

INTERAGENCY COUNCIL FOR ENDING THE ACHIEVEMENT GAP

December 15, 2021
Virtual Meeting
1:00 to 3:00 p.m.





OPENING REMARKS & ROLL CALL

The Honorable Susan Bysiewicz, Lieutenant Governor
State of Connecticut



Member Agencies

Roll Call – Kari Sullivan, State Department of Education

- Connecticut State Colleges and Universities
- Department of Administrative Services
- Department of Children and Families
- Department of Economic and Community Development
- Department of Housing
- Department of Public Health
- Department of Social Services
- Judicial Branch
- Office of Early Childhood
- Office of Policy and Management
- State Department of Education

Agenda

- I. **Opening Remarks & Roll Call**
The Honorable Susan Bysiewicz
Lieutenant Governor, State of Connecticut
- II. **Acceptance of Minutes and Follow-up from Last Meeting Discussion**
- III. **Guest Speaker: Hedy Chang, Attendance Works**
- IV. **Agencies' Response to Achievement Gap Task Force (AGTF) Master Plan**
 - Inside the Schoolhouse
 - Chronic Absence
 - Reading
 - English Language Learners
- V. **Next Steps**
- VI. **Closing/Meeting Adjourned**

Acceptance of Minutes and Follow Up from Last Meeting

Topic	Notes

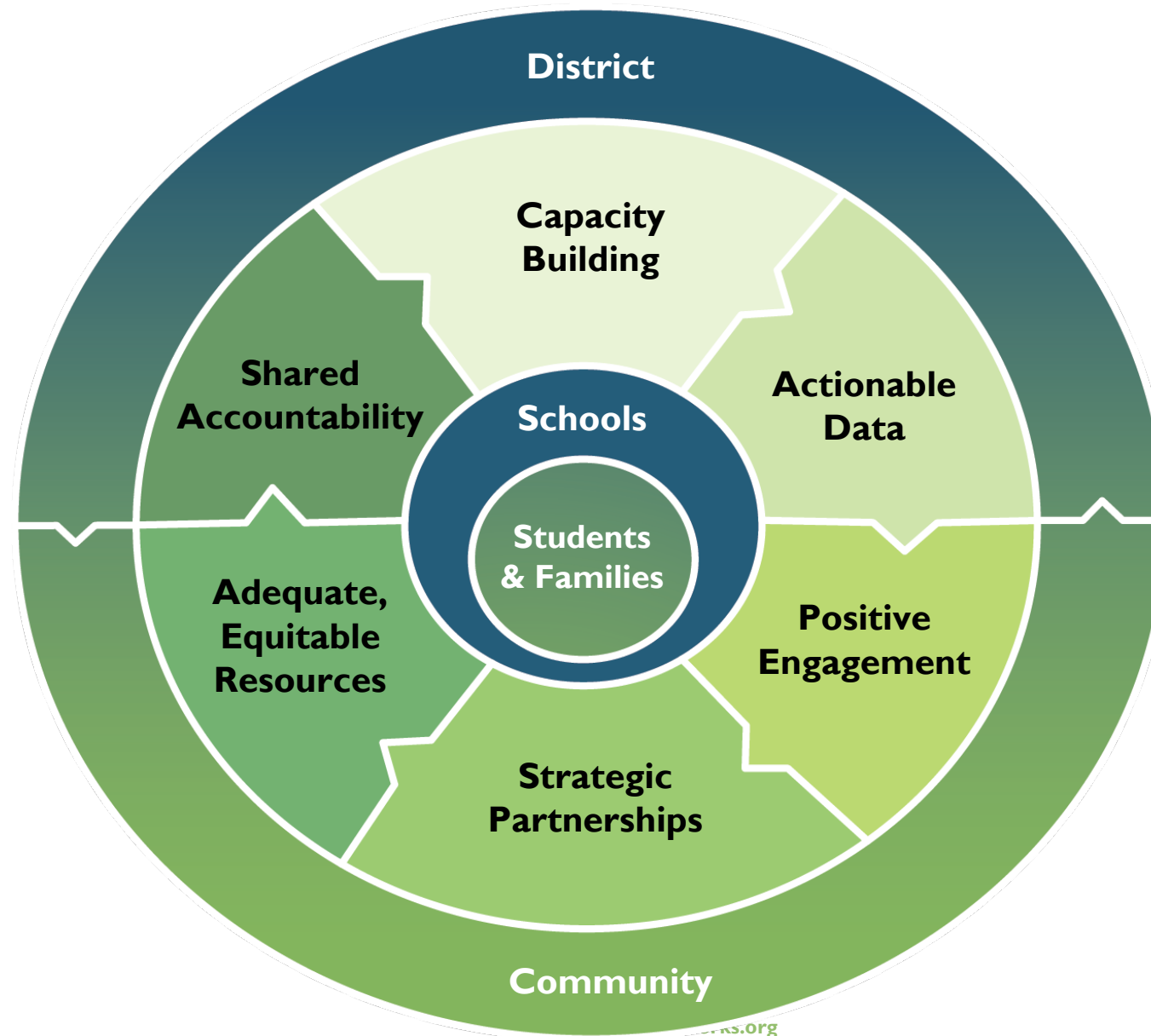


The Alarming Increase in Chronic Absence: Implications for Action

December 15, 2021

www.attendanceworks.org

Key Ingredients of Systemic Change to Reducing Absenteeism



CSDE's Exemplary Responses to Covid-19

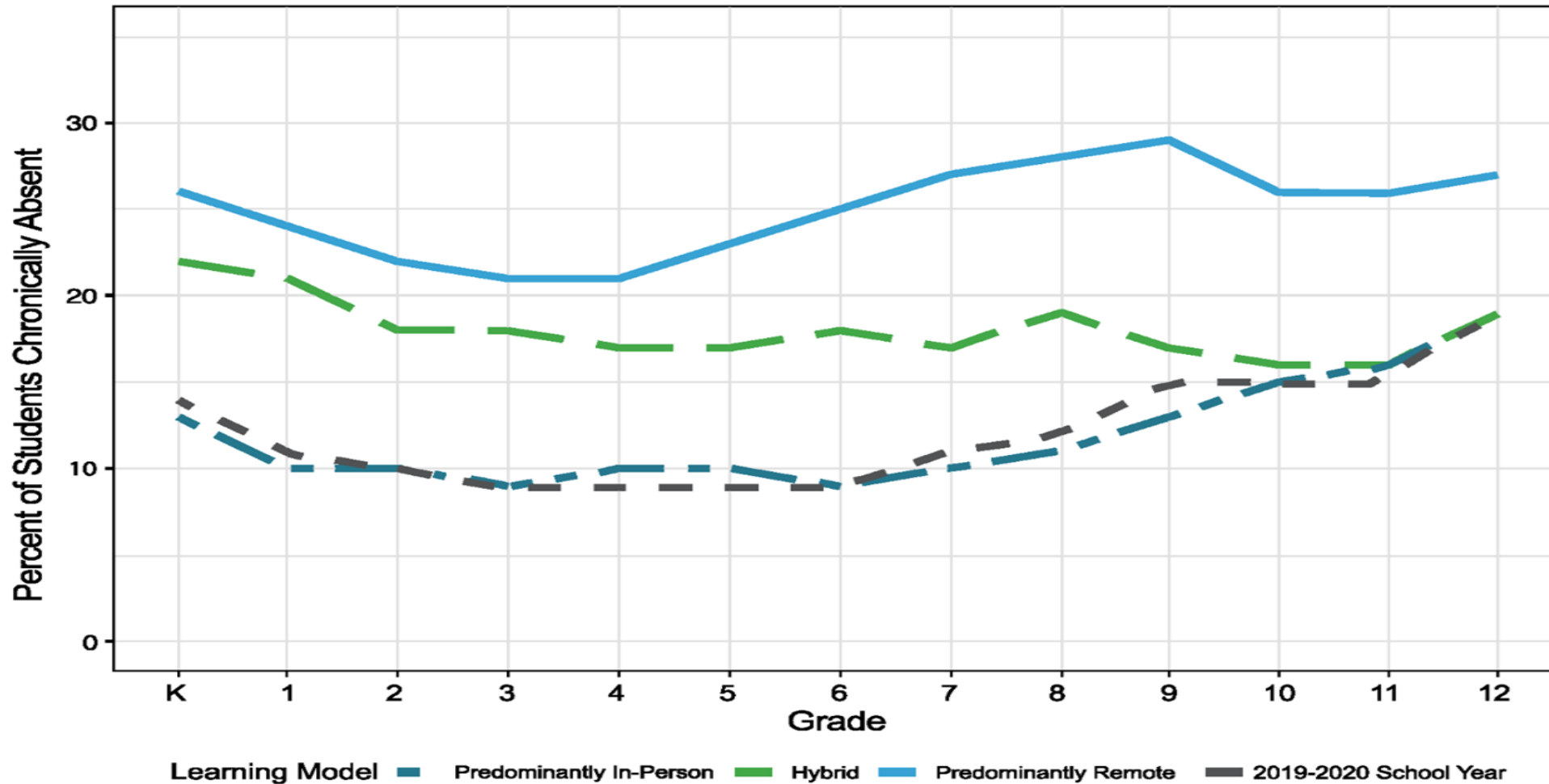
- ✓ Maintained a standard definition of attendance (i.e., show up to school for half of a day)
- ✓ Published state [guidance](#) on hybrid and remote learning which included the state's definition of attendance.
- ✓ Collected attendance data monthly (vs annually) with data for in-person and remote learning.
- ✓ Released [monthly data reports](#) with comparisons to prior year data.
- ✓ Reviewed district data submissions regularly and supported submission of corrected data.
- ✓ Created recurring virtual learning communities.
- ✓ Established state team to review the data, research best practices and coordinate the work across departments.

Governor's Cutting Edge Response: Learner Engagement and Attendance Program (LEAP) Home Visiting Program

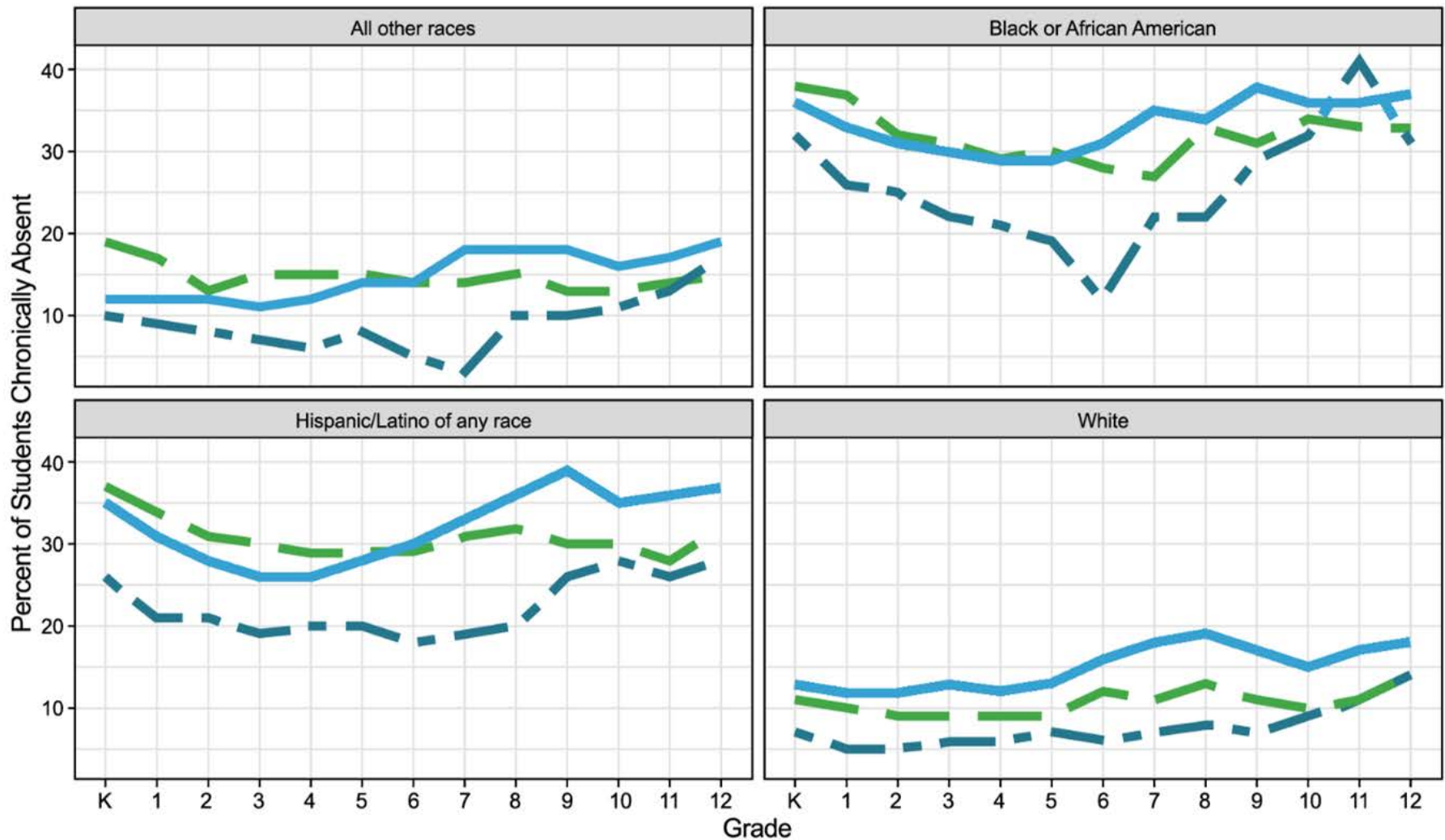
- **Contracted partnership:** between CSDE and the RESC Alliance to support 15 districts.
- **Funding:** Governor's Emergency Education Relief (GEER) Fund - \$10 million through OPM.
- **Individual RESCs work with LEAP districts** in their region to conduct a self-assessment, engage community providers, agree upon a plan to engage families through positive, relational home or community visits to: 1) connect to summer programs and 2) provide supports needed to ensure a successful re-entry to school in the fall, and 3) ensure good attendance through the fall.
- **Local district LEAP plans build on home visiting** already happening in the district and expand to more challenged populations (e.g., homeless, students with disabilities, grade level.)
- **Components of LEAP:** 1) home visitor training and supports; 2) attendance awareness campaign; 3) contracted support from Attendance Works; 4) performance management system and 5) evaluation.
- **Timing:** Program established in Spring with summer launch to support outreach and engagement of students and families prior to the school year. It established trust before reopening with the surge in the Delta variant.

Data from Connecticut reveals the size and scope of the challenge last year

Chronic absence by learning mode across grades in Connecticut for SY 2020-21



Data shows significantly different patterns by racial group



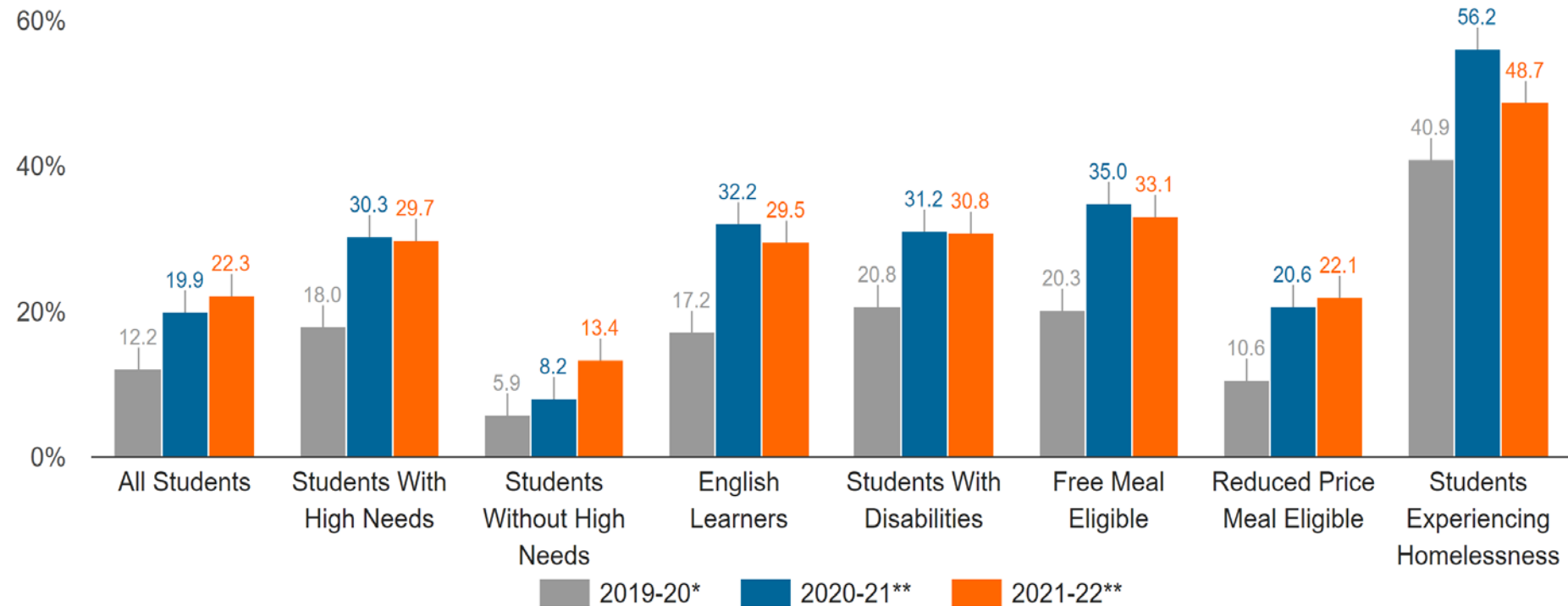
Learning Model — Predominantly In-Person — Hybrid — Predominantly Remote

Attendance is Even More Challenging in Fall 2021-22

- ✓ **The surge in Covid-19 cases is increasing the number of students who are absent.**
- ✓ **Returning to in-person school is difficult after so many months of remote learning.**
- ✓ **Many older students are struggling to balance school with family and work responsibilities especially in communities hard hit by the pandemic.**
- ✓ **Chronic absence in the first months of school is especially problematic for learning, relationships and routines.**

October 2021 Data from Connecticut

Percentage of Students Chronically Absent by Student Group (YTD as of October 2021 compared to 2020-2021 and 2019-20)



*Calculations are based only on in-person school days until mid-March 2020. **Calculations include both in-person and remote days.

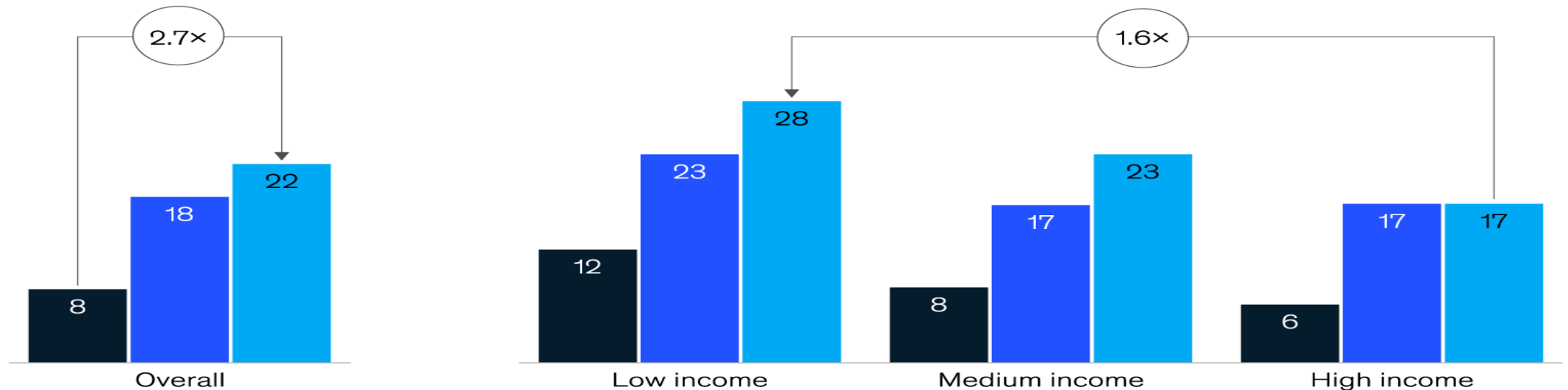
Map of Attendance Rates for Students with High Needs, Year-to-Date (YTD) 2021-22

What do we know about national trends?

Parent reports of chronic absenteeism have increased by a factor of 2.7 since before the pandemic.

% of parents with children in grades K-12 indicating their child was chronically absent

- Prepandemic (% of parents reporting their student used to miss 15+ days in a full year)
 - Spring 2021 (% of parents reporting their student missed 15+ days in 2020–21 school year)
 - Fall 2021 (% of parents reporting their student has missed 4+ days in 2021–22 school year so far)
- (x) Difference

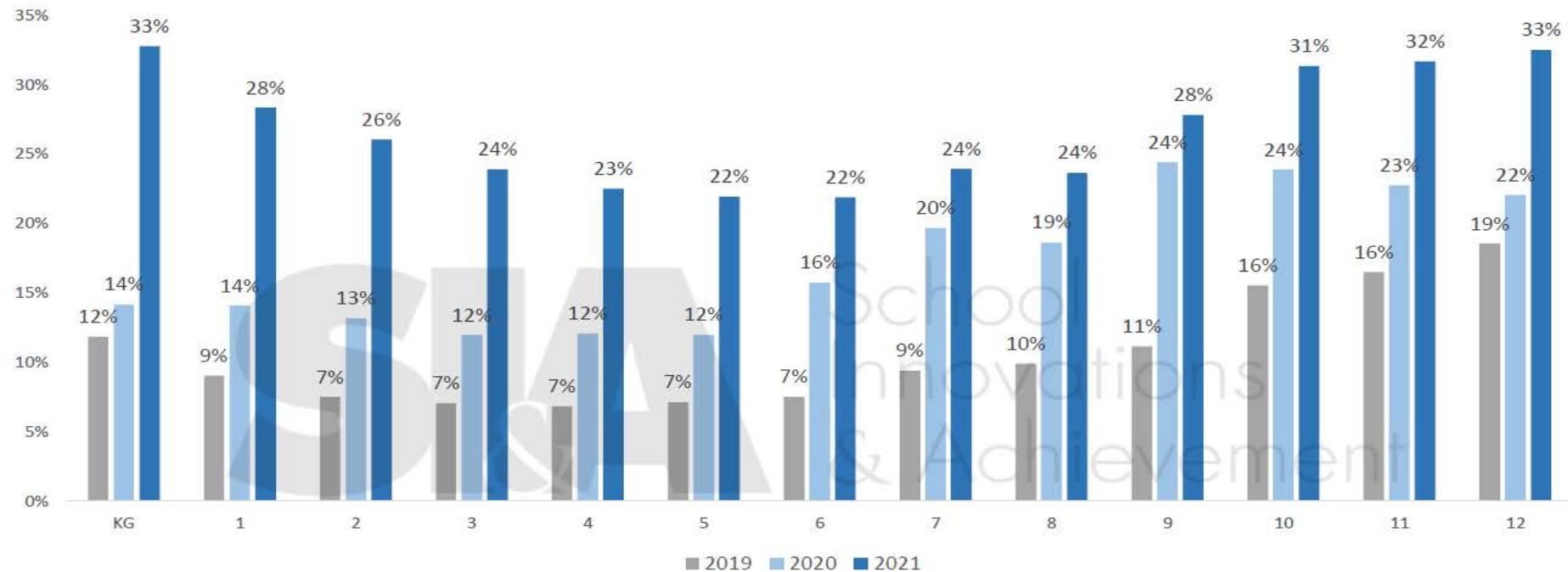


Source: McKinsey Parent Survey, June 2021 (n = 16,370) and November 2021 (n = 14,498)

McKinsey
& Company

Early SY 21-22 data from subset of districts in California shows dramatic rise

Chronic Rate Comparison By Grade



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Source: School Innovations and Achievement (SI&A) California Chronic Absenteeism Analysis

<https://www.sia-us.com/resources>



Solutions Require Understanding What Factors Contribute to Chronic Absence

Barriers

- Chronic and acute illness
- Family responsibilities or home situation
- Trauma
- Poor transportation
- Housing and food insecurity
- Inequitable access to needed services
- System involvement
- Etc. and many more!

Aversion

- Struggling academically and/or behaviorally
- Unwelcoming school climate
- Social and peer challenges
- Biased disciplinary and suspension practices
- Undiagnosed disability and/or disability accommodations
- Parents had negative educational experiences

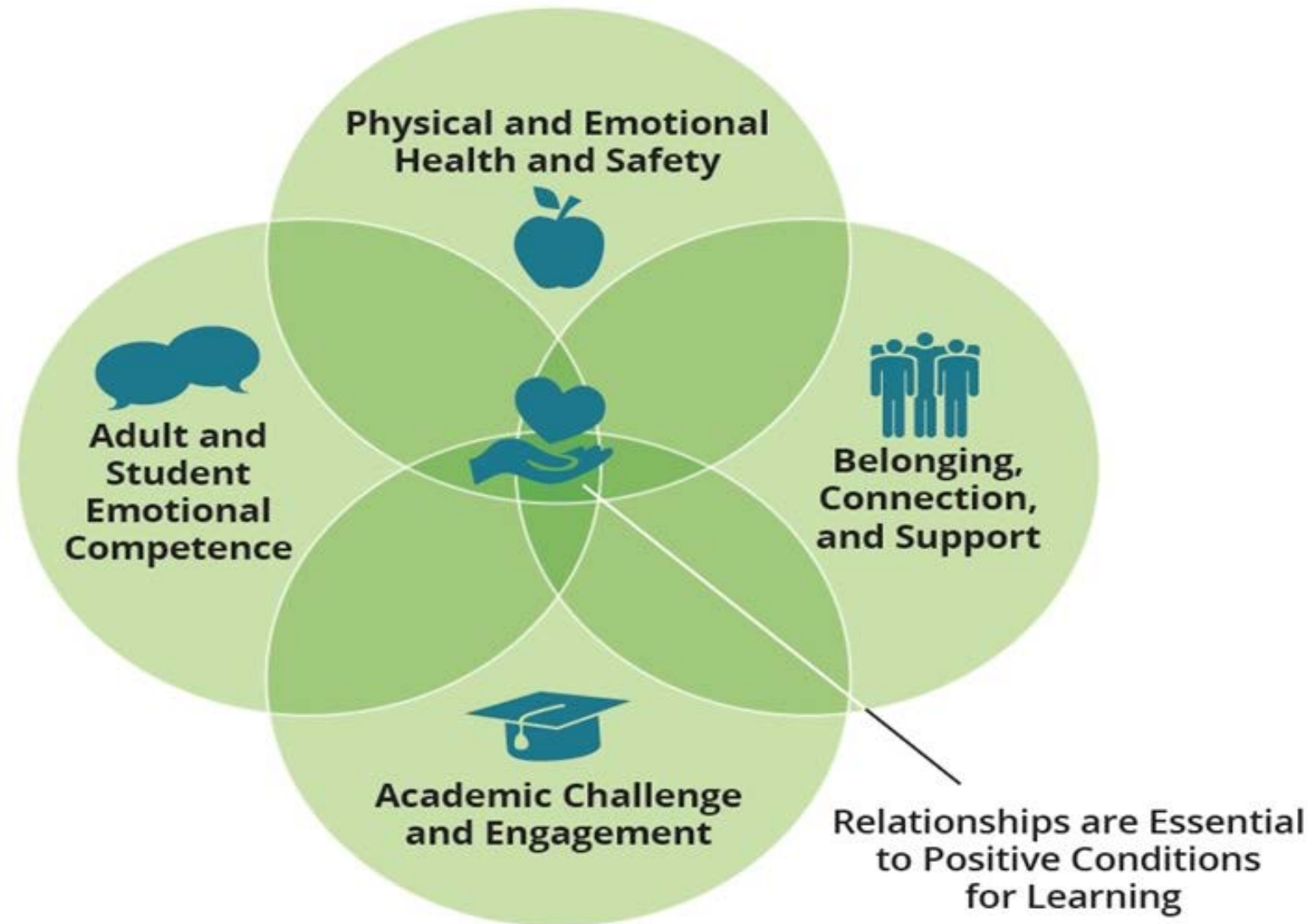
Disengagement

- Lack of challenging, culturally responsive instruction
- Bored
- No meaningful relationships to adults in the school
- Lack of enrichment opportunities
- Lack of academic and behavioral support
- Failure to earn credits

Misconceptions

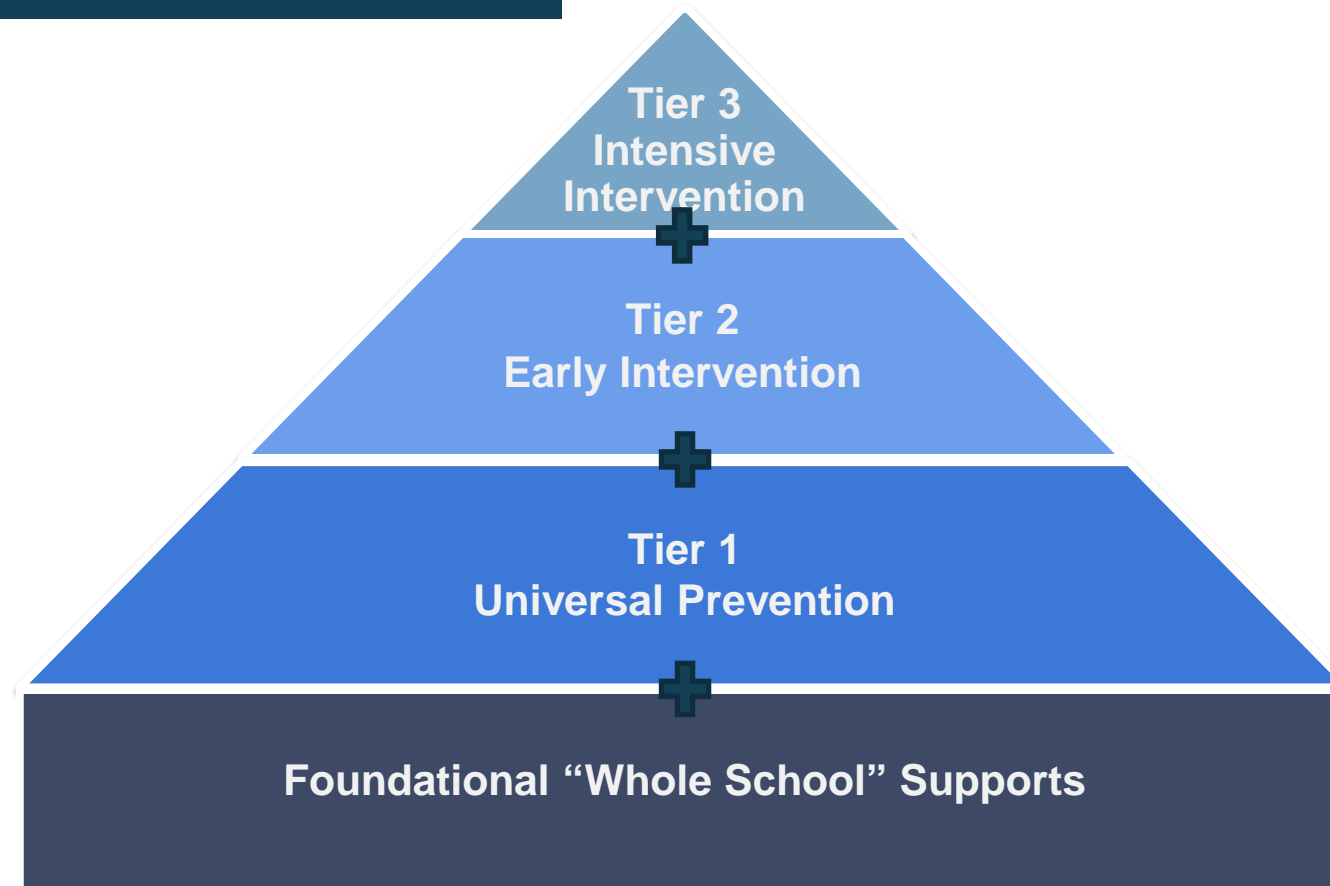
- Absences are only a problem if they are unexcused
- Missing 2 days per month doesn't affect learning
- Sporadic absences aren't a problem
- Attendance only matters in the older grades
- Suspensions don't count as absence

Absenteeism is a Sign that Positive Conditions for Learning are Missing, Whether Classes are In Person, Distance or Blended





When Tackling Absenteeism, Take a Multi-Tiered Approach Beginning with Prevention





Invest in Foundational Supports: Building Blocks of Schools that Promote Engagement

Many of these building blocks have been eroded or weakened during the pandemic.

Healthy learning environments	Enrichment activities and clubs	Positive relationships	Active family and student engagement
Access to tech equipment and connectivity	Challenging and Engaging Curriculum	Traditions and celebrations	Support for families to facilitate learning at home
Welcoming, safe school climate	Advisories or Morning Meetings to Build Community	Learning Supports	Access to Food and Other Basic Needs

Foundational “Whole School” Supports

School connectedness is more essential than ever

When students are connected to school, they do better in school, have better mental and physical health, recover better from trauma, and engage in fewer risky behaviors

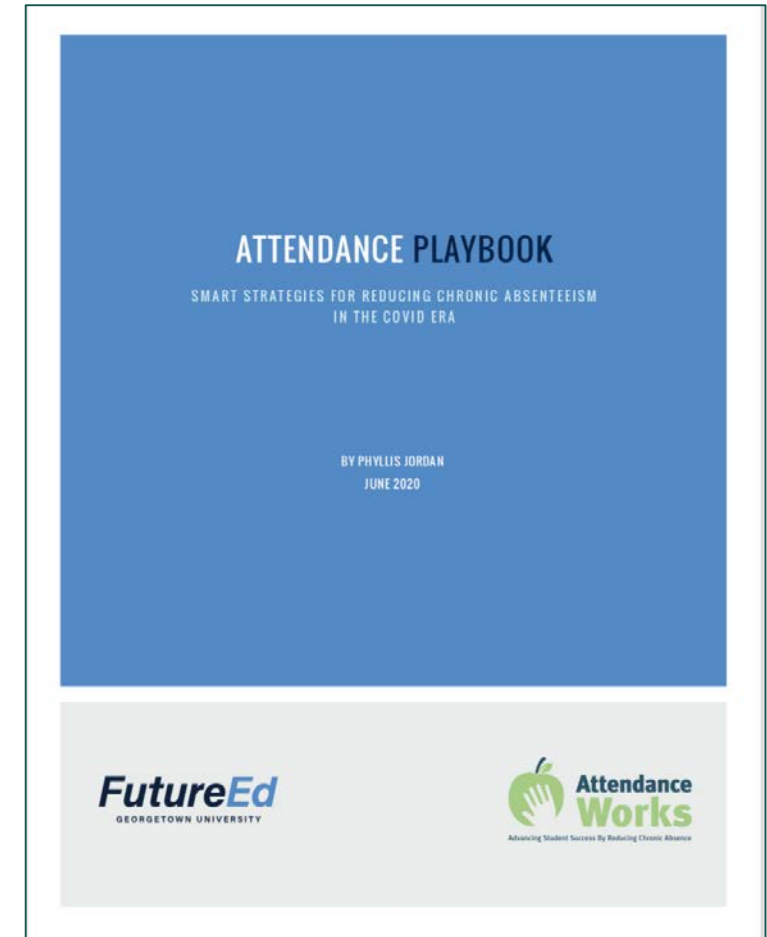
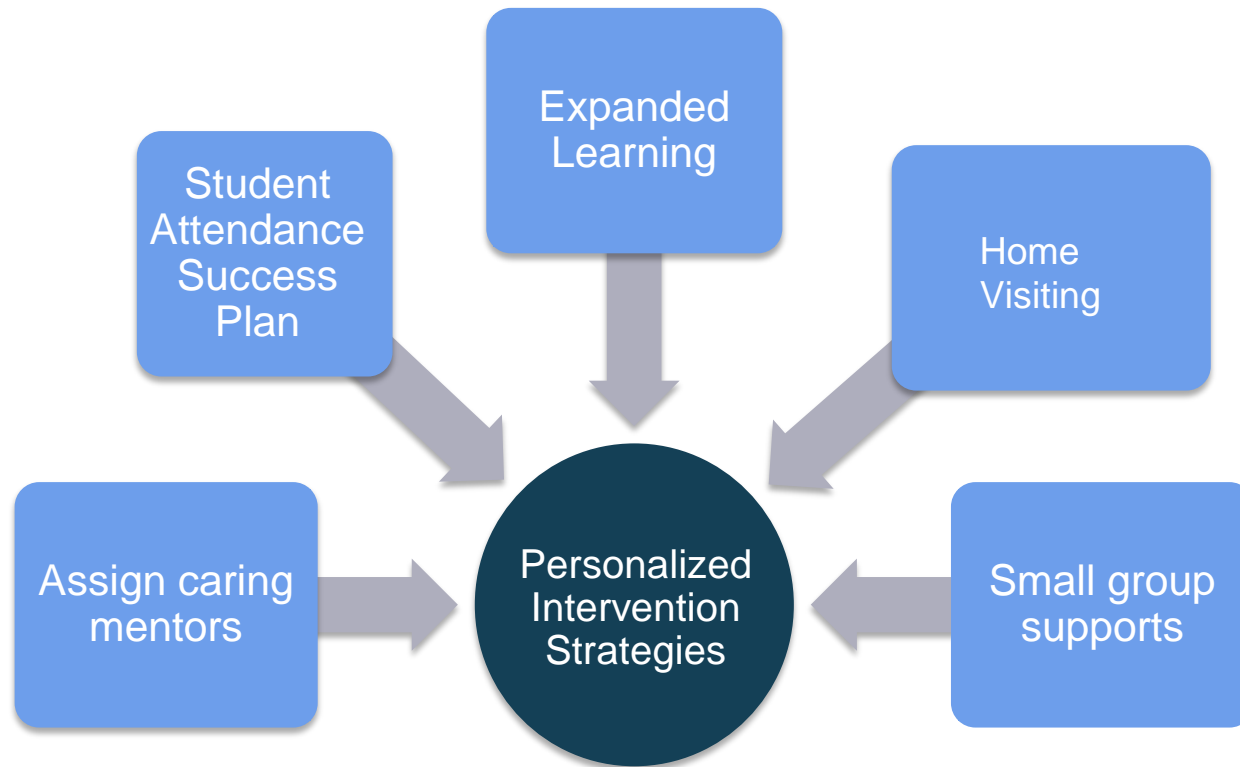
Students are connected to school when they:

- believe there is an adult(s) in school who knows and cares about them as person,
- when they have a supportive peer group,
- are engaged in pro-social activities, and
- feel welcome in school for who they are (sense of belonging)

(SOURCE: Robert Balfanz, Everyone Graduates Center, Johns Hopkins University)



Expand Evidence-Based Tier 2 Strategies



Attendance Playbook: <https://www.future-ed.org/attendance-playbook/>

Implementation Guide: <https://www.attendanceworks.org/resources/attendance-playbook/>



Scale, Adapt and Tailor Tier 2 Supports

Scale: *(Potential Approaches)*

- ✓ More people in schools and through community partnerships
- ✓ Add virtual options
- ✓ Group students

Adapt:

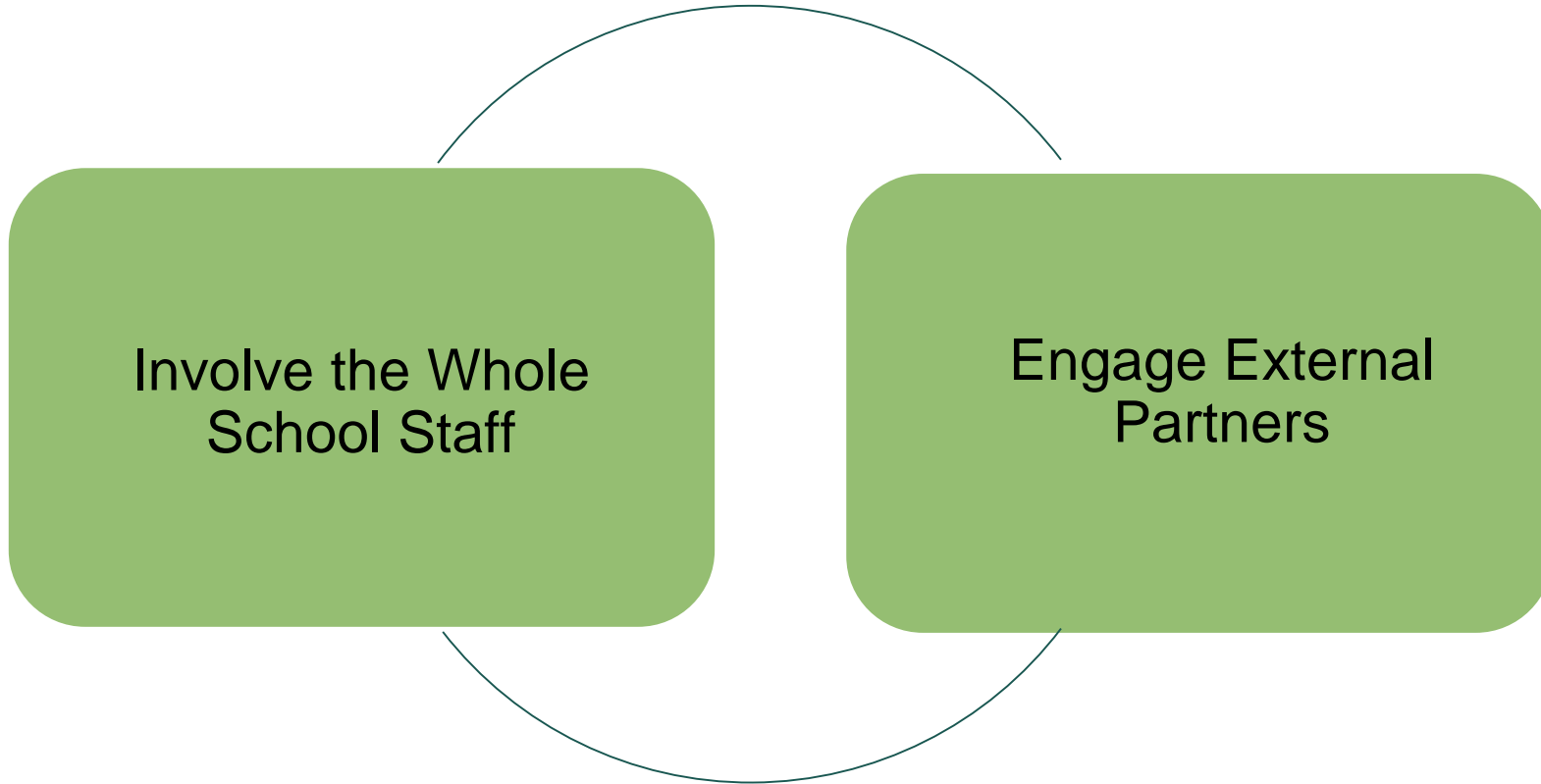
- ✓ Identify and address common barriers e.g. lack of access to health care, poor transportation, housing instability, etc. for groups of students with disproportionately high levels of chronic absence.

Support:

- ✓ Allocate more funding
- ✓ Add training



Mobilize the School Community to Address Attendance

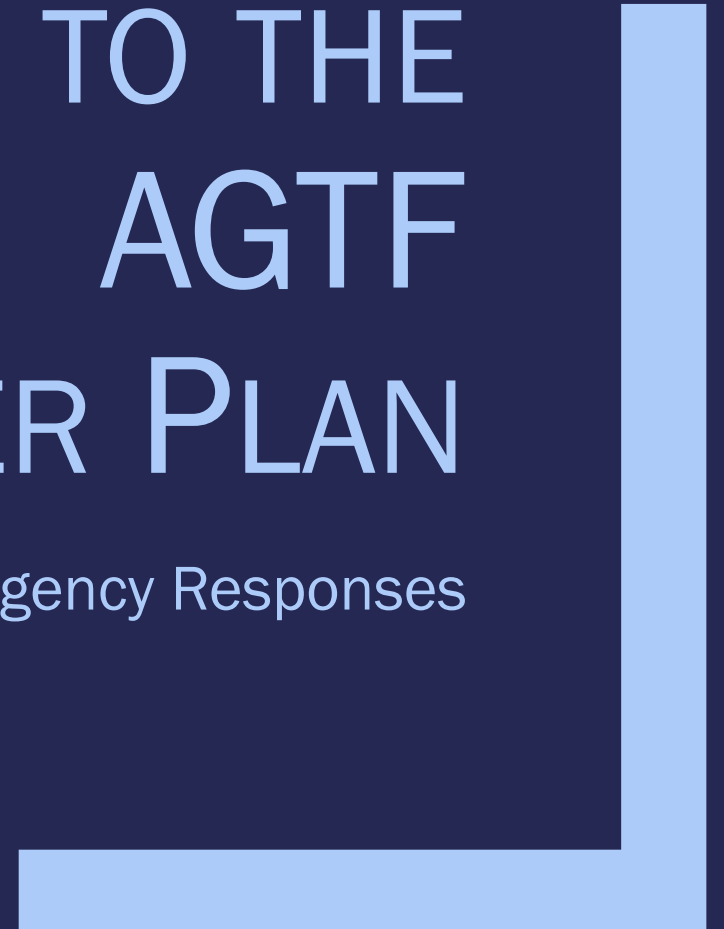


Organize Work into Manageable Phases



AGENCIES' RESPONSE TO THE AGTF MASTER PLAN

Review of Agency Responses



Inside the Schoolhouse

Chronic Absence

Results Statement –All students will attend school at least 90% of the school year.

Policy Recommendation	Responding Agencies	Notes	Meeting Remarks
<p>Public awareness: Build public awareness of chronic absence and why it matters across schools and communities.</p>	<p>SDE</p>	<ul style="list-style-type: none"> ● Targeted Back-to-School and Attendance Campaigns <ul style="list-style-type: none"> ● Campaigns aimed at families ● Continued use of data to geographically target promotions ● Multilingual ● Social media, radio, and TV ● BackToSchoolCT.org features resources for families on the safe return to in-person learning 	
<p>Attendance Tracking: Track individual student attendance and absences in state longitudinal student databases, ensuring that data are entered accurately and consistently.</p>	<p>SDE</p>	<ul style="list-style-type: none"> ● Next Generation Accountability System, Indicator #4 ● EdSight ● Early Indication Tool ● Monthly Attendance Data Collection (COVID) ● School Improvement Plans ● 2021-22 PSIS Reference Guide <ul style="list-style-type: none"> ● Appendix F – Guidelines for Reporting Student Attendance in the Public School Information System (PSIS), page 50 ● Appendix L – Reporting Information about Students who are Disengaged, page 59 ● Truancy Referral System 	

Inside the Schoolhouse

Chronic Absence

Policy Recommendation	Responding Agencies	Notes	Meeting Remarks
<p>Standard Definition: Adopt a standard definition of chronic absence (missing 10% of the school year) to be used statewide and by each school district. The definition should clarify how chronic absence is different from unexcused absences (truancy) and ensure the inclusion of absences due to suspensions, as well as absences that come when children switch schools and do not immediately start at a new school.</p>	<p>SDE</p>	<ul style="list-style-type: none"> • C.G.S. Sec. 10-198c, Chronic Absence, definitions and attendance review teams <ul style="list-style-type: none"> • Public Act 15-225, An Act Concerning Chronic Absenteeism <p>“Chronically absent child” means a child who is enrolled in a school under the jurisdiction of a local or regional board of education and whose total number of absences at any time during a school year is equal to or greater than ten per cent of the total number of days that such student has been enrolled at such school during such school year;</p> <p>(2) “Absence” means an excused absence, unexcused absence or disciplinary absence, as those terms are defined by the State Board of Education pursuant to section 10-198b;</p> <p>(3) “District chronic absenteeism rate” means the total number of chronically absent children under the jurisdiction of a local or regional board of education in the previous school year divided by the total number of children under the jurisdiction of such board for such school year; and</p> <p>(4) “School chronic absenteeism rate” means the total number of chronically absent children for a school in the previous school year divided by the total number of children enrolled in such school for such school year.</p> <ul style="list-style-type: none"> • In the fall of 2020, maintained a standard definition during remote learning (i.e., showing up to school for half of a school day) 	

Inside the Schoolhouse

Chronic Absence

Policy Recommendation	Responding Agencies	Notes	Meeting Remarks
<p>Chronic Absence Reports: Regularly calculate and share chronic absence data statewide, providing information by district, school, grade and subgroup. Make the information publicly available through school and district report cards.</p>	<p>SDE</p>	<ul style="list-style-type: none"> Beginning in fall of 2020, began collecting attendance data monthly versus at the end of the year with data reported separately for in-person and remote learning. Chronic Absence Patterns and Prediction During COVID-19: Insights from Connecticut brief Next Generation Accountability System, Indicator #4 EdSight Profile and Performance Reports – annual reports developed in accordance with C.G.S.10-220 (c). Reports are available for each district and school. 	
<p>Reports to Families: Encourage districts to provide families with real-time data on their child’s attendance, as well as an alert if their child may be accruing too many absences.</p>	<p>SDE</p>	<ul style="list-style-type: none"> Starting in the fall of 2020, released monthly data reports comparing current and prior year attendance and chronic absence Through professional development and peer networking opportunities, CSDE has engaged districts to notify and communicate parents of their child’s attendance records. Presenters, such as Dr. Todd Rogers, Harvard Kennedy School, and Hedy Chang of Attendance Works have engaged with CT schools on the best way to communicate with families regarding student attendance. Presentations have included: <ul style="list-style-type: none"> Webinar series for families Keynote presentations Reducing Chronic Absence in Connecticut's Schools: A Prevention and Intervention Guide for Schools and Districts Guide 	

Inside the Schoolhouse

Chronic Absence

Policy Recommendation	Responding Agencies	Notes	Meeting Remarks
School Improvement: Require school improvement plans to include chronic absence data, strategies that will be used to identify causes for such absence, build a culture of attendance, and fashion effective interventions for chronically absent students.	SDE	<ul style="list-style-type: none">• Requirement of funding applications including:<ul style="list-style-type: none">• Alliance District applications and plans• Title I Applications• Commissioner's Network School Applications and plans	

Inside the Schoolhouse

Chronic Absence

Policy Recommendation	Responding Agencies	Notes	Meeting Remarks
<p>Capacity Building: Promote dissemination and learning to educators and parents about evidence-based and promising practices for reducing chronic absence including strategies that engage community organizations as partners in the work.</p>	<p>SDE</p>	<ul style="list-style-type: none"> • Since 2012, CSDE has provided multiple opportunities to promote and disseminate evidence-based and promising practices including: Alliance District and NetSTAT forums. • Statewide conferences, (e.g., Attendance Symposiums (2), Performance Matters Forums) • ESSA Evidence-Based Practice Guide on Climate and Culture includes various effective strategies that are research-based and effective including strategies in the areas of Systems, Instructional Practice, Professional Learning, and Extended Learning. • 2020 launched Peer Learning Networks with SERC and Attendance Works <ul style="list-style-type: none"> • Talk Tuesdays for Alliance and LEAP districts (bi-weekly peer-to-peer learning and networking opportunities) • Attendance and Engagement Community of Practice (monthly) for district-level attendance leads • Attendance and Alternative Education Programs CoP • In the spring of 2020, Learner Engagement and Attendance Program (LEAP) was launched by Governor Lamont. LEAP is a home visiting program in 15 targeted districts to support families at risk from the pandemic. 	

Inside the Schoolhouse

Chronic Absence

Policy Recommendation	Responding Agencies	Notes	Meeting Remarks
<p>Interagency Resource Allocation and Coordination: Schools shouldn't have to solve chronic absence alone. State policymakers and advocates should encourage schools, public agencies, civic organizations, businesses and non-profits to jointly review data on chronic absence and discuss the implications for action, policy and allocation of resources that can improve school attendance such as health supports, early education programs, afterschool programs and mentoring efforts.</p>	<p>SDE</p>	<ul style="list-style-type: none">CSDE provides guidance and support to districts on the establishment of District Attendance Teams that include community and family voices through written guidance, presentations and technical assistance.An example of this type of partnership is the Learner Engagement and Attendance Program (LEAP) – districts are using district, school, and community organizations to provide home visitors to support families who are at risk from the pandemic.	

Inside the Schoolhouse

Reading

Results Statement – Every child will read at goal by the end of third grade.

Policy Recommendation	Responding Agencies	Notes	Meeting Remarks
<p>Grow a tier one, embedded reading coach model of teacher training in the classroom that prepares all teachers, PreK-3, in early literacy assessment, intervention and practice. This model, which is based on proven research in our state and nationally, has led to the greatest number of children moving forward, not entering special education and successfully mastering the skills necessary to become proficient in reading.</p>	<p>SDE</p>	<ul style="list-style-type: none">• Legislation:<ul style="list-style-type: none">○ C.G.S. Sec. 10-14u. Intensive reading instruction program for students in kindergarten to grade three. Intensive reading intervention strategy. Supplemental reading instruction. Reading remediation plan. Intensive summer school reading instruction program.○ Senate Bill No. 1202: June Special Session, Public Act 21-2. Center for Literacy Research and Reading Success• Since 2012, the Connecticut State Department of Education (CSDE) along with literacy initiative partners (UConn, Hill for Literacy, and Literacy How) have worked to implement and refine an intensive reading intervention strategy to serve as a model for use by schools.• The intensive reading strategy, known as the CT K-3 Intensive Reading Strategy (CK3LI), included priority goals and actions that reading research has identified as effective for improving reading outcomes for kindergarten through Grade 3 (K-3) students, including special education students and Multilingual Learners/English learners MLs/(ELs). External literacy coaches were provided, and school reading coaches were supported. (continued on next slide)	

Inside the Schoolhouse

Reading

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<p>Grow a tier one, embedded reading coach model of teacher training in the classroom that prepares all teachers, PreK-3, in early literacy assessment, intervention and practice. This model, which is based on proven research in our state and nationally, has led to the greatest number of children moving forward, not entering special education and successfully mastering the skills necessary to become proficient in reading.</p>	<p>SDE</p>	<ul style="list-style-type: none">• From 2012-2014, CK3LI was implemented in five pilot schools with the overall goals of implementing a fully specified school-wide multi-tiered K-3 reading school improvement model and establishing a strong demonstration of a fully specified K-3 reading school improvement model that could be expanded to other schools and districts in Connecticut. External literacy coaches were provided, and school reading coaches were supported. Research was conducted and the impacts included:<ul style="list-style-type: none">• Students experienced greater growth in early literacy skills across grade levels and across literacy measures when their school fully implemented CT's K-3 Intensive Reading Strategy.• There was a positive impact of implementing CT's K-3 Intensive Reading Strategy with increasing effects across years of implementation.	

Inside the Schoolhouse

Reading

Policy Recommendation	Responding Agencies	Notes	Meeting Remarks
<p>Grow a tier two and tier three model of reading intervention for every student not reading at proficiency, in k-3rd grade. Assure each student has an individualized reading plan and that each school has the professional capacity and literacy team to assess, intervene and continuously monitor for on-going literacy gains of each student.</p>	<p>SDE</p>	<ul style="list-style-type: none"> • Legislation: <ul style="list-style-type: none"> ○ C.G.S. Sec. 10-14u(c)(2): Intensive reading instruction program for students in kindergarten to grade three. Intensive reading intervention strategy. Supplemental reading instruction. Reading remediation plan. Intensive summer school reading instruction program. ○ C.G.S. Sec. 10-265g. Summer reading programs required for priority school districts. Evaluation of student reading level. Individual reading plan. ○ Senate Bill No. 1202: June Special Session, Public Act 21-2. Center for Literacy Research and Reading Success • Mandated schools and districts develop a reading remediation plan for each student in kindergarten to grade three, inclusive, identified as reading below proficiency to address and correct the reading deficiency of such student. Such remediation plan must include instructional strategies utilizing research-based reading instruction materials and teachers trained in reading instruction, parental involvement in the implementation of the plan and regular progress reports on such student. (continued on next slide) 	

Inside the Schoolhouse

Reading

Policy Recommendation	Responding Agencies	Notes	Meeting Remarks
<p>Grow a tier two and tier three model of reading intervention for every student not reading at proficiency, in k-3rd grade. Assure each student has an individualized reading plan and that each school has the professional capacity and literacy team to assess, intervene and continuously monitor for on-going literacy gains of each student.</p>	<p>SDE</p>	<ul style="list-style-type: none"> • Sec. 10-265g further states that educational and instructional decisions for K-3 students with individual reading plans shall be based on documented progress in achieving the goals of the individual reading plan or demonstrated reading proficiency. If a decision is made to promote a student who is substantially deficient in reading from kindergarten, first, second or third grade, the school principal shall provide written justification for such promotion to the superintendent of schools. • As outlined on slide 21, CK3LI was first implemented in five chronically underperforming Alliance District schools with the overall goals of implementing a fully specified school-wide, multi-tiered K-3 reading school improvement model, and establishing a strong demonstration of a fully specified K-3 reading school improvement model that could be expanded to other schools and districts in Connecticut. Since its inception, CK3LI has been expanded to a districtwide model, and now serves to support K-3 reading improvement in additional schools. The term CK3LI was rebranded to be the CT Literacy Model and 76 schools were supported during the 2018-2020 school years impacting approximately 9,600 students. 	

Inside the Schoolhouse

Reading

Policy Recommendation	Responding Agencies	Notes	Meeting Remarks
<p>Develop a Reading Director for SDE in charge of literacy across all divisions, policies and programs to review data, implement policies, support schools and assure professional development and fidelity to best practices. This position will report directly to the Commissioner and will work in collaboration with the State Turnaround Officer, Chief Academic Officer.</p>	<p>SDE</p>	<ul style="list-style-type: none"> • Legislation <ul style="list-style-type: none"> ○ C.G.S. Sec. 10-3(c) Director of reading initiatives. ○ Per Senate Bill No. 1202: June Special Session, Public Act 21-2. Center for Literacy Research and Reading Success there shall be a director of the Center for Literacy Research and Reading Success. • Dr. Melissa Wlodarczyk Hickey has held the position of Reading/Literacy Director since January 8, 2016. • CSDE in process of hiring Director of the Center for Literacy Research and Reading Success 	

Inside the Schoolhouse

Reading

Policy Recommendation	Responding Agencies	Notes	Meeting Remarks
<p>Utilize the document “Connecticut’s Blueprint for Reading Achievement: The Report of the Early Reading Success Panel” as the focal point for student and teacher competencies and update the research behind it.</p>	<p>SDE</p>	<ul style="list-style-type: none"> • Legislation: <ul style="list-style-type: none"> ○ C.G.S. Sec. 10-145r. Survey on reading instruction. ○ C.G.S. Sec. 10-148b. Professional development program re scientifically-based reading research and instruction. • The Blueprint was utilized by most schools and districts prior to the adoption of the Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects in 2010. • Although the research that drove the creation of the Blueprint document remains relevant, the practices and strategies found in this document need to be reviewed, refreshed, and revised to align to the updated, approved Connecticut Board of Education (Board) standards and the CSDE's focus on the science of reading. Currently the CSDE is creating a position statement about the science of reading to be brought to the Board for consideration of approval. 	

Inside the Schoolhouse

Reading

Policy Recommendation	Responding Agencies	Notes	Meeting Remarks
<p>Increase Pool of Literacy Specialists: Authorize Literacy/How as an Alternative Route to Certification (ARC) institution to increase the supply of well-trained, embedded literacy specialists utilizing research based practice.</p>	<p>SDE</p>	<p>The CSDE developed partnerships to increase the supply of well-trained literacy specialists including: Albertus Magnus' AAP alternative route program #102 Remedial Reading and Remedial Language Arts, 1-12 certification.</p> <p>The following have approved Educator Preparation graduate programs leading to certification:</p> <ul style="list-style-type: none">• CCSU• Fairfield University• Sacred Heart University• SCSU• University of Bridgeport• UCONN• WCSU	

Inside the Schoolhouse

Reading

Policy Recommendation	Responding Agencies	Notes	Meeting Remarks
<p>Address time and content quality together in reading—students who are behind do not learn more in the same amount of time as students who are on track or ahead. Catch-up growth is driven by proportional increases in direct instructional time. Quality instruction, assessment and intervention, coupled with increased time, ensures sufficient daily instructional minutes to achieve additional annual growth at the appropriate grade level.</p>	SDE	<ul style="list-style-type: none">• Legislation:<ul style="list-style-type: none">○ C.G.S. Sec. 10-14u. Intensive reading instruction program for students in kindergarten to grade three. Intensive reading intervention strategy. Supplemental reading instruction. Reading remediation plan. Intensive summer school reading instruction program.○ C.G.S. Sec. 10-14y. Reading readiness program; tiered supports in early literacy○ Senate Bill No. 1202: June Special Session, Public Act 21-2. Center for Literacy Research and Reading Success	

Inside the Schoolhouse

Reading

Policy Recommendation	Responding Agencies	Notes	Meeting Remarks
<p>Work with Institutes of Higher Education to ensure that new and current faculty members have expertise in the science of reading and research-based practices (as recommended by Connecticut's Blueprint and codified in statute).</p>	<p>SDE</p>	<ul style="list-style-type: none">• Legislation:<ul style="list-style-type: none">○ Senate Bill No. 1202: June Special Session, Public Act 21-2. Center for Literacy Research and Reading Success	

Inside the Schoolhouse

Reading

Policy Recommendation	Responding Agencies	Notes	Meeting Remarks
Allocate sufficient instructional time for language arts (a minimum 2 hour block for language arts/reading).	SDE	Instructional minutes continues to be a local-control issue that is decided by the local board of education. However, the Board has approved guidance to assist districts make these determinations. The Position Statement on English Language Arts Education that was adopted by the State Board of states for the Elementary level, "Ensure instructional time for English language arts is at least 120 minutes daily as recommended by the Report of the National Reading Panel (2000)." For the Secondary level it says, "Ensure instructional time for literacy (reading, writing, listening, speaking, viewing, presenting) across content areas (e.g., science, mathematics, social studies, career and technical education, world languages, health, arts) is at least 90-120 minutes daily as recommended in Beyond the Blueprint (2007)."	

Inside the Schoolhouse

Reading

Policy Recommendation	Responding Agencies	Notes	Meeting Remarks
<p>Require routine formative assessments in reading for all students in K-3 to inform and ensure differentiated instruction, using research-based assessment tools that are teacher friendly, electronic, less costly and that offer more information to teachers on intervention.</p>		<p>Legislation:</p> <ul style="list-style-type: none"> o C.G.S. Sec. 10-14t. Reading assessments for students in Kindergarten to Grade 3. o Senate Bill No. 1202: June Special Session, Public Act 21-2. Center for Literacy Research and Reading Success <p>On July 9, 2014, the Connecticut State Board of Education (CSBE) approved a menu of research-based K-3 reading assessments for Grades K-3. The menu of research-based reading assessments must be used by districts for the purpose of Universal Screening for Reading of the entire K-3 student population. Commencing July 1, 2016, these reading assessments have been approved for use by districts to assist in identifying, in whole or in part, students at risk for Dyslexia or other reading-related learning disabilities. The menu of research-based K-3 reading assessments is a model for all Connecticut school districts to follow.</p>	

Inside the Schoolhouse

Reading

Policy Recommendation	Responding Agencies	Notes	Meeting Remarks
<p>Collect statewide longitudinal data on universal screening and progress monitoring assessments that inform instruction and can be analyzed to highlight schools that are “beating the odds.”</p>		<p>On July 9, 2014, the Connecticut State Board of Education (CSBE) approved a menu of research-based K-3 reading assessments for Grades K-3. The menu of research-based reading assessments must be used by districts for the purpose of Universal Screening for Reading of the entire K-3 student population. Commencing July 1, 2016, these reading assessments have been approved for use by districts to assist in identifying, in whole or in part, students at risk for Dyslexia or other reading-related learning disabilities. The menu of research-based K-3 reading assessments is a model for all Connecticut school districts to follow. Connecticut Priority School Districts are required by statute to submit K-3 reading assessment results multiple times per year.</p>	

Inside the Schoolhouse

Reading

Policy Recommendation	Responding Agencies	Notes	Meeting Remarks
<p>Build strong, committed school leadership, knowledgeable in K-3 literacy, on the administrative level to make reading a school priority. Link reading assessments to state's leadership strategy so that school superintendents and principals fully know how to assess the gains in their schools and how to intervene where gains are not evident.</p>		<ul style="list-style-type: none">• Since 2012, CK3LI/CT Literacy Model have supported district and school leaders in creating strategic structures that support leadership in making literacy a priority.• June Special Session, Public Act No. 21-2 Sec. 402. (Effective July 1, 2021) (a) The Department of Education shall establish a Center for Literacy Research and Reading Success within the department. The center shall be responsible for the implementation of the coordinated state-wide reading plan; researching and developing a birth to grade twelve reading success strategy; providing direct support to schools and boards of education to improve reading outcomes for K-3 students; supporting teachers, schools and boards of education engaged in improving through coaching, leadership training, professional development, parental engagement; and providing independent, random reviews of how a local or regional board of education is implementing a reading curriculum model or program, an approved reading assessment.	

Inside the Schoolhouse

Reading

Policy Recommendation	Responding Agencies	Notes	Meeting Remarks
Hold each district and school accountable for reading achievement.	SDE	<ul style="list-style-type: none">English Language Arts (ELA) achievement is the first indicator of Connecticut's Next Generation Accountability System for all schools and districts. This is based on the state summative assessments which are administered in Grades 3-8 and 11. It is important to note that in the system, the ELA achievement of the High Needs student group (i.e., those who are English learners, students with disabilities, and/or from low income families) within a school or district receives the same weight as the All Students group.	

Inside the Schoolhouse

Reading

Policy Recommendation	Responding Agencies	Notes	Meeting Remarks
<p>Create incentives for teachers who consistently improve reading outcomes for students in kindergarten through grades three. For example, create a master teacher designation for those teachers who show that they have turned the curve in reading within their classroom.</p>	<p>SDE</p>	<p>Legislation</p> <ul style="list-style-type: none"> ○ Sec. 10-14w. Incentive program for schools. On or before July 1, 2014, the Commissioner of Education shall establish, within available appropriations, an incentive program for schools that (1) increase by ten per cent the number of students who meet or exceed the state-wide goal level in reading on the state-wide examination under section 10-14n, and (2) demonstrate the methodology and instruction used by the school to improve student reading skills and scores on such state-wide examination. Such incentive program may, at the commissioner's discretion, include public recognition, financial awards, and enhanced autonomy or operational flexibility. The Department of Education may accept private donations for the purpose of this section. • Despite lack of appropriations to fund an incentive program, schools/districts/individuals have been identified by the CSDE as models and been publicly recognized for their literacy efforts, awarded certificates, and asked to present at various conferences and legislative events. 	

Inside the Schoolhouse

Reading

Policy Recommendation	Responding Agencies	Notes	Meeting Remarks
<p>Provide performance bonuses for teachers who produce improvement in reading scores and award a ten-year recertification, rather than a five-year recertification, for teachers with the master teacher designation.</p>	<p>SDE</p>	<p>Legislation</p> <ul style="list-style-type: none"> o Sec. 10-14w. Incentive program for schools. On or before July 1, 2014, the Commissioner of Education shall establish, within available appropriations, an incentive program for schools that (1) increase by ten per cent the number of students who meet or exceed the state-wide goal level in reading on the state-wide examination under section 10-14n, and (2) demonstrate the methodology and instruction used by the school to improve student reading skills and scores on such state-wide examination. Such incentive program may, at the commissioner's discretion, include public recognition, financial awards, and enhanced autonomy or operational flexibility. The Department of Education may accept private donations for the purpose of this section (see slide 39) 	

Inside the Schoolhouse

Reading

Policy Recommendation	Responding Agencies	Notes	Meeting Remarks
<p>For teachers who do not show improvement in the reading outcomes of their students, ensure that teachers in K-3rd grade receive appropriate professional development in reading based on the results of reading surveys designed to identify teaching gaps in the science of teaching reading.</p>	<p>SDE</p>	<p>Legislation</p> <ul style="list-style-type: none"> ○ C.G.S. Sec. 10-145r. Survey on reading instruction. ○ C.G.S. Sec. 10-148b. Professional development program re scientifically-based reading research and instruction. <p>The CSDE continues to support K-3 teachers by providing “ReadConn,” a statewide professional learning series based on the teacher reading survey sub areas and objectives of the Connecticut Core Standards in English Language Arts: Foundational Skills, and evidence-based teaching practices. The purpose of ReadConn is to increase teachers’ expertise in identifying and providing instruction in the necessary foundational reading skills, spotting student skills gaps, and monitoring students’ progress to create a solid foundation in early literacy skills.</p>	

Inside the Schoolhouse

Reading

Policy Recommendation	Responding Agencies	Notes	Meeting Remarks
<p>For teachers who do not show improvement in the reading outcomes of their students, ensure that teachers in K-3rd grade receive appropriate professional development in reading based on the results of reading surveys designed to identify teaching gaps in the science of teaching reading.</p>	<p>SDE</p>	<p>Legislation</p> <ul style="list-style-type: none"> ○ C.G.S. Sec. 10-145r. Survey on reading instruction. ○ C.G.S. Sec. 10-148b. Professional development program re scientifically-based reading research and instruction. <p>During the 2020-21 school year, ReadConn was revised and rebranded as a virtual statewide professional learning series. For 2021-22 school year, 475 teachers and literacy leaders registered for summer of 2021 to participate in the virtual professional learning series. The ReadConn statewide professional learning series continues to maximize enrollment of special education and MLs/ELs teachers. Future ReadConn professional learning series is pending available funds.</p>	

Inside the Schoolhouse

Reading

Policy Recommendation	Responding Agencies	Notes	Meeting Remarks
<p>Create a partnership with parents on literacy in low performing schools so that parents know how and what to do at home and at school to facilitate literacy gains.</p>	<p>SDE</p>	<ul style="list-style-type: none"> ● Legislation: <ul style="list-style-type: none"> ○ C.G.S. Sec. 10-14u(c)(2): Intensive reading instruction program for students in kindergarten to grade three. Intensive reading intervention strategy. Supplemental reading instruction. Reading remediation plan. Intensive summer school reading instruction program. ○ Senate Bill No. 1202: June Special Session, Public Act 21-2. Center for Literacy Research and Reading Success 	
<p>Develop two generational strategies where parents and children are supported in ELL and in overall literacy gains.</p>	<p>SDE</p>	<ul style="list-style-type: none"> ● Legislation: <ul style="list-style-type: none"> ○ Sec. 17b-112l. Initiative for two-generational service delivery to encourage educational, health and workforce readiness and self-sufficiency. 	

Inside the Schoolhouse

English Language Learners

Results Statement – English language learners will become fully proficient in English.

Policy Recommendation	Responding Agencies	Notes	Meeting Remarks
Establish a center to develop (a) educational methods that are culturally relevant to English language learners; (b) effective learning strategies to help students with low achievement make up lost ground; and (c) a leadership program and teacher preparation programs that incorporate effective, research-based child development and reading instruction tools and practices.	SDE	<ul style="list-style-type: none">• Terminology to describe these students has been updated to reflect more assets-based terms that acknowledge the strengths that these students bring rather than calling out the language skills they do not yet possess. These terms include Multilingual Learners (MLs) (used synonymously with ELL and EL) and culturally-sustaining pedagogy that builds knowledge on diverse cultures and cultural practices.• The ESSA Evidence-Based Practice Guide on Multilingual Learners includes various effective strategies that are research-based and effective for MLs, including strategies in the areas of Systems, Instructional Practice, Professional Learning, and Extended Learning.	

Inside the Schoolhouse

English Language Learners

Policy Recommendation	Responding Agencies	Notes	Meeting Remarks
<p>Engage in an audit of the services for Bilingual and ELL programs in the State of CT. Audit should be performed by independent third party whose background includes an understanding of the research and best practices for instructing ELLs and Culturally Relevant Pedagogy.</p>	<p>SDE</p>	<ul style="list-style-type: none"> Resources have been developed to assist in such an audit. For instance, the ESSA Evidence-Based Practice Guide on Multilingual Learners includes various effective strategies that are research-based and effective for MLs, including strategies in the areas of Systems, Instructional Practice, Professional Learning, and Extended Learning. The English Learner Checklists provide tools with which individuals, districts or external evaluators can assess programs and practices for MLs in classrooms, schools and districts. The checklists focus on programs specifically designed to support the language instruction of MLs (i.e. bilingual education, English as a Second Language) as well as broader topics that impact MLs, such as school climate and academic achievement. The multiple focuses of the checklists enable the self-assessment or external evaluation to be dynamic and to review various domains and contexts that impact and are impacted by MLs. 	

Inside the Schoolhouse

English Language Learners

Policy Recommendation	Responding Agencies	Notes	Meeting Remarks
<p>Require the State Department of Education to develop high-quality model K-5 curricula in reading and math with considerations for students learning English as a Second Language. The curriculum will be evidence based with language, literacy, content instruction strategies and relevant curriculum materials, aligned with state standards. These curricula should reflect the best practices and most up-to-date research and methods, and should be ready for teachers to use in classrooms. The curricula should include authentic CCSS aligned assessments and progress monitoring indicators that lend themselves to the data-driven decision-making process and SLO implementation. Curriculum will be recommended to districts with limited resources, high transiency, and large achievement gaps.</p>	<p>SDE</p>	<ul style="list-style-type: none"> Curriculum development is underway across the content areas. The infusion of MLs in this curriculum development process is intentional, multifaceted and multitiered. The inclusion of MLs in the curriculum development process consists of ongoing engagement of ML/EL Consultant at the CSDE as well as the participation of SEA and LEA ML experts in the curriculum planning and development process. Additionally, MLs are elevated in the curriculum by including the Connecticut English Language Proficiency (CELP) Standards and the CELP Standards' correspondences to content areas in the curricular materials. Since it is imperative that MLs are provided meaningful, differentiated access to grade-level, content area instruction, the intentional infusion of these human and content resources in the curriculum planning and development process is essential and will result in more accessible curriculum that will help to promote the success of these students. 	

Inside the Schoolhouse

English Language Learners

Policy Recommendation	Responding Agencies	Notes	Meeting Remarks
<p>School leaders should be trained in evidence based program models for English language learners and should assure their teachers receive professional development in educational methods that are culturally relevant to English language learners.</p>	<p>SDE</p>	<ul style="list-style-type: none">Professional development opportunities have been developed to support the learning of building leaders, classroom teachers, and other generalist stakeholders that are critically important in promoting the success of MLs. The Pathways to Success for ELs/MLs modules have been developed through federal Title III statewide activities funds, and offer free, on-demand, self-paced online modules that address the unique considerations that are important to take into account when serving MLs as generalist stakeholders. New modules are developed annually and are also presented in person when possible. Additionally, free live sessions are currently underway via online conferencing, and recordings will be posted after they occur. These focus on "reimagining" various types of programming for MLs, such bilingual, dual language, push-in ESL and pull-out ESL.	

Inside the Schoolhouse

English Language Learners

Policy Recommendation	Responding Agencies	Notes	Meeting Remarks
<p>Create and disseminate a robust menu of assessments aligned to model curricula. These assessments should include a variety of balanced formats including portfolios, performance tasks, oral presentations, art works, and other learning artifacts that encourage higher level thinking. (Darling-Hammond, 2014) Assessments should include scales and benchmarks to determine language proficiency development in addition to content mastery.</p>	SDE	<ul style="list-style-type: none">• Model curriculum development is underway, and MLs are robustly represented in its development (as described in slide 14).• A Guidance Document on assessment for ELs has been developed and is available on the CSDE English Learners page. The document, Equitable Assessment Practices for English Learners in Connecticut, provides recommendations on how to choose equitable and relevant assessment for MLs and how to engage in assessment practices that are appropriate and yield accurate data for these students.• All English learners are also assessed annually on the four language domains of listening, speaking, reading, and writing on the LAS Links. The LAS Links scales are used to monitor growth toward English language proficiency and for mastery of the language in order to exit the EL program status.	

Inside the Schoolhouse

English Language Learners

Policy Recommendation	Responding Agencies	Notes	Meeting Remarks
<p>Using info-finder, public health service providers, and Social Service Providers, create a campaign to increase the number of students with limited target language exposure access to early childcare services and language-developing family support. Monitor access until 2020 to assess impact of campaign.</p>	<p>SDE</p>	<ul style="list-style-type: none">•The Connecticut Office of Early Childhood is working with WIDA Early Years to build capacity in our state related to supporting young multi-lingual learners and their families	

Inside the Schoolhouse

English Language Learners

Policy Recommendation	Responding Agencies	Notes	Meeting Remarks
<p>Allow Alliance Funding to be aimed at serving ELL students if districts are not able to secure funds from local municipalities. Require the inclusion and monitor the implementation of strategies aimed at supporting ELLs in Alliance Plans.</p>	<p>SDE</p>	<ul style="list-style-type: none">Alliance funding can be aimed at serving ML students, and Alliance Districts are encouraged to allocate funds to promote the success of MLs. The ML/EL Consultant works very closely with the Turnaround Office staff to ensure that districts and schools that are supported through state turnaround efforts are considering MLs and engaging in activities that will support their growth and the advancement of their academic and linguistic skills. Some Alliance Districts have targeted efforts to promote the success of MLs as an explicit improvement strategy and address these efforts in all CSDE/district meetings .Alliance districts are encouraged to attend professional learning on MLs, and convenings offered by the Turnaround Office include sessions focused on MLs.	

Inside the Schoolhouse

English Language Learners

Policy Recommendation	Responding Agencies	Notes	Meeting Remarks
<p>Incentivize dual certification in Bilingual Education/TESOL for pre-service teachers in the form of grants. Create subsidized accelerated certification route for Bilingual Education/TESOL advanced degrees for teachers in Alliance districts.</p>	<p>SDE</p>	<ul style="list-style-type: none"> • Section 2 of Public Act 21-144 amends the state's bilingual statute ((Section 10-145h of the Connecticut General Statutes (C.G.S.)) in ways that remove barriers to bilingual certification while maintaining rigorous expectations for teacher candidates. The revised bilingual legislation was signed into law by Governor Lamont in July of 2021 and are detailed in the CSDE's Certification Alert. • The Alternate Route to Certification for Teachers of English Learners (ARCTEL) program was developed through a CSDE/RESC partnership to address the pervasive shortage of Teachers of English to Speakers of Other Languages (TESOL) and Bilingual educators. The 10-month program is intended for individuals who currently hold teacher certification and are employed in a CT school or school district. ARCTEL uses a cohort, hybrid model, and provides a high-quality, low-cost option for current CT teachers to become cross-endorsed in TESOL or bilingual. • The CSDE remains committed to dual language models of bilingual education and is currently strategizing how to promote more dual language programming statewide. 	

Inside the Schoolhouse

English Language Learners

Policy Recommendation	Responding Agencies	Notes	Meeting Remarks
<p>The state must implement results-based strategies that identify children in state care who are performing substantially below grade level and provide targeted supports to improve their academic performance.</p>	<p>SDE</p>	<ul style="list-style-type: none">• Through the CSDE's data management and reporting systems, such as EdSight, EdSight Secure, the Public School Information System (PSIS), and the Early Indication Tool (EIT), student data is protected and confidentiality is maintained while assuring that appropriate personnel have access to information that can guide programming, instruction and supports to promote student success. These data systems and reports allow for analysis of individualized needs as well as information about trends through aggregate and disaggregated data. MLs are infused throughout these systems.• CSDE and DCF have an ongoing data exchange wherein agencies share longitudinal, historical data about students in foster care. This includes school history, attendance, discipline, test scores, etc. DCF ingests that information into their LINKS system for use by caseworkers.	

Next Steps

- 2022 Meeting Schedule (all meetings will be held from 1 to 3 p.m.)
 - *Friday, March 11, 2022*
 - *Tuesday, June 7, 2022*
 - *Friday, September 16, 2022*
 - *Tuesday, December 13, 2022*
- Preparation for next meeting

Closure/Meeting Adjourned

