



University of the State of New York  
State Education Department

**Consolidated Application: Accountability Addendum  
District Comprehensive Improvement Plan (DCIP) and  
School Comprehensive Education Plan (SCEP)  
School Year 2012-13**

**Office of Accountability**

**Roberto Reyes, Director of Title I School and Community Services**



# Introduction: ESEA Flexibility Waiver

## - Accountability Designations

- Districts in Good Standing (formerly Group II). All schools in district are:
  - Reward: Highest Achieving or Highest Performing; or
  - Good Standing.
- Focus LEAs (formerly Group I, Big 5, etc.), including Focus and Priority Charter Schools. At least one school in district is:
  - » Priority School: among lowest performing in State
  - » Focus School: selected by a district that has been identified for the performance of one or more the district's subgroups.



## Introduction: ESEA Flexibility Waiver (continued)

- **New Format**
  - “Base” Application: **ALL LEAs** must complete
    - *Minimal requirements (“shorter”)*
      - Good Standing *and* Focus LEAs; including Focus and Priority Charter Schools.
  - Accountability Addendum:
    - Focus Districts, *and*
    - Focus and Priority Charter Schools.



## **Introduction: ESEA Flexibility Waiver (continued) Accountability Addendum**

### • **Checklist Requirements:**

- Parent Notification & Complaints
- Public School Choice: Required\*
- Supplemental Education Services (SES): Optional
- DCIP Overview
- District Comprehensive Improvement Plan (DCIP)\*
- School Comprehensive Education Plan (SCEP)\*
- Set-Aside Calculation & Plan

\*NOTE: Required for Districts, NOT Charter LEAs



## **Overview: 2012-13 Consolidated Application**

### **Accountability Addendum *Checklist***

- This “Checklist” is to be completed by LEAs that have been designated as Focus Districts or Focus Charter Schools, including LEAs with Title I Priority Schools.
- Focus Charter Schools are NOT required to complete the DCIP or SCEP.



## **Title I Notification Requirements:**

- Parent Notification of Availability of Public School Choice
  - Include copy of letter sent to parents;
- Parent Notification of Focus District Status
  - Submit sample(s) of notification letters;
- Parent Notification of Availability of SES (if applicable/optional)
  - Submit a sample notification letter;
- Complaint Process – (Must be submitted by all Title I LEAs with Priority and Focus schools)
  - Provide description of procedures.



# **Public School Choice Requirement (not required for Charter Schools)**

- Public School Choice is required for all Title I Priority and Focus Schools.
- Districts must provide all students in the identified school with the option to transfer to another public school within the district that is in good standing.
- Districts must give priority to the lowest-achieving children from low-income families.
- Districts must provide/pay for transportation to the receiving schools to the extent required by federal and State law.
- A child who transfers may remain in the receiving school until the child has completed the highest grade in that school.



# Supplemental Education Services (Optional)

- Under the ESEA Flexibility Waiver, LEAs may choose to provide SES for income eligible students in their Title I Priority and Focus Schools. If applicable, describe the actions the LEA will take to implement SES, consistent with section 1116 and the ESEA Flexibility Waiver. For information on the requirements of the ESEA Flexibility Waiver go to:

<http://www.p12.nysed.gov/accountability/ESEAFlexibilityWaiver.html>



## Focus LEA Fiscal Requirements

- Focus LEA: required set-asides include:
  - An amount equal to 1% of an LEA's total Title I A allocation for Parent Involvement and an additional amount equal to 1% for Parent Engagement activities in Focus and Priority Schools.
  - The equivalent of 5% - 15% of an LEA's Title I, II, and if, identified for performance of ELLs, Title III funds that must be used to support programs and services from the list of Allowable Activities for Improvement.
  - **Focus LEA set-aside percentage requirements will be posted at: [www.nysed.gov](http://www.nysed.gov)**



## Focus LEA Set-Aside Calculation Worksheet

- 2012-13 Consolidated Application budgets should include placeholder amounts for this requirement. LEAs can submit amendments and final amounts with their amended DCIPs in October.
- Enter the LEA allocations for Title I, Part A (do not include Title I, Part D), and Title II, Part A. If the LEA is identified for ELLs, enter the Title III LEP allocation also. ESEA allocations are posted at:

<http://www.p12.nysed.gov/nclb/allocations/>



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

- List provides a description for each activity with the corresponding Statement Of Practice (SOP).
- Included for reference when completing the DCIP/SCEP Action Plans.



# District Comprehensive Improvement Plan (DCIP) Overview

- **DCIP:** details how the district plans to improve instruction and address the identified needs of Focus and Priority Schools.
  - Aligned to the Six Tenets
    - Allowable Activities for Improvement
  - Diagnostic Tool for School and District Effectiveness
    - Webinar on Tool scheduled for August 17
  - Statement of Practice (SOP)
    - Student Performance
  - Meaningful Collaboration



## The Six Tenets

- Six Tenets: Focused ideas for school and district effectiveness identified as follows:
  1. District Leadership Practices and Decisions;
  2. School Leadership Practices and Decisions;
  3. Curriculum Development and Support;
  4. Teacher Practices and Decisions;
  5. Student Social and Emotional Developmental Health; and
  6. Family and Community Engagement.



## **Diagnostic Tool for School and District Effectiveness**

- Diagnostic Tool for School and District Effectiveness:
  - used to determine how close or far away a school or district is from effective implementation of the Six Tenets.



## Statements of Practice (SOP)

- Provide guidance on a broad set of optimal conditions that are designed to yield the best student achievement and school wide outcomes.
- Support the Six Tenets.



## What is the DCIP based on?

- For transitional SY 2012 -13 The DCIP is 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);  
and/or
  - Joint Intervention Team (JIT).



# **DCIP Subgroups: Students with Disabilities**

- Focus Districts with IDEA Determinations/  
Students with Disabilities Subgroup:
  - Incorporate the goals and activities of the Quality Improvement Process (QIP), if any;
    - relate to activities for improvement for the subgroup of students with disabilities.



# DCIP Subgroups: English Language Learners

- Focus Districts Identified for English Language Learners (ELL) Subgroup:
  - Incorporate the goals and activities from any current Title III:
    - Annual Measurable Achievement Objectives Improvement Plan (AMAO-IP); or
    - Annual Measurable Achievement Objectives Corrective Action Plan (AMAO-CAP).



# DCIP Template

- DCIP Overview Statement
- Basic Information
- District Leadership Team Chart
- Directions
- Diagnostic Report Crosswalk
- DCIP Action Plan



# DCIP Overview Statement

- **A complete statement will include:**
  - A summary of the primary identified needs of the district and its schools, using information from SED-led visits;
  - Mission or guiding principles that are connected to the identified needs of the district and its schools;
  - The strategy and overall timeline for accomplishing the mission/guiding principles;
  - Anticipated barriers;
  - An overview of the district structure that will support the strategic implementation of the mission/guiding principles. Communication with and professional development for school leaders at identified schools should be addressed;
  - Highlights of the initiatives described in the DCIP through all funding sources that support further the mission/guiding principles; and
  - Overarching goals for what the initiatives described in the DCIP will accomplish by the end of the three year period.



# District Leadership Team Chart

- **The DCIP must be developed by a single district leadership team in consultation with parents, school, staff, and others pursuant to 100.11 of Commissioners Regulations.**



# Directions

- **Needs Assessment**
  - Conduct a needs assessment prior to completing the DCIP.
  - Analyze the recommendations from **all** of the most recent school level reports.
  - Organize according to the Six Tenets.



# Diagnostic Report Crosswalk

- Basic crosswalk:
  - Previous diagnostic report structures/indicator categories; and
  - (new) Diagnostic Tool for School and District Effectiveness.
    - implemented in 2012-13 (webinar August 17).



# DCIP: Action Plan

- **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



## School Comprehensive Education Plan (SCEP)

- Priority Schools that ***are not*** implementing one of the four SIG intervention models:
  - required to construct a School Comprehensive Education Plan (SCEP);
    - submitted as part of the DCIP;
      - addresses all of the tenets outlined in the Diagnostic Tool for School and District Effectiveness.
- Note: Submit SCEPs for each identified school



# SCEP Template

- Basic Information
- School Leadership Team Chart
- Directions
- SCEP Action Plan



## **SCEP: School Leadership Team Chart**

- **The SCEP must be developed by a single school leadership team in consultation with parents, school, staff, and others pursuant to 100.11 of Commissioners Regulations.**



## SCEP: Directions

- **Needs Assessment**
  - Conduct a needs assessment prior to completing the SCEP.
  - Analyze the recommendations from **all** of the most recent school level reports.
  - Organize according to the Six Tenets.



# SCEP: Action Plan

- **STRUCTURE**
  - Tenet number
  - **Statement of Practice**
    - A. Major Recommendation
    - B. Goal
    - C. Target
    - D. Activity
    - E. Time Line
    - F. Key Personnel
    - G. Report Citation
    - H. School Cost



# Accountability Addendum: Submission Instructions

- Due 8/31/12 with the “Base Application”
- Mailing Address: **For LEAs & Charter Schools outside NYC:**

Grants Management

Room 464 EBA

89 Washington Avenue

New York State Education Department

Albany, New York 12234



## Submission Instructions: Continued

- Mailing Address:

### **For NYC & Charter Schools in NYC**

John Miller, Supervisor

Title I School & Community Services

New York State Education Department

55 Hanson Place, Suite 578

Brooklyn, NY 11217



# Guidance and Technical Assistance

- Websites

- Consolidated Application 2012-13

<http://www.p12.nysed.gov/accountability/consolidatedappupdate/home.html>

- Summary of the Provisions of New York's Elementary and Secondary Education Act (ESEA) Waiver Request

<http://www.p12.nysed.gov/esea-waiver/field-memo.pdf>



University of the State of New York  
State Education Department

## Questions and Answers

We invite you to submit additional questions regarding the Consolidated Application: Accountability Addendum to:

[conappta@mail.nysed.gov](mailto:conappta@mail.nysed.gov)

Questions and Answers will be posted at:

<http://www.p12.nysed.gov/accountability/consolidatedappupdate/ta/home.html>



University of the State of New York  
State Education Department

# Accountability Addendum

Thank you for joining us today.

For more information, please call  
1-518-473-0295

Or Visit

<http://www.p12.nysed.gov/accountability/>