Connecticut

Consolidated State Plan

Under the Every Student Succeeds Act

Contents

Introduction

Section 8302 of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA)[1], permits the Secretary to establish procedures and criteria under which, after consultation with the Governor, a State educational agency (SEA) may submit a consolidated State plan designed to simplify the application requirements and reduce burden for SEAs. The Secretary must establish, for each covered program under section 8302 of the ESEA, and additional programs designated by the Secretary, the descriptions, information, assurances, and other material required to be included in a consolidated State plan.

The U.S. Department of Education (Department) encourages each State to think comprehensively about implementation of programs across the ESEA and to leverage funding to ensure a focus on equity and excellence for all students as it develops its consolidated State plan. Further, the Department aims to support collaboration and efficiency across multiple programs to help ensure that all children have significant opportunity to receive a fair, equitable, and high-quality education and that each SEA works to close achievement gaps.[2]

The Department identified five overarching components and corresponding elements that integrate the included programs and that must be addressed by each SEA electing to submit a consolidated State plan. These components encourage each SEA to plan and implement included programs in a comprehensive way to support local educational agencies (LEAs), schools, and all subgroups of students. Consistent with the Secretary's authority in 34 C.F.R. § 299.13(d) to establish the date, time and manner for submission of the consolidated State plan, the Department has established this template for submitting the consolidated State plan. Within each component, each SEA is required to provide descriptions related to implementation of the programs the SEA includes in the consolidated State plan. The consolidated State plan template includes a section for each of the components, as well as a section for the long-term goals required under the statewide accountability system in section 1111(c)(4)(a) of the ESEA and 34 C.F.R. § 299.17(a).

The sections are as follows:

1. Long-Term Goals
2. Consultation and Performance Management
3. Academic Assessments
4. Accountability, Support, and Improvement for Schools
5. Supporting Excellent Educators
6. Supporting All Students

When developing its consolidated State plan, the Department encourages each SEA to reflect on its

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[1] Unless otherwise indicated, citations to the ESEA refer to the ESEA, as amended by the ESSA.

[2] In developing its consolidated State plan, each SEA must meet the requirements section 427 of the General Education Provisions Act (GEPA) and describe the steps it will take to ensure equitable access to and participation in the included programs for students, teachers and other program beneficiaries with special needs.

overall vision and how the different sections of the consolidated State plan work together to create one comprehensive approach to improving outcomes for all students. The Department encourages each SEA to consider: (1) what is the SEA's vision with regard to its education system; (2) how does this plan help drive toward that vision; and (3) how will the SEA evaluate its effectiveness on an ongoing basis?

Instruction for Completing the Consolidated State Plan

Each SEA must address all required elements of the consolidated State plan. Although the information an SEA provides for each requirement will reflect that particular requirement, an SEA is encouraged to consider whether particular descriptions or strategies meet multiple requirements or goals. In developing its consolidated State plan, an SEA should consider all requirements to ensure that it develops a comprehensive and coherent consolidated State plan.

Submission Procedures

Each SEA must submit to the Department its consolidated State plan by one of the following two deadlines of the SEA's choice:

- **April 3, 2017**; or
- **September 18, 2017**.

The Department will not review plans on a rolling basis; consequently, consistent with 34 C.F.R. § 299.13(d)(2)(ii), a consolidated State plan or an individual program State plan that addresses all of the required components received:

- On or prior to April 3, 2017 is considered to be submitted by the SEA and received by the Secretary on April 3, 2017.
- Between April 4 and September 18, 2017 is considered to be submitted by the SEA and received by the Secretary on September 18, 2017.

Each SEA must submit either a consolidated State plan or individual program State plans for all included programs that meet all of the statutory and regulatory requirements in a single submission by one of the above deadlines.

The Department will provide additional information regarding the manner of submission (e.g., paper or electronic) at a later date consistent with 34 C.F.R. § 299.13(d)(2)(i).

Publication of State Plan

After the Secretary approves a consolidated State plan or an individual program State plan, an SEA must publish its approved plan(s) on the SEA's Web site in a format and language, to the extent practicable, that the public can access and understand in compliance with the requirements under 34 C.F.R. § 200.21(b)(1)-(3).

For Further Information: If you have any questions, please contact your Program Officer at OSS.[State]@ed.gov (e.g., OSS.Alabama@ed.gov).

Cover Page

Contact Information and Signatures	
SEA Contact (Name and Position) Dr. Dianna R. Wentzell Commissioner of Education	Telephone 860-713-6500
Mailing Address: Connecticut State Department of Education Office of the Commissioner P.O. Box 2219 Hartford, CT 06145	Email Address: Dianna.Wentzell@ct.gov
Authorized SEA Representative (Printed Name)	Telephone:
Signature of Authorized SEA Representative	Date:
Signature of Governor (If Applicable)	Date:

The SEA, through its authorized representative, agrees to the enclosed assurances.

Programs Included in the Consolidated State Plan

Instructions: *Indicate below by checking the appropriate box(es) which programs the SEA included in its consolidated State plan. If an SEA elected not to include one or more of the programs below in its consolidated State plan, but is eligible and still wishes to receive funds under that program or programs, it must submit individual program plans that meet all statutory requirements with its consolidated State plan in a single submission, consistent with 34 C.F.R. § 299.13(d)(iii).*

☒ Check this box if the SEA has included <u>all</u> of the following programs in its consolidated State plan.

or

If all programs are not included, check each program listed below for which the SEA is submitting an individual program State plan:

☐ Title I, Part A: Improving Basic Programs Operated by State and Local Educational Agencies

☐ Title I, Part C: Education of Migratory Children

☐ Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

☐ Title II, Part A: Supporting Effective Instruction

☐ Title III, Part A: Language Instruction for English Learners and Immigrant Students

☐ Title IV, Part A: Student Support and Academic Enrichment Grants

☐ Title IV, Part B: 21st Century Community Learning Centers

☐ Title V, Part B, Subpart 2: Rural and Low-Income School Program

☐ Title VII, Subpart B of the McKinney-Vento Homeless Assistance Act (McKinney-Vento Act): Education for Homeless Children and Youths Program

Educator Equity Extension

☐ Check this box if the SEA is requesting an extension for calculating and reporting student-level educator equity data under 34 C.F.R. § 299.13(d)(3). An SEA that receives this extension must calculate and report in this consolidated State plan the differences in rates based on school-level data for each of the groups listed in section 5.3.B and describe how the SEA will eliminate any differences in rates based on the school-level data consistent with section 5.3.E. An SEA that requests this extension must also provide a detailed plan and timeline in Appendix C addressing the steps it will take to calculate and report, as expeditiously as possible but no later than three years from the date it submits its initial consolidated State plan, the data required under 34 C.F.R. § 299.18(c)(3)(i) at the student level.

Section 1: Long-term Goals

Instructions: _Each SEA must provide baseline data (i.e., starting point data), measurements of interim progress, and long-term goals for academic achievement, graduation rates, and English language proficiency. For each goal, the SEA must describe how it established its long-term goals, including its State-determined timeline for attaining such goals, consistent with the requirements in section 1111(c)(2) of the ESEA and 34 C.F.R. § 200.13. Each SEA must provide goals and measurements of interim progress for the all students group and separately for each subgroup of students, consistent with the State's minimum number of students._

In the tables below, identify the baseline (data and year) and long-term goal (data and year). If the tables do not accommodate this information, an SEA may create a new table or text box(es) within this template. Each SEA must include measurements of interim progress for academic achievement, graduation rates, and English language proficiency in Appendix A.

    A. **Academic Achievement**.
        i. **Description.** Describe how the SEA established its ambitious long-term goals and measurements of interim progress for improved academic achievement, including how the SEA established its State-determined timeline for attaining such goals.

In response to strong stakeholder input favoring academic student growth over status achievement for accountability, the Connecticut State Department of Education (CSDE) will utilize the results from its Smarter Balanced matched student cohort growth model as the measure for this long-term goal. New students enter the public education system in all grades every year. Therefore it is most appropriate for an academic goal of an education system to expect that all students, regardless of their starting point, will make adequate academic growth during the school year. Prominently focusing on growth ensures that we do not overemphasize proficiency as happened during the NCLB-era. Connecticut's academic growth model in English Language Arts and Mathematics is explained in great detail in this technical report.

The model establishes individual student growth targets for students in grades 4 through 8. The metric that will be used is the average percentage of growth target that is achieved by all students in grades 4 through 8 combined. This plan establishes a 13-year timeframe because that aligns with the time required for one full cohort of students to progress through the public education system from kindergarten in 2017-18 to grade 12 in 2029-30.

The ultimate target for this indicator for all students and all subgroups is an average percentage of target achieved of 100. Linear interim targets will be established for every third year after the first year. The baseline year will be the growth results achieved in the 2016-17 school year.

Since those results will not be available until October 2017, the tables on the following page use the 2015-16 growth results for illustrative purposes. The final baseline and interim targets will be calculated after October 2017.

The chart that follows the tables takes the targets for a few student groups (for Reading/Language Arts) to illustrate how this approach:
- establishes the same ultimate target for all student groups;
- establishes the same long-term timeframe for all student groups; and
- expects steeper improvements from groups with lower growth rates.

Reading/Language Arts

Student Group	Average Percentage of Growth Target Achieved				
	Baseline (2016-17)*	Interim 1 (2020-21)	Interim 2 (2023-24)	Interim 3 (2026-27)	Long-term Goal (2029-30)
All students	63.80%	74.9%	83.3%	91.6%	100%
Economically disadvantaged	58.20%	71.1%	80.7%	90.4%	100%
Students with disabilities	54.90%	68.8%	79.2%	89.6%	100%
English learners	58.60%	71.3%	80.9%	90.4%	100%
Female	65.70%	76.3%	84.2%	92.1%	100%
Male	61.90%	73.6%	82.4%	91.2%	100%
American Indian/Alaska Native	63.90%	75.0%	83.3%	91.7%	100%
Asian	73.50%	81.7%	87.8%	93.9%	100%
Black/African American	56.60%	70.0%	80.0%	90.0%	100%
Hispanic/Latino	58.80%	71.5%	81.0%	90.5%	100%
Native Hawaiian/Pacific Islander	68.10%	77.9%	85.3%	92.6%	100%
Two or More Races	64.20%	75.2%	83.5%	91.7%	100%
White	66.40%	76.7%	84.5%	92.2%	100%
High Needs	58.30%	71.1%	80.8%	90.4%	100%

Mathematics

Student Group	Average Percentage of Growth Target Achieved				
	Baseline (2016-17)*	Interim 1 (2020-21)	Interim 2 (2023-24)	Interim 3 (2026-27)	Long-term Goal (2029-30)
All students	65.00%	75.8%	83.8%	91.9%	100%
Economically disadvantaged	57.20%	70.4%	80.2%	90.1%	100%
Students with disabilities	54.40%	68.4%	79.0%	89.5%	100%
English learners	59.50%	72.0%	81.3%	90.7%	100%
Female	65.70%	76.3%	84.2%	92.1%	100%
Male	64.30%	75.3%	83.5%	91.8%	100%
American Indian/Alaska Native	63.60%	74.8%	83.2%	91.6%	100%
Asian	79.40%	85.7%	90.5%	95.2%	100%
Black/African American	55.30%	69.1%	79.4%	89.7%	100%
Hispanic/Latino	58.20%	71.1%	80.7%	90.4%	100%
Native Hawaiian/Pacific Islander	72.20%	80.8%	87.2%	93.6%	100%
Two or More Races	65.30%	76.0%	84.0%	92.0%	100%
White	68.40%	78.1%	85.4%	92.7%	100%
High Needs	57.40%	70.5%	80.3%	90.2%	100%

* Since growth results for 2016-17 will not be available until October 2017, these are 2015-16 growth results and used for illustrative purposes. The final baseline and interim targets will be calculated after October 2017.

ELA Trajectory
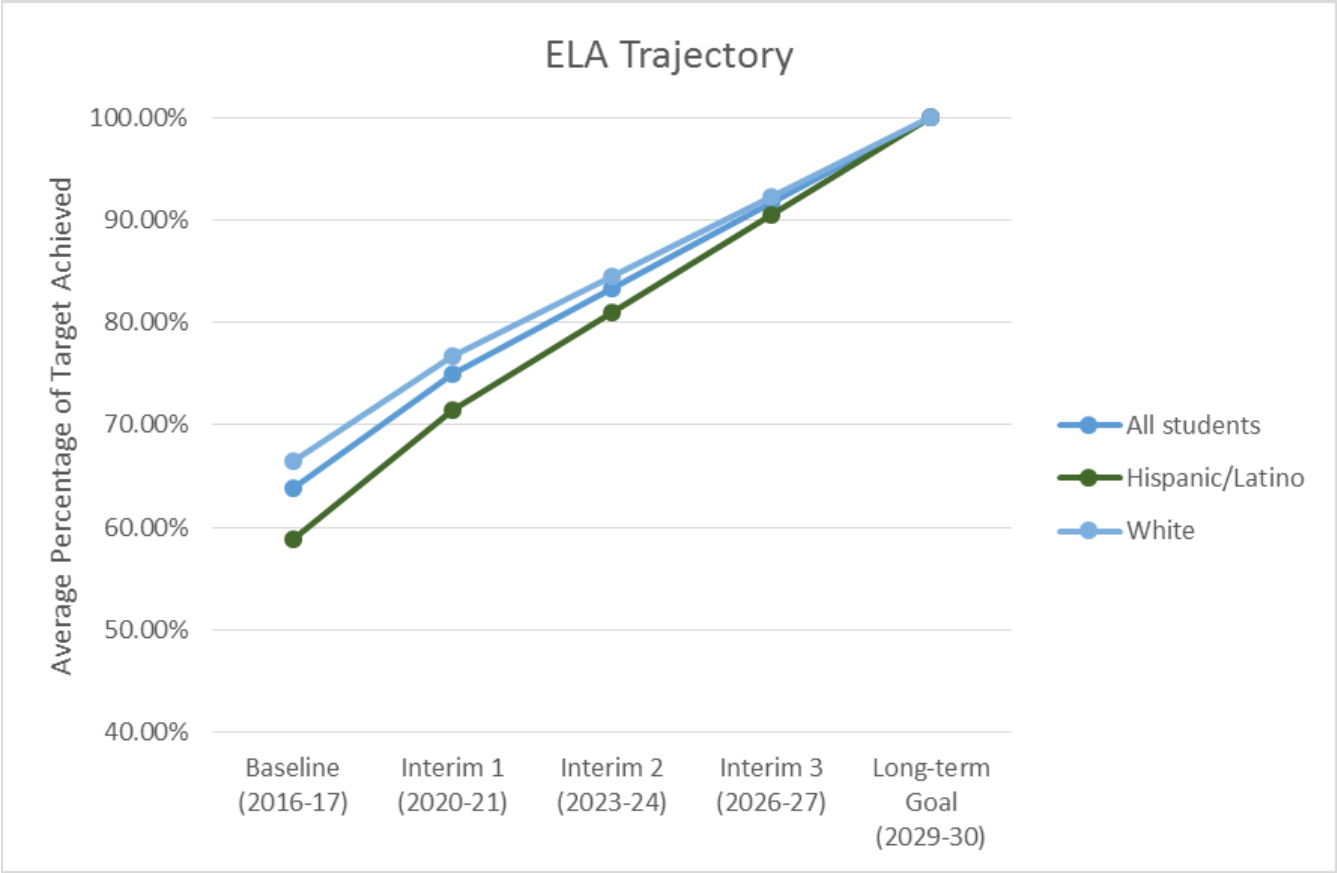
B. Graduation Rate.

    i.   **Description.** Describe how the SEA established its ambitious long-term goals and measurements of interim progress for improved four-year adjusted cohort graduation rates, including how the SEA established its State-determined timeline for attaining such goals.

As with academic growth, the four-year graduation rate goal:
- establishes the same ultimate target for all student groups;
- establishes the same long-term timeframe (13 years) for all student groups; and
- expects steeper improvements from groups with lower graduation rates.

The ultimate target for this indicator for all students and all subgroups is 94 percent. Linear interim targets will be established for every third year after the first year. The baseline year will be the four-year adjusted cohort graduation rate for the 2015-16 school year. Since those final results will not be available until April 2017, the following table uses the 2014-15 results for illustrative purposes. The final baseline and interim targets will be calculated after May 2017.

ii. Provide the baseline and long-term goals for the <u>four-year adjusted cohort graduation rate</u> in the table below.

Student Group	Four Year Adjusted Cohort Graduation Rate				
	Baseline (2015-16)*	Interim 1 (2019-20)	Interim 2 (2022-23)	Interim 3 (2025-26)	Long-term Goal (2028-29)
All students	87.2%	89.3%	90.9%	92.4%	94.0%
Economically disadvantaged	76.0%	81.5%	85.7%	89.8%	94.0%
Students with disabilities	65.6%	74.3%	80.9%	87.4%	94.0%
English learners	66.7%	75.1%	81.4%	87.7%	94.0%
Female	90.1%	91.3%	92.2%	93.1%	94.0%
Male	84.4%	87.4%	89.6%	91.8%	94.0%
American Indian/Alaska Native	87.1%	89.2%	90.8%	92.4%	94.0%
Asian	94.8%	94.0%	94.0%	94.0%	94.0%
Black/African American	78.1%	83.0%	86.7%	90.3%	94.0%
Hispanic/Latino	74.8%	80.7%	85.1%	89.6%	94.0%
Native Hawaiian/Pacific Islander	72.0%	78.8%	83.8%	88.9%	94.0%
Two or More Races	86.7%	88.9%	90.6%	92.3%	94.0%
White	92.7%	93.1%	93.4%	93.7%	94.0%
High Needs	76.1%	81.6%	85.7%	89.9%	94.0%

*Since final results for the 2014-15 cohort will not be available until April 2017, the following table uses the 2014-15 results for illustrative purposes. The final baseline and interim targets will be calculated after May 2017.

iii. If applicable, provide the baseline and long-term goals for each <u>extended-year cohort graduation rate(s)</u> and describe how the SEA established its ambitious long-term goals and measurements for such an extended-year rate or rates that are more rigorous as compared to the long-term goals and measurements of interim progress than the four-year adjusted cohort rate, including how the SEA established its State-determined timeline for attaining such goals.

The CSDE has calculated and reported six-year graduation rates for the cohorts of 2010-11, 2011-12, and 2012-13. They are reported for all students and all ESSA subgroups. The ultimate target for all student groups is 94%. Interim targets will only be established for the High Needs group. The six-year rate of the 2013-14 cohort will serve as the baseline when that is available later in 2017. In the meantime, as a point of reference, the six-year graduation rate for the 2012-13 cohort is 78.6%.

	Six Year Adjusted Cohort Graduation Rate				
Student Group	**Baseline (2013-14)**	**Interim 1 (2017-18)**	**Interim 2 (2020-21)**	**Interim 3 (2023-24)**	**Long-term Goal (2026-27)**
High Needs	78.6%	83.3%	86.9%	90.4%	94.0%

*Since final results for the 2013-14 cohort will not be available until April 2017, the following table uses the 2012-13 results for illustrative purposes. The final baseline and interim targets will be calculated after May 2017.

C. **English Language Proficiency.**
   i. **Description.** Describe the State's uniform procedure, applied consistently to all English learners in the State, to establish research-based student-level targets on which the goals and measurements of interim progress are based. The description must include:
      1. How the State considers a student's English language proficiency level at the time of identification and, if applicable, any other student characteristics that the State takes into account (*i.e.*, time in language instruction programs, grade level, age, Native language proficiency level, or limited or interrupted formal education, if any).
      2. The applicable timelines over which English learners sharing particular characteristics would be expected to attain ELP within a State-determined maximum number of years and a rationale for that State-determined maximum.
      3. How the student-level targets expect all English learners to make annual progress toward attaining English language proficiency within the applicable timelines.

   The CSDE is in the process of creating a growth model for the English language proficiency assessment. It will use an approach that is similar to one that was used successfully to create a growth model for the Smarter Balanced ELA and Mathematics assessments. This growth model is explained in great detail in a technical report.

   The model establishes criterion referenced growth targets for students at different points on the achievement spectrum within each grade. In addition to conditioning the ELP assessment growth targets on starting achievement level within each grade, other considerations will be applied. These include empirical data (i.e., the actual amount of growth achieved by the same students from one year to the next), the combined average standard error of measurement for tests from both years, and the number of years it takes with the established targets to achieve English language mastery.

   Connecticut's mastery standard on its current English Language Proficiency assessment (i.e., LAS Links Forms C and D) in order for a student to be exited

from English learner status is the attainment of levels 4 or 5 in three areas: overall score, Reading *and* Writing.

Research on English language acquisition identifies two interrelated sets of language skills that compose language proficiency: basic interpersonal communication skills, which refers to contextualized conversational language skills, and cognitive academic language proficiency, which includes more abstract decontextualized language skills. These studies suggest that while native-like proficiency in basic communication skills takes about three to five years, academic language proficiency requires four to seven years.

Preliminary analyses indicate that the maximum number of years to English language mastery may be set at five. The ultimate target for this indicator is an average percentage of target achieved of 100 for all English learners. Linear interim targets will be established for every third year after the first year.

As with the other indicators, this plan establishes a 13-year timeframe. The baseline year will be the growth results achieved in the 2016-17 school year. Since those results will not be available until October 2017, 2015-16 growth results will be used for illustrative purposes.

ii. Describe how the SEA established ambitious State-designed long-term goals and measurements of interim progress for increases in the percentage of all English learners in the State making annual progress toward attaining English language proficiency based on 1.C.i. and provide the State-designed long-term goals and measurements of interim progress for English language proficiency.

Subgroup	Baseline (Data and Year)	Long-term Goal (Data and Year)
English learners		

Section 2: Consultation and Performance Management

2.1 Consultation
An Introduction to Connecticut's ESSA Consolidated State Plan

In summer 2015, the Connecticut State Board of Education (Board) and the Commissioner of Education recommitted to making academic excellence and educational equity a reality for every Connecticut public school student. Pursuant to this goal, the Connecticut State Department of Education (CSDE) assembled a team of professionals representing all six of Connecticut's regional educational service centers to design a plan for Connecticut's practice over the next five years. The Connecticut State Board of Education's five-year comprehensive plan, *Ensuring Equity and Excellence for All Connecticut Students* adopted in July 2016, represents the CSDE's commitment to Connecticut citizens and communities and to supporting local school districts' efforts to provide every student in our state an exceptional education in an outstanding school. The plan compels all of us to work together to ensure that every student—regardless of gender, race, ethnicity, family wealth, zip code, or disability status—is prepared to succeed in lifelong learning and work beyond school.

The Board's five-year plan was developed following a lengthy and comprehensive stakeholder engagement process in 2015-16, which heavily informed our methods for consultation for the Connecticut State Plan. We collected responses through two primary mechanisms: focus groups, in which small gatherings of 15 or fewer participants discussed their responses to the inquiry questions under the guidance of a facilitator, and a publicly accessible survey open to all Connecticut residents.

Instructions: Each SEA must engage in timely and meaningful consultation with stakeholders in developing its consolidated State plan, consistent with 34 C.F.R. §§ 299.13 (b) and 299.15 (a). The stakeholders must include the following individuals and entities and reflect the geographic diversity of the State:

- *The Governor or appropriate officials from the Governor's office;*
- *Members of the State legislature;*
- *Members of the State board of education, if applicable;*
- *LEAs, including LEAs in rural areas;*
- *Representatives of Indian tribes located in the State;*
- *Teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, and organizations representing such individuals;*
- *Charter school leaders, if applicable;*
- *Parents and families;*
- *Community-based organizations;*
- *Civil rights organizations, including those representing students with disabilities, English learners, and other historically underserved students;*

- *Institutions of higher education (IHEs);*
- *Employers;*
- *Representatives of private school students;*
- *Early childhood educators and leaders; and*
- *The public.*

Each SEA must meet the requirements in 34 C.F.R. § 200.21(b)(1)-(3) to provide information that is:
1. *Be in an understandable and uniform format;*
2. *Be, to the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent; and*
3. *Be, upon request by a parent who is an individual with a disability as defined by the Americans with Disabilities Act, 42 U.S.C. 12102, provided in an alternative format accessible to that parent.*

A. **Public Notice**. Provide evidence that the SEA met the public notice requirements, under 34 C.F.R. § 299.13(b), relating to the SEA's processes and procedures for developing and adopting its consolidated State plan.

In August 2016, the CSDE set up a webpage for communicating with the public regarding ESSA. This webpage serves as the primary communication point to provide stakeholder information and resources regarding ESSA and the development of Connecticut's Consolidated State Plan. All communication resources and webinars that have been created are posted to this site. Additionally, the site allows stakeholders to submit their feedback electronically via a brief survey that is available in English and Spanish.

The CSDE also communicated broadly about the consolidated plan process via its Facebook and Twitter social media channels, e-mail listservs, news releases, and announcements at professional group meetings and a variety of other events where stakeholders were present.

In August 2016, the CSDE began sharing stakeholder engagement and plan development information publicly with education stakeholders, including district superintendents and the State Board of Education. The CSDE first publicly announced opportunities for stakeholders to provide feedback to inform the State plan through Commissioner's Roundtables and the online survey on September 30, 2016. Read the press release.

The first draft of the state plan was posted on the CSDE ESSA webpage for public comment on _____ and simultaneously delivered to Governor Dannel Malloy's office for the required 30-day public comment period. A press release on _____ announced the availability of the draft to the public along with information on how to submit comments. The second draft of the state plan was posted on the ESSA webpage for public comment on _____. The public comment period was announced on _____ with this press release.

B. Outreach and Input. For the components of the consolidated State plan including Challenging Academic Assessments; Accountability, Support, and Improvement for Schools; Supporting Excellent Educators; and Supporting All Students, describe how the SEA: Conducted outreach to and solicited input from the individuals and entities listed above, consistent with 34 C.F.R. § 299.13(b),during the design and development of the SEA's plans to implement the programs that the SEA has indicated it will include in its consolidated State plan; and following the completion of its initial consolidated State plan by making the plan available for public comment for a period of not less than 30 days prior to submitting the consolidated State plan to the Department for review and approval.

Overview
The CSDE's philosophy of continuous engagement drives the agency's work, setting a foundation of authentic, ongoing engagement with a broad set of stakeholders across a range of key education topics. That philosophy is the driving force behind the stakeholder engagement process that the CSDE built to inform the design and development of Connecticut's ESSA implementation plan.

The CSDE stakeholder engagement process is divided into three parts:

Part 1 – Setting the Vision and Goals	The CSDE launched an extensive stakeholder engagement effort to inform the development of the Connecticut State Board of Education's five-year comprehensive plan, *Ensuring Equity and Excellence for All Connecticut Students,* which includes a new accountability system that is closely aligned to the requirements under ESSA.
Part 2 – Continuing the Conversation	The CSDE returned to stakeholders with the Commissioner's Equity and Excellence Tour to inform them about how their feedback helped shape the state's vision and goals, as identified in the Connecticut State Board of Education's five-year comprehensive plan, and talk to them about next steps, setting the stage for more targeted engagement on priorities identified for the consolidated state ESSA plan.
Part 3 – Targeted ESSA Engagement	The CSDE implemented a multipronged stakeholder engagement process focused on specific priorities identified for the consolidated state ESSA plan, including the launch of an informational ESSA webpage with links to resources, webinars, and ways to get involved in the process; implementation of a series of focus groups; creation and wide distribution of an online ESSA survey; and coordination of an extensive media and social network outreach and engagement effort.

Setting the Vision and Goals (Part 1)

In August 2015, the CSDE embarked on a year-long effort to develop a Five-year Comprehensive Plan for Ensuring Equity and Excellence in Education in our state. As part of the process, the board collected feedback from thousands of stakeholders throughout the state through focus

group discussions, online surveys, and outreach through the media. The board formally adopted the plan on July 2, 2016.

The feedback and ideas gathered through the extensive stakeholder engagement process helped shape and inform the development of a long-term vision and goals to drive policy and administrative decisions in the coming years. A clear, common theme emerged through this process around the message that all students can succeed, and if we set high expectations for students and for ourselves, together, we can rise to that challenge.

The process for developing the plan involved engagement of a wide range of stakeholders, including members of the public and 46 focus groups. The Board received feedback and more than 15,000 comments from over 6,700 respondents who took an online survey that sought to gain insight and perspective about the aspirations, challenges, and concerns pertaining to education in Connecticut. The feedback received during this process helped inform and provide direction in the development of this five-year comprehensive plan.

In the plan, the State Board of Education highlights three priority areas in which to strategically focus resources in order to deliver on its promise of providing an excellent education for every child. These three areas are high expectations, great teachers and leaders, and great schools.

- **High Expectations for Every Student** means that every student is expected to meet high standards and is supported by a system that believes in his or her ability to master challenging academic curriculum.
- **Great Teachers and Leaders** are supported throughout their careers with quality professional learning that continues to grow and refine educator practice.
- **Great Schools** are safe, diverse, welcoming environments where students thrive and receive exceptional teaching and learning.

As the Board works with the CSDE to develop the structures and conditions to bring this vision to fruition, students will improve academically, achievement gaps will close, and students will be well-rounded, engaged, and college and career ready. Access the plan: *Ensuring Equity and Excellence for All Connecticut Students.*

Continuing the Conversation (Part 2)

With a five-year comprehensive plan for education in place, the CSDE set about preparing to extend the stakeholder engagement process to shape and inform the development of an ESSA implementation plan.

In the fall of 2016, Education Commissioner Dianna R. Wentzell launched the Commissioner's Equity and Excellence Tour, a set of roundtable discussions at schools across Connecticut that engaged educators, parents, students, and other stakeholders in community conversations about how everyone can play a role in the mission of creating equity and excellence in education. These conversations also included discussions about ESSA and ways that Connecticut can build on its comprehensive plan as the state develops an implementation plan for the new federal education law.

Commissioner's Equity and Excellence Tour

DATE	TOPIC	LOCATION
Friday, September 30, 2016	Roundtable on Chronic Absenteeism	Vance Elementary School (New Britain, CT)
Thursday, October 6, 2016	Commissioner's Math Council	Connecticut Science Center (Hartford, CT)
Thursday, October 20, 2016	Minority Teacher Recruitment bill signing and roundtable	Carmen Arace School (Bloomfield, CT)
Monday, October 24, 2016	Roundtable on Family and Community Engagement	SERC Center (Middletown, CT)
Thursday, December 8, 2016	Student Growth & School Interventions	Lincoln-Bassett School (New Haven, CT)
Monday, December 19, 2016	School-Based Diversion Initiative & Restorative Practices	Wilbur Cross High School (New Haven, CT)
Wednesday, December 21, 2016	Youth Homelessness	Maloney High School (Meriden, CT)

Targeted ESSA Engagement (Part 3)

In October 2016, the CSDE launched the third part of the engagement process focused on outreach and consultation strategies specific to priorities identified for inclusion in the Connecticut consolidated plan. The third part of the process built off the extensive engagement efforts implemented around the development of the five-year comprehensive plan and drilled into specific policy shifts the state will address in its ESSA plan.

ESSA Webinars

Beginning in June 2016, the CSDE hosted a six-part webinar series for superintendents, school leaders, and other interested stakeholders in order to further understanding of ESSA. The links to the webinars are posted on the ESSA webpage on the CSDE website.

Date	Topic
June 15, 2016	ESSA Overview and 2016 Regulations
September 15, 2016	Accountability, Assessment, and Data Collection and Reporting
October 20, 2016	Title I Under ESSA: Improving Basic Programs Operated by State and Local Education Agencies
November 15, 2016	Title II & III Under ESSA: Preparing, Training, and Recruiting High-Quality Teachers, Principals, or Other School Leaders; Language Instruction for English Learners and Immigrant Students
February 14, 2017	Connecticut State Plan, Long Term Goals & Progress Monitoring

CSDE Targeted Outreach with Partners

CSDE leaders engaged with key district and community partners by making presentations and leading conversations about ESSA at regularly scheduled meetings and school and district convenings. The complete list of dates and partners engaged by CSDE staff is located in Appendix A.

Focus Groups

From November 1, 2016, through December 15, 2016, the CSDE held 50 focus groups attended by 452 individuals representing a range of stakeholder groups from across the state. The focus groups involved small gatherings of 15 or fewer participants discussing their responses to the inquiry questions under the guidance of a facilitator. Each focus group session was facilitated, recorded, transcribed and analyzed. A comprehensive list of focus groups and invitees may be found in the Appendix A.

Online ESSA Survey

In October 2016, the CSDE launched the Connecticut Every Student Succeeds Act survey, a set of multiple choice questions accessible online in English and Spanish. The survey was designed to provide critical feedback from members of the public and key stakeholders about specific priorities identified for inclusion in the Connecticut consolidated ESSA plan.

The survey was posted on the CSDE website and garnered responses from over 6,900 stakeholders, and was publicized through various mediums, including social media, e-mail, and word of mouth.

To maximize participation in the survey, the CSDE developed a month-long social media plan in which the Department publicized the survey and encouraged the public to participate. The social media plan may be found in the appendix.

In addition, CSDE staff leveraged their individual networks and conducted personal outreach to various members of the community to encourage various stakeholders, namely parents and students, to take the survey. The outreach effort included a letter to families, in English and Spanish, which may be found in Appendix A.

i.   Took into account the input obtained through consultation and public comment. The response must include both how the SEA addressed the concerns and issues raised through consultation and public comment and any changes the SEA made as a result of consultation and public comment for all components of the consolidated State plan.

Use of Public Feedback in Plan

When the CSDE launched a broad stakeholder engagement effort in 2015 to inform the vision and goals set forth in the Connecticut State Board of Education's five-year

comprehensive plan, the conversation and resulting feedback became the foundation upon which to begin building the state's consolidated ESSA plan. With feedback from 46 focus groups and over 6,700 survey respondents, the CSDE identified priorities and strategies that would become the framework for our ESSA plan. The CSDE's targeted ESSA engagement effort began in the fall of 2016 and continued into the winter after the USED released the final set of regulations on November 29, 2016.

In-depth analysis of feedback from 52 focus groups and over 6,900 survey respondents reached during the targeted ESSA engagement period identified a range of priorities, ideas, and concerns, many of which reflect similar kinds of feedback from the engagement effort around our comprehensive plan. Common themes that emerged across the range of stakeholders include:

- desire for social-emotional learning guidance, supports, and indicators;
- desire to focus on student growth, not just achievement status, for accountability;
- accountability that considers the education and support of the "whole child;" and
- need for increased/improved supports for English learners, including cultural responsiveness/sensitivity training for diverse settings.

These themes appear as priorities in three areas of work within the CSDE: the Connecticut State Board of Education five-year comprehensive plan, Connecticut's Next Generation Accountability System, and the Connecticut Consolidated ESSA Plan. Additionally, the engagement feedback supports foundational ideas embedded within the CSDE's vision and goals, including the importance of college/career readiness and student growth on state assessments as key accountability measures, an emphasis on personalized learning, a desire for improved school climate and family engagement, and a need for innovative ways to ensure equitable access to excellent educators.

The CSDE is in the process of reviewing the feedback analysis report to determine if there are key areas of work that need to change to be more closely aligned with priorities identified by stakeholders. Additionally, the CSDE will have to consider feedback gathered during the public comment phase expected to occur in February 2017.

The full ESSA feedback analysis report can be accessed in Appendix A.

C. **Governor's consultation**. Describe how the SEA consulted in a timely and meaningful manner with the Governor consistent with section 8540 of the ESEA, including whether officials from the SEA and the Governor's office met during the development of this plan and prior to the submission of this plan.

The Commissioner of Education and CSDE staff have periodically met with and briefed the Governor and his staff on ESSA starting in the fall of 2015 and continuing after the bill was

signed into law on December 10, 2015. In the summer of 2016, CSDE leadership met with the Governor to lay out plans for stakeholder engagement and development of the Connecticut plan for implementation of ESSA. Updates about the ESSA stakeholder engagement process and plan development have been communicated to Governor's office staff throughout September, October, November, and December of 2016. A draft of the Connecticut consolidated plan was provided to the Governor on _____.

Date SEA provided the plan to the Governor: Click here to enter a date.

Check one:

☐The Governor signed this consolidated State plan.
☐ The Governor did not sign this consolidated State plan.

To ensure ESSA is implemented efficiently and efficaciously, the CSDE has consulted with staff at the Office of Early Childhood, the Department of Labor, as well as other relevant agencies, to ensure that the State Plan is coordinated with existing educational programs. An overview of the CSDE's plan for interagency coordination is included in the appendix.

2.2 System of Performance Management.

Instructions: In the text boxes below, each SEA must describe consistent with 34 C.F.R. § 299.15 (b) its system of performance management of SEA and LEA plans across all programs included in this consolidated State plan. The description of an SEA's system of performance management must include information on the SEA's review and approval of LEA plans, monitoring, continuous improvement, and technical assistance across the components of the consolidated State plan.

A. **Review and Approval of LEA Plans.** Describe the SEA's process for supporting the development, review, and approval of LEA plans in accordance with statutory and regulatory requirements. The description should include a discussion of how the SEA will determine if LEA activities align with: 1) the specific needs of the LEA, and 2) the SEA's consolidated State plan.

Introduction

Because of the diversity of resources, performance levels, and needs of students in schools and school districts across Connecticut, the CSDE has approached the implementation of a reauthorized ESEA, which has coincided with our State Board of Education's five-year comprehensive plan, as an important opportunity to recommit to the improvement of our state's schools. As will become clear in this document, Connecticut's ESSA State Plan is informed by comprehensive stakeholder input and the lessons learned from the No Child Left Behind (NCLB) era. Our plan is built on research that demonstrates that a *tiered system of increasing support, guidance, and oversight* better meets the diverse needs of students, as well as organizations such as schools. This approach is intended to maximize the effective use of both federal and state school improvement funds and to concentrate SEA resources, expertise, and effort where they are needed most — in districts with the greatest number of students from poverty and in districts with the lowest performance levels, both whole school and subgroup performance. For LEA improvement plans, progress monitoring/continuous improvement, and differentiated technical assistance, we have briefly described the three-tiered system of support below. This will provide context for the presentation of our System of Performance Management.

- **Tier I - Basic Level Support for Connecticut Districts:** Title I districts that are performing adequately will receive a general level of support and guidance from the CSDE that is consistent with our current approach under the ESEA Renewal Request, namely grant administration, training, technical assistance, as well as grant monitoring and oversight. These districts will have the greatest autonomy allowed by federal and state statutes and regulations but will be accountable for continuous improvement toward our ESSA-required long-term goals.

- **Tier II - Moderate Level Support for 20 of Connecticut's Alliance Districts:** Connecticut's 30 lowest performing school districts are supported through a state system called the Alliance District (AD) Program. C.G.S. § 262u, passed in 2012, allocated additional Educational Cost Sharing (ECS) grants to Alliance Districts, conditional upon a number of requirements that are consistent with the ESSA – an improvement plan, expected district progress relative to the plan, subsequent annual amendments made in the context of the district's needs and strategies to improve student outcomes. Under

ESSA, 20 districts in Connecticut will receive this moderate level of support and will be accountable for continuous improvement toward our ESSA-required long-term goals.

- **Tier III - Intensive Level Support for Connecticut's 10 Education Reform Districts:** Educational reform districts (ERDs) are a subset of Connecticut's Alliance Districts. Educational reform districts are the 10 lowest performing districts in the state. Approximately 70 percent of Title I schools are found in these 10 districts. Under ESSA, 10 districts will receive this intensive level of support and will be accountable for continuous improvement toward our ESSA-required long-term goals.

REVIEW AND APPROVAL PROCESS FOR LEA PLANS			
Time Frame	**Strategy**	**SEA activities that align to 1) Needs of LEA 2) SEA State Plan**	**Indicators of SEA Progress**
Fall 2016	Create a cross-divisional team for Tier III support	• Establish and co-locate cross-divisional team and leaders to implement Tier III Intensive Supports for ten Education Reform Districts • Train staff /leaders from Academic, Assessment, Performance, Turnaround, and ESEA Units who are members of the cross-divisional team	January 2017 - Cross divisional teams established
2016-17	Establish Tier I and Tier II supports	• Building on existing resources and programs, establish protocols for Tier II Moderate Supports for Alliance Districts and Tier I Basic Supports for all other districts • Create State Plan FAQ introducing Differentiated Supports for Tiers I-III	July 2017 -Written protocols developed -FAQ complete -Publish upon state plan acceptance
2016-17	Design and train LEAs in use of electronic platform for Consolidated Title Grants	• Streamline process (stakeholder input priority) • Reduce paperwork (stakeholder input priority) • Improve turnaround time, availability of funds, communication (stakeholder input priority) • Training in multiple formats available to LEAs • Phone, platform, and vendor technical assistance ongoing	June 2017 -Beta test platform October 2017 -Vendor delivers multiple statewide trainings
Spring 2017	Draft guidance based in evidenced-based interventions	• Building on the current CSDE CT Accountability System guidance document, *Using Accountability Results to Guide Improvement* (March 2016), and with the assistance of stakeholder expertise (LEA, university, professional organization, and research partners), and incorporating the evidence levels outlined non-regulatory guidance, CSDE will create *Evidenced-based Practices Lists* in Year 1 for the following areas: 1. *Early Learning* (staffing, programming, instruction, social emotional supports, etc.). 2. *School Climate* (staffing, teaming, social-emotional	March 2017 -Workgroups formed August 2017 -Collect stakeholder and expert feedback on drafts September 2017 -Publish draft

REVIEW AND APPROVAL PROCESS FOR LEA PLANS			
Time Frame	**Strategy**	**SEA activities that align to 1) Needs of LEA 2) SEA State Plan**	**Indicators of SEA Progress**
		supports, restorative/nonexclusionary discipline, etc.) 3. *Student/Family/Community Engagement* (staffing, absenteeism strategies, supports for engaging racially, ethnically, linguistically diverse families, etc.). 4. *Academics* English language arts, mathematics, reading, and math intervention, science (staffing, scheduling, curriculum, instruction, extended day, week, school year programs, tiered intervention, etc.). 5. *English Language Proficiency* (staffing, programs, instruction, SIOP, family engagement, etc.). 6. *On Track/Graduation Resources* (staffing, using data/ matching data to supports, transition grade strategies, over-age/under-credit programs, credit recovery, etc.) • Collect feedback on documents and revise as needed • Create rubric for SEA to evaluate optional LEA proposed spending for evidenced-based practices not on Year 1 State List	documents October 2017 -Publish Evidenced Based Practices Evaluation Rubric
2016 – 2017	Develop SEA and LEA capacity in ESSA Program Planning and Evaluation Supports; Evidenced-based Practices; and LEA Plans	• CSDE, with support from partners listed above, will develop "Program Planning and Evaluation Supports" for all Title I LEAs with identified key elements including logic model, needs assessment, historical data analysis, SMART Goals, measures/indicators of success, timelines, responsible parties • Plan review and approval rubric developed • Implementation/ monitoring templates developed • Working in multiple formats (workshop, webinar, documents), create and contract for training modules in (1) Program Planning, LEA Plans, Monitoring and Evaluation Supports; (2) Evidence-based Practices	July 2017 - LEA planning and evaluation materials to LEAs - Key SEA staff trained July 2017 -Training planned and materials created 2018 -Training complete
Fall 2017	Pilot Title I-III consolidated application	Year 1: • Train LEAs in application process/budget • Grant applications due October 15, 2017 • All Consolidated Title I-III grant applications in Year 1 are processed for 195 grant recipients in twelve weeks • In future years, add more grant applications (e.g., Title IV, School Improvement Competitive Grants)	August 15, 2017 – January 15, 2017

B. **Monitoring**. Describe the SEA's plan to monitor SEA and LEA implementation of the included programs to ensure compliance with statutory and regulatory requirements. This description must include how the SEA will collect and use data and information which may include input from stakeholders and data collected and reported on State and LEA report cards (under section 1111(h) of the ESEA and applicable regulations), to assess the quality of SEA and LEA implementation of strategies and progress toward meeting the desired program outcomes.

C. **Continuous Improvement**. Describe the SEA's plan to continuously improve SEA and LEA plans and implementation. This description must include how the SEA will collect and use data and information which may include input from stakeholders and data collected and reported on State and LEA report cards (under section 1111(h) of the ESEA and applicable regulations), to assess the quality of SEA and LEA implementation of strategies and progress toward meeting the desired program outcomes.

D. **Differentiated Technical Assistance**. Describe the SEA's plan to provide differentiated technical assistance to LEAs and schools to support effective implementation of SEA, LEA, and other subgrantee strategies.

Introduction to Section 2.2 Parts B, C, and D

The CSDE's goals for continuous improvement are outlined in the Long Term Goal Section of this plan. Based on frequent stakeholder input that *student growth over time is the most important factor* and that *schools should track long-term improvement, not short-term test results*. We propose a 13-year timeframe for our model of continuous improvement that establishes individual student, school, and district growth targets and trajectories on ESSA-required goals of academic achievement; increased rates of graduation; and progress toward English language proficiency. To meet the tangible need for, and our civic obligation to public accountability, the CSDE reports academic achievement status, graduation rates, and English language proficiency in aggregate and for specific student groups. This data is reported at the schools and district level on an annual basis.

Having learned difficult lessons from the NCLB era, we believe continuous improvement requires research and data informed decision-making in creating improvement plans with a laser-like focus on a small number of critical goals/targets. That said, a plan alone does not guarantee success, but unwavering attention to "fidelity of implementation" will yield more accurate perceptions of a plan's effectiveness. Also, sustained effort over time, rather than chasing annual "silver bullets", will increase the probability of success.

The Connecticut Monitoring, Continuous Improvement, and Differentiated Support Plan outlined below provides details of a tiered, systematic approach to state support and guidance based on LEA needs and challenges. As required, CSDE has developed a plan to support, monitor, and provide increasing structure and direction if local efforts are not effective across time.

	MONITORING, CONTINUOUS IMPROVEMENT, AND DIFFERENTIATED SUPPORT PLAN			
Districts by Tiered Supports	**Years 1 and 2 (2016-17) & (2017-18) Planning/ Implementation Strategies**	**Interim Progress Check #1 (2020-21) If Target(s) Not Met, SEA Improvement Strategies**	**Interim Progress Check #2 (2023-24) If Target(s) Not Met SEA Improvement Strategies**	**Interim Progress Check #3 (2026-27) Target(s) Not Met SEA Improvement Strategies**
Districts Receiving Tier III Intensive Supports *(10 Education Reform Districts)*	1. SEA Point of Contact & Cross-divisional Team support 2. Electronic grant system 3. Mandatory initial training held at Alliance District (AD) Symposiums (3x per year) 4. LeadCT Leadership Academy for Turnaround Principals 5. Combining state and federal improvement strategies to provide greater supports to Education Reform Districts 6. Three annual site visits using data from School/ District Profile & Performance Reports and district formative data required under AD program 7. Provide *entitlement* Comprehensive School Improvement Grants (CSIG) up to $500,000 annually 8. Provide RFP for *competitive*	1. Mandatory training modules in targets not met including evidence-based interventions to meet subgroup needs 2. Mandatory training module in fidelity of implementation, progress monitoring, culturally responsive pedagogy 3. Repeat needs assessment with significant stakeholder input from whole school and subgroup populations on target(s) not met 4. SEA recommends evidenced-based interventions funded by Title and SIG grants 5. LEA Plan revision with SEA input 6. Maintain monitoring format and frequency 7. Continue CSIG and TASIG grant opportunities	1. Updated training modules in targets not met including evidence-based interventions to meet subgroup needs 2. Updated training module in fidelity of implementation, progress monitoring, culturally responsive pedagogy 3. State-directed needs assessment with significant stakeholder input from whole school and subgroup populations on target(s) not met 4. SEA-directed evidenced-based interventions on targets not met 5. SEA-directed LEA Plan revision 6. Increase monitoring frequency to quarterly 7. Alter monitoring format to include SEA walkthroughs to observe fidelity of implementation 8. Bi-monthly submission of "Evidence for Fidelity of Implementation" for target(s)	As outlined in our 2015 ESEA Flexibility Request Renewal, and consistent with C.G.S.§ 10-223j, chronically underperforming schools (Category 4 and 5) that do not meet target(s) at Interim Progress Check #3 will enter into a "State Structured Decision-Making Pathway" including, but not limited to: 1. Reconstitution, such as (a) LEA retains management but reorganizes/ re-staffs the school; (b) LEA retains authority but enters into a management partnership with an external entity; or, (c) LEA transfers the entire management and oversight of a school to an external entity. 2. Consolidation / Closure: 3. Restructuring School Governance Council

MONITORING, CONTINUOUS IMPROVEMENT, AND DIFFERENTIATED SUPPORT PLAN				
Districts by Tiered Supports	Years 1 and 2 (2016-17) & (2017-18) Planning/ Implementation Strategies	Interim Progress Check #1 (2020-21) If Target(s) Not Met, SEA Improvement Strategies	Interim Progress Check #2 (2023-24) If Target(s) Not Met SEA Improvement Strategies	Interim Progress Check #3 (2026-27) Target(s) Not Met SEA Improvement Strategies
	Targeted Assistance School Improvement Grants (TASIG) of no less than $50,000 annually	8. Quarterly submission of "Evidence for Fidelity of Implementation" for target(s) not met	not met 9. Consider elimination of CSIG and TASIG grant opportunities	4. Restructuring School Board Governance
Districts Receiving Tier II Moderate Supports *(20 Alliance Districts)*	1. SEA Point of Contact 2. Electronic grant system 3. Mandatory initial training held at AD Symposiums (3x per year) 4. LeadCT Leadership Academy for Turnaround Principals 5. Combining state and federal improvement strategies to streamline process and focus on LEA Plan 6. One annual site visit and two CSDE data reviews using data from School/ District Profile & Performance Reports and district formative data required under AD program 7. Provide RFP for *competitive* Comprehensive School Improvement Grants (CSIG)	1. Mandatory training modules in targets not met including evidence-based interventions to meet subgroup needs 2. Mandatory training module in fidelity of implementation, progress monitoring, and culturally responsive pedagogy 3. Repeat needs assessment with significant stakeholder input from whole school and subgroup populations on target(s) not met 4. LEA Plan revision 5. Continued monitoring format and frequency 6. Continue competitive CSIG and TASIG grant opportunities	1. Updated training modules in targets not met including evidence-based interventions to meet subgroup needs 2. Updated training module in fidelity of implementation, progress monitoring, and culturally responsive pedagogy 3. State-approved needs assessment plan with significant stakeholder input from whole school and subgroup populations on target(s) not met 4. SEA recommends evidenced-based interventions based on local needs and data 5. LEA Plan revision with SEA input 6. Maintain monitoring format and frequency 7. SEA continues competitive CSIG and TASIG grant	1. State-directed needs assessment with significant stakeholder input from whole school/ subgroup populations on target(s) not met 2. Customized training based on needs assessment 3. SEA-directed evidenced-based interventions and LEA Plan revision 4. Increase monitoring frequency to three annual site visits using data from School/ District Profile & Performance Reports and district formative data required under AD program 5. Alter monitoring format to include SEA walkthroughs to observe fidelity of

MONITORING, CONTINUOUS IMPROVEMENT, AND DIFFERENTIATED SUPPORT PLAN				
Districts by Tiered Supports	**Years 1 and 2 (2016-17) & (2017-18) Planning/ Implementation Strategies**	**Interim Progress Check #1 (2020-21) If Target(s) Not Met, SEA Improvement Strategies**	**Interim Progress Check #2 (2023-24) If Target(s) Not Met SEA Improvement Strategies**	**Interim Progress Check #3 (2026-27) Target(s) Not Met SEA Improvement Strategies**
	up to $500,000 annually 8. Provide RFP for *competitive* Targeted Assistance School Improvement Grants (TASIG) of no less than $50,000 annually	7. Semi-annual submission of "Evidence for Fidelity of Implementation" for target(s) not met	opportunities 8. Quarterly submission of "Evidence for Fidelity of Implementation" for target(s) not met	implementation 6. Bi-monthly submission of "Evidence for Fidelity of Implementation" for target(s) not met 7. SEA considers elimination of competitive CSIG and TASAIG grant opportunities 8. SEA reserves the right to employ "State Structured Decision-Making Pathways" outlined above
Districts Receiving Tier I Basic Supports *(All Other Districts)*	1. SEA Point of Contact 2. Electronic grant system 3. Annual self-assessment with six annual desk audits representing geographic/ socio-economic diversity 4. Data analysis using School and District Profile & Performance Reports 5. Initial training materials and support in multiple formats (workshop, archived webinars, guidance	1. Mandatory training modules in targets not met including evidence-based interventions to meet subgroup needs 2. Mandatory training module in fidelity of implementation, progress monitoring, and culturally responsive pedagogy 3. Repeat needs assessment with significant stakeholder input from	1. Updated training modules in targets not met including evidence-based interventions to meet subgroup needs 2. Updated training module in fidelity of implementation, progress monitoring, and culturally responsive pedagogy 3. State-recommended needs assessment plan with significant stakeholder input from whole school and subgroup populations on target(s) not met	1. Title I LEA Plan Symposium for LEAs in this category 2. Customized training in targets not met including evidence-based interventions to meet subgroup needs 3. Customized training in fidelity of implementation, progress monitoring, and culturally responsive pedagogy

MONITORING, CONTINUOUS IMPROVEMENT, AND DIFFERENTIATED SUPPORT PLAN				
Districts by Tiered Supports	**Years 1 and 2 (2016-17) & (2017-18) Planning/ Implementation Strategies**	**Interim Progress Check #1 (2020-21) If Target(s) Not Met, SEA Improvement Strategies**	**Interim Progress Check #2 (2023-24) If Target(s) Not Met SEA Improvement Strategies**	**Interim Progress Check #3 (2026-27) Target(s) Not Met SEA Improvement Strategies**
	documents) 6. Provide RFP for *competitive* Comprehensive School Improvement Grants (CSIG) up to $500,000 annually 7. Provide RFP for competitive Targeted Assistance School Improvement Grants (TASIG) of no less than $50,000 annually	whole school and subgroup populations on target(s) not met 4. LEA Plan revision 5. Maintain monitoring frequency and format 6. Continue CSIG and TASIG grant opportunities 7. Semi-annual submission of "Evidence for Fidelity of Implementation" for target(s) not met	4. SEA recommended evidenced-based interventions based on local needs and data LEA Plan revision with SEA input 5. SEA increases monitoring format and frequency 6. SEA continues competitive CSIG and TASIG grant opportunities 7. Quarterly submission of "Evidence for Fidelity of Implementation" for target(s) not met	4. State-directed needs assessment plan with significant stakeholder input from whole school and subgroup populations on target(s) not met 5. Quarterly submission of "Evidence for Fidelity of Implementation" for target(s) not met 8. SEA considers increasing monitoring format and frequency 9. Bi-monthly submission of "Evidence for Fidelity of Implementation" for target(s) not met

SEA Performance Management System

As mentioned previously, in June 2016, the State Board of Education adopted *Ensuring Equity and Excellence for All Connecticut Students,* the Board's five-year comprehensive plan for 2016-21. Beginning in fall 2016, the CSDE has worked with technical assistance providers from the Council for Chief State Officers (CCSSO) and is developing a concrete, time-bound, and actionable implementation plan for delivering results on the four goals of the Board's plan, known as Our Promise to our Students:

- Goal 1: Ensuring their nonacademic needs are met so they are healthy, happy, and ready to learn (mental health, nutrition, after-school programs).
- Goal 2: Supporting their school and district in staying on target with learning goals (Education Cost Sharing - ECS, Alliance Districts, Commissioner's Network, School Choice).
- Goal 3: Giving them access to great teachers and school leaders.
- Goal 4: Making sure they learn what they need to know to succeed in college, career, and life.

The State Board plan is perfectly aligned and contains many elements of our ESSA State Plan. Not coincidental, this alignment provides coherence and leverage in implementing major education reforms in Connecticut. Using elements of a performance management system known as "Deliverology," the CSDE's implementation plan and timeline is in development and is outlined below.

EQUITY AND EXCELLENCE CONNECTICUT'S COMPREHENSIVE EDUCATION PLAN (2016-2021) IMPLEMENTATION AND TIMELINE	
Timeframe	**CSDE Activity**
June 2016	State Board of Education (SBE) adopts five-year comprehensive plan
June – December 2016	Outreach to stakeholders • Stakeholder input into ESSA State Plan • Feedback loop to stakeholders on adoption of SBE plan
September – October 2016	Initial planning for developing a performance management system
November 2016	Senior Leadership Training • Identified four measurable outcomes tied to board goals • Identified Goal Owners (CSDE chiefs) • Identified up to three strategies per goal • Identified Strategy Leaders (CSDE managers or consultants)
December – January 2016	Strategy Leader Training • Developed Strategy Profiles • Developed Delivery Chains (implementation routes) • See appendix B
January 2016	CSDE leaders established timelines for "Stock Takes," which are progress monitoring points with clearly established protocols on reporting and problem solving any challenges, fidelity of implementation threats or "choke points" where delivery becomes problematic. CSDE Annual Stock Take Schedule table below
February 2016	Senior Leadership and Strategy Leaders Training in Stock Takes and Goal Setting, and Outcome Measure Trajectories for 2017-21
March 2016	Finalize Performance Management Plan
April 2016	Present Performance Management Plan to State Board of Education
June 2016	First State Board of Education Stock Take – Goal 1

CSDE Annual Stock Take Schedule	
SBE Stock Takes	• 2x per year per goal - public SBE Meetings • Presented by Goal Owner
Commissioner Stock Takes	• 2x per year per goal prior to SBE Meetings • Presented by Goal Owner
Chiefs Stock Takes	• 3x per year for all three strategies • Follows standard protocol which devotes the most time to problem areas
Strategy Leaders Prepare for Stock Takes	• Follows standard protocol that devotes the most time in stock takes to problem areas

Section 3: Academic Assessments

Instructions: As applicable, provide the information regarding a State's academic assessments in the text boxes below.

A. **Advanced Mathematics Coursework.** Does the State: 1) administer end-of-course mathematics assessments to high school students in order to meet the requirements under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA; and 2) use the exception for students in eighth grade to take such assessments under section 1111(b)(2)(C) of the ESEA?

☐ Yes. If yes, describe the SEA's strategies to provide all students in the State the opportunity to be prepared for and to take advanced mathematics coursework in middle school consistent with section 1111(b)(2)(C) and 34 C.F.R. § 200.5(b)(4).

X No.

Connecticut does <u>not</u> administer end-of-course mathematics assessments to high school students. Therefore, Connecticut does <u>not</u> seek to use the exception for students in eighth grade to take such assessments as allowable under section 1111(b)(2)(C) of the ESEA.

B. **Languages other than English.** Describe how the SEA is complying with the requirements in section 1111(b)(2)(F) of the ESEA and 34 C.F.R. § 200.6(f) in languages other than English.
   i.   Provide the SEA's definition for "languages other than English that are present to a significant extent in the participating student population," consistent with 34 C.F.R. § 200.6(f)(4), and identify the specific languages that meet that definition.

   ii. Identify any existing assessments in languages other than English, and specify for which grades and content areas those assessments are available.

   iii. Indicate the languages other than English identified in B.i. above for which yearly student academic assessments are not available and are needed.

   iv. Describe how the SEA will make every effort to develop assessments, at a minimum, in languages other than English that are present to a significant extent in the participating student population by providing:
       1. The State's plan and timeline for developing such assessments, including a description of how it met the requirements of 34 C.F.R. § 200.6(f)(4);

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2. A description of the process the State used to gather meaningful input on the need for assessments in languages other than English, collect and respond to public comment, and consult with educators; parents and families of English learners; students, as appropriate; and other stakeholders; and

3. As applicable, an explanation of the reasons the State has not been able to complete the development of such assessments despite making every effort.

The Connecticut State Department of Education (CSDE) defines a dominant language as one that meets at least two of the following criteria: (1) the language that the student learned first; (2) the primary language spoken by the student's parents, guardians, or other people with whom the student lives; and (3) the primary language the student speaks at home.

The top 10 dominant languages of Connecticut's K-12 students are presented below.

Dominant Language	Percentage of Students
English	84.80%
Spanish	9.80%
Portuguese	0.60%
Mandarin	0.40%
Polish	0.40%
Arabic	0.40%
Creole-Haitian	0.30%
Albanian	0.20%
Vietnamese	0.20%
Urdu	0.20%
All Others	2.60%
Total	**100.00%**

The CSDE considers any language among more than 1 percent of its students to be present to a significant extent. Though all assessments required pursuant to Section 1111(b) of ESEA are available only in English and current resources do not support new assessment development in additional languages, the CSDE is committed to making its current assessments accessible to all students and offering a broad array of multilingual supports for English learners (ELs):

1. Embedded Designated Supports for English Learners

   a. Translations – Math (Glossary)
   The translated glossaries are provided in some languages for selected construct-irrelevant terms for math. Translations for these terms appear on the computer screen

when students click on them. Students may also select the audio icon next to the glossary term and listen to the audio recording of the glossary. This Designated Support is intended as a language support for students who have limited English language skills whether or not they are designated as ELs or ELs with disabilities. These students may use the translation glossary for specific math items. The use of this support may result in the student needing additional overall time to complete the assessment.

The languages currently supported for Translation Glossary (includes audio) are Arabic, Cantonese, Filipino (Tagalog and Ilokano), Korean, Mandarin, Punjabi, Russian, Spanish, Ukrainian, Vietnamese.

b. Translations – Math (Stacked), Spanish Only
    Stacked translations are a language support available for some Spanish-speaking students. In a stacked translation, the full translation of each math test item appears above the original item in English. Students can see test directions in Spanish as well. For students whose primary language is not English and who use dual language supports in the classroom, use of the stacked (dual language) translation may be appropriate. Students participate in the assessment regardless of the language. This support will increase reading load and cognitive load. The use of this support may result in the student needing additional overall time to complete the assessment.

c. Translation Test Directions – Math, Spanish Only
    Translation Test Directions is a language support available prior to beginning the actual math test items. Students who have limited English language skills may use the translated directions support. This support should only be used for students who are proficient readers in the non-English language and not proficient in English. The use of this support may result in the student needing additional overall time to complete the assessment.

2. Non-Embedded Designated Supports for English Learners

    a. Bilingual Dictionary – Science
        A bilingual/dual language word-to-word dictionary is a language support. For students whose primary language is not English and who use dual language supports in the classroom, use of a bilingual/dual language word-to-word dictionary may be appropriate. Students participate in the assessment regardless of the language. The use of this support may result in the student needing additional overall time to complete the assessment.

    b. Native Language Reader Directions Only – Science
        All test directions may be read and clarified in English or the student's native language for EL students who have been identified as needing this support. A non-certified or certified staff person may administer this accommodation.

c. Read Aloud in Spanish – Math
Spanish text for math items is read aloud to the student by a trained and qualified human reader who follows the test administration manual, security procedures, and the Read Aloud Guidelines. Students who receive the Translations (stacked) Designated Support and are struggling readers may need assistance accessing the assessment by having all or portions of the assessment read aloud. Students with reading-related disabilities also may need this support. If not used regularly during instruction, this support is likely to be confusing and may impede the performance on assessments. A student should have the option of asking a reader to slow down or repeat text. The use of this support may result in the student needing additional overall time to complete the assessment and the student will need to be tested in a separate setting.

d. Translations – Math (Glossary), Only Large Print Paper/Pencil Assessment
Translated glossaries are a language support. Translated glossaries are provided for selected construct-irrelevant terms for math. Glossary terms are listed by item and consist of the English term and its translated equivalent. Students who have limited English language skills can use the translation glossary for specific items. The use of this support may result in the student needing additional overall time to complete the assessment. The languages currently supported for Non-Embedded Translations – Math (Glossary) are Arabic, Cantonese, Dakota, Filipino (Tagalog and Ilokano), French, Korean, Mandarin, Punjabi, Russian, Spanish, Ukrainian, and Vietnamese.

e. Translations Test Directions – English Language Arts Items and Math Items
A PDF of directions translated in each of the languages currently supported for English language arts and math will be provided. A bilingual adult reads the directions to the student. Students literate in the selected language may read the test directions independently. Students who have limited English language skills (whether or not designated as ELs or ELs with disabilities) can use the translated test directions. The use of this support may result in the student needing additional overall time to complete the assessment, as well as a separate setting. The languages currently supported for the Non-Embedded Translation Test Directions are Arabic, Cantonese, Dakota, Filipino, (Tagalog and Ilokano), French, Haitian-Creole, Hmong, Japanese, Korean, Lakota, Mandarin, Punjabi, Russian, Somali, Spanish, Ukrainian, Vietnamese, and Yupik.

Section 4: Accountability, Support, and Improvement for Schools

Instructions: Each SEA must describe its accountability, support, and improvement system consistent with 34 C.F.R. §§ 200.12-200.24 and section 1111(c) and (d) of the ESEA. Each SEA may include documentation (e.g., technical reports or supporting evidence) that demonstrates compliance with applicable statutory and regulatory requirements.

4.1 Accountability System.

Introduction

Connecticut's Next Generation Accountability System creates a more comprehensive, holistic picture of how students and schools are performing. Focusing on a broader set of indicators, rather than annual assessments alone, guards against the narrowing of the curriculum to tested subjects, expands ownership of accountability to more staff, and allows schools to demonstrate progress on "precursors to outcomes," as well as outcomes.

A. **Indicators**. Describe the measure(s) included in each of the Academic Achievement, Academic Progress, Graduation Rate, Progress in Achieving English Language Proficiency, and School Quality or Student Success indicators and how those measures meet the requirements described in 34 C.F.R. § 200.14(a)-(b) and section 1111(c)(4)(B) of the ESEA.

- The description for each indicator should include how it is valid, reliable, and comparable across all LEAs in the State, as described in 34 C.F.R. § 200.14(c).
- To meet the requirements described in 34 C.F.R.§ 200.14(d), for the measures included within the indicators of Academic Progress and School Quality or Student Success measures, the description must also address how each measure within the indicators is supported by research that high performance or improvement on such measure is likely to increase student learning (e.g., grade point average, credit accumulation, performance in advanced coursework).
- For measures within indicators of School Quality or Student Success that are unique to high school, the description must address how research shows that high performance or improvement on the indicator is likely to increase graduation rates, postsecondary enrollment, persistence, completion, or career readiness.
- To meet the requirement in 34 C.F.R. § 200.14(e), the descriptions for the Academic Progress and School Quality or Student Success indicators must include a demonstration of how each measure aids in the meaningful differentiation of schools under 34 C.F.R. § 200.18 by demonstrating varied results across schools in the State.

Indicator	Measure(s)	Description
i. Academic Achievement		
ii. Academic Progress		
iii. Graduation Rate		
iv. Progress in Achieving English Language Proficiency		

Indicator	Measure(s)	Description
v. School Quality or Student Success		
<Add a row, as necessary, for each additional School Quality or Student Success indicator>		

Please see the list of indicators, measures, and descriptions below.

Indicators

Connecticut's accountability system incorporates 12 indicators. They are valid for their purposes, reliable in their measurement, and are comparable statewide. All indicators use data from statewide, uniform data collection systems. These systems incorporate rigorous checks and validations and require district certification. External data sources are integrated from official and reliable data sources. The indicators were selected after extensive consultation with a wide variety of stakeholders over a two-three year period. The rationale for each indicator along with practitioner feedback was captured in Connecticut's ESEA Flexibility request (pages 67-91) that the U.S. Department of Education approved on August 6, 2015. The research supporting each indicator as well as resources to improve outcomes are included in the document entitled Using Accountability Results to Guide Improvement. The system aligns with the requirements in ESEA section 1111(c)(4)(B) and Connecticut General Statutes section 10-223e.

- **Indicator 1 – Academic Achievement:** This is the current status of student achievement. Performance indices ranging from 0 to 100 for English language arts (ELA), mathematics, and science are produced by transforming scale scores from the state summative assessments into an index. The ultimate target for a subject performance index for any student group is 75. (See page 45 of the Using Accountability Results Guide for a description of the index methodology.)
- **Indicator 2 – Academic Growth:** This indicator evaluates the change in achievement of the same student from one grade in year 1 to the next higher grade in year 2 on the Smarter Balanced ELA and mathematics summative assessments for students in grades 4 through 8 (see technical paper). The average percentage of the growth target achieved is the accountability indicator. The ultimate target for this average is 100 percent. Effective 2019-20 (i.e., 2018-19 data) progress toward English language proficiency is expected to be added to this indicator.
- **Indicator 3 – Participation Rate:** This indicator is the participation rate of students on state summative assessments. Not meeting the 95 percent participation rate threshold has implications for district and school categorization as discussed later in this section.
- **Indicator 4 – Chronic Absenteeism:** This indicator is the percentage of students missing 10 percent or greater of the total number of days enrolled. The chronic absenteeism rate should not exceed 5 percent; therefore, full points will be awarded if the rate is 5 percent or lower. Conversely, no points will be awarded if the rate is 30 percent or higher. Rates between 30 percent and 5 percent receive proportional points.
- **Indicator 5 – Preparation for Postsecondary and Career Readiness Coursework:** This indicator is the percentage of students in grades 11 and 12 who participate in at least one of
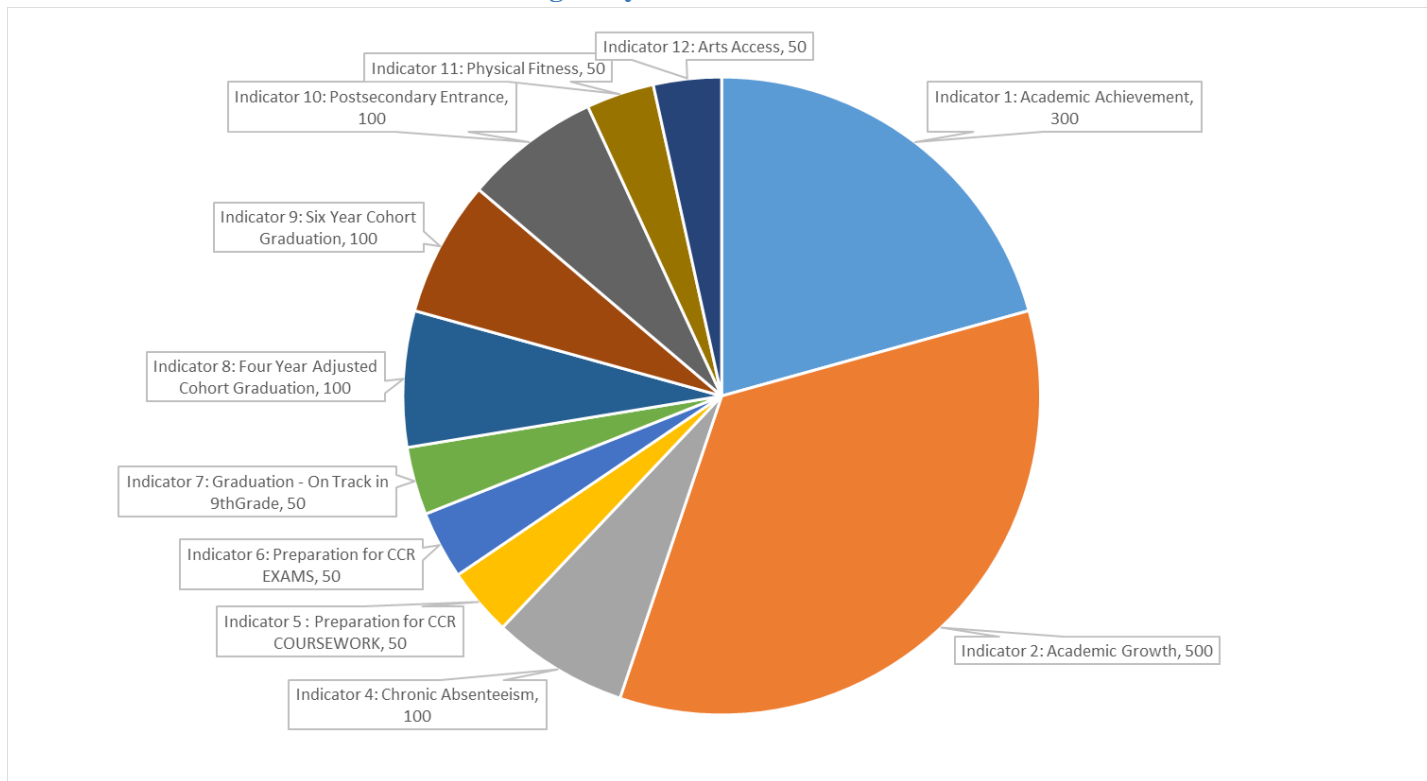
the following during high school: two courses in advanced placement (AP)/ international baccalaureate (IB)/dual enrollment; two courses in one of 17 career and technical education (CTE) categories; or two workplace experience "courses." The ultimate target is 75 percent.

- **Indicator 6 – Preparation for Postsecondary and Career Readiness Exams:** This indicator is the percentage of students in grades 11 and 12 who attained benchmark scores on at least one college/career readiness exam (e.g., SAT, ACT, AP, IB). The ultimate target is 75 percent.
- **Indicator 7 – Graduation, On Track in Ninth Grade:** This indicator is based on the work of the University of Chicago's Consortium on School Research. It is the percentage of ninth-graders earning at least five full-year credits in the year. It applies to middle schools (with eighth grade) and high schools. The ultimate target is 94 percent.
- **Indicator 8 – Four-Year Adjusted Cohort Graduation Rate:** This indicator is the percentage of first time ninth-graders who graduate with a regular high school diploma in four years or less. It is based on the consistent method defined in 34 C.F.R. § 200.19. The ultimate target is 94 percent.
- **Indicator 9 – Six Year Adjusted Cohort Graduation Rate:** This indicator is the percentage of first time ninth-graders who graduate with a regular high school diploma in six years or less. It is based on the consistent method defined in 34 C.F.R. § 200.19. The ultimate target is 94 percent.
- **Indicator 10 – Postsecondary Entrance:** This indicator is the percentage of the graduating class that enrolled in a two- or four-year postsecondary institution any time during the first year after high school graduation. The ultimate target is 75 percent.
- **Indicator 11 – Physical Fitness:** This indicator is the percentage of students meeting or exceeding the "Health Fitness Zone Standard" in all four areas of the Connecticut Physical Fitness Assessment. This assessment (like FitnessGram) includes tests that assess muscular strength and endurance, flexibility, and cardiovascular fitness. It is administered to all students in grades 4, 6, 8, and once in high school. Criterion-referenced standards are used. Multipliers are applied if participation rates are between 70 percent and 90 percent (0.5) or 50 percent and 70 percent (0.25). The ultimate target is 75 percent.
- **Indicator 12 – Arts Access:** This indicator is an "access" metric that evaluates the extent to which students in high school participate in at least one arts course. It is the percentage of students in grades 9 through 12 participating in at least one dance, theater, music, or visual arts course in the school year. The ultimate target is 60 percent.

More recent feedback from stakeholders affirms that a multiple-measures approach that moves beyond test scores and graduation rates to recognize the whole child, as implemented in the Next Generation Accountability System, is definitely a change in the right direction. Academic growth as an indicator received strong support, further affirming Connecticut's decision to include and substantially weight growth in its model. Most frequently cited additional indicators for consideration include school climate, social-emotional supports, and life-career readiness.

Weights and Summative Rating

- **Weights**: Connecticut's model awards substantial weight to achievement, growth (including progress toward English language proficiency), and high school graduation (both four and six year) and in the aggregate, much greater weight, than the other indicators. See below with weights for a sample K-12 district. Note: Indicator 3 is participation rate and does not carry points.

Weights by Indicator

Indicator 12: Arts Access, 50
Indicator 11: Physical Fitness, 50
Indicator 10: Postsecondary Entrance, 100
Indicator 1: Academic Achievement, 300
Indicator 9: Six Year Cohort Graduation, 100
Indicator 8: Four Year Adjusted Cohort Graduation, 100
Indicator 7: Graduation - On Track in 9thGrade, 50
Indicator 6: Preparation for CCR EXAMS, 50
Indicator 5 : Preparation for CCR COURSEWORK, 50
Indicator 4: Chronic Absenteeism, 100
Indicator 2: Academic Growth, 500

- **Summative Rating**: Based on the outcome achieved for each indicator, the district or school earns points on a sliding scale proportional to the ultimate target for that indicator. The total percentage of available points earned by a school or district is the "accountability index" (C.G.S. Section 10-223e). The accountability index is the summative rating. It ranges from 0 to 100 and allows for meaningful differentiation.

B. Subgroups.

i. List the subgroups of students from each major and racial ethnic group in the State, consistent with 34 C.F.R. § 200.16(a)(2), and, as applicable, describe any additional subgroups of students used in the accountability system.

ii. If applicable, describe the statewide uniform procedure for including former children with disabilities in the children with disabilities subgroup for purposes of calculating any

indicator that uses data based on State assessment results under section 1111(b)(2)(B)(v)(I) of the ESEA and as described in 34 C.F.R. § 200.16(b), including the number of years the State includes the results of former children with disabilities.

iii. If applicable, describe the statewide uniform procedure for including former English learners in the English learner subgroup for purposes of calculating any indicator that uses data based on State assessment results under section 1111(b)(2)(B)(v)(I) of the ESEA and as described in 34 C.F.R. § 200.16(c)(1), including the number of years the State includes the results of former English learners.

iv. If applicable, choose one of the following options for recently arrived English learners in the State:

☐ Exception under 34 C.F.R. § 200.16(c)(3)(i) or

☐ Exception under 34 C.F.R. § 200.16(c)(3)(ii) or

☐ Exception under section 1111(b)(3) of the ESEA and 34 C.F.R. § 200.16(c)(4)(i)(B). If selected, provide a description of the uniform procedure in the box below.

Please see below for information on reporting, weights, and decision rules for student group data.

Student Groups Receive Extra Weight in the System: The Connecticut State Department of Education (CSDE) reports the outcomes of all ESSA student groups. These include all racial/ethnic groups,[3] gender, socioeconomic status, English learner (EL) status, and disability status. To include several thousand ELs and students with disabilities in accountability calculations, the CSDE employs a high needs group — an unduplicated count of students who are from a low socioeconomic background, an English learner, or a student with a disability. Separate points are awarded for subgroup performance such that students in subgroups contribute to more than 40 percent of the summative rating.

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[3]. American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, Pacific Islander, Two or More Races, and White.

Weights Toward Summative Rating for Students in ESSA Subgroups
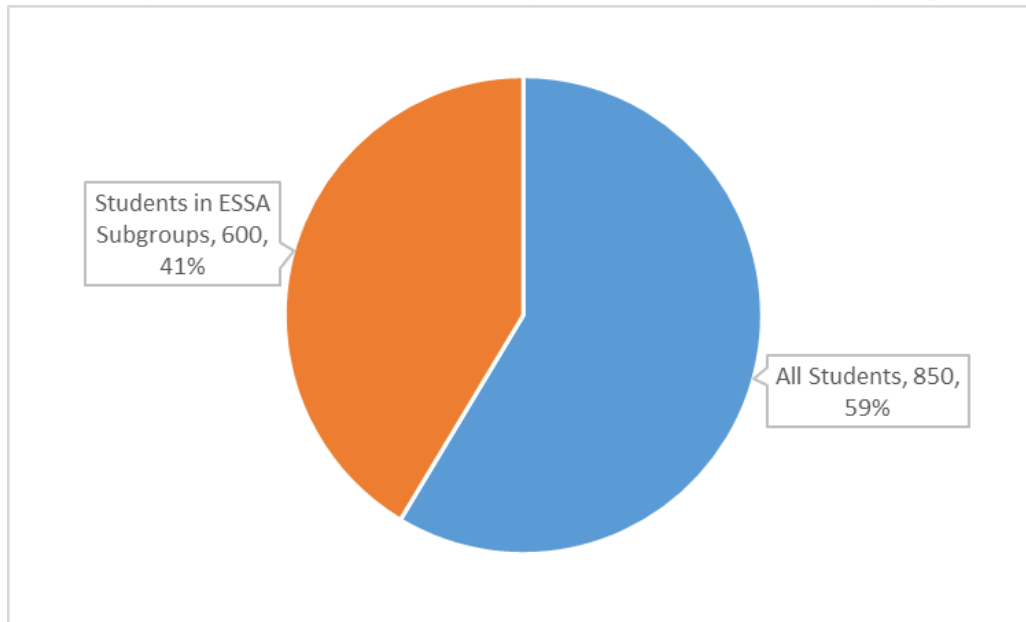
- **Former ELs and former students with disabilities** will be included in the academic achievement calculations (Indicator 1) for up to four and two years, respectively, after they exit the group.
- **"Recently arrived" ELs** are those ELs whose initial entry date in a U.S. school is less than two years (i.e., 24 months) prior to test administration. A recently arrived EL is tested in all subject areas starting with the first year. However, the test scores for that recently arrived EL are not included in the achievement accountability calculations (Indicator 1) for the first <u>two</u> years. In the second year, the recently arrived ELs are evaluated for growth on the state tests (Indicator 2) but not for achievement (Indicator 1). In the third year, the recently arrived ELs are included in both the achievement (Indicator 1) and growth (Indicator 2) measures.

C. **Minimum Number of Students**.
   i. Provide the minimum number of students for purposes of accountability that the State determines are necessary to be included in each of the subgroups of students consistent with 34 C.F.R. § 200.17(a).

   ii. If the State's minimum number of students for purposes of reporting is lower than the minimum number of students for purposes of accountability, provide that number consistent with 34 C.F.R. § 200.17(a)(2)(iv).

iii. Describe how the State's minimum number of students meets the requirements in 34 C.F.R. § 200.17(a)(1)-(2);

iv. Describe how other components of the statewide accountability system, such as the State's uniform procedure for averaging data under 34 C.F.R. § 200.20(a), interact with the minimum number of students to affect the statistical reliability and soundness of accountability data and to ensure the maximum inclusion of all students and each subgroup of students under 34 C.F.R. § 200.16(a)(2);

v. Describe the strategies the State uses to protect the privacy of individual students for each purpose for which disaggregated data is required, including reporting under section 1111(h) of the ESEA and the statewide accountability system under section 1111(c) of the ESEA;

vi. Provide information regarding the number and percentage of all students and students in each subgroup described in 4.B.i above for whose results schools would not be held accountable under the State's system for annual meaningful differentiation of schools required by 34 C.F.R. § 200.18;

vii. If an SEA proposes a minimum number of students that exceeds 30, provide a justification that explains how a minimum number of students provided in 4.C above promotes sound, reliable accountability determinations, including data on the number and percentage of schools in the State that would not be held accountable in the system of annual meaningful differentiation under 34 C.F.R. § 200.18 for the results of students in each subgroup in 4.B.i above using the minimum number proposed by the State compared to the data on the number and percentage of schools in the State that would not be held accountable for the results of students in each subgroup if the minimum number of students is 30.

Please see below for information on minimum number of students.

The **minimum number of students** in a group for an indicator to be reported is 20. CSDE lowered the minimum *N* size from 40 to 20 in 2012-13. This decision has made visible many more student groups across the entire state. To protect the privacy of student data, the CSDE applies a complex disclosure avoidance algorithm.

D. **Annual Meaningful Differentiation**. Describe the State's system for annual meaningful differentiation of all public schools in the State, including public charter schools, consistent with the requirements of section 1111(c)(4)(C) of the ESEA and 34 C.F.R. §§ 200.12 and 200.18.

Describe the following information with respect to the State's system of annual meaningful differentiation:

    i.   The distinct and discrete levels of school performance, and how they are calculated, under 34 C.F.R. § 200.18(a)(2) on each indicator in the statewide accountability system;

    ii.   The weighting of each indicator, including how certain indicators receive substantial weight individually and much greater weight in the aggregate, consistent with 34 C.F.R. § 200.18(b) and (c)(1)-(2).

    iii.   The summative determinations, including how they are calculated, that are provided to schools under 34 C.F.R. § 200.18(a)(4).

    iv.   How the system for meaningful differentiation and the methodology for identifying schools under 34 C.F.R. § 200.19 will ensure that schools with low performance on substantially weighted indicators are more likely to be identified for comprehensive support and improvement or targeted support and improvement, consistent with 34 C.F.R. § 200.18(c)(3) and (d)(1)(ii).

E. Participation Rate. Describe how the State is factoring the requirement for 95 percent student participation in assessments into its system of annual meaningful differentiation of schools consistent with the requirements of 34 C.F.R. § 200.15.

F. Data Procedures. Describe the State's uniform procedure for averaging data, including combining data across school years, combining data across grades, or both, in a school as defined in 34 C.F.R. § 200.20(a), if applicable.

G. Including All Public Schools in a State's Accountability System. If the States uses a different methodology for annual meaningful differentiation than the one described in D above for any of the following specific types of schools, describe how they are included, consistent with 34 C.F.R. § 200.18(d)(1)(iii):

    i.   Schools in which no grade level is assessed under the State's academic assessment system (e.g., P-2 schools), although the State is not required to administer a standardized assessment to meet this requirement;

ii. Schools with variant grade configurations (e.g., P-12 schools);

iii. Small schools in which the total number of students who can be included in any indicator under 34 C.F.R. § 200.14 is less than the minimum number of students established by the State under 34 C.F.R. § 200.17(a)(1), consistent with a State's uniform procedures for averaging data under 34 C.F.R. § 200.20(a), if applicable;

iv. Schools that are designed to serve special populations (e.g., students receiving alternative programming in alternative educational settings; students living in local institutions for neglected or delinquent children, including juvenile justice facilities; students enrolled in State public schools for the deaf or blind; and recently arrived English learners enrolled in public schools for newcomer students); and

v. Newly opened schools that do not have multiple years of data, consistent with a State's uniform procedure for averaging data under 34 C.F.R. § 200.20(a), if applicable, for at least one indicator (e.g., a newly opened high school that has not yet graduated its first cohort for students).

Please see below for information on D-G above.

District and School Categories

- **Five Categories:** All schools are placed into one of five categories. Elementary and middle schools (where the highest grade is less than or equal to 8) and high schools will be classified separately. Categories 4 and 5 represent those identified for comprehensive or targeted support. The remaining schools are categorized into either 1, 2, or 3. Category 1 schools are those with an accountability index of 90 or greater. Category 2 schools have an accountability index that is 70 or greater but less than 90. Category 3 schools have an accountability index that is less than 70.
- **Data Averaging:** Schools in categories 1, 2, and 3 are classified annually. To maintain reasonable stability in annual determinations, the CSDE uses a weighted average of the accountability index for the three most recent years to determine the annual category. The three years carry weights of 3, 2, and 1, respectively; recent performance has greater influence on the classification.
- **Participation Rate:** Schools that would otherwise be categorized as 1 or 2 will be lowered a category if the participation rate in the state summative assessment in any subject for either the all students group or the high needs group is less than 95 percent.
- **Gaps:** Schools that would otherwise be categorized as 1 or 2 will be lowered a category if the achievement gap (Indicator 1) in any subject or the graduation rate gap (Indicator 9) between the non-high needs group (or the ultimate target –

whichever is lower) and the high needs group is a significant outlier, i.e., at least one standard deviation greater than the statewide gap.

- **Classifying all schools**: There are approximately 50 schools in Connecticut that do not have any grades assessed using state summative assessments (e.g., a K-2 school). For accountability purposes, the CSDE will apply school classification rules to district-level data and apply the appropriate classification status to the school with no tested grades. For divided high schools, the school classification for the portion with the tested grade will be applied to the other.
- **Districts**: The lowest performing districts are the Alliance Districts. All remaining districts are categorized as 1, 2, or 3 in a manner similar to schools.

4.2 Identification of Schools.

A. **Comprehensive Support and Improvement Schools**. Describe:
   i. The methodologies, including the timeline, by which the State identifies schools for comprehensive support and improvement under section 1111(c)(4)(D)(i) of the ESEA and 34 C.F.R. § 200.19(a) and (d), including: 1) lowest-performing schools; 2) schools with low high school graduation rates; and 3) schools with chronically low-performing subgroups.

   ii. The uniform statewide exit criteria for schools identified for comprehensive support and improvement established by the State, including the number of years over which schools are expected to meet such criteria, under section 1111(d)(3)(A)(i) of the ESEA and consistent with the requirements in 34 C.F.R. § 200.21(f)(1).

B. **Targeted Support and Improvement Schools**. Describe:
   i. The State's methodology for identifying any school with a "consistently underperforming" subgroup of students, including the definition and time period used by the State to determine consistent underperformance, under 34 C.F.R. § 200.19(b)(1) and (c).

   ii. The State's methodology, including the timeline, for identifying schools with low-performing subgroups of students under 34 C.F.R. § 200.19(b)(2) and (d) that must receive additional targeted support in accordance with section 1111(d)(2)(C) of the ESEA.

   iii. The uniform exit criteria, established by the SEA, for schools participating under Title I, Part A with low-performing subgroups of students, including the number of years over which schools are expected to meet such criteria, consistent with the requirements in 34

C.F.R. § 200.22(f).

Please see below for information on Identification of Schools

School Identification

- **Comprehensive Support Schools (Turnaround):** In 2018-19, these will be schools whose three-year average of the accountability index is in the bottom 5 percent of all schools statewide. In addition, schools with six-year adjusted cohort graduation rates for all students that are less than 70 percent in each of the three most recent cohorts will also be identified for comprehensive support.
- **Targeted Support Schools (Focus):** In 2018-19, these will be schools in the bottom 10 percent of all schools statewide based on the average percentage of target achieved by high needs students in ELA or mathematics (i.e., matched student cohort growth – Indicator 2) in each of the prior three years. In addition, schools with six-year adjusted cohort graduation rates for the high needs group that are less than 70 percent in each of the three most recent cohorts will also be identified for targeted support.
- **Exit Criteria:** Comprehensive and targeted support schools will exit if they no longer meet the reason for their identification in two consecutive years after identification.
- **Recognition – Schools of Distinction:** These are schools in categories 1, 2 or 3 that are in the top 10 percent in any of the following four categories *and* are not flagged as having an achievement gap, a graduation rate gap, or participation rate below 95 percent on the state summative assessments.
    1. Overall Performance (top 10 percent of accountability index)
    2. Growth – All Students (top 10 percent on points earned for All Students for indicator 2)
    3. Growth – High Needs (top 10 percent on points earned for High Needs Students for Indicator 2)
    4. Overall Improvement – Schools without Indicator 2 growth only (top 10 percent of rate of improvement on the Accountability Index from one year to the next)

4.3 State Support and Improvement for Low-performing Schools.

A. **School Improvement Resources**. Describe how the SEA will meet its responsibilities, consistent with 34 C.F.R. § 200.24(d) under section 1003 of the ESEA, including the process to award school improvement funds to LEAs and monitoring and evaluating the use of funds by LEAs.

The CSDE believes that if you provide resources, evidence-based "best" practices as models, and differentiated technical assistance and supports to low-performing LEAs, then LEAs and schools will create the necessary systems that will improve student outcomes. The CSDE monitors low performing schools on twelve indicators of progress, including, the long term goals outlined in Connecticut's State Plan in Section 1: Long-term Goals, beginning on page one.

ESSA provides the CSDE the opportunity to build on the foundation of a state turnaround program called the Alliance District (AD) Program. C.G.S. § 262u, passed in 2012, allocated additional state Educational Cost Sharing (ECS) grants to Alliance Districts, conditional upon a number of requirements that are consistent with the ESSA – an improvement plan, expected district progress relative to the plan, subsequent annual amendments made in the context of the district's needs and strategies to improve student outcomes. Connecticut's Alliance District program is a unique and targeted investment in our 30 lowest-performing LEAs. Alliance Districts serve over 200,000 students in more than 400 schools.

Connecticut State Department of Education Turnaround Framework

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

B. Academics: Design and implement a rigorous, aligned, and engaging academic program that allows all students to achieve at high levels.

C. Culture and Climate: Foster a positive learning environment that supports high-quality teaching and learning and engages families and the community as partners in the educational process.

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

Operating from a theory of action targeting the district as the "change unit," the Alliance District program requires each recipient district to submit an annual application identifying prioritized interventions in the domains of (1) talent management; (2) academic outcomes; (3) climate and culture, and (4) organizational and operational effectiveness.

Cross-divisional teams at the CSDE internally review the applications. Three-times annually, CSDE consultants conduct on-site monitoring visits to examine LEA progress toward goals and use of funds.

The CSDE also provides resources to some of the state's lowest performing schools through its Commissioner's Network Schools Program, established through the same state statute as above. Operating from a theory of action targeting the school as the "change unit," the Commissioner's Network Schools Program demonstrates a commitment between local stakeholders and the state to improve student achievement in up to 25 schools. The network offers new resources and authorities for three to five years to empower teachers and school leaders to implement evidence-based interventions. Network schools remain part of their LEAs, but schools secure flexibility to implement improvement strategies based on needs identified during entrance to the program. In exchange for flexibility, schools operate under heightened accountability to their district and the CSDE. At present, 20 schools participate in the network.

As described in Section 2.2 (beginning on page 19), the CSDE has identified both a triage model of differentiated supports and several critical strategies the department will employ in implementing federal school improvement funds. These strategies include:

1. **Differentiated supports, guidance and monitoring**: The CSDE has developed a triage support model for Connecticut LEAs (depicted in the table at right). In addition, Section 2.2 Performance Management outlines the state's plan for approval, as well as differentiated monitoring and evaluation of the use of federal funds as well as progress toward goals over a thirteen-year period. For more information on monitoring site visit frequency and processes, please see pages 18-23 of this plan.

Connecticut's Tiered System of Support to Title I Schools and Districts

DIFFERENTIATED SUPPORT TO LOW PERFORMING SCHOOLS AND DISTRICTS

CSDE PROPOSAL OF DIFFERENTIATED SUPPORT TO TITLE I SCHOOLS AND DISTRICTS

Tier 3 Supports: Title I Schools in CT's Education Reform Districts
- Individualized guidance & support on spending and evidence-based practices
- CSDE intensive, cross-divisional team approach

Tier 2 Supports: Title I Schools in CT's Other Alliance Districts
- Defined guidance and support on spending and evidence-based practices
- CT Alliance District network support

Tier 1 Supports: Title I Schools in all other CT LEAs
- Broad spending and evidence-based practice guidance
- Basic support & monitoring

** Identification of Low-Performing Schools occurred in 2016, and will occur every three years thereafter

2. **CSDE cross-divisional teams:** The CSDE is committed to breaking down break down bureaucratic silos to deploy resources and conduct monitoring in a coordinated and coherent manner that benefits LEAs. To that end, the department has begun to create cross-divisional teams from the CSDE Offices of Performance, Academics, Talent, Turnaround, and Student Supports.

3. **Building expertise:** The CSDE will develop capacity both internally (across all offices of the CSDE) and in LEAs in the most effective school improvement strategies. These will be structured using our existing state Turnaround Framework: (1) talent management; (2) academic outcomes; (3) climate/culture, and (4) organizational / operational effectiveness.

4. **State supports in the analysis of unmet needs:** The CSDE will provide districts with a template, guidance documents (with requirements) and varied formats of training in completing the needs analysis preceding the LEA Plan. Needs assessments will be updated every three years for schools that do not meet their targets.

5. **State supports in developing LEA plans:** Working in multiple formats (workshop, webinar, documents), create and contract for training modules in (1) developing LEA plans, (2) Implementing plans with fidelity (4) Identifying and selecting evidenced-based interventions.

6. **State Supports in identifying evidence based interventions/practices:** Building on the current CSDE CT Accountability System guidance document, *Using Accountability Results to Guide Improvement* (March 2016), and with the assistance of stakeholder expertise (LEA, university, professional organization, and research partners), and incorporating the evidence levels outlined in non-regulatory guidance, CSDE will create Evidenced-based Practices Lists in Year 1 for the following areas:

   - Early Learning (staffing, programming, instruction, social emotional supports, etc.).
   - School Climate (staffing, teaming, social-emotional supports, restorative/non-exclusionary discipline, etc.)
   - Student/Family/Community Engagement (staffing, absenteeism strategies, supports for engaging racially, ethnically, linguistically diverse families, etc.).
   - Academics English language arts, mathematics, reading, and math intervention, science (staffing, scheduling, curriculum, instruction, extended day, week, school year programs, tiered intervention, etc.).
   - English Language Proficiency (staffing, programs, instruction, SIOP, family engagement, etc.).
   - On Track/Graduation Resources (staffing, using data/ matching data to supports, transition grade strategies, over-age/under-credit programs, credit recovery, etc.)

   Each year thereafter, the CSDE will expand the Evidence-based Practices Lists.

7. **Electronic planning and application platform**: The CSDE is committed to developing a state of the art electronic platform to serve as a single repository of Title grant applications and school improvement resources. Working with the technology-consulting firm, HMB, who developed source code for Title grant applications, the CSDE is creating a seamless platform for needs assessments, school and LEA plans, grant applications, CSDE review and approval, and resource library of evidence-based practices, all of which have been described above.

8. **Proposed use of 1003 school improvement grants within Title I:** As discussed in Section 2.2B Performance Management, seventy percent of Title I schools are within Connecticut's ten Education Reform Districts, the lowest performing LEAs. The CSDE will annually set aside that percentage of 1003 school improvement funding for a formulaic distribution to LEAs identified as Education Reform Districts (or ten lowest performing LEAs) for support of comprehensive and targeted support schools

   a. If the state has *sufficient* 1003 school improvement funds:
      i. The ten lowest performing LEAs will receive formulaic grants up to $500,000 annually, totaling approximately 70% of the set aside.
      ii. The CSDE will provide a competitive RFP for comprehensive school improvement grants where approximately 30% of all statewide Title I schools are located
      iii. The CSDE will provide a competitive RFP for targeted assistance school improvement grants to all remaining LEAs where approximately 30% of all statewide Title I schools are located
      iv. Competitive grants are dependent upon LEAs submitting an application that identifies evidence-based interventions with the strongest levels of evidence available, and

provides rationale for selection of evidence-based interventions that most closely align to the challenges identified in school needs assessments.

    v.   Once awarded, the LEA will be required to distribute 1003 funding based on: (1) enrollment; (2) identified needs of each school; and (3) a strong rationale to support how an amount less than the required $500,000 per year per comprehensive support school or $50,000 per year per targeted support school will effectively produce results in student achievement and student outcomes.

b. If the state has *insufficient* 1003 school improvement funds to provide formulaic grants to the ten lowest performing LEAs:

    i.   The CSDE will provide a competitive RFP for comprehensive school improvement grants up to $500,000 to the ten lowest performing LEAs only

    ii.   If there are remaining funds, the CSDE will provide a competitive RFP for comprehensive school improvement grants and/or targeted assistance school improvement grants to all other LEAs.

    iii.   Competitive grants are dependent upon LEAs submitting an application that identifies evidence-based interventions with the strongest levels of evidence available, and provides rationale for selection of evidence-based interventions that most closely align to the challenges identified in school needs assessments.

    iv.   Once awarded, the LEA will be required to distribute 1003 funding based on: (1) enrollment; (2) identified needs of each school; and (3) a strong rationale to support how an amount less than the required $500,000 per year per comprehensive support school or $50,000 per year per targeted support school will effectively produce results in student achievement and student outcomes.

B. Technical Assistance Regarding Evidence-Based Interventions. Describe the technical assistance the SEA will provide to each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement, including how it will provide technical assistance to LEAs to ensure the effective implementation of evidence-based interventions, consistent with 34 C.F.R. § 200.23(b), and, if applicable, the list of State-approved, evidence-based interventions for use in schools implementing comprehensive or targeted support and improvement plans consistent with § 200.23(c)(2)-(3).

As stated previously in Section 2.2B Performance Management and Section 4.3A School Improvement Resources, the CSDE believes it has developed a robust plan for differentiated supports to districts serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement.

The *Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments* issued September16, 2016 has been a source of guidance to the CSDE. The department has identified the critical efforts needed by the SEA to ensure effective implementation of evidenced based strategies in LEAs, including, but not limited to:

- The creation of state evidence-based interventions/ practices lists outlined in Section 2.2B Performance Management and Section 4.3A School Improvement Resources

- Evidence-based practices training modules;
- Fidelity of implementation resources and training
- Technical assistance in the initial selection of strategies and guidance including state evidence-based interventions/ practices lists; evidence-based practices training modules; fidelity of implementation resources and training;
- CSDE cross-divisional school improvement team site visits in Connecticut's education reform districts and/ or the ten lowest performing districts in the state, as outlined in Section 2.2B Performance Management, pages 21-23 of this document.

Using the triage model of autonomy, guidance and technical assistance, we have identified appropriate degrees of supports based on district needs, resources, and access to additional resources.

- LEAs identified for Tier I Basic Level Supports and Tier II Moderate Supports must submit a school improvement plan for each school identified for comprehensive or targeted support. Plans must include evidence-based interventions, either from the state list or through a description identifying an alternate evidenced-based practice not found on the state list and providing references to the research/evidence base.
- LEAs identified for Tier 3 Intensive Level Supports must submit a LEA plan using evidenced based practices from the state list. The CSDE will prepare guidance for use by comprehensive and targeted support schools located in LEAs identified for Tier 3 Intensive Level Supports and by schools that do not meet established exit criteria. The guidance will include the state-approved menu of evidence-based interventions the schools must use in school improvement planning.

Spending Guidance will be provided for the use of federal and state funds to support comprehensive and targeted support schools. The CSDE recognizes that the What Works Clearinghouse at this time may not provide the CSDE and LEAs with the breadth of strong or moderate evidence-based intervention options needed to support school improvement, but the department will utilize all available research and evidence-based resources at its disposal to address the needs exhibited by Title I schools. The CSDE will revise guidance to LEAs annually to include additional state-approved evidence-based interventions. The CSDE will seek assistance from the State Support Network in the development of its menu of state-approved evidence-based interventions.

C. **More Rigorous Interventions.** Describe the more rigorous interventions required for schools identified for comprehensive support and improvement that fail to meet the State's exit criteria within a State-determined number of years consistent with section 1111(d)(3)(A)(i) of the ESEA and 34 C.F.R. § 200.21(f)(3)(iii).

Any school identified for comprehensive support failing to meet the CSDE's exit criteria within three years will be required to implement more rigorous and bold, statistically strong evidence-based interventions from a state-approved menu in the following three areas: academic performance and growth, graduation rates, and climate. These measures are outlined explicitly in Section 2.2B Performance Management, found on pages 21-23 of this document.

The needs assessments plays a critical role at the progress check points and will be reported on the LEAs consolidated application and will focus on the current state of implementation of school comprehensive strategic plans. This needs-assessment process will help identify the best high-leveraged steps to improve student outcomes. The LEA must promptly notify the parents of each student enrolled in the school identified for comprehensive support and improvement, including the reasons for the school's identification and an explanation of how parents can become involved in the needs assessment.

Following the needs assessment, new LEA plans will be written with direct assistance from the CSDE for LEAs identified for Tier 3 Intensive Level Supports who have schools that have not met three-year progress benchmarks. LEAs identified for Tier I Basic Level Supports and Tier II Moderate Supports may request assistance from CSDE in the writing of either LEA plans or school plans.

D. **Periodic Resource Review**. Describe how the SEA will periodically review, identify, and, to the extent practicable, address any identified inequities in resources to ensure sufficient support for school improvement in each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement consistent with the requirements in section 1111(d)(3)(A)(ii) of the ESEA and 34 C.F.R. § 200.23(a).

To address inequities in resources and to ensure sufficient support for school improvement, LEAs serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement will receive support and technical support in the allocation and management of resources available through local, state, and federal funds. LEAs receiving Tier I Basic Level Supports and Tier II Moderate Supports will also receive assistance in identifying resource inequity through inventories and training modules.

Lastly, Education Reform Districts and/or the ten lowest performing school districts will work with the CSDE's Talent Office to examine and rectify the equitable distribution of teachers and leaders through the state's Equity Plan discussed in Section 5.3 Educator Equity of this document.

Section 5: Supporting Excellent Educators

5.1 Educator Development, Retention, and Advancement.

Instructions: _Consistent with sections 2101 and 2102 of the ESEA, if an SEA intends to use funds under one or more of the included programs for any of the following purposes, provide a description with the necessary information._

A. **_Certification and Licensure Systems._** _Does the SEA intend to use Title II, Part A funds or funds from other included programs for certifying and licensing teachers and principals or other school leaders?_
☐ _Yes. If yes, provide a description of the systems for certification and licensure below._

☒ _No._

B. **_Educator Preparation Program Strategies_**. _Does the SEA intend to use Title II, Part A funds or funds from other included programs to support the State's strategies to improve educator preparation programs consistent with section 2101(d)(2)(M) of the ESEA, particularly for educators of low-income and minority students?_
☐ _Yes. If yes, provide a description of the strategies to improve educator preparation programs below._

☒ _No._

C. **_Educator Growth and Development Systems._** _Does the SEA intend to use Title II, Part A funds or funds from other included programs to support the State's systems of professional growth and improvement for educators that addresses: 1) induction; 2) development, consistent with the definition of professional development in section 8002(42) of the ESEA; 3) compensation; and 4) advancement for teachers, principals, and other school leaders. This may also include how the SEA will work with LEAs in the State to develop or implement systems of professional growth and improvement, consistent with section 2102(b)(2)(B) of the ESEA; or State or local educator evaluation and support systems consistent with section 2101(c)(4)(B)(ii) of the ESEA?_
☐ _Yes. If yes, provide a description of the educator growth and development systems below._

☒ _No._

5.2 Support for Educators.

Instructions: _Consistent with sections 2101 and 2102 of the ESEA, if the SEA intends to use funds under one or more of the included programs for any of the following purposes, provide a description with the necessary information._

A. **_Resources to Support State-level Strategies_**. _Describe how the SEA will use Title II, Part A funds and funds from other included programs, consistent with allowable uses of funds provided under those programs, to support State-level strategies designed to:_
    i.   _Increase student achievement consistent with the challenging State academic standards;_

ii. *Improve the quality and effectiveness of teachers, principals, and other school leaders;*
iii. *Increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and*
iv. *Provide low-income and minority students greater access to effective teachers, principals, and other school leaders consistent with the educator equity provisions in 34 C.F.R. § 299.18(c).*

The CSDE believes that students need to be challenged to think critically and solve real-world problems. To meet this challenge, students must be supported by great teachers and leaders. If we are to increase student achievement consistent with challenging state academic standards, schools and districts must recruit, prepare, induct, evaluate and support, and advance a strong workforce composed of effective educators who represent the racial, ethnic, and linguistic diversity of the state's student population. The mission of the CSDE's Talent Office is to develop and deploy talent management and human capital development strategies to districts and schools statewide so that each and every student is ensured equitable access to effective teachers and school/district leaders in order to be prepared for success in college, career, and life.

Goal	Strategies

Increase student achievement consistent with challenging state academic standards	Through statewide activities, engage education practitioners and stakeholders in continuously updating the *CT Evidence Guides* to advance teacher professional growth and development. Particular areas of focus include, but are not limited to:
	  o PK-12 content-specific best practices;
	  o Evidence-based explicit reading instruction for PK-12 struggling learners;
	  o Evidence-based mathematics instructional practices aligned with the Report of the Commissioner's Math Council (October 2016) and the Connecticut Core Standards for Mathematics; and
	  o Evidence-based instructional practices/pedagogy for English learners and special education students; including effective accommodations used in general education classes, as well as supports used by Teachers of Students of Other Languages (TESOL) and special education teachers.

Improve the quality and effectiveness of teachers, principals, and other school leaders	Through statewide activities, provide ongoing professional development in the value of observational tools to help educators grow and develop by providing a continuum of practice and exemplars. Tools include, but are not limited to:
	  o *CCT Rubric for Effective Teaching 2014*
	  o *CCT Rubric for Effective Service Delivery 2015*
	  o *CT Leader Evaluation and Support Rubric 2015*
	  o *Connecticut Core Standards Classroom "Look Fors"*

Support ongoing growth and	• Provide technical assistance, resources, and training to Local Educational Agencies (LEAs) as they develop collaborative district professional

improvement in educator practice	learning systems using tools developed by the CSDE, with a focus on collaborative learning among educator in formats that promote adult learning and increase the probability that new learning will be applied and practice in the classroom.

Build a robust pipeline of qualified and certified educators to fill persistent shortage areas (e.g., math, science, special education, bilingual)	Through a variety of statewide activities, collect feedback from external stakeholders regarding needed changes to the existing certification system, particularly in the areas of:
	
	    o Creating flexible pathways to obtaining a teaching certificate in Connecticut;
	    o Updating existing science certificates to better align with the instruction required to enact the Next Generation Science Standards (NGSS) and increasing flexibility in the course assignments of science teachers in LEAs; and
	    o Removing bureaucratic barriers to certification.
	
	• Implement innovative statewide marketing strategies to attract potential teachers from other careers (in areas such as math, science, etc.).
	• Collaborate with institutions of higher education (IHEs), the six regional educational service centers (RESCs), and other education preparation providers (EPPs) to develop new programs, with a specific focus on creating new, accelerated/alternate routes to certification (ARCs).
	• Examine initial and cross-endorsement certification pathways to increase the number of English as a Second Language (ESL) and Bilingual Education teachers.

Increase the racial, ethnic, and linguistic diversity of Connecticut's educator workforce	Through a variety of statewide activities, implement:
	
	    o Innovative strategies to attract Grade 6-12 students to the teaching profession.
	    o Innovative strategies to attract college students to the teaching profession.
	    o Innovative marketing strategies to attract potential teachers from other careers.
	
	• As a part of statewide activities, collaborate with IHEs, the RESCs, and other EPPs to develop new programs, with a specific focus on creating district-embedded ARCs designed for school staff such as paraprofessionals, technicians, and clerical staff who are interested in pursuing a career in teaching.

Increase the number of teachers and administrators who are learner- and school-ready on day one of their careers	Through a variety of statewide activities:
	
	    o Implement the Educator Preparation Advisory Council's (EPAC) recommendation to adopt the Council for the Accreditation of Educator Preparation (CAEP) standards for continuing approval of Connecticut EPPs.
	    o Beginning in fall 2017, build, launch, and maintain a new public-facing data dashboard that publishes data on numerous measures of the

| | effectiveness of Connecticut's EPPs, increasing accountability and transparency, and providing annual feedback to guide the continuous improvement of EPPs. |
| | o Plan for, and implement in academic year 2019-20, a pre-service portfolio performance assessment, edTPA, which is aligned to the Connecticut Common Core of Teaching (CCT) domains of effective teaching. |

B. Skills to Address Specific Learning Needs. *Describe how the SEA will improve the skills of teachers, principals, or other school leaders in identifying students with specific learning needs and providing instruction based on the needs of such students, consistent with section 2101(d)(2)(J) of the ESEA.*

The CSDE is committed to its efforts to ensure that every student is taught by highly-effective teachers and schools are led by highly-effective school leaders. Efforts will focus on improving our certification system, reforming statewide pre-service preparation, and assisting districts in developing high-quality professional learning to improve practice across the educator career continuum. Likewise, the CSDE will continue to invest in and enhance early career support through its statewide teacher induction program, the Teacher Education and Mentoring (TEAM) program. The TEAM program provides state and district support to new teachers. Each new teacher is paired with a mentor who coaches and guides the teacher through the first two years of teaching as they complete modules on classroom environment, planning, instruction, assessment, and professional responsibility. Beginning teachers collaborate with their mentors to develop their practice and learn how to meet the needs of an increasingly diverse student population.

Goal	Strategies
Improve skills of educators in identifying students with diverse and specific learning needs and providing appropriate instruction	Working with the CSDE Academic Office, the Bureau of Special Education, and other partners, implement statewide activities that promote: • "Scientific Research-Based Intervention"- Connecticut's Framework for Response to Intervention- which outlines general education practices to prevent and/or intervene early in specific learning problems. • Universal Design for Learning, as a teacher-friendly and viable method of differentiating instruction, is embedded in all CT Core Standards Online Professional Development Modules. • Training in identification procedures and special education guidelines for new leaders, new teachers, and new related service staff. o Evidence-based explicit reading instruction for PK-12 struggling learners. o Evidence-based mathematics instructional practices aligned with the Report of the Commissioner's Math Council (October 2016) and the Connecticut Core Standards for Mathematics. o Evidence-based instructional practices/pedagogy for English learners

| | and special education students; including effective accommodations used in general education classes, as well as supports used by TESOL and special education teachers. |
| | o Resources and training in educator cultural competence and culturally-responsive pedagogy. |

5.3 Educator Equity.

A. Definitions. Provide the SEA's different definitions, using distinct criteria, for the following key terms:

Key Term	Statewide Definition (or Statewide Guidelines)
Ineffective teacher*	A teacher who demonstrates a pattern of ratings as defined in Connecticut's System for Educator Evaluation and Support (SEED) or as defined by a local or regional boards of education in their CSDE-approved educator evaluation and support plan.
Out-of-field teacher*+	A person who does not hold an initial, provisional, or professional certificate or the appropriate authorization for that content area.
Inexperienced teacher*+	A teacher with four years or less of experience.
Low-income student	A student who is reported as eligible for free or reduced price meals.
Minority student	A student whose race/ethnicity is reported as not white.

*Definitions of these terms must provide useful information about educator equity.

+Definitions of these terms must be consistent with the definitions that a State uses under 34 C.F.R. § 200.37.

Other Key Terms *(optional)*	Statewide Definition
Ineffective Principal	A principal who demonstrates a pattern of ratings as defined in Connecticut's System for Educator Evaluation and Support (SEED) or as defined by a local or regional boards of education in their CSDE-approved educator evaluation and support plan.
Inexperienced Principal	A principal with four years or less of experience.
Shortage Area Vacancies	The percentage of available positions that remains vacant as reported by districts on October 1 annually. This metric will be used as an indicator of equity gaps in high-poverty, high-minority schools.

B. ***Rates and Differences in Rates.*** *In Appendix B, calculate and provide the statewide rates at which low-income and minority students enrolled in schools receiving funds under Title I, Part A are taught by ineffective, out-of-field, and inexperienced teachers compared to non-low-income and non-minority students enrolled in schools not receiving funds under Title I, Part A using the definitions provided in section 5.3.A. The SEA must calculate the statewide rates using student-level data.*

The CSDE has included both the rates, and the differences in rates in Appendix C with the exception of "ineffectiveness" rates. Data on "ineffectiveness" is not currently collected at the state level. The CSDE is requesting an extension for calculation of student-level data and has provided a timeline for gathering this data in Appendix C.

C. ***Public Reporting.*** *Provide the Web address or URL of, or a direct link to, where the SEA will publish and annually update, consistent with 34 C.F.R. § 299.18(c)(4):*
  i.   *The rates and differences in rates calculated in 5.3.B;*
  ii. *The percentage of teachers categorized in each LEA at each effectiveness level established as part of the definition of "ineffective teacher," consistent with applicable State privacy policies;*
  iii. *The percentage of teachers categorized as out-of-field teachers consistent with 34 C.F.R. § 200.37; and*
  iv. *The percentage of teachers categorized as inexperienced teachers consistent with 34 C.F.R. § 200.37.*

The Connecticut State Department of Education data is publicly available on EdSight: http://edsight.ct.gov/SASPortal/main.do.

As noted above, the CSDE is unable to provide the percentage of teachers and principals categorized in each LEA at each effectiveness level established as part of the definition of "ineffective teacher," because LEAs are required to report only the annual summative ratings in the aggregate. LEAs are required to determine educator effectiveness based on a pattern of ratings as defined in Connecticut's System for Educator Evaluation and Support (SEED) or as defined by local or regional boards of education in their CSDE-approved educator evaluation and support plan. The CSDE does not collect data on the effectiveness of teachers or principals.

D. ***Likely Causes of Most Significant Differences.*** *If there is one or more difference in rates in 5.3.B, describe the likely causes (e.g., teacher shortages, working conditions, school leadership, compensation, or other causes), which may vary across districts or schools, of the most significant statewide differences in rates in 5.3.B. The description must include whether those differences in rates reflect gaps between districts, within districts, and within schools.*

Possible root causes for the differences in rates (5.3.B) between high-poverty, high-minority schools and low-poverty, low-minority schools were identified by stakeholders during the development of *Connecticut's Equitable Access to Excellent Educators 2015* plan. These include, but are not limited to: inadequate teacher and leader preparation; teacher and leader inexperience; persistent shortages in specific certification endorsement areas; difficulty filling vacancies in hard-to-staff schools; and limited racial, ethnic, and linguistic diversity in the educator workforce.

Some Connecticut districts experience greater challenges in filling vacancies with certified educators in several shortage areas, including grades 7-12 math and science. These districts are often forced to fill vacancies with substitute teachers and noncertified educators who receive a Durational Shortage Area Permit (DSAP). In addition, high-poverty, high-minority schools appear to experience higher rates of attrition and turnover, which contributes to higher rates of inexperienced teachers and schools leaders in these schools compared with low-poverty, low-minority schools.

When comparing districts across the state, students attending high-poverty, high-minority schools in Connecticut are more likely to be taught by inexperienced teachers and led by inexperienced principals than students in low-poverty and low-minority schools. Teachers and principals at high-poverty, high-minority schools often lack specific pre-service experience designed to prepare them to meet the additional challenges they experience teaching in these settings, which may include higher incidences of students with disabilities, English learners, and struggling learners, as well as higher rates of homelessness, chronic health issues, student trauma, and chronic absenteeism.

The disparities between the racial, ethnic, and linguistic diversity represented in the educator workforce compared with the student population can result in a significant disconnect between teachers and their students, which can impact multiple factors at the school and classroom-level (e.g., office discipline referrals, suspensions, academic engagement) and may create a climate that is less conducive to teaching and learning, less inviting to families, and more stressful to educators and their students.

The CSDE identified eight Equity Districts in its 2015 Equity Plan. Given the opportunity provided by ESSA for states to submit a consolidated state plan, the CSDE will focus its most intensive resources and supports in the 10 educational reform districts—the 10 lowest performing districts identified as receiving Tier 3 supports in section 4.3. This agency-wide focus will allow for intentional, proactive coordination relative to these 10 districts. When working with educational reform districts, the Talent Office will prioritize the strategies outlined in section 5.3 to help ensure students attending high-poverty, high-minority schools have equitable access to effective teachers and school leaders.

E. ***Identification of Strategies.*** *If there is one or more difference in rates in 5.3.B, provide the SEA's strategies, including timelines and Federal or non-Federal funding sources, that are:*
   i. *Designed to address the likely causes of the most significant differences identified in 5.3.D and*
   ii. *Prioritized to address the most significant differences in the rates provided in 5.3.B, including by prioritizing strategies to support any schools identified for comprehensive or targeted support and improvement under 34 C.F.R. § 200.19 that are contributing to those differences in rates.*

Likely Causes of Most Significant Differences in Rates	Strategies (Including Timeline and Funding Sources)
Early-career teachers/principals at high-poverty and	• During the 2017-18 academic year, the CSDE will collaborate with the Office of Higher Education and the Board of Regents, as well as other educational entities, to develop more robust collaborative, coordinated

Likely Causes of Most Significant Differences in Rates	Strategies (Including Timeline and Funding Sources)
high-minority schools often lack relevant, robust pre-service experience	partnerships among IHEs, PK-12 systems, and other educational entities to develop innovative solutions that increase collective responsibility and accountability for developing leaner-ready teachers and school-ready principals. • By spring 2018, the CSDE will develop cultural competence resources for use by EPPs and LEAs. • The CSDE will work with the Performance Office to develop and launch an EPP dashboard (fall 2017) and an educator profile (fall 2018) at the district level. • The CSDE will provide additional resources and levels of support to early career teachers teaching in high-poverty, high-minority schools including extended time with a mentor and improving matches between mentors and mentees to better align grade level, content area, and school to support their induction into the profession and increase retention rates. This would supplement existing supports provided through the Connecticut TEAM Program.
High-poverty, high-minority schools experience greater challenges in filling vacancies with certified educators in several shortage areas, including diversity of the workforce	• The CSDE will develop new EPPs and strategic partnerships to actively address persistent shortage areas and increase the racial, ethnic, and linguistic diversity of the educator candidate pipeline. • The CSDE will increase the current statewide percentage of educators of color from 8.3 percent to 10 percent (approximately 1000 educators) by 2021. • The CSDE will decrease the number of vacancies that remain or are filled with noncertified educators as of the annual October 1 count by 5 percent for each of the next five years (specifically in math, science, special education, and bilingual certification areas). • The CSDE will develop a repository of best practices, resources, and guidance documents for advancing long-term and short-term recruitment and retention of educators. • The CSDE will identify, disseminate, and showcase promising practices - nationally and statewide- for increasing the pool of qualified PK-12 educators with a focus on increasing the racial, ethnic, and linguistic diversity of the workforce and decreasing vacancies in designated shortage areas. • The CSDE will hold a summit to activate new EPPs and partnerships with a focus on increasing racial, ethnic, and linguistic diversity and increasing the number of teachers certified in priority shortage areas. • In partnership with the Department of Labor, the CSDE will develop a plan for targeted recruitment of career changers.

Likely Causes of Most Significant Differences in Rates	Strategies (Including Timeline and Funding Sources)
There are currently constraints, both real (e.g., regulatory) and perceived, on meeting 21st-century workforce needs	• The CSDE will revise Connecticut's certification system and processes to increase flexibility, remove barriers, and expand career pathways to increase the current pool of certified and qualified educators. • The CSDE will increase the number of well-established partnerships among EPPs, historically black colleges and universities and Hispanic-serving institutions, and PK-12 districts. • The CSDE will increase enrollment/completion rates for educators of color and candidates in designated/priority shortage areas over the next five years.

F. *Timelines and Interim Targets.* *If there is one or more difference in rates in 5.3.B, describe the SEA's timelines and interim targets for eliminating **all** differences in rates.*

The Talent Office is working with the CSDE Performance Office to calculate student-level data. The plan to gather student-level data is described in Appendix C. Once student-level data has been calculated, the CSDE will establish targets and timelines for eliminating all differences in rates.

Difference in Rates	Date by which differences in rates will be eliminated	Interim targets, including date by which target will be reached
<Add rows as necessary>		

Section 6: Supporting All Students

6.1 Well-Rounded and Supportive Education for Students.

Instructions: When addressing the State's strategies below, each SEA must describe how it will use Title IV, Part A funds and funds from other included programs, consistent with allowable uses of fund provided under those programs, to support State-level strategies and LEA use of funds. The strategies and uses of funds must be designed to ensure that all children have a significant opportunity to meet challenging State academic standards and career and technical standards, as applicable, and attain, at a minimum, a regular high school diploma.

The descriptions that an SEA provides must include how, when developing its State strategies, the SEA considered the academic and non-academic needs of the following specific subgroups of students:
- *Low-income students;*
- *Lowest-achieving students;*
- *English learners;*
- *Children with disabilities;*
- *Children and youth in foster care;*
- *Migratory children, including preschool migratory children and migratory children who have dropped out of school;*
- *Homeless children and youths;*
- *Neglected, delinquent, and at-risk students identified under Title I, Part D of the ESEA, including students in juvenile justice facilities;*
- *Immigrant children and youth;*
- *Students in LEAs eligible for grants under the Rural and Low-Income School program under section 5221 of the ESEA; and*
- *American Indian and Alaska Native students.*

A. The State's strategies and how it will support LEAs to support the continuum of a student's education from preschool through grade 12, including transitions from early childhood education to elementary school, elementary school to middle school, middle school to high school, and high school to post-secondary education and careers, in order to support appropriate promotion practices and decrease the risk of students dropping out; and

The Connecticut State Board of Education's five-year comprehensive plan for 2016-21 outlines the Board's commitment "to ensure that every student—regardless of gender, race, ethnicity, family wealth, zip code, or disability status—is prepared to succeed in lifelong learning and work beyond school." The comprehensive plan makes four promises to students: "ensuring their non-academic needs are met so they are healthy, happy, and ready to learn; supporting their school and district in staying on target with learning goals; giving them access to great teachers and school leaders; and making sure they learn what they need to know to succeed in college, career, and life." To fulfill these promises the CSDE will implement the following strategies:

CSDE Strategy	Aligned CSDE Activity
Develop an Early Indication Tool (EIT) from the state's EdSight data warehouse for use by schools and districts in identifying critical student needs.	• Using the state's EdSight data warehouse, design a dashboard that LEAs and local educators can use to identify students' needs from data indicators that are indicative of students getting off track on the academic continuum, including, but not limited to: student attendance, bullying incidents, suspensions, course failure, academic test results, and student mobility. • Utilize data for Indicator 7 of the state's Accountability System (ninth-graders on track for high school graduation) to provide LEAs and schools with student performance data at the start of high school. • Develop a brief, educator-friendly protocol for reviewing data. • Curate and disseminate evidenced-based interventions and practices that address the needs of specific students including but not limited to: dropout prevention strategies; re-engagement strategies; support system resources; dropout prevention strategies; access to advanced coursework; access to internships; the arts, etc. • Provide tiered supports to LEAs in the form of technical assistance in the evidence-based practices outlined above.
Develop the Next Generation Student Support System	Identify and elevate discussions around key transitions points in the PreK-12 continuum focusing on: Transition Point 1: Early Childhood Care/ Education to Kindergarten • Increase awareness of prevention/early intervention by including local early childhood care and education providers in stakeholder engagement prior to development of the LEA plan for elementary schools. • Increase awareness of prevention/early intervention by including a required "landscape analysis" of local early childhood care/ education serving the LEA's students prior to enrollment in PreK or Kindergarten. • Provide tiered supports to LEAs in the form of technical assistance in evidence-based practices about transition planning, such as shared curriculum/pedagogy and data sharing. Transition Point 2: Elementary to Middle School • Increase awareness of critical transitions by including elementary educators from feeder schools in the stakeholder engagement process prior to development of the LEA plan for middle schools. • Develop guidance documents for school promotion practices and success at Transition Point 2, following the model described above. • Train LEA leadership and staff in the use of the Early Indication Tool (EIT) at Transition Point 2. • Provide tiered supports to LEAs in the form of technical assistance

	in evidence-based practices about transition planning, such as shared curriculum/pedagogy and data sharing. • Provide tiered supports to LEAs in the form of technical assistance in evidence-based practices to reduce chronic absenteeism; reduce incidents of bullying; improve skills in trauma-informed practices; implement restorative justice discipline practices; and address students' social and emotional learning needs. <u>Transition Point 3: Elementary/Middle School to High School</u> • Increase awareness of critical transitions by including middle school educators from feeder schools in the stakeholder engagement process prior to development of the LEA plan for high schools. • Develop guidance documents for school promotion practices and success at Transition Point 3, following the model described above. • Train LEA leadership and staff in the use of the Early Indication Tool (EIT) at Transition Point 3. • Provide tiered supports to LEAs in the form of technical assistance in evidence-based practices about transition planning, such as shared curriculum/pedagogy and data sharing. • Provide tiered supports to LEAs in the form of technical assistance in evidence-based practices to reduce chronic absenteeism; reduce incidents of bullying; improve skills in trauma-informed practices; implement restorative justice discipline practices; and address students' social and emotional learning needs. <u>Transition Point 4: High School to Post-Secondary Education/Training or Workforce</u> • Increase awareness of critical transitions by including post-secondary educators and employers in the stakeholder engagement process prior to development of the LEA plan for high schools. • Develop guidance documents for successful transition from high school to post-secondary education/ training or workforce following the model described above. • Train LEA leadership and staff in the use of the Early Indication Tool (EIT) at Transition Point 4. • Provide tiered supports to LEAs in the form of technical assistance in evidence-based practices that support student success in planning for and transitioning to school, work, and life after high school.

The interventions will be funded through a combination of state and federal funds, including state Alliance District grants, state Commissioner's Network school grants, and district Title IV, Part A funds.

B. The State's strategies and how it will support LEAs to provide equitable access to a well-rounded education and rigorous coursework in subjects in which female students, minority

students, English learners, children with disabilities, or low-income students are underrepresented. Such subjects could include English, reading/language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography computer science, music, career and technical education, health, or physical education.

Connecticut has made a public commitment to provide equitable access and a well-rounded education to each and every student. The CSDE recognizes that all students deserve access to an education that is broad and rich in content curriculum. Research shows that students, particularly historically underserved students, engage more deeply in learning when they are exposed to a variety of topics and can better connect what they are learning in the classroom with the real world. ESSA's focus on well-rounded education opportunities improves the access to high quality educational opportunities by addressing the academic and non-academic needs of students and students within subgroups. These opportunities may include; preschool programming, advanced coursework, science, technology, engineering, arts, and mathematics (STEM/STEAM) programming, physical education, career and technology education, 21st century skills, competency-based learning, as well as personalized learning. Rigorous coursework opportunities can be provided to students in curricular areas, including, but not limited to:
- English language arts, literacy, writing
- Mathematics, computer science
- Science, technology, engineering
- History, geography, social studies
- Civics, government, economics
- World languages
- Career and technical education programs
- Visual arts, drama, dance, media arts, music
- Health, physical education

CSDE Strategy	Aligned CSDE Activity
Utilize data from Connecticut's holistic accountability system that includes school and district indicators that capture well-roundedness and rigorous course taking	• Continue to train LEA leadership and staff in the use of the state's accountability system, particularly data from Indicator 12 - access to the arts, and Indicator 5 - enrollment in Advanced Placement, international baccalaureate, and college dual enrollment courses. • Train LEA leadership and staff in the use of the new Early Intervention Tool (EIT) referenced in section 6.1A. • Train LEA leadership and staff in the use of available statewide course-taking data to develop plans that ensure underrepresented students have equitable access to a well-rounded education and rigorous coursework.
Provide tiered intervention to LEAs in the form of technical assistance and guidance in	Support LEAs in: • Building new CTE courses/pathways, including exploration of K-12 education career pathway.

increasing access to a well-rounded education for under-represented students	• Developing Mastery-based learning systems that embrace earning credits based on mastery of standards. • Increasing student participation in work-based learning opportunities.

LEA strategies for providing a well-rounded education and rigorous coursework to underrepresented students will be funded through a combination of state and federal funds, including state Alliance District grants, state Commissioner's Network school grants, and district Title IV, Part A funds. Districts receiving Title IV, Part A funds will be required to use a portion of the funds to address these issues.

C. Does the SEA intend to use funds from Title IV, Part A or other included programs to support strategies to support LEAs to improve school conditions for student learning, including activities that create safe, healthy, and affirming school environments inclusive of all students to reduce:

      i. Incidents of bullying and harassment;

      ii. The overuse of discipline practices that remove students from the classroom; and

      iii. The use of aversive behavioral interventions that compromise student health and safety?

      ☒ Yes. If yes, provide a description below.

      ☐ No.

The CSDE proposes using Title IVA funds to administer the grant and provide statewide activities to support strategies for LEAs to improve school conditions for student learning, including activities that create safe, healthy, and affirming school environments. The CSDE is designing the Next Generation Student Support System (described above). The system will provide tiered supports to Title I LEAs to promote safe and healthy schools, including evidenced based practices in:

- Developing positive school climate;
- Eradicating bullying and harassment;
- Skill development in trauma-informed practice;
- Reducing chronic absenteeism;
- Building social-emotional learning systems; and
- Reducing exclusionary discipline through restorative justice practices.

Guidance documents are in the development process and will be completed prior to June 2018.

D. Does the SEA intend to use funds from Title IV, Part A or other included programs to support strategies to support LEAs to effectively use technology to improve the academic achievement and digital literacy of all students?

☐ Yes. If yes, provide a description below.

X No.

No, the CSDE will not be using Title IV, Part A funds for statewide programs related to the effective use of technology. The CSDE has provided LEAs with significant funding to purchase computer hardware, software, and high-speed Internet connectivity. We propose to use technology-related funding to support district initiatives related to the enhanced use of technology to improve academic achievement and digital literacy.

C. Does the SEA intend to use funds from Title IV, Part A or other included programs to support strategies to support LEAs to engage parents, families, and communities?

[X] Yes. If yes, provide a description below.

☐ No.

Yes. The CSDE has a robust program that supports school, family, and community partnerships. The CSDE proposes using between 1 percent and 2 percent of Title IV, Part A funds, depending on the size of the allocation, to expand statewide initiatives in this area. The CSDE plans to braid federal, state, and local funds, including Alliance District grants, Commissioner's Network school grants, school improvement grants, and district Title IV, Part A funds to build the capacity of families, schools, and districts to cultivate and sustain active, respectful, and effective partnerships that foster school improvement, link to educational objectives, and support children's learning and development. To this end, the CSDE will provide guidance and training to schools to implement best practices related to creating welcoming and inviting schools, linking Title I school-parent compacts to student learning goals, and building relationships through parent-teacher home visits.

CSDE staff, in partnership with other state and regional organizations, will provide tiered support and training to school staff in districts to lead school-based efforts to increase family and community engagement utilizing these strategies. In addition, the CSDE will work to build the professional capacity of those staff members working as "family liaisons." The CSDE will continue monthly meetings with family and community engagement professionals and will work to develop a family engagement certificate program. In addition, the CSDE will partner with organizations to train families and community members in school-family engagement.

6.2 Program-Specific Requirements.

A. Title I, Part A: Improving Basic Programs Operated by State and Local Educational Agencies

    i. Describe the process and criteria that the SEA will use to waive the 40 percent schoolwide poverty threshold under section 1114(a)(1)(B) of the ESEA that an LEA submits on behalf of a school, including how the SEA will ensure that the schoolwide program will best serve the needs of the lowest-achieving students in the school.

In Connecticut, LEAs that are interested in filing a waiver on behalf of a school to operate a Title I schoolwide program without meeting the 40 percent poverty threshold must complete an addendum to the annual application for Title I funds. Within the addendum, LEAs will be required to certify that the school has conducted a comprehensive needs assessment to determine the needs of students in the school, especially the school's lowest-achieving students. Schools must describe how the Title I schoolwide program will best serve the needs of the students identified. In addition, both the superintendent and principal will be required to certify and ensure that: (1) a school improvement plan is in place that meets the Title I schoolwide program plan requirements; (2) the school improvement plan is maintained at the local level and available for state monitoring; (3) the LEA evaluates and revises the school improvement plan as necessary to ensure that it is effective in increasing student achievement, particularly for the school's lowest-achieving students. The CSDE grant contact for the LEA and the Title I state director will review the waiver request, taking into account how the schoolwide program will better meet the needs of the lowest-achieving students in the school, including those who would otherwise be eligible for targeted assistance under Title I. Waiver approval will coincide with approval of the LEA application for Title I funds. LEAs with schools receiving waivers will be informed that they may be subject to further review by the CSDE.

B. Title I, Part C: Education of Migratory Children.

    i. Describe how the SEA and its local operating agencies, which may include LEAs, will establish and implement a system for the proper identification and recruitment of eligible migratory children on a statewide basis, including the identification and recruitment of preschool migratory children and migratory children who have dropped out of school, and how the SEA will verify and document the number of eligible migratory children aged 3 through 21 residing in the State on an annual basis.

Connecticut does not receive funding for Title I, Part C.

C. Title I, Part D: Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk

    i. Describe the SEA's plan for assisting in the transition of children and youth between correctional facilities and locally operated programs.

The CSDE assists correctional facilities and locally operated programs in the transition of children by (1) providing ongoing technical assistance on Federal transition requirements; (2) conducting an annual thorough application review to ensure required transition components are included, such as coordination responsibilities; (3) conducting a yearly three-tier monitoring process that includes self-assessments, desk audits, and on-site monitoring visits conducted by the Title 1, Part D Neglected and Delinquent Youth program manager, Title I state director, and the Title I evaluator with support from the Department's Office of Internal Audit; and (4) requiring State agencies and local agencies to submit end-of-the-year evaluation reports on their Title I, Part D programs.

i.i. Describe the program objectives and outcomes established by the State that will be used to assess the effectiveness of the program in improving the academic, career, and technical skills of children in the program, including the knowledge and skills needed to earn a regular high school diploma and make a successful transition to postsecondary education, career and technical education, or employment.

The goals for Connecticut schoolchildren participating in Title I, Part D are consistent with the goals for all students. Students will (1) improve their educational achievement; (2) accrue course credits that meet state requirements for grade promotion and secondary school graduation; (3) make a successful transition to a regular program or other educational program operated by the LEA; (4) complete secondary school or equivalency requirements; and (5) participate in postsecondary education, career and technical education, or employment. The CSDE will assess the effectiveness of programs funded under Title I, Part D in improving educational outcomes based on the pre- and post-test assessment results such as locally designed formative and summative assessment results, as well as individual student outcomes on other indicators that include: (1) the number of students accruing credits for grade promotion; (2) the number of students transitioning back into an LEA program; (3) the number of students graduating from high school or obtaining the GED; and (4) the number of students employed or entering postsecondary education after receiving their GED or diploma. In addition, state agencies and LEAs receiving funds under Title I, Part D submit an end-of-the-year annual evaluation addressing the above indicators. The CSDE will use the information provided in the evaluations to assess the effectiveness of the programs in improving students' achievement in academic, vocational and technical skills, and will provide technical assistance in areas of program improvement.

D. **Title III, Part A: Language Instruction for English Leaners and Immigrant Students.**

i. Describe the SEA's standardized entrance and exit procedures for English learners consistent with section 3113(b)(2) of the ESEA.

A stakeholder group composed of educators from institutes of higher education, English learner (EL) providers, and bilingual educators vetted standardized procedures. Additionally, Connecticut EL educators were surveyed to gather information regarding the

types of assessments used as part of the entrance and exit identification process to assist in informing the CSDE in defining this process. (See the attached survey.)

All English learners must be identified within 30 days after the beginning of the school year or within the first two weeks following their enrollment if it occurs during the school year.

The Standardized Entrance Procedure for the Identification of English learners consists of the following steps:

- Step 1: Determination if the student is a potential EL student through adherence to the Home Language Survey Guidance and completion of the Home Language Survey.
- Step 2: Review of the home language survey (HLS) results to determine if it indicates the student may have a primary or home language other than English (PHLOTE) and may be an English learner.
- Step 3: If the HLS indicates the student may have a PHLOTE, the approved English language proficiency (ELP) assessment is administered.
- Step 4: If the student's results on the ELP assessment indicate the student is an English learner, the student is identified. The student's parents are informed of the service options for their child and select the service that the student will receive or waive services. They are also informed that they may modify their selection at any time.

The Standardized Exit Procedure consists of the following:

- To exit status as an English learner and be reclassified as a former English learner, a student must take the annual English language proficiency assessment (LAS Links, Form D; approved April 6, 2015, Connecticut ESEA flexibility waiver). The student must reach the state mandated requirements of a LAS Links overall of 4 or higher as well as a score of 4 or higher on the LAS Links reading and writing subtests. The exit procedure requires consideration of the performance on the reading and writing subtests so students are not prematurely exited from EL services based on a composite score that could potentially mask lower levels of proficiency in the areas of reading and writing. Exit requirements for English learners are listed on the English learners page of the CSDE website under exit procedures.

E. **Title IV, Part B: 21st Century Community Learning Centers.**

   i. Describe how the SEA will use its Title IV, Part B, and other Federal funds to support State-level strategies that are consistent with the strategies identified in 6.1.A above.

       The CSDE 21st Century Community Learning Centers (21CCLC) funding provides programs focused on supporting students in high-need schools in preschool through grade

12 to succeed academically and to decrease the risk of students dropping out. The 21CCLC funding supports a variety of evidence-based strategies to provide well-rounded educational opportunities and enrichment, promote safe and healthy students and schools, and foster digital learning in schools where at least 40 percent of students are eligible for free and reduced-price meal subsidies. Specifically, 21CCLCs provide opportunities for academic enrichment to students to meet student performance standards in core academic subjects, such as reading, mathematics, and science. Programs also offer extended learning time, project-based learning as well as art and music opportunities. In the area of safe and healthy schools, students are provided with youth development activities including drug, violence, and pregnancy prevention programs; counseling; service learning opportunities; and character education and recreation programs that are designed to reinforce and complement the regular academic program of participating students. The program also offers families of students served by community learning centers opportunities for literacy and related educational development, such as adult development activities, family activities, opportunities for governance and leadership involvement, and participation in school and program events. This funding primarily targets students at-risk of educational failure in the communities with high poverty rates and students who are members of the subgroups outlined in section 6.1. Additionally, through an approved waiver, the CSDE has used the 21CCLC funding to support expanded learning time (ELT) programs in select schools. The Connecticut model has historically required the minimum of 300 additional program hours to be eligible to receive funding. The CSDE will continue to work with schools and districts continuing this model to assess the utilization of 21CCLC for ELT.

ii. Describe the SEA's processes, procedures, and priorities used to award sub-grants consistent with the strategies identified above in 6.1.A. above and to the extent permitted under applicable law and regulations.

The objective of the competitive process is to select schools and community-based agencies that are equipped to provide well-rounded educational opportunities with rigorous coursework to the highest need populations, which includes mandatory family engagement responsibilities. These programs must also provide a safe, healthy, and affirming environment and are encouraged to use technology to improve the academic achievement of the participants. The primary goal of the 21CCLC program is to enable community learning centers to plan, implement, or expand before- or after-school learning enrichment opportunities to help students meet State and local academic standards in core content areas. To be eligible to receive an award, an applicant must serve schools where at least 40 percent of students are eligible to receive free or reduced price meals. All eligible applicants must submit an application to the CSDE that includes a description of the before, after school or summer recess activities to be funded, including an assurance that the program will take place in a safe and easily accessible facility; a description of how students participating in the program carried out by the community learning center will travel safely to and from the center and home; and a description of how the eligible entity will disseminate information about the community

learning center (including its location) to the community in a manner that is understandable and accessible. Additional requirements include a description of how the activity is expected to improve student academic achievement as well as a chart to outline days and hours of operation, including start date, end date, days per week, and hours per day; total expected weeks of programming; and before school, Saturday, vacation, and summer offerings. Applications that receive an 80 percent or higher are considered for funding.

F. Title V, Part B, Subpart 2: Rural and Low-Income School Program.
   i. Provide the SEA's specific measurable program objectives and outcomes related to activities under the Rural and Low-Income School Program, if applicable.

   Connecticut does not receive a Title V, Part B, Subpart 2 grant.

G. McKinney-Vento Act.

   i. Consistent with section 722(g)(1)(B) of the McKinney-Vento Act, describe the procedures the SEA will use to identify homeless children and youths in the State and assess their needs.

   The CSDE provides a framework of activities and a variety of actions targeted to increase the ability of LEAs to identify homeless children and youths and apply the student's legal protections. These activities include:
   - Professional development – delivering workshop and training opportunities on McKinney-Vento requirements and other Education for Homeless Children and Youth (EHCY) related issues.
   - Technical assistance – providing guidance and assistance to questions and issues raised and maintain an ongoing exchange of relevant EHCY information to communicate.
   - Evaluation – instituting a system of self-assessment and monitoring with LEAs to determine the adequacy of current services to students in homeless situations.
   - Networking – engaging with relevant key stakeholders to promote cross-sector involvement and dialogue on current issues, barriers, and solutions to serve homeless families, children, and youths.

   ii. Describe the SEA's programs for school personnel (including liaisons designated under section 722(g)(1)(J)(ii) of the McKinney-Vento Act, principals and other school leaders, attendance officers, teachers, enrollment personnel, and specialized instructional support personnel) to heighten the awareness of such school personnel of the specific needs of homeless children and youths, including such children and youths who are runaway and homeless youths.

   LEA homeless liaisons required under Section 722(g)(1)(J)(ii) of the McKinney-Vento Act remain the primary change agents in heightening the awareness of school personnel

in meeting the specific needs of homeless children and youths. Liaisons, with the support of the EHCY coordinator, integrate training and outreach strategies to a variety of school personnel. Liaisons provide assistance and training to a cross-sector of professionals about homelessness and the McKinney-Vento Act to ensure that Connecticut's homeless students are identified and served appropriately throughout each community, enrolled in school, attending school regularly, and succeeding at their studies.

iii. Describe the SEA's procedures to ensure that disputes regarding the educational placement of homeless children and youths are promptly resolved.

The EHCY coordinator gathers needed information from statements of the parties involved for review or opinion to resolve issues and complaints in the shortest possible time and without the use of a formal dispute process. The EHCY coordinator also engages CSDE staff with expertise in the areas of school counseling and social work to resolve issues with schools. If an issue or a complaint cannot be resolved, pursuant to Connecticut General Statutes (CGS) Section 10-186, a parent, guardian, surrogate parent, emancipated minor, or student of eligible age is entitled to request a hearing before the local or regional board of education when a school accommodation is denied. The two basic hearing categories for most school accommodation cases are (1) transportation and (2) residency. Requests for a hearing begin before the local or regional board of education and appeals are to the Connecticut State Board of Education, and then to the Superior Court of Connecticut. Whenever a complaint or dispute arises, the student involved must be provided education immediately and admitted to the school of choice pending resolution of the dispute.

iv. Describe the SEA's procedures to ensure that that youths described in section 725(2) of the McKinney-Vento Act and youths separated from the public schools are identified and accorded equal access to appropriate secondary education and support services, including by identifying and removing barriers that prevent youths described in this paragraph from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with State, local, and school policies.

While avoiding disruption in the student's education is central, the CSDE has implemented a cross-systems proactive approach to address the fundamental needs of all youths to improve educational opportunities and outcomes including: (1) opportunities to meet the same state academic achievement standards and requirements through course articulation, rigor, and, planning (Public Act No. 10-111, Public Act No. 12-40); (2) assistance to advise, prepare, and improve readiness outcomes through Advanced Placement, SAT, and counseling services (Public Act No. 10-111, Public Act No. 15-225, Public Act No. 15-232); and (3) alternative educational opportunities that are flexible through online learning, credit recovery, remedial, independent study, employment internship, and supplemental instruction (Public Act No. 10-111, Public Act 09-6).

v. Describe the SEA's procedures to ensure that homeless children and youths:
1. Have access to public preschool programs, administered by the SEA or LEA, as provided to other children in the State;
2. Who meet the relevant eligibility criteria, do not face barriers to accessing academic and extracurricular activities; and
3. Who meet the relevant eligibility criteria, are able to participate in Federal, State, and local nutrition programs.

1. Combined Leadership and Collaboration: The CSDE works closely and collaboratively with the Connecticut Office of Early Childhood (OEC), established in 2013, and all state agencies that serve children and families in early childhood to ensure access and equity for Connecticut's youngest students, especially those experiencing homelessness. In 2015, legislation added the EHCY coordinator role to Connecticut's Early Childhood State Advisory Council. The EHCY coordinator role is also a permanent appointment to the Interagency Coordinating Council (ICC) and works closely with the Head Start Collaboration Office. These combined leadership and advisory roles provide input into system access to public preschool programs administered by the SEA and LEAs.

2. Compliance attestation and assurances tied to funding: Through the investments to the state's neediest schools and districts with both federal and state (e.g., Title I, IDEA, priority school district, extended school hours), assurances and certifications LEAs make that attest to their compliance with both federal and state laws governing access, enrollment, and success of homeless children and youths are secured. In addition, technical assistance and professional development assist in promoting equal access to programs and services available in LEAs. Acting through a variety of partnerships, the CSDE ensures that learning programs and activities can be identified and coordinated to meet the needs of homeless students.

3. Ensuring student access to nutrition: Many of Connecticut's larger LEAs provide access to free meals in schools to all students through the USDA's Community Eligibility Provision (CEP). For participating LEAs that do not use CEP, program sponsors are provided training and guidance on the categorical eligibility status for children and youth identified as homeless and the verification process that ensures their participation in the federal school meal programs. Out-of-school, locations, and availability of meals provided through the Summer Food Service Program (SFSP) are widely promoted in schools and to community service providers through advocacy groups to encourage participation among children and youths experiencing homelessness during the summer. Additionally, current Child and Adult Care Food Program (CACFP) sponsors include homeless shelters that serve families with children.

vi. Describe the SEA's strategies to address problems with respect to the education of homeless children and youths, including problems resulting from enrollment delays and retention, consistent with sections 722(g)(1)(H) and (I) of the McKinney-Vento Act.

The CSDE framework of activities previously described in section 6.e.ii incorporates activities focused on the unique conditions and needs of children and youths who experience homelessness, including those youths that may not be in the physical custody of a parent or guardian, i.e., unaccompanied youth. Additionally, a focus on youth engagement has been incorporated to allow peer-to-youth input into the design and improvement of programs, policies, and procedures to ensure equal access and success in school. The EHCY coordinator continuously monitors state and local policies that may create barriers to school enrollment of homeless children and youths. LEAs communicate with the EHCY coordinator to identify impediments by local authority. Any barriers to enrollment or retention of children and youths are discussed with homeless service providers and children, youths, and families experiencing homelessness. As a result, policy revisions and remedial measures may be introduced to correct deficiencies or limitations in existing policies and procedures.

Consolidated State Plan Assurances

Instructions: Each SEA submitting a consolidated State plan must review the assurances below and demonstrate agreement by selecting the boxes provided.

☒ **Coordination.** The SEA must assure that it coordinated its plans for administering the included programs, other programs authorized under the ESEA, as amended by the ESSA, and the Individuals with Disabilities Education Act (IDEA), the Rehabilitation Act, the Carl D. Perkins Career and Technical Education Act of 2006, the Workforce Innovation and Opportunity Act, the Head Start Act, the Child Care and Development Block Grant Act of 1990, the Education Sciences Reform Act of 2002, the Education Technical Assistance Act of 2002, the National Assessment of Educational Progress Authorization Act, and the Adult Education and Family Literacy Act.

☒ **Challenging academic standards and academic assessments.** The SEA must assure that the State will meet the standards and assessments requirements of sections 1111(b)(1)(A)-(F) and 1111(b)(2) of the ESEA and applicable regulations.

☒ **State support and improvement for low performing schools.** The SEA must assure that it will approve, monitor, and periodically review LEA comprehensive support and improvement plans consistent with requirements in section 1111(d)(1)(B)(v) and (vi) of the ESEA and 34 C.F.R. § 200.21(e).

☒ **Participation by private school children and teachers.** The SEA must assure that it will meet the requirements of sections 1117 and 8501 of the ESEA regarding the participation of private school children and teachers.

☒ **Appropriate identification of children with disabilities.** The SEA must assure that it has policies and procedures in effect regarding the appropriate identification of children with disabilities consistent with the child find and evaluation requirements in section 612(a)(3) and (a)(7) of the IDEA, respectively.

☒ **Ensuring equitable access to Federal programs.** The SEA must assure that, consistent with section 427 of the General Education Provisions Act (GEPA), it described the steps the SEA will take to ensure equitable access to and participation in the included programs for students, teachers and other program beneficiaries with special needs as addressed in sections described below (e.g., 4.3 State Support and Improvement for Low-performing Schools, 5.3 Educator Equity).
Click here to enter text.

State Assurance Template

Under the Every Student Succeeds Act

U.S. Department of Education
OMB Number: 1810-0576
Expiration Date: November 30, 2019

COVER SHEET FOR STATE PLAN ASSURANCES

Overview

Section 8304 of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA), provides that each State Educational Agency (SEA), in consultation with the Governor of the State, that submits a consolidated State plan or individual program plan under the ESEA, as amended by the ESSA, must have on file with the Secretary a single set of assurances. Each SEA must submit to the Secretary agreement to the enclosed sets of assurances **no later than April 3, 2017** in order to receive Federal allocations for the following programs for fiscal year 2017:

- Title I, Part A: Improving Basic Programs Operated by State and Local Educational Agencies
- Title I, Part C: Education of Migratory Children
- Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk
- Title II, Part A: Supporting Effective Instruction
- Title III, Part A: Language Instruction for English Learners and Migrant Students
- Title IV, Part A: Student Support and Academic Enrichment Grants
- Title IV, Part B: 21st Century Community Learning Centers
- Title V, Part B, Subpart 2: Rural and Low-Income School Program
- Title VII, Subpart B of the McKinney Vento-Homeless Assistance Act: Education for Homeless Children and Youths

Instructions

Each SEA must review the enclosed assurances and demonstrate agreement by selecting the boxes provided. In order to demonstrate agreement, the authorized SEA representative must complete the fields below and provide a signature in the space provided.

Cover Page

Contact Information and Signatures	
SEA Contact (Name and Position) Dr. Dianna R. Wentzell Commissioner of Education	Telephone 860-713-6500
Mailing Address: Connecticut State Department of Education Office of the Commissioner P.O. Box 2219 Hartford, CT 06145	Email Address: Dianna.Wentzell@ct.gov
Authorized SEA Representative (Printed Name)	Telephone:
Signature of Authorized SEA Representative	Date:
Signature of Governor (If Applicable)	Date:

The SEA, through its authorized representative, agrees to the enclosed assurances.

General Assurances

Each SEA must assure that—

☒ Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications;

☒ The control of funds provided under each such program and title to property acquired with program funds will be in a public agency, a eligible private agency, institution, or organization, or an Indian tribe, if the law authorizing the program provides for assistance to those entities; and

☒ The public agency, eligible private agency, institution, or organization, or Indian tribe will administer those funds and property to the extent required by the authorizing law;

☒ The State will adopt and use proper methods of administering each such program, including—

   ☐ The enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program;

   ☐ The correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation; and

   ☐ The adoption of written procedures for the receipt and resolution of complaints alleging violations of law in the administration of the programs;

☒ The State will cooperate in carrying out any evaluation of each such program conducted by or for the Secretary or other Federal officials;

☒ The State will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the State under each such program;

☒ The State will—

   ☒ Make reports to the Secretary as may be necessary to enable the Secretary to perform the Secretary's duties under each such program; and

   ☒ Maintain such records, provide such information to the Secretary, and afford such access to the records as the Secretary may find necessary to carry out the Secretary's duties; and

   ☒ Before the plan or application was submitted to the Secretary, the State afforded a reasonable opportunity for public comment on the plan or application and considered such comment.

Section 7: Program-specific Assurances

Title I, Part A

☒ The SEA will assure that, in applying the same approach in all LEAs to determine whether students who are enrolled in the same school for less than half of the academic year as described in 34 C.F.R. § 200.20(b) who exit high school without a regular high school diploma and do not transfer into another high school that grants a regular high school diploma, those students are counted in the denominator for reporting the adjusted cohort graduation rate using one of the following **(select one)** —

  ☐ At the school in which such student was enrolled for the greatest proportion of school days while enrolled in grades 9 through 12; or

  ☒ At the school in which the student was most recently enrolled.

☒ To ensure that children in foster care promptly receive transportation, as necessary, to and from their schools of origin when in their best interest under section 1112(c)(5)(B) of the Act, the SEA will ensure that an LEA receiving funds under title I, part A of the Act will collaborate with State and local child welfare agencies to develop and implement clear written procedures that describe:

(A) How the requirements of section 1112(c)(5)(B) of the Act will be met in the event of a dispute over which agency or agencies will pay any additional costs incurred in providing transportation; and

(B) Which agency or agencies will initially pay the additional costs so that transportation is provided promptly during the pendency of the dispute.

☒ The SEA will assure, under section 1111(g)(1)(B) of the Act, that it will must publish and annually update—

  ☒ The statewide differences in rates and disproportionalities required under 34 C.F.R. § 299.18 (c)(3) of this section;

  ☒ The percentage of teachers categorized in each LEA at each effectiveness level established as part of the State-determined definition of "ineffective teacher" under 34 C.F.R. § 299.18 (c)(2)(i)) of this section, consistent with applicable State privacy policies;

  ☒ The percentage of teachers categorized as out-of-field teachers consistent with 34 C.F.R. § 200.37; and

  ☒ The percentage of teachers categorized as inexperienced teachers consistent with 34 C.F.R. § 200.37.

  ☒ The information required under 34 C.F.R. § 299.18(c)(4)(i) through (iv) of this section in a manner that is easily accessible and comprehensible to the general public, available at least on a public Web site, and, to the extent practicable, provided in a language that parents of students enrolled in all schools in the State can understand, in compliance with the requirements under 34 C.F.R. § 200.21(b)(1) through (3). If the information required under paragraphs (c)(4)(i) through (iv) is made available in ways other than on a public Web site, it must be provided in compliance with the requirements under 34 C.F.R. § 200.21(b)(1) through (3).

Title III, Part A

☒ In establishing statewide entrance procedures required under section 3113(b)(2) of the Act, the SEA will ensure that—

　　☒ All students who may be English learners are assessed for such status using a valid and reliable instrument within 30 days of enrollment in a school in the State;

　　☒ It has established procedures for identification of English learners after the initial identification period for students who were enrolled at that time but were not previously identified; and

　　☒ It has established procedures for removing the English learner designation from any student who was erroneously identified as an English learner, which must be consistent with Federal civil rights obligations.

　　☒ In establishing the statewide exit procedures required under section 3113(b)(2) of the Act, the SEA the SEA will set exit criteria that are consistent with Federal civil rights obligations.

Title V, Part B, Subpart 2

☐ The SEA will assure that, no later than March of each year, it will submit data to the Secretary on the number of students in average daily attendance for the preceding school year in kindergarten through grade 12 for LEAs eligible for funding under the Rural and Low-Income School program, as described under section 5231 of the Act.

Appendix A: Consultation and Performance Management

<u>Focus Group Overview</u>

Education stakeholders across the state participated in focus groups designed to inform implementation of the Every Student Succeeds Act. Invitees represented a wide range of stakeholder groups, including community based organizations, philanthropic organizations, government agencies, professional groups, the business community, and parents and students, among others.

Focus groups were coordinated by regional education resource centers around the state and were hosted during the months of October, November, and December.

The following organizations were invited to participate in focus groups:

Community Based Organizations
- Achieve Hartford
- Center for Latino Progress
- The Conference of Churches
- Connecticut Coalition for Achievement Now
- Connecticut Council for Education Reform
- NAACP Connecticut State Conference
- Teach for America – Connecticut
- Excel Bridgeport
- African American Affairs Commission
- L/PR Affairs Commission
- Urban League of Greater Hartford
- Urban League of Southwest Connecticut
- Connecticut Association of Human Services
- Connecticut Association of (Community Action Agencies)
- Connecticut Center for Children's Advocacy
- Commission on Women, Children and Seniors
- Connecticut Association for the Gifted
- World Affairs Council
- Gay, Lesbian and Straight Education Network
- Commission on Equity and Opportunity
- Connecticut Association for the Gifted

Philanthropic Organizations
- Hartford Foundation for Public Giving
- Greater New Haven Foundation
- Connecticut Council for Philanthropy
- Graustein Foundation
- United Way

- Connecticut Education Foundations
- General Electric Foundation

Government/Agency Representatives
- Connecticut State Department of Education
- Connecticut Department of Children and Families
- Connecticut Department of Economic and Community Development
- Connecticut Department of Labor
- Connecticut Department of Social Services
- Connecticut Office of Early Childhood
- Connecticut Office of Policy and Management
- Connecticut Early Childhood Education Cabinet
- Connecticut Early Childhood Alliance
- Connecticut Council of Administrators of Special Education
- Education Committee of CSL
- Black and Hispanic Caucus
- Latino Caucus
- Workforce Investment Boards
- Juvenile Justice System Representation (TBD)
- Department of Corrections Superintendent and other representation
- Office of the Child Advocate
- Commission for Educational Technology
- CT General Assembly
- State Advisory Group for School Governance Councils
- CDC School Health HIV/STD/Pregnancy Prevention
- CT Association of Health, Physical Education, Recreation and Dance
- Connecticut Nutrition Standards (CNS) Committee
- State Advisory Council on Special Education (SAC)

Institutional Representatives
- Connecticut Administrators of Programs for English Language Learners
- Connecticut Alliance of Regional Educational Service Centers
- Connecticut Board of Regents for Higher Education
- University of Connecticut
- UCONN Cooperative Extension
- Connecticut Conference of Independent Colleges
- Connecticut Technical High School System Board
- Comer Yale Child Study Center
- Institution for Social and Emotional Learning
- School Garden Resource Institute

Professional Associations
- American Federation of Teachers (AFT-CT)

- Connecticut Association of Boards of Education (CABE)
- Connecticut Association of Public School Superintendents (CAPSS)
- Connecticut Association of Schools (CAS)
- Connecticut Education Association (CEA)
- Connecticut Federation of School Administrators
- Connecticut Association of School Business Officials (CASBO)
- National Association of Black Social Workers

Parent and Student Organizations
- Connecticut Parent Advocacy Center (CPAC)
- Connecticut Parent Teacher, Student Association (CT PTSA)
- State of Black Connecticut Alliance/Connecticut Parents Union
- State Student Advisory Council on Education (SSACE)
- Students for Education Reform – Connecticut
- Connecticut Parent Power
- Parent University representation
- African Caribbean American Parents of Children with Disabilities
- Connecticut FAVOR, Inc.
- Child Health and Development Institute (CHDI)
- CT Parent Information and Resource Center (CT PIRC)/State Education Resource Center (SERC)
- Hartford Parent University

Business and Industry Representatives
- Metro Hartford Alliance
- Connecticut Business & Industry Association (CBIA)
- Regional Chambers of Commerce (each chamber, one rep per)
- Connecticut Farm Bureau Association
- Connecticut Mental Health Association

Focus groups were held during the following dates:

Group	Date
Superintendents	10/14/2016
Parents & community	10/25/2016
Parents & community	10/25/2016
Parents & community	10/25/2016
Parents & community	10/26/2016
Parents & community	10/31/2016
Parents & community	10/31/2016
Students & families	11/1/2016

Teachers	11/1/2016
CABE	11/1/2016
CABE	11/1/2016
Superintendents	11/1/2016
Philanthropic groups	11/2/2016
Administrators	11/2/2016
Administrators	11/2/2016
Parents & students	11/2/2016
Superintendents	11/2/2016
Teachers	11/3/2016
Teachers	11/3/2016
Government Agencies	11/4/2016
RESC Ex. Directors	11/4/2016
CABE	11/7/2016
Principals/Administrators	11/7/2016
Teachers	11/7/2016
Teachers	11/8/2016
Industry and Business	11/8/2016
Parents	11/9/2016
Administrators	11/9/2016
AFT	11/9/2016
BOE	11/10/2016
Students	11/10/2016
BOE	11/10/2016
Parents & students	11/14/2016
Superintendents	11/14/2016
BOE	11/14/2016
Parents	11/14/2016
Students	11/14/2016
Parents & students	11/14/2016
Parents	11/15/2016
Administrators	11/15/2016
Statewide groups	11/16/2016
Teachers	11/16/2016
District/Building Admins	11/17/2016
Administrators	11/17/2016
CSDE staff	11/17/2016
CSDE staff	11/17/2016
District/Building Admins	11/18/2016

Superintendents	11/18/2016
CSDE staff	11/21/2016
Parents & community	11/30/2016
Parent University	12/9/2016

Every Student Succeeds Act Social Media Plan

Week, Day	Twitter	Facebook
Week 1, Day 1	# CT Commissioner of Education announces 18 question #EESA community survey: (link to press release)	Commissioner of Education Diana Wentzell announced an 18 question Every Student Succeeds Act community survey today. Read more about the survey and the Every Student Succeeds Act, and find links to the survey here: (insert link to press release)
Week 1, Day 2	How can we continue to improve the quality of education in #CT? Share your input here: https://goo.gl/75ILBV #ESSA	How can we continue to improve the quality of education in Connecticut as we implement the Every Student Succeeds Act? Share your input here: https://goo.gl/75ILBV
Week 1, Day 3	Share your thoughts on how we can ensure #equity and #excellence for all #CT students: https://goo.gl/75ILBV #ESSA	Share your thoughts and ideas on how we can all work together to ensure equity and excellence for all Connecticut students. Take our short survey here: https://goo.gl/75ILBV
Week 2, Day 1	How can we use #ESSA to improve the quality of education in #CT? Share your ideas with us: https://goo.gl/75ILBV	How can we continue to improve the quality of education in Connecticut as we implement the Every Student Succeeds Act? Share your ideas and input here: https://goo.gl/75ILBV
Week 2, Day 2	What factors are most important to ensure #CT students graduate college & career ready? Share your ideas here: https://goo.gl/75ILBV #ESSA	What are the most important factors in ensuring students graduate from high school ready for college and career? Share your ideas and input with us: https://goo.gl/75ILBV
Week 2, Day 3	How can we ensure #CT students are receiving a high-quality, holistic public education? Share your ideas here: https://goo.gl/75ILBV #ESSA	How can we use our Next Generation Accountability System to best ensure our pre-K-12 schools are providing a high-quality, holistic education to Connecticut's students? Share your thoughts and

		ideas here: https://goo.gl/75ILBV
Week 3, Day 1	How can we keep all of our students in #CT in school and engaged? Share your thoughts and ideas with us: https://goo.gl/75ILBV #ESSA	Connecticut has a renewed focus on keeping at-risk students engaged and in school. What strategies do you want to see implemented in schools to keep students from becoming disengaged and disconnected? Share your thoughts and ideas with us: https://goo.gl/75ILBV
Week 3, Day 2	What factors are most important to transform low-performing schools? Share your thoughts and ideas with us: https://goo.gl/75ILBV #CT #ESSA	Our efforts to ensure all students have access to a high-quality education involve turning around low-performing schools. What do you believe are the most important factors to turn schools around? Share your input here: https://goo.gl/75ILBV
Week 3, Day 3	How can we ensure English learners in #CT graduate prepared for college and career? Share your thoughts and ideas with us: https://goo.gl/75ILBV #ESSA	As our population of English learners grows it is imperative that we ensure these students graduate from high school ready for college and career. What strategies do you believe will best ensure Connecticut schools are meeting English learners' needs? Share your thoughts and ideas here: https://goo.gl/75ILBV
Week 4, Day 1	How can we ensure #CT students have equitable access to excellent teachers and leaders? Share your thoughts with us: https://goo.gl/75ILBV #ESSA	How can we ensure that all students in Connecticut have equitable access to high quality teachers and leaders? Share your thoughts with us: https://goo.gl/75ILBV
Week 4, Day 2	We want to include your voice in our #ESSA plan. Share your ideas and input & shape the future of education in #CT: https://goo.gl/75ILBV	As we develop our plan for the Every Student Succeeds Act we want to include your voice. Share your ideas and input and help shape the future of education in Connecticut: https://goo.gl/75ILBV

Week 4, Day 3	Help us ensure that all students have access to a high-quality, rigorous education. Share your thoughts and ideas with us: https://goo.gl/75ILBV #CT #ESSA	Help us ensure that all students have access to a high-quality, rigorous education. Share your thoughts and ideas with us: https://goo.gl/75ILBV

Parent Survey Letters

[INSERT DATE]

Dear Parent or Guardian:

You are invited to participate in a short online survey by the Connecticut Department of Education that will allow you to share your thoughts on the best ways to strengthen the education your child receives in school.

The survey was designed to gather feedback from communities across the state about the priorities that will drive Connecticut's goals around equity and excellence in education. Your feedback will also help inform the development of the state's plan for the new federal education law, the Every Student Succeeds Act (ESSA).

You can access the survey in English and Spanish by going to www.ct.gov/sde/essa.

Here in Connecticut, we believe parents and guardians should have a strong voice in the conversation about how we can improve educational opportunities for all children. We were thrilled that so many parents were among the 6,700 people across the state who participated in last year's survey to inform the creation of our Five-Year Comprehensive Plan, which aims to ensure equity and excellence for all Connecticut students. You can read the plan on our website, www.ct.gov/sde.

Education has the power to transform lives and prepare students to thrive in a global economy and civic life. Your teachers and administrators are committed to working together to help give all children a chance to pursue their dreams and rise to their potential. By taking this survey, you are helping them deliver on the promise of a great education for your child.

I wish you and your family a great rest of the school year.

Best wishes,

Dr. Dianna R. Wentzell
Connecticut Commissioner of Education

[INSERT DATE]

Estimado padre o tutor:

Está invitado a participar en una breve encuesta en línea que realiza el Departamento de Educación de Connecticut, que le permitirá compartir su opinión sobre las mejores formas de reforzar la educación que su hijo recibe en la escuela.

Esta encuesta se diseñó para recopilar comentarios de las comunidades de todo el estado acerca de las prioridades que impulsarán los objetivos de Connecticut en relación con la equidad y la excelencia educativas. Sus comentarios también ayudarán a informar al Departamento sobre el plan del estado para la nueva ley educativa federal, la Ley Cada Estudiante Triunfa (ESSA, por su sigla en inglés).

Puede acceder a la encuesta en inglés y español en www.ct.gov/sde/essa.

Aquí en Connecticut, creemos que los padres y los tutores deben tener voz y voto en la conversación sobre cómo podemos mejorar las oportunidades educativas de todos los niños. Nos emociona haber contado con tantos padres entre las 6700 personas de todo el estado que participaron en la encuesta del año pasado para informar la creación del Plan integral de cinco años, el cual pretende garantizar la equidad y la excelencia para todos los estudiantes de Connecticut. Puede leer el plan en nuestro sitio web: www.ct.gov/sde.

La educación tiene el poder de transformar vidas y preparar a los estudiantes para que prosperen en la economía mundial y la vida cívica. Los docentes y los administradores asumen el compromiso de trabajar juntos para ayudar a brindarles a todos los niños la posibilidad de perseguir sus sueños y alcanzar su máximo potencial. Al realizar esta encuesta, los ayuda a cumplir la promesa de brindarle a su hijo una educación excelente.

Les deseo a usted y a su familia un buen descanso del año escolar.

Atentamente,

Dra. Dianna R. Wentzell
Comisionada de Educación de Connecticut

ESSA Parent Focus Group Analysis

As part of the Connecticut State Department of Education's data collection process for the Every Student Succeeds Act, the RESC Alliance conducted thirteen focus groups specifically targeted at parents. The SDE provided an informational PowerPoint with background content the parents and guardians might need to answer the questions. Upon analysis of the transcripts, the parent responses were coded by question and response theme. The summary below represents the most prevalent findings.

Policy Question One - Academic Standards, Student Assessments and Accountability

Q1. - Connecticut's Accountability System moves beyond just test scores. The system also includes other measures of effectiveness (i.e., graduation rates, physical fitness, access to the arts). Do you think the factors that the state is using in this calculation are providing a better measure of accountability?

The primary area of concern for parents was in the overall growth of their children. While there was an understanding of the need for standardized summative assessments, the parents were more interested in knowing how far their children have progressed. There was a great deal of enthusiasm for the development of measures that would show student growth compared to their peers within the schools and where they should be based upon their developmental age. The parents whose children attended schools that used the NWEA highlighted this an example. A balance between the need for assessment and the time required for those assessments was discussed at some length. Parents would like for the results of these assessments to be more immediate to provide meaningful feedback.

Along with measuring traditional academic indicators, many parents expressed the desire for assessments to be developed to measure the social and emotional skill sets of their children. There was a great deal of concern that children were exposed to extreme levels of stress in and outside of school that is affecting their ability to learn. By measuring the tools students have to address these issues, schools would be better positioned to foster growth.

Q1A. - What measures would you advocate in addition - or how might other evidence be used in making a case for school/district effectiveness?

Many parents would like to see a student self-reflective component added as an additional indicator. Allowing the students to evaluate themselves in a reflective manner would engage them in a process that would greatly contribute to their academic growth. Additionally, parents would like to see an indicator focused on the development of technology skill training. The technologies discussed ranged from basic computer skills, to online literacy, to advanced computer science skills.

Other groups of parents advocated for indicators addressing practical life skills that all students need to be self-sufficient. The life skills discussed ranged from basic family financing to civic responsibility.

Finally, several focus groups discussed the idea of trauma-informed training and practice for teachers. An indicator would be identified to measure the effectiveness of districts to train staff and deliver appropriate services.

Q2. - Assessment reduction continues to be an area of focus. What suggestions do you have for reducing the amount of time spent on assessment without degrading our ability to track progress and ensure accountability?

Parents were enthusiastic in their desire to see less testing. There was a shared sense that too many schools were teaching specifically to the standardized test and not to content meaningful for student development. Testing in fewer years, especially at the elementary level, was a suggestion discussed often. Parents felt that assessments should be more personalized to individual students. Parents of special education students felt as if their students were forced to take tests that were not appropriate for them.

As mentioned in the previous question, parents would like to see the results of the tests that are administered returned to them in a timelier manner. Getting the results of a test a full year after the student has taken them is meaningless to the parents and teachers. ELL parents felt as if the results of the tests were not explained to them in a way they could understand.

Policy Question 2 - School Improvement for Turnaround and Focus Schools

Q3. - How can CT best support persistently struggling schools?

School funding was a topic that was addressed in 12 of the 13 parent focus groups. Many parents felt as if state education funding was spread too thin. According to the parents, funds should be aimed at districts that have greater need and have shown an ability to leverage those funds to increase student performance. Funding of Pre-K services was highlighted as an area that should be targeted in many urban districts.

Parents also felt as if the state could do a better job of sharing best practices amongst schools. There were many stories shared about successes that have taken place within schools that the larger audience was unaware of. There was the sense that if programs and practices like the ones discussed were highlighted, they could be implemented in other struggling districts. Along the same theme, parents discussed a need for greater school/community alliances. These alliances could be leveraged to use the experiences of the community to drive greater student learning.

The final theme of conversation centered around increasing the access to technology for all schools. Parents were concerned that school districts with greater resources were at an advantage because they could provide their students with technology that may not be available to other districts.

Q4. - When providing assistance to struggling schools, what is the appropriate balance between oversight, additional financial resources and provided technical assistance? Should funding be

dependent on other factors? How can we assure that additional resources are having their intended impact?

There was agreement amongst most focus groups for increased state oversight in education funding. There was little agreement, however, as to what that oversight should look like. Many parents felt as if the oversight should not be solely tied to student performance on standardized tests. The funding should be tied to specific projects with clearly defined outcomes, that are validly measureable. By linking the funding to measureable indicators, the state could get a better sense of what works. Building a database of proven programs would allow the state to better direct teacher professional development and student engagement.

Policy Question 3 - Increase Focus/Accountability for Improving Outcomes for English Learners

Q5. What additional supports should Connecticut provide English Learners?

The responses for this question fell across two major themes. The first of which was the need for more EL teachers in classrooms. While the parents were understanding that finding qualified EL teachers was difficult, there was a sense that, by engaging greater community engagement, the need could be met. Enlisting bilingual literacy and translator volunteers could be an option. In smaller districts, the state or RESCs could provide EL services to meet the needs of the student populations.

The second major theme addressed was the need for greater cultural sensitivity amongst teachers and administrators. Many parents shared stories of issues their children had in schools that resulted directly from cultural misunderstandings. There was an overall sense that teachers need to better understand their student populations to serve them more effectively. This extends to the use of curriculum material that is appropriate for the audience.

Q6. How can Connecticut better prepare teachers to engage English Learners?

The responses for questions 5 and 6 were very similar. The primary theme found when discussing this question was the idea of greater cultural sensitivity amongst teachers and administrators. Cultural sensitivity trainings could include engaging family and community centers as well as leveraging existing staff. These trainings should be a mandatory component of any teacher preparation program as well as professional development for certified teachers.

Policy Question 4 - Effective Teachers and Leaders

Q7. What steps should CT take to ensure every school is staffed with quality teachers? How should current teacher evaluation system be changed to support this strategy?

Parents were quick to focus on the idea that the profession of teaching does not have a good connotation within society. They felt that it is difficult to find qualified teachers. Parents felt that the state needs to increase the standards for what pre-service teachers need to learn in their teacher preparation programs. Cultural awareness was again highlighted as an example of what should be

included in the curriculum. Additionally, several stories were shared about qualified teachers not being able to work in Connecticut due to strict reciprocity standards.

Responses to the question of teacher evaluation varied dramatically. Many parents stated they disagreed with the current system and believed that it was not of value since most teachers received high marks. Conversations around increased state oversight of teachers and administrators were common. Finally, most parents felt that teacher evaluations should not be tied solely to student performance on standardized tests and may differ depending on the population of the students.

Q8. How can CT better recruit and retain minority teachers?

Most conversations amongst parents when presented this question returned to the idea of the negative connotations associated with the teaching profession. Increasing teacher salary was stated as an obvious example of how to engage more qualified teachers. In many of the focus groups, there were long discussions as to the value of specifically recruiting minority teachers. Some groups felt as if it was vitally important to have teachers represent the student bodies they work with while others were more interested in finding the most qualified teacher for the position.

Recruitment strategies should begin when students are still in grade school, per many participants. Special attention should be paid to identifying students who may be interested in the teaching profession and providing them opportunities to explore their options. Some parents also suggested the state review the human resource hiring practices of districts that have successfully recruited minority teachers.

Q9. What steps can CT take to address educator shortage areas? How should teacher certification processes be changed to support this strategy?

Many participants discussed the idea of engaging industry professionals and streamlining their path to certification. The areas of STEM and foreign language were highlighted as examples. While some focus groups felt that many teacher candidates were being discouraged because of their inability to pass the Praxis exams, others felt that lowering standards was not good practice.

Connecticut ESSA Focus Group Analysis

Scope of Focus Groups

    a.   Total Number of Focus Groups Conducted = 52
    b.   Total Number of Hours of Data Collected = 61

Key Findings

Key findings are described by Policy Question, Focus Group Question, and Focus Group Audience. The bulleted text represents the most common themes discussed in the respective groups.

Policy Question One - Academic Standards, Student Assessments and Accountability

Q1. - Connecticut's Accountability System moves beyond just test scores. The system also includes other measures of effectiveness (i.e., graduation rates, physical fitness, access to the arts). Do you think the factors that the state is using in this calculation are providing a better measure of accountability?

Superintendents

- 12 indicators a step in the right direction.
- Where do social/emotional supports fit into these indicators?
- Need for trauma-informed preparation and response to priority school populations
- Concern that some indicators are not currently available/funded/mandatory in all districts
- Graduation rates still defined too narrowly

Administrators

- Accountability needs to support/recognize the whole child
- Access to the Arts and physical fitness should be measured in instructional minutes   across all schools/districts.
- New indicators are more representative of whole student, but difficult to standardize to rank performance.
- Where do EL Learner goals fit into the 12 indicators?

Teachers

- New measures are an improvement, but not enough to recognize whole student growth
- Indicators should emphasize showing progress over summative scores
- Assessments are not appropriately measuring curriculum/content being taught, as standards are changing faster than assessments.

Parents

- Overall growth of student more representative than summative assessments
- Indicators need to reflect a component for addressing social/emotional support systems
- The 12 indicators do not address formal technology skill training.
- Need quicker assessment results

Students

- Should not be just about grades, should be about the student's overall experience
- Students should have greater input as to their goals and interests. The indicators should reflect that individualization

Government/Agency Representatives

- Individual growth is a better indicator than raw standardized test scores
- Districts with strained resources may be punished on the new scale due to lack of student opportunities
- The formulas for calculating the indicators need to be reliable across districts
- Social/emotional indicators need to be included in the calculation

Business and Industry Representatives

- The increased scope of assessment will provide a more robust picture of district performance
- There needs to be a decreased emphasis on state standardized tests
- Student community growth should be prioritized over individual summative assessment scores
- Practical career/technical curriculum needs to be modernized and assessed in a meaningful way
- SAT is a poor measure of student performance

Community Based Representatives

- Students are tested too often on subject matter that has little practical value
- Indicators that address whole-child development need to be included
- Cultural bias in standardized testing continues to be an area of concern in some communities
- Graduation rates are difficult to calculate with transient populations

Union Representatives

- Social/emotional skills need to be included
- The effects of school climate on student performance should be addressed
- Funding needs to be available for all included indicators
- Too much instructional time is lost in assessing student performance. Teachers have the skills to measure growth without the intrusion of long and tedious standardized tests

Q1A. - What measures would you advocate in addition - or how might other evidence be used in making a case for school/district effectiveness?

Superintendents

- Medical/mental healthcare access

- Mandatory health education
- Reporting of resources for students not college-bound
- School/business alliances
- Student feedback
- Post-graduation education/career tracking

Administrators

- Social/emotional support indicators
- Personal growth as opposed to statistical achievement measures
- Measured trauma-informed practices
- Formal curriculum options for non-college bound students
- Mastery-based learning measurement
- Focus on individual student strengths
- Long range post-graduation outcomes
- School climate as own indicator

Teachers

- Social/emotional support indicators
- Some type of parent/school relationship/family involvement measure
- Indicator based on real-world school to business internships in senior year
- Life skills that all students need for post-high school
- Teacher retention trends
- Quality of professional development

Parents

- Practical life skills for basic self-sufficiency
- Level of family/community connectedness
- Trauma-informed training and practice
- Students' self-assessment

Students

- Student commitment and engagement should be a measurement based on teacher observation
- School should track long term improvement, not short term test results
- Schools should reflect merit scholarships awarded
- College readiness
- Personal growth tracking

Government/Agency Representatives

- School climate measures
- Social/emotional support indicators
- Professional skill development

Business and Industry Representatives

- College and career readiness

- Professional skill development
- Team engagement skills
- Language and written skill proficiencies
- Life skills

Community Based Representatives

- Social/emotional support indicators
- Students' self-assessment
- Indicator based on real-world school to business internships in senior year
- Reporting of resources for students not college-bound

Union Representatives

- Social/emotional support indicators
- Students' self-assessment
- Life skills that all students need for post-high school
- Student feedback
- Post-graduation education/career tracking

Q2. - Assessment reduction continues to be an area of focus. What suggestions do you have for reducing the amount of time spent on assessment without degrading our ability to track progress and ensure accountability?

Superintendents

- Whole student growth over time should be measured. Not one-size-fits-all type of testing
- Portfolios that follow student from pre-K through graduation
- More choice as to which standardized tests districts can choose from
- Alternative assessment for non-college bound or interested students
- The alignment between assessment and instruction should be more precise

Administrators

- Need more timely turnaround of assessment results
- Assessments do not provide information about special needs. It is unfair to those populations to compete through mainstream assessment measures.
- Move toward using portfolios and student self-reflection to measure growth over time instead of state assessments
- Any assessment should provide high-quality, time-sensitive and relevant feedback
- Decrease emphasis on state assessment and increase on authentic learning experience

Teachers

- State assessments have little impact on informing instruction. No value to student learning
- Assessment value is lost in slow turnaround time

- Give teachers more autonomy to develop appropriate assessments for curriculum. Measure growth over time.
- Move toward using portfolios that begin in pre-K and follow all the way through
- Remove technology bias from how kids are tested

Parents

- Teachers should have more control over selecting assessments
- Schools need to see results in same season in which assessments are given
- Personalized learning should not be tested by impersonal assessments
- Reduce number of years/grades in which students are state tested
- Less teaching to the test, so students do not forget what they are forced to memorize
- Less assessments equal less student 'burn-out'

Students

- "Most of our time is spent on preparing for tests. The teachers are terrified they will look bad if we do not do well. We feel their stress and it affects how we perform. And, in the end, the tests we take don't have anything to do with what we are supposed to be learning."
- Alternative assessment for non-college bound or interested students
- The alignment between assessment and instruction should be more precise
- Personalized learning should not be tested by impersonal assessments
- Reduce number of years/grades in which students are state tested

Government/Agency Representatives

- The alignment between assessment and instruction should be more precise
- Move toward using portfolios that begin in pre-K and follow all the way through
- Whole student growth over time should be measured. Not one-size-fits-all type of testing
- Any assessment should provide high-quality, time-sensitive and relevant feedback

Business and Industry Representatives
- Assessments should be more specific to skills needed in industry
- Language and writing skills should be assessed more accurately
- More time on skill development and less time on standardized testing
- Reduce number of years/grades in which students are state tested

Community Based Representatives
- Assessments should be more specific to skills needed in industry
- Growth should be measured individually by teachers
- Standard system for student growth measurement that does not include the use of standardized tests
- School and community climate sensitivies need to be factored when deciding when and how often assessments are delivered

Union Representatives
- Greater control within districts over which assessments to deliver
- Schools need to see results in same season in which assessments are given
- Reduce number of years/grades in which students are state tested
- Less teaching to the test, so students do not forget what they are forced to memorize

- Assessments do not provide information about special needs. It is unfair to those populations to compete through mainstream assessment measures.

Policy Question 2 - School Improvement for Turnaround and Focus Schools

Q3. - How can CT best support persistently struggling schools?

Superintendents

- Commit to leadership team long enough for impacts to be recognizable (up to 5-7 years)
- Expand community/parent presence in school culture
- Provide schools with information and access to outside support services
- Equitable technology access to students, at school and at home
- Change the model to examine growth over time, and adapt assessment metric accordingly
- Factor in community needs, not just student performance
- The problem is not quality staffing, the problem is poverty

Administrators

- Stop compelling schools to compensate for all other social services
- Allow flexibility within grants for school leadership to address needs on district by district basis
- More direct funding support to students with social/emotional/trauma-based issues
- More school/community integration
- Continuity of district leadership
- Publicize more success stories and share best practices
- Establish more RESC-directed networking support partnerships between struggling districts

Teachers

- Expand school/home/parent connection and family outreach
- Better protocols for addressing emotional/behavioral issues in classrooms
- Incentivize retention of quality educators
- More support/coaching to help teachers more effectively support struggling students
- Expand after-school program opportunities
- Create more district teacher collaboration opportunities
- Provide Pre-K access to all families

Parents/Students

- Target funding to priority issues per district, instead of spreading funding too thin
- Better access to technology for all
- School/Community center alliances
- More sharing of best practices between high to low performing schools
- Expand school/local business internship alliances
- Parents should have influence in shaping relevant local policy
- Put more funding into pre-K

Government/Agency Representatives

- Establish more RESC-directed networking support partnerships between struggling districts
- Develop fair way to fund school districts

- Streamline process for funding delivery while making districts more accountable for the manner in which the funds are spent
- Greater support to agencies charged with working with turnaround school districts
- Commit to leadership team long enough for impacts to be recognizable
- More school/community integration
- School-level leaders should be empowered to drive change
- Continuity of district leadership

Business and Industry Representatives

- Access nationwide best practices are models for future mandates
- More school/community integration
- Increase engagement of supplemental programs (i.e. Boys and Girls Club)
- Expand school/local business internship alliances
- Stop compelling schools to compensate for all other social services

Community Based Representatives

- More school/community integration
- Increase communication between school and home, especially when language barriers exist
- Address the institutionalized racism that is inherent in public schools
- Parents should have influence in shaping relevant local policy
- Publicize more success stories and share best practices

Union Representatives

- Expand school/home/parent connection and family outreach
- Better protocols for addressing emotional/behavioral issues in classrooms
- Incentivize retention of quality educators
- Improve access to technology and other resources
- Develop fair way to fund school districts

Q4. - When providing assistance to struggling schools, what is the appropriate balance between oversight, additional financial resources and provided technical assistance? Should funding be dependent on other factors? How can we assure that additional resources are having their intended impact?

Superintendents

- Resources and leadership should be of equal importance
- Sustainability is important in measuring outcomes
- Balance should be variable based on individual district needs

- Districts should have accountability for how funds are spent
- Data should justify why funding should be continued
- State representation in the district should be represented by a human face
- State oversight should not be dictatorial, but assistive

Administrators

- Funding, then oversight
- Use funding to supplement, not supplant
- Recognize that district leaders doing the work understand district needs best
- Funding and oversight must be sustainable to effectively build initiative capacity
- Districts need more autonomy on prioritizing funding directions
- Educators should be at the table with SDE
- Districts need partnerships instead of oversight
- Oversight should include outside evaluators to help districts stay on task with program goals
- These components may not need to be 'balanced', depending on district dynamics

Teachers

- Oversight should recognize the unique dynamics of each district
- Districts should have accountability for how funds are spent
- State should consider practicing more oversight over antiquated teacher preparation programs
- Decision-making on these components should include teachers, before informed answers can be given
- Teachers should be surveyed as to district dynamics that are balanced vs imbalanced
- Funding, then oversight
- Funding emphasis more on people than tangible resources

Parents/Students

- Funding should carefully identify and approve targeted priority issues per district
- Perhaps more funding could come from grants as opposed to state if each district had a dedicated grant-writer/coordinator
- Oversight could include surveys to gauge success level of program implementation
- Funding, then oversight

Government/Agency Representatives

- State should maintain oversight until school proves that it has made improvements
- Funding should carefully identify and approve targeted priority issues per district
- Technical assistance as a managed resource
- Funding based on equity and not equality

Business and Industry Representatives

- State should maintain oversight until school proves that it has made improvements
- Funding should carefully identify and approve targeted priority issues per district
- Funding, then oversight
- Oversight should recognize the unique dynamics of each district

Community Based Representatives

- Funding should carefully identify and approve targeted priority issues per district
- Oversight should recognize the unique dynamics of each district
- Additional resources provided to a struggling district should not come with oversight restrictions so burdensome they discourage a district from seeking those resources
- Funding should not be dependent on student performance as many districts have high transient population rates

Union Representatives

- Increase accountability for how resources are being used
- Funding dependent upon need
- Greater state accountability in large school districts
- Decision-making on these components should include teachers, before informed answers can be given

Policy Question 3 - Increase Focus/Accountability for Improving Outcomes for English Learners

Q5. What additional supports should Connecticut provide English Learners?

Superintendents

- Create/expand community-based centers for parent development
- Need to make process easier for bilingual people to become qualified teachers
- Build district capacity by training the trainers to support EL teachers
- Maintain the value of EL student's native language and culture
- Make world language instruction a K-12 obligation
- Universal practice of cultural sensitivity
- More trained ESL support staff

Administrators

- Wrap-around services for refugee families, including summer programs
- Give students more time to learn English before assessing in English
- More trained ESL support staff
- Better leverage of language translation technology
- Change mindset to perceive bilingualism as an asset, not deficit
- Must be sure not to over-identify students as special education students because of language barriers
- Middle/high school students should first be skill-assessed in their native language
- Immersion programs for non-English speakers for the first 6 months
- Peer mentorships

Teachers

- Extra bilingual support staff to assist teachers in large classes, i.e. bilingual paraprofessionals
- Avoid mixing EL learners instruction with special education instruction
- Provide better EL PD for teachers in districts with large EL learner populations

- Adopt a digital/tech-driven platform to assist EL learners
- Stipends for existing EL teachers to extend hours of availability to EL students

Parents/Students

- A menu of EL plan options for districts to choose from based on needs assessment
- Enlist bilingual literacy and translator volunteers
- Community centers for family EL support, and after-school support programs
- Every district, even small ones, could have a world language liaison/resource coordinator
- Cultural and religious sensitivity training for all teachers
- Total English immersion for 1/2 day, social/academic integration (with possible peer mentor) other half
- Learning materials for EL students should be culturally relevant

Government/Agency Representatives

- Engage RESC's to provide resources smaller districts cannot afford
- Address lack of qualified EL teachers
- Provide cultural competency PD for all teachers
- More trained ESL support staff
- Adopt a digital/tech-driven platform to assist EL learners
- Middle/high school students should first be skill-assessed in their native language

Business and Industry Representatives

- Community centers for family EL support, and after-school support programs
- Peer and community mentorships
- Adopt a digital/tech-driven platform to assist EL learners
- Extra bilingual support staff to assist teachers in large classes, i.e. bilingual paraprofessionals
- Increase EL learner teacher training

Community Based Representatives

- Engage community volunteers
- Increase pay for teachers in schools who volunteer to act as translators
- Cultural competency training for all teachers
- Improve communication between home and school
- Provide an inclusive school climate

Union Representatives

- Extra bilingual support staff to assist teachers in large classes, i.e. bilingual paraprofessionals
- Stipends for existing EL teachers to extend hours of availability to EL students
- Must be sure not to over-identify students as special education students because of language barriers
- Give students more time to learn English before assessing in English
- More trained ESL support staff

Q6. How can Connecticut better prepare teachers to engage English Learners?

Superintendents

- Cultural responsiveness/sensitivity training for diverse settings
- Cultivate more EL teacher cross-endorsement, and support for teachers in practice
- Ease restrictions on bilingual certification
- More embedded PD for teachers in Tier 1 classrooms
- More pre-service and in-training teacher emphasis on EL needs

Administrators

- More in-depth pre-service training and embedded/on-going coaching dedicated to EL preparation
- Revisit current EL certification efficacy
- Need to explore PD/alternative programs for getting more teachers bilingual
- Reach out to other districts/teachers using no cost/low cost EL models that are working well
- Research the effectiveness of Google Translator
- Encourage colleges to offer more courses in EL teaching strategies/cultural proficiency

Teachers

- Cultural responsiveness/sensitivity training for diverse settings
- Referral network for teachers that need additional support with EL students
- Expand awareness of cultural and curriculum differentiation for each EL student

Parents/Students

- Cultural responsiveness/sensitivity training for diverse settings
- Integrate family/community outreach strategies into pre-teacher training
- Give teachers sabbaticals to become more bilingually proficient
- Support collaborations between learning EL teachers, and successful EL teachers
- Make sure cultural sensitivity training mandatory for EL certification

Government/Agency Representatives

- Cultural responsiveness/sensitivity training for diverse settings
- Reach out to other districts/teachers using no cost/low cost EL models that are working well
- Revisit current EL certification efficacy
- Revisit EL certification reciprocity agreements
- Modify current teacher preparation programs

Business and Industry Representatives

- Cultural responsiveness/sensitivity training for diverse settings
- Referral network for teachers that need additional support with EL students
- Encourage colleges to offer more courses in EL teaching strategies/cultural proficiency
- Encourage collaboration with industry partners
- Mentorship programs

Community Based Representatives

- Cultural responsiveness/sensitivity training for diverse settings

- Revisit current EL certification efficacy
- Require EL learner courses in teacher preparation programs
- Increase the number of EL paraprofessionals in schools with demonstrated need
- Engage community organizations to assist teachers with home communication

Union Representatives

- Cultural responsiveness/sensitivity training for diverse settings
- Revisit current EL certification efficacy
- Modify current teacher preparation programs
- Give teachers sabbaticals to become more bilingually proficient
- Support collaborations between learning EL teachers, and successful EL teachers

Policy Question 4 - Effective Teachers and Leaders

Q7. What steps should CT take to ensure every school is staffed with quality teachers? How should current teacher evaluation system be changed to support this strategy?

Superintendents

- Change societal perception that teaching is not a valued profession
- Attract high-achieving students to the field by promoting the value and reward of being a teacher
- Components of evaluation are strong, but rating rankings are oversimplified
- Many false positives
- Support teachers in struggling/impoverished school communities to maintain their professional quality of life
- Add more teacher-only days to school year for appropriately focused PD, skill-building, and peer collaboration
- Pre-service teacher education should be more rigorous, so first & second year teachers are more effective in classrooms
- Students shouldn't lose because teachers are underprepared
- Create more avenues encouraging teachers to train for leadership roles

Administrators

- Teachers should be asked to demonstrate how their work manifests in student learning, not gauging teacher quality by state assessments outcomes
- Change the perception that teachers are blamed instead of supported in relation to school rankings
- Ongoing mentoring for all teachers
- Team teaching option
- Place more value in wisdom of veteran teachers
- More PD focused on emotional/social/physical development, and cultural competency
- Quality teachers hired in struggling schools over spring/summer are often recruited by wealthier districts before fall, leaving lower quality candidate pool to hire from
- Form stronger connections with higher education
- Emphasize more experiential learning

Teachers

- Teacher preparation programs need to be brought up to date
- Stronger teacher mentoring and collaboration opportunities needed
- Continue to change evaluation models from punitive, to demonstrating student growth
- Stop linking evaluation with test scores
- SDE should promote more respect for teachers to reduce burn-out
- Give teachers more control over PD choices, based on school/class needs
- Regionalize teacher pay to level the field for hiring quality teachers in struggling districts

Parents/Students

- Teachers need strong foundation in cultural awareness/sensitivity
- More certification reciprocity across states expands pool of quality applicants
- Teacher quality will rise when perception of the profession rises
- Teacher evaluation and rating system needs more high level oversight
- Be careful not to underrate quality teachers because of student performance
- Build in more time for peer collaboration and behavioral health training
- Ask students and parents how they define quality in a teacher
- Raise the bar of what pre-teachers need to learn in college

Government/Agency Representatives

- Change societal perception that teaching is not a valued profession
- Attract high-achieving students to the field by promoting the value and reward of being a teacher
- Support district administrators in being able to evaluate and retain only highly qualified teachers
- Streamline the certification process; this would not mean lowering the bar for certification
- Work with teacher preparation programs in developing teachers suited for the needs of today's students
- Evaluation needs to reflect the true strengths and weaknesses of each teacher

Business and Industry Representatives

- Engage industry partners as mentors to new teachers; assist in providing subject area expertise
- Change societal perception that teaching is not a valued profession
- Attract high-achieving students to the field by promoting the value and reward of being a teacher
- Teachers should be evaluated based upon the performance of their students; considering the inherent abilities of each student
- Support district administrators in being able to evaluate and retain only highly qualified teachers

Community Based Representatives

- Change societal perception that teaching is not a valued profession
- Students shouldn't lose because teachers are underprepared
- Teacher evaluations cannot be tied to student performance; too many variables associated with student life that cannot be captured by standardized tests
- Make it easier for passionate teachers to gain certification; too many instances of potential educators not being able to pass the Praxis

Union Representative

- Rapid certification programs need to be re-evaluated
- Current teacher evaluation process is overly complicated
- Current teacher evaluation process prevents teacher autonomy and creativity
- Need to focus more on PD and less on teacher evaluation
- Change societal perception that teaching is not a valued profession

Q8. How can CT better recruit and retain minority teachers?

Superintendents

- Offer student loan forgiveness in exchange for multi-year commitment to the school
- Demonstrate to diverse groups how they would be valued as future teachers
- Research and expand range of job posting sites that are currently used

Administrators

- Consider using 'Relay' as an alternative certification provider
- Recruitment starts in public school
- Guarantee interested diverse students' tuition help and jobs back in their own districts if they complete in-state teacher training/certification.
- Reaching out to historically black and diverse schools/colleges to explore interest
- Must avoid making minority candidates feel like they're being recruited for that reason
- Offer college students a paid semester internship with course credit before they have chosen their major
- Change existing community perception of bias against hiring minority teachers

Teachers

- Change cultural perceptions of the profession before effective recruitment
- Create recruitment pathway that eases student's financial burden, rather than increasing it
- Expand student exposure to internship opportunities
- Increase state oversight of district and human resource hiring practices
- Many teachers believe there is still obvious racial discrimination in hiring practices
- Hiring patterns should be audited by reviewing all applications

Parents/ Students

- Education is not viewed as a favorable field to go into right now
- Increasing salary levels is most obvious way
- Get students involved in teaching early on
- Incentivize with scholarship/tuition money/loan forgiveness in exchange for a time commitment
- Recruiters may not cast their nets nearly wide enough
- Recruit through black and Latino etc. unions on college campuses, civic organizations, etc.
- State oversight of HR hiring practices

Government/Agency Representatives
- Fund student loan forgiveness for teachers who commit to teaching in high needs school districts

- Recruitment starts in public school
- Increase state oversight of district and human resource hiring practices
- Education is not viewed as a favorable field to go into right now
- State task force on recruitment of minority teachers
- Review certification reciprocity requirements

Business and Industry Representatives

- Increase salaries
- Recruitment starts in public school
- Education is not viewed as a favorable field to go into right now
- Recruit minority candidates from industry, especially in urban areas
- Recruiters may not cast their nets nearly wide enough
- Recruitment of minority candidates at state community and 4 year colleges

Community Based Representatives

- Offer student loan forgiveness in exchange for multi-year commitment to the school
- Increasing salary levels is most obvious way
- Get students involved in teaching early on
- Show students in schools that teachers are valued
- The best recruitment strategy is to have a passionate teacher who has a love for their profession

Union Representative

- The recruitment of minority teachers without proper training and support is a poor strategy
- Increase diversity of school administrators
- Increase diversity of decision makers at the state level
- Having a well-qualified teacher in a classroom is the most important factor in student growth
- Review certification reciprocity requirements

Q9. What steps can CT take to address educator shortage areas? How should teacher certification processes be changed to support this strategy?

Superintendents

- Recruit more teachers from other relevant fields of expertise

Administrators

- Allow more flexibility about STEM cross subject certification
- Give qualified candidates from private sector abbreviated teacher training/certification
- Look at teaching ability in ways we are not doing now
- Review state reciprocity requirements

Teachers

- Draw more expertise from the private sector, and relax certification for them
- Easier cross-endorsement without having to student-teach again

- Create more shortage area-specific programs at low cost or with loan forgiveness options
- Make shortage area training a short process endorsement added on to the certification
- Many people trained to teach high level STEM courses could earn more in private sector
- Make second certifications free with small renewal fee
- Align certification process more closely to other states like MA and NY

Parents Students

- Recruit second career STEM teachers from industry and shorten certification process for them
- Partnering with tech firms so scientists can work and teach if they are interested
- Short course for foreign language speakers to become certified for EL learners
- Losing some great people with excellent qualifications because they cannot pass the Praxis

Government/Agency Representatives

- Recruit more teachers from other relevant fields of expertise
- Review state reciprocity requirements
- Draw more expertise from the private sector

Business and Industry Representatives

- Give qualified candidates from private sector abbreviated teacher training/certification
- Make shortage area training a short process endorsement added on to the certification
- Many people trained to teach high level STEM courses could earn more in private sector

Community Based Representatives

- Recruit more teachers from other relevant fields of expertise
- Relax certification requirements

Union Representative

- Increased pay for teachers in shortage areas
- Education is not viewed as a favorable field to go into right now
- Increase guidance at the college level to engage students in possible careers in education

Connecticut ESSA

Online Survey Results

Total Completed Responses as of 1/12/16 = 6,230

Results by Question:

1. **Towns with most survey responses:** (% of total responses)
    1. Milford = 13.0%
    2. Middletown = 7.7%
    3. Bristol = 7.3%
    4. Oxford = 3.8%
    5. Brookfield = 2.3%

2. **Gender**
    1. Female = 78.5%
    2. Male = 21.2%
    3. Other = 0.3%

3. **Age of Respondents**

Age Range	Percent
12-17 Years	0.2
18-25 Years	1.6
26-35 Years	15.6
36-45 Years	33.9
46-55 Years	29.3
56-65 Years	15.8
Over 65 Years	3.7

4. **Ethnicity**

	Percent
White or Caucasian	79.7
Hispanic or Latino	5.6
Black or African American	4.9
Asian or Pacific Islander	2.2
American Indian or Alaskan Native	1.0
Other or prefer not to answer	7.0

5. How did you learn about this survey?

	Percent
Link from an email	83.7
Link from a web page	6.5
Social media	4.8
Word of mouth	3.6
Print publication	1.5

Other responses included: CSDE website, RESC, School/District Personnel and local TV news channel

6. Highest level of education completed

	Percent
Did not attend school	0.0
5th grade	0.0
8th grade	0.0
9th grade	0.1
10th grade	0.1

11th grade	0.2
Graduated from high school	5.0
1 year of college	2.7
2 years of college	4.6
3 years of college	1.7
Graduated from college	17.2
Some graduate school	5.4
Completed graduate school	62.9

7. What is your role?

	Percent
Educator	54.7
Parent / Guardian	35.9
Business Person	3.3
Community Member	3.0
Elected Official	1.6
Grandparent	1.0
Current Student	0.6

Other roles included: administrators, paraprofessionals, school counselors/social workers

8. What are the most important factors in ensuring students achieve learning goals with more rigorous college and career readiness standards? (Choose up to three responses)

	Percent
Highly effective teacher and school leaders	77.0
Positive climate and culture	55.4

Instruction personalized to individual student needs	44.4
Social and emotional supports for students	39.2
Maintaining high expectations for all students	38.8
Access to wrap-around services, such as counseling or family	22.0
Equitable Access to Technology	20.8

9. **What indicators from our Next Generation Accountability System will best ensure that preK-12 schools are providing a high-quality, holistic education on Connecticut students? (Choose up to three responses)**

	Percent
Preparation for postsecondary and career-readiness coursework	59.7
Academic growth measured by state assessments	29.9
Arts Access	29.2
Graduation - on track in ninth grade	28.7
Preparation for postsecondary and career-readiness-exams (SAT, AP, IB)	21.6
Postsecondary entrance rate (college enrollment)	20.7
Chronic absenteeism	20.1
Physical fitness	16.9
Graduation - four-year adjusted cohort graduation rate	16.4
Academic Achievement status measured by state assessments	14.1
Assessment participation rate	7.3
Graduation - six-year adjusted cohort graduation rate	6.1

10. **Connecticut has a renewed focus on keeping at-risk students engaged and in school. What strategies do you want to see implemented in schools to keep students from becoming disengaged and disconnected? (Choose up to three responses)**

	Percent
Emphasis on personalized, real-world relevant learning	51.3
Mentoring Programs	43.4
Access to mental health supports, such as counseling	35.2
Early warning system that would identify students at risk for school failure or dropping out	34.1
After-school activities for youth	33.7
Focus on social-emotional supports in the classroom	33.4
Maintaining high expectations for all students	27.6
Opportunities for community engagement	19.5
Use of data such as chronic absenteeism to flag at-risk students	16.3
Access to youth employment	13.5

11. **Open Ended Question. Responses will be provided in final survey analysis.**

12. **What do you believe are the most important factors in transforming low-performing schools? (Choose up to three responses)**

	Percent
Strong parent and family engagement	50.9
Positive school culture and climate	50.7
Highly effective teachers and leaders	45.0
Professional development in curriculum, instructional practice, behavior management and social-emotional supports	25.6
Community partnerships to help meet the non-academic needs of students	25.2
Strategies to support students experiencing trauma outside of school	24.2

Recruitment and retention of high-quality teachers, including teachers of color	22.9
Additional time for teacher planning and collaboration	19.1
Menu of evidence-based strategies for school improvement	10.9
Access to technology	10.9
Rigorous Instruction	10.0
Close monitoring of progress by the State Department of Education	4.0
Technical assistance	2.1

13. Which of the following strategies for reducing red tape and streamlining operations do you think will have the greatest impact? (Choose up to three responses)

	Percent
Exploring ways to reduce redundant data collection	64.5
Streamlined website to make it easier to access information and resources	52.5
Developing a single electronic application process for districts to apply for state and federal funds	31.8
Online systems for engaging stakeholders on important policy issues	18.9
Online systems for parents to file complaints	9.3
Online teacher licensure system	7.9

14. Open Ended Question. Responses will be provided in final survey analysis.

15. What strategies will best ensure Connecticut schools are meeting the needs of English learners and preparing them for success in college and career? (Choose up to three responses)

	Percent
Access to innovative evidence-based programming for English learners	50.2
Provide translated school materials to parents and make sure translators are provided when necessary at parent meetings/events	30.4

Strong partnerships with community organizations that support immigrant families	29.2
Cultural competency training for all school staff	28.5
Development of a growth model for the English language proficiency assessment	23.1
Support the continued development of first language instruction	21.2
Increase recruitment and retention of bilingual support staff	16.3
State seal of bi-literacy to recognize and honor high school graduates who achieve proficiency in two languages	7.8

16. **Open Ended Question. Responses will be provided in final survey analysis.**

17. **What strategies best support the State Department of Education's mission to ensure equitable access to excellent teachers and leaders? (Choose up to three responses)**

	Percent
Provide incentives for teachers to and leaders to work in low-performing and high-poverty schools	37.9
Strengthen educator preparation programs	29.8
Teacher and leader mentorship programs	27.9
Provide school-based professional development opportunities	24.3
Provide access to innovative alternative routes to certification	22.7
Continue supporting teacher evaluation and development systems that use multiple measures and provide access to quality training	20.1
Provide supports to districts looking to implement teacher leadership programs	17.4
Strengthen efforts to recruit and retain teachers and leaders	17.2
Provide cultural competency training for teachers and leaders	13.6
Administer student surveys to provide feedback to teachers on their practice	12.5
Create a talent pipeline that includes opportunities such as serving as and administrative intern	11.4
Streamline the educator certification program	11.0

Provide school-based English learner cross-endorsement program to address shortage areas and improve teaching skills	8.0

18. Comments. Responses will be provided in final survey analysis.

ESSA Webinar #1 – June 15, 2016

<u>Registered Attendees</u>

1. Tim Van Tasel
2. Natalie Carrignan
3. David Howes
4. Karen Berasi
5. James Agostine
6. John Battista
7. Sheila Casinelli
8. Colleen Murray
9. Vonda Tencza
10. Aresta Johnson
11. Kristin Heckt
12. Patricia Ciccone
13. Fran Rabinowitz
14. Lois DaSilva-Knapton
15. Dina Crowl
16. Alicia Roy
17. Janet Robinson
18. Jill Johnson
19. Gary Cialfi
20. Joseph Macary
21. Robert Testa
22. Dr. Manuel Rivera
23. Kevin Farr
24. Joshua Smith
25. Christine DeBarge
26. Theresa Kane
27. Bryan Luizzi
28. Sheryl Mortensen
29. Cheri Burke
30. Dr. Mary Anne Morris
31. Dr. Anthony Gasper
32. Christopher Montini
33. John Taylor Jr.
34. Gary Mala
35. Rochelle Hamel
36. Dr. Paula Talty
37. Desi Nesmith
38. Christopher Leone
39. Anne Marie Mancini
40. Nathan Quesnel
41. Cynthia Ritchie
42. Dr. Michael Fernandes
43. Dr. Tamu Lucero
44. Dr. Judith Singer
45. Earl Kim
46. Christopher LaBelle
47. Dr. Eileen Howley
48. Teresa Carroll
49. Michele Mullaly
50. Dr. Anna Cutaia-Leonard
51. Shawn Parkhurst
52. Francine Coss
53. Michael Yamin
54. Ian Neviaser

11-15-2016	EdAdvance Curriculum Council	Dr. Isabelina Rodriguez	11
11-17-2016	CREC Curriculum Council	Dr. Isabelina Rodriguez	22
11-17-2016	EASTCONN Staff Development Council	Abe Krisst	22
11-18-2016	ACES Curriculum Council	Dr. Isabelina Rodriguez	20
11-18-2016	ACES Curriculum Council	Abe Krisst	25
11-30-2016	CES Curriculum Council	Abe Krisst	10
12-08-2016	CAPSS Assessment and Accountability	Ajit Gopalakrishnan	15
12-21-2016	LEARN Curriculum Council	Dr. Isabelina Rodriguez	12
09-2015 – 12-2016	Statewide Mastery Examination Committee – Legislatively mandated committee (21 members from diverse stakeholder groups) that met monthly during that period. All materials online.	Dr. Dianna Wentzell	~15 on a monthly basis
01-13-2017	LEARN Superintendents	Ajit Gopalakrishnan	25
02-14-2017	ESSA Webinar #5 – Connecticut State Plan	Ellen Cohn Ajit Gopalakrishnan	TBD

ESSA Stakeholder Sign in Sheet

Event: MSSA/SECASA   SDE Staff: Dianna Wentzell → Ellen Cohn   Date: 9/9/16

Name	Organization/Parent	Contact Information
Maryann O'Donnell	Clinton Public Schools	modonnell@clintonpublic.net
SEAN MCKENNA	GRISWOLD PUBLIC S.	SMCKENNA@GRISWOLDPUBLICSCHOOLS.ORG
Mike Graner	Groton PS	mgraner@groton.k12.ct.us
Tom Baird	Norwich PS	tbaird@norwichpublicschools.org
Jason Hartling	Leonard PS	JHartling@leonard.net
Jeff Mathieu	Colchester	mathieuj@colchesterct.org
JEFF NEWTON	EAST LYME	jeffrey.newton@eastlymeschools.org
TOM GIARD	Waterford	tgiard@waterfordschools.org
PAUL FREEMAN	Guilford	freemanp@guilfordschools.org
Thomas Scarice	Madison	scaricet@madison.k12.ct.us
Howard Thiery	RSD 17	hthiery@rsd17.org
Brian Reas	E. Haddam	Brian.Reas@easthaddamschools.org
Joe Onofrio	Salem	jonofrio@salem.cen.ct.gov
PAUL K. SMITH	EAST HAMPTON	psmith@easthamptonct.org
Nivea L. Torres	CTHSS	nivea.torres@ct.gov
Patricia A. Ciccone	Westbrook Schools	pciccone@westbrookctschools.org
Eileen S. Howley	LEARN	ehowley@learn.k12.ct.us
Ian Neviaser	Region #18	Neviaseri@region18.org

ESSA Webinar #2 – September 15, 2016

<u>Registered Attendees</u>

1. Colleen Murray
2. Chris LaBelle
3. Alicia Roy
4. Lois DaSilva – Knapton
5. Ray Rossomando
6. Jesse Turner
7. Aresta Johnson
8. Bryan Luizzi
9. Sheryl Mortensen
10. Earl Kim
11. Timothy Van Tasel
12. Natalie Carrignan
13. Christopher Leone
14. Chris Willems
15. David Howes
16. Michele Mullaly
17. Jill Kelly
18. Anthony Gasper
19. Darren Schwartz
20. Miguel Cardona
21. Kathleen Greider
22. Alan Addley
23. Christopher Clouet
24. Elizabeth Rivera
25. Holly Hollander
26. Gary Cialfi
27. Desi Nesmith
28. Francine Coss
29. Sharon Locke

Sign-In Sheet

SAC Meeting: September 21, 2016

Printed Name	Signature
Michael Nunes	
John Flanders	
Siobhan Perry	
Colin Miller	
JAQUITA MONROE	
Lynn Fogg-Cornelio	Lynn Fogg-Cornelio
Sheila Crocker	
Tom Cosker	
Kathy Mosto	

ESSA Stakeholder Sign in Sheet

Event: Chronic Absenteeism   SDE Staff: Abbe Smith   Date: 9/30

Name	Organization/Parent	Contact Information
Sarah Harris	Vance Village Principal	860-225-8731 harriss@csdnb.org
Sharon Saavedra	BOE	Saavedras@csdnb.org
Joe Vavrchak	BOE	Vavrchak@csdnb.org
Rosa Pacheco	Parent/Vance Village employee	Pacheco@csdnb.org
Piper Faulkner	Vance Social Worker	faulkner@csdnb.org
Ivette Garcia	Vance K Teacher	garciai@csdnb.org
Jill Spineti	Gov. Prevention Partnership	jill.spineti@preventionworks CT.org
Denise Marois	Gov. Prevention Partnership	denise.marois@preventionworks Ct.org
Robin Lamott Sparks	Coalition for New Britain's Youth	Robin@Coalition4NBYouth.org
Shuana K. Tucker	CSDNB Chief Talent Officer	(860) 827-2295 tuckers@csdnb.org
Jerrell Hargraves	CSDNB-Family Intersection	hargraves@csdnb.org
Paul Salina	CSDNB-Chief Operating Officer	SALINA@CSDNB.ORg
Nancy Sarra	CSDNB-Superintendent	SARRA@CSDNB.ORG

Commissioner Math Event

Jeff Schuman

Melisa Howey

Mariliz Fitzpatrick

Megan Staples

Robin Moore

Craig Creller

Amit Savkar

Tom Baird

Tawanna _____ Inglon

Jennifer Michalek

Phil Songlus

Alicia Afferrate

Andrea Comer

MARK BENIGNI

Adam Goldberg

_____

Melissa Hickey

Cay Freeman

Rachel Saunders

Paul R _____

Mark Szczesiul

Mike Scvino

Dianna Wentzell

Abbe Smith

Christie Madancy

Neil Wathor

Dr. Garcia

Mark Simo

Matt Fleury
Hank Gruner
Cheryl Tokarski
Cherie Sweeney

} CSC

ESSA Stakeholder Sign in Sheet

Event: Early Childhood Higher SDE Staff: Sarah Barzee Date: 10/14/16
Education Council

Name	Organization	Email
Ann Williams	COSC	jwilliamsstabler@charteroak.edu
Jean Parris	N.C.C.	jparris@norwalk.edu
Margaret Clark	U of Hartford	margclark@hartford.edu
Carol Laliberte	Asnuntuck	claliberte@asnuntuck.edu
Susan Spencer	Quinebaug Valley CC	sspencer@qvcc.edu
Cynthia Shirshac	Quinebaug Valley CC	cshirshac@qvcc.edu
Jessica S. McLawhon	Gateway	jmclawhon@gwcc.commnet.edu
Carmelita Valencia-Daye	Gateway CC	cvalencia-daye@gwcc.commnet.edu
Joyce Voisine	Tunxis C.C.	jvoisine@txcc.commnet.edu
Lucy Kiermaier	Tunxis CC	lkiermaier@txcc.commnet.edu
Michelle Dent	Goodwin College	mdent@goodwin.edu
Paige M. Bray	U Hartford	bray@hartford.edu
Cynthia Meo	Naugatuck Valley CC	cmeo@nv.edu
Susan Logston	Gateway CC	slogston@gwcc.commnet.edu
Beena Achhpal	Southern CT. State Un.	achhpalb1@southernct.edu
Norma Rosado-Javier	MXCC (Middlesex C.C.)	nrosado-javier@mxcc.commnet.edu
Sheila Skahan	TRCC.	sskahan@trcc.commnet.edu
Deb Adams	deborah.adams@ct.gov → OEC	
Jennifer Johnson	OEC	jenn.m.johnson@ct.gov
Dr. Marsha Bryant	Capital CC	mguillorybryant@capitalcc.edu
Michele Beller	NCCC	mbeller@nwcc.commnet.edu
Carole Weisberg	COSC	cweisberg@charteroak.edu

ESSA Stakeholder Sign in Sheet

Event: Alliance District Symposium 2016   SDE Staff: Desi Nesmith, Chief Turnaround Officer   Date: October 17, 2016

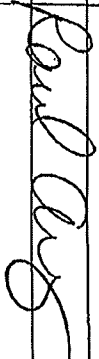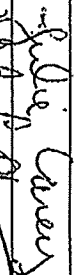| Last Name	First Name	Organization	Email Address	Signature
Albero	Amy	Stamford Public Schools	aalbero@stamfordct.gov	✓
Artaiz	Rachael	Derby High School	rartaiz@derbyps.org	✓
Baim	Pamela	Waterbury Public School	pbaim@waterbury.k12.ct.us	✓
Baker	Michelle	Waterbury Public School	mbaker@waterbury.k12.ct.us	✓
Baldwin	Melissa	Waterbury public schools	mbaldwin@waterbury.k12.ct.us	✓
Bannish	Wendy	Bloomfield Public Schools	wsheppardbannish@blmfld.org	✓
Bonner	Portia	East Haven Public Schools	pbonner@east-haven.k12.ct.us	✓
Bracey	Jeana	Child Health & Development Institute	bracey@uchc.edu	✓
Brisson	Pamela	Bristol Public Schools	pamelabrisson@ci.bristol.ct.us	✓
Brooks	Althea	New Haven Public Schools	althea.brooks@nhboe.net	✓
Bruce	Teri	Putnam Middle School	brucet@putnam.k12.ct.us	Teri Bruce
Buckley	Noreen	Waterbury Public School	nbuckley@waterbury.k12.ct.us	N. Buckley
Cappella	Kimberly	Hamden Public Schools	kplanas@hamden.org	✓
Cardona, Ed.D.	Miguel A.	Meriden Board of Education	miguel.cardona@meridenk12.org	✓
Carey	Julie	Bridgeport Public Schools	jcarey@bridgeportedu.net	✓
Carlson	Vikki	Danbury Public Schools	carlsv@danbury.k12.ct.us	✓

ESSA Stakeholder Sign in Sheet

Event: <u>Alliance District Symposium 2016</u>   SDE Staff: <u>Desi Nesmith, Chief Turnaround Officer</u>   Date: October 17, 2016

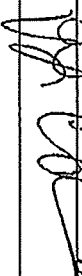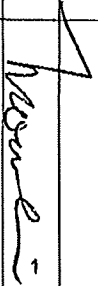| Last Name	First Name	Organization	Email Address	Signature
Albero	Amy	Stamford Public Schools	aalbero@stamfordct.gov	
Artaiz	Rachael	Derby High School	rartaiz@derbyps.org	
Bairn	Pamela	Waterbury Public School	pbaim@waterbury.k12.ct.us	*(signature)*
Baker	Michelle	Waterbury Public School	mbaker@waterbury.k12.ct.us	
Baldwin	Melissa	Waterbury public schools	mbaldwin@waterbury.k12.ct.us	
Bannish	Wendy	Bloomfield Public Schools	wsheppardbannish@blmfld.org	
Bonner	Portia	East Haven Public Schools	pbonner@east-haven.k12.ct.us	
Bracey	Jeana	Child Health & Development Institute	bracey@uchc.edu	
Brisson	Pamela	Bristol Public Schools	pamelabrisson@ci.bristol.ct.us	
Brooks	Althea	New Haven Public Schools	althea.brooks@nhboe.net	
Bruce	Teri	Putnam Middle School	brucet@putnam.k12.ct.us	
Buckley	Noreen	Waterbury Public School	nbuckley@waterbury.k12.ct.us	
Cappella	Kimberly	Hamden Public Schools	kplanas@hamden.org	
Cardona, Ed.D.	Miguel A.	Meriden Board of Education	miguel.cardona@meridenk12.org	
Carey	Julie	Bridgeport Public Schools	jcarey@bridgeportedu.net	*(signature)*
Carlson	Vikki	Danbury Public Schools	carlsv@danbury.k12.ct.us	*(signature)*

ESSA Stakeholder Sign in Sheet

Event: Alliance District Symposium 2016   **SDE Staff:** Desi Nesmith, Chief Turnaround Officer   **Date:** October 17, 2016

Last Name	First Name	Organization	Email Address	Signature
Carvalho	Steven	Windsor Public Schools	scarvalho@windsorct.org	*signature*
Casella	Donald	East Windsor Public Schools	dcasella@ewct.org	
Cassada	Cynthia	New Britain Public Schools	cassada@csdnb.org	
Celio	Audra	Windsor Public Schools	acelio@windsorct.org	
Ciccarini	Mario	Bradley School	mciccarini@derbyps.org	*signature*
Cohn	Ellen	State Department of Education	ellen.cohn@ct.gov	*signature*
Conway	Matthew	Derby Public Schools	mconway@derbyps.org	
Conway	Alison	Derby public Schools	aconway@derbyps.org	
Cooke	Craig	Windsor Public Schools	ccooke@windsorct.org	*signature*
Coppotelli	Michele	Danbury School District	coppom@danbury.k12.ct.us	*signature*
Cristofaro	Mary	Hartford Public Schools	crism001@hartfordschools.org	
Cullinan	Anne Marie	Bloomfield Public Schools	acullinan@blmfld.org	
Danishevsky	Nicole	West Haven Public Schools	nicole.danishevsky@whschools.org	*signature*
Druzolowski	Anne	West Haven School District	Anne.Druzolowski@whschools.org	*signature*
Foley	Patty	Norwalk public schools	foleyp@norwalkps.org	*signature*

ESSA Stakeholder Sign in Sheet

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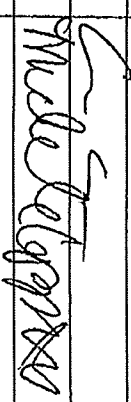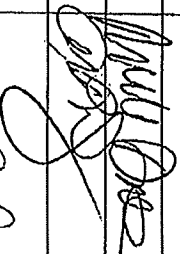
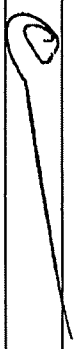| Last Name	First Name	Organization	Email Address	Signature
Carvalho	Steven	Windsor Public Schools	scarvalho@windsorct.org	
Casella	Donald	East Windsor Public Schools	dcasella@ewct.org	
Cassada	Cynthia	New Britain Public Schools	cassada@csdnb.org	
Celio	Audra	Windsor Public Schools	acelio@windsorct.org	
Ciccarini	Mario	Bradley School	mciccarini@derbyps.org	
Cohn	Ellen	State Department of Education	ellen.cohn@ct.gov	
Conway	Matthew	Derby Public Schools	mconway@derbyps.org	
Conway	Alison	Derby public Schools	aconway@derbyps.org	
Cooke	Craig	Windsor Public Schools	ccooke@windsorct.org	
Coppotelli	Michele	Danbury School District	coppom@danbury.k12.ct.us	
Cristofaro	Mary	Hartford Public Schools	crism001@hartfordschools.org	
Cullinan	Anne Marie	Bloomfield Public Schools	acullinan@blmfld.org	
Danishevsky	Nicole	West Haven Public Schools	nicole.danishevsky@whschools.org	
Druzolowski	Anne	West Haven School District	Anne.Druzolowski@whschools.org	
Foley	Patty	Norwalk public schools	foleyp@norwalkps.org	

ESSA Stakeholder Sign in Sheet

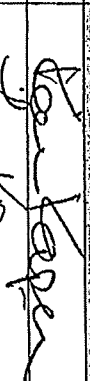Event: Alliance District Symposium 2016   SDE Staff: Desi Nesmith, Chief Turnaround Officer   Date: October 17, 2016

Last Name	First Name	Organization	Email Address	Signature
Frassinelli	John	CSDE	john.frassinelli@ct.gov	
Fronc	Raffaela	West Haven School District	raffaela.fronc@whschools.org	
Garcia	Patricia	Windham Public Schools	pgarcia@windham.k12.ct.us	
Garcia-Blocker	Dolores	New Haven Public Schools	dolores.garcia-blocker@new-haven.k12.ct.us	*(signature)*
Ghostlaw	Carla	CSDE	carla.ghostlaw@ct.gov	
Goeler	Jody	hamden public schools	jgoeler@hamden.org	
Gohagon	Michelle	Middletown Public Schools	gohagonm@mpsct.org	*(signature)*
Grant	Kelly	New Britain School District	grant@csdnb.org	*(signature)*
Hilser	Edward	Anosnia	ehilser@ansonia.org	
Hull	William	Putnam Public Schools	hullw@putnam.k12.ct.us	
Izzo	Mark	Derby Public Schools	mizzo@derbyps.org	
Jackson	Typhanie	New Haven Public Schools	typhanie.jackson@new-haven.k12.ct	*(signature)*
Jewers-Dailley	Kim	Clifford Beers Clinic	kjewers-dailley@cliffordbeers.org	
Johnson	David	Post Traumatic Stress Center	ptsdcenter@sbcglobal.net	*(signature)*
Jordan	Kristina	NLPS	velazquezi@newlondon.org	*(signature)*

ESSA Stakeholder Sign in Sheet

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Last Name	First Name	Organization	Email Address	Signature
Frassinelli	John	CSDE	john.frassinelli@ct.gov	
Fronc	Raffaela	West Haven School District	raffaela.fronc@whschools.org	
Garcia	Patricia	Windham Public Schools	pgarcia@windham.k12.ct.us	
Garcia-Blocker	Dolores	New Haven Public Schools	dolores.garcia-blocker@new-haven.k12.ct.us	
Ghostlaw	Carla	CSDE	carla.ghostlaw@ct.gov	
Goeler	Jody	hamden public schools	jgoeler@hamden.org	
Gohagon	Michelle	Middletown Public Schools	gohagonm@mpsct.org	*(signature)*
Grant	Kelly	New Britain School District	grant@csdnb.org	*(signature)*
Hilser	Edward	Anosnia	ehilser@ansonia.org	*(signature)*
Hull	William	Putnam Public Schools	hullw@putnam.k12.ct.us	*(signature)*
Izzo	Mark	Derby Public Schools	mizzo@derbyps.org	*(signature)*
Jackson	Typhanie	New Haven Public Schools	typhanie.jackson@new-haven.k12.ct	
Jewers-Dailley	Kim	Clifford Beers Clinic	kjewers-dailley@cliffordbeers.org	
Johnson	David	Post Traumatic Stress Center	ptsdcenter@sbcglobal.net	
Jordan	Kristina	NLPS	velazquezi@newlondon.org	
Hall	Nekita	Bridgeport Public Schools	nhill@bridgeportedu.net	*(signature)*

ESSA Stakeholder Sign in Sheet

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Last Name	First Name	Organization	Email Address	Signature
Kaplan	Karen	Hamden Public Schools	kkaplan@hamden.org	*signature*
Koziara	Les	Windsor Locks Public Schools	lkoziara@wlps.org	*signature*
Lagace	Francis	Killingly Public Schools	flagace@killinglyschools.org	*signature*
Lamenzo	Lisa	CSDE	lisa.lamenzo@ct.gov	
Lester-Harriat	Regina	Bloomfield Public Schools	rlester-harriat@blmfld.org	*signature*
Levenduski	David	Meriden Board of Education	dave.levenduski@meridenk12.org	*signature*
Levenduski	Kara	Norwich Public Schools	klevenduski@norwichpublicschools.org	
Lewis	Scarlett	Jesse Lewis Choose Love Movement	wildrosefarm1740@gmail.com	
MacLean	Keri	Middletown Public Schools	macleank@mpsct.org	
Macri	Enza	Middletown Public Schools	macrie@mpsct.org	*signature*
Martino	Joe	Danbury Public Schools	martij@danbury.k12.ct.us	*signature*
McCann	Stacey	Bloomfield Public Schools	smccann@blmfld.org	
Melillo	Chris	Hamden Public Schools	cmelillo@hamden.org	*signature*
Michelle	Baker	Waterbury Public Schools	mbaker@waterbury.k12.ct.us	
Michna	George	Bristol Public Schools	georgemichna@ci.bristol.ct.us	
Moreau	Sue	Bristol Public Schools	suemoreau@ci.bristol.ct.us	*signature*

ESSA Stakeholder Sign in Sheet

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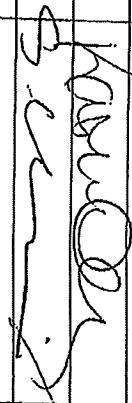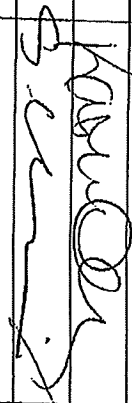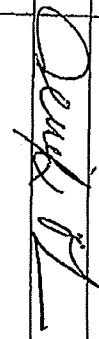
Last Name	First Name	Organization	Email Address	Signature
Kaplan	Karen	Hamden Public Schools	kkaplan@hamden.org	
Koziara	Les	Windsor Locks Public Schools	lkoziara@wlps.org	
Lagace	Francis	Killingly Public Schools	flagace@killinglyschools.org	
Lamenzo	Lisa	CSDE	lisa.lamenzo@ct.gov	
Lester-Harriat	Regina	Bloomfield Public Schools	rlester-harriat@blmfld.org	
Levenduski	David	Meriden Board of Education	dave.levenduski@meridenk12.org	
Levenduski	Kara	Norwich Public Schools	klevenduski@norwichpublicschools.org	
Lewis	Scarlett	Jesse Lewis Choose Love Movement	wildrosefarm1740@gmail.com	_(signature)_
Maclean	Keri	Middletown Public Schools	macleank@mpsct.org	_(signature)_
Macri	Enza	Middletown Public Schools	macrie@mpsct.org	_(signature)_
Martino	Joe	Danbury Public Schools	martij@danbury.k12.ct.us	
McCann	Stacey	Bloomfield Public Schools	smccann@blmfld.org	
Melillo	Chris	Hamden Public Schools	cmelillo@hamden.org	
Michelle	Baker	Waterbury Public Schools	mbaker@waterbury.k12.ct.us	
Michna	George	Bristol Public Schools	georgemichna@ci.bristol.ct.us	
Moreau	Sue	Bristol Public Schools	suemoreau@ci.bristol.ct.us	

ESSA Stakeholder Sign in Sheet

Event: Alliance District Symposium 2016   **SDE Staff:** Desi Nesmith, Chief Turnaround Officer   **Date:** October 17, 2016

	Last Name	First Name	Organization	Email Address	Signature
✓	Morgan	Ryan	New Britain School District	morganr@csdnb.org	p.morgan
✓	O'Callaghan	Joe	Stamford Public Schools	jocallaghan@stamfordct.gov	
✓	O'Leary	Kaitlyn	Norwich Public Schools	koleary@norwichpublicschools.org	
✓	Oliver	Santosha	Windsor Public Schools	soliver@windsorct.org	
✓			Windsor Public Schools	soliver@windsorct.org	
✓	Olson	Jennifer	Irving School	jolson@derbyps.org	
✓	Ortiz	Alejandro	Frank J. DiLoreto Magnet School	ortiza@csdnb.org	
✓	Owen	Wendy	Waterbury Public Schools	wowen@waterbury.k12.ct.us	
✓	Pascale	Martin	Derby High School	mpascale@derbyps.org	
✓	Perrone	Susan	Meriden Board of Education	susan.perrone@meridenk12.org	Susan Perrone
✓	Petti	Kristen	Jesse Lewis Choose Love Movement	krislyn.petti@gmail.com	
✓	Pierson	Lynne	Killingly Public Schools	lpierson@killinglyschools.org	
✓	Putnam	Tricia	New Britain School District	putnamp@csdnb.org	
✓	Quinones	Monica	Hartford Public Schools	quinm002@hartfordschools.org	
✓	Rauch	Tiffany	New Haven Public Schools	tiffany.rauch@new-haven.k12.ct.us	

ESSA Stakeholder Sign in Sheet

	Last Name	First Name	Organization	Email Address	Signature
✓	Morgan	Ryan	New Britain School District	morganr@csdnb.org	
✓	O'Callaghan	Joe	Stamford Public Schools	jocallaghan@stamfordct.gov	
✓	O'Leary	Kaitlyn	Norwich Public Schools	koleary@norwichpublicschools.org	
C	Oliver	Santosha	Windsor Public Schools	soliver@windsorct.org	
✓	Oliver	Santosha	Windsor Public Schools	soliver@windsorct.org	
✓	Olson	Jennifer	Irving School	jolson@derbyps.org	
✓	Ortiz	Alejandro	Frank J. DiLoreto Magnet School	ortiza@csdnb.org	
✓	Owen	Wendy	Waterbury Public Schools	wowen@waterbury.k12.ct.us	
✓	Passcale	Martin	Derby High School	mpascale@derbyps.org	
✓	Perrone	Susan	Meriden Board of Education	susan.perrone@meridenk12.org	
✓	Petti	Kristen	Jesse Lewis Choose Love Movement	krislyn.petti@gmail.com	
✓	Pierson	Lynne	Killingly Public Schools	lpierson@killinglyschools.org	Lynne Pierson
✓	Putnam	Tricia	New Britain School District	putnamp@csdnb.org	
✓	Quinones	Monica	Hartford Public Schools	quinm002@hartfordschools.org	
✓	Rauch	Tiffany	New Haven Public Schools	tiffany.rauch@new-haven.k12.ct.us	

Pisseri ✓ Michel Stamfral Public School mpisseri@stamfordct.gov

ESSA Stakeholder Sign in Sheet

Event: Alliance District Symposium 2016   **SDE Staff:** Desi Nesmith, Chief Turnaround Officer   **Date:** October 17, 2016

Last Name	First Name	Organization	Email Address	Signature
Rios	Joe	Norwalk Public Schools	riosjo@norwalkps.org	
Rioux	Steven	Killingly Public Schools	srioux@killinglyschools.org	
Rivera	Manuel	NLPS	velazquezi@newlondon.org	
Robinson	Josh	Windsor Locks Public Schools	jvrobinson@wlps.org	
Rouillard	Darryl	East Windsor Public Schools	drouillard@ewct.org	
Russell-Benner	Jill	Danbury Public Schools	russeji@danbury.k12.ct.us	
Ryan	Matthew	East Windsor Public School	mryan@ewct.org	
Samberg-Champion	Johanna	New Haven Public Schools	j.samberg-champion@new-haven.k12.ct.us	
Sarra	Nancy	New Britain Public Schools	sarra@csdnb.org	
Schwartz	Darren	Waterbury Public Schools	dschwartz@waterbury.k12.ct.us	
Sheridan	Shelley	Derby Public Schools	ssheridan@derbyps.org	
Silver	Bethany	Bloomfield Public Schools	bsilver@blmfld.org	
Singh	Cecilia	Yale University	cecilia.singh@yale.edu	
Sullivan	Kari	Connecticut State Department of Education	kari.sullivan@ct.gov	
Swan	Robert	East Haven Board of Education	rswan@east-haven.k12.ct.us	

ESSA Stakeholder Sign in Sheet

Event: Alliance District Symposium 2016   **SDE Staff:** Desi Nesmith, Chief Turnaround Officer   **Date:** October 17, 2016

Last Name	First Name	Organization	Email Address	Signature
Rios	Joe	Norwalk Public Schools	riosjo@norwalkps.org	
Rioux	Steven	Killingly Public Schools	srioux@killinglyschools.org	
Rivera	Manuel	NLPS	velazquezi@newlondon.org	
Robinson	Josh	Windsor Locks Public Schools	jvrobinson@wlps.org	
Rouillard	Darryl	East Windsor Public Schools	drouillard@ewct.org	
Russell-Benner	Jill	Danbury Public Schools	russeljl@danbury.k12.ct.us	
Ryan	Matthew	East Windsor Public School	mryan@ewct.org	
Samberg-Champion	Johanna	New Haven Public Schools	j.samberg-champion@new-haven.k12.ct.us	
Sarra	Nancy	New Britain Public Schools	sarra@csdnb.org	
Schwartz	Darren	Waterbury Public Schools	dschwartz@waterbury.k12.ct.us	
Sheridan	Shelley	Derby Public Schools	ssheridan@derbyps.org	
Silver	Bethany	Bloomfield Public Schools	bsilver@blmfld.org	
Singh	Cecilia	Yale University	cecilia.singh@yale.edu	
Sullivan	Kari	Connecticut State Department of Education	kari.sullivan@ct.gov	
Swan	Robert	East Haven Board of Education	rswan@east-haven.k12.ct.us	

ESSA Stakeholder Sign in Sheet

Event: <u>Alliance District Symposium 2016</u>   SDE Staff: <u>Desi Nesmith, Chief Turnaround Officer</u>   Date: October 17, 2016
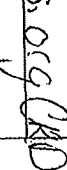
Last Name	First Name	Organization	Email Address	Signature
Thomas	Helen	East Windsor Public Schools	hthomas@ewct.org	*(signature)*
Thompson, Jr.	James	Bloomfield Public Schools	jthompson@blmfld.org	
Tilton	Christine	New Britain School District	tiltonc@csdnb.org	
Torres	Daisy	NLPS	velazquezi@newlondon.org	
Torres	Lisa	Frank J. Diloreto Magnet School	torresl@csdnb.org	
Torres	Elsie	Meriden Board of Education	elsie.torres@meridenk12.org	
Vanderploeg	Jeffrey	Child Health and Development Institute	jvanderploeg@uchc.edu	*(signature)*
Velazquez	Ivelise	NLPS	velazquezi@newlondon.org	
Vitelli	William	Derby Middle School	wvitelli@derbyps.org	
Walkewicz	Heather	Ansonia	hwalkewicz@ansonia.org	
White	Jesse	Bloomfield Public Schools	jjwhite@blmfld.org	*(signature)*
Wilson	Michael	Ansonia	mwilson@ansonia.org	*(signature)*
Young	Dementred	Bridgeport BOE	dyoung2@bridgeportedu.net	*(signature)*
Willis	Stephen	New Haven Public School	ortiza@csdnh.org stephen.willis@newhaven.k12.ct.us	*(signature)*
Ortiz	Alejandro	New Britain P.S.	ortiza@csdnh.org	*(signature)*
Traverso, Kim		CSDE	Kimberly.traverso@ct.gov	*(signature)*

Last Name	First Name	Organization	Email Address	Signature
Thomas	Helen	East Windsor Public Schools	hthomas@ewct.org	
Thompson, Jr.	James	Bloomfield Public Schools	jthompson@blmfld.org	
Tilton	Christine	New Britain School District	tiltonc@csdnb.org	_(signature)_
Torres	Daisy	NLPS	velazquezi@newlondon.org	
Torres	Lisa	Frank J. DiLoreto Magnet School	torresl@csdnb.org	
Torres	Elsie	Meriden Board of Education	elsie.torres@meridenk12.org	_(signature)_
Vanderploeg	Jeffrey	Child Health and Development Institute	jvanderploeg@uchc.edu	
Velazquez	Ivelise	NLPS	velazquezi@newlondon.org	
Vitelli	William	Derby Middle School	wvitelli@derbyps.org	
Walkewicz	Heather	Ansonia	hwalkewicz@ansonia.org	_(signature)_
White	Jesse	Bloomfield Public Schools	jjwhite@blmfld.org	
Wilson	Michael	Ansonia	mwilson@ansonia.org	
Young	Dementred	Bridgeport BOE	dyoung2@bridgeportedu.net	

ESSA Stakeholder Sign in Sheet

Event: Alliance District Symposium 2016

SDE Staff: Desi Nesmith, Chief Turnaround Officer

Date: October 17, 2016
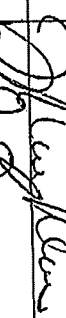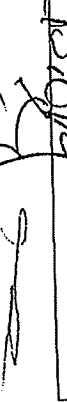
Last Name	First Name	Organization	Email Address	Signature
Benasein	Mark	Stamford PS / Roxbury School	mb.nasein@stamford...v	
Davis	Jaclyn	Waterbury Public Schools	jdavis@waterbury.k12.ctus	
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Torres	Lise	CSDNB	torresle @ csdnb.org	
Meghan		AUVE	elizabeth.meadam@tsd.ctstate.com	
Roberts	Lizzie	Danbury Public Schools	robert@danbury.k12.ct.us	
Kerr	Roberta	SDE		
Testa	Mike	Vernon Public Schools	r.testa@vernon-ct.gov	
Peter		Waterbury	dschneider@waterbury.k12.ct.us	
	Jenniver	Wilson Leahs PS	cgriudo@cwlps.org	
Clindo	Glenn		NDunn@waterbury.k12.ct.us	
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Crooks	Sara	NHPS	rosalind.Garcia@nhbe.net	
Garcia	Rosalind	NHPS.	dolores.garci-blako@nhbe.net	
Garcia-Blacker	Dolores	NHPS	Edith.Johnson@nhbe.net	
Edith Johnson	Edith	NHPS		

ESSA Stakeholder Sign in Sheet

Event: Alliance District Symposium 2016

SDE Staff: Desi Nesmith, Chief Turnaround Officer

Date: October 17, 2016

Last Name	First Name	Organization	Email Address	Signature
Davis	Cat	AWS	cat.davis@prdcenter.com	
Lafe	Karen	WHBOE	Karen.Lafe@wtschools.org	
DiMiscento	Christine	WTBOE	christinadimiscento@wtschools.org	
Ricoy				
WHITE	PAUL	WATERBURY		
Roscoe	Jacqueline	Bpt Public Schools	jroscoe@bridgeportedu	
Swan	Jonathan	Hartford	swanjo02@hartfordschools	
Sanchez	Diailio	Danbury Public School	fimenez@danbury.k12.ct.us	
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Oden	Wendy	WAS	woden@waterburyschool.ed	
Greenfields	King	CBC	kjevers-davilla@stgmillion.org	
Carll	Dan	EW Public School	dcarll@ewit.org	
Thompson	James	BPS	Jthompson@BPHHoug	
Evans	Kyle	WHPS	aPsl@foerfieldBe	
Burnett		WHPS	cole@blanchtt@	
Hamon	Gary	WHPS	WBlas@	

ACADEMIC OFFICE STAFF MEETING
ATTENDANCE SIGN IN FORM

DATE: October 20, 2016

PRINT NAME	SIGNATURE
Marlene Padernacht	M Padernacht
Terry-Jo Wright	
LISA J FRAZER ☺	
Carol Seddoy	Carol Seddoy
RON MICHAELS	R.
Natalie Jones	Natalie Jones
Don Briere	
Jennifer Michalek	Jennifer R Michalek
Regina Gaunichaux	Regina Gaunichaux
MICHAEL TAVERNIER	
Mary Van Schiebel	
Gail Manys	
Thomas Boudreau	
Jim Moriarty	
Rhonda Kempton	Rhonda Kempton
Colleen Hayles	Colleen M Hayles
Irma Francis	

ACADEMIC OFFICE STAFF MEETING
ATTENDANCE SIGN IN FORM

DATE: October 20, 2016

PRINT NAME	SIGNATURE
Suzanne M. Alicea	Suzanne Alicea
Joseph Di Garbo	Joseph Di Garbo
Megan Alubicki Flick	Megan Flick
JIM DARGATI	Jim Dargati
Patricia Anderson	Patricia L Anderson
Melissa Hickey	Melissa K Wloch Hickey
Suzanne Loud	Loud
Lee C. Marcoux	Lee C. Marcoux
Lori Matyjas	Lori Matyjas
Steph Armstrong	Steph
Dr. Stephen W. Hoag	
Jocelyn Mackey	Jocelyn Mackey
Joanne White	Joan White
Jay A. Bran	JB

ESSA Webinar #3 – October 20, 2016

<u>Registered Attendees</u>

1. Alicia Roy
2. Joshua Smith
3. Aresta Johnson
4. Karen Berasi
5. Sheryl Mortensen
6. Bryan Luizzi
7. Elizabeth Rivera
8. Holly Hollander
9. Sheila Casinelli
10. James Agontine
11. John Battista
12. Michele Mullaly
13. Desi Nesmith
14. Jennifer Webb
15. Miguel Cardona
16. Sarah Malinoski
17. Christopher Leone
18. Nathan Quesnel
19. Cheryl Poltrack
20. Douglas Fetchin
21. David Howes
22. Alan Addley
23. Jesse Turner
24. Dina Crowl
25. Christopher Montini
26. Timothy Van Tasel
27. Colleen Murray
28. Earl Kim
29. Gary Cialfi
30. Michael McGrath
31. Darren Schwartz
32. John Taylor
33. Jason Hartling
34. Teresa Carroll
35. Francine Coss
36. Catherine Carbone
37. Megan Graham
38. Joseph Onofrio II
39. Sharon Locke
40. Lois DaSilva-Knapton

CT Association of Adult & Continuing Education

ESSA Stakeholder Sign in Sheet

Event: **CAACE Directors**   SDE Staff: **G. Peterra**   Date: **10/21/16**

Name	Position	Organization
Anthony Mangiafico	Director	East Hartford
Paul Deziato	Director	ERACE
Karen Boluch	Program Facilitator	Norwich
Roszena Haskins	Director	West Hartford
Tina Jeter	Director	Hartford
Heather Pelletier	Director	Naugatuck
Larry Covino	Director	Bristol
Joe Lawler	PROGRAM FACILITATOR	MIDDLETOWN
Andy Tyskiewicz	Ed. Coord.	House of Bread, Inc.
Kristin Berenson	Educational Trainer	CREC ATDN
DIANE KEARNEY	DIRECTOR	MANCHESTER
MARIA PUKAS	DIRECTOR	NEW LONDON
Angela Thomas Graves	Director	Stamford
Richard Tariff	Director	EASTCONN
Joe Ferraiolo	Program Facilitator	EAST HAVEN
David Downes	Prog. Administrator	CAACE
Sarah Dudzic	Director	Move UP!
Kristin Hempel	Associate Director	Eastconn

ESSA Stakeholder Sign in Sheet

Event: __Commissioner's Round Table__ SDE Staff: _____ Date: 10/24/16

Name	Organization/Parent	Contact Information
CAROL O'DONNELL	CT Council for Phil./ Early Childhood funds	codonnell@ctphilanthropy.org
Mary Lou DiPaola	NewHaven	marylaudipaola@hotmail.com
Jennifer Falotico	CT PTA	JenF1020@yahoo.com
Aggie Kurzyna	CTPP	aggiekurzyna@hotmail.com
Natasha Harris	Urban League	nmoore@ulgh.org
Giancarlo Isotti	Suffield High School	giancarloisotti@gmail.com
Ingrid Canady	SERC	canady@ctserc.org
Tamara Lanier	Judicial / NAACP	Tamara.Lanier@Jud.ot.gov
Beth Regan	Mohegan Tribe / Council of Elders	bregan@moheganmail.com
Jennifer Lussier	CPAC - Parent	jlussier@cpacinc.org
Jeana Bracey	CHDI / parent	bracey@uchc.edu
Bob Smoler	Fairfield Ed. Assoc.	rsmoler@att.net
John Taylor	BTWA - New Haven	john.taylor@btwanewhaven.org
Chemay Morales-James	My Reflection Matters	myreflectionmatters@gmail.com
CLIFF DUDLEY	Milford PS	cdudley@milforded.org
Derby Eguin	Windsor Locks High School	derbyeguin@gmail.com
Matt Geary	Manchester Public Schools / CAPSS	mgeary@mpspride.org
Judy Carson	CSDE	judy.carson@ct.gov

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ESSA Stakeholder Sign in Sheet

Event: Commissioner's Reund Table SDE Staff: _____ Date:_____

ELizabeth Brown	BOE / CABE	10-24-16
Mario Florez	Hartford public Schools / cvcs	
Chamaymorales-James	MyReflection Matters	
John Taylor	Booker T Washylh Acal	
Bob Smoler	Fairfield Ed. Assoc.	
CLIFF DUDLEY	MILFORD PS	10-24-16
Abie P. Benitez	CALAS / NHPS	10-24-16
Jeff Bianco	GLSEN Connecticut	10-24-16
Tywima Toncy	Hartford parent university	10-24-16
Charles Russell-Tucker	CSDE	
John Frassinelli	CSDE	

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ESSA Stakeholder Sign-in Sheet

EVENT: <u>CES Curriculum Council Meeting</u>   SDE Staff: <u>Isabelina Rodriguez</u>   Date: 10-26-2016

Name / Position	Agency	E-mail Address
Esther Bobowicke Dir of Prof Development	CES	bobowice @ces.k12.ct.us
Ken Craw	Weston	Kencraw @ weston ps. org
Bob Tremaglio	Trumbull	tremaglr @ trumbullps.org
Marti Roblem / principal	CES	riblemsm @ ces.K12.ct.us
Sheila Casinelli, Director of Instruction	Monroe	scasinelli @ monreps.org
Teresa Carroll	Bridgeport	tcarroll @ bridgepstedu.net
Marc Marin, dir of I-struct a-ol tech.	Darien	mmarin @ darienps.org
Anna Nelmes-Stoughton	CES	nelmesa @ ces K12 ct us

ESSA Stakeholder Sign in Sheet

Event: **NetStat Session** SDE Staff: **Turnaround** Date: **11-14-16**

Name	Organization/Parent	Contact Information
Ted Verei	8th APE	860 209 0637
Andrew Mazze	SCADE	860-777-6050
Carla Ghostlaw	SDE	860-7136753
Kristina DeNegre	New Haven	475 220 3300
Emily Ramsey	Meriden - Barry	845-943-8145
Emily DiNunzio	Meriden - Barry	860-716-9070
Aimee Boisvert	Meriden - Barry	203-592-3381
Stephanie Timek	Meriden - Barry	203-213-7031
Julie Copeland	Meriden - Barry	203-768-0689
John Mayette	Pulaski	860-508-6128
Raul flengen	MERIDEN - BARRY	203-537-500
Bonnie Voegeli	Brookfield Public Schools	203-775-7725 ext 7747
Michelle Bonora	Tramp - Newttown	(203) 676-3886
Rosanne Field	Winchester	(860) 806-1893 rosanne.field @winchester Schools.org
Lesley Morgan Thompson	East Hartford	860-622-5762
Ajit Gopalakrishna	CSDE	ajit.gopalakriishna@ct.gov
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Ellen Jordan	Crosby HS	EJordan@waterbury.k12.ct.us
Cathy DiFronzo	Crosby HS	cdifronzo@waterbury.k12.ct.us
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Edith Johnson	Cross HS	Edith.Johnson@nhboe.net
Maureen Ruby	Brookfield	rubym@brookfieldps.org
Kayla Jarrin	Brookfield	jarrink@brookfieldps.org
Alejandro Ortiz	New Britain - DiLoreto	ortiza@csdnb.org
Lisa Torres	New Britain	torresl@csdnb.org
Aimee Mach	Brookfield	macka@brookfieldps.org

ESSA Stakeholder Sign in Sheet

Event: **NetStat Session**   SDE Staff: **Turnaround**   Date: **11-14-16**

Name	Organization/Parent	Contact Information
Jade L. Gopie	Crosby H.S.	JGOPIE@waterbury.k12.ct.us
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PAUL WHYTE	WATERBURY	PWHYTE@WATERBURY.K12.CT.US
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Braulio Santigo	BPS	Braulio.Sanhague aol.com
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~~Joseph White~~	~~Explorations~~	
Kali Rohr-Blakeslee	Explorations	kali@explorationscs.com
Mike Sanzaro	Explorations	mike@explorationscs-com
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DEE B—	— —	BMB—@gmail.
Andy Mead		amenade@hartfod.
Jennifer Merritt	Milner school	Jennifer.merritt@Hartford schools.o

ESSA Stakeholder Sign in Sheet

Event: **NetStat Session** SDE Staff: **Turnaround** Date: **11-14-16**

Name	Organization/Parent	Contact Information
Deirdre Cours	Brookfield PS	couryd@brookfieldps.org
Myra Desroches	Winchester	myra.desroches@winchesterschools.org
Ellen Paolino	Waterbury PS/Walsh	epaolino@waterbury.k12.ct.us
Jimmy Sapia	Stamford PS	jsapia@stamfordct.gov
Stephanie Skiba	Bassett New Haven	stephanie.skiba@new-haven.k12.ct.us
Debra Grainsky	Winchester PS	debragrainsky@winchesterschools.org
Michele Cerino	BBOE LM. Marin	mcerino@bridgeportedu.org
Stefanie Longo	Waterbury PS/Walsh	slongo@waterbury.k12.ct.us
Rita Nolan	BBOE Columbus	rnolan@bridgeportedu.net
Alysha Pemt	BBOE Dunbar	apemt@bridgeportedu.net
Joseph Pircher	BOE NB	pircher@csdnb.org
Maria Clark	NHPS	maria.clark@new-haven.k12.ct.us
Julie Prignano	Winchester	Juliana.Prignano@winchesterschools.org
Amie Bourbeau	Norwich Vets School	abourbeau@norwichpublicschools.org
Janet Brown-Clayton	NHPS/LBCS	janet.brown-clayton@nhps.net
Ann Brillante	NHPS/WLHS	ann.brillante@new-haven.k12.ct.us
Joe White	Explorations CS	joseph@explorationscs.com
Desi Nesmit	SDE	
Gina Eller	Roosevelt School	geller@bridgeportedu.net
Daicina Baptista-Jean	Columbus School Bpt BOE	djean@bridgeportedu.net
Patty Foley	Norwalk	foleyp@norwalkps.org

ESSA Stakeholder Sign in Sheet

Event: Net Stat Session   SDE Staff: Turnaround   Date: 11-14-16

Name	Organization	Phone
Hector Nguyen	New Haven BOE	475-220-7400
Elisa Rao-Pitoniak	West Rock STREAM	475-220-7761
Adam Rosenberg	Veterans-Norwich	860-373-6310
Stephen Cassidy	Marin School	(617)968-4262
Billie Shea	Stanton Norwich	8602046943
Brett Gustafson	Curiale	(917)572-9792
Greg Pacific	Curiale	(203)576-8487
Mike Sauzer	Explorations	846-738-9070
Abie Benitez	New Haven P.S.	203 294-6341
Mark J Fernandes	New Britain	~~203~~ 860 225 7665
Bethay Sullivan	HPS	
Jodi-Ann Green	Roosevelt School	203 257-0364
Renee Savore	CSDE	x 6858

ESSA Webinar #4 – November 15, 2016

Registered Attendees

1. Oliver Santosha
2. Desi Nesmith
3. Cheryl Poltrack
4. Douglas Fetchin
5. Sheryl Mortensen
6. Shawn Parkhurst
7. Paula Talty
8. Janet Robinson
9. Joshua Smith
10. MaryAnne Morris
11. Sheila Casinelli
12. John Taylor
13. Francine Coss
14. Alicia Roy
15. Anne Marie Mancini
16. Cynthia Ritchie
17. Earl Kim
18. Dina Crowl
19. Colleen Murray
20. Philip O'Reilly
21. Lois DaSilva-Knapton
22. Kathleen Greider
23. Gary Cialfi
24. Christopher Clouet
25. Sarah Malinoski
26. Karen Berasi
27. Lois Lehman
28. Ray Rossomando
29. Megan Graham
30. Elizabeth Rivera
31. Patricia Ciccone
32. Miguel Cardona
33. James Agostine
34. Lorinda Weaver

ESSA Stakeholder Sign-in Sheet

EVENT: EdAdvance Curriculum Council Meeting   SDE Staff: Isabelina Rodriguez   Date: 11-15-2016

Name	Agency	E-mail Address
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Carrie Chiappetta	Region 15	CChiappetta@region15.org
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Erika Sacharko	New Hartford	sacharkoe@newhtfd.org
Ed O'Connell	Litchfield P.S.	OCONNELLE@LITCHFIELDSCHOOLS.org
Jennifer Parsons	Plymouth	parsonsj@plymouth.k12.ct.us
Mary Boylan	Sherman	boylanm@shermanschool.com
Alisha DiTorpo	New Milford	dicorpoa@newmilfordps.org
Kristen Brooks	Bethel	brooksk@bethel.k12.ct.us

ESSA Stakeholder Sign-in Sheet

EVENT: <u>CREC Curriculum Council Meeting</u>   SDE Staff: <u>Isabelina Rodriguez</u>   Date: 11-17-2016

Name	Agency	E-mail Address
Rosa M. Perez	Plainville Community School	perezr@plainvilleschools.org
Tawana Graham-Douglas	Plainville Community Schools	grahamt@plainvilleschools.org
Rosemary Tralli	Glastonbury Public Schools	trallir@glastonburyus.org
Donna Nestler-Rusack	Avon Public School	drusack@avon.k12.ct.us
Charity Wilson	Hartford Public Schools	Charity.Wilson@hartfordschools.org
Krista Karch	Portland Public Schools	KKarch@portlandct.us
Darlene M. Listro	Rocky Hill Public Schools	listrod@rockyhillps.com
Steven Madancy	Southington Public Schools	smadancy@southingtonschools.org
Santosha Oliver	Windsor Public Schools	soliver@windsorct.org
Holly Hollander	Cromwell Public Schools	hhollander@cromwell.k12.ct.us
Andrew Skarzynski	CREC	askarzynski@crec.org
Sheryl Mortensen	South Windsor Public Schools	smortensen@swindsor.k12.ct.us
Pamela Muraca	Newington Public Schools	pmuraca@npsct.org
Missy Bavaro-Grande	East Granby	mbavaro@eastgranby.k12.ct.us
Stella Ross	East Granby	sross@eastgranby.k12.ct.us
Jordan Grossman	Canton Public Schools	jgrossman@cantonschools.org
Brian Hendrickson	Suffield Public Schools	bhendrickson@suffield.org
Jason Magao	Vernon Public Schools	jmagao@vernon-ct.gov
Bethany Silver	Bloomfield Public Schools	bsilver@blmfld.org
Sonya Kunkel	CREC	skunkel@crec.org
Martine Lwanio	CREC	mlwanio@crec.org
Vonda Tencza	Seymour Schools	vtencza@seymourschools.org

ESSA Stakeholder Sign-in Sheet

EVENT: <u>ACES Curriculum Council Meeting</u>   SDE Staff: <u>Isabelina Rodriguez</u>   Date: 11-18-2016

Name	Agency	E-mail Address
Michele Sherban	New Haven	michele.sherban@nhboe.net
Lynn Brantley	New Haven	Lynn.brantley@Nhboe.net
Erica Forti	East Haven	eforti@east-haven.K12.CT.US
Tracy Wootton	North Branford	twootton@northbranfordschools.org
Nicole Danshrysky	West Haven	nicole.danshrysky@whschools.org
Anne Druzolowski	West Haven	anne.druzolowski@whschools.org
Raffaela Franc	West Haven	raffaela.franc@whschools.org
Luanne Cox	Common Ground	lcox@commongroundct.org
Susan Moore	Meriden Public Schools	susan.moore@meridenk12.org
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Melinda McKenna	North Haven	mckenna.melinda@north-haven.k-12.ct.us
Rachel Sexton	ACES	rsexton@aces.org
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Evelyn Russo	Orange	erusso@orange-ed.org
Diane Krivda	Bethany	dkrivda@bethany-ed.org

LEARN

CURRICULUM NETWORK
8:30 – 11:30 am, Rooms 112-115
December 21, 2016

Name (Please Print Legibly)	District/School	Email address
Sheri Cooke	Integrated Day	Sheric@idcs.org
CHARLES HEWES	COLCHESTER PUBLIC SCHOOLS	chewes @colchesterct.org
Steve Wheeler	Groton Public Schools	swheeler2@groton.k12.ct.us
Laurie Pallin	Montville	lpallin@montvilleschools.org
Nikki Gullahan	Stonington	amy.drew@elystk12.org
Amy Drew	ELPS Eastlyme	ngullicksme@stoningtonschools.org
Anne Keene	Guilford	keenea@guilfordschools.org
Sasha Rustic	Groton	srustic@groton.k12.ct.us
Beth Powers	KES of Waterford	bpowers@waterfordschools.org
Kristina Natureau	RES	knatineau@reg4.k12.ct.us
Michele Hammond	Westbrook	mhammond@westbrookctschools.org
Tom Baird	Norwich	tbaird@norwichpublicschools.org

Graustein Participants Oct 31, 2016

State Leaders Seek Feedback on Every Student Succeeds Act

Total both sessions 17 participants
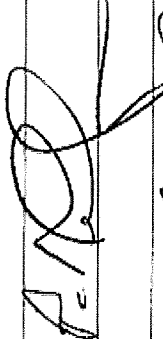
Tuesday, October 25, 2016 at 9:00 AM - Monday, October 31, 2016 at 3:00 PM (EDT)
Various Locations - See Description for Dates and Locations -

	Last Name	First Name	Qty	Ticket Type	Payment Status
☑	Ault	Jocelyn	1	Session E: Online Registrant/ 17-47-119-000	Free Order Order 28558215391-563043383
☑	Brennan	Laura	1	Session F: Online Registrant/ 17-47-120-000	Free Order Order 28558215391-561900900
☑	Calderón	Marilyn	1	Session E: Online Registrant/ 17-47-119-000	Free Order Order 28558215391-564978960
☐	Champagne	Jose	1	Session F: Online Registrant 17-47-120-000	Free Order Order 28558215391-566209166
☑	Champagne	Jose	1	Session E: Online Registrant/ 17-47-119-000	Free Order Order 28558215391-566209166
☑	Colebrook	Ann Marie	1	Session E: Online Registrant/ 17-47-119-000	Free Order Order 28558215391-566048270
☑	Gleeson	Giana	1	Session E: Online Registrant/ 17-47-119-000	Free Order Order 28558215391-562128014
☑	Gorman	Joseph	1	Session F: Online Registrant/ 17-47-120-000	Free Order Order 28558215391-566676709
☑	Hernandez	Abraham	1	Session E: Online Registrant/ 17-47-119-000	Free Order Order 28558215391-566210178
☑	Hernandez	Abraham	1	Session F: Online Registrant/ 17-47-120-000	Free Order Order 28558215391-566210178
☑	Hill	Melvette	1	Session E: Online Registrant/ 17-47-119-000	Free Order Order 28558215391-565084251
☑	Kelly	Kate	1	Session E: Online Registrant/ 17-47-119-000	Free Order Order 28558215391-565551373
☐	Otero	Hector	1	Session F: Online Registrant/ 17-47-120-000	Free Order Order 28558215391-566210178
☑	Otero	Hector	1	Session E: Online Registrant/ 17-47-119-000	Free Order Order 28558215391-566210178
☑	Page	Denise	1	Session F: Online Registrant/ 17-47-120-000	Free Order Order 28558215391-562703844
☑	Rauch	Tiffany	1	Session E: Online Registrant 17-47-119-000	Free Order Order 28558215391-566572672
☐	Sotillo	Kiomary	1	Session E: Online Registrant/ 17-47-119-000	Free Order Order 28558215391-562142677
☑	Varunes	Mary	1	Session F: Online Registrant/ 17-47-120-000	Free Order Order 28558215391-563714559
☐	Vasquez	Jose Ramon	1	Session F: Online Registrant/ 17-47-120-000	Free Order Order 28558215391-566209166
☑	Vasquez	Jose Ramon	1	Session E: Online Registrant/ 17-47-119-000	Free Order Order 28558215391-566209166
☑	Venegas	Lorena	1	Session F: Online Registrant/ 17-47-120-000	Free Order Order 28558215391-563714559
☑	White	Tawanda	1	Session E: Online Registrant/ 17-47-119-000	Free Order Order 28558215391-565579518

Sign-In Sheet

Event: 17-47-115-000   10/25/2016   ESSA Focus Groups with Families and Communities - Session A   9:00 AM - 11:00 AM

SERC Classroom - Middletown

Last Name	First Name	Title	District/Organization	SIGN-IN SIGNATURE
Champagne	Jose	Senior Pastor	Monte de Santidad IDP Church	
Finlayson	Penelope	Family Engagement Technical Assistant	Connecticut Technical High School System	*[signature]*
Hernandez	Abraham	Executive Director	NHCLC, New Haven	
Powers	Bill	Community Representative	Windham School District	*Bill Powers*
Szynkowicz	Michelle	Managing Director	Teach for America, Hartford	
Tranquilli-Bausher	Anne	Education Consultant	Stratford	✓

In order to receive CEUs, participants must sign-in and sign-out

Quinon Allison

Rodriguez Mame ESSA Focus Group

SERC Classroom

Community Organization and
Faith Based Organizations

④

Sign-In Sheet

Event: 17-47-116-000   10/25/2016   ESSA Focus Groups with Families and Communities - Session B   1:00 PM - 3:00 PM

SERC Classroom - Middletown

Last Name	First Name	Title	District/Organization	SIGN-OUT SIGNATURE
Tenorio	Sue	Independent Contractor	Wethersfield	

In order to receive CEUs, participants must sign-in and sign-out

Wethersfield, CT

Barbara Slone

①

Sign-In Sheet

Event: 17-47-117-000   10/25/2016   ESSA Focus Groups with Families and Communities - Session C   3:30 PM - 5:30 PM

SERC Classroom - Middletown
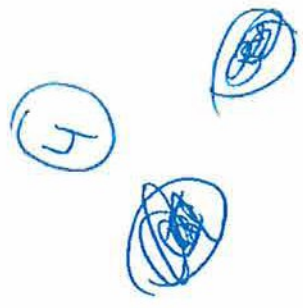
Last Name	First Name	Title	District/Organization	SIGN-IN SIGNATURE
Borysewicz	Lori	FRC Coordinator	Plymouth FRC	————
Malay	Naiomi	Parent	Meriden	*signature*
Price	Precious	Community In order to receive CEUs, participants must sign-in and sign-out		*signature*
Skene	Barbara	Organizer	Middletown	

Family member / group

Meriden
Plymouth CT

Sign-Out Sheet

Event: 17-47-118-000   10/26/2016   ESSA Focus Groups with Families and Communities - Session D   5:00 PM - 7:00 PM

: Library Community Room - Middletown

Last Name	First Name	Title	District/Organization	SIGN-OUT SIGNATURE
Greene	Heather	Parent	CT PTA, Waterbury	
Hernandez	Elizabeth	Parent	Waterbury	
Raccio	Tammy	Chair	Parent Advisory Group, Wallingford	Tammy Raccio
Richardson	Andrea	Health Information Specialist	Hartford	

In order to receive CEUs, participants must sign-in and sign-out

Spanish Support Group

Parents / Padres

ESSA FOCUS Group
10/30/2016

1. Concepción Díaz
2. Romer Chuquilla
3. Jaqueline González
4. Emma Univara
5. Deysi Leiva
6. Lucía Salazar
7. Gilberto López
8. Melissa Martínez
9. Helen Rosas
10. Yunier Forbes
11. Eneida Wolfe
12. Rosalyn Díaz
13. Marco Cruz
14. Veronica Sanchez
15. Daisy Rivera

Coordination with Federal Programs

The vision for Connecticut's coordination is to ensure collaboration with outside agencies in order to braid funding, ensure cohesiveness among programs, and educate the whole child from preK-12. Interaction between programs and staff will generate improved services to students, schools, and LEAs. This comprehensive thinking locates the intersections and weaves together the strategies, timelines, and funding sources from the multiple programs in order to achieve a cohesive vision.

One example of Connecticut's coordination with federal programs is with the Carl D. Perkins Career and Technical Education Act. The CSDE has worked to coordinate with our Perkins plan to ensure that our state's challenging academic standards are aligned with our relevant state career and technical education standards. This alignment continues the work of Perkins in which Connecticut expanded the seven traditional pathways to align with the 16 federal career clusters. The coordination with Perkins includes the integration of academic and career and technical education content along with work-based learning opportunities.

In addition to aligning standards, we also plan to provide spending guidance on the use of Title funds in order to support the goals of Perkins. For example, Title I funds can be used to include enrollment and participation in academic courses tied to career and technical education coursework; Title II funds can be used to provide high-quality professional development integrating career and technical education, work-based learning, and rigorous academic content, as well as training on best practices to understand State workforce needs and transitions to post-secondary education and the workforce.

Furthermore, Workforce Innovation and Opportunity Act (WIOA) and Perkins goals align to Title IV, Part B in which 21st Century School programs can partner with in-demand fields of the local workforce or build career competencies and career readiness. This funding may provide workforce development boards with additional opportunities to collaborate and leverage resources for in-school youth services. Continued coordination with these programs will help to unify CSDE guidance.

Similarly, since ESSA's provisions aim to promote early learning, greater alignment with the early elementary grades, and early education-focused capacity building among teachers, leaders, and other staff serving young children, the intersections of the provisions of ESSA with Head Start and the Child Care and Development Block Grant are apparent. With input from the Office of Early Childhood (OEC), the CSDE will provide clear and consistent guidance for schools that elect to use Title I funds to support early childhood education programs in order to ensure that the services comply with the performance standards established by the Head Start Act. ESSA outlines supports for students, particularly during transition points, in which Title I funds may include supporting strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs. Due to the inclusive nature of ESSA's provisions, it is essential that coordination between CSDE and OEC is ongoing to maximize impact on student outcomes.

Throughout the Plan, CSDE is taking steps to ensure coordination among education agencies at the local, state, and federal levels is more efficient and streamlined. ESSA expects that the Plan will include assurances that the SEA will modify or eliminate state fiscal and accounting barriers so that schools can easily consolidate funds from other federal, state, and local sources to improve educational opportunities

and eliminate unnecessary fiscal and accounting requirements. Connecticut has been utilizing cross-divisional work within the CSDE to identify duplicative approaches and/or barriers to implementation of effective and efficient programming. ESSA provides the ideal opportunity to coordinate the funding and administration between different federal programs. The CSDE is pursuing a consolidated application in order to facilitate a more streamlined and efficient process which will include federal (Title I, Title II, Title III) and state grants (State Bilingual Grant, Alliance Districts, Priority School Districts).

Appendix B: Strategy Profiles

Name of Strategy:	Improve Alternative Education Settings/Programs
Leadership: Who is the single person responsible for making sure implementation happens?	Mark Linabury
Description: Describe the strategy in a sentence or two.	Improve educational outcomes for students in alternative schools/programs by facilitating the implementation of "The Guidelines for Alternative Education Settings." Effective implementation will positively impact graduation rates and overall well- being of students.
Definition of success: What would success look like for this specific strategy, and by when?	100% of alternative education settings will understand and implement the content provided in the Guidelines to improve program design.
Activities: What are the largest component pieces of work within this strategy (no more than 5)?	1. Develop a Professional Learning Community (PLC) that will provide training, networking and support related to the Guidelines and best practices. 2. Develop additional guidance that is focused on expelled students by reconvening the Alternative Schools Committee. 3. Develop partnerships with private and public stakeholders (through the Connecticut Association of Schools (CAS) and SERC) involved in vocational, college and career readiness, including family and community organizations. 4. Build agency capacity to support the social, emotional, behavioral and academic needs of students in alternative education settings.
Goal(s): On which goal (or goals) will the	1. Non-academic needs and supports

strategy have significant impact?	
Rationale: Why do we believe it will have an impact?	This strategy will reengage students in alternative education settings and will assist in the development of a culture of high expectations. Coupled with additional supports, students will be better positioned to succeed in their academic careers.
Scale: At what scale (number of students, educators, etc.) will it be implemented?	By 2021, all 80 alternative schools and programs implement the Guidelines with fidelity.
Resources Required: What additional people, time, money, and technology will be needed to implement it?	- Organizational partnerships - Human resources and available time to promote activities - Financial resources to actualize goals
Impact: What is the estimated impact of this strategy on the goal over time?	Increased graduation and attendance rates in alternative education settings.

Milestones: What are the most important milestones for implementation of Strategy Profile on Alternative Schools?

Activity	SY 16-17	SY 17-18	SY 18-19	SY 19-20	SY 20-21
Insert one activity per row here (from above)	▪ *Insert milestone here (Month in parentheses)*	▪	▪	▪	▪
Develop a Professional Learning Community (PLC) that will provide training, networking and support related to the Guidelines and best practices	▪ PLCs developed to support guidelines and best practices	▪ PLCs conducted	▪ PLCs conducted	▪ PLCs conducted	▪ PLCs conducted
Develop additional guidance that is focused on expelled students by reconvening the Alternative Schools Committee	▪ Alternative Schools Committee reconvened and guidance developed ▪ Revised guidance sent to Superintendents and Alternative Schools Practitioners	▪ Introduce new Guidance at PLCs	▪ Reaffirm new Guidance at PLCs	▪ Reaffirm new Guidance at PLCs	▪ Reaffirm new Guidance at PLCs

Develop partnerships with private and public sector stakeholders (through CAS and SERC) involved in vocational, college and career readiness, including family and community organizations	▪ Pursue partnerships with stakeholders	▪ Convene meetings with PLCs and partners	▪ Convene meetings with PLCs and partners ▪ Implement action plan on partnerships	▪ Review implementation of action plan on partnerships	▪ Review implementation of action plan on partnerships
Build agency capacity to support the social, emotional, behavioral and academic needs of students in alternative education settings	▪ Identify key CSDE staff (Bureau of Health, Nutrition, Family Services and Adult Education and Turnaround Office)to build agency support to meet the needs of students in alternative education settings with focus on alternative education settings in Alliance Districts	▪ Deploy CSDE staff to meet the needs of students in alternative education settings in Alliance Districts	▪ Deploy staff and review impact	▪ Deploy staff and review impact	▪ Deploy staff and review impact

Name of strategy	Family and Community Engagement
Leadership: Who is the single person responsible for making sure implementation happens?	Judy Carson, Ph.D.
Description: Describe the strategy in a sentence or two.	Support student academic achievement and school improvement through effective school, family and community partnerships.
Definition of success: What would success look like for this specific strategy, and by when?	Families, districts, schools, and community partners are able to cultivate and sustain active, respectful, and effective partnerships that foster school improvement, link to educational objectives, and support children's learning and development. **Staff** who are prepared to engage in partnerships with families can: • create and sustain school and district cultures that welcome, invite, and promote family engagement; • develop family engagement initiatives and connect them to student learning and development; and • honor and recognize families' existing knowledge, skill, and forms of engagement. **Families** who, regardless of their racial or ethnic identity, educational background, gender, disability, or socioeconomic status, are prepared to engage in partnerships with schools and districts and can negotiate multiple roles (supporters, encouragers, monitors, models of lifelong learning, advocates, decision makers and collaborators). **Community Partners** who can connect and support schools and families in the achievement of their mutual goals.
Activities: What are the largest component pieces of work within this strategy (no more	1. Establish an intra-agency collaboration process to inform decisions relating to family and community engagement, including establishing a metric through family surveys.

than five)?	2. Continue the Commissioner's Roundtable for Family and Community Engagement
	3. Train schools to implement best practices (aligned with the national framework):
	• Creating Welcoming Schools
	• Linking to Learning: Academic School-Parent Compacts Based on Grade-Level Goals
	• Conducting Parent-Teacher Home Visits
	4. Develop school staff capacity to lead family and community engagement
	• Continue monthly network meetings for family engagement professionals
	• Establish a family engagement certificate program
	5. Work with organizations to train families and community members with the skills necessary to develop school and community partnerships.
Goal(s): On which goal (or goals) will the strategy have a significant impact?	This strategy addresses all four goals of the Strategic Plan: 1. Non-academic needs and supports 2. Standards and assessments 3. Great teachers and leaders 4. Great schools
Rationale: Why do we believe it will have an impact?	Research shows that well-planned partnerships among families, schools and community members can make a powerful contribution to greater student success. No matter what their income or background, students with involved families tend to have higher grades and test scores, better attendance, and higher rates of homework completion. They enroll in more challenging classes, have better social skills and behavior, and are more likely to graduate and go on to college. Families and schools also benefit. Families engaged in partnerships have a greater sense of efficacy, stronger social ties and are more likely to continue their own education. Teachers report greater job satisfaction when they work

		with families, and families who are more involved hold more positive views of teachers and schools. Increased involvement develops feelings of ownership, resulting in greater family and community support for public education.

Scale: At what scale (number of districts, students, educators, etc.) will it be implemented?		Ed Reform	Alliance	Title I Schools	Statewide	
	Fam-School Relationship				X	
	Welcoming	X	X			
	School-Parent	X	X	X		
	Parent-Teacher	X				
	Professional				X	
	Family Engagement				X	

Resources required: What additional people, time, money, and technology will be needed to implement it?	- internal resources for staff dedicated to managing and coordinating activities in the Office of Student Supports. - support and identified coordinators from the Performance Office, Academic Office, Talent Office and Turnaround Office to align activities and objectives. - resources for survey implementation, training, on-site support, local programming.

Milestones: What are the most important milestones for implementation?

Activity	SY 16-17	SY 17-18	SY 18-19	SY 19-20	SY 20-21
Insert one activity per row here (from above)	▪ *Insert milestone here (Month in parentheses)*	▪	▪	▪	▪
Intra-agency collaboration on family engagement	▪ Group meets bimonthly	▪ Group meets bimonthly	▪ Group meets bimonthly	▪ Group meets bimonthly	▪ Group meets bimonthly
Commissioner's Roundtable for Family and Community Engagement	▪ Group meets quarterly	▪ Group meets quarterly	▪ Group meets quarterly	▪ Group meets quarterly	▪ Group meets quarterly
School-Level Training on best practices	▪ Baseline assessments conducted and reports prepared ▪ Parent-Teacher Home Visits conducted with	● Training and support ▪ Compacts completed ▪ Sample submitted to evaluator ▪ Parent-Teacher Home Visits	▪ Re-assessments conducted and reports prepared ▪ Parent-Teacher Home Visits conducted with 80% of families	● Updating Compacts: Training and support ▪ Compacts completed ▪ Sample submitted to evaluator	▪ Re-assessments conducted and reports prepared ▪ Parent-Teacher Home Visits conducted with 60% of families

	60% of families	conducted with 70% of families		▪ Parent-Teacher Home Visits conducted with 90% of families	
Develop school staff capacity to lead family and community engagement efforts.	▪ Continue monthly Friday Café, Family and Community Network meetings	▪ Continue monthly Friday Café, Family and Community Network meetings	▪ Continue monthly Friday Café, Family and Community Network meetings ▪ Study and develop a plan regarding the family and communit y engageme nt certificate.	▪ Continue monthly Friday Café, Family and Community Network meetings ▪ Pilot certificate program in Ed. Reform districts.	▪ Continue monthly Friday Café, Family and Community Network meetings ▪ Refine and expand certificate program to Alliance Districts
Work with organizations to train families and community members	▪ .	▪ Work with parent leadership groups and members of the Commissioner's Roundtable to develop family training module.	▪ Pilot training module is selected Ed. Reform districts.	▪ Expand training to all Ed Reform Districts.	▪ Expand training to Alliance Districts.

Name of strategy	Next Generation Student Supports
Leadership: Who is the single person responsible for making sure implementation happens?	John D. Frassinelli, Bureau Chief Bureau of Health/Nutrition, Family Services and Adult Education
Description: Describe the strategy in a sentence or two	Develop tiered systems of supports to maximizing students' learning potential and to focus on key areas for improvement: discipline, chronic absenteeism, social emotional learning, and trauma informed practices, school environment, behavioral/physical health and contact with the juvenile justice system for vulnerable students including students disproportionately affected.
Definition of success: What would success look like for this specific strategy, and by when?	1) increase in the number of students consistently present in school; 2) reduction/elimination of punitive discipline in favor of restorative practices; 3) staff trained in trauma informed interaction with students; 4) timely transition and support systems for students returning from the juvenile justice system; 5) increase student participation in school breakfast
Activities: What are the largest component pieces of work within this strategy (no more than five)?	1) Develop, provide training and implement state-level tiered intervention models to reduce chronic absenteeism and prevent and address suspensions including social emotional learning and focusing on adult actions and equity. 2) Develop trauma guidelines for districts and deliver a systematic and sequential series of professional learning. 3) Expand partnerships and identify school and community-based supports and provide professional learning for meeting the behavioral and physical health needs of students and the development of positive and supportive school environments. 4) Coordinate multiagency case management of students reentering school districts from the juvenile justice system. 5) Use the Connecticut Breakfast Expansion Team (CBET) to market and increase participation in school breakfast.
Goal(s): On which goal (or goals)	1. Non-Academic needs and supports

will the strategy have a significant impact?	
Rationale: Why do we believe it will have an impact?	Students' content knowledge and academic skills are only part of the equation for student success. A wide variety of factors intrinsic to students and the external environment shape students' academic performance. Coupled with mastery of academic skills and social emotional/health proficiency this will prepare students to be positive architects of their lives (essential skills and habits). The focus is to address the needs of the whole child to remove non-academic barriers to academic achievement and ensure that students achieve their full potential.

Scale: At what scale (number of districts, students, educators, etc.) will it be implemented?	Activity 1: tiered intervention	Alliance Districts	
	Activity 2: trauma guidelines	Alliance Districts	
	Activity 3: behavioral and physical health needs	Alliance Districts	
	Activity 4: reentry to school of justice-involved youth	Hartford, Bridgeport, New Haven, Danbury, Waterbury school districts	
	Activity 5: expand school breakfast	Education Reform Districts	

Resources required: What additional people, time, money, and technology will be needed to implement it?	- staff and time for planning and implementation of sustainable practices to build a system of collaboration across internal and external boundaries to integrate the CSDE initiatives, policies, and grants to link optimal behavioral and physical health to academic achievement; - staff and time for planning preparation, implementation/ sustainable practices and funding to provide ongoing professional learning and technical assistance to districts; - dedicated staff for juvenile justice issues and interagency collaboration with CSSD, DCF and CSDE; - agency and administration support for promotion of school meals programs including school breakfast.

Milestones: What are the most important milestones for implementation?

Activity	SY 16-17	SY 17-18	SY 18-19	SY 19-20	SY 20-21
Insert one activity per row here (from above)	▪ *Insert milestone here (Month in parentheses)*	▪	▪	▪	▪
Develop, provide training and implement state-level tiered intervention models to reduce chronic absenteeism and prevent and address suspensions including social emotional learning and focusing on adult actions and equity.	▪ Develop cross-agency model for tiered intervention to support reducing chronic absence that addresses suspensions including social emotional learning and focusing on adult actions and equity. (February 2017)	▪ Train cross-agency teams to implement model (June 2017) ▪ Implement tiered supports (June 2018)	▪ Review and update cross-agency tiered model (May 2018) ▪ Implement tiered supports (June 2019)	▪ Review and update cross-agency tiered model (May 2019) ▪ Implement tiered supports (June 2020)	▪ Review and update cross-agency tiered model (May 2020) ▪ Implement tiered supports (June 2021)

Develop trauma guidelines for districts and deliver a systematic and sequential series of professional learning.	Trauma guidelines will be completed for final edit and publication (June)	Guidelines sent to districts through a superintendents' letter (Oct) training will be made available to school mental health staff (Nov)	Institute providing train the trainer model to mental health staff to train their staff (Sept) Develop a professional learning community for schools (June)	50% of CT schools will have trauma informed practices in place (Sept) 70% of CT schools will have trauma informed practices in place (June)	100% of schools will be engaged in trauma informed practices and school mental health personnel are prepared to support their local school staff (Dec)
Expand partnerships and identify school and community-based supports and provide professional learning for meeting the behavioral and physical health needs of students and the development of positive and supportive school environments.	▪ Work with CT School Counselors Association, CT Association of School Nurses, Child Health and the Child Development Institute to identify and assess community partnerships. (June)	▪ Sponsor district level meetings with community providers. (Oct) ▪ Enhance LEA capacity for implementation and sustaining a Multi-Tiered Behavioral Framework by providing training and technical assistance to LEAs (Nov)	▪ Identify district and school professional learning needs related to behavioral and physical health and the development of positive and supportive schools. (Oct)	▪ Implement a system of learning opportunities and technical assistance based on tiered identification of districts. (Sept)	▪ Results-based report to BOE
Coordinate multiagency case management of	▪ Engage Department of Children and	▪ Engage and coordinate with districts to	▪ Develop and implement plan that insures	▪ Provide ongoing guidance and technical	▪ Report on results, identify additional

students reentering school districts from the juvenile justice system.	Families and Court Support Services Division to identify issues and barriers for justice-involved youth from reentering school. (Feb)	identify district and school needs related to reentering youth. (Sept-Oct)	coordination of agencies and districts for the care, coordination, and retry of students. (Oct)	assistance to districts and evaluate progress with Juvenile Justice Policy and Oversight Committee.	needs and make improvements to the program.
Use the Connecticut Breakfast Expansion Team (CBET) to market and increase participation in school breakfast.	▪ Hold school breakfast summit to increase awareness and provide training to districts. (May)	▪ Work with Ed Reform districts to identify barriers to full participation. (Aug) ▪ Develop strategic plan based on identified needs and expand participation in Ed Reform districts. (Oct)	▪ Work with districts to develop marketing program to promote breakfast. (Sept)	▪ Identify examples of successful implementation and expand best practices. (Nov)	▪ Coordinate professionallearning for districts regarding increasing participation.

Strategy Profile – Challenging Academic Standards and Academic Assessments (Isabelina Rodriguez)

Name of strategy	Early Literacy by Grade 3/State Systemic Improvement Plan (SSIP) (Academic Achievement and English Language Proficiency)
Leadership: Who is the single person responsible for making sure implementation happens?	Melissa Hickey
Description: Describe the strategy in a sentence or two.	The goal of the Connecticut State Department of Education (CSDE) is to ensure all Connecticut students will be proficient, engaged and active readers (at or above grade level) by the end of Grade 3 prepared for greater academic challenges and ultimately graduate from high school as responsible global citizens prepared to contribute to their communities and succeed in college, career and life.
Definition of success: What would success look like for this specific strategy and by when?	Districts will have a multi-tiered, coordinated system of reading instruction and assessment, through which children have access to personalized structures and individualized supports necessary to become fully literate. Teachers will be able to reliably and systematically identify students' individual needs related to critical early literacy skills. Teachers will provide explicit instruction that utilizes culturally responsive, scientifically research-based literacy practices to provide all students with the skills and tools necessary to be lifelong readers.
Activities: What are the largest component pieces of work within this strategy (no more than five)?	▪ Support all districts in understanding K-3 literacy standards, valid and reliable reading assessments and scientifically research-based reading instruction. ▪ Develop highly effective teachers and administrators skilled in utilizing student assessment data to drive scientifically research-based reading instruction. ▪ Assist districts in systematically assessing and evaluating current literacy practices, interventions, materials and systems to increase literacy outcomes for all students including English Learners (ELs) and students with disabilities. ▪ Support districts' systemic early literacy improvement efforts related to building infrastructure and capacity to create conditions and sustain effective literacy practices over time.
Goal(s): On which goal (or goals) will the strategy have a significant impact?	▪ Standards and Assessment (Goal 2) ▪ Great Teachers and Leaders (Goal 3) ▪ Great Schools (Goal 4)
Rationale: Why do we believe it will have an impact?	▪ If educational leaders and educators are able to meet the needs of all learners through increased knowledge of culturally responsive, scientifically research-based literacy instructional and assessment practices then all students will have the skills and tools necessary to be lifelong readers. ▪ If school systems regularly use data to inform decision making, develop practices to support students and establish systems to support staff, then student outcomes will improve.
Scale: At what scale (number of students, educators, etc.) will it be implemented?	By 2021, scientifically research-based early literacy teaching and learning put into practice for all K-3 students and reduction of targeted achievement gaps.

Name of strategy	Early Literacy by Grade 3/State Systemic Improvement Plan (SSIP) (Academic Achievement and English Language Proficiency)
Resources required: What additional people, time, money and technology will be needed to implement it?	Additional financial resources, human resources and time to work collaboratively across CSDE and with partners.
Impact: What is the estimated impact of this strategy on the goal over time?	TO BE COMPLETED AT A LATER DATE
Delivery chain: How and through whom will the strategy reach the field at scale? What are the risks and how will we manage them? What feedback loops can we set up to track progress?	TO BE COMPLETED AT A LATER DATE

Milestones: What are the most important milestones for implementation?

Activity	SY 16-17	SY 17-18	SY 18-19	SY 19-20	SY 20-21
▪ Support all districts in understanding K-3 literacy standards, valid and reliable reading assessments and scientifically research-based reading instruction.	▪ Blended professional learning opportunities for K-3 teachers and administrators for 82 teams in understanding the Literacy Standards. (ReadConn, by July 2017) ▪ Implementation of the CT K-3 Intensive Reading Strategy in 65 schools. (June 2017) ▪ Literacy Content and tools updated on websites (state personnel development grant [SPDG], scientific research-based interventions [SRBI], Dyslexia and Connecticut Competency System [CCS]) along with developed and posted webinars. (June – Aug. 30, 2017) ▪ Established SRBI Advisory Council	▪ Blended professional learning opportunities for 95 teams of K-3 teachers and administrators in understanding the Literacy Standards. (ReadConn, by July 2018) ▪ Increased and expanded use of Menu of Research-Based Universal Screening Assessments. ▪ Literacy Content and tools updated on websites (SPDG, SRBI, Dyslexia and CCS) along with posted webinars. (Aug. 2018) ▪ Regularly held state-level SRBI advisory council to discern policy needs and issues, promote visibility and coherence (quarterly meetings).	▪ Blended professional learning opportunities for 125 teams of K-3 teachers and administrators in understanding the Literacy Standards. (ReadConn, by July 2019) ▪ Literacy Content and tools updated on websites (SPDG, SRBI, Dyslexia and CCS). June 2019 ▪ SRBI advisory council meetings (quarterly).	▪ Blended professional learning opportunities for 150 teams of K-3 teachers and administrators in understanding the Literacy Standards. (ReadConn, by July 2020) ▪ Literacy Content and tools updated on websites (SPDG, SRBI, Dyslexia and CCS). June 2020 ▪ SRBI advisory council meetings (quarterly).	▪ Literacy Content and tools updated on websites (SPDG, SRBI, Dyslexia and CCS). (July 2021) ▪ Regularly held SRBI advisory council meetings (quarterly).

Activity	SY 16-17	SY 17-18	SY 18-19	SY 19-20	SY 20-21
	comprised of key stakeholders. (July 2017)				
▪ Develop highly effective teachers and administrators skilled in utilizing student assessment data to drive scientifically research-based reading instruction.	▪ Blended professional learning opportunities for K-3 teachers and administrators in utilizing student assessment data to drive scientifically research-based reading instruction. (Webinars, classes, online courses, workshops, coaches etc.). (July 2017) ▪ Increased professional development (PD) in and scaled up efforts in SRBI and instructional strategies for students with Dyslexia through the provision of learning opportunities and tools/materials, assessment. (June 2017) ▪ Completed SRBI management plan. (July 2017)	▪ Initial roll-out of SRBI scale-up management plan informed from CIPP process and regional SRBI coaches' network (quarterly meetings). ▪ Annual SRBI Symposium statewide conference. ▪ Implementation of Professional Learning opportunities for K-3 teachers and Administrators in utilizing student assessment data to drive scientifically research-based reading instruction. Teaching all students with a specific learning disability (SLD)/Dyslexia (Workshops, webinars, online classes, courses coaches). (July 2018) ▪ Facilitated D-LET in 12 targeted districts (winter).	▪ Revise SRBI guidelines document. ▪ Continue regional SRBI coaches' network (quarterly meetings). ▪ Annual SRBI Symposium statewide conference. (Spring) ▪ Facilitated D-LET in 12 targeted districts (winter).	▪ Disseminate/train on new SRBI document. ▪ Continue regional SRBI coaches' network (quarterly meetings). ▪ Annual SRBI Symposium statewide conference. (Spring) ▪ Facilitated D-LET in 12 targeted districts (winter).	▪ Continue regional SRBI coaches' network (quarterly meetings). ▪ Annual SRBI Symposium statewide conference. (Spring)

Activity	SY 16-17	SY 17-18	SY 18-19	SY 19-20	SY 20-21
▪ Assist districts in systematically assessing and evaluating current literacy practices, interventions, materials, systems to increase literacy outcomes for all students including English Learners (ELs) and students with disabilities.	▪ Designed multi-tiered system of support (MTSS) for PD, technical assistance (TA) and data collection to address identified local education agency (LEA) needs, particularly for schools from high needs LEAs for 1/3 of CT districts whose grade 3 literacy outcomes were reviewed to identify targeted support efforts (fall). ▪ Supported literacy improvement efforts in 6 districts selected for intensive supports (spring). ▪ SLD/Dyslexia: Connecting Research to Practice in CT (12 hr. web-based modules).* ▪ Building District Capacity to Conduct Comprehensive Evaluations for Students Suspected of having SLD/Dyslexia.	▪ Continued annual MTSS for PD, TA and data collection to address identified LEA needs, particularly for schools from high needs LEAs for 1/3 of CT districts whose grade 3 literacy outcomes were reviewed to identify targeted support efforts (fall). ▪ Continued supported literacy improvement efforts in 6 districts selected for intensive supports (spring). ▪ Building District Capacity to Conduct Comprehensive Evaluations for Students Suspected of having SLD/Dyslexia. ▪ Supporting ELs: Is It SLD/Dyslexia? (Self-Paced Online Modules). ▪ Wilson Foundations Level 1 Workshops (K, 1, 2 and 3). June 2018	▪ Continued annual MTSS for PD, TA and data collection to address identified LEA needs, particularly for schools from high needs LEAs for 1/3 of CT districts whose grade 3 literacy outcomes were reviewed to identify targeted support efforts (fall). ▪ Continued supported literacy improvement efforts in 6 districts selected for intensive supports (spring). ▪ Wilson Foundations Level 1 Workshops (K, 1, 2 and 3). ▪ Twice Exceptional: Gifted Students with SLD/Dyslexia (Self-Paced Online Modules). spring	▪ Continued annual MTSS for PD, TA and data collection to address identified LEA needs, particularly for schools from high needs LEAs for 1/3 of CT districts whose grade 3 literacy outcomes were reviewed to identify targeted support efforts (fall). ▪ Continued supported literacy improvement efforts in 6 districts selected for intensive supports (spring). ▪ Wilson Foundations Level 1 Workshops (K, 1, 2 and 3). spring	▪ Continued annual MTSS for PD, TA and data collection to address identified LEA needs, particularly for schools from high needs LEAs for 1/3 of CT districts whose grade 3 literacy outcomes were reviewed to identify targeted support efforts (fall). ▪ Continued supported literacy improvement efforts in 6 districts selected for intensive supports (spring).

Activity	SY 16-17	SY 17-18	SY 18-19	SY 19-20	SY 20-21
	(June 2017)				
▪ Support districts' systemic early literacy improvement efforts related to building infrastructure and capacity to create conditions and sustain effective literacy practices over time.	▪ Identified districts to serve as models to other districts in building readiness to implement the CT K-3 Reading Instruction Model. (June 2017) ▪ Blended Professional Learning opportunities related to building infrastructure and conditions and sustain effective literacy practices to include the implementation of the CT K-3 Reading Instruction Model and how to teach the EL and SLD/Dyslexia student. (Fall 2016-Spring 2017)	▪ Identified districts to serve as models to other districts in building readiness to implement the CT K-3 Reading Instruction Model. (June 2018) ▪ Blended Professional Learning opportunities related to building infrastructure and conditions and sustain effective literacy practices to include the implementation of the CT K-3 Reading Instruction Model and how to teach the EL and SLD/Dyslexia student. (Fall-Spring)	▪ Identified districts to serve as models to other districts in building readiness to implement the CT K-3 Reading Instruction Model. (June 2019) ▪ Blended Professional Learning opportunities related to building infrastructure and conditions and sustain effective literacy practices to include the implementation of the CT K-3 Reading Instruction Model and how to teach the EL and SLD/Dyslexia student. (Fall-Spring)	▪ Identified districts to serve as models to other districts in building readiness to implement the CT K-3 Reading Instruction Model. (June 2020) ▪ Blended Professional Learning opportunities related to building infrastructure and conditions and sustain effective literacy practices to include the implementation of the CT K-3 Reading Instruction Model and how to teach the EL and SLD/Dyslexia student. (Fall-Spring)	▪ Identified districts to serve as models to other districts in building readiness to implement the CT K-3 Reading Instruction Model. (June 2021) ▪ Blended Professional Learning opportunities related to building infrastructure and conditions and sustain effective literacy practices to include the implementation of the CT K-3 Reading Instruction Model and how to teach the EL and SLD/Dyslexia student. (Fall-Spring)

STRATEGY PROFILE – ASSESSMENT REDUCTION/STREAMLINING

Name of strategy	Mathematics Council Recommendations
Leadership: Who is the single person responsible for making sure implementation happens?	Jennifer Michalek
Description: Describe the strategy in a sentence or two.	We must ensure that all Connecticut students are provided with a rigorous standards aligned mathematics education that prepares them for college, career and life. This requires that we support both teachers and students so that math instruction leads to improved mathematics achievement.
Definition of success: What would success look like for this specific strategy, and by when?	▪ All districts will have developed Connecticut Core Standards – Mathematics (CCS-M)-aligned curricula that utilize appropriate materials implemented with fidelity. ▪ All teachers responsible for mathematics instruction will have a deep understanding of mathematical content and pedagogical strategies to meet the needs of all students. ▪ Families and communities will be informed, knowledgeable and engaged in mathematics education.
Activities: What are the largest component pieces of work within this strategy (no more than five)?	▪ Provide districts with support, guidance, training, and resources to aid in the development of deep knowledge of the content standards and effective use of the practice standards to implement Connecticut Core Standards – Mathematics (CCS-M) with fidelity. ▪ Provide guidance to districts on the implementation of appropriate intervention and acceleration models. ▪ Provide resources to support keeping families and communities informed, knowledgeable, and engaged in mathematics education.
Goal(s): On which goal (or goals) will the strategy have a significant impact?	▪ Goal 2 – Standards and Assessments (Academic Achievement and English Language Proficiency) ▪ Goal 3 – Great teachers and leaders ▪ Goal 4 – Great schools
Rationale: Why do we believe it will have an impact?	▪ When all stakeholders are involved in the education of students, students are more likely to be academically successful. ▪ For all students to attain a deeper understanding of the content and practice standards, comprehensive mathematics curricula must be delivered by knowledgeable teachers.
Scale: At what scale (number of students, educators, etc.) will it be implemented?	By 2021, all Connecticut students' mathematics education will be aligned to the CCS-M.
Resources required: What additional people, time, money, and technology will be needed to implement it?	▪ Additional financial resources to support professional development and materials development ▪ Human resources to review programs and provide professional development

Name of strategy	Mathematics Council Recommendations
Impact: What is the estimated impact of this strategy on the goal over time?	TO BE COMPLETED AT A LATER DATE
Delivery chain: How and through whom will the strategy reach the field at scale? What are the risks, and how will we manage them? What feedback loops can we set up to track progress?	TO BE COMPLETED AT A LATER DATE

Milestones: What are the most important milestones for implementation?

Activity	SY 16-17	SY 17-18	SY 18-19	SY 19-20	SY 20-21
Develop clear and consistent understanding of the Connecticut Core Standards – Mathematics (CCS-M) at the classroom, school, district, and state level. This understanding is defined as a deep knowledge of the content standards and an effective use of the practice standards.	▪ 30 teachers are trained with Intel (August 2017) ▪ Increased participation in self-paced online modules related to both the practice and content standards (September 2017-June 2020) ▪ Post links to Bridging Practices, a Math-Science Partnership grant which contains modules related to argumentation	▪ Release 5-part webinar series about the math practices (September 2017) ▪ Post lessons and units to CTCoreStandards, created by the Intel Math Science Partnership grant (October 2017) ▪ 30 teachers are trained with Intel (August 2018)	▪ Convene a group of stakeholders to review teacher prep coursework related to mathematics ▪ 30 teachers are trained with Intel (August 2019)	▪ Stakeholder group makes recommendations to improve mathematical preparation of pre-service teachers	▪ Update coursework requirements for pre-service teachers to include more mathematical preparation
Provide the necessary support and training to effectively implement the CCS-M with fidelity in all classrooms, schools, and districts.	▪ Instructional Material Evaluation Tool Training (IMET) (Dec – March 2017)	▪ Collect data from districts trained in IMET regarding alignment of materials (June 2018)	▪ Increase the number of districts/teachers trained in the state's model curriculum (June 2019)	▪ Form focus groups of districts utilizing the same curriculum materials	▪ Increase in the number of elementary schools that have one hour daily math instruction (Sept 2020)

Implement appropriate intervention and acceleration to support the needs of a diverse group of learners.	▪ Increased participation self-paced modules specifically for meeting the mathematical needs of special populations (Sept 2017 – June 2020)	▪ Implement a statewide Inspiration in Math week (May 2018) ▪ Implement a Commissioner's Summer Mathematics Challenge (Summer 2018)	▪ Revise the scientific research-based intervention framework to address the mathematical needs of students (June 2019)	▪ Create a suggested list of assessments for mathematics and communicate to districts (January 2020)	
Engage all stakeholders in the process of putting the CCS-M into practice through effective communication that keeps teachers, parents, and community members informed and participating in the process.	▪ Provide professional development to districts on family engagement (March 2017)	▪ Create a toolkit for districts to assist in helping them communicate with families (June 2018)	▪ Provide professional development about CCS-M and Smarter Balanced specifically targeting local board of education members (November 2018) ▪ Provide regional information sessions for families about the expectations of the CCS-M		

TALENT OFFICE STRATEGY PROFILE- GOAL #3- STRATEGY 1

Name of strategy	Develop strategic partnerships to create pathways to address shortage areas and increase racial, ethnic and linguistic diversity of the educator pipeline with a focus on candidates seeking a career change or those eligible for certification cross-endorsement(s).
Leadership: Who is the single person responsible for making sure implementation happens?	Kimberly Audet
Description: Describe the strategy in a sentence or two	The CSDE will proactively reach out to stakeholders and key partners to inform the development and design of pathways to increase the pool of qualified educators with a focus on persistent shortage areas and increasing the racial, ethnic, and linguistic diversity of the workforce.
Definition of success: What would success look like for this specific strategy, and by when?	▪ Increased number of available and accessible cross-endorsement programs that address designated shortage areas; e.g. additional RESC partnerships and district-embedded models. ▪ **Increased enrollment/completion rates in ARCs or cross-endorsement programs for educators of color and candidates in designated/priority shortage areas over the next five years.**
Activities: What are the largest component pieces of work within this strategy (no more than five)?	▪ Develop a plan for targeted recruitment of career changers (unemployed, paraeducators, substitutes, tutors, clinical practitioners in other fields) in partnership with the Department of Labor, educator preparation programs (EPPs), and LEAs. ▪ Collaborate with the CEA/AFT to expand student groups at institutions of higher education (IHEs) and/or identify key recruitment resources. ▪ Collaborate with the RESC Alliance to create a new cross-endorsement programs in a shortage area not already addressed. ▪ Research, design, and pilot a district-embedded cross-endorsement program specific to bilingual education. ▪ Create media profiles of highly-effective educators as an "attract" strategy for distribution across education markets at the state and national level. ▪ Create brochures/marketing materials describing employment opportunities, potential salary schedules, early career supports, and professional learning, and career ladder/lattice opportunities.
Goal(s): On which goal (or goals) will the strategy have a significant impact?	3 (1, 2, 4)
Rationale: Why do we believe it will have an impact?	Deliberate action to focus efforts on attracting high-quality candidates through a comprehensive communications campaign and developing innovative pathways into the profession will increase the educator workforce/talent pool.
Scale: At what scale (number of districts, students, educators, etc.) will it be implemented?	▪ By 2021, increase the statewide percentage of educators of color from 8.3% to 10% (n=approximately 1000 educators). ▪ Decrease the # of unfilled vacancies (certified educators) on October 1st of each year by 25% for the next 3 to 4 years

	(specifically in math, science, special education, and bilingual).
Resources required: What additional people, time, money, and technology will be needed to implement it?	- CSDE consultants - Education Specialists from the RESC Alliance - EPP deans/directors, advisors, career counselors, and certification officers - CT partners in education (CAPSS, CAS, CABE, etc.) - Union leadership (CEA/AFT/CFSA) - CSDE Communications Office - National partners to help with the research and state scan (coordination with Strategy #2)

Talent Office Milestones for Strategy 1: Develop strategic partnerships to create pathways to address shortage areas and increase racial, ethnic and linguistic diversity of the educator pipeline with a focus on candidates seeking a career change or those eligible for a certification cross-endorsement.

Activity	SY 16-17	SY 17-18	SY 18-19	SY 19-20	SY 20-21
Develop and implement a plan for targeted recruitment of career changers (unemployed, paraeducators, substitutes, tutors, clinical practitioners in other fields).	▪ Coordinate/manage the CPRL student team work to include analysis of findings, recommendations for strategy implementation at the state and local level, a proposed SEA work plan, and communication plan. Continue to work with the EPP deans/directors to execute a large-scale campaign focused on the teaching profession.	▪ Convene stakeholders to share CPRL analysis and recommendations and develop a recruitment plan to include measures of success. ▪ Partner with the Department of Labor, IHEs (ARCs), unions, and LEAs to coordinate on the broader publicity campaign.	▪ Execute communication, media, and marketing effort. ▪ Create media profiles of highly-effective educators as an "attract" strategy for distribution across education markets at the state and national level. ▪ Create brochures/marketing materials describing employment opportunities, potential salary schedules, early career supports, professional learning, and career ladder/lattice opportunities.	▪ Monitor implementation and success of communications strategy based on change in rates of career changers entering the profession.	▪ Monitor implementation and success of communications strategy based on change in rates of career changers entering the profession.
Collaborate with the RESC Alliance to design and develop cross-endorsement programs in a shortage area not already addressed; research, design, and pilot a new district-embedded model	▪ Convene stakeholders to inventory current CT cross-endorsement programs. ▪ National scan of other configurations of cross-endorsement programs.	▪ Develop at least one new cross-endorsement program in collaboration with the RESC Alliance, IHEs, LEAs, and other education partners.	▪ Design and pilot of a new district-embedded model with a focus on bilingual education. ▪ Monitor implementation and success of existing cross-endorsement programs. ▪ Continue to research opportunities for additional programs.	▪ Make adaptations and updates to existing programs. ▪ Continue to research opportunities for additional programs.	▪ Replicate successful programs/com-ponents of programs.

TALENT OFFICE STRATEGY PROFILE- GOAL #3- STRATEGY 2

Name of strategy	Develop a repository of best practices, resources, partnerships, and guidance documents for advancing long-term and short-term recruitment of high-quality educators with the target audience of local education agencies (LEAs) and educator preparation programs (EPPs).
Leadership: Who is the single person responsible for making sure implementation happens?	Kim Wachtelhausen
Description: Describe the strategy in a sentence or two.	Identify, disseminate, and showcase promising practices- statewide and nationally- for increasing the pool of qualified PK-12 educators with a focus on increasing the racial, ethnic, and linguistic diversity of the workforce and decreasing the number of vacancies in designated shortage areas.
Definition of success: What would success look like for this specific strategy, and by when?	▪ Completed guidance document disseminated and publicly available to address recruitment and retention strategies to increase educator diversity and decrease number of vacancies in shortage areas. ▪ Increased number of well-established partnerships between CT EPPs, Historically Black Colleges and Universities (HBCUs) and Hispanic-Serving Institutions, and LEAs.

Activities: What are the largest component pieces of work within this strategy (no more than five)?	▪ Collaborate with the Center for Public Research and Policy (CPRL) at Columbia University to develop a robust repository of innovative recruitment and retention strategies and practices.
	    o Complete a state and national scan of strategies to increase educator diversity and increase supply of educators prepared to teach in designated/priority shortage areas.
	    o Conduct partner interviews and focus groups to mine successful practices and develop action planning documents and a needs-assessment for LEAs and EPPs.
	    o Research practices and needs across comparable LEAs and EPPs.
	    o Use feedback from ESSA stakeholder process and continue to solicit feedback from others partners and stakeholders to inform a draft guidance document to inform recruitment and retention efforts.
	    o Develop a work plan with short, mid, and long-range goals. Develop a communications plan with strategies for statewide engagement.
	▪ Host a Call-to-Action Summit to activate LEA and EPP partnerships with a focus on increasing racial, ethnic, and linguistic diversity and increasing number of teachers certified in priority shortage areas.

Goal(s): On which goal (or goals) will the strategy have a significant impact?	Goal 3 (1, 2, 4)
Rationale: Why do we believe it will have an impact?	The repository will provide a "one stop shopping" hub for resources and guidance on attracting/recruiting educators with an emphasis on diversifying the candidate pool and filling shortage areas. These

	resources will support the creation of a robust system that identifies effective strategies for recruitment and retention and further information about certification. The Summit will provide a forum to debut and widely disseminate these resources.

Scale: At what scale (number of students, educators, etc.) will it be implemented?	EPPs, LEAs, educational associations and partners across the state will be called upon to contribute to and support this effort, which will result in a robust resource to inform recruitment and retention strategy planning.
Resources required: What people, time, money, and technology will be needed to implement it?	▪ Center for Public Research and Leadership (CPRL) ▪ Dedicated Education Consultant (Talent Office) ▪ National experts ▪ CT partners in education (CAPSS, CAS, CABE, etc.) ▪ Union leadership (CEA/AFT/CFSA) ▪ LEA leadership/human resources managers ▪ Communications Office staff

Talent Office Milestones for Strategy 2: Develop a repository of best practices, resources, partnerships, and guidance documents for advancing long-term and short-term recruitment of high-quality educators with the target audience of local education agencies (LEAs) and educator preparation programs (EPPs).

Activity	SY 16-17	SY 17-18	SY 18-19	SY 19-20
Conduct a national/state scan to identify promising/best practices for minority teacher and shortage area recruitment by June 2017. Develop guidance of strategies to increase educator diversity.	▪ Partner with Columbia University, Center for Public Research and Leadership (CPRL) student team to develop a resource guide ▪ Conduct partner interviews and focus groups to mine successful practices and develop action planning documents and a needs-assessment for LEAs and EPPs	▪ Disseminate guidance document to LEAs with priority focus on Equity and Alliance Districts to support ongoing recruitment/retention efforts ▪ Build out a website for best practices and resources ▪ Identify a core stakeholder group of LEA and EPP partners to focus on retention efforts for first through third year teachers	▪ Expand/make adaptations/updates to the guidance document and website, as appropriate ▪ Monitor usage and effectiveness of the guidance document and website by way of surveys and small focus groups ▪ Convene LEA and EPP partners on a regular basis to check in on progress to implement strategies	▪ Expand/make adaptations/updates to the guidance document and website, as appropriate ▪ Convene the LEA and EPP partners on a regular basis to check in on progress
Plan and host "Call-to-Action Summit" in winter 2018.	▪ Develop work plan for Summit; identify potential guests and location	▪ Execute the Summit event and determine follow-up opportunities ▪ Identify a core stakeholder group focused on recruitment efforts to build off action plans developed at the Summit	▪ Convene stakeholder group on a regular basis to check in on progress and be accountable for results	▪ Convene stakeholder group on a regular basis to check in on progress and be accountable for results ▪ Potentially plan for a follow up Summit/convening, if appropriate

TALENT OFFICE – STRATEGY PROFILE – GOAL #3 – STRATEGY 3

Name of strategy	Modernize certification to meet contemporary workforce needs.
Leadership: Who is responsible for making sure implementation happens?	Julianne Frost
Description: Describe the strategy in a sentence or two	Create greater flexibility and new certification endorsements to increase the number of educators in shortage areas, as well as the number of ethically, racially, linguistically diverse educators.
Definition of success: What would success look like for this specific strategy, and by when?	▪ Increase in certification pathways and endorsement areas. ▪ Decrease shortage areas and increase diversity in education workforce.
Activities: What are the largest component pieces of work within this strategy?	▪ Add cross-endorsement in the areas of Blended Science, STEM, and Computer Science ▪ Expand DSAPs to allow for issuance for dual bilingual candidates
Goal(s): On which goal (or goals) will the strategy have a significant impact?	It will increase the number of educators entering our education workforce, particularly in shortage areas. It will result in a more diverse education workforce. 3 (2)
Rationale: Why do we believe it will have an impact?	Fewer barriers and more flexible pathways, while retaining standards, will allow more candidates to become educators in Connecticut when previously they may not have been eligible.
Scale: At what scale (number of districts, students, educators, etc.) will it be implemented?	All districts, and both in-state and out-of-state candidates interested in pursuing education as a career – with particular emphasis on filling shortage areas/meeting needs of Alliance/Ed Reform Districts.
Resources required: What additional people, time, money, and technology will be needed to implement it?	CSDE – Talent and Academic Offices (staff and time); Institutes of Higher Education (staff and time); SBE (approval).

Milestones: What are the most important milestones for implementation?

Activity	SY 16-17	SY 17-18	SY 18-19	SY 19-20	SY 20-21
Expand DSAPs to include dual bilingual candidates	Allow pilot case for dual DSAP (December 2016)	Determine requirements for issuance of dual DSAP (December 2017)	Inform districts & IHES of dual DSAP option (December 2018)	Issue dual DSAPs for content area & bilingual ed. (October 2019)	

Add new endorsements to meet current workforce needs (e.g. Blended Science, Computer Science, STEM)	Hold workgroups to determine criteria for additional endorsements (June 2017)	Obtain approval from SBE to issue new endorsement areas to align with NGSS (February 2018)	Issue "Unique Endorsements" or "Microcredentials" (August 2018)	Explore regulatory process needed to formally add additional endorsements (December 2019)	Propose legislation to add new certification endorsements (2020)

Name of strategy	Build the internal capacity of the CSDE **cross-divisional review and support teams** to effectively monitor and support schools and districts, and to build external capacity of districts and schools to understand and use vital information from the Next Generation Accountability System to produce great schools for all CT students
Leadership: Who is the single person responsible for making sure implementation happens?	Leslie Carson
Description: Describe the strategy in a sentence or two	1. We must ensure Turnaround Office Staff, as well as members of CSDE **cross-divisional review and support team** members, have understanding of evidence-based interventions and practices to support schools and districts in order to make progress toward the goal of exiting schools from Category 4 or 5, Turnaround or Focus, status. 2. We must also ensure districts and schools have understanding of evidence-based interventions and practices to improve student outcomes and to ensure progress towards the goal of increasing the percentage of district schools exiting from Categories 2 and 3 to Category 1. This includes efforts focused on improving understanding of: • the indicators in the Next Generation Accountability System, • the development of systematic approaches to data collection and analysis, • the identification of critical challenges uncovered in the school and district data, • the establishment of interim benchmarks for academic progress in reading and mathematics on district-supported interim assessments in order to measure progress toward improvement on the Next Generation Accountability System, and • the understanding and utilization of evidence-based interventions or practices to support progress toward interim benchmarks and school improvement on performance indices in the Next Generation Accountability System.
Definition of success: What would success look like for this specific strategy, and by when?	▪ Schools in Category 4 and 5 schools will exit either Turnaround or Focus status, or make substantial annual improvements. ▪ Schools in Category 3 will be reclassified as Category 1 or 2, or make substantial improvement. ▪ Schools in Category 2 will be reclassified as Category 1, or make substantial annual improvement. ▪ Schools in Category 1 will remain classified as Category 1 schools.
Activities: What are the largest component pieces of work within this strategy (no more than five)?	Internal Capacity-Building: 1. Train CSDE cross-divisional teams in the Turnaround Office framework (Talent, Academics, Culture and Climate, and Operations [T.A.C.O.]), the Next Generation Accountability System and in protocols for working as cross-divisional teams in Ed Reform Districts. 2. Build a directory of CSDE staff with expertise in improving accountability system indicators. Foster relationships with Turnaround Office staff and CSDE staff from other CSDE divisions to encourage effective cross-divisional support for schools and

	districts.
	External Capacity-Building for Schools/Districts:
	1. Revise *Using Accountability Results to Guide Improvement* to include specific CT school (labeled by region) implementing evidence-based interventions and practices for each indicator. Distribute to schools and districts.
	2. Conduct Webinar training for **school/district leaders** focused on the Next Generation Accountability indicators and evidence-based interventions and practices to support improvement of each indicator. Webinars are designed for either elementary or secondary in order to provide Grades K-8 leaders with information about the growth model and to provide Grades 9-12 leaders with information about indicators specific to high schools. Performance Office conducts Webinars with representatives from schools currently implementing evidence-based interventions and practices. Schools in Ed Reform districts will receive more intensive training through monthly visits made by Turnaround Office consultants and cross-divisional team members.
	3. Create a CSDE coordinated calendar of all professional development offered to schools and districts and post to the CSDE Website. Update as new professional development opportunities become available.
Goal(s): On which goal (or goals) will the strategy have a significant impact?	**Primary goal:** Great schools--Improve the percentage of schools rated as Category 1 in the Next Generation Accountability System and increase the number of schools exiting Category 4 and 5 status. **Secondary goals**: Standards and Assessments—Increase the percentage of 11th/12th graders meeting benchmark on SB, SAT, ACT, AP or IB; Improve Grade 4-8 vertical scale growth; and, improve growth on LAS Links. Non-academic Needs and Supports—Improve chronic absenteeism and 4- and 6-year graduation rates Great teachers and leaders—Increase the number of teachers supplied in shortage areas and the number of teachers who bring in additional diversity
Rationale: Why do we believe it will have an impact?	If we provide cross-divisional teams and Turnaround Office consultants with a common vision for school improvement, including a common language and examples of evidence-based interventions and practices, the schools and districts which seek guidance from CSDE staff will receive consistent messaging from CSDE, will more quickly adopt the common vision, and will implement efforts for improvement with fidelity. This will result in more schools exiting Category 4 and 5 status and more schools receiving a Category 1 rating in the Next Generation Accountability System.
Scale: At what scale (number of students, educators, etc.) will it be implemented?	By 2021, all Category 4 and 5 schools in Ed Reform Districts (N=98 in 2016-17) will be effectively served by cross-divisional teams with a common vision for school improvement and consistent messaging focused on making improvements to ensure schools are making progress toward exiting Category 4 and 5 status.

	By 2021, all districts with schools identified in Categories 2 and 3 (to be identified in 2017) will receive effective CSDE support focused on making improvements to ensure schools are making progress toward reclassification as Category 1 schools.
Resources required: What additional people, time, money, and technology will be needed to implement it?	- Human resources from Performance Office to prepare and deliver internal and external training on the Next Generation Accountability System, identification of best practices schools and assistance with revising the *Using Accountability Results to Guide Improvement.* - Human resources from various CSDE divisions (Turnaround, Talent, Academics, Special Education, Performance, and Finance) with expertise in specific indicators to serve on CSDE cross-divisional school improvement teams, with more resources needed in Ed Reform districts (For example, Kari Sullivan, chronic absenteeism or JoAnne White, early literacy). - Collaborative training and planning time for cross-divisional teams and Turnaround Office consultants - CSDE commitment to a common vision for school improvement - WebEx - Coordinated schedule of all CSDE professional development
Impact: What is the estimated impact of this strategy on the goal over time?	TO BE COMPLETED AT A LATER DATE
Delivery chain: How and through whom will the strategy reach the field at scale? What are the risks, and how will we manage them? What feedback loops can we set up to track progress?	TO BE COMPLETED AT A LATER DATE

Milestones: What are the most important milestones for implementation?

Activity	SY 16-17	SY 17-18	SY 18-19	SY 19-20	SY 20-21
Revise *Using Accountability Results to Guide Improvement*	▪ By June 2016, complete revisions to guide.	▪ Distribute guide to all district superintendents and to all leaders of Category 4 and 5 schools.	▪ Revise list of best practices schools based on new accountability results as needed and distribute guide to districts and schools.	▪ Revise list of best practices schools based on new accountability results as needed and distribute guide to districts and schools.	▪ Revise list of best practices schools based on new accountability results as needed and distribute guide to districts and schools.
Schedule and prepare training materials for a CSDE cross-divisional training on the Turnaround Office framework and the Next Generation Accountability System.	▪ Develop training module for CSDE cross-divisional staff.	▪ Deliver CSDE internal cross-divisional training.	▪ Update and deliver CSDE internal cross-divisional training, as needed.	▪ Update and deliver CSDE internal cross-divisional training, as needed.	▪ Update and deliver CSDE internal cross-divisional training, as needed.
Build a directory of CSDE staff with expertise in improving accountability system indicators.	▪	▪ Survey CSDE staff about expertise in improving accountability indicators. ▪ Prepare directory of CSDE staff expertise and distribute to Turnaround Office staff.	▪ Update CSDE directory of staff expertise. Distribute updates to Turnaround Office.	▪ Update CSDE directory of staff expertise. Distribute updates to Turnaround Office.	▪ Update CSDE directory of staff expertise. Distribute updates to Turnaround Office.
Develop protocols for CSDE cross-divisional teams working with schools and districts	▪	▪ Develop guide of protocols. Distribute to CSDE cross-divisional school improvement teams.	▪ Update guide of protocols as needed. Distribute updates to cross-divisional teams.	▪ Update guide of protocols as needed. Distribute updates to cross-divisional teams.	▪ Update guide of protocols as needed. Distribute updates to cross-divisional teams.
Prepare and conduct	▪ Develop Webinar	▪ Conduct Webinar	▪	▪	▪

Webinar training for school level leaders focused on the Next Generation Accountability indicators and evidence-based interventions and practices to support improvement of each indicator.	training modules for elementary and secondary schools.	training modules for elementary and secondary schools. Record and post to CSDE Website.			
Develop CSDE coordinated calendar of district and school professional development activities.	▪ Develop CSDE coordinated calendar of district and school professional development activities in SY17-18. Post on CSDE Website. Distribute to schools and districts.	▪ Update SY17-18 CSDE professional development calendar as new opportunities develop. ▪ Develop CSDE coordinated calendar of district and school professional development activities in SY18-19. Distribute to schools and districts.	▪ Update SY18-19 CSDE professional development calendar as new opportunities develop. ▪ Develop CSDE coordinated calendar of district and school professional development activities in SY19-20. Distribute to schools and districts.	▪ Update SY19-20 CSDE professional development calendar as new opportunities develop. ▪ Develop CSDE coordinated calendar of district and school professional development activities in SY20-21. Distribute to schools and districts.	▪ Update SY20-21 CSDE professional development calendar as new opportunities develop. ▪ Develop CSDE coordinated calendar of district and school professional development activities in SY21-22. Distribute to schools and districts.
Communicate updates of Accountability System through Webinars, Alliance District Symposiums, Netstat Sessions, SDE newsletters, etc.	▪ Provide updates as needed.	▪ Provide updates as needed.	▪ Provide updates as needed.	▪ Provide updates as needed.	▪ Provide updates as needed.

Appendix C: Educator Equity Extension

APPENDIX C: EDUCATOR EQUITY EXTENSION

Instructions: _If an SEA requests an extension for calculating and reporting student-level educator equity data under 34 C.F.R. § 299.13(d)(3), it must: (1) provide a detailed plan and timeline addressing the steps it will take to calculate and report, as expeditiously as possible but no later than three years from the date it submits its initial consolidated State plan, the data required under 34 C.F.R. § 299.18(c)(3)(i) at the student level and (2) complete the tables below._

DIFFERENCES IN RATES CALCULATED USING DATA OTHER THAN STUDENT-LEVEL DATA

STUDENT GROUPS	Rate at which students are taught by an **ineffective** teacher	Differences between rates	Rate at which students are taught by an **out-of-field** teacher	Differences between rates	Rate at which students are taught by an **inexperienced** teacher	Differences between rates
Low-income students (High Poverty Quartile)	Box A: To Be Calculated	To Be Calculated	Box E: 2.0%	1.5%	Box I: 31.9%	12.9%
Non-low-income students (Low Poverty Quartile)	Box B: To Be Calculated		Box F: 0.5%		Box J: 18.9%	
Minority students (High Minority Quartile)	Box C: To Be Calculated	To Be Calculated	Box G: 1.8%	1.3%	Box K: 32.2%	12.8%
Non-minority students (Low Minority Quartile)	Box D: To Be Calculated		Box H: 0.5%		Box L: 19.4%	

If the SEA has defined other optional key terms, it must complete the table below.

STUDENT GROUPS	Rate at which students are taught by Ineffective Principal	Differences between rates	Rate at which students are taught by Inexperienced Principal	Differences between rates	Shortage Area Vacancy Rate (District level data used)	Differences between rates
Low-income students (High Poverty Quartile)	Box A: To Be Calculated	To Be Calculated	Box E: 53.7%	15.8%	Box I: 12.7%	7.0%
Non-low-income students (Low Poverty Quartile)	Box B: To Be Calculated		Box F 37.8%		Box J: 5.6%	
Minority students (High Minority Quartile)	Box C: To Be Calculated	To Be Calculated	Box G: 51.0%	11.0%	Box K: 14.6%	6.7%
Non-minority students (Low Minority Quartile)	Box D: To Be Calculated		Box H: 40.0%		Box L: 7.9%	

CONNECTICUT'S THREE-YEAR PLAN TO IMPLEMENT STUDENT LEVEL EDUCATOR EQUITY CALCULATIONS

The CSDE will be utilizing four data sources to develop these metrics and conduct the calculations. They are:

1. **Connecticut Educator Certification System (CECS)**: This is Connecticut's certification and credentialing system. It contains data on all certified educators (including administrators, classroom teachers, support personnel) in Connecticut. It is the authoritative source for the subject areas and grades an educator is permitted to teach. CECS assigns a unique educator identification number (EIN) for each educator. This is a mature system and has been in existence for over five years.

2. **Educator Data System (EDS)**: EDS is Connecticut's educator employment system for people occupying roles that require certification. EDS relies on the EIN created in CECS. The data collected about educators includes the district/school/program, grades taught, effective dates, and teaching assignments. It also contains demographic information as well as prior educational background for all educators. The years of experience for an educator is derived from the EDS. The CSDE utilizes EDS and CECS to conduct annual compliance activities relative to teacher certification and to identify educators who may be working out-of-field. This is a relatively new system that has been in place for over two years; it replaced a legacy system that has been in existence for over a decade.

3. **Teacher Course Student (TCS)**: TCS is the data collection system that connects teachers, the courses they teach, and the students in those courses. TCS uses the EIN that is established in CECS. TCS also utilizes standardized NCES-based course codes. It also includes data about course outcome status. TCS was originally launched as a pilot in 2011-12 and has been collecting full-year course data for three years. This data collection is still maturing and districts are only recently beginning to increase their familiarity and knowledge of these data.

4. **Public School Information System (PSIS)**: PSIS is the authoritative source for core student information. It contains basic demographic information (e.g., race/ethnicity, gender) as well as programmatic information (e.g., free/reduced price meal eligibility). PSIS is a mature, legacy system.

The CSDE recently launched a data warehouse (EdSight) that is beginning to integrate the above listed data sources. However, the data from these systems have never been used in the manner that would be necessary in order for the CSDE to develop high-quality, valid, and reliable, student-level educator equity metrics. In particular, the educator credential/employment data have not been formally linked with the student data and there is very limited validation across those two areas.

Therefore, over the next years, the CSDE will work collaboratively with stakeholders to:

- identify the requisite metrics for student-level educator equity based on the available data;
- develop the business rules and procedures for all the calculations;
- create the technical code to implement the calculations;
- pilot the preliminary results with select districts and make modifications to the procedures and code as necessary;
- incorporate validations in source system if necessary to improve data quality;
- develop report specifications and the actual reports to publish the data;

- provide training and support to districts to interpret the information; and
- develop and implement an accountability framework for these metrics to drive positive change.

A timeline of the activities is presented below:

Year 1: 2017-18

- Assemble stakeholders
- Identify metrics
- Develop business rules
- Begin technical code development
- Identify pilot districts

Year 2: 2018-19

- Finalize first draft of technical code
- Generate preliminary results
- Review results with pilot districts
- Conduct training for districts on the metrics and procedures
- Make modifications to technical code as necessary
- Develop report specifications

Year 3: 2019-20

- Develop report templates and reporting code
- Test and disseminate reports
- Provide professional learning opportunities to interpret and use the report
- Collaborate with stakeholders to establish targets and an accountability framework

After Year 3, the CSDE and districts will utilize these reports to monitor progress on the metrics, provide technical support, and identify areas for continuous improvement.

All data and reports will occur through CSDE's data warehouse, EdSight. A recent screenshot of the warehouse public portal is provided below.
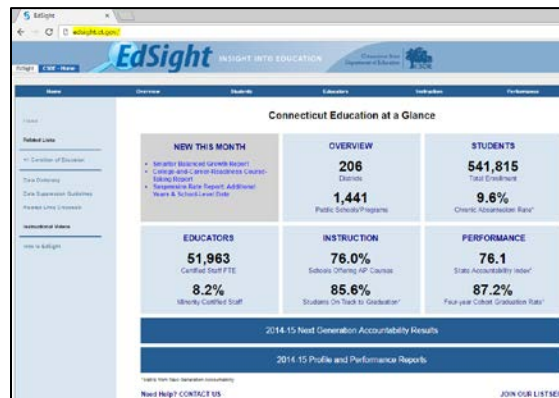
Appendix D: Supporting All Students

CONNECTICUT STATE DEPARTMENT OF EDUCATION
Title I, Part A Schoolwide Program - Poverty Threshold Waiver Request School
Year 2017-18

_____(district) requests that the 40 percent Title I schoolwide program poverty threshold be waived for ____ (school)._____(school) has conducted a comprehensive needs assessment to determine the needs of students in the school, especially the school's lowest-achieving students. The Title I schoolwide program will best serve the needs of the students, including those who would otherwise be eligible for targeted assistance   under Title I.

Description of the identified needs and how the Title I schoolwide program will address the needs:

_____

_____

_____

_____

_____

_____

_____

_____

_____

The following is ensured:

1. A school improvement plan is in place that meets the Title I schoolwide program plan requirements;
2. The school improvement plan is maintained at the local level and is available for state monitoring; and
3. The school improvement plan will be evaluated and revised as necessary by the district to ensure that it is effective in increasing student achievement, particularly   for the school's lowest-achieving students.

_____   _____

Superintendent of Schools   Date Signed

_____   _____

Principal   Date Signed

As you are likely aware, the Every Student Succeeds Act (ESSA) requires states to develop consistent entrance and exit criteria for English Learners (EL). We are seeking information regarding which tests you administer for EL identification purposes in order to get a picture of what assessments are most commonly used and at which grade levels. Please complete the very brief survey about these assessments. We have intentionally left the responses open ended, so that you can name the assessment that you use for the grade level/s. We request that the survey is completed by Wednesday, November 30, 2016. Thank you in advance for your assistance.

Survey Completed	What is your District Name?	What Entrance Assessment is used in Kindergarten?	What Entrance Assessment is used in Grade 1?	What Entrance Assessment is used in Grades 2-12?
11/23/2016 12:23	Amity	NA	NA	LAS LINKS
11/30/2016 15:05	Andover	Pre-LAS	LAS Links	LAS Links
11/30/2016 11:18	Ansonia Public Schools	LAS Links Placement Test Second Edition	LAS Links Placement Test Second Edition	LAS Links Placement Test Second Edition
11/30/2016 15:10	ashford	pre las o	pre las o	las links A/B or C
11/30/2016 16:16	Avon	Pre-LAS 2000	LAS Links Placement Test or LAS Links Form A or B	LAS Links Placement Test or LAS Links Form A or B
11/30/2016 15:01	Barkhamsted	LAS Links, observation, school records and performance, interview with parents	LAS Links, DRA, observation, school records and performance, interview with parents	LAS Links,DRA, observation, school records and performance, interview with parents
11/23/2016 20:09	Berlin	PreLAS	LAS Links	LAS Links
12/1/2016 8:24	Bethany	LAS Links Placement Assessment--Speaking and Listening	LAS Links Placement Test	LAS Links Placement Test
11/28/2016 9:49	Bloomfield	PreLAS	LAS Links	LAS Links
11/30/2016 20:25	Bolton	Pre-LAS 2000	Initial test: Pre-LAS 2000 or K-1 LAS Placement; If necessary -LAS Links Form A or B	LAS Placement tests first edition or LAS Links form A or B if necessary
11/23/2016 12:54	Branford	Pre-LAS	LAS Links A or B	LAS Links A or B
11/30/2016 14:32	Bridgeport	Pre-LAS	Initial LASLinks Placement Test	Initial LASLinks Placement Test

11/23/2016 12:26	Bristol	We start with the Home Language Survey followed by a classroom observation then if warranted we move to an oral interview and the Pre-LAS	We start with the Home Language Survey followed by a classroom observation then if warranted we move to an oral interview and the Pre-LAS	We start with the Home Language Survey followed by a classroom observation then if warranted we move to an oral interview and the LAS A, B or as of this year C assessment.
11/28/2016 10:53	Brookfield	prelas 2000 c & d	prelas 2000 c & d	2006 (grade bands 2-3, 4-5, 6-8, 9-12)
11/28/2016 12:01	Brooklyn	Pre Las	Older version of Las Links B This year will be using version C	Older version of Las Links B This year will be using version C
11/28/2016 14:19	C.E.S.	LAS LINKS	LAS LINKS	LAS LINKS
11/23/2016 15:04	Cheshire	SOLOM PreLAS Placement Test	SOLOM PreLAS Placement Test LSF DRA Writing sample with district rubric	SOLOM LAS Placement Test SRI Writing sample with district rubric
11/27/2016 7:59	Colchester Public Schools	PreLAS is used for placement District universal screening Grade Level Benchmarks for Literacy	PreLAS is used for placement District universal screening Grade Level Benchmarks for Literacy	LAS Links is used for placement Grade Level Benchmarks for Literacy We use the LAS Links levels set
11/28/2016 11:14	Coventry	LAS Links	LAS Links	LAS Links
11/23/2016 12:38	Cromwell	K-1 Las Links Placement test	K-1 Las Links Placement test	Las Links Placement tests
11/28/2016 8:13	CTHSS			Grades 9-12 LAS Links For students who apply for SY 2017-2018 the STAR Reading Assessment is administered.
11/23/2016 12:18	Danbury	LAS Links Forms A or B	LAS Links Forms A or B	LAS Links Forms A or B
11/30/2016 15:02	Darien Public Schools	Pre-Las Links, Forms A, B and C	Forms A, B and C	Forms A, B and C
11/30/2016 16:02	East Haddam	Las Links	Las Links	LAS Links

11/27/2016 13:24	East Hartford Public Schools	LAS Links Placement or Pre-LAS	LAS Links Placement or Pre-LAS	LAS Links Placement or LAS Links B
11/28/2016 8:44	East Haven	PreLAS form C and LAS, form A/B, listening and speaking sections	LAS Placement assessment, form A/B	LAS Placement assessment, form A/B
11/30/2016 14:49	East Lyme	LAS Links	LAS Links	LAS Links
11/30/2016 16:31	Ellington	PreLAS Links	LAS Links Placement Test and/or Form A or B	LAS Links Placement Test and/or Form A or B
11/27/2016 10:31	ENFIELD	LAS Links A LAS Links B Note: These tests are the only option districts have at this point, especially since the CELP Standards have been adopted and there is a need for a language level determination to support any modifications. Both tests are really inappropriate as the K-1 tests were designed to be administered at the end of an academic year. Kindergarten students that are native speakers, with preschool experiences, can not pass these language tests (particularly the Writing	LAS Links A LAS LinksB	LAS Links A LAS Links B Sometimes LAS Placement Test
11/28/2016 10:37	Explorations Charter School	n/a	n/a	n/a
11/23/2016 12:53	Glastonbury	Pre-LAS	Pre-LAS for the beginning of first grade	LAS Links Form A or B
11/23/2016 12:28	Greenwich	Pre-Las if under the age of 6; oral interview	LAS Links form A or B; oral interview	Las Links form A or B for grades 2 - 8 Las Links Placement test for grades 9 - 12

11/23/2016 13:06	Griswold	LAS Links Placement test other informal assessments	LAS Links Placement test other informal assessments	LAS Links Placement test other informal assessments
11/29/2016 11:56	Groton	LAS Placement test	LAS Placement test	LAS Placement tests
11/29/2016 11:39	Guilford	Las-Links Form C	Las-Links Form C	Las-Links Form C
11/25/2016 15:33	Hamden Public Schools	Pre LAS Placement Assessment	LAS Links Placement Test Second Edition	LAS Links Placement Test Second Edition
11/30/2016 15:40	Hartland	We currently do not have any ESL students at Hartland School but would be very glad to have a screening tool recommended for	We currently do not have any ESL students at Hartland School but would be very glad to have a screening tool recommended for	We currently do not have any ESL students at Hartland School but would be very glad to have a screening tool recommended for
11/23/2016 22:17	Integrated DAy Charter School	LAS	LAS	LASR
11/30/2016 16:24	ISAAC			Entrance: Pre LAS Links Exit : Computer based LAS Links
11/30/2016 16:02	LEARN	LAS Links off level (Level B) this year- just listening and speaking	LAS Links off level (Level B) this year- just listening and speaking	2-5 - we are an elementary school
11/28/2016 15:30	Lebanon	LASLinks NWEA	LASLinks NWEA	LASLinks NWEA
11/28/2016 8:44	ledyard	pre las links	pre las links	pre las links
11/23/2016 13:01	Litchfield	N/a	N/a	LAS-Links
11/29/2016 15:40	Madison Public Schools	The District has traditionaly used the Las Links. I am hoping to transition to the Pre-Las Links.	Las LInks	The District has traditionally used the Las Links long form, I am hoping to transition to the Las Links Placement Test
11/23/2016 13:48	Manchester Public School	Pre-LAS or LAS Links Placement Test	LAS Links Placement test	LAS Links Placement Test or LAS Links Forms (A or B)
11/30/2016 14:58	Marlborough	Pre LAS Links	Pre LAS Links	LAS Links
11/30/2016 14:50	Meriden	Pre LAS 2000 is used for Kindergarten only. We have levels one through five.	Grade one testing is the same as grades two through twelve testing.	LAS Links Placement Test is used for grades one through twelve. The levels are not proficient, approaching proficient, and

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11/23/2016 12:50	Middletown	Pre-LAS The literacy "game" is only for use...we don't identify with this part of the test.	LAS Links form A or B Speaking and Listening only	Grades 2-5= LAS Links form A or B ALL Grades 6-8= LAS Links Placement Test (I just want to see if they qualify for the program... my staff wants to get as much info as they can but this takes up way
11/30/2016 14:35	Milford	Pre-LAS	Pre-Las/ LAS Links A or B	LAS Links A or B
11/28/2016 8:08	Monroe Public Schools		Las-links placement	Las-Links placement
11/28/2016 8:11	Monroe Public Schools	10 question point value assessment	Las-Link placement	Las-link placement
12/1/2016 6:07	Montville	preLAS	under 6 PreLAS 6+ LAS	LAS
11/28/2016 12:31	Naugatuck	Las Links Placement Test 2nd	Las Links Placement Test 2nd	Las Links Placement Test 2nd
11/23/2016 12:31	New Britain	(1) Personal Interview (2)Pre-Las English , oral component (Form C) (3)Gather information on past educational history and record on checklist. Grey area students (Level) Pre-Las 2000 English Oral and Pre-Literacy components (Form C) Pre-Las 2000 Spanish Oral and Pre-Literacy components	(1) Personal Interview (2) LAS-Oral (Form 1C) (3)Gather information on past educational history and record on checklist.	(1) Personal Interview (2) LAS-Oral (Form 1C) (3)Gather information on past educational history and record on checklist.

				Grade 2 Personal Interview LAS Oral English Gather information on past educational history Grey Area (Level 3) LAS Reading/Writing English (Form 1A) LAS Oral Spanish (Form (1B) LAS Reading/Writing Spanish (Form 1A) Grades 3-12 Personal Interview LAS Oral English (Grades 3-6, Form 1C, Grades 7-12 Form 2C) LAS Reading/Writing (Grades 3-6 Form 1A, Grades 4-6 From 2A, Grades 7-12 From 3A) Gather information on past educational history Grey Area Students (Level 3) LAS Oral Spanish (Grades 3-6 Form 1B, Grades 7-12 Form 2C) LAS Reading/Writing Spanish (Grades 3 From 1A, Grades 4-6 Form 2A, Grades 7-12 From 3A)
11/23/2016 12:46	New Britain	Personal interview Pre-LAS English, oral component (Form C) Gather information on past educational history Grey Area Students (Level 3) Pre-LAS 2000 English Oral and Pre-Literacy components (Form C) Pre-LAS 2000 Spanish Oral and Pre-Literacy components (Form C)	Personal Interview LAS-Oral (Form 1C) Gather information on past educational history Grey Area Students (Level 3) LAS Oral Spanish (Form 1B) Pre-LAS 2000 English and Spanish Pre-Literacy components (Form C)	
11/30/2016 16:26	new canaan	pre las	las links a/b	las links a/b
11/30/2016 9:18	New Fairfield Schools	LAS Links Placement Tests	LAS Links Placement Tests	LAS Links Placement Tests
11/28/2016 8:56	New Hartford	LAS Links	LAS Links	LAS Links
11/30/2016 16:36	New Haven	Pre-LAS	LAS Form 1D	LAS Placement
11/28/2016 11:21	New London	Pre-LAS	LAS LINKS placement Exam	LAS LINKS placement exam
11/29/2016 9:15	New Milford	Pre-LAS form C or D	LAS Links Form A/B	LAS Links Form A/B

11/28/2016 11:23	Newtown Public Schools	First, I give an oral interview. If the student doesn't pass, I entify him as EL. If I am still uncertain of his dominant language, I administer the Pre-LAS. I hesitate to give the Pre-LAS to all students, because if the student did not attend preschool, and doesn't know some letters or site words, the pre-LAS will automatically place him as EL, which is not always an accurate placement. Some students are English dominant, but did not attend a nursery school where letters, sight words and numbers are taught. Some native English speakers do not attend preschool. They too, would not pass the Pre-LAS due to not being taught how to read and write. The pre-LAS	LAS A or B	LAS A or B
11/23/2016 13:52	Norwalk	Pre-LAS	July-December: LAS Links Placement Test for grade 1-Speaking and Listening only (If student scores a 4 or 5 on Speaking and a 4 or 5 on Listening, then we give the Pre-LAS Literacy test - student must get a 3) January-June - LAS Links	July-December: LAS Placement Test for prior grade. January-June: LAS Links Placement Test on grade level.

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		LAS Links Second Edition Placement Test: Grades K-1 (Speaking and Listening only) Proficient students are re-tested at the end of grade 1 with the full LAS Links Form C or D (depending		Grades 2-3 LAS Links Second Edition Placement Test: Grades 2-3 Grades 4-5 LAS Links Second Edition Placement Test: Grades 4-5 Grades 6-8 LAS Links Second
11/23/2016 12:17	Norwich	on the year) in all domains.	LAS Links Second Edition Placement Test: Grades K-1	Edition Placement Test: Grades 6-
11/23/2016 12:38	Norwich Free Academy	N/A	N/A	Grades 9-12: Shining Star Placement Test
11/23/2016 14:09	Orange			
11/28/2016 9:04	Orange	Ballard & Tighe Oral Assessment	Las-Links Placement test for new arrivals or those whose English is quickly determined as being beginner level or close to beginner. Las-Links Form C for students who demonstrate some English	Las-Links Placement test for new arrivals or those whose English is quickly determined as being beginner level or close to beginner/pre-emergent. Las-Links Form C for students who demonstrate some English
11/30/2016 15:38	Path Academy			At Path Academy we use the Connecticut LAS Links Forms A/B for the initial assessments. For the exit criteria, we use the CT LAS Links Forms C/D
11/29/2016 13:44	Plainfield	LAS Links Placement Test	LAS Links Placement Test	LAS Links Placement Test
11/30/2016 16:10	Plainville Community Schools	LAS Placement Test (A, B, and C)	LAS Placement Test (A, B, and C)	LAS Placement Test (A, B, and C)
11/28/2016 10:31	Plymouth	LAS	LAS	LAS
11/23/2016 14:04	Pomfret			
11/30/2016 14:57	Pomfret	LAS links	LasLinks	LasLinks
11/28/2016 17:08	Putnam Public Schools	PreLAS 2000	LAS Links Form A or B	LAS Links Form A or B
11/28/2016 13:53	Region 15	Pre-LAS 2000 C and D	LAS-Links A, B, or C	LAS-Links A, B, or C
11/23/2016 14:00	Region 16	Pre-LAS	Pre-LAS	LAS Links

11/30/2016 13:15	Regional District 11			
11/30/2016 13:16	Regional District 11			LAS Links, STAR Assessments
11/28/2016 9:15	RSD#10	Pre-LAS	LAS (form not used for annual assessment that year)	LAS (form not used for annual assessment that year)
11/30/2016 17:21	RSD13	LAS Links CORE Bedrock	LAS Links CORE F+P	LAS Links F+P DRP
11/26/2016 9:59	Shelton	Pre-LAS	LAS Placement	LAS Placement
11/28/2016 9:13	Side by Side Charter	Pre-Las Observation	Las Links forms A/B Observation	Las Links forms A/B Observation
11/28/2016 8:42	Somers	Phonological Screen (in House) Marie Clay Screening Oral Counting Number ID (NIM) Quantity Discrimination (QD) Missing Number Fluency (MN) Math Skills Checklist (In house) Las Links	Fontas and Pinell (F&P) MAP: Primary Grades ELA/Math Las Links	Fontas and Pinell (F&P) MAP: Reading Common Core ELA/Math Las Links
11/23/2016 12:01	South Windsor	2016-17 Pre LAS B 2017-2018 Pre LAS C	2016-2017 LAS B 2017-2018 LAS C	2016-2017 LAS B 2017-2018 LAS C
11/30/2016 15:07	Southington	Oral English Proficiency Interview, and Pre-LAS or LAS K-1	LAS, Oral English Proficiency Interview	LAS, Oral English Proficiency Interview
11/28/2016 10:02	Stafford	LAS Links SLP screening tools observational data benchmarks- reading and math	LAS LINKS SLP screening benchmarks observational data benchmarks-reading and math	LAS Links SLP screening tools benchmarks observational data benchmarks-reading and math SBAC scores
11/30/2016 14:49	Stamford Charter School for Excellence	LAS Links	LAS Links	
11/29/2016 10:42	Stonington	preLas	LAS Links Placement K-1	LAS Links Placement 4-5, 6-8, 9-

11/23/2016 12:20	Stratford	Pre-LAS	LAS (Pre-LAS being explored/ considered)	LAS
11/28/2016 14:41	Tolland	Pre-LAS	Six and under = Pre LAS	7 and older LAS Links Form B
11/23/2016 15:11	Trailblazer academy			Star reading, math, sbac
11/28/2016 6:26	Trailblazers Academy			8-Jun
11/30/2016 15:13	Trumbull	Intake Interview Pre-LAS 200 forms C&D	Intake Interview K-1 LAS Links placement test occasionally LAS Oral or pre-las	Intake Interview Gr. 2-3, Gr. 4-5, Gr. 6-8, Gr. 9 -12 LAS Links placement test LAS Links form A & B if needed
11/28/2016 6:13	Vernon	Pre-LAS 2000 forms C and/or D. We use this for those students entering K or arriving during the K year. We do not use the academic part (although we screen for letter/number identification, counting, and colors for our own information, but do not factor it into the score). The LAS Links K-1 test is too academic and we feel that our English-speaking students would most likely	We use a combination of an informal conversational interview, screening of letters, numbers, colors, and the LAS Links placement test (formulated to match the Form A/B long form). We follow the recommendations on the placement test that if they score at a certain level, the long form is then administered.	We use an informal conversational interview and the LAS Links placement test - either the one formulated for the Form A/B if there are still copies available or the newer placement test formulated for the C long firm version.
11/28/2016 7:08	Wallingford	PreLAS	LAS Links	LAS Links
11/23/2016 13:33	Waterbury Public Schools	Pre-LAS Test	The LAS Links Placement Test	The LAS Links Placement Test
11/30/2016 16:13	Watertown	Pre-Las	Pre-Las	Las Links
11/23/2016 12:21	West Hartford	PreLAS	PreLAS	LAS Links
11/28/2016 8:47	West Hartford	Pre-LAS	Pre-LAS prior to January, LAS C after that.	MAC II

			GRADES 2-6 English Proficiency Interview Form LAS ORAL 1 LAS READING & WRITING I (grades 2-3) LAS READING & WRITING II (grades 4-6)
11/28/2016 9:37	West Haven	English Proficiency Interview Form PRELAS	English Proficiency Interview Form LAS ORAL 1	GRADES 7-12
11/28/2016 12:38	Westbrook	LAS Links Interview	LAS Links Interview	LAS Links Interview Writing assessment in native language (Spanish) Reading assessment in native language (Spanish)
11/30/2016 14:33	Weston	A language survey, interview with family, & LASLinks	A language survey, interview with family, & LASLinks	A language survey, interview with family, & LASLinks
11/28/2016 8:41	Wethersfield	Starting Jan and May STAR early literacy DRA Sentence dictation sight words	Sept/Jan/May Early Literacy sight words sentence dictation DRA district writing assessment	Star Reading DRA district writing assessment
11/27/2016 10:56	Wilton	LAS Links Placement test	LAS Links Placement test	LAS Links Placement test
12/1/2016 8:25	Wilton	LAS Links Placement test	LAS Links Placement test	LAS Links Placement test
11/28/2016 8:50	Winchester	Pre-las	Las links placement test K-1 and/or Las links Form A or B	Las links placement test and/or las links Form A or B
11/29/2016 9:00	Winchester	Pre-LAS	LAS Links Placement Test for Kindergarten-Grade 1 and/or LAS Links Form A or B	LAS Links Placement Test and/or LAS Links Form A or B
11/23/2016 12:04	Windham	Pre-LAS in English and Spanish	LAS LInks A/B	LAS LInks A/B
11/30/2016 9:10	Windsor Locks	PreLas	LAS Links Forms A or B	LAS Links Forms A or B

11/29/2016 8:49	Windsor Public Schools	LAS Links	LAS Links	LAS Links
11/28/2016 13:39	Wolcott	PreLAS	LAS Links Form A or B	LAS Links Form A or B
11/23/2016 12:09	Woodbridge		Entrance: LAS Links Placement Assessment/Test Exit: LAS Links	Entrance: LAS Links Placement Assessment/Test Exit: LAS Links

1. **Home Language Survey Materials**

   - Identification of English Learners Training Video
   - Home Language Survey Guidelines

2. **Connecticut English Language Proficiency (CELP) Standards**

   - The 2015-16 CELP Training Materials are available on the English Learners' webpage
   - CELP Video Trainings for Educators and Administrators

3. **Bilingual Extension Form**

   - Request for Extension of Transitional Bilingual Services Beyond 30 Months [PDF] [DOC]

4. **Title III ESSA Guidance from ED**

   - US Education Department published on November 29, 2016 the final regulations for the accountability provisions under the Every Student Succeeds Act.

5. **State Mandated Exit Criteria**

   The Exit Criteria for English Learners document posted on the Connecticut State Department of Education describes the English Learner Exit Criteria beginning in the 2014-15 school year. For students to exit EL services, the student must reach the state mandated requirements of a LAS Links Overall Score of 4 or 5 **and** Reading **and** Writing of a Score of 4 or higher.

6. **English Language Proficiency Assessment: LAS Links**

   The testing window for LAS Links Form D is from January 3 to March 10, 2017.
   - **Accommodations**
   - **In-Person Training ACES, Dec 14 and 15, Registration**
   - **LAS Links Online Webinar for District IT Staff**
     Register:
     Monday, December 19, 2016 at 2:00 p.m.
     Tuesday, January 10, 2017 at 2:00 p.m.
   - **Accommodation Webinar: December 21, 2016 at 2:00 p.m. Registration Coming Soon**
   - **LAS Links Online Resources (Digital Library)**

7. **ESSA Survey**
   This survey is designed to gather feedback from interested members of the public regarding key policy questions concerning Connecticut's transition to the new federal law and enable us to better understand your priorities.

   - Connecticut ESSA Stakeholder Survey
   - Encuesta sobre la Ley Cada Estudiante Triunfa de Connecticut

8. **ESSA Feedback**

- **Entrance Criteria includes a Home Language Survey and an ELP Assessment**
  From the [final regulations](#) (page 283): Under proposed § 299.19(c)(3), an SEA's standardized   entrance and exit procedures must include valid, reliable, and objective criteria that are   applied consistently across the State. We agree that it is important for an SEA to   consistently apply both entrance and exit criteria and that the criteria that an SEA selects, in addition to results on an SEA's ELP assessment, must be narrowly defined such that they   can be consistently applied in LEAs across the State. However, we believe that final § 299.19(b)(4) sufficiently ensures these parameters around entrance and exit criteria.