

# Welcome to NetStat!



Topic: *Resource Equity*

November 1, 2023

Turnaround Office

Connecticut State Department of Education



# Norms



- Listen and seek to understand
- Learn and share to reflect and reframe
- Lead with a sense of urgency
- If you are wondering, ask yourself and others the hard questions
- What's said here stays here; what's learned here leaves here
- This is a judgement free zone!



# Welcome!



# HELLO!



# MEET THE TEAM

- Greg Dresko
- Marge Hughes
- Jen Webb
- Iris White



# Agenda



- Building a Shared Understanding of School Identification and Plan Requirements
- Education Resource Equity in Your School and CSDE Resources to Support the Work
- Reflect on Results



# SCHOOL IDENTIFICATION & PLAN REQUIREMENTS



# School Category Assignment Per State Law



Category 1  
Accountability Index = 85 - 100

Category 2  
Accountability Index = 70 - 84.9

Category 3  
Accountability Index = 0 - 69.9

Category 4 (Turnaround/Focus)

Category 5 (Turnaround/Focus)

- Assignment to categories 1-3 based on Accountability Index. Criterion-referenced cut scores rather than relative performance (i.e., quartiles) implemented for the first time in 2017-18 reporting. Criterion-referenced cut scores provide consistent targets for schools and districts.
- Schools eligible for Category 1 or Category 2 status with an outlier achievement or graduation rate gap, or a participation rate less than 95% will be dropped one category.
- Assignment to categories 1-3 occurs annually.
- All schools identified for state support (Turnaround/Focus) are classified in Category 4 or 5.

For more information: [Connecticut's Next Generation Accountability System School Categories](#)



# Schools Identified for State Support per ESSA Plan: Turnaround Schools



- **Turnaround Schools: Consistently Lowest Performing Overall**
  - Identified every three years. Next identification round will occur during the 2025-26 school year.
    - Identification occurs when the three-year (weighted) average of the accountability index is in the bottom 5 percent of all schools statewide (or)
    - Six-year adjusted cohort graduation rates for all students is less than 70 percent in each of the three most recent cohorts
  - Federal parlance: Turnaround Schools are called “Comprehensive Support and Improvement” (CSI) schools

[Connecticut’s ESSA State Plan](#)



# Schools Identified for State Support per ESSA Plan: Focus Schools



- **Focus Schools:** Consistently Underperforming Student Group
  - Annual identification
  - Identification is based on students with high needs
  - Federal parlance: Focus schools are called “Targeted Supported and Intervention” (TSI) schools

## Schools with growth results on the Smarter Balanced growth model

- Bottom 10 percent of schools statewide based on the average percentage of target achieved by students with High Needs in ELA or mathematics (Indicators 2 b and 2d) in each of the prior three years.

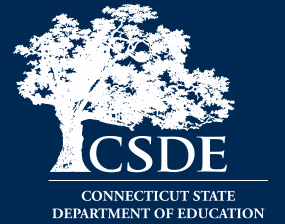
## High schools only

- Bottom 10 percent of all schools statewide based on the performance index for students with High Needs in ELA, mathematics, or science (Indicator 1) in each of the prior three years; or
- Six-year adjusted cohort graduation rate for the High Needs student group that is less than 70 percent in each of the three most recent cohorts.





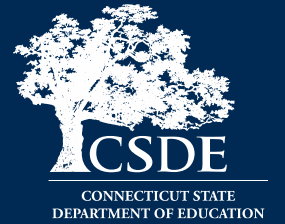
# Schools Identified for State Support per ESSA Plan: Exit Criteria



- Turnaround schools identified per the ESSA plan will exit if:
  - they no longer meet the reason for their identification in two **consecutive** years after identification; **and**
  - they demonstrate substantial improvement and continued progress.
- Focus schools will exit if:
  - they no longer meet the reason for their identification in **two of three years** after identification; **and**
  - they demonstrate substantial improvement and continued progress.
- Focus schools with a Turnaround Subgroup (i.e., ATSI schools) will exit if:
  - the school exits Focus status because only Focus schools can be ATSI; **or**
  - the identified Turnaround *subgroup* meets the Turnaround *school* exit criteria.



## Schools Identified for State Support per ESSA Plan: Schools with a Turnaround Subgroup



- Schools with a Turnaround Subgroup are a subset of Focus schools.
- Federal parlance: These Focus schools are “Additional Targeted Support and Intervention” (ATSI) schools
- ATSI schools are identified every three years. Next identification round will occur during the 2025-26 school year.
  - For identification, the pool of candidates is Focus schools.
  - Any Focus school with an individual subgroup that on its own (based on a subgroup Accountability Index) would have led to being identified as a Turnaround school is identified as having a Turnaround subgroup.
  - This analysis requires calculating subgroup accountability index scores using all available indicators.



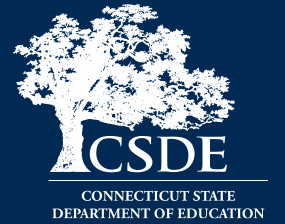
# Requirements for CSI Schools (Turnaround)



Responsibility	Action
School Leaders	<ul style="list-style-type: none"> <li>• Complete a <b>needs assessment</b> based on root cause analysis and prioritized needs</li> <li>• Develop an <b>improvement plan</b> that identifies measurable benchmarks towards meeting annual targets and exit criteria in three years.</li> <li>• <b>Engage parents</b> in the school improvement process, including their involvement in the needs assessment, school improvement plan development, and plan implementation.</li> <li>• Conduct a <b>Resource Allocation Review</b>.</li> <li>• Identify growth areas and <b>resource inequities</b> and define reform priorities to address the need.</li> </ul>
LEA	<ul style="list-style-type: none"> <li>• Implement a collaborative process that includes input from diverse stakeholder groups (school administration, teachers, parents, students, etc.) to help schools review results of root cause analysis, complete needs assessment, prioritize needs, and are supported by evidence-based interventions.</li> <li>• Submit monitoring materials in the Tracker.</li> <li>• Monitor improvement plans.</li> </ul>
CSDE	<ul style="list-style-type: none"> <li>• Provide resources to support the school improvement process (e.g., CSDE Evidence-Based Practice Guides, Needs Assessment Toolkit including Root Cause Analysis, Resource Allocation Review)</li> <li>• Approve improvement plans and monitor them annually.</li> </ul>



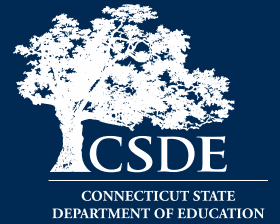
# Requirements for TSI Schools (Focus)



Responsibility	Action
School Leaders	<ul style="list-style-type: none"> <li>• Complete a <b>needs assessment</b> based on root cause analysis and prioritized needs</li> <li>• Develop an <b>improvement plan</b> that identifies measurable benchmarks towards meeting annual targets and exit criteria in three years.</li> <li>• <b>Engage parents</b> in the school improvement process, including their involvement in the needs assessment, school improvement plan development, and plan implementation.</li> <li>• Conduct a <b>Resource Allocation Review</b>.</li> <li>• Identify growth areas and <b>resource inequities</b> and define reform priorities to address the need.</li> </ul>
LEA	<ul style="list-style-type: none"> <li>• Implement a collaborative process that includes input from diverse stakeholder groups (school administration, teachers, parents, students, etc.) to help schools review results of root cause analysis, complete needs assessment, prioritize needs, and are supported by evidence-based interventions.</li> <li>• Approve improvement plans and monitor them annually.</li> </ul>
CSDE	<ul style="list-style-type: none"> <li>• Provide resources to support the school improvement process (e.g., CSDE Evidence-Based Practice Guides, Needs Assessment Toolkit including Root Cause Analysis, Resource Allocation Review)</li> </ul>



# CSI / TSI / ATSI Buckets



School Designation	TURNAROUND Comprehensive Support and Improvement (CSI)	FOCUS Targeted Support and Improvement (TSI)	Additional Targeted Support and Improvement (ATSI)
<b>Designation Defined</b>	CSI schools are 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.	TSI schools have a subgroup of students that are falling behind. More specifically, students with high needs have either consistently low academic growth in ELA or math or in the case of high schools, students with high needs demonstrate consistently low academic achievement. In both cases, schools are in the bottom 10 percent of all schools statewide for three consecutive years. In addition, schools with six-year adjusted cohort graduation rates for students with high needs that are less than 70 percent in each of the three most recent cohorts also will be identified for targeted support and improvement.	ATSI schools are Focus schools that have an individual student group that on its own (i.e., based on that student group's accountability index) would have led to its identification as a comprehensive support school.
<b>Identification Cycle</b>	Every three years, using the 3 most recent years of available accountability data.	Annually, using the 3 most recent years of available accountability data.	Every three years, using the 3 most recent years of available accountability data.
<b>School Improvement Plans and Implementation Requirements</b>	<p>The LEA with CSI is responsible for:</p> <ul style="list-style-type: none"> <li>• Notifying each identified school</li> <li>• Developing and implementing a school-level comprehensive action plan to increase overall improvement:               <ul style="list-style-type: none"> <li>○ informed by performance on the state's long-term goals (ELA and Mathematics Achievement, ELA and Math Smarter Balanced Growth Model, Chronic Absenteeism, Four-year Adjusted Cohort Graduation Rate, and Six-year Cohort Graduation Rate)</li> <li>○ based on school-level needs assessments</li> <li>○ engages stakeholders in the school improvement process</li> </ul> </li> </ul>	<p>The LEA with TSI is responsible for:</p> <ul style="list-style-type: none"> <li>• Notifying each identified school</li> <li>• Developing and implementing a school-level targeted support and improvement plan to improve outcomes to increase subgroup achievement:               <ul style="list-style-type: none"> <li>○ informed by performance on the state's long-term goals (ELA and Mathematics Achievement, ELA and Mathematics Smarter Balanced Growth Model, Chronic Absenteeism, Four-year Adjusted Cohort Graduation Rate, and Six-year Cohort Graduation Rate)</li> <li>○ based on school-level needs assessments</li> </ul> </li> </ul>	<p>The LEA with ATSI is responsible for:</p> <ul style="list-style-type: none"> <li>• Notifying each identified school</li> <li>• Developing and implementing a school-level targeted support and improvement plan to improve outcomes to increase subgroup achievement:               <ul style="list-style-type: none"> <li>○ informed by performance on the state's long-term goals (ELA and Mathematics Achievement, ELA and Mathematics Smarter Balanced Growth Model, Chronic Absenteeism, Four-year Adjusted Cohort Graduation Rate, and Six-year Cohort Graduation Rate)</li> <li>○ based on school-level needs assessments</li> </ul> </li> </ul>



# CSDE Cycle for Continuous Improvement



## Evidence

Use evidence, including data, to determine focus areas and intervention strategies

## Analyze

Plan, execute, observe, reflect and revise strategies

## Implement

Execute planned strategies and observe outcomes

## Monitor

Implementation data is used to determine next steps

## Reflect

Determine whether to sustain or change strategic direction





# Needs Assessment Toolkit



CT.gov Home / Department of Education / K-12 Education / School Transformation / School Improvement Resources / Needs Assessment Toolkit

- Needs Assessment Toolkit >
- Introduction >
- Step 1 - Gather Evidence >
- Step 2 - Analyze Evidence >
- Step 3 - Brainstorm Contributing Factors >
- Step 4 - Get to a Root Cause >
- Step 5 - Determine Next Steps for Improvement >
- Resources >
- Contact >

Search Department of Education

by Keyword

## Needs Assessment Toolkit

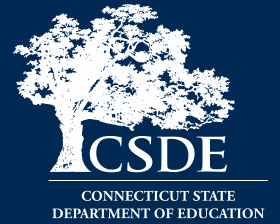


### Theory of Action:

If we engage in careful examination of quantitative and qualitative data to determine the most significant challenges to students' success, and we further consider the factors contributing to the challenge and identify root causes, then we can develop action steps to address root causes and implement change that will lead to equitable, improved student outcomes.



# School Improvement Plan



## School Improvement Plan for Comprehensive Support and Improvement Schools (CSI)

School name:  
 District:  
 Principal name:  
 Principal email address:

**Step 1. School Data:** Complete the following school data chart, using EdSight data and your school's latest Connecticut Report card data when applicable. If unavailable, then use N/A. When applicable, targets should be aligned to [ESSA Milestone](#) targets.

School Data:	2020-21	2021-22	2022-23	2023-24 Target
Grades Served				
Student Enrollment				
Percentage Eligible for Free/Reduced Price Meals				
Percentage of Students with Disabilities				
Percentage of Multilingual Learners				
Average Daily Student Attendance				
Percentage of Students Chronically Absent				
Teacher Average Daily Attendance				
Suspension/Expulsion Rate				
School Performance Index (SPI) for ELA				
Smarter Balanced Growth for ELA				
School Performance Index (SPI) for Math				
Smarter Balanced Growth for Math				
School Performance Index (SPI) for Science				
High School Only: Demonstrating Postsecondary Readiness				
High School Only: College and Career Readiness Course Taking				
High School Only: Four-Year Graduation Rate-All Students				
Next Generation Accountability Index				

The Connecticut State Department of Education Turnaround Framework for School Improvement is centered on four key overarching and research-based leverage points for school improvement: Talent, Academics, Culture and Climate, and Operations (TACO). Each of these domains play an integral role in the realization of school's goals to increase student outcomes.

Revised August 2023



## District Checklist and Approval for Comprehensive Support and Improvement Schools

The District Checklist and Approval for Comprehensive Support and Improvement Schools is designed to provide guidance in developing a Comprehensive Support and Improvement Plan (CSI) that meets the requirements of the Every Student Succeeds Act (ESSA).

Under ESSA, districts are responsible for reviewing, approving and monitoring school improvement plans for Turnaround/CSI schools. By using this checklist, district leadership can plan activities and track progress. By signing and submitting this document as directed, district leadership is providing assurances that each requirement has been met.

### Submission Details

Each school identified for Comprehensive Support and Improvement (CSI) is required to upload a PDF of the following documents the LEA Document Library in the eGrants Management System no later than September 29, 2023.

- School Improvement Plan
- District Checklist and Approval for Comprehensive Support and Improvement Schools [This document]

If the district selected to use local templates (instead of the state templates listed above) for the comprehensive needs assessment or school improvement plan, then the district must submit those templates and this checklist, including information on where to find the required activities in the local templates.

### Checklist

**Directions:** If you used and are submitting the state's template for the school improvement plan, use the checkboxes below to indicate completion of each requirement. If you used local templates, use both the checkboxes and respond to each *italicized* prompt below.

Save or print a copy of this checklist for each CSI school.

School Name: [Click or tap here to enter the name of the Comprehensive Support and Improvement School](#)

District:

#### 1. Communicated and engaged with stakeholders.

- District communicated information to parents, guardians and other stakeholders about the school's identification and ways in which they can participate in the school improvement process.





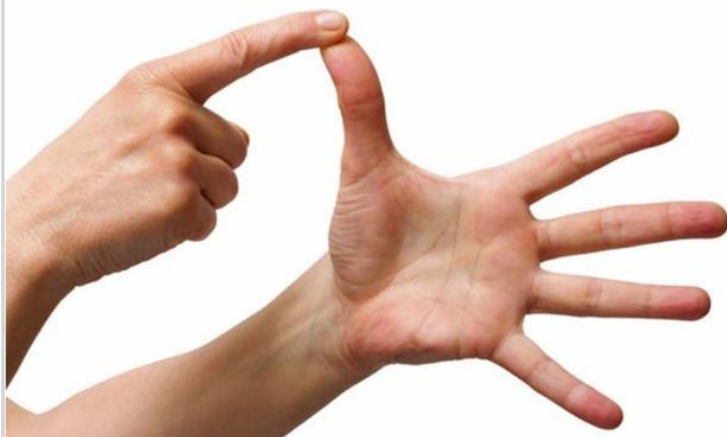
# Stakeholder Engagement



## Five Criteria for Effective Stakeholder Engagement in Education

Discover the key criteria to effective stakeholder engagement in education

**Stakeholder engagement:**  
an ongoing system through which leaders meaningfully connect with, learn from and communicate with individuals and groups.



## Full, Equal and Equitable Partnerships with Families

### Introduction

The Definition: A Clear Consensus

Guiding Principles

Building Capacity to Do the Work: Stakeholders' Roles and Actions

Implementing the Framework: An Invitation to Partners

Chart 1: What Does High-Impact Family Engagement Look Like in Early Childhood Programs?

Chart 2: What Does High Impact Family Engagement Look Like in Elementary Schools?

Chart 3: What Does High-Impact Family Engagement Look Like in After School Programs?

Chart 4: What Does High Impact Family Engagement Look Like in Middle and High Schools?

Chart 5: What Does High-Impact Family Engagement Look Like in Reducing Chronic Absence?

Appendix A: Sources of Input from Families and Other Stakeholders

Appendix B: Selected Research References

### Introduction

Every federal and state program that concerns children from early childhood, elementary, secondary, and community education, to health, juvenile justice, and welfare – has policies, guidelines and requirements about reaching out to and communicating with families. Yet no clear and consistent definition of what that means, or even what it is called, has emerged.

Although the term "family engagement" is gaining recognition, parents<sup>1</sup>, professionals, public officials, and community leaders mean many different things when they use it, and are uncertain about how to do it well. This inconsistency has created confusion and unpredictable practice at a time of growing understanding that closer collaboration with families is vitally important to children's success.

The purpose of Connecticut's common definition and framework of family engagement is to encourage shared understanding and collaboration, making it easy for all parties – educators<sup>2</sup>, providers, partners, and families – to understand what is expected of them and what effective practice looks like. The hope is that this will lead to a robust culture of partnership between families and professionals throughout all education and human service programs

### Growing Calls for Increased Family Engagement

#### Connecticut State Department of Education (CSDE)

The Connecticut State Board of Education's Five-year (2016-21) Comprehensive Plan, Ensuring Equity and Excellence for All Connecticut Students, calls for an equitable and excellent education for all Connecticut students that equips every child, regardless of gender, race, ethnicity, family wealth, zip code, or disability status with the knowledge and skills needed to succeed in college, careers, and civic life. The plan identifies families as essential partners in student success and recognizes the need for authentic opportunities for meaningful parental engagement by building capacity for families and school staff to partner effectively in support of student success.



# Evidence-Based Practice Guides



## Connecticut State Department of Education Evidence-Based Practice Guides

### Overview

Section 8101(21)(A) 8002 of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESSA) emphasizes the use of evidence-based activities, strategies and interventions (collectively referred to as “interventions”) and defines an evidence-based intervention as being supported by one of the following “tiers” of evidence:

1. Strong evidence
2. Moderate evidence
3. Promising evidence
4. Evidence that demonstrates a rationale

The U.S. Department of Education Non-Regulatory Guidance, “Using Evidence to Strengthen Education Investments” outlines the four tiers and provides additional support in the selection of appropriate interventions.

Since the summer of 2017, the CSDE has collaborated on our “first, best effort” under ESSA to identify the leading practices that research suggests will increase the likelihood of improved student outcomes. The practices found in the CSDE Evidence-Based Practice Guides are aligned to local, state, and federal long term education goals. The CSDE is committed to expanding the collection to include other topics and updating our guides as our stakeholders require and as the field of research grows.

The CSDE Evidence-Based Practice Guides are intended to inform school and district decision-making regarding instructional and student support programming and to optimize the use of local, state, and federal school improvement funds. We are pleased to offer the following resources:

- [Climate and Culture](#)
- [Early Learning](#)
- [Equity-Driven Leadership](#)
- [Mathematics](#)
- [Multilingual Learners](#)
- [On-Track Graduation](#)
- [Reading](#)
- [Science](#)
- [Student/Family/Community Engagement](#)

**Connecticut State Department of Education Evidence-Based Practice Guide**  
**Supporting Local Education Agencies’ (LEA) Use of ESSA Title Funds**

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**Mathematics**

# DRAFT

Under ESSA, there are four tiers, or levels, of evidence. Throughout this guide, the level indicator key is used to identify the evidence level at a quick glance.


Tier	Evidence Level	Evidence Descriptor
1	Strong Evidence	Supported by one or more well-designed and well-implemented <b>randomized control experimental</b> studies.
2	Moderate Evidence	Supported by one or more well-designed and well-implemented <b>quasi-experimental</b> studies.
3	Promising Evidence	Supported by one or more well-designed and well-implemented <b>correlational</b> studies.
4	Demonstrates a Rationale	Practices that have a well-defined <b>logic model</b> or <b>theory of action</b> , are supported by research, and have some effort underway to determine their effectiveness.

Interventions applied under Title I, Section 1003 (School Improvement) are required to have strong, moderate, or promising evidence (Tiers 1-3) to support them. All other programs under Titles I-IV can rely on Tiers 1-4.

Suggested citation: Connecticut State Department of Education. (2018). *CSDE and ESSA Evidence-Based Spending Guide*.



# Resource Allocation Review



The Every Student Succeeds Act (ESSA) requires that state education agencies (SEAs) conduct periodic

## Resource Allocation Review for Connecticut Districts

resource allocation reviews (RAR) in districts that serve low-performing schools. The mandate represents a new opportunity for districts to examine the connection between resource allocation and academic outcomes. This document offers a step-by-step guide that district leaders can use when conducting their RARs.

Required by law, resource allocation, refers to the mechanism by which districts distribute money and other inputs to schools. While local education agencies (LEAs) distribute numerous types of resources, we recommend that districts start by examining how dollars are distributed (or the equivalent dollar costs of various schooling inputs). The dollar resources considered here include all federal, state, and local dollars and also include salaries.

It's also worth emphasizing that while a review of resource allocation could have a range of goals, the law states that the central purpose of the RAR is school improvement<sup>1</sup>. Toward this end, we see several ways that the RAR could ultimately help with school improvement, including that the review could:

- Identify resource allocation inequities that may exist when comparing schools or programs across the LEA.
  - What does a school or set of schools look like relative to its peers?
  - What changes in district allocation could help?
- Help LEA and school leaders connect resource allocation to student outcomes.
- Generate high-quality discussions between leaders at the district and school to uncover opportunities and obstacles to more strategic resource use to improve student performance.
- Create urgency among school and district leaders for leveraging resources to do more for students.
- Minimize the burden by tapping existing data and coordinating with other existing requirements.

The RAR is not an evaluation or accountability measure and does not result in punitive action against a school or LEA. The purpose of the RAR is not to surface specific action steps, but rather to have a conversation that connects resources to outcomes.

The following steps, discussion protocol and accompanying resources are designed to meet the above goals and to facilitate a community of practice around data on resources and outcomes.

[Resource Allocation Review for Connecticut Districts](#)

## How to Use the Resource Allocation Review Report (RAR)

### Introduction

The *Resource Allocation Review Report* (RAR) combines Education Finance System (EFS) data with School-level descriptors such as Percent High Needs, Percent English Learner, Accountability Index, Staff experience, Staffing levels, enrollment, grade range, locale, and Organization Type. It is intended to assist in meeting requirements under ESSA and provide a tool to analyze equity and efficiency concerns regarding how education resources are allocated among schools, districts, and student groups.

The report contains five tabs, or pages:

- A dashboard, which consists of:
  - A bubble chart that shows school-level per-pupil expenditure (PPE) data by function for schools at varying levels of High needs. The vertical axis is the School's PPE for the functional area chosen and the X-axis measures the percentage of students enrolled on October 1 who are high needs (EL, SWD, or Free or reduced price lunch eligible). The size of the bubble represents October 1 school enrollments. The color of the bubble shows the Organization Type (Public School, RESC, Regional School Intra- or Inter-district Magnet, or Public Charter Schools).<sup>1</sup> The dotted gray line shows the average PPE for those bubbles showing in the chart. This average PPE is also shown beneath the legend of the bubble chart. Flyovers, or Data Tips, appear as you hover over a bubble to identify the school and provide summary data for that school.
  - A bar chart that shows the average PPE by function across Organization Types.
  - A bar chart showing average PPE by function across School levels (Preschool, Elementary, etc.) and Size (Small, Medium, and Large).
- A Compare Tool that allows users to select school attributes and/or districts and individual schools in order to compare PPE using the bubble chart provided.
- A Compare Trend Tool that allows users to select school attributes and/or districts and individual schools in order to compare trends in PPE using the line chart provided.
- A List table that provides PPE and other relevant data for all schools across all years for which CSDE reports school-level EFS data. This list table provides the easiest means to export the relevant data set for further analysis.
- A Resources page to assist users in getting the most out of this report.

The three charts on the dashboard are interactive in that they can be filtered either by clicking on one or more of the bars in the bar charts (hold down CTRL to choose multiple bars). For example, clicking on the Public Charter Schools bar in the PPE by School Type bar chart will narrow the other two charts to show only Public Charter Schools. They can also be filtered using the drop-down Filters in the upper right corner of the page. Note that breadcrumbs indicating the filters chosen appear above the chart area. To clear a filter, click on the X in the breadcrumb. When no filters are chosen, the breadcrumb will read: "Filters: No selections."

<sup>1</sup>Because many schools that are categorized as Programs, Alternative Schools, or Special Education Schools have PPE that are often outliers, they are omitted from the charts as their presence would expand the vertical axis to a point where no other variation in PPE could be distinguished. Furthermore, any average measures of PPE would be dominated by a small number of organizations with small enrollment but high PPE. In short, filtering out these organization types allows for more meaningful analysis of variation in PPE for the majority of schools and students.

[How to Use the Resource Allocation Review Report](#)



# RESOURCE EQUITY



# What is Resource Equity?



The allocation and use of resources – people, time, and money – to create student experiences that enable all children to reach empowering, rigorous learning outcomes, not matter their race or income.

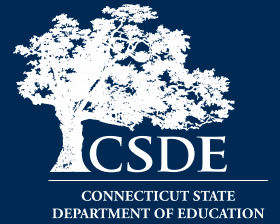
...This means spending more on students who face greater learning challenges and organizing resources (people, time and money) in ways that accelerate learning.

- Travers, J. (2018) [“What is Resource Equity?”](#)





# What is Resource Equity?



Educational equity means that every student has access to the educational resources and rigor they need at the right moment in their education across race, gender, ethnicity, language, disability, sexual orientation, family background and/ or family income.

- The Aspen Education & Society Program and the Council of Chief State School Officers (2017). [\*Leading for Equity: Opportunities for State Education Chiefs\*](#). Washington, D.C.



# Resource Equity

The cover of the report 'THE EDUCATION COMBINATION: 10 Dimensions of Education Resource Equity to Unlock Opportunities for Every Student'. It features several circular icons: an orange one with a hand holding a flag, a blue one with two people, a pink one with a group at a table, a green one with a lightbulb and a hand, and a purple one with a hand holding blocks. The title is in large bold letters, and the subtitle is below it. The Alliance for Resource Equity logo is at the bottom right.

**THE  
EDUCATION  
COMBINATION**

10 Dimensions of Education Resource Equity  
to Unlock Opportunities for Every Student

**ALLIANCE FOR  
RESOURCE  
EQUITY**

Uniting advocates and education leaders  
to unlock excellence for every student

[education-combination.pdf \(educationresourceequity.org\)](https://educationresourceequity.org/education-combination.pdf)



# School Funding (p. 12)



Each student – including students with higher needs and students of color – attends school in a district that distributes funding based on the needs of its students, by way of flexible and transparent funding systems, so all students can reach high standards and thrive.

*The Challenge:* We know that extra spending does not necessarily lead to accelerated learning because the dollars aren't always used on strategies likely to accelerate learning. Extra dollars only matter when they are used well.





# School Funding Turn & Talk

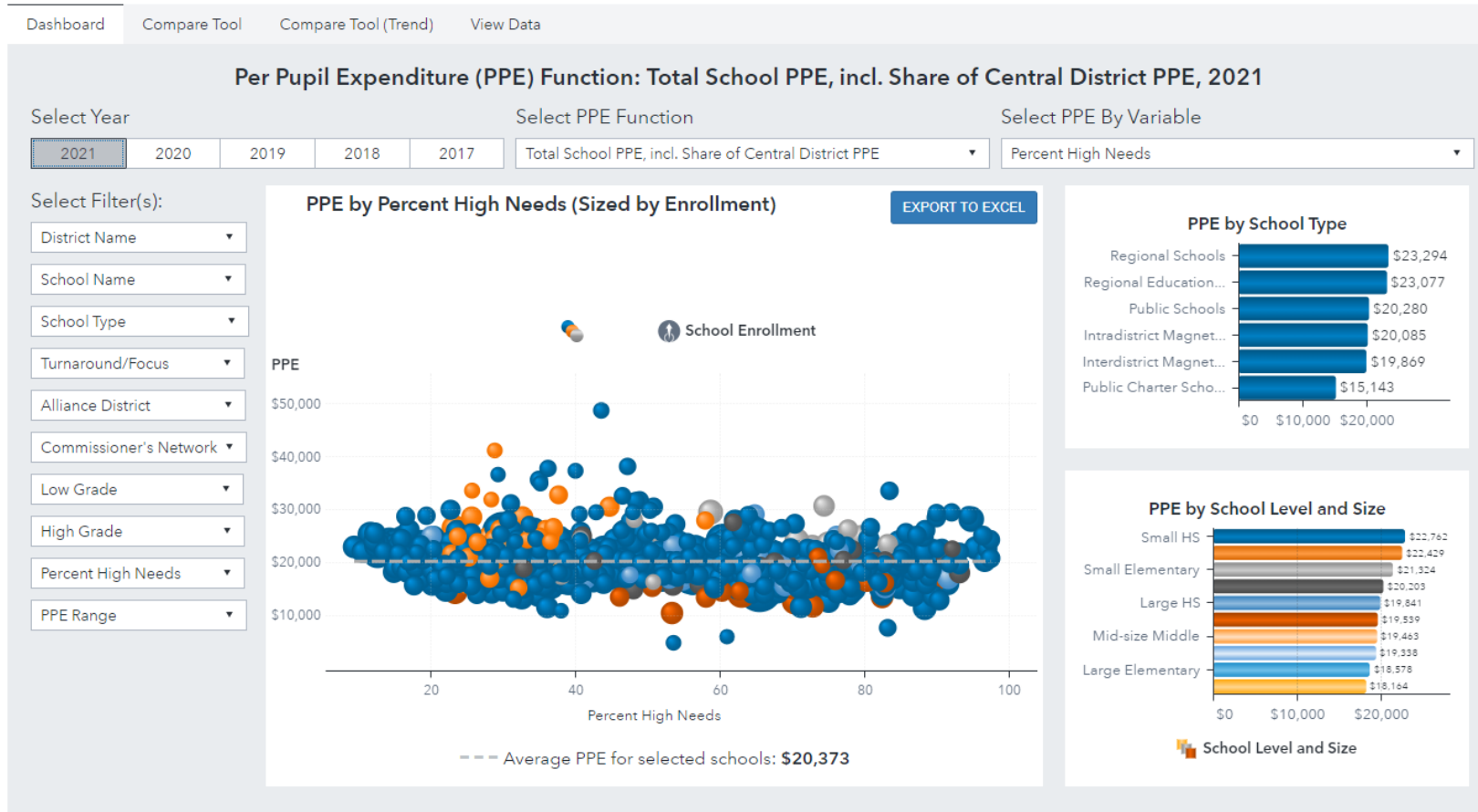


## *The Challenge:*

*Given the current funding situations, what could we do that would be effective in counteracting the consequences of systemic inequity?*



# CSDE Resource: Resource Allocation Review Report



[Resource Allocation Review \(ct.gov\)](https://ct.gov)



# CSDE Resource: Grant Expenditures Dashboard



Select Budget Year(s) (spring) | Select End Date(s) | Search for Grant(s) | Select Grant(s) | Select Org. Type | Select Grantee

Budget Years | Grant End Dates | Enter Grant Name... | Grant Names | Organization Type | Grantee

Selected Filter(s): Year(s) - <No item selected> | End Date(s) - <No item selected> | Keyword(s) - "<No item selected>" | Grant(s) - <No item selected> | Organization Type - <No item selected> | Grantee - <No item selected>

Note: There may be a lag in the reporting of expenditures for grants that ended recently.

Budget  
**\$6.1B**

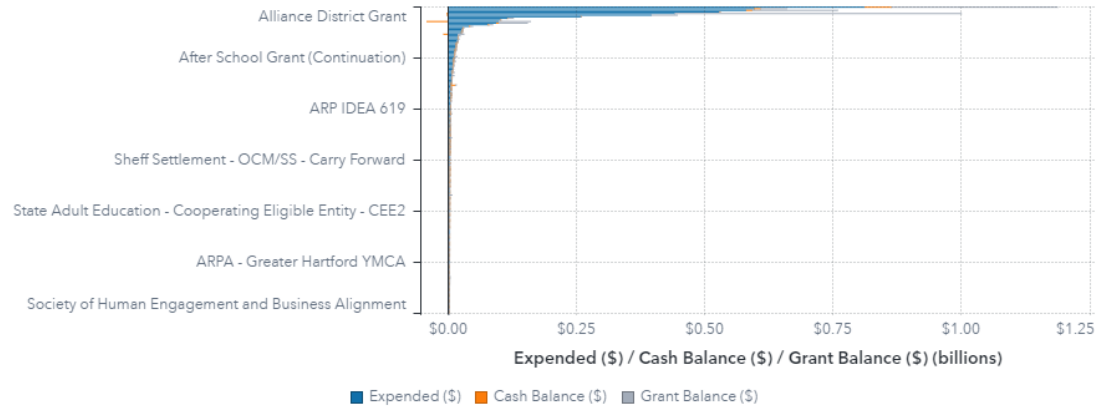
Expended<sup>1</sup> (paid and spent)  
**\$4.7B**

Cash Balance<sup>2</sup> (paid not spent)  
**\$60M**

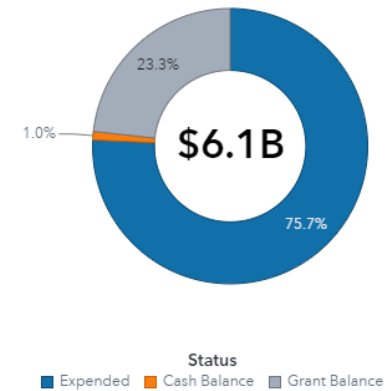
Grant Balance<sup>3</sup> (not paid)  
**\$1.4B**

Budget = Expended + Cash Balance + Grant Balance

### Data by Grant



### Data for All Grants





# Teaching Quality & Diversity (p. 15)



Each student—including students with higher needs and students of color—has access to strong teaching, which includes having strong, well-supported teachers, who are able to meet their students’ distinct needs and provide engaging, culturally relevant, and standards-aligned instruction, so all students can reach high standards and thrive. The teaching workforce reflects students’ racial and linguistic diversity.



*The Challenge:* Too often districts have difficulty attracting and retaining their best teachers in high-need schools.



# Diverse Schools & Classrooms (p. 42)



Each student is enrolled in classes that are racially/ ethnically and socioeconomically diverse, so all students can reach high standards and thrive.

*The Challenge:* The literature on the “peer effect” on student performance suggests that a student’s classmates are an important driver of outcomes. When students have the opportunity to attend a school that enrolls a mix of races and backgrounds, it can promote greater understanding and effectiveness in working with others.





# CSDE Resource: Educator Diversity Dashboard



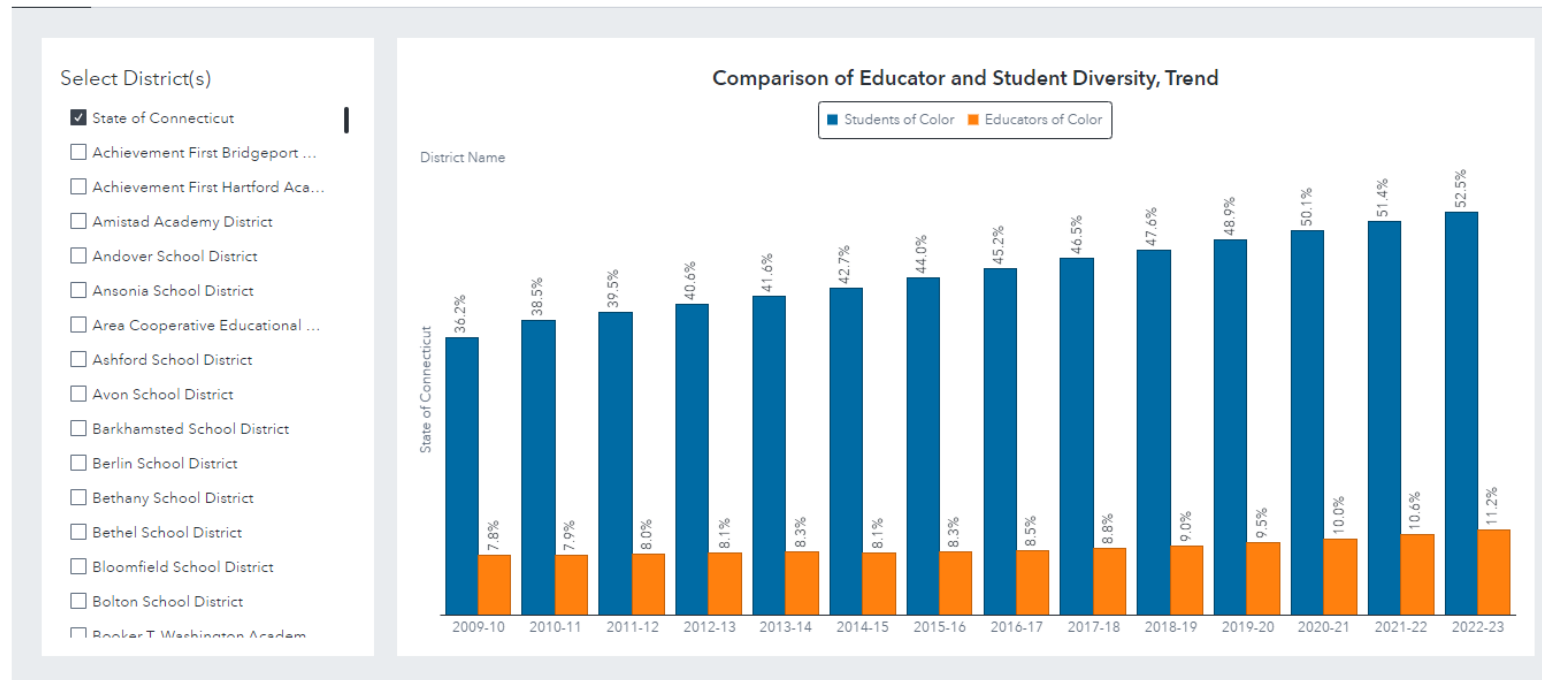
## Educator Diversity Dashboard

Additional Reports: [Educator Race/Ethnicity](#)

[VIEW DATA](#)

See [related links](#).

Trend % Educators of Color by Year Comparison of Educators and Students of Color by Year



[Educator Diversity Dashboard \(ct.gov\)](#)



# Teacher Quality & Diversity Turn & Talk



## *The Challenge:*

*Does our school have a higher percentage of teachers with less than three years of experience compared to the district or state? If so, what are some practices that may be contributing to this?*

*Are teacher demographics proportionately aligned to the student demographics? If not, what are some practices that may be contributing to this?*





# CSDE Resources



**Creating a District Plan to Increase the Racial, Ethnic and Linguistic Diversity of Your Educator Workforce**

**A Guidebook for Hiring and Selection**



NORTHEAST COMPREHENSIVE CENTER

Center on GREAT TEACHERS & LEADERS  
at American Institutes for Research

[Creating a District Plan to Increase the Racial, Ethnic and Linguistic Diversity of Your Educator Workforce: A Guidebook for Hiring and Selection](#)

**Creating an Action Plan and Sustaining Efforts to Increase Educator Diversity**

**A Toolkit for District & School Leaders**



CCNETWORK  
Comprehensive Center Network

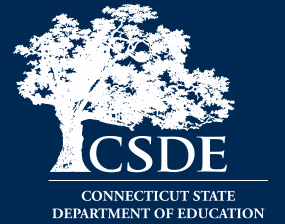
MEMBER  
Connecticut  
New York  
Rhode Island

[Creating an Action Plan and Sustaining Efforts to Increase Educator Diversity — A Toolkit for District and School Leaders](#)





# School Leadership Quality & Diversity (p. 19)



Each student—including students with higher needs and students of color—has access to strong school leadership from principals and instructional leadership teams who meet their needs, so all students can reach high standards and thrive. The school leadership workforce reflects students’ racial and linguistic diversity.

*The Challenge:* Strong leaders raise the overall effectiveness of their entire teaching staff by organizing to attract, retain, and develop strong teachers and teams. We consistently find that schools with higher needs have less-experienced leaders and few effective teachers to play leadership roles.



# CSDE Resource: Evidence-Based Guide *Equity-Driven Leadership*



## The Connecticut State Department of Education's Evidence-Based Guide for Equity-Driven Leadership

DRAFT

Under ESSA, there are four tiers, or levels of evidence. Throughout this guide the level indicator key is used to identify the evidence level at a quick glance.

Tier	Evidence Level	Evidence Descriptor
1	Strong Evidence	Supported by one or more well-designed and well-implemented <b>randomized control experimental</b> studies.
2	Moderate Evidence	Supported by one or more well-designed and well-implemented <b>quasi-experimental</b> studies.
3	Promising Evidence	Supported by one or more well-designed and well-implemented <b>correlational</b> studies.
4	Demonstrates a Rationale	Practices that have a well-defined <b>logic model</b> or <b>theory of action</b> , are supported by research, and have some effort underway to determine their effectiveness.

Interventions applied under Title I, Section 1003 (School Improvement) are required to have strong, moderate, or promising evidence (Tiers 1-3) to support them. All other programs under Titles I-IV can rely on Tiers 1-4.

Suggested citation: Connecticut State Department of Education. (2018). *CSDE and ESSA Evidence-Based Spending Guide*.

[ESSA-Evidence-Based-Practices-for-Leadership.pdf](#)



# Empowering, Rigorous Content (p. 22)



Each student—including students with higher needs and students of color—has access to high-quality and culturally relevant curriculum, materials, coursework, and class offerings to meet their needs, so all students can reach high standards and thrive.

*The Challenge:* Research has shown a relationship between the level of expectations that systems, schools, or teachers set for their students and their students' subsequent levels of achievement. Those expectations play out in richness and rigor of curriculum material, the way instruction is delivered, what assignments students receive and the rigor with which they are graded, and access to advanced course material.





# CSDE Resources: GoOpen CT and CT Learning Hub



GoOpen CT

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## GoOpen Connecticut

Welcome to GoOpen CT, the State of Connecticut's public digital library of open educational resources by and for teachers, professors, students, and education leaders.

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[Collections](#)
- Connecticut K-12 Model Curricula  
[K-12 Model Curricula](#)
- Collections by and for Connecticut colleges and universities  
[Higher Education Resources](#)

[GoOpen CT](#)

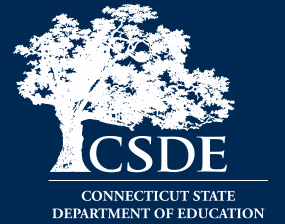


[CT Learning Hub](#)





# Instructional Time & Attention (p. 25)

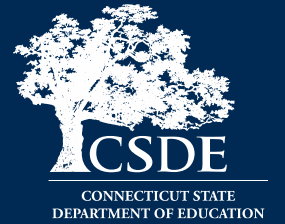


Each student—including students with higher needs and students of color—gets the combination of high-quality instructional time and teacher attention they need through evidence-based approaches, so all students can reach high standards and thrive.

*The Challenge:* Using time well means differentiating instruction to meet students and then accelerating progress to help students with diverse learning needs learn rigorous, grade-level content.



# CSDE Resources



## CSDE Operations and Instructional Audit Rubric

<p><b>4.2 Scheduling Structures</b></p>	<p>There is not enough time in the school schedule to appropriately meet students' academic needs. Time is underutilized in the school calendar and daily schedule. Does not include scheduled or defined blocks for instruction, intervention, or enrichment. Transition times do not maximize the use of student or staff time.</p>	<p>The school calendar and daily schedule could be improved to increase time on task.</p> <p>The schedule includes <math>&gt;5</math> and <math>\leq 5.5</math> hours of instruction per day. ELA instruction <math>&gt;60</math> and <math>\leq 90</math> minutes each day.<sup>1</sup> Intervention is scheduled but happens infrequently due to scheduling changes and/or staffing issues.</p>	<p>Provides adequate instructional time for students to reach academic and behavioral goals. The schedule includes <math>&gt;5.5</math> hours and <math>\leq 6.0</math> hours of instruction per day. ELA instruction includes <math>&gt; 90</math> minutes and <math>&lt; 120</math> minutes and math instruction is at least 60 minutes for elementary schools. There is a designated time for intervention and enrichment that is protected within the schedule.</p>	<p>Includes <math>&gt; 6</math> hours of instruction per day, and <math>\geq 120</math> minutes of ELA time and <math>&gt; 60</math> minutes for math. Includes designated time and evidence of coordination for staff collaboration for vertical and school-wide data teams.</p>
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# Positive & Inviting School Climate (p. 28)



Each student—including students with higher needs and students of color—experiences a physically safe and emotionally supportive environment at school, including fair and consistent rules and discipline policies, positive relationships with staff and students that foster belonging, effective social-emotional learning opportunities, and meaningful family engagement that meets students’ needs, so all students can reach high standards and thrive.



*The Challenge:* Research demonstrates that students need certain social, emotional, and academic development skills and competencies in order to participate in rigorous learning. Schools that have higher concentrations of students with more intensive needs will need more resources to provide effective support.



# Positive & Inviting School Climate Turn & Talk



## *The Challenge:*

*Which of our practices may be contributing to a lack of family engagement?*

*What barriers of time, understanding, or access do families face?*







# CSDE Resources



## Connecticut State Department of Education Evidence-Based Practice Guide Supporting Local Education Agencies' (LEA) Use of ESSA Title Funds Climate and Culture

### DRAFT

Under ESSA, there are four tiers, or levels of evidence. Throughout this guide, the level indicator key is used to identify the evidence level at a quick glance.

Tier	Evidence Level	Evidence Descriptor
1	Strong Evidence	Supported by one or more well-designed and well-implemented <b>randomized control experimental</b> studies.
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Suggested citation: Connecticut State Department of Education. (2018). *CSDE and ESSA Evidence-Based Spending Guide*.

## Components of Social, Emotional, and Intellectual Habits: Kindergarten through Grade 12

Updated April 2023



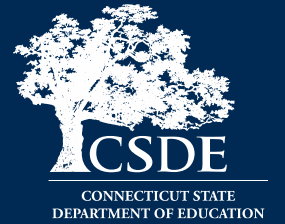
CONNECTICUT STATE DEPARTMENT OF EDUCATION

[Connecticut State Department of Education Evidence-Based Practice Guide for Climate and Culture](#)

[Components of Social, Emotional, and Intellectual Habits: Kindergarten through Grade 12](#)



# Student Supports & Intervention (p. 32)



Each student—including students with higher needs and students of color—has access to an effective integrated system of supports (which includes an accurate and unbiased identification process) to address their individualized, nonacademic needs, so all students can reach high standards and thrive. Each student has access to meaningful guidance to set them up for success beyond high school.

*The Challenge:* Intervening early to keep students on track is much more effective than trying to “catch” students back up once they have fallen behind. Ensuring access to interventions (e.g., early warning systems and MTSS) for all students is critical to ensuring resource equity.



# CSDE Resources



## CT Resources to Support our Children

[Cultivating Trauma-Sensitive Classroom Practices](#): A resilience-focused professional learning webinar for all educators (EASTCONN Psychological & Behavioral Consultation Services)

### [Helping Our Children: Supporting their Mental Health](#)

**Leveraging Multi-tiered Systems of Support (MTSS) to Enhance Educational Leadership**  
[Leveraging Multi-tiered Systems of Support \(MTSS\) to Enhance Educational Leadership](#)  
Webinar: [Leveraging Multi-Tiered Systems of Support \(MTSS\) to Enhance Educational Leadership](#) (December 2021)

## Self-care and Mental Health

[Care for the Caregivers: Wellness Strategies for Student Support Service Providers](#) (CSDE)  
[Healthy Schools Start with Healthy Adults: Strategies to Support Educator Wellness](#) (CSDE)



# CSDE Resources



## School Discipline Resources

### Resources for Educators and Families for Early Elementary

All behavior has meaning. When trying to understand a child's behavior, it is important to step back, calmly reflect, and consider all perspectives. The resources below were developed by the Office of Early Childhood and the CSDE to help with this process.

- [Decision Guide for Behavioral Supports Preschool to Grade 2](#)
- [Tip Sheet: Seek to Understand a Child's Behavior](#)
- [Tip Sheet: De-escalation Strategies](#)

### Videos (YouTube)

- [Mobile Crisis Intervention/211 for children experiencing a behavioral or mental health crisis](#)
- [The Early Childhood Consultation Partnership \(ECCP\)](#)
- [The Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children](#)
- [Understanding Challenging Behavior in Young Children](#)

### Family Guides

- [When a Child Is Suspended from School: A Fact Sheet for Connecticut Families](#)
- [When a Child Is Expelled from School: A Fact Sheet for Connecticut Families](#)

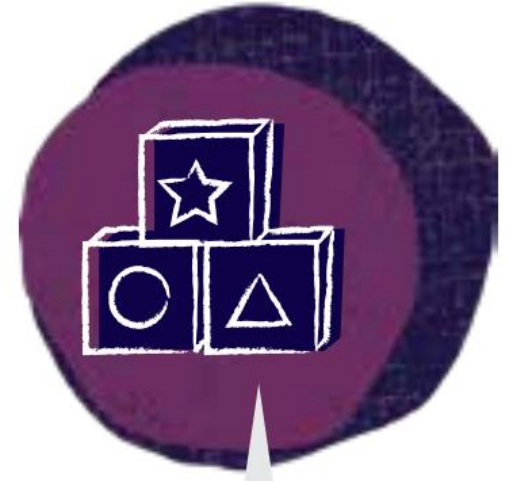


# High-Quality Early Learning (p. 36)



Each student—including students with higher needs and students of color—has access to high-quality preschool programs that meet their needs, so all students can reach high standards and thrive.

*The Challenge:* Research on early childhood education suggest that access to high-quality pre-K programs are among the highest impact ways to improve outcomes for students. Providing access to early learning opportunities particularly for students coming from families living in poverty or who have special learning needs is critical to ensure that they can achieve at the same levels as their peers later in life.





# CSDE Resource: Evidence-Based Practice Guide *Early Learning*



Connecticut State Department of Education Evidence-Based Practice Guide  
Supporting Local Education Agencies' (LEA) Use of ESSA Title Funds

## Early Learning

### DRAFT

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Suggested citation: Connecticut State Department of Education. (2018). *CSDE and ESSA Evidence-Based Spending Guide*.





# Learning-Ready Facilities (p. 39)



Each student—including students with higher needs and students of color—attends school in buildings that are structurally sound, provide a safe and appropriate physical environment for learning, and have effective equipment to meet student needs, so all students can reach high standards and thrive.

*The Challenge:* Capital investments represent a large share of education spending, and inequities can have dramatic impacts on students, including school closings due to issues such as lack of heat. However, the research suggests that not all investments in facilities have an equal impact on students.



# Resources



## 2024 Low-Performing Schools Bond Funding Common Application

Form Number: RFP 816

Public Act (P.A.) 17-2 JSS §389(g) of the Connecticut General Statutes

**RFP Published:** September 25, 2023  
**Application Due Date:** October 20, 2023

Charlene Russell-Tucker  
Commissioner of Education  
Connecticut State Department of Education  
450 Columbus Boulevard | Hartford, CT 06103-1841  
[www.sde.ct.gov](http://www.sde.ct.gov)



## Flexible Learning Spaces Resources



[Teaching in Flexible Learning Spaces \(columbia.edu\)](https://www.columbia.edu)

[The A to Z of Flexible Classrooms | Edutopia](https://www.edutopia.org)

[The Benefits & Impact of Active Learning Spaces \(steelcase.com\)](https://www.steelcase.com)

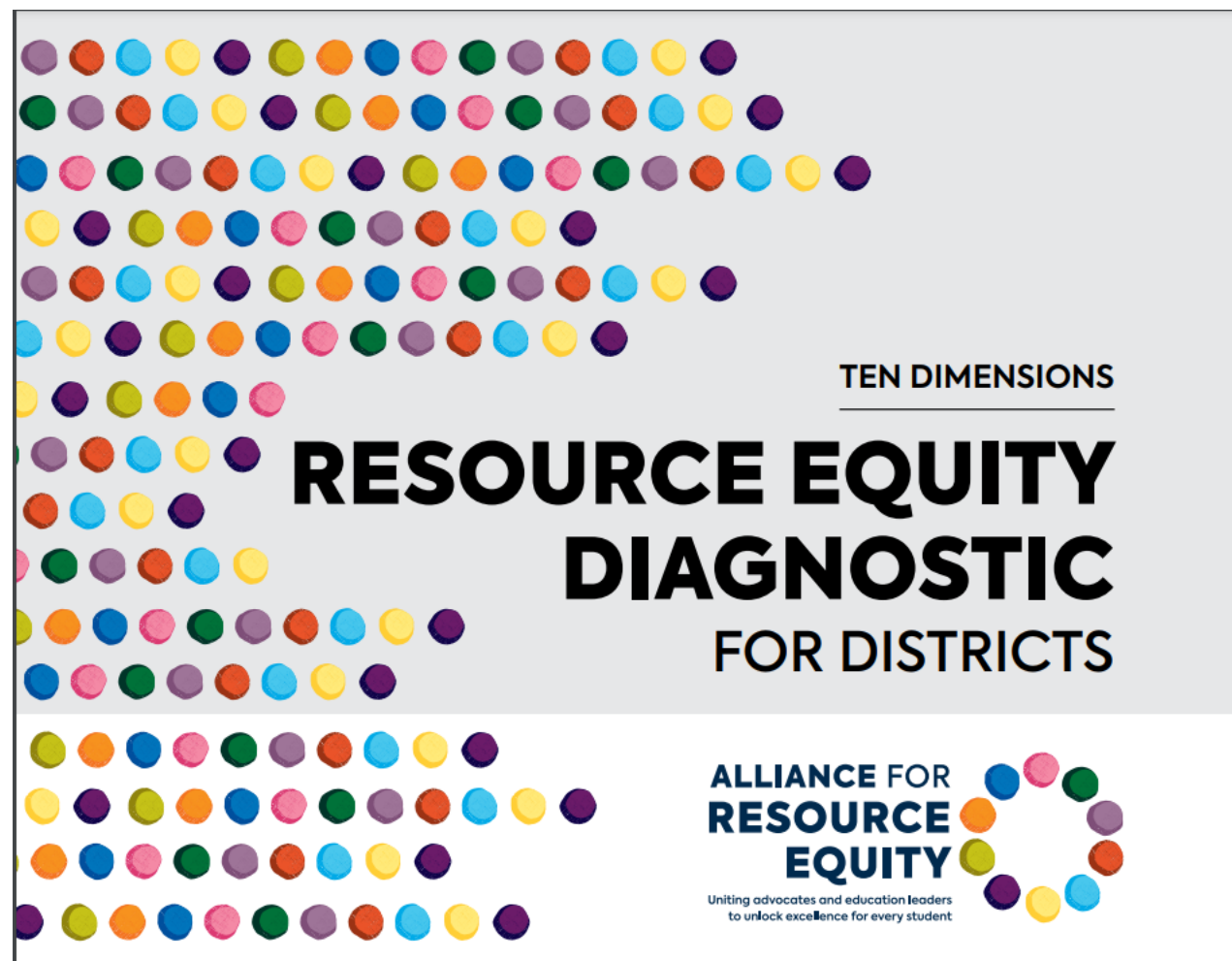
[Igniting Innovation Through Learning – YouTube](https://www.youtube.com)

[7 Lessons for Hybrid Classroom Design - Steelcase](https://www.steelcase.com)

[https://portal.ct.gov/-/media/SDE/RFP/RFP816\\_Low-Performing\\_Schools\\_2024\\_Bond\\_Application.pdf](https://portal.ct.gov/-/media/SDE/RFP/RFP816_Low-Performing_Schools_2024_Bond_Application.pdf)



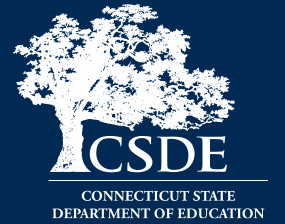
# Resource Equity Diagnostic



[diagnostic.pdf \(educationresourceequity.org\)](https://educationresourceequity.org/diagnostic.pdf)



# Closing



What are you taking away from our work today?

How can you apply your learning from today into your work moving forward?

Identify the next opportunity for your group to convene to continue the work.

