



General Assembly

Substitute Bill No. 5350

February Session, 2012

* _____HB05350APP__040412_____*

**AN ACT CONCERNING THE EXPANSION OF THE PILOT STUDY OF
BEST PRACTICES IN EARLY LITERACY AND CLOSING ACADEMIC
ACHIEVEMENT GAPS.**

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

1 Section 1. Section 5 of public act 11-85 is repealed and the following
2 is substituted in lieu thereof (*Effective July 1, 2012*):

3 (a) As used in this section:

4 (1) "Achievement gaps" means the existence of a significant
5 disparity in the academic performance of students among and between
6 (A) racial groups, (B) ethnic groups, (C) socioeconomic groups, (D)
7 genders, and (E) English language learners and students whose
8 primary language is English.

9 (2) "District performance index" means the sum of the district
10 subject performance indices for mathematics, reading, writing and
11 science.

12 (3) "District subject performance index for mathematics" means
13 thirty per cent multiplied by the sum of the mastery test data of record,
14 as defined in section 10-262f of the general statutes, for a district for
15 mathematics weighted as follows: (A) Zero for the percentage of
16 students scoring below basic, (B) twenty-five per cent for the
17 percentage of students scoring at basic, (C) fifty per cent for the

18 percentage of students scoring at proficient, (D) seventy-five per cent
19 for the percentage of students scoring at goal, and (E) one hundred per
20 cent for the percentage of students scoring at advanced.

21 (4) "District subject performance index for reading" means thirty per
22 cent multiplied by the sum of the mastery test data of record, as
23 defined in section 10-262f of the general statutes, for a district for
24 reading weighted as follows: (A) Zero for the percentage of students
25 scoring below basic, (B) twenty-five per cent for the percentage of
26 students scoring at basic, (C) fifty per cent for the percentage of
27 students scoring at proficient, (D) seventy-five per cent for the
28 percentage of students scoring at goal, and (E) one hundred per cent
29 for the percentage of students scoring at advanced.

30 (5) "District subject performance index for writing" means thirty per
31 cent multiplied by the sum of the mastery test data of record, as
32 defined in section 10-262f of the general statutes, for a district for
33 writing weighted as follows: (A) Zero for the percentage of students
34 scoring below basic, (B) twenty-five per cent for the percentage of
35 students scoring at basic, (C) fifty per cent for the percentage of
36 students scoring at proficient, (D) seventy-five per cent for the
37 percentage of students scoring at goal, and (E) one hundred per cent
38 for the percentage of students scoring at advanced.

39 (6) "District subject performance index for science" means ten per
40 cent multiplied by the sum of the mastery test data of record, as
41 defined in section 10-262f of the general statutes, for a district for
42 science weighted as follows: (A) Zero for the percentage of students
43 scoring below basic, (B) twenty-five per cent for the percentage of
44 students scoring at basic, (C) fifty per cent for the percentage of
45 students scoring at proficient, (D) seventy-five per cent for the
46 percentage of students scoring at goal, and (E) one hundred per cent
47 for the percentage of students scoring at advanced.

48 (7) "Educational reform district" means a school district that is in a
49 town that is among the ten lowest district performance indices when

50 all towns are ranked highest to lowest in district performance indices
51 scores.

52 [The] (b) On or before April 1, 2012, the Commissioner of Education
53 may identify schools to participate in a pilot study for the purposes of
54 promoting best practices in early literacy and closing the academic
55 achievement gaps. For the school year commencing July 1, 2012, and
56 any school year thereafter in which the pilot study is conducted, the
57 Commissioner of Education may select additional schools to
58 participate in the pilot study, provided such schools are located in
59 educational reform districts. The pilot study may assess the reading
60 levels of students more than two times a year and utilize various
61 assessment tools, including, but not limited to, assessments conducted
62 pursuant to section 10-265g of the general statutes, as amended by
63 public act 11-85, and assessments developed or approved pursuant to
64 section 2 of this act. The Commissioner of Education may waive the
65 assessments, described in said section 10-265g, for certain grade levels
66 in participating schools. The schools participating in the pilot study
67 shall comply with federal assessment requirements. The Department
68 of Education may research and evaluate participating schools and such
69 research and evaluation may be conducted in conjunction with
70 external groups or organizations. The commissioner may accept funds
71 from private sources and from any state or federal grants. Not later
72 than October 1, 2013, the department shall report to the joint standing
73 committee of the General Assembly having cognizance of matters
74 relating to education, in accordance with the provisions of section 11-
75 4a of the general statutes, on the findings of the pilot study. [For
76 purposes of this section, "achievement gaps" means the existence of a
77 significant disparity in the academic performance of students among
78 and between (1) racial groups, (2) ethnic groups, (3) socioeconomic
79 groups, (4) genders, and (5) English language learners and students
80 whose primary language is English.]

81 Sec. 2. (NEW) (*Effective July 1, 2012*) On or before July 1, 2014, the
82 Department of Education shall develop or approve reading
83 assessments for use by local and regional boards of education to

84 identify students in kindergarten to grade three, inclusive, who are
85 reading deficient, provided any reading assessments developed or
86 approved by the department include frequent screening and progress
87 monitoring of students. Such reading assessments shall (1) measure
88 phonics, phonemic awareness, fluency, vocabulary, and
89 comprehension, (2) provide opportunities for periodic formative
90 assessment during the school year, (3) produce data that is useful for
91 assisting in the development of individual and classroom instruction,
92 and (4) be compatible with best practices in reading instruction and
93 research.

94 Sec. 3. (NEW) (*Effective July 1, 2012*) (a) Any local or regional board
95 of education identified by the Department of Education that
96 disproportionately and inappropriately identifies minority students as
97 requiring special education services because such students have a
98 reading deficiency in contravention of the provisions of subparagraph
99 (A) of subdivision (4) of subsection (a) of section 10-76ff of the general
100 statutes, shall annually submit a report to the department on the plan
101 adopted by such board that reduces the misidentification of such
102 minority students by improving reading assessments and
103 interventions for students in kindergarten to grade three, inclusive.

104 (b) The Department of Education shall study the plans and
105 strategies used by a local or regional board of education that
106 demonstrate improvement in the reduction of the misidentification of
107 minority students requiring special education under this section. Such
108 study shall examine the correlation between improvements in teacher
109 training in the science of reading and the reduction in misidentification
110 of students requiring special education services.

111 (c) For purposes of this section, "minority students" means those
112 whose race is defined as other than white, or whose ethnicity is
113 defined as Hispanic or Latino by the federal Office of Management and
114 Budget for use by the Bureau of Census of the United States
115 Department of Commerce.

116 Sec. 4. (NEW) (*Effective July 1, 2012*) (a) On or before July 1, 2014, the
 117 Commissioner of Education shall create a program of professional
 118 development in reading instruction for teachers. Such program of
 119 professional development shall (1) count towards the continuing
 120 education requirements pursuant to subsection (i) of section 10-145b of
 121 the general statutes, (2) be based on data collected from student
 122 reading assessments, (3) provide differentiated and intensified training
 123 in reading instruction for teachers, (4) be used to identify mentor
 124 teachers who will train teachers in reading instruction, and (5) outline
 125 how model classrooms will be established in schools for reading
 126 instruction.

127 (b) The Commissioner of Education shall annually review the
 128 continuing education training required under subdivision (1) of
 129 subsection (i) of section 10-145b of the general statutes for certified
 130 employees who hold a professional educator certificate with an early
 131 childhood nursery through grade three or an elementary endorsement
 132 and who hold a position requiring such an endorsement. The
 133 commissioner shall assess whether such training meets the state goals
 134 for student academic achievement through implementation of the
 135 common core state standards adopted by the State Board of Education,
 136 research-based interventions and the Individuals With Disabilities
 137 Education Act, 20 USC 1400 et seq., as amended from time to time. The
 138 commissioner shall submit such review to the joint standing committee
 139 of the General Assembly having cognizance of matters relating to
 140 education, in accordance with the provisions of section 11-4a of the
 141 general statutes.

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| This act shall take effect as follows and shall amend the following sections: | | |
| Section 1 | <i>July 1, 2012</i> | PA 11-85, Sec. 5 |
| Sec. 2 | <i>July 1, 2012</i> | New section |
| Sec. 3 | <i>July 1, 2012</i> | New section |
| Sec. 4 | <i>July 1, 2012</i> | New section |

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