

New York State Education Department

District Comprehensive
Plan (DCIP)
Completion Guide

2016

Completion Guide for Districts

This guide was developed as a companion to the District Comprehensive Improvement Plan (DCIP). The Diagnostic Tool for School and District Effectiveness (DTSDE) review process for identified schools and districts yields a final report that identifies and describes strengths, progress markers and identified needs for improvement. District and school leaders should use a holistic approach to develop the next versions of their respective district and school improvement plans. Districts and schools should take into account the final school/district report's findings, recent data that has been collected, and any additional insight when developing the next versions of their respective district and school improvement plans.

General information

Consistent with the New York's United States Department of Education (USDE) approved Elementary and Secondary Education Act (ESEA) Flexibility Waiver, all Focus Districts are required to develop a District Comprehensive Improvement Plan (DCIP) that details how the district plans to improve instruction and address the identified needs of Focus, Priority, and Local Assistance Plan (LAP) Schools or in the case of Focus Districts with no identified Focus Schools how the district plans to increase student performance for the accountability subgroups for which it has been identified.

For School Year (SY) 2016-17 the DCIP must:

- include an analysis of the achievement of the goals contained in the 2015-16 school year DCIP.
- be based on the findings and recommendations contained in the Integrated Intervention Team Reviews, District led Diagnostic Reviews, School Reviews with District Oversight, DCIP/SCEP feedback letter, recent data that has been collected, and any additional insight district leaders may have.
- identify the measures for which the district and its schools have been identified.
- identify the initiatives that will be implemented within each of the six tenets to positively impact student learning within each the accountability subgroup(s).
- identify the supports and interventions that will satisfy the improvement set-aside and parent engagement set-aside requirements.
- explicitly delineate the district's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader

effectiveness. The DCIP must focus on the accountability subgroup(s) and measures for which the district and its schools have been identified.

- address how the district will use its full range of resources (which may include but is not limited to Title I, Title II, Title III, 1003a, 1003g School Improvement, Race to the Top, School Innovation and/or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- be developed in consultation with parents, school staff and others in accordance with the requirements of Shared-Decision Making (Commissioner's Regulations §100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the DCIP before it is approved. The plan must be formally approved by the school board and be made widely available through public means, such as posting on the Internet, distribution through the media and distribution through public agencies.
- be implemented no later than the beginning of the first day of regular student attendance.

For Districts with Priority Schools the 2016-17 DCIP must also:

- describe the district's capacity and role in relation to each Priority School's whole school reform model.
- describe the district's capacity and role related to the whole school reform model of each school that was identified as a Priority School in the 15-16 school year and is no longer identified as a Priority School in the 16-17 school year.

Workbook Completion Details

DCIP Cover Page

As per New York's ESEA Flexibility Waiver and Commissioner's Regulation §100.18, the DCIP must be formally approved by the superintendent and board of education (in New York City, the Chancellor or the Chancellor's designee).

Signatures confirm the respective parties certify that the DCIP addresses all of the required components of the ESEA Flexibility Waiver and understand that any significant modification of the school district's approved plan require the prior approval of the commissioner.

In anticipation of any monitoring that may occur, the district must maintain evidence of formal approval of the DCIP on file for the length of time the district is identified as a Focus District. Evidence includes the formal board resolution and any respective meeting minutes.

Implementation of the DCIP is required no later than the first day of regular school attendance.

Assurances

The superintendent must certify that the identified activities will take place by entering an "X" into each of the designated yellow cells in Column B. The district must maintain documentation that the required activities occurred. Documentation should be kept on file for the length of time the district is identified as a Focus District. Evidence includes but is not limited to:

- meeting minutes, agendas, and attendance rosters for planning team meetings.
- formal board resolution and any respective meeting minutes.

- evidence of implementation, including data analysis, purchase orders, invoices, survey results, etc.
- teacher distribution lists and equitable distribution data results.
- professional development plan.
- meeting minutes, collaboration schedules, attendance rosters, etc.

District Leadership Team

The DCIP must be developed in consultation with parents, school staff, and others pursuant to §100.11 of Commissioner’s Regulations. Participants who are regularly involved in district and school improvement initiatives, such as community organizations or institutes of higher education, must be included in the planning process. By signing the form, stakeholders acknowledge that although they may not agree with all components of the plan they have actively participated in the development and revision of the DCIP.

Evidence of consultation must be maintained on file for monitoring purposes. Evidence of consultation includes meeting minutes, agendas, sign-in sheets, and evidence of stakeholder feedback.

District Information Sheet

All plans must have a completed District Information Sheet. Include the most recent information in the spaces provided. For the section marked Accountability Status, insert an “X” next to each subgroup that did not make Adequate Yearly Progress (AYP).

Information can be found in a variety of places including but not limited to:

- most recent DTSDE report;
- most recent New York State report card;

- NYSED business portal; and
- Title I Supplement form.

Overview

In this section, the district must describe the development of the plan, the degree to which the previous school year's DCIP was successfully implemented, overall improvement mission or guiding principles and the core of the strategy for executing the mission/guiding principles, the key design elements of the DCIP, and other unique characteristics of the plan (if any), and provide evidence of the district's capacity to effectively oversee and manage the improvement plan. To respond to the first seven questions, the district should enter an "X" into the most appropriate yellow cell in Column B. All narrative responses should fully respond to each component of the prompt.

Priority Schools: Whole School Reform Model

Pursuant to Commissioner's Regulation §100.18, Priority Schools, with the support of the larger district and school-community, must develop and implement a whole-school reform model with the goal of achieving dramatic school-level achievement gains such that the school is in good academic standing within three years. The district should demonstrate through its narrative responses a strong commitment to success in the turnaround of its lowest achieving schools and the capacity to use resources to fully and effectively implement a whole school reform model. This tab is only required for those districts with one or more Priority Schools. All narrative pieces require a full response that addresses the prompt.

Leading Indicators

Leading indicators are the benchmark monitoring tools that districts should use to determine if the district is on track for meeting its goals. Leading

indicators must be identified and used to monitor the district's progress towards goal completion. Leading indicators that apply to a number of Tenets may be indicated, as appropriate. If the district plans to use leading indicators other than those pre-populated on the worksheet, additional indicators may be added by typing into the yellow cells B20-B35. For each leading indicator, the district must enter a "Y" into the yellow cells below each appropriate Tenet. Once a "Y" has been entered, the leading indicator will pre-populate to those Tenets.

Tenet Completion

The district must address all Tenets regardless of whether the district received a formal review. The level of depth provided to each Tenet should take into consideration the DTSDE review findings and evidence, along with any other applicable data that demonstrates a need or lack thereof. In completing the Tenet tables, the district must provide the following information:

- Most Recent DTSDE Review Date – This should reflect the date of the most recent report that resulted from an Integrated Intervention Team Review (IIT), District-Led Review, or School Review with District Oversight.
- DTSDE Review Type – This should reflect the type of review that generated the most recent DTSDE Report: NYSED-led IIT, District-Led Review, or a District-Supervised Completed DTSDE School Self-Reflection.
- Needs Statement – the district must create a clear and concise statement that identifies the primary gap(s) to be addressed. An identified need is one that is more targeted on existing gaps and is informed by DTSDE-aligned reviews and recommendations along with other applicable data. Other applicable data includes, but is not limited to:

formative/summative assessment data, survey results, attendance rates, suspension rates, student growth scores, etc.

- SMART Goal – The district must create one goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely (“SMART”). A strong SMART goal is typically a reversal of the needs statement.
- Leading Indicators – The district must identify the specific indicators that will be used to monitor progress toward the goal. These can be prepopulated from the leading indicators tab by following the directions listed above. The district should ensure that the leading indicator selected is appropriate in evaluating the indicated goal. Leading indicators are not the same measure that was identified in the SMART goal. Leading indicators are the progress monitoring mechanisms for periodic evaluation to help determine if the district is on track for achieving the identified SMART goal.
- Start Date and End Dates- Must indicate the date when each activity is projected to begin and end. If a long range date is provided, the activity itself should reference the frequency of implementation, i.e. weekly, monthly, bi-monthly, quarterly, etc.
- Action Plan – The district must detail each action that will take place in order to achieve the identified SMART Goal. The district must specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. **Do not combine multiple activities into a single cell; each activity should be written in its own cell and provide a step-by-step guide to the actions that will take place in order for the goal to be accomplished. The action plan should paint a picture explaining how the district will work to accomplish the goal. All steps should be included in the descriptions.**

Focus District Set-Asides

The district must demonstrate how it is meeting the minimum set-aside requirements. Supports and interventions implemented in LAP schools cannot be used to satisfy the improvement set-aside or parent education set-aside requirements.

- **Parent Education Set-Aside Calculation Based on Federal Funding:** The district must input their SY 2016-2017 Title I, Part A allocation. The worksheet will then automatically calculate the minimum 1% parent education set-aside required. **The parent education set-aside must be met using Title I funds, unless a district has non-Title I Priority and Focus Schools.** In this instance, the district must use Title I funds for parent education in Title I Priority and Focus schools and an alternate fund source for those Priority and Focus schools that are not Title I buildings. The plan for allocating parent education funds for both Title I and non-Title I Priority and Focus schools should be clearly captured and aligned in the DCIP and 16-17 Consolidated Application Update. Guidance about the parent education set-aside requirements can be found at:
<http://www.p12.nysed.gov/accountability/documents/ParentEngagementMemo101712.pdf>
- **Improvement Set-Aside Calculation Based on Federal Funding:** The district must input their Title I, Part A; Title II, Part A; and Title III, Part A Limited English Proficient (allocation listed only if required) allocations. The worksheet will then calculate the district minimum improvement set-aside amount.
- **Funding Sources Used to Meet Required Set-Aside for Improvement:** Districts can satisfy the improvement set-aside using multiple fund sources. The fund sources and relevant budgeted amounts for

completion of improvement activities should be identified in this section. If the district plans to use a fund source not identified on the worksheet they should be added below row 23 “Local/General Funds.”

- Required Activity: The district is required to complete the eight identified activities and must demonstrate that adequate resources are budgeted for completion of those activities.

Allocation/Improvement Plan

The district must clearly identify the total amount of funds that are budgeted towards full implementation of the DCIP in Row 5. The district must also clearly identify the amount of funds that are budgeted to support implementation of **each** School Comprehensive Education Plan (SCEP) or Strategic Plan for School Excellence (SPSE) at all identified Priority and Focus schools within the district. Each school, their accountability status, and the total amount of funds allocated for improvement efforts should be provided.

The total funding the district has allocated for Improvement (cell E41) must match the total amount of funds listed in cell D26 on the tab titled “Focus District set-Aside.”

Technical Assistance

Any questions related to the DCIP can be sent via email to fdip@nysed.gov. Questions will receive an individualized response and will also be included in a questions and answers document that will be posted at:

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

If a district would like to schedule an appointment for individualized support please send the request either via email to fdip@nysed.gov or contact Erica Meaker via phone at 518-473-0295.

Submission Instructions

The 2016-17 DCIP must be emailed to fdip@nysed.gov between June 1, 2016 and July 31, 2016 but no later than close of business July 31, 2016. The subject line should read: DISTRICT NAME – 2016-17DCIP.