

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

*Rhode Island*



**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](mailto: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/esso-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

<b>Authorized SEA Representative (Printed Name)</b>	
<b>Signature of Authorized SEA Representative</b>	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.

Typically, as described in the State's ESEA Consolidated State Plan section A.4.iv.a, Rhode Island combines two years of data in calculating each school's Academic Proficiency Index and in calculating each high school's Student Growth Index. Additionally, for schools and student subgroups that have fewer than 20 students for either measure, Rhode Island adds a third year of data to that measure (described in A.4.v.b and also addressed under 'Weighting of Indicators' below) in an attempt to reach enough students to include that school or student group in Rhode Island's statewide accountability system for the measure.

Rhode Island did not administer state assessments in 2019-20 and, therefore, waived accountability in 2019-20. Further, based on the flexibility offered by ED, the State also waived school accountability in 2020-21. Because of lower than ideal participation rates in 2020-21 and other factors, Rhode Island will use only one year of data—the 2021-22 assessment results for proficiency, and the 2021-22 results as the terminal measure for growth calculations—in the 2021-22 calculation of each school's Academic Proficiency Index and each high school's Student Growth Index.

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.

Typically, as described in the State’s ESEA Consolidated State Plan section A.4.iv.b, Rhode Island combines two years of data in calculating each elementary and non-high school secondary school’s Student Growth Index. Additionally, for schools and student subgroups that have fewer than 20 students for either measure, Rhode Island adds a third year of data to that measure (described in A.4.v.b and also addressed under ‘Weighting of Indicators’ below) in an attempt to reach enough students to include that school or student group in Rhode Island’s statewide accountability system for the measure.

Rhode Island did not administer state assessments in 2019-20 and, therefore, waived accountability in 2019-20. Further, based on the flexibility offered by ED, the State also waived school accountability in 2020-21. Because of lower than ideal participation rates in 2020-21 and other factors, Rhode Island will use only one year of data—2021-22 results as the terminal measure for growth calculations—in the 2021-22 calculation of each elementary and non-high school secondary school’s Student Growth Index.

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.

Typically, as described in the State’s ESEA Consolidated State Plan section A.4.iv.d, Rhode Island combines the two most recent years of data in calculating each school’s English Language Proficiency Index. Additionally, for schools and student subgroups that have fewer than 20 students for the indicator, Rhode Island adds a third year of data (described in A.4.v.b, and also addressed under ‘Weighting of Indicators’ below) in an attempt to reach enough students to include that school or student group in Rhode Island’s statewide accountability system for Progress in Achieving English Language Proficiency (ELP).

The State completed ACCESS testing shortly before local impacts of COVID-19 began, so Rhode Island has valid ACCESS for ELLs 2.0 and Alternate ACCESS data for 2019-20. However, based on the flexibility offered by ED, the State waived school accountability in 2020-21. Because of lower than ideal participation rates in 2020-21 and other factors, for the 2021-22 school year, Rhode Island will combine results from 2019-20 and 2021-22 to calculate each school’s English Language Proficiency Index.

In Rhode Island, n-size—the number of students that meet the accountability requirements to be included in the calculation of an indicator—frequently precludes schools from being held accountable for the Progress in Achieving English Language Proficiency (ELP) indicator. Using two years of data will allow the State to include this indicator in the statewide accountability system for approximately 42 additional schools, based on preliminary participation data.

Including more schools enhances the validity and fairness of the accountability system and provides greater stability for the ELP indicator. Rhode Island's leadership believes that publishing data on more schools for this indicator will bring greater attention to educational inequities for multi-lingual learners, incentivizing more school and LEA leaders to change practices based on the needs of these students.

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.

Rhode Island's ESEA Consolidated State Plan, section A.4.iv.e says that in 2022, Rhode Island will expand the State's Post-Secondary Success Indicator to include the Seal of Biliteracy and Pathway Endorsement Council Designations from the Rhode Island Diploma System. The Plan also says that Rhode Island will add a new Science Proficiency indicator in 2022.

Rhode Island aims to keep its statewide accountability system as consistent as possible and wishes to avoid increasing the complexity and difficulty of the system in this first year after the challenges schools experienced during the COVID-19 pandemic. Therefore, the expansion of Rhode Island's Post-Secondary Success Indicator and the addition of a new Science Proficiency indicator will be postponed until 2023.

Additionally, for the 2021-22 school year, Rhode Island will only use one year of data in calculating each school's Exceeds Expectations indicator, matching the State's approach in the Academic Achievement Indicator.

Also, the State understands that COVID-19 has caused new challenges with student absenteeism, such as mandatory quarantine and isolation periods, that are often outside of schools' control. Rhode Island will map the effects of COVID-19 on the 2021-22 student attendance data to the cut scores for this indicator and increase the cut scores accordingly, to hold constant the consequences for schools. Based on preliminary data, Rhode Island plans to increase each cut score in its Student Absenteeism indicator by between six and fifteen percentage points. The State will calculate each adjusted cut score when the final 2021-22 data are available.

Based on 2020-21 data and preliminary 2021-22 data, Rhode Island intends to maintain the same cut scores for the Teacher Absenteeism indicator in 2021-22. In Rhode Island's Teacher Absenteeism indicator, long-term pre-approved absences are not counted against schools, reducing the impact of COVID-19 on this indicator. However, the State will study the final 2021-22 teacher attendance data when available and if the State learns that teacher absenteeism substantially increased due to the pandemic, Rhode Island will also increase the cut scores for the Teacher Absenteeism indicator, using the same methods used to adjust the Student Absenteeism indicator.

- 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.

A.4.v.b of Rhode Island's ESEA Consolidated State Plan says that "In the case when a school does not meet the minimum n-size for an indicator, RIDE will first try including an additional year of data." In 2022, Rhode Island will not add additional years of data to accountability indicators for schools and student groups that do not meet the minimum n-size.

This temporary change in practice will direct focus to the most current data and is consistent with the State's intention to not use 2020-21 state assessment data for accountability purposes. It also supports fair comparisons between schools and between student subgroups; given that individual years of data may substantially differ from each other due the pandemic, including different years of data for different schools and subgroups in the same indicators at this time could cause inaccurate comparisons.

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.

Rhode Island has several early grade schools which do not have students who participate in the state assessment (e.g. kindergarten to grade one and kindergarten to grade two schools). A.4.v.c of Rhode Island's ESEA Consolidated State Plan describes the State's system for individually mapping grade three students who previously attended one of these early grade schools back to their early grade school, to count their grade three performance in the early grade school's accountability results.

Due to the disruptive impact of the COVID-19 pandemic on school services in 2019-20 and 2020-21, Rhode Island waived accountability for those years and is not including those years in schools' Academic Achievement and Exceeds Expectations indicators. Rhode Island will apply the same principle to the early grade schools. Because these 2021-22 grade three students were enrolled in the early grade schools in those years most affected by the pandemic, the early grade schools will not have results for the Academic Achievement and Exceeds Expectations indicators in 2022. These schools will again be evaluated by grade three scores beginning in 2023. The State will continue to report all available indicators for these schools in the same manner as other schools in its school Report Card.

- 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 Rhode Island's ESEA Consolidated State Plan, section A.4.iv.b, the State describes three criteria under which schools may be identified as in need of comprehensive support and improvement. In 2022, Rhode Island will use the same three criteria, but amend its identification process to the following, to reduce any risk of identifying more schools in 2022 than the State can support:

To identify schools in need of comprehensive support and improvement, Rhode Island will first narrow down to the one-star schools as defined in the State's system of annual meaningful differentiation, section A.4.v. The system of annual meaningful differentiation uses all indicators. If less than five percent of Title I schools receive one-star ratings, Rhode Island will adjust the cut points for the academic proficiency and student growth indexes so that at least five percent of Title I schools receive one-star ratings.

Of the schools with a one-star rating, Rhode Island will first identify any school that fits one or both of the following two criteria as in need of comprehensive support and improvement:

1. The lowest performing five percent of all schools – including at least the bottom five percent of Title I schools – in terms of growth and achievement in English language arts and mathematics state assessments. See the image in Rhode Island’s State Plan for an example.
2. Any high school failing to graduate one third or more of their students within four years.

If less than 8% of Rhode Island schools with star ratings are identified for comprehensive support and improvement based on the first two criteria, Rhode Island will identify additional schools based on the following criterion:

3. Any school with the lowest score for all applicable non-graduation indicators, and one or two points for graduation, if applicable:
  - a. 1 point each on ELA and Math achievement;
  - b. 1 point each on ELA and Math growth;
  - c. 1 point on English language proficiency;
  - d. 1 or 2 points on graduation rate;
  - e. The lowest cut in the School Classification Rules Chart (‘Star Chart’) on any combined indicator.

If the third criterion brings the total number of identified schools in Rhode Island to more than 8% of schools with star ratings, Rhode Island will limit the number of schools identified to the amount at which the total number of identified schools equals 8% of schools with star ratings. To determine which schools of those that meet the third criterion are identified, Rhode Island will rank those schools that fit the criterion by their performance in achievement and growth in English language arts and mathematics, in the same manner as the first criterion above. Of the schools that meet the third criterion, Rhode Island will identify the lowest performing schools in terms of achievement and growth until the total number of identified schools equals 8% of all schools with star ratings.

Rhode Island selected 8% as the threshold described above based on the State’s capacity to support identified schools. In the first two years under this accountability system, Rhode Island identified just over 7% of schools with star ratings for comprehensive support and improvement. If many more schools were to be identified, Rhode Island may not be able to provide the same level of staff support to each school and the available funding for school improvement could be diluted to the point of lessening impact for schools.

- 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.

Rhode Island will apply the same methodology described in 2A of this addendum to identify schools in need of targeted support and improvement for a low performing subgroup (TSI-LPS). Any school with a subgroup that meets the minimum n-size of 20 and whose performance for that subgroup would result in a one-star rating and identification for comprehensive support and improvement through any of the three criteria will be identified for TSI-LPS (i.e. additional targeted support and improvement).

- 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.

To provide more consistent support across years and better position schools for long-term improvement, Rhode Island will use a biannual identification timeline for comprehensive support and improvement. Schools identified in Fall 2022 will follow the same exit criteria described in Rhode Island’s ESEA Consolidated State Plan, section A.4.viii.a. However, they will maintain their identification status for two years. Rather than being evaluated to exit in 2023, they will be evaluated for the exit criteria in Fall 2024.

- 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.*