



General Assembly

**Amendment**

January Session, 2011

LCO No. 7652

**\*SB0092907652SD0\***

Offered by:

SEN. STILLMAN, 20<sup>th</sup> Dist.

REP. MILLER P., 145<sup>th</sup> Dist.

REP. FLEISCHMANN, 18<sup>th</sup> Dist.

REP. ROJAS, 9<sup>th</sup> Dist.

SEN. HARP, 10<sup>th</sup> Dist.

REP. HOLDER-WINFIELD, 94<sup>th</sup> Dist.

REP. MCCRORY, 7<sup>th</sup> Dist.

To: Subst. Senate Bill No. 929

File No. 796

Cal. No. 490

**"AN ACT CONCERNING CLOSING THE ACADEMIC ACHIEVEMENT GAP."**

- 
- 1 In line 1, after "Section 1." insert "(NEW)"
  - 2 In line 19, strike "implementing the changes to" and insert
  - 3 "changing" in lieu thereof
  - 4 In line 19, strike "of" and insert "for" in lieu thereof
  - 5 In line 21, strike ", as amended by this act," and insert "from January
  - 6 first of the school year to October first of the school year,"
  - 7 In line 22, strike "providing" and insert "the creation of" in lieu
  - 8 thereof
  - 9 In line 22, strike "to" and insert "for" in lieu thereof
  - 10 In line 25, after "time." insert "For purposes of this section,

11 "achievement gaps" means the existence of a significant disparity in the  
12 academic performance of students among and between (A) racial  
13 groups, (B) ethnic groups, (C) socioeconomic groups, (D) genders, and  
14 (E) English language learners and students whose primary language is  
15 English."

16 In line 54, strike "January" and insert "July" in lieu thereof

17 Strike section 4 in its entirety and renumber the remaining sections  
18 and internal references accordingly

19 Strike line 163 in its entirety and insert "(2) grades one to three,  
20 inclusive, [in] at the beginning, middle [of the school year] and" in lieu  
21 thereof

22 In line 164, bracket "at the"

23 In line 170, bracket "a" and after the closing bracket insert "the  
24 beginning,"

25 In line 170, insert an opening bracket before "of"

26 In line 171, insert a closing bracket after "year" and before "or"

27 In line 173, strike "priority"

28 In line 174, strike "school district"

29 In line 175, strike "priority school district"

30 In line 180, strike "priority school district"

31 In line 196, strike "priority school district"

32 In line 199, strike "priority school district"

33 In line 204, strike "priority school district"

34 In line 223, strike "priority school district"

35 In line 238, after "may" insert "assess the reading levels of students  
36 more than two times a year and"

37 In line 242, after "schools." insert "The schools participating in the  
38 pilot study shall comply with federal assessment requirements."

39 In line 245, after "organizations." insert "The commissioner may  
40 accept funds from private sources and from any state or federal  
41 grants."

42 After the last section, add the following and renumber sections and  
43 internal references accordingly:

44 "Sec. 501. (NEW) (*Effective July 1, 2011*) Not later than July 1, 2012,  
45 the Department of Education shall approve and make available model  
46 curricula and frameworks in reading and mathematics for grades  
47 prekindergarten to grade four, inclusive, for use by local and regional  
48 boards of education for school districts or individual schools identified  
49 by the department as having academic achievement gaps. Such  
50 curricula and frameworks shall be culturally relevant, research-based  
51 and aligned with student achievement standards adopted by the State  
52 Board of Education. For purposes of this section, "achievement gaps"  
53 means the existence of a significant disparity in the academic  
54 performance of students among and between (1) racial groups, (2)  
55 ethnic groups, (3) socioeconomic groups, (4) genders, and (5) English  
56 language learners and students whose primary language is English.

57 Sec. 502. Section 10-4q of the general statutes is repealed and the  
58 following is substituted in lieu thereof (*Effective July 1, 2011*):

59 (a) The State Board of Education shall establish a State Education  
60 Resource Center to assist the board in the provision of programs and  
61 activities that will promote educational equity and excellence. Such  
62 activities, to be provided by the State Education Resource Center or a  
63 regional educational service center, may include training and  
64 continuing education seminars, publication of technical materials,  
65 research and evaluation, and other related activities. The center may

66 support programs and activities concerning early childhood education,  
67 the federal No Child Left Behind Act, P.L. 107-110, and closing the  
68 academic achievement gap between socio-economic subgroups, and  
69 other related programs.

70 (b) The Commissioner of Education, with the assistance of the State  
71 Education Resource Center, may provide grants to local and regional  
72 boards of education for districts identified as in need of improvement  
73 under the provisions of section 10-223e. The grants shall be for the  
74 creation and acquisition of new curricula, training in the use of the  
75 curricula and related supporting textbooks and other materials. Local  
76 and regional boards of education may use such grants only for  
77 curricula, training and related textbooks and materials that have been  
78 authorized by the commissioner. Local and regional boards of  
79 education shall apply for grants pursuant to this subsection at such  
80 time and in such manner as the commissioner prescribes, and the  
81 commissioner shall determine the amount of the grant awards.

82 (c) Within available appropriations, the Department of Education  
83 shall establish a Connecticut School Reform Resource Center within  
84 the State Education Resource Center established pursuant to  
85 subsection (a) of this section or by contract through a regional  
86 educational service center. The center shall operate year-round and  
87 focus on serving the needs of all public schools. The center shall (1)  
88 publish and distribute reports on the most effective practices for  
89 improving student achievement by successful schools, (2) provide a  
90 program of professional development activities for (A) school leaders,  
91 including curriculum coordinators, principals, superintendents and  
92 board of education members, and (B) teachers to educate such students  
93 that includes research-based child development and reading  
94 instruction tools and practices, (3) provide information on successful  
95 models for evaluating student performance and managing student  
96 data, (4) develop strategies for assisting such students who are in  
97 danger of failing, (5) develop culturally-relevant methods for  
98 educating students whose primary language is not English, and [(4)]  
99 (6) provide other programs and materials to assist in the improvement

100 of public schools."