



Commissioner’s Back-to-School Meeting

Connecticut State Department of Education | August 15, 2017

www.ct.gov/sde/backtoschool

Important Information Regarding the Every Student Succeeds Act (ESSA)

Connecticut’s Consolidated State Plan

Connecticut’s Every Student Succeeds Act (ESSA) Consolidated State Plan is built upon the goals and promises of the State Board of Education’s 2016-21 comprehensive plan. In this plan, we build upon the vision set forth in Governor Malloy’s 2012 education reforms, as well as the progressive improvements gained in the 2012 and 2015 No Child Left Behind (NCLB) flexibility requests.

ESSA Title	Consolidated State Plan Components
Title I: Improving Basic Programs	<ol style="list-style-type: none"> 1. Long Term Goals: We have embraced three long term goals that focus on steady and sustained growth toward critical targets that will ensure student success. We use a statistically sound model of measuring student growth on academic assessments, as well as monitor for sustained improvements in graduation rates for all students and improved English language proficiency rates for Connecticut’s English learners. 2. Rigorous Academic Standards and Assessments: We will continue the work of implementing the college- and career-ready standards in English language arts, mathematics, science, social studies, and English language proficiency (for English learners) and the arts adopted by our Board, beginning in 2010. We will continue to build expertise and instructional excellence among all Connecticut teachers in implementing these rigorous standards. 3. Next Generation Accountability System: Connecticut embraces a holistic accountability system that meaningfully differentiates the performance of schools using 12 indicators that go well beyond just test scores. This system has been used as a model for other states. 4. School Improvement Efforts directed toward: <ol style="list-style-type: none"> A. Comprehensive Support and Improvement Schools: <ul style="list-style-type: none"> • lowest-performing 5 percent of Title I schools on state accountability index; • high schools with graduation rates less than 67 percent; and • schools with underperforming subgroups that do not improve after a state-determined number of years. B. Targeted Support and Improvement Schools: <ul style="list-style-type: none"> • Schools with consistently underperforming subgroups, as defined by the state. 5. Supportive and Accountable School Improvement System: The CSDE has developed a supportive, transparent, and accountable system and timeline to help Title I schools reach their long term goals set forth in the Connecticut ESSA Consolidated State Plan. Key features of the system include: <ul style="list-style-type: none"> • A single, integrated electronic application/resource platform for districts, reducing burdensome tasks and paperwork. Launching in September 2017. • A tiered, differentiated support system, directing CSDE resources to the districts where they are needed most. • CSDE cross-divisional teams with an array of expertise deployed to support our neediest districts. • Five-year formula School Improvement Grants directed to schools with the greatest challenges. • New CSDE-created ESSA resources such as Evidence-based Practice Guides focused on combating persistent challenges and the Early Indication Tool, which uses data to help school and district staff identify students who need supports that can be funded under ESSA.

continued



<p>Title II: Preparing, Training, and Recruiting High-Quality Teachers and Leaders</p>	<ol style="list-style-type: none"> 1. Due to the federal Title II formula change, Connecticut will lose approximately \$5 million in Title II funding over the next six years. Our 2016-17 funding level is \$21,204,528, with school and district allocations ranging from \$323 to \$2,843,692. 2. The CSDE will continue to use the minimum allowable funds to administer the grant and conduct critical statewide activities. We will not invest in any additional statewide programming allowed under ESSA because it would further reduce Title II funding levels to districts. 3. The CSDE will continue the work of Title II, directing our energies toward: <ol style="list-style-type: none"> A. Expansion of our workforce to include racially, ethnically, and linguistically diverse educators, representative of our local and global society. B. Recruitment of educators into critical subject shortage areas such as science, math, and special education. C. Modernization of our certification system by reducing barriers, streamlining procedures, and adopting flexible pathways to teaching that attract high-quality, diverse candidates entering their first or second career.
<p>Title III: Language Instruction for English Learners and Immigrant Students</p>	<ol style="list-style-type: none"> 1. In 2016, the Connecticut State Board of Education adopted the Connecticut English Language Proficiency (CELP) Standards aligned to subject-area college- and career-ready standards. We continue training and supporting our educators to effectively support and advance English learners. 2. In 2015, the CSDE began using and funding an English Language Proficiency (ELP) Assessment aligned to our subject-area college- and career-ready standards for every English learner in Connecticut. 3. The CSDE has always provided definitive guidance to districts on entrance and exit criteria for students receiving English as a Second Language services. Under ESSA, we will now establish and implement mandatory, standardized statewide entrance and exit procedures.
<p>Title IV: 21st-Century Schools</p>	<ol style="list-style-type: none"> 1. Part A: New Student Support and Academic Enrichment Grants are, as yet, unfunded. <ul style="list-style-type: none"> • If funded, districts may use these allocations for individual student supports, including counseling, rigorous coursework, credit recovery, etc. • Schools may also fund parent engagement activities, school safety, and climate initiatives. The CSDE would fund the development and training in the Early Indication Tool. 2. Part B: Currently funds statewide After-School Learning Centers totaling approximately \$8.5 million.