



CONNECTICUT STATE  
DEPARTMENT OF EDUCATION

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***Assessing, Planning and Monitoring  
Sustainability of District Priority Reforms***

**April 7, 2017**



# ESSA Plan Submitted

The Connecticut State Department of Education submitted its consolidated state plan for the Every Student Succeeds Act (ESSA) on April 3, 2017.

Connecticut's State Plan was featured in Politico's Morning Education Update on Tuesday, April 4<sup>th</sup>. Connecticut was highlighted for including chronic absenteeism and other measures in the Next Generation Accountability System.



# Competitive School-Level Grant Opportunities

	1003(a)	1003(g) SIG	Low Performing Schools Bond
Purpose	Supports strategies to improve targeted school growth areas  <b>(Final Release)</b>	Supports strategies to improve all of the school's growth areas  <b>(Final Release)</b>	Support schools for alterations, repairs, improvements, technology, and equipment
Model Requirements	None	Must select and meet requirements of one of six federally approved models: transformation, turnaround, school closure, early learning, restart, whole-school reform	None
Grant Period	Two years	Three to five years	Two years
Award Allocations (contingent upon funding availability)	May request up to \$200,000 per year	May request \$50,000 to \$2,000,000 per year	Range from \$50,000 to \$500,000
Eligible Schools	Focus and Turnaround	Focus and Turnaround	Commissioner's Network, SIG, Focus and Category 4 and 5 schools located in an Alliance District
Proposed Timeline	Released on January 20 <sup>th</sup>	Releasing Spring 2017	To Be Determined
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# School Climate and Restorative Practices- Summer Trainings

Summer trainings have been scheduled to accommodate School Administrators and Central Office People that are not able to leave school during the school calendar year. **Those dates are:**

- **Basic School Climate in Manchester - July 10<sup>th</sup> & 11<sup>th</sup>, 2017**
- **Restorative Practices in Manchester – July 12<sup>th</sup> & 13<sup>th</sup>, 2017**
- **Basic School Climate in Ansonia – July 17<sup>th</sup> & 18<sup>th</sup>, 2017**
- **Advanced School Climate in Ansonia – July 19, 20, 21, 2017**

Registration information is available on the CSDE Bullying and Harrassment webpage:

<http://www.sde.ct.gov/sde/bullyingandharassment>



# Data Submission Deadline

- The next deadline to submit data to the monitoring tracker is Friday, June 30th.
- Revised trackers will be sent to district contacts sometime in June. Please only use this revised tracker to submit your data and updates.



# Schools of Distinction

- Among this year's Schools of Distinction, six of the 62 schools with the highest growth for all students are in Alliance Districts.
- Fifteen of the 53 schools with the highest growth for high needs students are in the Alliance Districts.



# District Highlights and Successes: Talent

- Educators from the Bloomfield Public Schools and the Windham Public Schools have teamed up to develop a Mindset Walkthrough Tool to observe and quantify growth mindset within classroom environments.



# District Highlights and Successes: Academics

- **Danbury** has implemented the Data Wise process as a shared commitment to action, assessment, and adjustment at the district and school level in order to utilize data to improve teaching and learning.
- **Stamford** has developed a comprehensive framework to support English learners. This framework focuses on accelerating English language acquisition with an emphasis on content area instruction.





# Highlights and Successes: Academics

- Meriden's John Barry Elementary School has been selected as a Model School for 2017 by the International Center for Leadership in Education.
- Putnam and Middletown have developed SRBI handbooks to support collaborative and consistent implementation district-wide.



# Highlights and Successes: Academics

- Windsor Locks is implementing mastery based learning aligned with the principles of Expeditionary Learning.



# District Highlights and Successes: Culture and Climate

- After attending Climate and Restorative Practices training, teachers and administrators at Ivy Drive Elementary School and West Bristol School in Bristol are integrating Restorative Practices into their current PBIS program.
- East Hartford's suspension rate decreased from 17 percent in 2013-14 to 12.5 percent in 2015-16. Chronic absenteeism decreased from 16.1 percent in 2014-15 to 12.9 percent in 2015-16.



# Highlights and Successes: Culture and Climate

- West Haven's *Here Campaign!* for attendance includes promoting more awareness of absence, tardy and early dismissal policies, a district-wide contest, social media outreach, support from community partners, and various in-school activities.



**Thank you for attending.  
We value your feedback.  
Please remember to  
complete the electronic  
survey.**





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# Objectives



- Use the Reform State Network's Sustainability Rubric for Local Educational Agencies to self-assess one priority reform
- Examine common factors that support sustainability
- Identify strengths and challenges in district preparedness for sustainability



# Sustainability Rubric for Local Educational Agencies

- Reform State Network
- Funding from the U. S. Department of Education
- Workgroup of six Race to the Top states outlined a framework of sustainability
- Piloted and reviewed by more than 20 districts





# What is Sustainable Reform?

Reforms that are durable, adaptive and persistently focused on goals for improved student growth in the face of changing conditions.



# Priority Goal



A commitment by a district to achieve an improved level of performance for a particular student outcome measure.

**Example: Improve graduation rates**

# Priority Reform



A body of work the district is undertaking to achieve one or more of its priority goals

Example: Implementing college- and career-readiness standards.



# Strategy

Activities the district is undertaking to implement a priority reform and contribute to achieving one or more priority goals.



Example: Professional development for teachers to teach standards.





**--Priority Goal**



**--Priority Reform**



**--Strategy**

# Sustainability Rubric Structure

**Category**  
(1, 2, 3)

## 1. Context for Sustaining Reform

### A. Alignment of the Community-Wide System

i. Align the policy agenda and implementation with priority goals and reform

### B. Public Value

i. Build education stakeholder support for priority goals and reform

ii. Build broad public support for priority goals and reform

**Variable**  
(A, B...)

## 2. System Capacity

### A. LEA Capacity

i. Align human capital decisions with priority goals and reform

ii. Build a culture of continuous improvement toward priority goals and reform

iii. Align organizational structure with priority goals and reform

### B. Community Capacity

i. Extend capacity through partnerships

ii. Extend capacity in the field

**Element**  
(i, ii...)

## 3. Performance Management

### A. Clarity of Outcomes and Theory of Action

i. Set student outcome targets to achieve priority goals

ii. Establish a theory of action and strategies for implementation

iii. Develop plans that align strategies with priority goals

# Let's get organized for the work!

- Notecatcher from your participant folder
- District folder with AD Plan and latest tracker
- Rubric section for examining the “Context for Sustaining Reform”
- One chart paper and a couple of markers for each district

Alliance District Priority Reform:

	Variable	Element	Rubric Rating	Rationale/Evidence
ING REFORM	A. Alignment of the Community-Wide System	i. Align the policy agenda and implementation with priority reforms		
		i. Build education stakeholder support for priority goals and reforms		



# Looking at Page 7 of the Rubric

## A. Alignment of the Community-Wide System

### 1. Context for Sustaining Reform > A. Alignment of the Community-Wide System

#### i. Align the policy agenda and implementation with priority reforms

Questions to Consider	Inadequate	Emerging	Strong	Exemplary	Look-Fors
<ul style="list-style-type: none"> <li>• Are the right policies in place across the LEA to facilitate and enable priority reforms and goals?</li> <li>• Is this policy agenda reflected in school board policy and, where applicable, in collective bargaining agreements and school-level policy?</li> <li>• Is this policy agenda aligned across critical</li> </ul>	<p>LEA leaders view their work in relative isolation from other local education organizations, and policies pursued by local education organizations are often at cross-purposes.</p> <p>School board policies and school policies do not</p>	<p>LEA leaders are committed to taking account of the larger local context, and policies pursued are consistent across local education organizations.</p> <p>Some board policies and school policies reflect LEA</p>	<p>LEA leaders view their work and the work of other local education organizations in the context of a community-wide education policy agenda where policies of the organizations support and reinforce the enabling policies for the LEA's priority reforms.</p> <p>Board policies enable and facilitate the LEA's priority goals and reforms</p>	<p>The superintendent and LEA leaders, school board members and leaders of local education organizations share a single education policy agenda, and the policies of all local education organizations are consistently aligned in support of common priority goals and reforms.</p> <p>Board policies, school policies and collective bargaining agreements</p>	<p>There is evidence of a common reform agenda among the superintendent, other LEA leaders, school board members and leaders of other local education organizations (for example, a written document or common language in public statements about priority goals</p>



# Looking at Page 7 of the Rubric: **Four-scale Rating**

## A. Alignment of the Community-Wide System

### 1. Context for Sustaining Reform > A. Alignment of the Community-Wide System

#### i. Align the policy agenda and implementation with priority reforms

Questions to Consider	Inadequate	Emerging	Strong	Exemplary	Look-Fors
<ul style="list-style-type: none"> <li>Are the right policies in place across the LEA to facilitate and enable priority reforms and goals?</li> <li>Is this policy agenda reflected in school board policy and, where applicable, in collective bargaining agreements and school-level policy?</li> <li>Is this policy agenda aligned across critical</li> </ul>	<p>LEA leaders view their work in relative isolation from other local education organizations, and policies pursued by local education organizations are often at cross-purposes.</p> <p>School board policies and school policies do not</p>	<p>LEA leaders are committed to taking account of the larger local context, and policies pursued are consistent across local education organizations.</p> <p>Some board policies and school policies reflect LEA</p>	<p>LEA leaders view their work and the work of other local education organizations in the context of a community-wide education policy agenda where policies of the organizations support and reinforce the enabling policies for the LEA's priority reforms.</p> <p>Board policies enable and facilitate the LEA's priority goals and reforms</p>	<p>The superintendent and LEA leaders, school board members and leaders of local education organizations share a single education policy agenda, and the policies of all local education organizations are consistently aligned in support of common priority goals and reforms.</p> <p>Board policies, school policies and collective bargaining agreements</p>	<p>There is evidence of a common reform agenda among the superintendent, other LEA leaders, school board members and leaders of other local education organizations (for example, a written document or common language in public statements about priority goals</p>

# Looking at Page 7 of the Rubric: Questions to Consider



## A. Alignment of the Community-Wide System

### 1. Context: Sustaining Reform > A. Alignment of the Community-Wide System

#### i. Align the policy agenda and implementation with priority reforms

Questions to Consider	Inadequate	Emerging	Strong	Exemplary	Look-Fors
<ul style="list-style-type: none"> <li>• Are the right policies in place across the LEA to facilitate and enable priority reforms and goals?</li> <li>• Is this policy agenda reflected in school board policy and, where applicable, in collective bargaining agreements and school-level policy?</li> <li>• Is this policy agenda aligned across critical</li> </ul>	<p>LEA leaders view their work in relative isolation from other local education organizations, and policies pursued by local education organizations are often at cross-purposes.</p> <p>School board policies and school policies do not</p>	<p>LEA leaders are committed to taking account of the larger local context, and policies pursued are consistent across local education organizations.</p> <p>Some board policies and school policies reflect LEA</p>	<p>LEA leaders view their work and the work of other local education organizations in the context of a community-wide education policy agenda where policies of the organizations support and reinforce the enabling policies for the LEA's priority reforms.</p> <p>Board policies enable and facilitate the LEA's priority goals and reforms</p>	<p>The superintendent and LEA leaders, school board members and leaders of local education organizations share a single education policy agenda, and the policies of all local education organizations are consistently aligned in support of common priority goals and reforms.</p> <p>Board policies, school policies and collective bargaining agreements</p>	<p>There is evidence of a common reform agenda among the superintendent, other LEA leaders, school board members and leaders of other local education organizations (for example, a written document or common language in public statements about priority goals</p>

# Looking at Page 7 of the Rubric: Look-fors



## A. Alignment of the Community-Wide System

### 1. Context for Sustaining Reform > A. Alignment of the Community-Wide System

#### i. Align the policy agenda and implementation with priority reforms

Questions to Consider	Inadequate	Emerging	Strong	Exemplary	Look-Fors
<ul style="list-style-type: none"> <li>Are the right policies in place across the LEA to facilitate and enable priority reforms and goals?</li> <li>Is this policy agenda reflected in school board policy and, where applicable, in collective bargaining agreements and school-level policy?</li> <li>Is this policy agenda aligned across critical</li> </ul>	<p>LEA leaders view their work in relative isolation from other local education organizations, and policies pursued by local education organizations are often at cross-purposes.</p> <p>School board policies and school policies do not</p>	<p>LEA leaders are committed to taking account of the larger local context, and policies pursued are consistent across local education organizations.</p> <p>Some board policies and school policies reflect LEA</p>	<p>LEA leaders view their work and the work of other local education organizations in the context of a community-wide education policy agenda where policies of the organizations support and reinforce the enabling policies for the LEA's priority reforms.</p> <p>Board policies enable and facilitate the LEA's priority goals and reforms</p>	<p>The superintendent and LEA leaders, school board members and leaders of local education organizations share a single education policy agenda, and the policies of all local education organizations are consistently aligned in support of common priority goals and reforms.</p> <p>Board policies, school policies and collective bargaining agreements</p>	<p>There is evidence of a common reform agenda among the superintendent, other LEA leaders, school board members and leaders of other local education organizations (for example, a written document or common language in public statements about priority goals</p>

# Context for Sustaining Reform

## A. Alignment of the community-wide system

### Guiding question:

Are the right policies in place to facilitate and enable priority reforms?



# Context for Sustaining Reform

## B. Public Value

### Guiding questions:

Is there a critical mass of relevant stakeholder groups who understand and support the priority reform?

Is there strong, self-sustaining public support for priority reforms in the district and community?



# Now Self-assess Context for Sustaining Your District Reform!



## 1. Chart your ah-ha:

- a. Ah-ha about the elements of the rubric, or
- b. Ah-ha about your district findings

## 2. Chart next steps you might consider for the district based upon your findings.





SHARE





# System Capacity

## A. LEA Capacity

### Guiding questions:

Do staff members understand how their work supports the district reform, and are they accountable?

Does the district have a culture of continuous improvement that is anchored in formative feedback and professional learning for all staff?

Does the organizational structure of the district facilitate partnerships to implement reforms?



# System Capacity

## B. Community Capacity

### Guiding questions:

Do district ongoing relationships and external stakeholder groups give it the necessary capacity to achieve priority reforms?

Does the district ensure that the field (schools, leaders and educators) is empowered and equipped to deliver on the district priority reform?



# Now Self-assess System Capacity!



## 1. Chart your ah-ha:

- a. Ah-ha about the elements of the rubric, or
- b. Ah-ha about your district findings

## 2. Chart next steps you might consider for the district based upon your findings.





# Performance Management

## A. Clarity of Outcomes and Theory of Action

### Guiding questions:

Has the district articulated goals for student outcomes, and are goals S.M.A.R.T to quantify goals?

Does the district have specific strategies for implementing each reform, and is there a clear theory of action that ties the strategies to the goal?

Is there a plan or set of plans that show how the district will implement strategies at the scale necessary to achieve goals?



# Performance Management

## B. Alignment of Resources

(People, Time, Technology and Money)

### Guiding questions:

Are the majority of the district resources consistently aligned to strategies to implement priority reforms?

Has the district assigned clear and accountable leadership for the priority reform?



# Performance Management

## C. Collection and Use of Data

### Guiding questions:

**Does the district, the field, and the public all have access to valid, frequent and useful data on performance against the goals?**

**Are feedback loops in place that help the district understand whether reforms are being carried out faithfully in the field and that strategies are making an impact?**

**Does the district hold regular dialogues about performance and implementation quality using the data to drive implementation and adjustments to the strategies?**



# Performance Management

## D. Accountability for Results

### Guiding questions:

Do the data on performance and implementation quality have real consequences for the district and individuals and teams who work there?

Do the data on performance and implementation quality have real consequences for schools and other partners who are accountable for the work?

Do stakeholder groups and the public understand and support implications of current performance for their work? Does the district hold itself accountable for receiving and implementing the feedback on performance?





# Now Self-assess Performance Management!



## 1. Chart your ah-ha:

- a. Ah-ha about the elements of the rubric, or
- b. Ah-ha about your district findings

## 2. Chart next steps you might consider for the district based upon your findings.





**WALK  
THIS  
WAY**

# Gallery Walk



# The Challenge

1. Find time in your district to bring together the leadership team to examine sustainability of **ALL** district priority reforms.
2. Identify and develop plans for implementation of strategies for improving sustainability.
3. Identify priority stakeholders instrumental in achieving district outcomes?



I TAUGHT  
STRIPE HOW  
TO WHISTLE



**Was it sustainable?**

I DON'T HEAR  
HIM WHISTLING

**Was it sustainable?**



I SAID I TAUGHT  
HIM. I DIDN'T SAY  
HE LEARNED IT



**Was it sustainable?**