

accountability, school identification, and related reporting requirements under the Elementary and Secondary Education Act of 1965, as amended. Note that a State educational agency is not required to use this template for assistance on this accountability waiver template, or to discuss assessment flexibility that a State may need based on the specific circumstances within the State. Please contact DESE.TitleIa@ed.gov

The Honorable Ian Rosenblum
Deputy Assistant Secretary for Policy and Programs, Delegation Authority to perform the functions and duties of the Assistant Secretary for Elementary and Secondary Education
Office of Elementary and Secondary Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Deputy Assistant Secretary Rosenblum:

I am writing to request a waiver, pursuant to section 8401 of the Elementary and Secondary Education Act of 1965 (ESEA), of the following requirements as a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19):

State:

Please check all that apply

Accountability and school identification requirements ESEA section 1111(c)(4) and 1111(d)(2)(C)(D): the requirements that a State measure progress toward long-term goals and measurements of interim progress; meaningfully differentiate annual basis, all public schools, including by adjusting the Academic Achievement indicators based on a participation rate below 95 percent and identify schools for comprehensive, targeted and additional targeted support and improvement based on data from the 2020-2021 school year.

Report card provisions related to accountability ESEA section 1111(h) based on data

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Consistent with the requirements of ESEA section 8401(b)(1)(F), in order to ensure that schools will continue to provide assistance to the same populations served by Title I, Part A (e.g., subgroups in section 1111(c)(2)), ensure that

... Any school that is identified for comprehensive, targeted, or additional targeted support and improvement in the 2019-2020 school year (i.e., any school that was that status as of the 2019-2020 school year), except for comprehensive support and improvement schools identified based on low graduation rates that meet the State's exit criteria, will maintain that identification status in the 2021-2022 school year, implement its support and improvement plan, and receive appropriate supports and interventions.

... The State will identify comprehensive, targeted, and additional targeted support and improvement schools using data from the 2021-2022 school year in the fall of 2022 to ensure school identification resumes as quickly as possible.

Consistent with the requirements of ESEA section 8401(b)(3)(A), prior to submitting this waiver, the State provided interested LEAs and the public with notice and a reasonable opportunity to comment and provide input on this waiver request and considered the feedback and input in finalizing this request. The comments and input received as well as the State's description of

