



University of the State of New York  
State Education Department

# **Reviewer Training**

## **District Comprehensive Improvement Plan**

## **School Comprehensive Education Plan**

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## ESEA Flexibility Waiver

### Accountability Designations

<b>OLD</b>	<b>NEW</b>
District in Need of Improvement (DINI)	Focus District
School in Need of Improvement, Corrective Action or Restructuring Persistently Lowest Achieving (PLA - a subset of Restructuring)	Focus or Priority School



## **ESEA Flexibility Waiver**

### **Districts now have Flexibility to:**

- Transfer funds among programs
- Designate Schoolwide programs
- Serve Non-Title I Priority High Schools

### **Set-Aside Requirements revised:**

- SES & Choice 20% reserve waived
- DINI 10% reserve waived
- Title I Parent Involvement 1% set-aside (no change)
- Parent Engagement Set-Aside of 1% (added)
- School Improvement Set-Aside of 5-15% (added)



## **District Comprehensive Improvement Plan (DCIP) and School Comprehensive Education Plan (SCEP)**

# **Overview**

- **DCIP:** details how the district plans to improve instruction and address the identified needs of Focus and Priority Schools.
- **SCEP:** details how the identified school plans to improve instruction and address the identified needs.



# District Comprehensive Improvement Plan (DCIP) and School Comprehensive Education Plan (SCEP) Overview

Both plans are:

- Aligned to the Six Tenets
- Diagnostic Tool for School and District Effectiveness
- Based on the findings and recommendations contained in the most recent:
  - School Quality Review (SQR);
  - External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA);
  - Joint Intervention Team (JIT);
  - Quality Improvement Process (QIP);
  - Annual Measurable Achievement Objectives Improvement Plan (AMAO-IP); and/or
  - Annual Measurable Achievement Objectives Corrective Action Plan (AMAO-CAP).

If the above mentioned reports are not available, conduct a needs assessment using data that is readily available.



# DCIP/SCEP: Action Plans

## STRUCTURE

- Tenet number
- Statement of Practice
  - A. Major Recommendation
  - B. Goal
  - C. Target
  - D. Activity
  - E. Time Line
  - F. Key Personnel
  - G. Fund Source(s)
  - H. District Cost



LEA Name \_\_\_\_\_ LEA BEDS Code \_\_\_\_\_

**TENET I: DISTRICT LEADERSHIP AND CAPACITY**

*ADD ROWS AS NEEDED*



**1.1** District has a comprehensive approach for recruiting, evaluating, and sustaining high quality personnel that affords schools the ability to ensure success by addressing the needs of their community.

A. Major Recommendation	B. Goal		C. Target	
D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. District Cost

**1.2** District is organized and allocates resources (financial, staff support, materials, etc.) in a way that leads to appropriate levels of support for schools based on the needs of the school community, which promotes school improvement and success.

A. Major Recommendation	B. Goal		C. Target	
D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. District Cost



# DCIP/SCEP: Action Plans (continued)

- **Major Recommendation:**
  - Must come from an analysis of all school level report recommendations. If school level reports are not available recommendations should be developed based on a needs assessment.
- **Goals:**
  - Must be in direct alignment with the achievement of the major recommendation.
- **Targets:**
  - **Measurable** outcomes related to the stated goal.



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# QUESTIONS





# Tools for Review

- District and School submitted plans
- DCIP and SCEP scoring rubrics
- SCEP Scoring Rubric
- DCIP Scoring Summary Template
- SCEP Scoring Summary Template
- DTSDE Comprehensive District Review Rubric
- DTSDE Comprehensive School Review Rubric
- Guidance for Reading and Scoring Plans

## **Fiscal Requirements**

- The Parent Engagement Memo
- Modified School Improvement PowerPoint



# **District and School Submitted Plans**

- The district plan must contain an overview. This will guide the overall improvement mission of the District and Schools.
- Both plans must align to the 6 Tenets.



# **DCIP and SCEP Scoring Rubrics and Scoring Summaries**

- Based on an 8 point scale.
- Each indicator assess' a major component of the plan.
- The scoring summary is directly aligned to the rubrics.

## District Comprehensive Improvement Plan Rubric

	<b>Developed</b>	<b>Partially Developed</b>	<b>Inadequately Developed</b>
<b>Points</b>	<b>6-8</b>	<b>3-5</b>	<b>0-2</b>
<b>Indicator 1: Program Plan</b>			
Indicator 1.1: Interpretation of the recommendation	The district demonstrates a full understanding of the recommendations from the reports or needs assessment and has fully addressed these recommendations or needs throughout the plan.	The district demonstrates a limited understanding of the recommendations or identified needs and has inconsistently addressed the recommendations or needs throughout the plan.	The district does not demonstrate any understanding of the recommendations or identified needs and has not addressed the recommendations or need in the plan.
Indicator 1.2: Prioritized Actions	The district has consistently identified the appropriate prioritized actions based upon the recommendations or identified needs.	The district inconsistently identified the appropriate actions based upon the recommendations or identified needs.	The district failed to identify appropriate actions based upon the recommendations or identified needs.
Indicator 1.3: The 6 Tenets	The district has appropriately identified all relevant and applicable tenets. The district has properly aligned the prioritized actions to the appropriate tenets.	The district inconsistently identified the relevant and applicable tenets. The district has inconsistently aligned the prioritized actions to the appropriate tenets.	The district failed to identify the relevant and applicable tenets. The district has failed to align the prioritized actions to the appropriate tenet.
Indicator 1.4:	The district has	The district has	The district has failed to

XXXX School District DCIP Review

BOCES Reviewers:

Date of Review:

District Comprehensive Improvement Plan (DCIP) Scoring Summary

Indicator	Indicator 1 – Program Plan	Points
1.1 Interpretation of recommendations		
1.2 Prioritized Actions		
1.3 Six Tenets		
1.4 Tenet 1 - District Leadership & Capacity		
1.5 Tenet 2 – School Leader Practices and Decisions		
1.6 Tenet 3 – Curriculum Development & Support		
1.7 Tenet 4 – Teacher Practices and Decisions		



# **DTSDE Rubrics**

**(Comprehensive District Review Rubric and Comprehensive School Review Rubric)**

- Used to ensure major recommendations, goals, targets, and activities are aligned with the Statements of Practice (SOP).

# COMPREHENSIVE DISTRICT RUBRIC FOR DTSDE

## New York State Education Department Diagnostic Tool for School and District Effectiveness

**District Leadership and Capacity:** The district examines school systems and makes intentional decisions to identify and provide critical expectations, supports and structures in all areas of need so that schools are able to respond to the needs of all students and ensure that all students are successful.

Statements of Practice	Highly Effective	Effective	Developing	Ineffective
<b>Statement of Practice 1.1:</b> The district has a comprehensive plan for recruiting, evaluating and retaining high-quality personnel that affords schools the opportunity to succeed by addressing the needs of their communities.	<p>a) The district has vigorous recruitment strategies and structures that include partnerships with colleges, institutions and other agencies that lead to highly effective personnel in all schools.</p> <p>b) The district adaptively uses a comprehensive plan for supporting school leaders to create systems for evaluating staff and providing frequent, relevant feedback and professional development that lead to an improvement of practices.</p> <p>c) The district collaborates with schools to develop and implement strategies that lead to high levels of staff retention.</p>	<p>a) The district has recruitment strategies and structures inclusive of external partnerships that lead to adequate personnel in all schools.</p> <p>b) The district has a generic plan for supporting school leaders that leads to an understanding of staff evaluation, frequent feedback and professional development that reflect on practices.</p> <p>c) The district develops and implements strategies that lead to high levels of staff retention.</p>	<p>a) The district recruitment strategies and partnerships are not systemic and do not provide schools the opportunity to readily access highly effective or adequate personnel.</p> <p>b) The district plan is not comprehensive and addresses only a subset of school needs, leading to inconsistent professional development.</p> <p>c) The district provides feedback to schools on staff retention.</p>	<p>a) The district does not recruit and does not have partnerships with external agencies.</p> <p>b) The district does not have a plan that does not implement its plan with school leaders in a way that does not effectively evaluate their staff with appropriate professional development.</p> <p>c) The district does not invest in staff retention.</p>
<b>Statement of Practice 1.2:</b> The district has developed and allocates financial, staff support, and resources in a way that leads to high levels of support for schools on the needs of the community, which includes the need for improvement and innovation.	<p>a) The district has developed structures for assessing and deploying resources that readily respond to the expressed needs of school communities.</p> <p>b) The district uses ongoing assessments to provide adaptive support to school leaders around how their school is organized and fully benefits from resources allocated by the district.</p> <p>c) The district ensures that resources are equitably and adequately allocated throughout the district to meet student, staff and family needs.</p>	<p>a) The district has developed structures for assessing and deploying resources that eventually respond to the needs of school communities.</p> <p>b) The district provides school leaders generic support around how their school is organized and benefits from resources allocated by the district.</p> <p>c) The district ensures that resources are adequately allocated throughout the district to meet student, staff and family needs.</p>	<p>a) The district has structures for deploying resources that address the needs of school communities.</p> <p>b) The district provides school leaders generic support concerning resources allocated by the district.</p> <p>c) The district allocation of resources to schools considers the needs of students, staff and families.</p>	<p>a) The district does not have a place for assessing and/or allocating resources that address the needs of school communities.</p> <p>b) The district does not provide support to schools concerning the use of resources.</p> <p>c) The district's allocation of resources does not adequately consider the needs of students, staff and families.</p>
<b>Statement of Practice 1.3:</b> The district leadership has a clear and explicit theory of action.	<p>a) The district leadership has created and explicitly communicated a strong, cogent theory of action that includes how all staff members must establish a set of high expectations</p>	<p>a) The district leadership has communicated a set of high expectations for connecting professional practices to student outcomes.</p>	<p>a) The district leadership has a set of high expectations that have not been widely communicated and have limited connections</p>	<p>a) The district leadership has not committed to high expectations and does not connect to professional practices</p>

**Note:** In addition to the above tenet and statements of practice, districts and schools must align all improvement plans with the performance of students with disabilities and English language learner sub-groups, as well as any other group of students not performing well or who have a significant achievement gap compared to other groups of students within their school and district.

**Note:** Statements of practice 2.1, 3.1, 4.1, 5.1 and 6.1 measures how the school perceives the district's efforts with supporting the school's effort in this area.

**Note:** Curriculum appropriately aligned to the Common Core Learning Standards will be determined by schools having a robust and active plan addressing the expectations articulated in New York's Vision and Metrics for Learning CCSS, APPR and DDI for SY 2012-2013 located at <http://engageny.org/wp-content/uploads/2012/07/CCSS-APPR-and-DDI-Workbook-for-Network-Teams-Implementation.pdf>.



# Guidance for Reading and Scoring Plans

- Comments should be written as specific as possible and should fully justify the score awarded.
- Try to differentiate comments based on fact from those based on professional judgment and clearly distinguish comments based on a lack of information in the plan.



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# QUESTIONS





## Fiscal Requirements

- All plans must identify the fund source and cost for each activity. These should be very specific. For example, Fund Source: Title IA; Cost: \$1,525
- The following set-asides should be clearly visible:
  - 1% Parent Engagement Set-Aside
  - 5-15% School Improvement Set-Aside (exact % for each LEA can be found at:  
<http://www.p12.nysed.gov/accountability/documents/SchImpSetAsideFinal.xls>)



# Focus LEA Fiscal Requirements

## Focus LEA Parent Engagement Allowable Activities

- Implementation of six National PTA Standards
- Coordination with parent and family literacy services through designated Literacy Zone Centers.
- Professional development for school leaders and teachers related to working with and building effective parent partnerships.
- Training for parents on working effectively with teachers to enhance student performance.
- Training for parents on building supports for their children, including health and nutrition services.



## **Focus LEA Parent Engagement: Implementation of Six National PTA Standards**

1. Welcoming all families into the school community.
2. Communicating effectively.
3. Supporting student success.
4. Speaking up for every child.
5. Sharing power.
6. Collaborating with community



## Focus LEA Parent Engagement: Literacy Zone Centers

- Intended to provide systemic focus on meeting the literacy needs of communities
- Designed to provide pathways for individuals and families
- Can be direct resources for parent engagement because they work comprehensively to provide instructional opportunities for individuals with limited literacy or English language proficiency
- Title I funds may be used to support this activity **ONLY** if the LEA has exhausted all other available sources

<http://www.p12.nysed.gov/accountability/documents/ParentEngagementMemo101712.pdf>



# Focus LEA Fiscal Requirements

## School Improvement

- The equivalent of 5% - 15% of an identified LEA's Title I A and Title II A funds must be used to support programs and services from the List of Allowable Activities for Improvement.
- LEAs identified for performance of ELLs must also include Title III A funds in this calculation.
- LEAs may use multiple fund sources to meet this requirement.
- Title I A funds may only be used in Title I schools.
- Set-aside rates can be found at:

<http://www.p12.nysed.gov/accountability/documents/SchImpSetAsideFinal.xls>



## **Allowable Activities for Improvement Set-Aside Requirement**

- All set-aside amounts must support the activities in the District Comprehensive Improvement Plan (DCIP) and School Comprehensive Education Plans (SCEP).
- Up to 50% of the set-aside can be reserved for district level activities that support implementation of interventions at designated priority and focus schools. District level activities must identify which priority and focus schools will be served by the district level activities.
- At least 50% of the set-aside must be used to support school specific activities from the List of Allowable Activities.
- Only activities from the List of Allowable Activities for Improvement count towards the set-aside requirement.



## **Allowable Activities for Improvement Set-Aside Requirement**

- List of 22 Allowable Activities for Improvement set-aside included with the Consolidated Application and DCIP/SCEP templates.
- To be considered allowable for the set-aside requirement, costs must meet the following general criteria:
  - Be necessary and reasonable for proper and efficient implementation of the DCIP and SCEPs.
  - Be permissible under applicable state and/or federal laws and regulations.
  - Conform to any limitations or exclusions set forth in the grants finance guidelines, laws or regulations, or other governing limitations as to types or amounts of cost items.
  - Must be used to supplement, not supplant any Federal, State or local educational funds that would otherwise be used for these activities.
  - Title I, IIA, and III funds will not always count towards meeting the set-aside requirement.

Statement Of Practice	List of Allowable Activities for Improvement Set-Aside Requirement
<b>Section A: Federal and State Required Activities</b>	
<b>Tenet 1</b>	Public School Choice (Up to 20% of the LEA set-aside).*
<b>Tenets 1 &amp; 2</b>	Supplemental Educational Services (Up to 30% of the LEA set-aside).*
*These are recommended limits. LEAs may exceed these amounts, but must demonstrate that sufficient resources will be provided to support implementation of required improvement plans.	
<b>All Tenets</b>	Costs associated with deploying on-site visit teams that will use the Diagnostic Tool for School and District Effectiveness to identify a school's or district's current position relative to desired educational practices (Title I Section 1003(a) ONLY, Not allowable for Charter Schools).
<b>All Tenets</b>	Reasonable and necessary expenses associated with appointment of a Distinguished Educator to assist the district and schools in implementing systemic, whole-school reform and effective turnaround strategies (Title I Section 1003(a) ONLY, Not allowable for Charter Schools).
<b>Section B: Standards and Assessment</b>	
<b>1.2, 1.4, 2.1, 3.1, 3.2, 4.1, 3.5, 4.5</b>	Costs (e.g., substitutes, stipends) associated with participation in New York State-sponsored professional development activities to implement the CCSS, curriculum-embedded formative assessments based on enhanced New York State Standards (including the CCSS), including professional development in using information systems that track assessment outcomes (Title II A ONLY).
<b>Tenet 5, 6.1, 6.3, 6.4</b>	Costs (e.g., substitutes, stipends) associated with participation in New York State-sponsored professional development activities to implement Positive Behavioral Interventions and Supports (PBIS) (Title II A ONLY).
<b>1.2, 1.4, 2.1, 2.4, 3.5, 4.1, 4.5, Tenet 5</b>	Costs (e.g., substitutes, stipends) associated with participation in New York State-sponsored professional development activities to implement Response to Intervention (RTI) that are aligned with academic intervention services.
<b>1.5, 3.5, 4.5</b>	Development of local formative and summative assessments across all grade levels and subject areas, consistent with New York State Standards, the provisions of Education Law § 3012-c, related to academic intervention services and applicable Commissioner's regulations (Title II A funds NOT ALLOWED).
<b>1.4, 2.1</b>	Professional development for teachers (and their principals/ instructional supervisors) who will implement CTE courses in which increased percentages of historically underserved students will enroll. (Title I funds NOT ALLOWED).
<b>1.2, 2.4</b>	Equipment and other curricular materials for CTE courses used by teachers in which increased percentages of historically underserved students will enroll (Title I funds NOT ALLOWED).
<b>1.4, 2.1</b>	Training and professional development for teachers (and their principals/instructional supervisors) who will implement Advanced Placement (AP), International Baccalaureate (IB), and/or Cambridge (Advanced International Certificate of Education [AICE] or International General Certificate of Secondary Education [IGCSE]) courses in the subjects for which, as of September 30, 2010, NYSED has approved an alternate assessment pursuant to 8 NYCRR §100.2(f), in which increased percentages of historically underserved students will enroll (Title II A ONLY).
<b>1.4, 2.1</b>	Virtual/Blended AP, IB, and/or Cambridge (AICE or IGCSE) courses and related training and professional development for teachers (and their principals/instructional supervisors) in the subjects for which, as of September 30, 2010, NYSED has approved



## **What may count towards the set-aside requirement?**

- Districts can fund new activities from the allowable activities that are aligned to the six tenets and based on the results of the needs assessment.
- Districts can fund activities that have demonstrated positive results, are aligned to the six tenets, are based on the needs assessment, and do not demonstrate maintenance of the program.



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# QUESTIONS





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# Sample Scoring

**TENET I: DISTRICT LEADERSHIP AND CAPACITY**

**I.1** District has a comprehensive approach for recruiting, evaluating, and sustaining high quality personnel that affords schools the ability to ensure success addressing the needs of their community. The District will address this tenet beginning with an emphasis on Priority schools.

A. Major Recommendation	B. Goal		C. Target	
Develop a human capital management plan that enables [redacted] to build, retain, and support a quality workforce at every level of the organization.	Reorganize and staff the Human Resources Department to support both the strategic and transactional processes of talent management, with a critical focus on customer service.		Reorganization of staff by December 2012.	
	Structure policies and practices to support early hiring of diverse, high-quality candidates and full staffing of schools well in advance of the start of the school year.		100% current staffing vacancies completed by: SY 2013-2014 – August 19, 2013 SY 2014-2015 – August 11, 2014 SY 2015-2016 – August 3, 2015	
	Collect teacher evaluation data and make them available for district and school level use in strategic decision-making.		Composite Effectiveness Scores (CES) and HEL Ratings will provide baseline data at the completion of 2012-2013 SY.	
	Assign clear ownership for the centralized support of school-based recruiting and selection process to one department and increase the engagement, decision-making and autonomy of the principal in the hiring process.		Process will be implemented in phases with full implementation by 2013- 2014.	
	Provide educators, both teachers and principals with supports and interventions with clear guidelines and timelines for improvement; those who do not show improvement should be exited.		Beginning SY 2014 – 2015, TIPs and PIPs will no later than 10 school days (9/12/13) from the beginning of the school year for which the teacher/principal is being evaluated.	
D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. District Cost
Teacher recruitment days (TRD's) will be initiated by Human Resources in collaboration with the Department of Teaching & Learning and Departments of Education at local colleges and universities to generate a list/pool of qualified candidates.	12/2013	Executive Director of Human Resources  Director of Employment Services  Department of Teaching & Learning	Operations and Management	Minimal; overtime will be incurred if TRD's are held on the weeknights or afterschool

Collaborate with the Chief Financial Officer (CFO) to determine if retirement incentives will be offered.	2/2013	Chief Financial Office Executive Director of Human Resources Director of Wage and Salary	Operations and Management	\$10,000 per indiv
Survey new hires (all departments) and understand the areas of strengths and weakness in our hiring, interviewing, and our on-boarding process.	Survey administered 11/2012 Data compiled 12/2012	Director of Employment Services Executive Director of Human Resources New hires to the District	Internal work	Minimal cost may incurred to use a system such as Su monkey
Human Resources will be a member of the Professional Council to provide policies and practices as related to the teacher and principal and APPR.	Ongoing	Executive Director of Human Resources Associate Superintendent of Innovation & Turnaround Assistant Supt. of Shared Accountability	Internal work	N/A

**XXXX School District DCIP Review**

**BOCES Reviewers:**

**Date of Review:**

**District Comprehensive Improvement Plan (DCIP) Scoring Summary**

Indicator	Indicator 1 – Program Plan	Points
1.1 Interpretation of recommendations		
1.2 Prioritized Actions		
1.3 Six Tenets		
1.4 Tenet 1 - District Leadership & Capacity	<ul style="list-style-type: none"> <li>• The District has not addressed the major recommendations stated in the overview and has inconsistently identified appropriate goals, targets and activities. In particular the plan does not provide sufficient detail about how the District will empower schools or promote a culture of high expectations across the District.</li> <li>• The targets need to <u>be revised</u>. Many are merely statements and do not contain a method of measure.</li> <li>• SOP: 1.1: It is not clear how 1 of the 4 activities identified relate to the SOP, major recommendation or goals: Retirement incentives, how does this directly relate to the recruiting, evaluating, and/or sustaining high quality <u>personnel</u>.</li> <li>• SOP 1.2: There is concern over the weighted student formula for allocating funds to school buildings. There is no indication of how this formula <u>will be justly implemented</u> to ensure school buildings are being provided the resources necessary to carry out their action plans.</li> <li>• SOP 1.3: The targets identified need revision. It is not clear what the actual target to measure success is. The District indicates it will be "measurable via percent of <u>students proficient</u>" but there is no associated target. What will constitute success? <u>80%</u> of the students measuring proficient? The District has provided goals, targets, and activities related to the "aligned, taught, and assessed curriculum to the Common Core</li> </ul>	

	<p>Learning Standards" however, there are no activities related to ensuring this alignment. The District identifies Instructional Rounds as an activity however, in looking at the plan from a holistic <u>viewpoint</u>, these Instructional Rounds appear to be no more than observations.</p> <ul style="list-style-type: none"> <li>• SOP 1.4: The activities need more detail. They are vague. There is no indication of how the professional development <u>will be evaluated</u>.</li> <li>• SOP: 1.5: It is not clear why only priority schools would develop school-based formative assessments. Although the plan indicates an emphasis on priority schools, it is not clear why <u>all schools wouldn't</u> need an internal method for benchmarking and measuring student progress?</li> <li>• The timeline is not reasonable and the plan <u>is not well aligned</u> with the priorities stated in the overview.</li> </ul>	
1.5 Tenet 2 – School Leader Practices and Decisions		
1.6 Tenet 3 – Curriculum Development & Support		
1.7 Tenet 4 – Teacher Practices and Decisions		
1.8 Tenet 5 – Student Social and Emotional Developmental Health		
1.9 Tenet 6 – Family and Community		



## Reminder Notes

- It is not necessary for districts and schools to address ALL of the Tenets or SOPs.
- The DCIP and SCEP should demonstrate some alignment between plans.
- SCEPs may contain activities that are not identified in the DCIP.
- Targets must be written as measurable outcomes.
- Funding should be identified for each activity.
- If at any time you have questions please call 518-473-0295



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## **Reviewer Training**

# **District Comprehensive Improvement Plan School Comprehensive Education Plan**

Thank you for joining us today.

For more information, please call  
(518) 473-0295

Or Visit

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