



December, 2001

To: Superintendents of Big 4 Cities
District Superintendents
SETRC PDS and Project Directors
RSSC Executive Directors and Special Education Staff
SEQA Supervisors and Regional Associates

From: Fredric DeMay, Coordinator, Program Development and Support Services, Office of Vocational and Educational Services for Individuals with Disabilities

Rebecca Cort, Coordinator, Special Education Quality Assurance (SEQA), Office of Vocational and Educational Services for Individuals with Disabilities

James Viola, Regional Education Coordinator, Office of Elementary, Middle, Secondary and Continuing

Subject: Review of Comprehensive System of Personnel Development (CSPD) Plans for Targeted Chapter 405 Districts

The purpose of this memorandum is to provide specific feedback on the SED review of the CSPD plans for the 12¹ upstate and Long Island districts designated for TARGETED TECHNICAL ASSISTANCE under Chapter 405 of the Laws of 1999. The memorandum is being provided to a wider audience than those directly involved with the 12 districts to facilitate an understanding of the review process utilized by the Department and to prepare stakeholders in the Special Education Training and Resource Centers (SETRC) and Regional School Support Center (RSSC) networks and SEQA for future reviews of CSPD plans. It includes background, an overview of the review process, a summary of the results of the review, next steps, and roles and responsibilities for SETRC and RSSC Personnel.

¹ The NYC SEQA office is working with the NYCBOE in reviewing New York City's CSPD Plans.

Background

A March 2001 memorandum entitled "Requirements for Districts Identified Under Chapter 405 of the Laws of 1999" identified specific planning procedures utilizing the CSPD process for districts identified under Chapter 405. Those procedures included a thorough analysis of district data, an analysis of root causes, and identification of strategies to address Chapter 405 problem areas. The memorandum also stated "The Statewide SETRC network is responsible for providing technical assistance to local districts on the CSPD planning process and can provide districts with the appropriate forms and procedures."

Review Process (see attached: CSPD Plan Review – Targeted Districts)

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 areas, and
5. The district described how progress will be monitored and evaluated throughout the year.

Each CSPD plan was individually reviewed and scored by SETRC, RSSC, and SEQA personnel at the local level. The local team developed a single consensus score which was forwarded to the Department's Chapter 405 workgroup. The plans were reviewed and individually scored by at least three VESID Chapter 405 workgroup staff, who also met as a team to compare notes and to consider the recommendations of the local review group. The team agreed on a consensus score for each section of the plan and developed a recommendation for "acceptance" or "modifications required." Individual letters are being developed for the Superintendent of each targeted district summarizing the outcome of the review and required next steps. District Superintendents, SETRC and RSSCs will be copied on those letters. (See attached CSPD Plan Summary Review Form)

Summary of Results

The quality of the CSPD plans varied significantly. Of the twelve districts, two plans were scored in the 60's (out of a maximum of 68) and were accepted. The remaining 10 plans scored in a range from 0 to 50 and will require modifications. The two plans that were accepted, as well as several of the plans that will require minor modifications, very clearly indicated that district personnel understood both the intent and spirit of the CSPD process in addressing Chapter 405 problem areas. We congratulate the SETRC and RSSC personnel who assisted those districts. The other plans that scored much lower indicated a lack of understanding of the intent of the CSPD process that will need to be addressed in order for the district to resolve its Chapter 405 issues. We understand that

numerous factors contribute to successful planning and encourage SETRC and RSSC personnel to be creative and flexible in guiding these districts.

Next Steps

- Districts requiring modifications will be required to submit revised plans by February 1, 2002 to the SETRC, RSSC, Regional Associate, and Chapter 405 workgroup.
- Local review and scoring of the plans by SETRC, RSSC and SEQA personnel must occur prior to February 15. The same process described above and the same forms will be used.
- The Chapter 405 workgroups (SED Review Teams) will meet on February 15 to review the local recommendations to determine if plans are accepted, need further modification, or if corrective action is required.

Roles and Responsibilities for SETRC, RSSC and SEQA Personnel

- A Targeted Technical Assistance district automatically becomes a priority district for both SETRC and the RSSC. SETRC and the RSSC should be actively involved with ongoing implementation of the district's CSPD and report on activities and progress through the regular reporting procedures.
- For districts requiring modifications to the CSPD plan, SETRC is charged with lead responsibility for coordinating planning efforts with the RSSC and SEQA to ensure that the plan is developed, individually reviewed, and team reviewed prior to February 15. Submit one copy of the joint review form to the Chapter 405 workgroup, attention Eileen Borden (fax: 518-474-2219).
- It is strongly recommended that SETRC, RSSC and SEQA personnel utilize the same review process and scoring procedure for the CSPD plans of districts designated as **Regional** Technical Assistance to ensure quality of effort and likelihood of implementation. Feedback to those districts should utilize the same summary form to provide comments on the areas that require modification. Please note that the summary review form does not include scoring recorded on the review form and any scoring should only be used as a guide for the review team and not for dissemination. The summary review form should be from the local team with a copy to the District Superintendent and the Chapter 405 workgroup.

We appreciate your continuing efforts on behalf of this initiative and look forward to the impact of those efforts on our students.

Attachment

To: Upstate Supervisors and RAs
From: Eileen Borden and Rusty Kindlon
Subject: Review of CSPD Plans for Targeted Districts
In reply to:

Date: October 5, 2001

Reviewing CSPD Plans of targeted Chapter 405 districts involves the collaboration of the Chapter 405 Workgroup, Upstate Supervisors and Regional Associates, SETRC, and RSSC. We strongly encourage each region to review the CSPD Plan jointly with SETRC and RSSC and develop one joint recommendation for each district reviewed. The Chapter 405 workgroup developed a review form to guide the review process and will meet on October 23 to review the CSPD Plans and your recommendations. Material is being provided to SETRC and RSSC separately. Please contact us at (518) 473-1185 if you have any questions. On behalf of the workgroup, thank you for your time and participation in the review process. Enclosed are the following materials:

- ✓ CSPD Plan for your targeted district(s);
- ✓ CSPD Review form (also sent via e-mail – same form);
- ✓ Chapter 405 survey(s) for your targeted district(s); and
- ✓ March 2001 Field Memo outlining requirements for identified districts.

After reading the CSPD Plan, the following procedures may be helpful in the review process:

1. Review the Chapter 405 surveys for each problem area(s) and note the following:
 - ✓ Survey responses that the district cited as reasons for problem area(s);
 - ✓ Strategies included in Survey H, if applicable, to address problem area(s);
 - ✓ Identify areas that may be appropriate for personnel development activities that you might expect to see included in the CSPD Plan.
2. Complete Review Form (preferably a joint review with SETRC and RSSC)
 - ✓ Complete header;
 - ✓ Check box(es) on page 1 that correspond to problem areas identified (see surveys);
 - ✓ Complete Sections 1-5 by indicating in the appropriate column if an item is present (yes/no); if yes, the quality on a scale of 1-4; the total points; and any relevant comments;
 - ✓ Scoring – Add up scores in each section and indicate final total;
 - ✓ Recommendations – Using the recommendation guide, indicate recommendation and provide any additional comments. Provide an explanation if recommendation is inconsistent with the recommendation guide.
3. Fax the completed review form to Rusty Kindlon (518) 486-7693 no later than **October 19**.

cc: SETRC and RSSC for targeted districts

Chapter 405 CSPD Plan Review – Targeted Districts

Name & Title of Reviewer(s): _____

District Reviewed: _____ Date of Review: _____

Instructions:

Please review the CSPD Plan of the targeted district(s) in your region and complete the review form to document your review and comments. Fax the completed form to Rusty Kindlon at (518) 486-7693 no later than **October 19**. Please contact Eileen Borden or Rusty Kindlon at (518) 473-1185 if you have any questions. Thank you for your time and feedback.

Chapter 405 Problem Areas (check all that apply for district):

- 1 – Classification – School-Age (Survey A)
- 2 – Declassification – Preschool (Survey B)
- 3 – Declassification – School-Age (Survey C)
- 4 – Separate Site Placements – School-Age (Survey D)
- 5 – Disproportionate Representation – School-Age Identification (Surveys E, H)
- 6 – Disproportionate Representation – Preschool Placement (Surveys F, H)
- 7 – Disproportionate Representation – School-Age Placement (Surveys G, H)

1) The district analyzed data (e.g., Matrix Summary, Chapter 405) and identified problem areas. Look for:

Area	Present? Yes/No	If Yes, indicate quality and probability of: (1 = Low success to 4= High success) If No, 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		
TOTAL		
Comments:		

2) The district engaged in 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		
TOTAL		
Comments:		

3) The annual and long-term goals and objectives are based on data analysis and 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
Reflection of an understanding of the meaning of district data (Matrix Summary, Chapter 405) in CSPD long-term and annual goals and objectives		
Goals and objectives written in measurable terms		
TOTAL		
Comments:		

4) Implementation of the CSPD Plan results in addressing the identified Chapter 405 problem areas. Look for:

Area	Present? Yes/No	If Yes, indicate quality and probability of: (1 = Low success to 4= High success) If No, score = 0
Extent to which the proposed activities will result in expected outcome (End of Year Evaluation)		
Integration of activities with general education programmatic and professional development initiatives		
Alignment of staff development activities with district's general education initiative		
Extent to which staff development activities will address goals and objectives		
Adequacy of the personnel and fiscal resources to implement the activities		
TOTAL		
Comments:		

5) The CSPD Plan describes how progress is monitored throughout the year. 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 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		
Adequacy of the personnel and fiscal resources to implement the activities		
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 both measures of student educational outcomes and effective implementation of staff development knowledge/skills.		
TOTAL		
Comments:		

Scoring (Add up scores in each section)

Section 1: ____ (Maximum 12 points)

Section 2: ____ (Maximum 8 points)

Section 3: ____ (Maximum 8 points)

Section 4: ____ (Maximum 20 points)

Section 5: ____ (Maximum 20 points)

Final Total: ____ (Maximum 68 points)

Recommendation Guide:

60-68 points – CSPD Plan approved

50-59 points – CSPD Plan approved with modifications

Under 50 points – CSPD Plan recommended for corrective action before considered for approval

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 approved with modifications as follows: _____

CSPD Plan recommended for corrective action before considered for approval as follows:

Additional Comments:

Chapter 405
CSPD Plan Summary Review Form – Targeted Districts

Name of Subgroup Designee: _____

Assigned District: _____ Date of Review: _____

Instructions:

Please complete this summary review form to summarize the review and recommendations of your assigned targeted district. Fax the completed form to Eileen Borden at (518) 486-7693 no later than **November 1**. Please contact Eileen Borden or Rusty Kindlon at (518) 473-1185 if you have any questions. Thank you for your time and feedback.

- 1) The district analyzed data (e.g., Matrix Summary, Chapter 405) and identified problem areas. Look for:
- a) Identification of problem areas as a result of data analysis.
 - b) Discussion of the rationale for prioritization of long-term needs.
 - c) Evidence of data analysis as a basis for development of annual and long-term goals and objectives.

Comments:

- 2) The district engaged in root cause discussions. Look for:
- a) Evidence of discussions about root causes.
 - b) Description of identified root causes.

Comments:

- 3) The annual and long-term goals and objectives are based on data analysis and root cause discussions. Look for:
- a) Reflection of an understanding of the meaning of district data (Matrix Summary, Chapter 405) in CSPD long-term and annual goals and objectives.
 - b) Goals and objectives written in measurable terms.

Comments:

- 4) Implementation of the CSPD Plan results in addressing the identified Chapter 405 problem areas. Look for:
- a) Extent to which the proposed activities will result in expected outcome (End of Year Evaluation).
 - b) Integration of activities with general education programmatic and professional development initiatives.
 - c) Alignment of staff development activities with district's general education initiative.
 - d) Extent to which staff development activities will address goals and objectives.
 - e) Adequacy of the personnel and fiscal resources to implement the activities.

Comments:

- 5) The CSPD Plan describes how progress is monitored throughout the year. Look for:
- a) Evidence that the activities will be responsibly implemented and coordinated within the district.
 - b) Quality, comprehensiveness and appropriateness of the activities relative to the issues they address.
 - c) Adequacy of the personnel and fiscal resources to implement the activities.
 - d) Provision of a schedule of implementation with initiation and completion dates for each activity.
 - e) Evidence of appropriate and ongoing evaluation to determine the effectiveness of the personnel development activities that are based on both measures of student educational outcomes and effective implementation of staff development knowledge/skills.

Comments:

Additional Comments: