



# UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

September 26, 2022

The Honorable Betty A. Rosa  
Commissioner  
New York State Education Department  
89 Washington Avenue, Room 111  
Albany, NY 12242-3005 (New York)-BC42J9\_New York State Edn

Addendum (Addendum). New York requested these amendments to account for short-term changes to its system of annual meaningful differentiation for the 2021-2022 school year due to extraordinary circumstances related to the COVID-19 pandemic and in response to the waivers the Department granted New York from the ESEA's accountability requirements for the 2019-2020 and 2020-2021 school years and assessment requirements for the 2019-2020 school year.

Specifically, New York requested amendments to:

- Revise its methodology for assigning school performance levels for its Academic Achievement indicator, Other Academic indicator for Elementary and Secondary Schools that Are Not High Schools (Other Academic), Graduation Rate indicator, and School Quality or Student Success indicators. For each indicator, the State will use a modified rank-based system to assign each school a performance level between one and four points.
- Revise its Other Academic indicator to include only its Core Subject Performance Index, which includes its Science Performance Index, and to exclude its Academic Progress Index and individual student growth measure.
- Revise its Progress in Achieving English Language Proficiency (ELP) indicator to consider English learners' progress on the ELP assessment in the current year compared to previous year and initial year results.
- Revise its School Quality or Student Success indicators for high schools to use a Core Subject Performance Index that includes Science and Social Studies Performance indices, as well as student performance on reading/language arts and mathematics assessments and not use its College, Career, and Civic Readiness indicator.
- For the identification of schools, make a one-time change in the frequency with which New York identifies schools for Comprehensive Support and Improvement (CSI) due to low performance and low graduation rates and Additional Targeted Support and Improvement (ATSI) to identify schools in fall 2022 and again in fall 2023.
- Revise its business rules for identifying schools for CSI - Lowest Performing, Targeted Support and Improvement due to consistently underperforming subgroups (TSI), and ATSI to use a revised table of business rules based on numbered scenarios that include school performance on all available indicators. New York will first identify schools in the lowest numbered scenario (i.e., elementary and middle schools falling in the first scenario will have performed at the lowest ranking level (Level 1) on the Core Subject

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Performance Index and Weighted Average Achievement Index indicators, and at any level on the Progress in Achieving ELP and Chronic Absenteeism indicators) then continue to identify schools in scenario order from lowest to highest until five percent of Title I schools are identified.

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