THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234
Office of P-12

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To: Charter School Leaders

From: Theresa Billington, Assistant Commissioner

Subject: Every Student Succeeds Act (ESSA) Accountability Status for the 2022–2023 School Year

Date: January 10, 2023

This memo is to inform you of the preliminary accountability status and support model for your charter school for the 2022–2023 school year.

The New York State Education Department (NYSED or "the Department") recognizes that schools and districts use systems and processes that review evidence of success, seek opportunities for continuous improvement, and ensure more equitable opportunities for all students. The Department will continue to support all schools and districts with tools, resources, and assistance that can be used to layer into local improvement efforts.

Pursuant to federal requirements and Commissioner's Regulations §100.21, charter schools that are identified for Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI), or Targeted Support and Improvement (TSI) are held to the terms of their charter agreement and authorizer performance framework. For schools identified for Local Support and Improvement (LSI, formerly known as Good Standing), there are no regulatory changes in requirements. These schools should continue their improvement efforts under their local support model.

Background

In the 2019–2020 and 2020–2021 school years, the United States Department of Education (USDE) granted accountability waivers that provided flexibility from federal accountability requirements. To secure the waiver, USDE required New York State resume accountability identifications using 2021–2022 school year results. In September 2022, USDE approved a one-year ESSA Accountability State Plan Addendum to the New York State ESSA Plan for restarting the accountability system for the 2022–2023 school year using 2021–2022 school year results. The Department made new accountability status and support determinations for all local educational agencies (LEAs) and their schools pursuant to the one-year ESSA Accountability State Plan Addendum and Commissioner's Regulations §100.21.

Accessing and Reviewing Your Data

This preliminary identification information is currently embargoed until final determinations are released following an optional appeals process. This information is being provided to you now so that you may review the data used to determine the accountability status and support model of your charter school and weave it into your local continuous improvement systems and processes.

The Department will publicly release the accountability data for all districts and schools

in late March or early April 2023. See Attachment A for information on identification criteria used to determine the accountability statuses under the approved one-year ESSA Accountability State Plan Addendum and Attachment B for information about the process to appeal a preliminary designation.

With the communication of your charter school's preliminary identifications for the various support models, please take the following steps:

- Review the accountability status of your charter school. This information can be found within the following files in the Information and Reporting Services (IRS) portal at http://portal.nysed.gov/portal/page/pref/PortalApp:

File Name	Posted
AccountabilityStatus2022-23.xlsx	Yes
Accountability Status Report Guide_2022-23.pdf	Yes

- Contact the person in your charter school most knowledgeable about the state accountability system and student achievement data and request that they download and review the accountability files that are being provided to you within the IRS portal. Additional data pertaining to student level data for each of the indicators can be accessed through the Level 2 Verification Reports (or L2RPT VRs).

- Determine whether you wish to appeal the status/support model of your charter school and prepare an appeal if you wish to do so. The process for submitting appeals regarding the preliminary status of your charter school is described in Attachment B.

Dates and Events

The Department is committed to ensuring that your charter school receives the information it needs to understand preliminary accountability statuses/support models and the statewide structure for supporting schools identified for CSI, ATSI, TSI, and LSI. Toward that end, there are several key dates that should be noted:

- **January 11, 12, 18, 25, February 1, 2023** – NYSED will host information sessions about the 2022–2023 accountability indicators. These information sessions will explain how each indicator is calculated under the one-year ESSA Accountability State Plan Addendum and how it is factored into accountability status determinations. Please register to attend the indicator information sessions through the NYSED School and District Accountability webpage.

- **January 27, 2023** – Preliminary identification accountability status/support model appeals must be submitted by this date using the process provided in Attachment B. ***Appeals submitted beyond the January 27th deadline will not be reviewed.***

- **On or about February 27, 2023** – Districts and charter schools will be notified of the status of their appeal(s).
- **On or about March 6, 2023** – Districts and charter schools will be notified of the final accountability status and support model.

- **March 2023** – Principals of schools newly identified for CSI, ATSI, and TSI may attend an in-person Regional Orientation on the improvement planning process. More information about the Regional Orientation and other support sessions in 2023 can be found in Attachment D. In addition, districts and charter schools will have access to tools and resources to support communication with internal and external stakeholder groups.

- **Late March or Early April 2023** – Public release of school/district accountability statuses and corresponding data on the 2021–2022 School Report Card.

- **On or about April 6, 2023** – Charter schools must notify the general public, the local board of education or school board of trustees, and parents of students attending identified schools regarding the accountability status of your schools within 30 days of receipt of the Commissioner's designation. Commissioner's regulations require notifications be translated, when appropriate, into the recipient's native language or mode of communication, to persons in parental relation of children attending the school that it has been identified for CSI, ATSI, or TSI, or Target District and disclosure of such designation by the charter school board of trustees at the next public meeting.

- **July/August 2023** – Charter schools are not required to offer Public School Choice to parents of students who attend newly identified schools. However, any charter school that offered Public School Choice in the past shall continue to permit any students to remain in the school to which they have transferred and provide transportation until such students have completed the highest-grade level in the school to which such students have transferred.

Attachments

ATTACHMENT A: Criteria for Identification of Schools and Districts for the 2022–2023 School Year Under the One-Year Every Student Succeeds Act (ESSA) Accountability State Plan Addendum Approved by the United States Department of Education (USDE)
ATTACHMENT B: User's Guide for Submitting the 2022–2023 School Year Preliminary Accountability Appeal Status Form
ATTACHMENT C: Requirements for Districts and Schools Identified for CSI, ATSI, and TSI
ATTACHMENT D: Support Session Dates for Districts and Schools in 2023

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

cc: Betty Rosa
Jim Baldwin
Angelique Johnson-Dingle
Jason Harmon
Lisa Long
Rose LeRoy
Stephen Earley
Jennifer Todd

ATTACHMENT A

Criteria for Identification of Schools and Districts for the 2022–2023 School Year Under the One-Year Every Student Succeeds Act (ESSA) Accountability State Plan Addendum Approved by the United States Department of Education (USDE)

Pursuant to the USDE approved ESSA Accountability State Plan Addendum to New York State's ESSA plan and Commissioner's Regulations §100.21, the New York State Education Department (NYSED or "the Department") is required to identify schools in the bottom 5% of performance for the All Students group as Schools identified for Comprehensive Support and Improvement (CSI). Additionally, high schools that have a 4-year cohort graduation rate below 67% for the All Students group will be identified for CSI, if the 5-year or 6-year cohort graduation rate is not at or above 67%. Schools that are low performing for a racial/ethnic group, English language learners (ELL), economically disadvantaged, or students with disabilities (SWD) subgroups may be identified for Additional Targeted Support and Improvement (ATSI), and Targeted Support and Improvement (TSI).

Elementary/middle level schools are held accountable for four indicators:

1. Weighted Average Achievement in English Language Arts (ELA), mathematics, and science
2. Core Subject Performance in ELA, mathematics, and science
3. English Language Proficiency
4. Chronic Absenteeism

High schools are held accountable for five indicators:

1. Weighted Average Achievement in ELA, mathematics, social studies, and science
2. Core Subject Performance in ELA, mathematics, social studies, and science
3. Graduation Rate (4-, 5-, and 6-year cohorts)
4. English Language Proficiency
5. Chronic Absenteeism

A brief description of the indicators used to make 2022–2023 school year accountability determinations is provided below:

Indicator	Description
Weighted Average Achievement (Elementary/Middle)	Annual student performance in ELA, mathematics, and science calculated using a denominator that meets federal requirements for the academic achievement indicator (i.e., the greater of the number of continuously enrolled students in the subgroup with valid test scores or 95 percent of continuously enrolled students).
Weighted Average Achievement (High School)	Student performance in ELA, mathematics, science, and social studies calculated using a denominator of all the students in the accountability cohort.

Indicator	Description
Core Subject Performance (Elementary/Middle)	Annual student performance in ELA, math, and science calculated using a denominator of tested students with valid test scores.
Core Subject Performance (High School)	Student performance in ELA, math, science, and social studies calculated using a denominator of tested students.
Graduation Rates (High School)	Graduation rates of students four, five, and six years after first entering grade 9 as of August 31 of the preceding reporting year (lagged year data).
English Language Proficiency (Elementary/Middle and High School)	Measures the progress of ELLs in meeting their individual goals on the New York State English as a Second Language Achievement Test (NYSESLAT).
Chronic Absenteeism (Elementary/Middle and High School)	Measures the percentage of students who miss 10% or more instructional days.

Schools that are not identified for CSI, ATSI, or TSI will be identified for Local Support and Improvement (LSI-formerly known as Good Standing). There are no schools identified as Recognition Schools for the 2022–2023 school year.

CSI Identification Criteria

A school that meets the CSI criteria for the All Students group based on 2021–2022 school year results will be preliminarily identified for CSI for the 2022–2023 school year.

A minimum of five percent of the lowest performing elementary/middle schools in the state receiving Title I, Part A funds plus any non-title I elementary/middle schools meeting the criteria for identification AND a minimum of five percent of the lowest performing high schools receiving Title I, Part A funds plus any non-title I high schools meeting the criteria for identification will be identified every three years, or as required by the USDE, for CSI.

The Department will meet the requirement for identifying five percent of elementary/middle and five percent of high schools for CSI using only Scenario 1. Scenarios 2-6 will not be applied to identify schools for CSI at the elementary/middle level and Scenarios 2-7 will not be applied to identify schools for CSI at the high school level. Any non-Title I school that meets the criteria used to identify Title I schools will also be identified for CSI. The Department will complete this process by determining whether each current school identified for CSI that was not identified using this process met criteria for exiting CSI status. Schools that met the criteria are removed from CSI status, while schools that do not meet the exit criteria remain identified for CSI.

An elementary/middle level school will be preliminarily identified for additional support using the Elementary/Middle School CSI Identification Scenario table below:

Elementary/Middle School CSI Identification Scenarios

Scenarios	Weighted	Core	ELP	Chronic Absenteeism
1	Both Level 1		Any Level (None, 1-4)*	
2	Level 2	Level 1	Both Not Level 3 or 4**	
3	Level 1	None	Both Not Level 3 or 4**	
4	Level 1	Level 2	Both Not Level 3 or 4**	
5	Level 3	Level 1	Both Not Level 3 or 4**	
6	Level 1	Level 3	Both Not Level 3 or 4**	

*"None" means the school does not have sufficient English Language Learners (30 results) to assign an accountability level for the ELP indicator.
** If both ELP and Chronic Absenteeism are Levels 3 or 4, the subgroup will not be identified using this scenario.

A high school will be preliminarily identified for CSI using the High School CSI Identification Scenario table below:

High School CSI Identification Scenarios

Scenarios	Weighted	Core	Grad Rate	ELP	Chronic Absenteeism
1	Both Level 1		Level 1	Any Level (None, 1-4)*	
2	Level 2	Level 1	Level 1	Both Not Level 3 or 4**	
3	Level 1	None	Level 1	Both Not Level 3 or 4**	
4	Level 1	Level 2	Level 1	Both Not Level 3 or 4**	
5	Both Level 1		Level 2	Both Not Level 3 or 4**	
6	Level 1	Level 2	Level 2	Both Not Level 3 or 4**	
7	Level 2	Level 1	Level 2	Both Not Level 3 or 4**	

*"None" means the school does not have sufficient English Language Learners (30 results) to assign an accountability level for the ELP indicator.
** If both ELP and Chronic Absenteeism are Levels 3 or 4, the subgroup will not be identified using this scenario.

The Department met the requirement for identifying five percent of elementary/middle and five percent of high schools for CSI using only Scenario 1. Scenarios 2-6 were not applied to identify schools for CSI at the elementary/middle level and scenarios 2-7 were not applied to identify schools for CSI at the high school level.

Additionally, high schools are also preliminarily identified for CSI if their 4-year graduation rate is below 67 percent and their 5-year or 6-year graduation rates are not at or above 67 percent.

ATSI Identification Criteria

USDE requires that schools identified for TSI in the 2018–2019 school year based on 2017–2018 school year results be identified for ATSI by applying the same criteria used to identify schools for CSI. The New York State approved ESSA plan was established such that the identification criteria scenario tables used to identify schools for CSI were the same set of tables used to identify schools for TSI based on subgroup results. As per ESSA requirement, subgroups and schools that were identified for TSI based on 2017–2018 school year results were also dually identified for ATSI in the initial round of identifications.

USDE also requires that NYSED identify schools for ATSI based on the 2021–2022 school year results. Schools identified for TSI in the 2019–2020 school year will be newly identified for ATSI if the subgroup meets the same scenarios used to identify schools for CSI (i.e., Scenario 1).

TSI Identification Criteria

TSI identifications are based on the performance of subgroups, not the All Students group, and are made annually based on a subgroup's performance in the past two years. For purposes of identifications based on 2021–2022 school year data, the "past two years" means results from the 2018–2019 and 2021–2022 school years. A subgroup (other than All Students group) that was in Potential TSI status based on 2018–2019 school year results and meets Scenario 1 of the elementary/middle or high school scenario tables will be preliminarily identified for TSI.

A school that is identified for CSI, ATSI, or TSI in the 2021–2022 school year with a subgroup that is identified for Potential TSI in the 2021–2022 school year that also meets the identification criteria for TSI based upon 2021-2022 school year results will be preliminarily identified for TSI for the identified subgroup for the 2022-2023 school year.

If a school was identified for LSI (formerly Good Standing) during the 2021–2022 school year and if any of the school's accountability subgroups (other than the All Students group) meets Scenario 1 based on 2021–2022 school year results for the first time, the subgroup is preliminarily identified for Potential TSI for the 2022–2023 school year.

The Excel data file "AccountabilityStatus2022-23.xlsx" and the "Accountability Status Report Guide_2022-23.pdf" posted to the IRS Portal provides more details on the data elements and rules used to make the various accountability decisions. Please note that the Excel file has multiple tabs related to accountability decisions made at the elementary/middle, high school, and district level (as applicable). If you have questions regarding the posted data file or document, please send them to accountinfo@nysed.gov.

How Schools Can Exit CSI, ATSI, and TSI Status

For schools previously identified for CSI to be removed from their status, the All Students group for the grade level(s) for which the school was identified for CSI must not be re-identified for CSI and must meet one of the following conditions based upon 2021–2022 school year results:

Elementary/Middle Schools:

- The 2021–2022 school year Weighted Average Achievement Index is higher than at the time of identification (2017–2018).
- The 2021–2022 school year Core Subject Performance Index is higher than at the time of identification (2017–2018).

High Schools:

- The 2021–2022 school year Weighted Average Achievement Index is higher than at the time of identification (2017–18). The 2017–2018 school year Composite Performance Index was computed using the same methodology as the Weighted Average Achievement Index.

- The Graduation Rate (unweighted average of the 2017 4-year, 2016 5-year, and 2015 6-year) is higher than the Graduation Rate (unweighted average of the 2013 4-year, 2012 5-year, and 2011 6-year) at the time of identification based upon (2017–2018 school year results).

  The same rules also apply to the subgroups for which a school is identified for ATSI.

  Note: The Participation Rate Improvement Plan requirement is waived.

For schools previously identified for TSI to be removed from their status, for all subgroups for which the school was identified, the subgroup(s) must not meet any of the scenarios that can cause a subgroup to be identified for TSI and no subgroup in the school can be newly identified for TSI based on 2021–2022 school year results.

For further information on the accountability system for the 2022–2023 school year under the USDE approved ESSA State Plan Addendum, please see here: Understanding the New York State Accountability System under the Every Student Succeeds Act (ESSA) for 2022–2023 Accountability Statuses Based on 2021–2022 Results.

ATTACHMENT B

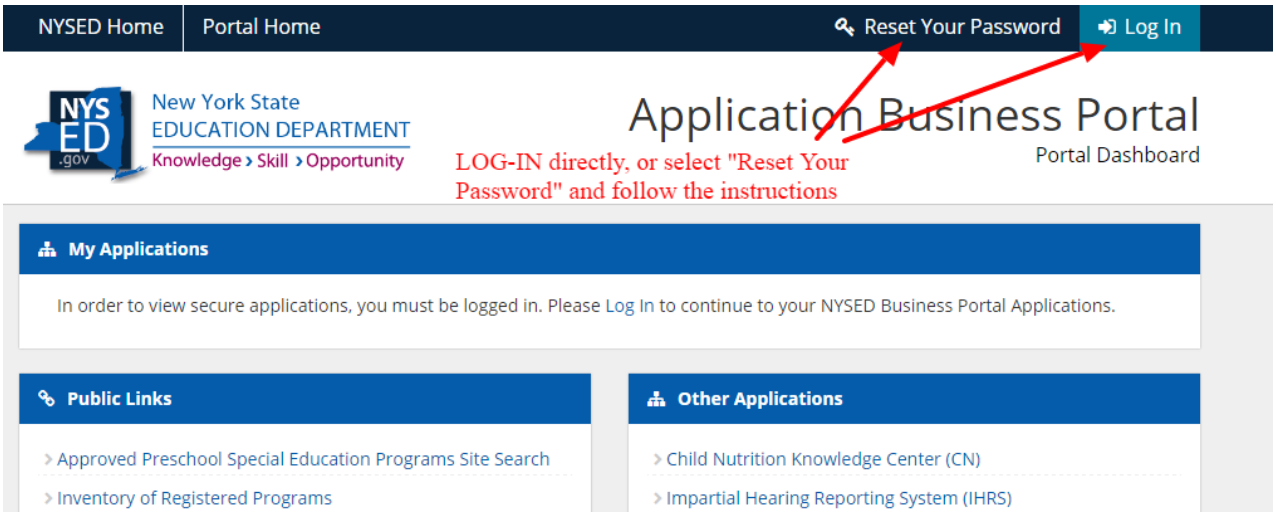
User's Guide for Submitting the 2022–2023 School Year Preliminary Accountability Appeal Status Form

To appeal the preliminary accountability status/support model based on 2021–2022 school year results, districts or charter schools must submit a completed "2022–2023 Preliminary Accountability Status Appeal" application with all required supporting evidence by **Friday, January 27, 2023**. ***Appeals submitted beyond this deadline will not be reviewed.***

To access the "*2022–2023 Preliminary Accountability Status Appeal*" template and input information, complete the following steps:

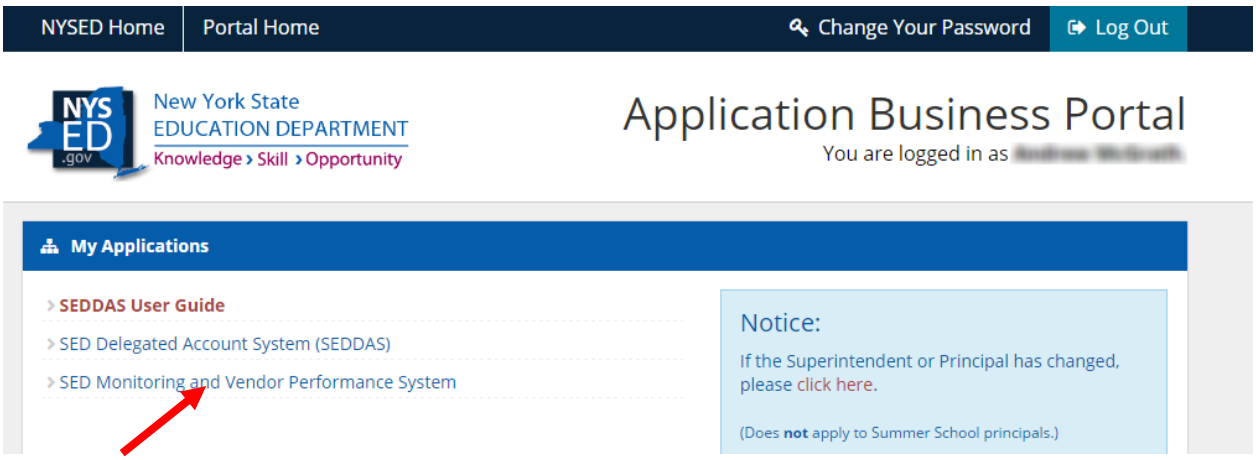
1. Go to the Business Portal: http://portal.nysed.gov.

2. Click on the Login button.



3. Enter your username and password.

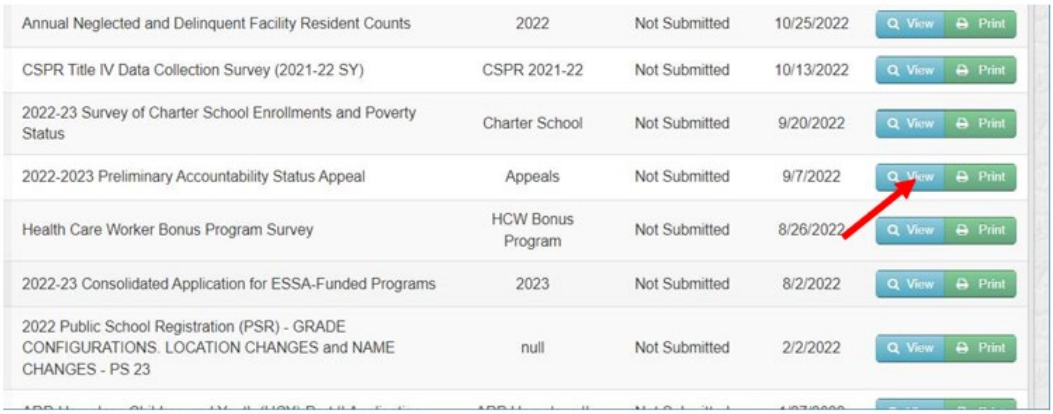
4. Click on "SED Monitoring and Vendor Performance System" under "My Applications."



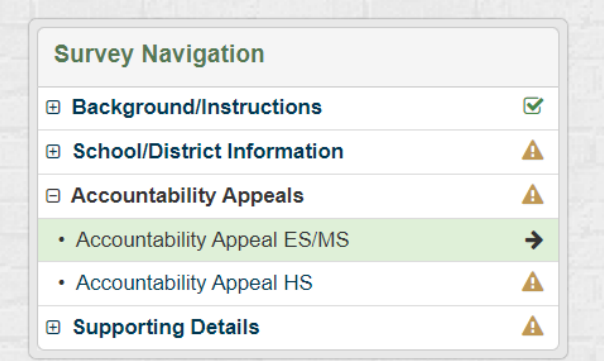
5. Select "View Surveys for Office of ESSA-Funded Programs."

6. Find the survey titled, "*2022–2023 Preliminary Accountability Status Appeal.*" Please note that an appeal will be made available for each school within your Local Educational Agency (LEA), as well as an LEA-level appeal. If your LEA wishes to file an appeal for multiple schools, your LEA must complete and submit **one appeal for each school**.

7. Click on "View" to begin/continue to input information.

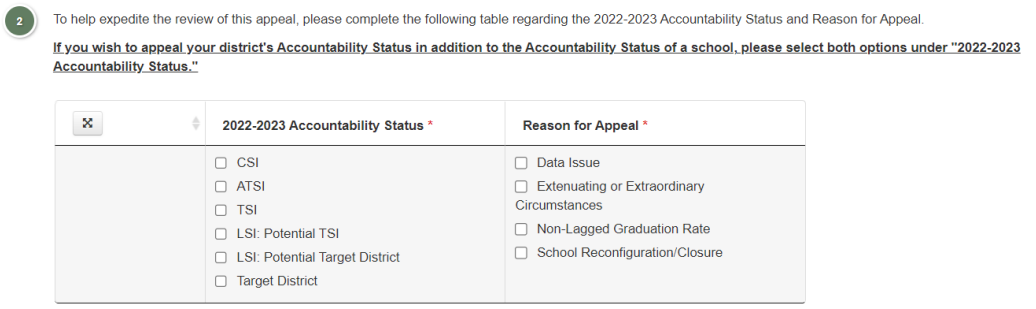


8. LEAs may access any section or page of the application by clicking on one of the links in the *Survey Navigation* menu. LEAs are not required to complete sections in the order they appear in the *Survey Navigation* menu.



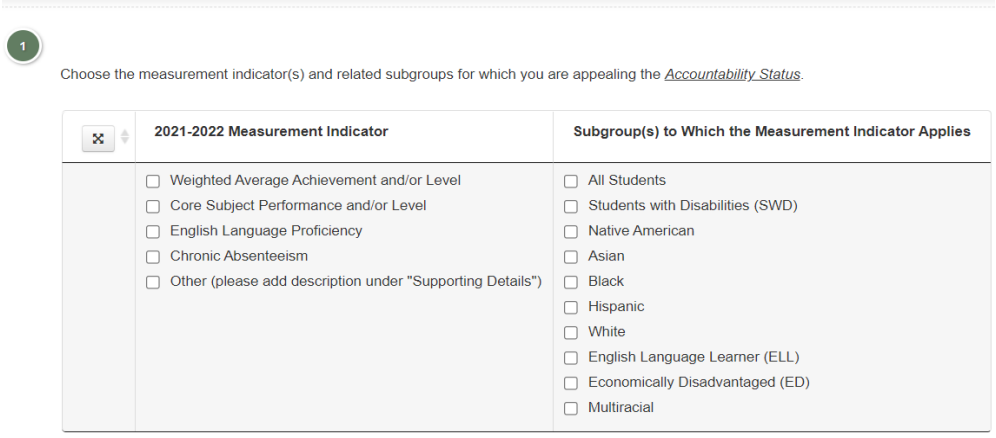
9. LEAs are required to answer all questions marked with a red asterisk. If a required question has not been completed, the business portal will highlight it in red and the section of the application will be flagged. The applicant will be *unable to submit* the appeal to NYSED for final review if a required question remains *unresolved*.

10. When completing "School/District Information," LEAs should select the 2022–2023 Accountability Status and Reason for Appeal for the district or school by selecting the applicable checkboxes.

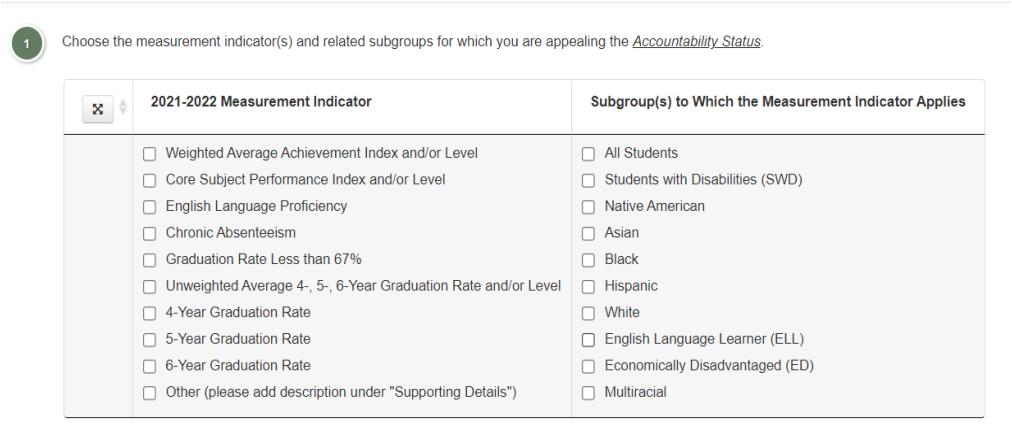


11. When completing the Accountability Appeal sections for either the Elementary/Middle Level or High School Level, LEAs should choose the measurement indicator(s) and related subgroups for which it is appealing the Accountability Status.

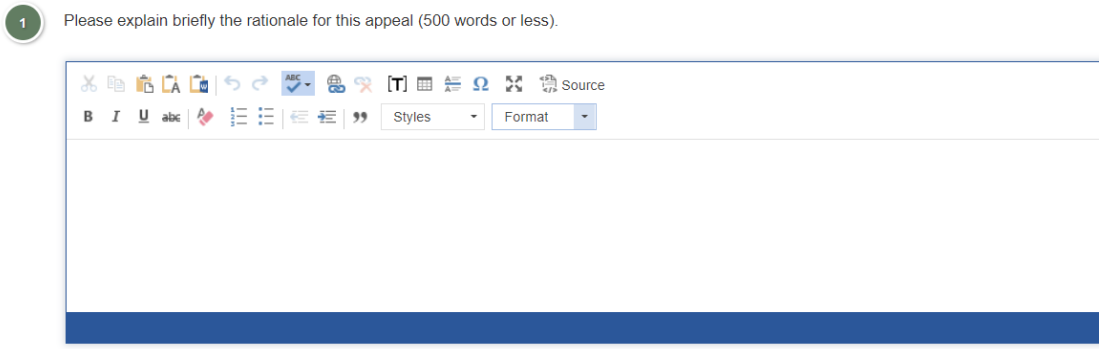
For the Elementary/Middle Level:



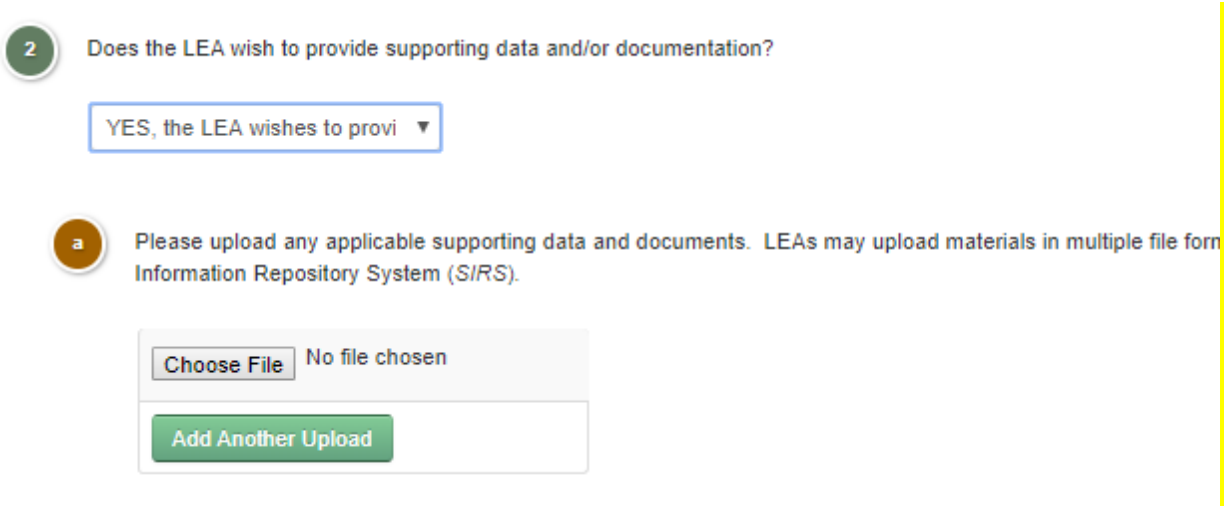
For the High School Level:



12. When completing the Supporting Details section of the appeal, LEAs may provide a narrative explaining the rationale for the appeal. Please note that text may be generated in the online form or written offline and then pasted into this section if desired.



13. If desired, LEAs may provide additional supporting documentation to support an appeal request. By selecting "YES, the LEA wishes to provide supporting data and/or documentation" from the drop-down menu, a conditional prompt will appear. LEAs may upload applicable supporting data and documents in multiple file formats, including Microsoft Word, Excel, PowerPoint, and/or PDF format.



14. The online appeal may only be submitted/certified by the Chief School Officer of the applicant LEA. The designated Superintendent (public school LEAs), and the Chief Executive Officer, Board of Trustee's President, or school employee designated by the Board of Trustees (charter school LEAs) are the only administrators with the submit/certify rights necessary to successfully submit and certify a completed application for NYSED review.

15. LEAs are not required to send hard copies of general application materials to the Department.

16. Please contact the State Education Department Delegated Administrator Account System (SEDDAS) Help Desk at SEDDAS@nysed.gov to resolve any questions related to user accounts, password resets, the SEDDAS application, and assistance with the Business Portal itself.

Requirements for Districts and Schools Identified for CSI, ATSI, and TSI

***Provided to Charter Schools for Informational Purposes**

Districts with schools identified for Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI), and/or Targeted Support and Improvement (TSI) will engage with the New York State Education Department's (NYSED or "the Department") continuous improvement process and receive additional support and resources to assist with engaging in required planning activities. Although not required, schools identified for Local Support and Improvement (LSI, formerly known as Good Standing) are welcome to engage with the tools, resources, and supports as desired to layer into local improvement efforts. Schools identified for additional support models will be given priority in statewide support sessions with limited space or capacity.

Expectations

Target Districts:

All Target Districts are required to develop an annual District Comprehensive Improvement Plan (DCIP) to be implemented by the first day of the 2023–2024 school year (SY). This plan will be developed in conjunction with the completion of the school-level improvement plans designed within the district.

As part of the district planning process, Target Districts will complete the 2023–2024 SY DCIP Planning Document, which serves as a self-reflection. Both the completed 2023–2024 SY DCIP and 2023–2024 SY DCIP Planning Document will need to be submitted to NYSED by July 31, 2023. More information about these materials will be released in the spring.

Schools Identified for CSI, ATSI, and TSI:

All schools identified for CSI, ATSI, and TSI are required to develop an annual School Comprehensive Education Plan (SCEP) to be implemented by the first day of the 2023–2024 SY. This plan is required to be developed following the completion of a comprehensive needs assessment. In the past, the needs assessment process consisted of a multi-day on-site needs assessment. For the 2022–2023 SY, the needs assessment process that schools participate in upon identification has been modified to consist of activities and support sessions the school will engage with throughout the plan development process.

The required activities and support sessions are outlined in more detail in Attachment D. Districts and schools should prepare for the following expectations:

Required Activities for Schools Identified for CSI, ATSI, and TSI:

1) Conduct annual surveys of parents and staff
2) Complete SCEP student interviews
3) Complete the NYSED-provided Tenet 1 Inventory, a self-reflection tool designed to assist in the identification of school needs
4) Complete the NYSED-provided SCEP Planning Document, a self-reflection tool designed to assist in the identification of school needs and the development of a school-level plan

5) Develop, in consultation with parents, school staff, and for secondary schools, students, an annual SCEP that is submitted for approval
6) Identify a school-wide evidence-based intervention to be included within the SCEP

Required Engagement for Schools Identified for CSI, ATSI, and TSI:

In addition to the activities outlined above, schools identified for CSI, ATSI, and TSI will also be required to engage in series of offerings designed to support the development of a high-quality improvement plan:

1) March Regional Orientation (Please choose and hold a date from those listed on Attachment D.)
2) April Virtual Session on Student Interviews
3) May Virtual Session on the SCEP Planning Document
4) Four SCEP Development meetings between April and July 2023, which will culminate with the approval of the SCEP. NYSED will organize these meetings for schools identified for CSI, while schools identified for ATSI and TSI will work with their district and/or BOCES to coordinate these meetings.

More information about the expectations for schools identified for CSI, ATSI, and TSI will be outlined in the March 2023 Regional Orientation.

ATTACHMENT D

Support Session Dates for Districts and Schools in 2023

Indicator Information Sessions *Optional*

Topic	Date	Time	Zoom Registration Links:
Weighted Average Achievement and Core Subject Performance (Elementary/Middle Level)	Wednesday, 1/11/23	10:00-11:00AM	https://zoom.us/meeting/register/tJ0qcuCurD8jH9DXV3buGh-YGR27qIz55BGb
Weighted Average Achievement and Core Subject Performance (High School Level)	Thursday, 1/12/23	10:00-11:00AM	https://zoom.us/meeting/register/tJYrdu-gpj0oHtHGXOFbaTy1Wv9DCY8mZIw4
Graduation Rate	Wednesday, 1/18/23	10:00-11:00AM	https://zoom.us/meeting/register/tJYpcO-hrTMpEtHlG9JZe4_To_c7NLNEsfn2
Chronic Absenteeism	Wednesday, 1/25/23	10:00-11:00AM	https://zoom.us/meeting/register/tJEvcOihrzMoHdc2tq-7ordjIszGZPZWSzgu
English Language Proficiency	Wednesday, 2/1/23	10:00-11:00AM	https://zoom.us/meeting/register/tJYodOquqT8iGNIBSN-IRJf5if8DsLmsj_s-

Support Sessions in 2023
(Provided to Charter Schools for Informational Purposes)

Date	Participants	Meeting/Workshop
March	Required for all principals of schools identified for CSI/ATSI/TSI **Required for principals of schools that are re-identified for CSI/ATSI/TSI who do not attend the March virtual "Leveraging the SCEP" training.* *Optional:* *District and BOCES school improvement support personnel*	**Regional In-Person Orientation (full-day):** • Topic: *"**Understanding the Improvement Planning Process**"* • Focus: Build a common understanding of the continuous improvement process and improvement planning expectations using the tools and resources provided by NYSED **Please save the date for the regional training that best suits your needs:** • March 9: Buffalo Region • March 10: Rochester Region • March 14: Capital Region • March 15: Hudson Valley Region • March 16: Syracuse Region • March 20: Long Island Region NYC training will be announced at a later date.
	** Required for principals of schools that are re-identified for CSI/ATSI/TSI who do not attend the regional Orientation training.*	**Virtual Statewide Workshop (two hours):** • Topic: ***"Leveraging the SCEP"*** • Focus: Revisit improvement planning expectations and introduce tools and resources provided by NYSED • **March 27: 12:00-2:00 p.m.**

April	Required for all principals of schools newly identified for CSI/ATSI/TSI support <u>*Optional:*</u> *District Leadership* *BOCES Support* *Members of SCEP team*	**Virtual Statewide Workshop (two hours):** • Topic: "***Planning for Student Interviews and Focus Groups****"* **Offered twice – Please attend the session that best suits your schedule:** • April 4: 3:00-5:00 p.m. • April 13: 3:00-5:00 p.m.
	Required for principals of schools identified for CSI. Principals of schools identified for ATSI, and TSI will work with District and/or BOCES through this step in the process. <u>*Optional:*</u> *Members of SCEP team*	**SCEP Development Virtual Meeting 1 (two hours):** • Focus: Planning a successful SCEP process • Conducted by NYSED with each school identified for CSI • Date: TBD by NYSED liaison and principal of school identified for CSI *Conducted by District/BOCES with each school identified for ATSI/TSI
May	Required for all principals of schools newly identified for CSI/ATSI/TSI support <u>*Optional:*</u> *District Leadership* *BOCES Support* *Members of SCEP team*	**Virtual Statewide Workshop (two hours):** • Topic: **"*Unpacking the SCEP Planning Document*"** **Offered twice - Please plan on attending the session that best fits your schedule:** • May 4: 3:00-5:00 p.m. • May 5: 12:00-2:00 p.m.
	Required for principals of schools identified for CSI. Principals of schools identified for ATSI, and TSI will work with District and/or BOCES through this step in the process. <u>*Optional:*</u> *Members of SCEP team*	**SCEP Development Virtual Meeting 2 (90 minutes):** • Focus: Reviewing information learned to date • Conducted by NYSED w/ each school identified for CSI • Date: TBD by NYSED liaison and principal of school identified for CSI *Conducted by District/BOCES w/ each school identified for ATSI/TSI
	District Leaders responsible for DCIP <u>*Optional:*</u> *BOCES Support*	**Virtual Statewide Workshop (two hours):** • Topic: **"*Leveraging the DCIP Process*"** • May 25: 9:00-11:00 a.m.
June	Required for principals of schools identified for CSI. Principals of schools identified for ATSI, and TSI will work with District and/or BOCES through this step in the process. *Principal is welcome to invite additional team members or support providers to participate in the conversation.*	**SCEP Development Virtual Meeting 3 (60 minutes):** • Focus: Reviewing plan written to date • Conducted by NYSED w/ each school identified for CSI • Date: TBD by NYSED liaison and principal of school identified for CSI *Conducted by District/BOCES w/ each school identified for ATSI/TSI

July	Required for principals of schools identified for CSI. Principals of schools identified for ATSI, and TSI will work with District and/or BOCES through this step in the process. *Principal is welcome to invite additional team members or support providers to participate in the conversation.*	**SCEP Development Virtual Meeting 4 (60 minutes):** • Focus: Approving Plan and Leveraging SIG funds • Conducted by SED w/ each school identified for CSI • Date TBD by SED liaison and principal of school identified for CSI *Conducted by District/BOCES w/ each school identified for ATSI/TSI

**Additional on-demand support is available to schools throughout the SCEP process upon request.*