



September 2003

**To:** Superintendents of Public Schools Identified under Chapter 405 of the Laws of 1999

**From:** Rebecca Cort, Statewide Coordinator, Special Education Quality Assurance & Support Services

Fredric DeMay, Coordinator, Program Development and Support Services

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**Subject:** Requirements for Districts Identified under Chapter 405 of the Laws of 1999

The purpose of this memorandum is to inform the 353 school districts identified under Chapter 405 of the Laws of 1999 of requirements associated with the resolution of problem areas for the 2003-04 school year.

### Background

In December 2002, the 353 school districts were notified, some for the first time, of potential issues in one or more problem areas identified pursuant to Chapter 405 of the Laws of 1999 (i.e., high rates of identification of students as students with disabilities, low rates of declassification of students with disabilities, high rates of placement of students with disabilities in separate sites, and/or significant disproportion based on race and ethnicity, in identification and placement in particular settings of students with disabilities). Following that notification, the Department surveyed the identified districts to verify data associated with the problem areas and to determine possible or hypothesized underlying causes. (This verification procedure was in addition to the verification procedures that are routinely completed by SEDCAR.) Chapter 405 includes provisions for addressing and improving results in each of the problem areas. These provisions include technical assistance by the Department and, if appropriate, the development of corrective action plans by districts.

## Required Planning Process for Districts Identified Under Chapter 405

Similar to the first Chapter 405 notification, the Comprehensive System of Personnel Development (CSPD) plan<sup>1</sup> was selected as the vehicle to address systemic problems associated with Chapter 405. Enclosed is a duplicate copy of Attachment D that was sent to all identified districts in December 2002 that describes the three technical assistance levels--targeted, regional, and self-review--and the CSPD planning requirements for each level. The Department will provide technical assistance for both the planning process and professional development through the SETRC and RSSC networks.

### Review Process

The review process developed by VESID is based on CSPD quality indicators that have been used by SETRC with local districts over the past several years. Generally, the quality indicators look for evidence in the following five areas:

1. The district analyzed data and identified problem areas;
2. The district engaged in root cause discussions;
3. The district developed long-term and annual goals, and strategies based on data analysis and root cause discussions;
4. District implementation of the CSPD plan will result in addressing the identified problem area(s); and
5. The district described how progress would be monitored and evaluated throughout the year.

The review of CSPD plans submitted by school districts designated as targeted and regional training districts will be based on these quality indicators. Enclosed is a scoring rubric, scoring guidelines and review form to guide districts in developing the CSPD plan and assessing the success of goals and objectives in addressing the Chapter 405 problem areas. These tools are applicable to all Key Performance Indicators (KPI's) and all identified districts are encouraged to use these tools in the CSPD process. **Districts with CSPD plans that score in the "not approved" range will have the release of their IDEA flow-through funds delayed until the necessary revisions are made to the plan. Districts with CSPD plans designated as "conditionally approved" could be in jeopardy of delayed funding if the necessary revisions to the plan are not submitted promptly.**

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<sup>1</sup> The current May 2, 2003 CSPD planning document is available by contacting your SETRC representative or Laura Paris at the State Education Department (518-486-7462).

## CSPD Plan Submission

Updated CSPD plans for the 2003-04 school year are to be submitted as indicated below.

1. Chapter 405 Targeted Technical Assistance Districts—By November 1, 2003, submit the CSPD plan indicating how identified Chapter 405 problem areas are to be addressed. The submission and review process of the CSPD plan is as follows:
  - The School Superintendent (LEA) of the targeted district is responsible for ensuring that a CSPD plan is developed by assembling a team of key local stakeholders in collaboration with SETRC, RSSC, and SED Special Education Quality Assurance (SEQA) personnel. The team must engage in a planning process that includes a thorough analysis of data and root causes related to the Chapter 405 problem areas.
  - A SETRC, RSSC, and SEQA panel will evaluate the CSPD plan utilizing the CSPD Scoring Rubric and Review Form. The panel will provide a copy of the completed Review Form to the School Superintendent (LEA) of the targeted district and the BOCES District Superintendent.
  - The School Superintendent (LEA) revises the CSPD plan if needed and submits the plan to the BOCES District Superintendent for approval. The review team can be used to provide ongoing evaluation of the district's CSPD plan.
  - The BOCES District Superintendent (or designee) will review the CSPD plan for targeted districts and designate the plan as approved, conditionally approved, or not approved using the Review Form.
  - By November 1, the School Superintendent (LEA) submits the CSPD plan and completed Review Form to the Department: Daniel J. Ryan, New York State Education Department, One Commerce Plaza, Room 1624, Albany, New York 12234. A copy must also be submitted to the SEQA Regional Associate assigned to the district, SETRC, and RSSC. (See enclosed addresses).
  - The Department will review the plan and provide the BOCES District Superintendent and School Superintendent (LEA) with a written summary of the outcome of the review and if any modifications are necessary to address the Chapter 405 problem areas. The Department will continue to require modifications until the plan is approved.
2. Chapter 405 Regional Technical Assistance Districts— By November 1, 2003, submit to the Department the CSPD plan indicating how identified Chapter 405 problem areas are to be addressed. This is the same due date for all other school districts to submit CSPD plans.
  - Submit a copy of the CSPD plan by November 1 to (1) SETRC, (2) RSSC and (3) (SEQA). See enclosed addresses.
  - The SETRC, RSSC, and SEQA jointly review the CSPD plan.

- The district is expected to participate in regional training programs sponsored by the Department or through local networks.
3. Chapter 405 Self-Review Districts— By November 1, 2003, submit a copy of the CSPD plan indicating how identified Chapter 405 problem areas are to be addressed. This is the same due date for all other school districts to submit CSPD plans.
- Submit a copy of the CSPD plan by November 1 to SETRC. See enclosed addresses.
  - The school district is expected to use the CSPD plan as a self-assessment tool to determine if the planned activities will effectively address the Chapter 405 problem areas.
  - The district is expected to implement the CSPD plan with local and regional resources.

### VESID's Next Steps

VESID's next steps regarding Chapter 405 will include an analysis of the trend data reflecting the impact of each district's CSPD plan to address the problem areas identified. VESID will continue to notify school districts that are significantly above the statewide average for each Chapter 405 problem area or when data indicate disproportionality, based on race/ethnicity. The Department will require data verification, completion of surveys, and, as necessary, require selected school districts to develop and implement a corrective action plan specific to their identified Chapter 405 problem area(s). VESID will notify districts of technical assistance resources as they become available.

We appreciate your support and efforts on this important activity. For additional information or clarification, please contact the SETRC or RSSC in your region.

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## COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT (CSPD) PLAN REVIEW MATRIX

CSPD Plan Review Date: \_\_\_\_\_

	<b>High 4</b>	<b>3</b>	<b>2</b>	<b>Low 1</b>	<b>Inadequate 0</b>
<b>Analysis of Special Education Data and Problem Identification</b>	District provided current as well as longitudinal data on SWDs that is disaggregated. There is evidence of the prioritization of needs in order to develop long-term CSPD goals that are based on multiple measures of assessment.	District provided current and longitudinal data on SWDs that is disaggregated. There is a single measure used as evidence of the prioritization of needs and use of data to develop long-term CSPD goals.	District provided current and longitudinal KPI and/or school processes data that is not disaggregated. There is some evidence of prioritizing needs and use of data to develop long-term CSPD goals.	District provided generalized information concerning data and special education problem areas with little or no linkage to CSPD goals	District provided no information or data to support CSPD Plan
<b>Root Cause Discussions</b>	District developed a clear and appropriate list of root causes based on data and with evidence of discussion	District developed a list of root causes with evidence of discussion	District developed a list of root causes without evidence of discussion	District listed causes without identifying root cause and without evidence of discussion	No evidence of cause/root cause analysis or discussion
<b>Annual and Long-term Goals and Objectives</b>	Goals and objectives are written in measurable terms and reflect a direct linkage to the analysis of data as measured by SWD student achievement and other key indicators	Goals and objectives are written in measurable terms and reflect a direct linkage to the analysis of data as measured by district's staff development needs and other key indicators	Goals and objectives may or may not be written in measurable terms but do reflect some analysis of data	Goals and objectives are not written in measurable terms and do not reflect analysis of data	Goals and objectives are not written in measurable terms and are not data based
<b>Implementation of CSPD Plan</b>	District's implementation of proposed CSPD activities exhibit adequate personnel and fiscal resources and should result in end of year expected student outcomes. CSPD activities are integrated with general education initiatives, and are based on changes in intermediate school processes data and/or SWD data that address goals and objectives that lead to improved KPI data.	District's implementation of CSPD activities exhibit some supportive resources and may result in end of year expected outcomes. CSPD activities may be integrated with general education initiatives and are based solely on improved KPI data without intermediate student achievement measures.	District's implementation of CSPD activities is based on the number of staff implementing change	District's implementation of CSPD activities is based on hours/number of staff trained	District's implementation of CSPD activities is unspecified
<b>Evaluation of District's Monitoring of CSPD Plan</b>	District has demonstrated specific evidence that activities will be implemented as scheduled with evaluation based on measures of job-embedded staff development and intermediate measures of student achievement leading to improved KPI data	District has demonstrated specific evidence that activities will be implemented and monitored as scheduled with evaluation based on measures of staff development leading to improved KPI data	District's plan has demonstrated specific evidence that activities will be implemented and monitored with specific linkage to LEA staff development but activities are not effectively linked to CSPD long-term goals and objectives	District's CSPD plan exhibits general evidence that CSPD activities will be monitored without specifying linkage to staff development or long-term CSPD goals and objectives	District's CSPD Plan has not selected a method for monitoring progress

## CSPD Plan Review Form

Name & Title of Reviewer(s): \_\_\_\_\_

District Reviewed: \_\_\_\_\_ Date of Review: \_\_\_\_\_

**Instructions:**

This review form was developed for SETRC, RSSC, and the Regional Associate to use when jointly reviewing a CSPD plan. However, the Department encourages all districts to use this review form in developing and monitoring the implementation of the CSPD plan. The review form corresponds to the CSPD plan review matrix, Section VIII of the CSPD plan and Guidance document. The Department will use this form to review CSPD plans of the Chapter 405 targeted school districts.

**Check the Chapter 405 problem area(s) identified for the Chapter 405 school district:**

- 1 – Classification – School-Age
- 2 – Declassification – Preschool
- 3 – Declassification – School-Age
- 4 – Separate Site Placements – School-Age
- 5 – Disproportionate Representation – School-Age Identification
- 6 – Disproportionate Representation – Preschool Placement
- 7 – Disproportionate Representation – School-Age Placement

1) Analysis of Special Education Data and Problem Identification. Look for:

Area	Present? Yes/No	If Yes, indicate quality: (1 = Low success to 4= High success) If No/Inadequate, score = 0
Identification of problem areas as a result of data analysis		
Discussion of the rationale for prioritization of long-term needs		
Evidence of data analysis as a basis for development of annual and long-term goals and objectives		
<b>TOTAL</b>		
Comments:		

2) Root cause discussions. Look for:

Area	Present? Yes/No	If Yes, indicate quality and probability of: (1 = Low success to 4= High success) If No, score = 0
Evidence of discussions about root causes		
Description of identified root causes		
<b>TOTAL</b>		
Comments:		

3) Annual and Long-term goals and objectives. Look for:

Area	Present? Yes/No	If Yes, indicate quality: (1 = Low success to 4= High success) If No/Inadequate, score = 0
Linkage of district data to CSPD long-term and annual goals and objectives		
Goals and objectives written in measurable terms		
<b>TOTAL</b>		
Comments:		

4) Implementation of the CSPD plan. Look for:

Area	Present? Yes/No	If Yes, indicate quality: (1 = Low success to 4= High success) If No/Inadequate, score = 0
Extent to which the proposed activities will result in expected student outcomes (End of Year Evaluation)		
Integration of CSPD activities with general education programmatic and professional development initiatives		
Extent to which staff development activities will address goals and objectives		
Adequacy of the personnel and fiscal resources to implement the activities		
<b>TOTAL</b>		
Comments:		

5) Evaluation of District's Monitoring of CSPD plan. Look for:

Area	Present? Yes/No	If Yes, indicate quality: (1 = Low success to 4= High success) If No/Inadequate, score = 0
Evidence that the activities will be responsibly implemented and coordinated within the district		
Quality, comprehensiveness and appropriateness of the activities relative to the issues they address		
Provision of a schedule of implementation with initiation and completion dates for each activity		
Evidence of appropriate and ongoing evaluation to determine the effectiveness of the personnel development activities that are based on measures of effective implementation of staff development knowledge/skills		
Evidence of appropriate and ongoing evaluation to determine the effectiveness of the personnel development activities that are based on measures of student educational outcomes		
<b>TOTAL</b>		
Comments:		

**CSPD Plan Review  
Scoring Sheet Form**

**Scoring** (Add up scores in each section)

Section 1: Data Analysis	_____	(Maximum 12 points)
Section 2: Root Cause	_____	(Maximum 8 points)
Section 3: Annual Goals	_____	(Maximum 8 points)
Section 4: Implementation	_____	(Maximum 16 points)
Section 5: Monitoring	_____	(Maximum 20 points)
<b>Final Total:</b>	_____	(Maximum 64 points)

**Recommendation Guide:**

- 56-64 points – CSPD plan approved and flow-through funds continued.
  - ✓ Meets quality standards, likely positive impact on planned outcomes
  
- 48-55 points – CSPD plan conditionally approved and must be resubmitted with modifications.
  - ✓ Does not meet quality standards and modifications are necessary for likely positive impact on planned outcomes.
  - ✓ The BOCES District Superintendent recommends continuation of funding of flow-through funds for one quarter while modifications leading to approval are made.
  
- Under 48 points – CSPD plan not approved and must be resubmitted with modifications.
  - ✓ Does not meet all quality standards and significant modifications are necessary for likely positive impact on planned outcomes.
  - ✓ The BOCES District Superintendent recommends a hold on flow-through funds until necessary revisions to the CSPD plan are made and the plan is approved.

Check a recommendation below that corresponds to the recommendation guide above. Explain any recommendations inconsistent with the recommendation guide. Specify modifications or corrective actions as appropriate.

- CSPD plan approved as submitted.**
  
- CSPD plan conditionally approved and must be resubmitted with modifications in the following areas:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**CSPD plan not approved and must be resubmitted with modifications in the following areas:**

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I declare that I have reviewed the CSPD plan and provided a copy of the recommendation above to the School Superintendent (LEA).

**Preliminary Review Sign-Off**

Signature \_\_\_\_\_ Date \_\_\_\_\_  
SETRC Professional Development Specialist

**Final Review Sign-Off**

Signature \_\_\_\_\_ Date \_\_\_\_\_  
BOCES District Superintendent (or designee)

**Additional Comments:**

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