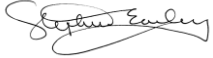




Office of Accountability
55 Hanson Place, Room 400
Brooklyn, New York 11217
Tel: (718) 722-2796 / Fax: (718) 722-4559

To: District Superintendents, Superintendents of Districts, and Principals of Charter Schools
From: Stephen Earley 
Subject: Long-Term Goals and Measures of Interim Progress (MIP) for the 2022-23 School Year
Date: July 2019

The purpose of this memo is to share the Long-Term Goals and Measures of Interim Progress (MIP) determined for the 2022-23 school year using the 2017-18 school year data. Pursuant to Commissioner's Regulations §100.21 the New York State Education Department (NYSED or "the Department") is required to create new five year Long-Term Goals and MIPs using the 2017-18 school year data for ELA and mathematics Academic Progress; 4-, 5-, and 6-year graduation rates; Chronic Absenteeism; and College, Career, and Civic Readiness (CCCR). The statewide goals and district and school-level MIPs are used to determine whether the district and school receive a Level 1, 2, 3, or 4 for the accountability indicators identified above. Please keep this in mind as you review this data.

For the district/charter school and each school in the district, NYSED has posted to the [Information and Reporting Services \(IRS\) portal](#) a Microsoft Excel file called "Goals_MIPs_for_2018-19_2022-23.xlsx" that includes goals and MIPs for grades 3-8 ELA, grades 3-8 mathematics, high school ELA, high school mathematics, 4-year cohort graduation rate, 5-year cohort graduation rate, 6-year cohort graduation rate, grades 1-8 Chronic Absenteeism, grades 9-12 Chronic Absenteeism, and CCCR. This file includes school MIPs, district MIPs, and statewide goals and MIPs for the aforementioned indicators for the 2018-19 to 2022-23 school years.

Please note the following as you review the data:

1. The 2022-23 state Long-Term Goal was set by adding the yearly required change to the current 2021-22 Long-Term Goal. The high school ELA and high school mathematics Long-Term Goals for the 2022-23 school year will remain the same as the 2021-22 school year (see Attachment A).
2. The district/school 2022-23 MIPs were set by adding the yearly required district/school change to the 2021-22 MIPs. The high school ELA and high school mathematics MIPs for the 2022-23 school year will remain the same as the 2021-22 school year MIPs.
3. For each district and school, all subgroups that met the N-size requirement for either the 2016-17 or 2017-18 school year will have MIPs for the 2022-23 school year.
4. The state and district/school MIPs for the 2018-19 to 2021-22 school years remain the same as provided in the [October 2018 memo](#).
5. If an accountability subgroup met the N-size requirement in the 2017-18 school year, but did not meet the N-size requirement in the 2016-17 school year, the subgroup will have new MIPs for the 2018-19 to 2022-23 school years. The new MIPs were set using the same methodology as described in the [October 2018 memo](#). Please note that the 2017-18 school year data became the new baseline for this subgroup.

6. If a district or school successfully appealed their MIPs in response to the [October 2018 memo](#), then new MIPs for the 2018-19 to 2022-23 school years are listed in the posted Excel file. The MIPs were set using the same methodology as described in the October 2018 memo.

Districts and charter schools may petition to have a MIP modified to reflect changes in a school's organization or enrollment by submitting the MIP Appeal Form (see Attachment B) to accountinfo@nysed.gov by **Friday, July 26, 2019**.

Questions concerning the information contained in this memo should be directed to: accountinfo@nysed.gov.

cc: Kim Wilkins
Jason Harmon
Jennifer Todd
Lisa Long

Attachment A

**Statewide End Goals, Long-Term Goals, and Measures of Interim Progress (MIP) from
2017-18 to 2022-23**

| Grades 3-8 ELA | | | | | | | | |
|-------------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|--|---------------------|
| Group Name | 2016-17 Baseline | 2017- 18 MIP | 2018- 19 MIP | 2019- 20 MIP | 2020- 21 MIP | 2021- 22 MIP | 2022- 23 Long Term Goal | End Goal |
| All Students | 96.6 | 100.7 | 104.8 | 108.9 | 113.0 | 117.3 | 121.6 | 200 |
| Asian/Pacific Islander | 153.2 | 155.1 | 157.0 | 158.9 | 160.8 | 162.6 | 164.4 | 200 |
| Black | 89.5 | 93.9 | 98.3 | 102.7 | 107.1 | 111.6 | 116.1 | 200 |
| Economically Disadvantaged | 86.1 | 90.7 | 95.3 | 99.9 | 104.5 | 108.9 | 113.3 | 200 |
| English Language Learners | 55.0 | 60.8 | 66.6 | 72.4 | 78.2 | 84.0 | 89.8 | 200 |
| Hispanic | 86.2 | 90.8 | 95.4 | 100.0 | 104.6 | 109.0 | 113.4 | 200 |
| Multiracial | 93.3 | 97.6 | 101.9 | 106.2 | 110.5 | 114.6 | 118.7 | 200 |
| American Indian/Alaska Native | 92.9 | 97.2 | 101.5 | 105.8 | 110.1 | 114.3 | 118.5 | 200 |
| Students With Disabilities | 48.3 | 54.4 | 60.5 | 66.6 | 72.7 | 78.6 | 84.5 | 200 |
| White | 93.8 | 98.0 | 102.2 | 106.4 | 110.6 | 115.0 | 119.4 | 200 |

| Grades 3-8 Mathematics | | | | | | | | |
|-------------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|--|---------------------|
| Group Name | 2016-17 Baseline | 2017- 18 MIP | 2018- 19 MIP | 2019- 20 MIP | 2020- 21 MIP | 2021- 22 MIP | 2022- 23 Long Term Goal | End Goal |
| All Students | 99.3 | 103.3 | 107.3 | 111.3 | 115.3 | 119.4 | 123.5 | 200 |
| Asian/Pacific Islander | 171.9 | 173 | 174.1 | 175.2 | 176.3 | 177.5 | 178.7 | 200 |
| Black | 78.2 | 83.1 | 88 | 92.9 | 97.8 | 102.6 | 107.4 | 200 |
| Economically Disadvantaged | 84.8 | 89.4 | 94 | 98.6 | 103.2 | 107.8 | 112.4 | 200 |
| English Language Learners | 72.8 | 77.9 | 83 | 88.1 | 93.2 | 98.2 | 103.2 | 200 |
| Hispanic | 82.3 | 87 | 91.7 | 96.4 | 101.1 | 105.8 | 110.5 | 200 |
| Multiracial | 95.1 | 99.3 | 103.5 | 107.7 | 111.9 | 116.1 | 120.3 | 200 |
| American Indian/Alaska Native | 90.4 | 94.8 | 99.2 | 103.6 | 108 | 112.3 | 116.6 | 200 |
| Students With Disabilities | 48.3 | 54.4 | 60.5 | 66.6 | 72.7 | 78.6 | 84.5 | 200 |
| White | 102.4 | 106.3 | 110.2 | 114.1 | 118 | 121.9 | 125.8 | 200 |

| High School ELA | | | | | | | | |
|------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|--|---------------------|
| Group Name | 2016-17 Baseline | 2017- 18 MIP | 2018- 19 MIP | 2019- 20 MIP | 2020- 21 MIP | 2021- 22 MIP | 2022- 23 Long Term Goal | End Goal |

| | | | | | | | | |
|-------------------------------|-------|-------|-------|-------|-------|-------|-------|-----|
| All Students | 188.3 | 189.4 | 190.5 | 191.6 | 192.7 | 193.6 | 193.6 | 215 |
| Asian/Pacific Islander | 208.4 | 208.7 | 209 | 209.3 | 209.6 | 209.7 | 209.7 | 215 |
| Black | 158.1 | 160.4 | 162.7 | 165 | 167.3 | 169.5 | 169.5 | 215 |
| Economically Disadvantaged | 166.9 | 168.8 | 170.7 | 172.6 | 174.5 | 176.5 | 176.5 | 215 |
| English Language Learners | 82.4 | 87.7 | 93 | 98.3 | 103.6 | 108.9 | 108.9 | 215 |
| Hispanic | 161.3 | 163.4 | 165.5 | 167.6 | 169.7 | 172 | 172 | 215 |
| Multiracial | 197 | 197.7 | 198.4 | 199.1 | 199.8 | 200.6 | 200.6 | 215 |
| American Indian/Alaska Native | 166.1 | 168.1 | 170.1 | 172.1 | 174.1 | 175.9 | 175.9 | 215 |
| Students With Disabilities | 112.2 | 116.3 | 120.4 | 124.5 | 128.6 | 132.8 | 132.8 | 215 |
| White | 207.5 | 207.8 | 208.1 | 208.4 | 208.7 | 209 | 209 | 215 |

| High School Mathematics | | | | | | | | |
|--------------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|--|---------------------|
| Group Name | 2016-17 Baseline | 2017- 18 MIP | 2018- 19 MIP | 2019- 20 MIP | 2020- 21 MIP | 2021- 22 MIP | 2022- 23 Long Term Goal | End Goal |
| All Students | 147 | 149.1 | 151.2 | 153.3 | 155.4 | 157.6 | 157.6 | 200 |
| Asian/Pacific Islander | 190.6 | 191 | 191.4 | 191.8 | 192.2 | 192.5 | 192.5 | 200 |
| Black | 109.3 | 112.9 | 116.5 | 120.1 | 123.7 | 127.4 | 127.4 | 200 |
| Economically Disadvantaged | 124.9 | 127.9 | 130.9 | 133.9 | 136.9 | 139.9 | 139.9 | 200 |
| English Language Learners | 89.7 | 94.1 | 98.5 | 102.9 | 107.3 | 111.8 | 111.8 | 200 |
| Hispanic | 117.4 | 120.7 | 124 | 127.3 | 130.6 | 133.9 | 133.9 | 200 |
| Multiracial | 148.4 | 150.5 | 152.6 | 154.7 | 156.8 | 158.7 | 158.7 | 200 |
| American Indian/Alaska Native | 125.1 | 128.1 | 131.1 | 134.1 | 137.1 | 140.1 | 140.1 | 200 |
| Students With Disabilities | 81.2 | 86 | 90.8 | 95.6 | 100.4 | 105 | 105 | 200 |
| White | 165 | 166.4 | 167.8 | 169.2 | 170.6 | 172 | 172 | 200 |

| 4-Year Cohort Graduation Rate (%) | | | | | | | | |
|--|--------------------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|--|---------------------|
| Group Name | 2012 4 Yr GR Baseline | 2017- 18 MIP | 2018- 19 MIP | 2019- 20 MIP | 2020- 21 MIP | 2021- 22 MIP | 2022- 23 Long Term Goal | End Goal |
| All Students | 81.8 | 82.3 | 82.8 | 83.3 | 83.8 | 84.4 | 85.0 | 95 |
| Asian/Pacific Islander | 87.7 | 88 | 88.3 | 88.6 | 88.9 | 89.2 | 89.5 | 95 |
| Black | 71.5 | 72.4 | 73.3 | 74.2 | 75.1 | 76.2 | 77.3 | 95 |
| Economically Disadvantaged | 75.3 | 76.1 | 76.9 | 77.7 | 78.5 | 79.2 | 79.9 | 95 |
| English Language Learners | 49.4 | 51.2 | 53 | 54.8 | 56.6 | 58.5 | 60.4 | 95 |
| Hispanic | 71.2 | 72.2 | 73.2 | 74.2 | 75.2 | 76 | 76.8 | 95 |
| Multiracial | 82.7 | 83.2 | 83.7 | 84.2 | 84.7 | 85.2 | 85.7 | 95 |
| American Indian/Alaska Native | 67.5 | 68.6 | 69.7 | 70.8 | 71.9 | 73 | 74.1 | 95 |
| Students With Disabilities | 56.7 | 58.2 | 59.7 | 61.2 | 62.7 | 64.4 | 66.1 | 95 |
| White | 89.8 | 90 | 90.2 | 90.4 | 90.6 | 90.8 | 91.0 | 95 |

| 5-Year Cohort Graduation Rate (%) | | | | | | | | |
|--|------------------------------|--------------------|--------------------|--------------------|--------------------|--------------------|-------------------------------|-----------------|
| Group Name | 2011 5 Yr GR Baseline | 2017-18 MIP | 2018-19 MIP | 2019-20 MIP | 2020-21 MIP | 2021-22 MIP | 2022-23 Long Term Goal | End Goal |
| All Students | 84 | 84.5 | 85 | 85.5 | 86 | 86.4 | 86.8 | 96 |
| Asian/Pacific Islander | 89.6 | 89.9 | 90.2 | 90.5 | 90.8 | 90.9 | 91.0 | 96 |
| Black | 75.1 | 75.9 | 76.7 | 77.5 | 78.3 | 79.3 | 80.3 | 96 |
| Economically Disadvantaged | 79 | 79.7 | 80.4 | 81.1 | 81.8 | 82.4 | 83.0 | 96 |
| English Language Learners | 57.4 | 58.9 | 60.4 | 61.9 | 63.4 | 65.1 | 66.8 | 96 |
| Hispanic | 73.9 | 74.8 | 75.7 | 76.6 | 77.5 | 78.3 | 79.1 | 96 |
| Multiracial | 84 | 84.5 | 85 | 85.5 | 86 | 86.4 | 86.8 | 96 |
| American Indian/Alaska Native | 73.3 | 74.2 | 75.1 | 76 | 76.9 | 77.8 | 78.7 | 96 |
| Students With Disabilities | 60.2 | 61.6 | 63 | 64.4 | 65.8 | 67.4 | 69.0 | 96 |
| White | 91.1 | 91.3 | 91.5 | 91.7 | 91.9 | 92.1 | 92.3 | 96 |

| 6-Year Cohort Graduation Rate (%) | | | | | | | | |
|--|------------------------------|--------------------|--------------------|--------------------|--------------------|--------------------|-------------------------------|-----------------|
| Group Name | 2010 6 Yr GR Baseline | 2017-18 MIP | 2018-19 MIP | 2019-20 MIP | 2020-21 MIP | 2021-22 MIP | 2022-23 Long Term Goal | End Goal |
| All Students | 84.1 | 84.6 | 85.1 | 85.6 | 86.1 | 86.7 | 87.3 | 97 |
| Asian/Pacific Islander | 89.1 | 89.4 | 89.7 | 90 | 90.3 | 90.7 | 91.1 | 97 |
| Black | 75.1 | 76 | 76.9 | 77.8 | 78.7 | 79.5 | 80.3 | 97 |
| Economically Disadvantaged | 79.3 | 80 | 80.7 | 81.4 | 82.1 | 82.8 | 83.5 | 97 |
| English Language Learners | 57.4 | 59 | 60.6 | 62.2 | 63.8 | 65.3 | 66.8 | 97 |
| Hispanic | 74.3 | 75.2 | 76.1 | 77 | 77.9 | 78.8 | 79.7 | 97 |
| Multiracial | 82.1 | 82.7 | 83.3 | 83.9 | 84.5 | 85.1 | 85.7 | 97 |
| American Indian/Alaska Native | 70 | 71.1 | 72.2 | 73.3 | 74.4 | 75.4 | 76.4 | 97 |
| Students With Disabilities | 58.4 | 59.9 | 61.4 | 62.9 | 64.4 | 66.1 | 67.8 | 97 |
| White | 90.8 | 91 | 91.2 | 91.4 | 91.6 | 92 | 92.4 | 97 |

| College, Career and Civic Readiness | | | | | | | | |
|--|-------------------------|--------------------|--------------------|--------------------|--------------------|--------------------|-------------------------------|-----------------|
| Group Name | 2016-17 Baseline | 2017-18 MIP | 2018-19 MIP | 2019-20 MIP | 2020-21 MIP | 2021-22 MIP | 2022-23 Long Term Goal | End Goal |
| All Students | 126.2 | 128.2 | 130.2 | 132.2 | 134.2 | 136 | 137.8 | 175 |
| Asian/Pacific Islander | 152.3 | 153.2 | 154.1 | 155 | 155.9 | 156.8 | 157.7 | 175 |
| Black | 94.8 | 98 | 101.2 | 104.4 | 107.6 | 110.8 | 114.0 | 175 |
| Economically Disadvantaged | 107.5 | 110.2 | 112.9 | 115.6 | 118.3 | 121 | 123.7 | 175 |

| | | | | | | | | |
|-------------------------------|-------|-------|-------|-------|-------|-------|-------|-----|
| English Language Learner | 32 | 37.7 | 43.4 | 49.1 | 54.8 | 60.6 | 66.4 | 175 |
| Hispanic | 98.3 | 101.4 | 104.5 | 107.6 | 110.7 | 113.6 | 116.5 | 175 |
| Multiracial | 125.9 | 127.9 | 129.9 | 131.9 | 133.9 | 135.7 | 137.5 | 175 |
| American Indian/Alaska Native | 97.3 | 100.4 | 103.5 | 106.6 | 109.7 | 112.8 | 115.9 | 175 |
| Students with Disabilities | 67.9 | 72.2 | 76.5 | 80.8 | 85.1 | 89.3 | 93.5 | 175 |
| White | 147.5 | 148.6 | 149.7 | 150.8 | 151.9 | 153 | 154.1 | 175 |

| Grades 1-8 Chronic Absenteeism Rate (%) | | | | | | | | |
|--|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|--|---------------------|
| Group Name | 2016-17 Baseline | 2017- 18 MIP | 2018- 19 MIP | 2019- 20 MIP | 2020- 21 MIP | 2021- 22 MIP | 2022- 23 Long Term Goal | End Goal |
| All Students | 15.4 | 15 | 14.6 | 14.2 | 13.8 | 13.3 | 12.8 | 5.0 |
| Asian/Pacific Islander | 8.4 | 8.3 | 8.2 | 8.1 | 8 | 7.7 | 7.4 | 5.0 |
| Black | 21.5 | 20.8 | 20.1 | 19.4 | 18.7 | 18.2 | 17.7 | 5.0 |
| Economically Disadvantaged | 21.1 | 20.5 | 19.9 | 19.3 | 18.7 | 17.9 | 17.1 | 5.0 |
| English Language Learners | 18.6 | 18.1 | 17.6 | 17.1 | 16.6 | 15.9 | 15.2 | 5.0 |
| Hispanic | 21 | 20.4 | 19.8 | 19.2 | 18.6 | 17.8 | 17.0 | 5.0 |
| Multiracial | 17.5 | 17 | 16.5 | 16 | 15.5 | 15 | 14.5 | 5.0 |
| American Indian/Alaska Native | 22 | 21.3 | 20.6 | 19.9 | 19.2 | 18.6 | 18.0 | 5.0 |
| Students With Disabilities | 22.9 | 22.2 | 21.5 | 20.8 | 20.1 | 19.3 | 18.5 | 5.0 |
| White | 10.9 | 10.7 | 10.5 | 10.3 | 10.1 | 9.7 | 9.3 | 5.0 |

| Grades 9-12 Chronic Absenteeism Rate (%) | | | | | | | | |
|---|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|--|---------------------|
| Group Name | 2016-17 Baseline | 2017- 18 MIP | 2018- 19 MIP | 2019- 20 MIP | 2020- 21 MIP | 2021- 22 MIP | 2022- 23 Long Term Goal | End Goal |
| All Students | 24.2 | 23.4 | 22.6 | 21.8 | 21 | 20.4 | 19.8 | 5.0 |
| Asian/Pacific Islander | 14.8 | 14.4 | 14 | 13.6 | 13.2 | 12.8 | 12.4 | 5.0 |
| Black | 33.9 | 32.7 | 31.5 | 30.3 | 29.1 | 28.1 | 27.1 | 5.0 |
| Economically Disadvantaged | 32.4 | 31.3 | 30.2 | 29.1 | 28 | 26.9 | 25.8 | 5.0 |
| English Language Learners | 36.4 | 35.1 | 33.8 | 32.5 | 31.2 | 30.1 | 29.0 | 5.0 |
| Hispanic | 34 | 32.8 | 31.6 | 30.4 | 29.2 | 28.2 | 27.2 | 5.0 |
| Multiracial | 24.7 | 23.9 | 23.1 | 22.3 | 21.5 | 20.8 | 20.1 | 5.0 |
| American Indian/Alaska Native | 37.4 | 36.1 | 34.8 | 33.5 | 32.2 | 30.9 | 29.6 | 5.0 |
| Students With Disabilities | 35.2 | 34 | 32.8 | 31.6 | 30.4 | 29.2 | 28.0 | 5.0 |
| White | 16.6 | 16.1 | 15.6 | 15.1 | 14.6 | 14.3 | 14.0 | 5.0 |

Attachment B

Instructions for Completing the Measures of Interim Progress (MIP) Appeal Form

This form must be completed and certified by the Superintendent (for New York City, the Chancellor). It must be submitted via e-mail to accountinfo@nysed.gov by **Friday, July 26, 2019**.

To appeal the measures of interim progress set by the Department for the period 2018-19 to 2022-23, districts and charter schools must submit a completed, signed, and dated Measures of Interim Progress (MIP) Appeal Form with all required supporting evidence. Districts/charter schools must submit the appeal by Friday, July 26, 2019. Appeals may be granted if the district/charter school can prove to the satisfaction of NYSED that in the 2018-19 school year there was a significant change to the enrollment, or the school underwent a grade re-configuration.

Districts seeking an appeal for individual schools within the district must submit one form per school being appealed. The district must identify the BEDS codes and the reason for the appeal requests and provide evidence to support the appeal.

After review of the appeal, the Department will inform the district/charter school regarding the status of the appeal. If the appeal is granted, then the district/charter school will be notified about the changed MIP(s).

Completing the Appeal Form:

1. Within the designated fields, provide the district's Name and BEDS Code.
2. Please provide the school's name and BEDS Code.
3. Check the corresponding box next to the appropriate accountability designation for the school or district that is being appealed.
4. Check the corresponding box next to the appropriate indicator(s) and subgroup(s) being appealed.
5. Please provide a narrative rationale for why the MIPs should be changed. The rationale should be brief and based on facts related to the submitted evidence. Note: Excessive details are unnecessary. Please eliminate information that is unrelated to the evidence submitted.
6. Protect personal identification information. Documents submitted to NYSED should not include social security number(s) (except the last 4 digits), date of birth, race/ethnicity, disability status, or other non-directory information. Protecting this information from unauthorized access is a legal requirement and is an important priority for NYSED. To ensure the security, if the supporting evidence for your appeal includes any of the sensitive and protected information listed above, please send this evidence to NYSED either (1) in an enclosed envelope via secure ground mail, or (2) electronically over the internet via secure file transfer protocol (SFTP). Data sent via e-mail and standard FTP (including FTP sites with password protection) is unencrypted and therefore not secure. Consequently, these methods must not be used to transmit sensitive and protected data.
7. The superintendent (for New York City, the Chancellor) must certify the document and submit it via e-mail to accountinfo@nysed.gov by **Friday, July 26, 2019**.



Measures of Interim Progress (MIP) Appeal Form

| | |
|--|--|
| District Name: | |
| District BEDS Code: | |
| Name and Contact Information for Person Completing Form: | |

Please provide the school details and the reason(s) for your appeal. If the appeal is for multiple schools, please use a separate form for each school. Attach any data and/or supporting material to this form.

| | | | | |
|------------------------|--|-------------------------------------|-------------------------------------|--|
| School Name: | | | | |
| BEDS Code: | | | | |
| Accountability Status: | Good Standing <input type="checkbox"/> | CSI School <input type="checkbox"/> | TSI School <input type="checkbox"/> | Target District <input type="checkbox"/> |

| Check the Indicator(s) being Appealed | Reason for Appeal |
|---------------------------------------|-------------------|
|---------------------------------------|-------------------|

| | |
|--|--|
| <input type="checkbox"/> 3-8 ELA <input type="checkbox"/> 3-8 Math <input type="checkbox"/> 1 – 8 Chronic Absenteeism <input type="checkbox"/> HS ELA <input type="checkbox"/> HS Math <input type="checkbox"/> CCCR <input type="checkbox"/> 9 – 12 Chronic Absenteeism <input type="checkbox"/> 4-yr GR <input type="checkbox"/> 5-yr GR <input type="checkbox"/> 6-yr GR | <input type="checkbox"/> Grade Re-configuration in 2018-19 <input type="checkbox"/> Student Population Change <input type="checkbox"/> Data Issue <input type="checkbox"/> Other (e.g., school closure) |
|--|--|

| Check the Subgroup(s) being Appealed |
|--------------------------------------|
|--------------------------------------|

| |
|--|
| <input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Native American <input type="checkbox"/> Asian <input type="checkbox"/> Black <input type="checkbox"/> Hispanic <input type="checkbox"/> White <input type="checkbox"/> English Language Learners <input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> Multiracial |
|--|

Please briefly explain the rationale for this appeal. Be sure to submit any data to support the rationale. (Use additional sheets if necessary.)

I certify that the information provided above and in the attached documents is true and accurate to the best of my knowledge. In the event the appeal is denied, I understand that the measures of interim progress reported in the Information Reporting Services (IRS) portal will be final.

| | | | |
|-----------------------------|--|-------|--|
| Superintendent's Name: | | | |
| Superintendent's Signature: | | Date: | |