APPLICATION COVER SHEET

SCHOOL IMPROVEMENT GRANT

| Legal Name of Applicant:<br>Connecticut State Department of Education | Applicant's Mailing Address:<br>165 Capitol Avenue<br>Hartford, CT 06106 |
|---|---|
| State Contact for the School Improvement Grant<br><br>Name: Deborah Richards<br>.<br><br>Position and Office: Bureau Chief, Bureau of Accountability and Improvement<br><br>Contact's Mailing Address: 165 Capitol Avenue, Room 227<br>Hartford, CT 06106<br><br>Telephone: 860-713-6705<br><br>Fax: 860-713-7035<br><br>Email address: deborah.richards@ct.gov | |
| Chief State School Officer (Printed Name): Dr. Mark K. McQuillan | Telephone: 860-713-6500 |
| Signature of the Chief State School Officer:<br>X Mark K. McQuillan | Date:<br>2/2/10 |
| Connecticut, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that Connecticut receives through this application. | |



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## PART I: SEA REQUIREMENTS

**A. ELIGIBLE SCHOOLS: A list of each Tier I, Tier II and Tier III school by district in Connecticut is provided.**

Please see Appendix A for the list of eligible schools. The Connecticut State Department of Education (CSDE) will not exercise the option to identify as a Tier I, Tier II or Tier III school any school that was made newly eligible to receive School Improvement Grants (SIG) funds by the Consolidated Appropriations Act, 2010.

The CSDE followed the sequence of steps outlined in the SIG guidance to identify Connecticut's persistently lowest-achieving schools:

Step 1: Determine all relevant definitions—*i.e.*, the definition of "secondary school," of determining "lack of progress" on the state's assessments.

Secondary schools in Connecticut are defined as high schools.

Three years was used as the definition of a "number of years" for purposes of determining whether a high school has a graduation rate less than 60 percent.

Three years was used as the definition of "number of years" for determining "lack of progress."

Step 2: Determine the number of schools that make up five percent of schools in each of the relevant sets of schools (*i.e.*, five percent of Title I schools in improvement, corrective action, or restructuring and five percent of the secondary schools that are eligible for, but do not receive, Title I funds); determine whether that number or the number five should be used to determine the lowest-achieving schools in each relevant set of schools, depending on which number is larger.

The number of schools that make up five percent of Title I schools in improvement, corrective action, or restructuring is 18 (100 percent = 353; 296 elementary and middle + 57 high schools).

The number of schools that make up five percent of secondary schools that are eligible for, but do not receive, Title I funds is two (100 percent= 37 secondary schools.); five as it is the larger number was used.

Step 3: Determine the method for calculating combined English/language arts and mathematics proficiency rates for each school.

A single percentage method was used for calculating a combined English/language arts and mathematics proficiency rate in the "all students" group. The following steps were conducted:

A. Establish the numerator

   a. Calculate the total number of proficient students in the "all students" group in reading/language arts by adding the number of proficient students in each grade tested in a school. Calculate the total number of proficient students in the "all students" group in mathematics by adding the number of proficient students in each grade tested in the school.
   b. Add the total number of proficient students in reading/language arts and mathematics.

B. Establish the denominator

a. Calculate the total number of students in the “all students” group in the school who took the state’s reading/language arts assessment and the total number of students in the “all students” group who took the state’s mathematics assessment.
b. Add the total number of students in the “all students” group in the school who took the state’s reading/language arts assessment and the total number of students in the “all students” group who took the state’s mathematics assessment.

C. Divide the numerator by the denominator to determine the percent proficient in reading/language arts and mathematics in the school.

D. Rank the schools in each relevant set of schools from highest to lowest using the percentages in Step D.

Step 4: Determine the method for determining “lack of progress” by the “all students” group on the state’s assessments.

Lack of progress was determined by repeating the single percentage method (see Step 3) for the three previous years for each school. Then, five percent of the schools with the lowest combined percent proficient, based on three previous years of data, were identified to define the persistently lowest-achieving schools in Connecticut.

Step 5: Determine the weights to be assigned to academic achievement of the “all students” group and lack of progress on the state’s assessments.

Weights were not assigned to academic achievement in determining lack of progress.

Step 6: Determine the weights to be assigned to elementary schools and secondary schools.

Weights were not assigned to elementary schools and secondary schools.

Step 7: Using the process identified in Step 3, rank the Title I schools in improvement, corrective action, or restructuring from highest to lowest based on the academic achievement of the “all students” group.

Step 8: Using the process identified in Step 4, as well as the relevant weights identified in steps 5 and 6, apply the second factor—lack of progress—to the list identified in Step 7.

Step 9: After applying lack of progress, start with the school at the bottom of the list and count up to the relevant number determined in Step 2 to obtain the list of the lowest-achieving five percent (or five) Title I schools in improvement, corrective action, or restructuring.

Step 10: Identify the Title I high schools in improvement, corrective action, or restructuring that have had a graduation rate of less than 60 percent over a number of years (as defined in Step 1) that were not captured in the list of schools identified in Step 9.

There were no Connecticut high schools that met these criteria.

Step 11: Add the high schools identified in Step 10 to the list of schools identified in Step 9.

Step 12: Using the process identified in Step 3, rank the secondary schools that are eligible for,

but do not receive, Title I funds from highest to lowest based on the academic achievement of the "all students" group.

Step 13: Using the process identified in Step 4, as well as the relevant weights identified in steps 5 and 6, apply the second factor—lack of progress—to the list identified in Step 12.

Step 14: After applying lack of progress, start with the school at the bottom of the list and count up to the relevant number determined in Step 2 to obtain the list of the lowest-achieving five percent (or five) secondary schools that are eligible for, but do not receive, Title I funds.

Step 15: Identify the high schools that are eligible for, but do not receive, Title I funds and that have had a graduation rate of less than 60 percent over a number of years (as defined in Step 1) that were not captured in the list of schools identified in Step 14.

There were no Connecticut high schools that met these criteria.

Step 16: Add the high schools identified in Step 15 to the list of schools identified in Step 14.

Because no high schools were identified in Step 15, this step was not applicable.

In addition, please note that the CSDE did not exclude any type of school.

## B. EVALUATION CRITERIA

**Part 1**

The Connecticut State Department of Education (CSDE) will evaluate a Local Education Agency (LEA) application* with respect to the requirements that follow using a review guide (see Connecticut's LEA SIG application appendix F). Districts must score good or excellent on each requirement in order to be approved.

*Please refer to Appendix B for a copy of Connecticut's LEA SIG application.

1. **The LEA has analyzed the needs of each Tier I and Tier II school identified in the LEA's application and has selected an intervention for each school.**

   The CSDE will review the needs analysis provided for each school that is required to be based on three years of disaggregated achievement data down to the subgroup level and will also review the LEA's summary of the needs to be addressed at each school. The identified needs will be considered along with the intervention model selected for each school and how the LEA's implementation of the model will assist in meeting the school's identified needs. Three year student achievement goals in reading /language arts and mathematics on the CMT or CAPT for all students and subgroups will be evaluated in relation to past achievement. The LEA's ability to monitor the implementation of each school's intervention model will be assessed. Also taken into consideration will be how the LEA has monitored the implementation of school improvement, corrective action and/or restructuring plans, and the implementation status of each plan.

   The results of any external evaluations conducted at each school within the past five years will be considered as well as the status of school-level data teams. The LEA's participation in the Connecticut Accountability for Learning Initiative (CALI)* and the implementation of applicable CALI initiatives will be reviewed.

*Please refer to Appendix C for the *Connecticut Accountability for Learning Initiative* descriptive document.

2. **The LEA has demonstrated that it has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school identified in the LEA's application in order to implement fully and effectively the selected intervention in each of those schools.**

   The CSDE will review how SIG funds are to be used to support the staffing and the organizational structure at the district and school level required to implement the selected intervention model. Consideration will be given to how SIG funds will provide adequate resources to:

   - identify and train district- and school-level staff to fully implement the selected intervention model in each school;
   - monitor each component of the selected intervention model for each school; and
   - monitor the allocation of resources and funds to effectively implement the selected intervention model in each school.

   The CSDE will require that principals of Tier I and Tier II schools participate in regularly scheduled meetings with the CSDE.

3. **The LEA's budget includes sufficient funds to implement the selected intervention fully and effectively in each Tier I and Tier II school identified in the LEA's application as well as to support school improvement activities in Tier III schools throughout the period of availability of those funds (taking into account any waiver extending that period received by either the SEA or the LEA).**

   The CSDE will evaluate whether the LEA's budget is sufficient to cover the staffing costs and resources needed for the three-year period of implementation of the selected intervention model. The LEA's budget will be reviewed for sufficiency of funds for start-up costs, recruitment of additional staff, training of staff, etc. Costs for district-level activities designed to support implementation of the selected school intervention models in the Tier I and Tier II schools will also be reviewed. The adequacy of funds to support school improvement activities, at the school and/or district level, for each Tier III school the district commits to serve over the three-year period will also be considered.

**<u>Part 2</u>**

**An SEA must describe how it will assess the LEA's commitment to do the following:**

(1) Design and implement interventions consistent with the final requirements.

As part of the LEA application, the CSDE requires LEAs to address each of the intervention model requirements at the school level for each Tier I and Tier II school. LEAs are required to provide information on district-level support that will be available to schools in order to implement the selected intervention model. In addition, LEAs are required to complete an intervention model checklist for each Tier I and Tier II school to ensure accountability with the requirements. A review guide, which incorporates the requirements of each of the four intervention models, has been provided at the end of the LEA application. The CSDE will

carefully review the programmatic information provided and will also consider the reasonableness and adequacy of the LEA and school-level budget information to ensure that the LEAs' plans for the design and implementation of the selected interventions are consistent with the final requirements.

(2) Recruit, screen, and select external providers, if applicable, to ensure their quality.

The CSDE will review the LEA's criteria regarding how to recruit, screen and select external providers to determine that it is in accordance with the SIG guidance and CSDE policy. LEA's must provide the CSDE specific information regarding each external provider in the LEA's application in "Appendix G – Evaluation of External Partners" in order for the CSDE to approve the use of external providers. The CSDE will evaluate an external provider's capacity to provide effective services by examining:

- Provider history
- Demonstrated record of effectiveness in increasing academic achievement
- Subject area and grade level experience
- Experience providing services to students with disabilities and English language learners
- Liability insurance coverage
- Legal status
- Financial soundness

In addition, monitoring of approved external providers will be conducted annually by a team of CSDE and LEA staff.

(3) Align other resources with the interventions.

Within the LEA application, the CSDE has provided examples of other resources that could be aligned with SIG funds (e.g., Title I, Part A Regular and ARRA, Title II, Part A Teacher Quality, Title III, Part A English Language Acquisition, State Priority School District funds, State Accountability funds and State Education Cost Sharing set-aside funds).

The CSDE will review the LEA's applications to determine if there is alignment of SIG funds with ongoing school improvement efforts currently being supported with other federal and state resources. The CSDE Technical Assistance Team which includes external consultants presently assigned to work with districts with eligible Tier I and II schools on district and school improvement initiatives will participate in the review of the LEAs' applications.

(4) Modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively.

The CSDE requires the LEA to address how it will modify its teacher or administrator contracts, practices or policies to enable its schools to implement the interventions fully and effectively. The CSDE will review the LEAs' responses including evidence of local board, administrator and teacher support to assess the LEAs commitment to making necessary changes in order to meet final requirements and assist in the successful implementation of the selected intervention models.

(5) Sustain the reforms after the funding period ends.

In the LEA application, the CSDE requires the LEA to address the sustainability of the reforms

after the funding period ends. The CSDE will review the LEA responses for adequacy and reasonableness. Members of the CSDE Technical Assistance Team presently working on district and school improvement initiatives in the districts with eligible Tier I and II schools who have considerable knowledge of each district's capacity will assist with assessing the LEAs commitment to sustain reforms.

## C. CAPACITY

The capacity of an LEA to implement a school intervention model in each Tier I school will be evaluated by the CSDE Technical Assistance Team. Members of the team who are currently working on district and school improvement initiatives in districts with eligible Tier I schools and who are familiar with each district's capabilities will participate in the evaluation. Also included on the review team will be CSDE grant program reviewers assigned to the LEAs who have historical knowledge of how other federal and state grant programs have been effectively implemented.

The CSDE will evaluate an LEA's capacity to implement a school intervention model in each Tier I school by examining:

- the LEA's staff organizational model, taking into consideration the experience and expertise of staff;
- how LEA and school-level staffing required to implement the selected intervention model in each Tier I school will be supported;
- the LEA's plan to allocate necessary resources and funds to effectively implement the selected intervention model;
- the LEA's plan to recruit staff and provide training to fully and effectively implement the selected intervention model at each Tier I school;
- the efficacy of the LEA's plan to monitor the implementation of the selected intervention model;
- the history of the LEA's use of state and federal funds; and
- the LEA's prior implementation of school improvement, corrective action and restructuring plans.

If the CSDE determines that an LEA has more capacity than the LEA demonstrates using the above criteria, the CSDE will strongly suggest that LEA implement the school intervention model in each eligible school. The CSDE will provide technical assistance to the LEA to ensure that interventions are implemented to the LEA's full capacity. During this process, the CSDE will ascertain what additional supports may be necessary in order for the LEA to implement an intervention model in each Tier I school.

## D. DESCRIPTIVE INFORMATION

(1) Describe the SEA's process and timeline for approving LEA applications.

The CSDE will seek LEA applications for the SIG once Connecticut's application has been approved by the U.S. Department of Education. Notice of the application will be sent to all eligible LEAs and posted on the CSDE Web site. LEAs will be given six weeks to complete the application. The CSDE will take four weeks to process and review all applications. It is anticipated that notice of grant awards and access to available funding will conclude by July 1, 2010 (pending federal approval).

| **Process** | **Date** |
|---|---|
| Release preliminary information about SIG to LEAs | December 30, 2009 |
| Hold meetings with eligible districts regarding SIG | January 2010 |
| Conference call with LEAs regarding preliminary information about SIG | February 22, 2010 |
| Release SIG to LEAs | April 7, 2010 |
| Bidder's conference | April 7, 2010 |
| SIG application due | May 14,2010 |
| Review SIG applications | May-June 2010 |
| Provide feedback to SIG applicants | May-June 2010 |
| Review revised SIG applications | June 2010 |
| Award SIG funding | July 1, 2010 |
| Begin intervention implementation | Fall 2010 |

(2) Describe the SEA's process for reviewing an LEA's annual goals for student achievement for its Tier I and Tier II schools and how the SEA will determine whether to renew an LEA's School Improvement Grant if one or more Tier I or Tier II schools in the LEA are not meeting those goals and making progress on the leading indicators in section III of the final requirements.

The CSDE will assign a Technical Assistance Team to each LEA that receives the SIG. The purpose of the team will be to review implementation of SIG interventions and monitor progress of the school in meeting the three-year student achievement goals in reading/language arts and mathematics for all students and all subgroups as well as the leading indicators listed below:

- which intervention the school used (i.e., turnaround, restart, closure, or transformation);
- number of minutes within the school year;
- discipline incidents;
- truants;
- dropout rate;
- student attendance rate;
- average scale scores on CMT or CAPT in reading/language arts and in mathematics, by grade, for the "all students" group, for each achievement quartile, and for each subgroup;
- number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes (high school only); and

- teacher attendance rate.

By reviewing the implementation of SIG interventions, monitoring student achievement progress and given consideration to the leading indicators, a determination with regard to the renewal of a SIG grant will be made.

(3) Describe the SEA's process for reviewing the goals an LEA establishes for its Tier III schools (subject to approval by the SEA) and how the SEA will determine whether to renew an LEA's School Improvement Grant if one or more Tier III schools in the LEA are not meeting those goals.

The CSDE will assign a Technical Assistance Team to each LEA that receives the SIG. The purpose of the team will be to review implementation of SIG interventions and monitor progress of the school in meeting the three-year student achievement goals in reading/language arts and mathematics for all students and all subgroups.

By reviewing the implementation of SIG interventions and monitoring student achievement progress, a determination with regard to the renewal of a SIG grant will be made.

(4) Describe how the SEA will monitor each LEA that receives a SIG to ensure that it is implementing a school intervention model fully and effectively in the Tier I and Tier II schools the LEA is approved to serve.

The CSDE will assign a Technical Assistance Team to each LEA that receives the SIG. The purpose of the team will be to review implementation of SIG interventions and progress of the school in meeting the three-year student achievement goals in reading/language arts and mathematics for all students and all subgroups.

In addition to on-going monitoring, mid-year and annual reviews will be conducted.

(5) Describe how the SEA will prioritize School Improvement Grants to LEAs if the SEA does not have sufficient school improvement funds to serve all eligible schools for which each LEA applies.

If the CSDE does not have sufficient SIG funds to serve all eligible schools for which each LEA applies, priority will be given based on:

- the number of Tier I, Tier II and Tier III schools in the district;
- location of the schools throughout the state;
- the district's history with implementing corrective action or restructuring plans;
- how funds will be used to support the staffing and organization at the district level;
- how district- and school-level staff will be trained to fully and effectively implement the selected intervention model in each school;
- how the district will monitor each component of the selected intervention model for each school; and
- how the district will monitor the allocation of resources and funds to effectively implement the selected intervention model in each school.

Additionally, the CSDE will determine whether an LEA needs less than $2 million a year for a Tier I or Tier II school that is implementing a turnaround, restart, or transformation model based on school size, demographics, and other state and local resources allocated to the school.

(6) Describe the criteria that the SEA intends to use to prioritize among Tier III schools.

The CSDE intends to give priority to districts with Tier I and Tier II schools who have Tier III schools in corrective action or restructuring.

(7) If the SEA intends to take over any Tier I or Tier II schools, identify those schools and indicate the school intervention model the SEA will implement in each school.

The CSDE does not intend to take over any Tier I or Tier II schools or to provide services directly to any schools in the absence of a takeover.

(8) If the SEA intends to provide services directly to any schools in the absence of a takeover, identify those schools and, for Tier I or Tier II schools, indicate the school intervention model the SEA will implement in each school, and provide evidence of the LEA's approval to have the SEA provide the services directly.

The CSDE does not intend to provide services directly to any school in the absence of a takeover.

## E. ASSURANCES

By submitting this application, the CSDE assures that it will do the following:

- ☑ Comply with the final requirements and ensure that each LEA carries out its responsibilities.
- ☑ Award each approved LEA a School Improvement Grant in an amount that is of sufficient size and scope to implement the selected intervention in each Tier I and Tier II school identified in the LEA's application that the CSDE has determined the LEA has the capacity to serve.
- ☑ Apportion its school improvement funds in order to make grants to LEAs, as applicable, that are renewable for the length of the period of availability, taking into account any waivers that may have been requested and received by the CSDE or an individual LEA to extend the period of availability.
- ☑ Carry over 25 percent of its FY 2009 school improvement funds, combine those funds with FY 2010 school improvement funds (depending on the availability of appropriations), and award those funds to eligible LEAs consistent with the final requirements if not every Tier I school in the State receives FY 2009 school improvement funds to implement a school improvement model in the 2010-2011 school year (unless the CSDE does not have sufficient school improvement funds to serve every Tier I school in the Connecticut).

- ☑ Monitor each LEA's implementation of the interventions supported with school improvement funds.

- ☑ To the extent a Tier I or Tier II school implementing the restart model becomes a charter school LEA, hold the charter school operator or charter management organization accountable, or ensure that the charter school authorizer holds the respective entity accountable for meeting the final requirements.

- ☑ Post on its Web site, within 30 days of awarding School Improvement Grants, all final LEA applications and a summary of the grants that includes the following information: name and NCES identification number of each LEA awarded a grant; amount of the grant; name and NCES identification number of each school to be served; and type of intervention to be implemented in each Tier I and Tier II school.

- ☑ Report the specific school-level data required in section III of the final notice.

## F. SEA RESERVATION

The CSDE plans to use the state-level set aside funds from the SIG to fund technical assistance teams to provide support and evaluate the progress of the LEA in the implementation of the SIG interventions and progress of the school in meeting annual goals and leading indicators.

## G. CONSULTATION WITH STAKEHOLDERS

- ☑ The CSDE consulted with its Committee of Practitioners on January 14, 2010, regarding the information set forth in its application.

- ☑ The CSDE has consulted with other relevant stakeholders, including the Accountability and Improvement Advisory Committee, Supported District Advisory Committee, the Race to the Top Stakeholders Committee, the State Education Resource Center and the Parent Information and Training Center.

## H. WAIVERS

**Connecticut** requests a waiver of the requirements it has listed below. These waivers would allow any local educational agency (LEA) in Connecticut that receives a School Improvement Grant to use those funds in accordance with the final requirements for School Improvement Grants and the LEA's application for a grant.

Connecticut believes that the requested waiver(s) will increase the quality of instruction for students and improve the academic achievement of students in Tier I, Tier II, and Tier III schools by enabling an LEA to use more effectively the school improvement funds to implement one of the four school intervention models in its Tier I or Tier II schools and to carry out school improvement activities in its Tier III schools. The four school intervention models are specifically designed to raise substantially the achievement of students in the Connecticut's persistently lowest-achieving schools.

- ☑ Waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of school improvement funds for the SEA and all of its LEAs to September 30, 2013.

- ☑ Waive section 1116(b)(12) of the ESEA to permit LEAs to allow their Tier I schools that will implement a turnaround or restart model to "start over" in the school improvement timeline.

- ☑ Waive the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit LEAs to implement a schoolwide program in a Tier I school that does not meet the poverty threshold.

Connecticut assures that it will ensure that any LEA that chooses to implement one or more of these waivers will comply with section I.A.7 of the final requirements.

Connecticut assures that it will permit an LEA to implement the waiver(s) only if the LEA receives a School Improvement Grant and requests to implement the waiver(s) in its application. As such, the LEA may only implement the waivers(s) in Tier I, Tier II, and Tier III schools, as applicable, included in its application.

Connecticut assures that it will ensure that any LEA implementing the waiver of sections 1003(g)(1) and (7) provides each Tier II school served through the waiver all of Connecticut and local funds it would have received in the absence of being served with school improvement funds through the waiver.

Connecticut assures that, prior to submitting this request in its School Improvement Grant application, Connecticut provided all LEAs in Connecticut that are eligible to receive a School Improvement Grant with notice and a reasonable opportunity to comment on this request and has attached a copy of that notice as well as copies of any comments it received from LEAs. Connecticut also assures that it provided notice and information regarding this waiver request to the public in the manner in which Connecticut customarily provides such notice and information to the public (*i.e.*, by posting information on its Web site and sending an e-mail notification). Please see http://www.csde.state.ct.us/public/cedar/nclb/title1/waivers.htm for a link to that notice and Appendix D for a copy of the e-mail that was sent. We did not receive any comments during the notice and comment period.

Connecticut assures that, if it is granted one or more of the waivers requested above, it will submit to the U.S. Department of Education a report that sets forth the name and NCES District Identification Number for each LEA implementing a waiver, including which specific waivers each LEA is implementing.

**List of Appendices**
**State Application**

Appendix A – List of Eligible Schools

Appendix B – LEA SIG Application

Appendix C – Connecticut Accountability for Learning Initiative

Appendix D – Waiver Notification

## APPENDIX A – State Application
## List of Eligible Schools

| | Title I | Elementary/ Secondary | DIST | SCH | NCES_ Dist | NCES _Sch | District Name | School Name | Year of Improvement | 2009 Unadjusted Math | 2009 Unadjusted Reading | 2009 Average Unadjusted (Math & Reading) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Yes | Secondary | 282 | 60 | 900031 | 1405 | Stamford Academy | Stamford Academy | 3 | 14.3 | 9.5 | 11.9 |
| | Yes | Elementary | 64 | 19 | 901920 | 381 | Hartford School District | Milner Core Knowledge School | 9 | 27 | 14.2 | 20.6 |
| | Yes | Elementary | 64 | 6 | 901920 | 357 | Hartford School District | Burns Latino Studies Academy | 6 | 32.8 | 14.2 | 23.5 |
| | Yes | Secondary | 64 | 63 | 901920 | 382 | Hartford School District | Weaver High School | 7 | 17.5 | 31.6 | 24.6 |
| | Yes | Elementary | 244 | 61 | 900070 | 576 | Area Cooperative Educational Services | Collaborative Alternative Magnet School | 4 | 29 | 23.1 | 26.1 |
| | Yes | Elementary | 64 | 1 | 901920 | 377 | Hartford School District | Sand School | 6 | 27.8 | 25.8 | 26.8 |
| | Yes | Elementary | 64 | 52 | 901920 | 375 | Hartford School District | Quirk Middle School | 6 | 31 | 26.3 | 28.7 |
| | Yes | Elementary | 15 | 1 | 900450 | 49 | Bridgeport School District | Barnum School | 6 | 36.6 | 25.3 | 31.0 |
| **Tier I** | Yes | Elementary | 89 | 9 | 902670 | 517 | New Britain School District | Northend School | 2 | 35.4 | 26.9 | 31.2 |
| | Yes | Elementary | 15 | 26 | 900450 | 81 | Bridgeport School District | Roosevelt School | 6 | 42.1 | 20.7 | 31.4 |
| | Yes | Elementary | 89 | 3 | 902670 | 509 | New Britain School District | Chamberlain School | 6 | 37 | 26.1 | 31.6 |
| | Yes | Elementary | 93 | 4 | 902790 | 564 | New Haven School District | Katherine Brennan School | 3 | 39.2 | 26.9 | 33.1 |
| | Yes | Elementary | 64 | 28 | 901920 | 1192 | Hartford School District | Dr. Ramon E. Betances School | 5 | 46.2 | 20 | 33.1 |
| | Yes | Elementary | 15 | 41 | 900450 | 1161 | Bridgeport School District | Dunbar School | 6 | 37.9 | 28.6 | 33.3 |
| | Yes | Elementary | 64 | 30 | 901920 | 26 | Hartford School District | Sanchez School | 6 | 46.1 | 21 | 33.6 |
| | Yes | Elementary | 163 | 1 | 905190 | 1083 | Windham School District | Natchaug School | 3 | 45.2 | 23 | 34.1 |
| | Yes | Elementary | 89 | 12 | 902670 | 523 | New Britain School District | Smalley Academy | 6 | 37.1 | 32 | 34.6 |
| | Yes | Elementary | 93 | 7 | 902790 | 559 | New Haven School | Hill Central Music | 9 | 39.6 | 30 | 34.8 |

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | District | Academy | | | | |
| Tier II | No | Secondary | 15 | 61 | 900450 | 50 | Bridgeport School District | Bassick High School | 7 | 16.7 | 24.8 | 20.8 |
| | No | Secondary | 15 | 63 | 900450 | 67 | Bridgeport School District | Harding High School | 7 | 24.1 | 34.8 | 29.5 |
| | No | Secondary | 93 | 62 | 902790 | 563 | New Haven School District | James Hillhouse High School | 6 | 25.3 | 38.8 | 32.1 |
| | No | Secondary | 93 | 68 | 902790 | 148 | New Haven School District | Hyde Leadership School | 4 | 25 | 47.5 | 36.3 |
| | No | Secondary | 93 | 61 | 902790 | 585 | New Haven School District | Wilbur Cross High School | 6 | 36.9 | 43.8 | 40.4 |
| Tier III | Yes | Elementary | 2 | 3 | 900060 | 5 | Ansonia School District | Mead School | 6 | 90.2 | 61 | 75.6 |
| | Yes | Elementary | 2 | 51 | 900060 | 8 | Ansonia School District | Ansonia Middle School | 5 | 81.5 | 66.6 | 74.1 |
| | Yes | Elementary | 9 | 51 | 900270 | 25 | Bethel School District | Bethel Middle School | 2 | 92.8 | 88.8 | 90.8 |
| | Yes | Elementary | 11 | 6 | 900330 | 32 | Bloomfield School District | Laurel School | 1 | 76 | 51.2 | 63.6 |
| | Yes | Elementary | 15 | 2 | 900450 | 51 | Bridgeport School District | Beardsley School | 9 | 69.1 | 42.1 | 55.6 |
| | Yes | Elementary | 15 | 3 | 900450 | 52 | Bridgeport School District | Black Rock School | 2 | 74 | 50.5 | 62.3 |
| | Yes | Elementary | 15 | 4 | 900450 | 54 | Bridgeport School District | Bryant School | 5 | 52.8 | 35.6 | 44.2 |
| | Yes | Elementary | 15 | 5 | 900450 | 58 | Bridgeport School District | Columbus School | 9 | 61 | 38.1 | 49.6 |
| | Yes | Elementary | 15 | 7 | 900450 | 60 | Bridgeport School District | Edison School | 4 | 54.5 | 37.2 | 45.9 |
| | Yes | Elementary | 15 | 10 | 900450 | 1 | Bridgeport School District | Luis Munoz Marin School | 6 | 45.7 | 28.2 | 37.0 |
| | Yes | Elementary | 15 | 11 | 900450 | 65 | Bridgeport School District | Hall School | 1 | 87 | 72.7 | 79.9 |
| | Yes | Elementary | 15 | 12 | 900450 | 66 | Bridgeport School District | Hallen School | 4 | 55 | 41.5 | 48.3 |
| | Yes | Elementary | 15 | 13 | 900450 | 69 | Bridgeport School District | Hooker School | 3 | 62.8 | 61.5 | 62.2 |
| | Yes | Elementary | 15 | 14 | 900450 | 70 | Bridgeport School District | Cesar Batalla School | 6 | 44.3 | 34.4 | 39.4 |

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|---|---|---|---|---|---|---|---|---|---|---|---|
| Yes | Elementary | 15 | 19 | 900450 | 73 | Bridgeport School District | Longfellow School | 5 | 54 | 32.2 | 43.1 |
| Yes | Elementary | 15 | 20 | 900450 | 74 | Bridgeport School District | Madison School | 6 | 67.2 | 49.8 | 58.5 |
| Yes | Elementary | 15 | 21 | 900450 | 75 | Bridgeport School District | Classical Studies Academy | 1 | 57.4 | 47.7 | 52.6 |
| Yes | Elementary | 15 | 22 | 900450 | 76 | Bridgeport School District | Jettie S. Tisdale School | 6 | 54.2 | 35.5 | 44.9 |
| Yes | Elementary | 15 | 25 | 900450 | 80 | Bridgeport School District | Read School | 5 | 54.2 | 46.3 | 50.3 |
| Yes | Elementary | 15 | 30 | 900450 | 86 | Bridgeport School District | Waltersville School | 6 | 53.4 | 38.1 | 45.8 |
| Yes | Elementary | 15 | 32 | 900450 | 87 | Bridgeport School District | Geraldine Johnson School | 1 | 57 | 41.9 | 49.5 |
| Yes | Elementary | 15 | 36 | 900450 | 90 | Bridgeport School District | Winthrop School | 1 | 84 | 74.1 | 79.1 |
| Yes | Elementary | 15 | 39 | 900450 | 59 | Bridgeport School District | Cross School | 5 | 51.4 | 41.9 | 46.7 |
| Yes | Elementary | 15 | 40 | 900450 | 53 | Bridgeport School District | Blackham School | 6 | 61 | 50.6 | 55.8 |
| Yes | Elementary | 15 | 42 | 900450 | 1162 | Bridgeport School District | Curiale School | 6 | 45.8 | 35.6 | 40.7 |
| Yes | Elementary | 17 | 19 | 900510 | 99 | Bristol School District | Ivy Drive School | 1 | 87.6 | 72.6 | 80.1 |
| Yes | Elementary | 28 | 51 | 900840 | 136 | Colchester School District | William J. Johnston School | 2 | 91.7 | 85.6 | 88.7 |
| Yes | Elementary | 32 | 4 | 900960 | 144 | Coventry School District | George Hersey Robertson School | 2 | 87.5 | 79.6 | 83.6 |
| Yes | Elementary | 33 | 3 | 900990 | 1432 | Cromwell School District | Woodside Intermediate School | 1 | 86.5 | 81.2 | 83.9 |
| Yes | Elementary | 34 | 2 | 901020 | 152 | Danbury School District | Hayestown Avenue School | 2 | 82.2 | 56.2 | 69.2 |
| Yes | Elementary | 34 | 14 | 901020 | 159 | Danbury School District | Roberts Avenue School | 2 | 78.3 | 71.9 | 75.1 |
| Yes | Elementary | 34 | 18 | 901020 | 1167 | Danbury School District | Mill Ridge Intermediate School | 1 | 83.8 | 63.8 | 73.8 |
| Yes | Elementary | 37 | 4 | 901110 | 178 | Derby School District | Irving School | 1 | 62.6 | 52.4 | 57.5 |
| Yes | Elementary | 42 | 51 | 901230 | 188 | East Hampton School District | East Hampton Middle School | 2 | 92.9 | 89.9 | 91.4 |
| Yes | Elementary | 43 | 5 | 901260 | 202 | East Hartford School District | Hockanum School | 1 | 64.2 | 47.8 | 56.0 |
| | | | | | | | | | | | |
| Yes | Elementary | 43 | 6 | 901260 | 194 | East Hartford School | Dr. Franklin H. Mayberry | 2 | 54 | 39.5 | 46.8 |

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|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | District | School | | | | |
| | Yes | Elementary | 43 | 9 | 901260 | 191 | East Hartford School District | Anna E. Norris School | 3 | 63.7 | 42.5 | 53.1 |
| | Yes | Elementary | 43 | 12 | 901260 | 208 | East Hartford School District | Silver Lane School | 5 | 56.5 | 43.5 | 50.0 |
| | Yes | Elementary | 43 | 18 | 901260 | 206 | East Hartford School District | Robert J. O'Brien School | 5 | 67.7 | 39.3 | 53.5 |
| | Yes | Elementary | 43 | 22 | 901260 | 195 | East Hartford School District | Dr. John A. Langford School | 5 | 61.8 | 50 | 55.9 |
| | Yes | Elementary | 43 | 24 | 901260 | 1275 | East Hartford School District | Sunset Ridge School | 3 | 61.9 | 53.5 | 57.7 |
| | Yes | Elementary | 43 | 51 | 901260 | 197 | East Hartford School District | East Hartford Middle School | 6 | 58.8 | 52.4 | 55.6 |
| | Yes | Elementary | 44 | 7 | 901290 | 219 | East Haven School District | Momaugui n School | 1 | 80.3 | 59.8 | 70.1 |
| | Yes | Elementary | 44 | 14 | 901290 | 213 | East Haven School District | D. C. Moore School | 2 | 76.7 | 56.6 | 66.7 |
| | Yes | Elementary | 44 | 16 | 901290 | 2 | East Haven School District | Robert W. Carbone School | 1 | 78 | 72.1 | 75.1 |
| | Yes | Elementary | 44 | 51 | 901290 | 217 | East Haven School District | Joseph Melillo Middle School | 1 | 78 | 74 | 76.0 |
| | Yes | Elementary | 45 | 51 | 901320 | 224 | East Lyme School District | East Lyme Middle School | 2 | 91.8 | 88.3 | 90.1 |
| | Yes | Elementary | 47 | 1 | 901350 | 228 | East Windsor School District | Broad Brook Elementary School | 1 | 71.7 | 64.4 | 68.1 |
| | Yes | Elementary | 58 | 3 | 901740 | 310 | Griswold School District | Griswold Elementary School | 2 | 80.3 | 66.3 | 73.3 |
| | Yes | Elementary | 58 | 51 | 901740 | 19 | Griswold School District | Griswold Middle School | 1 | 87.8 | 84.7 | 86.3 |
| | Yes | Elementary | 62 | 1 | 901860 | 346 | Hamden School District | Shepherd Glen School | 2 | 83.8 | 71.1 | 77.5 |
| | Yes | Elementary | 62 | 2 | 901860 | 337 | Hamden School District | Church Street School | 1 | 72.6 | 52.5 | 62.6 |
| | Yes | Elementary | 62 | 3 | 901860 | 338 | Hamden School District | Dunbar Hill School | 3 | 67.5 | 60.4 | 64.0 |
| Tier III | Yes | Elementary | 62 | 4 | 901860 | 341 | Hamden School District | Helen Street School | 3 | 64.8 | 42.9 | 53.9 |
| | Yes | Elementary | 62 | 11 | 901860 | 345 | Hamden School District | Ridge Hill School | 1 | 76 | 63.7 | 69.9 |
| | | | | | | | | | | | | |
| | Yes | Elementary | 64 | 4 | 901920 | 355 | Hartford School | Batchelder School | 2 | 49.7 | 39.5 | 44.6 |

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| | | | | | | District | | | | | |
| Yes | Elementary | 64 | 7 | 901920 | 360 | Hartford School District | Dwight School | 2 | 71.8 | 73.6 | 72.7 |
| Yes | Elementary | 64 | 8 | 901920 | 364 | Hartford School District | M. D. Fox ComPACT School | 5 | 53.1 | 25.6 | 39.4 |
| Yes | Elementary | 64 | 9 | 901920 | 366 | Hartford School District | Hooker School | 5 | 60.6 | 45.6 | 53.1 |
| Yes | Elementary | 64 | 10 | 901920 | 368 | Hartford School District | Kennelly School | 3 | 62.3 | 49.9 | 56.1 |
| Yes | Elementary | 64 | 11 | 901920 | 370 | Hartford School District | Kinsella Magnet School | 8 | 60.8 | 47.2 | 54.0 |
| Yes | Elementary | 64 | 12 | 901920 | 371 | Hartford School District | McDonough School | 5 | 48.2 | 24.8 | 36.5 |
| Yes | Elementary | 64 | 14 | 901920 | 372 | Hartford School District | Naylor School | 6 | 57.8 | 46.6 | 52.2 |
| Yes | Elementary | 64 | 15 | 901920 | 373 | Hartford School District | Parkville Community School | 6 | 66.5 | 53.6 | 60.1 |
| Yes | Elementary | 64 | 16 | 901920 | 369 | Hartford School District | M. L. King School | 6 | 47.8 | 37.2 | 42.5 |
| Yes | Elementary | 64 | 17 | 901920 | 376 | Hartford School District | Rawson School | 3 | 61.5 | 46.8 | 54.2 |
| Yes | Elementary | 64 | 20 | 901920 | 383 | Hartford School District | Noah Webster Micro Society School | 2 | 70 | 62.8 | 66.4 |
| Yes | Elementary | 64 | 21 | 901920 | 384 | Hartford School District | West Middle School | 6 | 56.7 | 42.1 | 49.4 |
| Yes | Elementary | 64 | 22 | 901920 | 385 | Hartford School District | Wish School | 6 | 64.6 | 43.7 | 54.2 |
| Yes | Elementary | 64 | 23 | 901920 | 358 | Hartford School District | Burr School | 5 | 52.5 | 37.9 | 45.2 |
| Yes | Elementary | 64 | 24 | 901920 | 359 | Hartford School District | Clark School | 6 | 44.4 | 26.4 | 35.4 |
| Yes | Elementary | 64 | 25 | 901920 | 362 | Hartford School District | Annie-Fisher School | 3 | 54.4 | 52.6 | 53.5 |
| Yes | Elementary | 64 | 26 | 901920 | 378 | Hartford School District | Simpson-Waverly School | 2 | 56.8 | 43.8 | 50.3 |
| Yes | Elementary | 64 | 32 | 901920 | 636 | Hartford School District | Moylan School | 8 | 43.2 | 39.6 | 41.4 |
| Yes | Elementary | 64 | 33 | 901920 | 1369 | Hartford School District | Breakthrough Magnet School | 2 | 75.9 | 59.9 | 67.9 |
| Yes | Elementary | 64 | 53 | 901920 | 6 | Hartford School District | Dr. Joseph Bellizzi Middle School | 6 | 44.6 | 28.8 | 36.7 |
| Yes | Elementary | 64 | 54 | 901920 | 1295 | Hartford School District | Hartford Magnet Middle School | 2 | 76 | 74.3 | 75.2 |

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|---|---|---|---|---|---|---|---|---|---|---|---|
| Yes | Secondary | 64 | 61 | 901920 | 356 | Hartford School District | Bulkeley High School | 6 | 52.2 | 45.4 | 48.8 |
| Yes | Secondary | 64 | 64 | 901920 | 1478 | Hartford School District | Classical Magnet School | 1 | 57.6 | 78 | 67.8 |
| Yes | Elementary | 64 | 64 | 901920 | 1478 | Hartford School District | Classical Magnet School | 1 | 72.6 | 75.7 | 74.2 |
| Yes | Secondary | 64 | 66 | 901920 | 1479 | Hartford School District | Pathways to Technology Magnet School | 3 | 61.2 | 71.3 | 66.3 |
| Yes | Elementary | 69 | 3 | 902070 | 394 | Killingly School District | Killingly Memorial School | 1 | 69.2 | 62.6 | 65.9 |
| Yes | Elementary | 73 | 1 | 902190 | 403 | Lisbon School District | Lisbon Central School | 2 | 83.1 | 75.9 | 79.5 |
| Yes | Elementary | 77 | 9 | 902310 | 426 | Manchester School District | Nathan Hale School | 2 | 60.7 | 52.7 | 56.7 |
| Yes | Elementary | 77 | 10 | 902310 | 428 | Manchester School District | Robertson School | 1 | 82.4 | 66.2 | 74.3 |
| Yes | Elementary | 77 | 12 | 902310 | 429 | Manchester School District | Verplanck School | 1 | 71.2 | 60 | 65.6 |
| Yes | Elementary | 77 | 14 | 902310 | 431 | Manchester School District | Washington School | 2 | 81.2 | 60.9 | 71.1 |
| Yes | Elementary | 80 | 4 | 902400 | 443 | Meriden School District | Israel Putnam School | 2 | 77.2 | 64.6 | 70.9 |
| Yes | Elementary | 80 | 5 | 902400 | 445 | Meriden School District | John Barry School | 5 | 68.6 | 49.1 | 58.9 |
| Yes | Elementary | 80 | 8 | 902400 | 450 | Meriden School District | Roger Sherman School | 2 | 62.7 | 53.8 | 58.3 |
| Yes | Elementary | 80 | 11 | 902400 | 440 | Meriden School District | Casimir Pulaski School | 1 | 71.6 | 55.9 | 63.8 |
| Yes | Elementary | 83 | 1 | 902490 | 462 | Middletown School District | Spencer School | 1 | 79.4 | 67.7 | 73.6 |
| Yes | Elementary | 83 | 2 | 902490 | 453 | Middletown School District | Bielefield School | 1 | 71.8 | 60.7 | 66.3 |
| Yes | Elementary | 83 | 11 | 902490 | 461 | Middletown School District | Snow School | 1 | 82.1 | 71.4 | 76.8 |
| Yes | Elementary | 84 | 53 | 902520 | 474 | Milford School District | West Shore Middle School | 1 | 85.2 | 79.5 | 82.4 |
| Yes | Elementary | 88 | 1 | 902640 | 500 | Naugatuck School District | Central Avenue School | 2 | 77.4 | 59.7 | 68.6 |
| Yes | Elementary | 88 | 4 | 902640 | 504 | Naugatuck School District | Hop Brook Intermediate School | 3 | 71.9 | 63.2 | 67.6 |
| Yes | Elementary | 88 | 8 | 902640 | 499 | Naugatuck School District | Andrew Avenue School | 1 | 75.8 | 62.1 | 69.0 |
| Yes | Elementary | 89 | 5 | 902670 | 512 | New Britain School District | Gaffney School | 4 | 43.9 | 30.5 | 37.2 |

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|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Yes | Elementary | 89 | 6 | 902670 | 513 | New Britain School District | Holmes School | 5 | 52.3 | 38.1 | 45.2 |
| | Yes | Elementary | 89 | 7 | 902670 | 514 | New Britain School District | Jefferson School | 4 | 58.1 | 40.2 | 49.2 |
| | Yes | Elementary | 89 | 8 | 902670 | 515 | New Britain School District | Lincoln School | 6 | 60 | 45.8 | 52.9 |
| | Yes | Elementary | 89 | 11 | 902670 | 510 | New Britain School District | Diloreto Magnet School | 4 | 43.9 | 34.6 | 39.3 |
| | Yes | Elementary | 89 | 13 | 902670 | 524 | New Britain School District | Smith School | 1 | 61 | 38.3 | 49.7 |
| | Yes | Elementary | 89 | 15 | 902670 | 527 | New Britain School District | Vance School | 3 | 65.1 | 52.6 | 58.9 |
| | Yes | Elementary | 89 | 51 | 902670 | 116 | New Britain School District | Roosevelt Middle School | 6 | 38.5 | 31.2 | 34.9 |
| | Yes | Elementary | 89 | 52 | 902670 | 522 | New Britain School District | Slade Middle School | 6 | 56.8 | 50.6 | 53.7 |
| | Yes | Elementary | 89 | 53 | 902670 | 518 | New Britain School District | Pulaski Middle School | 6 | 42.5 | 34.5 | 38.5 |
| | Yes | Secondary | 89 | 61 | 902670 | 521 | New Britain School District | New Britain High School | 6 | 35.7 | 46.9 | 41.3 |
| | Yes | Elementary | 91 | 52 | 902730 | 1224 | New Fairfield School District | New Fairfield Middle School | 1 | 95.3 | 90 | 92.7 |
| | Yes | Elementary | 93 | 2 | 902790 | 542 | New Haven School District | Barnard Environmental Magnet School | 5 | 50.6 | 41.4 | 46.0 |
| Tier III | Yes | Elementary | 93 | 6 | 902790 | 550 | New Haven School District | Clinton Avenue School | 6 | 56.3 | 34 | 45.2 |
| | Yes | Elementary | 93 | 8 | 902790 | 1386 | New Haven School District | John S. Martinez School | 4 | 56.6 | 39.7 | 48.2 |
| | Yes | Elementary | 93 | 15 | 902790 | 580 | New Haven School District | Augusta Lewis Troup School | 1 | 51.8 | 33.7 | 42.8 |
| | Yes | Elementary | 93 | 16 | 902790 | 554 | New Haven School District | Fair Haven School | 5 | 49.8 | 37.9 | 43.9 |
| | Yes | Elementary | 93 | 20 | 902790 | 566 | New Haven School District | Lincoln-Bassett School | 4 | 59.6 | 42.6 | 51.1 |
| | Yes | Elementary | 93 | 29 | 902790 | 581 | New Haven School District | Truman School | 6 | 42.1 | 28.2 | 35.2 |
| | Yes | Elementary | 93 | 31 | 902790 | 584 | New Haven School District | Conte/West Hills Magnet School | 1 | 73.6 | 63.3 | 68.5 |
| | Yes | Elementary | 93 | 32 | 902790 | 586 | New Haven School District | Wexler/Grant Community School | 3 | 52.8 | 44.2 | 48.5 |
| | Yes | Elementary | 93 | 41 | 902790 | 549 | New Haven School District | Christopher Columbus Academy | 4 | 60.2 | 33.9 | 47.1 |

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|---|---|---|---|---|---|---|---|---|---|---|---|
| Yes | Elementary | 93 | 42 | 902790 | 1483 | New Haven School District | Clemente Leadership Academy | 8 | 48.6 | 33 | 40.8 |
| Yes | Elementary | 93 | 43 | 902790 | 546 | New Haven School District | Bishop Woods School | 2 | 64.2 | 53.9 | 59.1 |
| Yes | Elementary | 93 | 46 | 902790 | 552 | New Haven School District | East Rock Global Studies Magnet School | 4 | 55 | 43.4 | 49.2 |
| Yes | Elementary | 93 | 48 | 902790 | 1484 | New Haven School District | Celentano School | 3 | 49.6 | 36.4 | 43.0 |
| Yes | Elementary | 93 | 49 | 902790 | 647 | New Haven School District | Microsociet y Magnet School | 2 | 62 | 55.5 | 58.8 |
| Yes | Elementary | 95 | 2 | 902820 | 590 | New London School District | Harbor School | 1 | 60.1 | 52.8 | 56.5 |
| Yes | Elementary | 95 | 3 | 902820 | 591 | New London School District | Jennings School | 5 | 55.5 | 32.4 | 44.0 |
| Yes | Elementary | 95 | 8 | 902820 | 597 | New London School District | Winthrop School | 3 | 55.7 | 49.1 | 52.4 |
| Yes | Elementary | 95 | 9 | 902820 | 594 | New London School District | Nathan Hale School | 2 | 56.3 | 48.2 | 52.3 |
| Yes | Elementary | 96 | 9 | 902850 | 1372 | New Milford School District | Sarah Noble Intermediat e School | 5 | 85.2 | 79.4 | 82.3 |
| Yes | Elementary | 99 | 6 | 902970 | 623 | North Branford School District | Totoket Valley Elementary School | 2 | 82.7 | 68.5 | 75.6 |
| Yes | Elementary | 103 | 4 | 903090 | 643 | Norwalk School District | Cranbury Elementary School | 2 | 88.9 | 76.8 | 82.9 |
| Yes | Elementary | 103 | 7 | 903090 | 648 | Norwalk School District | Jefferson Elementary School | 3 | 79.4 | 62.1 | 70.8 |
| Yes | Elementary | 103 | 14 | 903090 | 660 | Norwalk School District | Tracey School | 2 | 76.5 | 58.2 | 67.4 |
| Yes | Elementary | 103 | 20 | 903090 | 645 | Norwalk School District | Fox Run Elementary School | 1 | 84.3 | 70.3 | 77.3 |
| Yes | Elementary | 103 | 23 | 903090 | 659 | Norwalk School District | Silvermine Elementary School | 3 | 80.6 | 68.8 | 74.7 |
| Yes | Elementary | 104 | 6 | 903120 | 666 | Norwich School District | Greeneville School | 1 | 64.5 | 48 | 56.3 |
| Yes | Elementary | 104 | 14 | 903120 | 667 | Norwich School District | John B. Stanton School | 2 | 66 | 53.8 | 59.9 |
| Yes | Elementary | 104 | 15 | 903120 | 678 | Norwich School District | Wequonnoc School | 2 | 58.6 | 47.1 | 52.9 |
| Yes | Elementary | 104 | 17 | 903120 | 675 | Norwich School District | Thomas W. Mahan School | 1 | 72.2 | 53.9 | 63.1 |
| Yes | Elementary | 104 | 18 | 903120 | 677 | Norwich School District | Veterans' Memorial School | 1 | 54.6 | 44.9 | 49.8 |
| | | | | | | | | | | | |
| Yes | Elementary | 104 | 19 | 903120 | 676 | Norwich School | Uncas School | 1 | 61.8 | 51.3 | 56.6 |

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| | | | | | | | District | | | | | |
| | Yes | Elementary | 104 | 20 | 903120 | 668 | Norwich School District | John M. Moriarty School | 1 | 72.2 | 58.8 | 65.5 |
| | Yes | Elementary | 104 | 51 | 903120 | 670 | Norwich School District | Kelly Middle School | 4 | 70.3 | 68.8 | 69.6 |
| | Yes | Elementary | 104 | 52 | 903120 | 674 | Norwich School District | Teachers' Memorial Middle School | 2 | 75.9 | 71 | 73.5 |
| | Yes | Elementary | 111 | 51 | 903330 | 705 | Plymouth School District | Eli Terry Jr. Middle School | 1 | 86.4 | 80.2 | 83.3 |
| | Yes | Elementary | 116 | 3 | 903480 | 718 | Putnam School District | Putnam Elementary School | 3 | 78.9 | 58.6 | 68.8 |
| | Yes | Elementary | 126 | 4 | 904050 | 802 | Shelton School District | Lafayette School | 1 | 62.8 | 59.7 | 61.3 |
| | Yes | Elementary | 126 | 51 | 904050 | 801 | Shelton School District | Intermediate School | 1 | 90.2 | 87.6 | 88.9 |
| | Yes | Elementary | 134 | 6 | 904290 | 1503 | Stafford School District | Stafford Elementary School | 1 | 90.7 | 76.7 | 83.7 |
| | Yes | Elementary | 135 | 5 | 904320 | 859 | Stamford School District | K. T. Murphy School | 3 | 72.8 | 52.6 | 62.7 |
| | Yes | Elementary | 135 | 8 | 904320 | 864 | Stamford School District | Rogers School | 3 | 84.6 | 74.1 | 79.4 |
| | Yes | Elementary | 135 | 11 | 904320 | 866 | Stamford School District | Springdale School | 3 | 72.3 | 58 | 65.2 |
| | Yes | Elementary | 135 | 12 | 904320 | 858 | Stamford School District | Julia A. Stark School | 5 | 71.6 | 55.7 | 63.7 |
| | Yes | Elementary | 135 | 19 | 904320 | 8 | Stamford School District | Toquam Magnet School | 1 | 78.3 | 67.8 | 73.1 |
| | Yes | Elementary | 135 | 20 | 904320 | 852 | Stamford School District | Davenport Ridge School | 4 | 68.9 | 61.9 | 65.4 |
| | Yes | Elementary | 135 | 21 | 904320 | 868 | Stamford School District | Stillmeadow School | 3 | 77.2 | 61.4 | 69.3 |
| | Yes | Elementary | 135 | 22 | 904320 | 167 | Stamford School District | Hart School | 3 | 69.8 | 66.4 | 68.1 |
| | Yes | Elementary | 136 | 3 | 904350 | 1491 | Sterling School District | Sterling Community School | 1 | 74 | 68.8 | 71.4 |
| Tier III | Yes | Elementary | 139 | 3 | 904470 | 1394 | Suffield School District | McAlister Intermediate School | 1 | 92 | 85.5 | 88.8 |
| | Yes | Elementary | 139 | 51 | 904470 | 902 | Suffield School District | Suffield Middle School | 2 | 94.9 | 89.8 | 92.4 |
| | Yes | Elementary | 140 | 2 | 904500 | 1117 | Thomaston School District | Thomaston Center School | 2 | 87.2 | 77.7 | 82.5 |
| | Yes | Elementary | 141 | 1 | 904530 | 909 | Thompson School District | Mary R. Fisher Elementary School | 1 | 80.2 | 67.9 | 74.1 |
| | | | | | | | | | | | | |
| | Yes | Elementary | 143 | 2 | 904590 | 917 | Torrington School | Forbes School | 1 | 73.1 | 59.4 | 66.3 |

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| | | | | | | District | | | | | |
| Yes | Elementary | 143 | 13 | 904590 | 1211 | Torrington School District | Vogel-Wetmore School | 1 | 79.5 | 62.7 | 71.1 |
| Yes | Elementary | 146 | 2 | 904680 | 941 | Vernon School District | Maple Street School | 2 | 72.7 | 50.8 | 61.8 |
| Yes | Elementary | 146 | 3 | 904680 | 942 | Vernon School District | Northeast School | 1 | 67.9 | 67.2 | 67.6 |
| Yes | Elementary | 146 | 51 | 904680 | 947 | Vernon School District | Vernon Center Middle School | 1 | 85.6 | 79.3 | 82.5 |
| Yes | Elementary | 151 | 3 | 904830 | 967 | Waterbury School District | Barnard School | 1 | 69.8 | 49.3 | 59.6 |
| Yes | Elementary | 151 | 5 | 904830 | 968 | Waterbury School District | Bucks Hill School | 6 | 54.6 | 40.4 | 47.5 |
| Yes | Elementary | 151 | 6 | 904830 | 969 | Waterbury School District | Bunker Hill School | 3 | 79.8 | 45.7 | 62.8 |
| Yes | Elementary | 151 | 7 | 904830 | 977 | Waterbury School District | H. S. Chase School | 6 | 73.8 | 48.8 | 61.3 |
| Yes | Elementary | 151 | 9 | 904830 | 972 | Waterbury School District | Driggs School | 6 | 64.2 | 45.7 | 55.0 |
| Yes | Elementary | 151 | 10 | 904830 | 1473 | Waterbury School District | Brooklyn Elementary School | 2 | 80.5 | 45.1 | 62.8 |
| Yes | Elementary | 151 | 14 | 904830 | 975 | Waterbury School District | F. J. Kingsbury School | 4 | 71 | 47.6 | 59.3 |
| Yes | Elementary | 151 | 20 | 904830 | 986 | Waterbury School District | Sprague School | 4 | 50.6 | 31.8 | 41.2 |
| Yes | Elementary | 151 | 21 | 904830 | 966 | Waterbury School District | B. W. Tinker School | 2 | 75.9 | 61.3 | 68.6 |
| Yes | Elementary | 151 | 22 | 904830 | 987 | Waterbury School District | Walsh School | 5 | 51.4 | 27.3 | 39.4 |
| Yes | Elementary | 151 | 27 | 904830 | 970 | Waterbury School District | Carrington School | 6 | 67.1 | 45.8 | 56.5 |
| Yes | Elementary | 151 | 32 | 904830 | 685 | Waterbury School District | Woodrow Wilson School | 5 | 67.9 | 46.4 | 57.2 |
| Yes | Elementary | 151 | 51 | 904830 | 983 | Waterbury School District | Michael F. Wallace Middle School | 5 | 66.1 | 56.3 | 61.2 |
| Yes | Elementary | 151 | 52 | 904830 | 991 | Waterbury School District | West Side Middle School | 6 | 57.5 | 52 | 54.8 |
| Yes | Elementary | 151 | 53 | 904830 | 1115 | Waterbury School District | North End Middle School | 5 | 49.6 | 46 | 47.8 |
| Yes | Secondary | 151 | 62 | 904830 | 971 | Waterbury School District | Crosby High School | 6 | 42 | 60.5 | 51.3 |
| Yes | Secondary | 151 | 63 | 904830 | 992 | Waterbury School District | Wilby High School | 6 | 40.5 | 54.6 | 47.6 |
| | | | | | | | | | | | |
| Yes | Secondary | 151 | 64 | 904830 | 979 | Waterbury School | John F. Kennedy | 6 | 54.3 | 70.9 | 62.6 |

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| | | | | | | District | High School | | | | |
| Yes | Elementary | 156 | 3 | 904950 | 1035 | West Haven School District | Forest School | 2 | 72.8 | 58 | 65.4 |
| Yes | Elementary | 156 | 10 | 904950 | 1030 | West Haven School District | Clarence E. Thompson School | 1 | 74 | 58.4 | 66.2 |
| Yes | Elementary | 156 | 12 | 904950 | 1040 | West Haven School District | Washington School | 1 | 72.6 | 72.1 | 72.4 |
| Yes | Elementary | 156 | 14 | 904950 | 1038 | West Haven School District | Savin Rock Community School | 2 | 71.5 | 54 | 62.8 |
| Yes | Elementary | 156 | 53 | 904950 | 1037 | West Haven School District | May V. Carrigan Middle School | 3 | 68.3 | 67 | 67.7 |
| Yes | Elementary | 162 | 2 | 905160 | 1079 | Winchester School District | Mary P. Hinsdale School | 1 | 76.2 | 64.9 | 70.6 |
| Yes | Elementary | 163 | 3 | 905190 | 1214 | Windham School District | North Windham School | 3 | 69.1 | 52.5 | 60.8 |
| Yes | Elementary | 163 | 5 | 905190 | 1085 | Windham School District | Windham Center School | 3 | 54.4 | 44.7 | 49.6 |
| Yes | Elementary | 164 | 1 | 905220 | 1087 | Windsor School District | Clover Street School | 1 | 66.9 | 50.3 | 58.6 |
| Yes | Elementary | 164 | 8 | 905220 | 1089 | Windsor School District | John F. Kennedy School | 1 | 77.1 | 59.2 | 68.2 |
| Yes | Elementary | 164 | 9 | 905220 | 1092 | Windsor School District | Oliver Ellsworth School | 2 | 77.4 | 69.4 | 73.4 |
| Yes | Elementary | 210 | 51 | 903520 | 727 | Regional School District 10 | Har-Bur Middle School | 1 | 92.2 | 88.2 | 90.2 |
| Yes | Elementary | 216 | 51 | 903538 | 756 | Regional School District 16 | Long River Middle School | 1 | 88.7 | 84.5 | 86.6 |
| Yes | Elementary | 241 | 31 | 900700 | 210 | Capitol Region Education Council | Montessori Magnet School | 1 | 62.6 | 67.5 | 65.1 |
| Yes | Elementary | 243 | 1 | 900910 | 340 | Cooperative Educational Services | Six-Six Magnet School | 1 | 83.4 | 69.6 | 76.5 |
| Yes | Elementary | 244 | 51 | 900070 | 1358 | Area Cooperative Educational Services | Thomas Edison Magnet Middle School | 2 | 75.4 | 73.2 | 74.3 |
| Yes | Secondary | 244 | 61 | 900070 | 576 | Area Cooperative Educational Services | Collaborative Alternative Magnet School | 3 | 40 | 45.5 | 42.8 |
| Yes | Elementary | 261 | 1 | 900007 | 747 | Jumoke Academy District | Jumoke Academy | 1 | 74.8 | 62 | 68.4 |
| Yes | Elementary | 265 | 51 | 900011 | 797 | Interdistrict School for Arts and Comm District | Interdistrict School For Arts And Communication | 2 | 65.9 | 66.8 | 66.4 |
| | | | | | | | | | | | |
| Yes | Secondary | 269 | 61 | 900015 | 809 | The Bridge Academy | The Bridge Academy | 2 | 39.5 | 52.6 | 46.1 |

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | District | | | | | |
| Yes | Elementary | 269 | 61 | 900015 | 809 | The Bridge Academy District | The Bridge Academy | 2 | 73 | 47 | 60.0 |
| Yes | Elementary | 270 | 1 | 900016 | 823 | Side By Side Community School District | Side By Side Community School | 3 | 66.9 | 55.1 | 61.0 |
| Yes | Elementary | 278 | 51 | 900023 | 965 | Trailblazers Academy District | Trailblazers Academy | 5 | 47.2 | 34.5 | 40.9 |
| Yes | Elementary | 283 | 51 | 900033 | 1449 | Park City Prep Charter School | Park City Prep Charter School | 2 | 67.7 | 59.2 | 63.5 |
| Yes | Elementary | 285 | 1 | 900208 | 1493 | Bridgeport Achievement First | Achieveme nt First Bridgeport Academy | 1 | 77.8 | 43.6 | 60.7 |
| Yes | Secondary | 900 | 14 | 900002 | 1140 | Connecticut Technical High School System | Eli Whitney Technical High School | 2 | 57.1 | 64 | 60.6 |
| Yes | Secondary | 900 | 15 | 900002 | 1136 | Connecticut Technical High School System | A. I. Prince Technical High School | 6 | 60 | 66.9 | 63.5 |
| Yes | Secondary | 900 | 19 | 900002 | 1138 | Connecticut Technical High School System | E. C. Goodwin Technical High School | 6 | 63.4 | 52 | 57.7 |

**APPENDIX B – State Application**

CONNECTICUT STATE DEPARTMENT OF EDUCATION
DIVISION OF TEACHING, LEARNING AND INSTRUCTIONAL LEADERSHIP
BUREAU OF ACCOUNTABILITY AND IMPROVEMENT

SCHOOL IMPROVEMENT GRANTS (SIG) APPLICATION

SECTION 1003(g) OF TITLE I OF THE ELEMENTARY AND SECONDARY EDUCATION ACT (ESEA)

2009-10

Purpose: School Improvement Grants, authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA), are grants, through state educational agencies (SEAs), to local educational agencies (LEAs) for use in Title I schools identified for improvement, corrective action, or restructuring that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of their students so as to enable the schools to make adequate yearly progress and exit improvement status.

**Application is due no later than 4:00 p.m. on May 14, 2010**

# CONNECTICUT STATE DEPARTMENT OF EDUCATION

***MARK K. MCQUILLAN***

***COMMISSIONER OF EDUCATION***

"The State of Connecticut Department of Education is committed to a policy of equal opportunity/affirmative action for all qualified persons and does not discriminate in any employment practice, education program, or educational activity on the basis of race, color, national origin, sex, disability, age, religion or any other basis prohibited by Connecticut state and/or federal nondiscrimination laws. Inquiries regarding the Department of Education's nondiscrimination policies should be directed to the Equal Employment Opportunity Manager, State of Connecticut Department of Education, 25 Industrial Park Road, Middletown, Connecticut 06457, (860) 807-2071."

**AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER**.

**District School Improvement Grants (SIG) Application**
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# Part I. Submission Instructions

## A. Application Completion

1. Review and follow all directions carefully when completing this application.
2. Respond to each question in the application. Only complete applications will be accepted. Each application will be screened for completeness prior to review. Incomplete applications will NOT be reviewed.
3. Complete appropriate *Intervention Model Checklists*.
4. Clearly label all attachments as specified in the application.

## B. Application Deadline

Applications, IRRESPECTIVE OF POSTMARK DATE, must be received by 4:00 p.m. on or before **Friday, May 14, 2010**. All submissions must include one original and three (3) additional copies. The original application must bear an original signature of the superintendent of schools or authorized representative and the Chairperson of the local board of education. The Connecticut State Department of Education (CSDE) will not make copies on the behalf of the applicant and failing to meet this requirement will deem the application incomplete and ineligible for review.

**PLEASE NOTE:** All applications become the property of the CSDE and are part of the public domain and are subject to the rules of the Freedom of Information Act.

## C. Mailing and Delivery Information

| **Mailing Address:** | **Overnight Mailing and Hand Delivery Address:** |
|---|---|
| Connecticut State Department of Education<br>Bureau of Accountability and Improvement<br>P.O. Box 2219, Room 222<br>Hartford, CT 06145-2219<br>Attention: Michelle Rosado | Connecticut State Department of Education<br>Bureau of Accountability and Improvement<br>165 Capitol Avenue, Room 222<br>Hartford, CT 06106<br>Attention: Michelle Rosado |

## D. Technical Assistance Workshop

The CSDE will hold an information session designed to provide guidance to potential applicants on how to complete the application. This session will be held on Wednesday, April 7, 2010, from 1:00-3:00 pm. Details regarding location and registration will be sent to districts.

## E. Application Timeline

| **Process** | **Date** |
|---|---|
| Release preliminary information about SIG to LEAs | December 30, 2009 |
| Hold meetings with eligible districts regarding SIG | January 2010 |
| Conference call with LEAs regarding preliminary information about SIG | February 22, 2010 |
| Release SIG to LEAs | April 7, 2010 |

| | |
|---|---|
| Bidder's conference | April 7, 2010 |
| SIG application due | May 14, 2010 |
| Review SIG applications | May-June 2010 |
| Provide feedback to SIG applicants | May-June 2010 |
| Review revised SIG applications | June 2010 |
| Award SIG funding | July 1, 2010 |
| Begin Intervention Implementation | Fall 2010 |

### F. Application Approval Notice

Approval will be determined by July 1, 2010, and all applicants will be notified of their status.

### G. Questions

All questions regarding the SIG application process should be directed to:

Michelle Rosado
Education Consultant
Connecticut State Department of Education
Telephone: (860) 713-6748
Email: michelle.rosado@ct.gov

## Part II. School Improvement Grants (SIG) Background

### A. General Information

The federal Title I School Improvement Grants (SIG) authorized under the Elementary and Secondary Education Act (ESEA) will provide states and districts the funds they need to leverage change and turn around chronically low-performing schools. For fiscal year (FY) 2009, $3.546 billion is available for SIG grants under section 1003(g) of ESEA, $546 million through the Department of Education Appropriations Act, 2009 and $3 billion through the American Recovery and Reinvestment Act of 2009 (ARRA).

For FY 2009, Connecticut is eligible to receive approximately $26 million in SIG funds, providing an unprecedented opportunity to turn around the state's persistently lowest-achieving Title I schools, and Title I-eligible, but not participating, secondary schools. SIG funds will be made available to districts in the form of competitive grants. Eligible schools served by SIG funds must receive a minimum of $50,000 and a maximum of $2 million. Federal guidance on the final requirements that govern the process that states must use to award SIG funds to eligible districts can be found at http://www2.ed.gov/programs/sif/guidance20100120.doc

According to the federal requirements for the SIG, states must give priority in awarding SIG funds to districts that demonstrate the greatest need for the funds and the strongest commitment to use the funds to raise substantially the achievement of students attending the persistently lowest-achieving schools. Districts may also use SIG funds to serve the persistently lowest-achieving high schools that are eligible for, but do not receive, Title I funds. Additionally, SIG funds may be used for Title I schools in improvement, corrective action and/or restructuring that are not among the persistently lowest-achieving schools. Connecticut schools that are eligible to participate in the SIG program are:

**Tier I schools**: Any Title I school in improvement, corrective action or restructuring that:

- is among the lowest-achieving five percent of Title I schools in improvement, corrective action, or restructuring.

**Tier II schools**: Any secondary school that is eligible for, but does not receive, Title I funds that:

- is among the five lowest-achieving secondary schools in Connecticut.

**Tier III schools:** Any Title I school in improvement, corrective action or restructuring that is not a Tier I school.

## B. Eligibility Requirements

Only districts with schools listed in Appendix A are eligible to apply for SIG funds.

Please note that the CSDE must give priority to districts that apply to serve Tier I and Tier II schools. The CSDE may not award funds to any district for Tier III schools unless and until the CSDE has awarded funds to serve fully, throughout the period of availability, all Tier I and Tier II schools across the state that districts commit to serve and that the CSDE determines have the capacity to serve. **Given the number of Tier I and Tier II schools, there may be insufficient funds to serve any Tier III schools.**

SIG funds may also be awarded to a district for a Tier I or Tier II school that has implemented, in whole or in part, a turnaround model, restart model or transformation model within the last two years so that the district and school can continue or complete their implementation of the model.

## C. Responsibilities of Approved SIG Applicants

Each approved SIG applicant must:

1. Set three-year student achievement goals in reading/language arts and mathematics on the Connecticut Mastery Test (CMT) or Connecticut Academic Performance Test (CAPT) for all students and subgroups for each Tier I, Tier II or Tier III school.

2. Provide the following data beginning with the 2009-10 school year and for each subsequent year of the grant:
    - which intervention the school used (i.e., turnaround, restart, closure, or transformation);
    - number of minutes within the school year;
    - discipline incidents;
    - truants;
    - dropout rate;
    - student attendance rate;
    - average scale scores on CMT or CAPT in reading/language arts and in mathematics, by grade, for the "all students" group, for each achievement quartile, and for each subgroup;
    - number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes (high school only); and
    - teacher attendance rate.

Districts that choose the school closure intervention model do not need to report the data listed above.

3. Work cooperatively with the CSDE technical assistance team assigned to your district.

4. Provide any information that the CSDE requests in regard to SIG in a timely manner.

5. Cooperate with the fiscal and programmatic compliance reviews that the CSDE will conduct on selected districts.

***Please Note: The ARRA imposes new transparency and accountability requirements on federal awarding agencies and their recipients. The single audit process will be a key factor in the achievement of the following accountability objectives in the Office of Management and Budget's Guidance: (1) the recipients and uses of all funds are transparent to the public, and the public benefits of these funds are reported clearly, accurately and in a timely manner; and (2) funds are used for authorized purposes and instances of fraud, waste, error, and abuse are mitigated. Additional information on the ARRA is available at www.recovery.gov.***

## D. Resources

A *Handbook on Effective Implementation of School Improvement Grants* is available on the Center for Innovation & Improvement Web site at www.centerii.org. From the home page, click on the red bar marked "SIG Handbook." The Handbook was developed at the request of the U.S. Department of Education, Office of Secondary and Elementary Education to provide practical and useful guidance on the models and strategies required and recommended for use in applying for SIG funds, and includes references to the underlying research and connections to useful resources.

## E. Renewal of the SIG for Additional One-Year Periods

The CSDE must evaluate annually if the district is eligible to have their SIG application renewed. A district's SIG application will be renewed if it is determined that each Tier I, Tier II and Tier III school is meeting or is on track to meet the three-year goals set with respect to student achievement of all students in each school, as well as subgroups. Additionally, the schools must demonstrate progress with regard to the following indicators:

- which intervention the school used (i.e., turnaround, restart, closure or transformation for Tier I and II schools only);
- number of minutes within the school year;
- discipline incidents;
- truants;
- dropout rate;
- student attendance rate;
- average scale scores on CMT or CAPT in reading/language arts and in mathematics, by grade, for the "all students" group, for each achievement quartile, and for each subgroup;
- number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes (high school only); and
- teacher attendance rate.

## F. Review of the SIG Application

Each SIG application will be reviewed by a team of CSDE staff from the Bureau of Accountability and Improvement, the Bureau of Teaching and Learning and the Division of Legal and Governmental Affairs. Applications will be reviewed using the *Review Guide* found in Appendix F. Applicants must score excellent or good in each category for each school in order to be approved.

**Connecticut State Department of Education**

School Improvement Grants 2009-10

COVER SHEET

| | |
|---|---|
| Name of District: | |
| Name of Grant Contact: | |
| Phone: | |
| Fax: | |
| Email: | |
| Address of Grant Contact: | |
| Name of Superintendent: | |
| Signature of Superintendent: | Date: |
| Name of Board Chair: | |
| Signature of Board Chair: | Date: |

## Part III. SIG Application

Please complete sections A-I.

**A. SCHOOLS TO BE SERVED: Please include the following information with respect to the schools you will serve with a School Improvement Grant.**

Using the CSDE list of Tier I, II and III eligible schools found in Appendix A, please identify in the chart below each Tier I, Tier II and Tier III school in your district that you commit to serve and identify the model that you will use in each Tier I and Tier II school.

| SCHOOL NAME | TIER I | TIER II | TIER III | INTERVENTION (TIER I AND II ONLY) | | | |
|---|---|---|---|---|---|---|---|
| | | | | turnaround | restart | closure | transformation |
| | | | | | | | |
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## B. DESCRIPTIVE INFORMATION: Please complete each section below.

1. For each Tier I and Tier II school that the district commits to serve, provide the following:
    a) an analysis of the needs of each school down to the subgroup level using at least three years of disaggregated achievement data. Include a copy of the needs analysis for each school with a summary of the needs to be addressed at each school;
    b) three-year student achievement goals in reading/language arts and mathematics on the CMT or CAPT for all students and subgroups;
    c) a detailed description of the intervention model selected for each school and how implementing the model will assist in meeting the identified needs of the school (NOTE: SIG funds may be awarded to a district for a Tier I or Tier II school that has implemented, in whole or in part, a turnaround model, restart model or transformation model within the last two years so that the district and school can continue or complete their implementation of the model.);
    d) a description of how the district has monitored the implementation of each school's improvement plan;
    e) the results of any external evaluations conducted at each school within the past five years;
    f) the status of school-level data teams at each school;
    g) a description of how the district has monitored the implementation of corrective action plans or restructuring plans for each school, if applicable, and provide the status of the implementation of each plan; and
    h) a description of the level of the district's participation in the Connecticut Accountability for Learning Initiative (CALI)* and the implementation of applicable CALI initiatives.

    *Please refer to Appendix B for *Connecticut Accountability for Learning Initiative* descriptive document.

2. For each Tier I and Tier II school that the district commits to serve, demonstrate the capacity to use SIG funds to provide adequate resources and related support in order to implement fully and effectively the selected intervention in each of those schools, by stating how:
    a) funds will be used to support the staffing and organizational structure to implement the selected intervention model in each school. Include an organizational chart outlining district- and school-level support structures;
    b) district- and school-level staff will be trained to fully and effectively implement the selected intervention model in each school;
    c) the district will monitor each component of the selected intervention model for each school; and
    d) the district will monitor the allocation of resources and funds to effectively implement the selected intervention model in each school.

3. Describe actions the district has taken, or will take, to:
    a) design and implement interventions consistent with the federal requirements of the SIG (see http://www2.ed.gov/programs/sif/guidance20100120.doc for guidance on federal requirements);
    b) recruit, screen and select external providers, if applicable, to ensure their quality. You must submit the *Evaluation of External Partners* form found in Appendix G for each external partner you are proposing to use;
    c) align other federal, state and local resources with the interventions (e.g., Title I, Part A

Regular and ARRA, Title II, Part A Teacher Quality, Title III, Part A English Language Acquisition, state Priority School District funds, State Accountability funds and Education Cost Sharing set-aside funds);

d) modify its teacher or administrator contracts, practices or policies to enable its schools to implement the interventions fully and effectively; and
e) sustain the reforms after the funding period ends.

4. Include a timeline delineating the steps the district will take to implement the selected intervention in each Tier I and Tier II school the district commits to serve.

5. Provide a description of how the district has consulted with relevant stakeholders, including parents, regarding the district's application and implementation of the intervention model in its Tier I and Tier II schools.

6. For each Tier III school the district commits to serve, identify the services the school will receive or the activities the school will implement. A district has flexibility to choose the strategies it will implement in the Tier III schools it commits to serve. A district does not have to implement a particular school improvement strategy in its Tier III schools. The strategies the district selects should be research based and designed to address the particular needs of the Tier III schools.

7. If the district is not applying to serve each Tier I school, explain why it lacks capacity to serve each Tier I school.

## C. Provide the following information regarding EACH Tier I and Tier II school using the Turnaround Model.

School Name:

1. Describe how you will replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates.

2. Describe in detail how you will use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students, screen all existing staff and rehire no more than 50 percent and select new staff.

3. Describe how you will implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place and retain staff with the skills necessary to meet the needs of the students in the turnaround school.

4. Describe how you will provide staff ongoing, high-quality job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.

5. Describe how you will adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the district, hire a "turnaround leader," who reports directly to the superintendent or chief academic officer, or enter into a multi-year contract with the district to obtain added flexibility in exchange for greater accountability.

6. Describe how you will use data to identify and implement an instructional program that is research based and vertically aligned from one grade to the next as well as aligned with state academic standards.

7. Describe how you will promote the continuous use of student data (such as from formative, interim and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

8. Specify how you will establish schedules and implement strategies that provide increased learning time.

9. Describe how appropriate social-emotional and community-oriented services and supports for students will be provided.

**Note:** SIG funds may be awarded to a district for a Tier I or Tier II school that has implemented, in whole or in part, a turnaround model, restart model or transformation model within the last two years so that the district and school can continue or complete their implementation of the model.

## D. Provide the following information regarding EACH Tier I and Tier II school using the Restart Model.

School Name:

1. Describe the rigorous review process you will use to select a restart operator for a school to be converted or closed and reopened under a charter school operator, a Charter Management Organization (CMO) or an Education Management Organization (EMO).

2. Explain the process for enrolling, within the grades it serves, any former student who wishes to attend the new school.

3. Provide the contract or agreement terms and provisions you will use to hold the charter school operator, CMO or EMO accountable for complying with the final SIG requirements.

**Note:** SIG funds may be awarded to a district for a Tier I or Tier II school that has implemented, in whole or in part, a turnaround model, restart model or transformation model within the last two years so that the district and school can continue or complete their implementation of the model.

## E. Provide the following information regarding EACH Tier I and Tier II school using the Transformational Model.

School Name:

A. Describe how you will develop and increase teacher and school leader effectiveness by:

1. Replacing the principal who led the school prior to commencement of the transformation model.

2. Using rigorous, transparent, and equitable evaluation systems for teachers and principals that:
   - take into account data on student growth as a significant factor, as well as other factors, such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
   - are designed and developed with teacher and principal involvement.

3. Identifying and rewarding school leaders, teachers and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identifying and removing those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.

4. Providing staff ongoing, high quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.

5. Implementing such strategies as financial incentives, increased opportunities for promotion and career growth and more flexible work conditions that are designed to recruit, place and retain staff with the skills necessary to meet the needs of the students in a transformation model.

B. Describe how you plan to implement comprehensive instructional reform strategies by:

1. Using data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with state academic standards.

2. Promoting the continuous use of student data (such as from formative, interim and summative assessments) in order to inform and differentiate instruction to meet the academic needs of individual students.

C. Describe how you plan to increase learning time and create community-oriented schools by:

1. Establishing schedules and strategies that provide increased learning time.

2. Providing ongoing mechanisms for family and community engagement.

D. Describe your plans to provide operational flexibility and sustained support by:

1. Giving the school sufficient operational flexibility (such as staffing, calendars/time and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.

2. Ensuring that the school receives ongoing, intensive technical assistance and related support from the district, the CSDE or a designated external lead partner organization.

**Note**: SIG funds may be awarded to a district for a Tier I or Tier II school that has implemented, in whole or in part, a turnaround model, restart model or transformation model within the last two years so that the district and school can continue or complete their implementation of the model.

## F. Provide the following information regarding EACH Tier I and Tier II school using the School Closure Model.

School Name:

1. Explain how you will enroll students who attended the closed school in other schools in the district that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.

2. Explain how you will ensure that costs associated with closing a school will only be paid for with SIG funds, if they are reasonable and necessary in accordance with federal guidance.

## G. BUDGET: Please complete the following budget information.

Each applicant must complete the following for FY 2011 (school year 2010-11), FY 2012 (school year 2011-12) and FY 2013 (school year 2012-13):

- a district summary budget;
- a district summary budget narrative;
- a school-level budget for each school the district commits to serve; and
- a school-level budget narrative for each school the district commits to serve.

The budgets and budget narratives must indicate the amount of SIG funds that the district plans to use to:

- implement the selected model (turnaround, restart, closure or transformation) in each Tier I and Tier II school the district commits to serve;
- conduct district-level activities designed to support implementation of the selected school intervention models in the Tier I and Tier II schools; and
- support school improvement activities, at the school or district level, for each Tier III school the district commits to serve over the three-year period.

The budget request for each Tier I and Tier II school must be of sufficient size and scope to support full and effective implementation of the selected intervention over a period of three years. First-year budgets (school year 2010-11) may be higher than in subsequent years due to one-time start-up costs. A district may request funds for district-level activities that will support the implementation of school intervention models in Tier I and Tier II schools.

Include not less than $50,000 per year or more than $2 million per year for each Tier I, Tier II and Tier III school the district commits to serve. The budget for each of the fiscal years cannot exceed the number of Tier I, Tier II and Tier III schools the district commits to serve multiplied by $2 million.

SIG funds must be used to supplement, and not supplant, state and local funds. Each of the Tier I, Tier II and Tier III schools the district commits to serve must receive all of the state and local funds it would have received in the absence of the SIG funds.

**Please see Appendix D for more information and examples.**

District_____ Town Code _____

# ED114 DISTRICT SUMMARY BUDGET WORKSHEET
## SCHOOL IMPROVEMENT GRANTS (SIG)

| CODE | OBJECT | FUND 12060<br>SPID 20910<br>**FY 2011**<br>**(School Year 2010-11)**<br>Program 22223<br>Chartfield 1: 170002 | FUND 12060<br>SPID 20910<br>**FY 2012**<br>**(School Year 2011-12)**<br>Program 22223<br>Chartfield 1: 170002 | FUND 12060<br>SPID 20910<br>**FY 2013**<br>**(School Year 2012-13)**<br>Program 22223<br>Chartfield 1: 170002 |
|---|---|---|---|---|
| 100 | Personal Services/ Salaries | | | |
| 200 | Personal Services/ Employee Benefits | | | |
| 300 | Purchased Professional & Technical Services | | | |
| 400 | Purchased Property Services | | | |
| 500 | Other Purchased Services | | | |
| 600 | Supplies | | | |
| 700 | Property | | | |
| 890 | Other Objects | | | |
| | ***TOTALS*** | | | |

**DISTRICT SUMMARY GRANT BUDGET NARRATIVE**

DISTRICT: _____ TOWN CODE:_____

FY _____

| CODE | OBJECT | Amount |
|---|---|---|
| 100 | **PERSONAL SERVICES – SALARIES.** Amounts paid to both permanent and temporary grantee employees including personnel substituting for those in permanent positions. This includes gross salary for personal services rendered while on the payroll of the grantees. | $ |
| | | |
| 200 | **PERSONAL SERVICES – EMPLOYEE BENEFITS.** Amounts paid by the grantee on behalf of employees; these amounts are not included in the gross salary, but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, nevertheless are parts of the cost of personal services. | $ |
| | | |
| 300 | **PURCHASED PROFESSIONAL AND TECHNICAL SERVICES.** Services, which by their nature can be performed only by persons or firms with specialized skills and knowledge. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. Included are the services of architects, engineers, auditors, dentists, medical doctors, lawyers, consultants, teachers, accountants, etc. | $ |
| | | |
| 400 | **PURCHASED PROPERTY SERVICES.** Services purchased to operate, repair, maintain, and rent property owned or used by the grantee. Persons other than grantee employees perform these services. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. | $ |
| | | |

| CODE | OBJECT | Amount |
|---|---|---|
| | | |
| 500 | **OTHER PURCHASED SERVICES.** Amounts paid for services rendered by organizations or personnel not on the payroll of the grantee (separate from Professional and Technical Services or Property Services). While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. | $ |
| | | |
| 600 | **SUPPLIES.** Amounts paid for items that are consumed, worn out, or deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substances. | $ |
| | | |
| 700 | **PROPERTY.** Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment, and replacement of equipment. | $ |
| | | |
| 890 | **OTHER OBJECTS.** (Miscellaneous Expenditures) Expenditures for goods or services not properly classified in one of the above objects. Included in the category could be expenditures for dues and fees, judgments against a grantee that are not covered by liability insurance, and interest payments on bonds and notes. | $ |
| | | |
| | **TOTAL** | |

District_____ School_____ Tier _____

# ED114 SCHOOL-LEVEL BUDGET WORKSHEET
## SCHOOL IMPROVEMENT GRANTS (SIG)

| CODE | OBJECT | FUND 12060<br>SPID 20910<br>**FY 2011**<br>**(School Year 2010-11)**<br>Program 22223<br>Chartfield 1: 170002 | FUND 12060<br>SPID 20910<br>**FY 2012**<br>**(School Year 2011-12)**<br>Program 22223<br>Chartfield 1: 170002 | FUND 12060<br>SPID 20910<br>**FY 2013**<br>**(School Year 2012-13)**<br>Program 22223<br>Chartfield 1: 170002 |
|---|---|---|---|---|
| 100 | Personal Services/ Salaries | | | |
| 200 | Personal Services/ Employee Benefits | | | |
| 300 | Purchased Professional & Technical Services | | | |
| 400 | Purchased Property Services | | | |
| 500 | Other Purchased Services | | | |
| 600 | Supplies | | | |
| 700 | Property | | | |
| 890 | Other Objects | | | |
| | ***TOTALS*** | | | |

**SCHOOL GRANT BUDGET NARRATIVE**

DISTRICT: _____ SCHOOL:_____ TIER:_____

FY _____

| CODE | OBJECT | Amount |
|---|---|---|
| 100 | **PERSONAL SERVICES – SALARIES.** Amounts paid to both permanent and temporary grantee employees including personnel substituting for those in permanent positions. This includes gross salary for personal services rendered while on the payroll of the grantees. | $ |
| | | |
| 200 | **PERSONAL SERVICES – EMPLOYEE BENEFITS.** Amounts paid by the grantee on behalf of employees; these amounts are not included in the gross salary, but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, nevertheless are parts of the cost of personal services. | $ |
| | | |
| 300 | **PURCHASED PROFESSIONAL AND TECHNICAL SERVICES.** Services, which by their nature can be performed only by persons or firms with specialized skills and knowledge. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. Included are the services of architects, engineers, auditors, dentists, medical doctors, lawyers, consultants, teachers, accountants, etc. | $ |
| | | |
| 400 | **PURCHASED PROPERTY SERVICES.** Services purchased to operate, repair, maintain, and rent property owned or used by the grantee. Persons other than grantee employees perform these services. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. | $ |
| | | |

| CODE | OBJECT | Amount |
|---|---|---|
| | | |
| 500 | **OTHER PURCHASED SERVICES.** Amounts paid for services rendered by organizations or personnel not on the payroll of the grantee (separate from Professional and Technical Services or Property Services). While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. | $ |
| | | |
| 600 | **SUPPLIES.** Amounts paid for items that are consumed, worn out, or deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substances. | $ |
| | | |
| 700 | **PROPERTY.** Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment, and replacement of equipment. | $ |
| | | |
| 890 | **OTHER OBJECTS.** (Miscellaneous Expenditures) Expenditures for goods or services not properly classified in one of the above objects. Included in the category could be expenditures for dues and fees, judgments against a grantee that are not covered by liability insurance, and interest payments on bonds and notes. | $ |
| | | |
| | **TOTAL** | |

## H. WAIVERS

Please check each waiver that your district will implement. If the district does not intend to implement the waiver with respect to each applicable school, please indicate for which schools it will implement the waiver.

- ❑ "Starting over" in the school improvement timeline for Tier I schools implementing a turnaround or restart model (please check only one)

  _____ All Tier I schools

  _____ The following Tier I schools:_____

- ❑ Implementing a schoolwide program in a Tier I school that does not meet the 40 percent poverty eligibility threshold (please check only one).

  _____ All Tier I schools

  _____ The following Tier I schools:_____

## I. INTERVENTION MODEL CHECKLISTS

In order to ensure that the district has addressed the requirements for the intervention models selected for each Tier I and Tier II school the district commits to serve, complete the relevant checklist that follows for each school**.**

| District:<br><br>School: | |
|---|---|
| **Turnaround Model** | |
| **Requirements Addressed in Application:** | **Please Check** |
| 1. Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates. | |
| 2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students, screen all existing staff and rehire no more than 50 percent and select new staff. | |
| 3. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school. | |
| 4. Provide staff ongoing, high-quality job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies. | |
| 5. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the district or CSDE, hire a "turnaround leader" who reports directly to the superintendent or chief academic officer, or enter into a multi-year contract with the district or CSDE to obtain added flexibility in exchange for greater accountability. | |
| 6. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with state academic standards. | |
| 7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students. | |
| 8. Establish schedules and implement strategies that provide increased learning time. | |
| 9. Provide appropriate social-emotional and community-oriented services and supports for students. | |

| District:<br><br>School: | |
|---|---|
| **Restart Model** | |
| **Requirements Addressed in Application:** | **Please Check** |
| 1. A rigorous review process must be used to select a restart operator for a school to be converted or closed and reopened under a charter school operator, a charter management organization (CMO), or an education management organization (EMO). | |
| 2. Restart school must enroll, within the grades it serves, any former student who wishes to attend the school. | |
| 3. District must include in its contract or agreement terms and provisions to hold the charter school operator, CMO, or EMO accountable for complying with the final School Improvement Grant requirements. | |

| District:<br><br>School: | |
|---|---|
| **Transformation Model** | |
| **Requirements Addressed in Application:** | **Please Check** |
| **A. Develop and increase teacher and school leader effectiveness:** | |
| 1. Replace the principal who led the school prior to commencement of the transformation model. | |
| 2. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that -<br>• take into account data on student growth as a significant factor as well as other factors, such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and<br>• are designed and developed with teacher and principal involvement. | |
| 3. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so. | |
| 4. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies. | |
| 5. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation model. | |
| **B. Implement comprehensive instructional reform strategies:** | |
| 1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with state academic standards. | |

| | |
|---|---|
| **C. Increase learning time and create community-oriented schools:** | |
| 1. Establish schedules and strategies that provide increased learning time. | |
| 2. Provide ongoing mechanisms for family and community engagement. | |
| **D. Provide operational flexibility and sustained support:** | |
| 1. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates. | |
| 2. Ensure that the school receives ongoing, intensive technical assistance and related support from the district, the CSDE or a designated external lead partner organization. | |

| District:<br><br>School: | |
|---|---|
| **School Closure** | |
| **Requirements Addressed in Application:** | **Please Check** |
| 1. Students who attended the closed school are to be enrolled in other schools in the district that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available. | |
| 2. Costs associated with closing a school can only be paid for with School Improvement Grant funds if they are reasonable and necessary in accordance with in federal guidance. | |

## List of Appendices

Appendix A – List of Eligible Schools

Appendix B – *Connecticut Accountability for Learning Initiative*

Appendix C – Statement of Assurances

Appendix D – Definitions taken from the federal *School Improvement Grants Application*

Appendix E – District budgets and state allocations taken from the federal *School Improvement Grants Application*

Appendix F – Review Guides

Appendix G – Evaluation of External Partners

## APPENDIX A

### List of Eligible Schools

# Tier I Eligible Schools

| | |
|---|---|
| Area Cooperative Educational Services | Collaborative Alternative Magnet School |
| Bridgeport School District | Barnum School |
| Bridgeport School District | Roosevelt School |
| Bridgeport School District | Dunbar School |
| Hartford School District | Milner Core Knowledge School |
| Hartford School District | Burns Latino Studies Academy |
| Hartford School District | Weaver High School |
| Hartford School District | Sand School |
| Hartford School District | Quirk Middle School |
| Hartford School District | Dr. Ramon E. Betances School |
| Hartford School District | Sanchez School |
| New Britain School District | Northend School |
| New Britain School District | Chamberlain School |
| New Britain School District | Smalley Academy |
| New Haven School District | Katherine Brennan School |
| New Haven School District | Hill Central Music Academy |
| Stamford Academy | Stamford Academy |
| Windham School District | Natchaug School |

# Tier II Eligible Schools

| | |
|---|---|
| Bridgeport School District | Bassick High School |
| Bridgeport School District | Harding High School |
| New Haven School District | James Hillhouse High School |
| New Haven School District | Hyde Leadership School |
| New Haven School District | Wilbur Cross High School |

# Tier III Eligible Schools

| | |
|---|---|
| Ansonia School District | Mead School |
| Ansonia School District | Ansonia Middle School |
| Bethel School District | Bethel Middle School |
| Bloomfield School District | Laurel School |
| Bridgeport School District | Beardsley School |
| Bridgeport School District | Black Rock School |
| Bridgeport School District | Bryant School |
| Bridgeport School District | Columbus School |
| Bridgeport School District | Edison School |
| Bridgeport School District | Luis Munoz Marin School |
| Bridgeport School District | Hall School |
| Bridgeport School District | Hallen School |
| Bridgeport School District | Hooker School |
| Bridgeport School District | Cesar Batalla School |
| Bridgeport School District | Longfellow School |
| Bridgeport School District | Madison School |
| Bridgeport School District | Classical Studies Academy |
| Bridgeport School District | Jettie S. Tisdale School |
| Bridgeport School District | Read School |
| Bridgeport School District | Waltersville School |
| Bridgeport School District | Geraldine Johnson School |
| Bridgeport School District | Winthrop School |
| Bridgeport School District | Cross School |
| Bridgeport School District | Blackham School |
| Bridgeport School District | Curiale School |
| Bristol School District | Ivy Drive School |
| Colchester School District | William J. Johnston School |
| Coventry School District | George Hersey Robertson School |
| Cromwell School District | Woodside Intermediate School |
| Danbury School District | Hayestown Avenue School |
| Danbury School District | Roberts Avenue School |
| Danbury School District | Mill Ridge Intermediate School |
| Derby School District | Irving School |
| East Hampton School District | East Hampton Middle School |
| East Hartford School District | Hockanum School |
| East Hartford School District | Dr. Franklin H. Mayberry School |
| East Hartford School District | Anna E. Norris School |
| East Hartford School District | Silver Lane School |
| East Hartford School District | Robert J. O'Brien School |

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|---|---|
| East Hartford School District | Dr. John A. Langford School |
| East Hartford School District | Sunset Ridge School |
| East Hartford School District | East Hartford Middle School |
| East Haven School District | Momauguin School |
| East Haven School District | D. C. Moore School |
| East Haven School District | Robert W. Carbone School |
| East Haven School District | Joseph Melillo Middle School |
| East Lyme School District | East Lyme Middle School |
| East Windsor School District | Broad Brook Elementary School |
| Griswold School District | Griswold Elementary School |
| Griswold School District | Griswold Middle School |
| Hamden School District | Shepherd Glen School |
| Hamden School District | Church Street School |
| Hamden School District | Dunbar Hill School |
| Hamden School District | Helen Street School |
| Hamden School District | Ridge Hill School |
| Hartford School District | Batchelder School |
| Hartford School District | Dwight School |
| Hartford School District | M. D. Fox ComPACT School |
| Hartford School District | Hooker School |
| Hartford School District | Kennelly School |
| Hartford School District | Kinsella Magnet School |
| Hartford School District | McDonough School |
| Hartford School District | Naylor School |
| Hartford School District | Parkville Community School |
| Hartford School District | M. L. King School |
| Hartford School District | Rawson School |
| Hartford School District | Noah Webster Micro Society School |
| Hartford School District | West Middle School |
| Hartford School District | Wish School |
| Hartford School District | Burr School |
| Hartford School District | Clark School |
| Hartford School District | Annie-Fisher School |
| Hartford School District | Simpson-Waverly School |
| Hartford School District | Moylan School |
| Hartford School District | Breakthrough Magnet School |
| Hartford School District | Dr. Joseph Bellizzi Middle School |
| Hartford School District | Hartford Magnet Middle School |
| Hartford School District | Bulkeley High School |
| Hartford School District | Classical Magnet School |
| Hartford School District | Classical Magnet School |

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|---|---|
| Hartford School District | Pathways to Technology Magnet School |
| Killingly School District | Killingly Memorial School |
| Lisbon School District | Lisbon Central School |
| Manchester School District | Nathan Hale School |
| Manchester School District | Robertson School |
| Manchester School District | Verplanck School |
| Manchester School District | Washington School |
| Meriden School District | Israel Putnam School |
| Meriden School District | John Barry School |
| Meriden School District | Roger Sherman School |
| Meriden School District | Casimir Pulaski School |
| Middletown School District | Spencer School |
| Middletown School District | Bielefield School |
| Middletown School District | Snow School |
| Milford School District | West Shore Middle School |
| Naugatuck School District | Central Avenue School |
| Naugatuck School District | Hop Brook Intermediate School |
| Naugatuck School District | Andrew Avenue School |
| New Britain School District | Gaffney School |
| New Britain School District | Holmes School |
| New Britain School District | Jefferson School |
| New Britain School District | Lincoln School |
| New Britain School District | Diloreto Magnet School |
| New Britain School District | Smith School |
| New Britain School District | Vance School |
| New Britain School District | Roosevelt Middle School |
| New Britain School District | Slade Middle School |
| New Britain School District | Pulaski Middle School |
| New Britain School District | New Britain High School |
| New Fairfield School District | New Fairfield Middle School |
| New Haven School District | Barnard Environmental Magnet School |
| New Haven School District | Clinton Avenue School |
| New Haven School District | John S. Martinez School |
| New Haven School District | Augusta Lewis Troup School |
| New Haven School District | Fair Haven School |
| New Haven School District | Lincoln-Bassett School |
| New Haven School District | Truman School |
| New Haven School District | Conte/West Hills Magnet School |
| New Haven School District | Wexler/Grant Community School |
| New Haven School District | Christopher Columbus Academy |
| New Haven School District | Clemente Leadership Academy |

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|---|---|
| New Haven School District | Bishop Woods School |
| New Haven School District | East Rock Global Studies Magnet School |
| New Haven School District | Celentano School |
| New Haven School District | Microsociety Magnet School |
| New London School District | Harbor School |
| New London School District | Jennings School |
| New London School District | Winthrop School |
| New London School District | Nathan Hale School |
| New Milford School District | Sarah Noble Intermediate School |
| North Branford School District | Totoket Valley Elementary School |
| Norwalk School District | Cranbury Elementary School |
| Norwalk School District | Jefferson Elementary School |
| Norwalk School District | Tracey School |
| Norwalk School District | Fox Run Elementary School |
| Norwalk School District | Silvermine Elementary School |
| Norwich School District | Greeneville School |
| Norwich School District | John B. Stanton School |
| Norwich School District | Wequonnoc School |
| Norwich School District | Thomas W. Mahan School |
| Norwich School District | Veterans' Memorial School |
| Norwich School District | Uncas School |
| Norwich School District | John M. Moriarty School |
| Norwich School District | Kelly Middle School |
| Norwich School District | Teachers' Memorial Middle School |
| Plymouth School District | Eli Terry Jr. Middle School |
| Putnam School District | Putnam Elementary School |
| Shelton School District | Lafayette School |
| Shelton School District | Intermediate School |
| Stafford School District | Stafford Elementary School |
| Stamford School District | K. T. Murphy School |
| Stamford School District | Rogers School |
| Stamford School District | Springdale School |
| Stamford School District | Julia A. Stark School |
| Stamford School District | Toquam Magnet School |
| Stamford School District | Davenport Ridge School |
| Stamford School District | Stillmeadow School |
| Stamford School District | Hart School |
| Sterling School District | Sterling Community School |
| Suffield School District | McAlister Intermediate School |
| Suffield School District | Suffield Middle School |
| Thomaston School District | Thomaston Center School |

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|---|---|
| Thompson School District | Mary R. Fisher Elementary School |
| Torrington School District | Forbes School |
| Torrington School District | Vogel-Wetmore School |
| Vernon School District | Maple Street School |
| Vernon School District | Northeast School |
| Vernon School District | Vernon Center Middle School |
| Waterbury School District | Barnard School |
| Waterbury School District | Bucks Hill School |
| Waterbury School District | Bunker Hill School |
| Waterbury School District | H. S. Chase School |
| Waterbury School District | Driggs School |
| Waterbury School District | Brooklyn Elementary School |
| Waterbury School District | F. J. Kingsbury School |
| Waterbury School District | Sprague School |
| Waterbury School District | B. W. Tinker School |
| Waterbury School District | Walsh School |
| Waterbury School District | Carrington School |
| Waterbury School District | Woodrow Wilson School |
| Waterbury School District | Michael F. Wallace Middle School |
| Waterbury School District | West Side Middle School |
| Waterbury School District | North End Middle School |
| Waterbury School District | Crosby High School |
| Waterbury School District | Wilby High School |
| Waterbury School District | John F. Kennedy High School |
| West Haven School District | Forest School |
| West Haven School District | Clarence E. Thompson School |
| West Haven School District | Washington School |
| West Haven School District | Savin Rock Community School |
| West Haven School District | May V. Carrigan Middle School |
| Winchester School District | Mary P. Hinsdale School |
| Windham School District | North Windham School |
| Windham School District | Windham Center School |
| Windsor School District | Clover Street School |
| Windsor School District | John F. Kennedy School |
| Windsor School District | Oliver Ellsworth School |
| Regional School District 10 | Har-Bur Middle School |
| Regional School District 16 | Long River Middle School |
| Capitol Region Education Council | Montessori Magnet School |
| Cooperative Educational Services | Six-Six Magnet School |
| Area Cooperative Educational Services | Thomas Edison Magnet Middle School |
| Area Cooperative Educational Services | Collaborative Alternative Magnet School |

| | |
|---|---|
| Jumoke Academy District | Jumoke Academy |
| Interdistrict School for Arts and Comm District | Interdistrict School For Arts And Communication |
| The Bridge Academy District | The Bridge Academy |
| The Bridge Academy District | The Bridge Academy |
| Side By Side Community School District | Side By Side Community School |
| Trailblazers Academy District | Trailblazers Academy |
| Park City Prep Charter School | Park City Prep Charter School |
| Bridgeport Achievement First | Achievement First Bridgeport Academy |
| Connecticut Technical High School System | Eli Whitney Technical High School |
| Connecticut Technical High School System | A. I. Prince Technical High School |
| Connecticut Technical High School System | E. C. Goodwin Technical High School |

## APPENDIX B

**Connecticut Accountability for Learning Initiative**

## Connecticut's Reform Model: The Connecticut Accountability for Learning Initiative

The Connecticut State Department of Education established the Connecticut Accountability fOI Learning Initiative (CALI) to provide professional development and coaching in 2004 to accelerate the learning of all students and to close the achievement gap The CALI initiative is based on the findings of nationally recognized researchers including Dr. Douglas Reeves, Dr Michael Smoker, Dr. Robert Marzano, Dr. Richard Elmore and Dr John Simpson. The Department collaborated with the Center on Performance Assessment (currently called the Leader ship and Learning Center [LLC]) to develop the initiative. This work provides evidence that schools with high rates of poverty and high percentages of ethnic minorities in their student populations can achieve high academic performance Common characteristic of these schools include and the foundation to the initiative includes:

- a clear focus on achievement;
- a standards-based curriculum that emphasizes the core subject areas of reading, mathematics and writing;
- use of data to inform instructional and leadership decisions;
- an emphasis on research-based effective teaching strategies, including non-fiction writing;
- collaborative teams focused on student learning; and
- all adults held accountable for student achievement

CALI began as a series of training modules focusing on data driven decision-making, use of standards based instruction and the use of effective teaching strategies. At the time, Title I districts and schools identified in need of improvement were offered access to the training and technical assistance on a voluntary basis

## State Legislation to Support Reform in Partner Districts

In July 2007, this work was significantly strengthened by the passage of state accountability legislation. The legislation required the Department to identify low achieving schools and districts for intensified supervision and direction by the State Board of Education. In the 2007-08 year, the Department identified 12 such districts and the schools within those districts that were in year three or greater in need of improvement at the whole district level in reading, math or both, using No Child Left Behind (NCLB) criteria Three additional districts were added in the 2008-09 school year. The districts are now referred to as **Partner Districts**. In addition to the required NCLB sanctions of corrective actions, offering of school choice and supplemental education services, and restructuring schools, the Department developed and implemented a Theory of Action to intervene at the district and school level to support

the process of continuous school and district improvement (see Attachment A, CALI Theory of Action). The Department has created our support and intervention based on the theory that in order to systemically change districts and schools, that the district is an integral part of the accountability and monitoring process.. The Department has been guided by the work of Richard Elmore in his description of "Reciprocal Accountability" As explained by Dr. Elmore, "If the district (or state) is to hold schools accountable for producing specific outcomes for their students, the district (or state) has the responsibility to provide those schools with the resources (human, material and intellectual) and the conditions necessary to produce those outcomes" (Hess, 2006).. Our interventions rely on a combination of pressure or urgency, transparency and support for change. This view is well supported through the work of Michael Fullan's on producing a "cohesive, multilevel approach for sustainable educational reform" (Fullan, 2009)

To support implementation of the accountability legislation, the Department established two new bureaus, the Bureau of School and District Improvement and the Bureau of Accountability, Compliance and Monitoring. These bureaus worked closely to design, implement and monitor supports and accountability systems .. In 2009, the bureaus were collapsed to form the Bureau of Accountability and Improvement

**District and School Requirements to Support Reform**

Over the past two years, significant support has been offered to these districts and schools The Department's involvement began with instructional and financial diagnostic assessments of the districts and schools The assessments covered the areas of securing positive outcomes for students, support for student learning, leadership and management, management of human and fiscal resources, operational systems, stakeholder engagement and satisfaction, These assessments were conducted by Department staff in collaboration with Cambridge Education and included district staff, families, community members and students, The results of the assessment were presented to local boards of education, community members and an Ad Hoc Committee on Accountability for the Connecticut State Board of Education A team of Department consultants and an external consultant (retired superintendent) were assigned to each district to facilitate the revision of the District Improvement Plan (DIP) based on the assessment findings

The revision of the DIPs was a significant undertaking in each district The Department required that each district assemble a multi stakeholder district data team to design the

DIP Districts were required to identify a limited number of high leverage actions based on data. Data reviewed included state and local assessment data as well as other student and adult data points such as attendance, discipline, suspension expulsion data, graduation and drop out All data was disaggregated based on sub groups.. Districts were guided to set realistic, yet ambitious measurable targets for a three-year period Strategies to address the targets were chosen based on data on effectiveness and a sound research base. The DIPs were presented to the local and State Board of Education for approval Once approved by the State Board of Education, districts then required each school in the district to revise their School Improvement Plans (SIP) to align with the DIP The accountability legislation also required that the Department direct a portion of each district's Education Cost Sharing (ECS) allocation to support the implementation of the DIPs.

Each district was required to establish an accountability system based on the CALI model (Reeves, 2004). The accountability system must include a district level, school level and instructional level data team The Department staff is members of the district data team, which is responsible for implementation of the DIP as well as oversight of the implementation of the SIPs.. Two times a year, formal monitoring visits are conducted in each district to monitor implementation and progress on the DIP. In addition to staff from the Bureau of Accountability and Improvement, as needed staff from the Bureaus of School Family Community Partnerships, Teaching and Learning, Early Childhood, Special Education and Student Assessment are called on to participate on the district data teams. The Bureau has worked very closely with the Bureau of Special Education on monitoring progress for students with disabilities.

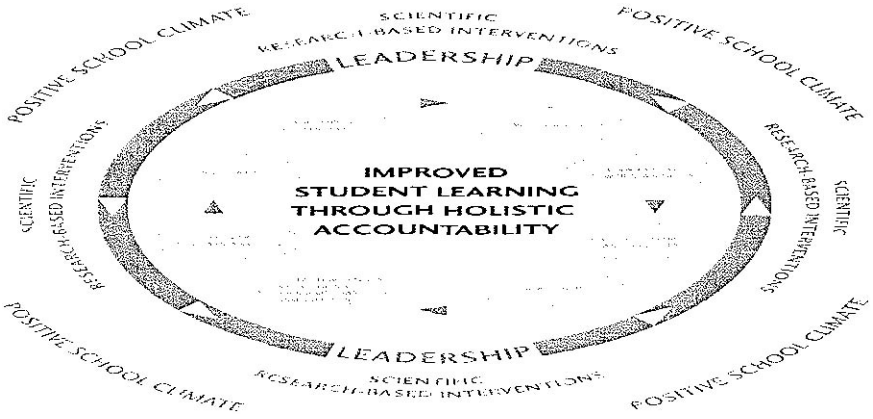
**Professional Development to Support Reform**

The Department developed an extensive array of professional development activities to support the implementation ofthe accountability systems and improve the quality of teaching and learning. These were developed in collaboration with LLC and the Regional Education Service Centers (RESCs) and the State Education Resource Center (SERC). Each module has two levels, a basic and a certification.. The certification training is designed to build the capacity in each district to conduct their own training with fidelity. The modules include the following:

- Data Driven Decision Making
- Making Standards Work
- Effective Teaching Strategies
- Common Formative Assessment
- Best Practices in Educating English Language Learners
- Improving School Climate to Support Student Achievement

- Leading Change and Getting Everyone on Board
- Paraprofessional Overview for CALI
- Scientific Research Based Interventions (C'I RtI model)
- Coaching Instructional Data Teams
- Coaching Effective Teaching Strategies
- School Climate for Leaders
- School Improvement Planning

Each district and school in need of improvement was offered access to training and onsite technical assistance in the CALI modules. Each partner district and their schools were required to participate in the CALI training. The modules are designed to support each other as the basis to improving the quality of instruction and learning at the classroom level The following graphic represents the theoretical design of how the components of CALI fit together:




**Demonstration Schools to Display Reform Efforts**

Acknowledging that it would take a minimum of two to three years to see significant achievement gains in the districts and schools, the Department funded two Demonstration Schools in each district The purpose of the Demonstration Schools was to demonstrate that with increased focus of resources, implementation of the CALI model would result in increased student achievement and closing of the achievement gap The Demonstration Schools were given an executive coach for the principal and leadership team, a data team facilitator to work with the school and instructional level data teams, and stipends for release time for teachers to work in collaborative professional learning communities

Coaching for the Demonstration Schools is provided through a contractual relationship with the Connecticut Association of Schools (CAS) The Department has staff assigned to work with CAS on the identification of potential coaches (retired school administrators), placement of coaches, training and networking of coaches, monitoring of coaching activities and data

collection. The Coaching model has had an external evaluation of the project conducted by the University of Connecticut Department of Educational Leadership and Department of Psychology.

This past year, in the 15 Partner Districts, five schools were removed from the In Need of Improvement status An additional 36 schools that had not made AYP in the previous year, made AYP or Safe Harbor Eight of these schools were Demonstration Schools.

State Intervention for Supported Districts In 2008-09, the Department identified an additional seven school districts that were in year 3 or greater in need of improvement for a sub group of students These districts are referred to as the Supported Districts.. These districts completed a self-assessment utilizing the Decision Support Architecture Consortium Framework II (DSAC II) which was developed collaboratively with the Council of Chief State School Officers and Center on Leadership in Technology The Department provided the on-line framework and onsite technical assistance to complete the self-assessment These districts were required to use the self-assessment results to revise their DIPs. They also were offered access to the CALI training modules as well as each district was awarded one Demonstration School. Twelve schools in the Supported Districts who had not made AYP in the past year made AYP or Safe Harbor Three of the seven Demonstration Schools made AYP or Safe Harbor

**Collaboration with State Organizations to Support Reform**

In an effort to align our work with other professional organizations on the implementation of CALI professional development, the Department has been working very closely with the Connecticut Association of Boards ofEducation (CABE), the Connecticut Education Association (CEA) and the American Federation of Teachers (AFT). The work with CABE has focused on developing training modules for local boards ofeducation on the role ofboards ofeducation in an accountability era The Department has funded CABE and two bureau consultants to participate in ongoing training with the Iowa State Boards of Education Lighthouse Project This is a researchbased project to identify ways in which local school boards influence the conditions for success necessary for student achievement.

The Department has met with Connecticut Education Association (CEA) and American Federal of Teachers (AFT) on a regular basis to provide updates, gather input from the field and problem solve the outreach of the CALI system We have invited the union leadership from our 15 partner districts to meet with the state union leadership and the Department on a regular basis. In addition, the Department staff working in districts has been meeting

with union representatives in the districts to enlist their support in implementation of the accountability systems as required.

**External Evaluation of Reform Efforts**

To assist with determining the effectiveness of CALI, the Department has established multiple avenues for gathering information. The bureau has an Advisory Committee on Accountability, which consists of the Assistant Superintendents from the Partner Districts. This group meets every six weeks to provide updates, provide input and feedback on implementation of CALI, discuss problems of practice and identify needed resources. Representatives from this group also work on sub-committee such as the CALI Quality Assurance Committee and participation in an annual CALI summit to determine next steps for the development of CALI supports. In addition, the Department has identified an external evaluator (RMC Research) to conduct an evaluation of our statewide system of support Work on the evaluation began in early 2009 and will continue through June 2010. An Interim Evaluation Report was completed in September 2009. An excerpt from the report demonstrates the promise of CALI if we stay the course: "CALI is a strong model for school and district improvement It is likely that few states have created a statewide system of support that is as comprehensive, as well thought out, and an intensive in what it had does as CALI But CSDE cannot rest on its laurels.. The challenges of implementing and sustaining CALI at the classroom level, keeping and building the CALI focus are significant. All CSDE, RESC and district staff who participated in this evaluation expressed commitment, integrity and a lot of heart to meet these challenges. We encourage you to keep working together and not to give up or change course."

Reeves, D. B *(2004) Accountability for learning How teachers and school leaders can take charge* Alexandria: VA: Association for Supervision and Curriculum Development

Marzano, R ,Norford, Is, Paynter, DJ ,Gaddy, B B.. (2001) *A handbook for classroom instruction that works* Alexandria: VA: Association for Supervision and Curriculum Development

Hess, FM, (2006) Urban *school reform -Lessons from San Diego.* Cambridge: Harvard Education Press.

Fullan, M (2009) The *challenge ofchange.* Thousand Oaks: CA: Corwin Press

**Inputs and Resources**

a. Funding is sufficient to support CALI services
b. CALI service providers are qualified and comfortable with their own role in providing services and have sufficient time to perform it
c. The state has adequate management procedures in place
d. CALI design is appropriate and has sufficient power to bring about district and school improvement
e. CALI services can be flexibly used based on need
f. Services are designed to support each other as a system

## CALI Services and Activities

a. State support team assigned to partner districts
b. Training modules (DDDM/DT, ETS, CFA, MSW, School Climate, SRBI)
c. District and school status (Cambridge) assessments
d. Demonstration schools (including executive coaching and data team facilitation)
e. External consultants that specialize in the role of superintendents
f. Ad Hoc Committee of the State Board of Education (CSBE)
g. District improvement plan approval by CSBE
h. Advisory committees of partner districts
i. Subject-area curriculum and instruction support
j. Paraprofessional capacity building
k. Partners in capacity building (including the Regional Educational Service Centers and the State Education Resource Center)

**CALI Mission**: Develop and offer a model of state support to districts and schools to support the process of continuous school and district improvement.

**CALI Vision:** If the state support model assists a school district in strengthening and aligning its organizational systems over time, particularly those systems closest to the instructional core at the school level, then student learning will incrementally and notably improve, with reasonable probability that such improvement will be sustained. Systems at the instructional core with greatest direct impact on teaching and learning at the school level are human resources, acquisition/support, curriculum, instruction, assessment, supervision/evaluation, professional development, and school improvement planning/ implementation.

**Short Term Outcomes (Approaching or Beginning Implementation)**

***Nonuse and orientation to CALI***

a. Local educators understand the goals and purposes of CALI
b. Local educators are aware of CALI services and resources
c. Local educators easily access CALI services and resources
d. Local educators agree that CALI services and resources have the potential to make a difference in student outcomes
e. The Connecticut Accountability Legislation and the Cambridge Assessments have created a sense of urgency for improving schools
f. Local educators are willing to take responsibility for implementing CALI with fidelity

**Mid Term Outcomes (Getting to Fidelity of Implementation)**

***Mechanical and routine use of data driven continuous improvement as supported by CALI***

a. District Data Teams: Recognize that change takes time, is complex, and requires commitment, resources and supporting infrastructures. District data teams have a shared vision for CALI goals. Have the ability to use data for creating district improvement plans, monitoring implementation, evaluating results, and making revisions
b. School Leadership Teams: Use school level data for improvement planning that is aligned with the district plan. Use instructional walkthroughs to gauge effective teacher practices in addressing the standards
c. Instructional Teams: Use classroom and formative assessment data to pinpoint which students are having difficulty with which skills or GLEs, and devise strategies to address these in the classroom or in supplemental/intervention programs
d. Classroom teachers: work as members of the Instructional Team and implement effective instruction that meets student needs
e. Create a common language and culture for implementing the data team structure
f. Implement the data team structure using scientifically based teaching strategies
g. Provide instruction in a manner that engages students and in a climate that is safe and supportive of them as learners

**Long Term Outcomes (Sustaining Increased Student Achievement)**

***Refining use of data driven continuous improvement, integrating it into all policies, procedures, and practices, and sustaining it over time***

a. Change in school and district culture—adult behaviors and expectations support and reinforce student achievement
b. School and district leaders have capacity to lead
c. Increases in student achievement as measured by CAPT and CMT
d. Reduction or elimination of achievement gaps
e. Fewer referrals to Special Education
f. Fewer dropouts
g. Fewer discipline referrals
h. Increased attendance

## APPENDIX C

**Statement of Assurances**

PROJECT TITLE:

THE APPLICANT: _____ HEREBY ASSURES THAT:

The district must assure that—

A. It uses its School Improvement Grant to implement fully and effectively an intervention in each Tier I, Tier II and Tier III schools that the district commits to serve consistent with the final requirements;

B. Establishes annual goals for student achievement on the CMT and/or CAPT in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I, Tier II and Tier III schools that it serves with school improvement funds;

C. If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements;

D. It reports to the CSDE the school-level data required under section III of the final requirements;

E. It has the necessary legal authority to apply for and receive the proposed grant;

F. 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;

G. 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;

H. 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 Connecticut State Board of Education (CSBE) and the CSDE;

I. Grant funds shall not be used to supplant funds normally budgeted by the agency;

J. Fiscal control and accounting procedures will be used to ensure proper disbursement of all funds awarded;

K. The applicant will submit reports, as specified, to the CSDE , including information relating to the project records and access thereto as the CSDE may find necessary;

L. The CSDE 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;

M. The applicant will protect and save harmless the CSBE 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; and

N. 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 CSDE any monies not expended in accordance with the approved program/operation budget as determined by the audit.

Required Contract Language

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 per cent 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 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.

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

Signature:

_____

Name (typed):

_____

Title (typed):

_____

Date:

_____

## APPENDIX D

**Definitions taken from the federal *School Improvement Grants Application***

Increased learning time means using a longer school day, week, or year schedule to significantly increase the total number of school hours to include additional time for (a) instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography; (b) instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work-based learning opportunities that are provided by partnering, as appropriate, with other organizations; and (c) teachers to collaborate, plan, and engage in professional development within and across grades and subjects.[1]

Persistently lowest-achieving schools means, as determined by the State--

(a)(1) Any Title I school in improvement, corrective action, or restructuring that--

(i) Is among the lowest-achieving five percent of Title I schools in improvement, corrective action, or restructuring or the lowest-achieving five Title I schools in improvement, corrective action, or restructuring in the State, whichever number of schools is greater; or

(ii) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years; and

(2) Any secondary school that is eligible for, but does not receive, Title I funds that--

(i) Is among the lowest-achieving five percent of secondary schools or the lowest-achieving five secondary schools in the State that are eligible for, but do not receive, Title I funds, whichever number of schools is greater; or

(ii) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years.

(b) To identify the lowest-achieving schools, a State must take into account both--

(i) The academic achievement of the "all students" group in a school in terms of proficiency on the State's assessments under section 1111(b)(3) of the ESEA in reading/language arts and mathematics combined; and

(ii) The school's lack of progress on those assessments over a number of years in the "all students" group.

Student growth means the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable across classrooms.

Evidence of strongest commitment. (a) In determining the strength of an LEA's commitment to ensuring that school improvement funds are used to provide adequate resources to enable persistently

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[1] Research supports the effectiveness of well-designed programs that expand learning time by a minimum of 300 hours per school year. (See Frazier, Julie A.; Morrison, Frederick J. "The Influence of Extended-year Schooling on Growth of Achievement and Perceived Competence in Early Elementary School." Child Development. Vol. 69 (2), April 1998, pp.495-497 and research done by Mass2020.) Extending learning into before- and after-school hours can be difficult to implement effectively, but is permissible under this definition with encouragement to closely integrate and coordinate academic work between in school and out of school. (See James-Burdumy, Susanne; Dynarski, Mark; Deke, John. "When Elementary Schools Stay Open Late: Results from The National Evaluation of the 21st Century Community Learning Centers Program." Educational Evaluation and Policy Analysis, Vol. 29 (4), December 2007, Document No. PP07-121.) <http://www.mathematica-mpr.com/publications/redirect_PubsDB.asp?strSite=http://epa.sagepub.com/cgi/content/abstract/29/4/296>

lowest-achieving schools to improve student achievement substantially, an SEA must consider, at a minimum, the extent to which the LEA's application demonstrates that the LEA has taken, or will take, action to--

(i) Analyze the needs of its schools and select an intervention for each school;

(ii) Design and implement interventions consistent with these requirements;

(iii) Recruit, screen, and select external providers, if applicable, to ensure their quality;

(iv) Align other resources with the interventions;

(v) Modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively; and

(vi) Sustain the reforms after the funding period ends.

(b) The SEA must consider the LEA's capacity to implement the interventions and may approve the LEA to serve only those Tier I and Tier II schools for which the SEA determines that the LEA can implement fully and effectively one of the interventions.

**APPENDIX E**

**District Budgets and State Allocations Taken from the federal *School Improvement Grants Application***

School Improvement Grant funding totals $3.5 billion in FY 2009: $3 billion from the American Recovery and Reinvestment Act and $546 million from the regular FY 2009 appropriation. This means that, for the first time, the program can provide the substantial funding, over a multi-year period, necessary for the successful implementation of school intervention models. While the authorizing statute (section 1003(g)(5) of the ESEA) sets a $500,000 limit on the amount of funding that may be awarded for each participating school under the School Improvement Grants program, Congress recently enacted appropriations language allowing an SEA to award up to $2 million for each participating school. This higher limit will permit an SEA to award directly the amount that the Department believes typically would be required for the successful implementation of the turnaround, restart, or transformation model in a Tier I or Tier II school (*e.g.*, a school of 500 students might require $1 million annually, whereas a large, comprehensive high school might require the full $2 million annually). The Department believes that the new award limit should encourage LEAs to focus more closely on turning around their Tier I and Tier II schools and to serve Tier III schools only when the district has the capacity to serve and is prepared to implement thoughtful interventions and supports in those schools.

In awarding school improvement funds, an SEA must give priority to LEAs that apply to serve Tier I or Tier II schools. In addition, an SEA must ensure that all Tier I and Tier II schools across the State that its LEAs commit to serve, and that the SEA determines its LEAs have capacity to serve, are awarded sufficient school improvement funding to fully and effectively implement the selected school intervention models over the period of availability of the funds before the SEA awards any funds for Tier III schools.

The following describes the requirements and priorities that apply to LEA budgets and SEA allocations.

**LEA Budgets**

An LEA's proposed budget should cover a three-year period (if the SEA or LEA has applied for a waiver to extend the period of availability of funds) and should take into account the following:

1. The number of Tier I and Tier II schools that the LEA commits to serve and the intervention model (turnaround, restart, closure, or transformation) selected for each school.

2. The budget request for each Tier I and Tier II school must be of sufficient size and scope to support full and effective implementation of the selected intervention over a period of three years. First-year budgets may be higher than in subsequent years due to one-time start-up costs.

3. The portion of school closure costs covered with school improvement funds may be lower than the amount required for the other models and would typically cover only one year.

4. The LEA may request funding for LEA-level activities that will support the implementation of school intervention models in Tier I and Tier II schools.

5. The number of Tier III schools that the LEA commits to serve, if any, and the services or benefits the LEA plans to provide to these schools over the three-year grant period.

6. The maximum funding available to the LEA each year is determined by multiplying the total number of Tier I, Tier II, and Tier III schools that the LEA commits to serve by $2 million (the maximum amount that an SEA may award to an LEA for each participating school).

7. If the SEA does not request a waiver from the Secretary to extend the availability of school improvement funds to permit three-year awards, the LEA may request such a waiver.

**SEA Allocations to LEAs**

An SEA must allocate the LEA share of school improvement funds (*i.e.*, 95 percent of the SEA's allocation from the Department) in accordance with the following requirements:

1. The SEA must give priority to LEAs that apply to serve Tier I or Tier II schools.

2. An SEA may not award funds to any LEA for Tier III schools unless and until the SEA has awarded funds to serve fully, throughout the period of availability, all Tier I and Tier II schools across the State that its LEAs commit to serve and that the SEA determines its LEAs have capacity to serve.

3. An LEA with one or more Tier I schools may not receive funds to serve only its Tier III schools.

4. In making awards consistent with these requirements, an SEA must take into account LEA capacity to implement the selected school interventions, and also may take into account other factors, such as the number of schools served in each tier and the overall quality of LEA applications.

5. An SEA that does not have sufficient school improvement funds to allow each LEA with a Tier I or Tier II school to implement fully the selected intervention models may take into account the distribution of Tier I and Tier II schools among such LEAs in the State to ensure that Tier I and Tier II schools throughout the State can be served.

6. Consistent with the final requirements, an SEA may award an LEA less funding than it requests. For example, an SEA that does not have sufficient funds to serve fully all of its Tier I and Tier II schools may approve an LEA's application with respect to only a portion of the LEA's Tier I or Tier II schools to enable the SEA to award school improvement funds to Tier I and Tier II schools across the State. Similarly, an SEA may award an LEA funds sufficient to serve only a portion of the Tier III schools the LEA requests to serve.

7. An SEA that has served each of its Tier I schools with FY 2009 school improvement funds may reserve up to 25 percent of its FY 2009 allocation and award those funds in combination with its FY 2010 funds consistent with the final requirements.

8. An SEA that has not served each of its Tier I schools with FY 2009 school improvement funds must carry over 25 percent of its FY 2009 funds, combine those funds with FY 2010 school improvement funds, and award those funds to eligible LEAs consistent with the final requirements. This requirement does not apply to an SEA that does not receive sufficient school improvement funds to serve all of its Tier I schools.

An SEA's School Improvement Grant award to an LEA must:

1. Include not less than $50,000 or more than $2 million per year for each participating school (*i.e.*, the Tier I, Tier II, and Tier III schools that the LEA commits to serve and that the SEA approves the LEA to serve).

2. Provide sufficient school improvement funds to implement fully and effectively one of the four intervention models in each Tier I and Tier II school the SEA approves the LEA to serve or close, as well as sufficient funds for serving participating Tier III schools. An SEA may reduce an LEA's requested budget by any amounts proposed for interventions in one or more schools that the SEA does not approve the LEA to serve (*i.e.*, because the LEA does not have the capacity to serve the school or because the SEA is approving only a portion of Tier I and Tier II schools in certain LEAs in order to serve Tier I and Tier II schools across the State). An SEA also may reduce award amounts if it determines that an LEA can implement its planned interventions with less than the amount of funding requested in its budget.

3. Consistent with the priority in the final requirements, provide funds for Tier III schools only if the SEA has already awarded funds for all Tier I and Tier II schools across the State that its LEAs commit to serve and that the SEA determines its LEAs have capacity to serve.

4. Include any requested funds for LEA-level activities that support implementation of the school intervention models.

5. Apportion FY 2009 school improvement funds so as to provide funding to LEAs over three years (assuming the SEA has requested and received a waiver of the period of availability beyond September 30, 2011).

# APPENDIX F

## Review Guide

**This review guide will be used by the CSDE in the review of your district's SIG application.**

| A. Schools to be Served | **Yes** | **No** |
|---|---|---|
| A list of Tier I, II and III schools is provided along with the selected intervention for Tier I or Tier II schools. | | |

| *B. Descriptive Information*<br>**1. For each Tier I and Tier II school the district commits to serve:** | **EXCELLENT (well conceived and thoroughly developed)** | **GOOD (clear and complete)** | **MARGINAL (requires additional clarification)** | **WEAK (lacks sufficient information)** | **INADEQUATE (information not provided)** |
|---|---|---|---|---|---|
| An analysis of the needs of each school down to the subgroup level using at least three years of disaggregated achievement data. Include a copy of the needs analysis for each school with a summary of the needs to be addressed at each school | | | | | |
| Three-year student achievement goals in reading/ language arts and mathematics on the CMT or CAPT for all students and subgroups | | | | | |
| A detailed description of the intervention model selected and how it will assist in meeting the needs of the school | | | | | |
| A description of how the district has monitored the implementation of the SIP | | | | | |
| The results of any external evaluations conducted at each school | | | | | |
| The status of school level data teams at each school | | | | | |
| A description of how the district has monitored the implementation of each school's corrective action or restructuring plan | | | | | |
| A description of the level of the district's participation in and implementation of CALI | | | | | |

| *B. Descriptive Information*<br><br>**2. For each Tier I and Tier II school that the district commits to serve, demonstrate the capacity to use SIG funds to provide adequate resources and related support in order to implement fully and effectively the selected intervention in each of those schools, by stating how:** | **EXCELLENT**<br>**(well conceived and thoroughly developed)** | **GOOD**<br>**(clear and complete)** | **MARGINAL**<br>**(requires additional clarification)** | **WEAK**<br>**(lacks sufficient information)** | **INADEQUATE**<br>**(information not provided)** |
|---|---|---|---|---|---|
| funds will be used to support the staffing and organization at the district level. Include a district organizational chart | | | | | |
| district and school-level staff will be trained to fully and effectively implement the selected intervention model in each school | | | | | |
| the district will monitor each component of the selected intervention model for each school | | | | | |
| the district will monitor the allocation of necessary resources and funds to effectively implement the selected intervention model in each school. | | | | | |

| *B. Descriptive Information*<br><br>**3. Describe actions the district has taken, or will take, to:** | **EXCELLENT**<br>**(well conceived and thoroughly developed)** | **GOOD**<br>**(clear and complete)** | **MARGINAL**<br>**(requires additional clarification)** | **WEAK**<br>**(lacks sufficient information)** | **INADEQUATE**<br>**(information not provided)** |
|---|---|---|---|---|---|
| design and implement interventions consistent with the federal requirements of the SIG | | | | | |
| recruit, screen, and select external providers, if applicable, to ensure their quality | | | | | |
| align other resources with the interventions (e.g., general Title I, Part A Regular and ARRA, Title II, Part A Teacher Quality, Title III, Part A English Language Acquisition funds) | | | | | |
| modify its teacher or administrator contracts, practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively | | | | | |
| sustain the reforms after the funding period ends | | | | | |
| **4. Include a timeline delineating the steps the district will take to implement the selected intervention in each Tier I and Tier II school the district commits to serve** | | | | | |
| **5. Describe the annual goals for student achievement on the CMT and CAPT in both reading/language arts and mathematics that it has established in order to monitor its Tier I and Tier II schools that receive school improvement funds.** | | | | | |
| **6. Provide a description of the how the district has consulted with relevant stakeholders including parents regarding the district's application and implementation of school improvement models in its Tier I and Tier II schools.** | | | | | |
| **7. For each Tier III school the district commits to serve, identify the services the school will receive or the activities the school will implement. A district has flexibility to choose the strategies it will implement in the Tier III schools it commits to serve. A district does not have to implement a particular school improvement strategy in its Tier III schools. The strategies the district selects should be research-based and designed to address the particular needs of the Tier III schools.** | | | | | |

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| **8. If the district is not applying to serve each Tier I school, explain why it lacks capacity to serve each Tier I school.** | | | | | |

| **C. Turnaround Model** | **EXCELLENT** (well conceived and thoroughly developed) | **GOOD** (clear and complete) | **MARGINAL** (requires additional clarification) | **WEAK** (lacks sufficient information) | **INADEQUATE** (information not provided) |
|---|---|---|---|---|---|
| Describe how you will replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates. | | | | | |
| Describe in detail how you will use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students, screen all existing staff and rehire no more than 50 percent and select new staff. | | | | | |
| Describe how are you prepared to implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school. | | | | | |
| Describe how you will provide staff ongoing, high-quality job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies. | | | | | |
| Describe how you will adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the district or CSDE, hire a "turnaround leader" who reports directly to the superintendent or chief academic officer, or enter into a multi-year contract with the district or CSDE to obtain added flexibility in exchange for greater accountability. | | | | | |
| Describe your plans to use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with state academic standards. | | | | | |
| Describe how you plan to promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students. | | | | | |

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| Specify how you will establish schedules and implement strategies that provide increased learning time. | | | | | |
| Specify how appropriate social-emotional and community-oriented services and supports for students will be provided. | | | | | |

| **D. Restart Model** | **EXCELLENT** **(well conceived and thoroughly developed)** | **GOOD** **(clear and complete)** | **MARGINAL** **(requires additional clarification)** | **WEAK** **(lacks sufficient information)** | **INADEQUATE** **(information not provided)** |
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| Describe the rigorous review process you will use to select a restart operator for a school to be converted or closed and reopened under a charter school operator, a charter management organization (CMO), or an education management organization (EMO). | | | | | |
| Explain the process that will be used for enrolling, within the grades it serves, any former student who wishes to attend the new school. | | | | | |
| Provide the contract or agreement terms and provisions you will use to hold the charter school operator, CMO, or EMO accountable for complying with the final SIG requirements. | | | | | |

| | EXCELLENT (well conceived and thoroughly developed) | GOOD (clear and complete) | MARGINAL (requires additional clarification) | WEAK (lacks sufficient information) | INADEQUATE (information not provided) |
|---|---|---|---|---|---|
| **E. Transformational Model** | | | | | |
| **Describe how you will develop and increase teacher and school leader effectiveness by:** | | | | | |
| Replacing the principal who led the school prior to commencement of the transformation model. | | | | | |
| Using rigorous, transparent, and equitable evaluation systems for teachers and principals that:<br>• take into account data on student growth as a significant factor as well as other factors, such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and<br>• are designed and developed with teacher and principal involvement. | | | | | |
| Identifying and rewarding school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so. | | | | | |
| Providing staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies. | | | | | |
| Implementing such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation model. | | | | | |
| **Describe how you will implement instructional reform strategies by:** | | | | | |
| Using data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with state academic standards. | | | | | |

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| Promoting the continuous use of student data (such as from formative, interim, and summative assessments) in order to inform and differentiate instruction to meet the academic needs of individual students. | | | | | |
| **Describe how you plan to increase learning time and create community-oriented schools by:** | | | | | |
| Establishing schedules and strategies that provide increased learning time. | | | | | |
| Providing ongoing mechanisms for family and community engagement. | | | | | |
| **Describe your plans to provide operational flexibility and sustained support by:** | | | | | |
| Giving the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates. | | | | | |
| Ensuring that the school receives ongoing, intensive technical assistance and related support from the district, the CSDE, or a designated external lead partner. | | | | | |

| **F. Closure Model** | **Adequately Demonstrated** | **Partially Demonstrated** | **Not Adequately Demonstrated** |
|---|---|---|---|
| Explain how you will enroll students who attended the closed school in other schools in the district that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available. | | | |
| Explain how you will ensure that costs associated with closing a school will only be paid for with SIG funds if they are reasonable and necessary in accordance with federal guidance. | | | |

| G. Budget | Adequate | Not Adequate |
|---|---|---|
| **District Budget** | | |
| **School Budget** | | |
| **District Narrative** | | |
| **School Narrative** | | |
| **Supplement and not Supplant** | | |

## APPENDIX G

Evaluation of External Partners

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|---|---|
| **1. Legal Name of External Provider** | Name:<br><br>Doing Business As (DBA): |
| **2. CEO/Owner Information** | Name:<br>Title:<br>Phone:<br>Email: |
| **3. Federal EIN, Tax ID Number, or Social Security Number (SSN)** | Check which applies and type in the number:<br>☐ Federal EIN _____<br>☐ Tax ID Number _____<br>☐ SSN _____ |
| **4. Type of Provider** | **a. Indicate if your organization is:**<br>☐ **For-profit**<br>☐ **Non-profit**<br><br>**b. Check all categories that best describe your organization:**<br>☐ Business (public or private)<br>☐ Sole Proprietorship<br>☐ Limited Liability Corporation<br>☐ General or Limited Partnership<br>☐ Community-Based Organization<br>☐ Regional Educational Service Center (e.g., RESC)<br>☐ Institution of Higher Education<br>☐ Other (specify): _____ |

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| **5. Contact Information** | **Provide contact information of the authorized representative for your organization:**<br><br>**Contact Person:**<br><br>**Street Address:**<br><br>**City:** **State:** **Zip:**<br><br>**Phone:** **Fax:**<br><br>**E-mail:**<br><br>**Web site:** |
| **6. Provider History** | a. Are you currently providing services to LEAs in Connecticut?<br>☐ Yes ☐ No<br><br>Please list the districts in Connecticut where you provide services, describe the services you provide and how long you have been providing the services.<br><br>b. Please list each state in which your organization currently provides services, describe the services you provide and how long you have been providing the services. |

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| **7. Provide evidence that your organization has a demonstrated record of effectiveness on increasing academic achievement of students on the Connecticut Mastery Test (CMT) or the Connecticut Academic Performance Test (CAPT).** | Provide the following:<br><br>1. At least one year of data indicating that your organization can show an increase in student achievement on a district, state or national assessment.<br><br>2. Research studies that support the claim that your organization increased student achievement on a district, state, national or provider administered assessment.<br><br>3. Feedback from parents, school officials or others that indicate the effectiveness of your organization. |
| **8. Subject Areas & Grade Levels to Serve** | **Check all subject(s) and grade(s) for which you have experience providing services:**<br><br>☐ Reading/Writing<br><br>☐ Mathematics |

| K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

| K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

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| **9. Students with Disabilities** | **Indicate whether you have experience providing services to students with disabilities:** |
| **10. English Language Learners** | **Indicate whether you have experience providing services to ELL students:** |
| **11. Proof of Liability Insurance Coverage** | Please include a copy of your current certificate of commercial general liability insurance (Declaration page).<br><br>Please include a statement from your insurance carrier with dates of coverage on the insurance company's letterhead indicating your entity has commercial general liability insurance coverage in the state of Connecticut.<br><br>**Are you insured in Connecticut?** ☐ **Yes** ☐ **No**<br><br>**Company Issuing Policy: _____**<br><br>**Policy Number: _____**<br><br>**Coverage is in effect through date: _____ / _____**<br>**month year** |

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| **12. Legal Status to Conduct Business in CT**<br><br>See www.ctclic.com for information on registering as a business in Connecticut. | Please attach a copy of the document that formally acknowledges your entity's legal status to conduct business in Connecticut.<br><br>Select one form of verification you are submitting:<br>☐ Connecticut business license<br>☐ Certificate of Authority (out of state applicants)<br>☐ 501C3 (non-profit organizations)<br>Please attach a copy of one of the following document:<br><br>☐ Articles of Incorporation<br>☐ Partnership Agreement<br>☐ Sole Proprietorship |
| **13. Financial Soundness** | Financial Soundness: Criteria for Approval<br><br>1. Positive net assets<br><br>AND<br><br>2. Current assets exceed current liabilities<br><br>What total percentage of your organization's revenue do you expect from providing services for SIG? _____%.<br><br>Please include your organization's most current accrual balance sheet, such as audited financial statements or personal financial statements. |

## APPENDIX C – State Application

### Connecticut Accountability for Learning Initiative

CONNECTICUT ACCOUNTABILITY FOR LEARNING INITIATIVE

## Connecticut's Reform Model: The Connecticut Accountability for Learning Initiative

The Connecticut State Department of Education established the Connecticut Accountability fOI Learning Initiative (CALI) to provide professional development and coaching in 2004 to accelerate the learning of all students and to close the achievement gap The CALI initiative is based on the findings of nationally recognized researchers including Dr. Douglas Reeves, Dr Michael Smoker, Dr. Robert Marzano, Dr. Richard Elmore and Dr John Simpson The Department collaborated with the Center on Performance Assessment (currently called the Leader ship and Learning Center [LLC]) to develop the initiative This work provides evidence that schools with high rates of poverty and high percentages of ethnic minorities in their student populations can achieve high academic performance Common characteristic ofthese schools include and the foundation to the initiative includes:

- a clear focus on achievement;
- a standards-based curriculum that emphasizes the core subject areas of reading, mathematics and writing;
- use of data to inform instructional and leadership decisions;
- frequent assessment of student progress and multiple opportunities for student improvement;
- an emphasis on research-based effective teaching strategies, including non-fiction writing;
- collaborative teams focused on student learning; and
- all adults held accountable for student achievement

CALI began as a series of training modules focusing on data driven decision-making, use of standards based instruction and the use of effective teaching strategies. At the time, Title I districts and schools identified in need of improvement were offered access to the training and technical assistance on a voluntary basis

## State Legislation to Support Reform in Partner Districts

In July 2007, this work was significantly strengthened by the passage of state accountability legislation. The legislation required the Department to identify low achieving schools and districts for intensified supervision and direction by the State Board of Education. In the 2007-08 year, the Department identified 12 such districts and the schools within those districts that were in year three or greater in need of improvement at the whole district level in reading, math or both, using No Child Left Behind (NCLB) criteria Three additional districts were added in the 2008-09 school year. The districts are now referred to as **Partner Districts**.

In addition to the required NCLB sanctions of corrective actions, offering of school choice and supplemental education services, and restructuring schools, the Department developed and implemented a Theory of Action to intervene at the district and school level to support the process of continuous school and district improvement (see Attachment A, CALI Theory of Action). The Department has created our support and intervention based on the theory that in order to systemically change districts and schools, that the district is an integral part of the accountability and monitoring process.. The Department has been guided by the work of Richard Elmore in his description of "Reciprocal Accountability" As explained by Dr. Elmore, "If the district (or state) is to hold schools accountable for producing specific outcomes for their students, the district (or state) has the responsibility to provide those schools with the resources (human, material and intellectual) and the conditions necessary to produce those outcomes" (Hess, 2006).. Our interventions rely on a combination of pressure or urgency, transparency and support for change. This view is well supported through the work of Michael Fullan's on producing a "cohesive, multilevel approach for sustainable educational reform" (Fullan, 2009)

To support implementation of the accountability legislation, the Department established two new bureaus, the Bureau of School and District Improvement and the Bureau of Accountability, Compliance and Monitoring. These bureaus worked closely to design, implement and monitor supports and accountability systems .. In 2009, the bureaus were collapsed to form the Bureau of Accountability and Improvement

**District and School Requirements to Support Reform**

Over the past two years, significant support has been offered to these districts and schools The Department's involvement began with instructional and financial diagnostic assessments of the districts and schools The assessments covered the areas of securing positive outcomes for students, support for student learning, leadership and management, management of human and fiscal resources, operational systems, stakeholder engagement and satisfaction, These assessments were conducted by Department staff in collaboration with Cambridge Education and included district staff, families, community members and students, The results of the assessment were presented to local boards of education, community members and an Ad Hoc Committee on Accountability for the Connecticut State Board of Education A team of Department consultants and an external consultant (retired superintendent) were assigned to each district to facilitate the revision of the District Improvement Plan (DIP) based on the assessment findings

The revision of the DIPs was a significant undertaking in each district The Department required that each district assemble a multi stakeholder district data team to design the

DIP Districts were required to identify a limited number of high leverage actions based on data. Data reviewed included state and local assessment data as well as other student and adult data points such as attendance, discipline, suspension expulsion data, graduation and drop out All data was disaggregated based on sub groups.. Districts were guided to set realistic, yet ambitious measurable targets for a three-year period Strategies to address the targets were chosen based on data on effectiveness and a sound research base. The DIPs were presented to the local and State Board of Education for approval Once approved by the State Board of Education, districts then required each school in the district to revise their School Improvement Plans (SIP) to align with the DIP The accountability legislation also required that the Department direct a portion of each district's Education Cost Sharing (ECS) allocation to support the implementation of the DIPs.

Each district was required to establish an accountability system based on the CALI model (Reeves, 2004). The accountability system must include a district level, school level and instructional level data team The Department staff is members of the district data team, which is responsible for implementation of the DIP as well as oversight of the implementation of the SIPs.. Two times a year, formal monitoring visits are conducted in each district to monitor implementation and progress on the DIP. In addition to staff from the Bureau of Accountability and Improvement, as needed staff from the Bureaus of School Family Community Partnerships, Teaching and Learning, Early Childhood, Special Education and Student Assessment are called on to participate on the district data teams. The Bureau has worked very closely with the Bureau of Special Education on monitoring progress for students with disabilities.

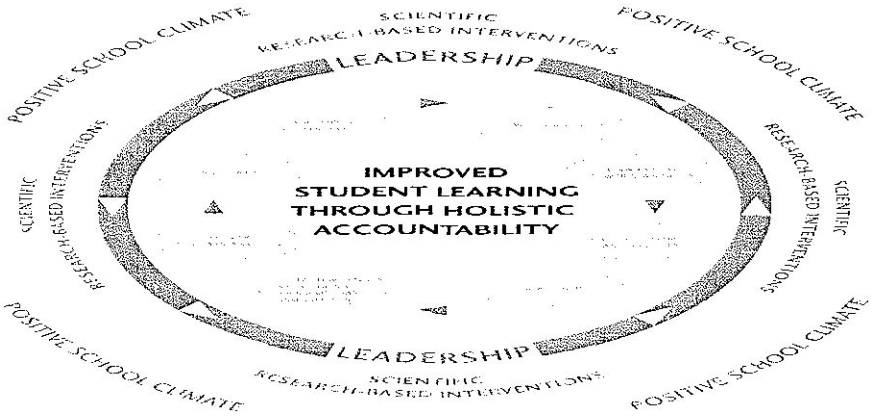
**Professional Development to Support Reform**

The Department developed an extensive array of professional development activities to support the implementation ofthe accountability systems and improve the quality of teaching and learning. These were developed in collaboration with LLC and the Regional Education Service Centers (RESCs) and the State Education Resource Center (SERC). Each module has two levels, a basic and a certification.. The certification training is designed to build the capacity in each district to conduct their own training with fidelity. The modules include the following:

- Data Driven Decision Making
- Making Standards Work
- Effective Teaching Strategies
- Common Formative Assessment
- Best Practices in Educating English Language Learners
- Improving School Climate to Support Student Achievement

- Leading Change and Getting Everyone on Board
- Paraprofessional Overview for CALI
- Scientific Research Based Interventions (C'I RtI model)
- Coaching Instructional Data Teams
- Coaching Effective Teaching Strategies
- School Climate for Leaders
- School Improvement Planning

Each district and school in need of improvement was offered access to training and onsite technical assistance in the CALI modules. Each partner district and their schools were required to participate in the CALI training. The modules are designed to support each other as the basis to improving the quality of instruction and learning at the classroom level The following graphic represents the theoretical design of how the components of CALI fit together:




**Demonstration Schools to Display Reform Efforts**

Acknowledging that it would take a minimum of two to three years to see significant achievement gains in the districts and schools, the Department funded two Demonstration Schools in each district The purpose of the Demonstration Schools was to demonstrate that with increased focus of resources, implementation of the CALI model would result in increased student achievement and closing of the achievement gap The Demonstration Schools were given an executive coach for the principal and leadership team, a data team facilitator to work with the school and instructional level data teams, and stipends for release time for teachers to work in collaborative professional learning communities

Coaching for the Demonstration Schools is provided through a contractual relationship with the Connecticut Association of Schools (CAS) The Department has staff assigned to work with CAS on the identification of potential coaches (retired school administrators), placement of coaches, training and networking of coaches, monitoring of coaching activities and data

collection. The Coaching model has had an external evaluation of the project conducted by the University of Connecticut Department of Educational Leadership and Department of Psychology.

This past year, in the 15 Partner Districts, five schools were removed from the In Need of Improvement status An additional 36 schools that had not made AYP in the previous year, made AYP or Safe Harbor Eight of these schools were Demonstration Schools.

State Intervention for Supported Districts In 2008-09, the Department identified an additional seven school districts that were in year 3 or greater in need of improvement for a sub group of students These districts are referred to as the Supported Districts.. These districts completed a self-assessment utilizing the Decision Support Architecture Consortium Framework II (DSAC II) which was developed collaboratively with the Council of Chief State School Officers and Center on Leadership in Technology The Department provided the on-line framework and onsite technical assistance to complete the self-assessment These districts were required to use the self-assessment results to revise their DIPs. They also were offered access to the CALI training modules as well as each district was awarded one Demonstration School. Twelve schools in the Supported Districts who had not made AYP in the past year made AYP or Safe Harbor Three of the seven Demonstration Schools made AYP or Safe Harbor

**Collaboration with State Organizations to Support Reform**

In an effort to align our work with other professional organizations on the implementation of CALI professional development, the Department has been working very closely with the Connecticut Association of Boards ofEducation (CABE), the Connecticut Education Association (CEA) and the American Federation of Teachers (AFT). The work with CABE has focused on developing training modules for local boards ofeducation on the role ofboards ofeducation in an accountability era The Department has funded CABE and two bureau consultants to participate in ongoing training with the Iowa State Boards of Education Lighthouse Project This is a researchbased project to identify ways in which local school boards influence the conditions for success necessary for student achievement.

The Department has met with Connecticut Education Association (CEA) and American Federal of Teachers (AFT) on a regular basis to provide updates, gather input from the field and problem solve the outreach of the CALI system We have invited the union leadership from our 15 partner districts to meet with the state union leadership and the Department on a regular basis. In addition, the Department staff working in districts has been meeting

with union representatives in the districts to enlist their support in implementation of the accountability systems as required.

**External Evaluation of Reform Efforts**

To assist with determining the effectiveness of CALI, the Department has established multiple avenues for gathering information. The bureau has an Advisory Committee on Accountability, which consists of the Assistant Superintendents from the Partner Districts. This group meets every six weeks to provide updates, provide input and feedback on implementation of CALI, discuss problems of practice and identify needed resources. Representatives from this group also work on sub-committee such as the CALI Quality Assurance Committee and participation in an annual CALI summit to determine next steps for the development of CALI supports. In addition, the Department has identified an external evaluator (RMC Research) to conduct an evaluation of our statewide system of support Work on the evaluation began in early 2009 and will continue through June 2010. An Interim Evaluation Report was completed in September 2009. An excerpt from the report demonstrates the promise of CALI if we stay the course: "CALI is a strong model for school and district improvement It is likely that few states have created a statewide system of support that is as comprehensive, as well thought out, and an intensive in what it had does as CALI But CSDE cannot rest on its laurels.. The challenges of implementing and sustaining CALI at the classroom level, keeping and building the CALI focus are significant. All CSDE, RESC and district staff who participated in this evaluation expressed commitment, integrity and a lot of heart to meet these challenges. We encourage you to keep working together and not to give up or change course."

Reeves, D. B *(2004) Accountability for learning How teachers and school leaders can take charge* Alexandria: VA: Association for Supervision and Curriculum Development

Marzano, R ,Norford, Is, Paynter, DJ ,Gaddy, B B.. (2001) *A handbook for classroom instruction that works* Alexandria: VA: Association for Supervision and Curriculum Development

Hess, FM, (2006) Urban *school reform -Lessons from San Diego.* Cambridge: Harvard Education Press.

Fullan, M (2009) The *challenge ofchange.* Thousand Oaks: CA: Corwin Press

**Inputs and Resources**

a. Funding is sufficient to support CALI services
b. CALI service providers are qualified and comfortable with their own role in providing services and have sufficient time to perform it
c. The state has adequate management procedures in place
d. CALI design is appropriate and has sufficient power to bring about district and school improvement
e. CALI services can be flexibly used based on need
f. Services are designed to support each other as a system

## CALI Services and Activities

a. State support team assigned to partner districts
b. Training modules (DDDM/DT, ETS, CFA, MSW, School Climate, SRBI)
c. District and school status (Cambridge) assessments
d. Demonstration schools (including executive coaching and data team facilitation)
e. External consultants that specialize in the role of superintendents
f. Ad Hoc Committee of the State Board of Education (CSBE)
g. District improvement plan approval by CSBE
h. Advisory committees of partner districts
i. Subject-area curriculum and instruction support
j. Paraprofessional capacity building
k. Partners in capacity building (including the Regional Educational Service Centers and the State Education Resource Center)

**CALI Mission**: Develop and offer a model of state support to districts and schools to support the process of continuous school and district improvement.

**CALI Vision:** If the state support model assists a school district in strengthening and aligning its organizational systems over time, particularly those systems closest to the instructional core at the school level, then student learning will incrementally and notably improve, with reasonable probability that such improvement will be sustained. Systems at the instructional core with greatest direct impact on teaching and learning at the school level are human resources, acquisition/support, curriculum, instruction, assessment, supervision/evaluation, professional development, and school improvement planning/ implementation.

**Short Term Outcomes (Approaching or Beginning Implementation)**

***Nonuse and orientation to CALI***

a. Local educators understand the goals and purposes of CALI
b. Local educators are aware of CALI services and resources
c. Local educators easily access CALI services and resources
d. Local educators agree that CALI services and resources have the potential to make a difference in student outcomes
e. The Connecticut Accountability Legislation and the Cambridge Assessments have created a sense of urgency for improving schools
f. Local educators are willing to take responsibility for implementing CALI with fidelity

**Mid Term Outcomes (Getting to Fidelity of Implementation)**

***Mechanical and routine use of data driven continuous improvement as supported by CALI***

a. District Data Teams: Recognize that change takes time, is complex, and requires commitment, resources and supporting infrastructures. District data teams have a shared vision for CALI goals. Have the ability to use data for creating district improvement plans, monitoring implementation, evaluating results, and making revisions
b. School Leadership Teams: Use school level data for improvement planning that is aligned with the district plan. Use instructional walkthroughs to gauge effective teacher practices in addressing the standards
c. Instructional Teams: Use classroom and formative assessment data to pinpoint which students are having difficulty with which skills or GLEs, and devise strategies to address these in the classroom or in supplemental/intervention programs
d. Classroom teachers: work as members of the Instructional Team and implement effective instruction that meets student needs
e. Create a common language and culture for implementing the data team structure
f. Implement the data team structure using scientifically based teaching strategies
g. Provide instruction in a manner that engages students and in a climate that is safe and supportive of them as learners

**Long Term Outcomes (Sustaining Increased Student Achievement)**

***Refining use of data driven continuous improvement, integrating it into all policies, procedures, and practices, and sustaining it over time***

a. Change in school and district culture—adult behaviors and expectations support and reinforce student achievement
b. School and district leaders have capacity to lead
c. Increases in student achievement as measured by CAPT and CMT
d. Reduction or elimination of achievement gaps
e. Fewer referrals to Special Education
f. Fewer dropouts
g. Fewer discipline referrals
h. Increased attendance

## APPENDIX D – State Application

Waiver Notification

# STATE OF CONNECTICUT

*STATE BOARD OF EDUCATION*

TO: Select Superintendents of Title I Districts
Select Charter School Executive Directors

FROM: Mark K. McQuillan
Commissioner of Education

DATE: December 31, 2009

SUBJECT: Additional Title I School Improvement Grant (SIG) Funds and Applicable Waivers

The Connecticut State Department of Education (CSDE) is eligible to apply for approximately $26 million in additional federal Title I funds for school improvement under Section 1003(g) of the Elementary and Secondary Education Act. Several billion dollars have been made available to states through a School Improvement Grant (SIG) for the purpose of turning around states' persistently lowest-achieving Title I schools, and Title I-eligible, but not participating, secondary schools. Eligible school districts will be able to apply to the CSDE through a competitive grant process for the additional school improvement funds.

Final requirements that govern the process that states must use to award SIG funds to eligible school districts were just released by the U.S. Department of Education (U.S.D.E.) and can be found at: http://www.ed.gov/policy/gen/leg/recovery/programs.html.

According to the federal requirements, states must give priority in awarding SIG funds to districts that demonstrate the greatest need for the funds and the strongest commitment to use the funds to substantially raise the achievement of students attending the persistently lowest-achieving schools. Districts may also use SIG funds to serve persistently lowest-achieving high schools that are eligible for, but do not receive, Title I funds. Additionally, SIG funds may be used for Title I schools in improvement, corrective action, and restructuring that are not among the persistently lowest-achieving schools. States must identify the "three tiers" of schools that are further defined:

**Tier I schools**: Any Title I school in improvement, corrective action or restructuring that:

- is among the lowest-achieving five percent of Title I schools in improvement, corrective action, or restructuring in Connecticut; or
- is a high school that has had a graduation rate that is less than 60 percent over a number of years.

**Tier II schools**: Any secondary school that is eligible for, but does not receive, Title I funds that:

- is among the lowest-achieving five percent of secondary schools in Connecticut that are eligible for, but do not receive, Title I funds; or

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- is a high school that has had a graduation rate that is less than 60 percent over a number of years.

**Tier III schools:** Any Title I school in improvement, corrective action, or restructuring that is not a Tier I school.

To support effective implementation of the SIG program, the CSDE will apply for the following available SIG waivers:

- extend the period of availability of SIG funds until September 30, 2013;
- "start over" in the school improvement timeline for Tier I schools implementing a turnaround or restart model;
- implement a Title I schoolwide program in a Tier I school that does not meet the 40 percent poverty eligibility threshold for schoolwide programs; and
- serve a Tier II school, persistently lowest-achieving Title I-eligible high school.

The CSDE must apply to the U.S.D.E. to request SIG waivers and districts must apply to the Department for applicable SIG waivers. Prior to applying for the SIG waivers, the Department must have a notice and comment period for all interested parties of at least 10 days. All comments received must be submitted in the Department's application for SIG funds that is due to the U.S.D.E. by February 8, 2010. A required notice and comment period for all interested parties regarding the SIG waivers will take place January 4-15, 2010. Districts are invited to submit comments to title1waivers@ct.gov.

If you have any questions, feel free to contact Michelle Rosado, Education Consultant, at michelle.rosado@ct.gov or 860-713-6748.

MKM:mrr
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