

The Every Student Succeeds Act

CONNECTICUT'S CONSOLIDATED STATE PLAN



CONNECTICUT STATE DEPARTMENT OF EDUCATION

The Connecticut State Department of Education wishes to thank our congressional delegation in Washington for their support in securing Connecticut's funding under ESSA. Connecticut's ESSA Consolidated State Plan is built upon the goals and promises of the State Board of Education's 2016-2021 Comprehensive Plan. In this plan, we build upon the vision set forth in Governor's Malloy's 2012 education reform, as well as the progressive improvements gained in the 2012 and 2015 NCLB Flexibility Requests.

ESSA TITLE	CONSOLIDATED STATE PLAN COMPONENTS
Title I: Improving Basic Programs	<ol style="list-style-type: none">1. Long Term Goals : We have embraced three long term goals that focus on steady and sustained growth toward critical targets that will ensure student success. We use a statistically sound model of measuring student growth on academic assessments, as well as monitor for sustained improvements in graduation rates for all students and improved English language proficiency rates for Connecticut's English learners.2. Rigorous Academic Standards and Assessments: We will continue the work of implementing the college and career ready standards in English language arts, Mathematics, Science, Social Studies, and English Language Proficiency (for English learners) and the Arts adopted by our board, beginning in 2010. We will continue to build expertise and instructional excellence among all CT teachers in implementing this rigorous standards.3. Next Generation Accountability System: Connecticut embraces a holistic accountability system that meaningfully differentiates the performance of schools using twelve indicators that go well beyond just test scores. This system has been used as a model for other states.4. School Improvement Efforts directed toward:<ol style="list-style-type: none">A. Comprehensive Support and Improvement Schools:<ul style="list-style-type: none">o Lowest-performing 5% of Title I schools on state accountability index;o High schools with <67% graduation rates, ando Schools with underperforming subgroups that do not improve after a state-determined number of years.B. Targeted Support and Improvement Schools:<ul style="list-style-type: none">o Schools with consistently underperforming subgroups, as defined by the state.5. Supportive and Accountable School Improvement System: The CSDE has developed a supportive, transparent and accountable system and timeline to help Title I schools reach their long term goals set forth in the CT ESSA Consolidated State Plan. Key features of the system include:6. A single, integrated electronic application/ resource platform for districts, reducing burdensome tasks/paperwork. Launching in September 2017.7. A tiered, differentiated support system, directing CSDE resources to the districts where they are needed most

	<ol style="list-style-type: none"> 8. CSDE cross-divisional teams with an array of expertise deployed to support our neediest districts 9. Five year formula “School Improvement Grants” directed to schools with the greatest challenges 10. New CSDE created ESSA Resources such as “Research-based Practice Guides” focused on combating persistent challenges and the Early Indication Tool which uses data to help school and district staff identify which of their students need supports that can be funded under ESSA
<p>Title II: Preparing, Training & Recruiting High-Quality Teachers and Leaders</p>	<ol style="list-style-type: none"> 1. Due to the federal Title II formula change, CT will lose approximately five million dollars in Title II funding over the next six years. Our 2016-17 funding level is \$21,204,528, with school and district allocations ranging from \$323 to \$2,843,692. 2. The CSDE will continue to utilize the minimum allowable funds to administer the grant and conduct critical statewide activities. We will not invest in any additional statewide programming allowed under ESSA because it would further reduce Title II funding levels to districts. 3. The CSDE will continue the work of Title II, directing our energies toward: <ol style="list-style-type: none"> A. Expansion of our workforce to include racially, ethnically, and linguistically diverse educators, representative of our local and global society B. Recruitment of educators into critical subject shortage areas, such as science, math, and special education C. Modernization of our certification system by reducing barriers, streamlining procedures, and adopting flexible pathways to teaching that attract high quality, diverse candidates entering their first or second career.
<p>Title III: Language Instruction for English Learners & Immigrant Students</p>	<ol style="list-style-type: none"> 1. In 2016, the CT State Board of education adopted the Connecticut English Language Proficiency (CELP) Standards aligned to subject area college and career ready standards. We continue the work of training and supporting our educators to effectively support and advance English learners. 2. In 2015, the CSDE began using and funding an English Language Proficiency (ELP) Assessment aligned to our subject area college and career ready standards for every English Learner in Connecticut 3. The CSDE has always provided definitive guidance to districts on entrance and exit criteria for students receiving English as a Second Language services. Under ESSA, we will now establish and implement mandatory, standardized statewide entrance and exit procedures
<p>Title IV: Twenty- first Century Schools</p>	<ol style="list-style-type: none"> 1. Part A: New, “Student Support and Academic Enrichment Grants” is, as yet unfunded. <ul style="list-style-type: none"> ○ If funded, districts may use these allocations for individual student supports including counseling, rigorous coursework, credit recovery, etc. ○ Schools may also fund parent engagement activities school safety and climate initiatives. The CSDE would fund the development and training the Early Indication Tool outlined under Title I, #10 above. 2. Part B: Currently funds statewide “After School Learning Centers” totaling approximately \$8.5M