



General Assembly

February Session, 2010

Raised Bill No. 5491

LCO No. 2248

02248 _____ ED_

Referred to Committee on Education

Introduced by:
(ED)

**AN ACT CONCERNING CERTAIN SCHOOL DISTRICT REFORMS TO
REDUCE THE ACHIEVEMENT GAP IN CONNECTICUT.**

Be it enacted by the Senate and House of Representatives in General Assembly convened:

1 Section 1. Section 10-223e of the general statutes is repealed and the
2 following is substituted in lieu thereof (*Effective July 1, 2010*):

3 (a) In conformance with the No Child Left Behind Act, P.L. 107-110,
4 the Commissioner of Education shall prepare a state-wide education
5 accountability plan, consistent with federal law and regulation. Such
6 plan shall identify the schools and districts in need of improvement,
7 require the development and implementation of improvement plans
8 and utilize rewards and consequences.

9 (b) Public schools identified by the State Board of Education
10 pursuant to section 10-223b of the general statutes, revision of 1958,
11 revised to January 1, 2001, as schools in need of improvement shall: (1)
12 Continue to be identified as schools in need of improvement, and
13 continue to operate under school improvement plans developed
14 pursuant to [said] section 10-223b through June 30, 2004; (2) on or
15 before February 1, 2003, be evaluated by the local board of education

16 and determined to be making sufficient or insufficient progress; (3) if
17 found to be making insufficient progress by a local board of education,
18 be subject to a new remediation and organization plan developed by
19 the local board of education; (4) continue to be eligible for available
20 federal or state aid; (5) beginning in February, 2003, be monitored by
21 the Department of Education for adequate yearly progress, as defined
22 in the state accountability plan prepared in accordance with subsection
23 (a) of this section; and (6) be subject to rewards and consequences as
24 defined in said plan.

25 (c) (1) Any school or school district identified as in need of
26 improvement pursuant to subsection (a) of this section and requiring
27 corrective action pursuant to the requirements of the No Child Left
28 Behind Act, P.L. 107-110, shall be designated and listed as a low
29 achieving school or school district and shall be subject to intensified
30 supervision and direction by the State Board of Education.

31 (2) Notwithstanding any provision of this title or any regulation
32 adopted pursuant to said statutes, except as provided in subdivision
33 (3) of this subsection, in carrying out the provisions of subdivision (1)
34 of this subsection, the State Board of Education shall take any of the
35 following actions to improve student performance and remove the
36 school or district from the list of schools or districts designated and
37 listed as a low achieving school or district pursuant to said subdivision
38 (1), and to address other needs of the school or district: (A) Require an
39 operations audit to identify possible programmatic savings and an
40 instructional audit to identify any deficits in curriculum and
41 instruction or in the learning environment of the school or district; (B)
42 require the local or regional board of education for such school or
43 district to use state and federal funds for critical needs, as directed by
44 the State Board of Education; (C) provide incentives to attract highly
45 qualified teachers and principals; (D) direct the transfer and
46 assignment of teachers and principals; (E) require additional training
47 and technical assistance for parents and guardians of children
48 attending the school or a school in the district and for teachers,

49 principals, and central office staff members hired by the district; (F)
50 require the local or regional board of education for the school or
51 district to implement model curriculum, including, but not limited to,
52 recommended textbooks, materials and supplies approved by the
53 Department of Education; (G) identify schools for reconstitution, as
54 may be phased in by the commissioner, as state or local charter
55 schools, schools established pursuant to section 10-74g, or schools
56 based on other models for school improvement, or for management by
57 an entity other than the local or regional board of education for the
58 district in which the school is located; (H) direct the local or regional
59 board of education for the school or district to develop and implement
60 a plan addressing deficits in achievement and in the learning
61 environment as recommended in the instructional audit; (I) assign a
62 technical assistance team to the school or district to guide school or
63 district initiatives and report progress to the Commissioner of
64 Education; (J) establish instructional and learning environment
65 benchmarks for the school or district to meet as it progresses toward
66 removal from the list of low achieving schools or districts; (K) provide
67 funding to any proximate district to a district designated as a low
68 achieving school district so that students in a low achieving district
69 may attend public school in a neighboring district; (L) direct the
70 establishment of learning academies within schools that require
71 continuous monitoring of student performance by teacher groups; (M)
72 require local and regional boards of education to (i) undergo training
73 to improve their operational efficiency and effectiveness as leaders of
74 their districts' improvement plans, and (ii) submit an annual action
75 plan to the Commissioner of Education outlining how, when and in
76 what manner their effectiveness shall be monitored; or (N) any
77 combination of the actions described in this subdivision or similar,
78 closely related actions.

79 (3) If a directive of the State Board of Education pursuant to
80 subparagraph (C), (D), (E) or (L) of subdivision (2) of this subsection or
81 a directive to implement a plan pursuant to subparagraph (H) of said
82 subdivision affects working conditions, such directive shall be carried

83 out in accordance with the provisions of sections 10-153a to 10-153n,
84 inclusive.

85 (4) The Comptroller shall, pursuant to the provisions of section 10-
86 262i, withhold any grant funds that a town is otherwise required to
87 appropriate to a local or regional board of education due to low
88 academic achievement in the school district pursuant to section 10-
89 262h. Said funds shall be transferred to the Department of Education
90 and shall be expended by the department on behalf of the identified
91 school district. Said funds shall be used to implement the provisions of
92 subdivision (2) of this subsection and to offset such other local
93 education costs that the Commissioner of Education deems
94 appropriate to achieve school improvements. These funds shall be
95 awarded by the commissioner to the local or regional board of
96 education for such identified school district upon condition that said
97 funds shall be spent in accordance with the directives of the
98 commissioner.

99 (d) The State Board of Education shall monitor the progress of each
100 school or district designated as a low achieving school or district
101 pursuant to subdivision (1) of subsection (c) of this section and provide
102 notice to the local or regional board of education for each such school
103 or district of the school or district's progress toward meeting the
104 benchmarks established by the State Board of Education pursuant to
105 subsection (c) of this section. If a district fails to make acceptable
106 progress toward meeting such benchmarks established by the State
107 Board of Education and fails to make adequate yearly progress
108 pursuant to the requirements of the No Child Left Behind Act, P.L.
109 107-110, for two consecutive years while designated as a low achieving
110 school district, the State Board of Education, after consultation with the
111 Governor and chief elected official or officials of the district, may
112 request that the General Assembly enact legislation authorizing that
113 control of the district be reassigned to the State Board of Education or
114 other authorized entity.

115 (e) Any school district or elementary school after two successive
116 years of failing to make adequate yearly progress shall be designated
117 as a low achieving school district or school and shall be evaluated by
118 the Commissioner of Education. After such evaluation, the
119 commissioner may require that such school district or school provide
120 full-day kindergarten classes, summer school, extended school day,
121 weekend classes, tutorial assistance to its students or professional
122 development to its administrators, principals, teachers and
123 paraprofessional teacher aides if (1) on any subpart of the third grade
124 state-wide mastery examination, thirty per cent or more of the students
125 in any subgroup, as defined by the No Child Left Behind Act, P.L. 107-
126 110, do not achieve the level of proficiency or higher, or (2) the
127 commissioner determines that it would be in the best educational
128 interests of the school or the school district to have any of these
129 programs. In ordering any educational program authorized by this
130 subsection, the commissioner may limit the offering of the program to
131 the subgroup of students that have failed to achieve proficiency as
132 determined by this subsection, those in particular grades or those who
133 are otherwise at substantial risk of educational failure. The costs of
134 instituting the ordered educational programs shall be borne by the
135 identified low achieving school district or the school district in which
136 an identified low achieving school is located. The commissioner shall
137 not order an educational program that costs more to implement than
138 the total increase in the amount of the grant that a town receives
139 pursuant to section 10-262i in any fiscal year above the prior fiscal
140 year.

141 (f) The Commissioner of Education shall conduct a study, within the
142 limits of the capacity of the Department of Education to perform such
143 study, of academic achievement of individual students over time as
144 measured by performance on the state-wide mastery examination in
145 grades three to eight, inclusive. If this study evidences a pattern of
146 continuous and substantial growth in educational performance on said
147 examinations for individual students, then the commissioner may
148 determine that the school district or elementary school shall not be

149 subject to the requirements of subsection (e) of this section, but shall
150 still comply with the requirements of the No Child Left Behind Act,
151 P.L. 107-110, if applicable.

152 (g) (1) Subject to the provisions of subdivision (4) of this subsection,
153 the local or regional board of education for a school designated as a
154 low achieving school pursuant to subdivision (1) of subsection (c) of
155 this section, shall accept a petition signed by at least fifty-one per cent
156 of (A) the parents or legal guardians of students attending such school,
157 or (B) a combination of such parents or guardians and the parents or
158 guardians of prospective students who will be enrolled in such school
159 for the next school year. Such petition shall recommend that the local
160 or regional board of education implement one or more of the following
161 intervention models, as described in the Federal Register of December
162 10, 2009, (i) the turnaround model, (ii) the restart model, and (iii) the
163 transformation model, or any other model that may be developed
164 pursuant to the No Child Left Behind Act, P.L. 107-110. The local or
165 regional board of education shall hold a public hearing to discuss such
166 petition, and shall, immediately after such public hearing, hold a
167 public meeting at which the board shall conduct a vote to announce its
168 decision regarding implementation of such recommendations. Any
169 challenges to the validity of such petition shall be heard and decided at
170 the public hearing. Not later than five days after such public hearing
171 and meeting, the board shall make available, in writing, to parents and
172 guardians its decision and shall include an explanation of any
173 recommendation that the board has decided not to implement. Any
174 recommendation the local or regional board of education has decided
175 to implement shall be implemented in the subsequent school year in
176 conformance with such intervention models, and the provisions
177 specified in federal regulations and guidelines for schools subject to
178 restructuring pursuant to Section 1116(b)(8) of the No Child Left
179 Behind Act, P.L. 107-110.

180 (2) A local or regional board of education shall accept only one
181 petition for any school in a school year, and shall not accept a petition

182 for the same school for more than two consecutive years.

183 (3) The local or regional board of education shall notify the State
184 Board of Education of receipt of the petition described in subdivision
185 (1) of this subsection and the action taken by the board based on such
186 petition. If the local or regional board of education does not implement
187 the recommendations outlined in such petition or adopts alternative
188 means of restructuring not outlined in such petition, the board shall
189 inform the State Board of Education of such decision and the reasons
190 for such decision, including an explanation of why the board believes
191 that such alternative means of restructuring has substantial promise of
192 enabling the school to make adequate yearly progress, as defined in
193 Section 1111(b)(2)(B) of the No Child Left Behind Act, P.L. 107-110.

194 (4) The State Board of Education shall allow no more than twenty-
195 five schools per school year to be subject to the petitioning process
196 described in this subsection. The State Board of Education shall notify
197 school districts when this limit has been reached. For purposes of this
198 subdivision, a petition shall be counted toward this limit upon the
199 receipt by the State Board of Education of the petition and final
200 decision of the local or regional board of education, pursuant to
201 subdivision (2) of this subsection.

202 Sec. 2. (NEW) (*Effective July 1, 2010*) (a) The Commissioner of
203 Education shall establish, within available appropriations, an income
204 tax reimbursement pilot competitive grant program for up to five
205 priority school districts. Such competitive grant program shall allow
206 local and regional boards of education for a priority school district to
207 reimburse certified teachers for their income tax liability, pursuant to
208 chapter 229 of the general statutes, in any year in which such certified
209 teachers conducted three hundred or more classroom hours for the
210 school year, taught longer school days than required by section 10-16
211 of the general statutes and taught class sessions on Saturdays during
212 the school year based on a collective bargaining agreement entered
213 into in accordance with chapter 166 of the general statutes. Eligibility

214 for grants pursuant to this section shall be determined for a three-year
215 period based on a school district's designation as a priority school
216 district. In order to receive a grant, an eligible board of education shall
217 submit to the Department of Education, at such time and in such
218 manner as the commissioner prescribes, the agreement between the
219 board of education and the exclusive bargaining unit, pursuant to
220 chapter 166 of the general statutes, stating that such certified teachers
221 will conduct three hundred or more classroom hours per school year,
222 teach longer school days and teach class sessions on Saturdays during
223 the school year.

224 (b) The grant program established pursuant to this section shall
225 commence for the school year commencing July 1, 2011.

226 Sec. 3. Section 10-151b of the general statutes is repealed and the
227 following is substituted in lieu thereof (*Effective July 1, 2010*):

228 (a) The superintendent of each local or regional board of education
229 shall continuously evaluate or cause to be evaluated each teacher, in
230 accordance with (1) a program developed pursuant to subsection (c) of
231 this section, or (2) guidelines established by the State Board of
232 Education for the development of evaluation programs, pursuant to
233 subsection (d) of this section, and such other guidelines as may be
234 established by mutual agreement between the local or regional board
235 of education and the teachers' representative chosen pursuant to
236 section 10-153b. [, continuously evaluate or cause to be evaluated each
237 teacher.] An evaluation pursuant to this [subsection] section shall
238 include, but need not be limited to, strengths, and the academic
239 growth of such teacher's students, areas needing improvement and
240 strategies for improvement. Claims of failure to follow the established
241 procedures of such evaluation programs shall be subject to the
242 grievance procedure in collective bargaining agreements negotiated
243 subsequent to July 1, 2004. The superintendent shall report the status
244 of teacher evaluations to the local or regional board of education on or
245 before June first of each year. For purposes of this section, the term

246 "teacher" shall include each professional employee of a board of
247 education, below the rank of superintendent, who holds a certificate or
248 permit issued by the State Board of Education.

249 (b) Each local and regional board of education shall develop and
250 implement (1) teacher evaluation programs, pursuant to subsection (c)
251 of this section, or (2) teacher evaluation programs consistent with
252 guidelines established by the State Board of Education, pursuant to
253 subsection (d) of this section, and consistent with the plan developed
254 in accordance with the provisions of subsection (b) of section 10-220a.

255 (c) On and after July 1, 2011, each local and regional board of
256 education shall incorporate into the teacher evaluation program for the
257 school district the use of data and indicators on student academic
258 growth as a significant factor in evaluating teacher performance. Each
259 local and regional board of education shall develop a teacher
260 evaluation program in accordance with the provisions of this
261 subsection, or adopt the model teacher evaluation program developed
262 by the State Board of Education pursuant to subsection (d) of this
263 section. The teacher evaluation program developed by a local or
264 regional board of education shall include, but not be limited to: (1) The
265 student academic growth data and indicators that will be used in the
266 evaluation process; (2) an explanation of how such student academic
267 growth data and indicators will be used in the evaluation process; (3)
268 the criteria for assessments and other indicators of student
269 performance that will be used in measuring student academic growth;
270 (4) an explanation of the weight that each indicator will have in the
271 measurement of student academic growth; (5) the methodology that
272 will be used to analyze the data on student academic growth; and (6)
273 any other criteria, other than student academic growth, and the weight
274 of such criteria that will be used for the evaluation of teachers.

275 (d) The State Board of Education shall develop, in consultation with
276 the Performance Evaluation Advisory Council, established pursuant to
277 section 4 of this act, model teacher evaluation program guidelines that

278 may be incorporated in the teacher evaluation programs developed by
279 local and regional boards of education. Such model teacher evaluation
280 program guidelines shall incorporate the use of data and indicators on
281 student academic growth as a significant factor in rating teacher
282 performance, and comprise at least fifty per cent of a teacher's
283 performance rating. Such model teacher evaluation program
284 guidelines shall include, but not be limited to: (1) Methods for
285 measuring student academic growth, including, but not limited to,
286 time limitations on data relevancy, the types and amount of data
287 needed to reliably and validly measure student academic growth for
288 purposes of teacher evaluations, and criteria for the use of state-wide
289 mastery examinations, pursuant to section 10-14n; (2) a definition of
290 significant factor for purposes of the evaluating teacher performance
291 with student academic growth; (3) a consideration of control factors
292 that may influence teacher performance ratings, including, but not
293 limited to, student characteristics, student attendance and student
294 mobility; and (4) minimum requirements for teacher evaluation
295 instruments and procedures.

296 (e) (1) On or before July 1, 2011, subject to the provisions of this
297 subdivision, the Department of Education, in consultation with the
298 Performance Advisory Council, established pursuant to section 4 of
299 this act, shall develop or contract for the development of a data
300 collection and evaluation support system. If the Department of
301 Education is unable to secure federal funding in accordance with the
302 provisions of subdivision (2) of this section, on or before October 1,
303 2012, the Department of Education, in consultation with said
304 Performance Advisory Council, shall develop or contract for the
305 development of a data collection and evaluation support system. Such
306 data collection and evaluation support system shall:

307 (A) Annually collect and publish data on teacher performance
308 evaluation outcomes for each school district and individual school
309 within such school district. Such system shall ensure that no teacher
310 can be personally identified by the publicly reported data;

311 (B) Contain one or more teacher evaluation program templates.
312 Such templates shall include all relevant information required
313 pursuant to this section. Local and regional boards of education may
314 customize such templates, provided the templates contain all such
315 relevant information;

316 (C) Include a superintendent training program that is based on the
317 teacher evaluation templates described in subparagraph (B) of this
318 subdivision;

319 (D) Include means to provide feedback to teachers about the
320 instructional environment within the school;

321 (E) Include a system developed by the Department of Education or
322 another technical assistance system, approved by the department, that
323 supports local and regional boards of education with the development
324 and implementation of their district's teacher evaluation programs;

325 (F) Include web-based systems and tools for supporting
326 implementation of the model templates and superintendent training
327 program; and

328 (G) Include a process for measuring and reporting correlations
329 between teacher evaluations and (i) student academic growth, as
330 measured by classroom test scores, and (ii) retention rates of teachers
331 for each school and the district.

332 (2) Not later than October 1, 2010, the Department of Education
333 shall apply for federal economic stimulus funds available pursuant to
334 the American Recovery and Reinvestment Act of 2009, P.L. 111-5, or
335 any other federal grant program, in an amount, as determined by the
336 Commissioner of Education, that is at least sufficient to implement the
337 provisions of this subsection.

338 (f) Local and regional boards of education shall submit data and
339 information relating to teacher evaluations and teacher evaluation
340 programs to the Department of Education. Such data and information

341 shall include, but not be limited to, data on the performance ratings for
342 all teachers who have attained tenure, as defined in section 10-151, and
343 data on recommendations whether to renew or not renew teachers
344 who have not attained tenure.

345 Sec. 4. (NEW) (*Effective July 1, 2010*) There is established a
346 Performance Evaluation Advisory Council within the Department of
347 Education. Membership of the council shall be selected by the
348 Commissioner of Education, and include, but not be limited to,
349 teachers, representatives of the exclusive bargaining unit for teachers
350 pursuant to section 10-153b of the general statutes, persons with
351 expertise in performance evaluation processes and systems, and any
352 other person the commissioner deems appropriate. The council shall
353 be responsible for assisting in the State Board of Education in the
354 development and implementation of the model teacher evaluation
355 programs guidelines, pursuant to subsection (d) of section 10-151b of
356 the general statutes, as amended by this act, and the data collection
357 and evaluation support system, pursuant to subsection (g) of section
358 10-151b of the general statutes, as amended by this act. The council
359 shall meet at least quarterly.

360 Sec. 5. Section 10-221a of the general statutes is repealed and the
361 following is substituted in lieu thereof (*Effective July 1, 2010*):

362 (a) For classes graduating from 1988 to 2003, inclusive, no local or
363 regional board of education shall permit any student to graduate from
364 high school or grant a diploma to any student who has not
365 satisfactorily completed a minimum of twenty credits, not fewer than
366 four of which shall be in English, not fewer than three in mathematics,
367 not fewer than three in social studies, not fewer than two in science,
368 not fewer than one in the arts or vocational education and not fewer
369 than one in physical education.

370 (b) Commencing with classes graduating in 2004, and for each
371 graduating class thereafter, no local or regional board of education
372 shall permit any student to graduate from high school or grant a

373 diploma to any student who has not satisfactorily completed a
374 minimum of twenty credits, not fewer than four of which shall be in
375 English, not fewer than three in mathematics, not fewer than three in
376 social studies, including at least a one-half credit course on civics and
377 American government, not fewer than two in science, not fewer than
378 one in the arts or vocational education and not fewer than one in
379 physical education.

380 (c) Any student who presents a certificate from a physician stating
381 that, in the opinion of the physician, participation in physical
382 education is medically contraindicated because of the physical
383 condition of such student, shall be excused from the physical
384 education requirement, provided the credit for physical education may
385 be fulfilled by an elective.

386 (d) Determination of eligible credits shall be at the discretion of the
387 local or regional board of education, provided the primary focus of the
388 curriculum of eligible credits corresponds directly to the subject matter
389 of the specified course requirements. The local or regional board of
390 education may permit a student to graduate during a period of
391 expulsion pursuant to section 10-233d, if the board determines the
392 student has satisfactorily completed the necessary credits pursuant to
393 this section. The requirements of this section shall apply to any student
394 requiring special education pursuant to section 10-76a, except when
395 the planning and placement team for such student determines the
396 requirement not to be appropriate. For purposes of this section, a
397 credit shall consist of not less than the equivalent of a forty-minute
398 class period for each school day of a school year except for a credit or
399 part of a credit toward high school graduation earned at (1) an
400 institution accredited by the Department of Higher Education or
401 regionally accredited, or (2) through online coursework that is in
402 accordance with a credit recovery program offered pursuant to section
403 6 of this act.

404 (e) Only courses taken in grades nine through twelve, inclusive,

405 shall satisfy this graduation requirement, except that a local or regional
406 board of education may grant a student credit (1) toward meeting a
407 specified course requirement upon the successful completion in grade
408 seven or eight of any course, the primary focus of which corresponds
409 directly to the subject matter of a specified course requirement in
410 grades nine to twelve, inclusive; (2) toward meeting the high school
411 graduation requirement upon completion of a world language course
412 offered privately through a nonprofit provider, provided such student
413 achieves a passing grade on an examination prescribed, within
414 available appropriations, by the Commissioner of Education and such
415 credits do not exceed four; (3) toward meeting the high school
416 graduation requirement upon achievement of a passing grade on a
417 subject area proficiency examination identified and approved, within
418 available appropriations, by the Commissioner of Education,
419 regardless of the number of hours the student spent in a public school
420 classroom learning such subject matter; [or] (4) toward meeting the
421 high school graduation requirement upon the successful completion of
422 coursework at an institution accredited by the Department of Higher
423 Education or regionally accredited. One three-credit semester course,
424 or its equivalent, at such an institution shall equal one-half credit for
425 purposes of this section; or (5) toward meeting the high school
426 graduation requirement upon the successful completion of online
427 coursework as part of a credit recovery program offered by a local or
428 regional board of education pursuant to section 6 of this act.

429 (f) A local or regional board of education may offer one-half credit
430 in community service which, if satisfactorily completed, shall qualify
431 for high school graduation credit pursuant to this section, provided
432 such community service is supervised by a certified school
433 administrator or teacher and consists of not less than fifty hours of
434 actual service that may be performed at times when school is not
435 regularly in session and not less than ten hours of related classroom
436 instruction. For purposes of this section, community service does not
437 include partisan political activities. The State Board of Education shall
438 assist local and regional boards of education in meeting the

439 requirements of this section.

440 (g) A local or regional board of education may award a diploma to a
441 veteran of World War II, pursuant to section 27-103, who left high
442 school prior to graduation in order to serve in the armed forces of the
443 United States and did not receive a diploma as a consequence of such
444 service.

445 Sec. 6. (NEW) (*Effective July 1, 2010*) A local or regional board of
446 education for a school district with a dropout rate of eight per cent or
447 greater in the previous school year, shall establish an online credit
448 recovery program. Such program shall allow those students who are
449 identified by certified personnel as in danger of failing to graduate to
450 complete online coursework approved by the Department of
451 Education for credit toward meeting the high school graduation
452 requirement pursuant to section 10-221a of the general statutes, as
453 amended by this act. Each school in the school district shall designate,
454 from among existing staff, an online learning coordinator who shall
455 administer and coordinate the online credit recovery program
456 pursuant to this section.

457 Sec. 7. Subsection (f) of section 10-221 of the general statutes is
458 repealed and the following is substituted in lieu thereof (*Effective July*
459 *1, 2010*):

460 (f) Not later than September 1, 1998, each local and regional board of
461 education shall develop, adopt and implement written policies and
462 procedures to encourage parent-teacher communication. These policies
463 and procedures may include monthly newsletters, required regular
464 contact with all parents, flexible parent-teacher conferences, drop-in
465 hours for parents, home visits and the use of technology such as
466 homework hot lines to allow parents to check on their children's
467 assignments and students to get assistance if needed. For the school
468 year commencing July 1, 2010, and each school year thereafter, such
469 policies and procedures shall require the district to conduct two
470 parent-teacher conferences for each school year.

471 Sec. 8. (*Effective July 1, 2010*) (a) There is established a task force to
472 study and monitor the academic achievement gap between racial and
473 socioeconomic groups in Connecticut by considering effective
474 approaches to closing the achievement gap in elementary, middle and
475 high schools. The task force shall consider, but not be limited to, the
476 following: (1) Systematic education planning; (2) best practices in
477 public education; (3) professional development for teachers; and (4)
478 parental involvement in public education.

479 (b) The task force shall consist of the following members:

480 (1) Two appointed by the speaker of the House of Representatives;

481 (2) Two appointed by the president pro tempore of the Senate;

482 (3) One appointed by the majority leader of the House of
483 Representatives;

484 (4) One appointed by the majority leader of the Senate;

485 (5) One appointed by the minority leader of the House of
486 Representatives;

487 (6) One appointed by the minority leader of the Senate;

488 (7) The Commissioner of Education, or the commissioner's designee;

489 (c) Any member of the task force appointed under subdivision (1),
490 (2), (3), (4), (5) or (6) of subsection (b) of this section may be a member
491 of the General Assembly.

492 (d) All appointments to the task force shall be made no later than
493 August 1, 2010, and shall reflect the geographic and cultural diversity
494 of the state and shall have experience in business, education and
495 philanthropic organizations. Any vacancy shall be filled by the
496 appointing authority.

497 (e) The speaker of the House of Representatives and the president

498 pro tempore of the Senate shall select the chairpersons of the task
499 force, from among the members of the task force. Such chairpersons
500 shall schedule the first meeting of the task force, which shall be held no
501 later than September 1, 2010.

502 (f) The administrative staff of the joint standing committee of the
503 General Assembly having cognizance of matters relating to education
504 shall serve as administrative staff of the task force.

505 (g) Not later than January 1, 2011, the task force shall submit a
506 report on its findings and recommendations to the joint standing
507 committee of the General Assembly having cognizance of matters
508 relating to education, in accordance with the provisions of section 11-
509 4a of the general statutes. The task force shall terminate on the date
510 that it submits such report or January 1, 2011, whichever is later.

511 Sec. 9. Subdivision (22) of section 10-262f of the 2010 supplement to
512 the general statutes is repealed and the following is substituted in lieu
513 thereof (*Effective July 1, 2010*):

514 (22) "Resident students" means the number of pupils of the town
515 enrolled in public schools at the expense of the town on [October]
516 March first or the full school day immediately preceding such date,
517 provided the number shall be decreased by the Department of
518 Education for failure to comply with the provisions of section 10-16
519 and shall be increased by one one-hundred-eightieth for each full-time
520 equivalent school day in the school year immediately preceding such
521 date of at least five hours of actual school work in excess of one
522 hundred eighty days and nine hundred hours of actual school work
523 and be increased by the full-time equivalent number of such pupils
524 attending the summer sessions immediately preceding such date at the
525 expense of the town; "enrolled" shall include pupils who are scheduled
526 for vacation on the above date and who are expected to return to
527 school as scheduled. Pupils participating in the program established
528 pursuant to section 10-266aa shall be counted in accordance with the
529 provisions of subsection (h) of section 10-266aa.

530 Sec. 10. (NEW) (*Effective July 1, 2010*) (a) For the school year
531 commencing July 1, 2011, and each school year thereafter, each local
532 and regional board of education shall provide an advanced placement
533 course program that has been approved by the State Board of
534 Education pursuant to subsection (c) of this section. Such program
535 shall identify students in the tenth grade, using appropriate data, who
536 are eligible to complete such advanced placement courses. For
537 purposes of this section, "advanced placement course program" means
538 a program that provides courses at the high school level for which an
539 advanced placement examination is available through the College
540 Board.

541 (b) On or before October fifteenth each year, the local or regional
542 board of education shall submit a report to the State Board of
543 Education regarding its school district's advanced placement course
544 program. Such report shall include, but not be limited to, the number
545 of students enrolled in advanced placement courses for the current
546 school year, a list of the advanced placement courses being offered for
547 the school year, and an analysis of the results of students who took
548 advanced placement examinations following completion of an
549 advanced placement course during the prior school year.

550 (c) (1) The State Board of Education shall establish a process for
551 approving advanced placement course programs offered by local and
552 regional boards of education. Each local and regional board of
553 education shall submit such information on its contemplated advanced
554 placement course program, as the Commissioner of Education
555 prescribes, for purposes of such approval. The State Board of
556 Education shall develop guidelines to aid local and regional boards of
557 education in the development of advanced placement course
558 programs. Such guidelines shall describe the essential components of
559 an advanced placement course program that are necessary for a
560 program to be approved. (2) The State Board of Education shall
561 develop training guidelines for teachers of advanced placement
562 courses. Such training guidelines shall include a training requirement

563 that prepares teachers for teaching advanced placement courses to a
 564 diversified student body.

This act shall take effect as follows and shall amend the following sections:		
Section 1	<i>July 1, 2010</i>	10-223e
Sec. 2	<i>July 1, 2010</i>	New section
Sec. 3	<i>July 1, 2010</i>	10-151b
Sec. 4	<i>July 1, 2010</i>	New section
Sec. 5	<i>July 1, 2010</i>	10-221a
Sec. 6	<i>July 1, 2010</i>	New section
Sec. 7	<i>July 1, 2010</i>	10-221(f)
Sec. 8	<i>July 1, 2010</i>	New section
Sec. 9	<i>July 1, 2010</i>	10-262f(22)
Sec. 10	<i>July 1, 2010</i>	New section

Statement of Purpose:

To allow parents to vote to restructure a school that has been identified as in need of improvement pursuant to the federal No Child Left Behind Act; to establish an income tax reimbursement pilot competitive grant program for teachers in priority school districts; to include student academic growth as a factor in educator performance evaluations; to create an online credit recovery program for school districts with dropout rates of eight per cent or greater; to require school districts to conduct two parent-teacher conferences per school year; to establish a task force responsible for examining the achievement gap in Connecticut; to change the date of counting students for purposes of ECS from October first to March first and to require school districts to implement an advanced placement course program.

[Proposed deletions are enclosed in brackets. Proposed additions are indicated by underline, except that when the entire text of a bill or resolution or a section of a bill or resolution is new, it is not underlined.]