

TABLE OF AMENDMENTS  
2022–2023

to  
and

Approval: –2024 school year results are labeled under the header, “Pending  
2023 Amended and  
Parts of The 2023 the  
header, 2023

Any section of the consolidated plan that is not included in the accountability system RebuildPhase proposal will remain unaltered.

The following table lists the page numbers, amendment, and summary of RebuildPhase changes to the accountability section of the ESSA plan:

| Page Number | Amendment  | Summary of Change  |
|-------------|--|--|
| 1, 4        | Cover Page                                       | Updated dates, contact information and signatures  |
| 20          | Rebuild Phase Description                        | Provide background information about the amendments related to the Rebuild Phase   |
| 22          | Middle School Math and Science Assessment Waiver | Include grade 6 and 7 students to be exempt from double testing in middle school math and science  |
| 27-28       | Subgroup Definitions                             | Update the list of subgroups defined and used for accountability determinations and subgroups defined and not used for accountability determinations |
| 28          | Gender Definition                                | Include non-binary as part of the definition for gender  |

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|----------------|---|--|
| 38-40          | Long-Term Goals and Measures of Interim Progress (MIPs) for English language arts (ELA) and Math      | Change long-term goals and MIPs for subgroups and update long-term goals   |
| 42-43          | Long-Term Goals for 4-Year, 5-Year, 6-Year Graduation Rate Cohort                                     | Update long-term goals for 4-year, 5-year, 6-year graduation rate cohort   |
| 47-48          | English Language Proficiency (EP)   | Change long-term goals and MIPs for LEP indicator  |
| 48             | Links to Technical Reports  | Update links to documents that have been updated and/or relocated  |
| 51             | Middle School Math  | Include grade 6 students to be exempt from double testing in middle school math  |
| 51             | Progress Measure and Weighted Average Achievement Index   | Not use Progress measure for school differentiation and use Weighted Average Achievement Index to calculate performance levels at the elementary/middle (E/M) and secondary levels   |
| 58-59          | Progress Measure for E/M and secondary levels and Science Performance Index (SPI) for Secondary Level | Not calculate academic progress for subgroups and not include Science as an E/M Other Academic Indicator and use Core Subject Performance at the E/M and secondary level   |
| 62             | Graduation Rate Performance Level   | Utilize cut points to calculate performance levels for Graduation Rate   |
| 68-69          | Chronic Absenteeism Performance Levels at the E/M and Secondary levels                                | Utilize cut points to calculate performance levels for Chronic Absenteeism   |
| 72             | Core Subject Performance at the Secondary Level   | Use Core Subject Performance as a measure of school quality and student success at the secondary level   |
| 73             | Social Studies PI at the Secondary Level  | Not include social studies exam results at the secondary level to adjust for exam cancellations  |
| 75             | College, Career, and Civic Readiness (CCCR) Index at the Secondary Level                              | Include CCCR Index after a one-year pause for informational purposes only and to utilize cut points to calculate performance levels and update language regarding additional measures for school quality and student success |
| 78, 109<br>110 | Accountability Statuses   | Revise the list of accountability statuses to reflect current descriptions   |
| 79-80          | Weighting of Indicators   | Use a series of decision rules to differentiate between schools and not explicitly weight indicators   |
| 82-83          | Comprehensive Support and Improvement (CSI) Identification at the E/M Level                           | Include identification decision rules for CSI identification at the E/M level  |
| 85             | CSI Identification at the Secondary Level   | Include identification decision rules for CSI at the secondary level   |
| 86-87          | Frequency of CSI Identifications  | Adjust years of identification for CSI due to accountability waivers   |

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|-------------------|--|--|
| 87                | Frequency of Targeted Support and Improvement (TSI) Identifications            | Adjust years of identification for TSI due to accountability waivers   |
| 87                | Frequency of Additional Targeted Support and Improvement (ATI) Identifications | Adjust years of identification for ATSI due to accountability waivers  |
| 90-92             | Exit Criteria for CSI, ATSI and TSI  | Include modification of exit criteria including criteria under approved one year addendum  |
| 96                | Improvement Steps  | Amend chart to reflect improvement steps for schools identified for CSI  |
| 98, 104-106       | Comprehensive Diagnostic Needs Assessment                                      | Add other tools and description of review of school and district quality   |
| 108               | Participatory Budgeting Funds  | Amend language to reflect the participatory budgeting process  |
| 111               | Regional Technical Assistance  | Amend list of specialized Technical Assistance providers   |
| 120, 122          | Key Functions of Technical Assistance  | Amend description of the key functions used to provide support and technical assistance  |
| 223, 227, 231-234 | MIPs and Long Term Goals   | Update headers and amend MIPs and long term goals applicable for the 2022-2023 school year results and the 2023-2024 school year results |