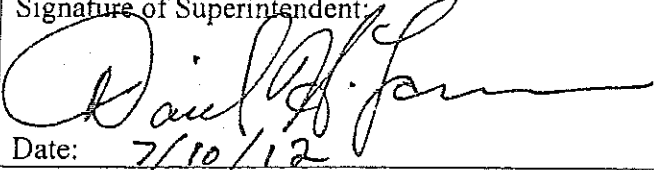
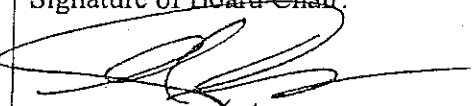


FINAL APPLICATION

Connecticut State Department of Education
Alliance District Application: 2012-13
COVER SHEET

Name of District: Middletown Public Schools		
Name of Grant Contact: Elizabeth K. Nocera, Director of Grant Services		
Phone: (860) 638-1414	Fax: (860) 638-1425	Email: noceraek@mpsct.org
Address of Grant Contact: 311 Hunting Hill Avenue Middletown, CT 06457		
Name of Superintendent: David H. Larson, Ph.D., Interim Superintendent		
Signature of Superintendent: 		
Date: 7/10/12		
Name of Board Chair: Eugene P. Nocera, Ph.D.		
Date: Term 11/2011-11/2013		
Signature of Board Chair: 		
Date: 7/11/12		
Please check if plan approved by local board of education. Date of Approval: _____ If not, please indicate date at which plan will be presented to local board of education: <u>August 21, 2012</u>		
Note: districts are encouraged to submit plans early to take full advantage of the iterative process. Districts must obtain board approval, but should submit completed plans regardless of whether approval has been obtained so long as districts indicate date at which board approval will be sought.		

Part IV: Application

Section I: Overall District Improvement Strategy

A. Overall Strategy and Key Reform Initiatives: Narrative Questions

What is your district's overall approach toward improving student performance and closing the achievement gap?

All reform initiatives are based on a solid analysis and discussion of student outcome data and grounded in the context of the district and its schools. In a time of limited resources they represent the greatest needs, but also the areas most likely to produce systemic, positive outcomes.

Middletown Public Schools has had a systemic shift in focus as the result of being identified by the state as a district "In Need of Improvement" in 2002. The foundation for change is data-driven decision making at the district, school, subject area, grade level, and classroom levels. Improvement plans and data teams are working at all levels to design instruction that will meet the needs of every student. Research-based instructional strategies and interventions are being implemented district-wide. During the 2009-2010 school year, Middletown implemented "Scientifically Research-Based Intervention" (SRBI) for at-risk students in grades K-8 and has continued to use this framework as the guiding principle for effective instruction. This targeted, additional instruction has been effective in narrowing the achievement gap, and will serve as a basis for our continued approach. Additionally, it is universally accepted that good teaching is the most important element in a sound educational program. With that Middletown is working to revise their current teacher evaluation system to serve three purposes:

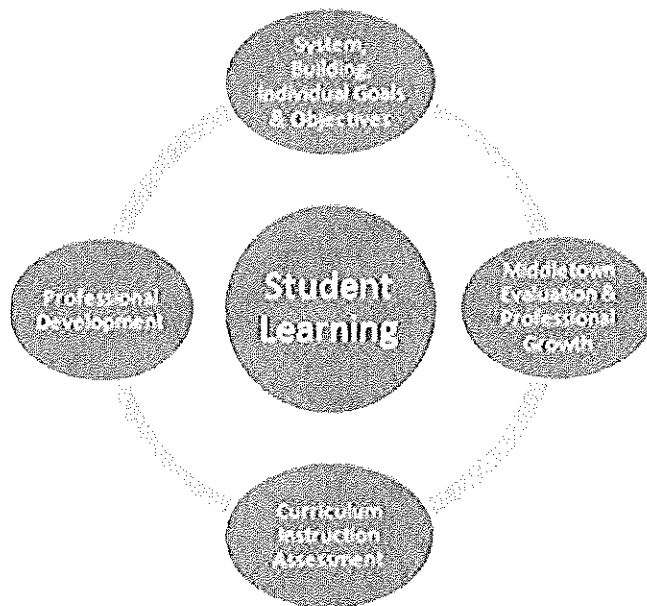
1. To raise the quality of instruction and educational services to the children of our community.
2. To raise the standards of the teaching profession as a whole.
3. To aid the individual teacher to grow professionally.

Furthermore, Middletown has identified the following key reform initiatives to improve student achievement and narrow the achievement gap:

- Focused efforts on the implementation of the SRBI framework to systemically improve all three Tiers of instruction.
- Evaluate and assess the Pupil Services Department (PSD) to ensure that all services offered are aligned with district goals and provided appropriate services to students who have an IEP. Based on the results and recommendations from the audit, the district will be better able to provide a continuum of support services to students as they transition from receiving tiered instruction through SRBI to qualifying for special education services.
- Implementation of the Wilson Language Basics Foundations reading program in Grades K-2 to improve phonological awareness and phonics skills.

- Continue curriculum writing, and literacy and mathematics priority initiatives to support the development and implementation of the Common Core State Standards for all students.
- Provide leadership development and induction for new administrators.
- Provide opportunities for students from Middletown High School to participate in the Higher Education college/career pathways program provided to increase career and college readiness for Middletown students.
- Provide leadership development and intensive family outreach through home visitation efforts designed to increase family engagement.
- Conduct on-going program evaluation services designed to provide continuous feedback for program improvement.

Teacher evaluation and professional development will be a continuing process through which professional performance is enhanced. Evaluation of teacher performance will be a cooperative, continuing process designed to improve the quality of instruction. The teacher shares responsibility for developing effective evaluation procedures and instruments and for the development and maintenance of professional standards and attitudes regarding the evaluation process. The graphic below illustrates Middletown's approach to teacher evaluation.



B. Key District Initiatives - Five-Year Strategies and Implementation Steps

Initiative:	New or Existing Reform	Overview	Performance Targets	Key Strategies and Implementation Steps	Year One Implementation Steps Description	Years of Implementation (check all that apply)
1. Raising the Quality of Instruction and Educational Services	<input checked="" type="checkbox"/> New <input checked="" type="checkbox"/> Existing	<p>Implementation of SRBI - Framework District Curriculum Coaches (DCC) will lead the planning review and develop the district's SRBI framework. DCCs will provide professional development to improve Tier I instruction and support Tier II and III interventions in literacy and math.</p> <p>Certified interventionists will deliver small group, targeted instruction to students who require additional support outside of the Tier I instruction.</p> <p>Data Coaches will be supported at the high school and middle school level.</p>	<p>Increase student achievement on the following school, district and state assessments:</p> <p>Performance Target: meet grade level proficiency Indicators: AIMSweb assessments</p> <p>Performance Target: grade level benchmarks Indicators: Fountas and Pinnell Reading Assessments</p> <p>Performance Target: minimum of 80% mastery Indicators: District-wide end of unit assessments</p> <p>Performance Target: minimum of 80% mastery Indicators: grade-level formative assessments</p> <p>Performance Target: minimum of proficiency Indicators: CMT and CAPT</p> <p>Performance Target: meet individualized goals to reflect adequate rate progress Indicators: AIMSweb progress monitoring assessments</p>	<p>Increase contracts of DCCs to 130 days per year each (one for literacy, one for math). Year 1, 2</p> <p>Hire six certified teachers to serve as interventionists (one solely focused on 6th grade math). Year 1, 2, 3, 4, 5</p> <p>Hire 15 data coaches for high school and middle schools. Year 1, 2, 3, 4, 5</p> <p>Prioritize needs: Low and middle performing schools will receive additional 1-2 interventionists, depending on number of students in need of support. Year 1, 2, 3, 4, 5</p> <p>Provide intensive PD during the first 8 weeks of school. Year 1</p> <p>Provide time for reflection and collaboration during monthly meetings with SRBI District Facilitator. Year 1, 2, 3, 4, 5</p> <p>Provide opportunities for collaboration among all stakeholders (interventionists, classroom teachers, special education teachers, specialists). Year 1, 2, 3, 4, 5</p> <p>Provide professional development to staff in L.S.C.I. Year 1, 2, 3 and to new staff as hired in Year 4, 5</p>	<p>Increase contracts of DCCs to 130 days per year each (one for literacy, one for math). Year 1, 2</p> <p>Hire six certified teachers to serve as interventionists (one solely focused on 6th grade math). Year 1, 2, 3, 4, 5</p> <p>Provide ongoing professional development for all interventionists including training in: AIMSweb, Fundations, Leveled Literacy, data analysis, foundational literacy skills, and effective teaching strategies.</p> <p>Provide ongoing coaching for all interventionists that will include classroom visitations and monthly professional development.</p> <p>Professional development in life space crisis intervention (L.S.C.I) an advanced, interactive therapeutic strategy for turning crisis situations into learning opportunities for children and youth with chronic patterns of self-defeating behaviors. LSCI is a competency-based approach to communicating with students who are experiencing emotional, psychological, or behavioral disruption in personal ecology or "life space."</p>	<input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5

Initiative	New or Existing Reform	Overview	Performance Targets	Key Strategies and Implementation Steps	Year One Implementation Steps Description	Years of Implementation (check all that apply)
Raising the Quality of Instruction and Educational Services (continued)	Existing <input type="checkbox"/> New <input checked="" type="checkbox"/>	<u>Pupil Services Needs Assessment and Development</u> – Conduct an audit of services in the pupil service department to identify best practices and areas of improvement. Audit will be conducted in the 2012-13 SY.	Appropriate services will be provided for students based on their documented needs.	Develop and issue an RFP for an audit of pupil services. Identify the appropriate contractor. Contractor to conduct the audit and provide commendations and recommendations. Audit will assist the district in determining appropriate placements and services for students. Middletown Public schools will be responsible for implementing changes in Years 2-5.	Develop and issue an RFP for an audit of pupil services. Identify the appropriate contractor. Contractor to conduct the audit and provide commendations and recommendations. Middletown Public Schools will be responsible for implementing changes in Years 2-5.	<input type="checkbox"/> Year 2 <input type="checkbox"/> Year 3 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 5

Initiative	New or Existing Reform	Overview	Performance Targets	Key Strategies and Implementation Steps	Year One Implementation Steps Description	Years of Implementation (check all that apply)
Raising the Quality of Instructional Educational Services (continued)	<p>New <input type="checkbox"/></p> <p>Existing <input checked="" type="checkbox"/></p>	<p><u>Reading Intervention Program K-2:</u> Wilson Reading Fundations - Interventionists will implement Wilson Reading Fundations, which is fully ground in research, to small groups of students in Kindergarten through Grade 2 to improve phonological awareness and phonics skills.</p>	<p>Increase student achievement on the following school, district and state assessments:</p> <p>Performance Target: meet grade level proficiency Indicators: AIMSweb Early Literacy Measures</p> <p>Performance Target: meet individualized goals to reflect adequate rate progress Indicators: AIMSweb progress monitoring assessments</p> <p>Performance Target: grade level benchmarks Indicators: Fountas and Pinnell Reading Assessments</p> <p>Performance Target: minimum of 80% mastery Indicators: grade-level formative assessments</p>	<p>Purchase K-2 comprehensive Fundations kits (one kit per school)</p> <p>Train Elementary Instructional Support Teachers, classroom teachers and interventionists</p> <p>Implement Fundations program with students receiving Tier III interventions</p> <p>Provide embedded coaching opportunities to support instruction.</p> <p>In Years 2 and 3, purchase one additional kit for Low Performing Schools; purchase consumable materials for all schools.</p> <p>In Years 4 and 5, purchase consumable for all schools.</p>	<p>Purchase K-2 comprehensive Fundations kits (one kit per school). Year 1</p> <p>Train Elementary Instructional Support Teachers, classroom teachers and interventionists: Year 1, 2 and Year 3, 4 as needed</p> <p>Implement Fundations program with students receiving Tier III interventions: Year 1, 2, 3, 4, 5</p> <p>Wilson trainers will provide job embedded coaching opportunities to support instruction Year 1, 2, 3, 4, 5</p>	<p><input checked="" type="checkbox"/> Year 2</p> <p><input checked="" type="checkbox"/> Year 3</p> <p><input checked="" type="checkbox"/> Year 4</p> <p><input checked="" type="checkbox"/> Year 5</p>

Raising the Quality of Instruction and Educational Services (continued)	New <input type="checkbox"/>	Existing <input checked="" type="checkbox"/>	<p>Common Core State Standards - In order to implement the Reading for Information Common Core State Standards and provide students with intensive reading instruction that emphasizes synthesis, evaluation and comparative textual analysis, students need to have a vast selection of authentic, engaging and appropriately nonfiction texts on their level. The district will purchase non-fiction texts and iPads to accompany newly developed thematic units and explicit small group instruction.</p> <p>District and school administrators will purchase math materials and hands-on manipulative to effectively teach CCSS and increase student achievement.</p>	<p>Increase student achievement on the following school, district and state assessments:</p> <p>Performance Target: meet grade level proficiency Indicators: AIMSweb assessments</p> <p>Performance Target: grade level benchmarks Indicators: Fountas & Pinnell Reading Assessments</p> <p>Performance Target: minimum of 80% mastery Indicators: District-wide end of unit assessments</p> <p>Performance Target: minimum of 80% mastery Indicators: grade-level formative assessments</p> <p>Performance Target: minimum of proficiency Indicators: CMT and CAPT</p> <p>Performance Target: meet individualized goals to reflect adequate rate progress Indicators: AIMSweb progress monitoring assessments</p>	<p>Administer a needs assessment, determine the nonfiction text needs of each school and grade level.</p> <p>Purchase high quality nonfiction texts that align with thematic units, will support explicit small group instruction and increase independent reading.</p> <p>Administer a needs assessment, determine the math materials/manipulatives needs of each school and grade level.</p> <p>Purchase high quality math materials and manipulatives that align with CCSS units, will support explicit small group instruction and increase independent number sense.</p> <p>Provide teachers with ongoing professional development that will support the implementation of instructional techniques that align with the Reading for Information and math standards.</p> <p>Provide students with increased opportunities to independently read high quality nonfiction texts at their level.</p> <p>In Years 2-5, materials will be purchased based on school needs.</p>	<p>Administer a needs assessment, determine the nonfiction text needs of each school and grade level. Determine basic level of materials, ensure equity among all schools. Year 1</p> <p>Purchase high quality nonfiction texts that align with thematic units, will support explicit small group instruction and increase independent reading. Year 1 and as needed in Year 2-5</p> <p>Purchase high quality math manipulatives. Year 1</p> <p>Provide teachers with ongoing professional development that will support the implementation of instructional techniques that align with the Reading for Information and math standards. Year 1, 2, 3, 4, 5</p> <p>Provide students with increased opportunities to independently read high quality nonfiction texts at their level. Year 1, 2, 3, 4, 5</p>	<input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
	<input checked="" type="checkbox"/>		<p>Increase the number of library/media specialists to directly support CCSS implementation, student reading achievement, and data support.</p>	<p>Performance Target: minimum of 80% mastery on grade level benchmarks Indicators: Fountas & Pinnell Reading Assessments, DAW</p>	<p>Hire a library media specialist for Lower Tier elementary schools to effectively connect CCSS skills across all disciplines. Students will use primary and secondary sources and read/analyze complex texts.</p>	<p>Hire a library media specialist for Lower Tier elementary schools to integrate informational literacies into the curriculum. Year 1, 2</p> <p>Hire a library media specialist for middle and high tier schools to integrate informational literacy into the curriculum. Year 3, 4, 5</p>	<input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5

Initiative	New or Existing Reform	Overview	Performance Targets	Key Strategies and Implementation Steps	Year One Implementation Steps Description	Years of Implementation (check all that apply)
Raising the Quality of Instructional Educational Services (continued)	Existing <input checked="" type="checkbox"/> New <input type="checkbox"/>	<p><u>Common Core Curriculum.</u> Development: K-12 - Teams of educators will develop a curriculum that aligns the expectations of the Common Core State Standards to the district and national assessments.</p> <p>On-going support for revision and implementation will be provided in Years 2-5.</p>	<p>Increase student achievement on the following school, district and state assessments:</p> <p>Performance Target: meet grade level proficiency Indicators: AIMSweb assessments</p> <p>Performance Target: grade level benchmarks Indicators: Fountas & Pinnell Reading Assessments</p> <p>Performance Target: minimum of 80% mastery Indicators: District-wide end of unit assessments</p> <p>Performance Target: minimum of 80% mastery Indicators: grade-level formative assessments</p> <p>Performance Target: minimum of proficiency Indicators: CMT and CAPT</p> <p>Performance Target: meet individualized goals to reflect adequate rate progress Indicators: AIMSweb progress monitoring assessments</p> <p>Performance Target: meet grade level proficiency Indicators: Smarter Balanced</p>	<p>Continue to create units of instruction which include lesson plans, resources and district assessments that align to CCSS (ELA and Math) and state assessments with grade level teams. Each grade level, K-12, will consist of a team of 8 educators (1 teacher per elementary school and the DCC, high school and middle school will adhere to a different scheduled).</p> <p>To create a pacing guide with timelines with skills and concepts which evolve sequentially from grade to grade.</p> <p>To ensure that reading, writing, listening, speaking, viewing, presenting and content specific technology and applications are embedded across all content areas.</p>	<p>Continue to create units of instruction which include lesson plans, resources and district assessments that align to CCSS (ELA and Math) and state assessments with grade level teams. Year 1, 2, 3</p> <p>Create grade level, K-12, will consist of a team of 8 educators (1 teacher per elementary school and the DCC). Each team will meet monthly for 2 hours a month. Year 1, 2, 3</p>	<input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 5

Initiative	New or Existing Reform	Overview	Performance Targets	Key Strategies and Implementation Steps	Year One Implementation Steps Description	Years of Implementation (check all that apply)
2. Wrap-Around Services Support	<p>New <input type="checkbox"/></p> <p>Existing <input checked="" type="checkbox"/></p>	<p>Career/ College Pathways – Higher education partnership for dropout prevention.</p>	<p>Performance Target: grade level benchmarks Indicators: Fountas and Pinnell Reading Assessments</p> <p>Performance Target: minimum of 80% mastery Indicators: District-wide end of unit assessments</p> <p>Performance Target: minimum of 80% mastery Indicators: grade-level formative assessments</p> <p>Performance Target: minimum of proficiency Indicators: CMT and CAPT</p> <p>Performance Target: meet individualized goals to reflect adequate rate progress Indicators: AIMSweb progress monitoring assessments</p> <p>Performance Target: meet grade level proficiency Indicators: Smarter Balance</p> <p>Performance Target: Year 1 - School 4-year cohort graduation rate increase 1.2%. District rate increase 1.3%</p>	<p>Hire a certified dropout prevention interventionist to work with identified students to increase the 4-year cohort graduation rate and extended graduation rate for the district, high school, and identified subgroups.</p> <p>Extend learning opportunities for identified students outside traditional school hours to support struggling readers and increase literacy.</p> <p>Increase virtual learning licenses to provide alternative learning opportunities for students in identified subgroups.</p> <p>The Higher Education college/career pathways partnership is a comprehensive academic support, career exploration, and higher education preparation experience for high school students that emphasizes critical, analytical, and higher-order thinking skills. This program partners with local community colleges and universities to provide students with guidance intervention to ensure successful promotion from grade level to grade level and graduation from high school</p>	<p>Extend virtual learning opportunities and provide alternate learning models outside the traditional school day for high school students to increase the graduation rate for the 4-year cohort and extended graduation rate.</p> <p>Hire a certified dropout prevention interventionist to increase the 4-year cohort and extended graduation rate for the district and high school.</p>	<p><input checked="" type="checkbox"/> Year 2</p> <p><input checked="" type="checkbox"/> Year 3</p> <p><input checked="" type="checkbox"/> Year 4</p> <p><input checked="" type="checkbox"/> Year 5</p>

Initiative	New or Existing Reform	Overview	Performance Targets	Key Strategies and Implementation Steps	Year One Implementation Steps Description	Years of Implementation (check all that apply)
Wrap-Around Services Support (continued)	New <input type="checkbox"/> Existing <input checked="" type="checkbox"/>	<p>Parent Engagement and Wrap-Around Services Enhancement - The district will expand upon existing education reform efforts to engage families and community partners in developing a unified focus on academics, services, supports, and opportunities that lead to improved student learning through strengthened family engagement.</p>	<p>Performance Target: Up to 15 new families will enroll in a Home Visitation program to provide weekly research-based, curriculum-driven visits to assist families in achieving their identified goals and objectives.</p> <p>Performance Target: 100% of schools will complete the process of developing School-Family-Community Partnership Action Plans.</p>	<p>Hire an additional home visitor to support expanded wrap-around services integration and partnership to improve student learning, stronger families, and a healthier community.</p> <p>Support schools in developing School-Family-Community Partnership Action Plans to support student success through parent engagement at all tiers.</p> <p>Wrap-around services will serve to provide significant support to families for enhanced coordination, needs assessment and planning, communication, accountability, and resource development. Research-based School-Family-Community initiatives will be enhanced through the development of an action plan at each school.</p>	<p>Hire an additional home visitor to support expanded wrap-around services integration and partnership to improve student learning, stronger families, and a healthier community. Year 1, 2, 3, 4, 5</p> <p>Provide expanded literacy events, parent engagement outreach and support, and support for School-Family-Community Partnership Action Plans. Year 1, 2, 3, 4, 5</p>	<input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5

Initiative	New or Existing Reform	Overview	Performance Targets	Key Strategies and Implementation Steps	Year One Implementation Steps Description	Years of Implementation (check all that apply)
3. Talent Development	New <input checked="" type="checkbox"/> Existing <input type="checkbox"/>	<u>Leadership Development and Support</u> - The district will support executive coaches for new principals at Middletown HS, Keigwin MS, Farm Hill ES, and Wesley ES in Year 1.	Performance Target: Successful achievement of progress goals and objectives.	Identify new administrators and appropriate mentors/coaches at Middletown HS, Keigwin MS, Farm Hill ES, and Wesley ES.	Identify new administrators and appropriate mentors/coaches at Middletown HS, Keigwin MS, Farm Hill ES, and Wesley ES. Year 1 and as needed depending on new hires	<input type="checkbox"/> Year 2 <input type="checkbox"/> Year 3 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 5

Initiative	New or Existing Reform	Overview	Performance Targets	Key Strategies and Implementation Steps	Year One Implementation Steps Description	Years of Implementation (check all that apply)
Talent Development (continued)	New <input checked="" type="checkbox"/> Existing <input type="checkbox"/>	Evaluation and Assessment Services - External evaluator will provide information to the district administration and stakeholder partners that will be useful in measuring the progress of the project and identify areas for ongoing improvement.	External evaluator will adhere to performance targets determined by both Middletown Public Schools and the Connecticut State Department of Education.	Contract with Center X for evaluation services. Develop evaluation plan and timeline with appropriate district personnel. Identify appropriate performance targets and measures.	Contract with Center X for evaluation services. Year 1 Develop evaluation plan and timeline with appropriate district personnel. Year 1 Identify appropriate performance targets and measures. Year 1	<input type="checkbox"/> Year 2 <input type="checkbox"/> Year 3 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 5

C. Additional Questions

1. Describe your rationale for the selection of your prioritized reform initiatives, including how such selection reflects data on identified student needs and the use of evidence-based initiatives.

In 2011, for the first time since the 2001-2002 school year, the Middletown Public Schools achieved adequate yearly progress (AYP) for Mathematics (82% of students in grades 3-8 at proficiency level) and Reading (79% of students in grades 3-8 at proficiency level) on the CMT. While this marks four years of steady progress for all students (including sub-groups) and a narrowing of the achievement gap, significant gaps still exist for ELL, SPED, Hispanic, Black and Economically Disadvantaged students.

In mathematics, Middletown continues to perform below the state average in both proficiency and goal categories. In addition, there is a decline in mathematics performance from Grade 7 – Grade 10, most noticeable at the percentage of students achieving at the goal level.

2008-2012 Connecticut Mastery Test Grades 3-8 Overall Mathematics

Math	YearGrade	% At/Above Proficiency	Change At/Above Proficiency 2011-2012	% At/Above Goal	Change At/Above Goal 2011-2012	
Middletown	3	2008	80.4		53.6	
	3	2009	83.4		60.1	
	3	2010	82.0		60.4	
	3	2011	83.1		61.9	
	3	2012	83.8	+7	61.3	-6
	4	2008	79.1		52.6	
	4	2009	81.0		54.9	
	4	2010	83.9		63.2	
	4	2011	79.6		59.4	
	4	2012	81.6	+2	60.1	+7
	5	2008	83.5		65.7	
	5	2009	87.8		67.0	
	5	2010	88.1		70.1	
	5	2011	86.1		70.7	
	5	2012	85.5	-.6	67.3	-3.4
6	2008	84.9		62.7		
6	2009	80.7		59.7		
6	2010	84.0		64.9		
6	2011	80.7		55.8		
6	2012	82.4	+1.7	62.8	+7	

7	2008	74.5		48.7	
7	2009	78.0		55.8	
7	2010	79.7		61.1	
7	2011	75.8		49.7	
7	2012	75.3	-5	47.4	-2.3
8	2008	69.5		45.7	
8	2009	77.5		49.5	
8	2010	81.6		58.5	
8	2011	79.0		53.3	
8	2012	73.3	-5.7	44.1	-9.2

In reading, achievement at grades 3, 4 and 5 at both *goal* and *proficient* dipped slightly in 2010 but are back up again in 2012 (please see below). This appears to be as a result of DRP scores improving due to our focus on non-fiction reading and writing instruction.

2008-2012 Connecticut Mastery Test Grades 3-8 Overall Reading

Reading	Grade	Year	% At/Above Proficiency	Change At/Above Proficiency 2011-2012	% At/Above Goal	Change At/Above Goal 2011- 2012
Middletown	3	2008	70.6		51.5	
	3	2009	74.6		58.1	
	3	2010	70.2		49.2	
	3	2011	69.6		54.4	
	3	2012	73.9	+4.3	60.3	+5.9
	4	2008	70.1		54.7	
	4	2009	74.8		61.3	
	4	2010	73.2		58.2	
	4	2011	71.1		60.1	
	4	2012	74.5	+3.4	57.7	-2.4
	5	2008	75.9		65.4	
	5	2009	76.7		64.2	
	5	2010	72.5		59.0	
	5	2011	72.4		56.2	
	5	2012	78.2	+5.8	64.7	+8.5
	6	2008	73.7		61.1	
	6	2009	76.9		66.0	
	6	2010	82.3		68.4	
	6	2011	80.4		65.5	
	6	2012	79.4	-1	65.0	-5

7	2008	70.6		58.3	
7	2009	77.0		66.9	
7	2010	81.8		72.4	
7	2011	79.7		70.1	
7	2012	80.0	+3	70.0	-1
8	2008	64.5		50.3	
8	2009	70.1		54.0	
8	2010	73.6		63.5	
8	2011	80.5		70.7	
8	2012	80.1	-4	69.5	-1.2

Overall, student achievement is peaking at Grade 5 (particularly for math and writing). As a result our plan includes support and professional development to continue refinement of Tier II and II interventions while accessing the appropriate data (through district curriculum and data coaches) to more accurately pinpoint student needs. Additionally, curriculum development for Common Core will continue K-12 to increase collaboration and articulation among and between grade levels.

Middletown's Subgroup Data
Fall-Winter-Spring Assessments
2011-12

MIDDLETOWN PUBLIC SCHOOLS
CONNECTICUT STATE DEPARTMENT OF EDUCATION, BUREAU OF ACCOUNTABILITY & IMPROVEMENT

About the measure:						Student demographics		Group achievement data: % based on District Improvement Plan's Measurement Criteria												
Interna Student Outcomes: (Academic & non-academic indicators measured more than once per year that are predictive of long term student indicators)	# of students targeted	Content Area	School Year	Date or Mark Per.	Metric	Grade Level	Year of H.S. Grad.	Whole Pop.	Am Indian	Asian	Black	Hisp.	White	ELL	Non-ELL	Spec. Ed.	Not Spec. Ed.	F/R Meals	Full Price Meals	
DRP	2283	Reading	2011-12	Fall	Prof	2-10	HA	68.0%	63.2%	60.6%	63.3%	71.7%	81.4%	33.3%	78.2%	32.2%	81.9%	68.5%	84.7%	
DSP	2283	Reading	2011-12	Fall	Goal	2-10	HA	45.0%	42.1%	72.7%	37.3%	35.6%	32.0%	25.5%	51.6%	8.5%	54.9%	33.4%	69.1%	
DBELS	1410	Reading	2011-12	Fall	Goal	K-5	HA	71.1%	45.3%	81.6%	51.2%	45.1%	63.4%	35.5%	62.3%	28.7%	63.4%	61.8%	60.3%	
DW	2183	Writing	2011-12	Fall	Goal	K-5	HA	33.0%	32.4%	24.1%	20.7%	20.1%	11.3%	2.3%	33.3%	3.3%	33.9%	19.8%	42.1%	
Fountain & Pinnet	2762	Reading	2011-12	Fall	Goal	1-8	HA	26.0%	24.3%	81.3%	66.7%	37.4%	73.3%	22.4%	71.3%	17.0%	78.1%	66.0%	85.0%	
DBELS	1350	Reading	2011-12	Winter	Goal	K-5	HA	35.0%	42.2%	69.5%	47.7%	38.1%	60.0%	45.3%	53.2%	25.7%	60.5%	41.6%	71.4%	
DAY	2182	Writing	2011-12	Spring	Goal	K-5	HA	36.0%	36.7%	78.5%	34.1%	41.7%	60.4%	17.1%	58.7%	10.5%	60.4%	40.2%	67.5%	
DRP	2182	Reading	2011-12	Spring	Prof	2-10	HA	81.0%	81.0%	81.6%	69.4%	67.0%	84.2%	50.0%	82.2%	33.7%	85.4%	68.6%	50.5%	
DSP	2182	Reading	2011-12	Spring	Goal	2-10	HA	58.0%	51.9%	81.0%	38.1%	38.1%	48.9%	42.2%	68.9%	14.0%	63.8%	42.0%	72.5%	
DBELS	1253	Reading	2011-12	Spring	Goal	K-5	HA	68.0%	53.3%	81.1%	65.4%	60.0%	61.1%	45.5%	58.6%	22.5%	61.3%	42.5%	63.4%	
DAY	2182	Writing	2011-12	Spring	Goal	K-5	HA	64.0%	48.1%	78.6%	43.9%	41.0%	53.1%	11.1%	60.8%	18.4%	64.1%	46.1%	68.4%	
Fountain & Pinnet	3070	Reading	2011-12	Spring	Goal	K-8	HA	63.0%	51.4%	75.3%	53.3%	35.0%	70.1%	34.6%	68.1%	20.3%	71.7%	57.2%	74.6%	

Middletown's subgroup growth and efforts to close the achievement gap are shown in the chart above for fall, winter, and spring 2011-12 assessments. Significant growth in students meeting proficient in reading was demonstrated in the Black, ELL, Special Education, and Free/Reduced Meal subgroups. Only the Hispanic subgroup showed a decline in students meeting proficient.

<u>Subgroup</u>	<u>Fall DRP</u> <u>% at Proficient</u>	<u>Spring DRP</u> <u>% at Proficient</u>	<u>% Growth</u>
Black	63.9%	69.8%	+ 5.9%
Hispanic	71.7%	67.0%	-4.7%
ELL	33.3%	50.0%	+16.7%
Special Education	32.3%	33.7%	+1.4%
Free/Reduced Meals	66.5%	68.6%	+2.1%

Growth in students meeting goal was achieved in all subgroups with the most significant gain, +23.6%, occurring in the ELL subgroup.

Subgroup	Fall DRP % at Goal	Spring DRP % at Goal	% Growth
Black	32.3%	39.7%	+ 7.4%
Hispanic	30.5%	38.4%	+7.9%
ELL	2.9%	26.5%	+23.6%
Special Education	8.5%	14.0%	+5.5%
Free/Reduced Meals	33.4%	42.0%	+8.6%

Middletown's success in closing the achievement gap was also demonstrated in the 2011 AYP report. The subgroups showed progress in meeting the proficient level from 2010 to 2011. Although the district is in the process of completing a full analysis on 2012 data, the district has experienced a similar growth pattern overall in Grades 3, 4, 5, and 7 in reading (pages 14 and 15).

MIDDLETOWN PUBLIC SCHOOLS
CONNECTICUT STATE DEPARTMENT OF EDUCATION, BUREAU OF ACCOUNTABILITY & IMPROVEMENT

Long Term Student Outcome: Annual academic and non-academic indicators of student performance & behavior	About the measure:			Student		Group achievement data: % based on District Improvement Plan's Measurement Criteria												
	School Year	Date of Mark. Per.	Metric	Grade Level	Year of H.S. Grad.	Whole Pop.	Am Indian	Asian	Black	Hisp.	White	ELL	Non-ELL	Spec. Ed.	Not Spec. Ed.	F/R Meals	Full Price Meals	
CMT READING	2007-08	March '08	Prof	3-8	NA	75.7%			92.4%	60.7%	66.5%	85.4%		na	56.0%	na	59.7%	na
	2007-08	March '08	Prof	3-8	NA	82.6%			95.4%	71.5%	76.2%	89.5%		na	42.9%	na	71.2%	na
CMT WRITING	2007-08	March '08	Prof	3-8	NA	81.7%			84.6%	73.1%	74.5%	86.4%		na	56.8%	na	64.7%	na
	2007-08	March '08	Prof	10	NA	73.7%			60.8%		68.3%						61.5%	na
CAPT MATH	2007-08	March '08	Prof	10	NA	63.2%			72.0%		34.7%						72.8%	na
	2007-08	March '08	Prof	3-8	NA	71.7%			84.7%	54.0%	55.0%	82.6%	42.3%	na	27.8%	na	53.6%	na
CMT MATH	2008-09	March '09	Prof	3-8	NA	78.5%			83.7%	62.6%	64.2%	86.5%	57.7%	na	33.1%	na	64.4%	na
	2008-09	March '09	Prof	3-8	NA	84.5%			85.5%	75.2%	76.0%	89.9%	57.7%	na	42.7%	na	74.8%	na
CAPT MATH	2008-09	March '09	Prof	10	NA	64.8%			43.2%		70.8%						45.5%	na
	2008-09	March '09	Prof	10	NA	74.9%			63.5%		78.4%						64.5%	na
CMT READING	2009-10	March '10	Prof	3-8	NA	75.9%	57.1%		61.9%	63.0%	63.9%	42.1%	na	39.2%	na	na	62.3%	na
	2009-10	March '10	Prof	3-8	NA	83.2%	71.8%		75.7%	70.5%	69.4%	64.5%	na	45.2%	na	na	72.7%	na
CMT MATH	2009-10	March '10	Prof	3-8	NA	83.9%	87.5%		78.1%	72.3%	69.6%	44.8%	na	35.8%	na	na	73.9%	na
	2009-10	March '10	Prof	10	NA	60.1%			48.4%		72.1%			20.0%	na	na	43.0%	na
CAPT READING	2009-10	March '10	Prof	10	NA	64.6%			52.7%		70.5%						45.2%	na
	2009-10	March '10	Prof	3-8	NA	78.1%			56.0%	65.7%	64.6%	67.6%	52.6%	na	40.7%	na	66.5%	na
CMT MATH	2010-11	March '11	Prof	3-8	NA	82.6%			88.5%	71.4%	73.6%	81.3%	75.0%	na	44.0%	na	72.3%	na
	2010-11	March '11	Prof	3-8	NA	na	na	na	na	na	na	na	na	na	na	na	na	na
CAPT MATH	2010-11	March '11	Prof	10	NA	77.1%			69.8%	60.5%	68.1%			na	58.4%	na	55.0%	na
	2010-11	March '11	Prof	10	NA	76.7%			63.4%	65.5%	68.7%			na	35.2%	na	60.8%	na
Suspensions	2009-10	June '10	N	K-12	NA	1288	0%	1%	45%	18%	36%	2%	98%	19%	61%	63%	32%	
Average Daily Attendance	2009-10	June '10	ADA	K-12	NA	54%	56%	56%	54%	55%	54%	53%	54%	54%	55%	53%	55%	
Suspensions	2010-11	June '11	N	K-12	NA	1103	1%	2%	50%	25%	47%	2%	98%	26%	74%	65%	35%	
Average Daily Attendance	2010-11	June '11	ADA	K-12	NA	55%	56%	56%	54%	55%	55%	53%	54%	54%	55%	53%	55%	

* = not enough students for subgroup
na=Not applicable to AYP Report

Student Performance Targets and Monitoring

Connecticut Mastery Test

Given the current DPI of 34.7 for the students with disabilities subgroup, the subgroup performance needs to improve by 4.5 points each year to reach the 2018 performance target of 88. Strategies to improve the performance of this subgroup include:

- A complete program evaluation and pupil services needs assessment in Year 1 of the District Improvement Plan to assess areas in need of improvement to close the achievement gap for students identified in need of special education services.
- Four (4) new, certified interventionist positions will be placed at Bielefield School and Macdonough School to address full implementation of SRBI.

Given the current DPI of 62.8 for the Hispanic subgroup, the subgroup performance needs to improve by 2.1 points each year to reach the 2018 performance target of 88. Strategies to improve the performance of this subgroup, as well as the ELL subgroup, include:

- Instruction at all elementary grades will include newly enhanced non-fiction reading materials and mathematics manipulatives to address CCSS.
- Instruction in Grades K-2 will include reading interventions for improvement in phonological awareness and phonics skills through Wilson Reading Foundations to close the achievement gap with Hispanic and ELL students.
- Library media specialists at Bielefield School and Macdonough School will provide instruction in collaboration with classroom teachers and plan weekly technology lessons to support CCSS standards.
- Enhanced home visitation efforts through a trained home visitor will further engage hard-to-reach families in order to increase positive school-family relationships at the targeted lower tier elementary schools. Through partnership with the Community Health Center, a new school-based health clinic will open in the fall at Bielefield School to support families and their health needs. The Community Health Center will continue to support the existing school-based health clinic at Macdonough School.
- Professional development in life space crisis intervention (L.S.C.I) will be provided to the staff at Bielefield and Macdonough School. LSCI is an advanced, interactive therapeutic strategy for turning crisis situations into learning opportunities for children and youth with chronic patterns of self-defeating behaviors.

Connecticut Academic Performance Test

Given the current DPI of 30.7 for the students with disabilities subgroup, the subgroup performance needs to improve by 4.8 points each year to reach the 2018 performance target of 88. Strategies to improve the performance of this subgroup include:

- A complete program evaluation and pupil services needs assessment in Year 1 of the District Improvement Plan to assess areas in need of improvement to close the achievement gap for students identified in need of special education services.
- Two (2) new, certified interventionist positions will be placed at Middletown High School to address full implementation of SRBI.
- Professional development in Life Space Crisis Intervention (LSCI) will be provided to the staff at Middletown High School. LSCI will provide support to the SRBI process by providing a common language and understanding around de-escalation strategies and behavior management.

Given the current DPI of 52.8 for the black subgroup, the subgroup performance needs to improve by 2.9 points each year to reach the 2018 performance target of 88. Strategies to improve the performance of this subgroup, as well as the Hispanic and free/reduced price lunch subgroups, include:

- Partnership with higher education in a college/career pathways program through community support and engagement. This initiative targets black, Hispanic, and free/reduced price lunch subgroups, first generation to college, and supports students in achieving academic success and high school graduation leading.

Given the current district 4-year cohort graduation rate of 78.2, the rate needs to improve by .82 points each year, or 4.9 points overall, to reach the 2018 performance target of 88. Strategies to improve the 4-year cohort and extended graduation rate include:

- A certified dropout prevention interventionist to work with identified students to increase the 4-year cohort graduation rate and extended graduation rate for the district, high school, and identified subgroups.
- Extended learning opportunities for identified students outside traditional school hours to support struggling readers and increase literacy.
- Increased virtual learning licenses to provide alternative learning opportunities for students in identified subgroups.
- Professional development in Life Space Crisis Intervention (LSCI) for high school staff to reduce referrals and suspensions, leading to academic success for students at risk of incomplete grade level promotion requirements and high school dropout.

The district's overall improvement goal for 2012-13 is that the District Performance Index will increase from 75.9 to 76.9, and all groups will increase by 2.0 for reading, mathematics, writing, and science. Subgroups (i.e., Black, Hispanic, ELL, Special Education, Free/Reduced Meals) will increase by 2.5. Whole district improvement goals are for each year of the initiative, which indicates an overall improvement of 12.1 for whole district by 2018 as indicated in the data charts on pages 13-16 and in Appendix A.

Specific rationales for the district's three targeted initiatives include:

- Raising the Quality of Instruction and Educational Services through implementation of SRBI framework, pupil services needs assessment, K-2 reading intervention, and alignment to the CCSS
 - Six (6) new, certified interventionist positions will be placed in the lower tier schools to address full implementation of SRBI. Middletown Public Schools is proposing to hire additional full-time certified teachers as interventionists, again building on the demonstrated successful model that utilizes the surplus of certified teachers that are currently available in the open job market. In addition, all interventionists are offered high quality professional development.
 - Monitoring of student progress through performance targets, benchmark, and progress monitoring data.
 - Monitoring of adult practices by district curriculum coaches (30 additional days), elementary instructional support teachers, principals, and curriculum coordinators with classroom walkthroughs and meetings with teachers to provide coaching. Principals will conduct formal and informal observations to provide feedback. District curriculum coaches will work with all K-5 grade level teams once a month after school to develop CCSS Math and ELA units and assessments. They will also rotate through the elementary and middle schools to provide research based professional development in order for teachers to effectively address the curricular needs of all students. They will also meet regularly with the Associate Superintendent to make sure the units and the professional development are aligned with district policies, resources and materials. In the district's analysis of 2012 CMT data there is evidence of the following:
 - From 2011 to 2012 district reading scores showed a 4.3% improvement at proficiency, a 4.5% improvement at goal and a 1.9% improvement at advanced (see Appendix A, page 1 for chart).
 - In 2012 district math scores maintained a proficiency rate of 81.2%, 58.8% at goal and 27.4% at advanced (see page 2 for chart). The district is confident that we will show more improvement as we implement the rigorous units and assessments that are being

created with the support of the District Curriculum Coaches. District Curriculum Coaches will provide targeted, embedded coaching to teachers in the lower tier schools (Bielefield and Macdonough) to address ongoing alignment and transitioning to CCSS.

- From 2011 to 2012 our writing scores have increased by .5% at proficiency, 1.4% at goal, and maintained at advanced (see page 3 for chart). The district is confident that we will show more improvement as we implement the rigorous units and assessments that incorporate non-fiction writing experiences for our students that are being created with the support of the District Curriculum Coaches.
- The district is exceeding the State's growth in Grades 3-5 growth by cohort in reading for the 2006 and 2010 cohorts and in mathematics for the 2006, 2007, and 2010 (see pages 4-5 for charts).
- District Curriculum Coaches at 30 additional days will provide more opportunities for direct support for teachers to design effective units of study, performance tasks, and supplemental resource development. District Curriculum Coaches will also provide embedded coaching to teachers in lower tiered elementary schools. They will work closely with the Associate Superintendent and teachers in order to create and develop all of the Common Core units in ELA, math, science, social studies and interdisciplinary units. Curriculum coaches will also work with teachers to create lesson plans and assessments that are aligned with the Common Core.
- Professional development in life space crisis intervention (L.S.C.I) to support SRBI and develop opportunities to use conflict situations as opportunities to teach and create positive relationships with youth. To date, only administrators and a small cohort of pupil services staff, have received training. The five-year plan provides training to a critical mass of staff at all levels to cultivate professional growth, insight, and change to decrease office referrals, suspensions, and improve student achievement. Currently every teacher is responsible for creating a unique Professional Goal (with their principal) related to student learning. Together the teacher and principal will progress monitor the growth the teacher is demonstrating on his/her goal throughout the year. Teachers will reflect on achievement of goal at end of year as part of the evaluation process. Each principal ensures that teacher goals are aligned with school goals. Principal's professional goals are aligned with teacher's professional goals to address the specific and targeted needs of each individual school.
- Teachers will be involved in the development of the professional evaluations through the formation of a committee, union reps, etc. when the state indicates a new structure for the plan. Whole community, parents, students maybe. Middletown Public Schools has already fully transitioned from a CEU system to job embedded.
- Two (2) new, certified library media specialist positions to effectively connect CCSS skills across the disciplines to support implementation of the standards in the areas of creating arguments with text based evidence; providing and reinforcing reading strategies, effectively using primary and secondary sources, reading and analyzing complex texts; and reading and comprehending informational texts across content areas. Library media specialists will provide instruction in collaboration with classroom teachers and plan weekly technology lessons to support CCSS standards. With the approaching implementation of Common Core State Standards, Middletown Public Schools needs to update their collections of non-fiction text with greater academic rigor that will enhance 21st century skills and to be aligned with common core standards. In lower tiered schools K-5, students will participate in lessons to link CCSS skills and concepts through the use of media and technology (i.e., iPads, SmartBoards).

- Wrap-Around Services Support through the higher education college/career pathways partnership and family outreach and engagement
 - Partnership with higher education college/career pathways partnership program through community support and engagement. This initiative targets specific subgroups and supports students to achieve academic success in high school and entry to college.
 - A certified dropout prevention interventionist to work with identified students to increase the 4-year cohort graduation rate and extended graduation rate for the district, high school, and identified subgroups.
 - Extended learning opportunities for identified students outside traditional school hours to support struggling readers and increase literacy.
 - Increased virtual learning licenses to provide alternative learning opportunities for students in identified subgroups.
 - Parent engagement through School-Family-Community partnerships and intensive home visitation support.
- Talent Development through leadership support and Evaluation and Assessment Services
 - New administrators will receive critical first-year support from executive coaches to support achievement of their educational leadership goals. Principals will ensure instruction is aligned with the newly developed lessons and will look at student achievement to ensure it is aligned with school goals. This alignment and accountability will be further addressed through the principal evaluation process. This work is building on structures already in place in the district that have seen student test scores increase. The goal is to accelerate the work already underway. Principals and executive coaches will develop and conduct individual goals based on the SIP, surveys and walk throughs as a way of gathering data. Principal goals will be developed based on district data teams and school improvement teams. Principals will be responsible for monitoring, while the coach is responsible for helping principals become effective at monitoring and using effective tools.
 - External evaluators will measure the progress of the project and identify areas for ongoing improvement. The inclusion of UCLA Center X as an evaluation partner will also allow us to measure progress and identify ongoing areas of improvement. Center X will be on-site in the district for eight (8) days during the school year to meet with district leadership, gather, review, and organize data, identify areas for ongoing improvement, and monitor overall implementation of the reform initiatives. A full, comprehensive evaluation plan will be developed between Center X and Middletown Public Schools personnel.

The district provides assurance that the Alliance District funding is new and targeted to either new initiatives or existing initiatives that have proven effectiveness, are research based, and that the funding does not address previous budget cuts.

2. How will the district monitor the effectiveness of its reform initiatives on an ongoing basis, and what mechanisms will be put in place to carry out this process over the next five years?

UCLA Center X, Graduate School of Education and Information Studies (“Center X”) will conduct a targeted, five-year longitudinal evaluation of the Middletown’s Alliance District ECS project. This five year longitudinal evaluation will involve the collection and analysis of accurate, valid and reliable data for performance indicators and project performance measures identified for this program by the district and the state and regular feedback to and assistance with refining the program to meet its proposed implementation goals and objectives. Center X will prepare and submit yearly evaluation reports with findings relative to measures of progress on goals,

indicators of and feedback on program implementation progress, and evidenced needs for improvement. A final, comprehensive evaluation will be completed at the end of year five summarizing overall findings with regard to the success of the program’s implementation and its’ impact on student achievement.

The evaluation plan will be developed in partnership with the district and schools on a real time basis – with implementation of the initial design (based on the approved proposals) at the outset. Process and reflective data (observational, survey, and interview) will be gathered on an ongoing basis to describe each step of the process (what happened) as well as its effectiveness (What went well? What could have gone better?). Center X staff will meet with district leadership and the District Data Team to gather and organize data, and use it as the basis for refinements and planning in collaboration with the district. A sample evaluation plan has been developed below.

Evaluation Matrix

Strategy	Activities	Evaluation Approach and Instruments
Implementation of SRBI	<p>Hire six certified teachers to serve as interventionists (one solely focused on 6th grade math).</p> <p>Provide ongoing professional development for all interventionists including training in: AIMSweb, Foundations, Leveled Literacy, data analysis, foundational literacy skills, and effective teaching strategies.</p> <p>Provide ongoing coaching for all interventionists that will include classroom visitations and monthly professional development.</p> <p>Professional development in life space crisis intervention (L.S.C.I) an advanced, interactive therapeutic strategy for turning crisis situations into learning opportunities for children and youth with chronic patterns of self-defeating behaviors.</p>	<p>Have interventionists been hired and appropriately placed in schools?</p> <p>Has PD been offered? In what areas? Can impacts be seen at the classroom level?</p> <p>Has coaching been provided in the manner described? Can impacts be seen at the classroom level?</p> <p>Has PD in L.S.C.I been offered? Can impacts be seen at the classroom level?</p>
Reading Intervention Program K-2: Wilson	Purchase K-2 comprehensive Foundations kits (one kit per school)	Have materials been purchased?

<p>Reading Foundations</p>	<p>Train Elementary Instructional Support Teachers, classroom teachers and interventionists</p> <p>Implement Foundations program with students receiving Tier III interventions</p> <p>Provide embedded coaching opportunities to support instruction.</p>	<p>Has training been conducted? Can impacts be seen at the classroom level?</p> <p>Who is receiving Foundations program? Is it serving the appropriate population?</p> <p>Has embedded coaching been provided? Can impacts be seen at the classroom level?</p>
<p>Higher Education Partnership – College/ Career Pathways</p>	<p>Hire a certified dropout prevention interventionist to work with identified students to increase the 4-year cohort graduation rate and extended graduation rate for the district, high school, and identified subgroups.</p> <p>Extend learning opportunities for identified students outside traditional school hours to support struggling readers and increase literacy.</p> <p>Increase virtual learning licenses to provide alternative learning opportunities for students in identified subgroups.</p> <p>The Higher Education college/career pathways partnership is a comprehensive academic support, career exploration, and higher education preparation experience for high school students that emphasizes critical, analytical, and higher-order thinking skills. This program partners with local community colleges and universities to provide students with guidance intervention to ensure successful promotion from grade level to grade level and graduation from high school.</p>	<p>Are additional students being served by the program? Are the appropriate students being served?</p>

Leadership Development and Support	Identify new administrators and appropriate mentors/coaches at Middletown HS, Keigwin MS, Farm Hill ES, and Wesley ES.	Have new administrators and coaches been identified? Have roles and expectations for principals and coaches been developed? Where can we observe an impact of the coaching?
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The purpose of the external evaluation is to provide information to the district administration and stakeholder/collaboration partners that will be useful in measuring the progress of the project and identify areas for ongoing improvement. Information and evidence will be gathered through a mixed methods approach, utilizing survey results, interviews of contracted partners, staff and students, classroom observations, and review of school performance data. Center X staff members will participate regularly in state-sponsored and facilitated workshops and events to understand and comply with state mandates and reporting requirements. Middletown’s District Data Team will monitor the implementation of the reform initiatives to ensure that progress toward closing the achievement gap is occurring and to revise strategies to improve student achievement.

3. How will reform initiatives interact/coordinate with other resources (e.g., general Title I, Part A; Title II, Part A Teacher Quality; Title III, Part A English Language Acquisition funds; Priority School District)?

All proposed reform initiatives are part of a larger, on-going effort at Middletown Public Schools to increase student achievement. The district is proposing to use the ECS funds to expand the support and services of a number of initiatives already in place. In particular, funds are being requested to increase the time commitment of DCCs, data coaches, certified interventionists, and library media specialists. The additional positions will allow the district to provide more individually targeted interventions and resources to a greater number of students. The district has articulated its coordination of improvement efforts with other resources to include federal, state, private/foundation, and local funds within the proposed budget

4. How have you consulted with relevant stakeholders regarding the district’s implementation of the Alliance District Plan?

Middletown has established a comprehensive data team structure, reaching out to a variety of stakeholders in the community. It is through this data team structure that consultation and review of the Alliance District Plan was facilitated. Membership on the district data team is comprised of: all district principals, teachers from each school, central office administrators, union leadership, board of education representatives, community members, and parents.

Intentional discussions and needs assessments regarding the strategic interventions within the Alliance District initiative were held as follows:

- February-June – administrators, teachers, board of education, parents, community –**

 1. Identification of priority need for additional library/media specialists to support common core;
 2. assessment conducted of current non-fiction and math manipulative materials to identify where gaps existed;
 3. Priority identified for pupil services needs assessment and development;
 4. Community/higher education discussions around gap in college/career pathways services and gaps in wrap-around services available to families.

- **June 1 District Data Team** - administrators, teachers, union representatives, curriculum coaches, board of education representatives, state department of education reps – developed a list of priorities with entire District Data Team that are included in the Alliance District Plan for Improvement.
- **July 29** – meeting with principals, curriculum coaches, pupil services staff –tiered intervention approach discussed using individual school and student performances indexes, review of interventionist placement as it relates to school performance indexes, common core curriculum development and professional development plan for staff.

Section II: Differentiated School Interventions

A. Tiered Approach to School Improvement

Please address how your district has designed a tiered intervention system for schools based on their needs. This section relates to all schools in the district, and asks you to think strategically about how to best meet the needs of schools performing at different levels. This may involve removing requirements that place an undue burden on schools that are performing well or showing substantial progress. This section does not require an individualized description of your interventions in specific schools, but instead asks for your overall strategy to improve performance for students in different tiers of schools. In the space below, describe the process used to tier schools and the approach that your district will take to support each tier of schools.

Tier	List of Schools in Tier	Classification Criteria for schools in Tier¹	District Approach to Supporting Schools in Tier
<p><i>Top Tier Schools</i> These schools should be identified because of their high performance and/or progress over time.</p>	Moody School Wesley School Keigwin Middle Lawrence School Snow School	SPI 77.5-84.5	Leadership: Instruction/Teaching: See Page 26 Effective Use of Time: Curriculum: Use of Data: School Environment: Family and Community:
<p><i>Middle Tier Schools</i> These schools should be identified because they are not yet high performing but do not require interventions as intensive as lower tier schools.</p>	Woodrow Wilson Farm Hill School Spencer School	SPI 74.8-76.8	Leadership: Instruction/Teaching: See Page 26 Effective Use of Time: Curriculum: Use of Data: School Environment: Family and Community:
<p><i>Lower Tier Schools²</i> These schools have been provided to you by the CSDE based on low performance (as measured by the School Performance Index and 4-year graduation rates).</p>	Macdonough School Bielefeld School Middletown High	SPI 67.4-71.3	Leadership: Instruction/Teaching: See Page 27 Effective Use of Time: Curriculum: Use of Data: School Environment: Family and Community:

¹ Please note that the CSDE will use assessment and graduation data from the 2012-13 school year to tier schools into a five-part classification system in August 2013. The CSDE is available for consultation in advance of August.

² For districts without Focus or other Category Four or Five schools (according to SDE-provided data) rank schools based on district metrics and fill out above form accordingly.

Tiered Approach to School Improvement District Approach to Supporting Schools in Tiers

Top Tier Schools

- Leadership – Executive Coaches will support two new administrators to become effective managers and instructional leaders. Support will be provided to assist administrators in strategic school planning in alignment with district strategies and goals.
- Instruction/Teaching – Teachers will deliver scientifically research-based instructional frameworks that align with the CCSS. The district will provide ongoing professional development to support new learning. Tier I instruction at all levels will include newly enhanced non-fiction reading materials and mathematics manipulatives to address CCSS. Tier I instruction in Grades K-2 will include reading interventions for improvement in phonological awareness and phonics skills through Wilson Reading Foundations.
- Effective Use of Time – Identified students receive Tier II and Tier III instruction in addition to Tier I instruction to extend supplemental learning and provide behavioral support strategies. Grade level teams meet to discuss effective instruction and progress monitoring data to address deficiencies in student skill areas.
- Curriculum - All teachers will deliver Tier I instruction using curricula fully aligned with the new CCSS. Units of instruction are written to align with CCSS by grade-level teams with district-wide representation in an ongoing process to develop, implement, and evaluate CCSS for vertical and horizontal alignment across all disciplines. Curriculum coaches will work with teachers to create lesson plans and assessments that are aligned with the Common Core.
- Use of Data - The opportunity for collaborative inquiry is support through the instructional, school, and district data team process. Data is used to continuously improve teaching and learning. The data team process holds all adults accountable for having dialogue regarding ways to improve instruction and share best practices. Careful analysis of all aggregated data occurs, based on subgroups not meeting grade level benchmarks. Culturally responsive interventions are put in place in order to address learning gaps in minority students, those with low socioeconomic background, English Language Learners, and students receiving special education services.
- School Environment - A Climate Goal is included in all school improvement plans and every school has a positive behavior support system in place, which aligns with the district goals and objectives for student and adult behaviors. All schools in the district will administer a Safe School Climate Survey to students (Grades 2-12), staff, and parents during the fall parent conference window in Year 1. Data will be analyzed through the District Data Team process in March and action steps developed for Years 2-5.
- Family and Community - School-Family-Community Partnership Action Plans will be developed for each school with ongoing engagement in community asset building and the Welcoming Walkthrough process.

Middle Tier Schools

- Leadership - Executive Coaches will support one new administrator to become an effective manager and instructional leaders. Support will be provided to assist administrators in strategic school planning in alignment with district strategies and goals. Coaches will also support principals in analyzing data and best practices to identify achievement gaps and develop action plans on how to address these discrepancies.

- Instruction/Teaching - Use scientifically research-based instructional frameworks that align with the CCSS and provide professional development to support new learning. Enhanced materials and supplemental support resources will be in place to increase instructional support and achievement. Students will also receive assessment and review of their academic achievement, mentoring, and monitoring by college students during the summer and school year in preparation for post-secondary education through the Higher Education college/career pathways partnership. This partnership will ensure that intervention strategies are in place to address the significant achievement gaps that continue to exist for minority and economically disadvantaged students.
- Effective Use of Time - Wrap-around extended learning opportunities are provided during the school year. Identified students receive Tier II and Tier III instruction in addition to Tier I instruction to extend supplemental learning and provide behavioral support strategies. Grade level teams meet to discuss effective instruction and progress monitoring data to address deficiencies in student skill areas.
- Curriculum - Units of instruction are written to align with CCSS by grade-level teams with district-wide representation in an ongoing process to develop, implement, and evaluate CCSS for vertical and horizontal alignment across all disciplines. Curriculum coaches will work closely with the Associate Superintendent and teachers in order to create and develop all of the Common Core units in ELA, math, science, social studies and interdisciplinary units. Curriculum coaches will also work with teachers to create lesson plans and assessments that are aligned with the Common Core.
- Use of Data - The opportunity for collaborative inquiry is support through the instructional, school, and district data team process. Data is used to continuously improve teaching and learning. The data team process holds all adults accountable for having dialogue regarding ways to improve instruction and share best practices. Careful analysis of all aggregated data occurs, based on subgroups not meeting grade level benchmarks. Culturally responsive interventions are put in place in order to address learning gaps in minority students, those with low socioeconomic background, English Language Learners, and students receiving special education services.
- School Environment - Staff is engaged in professional book clubs using culturally responsive literature to have open conversations about race, socioeconomics, and diverse cultures in order to become aware of educational assumptions as they move towards achieving cultural proficiency. A Climate Goal is included in all school improvement plans and every school has a positive behavior support system in place, which aligns with the district goals and objectives for student and adult behaviors. The District Data Team is responsible for monitoring all School Improvement Plans to ensure alignment. Middle tier schools will receive extensive Safe School Climate support through State consultants in Year 1, with PBIS planning and implementation support in Years 1-5.
- Family and Community - School-Family-Community Partnership Action Plans will be developed for each school with ongoing engagement in community asset building and the Welcoming Walkthrough process. Family Resource Centers are in place to address family development, health, wellness, school readiness, and effective community collaboration.

Lower Tier Schools

- Leadership - Executive Coaches will support new administrators to become effective managers and instructional leaders. Support will be provided to assist administrators in strategic school planning in alignment with district strategies and goals. Coaches will also support principals in analyzing data and best practices to identify achievement gaps and develop action plans on how to address these discrepancies.
- Instruction/Teaching - Use scientifically research-based instructional frameworks that align with the CCSS and provide professional development to support new learning. Six (6) new, certified

interventionist positions will be placed in the lower tier schools to address full implementation of SRBI. Included in the District Improvement Plan is the proposal to hire full-time teachers as interventionists, again building on a practice already in place. Because there have been a number of cuts in teaching staff over the past couple of years, Middletown has benefited by filling these interventionist positions with certified teachers. In addition, all interventionists are offered high quality professional development. Enhanced materials, technologies, and supplemental support resources will be in place to increase instructional support and achievement. Students will also receive assessment and review of their academic achievement, mentoring, and monitoring by college students during the summer and school year in preparation for post-secondary education through the Higher Education Partnership. This partnership will ensure that intervention strategies are in place to address the significant achievement gaps that continue to exist for minority and economically disadvantaged students. Two (2) new, certified library media specialist positions to effectively connect CCSS skills across the disciplines to support implementation of the standards in the areas of creating arguments with text based evidence; providing and reinforcing reading strategies, effectively using primary and secondary sources, reading and analyzing complex texts; and reading and comprehending informational texts across content areas. Library media specialists will provide instruction in collaboration with classroom teachers and plan weekly technology lessons to support CCSS standards. With the approaching implementation of Common Core State Standards, Middletown Public Schools needs to update its collection of non-fiction text with greater academic rigor that will enhance 21st century skills and to be aligned with common core standards. In lower tiered schools K-5 (Bielefield and Macdonough), students will participate in lessons to link CCSS skills and concepts through the use of media and technology (i.e., iPads, SmartBoards). At Middletown High School, virtual learning licenses will be increased to provide alternative learning opportunities for students in identified subgroups. Students at the high school will also have increased extend learning opportunities for outside traditional school hours to support struggling readers and increase literacy. A certified dropout prevention interventionist will work with identified students to increase the 4-year cohort graduation rate and extended graduation rate for the district, high school, and identified subgroups.

- Effective Use of Time – Wrap-around extended learning opportunities are provided during the school year. Identified students receive Tier II and Tier III instruction in addition to Tier I instruction to extend supplemental learning and provide behavioral support strategies. Grade level teams meet to discuss effective instruction and progress monitoring data to address deficiencies in student skill areas.
- Curriculum – Units of instruction are written to align with CCSS by grade-level teams with district-wide representation in an ongoing process to develop, implement, and evaluate CCSS for vertical and horizontal alignment across all disciplines. District Curriculum Coaches at 30 additional days for lower tiered schools will provide more opportunities for direct support for teachers to design effective units of study, performance tasks, and supplemental resource development. District Curriculum Coaches will also provide embedded coaching to teachers.
- Use of Data – The opportunity for collaborative inquiry is support through the instructional, school, and district data team process. Data is used to continuously improve teaching and learning. The data team process holds all adults accountable for having dialogue regarding ways to improve instruction and share best practices. Careful analysis of all aggregated data occurs, based on subgroups not meeting grade level benchmarks. Culturally responsive interventions are put in place in order to address learning gaps in minority students, those with low socioeconomic background, English Language Learners, and students receiving special education services. Data for all subgroups, subject areas, and graduation rates will drive the instructional and grade level data team agendas at the lower tiered schools. Each building administrator will work directly with central office staff to monitor progress from the baseline SPI for Year I to the performance target SPI.

- School Environment – Staff in the lower tier schools will participate in Life Space Crisis Intervention training to enable a competency-based approach to communicating with students who are experiencing emotional, psychological, or behavioral disruption in personal ecology or “life space.” Staff is engaged in professional book clubs using culturally responsive literature to have open conversations about race, socioeconomics, and diverse cultures in order to become aware of educational assumptions as they move towards achieving cultural proficiency. A Climate Goal is included in all school improvement plans and every school has a positive behavior support system in place, which aligns with the district goals and objectives for student and adult behaviors. The District Data Team is responsible for monitoring all School Improvement Plans to ensure alignment.
- Family and Community – School-Family-Community Partnership Action Plans will be developed for each school with ongoing engagement in community asset building and the Welcoming Walkthrough process. Family Resource Centers are in place to address family development, health, wellness, school readiness, and effective community collaboration. Enhanced home visitation efforts through a trained home visitor will further engage hard-to-reach families in order to increase positive school-family relationships. Through partnership with the Community Health Center, a new school-based health clinic will open in the fall at Bielefield School to support families and their health needs. The Community Health Center will continue to support existing school-based health clinics at Macdonough and Middletown High School. The Higher Education college/career pathways partnership will provide comprehensive academic support, career exploration, and higher education preparation experience for high school students that emphasizes critical, analytical, and higher-order thinking skills. This partnership with local community colleges and universities will provide students with guidance intervention to ensure successful promotion from grade level to grade level and graduation from high school.

STATEMENT OF ASSURANCES

CONNECTICUT STATE DEPARTMENT OF EDUCATION
STANDARD STATEMENT OF ASSURANCES
GRANT PROGRAMS

PROJECT TITLE: Alliance District Application for State Education Cost Sharing Funds

THE APPLICANT: Middletown **HEREBY ASSURES THAT:**
Middletown Public Schools
(insert Agency/School/CBO Name)

- A. The applicant has the necessary legal authority to apply for and receive the proposed grant;
- B. The filing of this application has been authorized by the applicant's governing body, and the undersigned official has been duly authorized to file this application for and on behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application;
- C. The activities and services for which assistance is sought under this grant will be administered by or under the supervision and control of the applicant;
- D. The project will be operated in compliance with all applicable state and federal laws and in compliance with regulations and other policies and administrative directives of the State Board of Education and the Connecticut State Department of Education;
- E. Grant funds shall not be used to supplant funds normally budgeted by the agency;
- F. Fiscal control and accounting procedures will be used to ensure proper disbursement of all funds awarded;
- G. The applicant will submit a final project report (within 60 days of the project completion) and such other reports, as specified, to the Connecticut State Department of Education, including information relating to the project records and access thereto as the Connecticut State Department of Education may find necessary;
- H. The Connecticut State Department of Education reserves the exclusive right to use and grant the right to use and/or publish any part or parts of any summary, abstract, reports, publications, records and materials resulting from this project and this grant;

- I. If the project achieves the specified objectives, every reasonable effort will be made to continue the project and/or implement the results after the termination of state/federal funding;
- J. The applicant will protect and save harmless the State Board of Education from financial loss and expense, including legal fees and costs, if any, arising out of any breach of the duties, in whole or part, described in the application for the grant;
- K. At the conclusion of each grant period, the applicant will provide for an independent audit report acceptable to the grantor in accordance with Sections 7-394a and 7-396a of the Connecticut General Statutes, and the applicant shall return to the Connecticut State Department of Education any moneys not expended in accordance with the approved program/operation budget as determined by the audit;

L. REQUIRED LANGUAGE (NON-DISCRIMINATION)

1) References in this section to "contract" shall mean this grant agreement and references to "contractor" shall mean the Grantee.

For the purposes of this section, "Commission" means the Commission on Human Rights and Opportunities.

For the purposes of this section "minority business enterprise" means any small contractor or supplier of materials fifty-one percent or more of the capital stock, if any, or assets of which is owned by a person or persons: (1) Who are active in the daily affairs of the enterprise, (2) who have the power to direct the management and policies of the enterprise and (3) who are members of a minority, as such term is defined in subsection (a) of section 32-9n; and "good faith" means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations. "Good faith efforts" shall include, but not be limited to, those reasonable initial efforts necessary to comply with statutory or regulatory requirements and additional or substituted efforts when it is determined that such initial efforts will not be sufficient to comply with such requirements.

2) (a) The contractor agrees and warrants that in the performance of the contract such contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of race, color, religious creed, age, marital status, national origin, ancestry, sex, mental retardation or physical disability, including, but not limited to, blindness, unless it is shown by such contractor that such disability prevents performance of the work involved, in any manner prohibited by the laws of the United States or of the state of Connecticut. The contractor further agrees to take affirmative action to insure that applicants with job-related qualifications are employed and that employees are treated when employed without regard to their race, color, religious creed, age, marital status, national origin, ancestry, sex, mental retardation, or physical disability, including, but not limited to, blindness, unless it is shown by such contractor that such disability prevents performance of the work involved; (b) the contractor agrees, in all solicitations or advertisements for employees placed by or on behalf of the contractor, to state that it is an "affirmative action-equal opportunity employer" in accordance with regulations adopted by the Commission; (c) the contractor agrees to provide each labor union or representative of workers with which such contractor has a collective bargaining agreement or other contract or understanding and each vendor with which such contractor has a contract or understanding, a notice to be provided by the Commission advising the labor union or workers' representative of the contractor's commitments under this section, and to post copies of the notice in conspicuous places available to employees and applicants for employment; (d) the contractor agrees to comply with each provision of this section and sections 46a-68e and 46a-68f and with each regulation or relevant order issued by said Commission pursuant to sections 46a-56, 46a-68e and 46a-68f; (e) the contractor agrees to provide the Commission on Human Rights and

Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the contractor as relate to the provisions of this section and section 46a-56.

3) Determination of the contractor's good faith efforts shall include but shall not be limited to the following factors: the contractor's employment and subcontracting policies, patterns and practices; affirmative advertising, recruitment and training; technical assistance activities and such other reasonable activities or efforts as the Commission may prescribe that are designed to ensure the participation of minority business enterprises in public works projects.

4) The contractor shall develop and maintain adequate documentation, in a manner prescribed by the Commission, of its good faith efforts.

5) The contractor shall include the provisions of section (2) above in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the state and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with section 46a-56; provided, if such contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the contractor may request the state of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the state and the state may so enter.

6) The contractor agrees to comply with the regulations referred to in this section as the term of this contract and any amendments thereto as they exist on the date of the contract and as they may be adopted or amended from time to time during the term of this contract and any amendments thereto.

7) (a) The contractor agrees and warrants that in the performance of the contract such contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of sexual orientation, in any manner prohibited by the laws of the United States or of the state of Connecticut, and that employees are treated when employed without regard to their sexual orientation; (b) the contractor agrees to provide each labor union or representative of workers with which such contractor has a collective bargaining agreement or other contract or understanding and each vendor with which such contractor has a contract or understanding, a notice to be provided by the Commission on Human Rights and Opportunities advising the labor union or workers' representative of the contractor's commitments under this section, and to post copies of the notice in conspicuous places available to employees and applicants for employment; (c) the contractor agrees to comply with each provision of this section and with each regulation or relevant order issued by said Commission pursuant to section 46a-56; (d) the contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the contractor which relate to the provisions of this section and section 46a-56.

8) The contractor shall include the provisions of section (7) above in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the state and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing

agrees to provide each labor union or representative of workers with which such contractor has a collective bargaining agreement or other contract or understanding and each vendor with which such contractor has a contract or understanding, a notice to be provided by the Commission on Human Rights and Opportunities advising the labor union or workers' representative of the contractor's commitments under this section, and to post copies of the notice in conspicuous places available to employees and applicants for employment; (c) the contractor agrees to comply with each provision of this section and with each regulation or relevant order issued by said Commission pursuant to section 46a-56; (d) the contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the contractor which relate to the provisions of this section and section 46a-56.

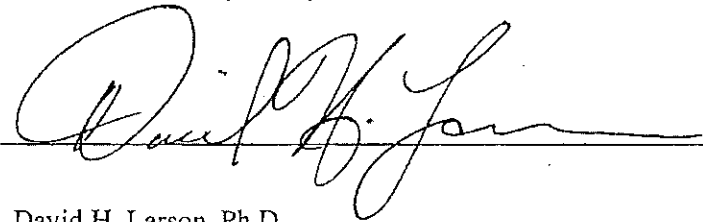
8) The contractor shall include the provisions of section (7) above in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the state and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with section 46a-56; provided, if such contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the contractor may request the state of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the state and the state may so enter.

M. The grant award is subject to approval of the Connecticut State Department of Education and availability of state or federal funds.

N. The applicant agrees and warrants that Sections 4-190 to 4-197, inclusive, of the Connecticut General Statutes concerning the Personal Data Act and Sections 10-4-8 to 10-4-10, inclusive, of the Regulations of Connecticut State Agencies promulgated there under are hereby incorporated by reference.

I, the undersigned authorized official; hereby certify that these assurances shall be fully implemented.

Superintendent Signature:



Name: *(typed)*

David H. Larson, Ph.D.

Title: *(typed)*

Interim Superintendent of Schools

Date:

7/10/12

1. Key Initiative Budget Summary - MIDDLETOWN

Initiatives and Strategies		Alliance District Funding		Existing Funding		Total Resources Available for Initiative (A+B)
Initiative	Key District Strategies	Program Elements to be Funded with Alliance District Resources	Alliance District Funding Commitment (A)	Program Elements to be Funded with Existing Resources	Existing District Resources Funding Commitment (B)	
1. Raising the Quality of Instruction and Educational Services	a. Implementation of SRBI Framework	a. Certified Interventionists (6) @ \$130,000; b. District Curriculum Coaches (30 additional days) @ \$30,000; c. Data Coaches (1.5) @ \$120,000; d. Professional Development (L.S.C.I.) @ \$15,000	\$295,000	a. .5 Math Consultant @ \$25,000; b. .5 L.A. Consultant @ \$25,000; c. 11.0 Cert. Interventionists (BoE) @ \$237,600; d. 8.0 Cert. Interventionists (Title I) @ \$172,800; e. AIMSweb Training @ \$4,500	\$464,900	\$759,900
	b. Pupil Services Needs Assessment and Development	Program Evaluation and Assessment	\$40,000		\$0	\$40,000
	c. Reading Intervention Program - K-2	Wilson Reading Foundations for Improvement in Phonological Awareness and Phonics Skills	\$32,000	School-based Foundations materials K-2 @ \$8,000	\$8,000	\$40,000
	d. Common Core State Standards	a. Non-fiction Reading Materials @ \$120,637; b. Mathematics Manipulatives @ \$30,000; c. iPads to Support Student Research and Argument Writing Development @ \$20,000c. Library/Media Specialist @ \$80,000	\$250,637	a. Library/Media Specialist @ \$90,407; b. K-2 Non-Fiction Reading Materials @ \$30,000; c. K-5 Mathematics Manipulatives @ \$30,000	\$140,407	\$391,044
	e. Common Core Curriculum Development - K-12	Curriculum Development for Complete Alignment to the Expectations of CCSS	\$54,000	a. .5 Math Consultant @ \$25,000; b. .5 L.A. Consultant @ \$25,000; c. Summer Curriculum Work @ \$20,000	\$70,000	\$124,000

2. Wrap-Around Services Support	a. Career/College Pathways: Higher Education Partnership for Dropout Prevention	a. Certified dropout prevention interventionist to increase the 4-year cohort graduation rate and extended graduation @ \$21,600; b. Licenses for alternative virtual learning experiences @ \$8,400	\$30,000	a. Contribution to Wesleyan Upward Bound (BoE) @ \$32,000; b. AT&T Support @ \$10,000; c. Liberty Bank Support @ \$5,000; d. United Way Support @ \$5,000; e. 3M Support @ \$5,000	\$57,000	\$87,000
	b. Parent Engagement and Wrap-Around Services Enhancement	a. Family Engagement Through Intensive Home Visitation Program @ \$40,000; b. Support for School-Family-Community Partnership Action Plans @ \$5,000	\$45,000	a. 1.0 Parent Resource Coord. (Title I) @ \$48,300; b. Family School Connection Program (Children's Trust Fund) @ \$186,000; c. Parents SEE (SERC/PIRC) @ \$27,000	\$264,300	\$309,300
3. Talent Development	a. Leadership Development and Support	Executive Coaches for Principal Development - New District Administrators (4) @ \$35,000	\$35,000	a. Administrative Research Materials (SRBI, CCSS) @ \$14,000; b. Administrative Support for School and District Data Teams @ \$15,000	\$29,000	\$64,000
	b. Evaluation and Assessment Services	U.C.L.A. Center X Evaluation and Assessment Services	\$15,000		\$0	\$15,000
Total			\$796,637		\$1,033,607	\$1,830,244

2. Key Initiative Budgets for Alliance District Funding

a. **Year I:** Please fill out the tables below for each reform initiative that you propose using Alliance District funding for 2012-13.

Reform Initiative 1: Raising the Quality of Instruction and Educational Services

a. Implementation of SRBI Framework

Element	Positions	Amount
Personal Services-Salaries	9.50	\$280,000
Personal Services-Benefits	0.00	\$0
Purchased Professional Services	0.00	\$15,000
Purchased Property	0.00	\$0
Other Purchased Professional Services	0.00	\$0
Supplies	0.00	\$0
Property	0.00	\$0
Other Objects	0.00	\$0
Total	9.50	\$295,000

b. **Years 2 through 5:** Provide the total amount you anticipate spending in years 2 through 5 for this Reform Initiative.

Element	FY 2013-14 Amount	FY 2014-15 Amount	FY 2015-16 Amount	FY 2016-17 Amount
Personal Services-Salaries	\$403,400	\$398,037	\$389,037	\$403,400
Personal Services-Benefits	\$0	\$0	\$0	\$0
Purchased Professional Services	\$15,000	\$15,000	\$15,000	\$15,000
Purchased Property	\$0	\$0	\$0	\$0
Other Purchased Professional Services	\$0	\$0	\$0	\$0
Supplies	\$0	\$0	\$0	\$0
Property	\$0	\$0	\$0	\$0
Other Objects	\$0	\$0	\$0	\$0
Total	\$418,400	\$413,037	\$404,037	\$418,400

2. Key Initiative Budgets for Alliance District Funding

a. **Year I:** Please fill out the tables below for each reform initiative that you propose using Alliance District funding for 2012-13.

Reform Initiative 1: Raising the Quality of Instruction and Educational Services

b. Pupil Services Needs Assessment and Development

Element	Positions	Amount
Personal Services-Salaries	0.00	\$0
Personal Services-Benefits	0.00	\$0
Purchased Professional Services	0.00	\$40,000
Purchased Property	0.00	\$0
Other Purchased Professional Services	0.00	\$0
Supplies	0.00	\$0
Property	0.00	\$0
Other Objects	0.00	\$0
Total	0.00	\$40,000

b. **Years 2 through 5:** Provide the total amount you anticipate spending in years 2 through 5 for this Reform Initiative.

Element	FY 2013-14 Amount	FY 2014-15 Amount	FY 2015-16 Amount	FY 2016-17 Amount
Personal Services-Salaries	\$0	\$0	\$0	\$0
Personal Services-Benefits	\$0	\$0	\$0	\$0
Purchased Professional Services	\$0	\$0	\$0	\$0
Purchased Property	\$0	\$0	\$0	\$0
Other Purchased Professional Services	\$0	\$0	\$0	\$0
Supplies	\$0	\$0	\$0	\$0
Property	\$0	\$0	\$0	\$0
Other Objects	\$0	\$0	\$0	\$0
Total	\$0	\$0	\$0	\$0

2. Key Initiative Budgets for Alliance District Funding

a. **Year I:** Please fill out the tables below for each reform initiative that you propose using Alliance District funding for 2012-13.

Reform Initiative 1: Raising the Quality of Instruction and Educational Services

c. Reading Intervention Program - K-2

Element	Positions	Amount
Personal Services-Salaries	0.00	\$0
Personal Services-Benefits	0.00	\$0
Purchased Professional Services	0.00	\$0
Purchased Property	0.00	\$0
Other Purchased Professional Services	0.00	\$0
Supplies	0.00	\$32,000
Property	0.00	\$0
Other Objects	0.00	\$0
Total	0.00	\$32,000

b. **Years 2 through 5:** Provide the total amount you anticipate spending in years 2 through 5 for this Reform Initiative.

Element	FY 2013-14 Amount	FY 2014-15 Amount	FY 2015-16 Amount	FY 2016-17 Amount
Personal Services-Salaries	\$0	\$0	\$0	\$0
Personal Services-Benefits	\$0	\$0	\$0	\$0
Purchased Professional Services	\$0	\$0	\$0	\$0
Purchased Property	\$0	\$0	\$0	\$0
Other Purchased Professional Services	\$0	\$0	\$0	\$0
Supplies	\$0	\$0	\$0	\$0
Property	\$0	\$0	\$0	\$0
Other Objects	\$0	\$0	\$0	\$0
Total	\$0	\$0	\$0	\$0

2. Key Initiative Budgets for Alliance District Funding

a. **Year I:** Please fill out the tables below for each reform initiative that you propose using Alliance District funding for 2012-13.

Reform Initiative 1: Raising the Quality of Instruction and Educational Services

e. Common Core Curriculum Development

Element	Positions	Amount
Personal Services-Salaries	0.00	\$54,000
Personal Services-Benefits	0.00	\$0
Purchased Professional Services	0.00	\$0
Purchased Property	0.00	\$0
Other Purchased Professional Services	0.00	\$0
Supplies	0.00	\$0
Property	0.00	\$0
Other Objects	0.00	\$0
Total	0.00	\$54,000

b. **Years 2 through 5:** Provide the total amount you anticipate spending in years 2 through 5 for this Reform Initiative.

Element	FY 2013-14 Amount	FY 2014-15 Amount	FY 2015-16 Amount	FY 2016-17 Amount
Personal Services-Salaries	\$29,000	\$0	\$0	\$0
Personal Services-Benefits	\$0	\$0	\$0	\$0
Purchased Professional Services	\$0	\$0	\$0	\$0
Purchased Property	\$0	\$0	\$0	\$0
Other Purchased Professional Services	\$0	\$0	\$0	\$0
Supplies	\$0	\$0	\$0	\$0
Property	\$0	\$0	\$0	\$0
Other Objects	\$0	\$0	\$0	\$0
Total	\$29,000	\$0	\$0	\$0

2. Key Initiative Budgets for Alliance District Funding

a. **Year I:** Please fill out the tables below for each reform initiative that you propose using Alliance District funding for 2012-13.

Reform Initiative 2: Wrap-Around Services Support

a. College/Career Pathways: Higher Education Partnership for Dropout Prevention

Element	Positions	Amount
Personal Services-Salaries	1.00	\$21,600
Personal Services-Benefits	0.00	\$0
Purchased Professional Services	0.00	\$8,400
Purchased Property	0.00	\$0
Other Purchased Professional Services	0.00	\$0
Supplies	0.00	\$0
Property	0.00	\$0
Other Objects	0.00	\$0
Total	1.00	\$30,000

b. **Years 2 through 5:** Provide the total amount you anticipate spending in years 2 through 5 for this Reform Initiative.

Element	FY 2013-14 Amount	FY 2014-15 Amount	FY 2015-16 Amount	FY 2016-17 Amount
Personal Services-Salaries	\$21,600	\$21,600	\$21,600	\$21,600
Personal Services-Benefits	\$0	\$0	\$0	\$0
Purchased Professional Services	\$8,400	\$8,400	\$8,400	\$8,400
Purchased Property	\$0	\$0	\$0	\$0
Other Purchased Professional Services	\$0	\$0	\$0	\$0
Supplies	\$0	\$0	\$0	\$0
Property	\$0	\$0	\$0	\$0
Other Objects	\$0	\$0	\$0	\$0
Total	\$30,000	\$30,000	\$30,000	\$30,000

2. Key Initiative Budgets for Alliance District Funding

a. **Year I:** Please fill out the tables below for each reform initiative that you propose using Alliance District funding for 2012-13.

Reform Initiative 2: Wrap-Around Services Support		
b. Parent Engagement and Wrap-Around Services Enhancement		
Element	Positions	Amount
Personal Services-Salaries	1.00	\$32,000
Personal Services-Benefits	0.00	\$8,000
Purchased Professional Services	0.00	\$5,000
Purchased Property	0.00	\$0
Other Purchased Professional Services	0.00	\$0
Supplies	0.00	\$0
Property	0.00	\$0
Other Objects	0.00	\$0
Total	1.00	\$45,000

b. **Years 2 through 5:** Provide the total amount you anticipate spending in years 2 through 5 for this Reform Initiative.

Element	FY 2013-14 Amount	FY 2014-15 Amount	FY 2015-16 Amount	FY 2016-17 Amount
Personal Services-Salaries	\$30,000	\$31,000	\$32,000	\$33,000
Personal Services-Benefits	\$10,000	\$11,000	\$12,000	\$13,000
Purchased Professional Services	\$5,000	\$0	\$0	\$0
Purchased Property	\$0	\$0	\$0	\$0
Other Purchased Professional Services	\$0	\$0	\$0	\$0
Supplies	\$0	\$0	\$0	\$0
Property	\$0	\$0	\$0	\$0
Other Objects	\$0	\$0	\$0	\$0
Total	\$45,000	\$42,000	\$44,000	\$46,000

2. Key Initiative Budgets for Alliance District Funding

a. **Year I:** Please fill out the tables below for each reform initiative that you propose using Alliance District funding for 2012-13.

Reform Initiative 3: Talent Development
--

a. Leadership Development and Support

Element	Positions	Amount
Personal Services-Salaries	0.00	\$0
Personal Services-Benefits	0.00	\$0
Purchased Professional Services	0.00	\$35,000
Purchased Property	0.00	\$0
Other Purchased Professional Services	0.00	\$0
Supplies	0.00	\$0
Property	0.00	\$0
Other Objects	0.00	\$0
Total	0.00	\$35,000

b. **Years 2 through 5:** Provide the total amount you anticipate spending in years 2 through 5 for this Reform Initiative.

Element	FY 2013-14 Amount	FY 2014-15 Amount	FY 2015-16 Amount	FY 2016-17 Amount
Personal Services-Salaries	\$0	\$0	\$0	\$0
Personal Services-Benefits	\$0	\$0	\$0	\$0
Purchased Professional Services	\$0	\$0	\$0	\$0
Purchased Property	\$0	\$0	\$0	\$0
Other Purchased Professional Services	\$0	\$0	\$0	\$0
Supplies	\$0	\$0	\$0	\$0
Property	\$0	\$0	\$0	\$0
Other Objects	\$0	\$0	\$0	\$0
Total	\$0	\$0	\$0	\$0

2. Key Initiative Budgets for Alliance District Funding

a. **Year I:** Please fill out the tables below for each reform initiative that you propose using Alliance District funding for 2012-13.

Reform Initiative 3: Talent Development
--

b. Evaluation and Assessment

Element	Positions	Amount
Personal Services-Salaries	0.00	\$0
Personal Services-Benefits	0.00	\$0
Purchased Professional Services	0.00	\$15,000
Purchased Property	0.00	\$0
Other Purchased Professional Services	0.00	\$0
Supplies	0.00	\$0
Property	0.00	\$0
Other Objects	0.00	\$0
Total	0.00	\$15,000

b. **Years 2 through 5:** Provide the total amount you anticipate spending in years 2 through 5 for this Reform Initiative.

Element	FY 2013-14 Amount	FY 2014-15 Amount	FY 2015-16 Amount	FY 2016-17 Amount
Personal Services-Salaries	\$0	\$0	\$0	\$0
Personal Services-Benefits	\$0	\$0	\$0	\$0
Purchased Professional Services	\$15,000	\$15,000	\$15,000	\$15,000
Purchased Property	\$0	\$0	\$0	\$0
Other Purchased Professional Services	\$0	\$0	\$0	\$0
Supplies	\$0	\$0	\$0	\$0
Property	\$0	\$0	\$0	\$0
Other Objects	\$0	\$0	\$0	\$0
Total	\$15,000	\$15,000	\$15,000	\$15,000

3. Budget for Alliance District Funding for Other Purposes

If the district proposes to allocate any funding for purposes other than initiating or expanding key initiatives, please fill out the table below. Provide a line-by-line budget of these proposed expenditures.

Element	Positions	Amount	Justification
Personal Services-Salaries	0.00	\$0	
Personal Services-Benefits	0.00	\$0	
Purchased Professional Services	0.00	\$0	
Purchased Property	0.00	\$0	
Other Purchased Professional Services	0.00	\$0	
Supplies	0.00	\$0	
Property	0.00	\$0	
Other Objects	0.00	\$0	
Total	0.00	\$0	

4. Budget for Total Alliance District Funding

District: MIDDLETOWN

Town Code: 083

ED114 DISTRICT SUMMARY BUDGET WORKSHEET


CODE	OBJECT	FUND: <u>11000</u> SPID : <u>17041</u> FY 2012-13 (School Year 2012-13) Program: <u>82164</u> Chart field 1: <u>170002</u>
100	Personal Services/Salaries	\$450,600
200	Personal Services/Employee Benefits	\$25,000
300	Purchased Professional Services	\$118,400
400	Purchased Property Services	\$0
500	Other Purchased Professional Services	\$0
600	Supplies	\$202,637
700	Property	\$0
890	Other Objects	\$0
	TOTALS	\$796,637

Addendum to Middletown Year 1 Alliance District Application

By adding my signature to this document, I am making the following commitments on behalf of my school district and incorporating such commitments as part of this district's Alliance District application to the Connecticut State Department of Education (CSDE).

- Low-Performing Schools Interventions: In accordance with federal timelines and requirements, the district will work with the CSDE to craft and implement school redesign plans, subject to CSDE approval, for its Focus Schools in the fall semester of 2012-13, and to address its Review Schools in the 2013-14 and 2014-15 school years. This work will require the following steps for Focus and Review Schools: the district will attend CSDE training sessions; schools will undergo instructional and operational audits to understand the root causes of low student achievement and assess the schools' needs to address these issues; the district will work with the CSDE to develop school redesign plans; and the district will implement the proposed interventions upon receiving CSDE approval. Funds allocated for this purpose will be held until the interventions are approved.
- Evaluation-Informed Professional Development: In light of the new statutory requirement that districts transition from the current CEU system to a job-embedded, evaluation-informed professional development model by the 2013-14 school year, the district will begin preparation for this transition during the current school year. The district will attend CSDE training sessions related to this subject.
- New school accountability system: The district will work with the CSDE to ensure a successful transition to the new school accountability system described in Connecticut's approved ESEA waiver application. The district's student performance goals will be set in accordance with the waiver's prescribed targets.
- Common Core: The district will work with the CSDE to ensure the successful implementation in the district of Common Core State Standards and the Smarter Balanced Assessment Consortium's assessments.
- Strategic Planning and Preparation of Year 2 Alliance Application: The district will participate in a substantial planning process, in partnership with the CSDE, to prepare its Year 2 application. The district will be prepared to modify the current five year implementation plan described in its Year 1 application.
- Monitoring and Implementation Support: The district will work with the CSDE to implement best practices in the implementation of the district's approved initiatives, and to ensure compliance with relevant federal and state regulations. The district will also work with the CSDE to develop structures, measures, and procedures for the ongoing monitoring of reform initiatives included in Alliance District Plans. On the basis of such data, monitoring systems will track, on an interim and annual basis, fidelity of plan implementation, anticipated improvement in adult practices, and progress towards achievement of student outcomes.
- Educator Evaluation: The district will work with the CSDE to ensure that its educator evaluation system is in alignment with the Connecticut Guidelines for Educator Evaluation, including all associated timelines. The district acknowledges that the CSDE's approval of its Alliance District application does not constitute approval of its evaluation system or its alignment with approved state guidelines.
- The district will work with the CSDE and partners such as the UConn Neag Center for Behavioral Education and Research, if designated by the CSDE, for the purpose of collaborating regarding the implementation, observation, assessment, and evolution of the district's early grade literacy initiatives. Such collaboration is expected to start this year and strengthen in future years, if the early grade literacy initiatives advance and are again approved.

Signed,

 11.1.12
Superintendent of Schools

APPENDIX A

2012 CONNECTICUT MASTERY TEST

READING, MATHEMATICS, AND WRITING DATA

CVT 2011	READING CVT 2012					Total
	Below Basic	Basic	Proficient	Goal	Advanced	
Below Basic	145	58	45	20	0	268
Basic	35	30	52	38	0	155
Proficient	24	37	61	93	2	217
Goal	2	19	57	503	110	691
Advanced	0	0	0	80	267	347
Total	206	144	215	734	379	1678

2011 - 74.8%
 2011 - 61.8%
 2011 - 20.6%

2012 - 79.1% at Proficient
 2012 - 66.3% at Goal
 2012 - 22.5% at Advanced

254 DECLINED
 82 DECLINED

418 IMPROVED
 155 IMPROVED

9.8% IMPROVEMENT
 4.3% IMPROVEMENT AT PROFICIENT

CMT 2011		MATHEMATICS CMT 2012					Total
	Below Basic	Basic	Proficient	Goal	Advanced		
Below Basic	81	29	14	0	0	124	
Basic	44	77	44	10	0	175	
Proficient	10	69	206	73	4	362	
Goal	0	6	111	358	115	590	
Advanced	0	0	1	86	342	429	
Total	135	181	376	527	461	1680	

2011 - 82.2%
 2011 - 60.6%
 2011 - 25.5%

2012 - 81.2% at Proficient
 2012 - 58.8% at Goal
 2012 - 27.4% at Advanced

327 DECLINED
 85 DECLINED

289 IMPROVED
 68 IMPROVED

2.3 % DECLINED
 1.0 % DECLINED AT PROFICIENT

CMT 2011	WRITING CMT 2012					Total
	Below Basic	Basic	Proficient	Goal	Advanced	
Below Basic	46	28	16	5	0	95
Basic	26	48	54	29	0	157
Proficient	14	58	149	128	18	367
Goal	4	16	125	387	130	622
Advanced	0	3	10	136	276	425
Total	90	153	354	685	424	1706

2011 - 85.2%
 2011 - 64.5%
 2011 - 24.9%

2012 - 85.7% at Proficient
 2012 - 65.9% at Goal
 2012 - 24.8% at Advanced

392 DECLINED
 95 DECLINED

408 IMPROVED
 104 IMPROVED

.9% IMPROVEMENT
 .5% IMPROVEMENT

GRADE 3-5 CMT READING

GROWTH BY COHORT COMPARISON MIDDLETOWN TO STATE

Cohort Years	Cohort Grade Levels	Average Vertical Scale Score-STATE	Growth STATE	Average Vertical Scale Score- MIDDLETOWN	Growth MIDDLETOWN
Cohort 2006	3	423		411	
2007	4	451	28	444	33
2008	5	476	24	479	35
Cohort 2007	3	423		420	
2008	4	451	28	453	33
2009	5	481	30	481	28
Cohort 2008	3	423		425	
2009	4	458	33	459	34
2010	5	480	22	474	15
Cohort 2009	3	427		431	
2010	4	456	29	455	24
2011	5	479	23	475	20
Cohort 2010	3	428		425	
2011	4	459	31	456	31
2012	5	485	26	484	28

GRADE 3-5 CMT MATHEMATICS

GROWTH BY COHORT COMPARISON MIDDLETOWN TO STATE

Cohort Years	Cohort Grade Levels	Average Vertical Scale Score- STATE	Growth STATE	Average Vertical Scale Score- MIDDLETOWN	Growth MIDDLETOWN
Cohort 2006	3	450		442	
2007	4	491	41	484	42
2008	5	522	31	520	36
Cohort 2007	3	452		446	
2008	4	491	39	487	41
2009	5	526	35	528	41
Cohort 2008	3	452		447	
2009	4	496	44	488	41
2010	5	530	34	526	37
Cohort 2009	3	455		454	
2010	4	499	44	496	42
2011	5	531	32	527	31
Cohort 2010	3	456		454	
2011	4	499	43	491	37
2012	5	529	30	526	35

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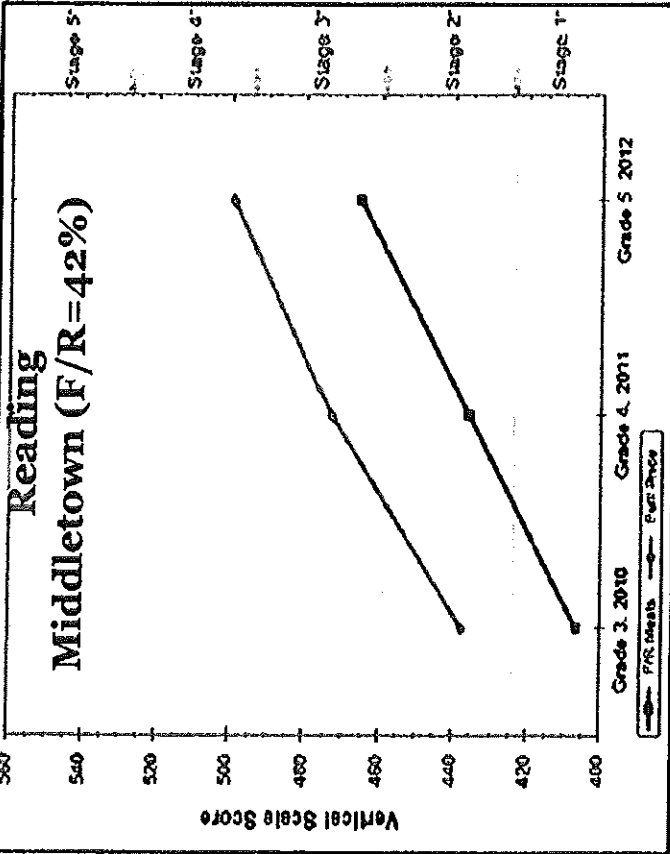
GRADE 6-8 CMT MATHEMATICS

GROWTH BY COHORT COMPARISON MIDDLETOWN TO STATE

Cohort Years	Cohort Grade Levels	Average Vertical Scale Score- STATE	Growth STATE	Average Vertical Scale Score- MIDDLETOWN	Growth MIDDLETOWN
Cohort 2006	6	532		519	
2007	7	554	22	536	17
2008	8	570	16	550	14
Cohort 2007	6	540		529	
2008	7	559	19	544	15
2009	8	575	16	559	15
Cohort 2008	6	543		541	
2009	7	563	20	550	9
2010	8	580	17	570	20
Cohort 2009	6	547		534	
2010	7	568	21	551	17
2011	8	579	11	560	9
Cohort 2010	6	550		539	
2011	7	567	17	544	5
2012	8	580	13	553	9

Connecticut Mastery Test

Average Vertical Scale Score: Grade 3-4



Group	Grade 3, 2010		Grade 4, 2011		Grade 5, 2012		2010-2012		2011-2012	
	N Tested	Mean VS	N Tested	Mean VS	N Tested	Mean VS	N Matched	Growth	N Matched	Growth
P/R Meats	172	407	155	426	165	466	170	60	174	32
P/R Stages	247	437	224	473	214	499	203	67	209	25

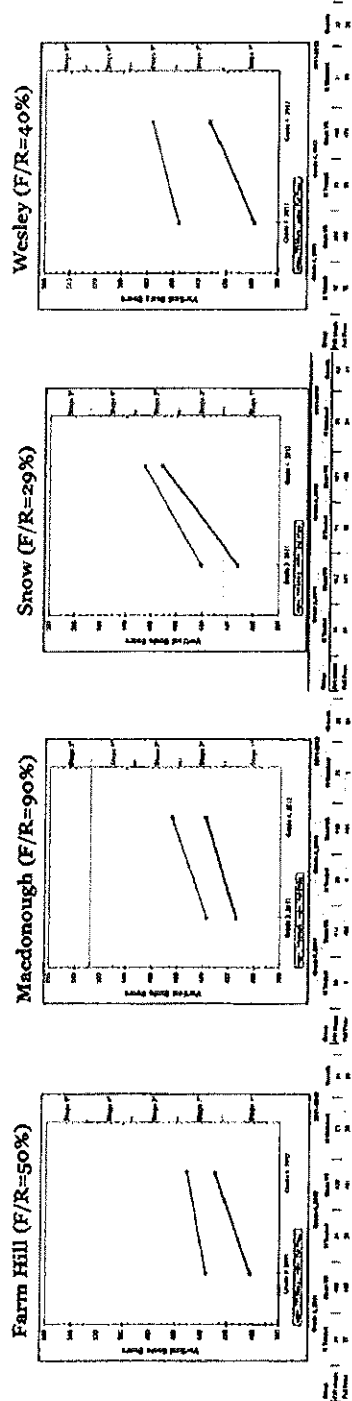
Note: This report does not include ELL-exempt students. N Tested and Mean VS are based on unmatched student groups; N Matched and Growth are based on matched student groups.

- By federal law, race/ethnicity categories were changed in 2011.
- These stages correspond to vertical scale stages, not performance levels.

additional progress

Connecticut Mastery Test

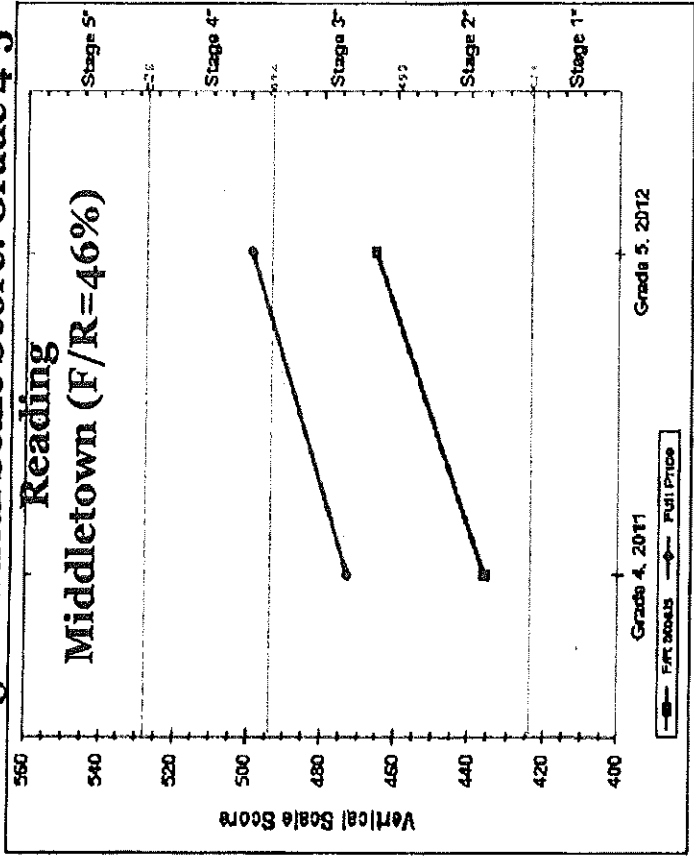
Average Vertical Scale Score: Grade 3-4 Reading



Connecticut Mastery Test

Average Vertical Scale Score: Grade 4-5

Incline



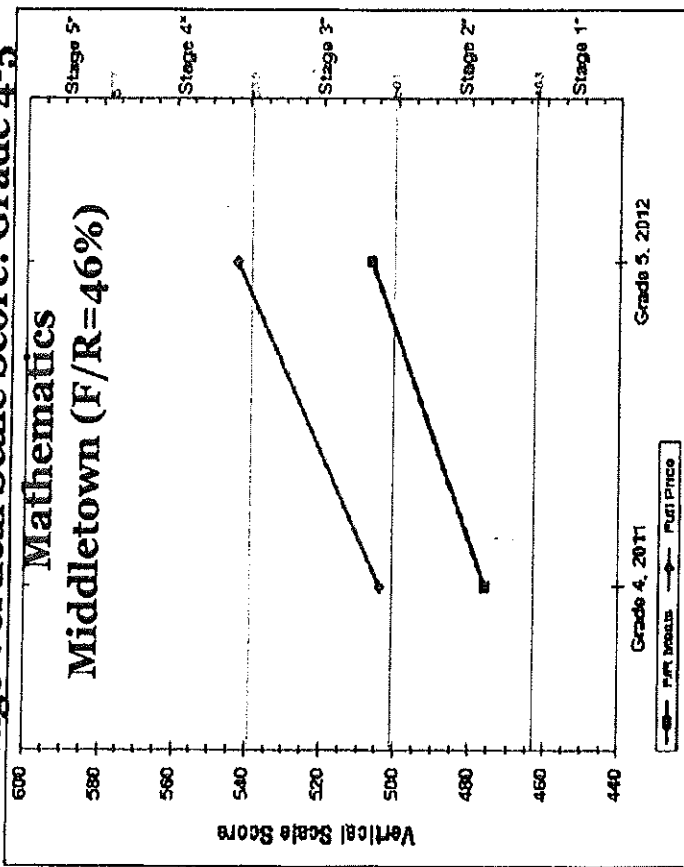
Group	Grade 4, 2011		Grade 5, 2012		2011-2012	
	N Tested	Mean VS	N Tested	Mean VS	N Matched	Growth
F/R Match	105	430	165	468	174	32
Full Price	224	473	214	498	209	25

Note: This report does not include ELL-exempt students. N Tested and Mean VS are based on unmatched student groups; N Matched and Growth are based on matched student groups.

By federal law, race/ethnicity categories were changed in 2011. These stages correspond to vertical scale stages, not performance levels.

Connecticut Mastery Test

Average Vertical Scale Score: Grade 4-5



Group	Grade 4, 2011		Grade 5, 2012		2011-2012	
	N Tested	Mean VS	N Tested	Mean VS	N Matched	Growth
FIR Meads	200	476	187	507	178	33
Full Price	226	504	214	543	210	37

Note: This report does not include ELL-exempt students. N Tested and Mean VS are based on unmatched student groups; N Matched and Growth are based on matched student groups.

By federal law, race/ethnicity categories were changed in 2011.
 * These stages correspond to vertical scale stages, not performance levels.