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

New York

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/.

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Authorized SEA Representative (Printed Name)	
Jason Harmon Deputy Commissioner, P-12 Operational Support	
Signature of Authorized SEA Representative	Date: September 1, 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.

      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.

Under the New York State Education Department's (NYSED's) Every Student Succeeds Act (ESSA) plan, New York uses a Core Subject Performance Index as a measure of how well students who participate in ELA, math, and science state assessments perform. The Core Subject Performance Index is computed using the same equation used to calculate Weighted Average Achievement, but the denominator includes only tested students. The Core Subject Performance Index is then ranked and assigned an Achievement Index Level that ranges from 1-4.
NYSED also uses three additional measures at the elementary/middle level.

1. The Science Performance Index (PI) is computed using results for all continuously enrolled students in the tested elementary and middle level grades. A PI is computed for each subgroup using the following equation:

$$PI = 100 * \frac{(Level\ 2) + 2(Level\ 3) + 2.5(Level\ 4)}{Denominator}$$

The Denominator is the greater of the two: 1) continuously enrolled students who have valid test scores, OR 2) 95% of continuously enrolled students with or without valid test scores. The Science Performance Index is included in the calculation of Weighted Average Achievement Index and Core Subject Performance Index.

2. Academic Progress as an Other Academic Indicator at the elementary/middle and high school levels. In determining a school's performance on the Academic Progress indicator, New York will consider each subgroup's performance against the State's and school's Measurements of Interim Progress (MIPs) and the State's Long-Term Goal separately for ELA and math. New York will determine if a subgroup meets, does not meet, or exceeds the relevant goal. For purposes of school differentiation, the ELA Index and math Index for each subgroup in a school will be converted to an ELA Progress Level and a math Progress Level that ranges from 1-4. The two levels will then be averaged to compute the Academic Progress Level.

3. Individual student growth is determined by comparing the score a student received in the current year to the scores of other students in the current year with similar scores in prior years. The Student Growth Percentile (SGP) indicates how that student compared to other students and is calculated for students in Grades 4-8 for ELA and math. Three years of ELA and three years of math SGPs are summed and then divided by the number of results to create the Mean Growth Percentile (MGP). A Growth Level that ranges from 1-4 is then assigned using cut-points.

For the 2021-2022 school year, NYSED will use 2021-2022 school year results to compute the Core Subject Performance Index (including the Science Performance Index) and then a Level will be assigned using rank-based cut-points. The Academic Progress and Individual Student Growth indicators will not be computed for the 2021-2022 school year.

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.

Under NYSED's ESSA plan, New York determines Graduation Rates using "cohorts" of students who enter Grade 9 in the same school year or, for ungraded students with disabilities, attained the age of 17 in that same school year. On June 30th, four, five, and six years after the students enter Grade 9 or turn 17, the students are considered part of the four-year Graduation Rate Total Cohort, the five-year Graduation Rate Total Cohort, and the six-year Graduation Rate Total Cohort, respectively. On August 31st, four, five, and six years after the students enter Grade 9 or turn 17, New York identifies students in the four-year, five-year, and six-year graduation rate total cohorts who earned a Regents or local diploma. These students are counted as "graduates" when determining Graduation Rate. Dropouts are included in the Graduation Rate calculation as non-completers. Students who transfer to another school, are incarcerated, leave the country, or die are excluded.

The Graduation Rate is determined for each accountability subgroup by dividing the number of students in the cohort who earned a local or Regents diploma by August 31st by the number of students in the cohort. Because August graduation data are not available typically until October, which is two months into the school year, Graduation Rate accountability data are lagged by one year.

In determining a school's Performance Level on the Graduation Rate indicator, New York considers each subgroup's performance against the State's and school's MIPs and the State's Long-Term Goal for each of the four-year, five-year, and six-year rates. New York determines if a subgroup's Graduation Rate meets, does not meet, or exceeds the relevant goal. For purposes of school differentiation, the Graduation Rate for each subgroup and each cohort in a school is converted to a Graduation Rate Level that ranges from 1-4.

For the 2021-2022 school year, New York will apply the current methodology to calculate Graduation Rates for each four-year, five-year, and six-year cohort. New York will not use MIPs to assign Levels to the four-year, five-year, and six-year Graduation Rates. Instead, the unweighted average of the four-year, five-year, and six-year rate will be first determined and then a Graduation Rate Level will be assigned using rank-based cut-points.

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

Under NYSED's ESSA plan, New York's ELP methodology involves calculating Proficiency, Annual Progress, and Safe Harbor for individual English Language Learner (ELL) students. The indicator at the school and district level then is generated using two ELL rosters: one from the current year and one from the previous year.

For the 2021-2022 school year, following a thorough review of the ELP indicator, no modifications will be made to the methodology used to calculate Proficiency, Annual Progress, or Safe Harbor for individual students. The central modification to this indicator will be to perform the calculations using only a single-year ELL roster, comprised of all ELLs who tested on the NYSESLAT in the 2021-2022 school year (the roster includes all students who took the 2021-2022 NYSESLAT and their prior year NYSESLAT, and initial NYSESLAT results). This single, current-year ELL roster would include current scores from the 2021-2022 school year on the NYSESLAT (including prior year and initial year results) and ELA Regents/NYSTP exams to calculate current year Proficiency (as in a typical year, Proficiency is reached when an ELL scores either (1) a Level 5 on the NYSESLAT or (2) a combination of a Level 4 on the NYSESLAT and a passing score on the ELA Regents/NYSTP), and historical data on the NYSESLAT allowing for the greatest opportunity for a student to show growth through the calculation of Annual Progress and Safe Harbor.

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.

Under NYSED's ESSA plan, New York uses Chronic Absenteeism as the School Quality and Student Success indicator at the elementary/middle and high school levels. A Chronic Absenteeism Rate is calculated for each accountability subgroup by dividing the number of students who were absent (excused or unexcused) for at least 10% of enrolled instructional days by the number of students enrolled during the school year and multiplying the result by 100. Using this rate, a Chronic Absenteeism Level that ranges from 1-4 is based on subgroup attendance in relation to an End Goal, Long-Term Goals, and MIPs in the elementary/middle-level and secondary-level. Chronic Absenteeism Levels are determined for all accountability subgroups separately.

NYSED uses three additional measures of School Quality and Student Success at the high school level.

1. The College, Career, and Civic Readiness (CCCR) indicator uses diplomas, credentials, advanced course credits and enrollment, Career and Technical Education (CTE) certifications, and indicators such as a Seal of Biliteracy or participation in a Smart Scholars program to determine how a school is preparing its students to be ready for college, a career, and civic engagement once the students leave the school. In determining a school's performance on the CCCR indicator, New York considers each subgroup's performance against the State's and school's MIPs and the State's Long-Term Goal. The State determines if a subgroup meets, does not meet, or exceeds the relevant goal. For purposes of school differentiation, the CCCR Index for each subgroup in a school is converted to a CCCR Level that ranges from 1-4.

2/3. At the high school level, Science and Social Studies Performance Indices are also used as measures of school quality and student success. Science and Social Studies PIs are calculated separately for each subgroup using the following equation:

$$PI = 100 * \frac{(Level\ 2) + 2(Level\ 3) + 2.5(Level\ 4)}{Denominator},$$

where the denominator includes the four-year accountability cohort as of June 30th (students who entered Grade 9 in the same year and were enrolled in the school/district/state on June 30th four years later).

For the 2021-2022 school year, New York will use the following measures of School Quality and Student Success:
- A Chronic Absenteeism indicator will be used at the elementary/middle and high school levels using the following process: Use 2021-2022 school year results to calculate a Chronic Absenteeism rate. Then, assign a Chronic Absenteeism Level using rank-based cut-points for each subgroup.

- At the high school level, the following will also be computed:
  - Use the 2021-2022 school year results to compute Science and Social Studies Performance Indices using the same methodology. These Science and Social Studies indices are included in the calculation of the Weighted Average Achievement Index. During the 2019-2020 to 2021-2022 school years, New York granted exemptions to students who were unable to take a Regents examination due to pandemic-related extenuating circumstances. If a student does not have a valid Regents examination for a subject (i.e., the student did not take an examination or the student received a Regents exemption during the 2020-2021 and/or 2021-2022 school years), the student is included in the denominator only.
  - Use the 2021-2022 school year results to compute a Core Subject Performance Index for students with a valid score in ELA, math, science, and social studies examinations. The Core Subject Performance Index computed using the equation below, where the denominator includes only cohort members with a valid score in the ELA, Math, Science and Social Studies examinations. An Achievement Index Level is then assigned to the Core Subject Performance Index using rank-based cut-points.

$$PI = 100 * \frac{(Level\ 2)\ +\ 2(Level\ 3)\ +\ 2.5(Level\ 4)}{Denominator}$$

- The CCCR measure will not be computed.

c. <u>Annual Meaningful Differentiation</u>. *(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. ☒ <u>State's System of Annual Meaningful Differentiation</u>. 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.

For the 2021-2022 school year, New York will use 2021–2022 school year results to differentiate all public schools in the State, including charter schools, into the following categories using each of the indicators for which a subgroup will be held accountable: Schools identified for Comprehensive Support and Improvement (CSI), Schools identified for Targeted Support and Improvement (TSI), and Schools in Good Standing. To determine the category into which a subgroup will be differentiated, New York will assign a Performance Level from 1-4 for each measure for which a subgroup in a school is held accountable. Except for the English Language Proficiency Indicator, for which there is no change in established cut points and determination of where a school's success ratio falls, the performance of schools will be meaningfully differentiated by placing those that are among the lowest achieving ten percent into Level 1, those that perform above 10% and up to 50% into Level 2, those that perform above 50% and up to 75% into Level 3, and those that perform above 75% into Level 4. A school's Performance Levels on the indicators for which it is accountable then are used to differentiate schools into the CSI, TSI, and Good Standing categories.

2. ☒ <u>Weighting of Indicators</u>. 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.

For the 2021-2022 school year, New York will not explicitly weight indicators, but rather will use a series of decision rules (i.e., scenarios) to differentiate between schools. These decision rules will give the greatest weight to Academic Achievement as measured by the Weighted Average Achievement Index and Core Subject Performance Index and Graduation Rate (in high schools). Progress toward English Language Proficiency by ELLs and Chronic Absenteeism will be weighted equally, but less than Academic Achievement and Graduation Rate.

Within the Weighted Average Achievement Index and Core Subject Performance Index, achievement in ELA and math will be weighted equally and science and social studies (at the high school level) will be weighted lower. For example, at the high school level, ELA and math combined are given three times the weight of science and six times the weight of social studies.

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.

- 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.

For the 2021-2022 school year, New York will identify schools for CSI based on lowest performance using 2021-2022 school year results only and low high school graduation rates. New York State will identify a minimum of 5% of all Title I elementary and middle level schools in New York, as well as what has historically been the small number of non-Title I schools in New York that perform at the level that caused these Title I schools to be identified for CSI by using the following decision rules:

1. New York first will preliminarily identify for CSI schools that meet one of the scenarios below.
2. Beginning with the lowest numbered scenario, New York will identify schools for CSI.
3. New York will continue to identify schools in scenario order from lowest to highest until it reaches the scenario in which the identification of schools within that scenario results in the identification of at least 5% of Title I schools in the State (i.e., 5% of elementary/middle schools and 5% of high schools) being identified for CSI.
4. Any non-Title I school that meets the criteria used to identify Title I schools will also be identified for CSI.
5. New York will then remove from preliminary identification all schools in a higher numbered scenario than the one in which the cumulative total of at least 5% of Title I schools is reached.
6. New York will complete the process by determining whether each current school identified for CSI that was not identified using this process met the criteria for exiting CSI status. Schools that met the criteria are removed from CSI status, while schools that do not meet the exit criteria remain identified for CSI.

Elementary and Middle School Scenario Table:

Elementary/Middle-Level CSI/TSI Scenario Table					
Scenarios	**Current Status**	**Weighted**	**Core**	**ELP**	**Chronic Absenteeism**
1	Any	Both Level 1		Any Level (None, 1-4)	Any Level (None, 1-4)
2	Any	Level 2	Level 1	Both NOT Level 3 or 4	
3	Any	Level 1	None	Both NOT Level 3 or 4	
4	Any	Level 1	Level 2	Both NOT Level 3 or 4	
5	Any	Level 3	Level 1	Both NOT Level 3 or 4	
6	Any	Level 1	Level 3	Both NOT Level 3 or 4	

High School Scenario Table:

High School Level CSI/TSI Scenario Table						
Scenarios	**Current Status**	**Weighted**	**Core**	**Grad Rate**	**ELP**	**Chronic Absenteeism**
1	Any	Both Level 1		Level 1	Any Level (None, 1-4)	
2	Any	Level 2	Level 1	Level 1	Both Not Level 3 or 4	
3	Any	Level 1	None	Level 1	Both Not Level 3 or 4	
4	Any	Level 1	Level 2	Level 1	Both Not Level 3 or 4	
5	Any	Both Level 1		Level 2	Both Not Level 3 or 4	
6	Any	Level 1	Level 2	Level 2	Both Not Level 3 or 4	
7	Any	Level 2	Level 1	Level 2	Both Not Level 3 or 4	

B. ☐ <u>Comprehensive Support and Improvement Schools: Low Graduation Rate</u>. 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. ☐ <u>Comprehensive Support and Improvement Schools: Not Exiting Additional Targeted Support and Improvement Status</u>. 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. ☒ <u>Targeted Support and Improvement Schools: Consistently Underperforming Subgroup(s)</u>. 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.

For the 2021-2022 school year, New York will use 2021–2022 school year results to apply the same decision rules (i.e., scenarios) that are used for identification of schools for CSI to identify schools for TSI for the following subgroups: English language learners, low-income students, racial/ethnic groups, and students with disabilities. The criteria to identify schools for TSI differs in that the highest number scenario that is used to identify schools for CSI will not be used to identify subgroups for TSI. For example, if Scenarios 1-5 are used to identify high schools for CSI, then Scenarios 1-4 will be used to identify high school subgroups for TSI. Because New York's approved ESSA plan requires that subgroups meet the identification criteria for two consecutive years to be identified for TSI, only subgroups that were identified for Potential Targeted Support and Improvement (PTSI) based on 2018–2019 school year results will be eligible to be newly identified for TSI using 2021–2022 school year results.

E. <u>Targeted Support and Improvement Schools: Additional Targeted Support and Improvement</u>. 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.

A school identified for TSI that has an identified subgroup that did not meet the criteria for exiting based on 2021–2022 school year results and whose performance based on 2021–2022 school year results for that same subgroup met the criteria used to identify schools for CSI on the scenario tables.

- 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.

Under NYSED's ESSA plan, schools identified for CSI that make progress for two years in a row or are not on the new list of schools identified for CSI that is created every third year as a consequence of the school having improved performance on the measures used to identify schools for CSI can exit CSI status. Additionally, a school implementing a Participation Rate Improvement Plan may not exit CSI status.

For the 2021-2022 school year, schools previously identified for CSI that are not identified for CSI using the revised identification criteria and meeting one or more of the following conditions may exit identification status:

1. Weighted Average Achievement Index or Core Subject Performance Index is higher than at the time of identification (2017-2018 school year).

2. Graduation Rate (average 4,5,6) is higher than at the time of identification (2017-2018 school year).

The Participation Rate Improvement Plan requirement has been waived.

        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.

For schools identified for CSI in fall 2022 based on data from the 2021-2022 school year, the identified schools may exit if the school is not identified for CSI based upon 2022-2023 school year results using the revised criteria and meets one or more of the following conditions:

1.Weighted Average Achievement Index or Core Subject Performance Index is higher than at the time of identification (2021-2022 school year).

2. Graduation Rate (average 4,5,6) is higher than at the time of identification (2021-2022 school year).

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.

For schools identified for CSI in fall 2022 based on data from the 2021-2022 school year, the identified schools may exit after one year if the school is not identified for CSI using the revised criteria and meets one or more of the following conditions:

1.Weighted Average Achievement Index or Core Subject Performance Index is higher than at the time of identification (2021-2022 school year).

2. Graduation Rate (average 4,5,6) is higher than at the time of identification (2021-2022 school year).

2. <u>Exit Criteria for Schools Receiving Additional Targeted Support</u>. 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. <u>Timeline</u>

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. <u>Criteria</u>

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.

Under NYSED's ESSA Plan, schools identified for Additional Targeted Support and Improvement (ATSI) were first identified for ATSI and TSI in the 2018-2019 school year. To exit ATSI status, a school identified for low-performing subgroups of students must, for two consecutive years, be above the levels that would cause a school to be identified for low-performing subgroups of students. Additionally, a school implementing a Participation Rate Improvement Plan may not exit ATSI status.

For the 2021-2022 school year, schools previously identified for ATSI that are not identified for TSI using the revised identification criteria and meeting one or more of the following conditions may exit identification status:

1. Weighted Average Achievement Index or Core Subject Performance Index is higher than at the time of identification (2017-2018 school year).

2. Graduation Rate (average 4,5,6) is higher than at the time of identification (2017-2018 school year).

The Participation Rate Improvement Plan requirement has been waived.

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.

Under NYSED's ESSA Plan, to exit ATSI status, each subgroup identified for low performance must, for two consecutive years, be above the levels that would cause a school to be identified for low-performance. Additionally, a school implementing a Participation Rate Improvement Plan may not exit ATSI status.

For schools identified for ATSI in fall 2022 based on 2021-2022 school year results, the school may exit if the identified subgroup is not identified for TSI based upon 2022-2023 school year results using the revised criteria and meets one or more of the following conditions:

1. Weighted Average Achievement Index or Core Subject Performance Index is higher than at the time of identification (2021-2022 school year).

2. Graduation Rate (average 4,5,6) is higher than at the time of identification (2021-2022 school year).

The Participation Rate Improvement Plan requirement has been waived.

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.

Under NYSED's ESSA Plan, to exit ATSI status, each subgroup identified for low performance must, for two consecutive years, be above the levels that would cause a school to be identified for low performance. Additionally, a school implementing a Participation Rate Improvement Plan may not exit ATSI status.

For schools identified for ATSI in fall 2022 based on 2021-2022 school year results, the school may exit if the identified subgroup is not identified for TSI based upon 2022-2023 school year results using the revised criteria and meets one or more of the following conditions:

1. Weighted Average Achievement Index or Core Subject Performance Index is higher than at the time of identification (2021-2022 school year).

2. Graduation Rate (average 4,5,6) is higher than at the time of identification (2021-2022 school year).

The Participation Rate Improvement Plan requirement has been waived.