



# House of Representatives

General Assembly

**File No. 469**

*January Session, 2013*

Substitute House Bill No. 6623

*House of Representatives, April 11, 2013*

The Committee on Education reported through REP. FLEISCHMANN of the 18th Dist., Chairperson of the Committee on the part of the House, that the substitute bill ought to pass.

## **AN ACT CONCERNING STUDENT ASSESSMENTS.**

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

1 Section 1. Section 10-14n of the general statutes is repealed and the  
2 following is substituted in lieu thereof (*Effective July 1, 2013*):

3 [(a) (1) Each student enrolled in the fourth grade in any public  
4 school shall annually take a state-wide mastery examination. For  
5 purposes of this section, a state-wide mastery examination is defined  
6 as an examination which measures whether or not a student has  
7 mastered essential grade-level skills in reading, language arts and  
8 mathematics. The mastery examination shall be provided by and  
9 administered under the supervision of the State Board of Education.

10 (2) Each student enrolled in the sixth grade and each student  
11 enrolled in the eighth grade in any public school shall annually take a  
12 state-wide mastery examination. Such mastery examination shall be  
13 provided by and administered under the supervision of the State

14 Board of Education.

15 (3) Annually each student enrolled in the tenth grade in any public  
16 school or any endowed or incorporated high school or academy  
17 approved by the State Board of Education pursuant to section 10-34  
18 shall take a state-wide mastery examination. Such mastery  
19 examination shall be provided by and administered under the  
20 supervision of the State Board of Education.

21 (b) Beginning in the 2005-2006 school year, the state-wide mastery  
22 examinations pursuant to subsection (a) of this section shall be  
23 administered in March or April.

24 (c) Notwithstanding the provisions of subsections (a) and (b) of this  
25 section, the state-wide mastery examinations pursuant to this section  
26 shall be administered as follows:

27 (1) Beginning in the 2005-2006 school year, each student enrolled in  
28 grades three to eight, inclusive, and ten in any public school shall,  
29 annually, in March or April, take a state-wide mastery examination  
30 that measures the essential and grade-appropriate skills in reading,  
31 writing and mathematics; and

32 (2) Beginning in the 2007-2008 school year, each student enrolled in  
33 grades five, eight and ten in any public school shall, annually, in  
34 March or April, take a state-wide mastery examination in science.]

35 (a) As used in this section, "mastery examination" means an  
36 examination or examinations, approved by the State Board of  
37 Education, that measure essential and grade-appropriate skills in  
38 reading, writing, mathematics or science.

39 (b) (1) For the school year commencing July 1, 2013, and each school  
40 year thereafter, each student enrolled in grades three to eight,  
41 inclusive, and grade ten or eleven in any public school shall, annually,  
42 in March or April, take a mastery examination in reading, writing and  
43 mathematics.

44     (2) For the school year commencing July 1, 2013, and each school  
45 year thereafter, each student enrolled in grade five, eight, ten or eleven  
46 in any public school shall, annually, in March or April, take a state-  
47 wide mastery examination in science.

48     ~~[(d)]~~ (c) Mastery examinations pursuant to subsection ~~[(c)]~~ (b) of this  
49 section shall be provided by and administered under the supervision  
50 of the State Board of Education.

51     ~~[(e) Student]~~ (d) The scores on each component of the ~~[state-wide~~  
52 ~~tenth grade]~~ mastery examination for each tenth or eleventh grade  
53 student may be included on the permanent record and transcript of  
54 each such student who takes such examination. ~~[provided, for a]~~ For  
55 each tenth or eleventh grade student who meets or exceeds the state-  
56 wide mastery goal level on any component of the ~~[state-wide tenth~~  
57 ~~grade]~~ mastery examination, a certification of having met or exceeded  
58 such goal level shall be made on the permanent record and the  
59 transcript of each such student and such student shall be issued a  
60 certificate of mastery for such component. Each tenth or eleventh  
61 grade student who fails to meet the mastery goal level on each  
62 component of said mastery examination may annually take or retake  
63 each such component at its regular administration until such student  
64 scores at or above each such state-wide mastery goal level or such  
65 student graduates or reaches age twenty-one.

66     ~~[(f) No such]~~ (e) ~~No~~ public school ~~[or endowed or incorporated high~~  
67 ~~school or academy]~~ may require achievement of a satisfactory score on  
68 ~~[the state-wide]~~ a mastery examination, or any subsequent retest on a  
69 component of such examination as the sole criterion of promotion or  
70 graduation.

71     ~~[(g) On and after July 1, 2003, mastery testing pursuant to this~~  
72 ~~section shall be in conformance with the testing requirements of the~~  
73 ~~No Child Left Behind Act, P.L. 107-110. The joint standing committee~~  
74 ~~of the General Assembly having cognizance of matters relating to~~  
75 ~~education shall, on or before February 1, 2004, evaluate the estimated~~  
76 ~~additional cost to the state and its local and regional boards of~~

77 education for compliance with the requirements of the No Child Left  
78 Behind Act, P.L. 107-110, net of appropriated federal funds for such  
79 purpose, and the comparable amount of estimated federal funds to be  
80 received by the state and its local and regional boards of education  
81 pursuant to the No Child Left Behind Act, P.L. 107-110 and report its  
82 findings and recommendations, if any, pursuant to the provisions of  
83 section 11-4a.]

84 [(h)] (f) [Within available appropriations, the Commissioner of  
85 Education shall, not later than October 1, 2007,] Not later than April 1,  
86 2013, the Commissioner of Education shall develop and implement a  
87 state-wide developmentally appropriate kindergarten assessment tool  
88 that measures a child's level of preparedness for kindergarten, but  
89 shall not be used as a measurement tool for program accountability  
90 pursuant to section 10-16s.

91 Sec. 2. (*Effective from passage*) The Department of Education shall  
92 conduct a study of the use of standardized tests in public schools. Such  
93 study shall include, but not be limited to, (1) the fiscal, administrative  
94 and educational impacts of standardized tests, including the impacts  
95 on instructional time, curricula, professional flexibility, administrative  
96 time and focus, and school district budgets; and (2) a review of  
97 standardized tests currently implemented and proposed in the state.  
98 Not later than July 1, 2014, the department shall submit such study and  
99 any recommendations to the joint standing committee of the General  
100 Assembly having cognizance of matters relating to education, in  
101 accordance with the provisions of section 11-4a of the general statutes.

102 Sec. 3. Subdivisions (15) and (16) of section 10-262f of the general  
103 statutes are repealed and the following is substituted in lieu thereof  
104 (*Effective July 1, 2013*):

105 (15) "Mastery percentage" of a town for any school year means,  
106 using the mastery test data of record for the mastery examination  
107 administered in such year, pursuant to section 10-14n, as amended by  
108 this act, the number obtained by dividing (A) the total number of valid  
109 tests with scores below the state-wide standard for remedial assistance,

110 as determined by the Department of Education, in each subject of the  
111 examinations pursuant to [subdivisions (1) and (2) of] subsection [(a)]  
112 (b) of section 10-14n, as amended by this act, taken by resident  
113 students, by (B) the total number of such valid tests taken by such  
114 students.

115 (16) "Mastery test data of record" means [(A) for any examination  
116 administered prior to the 2005-2006 school year, the data of record on  
117 the April thirtieth subsequent to the administration of the  
118 examinations pursuant to subdivisions (1) and (2) of subsection (a) of  
119 section 10-14n, except that school districts may, not later than the  
120 March first following the administration of an examination, file a  
121 request with the Department of Education for an adjustment of the  
122 mastery test data from such examination, and (B) for examinations  
123 administered in the 2005-2006 school year and each school year  
124 thereafter] for the school year commencing July 1, 2013, and each  
125 school year thereafter, the data of record on the December thirty-first  
126 subsequent to the administration of the mastery examinations  
127 pursuant to [subdivisions (1) and (2) of subsection (c)] subsection (b) of  
128 section 10-14n, as amended by this act, or such data adjusted by the  
129 Department of Education pursuant to a request by a local or regional  
130 board of education for an adjustment of the mastery test data from  
131 such examination filed with the department not later than the  
132 November thirtieth following the administration of [the] such  
133 examination.

134 Sec. 4. Section 10-19d of the general statutes is repealed and the  
135 following is substituted in lieu thereof (*Effective July 1, 2013*):

136 The Department of Education shall establish, within available  
137 appropriations, a high school mathematics and science challenge pilot  
138 program, which uses [student] performance results [for] on the  
139 mathematics and science [on the state-wide tenth grade] components  
140 of the mastery examination, given in accordance with the provisions of  
141 section 10-14n, as amended by this act, for students in grade ten or  
142 eleven to design and implement mathematics and science curricula for

143 students in the eleventh grade in the public high schools, including  
144 technical high schools. For purposes of the program, the  
145 Commissioner of Education may award grants to local and regional  
146 boards of education and technical high schools for demonstration  
147 projects. Local and regional boards of education and technical high  
148 schools seeking to participate in the pilot program shall apply to the  
149 department at such time and in such manner as the commissioner  
150 prescribes. The commissioner shall select a diverse group of  
151 participants based on the population, geographic location and  
152 economic characteristics of the school district or technical high school.  
153 Local and regional boards of education and technical high schools  
154 awarded grants under the program shall use grant funds for expenses  
155 for developing and implementing an instructional program in the  
156 mathematics and science subject areas targeting students who did not  
157 meet or exceed the level of proficiency in mathematics or science on  
158 such [state-wide tenth grade] mastery examination, and conduct an  
159 evaluation of the program, including an analysis of student testing  
160 performance before and after participation in the program.

161 Sec. 5. Subsection (e) of section 10-95 of the general statutes is  
162 repealed and the following is substituted in lieu thereof (*Effective July*  
163 *1, 2013*):

164 (e) The technical high school system board shall establish specific  
165 achievement goals for students at the technical high schools at each  
166 grade level. The board shall measure the performance of each technical  
167 high school and shall identify a set of quantifiable measures to be used.  
168 The measures shall include factors such as the performance of students  
169 in grade ten or eleven on the [state-wide tenth grade] mastery  
170 examination, under section 10-14n, as amended by this act, trade-  
171 related assessment tests, dropout rates and graduation rates.

172 Sec. 6. Subdivision (1) of subsection (b) of section 10-95m of the  
173 general statutes is repealed and the following is substituted in lieu  
174 thereof (*Effective July 1, 2013*):

175 (1) On or before January 1, 2002, the department shall describe (A)

176 the number and distribution of students by class in each of the  
177 technical high schools, (B) the format and contents of the initial data  
178 base developed to carry out the study, (C) the measures, such as the  
179 scores of students in grade ten or eleven on the [state-wide tenth  
180 grade] mastery examination, under section 10-14n, as amended by this  
181 act, grade point average, class rank, dropout rates, or trade specific  
182 assessment tests, selected to assess the ability of the individual  
183 components of the admissions score to predict success in the technical  
184 high school, and (D) any other factors the department deems relevant  
185 to conducting the study or understanding the results of the study;

186 Sec. 7. Subsection (b) of section 10-223a of the general statutes is  
187 repealed and the following is substituted in lieu thereof (*Effective July*  
188 *1, 2013*):

189 (b) On or before September 1, 2002, each local and regional board of  
190 education shall specify the basic skills necessary for graduation for  
191 classes graduating in 2006, and for each graduating class thereafter,  
192 and include a process to assess a student's level of competency in such  
193 skills. The assessment criteria shall include, but [shall] not be  
194 exclusively [be] based on, the results of the [tenth grade] mastery  
195 examination, pursuant to section 10-14n, as amended by this act, for  
196 students in grade ten or eleven. Each local and regional board of  
197 education shall identify a course of study for those students who have  
198 not successfully completed the assessment criteria to assist such  
199 students to reach a satisfactory level of competency prior to  
200 graduation.

201 Sec. 8. Subdivision (1) of subsection (i) of section 10-145b of the  
202 general statutes is repealed and the following is substituted in lieu  
203 thereof (*Effective July 1, 2013*):

204 (i) (1) The State Board of Education may revoke any certificate,  
205 authorization or permit issued pursuant to sections 10-144o to 10-149,  
206 inclusive, for any of the following reasons: (A) The holder of the  
207 certificate, authorization or permit obtained such certificate,  
208 authorization or permit through fraud or misrepresentation of a

209 material fact; (B) the holder has persistently neglected to perform the  
210 duties for which the certificate, authorization or permit was granted;  
211 (C) the holder is professionally unfit to perform the duties for which  
212 the certificate, authorization or permit was granted; (D) the holder is  
213 convicted in a court of law of a crime involving moral turpitude or of  
214 any other crime of such nature that in the opinion of the board  
215 continued holding of a certificate, authorization or permit by the  
216 person would impair the standing of certificates, authorizations or  
217 permits issued by the board; or (E) other due and sufficient cause. The  
218 State Board of Education shall revoke any certificate, authorization or  
219 permit issued pursuant to said sections if the holder is found to have  
220 intentionally disclosed specific questions or answers to students or  
221 otherwise improperly breached the security of any administration of a  
222 [state-wide] mastery examination, pursuant to section 10-14n, as  
223 amended by this act. In any revocation proceeding pursuant to this  
224 section, the State Board of Education shall have the burden of  
225 establishing the reason for such revocation by a preponderance of the  
226 evidence. Revocation shall be in accordance with procedures  
227 established by the State Board of Education pursuant to chapter 54.

228 Sec. 9. Subsection (a) of section 10-262l of the general statutes is  
229 repealed and the following is substituted in lieu thereof (*Effective July*  
230 *1, 2013*):

231 (a) Each local and regional board of education, within available  
232 appropriations, shall be eligible to receive a state grant of funds as a  
233 reward for demonstrating improvement in district-wide student  
234 achievement on the [state-wide] mastery examinations, under  
235 [subdivisions (1) and (2) of subsection (a)] subsection (b) of section 10-  
236 14n, as amended by this act. Each local and regional board of  
237 education shall receive a proportional share of the amount  
238 appropriated for purposes of this section based upon the improvement  
239 in its mastery goal improvement count, as defined in subdivision (31)  
240 of section 10-262f. The minimum grant for each eligible town shall be  
241 five hundred dollars. Each local and regional board of education shall  
242 expend grant funds pursuant to this section on behalf of its schools in a

243 manner consistent with each school's relative contribution to the level  
244 of mastery goal achievement within the district.

245 Sec. 10. Subsection (e) of section 10-265g of the general statutes is  
246 repealed and the following is substituted in lieu thereof (*Effective July*  
247 *1, 2013*):

248 (e) An individual reading plan that incorporates the competencies  
249 required for early reading success and explicit reading instruction as  
250 delineated in section 10-221l shall be maintained for a student who is  
251 substantially deficient in reading until the student achieves grade level  
252 proficiency, as determined by a reading assessment pursuant to  
253 subsection (b) of this section or a [state-wide] mastery examination,  
254 pursuant to section 10-14n, as amended by this act.

255 Sec. 11. Subsection (a) of section 10-265l of the general statutes is  
256 repealed and the following is substituted in lieu thereof (*Effective July*  
257 *1, 2013*):

258 (a) For the [2006-2007] school year commencing July 1, 2006, and  
259 each school year thereafter, each local and regional board of education  
260 for a priority school district pursuant to section 10-266p shall, within  
261 available appropriations, require the schools under its jurisdiction to  
262 develop and implement a personal reading plan, as described in  
263 section 10-265g, as amended by this act, for each student in grades  
264 three to five, inclusive, who fails to meet the state-wide standard for  
265 remedial assistance on the reading component of the [third, fourth or  
266 fifth grade] mastery examination, under section 10-14n, as amended by  
267 this act, unless the school principal determines that such additional  
268 instruction is not necessary based on the recommendations of the  
269 student's teacher.

270 Sec. 12. Section 10a-149b of the general statutes is repealed and the  
271 following is substituted in lieu thereof (*Effective July 1, 2013*):

272 At each public institution of higher education, independent study  
273 programs that award credit shall include opportunities for students

274 enrolled in such institutions to tutor seventh and eighth-grade  
275 students, particularly students in school districts [which] that have a  
276 significant number of students requiring remedial assistance as  
277 demonstrated [on] by the results of the most recent [sixth grade]  
278 mastery examination for students in grade six, administered pursuant  
279 to section 10-14n, as amended by this act.

280 Sec. 13. Section 10-14q of the general statutes is repealed and the  
281 following is substituted in lieu thereof (*Effective July 1, 2013*):

282 The provisions of this chapter shall apply to all students requiring  
283 special education pursuant to section 10-76a, except in the rare case  
284 when the planning and placement team for an individual student  
285 determines that an alternate assessment as specified by the State Board  
286 of Education is appropriate. The provisions of this chapter shall not  
287 apply to (1) any limited English proficient student, as defined in Title  
288 VII of the Improving America's Schools Act of 1994, P.L. 103-382,  
289 enrolled in school for ten school months or less, or (2) any limited  
290 English proficient student enrolled in school for more than ten school  
291 months and less than twenty school months who scores below the  
292 level established by the State Board of Education on the linguistic  
293 portion of the designated English mastery standard assessment  
294 administered in the month prior to the administration of the [state-  
295 wide] mastery examination, pursuant to section 10-14n, as amended by  
296 this act.

297 Sec. 14. Section 10-17g of the general statutes is repealed and the  
298 following is substituted in lieu thereof (*Effective July 1, 2013*):

299 Annually, the board of education for each local and regional school  
300 district that is required to provide a program of bilingual education,  
301 pursuant to section 10-17f, may make application to the State Board of  
302 Education and shall thereafter receive a grant in an amount equal to  
303 the product obtained by multiplying the total appropriation available  
304 for such purpose by the ratio which the number of eligible children in  
305 the school district bears to the total number of such eligible children  
306 state-wide. The board of education for each local and regional school

307 district receiving funds pursuant to this section shall annually, on or  
308 before September first, submit to the State Board of Education a  
309 progress report which shall include (1) measures of increased  
310 educational opportunities for eligible students, including language  
311 support services and language transition support services provided to  
312 such students, (2) program evaluation and measures of the  
313 effectiveness of its bilingual education and English as a second  
314 language programs, including data on students in bilingual education  
315 programs and students educated exclusively in English as a second  
316 language programs, and (3) certification by the board of education  
317 submitting the report that any funds received pursuant to this section  
318 have been used for the purposes specified. The State Board of  
319 Education shall annually evaluate programs conducted pursuant to  
320 section 10-17f. For purposes of this section, measures of the  
321 effectiveness of bilingual education and English as a second language  
322 programs include [state-wide] mastery examination results, under  
323 section 10-14n, as amended by this act, and graduation and school  
324 dropout rates. Notwithstanding the provisions of this section, for the  
325 fiscal years ending June 30, 2009, to June 30, 2013, inclusive, the  
326 amount of grants payable to local or regional boards of education  
327 under this section shall be reduced proportionately if the total of such  
328 grants in such year exceeds the amount appropriated for such grants  
329 for such year.

330 Sec. 15. Subsection (d) of section 10-66bb of the general statutes is  
331 repealed and the following is substituted in lieu thereof (*Effective July*  
332 *1, 2013*):

333 (d) Applications pursuant to this section shall include a description  
334 of: (1) The mission, purpose and any specialized focus of the proposed  
335 charter school; (2) the interest in the community for the establishment  
336 of the charter school; (3) the school governance and procedures for the  
337 establishment of a governing council that (A) includes (i) teachers and  
338 parents and guardians of students enrolled in the school, and (ii) the  
339 chairperson of the local or regional board of education of the town in  
340 which the charter school is located and which has jurisdiction over a

341 school that resembles the approximate grade configuration of the  
342 charter school, or the designee of such chairperson, provided such  
343 designee is a member of the board of education or the superintendent  
344 of schools for the school district, and (B) is responsible for the  
345 oversight of charter school operations, provided no member or  
346 employee of the governing council may have a personal or financial  
347 interest in the assets, real or personal, of the school; (4) the financial  
348 plan for operation of the school, provided no application fees or other  
349 fees for attendance, except as provided in this section, may be charged;  
350 (5) the educational program, instructional methodology and services to  
351 be offered to students; (6) the number and qualifications of teachers  
352 and administrators to be employed in the school; (7) the organization  
353 of the school in terms of the ages or grades to be taught and the total  
354 estimated enrollment of the school; (8) the student admission criteria  
355 and procedures to (A) ensure effective public information, (B) ensure  
356 open access on a space available basis, including the enrollment of  
357 students during the school year if spaces become available in the  
358 charter school, (C) promote a diverse student body, and (D) ensure  
359 that the school complies with the provisions of section 10-15c and that  
360 it does not discriminate on the basis of disability, athletic performance  
361 or proficiency in the English language, provided the school may limit  
362 enrollment to a particular grade level or specialized educational focus  
363 and, if there is not space available for all students seeking enrollment,  
364 the school may give preference to siblings but shall otherwise  
365 determine enrollment by a lottery, except the State Board of Education  
366 may waive the requirements for such enrollment lottery pursuant to  
367 subsection (j) of this section; (9) a means to assess student performance  
368 that includes participation in [state-wide] mastery examinations,  
369 pursuant to [chapter 163c] section 10-14n, as amended by this act; (10)  
370 procedures for teacher evaluation and professional development for  
371 teachers and administrators; (11) the provision of school facilities,  
372 pupil transportation and student health and welfare services; (12)  
373 procedures to encourage involvement by parents and guardians of  
374 enrolled students in student learning, school activities and school  
375 decision-making; (13) procedures to document efforts to increase the

376 racial and ethnic diversity of staff; (14) a five-year plan to sustain the  
377 maintenance and operation of the school; and (15) a student  
378 recruitment and retention plan that shall include, but not be limited to,  
379 a clear description of a plan and the capacity of the school to attract,  
380 enroll and retain students from among the populations described in  
381 subparagraph (A)(i) to (A)(v), inclusive, of subdivision (3) of  
382 subsection (c) of this section. Subject to the provisions of subsection (b)  
383 of section 10-66dd, an application may include, or a charter school may  
384 file, requests to waive provisions of the general statutes and  
385 regulations not required by sections 10-66aa to 10-66ff, inclusive, and  
386 which are within the jurisdiction of the State Board of Education.

387 Sec. 16. Subsections (g) and (h) of section 10-223e of the general  
388 statutes are repealed and the following is substituted in lieu thereof  
389 (*Effective July 1, 2013*):

390 (g) Any school district or elementary school after two successive  
391 years of failing to make adequate yearly progress shall be designated  
392 as a low achieving school district or school and shall be evaluated by  
393 the Commissioner of Education. After such evaluation, the  
394 commissioner may require that such school district or school provide  
395 full-day kindergarten classes, summer school, extended school day,  
396 weekend classes, tutorial assistance to its students or professional  
397 development to its administrators, principals, teachers and  
398 paraprofessional teacher aides if (1) on any subpart of the [third grade  
399 state-wide] mastery examination administered to students in grade  
400 three, pursuant to section 10-14n, as amended by this act, thirty per  
401 cent or more of the students in any subgroup, as defined by the No  
402 Child Left Behind Act, P.L. 107-110, do not achieve the level of  
403 proficiency or higher, or (2) the commissioner determines that it would  
404 be in the best educational interests of the school or the school district to  
405 have any of these programs. In ordering any educational program  
406 authorized by this subsection, the commissioner may limit the offering  
407 of the program to the subgroup of students that have failed to achieve  
408 proficiency as determined by this subsection, those in particular grades  
409 or those who are otherwise at substantial risk of educational failure.

410 The costs of instituting the ordered educational programs shall be  
411 borne by the identified low achieving school district or the school  
412 district in which an identified low achieving school is located. The  
413 commissioner shall not order an educational program that costs more  
414 to implement than the total increase in the amount of the grant that a  
415 town receives pursuant to section 10-262i in any fiscal year above the  
416 prior fiscal year.

417 (h) The Commissioner of Education shall conduct a study, within  
418 the limits of the capacity of the Department of Education to perform  
419 such study, of academic achievement of individual students over time  
420 as measured by performance on [the state-wide mastery examination]  
421 mastery examinations administered to students in grades three to  
422 eight, inclusive, pursuant to section 10-14n, as amended by this act. If  
423 this study evidences a pattern of continuous and substantial growth in  
424 educational performance on said examinations for individual students,  
425 then the commissioner may determine that the school district or  
426 elementary school shall not be subject to the requirements of  
427 subsection (g) of this section, but shall still comply with the  
428 requirements of the No Child Left Behind Act, P.L. 107-110, if  
429 applicable.

430 Sec. 17. Subsection (b) of section 10-264f of the general statutes is  
431 repealed and the following is substituted in lieu thereof (*Effective July*  
432 *1, 2013*):

433 (b) The commissioner may approve, in accordance with section 10-  
434 264e, programs pursuant to this section if [he] the commissioner finds  
435 the program is likely to increase student performance as measured by  
436 [state-wide] mastery examination results, pursuant to section 10-14n,  
437 as amended by this act, or enhance student awareness of diversity.  
438 Programs which may be eligible for grants pursuant to this section  
439 include, but are not limited to, early childhood education and  
440 extended-day kindergarten, parent involvement in the education of  
441 children and in the schools, reduction in class size, tutoring and  
442 mentoring of students, after-school academic programs, lengthening

443 the instructional school day and lengthening the instructional school  
444 year.

445 Sec. 18. Subsection (d) of section 10-265f of the general statutes is  
446 repealed and the following is substituted in lieu thereof (*Effective July*  
447 *1, 2013*):

448 (d) In the case of proposals for intensive early intervention reading  
449 programs including after-school and summer programs, the plan shall:  
450 (1) Incorporate the competencies required for early reading success,  
451 critical indicators for teacher intervention and the components of a  
452 high quality early reading success curriculum in accordance with the  
453 findings of the Early Reading Success Panel delineated in section 10-  
454 221l; (2) provide for a period of time each day of individualized or  
455 small group instruction for each student; (3) provide for monitoring of  
456 programs and students and follow-up in subsequent grades,  
457 documentation of continuous classroom observation of students'  
458 reading behaviors and establishment of performance indicators  
459 aligned with the [state-wide] mastery examinations, under [chapter  
460 163c] section 10-14n, as amended by this act, measures of efficacy of  
461 programs developed by the department pursuant to subsection (i) of  
462 this section, the findings of the Early Reading Success Panel pursuant  
463 to section 10-221j; (4) include a professional development component  
464 for teachers in grades kindergarten to three, inclusive, that emphasizes  
465 the teaching of reading and reading readiness and assessment of  
466 reading competency based on the findings of the Early Reading  
467 Success Panel pursuant to section 10-221j; (5) provide for on-site  
468 teacher training and coaching in the implementation of research-based  
469 reading instruction delineated in section 10-221l; (6) provide for  
470 parental involvement and ensure that parents have access to  
471 information on strategies that may be used at home to improve  
472 prereading or reading skills; (7) provide for data collection and  
473 program evaluation; and (8) include any additional information the  
474 commissioner deems relevant. Each school district that receives grant  
475 funds under this section shall annually report to the Department of  
476 Education on the district's progress toward reducing the achievement

477 gap in reading, including data on student progress in reading and how  
 478 such data have been used to guide professional development and the  
 479 coaching process.

This act shall take effect as follows and shall amend the following sections:		
Section 1	<i>July 1, 2013</i>	10-14n
Sec. 2	<i>from passage</i>	New section
Sec. 3	<i>July 1, 2013</i>	10-262f(15) and (16)
Sec. 4	<i>July 1, 2013</i>	10-19d
Sec. 5	<i>July 1, 2013</i>	10-95(e)
Sec. 6	<i>July 1, 2013</i>	10-95m(b)(1)
Sec. 7	<i>July 1, 2013</i>	10-223a(b)
Sec. 8	<i>July 1, 2013</i>	10-145b(i)(1)
Sec. 9	<i>July 1, 2013</i>	10-262l(a)
Sec. 10	<i>July 1, 2013</i>	10-265g(e)
Sec. 11	<i>July 1, 2013</i>	10-265l(a)
Sec. 12	<i>July 1, 2013</i>	10a-149b
Sec. 13	<i>July 1, 2013</i>	10-14q
Sec. 14	<i>July 1, 2013</i>	10-17g
Sec. 15	<i>July 1, 2013</i>	10-66bb(d)
Sec. 16	<i>July 1, 2013</i>	10-223e(g) and (h)
Sec. 17	<i>July 1, 2013</i>	10-264f(b)
Sec. 18	<i>July 1, 2013</i>	10-265f(d)

**ED**      *Joint Favorable Subst.*

The following Fiscal Impact Statement and Bill Analysis are prepared for the benefit of the members of the General Assembly, solely for purposes of information, summarization and explanation and do not represent the intent of the General Assembly or either chamber thereof for any purpose. In general, fiscal impacts are based upon a variety of informational sources, including the analyst's professional knowledge. Whenever applicable, agency data is consulted as part of the analysis, however final products do not necessarily reflect an assessment from any specific department.

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**OFA Fiscal Note****State Impact:** None**Municipal Impact:** None**Explanation**

The bill, which permits the administration of a mastery examination system to grade 11 public school students, beginning in the 2013-2014 school year, is not anticipated to result in a fiscal impact as the State Department of Education has the staff and testing resources available to meet the requirements of the bill.

**The Out Years****State Impact:** None**Municipal Impact:** None

**OLR Bill Analysis****sHB 6623*****AN ACT CONCERNING STUDENT ASSESSMENTS.*****SUMMARY:**

This bill changes current law to permit administration of a mastery examination system to grade 11 public school students beginning in the 2013-14 school year. Mastery exams are currently administered to students in grades three through eight and 10. Additionally, the bill:

1. requires the State Department of Education (SDE) to conduct a study about the use of standardized testing in public schools;
2. eliminates a prohibition on endowed and incorporated high schools and academies from basing promotion or graduation on a student achieving a satisfactory score; and
3. extends, from October 1, 2007 to April 1, 2013, the deadline for the education commissioner to develop and implement an assessment tool for measuring a child's kindergarten readiness (see COMMENT).

The bill also makes several technical and conforming changes.

EFFECTIVE DATE: July 1, 2013, except for the provision regarding the study of standardized testing, which takes effect upon passage.

**STUDY OF STANDARDIZED TESTS**

The bill requires SDE to conduct a study of the use of standardized tests in public schools. Study topics must include (1) the fiscal, administrative, and educational impacts of standardized tests and (2) a review of standardized tests currently implemented and proposed in the state. SDE must submit the study to the Education Committee by

July 1, 2014.

**COMMENT**

***Conflicting Internal and Bill Effective Dates***

The bill extends the deadline for the education commissioner to create a kindergarten readiness assessment tool from October 1, 2007 to April 1, 2013. However, this section of the bill does not take effect until July 1, 2013, making the extension ineffectual.

**COMMITTEE ACTION**

Education Committee

Joint Favorable Substitute

Yea 26 Nay 0 (03/28/2013)