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selected remote instruction over blended or in-person options.<sup>6</sup> The same survey data revealed significant differences between racial groups. The families of 43% of Black students and 41% of White students selected remote-only learning, whereas more than 75% of the families of Asian students and about half of the city's Hispanic students selected

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plan. In addition to standard support options, five enhanced support models will continue to be made available to 190 identified non-Receivership Comprehensive Support and Improvement schools. For 258 TSI Schools, this support will continue to be handled primarily by the District, based on the guidance outlined by the Department.

In addition to a focus on high-quality support, NYSED will also continue and expand its collection and communication of available student data. NYSED has a robust data collection and reporting system that will be leveraged to provide parents, school and district leaders, and the public with available data on how students are achieving and progressing. This data system is not limited to test result data and includes detailed information on student enrollment, attendance, course completion, and graduation as well as school climate. In 2020-21, NYSED has enhanced its data collection by adding student-level attendance data for both in person and remote instructional settings, as well as school-level collections focused on device and connectivity. Additionally, NYSED will continue to require LEAs to report on student achievement as well as other important school-level variables. Collection of these data elements will directly support NYSED's efforts to better understand the pandemic's impact on school communities and identify appropriate actions to meet the academic, social-emotional, and physical health and safety needs of students.

***E. Include only information directly related to the waiver request.***

Section 8401(b)(3)(A) requires the New York State Education Department to: (1) provide the public and any interested local educational agency in the State with notice and a reasonable opportunity to comment and provide input on the request, to the extent that the request impacts the local educational agency; (2) submit the comments and input to the Secretary, with a description of how the State addressed the comments and input; and (3) provide notice and a reasonable time to comment to the public and local educational agencies in the manner in which the applying agency customarily provides similar notice and opportunity to comment to the public. The New York State Education Department has fulfilled this requirement by:

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