SUPERINTENDENTS' ESSA WEBINAR SERIES

CSDE
CONNECTICUT STATE
DEPARTMENT OF EDUCATION

ESSA WEBINAR # 6

## Overview of Connecticut's ESSA State Plan Draft

What does the state plan mean for CT LEAs ?

TUESDAY, FEBRUARY 14, 2017

2:00 – 2:45 PM

LOGISTICS…THINGS TO KNOW
from webinar producer: Jennifer Webb, Education Consultant

- How to communicate via WebEx
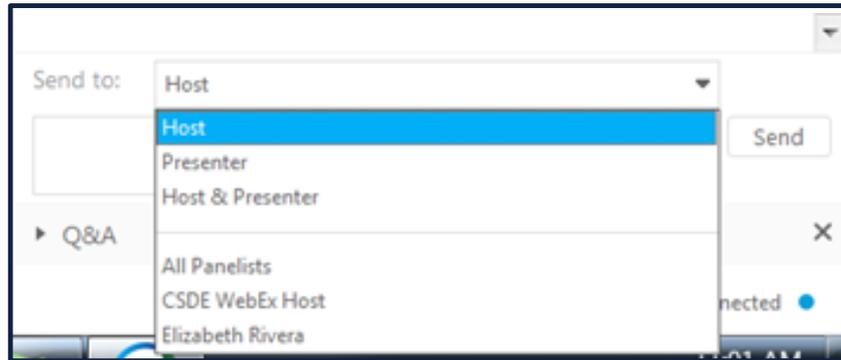
CSDE HOST

Ellen E. Cohn
Deputy Commissioner

CSDE

UPDATE: CONNECTICUT'S ESSA IMPLEMENTATION TIMELINE
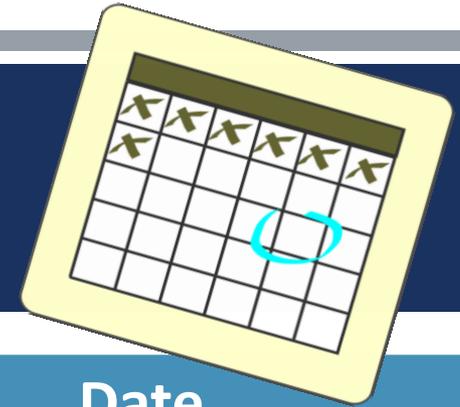
Activity	Date
Phase I Stakeholder Engagement • Focus groups and survey	Sept. 2016 – Dec. 2016
CSDE drafts CT State ESSA Plan	Dec. 2016 – Jan. 2017
State Board of Education Reviews & Approves Draft Plan	Feb. 1, 2017 and Mar. 1, 2017
Phase II Stakeholder Engagement • Public comment on draft plan	Public comment period ends Feb. 27, 2017
CT State Plan submitted to USED	Expected on April 3, 2017

PHASE I STAKEHOLDER ENGAGEMENT AND TOP TEN "INPUT" TRENDS

Focus Groups	50+ focus groups attended by 452 individuals	Representation from over 80 diverse stakeholder groups
Survey	6900 Respondents	Approximately 20% of respondents identified themselves as "other than white"

Ten Top "Input" Trends

1. Desire for social-emotional learning guidance, mental health supports, and social-emotional indicators
2. Increased focus on student growth, not just achievement status, for accountability purposes
3. Accountability that considers the education and support of the "whole child"

PHASE I STAKEHOLDER ENGAGEMENT AND TOP TEN "INPUT" TRENDS

Top Ten "Input" Trends (continued)

4. Need for increased/ improved supports for English learners, including cultural responsiveness/sensitivity training for diverse settings

5. Emphasis on personalized, real-world, relevant learning

6. Resources for mentoring programs and after-school activities for youth

7. An early warning system that would identify students at risk for school failure or dropping out

8. Supports for parent and family engagement

9. Supports for positive school climate

10. Highly effective teachers and leaders

ESSA STATE PLAN DRAFT

To view an introductory video by Commissioner Wentzell, review the draft plan and post comments via a survey, please visit:

http://www.sde.ct.gov/sde/cwp/view.asp?a=2683&Q=336396

RECENT FEDERAL ACTIVITY RELATED TO ESSA

- **January 30:** USED announced the effective date of the Accountability and State Plan regulations were delayed until March 21, 2017.

- **February 7:** House of Representatives took two actions under the Congressional Review Act (CRA):
  - Voted 234-190 to pass a resolution (H.J.Res 57) to repeal the USED ESSA State Plans and Accountability regulations
  - Voted 240-181 on H.J.Res. 58 to repeal Title II Teacher Preparation regulations
  - *These resolutions move next to the Senate - vote may come as early as this week*

- **February 10:** Letter from Secretary DeVos announces the current "Plan Template" states have used to design their plans will be **modified** to include only the "absolutely necessary" components from statute and will be released on March 13.

ESSA CT STATE PLAN DRAFT - BIG IDEAS

Six Sections of State Plan

| Section	Title /Funding Source	Strategies
1. **Long Term Goals**	Title I, Part A	**Three Goals 2017-2030** ⭐ • Improved academic achievement • Increased progress in English language proficiency for ELs • Increased 4 and 6 year Cohort Graduation rates
2. Stakeholder Engagement / **Performance Management**	Title I, Part A	• Progress monitoring of LEAs ⭐ • "Interim Progress Checks" every three years. If targets not met, increased focus on improvement; required actions; and CSDE supports/guidance
3. **Academic Assessments**	Title I, Part B	No changes
4. **Accountability, Support, and Improvement for Schools**	- Title I, Part A, B - 1003a School Improvement - Title III	• Next Generation Accountability System ⭐ • LEA/ School Improvement Plans & Needs Assessments • Differentiated/ Tiered Support to Title I Districts • Electronic Platform for Grants
5. **Supporting Excellent Educators**	Title II	• Decreased funding to LEAs due to change in federal formulas. • CSDE takes limited set aside for grant and state-level activities
6. **Supporting All Students**	- Title IV, Part A - Title IV, Part B	• Could be a huge support, if funded by congress • Focuses on early indication tool in EdSight and evidenced -based intervention could be funded under Title IV

1) Improved Academic Achievement

Metric: The average percentage of the growth target on ELA and Math that is achieved by all students in grades 4 - 8 combined.

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

ELA Trajectory
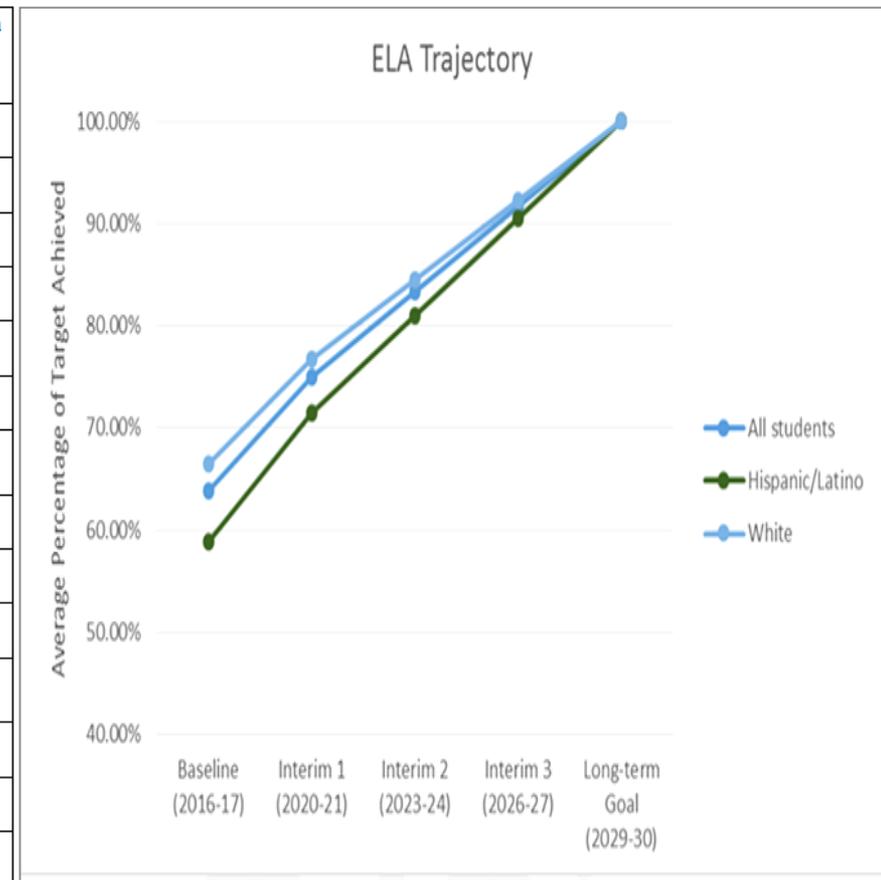
Sample Data Only – See Pages 7-14 of draft plan

LONG TERM GOALS
THIRTEEN YEAR TIME FRAME: 2017-18 TO 2029-30

2) <u>Increased Annual Four And Six Year Cohort Graduation Rate</u>

<u>Metric</u>: Four-Year Cohort Annual Graduation Rate

- Long Term Target 94 % by 2030

<u>Metric</u>: Six-Year Cohort "High Needs" Graduation Rates

- High Needs Group Only
- As a point of reference only, the six-year graduation rate for the 2012-13 cohort was 78.6%.

See Pages 7-14 of draft plan

LONG TERM GOALS
THIRTEEN YEAR TIME FRAME: 2017-18 TO 2029-30

3) <u>Progress toward English language proficiency by English learners</u>

<u>Metric</u>: **Growth model (to be developed using LAS Links or other ELP assessment)**

- Baseline Year will be the 2016-17 school year

- Thirteen year time frame will be used

See Pages 7-14 of draft plan

CONNECTICUT STATE DEPARTMENT OF EDUCATION

PERFORMANCE MANAGEMENT
Progress Monitoring and Supporting Continuous Improvement

Performance Management refers to the use of a specific and actionable plan for the SEA to:

- Reviewing, Approving, and Monitoring of LEA plans
- Supporting continuous improvement of the LEA plans
- Providing differentiated technical assistance to LEAs

The design of the CT system is based upon the following strategies:

1. Electronic Platform for Consolidated Applications, LEA Plans, School Plans, Needs Assessments, and other resources
2. Tiered Levels of LEA Supports (Next Slide)
3. Cross-Divisional CSDE Teams at the most intensive levels
4. Evidence-Based Practices (methods, programs, materials)
5. Needs Assessment and Stakeholder Engagement

REVIEW AND APPROVAL OF LEA PLANS (APPLICATIONS)

1. Winter - Spring 2017: Electronic Platform (currently under development)

2. Consolidated Electronic Application for Titles I,II,III in Fall 2017

3. Building on the current CSDE CT Accountability System guidance document, *Using Accountability Results to Guide Improvement* (March 2016), the CSDE will create **Evidenced-based Practices Lists** in Year1 for the following areas:
   - *Early Learning*
   - *School Climate*
   - *Student/Family/Community Engagement*
   - Academics
   - English Language Proficiency
   - On Track/Graduation Resources

4. Statewide Grant Application Training: August - early October 2017

5. Applications due October 15, 2017; Applications approved by January 2018 (earlier timeline in 2018 – all approvals by October 31st)

See pages 25-26 of draft plan

TIERED SUPPORT AND DIFFERENTIATED TECHNICAL ASSISTANCE

CSDE PROPOSAL OF DIFFERENTIATED SUPPORT TO TITLE I SCHOOLS AND DISTRICTS

Tier 3 Supports:
Title I Schools in CT's Education Reform Districts

- Individualized guidance & support on spending and evidence-based practices
- CSDE intensive, cross-divisional team approach

Tier 2 Supports:
Title I Schools in CT's Other Alliance Districts

- Defined guidance and support on spending and evidence-based practices
- CT Alliance District network support

Tier 1 Supports:
Title I Schools in all other CT LEAs

- Broad spending and evidence-based practice guidance
- Basic support & monitoring

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

MONITORING, CONTINUOUS IMPROVEMENT, AND DIFFERENTIATED SUPPORT PLAN

Districts by Tiered Supports	Years 1 and 2 (2016-17) & (2017-18) Planning/ Implementation Strategies	Interim Progress Check #1 (2020-21) If Target(s) Not Met, SEA Improvement Strategies	Interim Progress Check #2 (2023-24) If Target(s) Not Met SEA Improvement Strategies	Interim Progress Check #3 (2026-27) Target(s) Not Met SEA Improvement Strategies
Districts Receiving Tier III Intensive Supports *(10 Education Reform Districts)*	1. SEA Point of Contact & Cross-divisional Team support 2. Electronic grant system 3. Mandatory initial training held at Alliance District (AD) Symposiums (3x per year) 4. LeadCT Leadership Academy for Turnaround Principals 5. Combining state and federal improvement strategies to provide greater supports to Education Reform Districts 6. Three annual site visits using data from School/ District Profile & Performance Reports and district formative data required under AD program 7. Provide *entitlement* Comprehensive School Improvement Grants (CSIG) up to $500,000 annually 8. Provide RFP for *competitive* Targeted Assistance School Improvement Grants (TASIG) of no less than $50,000 annually	1. Mandatory training modules in targets not met including evidence-based interventions to meet subgroup needs 2. Mandatory training module in fidelity of implementation, progress monitoring, culturally responsive pedagogy 3. Repeat needs assessment with significant stakeholder input from whole school and subgroup populations on target(s) not met 4. SEA recommends evidenced-based interventions funded by Title and SIG grants 5. LEA Plan revision with SEA input 6. Maintain monitoring format and frequency 7. Continue CSIG and TASIG grant opportunities 8. Quarterly submission of "Evidence for Fidelity of Implementation" for target(s) not met	1. Updated training modules in targets not met including evidence-based interventions to meet subgroup needs 2. Updated training module in fidelity of implementation, progress monitoring, culturally responsive pedagogy 3. State-directed needs assessment with significant stakeholder input from whole school and subgroup populations on target(s) not met 4. SEA-directed evidenced-based interventions on targets not met 5. SEA-directed LEA Plan revision 6. Increase monitoring frequency to quarterly 7. Alter monitoring format to include SEA walkthroughs to observe fidelity of implementation 8. Bi-monthly submission of "Evidence for Fidelity of Implementation" for target(s) not met 9. Consider elimination of CSIG and TASIG grant opportunities	As outlined in our 2015 ESEA Flexibility Request Renewal, and consistent with C.G.S. § 10-223j, chronically underperforming schools (Category 4 and 5) that do not meet target(s) at Interim Progress Check #3 will enter into a "State Structured Decision-Making Pathway" including, but not limited to: 1. Reconstitution, such as (a) LEA retains management but reorganizes/ re-staffs the school; (b) LEA retains authority but enters into a management partnership with an external entity; or, (c) LEA transfers the entire management and oversight of a school to an external entity. 2. Consolidation / Closure: 3. Restructuring School Governance Council 4. Restructuring School Board Governance

See pages 29-31 of draft plan

TIER II Supports – ADs		MONITORING, CONTINUOUS IMPROVEMENT, AND DIFFERENTIATED SUPPORT PLAN		
Districts by Tiered Supports	**Years 1 and 2 (2016-17) & (2017-18) Planning/ Implementation Strategies**	**Interim Progress Check #1 (2020-21) If Target(s) Not Met, SEA Improvement Strategies**	**Interim Progress Check #2 (2023-24) If Target(s) Not Met SEA Improvement Strategies**	**Interim Progress Check #3 (2026-27) Target(s) Not Met SEA Improvement Strategies**
Districts Receiving Tier II Moderate Supports *(20 Alliance Districts)*	1. SEA Point of Contact 2. Electronic grant system 3. Mandatory initial training held at AD Symposiums (3x per year) 4. LeadCT Leadership Academy for Turnaround Principals 5. Combining state and federal improvement strategies to streamline process and focus on LEA Plan 6. One annual site visit and two C7SDE data reviews using data from School/ District Profile & Performance Reports and district formative data required under AD program 7. Provide RFP for *competitive* Comprehensive School Improvement Grants (CSIG) up to $500,000 annually 8. Provide RFP for *competitive* Targeted Assistance School Improvement Grants (TASIG) of no less than $50,000 annually	1. Mandatory training modules in targets not met including evidence-based interventions to meet subgroup needs 2. Mandatory training module in fidelity of implementation, progress monitoring, and culturally responsive pedagogy 3. Repeat needs assessment with significant stakeholder input from whole school and subgroup populations on target(s) not met 4. LEA Plan revision 5. Continued monitoring format and frequency 6. Continue competitive CSIG and TASIG grant opportunities 7. Semi-annual submission of "Evidence for Fidelity of Implementation" for target(s) not met	1. Updated training modules in targets not met including evidence-based interventions to meet subgroup needs 2. Updated training module in fidelity of implementation, progress monitoring, and culturally responsive pedagogy 3. State-approved needs assessment plan with significant stakeholder input from whole school and subgroup populations on target(s) not met 4. SEA recommends evidenced-based interventions based on local needs and data 5. LEA Plan revision with SEA input 6. Maintain monitoring format and frequency 7. SEA continues competitive CSIG and TASIG grant opportunities 8. Quarterly submission of "Evidence for Fidelity of Implementation" for target(s) not met	1. State-directed needs assessment with significant stakeholder input from whole school/ subgroup populations on target(s) not met 2. Customized training based on needs assessment 3. SEA-directed evidenced-based interventions and LEA Plan revision 4. Increase monitoring frequency to three annual site visits using data from School/ District Profile & Performance Reports and district formative data required under AD program 5. Alter monitoring format to include SEA walkthroughs to observe fidelity of implementation 6. Bi-monthly submission of "Evidence for Fidelity of Implementation" for target(s) not met 7. SEA considers elimination of competitive CSIG and TASAIG grant opportunities 8. SEA reserves the right to employ "State Structured Decision-Making Pathways" outlined above

See pages 29-31 of draft plan

TIER I Supports – All Other LEAs	MONITORING, CONTINUOUS IMPROVEMENT, AND DIFFERENTIATED SUPPORT PLAN			
Districts by Tiered Supports	**Years 1 and 2 (2016-17) & (2017-18) Planning/ Implementation Strategies**	**Interim Progress Check #1 (2020-21) If Target(s) Not Met, SEA Improvement Strategies**	**Interim Progress Check #2 (2023-24) If Target(s) Not Met SEA Improvement Strategies**	**Interim Progress Check #3 (2026-27) Target(s) Not Met SEA Improvement Strategies**
Districts Receiving Tier I Basic Supports *(All Other Districts)*	1. SEA Point of Contact 2. Electronic grant system 3. Annual self-assessment with six annual desk audits representing geographic /socio-economic diversity 4. Data analysis using School and District Profile & Performance Reports 5. `Initial training materials and support in multiple formats (workshop, archived webinars, guidance documents) 6. Provide RFP for *competitive* Comprehensive School Improvement Grants (CSIG) up to $500,000 annually 7. Provide RFP for competitive Targeted Assistance School Improvement Grants (TASIG) of no less than $50,000 annually	1. Mandatory training modules in targets not met including evidence-based interventions to meet subgroup needs 2. Mandatory training module in fidelity of implementation, progress monitoring, and culturally responsive pedagogy 3. Repeat needs assessment with significant stakeholder input from whole school and subgroup populations on target(s) not met 4. LEA Plan revision 5. Maintain monitoring frequency and format 6. Continue CSIG and TASIG grant opportunities 7. Semi-annual submission of "Evidence for Fidelity of Implementation" for target(s) not met	1. Updated training modules in targets not met including evidence-based interventions to meet subgroup needs 2. Updated training module in fidelity of implementation, progress monitoring, and culturally responsive pedagogy 3. State-recommended needs assessment plan with significant stakeholder input from whole school and subgroup populations on target(s) not met 4. SEA recommended evidenced-based interventions based on local needs and data LEA Plan revision with SEA input 5. SEA increases monitoring format and frequency 6. SEA continues competitive CSIG and TASIG grant opportunities 7. Quarterly submission of "Evidence for Fidelity of Implementation" for target(s) not met	1. Title I LEA Plan Symposium for LEAs in this category 2. Customized training in targets not met including evidence-based interventions to meet subgroup needs 3. Customized training in fidelity of implementation, progress monitoring, and culturally responsive pedagogy 4. State-directed needs assessment plan with significant stakeholder input from whole school and subgroup populations on target(s) not met 5. Quarterly submission of "Evidence for Fidelity of Implementation" for target(s) not met 6. SEA considers increasing monitoring format and frequency 9. Bi-monthly submission of "Evidence for Fidelity of Implementation" for target(s) not met

ESSA RESOURCES

![WEBiNAR]

Session	Date & Time	Topic
Webinar #5	Tuesday, January 17 2:00 – 2:45 p.m. CANCELLED	**ESSA Title IV Part A:** *Student Support & Academic Enrichment Grants* **ESSA Title IV Part B:** *21st Century Community Learning Centers*

If you have questions about these topics, go to our draft plan which is now posted.

**Further questions? Contact Glen Peterson, Division Director, Office of Student Supports, at 860-713-6915 or Glen.Peterson@ct.gov**

QUESTIONS

CONNECTICUT STATE DEPARTMENT OF EDUCATION
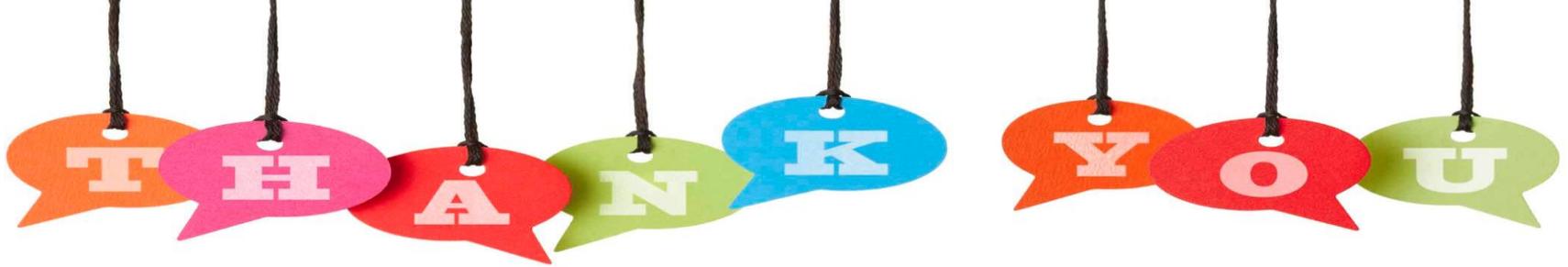
Thank you for participating in today's webinar

This recorded webinar will be posted within one week in three locations:

1. Superintendent's Digest on the CSDE Homepage

2. ESSA Resources on the CSDE Homepage

3. CT Core Standards website under Professional Development

If you have additional questions, please contact:

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