Remote Monitoring and Oversight Plan 2021

New York State Education Department

Charter School Office

89 Washington Avenue

Albany, New York 12234

specific data points and for school- and district-level graduation data, visit the Department's [public data site](). A [PowerPoint presentation]() with additional data is also available.

[SD-CS-CFO@LISTSERV.NYSED.GOV]() > on behalf of CONAPPTA emailed the [SD-CS-CFO@LISTSERV.NYSED.GOV]() announced a new monthly Office Hours Series to begin on Thursday, February 4, 2021. The full schedule of sessions and links to access these sessions is posted under the Training Opportunities tab: [http://www.nysed.gov/essa/schools/consolidated-application]().

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Rose M. LeRoy, Director of Educational Data and Research, NYSED emailed the Charter Listserv that the secure embargoed 2019-20 Group 2 State Report Card Release will be available later today   via secure release on its public data site.

Response to COVID-19 Subgrant opportunity was announced for all applicable charter school education corporations. Allocations for eligible education corporations under this subgrant are based on final 2019-2020 BEDS total enrollment multiplied by $150 per student, with a maximum allocation of $49,950 per education corporation. Further details on subgrant requirements and the application can be found through the NYSED Charter School Office Portal at [https://nysed-cso.smapply.io/prog/2021_csp_response_to_covid-19_grants/](). The deadline to apply for funding under this subgrant is February 15, 2021. Please direct questions to [CharterSchools@nysed.gov]() with "CSP Response to COVID-19 Grants" in the subject line.

Rose M. LeRoy, Director of Educational Data and Research, NYSED emailed the Charter Listserv that the public 2019-2020 Group 2 State Report Card Release will be available later today via its [public data site]().

The CSO sent, from the CharterSchools mailbox to the Charter Listserv, information regarding NYSED's Rethink Grant and a request for education input on Professional Learning Opportunities through a brief reflection/survey at [https://stonybrookuniversity.co1.qualtrics.com/jfe/form/SV_73aEYXqQlDr7n7f]().

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CSO Town Hall for BoR-authorized charter schools is being held from 3:00 PM to 4:30 PM today. The link to participate is: [https://zoom.us/j/99931827474?pwd=VkV5VjVjMDU3SmYwMXlEQnZKZFhuQT09]().

The CSO sent, from the CharterSchools mailbox to the Charter Listserv, information about the

. Comments on the draft waivers may be emailed to [ESSAComments@nysed.gov]()

subject line. Comments will be accepted through February 5, 2021. In addition, stakeholders are encouraged to fill out a brief survey regarding the 2020-21 school year student assessment and school accountability processes. In February, NYSED will present a summary of the public comments received on the two draft waiver requests to the Board of Regents. If the waivers are approved by the USDE, the Department will propose to the Board of Regents that it adopt such

NYSED's commitment to community-based authorizing and the principles of equity and access for all students across New York State. Community-based authorizing is based on the principle that community stakeholder voice, and response to community need, is an integral component of charter school decision making at all levels. We hope to see evidence of community voice, as well as a commitment to the principles of diversity, equity, and inclusion, throughout the applications received through this RFP as well as in the portfolio of the existing Board of Regents-authorized charter schools.

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Schools should continue to ensure that CSO 2021 Teacher, Parent, and Student Surveys sent out on 2/10/2021 are distributed and completed by the applicable stakeholder group. Surveys are due by Monday, March 15, 2021.

CSO Executive Director sent an email to the Charter Listserv regarding a reminder, the 2021 CSP Response to COVID-19 Grant Application is due in less than a week, on March 1, 2021. To date, only 128 education corporations have yet to complete their applications (remember, you need to hit "submit" at the end of the application). There is still time to complete your application for these funds at

NYSED P-12 emailed Charter Listserv and a memo regarding the administration of the Spring 2021 New York State English as a Second Language Achievement Test (NYSESLAT). This memorandum contains information on the delivery and administration of this test, including important delivery dates.

CSO Town Hall for BoR-authorized charter schools is being held from 3:00 PM to

section (page 7) of the Mid-term Site Visit Protocol, now through the deadline of April 9th.

NYSED P-12 emailed Charter Listserv a statement from the Board of Regents' Chancellor Young and Commissioner Rosa regarding the recent acts of violence in New York State and across the nation. They indicated that as state's education officials, the Chancellor and Commissioner strongly urge all educators to help students understand the harm caused by racism and bigotry.

CSO Executive Director emailed the BoTBoR listserv regarding the NYSED CSO soliciting public comment on its Local Assessment Plan Memo. Details and more information on the local assessment plan policy can be found in the draft memo

district data coordinator or the Office of Information and Reporting Services by using the help link on the bottom of our public data site at: https://data.nysed.gov/. New York City Charter Schools should visit https://charterschools.mojohelpdesk.com and submit a ticket.

The CSO sent, from the CharterSchools mailbox to the Charter Listserv, information regarding the New York State Board of Regents launching an initiative to advance diversity, equity, and inclusion in New York schools. As the first step in the initiative, the Board released a draft framework and call to action for all schools in New York State to develop policies that advance diversity, equity and inclusion as a priority in their schools. The full text of the Board's Framework for Diversity, Equity and Inclusion in

available to authorized school and district personnel via secure release on our https://data.nysed.gov/. The public release is scheduled for Monday, April 26, 2021. School and district data are _____ until the public release. Data under embargo may not be discussed at public meetings or otherwise released to the public.

NYSED P-12 emailed Charter Listserv a memo requesting public comment on the inclusion of Regents Examination exemptions when calculating Performance Indices (PI) as required by the New York State approved Every Student Succeeds Act (ESSA) accountability plan.

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through June 2021, the NYSED CSO liaisons will conduct remote check-in site visits. Reference Appendix E of this document:

regarding school preparation for these remote SVs and what to expect during them.

through June 2021, the NYSED CSO SV team will conduct its 16 remote mid-term site visits. Reference Appendix D of this document:

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Letter of Intent to Apply for new charter school RFP for applicant groups seeking charters through the Board of Regents: http://www.p12.nysed.gov/psc/startcharter/StartCharter2021.html.

NYSED P-12 emailed Charter Listserv a memo and Excel documents **regarding local educational agency (LEA) allocations of Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA Act) and the American Rescue Plan (ARP) Act funding. Funding amounts for each school district are in those attached excel documents.**

NYSED P-12 emailed Charter Listserv the 2021 New York State Education Department Summer School Handbook. The Handbook has been updated this year to include requirements for in-person and remote programs. It also includes an introduction and recommendations and resources regarding promising practices for summer learning programs.

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New York State Board of Regents Meeting, Albany, New York (webcast): https://www.regents.nysed.gov/.

From its CharterSchools mailbox, the CSO emailed to the Charter Listserv a memo announcing the opening of the application process for LEA CRRSA (CARES 2) funding.

From its CharterSchools mailbox, the CSO emailed to the Charter Listserv that the Board of Regents today acted on measures to advance diversity, equity and inclusion in schools across the New York State and promote civic education opportunities, as announced by State Education Commissioner Betty A. Rosa. The Board, building on its Framework on Diversity, Equity and Inclusion in New York's Schools,/2080astrN60f Tm3f-8S8 33714sw2(

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contact with schools is required Ask your schools if they can set up a video conference using the platform of their choice. If there is no other alternative, schedule a phone call, or other conferencing call such as Google Hangouts, or Microsoft Teams;

Include appropriate staff for each type of remote site visit (BoT chair/school leader minimally for check-ins);

Include time for discussion with the school leader who will accompanying a CSO team member on the remote classroom observation. As per Appendix C (Classroom Observation Worksheet), you will speak with the school leader before and after the observation.

If you were going to participate in a BoT meeting, you can join their video conferences; and

Access remote classroom learning in lieu of onsite observations.

- o Ask if you can be a silent participant in one of the school's remote learning sessions, or request that schools provide you with links to any pre-recorded instructional content they are using during this time.
- o Just as we do for on-site classroom observations, use   (Classroom Observation Worksheet) as a lens by which you should provide feedback to the school

How is your school ensuring that IEPs and 504s are being implemented?

What internal assessments will your school use when students return in order to determine student progress towards academic standards?

Changes in Instructional Modalities

How is your school ensuring that procedures set forth in the reopening plan are being followed?

What conversations has the schools' management and board had regarding the school's potential return to your brick and mortar building?

What are your expectations for students to return to school?

How will you monitor re-enrollment rates?

How will you ensure the social-emotional well-being of students upon their return?

What academic interventions will you put into place upon students return?

Do you plan to change your curriculum in any way?

Do you plan on any calendar changes to address any potential loss of learning while school was out of session?

How do you plan to celebrate the matriculation of your students in terminal grades if you are, or are not, back before the end of the academic year?

What would you put into place now to prepare for a similar disruption of learning in the future?

How can you monitor the spread of COVID-19?

How do we instill parent confidence?

How do we reinforce student safety?

When, and how, will extra-curricular activities reopen?

Do protocols for special student populations change?

What steps need to be taken to ensure mental health?

Would any alternative academic calendars work?

Do you have any plans for summer school? If so, please describe.

19. How will you work with parents to instill confidence in the return to the school building?

How do protocols need to change for special populations?

What have been some lessons learned regarding the implementation of your school's plan?

What would you have done differently?

How could you continue the practices learned during this crisis once it is over?

In case your school commences in-person instruction and the school is suddenly directed to cease such instruction and commence fully remote instruction does your school have an instructional and communication plan in place for students, teachers, and community members?

What professional development is your school providing to instructional students around remote instruction pedagogy?

Community Authorizing

How does your school define community?

How is community voice including in the running of your school at all levels including for your board of trustees?

How does your school collaborate with Community Based Organizations?

What is your board's relationship with the community you serve?

How does your school's board of trustees represent and exemplify the ideals of diversity, equity, and inclusion?

How does your school's staff represent and exemplify the ideals of diversity, equity, and inclusion?

How does your school's culture support the ideals of diversity, equity, and inclusion?

If asked to do so, would you be able to report attendance data for this quarter? How are you defining it and tracking it? How are you defining engagement? What percent of students are fully, somewhat, or not engaged?	Collecting data on how often students are logging in for class meetings, office hours, and/or programs (e.g. many online programs have analytics that can aid in this tracking) Collecting attendance at the start of the class or via chat boxes on live interfaces Tracking participation in meetings (answers, questions asked, polls answered, academic comments in chat boxes) Collecting data on the amount of completed work as attendance

Will you still be able to give any of your end of year assessments (e.g. NWEA Map Spring administration)? Will you give alternate end of year assessments (e.g. an SBAC Interim Assessment Block on a key standard)? Does your school have, or can they purchase, online assessments systems that provide achievement data, but are simpler than the assessments you normally give?	

being offered and are using additional supports like mental health services?	and families

How are you tracking the impact of this pandemic on outcomes for students graduating high school? Are students changing their plans for next year? Do you know why?	School counselors logging student post- secondary plans and use survey, polls, and individual phone calls to track changes in these decisions at regular intervals. Ideally, this data is tracked periodically into next school year (e.g. June/July and again in August/September)

Big picture
How will you quantify the educational impact of COVID-19 on your school community?
Can you articulate 7h e(axte)4(dfiis da)-BT
progress or slide during the last

Can you compare 2020 diagnostics with previous years? Will the assessment used to diagnose slide also be given Spring 2021 to capture growth in the 2020-2021 school year?	another similar comparative report

Appendix C: NYSED CSO Remote Site Visit Classroom Observation Evidence Collection Sheet

School name:		Date:	CSO team observer name:		
Class title/subject area:		Grade:	Was a school rep observing with you?	School rep name:	School rep title:
Type of class: ☐ Gen ED ☐ ICT ☐ SETTS/Resource Room ☐ Stand-alone ENL ☐ Pull-out/break-out room ☐ Dual language ☐ Other					
# of adults in the classroom:	Role(s): ☐ Teacher ☐ Lead teacher ☐ Co-teacher(s) ☐ Teaching Asst. ☐ SPED teacher ☐ ENL Teacher ☐ Other (Social Emotional Staff):				
Total number of students:	Duration of observation (minutes):		Technical difficulties experienced or observed?		
Do the minutes/hours of instruction provided in this class align to the class information provided in the charter? ☐ Yes ☐ No How many minutes/hours of daily instruction are provided in this class? _____					

Question to school s

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___BM 1: Do the school leaders believe they are meeting academic performance expectations? Why or why not? If not, what interventions is the school offering to address academic deficiencies?

- o ___Grades 3-8: How are their students performing in ELA and math compared to the district of location? Compared to the state average? What trends are they seeing? What is subgroup performance looking like? What are they are doing to improve performance? How are they evaluating the efficacy of their strategies?
- o ___High School: How are they assessing student progress over time? How do they know whether students are on track for graduation?

___BM 2: What info do teacher surveys provide? How is the use of data informing instructional strategies?

___BM 3: What info do parent/teacher/student surveys provide? Is the school implementing its social-emotional aspects,s ateng mentil s althsre as,

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with a focus on key areas of strengths, concerns, and recommended next steps (Reference Sample Memos.);

2. ___After you draft the memo, email it to Barbara for review and approval, consulting David if there are major issues.
3. ___Email and efile the PDF draft memo to the school leader and BoT chair for factual corrections (one week). Reference the sample school outreach email.
4. ___Upon receipt of factual corrections, finalize the memo, efile it, and email the PDF memo back to the school leader and BoT chair for an opportunity to provide evaluative comments (one week). Reference the sample school outreach email.
5.