

THE COMMISSIONER'S NETWORK SYSTEM OF SUPPORTS | 2014-15



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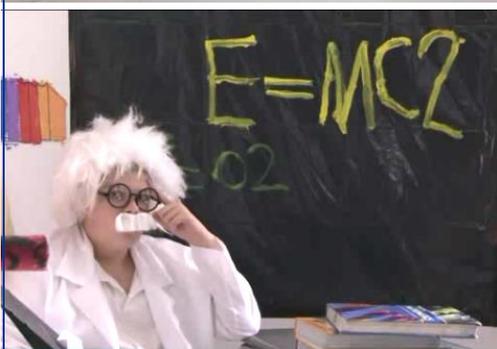


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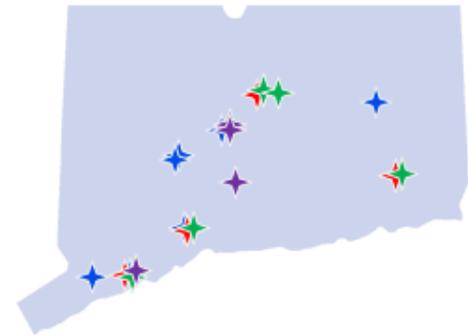
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1.1. Introduction

The Commissioner’s Network is a commitment between local stakeholders and the Connecticut State Department of Education (CSDE) to dramatically improve student achievement in chronically low-performing schools. The Network offers new resources and authorities to empower teachers and school leaders to implement research-based strategies in schools selected by the Commissioner of Education to participate in the Network for a period of three to five years. The Network includes Commissioner’s Network and School Improvement Grant (SIG) schools. These schools remain part of their local school districts, but the districts and the CSDE secure school-level flexibility and autonomy for the schools in exchange for heightened accountability.



The Network currently serves over 11,000 students in 20 schools across 10 districts. The CSDE forges powerful performance-based partnerships with schools and districts working in a highly collaboration manner. The purpose of this document is to summarize the system of support and accountability that defines Network participation.

1.2. Network Schools

The Network currently includes 20 schools. Cohort I Network schools (4 schools) will enter their third year of the turnaround process during the 2014-15 school year, and Cohort II schools (7 schools) will enter their second year of turnaround during the 2014-15 school year. The Commissioner and State Board of Education recently approved 5 additional Network schools, and the CSDE recently awarded SIG grants to 4 schools.

Each Network school is assigned a Turnaround Office designee. Designees serve as the schools’ primary liaisons with the CSDE. Designees visit schools on a regular basis to provide support and monitor progress using the CSDE’s uniform walkthrough protocol. The following chart provides a snapshot of Network schools and designee assignments:

District:	School:	Cohort:	Grades:	Enrollment:	CSDE Designee:
Bridgeport	Curiale School	I	K-8	737	Patty Foley
	Dunbar School	II	K-8	300	Megan Alubicki Flick
	Marin School	III	PK-8	908	Megan Alubicki Flick
New Haven	High School in the Community	I	9-12	262	Michelle Rosado
	Wilbur Cross High School	II	9-12	950	Megan Alubicki Flick
	Lincoln-Bassett School	III	PK-6	375	Kaylan Ricciardi
	West Rock Author’s Academy	SIG	PK-5	224	Michelle Rosado
New Britain	DiLoreto School	II	K-8	780	Patty Foley
	Slade Middle School	SIG	6-8	618	Patty Foley

District:	School:	Cohort:	Grades:	Enrollment:	CSDE Designee:
	Pulaski Middle School	SIG	6-8	634	Patty Foley
Hartford	Milner School	I	PK-8	375	Megan Alubicki Flick
	Clark School	III	PK-8	370	Megan Alubicki Flick
Norwich	Stanton School	I	PK-5	398	Michelle Rosado
	Uncas School	III	K-5	282	Michelle Rosado
Waterbury	Walsh School	II	PK-5	459	Michelle Rosado
	Crosby High School	II	9-12	1,389	Morgan Barth
Windham	Windham Middle School	II	6-8	665	Kaylan Ricciardi
Norwalk	Briggs High School	II	9-12	66	Patty Foley
East Hartford	O'Brien STEM Academy	III	K-6	501	Kaylan Ricciardi
Meriden	John Barry Elementary School	SIG	K-5	504	Kaylan Ricciardi

As schools' primary points of contact and day-to-day liaisons with the CSDE, Megan Alubicki Flick, Patty Foley, Kaylan Ricciardi, and Michelle Rosado bring a wealth of knowledge and experience leading and supporting turnaround efforts. They will maintain a frequent presence in Network schools, namely through school and classroom walkthroughs and support around the creation and refinement of Essential School Systems.

In support of these school-level efforts, Morgan Barth and Andrew Ferguson will lead the Turnaround Office's work in collaborating with school and district leadership at the strategy level, including: initial school planning, stakeholder engagement, Alliance District strategic alignment, labor relations, external partnerships, budgeting, facilitation of quarterly monitoring and annual audits, and annual plan amendments.

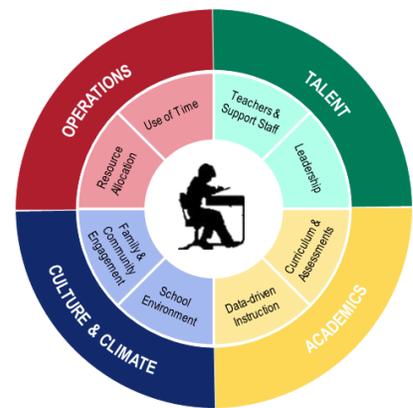
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Kaylan Ricciardi	(860) 713-6864	Kaylan.Ricciardi@ct.gov
Michelle Rosado	(860) 713-6748	Michelle.Rosado@ct.gov



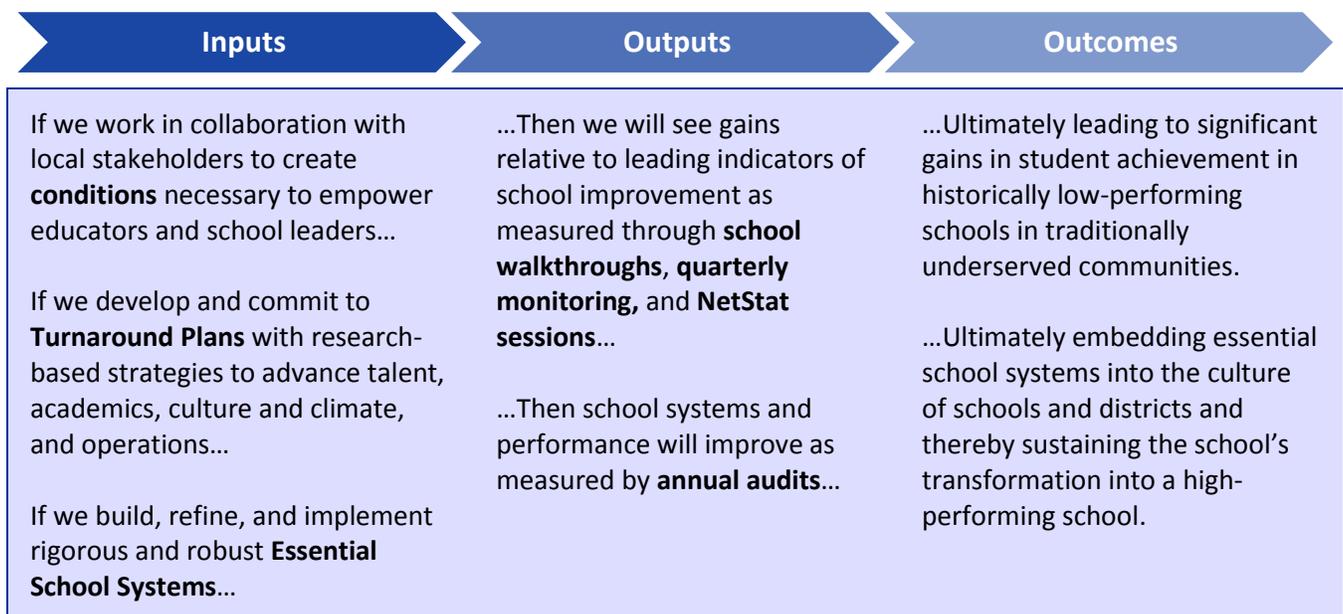
2.1. Network Overview

During the 2013-14 school year, the CSDE introduced a framework for school and district transformation efforts. The framework guides school turnaround planning processes, implementation efforts, and progress monitoring in Turnaround, Focus, and Review schools, including SIG and Commissioner’s Network schools. The framework also serves as a foundation for Alliance District annual planning, plan implementation, and quarterly progress monitoring. The framework identifies four overarching and research-based leverage points for school and district improvement, creating greater coherence and alignment between school and district reform efforts. The four domains include:

- **Talent:** Systems and strategies to recruit, hire, develop, evaluate, and retain excellent school leaders, teachers, and support staff.
- **Academics:** Rigorous, aligned, and engaging academic program that allows all students to achieve at high levels, including aligned curricula, instruction, and assessments.
- **Culture and Climate:** Positive learning environment that supports high-quality teaching and learning, and engages families and the community as partners in the educational process.
- **Operations:** Systems and processes that promote organizational efficiency and effectiveness, including through the use of time and financial resources.



The framework creates a common language and shared definitions for school turnaround. The four domain areas serve central components of the Network theory of change and system of supports, as outlined below.



2.2. Network Shared Expectations

Network schools receive additional flexibility and resources to significantly improve student outcomes. All districts participating in the Network commit to a shared set of expectations, acknowledging the tremendous opportunity and responsibility afforded by the Network. The purpose is to establish clear expectations regarding how the districts, CSDE, and Network schools will work collaboratively to drive results. The shared expectations outline commitments to create and maintain optimal conditions and systems in the areas of talent, academics, culture and climate, and operations. In so doing, the shared expectations create a solid foundation for the partnership between the CSDE and Network districts and schools; continued Network funding is conditional on meeting the expectations agreed to by all parties.

2.3. Turnaround Plans and Essential School Systems

Turnaround Plans developed at the start of the turnaround process provide a high-level roadmap for reform. Understanding that schools are dynamic environments and staffing and leadership may change between when plans are developed and executed, the CSDE intentionally designs Network Turnaround Plans and SIG applications to allow for adaptability. Once Turnaround Plans and SIG applications are approved, schools are expected to create, refine, and implement Essential School Systems to drive the critical day-to-day work.

High-performing schools create and maintain systems to develop and attract top talent, provide excellent academics, foster a positive school culture and climate, and ensure seamless operations. Success in each of these areas necessitates thoughtful planning and sophisticated procedures and routines. The Turnaround Office has created a website with system templates, exemplars, and tools designed to support school teams as they work to create high-effective systems and implement those systems with fidelity school-wide.

Talent



Professional Development Plan: A comprehensive plan to support staff development, including a calendar of school and district professional learning opportunities. A schedule and protocols to facilitate vertical



Evaluation and Coaching System: Tools to evaluate staff performance over time, allowing for actionable feedback, targeted development, and strategic staffing. A coaching cycle aligned to school's goals and staff development needs.



Recruitment and Retention Strategy: Human capital systems to recruit, identify, and hire highly-effective educators and staff. Mechanisms and strategies to proactively recognize and retain exemplary staff members.



Staffing Structure: A clear and coherent school staffing and organizational structure, including defined roles and responsibilities, and committees facilitating distributed leadership and shared accountability and decision-making.

Culture and Climate



Student Attendance Plan: A proactive plan detailing strategies to ensure that all students arrive at school on time every day and ready to learn, and a clear set of interventions to address chronic absenteeism.



Behavior Management Strategy: A detailed approach to behavior management, including staff training and strategies to promote and reinforce positive behaviors. A clear discipline policy outlining consistent consequences for



Family Engagement Plan: A plan to engage families in their children's academic development. Strategies to engage families in a deep, meaningful, and sustained manner (e.g., family events, committees, volunteer



Wraparound Strategy: A holistic approach for providing wraparound services to address students' and families' health and wellness needs. A community asset map identifying and linking families to local resources.

Academics



Comprehensive Assessment Strategy: A comprehensive plan for administering formative, benchmark, and summative assessments in all grade levels and content areas (e.g., test type, frequency, and data)



Core Academic Program: An articulation of the school's core academic programming and course offerings, including curricula and programs for all grade levels, content areas, and student performance levels.



Instructional Framework: Instructional priorities and expectations promoting rigor, coherence, and alignment (e.g., unit/lesson plan templates, pacing guides, curriculum scope and sequence, homework policy, grading)



SRBI Strategy: Systems, processes, and tools to gather data and provide timely and targeted interventions. Structures to meet the needs of special populations, including special education students and English language

Operations



School Calendar and Daily Schedule: Tools that maximize student and staff time, such as a daily bell schedule and master calendar. A detailed plan for extended learning time, providing enrichment and intervention opportunities.



Communications Plan: A communications plan using multiple modes of communication (e.g., website, newsletters, social media, e-blasts) to regularly communicate with internal and external audiences and community stakeholders.



Budget: A detailed budget outlining all sources of funds (e.g., local, state, federal, grants) and strategic investments aligned to school operations and program areas. Tools and processes for ongoing accounting.



Technology and Facilities Plan: A plan to maintain school facilities and grounds, creating a welcoming environment conducive to high-quality teaching and learning. A plan to acquire and use technology to enhance instruction.

TOOLS AND RESOURCES



1. Turnaround Plan Application

The 2014-15 Network application requires schools to identify needs and priorities, and evidence-based strategies addressing those needs.



CIII Network Application.pdf



2. Network Conditions and Expectations

CSDE and Network school and district leaders commit to shared expectations regarding school-level autonomy, resourcing, and increased accountability.



Sample Network Expectations.pdf



3. Essential School Systems

All Network schools work to develop and continuously improve systems to ensure seamless school operations and advance student achievement.

[Essential School Systems Website](#)

3.1. Support Overview

The CSDE works to strike the right balance between providing support, maintaining accountability, and getting out of the way, when necessary. The summary below outlines the various support and accountability structures in place over the course of the school year. The sections that follow provide additional context and tools.

Support:	Description:	Frequency:
School and Classroom Walkthroughs	Informal school site visits and classroom observations used to gauge improvements in school climate and teaching and learning.	Ongoing
Quarterly Monitoring Meetings	Quarterly progress check-ins to discuss successes and challenges rooted in (1) school data, (2) plan implementation, and (3) year-to-date grant spending.	Quarterly
NetStat Sessions	Quarterly sessions designed to engage Network teams in meaningful professional development and quantitative analyses of leading and lagging indicators of school turnaround.	Quarterly
Midyear Audits	Midyear audits using a consistent rubric and indicators in the areas of (1) talent, (2) academics, (3) culture and climate, and (4) operations; used to inform plan modifications.	Annual
LEAD CT Leadership Coaching	Intensive 2-month spring fellowship for new turnaround leaders; ongoing community of practice and job-embedded leadership coaching throughout the school year.	Ongoing

TOOLS AND RESOURCES

	<p>1. Walkthrough Rubric CSDE staff use this walkthrough tool to collect formative data from Network schools and identify areas for future support.</p>		
		Walkthrough Rubric.docx	Sample Tracker.xlsx
	<p>2. Annual Audit Tool and Sample Report The audit tool and sample report reflect the annual evaluation process that occurs in each school.</p>		
		School Turnaround Rubric.docx	Audit Report Sample.docx
	<p>3. Quarter Online Data Submission Template On a quarterly basis, Network schools provide data that serve as the foundation for quarterly monitoring conversations and NetStat sessions.</p>		<i>Coming Soon!</i>

3.2. Network Calendar

August 2014						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30/31

September 2014						
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

October 2014						
S	M	T	W	T	F	S
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26	27	28	29	30	31	

November 2014						
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29/30

December 2014						
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

January 2015						
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18	19	20	21	22	23	24
25	26	27	28	29	30	31

February 2015						
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15	16	17	18	19	20	21
22	23	24	25	26	27	28

March 2015						
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2015						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2015						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30/31

June 2015						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

July 2015						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Fall Cycle:

- November 7: Data Submission
- November 10-21: Monitoring Meetings
- December 10: NetStat Session

Midyear Cycle:

- December 15 - January 23: Midyear Audits
- January 23: Data Submission
- February 9-20: Midyear Review Monitoring Meetings
- March 11: NetStat Session

Spring Cycle:

- April 24: Data Submission; 2015-16 Plan Amendment and Budget Proposal Deadline
- May 11-22: Monitoring Meeting
- May 27: NetStat Session

Year-End Cycle:

- July 10: Data Submission
- July 20-31: Monitoring Meetings

Calendar Key:

	Network Newsletter
	Data Submission Deadline
	Monitoring Meetings
	NetStat Sessions
	Midyear Audits



3.3. Walkthroughs

CSDE Network designees visit Network schools several times per quarter. During these visits, designees use a streamlined and non-evaluative walkthrough tool to identify school-wide trends and structure classroom observations. The walkthrough protocol provides as a real-time indication of school and classroom progress. The tool includes a subset of the audit indicators (see Section 3.4) that might be observable in a fairly short school and classroom visit. The tool includes a checkbox format with “look fors” aligned to each of indicator area. Though the observer may not observe all indicators on a given walkthrough, the tool provide a clear set of school and classroom priorities aligned to the annual audit, which serves as the primary evaluative process for Network schools.

The Turnaround Office internally aggregates and disaggregates walkthrough data to identify issue areas within individual schools, as well as Network-wide trends. This analysis then informs Network-wide supports and professional development topics addressed during NetStat sessions. Designees ideally conduct school and classroom walkthroughs with school leadership, allowing for calibration and planning conversations, though this is not required. Importantly, the walkthrough tool is purposefully aligned to the SEED and Danielson evaluation frameworks.

School-wide Walkthrough Rubric				
Indicator	1 - Below Standard	2 - Developing	3 - Proficient	4 - Exemplary
1. School Environment (Culture and Climate)	<ul style="list-style-type: none"> Unkempt, rundown, or unsafe school facilities Uninviting, unwelcoming, or sterile learning environment Little to no school branding or sense of school pride and identity Little to no evidence of data or student work 	<ul style="list-style-type: none"> Somewhat unkempt and unsafe facilities in certain sections of the school Somewhat inviting and welcoming learning environment Minimal school branding Some evidence of data or student work in certain locations 	<ul style="list-style-type: none"> Bright, clean, and well-kept facilities in most sections of the school Welcoming and inviting learning environment in parts of the school Some school branding and sense of pride and identity Some data and student work displayed throughout the school 	<ul style="list-style-type: none"> Bright, clean, and well-kept facilities throughout the school Inspiring learning environment conducive to high-quality instruction Clear school branding and consistent messaging Data and student work displayed effectively throughout the school
2. Routines and Transitions (Operations)	<ul style="list-style-type: none"> Chaotic and disorderly environment leading to concerns about student and adult safety High noise level during transitions Little to no evidence of systems and routines Little to no adult presence and redirection of disruptive behaviors 	<ul style="list-style-type: none"> Somewhat chaotic and disorderly environment in certain locations and during certain times of day leading to some concerns about safety Moderate noise level Minimal evidence of systems and routines Some adult presence 	<ul style="list-style-type: none"> Calm and orderly environment in most locations and during most of the school day Some noise during transition times Somewhat clear rules and evidence of systems and routines Moderate adult presence to reinforce norms and behavioral expectations 	<ul style="list-style-type: none"> Calm and orderly environment throughout the school Minimal noise level during transitions Clear, consistent, and evident rules and routines, with largely unspoken and institutionalized systems and procedures Strong adult presence
3. Interpersonal Interactions (Culture and Climate)	<ul style="list-style-type: none"> Weak sense of community Disrespectful interactions between students and student adults Signs of divisiveness or hostility Minimal connections between students and staff, with interactions that are largely transactional or triggered when students are off-task Concerns about staff professionalism 	<ul style="list-style-type: none"> Moderate sense of community Students are somewhat respectful toward one another and adults Some divisiveness, however, it does not define school culture Somewhat positive interactions between students and staff Some concerns about staff professionalism 	<ul style="list-style-type: none"> Good overall sense of community Students are generally respectful toward one another and adults Mostly positive rapport with minimal teasing and divisiveness Some connections between students and staff, with most staff seeming invested in their students Solid staff professionalism 	<ul style="list-style-type: none"> Strong sense of community Students are respectful and supportive of one another and adults Positive and supportive rapport with an inclusive climate Strong connections between staff and students, with an investment in student well-being and development High degree of staff professionalism
Classroom Observation Rubric				
Indicator	1 - Below Standard	2 - Developing	3 - Proficient	4 - Exemplary
1. Student Engagement (Academics)	<ul style="list-style-type: none"> Few students are engaged and excited about their work Most students are engaged in off-task behaviors Lesson primarily appeals to one learning style Few students are actively involved in the lesson 	<ul style="list-style-type: none"> Some students exhibit moderate engagement Many students are engaged in off-task behaviors Some strategies to address multiple learning styles Students are involved in the lesson, but participation is mostly passive 	<ul style="list-style-type: none"> Most students are engaged and exhibit good behavior Most students are on task Strategies for multiple learning styles Students are involved in the lesson, but participation is, at times, more passive than active 	<ul style="list-style-type: none"> All students are visibly engaged and ready to learn All students are on task Lesson appeals to and supports diverse learning styles Students are actively engaged in the lesson, participating in classroom dialogue and instruction
2. Use of Time (Operations)	<ul style="list-style-type: none"> Ineffective use of time by students and staff due to misbehavior and/or poor scheduling and transitions Many students need reminders and redirection to stay on task or transition to new tasks Teacher struggles with lesson pacing Use of class time is not constructive 	<ul style="list-style-type: none"> Somewhat effective use of time by students and staff Mixed opportunities to maximize instructional time Some students need redirection Somewhat well-paced lesson Teacher could be more thoughtful in the use of class time 	<ul style="list-style-type: none"> Effective use of time with minimal downtime for students and staff Few students require redirection; most students transition quickly to work when prompted by the teacher Well-paced and planned lesson Teacher is adept at managing and using class time 	<ul style="list-style-type: none"> Optimal use of class time by students and staff with little to no downtime Students stay on task and transition promptly to new tasks with minimal cues and reminders from the teacher Efficient lesson pacing and design Teacher meticulously uses every moment of class time

3.4. Annual Audits

After being initially selected for possible participation in the Commissioner’s Network, prospective Network schools participate in an operations and instructional audit to benchmark school systems and performance in the areas of talent, academics, culture and climate, and operations. This serves as a baseline evaluation from which Turnaround Committees develop Turnaround Plans.

On an annual basis, the Turnaround Office follows a similar process to conduct midyear audits in all Network schools. Midyear audits allow schools and the CSDE to evaluate progress in each of the indicator areas, as well as identify areas for potential interventions or midcourse corrections. The chart below outlines the indicators used in the audit process; these align to the Office’s four domain areas.

Talent	Culture and Climate
<ul style="list-style-type: none"> Instructional practice Evaluation and professional culture Recruitment and retention strategies Professional development Leadership effectiveness Instructional leadership 	<ul style="list-style-type: none"> School environment Student attendance Student behavior Interpersonal interactions Family engagement Community partners/Wraparound strategy



Academics	Operations
<ul style="list-style-type: none"> Academic rigor Student engagement Differentiation Curriculum and instruction aligned to CCSS Supports for special populations Assessment system and data culture 	<ul style="list-style-type: none"> Adequate instructional time Use of instructional time Use of staff time Routines and transitions Financial management

The audit generally consists of a 1-2-day site visit, whereby auditors collect qualitative and quantitative data through stakeholder surveys, interviews, focus groups, classroom observations, and school-wide observations. The Turnaround Office uses a consistent rubric and report template to provide a summation of school strengths and growth areas. The audits, which occur in the middle of the school year, allow for comparisons across schools and a longitudinal analysis of each school's progress over time. The Turnaround Office's school turnaround rubric (shown below) defines "Below Standard," "Developing," "Proficient," and "Exemplary" status for each of the indicators listed above. The rubric also allows schools to self-assess and monitor their own progress over time.

Indicator	TALENT			
	Below Standard	Developing	Proficient	Exemplary
Instructional Practice	Instruction is inconsistent and highly variable from classroom to classroom. There are significant concerns about instructional quality. Staffing decisions do not reflect teacher effectiveness and student needs.	Instructional practice is organized and consistent with school vision and strategic direction in some classrooms, but instructional practice is variable from classroom to classroom. Staffing decisions do not always reflect teacher effectiveness and student needs.	Instructional practice is organized and consistent with school vision and strategic direction in most classrooms. There are some systems in place to promote and develop teacher effectiveness and make appropriate staffing decisions.	Instructional practice is organized and consistent with school vision and strategic direction in 100% of the classrooms. There are strong systems in place to promote staff efficacy and make staffing decisions driven exclusively by student needs.
Evaluation and Professional Culture	There are significant concerns about staff professionalism. Staff come to school unprepared and there is little sense of personal responsibility. There is a culture of low expectations; individuals are not accountable for their work. Evaluations are infrequent, and instructional leaders do not provide regular feedback to staff.	There are some concerns about professionalism. Some staff come to school unprepared. Some teachers feel responsible for their work. Leaders communicate some expectations for and feedback on performance, but do not consistently followup to see whether or not the feedback is acted upon.	The school is a professional work environment. Most staff are prepared to start the school day on time with appropriate instructional materials ready to go. Most individuals feel responsible for their work. Leaders typically provide feedback, and hold individuals accountable for lack of effort and results.	100% of staff are prepared to start the school day on time with appropriate instructional materials ready to go. The vast majority of staff feel deep personal responsibility to do their best work. Leaders conduct frequent evaluation and provide meaningful feedback, and individuals are held accountable for their performance.
Recruitment and Retention Strategies	The school and/or district lack systems to recruit and attract top talent. Retention of high-quality staff is a significant concern. The school lacks systems and strategies to retain top teachers and leaders.	The school and/or district have components of a plan for recruitment and retention of quality educators (e.g., mentoring, induction). The plan is not fully developed or consistently implemented.	The school and/or district have systems for strategic recruitment and retention. Efforts are made to match the most effective educators to the students with the greatest needs. Retention of high-quality teachers is high.	The school and/or district effectively implement a long-term plan for recruitment and retention. Efforts are made to match the most effective educators to the students with the greatest needs. Deliberate, successful efforts are made to retain top talent.
Professional Development	Professional Development (PD) opportunities are infrequent and/or of inconsistent quality and relevance. PD does not align with staff's development areas and/or students' needs. As a result, teachers struggle to implement PD strategies. There is no clear process to support or hold teachers accountable for the implementation of PD strategies.	PD opportunities are provided; however, they are not always tightly aligned with student and adult learning needs. The quality of PD opportunities is inconsistent. Sometimes, teachers report that PD improves their instructional practices. Teachers are not generally held accountable for implementing skills learned through PD.	The school offers targeted, job-embedded PD throughout the school year. PD is generally connected to student needs and staff growth areas identified through observations. Most teachers feel PD opportunities help them improve their classroom practices. Most teachers are able to translate and incorporate PD strategies into their daily instruction.	The school consistently offers rich and meaningful PD opportunities that are aligned to student needs and staff growth areas identified through observations. Teachers effectively translate PD strategies into their daily instruction. The school has a process for monitoring and supporting the implementation of PD strategies.
Leadership Effectiveness	Leadership fails to convey a school mission or strategic direction. The school team is stuck in a firefighting or reactive mode, lacks school goals, and/or suffers from initiative fatigue.	The mission and strategic direction are not well communicated. A school improvement plan does not consistently guide daily activities and decision-making. The community	Leadership focuses on school mission and strategic direction with staff, students, and families. The school is implementing a solid improvement plan and has a clear set of measurable	Leadership focuses on school mission and strategic direction with staff, students, and families. The school has a manageable set of goals and a clear set of strategies to achieve those

1. Talent: Employ systems and strategies to recruit, hire, develop, evaluate, and retain excellent school leaders, teachers, and support staff.				
Sub-indicators:				
1.1. Instructional practice	1	2	3	4
1.2. Evaluation and professional culture				
1.3. Recruitment and retention strategies				
1.4. Professional development				
1.5. Leadership effectiveness				
1.6. Instructional leadership				
2. Academics: Design and implement a rigorous, aligned, and engaging academic program that allows all students to achieve at high levels.				
2.1. Academic rigor*				
2.2. Student engagement*				
2.3. Differentiation*				
2.4. Implementation of standards-based curricula				
2.5. Supports for special populations				
2.6. Assessment system and data culture				
3. Culture and Climate: Foster a positive learning environment that supports high-quality teaching and learning and engages families and the community as partners in the educational process.				
3.1. School environment				
3.2. Student attendance				
3.3. Student behavior				
3.4. Interpersonal interactions				
3.5. Family engagement				
3.6. Community partners and wraparound strategy				
4. Operations: Create systems and processes that promote organizational efficiency and effectiveness, including through the use of time and financial resources.				
4.1. Adequate instructional time				
4.2. Use of instructional time*				
4.3. Use of staff time				
4.4. Routines and transitions				
4.5. Financial management				
*Ratings for these four sub-indicators will be based on a composite or average score generated from all classroom observations.				
	1	2	3	4
	Below Standard	Developing	Proficient	Exemplary

3.5. Quarterly Monitoring and NetStat Sessions

On a quarterly basis, Network schools submit quantitative data to the Turnaround Office. The data inform Network-wide conversations at quarterly NetStat sessions and one-on-one quarterly monitoring conversations at each school site. The CSDE works to collect enough data to gather an accurate understanding of the school's performance relative to core leading and lagging indicators, while not overburdening the school with unnecessary reporting. The chart on the following page provides a complete summary of data the Turnaround Office may request. At minimum, schools report quarterly on attendance, behavior, academic achievement, and grant spending. The Turnaround Office may request additional data if there are concerns about a lack of progress and/or the need for a more nuanced understanding of school performance and trends.



Talent	Culture and Climate
<ul style="list-style-type: none"> • Number of formal/informal evaluations • Staff evaluation data • Staff retention data • Staff recruitment data/hiring timelines • Class size (student/staff ratio) • Professional development participation rate and implementation 	<ul style="list-style-type: none"> • Student average daily attendance • Student chronic absenteeism • Student on-time arrival • Staff average daily attendance • Staff on-time arrival • Student, staff, and parent climate surveys • Student behavior • Dropout rate • Family engagement (events, participation)
Academics	Operations
<ul style="list-style-type: none"> • Interim assessment data • Course passage rates/Credit accumulation • PSAT, SAT, ACT, AP participation rates/scores • Summative assessment data • Graduation rates • Student retention rate • Post-secondary application/enrollment/persistence 	<ul style="list-style-type: none"> • Year-to-date grant spending • Accuracy of budget projections • Percent of budget devoted to classroom purposes • Instructional minutes • Staff common planning time • Ratios of students/staff to technology • School facilities and cleanliness • Average time for order/delivery of supplies

Quarterly monitoring meetings at each Network school are designed as data-driven conversations. A rough agenda for quarterly monitoring meetings can be found below.

I. Data Analysis and Review

- a. When reviewing school data, what emerge as school strengths and recent accomplishments in the areas of talent, academics, culture and climate, and operations?
- b. When reviewing school data, what emerge as continued growth areas aligned to talent, academics, culture and climate, and operations?

II. Essential School Systems

- a. How might the data inform modifications to school systems, processes, and routines?
- b. Which systems are operating efficiently and effectively? Which systems require refinement in design and/or implementation?

III. Grant Spending

- a. Is the school on track with grant spending? Why or why not?

IV. Action Plan

- a. What are the school's priorities and necessary action items over the next quarter?
- b. What are immediate next steps and quick wins vs. longer-term priorities?
- c. Who will advance this work and by what deadline?



On a quarterly basis, representatives from the Network schools come together for NetStat sessions. Modeled after the successful CompStat process, NetStat sessions provide a structured opportunity for reflection and collaboration across schools. School teams analyze leading and lagging performance data in the four domain areas. School teams share best practices, discuss challenges, brainstorm solutions, and develop action plans around next steps to improve school data. NetStat also provides an opportunity for structured planning and professional development. The Turnaround Office organizes professional development, including by identifying presenters from among the Network schools, to share strategies and best practices aligned to the four domain areas and Essential School Systems.

3.6. LEAD Connecticut

All Network principals are encouraged to participate in turnaround principal development programs offered by LEAD Connecticut. Each spring, LEAD Connecticut will offer an 8-week intensive Spring Leadership Fellowship to prepare principals for the turnaround process. Through the intensive Spring Fellowship, turnaround leaders visit high-performing turnaround schools nationally and begin developing entry plans to launch the following school year in their buildings.

LEAD Connecticut also offering its Community of Practice for sitting turnaround principals statewide. Through this program, principals join a powerful network of practitioners, receiving targeted trainings and embedded coaching throughout the school year. The program begins with a 2-week summer intensive focused on high-leverage leadership strategies and continues with site-based leadership coaching and monthly community of practice meetings throughout the year. [LEAD Connecticut's website](#) provides more information on these leadership development opportunities.

