

Accountability Model for Schools and/or Districts “In Need of Corrective Action”

<u>Legend</u>	
DAA	Division of Accountability and Assessment
ACM	Bureau of Accountability and Compliance Monitoring
SAS	Bureau of Student Assessment
DRE	Bureau of Data Collection, Research and Evaluation
DTL	Division of Teaching, Learning and Instructional Leadership
SDI	Bureau of School and District Improvement
C&I	Bureau of Curriculum and Instruction
ESC	Bureau of Education Standards and Certification
CAMB	Cambridge Education Consultants

Phase	Activity	Description	Group Responsible	Deliverable	Due Date
Phase 1	Gather Data, Evidence	1. DAA will gather school and student performance data from Strategic Profiles, and other SDE data sources to analyze the extent and breadth of the gaps	ACM	School/District Portraits	July
		2. Assessment Teams will conduct site visits, classroom observations, and interviews with key and district leaders	ACM CAMB	Observation Reports	July
		3. Assessment Teams corroborate observations with achievement data, corroborate with school leaders, and then write Phase 1 Data Summaries	ACM CAMB	Phase 1 Data Summaries for District and Individual Schools	July
Phase 2	Diagnose Sources of Low Performance	1. Identify and analyze what is happening at the district level to cause and/or to contribute to school underperformance	ACM CAMB DRE	Diagnosis of Probable Root Causes	July
		2. Identify and analyze internal causes for school underperformance	ACM CAMB DRE	Diagnosis of Probable Root Causes	July
		3. DAA will analyze data reports and diagnoses, confer and then recommend which interventions	ACM CAMB DRE	Executive Summary and Recommendations to Commissioner	July

		permitted by Section 32. Section 10-223e of the General Statutes			
Phase 3	Prescribe Remediation Goals, 2-year Objectives, Indicators and Strategies	1. Commissioner identifies remedies he will likely recommend to the State Board in the fall, relative to Sec. 32	Commissioner	Commissioner's Letter to District Leadership Outlining Actions likely to be taken by Board	July
		2. DTL, district and/or school leaders review evidence and agree upon: (a) a theory of action (b) 2-year performance goals and objectives (c) indicators to measure effectiveness (d) strategies for realizing goals and objectives	SDI	Theory of Action Statement Statement of 2-Year Performance Goals, Objectives, Indicators and Strategies for District Statement of 2-Year Performance Goals, Objectives, Indicators and Strategies for School (s)	August August August
		2. DAA develops internal plan to measure and monitor performance indicators	ACM	Published List of all Indicators to be used to monitor District and Schools	August
Phase 4	Develop 2-Year Corrective Action Plan	1. School and district personnel write action plans with technical assistance from SDI. Plans will define what financial resources, and support services will be necessary to carry out the strategies defined in Goals Statement	SDI	District Action Plan focused on 1-2 operational and/or policy changes that will affect and support school improvement School Action Plan will focus on 3-5 instructional indicators and 1-2 school-based initiatives designed to strengthen school culture	September 15 September 15
		2. Plans reviewed by DTL, Cabinet Commissioner			September 20
		3. District Leadership Team presents Plan to State Board Education			October Meeting

Phase 5	Implement Action Plan Year 1	1. DTL provides direct support and technical assistance to schools and districts as they implement their Plans.	SDI C&I ESC	Technical assistance may include: (a) introduction of model curricula (b) formative assessment tools for classroom use (c) job embedded professional development and coaching for classroom teachers (d) executive coaching for school administrators (e) professional development and technical assistance workshops in data driven-decision making, etc.	November-May
		2. DAA and district leaders monitor progress of plans on monthly basis	ACM SDI	Monthly Data Reports	November-May
		3. DAA and district leaders develop mechanisms for reporting progress to community, parents and faculty	DRE	Bimonthly Progress Reports	November January March May

Phase 6	Monitor Action Plan Year 1 and Evaluate	1. ACM analyzes results and effects of all interventions.	ACM DRE	Year 1 Evaluation	May 15
		2. DRE determines probability of school or district being reconstituted at end of Year 2 of Corrective Action Plan. If reconstitution is likely, district will have 12 months to prepare a plan to close school, and reopen as a charter, pilot, or magnet school, or other such school, or to turn over management of the school to the SDE or private contractor.	DRE	Executive Summary	June Meeting
		3. Notice of Intention to Reconstitute Sent by State Board to Local or Regional Board.	Commissioner State Board	Letter of Intent	June 15
		3. DAA and District Prepare a Restructuring Plan for Implementation 12 months later	ACM	Restructuring Plan	September
Phase 7	Implement and Monitor Year 2 Plan; Evaluate Effects	1. DTL and districts implement Action Plan in Year 2 2. If needed, Commissioner and Board Seek Approval from Governor and Legislation to Reconstitute School or District	SDI State Board of Education		September-May
Phase 8	Summative Evaluation: Remain in Corrective Action or Implement Reconstitution Plan	1. State Board and SDE determines if school or district should remain in Corrective Action or be reconstituted. 2. State Board votes to continue in Corrective Action or to Reconstitute School and/or District 3. District or School carry out State Board's decision	DAA, DTL. Cabinet Commissioner State Board	Summative Evaluation	May 15 June Meeting July

