

# Comprehensive District Education Plan



School District:

BEDS Code:

Address:

Contact Person:  
(name & title)

Telephone:

Fax Number:

E-Mail Address:

\* Plan Start Date

Plan End Date

THE STATE EDUCATION DEPARTMENT  
THE UNIVERSITY OF THE STATE OF NEW YORK  
ALBANY, NY 12234



**PLANS INCLUDED IN THIS CDEP**

*District Name* \_\_\_\_\_

*BEDS Code* \_\_\_\_\_

**List of Plans Included in This Comprehensive District Education Plan**

**These plans may be included in CDEP:**

	Technology
	Professional Development
	Guidance
	Local Assistance Plan (LAP
	Shared Decision Making (100.11)
	Gifted and Talented
	Operating Standards Aid
	Academic Intervention Services
	Comprehensive System of Personnel Development (CSPD)
	Annual Professional Performance Review (APPR)

**The district used a facilitator: Yes**\_\_\_\_ **No**\_\_\_\_ **If yes:**

**Name:**\_\_\_\_\_ **Title:**\_\_\_\_\_

## SECTION I: BACKGROUND / DEMOGRAPHICS

*School District:* \_\_\_\_\_

*BEDS Code:* \_\_\_\_\_

### COMPREHENSIVE DISTRICT EDUCATION PLAN COMMITTEE

Directions: The Committee should be representative of all constituencies in the school community.

Name	Title	Constituencies Represented (If More Than One Applies, Please Indicate)

**Examples of Groups Represented:** Building administrator, classroom teacher, parent, special area teacher, curriculum directors, paraprofessional, community representatives, pupil personnel staff, central office administrator, employer/business/community representative, labor representative, student, Pre-K, Elementary, Middle School, Secondary, Continuing Ed (Adult), and others (please include title).

**Duplicate Any Forms As Needed**

*School District:* \_\_\_\_\_  
*BEDS Code:* \_\_\_\_\_

**Communications Process for the CDEP Committee:**

**Communication Process To Inform All Constituencies in the Community:**

*School District:* \_\_\_\_\_  
*BEDS Code:* \_\_\_\_\_

**Vision Statement:**

**Mission Statement:**

*School District:* \_\_\_\_\_  
*BEDS Code:* \_\_\_\_\_

**Belief Statements:**

Empty box for entering belief statements.

*School District:* \_\_\_\_\_

*BEDS Code:* \_\_\_\_\_

**District Statement/Influencing Factors:**

**Please use this space to supply additional information that would be helpful for anyone reading or reviewing the plans. For example, a brief description of the locality, its demographics, number of students and school buildings, economic conditions, etc., that might further clarify the context of the plan.**

**BASIC SCHOOL DISTRICT DATA**

*School District* \_\_\_\_\_

*BEDS Code* \_\_\_\_\_

**STUDENT RACIAL/ETHNIC ORIGIN**

	1197-1998		1998-1999		1999-2000	
	No. of students	% of Enroll	No. of students	% of Enroll	No. of students	% of Enroll
American Indian, Alaskan, Asian, or Pacific Islander						
Black (Not Hispanic)						
Hispanic						
White (Not Hispanic)						

**LIMITED ENGLISH PROFICIENT STUDENTS (LEP)**

1997-1998		1998-1999		1999-2000	
No. of Students	% of Enroll	No. of Students	% of Enroll	No. of Students	% of Enroll

School District \_\_\_\_\_  
 BEDS Code \_\_\_\_\_

**ATTENDANCE, SUSPENSION AND DROPOUT RATES**

	1997-1998		1998-1999		1999-2000	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate						
Student Suspensions						
Student Dropouts						
Entered Alternative HS						

**STUDENT SOCIOECONOMIC AND STABILITY INDICATORS (PERCENT OF ENROLLMENT)**

	1997-1998	1998-1999	1999-2000
Free Lunch			
Reduced Lunch			
Public Assistance			
Student Stability			

**DISAGGREGATION OF STUDENT DATA**

*School District* \_\_\_\_\_

*BEDS Code* \_\_\_\_\_

**ELA 4 (Report for Math 4, ELA8, Math 8)**

**Socio-economic Index:**

Socio-economic		Level I	Level 2L	Level 2H	Level 3	Level 4	Not Taken	Total
Low Income	N							
	%							100%
Not Low Income	N							
	%							100%

**Gender:**

Gender		Level I	Level 2L	Level 2H	Level 3	Level 4	Not Taken	Total
Female	N							
	%							100%
Male	N							
	%							100%

**Special Needs:**

Special Needs		Level I	Level 2L	Level 2H	Level 3	Level 4	Not Taken	Total
Designated With Special Needs	N							
	%							100%
Not Designated	N							
	%							100%

School District \_\_\_\_\_  
 BEDS Code \_\_\_\_\_

**English Language Learners**

English Language Learners		Level I	Level 2L	Level 2H	Level 3	Level 4	Not Taken	Total
Designated ELL	N							
	%							100%
Not Designated ELL	N							
	%							100%

**Ethnicity:**

Ethnicity		Level I	Level 2L	Level 2H	Level 3	Level 4	Not Taken	Total
African	N							
	%							100%
Asian	N							
	%							100%
Hispanic	N							
	%							100%
White (non-Hispanic)	N							
	%							100%
Other	N							
	%							

*School District* \_\_\_\_\_  
*BEDS Code* \_\_\_\_\_

**Directions:**

1. Complete the table for row percentages in each percent cell and the number of students in each number cell.
2. Scan down a column. If the percentages in a column differ by more than 10%, then the district should investigate equity issues.<sup>1</sup> The number of students in each row should be at least 15% of the total number of students.<sup>2</sup> Rows with less than 15% or less than 20 students should not be included in the evaluation for this method.

**Notes:**

1. This format may be used for the ELA 4, Mathematics 4, ELA 8, and Mathematics 8 assessments.
2. This method may be adapted for high school Regents by using 0-54, 55-64, 65-84, and 85-100 as the column headers instead of the levels.

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1 Wahlstrom, Deborah (1999, p. 67). Using Data to Improve Student Achievement. Virginia Beach, VA: Successline Inc.

2 Wahlstrom, Deborah (1999, p. 69-70). Using Data to Improve Student Achievement. Virginia Beach, VA: Successline Inc.

## HIGH SCHOOL COMPLETERS

School District \_\_\_\_\_  
BEDS Code \_\_\_\_\_

### High School Graduates Earning Regents Diplomas (All Students):

1997-98			1998-99			1999-2000		
Total Graduates	Regents Diploma	% Regents Diploma	Total Graduates	Regents Diploma	% Regents Diploma	Total Graduates	Regents Diploma	% Regents Diploma
		%			%			%

### Distribution of 1999-2000 Graduates (All Students):

	To 4-year College	To 2-year College	To Other Postsecondary	To the Military	To Employment	Other
Number						
Percent	%	%	%	%	%	%

### 1999-2000 High School Completers with Disabilities

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 1999-2000 Completers (a+c)

\*Local Diplomas (including local diplomas with Regents endorsements)

School District: \_\_\_\_\_

**BEDS Code:** \_\_\_\_\_

<b>Assessment of State/Local Standards</b>						
<b>Benchmarks for Elementary, Middle and Secondary Education</b>	<b>Local School District Essential Data on State Goals</b>					
	<b>1997-1998</b>	<b>1998-1999</b>	<b>1999-2000</b>	<b>- % Gap</b>	<b>- % Gap</b>	<b>- % Gap</b>
				<b>1997-1998</b>	<b>1998-1999</b>	<b>1999-2000</b>
Percent of students scoring 4 on Grade 4 ELA	NA			NA		
Percent of students scoring 3 on Grade 4 ELA						
Percent of students scoring 2 on Grade 4 ELA	NA			NA		
Percent of students scoring 1 on Grade 4 ELA	NA			NA		
Percent of students scoring 4 on Grade 4 Mathematics	NA			NA		
Percent of students scoring 3 on Grade 4 Mathematics						
Percent of students scoring 2 on Grade 4 mathematics	NA			NA		
Percent of students scoring 1 on Grade 4 mathematics	NA			NA		
District Mean in Grade 4 Science*/State Mean: Content						
District Mean in Grade 4 Science*/State Mean: Skills						
District Mean in Grade 4 Science*/State Mean: Manipulatives						
90% of all students above SRP in Grade 5 Writing*						
90% of all students above SRP in Grade 6 Reading*						
90% of all students above SRP in Grade 6 Mathematics*						

<b>Assessment of State/Local Standards</b>						
<b>Benchmarks for Elementary, Middle and Secondary Education</b>	<b>Local School District Essential Data on State Goals</b>					
	<b>1997-1998</b>	<b>1998-1999</b>	<b>1999-2000</b>	<b>- % Gap 1997-1998</b>	<b>- % Gap 1998-1999</b>	<b>- % Gap 1999-2000</b>
Percent of students above the Mean: Grade 6 Social Studies*						
Percent of students above the Mean: Grade 8 Social Studies*						
Percent of students scoring level 4 on Grade 8 ELA						
Percent of students scoring level 3 on Grade 8 ELA						
Percent of students scoring level 2 on Grade 8 ELA						
Percent of students scoring level 1 on Grade 8 ELA						
Percent of students scoring level 4 on Grade 8 Mathematics						
Percent of students scoring level 3 on Grade 8 Mathematics						
Percent of students scoring level 2 on Grade 8 Mathematics						
Percent of students scoring level 1 on Grade 8 Mathematics						
Percent of Graduates obtaining a Regents Diploma						
90% of all students passing Comprehensive English Regents*						
90% of all students passing Math Course 1 Regents*						
90% of all students passing Biology Regents*						
90% of all students passing Social Studies 11 Regents*						
90% of all students passing Global Studies Regents*						

Assessment of State/Local Standards						
Benchmarks for Elementary, Middle and Secondary Education	Local School District Essential Data on State Goals					
	1997-1998	1998-1999	1999-2000	- % Gap 1997-1998	- % Gap 1998-1999	- % Gap 1999-2000
An annual district-wide attendance rate in excess of 91%						
An annual district-wide suspension rate at 1% or less						
An annual drop-out rate of 3% or less						

\* = SED Required

Students with Disabilities											
STATE/VESID INDICATORS	STATE/FEDERAL BENCH-MARK	DATA SOURCE	1997-1998			1998-1999			1999-2000		
			Actual # Students/ # Eligible	# SWDs Exempt	%	Actual # Students/ # Eligible	# SWDs Exempt	%	Actual # Students/ # Eligible	# SWDs Exempt	%
1. % of SWDs exiting with a Regents, Local or High School Equivalency Diploma	80%	PD-5 (Section A Summary)									
2. % of SWDs who drop out		PD-5 (Section A Summary)									
3. % of SWDs participating in the 4 <sup>th</sup> Grade ELA state assessment	95%	School Report Card									
4. % of SWDs participating in the 4 <sup>th</sup> Grade Math state assessment	95%	School Report Card									

**Students with Disabilities**

STATE/VESID INDICATORS	STATE/FEDERAL BENCH-MARK	DATA SOURCE	1997-1998			1998-1999			1999-2000		
			Actual # Students/ # Eligible	# SWDs Exempt	%	Actual # Students/ # Eligible	# SWDs Exempt	%	Actual # Students/ # Eligible	# SWDs Exempt	%
5. % of SWDs participating in the 8 <sup>th</sup> Grade ELA state assessment	95%	School Report Card									
6. % of SWDs participating in the 8 <sup>th</sup> Grade Math state assessment	95%	School Report Card									
7. % of SWDs scoring 3 or 4 -- 4 <sup>th</sup> Grade ELA	Annual yearly progress (TBA by Commissioner annually)	School Report Card									
8. % of SWDs scoring 3 or 4 -- 4 <sup>th</sup> Grade Math	Annual yearly progress (TBA by Commissioner annually)	School Report Card									
9. % of SWDs scoring 3 or 4 -- 8 <sup>th</sup> Grade ELA	Annual yearly progress (TBA by Commissioner annually)	School Report Card									
10. % of SWDs scoring 3 or 4 -- 8 <sup>th</sup> Grade Math	Annual yearly Progress (TBA by Commissioner annually)	School Report Card									
11. % of SWDs with high score from 55-100 on Regents English		School Report Card									
12. % of SWDs with high score from 55-100 on Regents Mathematics (Course I)		School Report Card									

**Students with Disabilities**

STATE/VESID INDICATORS	STATE/FEDERAL BENCH-MARK	DATA SOURCE	1997-1998			1998-1999			1999-2000		
			Actual # Students/ # Eligible	# SWDs Exempt	%	Actual # Students/ # Eligible	# SWDs Exempt	%	Actual # Students/ # Eligible	# SWDs Exempt	%
13. % of preschool SWDs receiving special education services in integrated settings	Equal the percentage of school-age SWDs in integrated settings	PD-4 (Section B, lines 1, 3, & 5)									
14. % of school-age SWDs receiving services in general education buildings	National average (95.86% as of 1997-98)	PD-4 (Section C, Report of All SWDs)									
15. % of school-age SWDs in general education classrooms (80-100% of the school day)	Exceed national average (46.42% as of 1997-98)	PD-4 (Section C, Report of All SWDs)									
16. % of school-age SWDs classified	Will decrease	PD-1; BEDS									
17. % of SWDs transitioning to post-school, post-secondary education, employment, or day program alternatives	Equal to nondisabled peers	PD-5 (Section B Total Column)									

## SECTION II: INITIAL DATA ANALYSIS -- GAPS

*School District:* \_\_\_\_\_

*BEDS Code:* \_\_\_\_\_

<b>Prioritize gaps and provide a rationale for prioritization</b>	
<b>Priority Gaps</b>	<b>Rationale</b>



*School District:* \_\_\_\_\_  
*BEDS Code:* \_\_\_\_\_

<b>CHECKLIST OF DATA USED: Please check the sources you used.</b>	
	School Report Card
	New York: The State of Learning (Chapter 655 Report)
	BEDS Data
	The CAR Report
	Attendance Rates; students and teachers
	Graduation and Drop-Out Rates
	Special Populations, LEP, Individuals with Disabilities, Homeless
	Teacher/Student Ratios
	Number of Uncertified Teachers
	Student and Community Ethnic Data
	Dominant Languages
	Employment Rates
	Enrollment
	Immigration patterns
	Longitudinal data
	Major Employers
	Makeup of Tax Base
	Measures of Economic Wealth
	Real Property: Tax Value
	Sources of District Revenues
	Special Designation Schools, SURR, Title I

**SECTION III: ROOT CAUSES ANALYSIS**  
**Part 1: GAPS**

*School District:* \_\_\_\_\_  
*BEDS Code:* \_\_\_\_\_

<b>Gaps in Relation to Key Indicators</b>	<b>Root Causes</b>

# ROOT CAUSES ANALYSIS

## Part 2: Successes

*School District:* \_\_\_\_\_

*BEDS Code:* \_\_\_\_\_

**Success in Relation to Key Indicators (District may want to identify root causes)**

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## SECTION IV: IMPLEMENTATION PLAN

*School District:* \_\_\_\_\_

*BEDS Code:* \_\_\_\_\_

**Implementation Plan: Complete the following chart for each identified gap or success.**

Gap (Specify desired change in student performance.)

<i>What</i>	<i>How</i>		<i>Who</i>	<i>Time-line</i>	<i>Support</i>	<i>Responsibility</i>
<b>Strategies</b>	<b>Major Tasks / Activities</b>	<b>Professional Development</b>	<b>Target Population</b>	<b>Dates</b>	<b>Funding Sources To Be Used</b>	<b>Who Does It</b>

(Repeat for each gap)

**SECTION V: EVALUATING AND REPORTING RESULTS**

*School District:* \_\_\_\_\_  
*BEDS Code:* \_\_\_\_\_

<b>1. Describe the performance indicators you have developed to assess the effectiveness of the strategies you identified in Section IV.</b>
<b>2. Explain how the district and the planning committee will use evaluation results and data to revise strategies.</b>
<b>3. Explain how the district will disseminate its evaluation results to the public.</b>

**SECTION VI: EVALUATION**

*School District:* \_\_\_\_\_

*BEDS Code* \_\_\_\_\_

<b>2000-2001 Goal/Target</b>	<b>Success Indicator</b>	<b>How Did We Do?</b>	<b>Why?</b>	<b>Implications For Updated Plan</b>

**SECTION VII: ASSURANCES AND CERTIFICATIONS**

*School District:* \_\_\_\_\_

*BEDS Code:* \_\_\_\_\_

**Comprehensive District Education Plan Assurances**

**The Superintendent certifies that:**

- Planning was conducted as a team process.
- A school profile was developed using all key data elements available
- Representatives of all funding/planning areas were involved in the plan development.
- Building staff, parents and the school community were informed and involved, as appropriate, in the process.
- Required school building plans (such as Title I School Improvement and SURR Comprehensive Education Plan) are on file at the building level and were a major resource in the establishment of priorities.
- The Plan meets the requirements of State and federal laws and/or regulations that apply to the programs covered by this Plan
- A Board resolution is on file.

\_\_\_\_\_  
Signature (Superintendent of Schools)

\_\_\_\_\_  
Date

## ANOTHER WAY TO VIEW ROOT CAUSE

*School District:* \_\_\_\_\_

*BEDS Code:* \_\_\_\_\_

*Today's problems are yesterday's solutions.*  
Peter Senge

Problem identification and analyses help us think through the big picture and locate the root causes of problems. Steps in solving problems, using our multiple measures of data as described by Victoria Bernhardt, are shown below:

1. Identify the problem -- Identify and analyze symptoms
2. Describe hunches and hypotheses -- break up observations about data; hypothesis
3. Determine questions you need to ask to find out if the hunches and hypotheses are fact or fiction
4. Analyze multiple measures of data -- Identify root causes
5. Analyze the political realities
6. Develop an action plan for solving the problem
7. Implement the action plan
8. Evaluate the implementation
9. Improve the process

*School District:* \_\_\_\_\_  
*BEDS Code:* \_\_\_\_\_

**Defining the Problem:**

<b>Standards Priority Area:</b>
E.g., Elementary ELA.
<b>Description of Problem:</b>
E.g., Student scores on ELA 4 assessment resulted in 12% at Level 1, 40% at Level 2, and 48% at Level 3.
<b>Objective:</b>
E.g., To improve student performance so that by 2003 we have 2% at Level 1 and 10% at Level 2.
<b>What are the symptoms (outward, observable evidence) of the Problem?</b>

*School District:* \_\_\_\_\_  
*BEDS Code:* \_\_\_\_\_

**Hunches and Hypotheses to Get to Root Cause:**

<b>PRIORITY AREA:</b>			
<b>Observation/Possible Cause</b>	<b>Questions about that Observation</b>	<b>Possible Data to Support</b>	<b>Is this a Condition or a Problem?</b>

*School District:* \_\_\_\_\_

*BEDS Code:* \_\_\_\_\_

**What are Your "Ah-Hahs" from Your Analysis of the Data:**

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**What is the Root Causes**

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