

Governor's Bill No. 24

AN ACT CONCERNING EDUCATIONAL COMPETITIVENESS.

Summary (Provided by Jacob Werblow):

After reading the 160 pages of this bill, here are the essentials:

- MORE mandated standardized testing (for all students in all grades) & no explanation of how the State plans to pay for the cost of these tests
- Poor test scores will result in the firing of teachers & administrators
- After two years, poor test scores will allow public schools to be replaced by charter schools (many of which are privately run, don't hire credentialed teachers, and are not supported by the literature).
- Increased GPA requirements for Teacher Education Programs and standardized tests performance (which will *decrease* the number of qualified students of color and non-traditional students from entering the profession).
- Allow private companies to run teacher education programs (replacing universities).
- Money will be taken from the State Education budget and be offered through competitive grants (much like Race to the Top, where there will be winners and losers).

If the Bill were to (actually) help children, it would do the following (but it doesn't):

- **Address poverty directly** - CT has the largest achievement gap because it has the largest income inequality. We have the wealthiest areas in the country and the 3 of the 4 poorest urban cities. The poor need healthcare, jobs that pay living wages, safe neighborhoods, etc... (poverty is the largest predictor of standardized test scores).
- **Integrate school Districts by Race and Class** – create metro districts around Hartford, Bridgeport, and Stamford counties to desegregate our public schools (integration is research based) – offering \$70k to individual school's will still leave most kids in segregated schools
- **End (not expand) mandated standardized testing** - it's a waste of money, we already know which schools are low performing, and children hate standardized tests (15,000 CT kids on Facebook on "I hate CMT" pages) (Finland only has one mandated standardized test, k-12).
- **Increase funding for all schools** as recommended by the State Supreme Court (CCJEF vs. Rell Case)
- **Fund Magnet schools entirely by the State**, so that local districts are no longer punished by having to pay for students who attend them (local districts are already underfunded because the ECS was never fully funded)
- **Require & Fund more certified teachers in the classroom** – In Finland, there are two certified teachers in every classroom

- **Redesign every elementary school around a dual-language model** focused on the 21st Century skills of cooperation, theme-based projects, and creativity- Nearly all of Europe, Canada, China, and India have dual language schools.
- Create quality **early childhood education for all.**

39) "District performance index" means the number obtained when using the mastery test data of record by (A) weighting the performance in each subject area as follows: (i) Zero for below basic, (ii) twenty-five per cent for basic, (iii) fifty per cent for proficient, (iv) seventy-five per cent for goal, and (v) one hundred per cent for advanced, and (B) adding such results and dividing by the number of subject areas.

Sec. 7.

(b) (1) The local board of education of the school district in which a student enrolled in a local charter school resides shall pay, annually, in accordance with its charter, to the fiscal authority for the charter school for each such student the amount specified in its charter...

(2) For the fiscal year ending June 30, 2013, and each fiscal year thereafter, the local or regional board of education of the school district in which a student enrolled in a state charter school resides shall pay, annually, such state charter school one thousand dollars for each student enrolled on October first of the current school year.

(c) (1) The state shall pay in accordance with this subsection, to the fiscal authority for a state charter school for each student enrolled in such school, for the fiscal year ending [June 30, 2006, seven thousand six hundred twenty-five dollars, for the fiscal year ending June 30, 2007,

(f) The local or regional board of education of the school district in which the charter school is located shall provide transportation services for students of the charter school who reside in such school district pursuant to section

Sec.8.

(1) Notwithstanding the provisions of section 10-153d of the general statutes, as amended by this act, or any other provision of the general statutes to the contrary, the State Board of Education **may limit the scope of collective bargaining for school**

professionals and persons holding charter school educator permits as described in section 10-66dd of the general statutes, to be employed by the local charter school to the following: (A) Salaries, (B) leave time, (C) vacation, and (D) insurance benefits;

3) (A) For the fiscal year ending June 30, 2013, and each fiscal year thereafter, the State Board of Education may approve, within available appropriations, a grant of up to five hundred thousand dollars to the local charter school applicant in order to assist with start-up costs associated with establishment of the local charter school.

Sec. 10

4 (d) On or before October 1, 2016, and annually thereafter, the Commissioner of Education shall submit recommendations to incentivize small district consolidation regarding

Sec.13

(c) (1) The maximum amount each interdistrict magnet school program, except those described in subparagraphs (A) to (F), inclusive, of subdivision (3) of this subsection, shall be eligible to receive per enrolled student who is not a resident of the town operating the magnet school shall be (A) six thousand sixteen dollars for the fiscal year ending June 30, 2008,

Sec.18

a) ~~[In conformance with the No Child Left Behind Act, P.L. 107-110, the Commissioner]~~ The Department of Education shall prepare a state-wide ~~[education accountability]~~ performance management and support plan, consistent with federal law and regulation. Such plan shall (1) identify ~~[the schools and]~~ districts in need of improvement, ~~[require the development and implementation of improvement plans and utilize rewards and consequences]~~ (2) classify schools into five performance categories, to be referred to numerically pursuant to this section, of which category five represents the lowest performing schools, and (3) identify a category of schools with low performing subgroups of students which shall be designated as focus schools. Criteria may include measures of student achievement and growth in aggregate student achievement or for student subgroups over time, including any period of time prior to July 1, 2012.

(c) (1) Any [school or] school district identified as in need of improvement, [pursuant to subsection (a) of this section and requiring corrective action pursuant to the requirements of the No Child Left Behind Act, P.L. 107-110,] [school classified as a category four or five school, or school designated as a focus school](#) shall be designated and listed as [a] low achieving [school or school district] and shall be subject to intensified supervision and direction by the State Board of Education.

(2) Notwithstanding any provision of this title or any regulation adopted pursuant to said statutes, except as provided in subdivision (3) of this subsection, in carrying out the provisions of subdivision (1) of this subsection, the State Board of Education shall take any of the following actions to improve student performance [of the school, school district, a particular school in the district or among student subgroups](#), and remove the school or district from the list of schools or districts designated and listed as a low achieving school or district pursuant to said subdivision (1), and to address other needs of the school or district: ... (C) provide incentives to attract highly qualified teachers and principals; (D) direct the transfer and assignment of teachers and principals;... (G) identify schools for reconstitution, as may be phased in by the commissioner, as state or local charter schools, schools established pursuant to section 10-74g, innovation schools established pursuant to section 10-74h, or schools based on other models for school improvement, or for management by an entity other than the local or regional board of education for the district in which the school is located...] (N) [require the appointment of \(i\) a superintendent, approved by the Commissioner of Education, or \(ii\) a special master, selected by the commissioner, whose authority is consistent with the provisions of section 138 of public act 11-61, and whose term shall be for one fiscal year, except that the State Board of Education may extend such period;](#)

[\(4\) \(d\)](#)

If a district fails to make acceptable progress toward meeting such benchmarks established by the State Board of Education and fails to make adequate yearly progress pursuant to the requirements of the No Child Left Behind Act, P.L. 107-110, for two consecutive years while designated as a low achieving school district, the State Board of Education, after consultation with the Governor and chief elected official or officials of the district, may (1) request that the General Assembly enact legislation authorizing that control of the district be reassigned to the State Board of Education or other authorized

entity, or (2) notwithstanding the provisions of chapter 146, any special act, charter or ordinance, grant the Commissioner of Education the authority to reconstitute the local or regional board of education for such school district in accordance with the provisions of subsection (h) of this section

(e) Any school district or elementary school after two successive years of failing to make adequate yearly progress shall be designated as a low achieving school district or school and shall be evaluated by the Commissioner of Education. After such evaluation, the commissioner may require that such school district or school provide full-day kindergarten classes, summer school, extended school day, weekend classes, tutorial assistance to its students or professional development to its administrators, principals, teachers and paraprofessional teacher aides if

(d) Notwithstanding any provision of the general statutes to the contrary, the Commissioner of Education, in accordance with the provisions of section 10-4, may take any of the following actions to improve low achieving schools:

9 (A) The commissioner shall develop criteria to identify exemplary teachers and administrators, based on performance evaluations conducted pursuant to section 10-151b, as amended by this act, and other available measures, and provide incentives, including, but not limited to, financial incentives and enhanced career ladder and career advancement opportunities to encourage such teachers and administrators to work and excel in commissioner's network schools.

(f) The Department of Education shall develop a comprehensive plan to encourage exemplary teachers and administrators, as identified by performance evaluations, conducted pursuant to section 10-151b,

(3) Expand the capacity of nonprofit and private organizations currently working in the state to stimulate teacher and administrator leadership and career advancement

opportunities in such schools and school districts, and enable other such organizations to do the same.

Sec. 24. (NEW) (*Effective July 1, 2012*) (a) The Department of Education shall create a program known as the Connecticut School Leadership Academy to provide educational management and professional development programming to school leaders who are certified teachers or administrators of teachers or administrators in an alternative route

to certification program. Participation in the Connecticut School Leadership Academy shall be by application, submitted in a form and manner prescribed by the department, for school leaders from schools or school districts designated as low achieving schools or school districts.

(b) The Department of Education shall, within available appropriations, provide grants to the Connecticut School Leadership Academy. The Connecticut School Leadership Academy may charge tuition to local or regional boards of education or any individual participating in the program pursuant to subsection (a) of this section.

Sec.26.

(5) "Master educator certificate" means a license to teach issued on or after July 1, 2013, to a person who (A) has attained tenure, pursuant to section 10-151, as amended by this act, (B) has completed not less than five years of teaching in a public school or private special education facility approved by the State Board of Education, (C) holds a master's degree in an evaluation-informed course of study from a program approved by the State Board of Education or from a college or university accredited by the Board of Regents for Higher Education or the State Board of Education or regionally accredited, and (D) has not less than three exemplary evaluations in the preceding five years through a teacher evaluation program pursuant to section 10-151b, as amended by this act. Said certificate shall be renewed every five years after issuance upon the demonstration that such person has received not less than three exemplary evaluations during the period such person has held such master educator certificate;

Sec. 28

(B) (v) Possesses an undergraduate college overall grade point average of at least ["B"] "B plus" or,

Sec. 30

C.

(c) Such guidelines shall [provide guidance on] use four designators when evaluating teacher performance: Developing, proficient, exemplary and below standard. Such guidelines shall require the use of multiple indicators of student academic growth in teacher evaluations. Such guidelines shall include, but not be limited to: (1) Methods for assessing student academic growth; (2) a consideration of control factors tracked by the state-wide public school information system, pursuant to subsection (c) of section 10-10a, that may influence teacher performance ratings, including, but not limited to,

student characteristics, student attendance and student mobility; and (3) minimum requirements for teacher evaluation instruments and procedures.

Sec. 37

(a) No person shall be formally admitted to a State Board of Education approved teacher preparation program until such person has achieved satisfactory scores on the state reading, writing and mathematics competency examination prescribed by and administered under the direction of the State Board of Education, or has qualified for a waiver of such test based on criteria established by the State Board of Education.

Sec. 50

Each local or regional board of education with jurisdiction over an elementary or middle school that fails to **[make adequate yearly progress based on whole school academic achievement]** meet accountability benchmarks in mathematics, reading, or both, as determined under the state-wide [accountability] performance management and support plan adopted under section 10-223e, as amended by this act, **[for two consecutive years]** and is classified as a category three school, may reorganize such school to provide that:

3) Each class in each academy have a ninety-minute mathematics block and a two-hour literacy block every day....

(5) All teachers in the school of the same grade level meet weekly to plan lessons.

(6) Teachers meet daily in teams based on grade level to plan lessons.

(7) Teachers meet once a week with the team leader and the school principal to look at student work and data, evaluate instruction and make adjustments and changes in instruction.

Sec. 52

(B) (b) Any person, association, corporation, organization or other entity, public or independent institution of higher education, local or regional board of education or two or more boards of education cooperatively, or regional educational service center may apply to the Commissioner of Education, at such time and in such manner as the commissioner prescribes, to establish a charter school,

