ESSENTIALS’ ESSA WEBINAR SERIES

Overview of Connecticut’s ESSA State Plan Draft

What does the state plan mean for CT LEAs?

TUESDAY, FEBRUARY 14, 2017
2:00 – 2:45 PM
LOGISTICS...THINGS TO KNOW
from webinar producer: Jennifer Webb, Education Consultant

- How to communicate via WebEx
CSDE HOST

Ellen E. Cohn
Deputy Commissioner
## UPDATE: CONNECTICUT’S ESSA IMPLEMENTATION TIMELINE

<table>
<thead>
<tr>
<th>Activity</th>
<th>Date</th>
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<tbody>
<tr>
<td><strong>Phase I Stakeholder Engagement</strong></td>
<td></td>
</tr>
<tr>
<td><strong>State Board of Education Reviews &amp; Approves Draft Plan</strong></td>
<td>Feb. 1, 2017 and Mar. 1, 2017</td>
</tr>
<tr>
<td><strong>Phase II Stakeholder Engagement</strong></td>
<td>Public comment period ends Feb. 27, 2017</td>
</tr>
<tr>
<td>• Public comment on draft plan</td>
<td></td>
</tr>
<tr>
<td><strong>CT State Plan submitted to USED</strong></td>
<td>Expected on April 3, 2017</td>
</tr>
</tbody>
</table>
PHASE I STAKEHOLDER ENGAGEMENT AND TOP TEN “INPUT” TRENDS

<table>
<thead>
<tr>
<th>Focus Groups</th>
<th>50+ focus groups attended by 452 individuals</th>
<th>Representation from over 80 diverse stakeholder groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>Survey</td>
<td>6900 Respondents</td>
<td>Approximately 20% of respondents identified themselves as “other than white”</td>
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</table>

**Ten Top “Input” Trends**

1. Desire for social-emotional learning guidance, mental health supports, and social-emotional indicators
2. Increased focus on student growth, not just achievement status, for accountability purposes
3. Accountability that considers the education and support of the “whole child”
Top Ten “Input” Trends (continued)

4. Need for increased/improved supports for English learners, including cultural responsiveness/sensitivity training for diverse settings.

5. Emphasis on personalized, real-world, relevant learning.

6. Resources for mentoring programs and after-school activities for youth.

7. An early warning system that would identify students at risk for school failure or dropping out.

8. Supports for parent and family engagement.

9. Supports for positive school climate.

10. Highly effective teachers and leaders.
To view an introductory video by Commissioner Wentzell, review the draft plan and post comments via a survey, please visit: http://www.sde.ct.gov/sde/cwp/view.asp?a=2683&Q=336396
January 30: USED announced the effective date of the Accountability and State Plan regulations were delayed until March 21, 2017.

February 7: House of Representatives took two actions under the Congressional Review Act (CRA):
- Voted 234-190 to pass a resolution (H.J.Res 57) to repeal the USED ESSA State Plans and Accountability regulations
- Voted 240-181 on H.J.Res. 58 to repeal Title II Teacher Preparation regulations
- These resolutions move next to the Senate - vote may come as early as this week

February 10: Letter from Secretary DeVos announces the current “Plan Template” states have used to design their plans will be modified to include only the “absolutely necessary” components from statute and will be released on March 13.
## ESSA CT STATE PLAN DRAFT - BIG IDEAS

### Six Sections of State Plan

<table>
<thead>
<tr>
<th>Section</th>
<th>Title / Funding Source</th>
<th>Strategies</th>
</tr>
</thead>
</table>
| 1. Long Term Goals                   | Title I, Part A        | **Three Goals 2017-2030**  
- Improved academic achievement  
- Increased progress in English language proficiency for ELs  
- Increased 4 and 6 year Cohort Graduation rates |
| 2. Stakeholder Engagement / Performance Management | Title I, Part A | • Progress monitoring of LEAs  
• “Interim Progress Checks” every three years.  
If targets not met, increased focus on improvement; required actions; and CSDE supports/guidance |
| 3. Academic Assessments               | Title I, Part B        | No changes                                                                  |
| 4. Accountability, Support, and Improvement for Schools | - Title I, Part A, B  
- 1003a School Improvement  
- Title III | • Next Generation Accountability System  
• LEA/ School Improvement Plans & Needs Assessments  
• Differentiated/ Tiered Support to Title I Districts  
• Electronic Platform for Grants |
| 5. Supporting Excellent Educators     | Title II               | • Decreased funding to LEAs due to change in federal formulas.  
• CSDE takes limited set aside for grant and state-level activities |
| 6. Supporting All Students            | - Title IV, Part A  
- Title IV, Part B | • Could be a huge support, if funded by congress  
• Focuses on early indication tool in EdSight and evidenced -based intervention could be funded under Title IV |
1) Improved Academic Achievement

**Metric:** The average percentage of the growth target on ELA and Math that is achieved by all students in grades 4 - 8 combined.

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</thead>
<tbody>
<tr>
<td>All students</td>
<td>65.00%</td>
<td>75.8%</td>
<td>83.8%</td>
<td>91.9%</td>
<td>100%</td>
</tr>
<tr>
<td>Economically disadvantaged</td>
<td>57.20%</td>
<td>70.4%</td>
<td>80.2%</td>
<td>90.1%</td>
<td>100%</td>
</tr>
<tr>
<td>Students with disabilities</td>
<td>54.40%</td>
<td>68.4%</td>
<td>79.0%</td>
<td>89.3%</td>
<td>100%</td>
</tr>
<tr>
<td>English learners</td>
<td>59.50%</td>
<td>72.0%</td>
<td>81.3%</td>
<td>90.7%</td>
<td>100%</td>
</tr>
<tr>
<td>Female</td>
<td>65.70%</td>
<td>76.3%</td>
<td>84.2%</td>
<td>92.1%</td>
<td>100%</td>
</tr>
<tr>
<td>Male</td>
<td>64.30%</td>
<td>75.3%</td>
<td>83.5%</td>
<td>91.8%</td>
<td>100%</td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>63.60%</td>
<td>74.8%</td>
<td>83.2%</td>
<td>91.6%</td>
<td>100%</td>
</tr>
<tr>
<td>Asian</td>
<td>79.40%</td>
<td>85.7%</td>
<td>90.5%</td>
<td>95.2%</td>
<td>100%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>55.30%</td>
<td>69.1%</td>
<td>79.4%</td>
<td>89.7%</td>
<td>100%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>58.20%</td>
<td>71.1%</td>
<td>80.7%</td>
<td>90.4%</td>
<td>100%</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td>72.20%</td>
<td>80.8%</td>
<td>87.2%</td>
<td>93.6%</td>
<td>100%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>65.30%</td>
<td>76.0%</td>
<td>84.0%</td>
<td>92.0%</td>
<td>100%</td>
</tr>
<tr>
<td>White</td>
<td>68.40%</td>
<td>78.1%</td>
<td>85.4%</td>
<td>92.7%</td>
<td>100%</td>
</tr>
<tr>
<td>High Needs</td>
<td>57.40%</td>
<td>70.5%</td>
<td>80.3%</td>
<td>90.2%</td>
<td>100%</td>
</tr>
</tbody>
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**Sample Data Only – See Pages 7-14 of draft plan**
LONG TERM GOALS
THIRTEEN YEAR TIME FRAME: 2017-18 TO 2029-30

2) Increased Annual Four And Six Year Cohort Graduation Rate

**Metric:** Four-Year Cohort Annual Graduation Rate
- Long Term Target 94% by 2030

**Metric:** Six-Year Cohort “High Needs” Graduation Rates
- High Needs Group Only
- As a point of reference only, the six-year graduation rate for the 2012-13 cohort was 78.6%.

*See Pages 7-14 of draft plan*
LONG TERM GOALS
THIRTEEN YEAR TIME FRAME: 2017-18 TO 2029-30

3) **Progress toward English language proficiency by English learners**

**Metric:** Growth model (to be developed using LAS Links or other ELP assessment)

- Baseline Year will be the 2016-17 school year
- Thirteen year time frame will be used

*See Pages 7-14 of draft plan*
Performance Management refers to the use of a specific and actionable plan for the SEA to:

- Reviewing, Approving, and Monitoring of LEA plans
- Supporting continuous improvement of the LEA plans
- Providing differentiated technical assistance to LEAs

The design of the CT system is based upon the following strategies:

2. Tiered Levels of LEA Supports (Next Slide)
3. Cross-Divisional CSDE Teams at the most intensive levels
4. Evidence-Based Practices (methods, programs, materials)
5. Needs Assessment and Stakeholder Engagement
1. Winter - Spring 2017: Electronic Platform (currently under development)
2. Consolidated Electronic Application for Titles I, II, III in Fall 2017
3. Building on the current CSDE CT Accountability System guidance document, Using Accountability Results to Guide Improvement (March 2016), the CSDE will create Evidenced-based Practices Lists in Year 1 for the following areas:
   - Early Learning
   - School Climate
   - Student/Family/Community Engagement
   - Academics
   - English Language Proficiency
   - On Track/Graduation Resources
4. Statewide Grant Application Training: August - early October 2017
5. Applications due October 15, 2017; Applications approved by January 2018 (earlier timeline in 2018 – all approvals by October 31st)

See pages 25-26 of draft plan
TIERED SUPPORT AND DIFFERENTIATED TECHNICAL ASSISTANCE

**Tier 3 Supports:**
Title I Schools in CT’s Education Reform Districts
- Individualized guidance & support on spending and evidence-based practices
- CSDE intensive, cross-divisional team approach

**Tier 2 Supports:**
Title I Schools in CT’s Other Alliance Districts
- Defined guidance and support on spending and evidence-based practices
- CT Alliance District network support

**Tier 1 Supports:**
Title I Schools in all other CT LEAs
- Broad spending and evidence-based practice guidance
- Basic support & monitoring

**Identification of Low-Performing Schools occurred in 2016, and will occur every three years thereafter**
<table>
<thead>
<tr>
<th>TIER III Supports - Ed Reform districts</th>
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</thead>
<tbody>
<tr>
<td><strong>Districts by Tiered Supports</strong></td>
<td><strong>Interim Progress Check #1 (2020-21)</strong></td>
<td><strong>Interim Progress Check #2 (2023-24)</strong></td>
</tr>
<tr>
<td><strong>Districts Receiving Tier III Intensive Supports (10 Education Reform Districts)</strong></td>
<td>If Target(s) Not Met, SEA Improvement Strategies</td>
<td>If Target(s) Not Met, SEA Improvement Strategies</td>
</tr>
<tr>
<td>1. SEA Point of Contact &amp; Cross-divisional Team support</td>
<td>1. Mandatory training modules in targets not met including evidence-based interventions to meet subgroup needs</td>
<td>1. Updated training modules in targets not met including evidence-based interventions to meet subgroup needs</td>
</tr>
<tr>
<td>2. Electronic grant system</td>
<td>2. Mandatory training module in fidelity of implementation, progress monitoring, culturally responsive pedagogy</td>
<td>2. Updated training module in fidelity of implementation, progress monitoring, culturally responsive pedagogy</td>
</tr>
<tr>
<td>3. Mandatory initial training held at Alliance District (AD) Symposiums (3x per year)</td>
<td>3. Repeat needs assessment with significant stakeholder input from whole school and subgroup populations on target(s) not met</td>
<td>3. State-directed needs assessment with significant stakeholder input from whole school and subgroup populations on target(s) not met</td>
</tr>
<tr>
<td>4. LeadCT Leadership Academy for Turnaround Principals</td>
<td>4. SEA recommends evidenced-based interventions funded by Title and SIG grants</td>
<td>4. SEA-directed evidenced-based interventions on targets not met</td>
</tr>
<tr>
<td>5. Combining state and federal improvement strategies to provide greater supports to Education Reform Districts</td>
<td>5. LEA Plan revision with SEA input</td>
<td>5. SEA-directed LEA Plan revision</td>
</tr>
<tr>
<td>6. Three annual site visits using data from School/District Profile &amp; Performance Reports and district formative data required under AD program</td>
<td>6. Maintain monitoring format and frequency</td>
<td>6. Increase monitoring frequency to quarterly</td>
</tr>
<tr>
<td>7. Provide <strong>entitlement</strong> Comprehensive School Improvement Grants (CSIG) up to $500,000 annually</td>
<td>7. Continue CSIG and TASIG grant opportunities</td>
<td>7. Alter monitoring format to include SEA walkthroughs to observe fidelity of implementation</td>
</tr>
<tr>
<td>8. Provide RFP for <strong>competitive</strong> Targeted Assistance School Improvement Grants (TASIG) of no less than $50,000 annually</td>
<td>8. Quarterly submission of “Evidence for Fidelity of Implementation” for target(s) not met</td>
<td>8. Bi-monthly submission of “Evidence for Fidelity of Implementation” for target(s) not met</td>
</tr>
</tbody>
</table>

**See pages 29-31 of draft plan**
<table>
<thead>
<tr>
<th>Districts Receiving Tier II Moderate Supports (20 Alliance Districts)</th>
<th>TIER II Supports – ADs</th>
<th>Monitoring, Continuous Improvement, and Differentiated Support Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Districts by Tiered Supports</td>
<td></td>
<td>Interim Progress Check #1 (2020-2021) If Target(s) Not Met, SEA Improvement Strategies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Mandatory training modules in targets not met including evidence-based interventions to meet subgroup needs</td>
</tr>
<tr>
<td>1. SEA Point of Contact</td>
<td></td>
<td>2. Mandatory training module in fidelity of implementation, progress monitoring, and culturally responsive pedagogy</td>
</tr>
<tr>
<td>2. Electronic grant system</td>
<td></td>
<td>3. Repeat needs assessment with significant stakeholder input from whole school and subgroup populations on target(s) not met</td>
</tr>
<tr>
<td>3. Mandatory initial training held at AD Symposiums (3x per year)</td>
<td></td>
<td>4. LEA Plan revision</td>
</tr>
<tr>
<td>4. LeadCT Leadership Academy for Turnaround Principals</td>
<td></td>
<td>5. Continued monitoring format and frequency</td>
</tr>
<tr>
<td>5. Combining state and federal improvement strategies to streamline process and focus on LEA Plan</td>
<td></td>
<td>6. Continue competitive CSIG and TASIG grant opportunities</td>
</tr>
<tr>
<td>6. One annual site visit and two C7SDE data reviews using data from School/ District Profile &amp; Performance Reports and district formative data required under AD program</td>
<td></td>
<td>7. Semi-annual submission of “Evidence for Fidelity of Implementation” for target(s) not met</td>
</tr>
<tr>
<td>7. Provide RFP for competitive Comprehensive School Improvement Grants (CSIG) up to $500,000 annually</td>
<td></td>
<td>8. Quarterly submission of “Evidence for Fidelity of Implementation” for target(s) not met</td>
</tr>
<tr>
<td>8. Provide RFP for competitive Targeted Assistance School Improvement Grants (TASIG) of no less than $50,000 annually</td>
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</table>

See pages 29-31 of draft plan
### TIER I Supports – All Other LEAs

<table>
<thead>
<tr>
<th>Districts by Tiered Supports</th>
<th>Interim Progress Check #1 (2020-21) If Target(s) Not Met, SEA Improvement Strategies</th>
<th>Interim Progress Check #2 (2023-24) If Target(s) Not Met, SEA Improvement Strategies</th>
<th>Interim Progress Check #3 (2026-27) Target(s) Not Met, SEA Improvement Strategies</th>
</tr>
</thead>
</table>
| **Years 1 and 2 (2016-17) & (2017-18) Planning/Implementation Strategies** | 1. Mandatory training modules in targets not met including evidence-based interventions to meet subgroup needs  
2. Mandatory training module in fidelity of implementation, progress monitoring, and culturally responsive pedagogy  
3. Repeat needs assessment with significant stakeholder input from whole school and subgroup populations on target(s) not met  
4. LEA Plan revision  
5. Maintain monitoring frequency and format  
6. Continue CSIG and TASIG grant opportunities  
7. Semi-annual submission of “Evidence for Fidelity of Implementation” for target(s) not met | 1. Updated training modules in targets not met including evidence-based interventions to meet subgroup needs  
2. Updated training module in fidelity of implementation, progress monitoring, and culturally responsive pedagogy  
3. State-recommended needs assessment plan with significant stakeholder input from whole school and subgroup populations on target(s) not met  
4. SEA recommended evidenced-based interventions based on local needs and data  
5. SEA increases monitoring format and frequency  
6. SEA continues competitive CSIG and TASIG grant opportunities  
7. Quarterly submission of “Evidence for Fidelity of Implementation” for target(s) not met | 1. Title I LEA Plan Symposium for LEAs in this category  
2. Customized training in targets not met including evidence-based interventions to meet subgroup needs  
3. Customized training in fidelity of implementation, progress monitoring, and culturally responsive pedagogy  
4. State-directed needs assessment plan with significant stakeholder input from whole school and subgroup populations on target(s) not met  
5. Quarterly submission of “Evidence for Fidelity of Implementation” for target(s) not met  
6. SEA considers increasing monitoring format and frequency  
7. Bi-monthly submission of “Evidence for Fidelity of Implementation” for target(s) not met |

**Districts Receiving Tier I Basic Supports (All Other Districts)**

1. SEA Point of Contact  
2. Electronic grant system  
3. Annual self-assessment with six annual desk audits representing geographic/socio-economic diversity  
4. Data analysis using School and District Profile & Performance Reports  
5. Initial training materials and support in multiple formats (workshop, archived webinars, guidance documents)  
6. Provide RFP for competitive Comprehensive School Improvement Grants (CSIG) up to $500,000 annually  
7. Provide RFP for competitive Targeted Assistance School Improvement Grants (TASIG) of no less than $50,000 annually  

See pages 29-31 of draft plan
Webinar #5

Tuesday, January 17
2:00 – 2:45 p.m.

CANCELLED

ESSA Title IV Part A: Student Support & Academic Enrichment Grants
ESSA Title IV Part B: 21st Century Community Learning Centers

If you have questions about these topics, go to our draft plan which is now posted.

Further questions? Contact Glen Peterson, Division Director, Office of Student Supports, at 860-713-6915 or Glen.Peterson@ct.gov
QUESTIONS
Thank you for participating in today’s webinar

This recorded webinar will be posted within one week in three locations:

1. Superintendent’s Digest on the CSDE Homepage
2. ESSA Resources on the CSDE Homepage
3. CT Core Standards website under Professional Development

If you have additional questions, please contact:

Ellen E. Cohn, Deputy Commissioner  
Ellen.Cohn@ct.gov

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Ajit.Gopalakrishnan@ct.gov