



## UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

May 26, 2022

The Honorable Christina Grant  
State Superintendent of Education  
Office of the State Superintendent of Education  
1050 First Street, N.E., Third Floor  
Washington, DC 20002

Dear Superintendent Grant:

I am writing in response to the District of Columbia Office of the State Superintendent of Education's (OSSE's) request on March 7, 2022, to the U.S. Department of Education (Department) to amend its approved consolidated State plan under the Elementary and Secondary Education Act of 1965 (ESEA), using the COVID-19 State Plan Addendum (Addendum). OSSE requests these amendments to account for one-year changes in the 2021-2022 school year due to extraordinary circumstances related to the COVID-19 pandemic and in response to the waivers the Department granted OSSE from the accountability and assessment requirements of the ESEA for the 2019-2020 and 2020-2021 school years.

Specifically, OSSE requested the one-year amendments to:

- Shift forward long-term goals for academic achievement and progress in achieving English language proficiency (ELP) by two years.
- Replace student growth with the existing measure of the percentage of students who score Approaching, Meets, or Exceeds Expectations on OSSE's statewide reading/language arts and mathematics assessments for its Other Academic indicator for elementary and middle schools that are not high schools.
- Revise its Graduation Rate indicator to include both the four-year and five-year adjusted cohort graduation rates.
- Replace the 90 percent or greater attendance and attendance growth measures as School Quality or Student Success (SQSS) indicators with chronic absenteeism.
- Adjust the weighting of individual indicators in its system of annual meaningful differentiation to include a maximum score of 50 (instead of 95) points for elementary and middle schools and a maximum score of 90 (instead of 95) points for high schools.
- Revise its methodology for identifying schools for targeted support and improvement due to consistently underperforming subgroups (TSI) to use data from the 2017-2018, 2018-2019, and 2021-2022 school years.
- Revise its methodology for identifying schools for additional targeted support and improvement (ATSI) using data from the 2021-2022 school year for consistency with its methodology for identifying schools for comprehensive support and improvement.
- Omit the 2019-2020 and 2020-2021 school years from the number of years in which a school must meet the statewide exit criteria for CSI and ATSI schools.

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<http://www.ed.gov/>

*The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.*

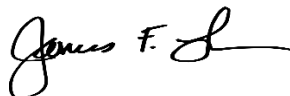
- Revise the exit criteria for its CSI and ATSI schools identified in fall 2022 and for its ATSI schools eligible to exit status in fall 2022 by requiring that a school or student group (1) demonstrates improvement in its overall accountability score such that it is no longer at or below the bottom 5 percent threshold score and (2) demonstrates continued progress in improving academic achievement and school success on metrics included in the accountability system in fall 2022 (3) if ATSI status is due to English learners, demonstrate progress in the measure of ACCESS growth.

I am approving OSSE's changes to its ESEA consolidated State plan. This letter and OSSE's approved Addendum for the 2021-2022 school year will be posted on the Department's website along with the currently approved version of OSSE's ESEA consolidated State plan (available at: <https://oese.ed.gov/offices/office-of-formula-grants/school-support-and-accountability/essa-consolidated-state-plans/>). Because I am approving changes through the Addendum that are not limited to the 2021-2022 school year (e.g., shifted school identification timeline and modified exit criteria, ATSI identification criteria), the State must submit an updated ESEA consolidated State plan that incorporates those approved changes at a later date, including revising its methodology for identifying TSI and ATSI schools to be consistent with the requirements in the ESEA.

Please be aware that approval of this amendment to OSSE's consolidated State plan is not a determination that all the information and data included in the amended State plan comply with Federal civil rights requirements, including Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and requirements under the Individuals with Disabilities Education Act. It is OSSE's responsibility to comply with these civil rights requirements.

I know that you are doing all in your power to support your districts and schools to ensure the health and well-being of students and educators. Thank you for your dedication to this effort. If you have any questions, please contact my staff at [OESE.TitleI-a@ed.gov](mailto:OESE.TitleI-a@ed.gov).

Sincerely,



James F. Lane, Ed. D.  
Senior Advisor, Office of the Secretary  
Delegated the Authority to Perform the  
Functions and Duties of the Assistant Secretary  
Office of Elementary and Secondary Education

cc: Donna Johnson, Director of Accountability, OSSE