

Local Assistance Plan Schools: The Diagnostic Self-Review Document and Report Template

August 2014

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The ESEA Flexibility Waiver and Local Assistance Plan Schools

- In addition to identifying Priority and Focus Districts and schools, New York must support continuous improvement in other Title I schools that are not making progress in improving student achievement and narrowing achievement gaps.
- Local Assistance Plan Schools must have a plan that is focused on closing identified gaps in student achievement. Commissioner's Regulations require LAP schools to develop a plan that specifies the following:
 - the process by which the plan was developed and how school leadership, staff, parents, and students, if appropriate, were given meaningful opportunities to participate in the development of the plan;
 - the additional resources and professional development that will be provided to LAP schools to support implementation of the plan; and
 - the actions to improve the performance of the subgroup(s) for which the school was identified and the timeline for implementation of the actions.

Requirements for Local Assistance Plan Schools in Focus Districts

- A Focus District with LAP schools will need to work with identified school(s) to complete the applicable sections of the Self-Review Document and Report Template, and incorporate the supports and interventions for the identified schools into its District Comprehensive Improvement Plan (DCIP). Within the DCIP template, the district will be required to clearly identify the supports and interventions that are to be implemented in the identified LAP schools. These supports and interventions do not count towards satisfying the improvement set-aside or parent engagement set-aside requirements.
- The submission of the DCIP will fulfill the regulatory requirements for Focus Districts with LAP schools.

Requirements for Local Assistance Plan Schools in Districts in Good Standing

- In accordance with Commissioner's Regulations, a district in Good Standing that has LAP schools will be required to work with the identified school(s) to:
 - complete the Diagnostic Self-Review Document and Report Template for each identified LAP school
 - get Board (or in NYC, Chancellor) approval of the DSRDRT
 - post the approved DRSDRT to the district's website by November 21, 2014
 - keep a copy of the DRSDRT at the district and school offices

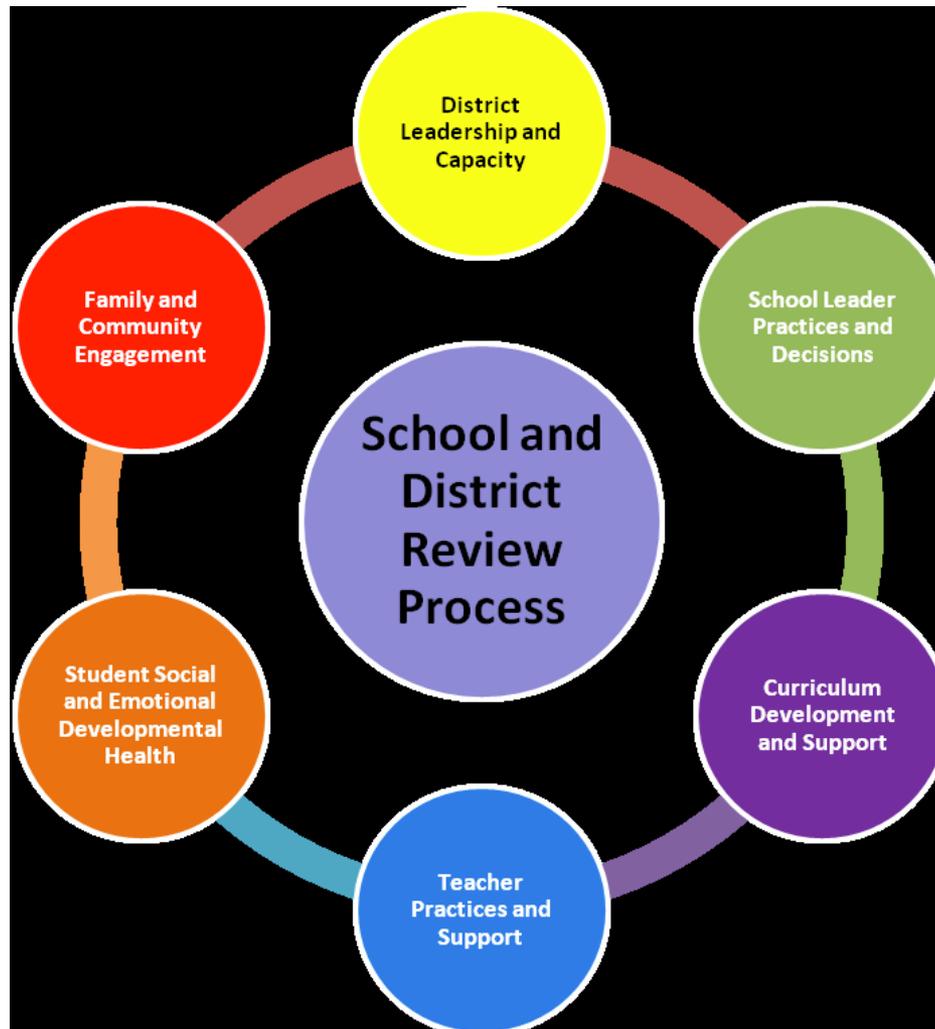
The Diagnostic Self-Review Document and Report Template

- Requires a LAP school and its district to assess the current level of performance in regard to the school leadership, teacher practices and decisions, curriculum development and support, student social and emotional developmental health, and family and community engagement.
- Schools should use the self-review process as an opportunity to identify, plan and implement actions that can be taken to improve the academic results of the identified subgroup(s).

The School and District Effectiveness Rubric

- New York State's lowest achieving schools require targeted and specialized assistance in order to build school and district capacity to support sustainable school change. Necessary supports for effective school change must be based on, as well as be responsive to, the comprehensive needs of the school, driven by an assessment of the optimal conditions for learning as defined by research-based best practices, and delivered in a high quality manner and embedded in school practice.
- The Rubric articulates the State's theory of action regarding the optimal conditions for district and school effectiveness. The Rubric has been created to measure how close to or far away a particular school is from the optimal conditions identified.

Six Tenets of Effective Schools and Districts



Comprehensive School Rubric

New York State Education Department Diagnostic Tool for School and District Effectiveness				
*Tenet 2 - School Leader Practices and Decisions: Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable				
Statements of Practice	Highly Effective	Effective	Developing	Ineffective
<p>Statement of Practice 2.2:</p> <p>The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).</p> <p>Impact: The uniformly seen, heard, and known long-term vision is accomplished by the achievement of the school's SMART goals.</p>	<p>a) The SMART goals/mission and long-term vision are created and supported by staff, families, and students and are uniformly seen, heard, and known across the entire school community and affiliated partnerships.</p> <p>b) The school leader champions the implementation of a data-driven mission for student achievement and well-being and holds the school community of stakeholders accountable for working to realize the long-term vision and the school priorities as outlined in the SCEP and other school improvement documents.</p> <p>c) The school leader and community stakeholders regularly monitor and evaluate progress toward attainment of SMART goals and priorities in the SCEP that are aligned to the long-term vision, making adjustments when goals are not achieved, improvements are needed, and priorities become misaligned.</p>	<p>a) The SMART goals/mission and long-term vision are created and supported by a representative group of staff, families, and students and some affiliated partnerships.</p> <p>b) The school leader shares a data-driven mission for student achievement and well-being with the school community of stakeholders and has a plan for how to work together to realize this long-term vision and the school priorities as outlined in the SCEP and other school improvement documents.</p> <p>c) The school leader and community stakeholders monitor and evaluate progress once or twice a year toward SMART goals and priorities in the SCEP aligned to the long-term vision.</p>	<p>a) The SMART goals/mission and long-term vision are created with limited input by stakeholders, and are in the process of being shared with staff, families, and students across the school community.</p> <p>b) The school leader has a data-driven mission for student achievement and well-being, outlined in the SCEP, and is in the process of developing how the school community will work to realize the long-term vision.</p> <p>c) The school leader is in the process of adapting SMART goals that better align to the long-term vision, or these SMART goals exist but are not monitored and evaluated.</p>	<p>a) The SMART goals/mission are unknown, not known, and have not been shared with students across the school community.</p> <p>b) The school leader has not articulated a data-driven mission that is consistent with the school's vision.</p> <p>c) The school leader has not established SMART goals or the current goals are not aligned to the long-term vision.</p>
<p>Statement of Practice 2.3:</p> <p>Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.</p> <p>Impact: Available resources address the immediate needs of the school community.</p>	<p>a) The school leader collaborates with staff to create and use transparent systems and protocols that afford students and teachers the ability to fully benefit from a flexible and thoughtful program, which includes a creative expanded learning time program, that are aligned to student achievement.</p> <p>b) The school leader strategically recruits, hires, and sustains personnel. The leader uses a variety of partner organizations to create a pool of internal and external human capital that enables the school to creatively, equitably, and adequately meet the academic and social needs of all students. Where the district makes the hiring decisions, the school leader articulates successfully the need for appropriate staff.</p>	<p>a) The school leader collaborates with staff to create and use systems and protocols for programming for students and teachers, which incorporates an expanded learning time program, that are aligned to student achievement.</p> <p>b) The school leader uses some partnerships to recruit, hire, and sustain personnel that enable the school to meet the academic and social needs of the students. Where the district makes the hiring decisions, the school leader articulates the need for appropriate staff.</p>	<p>a) The school leader uses systems, including an expanded learning time program, for programming for students and teachers that are aligned to student achievement for some groups of students.</p> <p>b) The school leader has taken some steps to secure personnel who will enable the school to meet the academic and social needs of the students. Where the district makes the hiring decisions, the school leader has not clearly articulated the school's needs.</p>	<p>a) The school leader does not use systems, including an expanded learning time program, for programming for students and teachers that are aligned to student achievement.</p> <p>b) The school leader is not using personnel to meet the needs of the students. Where the district makes the hiring decisions, the school leader has not made an effort to communicate about hiring needs.</p>

Completing the Diagnostic Self-Review

1. Review the Tenets and Statements of Practice, particularly as they relate to the identified subgroup(s)
2. Collect Evidence
3. Assign Ratings
4. Create Action Plan(s)
5. Collaborate with District
6. Get Board of Education (or Chancellor) Approval
7. Share the Plan

Focus: Subgroup(s)

- The intent of this self-review is to prompt schools and districts to create a plan to raise academic performance and close achievement gaps between groups of students.
- A large majority of LAP schools have been identified because of the academic performance of the students with disabilities subgroup.
- When completing the self-review, schools and districts should use all information available (ex: State and district reports on services for students with disabilities) to ensure that the action plans developed are targeted towards the needs of the subgroup(s) with the largest gaps.

Support from the Regional Special Education Technical Assistance Support Centers (RSE-TASC)

- A Special Education Improvement Specialist may be available to:
 - Assist with instructional walkthroughs of the school
 - Participate as a Self-Review Team member
 - Provide training on explicit/specially designed instruction and what to look for during classroom observations
- Contact information for the RSE-TASC may be found at:
<http://www.p12.nysed.gov/specialed/techassist/rsetasc/locations.htm>

Diagnostic Self-Review and Report Template



Tenet 2 - School Leader Practices and Decisions: Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.						
Rating	Statement of Practice 2.2: The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).					
<input type="checkbox"/>	Highly Effective	<p>a) The SMART goals/mission and long-term vision are created and supported by staff, families, and students and are uniformly seen, heard, and known across the entire school community and affiliated partnerships.</p> <p>b) The school leader champions the implementation of a data-driven mission for student achievement and well-being and holds the school community of stakeholders accountable for working to realize the long-term vision and the school priorities as outlined in the SCEP and other school improvement documents.</p> <p>c) The school leader and community stakeholders regularly monitor and evaluate progress toward attainment of SMART goals and priorities in the SCEP that are aligned to the long-term vision, making adjustments when goals are not achieved, improvements are needed, and priorities become misaligned.</p>				
<input type="checkbox"/>	Effective	<p>a) The SMART goals/mission and long-term vision are created and supported by a representative group of staff, families, and students and some affiliated partnerships.</p> <p>b) The school leader shares a data-driven mission for student achievement and well-being with the school community of stakeholders and has a plan for how to work together to realize this long-term vision and the school priorities as outlined in the SCEP and other school improvement documents.</p> <p>c) The school leader and community stakeholders monitor and evaluate progress once or twice a year toward SMART goals and priorities in the SCEP aligned to the long-term vision.</p>				
<input type="checkbox"/>	Developing	<p>a) The SMART goals/mission and long-term vision are created with limited input by stakeholders, and are in the process of being shared with staff, families, and students across the school community.</p> <p>b) The school leader has a data-driven mission for student achievement and well-being, outlined in the SCEP, and is in the process of developing how the school community will work to realize the long-term vision.</p> <p>c) The school leader is in the process of adapting SMART goals that better align to the long-term vision, or these SMART goals exist but are not monitored and evaluated.</p>				
<input type="checkbox"/>	Ineffective	<p>a) The SMART goals/mission and long-term vision are unknown, not commonly understood, and/or have not been shared with staff, families, and students across the school community.</p> <p>b) The school leader has not developed a data-driven mission that is connected to the long-term vision.</p> <p>c) The school leader has not developed SMART goals or the current goals are not aligned to the long-term vision.</p>				
Please indicate the evidence used to determine the rating. <i>Check all that apply.</i>		<input type="checkbox"/> Classroom Observations – # Visited: _____ <input type="checkbox"/> Interviews with Students – #: _____ <input type="checkbox"/> Interviews with Support Staff – #: _____ <input type="checkbox"/> Interviews with Teachers – #: _____ <input type="checkbox"/> Interviews with Parents/Guardians – #: _____ <input type="checkbox"/> Other: _____ <div style="float: right; margin-top: 10px;"> <input type="checkbox"/> Documents Reviewed: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="height: 20px;"> </td></tr> <tr><td style="height: 20px;"> </td></tr> <tr><td style="height: 20px;"> </td></tr> <tr><td style="height: 20px;"> </td></tr> </table> </div>				
If the SOP rating is Effective, Developing or Ineffective, please provide a response in the areas below.						
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.						

Collection of Evidence

- The school leadership team and the district should determine how to gather the evidence required to generate the rating for each Statement of Practice
 - The school and district may wish to set time aside to conduct classroom observations, interviews and conduct document reviews for this purpose, OR
 - The school and district may decide to use results from recent (within the last year) assessments of school practice that were based in part on classroom observations, interviews, and document reviews.
- Acceptable evidence includes, but is not limited to:
 - Classroom observations
 - Interviews with students, support staff, teachers and parents/guardians
 - Documents that highlight how the school is addressing the statement of practice
- The evidence gathered should focus on the subgroup(s) for which the school was identified. For the student with disability subgroup, see:
<http://www.p12.nysed.gov/specialed/spp/nysdeterminations/home.html>
- NYSED has posted other resources for evidence gathering on the DTSDE website, at
<http://www.p12.nysed.gov/accountability/diagnostic-tool-institute/DTSDEResources.html>.

Collection of Evidence

<input type="checkbox"/>	Effective	<p>a) The SMART goals/mission and long-term vision are created and supported by a representative group of staff, families, and students and some affiliated partnerships.</p> <p>b) The school leader shares a data-driven mission for student achievement and well-being with the school community of stakeholders and has a plan for how to work together to realize this long-term vision and the school priorities as outlined in the SCEP and other school improvement documents.</p> <p>c) The school leader and community stakeholders monitor and evaluate progress once or twice a year toward SMART goals and priorities in the SCEP aligned to the long-term vision.</p>		
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<p>If the SOP rating is Effective, Developing or Ineffective, please provide a response in the areas below.</p>				
<p>Actions in this area to be taken to improve the identified subgroup(s) student performance levels.</p>				
<p>Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.</p>				

Collection of Evidence: Students with Disabilities

- If your school has been identified as LAP for the SWD subgroup, include the following evidence:
 - Data on students with disabilities
 - See *“LAP Self Review School Information Sheet: Additional Considerations for Schools focusing on Students with Disabilities”* at <http://www.p12.nysed.gov/specialed/spp/LAPselfreviewinfosheet.htm>
 - Evidence on school practices relating to special education services
 - See *“Guiding Questions for LAP Self-Reviews – Students with Disabilities Subgroup”* at <http://www.p12.nysed.gov/specialed/spp/GuidingQuestions-LAPSelfReview.doc>
 - Evidence of delivery of explicit and specially designed instruction
 - See *“Explicit and Specially Designed Instruction Walk-Through Tool”* at <http://www.p12.nysed.gov/specialed/spp/Walkthroughtool-LAPSelfReview.pdf>

Assignment of Rating

- Once the evidence is gathered, the school leadership team, with the help of the district, should review the evidence in relation to the Statements of Practice, and the rating categories on the Rubric.
- Ratings can be Highly Effective, Effective, Developing, and Ineffective. The rubric describes how each Rating should “look” in a school.
- Please note: The designation of a school as a LAP means that the school has areas that need improvement, particularly as they relate to the subgroup(s) of students who are failing to make academic gains. Therefore, it is not expected that a LAP school will rate itself Highly Effective or Effective for all Statements of Practice.

Assignment of Rating



Tenet 2 - School Leader Practices and Decisions: Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.

Rating **Statement of Practice 2.2:** The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP)

<input type="checkbox"/>	Highly Effective	<p>a) The SMART goals/mission and long-term vision are created and supported by staff, families, and students and are uniformly seen, heard, and known across the entire school community and affiliated partnerships.</p> <p>b) The school leader champions the implementation of a data-driven mission for student achievement and well-being and holds the school community of stakeholders accountable for working to realize the long-term vision and the school priorities as outlined in the SCEP and other school improvement documents.</p> <p>c) The school leader and community stakeholders regularly monitor and evaluate progress toward attainment of SMART goals and priorities in the SCEP that are aligned to the long-term vision, making adjustments when goals are not achieved, improvements are needed, and priorities become misaligned.</p>
<input type="checkbox"/>	Effective	<p>a) The SMART goals/mission and long-term vision are created and supported by a representative group of staff, families, and students and some affiliated partnerships.</p> <p>b) The school leader shares a data-driven mission for student achievement and well-being with the school community of stakeholders and has a plan for how to work together to realize this long-term vision and the school priorities as outlined in the SCEP and other school improvement documents.</p> <p>c) The school leader and community stakeholders monitor and evaluate progress once or twice a year toward SMART goals and priorities in the SCEP aligned to the long-term vision.</p>
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<input type="checkbox"/>	Ineffective	<p>a) The SMART goals/mission and long-term vision are unknown, not commonly understood, and/or have not been shared with staff, families, and students across the school community.</p> <p>b) The school leader has not developed a data-driven mission that is connected to the long-term vision.</p> <p>c) The school leader has not developed SMART goals or the current goals are not aligned to the long-term vision.</p>

Please indicate the evidence used to

<input type="checkbox"/> Classroom Observations – # Visited: _____	<input type="checkbox"/> Documents Reviewed: _____
<input type="checkbox"/> Interviews with Students – #: _____	

Creation of Action Plan(s)

- If the Statement of Practice Rating (SOP) is Effective, Developing, or Ineffective, the school must either create an action plan to address the SOP, or cite current work that is being done to address the SOP.
- The action plan must:
 - Describe the actions that will be taken or have recently been taken to improve the identified subgroup(s) student performance levels.
 - Describe the district resources to be used or that are being used to implement the actions in this area.
 - Describe the professional development activities planned to support the implementation of the actions.
 - Provide information that addresses the “who, what, when and why” of the actions being taken.

Creation of Action Plan(s)

<input type="checkbox"/>	Developing	<p>a) The SMART goals/mission and long-term vision are created with limited input by stakeholders, and are in the process of being shared with staff, families, and students across the school community.</p> <p>b) The school leader has a data-driven mission for student achievement and well-being, outlined in the SCEP, and is in the process of developing how the school community will work to realize the long-term vision.</p> <p>c) The school leader is in the process of adapting SMART goals that better align to the long-term vision, or these SMART goals exist but are not monitored and evaluated.</p>							
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If the SOP rating is <u>Effective</u>, <u>Developing</u> or <u>Ineffective</u>, please provide a response in the areas below.									
Actions in this area to be taken to improve the identified subgroup(s) student performance levels.									
Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels.									
Describe the professional development activities planned to support the implementation of the actions in this area.									

Discussion with District

- The Diagnostic Self-Review is intended to be completed by the school leadership team, in collaboration with district representatives.
- For each SOP with an action plan, the district is required to describe the resources it will provide the school to support the action plan.
- Schools must describe how the Self-Review Document and Report Template was developed pursuant to Commissioner's Regulation 100.11.

Plan Approval

- The Self-Review must be approved by the district's Board of Education (for NYC, it must be approved by the Chancellor).
- Evidence of Board (or Chancellor) approval must be kept on file at school and district offices.

Sharing the Plan

- The Self-Review must be posted, along with evidence of Board (or Chancellor) approval, to the district's website, no later than November 21, 2014.
- The Self-Review must also be kept on file at both the school and district offices.

Questions?

- For Further Information about Local Assistance Plan schools and the Self-Review, please email accountinfo@mail.nysed.gov.
- The Diagnostic Self-Review Document and Report Template for the 2014-15 school year can be found at:
<http://www.p12.nysed.gov/accountability/documents/LAPSelfReviewandReportTemplate1415.doc>.
- To view the technical documentation on the identification of Focus Districts, Focus Schools, Priority Schools, LAP Schools, and Reward Schools, please visit:
<http://www.p12.nysed.gov/accountability/ESEAMaterials.html>.
- For further information on the District Comprehensive Improvement Plan, please view webinars posted at:
<http://www.p12.nysed.gov/accountability/Webinars.html>.