



BUREAU BLOG

February 14, 2007

SY 06-07 B-6

*From Nancy M. Cappello, Ph.D.,
Interim Bureau
Chief and Blogger*



*Personnel News:
[State Board of
Education Selects a
New Commissioner!](#)*

At a special meeting on January 17, 2007, the Connecticut State Board of Education, by a unanimous vote, appointed Dr. Mark K. McQuillan as Commissioner of Education. Dr. McQuillan will assume his duties as commissioner on April 16, 2007. Dr. McQuillan is currently the Executive Director/President of the EDCO Collaborative/ The Education Collaborative for

State Performance Plan (SPP) and Annual Performance Report (APR)

The Bureau of Special Education submitted a revised SPP and its APR to the Office of Special Education Programs (OSEP) on February 1. OSEP will respond to us within the next four months regarding our revised SPP and the state's progress in meeting its targets. Based upon this information, OSEP will also make a determination that Connecticut falls into one of four categories: meets requirements, needs assistance, needs intervention, or needs substantial intervention.

Subsequently, pursuant to 616(a)(1)(C)(i) and 300.600(a), states are required to make determinations annually under 616(d) on the performance of districts within the state; these determinations must use the same categories used for state determinations above. This process will be outlined with broad stakeholder input and implemented late spring 2007. Additionally, districts will receive an LEA-level Annual Performance Report that demonstrates the district's progress in relation to state targets for indicators in the SPP.

EARLY CHILDHOOD OUTCOMES

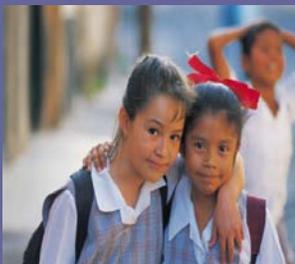
The Early Childhood Outcome requirement, Indicator 7 in the SPP, was updated to reflect the federal reporting requirements for this SPP submission. **Attachment one** contains information about the analysis of the data. Please share this information with school staff and families.

TRANSITION UPDATES

1. **Post School Outcome Study**: In order to collect data on Indicator #14 of the CT State Performance Plan which looks at "Post School Outcomes for students who have graduated or aged out of special education services," the State Department of Education will now be conducting a survey of these exiters on an annual basis rather than biannually. Surveying secondary students one year after they have exited special education will increase the accuracy of students' contact information and therefore improve the response rate for the survey. SDE is asking for district assistance in this effort as follows:

- a. Since the Post School Outcome Survey will now be disseminated annually in the spring, **please inform students who are graduating or exiting special education to expect a survey from SDE the following year.** Please encourage them to complete the brief questionnaire regarding their education and employment activities after high school. The results of this survey will be shared with districts to help improve the effectiveness of transition services.
- b. Results of the *2006 Follow-up Survey of Year 2004 Graduates/Exiters of Connecticut High Schools* will soon be posted on the SDE website, under publications. Please review the results of the third year of this

Greater Boston, which is the State's oldest and most diverse provider of contracted education services in the greater Boston area. Prior to that, he was Deputy Commissioner and Chief Operational Officer for the Massachusetts Department of Education, with statewide responsibility for implementing No Child Left Behind in Massachusetts. He was also a superintendent of schools in Massachusetts for 12 years. His priorities will include carrying out the goals of the State Board of Education, which include closing the achievement gap, improving opportunities for quality preschool education and reforming the state's high schools.



study to inform the planning of future transition services.

- c. Beginning with the 2007-08 school year districts who have 20 or more exiters of special education services who complete and return the Post School Outcome Survey will be able to receive data specific to their students rather than just aggregate data. Therefore it is critical for districts to make every effort to ensure that address information for exiters (particularly dropouts) in SEDAC is as accurate as possible.

2. **District Data Regarding Transition Services** – Indicator #13 of the CT State Performance Plan requires that ALL students who are age 16 and older “**must** have coordinated, measurable annual IEP goals and transition services that will reasonably enable a student to meet his/her postsecondary goals.” Data on this indicator were collected for the first time during the 2005-06 school year. This spring, SDE will follow up with those districts that did not report 100% compliance on this indicator.

3. **Agency participation in the IEP Team** [34 CFR §300.321(b)(3)] When considering postsecondary goals for a child and the transition services needed to assist the child in reaching those goals, district personnel **must** invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services with the consent of the parents or a child who has reached the age of majority. Providing referrals to state agencies such as the Bureau of Rehabilitation Services (BRS), the Board of Education Services for the Blind (BESB), and the Department of Mental Retardation (DMR) as early as possible in the transition process can not only facilitate a student's eligibility determination and the receipt of future adult services, but may also lead to a collaboration that will enhance the transition services currently available to a student with a disability.

For example, **BRS** has identified that transition from high school to competitive employment is a statewide agency priority and is assisting transition counselors to make more resources available to eligible students as early as age 14. While state agency resources are not unlimited, such collaboration may be able to enhance the current transition services that can be provided to students receiving special education. Students and families may also require assistance in completing the paperwork necessary to determine agency eligibility. Resource organizations, such as the CT Parent Advocacy Center (CPAC), African Caribbean American Parents of Children with Disabilities (AFCAMP) and the ARC of Connecticut, are available throughout the state to assist families with this process. Contact information for these and other organizations are available in *Helpful CT Resources for Families* on the SDE website:

http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/Resources_Families.pdf.

For additional information on secondary transition, please contact: Dr. Patricia Anderson at (860) 713-6923 or patricia.anderson@ct.gov.

PROMOTING SCHOOL SUCCESS – TRAINING FOR FAMILIES

Attachment two and attachment three contain a Spanish and English brochure

Additional Resources:

Parent Training and Information center
(PTI)
CPAC
1-800-445-2722
(860) 739-3089
V/TDD
www.cpacinc.org



For professional development and technical assistance offerings contact State Education Resource Center (SERC)
(860) 632-1485
www.ctserc.org



for our parent training entitled: Promoting School Success. The series is a collaborative effort between the Department of Education, the Department of Mental Retardation, CPAC and CT ARC. The series has 3 separate sessions focusing on the following topics:

1. LRE and the P.J. Settlement Agreement
2. PPT, reauthorization of IDEA, how to resolve conflicts
3. PPT 101, specifically designed for parents who have children transitioning from the Birth to Three System or new to special education.

The series will be held in Southbury, West Haven, Norwich and Rocky Hill. The series is open to any parent or professional. Please feel free to disseminate to parents or staff in the district. If you have staff who may be interested in using the training materials in district, the power point presentations are on our website. If you have questions, please contact Deborah Richards at (860) 713-6925 or deborah.richards@ct.gov.

UPDATE ON RESPONSE TO INTERVENTION or SCIENTIFICALLY RESEARCH-BASED INTERVENTIONS (SRBI)

In November 2006, Interim Commissioner George A. Coleman, appointed an Advisory Panel to address Connecticut's efforts to establish a continuum of scientifically research-based interventions (SRBI) in CT schools to improve learning outcomes for all students. General and special education representatives from the Department, Institutes of Higher Education (IHEs), Local Education Agencies (LEAs), Regional Education Service Centers (RESCs), SERC, and various stakeholder groups, were invited to participate. The panel is co-chaired by Associate Commissioners Fran Rabinowitz and George Dowaliby. **Attachment four** contains a list of the members of the panel.

The initial charges of the SRBI Advisory Panel are to: 1) develop a working definition of what Response to Intervention (RtI) means in CT; 2) establish a understanding of what scientifically research-based interventions (SRBI) are and the implementation of interventions with fidelity; 3) provide guidance to school districts concerning the identification of Specific Learning Disabilities using a SRBI model and 4) provide guidance to school districts on best practices in providing interventions for students who are in need of academic and behavioral interventions.

The panel is considering the following questions:

- 1) What practices are currently being implemented by schools, districts, and/or other states to provide all students with a continuum of supports and interventions?
- 2) What are the greatest challenges/barriers confronting CT educators and families in establishing a continuum of scientifically research-based interventions (SRBI) to improve learning outcomes for every child?
- 3) How might the State Department of Education and SERC, in collaboration with local school districts, support educators and families to overcome the barriers identified and expedite implementation?

Connecticut State
Department of
Education

Bureau of Special
Education

165 Capitol Avenue
Hartford, CT 06106
Phone: 860-713-6910
Fax: 860-713-7051

Mailing address:

P.O. Box 2219, RM 369
Hartford, CT 06106-
2219

Visit us on the web at:
www.state.ct.us/sde



The State Education Resource Center has recently created a link to RtI resources. This resource can be reviewed at: <http://www.ctserc.org/rti/>. For questions and additional information about SRBI and RtI, please contact Perri Murdica at (860)-713-6942 or perri.murdica@ct.gov.

SECOND ANNUAL CONNECTICUT PUBLIC SCHOOLS DATA SHOWCASE

On April 10 and 11, 2007, the Connecticut State Department of Education (CSDE) and the Connecticut Association of Schools (CAS) will be hosting the Second Annual Connecticut Public School Data Showcase with facilitation by Dr. Douglas Reeves of the Center for Performance Assessment. This year the Data Showcase will be held at the Crowne Plaza Hotel in Cromwell. This conference is an opportunity for schools and districts to share best practices, successes and struggles as they work toward the common goal of improving student achievement. Instructional strategies, interventions and student data will be displayed on science fair boards that will serve as the centerpiece for discussion. There will be a variety of breakout sessions, facilitated discussions on the use of data in schools and districts, and technical assistance opportunities available for conference participants. The 2006 Data Showcase was an overwhelming success with 100 data wall displays and 400 participants. Unfortunately, people had to be turned away due to space constraints. To ensure participation of all interested educators, this year there will be capacity to display more than 200 data wall displays and the conference will be repeated over two days. The content will be primarily the same both days.

Teacher Evening Session with Dr. Douglas Reeves

To include teachers who are unable to leave their buildings during the school day, this year there will be a special evening session with Dr. Reeves. The evening session will be on April 10 from 4 – 8 p.m. Please see [attachment five](#) for additional information.

Data Wall Display Submission

Please consider submitting a data wall display to share what is working, or what was tried and did not work (colleagues learn from both), to improve student achievement in your school/district. Please review the attached "Guidelines for Data Walls" for guidance on developing data wall displays. Please share this information with your contacts. Registration information and data wall submission are contained in [attachment six](#) and [attachment seven](#).

STATE OF CONNECTICUT
Division of Teaching and Learning Programs and Services
Bureau of Special Education
Bureau of Early Childhood, Career and Adult Education



TO: Directors of Special Education

FROM: Dr. Nancy M. Cappello, Interim Chief
Bureau of Special Education

DATE: February 14, 2007

RE: Early Childhood Outcome Data

The Connecticut State Department of Education (CSDE) recently submitted Connecticut's State Performance Plan (SPP) and Annual Performance Report (APR) due to the U.S. Department of Education, Office of Special Education Programs by February 1, 2007. The Early Childhood Outcome requirement, Indicator 7 in the SPP, was updated to reflect the federal reporting requirements for this SPP submission.

I would like to take this opportunity to extend my sincere thanks to all school districts for the time, effort and energy devoted to implementing this new federal requirement across the State. A data disc was submitted by the majority of school districts who had children entering and receiving special education on May 1, 2006 and thereafter. Connecticut reported on the status of those children at entry to special education in this SPP submission. In brief, the data collected and analyzed indicate that of the 175 children administered the Brigance at entry to special education:

- 57.7% of children (n = 101) demonstrated age appropriate social emotional skills (including social relationships);
- 20.6% of children (n = 36) demonstrated age appropriate acquisition and use of knowledge and skills (including early language/communication and early literacy); and
- 34.9% of children (n = 61) demonstrated age appropriate use of appropriate behaviors to meet their needs.

The early childhood outcome data at children's entry to special education represent the reporting by 73 of the 159 school districts that provide special education and related services to the preschool population. A full copy of the SPP including Indicator 7, the Early Childhood Outcome requirement, can be found on the CSDE web site at:

<http://www.sde.ct.gov/sde/cwp/view.asp?a=2678&Q=320730#publications>

Memo: Directors of Special Education
Date: February 14, 2007
Re: Early Childhood Outcome Data
Page: Two

Please know that the CSDE did encounter some challenges in the analysis of the data provided by school districts. Some of the barriers are identified below for the purpose of informing school districts with the expectation that these challenges will be addressed in the future:

- Children did not have a state assigned student identification number (SASID)
- Information was incomplete

The next submission of the Early Childhood Outcome data is due in February 2008. The SPP submission for this indicator in 2008 will reflect children's progress using information from children's entry to and exit from preschool special education. The CSDE is working towards creating a system for the collection of early childhood outcome information by other means rather than through the data disc used for the collection of information for the 2005-06 school year. We hope to have this available for the next reporting of early childhood outcome information.

Questions related to the Early Childhood Outcome requirement can be directed to Maria Synodi at (860) 807-2054 or via e-mail at maria.synodi@ct.gov. Questions regarding the data and data submission can be directed to Heather Levitt Doucette at (860) 713-6867 or via e-mail at heather.levitt@ct.gov.

Again, my thanks to all of you for all of the efforts to move us forward in ensuring improved results for children and their families.

Cómo Estimular el Éxito Escolar

Esta serie de talleres está diseñada para padres de niños con incapacidades, incluyendo padres de niños que sean clientes del Departamento de Retardación Mental (DMR en inglés) así como administradores de casos, personal de los distritos escolares y proveedores de Infantes a Tres Años. La serie ayudará a las familias a abogar por programas escolares eficaces para su hijo o hija.

Selección de Serie de Talleres y Sesiones Regionales

TODAS las sesiones son de 6:00 p.m. a 8:00 p.m.

SERIE 1

Este taller ayudará a los padres de niños con incapacidades para quienes el proceso de educación especial es **nuevo**. Se dará información básica sobre las reuniones del Equipo de Planificación y Ubicación (en inglés PPT).

SERIE 2

Los dos talleres de esta serie presentarán oportunidades adicionales a los padres de niños con incapacidades para tener conocimientos sobre el proceso de educación especial. Los padres que tengan interés en esta serie pueden escoger uno o ambos talleres que se presentan. En el Taller A se tratarán el Ambiente Menos Restringido y otros temas. En el Taller B se dará información sobre la manera de hacer que el proceso del PPT sea más eficaz, incluyendo estrategias de comunicación.

Entre los presentadores habrá personal de/la

- Departamento de Educación del Estado de CT, Oficina de Educación Especial
- CT Coalition for Inclusive Education
- CT Parent Advocacy Center

Cómo Estimular el Éxito Escolar

Una Oportunidad de Entrenamiento para Padres de Niños con Incapacidades

25 Industrial Park Road, Middletown, CT 06457-1520
Una Oportunidad de Entrenamiento para Padres de Niños con Incapacidades

Patrocinada por el
DMR

CT Department of Mental Retardation

y



CT State Department of Education
en colaboración con

CPAC

CT Parent Advocacy Center

The
Arc of Connecticut

Arc de Connecticut



SERC

Serie 1: PPT 101 para padres en el Sistema de Infantes a Tres Años de CT y padres para quienes la educación especial es nueva: *Cómo Comprender lo Más Básico de las Reuniones del Equipo de Planificación y Ubicación*

Aprenda más acerca de:

- El proceso de referencia y elegibilidad para educación especial y los requisitos para la misma
- Cómo entender el IEP y el PPT
- El papel de los padres en el proceso del PPT

26 de febrero de 2007	7 de marzo de 2007	9 de abril de 2007	3 de mayo de 2007
Crowne Plaza (Hilton anteriormente) Southbury	Marriott Rocky Hill	Courtyard Marriott Norwich	Savin Rock Conference Center West Haven

Serie 2:

Taller A: *Cómo Estimular el Éxito Escolar de su Niño(a) con una Incapacidad*

Aprenda más acerca de:

- El Ambiente Menos Restringido y el Convenio de Acuerdo de P.J., et al vs. Estado de Connecticut, Junta de Educación, et al
- Ayuda y servicios suplementarios
- Cómo tratar con sus temores de padres

7 de marzo de 2007	12 de marzo de 2007	22 de marzo de 2007	9 de abril de 2007
Courtyard Marriott Norwich	Crowne Plaza (Hilton anteriormente) Southbury	Marriott Rocky Hill	Savin Rock Conference Center West Haven

Taller B: *Cómo Lograr que el Proceso del PPT Sea Más Eficaz para Usted y su Niño(a)*

Aprenda más acerca de:

- Cambios en IDEA y el nuevo IEP
- Estrategias para la comunicación eficaz
- Los pasos necesarios cuándo hay desacuerdo entre la familia/encargados y el distrito escolar

28 de febrero de 2007	5 de marzo de 2007	19 de marzo de 2007	24 de abril de 2007
Crowne Plaza (Hilton anteriormente) Southbury	Courtyard Marriott Rocky Hill	Courtyard Marriott Norwich	Savin Rock Conference Center West Haven

Información sobre la inscripción:

Todas las sesiones son de 6:00 p.m. a 8:00 p.m. Se servirán pequeños refrigerios. No habrá cargo por la participación.

Los asientos estarán disponibles por orden de llegada con límite de 40 participantes. Se incluirán por escrito las indicaciones para llegar al taller con la confirmación de participación. Por favor responda a no más tardar de dos semanas antes de la(s) sesión(es) a la(s) que le gustaría asistir.

Se ofrecen estipendios para los padres de familia/encargados que necesiten sufragar el costo de cuidado de niños y viaje. Por favor indique su necesidad en la formula de registro.

Devuelva la formula de registro a: Promoting School Success, SERC, 25 Industrial Park Road, Middletown, CT 06457-1520. Puede dirigir las preguntas sobre la inscripción a Holly King, Especialista de Servicios Educativos, en SERC, al (860) 632-1485, ext. 242. Para preguntas acerca del contenido de las sesiones se puede dirigir a Deborah Richards, Consultora, al (860) 713-6925 o a Mary Jean Schierberl, Consultora, al (860) 713-6943 en el Departamento de Educación del Estado de CT.

Formulario (Forma) de respuesta: *Cómo Estimular el Éxito Escolar* (07-09-020-031) Por favor Escriba con claridad.

Indique la selección de sesión(es) y fecha(s):

Serie 1: ___ 26 de febrero (Southbury) ___ 7 de marzo (Rocky Hill) ___ 9 de abril (Norwich) ___ 3 de mayo (West Haven)

(Nota: La Serie 1 ayudará a aquéllos para quienes el proceso del PPT es nuevo.)

Serie 2:

Taller A: ___ 7 de marzo (Norwich) ___ 12 de marzo (Southbury) ___ 22 de marzo (Rocky Hill) ___ 9 de abril (West Haven)

Taller B: ___ 28 de febrero (Southbury) ___ 5 de marzo (Rocky Hill) ___ 19 de marzo (Norwich) ___ 24 de abril (West Haven)

Nombre: _____ Teléfono de día: (____) _____ Teléfono de casa: (____) _____

Domicilio: _____ Ciudad: _____ Código postal: _____

Si es necesario, por favor marque para solicitar:

___ Un formulario (forma) de cuidado (cuido) de niños / viaje / estipendio

___ Servicios de intérprete (especifique por favor: ___ Lenguaje por señas ___ Traducción al español)

Promoting School Success

This workshop series is designed for parents of children with disabilities, including parents of children who are clients of the Department of Mental Retardation (DMR), as well as DMR case managers, school district personnel, and Birth to Three providers. The series will assist families to advocate for effective school programs for their son or daughter.

Choice of Workshop Series and Regional Sessions

ALL Sessions 6:00 p.m. to 8:00 p.m.

SERIES 1

This workshop will assist parents of children with disabilities who are **new** to the special education process. It will offer basic information about the Planning and Placement Team (PPT) meeting.

SERIES 2

The two workshops in this series will present further opportunities for parents of children with disabilities to learn about the special education process. Parents interested in this series may choose to attend one or both of the workshop offerings. In Workshop A, Least Restrictive Environment and other topics will be discussed. Workshop B will share ways to make the PPT process more effective, including strategies for communication.

Presenters will include staff from

- CT State Department of Education, Bureau of Special Education
- CT Coalition for Inclusive Education (CCIE)
- CT Parent Advocacy Center (CPAC)

Promoting School Success
A Learning Opportunity for Parents of Children with Disabilities
25 Industrial Park Road, Middletown, CT 06457-1520

Promoting School Success

A Learning Opportunity for Parents of Children with Disabilities

Sponsored by



CT Department of Mental Retardation and the



CT State Department of Education

In collaboration with



CT Parent Advocacy Center



Arc of Connecticut



SERC

Series 1: PPT 101 for Parents in the CT Birth to Three System and Parents New to Special Education: *Understanding the Basics for the Planning and Placement Team Meeting*

Learn more about:

- Referral to and eligibility for special education
- Understanding the IEP and PPT
- A parent's role in the PPT process

February 26, 2007
Crowne Plaza (formerly Hilton)
Southbury

March 7, 2007
Marriott
Rocky Hill

April 9, 2007
Courtyard Marriott
Norwich

May 3, 2007
Savin Rock Conference Center
West Haven

Series 2:

Workshop A: Promoting School Success for Your Child with a Disability

Learn more about:

- Least restrictive environment and the P.J., et al v. State of Connecticut, Board of Education, et al Settlement Agreement
- Supplementary aides and services
- Dealing with your fears as a parent

March 7, 2007
Courtyard Marriott
Norwich

March 12, 2007
Crowne Plaza (formerly Hilton)
Southbury

March 22, 2007
Marriott
Rocky Hill

April 9, 2007
Savin Rock Conference Center
West Haven

Workshop B: Making the PPT Process More Effective for You and Your Child

Learn more about:

- Changes to IDEA and the new IEP
- Strategies for effective communication
- Steps to take when you disagree

February 28, 2007
Crowne Plaza (formerly Hilton)
Southbury

March 5, 2007
Courtyard Marriott
Rocky Hill

March 19, 2007
Courtyard Marriott
Norwich

April 24, 2007
Savin Rock Conference Center
West Haven

Registration Information:

All sessions will take place from 6:00 p.m. to 8:00 p.m. Light refreshments will be provided. There is no fee for participation.

Seating in all sessions is on a first come, first serve basis and is limited to 40 participants. Directions will be included with written confirmation of participation. Please respond no later than **two weeks prior** to the session(s) you would like to attend.

Parent stipends are available, as needed, to defray the cost of childcare and travel. Please indicate need on the response form.

Return response form to **Promoting School Success**, SERC, 25 Industrial Park Road, Middletown, CT 06457-1520. Registration questions may be directed to, Holly King, Education Services Specialist, at SERC, (860) 632-1485, ext. 242. Direct questions regarding session content to Deborah Richards, Consultant, (860) 713-6925 or Mary Jean Schierberl, Consultant, (860) 713-6943 at the CT State Department of Education.

Response Form: Promoting School Success (07-09-022-033)

Indicate choice of session(s) and date(s):

Series 1: ___ February 26 (Southbury) ___ March 7 (Rocky Hill) ___ April 9 (Norwich) ___ May 3 (West Haven)
(Note: Series 1 will assist those **new** to the PPT Process.)

Series 2:
Workshop A: ___ March 7 (Norwich) ___ March 12 (Southbury) ___ March 22 (Rocky Hill) ___ April 9 (West Haven)
Workshop B: ___ February 28 (Southbury) ___ March 5 (Rocky Hill) ___ March 19 (Norwich) ___ April 24 (West Haven)

Name: _____ Daytime Phone: (____) _____ Home Phone: (____) _____
Home Address: _____ City: _____ Zip Code: _____

If needed, please check to request:

___ A childcare/travel stipend form
___ Interpreter services (please specify: ___ Sign language ___ Spanish translation)

Please Print Clearly:



SRBI Advisory Panel Members



JoAnn Andrees
Superintendent
West Haven School District

Christopher Banach
Special Ed Teacher
Newington School District

Ingrid Canady
Consultant
SERC

Nancy M. Cappello
Interim Bureau Chief
CSDE

Marianne Cavanaugh
Math Department Head
East Hartford School District

Karen Costello
Administrator for Program Improvement
East Lyme School District

Michael Coyne
Program Coordinator, Special Ed
UCONN

George Dowaliby
Interim Associate Commissioner
CSDE

Craig Edmondson
Executive Director
ACES

Rossella Fanelli
President of CASP/School Psychologist
New Canaan School District

Margie Gillis
Project Director
Haskins Lab

Jim Granfield
Interim Dean School of Education/
SAC Member
SCSU

Joan Hofmann
Professor
St. Josephs College

Susan Kennedy
Education Manager
CSDE

Brenda Key
Teacher
West Hartford School District

Marianne Kirner
Director
SERC

Michelle LeBrun-Griffin
Consultant
SERC

Meghan Martins
Consultant
CSDE

Jule McCombes-Tolis
Professor
SCSU

Barbara Mechler
Literacy Specialist
CES

James Mitchell
Superintendent
Groton School District

Perri Murdica
Associate Education Consultant
CSDE

Rose Paolino
Department Chair, School Counselor
West Haven School District

Nancy Prescott
Director
CPAC

Frances Rabinowitz
Associate Commissioner
CSDE

Michael Regan
Director of Pupil Services
Newtown School District

Tony Rigazio-DiGilio
Chair, Department of Ed Leadership
CCSU

Thomas Scarice
Principal
CREC

David Scata
Director of Pupil Services
East Haddam School District

Rena Schine
School Psychologist/Advocate
Transition Task Force Member

Louise Spear-Swerling
Professor of Special Ed and Reading
SCSU

Nancy Stark
Education Manager
CSDE

Gaeton Stella
Superintendent
Woodbridge School District

George Sugai
Professor & Neag Endowed Chair
UCONN

Charlene Tate-Nichols
Consultant
CSDE

Palma Vaccaro
Senior Coordinator for Special Ed
Hartford School District

Michael Wasta
Superintendent
Bristol School District

Celinda Weber
Special Ed Teacher
Ellington School District

Elaine Zimmerman
Executive Director
CT Commission on Children

ATTENTION TEACHERS

2nd Annual Connecticut School ***DATA SHOWCASE***

...to recognize, document and replicate our best practices

*Sponsored by the Connecticut State Department of Education
and the Connecticut Association of Schools*

April 10, 2007
4:00 p.m. - 8:00 p.m.
Crowne Plaza, Cromwell

This is a special session for
teachers only on April 10th with Dr. Doug Reeves!

Registration Available 2/1/07 @ <http://www.sdecali.net/>

This conference is an opportunity for schools and districts to share best practices, successes and struggles as they work toward the common goal of improving student achievement.

*See you there & dinner
will be provided!*



Please contact Desi Nesmith
at (860) 713-6594 or
Desi.Nesmith@ct.gov if you
have any questions.



Dr. Douglas Reeves

Dr. Douglas Reeves is chairman and founder of the Center for Performance Assessment, an international organization dedicated to improving student achievement and educational equity. Through its long-term relationships with school systems, the center helps educators and school leaders to improve student achievement through practical and constructive approaches to standards, assessment and accountability.

Dr. Reeves is a frequent keynote speaker in the U.S. and abroad for education, government and business organizations, and is a faculty member of leadership programs sponsored by the Harvard Graduate School of Education. Dr. Reeves is the author of more than 20 books and many articles, including *The Learning Leader: How to Focus School Improvement for Better Results* (ASCD, in press), as well as the best-selling *Making Standards Work: How to Implement Standards-Based Assessments in the Classroom, School and District*, now in its third edition. Other recent titles include *Assessing Educational Leaders: Evaluating Performance for Improved Individual and Organizational Results* (Corwin Press, 2004), *Accountability for Learning: How Teachers and School Leaders Can Take Charge* (ASCD, 2004), *Accountability in Action: A Blueprint for Learning Organizations* (2nd Edition, 2005), *The Daily Disciplines of Leadership: How to Improve Student Achievement, Staff Motivation, and Personal Organization* (Jossey-Bass, 2002), *The Leader's Guide to Standards: A Blueprint for Educational Equity and Excellence* (Jossey-Bass, 2002), and *Reason to Write: Help Your Child Succeed in School and in Life Through Better Reasoning and Clear Communication* (Simon & Schuster, 2002). Dr. Reeves has twice been selected for the Harvard Distinguished Authors Series. He won the Parent's Choice Award for his writing for children and parents and was recently named the 2006 Brock International Laureate, one of the most significant education awards in the world. His work has appeared in numerous national journals, magazines and newspapers.

Beyond his work in large-scale assessment and research, Dr. Reeves has devoted many years to classroom teaching with students ranging from elementary school to doctoral candidates.

Committee Members

Nancy Stark
CSDE, School Improvement

Regina Birdsell
CAS

Anna Cutaia-Leonard
CSDE, School Improvement

Carolyn Hazard
CSDE, School Improvement

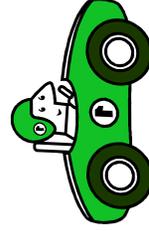
Meghan Martins
CSDE, School Improvement

Leon McKinley
CSDE, School Improvement

Desi Nesmith
CSDE, School Improvement

Michelle Rosado
CSDE, School Improvement

Heidi Van Flatern
EASTCONN



DIRECTIONS:

TAKE I-91 N OR S TO EXIT 2L. TURN LEFT OFF THE EXIT. HOTELS ON THE LEFT.

Registration is available at: <http://www.sdecali.net/>

Conference Fee is \$50.00 (fee is waived for Title I personnel in schools identified as being in need of improvement)

Second Annual Connecticut School Data Showcase

To recognize, document and replicate our best practices

April 10-11, 2007
The Data Showcase Conference
The Crowne Plaza Hotel
Cromwell, CT



Facilitated by Dr. Douglas Reeves
CEO and founder of the Center for Performance Assessment

Sponsored by the Connecticut State Department of Education
and the Connecticut Association of Schools



View data walls which showcase Connecticut districts, department teams, schools and classrooms highlighting instructional practices and student achievement results. Breakout sessions will include Connecticut success stories.

Data Showcase

April 10, 2007

Registration, Breakfast and Vendors

Welcome by George Coleman

Interim Commissioner, CSDE

Introduction of Dr. Doug Reeves

By Allan Taylor, State Board of Education Chair

Dr. Doug Reeves

Treasure Hunt

Follow-up with Dr. Doug Reeves

Visiting Vendors

Lunch

**Data Wall Viewing or
Technical Assistance in Breakout
Session Rooms**

Breakout Sessions

Teacher Evening Session with Dr. Doug Reeves

Teacher Data Viewing

**Introduction of Dr. Doug Reeves
By American Federation of Teachers**

Dinner with Dr. Doug Reeves

Treasure Hunt

Follow-up with Dr. Doug Reeves

Data Showcase

April 11, 2007

Registration, Breakfast and Vendors

Welcome by Fran Rabinowitz

Associate Commissioner, CSDE

Introduction of Dr. Doug Reeves

By Connecticut Education Association

Dr. Doug Reeves

Treasure Hunt

Follow-up with Dr. Doug Reeves

Visiting Vendors

Lunch

**Data Wall Viewing or
Technical Assistance in Breakout
Session Rooms**

Breakout Sessions

April 10 Breakout Sessions

The Principal's Role in Sustaining a Data Driven Culture

Dr. Beryl Bailey, Principal, John. C. Clark Elementary School, Hartford Public Schools

This workshop will provide administrators with a blueprint for building capacity with all of their staff members to organize, maintain, analyze and interpret formative and summative assessments for the purpose of improving student and teacher learning.

How to Create a Living Data Wall that Informs Instruction

Shandra Brown, Third-Grade Teacher, Mayberry School, East Hartford Public Schools

Brenda Greene, Third-Grade Teacher, Robertson School, Manchester Public Schools

Learn how you can create a living, interactive data wall within your classroom that informs instruction for teachers as well as students and gives them ownership over tracking their own progress.

Learn about protocols used in helping Farmington's data teams build and sustain the capacity to make data driven decisions. Districts already working with data teams will benefit most from this session.

Skills and Processes that Sustain Data Teams

Ted Lindquist, Coordinator of Technology, Farmington Public Schools

Kim Wynne, K-12 Reading Consultant, Farmington Public Schools

Learn about protocols used in helping Farmington's data teams build and sustain the capacity to make data driven decisions. Districts already working with data teams will benefit most from this session.

Data-Determined Goals Driving Instruction in an Urban District

Dr. Paul Sequiera, Assistant Superintendent, Waterbury Public Schools

Anne Marie Cullinan, Assistant Superintendent, Waterbury Public Schools

Pam Barker-Jones, Waterbury Public Schools

Michelle Baker, Waterbury Public Schools

Patricia Moran, Waterbury Public Schools

Learn how Waterbury has established district-level data teams in numeracy, literacy and special education and how these teams use the data collected to drive instruction. Spreadsheet analysis of the data will be explained and how it is used to develop specific instructional strategies to meet goals.

Identifying Students in Need of Intervention-Creating a System to Measure Social Expectations

Neil Sullivan, Principal, Simsbury High School, Simsbury Public Schools

Ed Lyman, District Data Specialist, Simsbury Public Schools

Learn about Simsbury High School's efforts to build a database in order to measure social and civic expectations identified in their mission document. They will explain how the use of the database has allowed administrators, guidance counselors and other school personnel to assess the schoolwide level of adherence to the social expectations.

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How to Write District and School Accountability Plans

Denise Carabetta, Director of Teaching & Learning, Bristol Public Schools

Dr. Susan Moreau, Deputy Superintendent, Bristol Public Schools

Dr. Mike Wasta, Superintendent, Bristol Public Schools

Learn how Bristol uses the holistic accountability system developed by Dr. Doug Reeves as a means of improving student achievement as well as how to write Tier 1 and Tier 2 indicators as well as strategies used by adults in the Bristol Public School system.

Closing the Circle of Curriculum Instruction and Assessment

Janet Allison, NEASC Deputy Director of the Commission on Public Secondary Schools

Lee Panagoulas, Assistant Principal, Branford High School

Learn about the formal process to monitor and assess individual student and schoolwide progress in achieving academic expectations based on schoolwide rubrics.

GUIDELINES FOR DATA WALLS, or “The Science Fair for Grownups”

By Douglas B. Reeves, Ph.D.
Center for Performance Assessment
www.MakingStandardsWork.com
(800) 844-6599

One of the most powerful techniques that educators and school leaders can use to improve decision-making in the classroom, school, and district is the “Data Wall.” Ideally, the Data Wall is a portable display, using the cardboard three-panel display frequently used for student science fairs. When administrators gather to discuss their ideas for improving student achievement, the Data Walls provide a rich source of information about the strategies employed in each school. Within each school, the Data Walls can be the focal point for faculty discussions on improving student achievement. For principals and teachers who are already using data to guide their instructional decision-making, the use of a Data Wall will not create any additional work. For leaders who are not using data to guide their decisions, the Data Walls provide a valuable technique to jump-start their work. Most importantly, this technique will insure that the analysis of student data is not isolated to a single seminar or a staff development program on data, but rather it becomes a continuous part of faculty and administrative decision-making throughout the school year.

THREE ESSENTIAL PARTS OF THE DATA WALL:

1. External data, such as state and/or district-level test scores.
2. Internal data (classroom assessments or other school measurements involving teaching practices chosen by the school that reflect its unique needs).
3. Inferences and conclusions (drawn from the data).

INFORMATION FOR THE PANELS:

Left Panel: Includes tables, charts, and graphs that illustrate state and/or district level test scores for the school and district (please be sure to remove the names of students and teachers). There may also be narrative comments, such as *“84% of our students are proficient or higher in mathematics according to the state test scores and 78% are proficient according to a district test. A review of the last three years of data show consistent progress on both state and district measurements, with particular gains in the problems-solving portion of the math assessments.”*

Middle Panel: Includes data and a brief narrative description on the strategy being implemented. For example, mathematics followed by another brief narrative, such as, *“The charts above show that the number of mathematics assessments including student writing has increased significantly in the past three years. Those assessments have emphasized the problem-solving portions of the state test. The charts also show a strong increase in interdisciplinary mathematics instruction, with*

the frequency of math instruction in music, art, physical education, technology, science, and social studies much greater for the most recent school year than was the case in earlier years.”

Right Panel: Includes inferences and conclusions, such as, “Our analysis of the data suggests that multidisciplinary instruction in math and writing in math have both been effective strategies to improve student performance. Therefore, we have planned to expand these strategies in the following ways (provide examples of the strategies specifically applicable to the individual school). We remain very concerned about the 16% of students who are not proficient on the math portion of the state tests and have developed individualized learning plans for each of these students. In addition, we have added the following intervention strategies for all non-proficient students (include specific strategies applicable to your school).”

OTHER NOTES TO PREPARE FOR THE “SCIENCE FAIR FOR GROWNUPS”:

1. Exhibitors will not make formal presentations – the Data Walls speak for themselves.
2. The primary function of the Data Wall and Data Showcase is to allow educators to ask one another questions and share with each other informally how they achieved their successes.
3. The process of continuous collaboration must continue all year, not just at the retreat. The Data Walls can be the focus of internal staff development, joint faculty meetings with other schools, and planning for instructional interventions and professional development activities.
4. **CRITICALLY IMPORTANT:** The Data Walls are not for the purpose of impressing outside observers, the superintendent, or any other external audience. The primary purpose of the Data Walls is for the educators to share information with their fellow colleagues and, most importantly, with their faculties. They do not have to be pretty!
5. Exhibitors will have to make choices regarding which data to use. They will want to show the information that is most important, drawing clear conclusions, and making the point to the faculty members that they are not merely displaying data, but **USING** data to inform their school leadership decision making.