

*2019-20 SCEP Completion Guide*



# Completion Guide for Schools

This guide was developed as a companion to the School Comprehensive Education Plan (SCEP) workbook. This guide should be used to help with completion of those workbooks.

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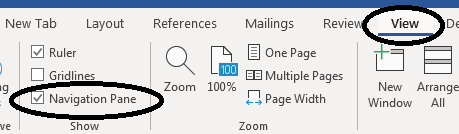
## General Information

All currently identified Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI) schools that are not current recipients of a 1003(g) School Improvement Grant (SIG) or School Innovation Fund (SIF) grant are required to develop a School Comprehensive Education Plan (SCEP) that details the way in which identified schools are focused on increasing the quality of instruction; improving the effectiveness of the leadership and teaching; and improving student achievement and graduation rates for all students, with an emphasis on identified subgroups.

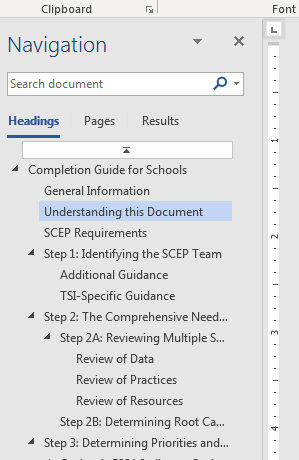
## Understanding this Document

This document has been developed to assist schools in understanding the requirements for the SCEP and to provide support for schools as they complete their SCEP.

The document has been created in Microsoft Word using headings and sub-headings to allow individuals to easily move through the document. To use this feature, one must access the “Navigation Pane” in Microsoft Word. This can be accessed by clicking “View” and ensuring that the box to the left of “Navigation Pane” is checked. See below:



The Navigation Pane will allow users to navigate through the different sections and sub-sections of the document. When enabled, it should look like the image below:



## SCEP Requirements

Pursuant to Commissioner’s Regulations 100.21, the plan must:

* Be developed in collaboration with stakeholders, in accordance with the district’s plan for school-based management and shared decision making pursuant to Commissioner’s Regulations 100.11.
* Include an analysis of the school’s achievement of previous goals;
* Be based upon data from the school, including, but not limited to, the results of the comprehensive needs assessment and any additional data collected by the school;
* Specify the accountability measures for which the school has been identified;
* Identify initiatives that will be implemented to positively affect student learning and to address the accountability measures for which the school has been identified;
* Identify resource inequities, which may include a review of school and school district budgeting;
* Explicitly delineate the plan for annually increasing student performance through comprehensive instructional programs and services as well as enhancement of teacher and leader effectiveness, with a focus on the accountability subgroup(s) and measures for which the school was identified;
* Include evidence-based interventions; and
* Be first implemented no later than the beginning of the first day of regular student attendance in the school year following the school’s identification.

Schools identified as CSI will submit their plans to the Department for approval, which shall reject any plan that does not adhere to the directions provided by the Department and/or provide sufficient evidence in such format as prescribed by the Commissioner that parents and pedagogical staff and in secondary schools, students, meaningfully participated in the development of the plan.

## 

## Step 1: Identifying the SCEP Team

All School Comprehensive Education Plans (SCEPs) for Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI) schools must be developed with stakeholder participation.

Schools will be required to identify how stakeholders have been consulted as part of the development of the SCEP. The New York State Education Department (NYSED or the Department) will reject all CSI SCEPs submitted that do not demonstrate evidence that stakeholders have **meaningfully participated** in the development of the SCEP.

All SCEPs should be developed by a team representing multiple constituencies within the school. Local Education Agencies (LEAs) shall use current local agreements concerning shared-decision making to determine participation on each team. Schools can determine the size of the team, including the minimum and maximum numbers, that will develop the SCEP; however, certain constituencies must be involved in the development of the SCEP:

* School leaders
* Teachers
* Parents/Persons in Parental Relation
* Students (in secondary schools)

### Additional Guidance

* The SCEP Development Team composition should allow for maximum participation among stakeholder groups.
* No one constituency group may constitute more than 50% of the membership of the SCEP Development Team, unless the district’s 100.11 shared-decision making plan specifies that a constituent group must comprise more than 50% of the team composition.
* All team meetings should have a majority of the members of the team present for that meeting and at least one parent, student, and teacher representative present for each meeting.
* In instances in which the district’s 100.11 shared-decision making plan does not include representation from each of the stakeholders identified above, the district must involve the stakeholders not represented by including them in the SCEP development meetings as non-voting members and providing them opportunities to share their perspectives during these meetings.
* Meetings should be scheduled at times and locations accessible for team members.
* Meetings should incorporate child care and translation services when applicable. Title I 1003(a) BASIC funds can be used for this purpose.

### TSI-Specific Guidance

TSI schools will not be required to submit their plans to NYSED for approval; instead, these plans will be approved by the district and must be kept on file by the district and provided to NYSED upon its request.

TSI schools are expected to follow a process similar to CSI schools and ensure that stakeholders meaningfully participate in the development of the SCEP. In addition, TSI schools must have a means of incorporating the perspectives of the identified subgroup(s). As part of the TSI SCEP workbook, TSI schools will be required to identify how they have included the following constituencies in the development of the TSI plan:

1. Parents of students from each identified subgroup
2. Teachers responsible for students from each identified subgroup
3. In secondary schools, students from each identified subgroup.

Each of these constituencies shall be consulted during the development and finalization of the SCEP. Districts shall return any TSI plan that does not demonstrate sufficient outreach with the consistency groups representing the identified subgroup(s).

## 

## Step 2: Identifying Needs and Determining Root Causes through a Comprehensive Needs Assessment

Identified schools will undergo a Comprehensive Needs Assessment to determine the school’s areas of need and consider the root causes of these needs. The Comprehensive Needs Assessment process is defined in the New York State Every Student Succeeds Act (ESSA) plan and Commission’s Regulations as a review of multiple sources of information concerning school data, school practices, and school resources.

### Step 2A: Reviewing Multiple Sources of Data to Identify Areas of Need

SCEP Development Teams completing the SCEP shall review the following information to identify the areas of need facing the school:

#### Review of Data

* Teacher Survey Data
* Student Survey Data
* Parent Survey Data
* Formal and Informal Assessment Data
* Attendance Data
* Behavior Data
* Additional school-identified data

#### Review of Practices

* Final Diagnostic Tool for School and District Effectiveness (DTSDE) report†
* DTSDE Self-Reflection\*
* Social-Emotional Learning (Tenet 5) Inventory\*
* Family and Community Engagement (Tenet 6) Inventory\*
* Professional Development Practices Inventory\*

#### Review of Resources

* Final DTSDE report †
* DTSDE Self-Reflection\*
* Professional Development Practices Inventory\*
* Feedback on the Impact of PD†

*\*These documents are typically completed by the school in advance of the school’s DTSDE review. Blank versions of these documents are available at:* <http://www.p12.nysed.gov/accountability/diagnostic-tool-institute/review-materials.html>

*†This document is provided by NYSED to the district approximately 6 to 8 weeks following the school’s DTSDE review*

While these items above have been developed to assist schools in identifying areas of need, schools are able to use additional documents that they have determined provide relevant feedback concerning the areas of need facing the school. In addition, schools should consider the [Diagnostic Tool for School and District Effectiveness Framework](http://www.p12.nysed.gov/accountability/diagnostic-tool-institute/documents/DTSDEFramework2018-2019.pdf) as a tool to assist in the identification of areas of need.

### Step 2B: Determining Root Causes

As the SCEP Development Team is identifying its areas of need, the Team should be asking why those root causes exist. Teams may find it helpful to distinguish between two types of root causes: human causes and organizational causes.

***Human Causes***: Causes that can be attributed to individuals. For example, a possible cause for the poor implementation of the PD on higher-order questioning could be that school leaders did not conduct informal walkthroughs consistently.

***Organizational Causes*:** Causes that can be attributed to systems that were faulty or did not work as designed. For example, a possible cause for the poor implementation of the PD on higher-order questioning could be that the informal walkthrough tool was too broad and considered too many things other than higher-order questioning.

Distinguishing between Human root causes and Organizational root causes can assist the school in determining how to address these root causes moving forward.

## 

## Step 3: Determining Priorities and Goals

Once the school has identified its areas of need and considered the potential root causes(s) that may be responsible, the school should determine what it would like to prioritize in the upcoming year.

All SCEPs will have a limited number of goals that schools will organize their work toward for the upcoming school year. For all schools, at least one of the goals must be related to the results from the most recent school survey. For the remaining goals, schools can decide to pursue one of two options:

**Option 1: ESSA Indicator option**

* For this option, the school will work toward quantifiable goals connected to the ESSA indicators for which the school received a score of “Level 1” for the “all students” subgroup.

**Option 2: Effective Practices Option**

* For this option, the school will work toward school-identified pillars in the [DTSDE Framework](http://www.p12.nysed.gov/accountability/diagnostic-tool-institute/documents/DTSDEFramework2018-2019.pdf).

Each of these options is outlined below:

### Option 1: ESSA Indicator Option

The guidance below has been created to assist schools that are developing their SCEP goals using the ESSA Indicators. Schools that are not pursuing the ESSA Indicator SCEP goals shall follow the guidance provided for the [Effective Practices (DTSDE Framework) SCEP goals](#_Option_2:_Effective).

#### Potential ESSA Indicator SCEP Goals

Schools have been provided with individualized potential ESSA indicator SCEP goals based on the school’s most recent ESSA indicator results and existing school-level and State-level Measures of Interim Progress (MIPs). Schools should refer to that guidance when identifying specific SCEP goals.

#### Background on the Measures of Interim Progress and ESSA Indicators

The ESSA Indicator goals the school identifies should be informed by the school-level and State-level MIPs, except for English Language Proficiency,[[1]](#footnote-1) which does not have a corresponding MIP. The school-level and State-level MIPs were calculated by using the performance of a school’s all students group (“the school”) and subgroups in the 2016-17 school year and the State end goals, and identifying annual targets that would allow the school and its subgroup to decrease the gap between 2016-17 school year performance and the end goals by 20 percent by the 2021-22 school year. These MIPs are intended to be attainable gap-closing targets at the school and subgroup level.

Additional information regarding the ESSA Accountability system can be found at the links below:

* General information regarding the ESSA Accountability System, including background on how the ESSA indicators and the school-level and State-level MIPs are calculated, can be accessed at: <http://www.p12.nysed.gov/accountability/essa/documents/ESSAGeneralMemo101918.pdf>
* The 2018-19 ESSA accountability indicator data and determinations for all New York State public schools (referenced as “the spreadsheet”) can be accessed at: <http://www.p12.nysed.gov/accountability/essa/documents/AccountabilityStatus2018-19.xlsx>
* The State goals and the annual State-level and school-level MIPs can be accessed at: <http://www.p12.nysed.gov/accountability/documents/GoalsandMIPs17-18to21-22.xlsx>

#### Additional Guidance when Determining Goals

1. CSI schools shall use the “all students” data, while TSI schools shall use the subgroup-level data for the subgroups for which the school has been identified.
2. Schools must either use the individualized Potential ESSA Indicator SCEP goals that schools received from the Department or a more rigorous target, if the school community believes a more rigorous target is appropriate.

#### Elementary and Middle Schools Goals

All CSI and TSI Elementary and Middle Schools developing their SCEP using the ESSA Indicator Option will have five goals, one of which is a [Survey-Related goal](#_Survey-Related_Goal). The remaining four goals are as follows:

1. ELA goal
2. Math goal
3. English Language Proficiency (ELP) goal\* or school-selected goal
4. Chronic Absenteeism\* or school-selected goal

*\*This goal is only required for schools that received a Level 1. Schools that received a Level 2 or higher and schools that did not receive a level for this indicator may substitute a school-selected goal for this tab.*

##### ELA and Math goals

Schools will use the individualized Potential ESSA Indicator SCEP Goal worksheets provided by the Department to establish one goal for ELA and one goal for math. A school must either use the individualized SCEP goals that the school received from the Department or a more rigorous target, if the school community believes a more rigorous target is appropriate. Schools will then develop a series of actions designed to achieve the identified goal.

##### ELP Goal\*

Schools that received a Level 1 for English Language Proficiency are required to develop a goal for this indicator. For this goal, schools shall use a 0.50 ELP Success Ratio as their target or any number greater than 0.50 that the school determines is attainable.

*\*This goal is only required for schools that received a Level 1. Schools that received a Level 2 or higher, and schools that did not receive a level for this indicator, may substitute a school-selected goal for this tab. The school-selected goal could be an ELP goal if the all students group received a Level 2 or higher. In this case, the school could choose a higher ELP Success Ratio, such as 1.00, which would result in a Level 3, or 1.25, which would result in Level 4. Schools should choose an ELP Success Ratio that would require improvement from their 2017-18 school year performance.*

##### Chronic Absenteeism\*

Schools that received a Level 1 for Chronic Absenteeism are required to develop a goal for this indicator. Schools shall use the 2019-20 school-level Measure of Interim Progress (MIP) as its goal.

*\*This goal is only required for schools that received a Level 1 for Chronic Absenteeism. Schools that received a Level 2 or higher may substitute a school-selected goal for this tab. The school-selected goal could be a Chronic Absenteeism goal for schools that received a Level 2 or higher. In this case, the school would identify a quantifiable Chronic Absenteeism goal higher than its 2017-18 data. Schools that received a Level 2 may want to use the 2019-20 MIP as a goal if the school has not yet surpassed the 2019-20 MIP.*

#### High School Goals

High schools completing the ESSA Indicator SCEP will identify six goals, one of which is a [Survey-Related Goal](#_Survey-Related_Goal). The remaining goals are as follows:

1. Graduation Rate (with 4-year, 5-year, and 6-year SCEP goals)
2. ELA and Math Goal
3. English Language Proficiency\* or school-selected
4. Chronic Absenteeism\* or school-selected
5. College, Career, and Civic Readiness\* or school-selected

##### Graduation Rate

All High Schools will establish a 4-year, 5-year, and 6-year graduation rate SCEP goal for the 2019-20 school year. School will use the individualized Potential ESSA Indicator SCEP Goal worksheets provided by the Department to establish each of these goals. A school must either use the individualized SCEP goals that the school received from the Department or a more rigorous target, if the school community believes a more rigorous target is appropriate.

After identifying the three different goals, schools will develop a series of actions that the schools will undertake to reach the identified goals.

##### ELA and Math Goal

All High Schools will establish a goal for ELA and a goal for math, both of which will be based on reaching the 2019-20 school year MIPs and improving the ELA and Math Composite Performance Index results from 2017-18.

Schools will use the individualized Potential ESSA Indicator SCEP Goal worksheets provided by the Department to establish each of these goals. A school must either use the individualized SCEP goals that the school received from the Department or a more rigorous target, if the school community believes a more rigorous target is appropriate.

Schools should identify a series of actions that the schools will undertake to reach the identified goals. While there are no required science or social studies SCEP goals for high schools, schools may consider using the Science Performance Index (column 19 of the spreadsheet) or the Social Studies Performance Index (column 20 of the spreadsheet) as one of the school-selected goals that the school may identify if the school did not receive a Level 1 for English Language Proficiency; Chronic Absenteeism; or College, Career, and Civic Readiness.

##### ELP Goal\*

Schools that received a Level 1 for English Language Proficiency are required to develop a goal for this indicator. Schools shall use 0.50 Success Ratio as their target or any number greater than 0.50 that the school determines is attainable.

*\*This goal is only required for schools that received a Level 1. Schools that received a Level 2 or higher, and schools that did not receive a level for this indicator, may substitute a school-selected goal for this tab. The school-selected goal could be an ELP goal if the all students group received a Level 2 or higher. In this case, the school could choose a higher ELP Success Ratio, such as 1.00, which would result in a Level 3, or 1.25, which would result in Level 4. Schools should choose an ELP Success Ratio that would require improvement from their 2017-18 school year performance.*

##### Chronic Absenteeism\*

Schools that received a Level 1 for Chronic Absenteeism are required to develop a goal for this indicator. Schools shall use the 2019-20 school-level MIP as its goal.

*\*This goal is only required for schools that received a Level 1 for Chronic Absenteeism. Schools that received a Level 2 or higher may substitute a school-selected goal for this tab. The school-selected goal could be a Chronic Absenteeism goal for schools that received a Level 2 or higher. In this case, the school would identify a quantifiable Chronic Absenteeism goal higher than its 2017-18 data. Schools that received a Level 2 may want to use the 2019-20 MIP as a goal if the school has not yet surpassed the 2019-20 MIP.*

##### College, Career, and Civic Readiness (CCCR)\*

Schools that received a Level 1 for College, Career, and Civic Readiness are required to develop a goal for this indicator. Schools shall use the 2019-20 school-level MIP as the goal.

*\*This goal is only required for schools that received a Level 1. Schools that received a Level 2 or higher, and schools that did not receive a level for this indicator, may substitute a school-selected goal for this tab. The school-selected goal could be a CCR goal if the school received a Level 2 or higher. In this case, the school would identify a quantifiable CCR goal higher than its 2017-18 data. Schools that received a Level 2 may want to use the 2019-20 MIP as a goal if the school has not yet surpassed the 2019-20 MIP.*

#### Targeted Support and Improvement (TSI) Schools

TSI schools pursuing the ESSA indicator option shall follow the guidance above; however, instead of developing goals based on the school’s “all students” subgroup, the goals and associated actions will be directed toward the subgroup(s) for which the school has been identified.

CSI schools that also have subgroups identified as TSI will not need to develop subgroup-specific goals. Instead these schools will develop their goals for the “all students” data.

##### TSI Schools with Multiple Identified Subgroups

All TSI schools will receive one Potential ESSA Indicator SCEP goal document **for each identified subgroup**. For example, a school with three identified subgroups would receive three different Potential ESSA Indicator SCEP Goal worksheets. TSI schools do not need to identify goals for subgroups that were not identified for TSI.

Schools with multiple identified subgroups will need to identify goals for each identified subgroup as follows:

###### Elementary/Middle Schools

* ***ELA/Math*:** each identified TSI subgroup will have its own goal.
* ***English Language Proficiency*:** each identified TSI subgroup that received a Level 1 rating will have its own subgroup goal. If **no identified TSI subgroups** received a rating of Level 1 for English Language Proficiency, the school may substitute a school-selected goal for this goal. The school-selected goal must apply to at least one of the identified subgroups.
* ***Chronic Absenteeism***: each identified TSI subgroup that received a Level 1 rating will have its own subgroup goal. If **no identified TSI subgroups** received a rating of Level 1 for Chronic Absenteeism, the school may substitute a school-selected goal for this goal. The school-selected goal must apply to at least one of the identified subgroups.

Schools with multiple identified TSI subgroups may have a goal for one subgroup for English Language Proficiency and a goal for a different subgroup for Chronic Absenteeism based on which subgroups received ratings of Level 1.

If a school has at least one TSI subgroup that received a Level 1 for English Language Proficiency/Chronic Absenteeism, the school would not substitute a school-selected goal for this indicator for any subgroup that did not receive a Level 1 rating. The school would be required to create a SCEP goal for the subgroup that received a Level 1 rating, but the school would not be required to create an ELP/Chronic Absenteeism goal for any subgroup that did not receive a Level 1 rating. This could result in some subgroups having fewer goals than others.

The school-selected goals are only an option to replace English Language Proficiency/Chronic Absenteeism if none of the TSI subgroups received a Level 1 for that indicator.

###### High Schools

* ***Graduation Rate:*** Each identified TSI subgroup will have its own 4-year, 5-year, and 6-year graduation rate goal.
* ***ELA/Math*:** Each identified TSI subgroup will have its own ELA goal and math goal.
* ***English Language Proficiency***: each identified TSI subgroup that received a Level 1 rating will have its own subgroup goal. If no identified TSI subgroups received a rating of Level 1 for English Language Proficiency, the school may substitute a school-selected goal for this goal. The school-selected goal must apply to at least one of the identified subgroups.
* ***Chronic Absenteeism***: each identified TSI subgroup that received a Level 1 rating will have its own subgroup goal. If no identified TSI subgroups received a rating of Level 1 for Chronic Absenteeism, the school may substitute a school-selected goal for this goal. The school-selected goal must apply to at least one of the identified subgroups.
* ***College, Career, and Civic Readiness***: Each identified TSI subgroup that received a Level 1 rating will have its own subgroup goal. If no identified TSI subgroups received a rating of Level 1 for College, Career, and Civic Readiness, the school may substitute a school-selected goal for this goal. The school-selected goal must apply to at least one of the identified subgroups.

Schools with multiple identified TSI subgroups may have a goal for one subgroup for English Language Proficiency and a goal for a different subgroup for Chronic Absenteeism based on which subgroups received ratings of Level 1.

If a school has at least one TSI subgroup that received a Level 1 for English Language Proficiency/Chronic Absenteeism, the school would not substitute a school-selected goal for this indicator for any subgroup that did not receive a Level 1 rating. The school would be required to create a SCEP goal for the subgroup that received a Level 1 rating, but the school would not be required to create an ELP/Chronic Absenteeism goal for any subgroup that did not receive a Level 1 rating. This could result in some subgroups having fewer goals than others.

The school-selected goals are only an option to replace English Language Proficiency/Chronic Absenteeism if none of the TSI subgroups received a Level 1 for that indicator.

##### Schools Serving Both Elementary/Middle and High School Students

A number of CSI and TSI schools serve both elementary/middle school students and high school students. Because New York State’s accountability measures for high school differ from those used for elementary/middle school, there are instances where such schools are identified for only elementary/middle level **or** high school level performance and other instances of schools being identified for **both** elementary/middle and high school level performance. Refer to the guidance below based on the grade levels for which the school has been identified.

##### Schools Identified for Either Elementary/Middle OR High School

Schools serving both elementary and middle school students and high school students that are only identified for either Elementary/Middle **or** High School level performance should use the indicators that correspond with the grade levels for which the school has been identified as CSI or TSI. These schools do not need to identify indicators for the grade-level that is considered to be “In Good Standing.”

##### Schools Identified for Both Elementary/Middle OR High School

Schools serving both elementary school (ES)and middle school (MS) Students and high school (HS) students that have been identified for both Elementary/Middle and High School performance must identify goals for both elementary/middle and high school levels. These schools should complete the tabs of the High School Workbook as follows:

* ***Graduation Rate***: the school shall complete the tab on the SCEP workbook with its 4-year, 5-year, and 6-year graduation goals and the actions the school will take to achieve those goals.
* ***ELA/Math goals***: the school shall have a goal for grades 3-8 and a goal for HS ELA/math based on guidance provided from NYSED. These schools shall select both a grades 3-8 goal and a HS goal for ELA, and then identify a plan to achieve those two goals. While the school will select its goals separately, the school does not need to write two different plans to achieve those goals. Instead, the strategies to be implemented can be merged into one plan. The school will follow an identical process when completing the math SCEP workbook tab.
* ***English Language Proficiency****:* If either the ES/MS or the HS received a Level 1 for English Language Proficiency, or if both ES/MS and HS received a Level 1 for this indicator, the school shall identify an English Language Proficiency goal. If both ES/MS and HS received a Level 1 for this indicator, the school would have two goals, one for ES/MS and one for HS. The school can write one plan for both ES/MS and HS to achieve those goals.
* ***Chronic Absenteeism***: If either the ES/MS or the HS received a Level 1 for Chronic Absenteeism, the school shall identify a Chronic Absenteeism goal. If both ES/MS and HS received a Level 1 for this indicator, the school will have two goals, one for ES/MS and one for HS. Schools may write one plan for both ES/MS and HS to achieve those goals.
* ***College, Career, and Civic Readiness*:** If the school received a Level 1 for this indicator, the school shall identify a College, Career, and Civic Readiness goal. The school shall identify the actions the school will take with its high school students to achieve this goal.
* ***Survey goal*:** The school shall have one survey goal based on a survey response from parents, students, or staff. The school will not need to have a survey goal for ES/MS and for HS. The response the school will seek to improve could be specific to either ES/MS or HS, or it could be a response that addresses the entire school. More information regarding the survey goal can be found in the “Survey Goal” section of the SCEP Completion Guide.
* ***School-selected goals***: In other SCEPs, schools that did not receive a Level 1 for English Language Proficiency, Chronic Absenteeism, or College, Career, and Civic Readiness are able to replace these goals with school-selected goals. Because schools identified for ES/MS and HS will be identifying goals and strategies for both sets of students in ELA and Math, any school serving both ES/MS and HS that did not receive a Level 1 for either set of students in English Language Proficiency or Chronic Absenteeism will not be required to identify a school-selected goal as a substitute for the indicator for which neither ES/MS or HS received a Level 1 rating. Similarly, any HS that did not receive a Level 1 for College, Career, and Civic Readiness will not be required to identify a school-selected goal as a substitute for its College, Career, and Civic Readiness goal.

##### School-Selected Goals

As mentioned earlier, both CSI and TSI schools may be eligible to replace English Language Proficiency, Chronic Absenteeism, or College, Career, and Civic Readiness goals with a school-selected goal under certain circumstances.

##### CSI schools

* If the “All Students” subgroup did not receive a rating of Level 1 for the indicator, then the school can replace the goal for that indicator with a school-selected goal for the all students group.

##### TSI schools

* If the subgroup(s) for which the school has been identified did not receive a rating of Level 1 for the indicator, then the school can replace the goal for that indicator with a school-selected goal.
  + If a TSI school was identified for multiple subgroups, and at least one of the identified subgroups received a Level 1 rating for English Language Proficiency; Chronic Absenteeism; or College, Career, and Civic Readiness, then the school would not be able to replace the goal for that indicator.

##### Examples of School-Selected Indicators

Below are some examples of indicators schools can use to develop school-selected goals:

1. Survey-related goal(s)
2. Student attendance
3. Out-of-School student suspension rate
4. In-School suspension rate
5. Teacher attendance
6. Science Performance Goal
7. Social Studies Performance Goal
8. Additional quantifiable goal

The school-selected goal must result in an improvement in current performance. The school can determine the specific quantifiable goal it will strive to achieve for any school-selected indicator.

Schools using school-selected goals are responsible for providing the baseline data and identifying the end-of-the-year goal. The school would then develop a plan to achieve the school-selected goal.

### Option 2: Effective Practices Option

Schools selecting this option will have five goals as follows:

1. Tenet 1 or Tenet 2 DTSDE Pillar or Sub-Pillar
2. Tenet 3 or Tenet 4 DTSDE Pillar or Sub-Pillar
3. DTSDE Pillar from any DTSDE Tenet
4. DTSDE Pillar from any DTSDE Tenet
5. Survey-related goal

#### Identifying goals

Schools pursuing the Effective Practices Option will identify specific pillars in the [DTSDE Framework](http://www.p12.nysed.gov/accountability/diagnostic-tool-institute/documents/DTSDEFramework2018-2019.pdf) that the school will focus upon for the 2019-20 school year. For each selected pillar, the school will create at least one SMART (Specific, Measurable, Attainable, Relevant and Timely) goal that it will plan to achieve by May 2020. From there, the school will provide either available baseline data for the identified goal, or in instances when there is no baseline data available, the school will provide its best estimate for what the identified end-of-the-year SMART goal would be currently if it were to be measured.

#### TSI Schools selecting the Effective Practices Option

TSI Schools will have some flexibility to determine how they will meet the needs of the identified subgroup(s). In some instances, the school may decide to develop an SCEP that focuses its attention primarily toward the identified subgroup. In other instances, particularly at schools where the identified subgroup is the vast majority of the student population or in schools that have multiple identified subgroups, the goals and corresponding actions may be general school improvement initiatives intended to improve educational outcomes for both the identified subgroup(s) and any subgroup(s) not identified. The district, which will approve TSI SCEPs, will need to determine if the goals and strategies provide a strategic approach toward addressing the identified subgroup(s).

## Survey-Related Goal

All CSI and TSI schools shall have at least one of their five goals devoted toward improving the result of a question asked on the school’s most recent parent, staff, or student survey.

For this goal, the school will identify the survey question it is addressing and whether the survey is from staff, students, or parents, and provide the baseline data for that question on its most recent survey. The school will then identify its goal for the same question on next year’s survey.

While the survey-related goal for TSI schools may not be a question specific to the subgroups for which the school has been identified, the school should consider the root causes for the identification and select a survey response connected to those root causes. For example, if the school considers the lack of social-emotional supports for students to be a potential root cause for the TSI identification, the school would select a survey goal related to a question concerning social-emotional supports. The school baseline and goal could be identified based on the responses from all students, staff, or parents, and would not have to be disaggregated at the subgroup level, though if the survey tool allows for this, the school may want to analyze results at that level.

## Step 4: Identifying an Evidence-Based Interventions

All CSI and TSI schools must implement an evidence-based intervention as part of the school’s annual School Comprehensive Education Plan (SCEP). SCEP Development Teams should consider the school’s areas of need and the root causes identified when considering what type of evidence-based intervention to pursue. The NYSED online resource on Evidence-Based Interventions can be found at: <http://www.nysed.gov/accountability/evidence-based-interventions>

### Tiers of Evidence

The Every Student Succeeds Act (ESSA) defined four tiers of evidence-based support and stipulated that schools receiving Title I 1003(a) School Improvement grants must include at least one evidence-based intervention that is in either Tier 1, Tier 2, or Tier 3.

|  |  |  |
| --- | --- | --- |
| Level | DEFINITION | WHAT DOES IT MEAN? |
| Tier 1  Strong Evidence | Supported by strong evidence from at least one well-designed, well-implemented experimental study (randomized-control groups). | Studies show that this strategy improves a relevant student outcome (e.g., reading scores, attendance rates).  In these studies, students have been randomly assigned to treatment groups or control groups so that researchers can speak with confidence that those who participate in the intervention strategy outperform those who do not.  These studies meet the What Works Clearinghouse evidence standards without reservations.  The studies use large, multi-site samples. |
| Tier 2  Moderate Evidence | Supported by at least one well-designed and well-implemented quasi-experimental study (matched groups, interrupted time series, etc.) | Studies have found that the strategy improves a relevant student outcome (e.g., reading scores, attendance rates).  Students in these studies have not been randomly assigned, but researchers have used statistical matching methods that allow them to speak with confidence that the strategy results in an improved outcome.  These studies meet the What Works Clearinghouse evidence standards with reservations.  The studies use large, multi-site samples.  No other studies show that this strategy negatively impacts an outcome. |
| Tier 3  Promising Evidence | Supported by at least one well-designed, well-implemented correlational study with statistical controls for selection bias | There is evidence that this strategy improves a student outcome (e.g., reading scores, attendance rates), but that research may consist of correlational studies -- studies that can show a relationship between the strategy and outcome but cannot show that the improved outcome was the result of the strategy.  The studies supporting Tier 3 strategies do not have to be based on large, multi-site samples.  A strategy that would otherwise be considered Tier 1 or Tier 2, but does not meet the sample size requirements, is considered Tier 3.  No other studies show that this strategy negatively impacts an outcome. |
| Tier 4  Demonstrates a Rationale | High-quality research findings or positive evaluation suggests that this will likely improve student outcomes or other relevant outcomes; there are ongoing efforts to examine the effects of such activity, strategy, or intervention. | Based on existing research, the intervention cannot yet be defined as a Tier 1, Tier 2, or Tier 3. However, there is good reason to believe — based on existing research and data — that the intervention could improve a relevant student outcome.  NOTE: A Tier 4 evidence-based intervention does not fulfil the requirement that all CSI and TSI schools must have at least one evidence-based intervention. |

### Selecting an Evidence-Based Intervention

Schools may choose one of three options for identifying their evidence-based intervention:

1. Selecting a strategy from the State-Supported Evidence Based Strategies located at: <http://www.nysed.gov/accountability/state-supported-evidence-based-strategies>
2. Selecting an evidence-based intervention identified through either the What Works Clearinghouse, Social Programs That Work, or Blueprints for Healthy Youth Development
3. Identifying an evidence-based intervention on its own that meets the criteria noted above for Tier 1, Tier 2, or Tier 3.

#### Option 1: Selecting a State-supported Evidence-Based Strategy

The State will be periodically providing a list of strategies that, if implemented according to the parameters outlined, will meet the evidence-based intervention requirement. The current list of State-Supported Evidence-Based Strategies can be found at: <http://www.nysed.gov/accountability/state-supported-evidence-based-strategies>. This page will be updated periodically.

#### Option 2: Selecting an Evidence-Based Intervention from an Approved Clearinghouse

There are a number of clearinghouses available that identify specific interventions supported by research. Districts and schools are encouraged to review the various clearinghouses to find programs and strategies that align to the needs identified through the needs assessment process.

Schools that identify a strategy from one of the three clearinghouses listed below will not need to identify the research that supports the strategy as an evidence-based intervention under ESSA; instead, schools can identify the rating the strategy received when reviewed by the clearinghouse.

* What Works Clearinghouse - <https://ies.ed.gov/ncee/wwc/>
* Social Programs That Work-- <https://evidencebasedprograms.org/policy_area/k-12-education/>
* Blueprints for Healthy Youth Development - <https://blueprintsprograms.org/>

NYSED has provided a crosswalk for each of the clearinghouses in the [Appendix](#_APPENDIX:_Evidence-Based_Interventi) to this document that compares how the clearinghouse ratings align to the ESSA tiers of evidence.

#### Option 3: Providing a School-Selected Intervention that Meets the Requirements for ESSA Evidence Tier 1, 2, or 3.

Schools may identify an evidence-based intervention that does not appear on the list of State-Supported Evidence-Based Strategies and has not been given a rating by one of the three clearinghouses above, provided that the school-identified intervention qualifies as a Tier 1, Tier 2, or Tier 3 evidence-based intervention. CSI Schools pursuing this option will be required to submit a link to the evidence that supports the strategy as a Tier 1, Tier 2, or Tier 3 evidence-based intervention.

Schools interested in this option may want to consider some of the resources below to assist the school in identifying an evidence-based intervention that aligns to the school’s needs:

* **School Leadership Interventions Under the Every Student Succeeds Act: Evidence Review**: <https://www.rand.org/pubs/research_reports/RR1550-3.html>
* **National Dropout Prevention Center Model Programs:** <http://dropoutprevention.org/modelprograms/>
* **ERIC**: <http://www.eric.ed.gov/>

ERIC is an online library of education research and information, sponsored by the Institute of Education Sciences of the U.S. Department of Education.

* **JSTOR**: <http://www.jstor.org>

JSTOR is a digital library of academic journals, books, and primary sources. This database requires registration.

* **Google Scholar:** <http://www.google.com/scholar>

Google Scholar is a freely accessible web search engine that indexes the full text or metadata of scholarly literature across an array of publishing formats and disciplines. The index includes most peer-reviewed online academic journals and books, conference papers, theses and dissertations, preprints, abstracts, technical reports, and other scholarly literature.

* **Results First Clearinghouse**: <https://www.pewtrusts.org/en/research-and-analysis/data-visualizations/2015/results-first-clearinghouse-database>

The Results First Clearinghouse Database brings together information on the effectiveness of social policy programs from nine national clearinghouses.

* **American Institutes for Research:** <https://www.air.org/topic/education>

The American Institutes for Research is a nonprofit, nonpartisan behavioral and social science research, evaluation, assessment, and technical assistance organization

* **National Center for Research on Evaluation, Standards, and Student Testing** <http://cresst.org>

The National Center for Research on Evaluation, Standards, and StudentTesting is a research partnership focused on improving the quality of education.

* **Evidence for ESSA Johns Hopkins University/Center for Data-Driven Reform in Education** <http://www.evidenceforessa.org/>
* **National Center on Intensive Intervention at American Institutes for Research** <http://www.intensiveintervention.org>
* **Everyone Graduates – Johns Hopkins University** <http://new.every1graduates.org>

## 

## Step 5: Developing Actions and Benchmarks

### August to January

After determining the goals the school will focus its work toward, the school will then identify the progressive series of actions it will undertake in the first half of the school year to reach each of its end-of-the-year goals.

These actions will outline how the school will look to improve from where it is currently by identifying things it is not currently doing. The actions should build off each other so that the school continues to make progress toward its goal throughout the year.

### Mid-Year Benchmark

The school will identify what it would expect to see in January to know it is on track to reach its goal. While this can be descriptive, schools should use quantifiable data when applicable.

### January to June

The school will identify what it plans on doing in the second half of the school year if it is on track according to its mid-year benchmark.

## Workbook Completion Guidance

Follow the guidance below when completing the 2019-20 SCEP Excel Workbook.

### SCEP Cover Page

As per Commissioner’s Regulation §100.21, the SCEP must be formally approved by the superintendent and board of education (in New York City, the Chancellor or the Chancellor’s designee).

Signatures of the individuals that have completed the SCEP shall be obtained. The names shall correspond with the individuals identified on the Stakeholder Participation tab.

* CSI schools shall print the cover page, obtain the signatures, and email the signature page to [scep@nysed.gov](mailto:scep@nysed.gov) with the Excel Workbook.
* TSI schools should obtain signatures and keep the signature page on file.

If the school is unable to secure the signatures of an individual, the school shall write "Addendum Attached," in the space for the signature and provide a brief written explanation as to why it was unable to secure that individual's signature, along with the most recent contact information for that individual. In addition, that member must be provided the opportunity to submit in writing the reason the person did not sign.

If an individual identified below has objections or concerns regarding the SCEP, that team member shall note "Addendum Attached" next to his or her signature and provide in a separate document an explanation of the specific objections or concerns.

### Assurances

Schools shall enter an “X” into each of the designated yellow cells.

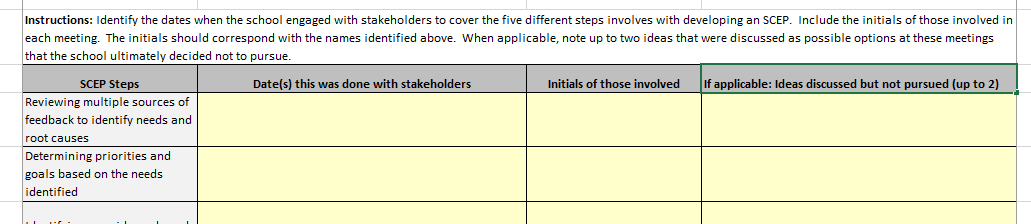
### Stakeholder Participation

#### Stakeholder Names

The SCEP must be developed in consultation with stakeholders pursuant to §100.21 of Commissioner’s Regulations and the district’s Part 100.11 plan for shared-decision making. More information about stakeholder participation can be found in the section of this guide entitled “[Step 1: Identifying the SCEP Team](#_Step_1:_Identifying).”

#### SCEP Development Steps

The information below pertains to completing the second part of the Stakeholder Participation tab, captured in the image below:



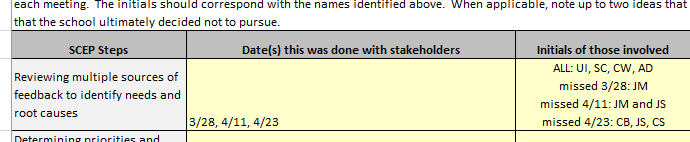
##### Column C: Meeting Dates

Schools are required to identify when each of the different SCEP steps occurred. In some instances, schools may cover several steps during the same meeting. In other instances, schools may spend several meetings completing one step. Schools should use the space provided to identify the date(s) when the different steps were covered by those completing the SCEP.

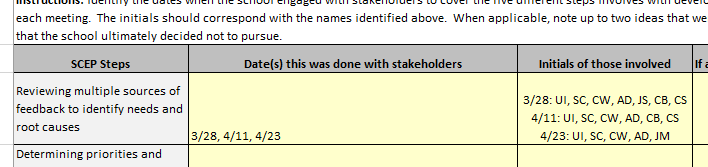
##### Column D: Initials

In this column, identify the initials of those involved in these steps. If schools spent several meetings on the same step, and a specific stakeholder attended only some of the meetings, schools shall identify which meeting(s) that member attended. Schools have two options for doing this:

Option 1: Identifying the meetings when stakeholders were absent – see below for an example:



Option 2: Identifying those in attendance at each meeting – see below for an example of the same attendance information above displayed through this manner:



If there are multiple individuals with the same initials developing the SCEP, the school should identify a way to distinguish between the individuals. Possible ideas could include incorporating a middle initial or including a number after the initial for the last name (e.g. SC1, SC2).

##### Column E: Ideas discussed but not pursued

In this column, schools should identify up to two ideas that were considered, but ultimately not pursued, at each specific SCEP stage. If no alternate ideas were considered for a particular stage, it is acceptable to leave that cell blank.

### ESSA Indicator Workbook

The information below is intended to assist schools with completing the ESSA Indicator SCEP workbook. Additional information concerning the ESSA Indicator Option can be found be found in [Step 3: Determining Goals and Priorities](#_Step_3:_Determining).

#### Individualized Potential SCEP ESSA Indicator Goals

Schools should use the guidance provided by NYSED when identifying their SCEP goals for the 2019-20 school year. Schools are also permitted to identify goals beyond those suggested on the individualized Potential SCEP ESSA Indicator worksheets if the school community believes a more rigorous target is appropriate.

#### Baseline Data

Schools will identify their baseline data when completing the ESSA Indicator workbook. This information has been provided on the individualized Potential SCEP ESSA Indicator worksheets. Because schools will be submitting SCEPs prior to the release of the 2018-19 assessment results, schools shall use the 2017-18 data to complete these cells for the ESSA Indicator SCEP workbook. For school-selected indicators and for the Survey goal, the school should provide the most recent results available.

#### High School-Specific Guidance

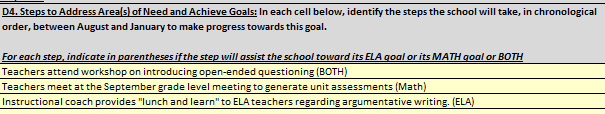
High Schools completing the ESSA Indicator workbook will note that the Graduation Rate tab and the ELA and Math tab have multiple goals.

##### Graduation Rate

The Graduation Rate tab requires schools to identify a goal for 4-year, 5-year, and 6-year graduation rates. The actions the school will identify to achieve these goals may address all of these goals, or they may be unique to one specific cohort.

##### ELA and Math

The ELA and Math tab requires schools to identify a goal for ELA and a goal for math. The actions the school will identify to achieve these goals may address both of these goals, or they may be unique to ELA or math. In instances when the action is specific to ELA or math, the school should indicate this by writing “ELA” or “math” in parentheses following the action. See below for an example:



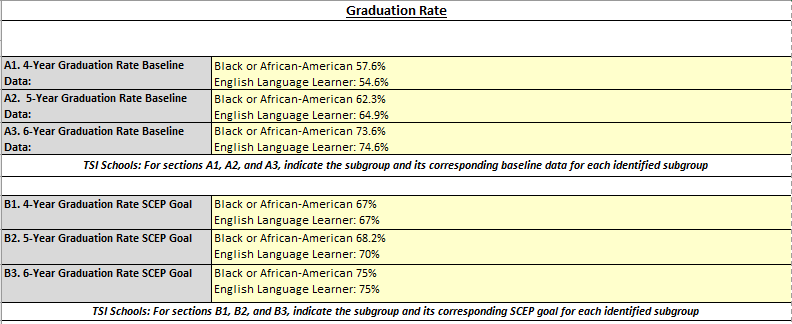
#### School-Selected Goals

CSI schools are eligible to replace the goals for English Language Proficiency, Chronic Absenteeism, or College, Career, and Civic Readiness if the “all students” group did not receive a Level 1 for that indicator.

TSI schools are eligible to replace the goals for English Language Proficiency, Chronic Absenteeism, or College, Career, and Civic Readiness if **NONE** of the identified subgroups received a Level 1. Schools with multiple identified subgroups that had some, but not all, of the subgroups receive a Level 1 for the indicator(s) above would not be eligible to replace the goal for that indicator with a school-selected goal. Instead, the school would write its goal for English Language Proficiency; Chronic Absenteeism; or College, Career, and Civic Readiness for the subgroup(s) that received a Level 1 for that indicator.

#### TSI-Specific Guidance

TSI schools should identify the subgroup when providing the baseline data and the SCEP goal. Schools with multiple identified subgroups should provide the information in the space provided for all of its TSI subgroups. See below for an example:



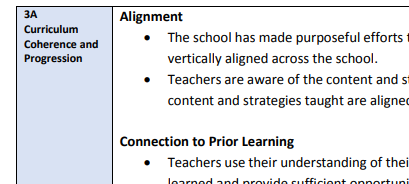
### Effective Practices – DTSDE Pillar Tabs

##### Identifying the DTSDE Pillar - A1/A2

DTSDE pillar example.

In this section, indicate the DTSDE pillar or sub-pillar that the school is prioritizing. Every DTSDE Tenet has a number of sub-pillars. These are identified as a number and then a letter. For example, in Tenet 3, there are six pillars – 3A, 3B, 3C, 3D, 3E, and 3F.

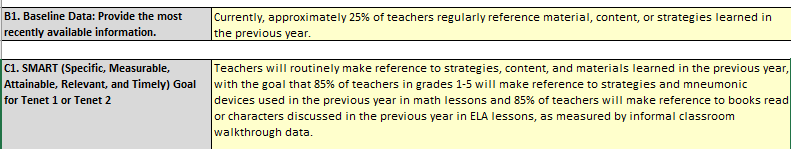
Within each pillar there are often headings in bold. These are known as sub-pillars. For example, for Pillar 3A: Curriculum Coherence and Progression, there are two sub-pillars: “Alignment” and “Connection to Prior Learning” (see below). A school interested in this pillar may select 3A as one of its priorities, or it could select one of the sub-pillars within this pillar (in this case, “Alignment” or “Connection to Prior Learning”) as one of its priorities.



##### Baseline data and SMART Goal (B1 and C1)

When completing this section, schools will want to first identify a SMART goal for the DTSDE pillar for the end of the 2019-20 school year. From there, schools will provide the baseline data concerning that SMART goal. In instances when there is no baseline data available, the school will provide its best estimate for what the identified end-of-the-year SMART goal would be currently if it were to be measured.

In the example below, the school wanted to prioritize the sub-pillar “Connection to Prior Learning” within Pillar 3A. First, the school identified its goal and inputted its goal adjacent to C1. From there the school provided an estimate of what the goal currently would look like if measured.



Information regarding these tabs can be found in [Step 3: Effective Practices Option](#_Option_2:_Effective).

#### Survey Tab

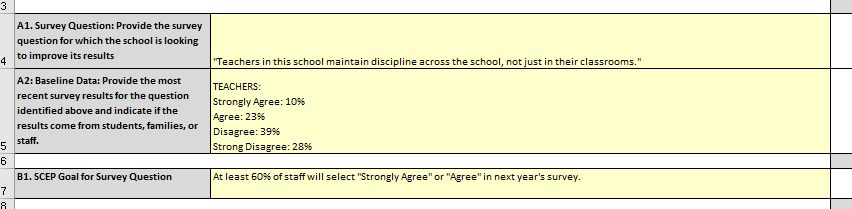
##### Survey Question (A1), Baseline Data (A2), and Goal (B1)

For A1, the school should identify the question for which the school is looking to improve the results.

For A2, the school should identify the most recent results the school received, and if those results came from staff, students, or families.

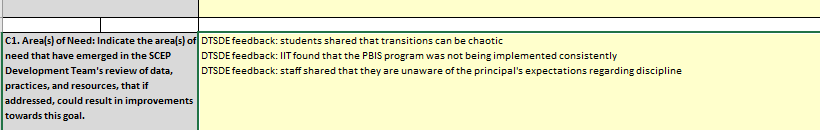
For B1, the school should write a goal statement that indicates what the school will hope to achieve on this survey question next year.

See below for an example:



##### Area of Need

In this section, identify the needs and/or root causes that may be contributing the survey results. See example below:



### Action Planning

More information regarding this topic can be found in the [Developing Actions and Benchmarks](#_Developing_Actions_and) section.

#### Mid-Year Benchmarks

For the mid-year benchmarks, identify what the school will be looking for in the middle of the year to determine if it is on track to meet its goal. While this can be descriptive, the school should aim to include outcome-based quantitative data whenever possible.

## Submission Instructions

By July 1, 2019, all CSI schools must submit to [scep@nysed.gov](mailto:scep@nysed.gov) the items below. The subject line should read: [SCHOOL NAME] – 2019-20 SCEP.

1. Completed SCEP workbook (Effective Practices workbook or ESSA Indicator workbook)
2. A separate copy of the SCEP Cover Page that has been scanned with the signatures of the stakeholders that completed the document.
3. IF APPLICABLE: Schools that have identified their own evidence-based interventions shall submit the research that supports the intervention or strategy as meeting the [ESSA Tiers of Evidence](#_Tiers_of_Evidence).

## Technical Assistance and Support

Any questions related to the SCEP can be sent via email to [scep@nysed.gov](mailto:scep@nysed.gov).

If a school or district would like to schedule an appointment for individualized support, please send the request via email to [scep@nysed.gov](mailto:scep@nysed.gov).

## APPENDIX: Evidence-Based Intervention Clearinghouse Crosswalks

NYSED has provided a crosswalk for each of the clearinghouses listed below. Schools that identify a strategy from one of these clearinghouses will not need to identify the research that supports the strategy as an evidence-based intervention under ESSA; instead, schools can identify the rating the strategy received when reviewed by the clearinghouse.

### What Works Clearinghouse

The [What Works Clearinghouse (WWC)](https://ies.ed.gov/ncee/wwc/) is organized by the Institute for Education Sciences within the U.S. Department of Education.

**Rating System**

WWC classifies programs into three categories:

* Meets WWC Standards Without Reservations
* Meets WWC Standards With Reservations
* Does Not Meet WWC Standards

The process for determining the rating for each program is outlined in this [infographic.](https://ies.ed.gov/ncee/wwc/Docs/referenceresources/wwc_info_rates_061015.pdf)

Any program that meets WWC standards, including those with reservations, meets the criteria for a Tier 1, 2, or 3 intervention. A crosswalk between the WWC rating designations and the ESSA rating designations can be found below:

|  |  |  |
| --- | --- | --- |
| WWC Rating | Criteria that prompted the WWC rating | ESSA Evidence Tier |
| Meets Standards Without Reservations | Well-designed, well-implemented experimental study with low attrition.  Well-designed, well-implemented Regression Discontinuity Design. | If positive or potentially positive effectiveness rating with large multi-site sample = **Tier 1 Strong Evidence.**  If positive or potentially positive effectiveness rating without large multi-site sample = **Tier 3 Promising Evidence.** |
| Meets Standards With Reservations | Well-designed, well-implemented quasi-experimental design with baseline equivalence (or a Randomized Control Trial with high attrition that can be reviewed as a quasi-experimental design). | If positive/potentially positive effectiveness rating with large multi-site sample = **Tier 2 Moderate Evidence.**  If positive/potentially positive effectiveness rating without large multi-site sample = **Tier 3 Promising Evidence.** |

### Social Programs That Work

[Social Programs That Work](https://evidencebasedprograms.org/policy_area/k-12-education/) is a nonprofit philanthropic foundation that reviews programs in all areas of social policy, including K-12 education.

**Rating System**

Social Programs That Work provides three different ratings to the programs it reviews:

* Top Tier
* Near Top Tier
* Suggestive Tier

Any program that is rated as Top Tier or Near Top Tier meets the criteria for an ESSA Tier 1 or 3 intervention. A crosswalk between the Social Programs That Work rating designations and the ESSA rating designations can be found below:

|  |  |  |
| --- | --- | --- |
| Social Programs That Work Rating | Criteria that prompted the Social Programs That Work rating | ESSA Evidence Tier |
| Top Tier | * Well-designed, well-implemented Randomized Control Trials in replicable setting * Large, sustained effects * Must be multi-site | If sample size is large = **Tier 1 Strong Evidence**  If sample size is not large = **Tier 3 Promising Evidence** |
| Near Top Tier | * Meet all but one of the Top Tier standards | **Tier 3 Promising Evidence** |

### Blueprints for Healthy Youth Development

[Blueprints for Healthy Youth Development](https://blueprintsprograms.org/) identifies evidence-based prevention and intervention programs that are effective in reducing antisocial behavior and promoting a healthy course of youth development.

**Rating System**

Blueprints for Healthy Youth Development classifies programs into three categories:

* Model Plus Programs
* Model Programs
* Promising Programs

Any program that meets Blueprints for Healthy Youth Development standards and connects to student outcomes meets the criteria for a Tier 1, 2, or 3 intervention. A crosswalk between the Blueprints for Healthy Youth Development rating designations and the ESSA rating designations can be found below:

|  |  |  |
| --- | --- | --- |
| Blueprint for Healthy Youth Development Rating | Criteria that prompted the rating | ESSA Evidence Tier |
| Model Plus Programs | * At least two high-quality Randomized Control Trials (RCT) or one RCT and one Quasi-Experimental Design (QED). * Significant sustained positive impact on intended outcomes. * No evidence of negative effects. * Intervention specificity, outcomes, risk/protective factors, and logic model all specifically described. * Results have been independently replicated. | If large/multi-site sample **= Tier 1 Strong Evidence**.  If no sample size information is available or sample is not large/multi-site = **Tier 3 Promising Evidence.** |
| Model Programs | * At least two high-quality RCTs or one RCT and one QED. * Significant sustained positive impact on intended outcomes. * No evidence of negative effects. Intervention specificity, outcomes, risk/protective factors, and logic model all specifically described. | If large/multi-site sample **= Tier 1 Strong Evidence**.  If no sample size information is available or sample is not large/multi-site = **Tier 3 Promising Evidence.** |
| Promising Programs | * One high-quality RCT or two high-quality QEDs. * Significant positive impact on intended outcomes. * No evidence of negative effects. * Intervention specificity, outcomes, risk/protective factors, and logic model all specifically described. | If large/multi-site sample and RCT = **Tier 1 Strong Evidence**.  If large/multi-site sample and 2 QEDs = **Tier 2 Moderate Evidence.**  If no sample size information is available or sample is not large/multi-site = **Tier 3 Promising Evidence**. |

1. The Composite Performance, Student Growth, Combined Composite and Growth, and Combined Composite Performance and Graduation Rate ESSA indicators also do not have MIPs, but these indicators are not used to set ESSA indicator SCEP goals. [↑](#footnote-ref-1)