

**2021-2022 Addendum Template for the Consolidated
State Plan due to COVID-19**
under the Elementary and Secondary Education Act of
1965

Georgia



U.S. Department of Education
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Addendum to the ESEA Consolidated State Plan

Introduction

The Elementary and Secondary Education Act of 1965 (ESEA) requires each State to develop and implement a single, statewide accountability system to support all public elementary school and secondary school students in meeting the challenging State academic standards. These systems are an important tool in achieving the goal of improving outcomes for students and eliminating opportunity gaps in the State, local educational agencies (LEAs), and schools.

Due to the extraordinary circumstances created by the Coronavirus Disease 2019 (COVID-19) pandemic, the U.S. Department of Education (Department) invited State educational agencies (SEAs) to apply for a waiver from the accountability requirements of the ESEA for the 2019-2020 and 2020-2021 school years and the assessment requirements for the 2019-2020 school year. As a result, many SEAs have not implemented all aspects of their statewide accountability systems or identified schools for support and improvement since fall 2019. Upon receiving an accountability waiver for the 2020-2021 school year, each SEA agreed that it would resume identifying schools for comprehensive, targeted, and additional targeted support and improvement using data from the 2021-2022 school year in the fall of 2022 to ensure school identification resumes as quickly as possible.

The purpose of this document is to provide SEAs a streamlined process to modify approved ESEA consolidated State plans for the 2021-2022 school year as they implement accountability and school identification requirements under section 1111 of the ESEA in order to make accountability determinations and identify schools in fall 2022.

The Department has also issued a “Frequently Asked Questions: Impact of COVID-19 on 2021-2022 Accountability Systems Required under the Elementary and Secondary Education Act of 1965 (ESEA)” document that includes information on the general amendment process, accountability systems, school identification and exit, school support and improvement, and report card requirements. The document is available at <https://oese.ed.gov/offices/office-of-formula-grants/school-support-and-accountability/essa-consolidated-state-plans/>.

For any questions or additional information, please contact the U.S. Department of Education at oese.titlei-a@ed.gov.

Submitting Amendments to ESEA Consolidated State Plans

COVID-19 State Plan Addendum Process

To amend its ESEA consolidated State plan for the 2021-2022 school year *only* (i.e., amendments that will impact only accountability determinations based on data from the 2021-2022 school year and school identifications in fall 2022), an SEA may use this “2021-2022 Template for Addendum to the ESEA Consolidated State Plan due to the COVID-19 National Emergency” (COVID-19 State Plan Addendum).

In addition to requests limited to the 2021-2022 school year, an SEA may use the COVID-19 State Plan Addendum process to request to:

1. Shift timelines forward by one or two years for measurements of interim progress and long-term goals, and
2. Modify the exit criteria for schools identified in fall 2022, including the number of years such schools have to meet exit criteria in order to exit status.

If an SEA requests the two changes described above through the COVID-19 State Plan Addendum and the changes are approved, the SEA must submit an updated ESEA consolidated State plan that incorporates those changes at a later date. All other amendments submitted through the COVID-19 State Plan Addendum template and process (i.e., amendments that are limited to the 2021-2022 school year) do not require submission of an updated ESEA consolidated State plan.

If an SEA submits an amendment to its ESEA consolidated State plan using the streamlined COVID-19 State Plan Addendum template and process, it must submit the following:

1. The COVID-19 State Plan Addendum that reflects all proposed amendments;
2. The signature of the chief State school officer or authorized representative; and
3. A description of how the SEA provided the public a reasonable opportunity to comment on the requested amendments to the ESEA consolidated State plan with a summary of changes made based on the public comments received. The Department recommends that the SEA seek public input through consultation that is broad and with stakeholders that represent the diversity of the community within the State (e.g., meeting with local superintendents and sharing through regular correspondence with LEAs, conducting targeted stakeholder outreach, holding focus groups, prominently listing the proposed amendments on the SEA's website, and providing a user-friendly, accessible means for the public to submit comments). (See question A-6)

Prior to submitting an amendment to the Department, including an amendment submitted through the COVID-19 State Plan Addendum template and process, an SEA must consult with the Governor, afford a reasonable opportunity for public comment, and consider such comments consistent with the consolidated assurances the State submitted in June 2017 under ESEA section 8304.

Regular ESEA Consolidated State Plan Process

An SEA may request amendments to its ESEA consolidated State plan that will continue beyond the 2021-2022 school year or that the State intends to implement starting with the 2022-2023 school year using the regular State plan amendment process described in the Department's October 24, 2019, Dear Colleague Letter available at <https://oese.ed.gov/files/2020/02/csso-letter.pdf>.

Timeline

An amendment may be submitted at any time. The Department encourages SEAs to submit amendment requests, either using the regular State plan amendment process or the COVID-19 State Plan Addendum process, by **March 7, 2022** in order for the Department to determine whether the requested amendments comply with all applicable statutory and regulatory requirements in time for an SEA to implement amendments to its accountability system for determinations in fall 2022 based on data from the 2021-2022 school year (e.g., identification of schools for comprehensive, targeted, or additional targeted support and improvement for the 2022-2023 school year).

Transparency

The Department will post the approved addendum on our website, along with the current approved consolidated State plan, at <https://oese.ed.gov/offices/office-of-formula-grants/school-support-and-accountability/essa-consolidated-state-plans/>.

Cover Page

Authorized SEA Representative (Printed Name) Richard Woods	
Signature of Authorized SEA Representative <i>Richard Woods</i>	Date: 5/20/2022

Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies (LEAs)

Statewide Accountability System and School Support and Improvement Activities (ESEA section 1111(c) and (d)) (corresponds with A.4 in the revised State plan template):

- a. Establishment of Long-Term Goals. (ESEA section 1111(c)(4)(A)) (corresponds with A.4.iii in the revised State plan template) Due to COVID-19, the State is revising its long-term goal(s) and measurement(s) of interim progress by shifting the timeline forward by one or two years for:
1. Academic Achievement. If a State is proposing to shift the timeline forward by one or two years, check the appropriate box.
 One Year
 Two Years
 2. Graduation Rate. If a State is proposing to shift the timeline forward by one or two years, check the appropriate box.
 One Year
 Two Years
 3. Progress in Achieving English Language Proficiency (ELP). If a State is proposing to shift the timeline forward by one or two years, check the appropriate box.
 One Year
 Two Years
- b. Indicators. (ESEA section 1111(c)(4)(B)) (corresponds with A.4.iv in the revised State plan template) Due to COVID-19, the State is revising one or more of its indicators for the 2021-2022 school year to be used in accountability determinations in fall 2022.
1. Academic Achievement Indicator. Describe the Academic Achievement indicator for the 2021-2022 school year.

Per Georgia's ESSA plan, four indicators across three components serve as academic achievement indicators in Georgia's accountability system. These academic achievement indicators, which are reported for all students and all subgroups, are English language arts (ELA) and mathematics achievement indicators in the Content Mastery component; ELA and mathematics Closing Gaps indicators in the Closing Gaps component; and, at the high school level, ELA and mathematics growth indicators in the Progress component. Additionally, science and social studies achievement indicators are reported under SQSS. See the chart below from Georgia's approved ESSA Plan for the alignment of Georgia's indicators with the ESSA categories.

ESSA Category	CCRPI Component	CCRPI Indicator	ES	MS	HS
Academic Achievement (i)	Content Mastery	ELA Achievement	11.25	11.25	7.50
Academic Achievement (i)	Content Mastery	Mathematics Achievement	11.25	11.25	7.50
Academic Achievement (i)	Closing Gaps	ELA and Mathematics	7.50	7.50	5.00
Academic Achievement (i)	Progress	ELA growth			13.50
Academic Achievement (i)	Progress	Mathematics growth			13.50
Student Growth (ii)	Progress	ELA growth	15.75	15.75	
Student Growth (ii)	Progress	Mathematics growth	15.75	15.75	
Graduation Rate (iii)	Graduation Rate	4-Year Adjusted Cohort Graduation Rate			10.00
Graduation Rate (iii)	Graduation Rate	5-Year Adjusted Cohort Graduation Rate			5.00
English Language Proficiency (iv)	Progress	Progress Towards English Language Proficiency	3.50	3.50	3.00
School Quality or Student Success (v)	Content Mastery	Science Achievement	3.75	3.75	7.50
School Quality or Student Success (v)	Content Mastery	Social Studies Achievement	3.75	3.75	7.50
School Quality or Student Success (v)	Closing Gaps	Science and Social Studies	7.50	7.50	5.00
School Quality or Student Success (v)	Readiness	Literacy	6.67	6.67	3.00
School Quality or Student Success (v)	Readiness	Student Attendance	6.67	6.67	3.00
School Quality or Student Success (v)	Readiness	Beyond the Core	6.67	6.67	
School Quality or Student Success (v)	Readiness	Accelerated Enrollment			3.00
School Quality or Student Success (v)	Readiness	Pathways			3.00
School Quality or Student Success (v)	Readiness	College and Career Readiness			3.00
		i - iv Total	65.00	65.00	65.00
		v Total	35.00	35.00	35.00
		Total	100	100	100

There are no anticipated changes for reporting the Content Mastery component, which includes ELA and mathematics achievement (academic achievement indicators) and science and social studies achievement (SQSS indicators) in the 2022 College and Career Ready Performance Index (CCRPI) for all students and all subgroups.

Due to pandemic-related data limitations, Georgia plans to suspend reporting the Closing Gaps component for ELA and mathematics (academic achievement indicators) and science and social studies (SQSS indicators) for 2022. The Closing Gaps component measures the extent to which all students and all student subgroups are meeting annual 3% achievement improvement targets in ELA, mathematics, science, and social studies based on the long-term goals. This component requires that current achievement rates (2022) be compared to the prior year's achievement rates (2021). Due to low and inconsistent test participation rates in 2021 (statewide participation rates ranged from 59% to 78%, depending on grade level and content area, and school-level participation rates ranged from 0% to 100%), fewer students would be included in subgroup calculations, skewing the results. Additionally, fewer subgroups will have data available for the Closing Gaps component, and many schools will have no subgroup data available. Reporting Closing Gaps under these data limitations would have limited validity, be inconsistent across the state, and skew accountability results. Therefore, given the impact of the pandemic on the prior data needed for this calculation, GaDOE will not calculate the Closing Gaps component. The 2022 data will be utilized to establish a new baseline and calculate new improvement targets for 2023.

Additionally, due to pandemic-related data limitations, Georgia plans to suspend reporting the Progress component for ELA and mathematics for 2022 for elementary schools, middle schools, and high schools. These indicators serve as other academic achievement indicators for high schools. A more detailed rationale is provided in the next section.

2. Indicator for Public Elementary and Secondary Schools that are Not High Schools (Other Academic Indicator). Describe the Other Academic indicator for the 2021-2022 school year.

Per Georgia's ESSA plan, the Progress component serves as the other academic indicator. This component utilizes Student Growth Percentiles (SGPs) to measure progress in both English language arts (ELA) and mathematics.

Due to pandemic-related data limitations, Georgia plans to suspend reporting the Progress component for ELA and mathematics for 2022 for elementary schools, middle schools, and high schools. Due to lower and inconsistent participation rates across the state in 2021, calculating cohort-referenced SGPs would be problematic. Statewide participation rates in 2021 ranged from 59% to 78% across grade levels and courses, with school-level participation rates ranging from 0% to 100%. Given that a 2021 prior score is required to calculate a 2022 growth score, a significant portion of students would not receive a growth score in 2022, many schools would receive no or few growth scores, and the growth scores calculated would have limited validity given that so many students in the cohort would not be included in the calculation. Reporting ELA and math Progress under these data limitations would have limited validity, be inconsistent across the state, and skew accountability results. Therefore, given the impact of the pandemic on the prior data needed for this calculation, GaDOE will not calculate the ELA and mathematics Progress component. The 2022 data will be utilized as a prior score to calculate SGPs in 2023.

The Progress Towards English Language Proficiency indicator, however, will be calculated and reported in 2022.

As ESEA section 1111(c)(4)(B)(ii) requires the system of annual meaningful differentiation to include an Other Academic Indicator that allows for meaningful differentiation in school performance for each public elementary and secondary school that are not high schools in the State, Georgia will consider the science and social studies achievement indicators to be the Other Academic Indicator in lieu of Progress for 2022.

3. Graduation Rate. Describe the Graduation Rate indicator for the 2021-2022 school year.

If a State is proposing revisions due to COVID-19, check the box and describe the revisions here.

4. Progress in Achieving English Language Proficiency (ELP) Indicator. Describe the Progress in Achieving ELP indicator for the 2021-2022 school year.

If a State is proposing revisions due to COVID-19, check the box and describe the revisions here.

5. School Quality or Student Success Indicator(s). Describe each School Quality or Student Success indicator that is proposed to be added or modified for the 2021-2022 school year.

Georgia's SQSS indicators include science and social studies achievement, science and social studies Closing Gaps, Literacy, Student Attendance, Beyond the Core, Accelerated Enrollment, Pathway Completion, and College and Career Readiness.

SQSS indicators Science Achievement, Social Studies Achievement, Literacy, Beyond the Core, Accelerated Enrollment, and Pathway Completion will be reported as outlined in Georgia's ESSA plan.

As stated earlier in this addendum, Closing Gaps cannot be calculated due to pandemic-related data limitations; therefore, science and social studies Closing Gaps (SQSS indicators) will not be calculated (see section b1 for additional details).

Due to pandemic-related data limitations and extraordinary circumstances encountered during the pandemic, the Student Attendance and College and Career Readiness indicators will not be calculated in 2022. These indicators will be calculated again beginning with the 2023 CCRPI.

- Student Attendance Indicator – Data limitations for this indicator include student illness, quarantines, and virtual vs. in-person instruction (with varying local interpretations for what would be defined as present vs. absent) as a result of the pandemic. While Student Attendance will not be included in CCRPI, the Governor's Office of Student Achievement will continue to calculate and post the Chronic Absenteeism metric on the State Report Card. Additionally, GaDOE will post a Chronic Absenteeism dashboard on the Georgia Insights webpage.
 - College and Career Readiness Indicator – Data limitations for this lagging indicator (based on 12th grade students in 2021) include reduced college enrollment during the pandemic; reduced opportunity to access SAT and ACT testing; suspended collection of industry certifications (via the End of Pathway Assessment application) in 2020 and 2021; and reduced work-based learning opportunities available during the pandemic.
- c. Annual Meaningful Differentiation. (ESEA section 1111(c)(4)(C)) (corresponds with A.4.v in the revised State plan template) Due to COVID-19, the State is revising its system of annual meaningful differentiation in fall 2022 based on data from the 2021-2022 school year:

1. State's System of Annual Meaningful Differentiation. Describe the State's system of annual meaningful differentiation of all public schools in the State for accountability determinations in the fall 2022 based on data from the 2021-2022 school year.

The CCRPI is Georgia's system of annual meaningful differentiation. As described in Georgia's ESSA plan, indicators, each of which is calculated on a 100-point scale, roll up to five components – Content Mastery, Progress, Closing Gaps, Readiness, and Graduation Rate for high schools – each of which is also calculated on a 100-point scale. The five components are then weighted to provide an overall score on a 100-point scale.

The State will still report all available CCRPI indicator and component scores on a 100-point scale in 2022, but will not calculate single, summary scores at the school, district, or state level. This will

allow schools and districts to focus on the information that each indicator provides and avoid consolidating complex information into an oversimplified numerical score.

While a single summary score will not be calculated, calculating indicator and component scores on a 100-point scale will allow for annual meaningful differentiation. Additionally, the State's proposed method of identifying schools for Comprehensive and Targeted Support and Improvement (CSI and TSI) provides an additional method of annual meaningful differentiation.

2. Weighting of Indicators. Describe the weighting of each indicator in the State's system of annual meaningful differentiation in fall 2022 based on data from 2021-2022 school year.

If a State is proposing revisions due to COVID-19, check the box and describe the revisions here.

3. Different Methodology. If the State is using a different methodology or methodologies for annual meaningful differentiation for schools for which an accountability determination otherwise cannot be made (e.g., P-2 schools), describe the methodology or methodologies in fall 2022 based on data from 2021-2022 school year.

If a State is proposing revisions due to COVID-19, check the box and describe the revisions here.

- d. Identification of Schools. (ESEA section 1111(c)(4)(D)) (corresponds with A.4.vi in the revised State plan template) Due to COVID-19, the State is revising its timeline or methodologies for school identification:

1. Timeline. Each SEA must identify schools for CSI, ATSI, and targeted support and improvement (TSI) consistent with the assurance in its waiver of accountability requirements for the 2020-2021 school year (i.e., each SEA that received a waiver for the 2020-2021 school year assured it would identify schools in fall 2022 based on data from the 2021-2022 school year).

- i. After identifying schools in fall 2022 using its approved school identification methodologies as outlined in its approved ESEA consolidated State plan, the State is requesting a one-time change in frequency to identify schools in fall 2023 (based on data from the 2022-2023 school year). *If a State is proposing a one-time change in frequency to identify a category of schools in fall 2023, check the appropriate box.*

- Comprehensive Support and Improvement Schools: Low Performing
 Comprehensive Support and Improvement Schools: Low Graduation Rate
 Comprehensive Support and Improvement Schools: Not Exiting Additional Targeted Support and Improvement Status
 Targeted Support and Improvement Schools: Additional Targeted Support and Improvement (ATSI)

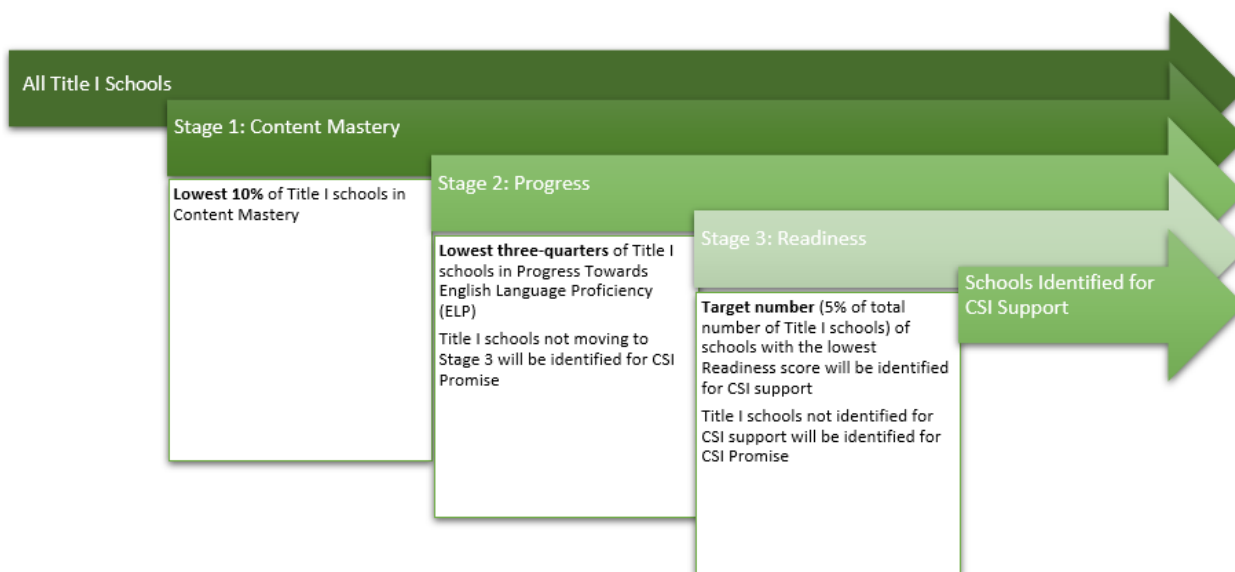
** Targeted support and improvement: Consistently underperforming subgroups (TSI) schools must be identified annually. Therefore, a State must identify TSI schools in both fall 2022 and fall 2023.*

2. Methodologies. The State is revising its methodologies for identifying schools in fall 2022 based on data from the 2021-2022 school year for the following types of school identification:
- A. Comprehensive Support and Improvement Schools: Low Performing. Describe the State’s methodology for identifying not less than the lowest-performing five percent of all schools receiving Title I, Part A funds in the State for comprehensive support and improvement in fall 2022 based on data from the 2021-2022 school year.

In the absence of an overall CCRPI score, a staged approach utilizing component scores will be implemented to identify CSI schools. Additionally, given the limitations associated with 2020 and 2021 data, only the 2022 data (rather than the typical three years of data) will be used for this identification.

Elementary and Middle Schools

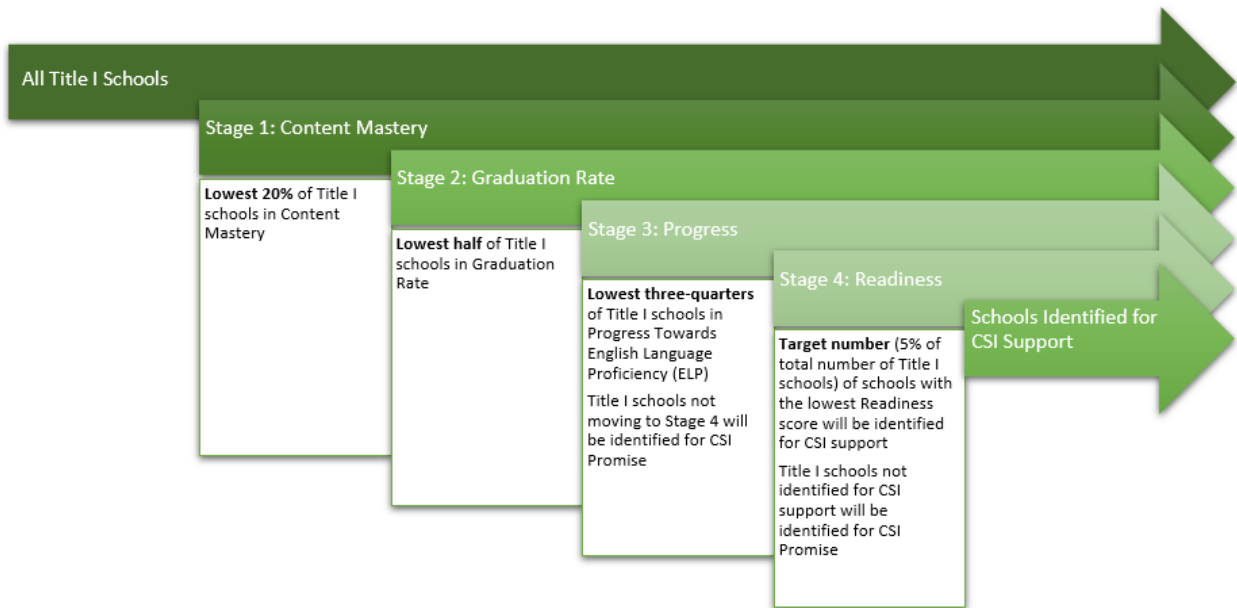
In Stage 1, all Title I schools are ranked based on the Content Mastery component score. The lowest 10% will move to Stage 2. In Stage 2, Title I schools are ranked based on the Progress Towards English Language Proficiency indicator score. The lowest three-quarters will move to Stage 3. Schools not moving to Stage 3 will be identified for CSI Promise. In Stage 3, Title I schools are ranked based on the Readiness component score. The target number (5% of total number of Title I schools) of schools with the lowest Readiness component score will be identified for CSI support. Title I schools not identified for CSI support will be identified for CSI Promise.



High Schools

In Stage 1, all Title I schools are ranked based on the Content Mastery component score. The lowest 20% will move to Stage 2. In Stage 2, Title I schools are ranked based on the Graduation Rate component score. The lowest half will move to Stage 3. In Stage 3, Title I schools are ranked based on the Progress Towards English Language Proficiency indicator score. The lowest three-quarters will move to Stage 4. Schools not moving to Stage 4 will be identified for CSI Promise. In Stage 4, Title I schools are ranked based on the Readiness component score. The

target number (5% of total number of Title I schools) of schools with the lowest Readiness component score will be identified for CSI support. Title I schools not identified for CSI support will be identified for CSI Promise.



- B. Comprehensive Support and Improvement Schools: Low Graduation Rate. Describe the State’s methodology for identifying all public high schools in the State failing to graduate one-third or more of their students for comprehensive support and improvement in fall 2022.

If a State is proposing revisions due to COVID-19, check the box and describe the revisions here.

- C. Comprehensive Support and Improvement Schools: Not Exiting Additional Targeted Support and Improvement Status. Describe the methodology by which the State identifies public schools in the State receiving Title I, Part A funds that have received additional targeted support under ESEA section 1111(d)(2)(C) (based on identification as a school in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State’s methodology under ESEA section 1111(c)(4)(D)) and that have not satisfied the statewide exit criteria for such schools within a State-determined number of years for school identifications in fall 2022 based on data from the 2021-2022 school year.

If a State is proposing revisions due to COVID-19, check the box and describe the revisions here.

- D. Targeted Support and Improvement Schools: Consistently Underperforming Subgroup(s). Describe the State’s methodology for annually identifying any school with one or more “consistently underperforming” subgroups of students, based on all indicators in the statewide system of annual meaningful differentiation, including if the State is revising the definition the State uses to determine consistent underperformance for school identifications in fall 2022 based on data from at least the 2021-2022 school year.

Georgia's TSI criteria, as approved in the State's ESSA plan, is still applicable as it utilizes subgroup performance on component scores and not an overall single CCRPI score. The existing methodology will apply to the 2022 CCRPI and the available indicators and components as outlined in this addendum.

- E. Targeted Support and Improvement Schools: Additional Targeted Support and Improvement. Describe the State's methodology for identifying schools in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State's methodology under ESEA section 1111(c)(4)(D) (i.e., schools with subgroups performing as poorly as low-performing schools identified for comprehensive support and improvement) for school identifications in fall 2022 based on data from the 2021-2022 school year.

Georgia's ATSI criteria, as approved in the State's ESSA plan, is still applicable as it utilizes subgroup performance on component scores and not an overall single CCRPI score. The existing methodology will apply to the 2022 CCRPI and the available indicators and components as outlined in this addendum.

- e. Continued Support for School and LEA Improvement (ESEA section 1111(d)(3)(A)) (corresponds with A.4.viii in the revised State plan template)
1. Exit Criteria for Comprehensive Support and Improvement Schools. Due to COVID-19, the State is revising its statewide exit criteria for schools identified for comprehensive support and improvement using one or more of the options below.

A. Timeline

- i. The State does not count the 2019-2020 school year toward the number of years (not to exceed four years) in which a school must meet the criteria in order to exit CSI status before it must take more rigorous State-determined action.
- ii. The State does not count the 2020-2021 school year toward the number of years (not to exceed four years) in which a school must meet the criteria in order to exit before it must take more rigorous State-determined action.

B. Criteria

- i. The State is revising the statewide exit criteria for schools identified for comprehensive support and improvement that would be eligible to exit status in fall 2022 based on data from the 2021-2022 school year.

Schools will exit the CSI list if they do not meet the entrance criteria AND demonstrate an improvement in Content Mastery, ELA achievement, mathematics achievement, or science achievement from the year of identification (2019) to the current year (2022). High schools identified for low graduation rate will exit if their graduation rate is > 67%.

- ii. The State is revising the statewide exit criteria for schools identified for comprehensive support and improvement in fall 2022 based on data from the 2021-2022 school year.

Schools will exit the CSI list if they do not meet the entrance criteria AND demonstrate an improvement in Content Mastery, ELA achievement, mathematics achievement, or science achievement from 2022 to 2023. High schools identified for low graduation rate will exit if their graduation rate is > 67%.

- iii. The State is revising the State-determined number of years a school identified for comprehensive support and improvement in fall 2022 has to meet the statewide exit criteria in order to exit status, which may not exceed four years, before it must take a State-determined more rigorous action.

If a State is proposing revisions due to COVID-19, check the box and describe the revisions here.

- 2. Exit Criteria for Schools Receiving Additional Targeted Support. Due to COVID-19, the State is revising the statewide exit criteria for schools receiving additional targeted support under ESEA section 1111(d)(2)(C) using one or more of the options below:

A. Timeline

- i. The State does not count the 2019-2020 school year toward the number of years in which a school must meet the criteria in order to exit before, for a school receiving Title I, Part A funds, it becomes a CSI school.
- ii. The State does not count the 2020-2021 school year toward the number of years in which a school must meet the criteria in order to exit before, for a school receiving Title I, Part A funds, it becomes a CSI school.

B. Criteria

- i. The State is revising the statewide exit criteria for schools receiving additional targeted support under ESEA section 1111(d)(2)(C) that would be eligible to exit status in fall 2022 based on data from the 2021-2022 school year.

Georgia's ATSI exit criteria, as approved in the State's ESSA plan, is still applicable as it utilizes subgroup performance on component scores and not an overall single CCRPI score. The existing methodology will apply to the 2022 CCRPI and the available indicators and components as outlined in this addendum.

- ii. The State is revising the statewide exit criteria for schools identified for additional targeted support and improvement under ESEA section 1111(d)(2)(C) in fall 2022 based on data from the 2021-2022 school year.

Georgia's ATSI exit criteria, as approved in the State's ESSA plan, is still applicable as it utilizes subgroup performance on component scores and not

an overall single CCRPI score. The existing methodology will apply to the 2022 CCRPI and the available indicators and components as outlined in this addendum.

- iii. The State is revising the State-determined number of years a school identified for additional targeted support and improvement in fall 2022 has to meet the statewide exit criteria in order to exit status before, for a school receiving Title I, Part A funds, it becomes a CSI school.

If a State is proposing revisions due to COVID-19, check the box and describe the revisions here.

Appendix – Stakeholder Input

The Georgia Department of Education (GaDOE) examined accountability options for 2022 by analyzing 2020 and 2021 data to determine the impact of the pandemic on the accountability system. Leadership across several divisions of GaDOE (including the Office of School Improvement, the Office of Assessment and Accountability, the Office of Policy and External Affairs, and the Office of the State School Superintendent) then collaborated to create a framework for an accountability addendum to Georgia’s accountability system: the College and Career Ready Performance Index (CCRPI).

Several presentations were subsequently provided to various stakeholder groups to engage them and solicit input. The Deputy Superintendent for Assessment and Accountability presented the framework in an interactive webinar, for which more than 800 stakeholders representing approximately 250 LEAs and other educational service agencies registered and more than 400 attended synchronously. The participants included LEA superintendents; district staff representing assessment, accountability, Title I, curriculum and instruction, and student support services; and school principals. Hundreds more viewed the recording of the webinar, made available immediately afterwards on the GaDOE website. Questions were addressed both during the webinar and in follow-up communications.

The State School Superintendent and the Deputy Superintendent for Assessment and Accountability shared the proposed plan with the Georgia Association of Educational Leaders (GAEL), a statewide umbrella organization composed of seven professional affiliate associations of school leaders, and at the Georgia Association of Curriculum and Instructional Supervisors (GACIS) annual conference. Additionally, the framework was shared and discussed in the monthly Assessment Lunch and Learn webinar, attended by system testing coordinators from all LEAs in the state, and at the Accountability Lunch and Learn webinar, attended by superintendent-appointed accountability contacts in the state.

Stakeholders were then provided an opportunity to submit feedback to GaDOE prior to the submission of this addendum request.

Public notice of the intent to submit an addendum was posted to the GaDOE website from January 27, 2022, to February 11, 2022. Emails sharing the notice were sent from the GaDOE Deputy Superintendent for Assessment and Accountability to LEA superintendents, assessment directors, curriculum directors, Title I directors, and LEA accountability contacts. Additionally, the notice was sent to a statewide listserv via the Federal Programs newsletter.

More than 350 responses to the stakeholder survey were received, representing business and industry, parents, other interested citizens, district staff, teachers, paraprofessionals, retired educators, LEA support staff, and students. Eighty-eight percent (88%) of respondents indicated support for the addendum. Among those that did not support it, comments suggested general disagreement with federal assessment and accountability policy, as opposed to disagreement with Georgia’s specific plan.

The Office of the State School Superintendent consulted with the Governor’s Office prior to submission of this addendum.