

New York State Education Department - Committee of Practitioners - April 15, 2015
District Comprehensive Improvement and School Comprehensive Education Plans Overview

Identification of Districts and Schools

Districts and schools are measured by the degree of success in meeting student achievement benchmarks for certain academic performance criterion. Failure to meet criterion benchmarks for students within individual schools may cause a school to be identified as either a Focus or Priority school. A District may be identified as a Focus District if one or more of its schools are identified as Priority Schools. It is also possible for an individual school to gain a designation as a “Local Assistance Plan (LAP)” school.

District Comprehensive Improvement Plan (DCIP)

Each identified Focus District must develop a District Comprehensive Improvement Plan to identify actions that will be taken to improve performance levels for students in identified accountability group(s) as required per NYS’ approved ESEA Flexibility Waiver and Commissioners Regulation 100.18.

Each DCIP plan must:

- be developed in consultation with parents, school, staff, and others pursuant to section 100.11 of Commissioners Regulations
- specify supports and interventions that will be provided to each identified Priority, Focus, or LAP school (to be selected from a list of allowable expenditures and activities approved by the Department)
- identify funding sources that will be used for such supports and interventions
- be developed in a format prescribed by the commissioner
- be formally approved by the board of education of the school district (in New York City, approved by the chancellor or the chancellor’s designee)
- be implemented no later than the beginning of the school year or immediately upon approval of the board of education if such approval occurs after the first day of regular school attendance
- be made widely available through public means, such as posting on the Internet, distribution through the media, and distribution through public agencies, according to such timeline as may be established by the commissioner
- in subsequent years, be updated annually, including an analysis of achievement of prior year goals, and, as so updated, approved by the board of education (in New York City, 30 approved by the chancellor or the chancellor's designee)
 - be implemented no later than the first day of regular student attendance of each year that the school district remains a Focus District
 - include a description of goals, targets, activities and timeline for implementation
 - and require the prior approval of the commissioner for any significant modification of the school district's approved comprehensive improvement plan.

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School Comprehensive Education Plan (SCEP)

Each Priority and Focus School located in a Focus District must develop and implement a Comprehensive Education Plan as required per NYS' approved ESEA Flexibility Waiver and Commissioners Regulation 100.18.

Each SCEP plan must:

- be developed in consultation with parents, school, staff, and others pursuant to section 100.11 of Commissioners Regulations
- incorporate the findings of a diagnostic review
- include a description of goals, targets, activities and timeline for implementation
- be formally approved by the board of education (in New York City, approved by the chancellor or chancellor's designee)
- be subject to the approval of the commissioner, upon request
- be made widely available through public means, such as posting on the Internet, distribution through the media and/or public agencies, according to such timeline as may be established by the commissioner
- be implemented no later than the first day of regular school attendance or immediately upon approval of the board of education (in New York City, approved by the chancellor or chancellor's designee) if such approval occurs after the first day of regular school attendance
- cover the three year period of model implementation in a Priority School implementing a whole school reform model and require the prior approval of the commissioner for any significant modification of the Priority School's reform model
- in subsequent years, be updated annually and
 - incorporate the findings of a diagnostic review, and as so updated, be approved by the board of education (in New York City, approved by the chancellor or chancellor's designee)
 - be implemented no later than the first day of regular student attendance of each year that the school remains a Priority or Focus school.

Additional Resources

DTSDE Resource Guide 2.0:

<http://www.p12.nysed.gov/accountability/diagnostic-tool-institute/documents/DTSDEResourceGuide-060314.pdf>

DTSDE District Rubric:

<http://www.p12.nysed.gov/accountability/diagnostic-tool-institute/documents/DTSDEDistrictRubric.pdf>

DTSDE School Rubric:

<http://www.p12.nysed.gov/accountability/diagnostic-tool-institute/documents/DTSDESchoolrubricwithout.1s.pdf>