



CONNECTICUT STATE DEPARTMENT OF EDUCATION

CSDE Alliance Districts
October 8, 2015
Convening

Convening Agenda

8:30 a.m. – 9:00 a.m.	Registration and Continental Breakfast
9:00 a.m. – 10:00 a.m.	Welcome and Opening
10:15 a.m. – 11:45 a.m.	Breakout Sessions I
11:45 a.m. – 12:45 p.m.	Lunch Buffet
1:00 p.m. – 2:30 p.m.	Breakout Sessions II



Objectives for the Convening

- 1 Celebrate a successful Year 4 planning process, school grant recipients, and a smooth start to the 2015-16 school year!
- 2 Promote collaboration and best practice sharing across Alliance Districts.
- 3 Provide actionable tools, resources, and strategies to support Alliance District reform efforts.
- 4 Launch new, streamlined data collection and quarterly monitoring processes, promoting collaboration around data.



I. YEAR 4 ALLIANCE PLANS



Congratulations!

On the approval of Year 4 Plans



Our Collective Impact

- 200,000+ students
- 30 districts
- 400+ schools



\$147M+

Year 4 Alliance
Funding

\$132M+

Year 3 Alliance
Funding

\$87M+

Year 2 Alliance
Funding

\$39M+

Year 1 Alliance
Funding

2012-13

2013-14

2014-15

2015-16

Our Investment in Your Districts



Where Are We Making Strategic Investments?

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.



Year 4 Reform Areas by Alliance Districts



Reform Focus Areas		# Districts
CULTURE AND CLIMATE	Dropout prevention	9
	Family engagement	23
	Positive behavior management	20
	Wraparound strategy	19
	Attendance	23
	Graduation and dropout prevention	5
OPERATIONS	Extended learning time	21
	Use of technology	14
	NEASC accreditation	1
	Budgeting and financial management	4
	School operations	8
	Technology integration	13
	Student enrollment and registration	5

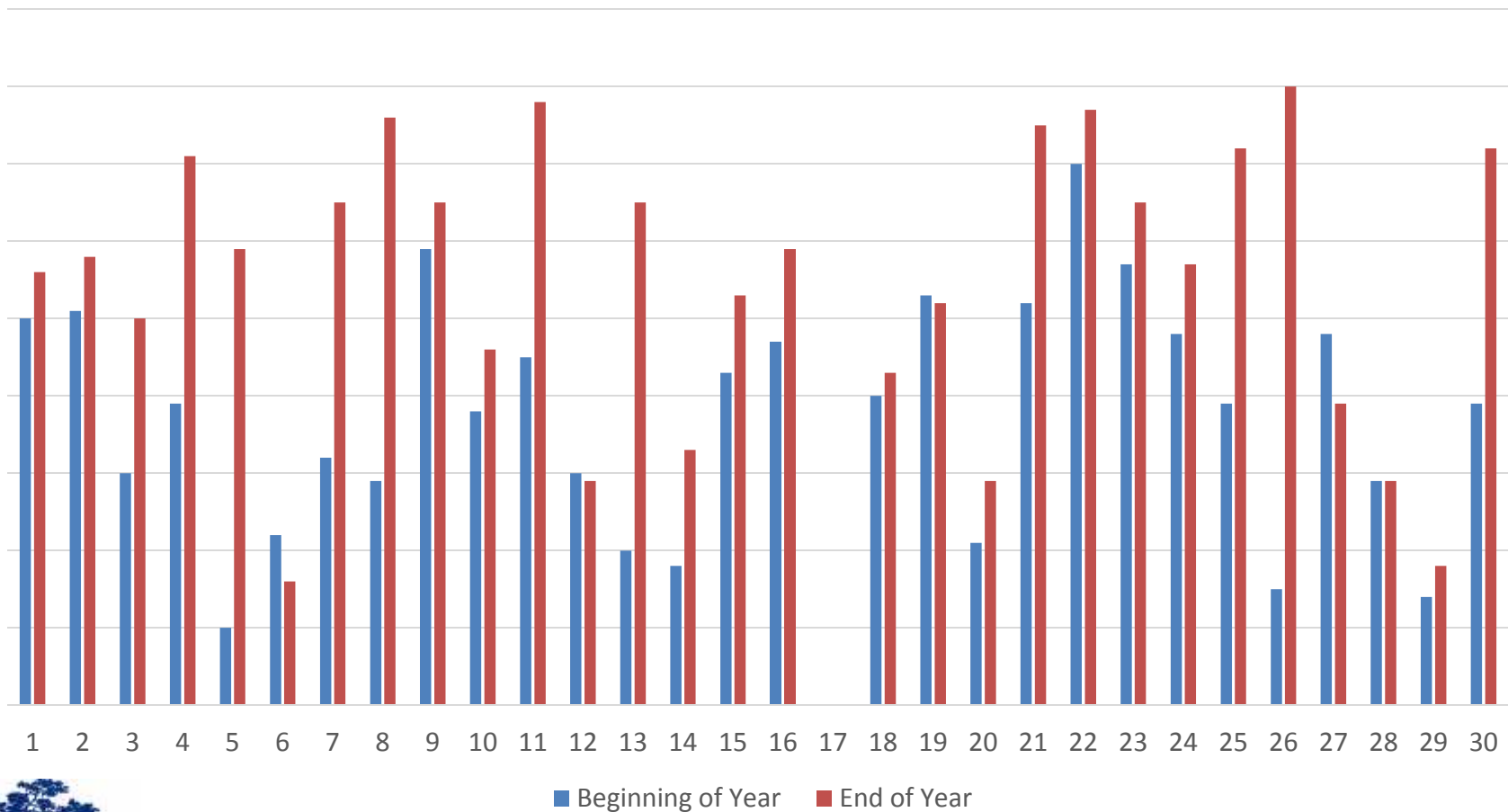
Reform Focus Areas		# Districts
TALENT	Educator evaluation and support systems	19
	Recruitment and human capital pipelines	13
	Hiring and placement processes	7
	Professional development/coaching	25
	School leadership development	16
	Retention of top talent	7
	ACADEMICS	Transition to CCSS/next-generation assessments
Dropout prevention		1
Alternative and transitional programs		5
Kindergarten program		13
Early literacy interventions		20
Instructional technology		12
Supports for special populations		10
SRBI and academic interventions		21
High school redesign		5
Pre-Kindergarten/Full-ay Kindergarten		16



II. Year 3 Results



Growth in Math: Achievement on District Math Data

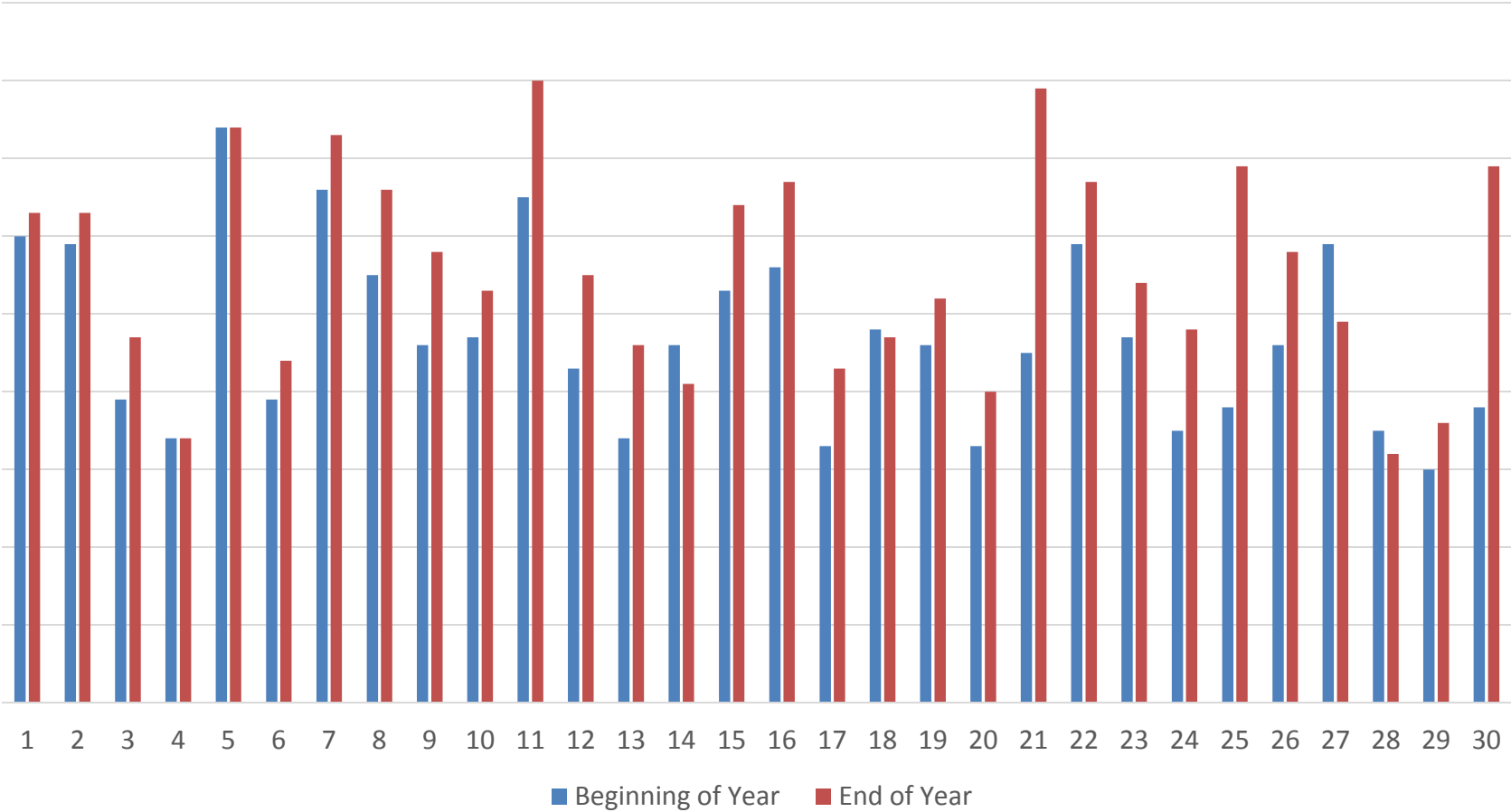


Interpretation of Math Data

- 24 districts showed growth in data in math
- 9 districts made double digit math growth
- 1 districts remained flat in math
- 5 districts lost ground



Growth in Reading: Achievement on District Reading Data



Interpretation of Reading Data

- 24 districts showed growth in data in reading
- 11 districts made double digit reading growth
- 2 districts remained flat in reading
- 4 districts lost ground



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



Alliance District Chronic Absenteeism

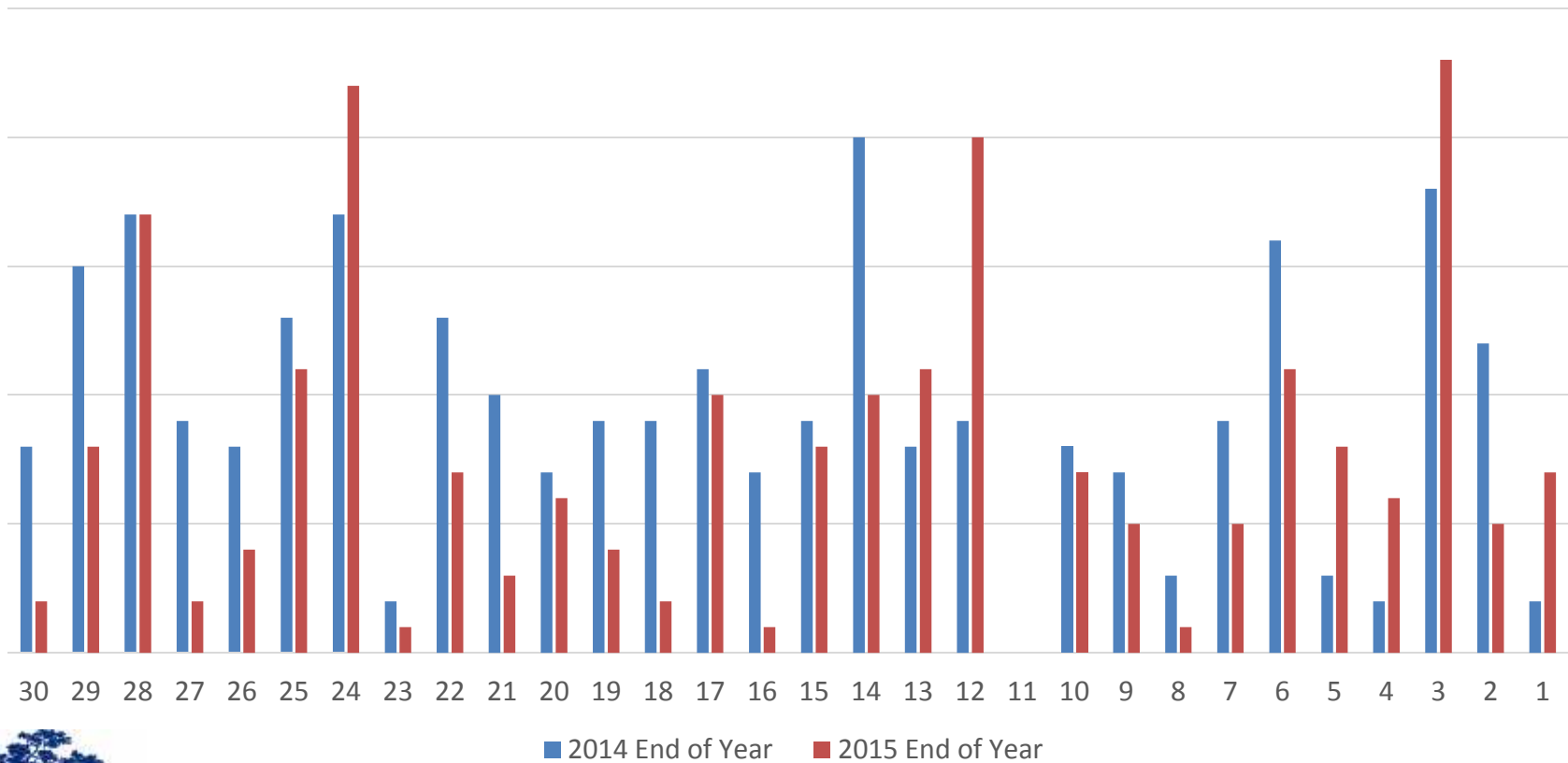


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Year 0	Year 1	Year 2	Year 3	Year 4	Year 5



Self Reported Percentage of ISS/OSS/Expulsions

Chart Title



Alliance District Highlight

Bloomfield Public Schools

Stacey McCann: Director of School Improvement and Intervention





Bloomfield High School on the “Write” Track

- ❑ **Structure-** (The District laid a strong foundation)
 - ❑ Reconfiguration of the traditional high school model
 - ❑ Leadership team responsible for transitioning school to the CT Core State Standards
 - ❑ Interdisciplinary Data Teams
 - ❑ Weekly Job Embedded Professional Development
 - ❑ Extended Day Learning Opportunities
- ❑ **Instructional Practices-** (Created a PACT with our students)
 - ❑ School-wide close, critical and analytical reading, writing & problem solving
 - ❑ Explicit vocabulary instruction
 - ❑ Generation of Text Dependent Questions
 - ❑ Generation of Performance Tasks
 - ❑ Collaborative analysis of student work and calibration of excellence
- ❑ **Instructor-** (Adult practices matter)
 - ❑ Creation of a culture of instructional ownership for literacy & numeracy
 - ❑ A specific focus on *cognition, comprehension* and *computation*



Structure-

(The District laid a strong foundation)

- Reconfiguration of the traditional high school model
- Leadership team responsible for transitioning school to the CT Core State Standards
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Instructional Practices-

(Created a PACT with our students)

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Instructor

□ Instructor-

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