



STATE OF HAWAII
DEPARTMENT OF EDUCATION

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HONOLULU, HAWAII 96804

OFFICE OF THE SUPERINTENDENT

March 3, 2022

TO: The Honorable Catherine Payne
Chairperson, Board of Education

FROM: Keith T. Hayashi 
Interim Superintendent

SUBJECT: **Board Action on Amendment of and Addendum to Elementary and Secondary Education Act (“ESEA”) Consolidated State Plan to: Revise Growth Calculation Methodology for 2021 Growth Results, Modify COVID-19 Data Used for Identifying and Exiting CSI/TSI Schools, and Revise the Minimum Number of Students for Which Data Will Be Reported to Comply With Hawaii Revised Statutes Section 302A-1004**

1. EXECUTIVE SUMMARY

On December 31, 2021, the U.S. Department of Education (ED) released an addendum template for states to request certain flexibilities to help address issues and concerns caused by the COVID-19 pandemic potentially impacting the valid exiting of current, and the identification of new, Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI) schools required in fall 2022. Flexibilities offered by the ED fall into the following areas:

- Long-Term Goals and Measurements of Interim Progress;
- Indicators (or “measures”);
- Annual meaningful differentiation;
- Identification and exiting of schools; and
- Continued support for schools.

Along with addendum flexibilities considered, a long-term change requiring an amendment request is planned under the same submission to the ED. The amendment requests changing the minimum number of students for which data are reported and used for the exiting and identification of CSI and TSI schools from 20 to 11.

The Hawaii State Department of Education (Department) recommends the Board of Education (Board) approve its addendum and amendment request. A copy of the ED 2021-2022 Addendum Template for the Consolidated State Plan due to COVID-19 under the Elementary and Secondary Education Act of 1965 is included as **Attachment A**.

2. RECOMMENDATION

In accordance with federal direction and requirements, the Department is recommending approval of its proposed addendum and amendment to the Hawaii Consolidated State Plan for the Every Student Succeeds Act (ESSA Consolidated State Plan) in the following areas: (1) Revision to the growth methodology so that 2021 growth can be applied towards multi-year calculations; (2) Addition of prior year(s) results to the school exit and identification process so that outcomes are not based solely on results impacted by the pandemic; (3) Heavier weighting of pre-pandemic year results to help mitigate the negative effect of the pandemic; and (4) Changes to the minimum n-size from 20 to 11 to align federal reporting with the 2020 revision to Section 302A-1004, Hawaii Revised Statutes (HRS), requiring the reporting of results when the number of students total more than ten. These requests are summarized in the table below.

Submission	Request
<p style="text-align: center;">Addendum</p>	<p>1. Revision to the growth calculation methodology when using 2021 growth results for multi-year calculations. Propose to calculate 2021 growth results based on 2021 and 2019 test results given no testing was administered in 2020.</p>
	<p>2. Revision to add pre-COVID years' data used to identify schools across all exit and identification measures: Proficiency, growth (elementary/middle schools), graduation rate (high schools), chronic absenteeism, English Language Proficiency for English Learners.</p>
	<p>3. Weight multiple years differently with more weight attributed to results from pre-COVID years.</p>
<p style="text-align: center;">Amendment</p>	<p>4. Revision to the minimum number of students for which data shall be reported from 20 to 11. In 2020, the Hawaii State Legislature enacted 302A-1004, HRS, requiring specific provisions on data reporting that includes reporting data when the number of students in a particular data subgroup is greater than ten.</p>

In addition to these requests, the Department does not recommend the replacement or modification to the Chronic Absenteeism measure. While this is a one-year option offered by the ED, it is contrary to the primary purpose of Hawaii's ESSA Consolidated State Plan, which is to identify subgroups missing substantial instructional time throughout the school year and schools that need support. The identification of such schools and subgroups will then allow for federal and state resources and supports to help address issues related to students missing instruction.

A presentation of the addendum and amendment flexibilities offered and the Department's recommendations were made to the Board's Student Achievement Committee (SAC) on February 17, 2022. The SAC members voiced no concerns with the proposed revisions and both Committee Chair Namau'u and Committee Member Uemura supported keeping and

maintaining the Chronic Absenteeism measure. In addition, public testimony by the Hui for Excellence in Education Coalition and the Special Education Advisory Council did not cite any concerns with the proposed revisions and supported keeping the Chronic Absenteeism measure.

A public comment page was launched on February 7, 2022 with an e-blast to over 33,000 Department teachers and employees and postings across major social media. The survey window closed on February 22, 2022. Overall, comments provided as of February 18, 2022 were supportive of the proposed revisions except for one comment that was specifically concerned with the differential weighting of results across multiple years which could be used for "...applying the weights for certain years only if it serves a certain purpose." The stated purpose of applying heavier weights to pre-pandemic years was to mitigate the negative impact on schools results. All public comments pertaining to the Chronic Absenteeism measure were receptive in keeping it for School Year 2021-22 and beyond.

3. RECOMMENDED EFFECTIVE DATE

Upon approval.

4. RECOMMENDED COMPLIANCE DATE

Upon approval by the ED.

5. DISCUSSION

a. Conditions leading to the recommendation:

On December 31, 2021, the ED released a draft addendum template for states to request certain flexibilities to help address issues and concerns caused by the COVID-19 pandemic potentially impacting the valid identification of CSI and TSI schools required in fall 2022. On February 15, 2022, the ED released the final addendum template which included additional clarifications, but did not substantially change the flexibilities allowed in the draft version of the template. The addendum does not waive states from administering required statewide summative assessments.

The addendum flexibilities are short-term one-year changes intended to mitigate issues caused by the pandemic and not for long-term changes to state plans. Because the Department is also planning to request long-term changes, an amendment request to its consolidated state plan is being submitted at the same time. Both the addendum template and Hawaii's current consolidated state plan can be reviewed at:

Addendum Template

https://drive.google.com/file/d/19M4JEnSDS3jzsmW7FQKvAS_DwJnR59l/view?usp=sharing

Hawaii's Consolidated State Plan

<https://drive.google.com/file/d/16hZXgx5wFlzqhmAYHEsitXdM8jVwy2bS/view?usp=sharing>

- b. Previous action of the Board and Committee(s) on the same or similar matter:

June 20, 2017 - Board General Business Meeting, Action Item D

The Board unanimously approved the ESSA Consolidated State Plan. The approval of the initial plan was a requirement for the submission of the plan to the ED.

September 19, 2019 - Board General Business Meeting, Superintendent's Report

During the Superintendent's Update, changes to the ESSA Consolidated State Plan and the ED's request that the Department change its criteria and methodology for identifying subgroups under TSI and CSI designations were shared. Further, the Department made additional adjustments and submitted its final designation to the ED for approval on September 16, 2019, based on public comments, feedback from leadership teams, and conversations with stakeholders.

February 20, 2020 - Board General Business Meeting, Action Item M

The Board approved the amendment to the ESSA Consolidated State Plan regarding the methodology to identify schools with the lowest-performing subgroups for "Additional Targeted Support and Improvement" and subgroups identified for "Targeted Support and Improvement-Consistently Underperforming."

June 17, 2021 – Board General Business Meeting, Action Item D

The Board approved the Department to submit the ESSA Consolidated State Plan amendment in accordance with the Every Student Succeeds Act (ESSA) to shift forward timelines by one year for identifying schools and shift forward timelines by one year for meeting measurements of interim progress and long-term goals due to COVID-19. The motion carried unanimously with all members present voting aye.

February 17, 2022 – Board Student Achievement Committee, Discussion Item B
(Pending the approval and posting of the committee meeting minutes)

- c. Other policies affected:

None.

- d. Arguments in support of the recommendation:

To date, Department executive leadership, complex area superintendents, and school principals were invited to participate in information and feedback sessions. Some were

concerned with continuing with the Chronic Absenteeism measure as it may lead to a negative perception of the school and not all absences were within a school's control. Overall, the internal stakeholders were supportive of the Department's proposed revisions. The public comment process via an informational posting and survey on HawaiiPublicSchools.Org ended on February 22, 2022. As with previous public comment postings, the survey was communicated via an e-blast to over 33,000 of the Department's teachers, administrators, and staff, along with postings on major social media sites.

e. Arguments against the recommendation:

There have been some concerns with using Chronic Absenteeism as a measure for school accountability purposes as not all absences were within a school's control. However the overall consensus is that the Department wants to identify the schools that need the most support.

f. Other agencies or departments of the State of Hawaii involved in the action:

The Governor's Office is currently reviewing documents.

g. Possible reaction of the public professional organizations, unions, the Department staff and/or others to the recommendation:

The Department is conducting a Consult and Confer process with the Hawaii State Teachers Association and the Hawaii Government Employees Association to ensure the proposed revisions continue to support teachers and government employees while maintaining federal compliance. Individual WebEx presentations and question and answer sessions were conducted with the following organizations:

- Department Leadership - January 31, 2022;
- School Principals - February 3, 2022;
- Hui for Excellence in Education Coalition - February 11, 2022; and
- Special Education Advisory Council - February 14, 2022.

h. Educational implications:

Once approved, these revisions will ensure that the Department's production of ESSA school-identification data, required state ESSA report cards, and Hawaii Strive HI School and State Performance results will meet federal expectations. Further, the Department will fully comply with the accountability and school identification timeline required by the Elementary and Secondary Education Act of 1965, as amended by ESSA.

i. Personnel implications:

Not applicable.

j. Facilities implications:

Not applicable.

k. Financial implications:

No additional funding is required to comply with and implement the aforementioned proposed addendum or amendment.

6. OTHER SUPPLEMENTARY RECOMMENDATIONS

None.

KTH:ct

Attachment: Attachment A - 2022 Covid-19 Addendum Template

c: Office of Strategy, Innovation and Performance

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

Hawaii



U.S. Department of Education
Issued: December 2021

OMB Number: 1810-0576
Expiration Date: October 31, 2023

Paperwork Burden Statement According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0576. The time required to complete this information collection is estimated to average 249 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this collection, please write to: U.S. Department of Education, Washington, DC 20202-4537. If you have comments or concerns regarding the status of your individual submission of this collection, write directly to: Office of Elementary and Secondary Education, U.S. Department of Education, 400 Maryland Ave., S.W., Washington, DC 20202-3118.

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)	
Signature of Authorized SEA Representative	Date:

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.

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

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.

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

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.

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

- 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.

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

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.

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

- 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.

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

- 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.

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

- 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.

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

- 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.

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

- 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.

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

- 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.

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

- 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.