



important tool in achieving the goal of improving outcomes for students and eliminating opportunity gaps

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

1. The COVID-19 State Plan Addendum that reflects all proposed amendments;
- 2.

## Cover Page

Authorized SEA Representative (Printed Name)  Jason Harmon Deputy Commissioner P-12 Operational Support	
Signature of Authorized SEA Representative	Date:  September ,12022

## 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



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. A 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 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 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 Tc 0.n (gh)122 (d )TJ 0.006 Tc -003 Tw 15.7599 (gh)12(hi)6.l (l)6.9







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% Title I schools is reached.
6. New York will complete the process by determining whether each school identified for CSI that was not identified using the process met the criteria for exiting CSI status. Schools that met the criteria are

- 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

- Continued Support for School and LEA Improvement (ESSA 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 COVID19, 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

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

B. Criteria

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

Under NYSED's ESSA plan, schools identified for CSI that make progress for two years in a row 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 d.f.3.2(S)0.8 (0 Td ( )

- 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

- 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 2020-2021 school year

Under NYSED's ESSA Plan, to exit ATSI status, each subgroup identified for performance must, for two consecutive years, be above the levels that would cause a school to be identified for performance. Additionally, a school identified for performance must have a subgroup identified for performance that is above the levels that would cause a school to be identified for performance.