CSDE Alliance Districts
January 14, 2015 Convening

Convening Agenda

8:00 am – 8:30 am	Registration and Continental Breakfast
8:30 am – 9:15 am	Welcome and Opening Session
9:30 am – 10:30 am	Breakout Sessions I
10:40 am – 11:40 am	Breakout Sessions II
11:50 am – 12:50 pm	Breakout Sessions III
1:00 pm – 2:00 pm	Lunch Buffet

Objectives for the Convening

1 Review district data and celebrate progress made across Alliance Districts.

2 Promote collaboration and best practice sharing across Alliance Districts.

3 Provide actionable tools, resources, and strategies to support Alliance District reform efforts.

4 Preview the 2015-16 Alliance/Priority School District planning process and competitive school grant opportunities.
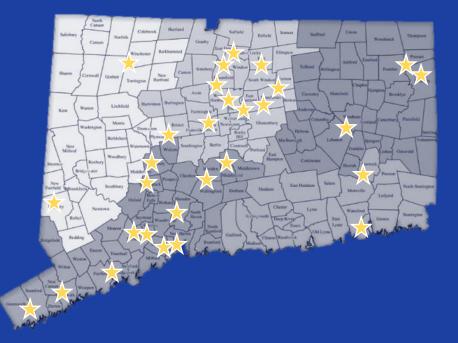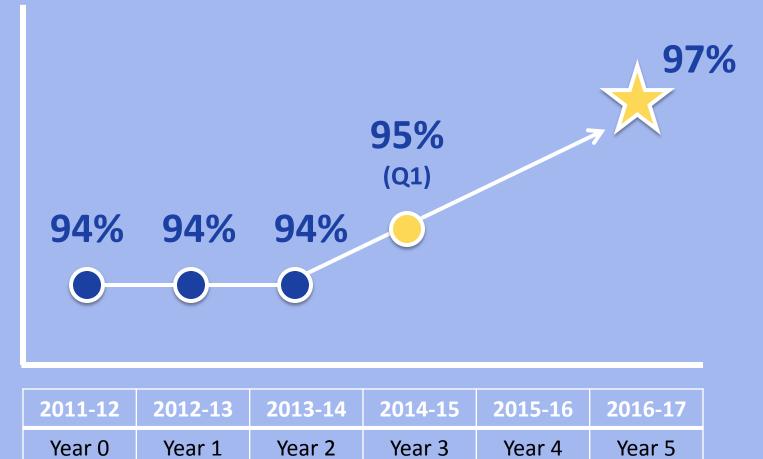
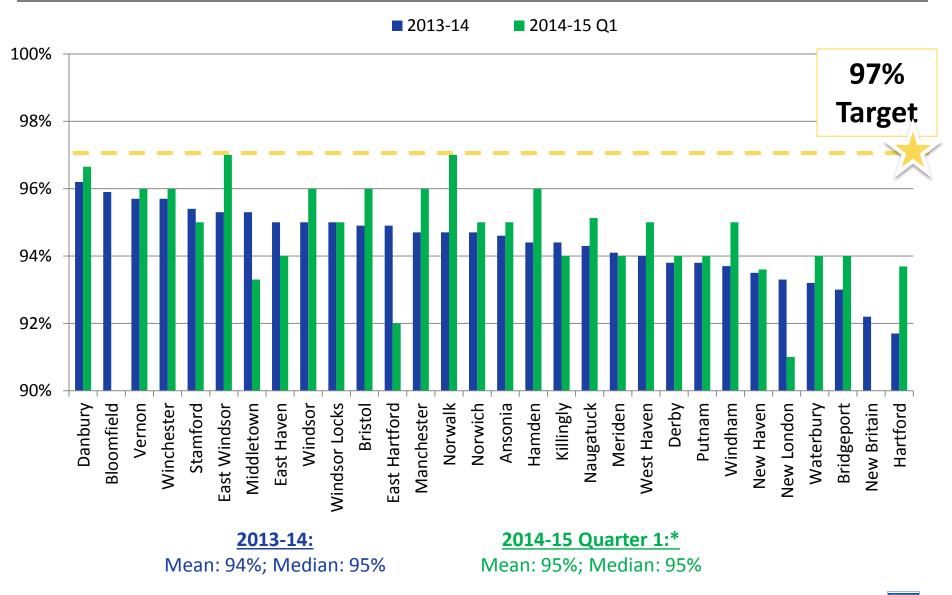# I. 2014-15 ALLIANCE DISTRICT PROGRAM

Our Collective Impact

- **200,000+** students

- **400+** schools

- **30** districts

Alliance District Average Daily Attendance

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Year 0	Year 1	Year 2	Year 3	Year 4	Year 5

Average Daily Attendance by Alliance District

Legend: ■ 2013-14 ■ 2014-15 Q1

97% Target

2013-14:
Mean: 94%; Median: 95%

2014-15 Quarter 1:*
Mean: 95%; Median: 95%

*Data self-reported by districts via AD trackers.

Alliance District Chronic Absenteeism

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Year 0	Year 1	Year 2	Year 3	Year 4	Year 5

Chronic Absenteeism by Alliance District

■ 2013-14   ■ 2014-15 Q1

10% Target

2013-14:
Mean: 14%; Median: 13%

2014-15 Quarter 1:*
Mean: 12%; Median: 12%

Data self-reported by districts via AD trackers.

Alliance District Midyear Meetings

	Fall	Midyear	Spring	Year-End
Data Submission Deadline	November 7, 2014	January 23, 2015	April 24, 2015	July 10, 2015
Alliance District Monitoring Meetings	November 10-21, 2014	January 26-February 6, 2015	May 4-15, 2015	August 4-15, 2015
Network School Monitoring Meetings	November 10-21, 2014	February 9-20, 2015	May 11-22, 2015	July 20-31, 2015

II. 2015-16 ALLIANCE DISTRICT PLANNING

2015-16 Consolidated AD/PSD Application

Objectives:

☑ Maintain the consolidated Alliance and Priority planning/application process.

☑ Combine the programmatic narrative and budget sections into one Excel file to promote alignment and streamline documentation.

☑ Eliminate lengthy narrative sections.

☑ Encourage districts to focus on at least one, but no more than two, priorities in the areas of talent, academics, culture and climate, and/or operations.
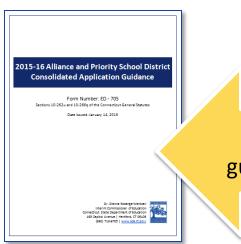
Timeline Challenges:

- FY16 AD and PSD allocations will be available in late spring/early summer 2015.

- Smarter Balanced assessment data should be available in summer 2015.

2015-16 AD/PSD Application Sections

Section:	Format:	Deadline:	Required of:
2015-16 Consolidated AD/PSD Application and Budget	Excel template	First Draft: April 10, 2015	Alliance Districts
Statement of Assurances	Appendix A	April 10, 2015	Alliance Districts
PSD Extended School Hours Grant Application*	Appendix B	April 10, 2015	Priority School Districts
PSD Summer School Grant Application*	Appendix C	April 10, 2015	Priority School Districts

Note: These applications remain unchanged from 2014-15. Districts are encouraged to reuse portions of their 2014-15 application/plan that are generating positive results. Simply provide updates where there are substantive changes in the district's approach and/or students served.

2015-16 Alliance and Priority School District Consolidated Application Guidance

Form Number: ED - 705
Sections 10-262u and 10-266q of the Connecticut General Statutes

Date Issued: January 14, 2015

Dr. Dianna Roberge-Wentzell
Interim Commissioner of Education
Connecticut State Department of Education
165 Capitol Avenue | Hartford, CT 06106
(860) 713-6705 | www.sde.ct.gov/

Please reference the application guidance document in your packet.

2015-16 Planning Timeline

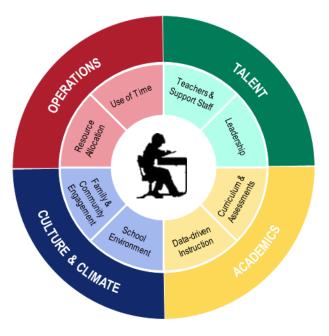|	
January 14, 2015	CSDE releases 2015-16 AD/PSD planning guidance and planning template.
February 2015	Alliance Districts and CSDE engage in midyear monitoring meetings and discuss priorities for 2015-16.
April 10, 2015	Alliance Districts submit draft 2015-16 AD/PSD applications and assurances. PSDs also submit Extended School Hours and Summer School Grant applications.
May 7, 2015	Alliance Districts attend the spring 2015 convening and collaborate around proposed 2015-16 priorities.
July TBD, 2015	Alliance Districts revise and finalize 2015-16 AD/PSD plans and budgets informed by assessment data and final allocations.

Planning Domains and New 2015-16 Requirements

Talent: Systems and strategies to recruit, hire, develop, evaluate, and retain excellent school leaders, teachers, and support staff.

Academics: Rigorous, aligned, and engaging academic program that allows all students to achieve at high levels, including aligned curricula, instruction, and assessments.

Culture and Climate: Positive learning environment that supports high-quality teaching and learning, and engages families and the community as partners in the educational process.

Operations: Systems and processes that promote organizational efficiency and effectiveness, including through the use of time and financial resources.

New 2015-16 requirements:

- Approved educator evaluation plan
- Chronic absenteeism strategies for districts exceeding 10%

2015-16 AD/PSD Excel Application Template

2015-16 Academic Priorities

Step 1: Place an "X" beside the district's 2015-16 academic-related reform priorities. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas and at least 20 percent of PSD funds promoting early literacy.

- [ ] Common Core-aligned curriculum transition
- [ ] Assessment systems
- [ ] Supports for special populations
- [ ] SRBI and academic interventions
- [ ] College and career access
- [ ] High school redesign

- [ ] Alternative/Transitional programs
- [ ] Full-day kindergarten
- [ ] Pre-kindergarten
- [ ] Pre-K - Grade 3 literacy
- [ ] Instructional technology
- [ ] Other: _____

Step 2: Identify a core set of strategies to advance the district's academic-related reform priorities (identified in Step 1). Summarize district academic strategies and identify a S.M.A.R.T. goal aligned to each strategy that is specific, measurable, actionable, realistic, and time-bound. S.M.A.R.T. goals will be central to the 2015-16 quarterly progress monitoring. Add or remove rows as necessary.

Academic Priorities:	Aligned SMART Goals:
2.1.	
2.2.	
2.3.	

Step 3: Identify academic-related expenditures aligned to the strategies outlined above. Provide a line-item budget, separating expenditures by ED 114 cost categories, adding rows as necessary. Provide the following information for each line item: (a) cost, position, or service; (b) alignment to talent strategies outlined in Part I; (c) detailed budget justification and cost basis (e.g., cost structure, unit cost, number of units); (d) total use of Alliance District funding for the particular cost; and (e) total use of PSD funding for the particular cost.

Cost:	Alignment:	Description:	AD Investment:	PSD Investment:
100: Personnel Services – Salaries				
			$ -	$ -
			$ -	$ -
			$ -	$ -
		100: Personnel Services – Salaries Subtotal:	$ -	$ -
200: Personnel Services – Benefits				
			$ -	$ -
			$ -	$ -

Sections:

- Cover page
- Talent, academic, climate, and/or operations tabs (priorities, goals, and budget items)
- Non-reform budget

LEAD Connecticut Opportunities

LEAD CT Programming

Supports for District Improvement:

- Executive coaching for superintendents

- Early career superintendent program

- Human Capital Community of Practice for Central Office Leaders

- Human Capital Opportunities Review

- LEAD CT Policy and Practice Fellows

Supports for School Improvement:

- Turnaround Principal Program with Coaching

- Turnaround Principal "Early Hire" and Spring Fellowship Program

- LEAD CT/UCAPP Residency Program

Turnaround Principal Programs

Intensive Spring Fellowship

Practical training and support in service of developing turnaround leadership competencies and creating an effective entry plan for dramatically improving student learning in persistently underperforming schools.

Programmatic Components:

- Intensive spring training and design sessions focused on planning for successful school opening (April, May)

- Visits to successful turnaround schools (within state and across the nation)

- Summer institute (July)

- Monthly community of practice sessions

- Yearlong leadership coaching

Turnaround Principal Program

Practical training and support in service of developing turnaround leadership competencies and dramatically improving student learning in persistently underperforming schools.

Programmatic Components:

- Intensive summer institute (July)

- Monthly community of practice sessions

- Yearlong leadership coaching

LEADCONNECTICUT
SUPPORTING EDUCATIONAL LEADERS. STRENGTHENING STUDENT LEARNING.

UCAPP Residency Program

Residency-based program where high-potential leaders learn how to be effective turnaround principals through practical, experience-based learning and a curriculum focused on turnaround competencies. Successful graduates will earn an 092 certificate from the University of Connecticut.

Programmatic Components:

- Summer institute (July)

- Yearlong field placement with effective mentor principal (4 days per week)

- Weekly coursework designed as a community of practice and led by instructors with deep expertise in turnaround leadership and adult learning

Costs:

- Districts release individual from their current position and cover ½ of salary plus full benefits. LEAD Connecticut and the CSDE will underwrite 50% of the salary costs.

For More Information on LEAD CT

Dr. Robert Villanova
Director, LEAD Connecticut
c/o Connecticut Center for School Change
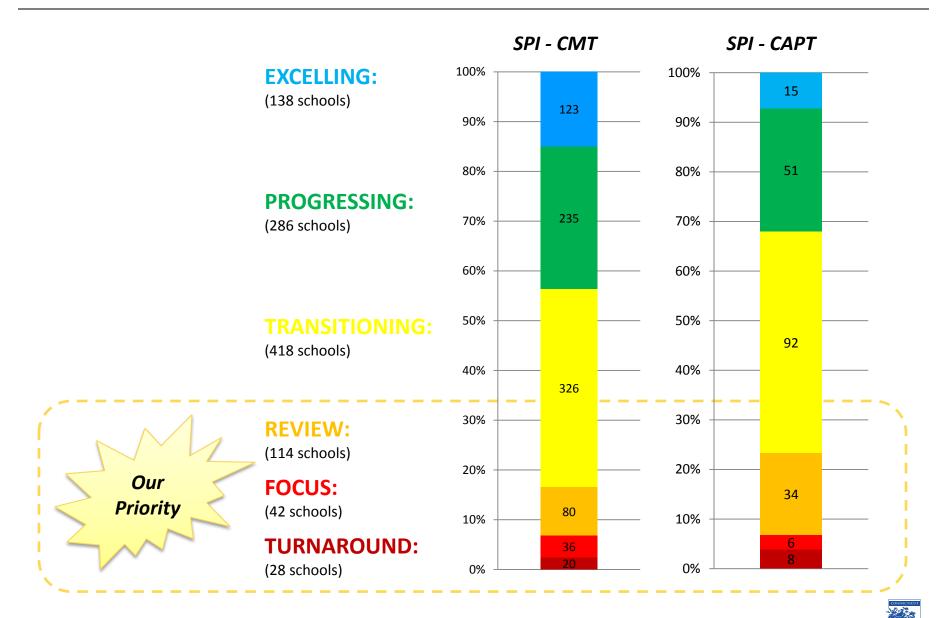151 New Park Avenue, Suite 15
Hartford, CT 06106
(860) 586-2340

Please see one-page summaries of respective turnaround principal programs (available in room) and visit our website at **www.leadconnecticut.org**.

III. SCHOOL GRANT OPPORTUNITIES

2014 School Classifications

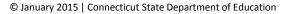**SPI - CMT**

SPI - CAPT

EXCELLING:
(138 schools)

PROGRESSING:
(286 schools)

TRANSITIONING:
(418 schools)

REVIEW:
(114 schools)

FOCUS:
(42 schools)

TURNAROUND:
(28 schools)

Our Priority

SPI - CMT values: 123, 235, 326, 80, 36, 20

SPI - CAPT values: 15, 51, 92, 34, 6, 8

91%

Concentrated in Alliance Districts

Opportunities for School-level Investments

	Turnaround (28 schools)	Focus (42 schools)	Review (114 schools)
SIG 1003(g)	✔ *	✔	
Commissioner's Network	✔	✔	✔
SIG 1003(a)	✔	✔	
Alliance District Funding	✔	✔	✔
Priority School District Funding	✔	✔	✔
Title I Funding	✔	✔	✔

Cohort I and II SIG schools are not eligible.

Commissioner's Network and SIG 1003(g) - Cohort IV

Eligibility:
- *SIG 1003(g):* Turnaround and Focus schools having not previously received SIG
- *Commissioner's Network:* Turnaround, Review, and Focus schools

Funding:
- SIG 1003(g) federal grant or Commissioner's Network state grant
- Low-performing bond funds

Support:
- LEAD CT participation
- Biweekly walkthroughs
- NetStat accountability and professional development
- Flexibilities and conditions for success
- Financial resources

Interest Form (included in Packets)

Commissioner's Network & SIG Expression of Interest Form

Directions: The Connecticut State Department of Education (CSDE) invites districts to complete this Expression of Interest form, demonstrating interest in having a Turnaround, Review, and/or Focus school join a statewide school turnaround network, including Commissioner's Network and School Improvement Grant 1003(g) (SIG) schools. Network schools receive additional resources and flexibility to pursue evidence-based reform strategies to dramatically improve student achievement. The CSDE is seeking schools where additional resources and autonomies would support and accelerate plans to advance school performance and student achievement. Selected schools will engage in a rigorous and locally-driven planning process during winter/spring 2015, preparing for possible full implementation in fall 2015.

Please complete this Expression of Interest form to be considered for possible participation in the Commissioner's Network or SIG (completing one form per school), and submit the form to Morgan Barth, Turnaround Office Division Director, at Morgan.Barth@ct.gov by January 19, 2015. Please note that an expression of interest in no way guarantees Network participation or grant funding. Future selection and an invitation to initiate the planning process will be contingent on available funding, legislative authorization, and plan quality.

Part I: District Contact Information

District Name:	
Superintendent:	
Email Address:	
Telephone #:	

Part II: Proposed School

School Name:			
Principal:			
School Classification:	☐ Turnaround	☐ Focus	☐ Review
2014-15 Grade Levels:		2014-15 Enrollment:	
# of Teachers:		# of Administrators:	

Part III: Superintendent's Statement of Interest

In no more than 200 words, summarize your rationale for and interest in having the proposed school join the Network. Explain why participation in the Network is likely to continue and/or accelerate the school's growth. Specifically, why have you selected this school? Please indicate preference (if one exists) for a SIG grant (Focus & Turnaround schools) or a Commissioner's Network grant (Review, Focus and Turnaround.)

Deadline Extension: January 23, 2015

Draft Network Cohort IV Timeline

	Commissioner's Network	School Improvement Grant (SIG)
December 17, 2014	CSDE releases the Cohort IV Network Expression of Interest form.	
Extended: January 23, 2015	LEAs submit Expression of Interest forms on behalf of eligible schools. CSDE schedule initial meetings with districts.	
Late January, 2015	CSDE initially selects schools for possible participation in Commissioner's Network. Local leadership and bargaining units select Turnaround Committee members.	CSDE invites select schools to submit SIG applications.
February 2015	CSDE conducts audits in schools initially selected for possible participation in SIG and the Commissioner's Network.	
March – April 2015	Turnaround Committees draft proposed Turnaround Plans and negotiate necessary flexibilities.	Districts develop SIG applications and negotiate necessary flexibilities.
May 6, 2015	Network schools present plans to the State Board of Education for approval, pending legislative authorization.	CSDE Turnaround Office announces SIG grant award winners.

SIG 1003(a)

Eligibility:
- 2014-15 1003(a) recipients are eligible for a second year of funding contingent on data, which will be evaluated at Q3 AD monitoring meetings (no application necessary).
- Additional Turnaround and Focus schools may apply for funding.

Funding:
- Up to $200,000 for 2015-16.

Requirements:
- 1003(a) application and school improvement plan submitted by April 15, 2015. Application materials will be available on the CSDE AD website.

2014-15 1003(a) Grant Recipients

- Cesar Batalla School, Bridgeport
- Katherine Brennan, New Haven
- McDonough EL School, Hartford
- Clemente Leadership Academy, New Haven
- Hill Central Music Academy, New Haven
- New London High School, New London
- Geraldine Johnson School, Bridgeport
- Columbus School, Bridgeport
- Smalley Academy, New Britain
- Anna E. Norris School, East Hartford
- Bielefield School, Middletown
- Bloomfield High School, Bloomfield
- Americas Choice at SAND, Hartford
- Burns Latino Studies Academy, Hartford
- Northend School, New Britain
- Jennings School, New London
- Smith School, New Britain
- John S. Martinez School, New Haven
- Wexler/Grant Community School, New Haven
- Augusta Lewis Troup School, New Haven
- James Hillhouse High School, New Haven
- Tisdale School, Bridgeport

Immediate Next Steps for Alliance Districts

Deadline:	Activity:
January 23, 2015	❑ Submit Q3 Alliance District and school data via online trackers. ❑ Submit Network/SIG expression of interest forms.
April 10, 2015	❑ *Alliance Districts:* Submit draft 2015-16 AD/PSD application and assurances ❑ *PSDs:* Submit extended school hours and summer school grant applications. ❑ Submit 1003(a) applications for any new Turnaround or Focus schools pursuing 1003(a) funds.

Breakout Sessions

Breakout Sessions I

Digital Library
Room: Arlington

Expanded Learning Time
Room: Danbury

Minority Teacher Recruitment
Room: Brunswick

Postsecondary Outcomes of High School Graduates and Next Generation District/ School Accountability
Room: Charter Oak A

Breakout Sessions II

Talent Development
Room: Arlington

School Mentors
Room: Danbury

Using Tablets in Instruction
Room: Brunswick

College Board SAT/PSAT Information
Room: Charter Oak A

Breakout Sessions III

High School Reform
Room: Arlington

Instructional Coaching
Room: Danbury

Postsecondary Outcomes of High School Graduates and Next Generation District/School Accountability
Room: Brunswick

Using Tablets in Instruction
Room: Charter Oak A