COLQUITT COUNTY | SUNSET ELEMENTARY SCHOOL | MATH | 5 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | SUNSET ELEMENTARY SCHOOL | MATH | 5 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | SUNSET ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: African American or Black | 29 | 19 | 66% |
| 2021-22 | COLQUITT COUNTY | SUNSET ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: Hispanic | 17 | 17 | 100% |
| 2021-22 | COLQUITT COUNTY | SUNSET ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: White | 41 | 35 | 85% |

GMAP Participation - School/Math

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-------------------------------|-----------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | COLQUITT COUNTY | SUNSET ELEMENTARY SCHOOL | MATH | 5 | Gender: Female | | 42 | |
| 2021-22 | COLQUITT COUNTY | SUNSET ELEMENTARY SCHOOL | MATH | 5 | Gender: Male | | 33 | |
| 2021-22 | COLQUITT COUNTY | GIFTED PROGRAM | MATH | 3 | All Students | | 31 | |
| 2021-22 | COLQUITT COUNTY | GIFTED PROGRAM | MATH | 3 | Ethnicity: African American or Black | | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | GIFTED PROGRAM | MATH | 3 | Ethnicity: Hispanic | | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | GIFTED PROGRAM | MATH | 3 | Ethnicity: White | | 17 | |
| 2021-22 | COLQUITT COUNTY | GIFTED PROGRAM | MATH | 3 | Gender: Female | | 17 | |
| 2021-22 | COLQUITT COUNTY | GIFTED PROGRAM | MATH | 3 | Gender: Male | | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | GIFTED PROGRAM | MATH | 4 | All Students | | 35 | |
| 2021-22 | COLQUITT COUNTY | GIFTED PROGRAM | MATH | 4 | Ethnicity: African American or Black | | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | GIFTED PROGRAM | MATH | 4 | Ethnicity: Hispanic | | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | GIFTED PROGRAM | MATH | 4 | Ethnicity: White | | 19 | |
| 2021-22 | COLQUITT COUNTY | GIFTED PROGRAM | MATH | 4 | Gender: Female | | 17 | |
| 2021-22 | COLQUITT COUNTY | GIFTED PROGRAM | MATH | 4 | Gender: Male | | 18 | |
| 2021-22 | COLQUITT COUNTY | GIFTED PROGRAM | MATH | 5 | All Students | | 44 | |
| 2021-22 | COLQUITT COUNTY | GIFTED PROGRAM | MATH | 5 | Disability | | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | GIFTED PROGRAM | MATH | 5 | Ethnicity: African American or Black | | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | GIFTED PROGRAM | MATH | 5 | Ethnicity: Hispanic | | Recacted <15 | |
| 2021-22 | COLQUITT COUNTY | GIFTED PROGRAM | MATH | 5 | Ethnicity: White | | 30 | |
| 2021-22 | COLQUITT COUNTY | GIFTED PROGRAM | MATH | 5 | Gender: Female | | 19 | |
| 2021-22 | COLQUITT COUNTY | GIFTED PROGRAM | MATH | 5 | Gender: Male | | 25 | |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELBERT COUNTY MIDDLE SCHOOL | MATH | 5 | All Students | 212 | 209 | 99% |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELBERT COUNTY MIDDLE SCHOOL | MATH | 5 | Disability | 27 | 27 | 100% |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELBERT COUNTY MIDDLE SCHOOL | MATH | 5 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELBERT COUNTY MIDDLE SCHOOL | MATH | 5 | Ethnicity: African American or Black | 76 | 75 | 99% |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELBERT COUNTY MIDDLE SCHOOL | MATH | 5 | Ethnicity: Hispanic | 25 | 25 | 100% |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELBERT COUNTY MIDDLE SCHOOL | MATH | 5 | Ethnicity: White | 97 | 97 | 100% |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELBERT COUNTY MIDDLE SCHOOL | MATH | 5 | Gender: Female | | 104 | |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELBERT COUNTY MIDDLE SCHOOL | MATH | 5 | Gender: Male | | 105 | |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELBERT COUNTY MIDDLE SCHOOL | MATH | 6 | All Students | 204 | 202 | 99% |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELBERT COUNTY MIDDLE SCHOOL | MATH | 6 | Disability | 43 | 43 | 100% |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELBERT COUNTY MIDDLE SCHOOL | MATH | 6 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELBERT COUNTY MIDDLE SCHOOL | MATH | 6 | Ethnicity: African American or Black | 69 | 68 | 99% |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELBERT COUNTY MIDDLE SCHOOL | MATH | 6 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELBERT COUNTY MIDDLE SCHOOL | MATH | 6 | Ethnicity: White | 112 | 111 | 99% |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELBERT COUNTY MIDDLE SCHOOL | MATH | 6 | Gender: Female | | 100 | |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELBERT COUNTY MIDDLE SCHOOL | MATH | 6 | Gender: Male | | 102 | |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELBERT COUNTY MIDDLE SCHOOL | MATH | 7 | All Students | 258 | 256 | 99% |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELBERT COUNTY MIDDLE SCHOOL | MATH | 7 | Disability | 42 | 42 | 100% |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELBERT COUNTY MIDDLE SCHOOL | MATH | 7 | English Learners | Recacted <15 | Recacted <15 | |

GMAP Participation - School/Math

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-------------------------------|---------------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELBERT COUNTY MIDDLE SCHOOL | MATH | 7 | Ethnicity: African American or Black | 92 | 92 | 100% |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELBERT COUNTY MIDDLE SCHOOL | MATH | 7 | Ethnicity: Hispanic | 25 | 28 | 112% |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELBERT COUNTY MIDDLE SCHOOL | MATH | 7 | Ethnicity: White | 124 | 123 | 99% |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELBERT COUNTY MIDDLE SCHOOL | MATH | 7 | Gender: Female | | 124 | |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELBERT COUNTY MIDDLE SCHOOL | MATH | 7 | Gender: Male | | 132 | |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELBERT COUNTY MIDDLE SCHOOL | MATH | 8 | All Students | 260 | 254 | 98% |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELBERT COUNTY MIDDLE SCHOOL | MATH | 8 | Disability | 36 | 32 | 89% |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELBERT COUNTY MIDDLE SCHOOL | MATH | 8 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELBERT COUNTY MIDDLE SCHOOL | MATH | 8 | Ethnicity: African American or Black | 111 | 109 | 98% |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELBERT COUNTY MIDDLE SCHOOL | MATH | 8 | Ethnicity: Hispanic | 31 | 30 | 97% |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELBERT COUNTY MIDDLE SCHOOL | MATH | 8 | Ethnicity: White | 109 | 106 | 97% |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELBERT COUNTY MIDDLE SCHOOL | MATH | 8 | Gender: Female | | 133 | |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELBERT COUNTY MIDDLE SCHOOL | MATH | 8 | Gender: Male | | 121 | |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELBERT COUNTY ELEMENTARY SCHOOL | MATH | 3 | All Students | 208 | 208 | 100% |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELBERT COUNTY ELEMENTARY SCHOOL | MATH | 3 | Disability | 35 | 35 | 100% |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELBERT COUNTY ELEMENTARY SCHOOL | MATH | 3 | English Learners | 15 | 15 | 100% |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELBERT COUNTY ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: African American or Black | 80 | 80 | 100% |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELBERT COUNTY ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: Hispanic | 18 | 19 | 106% |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELBERT COUNTY ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: White | 97 | 97 | 100% |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELBERT COUNTY ELEMENTARY SCHOOL | MATH | 3 | Gender: Female | | 100 | |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELBERT COUNTY ELEMENTARY SCHOOL | MATH | 3 | Gender: Male | | 108 | |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELBERT COUNTY ELEMENTARY SCHOOL | MATH | 4 | All Students | 217 | 216 | 100% |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELBERT COUNTY ELEMENTARY SCHOOL | MATH | 4 | Disability | 26 | 25 | 96% |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELBERT COUNTY ELEMENTARY SCHOOL | MATH | 4 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELBERT COUNTY ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: African American or Black | 74 | 73 | 99% |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELBERT COUNTY ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: Hispanic | 21 | 23 | 110% |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELBERT COUNTY ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: White | 105 | 105 | 100% |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELBERT COUNTY ELEMENTARY SCHOOL | MATH | 4 | Gender: Female | | 109 | |
| 2021-22 | ELBERT COUNTY SCHOOL DISTRICT | ELBERT COUNTY ELEMENTARY SCHOOL | MATH | 4 | Gender: Male | | 107 | |
| 2021-22 | EVANS COUNTY SCHOOLS | CLAXTON ELEMENTARY SCHOOL | MATH | 3 | All Students | | 128 | |
| 2021-22 | EVANS COUNTY SCHOOLS | CLAXTON ELEMENTARY SCHOOL | MATH | 3 | Disability | | 25 | |
| 2021-22 | EVANS COUNTY SCHOOLS | CLAXTON ELEMENTARY SCHOOL | MATH | 3 | English Learners | | 34 | |
| 2021-22 | EVANS COUNTY SCHOOLS | CLAXTON ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: African American or Black | | 41 | |
| 2021-22 | EVANS COUNTY SCHOOLS | CLAXTON ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: Hispanic | | 40 | |
| 2021-22 | EVANS COUNTY SCHOOLS | CLAXTON ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: White | | 43 | |
| 2021-22 | EVANS COUNTY SCHOOLS | CLAXTON ELEMENTARY SCHOOL | MATH | 3 | Gender: Female | | 51 | |
| 2021-22 | EVANS COUNTY SCHOOLS | CLAXTON ELEMENTARY SCHOOL | MATH | 3 | Gender: Male | | 77 | |
| 2021-22 | EVANS COUNTY SCHOOLS | CLAXTON ELEMENTARY SCHOOL | MATH | 4 | All Students | | 138 | |
| 2021-22 | EVANS COUNTY SCHOOLS | CLAXTON ELEMENTARY SCHOOL | MATH | 4 | Disability | | 15 | |
| 2021-22 | EVANS COUNTY SCHOOLS | CLAXTON ELEMENTARY SCHOOL | MATH | 4 | English Learners | | 25 | |

GMAP Participation - School/Math

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|----------------------|---------------------------|---------|-------|--------------------------------------|------------|---------------|--------------------|
| 2021-22 | EVANS COUNTY SCHOOLS | CLAXTON ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: African American or Black | | 49 | |
| 2021-22 | EVANS COUNTY SCHOOLS | CLAXTON ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: Hispanic | | 30 | |
| 2021-22 | EVANS COUNTY SCHOOLS | CLAXTON ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: White | | 49 | |
| 2021-22 | EVANS COUNTY SCHOOLS | CLAXTON ELEMENTARY SCHOOL | MATH | 4 | Gender: Female | | 77 | |
| 2021-22 | EVANS COUNTY SCHOOLS | CLAXTON ELEMENTARY SCHOOL | MATH | 4 | Gender: Male | | 61 | |
| 2021-22 | EVANS COUNTY SCHOOLS | CLAXTON ELEMENTARY SCHOOL | MATH | 5 | All Students | | 125 | |
| 2021-22 | EVANS COUNTY SCHOOLS | CLAXTON ELEMENTARY SCHOOL | MATH | 5 | Disability | | 29 | |
| 2021-22 | EVANS COUNTY SCHOOLS | CLAXTON ELEMENTARY SCHOOL | MATH | 5 | English Learners | | 25 | |
| 2021-22 | EVANS COUNTY SCHOOLS | CLAXTON ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: African American or Black | | 42 | |
| 2021-22 | EVANS COUNTY SCHOOLS | CLAXTON ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: Hispanic | | 32 | |
| 2021-22 | EVANS COUNTY SCHOOLS | CLAXTON ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: White | | 41 | |
| 2021-22 | EVANS COUNTY SCHOOLS | CLAXTON ELEMENTARY SCHOOL | MATH | 5 | Gender: Female | | 54 | |
| 2021-22 | EVANS COUNTY SCHOOLS | CLAXTON ELEMENTARY SCHOOL | MATH | 5 | Gender: Male | | 71 | |
| 2021-22 | EVANS COUNTY SCHOOLS | SECOND CHANCE ACADEMY | MATH | 6 | All Students | | Recacted <15 | |
| 2021-22 | EVANS COUNTY SCHOOLS | SECOND CHANCE ACADEMY | MATH | 6 | English Learners | | Recacted <15 | |
| 2021-22 | EVANS COUNTY SCHOOLS | SECOND CHANCE ACADEMY | MATH | 6 | Ethnicity: African American or Black | | Recacted <15 | |
| 2021-22 | EVANS COUNTY SCHOOLS | SECOND CHANCE ACADEMY | MATH | 6 | Ethnicity: Hispanic | | Recacted <15 | |
| 2021-22 | EVANS COUNTY SCHOOLS | SECOND CHANCE ACADEMY | MATH | 6 | Gender: Female | | Recacted <15 | |
| 2021-22 | EVANS COUNTY SCHOOLS | SECOND CHANCE ACADEMY | MATH | 6 | Gender: Male | | Recacted <15 | |
| 2021-22 | EVANS COUNTY SCHOOLS | SECOND CHANCE ACADEMY | MATH | 7 | All Students | | Recacted <15 | |
| 2021-22 | EVANS COUNTY SCHOOLS | SECOND CHANCE ACADEMY | MATH | 7 | Disability | | Recacted <15 | |
| 2021-22 | EVANS COUNTY SCHOOLS | SECOND CHANCE ACADEMY | MATH | 7 | English Learners | | Recacted <15 | |
| 2021-22 | EVANS COUNTY SCHOOLS | SECOND CHANCE ACADEMY | MATH | 7 | Ethnicity: African American or Black | | Recacted <15 | |
| 2021-22 | EVANS COUNTY SCHOOLS | SECOND CHANCE ACADEMY | MATH | 7 | Ethnicity: Hispanic | | Recacted <15 | |
| 2021-22 | EVANS COUNTY SCHOOLS | SECOND CHANCE ACADEMY | MATH | 7 | Ethnicity: White | | Recacted <15 | |
| 2021-22 | EVANS COUNTY SCHOOLS | SECOND CHANCE ACADEMY | MATH | 7 | Gender: Female | | Recacted <15 | |
| 2021-22 | EVANS COUNTY SCHOOLS | SECOND CHANCE ACADEMY | MATH | 7 | Gender: Male | | Recacted <15 | |
| 2021-22 | EVANS COUNTY SCHOOLS | SECOND CHANCE ACADEMY | MATH | 8 | All Students | | Recacted <15 | |
| 2021-22 | EVANS COUNTY SCHOOLS | SECOND CHANCE ACADEMY | MATH | 8 | Disability | | Recacted <15 | |
| 2021-22 | EVANS COUNTY SCHOOLS | SECOND CHANCE ACADEMY | MATH | 8 | English Learners | | Recacted <15 | |
| 2021-22 | EVANS COUNTY SCHOOLS | SECOND CHANCE ACADEMY | MATH | 8 | Ethnicity: African American or Black | | Recacted <15 | |
| 2021-22 | EVANS COUNTY SCHOOLS | SECOND CHANCE ACADEMY | MATH | 8 | Ethnicity: Hispanic | | Recacted <15 | |
| 2021-22 | EVANS COUNTY SCHOOLS | SECOND CHANCE ACADEMY | MATH | 8 | Ethnicity: White | | Recacted <15 | |
| 2021-22 | EVANS COUNTY SCHOOLS | SECOND CHANCE ACADEMY | MATH | 8 | Gender: Female | | Recacted <15 | |
| 2021-22 | EVANS COUNTY SCHOOLS | SECOND CHANCE ACADEMY | MATH | 8 | Gender: Male | | Recacted <15 | |
| 2021-22 | EVANS COUNTY SCHOOLS | CLAXTON MIDDLE SCHOOL | MATH | 6 | All Students | | 119 | |
| 2021-22 | EVANS COUNTY SCHOOLS | CLAXTON MIDDLE SCHOOL | MATH | 6 | Disability | | 17 | |
| 2021-22 | EVANS COUNTY SCHOOLS | CLAXTON MIDDLE SCHOOL | MATH | 6 | English Learners | | 24 | |
| 2021-22 | EVANS COUNTY SCHOOLS | CLAXTON MIDDLE SCHOOL | MATH | 6 | Ethnicity: African American or Black | | 46 | |
| 2021-22 | EVANS COUNTY SCHOOLS | CLAXTON MIDDLE SCHOOL | MATH | 6 | Ethnicity: Hispanic | | 39 | |

GMAP Participation - School/Math

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|----------------------|-----------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | EVANS COUNTY SCHOOLS | CLAXTON MIDDLE SCHOOL | MATH | 6 | Ethnicity: White | | 30 | |
| 2021-22 | EVANS COUNTY SCHOOLS | CLAXTON MIDDLE SCHOOL | MATH | 6 | Gender: Female | | 63 | |
| 2021-22 | EVANS COUNTY SCHOOLS | CLAXTON MIDDLE SCHOOL | MATH | 6 | Gender: Male | | 56 | |
| 2021-22 | EVANS COUNTY SCHOOLS | CLAXTON MIDDLE SCHOOL | MATH | 7 | All Students | | 124 | |
| 2021-22 | EVANS COUNTY SCHOOLS | CLAXTON MIDDLE SCHOOL | MATH | 7 | Disability | | Recacted <15 | |
| 2021-22 | EVANS COUNTY SCHOOLS | CLAXTON MIDDLE SCHOOL | MATH | 7 | English Learners | | 20 | |
| 2021-22 | EVANS COUNTY SCHOOLS | CLAXTON MIDDLE SCHOOL | MATH | 7 | Ethnicity: African American or Black | | 44 | |
| 2021-22 | EVANS COUNTY SCHOOLS | CLAXTON MIDDLE SCHOOL | MATH | 7 | Ethnicity: Hispanic | | 34 | |
| 2021-22 | EVANS COUNTY SCHOOLS | CLAXTON MIDDLE SCHOOL | MATH | 7 | Ethnicity: White | | 41 | |
| 2021-22 | EVANS COUNTY SCHOOLS | CLAXTON MIDDLE SCHOOL | MATH | 7 | Gender: Female | | 64 | |
| 2021-22 | EVANS COUNTY SCHOOLS | CLAXTON MIDDLE SCHOOL | MATH | 7 | Gender: Male | | 60 | |
| 2021-22 | EVANS COUNTY SCHOOLS | CLAXTON MIDDLE SCHOOL | MATH | 8 | All Students | | 135 | |
| 2021-22 | EVANS COUNTY SCHOOLS | CLAXTON MIDDLE SCHOOL | MATH | 8 | Disability | | Recacted <15 | |
| 2021-22 | EVANS COUNTY SCHOOLS | CLAXTON MIDDLE SCHOOL | MATH | 8 | English Learners | | Recacted <15 | |
| 2021-22 | EVANS COUNTY SCHOOLS | CLAXTON MIDDLE SCHOOL | MATH | 8 | Ethnicity: African American or Black | | 41 | |
| 2021-22 | EVANS COUNTY SCHOOLS | CLAXTON MIDDLE SCHOOL | MATH | 8 | Ethnicity: Hispanic | | 39 | |
| 2021-22 | EVANS COUNTY SCHOOLS | CLAXTON MIDDLE SCHOOL | MATH | 8 | Ethnicity: White | | 52 | |
| 2021-22 | EVANS COUNTY SCHOOLS | CLAXTON MIDDLE SCHOOL | MATH | 8 | Gender: Female | | 66 | |
| 2021-22 | EVANS COUNTY SCHOOLS | CLAXTON MIDDLE SCHOOL | MATH | 8 | Gender: Male | | 69 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | JOHNSON ELEMENTARY | MATH | 3 | All Students | 84 | 83 | 99% |
| 2021-22 | FLOYD COUNTY SCHOOLS | JOHNSON ELEMENTARY | MATH | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | JOHNSON ELEMENTARY | MATH | 3 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | JOHNSON ELEMENTARY | MATH | 3 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | JOHNSON ELEMENTARY | MATH | 3 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | JOHNSON ELEMENTARY | MATH | 3 | Ethnicity: White | 70 | 69 | 99% |
| 2021-22 | FLOYD COUNTY SCHOOLS | JOHNSON ELEMENTARY | MATH | 3 | Gender: Female | | 41 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | JOHNSON ELEMENTARY | MATH | 3 | Gender: Male | | 42 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | JOHNSON ELEMENTARY | MATH | 4 | All Students | 84 | 85 | 101% |
| 2021-22 | FLOYD COUNTY SCHOOLS | JOHNSON ELEMENTARY | MATH | 4 | Disability | 18 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | JOHNSON ELEMENTARY | MATH | 4 | English Learners | 0 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | JOHNSON ELEMENTARY | MATH | 4 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | JOHNSON ELEMENTARY | MATH | 4 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | JOHNSON ELEMENTARY | MATH | 4 | Ethnicity: White | 73 | 74 | 101% |
| 2021-22 | FLOYD COUNTY SCHOOLS | JOHNSON ELEMENTARY | MATH | 4 | Gender: Female | | 39 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | JOHNSON ELEMENTARY | MATH | 4 | Gender: Male | | 46 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | COOSA MIDDLE SCHOOL | MATH | 5 | All Students | 192 | 193 | 101% |
| 2021-22 | FLOYD COUNTY SCHOOLS | COOSA MIDDLE SCHOOL | MATH | 5 | Disability | 33 | 34 | 103% |
| 2021-22 | FLOYD COUNTY SCHOOLS | COOSA MIDDLE SCHOOL | MATH | 5 | English Learners | 18 | 22 | 122% |
| 2021-22 | FLOYD COUNTY SCHOOLS | COOSA MIDDLE SCHOOL | MATH | 5 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | COOSA MIDDLE SCHOOL | MATH | 5 | Ethnicity: Hispanic | 58 | 58 | 100% |

GMAP Participation - School/Math

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|----------------------|-----------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | FLOYD COUNTY SCHOOLS | COOSA MIDDLE SCHOOL | MATH | 5 | Ethnicity: White | 104 | 106 | 102% |
| 2021-22 | FLOYD COUNTY SCHOOLS | COOSA MIDDLE SCHOOL | MATH | 5 | Gender: Female | | 98 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | COOSA MIDDLE SCHOOL | MATH | 5 | Gender: Male | | 95 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | COOSA MIDDLE SCHOOL | MATH | 6 | All Students | 194 | 193 | 99% |
| 2021-22 | FLOYD COUNTY SCHOOLS | COOSA MIDDLE SCHOOL | MATH | 6 | Disability | 28 | 33 | 118% |
| 2021-22 | FLOYD COUNTY SCHOOLS | COOSA MIDDLE SCHOOL | MATH | 6 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | COOSA MIDDLE SCHOOL | MATH | 6 | Ethnicity: African American or Black | 24 | 25 | 104% |
| 2021-22 | FLOYD COUNTY SCHOOLS | COOSA MIDDLE SCHOOL | MATH | 6 | Ethnicity: Hispanic | 37 | 36 | 97% |
| 2021-22 | FLOYD COUNTY SCHOOLS | COOSA MIDDLE SCHOOL | MATH | 6 | Ethnicity: White | 117 | 117 | 100% |
| 2021-22 | FLOYD COUNTY SCHOOLS | COOSA MIDDLE SCHOOL | MATH | 6 | Gender: Female | | 90 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | COOSA MIDDLE SCHOOL | MATH | 6 | Gender: Male | | 103 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | COOSA MIDDLE SCHOOL | MATH | 7 | All Students | 180 | 173 | 96% |
| 2021-22 | FLOYD COUNTY SCHOOLS | COOSA MIDDLE SCHOOL | MATH | 7 | Disability | 23 | 31 | 135% |
| 2021-22 | FLOYD COUNTY SCHOOLS | COOSA MIDDLE SCHOOL | MATH | 7 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | COOSA MIDDLE SCHOOL | MATH | 7 | Ethnicity: African American or Black | 20 | 17 | 85% |
| 2021-22 | FLOYD COUNTY SCHOOLS | COOSA MIDDLE SCHOOL | MATH | 7 | Ethnicity: Hispanic | 42 | 42 | 100% |
| 2021-22 | FLOYD COUNTY SCHOOLS | COOSA MIDDLE SCHOOL | MATH | 7 | Ethnicity: White | 110 | 106 | 96% |
| 2021-22 | FLOYD COUNTY SCHOOLS | COOSA MIDDLE SCHOOL | MATH | 7 | Gender: Female | | 75 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | COOSA MIDDLE SCHOOL | MATH | 7 | Gender: Male | | 98 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | COOSA MIDDLE SCHOOL | MATH | 8 | All Students | | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | COOSA MIDDLE SCHOOL | MATH | 8 | Disability | | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | COOSA MIDDLE SCHOOL | MATH | 8 | Ethnicity: White | | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | COOSA MIDDLE SCHOOL | MATH | 8 | Gender: Male | | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | PEPPERELL HIGH SCHOOL | MATH | 8 | All Students | 196 | 195 | 99% |
| 2021-22 | FLOYD COUNTY SCHOOLS | PEPPERELL HIGH SCHOOL | MATH | 8 | Disability | 32 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | PEPPERELL HIGH SCHOOL | MATH | 8 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | PEPPERELL HIGH SCHOOL | MATH | 8 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | PEPPERELL HIGH SCHOOL | MATH | 8 | Ethnicity: Hispanic | 16 | 15 | 94% |
| 2021-22 | FLOYD COUNTY SCHOOLS | PEPPERELL HIGH SCHOOL | MATH | 8 | Ethnicity: White | 161 | 160 | 99% |
| 2021-22 | FLOYD COUNTY SCHOOLS | PEPPERELL HIGH SCHOOL | MATH | 8 | Gender: Female | | 97 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | PEPPERELL HIGH SCHOOL | MATH | 8 | Gender: Male | | 98 | |
| 2021-22 | CALHOUN CITY | MODEL HIGH SCHOOL | MATH | 8 | All Students | 170 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | MODEL HIGH SCHOOL | MATH | 8 | All Students | 170 | 165 | 97% |
| 2021-22 | FLOYD COUNTY SCHOOLS | MODEL HIGH SCHOOL | MATH | 8 | Disability | 36 | 32 | 89% |
| 2021-22 | FLOYD COUNTY SCHOOLS | MODEL HIGH SCHOOL | MATH | 8 | English Learners | 0 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | MODEL HIGH SCHOOL | MATH | 8 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | MODEL HIGH SCHOOL | MATH | 8 | Ethnicity: Hispanic | 17 | 17 | 100% |
| 2021-22 | CALHOUN CITY | MODEL HIGH SCHOOL | MATH | 8 | Ethnicity: White | 138 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | MODEL HIGH SCHOOL | MATH | 8 | Ethnicity: White | 138 | 132 | 96% |
| 2021-22 | FLOYD COUNTY SCHOOLS | MODEL HIGH SCHOOL | MATH | 8 | Gender: Female | | 83 | |

GMAP Participation - School/Math

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|----------------------|-----------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | CALHOUN CITY | MODEL HIGH SCHOOL | MATH | 8 | Gender: Male | | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | MODEL HIGH SCHOOL | MATH | 8 | Gender: Male | | 82 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | MODEL ELEMENTARY SCHOOL | MATH | 3 | All Students | 95 | 92 | 97% |
| 2021-22 | FLOYD COUNTY SCHOOLS | MODEL ELEMENTARY SCHOOL | MATH | 3 | Disability | 16 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | MODEL ELEMENTARY SCHOOL | MATH | 3 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | MODEL ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | MODEL ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | MODEL ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: White | 82 | 80 | 98% |
| 2021-22 | FLOYD COUNTY SCHOOLS | MODEL ELEMENTARY SCHOOL | MATH | 3 | Gender: Female | | 43 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | MODEL ELEMENTARY SCHOOL | MATH | 3 | Gender: Male | | 49 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | MODEL ELEMENTARY SCHOOL | MATH | 4 | All Students | 72 | 73 | 101% |
| 2021-22 | FLOYD COUNTY SCHOOLS | MODEL ELEMENTARY SCHOOL | MATH | 4 | Disability | 21 | 15 | 71% |
| 2021-22 | FLOYD COUNTY SCHOOLS | MODEL ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | MODEL ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | MODEL ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: White | 60 | 61 | 102% |
| 2021-22 | FLOYD COUNTY SCHOOLS | MODEL ELEMENTARY SCHOOL | MATH | 4 | Gender: Female | | 29 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | MODEL ELEMENTARY SCHOOL | MATH | 4 | Gender: Male | | 44 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | ARMUCHEE ELEMENTARY SCHOOL | MATH | 3 | All Students | 125 | 122 | 98% |
| 2021-22 | FLOYD COUNTY SCHOOLS | ARMUCHEE ELEMENTARY SCHOOL | MATH | 3 | Disability | 36 | 18 | 50% |
| 2021-22 | FLOYD COUNTY SCHOOLS | ARMUCHEE ELEMENTARY SCHOOL | MATH | 3 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | ARMUCHEE ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | ARMUCHEE ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | ARMUCHEE ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: White | 97 | 95 | 98% |
| 2021-22 | FLOYD COUNTY SCHOOLS | ARMUCHEE ELEMENTARY SCHOOL | MATH | 3 | Gender: Female | | 57 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | ARMUCHEE ELEMENTARY SCHOOL | MATH | 3 | Gender: Male | | 65 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | ARMUCHEE ELEMENTARY SCHOOL | MATH | 4 | All Students | 147 | 143 | 97% |
| 2021-22 | FLOYD COUNTY SCHOOLS | ARMUCHEE ELEMENTARY SCHOOL | MATH | 4 | Disability | 23 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | ARMUCHEE ELEMENTARY SCHOOL | MATH | 4 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | ARMUCHEE ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | ARMUCHEE ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | ARMUCHEE ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: White | 129 | 126 | 98% |
| 2021-22 | FLOYD COUNTY SCHOOLS | ARMUCHEE ELEMENTARY SCHOOL | MATH | 4 | Gender: Female | | 79 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | ARMUCHEE ELEMENTARY SCHOOL | MATH | 4 | Gender: Male | | 64 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | PEPPERELL ELEMENTARY SCHOOL | MATH | 3 | All Students | 158 | 153 | 97% |
| 2021-22 | FLOYD COUNTY SCHOOLS | PEPPERELL ELEMENTARY SCHOOL | MATH | 3 | Disability | 34 | 31 | 91% |
| 2021-22 | FLOYD COUNTY SCHOOLS | PEPPERELL ELEMENTARY SCHOOL | MATH | 3 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | PEPPERELL ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | PEPPERELL ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | PEPPERELL ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: White | 134 | 129 | 96% |
| 2021-22 | FLOYD COUNTY SCHOOLS | PEPPERELL ELEMENTARY SCHOOL | MATH | 3 | Gender: Female | | 72 | |

GMAP Participation - School/Math

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|----------------------|-----------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | FLOYD COUNTY SCHOOLS | PEPPERELL ELEMENTARY SCHOOL | MATH | 3 | Gender: Male | | 81 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | PEPPERELL ELEMENTARY SCHOOL | MATH | 4 | All Students | 146 | 143 | 98% |
| 2021-22 | FLOYD COUNTY SCHOOLS | PEPPERELL ELEMENTARY SCHOOL | MATH | 4 | Disability | 32 | 22 | 69% |
| 2021-22 | FLOYD COUNTY SCHOOLS | PEPPERELL ELEMENTARY SCHOOL | MATH | 4 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | PEPPERELL ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | PEPPERELL ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | PEPPERELL ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: White | 117 | 117 | 100% |
| 2021-22 | FLOYD COUNTY SCHOOLS | PEPPERELL ELEMENTARY SCHOOL | MATH | 4 | Gender: Female | | 78 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | PEPPERELL ELEMENTARY SCHOOL | MATH | 4 | Gender: Male | | 65 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | MODEL MIDDLE SCHOOL | MATH | 5 | All Students | 148 | 146 | 99% |
| 2021-22 | FLOYD COUNTY SCHOOLS | MODEL MIDDLE SCHOOL | MATH | 5 | Disability | 24 | 26 | 108% |
| 2021-22 | FLOYD COUNTY SCHOOLS | MODEL MIDDLE SCHOOL | MATH | 5 | English Learners | 0 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | MODEL MIDDLE SCHOOL | MATH | 5 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | MODEL MIDDLE SCHOOL | MATH | 5 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | MODEL MIDDLE SCHOOL | MATH | 5 | Ethnicity: White | 124 | 123 | 99% |
| 2021-22 | FLOYD COUNTY SCHOOLS | MODEL MIDDLE SCHOOL | MATH | 5 | Gender: Female | | 65 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | MODEL MIDDLE SCHOOL | MATH | 5 | Gender: Male | | 81 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | MODEL MIDDLE SCHOOL | MATH | 6 | All Students | 170 | 165 | 97% |
| 2021-22 | FLOYD COUNTY SCHOOLS | MODEL MIDDLE SCHOOL | MATH | 6 | Disability | 26 | 32 | 123% |
| 2021-22 | FLOYD COUNTY SCHOOLS | MODEL MIDDLE SCHOOL | MATH | 6 | English Learners | 0 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | MODEL MIDDLE SCHOOL | MATH | 6 | Ethnicity: African American or Black | 15 | 15 | 100% |
| 2021-22 | FLOYD COUNTY SCHOOLS | MODEL MIDDLE SCHOOL | MATH | 6 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | MODEL MIDDLE SCHOOL | MATH | 6 | Ethnicity: White | 143 | 141 | 99% |
| 2021-22 | FLOYD COUNTY SCHOOLS | MODEL MIDDLE SCHOOL | MATH | 6 | Gender: Female | | 78 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | MODEL MIDDLE SCHOOL | MATH | 6 | Gender: Male | | 87 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | MODEL MIDDLE SCHOOL | MATH | 7 | All Students | 175 | 173 | 99% |
| 2021-22 | FLOYD COUNTY SCHOOLS | MODEL MIDDLE SCHOOL | MATH | 7 | Disability | 29 | 37 | 128% |
| 2021-22 | FLOYD COUNTY SCHOOLS | MODEL MIDDLE SCHOOL | MATH | 7 | English Learners | 0 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | MODEL MIDDLE SCHOOL | MATH | 7 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | MODEL MIDDLE SCHOOL | MATH | 7 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | MODEL MIDDLE SCHOOL | MATH | 7 | Ethnicity: White | 150 | 148 | 99% |
| 2021-22 | FLOYD COUNTY SCHOOLS | MODEL MIDDLE SCHOOL | MATH | 7 | Gender: Female | | 80 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | MODEL MIDDLE SCHOOL | MATH | 7 | Gender: Male | | 93 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | PEPPERELL MIDDLE SCHOOL | MATH | 5 | All Students | 177 | 170 | 96% |
| 2021-22 | FLOYD COUNTY SCHOOLS | PEPPERELL MIDDLE SCHOOL | MATH | 5 | Disability | 30 | 16 | 53% |
| 2021-22 | FLOYD COUNTY SCHOOLS | PEPPERELL MIDDLE SCHOOL | MATH | 5 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | PEPPERELL MIDDLE SCHOOL | MATH | 5 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | PEPPERELL MIDDLE SCHOOL | MATH | 5 | Ethnicity: Hispanic | 23 | 23 | 100% |
| 2021-22 | FLOYD COUNTY SCHOOLS | PEPPERELL MIDDLE SCHOOL | MATH | 5 | Ethnicity: White | 126 | 118 | 94% |
| 2021-22 | FLOYD COUNTY SCHOOLS | PEPPERELL MIDDLE SCHOOL | MATH | 5 | Gender: Female | | 81 | |

GMAP Participation - School/Math

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|----------------------|-------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | FLOYD COUNTY SCHOOLS | PEPPERELL MIDDLE SCHOOL | MATH | 5 | Gender: Male | | 89 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | PEPPERELL MIDDLE SCHOOL | MATH | 6 | All Students | 176 | 168 | 95% |
| 2021-22 | FLOYD COUNTY SCHOOLS | PEPPERELL MIDDLE SCHOOL | MATH | 6 | Disability | 34 | 17 | 50% |
| 2021-22 | FLOYD COUNTY SCHOOLS | PEPPERELL MIDDLE SCHOOL | MATH | 6 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | PEPPERELL MIDDLE SCHOOL | MATH | 6 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | PEPPERELL MIDDLE SCHOOL | MATH | 6 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | PEPPERELL MIDDLE SCHOOL | MATH | 6 | Ethnicity: White | 148 | 141 | 95% |
| 2021-22 | FLOYD COUNTY SCHOOLS | PEPPERELL MIDDLE SCHOOL | MATH | 6 | Gender: Female | | 80 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | PEPPERELL MIDDLE SCHOOL | MATH | 6 | Gender: Male | | 88 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | PEPPERELL MIDDLE SCHOOL | MATH | 7 | All Students | 173 | 161 | 93% |
| 2021-22 | FLOYD COUNTY SCHOOLS | PEPPERELL MIDDLE SCHOOL | MATH | 7 | Disability | 39 | 22 | 56% |
| 2021-22 | FLOYD COUNTY SCHOOLS | PEPPERELL MIDDLE SCHOOL | MATH | 7 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | PEPPERELL MIDDLE SCHOOL | MATH | 7 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | PEPPERELL MIDDLE SCHOOL | MATH | 7 | Ethnicity: Hispanic | 21 | 20 | 95% |
| 2021-22 | FLOYD COUNTY SCHOOLS | PEPPERELL MIDDLE SCHOOL | MATH | 7 | Ethnicity: White | 138 | 127 | 92% |
| 2021-22 | FLOYD COUNTY SCHOOLS | PEPPERELL MIDDLE SCHOOL | MATH | 7 | Gender: Female | | 76 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | PEPPERELL MIDDLE SCHOOL | MATH | 7 | Gender: Male | | 85 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | ARMUCHEE MIDDLE SCHOOL | MATH | 5 | All Students | 121 | 118 | 98% |
| 2021-22 | FLOYD COUNTY SCHOOLS | ARMUCHEE MIDDLE SCHOOL | MATH | 5 | Disability | 21 | 18 | 86% |
| 2021-22 | FLOYD COUNTY SCHOOLS | ARMUCHEE MIDDLE SCHOOL | MATH | 5 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | ARMUCHEE MIDDLE SCHOOL | MATH | 5 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | ARMUCHEE MIDDLE SCHOOL | MATH | 5 | Ethnicity: Hispanic | 0 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | ARMUCHEE MIDDLE SCHOOL | MATH | 5 | Ethnicity: White | 101 | 94 | 93% |
| 2021-22 | FLOYD COUNTY SCHOOLS | ARMUCHEE MIDDLE SCHOOL | MATH | 5 | Gender: Female | | 52 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | ARMUCHEE MIDDLE SCHOOL | MATH | 5 | Gender: Male | | 66 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | ARMUCHEE MIDDLE SCHOOL | MATH | 6 | All Students | 132 | 122 | 92% |
| 2021-22 | FLOYD COUNTY SCHOOLS | ARMUCHEE MIDDLE SCHOOL | MATH | 6 | Disability | 19 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | ARMUCHEE MIDDLE SCHOOL | MATH | 6 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | ARMUCHEE MIDDLE SCHOOL | MATH | 6 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | ARMUCHEE MIDDLE SCHOOL | MATH | 6 | Ethnicity: Hispanic | 0 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | ARMUCHEE MIDDLE SCHOOL | MATH | 6 | Ethnicity: White | 118 | 105 | 89% |
| 2021-22 | FLOYD COUNTY SCHOOLS | ARMUCHEE MIDDLE SCHOOL | MATH | 6 | Gender: Female | | 63 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | ARMUCHEE MIDDLE SCHOOL | MATH | 6 | Gender: Male | | 59 | |
| 2021-22 | CALHOUN CITY | ARMUCHEE MIDDLE SCHOOL | MATH | 7 | All Students | 122 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | ARMUCHEE MIDDLE SCHOOL | MATH | 7 | All Students | 122 | 111 | 91% |
| 2021-22 | FLOYD COUNTY SCHOOLS | ARMUCHEE MIDDLE SCHOOL | MATH | 7 | Disability | 15 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | ARMUCHEE MIDDLE SCHOOL | MATH | 7 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | ARMUCHEE MIDDLE SCHOOL | MATH | 7 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | ARMUCHEE MIDDLE SCHOOL | MATH | 7 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | CALHOUN CITY | ARMUCHEE MIDDLE SCHOOL | MATH | 7 | Ethnicity: White | 108 | Recacted <15 | |

GMAP Participation - School/Math

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|----------------------|--------------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | FLOYD COUNTY SCHOOLS | ARMUCHEE MIDDLE SCHOOL | MATH | 7 | Ethnicity: White | 108 | 92 | 85% |
| 2021-22 | FLOYD COUNTY SCHOOLS | ARMUCHEE MIDDLE SCHOOL | MATH | 7 | Gender: Female | | 59 | |
| 2021-22 | CALHOUN CITY | ARMUCHEE MIDDLE SCHOOL | MATH | 7 | Gender: Male | | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | ARMUCHEE MIDDLE SCHOOL | MATH | 7 | Gender: Male | | 52 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | ARMUCHEE MIDDLE SCHOOL | MATH | 8 | All Students | | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | ARMUCHEE MIDDLE SCHOOL | MATH | 8 | Disability | | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | ARMUCHEE MIDDLE SCHOOL | MATH | 8 | Ethnicity: White | | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | ARMUCHEE MIDDLE SCHOOL | MATH | 8 | Gender: Male | | Recacted <15 | |
| 2021-22 | CALHOUN CITY | ARMUCHEE HIGH SCHOOL | MATH | 8 | All Students | 136 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | ARMUCHEE HIGH SCHOOL | MATH | 8 | All Students | 136 | 125 | 92% |
| 2021-22 | FLOYD COUNTY SCHOOLS | ARMUCHEE HIGH SCHOOL | MATH | 8 | Disability | 27 | 19 | 70% |
| 2021-22 | FLOYD COUNTY SCHOOLS | ARMUCHEE HIGH SCHOOL | MATH | 8 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | ARMUCHEE HIGH SCHOOL | MATH | 8 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | CALHOUN CITY | ARMUCHEE HIGH SCHOOL | MATH | 8 | Ethnicity: White | 121 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | ARMUCHEE HIGH SCHOOL | MATH | 8 | Ethnicity: White | 121 | 113 | 93% |
| 2021-22 | FLOYD COUNTY SCHOOLS | ARMUCHEE HIGH SCHOOL | MATH | 8 | Gender: Female | | 61 | |
| 2021-22 | CALHOUN CITY | ARMUCHEE HIGH SCHOOL | MATH | 8 | Gender: Male | | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | ARMUCHEE HIGH SCHOOL | MATH | 8 | Gender: Male | | 64 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | ALTO PARK ELEMENTARY SCHOOL | MATH | 3 | All Students | 49 | 49 | 100% |
| 2021-22 | FLOYD COUNTY SCHOOLS | ALTO PARK ELEMENTARY SCHOOL | MATH | 3 | Disability | 16 | 15 | 94% |
| 2021-22 | FLOYD COUNTY SCHOOLS | ALTO PARK ELEMENTARY SCHOOL | MATH | 3 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | ALTO PARK ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | ALTO PARK ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: Hispanic | 20 | 19 | 95% |
| 2021-22 | FLOYD COUNTY SCHOOLS | ALTO PARK ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: White | 20 | 22 | 110% |
| 2021-22 | FLOYD COUNTY SCHOOLS | ALTO PARK ELEMENTARY SCHOOL | MATH | 3 | Gender: Female | | 20 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | ALTO PARK ELEMENTARY SCHOOL | MATH | 3 | Gender: Male | | 29 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | ALTO PARK ELEMENTARY SCHOOL | MATH | 4 | All Students | 59 | 55 | 93% |
| 2021-22 | FLOYD COUNTY SCHOOLS | ALTO PARK ELEMENTARY SCHOOL | MATH | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | ALTO PARK ELEMENTARY SCHOOL | MATH | 4 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | ALTO PARK ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | ALTO PARK ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: Hispanic | 23 | 21 | 91% |
| 2021-22 | FLOYD COUNTY SCHOOLS | ALTO PARK ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: White | 23 | 23 | 100% |
| 2021-22 | FLOYD COUNTY SCHOOLS | ALTO PARK ELEMENTARY SCHOOL | MATH | 4 | Gender: Female | | 27 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | ALTO PARK ELEMENTARY SCHOOL | MATH | 4 | Gender: Male | | 28 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | GARDEN LAKES ELEMENTARY SCHOOL | MATH | 3 | All Students | 83 | 80 | 96% |
| 2021-22 | FLOYD COUNTY SCHOOLS | GARDEN LAKES ELEMENTARY SCHOOL | MATH | 3 | Disability | 23 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | GARDEN LAKES ELEMENTARY SCHOOL | MATH | 3 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | GARDEN LAKES ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: African American or Black | 15 | 15 | 100% |
| 2021-22 | FLOYD COUNTY SCHOOLS | GARDEN LAKES ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: Hispanic | 21 | 19 | 90% |
| 2021-22 | FLOYD COUNTY SCHOOLS | GARDEN LAKES ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: White | 43 | 44 | 102% |

GMAP Participation - School/Math

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|--------------------------------|--------------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | FLOYD COUNTY SCHOOLS | GARDEN LAKES ELEMENTARY SCHOOL | MATH | 3 | Gender: Female | | 41 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | GARDEN LAKES ELEMENTARY SCHOOL | MATH | 3 | Gender: Male | | 39 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | GARDEN LAKES ELEMENTARY SCHOOL | MATH | 4 | All Students | 105 | 105 | 100% |
| 2021-22 | FLOYD COUNTY SCHOOLS | GARDEN LAKES ELEMENTARY SCHOOL | MATH | 4 | Disability | 32 | 21 | 66% |
| 2021-22 | FLOYD COUNTY SCHOOLS | GARDEN LAKES ELEMENTARY SCHOOL | MATH | 4 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | GARDEN LAKES ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | GARDEN LAKES ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: Hispanic | 17 | 17 | 100% |
| 2021-22 | FLOYD COUNTY SCHOOLS | GARDEN LAKES ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: White | 68 | 68 | 100% |
| 2021-22 | FLOYD COUNTY SCHOOLS | GARDEN LAKES ELEMENTARY SCHOOL | MATH | 4 | Gender: Female | | 52 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | GARDEN LAKES ELEMENTARY SCHOOL | MATH | 4 | Gender: Male | | 53 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | CAVE SPRING ELEMENTARY SCHOOL | MATH | 3 | All Students | 29 | 29 | 100% |
| 2021-22 | FLOYD COUNTY SCHOOLS | CAVE SPRING ELEMENTARY SCHOOL | MATH | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | CAVE SPRING ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | CAVE SPRING ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: White | 28 | 28 | 100% |
| 2021-22 | FLOYD COUNTY SCHOOLS | CAVE SPRING ELEMENTARY SCHOOL | MATH | 3 | Gender: Female | | 15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | CAVE SPRING ELEMENTARY SCHOOL | MATH | 3 | Gender: Male | | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | CAVE SPRING ELEMENTARY SCHOOL | MATH | 4 | All Students | 25 | 25 | 100% |
| 2021-22 | FLOYD COUNTY SCHOOLS | CAVE SPRING ELEMENTARY SCHOOL | MATH | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | CAVE SPRING ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: White | 22 | 22 | 100% |
| 2021-22 | FLOYD COUNTY SCHOOLS | CAVE SPRING ELEMENTARY SCHOOL | MATH | 4 | Gender: Female | | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | CAVE SPRING ELEMENTARY SCHOOL | MATH | 4 | Gender: Male | | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | COOSA HIGH SCHOOL | MATH | 8 | All Students | 215 | 201 | 93% |
| 2021-22 | FLOYD COUNTY SCHOOLS | COOSA HIGH SCHOOL | MATH | 8 | Disability | 31 | 18 | 58% |
| 2021-22 | FLOYD COUNTY SCHOOLS | COOSA HIGH SCHOOL | MATH | 8 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | COOSA HIGH SCHOOL | MATH | 8 | Ethnicity: African American or Black | 22 | 19 | 86% |
| 2021-22 | FLOYD COUNTY SCHOOLS | COOSA HIGH SCHOOL | MATH | 8 | Ethnicity: Hispanic | 58 | 57 | 98% |
| 2021-22 | FLOYD COUNTY SCHOOLS | COOSA HIGH SCHOOL | MATH | 8 | Ethnicity: White | 123 | 116 | 94% |
| 2021-22 | FLOYD COUNTY SCHOOLS | COOSA HIGH SCHOOL | MATH | 8 | Gender: Female | | 99 | |
| 2021-22 | FLOYD COUNTY SCHOOLS | COOSA HIGH SCHOOL | MATH | 8 | Gender: Male | | 102 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | EAGLE SPRINGS ELEMENTARY | MATH | 3 | All Students | | 109 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | EAGLE SPRINGS ELEMENTARY | MATH | 3 | Disability | | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | EAGLE SPRINGS ELEMENTARY | MATH | 3 | Ethnicity: African American or Black | | 57 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | EAGLE SPRINGS ELEMENTARY | MATH | 3 | Ethnicity: Hispanic | | 16 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | EAGLE SPRINGS ELEMENTARY | MATH | 3 | Ethnicity: White | | 31 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | EAGLE SPRINGS ELEMENTARY | MATH | 3 | Gender: Female | | 55 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | EAGLE SPRINGS ELEMENTARY | MATH | 3 | Gender: Male | | 54 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | EAGLE SPRINGS ELEMENTARY | MATH | 4 | All Students | | 93 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | EAGLE SPRINGS ELEMENTARY | MATH | 4 | Disability | | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | EAGLE SPRINGS ELEMENTARY | MATH | 4 | Ethnicity: African American or Black | | 41 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | EAGLE SPRINGS ELEMENTARY | MATH | 4 | Ethnicity: Hispanic | | Recacted <15 | |

GMAP Participation - School/Math

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|--------------------------------|---------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | EAGLE SPRINGS ELEMENTARY | MATH | 4 | Ethnicity: White | | 33 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | EAGLE SPRINGS ELEMENTARY | MATH | 4 | Gender: Female | | 56 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | EAGLE SPRINGS ELEMENTARY | MATH | 4 | Gender: Male | | 37 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | EAGLE SPRINGS ELEMENTARY | MATH | 5 | All Students | | 109 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | EAGLE SPRINGS ELEMENTARY | MATH | 5 | Disability | | 19 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | EAGLE SPRINGS ELEMENTARY | MATH | 5 | Ethnicity: African American or Black | | 50 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | EAGLE SPRINGS ELEMENTARY | MATH | 5 | Ethnicity: Hispanic | | 15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | EAGLE SPRINGS ELEMENTARY | MATH | 5 | Ethnicity: White | | 37 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | EAGLE SPRINGS ELEMENTARY | MATH | 5 | Gender: Female | | 59 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | EAGLE SPRINGS ELEMENTARY | MATH | 5 | Gender: Male | | 50 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | HUNTINGTON MIDDLE SCHOOL | MATH | 6 | All Students | 261 | 257 | 98% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | HUNTINGTON MIDDLE SCHOOL | MATH | 6 | Disability | 45 | 44 | 98% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | HUNTINGTON MIDDLE SCHOOL | MATH | 6 | English Learners | 16 | 17 | 106% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | HUNTINGTON MIDDLE SCHOOL | MATH | 6 | Ethnicity: African American or Black | 143 | 141 | 99% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | HUNTINGTON MIDDLE SCHOOL | MATH | 6 | Ethnicity: Hispanic | 37 | 36 | 97% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | HUNTINGTON MIDDLE SCHOOL | MATH | 6 | Ethnicity: White | 54 | 72 | 133% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | HUNTINGTON MIDDLE SCHOOL | MATH | 6 | Gender: Female | | 135 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | HUNTINGTON MIDDLE SCHOOL | MATH | 6 | Gender: Male | | 122 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | HUNTINGTON MIDDLE SCHOOL | MATH | 7 | All Students | 283 | 275 | 97% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | HUNTINGTON MIDDLE SCHOOL | MATH | 7 | Disability | 37 | 36 | 97% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | HUNTINGTON MIDDLE SCHOOL | MATH | 7 | English Learners | 16 | 16 | 100% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | HUNTINGTON MIDDLE SCHOOL | MATH | 7 | Ethnicity: African American or Black | 162 | 162 | 100% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | HUNTINGTON MIDDLE SCHOOL | MATH | 7 | Ethnicity: Hispanic | 50 | 50 | 100% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | HUNTINGTON MIDDLE SCHOOL | MATH | 7 | Ethnicity: White | 56 | 58 | 104% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | HUNTINGTON MIDDLE SCHOOL | MATH | 7 | Gender: Female | | 148 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | HUNTINGTON MIDDLE SCHOOL | MATH | 7 | Gender: Male | | 127 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | HUNTINGTON MIDDLE SCHOOL | MATH | 8 | All Students | 274 | 257 | 94% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | HUNTINGTON MIDDLE SCHOOL | MATH | 8 | Disability | 37 | 32 | 86% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | HUNTINGTON MIDDLE SCHOOL | MATH | 8 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | HUNTINGTON MIDDLE SCHOOL | MATH | 8 | Ethnicity: African American or Black | 172 | 161 | 94% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | HUNTINGTON MIDDLE SCHOOL | MATH | 8 | Ethnicity: Hispanic | 30 | 27 | 90% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | HUNTINGTON MIDDLE SCHOOL | MATH | 8 | Ethnicity: White | 61 | 65 | 107% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | HUNTINGTON MIDDLE SCHOOL | MATH | 8 | Gender: Female | | 124 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | HUNTINGTON MIDDLE SCHOOL | MATH | 8 | Gender: Male | | 133 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MOSSY CREEK MIDDLE SCHOOL | MATH | 6 | All Students | 211 | 203 | 96% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MOSSY CREEK MIDDLE SCHOOL | MATH | 6 | Disability | 35 | 32 | 91% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MOSSY CREEK MIDDLE SCHOOL | MATH | 6 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MOSSY CREEK MIDDLE SCHOOL | MATH | 6 | Ethnicity: African American or Black | 52 | 52 | 100% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MOSSY CREEK MIDDLE SCHOOL | MATH | 6 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MOSSY CREEK MIDDLE SCHOOL | MATH | 6 | Ethnicity: White | 125 | 133 | 106% |

GMAP Participation - School/Math

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|--------------------------------|---------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MOSSY CREEK MIDDLE SCHOOL | MATH | 6 | Gender: Female | | 101 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MOSSY CREEK MIDDLE SCHOOL | MATH | 6 | Gender: Male | | 102 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MOSSY CREEK MIDDLE SCHOOL | MATH | 7 | All Students | 263 | 254 | 97% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MOSSY CREEK MIDDLE SCHOOL | MATH | 7 | Disability | 25 | 22 | 88% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MOSSY CREEK MIDDLE SCHOOL | MATH | 7 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MOSSY CREEK MIDDLE SCHOOL | MATH | 7 | Ethnicity: African American or Black | 58 | 57 | 98% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MOSSY CREEK MIDDLE SCHOOL | MATH | 7 | Ethnicity: Hispanic | 25 | 25 | 100% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MOSSY CREEK MIDDLE SCHOOL | MATH | 7 | Ethnicity: White | 155 | 160 | 103% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MOSSY CREEK MIDDLE SCHOOL | MATH | 7 | Gender: Female | | 137 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MOSSY CREEK MIDDLE SCHOOL | MATH | 7 | Gender: Male | | 117 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MOSSY CREEK MIDDLE SCHOOL | MATH | 8 | All Students | 254 | 247 | 97% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MOSSY CREEK MIDDLE SCHOOL | MATH | 8 | Disability | 34 | 32 | 94% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MOSSY CREEK MIDDLE SCHOOL | MATH | 8 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MOSSY CREEK MIDDLE SCHOOL | MATH | 8 | Ethnicity: African American or Black | 59 | 59 | 100% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MOSSY CREEK MIDDLE SCHOOL | MATH | 8 | Ethnicity: Hispanic | 29 | 28 | 97% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MOSSY CREEK MIDDLE SCHOOL | MATH | 8 | Ethnicity: White | 145 | 151 | 104% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MOSSY CREEK MIDDLE SCHOOL | MATH | 8 | Gender: Female | | 124 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MOSSY CREEK MIDDLE SCHOOL | MATH | 8 | Gender: Male | | 123 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LANGSTON ROAD ELEMENTARY | MATH | 3 | All Students | 123 | 122 | 99% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LANGSTON ROAD ELEMENTARY | MATH | 3 | Disability | 18 | 18 | 100% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LANGSTON ROAD ELEMENTARY | MATH | 3 | Ethnicity: African American or Black | 27 | 27 | 100% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LANGSTON ROAD ELEMENTARY | MATH | 3 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LANGSTON ROAD ELEMENTARY | MATH | 3 | Ethnicity: White | 74 | 80 | 108% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LANGSTON ROAD ELEMENTARY | MATH | 3 | Gender: Female | | 59 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LANGSTON ROAD ELEMENTARY | MATH | 3 | Gender: Male | | 63 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LANGSTON ROAD ELEMENTARY | MATH | 4 | All Students | 157 | 157 | 100% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LANGSTON ROAD ELEMENTARY | MATH | 4 | Disability | 25 | 24 | 96% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LANGSTON ROAD ELEMENTARY | MATH | 4 | Ethnicity: African American or Black | 43 | 45 | 105% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LANGSTON ROAD ELEMENTARY | MATH | 4 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LANGSTON ROAD ELEMENTARY | MATH | 4 | Ethnicity: White | 88 | 97 | 110% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LANGSTON ROAD ELEMENTARY | MATH | 4 | Gender: Female | | 79 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LANGSTON ROAD ELEMENTARY | MATH | 4 | Gender: Male | | 78 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LANGSTON ROAD ELEMENTARY | MATH | 5 | All Students | 132 | 129 | 98% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LANGSTON ROAD ELEMENTARY | MATH | 5 | Disability | 17 | 17 | 100% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LANGSTON ROAD ELEMENTARY | MATH | 5 | Ethnicity: African American or Black | 30 | 30 | 100% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LANGSTON ROAD ELEMENTARY | MATH | 5 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LANGSTON ROAD ELEMENTARY | MATH | 5 | Ethnicity: White | 78 | 86 | 110% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LANGSTON ROAD ELEMENTARY | MATH | 5 | Gender: Female | | 57 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LANGSTON ROAD ELEMENTARY | MATH | 5 | Gender: Male | | 72 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PEARL STEPHENS ELEMENTARY | MATH | 3 | All Students | 136 | 131 | 96% |

GMAP Participation - School/Math

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|--------------------------------|---------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PEARL STEPHENS ELEMENTARY | MATH | 3 | Disability | 22 | 17 | 77% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PEARL STEPHENS ELEMENTARY | MATH | 3 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PEARL STEPHENS ELEMENTARY | MATH | 3 | Ethnicity: African American or Black | 87 | 84 | 97% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PEARL STEPHENS ELEMENTARY | MATH | 3 | Ethnicity: Hispanic | 15 | 15 | 100% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PEARL STEPHENS ELEMENTARY | MATH | 3 | Ethnicity: White | 21 | 28 | 133% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PEARL STEPHENS ELEMENTARY | MATH | 3 | Gender: Female | | 68 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PEARL STEPHENS ELEMENTARY | MATH | 3 | Gender: Male | | 63 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PEARL STEPHENS ELEMENTARY | MATH | 4 | All Students | 143 | 142 | 99% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PEARL STEPHENS ELEMENTARY | MATH | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PEARL STEPHENS ELEMENTARY | MATH | 4 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PEARL STEPHENS ELEMENTARY | MATH | 4 | Ethnicity: African American or Black | 88 | 89 | 101% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PEARL STEPHENS ELEMENTARY | MATH | 4 | Ethnicity: Hispanic | 21 | 21 | 100% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PEARL STEPHENS ELEMENTARY | MATH | 4 | Ethnicity: White | 20 | 27 | 135% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PEARL STEPHENS ELEMENTARY | MATH | 4 | Gender: Female | | 70 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PEARL STEPHENS ELEMENTARY | MATH | 4 | Gender: Male | | 72 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PEARL STEPHENS ELEMENTARY | MATH | 5 | All Students | 138 | 135 | 98% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PEARL STEPHENS ELEMENTARY | MATH | 5 | Disability | 16 | 15 | 94% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PEARL STEPHENS ELEMENTARY | MATH | 5 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PEARL STEPHENS ELEMENTARY | MATH | 5 | Ethnicity: African American or Black | 82 | 83 | 101% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PEARL STEPHENS ELEMENTARY | MATH | 5 | Ethnicity: Hispanic | 25 | 25 | 100% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PEARL STEPHENS ELEMENTARY | MATH | 5 | Ethnicity: White | 18 | 24 | 133% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PEARL STEPHENS ELEMENTARY | MATH | 5 | Gender: Female | | 63 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PEARL STEPHENS ELEMENTARY | MATH | 5 | Gender: Male | | 72 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | NORTHSIDE ELEMENTARY | MATH | 3 | All Students | 63 | 63 | 100% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | NORTHSIDE ELEMENTARY | MATH | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | NORTHSIDE ELEMENTARY | MATH | 3 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | NORTHSIDE ELEMENTARY | MATH | 3 | Ethnicity: African American or Black | 40 | 40 | 100% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | NORTHSIDE ELEMENTARY | MATH | 3 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | NORTHSIDE ELEMENTARY | MATH | 3 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | NORTHSIDE ELEMENTARY | MATH | 3 | Gender: Female | | 26 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | NORTHSIDE ELEMENTARY | MATH | 3 | Gender: Male | | 37 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | NORTHSIDE ELEMENTARY | MATH | 4 | All Students | 54 | 52 | 96% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | NORTHSIDE ELEMENTARY | MATH | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | NORTHSIDE ELEMENTARY | MATH | 4 | Ethnicity: African American or Black | 32 | 34 | 106% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | NORTHSIDE ELEMENTARY | MATH | 4 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | NORTHSIDE ELEMENTARY | MATH | 4 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | NORTHSIDE ELEMENTARY | MATH | 4 | Gender: Female | | 34 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | NORTHSIDE ELEMENTARY | MATH | 4 | Gender: Male | | 18 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | NORTHSIDE ELEMENTARY | MATH | 5 | All Students | 83 | 79 | 95% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | NORTHSIDE ELEMENTARY | MATH | 5 | Disability | Recacted <15 | Recacted <15 | |

GMAP Participation - School/Math

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|--------------------------------|---------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | NORTHSIDE ELEMENTARY | MATH | 5 | Ethnicity: African American or Black | 58 | 55 | 95% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | NORTHSIDE ELEMENTARY | MATH | 5 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | NORTHSIDE ELEMENTARY | MATH | 5 | Ethnicity: White | 15 | 15 | 100% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | NORTHSIDE ELEMENTARY | MATH | 5 | Gender: Female | | 32 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | NORTHSIDE ELEMENTARY | MATH | 5 | Gender: Male | | 47 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | DAVID A PERDUE ELEMENTARY | MATH | 3 | All Students | 213 | 209 | 98% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | DAVID A PERDUE ELEMENTARY | MATH | 3 | Disability | 31 | 30 | 97% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | DAVID A PERDUE ELEMENTARY | MATH | 3 | Ethnicity: African American or Black | 70 | 69 | 99% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | DAVID A PERDUE ELEMENTARY | MATH | 3 | Ethnicity: Hispanic | 26 | 26 | 100% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | DAVID A PERDUE ELEMENTARY | MATH | 3 | Ethnicity: White | 88 | 103 | 117% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | DAVID A PERDUE ELEMENTARY | MATH | 3 | Gender: Female | | 94 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | DAVID A PERDUE ELEMENTARY | MATH | 3 | Gender: Male | | 115 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | DAVID A PERDUE ELEMENTARY | MATH | 4 | All Students | 208 | 204 | 98% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | DAVID A PERDUE ELEMENTARY | MATH | 4 | Disability | 38 | 30 | 79% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | DAVID A PERDUE ELEMENTARY | MATH | 4 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | DAVID A PERDUE ELEMENTARY | MATH | 4 | Ethnicity: African American or Black | 63 | 64 | 102% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | DAVID A PERDUE ELEMENTARY | MATH | 4 | Ethnicity: Hispanic | 16 | 16 | 100% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | DAVID A PERDUE ELEMENTARY | MATH | 4 | Ethnicity: White | 92 | 110 | 120% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | DAVID A PERDUE ELEMENTARY | MATH | 4 | Gender: Female | | 98 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | DAVID A PERDUE ELEMENTARY | MATH | 4 | Gender: Male | | 106 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | DAVID A PERDUE ELEMENTARY | MATH | 5 | All Students | 218 | 213 | 98% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | DAVID A PERDUE ELEMENTARY | MATH | 5 | Disability | 41 | 37 | 90% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | DAVID A PERDUE ELEMENTARY | MATH | 5 | Ethnicity: African American or Black | 76 | 74 | 97% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | DAVID A PERDUE ELEMENTARY | MATH | 5 | Ethnicity: Hispanic | 20 | 19 | 95% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | DAVID A PERDUE ELEMENTARY | MATH | 5 | Ethnicity: White | 95 | 113 | 119% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | DAVID A PERDUE ELEMENTARY | MATH | 5 | Gender: Female | | 105 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | DAVID A PERDUE ELEMENTARY | MATH | 5 | Gender: Male | | 108 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | QUAIL RUN ELEMENTARY | MATH | 3 | All Students | 107 | 103 | 96% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | QUAIL RUN ELEMENTARY | MATH | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | QUAIL RUN ELEMENTARY | MATH | 3 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | QUAIL RUN ELEMENTARY | MATH | 3 | Ethnicity: African American or Black | 21 | 20 | 95% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | QUAIL RUN ELEMENTARY | MATH | 3 | Ethnicity: Hispanic | 16 | 15 | 94% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | QUAIL RUN ELEMENTARY | MATH | 3 | Ethnicity: White | 54 | 60 | 111% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | QUAIL RUN ELEMENTARY | MATH | 3 | Gender: Female | | 57 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | QUAIL RUN ELEMENTARY | MATH | 3 | Gender: Male | | 46 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | QUAIL RUN ELEMENTARY | MATH | 4 | All Students | 95 | 92 | 97% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | QUAIL RUN ELEMENTARY | MATH | 4 | Disability | 16 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | QUAIL RUN ELEMENTARY | MATH | 4 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | QUAIL RUN ELEMENTARY | MATH | 4 | Ethnicity: African American or Black | 27 | 24 | 89% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | QUAIL RUN ELEMENTARY | MATH | 4 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |

GMAP Participation - School/Math

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|--------------------------------|---------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | QUAIL RUN ELEMENTARY | MATH | 4 | Ethnicity: White | 54 | 61 | 113% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | QUAIL RUN ELEMENTARY | MATH | 4 | Gender: Female | | 44 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | QUAIL RUN ELEMENTARY | MATH | 4 | Gender: Male | | 48 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | QUAIL RUN ELEMENTARY | MATH | 5 | All Students | 91 | 84 | 92% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | QUAIL RUN ELEMENTARY | MATH | 5 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | QUAIL RUN ELEMENTARY | MATH | 5 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | QUAIL RUN ELEMENTARY | MATH | 5 | Ethnicity: African American or Black | 24 | 21 | 88% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | QUAIL RUN ELEMENTARY | MATH | 5 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | QUAIL RUN ELEMENTARY | MATH | 5 | Ethnicity: White | 45 | 47 | 104% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | QUAIL RUN ELEMENTARY | MATH | 5 | Gender: Female | | 38 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | QUAIL RUN ELEMENTARY | MATH | 5 | Gender: Male | | 46 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | FEAGIN MILL MIDDLE SCHOOL | MATH | 6 | All Students | 291 | 280 | 96% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | FEAGIN MILL MIDDLE SCHOOL | MATH | 6 | Disability | 42 | 34 | 81% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | FEAGIN MILL MIDDLE SCHOOL | MATH | 6 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | FEAGIN MILL MIDDLE SCHOOL | MATH | 6 | Ethnicity: African American or Black | 111 | 106 | 95% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | FEAGIN MILL MIDDLE SCHOOL | MATH | 6 | Ethnicity: Hispanic | 19 | 18 | 95% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | FEAGIN MILL MIDDLE SCHOOL | MATH | 6 | Ethnicity: White | 105 | 124 | 118% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | FEAGIN MILL MIDDLE SCHOOL | MATH | 6 | Gender: Female | | 135 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | FEAGIN MILL MIDDLE SCHOOL | MATH | 6 | Gender: Male | | 145 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | FEAGIN MILL MIDDLE SCHOOL | MATH | 7 | All Students | 281 | 270 | 96% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | FEAGIN MILL MIDDLE SCHOOL | MATH | 7 | Disability | 43 | 39 | 91% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | FEAGIN MILL MIDDLE SCHOOL | MATH | 7 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | FEAGIN MILL MIDDLE SCHOOL | MATH | 7 | Ethnicity: African American or Black | 95 | 90 | 95% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | FEAGIN MILL MIDDLE SCHOOL | MATH | 7 | Ethnicity: Hispanic | 15 | 15 | 100% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | FEAGIN MILL MIDDLE SCHOOL | MATH | 7 | Ethnicity: White | 119 | 125 | 105% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | FEAGIN MILL MIDDLE SCHOOL | MATH | 7 | Gender: Female | | 125 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | FEAGIN MILL MIDDLE SCHOOL | MATH | 7 | Gender: Male | | 145 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | FEAGIN MILL MIDDLE SCHOOL | MATH | 8 | All Students | 309 | 299 | 97% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | FEAGIN MILL MIDDLE SCHOOL | MATH | 8 | Disability | 39 | 34 | 87% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | FEAGIN MILL MIDDLE SCHOOL | MATH | 8 | Ethnicity: African American or Black | 113 | 110 | 97% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | FEAGIN MILL MIDDLE SCHOOL | MATH | 8 | Ethnicity: Hispanic | 24 | 21 | 88% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | FEAGIN MILL MIDDLE SCHOOL | MATH | 8 | Ethnicity: White | 119 | 133 | 112% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | FEAGIN MILL MIDDLE SCHOOL | MATH | 8 | Gender: Female | | 135 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | FEAGIN MILL MIDDLE SCHOOL | MATH | 8 | Gender: Male | | 164 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MATTHEW ARTHUR ELEMENTARY | MATH | 3 | All Students | 136 | 135 | 99% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MATTHEW ARTHUR ELEMENTARY | MATH | 3 | Disability | 16 | 16 | 100% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MATTHEW ARTHUR ELEMENTARY | MATH | 3 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MATTHEW ARTHUR ELEMENTARY | MATH | 3 | Ethnicity: African American or Black | 34 | 34 | 100% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MATTHEW ARTHUR ELEMENTARY | MATH | 3 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MATTHEW ARTHUR ELEMENTARY | MATH | 3 | Ethnicity: White | 78 | 85 | 109% |

GMAP Participation - School/Math

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|--------------------------------|---------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MATTHEW ARTHUR ELEMENTARY | MATH | 3 | Gender: Female | | 65 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MATTHEW ARTHUR ELEMENTARY | MATH | 3 | Gender: Male | | 70 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MATTHEW ARTHUR ELEMENTARY | MATH | 4 | All Students | 138 | 135 | 98% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MATTHEW ARTHUR ELEMENTARY | MATH | 4 | Disability | 23 | 21 | 91% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MATTHEW ARTHUR ELEMENTARY | MATH | 4 | Ethnicity: African American or Black | 32 | 32 | 100% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MATTHEW ARTHUR ELEMENTARY | MATH | 4 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MATTHEW ARTHUR ELEMENTARY | MATH | 4 | Ethnicity: White | 75 | 85 | 113% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MATTHEW ARTHUR ELEMENTARY | MATH | 4 | Gender: Female | | 62 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MATTHEW ARTHUR ELEMENTARY | MATH | 4 | Gender: Male | | 73 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MATTHEW ARTHUR ELEMENTARY | MATH | 5 | All Students | 137 | 136 | 99% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MATTHEW ARTHUR ELEMENTARY | MATH | 5 | Disability | 21 | 18 | 86% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MATTHEW ARTHUR ELEMENTARY | MATH | 5 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MATTHEW ARTHUR ELEMENTARY | MATH | 5 | Ethnicity: African American or Black | 37 | 37 | 100% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MATTHEW ARTHUR ELEMENTARY | MATH | 5 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MATTHEW ARTHUR ELEMENTARY | MATH | 5 | Ethnicity: White | 78 | 83 | 106% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MATTHEW ARTHUR ELEMENTARY | MATH | 5 | Gender: Female | | 67 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MATTHEW ARTHUR ELEMENTARY | MATH | 5 | Gender: Male | | 69 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PERRY MIDDLE SCHOOL | MATH | 6 | All Students | 336 | 321 | 96% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PERRY MIDDLE SCHOOL | MATH | 6 | Disability | 39 | 37 | 95% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PERRY MIDDLE SCHOOL | MATH | 6 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PERRY MIDDLE SCHOOL | MATH | 6 | Ethnicity: African American or Black | 112 | 109 | 97% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PERRY MIDDLE SCHOOL | MATH | 6 | Ethnicity: Hispanic | 20 | 16 | 80% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PERRY MIDDLE SCHOOL | MATH | 6 | Ethnicity: White | 186 | 189 | 102% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PERRY MIDDLE SCHOOL | MATH | 6 | Gender: Female | | 154 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PERRY MIDDLE SCHOOL | MATH | 6 | Gender: Male | | 167 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PERRY MIDDLE SCHOOL | MATH | 7 | All Students | 360 | 334 | 93% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PERRY MIDDLE SCHOOL | MATH | 7 | Disability | 48 | 43 | 90% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PERRY MIDDLE SCHOOL | MATH | 7 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PERRY MIDDLE SCHOOL | MATH | 7 | Ethnicity: African American or Black | 128 | 119 | 93% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PERRY MIDDLE SCHOOL | MATH | 7 | Ethnicity: Hispanic | 23 | 22 | 96% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PERRY MIDDLE SCHOOL | MATH | 7 | Ethnicity: White | 185 | 188 | 102% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PERRY MIDDLE SCHOOL | MATH | 7 | Gender: Female | | 159 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PERRY MIDDLE SCHOOL | MATH | 7 | Gender: Male | | 175 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PERRY MIDDLE SCHOOL | MATH | 8 | All Students | 369 | 334 | 91% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PERRY MIDDLE SCHOOL | MATH | 8 | Disability | 39 | 33 | 85% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PERRY MIDDLE SCHOOL | MATH | 8 | Ethnicity: African American or Black | 131 | 119 | 91% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PERRY MIDDLE SCHOOL | MATH | 8 | Ethnicity: Hispanic | 17 | 16 | 94% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PERRY MIDDLE SCHOOL | MATH | 8 | Ethnicity: White | 204 | 194 | 95% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PERRY MIDDLE SCHOOL | MATH | 8 | Gender: Female | | 167 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PERRY MIDDLE SCHOOL | MATH | 8 | Gender: Male | | 167 | |

GMAP Participation - School/Math

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|--------------------------------|-----------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | THOMSON MIDDLE SCHOOL | MATH | 6 | All Students | 236 | 217 | 92% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | THOMSON MIDDLE SCHOOL | MATH | 6 | Disability | 25 | 24 | 96% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | THOMSON MIDDLE SCHOOL | MATH | 6 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | THOMSON MIDDLE SCHOOL | MATH | 6 | Ethnicity: African American or Black | 101 | 94 | 93% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | THOMSON MIDDLE SCHOOL | MATH | 6 | Ethnicity: Hispanic | 35 | 30 | 86% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | THOMSON MIDDLE SCHOOL | MATH | 6 | Ethnicity: White | 75 | 81 | 108% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | THOMSON MIDDLE SCHOOL | MATH | 6 | Gender: Female | | 112 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | THOMSON MIDDLE SCHOOL | MATH | 6 | Gender: Male | | 105 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | THOMSON MIDDLE SCHOOL | MATH | 7 | All Students | 250 | 229 | 92% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | THOMSON MIDDLE SCHOOL | MATH | 7 | Disability | 30 | 24 | 80% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | THOMSON MIDDLE SCHOOL | MATH | 7 | English Learners | 26 | 25 | 96% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | THOMSON MIDDLE SCHOOL | MATH | 7 | Ethnicity: African American or Black | 126 | 116 | 92% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | THOMSON MIDDLE SCHOOL | MATH | 7 | Ethnicity: Hispanic | 47 | 41 | 87% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | THOMSON MIDDLE SCHOOL | MATH | 7 | Ethnicity: White | 51 | 60 | 118% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | THOMSON MIDDLE SCHOOL | MATH | 7 | Gender: Female | | 124 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | THOMSON MIDDLE SCHOOL | MATH | 7 | Gender: Male | | 105 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | THOMSON MIDDLE SCHOOL | MATH | 8 | All Students | 234 | 219 | 94% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | THOMSON MIDDLE SCHOOL | MATH | 8 | Disability | 32 | 27 | 84% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | THOMSON MIDDLE SCHOOL | MATH | 8 | English Learners | 17 | 16 | 94% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | THOMSON MIDDLE SCHOOL | MATH | 8 | Ethnicity: African American or Black | 119 | 110 | 92% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | THOMSON MIDDLE SCHOOL | MATH | 8 | Ethnicity: Hispanic | 45 | 44 | 98% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | THOMSON MIDDLE SCHOOL | MATH | 8 | Ethnicity: White | 58 | 60 | 103% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | THOMSON MIDDLE SCHOOL | MATH | 8 | Gender: Female | | 109 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | THOMSON MIDDLE SCHOOL | MATH | 8 | Gender: Male | | 110 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LAKE JOY ELEMENTARY | MATH | 3 | All Students | 213 | 211 | 99% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LAKE JOY ELEMENTARY | MATH | 3 | Disability | 23 | 20 | 87% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LAKE JOY ELEMENTARY | MATH | 3 | English Learners | 18 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LAKE JOY ELEMENTARY | MATH | 3 | Ethnicity: African American or Black | 51 | 51 | 100% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LAKE JOY ELEMENTARY | MATH | 3 | Ethnicity: Hispanic | 28 | 27 | 96% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LAKE JOY ELEMENTARY | MATH | 3 | Ethnicity: White | 96 | 103 | 107% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LAKE JOY ELEMENTARY | MATH | 3 | Gender: Female | | 107 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LAKE JOY ELEMENTARY | MATH | 3 | Gender: Male | | 104 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LAKE JOY ELEMENTARY | MATH | 4 | All Students | 244 | 241 | 99% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LAKE JOY ELEMENTARY | MATH | 4 | Disability | 21 | 20 | 95% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LAKE JOY ELEMENTARY | MATH | 4 | English Learners | 27 | 27 | 100% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LAKE JOY ELEMENTARY | MATH | 4 | Ethnicity: African American or Black | 58 | 59 | 102% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LAKE JOY ELEMENTARY | MATH | 4 | Ethnicity: Hispanic | 34 | 33 | 97% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LAKE JOY ELEMENTARY | MATH | 4 | Ethnicity: White | 110 | 124 | 113% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LAKE JOY ELEMENTARY | MATH | 4 | Gender: Female | | 124 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LAKE JOY ELEMENTARY | MATH | 4 | Gender: Male | | 117 | |

GMAP Participation - School/Math

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|--------------------------------|-----------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LAKE JOY ELEMENTARY | MATH | 5 | All Students | 245 | 244 | 100% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LAKE JOY ELEMENTARY | MATH | 5 | Disability | 21 | 20 | 95% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LAKE JOY ELEMENTARY | MATH | 5 | English Learners | 20 | 21 | 105% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LAKE JOY ELEMENTARY | MATH | 5 | Ethnicity: African American or Black | 65 | 65 | 100% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LAKE JOY ELEMENTARY | MATH | 5 | Ethnicity: Hispanic | 39 | 39 | 100% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LAKE JOY ELEMENTARY | MATH | 5 | Ethnicity: White | 102 | 110 | 108% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LAKE JOY ELEMENTARY | MATH | 5 | Gender: Female | | 113 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LAKE JOY ELEMENTARY | MATH | 5 | Gender: Male | | 131 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | BONAIRE MIDDLE SCHOOL | MATH | 6 | All Students | 352 | 341 | 97% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | BONAIRE MIDDLE SCHOOL | MATH | 6 | Disability | 32 | 28 | 88% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | BONAIRE MIDDLE SCHOOL | MATH | 6 | Ethnicity: African American or Black | 90 | 87 | 97% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | BONAIRE MIDDLE SCHOOL | MATH | 6 | Ethnicity: Hispanic | 30 | 29 | 97% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | BONAIRE MIDDLE SCHOOL | MATH | 6 | Ethnicity: White | 202 | 220 | 109% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | BONAIRE MIDDLE SCHOOL | MATH | 6 | Gender: Female | | 157 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | BONAIRE MIDDLE SCHOOL | MATH | 6 | Gender: Male | | 184 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | BONAIRE MIDDLE SCHOOL | MATH | 7 | All Students | 342 | 328 | 96% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | BONAIRE MIDDLE SCHOOL | MATH | 7 | Disability | 39 | 37 | 95% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | BONAIRE MIDDLE SCHOOL | MATH | 7 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | BONAIRE MIDDLE SCHOOL | MATH | 7 | Ethnicity: African American or Black | 76 | 74 | 97% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | BONAIRE MIDDLE SCHOOL | MATH | 7 | Ethnicity: Hispanic | 36 | 34 | 94% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | BONAIRE MIDDLE SCHOOL | MATH | 7 | Ethnicity: White | 195 | 208 | 107% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | BONAIRE MIDDLE SCHOOL | MATH | 7 | Gender: Female | | 167 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | BONAIRE MIDDLE SCHOOL | MATH | 7 | Gender: Male | | 161 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | BONAIRE MIDDLE SCHOOL | MATH | 8 | All Students | 357 | 342 | 96% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | BONAIRE MIDDLE SCHOOL | MATH | 8 | Disability | 38 | 35 | 92% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | BONAIRE MIDDLE SCHOOL | MATH | 8 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | BONAIRE MIDDLE SCHOOL | MATH | 8 | Ethnicity: African American or Black | 91 | 89 | 98% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | BONAIRE MIDDLE SCHOOL | MATH | 8 | Ethnicity: Hispanic | 24 | 22 | 92% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | BONAIRE MIDDLE SCHOOL | MATH | 8 | Ethnicity: White | 211 | 219 | 104% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | BONAIRE MIDDLE SCHOOL | MATH | 8 | Gender: Female | | 173 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | BONAIRE MIDDLE SCHOOL | MATH | 8 | Gender: Male | | 169 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | HILLTOP ELEMENTARY | MATH | 3 | All Students | 95 | 92 | 97% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | HILLTOP ELEMENTARY | MATH | 3 | Disability | 22 | 20 | 91% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | HILLTOP ELEMENTARY | MATH | 3 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | HILLTOP ELEMENTARY | MATH | 3 | Ethnicity: African American or Black | 25 | 24 | 96% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | HILLTOP ELEMENTARY | MATH | 3 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | HILLTOP ELEMENTARY | MATH | 3 | Ethnicity: White | 48 | 56 | 117% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | HILLTOP ELEMENTARY | MATH | 3 | Gender: Female | | 39 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | HILLTOP ELEMENTARY | MATH | 3 | Gender: Male | | 53 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | HILLTOP ELEMENTARY | MATH | 4 | All Students | 98 | 96 | 98% |

GMAP Participation - School/Math

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|--------------------------------|-------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | HILLTOP ELEMENTARY | MATH | 4 | Disability | 19 | 18 | 95% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | HILLTOP ELEMENTARY | MATH | 4 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | HILLTOP ELEMENTARY | MATH | 4 | Ethnicity: African American or Black | 29 | 30 | 103% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | HILLTOP ELEMENTARY | MATH | 4 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | HILLTOP ELEMENTARY | MATH | 4 | Ethnicity: White | 53 | 58 | 109% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | HILLTOP ELEMENTARY | MATH | 4 | Gender: Female | | 51 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | HILLTOP ELEMENTARY | MATH | 4 | Gender: Male | | 45 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | HILLTOP ELEMENTARY | MATH | 5 | All Students | 89 | 87 | 98% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | HILLTOP ELEMENTARY | MATH | 5 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | HILLTOP ELEMENTARY | MATH | 5 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | HILLTOP ELEMENTARY | MATH | 5 | Ethnicity: African American or Black | 22 | 22 | 100% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | HILLTOP ELEMENTARY | MATH | 5 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | HILLTOP ELEMENTARY | MATH | 5 | Ethnicity: White | 52 | 58 | 112% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | HILLTOP ELEMENTARY | MATH | 5 | Gender: Female | | 53 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | HILLTOP ELEMENTARY | MATH | 5 | Gender: Male | | 34 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | BONAIRE ELEMENTARY | MATH | 3 | All Students | 191 | 179 | 94% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | BONAIRE ELEMENTARY | MATH | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | BONAIRE ELEMENTARY | MATH | 3 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | BONAIRE ELEMENTARY | MATH | 3 | Ethnicity: African American or Black | 21 | 18 | 86% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | BONAIRE ELEMENTARY | MATH | 3 | Ethnicity: Hispanic | 21 | 21 | 100% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | BONAIRE ELEMENTARY | MATH | 3 | Ethnicity: White | 127 | 138 | 109% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | BONAIRE ELEMENTARY | MATH | 3 | Gender: Female | | 87 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | BONAIRE ELEMENTARY | MATH | 3 | Gender: Male | | 92 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | BONAIRE ELEMENTARY | MATH | 4 | All Students | 150 | 131 | 87% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | BONAIRE ELEMENTARY | MATH | 4 | Disability | 20 | 17 | 85% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | BONAIRE ELEMENTARY | MATH | 4 | Ethnicity: African American or Black | 26 | 24 | 92% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | BONAIRE ELEMENTARY | MATH | 4 | Ethnicity: Hispanic | 15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | BONAIRE ELEMENTARY | MATH | 4 | Ethnicity: White | 92 | 88 | 96% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | BONAIRE ELEMENTARY | MATH | 4 | Gender: Female | | 74 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | BONAIRE ELEMENTARY | MATH | 4 | Gender: Male | | 57 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | BONAIRE ELEMENTARY | MATH | 5 | All Students | 216 | 191 | 88% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | BONAIRE ELEMENTARY | MATH | 5 | Disability | 29 | 25 | 86% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | BONAIRE ELEMENTARY | MATH | 5 | Ethnicity: African American or Black | 34 | 28 | 82% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | BONAIRE ELEMENTARY | MATH | 5 | Ethnicity: Hispanic | 15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | BONAIRE ELEMENTARY | MATH | 5 | Ethnicity: White | 147 | 147 | 100% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | BONAIRE ELEMENTARY | MATH | 5 | Gender: Female | | 98 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | BONAIRE ELEMENTARY | MATH | 5 | Gender: Male | | 93 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | NORTHSIDE MIDDLE SCHOOL | MATH | 6 | All Students | 264 | 250 | 95% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | NORTHSIDE MIDDLE SCHOOL | MATH | 6 | Disability | 34 | 30 | 88% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | NORTHSIDE MIDDLE SCHOOL | MATH | 6 | English Learners | Recacted <15 | Recacted <15 | |

GMAP Participation - School/Math

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|--------------------------------|-------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | NORTHSIDE MIDDLE SCHOOL | MATH | 6 | Ethnicity: African American or Black | 150 | 142 | 95% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | NORTHSIDE MIDDLE SCHOOL | MATH | 6 | Ethnicity: Hispanic | 33 | 33 | 100% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | NORTHSIDE MIDDLE SCHOOL | MATH | 6 | Ethnicity: White | 57 | 71 | 125% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | NORTHSIDE MIDDLE SCHOOL | MATH | 6 | Gender: Female | | 135 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | NORTHSIDE MIDDLE SCHOOL | MATH | 6 | Gender: Male | | 115 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | NORTHSIDE MIDDLE SCHOOL | MATH | 7 | All Students | 269 | 244 | 91% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | NORTHSIDE MIDDLE SCHOOL | MATH | 7 | Disability | 37 | 30 | 81% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | NORTHSIDE MIDDLE SCHOOL | MATH | 7 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | NORTHSIDE MIDDLE SCHOOL | MATH | 7 | Ethnicity: African American or Black | 163 | 146 | 90% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | NORTHSIDE MIDDLE SCHOOL | MATH | 7 | Ethnicity: Hispanic | 37 | 36 | 97% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | NORTHSIDE MIDDLE SCHOOL | MATH | 7 | Ethnicity: White | 49 | 55 | 112% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | NORTHSIDE MIDDLE SCHOOL | MATH | 7 | Gender: Female | | 121 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | NORTHSIDE MIDDLE SCHOOL | MATH | 7 | Gender: Male | | 123 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | NORTHSIDE MIDDLE SCHOOL | MATH | 8 | All Students | 276 | 262 | 95% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | NORTHSIDE MIDDLE SCHOOL | MATH | 8 | Disability | 37 | 34 | 92% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | NORTHSIDE MIDDLE SCHOOL | MATH | 8 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | NORTHSIDE MIDDLE SCHOOL | MATH | 8 | Ethnicity: African American or Black | 169 | 159 | 94% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | NORTHSIDE MIDDLE SCHOOL | MATH | 8 | Ethnicity: Hispanic | 35 | 33 | 94% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | NORTHSIDE MIDDLE SCHOOL | MATH | 8 | Ethnicity: White | 66 | 67 | 102% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | NORTHSIDE MIDDLE SCHOOL | MATH | 8 | Gender: Female | | 136 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | NORTHSIDE MIDDLE SCHOOL | MATH | 8 | Gender: Male | | 126 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | CENTERVILLE ELEMENTARY | MATH | 3 | All Students | 79 | 78 | 99% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | CENTERVILLE ELEMENTARY | MATH | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | CENTERVILLE ELEMENTARY | MATH | 3 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | CENTERVILLE ELEMENTARY | MATH | 3 | Ethnicity: African American or Black | 34 | 34 | 100% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | CENTERVILLE ELEMENTARY | MATH | 3 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | CENTERVILLE ELEMENTARY | MATH | 3 | Ethnicity: White | 27 | 31 | 115% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | CENTERVILLE ELEMENTARY | MATH | 3 | Gender: Female | | 48 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | CENTERVILLE ELEMENTARY | MATH | 3 | Gender: Male | | 30 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | CENTERVILLE ELEMENTARY | MATH | 4 | All Students | 86 | 90 | 105% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | CENTERVILLE ELEMENTARY | MATH | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | CENTERVILLE ELEMENTARY | MATH | 4 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | CENTERVILLE ELEMENTARY | MATH | 4 | Ethnicity: African American or Black | 23 | 27 | 117% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | CENTERVILLE ELEMENTARY | MATH | 4 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | CENTERVILLE ELEMENTARY | MATH | 4 | Ethnicity: White | 40 | 46 | 115% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | CENTERVILLE ELEMENTARY | MATH | 4 | Gender: Female | | 42 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | CENTERVILLE ELEMENTARY | MATH | 4 | Gender: Male | | 48 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | CENTERVILLE ELEMENTARY | MATH | 5 | All Students | 81 | 79 | 98% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | CENTERVILLE ELEMENTARY | MATH | 5 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | CENTERVILLE ELEMENTARY | MATH | 5 | English Learners | Recacted <15 | Recacted <15 | |

GMAP Participation - School/Math

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|--------------------------------|------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | CENTERVILLE ELEMENTARY | MATH | 5 | Ethnicity: African American or Black | 32 | 33 | 103% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | CENTERVILLE ELEMENTARY | MATH | 5 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | CENTERVILLE ELEMENTARY | MATH | 5 | Ethnicity: White | 39 | 39 | 100% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | CENTERVILLE ELEMENTARY | MATH | 5 | Gender: Female | | 43 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | CENTERVILLE ELEMENTARY | MATH | 5 | Gender: Male | | 36 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MORNINGSIDE ELEMENTARY | MATH | 3 | All Students | 74 | 73 | 99% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MORNINGSIDE ELEMENTARY | MATH | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MORNINGSIDE ELEMENTARY | MATH | 3 | Ethnicity: African American or Black | 46 | 45 | 98% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MORNINGSIDE ELEMENTARY | MATH | 3 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MORNINGSIDE ELEMENTARY | MATH | 3 | Ethnicity: White | 19 | 21 | 111% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MORNINGSIDE ELEMENTARY | MATH | 3 | Gender: Female | | 34 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MORNINGSIDE ELEMENTARY | MATH | 3 | Gender: Male | | 39 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MORNINGSIDE ELEMENTARY | MATH | 4 | All Students | 86 | 69 | 80% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MORNINGSIDE ELEMENTARY | MATH | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MORNINGSIDE ELEMENTARY | MATH | 4 | Ethnicity: African American or Black | 41 | 43 | 105% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MORNINGSIDE ELEMENTARY | MATH | 4 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MORNINGSIDE ELEMENTARY | MATH | 4 | Ethnicity: White | 19 | 22 | 116% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MORNINGSIDE ELEMENTARY | MATH | 4 | Gender: Female | | 36 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MORNINGSIDE ELEMENTARY | MATH | 4 | Gender: Male | | 33 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MORNINGSIDE ELEMENTARY | MATH | 5 | All Students | 93 | 71 | 76% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MORNINGSIDE ELEMENTARY | MATH | 5 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MORNINGSIDE ELEMENTARY | MATH | 5 | Ethnicity: African American or Black | 46 | 45 | 98% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MORNINGSIDE ELEMENTARY | MATH | 5 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MORNINGSIDE ELEMENTARY | MATH | 5 | Ethnicity: White | 20 | 24 | 120% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MORNINGSIDE ELEMENTARY | MATH | 5 | Gender: Female | | 31 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MORNINGSIDE ELEMENTARY | MATH | 5 | Gender: Male | | 40 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | WESTSIDE ELEMENTARY | MATH | 3 | All Students | 102 | 98 | 96% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | WESTSIDE ELEMENTARY | MATH | 3 | Disability | 15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | WESTSIDE ELEMENTARY | MATH | 3 | English Learners | 17 | 17 | 100% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | WESTSIDE ELEMENTARY | MATH | 3 | Ethnicity: African American or Black | 59 | 57 | 97% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | WESTSIDE ELEMENTARY | MATH | 3 | Ethnicity: Hispanic | 24 | 24 | 100% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | WESTSIDE ELEMENTARY | MATH | 3 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | WESTSIDE ELEMENTARY | MATH | 3 | Gender: Female | | 52 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | WESTSIDE ELEMENTARY | MATH | 3 | Gender: Male | | 46 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | WESTSIDE ELEMENTARY | MATH | 4 | All Students | 100 | 96 | 96% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | WESTSIDE ELEMENTARY | MATH | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | WESTSIDE ELEMENTARY | MATH | 4 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | WESTSIDE ELEMENTARY | MATH | 4 | Ethnicity: African American or Black | 62 | 59 | 95% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | WESTSIDE ELEMENTARY | MATH | 4 | Ethnicity: Hispanic | 18 | 17 | 94% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | WESTSIDE ELEMENTARY | MATH | 4 | Ethnicity: White | Recacted <15 | Recacted <15 | |

GMAP Participation - School/Math

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|--------------------------------|---------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | WESTSIDE ELEMENTARY | MATH | 4 | Gender: Female | | 52 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | WESTSIDE ELEMENTARY | MATH | 4 | Gender: Male | | 44 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | WESTSIDE ELEMENTARY | MATH | 5 | All Students | 84 | 83 | 99% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | WESTSIDE ELEMENTARY | MATH | 5 | Disability | 18 | 18 | 100% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | WESTSIDE ELEMENTARY | MATH | 5 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | WESTSIDE ELEMENTARY | MATH | 5 | Ethnicity: African American or Black | 54 | 54 | 100% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | WESTSIDE ELEMENTARY | MATH | 5 | Ethnicity: Hispanic | 18 | 18 | 100% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | WESTSIDE ELEMENTARY | MATH | 5 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | WESTSIDE ELEMENTARY | MATH | 5 | Gender: Female | | 37 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | WESTSIDE ELEMENTARY | MATH | 5 | Gender: Male | | 46 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PARKWOOD ELEMENTARY | MATH | 3 | All Students | 103 | 105 | 102% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PARKWOOD ELEMENTARY | MATH | 3 | Disability | 16 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PARKWOOD ELEMENTARY | MATH | 3 | English Learners | 16 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PARKWOOD ELEMENTARY | MATH | 3 | Ethnicity: African American or Black | 49 | 52 | 106% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PARKWOOD ELEMENTARY | MATH | 3 | Ethnicity: Hispanic | 20 | 20 | 100% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PARKWOOD ELEMENTARY | MATH | 3 | Ethnicity: White | 23 | 31 | 135% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PARKWOOD ELEMENTARY | MATH | 3 | Gender: Female | | 56 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PARKWOOD ELEMENTARY | MATH | 3 | Gender: Male | | 49 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PARKWOOD ELEMENTARY | MATH | 4 | All Students | 92 | 87 | 95% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PARKWOOD ELEMENTARY | MATH | 4 | Disability | 16 | 15 | 94% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PARKWOOD ELEMENTARY | MATH | 4 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PARKWOOD ELEMENTARY | MATH | 4 | Ethnicity: African American or Black | 58 | 56 | 97% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PARKWOOD ELEMENTARY | MATH | 4 | Ethnicity: Hispanic | 17 | 16 | 94% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PARKWOOD ELEMENTARY | MATH | 4 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PARKWOOD ELEMENTARY | MATH | 4 | Gender: Female | | 44 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PARKWOOD ELEMENTARY | MATH | 4 | Gender: Male | | 43 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PARKWOOD ELEMENTARY | MATH | 5 | All Students | 80 | 81 | 101% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PARKWOOD ELEMENTARY | MATH | 5 | Disability | 18 | 19 | 106% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PARKWOOD ELEMENTARY | MATH | 5 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PARKWOOD ELEMENTARY | MATH | 5 | Ethnicity: African American or Black | 48 | 50 | 104% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PARKWOOD ELEMENTARY | MATH | 5 | Ethnicity: Hispanic | 19 | 19 | 100% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PARKWOOD ELEMENTARY | MATH | 5 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PARKWOOD ELEMENTARY | MATH | 5 | Gender: Female | | 49 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PARKWOOD ELEMENTARY | MATH | 5 | Gender: Male | | 32 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | TUCKER ELEMENTARY | MATH | 3 | All Students | 87 | 86 | 99% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | TUCKER ELEMENTARY | MATH | 3 | Disability | 16 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | TUCKER ELEMENTARY | MATH | 3 | Ethnicity: African American or Black | 19 | 19 | 100% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | TUCKER ELEMENTARY | MATH | 3 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | TUCKER ELEMENTARY | MATH | 3 | Ethnicity: White | 55 | 60 | 109% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | TUCKER ELEMENTARY | MATH | 3 | Gender: Female | | 47 | |

GMAP Participation - School/Math

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|--------------------------------|-------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | TUCKER ELEMENTARY | MATH | 3 | Gender: Male | | 39 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | TUCKER ELEMENTARY | MATH | 4 | All Students | 73 | 68 | 93% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | TUCKER ELEMENTARY | MATH | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | TUCKER ELEMENTARY | MATH | 4 | Ethnicity: African American or Black | 25 | 21 | 84% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | TUCKER ELEMENTARY | MATH | 4 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | TUCKER ELEMENTARY | MATH | 4 | Ethnicity: White | 42 | 42 | 100% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | TUCKER ELEMENTARY | MATH | 4 | Gender: Female | | 28 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | TUCKER ELEMENTARY | MATH | 4 | Gender: Male | | 40 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | TUCKER ELEMENTARY | MATH | 5 | All Students | 66 | 65 | 98% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | TUCKER ELEMENTARY | MATH | 5 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | TUCKER ELEMENTARY | MATH | 5 | Ethnicity: African American or Black | 18 | 17 | 94% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | TUCKER ELEMENTARY | MATH | 5 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | TUCKER ELEMENTARY | MATH | 5 | Ethnicity: White | 42 | 45 | 107% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | TUCKER ELEMENTARY | MATH | 5 | Gender: Female | | 30 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | TUCKER ELEMENTARY | MATH | 5 | Gender: Male | | 35 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | KINGS CHAPEL ELEMENTARY | MATH | 3 | All Students | 84 | 83 | 99% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | KINGS CHAPEL ELEMENTARY | MATH | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | KINGS CHAPEL ELEMENTARY | MATH | 3 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | KINGS CHAPEL ELEMENTARY | MATH | 3 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | KINGS CHAPEL ELEMENTARY | MATH | 3 | Ethnicity: White | 64 | 68 | 106% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | KINGS CHAPEL ELEMENTARY | MATH | 3 | Gender: Female | | 45 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | KINGS CHAPEL ELEMENTARY | MATH | 3 | Gender: Male | | 38 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | KINGS CHAPEL ELEMENTARY | MATH | 4 | All Students | 91 | 88 | 97% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | KINGS CHAPEL ELEMENTARY | MATH | 4 | Disability | 20 | 20 | 100% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | KINGS CHAPEL ELEMENTARY | MATH | 4 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | KINGS CHAPEL ELEMENTARY | MATH | 4 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | KINGS CHAPEL ELEMENTARY | MATH | 4 | Ethnicity: White | 76 | 79 | 104% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | KINGS CHAPEL ELEMENTARY | MATH | 4 | Gender: Female | | 49 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | KINGS CHAPEL ELEMENTARY | MATH | 4 | Gender: Male | | 39 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | KINGS CHAPEL ELEMENTARY | MATH | 5 | All Students | 80 | 78 | 98% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | KINGS CHAPEL ELEMENTARY | MATH | 5 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | KINGS CHAPEL ELEMENTARY | MATH | 5 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | KINGS CHAPEL ELEMENTARY | MATH | 5 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | KINGS CHAPEL ELEMENTARY | MATH | 5 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | KINGS CHAPEL ELEMENTARY | MATH | 5 | Ethnicity: White | 62 | 63 | 102% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | KINGS CHAPEL ELEMENTARY | MATH | 5 | Gender: Female | | 43 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | KINGS CHAPEL ELEMENTARY | MATH | 5 | Gender: Male | | 35 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LINDSEY ELEMENTARY | MATH | 3 | All Students | 28 | 27 | 96% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LINDSEY ELEMENTARY | MATH | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LINDSEY ELEMENTARY | MATH | 3 | English Learners | Recacted <15 | Recacted <15 | |

GMAP Participation - School/Math

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|--------------------------------|--------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LINDSEY ELEMENTARY | MATH | 3 | Ethnicity: African American or Black | 17 | 16 | 94% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LINDSEY ELEMENTARY | MATH | 3 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LINDSEY ELEMENTARY | MATH | 3 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LINDSEY ELEMENTARY | MATH | 3 | Gender: Female | | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LINDSEY ELEMENTARY | MATH | 3 | Gender: Male | | 16 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LINDSEY ELEMENTARY | MATH | 4 | All Students | 38 | 38 | 100% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LINDSEY ELEMENTARY | MATH | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LINDSEY ELEMENTARY | MATH | 4 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LINDSEY ELEMENTARY | MATH | 4 | Ethnicity: African American or Black | 25 | 25 | 100% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LINDSEY ELEMENTARY | MATH | 4 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LINDSEY ELEMENTARY | MATH | 4 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LINDSEY ELEMENTARY | MATH | 4 | Gender: Female | | 19 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LINDSEY ELEMENTARY | MATH | 4 | Gender: Male | | 19 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LINDSEY ELEMENTARY | MATH | 5 | All Students | 36 | 36 | 100% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LINDSEY ELEMENTARY | MATH | 5 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LINDSEY ELEMENTARY | MATH | 5 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LINDSEY ELEMENTARY | MATH | 5 | Ethnicity: African American or Black | 26 | 26 | 100% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LINDSEY ELEMENTARY | MATH | 5 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LINDSEY ELEMENTARY | MATH | 5 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LINDSEY ELEMENTARY | MATH | 5 | Gender: Female | | 16 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LINDSEY ELEMENTARY | MATH | 5 | Gender: Male | | 20 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | RUSSELL ELEMENTARY | MATH | 3 | All Students | 79 | 77 | 97% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | RUSSELL ELEMENTARY | MATH | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | RUSSELL ELEMENTARY | MATH | 3 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | RUSSELL ELEMENTARY | MATH | 3 | Ethnicity: African American or Black | 24 | 24 | 100% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | RUSSELL ELEMENTARY | MATH | 3 | Ethnicity: Hispanic | 19 | 18 | 95% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | RUSSELL ELEMENTARY | MATH | 3 | Ethnicity: White | 22 | 27 | 123% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | RUSSELL ELEMENTARY | MATH | 3 | Gender: Female | | 33 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | RUSSELL ELEMENTARY | MATH | 3 | Gender: Male | | 44 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | RUSSELL ELEMENTARY | MATH | 4 | All Students | 93 | 108 | 116% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | RUSSELL ELEMENTARY | MATH | 4 | Disability | 18 | 18 | 100% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | RUSSELL ELEMENTARY | MATH | 4 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | RUSSELL ELEMENTARY | MATH | 4 | Ethnicity: African American or Black | 33 | 45 | 136% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | RUSSELL ELEMENTARY | MATH | 4 | Ethnicity: Hispanic | 19 | 19 | 100% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | RUSSELL ELEMENTARY | MATH | 4 | Ethnicity: White | 31 | 40 | 129% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | RUSSELL ELEMENTARY | MATH | 4 | Gender: Female | | 49 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | RUSSELL ELEMENTARY | MATH | 4 | Gender: Male | | 59 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | RUSSELL ELEMENTARY | MATH | 5 | All Students | 105 | 102 | 97% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | RUSSELL ELEMENTARY | MATH | 5 | Disability | 21 | 20 | 95% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | RUSSELL ELEMENTARY | MATH | 5 | English Learners | Recacted <15 | Recacted <15 | |

GMAP Participation - School/Math

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|--------------------------------|--------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | RUSSELL ELEMENTARY | MATH | 5 | Ethnicity: African American or Black | 45 | 46 | 102% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | RUSSELL ELEMENTARY | MATH | 5 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | RUSSELL ELEMENTARY | MATH | 5 | Ethnicity: White | 38 | 43 | 113% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | RUSSELL ELEMENTARY | MATH | 5 | Gender: Female | | 52 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | RUSSELL ELEMENTARY | MATH | 5 | Gender: Male | | 50 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MILLER ELEMENTARY | MATH | 3 | All Students | 74 | 71 | 96% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MILLER ELEMENTARY | MATH | 3 | Disability | 19 | 17 | 89% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MILLER ELEMENTARY | MATH | 3 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MILLER ELEMENTARY | MATH | 3 | Ethnicity: African American or Black | 50 | 48 | 96% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MILLER ELEMENTARY | MATH | 3 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MILLER ELEMENTARY | MATH | 3 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MILLER ELEMENTARY | MATH | 3 | Gender: Female | | 36 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MILLER ELEMENTARY | MATH | 3 | Gender: Male | | 35 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MILLER ELEMENTARY | MATH | 4 | All Students | 86 | 82 | 95% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MILLER ELEMENTARY | MATH | 4 | Disability | 19 | 17 | 89% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MILLER ELEMENTARY | MATH | 4 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MILLER ELEMENTARY | MATH | 4 | Ethnicity: African American or Black | 51 | 49 | 96% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MILLER ELEMENTARY | MATH | 4 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MILLER ELEMENTARY | MATH | 4 | Ethnicity: White | 20 | 26 | 130% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MILLER ELEMENTARY | MATH | 4 | Gender: Female | | 50 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MILLER ELEMENTARY | MATH | 4 | Gender: Male | | 32 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MILLER ELEMENTARY | MATH | 5 | All Students | 93 | 82 | 88% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MILLER ELEMENTARY | MATH | 5 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MILLER ELEMENTARY | MATH | 5 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MILLER ELEMENTARY | MATH | 5 | Ethnicity: African American or Black | 52 | 45 | 87% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MILLER ELEMENTARY | MATH | 5 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MILLER ELEMENTARY | MATH | 5 | Ethnicity: White | 30 | 27 | 90% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MILLER ELEMENTARY | MATH | 5 | Gender: Female | | 36 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MILLER ELEMENTARY | MATH | 5 | Gender: Male | | 46 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | SHIRLEY HILLS ELEMENTARY | MATH | 3 | All Students | 70 | 66 | 94% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | SHIRLEY HILLS ELEMENTARY | MATH | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | SHIRLEY HILLS ELEMENTARY | MATH | 3 | Ethnicity: African American or Black | 41 | 39 | 95% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | SHIRLEY HILLS ELEMENTARY | MATH | 3 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | SHIRLEY HILLS ELEMENTARY | MATH | 3 | Ethnicity: White | 18 | 21 | 117% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | SHIRLEY HILLS ELEMENTARY | MATH | 3 | Gender: Female | | 34 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | SHIRLEY HILLS ELEMENTARY | MATH | 3 | Gender: Male | | 32 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | SHIRLEY HILLS ELEMENTARY | MATH | 4 | All Students | 77 | 77 | 100% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | SHIRLEY HILLS ELEMENTARY | MATH | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | SHIRLEY HILLS ELEMENTARY | MATH | 4 | Ethnicity: African American or Black | 31 | 31 | 100% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | SHIRLEY HILLS ELEMENTARY | MATH | 4 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |

GMAP Participation - School/Math

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|--------------------------------|--------------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | SHIRLEY HILLS ELEMENTARY | MATH | 4 | Ethnicity: White | 29 | 38 | 131% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | SHIRLEY HILLS ELEMENTARY | MATH | 4 | Gender: Female | | 38 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | SHIRLEY HILLS ELEMENTARY | MATH | 4 | Gender: Male | | 39 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | SHIRLEY HILLS ELEMENTARY | MATH | 5 | All Students | 82 | 78 | 95% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | SHIRLEY HILLS ELEMENTARY | MATH | 5 | Disability | 16 | 15 | 94% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | SHIRLEY HILLS ELEMENTARY | MATH | 5 | Ethnicity: African American or Black | 39 | 36 | 92% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | SHIRLEY HILLS ELEMENTARY | MATH | 5 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | SHIRLEY HILLS ELEMENTARY | MATH | 5 | Ethnicity: White | 31 | 36 | 116% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | SHIRLEY HILLS ELEMENTARY | MATH | 5 | Gender: Female | | 42 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | SHIRLEY HILLS ELEMENTARY | MATH | 5 | Gender: Male | | 36 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | WARNER ROBINS MIDDLE SCHOOL | MATH | 6 | All Students | 234 | 219 | 94% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | WARNER ROBINS MIDDLE SCHOOL | MATH | 6 | Disability | 34 | 29 | 85% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | WARNER ROBINS MIDDLE SCHOOL | MATH | 6 | English Learners | 18 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | WARNER ROBINS MIDDLE SCHOOL | MATH | 6 | Ethnicity: African American or Black | 100 | 96 | 96% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | WARNER ROBINS MIDDLE SCHOOL | MATH | 6 | Ethnicity: Hispanic | 31 | 27 | 87% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | WARNER ROBINS MIDDLE SCHOOL | MATH | 6 | Ethnicity: White | 72 | 88 | 122% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | WARNER ROBINS MIDDLE SCHOOL | MATH | 6 | Gender: Female | | 109 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | WARNER ROBINS MIDDLE SCHOOL | MATH | 6 | Gender: Male | | 110 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | WARNER ROBINS MIDDLE SCHOOL | MATH | 7 | All Students | 254 | 226 | 89% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | WARNER ROBINS MIDDLE SCHOOL | MATH | 7 | Disability | 23 | 19 | 83% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | WARNER ROBINS MIDDLE SCHOOL | MATH | 7 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | WARNER ROBINS MIDDLE SCHOOL | MATH | 7 | Ethnicity: African American or Black | 123 | 114 | 93% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | WARNER ROBINS MIDDLE SCHOOL | MATH | 7 | Ethnicity: Hispanic | 31 | 27 | 87% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | WARNER ROBINS MIDDLE SCHOOL | MATH | 7 | Ethnicity: White | 75 | 80 | 107% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | WARNER ROBINS MIDDLE SCHOOL | MATH | 7 | Gender: Female | | 119 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | WARNER ROBINS MIDDLE SCHOOL | MATH | 7 | Gender: Male | | 107 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | WARNER ROBINS MIDDLE SCHOOL | MATH | 8 | All Students | 258 | 229 | 89% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | WARNER ROBINS MIDDLE SCHOOL | MATH | 8 | Disability | 30 | 31 | 103% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | WARNER ROBINS MIDDLE SCHOOL | MATH | 8 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | WARNER ROBINS MIDDLE SCHOOL | MATH | 8 | Ethnicity: African American or Black | 118 | 102 | 86% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | WARNER ROBINS MIDDLE SCHOOL | MATH | 8 | Ethnicity: Hispanic | 38 | 32 | 84% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | WARNER ROBINS MIDDLE SCHOOL | MATH | 8 | Ethnicity: White | 72 | 87 | 121% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | WARNER ROBINS MIDDLE SCHOOL | MATH | 8 | Gender: Female | | 124 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | WARNER ROBINS MIDDLE SCHOOL | MATH | 8 | Gender: Male | | 105 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | WEST JACKSON ELEMENTARY SCHOOL | MATH | 3 | All Students | 187 | 179 | 96% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | WEST JACKSON ELEMENTARY SCHOOL | MATH | 3 | Disability | 39 | 31 | 79% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | WEST JACKSON ELEMENTARY SCHOOL | MATH | 3 | English Learners | 17 | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | WEST JACKSON ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | WEST JACKSON ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: Hispanic | 39 | 36 | 92% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | WEST JACKSON ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: White | 123 | 118 | 96% |

GMAP Participation - School/Math

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|------------------------------|--------------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | WEST JACKSON ELEMENTARY SCHOOL | MATH | 3 | Gender: Female | | 91 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | WEST JACKSON ELEMENTARY SCHOOL | MATH | 3 | Gender: Male | | 88 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | WEST JACKSON ELEMENTARY SCHOOL | MATH | 4 | All Students | 168 | 166 | 99% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | WEST JACKSON ELEMENTARY SCHOOL | MATH | 4 | Disability | 28 | 24 | 86% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | WEST JACKSON ELEMENTARY SCHOOL | MATH | 4 | English Learners | 16 | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | WEST JACKSON ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: African American or Black | 19 | 18 | 95% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | WEST JACKSON ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: Hispanic | 33 | 33 | 100% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | WEST JACKSON ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: White | 101 | 100 | 99% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | WEST JACKSON ELEMENTARY SCHOOL | MATH | 4 | Gender: Female | | 73 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | WEST JACKSON ELEMENTARY SCHOOL | MATH | 4 | Gender: Male | | 93 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | WEST JACKSON ELEMENTARY SCHOOL | MATH | 5 | All Students | 174 | 171 | 98% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | WEST JACKSON ELEMENTARY SCHOOL | MATH | 5 | Disability | 36 | 33 | 92% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | WEST JACKSON ELEMENTARY SCHOOL | MATH | 5 | English Learners | 16 | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | WEST JACKSON ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: African American or Black | 16 | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | WEST JACKSON ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: Hispanic | 43 | 43 | 100% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | WEST JACKSON ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: White | 100 | 99 | 99% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | WEST JACKSON ELEMENTARY SCHOOL | MATH | 5 | Gender: Female | | 90 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | WEST JACKSON ELEMENTARY SCHOOL | MATH | 5 | Gender: Male | | 81 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | EAST JACKSON ELEMENTARY SCHOOL | MATH | 3 | All Students | 86 | 86 | 100% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | EAST JACKSON ELEMENTARY SCHOOL | MATH | 3 | Disability | 24 | 22 | 92% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | EAST JACKSON ELEMENTARY SCHOOL | MATH | 3 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | EAST JACKSON ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | EAST JACKSON ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | EAST JACKSON ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: White | 62 | 62 | 100% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | EAST JACKSON ELEMENTARY SCHOOL | MATH | 3 | Gender: Female | | 45 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | EAST JACKSON ELEMENTARY SCHOOL | MATH | 3 | Gender: Male | | 41 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | EAST JACKSON ELEMENTARY SCHOOL | MATH | 4 | All Students | 90 | 88 | 98% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | EAST JACKSON ELEMENTARY SCHOOL | MATH | 4 | Disability | 26 | 24 | 92% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | EAST JACKSON ELEMENTARY SCHOOL | MATH | 4 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | EAST JACKSON ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | EAST JACKSON ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | EAST JACKSON ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: White | 74 | 72 | 97% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | EAST JACKSON ELEMENTARY SCHOOL | MATH | 4 | Gender: Female | | 43 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | EAST JACKSON ELEMENTARY SCHOOL | MATH | 4 | Gender: Male | | 45 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | EAST JACKSON ELEMENTARY SCHOOL | MATH | 5 | All Students | 88 | 84 | 95% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | EAST JACKSON ELEMENTARY SCHOOL | MATH | 5 | Disability | 27 | 20 | 74% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | EAST JACKSON ELEMENTARY SCHOOL | MATH | 5 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | EAST JACKSON ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | EAST JACKSON ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | EAST JACKSON ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: White | 67 | 64 | 96% |

GMAP Participation - School/Math

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|------------------------------|--|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | EAST JACKSON ELEMENTARY SCHOOL | MATH | 5 | Gender: Female | | 44 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | EAST JACKSON ELEMENTARY SCHOOL | MATH | 5 | Gender: Male | | 40 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | EAST JACKSON COMPREHENSIVE HIGH SCHOOL | MATH | 8 | All Students | 303 | 277 | 91% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | EAST JACKSON COMPREHENSIVE HIGH SCHOOL | MATH | 8 | Disability | 54 | 42 | 78% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | EAST JACKSON COMPREHENSIVE HIGH SCHOOL | MATH | 8 | English Learners | | 20 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | EAST JACKSON COMPREHENSIVE HIGH SCHOOL | MATH | 8 | Ethnicity: African American or Black | 24 | 21 | 88% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | EAST JACKSON COMPREHENSIVE HIGH SCHOOL | MATH | 8 | Ethnicity: Hispanic | 62 | 58 | 94% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | EAST JACKSON COMPREHENSIVE HIGH SCHOOL | MATH | 8 | Ethnicity: White | 209 | 182 | 87% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | EAST JACKSON COMPREHENSIVE HIGH SCHOOL | MATH | 8 | Gender: Female | | 130 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | EAST JACKSON COMPREHENSIVE HIGH SCHOOL | MATH | 8 | Gender: Male | | 147 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | EAST JACKSON MIDDLE SCHOOL | MATH | 6 | All Students | 250 | 233 | 93% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | EAST JACKSON MIDDLE SCHOOL | MATH | 6 | Disability | 48 | 39 | 81% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | EAST JACKSON MIDDLE SCHOOL | MATH | 6 | English Learners | 44 | 30 | 68% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | EAST JACKSON MIDDLE SCHOOL | MATH | 6 | Ethnicity: African American or Black | 18 | 16 | 89% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | EAST JACKSON MIDDLE SCHOOL | MATH | 6 | Ethnicity: Hispanic | 60 | 56 | 93% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | EAST JACKSON MIDDLE SCHOOL | MATH | 6 | Ethnicity: White | 168 | 150 | 89% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | EAST JACKSON MIDDLE SCHOOL | MATH | 6 | Gender: Female | | 110 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | EAST JACKSON MIDDLE SCHOOL | MATH | 6 | Gender: Male | | 123 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | EAST JACKSON MIDDLE SCHOOL | MATH | 7 | All Students | 259 | 242 | 93% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | EAST JACKSON MIDDLE SCHOOL | MATH | 7 | Disability | 48 | 35 | 73% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | EAST JACKSON MIDDLE SCHOOL | MATH | 7 | English Learners | 42 | 30 | 71% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | EAST JACKSON MIDDLE SCHOOL | MATH | 7 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | EAST JACKSON MIDDLE SCHOOL | MATH | 7 | Ethnicity: Hispanic | 58 | 57 | 98% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | EAST JACKSON MIDDLE SCHOOL | MATH | 7 | Ethnicity: White | 180 | 162 | 90% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | EAST JACKSON MIDDLE SCHOOL | MATH | 7 | Gender: Female | | 123 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | EAST JACKSON MIDDLE SCHOOL | MATH | 7 | Gender: Male | | 119 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | GUM SPRINGS ELEMENTARY SCHOOL | MATH | 3 | All Students | 170 | 169 | 99% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | GUM SPRINGS ELEMENTARY SCHOOL | MATH | 3 | Disability | 24 | 21 | 88% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | GUM SPRINGS ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | GUM SPRINGS ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | GUM SPRINGS ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: White | 144 | 141 | 98% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | GUM SPRINGS ELEMENTARY SCHOOL | MATH | 3 | Gender: Female | | 90 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | GUM SPRINGS ELEMENTARY SCHOOL | MATH | 3 | Gender: Male | | 79 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | GUM SPRINGS ELEMENTARY SCHOOL | MATH | 4 | All Students | 163 | 158 | 97% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | GUM SPRINGS ELEMENTARY SCHOOL | MATH | 4 | Disability | 30 | 27 | 90% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | GUM SPRINGS ELEMENTARY SCHOOL | MATH | 4 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | GUM SPRINGS ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | GUM SPRINGS ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: Hispanic | 18 | 17 | 94% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | GUM SPRINGS ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: White | 124 | 117 | 94% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | GUM SPRINGS ELEMENTARY SCHOOL | MATH | 4 | Gender: Female | | 69 | |

GMAP Participation - School/Math

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|------------------------------|-------------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | GUM SPRINGS ELEMENTARY SCHOOL | MATH | 4 | Gender: Male | | 89 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | GUM SPRINGS ELEMENTARY SCHOOL | MATH | 5 | All Students | 201 | 199 | 99% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | GUM SPRINGS ELEMENTARY SCHOOL | MATH | 5 | Disability | 27 | 27 | 100% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | GUM SPRINGS ELEMENTARY SCHOOL | MATH | 5 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | GUM SPRINGS ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | GUM SPRINGS ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: Hispanic | 19 | 18 | 95% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | GUM SPRINGS ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: White | 157 | 154 | 98% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | GUM SPRINGS ELEMENTARY SCHOOL | MATH | 5 | Gender: Female | | 98 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | GUM SPRINGS ELEMENTARY SCHOOL | MATH | 5 | Gender: Male | | 101 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | WEST JACKSON MIDDLE SCHOOL | MATH | 6 | All Students | 452 | 432 | 96% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | WEST JACKSON MIDDLE SCHOOL | MATH | 6 | Disability | 68 | 59 | 87% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | WEST JACKSON MIDDLE SCHOOL | MATH | 6 | English Learners | 59 | 25 | 42% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | WEST JACKSON MIDDLE SCHOOL | MATH | 6 | Ethnicity: African American or Black | 39 | 35 | 90% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | WEST JACKSON MIDDLE SCHOOL | MATH | 6 | Ethnicity: Hispanic | 88 | 84 | 95% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | WEST JACKSON MIDDLE SCHOOL | MATH | 6 | Ethnicity: White | 276 | 264 | 96% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | WEST JACKSON MIDDLE SCHOOL | MATH | 6 | Gender: Female | | 206 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | WEST JACKSON MIDDLE SCHOOL | MATH | 6 | Gender: Male | | 226 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | WEST JACKSON MIDDLE SCHOOL | MATH | 7 | All Students | 467 | 449 | 96% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | WEST JACKSON MIDDLE SCHOOL | MATH | 7 | Disability | 63 | 57 | 90% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | WEST JACKSON MIDDLE SCHOOL | MATH | 7 | English Learners | 55 | 32 | 58% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | WEST JACKSON MIDDLE SCHOOL | MATH | 7 | Ethnicity: African American or Black | 30 | 27 | 90% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | WEST JACKSON MIDDLE SCHOOL | MATH | 7 | Ethnicity: Hispanic | 91 | 84 | 92% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | WEST JACKSON MIDDLE SCHOOL | MATH | 7 | Ethnicity: White | 313 | 301 | 96% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | WEST JACKSON MIDDLE SCHOOL | MATH | 7 | Gender: Female | | 224 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | WEST JACKSON MIDDLE SCHOOL | MATH | 7 | Gender: Male | | 225 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | WEST JACKSON MIDDLE SCHOOL | MATH | 8 | All Students | 474 | 458 | 97% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | WEST JACKSON MIDDLE SCHOOL | MATH | 8 | Disability | 67 | 51 | 76% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | WEST JACKSON MIDDLE SCHOOL | MATH | 8 | English Learners | 36 | 22 | 61% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | WEST JACKSON MIDDLE SCHOOL | MATH | 8 | Ethnicity: African American or Black | 43 | 43 | 100% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | WEST JACKSON MIDDLE SCHOOL | MATH | 8 | Ethnicity: Hispanic | 72 | 69 | 96% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | WEST JACKSON MIDDLE SCHOOL | MATH | 8 | Ethnicity: White | 315 | 301 | 96% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | WEST JACKSON MIDDLE SCHOOL | MATH | 8 | Gender: Female | | 235 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | WEST JACKSON MIDDLE SCHOOL | MATH | 8 | Gender: Male | | 223 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | MAYSVILLE ELEMENTARY SCHOOL | MATH | 3 | All Students | 55 | 55 | 100% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | MAYSVILLE ELEMENTARY SCHOOL | MATH | 3 | Disability | 16 | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | MAYSVILLE ELEMENTARY SCHOOL | MATH | 3 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | MAYSVILLE ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | MAYSVILLE ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | MAYSVILLE ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: White | 39 | 39 | 100% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | MAYSVILLE ELEMENTARY SCHOOL | MATH | 3 | Gender: Female | | 28 | |

GMAP Participation - School/Math

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|------------------------------|---------------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | MAYSVILLE ELEMENTARY SCHOOL | MATH | 3 | Gender: Male | | 27 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | MAYSVILLE ELEMENTARY SCHOOL | MATH | 4 | All Students | 53 | 52 | 98% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | MAYSVILLE ELEMENTARY SCHOOL | MATH | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | MAYSVILLE ELEMENTARY SCHOOL | MATH | 4 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | MAYSVILLE ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | MAYSVILLE ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | MAYSVILLE ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: White | 36 | 33 | 92% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | MAYSVILLE ELEMENTARY SCHOOL | MATH | 4 | Gender: Female | | 19 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | MAYSVILLE ELEMENTARY SCHOOL | MATH | 4 | Gender: Male | | 33 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | MAYSVILLE ELEMENTARY SCHOOL | MATH | 5 | All Students | 52 | 50 | 96% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | MAYSVILLE ELEMENTARY SCHOOL | MATH | 5 | Disability | 16 | 15 | 94% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | MAYSVILLE ELEMENTARY SCHOOL | MATH | 5 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | MAYSVILLE ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | MAYSVILLE ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | MAYSVILLE ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: White | 37 | 33 | 89% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | MAYSVILLE ELEMENTARY SCHOOL | MATH | 5 | Gender: Female | | 21 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | MAYSVILLE ELEMENTARY SCHOOL | MATH | 5 | Gender: Male | | 29 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | NORTH JACKSON ELEMENTARY SCHOOL | MATH | 3 | All Students | 79 | 76 | 96% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | NORTH JACKSON ELEMENTARY SCHOOL | MATH | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | NORTH JACKSON ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | NORTH JACKSON ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: Hispanic | 23 | 21 | 91% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | NORTH JACKSON ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: White | 38 | 37 | 97% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | NORTH JACKSON ELEMENTARY SCHOOL | MATH | 3 | Gender: Female | | 29 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | NORTH JACKSON ELEMENTARY SCHOOL | MATH | 3 | Gender: Male | | 47 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | NORTH JACKSON ELEMENTARY SCHOOL | MATH | 4 | All Students | 77 | 76 | 99% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | NORTH JACKSON ELEMENTARY SCHOOL | MATH | 4 | Disability | 15 | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | NORTH JACKSON ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | NORTH JACKSON ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: Hispanic | 15 | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | NORTH JACKSON ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: White | 42 | 41 | 98% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | NORTH JACKSON ELEMENTARY SCHOOL | MATH | 4 | Gender: Female | | 38 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | NORTH JACKSON ELEMENTARY SCHOOL | MATH | 4 | Gender: Male | | 38 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | NORTH JACKSON ELEMENTARY SCHOOL | MATH | 5 | All Students | 92 | 89 | 97% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | NORTH JACKSON ELEMENTARY SCHOOL | MATH | 5 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | NORTH JACKSON ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | NORTH JACKSON ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: Hispanic | 25 | 25 | 100% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | NORTH JACKSON ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: White | 49 | 48 | 98% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | NORTH JACKSON ELEMENTARY SCHOOL | MATH | 5 | Gender: Female | | 44 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | NORTH JACKSON ELEMENTARY SCHOOL | MATH | 5 | Gender: Male | | 45 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | SOUTH JACKSON ELEMENTARY SCHOOL | MATH | 3 | All Students | 95 | 95 | 100% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | SOUTH JACKSON ELEMENTARY SCHOOL | MATH | 3 | Disability | 18 | Recacted <15 | |

GMAP Participation - School/Math

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|------------------------------|---------------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | SOUTH JACKSON ELEMENTARY SCHOOL | MATH | 3 | English Learners | 18 | 16 | 89% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | SOUTH JACKSON ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | SOUTH JACKSON ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: Hispanic | 25 | 24 | 96% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | SOUTH JACKSON ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: White | 56 | 55 | 98% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | SOUTH JACKSON ELEMENTARY SCHOOL | MATH | 3 | Gender: Female | | 45 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | SOUTH JACKSON ELEMENTARY SCHOOL | MATH | 3 | Gender: Male | | 50 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | SOUTH JACKSON ELEMENTARY SCHOOL | MATH | 4 | All Students | 92 | 86 | 93% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | SOUTH JACKSON ELEMENTARY SCHOOL | MATH | 4 | Disability | 20 | 18 | 90% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | SOUTH JACKSON ELEMENTARY SCHOOL | MATH | 4 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | SOUTH JACKSON ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | SOUTH JACKSON ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | SOUTH JACKSON ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: White | 68 | 64 | 94% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | SOUTH JACKSON ELEMENTARY SCHOOL | MATH | 4 | Gender: Female | | 48 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | SOUTH JACKSON ELEMENTARY SCHOOL | MATH | 4 | Gender: Male | | 38 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | SOUTH JACKSON ELEMENTARY SCHOOL | MATH | 5 | All Students | 102 | 104 | 102% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | SOUTH JACKSON ELEMENTARY SCHOOL | MATH | 5 | Disability | 22 | 20 | 91% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | SOUTH JACKSON ELEMENTARY SCHOOL | MATH | 5 | English Learners | 20 | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | SOUTH JACKSON ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | SOUTH JACKSON ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: Hispanic | 25 | 25 | 100% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | SOUTH JACKSON ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: White | 70 | 68 | 97% |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | SOUTH JACKSON ELEMENTARY SCHOOL | MATH | 5 | Gender: Female | | 49 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | SOUTH JACKSON ELEMENTARY SCHOOL | MATH | 5 | Gender: Male | | 55 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | JACKSON CONNECT | MATH | 3 | All Students | | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | JACKSON CONNECT | MATH | 3 | Ethnicity: African American or Black | | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | JACKSON CONNECT | MATH | 3 | Ethnicity: Hispanic | | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | JACKSON CONNECT | MATH | 3 | Ethnicity: White | | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | JACKSON CONNECT | MATH | 3 | Gender: Female | | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | JACKSON CONNECT | MATH | 3 | Gender: Male | | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | JACKSON CONNECT | MATH | 4 | All Students | | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | JACKSON CONNECT | MATH | 4 | Ethnicity: African American or Black | | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | JACKSON CONNECT | MATH | 4 | Ethnicity: White | | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | JACKSON CONNECT | MATH | 4 | Gender: Female | | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | JACKSON CONNECT | MATH | 4 | Gender: Male | | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | JACKSON CONNECT | MATH | 5 | All Students | | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | JACKSON CONNECT | MATH | 5 | Disability | | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | JACKSON CONNECT | MATH | 5 | Ethnicity: African American or Black | | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | JACKSON CONNECT | MATH | 5 | Ethnicity: Hispanic | | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | JACKSON CONNECT | MATH | 5 | Ethnicity: White | | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | JACKSON CONNECT | MATH | 5 | Gender: Female | | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | JACKSON CONNECT | MATH | 5 | Gender: Male | | Recacted <15 | |

GMAP Participation - School/Math

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|------------------------------|-----------------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | JACKSON CONNECT | MATH | 6 | All Students | | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | JACKSON CONNECT | MATH | 6 | Disability | | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | JACKSON CONNECT | MATH | 6 | English Learners | | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | JACKSON CONNECT | MATH | 6 | Ethnicity: African American or Black | | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | JACKSON CONNECT | MATH | 6 | Ethnicity: Hispanic | | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | JACKSON CONNECT | MATH | 6 | Ethnicity: White | | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | JACKSON CONNECT | MATH | 6 | Gender: Female | | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | JACKSON CONNECT | MATH | 6 | Gender: Male | | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | JACKSON CONNECT | MATH | 7 | All Students | | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | JACKSON CONNECT | MATH | 7 | Ethnicity: Hispanic | | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | JACKSON CONNECT | MATH | 7 | Ethnicity: White | | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | JACKSON CONNECT | MATH | 7 | Gender: Female | | Recacted <15 | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | JACKSON CONNECT | MATH | 7 | Gender: Male | | Recacted <15 | |
| 2021-22 | JASPER COUNTY (GA) | WASHINGTON PARK ELEMENTARY SCHOOL | MATH | 3 | All Students | 211 | 170 | 81% |
| 2021-22 | JASPER COUNTY (GA) | WASHINGTON PARK ELEMENTARY SCHOOL | MATH | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | JASPER COUNTY (GA) | WASHINGTON PARK ELEMENTARY SCHOOL | MATH | 3 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | JASPER COUNTY (GA) | WASHINGTON PARK ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: African American or Black | 41 | 27 | 66% |
| 2021-22 | JASPER COUNTY (GA) | WASHINGTON PARK ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | JASPER COUNTY (GA) | WASHINGTON PARK ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: White | 137 | 118 | 86% |
| 2021-22 | JASPER COUNTY (GA) | WASHINGTON PARK ELEMENTARY SCHOOL | MATH | 3 | Gender: Female | | 74 | |
| 2021-22 | JASPER COUNTY (GA) | WASHINGTON PARK ELEMENTARY SCHOOL | MATH | 3 | Gender: Male | | 96 | |
| 2021-22 | JASPER COUNTY (GA) | WASHINGTON PARK ELEMENTARY SCHOOL | MATH | 4 | All Students | 222 | 188 | 85% |
| 2021-22 | JASPER COUNTY (GA) | WASHINGTON PARK ELEMENTARY SCHOOL | MATH | 4 | Disability | 17 | 17 | 100% |
| 2021-22 | JASPER COUNTY (GA) | WASHINGTON PARK ELEMENTARY SCHOOL | MATH | 4 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | JASPER COUNTY (GA) | WASHINGTON PARK ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: African American or Black | 35 | 28 | 80% |
| 2021-22 | JASPER COUNTY (GA) | WASHINGTON PARK ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: Hispanic | 18 | 18 | 100% |
| 2021-22 | JASPER COUNTY (GA) | WASHINGTON PARK ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: White | 153 | 135 | 88% |
| 2021-22 | JASPER COUNTY (GA) | WASHINGTON PARK ELEMENTARY SCHOOL | MATH | 4 | Gender: Female | | 102 | |
| 2021-22 | JASPER COUNTY (GA) | WASHINGTON PARK ELEMENTARY SCHOOL | MATH | 4 | Gender: Male | | 86 | |
| 2021-22 | JASPER COUNTY (GA) | WASHINGTON PARK ELEMENTARY SCHOOL | MATH | 5 | All Students | 245 | 210 | 86% |
| 2021-22 | JASPER COUNTY (GA) | WASHINGTON PARK ELEMENTARY SCHOOL | MATH | 5 | Disability | 22 | 22 | 100% |
| 2021-22 | JASPER COUNTY (GA) | WASHINGTON PARK ELEMENTARY SCHOOL | MATH | 5 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | JASPER COUNTY (GA) | WASHINGTON PARK ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: African American or Black | 49 | 39 | 80% |
| 2021-22 | JASPER COUNTY (GA) | WASHINGTON PARK ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: Hispanic | 15 | 15 | 100% |
| 2021-22 | JASPER COUNTY (GA) | WASHINGTON PARK ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: White | 164 | 146 | 89% |
| 2021-22 | JASPER COUNTY (GA) | WASHINGTON PARK ELEMENTARY SCHOOL | MATH | 5 | Gender: Female | | 110 | |
| 2021-22 | JASPER COUNTY (GA) | WASHINGTON PARK ELEMENTARY SCHOOL | MATH | 5 | Gender: Male | | 100 | |
| 2021-22 | JASPER COUNTY (GA) | JASPER COUNTY MIDDLE SCHOOL | MATH | 6 | All Students | 221 | 184 | 83% |
| 2021-22 | JASPER COUNTY (GA) | JASPER COUNTY MIDDLE SCHOOL | MATH | 6 | Disability | 24 | 24 | 100% |
| 2021-22 | JASPER COUNTY (GA) | JASPER COUNTY MIDDLE SCHOOL | MATH | 6 | English Learners | Recacted <15 | Recacted <15 | |

GMAP Participation - School/Math

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|---------------------------|---------------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | JASPER COUNTY (GA) | JASPER COUNTY MIDDLE SCHOOL | MATH | 6 | Ethnicity: African American or Black | 40 | 33 | 83% |
| 2021-22 | JASPER COUNTY (GA) | JASPER COUNTY MIDDLE SCHOOL | MATH | 6 | Ethnicity: Hispanic | 21 | 21 | 100% |
| 2021-22 | JASPER COUNTY (GA) | JASPER COUNTY MIDDLE SCHOOL | MATH | 6 | Ethnicity: White | 140 | 122 | 87% |
| 2021-22 | JASPER COUNTY (GA) | JASPER COUNTY MIDDLE SCHOOL | MATH | 6 | Gender: Female | | 84 | |
| 2021-22 | JASPER COUNTY (GA) | JASPER COUNTY MIDDLE SCHOOL | MATH | 6 | Gender: Male | | 100 | |
| 2021-22 | JASPER COUNTY (GA) | JASPER COUNTY MIDDLE SCHOOL | MATH | 7 | All Students | 214 | 174 | 81% |
| 2021-22 | JASPER COUNTY (GA) | JASPER COUNTY MIDDLE SCHOOL | MATH | 7 | Disability | 18 | 18 | 100% |
| 2021-22 | JASPER COUNTY (GA) | JASPER COUNTY MIDDLE SCHOOL | MATH | 7 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | JASPER COUNTY (GA) | JASPER COUNTY MIDDLE SCHOOL | MATH | 7 | Ethnicity: African American or Black | 44 | 37 | 84% |
| 2021-22 | JASPER COUNTY (GA) | JASPER COUNTY MIDDLE SCHOOL | MATH | 7 | Ethnicity: Hispanic | 15 | 15 | 100% |
| 2021-22 | JASPER COUNTY (GA) | JASPER COUNTY MIDDLE SCHOOL | MATH | 7 | Ethnicity: White | 126 | 111 | 88% |
| 2021-22 | JASPER COUNTY (GA) | JASPER COUNTY MIDDLE SCHOOL | MATH | 7 | Gender: Female | | 79 | |
| 2021-22 | JASPER COUNTY (GA) | JASPER COUNTY MIDDLE SCHOOL | MATH | 7 | Gender: Male | | 95 | |
| 2021-22 | JASPER COUNTY (GA) | JASPER COUNTY MIDDLE SCHOOL | MATH | 8 | All Students | 215 | 180 | 84% |
| 2021-22 | JASPER COUNTY (GA) | JASPER COUNTY MIDDLE SCHOOL | MATH | 8 | Disability | 26 | 27 | 104% |
| 2021-22 | JASPER COUNTY (GA) | JASPER COUNTY MIDDLE SCHOOL | MATH | 8 | Ethnicity: African American or Black | 45 | 38 | 84% |
| 2021-22 | JASPER COUNTY (GA) | JASPER COUNTY MIDDLE SCHOOL | MATH | 8 | Ethnicity: Hispanic | 16 | 17 | 106% |
| 2021-22 | JASPER COUNTY (GA) | JASPER COUNTY MIDDLE SCHOOL | MATH | 8 | Ethnicity: White | 128 | 115 | 90% |
| 2021-22 | JASPER COUNTY (GA) | JASPER COUNTY MIDDLE SCHOOL | MATH | 8 | Gender: Female | | 79 | |
| 2021-22 | JASPER COUNTY (GA) | JASPER COUNTY MIDDLE SCHOOL | MATH | 8 | Gender: Male | | 101 | |
| 2021-22 | JASPER COUNTY (GA) | JASPER COUNTY VIRTUAL MS | MATH | 6 | All Students | | Recacted <15 | |
| 2021-22 | JASPER COUNTY (GA) | JASPER COUNTY VIRTUAL MS | MATH | 6 | Disability | | Recacted <15 | |
| 2021-22 | JASPER COUNTY (GA) | JASPER COUNTY VIRTUAL MS | MATH | 6 | Ethnicity: African American or Black | | Recacted <15 | |
| 2021-22 | JASPER COUNTY (GA) | JASPER COUNTY VIRTUAL MS | MATH | 6 | Ethnicity: White | | Recacted <15 | |
| 2021-22 | JASPER COUNTY (GA) | JASPER COUNTY VIRTUAL MS | MATH | 6 | Gender: Female | | Recacted <15 | |
| 2021-22 | JASPER COUNTY (GA) | JASPER COUNTY VIRTUAL MS | MATH | 6 | Gender: Male | | Recacted <15 | |
| 2021-22 | JASPER COUNTY (GA) | JASPER COUNTY VIRTUAL MS | MATH | 7 | All Students | | Recacted <15 | |
| 2021-22 | JASPER COUNTY (GA) | JASPER COUNTY VIRTUAL MS | MATH | 7 | Disability | | Recacted <15 | |
| 2021-22 | JASPER COUNTY (GA) | JASPER COUNTY VIRTUAL MS | MATH | 7 | Ethnicity: African American or Black | | Recacted <15 | |
| 2021-22 | JASPER COUNTY (GA) | JASPER COUNTY VIRTUAL MS | MATH | 7 | Ethnicity: White | | Recacted <15 | |
| 2021-22 | JASPER COUNTY (GA) | JASPER COUNTY VIRTUAL MS | MATH | 7 | Gender: Female | | Recacted <15 | |
| 2021-22 | JASPER COUNTY (GA) | JASPER COUNTY VIRTUAL MS | MATH | 7 | Gender: Male | | Recacted <15 | |
| 2021-22 | JASPER COUNTY (GA) | JASPER COUNTY VIRTUAL MS | MATH | 8 | All Students | | Recacted <15 | |
| 2021-22 | JASPER COUNTY (GA) | JASPER COUNTY VIRTUAL MS | MATH | 8 | Ethnicity: African American or Black | | Recacted <15 | |
| 2021-22 | JASPER COUNTY (GA) | JASPER COUNTY VIRTUAL MS | MATH | 8 | Ethnicity: White | | Recacted <15 | |
| 2021-22 | JASPER COUNTY (GA) | JASPER COUNTY VIRTUAL MS | MATH | 8 | Gender: Female | | Recacted <15 | |
| 2021-22 | JASPER COUNTY (GA) | JASPER COUNTY VIRTUAL MS | MATH | 8 | Gender: Male | | Recacted <15 | |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | OGLETHORPE COUNTY MIDDLE SCHOOL | MATH | 6 | All Students | 170 | 69 | 41% |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | OGLETHORPE COUNTY MIDDLE SCHOOL | MATH | 6 | Disability | 24 | Recacted <15 | |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | OGLETHORPE COUNTY MIDDLE SCHOOL | MATH | 6 | Ethnicity: African American or Black | 29 | Recacted <15 | |

GMAP Participation - School/Math

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|---------------------------|-------------------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | OGLETHORPE COUNTY MIDDLE SCHOOL | MATH | 6 | Ethnicity: Hispanic | 19 | 15 | 79% |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | OGLETHORPE COUNTY MIDDLE SCHOOL | MATH | 6 | Ethnicity: White | 109 | 38 | 35% |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | OGLETHORPE COUNTY MIDDLE SCHOOL | MATH | 6 | Gender: Female | | 33 | |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | OGLETHORPE COUNTY MIDDLE SCHOOL | MATH | 6 | Gender: Male | | 36 | |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | OGLETHORPE COUNTY MIDDLE SCHOOL | MATH | 7 | All Students | 162 | 79 | 49% |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | OGLETHORPE COUNTY MIDDLE SCHOOL | MATH | 7 | Disability | 22 | Recacted <15 | |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | OGLETHORPE COUNTY MIDDLE SCHOOL | MATH | 7 | Ethnicity: African American or Black | 32 | 16 | 50% |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | OGLETHORPE COUNTY MIDDLE SCHOOL | MATH | 7 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | OGLETHORPE COUNTY MIDDLE SCHOOL | MATH | 7 | Ethnicity: White | 100 | 49 | 49% |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | OGLETHORPE COUNTY MIDDLE SCHOOL | MATH | 7 | Gender: Female | | 37 | |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | OGLETHORPE COUNTY MIDDLE SCHOOL | MATH | 7 | Gender: Male | | 42 | |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | OGLETHORPE COUNTY MIDDLE SCHOOL | MATH | 8 | All Students | 193 | 74 | 38% |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | OGLETHORPE COUNTY MIDDLE SCHOOL | MATH | 8 | Disability | 29 | Recacted <15 | |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | OGLETHORPE COUNTY MIDDLE SCHOOL | MATH | 8 | Ethnicity: African American or Black | 31 | Recacted <15 | |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | OGLETHORPE COUNTY MIDDLE SCHOOL | MATH | 8 | Ethnicity: Hispanic | 23 | Recacted <15 | |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | OGLETHORPE COUNTY MIDDLE SCHOOL | MATH | 8 | Ethnicity: White | 125 | 45 | 36% |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | OGLETHORPE COUNTY MIDDLE SCHOOL | MATH | 8 | Gender: Female | | 35 | |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | OGLETHORPE COUNTY MIDDLE SCHOOL | MATH | 8 | Gender: Male | | 39 | |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | OGLETHORPE COUNTY ELEMENTARY SCHOOL | MATH | 3 | All Students | 144 | 57 | 40% |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | OGLETHORPE COUNTY ELEMENTARY SCHOOL | MATH | 3 | Disability | 22 | 17 | 77% |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | OGLETHORPE COUNTY ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: African American or Black | 30 | Recacted <15 | |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | OGLETHORPE COUNTY ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | OGLETHORPE COUNTY ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: White | 88 | 35 | 40% |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | OGLETHORPE COUNTY ELEMENTARY SCHOOL | MATH | 3 | Gender: Female | | 24 | |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | OGLETHORPE COUNTY ELEMENTARY SCHOOL | MATH | 3 | Gender: Male | | 33 | |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | OGLETHORPE COUNTY ELEMENTARY SCHOOL | MATH | 4 | All Students | 164 | 86 | 52% |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | OGLETHORPE COUNTY ELEMENTARY SCHOOL | MATH | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | OGLETHORPE COUNTY ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: African American or Black | 35 | 18 | 51% |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | OGLETHORPE COUNTY ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: Hispanic | 17 | Recacted <15 | |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | OGLETHORPE COUNTY ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: White | 97 | 51 | 53% |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | OGLETHORPE COUNTY ELEMENTARY SCHOOL | MATH | 4 | Gender: Female | | 35 | |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | OGLETHORPE COUNTY ELEMENTARY SCHOOL | MATH | 4 | Gender: Male | | 51 | |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | OGLETHORPE COUNTY ELEMENTARY SCHOOL | MATH | 5 | All Students | 189 | 86 | 46% |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | OGLETHORPE COUNTY ELEMENTARY SCHOOL | MATH | 5 | Disability | 24 | Recacted <15 | |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | OGLETHORPE COUNTY ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: African American or Black | 37 | 15 | 41% |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | OGLETHORPE COUNTY ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: Hispanic | 17 | Recacted <15 | |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | OGLETHORPE COUNTY ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: White | 115 | 56 | 49% |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | OGLETHORPE COUNTY ELEMENTARY SCHOOL | MATH | 5 | Gender: Female | | 42 | |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | OGLETHORPE COUNTY ELEMENTARY SCHOOL | MATH | 5 | Gender: Male | | 44 | |
| 2021-22 | SEMINOLE COUNTY | SEMINOLE COUNTY MIDDLE/HIGH SCHOOL | MATH | 6 | All Students | 91 | 88 | 97% |

GMAP Participation - School/Math

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-----------------|------------------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | SEMINOLE COUNTY | SEMINOLE COUNTY MIDDLE/HIGH SCHOOL | MATH | 6 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | SEMINOLE COUNTY | SEMINOLE COUNTY MIDDLE/HIGH SCHOOL | MATH | 6 | Ethnicity: African American or Black | 35 | 32 | 91% |
| 2021-22 | SEMINOLE COUNTY | SEMINOLE COUNTY MIDDLE/HIGH SCHOOL | MATH | 6 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | SEMINOLE COUNTY | SEMINOLE COUNTY MIDDLE/HIGH SCHOOL | MATH | 6 | Ethnicity: White | 46 | 47 | 102% |
| 2021-22 | SEMINOLE COUNTY | SEMINOLE COUNTY MIDDLE/HIGH SCHOOL | MATH | 6 | Gender: Female | | 42 | |
| 2021-22 | SEMINOLE COUNTY | SEMINOLE COUNTY MIDDLE/HIGH SCHOOL | MATH | 6 | Gender: Male | | 46 | |
| 2021-22 | SEMINOLE COUNTY | SEMINOLE COUNTY MIDDLE/HIGH SCHOOL | MATH | 7 | All Students | 87 | 78 | 90% |
| 2021-22 | SEMINOLE COUNTY | SEMINOLE COUNTY MIDDLE/HIGH SCHOOL | MATH | 7 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | SEMINOLE COUNTY | SEMINOLE COUNTY MIDDLE/HIGH SCHOOL | MATH | 7 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | SEMINOLE COUNTY | SEMINOLE COUNTY MIDDLE/HIGH SCHOOL | MATH | 7 | Ethnicity: African American or Black | 38 | 32 | 84% |
| 2021-22 | SEMINOLE COUNTY | SEMINOLE COUNTY MIDDLE/HIGH SCHOOL | MATH | 7 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | SEMINOLE COUNTY | SEMINOLE COUNTY MIDDLE/HIGH SCHOOL | MATH | 7 | Ethnicity: White | 42 | 38 | 90% |
| 2021-22 | SEMINOLE COUNTY | SEMINOLE COUNTY MIDDLE/HIGH SCHOOL | MATH | 7 | Gender: Female | | 41 | |
| 2021-22 | SEMINOLE COUNTY | SEMINOLE COUNTY MIDDLE/HIGH SCHOOL | MATH | 7 | Gender: Male | | 37 | |
| 2021-22 | SEMINOLE COUNTY | SEMINOLE COUNTY MIDDLE/HIGH SCHOOL | MATH | 8 | All Students | 97 | 89 | 92% |
| 2021-22 | SEMINOLE COUNTY | SEMINOLE COUNTY MIDDLE/HIGH SCHOOL | MATH | 8 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | SEMINOLE COUNTY | SEMINOLE COUNTY MIDDLE/HIGH SCHOOL | MATH | 8 | Ethnicity: African American or Black | 41 | 38 | 93% |
| 2021-22 | SEMINOLE COUNTY | SEMINOLE COUNTY MIDDLE/HIGH SCHOOL | MATH | 8 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | SEMINOLE COUNTY | SEMINOLE COUNTY MIDDLE/HIGH SCHOOL | MATH | 8 | Ethnicity: White | 46 | 41 | 89% |
| 2021-22 | SEMINOLE COUNTY | SEMINOLE COUNTY MIDDLE/HIGH SCHOOL | MATH | 8 | Gender: Female | | 45 | |
| 2021-22 | SEMINOLE COUNTY | SEMINOLE COUNTY MIDDLE/HIGH SCHOOL | MATH | 8 | Gender: Male | | 44 | |
| 2021-22 | SEMINOLE COUNTY | SEMINOLE COUNTY ELEMENTARY SCHOOL | MATH | 3 | All Students | 100 | 99 | 99% |
| 2021-22 | SEMINOLE COUNTY | SEMINOLE COUNTY ELEMENTARY SCHOOL | MATH | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | SEMINOLE COUNTY | SEMINOLE COUNTY ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: African American or Black | 44 | 45 | 102% |
| 2021-22 | SEMINOLE COUNTY | SEMINOLE COUNTY ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: White | 48 | 48 | 100% |
| 2021-22 | SEMINOLE COUNTY | SEMINOLE COUNTY ELEMENTARY SCHOOL | MATH | 3 | Gender: Female | | 49 | |
| 2021-22 | SEMINOLE COUNTY | SEMINOLE COUNTY ELEMENTARY SCHOOL | MATH | 3 | Gender: Male | | 50 | |
| 2021-22 | SEMINOLE COUNTY | SEMINOLE COUNTY ELEMENTARY SCHOOL | MATH | 4 | All Students | 88 | 88 | 100% |
| 2021-22 | SEMINOLE COUNTY | SEMINOLE COUNTY ELEMENTARY SCHOOL | MATH | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | SEMINOLE COUNTY | SEMINOLE COUNTY ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: African American or Black | 35 | 35 | 100% |
| 2021-22 | SEMINOLE COUNTY | SEMINOLE COUNTY ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | SEMINOLE COUNTY | SEMINOLE COUNTY ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: White | 46 | 46 | 100% |
| 2021-22 | SEMINOLE COUNTY | SEMINOLE COUNTY ELEMENTARY SCHOOL | MATH | 4 | Gender: Female | | 47 | |
| 2021-22 | SEMINOLE COUNTY | SEMINOLE COUNTY ELEMENTARY SCHOOL | MATH | 4 | Gender: Male | | 41 | |
| 2021-22 | SEMINOLE COUNTY | SEMINOLE COUNTY ELEMENTARY SCHOOL | MATH | 5 | All Students | 103 | 103 | 100% |
| 2021-22 | SEMINOLE COUNTY | SEMINOLE COUNTY ELEMENTARY SCHOOL | MATH | 5 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | SEMINOLE COUNTY | SEMINOLE COUNTY ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: African American or Black | 43 | Recacted <15 | |
| 2021-22 | SEMINOLE COUNTY | SEMINOLE COUNTY ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | SEMINOLE COUNTY | SEMINOLE COUNTY ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: White | 54 | Recacted <15 | |
| 2021-22 | SEMINOLE COUNTY | SEMINOLE COUNTY ELEMENTARY SCHOOL | MATH | 5 | Gender: Female | | 52 | |

GMAP Participation - School/Math

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-------------------------|-----------------------------------|---------|-------|--------------------------------------|------------|---------------|--------------------|
| 2021-22 | SEMINOLE COUNTY | SEMINOLE COUNTY ELEMENTARY SCHOOL | MATH | 5 | Gender: Male | | 51 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | TREUTLEN ELEMENTARY | MATH | 3 | All Students | | 66 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | TREUTLEN ELEMENTARY | MATH | 3 | Disability | | Recacted <15 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | TREUTLEN ELEMENTARY | MATH | 3 | English Learners | | Recacted <15 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | TREUTLEN ELEMENTARY | MATH | 3 | Ethnicity: African American or Black | | 29 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | TREUTLEN ELEMENTARY | MATH | 3 | Ethnicity: Hispanic | | Recacted <15 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | TREUTLEN ELEMENTARY | MATH | 3 | Ethnicity: White | | 32 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | TREUTLEN ELEMENTARY | MATH | 3 | Gender: Female | | 30 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | TREUTLEN ELEMENTARY | MATH | 3 | Gender: Male | | 36 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | TREUTLEN ELEMENTARY | MATH | 4 | All Students | | 71 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | TREUTLEN ELEMENTARY | MATH | 4 | Disability | | 15 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | TREUTLEN ELEMENTARY | MATH | 4 | Ethnicity: African American or Black | | 26 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | TREUTLEN ELEMENTARY | MATH | 4 | Ethnicity: Hispanic | | Recacted <15 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | TREUTLEN ELEMENTARY | MATH | 4 | Ethnicity: White | | 38 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | TREUTLEN ELEMENTARY | MATH | 4 | Gender: Female | | 35 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | TREUTLEN ELEMENTARY | MATH | 4 | Gender: Male | | 36 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | TREUTLEN ELEMENTARY | MATH | 5 | All Students | | 71 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | TREUTLEN ELEMENTARY | MATH | 5 | Disability | | Recacted <15 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | TREUTLEN ELEMENTARY | MATH | 5 | English Learners | | Recacted <15 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | TREUTLEN ELEMENTARY | MATH | 5 | Ethnicity: African American or Black | | 21 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | TREUTLEN ELEMENTARY | MATH | 5 | Ethnicity: Hispanic | | Recacted <15 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | TREUTLEN ELEMENTARY | MATH | 5 | Ethnicity: White | | 43 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | TREUTLEN ELEMENTARY | MATH | 5 | Gender: Female | | 36 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | TREUTLEN ELEMENTARY | MATH | 5 | Gender: Male | | 35 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | TREUTLEN MIDDLE/HIGH SCHOOL | MATH | 6 | All Students | | 102 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | TREUTLEN MIDDLE/HIGH SCHOOL | MATH | 6 | Disability | | 20 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | TREUTLEN MIDDLE/HIGH SCHOOL | MATH | 6 | Ethnicity: African American or Black | | 43 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | TREUTLEN MIDDLE/HIGH SCHOOL | MATH | 6 | Ethnicity: Hispanic | | Recacted <15 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | TREUTLEN MIDDLE/HIGH SCHOOL | MATH | 6 | Ethnicity: White | | 51 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | TREUTLEN MIDDLE/HIGH SCHOOL | MATH | 6 | Gender: Female | | 50 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | TREUTLEN MIDDLE/HIGH SCHOOL | MATH | 6 | Gender: Male | | 52 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | TREUTLEN MIDDLE/HIGH SCHOOL | MATH | 7 | All Students | | 86 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | TREUTLEN MIDDLE/HIGH SCHOOL | MATH | 7 | Disability | | Recacted <15 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | TREUTLEN MIDDLE/HIGH SCHOOL | MATH | 7 | Ethnicity: African American or Black | | 37 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | TREUTLEN MIDDLE/HIGH SCHOOL | MATH | 7 | Ethnicity: Hispanic | | Recacted <15 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | TREUTLEN MIDDLE/HIGH SCHOOL | MATH | 7 | Ethnicity: White | | 47 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | TREUTLEN MIDDLE/HIGH SCHOOL | MATH | 7 | Gender: Female | | 44 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | TREUTLEN MIDDLE/HIGH SCHOOL | MATH | 7 | Gender: Male | | 42 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | TREUTLEN MIDDLE/HIGH SCHOOL | MATH | 8 | All Students | | 75 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | TREUTLEN MIDDLE/HIGH SCHOOL | MATH | 8 | Disability | | Recacted <15 | |

GMAP Participation - School/Math

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-------------------------|-----------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | TREUTLEN COUNTY SCHOOLS | TREUTLEN MIDDLE/HIGH SCHOOL | MATH | 8 | English Learners | | Recacted <15 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | TREUTLEN MIDDLE/HIGH SCHOOL | MATH | 8 | Ethnicity: African American or Black | | 29 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | TREUTLEN MIDDLE/HIGH SCHOOL | MATH | 8 | Ethnicity: Hispanic | | Recacted <15 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | TREUTLEN MIDDLE/HIGH SCHOOL | MATH | 8 | Ethnicity: White | | 41 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | TREUTLEN MIDDLE/HIGH SCHOOL | MATH | 8 | Gender: Female | | 43 | |
| 2021-22 | TREUTLEN COUNTY SCHOOLS | TREUTLEN MIDDLE/HIGH SCHOOL | MATH | 8 | Gender: Male | | 32 | |
| 2021-22 | CALHOUN CITY | CALHOUN MIDDLE SCHOOL | MATH | 6 | All Students | 316 | 296 | 94% |
| 2021-22 | CALHOUN CITY | CALHOUN MIDDLE SCHOOL | MATH | 6 | Disability | 32 | 27 | 84% |
| 2021-22 | CALHOUN CITY | CALHOUN MIDDLE SCHOOL | MATH | 6 | English Learners | 48 | Recacted <15 | |
| 2021-22 | CALHOUN CITY | CALHOUN MIDDLE SCHOOL | MATH | 6 | Ethnicity: African American or Black | 20 | 19 | 95% |
| 2021-22 | CALHOUN CITY | CALHOUN MIDDLE SCHOOL | MATH | 6 | Ethnicity: Hispanic | 115 | 109 | 95% |
| 2021-22 | CALHOUN CITY | CALHOUN MIDDLE SCHOOL | MATH | 6 | Ethnicity: White | 157 | 146 | 93% |
| 2021-22 | CALHOUN CITY | CALHOUN MIDDLE SCHOOL | MATH | 6 | Gender: Female | | 143 | |
| 2021-22 | CALHOUN CITY | CALHOUN MIDDLE SCHOOL | MATH | 6 | Gender: Male | | 153 | |
| 2021-22 | CALHOUN CITY | CALHOUN MIDDLE SCHOOL | MATH | 7 | All Students | 295 | 269 | 91% |
| 2021-22 | CALHOUN CITY | CALHOUN MIDDLE SCHOOL | MATH | 7 | Disability | 42 | 31 | 74% |
| 2021-22 | CALHOUN CITY | CALHOUN MIDDLE SCHOOL | MATH | 7 | Ethnicity: African American or Black | 22 | 17 | 77% |
| 2021-22 | CALHOUN CITY | CALHOUN MIDDLE SCHOOL | MATH | 7 | Ethnicity: Hispanic | 98 | 93 | 95% |
| 2021-22 | CALHOUN CITY | CALHOUN MIDDLE SCHOOL | MATH | 7 | Ethnicity: White | 159 | 144 | 91% |
| 2021-22 | CALHOUN CITY | CALHOUN MIDDLE SCHOOL | MATH | 7 | Gender: Female | | 148 | |
| 2021-22 | CALHOUN CITY | CALHOUN MIDDLE SCHOOL | MATH | 7 | Gender: Male | | 121 | |
| 2021-22 | CALHOUN CITY | CALHOUN MIDDLE SCHOOL | MATH | 8 | All Students | 337 | 320 | 95% |
| 2021-22 | CALHOUN CITY | CALHOUN MIDDLE SCHOOL | MATH | 8 | Disability | 32 | 27 | 84% |
| 2021-22 | CALHOUN CITY | CALHOUN MIDDLE SCHOOL | MATH | 8 | Ethnicity: African American or Black | 23 | 21 | 91% |
| 2021-22 | CALHOUN CITY | CALHOUN MIDDLE SCHOOL | MATH | 8 | Ethnicity: Hispanic | 129 | 123 | 95% |
| 2021-22 | CALHOUN CITY | CALHOUN MIDDLE SCHOOL | MATH | 8 | Ethnicity: White | 164 | 157 | 96% |
| 2021-22 | CALHOUN CITY | CALHOUN MIDDLE SCHOOL | MATH | 8 | Gender: Female | | 147 | |
| 2021-22 | CALHOUN CITY | CALHOUN MIDDLE SCHOOL | MATH | 8 | Gender: Male | | 173 | |
| 2021-22 | CALHOUN CITY | CALHOUN ELEMENTARY SCHOOL | MATH | 3 | All Students | 316 | 300 | 95% |
| 2021-22 | CALHOUN CITY | CALHOUN ELEMENTARY SCHOOL | MATH | 3 | Disability | 53 | 42 | 79% |
| 2021-22 | CALHOUN CITY | CALHOUN ELEMENTARY SCHOOL | MATH | 3 | English Learners | 74 | 76 | 103% |
| 2021-22 | CALHOUN CITY | CALHOUN ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: African American or Black | 23 | 21 | 91% |
| 2021-22 | CALHOUN CITY | CALHOUN ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: Hispanic | 116 | 110 | 95% |
| 2021-22 | CALHOUN CITY | CALHOUN ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: White | 148 | 141 | 95% |
| 2021-22 | CALHOUN CITY | CALHOUN ELEMENTARY SCHOOL | MATH | 3 | Gender: Female | | 154 | |
| 2021-22 | CALHOUN CITY | CALHOUN ELEMENTARY SCHOOL | MATH | 3 | Gender: Male | | 146 | |
| 2021-22 | CALHOUN CITY | CALHOUN ELEMENTARY SCHOOL | MATH | 4 | All Students | 288 | 268 | 93% |
| 2021-22 | CALHOUN CITY | CALHOUN ELEMENTARY SCHOOL | MATH | 4 | Disability | 28 | 23 | 82% |
| 2021-22 | CALHOUN CITY | CALHOUN ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | CALHOUN CITY | CALHOUN ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: Hispanic | 96 | 92 | 96% |

GMAP Participation - School/Math

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-----------------------|---------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | CALHOUN CITY | CALHOUN ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: White | 163 | 152 | 93% |
| 2021-22 | CALHOUN CITY | CALHOUN ELEMENTARY SCHOOL | MATH | 4 | Gender: Female | | 142 | |
| 2021-22 | CALHOUN CITY | CALHOUN ELEMENTARY SCHOOL | MATH | 4 | Gender: Male | | 126 | |
| 2021-22 | CALHOUN CITY | CALHOUN ELEMENTARY SCHOOL | MATH | 5 | All Students | 282 | 256 | 91% |
| 2021-22 | CALHOUN CITY | CALHOUN ELEMENTARY SCHOOL | MATH | 5 | Disability | 36 | 26 | 72% |
| 2021-22 | CALHOUN CITY | CALHOUN ELEMENTARY SCHOOL | MATH | 5 | English Learners | 34 | Recacted <15 | |
| 2021-22 | CALHOUN CITY | CALHOUN ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: African American or Black | 20 | 18 | 90% |
| 2021-22 | CALHOUN CITY | CALHOUN ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: Hispanic | 106 | 97 | 92% |
| 2021-22 | CALHOUN CITY | CALHOUN ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: White | 131 | 118 | 90% |
| 2021-22 | CALHOUN CITY | CALHOUN ELEMENTARY SCHOOL | MATH | 5 | Gender: Female | | 128 | |
| 2021-22 | CALHOUN CITY | CALHOUN ELEMENTARY SCHOOL | MATH | 5 | Gender: Male | | 128 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | PARK CREEK SCHOOL | MATH | 3 | All Students | 72 | 71 | 99% |
| 2021-22 | DALTON PUBLIC SCHOOLS | PARK CREEK SCHOOL | MATH | 3 | Disability | 16 | Recacted <15 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | PARK CREEK SCHOOL | MATH | 3 | English Learners | 41 | 32 | 78% |
| 2021-22 | DALTON PUBLIC SCHOOLS | PARK CREEK SCHOOL | MATH | 3 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | PARK CREEK SCHOOL | MATH | 3 | Ethnicity: Hispanic | 61 | 60 | 98% |
| 2021-22 | DALTON PUBLIC SCHOOLS | PARK CREEK SCHOOL | MATH | 3 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | PARK CREEK SCHOOL | MATH | 3 | Gender: Female | | 41 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | PARK CREEK SCHOOL | MATH | 3 | Gender: Male | | 30 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | PARK CREEK SCHOOL | MATH | 4 | All Students | 88 | 82 | 93% |
| 2021-22 | DALTON PUBLIC SCHOOLS | PARK CREEK SCHOOL | MATH | 4 | Disability | 20 | Recacted <15 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | PARK CREEK SCHOOL | MATH | 4 | English Learners | 36 | 28 | 78% |
| 2021-22 | DALTON PUBLIC SCHOOLS | PARK CREEK SCHOOL | MATH | 4 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | PARK CREEK SCHOOL | MATH | 4 | Ethnicity: Hispanic | 74 | 73 | 99% |
| 2021-22 | DALTON PUBLIC SCHOOLS | PARK CREEK SCHOOL | MATH | 4 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | PARK CREEK SCHOOL | MATH | 4 | Gender: Female | | 47 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | PARK CREEK SCHOOL | MATH | 4 | Gender: Male | | 35 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | PARK CREEK SCHOOL | MATH | 5 | All Students | 75 | 76 | 101% |
| 2021-22 | DALTON PUBLIC SCHOOLS | PARK CREEK SCHOOL | MATH | 5 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | PARK CREEK SCHOOL | MATH | 5 | English Learners | 19 | 16 | 84% |
| 2021-22 | DALTON PUBLIC SCHOOLS | PARK CREEK SCHOOL | MATH | 5 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | PARK CREEK SCHOOL | MATH | 5 | Ethnicity: Hispanic | 63 | 63 | 100% |
| 2021-22 | DALTON PUBLIC SCHOOLS | PARK CREEK SCHOOL | MATH | 5 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | PARK CREEK SCHOOL | MATH | 5 | Gender: Female | | 45 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | PARK CREEK SCHOOL | MATH | 5 | Gender: Male | | 31 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | BLUE RIDGE ELEMENTARY | MATH | 3 | All Students | 94 | 91 | 97% |
| 2021-22 | DALTON PUBLIC SCHOOLS | BLUE RIDGE ELEMENTARY | MATH | 3 | Disability | 22 | Recacted <15 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | BLUE RIDGE ELEMENTARY | MATH | 3 | English Learners | 58 | 19 | 33% |
| 2021-22 | DALTON PUBLIC SCHOOLS | BLUE RIDGE ELEMENTARY | MATH | 3 | Ethnicity: Hispanic | 88 | 86 | 98% |
| 2021-22 | DALTON PUBLIC SCHOOLS | BLUE RIDGE ELEMENTARY | MATH | 3 | Ethnicity: White | Recacted <15 | Recacted <15 | |

GMAP Participation - School/Math

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-----------------------|-----------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | DALTON PUBLIC SCHOOLS | BLUE RIDGE ELEMENTARY | MATH | 3 | Gender: Female | | 40 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | BLUE RIDGE ELEMENTARY | MATH | 3 | Gender: Male | | 51 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | BLUE RIDGE ELEMENTARY | MATH | 4 | All Students | 91 | 90 | 99% |
| 2021-22 | DALTON PUBLIC SCHOOLS | BLUE RIDGE ELEMENTARY | MATH | 4 | Disability | 16 | Recacted <15 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | BLUE RIDGE ELEMENTARY | MATH | 4 | English Learners | 42 | 32 | 76% |
| 2021-22 | DALTON PUBLIC SCHOOLS | BLUE RIDGE ELEMENTARY | MATH | 4 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | BLUE RIDGE ELEMENTARY | MATH | 4 | Ethnicity: Hispanic | 87 | 86 | 99% |
| 2021-22 | DALTON PUBLIC SCHOOLS | BLUE RIDGE ELEMENTARY | MATH | 4 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | BLUE RIDGE ELEMENTARY | MATH | 4 | Gender: Female | | 48 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | BLUE RIDGE ELEMENTARY | MATH | 4 | Gender: Male | | 42 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | BLUE RIDGE ELEMENTARY | MATH | 5 | All Students | 97 | 96 | 99% |
| 2021-22 | DALTON PUBLIC SCHOOLS | BLUE RIDGE ELEMENTARY | MATH | 5 | Disability | 21 | 17 | 81% |
| 2021-22 | DALTON PUBLIC SCHOOLS | BLUE RIDGE ELEMENTARY | MATH | 5 | English Learners | 36 | 25 | 69% |
| 2021-22 | DALTON PUBLIC SCHOOLS | BLUE RIDGE ELEMENTARY | MATH | 5 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | BLUE RIDGE ELEMENTARY | MATH | 5 | Ethnicity: Hispanic | 86 | 85 | 99% |
| 2021-22 | DALTON PUBLIC SCHOOLS | BLUE RIDGE ELEMENTARY | MATH | 5 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | BLUE RIDGE ELEMENTARY | MATH | 5 | Gender: Female | | 45 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | BLUE RIDGE ELEMENTARY | MATH | 5 | Gender: Male | | 51 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | WESTWOOD SCHOOL | MATH | 3 | All Students | 83 | 84 | 101% |
| 2021-22 | DALTON PUBLIC SCHOOLS | WESTWOOD SCHOOL | MATH | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | WESTWOOD SCHOOL | MATH | 3 | English Learners | 26 | 19 | 73% |
| 2021-22 | DALTON PUBLIC SCHOOLS | WESTWOOD SCHOOL | MATH | 3 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | WESTWOOD SCHOOL | MATH | 3 | Ethnicity: Hispanic | 36 | 36 | 100% |
| 2021-22 | DALTON PUBLIC SCHOOLS | WESTWOOD SCHOOL | MATH | 3 | Ethnicity: White | 36 | 36 | 100% |
| 2021-22 | DALTON PUBLIC SCHOOLS | WESTWOOD SCHOOL | MATH | 3 | Gender: Female | | 40 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | WESTWOOD SCHOOL | MATH | 3 | Gender: Male | | 44 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | WESTWOOD SCHOOL | MATH | 4 | All Students | 81 | 79 | 98% |
| 2021-22 | DALTON PUBLIC SCHOOLS | WESTWOOD SCHOOL | MATH | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | WESTWOOD SCHOOL | MATH | 4 | English Learners | 18 | Recacted <15 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | WESTWOOD SCHOOL | MATH | 4 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | WESTWOOD SCHOOL | MATH | 4 | Ethnicity: Hispanic | 36 | 36 | 100% |
| 2021-22 | DALTON PUBLIC SCHOOLS | WESTWOOD SCHOOL | MATH | 4 | Ethnicity: White | 30 | 28 | 93% |
| 2021-22 | DALTON PUBLIC SCHOOLS | WESTWOOD SCHOOL | MATH | 4 | Gender: Female | | 35 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | WESTWOOD SCHOOL | MATH | 4 | Gender: Male | | 44 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | WESTWOOD SCHOOL | MATH | 5 | All Students | 80 | 80 | 100% |
| 2021-22 | DALTON PUBLIC SCHOOLS | WESTWOOD SCHOOL | MATH | 5 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | WESTWOOD SCHOOL | MATH | 5 | English Learners | 15 | Recacted <15 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | WESTWOOD SCHOOL | MATH | 5 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | WESTWOOD SCHOOL | MATH | 5 | Ethnicity: Hispanic | 28 | 28 | 100% |
| 2021-22 | DALTON PUBLIC SCHOOLS | WESTWOOD SCHOOL | MATH | 5 | Ethnicity: White | 34 | 34 | 100% |

GMAP Participation - School/Math

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-----------------------|-----------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | DALTON PUBLIC SCHOOLS | WESTWOOD SCHOOL | MATH | 5 | Gender: Female | | 40 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | WESTWOOD SCHOOL | MATH | 5 | Gender: Male | | 40 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | CITY PARK SCHOOL | MATH | 3 | All Students | 111 | 111 | 100% |
| 2021-22 | DALTON PUBLIC SCHOOLS | CITY PARK SCHOOL | MATH | 3 | Disability | 20 | 19 | 95% |
| 2021-22 | DALTON PUBLIC SCHOOLS | CITY PARK SCHOOL | MATH | 3 | English Learners | 39 | 24 | 62% |
| 2021-22 | DALTON PUBLIC SCHOOLS | CITY PARK SCHOOL | MATH | 3 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | CITY PARK SCHOOL | MATH | 3 | Ethnicity: Hispanic | 79 | 79 | 100% |
| 2021-22 | DALTON PUBLIC SCHOOLS | CITY PARK SCHOOL | MATH | 3 | Ethnicity: White | 17 | 17 | 100% |
| 2021-22 | DALTON PUBLIC SCHOOLS | CITY PARK SCHOOL | MATH | 3 | Gender: Female | | 60 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | CITY PARK SCHOOL | MATH | 3 | Gender: Male | | 51 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | CITY PARK SCHOOL | MATH | 4 | All Students | 97 | 97 | 100% |
| 2021-22 | DALTON PUBLIC SCHOOLS | CITY PARK SCHOOL | MATH | 4 | Disability | 24 | 23 | 96% |
| 2021-22 | DALTON PUBLIC SCHOOLS | CITY PARK SCHOOL | MATH | 4 | English Learners | 31 | Recacted <15 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | CITY PARK SCHOOL | MATH | 4 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | CITY PARK SCHOOL | MATH | 4 | Ethnicity: Hispanic | 65 | 65 | 100% |
| 2021-22 | DALTON PUBLIC SCHOOLS | CITY PARK SCHOOL | MATH | 4 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | CITY PARK SCHOOL | MATH | 4 | Gender: Female | | 57 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | CITY PARK SCHOOL | MATH | 4 | Gender: Male | | 40 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | CITY PARK SCHOOL | MATH | 5 | All Students | 84 | 84 | 100% |
| 2021-22 | DALTON PUBLIC SCHOOLS | CITY PARK SCHOOL | MATH | 5 | Disability | 18 | 18 | 100% |
| 2021-22 | DALTON PUBLIC SCHOOLS | CITY PARK SCHOOL | MATH | 5 | English Learners | 26 | 16 | 62% |
| 2021-22 | DALTON PUBLIC SCHOOLS | CITY PARK SCHOOL | MATH | 5 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | CITY PARK SCHOOL | MATH | 5 | Ethnicity: Hispanic | 62 | 62 | 100% |
| 2021-22 | DALTON PUBLIC SCHOOLS | CITY PARK SCHOOL | MATH | 5 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | CITY PARK SCHOOL | MATH | 5 | Gender: Female | | 43 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | CITY PARK SCHOOL | MATH | 5 | Gender: Male | | 41 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | HAMMOND CREEK MIDDLE SCHOOL | MATH | 6 | All Students | 578 | 562 | 97% |
| 2021-22 | DALTON PUBLIC SCHOOLS | HAMMOND CREEK MIDDLE SCHOOL | MATH | 6 | Disability | 96 | 81 | 84% |
| 2021-22 | DALTON PUBLIC SCHOOLS | HAMMOND CREEK MIDDLE SCHOOL | MATH | 6 | English Learners | 110 | 62 | 56% |
| 2021-22 | DALTON PUBLIC SCHOOLS | HAMMOND CREEK MIDDLE SCHOOL | MATH | 6 | Ethnicity: African American or Black | 35 | 35 | 100% |
| 2021-22 | DALTON PUBLIC SCHOOLS | HAMMOND CREEK MIDDLE SCHOOL | MATH | 6 | Ethnicity: Hispanic | 416 | 403 | 97% |
| 2021-22 | DALTON PUBLIC SCHOOLS | HAMMOND CREEK MIDDLE SCHOOL | MATH | 6 | Ethnicity: White | 99 | 96 | 97% |
| 2021-22 | DALTON PUBLIC SCHOOLS | HAMMOND CREEK MIDDLE SCHOOL | MATH | 6 | Gender: Female | | 257 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | HAMMOND CREEK MIDDLE SCHOOL | MATH | 6 | Gender: Male | | 305 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | HAMMOND CREEK MIDDLE SCHOOL | MATH | 7 | All Students | 559 | 544 | 97% |
| 2021-22 | DALTON PUBLIC SCHOOLS | HAMMOND CREEK MIDDLE SCHOOL | MATH | 7 | Disability | 88 | 73 | 83% |
| 2021-22 | DALTON PUBLIC SCHOOLS | HAMMOND CREEK MIDDLE SCHOOL | MATH | 7 | English Learners | 110 | 71 | 65% |
| 2021-22 | DALTON PUBLIC SCHOOLS | HAMMOND CREEK MIDDLE SCHOOL | MATH | 7 | Ethnicity: African American or Black | 20 | 20 | 100% |
| 2021-22 | DALTON PUBLIC SCHOOLS | HAMMOND CREEK MIDDLE SCHOOL | MATH | 7 | Ethnicity: Hispanic | 395 | 388 | 98% |
| 2021-22 | DALTON PUBLIC SCHOOLS | HAMMOND CREEK MIDDLE SCHOOL | MATH | 7 | Ethnicity: White | 114 | 108 | 95% |

GMAP Participation - School/Math

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-----------------------|-----------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | DALTON PUBLIC SCHOOLS | HAMMOND CREEK MIDDLE SCHOOL | MATH | 7 | Gender: Female | | 289 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | HAMMOND CREEK MIDDLE SCHOOL | MATH | 7 | Gender: Male | | 255 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | DALTON JR HIGH SCHOOL | MATH | 8 | All Students | 630 | 623 | 99% |
| 2021-22 | DALTON PUBLIC SCHOOLS | DALTON JR HIGH SCHOOL | MATH | 8 | Disability | 83 | 77 | 93% |
| 2021-22 | DALTON PUBLIC SCHOOLS | DALTON JR HIGH SCHOOL | MATH | 8 | English Learners | 122 | 82 | 67% |
| 2021-22 | DALTON PUBLIC SCHOOLS | DALTON JR HIGH SCHOOL | MATH | 8 | Ethnicity: African American or Black | 23 | 23 | 100% |
| 2021-22 | DALTON PUBLIC SCHOOLS | DALTON JR HIGH SCHOOL | MATH | 8 | Ethnicity: Hispanic | 445 | 441 | 99% |
| 2021-22 | DALTON PUBLIC SCHOOLS | DALTON JR HIGH SCHOOL | MATH | 8 | Ethnicity: White | 128 | 126 | 98% |
| 2021-22 | DALTON PUBLIC SCHOOLS | DALTON JR HIGH SCHOOL | MATH | 8 | Gender: Female | | 292 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | DALTON JR HIGH SCHOOL | MATH | 8 | Gender: Male | | 331 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | BROOKWOOD SCHOOL | MATH | 3 | All Students | 101 | 100 | 99% |
| 2021-22 | DALTON PUBLIC SCHOOLS | BROOKWOOD SCHOOL | MATH | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | BROOKWOOD SCHOOL | MATH | 3 | English Learners | 19 | Recacted <15 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | BROOKWOOD SCHOOL | MATH | 3 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | BROOKWOOD SCHOOL | MATH | 3 | Ethnicity: Hispanic | 44 | 44 | 100% |
| 2021-22 | DALTON PUBLIC SCHOOLS | BROOKWOOD SCHOOL | MATH | 3 | Ethnicity: White | 44 | 44 | 100% |
| 2021-22 | DALTON PUBLIC SCHOOLS | BROOKWOOD SCHOOL | MATH | 3 | Gender: Female | | 51 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | BROOKWOOD SCHOOL | MATH | 3 | Gender: Male | | 49 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | BROOKWOOD SCHOOL | MATH | 4 | All Students | 115 | 116 | 101% |
| 2021-22 | DALTON PUBLIC SCHOOLS | BROOKWOOD SCHOOL | MATH | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | BROOKWOOD SCHOOL | MATH | 4 | English Learners | 16 | 15 | 94% |
| 2021-22 | DALTON PUBLIC SCHOOLS | BROOKWOOD SCHOOL | MATH | 4 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | BROOKWOOD SCHOOL | MATH | 4 | Ethnicity: Hispanic | 57 | 57 | 100% |
| 2021-22 | DALTON PUBLIC SCHOOLS | BROOKWOOD SCHOOL | MATH | 4 | Ethnicity: White | 43 | 43 | 100% |
| 2021-22 | DALTON PUBLIC SCHOOLS | BROOKWOOD SCHOOL | MATH | 4 | Gender: Female | | 59 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | BROOKWOOD SCHOOL | MATH | 4 | Gender: Male | | 57 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | BROOKWOOD SCHOOL | MATH | 5 | All Students | 107 | 106 | 99% |
| 2021-22 | DALTON PUBLIC SCHOOLS | BROOKWOOD SCHOOL | MATH | 5 | Disability | 16 | 16 | 100% |
| 2021-22 | DALTON PUBLIC SCHOOLS | BROOKWOOD SCHOOL | MATH | 5 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | BROOKWOOD SCHOOL | MATH | 5 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | BROOKWOOD SCHOOL | MATH | 5 | Ethnicity: Hispanic | 46 | 45 | 98% |
| 2021-22 | DALTON PUBLIC SCHOOLS | BROOKWOOD SCHOOL | MATH | 5 | Ethnicity: White | 47 | 47 | 100% |
| 2021-22 | DALTON PUBLIC SCHOOLS | BROOKWOOD SCHOOL | MATH | 5 | Gender: Female | | 46 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | BROOKWOOD SCHOOL | MATH | 5 | Gender: Male | | 60 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | ROAN SCHOOL | MATH | 3 | All Students | 59 | 57 | 97% |
| 2021-22 | DALTON PUBLIC SCHOOLS | ROAN SCHOOL | MATH | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | ROAN SCHOOL | MATH | 3 | English Learners | 40 | 21 | 53% |
| 2021-22 | DALTON PUBLIC SCHOOLS | ROAN SCHOOL | MATH | 3 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | ROAN SCHOOL | MATH | 3 | Ethnicity: Hispanic | 54 | 52 | 96% |
| 2021-22 | DALTON PUBLIC SCHOOLS | ROAN SCHOOL | MATH | 3 | Ethnicity: White | Recacted <15 | Recacted <15 | |

GMAP Participation - School/Math

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-----------------------|------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | DALTON PUBLIC SCHOOLS | ROAN SCHOOL | MATH | 3 | Gender: Female | | 29 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | ROAN SCHOOL | MATH | 3 | Gender: Male | | 28 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | ROAN SCHOOL | MATH | 4 | All Students | 73 | 72 | 99% |
| 2021-22 | DALTON PUBLIC SCHOOLS | ROAN SCHOOL | MATH | 4 | Disability | 17 | 17 | 100% |
| 2021-22 | DALTON PUBLIC SCHOOLS | ROAN SCHOOL | MATH | 4 | English Learners | 36 | Recacted <15 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | ROAN SCHOOL | MATH | 4 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | ROAN SCHOOL | MATH | 4 | Ethnicity: Hispanic | 65 | 66 | 102% |
| 2021-22 | DALTON PUBLIC SCHOOLS | ROAN SCHOOL | MATH | 4 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | ROAN SCHOOL | MATH | 4 | Gender: Female | | 34 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | ROAN SCHOOL | MATH | 4 | Gender: Male | | 38 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | ROAN SCHOOL | MATH | 5 | All Students | 69 | 66 | 96% |
| 2021-22 | DALTON PUBLIC SCHOOLS | ROAN SCHOOL | MATH | 5 | Disability | 17 | Recacted <15 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | ROAN SCHOOL | MATH | 5 | English Learners | 23 | Recacted <15 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | ROAN SCHOOL | MATH | 5 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | ROAN SCHOOL | MATH | 5 | Ethnicity: Hispanic | 62 | 59 | 95% |
| 2021-22 | DALTON PUBLIC SCHOOLS | ROAN SCHOOL | MATH | 5 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | ROAN SCHOOL | MATH | 5 | Gender: Female | | 32 | |
| 2021-22 | DALTON PUBLIC SCHOOLS | ROAN SCHOOL | MATH | 5 | Gender: Male | | 34 | |
| 2021-22 | MARIETTA CITY SCHOOLS | SAWYER ROAD ELEMENTARY | MATH | 3 | All Students | 81 | 80 | 99% |
| 2021-22 | MARIETTA CITY SCHOOLS | SAWYER ROAD ELEMENTARY | MATH | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | MARIETTA CITY SCHOOLS | SAWYER ROAD ELEMENTARY | MATH | 3 | English Learners | 20 | 15 | 75% |
| 2021-22 | MARIETTA CITY SCHOOLS | SAWYER ROAD ELEMENTARY | MATH | 3 | Ethnicity: African American or Black | 36 | 35 | 97% |
| 2021-22 | MARIETTA CITY SCHOOLS | SAWYER ROAD ELEMENTARY | MATH | 3 | Ethnicity: Hispanic | 33 | 33 | 100% |
| 2021-22 | MARIETTA CITY SCHOOLS | SAWYER ROAD ELEMENTARY | MATH | 3 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | MARIETTA CITY SCHOOLS | SAWYER ROAD ELEMENTARY | MATH | 3 | Gender: Female | | 39 | |
| 2021-22 | MARIETTA CITY SCHOOLS | SAWYER ROAD ELEMENTARY | MATH | 3 | Gender: Male | | 41 | |
| 2021-22 | MARIETTA CITY SCHOOLS | SAWYER ROAD ELEMENTARY | MATH | 4 | All Students | 90 | 91 | 101% |
| 2021-22 | MARIETTA CITY SCHOOLS | SAWYER ROAD ELEMENTARY | MATH | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | MARIETTA CITY SCHOOLS | SAWYER ROAD ELEMENTARY | MATH | 4 | English Learners | 38 | 24 | 63% |
| 2021-22 | MARIETTA CITY SCHOOLS | SAWYER ROAD ELEMENTARY | MATH | 4 | Ethnicity: African American or Black | 25 | 26 | 104% |
| 2021-22 | MARIETTA CITY SCHOOLS | SAWYER ROAD ELEMENTARY | MATH | 4 | Ethnicity: Hispanic | 54 | 54 | 100% |
| 2021-22 | MARIETTA CITY SCHOOLS | SAWYER ROAD ELEMENTARY | MATH | 4 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | MARIETTA CITY SCHOOLS | SAWYER ROAD ELEMENTARY | MATH | 4 | Gender: Female | | 43 | |
| 2021-22 | MARIETTA CITY SCHOOLS | SAWYER ROAD ELEMENTARY | MATH | 4 | Gender: Male | | 48 | |
| 2021-22 | MARIETTA CITY SCHOOLS | SAWYER ROAD ELEMENTARY | MATH | 5 | All Students | 100 | 97 | 97% |
| 2021-22 | MARIETTA CITY SCHOOLS | SAWYER ROAD ELEMENTARY | MATH | 5 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | MARIETTA CITY SCHOOLS | SAWYER ROAD ELEMENTARY | MATH | 5 | English Learners | 37 | 28 | 76% |
| 2021-22 | MARIETTA CITY SCHOOLS | SAWYER ROAD ELEMENTARY | MATH | 5 | Ethnicity: African American or Black | 23 | 22 | 96% |
| 2021-22 | MARIETTA CITY SCHOOLS | SAWYER ROAD ELEMENTARY | MATH | 5 | Ethnicity: Hispanic | 58 | 56 | 97% |
| 2021-22 | MARIETTA CITY SCHOOLS | SAWYER ROAD ELEMENTARY | MATH | 5 | Ethnicity: White | Recacted <15 | Recacted <15 | |

GMAP Participation - School/Math

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-----------------------|--|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | MARIETTA CITY SCHOOLS | SAWYER ROAD ELEMENTARY | MATH | 5 | Gender: Female | | 51 | |
| 2021-22 | MARIETTA CITY SCHOOLS | SAWYER ROAD ELEMENTARY | MATH | 5 | Gender: Male | | 46 | |
| 2021-22 | MARIETTA CITY SCHOOLS | MARIETTA CENTER FOR ADVANCED ACADEMICS | MATH | 3 | All Students | 103 | 102 | 99% |
| 2021-22 | MARIETTA CITY SCHOOLS | MARIETTA CENTER FOR ADVANCED ACADEMICS | MATH | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | MARIETTA CITY SCHOOLS | MARIETTA CENTER FOR ADVANCED ACADEMICS | MATH | 3 | Ethnicity: African American or Black | 26 | 26 | 100% |
| 2021-22 | MARIETTA CITY SCHOOLS | MARIETTA CENTER FOR ADVANCED ACADEMICS | MATH | 3 | Ethnicity: Hispanic | 16 | 16 | 100% |
| 2021-22 | MARIETTA CITY SCHOOLS | MARIETTA CENTER FOR ADVANCED ACADEMICS | MATH | 3 | Ethnicity: White | 49 | 49 | 100% |
| 2021-22 | MARIETTA CITY SCHOOLS | MARIETTA CENTER FOR ADVANCED ACADEMICS | MATH | 3 | Gender: Female | | 48 | |
| 2021-22 | MARIETTA CITY SCHOOLS | MARIETTA CENTER FOR ADVANCED ACADEMICS | MATH | 3 | Gender: Male | | 54 | |
| 2021-22 | MARIETTA CITY SCHOOLS | MARIETTA CENTER FOR ADVANCED ACADEMICS | MATH | 4 | All Students | 99 | 101 | 102% |
| 2021-22 | MARIETTA CITY SCHOOLS | MARIETTA CENTER FOR ADVANCED ACADEMICS | MATH | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | MARIETTA CITY SCHOOLS | MARIETTA CENTER FOR ADVANCED ACADEMICS | MATH | 4 | Ethnicity: African American or Black | 28 | 28 | 100% |
| 2021-22 | MARIETTA CITY SCHOOLS | MARIETTA CENTER FOR ADVANCED ACADEMICS | MATH | 4 | Ethnicity: Hispanic | 19 | 19 | 100% |
| 2021-22 | MARIETTA CITY SCHOOLS | MARIETTA CENTER FOR ADVANCED ACADEMICS | MATH | 4 | Ethnicity: White | 38 | 38 | 100% |
| 2021-22 | MARIETTA CITY SCHOOLS | MARIETTA CENTER FOR ADVANCED ACADEMICS | MATH | 4 | Gender: Female | | 42 | |
| 2021-22 | MARIETTA CITY SCHOOLS | MARIETTA CENTER FOR ADVANCED ACADEMICS | MATH | 4 | Gender: Male | | 59 | |
| 2021-22 | MARIETTA CITY SCHOOLS | MARIETTA CENTER FOR ADVANCED ACADEMICS | MATH | 5 | All Students | 102 | 101 | 99% |
| 2021-22 | MARIETTA CITY SCHOOLS | MARIETTA CENTER FOR ADVANCED ACADEMICS | MATH | 5 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | MARIETTA CITY SCHOOLS | MARIETTA CENTER FOR ADVANCED ACADEMICS | MATH | 5 | Ethnicity: African American or Black | 32 | 32 | 100% |
| 2021-22 | MARIETTA CITY SCHOOLS | MARIETTA CENTER FOR ADVANCED ACADEMICS | MATH | 5 | Ethnicity: Hispanic | 15 | 15 | 100% |
| 2021-22 | MARIETTA CITY SCHOOLS | MARIETTA CENTER FOR ADVANCED ACADEMICS | MATH | 5 | Ethnicity: White | 39 | 39 | 100% |
| 2021-22 | MARIETTA CITY SCHOOLS | MARIETTA CENTER FOR ADVANCED ACADEMICS | MATH | 5 | Gender: Female | | 46 | |
| 2021-22 | MARIETTA CITY SCHOOLS | MARIETTA CENTER FOR ADVANCED ACADEMICS | MATH | 5 | Gender: Male | | 55 | |
| 2021-22 | MARIETTA CITY SCHOOLS | A.L. BURRUSS ELEMENTARY SCHOOL | MATH | 3 | All Students | 59 | 58 | 98% |
| 2021-22 | MARIETTA CITY SCHOOLS | A.L. BURRUSS ELEMENTARY SCHOOL | MATH | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | MARIETTA CITY SCHOOLS | A.L. BURRUSS ELEMENTARY SCHOOL | MATH | 3 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | MARIETTA CITY SCHOOLS | A.L. BURRUSS ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: African American or Black | 25 | 24 | 96% |
| 2021-22 | MARIETTA CITY SCHOOLS | A.L. BURRUSS ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | MARIETTA CITY SCHOOLS | A.L. BURRUSS ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: White | 19 | 19 | 100% |
| 2021-22 | MARIETTA CITY SCHOOLS | A.L. BURRUSS ELEMENTARY SCHOOL | MATH | 3 | Gender: Female | | 38 | |
| 2021-22 | MARIETTA CITY SCHOOLS | A.L. BURRUSS ELEMENTARY SCHOOL | MATH | 3 | Gender: Male | | 20 | |
| 2021-22 | MARIETTA CITY SCHOOLS | A.L. BURRUSS ELEMENTARY SCHOOL | MATH | 4 | All Students | 48 | 47 | 98% |
| 2021-22 | MARIETTA CITY SCHOOLS | A.L. BURRUSS ELEMENTARY SCHOOL | MATH | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | MARIETTA CITY SCHOOLS | A.L. BURRUSS ELEMENTARY SCHOOL | MATH | 4 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | MARIETTA CITY SCHOOLS | A.L. BURRUSS ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: African American or Black | 22 | 21 | 95% |
| 2021-22 | MARIETTA CITY SCHOOLS | A.L. BURRUSS ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | MARIETTA CITY SCHOOLS | A.L. BURRUSS ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: White | 15 | 15 | 100% |
| 2021-22 | MARIETTA CITY SCHOOLS | A.L. BURRUSS ELEMENTARY SCHOOL | MATH | 4 | Gender: Female | | 28 | |
| 2021-22 | MARIETTA CITY SCHOOLS | A.L. BURRUSS ELEMENTARY SCHOOL | MATH | 4 | Gender: Male | | 19 | |
| 2021-22 | MARIETTA CITY SCHOOLS | A.L. BURRUSS ELEMENTARY SCHOOL | MATH | 5 | All Students | 65 | 66 | 102% |

GMAP Participation - School/Math

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-----------------------|--------------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | MARIETTA CITY SCHOOLS | A.L. BURRUSS ELEMENTARY SCHOOL | MATH | 5 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | MARIETTA CITY SCHOOLS | A.L. BURRUSS ELEMENTARY SCHOOL | MATH | 5 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | MARIETTA CITY SCHOOLS | A.L. BURRUSS ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: African American or Black | 34 | 34 | 100% |
| 2021-22 | MARIETTA CITY SCHOOLS | A.L. BURRUSS ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | MARIETTA CITY SCHOOLS | A.L. BURRUSS ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: White | 15 | 15 | 100% |
| 2021-22 | MARIETTA CITY SCHOOLS | A.L. BURRUSS ELEMENTARY SCHOOL | MATH | 5 | Gender: Female | | 29 | |
| 2021-22 | MARIETTA CITY SCHOOLS | A.L. BURRUSS ELEMENTARY SCHOOL | MATH | 5 | Gender: Male | | 37 | |
| 2021-22 | MARIETTA CITY SCHOOLS | DUNLEITH ELEMENTARY SCHOOL | MATH | 3 | All Students | 88 | 82 | 93% |
| 2021-22 | MARIETTA CITY SCHOOLS | DUNLEITH ELEMENTARY SCHOOL | MATH | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | MARIETTA CITY SCHOOLS | DUNLEITH ELEMENTARY SCHOOL | MATH | 3 | English Learners | 17 | Recacted <15 | |
| 2021-22 | MARIETTA CITY SCHOOLS | DUNLEITH ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: African American or Black | 61 | 58 | 95% |
| 2021-22 | MARIETTA CITY SCHOOLS | DUNLEITH ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: Hispanic | 22 | 21 | 95% |
| 2021-22 | MARIETTA CITY SCHOOLS | DUNLEITH ELEMENTARY SCHOOL | MATH | 3 | Gender: Female | | 48 | |
| 2021-22 | MARIETTA CITY SCHOOLS | DUNLEITH ELEMENTARY SCHOOL | MATH | 3 | Gender: Male | | 34 | |
| 2021-22 | MARIETTA CITY SCHOOLS | DUNLEITH ELEMENTARY SCHOOL | MATH | 4 | All Students | 81 | 81 | 100% |
| 2021-22 | MARIETTA CITY SCHOOLS | DUNLEITH ELEMENTARY SCHOOL | MATH | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | MARIETTA CITY SCHOOLS | DUNLEITH ELEMENTARY SCHOOL | MATH | 4 | English Learners | 21 | Recacted <15 | |
| 2021-22 | MARIETTA CITY SCHOOLS | DUNLEITH ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: African American or Black | 42 | 42 | 100% |
| 2021-22 | MARIETTA CITY SCHOOLS | DUNLEITH ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: Hispanic | 33 | 33 | 100% |
| 2021-22 | MARIETTA CITY SCHOOLS | DUNLEITH ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | MARIETTA CITY SCHOOLS | DUNLEITH ELEMENTARY SCHOOL | MATH | 4 | Gender: Female | | 46 | |
| 2021-22 | MARIETTA CITY SCHOOLS | DUNLEITH ELEMENTARY SCHOOL | MATH | 4 | Gender: Male | | 35 | |
| 2021-22 | MARIETTA CITY SCHOOLS | DUNLEITH ELEMENTARY SCHOOL | MATH | 5 | All Students | 81 | 78 | 96% |
| 2021-22 | MARIETTA CITY SCHOOLS | DUNLEITH ELEMENTARY SCHOOL | MATH | 5 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | MARIETTA CITY SCHOOLS | DUNLEITH ELEMENTARY SCHOOL | MATH | 5 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | MARIETTA CITY SCHOOLS | DUNLEITH ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: African American or Black | 47 | 45 | 96% |
| 2021-22 | MARIETTA CITY SCHOOLS | DUNLEITH ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: Hispanic | 32 | 31 | 97% |
| 2021-22 | MARIETTA CITY SCHOOLS | DUNLEITH ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | MARIETTA CITY SCHOOLS | DUNLEITH ELEMENTARY SCHOOL | MATH | 5 | Gender: Female | | 35 | |
| 2021-22 | MARIETTA CITY SCHOOLS | DUNLEITH ELEMENTARY SCHOOL | MATH | 5 | Gender: Male | | 43 | |
| 2021-22 | MARIETTA CITY SCHOOLS | MARIETTA MIDDLE SCHOOL | MATH | 7 | All Students | 690 | 625 | 91% |
| 2021-22 | MARIETTA CITY SCHOOLS | MARIETTA MIDDLE SCHOOL | MATH | 7 | Disability | 74 | 69 | 93% |
| 2021-22 | MARIETTA CITY SCHOOLS | MARIETTA MIDDLE SCHOOL | MATH | 7 | English Learners | 118 | 77 | 65% |
| 2021-22 | MARIETTA CITY SCHOOLS | MARIETTA MIDDLE SCHOOL | MATH | 7 | Ethnicity: African American or Black | 254 | 217 | 85% |
| 2021-22 | MARIETTA CITY SCHOOLS | MARIETTA MIDDLE SCHOOL | MATH | 7 | Ethnicity: Hispanic | 284 | 263 | 93% |
| 2021-22 | MARIETTA CITY SCHOOLS | MARIETTA MIDDLE SCHOOL | MATH | 7 | Ethnicity: White | 113 | 112 | 99% |
| 2021-22 | MARIETTA CITY SCHOOLS | MARIETTA MIDDLE SCHOOL | MATH | 7 | Gender: Female | | 330 | |
| 2021-22 | MARIETTA CITY SCHOOLS | MARIETTA MIDDLE SCHOOL | MATH | 7 | Gender: Male | | 295 | |
| 2021-22 | MARIETTA CITY SCHOOLS | MARIETTA MIDDLE SCHOOL | MATH | 8 | All Students | 664 | 629 | 95% |
| 2021-22 | MARIETTA CITY SCHOOLS | MARIETTA MIDDLE SCHOOL | MATH | 8 | Disability | 75 | 67 | 89% |

GMAP Participation - School/Math

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-----------------------|-------------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | MARIETTA CITY SCHOOLS | MARIETTA MIDDLE SCHOOL | MATH | 8 | English Learners | 82 | 58 | 71% |
| 2021-22 | MARIETTA CITY SCHOOLS | MARIETTA MIDDLE SCHOOL | MATH | 8 | Ethnicity: African American or Black | 240 | 228 | 95% |
| 2021-22 | MARIETTA CITY SCHOOLS | MARIETTA MIDDLE SCHOOL | MATH | 8 | Ethnicity: Hispanic | 255 | 241 | 95% |
| 2021-22 | MARIETTA CITY SCHOOLS | MARIETTA MIDDLE SCHOOL | MATH | 8 | Ethnicity: White | 135 | 128 | 95% |
| 2021-22 | MARIETTA CITY SCHOOLS | MARIETTA MIDDLE SCHOOL | MATH | 8 | Gender: Female | | 312 | |
| 2021-22 | MARIETTA CITY SCHOOLS | MARIETTA MIDDLE SCHOOL | MATH | 8 | Gender: Male | | 317 | |
| 2021-22 | MARIETTA CITY SCHOOLS | LOCKHEED ELEMENTARY SCHOOL | MATH | 3 | All Students | 134 | 134 | 100% |
| 2021-22 | MARIETTA CITY SCHOOLS | LOCKHEED ELEMENTARY SCHOOL | MATH | 3 | Disability | 16 | 16 | 100% |
| 2021-22 | MARIETTA CITY SCHOOLS | LOCKHEED ELEMENTARY SCHOOL | MATH | 3 | English Learners | 68 | 43 | 63% |
| 2021-22 | MARIETTA CITY SCHOOLS | LOCKHEED ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: African American or Black | 45 | 45 | 100% |
| 2021-22 | MARIETTA CITY SCHOOLS | LOCKHEED ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: Hispanic | 77 | 77 | 100% |
| 2021-22 | MARIETTA CITY SCHOOLS | LOCKHEED ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | MARIETTA CITY SCHOOLS | LOCKHEED ELEMENTARY SCHOOL | MATH | 3 | Gender: Female | | 68 | |
| 2021-22 | MARIETTA CITY SCHOOLS | LOCKHEED ELEMENTARY SCHOOL | MATH | 3 | Gender: Male | | 66 | |
| 2021-22 | MARIETTA CITY SCHOOLS | LOCKHEED ELEMENTARY SCHOOL | MATH | 4 | All Students | 126 | 126 | 100% |
| 2021-22 | MARIETTA CITY SCHOOLS | LOCKHEED ELEMENTARY SCHOOL | MATH | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | MARIETTA CITY SCHOOLS | LOCKHEED ELEMENTARY SCHOOL | MATH | 4 | English Learners | 44 | 34 | 77% |
| 2021-22 | MARIETTA CITY SCHOOLS | LOCKHEED ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: African American or Black | 53 | 53 | 100% |
| 2021-22 | MARIETTA CITY SCHOOLS | LOCKHEED ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: Hispanic | 61 | 61 | 100% |
| 2021-22 | MARIETTA CITY SCHOOLS | LOCKHEED ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | MARIETTA CITY SCHOOLS | LOCKHEED ELEMENTARY SCHOOL | MATH | 4 | Gender: Female | | 53 | |
| 2021-22 | MARIETTA CITY SCHOOLS | LOCKHEED ELEMENTARY SCHOOL | MATH | 4 | Gender: Male | | 73 | |
| 2021-22 | MARIETTA CITY SCHOOLS | LOCKHEED ELEMENTARY SCHOOL | MATH | 5 | All Students | 129 | 127 | 98% |
| 2021-22 | MARIETTA CITY SCHOOLS | LOCKHEED ELEMENTARY SCHOOL | MATH | 5 | Disability | 19 | 19 | 100% |
| 2021-22 | MARIETTA CITY SCHOOLS | LOCKHEED ELEMENTARY SCHOOL | MATH | 5 | English Learners | 38 | 24 | 63% |
| 2021-22 | MARIETTA CITY SCHOOLS | LOCKHEED ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: African American or Black | 58 | 58 | 100% |
| 2021-22 | MARIETTA CITY SCHOOLS | LOCKHEED ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: Hispanic | 64 | 63 | 98% |
| 2021-22 | MARIETTA CITY SCHOOLS | LOCKHEED ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | MARIETTA CITY SCHOOLS | LOCKHEED ELEMENTARY SCHOOL | MATH | 5 | Gender: Female | | 56 | |
| 2021-22 | MARIETTA CITY SCHOOLS | LOCKHEED ELEMENTARY SCHOOL | MATH | 5 | Gender: Male | | 71 | |
| 2021-22 | MARIETTA CITY SCHOOLS | MARIETTA SIXTH GRADE ACADEMY | MATH | 6 | All Students | 649 | 620 | 96% |
| 2021-22 | MARIETTA CITY SCHOOLS | MARIETTA SIXTH GRADE ACADEMY | MATH | 6 | Disability | 80 | 72 | 90% |
| 2021-22 | MARIETTA CITY SCHOOLS | MARIETTA SIXTH GRADE ACADEMY | MATH | 6 | English Learners | 89 | 32 | 36% |
| 2021-22 | MARIETTA CITY SCHOOLS | MARIETTA SIXTH GRADE ACADEMY | MATH | 6 | Ethnicity: African American or Black | 229 | 216 | 94% |
| 2021-22 | MARIETTA CITY SCHOOLS | MARIETTA SIXTH GRADE ACADEMY | MATH | 6 | Ethnicity: Hispanic | 249 | 242 | 97% |
| 2021-22 | MARIETTA CITY SCHOOLS | MARIETTA SIXTH GRADE ACADEMY | MATH | 6 | Ethnicity: White | 124 | 120 | 97% |
| 2021-22 | MARIETTA CITY SCHOOLS | MARIETTA SIXTH GRADE ACADEMY | MATH | 6 | Gender: Female | | 299 | |
| 2021-22 | MARIETTA CITY SCHOOLS | MARIETTA SIXTH GRADE ACADEMY | MATH | 6 | Gender: Male | | 321 | |
| 2021-22 | MARIETTA CITY SCHOOLS | PARK STREET ELEMENTARY SCHOOL | MATH | 3 | All Students | 93 | 90 | 97% |
| 2021-22 | MARIETTA CITY SCHOOLS | PARK STREET ELEMENTARY SCHOOL | MATH | 3 | Disability | Recacted <15 | Recacted <15 | |

GMAP Participation - School/Math

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-----------------------|---------------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | MARIETTA CITY SCHOOLS | PARK STREET ELEMENTARY SCHOOL | MATH | 3 | English Learners | 63 | 22 | 35% |
| 2021-22 | MARIETTA CITY SCHOOLS | PARK STREET ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | MARIETTA CITY SCHOOLS | PARK STREET ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: Hispanic | 73 | 72 | 99% |
| 2021-22 | MARIETTA CITY SCHOOLS | PARK STREET ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | MARIETTA CITY SCHOOLS | PARK STREET ELEMENTARY SCHOOL | MATH | 3 | Gender: Female | | 42 | |
| 2021-22 | MARIETTA CITY SCHOOLS | PARK STREET ELEMENTARY SCHOOL | MATH | 3 | Gender: Male | | 48 | |
| 2021-22 | MARIETTA CITY SCHOOLS | PARK STREET ELEMENTARY SCHOOL | MATH | 4 | All Students | 84 | 82 | 98% |
| 2021-22 | MARIETTA CITY SCHOOLS | PARK STREET ELEMENTARY SCHOOL | MATH | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | MARIETTA CITY SCHOOLS | PARK STREET ELEMENTARY SCHOOL | MATH | 4 | English Learners | 44 | Recacted <15 | |
| 2021-22 | MARIETTA CITY SCHOOLS | PARK STREET ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: African American or Black | 23 | 21 | 91% |
| 2021-22 | MARIETTA CITY SCHOOLS | PARK STREET ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: Hispanic | 57 | 57 | 100% |
| 2021-22 | MARIETTA CITY SCHOOLS | PARK STREET ELEMENTARY SCHOOL | MATH | 4 | Gender: Female | | 37 | |
| 2021-22 | MARIETTA CITY SCHOOLS | PARK STREET ELEMENTARY SCHOOL | MATH | 4 | Gender: Male | | 45 | |
| 2021-22 | MARIETTA CITY SCHOOLS | PARK STREET ELEMENTARY SCHOOL | MATH | 5 | All Students | 74 | 73 | 99% |
| 2021-22 | MARIETTA CITY SCHOOLS | PARK STREET ELEMENTARY SCHOOL | MATH | 5 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | MARIETTA CITY SCHOOLS | PARK STREET ELEMENTARY SCHOOL | MATH | 5 | English Learners | 34 | 15 | 44% |
| 2021-22 | MARIETTA CITY SCHOOLS | PARK STREET ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | MARIETTA CITY SCHOOLS | PARK STREET ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: Hispanic | 59 | 59 | 100% |
| 2021-22 | MARIETTA CITY SCHOOLS | PARK STREET ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | MARIETTA CITY SCHOOLS | PARK STREET ELEMENTARY SCHOOL | MATH | 5 | Gender: Female | | 37 | |
| 2021-22 | MARIETTA CITY SCHOOLS | PARK STREET ELEMENTARY SCHOOL | MATH | 5 | Gender: Male | | 36 | |
| 2021-22 | MARIETTA CITY SCHOOLS | HICKORY HILLS ELEMENTARY SCHOOL | MATH | 3 | All Students | 34 | 35 | 103% |
| 2021-22 | MARIETTA CITY SCHOOLS | HICKORY HILLS ELEMENTARY SCHOOL | MATH | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | MARIETTA CITY SCHOOLS | HICKORY HILLS ELEMENTARY SCHOOL | MATH | 3 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | MARIETTA CITY SCHOOLS | HICKORY HILLS ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | MARIETTA CITY SCHOOLS | HICKORY HILLS ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: Hispanic | 16 | 16 | 100% |
| 2021-22 | MARIETTA CITY SCHOOLS | HICKORY HILLS ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | MARIETTA CITY SCHOOLS | HICKORY HILLS ELEMENTARY SCHOOL | MATH | 3 | Gender: Female | | 18 | |
| 2021-22 | MARIETTA CITY SCHOOLS | HICKORY HILLS ELEMENTARY SCHOOL | MATH | 3 | Gender: Male | | 17 | |
| 2021-22 | MARIETTA CITY SCHOOLS | HICKORY HILLS ELEMENTARY SCHOOL | MATH | 4 | All Students | 57 | 56 | 98% |
| 2021-22 | MARIETTA CITY SCHOOLS | HICKORY HILLS ELEMENTARY SCHOOL | MATH | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | MARIETTA CITY SCHOOLS | HICKORY HILLS ELEMENTARY SCHOOL | MATH | 4 | English Learners | 17 | Recacted <15 | |
| 2021-22 | MARIETTA CITY SCHOOLS | HICKORY HILLS ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: African American or Black | 17 | 16 | 94% |
| 2021-22 | MARIETTA CITY SCHOOLS | HICKORY HILLS ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: Hispanic | 29 | 29 | 100% |
| 2021-22 | MARIETTA CITY SCHOOLS | HICKORY HILLS ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | MARIETTA CITY SCHOOLS | HICKORY HILLS ELEMENTARY SCHOOL | MATH | 4 | Gender: Female | | 29 | |
| 2021-22 | MARIETTA CITY SCHOOLS | HICKORY HILLS ELEMENTARY SCHOOL | MATH | 4 | Gender: Male | | 27 | |
| 2021-22 | MARIETTA CITY SCHOOLS | HICKORY HILLS ELEMENTARY SCHOOL | MATH | 5 | All Students | 37 | 35 | 95% |
| 2021-22 | MARIETTA CITY SCHOOLS | HICKORY HILLS ELEMENTARY SCHOOL | MATH | 5 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | MARIETTA CITY SCHOOLS | HICKORY HILLS ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |

GMAP Participation - School/Math

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-----------------------|----------------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | MARIETTA CITY SCHOOLS | HICKORY HILLS ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: Hispanic | 18 | 17 | 94% |
| 2021-22 | MARIETTA CITY SCHOOLS | HICKORY HILLS ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | MARIETTA CITY SCHOOLS | HICKORY HILLS ELEMENTARY SCHOOL | MATH | 5 | Gender: Female | | 18 | |
| 2021-22 | MARIETTA CITY SCHOOLS | HICKORY HILLS ELEMENTARY SCHOOL | MATH | 5 | Gender: Male | | 17 | |
| 2021-22 | MARIETTA CITY SCHOOLS | WEST SIDE ELEMENTARY SCHOOL | MATH | 3 | All Students | 72 | 72 | 100% |
| 2021-22 | MARIETTA CITY SCHOOLS | WEST SIDE ELEMENTARY SCHOOL | MATH | 3 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | MARIETTA CITY SCHOOLS | WEST SIDE ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | MARIETTA CITY SCHOOLS | WEST SIDE ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | MARIETTA CITY SCHOOLS | WEST SIDE ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: White | 49 | 49 | 100% |
| 2021-22 | MARIETTA CITY SCHOOLS | WEST SIDE ELEMENTARY SCHOOL | MATH | 3 | Gender: Female | | 36 | |
| 2021-22 | MARIETTA CITY SCHOOLS | WEST SIDE ELEMENTARY SCHOOL | MATH | 3 | Gender: Male | | 36 | |
| 2021-22 | MARIETTA CITY SCHOOLS | WEST SIDE ELEMENTARY SCHOOL | MATH | 4 | All Students | 94 | 88 | 94% |
| 2021-22 | MARIETTA CITY SCHOOLS | WEST SIDE ELEMENTARY SCHOOL | MATH | 4 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | MARIETTA CITY SCHOOLS | WEST SIDE ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| 2021-22 | MARIETTA CITY SCHOOLS | WEST SIDE ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | MARIETTA CITY SCHOOLS | WEST SIDE ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: White | 67 | 63 | 94% |
| 2021-22 | MARIETTA CITY SCHOOLS | WEST SIDE ELEMENTARY SCHOOL | MATH | 4 | Gender: Female | | 43 | |
| 2021-22 | MARIETTA CITY SCHOOLS | WEST SIDE ELEMENTARY SCHOOL | MATH | 4 | Gender: Male | | 45 | |
| 2021-22 | MARIETTA CITY SCHOOLS | WEST SIDE ELEMENTARY SCHOOL | MATH | 5 | All Students | 82 | 82 | 100% |
| 2021-22 | MARIETTA CITY SCHOOLS | WEST SIDE ELEMENTARY SCHOOL | MATH | 5 | Disability | 15 | Recacted <15 | |
| 2021-22 | MARIETTA CITY SCHOOLS | WEST SIDE ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: African American or Black | 15 | 16 | 107% |
| 2021-22 | MARIETTA CITY SCHOOLS | WEST SIDE ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | MARIETTA CITY SCHOOLS | WEST SIDE ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: White | 50 | 50 | 100% |
| 2021-22 | MARIETTA CITY SCHOOLS | WEST SIDE ELEMENTARY SCHOOL | MATH | 5 | Gender: Female | | 41 | |
| 2021-22 | MARIETTA CITY SCHOOLS | WEST SIDE ELEMENTARY SCHOOL | MATH | 5 | Gender: Male | | 41 | |
| 2021-22 | TRION CITY SCHOOLS | TRION MIDDLE SCHOOL | MATH | 6 | All Students | 92 | 89 | 97% |
| 2021-22 | TRION CITY SCHOOLS | TRION MIDDLE SCHOOL | MATH | 6 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | TRION CITY SCHOOLS | TRION MIDDLE SCHOOL | MATH | 6 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | TRION CITY SCHOOLS | TRION MIDDLE SCHOOL | MATH | 6 | Ethnicity: Hispanic | 24 | 22 | 92% |
| 2021-22 | TRION CITY SCHOOLS | TRION MIDDLE SCHOOL | MATH | 6 | Ethnicity: White | 63 | 62 | 98% |
| 2021-22 | TRION CITY SCHOOLS | TRION MIDDLE SCHOOL | MATH | 6 | Gender: Female | | 41 | |
| 2021-22 | TRION CITY SCHOOLS | TRION MIDDLE SCHOOL | MATH | 6 | Gender: Male | | 48 | |
| 2021-22 | TRION CITY SCHOOLS | TRION MIDDLE SCHOOL | MATH | 8 | All Students | 67 | 64 | 96% |
| 2021-22 | TRION CITY SCHOOLS | TRION MIDDLE SCHOOL | MATH | 8 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | TRION CITY SCHOOLS | TRION MIDDLE SCHOOL | MATH | 8 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | TRION CITY SCHOOLS | TRION MIDDLE SCHOOL | MATH | 8 | Ethnicity: Hispanic | 19 | 17 | 89% |
| 2021-22 | TRION CITY SCHOOLS | TRION MIDDLE SCHOOL | MATH | 8 | Ethnicity: White | 43 | 43 | 100% |
| 2021-22 | TRION CITY SCHOOLS | TRION MIDDLE SCHOOL | MATH | 8 | Gender: Female | | 33 | |
| 2021-22 | TRION CITY SCHOOLS | TRION MIDDLE SCHOOL | MATH | 8 | Gender: Male | | 31 | |
| 2021-22 | BARROW COUNTY SCHOOLS | BARROW ARTS AND SCIENCES ACADEMY | MATH | 8 | English Learners | 0 | | |

GMAP Participation - School/Math

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|----------------------------------|------------------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | CHATTAHOOCHEE COUNTY ED. CTR. | MATH | 3 | English Learners | 0 | | |
| | | | MATH | 4 | English Learners | 0 | | |
| | | | MATH | 4 | Ethnicity: Hispanic | 0 | | |
| | | | MATH | 5 | English Learners | 0 | | |
| | | | MATH | 5 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTAHOOCHEE COUNTY SCHOOLS | CHATTAHOOCHEE COUNTY MIDDLE SCHOOL | MATH | 6 | English Learners | Recacted <15 | Recacted <15 | |
| | | | MATH | 7 | English Learners | Recacted <15 | Recacted <15 | |
| | | | MATH | 8 | English Learners | 0 | | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | LEROY MASSEY ELEMENTARY | MATH | 3 | English Learners | Recacted <15 | Recacted <15 | |
| | | | MATH | 4 | English Learners | Recacted <15 | Recacted <15 | |
| | | | MATH | 5 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | LYERLY ELEMENTARY SCHOOL | MATH | 3 | English Learners | 0 | | |
| | | | MATH | 4 | English Learners | 0 | | |
| | | | MATH | 5 | English Learners | 0 | | |
| | | | MATH | 6 | English Learners | 0 | | |
| | | | MATH | 6 | Ethnicity: African American or Black | 0 | | |
| | | | MATH | 7 | English Learners | Recacted <15 | Recacted <15 | |
| | | | MATH | 7 | Ethnicity: African American or Black | 0 | | |
| | | | MATH | 8 | English Learners | 0 | | |
| | | | MATH | 8 | Ethnicity: Hispanic | 0 | | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | SUMMERVILLE MIDDLE SCHOOL | MATH | 8 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | CHATTOOGA COUNTY SCHOOL DISTRICT | MENLO ELEMENTARY SCHOOL | MATH | 3 | English Learners | 0 | | |
| | | | MATH | 3 | Ethnicity: African American or Black | 0 | | |
| | | | MATH | 3 | Ethnicity: Hispanic | 0 | | |
| | | | MATH | 4 | English Learners | 0 | | |
| | | | MATH | 4 | Ethnicity: African American or Black | 0 | | |
| | | | MATH | 4 | Ethnicity: Hispanic | 0 | | |
| | | | MATH | 5 | English Learners | 0 | | |
| | | | MATH | 5 | Ethnicity: Hispanic | 0 | | |
| | | | MATH | 6 | English Learners | 0 | | |
| | | | MATH | 7 | English Learners | 0 | | |
| | | | MATH | 7 | Ethnicity: Hispanic | 0 | | |
| | | | MATH | 8 | English Learners | 0 | | |
| | | | MATH | 8 | Ethnicity: African American or Black | 0 | | |
| | | | MATH | 8 | Ethnicity: Hispanic | 0 | | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | M. D. ROBERTS MIDDLE SCHOOL | MATH | 6 | English Learners | 16 | | 0% |
| | | | MATH | 7 | English Learners | Recacted <15 | Recacted <15 | |
| | | | MATH | 8 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | CALLAWAY ELEMENTARY SCHOOL | MATH | 3 | English Learners | Recacted <15 | Recacted <15 | |
| | | | MATH | 4 | English Learners | Recacted <15 | Recacted <15 | |

GMAP Participation - School/Math

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-------------------------------|---|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| | | | MATH | 4 | Ethnicity: White | 0 | | |
| | | | MATH | 5 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ELITE SCHOLARS ACADEMY SCHOOL | MATH | 6 | Disability | 0 | | |
| | | | MATH | 6 | English Learners | Recacted <15 | Recacted <15 | |
| | | | MATH | 6 | Ethnicity: White | 0 | | |
| | | | MATH | 7 | English Learners | 0 | | |
| | | | MATH | 7 | Ethnicity: White | 0 | | |
| | | | MATH | 8 | All Students | 98 | | 0% |
| | | | MATH | 8 | Disability | Recacted <15 | Recacted <15 | |
| | | | MATH | 8 | English Learners | 0 | | |
| | | | MATH | 8 | Ethnicity: African American or Black | 60 | | 0% |
| | | | MATH | 8 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| | | | MATH | 8 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MUNDYS MILL MIDDLE SCHOOL | MATH | 8 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MOUNT ZION ELEMENTARY SCHOOL | MATH | 3 | English Learners | 36 | | 0% |
| | | | MATH | 4 | English Learners | 35 | | 0% |
| | | | MATH | 5 | English Learners | 30 | | 0% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | POINTE SOUTH ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: White | 0 | | |
| | | | MATH | 4 | Ethnicity: White | 0 | | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERS EDGE ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: White | 0 | | |
| | | | MATH | 5 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ROBERTA T. SMITH ELEMENTARY SCHOOL | MATH | 4 | English Learners | 18 | | 0% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HARPER ELEMENTARY SCHOOL | MATH | 3 | English Learners | 28 | | 0% |
| | | | MATH | 4 | English Learners | 28 | | 0% |
| | | | MATH | 4 | Ethnicity: White | 0 | | |
| | | | MATH | 5 | English Learners | 24 | | 0% |
| | | | MATH | 5 | Ethnicity: White | 0 | | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MARTIN LUTHER KING- JR. ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: White | 0 | | |
| | | | MATH | 4 | Ethnicity: White | 0 | | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | REX MILL MIDDLE SCHOOL | MATH | 6 | English Learners | 36 | | 0% |
| | | | MATH | 7 | English Learners | 34 | | 0% |
| | | | MATH | 8 | English Learners | 32 | | 0% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | OLIVER ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: White | 0 | | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LAKE RIDGE ELEMENTARY SCHOOL | MATH | 3 | English Learners | 27 | | 0% |
| | | | MATH | 3 | Ethnicity: White | 0 | | |
| | | | MATH | 4 | English Learners | 22 | | 0% |
| | | | MATH | 5 | English Learners | 17 | | 0% |
| | | | MATH | 5 | Ethnicity: White | 0 | | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | JAMES JACKSON ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: White | 0 | | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | UNIDOS DUAL LANGUAGE SCHOOL | MATH | 4 | Ethnicity: White | 0 | | |

GMAP Participation - School/Math

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|-------------------------------|--|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MICHELLE OBAMA STEM ELEMENTARY ACADEMY | MATH | 3 | Ethnicity: White | 0 | | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | KAY R PACE ELEMENTARY SCHOOL OF THE ARTS | MATH | 4 | Ethnicity: White | 0 | | |
| | | | MATH | 5 | English Learners | 0 | | |
| | | | MATH | 5 | Ethnicity: White | 0 | | |
| | | | MATH | 6 | All Students | 36 | | 0% |
| | | | MATH | 6 | Disability | Recacted <15 | Recacted <15 | |
| | | | MATH | 6 | English Learners | Recacted <15 | Recacted <15 | |
| | | | MATH | 6 | Ethnicity: African American or Black | 31 | | 0% |
| | | | MATH | 6 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| | | | MATH | 6 | Ethnicity: White | 0 | | |
| | | | MATH | 7 | All Students | 42 | | 0% |
| | | | MATH | 7 | Disability | Recacted <15 | Recacted <15 | |
| | | | MATH | 7 | English Learners | Recacted <15 | Recacted <15 | |
| | | | MATH | 7 | Ethnicity: African American or Black | 31 | | 0% |
| | | | MATH | 7 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| | | | MATH | 7 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| | | | MATH | 8 | All Students | 41 | | 0% |
| | | | MATH | 8 | Disability | Recacted <15 | Recacted <15 | |
| | | | MATH | 8 | English Learners | Recacted <15 | Recacted <15 | |
| | | | MATH | 8 | Ethnicity: African American or Black | 38 | | 0% |
| | | | MATH | 8 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| | | | MATH | 8 | Ethnicity: White | 0 | | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ANDERSON ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: White | 0 | | |
| | | | MATH | 5 | Ethnicity: White | 0 | | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | NORTHCUTT ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: White | 0 | | |
| | | | MATH | 4 | Ethnicity: White | 0 | | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | TARA ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: White | 0 | | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | ARNOLD ELEMENTARY SCHOOL | MATH | 3 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MORROW ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: White | 0 | | |
| | | | MATH | 5 | Ethnicity: White | 0 | | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERDALE ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: White | 0 | | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | WEST CLAYTON ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: Hispanic | 0 | | |
| | | | MATH | 4 | Ethnicity: White | 0 | | |
| | | | MATH | 5 | Ethnicity: White | 0 | | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | FOUNTAIN ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: White | 0 | | |
| | | | MATH | 4 | Ethnicity: White | 0 | | |
| | | | MATH | 5 | Ethnicity: White | 0 | | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | BABB MIDDLE SCHOOL | MATH | 6 | English Learners | 89 | | 0% |
| | | | MATH | 7 | English Learners | 59 | | 0% |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | NORTH CLAYTON MIDDLE SCHOOL | MATH | 6 | Ethnicity: White | 0 | | |

GMAP Participation - School/Math

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|--------------------------------|-------------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| | | | MATH | 7 | Ethnicity: White | 0 | | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | HAYNIE ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: White | 0 | | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | RIVERDALE MIDDLE SCHOOL | MATH | 6 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | LAKE CITY ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: White | 0 | | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | SUDER ELEMENTARY SCHOOL | MATH | 5 | Ethnicity: White | Recacted <15 | Recacted <15 | |
| 2021-22 | CLAYTON COUNTY PUBLIC SCHOOLS | MCGARRAH ELEMENTARY SCHOOL | MATH | 3 | English Learners | 17 | | 0% |
| | | | MATH | 4 | English Learners | 16 | | 0% |
| | | | MATH | 4 | Ethnicity: White | 0 | | |
| | | | MATH | 5 | English Learners | 21 | | 0% |
| 2021-22 | COLQUITT COUNTY | HAMILTON ELEMENTARY SCHOOL | MATH | 3 | English Learners | 0 | | |
| | | | MATH | 4 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| | | | MATH | 3 | All Students | 32 | | 0% |
| | | | MATH | 3 | Disability | 0 | | |
| | | | MATH | 3 | English Learners | Recacted <15 | Recacted <15 | |
| | | | MATH | 3 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| | | | MATH | 3 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| | | | MATH | 3 | Ethnicity: White | 23 | | 0% |
| | | | MATH | 4 | All Students | 36 | | 0% |
| | | | MATH | 4 | Disability | 0 | | |
| | | | MATH | 4 | English Learners | Recacted <15 | Recacted <15 | |
| | | | MATH | 4 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| | | | MATH | 4 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| | | | MATH | 4 | Ethnicity: White | 24 | | 0% |
| | | | MATH | 5 | All Students | 45 | | 0% |
| | | | MATH | 5 | Disability | Recacted <15 | Recacted <15 | |
| | | | MATH | 5 | English Learners | Recacted <15 | Recacted <15 | |
| | | | MATH | 5 | Ethnicity: African American or Black | Recacted <15 | Recacted <15 | |
| | | | MATH | 5 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| | | | MATH | 5 | Ethnicity: White | 34 | | 0% |
| 2021-22 | FLOYD COUNTY SCHOOLS | MODEL ELEMENTARY SCHOOL | MATH | 4 | English Learners | 0 | | |
| 2021-22 | CALHOUN CITY | ARMUCHEE HIGH SCHOOL | MATH | 8 | English Learners | 0 | | |
| 2021-22 | FLOYD COUNTY SCHOOLS | ARMUCHEE HIGH SCHOOL | MATH | 8 | English Learners | 0 | | |
| 2021-22 | FLOYD COUNTY SCHOOLS | CAVE SPRING ELEMENTARY SCHOOL | MATH | 3 | English Learners | 0 | | |
| | | | MATH | 3 | Ethnicity: African American or Black | 0 | | |
| | | | MATH | 4 | English Learners | 0 | | |
| | | | MATH | 4 | Ethnicity: African American or Black | 0 | | |
| | | | MATH | 4 | Ethnicity: Hispanic | 0 | | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | LANGSTON ROAD ELEMENTARY | MATH | 3 | English Learners | Recacted <15 | Recacted <15 | |
| | | | MATH | 4 | English Learners | Recacted <15 | Recacted <15 | |
| | | | MATH | 5 | English Learners | Recacted <15 | Recacted <15 | |

GMAP Participation - School/Math

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|--------------------------------|-------------------------------|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | NORTHSIDE ELEMENTARY | MATH | 4 | English Learners | 0 | | |
| | | | MATH | 5 | English Learners | 0 | | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | DAVID A PERDUE ELEMENTARY | MATH | 3 | English Learners | Recacted <15 | Recacted <15 | |
| | | | MATH | 5 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | FEAGIN MILL MIDDLE SCHOOL | MATH | 8 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MATTHEW ARTHUR ELEMENTARY | MATH | 4 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | PERRY MIDDLE SCHOOL | MATH | 8 | English Learners | 0 | | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | BONAIRE MIDDLE SCHOOL | MATH | 6 | English Learners | Recacted <15 | Recacted <15 | |
| | | | MATH | 3 | All Students | 116 | | 0% |
| | | | MATH | 3 | Disability | 16 | | 0% |
| | | | MATH | 3 | English Learners | Recacted <15 | Recacted <15 | |
| | | | MATH | 3 | Ethnicity: African American or Black | 62 | | 0% |
| | | | MATH | 3 | Ethnicity: Hispanic | 17 | | 0% |
| | | | MATH | 3 | Ethnicity: White | 29 | | 0% |
| | | | MATH | 4 | All Students | 103 | | 0% |
| | | | MATH | 4 | Disability | Recacted <15 | Recacted <15 | |
| | | | MATH | 4 | English Learners | Recacted <15 | Recacted <15 | |
| | | | MATH | 4 | Ethnicity: African American or Black | 45 | | 0% |
| | | | MATH | 4 | Ethnicity: Hispanic | Recacted <15 | Recacted <15 | |
| | | | MATH | 4 | Ethnicity: White | 32 | | 0% |
| | | | MATH | 5 | All Students | 116 | | 0% |
| | | | MATH | 5 | Disability | 24 | | 0% |
| | | | MATH | 5 | English Learners | Recacted <15 | Recacted <15 | |
| | | | MATH | 5 | Ethnicity: African American or Black | 50 | | 0% |
| | | | MATH | 5 | Ethnicity: Hispanic | 19 | | 0% |
| | | | MATH | 5 | Ethnicity: White | 30 | | 0% |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | BONAIRE ELEMENTARY | MATH | 4 | English Learners | Recacted <15 | Recacted <15 | |
| | | | MATH | 5 | English Learners | 0 | | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | MORNINGSIDE ELEMENTARY | MATH | 3 | English Learners | 0 | | |
| | | | MATH | 4 | English Learners | 0 | | |
| | | | MATH | 5 | English Learners | 0 | | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | TUCKER ELEMENTARY | MATH | 3 | English Learners | 0 | | |
| | | | MATH | 4 | English Learners | 0 | | |
| | | | MATH | 5 | English Learners | 0 | | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | KINGS CHAPEL ELEMENTARY | MATH | 3 | English Learners | 0 | | |
| | | | MATH | 4 | English Learners | 0 | | |
| 2021-22 | HOUSTON COUNTY SCHOOL DISTRICT | SHIRLEY HILLS ELEMENTARY | MATH | 3 | English Learners | 0 | | |
| | | | MATH | 4 | English Learners | 0 | | |
| | | | MATH | 5 | English Learners | 0 | | |
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | GUM SPRINGS ELEMENTARY SCHOOL | MATH | 3 | English Learners | Recacted <15 | Recacted <15 | |

GMAP Participation - School/Math

| SY | District | School | Subject | Grade | Category | Enrollment | Participation | Participation Rate |
|---------|------------------------------|--|---------|-------|--------------------------------------|--------------|---------------|--------------------|
| 2021-22 | JACKSON COUNTY SCHOOL SYSTEM | NORTH JACKSON ELEMENTARY SCHOOL | MATH | 3 | English Learners | Recacted <15 | Recacted <15 | |
| | | | MATH | 4 | English Learners | Recacted <15 | Recacted <15 | |
| | | | MATH | 5 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | JASPER COUNTY (GA) | JASPER COUNTY MIDDLE SCHOOL | MATH | 8 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | OGLETHORPE COUNTY MIDDLE SCHOOL | MATH | 6 | English Learners | Recacted <15 | Recacted <15 | |
| | | | MATH | 7 | English Learners | Recacted <15 | Recacted <15 | |
| | | | MATH | 8 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | OGLETHORPE COUNTY SCHOOLS | OGLETHORPE COUNTY ELEMENTARY SCHOOL | MATH | 3 | English Learners | Recacted <15 | Recacted <15 | |
| | | | MATH | 4 | English Learners | Recacted <15 | Recacted <15 | |
| | | | MATH | 5 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | SEMINOLE COUNTY | SEMINOLE COUNTY MIDDLE/HIGH SCHOOL | MATH | 6 | English Learners | Recacted <15 | Recacted <15 | |
| | | | MATH | 8 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | SEMINOLE COUNTY | SEMINOLE COUNTY ELEMENTARY SCHOOL | MATH | 3 | English Learners | 0 | | |
| | | | MATH | 3 | Ethnicity: Hispanic | 0 | | |
| | | | MATH | 4 | English Learners | Recacted <15 | Recacted <15 | |
| | | | MATH | 5 | English Learners | 0 | | |
| 2021-22 | CALHOUN CITY | CALHOUN MIDDLE SCHOOL | MATH | 7 | English Learners | 35 | | 0% |
| | | | MATH | 8 | English Learners | 47 | | 0% |
| 2021-22 | CALHOUN CITY | CALHOUN ELEMENTARY SCHOOL | MATH | 4 | English Learners | 32 | | 0% |
| 2021-22 | DALTON PUBLIC SCHOOLS | BLUE RIDGE ELEMENTARY | MATH | 3 | Ethnicity: African American or Black | 0 | | |
| 2021-22 | MARIETTA CITY SCHOOLS | MARIETTA CENTER FOR ADVANCED ACADEMICS | MATH | 3 | English Learners | Recacted <15 | Recacted <15 | |
| | | | MATH | 4 | English Learners | Recacted <15 | Recacted <15 | |
| | | | MATH | 5 | English Learners | 0 | | |
| 2021-22 | MARIETTA CITY SCHOOLS | DUNLEITH ELEMENTARY SCHOOL | MATH | 3 | Ethnicity: White | 0 | | |
| 2021-22 | MARIETTA CITY SCHOOLS | PARK STREET ELEMENTARY SCHOOL | MATH | 4 | Ethnicity: White | 0 | | |
| 2021-22 | MARIETTA CITY SCHOOLS | HICKORY HILLS ELEMENTARY SCHOOL | MATH | 5 | Disability | Recacted <15 | Recacted <15 | |
| 2021-22 | MARIETTA CITY SCHOOLS | WEST SIDE ELEMENTARY SCHOOL | MATH | 3 | English Learners | Recacted <15 | Recacted <15 | |
| | | | MATH | 4 | English Learners | Recacted <15 | Recacted <15 | |
| | | | MATH | 5 | English Learners | Recacted <15 | Recacted <15 | |
| 2021-22 | TRION CITY SCHOOLS | TRION MIDDLE SCHOOL | MATH | 6 | Ethnicity: African American or Black | 0 | | |
| | | | MATH | 8 | Ethnicity: African American or Black | 0 | | |

GMAP

Appendix B

| Response ID | Date Submitted | Role | Organization | How and what information on the GMAP innovative pilot program was presented to you? | What is your general feedback or feeling about the GMAP innovative pilot program? |
|--------------------|-----------------------|-------------|---------------------|--|---|
| 1 | 8/25/2021 15:53 | Parent | Dunleith School | MAP and testing and growth for student during the school year and beyond | It is informative and easily comprehend |
| 2 | 8/25/2021 15:55 | Parent | Marietta | What it was and when it would be implemented | I feel like in these times of changes with Covid, we don't need another change with how students are assessed. I like the MAP assessment 3 times a year to see how much learning loss there is over the summer and how much gain they have at the end of each semester. |

| | | | | | |
|---|--------------------|-----------------------------------|-----------------------|--|--|
| 3 | 8/25/2021 16:01 | Parent | Marietta City | The information was presented on zoom. The presenters gave dates for the Map Assessment and the reason for the assessment. | Neutral |
| 4 | 10/4/2021 6:11 | Principal and other school leader | Marietta City | The process to become a member of the consortium, the timeline to create the test and roll out the test, and other updates as they became available. | I'm excited to be a part of the group and to transition to this test. Our school heavily relies on MAP data to drive instruction and know this will be a great piece to add to our data. |
| 5 | 10/4/2021 4:51 | Teacher/educator | Marietta City Schools | Updates and progress | Excited for a new assessment |
| 6 | 10/4/2021 6:55 | Principal and other school leader | Marietta City Schools | Information regarding current plan for implementation, information on field items, etc. | I think it will be helpful in eliminating the amount of testing done on students. |
| 7 | 10/4/2021 6:02 | Principal and other school leader | Marietta City Schools | Through district trainings and webinars | Excited |

| | | | | | |
|----|--------------------|-----------------------------------|-----------------------|--|--|
| 8 | 10/4/2021 7:17 | Principal and other school leader | Marietta City Schools | Our district testing coordinator has been giving us updates on the status of GMAP pilot program and general make-up of the assessment. | I am looking forward to being a part of the pilot program and hope that it lessens the amount of assessment time, so teachers can use the results data to design meaningful instruction plans. |
| 9 | 10/4/2021 5:39 | Teacher/educator | Marietta City | Presented during Test Coordinator Meeting - information regarding pilot program, roll out dates, impact on EOC/EOG | I think it is a great plan. |
| 10 | 10/4/2021 11:06 | Principal and other school leader | Marietta City Schools | Updates on the timeline | Looking forward to it |
| 11 | 10/4/2021 13:37 | Principal and other school leader | | GMAP Timeline Field Test dates | Excited about the 3x year growth model. Should accurately reflect student achievement and growth throughout the |

| | | | | | |
|----|-------------------|-----------------------------------|-----------------------|--|---|
| | | | | | year versus year to year. |
| 12 | 10/5/2021 4:54 | Principal and other school leader | Marietta City Schools | District test coordinator meeting; updates to GMAP | I'm very supportive of moving in this direction |
| 13 | 10/7/2021 8:18 | Principal and other school leader | Marietta City Schools | We received training on GMAP from our District Assessment Coordinator on two occasions. He outlined the implementation timeline, the general format of the assessment, and answered questions from administrators. | We are very encouraged by the prospect of offering our students an assessment program aligned to a growth model. |
| 14 | ##### ## | District Leader | Marietta City Schools | In person meeting on the background and next steps. | I am excited my district is a part of it. |
| 15 | ##### ## | Principal and other school leader | Marietta City Schools | Updates on the implementation and use of GMAP this year and in the coming years | I really like the idea of streamlining and condensing the assessments. I think it allows for more instructional time and to see more progress |

| | | | | | |
|----|-------------------|-----------------------------------|-------------------------------|--|--|
| | | | | | throughout the year. |
| 16 | 1/4/2022 11:50 | Principal and other school leader | Clayton County | The purpose of GMAP Innovative pilot program and the timeline for the assessment | Overwhelmed since the administration is close to GMAS |
| 17 | 1/4/2022 12:42 | Principal and other school leader | Clayton County Public Schools | GMAP innovative pilot program information was present during district school administrator winter reopening meeting. CCPS Lead Assessment Director redelivered the background, format, elements of the assessment, next steps, and outcomes. | Look forward to the implementation and its cohesiveness for student growth outcomes. |
| 18 | 1/4/2022 16:01 | Parent | Clayton County | My children have never taken the GMAP | Not sure |
| 19 | 1/4/2022 16:01 | Parent | Clayton county | Scores and growth | It seems to not be helpful especially because of covid |
| 20 | 1/5/2022 5:59 | Principal and other school leader | Clayton County Public Schools | Through assessments | Good program Concerned about the redundancy of GMAP and the |

| | | | | | |
|----|-------------------|--------|----------------|---|--|
| | | | | | through assessment. |
| 21 | 1/9/2022 10:50 | Parent | Clayton County | None | I didn't hear back from my child's teacher regarding my questions on his GMAP test, so I don't know much about it. |
| 22 | 1/9/2022 10:52 | Parent | CLAYTON COUNTY | I DON'T REMEMBER | I FEEL LIKE THE ASSESSMENT IS TOO HARD FOR KINDERGARTEN |
| 23 | 1/9/2022 14:00 | Parent | | Please start with evaluating teachers at Michelle Obama Stem. I had the poorest experience with the teachers and principal. | More information should be given to parents. Thank you. |
| 24 | 1/9/2022 14:20 | Parent | Clayton county | Nothing | Nothing |
| 25 | 1/9/2022 17:42 | Parent | Clayton | Non | No one give me information about it |
| 26 | 1/10/2022 2:57 | Parent | Ccps | None | Don't feel this testing is beneficial |

| | | | | | |
|----|--------------------|-----------------------------------|-----------------------------------|---|--|
| 27 | 1/14/2022 8:46 | Principal and other school leader | Jasper | I am a K-2nd grade principal. Our testing coordinator shared information about the GMAP that she has received including testing sessions, types of questions, and timelines for all subjects to be implemented. | As a K-2 principal, I just want to review data that gives us the most up to date information in order to meet our students where they are and move them forward. |
| 28 | 1/14/2022 9:22 | District Leader | Jasper | In meeting | I have some concerns. |
| 29 | 1/14/2022 11:04 | Principal and other school leader | Jasper County Charter System | Why it was created, how it has been worked upon, what the timeline of implementation might look like. | I will wait to see implementation before providing feedback. |
| 30 | 1/14/2022 10:22 | Principal and other school leader | Washington Park Elementary School | The information was presented in person regarding the GMAP Field Test Spring 22. Ms. Moore included scheduling, test construction (number of items, untimed, etc.), accommodations, scoring, and timelines. | I like that it's a 2-day test, untimed, and will give feedback that will help guide instruction. |
| 31 | 1/18/2022 8:07 | District Leader | Jasper County Charter System | Information is forwarded through email and presented at Principal and District meetings. | I will be interested to see how the Spring test goes. |

| | | | | | |
|----|--------------------|---|---|--|--|
| 32 | 1/20/2022 13:13 | School Board Member | Jasper co school board | Board meeting (all) pilot program | I like the GMAP innovative program |
| 33 | 1/21/2022 5:37 | School Board Member | District 4 Jasper County Board of Education | A power point slide with testing updates, details on the upcoming tests including grade levels, dates, content, and other specifics regarding the pilot program. | At this point I am curious to see both how the implementatio n and results play out to judge if GMAP is a better alternative to Milestones |
| 34 | 1/25/2022 7:48 | School Board Member | Jasper County | Overview by superintendent | More testing concerns me; I like using MAP as it compares GA with the rest of the nation. |
| 35 | 1/25/2022 16:10 | School Board Member | Jasper | At board meeting, thorough | Excited |
| 36 | 1/27/2022 9:40 | Principal and other school leader | Clayton County Public Schools | We were presented with the overview of the assessment; it's intended purpose to eventually replace GMAS and which areas the students would be assessed in. We also were presented with information about how the assessment is different from the MAP Growth assessment. | I am excited to see what the platform looks like, and I think it is great to have an assessment that measures growth. |

| | | | | | |
|----|-------------------|------------------|----------------------------|---|---|
| 37 | 2/7/2022 9:39 | Teacher/educator | Jasper County Schools | General information about what GMAP consists of | I'm excited about being in the pilot program |
| 38 | 2/7/2022 10:41 | District Leader | Rabun County School System | Listened to a presentation at the Winter GACIS conference | I'm very excited and would love to see GA move in this direction. We use MAP Growth currently and the information it provides is so much more useful than Milestones. |
| 39 | 2/7/2022 10:51 | Teacher/educator | Jasper County | . | . |
| 40 | 2/8/2022 4:29 | Teacher/educator | WPES | Presented during faculty meeting - Discussed the option to assess students using GMAP instead of Ga Milestones and the pilot timeline | I like the idea of using the GMAP as one assessment versus using so many assessments throughout the school year, then having to take the Milestones. |

| | | | | | |
|----|-------------------|------------------|-------------------------------|--|--|
| 41 | 2/8/2022 5:14 | Teacher/educator | JCCS | In person during a meeting. A run through of the program, what it is, when it will be implemented, and how it will be implemented. | I am really excited for this program. I think testing our students for one day on the entire year does not give a good representation of the students. We also will be able to change direction throughout the year if we do not see growth in our students, not just get data at the end of the year. |
| 42 | 2/8/2022 9:05 | Teacher/educator | Jasper County Charter System | Overview | Looks like it will be good. |
| 43 | 2/8/2022 12:36 | Teacher/educator | Jasper | Date of test/ What the test is/ who will take the test/ | It will be nice to be able to give only one Growth test. |
| 44 | 2/9/2022 5:15 | Teacher/educator | Jasper County Charter Schools | What it is and why we are doing it. What it means for students and teachers. What information it will provide | Excited to be part of it |

| | | | | | |
|----|--------------------|------------------|-------------------------------------|---|---|
| 45 | 2/9/2022 6:41 | Teacher/educator | Jasper | We had a speaker join our faculty meeting. She explained more of what the test is, how it is organized, and compared it to other tests we are familiar with. | The presentation was very helpful and informative. I feel more prepared to pilot this test now. |
| 46 | 2/9/2022 10:09 | Teacher/educator | Jasper County Schools | In person presentation with handouts | positive |
| 47 | 2/10/2022 9:27 | Teacher/educator | Jasper County Charter School System | Information on the GMAP was presented with an informational sheet. Link to the Nebraska GMAP site was provided to review. The proposed rollout of GMAP and types of questions on GMAP were presented. | It looks like it will be a good assessment for grade level standards. Will there be any extended response questions added for math? |
| 48 | 2/10/2022 10:51 | Teacher/educator | WPES | A presenter discussed the history of the program and our goals for implementation. | I am hesitant. Waiting to see how it looks in real life usage. |

| | | | | | |
|----|--------------------|-----------------------------------|------------------------------|---|--|
| 49 | 3/14/2022 13:42 | Principal and other school leader | Marietta City Schools | I have attended multiple assessment training and information sessions with our district assessment and accountability director. He has presented via Zoom and in person for clarity in the purpose and process of GMAP as well as trained for the administration of the assessment. | I think we are moving in the right direction; however, the timeline feels so drawn out due to the pandemic. I also worry about the lack of writing and wonder if we will see this as an additional assessment later - much like we had the 5th grade writing assessment in the past. |
| 50 | 4/12/2022 7:00 | Teacher/educator | JCMS | GMAP 2022 Training Presentation for Teachers | It seems organized and similar to what we are accustomed to. |
| 51 | 4/12/2022 7:02 | Teacher/educator | Jasper County Charter system | We were presented a 45 min video on how GMAP works, everyone's roles, and the testing schedule. Very informative | I think it as good testing model |
| 52 | 4/15/2022 6:45 | Teacher/educator | Jasper County | Student video tutorial, test security and manual, item sampler | I believe it will be more beneficial in showing |

| | | | | | |
|----|--------------------|------------------|-------------------------------------|---|--|
| | | | | | student growth and mastery. |
| 53 | 4/13/2022 8:55 | Teacher/educator | Jasper County | I participated in on the CAB for making the pilot | I would like to see the blueprint for the test |
| 54 | 4/17/2022 15:40 | Teacher/educator | Jasper County Charter School System | GMAP: What and Why Overview Management System Accessibility and Accommodations GMAP Procedures GMAP Resources Information was shared in a 45-minute video | It looks fairly easy to maneuver and should reduce our testing |

GMAP

Appendix C

Appendix C
Content and Bias Participation Information

| June 2022 Content and Bias Participant Information | |
|---|-----|
| Participating Districts | |
| Barrow | 17% |
| Calhoun | 4% |
| Clayton | 9% |
| Floyd | 22% |
| GCA | 4% |
| Houston | 13% |
| Jackson | 4% |
| Jasper | 4% |
| Marietta City | 17% |
| Trion | 4% |
| Current Role | |
| Classroom Teacher | 64% |
| Curriculum Specialist | 8% |
| District Administrator | 6% |
| Instructional Coach | 14% |
| Other | 7% |
| Years working in education | |
| 21+ | 22% |
| 11-20 | 40% |
| 1-10 | 39% |

| | |
|---|------|
| Education | |
| Bachelors | 16% |
| Masters | 49% |
| Doctorate | 7% |
| ED Specialist | 28% |
| Exp Teaching ELL students | |
| Yes | 95% |
| No | 5% |
| Exp Teaching Gifted Students | |
| Yes | 77% |
| No | 23% |
| Exp with Economically disadvantaged students | |
| Yes | 92% |
| No | 8% |
| Ethnicity | |
| White | 70% |
| Black or African American | 27% |
| Two or More Races | 2% |
| Prefer not to Answer | 1% |
| Gender | |
| Female | 100% |

GMAP

Appendix D

GMAP Accessibility Supports
 Universal Tools & Accommodations
 2021-2022

Universal Features

Universal tools are available to students participating in the Georgia assessment program to address their individual accessibility needs as they access instructional or assessment content. These supports are either embedded in the online test or provided by a test administrator at the local level during testing (i.e., scratch paper). Universal tools do not affect the construct being measured on the assessment. Please see the Georgia Accessibility manual for more information in the use of these tools.

| Embedded Student Testing Tools/Universal Features Available to All Students | | | |
|--|---|-------------|----------------------|
| Feature | Description | GMAP | GA Milestones |
| 1. Calculator (Simple, Scientific, Graphing) | An embedded basic, scientific, or graphing Calculator is available, depending on the test, grade, and item; tool is available only with the specific items for which the tool would be appropriate. | ✓ | ✓ |
| 2. Clear Responses and Annotations | Removes all marks from the displayed item | ✓ | ✓ |
| 3. Eliminator | The Eliminator is used to as a test-taking strategy to cross out answer choices with the response still visible NOTE: Known as cross-off in GA Milestones | ✓ | ✓ |
| 4. Guideline | This tool helps students focus attention on specific lines of text. Guideline is used to visually track the test-takers place while reading | ✓ | ✓ |
| 5. Highlighter | This tool allows a student to highlight text; once selected, the Highlight menu appears. Highlights can be erased by selecting highlighted text and clicking Erase Highlights | ✓ | ✓ |
| 6. Keyboard navigation | The student is able to navigate throughout test content by using a keyboard, e.g., arrow keys. This feature may differ depending on the device | ✓ | ✓ |

GMAP Accessibility Supports
 Universal Tools & Accommodations
 2021-2022

| Embedded Student Testing Tools/Universal Features Available to All Students | | | |
|--|---|---|---|
| Feature | Description | | |
| 7. Magnify | Test-takers can zoom entire interface as needed, includes content of test as well as user interface | ✓ | ✓ |
| 8. Notepad (item and test level) | Notepad is used as a test-taking strategy to take notes on at an item level. The student uses this feature as virtual scratch paper to make notes or record responses. | ✓ | ✓ |
| 9. Protractor | Protractor is used to measure angles within an item image. Depends on test, grade, and item; tool is available only with the specific items for which the tool would be appropriate. | ✓ | ✓ |
| 10. Reference Sheets | Displays conversion tables, formulas, periodic tables, etc. as aids to the test taker in mathematics | ✓ | ✓ |
| 11. Rulers | Customary Ruler and Metric Ruler are used to measure images within an item. Depends on test, grade, and item; tool is available only with the specific items for which the tool would be appropriate. | ✓ | ✓ |

| Non-Embedded Universal Features Available to All Students | | | |
|--|---|-------------|----------------------|
| Feature | Description | GMAP | GA Milestones |
| 12. Scratch paper (plain or graph) | The student uses blank scratch paper, blank graph paper, or an individual erasable whiteboard to make notes or record responses. All scratch paper must be collected and securely destroyed at the end of each test domain to maintain test security. | ✓ | ✓ |

Accommodations Available with an IEP or 504 Plan

Accommodations are changes in the administration of an assessment in terms of how the student takes or responds to the assessment. Broad categories of accommodations include presentation, response, setting, and scheduling. Accommodations do not change the construct intended

GMAP Accessibility Supports
 Universal Tools & Accommodations
 2021-2022

to be measured by the assessment or the meaning of the resulting scores. Accommodations are designed to provide equity, not advantage or reduce learning expectations, for students with disabilities.

In Georgia, three groups of students are eligible for accommodations – students with an Individualized Education Program (IEP), students with an Individual Accommodation Plan (IAP), also known as a Section 504 plan, and English Learners (EL) with a Test Participation Plan (EL/TPC). Please see the Georgia Accessibility Manual for more information on the implementation of accommodations in Georgia assessment administrations.

S = Standard; C = Conditional

GMAP Through-year Field Test Allowable Accommodations for IEP or 504

| Accommodation | Type | Coding Required in Online Platform | Must be ordered separately | GMAP | GA Milestones |
|--|------|------------------------------------|----------------------------|------|---------------|
| Setting Accommodation | | | | | |
| 1. Preferential seating | S | | | ✓ | ✓ |
| 2. Special education classroom | S | | | ✓ | ✓ |
| 3. Small group | S | | | ✓ | ✓ |
| 4. Individual administration | S | | | ✓ | ✓ |
| 5. Individual or study carrel | S | | | ✓ | ✓ |
| 6. Adaptive furniture (e.g. slant board) | S | | | ✓ | ✓ |
| 7. Sound field adaptations | S | | | ✓ | ✓ |

GMAP Accessibility Supports
 Universal Tools & Accommodations
 2021-2022

| Accommodation | Type | Coding Required in Online Platform | Must be ordered separately | GMAP | GA Milestones |
|---|------|---|----------------------------------|------|------------------|
| 8. Special or adapted lighting | S | | | ✓ | ✓ |
| Presentation Accommodations | | | | | |
| 9. Test Examiner familiar to student | S | | | ✓ | ✓ |
| 10. Sign Language/Sign the directions An educational sign language interpreter signs the test directions to the student. | S | ✓ | | ✓ | ✓ |
| 11. Sign Language/Sign test questions An educational sign language interpreter signs the test items to the student. | S | ✓ | | ✓ | ✓ |
| 12. Sign Language/Sign ELA passages – See guidelines An educational sign language interpreter signs the ELA passages. | C | ✓ | | ✓ | ✓ |

GMAP Accessibility Supports
 Universal Tools & Accommodations
 2021-2022

| Accommodation | Type | Coding Required in Online Platform | Must be ordered separately | GMAP | GA Milestones |
|---|------|------------------------------------|----------------------------|----------------------------|---------------|
| <p>13. Text to Speech (TT-S)</p> <p>Primary: Allows students to start, stop, or replay computer audio of the test associated with the content on the screen for all content areas. Oral reading of test questions in English – See guidelines</p> <p>Text-to-Speech does NOT read the passages associated with ELA reading items. Items that test writing skills and look like longer passages may be read aloud. Typically, passages that may not be read aloud are on left side of split screen.</p> <p>For English language arts, math, and science test</p> <ul style="list-style-type: none"> •Questions •Answer choices •Directions <p>Secondary: Oral reading in English, screen-reading software/applications – See guidelines and requirements. The student will have those parts of the test that have audio support read by a qualified human reader in English</p> | S | √ | | ✓ | ✓ |
| <p>14. Text to Speech (TTS-C)</p> <p>Preferred method: Allows students to start, stop, or replay computer audio of the test associated with the content on the screen for all content areas. Oral reading of ELA passages in English, screen-reading software/applications – See guidelines and requirements</p> <p>Secondary method: Oral reading of ELA passages in English, screen-reading software/applications - See guidelines and requirements. The student will have those parts of the test that have audio support in the computer-based version read by a qualified human reader in English</p> | C | √ | | Will start in Fall of 2022 | ✓ |

GMAP Accessibility Supports
 Universal Tools & Accommodations
 2021-2022

| Accommodation | Type | Coding Required in Online Platform | Must be ordered separately | GMAP | GA Milestones |
|--|------|------------------------------------|----------------------------|------------------------------|---------------|
| 15. Enlarged font (Large print test booklet) A large print form of the test that is provided to the student with a visual impairment (paper/pencil form available due to the student’s documented disability preventing access to a computer) NOTE: Not available for Spring 2022, planned for beginning Winter 2022 | S | √ | √ | Will start in Winter of 2022 | ✓ |
| 16. Braille form (Braille test booklet) A raised-dot code that individuals read with the fingertips. Graphic material (e.g., maps, charts, graphs, diagrams, illustrations) is presented in a raised format (paper or thermoform). Contracted braille (Unified English Braille - UEB) is available. Nemeth code is available for math. (paper/pencil form) NOTE: Not available for Spring 2022, planned for beginning Winter 2022 | S | √ | √ | Will start in Winter of 2022 | ✓ |
| 17. Blank, graphic organizers | S | | | ✓ | ✓ |
| 18. Color overlays, high or low contrast or embedded | S | √ | | Will start in Fall of 2022 | ✓ |
| 19. Low Vision Devices Handheld (electronic or non-electronic) or video magnifiers; includes computer magnification (e.g. CCTV, other magnifying equipment) | S | | | ✓ | ✓ |
| 20. Audio amplification The student uses noise buffers to minimize distraction or filter external noise during testing. | S | | | ✓ | ✓ |

GMAP Accessibility Supports
 Universal Tools & Accommodations
 2021-2022

| Accommodation | Type | Coding Required in Online Platform | Must be ordered separately | GMAP | GA Milestones |
|---|------|---|----------------------------------|------|------------------|
| Response Accommodations | | | | | |
| 21. Assistive technology The student is able to use assistive technology, which includes such supports as alternative keyboards, mice, joystick, or other communications device with grammar and spell checks disabled; Internet disabled. | S | | | ✓ | ✓ |
| 22. Student identifies answer through alternate means Student uses communication method, pointing or other mode of communication, to communicate answers. Test administrator may need to record answers. (e.g. points, eye gaze, tap, finger pointing) | S | | | ✓ | ✓ |
| 23. Scribe; student responds in English – See guidelines | S | ✓ | | ✓ | ✓ |
| 24. Braille writer or note-taker A blind student uses a braille writer or note-taker with the grammar checker, internet, and file-storing functions turned off | S | ✓ | | ✓ | ✓ |
| 25. Abacus This accommodation is for students with visual impairments who need additional supports for math | S | | | ✓ | ✓ |
| 26. Basic function calculator or adapted basic calculate (embedded)– see Guidelines This accommodation is for students who need additional supports for math (e.g. Braille or talking calculator) *Embedded a difference from GA Milestones See Guidelines in the GA Accessibility and Accommodations Manual (same as GA Milestones) | C | ✓ | | ✓ | ✓ |

GMAP Accessibility Supports
 Universal Tools & Accommodations
 2021-2022


| Accommodation | Type | Coding Required in Online Platform | Must be ordered separately | GMAP | GA Milestones |
|--|------|---|----------------------------------|------|------------------|
| 27. Adapted writing tools (e.g. pencil grips, large diameter pencil) | S | | | ✓ | ✓ |
| 28. Adapted paper (lined paper, raised line, bold line or large graphing paper) | S | | | ✓ | ✓ |
| Scheduling Accommodations | | | | | |
| 29. Frequent monitored breaks Breaks may be given. The times are determined at the local district level. | S | | | ✓ | ✓ |
| 30. Optimal time of day for testing The number of items per session and at what time taken can be flexibly defined based on the student's need. | S | | | ✓ | ✓ |
| 31. Extended time (GMAP version) – additional time needed beyond 2 days or beyond 2 sittings to complete testing <i>*Different from GA Milestones</i> | S | ✓ | | ✓ | |

GMAP Accessibility Supports
 Universal Tools & Accommodations
 2021-2022

GMAP Through-year Field Test Accommodations Allowable with EL/TPC

| Accommodation | Most likely to benefit EL students at this ELP Level | | | GMAP | GA Milestones |
|--|---|--|-----------------------|------|------------------|
| | ELP Levels 1.0-2.9 | ELP Levels 3.0-3.9 | ELP Levels 4.0-5.9 | | |
| Setting Accommodations | | | | | |
| 1. ESOL classroom | ✓ | ✓ | | ✓ | ✓ |
| 2. Small group | ✓ | ✓ | | ✓ | ✓ |
| 3. Preferential seating | ✓ | ✓ | | ✓ | ✓ |
| 4. Individual or study carrel | ✓ | | | ✓ | ✓ |
| 5. Individual administration | ✓ | | | ✓ | ✓ |
| Presentation Accommodations | | | | | |
| 6. Text to Speech (TT-S) Primary: Allows students to start, stop, or replay computer audio of the test associated with the content on the screen for all content areas. Oral reading of test questions in English – See guidelines Text-to-Speech does NOT read the passages associated with ELA reading items. Items that test writing skills and look like longer passages may be read aloud. Typically, passages that may not be read aloud are on left side of split screen. For English language arts, math, and science test | ✓ | (case by case for students in the low 3.0's) | | ✓ | ✓ |

GMAP Accessibility Supports
 Universal Tools & Accommodations
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| Accommodation | Most likely to benefit EL students at this ELP Level | | | GMAP | GA Milestones |
|---|---|-----------------------|-------------------------------|---|------------------|
| | ELP Levels 1.0-2.9 | ELP Levels 3.0-3.9 | ELP Levels 4.0-5.9 | | |
| <ul style="list-style-type: none"> •Questions •Answer choices •Directions <p>Secondary: Oral reading in English, screen-reading software/applications – See guidelines and requirements. The student will have those parts of the test that have audio support read by a qualified human reader in English</p> | | | | | |
| <p>7. Text to Speech (TTS-C)</p> <p>Preferred method: Allows students to start, stop, or replay computer audio of the test associated with the content on the screen for all content areas. Oral reading of ELA passages in English, screen-reading software/applications – See guidelines and requirements</p> <p>Secondary method: Oral reading of ELA passages in English, screen-reading software/applications - See guidelines and requirements. The student will have those parts of the test that have audio support in the computer-based version read by a qualified human reader in English Oral reading of ELA passages in English only*</p> | Reading Proficiency < 2.0 AND Listening Proficiency > 3.0 | | Will start in Fall of 2022 |  | |

GMAP Accessibility Supports
 Universal Tools & Accommodations
 2021-2022

| Accommodation | Most likely to benefit EL students at this ELP Level | | | GMAP | GA Milestones |
|--|---|------------|------------|------|------------------|
| | ELP Levels 1.0-2.9 | ELP Levels | ELP Levels | | |
| Response Accommodations | | | | | |
| | | ✓ | ✓ | ✓ | ✓ |
| Scheduling Accommodations | | | | | |
| 9. Frequent monitored breaks | ✓ | ✓ | | ✓ | ✓ |
| 10. Extended time – additional time needed beyond 2 days or beyond 2 sittings to complete testing <i>*Difference from GA Milestones</i> | ✓ | ✓ | ✓ | ✓ | ✓ |

*Restricted to eligible EL students only; see guidance for eligibility. For oral reading, screen reader is the preferred method of administration. Where a human reader delivers the accommodation, examiners must adhere to directions provided in the Read-Aloud Guidelines.

**EL student must be literate in 1st language enough to use the dictionary effectively; Extended time must be provided in conjunction with this accommodation.

GMAP Organizational Hierarchy Data Dictionary Spring 2022

| Row | Column | Element Name | Length | Element Type | Required | Element Definition |
|-----|--------|-------------------------------------|--------|--------------|----------|--|
| 1 | A | District MAP Agency Code | 20 | Numeric | No | NWEA internal use only. Please do not include data in this column. |
| 2 | B | District Inst Key | 20 | Numeric | No | NWEA internal use only. Please do not include data in this column. |
| 3 | C | Current MAP Partner? Y/N | 1 | Alphanumeric | No | NWEA internal use only. Please do not include data in this column. |
| 4 | D | State | 100 | Alpha | Yes | Full state name where the primary and secondary schools are located. Must be Georgia (not abbreviation). |
| 5 | E | School Name | 100 | Alphanumeric | Yes | The name of an organization that provides instruction for children or people under college age with the direction of teachers. |
| 6 | F | School Code | 11 | Alphanumeric | Yes | A 4-digit numeric code assigned to a local education agency by a school system, a state, or other agency or entity. Because GA school codes are not unique, this field should consist of the 3-digit district code followed by the 4 digit school code, e.g., 405-3017. |
| 7 | G | School Federal ID (NCES) | 100 | Alphanumeric | No | A unique number or alphanumeric code assigned to a local education agency by a school system, a state, or other agency or entity by the National Center for Education Statistics (NCES). |
| 8 | H | School Shipping Contact Name | 100 | Alphanumeric | Yes | The assigned individual responsible for handling mail related to their school. |
| 9 | I | School Shipping Address | 100 | Alphanumeric | Yes | The street number and street name or post office box number of a school shipping address. |
| 10 | J | School Shipping Address 2 | 100 | Alphanumeric | No | Additional information related to the school shipping address. |
| 11 | K | School Shipping City | 100 | Alphanumeric | Yes | The name of the city in which the school shipping address is located. |
| 12 | L | School Shipping State | 100 | Alphanumeric | Yes | The abbreviation for the state (within the United States) or outlying area in which the school shipping address is located. |
| 13 | M | School Shipping Zip | 100 | Alphanumeric | Yes | A number that identifies each postal delivery area in the United States used as a portion of a school shipping address. |
| 14 | N | School Phone Number | 100 | Alphanumeric | Yes | The telephone number including the area code, and extension, if applicable. |
| 15 | O | Testing Location | 1 | Alphanumeric | No | This location is the location at which a student enrolled in other schools may test (within district, unless in Testing Location Region and District. This field identifies if this building is a program-wide testing location and will make the building available for any district to select as a testing location. |
| 16 | P | School Type 1 | 100 | Alphanumeric | No | State determined list of school types. |
| 17 | Q | School Type 2 | 100 | Alphanumeric | No | State determined list of school types. |
| 18 | R | Public School (Y/N) | 1 | Alpha | No | This school is a public school. |
| 19 | S | Charter Campus (Y/N) (Charter Type) | 1 | Alpha | No | This school is a charter school. |
| 20 | T | District Name | 100 | Alphanumeric | Yes | The name of an organization that operates local public primary and secondary schools. |
| 21 | U | Abbreviated District Custom Name | 30 | Alphanumeric | No | The shortened name of an organization that operates local public primary and secondary schools. |
| 22 | V | District Code | 7 | Numeric | Yes | A unique 3-digit numeric code assigned to an organization that operates local public primary and secondary schools. |
| 23 | W | District Federal ID (NCES) | 100 | Alphanumeric | No | A unique number or alphanumeric code assigned to an organization that operates local public primary or secondary school by the National Center for Educational Statistics (NCES). |
| 24 | X | District Status | 8 | Alpha | No | The current status of the indicated District entity (Active, Inactive) - Used to indicate whether or not a district has left the program |
| 25 | Y | District Shipping Contact Name | 100 | Alphanumeric | Yes | The assigned individual responsible for handling mail related to their district. |
| 26 | Z | District Shipping Address | 100 | Alphanumeric | Yes | The street number and street name or post office box number of a district shipping address. |

GMAP Organizational Hierarchy Data Dictionary Spring 2022

| Row | Column | Element Name | Length | Element Type | Required | Element Definition |
|-----|--------|---------------------------------|--------|--------------|----------|---|
| 27 | AA | District Shipping Address 2 | 100 | Alphanumeric | No | Additional information related to the district shipping address. |
| 28 | AB | District Shipping City | 100 | Alphanumeric | Yes | The name of the city in which the district shipping address is located. |
| 29 | AD | District Shipping State | 100 | Alphanumeric | Yes | The abbreviation for the state (within the United States) or outlying area in which the district shipping address is located. |
| 30 | AE | District Shipping Zip | 100 | Alphanumeric | Yes | A number that identifies each postal delivery area in the United States used as a portion of an district shipping address. |
| 31 | AF | District Time Zone | 100 | Alphanumeric | No | Not used |
| 32 | AG | District Phone Number | 100 | Alphanumeric | Yes | The telephone number including the area code, and extension, if applicable, for the district. |
| 33 | AH | District Type | 100 | Alphanumeric | No | State determined list of district types, which can include Private, Public, Charter, etc. |
| 34 | AI | District Educator ID | 100 | Alphanumeric | No | A unique number or alphanumeric code assigned to a district staff member by a school, school system, a state, registry, or other agency or entity. Used to create District Assessment Coordinator user account. |
| 35 | AJ | District Educator Last Name | 65 | Alphanumeric | Yes | The full legal last name borne in common by members of a family. Used to create District Assessment Coordinator user account. |
| 36 | AK | District Educator First Name | 65 | Alphanumeric | Yes | The full legal first name given to a person at birth, baptism, or through legal change. Used to create District Assessment Coordinator user account. |
| 37 | AL | District Educator Middle Name | 20 | Alphanumeric | No | A full legal middle name given to a person at birth, baptism, or through legal change. Used to create District Assessment Coordinator user account. |
| 38 | AM | District Educator Email Address | 253 | Alphanumeric | Yes | A unique identifier for an email account linked to the District Educator. Used to create District Assessment Coordinator user account. |
| 39 | AN | RESA Name | 100 | Alphanumeric | No | The name of an organization that operates local public primary and secondary schools. |
| 40 | AO | RESA Code | 4 | Alphanumeric | Yes | <p>RESA Codes Mapping:</p> <ul style="list-style-type: none"> R-01: Central Savannah River RESA R-02: Chattahoochee-Flint RESA R-03: Coastal Plains RESA R-04: First District RESA R-05: Griffin RESA R-06: Heart of Georgia RESA R-07: Metro RESA R-08: Middle Georgia RESA R-09: North Georgia RESA R-10: Northeast Georgia RESA R-11: Northwest Georgia RESA R-12: Oconee RESA R-13: Okefenokee RESA R-14: Pioneer RESA R-15: Southwest Georgia RESA R-16: West Georgia RESA |
| 41 | AP | RESA Status | 8 | Alphanumeric | No | The current status of the indicated Region entity. (Active, Inactive) |
| 42 | AQ | RESA Shipping Address | 100 | Alphanumeric | No | The street number and street name or post office box number of a district shipping address. |

GMAP Organizational Hierarchy Data Dictionary Spring 2022

| Row | Column | Element Name | Length | Element Type | Required | Element Definition |
|-----|--------|-------------------------|--------|--------------|----------|---|
| 43 | AR | RESA Shipping Address 2 | 100 | Alphanumeric | No | Additional information related to the district shipping address. |
| 44 | AS | RESA Shipping City | 100 | Alphanumeric | No | The name of the city in which the district shipping address is located. |
| 45 | AT | RESA Shipping State | 100 | Alphanumeric | No | The abbreviation for the state (within the United States) or outlying area in which the district shipping address is located. |
| 46 | AU | RESA Shipping Zip | 100 | Alphanumeric | No | A number that identifies each postal delivery area in the United States used as a portion of an district shipping address. |

GMAP State Student Roster Format Spring 2022

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| Row | Column | Element Name | Length | Element Type | Required | Element Definition | Valid Values/Rules |
|-----|--------|----------------------------------|--------|--------------|----------|--|--|
| 1 | A | School Year | 4 | Numeric | Yes | The year for a reported school session. | Completion year of the related school year in the format YYYY. (i.e. 2017-18 School Year = 2018) |
| 2 | B | Test Administration Code | 65 | Alphanumeric | Yes | The number or alphanumeric code assigned to the assessment administration. | Administration Code restricts usage of the following characters: () < > [] { } = " ! # \$ % & * ~ + . : ; @ \ ^ ? , ' ` For Spring administration, code is GMT0422F00: GM for Partner, T for Through-Year, 04 for April, 22 for year, F for Field Test, and digits for versions as needed. |
| 3 | C | GTID | 10 | Alphanumeric | Yes | A unique number or alphanumeric code assigned to a student by a state, or other agency or entity. | GTID restricts the usage of the special leading character - (with the option of allowing this character through configuration). The first digit cannot equal 0 (zero) and cannot contain any of the following special characters: () < > [] { } = " ! # \$ % & * ~ + . : ; @ \ ^ ? , ' ` |
| 4 | D | Local Student ID | 100 | Alphanumeric | No | A number or alphanumeric code assigned to a student by a school or school system. Some numbers may be duplicated. | Local Student ID restricts the usage of the special leading character - (with the option of allowing this character through configuration). May have a leading 0 (zero). Cannot contain any of the following special characters: () < > [] { } = " ! # \$ % & * ~ + . : ; @ \ ^ ? , ' ` |
| 5 | E | Student Last Name | 65 | Alpha | Yes | The full legal last name borne in common by members of a family. | Student Last Name restricts the usage of special leading characters " - and cannot contain any of the following special characters: < > [] { } = ! \$ % & * ~ + . : ; @ \ ^ ? , ' ` |
| 6 | F | Student First Name | 65 | Alpha | Yes | The full legal first name given to a person at birth, baptism, or through legal change. | Student First Name restricts the usage of special leading characters " - and cannot contain any of the following special characters: < > [] { } = ! \$ % & * ~ + . : ; @ \ ^ ? , ' ` |
| 7 | G | Student Middle Name | 20 | Alpha | No | A full legal middle name (or initial) given to a person at birth, baptism, or through legal change. | Student Middle Name restricts the usage of special leading characters " - and cannot contain any of the following special characters: < > [] { } = " ! # \$ % & * ~ + . : ; @ \ ^ ? , ' ` |
| 8 | H | Student Date of Birth | 10 | Date | Yes | The year, month and day on which a person was born. | Dates must conform to the format M/D/YYYY or MM/DD/YYYY. |
| 9 | I | Student Gender | 1 | Alpha | Yes | The concept describing the biological traits that distinguish the males and females of a species. | Gender must be M (Male) or F (Female). |
| 10 | J | Student Grade | 2 | Numeric | Yes | The grade or level at which the learner is to be assessed. | Student grade must be a valid testing grade for NSCAS Growth. Values should be provided without a leading 0 (zero) e.g. 3 vs 03. |
| 11 | K | Hispanic or Latino | 1 | Alpha | Yes | An indication that the person traces his or her origin or descent to Mexico, Puerto Rico, Cuba, Central and South America, and other Spanish cultures, regardless of race. | Race Type indicators must be H or N. |
| 12 | L | American Indian or Alaska Native | 1 | Alpha | Yes | A person having origins in any of the original peoples of North and South America (including Central America), and who maintains cultural identification through tribal affiliation or community attachment. | Race Type indicators must be I or N. |
| 13 | M | Asian | 1 | Alpha | Yes | A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent. This area includes, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the | Race Type indicators must be A or N. |

: Section

GMAP State Student Roster Format Spring 2022

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| | Row | Column | Element Name | Length | Element Type | Required | Element Definition | Valid Values/Rules |
|-----------------|-----|--------|---|---------|--------------|--|--|---|
| Student Profile | 14 | N | Black or African American | 1 | Alpha | Yes | A person having origins in any of the black racial groups of Africa. | Race Type indicators must be B or N. |
| | 15 | O | White | 1 | Alpha | Yes | A person having origins in any of the original peoples of Europe, Middle East, or North Africa. | Race Type indicators must be W or N. |
| | 16 | P | Native Hawaiian or Other Pacific Islander | 1 | Alpha | Yes | A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands. | Race Type indicators must be P or N. |
| | 17 | Q | Economic Disadvantage | 1 | Alpha | No | Filler | Economic Disadvantage indicator must be Y or N. |
| | 18 | R | Student with Disabilities Flag | 1 | Numeric | Yes | Flag indicating a disability | 0=Not indicated 1=Indicated |
| | 19 | S | SRC_01 | 1 | Numeric | No | SRC Code 01: Visual Impairment or Blind - Resolved (For Reporting) | 0 = SRC Not Indicated, 1 = SRC Indicated |
| | 20 | T | SRC_02 | 1 | Numeric | No | SRC Code 02: Deaf or Hard of Hearing - Resolved (For Reporting) | 0 = SRC Not Indicated, 1 = SRC Indicated |
| | 21 | U | SRC_03 | 1 | Numeric | No | SRC Code 03: Deaf and Blind- Resolved (For Reporting) | 0 = SRC Not Indicated, 1 = SRC Indicated |
| | 22 | V | SRC_04 | 1 | Numeric | No | SRC Code 04: Specific Learning Disabilities - Resolved (For Reporting) | 0 = SRC Not Indicated, 1 = SRC Indicated |
| | 23 | W | SRC_05 | 1 | Numeric | No | SRC Code 05: Mild Intellectual Disabilities - Resolved (For Reporting) | 0 = SRC Not Indicated, 1 = SRC Indicated |
| | 24 | X | SRC_06 | 1 | Numeric | No | SRC Code 06: Traumatic Brain Injury - Resolved (For Reporting) | 0 = SRC Not Indicated, 1 = SRC Indicated |
| | 25 | Y | SRC_07 | 1 | Numeric | No | SRC Code 07: Moderate/Severe/Profound Intellectual Disabilities - Resolved (For Reporting) | 0 = SRC Not Indicated, 1 = SRC Indicated |
| | 26 | Z | SRC_08 | 1 | Numeric | No | SRC Code 08: Autism - Resolved (For Reporting) | 0 = SRC Not Indicated, 1 = SRC Indicated |
| | 27 | AA | SRC_09 | 1 | Numeric | No | SRC Code 09: Orthopedic Impairments - Resolved (For Reporting) | 0 = SRC Not Indicated, 1 = SRC Indicated |
| | 28 | AB | SRC_10 | 1 | Numeric | No | SRC Code 10: Speech-Language Impairments - Resolved (For Reporting) | 0 = SRC Not Indicated, 1 = SRC Indicated |
| | 29 | AC | SRC_11 | 1 | Numeric | No | SRC Code 11: Emotional and Behavioral Disorders - Resolved (For Reporting) | 0 = SRC Not Indicated, 1 = SRC Indicated |
| | 30 | AD | SRC_12 | 1 | Numeric | No | SRC Code 12: Other Health Impairments - Resolved (For Reporting) | 0 = SRC Not Indicated, 1 = SRC Indicated |
| | 31 | AE | SRC_13 | 1 | Numeric | No | SRC Code 13: English Learner - Resolved (For Reporting) | 0 = SRC Not Indicated, 1 = SRC Indicated |
| 32 | AF | SRC_14 | 1 | Numeric | No | SRC Code 14: Section 504 Accommodations - Resolved (For Reporting) | 0 = SRC Not Indicated, 1 = SRC Indicated | |
| 33 | AG | SRC_15 | 1 | Numeric | No | SRC Code 15: Significant Developmental Delay - K-8 only Resolved (For Reporting) | 0 = SRC Not Indicated, 1 = SRC Indicated | |
| 34 | AH | SRC_16 | 1 | Numeric | No | Filler | 0 = SRC Not Indicated, 1 = SRC Indicated | |
| 35 | AI | SRC_17 | 1 | Numeric | No | Filler | 0 = SRC Not Indicated, 1 = SRC Indicated | |
| 36 | AJ | SRC_18 | 1 | Numeric | No | SRC Code 18: Migrant Certified - Resolved (For Reporting) | 0 = SRC Not Indicated, 1 = SRC Indicated | |

GMAP State Student Roster Format Spring 2022

(File must be saved as CSV UTF-8)

| Row | Column | Element Name | Length | Element Type | Required | Element Definition | Valid Values/Rules |
|-----|--------|------------------------------------|--------|--------------|----------|---|---|
| 37 | AK | SRC_19 | 1 | Numeric | No | SRC Code 19: English Learner - Monitored - Resolved (For Reporting) | 0 = SRC Not Indicated, 1 = SRC Indicated |
| 38 | AL | SRC_20 | 1 | Numeric | No | Filler | 0 = SRC Not Indicated, 1 = SRC Indicated |
| 39 | AM | Content Area Academic Subject Code | 4 | Alpha | Yes | The code which represents the academic content or subject area (e.g., mathematics, English language arts) being evaluated. | Content Area Academic Subject Code must be ELA (English Language Arts) or MATH (Mathematics). |
| 40 | AN | Conditional Administration | 1 | Numeric | Yes | Tracks if the assessment was a conditional administration (conditional non-embedded accommodation could be oral reading of the reading passages, calculator for grades 3-5, or an approved special accommodation). | 0=No; 1=Yes |
| 41 | AO | Accommodation Allowed - IEP | 1 | Numeric | No | The reason for allowing the accommodation is that student has an IEP. | 0=No; 1=Yes |
| 42 | AP | Accommodation Allowed - EL/TCP | 1 | Numeric | No | The reason for allowing the accommodation is that student is an English Learner. | 0=No; 1=Yes |
| 43 | AQ | Accommodation Allowed - 504 | 1 | Numeric | No | The reason for allowing the accommodation is that student has a 504. | 0=No; 1=Yes |
| 44 | AR | Basic Calculator | 1 | Numeric | Yes | Embedded accommodation. Applies a basic calculator to mathematics assessments for students in grades 3-5. | 0=No; 1=Yes |
| 45 | AS | Text to Speech | 1 | Numeric | Yes | Embedded accommodation. Allows students to hear generated audio of directions, content, and test items. ELA passages may not be read aloud. Items that test writing skills and look like longer passages may be read aloud. Typically, passages that may not be read aloud are on left side of split screen. | 0=No; 1=Yes |
| 46 | AT | Color Overlay | 1 | Numeric | Yes | Embedded accommodation. The ability to turn on/off the color choice functions in the testing platform. | 0=No; 1=Yes |
| 47 | AU | Braille | 1 | Numeric | Yes | Embedded accommodation. The student requires printed Braille test forms for the assessment. | 0=No; 1=Yes |
| 48 | AV | Large Print | 1 | Numeric | Yes | Embedded accommodation. The student requires printed Large Print test forms for the assessment. | 0=No; 1=Yes |
| 49 | AW | Paper Pencil | 1 | Numeric | Yes | Embedded accommodation. The student requires printed test forms for the assessment. | 0=No; 1=Yes |
| 50 | AX | Presentation Accommodation | 1 | Numeric | Yes | Non-embedded accommodation. The use of sign language from a sign language interpreter to sign the directions, test questions, or ELA passages. Also includes the use of blank graphic organizers, low vision devices (e.g. magnifying equipment), or audio amplification buffers (e.g. noise-cancelling headphones) | 0=No; 1=Yes |

GMAP State Student Roster Format Spring 2022

(File must be saved as CSV UTF-8)

| | Row | Column | Element Name | Length | Element Type | Required | Element Definition | Valid Values/Rules |
|---------------------------|-----|--------|---------------------------------|--------|--------------|----------|--|--|
| Test Registration Section | 51 | AY | Response Accommodation | 1 | Numeric | Yes | Non-embedded accommodation. Includes the use of assistive technology (mice, joysticks, alternative keyboards) and other methods of supported communication. A test administrator may need to record answers from student prompts such as finger-pointing or tapping, eye gaze, etc. A student may also use voice commands to relay test answers for a scribe, or a braille writer/note-taker (with all other file functions turned off). Includes adapted writing tools (e.g. pencil grips, large diameter pencils) and adapted paper (e.g. lined paper, raised line, bold line, or large graphic paper). Includes the use of an abacus for students with visual impairments. Also includes the use of a word-to-word dictionary for EL students only. | 0=No; 1=Yes |
| | 52 | AZ | Scheduling Accommodation | 1 | Numeric | Yes | Non-embedded accommodation. Includes frequent monitored breaks, flexible times of day for scheduling, and scheduling extended or multiple sessions. | 0=No; 1=Yes |
| | 53 | BA | Setting Accommodation | 1 | Numeric | Yes | Non-embedded accommodation. Includes preferential seating, the use of a special education or ESOL classroom, small group setting, individual administration of the test, the use of an individual or study carrel, the use of adaptive furniture (e.g., slant board, the use of sound field adaptations, or the use of special or adaptive lighting.) | 0=No; 1=Yes |
| | 54 | BB | Testing Irregularity Code (NTC) | 4 | Alpha | No | The primary reason a student is not tested. | Registrations may contain one of the following not tested codes: IV (Invalid), IR (Irregularity), PIV (Participation Invalidation), PTNA (Testing Interruption), DNA (Student Refusal), RMV (Removal) |
| | 55 | BC | SummaryRPTFlag | 1 | Numeric | Yes | Summary Report Student Flag: Whether the student is included in summary reports. | 0 = No (Student not included in summaries) NTC is IV, PIV, PTNA, DNA, RMV. 1 = Yes (Student included in summaries) No NTC or NTC is IR. |
| | 56 | BD | SDUBCode | 5 | String | Yes | Irregularity/Invalidation Code - IR/IV/PIV Code: GMAP-defined code is to be entered in MS. If an NTC is applied to remove/not apply the score, a reference code provided by the district should be inserted here by user. If the code is present, we report the code, else blank. | 00000-66666 Blank = "0" if no NTC Code above |
| | 57 | BE | Reporting District Code | 7 | Numeric | Yes | Code assigned by the state for the district where the student is reported for state and federal accountability. | District State Code restricts the usage - by default with the option of allowing this character through configuration. District State Code restricts usage of the following characters: () < > [] { } = " ! # \$ % & * ~ + . : ; @ \ ^ ? , ' ` Enter 3-digit District Code, or 7-digit code if Charter School. |
| | 58 | BF | Reporting District Name | 100 | Alphanumeric | Yes | Name of the district where the student is reported for state and federal accountability. | The full name of the district which is accountable for the student assessment. Represents a valid organization in the related State Organizational Hierarchy File. |
| | 59 | BG | Testing School Code | 11 | Numeric | Yes | Code assigned by the state for the school where the student attends and takes the assessment. | School State Code restricts the usage - by default with the option of allowing this character through configuration. School State Code restricts usage of the following characters: () < > [] { } = " ! # \$ % & * ~ + . : ; @ \ ^ ? , ' ` Enter District code followed by School Code 000-0000, or 7-digit school code if Charter (0000000) |

GMAP State Student Roster Format Spring 2022

(File must be saved as CSV UTF-8)

| | Row | Column | Element Name | Length | Element Type | Required | Element Definition | Valid Values/Rules |
|---------------|-----|--------|-----------------------|--------|--------------|----------|---|--|
| | 60 | BH | Testing School Name | 100 | Alphanumeric | Yes | Name of the school where the student attends and takes the assessment. | The full name of the school where the student will be assessed. Represents a valid organization in the related State Organizational Hierarchy File. |
| | 61 | BI | Reporting School Code | 11 | Numeric | Yes | Code assigned by the state for the school where the student is reported for state and federal accountability. | School State Code restricts the usage - by default with the option of allowing this character through configuration. School State Code restricts usage of the following characters: () < > [] { } = " ! # \$ % & * ~ + . ; ; @ \ ^ ? , ' ` Enter District code followed by School Code 000-0000, or 7-digit school code if Charter (0000000) |
| | 62 | BJ | Reporting School Name | 100 | Alphanumeric | Yes | Name of the school where the student is reported for state and federal accountability. | The full name of the school which is accountable for the student assessment. Represents a valid organization in the related State Organizational Hierarchy File. |
| | 63 | BK | Online Group Name | 65 | Alphanumeric | No | The name of the testing group to which the student assessment will be assigned | Online Group Name restricts the usage of special leading characters " - and cannot contain the following special characters: < > [] { } = ! \$ % & ~ + : @ \ ^ ? , ' ` |
| | 64 | BL | Remote Testing | 1 | Alpha | No | Whether the test is conducted remotely (i.e., at the student's home, not at an institutional site) | 0 = No 1 = Yes |
| Custom Fields | 65 | BM | | | | | | |
| | 66 | BN | | | | | | |
| | 67 | BO | | | | | | |
| | 68 | BP | | | | | | |

GMAP Student Score Data File Format Spring 2022

| Row | Column | Element Name | Length | Element Type | Required | Element Definition | Valid Values/Rules |
|-----|--------|--------------------------|--------|--------------|----------|--|---|
| 1 | A | School Year | 4 | Numeric | Yes | The year for a reported school session. | Completion year of the related school year in the format YYYY. (i.e. 2017-18 School Year = 2018) |
| 2 | B | Test Administration Code | 65 | Alphanumeric | Yes | The number or alphanumeric code assigned to the assessment administration. | Administration Code restricts usage of the following characters: () < > [] { } = " ! # \$ % & * ~ + . : ; @ \ ^ ? GMAP0422 (GMAP for Partner, T for Through-Year, 04 for April, 22 for year), and digits for versions as needed |
| 3 | C | RESA Name | 100 | Alphanumeric | Yes | Name of the RESA (Regional Educational Service Agency) where the student is reported for state and federal accountability. | The full name of the RESA which is accountable for the student assessment. Represents a valid organization in the related State Organizational Hierarchy File. |
| 4 | D | Reporting District Code | 7 | Numeric | Yes | Code assigned by the state for the district where the student is reported for state and federal accountability. | District State Code restricts the usage - by default with the option of allowing this character through configuration. District State Code restricts usage of the following characters: () < > [] { } = " ! # \$ % & * ~ + . : ; @ \ ^ ? |
| 5 | E | Reporting District Name | 100 | Alphanumeric | Yes | Name of the district where the student is reported for state and federal accountability. | The full name of the district which is accountable for the student assessment. Represents a valid organization in the related State Organizational Hierarchy File. |
| 6 | F | Reporting School Code | 11 | Numeric | Yes | Code assigned by the state for the school where the student is reported for state and federal accountability. | School State Code restricts the usage - by default with the option of allowing this character through configuration. School State Code restricts usage of the following characters: () < > [] { } = " ! # \$ % & * ~ + . : ; @ \ ^ ? |
| 7 | G | Reporting School Name | 100 | Alphanumeric | Yes | Name of the school where the student is reported for state and federal accountability. | The full name of the school which is accountable for the student assessment. Represents a valid organization in the related State Organizational Hierarchy File. |
| 8 | H | Testing School Code | 11 | Numeric | Yes | Code assigned by the state for the school where the student attends and takes the assessment. | School State Code restricts the usage - by default with the option of allowing this character through configuration. School State Code restricts usage of the following characters: () < > [] { } = " ! # \$ % & * ~ + . : ; @ \ ^ ? |
| 9 | I | Testing School Name | 100 | Alphanumeric | Yes | Full name of the school where the student attends and takes the assessment. | The full name of the school which is accountable for the student assessment. Represents a valid organization in the related State Organizational Hierarchy File. |
| 10 | J | Test Name | 100 | Alphanumeric | Yes | The name for the assessment taken by the student. | |
| 11 | K | Test Elapsed Time | 11 | Numeric | Yes | The overall time a learner actually spent during the assessment session. | Format should be HH:MM:SS.mmm |
| 12 | L | GTID | 10 | Numeric | Yes | GTID (Georgia test id) A unique number or alphanumeric code assigned to a student by a state, or other agency or entity. | GTID restricts the usage of the special leading character - (with the option of allowing this character through configuration). The first digit cannot equal 0 (zero) and cannot contain any of the following special characters: () < > [] { } = " ! # \$ % & * ~ + . : ; @ \ ^ ? |

GMAP Student Score Data File Format Spring 2022

| Row | Column | Element Name | Length | Element Type | Required | Element Definition | Valid Values/Rules |
|-----|--------|---|--------|--------------|----------|---|--|
| 13 | M | Local Student ID | 100 | Alphanumeric | Optional | A number or alphanumeric code assigned to a student by a school or school system. Some numbers may be duplicated. | Local Student ID |
| 14 | N | Student Last Name | 65 | Alphanumeric | Yes | The full legal last name borne in common by members of a family. | Student Last Name restricts the usage special leading characters " - and cannot contain the following special characters: < > [] { } = ! \$ % & ~ + : @ \ ^ ? |
| 15 | O | Student First Name | 65 | Alphanumeric | Yes | The full legal first name given to a person at birth, baptism, or through legal change. | Student First Name restricts the usage of special leading characters " - and cannot contain the following special characters: < > [] { } = ! \$ % & * ~ + : ; @ \ ^ ? |
| 16 | P | Student Middle Name | 20 | Alphanumeric | No | A full legal middle name (or initial) given to a person at birth, baptism, or through legal change. | Student Middle Name restricts the usage of special leading characters " - and cannot contain any of the following special characters: < > [] { } = " ! # \$ % & * ~ + - . : ; @ \ ^ ? |
| 17 | Q | Student Date of Birth | 10 | Date | Yes | The year, month and day on which a person was born. | Dates must conform to the format M/D/YYYY or MM/DD/YYYY. |
| 18 | R | Student Gender | 1 | Alpha | Yes | The concept describing the biological traits that distinguish the males and females of a species. | Gender must be M (Male) or F (Female). |
| 19 | S | Enrolled Grade Level | 2 | Integer | Yes | The enrolled grade of the student at time of test. | Student enrolled grade must be a valid testing grade for the GMAP through-year assessment. |
| 20 | T | Hispanic or Latino | 1 | Alpha | Yes | An indication that the person traces his or her origin or descent to Mexico, Puerto Rico, Cuba, Central and South America, and other Spanish cultures, regardless of race. | Race Type indicators must be H or N. |
| 21 | U | American Indian or Alaska Native | 1 | Alpha | Yes | A person having origins in any of the original peoples of North and South America (including Central America), and who maintains cultural identification through tribal affiliation or community attachment. | Race Type indicators must be I or N. |
| 22 | V | Asian | 1 | Alpha | Yes | A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent. This area includes, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam. | Race Type indicators must be A or N. |
| 23 | W | Black or African American | 1 | Alpha | Yes | A person having origins in any of the black racial groups of Africa. | Race Type indicators must be B or N. |
| 24 | X | White | 1 | Alpha | Yes | A person having origins in any of the original peoples of Europe, Middle East, or North Africa. | Race Type indicators must be W or N. |
| 25 | Y | Native Hawaiian or Other Pacific Islander | 1 | Alpha | Yes | A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands. | Race Type indicators must be P or N. |
| 26 | Z | Economic Disadvantage | 1 | Alpha | No | Not currently used. Kept as filler. | Economic Disadvantage indicator must be Y or N. |
| 27 | AA | SRC01_RPT | 1 | Numeric | No | SRC Code 01: Visual Impairment or Blind - Resolved (For Reporting) | 0 = SRC Not Indicated, 1 = SRC Indicated, Blank |
| 28 | AB | SRC02_RPT | 1 | Numeric | No | SRC Code 02: Deaf or Hard of Hearing - Resolved (For Reporting) | 0 = SRC Not Indicated, 1 = SRC Indicated, Blank |

GMAP Student Score Data File Format Spring 2022

| Row | Column | Element Name | Length | Element Type | Required | Element Definition | Valid Values/Rules |
|-----|--------|--------------|--------|--------------|----------|--|---|
| 29 | AC | SRC03_RPT | 1 | Numeric | No | SRC Code 03: Deaf and Blind- Resolved (For Reporting) | 0 = SRC Not Indicated, 1 = SRC Indicated, Blank |
| 30 | AD | SRC04_RPT | 1 | Numeric | No | SRC Code 04: Specific Learning Disabilities - Resolved (For Reporting) | 0 = SRC Not Indicated, 1 = SRC Indicated, Blank |
| 31 | AE | SRC05_RPT | 1 | Numeric | No | SRC Code 05: Mild Intellectual Disabilities - Resolved (For Reporting) | 0 = SRC Not Indicated, 1 = SRC Indicated, Blank |
| 32 | AF | SRC06_RPT | 1 | Numeric | No | SRC Code 06: Traumatic Brain Injury - Resolved (For Reporting) | 0 = SRC Not Indicated, 1 = SRC Indicated, Blank |
| 33 | AG | SRC07_RPT | 1 | Numeric | No | SRC Code 07: Moderate/Severe/Profound Intellectual Disabilities - Resolved (For Reporting) | 0 = SRC Not Indicated, 1 = SRC Indicated, Blank |
| 34 | AH | SRC08_RPT | 1 | Numeric | No | SRC Code 08: Autism - Resolved (For Reporting) | 0 = SRC Not Indicated, 1 = SRC Indicated, Blank |
| 35 | AI | SRC09_RPT | 1 | Numeric | No | SRC Code 09: Orthopedic Impairments - Resolved (For Reporting) | 0 = SRC Not Indicated, 1 = SRC Indicated, Blank |
| 36 | AJ | SRC10_RPT | 1 | Numeric | No | SRC Code 10: Speech-Language Impairments - Resolved (For Reporting) | 0 = SRC Not Indicated, 1 = SRC Indicated, Blank |
| 37 | AK | SRC11_RPT | 1 | Numeric | No | SRC Code 11: Emotional and Behavioral Disorders - Resolved (For Reporting) | 0 = SRC Not Indicated, 1 = SRC Indicated, Blank |
| 38 | AL | SRC12_RPT | 1 | Numeric | No | SRC Code 12: Other Health Impairments - Resolved (For Reporting) | 0 = SRC Not Indicated, 1 = SRC Indicated, Blank |
| 39 | AM | SRC13_RPT | 1 | Numeric | No | SRC Code 13: English Learner - Resolved (For Reporting) | 0 = SRC Not Indicated, 1 = SRC Indicated, Blank |
| 40 | AN | SRC14_RPT | 1 | Numeric | No | SRC Code 14: Section 504 Accommodations - Resolved (For Reporting) | 0 = SRC Not Indicated, 1 = SRC Indicated, Blank |
| 41 | AO | SRC15_RPT | 1 | Numeric | No | SRC Code 15: Significant Developmental Delay - Resolved (For Reporting) | 0 = SRC Not Indicated, 1 = SRC Indicated, Blank |
| 42 | AP | filler | 1 | Numeric | | filler | |
| 43 | AQ | filler | 1 | Numeric | | filler | |
| 44 | AR | SRC18_RPT | 1 | Numeric | No | SRC Code 18: Migrant Certified - Resolved (For Reporting) | 0 = SRC Not Indicated, 1 = SRC Indicated, Blank |

GMAP Student Score Data File Format Spring 2022

| Row | Column | Element Name | Length | Element Type | Required | Element Definition | Valid Values/Rules |
|-----|--------|--|--------|--------------|----------|---|---|
| 45 | AS | SRC19_RPT | 1 | Numeric | No | SRC Code 19: English Learner - Monitored - Resolved (For Reporting) | 0 = SRC Not Indicated, 1 = SRC Indicated, Blank |
| 46 | AT | Content Area Name | 4 | Alpha | Yes | The code which represents the academic content or subject area (e.g., mathematics, English language arts) being evaluated. | Content Area Academic Subject Code must be ELA (English Language Arts) or MATH (Mathematics). |
| 47 | AU | Test Completion Date | 10 | Date | Yes | The year, month and day on which the student completed the assessment, or the end of the administration window, if the assessment was incomplete. | Dates must conform to the format M/D/YYYY or MM/DD/YYYY. |
| 48 | AV | Reading and Vocabulary est. RIT | 3 | Integer | Yes | Student's "Reading and Vocabulary" estimated RIT score | Conditionally required, if test not taken, then field should be blank |
| 49 | AW | Reading and Vocabulary est. RIT SEM | 5 | Decimal | Yes | Standard error of measure for "Reading and Vocabulary" RIT score | Conditionally required, if test not taken, then field should be blank |
| 50 | AX | Reading and Vocabulary est. RIT Achievement Percentile | 3 | Numeric | Yes | How a student performed, based on their "Reading and Vocabulary" est. RIT score, compared to MAP Growth's nationally normed population. Provides greater context and comparability of RIT scores. | Conditionally required, if test not taken, then field should be blank |
| 51 | AY | Writing and Language est. RIT | 3 | Integer | Yes | Student's Writing and Language estimated RIT score. | Conditionally required, if test not taken, then field should be blank |
| 52 | AZ | Writing and Language est. RIT SEM | 5 | Decimal | Yes | Standard error of measure for Writing and Language est. RIT score. | Conditionally required, if test not taken, then field should be blank |
| 53 | BA | Writing and Language est. RIT Achievement Percentile | 3 | Numeric | Yes | How a student performed, based on their Writing and Language RIT score, compared to MAP Growth's nationally normed population. Provides greater context and comparability of RIT scores. | Conditionally required, if test not taken, then field should be blank |
| 48 | AV | Math est. RIT | 3 | Integer | Yes | Student's "Math" estimated RIT score. | Conditionally required, if test not taken, then field should be blank |
| 49 | AW | Math est. RIT SEM | 5 | Decimal | Yes | Standard error of measure for the "Math" est. RIT score. Only display RIT SEM at the Total level | Conditionally required, if test not taken, then field should be blank |
| 50 | AX | Math est. RIT Achievement Percentile | 3 | Numeric | Yes | How a student performed, based on their "Math" RIT score, compared to MAP Growth's nationally normed population. Provides greater context and comparability of RIT scores. | Conditionally required, if test not taken, then field should be blank |
| 49 | BB | Estimated Weeks of Instruction | 3 | Integer | Yes | Weeks of instruction before assessment in the given term. For Spring 2022, this will be a static value, and is estimated due to the differences in instructional time between and across organizations. | Use default values based on testing period: Fall = 4, Winter = 20, Spring = 32 |
| 50 | BC | Norms Reference Data | 4 | Numeric | | NormsReferenceData | This is a static value of: 2020 |
| 53 | BD | Valid Attempt Flag | 1 | Alpha | No | Indicates that the student met the attemptedness criteria for the test overall, as defined by the business rules for attemptedness by test ID. | If true set value to: '1', If false set value to: '0' |
| 54 | BE | Items Attempted Count | 2 | Numeric | Yes | The number of item answers provided by the student that were used to calculate this reporting category | |
| | | Invalid Attempt Reason Code field | 3 | | | Invalid Attempt Reason Code field. (NEI, blank) | NEI if invalid attempt, else blank |

GMAP Student Score Data File Format Spring 2022

| Row | Column | Element Name | Length | Element Type | Required | Element Definition | Valid Values/Rules |
|-----|--------|---------------------------------|--------|--------------|----------|---|---|
| 55 | BF | Testing Irregularity Code (NTC) | 3 | Alpha | Yes | Reason Not Tested Code (Testing Irregularity Code) – the reason a student did not test or a test was not scored or reported. | IR, IV (or INV), PIV, PTNA, DNA |
| 56 | BG | SWDFlag | 1 | Numeric | Yes | Student with Disability SWD flag(any) - Add to roster/registration file at student level | 0 = No 1 = Yes |
| 57 | BH | SummaryRPTFlag | 1 | Numeric | Yes | Summary Report Student Flag: Whether the student is included in summary reports. If IV (INV), PIV, PTNA, DNA is applied, then they would not be included and would be false | 0 = No (Student is not included in summaries) IV (INV), PIV, PTNA, DNA) 1 = Yes (Student is included in summaries) (IR) or no NTC exists |
| 58 | BI | SDUBCode_RPT | 5 | String | Yes | Irregularity/Invalidation Code - IR/IV/PIV Code: user defined code is to be entered in MS. If a NTC is put in to remove/not apply the score, need to put a code in here. If the code is present, we report the code, else blank. | 00000-66666 Blank = if no IR/IV/PIV Code above |
| 59 | BJ | Accomm. Allowed -IEP | 1 | Numeric | No | Accommodation allowed for IEP | 0 = No 1 = Yes |
| 60 | BK | Accomm. Allowed - EL/TPC | 1 | Numeric | No | Accommodation allowed for EL/TPC | 0 = No 1 = Yes |
| 61 | BL | Accomm. Allowed -504 | 1 | Numeric | No | Accommodation allowed for 504 | 0 = No 1 = Yes |
| 62 | BM | Basic Calculator | 1 | Numeric | Yes | Embedded Accommodation - This accommodation applies a basic calculator to mathematics assessments for students in grades 3-5. | 0 = No 1 = Yes |
| 63 | BN | Text to Speech | 1 | Numeric | yes | Embedded Accommodation - The student uses this feature to hear generated audio of directions, content, and test items. ELA passages may not be read aloud. Items that test writing skills and look like longer passages may be read aloud. Typically, passages that may not be read aloud are on left side of split screen. | 0 = No 1 = Yes |
| 64 | BO | Conditional Administration | 1 | Numeric | yes | Tracks if the assessment was a conditional administration (conditional accommodation could be reading of the reading passages, calculator for grades 3-5, or an approved special accommodation) | 0 = No 1 = Yes |
| 65 | BP | Color Overlay | 1 | Numeric | No | Embedded Accommodation- Specialized Presentation: Includes the ability to turn on/off the color choice functions in the testing platform. | 0 = No 1 = Yes |
| 66 | BQ | Presentation | 1 | Numeric | Yes | Accommodations that are Presentation in nature. | 0 = No 1 = Yes |
| 67 | BR | Response | 1 | Numeric | Yes | Accommodations that are Response in nature. | 0 = No 1 = Yes |
| 68 | BS | Scheduling | 1 | Numeric | Yes | Accommodations that are Scheduling in nature. | 0 = No 1 = Yes |
| 69 | BT | Setting | 1 | Numeric | Yes | Accommodations that are Setting in nature. | 0 = No 1 = Yes |
| 70 | BU | Braille | 1 | Numeric | No | Embedded Accommodation - The student requires printed Braille test forms for the assessment. | 0 = No 1 = Yes |
| 71 | BV | Large Print | 1 | Numeric | No | Embedded Accommodation - The student requires printed Large Print test forms for the assessment. | 0 = No 1 = Yes |
| 72 | BW | Paper Pencil | 1 | Numeric | No | Embedded Accommodation - The student requires printed test forms for the assessment. | 0 = No 1 = Yes |

GMAP Student Score Data File Format Spring 2022

| Row | Column | Element Name | Length | Element Type | Required | Element Definition | Valid Values/Rules |
|-----|--------|--|--------|--------------|----------|--|--------------------|
| 73 | BX | Remote Testing | 1 | Alpha | No | Whether the test is conducted remotely (i.e., at the student's home, not at an institutional site) | 0 = No 1 = Yes |
| 74 | BY | Reporting Category 1 Name | 50 | Alpha | No | | |
| 75 | BZ | Reporting Category 1 RIT Scale Score | 3 | Numeric | No | | |
| 76 | CA | Reporting Category 1 RIT Scale Score SEM | 5 | Decimal | No | | |
| 77 | CB | Reporting Category 2 Name | 50 | Alpha | No | | |
| 78 | CC | Reporting Category 2 RIT Scale Score | 3 | Numeric | No | | |
| 79 | CD | Reporting Category 2 RIT Scale Score SEM | 5 | Decimal | No | | |
| 80 | CE | Reporting Category 3 Name | 50 | Alpha | No | | |
| 81 | CF | Reporting Category 3 RIT Scale Score | 3 | Numeric | No | | |
| 82 | CG | Reporting Category 3 RIT Scale Score SEM | 5 | Decimal | No | | |
| 83 | CH | Reporting Category 4 Name | 50 | Alpha | No | | |
| 84 | CI | Reporting Category 4 RIT Scale Score | 3 | Numeric | No | | |
| 85 | CJ | Reporting Category 4 RIT Scale Score SEM | 5 | Decimal | No | | |
| 86 | CK | Reporting Category 5 Name | 50 | Alpha | No | | |
| 87 | CL | Reporting Category 5 RIT Scale Score | 3 | Numeric | No | | |
| 88 | CM | Reporting Category 5 RIT Scale Score SEM | 5 | Decimal | No | | |

A large, white, L-shaped graphic that frames the text on the right side of the slide. It consists of a vertical bar on the left and a horizontal bar at the top, meeting at a right-angle corner.

PRE- ADMINISTRATION TRAINING

January 2022

Welcome

Michael Huneke, Marietta
City Schools

Fred Valenzuela, Sr. Program
Manager, NWEA

Tara Davis, Program
Manager, NWEA

John Marchei, State
Partnerships Director, NWEA

Alex Luisi, Solution Delivery
Consultant, NWEA

Agenda

✓ Field Test Overview

🖥️ Technology Readiness

🔒 Secure Browser Installation

📋 Assessment Management

📚 Preparation and Resources

👤 Communication & Help Desk

? Questions & Answers



Q&A



Polls



Share Screen



Chat

Field Test Overview

Subjects and Grades

- English Language Arts and Mathematics
 - *Georgia Standards of Excellence*
 - *Grades 3 – 8*

Test Window

- April 4 – May 13

Modes of Delivery

- Online only

Field Test warning – this is only a test



Field Test objectives

- Through-year test design validation
- Validate the new processes for administration, test questions, and use of new functions of the enhanced interface
- Provide opportunity to experience the new model and new platform
- Gather feedback on test administration and reporting



Field Test Caveats

- Results should not be used for high-stakes decision making
- Will not represent a complete suite of reports and tools
- May not be representative of the timing/turnaround you can expect in an operational year
- Districts or schools using MAP Accelerator or other content connections should continue to use MAP Growth for that purpose during the transition year
- This is an early version of the GMAP Through-Year assessment and will be continually improved with each administration

Testing Time and Scheduling Recommendations

| Grade Level | Content Area | Approximate number of test questions | Estimated test taking time |
|-------------|-----------------------|--------------------------------------|----------------------------|
| 3-8 | Mathematics | 50 | 90 minutes |
| 3-8 | English Language Arts | 50 | 90 minutes |

- Districts/Schools have flexibility in scheduling tests
 - Testing times are M-F, 7:00am to 6:00pm EST
 - Recommendation – end testing at 5:00pm EST on Fridays
- Recommendation: One to two sittings each for ELA and Math
 - Schools may schedule two sessions per subject as a local decision.

Testing Time and Scheduling - Recommendations and Considerations

- Estimated test taking time does not include:
 - Test ticket distribution
 - Launching the secure browser
 - Student log in
- Students' tests can pause by logging out.
- Student will be automatically logged out of the test after 15 min of inactivity.
 - *Note:* No Proctor action required for the student to resume testing, students must log back in using the information on the test ticket



TECHNOLOGY READINESS



Technology Readiness

- *System and Technology Guide*
 - *Navigating the Platform*
 - *IT readiness*
 - *Network and System Requirements*
 - *Secure Browser installations*
 - *Allow lists*
- *Online Readiness Tools*
 - *Check performed upon launching the secure browser*
 - *Additional site available for bandwidth and capacity checks*
 - <https://nwea-statesolutions-securebrowser.caltesting.org/>

Resource: *System and Technology Guide*

Supported Devices

Minimum System Requirements for Student Testing

| Device | Operating System | Processor | Memory (RAM) |
|--|--|---------------------------|---------------------------------|
| Windows® PC | Windows 10, Versions 1803, 1809, 1903, 1909, 2004, 20H2, 21H1 (Windows 10 S is not supported at this time) | Intel™ x86 (32 or 64 bit) | 2 GB (4 GB recommended) |
| macOS® X | 10.14, 10.15, 11 | Intel-based models, M1 | 2 GB (4 GB recommended) |
| Chromebook™ | Chrome OS™*: (Release channel only, current version plus previous 5 versions) | Any | 2 GB minimum (4 GB recommended) |
| Tablets iPad® – 5th, 6th, 7th, and 8th Generation, Windows tablets except Windows RT | iOS: 13, 14 | Any | iOS: 1 GB (2 GB recommended) |

Resource: *System Requirements Guide*

Location: <http://cdn.nwea.org/docs/SD-2021-SystemsRequirements-Guide.pdf>

Supported Devices

Minimum System Requirements for Proctors, Teachers and Staff

System functionality and screens may display, operate, or appear differently in different web browsers and operating systems. The application is optimally viewed using a 1280 x 1024 screen resolution. The system is supported on the following web browsers.

| Web Browser | Requirements |
|-------------------|----------------|
| Mozilla® Firefox® | Latest version |
| Microsoft Edge® | Latest version |
| Safari® | Latest version |
| Google Chrome™ | Latest version |
| Safari on iPad | Latest version |






NOTE: Internet Explorer® is not supported.

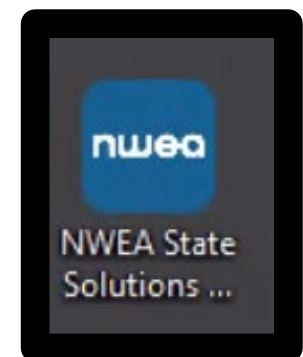
NWEA STATE SOLUTIONS SECURE TESTING BROWSER

- › Separate secure testing browsers (STB) than those for MAP Growth. Different icon (blue), different label.

Download the Secure Browser

Download the Secure Browser for your platform below. Refer to the [System Technology Guide](#) for documentation on the application for every platform.

| Platform | Download |
|-----------------------------------|--|
| Windows |  Installer (.msi) |
| macOS |  Installer (.pkg) |
| MDM configuration profile (macOS) |  Config file |
| iOS | App Store  |
| Chrome | Chrome Web Store  |




Online Readiness Tools

Check your system to see its level of readiness for testing implementation.

System Requirements






| | |
|-----------------------|----------------------|
| Your Operating System | Windows NT 10.0 |
| Your Browser Version | Chrome 92.0.4515.131 |

Find the minimum system requirements, including hardware and software, for your platforms and devices in our requirements document:

 [Systems Requirements Guide](#)

Download the Secure Browser

Download the Secure Browser for your platform below. Refer to the [System Technology Guide](#) for documentation on the application for every platform.

| Platform | Download |
|-----------------------------------|---|
| Windows |  Installer (.msi) |
| macOS |  Installer (.pkg) |
| MDM configuration profile (macOS) |  Config file |
| iOS | App Store  |
| Chrome | Chrome Web Store  |


System Check Test

Resource: Online Readiness Tools

School Capacity Calculator

Use this calculator tool to estimate a school or test center's capacity to conduct online testing. Choose the option you would like to calculate below.

Select Calculation Type

Maximum Student Capacity 

of Computers

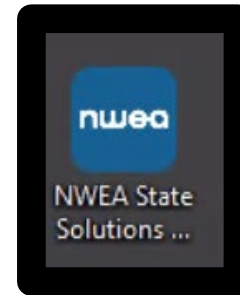
of Test Sessions Available per Day

of Days Allowed for Testing

[Calculate](#)

NWEA STATE SOLUTIONS SECURE TESTING BROWSER

- › Different ways to install by device
 - **Chromebook** installation for managed devices
 - **iPad** manual installation or using MDM Software
 - **Mac** manual install or using MDM Software
 - **Windows** manual install or over the network



Note: These instructions are also detailed in the **GMAP System & Technology Guide**
Partner Code is always: **GMAP** (Not case-sensitive)

- › Let's walkthrough the most common installation methods

CHROMEBOOK INSTALLATION

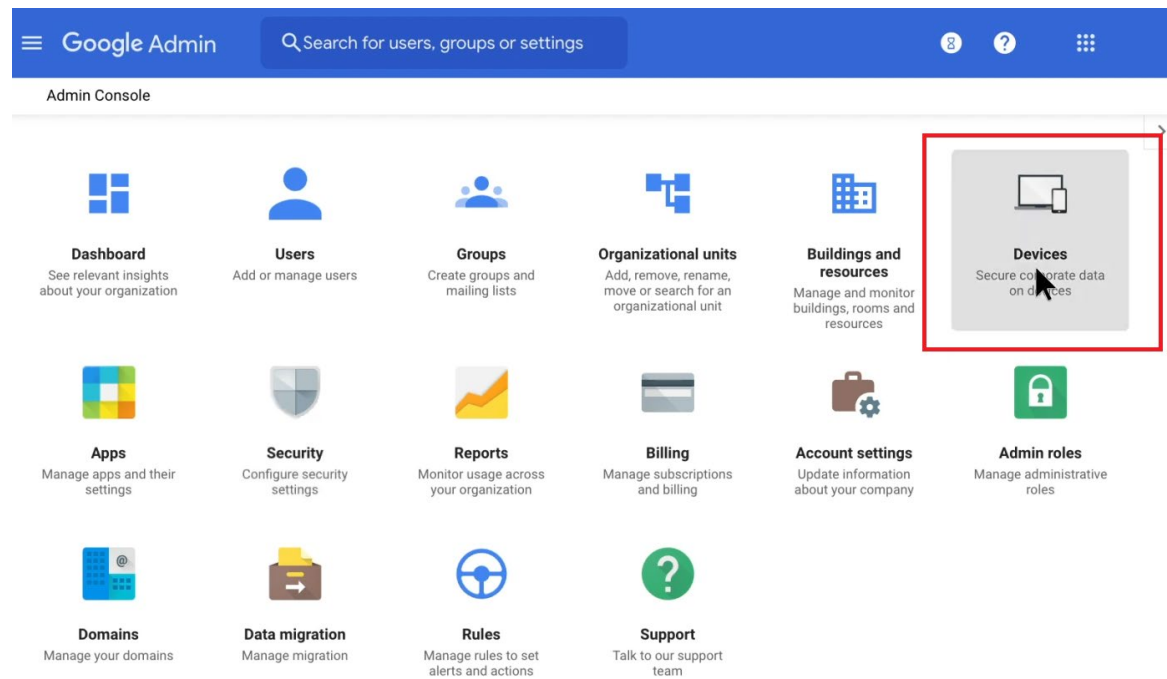
Overview

- › App is available on [Chrome Web Store](#)
- › Must be installed via Google Admin Console
- › Install as a Kiosk app to limit device access during assessment
- › Important: App requires specific policy information to supply the needed Partner Code for the app to access GMAP assessments



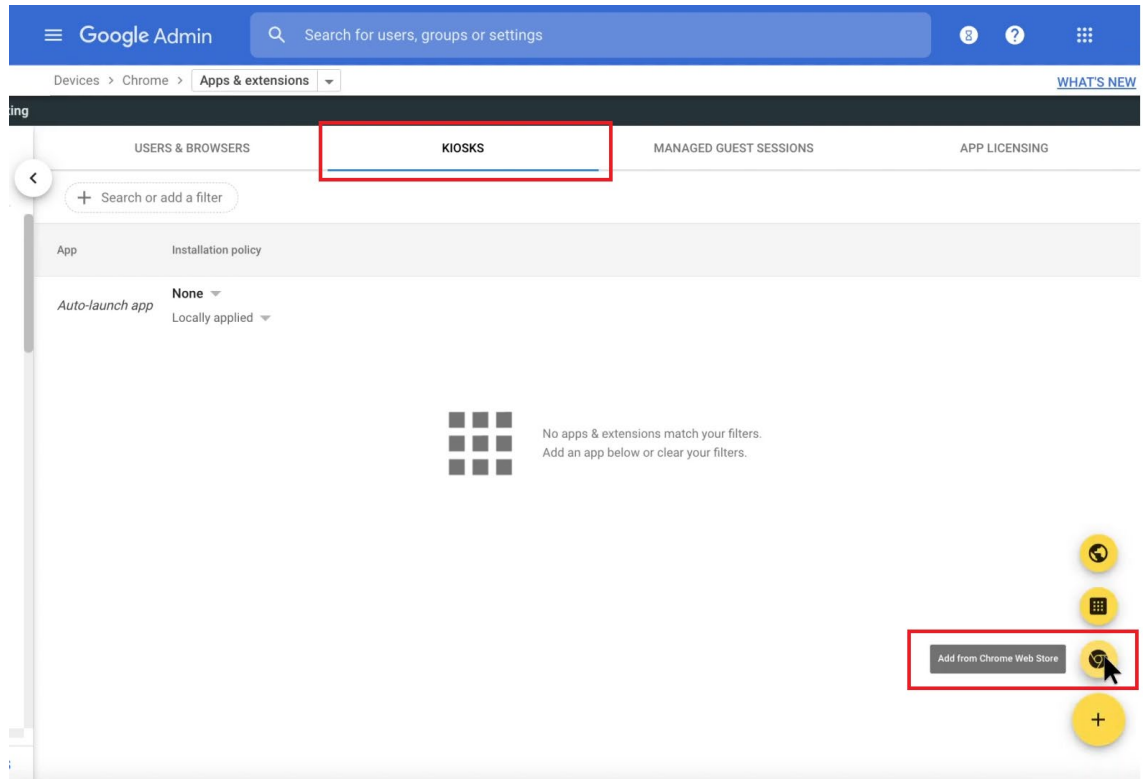
CHROMEBOOK INSTALLATION

- › Log into Google Admin Console
- › Select Devices
- › Select Chrome
- › Expand Apps & Extensions



CHROMEBOOK INSTALLATION

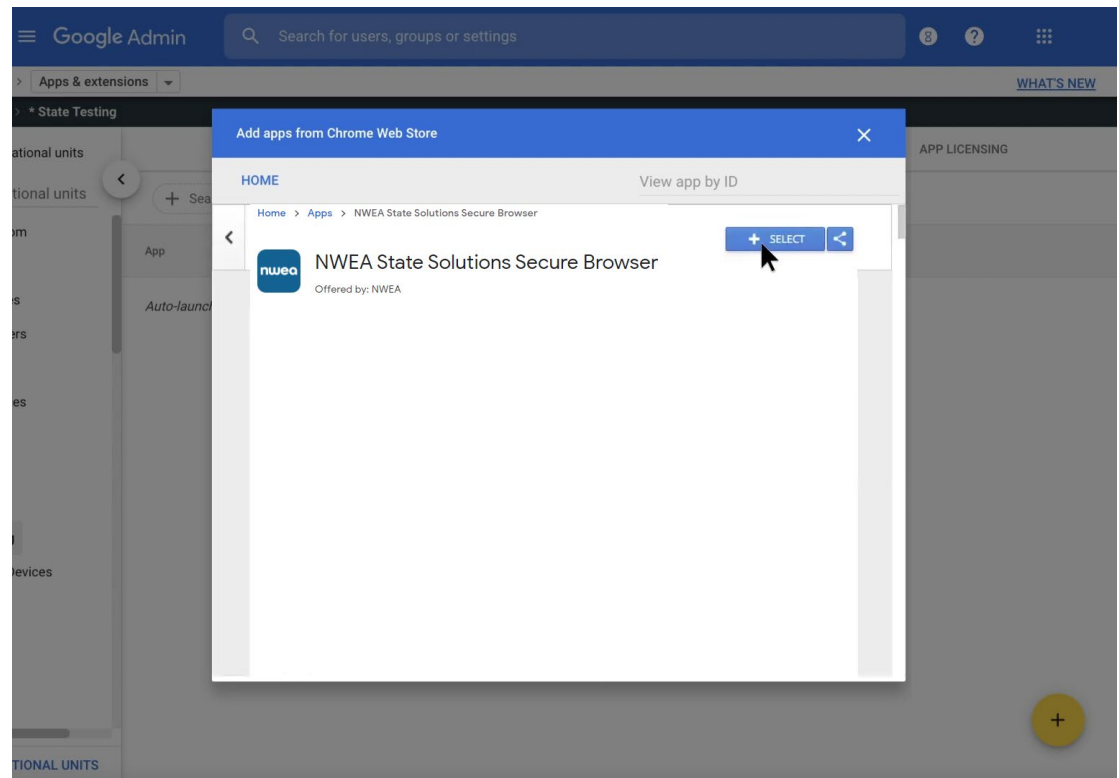
- › Select Kiosks along the top
- › Click the yellow (+) at the bottom right and “Add from Chrome Web Store”



CHROMEBOOK INSTALLATION



- › Search for NWEA State Solutions Secure Browser
- › Ensure you add the app with the blue icon below



CHROMEBOOK INSTALLATION



- › Return to Kiosk screen and select the new NWEA State Solutions Secure Browser App
- › Go to the Settings pane on the right
- › In the Policy for Extensions field, enter the below text exactly as shown:



```
{"state_partner_code": {"Value": "GMAP"}}
```

iPAD INSTALLATION

Overview

- › App is available on the [App Store](#)
- › Can be installed manually or using MDM software such as Jamf
- › Uses Apple's Assessment Mode settings once launched
- › **Important:** App requires specific policy information to supply the needed Partner Code for the app to access GMAP assessments



iPAD INSTALLATION - MANUAL

- › Open the App Store on the iPad
- › Search for NWEA State Solutions Secure Browser
- › Tap Download to install the app
- › Once installed, launch the app
- › Upon first launch, the Partner Code must be entered. Enter GMAP and submit.



Note: If the Partner Code was entered incorrectly, you can open Settings, select NWEA State Solutions and correct the code

iPAD INSTALLATION – MDM SOFTWARE

- › There are many different Mobile Device Management (MDM) solutions available such as Jamf
- › The following instructions are for Jamf but are similar for other MDM software
- › As with other options, entering a string to supply the Partner Code of “GMAP” is required to access GMAP assessments

iPAD INSTALLATION – MDM SOFTWARE

- › Open your MDM software such as Jamf dashboard
- › Select Devices > Mobile Device Apps > New
- › Choose App Store App and select Next
- › Search for the NWEA State Solutions Secure Browser and Add
- › Select the managed devices to install the app to
- › Add the below configuration dictionary:

```
<dict>
```

```
<key>state_partner_code</key>
```

```
<string>GMAP</string>
```

```
<dict>
```

iPAD ASSESSMENT MODE

- › When launching the Secure Browser on iPad, a Confirm Self-Lock notification pops up
- › “Yes” must be selected for the app to launch successfully. This will have the iPad enter Single-App Mode so other apps such as the web browser cannot be used
- › Accessibility features such as VoiceOver are not automatically disabled in this mode and must be disabled manually in the Settings app

Best Practice – For those distributing devices to students: Disable VoiceOver in settings on each device and open the NWEA App to select Yes for minimal student disruption.

MAC INSTALLATION

Overview

- › Can be installed manually, via Apple Remote Desktop or with MDM software
- › If using MDM software, an [MDM Configuration profile](#) is available to download on the [Online Readiness Tools page](#)



MAC INSTALLATION - MANUAL

- › Navigate to the Secure Browser download page:
<https://nwea-statesolutions-securebrowser.caltesting.org/>
- › Select the For Mac OS (.pkg) link and [download the file](#)
- › Open the PKG file and continue through the installation prompts
- › Install to the Applications folder on the device
- › Enter an Admin password and click Install Software in the pop-up window.
- › **When prompted for the Partner Code, enter: GMAP**
- › Once installed, you may delete the .PKG installer file

MAC INSTALLATION – APPLE REMOTE DESKTOP

- › Log into an Administrator computer on the network. This computer should have Apple Remote Desktop installed and running.
- › Open a browser and navigate to the Secure Browser download page <https://nwea-statesolutions-securebrowser.caltesting.org/>
- › [Download the .PKG file](#) for MacOS
- › Open Apple Remote Desktop and select a Computer List
- › Select which computers to install to
- › Open Manage, then select Copy Items and select the .PKG file
- › Complete the copy to transfer the file to target machines

MAC INSTALLATION – MDM SOFTWARE

- › From the Secure Browser Download page, [download the .PKG file](#) as well as the [MacOS MDM Config file](#)
- › Open your MDM Software (Example: SimpleMDM or Apple School Manager)
- › Ensure your managed devices are enrolled
- › Create a Configuration Profile and upload the MDM Config file downloaded previously
- › Deploy this profile to managed devices
- › Choose to deploy and install apps with the PKG / MacOS Package option

WINDOWS INSTALLATION

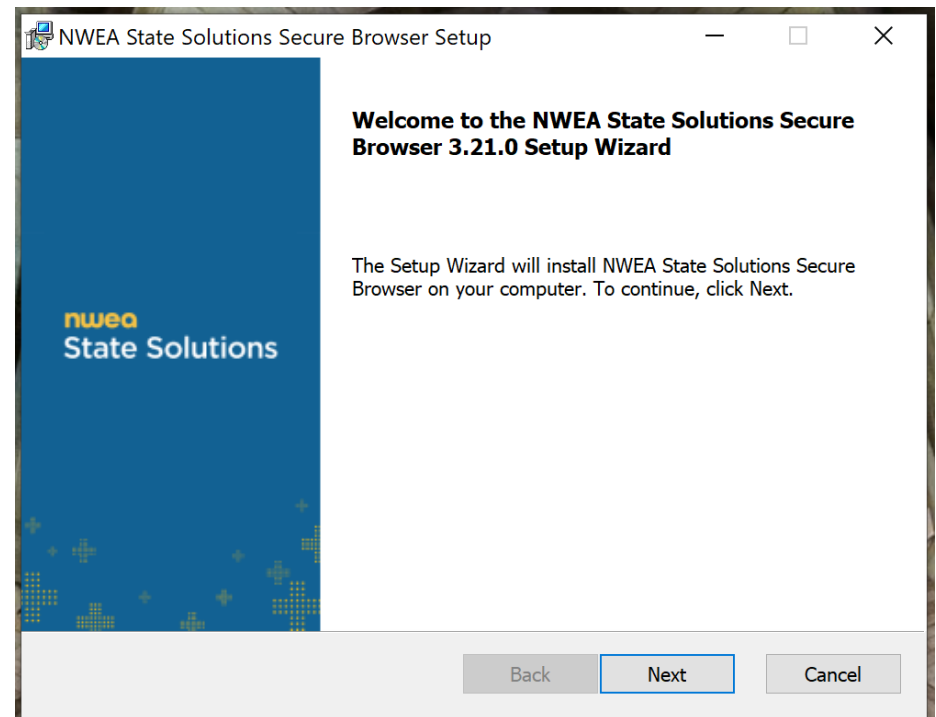
Overview

- › Can be installed manually, over the network via scripts or on a shared network location
- › Whether installing locally or via network, the MSI installer file is needed



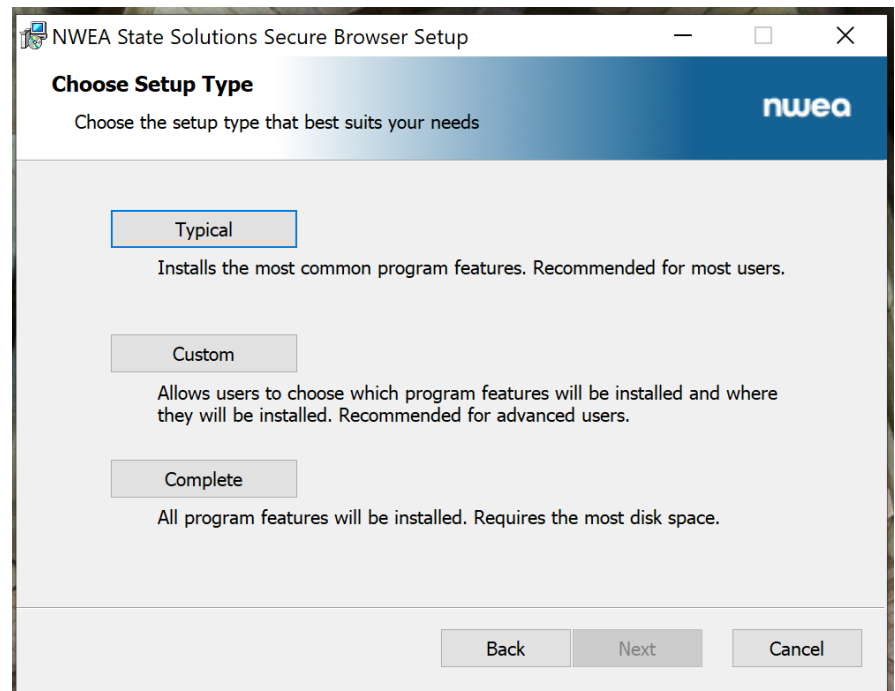
WINDOWS INSTALLATION - MANUAL

- › Download the [.MSI Installer File](#) from the Online Readiness page
- › Open the file with a System Administrator account on the desired device



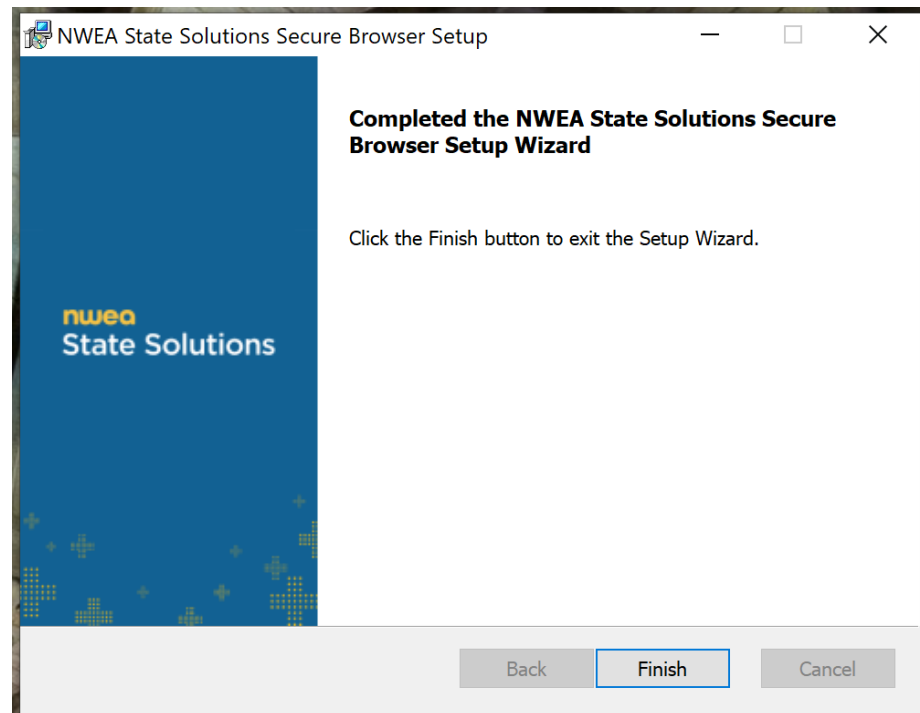
WINDOWS INSTALLATION - MANUAL

- › Follow all prompts in the installation wizard
- › Select Typical Installation
- › Enter the partner code of GMAP when prompted



WINDOWS INSTALLATION - MANUAL

- › Click Finish when prompted to complete the installation
- › Open the installed Secure Browser application to confirm successful launch



WINDOWS INSTALLATION - NETWORK

- › Scripts are available to install in the default directory or target directory
- › Default Directory:
 - 32-bit systems - C:\Program Files
 - 64-bit systems - C:\Program Files (x86)
- › This method requires access to the MSI installer file and Administrator Access

WINDOWS INSTALLATION - NETWORK

- › Script conventions:

 - <source> = Complete path to the Secure Browser MSI Install file

 - Example: C:\MSI\NWEAStatesolutions.msi

 - <target> = Complete path to the location where the application is installed

 - Example: C:\Program Files (x86)

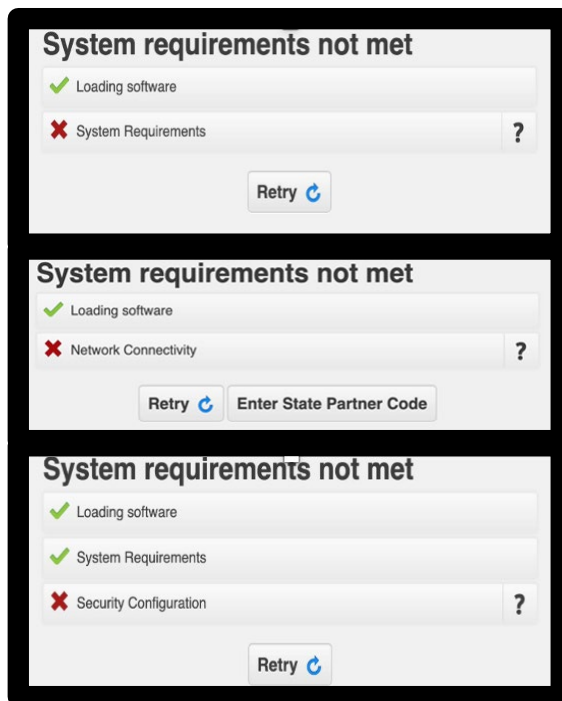
- › Installation Script:

```
msiexec /qb /i <source> /quiet INSTALLDIR=<target>  
STATEPARTNERCODE=GMAP
```

- › Example:

```
msiexec /qb /i C:\MSI\NWEAStateSolutions.msi /quiet  
INSTALLDIR=C:\Program Files (x86) STATEPARTNERCODE=GMAP
```

SECURE TESTING BROWSER READINESS TOOLS



Clicking ? provides more details.

- › The secure browser serves a dual purpose with testing readiness.
 - provides students and educators familiarity and confidence with the item types (item samplers) to expect during the actual assessment.
 - Provides technology coordinators a tool for device level readiness
- › When the secure browser is launched on a student's device, three checks will be performed before a student can enter credentials:
 - System Requirements Check
 - Network Connectivity Check
 - Security Requirements Check
- › Recommendation: All students take a practice test using the secure browser a month prior to spring testing



System Maintenance Dates

Comprehensive Assessment Platform (CAP) will be unavailable:

Software Release

- Starting- Saturday, April 16, 2022 at 12:00 a.m. UTC
- Ending- Saturday, April 16, 2022 at 5:00 p.m. UTC

Reminder: Turn off auto updates on devices during the test window to prevent disruption

NWEA Status Page:

<https://status.nwea.org/>



ASSESSMENT MANAGEMENT SYSTEM

Platform Components

- **Management System Overview**

- *The Management System allows administrators and teachers to smoothly manage the entire assessment process including editing students, online test assignments, monitor test status, view operational reports, and much more – all in one place.*

Management System User Access

| | Manage Users | Roster Students | Manage Students | Manage Groups | Proctor Sessions | Access to Operational Reports |
|---------------------------------|--------------|-----------------|-----------------|---------------|------------------|-------------------------------|
| System Administrator | X | | | | | |
| District Assessment Coordinator | X | X | | X | | X |
| Data Administrator | X | X | X | X | | X |
| Proctor/Examiner | | | X | | X | |
| School Assessment Coordinator | | | X | X | | X |

Resource: *Student/Staff Management Guide*

Management System

- Single-sign on connects your access to the Comprehensive Assessment Platform (MARC) to the GMAP Through-Year Platform
 - *One less username and password to remember!*
 - *After logging into CAP, users will see the GMAP link along the left*
 - *Users will see a link on the left that reads "NWEA State Solutions for GMAP"*

User Management

- User roles will be managed through CAP*
- Similar role titles in CAP and the GMAP Platform, different permissions*
- Users with access to districts and schools in CAP will also have this access in the GMAP Platform*

Accessing Management System

- IMPORT PROFILES / ROSTERING
- MANAGE USERS
- MANAGE STUDENTS
- MANAGE DATA PARTNERS
- GMAP** ▲
 - Manage Testing
 - View Testing Progress
- VIEW REPORTS ▼
- MODIFY PREFERENCES ▼

What's new in MAP[®] Suite?

Product Updates

GMAP ▲

- Manage Testing
- View Testing Progress

Visit the Product Updates page

Remote Testing and School Closure Support

- Visit the new website for the latest news, guidance, and resources.

2020 Norms for MAP Growth

The 2020 Norms have arrived. [Get the Overview](#), and the 2020 norms resources in the [Help Center](#).

MAP Growth K-2 Scale Maintenance

Review the [FAQ](#) to learn what has changed.

Information Center

| | | |
|---|---|--|
| <h4>Help and Support</h4> <ul style="list-style-type: none">Partner SupportHelp CenterQuick References <h4>Getting Started</h4> <ul style="list-style-type: none">Proctor Quick StartVideo Tutorials | <h4>Student Resources</h4> <ul style="list-style-type: none">Practice TestsK-2 Test Introduction Video2+ Test Introduction Video <h4>Administrator Setup</h4> <ul style="list-style-type: none">Nebraska State - Roster File TemplateDownload Programs File Template | <h4>NWEA Secure Browser App</h4> <ul style="list-style-type: none">PC (Download)Mac (Download)iPad (Setup Directions)Chromebook (Setup Directions)System Requirements <h4>Transfer Data Between Districts</h4> <ul style="list-style-type: none">How to Transfer Student DataStudent Data Transfer Form |
|---|---|--|

Management System

Home



Students
View & Edit
Add Student
Upload
Groups

Online Testing
Secure Browser
Manage

Reports
Operational

Organizations
View & Edit Orgs
View & Edit Users
Add User

nwea State Solutions
GMAP

?  

Welcome, Jana Smith

School Assessment Coordinator, Pleasant Valley USD
Jan 24 2022





News & Announcements

[Create Announcement](#)

Practice Tests | Jan 20, 2022 | Posted By: Alex, Luisi
Please be sure students have had an opportunity to schedule and use the Practice Tests or Item Type Samplers to confirm their devices are ready for testing and to give students an opportunity to familiarize with the online assessment.

Student Registration Uploads | Jan 20, 2022 | Posted By: Alex, Luisi
As we prepare for the next test administration, please prepare your Student Registration files to be imported and populate students for the new administration. This feature is available to Data Administrators. If you encounter errors or need any assistance, please reach out to NWEA Partner Support.

Shortcuts

-  Add Student
-  Find Student
-  Monitor Test
-  View Groups

nwea [GMAP](#) [NWEA](#) [Privacy](#) [Contact](#)

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Pre-Administration Tasks

- Install NWEA State Solutions Secure Browser on Student Devices
- Import Student Roster Files
- Ensure users are created in CAP
- Manage online test groups (optional)
- Update/add additional Student information like accommodations and NTCs
- Print Test Tickets early if desired (store securely)

Resource: *Assessment Coordinator Guide*



STUDENT REGISTRATION

Student Registration Upload

- Students must be registered by importing the Student Registration file
- This action will add students to the system and assign tests for the current test administration
- This will also allow you to assign accommodations and NTCs in bulk if needed

Student Group Upload

- Student Groups can be created to either monitor student testing in smaller groups, to view reports by these groups or both
- Student Groups can be created manually in the system or in bulk via an Upload file
- Templates for both the Student Registration File and Student Group Upload Files are in the Management System Help Center

Student Uploads

Menu

Home / Students / Upload

Upload Registrations

Download the [spreadsheet template](#), complete it with student registration information and save it as a CSV file. Complete the fields in the file as described in the [Student File Format](#) document.

After you upload the file, you will see an icon indicating that your file is processing. To update the processing status, click the refresh button in your browser. A status showing the number of records uploaded successfully and any errors or conflicts will appear.

You can only view files that you have uploaded (for this version).

Upload A File

Select File to Upload: No file chosen

[Upload Selected File](#)

Uploaded Files

There are currently 4 uploaded files. To view the error or conflict details, click on the number in the corresponding column.

| # | Date Uploaded | Filename | Status ⓘ | Uploaded By |
|---|--------------------------|---|------------------------|-------------|
| 1 | Nov 12, 2021 8:15 AM CST | 2021-22WinterTYAssessment01.csv | ✓ Complete | kmyers |
| 2 | Nov 12, 2021 8:15 AM CST | 2021-22WinterTYAssessment02.csv | ✗ Processing Errors | kmyers |
| 3 | Nov 12, 2021 8:15 AM CST | 2021-22WinterTYAssessment03.csv | ✓ Complete with Errors | kmyers |
| 4 | Nov 12, 2021 8:15 AM CST | 2021-22WinterTYAssessment04.csv | 🔄 Processing | kmyers |



TEST MANAGEMENT

Test Session Management

- Test Registrations
 - Student Registration Upload feature can:
 - Add students to the system
 - Assign tests to students
 - Assign students to test groups/sessions
 - Assign accommodations to students
- Test groups
 - Student groups can define reporting groups, test sessions, or both.
 - TEST GROUPS ARE NOT REQUIRED!
 - If you need to create a new group of students to appear in a report, or you need to create a new test group, you can accomplish this by creating a group and selecting the desired group type.

Test Session Management

- Off-site Testing
 - If students are testing at a different location than they are accountable to, this can be entered in the system.
 - Students testing at different buildings can be easily assigned a Testing Location during Registration.
 - Proctors at these alternate locations can access test tickets to test students
- Remote Testing:
 - There is a field in the roster file to identify if students are testing remotely

Resource: *Student and User Management Guide*

Roles for Testing Students

| | District Assessment Coordinator | School Assessment Coordinator | Proctor/Examiner |
|---|---------------------------------|-------------------------------|------------------|
| Create and Edit Testing Groups (Optional) | X | X | |
| Assign Accommodations | X | X | |
| Assign Not-Tested Codes | X | X | |
| View Student Testing Progress Dashboard | X | X | X |
| Print Test Tickets | X | X | X |



ASSESSMENT
MANAGEMENT
ACCESSIBILITY



Accommodations

Students with disabilities may be included in state assessment and accountability in the following ways:

- Students may be tested on the GMAP Through-Year assessments without accommodations.
- Students may be tested on the GMAP Through-Year assessments with approved accommodations specified in the student's IEP or 504 plan.
- Accommodations provided to students must be specified in the student's IEP or 504 plan and used during instruction throughout the year.

Resource: 2021-2022 Accessibility and Accommodations Manual

Location: https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/For%20Educators/2021-2022%20Accessibility_and_Accommodations_Manual.pdf

Text to Speech (TTS)

- Must meet criteria: TTS should only be available to students designated as English Learners (EL/TPC), IEPs or 504 plans in the Platform for ELA and Math
 - *Guidance for ELA and math is in the Accessibility Manual*
 - *EL, IEP, 504 status should be indicated on the student profile*
 - *Need for this accommodation will be indicated on the student's test registration profile*
- When enabled, Text to Speech will display in the toolbar
- Students must click on an icon to use
- All text will be read aloud in Math. On ELA, passages will not be read

A blue starburst graphic with the word "NEW" in white capital letters.

Resource: *Assessment Coordinator Guide*

Calculator as an Accommodation

- If assigned, calculator will be available throughout the entire test
 - *Grades 3-5: Basic*
- When enabled, the calculator will display in the toolbar
- Must meet criteria: Embedded Calculator should only be available to students designated IEPs or 504 plans in the Platform for Math
 - *Guidance is in the Accessibility Manual*
 - *IEP, 504 status should be indicated on the student profile*
 - *Need for this accommodation will be indicated on the student's test registration profile*
- When not assigned as accommodation, appropriate calculator will appear depending on the item

Resource: *Assessment Coordinator Guide*



PREPARING FOR TESTING

Preparing for Assessments

- Review technical requirements for GMAP Testing
- Download new Secure Browsers
- Review guidelines for accessibility and identify individual students in need of specific accommodations
- Have students take Item Type Samplers to familiarize and test devices/bandwidth

Resource: *Test Season Checklist*

Suggestions for a Smooth Testing Experience

- Enable audio on devices used for TTS
- Ensure all students have appropriate accessibility features assigned, as needed
- Validate school Examiner rights have been assigned to users
- Use the Manage Online Testing Dashboard to monitor testing progress throughout the test window
- Refresh Manage Online Testing Dashboard to see updated information

Assessment Important Dates

- **Early March:** Download Secure Testing Browser
- **By March 21:** Access to GMAP Testing Platform for Student Registration
- **April 4 – May 13:** Test administration window
- **May 16 – May 20:** Data cleanup window
- **May 27:** Data Files Posted

Assessment Resources

- GMAP Assessment Portal
- GMAP Resources to be added to this page

https://connection.nwea.org/s/gmap?language=en_US

- Item Type Samplers
- System & Technology Guide
- Proctor Guide
- Assessment Coordinator Guide
- Online Student Tutorial video
- Recorded trainings for test management activities
- And many others



Communication & Help Desk



Help Desk

- GMAP or MAP Growth inquires or support: Contact NWEA
 - *Phone: (877-469-3287)*
 - *Email: techsupport@nwea.org*
 - *7:00 a.m. – 5:00 p.m. Central Time (CT), Monday – Friday*

Communication Overview

- GMAP Partnership Update from NWEA
- Assessment Portal
 - https://connection.nwea.org/s/gmap?language=en_US

Questions & Answers

About the GMAP field test

1. What is GMAP?

GMAP stands for “Georgia MAP Assessment Partnership” and is a consortium of Georgia school districts that will pilot an innovative, through-year approach to assessment from NWEA®. Through-year assessments are administered in the fall, winter, and spring. They adapt in response to student performance and provide timely insights on students’ instructional needs as well as summative proficiency data at the end of the year. A through-year assessment is designed to replace interim assessments such as MAP Growth and the summative test in states that adopt it.

2. What does this mean for my district?

Districts that are part of the consortium have a rare opportunity to influence the development of a new assessment. In spring of the 2021-22 school year, students in grade 3-8 will participate in field tests in English Language Arts (ELA) and mathematics. GMAP will gather feedback from districts on the experience and information provided from the assessments.

3. Why is the Field Test important?

GMAP and NWEA® are committed to increasing the connection between growth and proficiency, streamlining testing, and supporting teaching and learning with more timely and instructionally useful assessment data. Field testing the GMAP assessment in Spring 2022 is an important step forward in the journey to creating a through-year assessment that can be implemented statewide in Georgia in place of MAP Growth and the Georgia Milestones test. The field test allows us to collect data for the purpose of calibrating new items so that the items can be evaluated for potential operational use in the future. It also provides districts with the opportunity to provide feedback on the assessment experience.

4. What is the difference between the field test and the pilot?

After the through-year field test in Spring 2022 there will be a pilot year in 2022-23. This pilot year allows us to continue conducting research and implement the adaptive, through-year assessment. With State Board of Education approval, the intent is for the GMAP through-year test to be administered in lieu of MAP Growth and the Georgia Milestones test for ELA and mathematics in 2022-23. However, the GMAP assessment might not be approved by the State Board of Education to replace Georgia Milestones until 2023-24.

5. Will we also have to administer MAP Growth during the Spring that we give the field test?

If you use MAP Growth reports to inform instruction or for decision-making about students (i.e., Gifted Programs) you are recommended to also administer MAP Growth to your students.

6. When will the GMAP through-year test be operational?

After the spring 2022 field test, the 2023–24 school year will represent the “demonstration year” intended to illustrate that the through-year solution is viable for statewide implementation for ELA and mathematics. With State Board of Education approval, the intent is for the GMAP through-year test to be administered in lieu of MAP Growth and the Georgia Milestones test for ELA and mathematics in 2022-23. However, the GMAP assessment might not be approved by the State Board of Education to replace Georgia Milestones as the accountability measure until 2023-24.

7. Which tests will be part of the field test (grades and subjects)?

Field tests will be administered for English Language Arts and mathematics in grades 3-8. Science for grades 5 & 8 will follow the same timeline as ELA and mathematics starting in 2022-23 and high school will follow in subsequent years (timeline TBD).

8. How many questions are on each field test?

There are approximately 50 questions on the ELA and mathematics tests. Analysis from the field test and further research will help us determine the appropriate length of future administrations.

9. Does the field test need to be administered in one sitting?

There is flexibility when it comes to test scheduling; however, it is recommended that tests are completed within 2 days or as short window as possible. The administration manuals will give more guidance to administrators.

10. How long does the field test take?

The test is untimed. The amount of time to complete the test varies amongst students. The field test is expected to take between 60-90 minutes but can be more or less depending on the student.

11. When will testing take place for the field test—what is the test window?

The field tests for ELA and mathematics will take place in Spring 2022 only. The field test window is April 4, 2022 to May 13, 2022. Districts may take the field test at their own discretion, however for optimal for data analysis and comparability to Milestones, the recommendation is that the field test is scheduled as close as possible to Milestones. Districts who plan to also take MAP Growth may set their MAP Growth winter test window at their own discretion as in past administrations.

12. Is the field test optional?

No, GMAP districts must participate in the field test for a variety of reasons. Your participation in the test will provide a large enough sample size to validate the results of the assessment and support studies needed for through-year assessment to produce instructionally relevant data types that help educators and administrators foster learning while also producing summative data.

13. Will the field- test adapt as far outside of grade level as the student needs, like MAP Growth does today?

The field test is designed to support finer on-grade adaptivity than MAP Growth allows, identifying student learning at the earliest stages of development within the on-grade standards all the way through more advanced performance on-grade. However, the test will still adapt off grade to capture the learning needs of students who are not yet performing on-grade or who are ready to move beyond on-grade content. Continuing research and information from the field test and pilot will help inform decisions about the degree of adaptivity needed to reveal what each student is ready to learn next.

Accessibility

1. What accessibility/accommodation will be available?

The Through-Year field test and pilot will have versions of the same accessibility and accommodation features that are currently available for Milestones.

2. Is Spanish an option for the field test?

No. Spanish will not be made available. Please refer to State Board Policy 160-3-1-.07 (4) (i)

- *All students shall be assessed in English.* (<https://www.gadoe.org/External-Affairs-and-Policy/State-Board-of-Education/SBOE%20Rules/160-3-1-.07.pdf>)

Technology

1. Will the spring 2022 MAP Growth assessment be administered on the same platform as the through-year field test?

No. The field test will be administered on a different platform than MAP Growth.

2. What devices can students use to test? Will there be a different secure testing browser?

Students can use the same devices they currently use to take MAP Growth tests. Students must use a secure testing browser when testing. Districts will need to download a new secure testing browser, separate from the MAP Growth secure browser.

| |
|--|
| Platforms |
| Windows 10, versions 1803, 1809, 1903, 1909, 2004, 20H2, 21H1 (Windows 10 S is not supported at this time) |
| Chrome OS*: (<i>Release Channel only, current version plus previous 5 versions</i>) |
| Mac OSX: 10.14, 10.15, 11 |
| iOS: 13, 14 |
| Specifications |
| Minimum Screen: 9.5 inches |
| Resolution: 1024 x 768 |
| Windows: 2 GB (4 GB recommended) |
| Chrome OS: 2 GB minimum (4 GB recommended) |
| Mac OSX: 2 GB (4 GB recommended) |
| iOS: 1 GB (2 GB recommended) |

3. Can student tests be reset?

No. Future determinations will need to be made for administrations beyond the field test.

4. How long can students be paused?

The student will be logged out after 15 minutes of inactivity. Any unfinished tests will be scored as is at the end of the testing window.

5. Will there be Single Sign On (SSO) between MAP Growth and the through-year field test?

MAP Growth is administered on a different platform than the field test, so single sign-on is not currently possible. If through-year assessment is eventually adopted statewide, there would not be a need to log into both MAP Growth and the through-year assessment, as through-year assessment is designed to replace MAP Growth and the Georgia Milestones test. However, as many Georgia districts may continue to administer MAP Growth in grades 3-8 for science and in grades K-2 and high school, we recognize that it would be ideal to avoid managing more than one sign-in process and are investigating ways to make the experience across the two systems as seamless as possible.

Test Session Set-up and Administration

1. Will the field test process be the same as for MAP Growth?

The testing procedures and experience for the through-year field test will be different from a MAP Growth test. The through-year field test will be offered on a different platform. The platform will be used for the spring 2022 field test. Districts participating in the field test will be trained to use the new platform.

2. Can I use Clever to roster my students?

No, partners cannot roster students for the spring term field test with Clever. However, we recognize that Georgia districts use a variety of ways to efficiently roster and are investigating ways to make this process easier and more efficient.

3. How will students be rostered?

Spring 2022 field test pilot participants will roster students using a process similar to the manual process used for MAP Growth.

4. Is setting up a test session for the field test similar to setting up a MAP Growth session?

No. Because the field test will be on a different platform than MAP Growth, the login and set-up process will be different. Test sessions are automatically created based on information included in the roster (registration) file.

5. How will students log into the system for the field test?

The field test will be on a different platform than MAP Growth, so the login process will be different. Like MAP Growth, the through-year field test will require students to use a session name and password to log into the assessment. Students will receive test credentials similar to MAP Growth in the form of a test ticket (printed from the platform) containing the login information. This method helps reduce student error (for example, it avoids students inadvertently choosing the wrong name).

6. Can the GMAP field test be administered remotely?

We recognize the value of a testing system that is responsive to remote learning environments. We will be working directly with Virtual schools to develop remote testing plans.

7. Is the MAP Growth student test engagement capability part of the pilot?

The field test will not support student test engagement functionality, but we recognize its value and are discussing the feasibility of integrating it into a future version of the assessment.

Reports and Data

1. Will the through-year field test provide a "RIT" score?

Yes, the through-year field test will provide a RIT score based on a linking study that correlates through-year field test scores with MAP Growth scores.

2. If a student takes MAP Growth and the field test, will they get the exact same RIT score?

No. Each test draws from different item pools designed for different purposes. The reports and results will still use the same normative data and have a linked RIT value; however, results may not be identical, because MAP Growth and the GMAP through-year assessment measure different constructs. MAP Growth uses a RIT scale (a grade-independent difficulty scale) and the field test uses a proficiency scale (a grade-level difficulty scale). The RIT score provided by the field test will be valid and reliable.

4. At the conclusion of the field test, will a test taker see a RIT score?

No, student level scores will not be displayed at the end of the field test. However, we recognize how important this feature is and we are working to provide a solution in future.

5. How soon will I receive student data and reports?

A comprehensive data file will be available within a reasonable time after administering the assessment.

6. Will the data files be similar to traditional MAP Growth data files received in the past?

NWEA is working to provide data files that can be used to ease the transition between MAP Growth and the new platform being used for through-year tests. More information will be determined following further linking studies and research and provided in the future about the exact data that will be available.

7. Will the field test produce MAP Growth reports?

No, the Spring 2022 field test will not provide MAP Growth reports. We are working to create prototype through-year reports that may be available in future administrations.

8. Will it be possible to use test results with instructional connections?

For the 2021-22 school year, Georgia districts can use MAP Growth to support instructional connections. We recognize the value of supporting instructional connections and we are investigating how soon they can be supported by through-year assessment.

9. How can I use the student data I receive from the field test?

After the spring 2022 through-year assessment field tests, districts and schools will receive files containing RIT and subscore data for individual students. Given the transitional nature of the tests, results will not be comparable to preceding years and should be interpreted with caution and in context of other data sources.

10. Will field test results be connected to the Learning Continuum?

In 2021-22, the MAP Growth Learning Continuum will be accessible to districts via MAP Growth. Once GMAP is fully operational, it will be able to be administered in lieu of MAP Growth and educators will have access to a different but similar tool that is rooted in Georgia's range ALDs. The new tool will help Georgia educators scaffold students toward standards-based learning targets.

11. Will learning statements be available through the student profile?

No, the Student Profile report will not be available for the field test.

12. Will the student progress reports include past testing results as well as the field test results?

No, past data results will not be available in the through- year field test platform.

**More information on reports and data will be made available at a later date and this FAQ updated.*

Training and Support

1. Will I need to train my staff differently for the field test compared to MAP Growth?

Training on the new platform will be provided to data administrators responsible for rostering students into the platform as well as anyone responsible for the administration of the field test.

2. What training resources will be available?

Trainings will be provided in webinar, virtual workshop, and pre-recorded on-demand formats. Additional resources such as user guides will be made available and can be accessed on the dedicated GMAP Connection website.

3. Who do we contact for support?

NWEA will have a specific support system set up for the field test.

4. Will there be an opportunity to practice the test before for the field test?

There will be an item type sampler for students, parents, and educators to experience the look and feel of the assessment, so they are prepared for the testing interface. We will also have short videos available that demonstrate the student experience.

A large, white, L-shaped graphic that frames the right side of the page. It consists of a vertical bar on the left and a horizontal bar at the top, meeting at a right angle.

ADMINISTRATION TRAINING

February 2022

Welcome

Michael Huneke, Marietta
City Schools

Fred Valenzuela, Sr. Program
Manager, NWEA

Tara Davis, Program
Manager, NWEA

John Marchei, State
Partnerships Director, NWEA

David Ramer, Solution
Delivery Consultant, NWEA

Agenda

✓ Field Test Overview

🖥️ Management System

📅 Student Registration

📋 Manage Online Testing

📁 Operational Reports

👤 Communication & Help Desk

? Questions & Answers



Q&A



Polls



Share Screen



Chat

Field Test Overview

Subjects and Grades

- English Language Arts and Mathematics
 - *Georgia Standards of Excellence*
 - *Grades 3 - 8*

Test Window

- April 4 – May 13

Data Cleanup Window

- May 16th – May 20th

Modes of Delivery

- Online only

Field Test warning – this is only a test



Field Test objectives

- Through-year test design validation
- Validate the new processes for administration, test questions, and use of new functions of the enhanced interface
- Provide opportunity to experience the new model and new platform
- Gather feedback on test administration and reporting



Field Test Caveats

- Results should not be used for high-stakes decision making
- Will not represent a complete suite of reports and tools
- May not be representative of the timing/turnaround you can expect in an operational year
- Districts or schools using MAP Accelerator or other content connections should continue to use MAP Growth for that purpose during the transition year
- This is an early version of the GMAP Through-Year assessment and will be continually improved with each administration

Testing Time and Scheduling Recommendations

| Grade Level | Content Area | Approximate number of test questions | Estimated test taking time |
|-------------|-----------------------|--------------------------------------|----------------------------|
| 3-8 | Mathematics | 50 | 90 minutes |
| 3-8 | English Language Arts | 50 | 90 minutes |

- Districts/Schools have flexibility in scheduling tests
 - Testing times are M-F, 7:00am to 6:00pm EST
 - Recommendation – end testing at 5:00pm EST on Fridays
- Recommendation: One to two sittings each for ELA and Math
 - Schools may schedule two sessions per subject as a local decision.

Testing Time and Scheduling - Recommendations and Considerations

- Estimated test taking time does not include:
 - Test ticket distribution
 - Launching the secure browser
 - Student log in
- Students' tests can pause by logging out.
- Student will be automatically logged out of the test after 15 min of inactivity.
 - *Note:* No Proctor action required for the student to resume testing, students must log back in using the information on the test ticket



TECHNOLOGY READINESS

Supported Devices

Minimum System Requirements for Student Testing

| Device | Operating System | Processor | Memory (RAM) |
|--|--|---------------------------|---------------------------------|
| Windows® PC | Windows 10, Versions 1803, 1809, 1903, 1909, 2004, 20H2, 21H1 (Windows 10 S is not supported at this time) | Intel™ x86 (32 or 64 bit) | 2 GB (4 GB recommended) |
| macOS® X | 10.14, 10.15, 11 | Intel-based models, M1 | 2 GB (4 GB recommended) |
| Chromebook™ | Chrome OS™*: (Release channel only, current version plus previous 5 versions) | Any | 2 GB minimum (4 GB recommended) |
| Tablets iPad® – 5th, 6th, 7th, and 8th Generation, Windows tablets except Windows RT | iOS: 13, 14 | Any | iOS: 1 GB (2 GB recommended) |

Resource: *System Requirements Guide*

Location: <http://cdn.nwea.org/docs/SD-2021-SystemsRequirements-Guide.pdf>

Supported Devices

Minimum System Requirements for Proctors, Teachers and Staff

System functionality and screens may display, operate, or appear differently in different web browsers and operating systems. The application is optimally viewed using a 1280 x 1024 screen resolution. The system is supported on the following web browsers.

| Web Browser | Requirements |
|-------------------|----------------|
| Mozilla® Firefox® | Latest version |
| Microsoft Edge® | Latest version |
| Safari® | Latest version |
| Google Chrome™ | Latest version |
| Safari on iPad | Latest version |

NOTE: Internet Explorer® is not supported.



MANAGEMENT SYSTEM

GMAP Management System

- Management System
 - The Management System allows administrators and teachers to smoothly manage the entire assessment process including managing students, online test assignments, monitor test status, analyze data reports, and much more – all in one place.
- Assessment System
 - The test assessment system is a component that delivers assessments to students.
- Operational Reports
 - Provides informative data for managing test administration and student demographic information
- Resource: User Role Permissions
 - Location:

The screenshot displays the GMAP Management System interface. At the top, a dark blue header contains the 'Home' tab, the 'nwea State Solutions GMAP' logo, and user navigation icons. A left-hand sidebar lists menu categories: 'Students' (View & Edit, Add Student, Upload, Groups), 'Online Testing' (Secure Browser, Manage), 'Reports' (Operational), and 'Organizations' (View & Edit Orig, View & Edit Users, Add User). The main content area is titled 'Welcome, Jana Smith' and identifies the user as 'School Assessment Coordinator, Pleasant Valley USD' with a last login of 'Jan 24 2022'. Below this is a 'News & Announcements' section with a 'Create Announcement' button. Two announcements are visible: 'Practice Tests' (dated Jan 20, 2022) and 'Student Registration Uploads' (dated Jan 20, 2022). A 'Shortcuts' section at the bottom features four buttons: 'Add Student', 'Find Student', 'Monitor Test', and 'View Groups'. The footer includes the 'nwea' logo, links for 'GMAP', 'NWEA', 'Privacy', and 'Contact', and a copyright notice for 2022 NWEA.

Roles for Test Management Set Up

| | Manage Users | Roster Students | Manage Students | Manage Groups | Proctor Sessions | Access to Operational Reports |
|---------------------------------|--------------|-----------------|-----------------|---------------|------------------|-------------------------------|
| System Administrator | X | | | | | |
| District Assessment Coordinator | X | X | | X | | X |
| Data Administrator | X | X | X | X | | X |
| Proctor/Examiner | | | X | | X | |
| School Assessment Coordinator | | | X | X | | X |

Accessing GMAP Management System

- Single-sign on connects your access to the MAP Growth system to the GMAP Through-Year Platform
 - *One less username and password to remember!*
 - *After logging into MAP Growth, users will see the GMAP link along the left*
 - *Users will see a link on the left that reads "GMAP"*

Accessing GMAP Management System

- IMPORT PROFILES / ROSTERING
- MANAGE USERS
- MANAGE STUDENTS
- MANAGE DATA PARTNERS
- GMAP** ▲
 - Manage Testing
 - View Testing Progress
- VIEW REPORTS ▼
- MODIFY PREFERENCES ▼

The screenshot shows the GMAP management system interface. A callout box with a blue background and white text points to the 'GMAP' menu item in the left sidebar. The callout box contains the following text: 'GMAP', 'Manage Testing', and 'View Testing Progress'. Below the screenshot, a yellow banner reads 'Visit the Product Updates page'.

Remote Testing and School Closure Support

- Visit the new website for the latest news, guidance, and resources.

2020 Norms for MAP Growth

The 2020 Norms have arrived. [Get the Overview](#), and the 2020 norms resources in the [Help Center](#).

MAP Growth K-2 Scale Maintenance

Review the [FAQ](#) to learn what has changed.

Information Center

Help and Support

- [Partner Support](#)
- [Help Center](#)
- [Quick References](#)

Getting Started

- [Proctor Quick Start](#)
- [Video Tutorials](#)

Student Resources

- [Practice Tests](#)
- [K-2 Test Introduction Video](#)
- [2+ Test Introduction Video](#)

Administrator Setup

- [Nebraska State - Roster File Template](#)
- [Download Programs File Template](#)

NWEA Secure Browser App

- [PC \(Download\)](#)
- [Mac \(Download\)](#)
- [iPad \(Setup Directions\)](#)
- [Chromebook \(Setup Directions\)](#)
- [System Requirements](#)

Transfer Data Between Districts

- [How to Transfer Student Data](#)
- [Student Data Transfer Form](#)

Management System

Home



Students
View & Edit
Add Student
Upload
Groups

Online Testing
Secure Browser
Manage

Reports
Operational

Organizations
View & Edit Orgs
View & Edit Users
Add User

nwea State Solutions
GMAP

?  

Welcome, Jana Smith

School Assessment Coordinator, Pleasant Valley USD
Jan 24 2022





News & Announcements

[Create Announcement](#)

Practice Tests | Jan 20, 2022 | Posted By: Alex, Luisi
Please be sure students have had an opportunity to schedule and use the Practice Tests or Item Type Samplers to confirm their devices are ready for testing and to give students an opportunity to familiarize with the online assessment.

Student Registration Uploads | Jan 20, 2022 | Posted By: Alex, Luisi
As we prepare for the next test administration, please prepare your Student Registration files to be imported and populate students for the new administration. This feature is available to Data Administrators. If you encounter errors or need any assistance, please reach out to NWEA Partner Support.

Shortcuts

-  Add Student
-  Find Student
-  Monitor Test
-  View Groups

nwea [GMAP](#) [NWEA](#) [Privacy](#) [Contact](#)

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Test Session Management

- Test Registrations
 - Student Registration Upload feature can:
 - Add students to the system
 - Assign tests to students
 - Assign students to test groups/sessions
 - Assign accommodations to students

| | A | B | C | D | E | F | G | H | I |
|----|-------------|--------------------------|---------------------|------------------|-------------------|--------------------|---------------------|-----------------------|----------------|
| 1 | School Year | Test Administration Code | District Student ID | Student State ID | Student Last Name | Student First Name | Student Middle Name | Student Date of Birth | Student Gender |
| 2 | 2021-2022 | GMT0422P00 | 123456 | 123456 | Last | First | Middle | 1/1/2001 | M |
| 3 | 2021-2022 | GMT0422P00 | 123456 | 123456 | Last | First | Middle | 1/2/2001 | M |
| 4 | 2021-2022 | GMT0422P00 | 123456 | 123456 | Last | First | Middle | 1/3/2001 | M |
| 5 | 2021-2022 | GMT0422P00 | 123456 | 123456 | Last | First | Middle | 1/4/2001 | M |
| 6 | 2021-2022 | GMT0422P00 | 123456 | 123456 | Last | First | Middle | 1/5/2001 | M |
| 7 | 2021-2022 | GMT0422P00 | 123456 | 123456 | Last | First | Middle | 1/6/2001 | M |
| 8 | 2021-2022 | GMT0422P00 | 123456 | 123456 | Last | First | Middle | 1/7/2001 | M |
| 9 | 2021-2022 | GMT0422P00 | 123456 | 123456 | Last | First | Middle | 1/8/2001 | M |
| 10 | 2021-2022 | GMT0422P00 | 123456 | 123456 | Last | First | Middle | 1/9/2001 | M |
| 11 | 2021-2022 | GMT0422P00 | 123456 | 123456 | Last | First | Middle | 1/10/2001 | M |
| 12 | 2021-2022 | GMT0422P00 | 123456 | 123456 | Last | First | Middle | 1/11/2001 | M |
| 13 | 2021-2022 | GMT0422P00 | 123456 | 123456 | Last | First | Middle | 1/12/2001 | M |
| 14 | 2021-2022 | GMT0422P00 | 123456 | 123456 | Last | First | Middle | 1/13/2001 | M |
| 15 | 2021-2022 | GMT0422P00 | 123456 | 123456 | Last | First | Middle | 1/14/2001 | M |
| 16 | 2021-2022 | GMT0422P00 | 123456 | 123456 | Last | First | Middle | 1/15/2001 | M |
| 17 | 2021-2022 | GMT0422P00 | 123456 | 123456 | Last | First | Middle | 1/16/2001 | M |
| 18 | 2021-2022 | GMT0422P00 | 123456 | 123456 | Last | First | Middle | 1/17/2001 | M |
| 19 | 2021-2022 | GMT0422P00 | 123456 | 123456 | Last | First | Middle | 1/18/2001 | M |
| 20 | 2021-2022 | GMT0422P00 | 123456 | 123456 | Last | First | Middle | 1/19/2001 | M |
| 21 | 2021-2022 | GMT0422P00 | 123456 | 123456 | Last | First | Middle | 1/20/2001 | M |
| 22 | 2021-2022 | GMT0422P00 | 123456 | 123456 | Last | First | Middle | 1/21/2001 | M |
| 23 | 2021-2022 | GMT0422P00 | 123456 | 123456 | Last | First | Middle | 1/22/2001 | M |
| 24 | 2021-2022 | GMT0422P00 | 123456 | 123456 | Last | First | Middle | 1/23/2001 | M |
| 25 | 2021-2022 | GMT0422P00 | 123456 | 123456 | Last | First | Middle | 1/24/2001 | M |

Test Session Management

- Test groups
 - Student groups can define test sessions.
 - TEST GROUPS ARE NOT REQUIRED!
 - You can create a test group manually or through the student group upload.

| Column | Element Name | Length | Element Type | Required | Element Definition |
|--------|--|--------|--------------|----------|--|
| A | Test Administration Code | 65 | Alphanumeric | Yes | The number or alphanumeric code assigned to the assessment administration. |
| B | Student State ID | 10 | Alphanumeric | Yes | A unique number or alphanumeric code assigned to a student by a state, or other agency or entity. |
| C | Student Last Name | 65 | Alpha | Yes | Student's Last Name |
| D | Student First Name | 65 | Alpha | Yes | Student's First Name |
| E | Student Middle Initial | 20 | Alpha | Yes | Student's Middle Name/Initial |
| F | District Code - Student District of Accountability | 11 | Alphanumeric | Yes | Code assigned by the state for the district where the student is reported for state and federal accountability |
| G | District Name - Student District of Accountability | 100 | Alphanumeric | Yes | Name of the district where the student is reported for state and federal accountability. |
| H | School Code - Student School of Accountability | 11 | Alphanumeric | Yes | Code assigned by the state for the school where the student is reported for state and federal accountability. |
| I | School Name - Student School of Accountability | 100 | Alphanumeric | Yes | Name of the school where the student is reported for state and federal accountability. |
| J | Instructor | 100 | Alphanumeric | No | The Instructors who should have access to the students' reporting group. |
| K | Content Area Academic Subject Code | 4 | Alpha | Yes | The code which represents the academic content or subject area (e.g., mathematics, english language arts) being evaluated. |
| L | Grade | 2 | Numeric | Yes | The grade or level at which the learner is to be assessed. |
| M | Online Group Name | 65 | Alphanumeric | Yes | The name of the testing group to which the student assessment will be assigned |
| N | Reporting Group Name | 65 | Alphanumeric | Yes | The name of the reporting group to which the student assessment will be assigned. |

Test Session Management

- Off-site Testing
 - If students are testing at a different location than they are accountable to, this can be entered in the system.
 - Students testing at different buildings can be easily assigned a Testing Location during Registration.
 - Test Coordinators at these alternate locations can access test tickets to test students
- Remote Testing:
 - There is a field in the roster file to identify if students are testing remotely

Resource: *Student and User Management Guide*



STUDENT REGISTRATION

Student Registration Upload

- Students must be registered either manually or by importing the Student Registration file
- This action will add students to the system and assign tests, accommodations, and testing irregularity codes for the current test administration
- Uploads take overnight to process
- Additional Uploads can be performed for additional registration updates

| | A | B | C | D | E | F | G | H | I | J |
|----|-------------|--------------------------|---------------------|------------------|-------------------|--------------------|---------------------|-----------------------|----------------|---------------|
| | School Year | Test Administration Code | District Student ID | Student State ID | Student Last Name | Student First Name | Student Middle Name | Student Date of Birth | Student Gender | Student Grade |
| 1 | 2021-2022 | | 123456 | 123456 | Last | First | Middle | 1/1/2001 | M | 1 |
| 2 | 2021-2023 | | 123456 | 123456 | Last | First | Middle | 1/2/2001 | M | 2 |
| 3 | 2021-2024 | | 123456 | 123456 | Last | First | Middle | 1/3/2001 | M | 3 |
| 4 | 2021-2025 | | 123456 | 123456 | Last | First | Middle | 1/4/2001 | M | 4 |
| 5 | 2021-2026 | | 123456 | 123456 | Last | First | Middle | 1/5/2001 | M | 5 |
| 6 | 2021-2027 | | 123456 | 123456 | Last | First | Middle | 1/6/2001 | M | 6 |
| 7 | 2021-2028 | | 123456 | 123456 | Last | First | Middle | 1/7/2001 | M | 1 |
| 8 | 2021-2029 | | 123456 | 123456 | Last | First | Middle | 1/8/2001 | M | 2 |
| 9 | 2021-2030 | | 123456 | 123456 | Last | First | Middle | 1/9/2001 | M | 3 |
| 10 | 2021-2031 | | 123456 | 123456 | Last | First | Middle | 1/10/2001 | M | 4 |
| 11 | 2021-2032 | | 123456 | 123456 | Last | First | Middle | 1/11/2001 | M | 5 |
| 12 | 2021-2033 | | 123456 | 123456 | Last | First | Middle | 1/12/2001 | M | 6 |
| 13 | 2021-2034 | | 123456 | 123456 | Last | First | Middle | 1/13/2001 | M | 1 |
| 14 | 2021-2035 | | 123456 | 123456 | Last | First | Middle | 1/14/2001 | M | 2 |
| 15 | 2021-2036 | | 123456 | 123456 | Last | First | Middle | 1/15/2001 | M | 3 |
| 16 | 2021-2037 | | 123456 | 123456 | Last | First | Middle | 1/16/2001 | M | 4 |
| 17 | 2021-2038 | | 123456 | 123456 | Last | First | Middle | 1/17/2001 | M | 5 |
| 18 | 2021-2039 | | 123456 | 123456 | Last | First | Middle | 1/18/2001 | M | 6 |
| 19 | 2021-2040 | | 123456 | 123456 | Last | First | Middle | 1/19/2001 | M | 1 |
| 20 | 2021-2041 | | 123456 | 123456 | Last | First | Middle | 1/20/2001 | M | 2 |
| 21 | 2021-2042 | | 123456 | 123456 | Last | First | Middle | 1/21/2001 | M | 3 |
| 22 | 2021-2043 | | 123456 | 123456 | Last | First | Middle | 1/22/2001 | M | 4 |
| 23 | 2021-2044 | | 123456 | 123456 | Last | First | Middle | 1/23/2001 | M | 5 |
| 24 | 2021-2045 | | 123456 | 123456 | Last | First | Middle | 1/24/2001 | M | 6 |

Student Registration Upload

Menu

Home / Students / Upload

Upload Registrations

Download the [spreadsheet template](#), complete it with student registration information and save it as a CSV file. Complete the fields in the file as described in the [Student File Format](#) document.

After you upload the file, you will see an icon indicating that your file is processing. To update the processing status, click the refresh button in your browser. A status showing the number of records uploaded successfully and any errors or conflicts will appear.

You can only view files that you have uploaded (for this version).

Upload A File

Select File to Upload: No file chosen

Uploaded Files

There are currently 4 uploaded files. To view the error or conflict details, click on the number in the corresponding column.

| # | Date Uploaded | Filename | Status 1 | Uploaded By |
|---|--------------------------|---|-------------------------------------|-------------|
| 1 | Nov 12, 2021 8:15 AM CST | 2021-22WinterTYAssessment01.csv | ✓ Complete | kmyers |
| 2 | Nov 12, 2021 8:15 AM CST | 2021-22WinterTYAssessment02.csv | ✗ Processing Errors | kmyers |
| 3 | Nov 12, 2021 8:15 AM CST | 2021-22WinterTYAssessment03.csv | ✓ Complete with Errors | kmyers |
| 4 | Nov 12, 2021 8:15 AM CST | 2021-22WinterTYAssessment04.csv | 🔄 Processing | kmyers |


Student Registration Upload

■ Upload Errors

Uploaded files

There are currently 3 uploaded files. To view the error or conflict details, click on the number in the corresponding column.

Results: 3

| # | Date Uploaded | Filename | Status | Uploaded By | Upload Type |
|---|---------------------------|---|--|-------------|--------------------|
| 1 | Feb 17, 2022 11:48 AM PST | Registration_Report_00-0086-000_20220217-1653.csv |  Complete with errors | david.ramer | Test Registrations |



Results: 24

| # | Row No | Error |
|---|--------|--|
| 1 | 2 | Expecting value |
| 2 | 3 | User does not have permission to use Org Code: |
| 3 | 4 | User does not have permission to use Org Code: |
| 4 | 5 | User does not have permission to use Org Code: |
| 5 | 6 | User does not have permission to use Org Code: |
| 6 | 7 | User does not have permission to use Org Code: |
| 7 | 8 | User does not have permission to use Org Code: |
| 8 | 9 | User does not have permission to use Org Code: |
| 9 | 10 | User does not have permission to use Org Code: |

Rows per page: 25 ▾ 1-24 of 24 < >

Student Group Upload

- Student Groups can be created to either monitor student testing in smaller groups.
- Student Groups can be created manually in the system or in bulk via an Upload file
- Templates for both the Student Registration File and Student Group Upload Files are in the Management System Help Center

The screenshot shows the GMAP State Solutions Help Documentation page. The page has a dark blue header with the GMAP logo and navigation icons. A left sidebar contains a menu with categories: Home, Students, Online Testing, Reports, and Organizations. The main content area is titled 'Help Documentation' and contains a table of 10 help documents. The table has columns for #, Name, Description, Upload Date, and Actions. The actions column contains icons for document deletion and editing. At the bottom of the table, there is a pagination control showing '1' of 10 items per page and '1 - 10 of 10 Items'.

Home / Help Documentation

Help Documentation

If you have questions about the system, please view the resources below or contact us.

Help Documents: 10 [Add Document](#)

| # | Name | Description | Upload Date | Actions |
|----|------------------------------------|--|---------------------------|---------|
| 1 | Biweekly Email Communications | Access a repository of bi-weekly email notifications. | Jan 11, 2021 10:31 AM CST | |
| 2 | Upcoming Assessment Activities | View list of upcoming assessment activities and open windows. | Jan 12, 2021 10:32 AM CST | |
| 3 | Student Upload Specifications | Information about the upload process and spreadsheet template. | Jan 13, 2021 10:33 AM CST | |
| 4 | Assessment Management User's Guide | View the User's Guide and task videos. | Jan 14, 2021 10:34 AM CST | |
| 5 | User Roles and Permissions Matrix | Management System User Roles and Permissions Matrix with role descriptions. | Jan 15, 2021 10:35 AM CST | |
| 6 | Assessments User Manual | 2021-22 Assessment User's Manual. | Jan 16, 2021 10:35 AM CST | |
| 7 | System Support | Chat with a support specialist from the Texas Assessment Support Center. | Jan 17, 2021 10:35 AM CST | |
| 8 | 08_SampleFileName | 08 Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. | Jan 18, 2021 10:35 AM CST | |
| 9 | 09_SampleFileName | 09 Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. | Jan 19, 2021 10:35 AM CST | |
| 10 | 10_SampleFileName | 10 Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. | Jan 20, 2021 10:35 AM CST | |

1 20 Items per page 1 - 10 of 10 Items

Student Group Upload

Menu

Home / Students / Upload

Upload Registrations

Download the [spreadsheet template](#), complete it with student registration information and save it as a CSV file. Complete the fields in the file as described in the [Student File Format](#) document.

After you upload the file, you will see an icon indicating that your file is processing. To update the processing status, click the refresh button in your browser. A status showing the number of records uploaded successfully and any errors or conflicts will appear.

You can only view files that you have uploaded (for this version).

Upload A File

Select File to Upload: No file chosen

Uploaded Files

There are currently 4 uploaded files. To view the error or conflict details, click on the number in the corresponding column.

| # | Date Uploaded | Filename | Status 1 | Uploaded By |
|---|--------------------------|---|-------------------------------------|-------------|
| 1 | Nov 12, 2021 8:15 AM CST | 2021-22WinterTYAssessment01.csv | ✓ Complete | kmyers |
| 2 | Nov 12, 2021 8:15 AM CST | 2021-22WinterTYAssessment02.csv | ✗ Processing Errors | kmyers |
| 3 | Nov 12, 2021 8:15 AM CST | 2021-22WinterTYAssessment03.csv | ✓ Complete with Errors | kmyers |
| 4 | Nov 12, 2021 8:15 AM CST | 2021-22WinterTYAssessment04.csv | 🔄 Processing | kmyers |

Student Groups

- Are not required!
- Can group students for testing for easy monitoring
- Districts can manage/edit the student groups during the window.
 - *Student Groups can be created manually or via the Upload feature*

Student Groups

Step 1 of 3: Set Properties

School *

ADAMS ELEMENTARY SCHOOL [55-yr.]

School Year *

2021-2022

Assessment Type *

Through Year

Step 2 of 3: Enter Settings

Test Administration *

Test Administrations

Growth Pilot Dec. 2021

Subject *

Subjects

English Language Arts

Group Name *

MsJonesELA1

Group Type *

Group Types

Online Testing

User Access to this Group

Users

Back

Continue

Student Groups

Step 3 of 3: Select Students

Available Students: 12

Last Name

First Name

Student ID

Grade *

 × ▼

View

| <input type="checkbox"/> | Last Name | First Name | Student ID | Grade |
|--------------------------|-----------|------------|------------|---------|
| <input type="checkbox"/> | Broxton | Alexa | *****6789 | Grade 5 |
| <input type="checkbox"/> | Dooly | Abigal | *****6789 | Grade 5 |
| <input type="checkbox"/> | King | Nancy | *****6789 | Grade 5 |
| <input type="checkbox"/> | Davolio | Robert | *****6789 | Grade 5 |
| <input type="checkbox"/> | Callahan | Andrew | *****6789 | Grade 5 |
| <input type="checkbox"/> | Buchanan | Margaret | *****6789 | Grade 5 |
| <input type="checkbox"/> | Dresden | Abigal | *****6789 | Grade 5 |
| <input type="checkbox"/> | Whynn | Steven | *****6789 | Grade 5 |

ADD TO
➔

REMOVE
⬅

Selected Students: 3

| <input type="checkbox"/> | Last Name | First Name | Student ID | Grade |
|--------------------------|-----------|------------|------------|------------------|
| <input type="checkbox"/> | Fi... | | | G ▼ |
| <input type="checkbox"/> | Adele | Michael | *****6789 | Grade 5 |
| <input type="checkbox"/> | Cooper | Erica | *****6789 | Grade 5 |
| <input type="checkbox"/> | White | Steven | *****6789 | Grade 5 |

Accommodations

Students with disabilities may be included in state assessment and accountability in the following ways:

- Students may be tested on the GMAP Through-Year assessments without accommodations.
- Students may be tested on the GMAP Through-Year assessments with approved accommodations specified in the student's IEP or 504 plan.
- Accommodations provided to students must be specified in the student's IEP or 504 plan and used during instruction throughout the year.

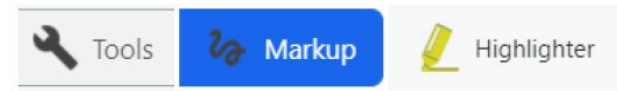
Resource: 2021-2022 Accessibility and Accommodations Manual

Location: https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/For%20Educators/2021-2022%20Accessibility_and_Accommodations_Manual.pdf

Accessibility

Universal Tools

- Non-Embedded resources
 - *Scratch paper (lined or blank scratch paper or blank graph paper)*
- Embedded resources
 - Highlighter
 - Notepad
 - Magnify (formerly Zoom)
 - Guideline (formerly Line Reader)
 - Eliminator
 - Ruler/protractor (based on item)
 - Universal Math reference sheets
 - Calculator (based on item)



Accessibility

■ Linguistic Supports

- *Text to Speech (available for all of Math; ELA – not passages)*
- *Additional non-embedded supports*

■ Accommodations

- *Text to Speech (available for all of Math; ELA – not passages)*
- *Embedded calculator for 3rd-5th grades*

Some items on the ELA assessment assess writing skills. The prompts for these items will be read aloud.

Text to Speech (TTS)

- Must meet criteria: TTS should only be available to students designated as English Learners (EL/TPC), IEPs or 504 plans in the Platform for ELA and Math
 - *Guidance for ELA and math is in the Accessibility Manual*
 - *EL, IEP, 504 status should be indicated on the student profile*
 - *Need for this accommodation will be indicated on the student's test registration profile*
- When enabled, Text to Speech will display in the toolbar
- Students must click on an icon to use
- All text will be read aloud in Math. On ELA, passages will not be read
- TTS-C – Text to Speech – Conditional
 - *TTS-C would allow passages to be read aloud*
 - *TTS-C will not be available Spring 2022*

Resource: *Assessment Coordinator Guide*

Calculator as an Accommodation

- If assigned, calculator will be available throughout the entire test
 - *Grades 3-5: Basic*
- When enabled, the calculator will display in the toolbar
- Must meet criteria: Embedded Calculator should only be available to students designated IEPs or 504 plans in the Platform for Math
 - *Guidance is in the Accessibility Manual*
 - *IEP, 504 status should be indicated on the student profile*
 - *Need for this accommodation will be indicated on the student's test registration profile*
- When not assigned as accommodation, appropriate calculator will appear depending on the item

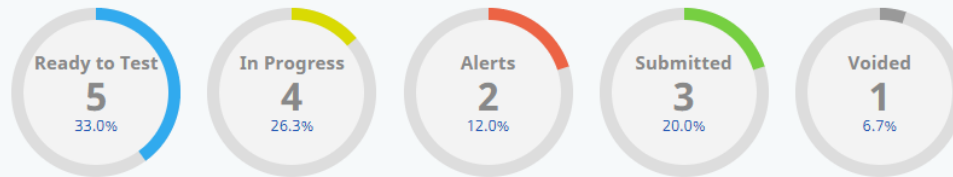
Resource: *Assessment Coordinator Guide*



Adding Accommodations and Testing Irregularity Codes (NTCs)

- Can be added in bulk via File Import
- Can be added on a student's profile under Accessibility Support section
- From Manage Online Testing, clicking the student's name will bring you to their profile to assign the Accommodation
 - *District Assessment Coordinators and Data Administrators only*

Adding Accommodations and Testing Irregularity Codes (NTCs)



Tickets/Rosters

Print Selected Tickets/Rosters

View: Testing List

| Name | Student ID | Test Status ⓘ | School | Group | Response Progress | Actions ⓘ |
|----------------|------------|----------------------------|------------------------|--------------------------|-------------------|------------------------|
| Anderson, Mike | 12123188 | Jan 15, 12:25 PM CDT | HOUSTON EL [227901162] | O'Neil 5th Grade Reading | 4 | |
| Bowers, Donald | 21231232 | Jan 16, 1:02 PM CDT | HOUSTON EL [227901162] | O'Neil 5th Grade Reading | 9 | |
| Brom, Aubry | 32131232 | Jan 16, 10:00 AM CDT | HOUSTON EL [227901162] | O'Neil 5th Grade Reading | 20 | |
| Chan, David | 43211232 | Jan 16, 1:02 PM CDT | HOUSTON EL [227901162] | O'Neil 5th Grade Reading | -- | |
| Davis, Jessica | 14521232 | Jan 16, 1:02 PM CDT | HOUSTON EL [227901162] | O'Neil 5th Grade Reading | 14 | |
| Edwards, Cara | 52321232 | Jan 16, 1:02 PM CDT | HOUSTON EL [227901162] | O'Neil 5th Grade Reading | -- | |

Adding Accommodations and Testing Irregularity Codes (NTCs)

JOHN ADAMS

Profile
Manage student demographics

Accessibility Supports
Manage PNP accommodations

Tests
Manage test registrations

Student's Accessibility Supports

Test Administration *
Growth Pilot Dec. 2021

Growth Pilot Dec. 2021 EMBEDDED ACCOMMODATIONS

| Accommodation Title | Mathematics Grade 3 | English Language Arts Grade 3 |
|------------------------------|--------------------------|-------------------------------|
| Scientific Calculator (SCAL) | - | - |
| Plain Paper (PP) | <input type="checkbox"/> | <input type="checkbox"/> |
| Text to Speech (TTS) | <input type="checkbox"/> | <input type="checkbox"/> |
| Large Print (LP) | <input type="checkbox"/> | <input type="checkbox"/> |
| Braille (BR) | <input type="checkbox"/> | <input type="checkbox"/> |

Adding Accommodations and Testing Irregularity Codes (NTCs)

| Accommodation Code | Description |
|--------------------|--|
| IV | Confirmed cheating occurred. |
| IR | Student answered some items, but did not complete the test. |
| PIV | Accommodation error occurred, such as in TTS/Oral Reading, or an unsupported accommodation was used. |
| PTNA | Testing interruption. Student began testing but was unable to finish test. |
| DNA | Student refused to participate in an assessment. |

Test Preparation and Monitoring

- Print Student Test Tickets
 - *Available in two formats:*
 - PDF Format (one per page)
 - CSV Export (For bulk printing)
 - *In two ways:*
 - Manage Online Testing page
 - Individual Student profile, Test Registrations tab
 - *Students don't have to be in test groups to access a test ticket.*
 - *If the student has their ticket, they can log in and test!*

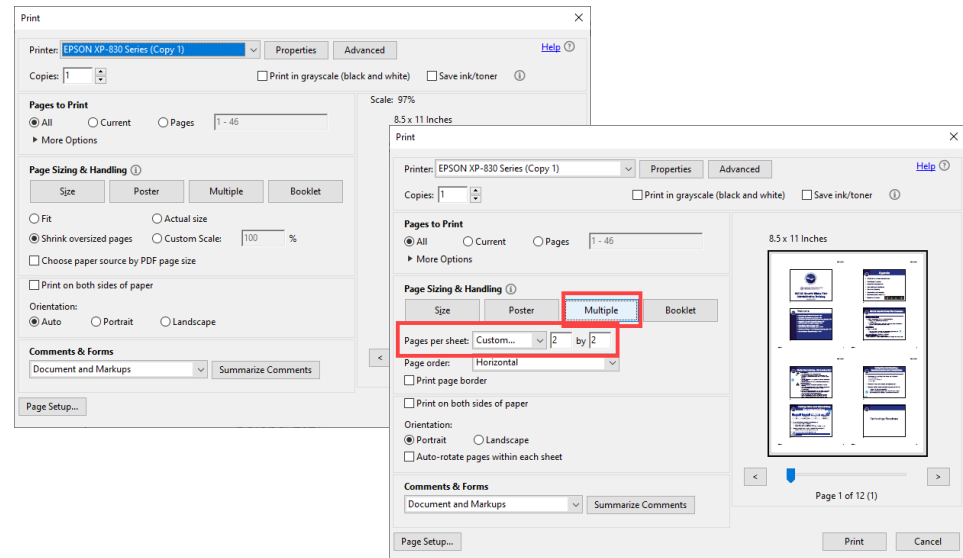
Student Test Tickets

Student Test Ticket

Test: Reading
Campus: Example Elementary
First Name: John
Last Name: Smith
Date of Birth: Apr 1 1996
Username: mgrade
Password: sedan626
Session ID: EL036
Group: Ms. Doe 3rd Grade Reading

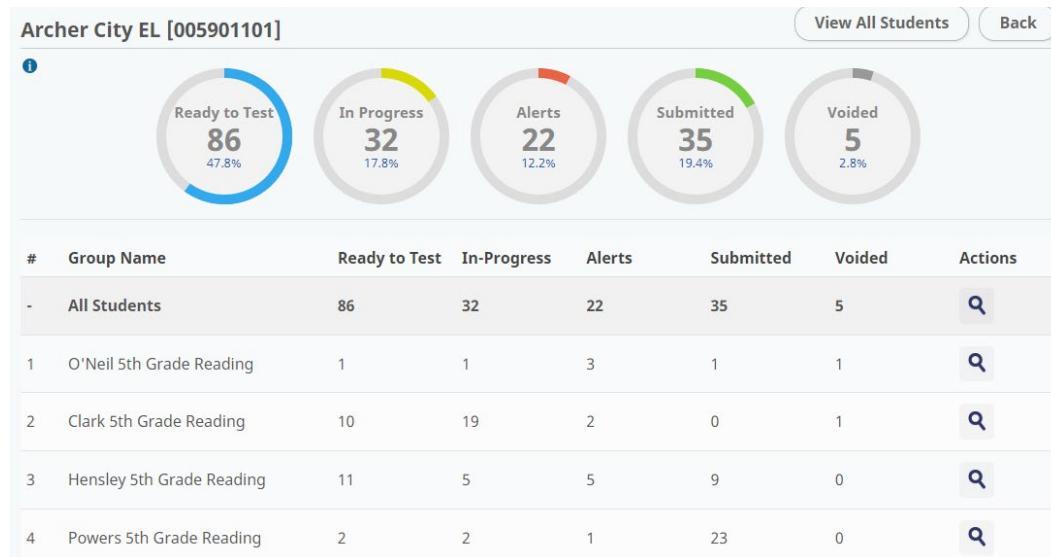
*sample test ticket

- Multiple student tickets can be printed at once or printed individually.
- Test tickets print 1 to a page
 - *Printer settings can be adjusted to print multiple pages on a sheet*



Testing Progress

- Testing progress can be viewed at the group, school or district level
 - *Ease of use to allow proctors to more efficiently monitor students*
- *Testing Status Report* can help understand where your students are in testing as a file export
- Note: Students with testing irregularity codes entered will show as Ready To Test



Operational Reports

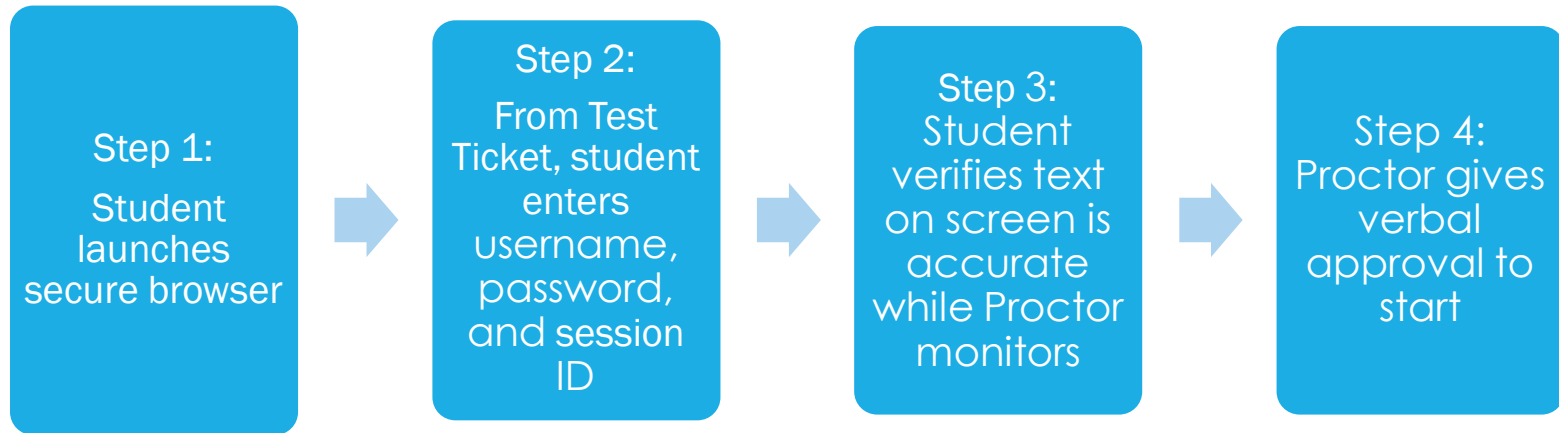
- Operational Reports: These reports are designed to help School and District Assessment Coordinators monitor testing status and the status of materials.
 - *They do not include test results but does provide availability to data that you previously had to call support on!*
- To access operational reports:
 1. *In the main menu, select **Reports > Operational**.*
 2. *Select the **Organization** and **Report Type** from the drop-down lists.*
 3. *Select **Find**.*
 4. *Information about the report appears below. Select the **icon** in the **Download** column to download the report.*
- Data file layout for each report will be in the Help section to reference format

Student Mobility

■ *District Transfers*

- *Districts will still be able to transfer students via the student profile between uploads if desired.*
- *Students do NOT need to be removed from test groups.*
- *For any test that the student started but did not complete in the sending school, student will continue from where they left off in the new school. No need to start over, even between district transfers!*
- *District can assign student to the receiving school's groups but it is not required.*
- *Testing results will follow the student.*
- *Access the Student Mobility Report to track transfers in and out of your district.*

Student Experience - Login



Student Experience - Login



[← Back](#)

Take the GMAP Through Year Assessment

Username

Password

Session ID

Reset

Take Test →

Student Experience - Login



Select a test to take

GMAP Through Year Assessment →

Item Type Sampler →

Student Experience - Login

The screenshot shows a web browser interface for the NWEA State Solutions GMAP login page. At the top left, the 'nwea' logo is displayed. To its right, the text 'Math' and 'First Last' is visible. In the top right corner, there are icons for 'Magnify' (a magnifying glass) and 'Logout' (an arrow pointing out of a square). The main content area is centered and features the 'nwea State Solutions' logo, followed by the large text 'GMAP'. Below this, the text 'Grade 3 Mathematics' and 'NWEA State Solutions GMAP' is displayed. A rounded rectangular box contains the instruction: 'If any information on this screen is incorrect, please raise your hand and notify your proctor.' At the bottom of the page, a 'Next' button with a right-pointing arrow is visible.

nwea Math First Last Magnify Logout

nwea
State Solutions
GMAP

Grade 3 Mathematics
NWEA State Solutions GMAP

If any information on this screen is incorrect, please raise your hand and notify your proctor.

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Next →

Student Experience - Login

nwea

Math

First Last




 Magnify  Logout







Do not continue to the next screen until you are told to do so.

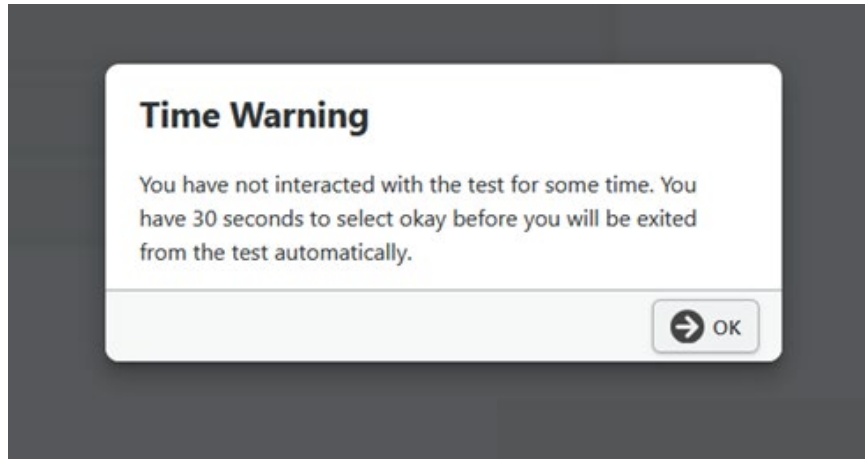
[← Back](#) [Next →](#)

Student Experience – Logout

nwea ELA grade 6 2022 Practice Test Grade 6 ELA **Question 2**    Logout

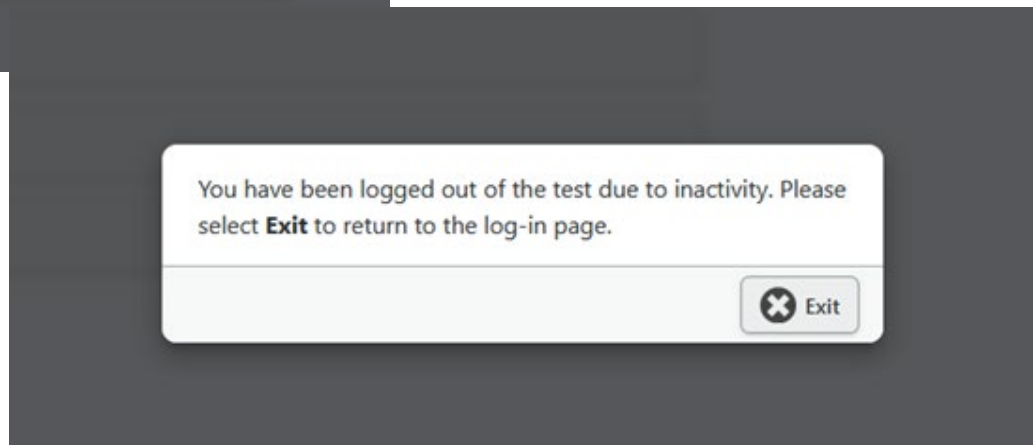
 Tools  Markup  Guideline  Eliminator

Student Experience – Logout

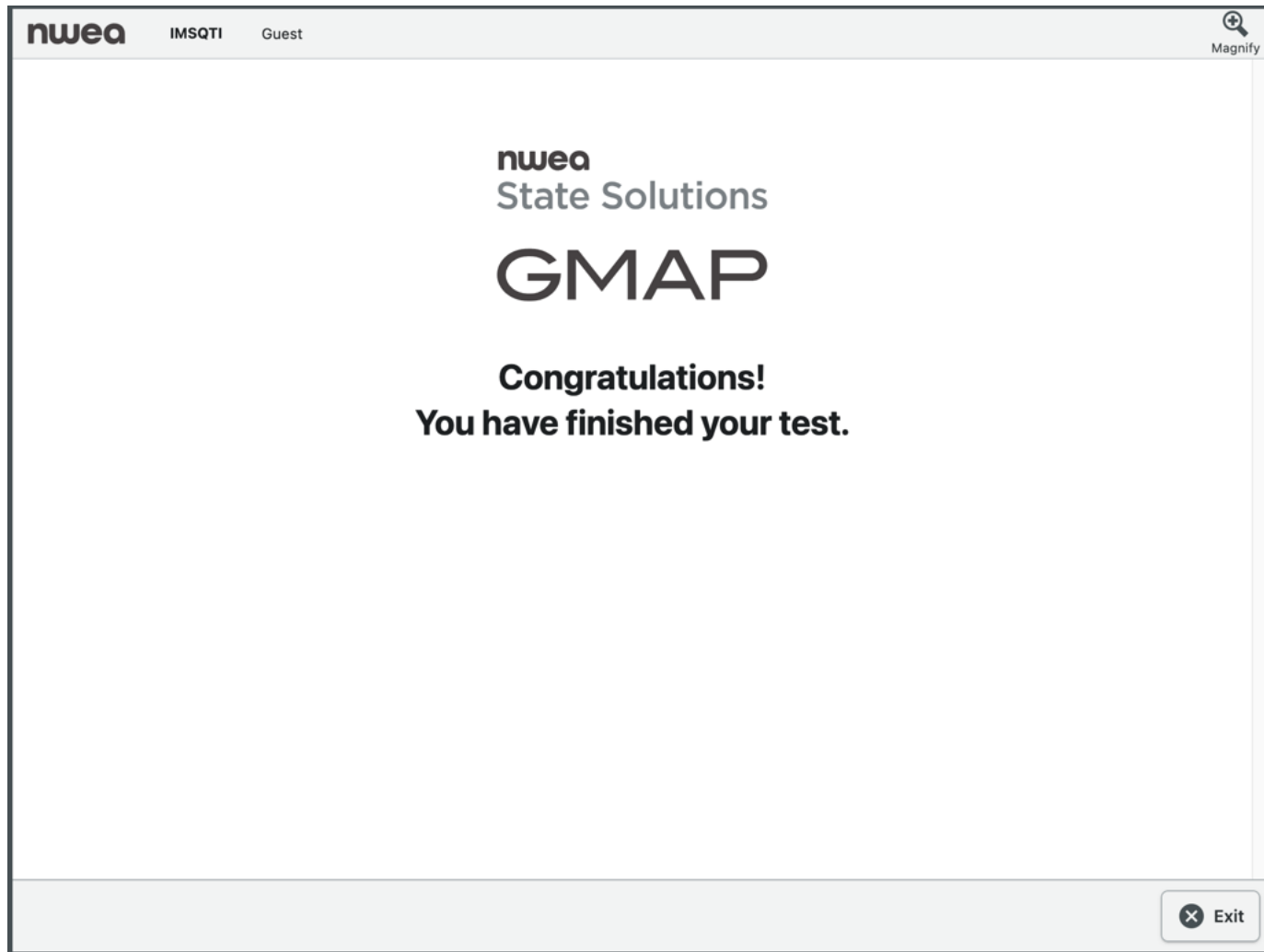


Inactivity

- Message appears when student has been idle for 15 minutes.
- If student doesn't click within the screen then they will get the time out message
- Once they receive this message then clicking exit is their only option.



Student Experience – End of Test



Item Type Samplers

- Purpose: Provide students with an opportunity to practice each item type and gain familiarity with the platform/interface.
- Includes all item types and item aides for each grade level.
- Accessed on the Assessment Portal

GMAP – Item Type Samplers



Select a test to take

GMAP Through Year Assessment →

Item Type Sampler →

GMAP – Item Type Samplers

Grade 3 Mathematics Item Type Sampler Question 1

Magnify Color Help Logout

Tools Markup Guideline Eliminator Reference Sheet Graph Paper

Clear

Which is equal to $9,000 + 900 + 9$?

A 9,099

B 9,909

C 9,990

D 9,999

Next →

Data and Reporting: What is available?

| Report/File | Access | Description |
|-------------|----------------|--|
| CSV | District Level | <ul style="list-style-type: none">• Provided after testing is complete• Will contain all information for individual students, including demographics, linked RIT, and reporting categories. Data file layout will be in the Help section to reference format.• Preliminary report will be available June 1st |



PREPARING FOR TESTING

Preparing for Assessments

- Review technical requirements for GMAP Testing
- Download new Secure Browsers
- Review guidelines for accessibility and identify individual students in need of specific accommodations
- Have students take Item Type Samplers to familiarize and test devices/bandwidth

Resource: *Test Season Checklist*

Suggestions for a Smooth Testing Experience

- Enable audio on devices used for TTS
- Ensure all students have appropriate accessibility features assigned, as needed
- Validate school Examiner rights have been assigned to users
- Use the Manage Online Testing Dashboard to monitor testing progress throughout the test window
- Refresh Manage Online Testing Dashboard to see updated information

Assessment Important Dates

- **March 1:** Download Secure Testing Browser
- **March 14:** Item type sampler available
- **March 21:** Access to GMAP Testing Platform for Student Registration
- **April 4 – May 13:** Test administration window
- **May 16 – May 20:** Data cleanup window
- **June 1:** Preliminary student score file
- **TBD:** Final student score data file (late July/early August)

Assessment Resources

- GMAP Assessment Portal
- GMAP Resources to be added to this page

https://connection.nwea.org/s/gmap?language=en_US

- Item Type Samplers
- System & Technology Guide
- Proctor Guide
- Assessment Coordinator Guide
- Online Student Tutorial video
- Recorded trainings for test management activities
- And many others



Communication & Help Desk

Help Desk

- GMAP or MAP Growth inquires or support: Contact NWEA
 - *Phone: (877-469-3287)*
 - *Email: techsupport@nwea.org*
 - *7:00 a.m. – 6:00 p.m. Eastern Time (ET), Monday – Friday*

Communication Overview

- GMAP Partnership Update from NWEA
- Assessment Portal
 - https://connection.nwea.org/s/gmap?language=en_US

Questions & Answers

GMAP Assessment Coordinator Guide

Spring 21–22 GMAP
English Language Arts and Mathematics

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Part 1—General information

About GMAP Through-Year assessments

The GMAP Through-Year assessments are developed specifically for Georgia GMAP Consortium districts. GMAP is an innovative assessment that works to create cohesion across interim assessments—administered for teaching and learning—and the annual summative test required as part of accountability.

The GMAP Through-Year assessments are comprised of items written or reviewed by educators. The items are being field-tested, and additional items will be field tested in each operational year to expand the number of available items for subsequent GMAP assessments. Students in grades 3–8 are administered assessments in English Language Arts (ELA) and Mathematics.

Who should read this guide?

The GMAP Assessment Coordinator Guide is intended for use by District Assessment Contacts and School Assessment Coordinators. District Assessment Contacts and School Assessment Coordinators should become familiar with the contents of this guide. A brief description of the responsibilities of each role follows.

District (System) Assessment Contacts are responsible for coordinating the testing activities of all schools in their districts. Responsibilities include but are not limited to coordinating the test schedules of the schools in the district and setting up test sessions.

School Assessment Coordinators serve as single points of contact at the schools for the District Assessment Contacts and are responsible for coordinating the testing activities in their schools. Responsibilities include but are not limited to secure handling of test materials, such as test tickets, and coordination of Examiners. A School Assessment Coordinator and a District Assessment Contact might be the same person, depending on the district's decisions.

GMAP administration key dates

| Date | Activity |
|----------------------------|---|
| Starting early March | Online Item Type Samplers available through the NWEA State Solutions Secure Browser |
| Starting March 21, 2022 | Begin student registration |
| April 4, 2022–May 13, 2022 | Spring 21–22 field testing window |
| April 29, 2022 | Students enrolled after this date do not need to test |
| May 20, 2022 | Last day to add not-tested codes (NTCs) and accommodations |

District (System) Assessment Contact and School Assessment Coordinator responsibilities

District Assessment Contact

Schedule the assessments

The District Assessment Contact is typically responsible for scheduling the test for all schools in the district and for coordinating the efficient distribution and collection of test materials.

School Assessment Coordinator orientation

The District Assessment Contact is required to conduct an orientation session for School Assessment Coordinators prior to their meetings with Examiners. Meet to review and discuss the following topics:

- District test schedule
- [General information](#) on page 4 in this manual
- Procedures for distribution and collection of test materials (it will be the District Assessment Contact’s responsibility to coordinate the return of test materials)
- Procedures for maintaining security, outlined in [GMAP security procedures](#) on page 28 and the [2021–2022 Assessment Administration Protocol Manual](#)
- Examiner orientation

School Assessment Coordinators should be given ample time to distribute copies of the [GMAP Through-Year Examiner Guide](#) to Examiners and to schedule a Examiner orientation session prior to the testing window.

District (System) Assessment Contact checklist

The following checklist provides a suggested set of dates and tasks for District Assessment Contacts.

| | Activity | Date |
|--------------------------|---|-----------------------------|
| <input type="checkbox"/> | Begin registration activities. Refer to the GMAP User and Student Management Guide . | After March 21 |
| <input type="checkbox"/> | Work with technology coordinators to verify system and bandwidth readiness, including downloading of the latest version of the NWEA State Solutions Secure Browser. Refer to the GMAP System and Technology Guide . | After March 7 |
| <input type="checkbox"/> | Attend one of the virtual GMAP Through-Year assessments administration trainings. Additional information will be provided with specific training dates, times, and access information. | February 21 and 23; March 1 |

| | Activity | Date |
|--------------------------|--|------------------|
| <input type="checkbox"/> | If applicable, enter accommodations. Refer to the GMAP User and Student Management Guide . | After March 21 |
| <input type="checkbox"/> | Read the <i>GMAP Assessment Coordinator Guide</i> and review scheduling guidance. | By March 7 |
| <input type="checkbox"/> | Distribute the GMAP Through-Year Examiner Guide to Examiners. | By March 21 |
| <input type="checkbox"/> | Conduct district's School Assessment Coordinator orientation. | Week of March 21 |
| <input type="checkbox"/> | Assist and supervise Examiners during the testing window. | April 4–May 13 |
| <input type="checkbox"/> | Enter accommodations and not tested codes in the testing platform. | By May 13 |
| <input type="checkbox"/> | Securely destroy online test materials, such as test tickets and scratch paper. | By May 21 |

School Assessment Coordinator

School Assessment Coordinators will be responsible for providing secure test materials to Examiners. In the case of the online assessment, test tickets will need to be distributed. Do not distribute any test materials except the GMAP Through-Year Examiner Guide until the day of each session. On the day of the test, the School Assessment Coordinator should distribute the correct test tickets for that day's test to each Examiner.

After each day of testing is complete, all test materials should be returned to the School Assessment Coordinator for secure storage as soon as possible. Be sure to collect all materials, including test tickets and scratch paper.

Examiner orientation

Prior to the scheduled test dates, School Assessment Coordinators should conduct an orientation session for Examiners using the GMAP-provided training materials. Any teachers, counselors, administrators, or other qualified education personnel may act as Examiners.

In this orientation session, please discuss the following topics:

- **Test schedule**—Be certain that Examiners know the test schedule.
- **Administration preparation**—Examiners are to have received and studied the GMAP Through-Year Examiner Guide prior to orientation.
- **Students with special needs**—Explain what support and accommodations may be provided for students with special needs.
- **Testing conditions**—Impress upon Examiners the importance of establishing an appropriate testing environment aligned with test security guidelines and a positive approach to the test.
- **Scratch paper and reference sheets**: Remind Examiners that lined or blank scratch paper or blank graph paper may be provided to students for use during the test, but that it must be collected and returned to the School Assessment Coordinator for secure destruction. For Mathematics, districts can also provide printed copies of the Mathematics Reference Sheet. These are located on the [GMAP Connections page](#). Students will also have access to electronic copies of the Mathematics Reference Sheet in the assessment platform.
- **Security**: Emphasize that all test materials must be kept secure at all times prior to and during the test. Review required security procedures. For additional information, refer to [GMAP security procedures](#) on page 28.

School Assessment Coordinator checklist

The following checklist provides a suggested set of dates and tasks for School Assessment Coordinators.

| | Activity | Date |
|--------------------------|--|-----------------------|
| <input type="checkbox"/> | Ensure that students view the Online Student Tutorial. | Beginning early March |
| <input type="checkbox"/> | Allow students to access the online Item Type Samplers, which act as practice tests. | Beginning early March |
| <input type="checkbox"/> | Read the GMAP Assessment Coordinator Guide. | By March 21 |
| <input type="checkbox"/> | Distribute the GMAP Through-Year Examiner Guide to Examiners. | By March 21 |
| <input type="checkbox"/> | Attend district's School Assessment Coordinator orientation. | Week of March 21 |
| <input type="checkbox"/> | Conduct orientation session for Examiners. | Week of March 21 |
| <input type="checkbox"/> | Assist and supervise Examiners during the testing window. | April 4–May 13 |
| <input type="checkbox"/> | Add not tested (irregularity) codes and accommodations in the testing platform. | By May 13 |
| <input type="checkbox"/> | Securely destroy test materials such as test tickets and scratch paper. | By May 21 |

Typical test duration

The GMAP Through-Year assessments do not have time limits. While they provide students with as much time as needed to complete each content area, the estimated test-taking time is no more than 90 minutes. *Table 1: Test Duration Details* below lists the number of test questions per content area and the average time to complete each content area based on test administration data. Some students may require more time than others. When scheduling test sessions, these variances should be considered. Average test-taking time does not include test ticket distribution, starting the test session, launching the secure browser, or student log-in time.

Table 1: Test Duration Details

| Grade Level | Content Area | Approximate Number of Test Questions* | Recommended Scheduled Test-Taking Time |
|-------------|-----------------------|---------------------------------------|--|
| 3–8 | Mathematics | 50 | 90 minutes |
| 3–8 | English Language Arts | 50 | 90 minutes |

*All students in the same grade given the same test will receive the same number of test items.

As noted, the tests do not have a time limit. Students may be given additional time, if needed, and can complete the test in a subsequent test session, if necessary. Subsequent test sessions should be scheduled on consecutive days unless student absence prevents it. Examiners should not pace students.

If individual students finish testing early, they may read or work on other assignments unrelated to the tested content.

Scheduling the test

There is flexibility in test scheduling. Schools should prioritize student needs and not adult convenience when building a schedule. Examiners should not pace students. All schedules need to account for students who may need additional time to complete the test.

With the design of the GMAP Through-Year assessments, schools may opt to plan one test session for each test; however, schools may schedule two sessions for students to complete the test. This is considered a local decision. For more information on scheduling guidance, a guide is available for download on the [GMAP Connections page](#).

Note: Due to the adaptive nature of the online assessment, students will not be able to go back to previous items. Students will begin where they left off when they resume testing after logging out.

Here are some guidelines for scheduling:

- The test may be scheduled on any day, Monday through Friday, but preferably not on a Monday.
- The final week of the test window is a makeup week. No regular sessions should be scheduled during the makeup week.
- Other schedules may be used, such as those specified in a student's IEP or 504, or those used for English language learners.
- Younger students are more likely to need multiple sittings to complete the test.
- Students who are unable to test due to sickness during the final week of the test window will not be eligible to test after the window closes.
- All testing must be scheduled within the testing window.
- Since districts know their students best, they should consider student needs as well as these scheduling guidelines when creating a testing schedule. Students who finish testing early may read or work on other unrelated assignments, but not on their computers.
- Regardless of the schedule used, the test administration must be consistent and standardized, and the scripted directions must be followed.
- Student benefit should always be considered first with regard to scheduling.

Whenever possible, it is recommended that the first half of the testing window be used for administering tests, leaving the remainder of the testing window open for unforeseen rescheduling. It may be advisable to postpone the test if a large percentage of the school population is absent on any selected day or days, or if an event causes a level of disruption or distress that could result in students performing below their capabilities. District personnel are urged to keep the best interests of the students in mind when deciding to reschedule test dates. Early use of the testing window should eliminate most scheduling problems.

Student participation and NTCs

The purpose of the GMAP Through-Year assessments is to provide information on student learning strengths and needs throughout the year as well as student progress in mastering college and career-ready skills based on the Georgia Standards of Excellence in English Language Arts and Mathematics.

If any student is not tested, the reason should be recorded in the testing platform. Refer to [Assign not tested codes \(irregularities\)](#) on page 22 for instructions and a list of available NTCs.

Note: All NTCs must be recorded by May 20, 2022.

Student withdrawal or enrollment during testing window

If a student enrolls before the enrollment date cut-off (April 29), it is the new school's responsibility to determine whether the student was tested at their previous school. If the new student has not yet taken, or partially completed, the GMAP assessment for a required subject, it is the new school's responsibility to administer the test in its entirety to the student before the last day of the testing window (May 13). If the school has not yet completed testing, the newly enrolled student should participate in the regularly scheduled test sessions with the rest of the student population.

If the student was already administered the GMAP assessment for a required subject in its entirety at their previous school but the new school has not completed its scheduled testing, it is appropriate to make other educational arrangements for the student while the rest of the student's classmates are testing. It is the new school's responsibility to complete the necessary research to avoid retesting a student who has already completed the test.

If a student transfers to a new school after starting but not completing part of the GMAP assessment for a required subject, the student's test enrollments will be transferred with the student.

Internal and external programs

Districts are responsible for assessing and reporting student results for students who are in program schools or an agency under contract with school districts. Districts should work with these programs to ensure the NWEA State Solutions Secure Browser is properly downloaded, student tickets are obtained and distributed, and tests are monitored and secure.

Participation with accommodations

All students with disabilities are expected to participate in state testing. No student, including students with disabilities, may be excluded from the state assessment and accountability system. All students are required to have access to grade-level content, instruction, and assessment. For guidelines on accommodations, refer to the [2021–2022 Accessibility and Accommodations Manual](#).

Students with disabilities may be included in state assessment and accountability in the following ways:

- Students may be tested on the GMAP Through-Year assessments without accommodations.
- Students may be tested on the GMAP Through-Year assessments with approved accommodations specified in the student’s IEP. Accommodations provided to students must be specified in the student’s IEP and used during instruction throughout the year. For additional information, refer to the [2021–2022 Accessibility and Accommodations Manual](#).

Accommodations are assigned when students are registered. For more information on registering students and assigning accommodations, such as text-to-speech, see the *GMAP User and Student Management Guide*.

Students may also use approved non-embedded resources, such as noise buffers, as specified by GMAP policy. A complete list of non-embedded universal tools, linguistic supports, and accommodations is included in the [2021–2022 Accessibility and Accommodations Manual](#).

Note that districts must be aware of the differences between accommodations and modifications. Accommodations provide adjustments and adaptations to the testing process that do not change the expectation, the grade level, the construct, or the content being measured. Accommodations should only be used if they are appropriate for the student and used during instruction throughout the year. Modifications are adjustments or changes in the test that affect test expectations, the grade level, the construct, or the content being measured. **Modifications are not acceptable in the GMAP Through-Year assessments.**

Participation of English learners

According to the Elementary and Secondary Education Act (ESEA), English learners (ELs) are students who have a native language other than English (or students who come from an environment where a language other than English has had a significant impact on their level of English proficiency) and whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual (i) the ability to meet the state’s proficient level of achievement on state assessments, (ii) the ability to successfully achieve in classrooms where the language of instruction is English, or (iii) the opportunity to participate fully in society. (For full text of the definition, please see Public Law 107-110, Title IX, Part A, Sec. 9101, (25) of the No Child Left Behind Act of 2001.) For guidelines on English learners, refer to the [2021–2022 Accessibility and Accommodations Manual](#).

Each district with EL students should have a written operational definition used for determining services and meeting Office of Civil Rights requirements.

Both state and federal laws require the inclusion of all students in the state testing process. EL students must be tested in the GMAP Through-Year assessments. Districts should review the following guidelines:

- In determining appropriate linguistic supports for students, districts should use the [2021–2022 Accessibility and Accommodations Manual](#).
- Districts must be aware of the difference between linguistic supports (accommodations for ELs) and modifications.
- For students learning the English language, linguistic supports are changes to testing procedures, testing materials, or the testing situation that allow the students meaningful participation in the assessment. Effective linguistic supports for EL students address their unique linguistic and socio-cultural needs. Linguistic supports for EL students may be determined to be appropriate without prior use during instruction throughout the year. For a detailed discussion of linguistic supports for EL students on state content assessments, please refer to the [2021–2022 Accessibility and Accommodations Manual](#).
- Modifications are adjustments or changes in the test or testing process that change the test expectation, the grade level, the construct, or the content being measured. **Modifications are not acceptable in the GMAP Through-Year assessments.**

Participation of Recently Arrived English Learner students

Recently Arrived English Learner (RAEL) students are defined by the U.S. Department of Education as students with limited English proficiency who attended schools in the United States for fewer than 12 months. The phrase “schools in the United States” includes only schools in the 50 states and the District of Columbia. The term “schools in the United States” does not include Puerto Rico.

Districts must assess all RAEL students on all GMAP Through-Year assessments each year based on the grade level of the student using linguistic supports.

GMAP Through-Year assessments security

In a centralized testing process, it is critical that equity of opportunity, standardization of procedures, and fairness to students is maintained. Therefore, GMAP asks that all school districts review the information in [GMAP security procedures](#) on page 28. It is critical that all administrators and teachers read the procedures, especially those who are administering the assessment.

Breaches in security are taken very seriously and must be quickly identified and reported to GMAP leadership. From there the determination is made as to whether a professional practices complaint will be filed. See [GMAP security procedures](#) on page 28 for more details on this process.

Districts should also maintain a set of policies that includes a reference to the [2021–2022 Assessment Administration Protocol Manual](#).

Test security agreement

The principal of each school participating in the GMAP Through-Year assessments should have completed and signed a “Building Principal Certification Form” and returned it to the person designated by your district. District Assessment Contacts should have completed and signed the “District Assessment Contact Confidentiality of Information Agreement” and returned it to the GMAP designated person responsible for handling this.

Testing ethics and appropriate practice

All teachers need to be familiar with appropriate testing ethics and security practices related to testing. Professionalism, common sense, and practical procedures will provide the right framework for testing ethics. The [2021–2022 Assessment Administration Protocol Manual](#) outlines clear practices for appropriate security.

Online security

Student test tickets contain student-level password information for accessing the tests and must be kept secure. Examiners should be given the student test tickets prior to test administration, allowing them ample time to review and organize the tickets for distribution before the test begins. Once a test session is started, only the student taking the test is allowed to view the student’s screen. No one is allowed to view or copy test content while a student is testing.

This *GMAP Assessment Coordinator Guide* is not considered a secure test material.

Student test security

Students should look only at their individual computers. For further security, folders may be set up around each computer screen to eliminate any possibility of students looking at other computer screens. For larger groups, it is advisable to have a sufficient number of Examiners to monitor the room. Proctors under the supervision of a certified teacher and Assessment Coordinators may be used as Examiners.

Returning or destroying secure materials

Examiners should be sure to collect all student test tickets, copies of the Mathematics Reference Sheet, and scratch paper from students after testing so that those materials can be securely destroyed.

General test settings

There are supports available to students, such as linguistic supports and aids for English learners, both universally or according to need (such as 504, IEP, or EL/TCP). Students may also use approved non-embedded resources as specified by GMAP policy. A complete list of non-embedded universal tools, linguistic supports, and accommodations is included in the [2021–2022 Accessibility and Accommodations Manual](#).

Take note of the following important test settings:

- **Visual Display Settings**—All students testing online have access to the magnification feature to adjust their visual display.
- **Audio Accommodation**—A text-to-speech (TTS) tool is available for students with documented needs such as IEPs, EL/TCP status, or 504 plans that allow for test content to be read to them. Audio is provided for directions, questions, and answer choices, but is not provided for passages in the ELA test.

NOTE: There are writing items and reading comprehension items in the ELA assessment. When Text-to-Speech is enabled for students with a documented need, only writing items will be read using Text-to-Speech.

Assigning test settings

Accommodations are assigned when students are registered. For more information on registering students and adjusting assigned accommodations, refer to the [GMAP User and Student Management Guide](#).

Students should use the Item Type Samplers to familiarize themselves with test aids, such as the Notepad and Highlighter.

Part 2—Navigating the platform

Platform system requirements

The management and reporting insights platform is supported on the latest versions of the following browsers:

- Google Chrome™
- Mozilla® Firefox®
- Mozilla Firefox LTS
- Microsoft® Edge™
- Safari®
- Safari on iPad®

The website is optimally viewed using a 1280 x 1024 screen resolution. System functionality and screens may display, operate, or appear differently in different browsers and operating systems.

Access the management platform

To access the management platform:

1. Log in to MAP at <https://teach.mapnwea.org> using your MAP login credentials.
2. Select the **NWEA State Solutions for GMAP** link in the left navigation menu.
3. You will be automatically directed to the new test management platform.

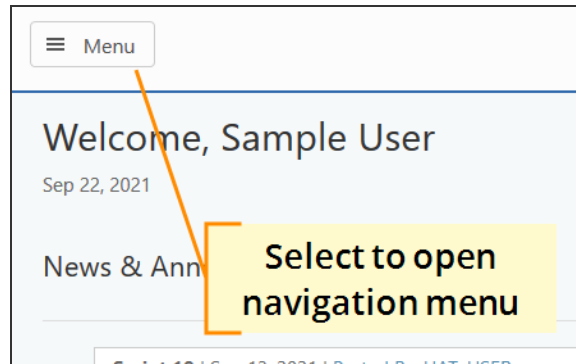
Platform home

Access the management platform home page at any time by clicking **Home** at the top of the main menu on the left. Find the following on the home page:

- **News & Announcements:** The main section of the home page contains announcements from the state.
- **Shortcuts:** Below News & Announcements, find quick links to commonly used functions, such as Add Student, Monitor Test, or View Reports. Available shortcuts will vary based on assigned user roles.

Navigation menu

To show or hide the menu, select the **Menu** button at the top left.



Your user profile

At the top right of the management platform website is a **Profile** icon. Select this icon to view your profile.

Your user information and roles are automatically synced to the testing platform from the Comprehensive Assessment Platform. Any necessary updates should be applied in the Comprehensive Assessment Platform.

Help and logout

Next to the **Profile** icon are the **Help** and **Logout** icons.



The **Help** icon directs users to where they can find help documentation.

The **Logout** icon closes your current session and redirects the web browser to the login page.

View organization information

Each district and school is categorized as an organization and has information associated to it, such as addresses. Access to view this information is based on your role.

To view organizations you have access to:

1. In the main menu, select **Organizations > View & Edit Orgs.**
2. On the **View & Edit Organizations** page, enter the search criteria (organization type, name, code, or city).
3. Select **Search** to view the results.
4. To view organization information, select the **Edit** icon in the **Actions** column. A profile page for the organization appears.
5. In the top right, four tabs are available: **General Info**, **Addresses**, **Users**, and **Structure**. Select the tab containing the information you want to view. Functionality varies based on your user role.
 - a. **General Info:** View the organization name, code, type, and responsible organization (for example, the "responsible organization" for a school is a district).
 - b. **Addresses:** View the mailing address and billing address for the District Assessment Contact.
 - c. **Users:** View a list of users at the organization, including their email, role, and status.
Select the **Edit** icon  in the **Actions** column to view or edit a user. Users are edited in the Comprehensive Assessment Platform at <https://teach.mapnwea.org>. Refer to the *GMAP User and Student Management Guide* for details.
 - d. **Structure:** View a list of child organizations (for example, a school is a "child organization" of a district). Select the **Edit** icon  in the **Actions** column to view a child organization.

Part 3—Manage student groups

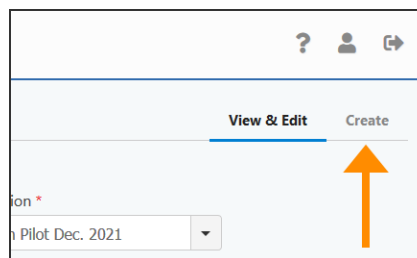
Create new student groups for reports or testing

Student groups can define reporting groups, testing groups (also known as test sessions), or both. If you need to create a new group of students to appear in a report, or you need to create a new testing group, you can accomplish this by creating a group and selecting the desired group type.

Note: Creating student testing groups (test sessions) is not required for testing. An "all students" testing group is automatically created for each grade and subject at an organization. Testing groups may make it easier for Examiners and Assessment Coordinators to manage testing.

To create a new student group:

1. In the main menu, select **Students > Student Groups**.
2. Above the search criteria, select the **Create** tab on the right.
3. Select the **School**, **School Year**, and **Assessment Type** from the drop-down lists.
4. Select **Continue**.





5. Select the appropriate settings for the group. If you choose a wrong setting, select the X next to that setting to remove it.
 - **Test Administration:** Select all test administrations that apply.
 - **Subject:** Select **Math**, **ELA**, or both. This option determines which test will appear in reports or test sessions for this group. Note that this does not change any student registrations.
 - **Group Name:** Enter a name that will appear in any reports or test sessions for this group.
 - **Group Type:** Choose **Online Testing**, **Reporting**, or both.
 - **Online Testing:** This option creates a test session for the group under Online Testing > Manage.
 - **Reporting:** This option allows reports to be generated for this group.
 - **User Access to this Group:** Assign individual users to this group. Typically, you will assign a teacher for a reporting group. It is not necessary to assign Examiners to online testing groups, as all Examiners have access to all online testing groups.
6. Select **Continue**.

7. Enter search criteria to find students to add to the group. The **Grade** field is required; optionally enter last name, first name, or student ID. You may enter multiple grades.
8. Select **View** to see a list of students.
9. Select the checkbox next to the names of students you want to add to the group, then select the **Add To** button to add students to the list of selected students on the right.
10. To remove students from the list of selected students, select the checkbox next to the names of students you want to remove, then click the **Remove** button. The student names will move out of the list of selected students.
11. Select **Save Student Group** to create the group.

Search for and view student groups

Student groups define reporting groups and online test sessions. It is not necessary to assign Examiners to testing groups, as all Examiners automatically have access to all test sessions at the organization to which they are assigned.

To search for student groups:

1. In the main menu, select **Students > Student Groups**.
2. On the **Student Groups** page, select search criteria using the **School**, **School Year**, and **Test Administration** drop-down lists.
3. Select the **Find** button to view a list of groups matching the search criteria.
4. Click the **Edit** icon  in the **Actions** column to update the group, or the **Delete**  icon to delete the group. Refer to [Create new student groups for reports or testing](#) on page 18 for information about the available group settings.
5. After editing is complete, select **Save Student Group** to save the changes.

View online testing groups

To view and manage an online testing group, complete the following steps.

1. In the main menu, select **Online Testing > Manage**.
2. From the drop-down lists, select the **Test Administration**, **Subject**, **Testing Grade**, and **Organization**, then select **Search**.
3. An overview of testing progress for the criteria you selected appears.
4. Below the test status icons, the available test session groups are listed, including the number of students in each status.
5. To view a test session, click the **View Session** icon in the **Actions** column. To view all

students, click the **View Session** icon for the **All Students** entry at the top of the results list.





- A list of students in the session appears below the search filters.
- Optionally, enter filters to view students meeting specific criteria, or select one of the test status icons, such as **Ready to Test**, to view all students in that status.

Monitor test status

Status monitor icons

When viewing a list of sessions or an individual session, the status monitor icons summarize the testing progress of students in that session or sessions. The available statuses are listed in *Table 2: Status Monitor Icons*.

Table 2: Status Monitor Icons

| Icon | Test Status Icon Description |
|---|--|
|  | <p>The Ready to Test icon displays the number and percentage of students who are enrolled and ready to take the test. It includes tests in the Ready to Test and Registration Initiated statuses. All tests remaining in these statuses at the end of the testing window are changed to Expired.</p> |
|  | <p>The In Progress icon displays the number and percentage of students actively testing. It includes tests in the In Progress status only.</p> |
|  | <p>The Alerts icon displays the number and percentage of students who have logged out and have not completed a test or have an enrollment hold. These students need test ticket login information to log back in and complete a test. This count includes tests in the Inactive and Enrollment Hold statuses.</p> <p>Note: If any test registrations are in the Enrollment Hold status during the week before testing starts, contact NWEA Partner Support to resolve the hold.</p> |
|  | <p>The Submitted icon displays the number and percentage of students who completed and submitted tests. It includes tests in the Submitted status only.</p> |

Student test status

When viewing a list of students in a test session or other set of search results under **Online Testing > Manage**, the status of each student's test is shown in the **Test Status** column. The available statuses are listed in *Table 3: Student Test Status* below.

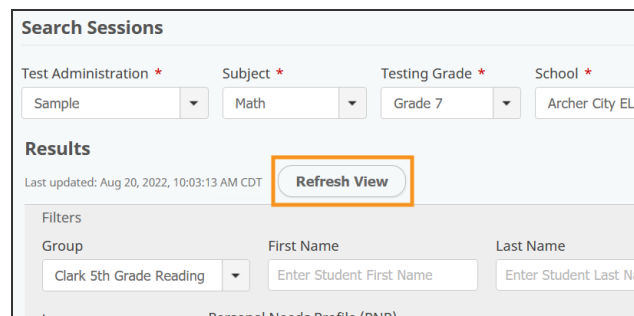
Table 3: Student Test Status

| Icon | Description |
|------|--|
| | The Registered icon indicates that the student is registered for a test, but the online test is not yet available. |
| | The Enrollment Hold icon indicates that the student's enrollment is not yet processed. Please contact the Support Center. |
| | The Ready to Test icon appears before the initial login to an available test or after a submitted test has been reopened. The student can log in using the information on the student test ticket. |
| | The In Progress icon indicates that the student is logged in and actively testing or has paused the test. |
| | The Inactive icon indicates that the student has logged out of the test or has been logged out due to inactivity. The student can log back in to the test using the information on the student test ticket. |
| | The Completed icon indicates that the student has submitted the test. The student will no longer be able to log in to the test. |

Incomplete tests when test window ends: Tests that have been started but not completed by the end of the testing window will be scored as-is.

Refresh status

When viewing a specific testing group, you can refresh the status of the group with the **Refresh View** button, located above the list of available filters and below the search criteria.



Test session actions

Depending on the status of the student's test and your user role, the following actions are available to you in the Actions column when viewing a list of students in a test session or other search in **Online Testing > Manage**.


| Icon | Action Description |
|------|--|
| | Print. Downloads a PDF of the student test ticket for printing. |

Download and print test tickets

Roles required: District (System) Coordinator or Assessment Coordinator

District (System) Coordinators and Assessment Coordinators can print student test tickets. Consult your school's policy to determine who is primarily responsible for printing student test tickets prior to testing.

To download and print student test tickets, follow these instructions:

1. In the main menu, go to **Online Testing > Manage**, then find and view the group you want to print tickets for. Refer to [View online testing groups](#) on page 19 for detailed instructions.
2. To print tickets for all eligible students, select **Print All Tickets** at the top of the student list.
3. To print tickets for a set of students, select the checkbox next to the students you want to print tickets for, then select **Print Selected Tickets** at the top of the student list.
4. To print a ticket for a single student, select the **Print** icon  in the **Actions** column.
5. To generate a CSV spreadsheet with the ticket information, select the checkbox next to the students you want ticket information for, then select **Generate CSV for Selected Tickets** at the top of the student list.
6. A printable PDF document or CSV spreadsheet appears with test tickets for the students you selected.

Assign not tested codes (irregularities)

For any students who are not tested, a not tested code (NTC) must be assigned to their registration. NTCs can be assigned manually, either in the student's profile or a testing group, or via an import file. NTCs must be applied before the end of the test administration window.

Available NTCs (irregularities)

The available NTCs are listed in *Table 4: Descriptions of Available NTCs* on the following page.

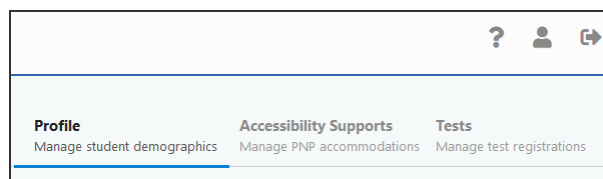
Table 4: Descriptions of Available NTCs

| Code | Description | Explanation of use |
|------|-----------------------------|---|
| IR | Irregularity | Student answered some questions but did not complete the test. |
| IV | Invalidation | Confirmed cheating occurred. |
| PIV | Participation Invalidation | Accommodation error occurred, such as in TTS or oral reading, or an unsupported accommodation was used. |
| PTNA | Present, Test Not Attempted | Testing interruption. Student began testing but was unable to finish the test. |
| DNA | Did Not Attempt | Student refused to participate in the assessment. |

Assigning NTCs (irregularities) in the student profile


To add NTCs:

1. Search for and view the student profile. Refer to the [GMAP User and Student Management Guide](#) for detailed instructions.
2. On the **Student Profile** page, select the **Accessibility Supports** tab in the upper right.
3. Select the applicable test administration from the drop-down list then select **View Supports**.
4. Locate the **Test Administration Test Attributes** section at the bottom and select the NTC from the drop-down lists for the appropriate test.
5. Select **Save Updates**. A confirmation window appears.



Assigning NTCs (irregularities) in the online test session

To assign an NTC to a student in the online test session:

1. In the main menu, go to **Online Testing > Manage** and find the test session. Refer to [View online testing groups](#) on page 19 for detailed instructions.
2. Locate the student you want to assign an NTC to and select the **Test Attributes** icon  in the **Actions** column.
3. The **Update Test Attributes** window appears. Select the NTC from the drop-down list.
4. Select **Save** to apply the NTC.

Assigning NTCs (irregularities) via file upload

This method is useful if you need to assign NTCs in bulk.

Refer to the [GMAP User and Student Management Guide](#) for detailed instructions.

Part 4—Operational reports

About operational reports

These reports are designed to help School and District Assessment Coordinators monitor testing status and the status of materials orders. They do not include test results.

For information on reports showing student test results, refer to the *GMAP Reports Interpretive Guide for Educators*.

To access operational reports:

1. In the main menu, select **Reports > Operational**.
2. Select the **Organization** and **Report Type** from the drop-down lists.
3. Select **Find**.
4. Information about the report appears below. Select the icon in the **Download** column to download the report.

List of available reports

Mobility report

This report shows a list each student transferred between organizations during testing, including information such as the student's previous district and school, current district and school, the date and time the student was transferred, the user who initiated the transfer, and the reason provided for the transfer.

NTC Usage report

This report shows each test registration to which an NTC was applied. It shows information about the student, the test registration including content area and any assigned accommodations, the district and school of attendance and accountability, the online testing group name, and the NTC assigned.

Organization report

This report shows each organization to which you have access, including the name, type (such as school or district), code, DAC shipping information, phone number, and the code for the organization's parent organization.

Registration report

The Registration report lists students and the tests they are registered for, including any accommodations, assigned NTCs, and group names. This report shows one line for each class. This report is in the same format as the roster file used for student registration, so users can generate this report, make changes to student registration, and upload the file. This can be useful to assign NTCs or groups in bulk.

Refer to the [GMAP User and Student Management Guide](#) for instructions.

Summary Testing Status report

This report shows how many students are in each testing status (such as Ready to Test, In Progress, Inactive, or Submitted) at each school, grade, language, and content area combination.

Part 5—Additional questions

If you have any additional questions about topics not covered in this guide, contact NWEA Customer Service by phone at 877.469.3287 or by email at techsupport@nwea.org.

Customer service representatives will make every attempt to answer your questions and escalate issues when appropriate. All contacts to the support team are tracked and documented.

Representatives are available from 7:00 a.m. to 6:00 p.m. Eastern Time, Monday through Friday.

Appendix A—Suggestions for a smooth testing process

- Start testing preparations early, plan ahead, and assign a building coordinator.
- Gather testing materials as soon as online tools and booklets are available. Keep testing materials secure and in a locked room.
- Read all security requirements; building principals must sign the Building Principal Certification Form, and District Assessment Contacts must sign the DAC Confidentiality agreement. These documents should be returned to your District (System) Assessment Coordinator.
- Read all applicable test administration guides.
- Attend training. Prepare to train all test administrators and Examiners.
- Examine student lists for accuracy and building assignments. Verify all state testing rosters.
- Take advantage of all Item Type Sampler opportunities.
- Develop a scheduling plan for the testing window.
- Establish a testing setting that matches the instructional setting as much as possible (for example, an auditorium setting for testing is not like a classroom setting).
- Protect instructional time as much as possible.
- Do not wait until the end of the testing window to begin testing.
- Organize and communicate decisions about accessibility supports and accommodations.
- Communicate the testing plan with all staff.
- Communicate the importance of the test with staff and with students.
- For online testing, prepare the computer room setting or the laptops ahead of time. Launch the NWEA State Solutions Secure Browser on each machine ensure that each device meets minimum requirements.
- Prepare "Testing in Progress" signs for the doors.
- Encourage students to do their best.
- Develop a consistent building plan for what students are to do when they are done with the test.
- Follow the scripted directions for all testing.

Appendix B—GMAP security procedures

Introduction

The security of state-administered assessments is of the utmost importance to GMAP. This document outlines the state’s expectations and procedures on test booklet and online security, test administration security, and the identification and reporting of test security violations. Breaches in test security must be quickly identified and reported to GMAP. This document explains to participants at the school, district, and state levels how to identify breaches in test security and what actions should be taken in response to those breaches.

Test security

District Assessment Contacts, School Assessment Coordinators, and Examiners share the responsibility for ensuring that all test materials and student responses are handled securely and confidentially in accordance with security procedures. The GMAP Through-Year assessments are to be administered by professional staff members who have been oriented in the proper test administration procedures for GMAP.

The GMAP Through-Year assessments are confidential and proprietary and are owned by NWEA. The test content is not to be viewed by anyone prior to the test administration. Only students being tested are allowed access to the test at the time of testing. Once a test is started during test administration, only the student taking the test is allowed to view that student’s booklet or screen. No testing materials are to be reproduced. No test materials are to be accessed outside the school building except under conditions approved by NWEA.

The GMAP Through-Year assessments rely on the measurement of individual achievement. Any deviation from testing procedures meant to ensure validity and security (group work, teacher coaching, pre-teaching or pre-release of the test items, etc.) would be a violation of test security. District and school personnel with access to the test materials must not discuss, disseminate, or otherwise reveal the contents of the tests to anyone. Teachers, Examiners, or other district or school personnel may not read test items aloud, silently, to themselves, or to another individual or student group. Parents and guardians may not read test items under any circumstances.

While some of the guidelines below apply mainly to Examiners, all personnel involved in testing should be aware of these procedures.

The dos and don'ts of security

| Dos | Dont's |
|---|--|
| <p>Control access to all cell phones and personal electronic devices.</p> | <p>Discuss, disseminate, or otherwise reveal the contents of the test to anyone.</p> |
| <p>Attend any district or school training for the administration of the test in order to be properly informed of the procedures to follow, including securing test materials.</p> | <p>Keep, copy, reproduce, or use any reading or mathematics test, test item, any specific test content, or examine responses to an item or any section of a secured test in any manner inconsistent with the instructions provided by and through GMAP.</p> |
| <p>Move around the testing site to ensure students are adhering to the instructions given.</p> | <p>Allow students to leave the testing site with test materials for any reason.</p> |
| <p>Collect scratch paper and return it to the School Assessment Coordinator.</p> | <p>Coach or provide feedback in any way, which includes answering any questions relating to the contents.</p> |
| <p>Follow appropriate accommodation procedures as found in the 2021–2022 Accessibility and Accommodations Manual.</p> | <p>Alter, influence, or interfere with a test response in any way or instruct the student to do so. Students who move to alternate testing sites for extended time should be escorted, and school personnel should carry all secure testing materials to the new testing location.</p> |
| <p>Make students feel comfortable and relaxed.</p> | <p>Complete any unanswered item or provide actual answers to students.</p> |
| <p>Escort all students and carry all secure testing materials to alternate sites for extended time, etc.</p> | <p>Place students in situations in which they can discuss test items or answers, such as during breaks.</p> |
| <p>Have test booklets, test tickets, and online setup ready for students before the test.</p> | |
| <p>Remove from the wall all curriculum materials that relate to the tested content.</p> | |
| <p>Maintain standardized testing procedures.</p> | |
| <p>Read the 2021–2022 Assessment Administration Protocol Manual and all applicable test administration guides before testing.</p> | |
| <p>Report problem items. Refer to the GMAP Through-Year Examiner Guide for instructions.</p> | |

Test security agreement

The *Building Principal Security Agreement and District Assessment Contact (DAC) Confidentiality of Information Agreement* was sent by email. Every principal and DAC must have signed a security agreement to participate in GMAP testing.

Breaches in test security

The Test Security Procedure for the GMAP Through-Year assessments establishes guidelines for dealing with breaches in test security. Breaches may include student impropriety, test violations, educator misconduct, or the mishandling of test materials. In order to maintain the integrity of the test, there must be strict adherence to the rules and procedures for administering the test.

Reporting and investigating test security violations

Any identification or suspected violation of defined testing procedures must be reported immediately. If a student suspects a breach in test security, the student should report the alleged incident to a teacher or administrator. If a teacher, family member, caregiver, assessment administrator, or school administrator suspects a breach in test security, they should report the alleged incident in writing to the district's superintendent.

Any signs of a breach of test security, especially any incidents of secure content posted on public websites or social media sites, must be dealt with immediately. Examiners are expected to report all testing irregularities to the school's principal and School Assessment Coordinator. The School Assessment Coordinator then collects and reports the irregularity to the System Test Coordinator and to the district's assigned Assessment Specialist.

As soon as a suspected test security breach has been verified, the designee should complete a report. The report will be sent to the District (System) Test Coordinator indicating the following:

- The details of the investigation
- The findings
- The action taken by the school, administrators, or district, if any

Consequences of test security violations

School districts are responsible for conducting the investigation and taking appropriate actions in response to breaches in test security. In addition, test scores involved in the investigation may be invalidated.

Test Year 2021–2022

Pre-administration

| | Activity | Start | Deadline | Who |
|--------------------------|--|-----------------------------------|------------------------|--|
| <input type="checkbox"/> | Develop a testing schedule | 4–6 weeks before testing | 2 weeks before testing | School Assessment Coordinators |
| <input type="checkbox"/> | Prepare computers and devices for testing | Starting 4–6 weeks before testing | Beginning of testing | Technology Coordinators |
| <input type="checkbox"/> | Download and distribute the <i>GMAP Through-Year Examiner Guide</i> to staff | Starting 6 weeks before testing | 2 weeks before testing | District Assessment Contacts School Assessment Coordinators |
| <input type="checkbox"/> | Review the <i>GMAP Through-Year Examiner Guide</i> | Starting 6 weeks before testing | 2 weeks before testing | Examiners |
| <input type="checkbox"/> | Verify student registration and assigned accommodations | Starting 4 weeks before testing | 2 weeks before testing | District Assessment Contacts School Assessment Coordinators |
| <input type="checkbox"/> | Ensure students view the Student Tutorial video and take Item Type Samplers | Starting 3–4 weeks before testing | Beginning of testing | School Assessment Coordinators Proctors |
| <input type="checkbox"/> | Conduct (DACs) or attend School Assessment Coordinator orientation | | 2 weeks before testing | District Assessment Contacts School Assessment Coordinators |
| <input type="checkbox"/> | Conduct (SACs) or attend Examiner orientation | | 2 weeks before testing | School Assessment Coordinators Examiners |

During testing

| | Activity | When | Who |
|--------------------------|--|---------------------------|--|
| <input type="checkbox"/> | Assist and supervise Examiners | Throughout testing window | District Assessment Contacts School Assessment Coordinators |
| <input type="checkbox"/> | Assist with any technical issues | Throughout testing window | Technology Coordinators and IT staff |
| <input type="checkbox"/> | Print and distribute test tickets to students | As needed | Examiners |
| <input type="checkbox"/> | Securely store test materials during testing | Throughout testing window | Examiners |
| <input type="checkbox"/> | Review operational reports to monitor testing progress | Throughout testing window | District Assessment Contacts School Assessment Coordinators |
| <input type="checkbox"/> | Assign Not Tested Codes (NTCs) | By end of testing window | District Assessment Contacts School Assessment Coordinators |

After testing

| | Activity | When | Who |
|--------------------------|--|---------------------------------------|--|
| <input type="checkbox"/> | Securely destroy test materials such as test tickets and scrap paper | Immediately after testing is complete | District Assessment Contacts School Assessment Coordinators |

GMAP Through-Year Examiner Guide

Spring 21–22 GMAP
English Language Arts and Mathematics

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Part 1—General information

About GMAP Through-Year assessments

The GMAP Through-Year assessments are developed specifically for Georgia GMAP Consortium districts. GMAP is an innovative assessment that works to create cohesion across interim assessments—administered for teaching and learning—and the annual summative test required as part of accountability.

The GMAP Through-Year assessments are comprised of items written or reviewed by educators. The items are being field-tested, and additional items will be field tested in each operational year to expand the number of available items for subsequent GMAP assessments. Students in grades 3–8 are administered assessments in English Language Arts (ELA) and Mathematics.

The GMAP Through-Year Examiner Guide has been designed to help you administer the online version of the GMAP Through-Year assessments accurately and efficiently. Please take the time to read this guide to become familiar with the administration of the GMAP Through-Year assessments. Good organization of test materials and well-executed procedures will help the administration proceed smoothly and help students have a positive experience in showing what they know and can do.

If you feel you do not have the proper training or are unprepared to administer the assessment, please seek guidance for your school or district leadership.

Who should read this guide?

The GMAP Through-Year Examiner Guide is intended for use by Examiners responsible for administering the GMAP tests to students. Examiners should become familiar with the contents of this guide.

GMAP administration key dates

| Date | Activity |
|----------------------------|---|
| Starting early March | Online Item Type Samplers available through the NWEA State Solutions Secure Browser |
| April 4, 2022–May 13, 2022 | Spring 21–22 field testing window |

Typical test duration

The GMAP Through-Year assessments do not have time limits. While they provide students with as much time as needed to complete each content area, the estimated test-taking time is no more than 90 minutes. *Table 1: Test Duration Details* below lists the number of test questions per content area and the average time to complete each content area based on test administration data. Some students may require more time than others. When scheduling test sessions, these variances should be considered. Average test-taking time does not include test ticket distribution, starting the test session, launching the secure browser, or student log-in time.

Table 1: Test Duration Details

| Grade Level | Content Area | Approximate Number of Test Questions* | Recommended Scheduled Test-Taking Time |
|-------------|-----------------------|---------------------------------------|--|
| 3–8 | Mathematics | 50 | 90 minutes |
| 3–8 | English Language Arts | 50 | 90 minutes |

*All students in the same grade given the same test will receive the same number of test items.

As noted, the tests do not have a time limit. Students may be given additional time, if needed, and can complete the test in a subsequent test session, if necessary. Subsequent test sessions should be scheduled on consecutive days unless student absence prevents it. Examiners should not pace students.

If individual students finish testing early, they may read or work on other assignments unrelated to the tested content.

Participation with accommodations

There are students who may need special accommodations, and it is important that all students receive the correct accommodations. For guidelines on accommodations, refer to the [2021–2022 Accessibility and Accommodations Manual](#).

Accommodations are assigned when students are registered. Contact a School Assessment Coordinator or District Assessment Contact if a student is not assigned the correct accommodations.

Students may also use approved non-embedded resources, such as noise buffers, as specified by GMAP policy. A complete list of non-embedded universal tools, linguistic supports, and accommodations is included in the [2021–2022 Accessibility and Accommodations Manual](#).

GMAP Through-Year assessments security

In a centralized testing process, it is critical that equity of opportunity, standardization of procedures, and fairness to students is maintained. Therefore, GMAP asks that all school districts review the information in [GMAP security procedures](#) on page 26. It is critical that all administrators and teachers read the procedures, especially those who are administering the assessment.

Breaches in security are taken very seriously and must be quickly identified and reported to GMAP leadership. From there the determination is made as to whether a professional practices complaint will be filed. See [GMAP security procedures](#) on page 26 for more details on this process.

Districts should also maintain a set of policies that includes a reference to the [2021–2022 Assessment Administration Protocol Manual](#).

Testing ethics and appropriate practice

All teachers need to be familiar with appropriate testing ethics and security practices related to testing. Professionalism, common sense, and practical procedures will provide the right framework for testing ethics. The [2021–2022 Assessment Administration Protocol Manual](#) outlines clear practices for appropriate security.

Online security

Student test tickets contain student-level password information for accessing the tests and must be kept secure. Examiners should be given the student test tickets prior to test administration, allowing them ample time to review and organize the tickets for distribution before the test begins. Once a test session is started, only the student taking the test is allowed to view the student's screen. No one is allowed to view or copy test content while a student is testing.

This *GMAP Through-Year Examiner Guide* is not considered a secure test material.

Student test security

Students should look only at their individual computers. For further security, folders may be set up around each computer screen to eliminate any possibility of students looking at other computer screens. For larger groups, it is advisable to have a sufficient number of Examiners to monitor the room. Proctors under the supervision of a certified teacher and Assessment Coordinators may be used as Examiners.

Returning or destroying secure materials

Examiners should be sure to collect all student test tickets, copies of the Mathematics Reference Sheet, and scratch paper from students after testing so that those materials can be securely destroyed.

Part 2—Navigating the platform

Platform system requirements

The management and reporting insights platform is supported on the latest versions of the following browsers:

- Google Chrome™
- Mozilla® Firefox®
- Mozilla Firefox LTS
- Microsoft® Edge™
- Safari®
- Safari on iPad®

The website is optimally viewed using a 1280 x 1024 screen resolution. System functionality and screens may display, operate, or appear differently in different browsers and operating systems.

Access the management platform

To access the management platform:

1. Log in to MAP at <https://teach.mapnwea.org> using your MAP login credentials.
2. Select the **NWEA State Solutions for GMAP** link in the left navigation menu.
3. You will be automatically directed to the new test management platform.

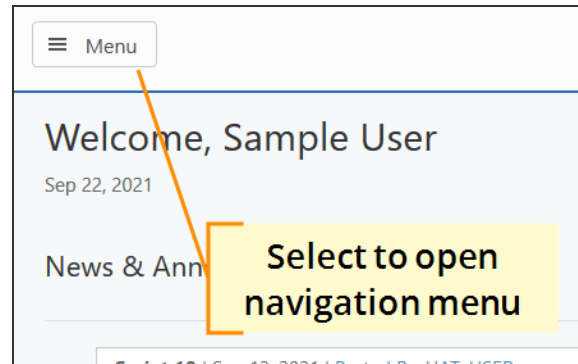
Platform home

Access the management platform home page at any time by clicking **Home** at the top of the main menu on the left. Find the following on the home page:

- **News & Announcements:** The main section of the home page contains announcements from the state.
- **Shortcuts:** Below News & Announcements, find quick links to commonly used functions, such as Add Student, Monitor Test, or View Reports. Available shortcuts will vary based on assigned user roles.

Navigation menu

To show or hide the menu, select the **Menu** button at the top left.



Your user profile

At the top right of the management platform website is a **Profile** icon. Select this icon to view your profile.

Your user information and roles are automatically synced to the testing platform from the Comprehensive Assessment Platform. Any necessary updates should be applied in the Comprehensive Assessment Platform.

Help and logout

Next to the **Profile** icon are the **Help** and **Logout** icons.

The **Help** icon directs users to where they can find help documentation.

The **Logout** icon closes your current session and redirects the web browser to the login page.

Part 3—Preparing students for testing

View student tutorial videos

The student tutorial, linked from the [GMAP Connections page](#), is an interactive video that shows students how to navigate the test environment and use item aids in the platform. It demonstrates:

- logging in to and navigating a test;
- how to answer various types of test questions;
- the tools available during the test.

Students may also view the “What Is a Computer Adaptive Test?” video. This short video describes what a computer adaptive test is and how it helps students best demonstrate what they know.

Practice with the calculator

The GMAP Through-Year assessments use Desmos calculators. Desmos calculators are a free online resource that can be used by educators and students in the classroom. Educators and students can visit the [Desmos practice site](#) to familiarize themselves with the Desmos calculator.

Administer GMAP Item Type Samplers

GMAP Item Type Samplers help introduce students to the GMAP Through-Year assessments. They allow students to practice various item types and try out tools available in the online test prior to the actual GMAP administration. They can also be used to allow other stakeholders, such as parents and administrators, to experience the test environment.

Refer to [Item Type Samplers](#) on page 23 for details on administering the GMAP Item Type Samplers.

Prepare testing location

Good organization of test materials and well-executed procedures will help test administration proceed smoothly. Follow these recommended guidelines:

- Make sure the testing location has comfortable seating, sufficient workspace, and good lighting.
- Remove or cover any visual aids and clues throughout the administration of all tests.
- For larger groups, Examiners should consider requesting an additional adult (proctor) to help manage the testing session. A proctor is required once the testing group reaches 30 students. An additional proctor is required for each multiple of 30 students.
- Post a “Testing in Progress” sign on the door to prevent interruptions.
- Seat students so they have enough room and cannot view other students’ computer monitors.

Part 4—Administering the online test

Administration of the GMAP Through-Year assessments is an important professional responsibility. The usefulness of the test results depends on the accuracy of each student's performance. Experience shows that student performance is highly dependent upon the student's motivation and attitude towards the test, the preparedness of the Examiner, the physical arrangements for testing, and adherence to instructions. To ensure accurate and reliable results, the Examiner must become thoroughly familiar with the procedures described in this guide before administering the test.

Examiner responsibilities

To ensure accurate results, all Examiners must follow the same procedures when administering the test.

Some of the major tasks Examiners are responsible for include:

- Arranging the testing room.
- Ensuring that all students have scratch paper and that the students sign the paper.
- Ensuring accommodations are provided during testing, such as headphones for students assigned text-to-speech.
- Distributing test tickets to students at the time of testing.
- Restricting electronic devices of any type (smart phones, cell phones, personal digital assistants (PDAs), wristwatches with electronic displays, calculators, iPod® devices, MP3 players, etc.). These devices should be placed into secure storage, or into student backpacks, and kept elsewhere throughout the test.
- Administering the GMAP Through-Year assessments, as outlined in this guide.
- Monitoring the test session in the testing platform.
- Prohibiting talking or sharing of responses.
- Returning all test materials, such as test tickets, to the School Assessment Coordinator when testing is complete.
- Adhering to all security requirements.

Prepare students for testing by informing them of the scheduled tests in advance. Explain to the students why they are being tested and how the results will be used. Encourage students to come to school well-fed and rested on testing days as research shows this is correlated with improved grades and test scores. Students can sense the importance the Examiner places on the tests, and their performance may be affected accordingly. Students should realize that doing their best is important.


Testing availability

The hours that testing can take place are between 7:00 a.m. and 6:00 p.m. Eastern Time. Students who begin testing before the 6 p.m. cutoff may complete their tests after 6:00 p.m. However, if at any point they exit or are exited from the test after 6:00 p.m., they will not be able to resume testing until the next day.

Download and print test tickets

District (System) Coordinators and Assessment Coordinators can print student test tickets. Consult your school's policy to determine who is primarily responsible for printing student test tickets prior to testing.

To download and print student test tickets, follow these instructions:

1. In the main menu, go to **Online Testing > Manage**, then find and view the group you want to print tickets for. Refer to [View online testing groups](#) on page 18 for detailed instructions.
2. To print tickets for all eligible students, select **Print All Tickets** at the top of the student list.
3. To print tickets for a set of students, select the checkbox next to the students you want to print tickets for, then select **Print Selected Tickets** at the top of the student list.
4. To print a ticket for a single student, select the **Print** icon  in the **Actions** column.
5. To generate a CSV spreadsheet with the ticket information, select the checkbox next to the students you want ticket information for, then select **Generate CSV for Selected Tickets** at the top of the student list.
6. A printable PDF document or CSV spreadsheet appears with test tickets for the students you selected.

Distribute student test tickets

Each student must have a test ticket to access an online test. Test tickets include test administration, group, first and last name, date of birth, subject, grade, accommodations, and student login credentials. Student test tickets must be printed by the school's testing coordinator.

Prior to testing:

- review the individual student test tickets for accuracy
- distribute the student test tickets and verify that each student has received their unique ticket
- ensure students enter information from their tickets correctly when logging in to the test

In between test sessions:

- collect test tickets and securely store them for the next test session

Upon completion of all tests:

- securely destroy all test tickets

Instructions for GMAP and Item Type Samplers

Note: If this is the second consecutive day of GMAP testing, do not use this script. Use the scripts in [Subsequent day online test administration instructions](#) on page 16. If more than a day has elapsed between testing sessions, use this script.

Read aloud **word for word** the material that is printed in **bold type** and preceded by the word “Say.”

The material that is italicized is for Examiners only and should not be read to the students.

Read the directions to the students exactly as they are written using a natural tone and manner. If you make a mistake in reading a direction, stop and say, “No, that is wrong. Listen again.” Then read the direction again. Be sure students understand the directions and how to respond. Be careful not to inadvertently give hints or clues that indicate an answer. Begin the test when all students are present.

Note: Copies of the Mathematics Reference Sheets can be provided (available from <https://connection.nwea.org/s/gmap>). These can be printed and made available for students when they begin testing. The reference sheet is also available as a tool in the test.

Say: Today you will take the GMAP [test or Item Type Sampler].

Give this [test or sampler] your best effort. You must answer each question before you will be allowed to move on to the next question, and you will not be able to go back after you have answered the question.

The [test or sampler] is not timed, and you will be given a reasonable amount of time to finish.

If you need help once the [test or sampler] has started, raise your hand and I will come to you. I am not allowed to provide you with any additional information during the [test or sampler]. I cannot help you with any words.

Are there any questions?

Answer all questions. When all students are ready, continue.

Say: We will begin by accessing the [test or sampler] site.

Windows® desktop:

From the Start menu, choose NWEA State Solutions Secure Browser.

Mac® desktop:

Double-click the NWEA State Solutions Secure Browser icon on your desktop.

Chromebook™ or iPad:

Start the NWEA State Solutions Secure Browser app.

Next, students select the test or sampler and, if taking the GMAP test, proceed to log in.

Say: *If administering the GMAP test:*

Select "GMAP". You should now be at the login screen. Is there anyone who isn't on this screen?

Assist students as needed.

Enter your username, password, and session ID exactly as they appear on your test ticket.

Use the Take Test button to move to the next screen.

Say: *If administering the Item Type Sampler:*

Select "Item Type Sampler".

Select your grade, subject, and accommodations needs from the menus.

Use the arrow to move to the next screen.

If administering the GMAP test:

You should now see a screen with the name of the test in the middle, and your name in the bar at the top. Is there anyone who doesn't see the right test, or who doesn't see their name at the top?

Assist students as needed.

Use the Next button to move to the next screen.

If administering the Item Type Sampler:

You should now see a screen with the name of the test in the middle. Is there anyone who doesn't see the right test?

Assist students as needed.

Use the Next button to move to the next screen.

For all tests and samplers:

You should now be at a screen with a stop sign on it. Is there anyone who is not at the stop sign?

Assist students as needed.

Test Introduction:

Say: **This [test or sampler] will include several different types of questions and have different tools available.**

If administering GMAP:

You should have had an opportunity to practice before the test. Let your Examiner know if you have not.

If you need to go away from your computer, raise your hand and the Examiner will give you permission to log out of your test. When you return, you will log back in to the test using the information on your Student Test Ticket.

For all tests and samplers:

You will know you are finished when you see a screen that says, “Congratulations, you have finished the test.”

When you come to the end of the session, please sit quietly or read until the Examiner provides additional instructions.

Are there any questions?

Answer all questions. When all students are ready, continue.

Say: You may now begin the test. When you are ready, click the arrow to start the test.

Text-to-speech is available for all English-language tests and samplers as an accommodation for students with a documented need, such as an English Learner or a student on an IEP or 504 plan.

While students are working, walk around the room to see that they are following directions and that they are not looking at any other students' tests. For the GMAP Through-Year assessments, the content of all passages and items is secure and should not be read or looked at by anyone but the student taking the assessment. This is considered a test security breach and should be reported to GMAP.

Students can be given a time warning to help avoid having students read half a passage and then having time run out. Examiners may give students a ten-minute warning, a five-minute warning, or both, such as: “Students, there are ten minutes left. Do not start a new passage.” or “Students, there are five minutes left. Do not start a new passage.”

*Use the **Manage Online Testing** page to monitor student testing status. Refer to [View online testing groups](#) on page 18 for details. Should a student encounter an item that they believe is problematic, please follow the steps listed in [Problem item reporting](#) on page 20.*

At the end of testing, collect test tickets and scratch paper from students and either securely store them for the next test session or give them to the School Assessment Coordinator to be destroyed. This is not necessary when administering Item Type Samplers.

For guidance on how to handle situations not covered in this script, refer to [Sample language for Examiners](#) on page 29.

Note for Item Type Samplers: *If a student does not finish the Item Type Sampler in one sitting, they will have to take the entire sampler again if it is restarted.*

If testing continues on a second day, use the appropriate script here: [Subsequent day online test administration instructions](#) on page 16.

Subsequent day online test administration instructions

Note: These scripts should only be used on the second day of testing or following consecutive days of testing. If more than a day has passed since the students entered the test session, Examiners should use the scripts here: [Instructions for GMAP and Item Type Samplers](#) on page 13.

The GMAP Through-Year assessments are untimed and designed to provide students with as much time as needed to complete each content area. Although the estimated test time is less than 90 minutes for any of the content areas, it is possible that some students will require more time than others. When scheduling test sessions, these variances should be considered.

This section provides Examiners with scripts to continue test sessions on subsequent days.

In order to ensure accurate achievement results, it is essential that all Examiners follow the same procedures when administering the tests.

Instructions for GMAP online testing on subsequent days

Read aloud **word for word** the material that is printed in **bold type** and preceded by the word “Say.”

The material that is italicized is for Examiners only and should not be read to the students.

Read the directions to the students exactly as they are written using a natural tone and manner. If you make a mistake in reading a direction, stop and say, “No, that is wrong. Listen again.” Then read the direction again. Be sure students understand the directions and how to respond. Be careful not to inadvertently give hints or clues that indicate an answer. Begin the test when all students are present.

Say: Today you will continue to take the GMAP assessment.

Give this test your best effort. You must answer each question before you will be allowed to move on to the next question, and you will not be able to go back after you have answered the question.

The test is not timed, and you will be given a reasonable amount of time to finish.

If you need help once the test has started, raise your hand and the Examiner or teacher will come to you. The Examiner or teacher is not allowed to provide you with any additional information during the test. The Examiner or teacher cannot help you with any words.

Are there any questions?

Say: We will begin by accessing the test login page.

Windows® desktop:

From the Start menu, choose NWEA State Solutions Secure Browser.

Mac® desktop:

Double-click the NWEA State Solutions Secure Browser icon on your desktop.

Chromebook™ or iPad:

Start the NWEA State Solutions Secure Browser app.

Next, students proceed to log in.

Say: Select "GMAP". You should now be at the login screen. Is there anyone who isn't on this screen?

Assist students as needed.

Enter your username, password, and session ID exactly as they appear on your test ticket.

Use the Take Test button to move to the next screen.

You should now see the next question on your test. When you are ready, you may continue the test.

While students are working, walk around the room to see that they are following directions and that they are not looking at any other students' tests. For the GMAP Through-Year assessments, the content of all passages and items is secure and should not be read or looked at by anyone but the student taking the assessment. This is considered a test security breach and should be reported to GMAP.

*Use the **Manage Online Testing** page to monitor student testing status. Refer to [View online testing groups](#) on page 18 for details. Should a student encounter an item that they believe is problematic, please follow the steps listed in [Problem item reporting](#) on page 20.*

At the end of testing, collect test tickets and scratch paper from students and either securely store them for the next test session or give them to the School Assessment Coordinator to be destroyed. This is not necessary when administering Item Type Samplers.

For guidance on how to handle situations not covered in this script, refer to [Sample language for Examiners](#) on page 29.

Students can be given a time warning to help avoid having students read half a passage and then having time run out. Examiners may give students a ten-minute warning, a five-minute warning, or both, such as: "Students, there are ten minutes left. Do not start a new passage." or "Students, there are five minutes left. Do not start a new passage."

Part 5—Managing online testing

View online testing groups

To view and manage an online testing group, complete the following steps.



1. In the main menu, select **Online Testing > Manage**.
2. From the drop-down lists, select the **Test Administration, Subject, Testing Grade, and Organization**, then select **Search**.
3. An overview of testing progress for the criteria you selected appears.
4. Below the test status icons, the available test session groups are listed, including the number of students in each status.
5. To view a test session, click the **View Session** icon in the **Actions** column. To view all students, click the **View Session** icon for the **All Students** entry at the top of the results list.
6. A list of students in the session appears below the search filters.
7. Optionally, enter filters to view students meeting specific criteria, or select one of the test status icons, such as **Ready to Test**, to view all students in that status.



Monitor test status

Status monitor icons

When viewing a list of sessions or an individual session, the status monitor icons summarize the testing progress of students in that session or sessions. The available statuses are listed in *Table 2: Status Monitor Icons*.

Table 2: Status Monitor Icons







| Icon | Test Status Icon Description |
|---|--|
|  | The Ready to Test icon displays the number and percentage of students who are enrolled and ready to take the test. It includes tests in the Ready to Test and Registration Initiated statuses. All tests remaining in these statuses at the end of the testing window are changed to Expired . |
|  | The In Progress icon displays the number and percentage of students actively testing. It includes tests in the In Progress status only. |

| Icon | Test Status Icon Description |
|---|--|
|  | <p>The Alerts icon displays the number and percentage of students who have logged out and have not completed a test or have an enrollment hold. These students need test ticket login information to log back in and complete a test. This count includes tests in the Inactive and Enrollment Hold statuses.</p> <p>Note: If any test registrations are in the Enrollment Hold status during the week before testing starts, contact NWEA Partner Support to resolve the hold.</p> |
|  | <p>The Submitted icon displays the number and percentage of students who completed and submitted tests. It includes tests in the Submitted status only.</p> |

Student test status

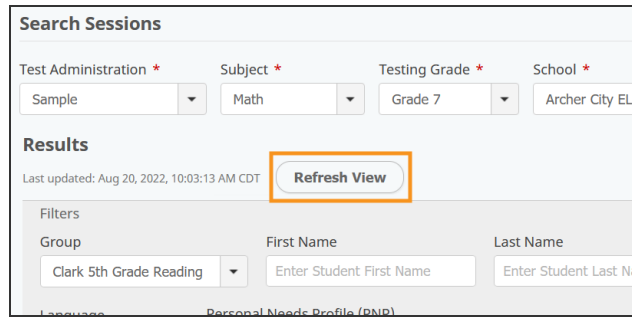
When viewing a list of students in a test session or other set of search results under **Online Testing > Manage**, the status of each student's test is shown in the **Test Status** column. The available statuses are listed in *Table 3: Student Test Status*.

Table 3: Student Test Status

| Icon | Description |
|---|--|
|  | The Registered icon indicates that the student is registered for a test, but the online test is not yet available. |
|  | The Enrollment Hold icon indicates that the student's enrollment is not yet processed. Please contact the Support Center. |
|  | The Ready to Test icon appears before the initial login to an available test or after a submitted test has been reopened. The student can log in using the information on the student test ticket. |
|  | The In Progress icon indicates that the student is logged in and actively testing or has paused the test. |
|  | The Inactive icon indicates that the student has logged out of the test or has been logged out due to inactivity. The student can log back in to the test using the information on the student test ticket. |
|  | The Completed icon indicates that the student has submitted the test. The student will no longer be able to log in to the test. |

Refresh status


When viewing a specific testing group, you can refresh the status of the group with the **Refresh View** button, located above the list of available filters and below the search criteria.



The screenshot shows a web interface titled "Search Sessions". It features four dropdown menus for search criteria: "Test Administration *" (set to "Sample"), "Subject *" (set to "Math"), "Testing Grade *" (set to "Grade 7"), and "School *" (set to "Archer City EL"). Below these is a "Results" section with a timestamp "Last updated: Aug 20, 2022, 10:03:13 AM CDT" and a "Refresh View" button highlighted with an orange box. Underneath is a "Filters" section with three input fields: "Group" (set to "Clark 5th Grade Reading"), "First Name" (placeholder "Enter Student First Name"), and "Last Name" (placeholder "Enter Student Last Name").

Test session actions

Depending on the status of the student's test and your user role, the following actions are available to you in the Actions column when viewing a list of students in a test session or other search in **Online Testing > Manage**.

| Icon | Action Description |
|---|--|
|  | Print. Downloads a PDF of the student test ticket for printing. |

Logging students out and resuming tests

In the testing platform, Examiners do not pause or resume student tests from the **Manage Online Testing** page. Instead, students who need to leave their testing computer for any reason can log out of the test. To do this, the student should click the **Log Out** button in the upper right.

To resume a test, the student will access the NWEA State Solutions Secure Browser and enter the information from their test ticket. The test will continue where the student left off.

Problem item reporting

As a reminder, it is never permitted to take pictures or capture video of items or to communicate about items on the assessment. This is a test security breach.

There are stringent item-quality checks in the development process, but students may occasionally encounter items that they believe are problematic.

When a student encounters a possible problem item, the Examiner should:

1. Collect the following information about the item:
 - a. Student's state ID
 - b. Grade and subject
 - c. Session name
Refer to [View online testing groups](#) on page 18 if you need to find the session name.
 - d. Item number
You can find the item number on the student's test screen.
2. Download the problem item report form.
3. Open the form in Adobe Acrobat, not your web browser.
4. Complete the form. If you do not have all of the information the form asks for, provide as much detail as you can.
5. Select **Submit** on the form. This will automatically open your default email application, create and address a new email to itemreport@nwea.org, and attach the form to the email.
6. Send the email to submit the report.

Following this process ensures the quality of the assessments. Every problem item report is reviewed by NWEA and GMAP. In general, given the test length and the adaptive nature of these assessments, these items will not have a significant effect on overall scores.

Part 6—Additional questions

If you have any additional questions about topics not covered in this guide, contact NWEA Customer Service by phone at 877.469.3287 or by email at techsupport@nwea.org.

Customer service representatives will make every attempt to answer your questions and escalate issues when appropriate. All contacts to the support team are tracked and documented.

Representatives are available from 7:00 a.m. to 6:00 p.m. Eastern Time, Monday through Friday.

Appendix A—Item Type Samplers

Purpose of Item Type Samplers

The Item Type Samplers allow students to experience the types of questions and practice with the item aids that they will see and use on the actual GMAP Through-Year assessments. The Item Type Samplers are not designed to be predictive of performance on the GMAP Through-Year assessments and do not generate a score.

Available grades and subjects

The Item Type Samplers are available for each subject and grade that is covered by the GMAP Through-Year assessments. All samplers are available in both English and Spanish.

- GMAP English Language Arts grades 3–8 (English and Spanish)
- GMAP Mathematics grades 3–8 (English and Spanish)

Number of questions and time needed

The Item Type Samplers have 20 questions each. These Item Type Samplers are untimed, but the estimated test-taking time for each is 40 minutes. Students may take as long as they need to finish them. Unlike the actual GMAP Through-Year assessments, progress on the Item Type Samplers is not saved; if a student does not complete the sampler in one sitting, they will have to take the entire Item Type Sampler again if they restart it.

Structure of the Item Type Samplers

Each Item Type Sampler has a variety of questions, representing all of the different types of questions that the student may encounter on the actual GMAP Through-Year assessments for that grade. These Item Type Samplers are not adaptive; every student in a grade will see the same questions. If a tool, such as the protractor, ruler, or calculator, is used on questions in the actual GMAP Through-Year assessments for that grade, then some questions on the online Item Type Sampler for that grade will use that tool.

Accommodations and accessibility

The online Item Type Samplers contain the same item aids and tools as the actual GMAP Through-Year assessments. For the best student experience, students should view the online Student Tutorial to learn about the available tools and their uses before taking the online Item Type Samplers. Text-to-speech (TTS) is available for all English-language online Item Type Samplers. TTS should only be enabled for students with a documented need, such as an English Learner or a student on an IEP or 504 plan, to be consistent with the requirements for use in the GMAP Through-Year assessments. To use text-to-speech in the online Item Type Sampler, check the "Text-To-Speech" box when setting up the online Item Type Sampler.

Calculators should also be made available for students with an IEP or 504 plan to be consistent with the requirements for use in the GMAP Through-Year assessments.

For the best student experience, the Item Type Samplers should be administered in line with the [2021–2022 Accessibility and Accommodations Manual](#).

NOTE: There are writing items and reading comprehension items in the ELA assessment. When text-to-speech is enabled for students with a documented need, only writing items will be read using text-to-speech.

Who can use the online Item Type Samplers

- **Students** can use the Item Type Samplers to become familiar with navigating the test interface and using the available item aids and tools. The Item Type Samplers will also expose students to the same types of questions that they will see on the actual GMAP Through-Year assessments.
- **Teachers and administrators** can use the Item Type Samplers to become familiar with the testing experience for students. In addition, accessing the Item Type Samplers may be useful for IT personnel in testing network infrastructure.
- **Parents and stakeholders** can use the Item Type Samplers to become familiar with the testing experience for students.

How to access online Item Type Samplers

Students access the online Item Type Samplers via the NWEA State Solutions Secure Browser. The [Instructions for GMAP and Item Type Samplers](#) on page 13 will walk students through the log in process.

Educators, families, caregivers, and other stakeholders can also access the Item Type Sampler online, linked from the [GMAP Connections page](#).

Student tutorial video

For an optimal testing experience, students should view the [Student Tutorial](#) before completing the Item Type Sampler. The Student Tutorial covers test purpose and structure of the online assessment as well as the tools available within the assessment and how to use them.

Appendix B—Suggestions for a smooth testing process

- Start testing preparations early and plan ahead.
- Gather testing materials as soon as online tools and booklets are available. Keep testing materials secure and in a locked room.
- Read all applicable test administration guides.
- Attend training.
- Examine student lists for accuracy and building assignments. Verify all state testing rosters.
- Take advantage of all Item Type Sampler opportunities.
- Establish a testing setting that matches the instructional setting as much as possible (for example, an auditorium setting for testing is not like a classroom setting).
- Protect instructional time as much as possible.
- Do not wait until the end of the testing window to begin testing.
- Communicate the importance of the test with students.
- For online testing, prepare the computer room setting or the laptops ahead of time. Launch the NWEA State Solutions Secure Browser on each machine ensure that each device meets minimum requirements.
- Prepare "Testing in Progress" signs for the doors.
- Encourage students to do their best.
- Follow the scripted directions for all testing.

Appendix C—GMAP security procedures

Introduction

The security of state-administered assessments is of the utmost importance to GMAP. This document outlines the state’s expectations and procedures on test booklet and online security, test administration security, and the identification and reporting of test security violations. Breaches in test security must be quickly identified and reported to GMAP. This document explains to participants at the school, district, and state levels how to identify breaches in test security and what actions should be taken in response to those breaches.

Test security

District Assessment Contacts, School Assessment Coordinators, and Examiners share the responsibility for ensuring that all test materials and student responses are handled securely and confidentially in accordance with security procedures. The GMAP Through-Year assessments are to be administered by professional staff members who have been oriented in the proper test administration procedures for GMAP.

The GMAP Through-Year assessments are confidential and proprietary and are owned by NWEA. The test content is not to be viewed by anyone prior to the test administration. Only students being tested are allowed access to the test at the time of testing. Once a test is started during test administration, only the student taking the test is allowed to view that student’s booklet or screen. No testing materials are to be reproduced. No test materials are to be accessed outside the school building except under conditions approved by NWEA.

The GMAP Through-Year assessments rely on the measurement of individual achievement. Any deviation from testing procedures meant to ensure validity and security (group work, teacher coaching, pre-teaching or pre-release of the test items, etc.) would be a violation of test security. District and school personnel with access to the test materials must not discuss, disseminate, or otherwise reveal the contents of the tests to anyone. Teachers, Examiners, or other district or school personnel may not read test items aloud, silently, to themselves, or to another individual or student group. Parents and guardians may not read test items under any circumstances.

While some of the guidelines below apply mainly to Examiners, all personnel involved in testing should be aware of these procedures.

The dos and don'ts of security

| Dos | Dont's |
|---|--|
| <p>Control access to all cell phones and personal electronic devices.</p> | <p>Discuss, disseminate, or otherwise reveal the contents of the test to anyone.</p> |
| <p>Attend any district or school training for the administration of the test in order to be properly informed of the procedures to follow, including securing test materials.</p> | <p>Keep, copy, reproduce, or use any reading or mathematics test, test item, any specific test content, or examine responses to an item or any section of a secured test in any manner inconsistent with the instructions provided by and through GMAP.</p> |
| <p>Move around the testing site to ensure students are adhering to the instructions given.</p> | <p>Allow students to leave the testing site with test materials for any reason.</p> |
| <p>Collect scratch paper and return it to the School Assessment Coordinator.</p> | <p>Coach or provide feedback in any way, which includes answering any questions relating to the contents.</p> |
| <p>Follow appropriate accommodation procedures as found in the 2021–2022 Accessibility and Accommodations Manual.</p> | <p>Alter, influence, or interfere with a test response in any way or instruct the student to do so. Students who move to alternate testing sites for extended time should be escorted, and school personnel should carry all secure testing materials to the new testing location.</p> |
| <p>Make students feel comfortable and relaxed.</p> | <p>Complete any unanswered item or provide actual answers to students.</p> |
| <p>Escort all students and carry all secure testing materials to alternate sites for extended time, etc.</p> | <p>Place students in situations in which they can discuss test items or answers, such as during breaks.</p> |
| <p>Have test booklets, test tickets, and online setup ready for students before the test.</p> | |
| <p>Remove from the wall all curriculum materials that relate to the tested content.</p> | |
| <p>Maintain standardized testing procedures.</p> | |
| <p>Read the 2021–2022 Assessment Administration Protocol Manual and all applicable test administration guides before testing.</p> | |
| <p>Report problem items. Refer to Examiner responsibilities on page 11.</p> | |

Test security agreement

The *Building Principal Security Agreement and District Assessment Contact (DAC) Confidentiality of Information Agreement* was sent by email. Every principal and DAC must have signed a security agreement to participate in GMAP testing.

Breaches in test security

The Test Security Procedure for the GMAP Through-Year assessments establishes guidelines for dealing with breaches in test security. Breaches may include student impropriety, test violations, educator misconduct, or the mishandling of test materials. In order to maintain the integrity of the test, there must be strict adherence to the rules and procedures for administering the test.

Reporting and investigating test security violations

Any identification or suspected violation of defined testing procedures must be reported immediately. If a student suspects a breach in test security, the student should report the alleged incident to a teacher or administrator. If a teacher, family member, caregiver, assessment administrator, or school administrator suspects a breach in test security, they should report the alleged incident in writing to the district's superintendent.

Any signs of a breach of test security, especially any incidents of secure content posted on public websites or social media sites, must be dealt with immediately. Examiners are expected to report all testing irregularities to the school's principal and School Assessment Coordinator. The School Assessment Coordinator then collects and reports the irregularity to the System Test Coordinator and to the district's assigned Assessment Specialist.

As soon as a suspected test security breach has been verified, the designee should complete a report. The report will be sent to the District (System) Test Coordinator indicating the following:

- The details of the investigation
- The findings
- The action taken by the school, administrators, or district, if any

Consequences of test security violations

School districts are responsible for conducting the investigation and taking appropriate actions in response to breaches in test security. In addition, test scores involved in the investigation may be invalidated.

Appendix D—Sample language for Examiners

Examiners are charged with maintaining the standardization of the GMAP Through-Year assessments. In the interest of fairness and test security, Examiners must read the script verbatim. However, occasionally questions and situations arise that are not covered in existing scripts. The following table offers Examiners examples of language that would be allowed and language that would be prohibited in these situations.

The following examples are not meant to limit or dictate the interactions between Examiners and students, but instead to offer more guidance. These examples apply to all content areas. In general, Examiners should encourage positive behaviors, but they should not interfere in the assessment. There is a fine line between encouragement and interference, and these examples help to illuminate the difference. Overall, guidance should be generalized, should not be threatening, and should not give specific criteria for what a student needs to accomplish or do.

Language for Examiners

Scenario or Situation: A student is not actively engaged in testing or has been on a test item for a long time.

Allowed:

- “Please refocus on the test and make sure to do your best.”
- “Remember your test-taking skills. Make the best choice and move on.”

Prohibited:

- “Get back to work or you are going to lose recess.”
- “You need to complete five items in the next 10 minutes.”

Scenario or Situation: A student is clicking through the test without reading the passages or items.

Allowed:

- “Please slow down to make sure you are showing us what you know and can do.”
- “You need to slow down and give your best effort; show us how much you know.”

Prohibited:

- “You must slow down or you are going to be in detention.”
- “You have to show your work on every math item.”

Scenario or Situation: A student asks a question about specific content or a word from an item or passage on the GMAP Through-Year assessments.

Allowed:

- “I am not able to help you. Read the question carefully and try to do your best.”
- “Some questions may be harder than others. We just want you to work hard and do your best.”

Prohibited:

- “Think about the rock lesson from last week. This will help.”
- “You might want to reread options C and D.” Pointing at the screen is also prohibited.

Scenario or Situation: A student exhibits a disruptive behavior. Something outside of the classroom causes a disruption (e.g., lawn mower, students in the hall, etc.).

Allowed:

- “Sorry for the interruption. I know that is distracting, but everyone needs to do their best to focus on completing the test.”

Prohibited:

- Leaving students unattended while they continue to test by stepping outside the classroom to deal with the disruptive student or situation.

Language for Examiners

- For a minor disruption, it is allowable to just ignore the issue or to stop the behavior by using proximity.
- For a large disruption, it is allowable to pause the test for all students and then resume when the disruption is resolved.
- Escalating the situation and causing more of a distraction.

Scenario or Situation: A student asks a question about directions or how the technology works.

Allowed:

- “Remember you have to click here to turn off the highlighter.”

Prohibited:

- Taking over the mouse or input device and performing actions for the student.

Test Year 2021–2022

GMAP System and Technology Guide

Spring 21–22 GMAP
English Language Arts and Mathematics

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Part 1—Navigating the platform

Platform system requirements

The management and reporting insights platform is supported on the latest versions of the following browsers:

- Google Chrome™
- Mozilla® Firefox®
- Mozilla Firefox LTS
- Microsoft® Edge™
- Safari®
- Safari on iPad®

The website is optimally viewed using a 1280 x 1024 screen resolution. System functionality and screens may display, operate, or appear differently in different browsers and operating systems.

Access the management platform

To access the management platform:

1. Log in to MAP at <https://teach.mapnwea.org> using your MAP login credentials.
2. Select the **NWEA State Solutions for GMAP** link in the left navigation menu.
3. You will be automatically directed to the new test management platform.

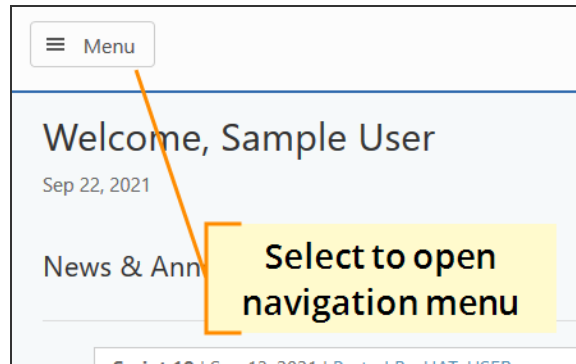
Platform home

Access the management platform home page at any time by clicking **Home** at the top of the main menu on the left. Find the following on the home page:

- **News & Announcements:** The main section of the home page contains announcements from the state.
- **Shortcuts:** Below News & Announcements, find quick links to commonly used functions, such as Add Student, Monitor Test, or View Reports. Available shortcuts will vary based on assigned user roles.

Navigation menu

To show or hide the menu, select the **Menu** button at the top left.



Your user profile

At the top right of the management platform website is a **Profile** icon. Select this icon to view your profile.

Your user information and roles are automatically synced to the testing platform from the Comprehensive Assessment Platform. Any necessary updates should be applied in the Comprehensive Assessment Platform.

Help and logout

Next to the **Profile** icon are the **Help** and **Logout** icons.

The **Help** icon directs users to where they can find help documentation.

The **Logout** icon closes your current session and redirects the web browser to the login page.

Part 2—IT staff readiness checklist

| | Action Item | Preparation Timeline | Resource |
|--------------------------|--|---------------------------------------|--|
| <input type="checkbox"/> | Verify network meets requirements and conduct network diagnostics. | Can begin immediately | Network requirements on page 9 |
| <input type="checkbox"/> | Verify testing devices meet minimum hardware and software requirements. | Can begin immediately | System requirements on page 16 |
| <input type="checkbox"/> | Install the correct version of the NWEA State Solutions Secure Browser on all testing devices. | 3–4 weeks before testing begins | The NWEA State Solutions Secure Browser on page 18 |
| <input type="checkbox"/> | Take an Item Type Sampler (practice test) from each testing device to confirm device readiness. | 3–4 weeks before testing begins | Launch the NWEA State Solutions Secure Browser and select the Item Type Sampler link |
| <input type="checkbox"/> | Windows: Disable Fast User Switching. | 2–3 weeks before testing begins | Disabling Fast User Switching in Windows on page 31 |
| <input type="checkbox"/> | Ensure that all applications not identified as necessary by the technology staff are uninstalled from testing computers. Shut down any automatic updates during the testing window. | 1–2 weeks before testing begins | |
| <input type="checkbox"/> | Ensure staff availability to assist with technical issues during the testing window. | Ongoing throughout the testing window | |

Part 3—Online readiness tools

NWEA has online readiness tools to help schools plan for testing. The Online Readiness Tools website has the following tools available:

- System requirements check
- Secure browser download
- System check test to determine the maximum number of simultaneous testers your network can accommodate
- School capacity calculator

The Online Readiness Tools website is available at <https://nwea-statesolutions-securebrowser.caltesting.org>.

System requirements check

At the top of the Online Readiness Tools page, your operating system and browser version are listed. Compare this with the system requirements in this document at [Requirements for online testing](#) on page 16, or download the System Requirements Guide, linked on the Online Readiness Tools page.

Secure browser download

Installers (or links to the appropriate app download site) for the NWEA State Solutions Secure Browser are available for each supported platform.

School capacity calculator

The School Capacity Calculator helps plan for the test administration. It is used to determine the following:

- Maximum student capacity
- Minimum required computers
- Minimum test sessions per day
- Minimum required days of testing

Maximum student capacity

To determine the maximum student capacity, enter the number of computers, the number of test sessions available per day, and the number of days allowed for testing. Select the **Calculate** button and the system will provide the maximum student capacity for testing.

Minimum required computers

To determine the minimum required computers, enter the total number of student testing administrations, the number of test sessions available per day, and the number of days allowed for testing. Select the **Calculate** button and the system will provide the minimum number of computers required for testing.

Minimum test sessions per day

To determine the minimum test sessions per day, enter the number of computers, the total number of student testing administrations, and the number of days allowed for testing. Select the **Calculate** button and the system will provide the minimum number of sessions needed each day for testing.

Minimum days required days of testing

To determine the minimum required days of testing, enter the number of computers, the total number of student testing administrations, and the number of sessions available per day. Select the **Calculate** button and the system will provide the minimum number of days needed for testing.

System check test

The System Check Test performs a speed test on your network, then calculates the maximum number of simultaneous test takers that can be supported by your network at that speed. Run this test during peak usage to assess the available bandwidth and network traffic. Local bandwidth will vary with usage and traffic levels, so it should be run when usage is similar to usage on a testing day.

Part 4—Network requirements

Network connections

A stable, high-speed (wired or wireless) Internet connection is required for online testing. The response time for each assessment depends on the reliability and speed of the school's Internet connection.

Network settings

Network configuration settings should include all the elements noted below.

- Configure the content filters, firewalls, and proxy servers to allow traffic on the protocols and to the servers listed in [Network configurations](#) on page 13.
- Session timeouts on proxy servers and other devices should be set to at least 35 minutes. This will help limit interruptions during testing.
- Content caching must be disabled.
- If the client network uses any devices that perform traffic shaping, packet prioritization, or Quality of Service, the URLs specified in [URL allowlist](#) on page 13 must be used.
 - This guarantees the highest level of performance.
 - These URLs must be open or allowlisted.

If the internet connection is not working properly, students will need to complete their tests at a later time. All submitted test responses will be saved. When the student resumes testing, they will continue where they left off.

- Verify the network settings so the online testing applications will work properly.
- For any questions about network configurations, contact your network administrator or technology specialist.

Bandwidth

Bandwidth is the measure of the signaling capacity of a network. Bandwidth performance is affected on the internal LAN (Intranet) traffic and Internet traffic from the router. Regardless of hardware or network topology, the LAN should be analyzed to determine the potential for traffic bottlenecks. *Table 1: Testing Bandwidth by Number of Students Testing Concurrently* on the next page details the estimated average bandwidth used by the NWEA State Solutions Secure Browser for testing.

Table 1: Testing Bandwidth by Number of Students Testing Concurrently

| Number of students testing concurrently | Average estimated bandwidth used for testing |
|---|--|
| 1 | 20 kbps |
| 50 | 250–750 kbps (0.25–0.75 Mbps per second) |
| 100 | 500–1500 kbps (0.5–1.5 Mbps) |

Bandwidth varies during a student's testing experience. Some test pages contain low-bandwidth content, while others contain higher-bandwidth content.

Consequently, the estimated average values in the column in the chart above are based on computing averages from multiple tests and test subjects.

Note: During the initial application startup there is a one-time exception to these averages.

Determining bandwidth requirements

To determine the necessary school bandwidth requirements, complete the following steps.

1. Run online readiness checks to determine how many students can reasonably test concurrently. The bandwidth should not exceed the peak usage experienced when the test initially loads. Tests may include animations and interactive items, which may increase the bandwidth required. Refer to [Online readiness tools](#) on page 7 for instructions.

Most school bandwidth levels are typically sufficient for wired networks. New switches generally operate at speeds of between 100 Mbps to 1000 Mbps. However, LAN performance can be hindered in cases where hubs are used instead of switches. For Internet networks, the most common bottleneck is the Internet Service Provider's (ISP) router connection, which typically operates at speeds of between 1.5Mbps to 100Mbps.

2. Test and forecast whether your infrastructure has the capacity to accommodate needs:
 - a. Determine the average daily volume of Internet traffic.
 - b. Determine the desired response time for non-test related applications that require Internet connectivity and will operate during testing.
 - c. Determine the number of students who will test concurrently.

Size of test content

The size of the test is determined by two factors.

- The number of items on the test.
- The average size of each item.

The more items a test contains and the larger the average size item, the higher the bandwidth requirement.

NWEA State Solutions Secure Browser installation

The NWEA State Solutions Secure Browser is specifically designed for use in the test delivery platform. Local installation of the application on each individual testing workstation is recommended. This application can be installed on a network or a shared drive, and then testing workstations may run the application from this drive. There may be some performance impacts under this configuration, as noted below.

- There will be competition for network bandwidth, possibly slowing internet transmissions.
- The network or shared disk drive may also be subject to some resource competition. Multiple clients reading from the network drive can reduce overall application performance.
- Due to the sensitivity of test-related data, encryption is always required. It is highly recommended that wireless traffic use WPA2/AES data encryption. Because encryption and decryption is part of the data exchange process, there may be a slight decrease in the overall speed of the network.

Wireless access points

It is recommended that each school maintain a ratio of wireless systems to wireless access points (WAPs) of no more than 20 to 1. Typically, the test performance begins to deteriorate after this threshold is surpassed. In some instances, older WAPs have a lower capacity, which may lead to a slower rate and may cause performance degradation when more than fifteen devices are concurrently attached.

Recommended workstations per wireless connection

The optimal (or maximum) number of student workstations (computers and tablets) supported by a single wireless connection will depend on the type of networking standard being used for the connection.

The two most common networking standards are 802.11g (54Mbps) and the newer and faster standard, 802.11n (300Mbps).

Both the access point, which emits the wireless signal, and the computer's wireless card, which receives the signal, will use one of these two standards.

The recommendations below are based on the standard in use.

Table 2: Workstations per wireless connection

| | 802.11g Access Point | 802.11n Access Point |
|------------------------|----------------------------|----------------------------|
| 802.11g Wireless Cards | 20 workstations or devices | 40 workstations or devices |
| 802.11n Wireless Cards | 20 workstations or devices | 40 workstations or devices |

Note: Refer to the vendor's wireless access point documentation for specific recommendations and guidelines

Network diagnostic tools

NWEA provides an online readiness tool to help determine a network's level of readiness for testing. Refer to [Online readiness tools](#) on page 7 for more information.

If further diagnostic testing is needed, the following system-specific tools can help identify the network bottlenecks and problems.

Windows®-specific tools

- **PRTG Traffic Grapher** (<http://www.paessler.com/prtg/>) is Windows software that monitors bandwidth usage and other network parameters via simple network management protocol (SNMP). It also contains a built-in packet sniffer. A freeware version is available.
- **NTttcp** (http://www.microsoft.com/whdc/device/network/TCP_tool.mspxl/) is a multi-threaded, asynchronous application that sends and receives data between two or more endpoints and reports the network performance for the duration of the transfer.
- **PathPing** is a network utility included in the Windows operating system. It combines the functionality of Ping with a traceroute function (Windows filename: `tracert`). This provides details of the path between two hosts and Ping-like statistics for each node in the path based on samples taken over a time period.

MacOS®-specific tools

Use the **Network Utility** application, which is built in to macOS software.

Multi-platform tools

Wireshark (<http://www.wireshark.org/>) is a network protocol analyzer that has a large feature set and runs on most computing platforms including Windows, OS X, Linux, and UNIX.

TCPDump (<http://sourceforge.net/projects/tcpdump/>) is a common packet sniffer that runs under the command line and is compatible with most major operating systems (UNIX, Linux, and macOS). It allows the user to intercept and display data packets being transmitted or received over a network.

A Windows port called **WinDump** is also available (<http://www.winpcap.org/windump/>).

Ping, **NSLookup**, **Netstat**, and **Traceroute** (in Windows: `tracert`) is a set of standard UNIX network utilities. Versions of these utilities are included in all major operating systems (UNIX, Linux, Windows, and macOS).

Iperf (<http://sourceforge.net/projects/iperf/>) is a tool that measures maximum TCP bandwidth. This allows the user to tune various parameters and user datagram protocol (UDP) characteristics. Iperf reports bandwidth, delay jitter and datagram loss.

Network configurations

Protocols

All communication within the network takes place over the following Internet port and protocol combinations. Ensure that the following ports are open for these systems.

| Port and Protocol | Purpose |
|-------------------|--------------------------------|
| 80 TCP | HTTP (initial connection only) |
| 443 TCP | HTTPS (secure connection) |

MIME types

Allow downloading and uploading of the MIME types noted below:

- Application/json
- Application/octet-stream
- Image/gif
- Image/png
- Image/svg+xml
- Multipart/form-data
- Printer/prn
- Text/html
- Text/xml
- Video/mp4

URL allowlist

Allow the URLs listed below to be accessed through the firewall

- http://*.caltesting.org/
- https://*.caltesting.org/
- http://*.ets.org/
- https://*.ets.org/
- <http://hello.myfonts.net/>
- <https://hello.myfonts.net/>

Domain name resolutions (DNS)

All system URLs must be resolvable by the client hosts attempting to connect to the online testing system.

The client workstations must convert friendly names (URLs) to their corresponding IP address by requesting the information from the DNS server.

Email server

Make sure the following email addresses are allowlisted to ensure delivery.

- @ets.org
- @caltesting.org

Firewalls, content filters, and proxy servers

Note: For locations using SSL filtering, be aware that the SSL certificate for online testing uses san.ets.org as the CN (Common Name).

Configure firewalls, content filters, and proxy servers to allow traffic on the protocols listed above to the servers running the applications. Session timeouts on proxy servers and other devices should also be set to values greater than the average duration it takes a student to complete a given test.

QoS traffic shaping

If the client network uses any devices that performs traffic shaping, packet prioritization, or Quality of Service (QoS), then the URLs or IP addresses in [URL allowlist](#) on page 13 should be given a high level of priority. This ensures the greatest performance.

Virtualization guidelines

There are many different types of virtualization options for schools. Virtualization can potentially impact both test security as well as student testing experience. It is, therefore, the responsibility of district and school technology staff to ensure security and performance are maintained within virtualized environments.

Security

Test security is critical for high-stakes assessment. The student testing experience must be adequately controlled to prevent students from gaining access to information, communications, or other resources that could help during the test. Additionally, test content and student responses must be secured across networks, in order to protect against the potential exposure of test content. The NWEA State Solutions Secure Browser has significant security features that lock down the desktop to protect the integrity of the testing process.

Performance comparability

The system performance of the virtual environment must be comparable to a non-virtual environment. Verify that performance using the virtualized environment will not negatively impact the student's ability to test.

Virtualization evaluation process

Compare and confirm security and performance in the virtualized environment. Performance comparisons should be completed by using the Online Readiness tools and taking tutorials and practice tests. The tools should first be used in a non-virtualized environment and then used in the virtualized environment to validate that security and performance is comparable. Virtualized environments, such as nComputing, VMWare, and Citrix XenDesktop have been used successfully.

Critical security standards

Ensure that virtualization solutions meet all of the following criteria:

- From login to submit, the desktop is secure, and the system does not allow access to any application, content, or other service beyond the NWEA State Solutions Secure Browser.
- From login to submit, the system does not allow any screen captures, printing, saving, or other electronic replication or duplication of the display screen or content of the test. This includes the viewing of test materials by district and school staff.

Critical performance standards

Ensure that virtualization solutions meet all of the following criteria:

- While logging in concurrently with the same number of clients that will be used during normal testing, no error messages are received.
- The first test item (question) of the practice test loads fully at the same speed as it does in a non-virtualized environment.
- While interacting with all practice test items (questions) there are no noticeable lags or delays as compared to a non-virtualized environment.
- The text-to-speech (TTS) feature reads test questions aloud for the student. Be sure to use the tutorials and practice tests for verifying TTS functionality. The TTS feature is available in practice tests and tutorials with the text-to-speech accommodation.
- When the practice test is submitted (completed normally), no error message is received, and the system responds at the same speed as compared to a non-virtualized environment.

Part 5—System requirements

Requirements for online testing

| | |
|---------------------------|--|
| Devices | <p>Desktop: Windows, macOS</p> <p>Laptop: Windows, Chromebook, macOS</p> <p>Tablets: iPad (5th, 6th, 7th, and 8th generation), Windows (except Windows RT)</p> |
| Operating systems | <p>Windows 10: versions 1803, 1809, 1903, 1909, 2004, 20H2, 21H1. Windows 10 S is not supported</p> <p>ChromeOS: Release channel only, current version plus previous 5 versions</p> <p>macOS: 10.14, 10.15, 11</p> <p>iOS: 13, 14</p> |
| Processors | <p>Windows: Intel x86 (32 or 64 bit)</p> <p>Chrome OS*: Any</p> <p>macOS: Intel-based models, M1</p> <p>iOS: Any</p> <p>*Google is committed to not disabling Chrome apps until all standardized assessment providers are fully migrated onto an alternative solution and have had sufficient time to test their applications.</p> |
| Memory | <p>Windows: 2 GB (4 GB recommended)</p> <p>Chrome OS: 2 GB (4 GB recommended)</p> <p>macOS: 2 GB (4 GB recommended)</p> <p>iOS: 1 GB (2 GB recommended)</p> |
| Minimum screen size | 9.5 inches for all devices |
| Minimum screen resolution | 1024 x 768 for all devices Note: Most displays require no scaling. Windows sets display scale to 100%. |
| Keyboard | Physical keyboard recommended for assessments with essays. Wired keyboard and mouse are strongly recommended. |
| Headphones | Recommended for assessments with audio or for students with TTS accommodations. Sound Mode: Stereo Earpiece: Double Driver Unit Size: 32 mm Frequency Response: 20 – 20000 Hz Impedance: 32 ohms |

Platform system requirements

The management and reporting insights platform is supported on the latest versions of the following browsers:

- Google Chrome™
- Mozilla® Firefox®
- Mozilla Firefox LTS
- Microsoft® Edge™
- Safari®
- Safari on iPad®

The website is optimally viewed using a 1280 x 1024 screen resolution. System functionality and screens may display, operate, or appear differently in different browsers and operating systems.

Part 6—The NWEA State Solutions Secure Browser

About the NWEA State Solutions Secure Browser

All students must use the NWEA State Solutions Secure Browser to access the online tests.

- The application prevents students from accessing other computer or Internet applications or copying test information.
- Before any installation, check the administration rights to the computer or device.
- If you have disabled the auto-update feature on testing devices, confirm that all devices used for testing have the correct version of the NWEA State Solutions Secure Browser installed.

Installing on Windows

This section provides instructions for installing the Windows NWEA State Solutions Secure Browser on computers with supported Windows operating systems.

Notes:

All Windows installations require Read and Execute permissions to the program folder and Read and Write permissions to the user's home directory.

Before installing a new version of the application, uninstall the current version before installing the newer version. Refer to [Manually uninstall the NWEA State Solutions Secure Browser](#) on page 21 for directions.

Download the MSI package

To download the installer:

1. Open a web browser and navigate to the [Online Readiness Tools](#) page.
2. Select the NWEA State Solutions Secure Browser MSI file to download and save the file.

Manually install MSI package with user interface

To install the NWEA State Solutions Secure Browser on Windows devices:

1. Launch the installer.
2. Follow all the application installation directions in the installation wizard.
3. When prompted for the **Partner Code**, enter *GMAP* (not case-sensitive).

Note: If you enter the wrong partner code or need to update the code, refer to [Updating the partner code](#) on page 30.

4. Once the installation is complete, click **Finish**.
5. Launch the application by double-clicking the icon on the desktop or via the **Start** menu.

Install the MSI package via installation script

Note: This section only applies to system and network administrators with the appropriate privileges.

Network administrators can install the Windows NWEA State Solutions Secure Browser using an installation script executed by an administrator account on the machine. The script is designed to run without any human interaction (quiet switch).

You can use these scripts to install the NWEA State Solutions Secure Browser in the default directory (C:\Program Files for 32-bit, C:\Program Files (x86) for 64-bit) or any target directory of choice. Uninstallation can also be scripted.

Below are scripts for installation and uninstallation. Both require the script to have visibility to the MSI installation file and can only be executed by an administrator account on the machine. This is a Windows-based restriction, not a NWEA State Solutions Secure Browser restriction. The `msiexec` service that installs MSI files is used by administrators only.

Script conventions

<Source> = Complete path to the Secure Browser msi installation file including MSI installation file name

Example: C:\MSI\NWEAStateSolutions.msi

<Target> = Complete path to the location where the application should be installed, if the default location (C:\Program Files) is not preferred.

Example: C:\MSI\Installation_Dir

Note: The target install directory does not have to be created in advance.

Installation script

```
msiexec /qb /i <Source> /quiet INSTALLDIR=<Target>  
STATEPARTNERCODE=GMAP
```

Example: `msiexec /qb /i C:\MSI\ NWEAStateSolutions.msi /quiet
INSTALLDIR=C:\MSI\Browser_Install STATEPARTNERCODE=GMAP`

Uninstallation script

```
msiexec /x <Source> /quiet
```

Example: `msiexec /X C:\MSI\NWEAStateSolutions.msi /quiet`

Installing the MSI package via mobile device management (MDM) software

There are many options for installing the MSI package using mobile device management (MDM) software. These instructions show how to do this using Microsoft Intune.

Follow these instructions to install the NWEA State Solutions Secure Browser using Intune:

1. In Intune, go to **Mobile Apps > Apps**.
2. Select **Add**.
3. In the **Select app type** area, select **Line-of-business** app, then choose **Select**.
4. Choose **Select app package file** to upload the MSI file.
5. The app details will be displayed. Select **OK** to add the app.
6. Select **App Information**.
7. In the **Command line arguments** field, enter the following: /qb
STATEPARTNERCODE=GMAP
8. Set the other information fields as desired.
9. Assign other settings as desired, then select **Create** to add the app to Intune.

Manually uninstall the NWEA State Solutions Secure Browser

To uninstall the NWEA State Solutions Secure Browser:

1. Right-click the **Start** button in the taskbar, open **Settings**, then click **Apps & Features**.
2. On the **Apps & Features** page, under **Apps & Features**, use the **Search this list** search box or scroll down to find the NWEA State Solutions Secure Browser.
3. Select the NWEA State Solutions Secure Browser, then click **Uninstall** to open the **Uninstall Wizard**.
4. Select **Next**, click **Yes**, then click **OK** to complete the uninstall process.

Network installation on Windows

Install the NWEA State Solutions Secure Browser to all computers on a network by copying browser files from the network to individual computers or through third-party programs to run the installers. This section describes how to install the application using a network.

Installing the NWEA State Solutions Secure Browser to a shared drive

To install the Secure Browser application onto the server:

1. Map the network directory to where the application was installed previously on each client machine.
2. In the network location where the application is installed, create a shortcut by right clicking the NWEA State Solutions Secure Browser icon and selecting **Create Shortcut**.
Optional: Rename the new shortcut. This becomes the shortcut link name used in step 4.
3. In the properties menu of the shortcut, change the path to use the mapped path as if on the client machine.
4. Add the following command to each user (computer) profile, which will execute upon login through the user group login script:

```
COPY "<X> \ [ABC].lnk" "%USERPROFILE%\Desktop"
```

Note: <X> refers to the shared directory from which the application will be run. [ABC] refers the NWEA State Solutions Secure Browser file name. The script will need to reference the correct directory.

Installation from network directory to client

To place the NWEA State Solutions Secure Browser installation directory from the network to client computers:

1. Identify the network directory where the NWEA State Solutions Secure Browser file was saved. These instructions will refer to that network directory as <X>.
2. Identify the target directory on the local user computers where the files will be copied.

Notes:

- These instructions will refer to that directory as <Y>.
 - User must have write access to <Y>.
 - Restricted users will have access only to certain folders on the local computers.
3. Create a shortcut in the network directory by right clicking the NWEA State Solutions Secure Browser icon and selecting **Create Shortcut**.
 4. Rename the new shortcut.
Note: In the shortcut properties, the **Target** and **Start In** attributes will show the <X> network installation directory.
 5. In both the **Target** and **Start In** attributes windows, change the shortcut properties to the <Y> directory instead of the default <X> network directory on the local computers.
Note: The NWEA State Solutions Secure Browser shortcut will point to the designated installation directory.
 6. Add the following lines to the login script for each user, replacing the actual local and source network directories for <Y> and <X>.

```
IF EXIST <Y> GOTO DONE
XCOPY "<X>" "<Y>" /E /I
COPY "<Y>\ [ABC].lnk" "%USERPROFILE%\Desktop"
:DONE EXIT
```

Installing on Chromebook

Managed Chromebooks offer centralized application management, making software deployment consistent and efficient.

The following instructions cover the process of preparing and installing the NWEA State Solutions Secure Browser on Chromebooks. Chromebooks must be managed centrally through the Google admin portal (e.g., managed Chromebook).

The NWEA State Solutions Secure Browser for Chromebook automatically updates to the latest version. If auto-update is disabled, update via the Chrome Web Store.

Installation for managed Chromebooks

To install the NWEA State Solutions Secure Browser for managed Chromebooks:

1. Navigate to <https://admin.google.com>.
2. Log in using your Google Apps for Education account.
3. Select **Devices**.
4. In the left-hand column, under **Devices**, expand the option for **Chrome**.
5. Expand **Apps & extensions**.
6. Select **Kiosks**.
7. In the left navigation menu, select the organizational unit that has the Chromebooks you will use for testing.
8. Hover over the yellow + button in the bottom right corner and select the **Add from Chrome Web Store** icon.
9. Search for NWEA State Solutions Secure Browser.

Note: If you have difficulty finding the browser by name, select the **View app by ID field** at the top of the search window and enter the ID
ojfogdckhifhdfopffimghhhhepjfpoa

10. Select the app in the search results, then click the blue + **Select** button.
11. The app will be installed and your changes automatically saved.
12. Select the **Kiosk** tab at the top.
13. Select the NWEA State Solutions Secure Browser. A settings pane appears on the right.
14. In the **Policy for extensions field**, enter the following:

```
{"state_partner_code": {"Value": "GMAP"}}
```

Disabling ChromeVox

ChromeVox is the built-in screen reader for Chrome OS. Students may have turned this feature on while using the Chromebook for instructional purposes. ChromeVox reads everything on the screen to the user, providing an accommodation that students should not have during testing. Visit <http://www.chromevox.com/> for more information about ChromeVox.

To disable ChromeVox:

1. Use the keyboard shortcut **Ctrl + Alt + Z** to toggle ChromeVox.

Or:

1. Select the account photo.
2. Select **Settings**.
3. Select **Advanced**.
4. In the **Accessibility** section, select **Manage accessibility features**.
5. Under **Text-to-Speech**, set the screen reader to off.

Closing the Chromebook NWEA State Solutions Secure Browser

If you need to force the NWEA State Solutions Secure Browser to exit before the test is complete, use the keyboard shortcut **Shift + Esc + E**.

Installing on Mac

This section covers the process of preparing and installing the NWEA State Solutions Secure Browser on supported macOS devices.

Device management software is preferred for deploying the NWEA State Solutions Secure Browser. Refer to [Installing via mobile device management \(MDM\) software](#) on page 26.

Alternatively, districts can install the browser on each computer either manually or via Apple Remote Desktop. Refer to [Installing the app manually](#) on page 25 and [Installing via Apple Remote Desktop \(ARD\)](#) on page 25.

Before installing a new version on a device where the application is already installed, uninstall the previous version. Refer to [Uninstalling the app manually](#) on page 25 for directions.

macOS includes the native VoiceOver screen reader which students could attempt to use during testing. VoiceOver should be turned off during testing. If a student has VoiceOver enabled, refer to [Turning off VoiceOver](#) on page 28 for instructions for turning it off during testing. Visit <https://support.apple.com/accessibility/mac> for more information regarding management of accessibility features.

Download the installer

To download the installer:

1. Open a web browser and navigate to the [Online Readiness Tools](#) page.
2. Select the macOS NWEA State Solutions Secure Browser PKG file to download and save the installer.
3. If you will be installing the app using mobile device management (MDM) software such as Simple MDM, download the MDM configuration profile (macOS) as well.

Installing the app manually

To install the NWEA State Solutions Secure Browser on a computer:

1. If you have not done so already, download the installer.
2. Open the PKG installer you downloaded to the computer.
3. Select **Continue** in the **Setup** window.
4. Specify where the application should be installed and click **Continue**.
5. Select **Install** in the confirmation window.
6. Enter the password and click **Install Software** in the pop-up window.
7. When prompted for the Partner Code, enter: GMAP (not case-sensitive).

Note: If you enter the wrong partner code or need to update the code, refer to [Updating the partner code](#) on page 30.

8. When the installation completes, click **Close** in the **Setup** window.
9. Select **Move to Trash** in the pop-up window to delete the installation file.
10. Add the app as a trusted application in the Security & Privacy settings. Refer to [Adding the app as a trusted application in Accessibility preferences](#) on page 28 for instructions.
11. Launch the application by double-clicking the NWEA State Solutions Secure Browser in the appropriate folder.

Uninstalling the app manually

If the NWEA State Solutions Secure Browser was installed using the PKG file, follow these steps to uninstall:

1. Open the **Applications** folder.
2. Right-click the NWEA State Solutions Secure Browser folder and select **Move to Trash**.

Installing via Apple Remote Desktop (ARD)

To install the NWEA State Solutions Secure Browser using ARD:

1. Log in to an administrator computer on the network. This computer should have **Apple Remote Desktop** installed and running.
2. If you have not done so already, download the installer.
3. Open **Apple Remote Desktop**.
4. In the **Apple Remote Desktop** window, select a **Computer List**.
5. Select the computers from the **Computer List** to install the NWEA State Solutions Secure Browser on.
6. Open **Manage**, then select **Copy Items**.
7. Select the PKG file you downloaded in Step 3.
8. Select **Copy Options**, including the preferred destination on the target machine.
9. Select **Copy**.

Installing via mobile device management (MDM) software

The NWEA State Solutions Secure Browser may be installed and managed using third-party device management software. There are many options including Apple School Manager at <https://school.apple.com/>. As one example, the directions in this section outline how to use **Simple MDM Server**, which is similar to other mobile device management software solutions. For more information about MDM Server, refer to <https://simplemdm.com>.

Note: Deploying the NWEA State Solutions Secure Browser using device management software is required or preferred for later versions of macOS.

Follow these directions to enroll and manage macOS and iOS devices over your network using **Simple MDM Server**:

Step 1 (for all MDMs): Download the MDM configuration profile and browser PKG

- a. If you have not done so already, download the PKG installer and the MDM config file. Refer to [Download the installer](#) on page 25 for instructions.

Step 2: Create an MDM Server account.

- a. Navigate to <https://simplemdm.com> and click the **Try for Free** button.
- b. Select a **Start Trial** button, complete the fields on the sign-up form, and click the **Get Started!** button.
- c. Follow the on-screen directions on the **Let's pair with Apple** page to create a new push certificate.
- d. On the **Apple Push Certificates Portal** page, click the **Download** button to download and save the certificate.
- e. Return to the **Let's pair with Apple** page and follow the directions to upload the push certificate file.

Step 4: Enroll devices.

- a. Scroll through and read the informational screens that appear on the **Simple MDM Devices** page.
- b. Select the green **Enroll Devices** button.
- c. On the **Enroll a Device** page, click the **Show Enrollment** button under **Group Enrollment** to enroll devices as a group or click the **Create Enrollment** button to enroll devices singly.
- d. Follow the on-screen directions to enroll all testing devices.
- e. To verify that device profiles are installed, select **Configs** in the menu on the left of the page, then click **Profiles** to view the profiles list.

Step 5: Add a profile.

- a. In the left menu, select **Configs**, then **Profiles**.
- b. On the **Profiles** page, click the **Add Profile** button and select **Custom Configuration Profile** from the list.
- c. Enter a profile name.
- d. Upload the config file you downloaded in Step 1. After uploading the file, it appears in the profiles list.

Step 6: Deploy a profile to group devices.

- a. In the left menu, select **Devices**, then **Groups**, then choose the **Default** group from the list.
- b. (Optional) To change the group name, click the **Settings** tab and enter a new name in the **Group Name** field.
- c. On the **Profiles** page, select the profile added previously and click the **Save** button.
- d. The device profile is added to all devices enrolled in the group.

Step 7: Install apps on devices

- a. In **Simple MDM**, from the left menu, select **Apps**, then **Catalog**.
- b. Select the **Add App** button to the right and select **macOS Package**.
- c. Drag and drop or click an upload link to add the PKG file.
- d. Select the **Done** button. The app appears in the app catalog.
- e. In the left menu, click **Assignment** under **Apps**.
- f. Complete the fields in the Apps and Devices > add device group and add device and click the **Install Apps** button.

Apps are normally pushed to and installed on managed devices within 45 minutes.

Adding the app as a trusted application in Accessibility preferences

Adding the NWEA State Solutions Secure Browser as a trusted application is required before launching. These steps only need to be performed once per installation.

To add the NWEA State Solutions Secure Browser as a trusted application:

1. In **System Preferences**, select **Security & Privacy**.
2. In **Security and Privacy** settings, select the **Privacy** tab, then choose **Accessibility** in the list on the left.
3. Select the **Lock** icon in the bottom left to allow changes.
4. Select the **+ button** to add the NWEA State Solutions Secure Browser to the list of trusted applications.
5. Check the checkbox next to the NWEA State Solutions Secure Browser
6. Select the **Lock** icon again to save the settings.

Turning off VoiceOver

If students enable the screen reader VoiceOver, it can be turned off by using the keyboard shortcut **Command + F5**.

Installing on iOS

The Secure Browser application for iPad can be downloaded from the App store. The process for installing the application is the same as for any other iOS app.

For information about supported operating systems, hardware recommendations, and requirements for screen size, screen resolution, keyboards, and headphones, refer to [Requirements for online testing](#) on page 16.

Installing the app manually

The NWEA State Solutions Secure Browser for online testing on iPads can be downloaded from the App store.

1. Open and search the Apple App Store for the NWEA State Solutions Secure Browser app.
2. Select the NWEA State Solutions Secure Browser app.
3. Tap the download icon to download and install the app.
4. Select **Update** if the window appears.
5. The app will download to the iPad home screen.
6. Launch the app. When prompted, enter the partner code: GMAP

Note: If you enter the wrong partner code or need to update the code, refer to [Updating the partner code](#) on page 30.

Installing via Jamf

There are many MDM suites available for installing apps on iOS devices. These example steps show how to install and configure the NWEA State Solutions Secure Browser using Jamf.

1. Log in to the Jamf Pro dashboard.
2. Select **Devices > Mobile Device Apps > New**.
3. Choose **App Store app** then select **Next**.
4. Search for the NWEA State Solutions Secure Browser.
5. In the search results, select **Add**. You should now see details about the app such as display name, version, etc.
6. Select **Scope > Targets > Add**.
7. Select the devices you want to add the app to.
8. Select **App Configuration**.
9. Add the following configuration dictionary:

```
<dict>
    <key>state_partner_code</key>
    <string>GMAP</string>
</dict>
```

Note: If you enter the wrong partner code or need to update the code, refer to [Updating the partner code](#) on page 30.

Automatic assessment mode for iOS

The NWEA State Solutions Secure Browser uses Apple's Automatic Assessment Configuration feature to lock and configure iPads in single app mode. Refer to the Apple Support website at <https://support.apple.com/en-us/HT204775> for more information about Automatic Assessment Configuration.

Single app mode locks iPads to the application and disables the **Home** button. The single app mode automatically starts when the application runs a system check and automatically stops when the **Exit** button is clicked.

Follow these steps to enable single app mode in the NWEA State Solutions Secure Browser.

1. Open the app. A **Confirm App Self-Lock** notification pops up.
2. Select **Yes** to start single app mode. Verify that the system check passes, and the application starts normally.

Notes:

- Clicking **No** causes the Security Configuration to fail and the application to display the message "The application runs only in single app mode. You must enable it in the 'Confirm App Self-Lock' pop-up notification. Contact your Test Center Administrator." Select the **Retry** button to run the application again and confirm app self-lock.
- The NWEA State Solutions Secure Browser runs in single app mode until the **Exit** button is clicked. After clicking the **Exit** button, the **Exit Page** appears displaying the message "You are out of secure mode". Press the **Home** button to exit the app.

Closing the NWEA State Solutions Secure Browser app

To close the NWEA State Solutions Secure Browser app:

1. Double-click the **Home** button. This opens the multitasking screen.
2. Locate the NWEA State Solutions Secure Browser app preview and slide it upward.

Updating the partner code

The partner code typically never changes, so organizations do not need to worry about changing the code regularly. However, if the partner code was entered incorrectly on a device, or if a school is instructed to update the partner code on a specific device, follow these instructions.

Mac or Windows

To update the partner code:

1. Open the NWEA State Solutions Secure Browser Preferences app.
 - Windows: Located in the **Start** menu > **NWEA State Solutions Secure Browser** folder
 - macOS: Located in **Applications** > **NWEA State Solutions Secure Browser** folder
2. Select **Network & Proxy**.
3. Update the **Partner Code** field.
4. Select **Save** to save your changes.

iOS

To update the partner code:

1. Open the **Settings** app.
2. Select the NWEA State Solutions Secure Browser.
3. Under the **State Partner** section, update the **Code** field.

Chromebook

To update the partner code:

1. Launch the NWEA State Solutions Secure Browser.
2. While the system checks are running, use the keyboard shortcut **Ctrl+Shift+5** to open the preferences window.

Note: Once the browser has fully launched, users cannot access the preferences window. Close the app and relaunch it to try again. Refer to [Closing the Chromebook NWEA State Solutions Secure Browser](#) on page 24 for instructions.

3. Update the **State Partner Code** field.

Disabling Fast User Switching in Windows

Fast User Switching allows multiple users to be logged in concurrently. Disabling this function is strongly encouraged, as it allows a student to access multiple user accounts from a single computer.

Method 1: Group Policy editor

To disable Fast User Switching via Group Policy:

1. Right-click the **Start** button in the taskbar, then click **Run**.
2. In the **Search** text box, type `gpedit.msc` and click **OK**.
3. In the **Local Group Policy Editor** window, open **Administrative Templates** under **Local Computer Policy > Computer Configuration, System, and Logon**.
4. Select **Hide entry points for Fast User Switching**.
5. Select the **Edit policy setting** link in the left pane.
6. In the **Hide entry points for Fast User Switching** window, set **Hide entry points** to **Enabled**.
7. Select **OK** to save the setting and close the **Fast User Switching properties** window.
8. Close the **Local Group Policy Editor** window.

Method 2: Edit the registry

To disable Fast User Switching via the registry:

1. Right-click the **Start** button in the taskbar, then click **Run**.
2. In the **Search** text box, type `regedit.exe` and click **OK**.
3. In the **Registry Editor** window, open **HKEY_LOCAL_MACHINE, SOFTWARE, Microsoft, Windows, CurrentVersion, Policies, and Open System**.
4. Right-click in the left pane of the **System** folder.

5. Select **DWORD (32-bit)** value under **New > Key**.
6. In the **New Value #1** textbox, type `HideFastUserSwitching` and press **Enter**.
7. In the **Edit DWORD (32-bit) Value** window, Type `1` into the **Value data** textbox and click **OK**.
8. Close the **Registry Editor** window.

In general, your district is solely responsible for keeping staff and student data secure, in compliance with the Family Educational Rights and Privacy Act (FERPA). You control access by assigning roles to each person’s user profile. A role defines what each person can do and see on the test administration site.

Table 1: User Roles and Permissions below shows which roles have access to which functions in the testing platform. The district and school level roles have the listed permissions for the district or school to which the user is assigned.

Table 1: User Roles and Permissions

| | District | | | | School | | | |
|---|-----------|-----------------------|------------|-------------------|---------------------|-----------------|--------------|-------|
| | Sys Admin | District Assess Coord | Data Admin | District Examiner | School Assess Coord | School Examiner | School Admin | Instr |
| Announcements & organizations | | | | | | | | |
| Create announcements and delete your own announcements | ✓ | ✓ | | | | | | |
| Search and view organization information | ✓ | ✓ | | | | | | |
| Users | | | | | | | | |
| Add, view, and edit user accounts (for users not synced via the MAP site. Users cannot edit their own accounts) | ✓ | ✓ | ✓ | | | | | |
| Students | | | | | | | | |
| View student profiles | | ✓ | ✓ | | ✓ | | | |
| Create and edit student profiles and assign tests | | ✓ | ✓ | | ✓ | | | |
| Transfer students | | ✓ | ✓ | | | | | |
| Import student roster files (registration) | | ✓ | ✓ | | | | | |
| Create, edit, or delete student groups (testing or reporting) | | ✓ | ✓ | | ✓ | | | |
| Online testing | | | | | | | | |
| View online test sessions | | ✓ | | ✓ | ✓ | ✓ | | |

| | District | | | | School | | | |
|---|-----------|-----------------------|------------|-------------------|---------------------|-----------------|--------------|-------|
| | Sys Admin | District Assess Coord | Data Admin | District Examiner | School Assess Coord | School Examiner | School Admin | Instr |
| Print online test tickets | | ✓ | | | ✓ | | | |
| Set test attributes and not-tested-codes (NTCs) | | ✓ | ✓ | | | | | |
| Operational reports | | | | | | | | |
| Mobility Report | ✓ | ✓ | ✓ | | ✓ | | | |
| NTC Usage Report | ✓ | ✓ | ✓ | | ✓ | | | |
| Organization Report | ✓ | ✓ | ✓ | | ✓ | | | |
| Registration Report | ✓ | ✓ | ✓ | | ✓ | | | |
| Summary Testing Status Report | | ✓ | | | ✓ | | | |
| Testing Status Report | ✓ | ✓ | ✓ | | ✓ | | | |

GMAP User and Student Management Guide

**Spring 21–22 GMAP
English Language Arts and Mathematics**

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Part 1—Navigating the platform

Platform system requirements

The management and reporting insights platform is supported on the latest versions of the following browsers:

- Google Chrome™
- Mozilla® Firefox®
- Mozilla Firefox LTS
- Microsoft® Edge™
- Safari®
- Safari on iPad®

The website is optimally viewed using a 1280 x 1024 screen resolution. System functionality and screens may display, operate, or appear differently in different browsers and operating systems.

Access the management platform

To access the management platform:

1. Log in to MAP at <https://teach.mapnwea.org> using your MAP login credentials.
2. Select the **NWEA State Solutions for GMAP** link in the left navigation menu.
3. You will be automatically directed to the new test management platform.

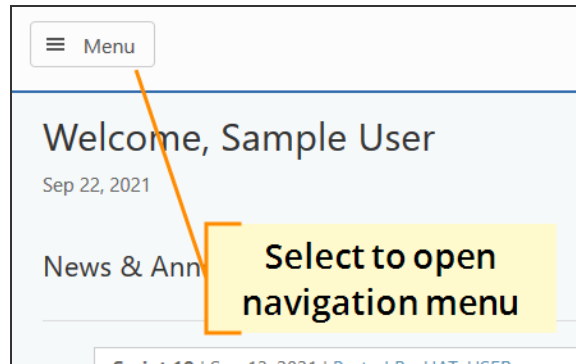
Platform home

Access the management platform home page at any time by clicking **Home** at the top of the main menu on the left. Find the following on the home page:

- **News & Announcements:** The main section of the home page contains announcements from the state.
- **Shortcuts:** Below News & Announcements, find quick links to commonly used functions, such as Add Student, Monitor Test, or View Reports. Available shortcuts will vary based on assigned user roles.

Navigation menu

To show or hide the menu, select the **Menu** button at the top left.



Your user profile

At the top right of the management platform website is a **Profile** icon. Select this icon to view your profile.

Your user information and roles are automatically synced to the testing platform from the Comprehensive Assessment Platform. Any necessary updates should be applied in the Comprehensive Assessment Platform.

Help and logout

Next to the **Profile** icon are the **Help** and **Logout** icons.

The **Help** icon directs users to where they can find help documentation.

The **Logout** icon closes your current session and redirects the web browser to the login page.

Part 2—User roles and permissions

In general, your district is solely responsible for keeping staff and student data secure, in compliance with the Family Educational Rights and Privacy Act (FERPA). You control access by assigning roles to each person’s user profile. A role defines what each person can do and see on the test administration site.

Table 1: User Roles and Permissions below shows which roles have access to which functions in the testing platform. The district and school level roles have the listed permissions for the district or school to which the user is assigned.

Table 1: User Roles and Permissions


| | District | | | | School | | | |
|---|-----------|-----------------------|------------|-------------------|---------------------|-----------------|--------------|-------|
| | Sys Admin | District Assess Coord | Data Admin | District Examiner | School Assess Coord | School Examiner | School Admin | Instr |
| Announcements & organizations | | | | | | | | |
| Create announcements and delete your own announcements | ✓ | ✓ | | | | | | |
| Search and view organization information | ✓ | ✓ | | | | | | |
| Users | | | | | | | | |
| Add, view, and edit user accounts (for users not synced via the MAP site. Users cannot edit their own accounts) | ✓ | ✓ | ✓ | | | | | |
| Students | | | | | | | | |
| View student profiles | | ✓ | ✓ | | ✓ | | | |
| Create and edit student profiles and assign tests | | ✓ | ✓ | | ✓ | | | |
| Transfer students | | ✓ | ✓ | | | | | |
| Import student roster files (registration) | | ✓ | ✓ | | | | | |
| Create, edit, or delete student groups (testing or reporting) | | ✓ | ✓ | | ✓ | | | |
| Online testing | | | | | | | | |
| View online test sessions | | ✓ | | ✓ | ✓ | ✓ | | |

| | District | | | | School | | | |
|---|-----------|-----------------------|------------|-------------------|---------------------|-----------------|--------------|-------|
| | Sys Admin | District Assess Coord | Data Admin | District Examiner | School Assess Coord | School Examiner | School Admin | Instr |
| Print online test tickets | | ✓ | | | ✓ | | | |
| Set test attributes and not-tested-codes (NTCs) | | ✓ | ✓ | | | | | |
| Operational reports | | | | | | | | |
| Mobility Report | ✓ | ✓ | ✓ | | ✓ | | | |
| NTC Usage Report | ✓ | ✓ | ✓ | | ✓ | | | |
| Organization Report | ✓ | ✓ | ✓ | | ✓ | | | |
| Registration Report | ✓ | ✓ | ✓ | | ✓ | | | |
| Summary Testing Status Report | | ✓ | | | ✓ | | | |
| Testing Status Report | ✓ | ✓ | ✓ | | ✓ | | | |

Part 3—Manage users

Create a new user

To create a new user account:

1. In the main menu, select **Organizations > Add User**.
2. On the **Add User** page, under **User Properties**, enter information in the fields provided. All fields in this section are required.
3. In the **User Roles** section, assign the user an organization and a role, then select **Add Role**. Users must have at least one role assigned.
4. If necessary, add multiple roles to the same user by repeating the above step.
5. To delete a role, select the **Delete**  icon in the **Actions** column for that role.
6. Select the **Save New User** button. A confirmation window will display and the platform will automatically send a username and temporary password to the user's email address.

Note: New accounts are not created until the **Save New User** button is clicked.

View and edit a user

Search for a user


To search for a user:

1. In the main menu, select **Organizations > View & Edit Users**.
2. On the **View & Edit Users** page, enter the search information.
Note: Required fields are marked with an asterisk (*).
3. Select the **Search** button to view the search results.

Edit user information

Districts should ensure that all user information including roles, organizations, and contact information is up-to-date. For example, if staff members move to a different school or assume new roles, then their user information should be updated accordingly.


To edit a user:

1. Search for the user. Refer to [Search for a user](#) on page 7 for more details.
2. In the search results, verify that the **Active Status** column indicates **True** for the user, meaning the user's account is currently active. If the account has been deactivated, refer to [Reactivate a deactivated user](#) on page 8.
3. To view or update user information, select the **Edit**  icon in the **Actions** column.
4. Edit the user as needed. Refer to the links below for more information on some specific types of user updates:
 - [Deactivate a user](#) on page 8
 - [Reactivate a deactivated user](#) on page 8
 - [Manage user roles](#) on page 9
5. Select **Update User** to save your changes.

Deactivate a user

District and school level users should be deactivated if their job no longer requires access to the system or they are no longer employed by the district. System users can only be deactivated and cannot be deleted or removed.


To deactivate a user:

1. Search for the user. Refer to [Search for a user](#) on page 7 for more details.
2. In the search results, select the **Edit**  icon in the **Actions** column.
3. Set the **Active** drop-down menu to **False**.
4. Select **Update User** to save your changes.

Reactivate a deactivated user

Deactivated user accounts remain in the system and may be reactivated at any time. For example, an account may be reactivated because that user once again will perform duties that require access to the system. There are two parts to the reactivation process. The first part marks the user account as active by uploading a user file. Once the upload has successfully completed and the user is marked active, reset their login credentials.

To reactivate a user:

1. Search for the user. Refer to [Search for a user](#) on page 7 for more details.
2. In the search results, select the **Edit**  icon in the **Actions** column.
3. Set the **Active** drop-down menu to **True**.
4. Select **Update User** to save your changes.

Manage user roles

About multiple user roles


All user profiles must include at least one system role. However, users can be assigned multiple roles, and those multiple roles can be at different schools.


When assigning multiple roles, it is recommended that the users be assigned the role with the highest level of permissions necessary to accomplish the tasks required of them by the organization. Refer to [User roles and permissions](#) on page 5 for more information.

Overlapping roles: If a person serves as both the District Assessment Coordinator and as a School Assessment Coordinator for a school within that district, you should not assign both roles to that person's user account. Only the District Assessment Coordinator role should be assigned because that role has a set of permissions that includes all of the School Assessment Coordinator role permissions.

Independent roles: If a person serves as a School Assessment Coordinator for one school and serves as a Proctor for another school, you must assign both roles to that person's user account. This is because each role is specific to an organization and no role permissions overlap. In this example, the user will be able to perform all of the functions available to a school coordinator at one school and perform only the functions of a Proctor at the other school.

To add or delete user roles:

1. Search for the user. Refer to [Search for a user](#) on page 7 for more details.
2. In the search results, verify the user account status is **Active**. If the account has been deactivated, refer to [Reactivate a deactivated user](#) on page 8.
3. In the **Actions** column, select the **Edit**  icon.
4. To add a new role:
 - a. In the **User Roles** section, select an organization and role from the drop-down lists.
 - b. Select **Add Role**. The role moves to the **Assigned Roles** list below.
5. To delete a role:

- a. In the **User Roles** section, locate the role you want to delete in the **Assigned Roles** list.
 - b. Select the **Delete** icon  in the **Actions** column.
 - c. In the **Alert: Confirm Remove Role** window, select the **Remove** button.
6. Select **Update User** to save your changes.

Part 4—Upload student registrations

About registering students

The **Register** activity provides functions for registering an individual student for any test administration. There are a few important items to remember for registrations.

The Register function can:

- Add students to the system
- Assign tests to students
- Assign students to test sessions (optional)
- Assign accommodations to students

Students may be registered at any time through the end of the administration testing window.

Upload student registrations and groups

Use the **Upload** functionality to make changes to student registrations—such as test language, accommodations, and NTCs—or create and update student groups in bulk. This process is not currently used to add new students. To register an individual student via the user interface, refer to [Add a new student](#) on page 14.

There are two student upload types: **Registration** and **Group**.

How to upload student registrations

Use the **Registration** upload type to make the following changes:

- Change test registrations and test language
- Add or edit accommodations for testing
- Add or edit NTCs

To add or edit student groups, refer to [How to upload student groups](#) on page 12.

To upload students for the administration:

1. Download the **Registration Report** from **Reports > Operational**.
2. Open this report in a spreadsheet editing program such as Excel and make any necessary changes. Save the updated file as a CSV.
 - Each student has one line per assigned test, so most students will be listed more than once. This allows you to make edits to a specific test (for example, assigning text-to-speech to math but not ELA).
3. In the main menu, select **Students > Upload**.
4. Set the **Select Upload Type** menu to **Registration**.
5. Under **Upload a File**, select **Choose File**.
6. In the **File Upload** window, navigate to the saved CSV file, and select **Open**.
7. Select the **Upload Selected File** button to import the file into the system.
8. Refresh the browser to update the status of the upload.

Note: Once the upload's status is **Complete**, changes appear in the testing platform immediately. Refer to *Table 2: Upload Status Descriptions* for details.

How to upload student groups

Use the **Group** upload type to make the following changes:

- Create and edit student groups





To upload student groups:

1. Select the help link (? icon) in the upper right and download the student groups template.
2. Fill out the template. Here are some tips for filling out the template:
 - Use the Registration report to fill in some of the fields, such as the Test Admin Code fields.
 - The Online Group Name and Reporting Group Name fields are case-sensitive. Group names must be unique at the school level.
 - Enter usernames (typically email addresses) in the Instructor column.

- Only add Instructor users to groups. Examiners do not need to be assigned as they already have access to all groups, and users with higher reporting permissions can already view reports for all groups.
 - You may enter multiple users in the Instructor column. Separate each user with the bar symbol: |
 - If a user is not recognized, the group will be created without assigning the user. You can assign users to groups manually in the testing platform.
 - This upload type does not remove students, users, or groups. To remove students or users from groups or delete groups altogether, make the change manually.
3. Save the template as a CSV.
 4. In the main menu, select **Students > Upload**.
 5. Set the **Select Upload Type** menu to **Group**.
 6. Under **Upload a File**, select **Choose File**.
 7. In the **File Upload** window, navigate to the saved CSV file, and select **Open**.
 8. Select the **Upload Selected File** button to import the file into the system.
 9. Refresh the browser to update the status of the upload.

Note: Once the upload's status is **Complete**, changes appear in the testing platform immediately. Refer to *Table 2: Upload Status Descriptions* for details.

Table 2: Upload Status Descriptions

| Icon | Upload Status Description |
|---|--|
|  | Processing. |
|  | Complete with no errors. |
|  | Complete with errors. Check the Status column. |
|  | Processing error. No records have loaded. Ensure the file is saved as a CSV and that all fields have data consistent with the upload spreadsheet requirements. |

Part 5—View and modify students

Add a new student

Adding and registering multiple students through a data upload is covered in [Upload student registrations and groups](#) on page 11.

To add an individual student:


1. In the main menu, select **Students > Add**.
2. On the **Add Student** page, complete the fields in the **Student Information** and **Enrollment Information** sections. Required fields are marked with an asterisk (*).
3. Select **Add Student**. The platform will search for any existing students with the same state student ID.
4. If a match is found, a pop-up appears identifying the student associated with the state student ID provided.
 - a. To add a different student, select **Add Another Student**.
 - b. To view or edit the student with the state student ID provided, select **Edit This Student**.
5. If no match is found, the **Confirmation: Student Successfully Added** window appears. Select **Add Demographic Information**.

Important: You must add the required demographic information before creating test registrations. If the required information is missing when test registrations are created, the student's test registration will not appear.

6. Complete the fields in the **Demographics** and **Ethnicity** sections as appropriate.
7. Select **Save Updates**. A confirmation window appears.
8. To continue with adding accommodations and registering the student for a test, refer to [Search for a student](#) on page 15.

Search for a student

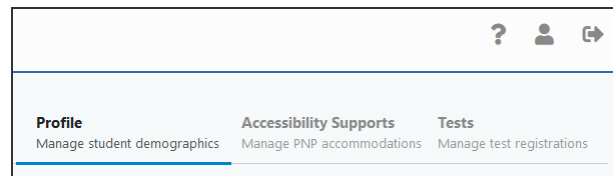
To edit a student who is already registered for a test administration:

1. In the main menu, select **Students > View & Edit**.
2. A student list appears. Use the filters to locate the student you want to view or edit.
3. Select the **View & Edit** icon  in the **Actions** column.
4. The Student Profile page appears. In the upper left, there are 3 tabs to choose from:
 - **Profile**: Select this tab to update information about the student such as name, state ID, demographics such as Economic Disadvantage or IEP, and ethnicity.
 - **Accessibility Supports**: Select this tab to assign or remove accommodations or not-tested-codes (NTCs) to the student. Refer to [Add accessibility supports to a student's profile](#) on page 16 for details.
 - **Tests**: Select this tab to register the student to take a particular test or edit existing registrations. If your user permissions allow, you can also view results for any completed tests.
 - a. For details about editing registrations, refer to [Add or update a student registration](#) on page 16.
 - b. To view results for a completed test and your user permissions give you access to student results, select the **View Student Report** icon in the **Actions** column.
5. To save your changes, select **Save Updates** at the bottom.

Update student profile information

To edit basic student information such as name, state ID, grade, demographics, or ethnicity, follow these steps:

1. Search for and view the student's profile. Refer to [Search for a student](#) on page 15 for detailed instructions.
2. The **Profile** tab should appear by default. If you are viewing a different tab, select **Profile** in the upper right.
3. Update the information as necessary by editing the fields or selecting the correct information from the drop-down lists.
4. Select **Save Updates** to save your changes.



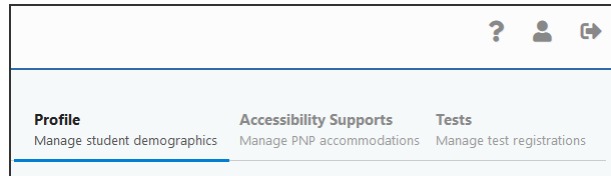
Add accessibility supports to a student's profile

A convenient way to set up accessibility supports (accommodations) for individual students is via the user interface. Accessibility supports may be added via the user interface at any time after students are registered for testing. Some may even be changed during student testing.

Note: Students must log out of any active tests before supports can be added or removed.


To add accommodations:

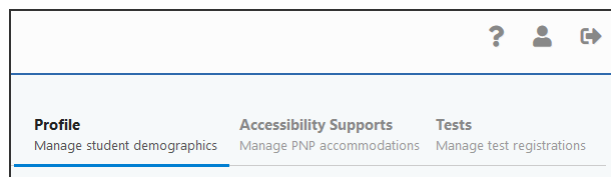
1. Search for and view the student profile. Refer to [Search for a student](#) on page 15 for detailed instructions.
2. On the **Student Profile** page, select the **Accessibility Supports** tab in the upper right.
3. Select the applicable test administration from the drop-down list then select **View Supports**.
4. Check the boxes for the accommodations you wish to assign to the students.
5. Select **Save Updates**. A confirmation window appears.



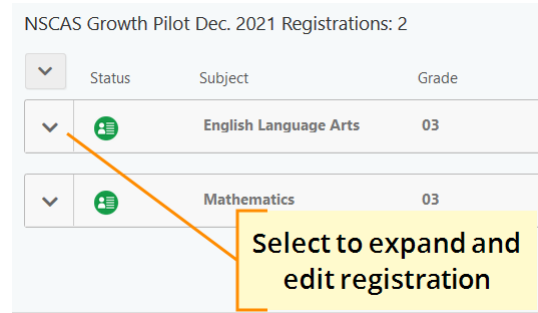
Add or update a student registration

Students must be registered for a test in order to participate in GMAP assessments. Follow these steps to register a student for a test or update an existing registration.

1. Search for and view the student's profile. Refer to [Search for a student](#) on page 15 for detailed instructions.
2. Select the **Tests** tab in the upper right.
3. Select the applicable test administration from the drop-down list then select **View Registrations**. A list of any existing registrations appears.
4. To add a new registration:
 - a. Select **Add Test Registration**. The **Create New Test Enrollment** section appears.
 - b. Complete the fields. Required fields are marked with an asterisk (*).
 - c. Any accessibility supports appear in the **Accessibility Supports** field. To adjust accommodations for this specific registration, select the **Edit** icon  at the end of the **Accessibility Supports** field.



- d. Select **Save Test Registration**. A confirmation window appears and the list of registrations for this student is updated.
5. To edit a registration, select the arrow next to the registration and make any changes. Select **Save Updates** to save your changes.



Assign not tested codes (irregularities)

For any students who are not tested, a not tested code (NTC) must be assigned to their registration. NTCs can be assigned manually, either in the student's profile or a testing group, or via an import file. NTCs must be applied before the end of the test administration window.

Available NTCs (irregularities)

The available NTCs are listed below in *Table 3: Descriptions of Available NTCs*.

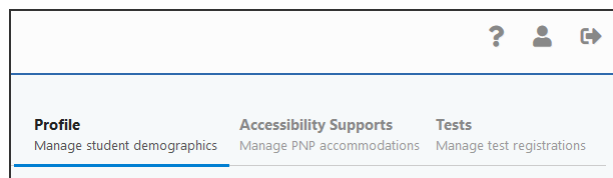
Table 3: Descriptions of Available NTCs

| Code | Description | Explanation of use |
|------|-----------------------------|---|
| IR | Irregularity | Student answered some questions but did not complete the test. |
| IV | Invalidation | Confirmed cheating occurred. |
| PIV | Participation Invalidation | Accommodation error occurred, such as in TTS or oral reading, or an unsupported accommodation was used. |
| PTNA | Present, Test Not Attempted | Testing interruption. Student began testing but was unable to finish the test. |
| DNA | Did Not Attempt | Student refused to participate in the assessment. |

Assigning NTCs (irregularities) in the student profile

To add NTCs:


1. Search for and view the student profile. Refer to [Search for a student](#) on page 15 for detailed instructions.
2. On the **Student Profile** page, select the **Accessibility Supports** tab in the upper right.



3. Select the applicable test administration from the drop-down list then select **View Supports**.
4. Locate the **Test Administration Test Attributes** section at the bottom and select the NTC from the drop-down lists for the appropriate test.
5. Select **Save Updates**. A confirmation window appears.

Assigning NTCs (irregularities) in the online test session

To assign an NTC to a student in the online test session:

1. In the main menu, go to **Online Testing > Manage** and find the test session. Refer to the *GMAP Assessment Coordinator Guide* for detailed instructions.
2. Locate the student you want to assign an NTC to and select the **Test Attributes** icon  in the **Actions** column.
3. The **Update Test Attributes** window appears. Select the NTC from the drop-down list.
4. Select **Save** to apply the NTC.


Assigning NTCs (irregularities) via file upload

This method is useful if you need to assign NTCs in bulk.

Refer to [Upload student registrations and groups](#) on page 11 for instructions. When uploading the student registration file, add the desired NTC to the **Reason Not Tested Code** field.

Transfer a student between districts

To transfer a student from your district to another district:

1. Search for the student. Refer to [Search for a student](#) on page 15 for detailed instructions.
2. In the search results, select the **Transfer Student** icon  in the **Actions** column.
3. Select the new school from the **New Home School** drop-down list.
4. Select a reason from the **Transfer Reason** drop-down list.
5. Select **Transfer** to complete the transfer. You will be returned to the search results.

To transfer a student from another district to your district:

1. In the main menu, select **Students > Add**.
2. On the **Add Student** page, complete the fields in the **Student Information** and **Enrollment Information** sections. Required fields are marked with an asterisk (*).
3. Select **Add Student**. The platform will search for any students that match all of the provided personally-identifiable information.

4. If a match is found, select the option to edit the student. If no match is found, verify the student's information and try again.
5. Select the new school from the **New Home School** drop-down list.
6. Select a reason from the **Transfer Reason** drop-down list.
7. Select **Transfer** to complete the transfer. You will be returned to the search results.

Part 6—Manage student groups

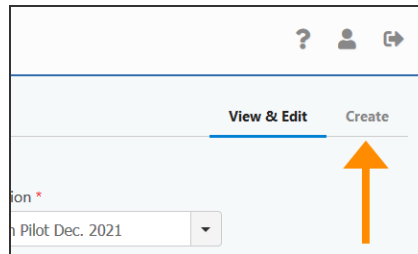
Create new student groups for reports or testing

Student groups can define reporting groups, testing groups (also known as test sessions), or both. If you need to create a new group of students to appear in a report, or you need to create a new testing group, you can accomplish this by creating a group and selecting the desired group type.

Note: Creating student testing groups (test sessions) is not required for testing. An "all students" testing group is automatically created for each grade and subject at an organization. Testing groups may make it easier for Examiners and Assessment Coordinators to manage testing.

To create a new student group:

1. In the main menu, select **Students > Student Groups**.
2. Above the search criteria, select the **Create** tab on the right.
3. Select the **School**, **School Year**, and **Assessment Type** from the drop-down lists.
4. Select **Continue**.





5. Select the appropriate settings for the group. If you choose a wrong setting, select the X next to that setting to remove it.
 - **Test Administration:** Select all test administrations that apply.
 - **Subject:** Select **Math**, **ELA**, or both. This option determines which test will appear in reports or test sessions for this group. Note that this does not change any student registrations.
 - **Group Name:** Enter a name that will appear in any reports or test sessions for this group.
 - **Group Type:** Choose **Online Testing**, **Reporting**, or both.
 - **Online Testing:** This option creates a test session for the group under Online Testing > Manage.
 - **Reporting:** This option allows reports to be generated for this group.
 - **User Access to this Group:** Assign individual users to this group. Typically, you will assign a teacher for a reporting group. It is not necessary to assign Examiners to online testing groups, as all Examiners have access to all online testing groups.
6. Select **Continue**.

7. Enter search criteria to find students to add to the group. The **Grade** field is required; optionally enter last name, first name, or student ID. You may enter multiple grades.
8. Select **View** to see a list of students.
9. Select the checkbox next to the names of students you want to add to the group, then select the **Add To** button to add students to the list of selected students on the right.
10. To remove students from the list of selected students, select the checkbox next to the names of students you want to remove, then click the **Remove** button. The student names will move out of the list of selected students.
11. Select **Save Student Group** to create the group.

Search for and view student groups

Student groups define reporting groups and online test sessions. It is not necessary to assign Examiners to testing groups, as all Examiners automatically have access to all test sessions at the organization to which they are assigned.

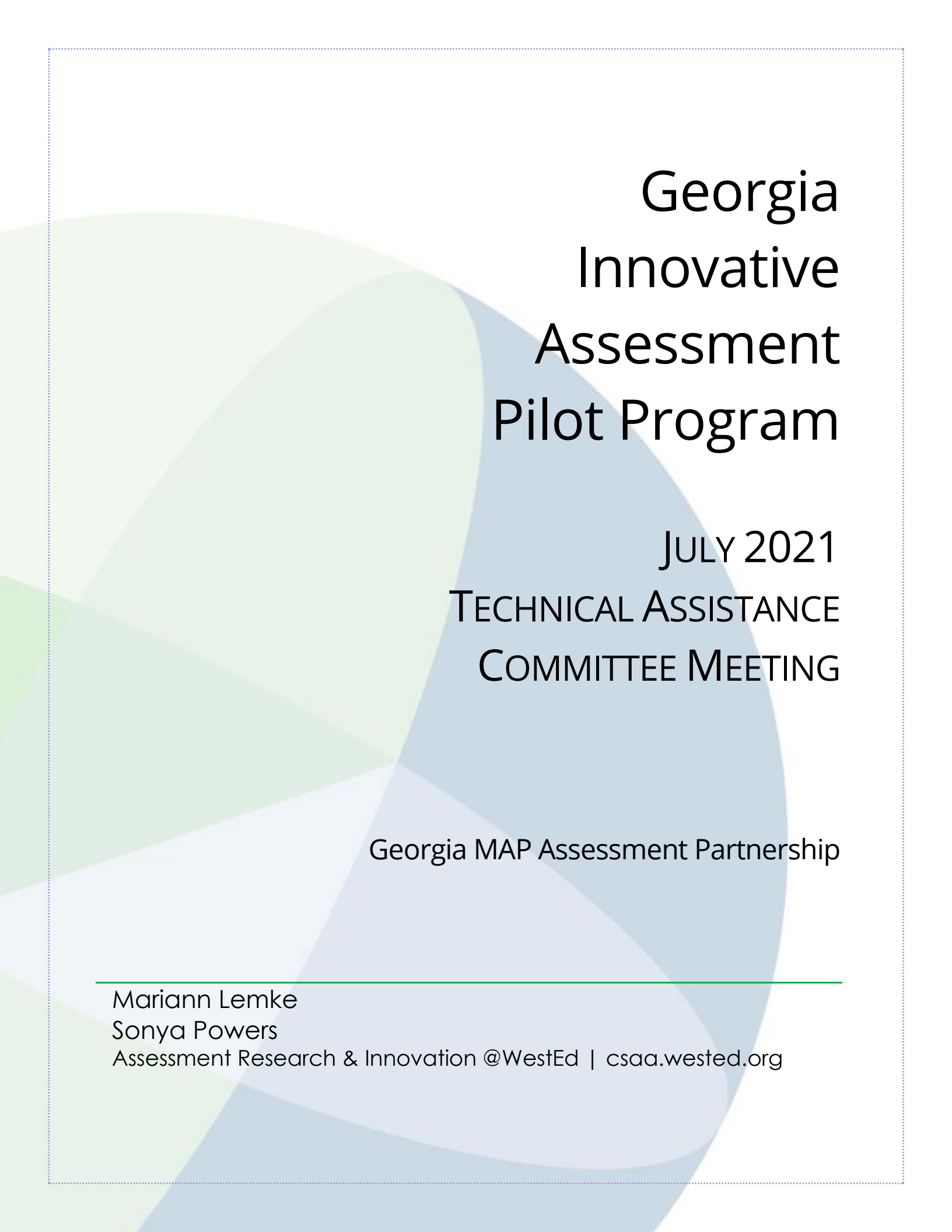
To search for student groups:

1. In the main menu, select **Students > Student Groups**.
2. On the **Student Groups** page, select search criteria using the **School**, **School Year**, and **Test Administration** drop-down lists.
3. Select the **Find** button to view a list of groups matching the search criteria.
4. Click the **Edit** icon  in the **Actions** column to update the group, or the **Delete**  icon to delete the group. Refer to [Create new student groups for reports or testing](#) on page 20 for information about the available group settings.
5. After editing is complete, select **Save Student Group** to save the changes.

Test Year 2021–2022

GMAP

Appendix E



Georgia Innovative Assessment Pilot Program

JULY 2021
TECHNICAL ASSISTANCE
COMMITTEE MEETING

Georgia MAP Assessment Partnership

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GEORGIA INNOVATIVE ASSESSMENT PILOT PROGRAM

JULY 2021 TECHNICAL ASSISTANCE COMMITTEE REPORT FOR THE GEORGIA MAP ASSESSMENT PARTNERSHIP

INTRODUCTION

The Georgia Innovative Assessment Pilot Program (IAPP) Technical Advisory Committee (TAC) met on July 7, 2021, via Zoom video conferencing. Attendees included members of the TAC, the Georgia MAP Assessment Partnership (GMAP), NWEA, the Georgia Department of Education (GaDOE), and WestEd. EdMetric also attended for part of the meeting to describe their alignment work on behalf of GMAP. The agenda included two main topics:

- a review of comparability requirements and associated discussion of their specific application to the GMAP assessments; and
- an update on GMAP's implementation.

This report provides an overview of each topic and a description of the resulting key takeaways and action items from the meeting.

COMPARABILITY REQUIREMENTS CHECKLIST

To begin the meeting, WestEd staff provided an overview of the comparability evidence that each consortium will be required to provide to the state. Examples of relevant evidence are described in a template that will be provided to GMAP. Evidence is required in several main categories, as described in the following sections.

Alignment and Comparability

Consortium assessments must demonstrate that:

- assessments and items are aligned to the Georgia standards,
- assessments match the depth and breadth of the Georgia standards,
- students can be classified into at least four achievement levels representing the same knowledge and skills that current Milestones assessment achievement level descriptors (ALDs) provide,
- summative classifications of students are consistent across Milestones and innovative assessments (for all students, subgroups of students, content areas, and assessments),
- those who participate in the innovative assessment are representative of the state in terms of demographic composition and achievement, and
- there is a plan for conducting annual comparability analyses between the innovative assessment and Georgia Milestones throughout the remainder of the IADA period.

To meet these criteria, the consortium should present an independent alignment study including information similar to that provided in previous Milestones reports. Four types of alignment should be included: balance of complexity, depth and range of knowledge, and categorical concurrence. Note that conducting an alignment study of all items is not necessary (though every grade level should be included). A sampling approach that provides strong evidence that the items and tests that students actually encountered on a consortium assessment are aligned (for example, by selecting a sample of students across proficiency levels and checking alignment for those students' tests) can suffice. Note also that the state is updating its standards. New math standards will become operational in 2023–24 and ELA in 2024–25, so new evidence of alignment will be needed after the new standards become operational.

The consortium must also demonstrate that it has achievement levels that correspond to the current Milestones ALDs. Direct adoption of Georgia's ALDs can satisfy this criterion, though other ALDs may be used with evidence of their alignment to the existing ALDs. The consortium must show evidence that students at each of the Milestones ALD levels have the skills and knowledge described in those ALDs. For example, if the Milestones ALD describes proficiency as being able to use place-value relationships to round numbers, the consortium should demonstrate that students placed into that performance level on the innovative assessment also demonstrate those skills.

The consortium must also provide a report on how classification into its achievement levels compares to classifications on the Milestones assessment. Only on-grade-level items should be used to classify students into performance levels. It is possible that new tests may provide different results for good reasons, based on the design of the assessment or the approach to scoring; the consortium should be prepared to fully explain and justify why differences may occur. The consortium should be sure to describe not just how many students are at each level but the degree to which students are consistently classified by the two assessments. Because end-of-course assessments contribute 20% to course grades, the consortium should also provide evidence of its approach to using its scores for grades and the comparability of those grades to the grade conversion score (GCS) method used with the Milestones assessments.

Consortium documentation should also include descriptive analyses of its participating populations of students, compared to the state, with description of weighting methods or other mechanisms for generalizing sample results to the state, as relevant. All state-reported subgroups of students should be included, as well as a description of groups based on achievement.

Beyond initial comparability analyses based on students taking both the consortium assessments and the Milestones tests, the consortium must provide a plan to conduct annual comparability analyses for the remainder of the IADA period. This plan need not include testing of all students, but, rather, should include a sample of grade bands (or grade bands/students), so that each grade band includes an innovative assessment and the state assessment (see IADA [final regulations, pp. 28–29](#)).

Technical Quality

The consortium must also provide evidence of the technical quality of its assessments, demonstrating:

- work with experts to ensure quality,
- reliability and validity of the assessments,

- how the assessment provides information across the full performance continuum for students,
- availability of individual and aggregate reports and the timeliness and interpretability of these reports for stakeholders,
- how principles of universal design for learning were incorporated into the assessment design, and
- a plan to maintain the item bank and the integrity of the score scale over time.

To meet these criteria, the consortium should provide background information (e.g., names, CVs) of TAC members and agendas of meetings aimed at discussing technical quality of the assessments.

The consortium should also present evidence of validity that matches the categories in the *Standards for Educational and Psychological Testing*. Not all evidence (e.g., consequential validity) may be available immediately, but the consortium should describe its plan to gather this information over time. Consideration of what validity evidence can be provided without testing, what can be gathered during piloting, and what must be gathered once an innovative assessment is fully operational may be useful.

The consortium must provide reliability evidence for the summative scores, subscores, and achievement levels generated from the innovative assessment, consistent with national standards and the Georgia Milestones. For example, evidence might include test-subtest reliability (again, including only on-grade-level items). Decision consistency and accuracy values should be similar to those reported for Georgia Milestones.

Data showing the distribution of scores, to demonstrate how the assessment provides information across the performance continuum, should also be presented. These data could include analyses of test information functions or other analytics, or other types of information such as cognitive lab data and test blueprints indicating depth-of-knowledge ranges.

The consortium should provide examples of its student and aggregate-level reports (such as classroom, school, consortium, and even state-level reports). These reports should be accompanied by evidence that stakeholders can use these reports to make valid interpretations about student performance, such as data drawn from focus groups of a variety of stakeholders representing report consumers, data from A/B tests, or other data.

Innovative assessment reporting timelines must describe when and how stakeholders receive results of the assessment, demonstrating that these results are provided in a timely manner. Final results for accountability must be provided at least in the same timeframe in which the current Georgia Milestones assessment final results are available.

The consortium should also provide a description of how its assessments incorporated principles of universal design for learning in test development, as well as how scales and item banks will be maintained over time (e.g., how parameter drift will be managed).

Accessibility and Accommodations

All students who currently participate in Georgia Milestones must be able to participate in the innovative assessment in order to use the innovative assessment in lieu of Georgia Milestones, including students with disabilities and English learners (except students with the most severe cognitive disabilities, who may participate in an alternate assessment).

A crosswalk of accessibility and accommodation features available on Georgia Milestones and available on the innovative assessment should be provided such that it is possible to see, at a glance, whether all of the accessibility and accommodation features will be available, and, if not, how students will be validly assessed using an alternative accessibility mechanism. Any differences in the ways that accessibility or accommodation features work in the innovative assessment, compared to Georgia Milestones, should be indicated.

Accessibility features and accommodations must allow students to participate in alignment with their IEPs or English learning plans and comply with relevant federal laws such as the Individuals with Disabilities Education Act (IDEA). The consortium should provide a participation report that shows that all students are participating as required.

The consortium need not have all accommodations available in order for the innovative assessment to be approved for use in lieu of the Georgia Milestones, but must have a specific and feasible plan to provide all needed accommodations when assessments are administered. For example, the consortium need not have Braille forms ready at the time that evidence of comparability is being reviewed, but must have a well-described plan to produce Braille forms prior to administration, that demonstrates the vendor's capacity to produce them (historical evidence of how they have been produced in the manner described).

Test Administration and Security

The consortium must demonstrate that it has plans in place to ensure standardized administrations, such as training and manuals, and processes to prevent and/or document testing irregularities and protect test security and student data. In addition, the Georgia Office of State Assessment will monitor consortium test administrations, and monitoring reports should be included in evidence for this criterion. Other evidence would be sample irregularity reports, results of analytical analyses aimed at discovering cheating, auditing procedures, and procedures to handle irregularities or test security violations.

The consortium should keep in mind that standardization processes are intended to promote the validity and comparability of the scores, but the consortium need not compromise features of the assessments that make them innovative. As an example, using many different types of accommodations reduces the standardization of administration, but is necessary to ensure validity of the scores.

Stakeholder Engagement

The consortium should provide evidence that assessments were developed in collaboration with stakeholders representing the interests of students with disabilities, English learners, and other

vulnerable populations; teachers, principals, and other school leaders; parents; and civil rights organizations. Evidence might include letters of support or agendas from meetings where assessments were discussed, along with participant lists.

The consortium should also document how it has worked with schools and districts to interpret results and communicate with stakeholders such as parents, students, and community members (i.e., how the consortium has worked to develop assessment literacy). Evidence might include training agendas and presentations, meeting agendas, assessment guides, score interpretation guides, data on stakeholder participation in training for test administration or score interpretation, or stakeholder survey or focus group data.

Accountability

Georgia's accountability requirements must be met with use of any innovative assessment. In addition to the need to provide a summative score, these requirements also include providing measures for the College and Career Ready Performance Index (CCRPI).

The consortium should demonstrate that it uniquely identifies students within and across years so that students' assessment data, schools, districts, demographic information, etc., can be used for accountability purposes. Data layouts and timelines should be provided. Evidence must also be provided that the percentage of students assessed is at least as high as the percentages observed on Milestones prior to the start of the innovative pilots, overall, as well as for all federally required student demographic subgroups.

The consortium must describe how it will produce a single summative score. If there is more than one administration during the academic year (e.g., a through-year model), the consortium should specify which administrations contribute to the summative score and how scores are combined. This description should provide a clear rationale for the calculation of the summative score.

As noted, the consortium must also show how its assessment data can be used for a variety of CCRPI purposes, including providing measures for the Content Mastery and Closing Gaps components of the index, growth measures for the Progress component, and literacy measures for the Readiness component. These measures do not need to be strictly comparable to, or use the same methods as, the Georgia Milestones, but evidence must be provided that justifies the proposed approach.

Conflict of Interest

The consortium must provide assurances that there are no conflicts of interest (financial or otherwise) for parties participating in the pilot program, and that all local procurement rules are being followed. No new evidence is needed unless there have been changes since initial assurances were made at the award of the innovative assessment grants.

TAC DISCUSSION AND RECOMMENDATIONS

The TAC noted several aspects of the comparability requirements that the consortium will need to carefully consider, including the following:

Content Alignment

The TAC would like to see a traditional content alignment study where the GMAP items are aligned to Georgia content standards. NWEA described its range ALDs as an approach to keeping GMAP and Milestones comparable, but the TAC was concerned that differences between GMAP and Milestones ALDs might cause misalignments. The consortium would need to explain why the GMAP range ALDs are different than those used for Milestones. The TAC also reiterated that comparability is at the achievement level rather than at the scale-score level. The previous MAP alignment study is not sufficient because MAP was not created to be aligned to the GA content standards, but GMAP was developed to align to the GA content standards.

Reliability

GMAP asked about the reliability thresholds at the total test and subscore levels. The TAC would like information about how reliability and measurement error is calculated, and how statements about what students know and can do are justified, especially in terms of instructional recommendations. Milestones' overall reliability is around 0.9, so that should be the target for GMAP, but subscores will not have an official threshold.

Test Security

GMAP asked whether the administration security would need to be equally rigorous across all administrations if some of the administrations do not contribute to the summative score. The TAC mentioned that item exposure is a concern unless the item pool for summative scores is kept separate from item pools used for low-stakes administrations. All items that contribute to a student's summative score must be kept secure. Otherwise, having lower security for the interim assessments might be sensible.

Growth Measure and Score Comparability

GMAP asked whether its growth measure has to be the same as what is currently used by Milestones. GMAP can innovate and does not need to use student growth percentiles, but it should justify why a different method is used, and compare the results to Milestones to identify whether the results are different. The TAC noted that, ideally, student results would be the same regardless of which assessment they would take. If the metrics are not comparable, then which assessment students take will not be a matter of indifference. However, the purpose of IADA is to do something new, so changes that improves scores should not be eliminated. Any differences need to be explained, and if the differences are a reflection of something better, they are justified. Comparability is important because scores will be compared, and if there is a lack of comparability, it should be consistent with the theory of action.

“Banking” Scores and Score Interpretations with Ongoing Assessment

GMAP asked about the claims that one can make with a through-course model where the summative score is collected prior to the end of the school year. Is there a validity issue around what students have retained by the end of the year, versus the highest score the student attained across the school year? GMAP is still considering whether it might be possible to bank scores, but there is concern about validity and even comparability issues, compared to the Milestones model. GMAP has modified the through-year CAT design such that banking of scores would be possible. The blueprint for each assessment will be consistent across fall, winter, and spring. It is not designed to follow the scope and sequence in Georgia. The TAC indicated that this design would be more amenable to a score banking approach. To ignore the information gathered throughout the year does not make sense. Students who did poorly prior to the spring assessment should not begin at the same place as students who did well prior to the spring assessment. GMAP should capitalize on its adaptive technology. To meet accountability requirements, however, GMAP will need to represent the on-grade-level content. GMAP must clearly describe what a score is intended to mean. The assessment design does produce scores with different meanings and that will support different interpretations, but ultimately the consortium must be able to make the same claims that Milestones makes about students and scores.

Comparability Requirements Overall

The TAC recommends considering what is reported when providing validity evidence. Are the claims about what students know and can do substantiated?

The TAC recognizes that innovation may be difficult with the constraint of also meeting stringent comparability requirements. If it can be demonstrated that an assessment is of greater diagnostic value and instructional value, the TAC would take that into consideration when evaluating comparability evidence. However, the TAC also noted that the current comparability checklist is the bar to meet under current IADA requirements.

UPDATE ON CONSORTIUM ASSESSMENT SYSTEM AND FIELD TEST PLANS

During this part of the meeting, NWEA provided an update on work that GMAP has recently accomplished and work that is in progress, including information on recruiting and field test plans. Changes to the team were described, and new districts that have joined the consortium were named. Other updates related to the field test included GMAP’s plans to:

- provide a reliable linked-RIT score;
- evaluate within-year and across-year growth;
- develop new reports rather than using MAP Growth reports (there is a new platform that will be used, requiring the move to the new reports);
- use assessments for determining eligibility for gifted programs;
- provide reliable GMAP summative scores with delayed scoring (late summer 2022), to be used in comparability;
- field test enough items in spring 2022 to create the operational through-year CAT with 50–60 items (more students able to participate);

- move forward with item-level CAT, rather than multi-stage adaptive;
- use theta estimates obtained in fall and/or winter to determine starting difficulty of spring assessments;
- embed GMAP field test items randomly across field test positions;
- recalibrate all MAP items to build the GMAP scale;
- enable districts to allow students to pause tests and resume on the same day or the next day;
- provide sample items months before the field test; and
- have the field test deliver linked RIT scores while collecting sufficient data for building the GMAP summative scale.

NWEA has three sets of items: (1) items that have RIT parameters, which are used to produce linked RIT scores; (2) NWEA items that come from a summative item pool and that are not on the RIT scale, and (3) newly developed items, created to measure Georgia standards that are not covered by existing items. All items have been aligned to the Georgia standards, and existing IRT parameters are being used as if they are operational for adaptive simulation purposes. All items will be calibrated based on field test data, at which point previous statistics (where available) will not be used. Existing IRT statistics are just being used to drive the adaptivity. NWEA plans to vary the positions of passages and items in the field test to analyze potential fatigue effects and item position effects. NWEA examined the stability of theta estimates for a 30-item MAP Growth test. Simulation results show good stability in total score after 30 items. NWEA will provide previews of the technology-enhanced item types and sample reports. Independent alignment will be conducted in summer 2022 or 2023.

The RIT scale is used to measure within-year growth (spring-to-spring, winter-to-spring, fall-to-spring). Instructional feedback is available via the learning continuum. GMAP is most interested in using the RIT score to see if growth targets are met. There is also the use of RIT scores (or other nationally normed assessments) to classify students into gifted programs). Maintaining the RIT scale adds value to the assessment system for score users. It also provides a continuum from K–2 through 3–8 and beyond. This will eliminate a test, so that more testing is not needed for gifted programs or other purposes.

Teachers will use the end-of-grade assessment to understand student performance in terms of the state's content standards. The norm-referenced score provides an additional interpretation about how a student is doing in relation to the nation. The two scores provide answers to different questions. It's easier for parents to think about growth on a scale that increases from grade to grade. Milestones doesn't have this feature, and Georgia has struggled to provide meaningful norm-referenced scores that parents understand how to differentiate from the criterion-referenced score. The MAP Growth items used in GMAP are aligned to the Georgia Standards of Excellence (GSEs).

The TAC noted that having sample items outside of the field test forms is acceptable. However, they should be provided in the same platform. Otherwise, the items might function differently or look different. The TAC also noted that a survey to detect student levels of effort or motivation effects might be helpful. It will be interesting to see how different the original item statistics are from the statistics that are obtained from the upcoming GMAP administration. The populations of students who took the items are different demographically and in terms of achievement levels. NWEA is cautiously optimistic, but invariance probably will not hold across the board. The MAP Growth items

have very stable statistics, and can be used to generate the RIT scores without concern. RIT items will not be recalibrated.

Both RIT-linked and GMAP scores will be produced on a single score report. The TAC asked if the information provided to teachers via the RIT scores and via GMAP provide confusing or conflicting messages. GMAP noted that there may be differences, but the RIT scores will be very similar to the RIT scores provided via the MAP Growth assessment, which teachers are familiar with. Teachers are also familiar with the GSEs, so the GMAP scores, which measure the GSEs, will also be somewhat familiar. By 2022–23, GMAP will have score reports that can be compared to see how interpretations might differ. The TAC mentioned that consequential validity will be important to look at in terms of the score interpretations of the two score reports and the decisions that are made. TAC suggested getting people’s reactions to the two scores and determining whether both scores should be included for all users or just district-level users.

RANGE ACHIEVEMENT LEVEL DESCRIPTORS

During this section of the meeting, NWEA described the work that has been conducted, to date, on the process used to adapt the GSEs to Range Achievement Level Descriptors (RALDs) for a computer-adaptive assessment. These RALDs are at the standard or substandard level for all content areas, and all represent on-grade-level content. GMAP has expanded the substandards to a finer-grained level than in the Milestones ALDs: some standards have been broken down into smaller “chunks.”

GMAP will analyze data to determine whether these levels are supported empirically. These levels incorporated Georgia educator and content advisory feedback. However, if data do not support the fine-grained distinctions, the RALDs will be collapsed to a higher level. The intent is to provide more instructionally useful information throughout the year. Grades 3–8 math, ELA, and science RALDs have been completed. The current plan is to expand the process to high school.

The TAC noted that the level of detail in the GMAP RALDs may be more detail than necessary, especially given that Milestones is not at this detailed level. However, this level of detail would be helpful to item writers. NWEA is currently using this information for pool analysis and item writing; careful consideration would be needed to determine whether it could be used for reporting purposes. The TAC has an overall concern that going to a finer grain level for the RALDs may actually make demonstrating comparability to Milestones harder. The test specifications for Milestones provide the basis for alignment. The CAT algorithm will not need to select items at specific levels or substandards. To have the RALDs at this level and the blueprint at another might lead to misalignments. The TAC was also concerned that GMAP moved items to different domains because of places where NWEA felt that the Milestones RALDs had inconsistencies. This could also contribute to misalignments if it is a pervasive issue, especially given how items roll up to domain subscores. NWEA noted that by keeping the inconsistencies in the Milestones RALDs, GMAP may actually be penalized during the item-to-standards alignment process. The TAC asked for proof that finer-grained descriptions are instructionally useful. The TAC did note that once the GMAP assessment is aligned to a higher level of content, it will be challenging to evaluate the assessment at a finer grain level; if the assessment is aligned at a lower level, it is easier to roll up alignments to a higher level, if

needed. It was noted that the GA standards will be updated and changes will need to be incorporated into the GMAP plan.

ALIGNMENT STUDY

In the last meeting, the TAC requested additional information on GMAP's first alignment study. During this presentation, NWEA provided an overview of a bank analysis that was conducted by EdMetric. This was a preliminary alignment study; an independent alignment study is planned after the first operational administration. RALDs were the focus of this exploratory alignment study. Anne Davidson from EdMetric presented the results of the study. An item-descriptor matching method was used, including ordered item booklets that were sorted by both content standards and item difficulty within subject and grade. The process included a content alignment rating, a DOK rating, and, finally, an RALD rating. The first two steps are very consistent with the traditional content alignment study, whereas the RALD rating is a novel approach. Results indicate that there are items in the bank that may measure a GSE, but there are not RALDs that match to those items. Changes to the RALDs could remedy this. Rater agreement was very high. Most items fall into DOK 1 or DOK 2, and RALD results indicated potential locations where additional items could be developed to increase the coverage of the GSEs in the GMAP item pool.

The TAC noted that the item-descriptor method is a standard setting method, not an alignment method. The TAC asked for clarification on the rating process. Anne explained that the on-grade GSEs and OIBs were provided to subject-matter experts (SMEs) to facilitate the alignment process. SMEs were also provided with adjacent below- and above-grade GSEs. Items were then compared to these GSEs. SMEs identified which content standard the item aligned best to, even if it was an off-grade-level standard. The TAC supported the ordering of items by content but was not sure that ordering by difficulty was necessary. Overall, the TAC felt that the study was interesting but not necessarily the most relevant evidence for comparability between GMAP and Milestones. The final GMAP item pool will be an amalgamated item pool that includes previous MAP items, newly written items, and other NWEA-owned summative items. Collectively, the complete GMAP item pool will align to the full range of the GSEs. This alignment study covers a portion of the GMAP item pool; future alignment studies will include a representative sample of the complete GMAP item pool.

DESIGN OF THE THROUGH-YEAR CAT

NWEA has performed many CAT simulations in the past year to evaluate different CAT designs. During this presentation, NWEA described its proposed CAT design, how it can be configured, and what kinds of information it can produce. NWEA sought the TAC's feedback on the following questions:

1. What types of evidence would you look for when implementing a new innovative CAT design?
2. What are the strengths and possible weaknesses of this CAT design? What recommendations might address the weaknesses?

NWEA described its goal with the CAT design as maximizing efficiency and actionable information. The design includes a modified shadow CAT approach with a weighted penalty model to create a

student-specific form. Items selected for each student are based on the updated student ability estimate as the student moves through the test, along with the blueprint requirements. Early on, if the student is struggling, the engine can identify supporting off-grade skills to provide diagnostic information. There are many constraints in the system, including DOK and standards. The constraints ensure that every student receives coverage of the standards on their assessments. NWEA described a flow chart illustrating each decision point in the CAT design.

A proof-of-concept test produced reliable scores with 27 items. In the second part of the assessment, students can be routed off grade, if necessary, to pinpoint strengths and weaknesses. Blueprints proportional to the Milestones blueprint may have some difficulties for very small domains, because the domains will include even fewer items. The engine has a lot of flexibility, but the constraints must be prioritized. The current method uses a fixed-length, rather than variable-length, CAT.

The TAC had positive feedback on the CAT model. The TAC asked how blueprint coverages ensured. NWEA explained that the first section of the adaptive assessment provides a proportional representation of the blueprint. The TAC expressed concern that there were not enough high-DOK items in the pool. Item development has focused on filling those gaps. The TAC noted that Milestones does have DOK targets, and asked whether these targets could be added to the CAT. NWEA indicated that this is definitely possible. The TAC wanted to know what NWEA is planning and which constraints they recommend moving forward with. NWEA plans to run simulations soon to understand how the constraints interact with the current item pool and will present this information to the TAC at the next meeting. The TAC encouraged NWEA to think very flexibly about all aspects of the CAT and to consider the proportion of students who received an assessment that met the Milestones blueprint in terms of content and cognitive complexity. The TAC mentioned that having enough items to provide the data required for reporting is important. The TAC requested to have sample score reports to understand how many items will be needed. The TAC also recommended exploring, through simulations and focus groups, how much flexibility in terms of test length and other features is acceptable if there are real benefits in terms of score precision. Having the ability to include so many different constraints and guidelines is great, but results still need to be interpretable by users.

The TAC mentioned that it is important to verify that the score precision for subscores/diagnostic categories is sufficiently high for reporting purposes, and to ensure that the CAT can satisfy the requirements of the federal IADA and, at the same time, supports the theory of action. Items should measure a full range of the content, rather than there just being enough items within a domain to provide a subscore. The consortium can use the distribution of ability in the Georgia student population to see how constraints in the CAT model play out. There are only so many constraints that can be supported, but GMAP should attempt to push the boundaries. The TAC really wants to see how the students are funneled through the item pool and what the content representation and score precision look like for a representative sample of student assessments. The TAC recommended looking at the balance of items between the on-grade and diagnostic sections: How does that differ by grade, ability level, subject, etc.? Also, what percent of students receive below-grade items? Above-grade items? Although it is not the most critical piece of evidence, looking at the item response time will be critical. The test could be timed, or not, depending on client requirements.

The TAC mentioned that the blueprint coverage could only be based on the items that contribute to the summative score. If GMAP moves forward with including only the results from the final assessment in the summative score, the content/blueprint coverage should focus on the final assessment. The TAC supported NWEA's proposal to use previous assessments to inform the starting difficulty of subsequent tests.

TIMELINE AND NEXT STEPS

In the last meeting, the TAC requested additional information on GMAP's theory of action, score reporting, and professional learning plans. A presentation on these topics was planned for this meeting but was postponed due to time constraints.

The primary objective during the next TAC meeting (December 2021) will be to show the TAC the progress that has been made on comparability. Comparability evidence artifacts or descriptions, aligned to the requirements of the comparability guidelines, should be provided as pre-meeting materials to the TAC. The TAC will not provide a thorough review of a substantial amount of documentation prior to the December meeting, but providing as much documentation to the TAC as possible, along with an indication of whether the documentation is in draft format or finalized, will help the TAC understand the consortium's progress and technical assistance needs for 2022.

For areas of the checklist where evidence/artifacts have not yet been created, the timeline and process for assembling those pieces should be described. It will be good to show the TAC how far the consortium has been able to come in the past two years, despite the pandemic; how delays have impacted timelines; and a high-level schedule of the upcoming three years. For example, when does it look possible to implement in lieu of Milestones for grades 3–8 ELA and math? What about science and social Studies? What about high school? Implementing the full set of assessments in the same year is not necessary, but there should be a long-term plan and timeline to fully replace Milestones.

The TAC is also interested in the consortium's theory of learning and theory of action. If there are areas of the checklist where the consortium differs from Milestones, is there evidence that those differences are improvements?

Following is a list of topics in which the TAC has expressed interest:

- Theory of learning/theory of action
- Summative score determination (including score banking decision)
- Score reporting
- CAT simulation results
- Accessibility and accommodations
- Professional learning plans

These and other TAC topics should be prioritized based on how relevant they are to the comparability guidelines and how soon answers are needed, based on the consortium's timelines.

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Putnam Consortium

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| | |
|---------------------------|---|
| Grantee | Putnam Consortium |
| Contact Name | Click here to enter text. |
| Contact Email | Click here to enter text. |
| Year of Submission | 2022 |

INSTRUCTIONS

Section 200.105(a)(d)(3) of the regulations for the Innovative Assessment Demonstration Authority provide that State(s) receiving the authority must report the following annually to the Secretary, at such time and in such manner as the Secretary may reasonably require:

- (i) An update on implementation of the innovative assessment demonstration authority, including--
 - (A) The SEA's progress against its timeline under 34 CFR 200.106(c) and any outcomes or results from its evaluation and continuous improvement process under 34 CFR 200.106(e); and
 - (B) If the innovative assessment system is not yet implemented statewide consistent with 34 CFR 200.104(a)(2), a description of the SEA's progress in scaling up the system to additional LEAs or schools consistent with its strategies under 34 CFR 200.106(a)(3)(i), including updated assurances from participating LEAs consistent with paragraph (e)(2) of this section.
- (ii) The performance of students in participating schools at the State, LEA, and school level, for all students and disaggregated for each subgroup of students described in section 1111(c)(2) of the Act, on the innovative assessment, including academic achievement and participation data required to be reported consistent with section 1111(h) of the Act, except that such data may not reveal any personally identifiable information.
- (iii) If the innovative assessment system is not yet implemented statewide, school demographic information, including enrollment and student achievement information, for the subgroups of students described in section 1111(c)(2) of the Act, among participating schools and LEAs and for any schools or LEAs that will participate for the first time in the following year, and a description of how the participation of any additional schools or LEAs in that year contributed to progress toward achieving high-quality and consistent implementation across demographically diverse LEAs in the State consistent with the SEA's benchmarks described in 34 CFR 200.106(a)(3)(iii).
- (iv) Feedback from teachers, principals and other school leaders, and other stakeholders consulted under paragraph (a)(2) of this section, including parents and students, from participating schools and LEAs about their satisfaction with the innovative assessment system;

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In addition, Title I, Part B, section 1204(c)(2) of the Act requires that progress shall be reported based on the annual information submitted by participating States described in subsection (e)(2)(B)(ix) and examine the extent to which—

(A) with respect to each innovative assessment system—

- (i) the State educational agency has solicited feedback from teachers, principals, other school leaders, and parents about their satisfaction with the innovative assessment system;
- (ii) teachers, principals, and other school leaders have demonstrated a commitment and capacity to implement or continue to implement the innovative assessment system; and
- (iii) substantial evidence exists demonstrating that the innovative assessment system has been developed in accordance with the requirements of subsection (e)

(B) each State with demonstration authority has demonstrated that—

- (i) the same innovative assessment system was used to measure the achievement of all students that participated in the innovative assessment system; and
- (ii) of the total number of students, and the total number of each of the subgroups of students defined in section 1111(c)(2), eligible to participate in the innovative assessment system in a given year, the State assessed in that year an equal or greater percentage of such eligible students, as measured under section 1111(c)(4)(E), as were assessed in the State in such year using the assessment system under section 1111(b)(2).

Definitions:

- Participating LEA means an LEA in the State with at least one school participating in the innovative assessment demonstration authority.
- Participating school means a public school in the State in which the innovative assessment system is administered under the innovative assessment demonstration authority instead of, or in addition to, the statewide assessment under section 1111(b)(2) of the Act and where the results of the school's students on the innovative assessment system are used by its State and LEA for purposes of accountability and reporting under section 1111(c) and 1111(h) of the Act.

To meet the requirements for this annual performance report, please provide the requested information in each of the sections that follow. The U.S. Department of Education understand that coronavirus may have affected the development and implementation of innovative assessment systems during the reporting year (2021-22). To the extent your SEA would like to provide more context or details related to these impacts, please incorporate them into your responses where relevant.

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I: Progress toward Plan and Timeline

Provide a description of the SEA’s (or Consortium’s) progress towards its plan and timeline in its approved application:

| Dates | Activities | Status (completed, in progress, delayed or deferred) | Parties Responsible |
|----------------------------|---|--|--|
| August 2021 – May 2022 | Monthly Putnam Consortium Innovative Assessment Team meetings via conference call | Altered* | Navy Education/Pearson and Consortium Team Leaders |
| August 2021 – May 2022 | Field testing of Navy assessments | Completed | Navy Education/Pearson |
| December 2021, Summer 2022 | Technical Advisory Committee Meetings | Completed* | GaDOE, Consortium Executive Team, Navy Education/Pearson |
| June – Current | Quarterly Innovative Assessment Summit | Altered** | Consortium Leaders and Navy Education/Pearson |
| June - August | Data Review and Standard Setting | In Progress | Navy Education/Pearson and Consortium Participants |

*We met virtually with Consortium leaders on an as-needed basis and met three times with the TAC instead of two times; once in the spring of 22 as well as December of 21 and summer of 22. **Our original application planned for quarterly in-person meetings with district and school leaders with state funding; we instead held more regular, virtual meetings for 21-22 school year.

If the innovative assessment system is not yet implemented statewide, provide a description of the SEA’s progress in scaling up the system to additional LEAs or schools.

In Year 1 of the IADA pilot (2019-2020), 8% of school districts (n=15) utilized Navy as part of the Putnam Consortium. Participation decreased to 7% (n=12) in the 2021-2022 school year (Year 3 of the IADA pilot). These districts are *affiliate members* of the consortium. No districts or schools are *participating*, as the Georgia Department of Education has not yet granted approval to utilize innovative assessment results for students for accountability purposes.

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Though we did not grow during the pandemic, our sample sizes and diversity of demographics from our affiliate schools allow us to collect meaningful data for examining the technical merit and comparability of Navvy to the statewide assessment system in grades 3-8. Some high school courses will need larger samples that will be collected in the upcoming school year. All psychometric and comparability analyses conducted with data to date will also be re-examined with 2022-2023 data collected this school year, in light of the pandemic impact.

We expect our sample sizes to grow next year. In March 2022 (during Year 3), Navvy Education, LLC was acquired by Pearson. Pearson brings more than six decades of experience securely developing, producing, administering, scoring, and reporting assessments. Pearson's solutions encompass assessment design and development, paper and online delivery, scoring, and reporting for a wide range of early childhood, K-12, higher education, professional, and diagnostic applications. Pearson currently provides large-scale assessment services to 27 clients, including 21 states, the District of Columbia, and Puerto Rico as well as for a national consortium, various national testing programs, the US Department of Education, and the National Board for Professional Teaching Standards (NBPTS).

Continuity for and commitment to the IADA pilot plans continues from Navvy Education/Pearson. The founder of Navvy Education, LLC and all 5 full time employees at the time of acquisition are continuing in full-time positions at Pearson, and assuming analogous roles as before the acquisition. The mission and vision of Navvy as a classroom assessment system to better help students learn, in addition to providing high-quality data that can well-satisfy accountability needs, not only continues as before but is strengthened with the capacity and investment that Pearson brings to expand Navvy features and reach more students and teachers.

We expect Pearson's capacity for outreach and the enhanced functionalities of the Navvy system to significantly and positively impact scaling the innovative pilot over the next year.

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In addition, to better inform the progress of scaling up the system, please provide:

- The list of LEAs that participated in the 2021-22 school year.
- For each participating LEA, the list of participating schools in 2021-21.
- For each participating school, the grade(s) and subject(s) in which the innovative assessment system was administered in 2021-22.
- The list of LEAs that will participate in the 2022-23 school year.
- For each participating LEA, the list of participating schools in 2022-23.
- For each participating school, the grade(s) and subject(s) in which the innovative assessment system will be administered in 2022-23 (a sample of the data structure is provided below; if the list of participating LEAs and schools is long, it may be submitted as an attachment).

| School Year | LEA Name | School Name | Grade(s) and Subject(s) in which the Innovative Assessment System was/will be Administered |
|-------------|----------|-------------|--|
| 2021-22 | LEA 1 | School A | |
| 2021-22 | LEA 1 | School B | |
| 2021-22 | LEA 1 | School C | |
| 2021-22 | LEA 2 | School A | |
| 2021-22 | LEA 2 | School B | |
| 2021-22 | LEA 2 | School C | |
| 2022-23 | LEA 1 | School A | |
| 2022-23 | LEA 1 | School B | |
| 2022-23 | LEA 1 | School C | |
| 2022-23 | LEA 2 | School A | |
| 2022-23 | LEA 2 | School B | |
| 2022-23 | LEA 2 | School C | |

Using the definition herein, no LEAs or Schools are *participating*. Please see attachment titled ‘IADA Year 1, 2, and 4 Participation and 20_21 School Demographic information.xlsx’ for information about affiliate LEAs and school. One district is finalizing plans for 21-22 school year, in this case, we noted participation as the same as in 20-21.

Provide any outcomes or results from its evaluation and continuous improvement process regarding the SEA’s progress in scaling up the system. This information may come from the State’s annual evaluation of its IADA assessment system. The information should include how data, feedback, evaluation results, and other information are used to improve the quality of the IADA assessment system (e.g., summary report of

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recommended changes from teachers/principals/school leaders, summary feedback from test administrator or scorer training, summary feedback from parent meetings). Please attach a copy of the annual evaluation.

District leaders provided feedback on how the Navvy assessment system be enhanced through meetings with consortium teams, through direct communication via the Navvy platform, and through one-on-one conversations with Navvy Education/Pearson leaders. Three primary outcomes resulted from Navvy Education/Pearson and Putnam Consortium's continuous improvement process:

1. Additional growth reporting features were added.
2. Professional learning series on "What's Next?" to support the formative assessment process was implemented
3. Student dashboards and reporting were enhanced.
4. Additions in science, social studies, and personalized instruction supports were planned.

(1) Additional reporting features were added to provide insights about growth:

-Reports were enhanced to show growth between assessment attempts on the same standard at the school and district levels

-Reports were added to show growth over time by month, in the context of what standards were learned

(2) A primary need that is outside of the Navvy assessments themselves, yet integral to implementing an effective formative assessment process based upon Navvy results is answering "What next?" after identifying a group of students who have not yet reached competency of a standard. This was the single most often question asked of Navvy Education/Pearson throughout the 20-21 school year. In response, Navvy Education/Pearson worked with school district leaders to design professional learning for the 21-22 school year that centered around answering this question with specific content standards.

We found that typical professional learning opportunities tend to be general to the degree that they are applicable to multiple grade levels or even multiple subjects. These opportunities are not specific enough to support teacher implementation of standard-specific personalized learning. Thus, we implemented a 48-session PL program for 21-22 that was specific enough to meet this need. See Appendix A for session agendas.

(3) Through the year, we make regular updates to the platform experience based on input from educators. A couple of examples of these updates:

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1. On student dashboards, we enhanced how we gave feedback on the Quick Check Suite of practice assessments to encourage engagement, effort, and healthy learning mindsets
2. On our writing assessments, we enhanced the more detailed feedback we give to students and teachers, in addition to the ratings of Competency of the writing and language standards, so that students would have specific indications of concepts/skills for targeted support and review.
- (3) During this year, we made plans for 3 significant additions to the system:
 1. Addition of science assessments to begin field testing in 23-24
 2. Addition of social studies assessments to begin field testing in 23-24
 3. From our PL series, we gained feedback that more comprehensive instructional supports are needed to address the “What’s Next?” question within the formative assessment process. We have planned for the addition of integrated instructional resources on the platform that will be available for each standard. Teachers can utilize these resources to provide personalized instruction that Navvy results indicate students need.

Do you plan to administer the operational versions of the innovative assessments for some schools in the state, provide individual student reports, and use the results in state and local report cards and in the State’s federal accountability system in place of the regular state assessment for at least one grade and one subject area in 2022-2023?

No.

Do you plan to administer the operational versions of the innovative assessments for some schools in the state, provide individual student reports, and use the results in state and local report cards and in the State’s federal accountability system in place of the regular state assessment for at least one grade and one subject area in 2023-2024?

Yes, pending Georgia DOE approval.

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II: Student Performance

- A. Attach a report on the performance of students in participating schools at the State, LEA, and school level, for all students and disaggregated for each subgroup of students described in section 1111(c)(2) of the Act, on the innovative assessment, including academic achievement and participation data required to be reported consistent with section 1111(h) of the Act, except that such data may not reveal any personally identifiable information. Please be sure to include the subject area, the grade level(s), the number of students participating, the number of enrolled students, and % of students at each level of achievement for each school and LEA participating in the innovative assessment pilot.

No LEAs or schools were *participating* in 21-22.

- B. Also provide the state-level participation rate of students, for all students and disaggregated for each subgroup of students described in section 1111(c)(2) of the Act, on the assessments required under section 1111(b)(2) of the Act for the grades and subjects that correspond to the operational innovative assessment administered in 2021-22

No LEAs or schools were *participating* in 21-22.

III: School Demographic Information

III.A. If the innovative assessment system is not yet implemented statewide, attach school demographic information, including enrollment and student achievement information, for the subgroups of students described in section 1111(c)(2) of the Act, among participating schools and LEAs in the reporting year (2021-22).

Using the definition herein, no LEAs or Schools are *participating*. Please see attachment titled 'IADA Year 1, 2, and 4 Participation and 20_21 School Demographic information.xlsx' for information about affiliate LEAs and school.

A sample data template is provided below. If the data list is long, this may be submitted as an attachment.

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| School Year | School Name | Student Category | Number of Enrolled Students | Number of Students Eligible to Participate in IADA Pilot Assessment | Number of Students Participating in IADA Assessment | % of Students Scoring Proficient or Above on IADA Assessment |
|--------------------|---------------------------|--|------------------------------------|--|--|---|
| 2021-22 | School A | All students | | | | |
| 2021-22 | School A | Economically disadvantaged | | | | |
| 2021-22 | School A | Major racial and ethnic groups in State (list by each group) | | | | |
| 2021-22 | School A | Children with disabilities | | | | |
| 2021-22 | School A | English learners | | | | |
| 2021-22 | School B | All students | | | | |
| 2021-22 | School B | Economically disadvantaged | | | | |
| 2021-22 | School B | Major racial and ethnic groups in State (list by each group) | | | | |
| 2021-22 | School B | Children with disabilities | | | | |
| 2021-22 | School B | English learners | | | | |
| 2021-22 | All Participating Schools | All students | | | | |
| 2021-22 | All Participating Schools | Economically disadvantaged | | | | |
| 2021-22 | All Participating Schools | Major racial and ethnic groups in State (list by each group) | | | | |
| 2021-22 | All Participating Schools | Children with disabilities | | | | |

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| School Year | School Name | Student Category | Number of Enrolled Students | Number of Students Eligible to Participate in IADA Pilot Assessment | Number of Students Participating in IADA Assessment | % of Students Scoring Proficient or Above on IADA Assessment |
|-------------|---------------------------|------------------|-----------------------------|---|---|--|
| 2021-22 | All Participating Schools | English learners | | | | |

III.B. For any schools or LEAs that will participate for the first time in the following year (2022-23), attach school demographic information, including enrollment information, for the subgroups of students described in section 1111(c)(2) of the Act, *and describe how the participation of any additional schools or LEAs in that year contributed to progress* toward achieving high-quality and consistent implementation across demographically diverse LEAs in the State consistent with the SEA’s benchmarks described in 34 CFR 200.106(a)(3)(iii).

None.

A sample data template is provided below. If the data list is long, this may be submitted as an attachment.

| School Year | School Name | Student Category | Number of Enrolled Students | Number of Students Eligible to Participate in IADA Pilot Assessment | Number of Students Participating in IADA Assessment | % of Students Scoring Proficient or Above on IADA Assessment |
|-------------|-------------|--|-----------------------------|---|---|--|
| 2022-23 | School A | All students | | | | n/a |
| 2022-23 | School A | Economically disadvantaged | | | | n/a |
| 2022-23 | School A | Major racial and ethnic groups in State (list by each group) | | | | n/a |
| 2022-23 | School A | Children with disabilities | | | | n/a |
| 2022-23 | School A | English learners | | | | n/a |
| 2022-23 | School B | All students | | | | n/a |

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| School Year | School Name | Student Category | Number of Enrolled Students | Number of Students Eligible to Participate in IADA Pilot Assessment | Number of Students Participating in IADA Assessment | % of Students Scoring Proficient or Above on IADA Assessment |
|--------------------|--------------------|--|------------------------------------|--|--|---|
| 2022-23 | School B | Economically disadvantaged | | | | n/a |
| 2022-23 | School B | Major racial and ethnic groups in State (list by each group) | | | | n/a |
| 2022-23 | School B | Children with disabilities | | | | n/a |
| 2022-23 | School B | English learners | | | | n/a |
| 2022-23 | School C | All students | | | | n/a |
| 2022-23 | School C | Economically disadvantaged | | | | n/a |
| 2022-23 | School C | Major racial and ethnic groups in State (list by each group) | | | | n/a |
| 2022-23 | School C | Children with disabilities | | | | n/a |
| 2022-23 | School C | English learners | | | | n/a |
| 2022-23 | School D | All students | | | | n/a |
| 2022-23 | School D | Economically disadvantaged | | | | n/a |
| 2022-23 | School D | Major racial and ethnic groups in State (list by each group) | | | | n/a |
| 2022-23 | School D | Children with disabilities | | | | n/a |
| 2022-23 | School D | English learners | | | | n/a |

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| School Year | School Name | Student Category | Number of Enrolled Students | Number of Students Eligible to Participate in IADA Pilot Assessment | Number of Students Participating in IADA Assessment | % of Students Scoring Proficient or Above on IADA Assessment |
|--------------------|---------------------------|--|------------------------------------|--|--|---|
| 2022-23 | All Participating Schools | All students | | | | n/a |
| 2022-23 | All Participating Schools | Economically disadvantaged | | | | n/a |
| 2022-23 | All Participating Schools | Major racial and ethnic groups in State (list by each group) | | | | n/a |
| 2022-23 | All Participating Schools | Children with disabilities | | | | n/a |
| 2022-23 | All Participating Schools | English learners | | | | n/a |

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IV: Consultation and Feedback

Describe feedback obtained during the reporting year (2021-22) from teachers, principals and other school leaders, and other stakeholders consulted, including parents and students, from participating schools and LEAs about their satisfaction with the innovative assessment system. Include a description of the method used to solicit the feedback (e.g., through surveys, focus groups, meetings) and the extent to which the feedback was solicited from each participating school and LEA.

No LEAs or schools were *participating* in 21-22.

| Requirement | Description of Consultation and Feedback Methods (be sure to describe the extent of consultation and method of obtaining feedback for <i>each</i> of the listed entities in the left-hand column). | Summary of Feedback of Stakeholders (note: you may attach artifacts of the actual feedback received in lieu of providing a summary). |
|--|--|--|
| <p>Consultation. Evidence that the SEA or consortium has developed an innovative assessment system in collaboration with--</p> <p>(1) Experts in the planning, development, implementation, and evaluation of innovative assessment systems, which may include external partners; and</p> <p>(2) Affected stakeholders in the State, or in each State in the consortium, including--</p> <p>(i) Those representing the interests of children with disabilities, English learners, and other subgroups of students described in section 1111(c)(2) of the Act;</p> <p>(ii) Teachers, principals, and other school leaders;</p> | <p>No LEAs or schools were <i>participating</i> in 21-22.</p> | <p>No LEAs or schools were <i>participating</i> in 21-22.</p> |

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| Requirement | Description of Consultation and Feedback Methods (be sure to describe the extent of consultation and method of obtaining feedback for <i>each</i> of the listed entities in the left-hand column). | Summary of Feedback of Stakeholders (note: you may attach artifacts of the actual feedback received in lieu of providing a summary). |
|--|---|---|
| (iii) Local educational agencies (LEAs); (iv) Representatives of Indian tribes located in the State; (v) Students and parents, including parents of children described in paragraph (a)(2)(i) of this section; and (vi) Civil rights organizations. | | |
| Feedback on satisfaction with system. Evidence that the SEA or consortium has solicited feedback on satisfaction with the system from the following groups (1) teachers; (2) principals and other school leaders; and (3) parents. | No LEAs or schools were <i>participating</i> in 21-22. | No LEAs or schools were <i>participating</i> in 21-22. |

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V-A: Requirements for the Innovative Assessment System--Developing a Valid, Reliable, and Comparable System

Describe the process, procedures, or steps followed to develop a valid, reliable, and comparable innovative assessment system.

| Requirement | Description of Information, Summary, Process, Procedures, or Steps (be sure to describe each activity listed in the left-hand column. You may attach artifacts in lieu of providing a description.) |
|--|--|
| <p><u>Evidence that the SEA or consortium developed a valid, reliable, and comparable innovative assessment system.</u></p> <p>Report on the following information, summary, processes, procedures, or steps:</p> <ol style="list-style-type: none"> 1. Process to create test specifications/blueprints to support developing IADA assessments that are technically sound and align to depth and breadth of content standards; 2. IADA assessment development is guided by test specifications (e.g., purpose and intended uses; test format and length; info about content, psychometric characteristics of items and test; software and hardware requirements); 3. Descriptive information (e.g., feedback from item development reviews) and empirical evidence (e.g., item difficulty, item | <p>Process to create test specifications/blueprints to support developing IADA assessments that are technically sound and align to depth and breadth of content standards</p> <p>The Navvy assessment system is comprised of a network of assessments developed by Navvy Education/Pearson, LLC / Pearson in collaboration with Georgia educational practitioners from the Putnam Consortium, assessment and psychometric experts, and content area experts.</p> <p>In Year 3, Navvy assessments were provided for grades 3-8 in math and ELA and in the high school math and ELA courses that have a corresponding statewide assessment.</p> <p>Navvy assessments produce competency profiles by standard for each student. A competency profile for a student indicates for each standard whether the student (a) demonstrated the competencies the standard requires or (b) did not demonstrate competencies required by the standard.</p> <p>Navvy assessments were developed from a principled assessment approach, where three important understandings were carefully coordinated during the assessment design process: (a) the delineation of the construct (i.e., the skills, knowledge, and abilities required by the State’s academic standards), (b) the construction of questions to adequately elicit observable responses as manifestations of the construct components, and (c) the specifications of psychometric models to aptly characterize the construct-response relationship.</p> <p>Navvy assessments were designed to be comprised of items that are representative of the construct operationalized upon the requirements of a given State academic standard, in terms of (a) the components of the construct that are essential to competency of the standard and the (b) depth of knowledge required by the standard.</p> |

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| <p>4. discrimination) that IADA item selection supports item specifications/blueprint; Procedures to develop IADA item pool to support test specifications/blueprint (e.g., summary of crosswalk of item pool and test blueprint, algorithm used to select IADA items and how algorithm covers blueprint);</p> <p>5. Summary of IADA item specifications, by subject and grade (e.g., standards or targets to be assessed; item types, response format, and scoring; cognitive complexity; level of difficulty; accessibility tools and features);</p> <p>6. Qualifications of item writers and reviewers (e.g., content expertise, experience);</p> <p>7. Instructions provided to develop and review IADA items, including instruction to align items to content standards, steps to ensure accessibility to students, and information about accessibility tools and features;</p> | <p>Navvy assessment development teams delineated each standard with respect to depth of knowledge (DOK) required to fulfill the requirements of the standard and with respect to components (constituent parts) of the standard. Then, the teams determined assessment blueprints based on depth of knowledge targets (e.g., Standard X will be assessed by 25-35% DOK 1 items, 35-50% DOK 2 items, and 15-25% DOK 3 items) and based on component targets (e.g., Standard X will be assessed by 30-40% Component 1 items and 60-70% Component 2 items).</p> <p>Navvy assessment blueprints are always available for open, on-going review by administrators and educators of the Putnam Consortium. Blueprints were readily accessible for all teachers and administrators who use Navvy, and educators were able to provide comment or critiques about blueprint specifications to administrators or directly to the Navvy team via the Navvy platform. Feedback provided was discussed with the Navvy assessment development teams in collaboration with stakeholders to make a determination regarding any adjustments made to blueprints.</p> <p>Alignment by Design: By design, the standard-by-standard Navvy assessment system provides a kind of comprehensive alignment to the Georgia Standards of Excellence. A traditional end of year state assessment uses item sampling to create forms that are guaranteed to represent standards over a single or multi-year rotation of forms. Item sampling for forms is guided by assessment blueprints. Navvy does not use an item-sampling approach to represent the standards. Instead, the Navvy system contains a complete assessment per standard for mathematics standards and for reading informational and reading literary standards in ELA. Writing standards W.1, W.2, and W.3 are the only exceptions to the non-sampling approach for assessing standards in Navvy: Students complete an extended written response for a randomly selected genre, and across students all genres are assessed each year. Language standards are also assessed via the extended written response, but they are not sampled by genre. They are measured for each genre.</p> <p>Content Validity as Alignment Evidence: Ensuring the item measures what it is designed to measure ensures alignment of the item to the standard. Before an item becomes active in the Navvy assessment system, a content expert has written the item a priori to measure the standard and a second content expert has confirmed that the item measures the standard. Items without approval are revised or removed. Consensus must be reached for an item to be eligible for administration. Any items flagged for</p> |
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| <p>8. Procedures to ensure IADA items adhere to IADA item specifications/blueprint;</p> <p>9. Procedures to ensure content accuracy of IADA items;</p> <p>10. Procedures to ensure the technical adequacy of IADA items (e.g., field and operational testing, thresholds for eliminating items, differential item functioning (DIF) analysis, statements that flagged items are appropriate for student subgroups);</p> <p>11. Procedures to ensure IADA items elicit intended response processes (e.g., cognitive labs, think-aloud sessions);</p> <p>12. Steps taken to consider potential bias in IADA items;</p> <p>13. Steps taken to review IADA items for sensitivity and potential offensiveness (e.g., criteria for sensitivity, specifications and rules followed, list of sensitivity reviewers and expertise);</p> <p>14. Procedures to ensure all major content domains or strands assessed by IADA assessment are aligned to the</p> | <p>review in data review are additionally reviewed for alignment, clarity, and bias. Further, as part of the IADA pilot, the GaDOE will contract with an external vendor to provide an independent alignment study towards the end of the pilot.</p> <p>Ensuring Representativeness: Current state assessment blueprints ensure standards are adequately represented over administrations on a grade-level assessment. Navvy has a blueprint per standard and ensures components of the standard are adequately represented over administrations for each standards-level assessment. Over administrations for a typical state assessment may mean across years or across forms in the same year. Over administrations for Navvy means across multiple attempts to show competency of the same standard in the same year.</p> <p>Descriptive information and empirical evidence that IADA item selection supports item specifications/blueprint</p> <p>By design, items were written <i>a priori</i> to fulfill the target proportions specified by the blueprints. The alignment of item characteristics in the item bank is a first step in ensuring selected items support blueprints.</p> <p>Item selection as a second step comes into play for creating dynamic forms for each student assessment. Students may see different forms on their first, second, or third attempt to show competency of the standard. The item selection algorithm draws items for a dynamic form according to the blueprint optimize representation according to the blueprint component and cognitive rigor targets. The algorithm has been vetted to confirm it works accurately.</p> <p>Procedures to develop IADA item pool to support test specifications/blueprint</p> <p>Experienced educators across Georgia who are experts in both content and pedagogy, who have significant experience as a classroom teacher, and who have extensive knowledge of the State’s standards served on item authoring teams for Navvy Education/Pearson. Navvy Education/Pearson provided necessary training in item writing and review practices and relevant assessment literacy for the team. Items were written according to assessment best practices which included utilizing Universal Design for Learning principles, ensuring construct representation, minimizing construct irrelevant variance, and attending to bias and sensitivity principles. The team of educators was comprised of</p> |
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| <p>15. IADA test specifications/blueprint Process to reduce construct irrelevance (e.g., reduce inappropriate reading load, avoid use of idioms or culturally specific words).</p> | <p>master classroom teachers and of experts who have served in roles such as curriculum administrators in the GaDOE, curriculum directors at Regional Educational Service Agencies (RESA), and presidents of teacher organizations in Georgia.</p> <p>All individual items underwent content review to gather validity evidence based on test content through expert review (<i>Standards for Educational and Psychological Testing</i>; AERA, APA, & NCME, 2014). Reviewers sought to identify (a) systematic influences on the item response outside of the target construct, (b) ambiguities in wording or context that would confuse students or obfuscate the item’s intent, and (c) inappropriate levels of item difficulty for the target population. Reviewer feedback was used formatively to improve items, and reviewers worked collaboratively with authors in an iterative fashion to revise items and review them again until consensus is reached on the quality of the final version of the item.</p> <p>Summary of IADA item specifications, by subject and grade</p> <p>Navvy item specifications are at the standard level. For all subjects and grades, exact item specifications by depth of knowledge and content components were provided for each standard in the original application and are summarized below.</p> <p>Each standard has cognitive demand targets (e.g., Standard X will be assessed by 25-35% DOK 1 items, 35-50% DOK 2 items, and 15-25% DOK 3 items) and component targets (e.g., Standard X will be assessed by 30-40% Component 1 items and 60-70% Component 2 items). These targets are ranges that correspond to minimum and maximum percentages of the assessment items to be represented by the given cognitive demand or content component across all assessments over the standard (including multiple assessments completed by the same student). The cognitive demand framework used is Webb’s depth of knowledge framework. The content components are constituent parts of the standard, with each component being verbatim from the standards.</p> <p>Item types and response formats: The mathematics standards are measured with multiple choice (83-100% of items per standard) and multiple select items (0-17% of items per standard) that require</p> |
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selected responses. The reading informational and reading literary standards in ELA are measured with multiple choice items that require selected responses. The writing and language standards in ELA are measured with open-ended items that require extended writing responses.

Item stem: Mathematics item stems are each independent, providing information via text, charts, tables, figures, equations, etc. as needed to provide necessary background to answer the item question. ELA items are based on 1-2 passages.

Additional item specifications: Each item is written to measure one or more content components of the standard at a pre-specific depth of knowledge level according to Navy item writing guidelines. Item templates provide authors clear specifications.

Instructions provided to develop and review IADA items

Navy Education/Pearson provided necessary training in item writing and review practices and relevant assessment literacy for the team. Training includes assessment best practices of utilizing Universal Design for Learning principles, ensuring construct representation, minimizing construct irrelevant variance, and attending to bias and sensitivity principles. Navy Education/Pearson conducts both an internal and external review on each item.

Once an author or external reviewer completes training, they are provided a checklist with each writing or reviewing assignment to ensure items are written and reviewed in accordance with the training. For math, these instructions are provided:

- For each **item**, make sure the item measures:
 1. the target standard
 2. a meaningful part of the target standard (non-trivial)
 3. a single standard
 4. the target component(s) of the standard
 5. the target depth of knowledge

- For each **item**, make sure the item:
 1. has clear and concise wording
 2. has one answer this is correct, or correct number of correct answers for multiple select items

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3. has incorrect options that are plausible and based on common misunderstandings students are likely to have related to the standard
4. follows Navvy Item Writing Guidelines
 - For each **item set**, make sure the items in the set:
 1. Contain variety to fully represent the breadth and depth of the standard with varied item features (values, figures, contexts, scenarios)
 - For each **item** you write, make sure the context:
 1. Is accessible and does not require a student to need additional explanation or experience unrelated to the standard prior to the assessment
 2. Is free of content that may create bias or be sensitive
 3. Is free of unnecessary complexity or length
 4. Contains values that are realistic or reasonable within the context

Procedures to ensure IADA items adhere to IADA item specifications/blueprint

Item Bank Development

All items are developed *a priori* to meet the diagnostic assessment design and blueprint needs. No items are being retrofitted. Each new item being developed fulfills a specific need specified by the item specifications and blueprints. In the review process, an item may be determined to not meet an intended specification, but another specification. For example, an item written to measure Standard X and a DOK level of 2 may be determined to measure Standard X at a DOK level of 1.

Item Selection during Assessment Delivery

The item bank has a surplus of items that meet item specifications for a given standard. For each assessment, the item selection algorithm draws items according to the blueprint to ensure representation according to the blueprint component and cognitive rigor targets.

Procedures to ensure content accuracy of IADA items

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As described in (3) and (5), items are authored by teaching and content experts, and content accuracy is verified through both an internal and external expert content review to gather validity evidence based on test content. Any item deemed to have content inaccuracy is either (a) removed, or (b) edited and placed back through internal and external review iteratively until it is removed or accepted.

Procedures to ensure the technical adequacy of IADA items

Additional internal validity evidence is collected from psychometric analyses where hypotheses from content experts, authors, and reviewers about item alignment will be vetted empirically. Psychometric results on the strength of the construct-response relationships (informed by observed item statistics, estimated item parameters, model-data fit statistics, and differential item functioning) inform data reviews.

In March 2022, we conducted an initial data review with teachers from a Navy district. Participating teachers represented all grade levels for math and ELA. For math and ELA, teachers at each grade level conducted the data review for each of six standards. Feedback from participants was implemented to improve items as needed. Additional data reviews will be conducted in Year 4.

Procedures to ensure IADA items elicit intended response processes

Experienced educators who are experts in both content and pedagogy, who have significant experience as a classroom teacher, and who have extensive knowledge of the State's standards served on item authoring teams for Navy items. This expertise is the foundation upon which hypotheses about intended responses are based in the item design process.

Evidence for these hypotheses about intended response processes is collected via our iterative development and review process of the items with additional teaching and content experts. For each item, reviewers must agree that with that the knowledge, skills, and abilities elicited by the item are both (a) those required by the standard and (b) are those requiring a specified level of cognitive process, or else the item does not enter the item bank.

In Year 3, we conducted think aloud interviews with students to collect response process validity evidence for Navy and get student feedback about items. In each interview, students took one or two Navy competency checks and verbally described their reasoning (e.g., Why did they select the option

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they selected? How were they able to eliminate other options? Is anything confusing about the item?) while a Navy representative was present in the interview room. We interviewed 37 students from grades 4, 6, and 7 (20 fourth grade, nine sixth grade, and eight seventh grade) across math and ELA (22 math interviews, 15 ELA interviews).

Steps taken to consider potential bias in IADA items

Navy Education/Pearson provided training in item writing and review practices that included assessment best practices of utilizing Universal Design for Learning principles, ensuring construct representation, minimizing construct irrelevant variance, and attending to bias and sensitivity principles. Please see authoring and review process above.

Empirical evidence regarding bias will be collected to ensure items do not systematically function differently for subgroups of students in a way that disadvantages one group of students over another. Navy Education/Pearson will conduct differential item functioning (DIF) analyses. During Data Review, items flagged by DIF results are reviewed and revised or removed to eliminate bias to the greatest extent possible.

Procedures to ensure all major content domains or strands align to the IADA test specifications/blueprint

The Navy assessment system conducts assessment and alignment at the standards-level and does not use domains or strands.

Process to reduce construct irrelevance

Navy Education/Pearson provided training in item writing and review practices that included assessment best practices of ensuring construct representation and minimizing construct irrelevant variance. Please see authoring and review process above.

In addition to the above activities, during the course of the IADA period, an external evaluator will be utilized to conduct an independent alignment study to provide additional standards-alignment evidence. Results of this study, and any modifications to the Navy assessments responsive to feedback, will be

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| | <p>reported to USED upon completion. Additionally, the Georgia Innovative Assessment TAC will continue to review these procedures and findings at regular meetings.</p> |
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V-B: Requirements for the Innovative Assessment System—Update on Meeting Requirements of Section 1111(b)(2)(B)

Please provide a brief report on the required elements of the Innovative Assessment System. This brief report is intended to update the State’s demonstration that the innovative assessment system does or will meet the requirements of section 1111(b)(2)(B).

| Regulatory Requirement | Accomplishments in the Reporting Year (2021-22). | Explanation of Delays or Concerns, with a description of a plan to resolve the concern (if applicable). |
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| <u>Innovative assessment system. A demonstration that the innovative assessment system does or will--</u> | | |
| <p>(2)(i) Align with the challenging State academic content standards under section 1111(b)(1) of the Act, including the depth and breadth of such standards, for the grade in which a student is enrolled; and</p> <p>(ii) May measure a student’s academic proficiency and growth using items above or below the student’s grade level so long as, for purposes of meeting the requirements for reporting and school accountability under sections 1111(c) and 1111(h) of the Act and paragraphs (b)(3) and (b)(7)-(9) of this section, the State measures each student’s academic proficiency based on the challenging State academic standards for the grade in which the student is enrolled;</p> | <p>The Navy assessment system is an on-demand, diagnostic, standards-level assessment system that is embedded in regular classroom practices and designed to reliably and validly make a competency diagnosis for each of the State’s challenging academic standards. The Navy assessment system uses a short, web-based assessment for each standard that is scored immediately to provide real-time, instructionally relevant feedback to users.</p> <p>In Year 3 of the pilot, Navy assessments were utilized in the consortia for grades 3-8 in both ELA and math and for high school Algebra and American Literature & Composition.</p> | |
| (3) Express student results or competencies consistent with the challenging State academic achievement standards under section 1111(b)(1) of the Act and identify which students are not making sufficient | The assessment and psychometric design of the Navy assessment system was purposefully created to provide targeted evidence to support inferences about | |

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| Regulatory Requirement | Accomplishments in the Reporting Year (2021-22). | Explanation of Delays or Concerns, with a description of a plan to resolve the concern (if applicable). |
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| <p>progress toward, and attaining, grade-level proficiency on such standards;</p> | <p>student understandings on a standard-by-standard basis, to monitor which standards students have learned and which ones require remediation. In this way, Navvy is designed to validly and reliably diagnose and report student understandings at the standards level.</p> | |
| <p>(4)(i) Generate results, including annual summative determinations as defined in paragraph (b)(7) of this section, that are valid, reliable, and comparable for all students and for each subgroup of students described in 34 CFR 200.2(b)(11)(i)(A)-(I) and sections 1111(b)(2)(B)(xi) and 1111(h)(1)(C)(ii) of the Act, to the results generated by the State academic assessments described in 34 CFR 200.2(a)(1) and section 1111(b)(2) of the Act for such students.</p> <p>Include:</p> <ol style="list-style-type: none"> 1. Objective nature of IADA items machine scoring (e.g., scoring rule limits for number of errors, scoring rules for technology-enhanced score capture and validity checking, how artificial intelligence (AI) scoring engine is trained and its accuracy); 2. Procedures to transform raw IADA scores to scale scores (overall and by subtest); 3. Description of IADA equating process (overall and, if appropriate, by subtest), including equating study design, statistical methods used and person parameters, overall information functions, size and relevant characteristics of examinee samples, | <p>No additional results for 2021-22 to report. Currently no LEAs or school are <i>participating</i> and are receiving annual summative determinations from Navvy.</p> <p>During this year, we developed methods for generating annual summative determinations using Navvy’s standard-by-standard diagnoses. These methods have been reviewed by the technical advisory committee (TAC), which meets two-to-three times per year.</p> <p>These methods are being used to generate annual summative determination equivalents (hypothetical annual summative determinations) using data from Year 2 and 3 of the pilot.</p> <p>Comparability analyses between these annual summative determinations and the current state’s annual summative determinations are being conducted and</p> | <p>Field test data collected in 19-20 and 20-21 is sparse for some standards due to the pandemic impacting schooling, as well as due to the student-paced flexibility of implementing Navvy.</p> <p>To ensure adequate sample sizes for calculating annual summative determinations, we will utilize data from 2019-20, 2020-21, and 2021-22 as field test data for calibration and as data for examining comparability.</p> |

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| Regulatory Requirement | Accomplishments in the Reporting Year (2021-22). | Explanation of Delays or Concerns, with a description of a plan to resolve the concern (if applicable). |
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| <p>characteristics of anchor items/test, and accuracy of equating functions;</p> <p>4. Process to equate IADA scores across academic years;</p> <p>5. IADA assessment form equivalence, by grade and subject (e.g., raw scores and p-values, standard error of measurement (SEM), dimensionality, test characteristic curve (TCC), test information function (TIF), conditional standard error of measurement (CSEM), score distributions);</p> <p>6. Indication that the TCC or TIF for all IADA tested grades and subjects is reasonable (overall and, if appropriate, by subtest);</p> <p>7. Indication that CSEM or SEM for all IADA tested grades and subjects is reasonable (overall and, if appropriate, by subtest) (e.g., CSEM for each IADA interim assessment and final assessment for the entire scale or at cut scores, overall estimate of test error);</p> <p>8. Reliability estimates, including, as appropriate:</p> <ul style="list-style-type: none"> a. Reliability estimate for entire IADA student population (e.g., alpha coefficient) b. Reliability estimate for each reported IADA subgroup (e.g., alpha coefficient) c. Reliability estimate for summative assessment for all pilot students and each reported subgroup d. Reliability estimate for interim assessments for all pilot students and each reported subgroup e. Interrater reliability estimate for each reported dimension for all pilot students and each reported subgroup | <p>will be reported to the TAC at the next two meetings (Fall 2022 and Spring 2023).</p> <p>The comparability analysis uses various measures to compare annual summative determinations between Navvy and current state classifications. The measures (Cohen’s Kappa, Quadratic Weighted Kappa, Exact Agreement Percent and Exact + Adjacent Agreement Percent) and thresholds for comparability have been reviewed by the TAC and initial results were discussed with the TAC during the 2021-22 school year. Complete comparability results from will be reported to the committee during the 2022-23 school year.</p> <p>In addition to the comparability analysis, the TAC will review the classification consistency and accuracy methods of the annual summative determinations proposed by Navvy and results for classification consistency and accuracy will be reported during the 2022-23 school year.</p> <p>Initial district-level reports for student progress have been developed. Reports will be refined throughout the 2022-23</p> | |

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| Regulatory Requirement | Accomplishments in the Reporting Year (2021-22). | Explanation of Delays or Concerns, with a description of a plan to resolve the concern (if applicable). |
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| <p>f. Cohen’s Kappa for all pilot students and each reported subgroup</p> <p>g. Decision consistency and accuracy reliability estimates of student classifications based on IADA cut scores, classification accuracy conditioned on achievement level, and classification consistency conditioned on achievement cut points,</p> <p>h. Reliability estimates of correctly classified and incorrectly classified students</p> <p>9. Procedures to ensure use of simple language and uniform format in IADA score reports;</p> <p>10. Availability of and access to translations who require accommodations to interpret IADA scores/results;</p> <p>11. State generates annual State, district, and school IADA assessment reports;</p> <p>12. Annual IADA assessment reports include student performance related to content and knowledge of assessed standards (e.g., scale scores); academic content descriptions of what students can and cannot do using achievement level descriptors (ALDs), performance level descriptors (PLDs), content knowledge learning maps or networks (e.g., subscores); and information to facilitate interpreting results and addressing specific academic needs of students (e.g., itemized score analyses);</p> <p>13. State documents that IADA assessments in each relevant grade and subject were used to inform the annual determination of achievement for all participating students;</p> | <p>school year based on the feedback from districts leaders.</p> | |

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| Regulatory Requirement | Accomplishments in the Reporting Year (2021-22). | Explanation of Delays or Concerns, with a description of a plan to resolve the concern (if applicable). |
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| <p>14. Annual IADA student assessment reports include indicator of annual IADA proficiency or summative achievement determination; indicators of annual student progress (e.g., subscores, ALDs or PLDs, learning maps); and indicators for identifying students not making progress (e.g., subscores on student report);</p> <p>15. Annual IADA school report includes summative achievement results disaggregated by important subgroups;</p> <p>16. Annual IADA district and State reports, with both including summative achievement of annual progress for all IADA pilot students and for important IADA pilot student subgroups;</p> <p>17. Expectations from State of timeline for releasing individual student IADA reports to schools and districts;</p> <p>18. Expectations from State and district for delivering student IADA score reports to parents;</p> <p>19. Procedures to protect security of IADA assessment personally identifiable information (e.g., staff procedures, letter to parents, scoring manual).</p> <p>Consistent with the SEA’s or consortium’s evaluation plan under 34 CFR 200.106(e), the SEA must plan to annually determine comparability during each year of its demonstration authority period in one of the following ways:</p> <p>(A) Administering full assessments from both the innovative and statewide assessment systems to all students enrolled in participating schools, such that</p> | | |

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| <p>at least once in any grade span (i.e., 3-5, 6-8, or 9-12) and subject for which there is an innovative assessment, a statewide assessment in the same subject would also be administered to all such students. As part of this determination, the innovative assessment and statewide assessment need not be administered to an individual student in the same school year.</p> <p>(B) Administering full assessments from both the innovative and statewide assessment systems to a demographically representative sample of all students and subgroups of students described in section 1111(c)(2) of the Act, from among those students enrolled in participating schools, such that at least once in any grade span (i.e., 3-5, 6-8, or 9-12) and subject for which there is an innovative assessment, a statewide assessment in the same subject would also be administered in the same school year to all students included in the sample.</p> <p>(C) Including, as a significant portion of the innovative assessment system in each required grade and subject in which both an innovative and statewide assessment are administered, items or performance tasks from the statewide assessment system that, at a minimum, have been previously pilot tested or field tested for use in the statewide assessment system.</p> <p>(D) Including, as a significant portion of the statewide assessment system in each required grade and subject in which both an innovative and statewide assessment are administered, items or performance tasks from the innovative assessment system that, at a minimum, have been previously pilot tested or</p> | | |
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| Regulatory Requirement | Accomplishments in the Reporting Year (2021-22). | Explanation of Delays or Concerns, with a description of a plan to resolve the concern (if applicable). |
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| <p>field tested for use in the innovative assessment system.</p> <p>(E) An alternative method for demonstrating comparability that an SEA can demonstrate will provide for an equally rigorous and statistically valid comparison between student performance on the innovative assessment and the statewide assessment, including for each subgroup of students described in 34 CFR 200.2(b)(11)(i)(A)-(I) and sections 1111(b)(2)(B)(xi) and 1111(h)(1)(C)(ii) of the Act;</p> <p>(ii) Generate results, including annual summative determinations as defined in paragraph (b)(7) of this section, that are valid, reliable, and comparable, for all students and for each subgroup of students described in 34 CFR 200.2(b)(11)(i)(A)-(I) and sections 1111(b)(2)(B)(xi) and 1111(h)(1)(C)(ii) of the Act, among participating schools and LEAs in the innovative assessment demonstration authority. Consistent with the SEA’s or consortium’s evaluation plan under 34 CFR 200.106(e), the SEA must plan to annually determine comparability during each year of its demonstration authority period;</p> <p>In addition to providing the information noted above, be sure to include the following information:</p> <ol style="list-style-type: none"> 1. Evidence that IADA test results are comparable to those from the non-IADA system (e.g., provide within-grade IADA and non-IADA results for participating districts are comparable, student | | |

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| Regulatory Requirement | Accomplishments in the Reporting Year (2021-22). | Explanation of Delays or Concerns, with a description of a plan to resolve the concern (if applicable). |
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| <p>proficiency classification for IADA and non-IADA districts are comparable in terms of complexity included in each achievement level, comparability results align with expectations outlined in State’s theory of action);</p> <p>2. Description of across-years scaling procedures to transform IADA raw scores to scale scores; and</p> <p>3. Description of across-years IADA equating process that includes design of equating study; statistical methods used and person parameter, and overall information functions; size and relevant characteristics of examinee samples; characteristics of anchor items/test; and accuracy of equating functions.</p> | | |
| <p>(5)(i) Provide for the participation of all students, including children with disabilities and English learners;</p> <p>(ii) Be accessible to all students by incorporating the principles of universal design for learning, to the extent practicable, consistent with 34 CFR 200.2(b)(2)(ii); and</p> <p>(iii) Provide appropriate accommodations consistent with 34 CFR 200.6(b) and (f)(1)(i) and section 1111(b)(2)(B)(vii) of the Act;</p> | <p>The Putnam Consortium continues to provide for the participation of all students in the Navy innovative assessment system in three main ways, as expounded on in the Year 1 report as summarized here: (1) the Navy assessment system is accessible for students with disabilities and English learners and (2) the Navy assessment system and assessment delivery platform provides appropriate accommodations as specified in a student’s Individualized Education Plan, and (3) Navy is inseparable from regular curriculum and instruction so all students will participate as a result of the regular teaching and learning cycle.</p> | <p>Districts are currently supporting creation of Braille forms for students.</p> |

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| Regulatory Requirement | Accomplishments in the Reporting Year (2021-22). | Explanation of Delays or Concerns, with a description of a plan to resolve the concern (if applicable). |
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| <p>(6) For purposes of the State accountability system consistent with section 1111(c)(4)(E) of the Act, annually measure in each participating school progress on the Academic Achievement indicator under section 1111(c)(4)(B) of the Act of at least 95 percent of all students, and 95 percent of students in each subgroup of students described in section 1111(c)(2) of the Act, who are required to take such assessments consistent with paragraph (b)(1)(ii) of this section;</p> | <p>Generating annual summative determination is in progress and being reviewed by the TAC.</p> <p>As with Georgia’s current state-level testing, once the Consortium has participating districts in the Innovative Pilot, they will provide the assurance that 95% of students will participate in the pilot assessments.</p> <p>To assist in ensuring that the 95% participation is met, Navvy provides a dashboard at the school- and district-levels that summarize the percentage of students who have been administered which assessments. This dashboard provides administrators with a mechanism to track participation throughout the year to ensure target participation is met.</p> | |
| <p>(7) Generate an annual summative determination of achievement, using the annual data from the innovative assessment, for each student in a participating school in the demonstration authority that describes--</p> <p>(i) The student’s mastery of the challenging State academic standards under section 1111(b)(1) of the Act for the grade in which the student is enrolled; or</p> | <p>No LEAs or schools were participating in 21-22.</p> | |

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| Regulatory Requirement | Accomplishments in the Reporting Year (2021-22). | Explanation of Delays or Concerns, with a description of a plan to resolve the concern (if applicable). |
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| (ii) In the case of a student with the most significant cognitive disabilities assessed with an alternate assessment aligned with alternate academic achievement standards under section 1111(b)(1)(E) of the Act, the student’s mastery of those standards; | | |
| (8) Provide disaggregated results by each subgroup of students described in 34 CFR 200.2(b)(11)(i)(A)-(I) and sections 1111(b)(2)(B)(xi) and 1111(h)(1)(C)(ii) of the Act, including timely data for teachers, principals and other school leaders, students, and parents consistent with 34 CFR 200.8 and section 1111(b)(2)(B)(x) and (xii) and section 1111(h) of the Act, and provide results to parents in a manner consistent with paragraph (b)(4)(i) of this section and part 200.2(e); | No LEAs or schools were participating in 21-22. | |
| (9) Provide an unbiased, rational, and consistent determination of progress toward the State’s long-term goals for academic achievement under section 1111(c)(4)(A) of the Act for all students and each subgroup of students described in section 1111(c)(2) of the Act and a comparable measure of student performance on the Academic Achievement indicator under section 1111(c)(4)(B) of the Act for participating schools relative to non-participating schools so that the SEA may validly and reliably aggregate data from the system for purposes of meeting requirements for-- (i) Accountability under sections 1003 and 1111(c) and (d) of the Act, including how the SEA will identify participating and non-participating schools in a consistent manner for comprehensive and targeted | No LEAs or schools were participating in 21-22. | |

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| Regulatory Requirement | Accomplishments in the Reporting Year (2021-22). | Explanation of Delays or Concerns, with a description of a plan to resolve the concern (if applicable). |
|---|--|---|
| support and improvement under section 1111(c)(4)(D) of the Act; and (ii) Reporting on State and LEA report cards under section 1111(h) of the Act. | | |

VI: Training on and Familiarization with the Innovative Assessment System

Describe training provided to teachers, principals and other school leaders, and other stakeholders during the reporting year (2021-22) to implement the innovative assessment system, including the standard administration of the innovative assessments.

| Requirement | Description of Training (be sure to describe the training provided for each activity listed in the left-hand column. You may attach artifacts of the training in lieu of providing a description). |
|--|---|
| <p>Training. Evidence that the SEA or consortium provided training or instructions for standard administration of the innovative assessment system on each of the following activities:</p> <ol style="list-style-type: none"> 1. Standard procedures for administering the IADA assessments (e.g., manual, slides); 2. Administering IADA assessment supports and accommodations to students with disabilities; 3. Administering IADA assessment supports and accommodations to English learners; 4. Hand-scoring constructed responses or essays (e.g., results of exact, adjacent, and discrepant agreement; validity check results; number of read-behind flags); | <p>Our training approach for implementation in Year 1 and Year 2 were successful and we continued with this model in Year 3.</p> <p>Training was provided in 4 forms: (a) Onboarding virtual training led by Navvy Education/Pearson leaders, (b) virtual supplemental training led by Navvy Education/Pearson leaders, (c) redelivery of training provided in (a) and (b) provided by district and school leaders to other leaders and teachers within their district, and (d) web-based training modules created by Navvy Education/Pearson leaders and published for easy access on the Navvy platform.</p> <p>When a new district joins the consortium, Navvy Education/Pearson leaders provide an onboarding training for that district that overviews the administration guidelines and regulations, as well as how to use the system more broadly.</p> <p>In addition to the Navvy onboarding training (see Appendix B Initial Training Agendas) which provides an overview of (1), (2), (3), (5), and (8) and directs districts towards the</p> |

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| Requirement | Description of Training (be sure to describe the training provided for each activity listed in the left-hand column. You may attach artifacts of the training in lieu of providing a description). |
|---|--|
| <p>5. Handling test irregularities during IADA assessment administrations (e.g., test security handbook, test security plan, reports of internal or independent monitoring procedures);</p> <p>6. Conducting external reviewing of IADA items for potential bias (e.g., criteria for review, steps where potential bias is considered, review by external review committee);</p> <p>7. Reviewing IADA items for sensitivity and potential offensiveness (e.g., criteria for review, specifications and rules followed, list of reviewers and expertise);</p> <p>8. Protecting IADA-related personally identifiable information (PII).</p> | <p>Navy Educators Handbook (Handbook; see Appendix C) for more details on administration guidelines and regulations, each district implements local protocol that adheres to the Handbook and provides local training for teachers for (1), (2), (3), (5), and (8) to implement that local protocol in adherence to the Handbook. Every teacher and leader electronically agrees to follow the Handbook prior to being eligible to login to the Navy platform.</p> <p>Navy Education/Pearson leaders were available for all supplemental training requests throughout the year. All additional trainings that were requested by districts were provided by Navy Education/Pearson in Year 3; requests did not exceed resources to provide for the need.</p> <p>(4): School leaders or teachers are not involved in hand-scoring.</p> <p>Navy Education/Pearson provides training to all external reviewers for bias (6) and sensitivity (7).</p> |

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For each of the training topics below, briefly describe all training opportunities that your State provided for teachers, principals, and other school leaders during the reporting year (2021-22). For each training opportunity, report the number of individuals eligible to participate and the number of individuals who actually participated.

A sample data template is provided below. If the data list is long, this may be submitted as an attachment.

| Training Topic | Brief Description of Training Opportunity, Including How Eligibility for the Training was Defined. (You may attach artifacts of the training in lieu of providing a description, such as training slides, sections, or an entire manual). | Number of Eligible Participants by Type (teachers, principals, other school leaders). | Number of Actual Participants by Type (teachers, principals, other school leaders). |
|---|--|---|---|
| <p>(1) Training to familiarize teachers or school staff with the innovative assessment system (e.g., training on goals of innovative assessment system design including alignment to State standards for student learning, highlights of the key differences between the new and existing assessment systems, format, timeline for administration, and reporting)</p> | <p>When a new district joins the consortium, Navy Education/Pearson leaders provide a training for that district to familiarize them with all the system and its implementation.</p> <p>District and school leaders redeliver training provided by Navy Education/Pearson, as well as provide additional training on administration guidelines and regulations.</p> <p>Navy Education/Pearson leaders and consortium leaders are available to answer as-needed questions for new districts implementing Navy.</p> <p>Navy Education/Pearson provides video-based materials within the platform for how to use the system.</p> <p>Navy Education/Pearson led regular meetings with four Teams: Navy</p> | <p>All teachers who teach courses for the subjects and grades for which Navy is being used in the district are eligible for training.</p> <p>All school and district leaders having a role in implementing Navy or using Navy data to inform decision making are eligible for training.</p> | <p>Navy Education/Pearson leaders work with district leaders to format the training according to their preferred professional learning delivery model.</p> <p>Some districts' models included having each teacher who would use Navy in the system attend the Navy-led face-to-face training. Other districts utilized models where Navy leaders provided</p> |

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| Training Topic | Brief Description of Training Opportunity, Including How Eligibility for the Training was Defined. (You may attach artifacts of the training in lieu of providing a description, such as training slides, sections, or an entire manual). | Number of Eligible Participants by Type (teachers, principals, other school leaders). | Number of Actual Participants by Type (teachers, principals, other school leaders). |
|----------------|---|---|---|
| | <p>Leadership Team, Navvy Action Team, Navvy Math Team, and Navvy ELA. During these meetings, follow up questions about Navvy and its goals, purposes, and uses were encouraged.</p> | | <p>training to a smaller set of leaders (district and school administrators including a selection of teachers) who then redelivered training to each teacher who would utilize the system. Each district ensures users (teachers and leaders) of the system in their district are provided the training needed.</p> <p>As a consortium, we did not track participation counts across member districts.</p> <p>We are currently determining as a consortium to have LEAs/schools certify</p> |

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| Training Topic | Brief Description of Training Opportunity, Including How Eligibility for the Training was Defined. (You may attach artifacts of the training in lieu of providing a description, such as training slides, sections, or an entire manual). | Number of Eligible Participants by Type (teachers, principals, other school leaders). | Number of Actual Participants by Type (teachers, principals, other school leaders). |
|--|---|--|---|
| | | | each teacher and leader using the Navvy platform has been trained. |
| (2) Training on test security for the innovative assessment system (e.g., training on handling and distribution of innovative assessment materials, monitoring administration of innovative assessments) | <p>Each school district provided training on test security consistent with the Navvy Educator’s Handbook.</p> <p>Every teacher and leader agrees to following the Handbook prior to being eligible to login to the Navvy platform.</p> | <p>All teachers who teach courses for the subjects and grades for which Navvy is being used in the district are eligible for training.</p> <p>All school and district leaders having a role in implementing Navvy or using Navvy data to inform decision making are eligible for training.</p> | Each district ensures users (teachers and leaders) of the system in their district are provided the training needed beyond initial onboarding training. |
| (3) Training on providing accommodations for students with disabilities in the innovative assessment system (e.g., training on specific types of accommodations that can be made in the presentation, response, timing and/or setting of the innovative assessment to support participation of students with disabilities) | Each school district provided training on providing accommodations consistent with local practices and the Navvy Educator’s Handbook. The initial onboarding training demonstrates how to utilize the technology-based accommodations that require knowledge of the platform. | <p>All teachers who teach courses for the subjects and grades for which Navvy is being used in the district are eligible for training.</p> <p>All school and district leaders having a role in implementing Navvy or using Navvy data to inform decision making are eligible for training.</p> | Each district ensures users (teachers and leaders) of the system in their district are provided the training needed beyond initial onboarding training. |

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| Training Topic | Brief Description of Training Opportunity, Including How Eligibility for the Training was Defined. (You may attach artifacts of the training in lieu of providing a description, such as training slides, sections, or an entire manual). | Number of Eligible Participants by Type (teachers, principals, other school leaders). | Number of Actual Participants by Type (teachers, principals, other school leaders). |
|---|--|---|---|
| (4) Training on providing accommodations for English learner (EL) students in the innovative system (e.g., training on specific types of accommodations that can be made in the presentation, response, timing and/or setting of the innovative assessment to support participation of EL students) | Each school district provided training on providing accommodations consistent with local practices and the Navvy Educator’s Handbook. The initial onboarding training demonstrates how to utilize the technology-based accommodations that require knowledge of the platform. | All teachers who teach courses for the subjects and grades for which Navvy is being used in the district are eligible for training. All school and district leaders having a role in implementing Navvy or using Navvy data to inform decision making are eligible for training. | Each district ensures users (teachers and leaders) of the system in their district are provided the training needed beyond initial onboarding training. |
| (5) Training on using innovative assessment data to inform instruction (e.g., training on analysis and interpretation of individual, subgroup, and/or class-level data for the purposes of identifying struggling students; checking student mastery; adapting instructional resources and/or pacing; differentiating instruction; changing instructional strategies) | When a new district joins the consortium, Navvy Education/Pearson leaders provide a training for that district on how to utilize Navvy data to inform instruction. District and school leaders redeliver training provided by Navvy Education/Pearson as needed. Navvy Education/Pearson leaders and consortium leaders are available to answer as-needed questions. | All teachers who teach courses for the subjects and grades for which Navvy is being used in the district are eligible for training. All school and district leaders having a role in implementing Navvy or using Navvy data to inform decision making are eligible for training. | Navvy Education/Pearson leaders work with district leaders to format the training according to their preferred professional learning delivery model. Some districts’ models included having each teacher who would use Navvy in the system attend the Navvy-led face-to-face training. |

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| Training Topic | Brief Description of Training Opportunity, Including How Eligibility for the Training was Defined. (You may attach artifacts of the training in lieu of providing a description, such as training slides, sections, or an entire manual). | Number of Eligible Participants by Type (teachers, principals, other school leaders). | Number of Actual Participants by Type (teachers, principals, other school leaders). |
|---|---|---|---|
| | <p>Navvy Education/Pearson provides video-based materials within the platform for how to use the system.</p> <p>Navvy Education/Pearson leaders led regular meetings with four Teams: Navvy Leadership Team, Navvy Action Team, Navvy Math Team, and Navvy ELA. During these meetings, on-going discussions about these topics took place.</p> <p>In Year 3, we conducted a series of 48 professional learning (PL) sessions with district leaders and teachers to help answer the question, “What now?” that teachers often ask themselves after Navvy results have identified the groups of students who require differentiated instruction for a particular standard. The PL sessions were conducted by content specialists who were part of the assessment development process for math and ELA. Each grade level had three PL sessions conducted throughout the school year, and each PL session focused on a single standard for the grade level.</p> | | <p>Other districts utilized models where Navvy leaders provided training to a smaller set of leaders (district and school administrators including a selection of teachers) who then redelivered training to each teacher who would utilize the system.</p> <p>Each district ensures users (teachers and leaders) of the system in their district are provided the training needed.</p> |
| (6) Training on using innovative assessments for accountability | When a new district joins the consortium, Navvy Education/Pearson leaders provide a | NA | NA |

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| Training Topic | Brief Description of Training Opportunity, Including How Eligibility for the Training was Defined. (You may attach artifacts of the training in lieu of providing a description, such as training slides, sections, or an entire manual). | Number of Eligible Participants by Type (teachers, principals, other school leaders). | Number of Actual Participants by Type (teachers, principals, other school leaders). |
|---|---|--|--|
| (e.g., training on analysis and interpretation of class and grade- level data for the purposes of informing curricular decisions and allocation of resources to support instruction at the school) | <p>training for that district which overviews the plans for using Navvy as an accountability system as well as a formative assessment system.</p> <p>In Navvy Team meetings, accountability plans and uses of Navvy are discussed.</p> <p>To date, Navvy has not used an accountability system to provide annual summative determinations. Once Navvy is, additional training will be provided.</p> | | |
| (7) Training on using innovative assessments for accountability across student subgroups (e.g., training on analysis and interpretation of subgroup, class, and grade-level data for the purposes of identifying and addressing any gaps between student subgroups) | <p>When a new district joins the consortium, Navvy Education/Pearson leaders provide a training for that district which overviews the plans for using Navvy as an accountability system as well as a formative assessment system.</p> <p>In Navvy Team meetings, accountability plans and uses of Navvy are discussed.</p> <p>To date, Navvy has not used an accountability system to provide annual summative determinations. Once Navvy is, additional training will be provided.</p> | NA | NA |

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Describe how the SEA or consortium familiarized students, parents, and LEA staff with the innovative assessment system during the reporting year (2021-22). Familiarization may include sharing a description of the new innovative assessment system, highlights of the key differences between the innovative and existing assessment systems, initial challenges associated with implementing the new system, and benefits of the innovative assessment system. Examples of familiarizing students and parents include materials that were sent to parents describing the innovative assessment system, agendas of meetings with parents and students to describe the innovative assessment system, and postings about the innovative assessment system on schools’/districts’ websites. Examples of familiarizing LEA staff include materials from meetings to describe the innovative assessment system, agendas and materials from trainings for staff on implementing the innovative assessment system.

The focus of this section is twofold: (a) information the State or consortium provided to students and parents to familiarize them with and acclimate them to the innovative assessment system and (b) support and training the State or consortium provided to LEA staff to familiarize and enable them to implement the innovative assessment system. Familiarizing students, parents, and LEA staff goes beyond the basic parental notification requirement in Section IX.

| SEA or Consortium Takes Action to Familiarize the Following Individuals with the Innovative Assessment System | Description of (a) the Process the State or Consortium used to Familiarize and Acclimate Students and Parents to the Innovative Assessment System and (b) the Support and Training the State or Consortium Provided to LEA Staff to Implement the Innovative Assessment System (be sure to describe the process for each group listed in the left-hand column. You may attach artifacts [e.g., letter to parents, practice IADA items, meeting or training agenda, training session manual/materials] of the actual process in lieu of providing a description). |
|--|--|
| (1) Familiarize and acclimate students and parents to the IADA assessment system | <p>For affiliate members: Each LEA utilized information from trainings provided by Navvy to create parent/family and student communication and to further familiarize families with Navvy. See sample family letter attached (Sample Parent Letter.pdf).</p> <p>Each LEA also supports students being familiarized to the system, utilizing resources from the Navvy platform (Orientation Check and the Student Handbook; see Student Handbook Letter from Navvy.pdf) and well as the classroom teacher’s instruction and guidance.</p> <p>In the 22-23 school year, we are additionally adding (a) a brief video that introduces Navvy to families in their home language, (b) a platform-based series of short videos that explain Navvy for students, to complement a similar series available for educators on the platform, and (c) video-based reporting of student progress in Navvy that will be available for students and families in their home language.</p> |

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(2) Support and train LEA and school staff to implement the IADA assessment system and administer the IADA assessments

The Consortium Process:

- (1) Navvy Education/Pearson provides materials to explain Navvy’s goals, features, and expected outcomes as needed (see Navvy Goals Features Expected Outcomes.pdf; Navvy Assessment System One Pager.pdf) and to compare with other assessment as requested (See Navvy Comparison with Beacon and Interims.pdf).
- (2) When a new district joins the consortium, Navvy Education/Pearson leaders provide a training for that district to familiarize them with all the system and its implementation as well as the Navvy Educators Handbook.
- (3) District and school leaders redeliver training provided by Navvy Education/Pearson to additional LEA staff.
- (4) Navvy Education/Pearson leaders and LEA leaders met on an as-needed basis to discuss the Navvy assessment system features and its implementation.
- (5) Navvy Education/Pearson leaders and consortium leaders are available to answer as-needed questions by fellow district leaders.
- (6) Navvy Education/Pearson provides video-based materials for LEA staff within the platform for how to use the system.

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VII: Use of Innovative Assessment Data

Please describe how teachers, principals, and other school leaders are using the innovative assessment data during the reporting year (2021-22). You may attach artifacts in lieu of providing a description.

In particular:

To the extent the SEA has tracked teacher participation in activities that involve using innovative assessment data to inform instruction, report the percentage of participating teachers who have engaged in these activities. Examples of activities include using the data to identify struggling students, check student mastery, group students to deliver differentiated instruction, or change the pacing of lessons. Note that teachers may participate in activities using assessment data to inform instruction either individually or in teams.

To the extent the SEA has tracked principal and other school leader participation in activities that involve using innovative assessment data to improve accountability, report the percentage of participating principals and other school leaders who have engaged in these activities. Examples of activities include monitoring students' participation rates, evaluation of interim progress against long-term school improvement goals, root cause analysis, action planning, or identifying and addressing gaps between student subgroups.

Navvy is distinct from other psychometrically-supported assessment systems in that it provides more detailed information about what students have learned. In comparison to typically provided grade-level or domain-level information, Navvy's standards-level information is a smaller grain size of information that allows new questions to be asked and answered to navigate student learning. In other words, Navvy's reporting category is at the standard-level instead of domain- or grade-level, and this grain size of information supports new ways teachers and leaders can use assessment results.

Below we share example questions leaders and teachers use Navvy data to answer both throughout the year for real-time decision-making and at the end of the year for school improvement planning. Questions marked with an asterisk (*) can be asked and answered once Navvy has been used in a district for more than one school year. Once Navvy is used in lieu of the current state assessment system, questions marked with two asterisks (**) will be able to be asked and answered.

We did not track percentages of teachers and leaders utilizing Navvy results in this way. From extensive conversations and close collaboration as a consortium, we have a shared understanding of the following uses of Navvy data and plans for using Navvy data:

District and school administrators use Navvy data to answer questions such as the following:

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- On which standards should district-level or school-level instructional professional learning for teachers be targeted to help increase student learning?
 - Example: Which 3 math standards are most challenging for the 4th grade students in our district?
 - Example: Which 3 ELA standards are most challenging for the 9th grade students in our school?
- How can we leverage instructional expertise within our district or school to support learning challenging standards?
 - Example: In my district, which school is having the greatest success in teaching these 3 most challenging standards? Can they offer insights for professional development for teachers in other schools?
 - Example: Which teacher is having the greatest success in teaching these 3 most challenging standards? Can they offer insights for professional development for other teachers?
- How is student learning progressing across the year?
 - Example: What % of standards have students learned by October? Is that on pace with last year, or ahead of pace?*
 - Example: What % of standards have students learned by December? Is that on pace with last year, or ahead of pace?*
 - Example: What % of students in February have already met the standard competency % threshold to be classified as at least Proficient at the end of the year?***
 - Example: What % of students in January are on-track to be classified Proficient at the end of the year?***

Teachers use Navvy dashboards and reports to answer questions such as these:

- On which standards are my class struggling with as a whole?
 - Are students in other classes in my school also struggling to learn these standards? Is there another teacher having success in teaching this standard I can talk with?
 - Which part of the standard are students struggling with the most?
- For each standard, which of my students need additional support to learn the standard? (Making meaningful groups for differentiated instruction)
- For each student, which standard do they need support with the most? (Personalize instruction for each student)
- How many, or which, additional standards does this student need to learn to be classified as Proficient at the end of the year?***
- For each student, which prior grade(s) standard(s) are they unfinished learning and need additional support to learn?*

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VIII: Changes in Consortium Governance or Membership (if applicable).

Describe any changes in the Consortium governance structure, roles and responsibilities, or membership, during the reporting year (2021-22), or any changes anticipated in the future.

Beyond the acquisition of Navvy by Pearson described above, no changes were made in Year 3 and no changes are planned for Year 4.

IX: Parental Notification

Describe how the SEA or Consortium is ensuring that each participating LEA informs parents of all students in participating schools about the innovative assessment, including the grades and subjects in which the innovative assessment will be administered, and, consistent with section 1112(e)(2)(B) of the Act, **at the beginning of each school year** during which an innovative assessment will be implemented. Such information must be--

- (i) In an understandable and uniform format;
- (ii) To the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent; and
- (iii) Upon request by a parent who is an individual with a disability as defined by the Americans with Disabilities Act, provided in an alternative format accessible to that parent.

As in Year 1-2, school districts utilized Navvy for instructional purposes and for purposes of collecting comparability data for the IADA pilot. No school district was authorized to use the Navvy assessment system for accountability purposes. Each school district leadership team communicated to parents and guardians of their students about their district's use the Navvy assessment system. Through regular Navvy/Cosortium meetings, Navvy Education/Pearson and consortium leaders provided information as needed to facilitate district leaders' communication to stakeholders in their district including parents.

X: Assurances

If the innovative assessment system will initially be administered in a subset of LEAs or schools in a State, please attach an assurance from the SEA that affirms it has collected assurances from each participating LEA that the LEA will comply with all requirements of this section.

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XI: Budget

Please describe any changes to the budget that vary from the approved application budget.

No changes have been made in the planned budget.

XII: Certification

To the best of my knowledge and belief, all data in this annual performance report are true and correct and the report fully discloses all known weaknesses concerning the accuracy, reliability, and completeness of the data.

Name of Authorized Representative:

Title:

Click here to enter text.

Click here to enter text.

Signature:

Date (*month/day/year*):

Click here to enter text.

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Putnam Consortium Appendices

| System Name | School Name | 19-20 Participation | 20-21 Participation | 21-22 Participation | 22-23 Participation | Enrollment | Asian/ Pacific Islander | American Indian/ Alaskan | Black | Hispanic | Multi racial | White | Economically Disadvantaged | SWD | ELL | 2017 School Grade | 2018 School Grade | 2019 School Grade | 2020 School Grade | 2021 School Grade | 2017 CCPI Score | 2018 CCPI Score | 2019 CCPI Score | 2020 CCPI Score | 2021 CCPI Score |
|------------------|---|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|------------|-------------------------------|--------------------------------|-------|----------|--------------|-------|-------------------------------|------|-----|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Ben Hill County | Ben Hill Elementary School | Math and ELA, All eligible grades | Math and ELA, All eligible grades | Math and ELA, All eligible grades | Math and ELA, All eligible grades | 620 | 0 | 0 | 44 | 11 | 3 | 42 | 89 | 9.5 | 8 | D | F | D | NA | NA | 61.9 | 48.5 | 68.4 | NA | NA |
| Ben Hill County | Ben Hill Middle School | Math and ELA, All eligible grades | Math and ELA, All eligible grades | Math and ELA, All eligible grades | Math and ELA, All eligible grades | 620 | 0 | 0 | 43 | 19 | 3 | 49 | 89 | 10.0 | 5 | D | F | NA | NA | 64.9 | 57.7 | 59.1 | NA | NA | |
| Ben Hill County | Briggard High School | Math and ELA, All eligible grades | Math and ELA, All eligible grades | Math and ELA, All eligible grades | Math and ELA, All eligible grades | 796 | 1 | 0 | 15 | 15 | 36 | 65 | 14.2 | 1 | D | F | D | NA | NA | 65.2 | 58.5 | 58.5 | NA | NA | |
| Calhoun City | Calhoun Elementary School | Math and ELA, All eligible grades | Math and ELA, All eligible grades | Math and ELA, All eligible grades | Math and ELA, All eligible grades | 1737 | 2 | 0 | 6 | 37 | 5 | 49 | 62 | 9.4 | 25 | C | B | F | NA | NA | 75.5 | 82.4 | 49.3 | NA | NA |
| Calhoun City | Calhoun High School | Math and ELA, All eligible grades | Math and ELA, All eligible grades | Math and ELA, All eligible grades | Math and ELA, All eligible grades | 1239 | 3 | 0 | 5 | 37 | 4 | 56 | 46 | 8.6 | 7 | C | F | D | NA | NA | 76.8 | 74.7 | 67.7 | NA | NA |
| Calhoun City | Calhoun Middle School | Math and ELA, All eligible grades | Math and ELA, All eligible grades | Math and ELA, All eligible grades | Math and ELA, All eligible grades | 989 | 2 | 0 | 7 | 37 | 3 | 51 | 55 | 12.6 | 19 | D | D | F | NA | NA | 63.4 | 68.4 | 52.4 | NA | NA |
| Candler County | Metter Elementary School | Math and ELA, All eligible grades | Math and ELA, All eligible grades | Math and ELA, All eligible grades | Math and ELA, All eligible grades | 989 | 1 | 0 | 28 | 22 | 4 | 45 | 84 | 15.1 | 4 | D | C | D | NA | NA | 63.7 | 72.8 | 64.6 | NA | NA |
| Candler County | Metter Middle School | Math and ELA, All eligible grades | Math and ELA, All eligible grades | Math and ELA, All eligible grades | Math and ELA, All eligible grades | 989 | 1 | 0 | 28 | 22 | 4 | 45 | 84 | 15.1 | 4 | D | C | D | NA | NA | 63.7 | 72.8 | 64.6 | NA | NA |
| Chattooga County | Chattooga High School | Math, All eligible grades | Math, All eligible grades | Math, All eligible grades | Math, All eligible grades | 687 | 0 | 0 | 8 | 7 | 5 | 80 | 62 | 17 | 1 | C | C | C | NA | NA | 70.2 | 71.3 | 78.8 | NA | NA |
| Chattooga County | Cook Elementary School | Math and ELA, All eligible grades | Math and ELA, All eligible grades | Math and ELA, All eligible grades | Math and ELA, All eligible grades | 674 | 1 | 0 | 29 | 12 | 4 | 54 | 83 | 13.2 | 6 | F | D | D | NA | NA | 58.8 | 62 | 69.7 | NA | NA |
| Chattooga County | Cook Middle School | Math and ELA, All eligible grades | Math and ELA, All eligible grades | Math and ELA, All eligible grades | Math and ELA, All eligible grades | 750 | 0 | 0 | 19 | 18 | 2 | 49 | 67 | 67 | 11 | F | C | C | NA | NA | 74.5 | 71.2 | 79 | NA | NA |
| Dougherty County | Albany Middle School | Math and ELA, All eligible grades | Math and ELA, All eligible grades | Math and ELA, All eligible grades | Math and ELA, All eligible grades | 997 | 0 | 0 | 92 | 3 | 2 | 1 | 100 | 13.9 | 1 | D | F | D | NA | NA | 67.2 | 53.4 | 61 | NA | NA |
| Dougherty County | Alice Cochran Elementary School | Math and ELA, All eligible grades | Math and ELA, All eligible grades | Math and ELA, All eligible grades | Math and ELA, All eligible grades | 460 | 0 | 0 | 95 | 0 | 1 | 4 | 100 | 11.5 | 0 | F | F | F | NA | NA | 50.7 | 47.5 | 57.7 | NA | NA |
| Dougherty County | Dougherty Comprehensive High School | Math and ELA, All eligible grades | Math and ELA, All eligible grades | Math and ELA, All eligible grades | Math and ELA, All eligible grades | 1109 | 0 | 0 | 90 | 4 | 2 | 3 | 100 | 13.1 | 1 | D | C | D | NA | NA | 60.9 | 51.9 | 48.2 | NA | NA |
| Dougherty County | International Studies Elementary Charter School | Math and ELA, All eligible grades | Math and ELA, All eligible grades | Math and ELA, All eligible grades | Math and ELA, All eligible grades | 416 | 0 | 0 | 74 | 20 | 1 | 5 | 100 | 6.3 | 17 | C | B | C | NA | NA | 76.1 | 82.6 | 73.7 | NA | NA |
| Dougherty County | Lake Park Elementary School | Math and ELA, All eligible grades | Math and ELA, All eligible grades | Math and ELA, All eligible grades | Math and ELA, All eligible grades | 448 | 1 | 0 | 57 | 2 | 5 | 34 | 100 | 9 | 3 | C | B | C | NA | NA | 74.3 | 88.8 | 76.2 | NA | NA |
| Dougherty County | Lamar Beas Magnon School of the Arts | Math and ELA, All eligible grades | Math and ELA, All eligible grades | Math and ELA, All eligible grades | Math and ELA, All eligible grades | 405 | 0 | 0 | 97 | 0 | 1 | 1 | 100 | 5.7 | 0 | D | C | D | NA | NA | 65.5 | 75.5 | 66 | NA | NA |
| Dougherty County | Lincoln Elementary Magnet School | Math and ELA, All eligible grades | Math and ELA, All eligible grades | Math and ELA, All eligible grades | Math and ELA, All eligible grades | 540 | 0 | 0 | 97 | 1 | 1 | 1 | 100 | 1.5 | 1 | C | B | C | NA | NA | 72.9 | 83.2 | 78.6 | NA | NA |
| Dougherty County | Live Oak Elementary School | Math and ELA, All eligible grades | Math and ELA, All eligible grades | Math and ELA, All eligible grades | Math and ELA, All eligible grades | 667 | 0 | 0 | 88 | 4 | 4 | 4 | 100 | 10.6 | 3 | F | D | D | NA | NA | 50.1 | 67.2 | 67.8 | NA | NA |
| Dougherty County | Martin Luther King, Jr. Elementary School | Math and ELA, All eligible grades | Math and ELA, All eligible grades | Math and ELA, All eligible grades | Math and ELA, All eligible grades | 407 | 0 | 0 | 95 | 1 | 2 | 2 | 100 | 12.5 | 0 | F | F | F | NA | NA | 56.5 | 51 | 45.9 | NA | NA |
| Dougherty County | Merry Acres Middle School | Math and ELA, All eligible grades | Math and ELA, All eligible grades | Math and ELA, All eligible grades | Math and ELA, All eligible grades | 715 | 0 | 0 | 92 | 2 | 2 | 4 | 100 | 15.9 | 1 | D | D | D | NA | NA | 62.8 | 66 | 64.6 | NA | NA |
| Dougherty County | Monroe Comprehensive High School | Math and ELA, All eligible grades | Math and ELA, All eligible grades | Math and ELA, All eligible grades | Math and ELA, All eligible grades | 1090 | 0 | 0 | 95 | 2 | 1 | 2 | 100 | 13.9 | 1 | C | D | D | NA | NA | 72.2 | 62.2 | 64.8 | NA | NA |
| Dougherty County | Morningside Elementary School | Math and ELA, All eligible grades | Math and ELA, All eligible grades | Math and ELA, All eligible grades | Math and ELA, All eligible grades | 322 | 0 | 0 | 91 | 3 | 2 | 3 | 100 | 9.9 | 2 | F | D | D | NA | NA | 55.6 | 65 | 62.9 | NA | NA |
| Dougherty County | Northside Elementary School | Math and ELA, All eligible grades | Math and ELA, All eligible grades | Math and ELA, All eligible grades | Math and ELA, All eligible grades | 328 | 0 | 0 | 91 | 1 | 4 | 5 | 100 | 20.7 | 0 | F | F | D | NA | NA | 53.2 | 58.8 | 63.8 | NA | NA |
| Dougherty County | Radium Springs Elementary School | Math and ELA, All eligible grades | Math and ELA, All eligible grades | Math and ELA, All eligible grades | Math and ELA, All eligible grades | 438 | 0 | 0 | 83 | 8 | 3 | 8 | 100 | 10.7 | 5 | D | D | C | NA | NA | 65.6 | 67.9 | 70.6 | NA | NA |
| Dougherty County | Radium Springs Middle Magnet School of the Arts | Math and ELA, All eligible grades | Math and ELA, All eligible grades | Math and ELA, All eligible grades | Math and ELA, All eligible grades | 906 | 0 | 0 | 90 | 6 | 1 | 3 | 100 | 15.3 | 5 | F | F | F | NA | NA | 52.9 | 49.2 | 48.9 | NA | NA |
| Dougherty County | Robert A. Cross Middle Magnet School | Math and ELA, All eligible grades | Math and ELA, All eligible grades | Math and ELA, All eligible grades | Math and ELA, All eligible grades | 630 | 1 | 0 | 87 | 4 | 2 | 5 | 100 | 0.3 | 1 | A | B | A | NA | NA | 101.5 | 84.2 | 94.5 | NA | NA |
| Dougherty County | Robert H. Harvey Elementary School | Math and ELA, All eligible grades | Math and ELA, All eligible grades | Math and ELA, All eligible grades | Math and ELA, All eligible grades | 468 | 0 | 0 | 98 | 1 | 0 | 0 | 100 | 10 | 0 | F | F | F | NA | NA | 54.9 | 51.2 | 52.7 | NA | NA |
| Dougherty County | Shenwood Acres Elementary School | Math and ELA, All eligible grades | Math and ELA, All eligible grades | Math and ELA, All eligible grades | Math and ELA, All eligible grades | 530 | 1 | 0 | 85 | 6 | 2 | 6 | 100 | 12.1 | 5 | D | D | C | NA | NA | 61.2 | 68.8 | 75.5 | NA | NA |
| Dougherty County | Turner Elementary School | Math and ELA, All eligible grades | Math and ELA, All eligible grades | Math and ELA, All eligible grades | Math and ELA, All eligible grades | 385 | 0 | 0 | 90 | 5 | 2 | 3 | 100 | 15.3 | 5 | F | C | D | NA | NA | 62.2 | 70 | 64.2 | NA | NA |
| Dougherty County | West Dougherty Elementary School | Math and ELA, All eligible grades | Math and ELA, All eligible grades | Math and ELA, All eligible grades | Math and ELA, All eligible grades | 465 | 0 | 0 | 85 | 0 | 1 | 0 | 100 | 15.6 | 0 | C | D | C | NA | NA | 65.9 | 65.9 | 65.9 | NA | NA |
| Dougherty County | Westover Comprehensive High School | Math and ELA, All eligible grades | Math and ELA, All eligible grades | Math and ELA, All eligible grades | Math and ELA, All eligible grades | 1123 | 1 | 0 | 89 | 2 | 2 | 6 | 100 | 9.4 | 1 | D | D | C | NA | NA | 59.9 | 68.3 | 75.3 | NA | NA |
| Echols County | Echols County Elementary/Middle School | Math and ELA, All eligible grades | Math and ELA, All eligible grades | Math and ELA, All eligible grades | Math and ELA, All eligible grades | 585 | 0 | 0 | 3 | 50 | 1 | 46 | 91 | 8.2 | 32 | C | B | A | NA | NA | 74.1 | 77.1 | 81.3 | NA | NA |
| Echols County | Echols Middle School | Math and ELA, All eligible grades | Math and ELA, All eligible grades | Math and ELA, All eligible grades | Math and ELA, All eligible grades | 1217 | 0 | 0 | 4 | 4 | 8 | 79 | 81 | 7.9 | 18 | B | B | B | NA | NA | 66.2 | 66.2 | 66.2 | NA | NA |
| Emanuel County | Emanuel County Institute | Math and ELA, All eligible grades | Math and ELA, All eligible grades | Math and ELA, All eligible grades | Math and ELA, All eligible grades | 623 | 1 | 0 | 29 | 4 | 3 | 63 | 87 | 12.7 | 1 | D | C | B | NA | NA | 63.6 | 77.8 | 81.6 | NA | NA |
| Emanuel County | Swainboro Elementary School | Math and ELA, All eligible grades | Math and ELA, All eligible grades | Math and ELA, All eligible grades | Math and ELA, All eligible grades | 644 | 1 | 0 | 45 | 10 | 4 | 41 | 87 | 15.8 | 8 | F | D | D | NA | NA | 58.2 | 62 | 62.7 | NA | NA |
| Emanuel County | Swainboro Middle School | Math and ELA, All eligible grades | Math and ELA, All eligible grades | Math and ELA, All eligible grades | Math and ELA, All eligible grades | 695 | 1 | 0 | 47 | 9 | 4 | 39 | 87 | 19.8 | 7 | F | D | F | NA | NA | 78.4 | 82.9 | 84.8 | NA | NA |
| Emanuel County | Swainboro Primary School | Math and ELA, All eligible grades | Math and ELA, All eligible grades | Math and ELA, All eligible grades | Math and ELA, All eligible grades | 661 | 1 | 0 | 47 | 9 | 3 | 40 | 87 | 17.1 | 5 | F | D | F | NA | NA | 58.9 | 67 | 56 | NA | NA |
| Emanuel County | Wain City Elementary School | Math and ELA, All eligible grades | Math and ELA, All eligible grades | Math and ELA, All eligible grades | Math and ELA, All eligible grades | 661 | 1 | 0 | 47 | 9 | 3 | 40 | 87 | 17.1 | 5 | F | D | F | NA | NA | 58.9 | 67 | 56 | NA | NA |
| Emanuel County | Braithorn Elementary School | Math, Grade 4 | Math, Grade 4 | Math, Grade 4 | Math, Grade 4 | 493 | 6 | 0 | 5 | 7 | 5 | 77 | 7 | 9.5 | 3 | B | A | A | NA | NA | 86.7 | 93.7 | 92.2 | NA | NA |
| Fayette County | Cleveland Elementary School | Math, Grade 4 | Math, Grade 4 | Math, Grade 4 | Math, Grade 4 | 393 | 6 | 0 | 43 | 17 | 9 | 25 | 47 | 11.5 | 9 | C | D | C | NA | NA | 77 | 69.2 | 79.8 | NA | NA |
| Fayette County | Graboway Elementary School | Math, Grade 4 | Math, Grade 4 | Math, Grade 4 | Math, Grade 4 | 322 | 0 | 0 | 16 | 3 | 63 | 13 | 33 | 9.7 | 8 | F | F | F | NA | NA | 82.8 | 88.9 | 81.8 | NA | NA |
| Fayette County | Fayette County High School | Math, All eligible grades | Math, All eligible grades | Math, All eligible grades | Math, All eligible grades | 1368 | 7 | 0 | 62 | 13 | 5 | 23 | 36 | 14.6 | 3 | B | B | C | NA | NA | 82.9 | 81.6 | 76 | NA | NA |
| Fayette County | Fayetteville Elementary School | Math, Grade 4 | Math, Grade 4 | Math, Grade 4 | Math, Grade 4 | 463 | 3 | 0 | 59 | 15 | 8 | 52 | 95 | 6 | 6 | B | D | C | NA | NA | 81.9 | 68.2 | 79.7 | NA | NA |
| Fayette County | Russellville Elementary School | Math, Grade 4 | Math, Grade 4 | Math, Grade 4 | Math, Grade 4 | 633 | 6 | 0 | 4 | 6 | 62 | 13 | 30 | 10.3 | 4 | B | A | B | NA | NA | 90.6 | 83.1 | 84.8 | NA | NA |
| Fayette County | Inman Elementary School | Math, Grade 4 | Math, Grade 4 | Math, Grade 4 | Math, Grade 4 | 564 | 3 | 0 | 28 | 11 | 10 | 48 | 28 | 10.8 | 4 | B | B | C | NA | NA | 80.9 | 88.7 | 79.1 | NA | NA |
| Fayette County | Kidron Elementary School | Math, Grade 4 | Math, Grade 4 | Math, Grade 4 | Math, Grade 4 | 639 | 10 | 1 | 11 | 10 | 6 | 45 | 21 | 7.8 | 13 | A | B | A | NA | NA | 95.8 | 95.8 | 87.2 | NA | NA |
| Fayette County | Mcintosh School | Math, All eligible grades | Math, All eligible grades | Math, All eligible grades | Math, All eligible grades | 1154 | 11 | 0 | 11 | 13 | 60 | 76 | 13 | 7.6 | 4 | B | A | B | NA | NA | 89.9 | 87 | 94 | NA | NA |
| Fayette County | North Fayette Elementary School | Math, Grade 4 | Math, Grade 4 | Math, Grade 4 | Math, Grade 4 | 590 | 4 | 0 | 63 | 18 | 8 | 7 | 57 | 8.6 | 11 | C | B | B | NA | NA | 78.3 | 82.8 | 86.3 | NA | NA |
| Fayette County | Oak Grove Elementary School | Math, Grade 4 | Math, Grade 4 | Math, Grade 4 | Math, Grade 4 | 480 | 13 | 0 | 15 | 16 | 7 | 62 | 30 | 10.4 | 10 | A | B | A | NA | NA | 93.9 | 83.4 | 96 | NA | NA |
| Fayette County | Peachtree City Elementary School | Math, Grade 4 | Math, Grade 4 | Math, Grade 4 | Math, Grade 4 | 600 | 22 | 0 | 10 | 15 | 10 | 55 | 14 | 10 | 16 | A | A | A | NA | NA | 96.7 | 106 | 97 | NA | NA |
| Fayette County | Pegleg Elementary School | Math, Grade 4 | Math, Grade 4 | Math, Grade 4 | Math, Grade 4 | 741 | 6 | 0 | 4 | 10 | 4 | 77 | 9 | 8.9 | 4 | A</ | | | | | | | | | |



What's Next?

Professional Learning Session: ELA

October 18, 2021

9:00-9:50 am

AGENDA

I. Review of the Focus Standard: 3.RL.3

- What does the focus standard entail?
- What are its components?
- What do terms in the standard language mean?

II. Vertical and Horizontal Alignment

- How is the focus standard related to other standards?
- What is changing from grade to grade? Or across standards within the grade?
- How does this alignment impact measuring/assessing the standard?

III. Teaching Activity

- What activity/lesson/strategy can I use in my classroom to support learning for this standard for students who demonstrated non-competency?
- How do I implement this activity?

IV. Exit Survey



What's Next?

Professional Learning Session: ELA

October 18, 2021

10:00-10:50 am

AGENDA

I. Review of the Focus Standard: 4.RL.3

- What does the focus standard entail?
- What are its components?
- What do terms in the standard language mean?

II. Vertical and Horizontal Alignment

- How is the focus standard related to other standards?
- What is changing from grade to grade? Or across standards within the grade?
- How does this alignment impact measuring/assessing the standard?

III. Teaching Activity

- What activity/lesson/strategy can I use in my classroom to support learning for this standard for students who demonstrated non-competency?
- How do I implement this activity?

IV. Exit Survey



What's Next?

Professional Learning Session: ELA

October 18, 2021

12:00-12:50 pm

AGENDA

I. Review of the Focus Standard: 5.RL.3

- What does the focus standard entail?
- What are its components?
- What do terms in the standard language mean?

II. Vertical and Horizontal Alignment

- How is the focus standard related to other standards?
- What is changing from grade to grade? Or across standards within the grade?
- How does this alignment impact measuring/assessing the standard?

III. Teaching Activity

- What activity/lesson/strategy can I use in my classroom to support learning for this standard for students who demonstrated non-competency?
- How do I implement this activity?

IV. Exit Survey



What's Next?

Professional Learning Session: ELA

October 18, 2021

9:00-9:50 am

AGENDA

I. Review of the Focus Standard: 6.RL.2

- What does the focus standard entail?
- What are its components?
- What do terms in the standard language mean?

II. Vertical and Horizontal Alignment

- How is the focus standard related to other standards?
- What is changing from grade to grade? Or across standards within the grade?
- How does this alignment impact measuring/assessing the standard?

III. Teaching Activity

- What activity/lesson/strategy can I use in my classroom to support learning for this standard for students who demonstrated non-competency?
- How do I implement this activity?

IV. Exit Survey



What's Next?

Professional Learning Session: ELA

October 18, 2021

11:00-11:50 am

AGENDA

I. Review of the Focus Standard: 7.RL.2

- What does the focus standard entail?
- What are its components?
- What do terms in the standard language mean?

II. Vertical and Horizontal Alignment

- How is the focus standard related to other standards?
- What is changing from grade to grade? Or across standards within the grade?
- How does this alignment impact measuring/assessing the standard?

III. Teaching Activity

- What activity/lesson/strategy can I use in my classroom to support learning for this standard for students who demonstrated non-competency?
- How do I implement this activity?

IV. Exit Survey



What's Next?

Professional Learning Session: ELA

October 18, 2021

12:00-12:50 pm

AGENDA

I. Review of the Focus Standard: 8.RL.2

- What does the focus standard entail?
- What are its components?
- What do terms in the standard language mean?

II. Vertical and Horizontal Alignment

- How is the focus standard related to other standards?
- What is changing from grade to grade? Or across standards within the grade?
- How does this alignment impact measuring/assessing the standard?

III. Teaching Activity

- What activity/lesson/strategy can I use in my classroom to support learning for this standard for students who demonstrated non-competency?
- How do I implement this activity?

IV. Exit Survey



What's Next?

Professional Learning Session: ELA

October 18, 2021

10:00-10:50 am

AGENDA

I. Review of the Focus Standard: 9-10.RL.5

- What does the focus standard entail?
- What are its components?
- What do terms in the standard language mean?

II. Vertical and Horizontal Alignment

- How is the focus standard related to other standards?
- What is changing from grade to grade? Or across standards within the grade?
- How does this alignment impact measuring/assessing the standard?

III. Teaching Activity

- What activity/lesson/strategy can I use in my classroom to support learning for this standard for students who demonstrated non-competency?
- How do I implement this activity?

IV. Exit Survey



What's Next?

Professional Learning Session: ELA

October 18, 2021

1:00-1:50 pm

AGENDA

I. Review of the Focus Standard: 11-12.RL.5

- What does the focus standard entail?
- What are its components?
- What do terms in the standard language mean?

II. Vertical and Horizontal Alignment

- How is the focus standard related to other standards?
- What is changing from grade to grade? Or across standards within the grade?
- How does this alignment impact measuring/assessing the standard?

III. Teaching Activity

- What activity/lesson/strategy can I use in my classroom to support learning for this standard for students who demonstrated non-competency?
- How do I implement this activity?

IV. Exit Survey



What's Next?

Professional Learning Session: ELA

November 15, 2021

12:00-12:50 pm

AGENDA

I. Review of the Focus Standard: 3.IN.7

- What does the focus standard entail?
- What are its components?
- What do terms in the standard language mean?

II. Vertical and Horizontal Alignment

- How is the focus standard related to other standards?
- What is changing from grade to grade? Or across standards within the grade?
- How does this alignment impact measuring/assessing the standard?

III. Teaching Activity

- What activity/lesson/strategy can I use in my classroom to support learning for this standard for students who demonstrated non-competency?
- How do I implement this activity?

IV. Exit Survey



What's Next?

Professional Learning Session: ELA

November 15, 2021

10:00-10:50 am

AGENDA

I. Review of the Focus Standard: 4.IN.7

- What does the focus standard entail?
- What are its components?
- What do terms in the standard language mean?

II. Vertical and Horizontal Alignment

- How is the focus standard related to other standards?
- What is changing from grade to grade? Or across standards within the grade?
- How does this alignment impact measuring/assessing the standard?

III. Teaching Activity

- What activity/lesson/strategy can I use in my classroom to support learning for this standard for students who demonstrated non-competency?
- How do I implement this activity?

IV. Exit Survey



What's Next?

Professional Learning Session: ELA

November 15, 2021

9:00-9:50 am

AGENDA

I. Review of the Focus Standard: 5.IN.7

- What does the focus standard entail?
- What are its components?
- What do terms in the standard language mean?

II. Vertical and Horizontal Alignment

- How is the focus standard related to other standards?
- What is changing from grade to grade? Or across standards within the grade?
- How does this alignment impact measuring/assessing the standard?

III. Teaching Activity

- What activity/lesson/strategy can I use in my classroom to support learning for this standard for students who demonstrated non-competency?
- How do I implement this activity?

IV. Exit Survey



What's Next?

Professional Learning Session: ELA

November 11, 2021

10:00-10:50 am

AGENDA

I. Review of the Focus Standard: 6.IN.9

- What does the focus standard entail?
- What are its components?
- What do terms in the standard language mean?

II. Vertical and Horizontal Alignment

- How is the focus standard related to other standards?
- What is changing from grade to grade? Or across standards within the grade?
- How does this alignment impact measuring/assessing the standard?

III. Teaching Activity

- What activity/lesson/strategy can I use in my classroom to support learning for this standard for students who demonstrated non-competency?
- How do I implement this activity?

IV. Exit Survey



What's Next?

Professional Learning Session: ELA

November 11, 2021

11:00-11:50 am

AGENDA

I. Review of the Focus Standard: 7.IN.9

- What does the focus standard entail?
- What are its components?
- What do terms in the standard language mean?

II. Vertical and Horizontal Alignment

- How is the focus standard related to other standards?
- What is changing from grade to grade? Or across standards within the grade?
- How does this alignment impact measuring/assessing the standard?

III. Teaching Activity

- What activity/lesson/strategy can I use in my classroom to support learning for this standard for students who demonstrated non-competency?
- How do I implement this activity?

IV. Exit Survey



What's Next?

Professional Learning Session: ELA

November 11, 2021

9:00-9:50 am

AGENDA

I. Review of the Focus Standard: 8.IN.6

- What does the focus standard entail?
- What are its components?
- What do terms in the standard language mean?

II. Vertical and Horizontal Alignment

- How is the focus standard related to other standards?
- What is changing from grade to grade? Or across standards within the grade?
- How does this alignment impact measuring/assessing the standard?

III. Teaching Activity

- What activity/lesson/strategy can I use in my classroom to support learning for this standard for students who demonstrated non-competency?
- How do I implement this activity?

IV. Exit Survey



What's Next?

Professional Learning Session: ELA

November 11, 2021

12:00-12:50 pm

AGENDA

I. Review of the Focus Standard: 9-10.IN.6

- What does the focus standard entail?
- What are its components?
- What do terms in the standard language mean?

II. Vertical and Horizontal Alignment

- How is the focus standard related to other standards?
- What is changing from grade to grade? Or across standards within the grade?
- How does this alignment impact measuring/assessing the standard?

III. Teaching Activity

- What activity/lesson/strategy can I use in my classroom to support learning for this standard for students who demonstrated non-competency?
- How do I implement this activity?

IV. Exit Survey



What's Next?

Professional Learning Session: ELA

November 11, 2021

1:00-1:50 pm

AGENDA

I. Review of the Focus Standard: 11-12.IN.6

- What does the focus standard entail?
- What are its components?
- What do terms in the standard language mean?

II. Vertical and Horizontal Alignment

- How is the focus standard related to other standards?
- What is changing from grade to grade? Or across standards within the grade?
- How does this alignment impact measuring/assessing the standard?

III. Teaching Activity

- What activity/lesson/strategy can I use in my classroom to support learning for this standard for students who demonstrated non-competency?
- How do I implement this activity?

IV. Exit Survey



What's Next?

Professional Learning Session: ELA

January 19, 2021

9:00-9:50 am

AGENDA

I. Review of the Focus Standard: 3rd Grade Narrative Writing

- What does the focus standard entail?
- What are its components?
- What do terms in the standard language mean?

II. Vertical and Horizontal Alignment

- How is the focus standard related to other standards?
- What is changing from grade to grade? Or across standards within the grade?
- How does this alignment impact measuring/assessing the standard?

III. Teaching Activity

- What activity/lesson/strategy can I use in my classroom to support learning for this standard for students who demonstrated non-competency?
- How do I implement this activity?

IV. Exit Survey



What's Next?

Professional Learning Session: ELA

January 19, 2021

10:00-10:50 am

AGENDA

I. Review of the Focus Standard: 4th Grade Narrative Writing

- What does the focus standard entail?
- What are its components?
- What do terms in the standard language mean?

II. Vertical and Horizontal Alignment

- How is the focus standard related to other standards?
- What is changing from grade to grade? Or across standards within the grade?
- How does this alignment impact measuring/assessing the standard?

III. Teaching Activity

- What activity/lesson/strategy can I use in my classroom to support learning for this standard for students who demonstrated non-competency?
- How do I implement this activity?

IV. Exit Survey



What's Next?

Professional Learning Session: ELA

January 19, 2021

12:00-12:50 pm

AGENDA

I. Review of the Focus Standard: 5th Grade Narrative Writing

- What does the focus standard entail?
- What are its components?
- What do terms in the standard language mean?

II. Vertical and Horizontal Alignment

- How is the focus standard related to other standards?
- What is changing from grade to grade? Or across standards within the grade?
- How does this alignment impact measuring/assessing the standard?

III. Teaching Activity

- What activity/lesson/strategy can I use in my classroom to support learning for this standard for students who demonstrated non-competency?
- How do I implement this activity?

IV. Exit Survey



What's Next?

Professional Learning Session: ELA

January 20, 2021

9:00-9:50 am

AGENDA

I. Review of the Focus Standard: 6th Grade Narrative Writing

- What does the focus standard entail?
- What are its components?
- What do terms in the standard language mean?

II. Vertical and Horizontal Alignment

- How is the focus standard related to other standards?
- What is changing from grade to grade? Or across standards within the grade?
- How does this alignment impact measuring/assessing the standard?

III. Teaching Activity

- What activity/lesson/strategy can I use in my classroom to support learning for this standard for students who demonstrated non-competency?
- How do I implement this activity?

IV. Exit Survey



What's Next?

Professional Learning Session: ELA

January 20, 2021

10:00-10:50 am

AGENDA

I. Review of the Focus Standard: 7th Grade Narrative Writing

- What does the focus standard entail?
- What are its components?
- What do terms in the standard language mean?

II. Vertical and Horizontal Alignment

- How is the focus standard related to other standards?
- What is changing from grade to grade? Or across standards within the grade?
- How does this alignment impact measuring/assessing the standard?

III. Teaching Activity

- What activity/lesson/strategy can I use in my classroom to support learning for this standard for students who demonstrated non-competency?
- How do I implement this activity?

IV. Exit Survey



What's Next?

Professional Learning Session: ELA

January 20, 2021

11:00-11:50 am

AGENDA

I. Review of the Focus Standard: 8th Grade Narrative Writing

- What does the focus standard entail?
- What are its components?
- What do terms in the standard language mean?

II. Vertical and Horizontal Alignment

- How is the focus standard related to other standards?
- What is changing from grade to grade? Or across standards within the grade?
- How does this alignment impact measuring/assessing the standard?

III. Teaching Activity

- What activity/lesson/strategy can I use in my classroom to support learning for this standard for students who demonstrated non-competency?
- How do I implement this activity?

IV. Exit Survey



What's Next?

Professional Learning Session: ELA

January 19, 2021

12:00-12:50 pm

AGENDA

I. Review of the Focus Standard: 9-10th Grade Writing

- What does the focus standard entail?
- What are its components?
- What do terms in the standard language mean?

II. Vertical and Horizontal Alignment

- How is the focus standard related to other standards?
- What is changing from grade to grade? Or across standards within the grade?
- How does this alignment impact measuring/assessing the standard?

III. Teaching Activity

- What activity/lesson/strategy can I use in my classroom to support learning for this standard for students who demonstrated non-competency?
- How do I implement this activity?

IV. Exit Survey



What's Next?

Professional Learning Session: ELA

January 19, 2021

1:00-1:50 pm

AGENDA

I. Review of the Focus Standard: 11-12th Grade Writing

- What does the focus standard entail?
- What are its components?
- What do terms in the standard language mean?

II. Vertical and Horizontal Alignment

- How is the focus standard related to other standards?
- What is changing from grade to grade? Or across standards within the grade?
- How does this alignment impact measuring/assessing the standard?

III. Teaching Activity

- What activity/lesson/strategy can I use in my classroom to support learning for this standard for students who demonstrated non-competency?
- How do I implement this activity?

IV. Exit Survey



What's Next?

Professional Learning Session: Math

October 18, 2021

11:00-11:50 am

AGENDA

I. Review of the Focus Standard: 3.NBT.1

- What does the focus standard entail?
- What are its components?
- What do terms in the standard language mean?

II. Vertical and Horizontal Alignment

- How is the focus standard related to other standards?
- What is changing from grade to grade? Or across standards within the grade?
- How does this alignment impact measuring/assessing the standard?

III. Teaching Activity

- What activity/lesson/strategy can I use in my classroom to support learning for this standard for students who demonstrated non-competency?
- How do I implement this activity?

IV. Exit Survey



What's Next?

Professional Learning Session: Math

October 18, 2021

12:00-12:50 pm

AGENDA

I. Review of the Focus Standard: 4.OA.3

- What does the focus standard entail?
- What are its components?
- What do terms in the standard language mean?

II. Vertical and Horizontal Alignment

- How is the focus standard related to other standards?
- What is changing from grade to grade? Or across standards within the grade?
- How does this alignment impact measuring/assessing the standard?

III. Teaching Activity

- What activity/lesson/strategy can I use in my classroom to support learning for this standard for students who demonstrated non-competency?
- How do I implement this activity?

IV. Exit Survey



What's Next?

Professional Learning Session: Math

October 18, 2021

1:00-1:50 pm

AGENDA

I. Review of the Focus Standard: 5.NBT.6

- What does the focus standard entail?
- What are its components?
- What do terms in the standard language mean?

II. Vertical and Horizontal Alignment

- How is the focus standard related to other standards?
- What is changing from grade to grade? Or across standards within the grade?
- How does this alignment impact measuring/assessing the standard?

III. Teaching Activity

- What activity/lesson/strategy can I use in my classroom to support learning for this standard for students who demonstrated non-competency?
- How do I implement this activity?

IV. Exit Survey



What's Next?

Professional Learning Session: Math

October 18, 2021

9:00-9:50 am

AGENDA

I. Review of the Focus Standard: 6.RP.3

- What does the focus standard entail?
- What are its components?
- What do terms in the standard language mean?

II. Vertical and Horizontal Alignment

- How is the focus standard related to other standards?
- What is changing from grade to grade? Or across standards within the grade?
- How does this alignment impact measuring/assessing the standard?

III. Teaching Activity

- What activity/lesson/strategy can I use in my classroom to support learning for this standard for students who demonstrated non-competency?
- How do I implement this activity?

IV. Exit Survey



What's Next?

Professional Learning Session: Math

October 18, 2021

10:00-10:50 am

AGENDA

I. Review of the Focus Standard: 7.EE.2

- What does the focus standard entail?
- What are its components?
- What do terms in the standard language mean?

II. Vertical and Horizontal Alignment

- How is the focus standard related to other standards?
- What is changing from grade to grade? Or across standards within the grade?
- How does this alignment impact measuring/assessing the standard?

III. Teaching Activity

- What activity/lesson/strategy can I use in my classroom to support learning for this standard for students who demonstrated non-competency?
- How do I implement this activity?

IV. Exit Survey



What's Next?

Professional Learning Session: Math

October 18, 2021

11:00-11:50 am

AGENDA

I. Review of the Focus Standard: 8.EE.7

- What does the focus standard entail?
- What are its components?
- What do terms in the standard language mean?

II. Vertical and Horizontal Alignment

- How is the focus standard related to other standards?
- What is changing from grade to grade? Or across standards within the grade?
- How does this alignment impact measuring/assessing the standard?

III. Teaching Activity

- What activity/lesson/strategy can I use in my classroom to support learning for this standard for students who demonstrated non-competency?
- How do I implement this activity?

IV. Exit Survey



What's Next?

Professional Learning Session: Math

October 18, 2021

1:00-1:50 pm

AGENDA

I. Review of the Focus Standard: A.CED.1

- What does the focus standard entail?
- What are its components?
- What do terms in the standard language mean?

II. Vertical and Horizontal Alignment

- How is the focus standard related to other standards?
- What is changing from grade to grade? Or across standards within the grade?
- How does this alignment impact measuring/assessing the standard?

III. Teaching Activity

- What activity/lesson/strategy can I use in my classroom to support learning for this standard for students who demonstrated non-competency?
- How do I implement this activity?

IV. Exit Survey



What's Next?

Professional Learning Session: Math

October 18, 2021

2:00-2:50 pm

AGENDA

I. Review of the Focus Standard: G.SRT.5

- What does the focus standard entail?
- What are its components?
- What do terms in the standard language mean?

II. Vertical and Horizontal Alignment

- How is the focus standard related to other standards?
- What is changing from grade to grade? Or across standards within the grade?
- How does this alignment impact measuring/assessing the standard?

III. Teaching Activity

- What activity/lesson/strategy can I use in my classroom to support learning for this standard for students who demonstrated non-competency?
- How do I implement this activity?

IV. Exit Survey



What's Next?

Professional Learning Session: Math

November 15, 2021

1:00-1:50 pm

AGENDA

I. Review of the Focus Standard: 3.OA.3

- What does the focus standard entail?
- What are its components?
- What do terms in the standard language mean?

II. Vertical and Horizontal Alignment

- How is the focus standard related to other standards?
- What is changing from grade to grade? Or across standards within the grade?
- How does this alignment impact measuring/assessing the standard?

III. Teaching Activity

- What activity/lesson/strategy can I use in my classroom to support learning for this standard for students who demonstrated non-competency?
- How do I implement this activity?

IV. Exit Survey



What's Next?

Professional Learning Session: Math

November 15, 2021

11:00-11:50 am

AGENDA

I. Review of the Focus Standard: 4.NBT.5

- What does the focus standard entail?
- What are its components?
- What do terms in the standard language mean?

II. Vertical and Horizontal Alignment

- How is the focus standard related to other standards?
- What is changing from grade to grade? Or across standards within the grade?
- How does this alignment impact measuring/assessing the standard?

III. Teaching Activity

- What activity/lesson/strategy can I use in my classroom to support learning for this standard for students who demonstrated non-competency?
- How do I implement this activity?

IV. Exit Survey



What's Next?

Professional Learning Session: Math

November 15, 2021

10:00-10:50 am

AGENDA

I. Review of the Focus Standard: 5.NF.4

- What does the focus standard entail?
- What are its components?
- What do terms in the standard language mean?

II. Vertical and Horizontal Alignment

- How is the focus standard related to other standards?
- What is changing from grade to grade? Or across standards within the grade?
- How does this alignment impact measuring/assessing the standard?

III. Teaching Activity

- What activity/lesson/strategy can I use in my classroom to support learning for this standard for students who demonstrated non-competency?
- How do I implement this activity?

IV. Exit Survey



What's Next?

Professional Learning Session: Math

November 11, 2021

9:00-9:50 am

AGENDA

I. Review of the Focus Standard: 6.EE.7

- What does the focus standard entail?
- What are its components?
- What do terms in the standard language mean?

II. Vertical and Horizontal Alignment

- How is the focus standard related to other standards?
- What is changing from grade to grade? Or across standards within the grade?
- How does this alignment impact measuring/assessing the standard?

III. Teaching Activity

- What activity/lesson/strategy can I use in my classroom to support learning for this standard for students who demonstrated non-competency?
- How do I implement this activity?

IV. Exit Survey



What's Next?

Professional Learning Session: Math

November 11, 2021

10:00-10:50 am

AGENDA

I. Review of the Focus Standard: 7.EE.4

- What does the focus standard entail?
- What are its components?
- What do terms in the standard language mean?

II. Vertical and Horizontal Alignment

- How is the focus standard related to other standards?
- What is changing from grade to grade? Or across standards within the grade?
- How does this alignment impact measuring/assessing the standard?

III. Teaching Activity

- What activity/lesson/strategy can I use in my classroom to support learning for this standard for students who demonstrated non-competency?
- How do I implement this activity?

IV. Exit Survey



What's Next?

Professional Learning Session: Math

November 11, 2021

11:00-11:50 am

AGENDA

I. Review of the Focus Standard: 8.F.2

- What does the focus standard entail?
- What are its components?
- What do terms in the standard language mean?

II. Vertical and Horizontal Alignment

- How is the focus standard related to other standards?
- What is changing from grade to grade? Or across standards within the grade?
- How does this alignment impact measuring/assessing the standard?

III. Teaching Activity

- What activity/lesson/strategy can I use in my classroom to support learning for this standard for students who demonstrated non-competency?
- How do I implement this activity?

IV. Exit Survey



What's Next?

Professional Learning Session: Math

November 11, 2021

1:00-1:50 pm

AGENDA

I. Review of the Focus Standard: F.IF.5

- What does the focus standard entail?
- What are its components?
- What do terms in the standard language mean?

II. Vertical and Horizontal Alignment

- How is the focus standard related to other standards?
- What is changing from grade to grade? Or across standards within the grade?
- How does this alignment impact measuring/assessing the standard?

III. Teaching Activity

- What activity/lesson/strategy can I use in my classroom to support learning for this standard for students who demonstrated non-competency?
- How do I implement this activity?

IV. Exit Survey



What's Next?

Professional Learning Session: Math

November 11, 2021

2:00-2:50 pm

AGENDA

I. Review of the Focus Standard: G.SRT.4

- What does the focus standard entail?
- What are its components?
- What do terms in the standard language mean?

II. Vertical and Horizontal Alignment

- How is the focus standard related to other standards?
- What is changing from grade to grade? Or across standards within the grade?
- How does this alignment impact measuring/assessing the standard?

III. Teaching Activity

- What activity/lesson/strategy can I use in my classroom to support learning for this standard for students who demonstrated non-competency?
- How do I implement this activity?

IV. Exit Survey



What's Next?

Professional Learning Session: Math

January 25, 2022

9:00-9:50 am

AGENDA

I. Review of the Focus Standard

- What does the focus standard entail?
- What are its components?
- What do terms in the standard language mean?

II. Vertical and Horizontal Alignment

- How is the focus standard related to other standards?
- What is changing from grade to grade? Or across standards within the grade?
- How does this alignment impact measuring/assessing the standard?

III. Teaching Activity

- What activity/lesson/strategy can I use in my classroom to support learning for this standard for students who demonstrated non-competency?
- How do I implement this activity?

IV. Exit Survey



What's Next?

Professional Learning Session: Math

January 25, 2022

10:00-10:50 am

AGENDA

I. Review of the Focus Standard

- What does the focus standard entail?
- What are its components?
- What do terms in the standard language mean?

II. Vertical and Horizontal Alignment

- How is the focus standard related to other standards?
- What is changing from grade to grade? Or across standards within the grade?
- How does this alignment impact measuring/assessing the standard?

III. Teaching Activity

- What activity/lesson/strategy can I use in my classroom to support learning for this standard for students who demonstrated non-competency?
- How do I implement this activity?

IV. Exit Survey



What's Next?

Professional Learning Session: Math

January 25, 2022

12:00-12:50 pm

AGENDA

I. Review of the Focus Standard

- What does the focus standard entail?
- What are its components?
- What do terms in the standard language mean?

II. Vertical and Horizontal Alignment

- How is the focus standard related to other standards?
- What is changing from grade to grade? Or across standards within the grade?
- How does this alignment impact measuring/assessing the standard?

III. Teaching Activity

- What activity/lesson/strategy can I use in my classroom to support learning for this standard for students who demonstrated non-competency?
- How do I implement this activity?

IV. Exit Survey



What's Next?

Professional Learning Session: Math

January 24, 2022

9:00-9:50 am

AGENDA

I. Review of the Focus Standard: 6.SP.1

- What does the focus standard entail?
- What are its components?
- What do terms in the standard language mean?

II. Vertical and Horizontal Alignment

- How is the focus standard related to other standards?
- What is changing from grade to grade? Or across standards within the grade?
- How does this alignment impact measuring/assessing the standard?

III. Teaching Activity

- What activity/lesson/strategy can I use in my classroom to support learning for this standard for students who demonstrated non-competency?
- How do I implement this activity?

IV. Exit Survey



What's Next?

Professional Learning Session: Math

January 24, 2022

10:00-10:50 am

AGENDA

I. Review of the Focus Standard: 7.SP.3

- What does the focus standard entail?
- What are its components?
- What do terms in the standard language mean?

II. Vertical and Horizontal Alignment

- How is the focus standard related to other standards?
- What is changing from grade to grade? Or across standards within the grade?
- How does this alignment impact measuring/assessing the standard?

III. Teaching Activity

- What activity/lesson/strategy can I use in my classroom to support learning for this standard for students who demonstrated non-competency?
- How do I implement this activity?

IV. Exit Survey



What's Next?

Professional Learning Session: Math

January 24, 2022

12:00-12:50 pm

AGENDA

I. Review of the Focus Standard: 8.SP.4

- What does the focus standard entail?
- What are its components?
- What do terms in the standard language mean?

II. Vertical and Horizontal Alignment

- How is the focus standard related to other standards?
- What is changing from grade to grade? Or across standards within the grade?
- How does this alignment impact measuring/assessing the standard?

III. Teaching Activity

- What activity/lesson/strategy can I use in my classroom to support learning for this standard for students who demonstrated non-competency?
- How do I implement this activity?

IV. Exit Survey



What's Next?

Professional Learning Session: Math

January 25, 2022

12:00-12:50 pm

AGENDA

I. Review of the Focus Standard: S.ID.3

- What does the focus standard entail?
- What are its components?
- What do terms in the standard language mean?

II. Vertical and Horizontal Alignment

- How is the focus standard related to other standards?
- What is changing from grade to grade? Or across standards within the grade?
- How does this alignment impact measuring/assessing the standard?

III. Teaching Activity

- What activity/lesson/strategy can I use in my classroom to support learning for this standard for students who demonstrated non-competency?
- How do I implement this activity?

IV. Exit Survey



What's Next?

Professional Learning Session: Math

January 25, 2022

1:00-1:50 pm

AGENDA

I. Review of the Focus Standard: G.CO.6

- What does the focus standard entail?
- What are its components?
- What do terms in the standard language mean?

II. Vertical and Horizontal Alignment

- How is the focus standard related to other standards?
- What is changing from grade to grade? Or across standards within the grade?
- How does this alignment impact measuring/assessing the standard?

III. Teaching Activity

- What activity/lesson/strategy can I use in my classroom to support learning for this standard for students who demonstrated non-competency?
- How do I implement this activity?

IV. Exit Survey

When a new district joins the consortium, Navy Education leaders provide an onboarding training for that district that overviews the administration guidelines and regulations, as well as how to use the system more broadly. Sample onboarding training agendas are included below.



Onboarding Agenda

Session I: Overview of the Navy Assessment System

9am-10:30am

Dr. Laine Bradshaw will (a) introduce the philosophy and goals of the Navy assessment system, (b) walk through the features of how to use the system and interpret reports, and (c) answer questions/facilitate discussion. We will have plenty of time built in for questions and discussion as we go along.

Break

10:30am-10:45am

Session II: Content

10:45am-11:15am

Dr. Laine Bradshaw will talk more specifically about how the math and ELA assessments were designed and created.

Session III: Open Discussion on Implementation

11:15am-12noon

District leaders will discuss implementation strategies with each other and with Dr. Bradshaw.



Onboarding Agenda

- 8:30-9:15 Introduction to Navy Assessment System: Purpose and Design
- 9:15-10:00 Hands-on How-To Use Navy: Assigning Assessments and Using Reports
- 10:00-10:15 Break
- 10:15 – 10:45 ELA Assessment Design: ELA teachers and instructional coaches break out group with Dr. Patty Bradshaw
- 10:15- 10:45 Mathematics Assessment Design: Math teachers and instructional coaches break out with Dr. Laine Bradshaw
- 10:45-12:00 ELA Assessment Deeper Diver: ELA teachers and instructional coaches stay in break out group with Dr. Patty Bradshaw
- 10:45 - 11:15 Implementation Strategies: District Admin/School Admin/Instructional Coaches break out group with Dr. Laine Bradshaw
- 11:15-11:45 Clever Sync: Technology meet with Dr. Laine Bradshaw about sync settings

In addition to the Navy onboarding training which provides an overview of administration procedures, the training directs districts towards the Navy Educators Handbook (Handbook) for more details on administration guidelines and regulations. Each district implements local protocol that adheres to the Handbook and provides local training for teachers for implementing that local protocol in adherence to the Handbook. The excerpt of the Handbook that addresses these guidelines and regulations, including guidelines for administering the IADA assessment supports/accommodations to students with disabilities or English learners was included as Appendix D-3 of the original IADA application and we have also included in as Appendix C for this report.

Please let us know if additional information is needed.



Administration and Security Excerpts from Navy Education’s Handbooks

Part I of this document (pages 2-8) provides an excerpt about assessment administration and security from Navy Education’s Educator Assessment Handbook for Navy 1.1. Part II of this document (pages 9-10) contain an excerpt about assessment administration and security from Navy Education’s Student Assessment Handbook for Navy 1.1.

These excerpts contain confidential information. The excerpt may not be shared with additional parties or for additional purposes without permission from Navy Education. Please contact Dr. Laine Bradshaw for permission to share or distribute this document beyond the intended recipients: laine@navyeducation.com.

Part I: Excerpt from Navvy Education’s Educator Assessment Handbook

VII. SECURITY and CONFIDENTIALITY STATEMENT

All materials associated with Navvy 1.1 are confidential and secure. The only exceptions are with sample assessments described in Section V and practice assessments described in Section VI. You may not reproduce or otherwise transmit any part of the assessment by any method, including, but not limited to by printing, photocopying, scanning or screen capturing the assessment or by verbally describing the assessment. Navvy 1.1 mastery checks must remain secure at all times and cannot be viewed by users other than students. To do so would violate Navvy’s copyright protections and violate the terms of use of the software.

VIII. ASSESSMENT ADMINISTRATION

The security of the assessment is of utmost importance. The validity of the feedback the assessment provides relies on the security of the assessment. Some students having prior knowledge of questions or having teachers who have prior knowledge of questions make the assessment unfair. This unfair knowledge also makes the assessment results invalid as a measure of the student’s understanding of the standard.

In this section, we spell out many of the best practices of administering assessments that teachers already know. We reiterate the best practices here because the integrity of the assessment relies on the assessments being administered the same way to all students and the questions being secure.

The following procedures must be followed to maintain the security and the integrity of the assessments:

A. General Responsibility

- i. All individuals who handle printed assessment materials are accountable for these materials before, during, and after test administration.
- ii. Any breaches of security or incidences of cheating must be reported to Navvy Education within 48 hours.

B. Assessment Coordinators:

- i. Each district will assign a District Assessment Coordinator. This coordinator will oversee the administration of the assessments and use of the software for the district and will communicate all district information to Navvy Education. This coordinator is responsible for securely handling user login/password information for the district.
- ii. Each school will assign a School Assessment Coordinator. This coordinator will oversee the administration of the assessments and use of the software for the school and will communicate all school information to the District Assessment Coordinator. This coordinator is responsible for securely handling user login/password information for the school.

C. Assigning Windows for Completing the Mastery Checks

- i. The windows for completing the mastery checks must be assigned during a period of time where the students will be supervised by a certified educator during the entire window. Assigning windows after school or before school is only allowed when the student will be supervised. Assigning windows at night or for homework is not allowed.
- ii. The windows may be specified to be as long as the district sees fit for the student to complete the assessment.

D. Viewing Content on the Assessments:

- i. The student user is the only user allowed to view the content of the questions on the assessments.
- ii. All other users are prohibited from viewing the assessments at any time, with the only exception being when a student requires a read-aloud accommodation according to his or her IEP, IAP, EL/TPC. See Section E.
- iii. We have released practice questions (see Section VI) and will continue to release questions to demonstrate, through examples, the quality of the content on the assessments. The content was created, reviewed, and vetted by educators who work across the state of Georgia.
- iv. If you would like to have someone from your district review content, please submit a request to Navvy Education. We welcome your input!

E. Providing Read Aloud Accommodations

- i. Personnel providing a read-aloud accommodation for a student is allowed to read the questions aloud for the student, but is not allowed to:
 - a. communicate any aspect of the assessment materials to another person in any way, with the sole exception being communication with the District Assessment Coordinator if they have a concern about the assessment materials.
 - b. record, copy, reproduce or capture any assessment materials.
 - c. share or distribute any assessment materials.
- ii. The School Assessment Coordinator will track all personnel who provided an accommodation for a student and will track for which student(s) the assessment was read-aloud and the date it was administered. They will communicate this report to the District Assessment Coordinator quarterly or upon request. The District Assessment Coordinator will report this to Navvy Education at the end of each semester or upon request.

F. Paper Copies of Assessments

- i. District Assessment Coordinators may request one paper copy of a mastery check as needed for providing an accommodation in a special case. Upon approval of the request, the District Assessment Coordinator may print the required number of copies for authorized users to take the assessments using paper and pencil. No other user may print or create a copy of the assessment.

- ii. Only the required number of copies may be made. A record must be kept for which student(s) the assessment was printed.
- iii. A record must be made of every assessment printed. Each copy should be given an Assessment Copy ID (AC ID). It can simply be written or typed on the assessment.
- vii. District and School Assessment Coordinators are directly responsible for the security of any paper versions of the assessments that are created.
- iv. A record must be kept for which student(s) completed the assessments, and the date it was administered.
- v. Any printed copies of assessments must be stored in a locked, secure location when not in use.
- vi. Appropriate steps to maintain security of copies must be taken. We recommend including the following steps: Make records of who is transporting assessment copies. This can be done with sign out sheets on boxes or envelopes in which the copies are stored. Keep copies in the containers until immediately prior to use. Return copies to container immediately after students complete the assessment. Carefully count copies before and after assessments are given.
- v. Printed copies must be distributed as close to the actual assessment time as is reasonable to achieve.
- v. At the end of a testing session with a paper copy, teachers or other educators proctoring the assessment will take inventory of the paper copies and answer sheets, carefully counting the number of copies and answer sheets to ensure the correct number have been returned from students, and then return all paper copies and answer sheets to the School Assessment Coordinator.
- vi. The School Assessment Coordinator is responsible for returning all paper copies and answer sheets back to the District Assessment Coordinator.
- vii. The District Coordinator is responsible for taking inventory of all paper copies and answer sheets and taking immediate action to uncover any lost paper copies. In the event a paper copy is lost more than 48 hours, the District Assessment Coordinator must report the missing copy to Navvy Education.
- viii. Loss of a paper copy is a breach of test security that may cause significant damage to Navvy Education.

G. Test Administration Conditions

- i. In this section, we use the term teacher to mean test examiner. More broadly the test examiner may be any certified educator who is administering the assessments to the students.
- ii. The teacher must be present while a student is taking any part of an assessment.

iii. To maintain the integrity of the results and the security of the assessments, the teacher should take best efforts to prevent students from cheating on the assessments. These efforts include each of the following:

- a. Not allowing students to look at other students' work, paper, or screen.
- b. Not allowing students to talk with each other during the assessment.
- c. Not allowing students to access their cell phones or other electronic devices during the assessment.
- d. Not allowing students to use hand-held calculators during the assessment.
- e. Not allowing students to have anything on their desks besides two sheets of scratch paper and the assessment materials.
- f. Removing or covering any content materials displayed in the classroom if the materials could provide assistance to the student during the assessment.

iv. Students may have two pieces of scratch paper on their desk during the assessments. We recommend encouraging students to use the paper to organize their thoughts, to do calculations, or to make sketches that will help them visualize a scenario or problem. Teachers must collect scratch paper at the end of the assessment and destroy the scratch paper or securely deliver it to the School Assessment Coordinator so that they can destroy it.

v. Students may use the grade-appropriate level of the state-approved formula sheet for the mathematics assessments.

vi. Copies of assessment materials for paper-based testing must be kept secure until they are distributed to the students. The teacher must ensure students turn in all copies of the assessments and their answer sheets before they are dismissed.

vii. If a student is suspected of cheating or if any testing irregularities occur, the teacher will report this to the School Assessment Coordinator, who will report it to the District Assessment Coordinator, who will then report it to Navy Education. Cheating invalidates assessment results for the student, and data from this testing incident will not be used.

H. Breaches of Security: Inappropriate Assistance on Assessment

The following actions are examples of breaches of test security that involve giving a student inappropriate assistance on the assessment:

- i. Giving students questions, passages, or other materials that appear on the assessments before, during, or after the assessment.
- ii. Giving students direct instruction on passages somehow known to be on the assessment before, during, or after the assessment.
- iii. Coaching a student on the assessment or giving them hints for interpreting and understanding the questions and/or answers.
- iv. Giving students answers to assessment questions before, during, or after the assessment.

- v. Interfering with the student’s responses in any way.
- vi. Marking, changing, or altering student responses in any way.
- vii. Asking the student about assessment materials during or after the assessment; if a student has concerns about the assessment, they may come to a teacher or report this directly to the School Assessment Coordinator. Teachers should report any concerns to the School Assessment Coordinator. The School Assessment Coordinator can evaluate the concern and report it to the District Assessment Coordinator as needed. The District Assessment Coordinator can in turn evaluate the concern and contact Navvy Education as needed to discuss the concern. Communication around concerns must be kept confidential between the student, educator, School Assessment Coordinator, District Assessment Coordinator, and Superintendent.
- viii. Altering teaching practices to provide instruction on specific questions or specific reading passages thought to be on the assessments. This does not prohibit best teaching practices for teaching the standards nor the appropriate use of *sample* or *practice* assessment materials (described in Section V and VI) that were released specifically for use with educators and students.

I. Breaches of Security: Inappropriate Duplicating or Distributing of Assessment Materials

The following actions are breaches of test security that include inappropriate duplicating or distributing of materials:

- i. Creating a copy or reproducing using any means, including but not limited to paper printing, electronic printing, screen capture, or photographs, of any assessment materials for any purpose other than to administer a paper and pencil version of the assessment to a student in a manner consistent with the use of the software and as approved by Navvy Education. *Only the District Assessment Coordinator may print copies of the assessments for appropriated, approved uses.*
- i. Duplicating an authorized or unauthorized copy of any assessment materials.
- ii. Making notes about any assessment materials during or after assessment occasions.
- iii. Reading assessment materials and attempting to duplicate materials by paraphrasing viewed questions or pulling passages from selected texts that were viewed on the assessment and using these materials in instruction.
- iv. Saving paper or electronic copies of an authorized or unauthorized copy of an assessment materials.
- v. Distributing an authorized or unauthorized copy of any assessment materials via any electronic or physical means.

J. Breaches of Security: Inappropriate Handling of Materials

The following actions are breaches of test security that include inappropriate handling of materials:

- i. Any handling of paper copies for a purpose other than creating the copy, storing it securely, or delivering it to a school or classroom for the purposes of administering the assessment to a student.

- ii. Any handling of answer sheets for a purpose of delivering it to the School Assessment Administrator, entering the data into the software, or securely storing it.
- iii. Any insecure handling of login/password information.

K. Breaches of Security: Assisting Others or Failure to report

It is a breach of test security to participate in, help, direct or encourage any actions that are breaches of test security. It is a breach of test security to fail to report any breaches of security within 2 days.

It is not a breach of security for an educator to report a concern they have heard directly from a student, who was not prompted by the educator to discuss the assessments, to their School Assessment Coordinator who can evaluate the concern and report it to the District Assessment Coordinator as needed. The District Assessment Coordinator can in turn evaluate the concern and contact Navy Education as needed to discuss the concern. Communication around concerns must be kept confidential between the educator, the School Assessment Coordinator, the District Assessment Coordinator, and the Superintendent.

IX. AGREEMENT TO TERMS to INITIALIZE ACCOUNTS

Each user will be prompted to agree to the terms of this handbook prior to having full access to the software. Each educator user will be asked to indicate “I Agree” to the following:

I received a copy of the Educator Assessment Handbook for Navy 1.1, and I understand that I am required to be aware of its contents and to share the Handbook information with anyone who assists me in testing.

I will not read, review, or reproduce the contents of the questions on the assessment. In the event I am required to provide a read-aloud accommodation for a student, I will not discuss, share, or reproduce any contents of the assessment in any way. I understand violating this agreement will constitute a breach of the software’s terms of use and entitle Navy to pursue its remedies under the applicable software license contract with the school district, including, without limitation, suspending access to the software, reporting such violations to appropriate personnel at the school district, or even terminating the software license agreement. I also understand that if I have concerns about the assessment that I can talk confidentially to my School Assessment Coordinator who can take appropriate action to investigate my concern.

Each student user will be asked to indicate “I Agree” to the following:

Welcome to Navy!

To get started, we need to make sure you understand the rules! Following the rules help everyone out.

Please read these statements below and click “I agree” if you agree. If you have any questions, let your teacher know.

I was given a copy of the Student Assessment Handbook for Navy. I understand that I need to follow these rules. I understand if I have a question about the rules, I can ask my teacher to help me understand before I check “I Agree” below.

If I have questions or concerns on one of the mastery checks, I will talk with my teacher. I will not talk with anyone else about the questions.

I will be sure to hand in any copies of questions or assessment materials that I find. I will also be sure to tell my teacher if I know of anyone making copies of questions or materials that they should not be making. I will be sure to hand in any scratch paper I use on the mastery checks. If I do find any copies that I forgot to hand in, I will be sure to give them to my teacher as soon as I can. I understand this is very important.

I will not make a copy of any questions I see or any passages I read. This means I will not take any notes about the questions. It also means I will not take a picture, screen shot, or video of any questions or any part of the website that provide me the questions.

Part II: Excerpt from Navvy Education’s Student Assessment Handbook

2. Work independently!

What does independently mean? It means to work by yourself and not with the help of other people or other resources. To earn your mastery badges, you must answer your own questions! The checks are your chance to show what **you** have learned.

Working with other people is a good skill to learn. Using resources to help you find answers is also a good skill to learn. On the mastery checks, you will not use either of those particular skills. The mastery checks are designed to help you figure out what you know, understand, and are able to do with your brain.

On the mastery checks, you will **NOT** be allowed to:

- Look at your neighbor’s work.
- Talk to anyone while you are working.
- Use your books, notes, or information on the internet to help you find the answers.
- Use your phone, computer, or other device to help you find the answers.
- Work on a mastery check without being told by your teacher to do so.
- Work on a mastery check without a teacher being in the classroom.

You will be allowed to have 2 pieces of scratch paper while you work on the mastery check. Taking small notes as you read or writing down steps of a math problem may help you keep track of what you’re working on. We encourage you to use the scratch paper to help you work on the mastery checks.

For the math tests, you will have formulas sheets in Navvy that you can use on your mastery checks. Your teacher will show you where to find them. On some mastery checks, an online calculator will be available to use during the mastery check. You may **not** use formulas or calculators on a mastery check **unless** they are provided to you by Navvy.

If you have a question while you are working on your mastery check, you can raise your hand and ask your teacher. Your teachers can help you with the directions on the mastery check, but they cannot help you figure out the questions and answers.

3. Keep the mastery check questions secure!

How will you keep the mastery checks secure? You will keep the mastery checks secure by not sharing the questions or the reading material on the mastery checks with anyone else. Sharing the questions or any materials on the mastery checks is a form of cheating.

To keep the mastery checks secure, you are **NOT** allowed to:

- Keep any paper copies of mastery check materials that someone gives you.
- Keep any scratch paper that you use on the mastery checks.
- Make a copy of the questions you see by taking notes about the questions.
- Make a copy of the questions you see by taking a picture, screen shot, video, or other digital capture of the questions or the website.
- Make a copy of the question using any means you can think of.
- Talk about the questions or the passages with anyone, **unless** you have a concern about the **quality** of a specific question and then you can privately ask your teacher about the specific question.



As you review your child's assessment logs sent home in the weekly communication folder as well as the report card sent home quarterly, we urge you to use the same type of growth mindset perspective that we work to foster in our scholars. SCA's standards-based report card provides information about how your child is progressing towards meeting Georgia's Standards of Excellence during the course of the school year. SCA has high expectations for all of our scholars and the standards specify what all children should know and be able to do by the end of the school year. Be careful not to confuse the goal of learning with the measure of the goals listed on the report card. If your child receives a "does not meet," keep in mind that they have not met this standard YET but can continue to put in extra time and effort to master the standard by the end of the school year.

What is Navy?

Navy is a flexible, diagnostic assessment system used in grades 3-6 at SCA for assessing the proficiency of grade-level standards in English and Math. Navy is one of the two innovative test pilots approved by the U.S. Department of Education for Georgia's participation in its Innovative Assessment Demonstration Authority. With flexible administration, real-time diagnostic feedback, and multiple opportunities to succeed, Navy is an integral tool for teaching and learning that helps provide a personalized education for every student.

Why did SCA decide to use Navy?

As a public school, SCA is required to provide instruction aligned to the Georgia Standards of Excellence. Navy provides on-demand assessments and was approved by both the U.S. Department of Education and the Georgia Department of Education. SCA has high expectations for all of our scholars and the Georgia Standards of Excellence specify what all children should know and be able to do by the end of the school year.

What does it mean if my child scores "meets" or "exceeds" on a standard?

If your child scores a "competency" on a Navy assessment, this means that your child has learned what the standard requires. Navy assessments include questions designed to assess the depth of knowledge a child has regarding the standard. The Georgia Milestones Assessment given to students each year is designed with similar levels of achievement. If your child scores "competency" in Navy, they have a score of "meet" or "exceeds" in their assessment log. Exceeds indicates your child answers all questions correctly on the assessment, and your child demonstrates a depth of knowledge that exceeds what is required for competency.

What does it mean if my child scores "does not meet" or "approaching" on a standard?

If your child scores "in progress" on a Navy assessment, this means that your child has not yet learned what the standard requires. They are still in progress learning the standard. If your child scores "in progress" in Navy, they receive a score of "does not meet" or "approaching" in their assessment log. If a child does not demonstrate competency of the standard, the teacher is able to provide targeted support on the standard as a whole or a certain component of the standard. As a parent, you can also use the recommendations provided in the assessment log to practice with your child at home. As you review your child's assessment log and report card we urge you to use the same type of growth mindset perspective that we work to foster in our scholars. Keep in mind that they have not met this standard YET but can continue to put in extra time and effort to learn what the standard requires by the end of the school year.

NAVY
EDUCATION

Navy Assessment System

Student Handbook

Welcome to a new school year with Navvy!

What is Navvy? Navvy is a new online system that will help you figure out what you have learned and what you need help to learn a little better.

Why is it called Navvy? A navy is one who guides navigation. To navigate means to figure out where you should go next to get to where you want to be. We created this online system to help you navigate your way through the school year by keeping track of what you have learned along the way. It will also show your teachers, your school, and your parents how they can help you reach your learning goals.

This year, your math and English classes have different topics that everyone wants to make sure that you learn well. These **standards** are important for you to learn. Navvy will help you keep track of which standards you have mastered.

Navvy has short **Competency Checks** for each standard. Each Competency Check asks 6-8 questions for each standard. The more questions you answer correctly on the Competency Check, the more you show that you understand the standard! For each standard you show that you understand, you will earn a **microcert** for that standard! Your goal is to collect as many microcerts in math and English as you can this year.

What is a **microcert**? Microcert is short for microcertification. It is a digital badge used to recognize and celebrate an accomplishment or achievement!

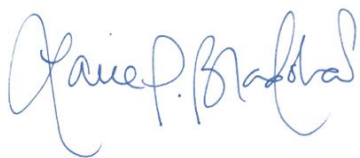
Navvy also has even shorter **quick checks** for each standard. Each quick check asks 3-4 questions for each standard. These are for practice.

Teachers all across Georgia designed the checks to help you learn. They spent a lot of time and care creating them to be interesting and useful. We hope you enjoy checking your knowledge and collecting microcerts all year long.

This handbook contains five important sections. Read the sections, and if you have any questions, ask your teachers for the answers. Also, let them know if you have any great ideas for making Navvy better for students like you. They will pass the idea on to us, and then you will have helped build Navvy for next year!

Sincerely,

Laine Bradshaw



Founder and CEO, Navvy Education, LLC



Dear Educational Leaders,

We are thankful to be the state of Georgia's partner in the federal innovative assessment pilot and to work alongside leaders in the consortium of school districts implementing the Navy assessment system. Navy is built upon evidence from my research in Quantitative Methodology at the University of Georgia and is designed to meet the rigorous requirements of the *Standards of Educational and Psychological Testing*. We created Navy in close partnerships with the leadership teams of consortium members, a robust network of top educational experts and practitioners across Georgia, and a team of educational researchers leading innovative in diagnostic assessment across the nation.

Navy is a web-based system that efficiently provides teachers with real-time, actionable feedback about students' understandings of specific standards in English language arts and mathematics. The first *standards-level* system of its kind designed to provide inferences that are valid and reliable for individual standards, Navy was created to address the persisting educational challenge of aiding teachers in implementing an effective formative assessment process. By leveraging novel psychometric methods, Navy is well-suited to support a critical shift in assessment to provide *reliable*, trustworthy diagnostic data upon which teachers can act to customize learning opportunities for all students.

Navy is a flexible system that provides students with three attempts to demonstrate competency on each standard and allows the assessments for each standard to be administered on-demand as local school district choose. Local districts chose their pacing for Navy assessments to align with the pacing for teaching and personalized remediation that best supports their students' needs.

A navy is one who guides navigation. As educators, we are all navies. Our name emphasizes our learning-focused goals of using the system as a navigation tool and not only an accountability measure. Part of our innovative design, though, is for Navy to double as accountability system: Navy results can be summarized and reported at the end of the school year which allows districts to avoid taking a separate state exam. Thus, schools can focus all 180 school days on teaching and learning, using Navy for feedback to guide instruction along the way. With Navy, instruction is not only guided within a year or grade, but student competencies of standards are also tracked across grades.

We seek to provide the most useful, trustworthy feedback possible to help support our shared goals of improved student achievement. With flexible administration, real-time diagnostic feedback, and multiple opportunities to succeed, Navy is an integral tool for teaching and learning we are excited to provide for school districts in Georgia. We look forward to working alongside you as leaders in our state to implement a world-class assessment system that both measures and supports learning in our schools.

Sincerely,

A handwritten signature in black ink that reads "Laine P. Bradshaw".

Laine Bradshaw, Ph.D.

Founder/CEO, Navy Education, laine@navyeducation.com

Associate Professor of Quantitative Methodology in Educational Psychology, University of Georgia

Navy Assessment System Features

- Standards-level: Students complete a short assessment per standard
- Reliable diagnoses: Feedback is in the form of reliable classification of standards competency (competency vs in-progress)
- Real-time feedback: Assessments are web-based and scored immediately to provide real-time feedback to users
- Flexible Administration: Standards may be administered in any combination, at any time
- Multiple Opportunities for Success: Students may attempt to show competency up to 3 times on each standard
- Comprehensive Reporting: Administrator-, teacher-, and student-level reporting within a grade and across grades
- Currently used in all federally required grades for ELA and math

Goals

- Provide information that stakeholders (administrators, teachers, students, parents, and community members) need, value, and can trust
- Provide diagnostic information that is reliable so that teachers can act upon it to inform personalized instruction for students
- Identify specific needs for personalized instruction in a timely manner
- Help teachers track standards competency across a large number of students and standards
- Integrate assessment with curriculum to support teaching and learning
- Encourage student agency of learning (setting clear goals, taking ownership of learning, having a growth mindset)
- Provide on-going records about students' standards competencies across grades, schools, and years
- Continuously improve system based upon input and feedback from users and from scientific research

Expected Outcomes

- Improve the degree to which teachers can personalize learning for students
- Improve the degree to which schools and districts can personalize professional development for teachers
- Improve student learning



Many districts have asked us, "What is BEACON?" This document provides some background on the differences in the assessment systems.

Executive Summary

Is BEACON like Navy? No. The developer of Beacon explains it as an interim assessment system: <https://drcbeacon.com/>. Navy is designed to identify which standards a student needs help learning. Beacon is not designed to give standards-level scores; it is designed to give domain scores and subject scores, similar to Milestones.

Beacon is designed to provide valid and reliable results (i.e., has reporting categories) at two levels:

- Domain (e.g., Algebra or Reading Literary)
- Subject (Math and English)

Navy is designed to provide valid and reliable results at a more specific level:

- Standards (e.g., 6.EE.1, 6.EE.2, 6.EE.3, 6.EE.4, 6.EE.5, 6.EE.6, 6.EE.7, 6.EE.8, 6.EE.9, etc.)

These design differences make all of the difference in whether a teacher is able to use the results as a key part of instruction in the classroom.

- For example, if a 6th grade student's Beacon results indicate he or she is low in the Algebra domain of math, a teacher does not know which of the 9 standards in that domain (6.EE.1 through 6.EE.9, listed in the example given above) a student may need help with. This set of standards carries a large number of important concepts to learn, typically requiring 8-9 weeks of instruction over 2 units of study (see the state's curriculum map, as an example). Thus, the Beacon domain feedback isn't specific enough to act on because reteaching 2 units isn't feasible due to limited school days.
- Navy, in contrast, allows teachers to pinpoint the standards that each student does not understand, so teachers can focus and personalize the support they give students. Further, Navy allows teachers to give these standards-level assessments in the middle of units to get feedback *within* the instructional unit. The timing of the feedback occurring within a unit, as well as the specificity of the feedback, is critical for enabling Navy assessments to function as an integral part of the teaching and learning process. Having instructionally relevant assessment is why we are all working together to build Navy!

Could I use Beacon and Navy? You could. They do offer different information and are intended to be used for different purposes. Some districts currently use an interim assessment as a universal screener and for nationally normed rankings, while also using Navy to guide classroom instruction and more specific school- and district-level curriculum and instructional decisions.

Background on Interim and Formative Assessment

Assessments are typically one of three types: summative, interim, formative.

Is BEACON formative? According to the company that created BEACON (DRC), **BEACON is an interim assessment system.** See DRC's website: <https://drcbeacon.com/>.

Interim assessments are not designed to be formative assessments. Many Navy districts currently use interim assessments in addition to their Navy assessments. Navy and interims serve very different purposes.

Things to know about interim assessments in general:

- Examples of interim assessments your district may currently be using include MAP, iReady, and Reading and Math Inventory, among others.
- An interim assessment system usually includes a test given 3 times per year per subject, for example, in August, December, and May.
- Like Milestones, interim tests typically give scaled scores (e.g., Sam made a 624 on the 6th grade math test in August) that correspond to percentile ranks (e.g., Sam is in the 34th percentile for 6th grade math) for a given subject and grade level.
 - These tests are often used as screeners, to identify students above or below certain benchmarks. Districts often use this as a piece of information to identify at risk students and qualify students for services they provide throughout the year.
 - The psychometric purpose of these tests is to rank order students on a continuum of overall ability in a given subject. Districts often use this nationally normed information to see where students rank among other students in the state or nation.
- Interim assessments usually have a growth measure, sometimes called a progress monitoring component (e.g., Sam needs to grow 32 points to be on track by December).
 - These measures are often used to predict how students will do on a summative assessment (e.g., predict how a student will do on Milestones in May).
- A commonly held truth by researchers and professionals in the field/industry of assessment is that **interim assessments are not formative assessments.**
 - Interim assessments may offer a report at the skill or standards level (or on some level more detailed than the overall subject), but **we know of no interim assessment that gives trustworthy feedback for specific standards or specific skills.** By trustworthy, we mean feedback that meets the field/industry of assessment's standards of validity and reliability, which is required for results to be meaningful. We want results to be meaningful if teachers are going to use them to direct valuable resources of classroom time and effort, else that time and effort is wasted (e.g., a teacher may provide Sam additional support on Standard 2 and 4 when Sam actually needs help on Standard 1 and 3).

- This is a primary reason why we created Navvy! We created Navvy to provide an assessment system that gives you trustworthy information about individual standards that can be used to guide classroom instruction, as well as school- and district-level curriculum and instruction decisions.

Why aren't interim assessments formative assessments? The limitations of interim assessments are that **they are not specific enough nor timely enough to guide instruction:**

- Specificity issue: Interims are designed to give trustworthy subject-level results (e.g., Sam scored a 624 in math) and sometimes domain-level results (e.g., a 6th grade Geometry score). But grade- or domain-level results are not actionable results for a teacher or student. The type of results that would be actionable for a teacher or student, for example standards-level feedback like Navvy gives (e.g., Sam needs help on Standards 1 and 3 and has learned Standards 2, 4, and 5), are not designed to be valid and reliable on interim assessments.
- Timing issue: Interim results are typically given at the beginning, middle, and end of the year, but to guide instruction, teachers need results to be provided close to the time of instruction (weekly or more frequently), like Navvy provides.
- We designed Navvy to address both of these limitations. Navvy provides you with on-demand assessments that teachers can give as-needed to get standards-level information about students' strengths and weaknesses, information that is detailed enough for teachers to use to provide personalized instruction and support for students.

Contact Us Please email Dr. Laine Bradshaw, creator of Navvy and professor at the University of Georgia (laine@navvyeducation.com), for more information. We welcome the chance to talk with you.



The Navy Assessment System

A State¹ and Federally² Approved Innovative Assessment System Being Implemented in Georgia

Innovation. Navy is a first-of-its-kind, research-proven³ assessment system. The difference in Navy⁴ and the state's assessment system called Georgia Milestones is that smaller assessments (8 or fewer questions) are given on-demand⁵ throughout the year to provide timely, reliable feedback that is used to monitor and advance student progress on standards, or learning objectives, our state requires.

Student-focused design. Navy takes a student-friendly approach where students track their progress in an online environment and earn micro-certifications⁶ displayed on their dashboards as they check-off standards they have learned. During the school year, students are on a mission to earn a micro-certification for each standard. In Navy's learning-friendly design, students are given multiple attempts to show they have met each standard (to earn a micro-certification), and they get the same full credit for showing they have learned the standard on their 2nd or 3rd attempt as they do on their 1st attempt. Research shows this design improves learning and promotes healthy learning mindsets.

Learning-focused design. While Georgia Milestones is an end of year assessment for accountability, Navy is a diagnostic, standards-level assessment system for supporting learning throughout the year. Between assessment attempts, teachers give students targeted support on standards they are trying to learn. Because Navy feedback is given in real-time (appears on student, teacher, and administrator dashboards immediately after an assessment is submitted) and is trustworthy⁷, teachers use results to tailor instruction to the standards Navy identified as ones needing support. Georgia Milestones is an end of year cumulative final exam, so results cannot be used to guide instructional time and effort.

Eliminates end-of-year testing. Navy is an assessment system focused on supporting teaching and learning, but because its data are trustworthy, it also meets federal accountability requirements without additional, or end-of-year, testing. Navy's existing data will be summarized for federal reporting.

Saves time and money. All school districts need a local assessment system to support teaching and learning, and they work to create such a system using their own resources of time, money, and expertise. Navy fulfills this local assessment need while fulfilling the state assessment need at the same time. Thus, overall testing time (across local and state levels) and overall expense on assessment (spent by districts and the state) will decrease using Navy because it serves both purposes with one system.

Contact us. Please email Dr. Laine Bradshaw, creator of Navy and professor at the University of Georgia (laine@navyeducation.com), for more information. We welcome the chance to talk with you.

¹ Georgia SB362 introduced a state innovative assessment pilot, under which our state Board of Education approved Navy in August of 2018.

² US Department of Education has a competitive federal innovative assessment program for which 4 states have been approved. Georgia applied and was approved in July of 2019 to pilot Navy in Georgia under this federal program. Sixteen school districts currently use Navy.

³ Navy is based on research in Quantitative Methodology at the University of Georgia.

⁴ A 'navvy' is one who guides navigation. Navy as a system is designed to help navigate student learning.

⁵ Local school districts choose when to give assessments based on their local curriculum. Assessments are always available for teachers to use.

⁶ A "micro-certification" is a digital recognition of an achievement; sometimes called a digital badge.

⁷ A trustworthy assessment meets federal requirements of being "valid and reliable." Navy is the first through year assessment system designed to give trustworthy feedback about individual learning objectives, or standards. Other commonly-used systems, like Georgia Milestones and interim assessments, are designed to give trustworthy feedback about an overall rank-order for a whole subject (e.g., Bobby scored in the 72nd percentile in 6th grade math). Navy is designed to give trustworthy feedback about individual state learning objectives (e.g., Bobby understands Standards 1, 3, and 4 and still needs support to learn Standards 2 and 5).