



House of Representatives

File No. 808

General Assembly

January Session, 2013

(Reprint of File No. 469)

Substitute House Bill No. 6623
As Amended by House Amendment
Schedule "A"

Approved by the Legislative Commissioner
May 13, 2013

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 Section 10-14n of the general statutes is repealed and the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 2014, 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)

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.

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.

House "A" changed the date of completion for a kindergarten readiness assessment tool, and is not anticipated to result in a fiscal impact.

The Out Years

State Impact: None

Municipal Impact: None

OLR Bill Analysis**sHB 6623 (as amended by House "A")******AN ACT CONCERNING STUDENT ASSESSMENTS.*****SUMMARY:**

This bill:

1. allows students to take their final mastery examination in grade 11 as an alternative to grade 10 beginning in the 2013-14 school year;
2. changes all references to the testing system in existing law from "state-wide mastery examination" to "mastery examination," except for science;
3. eliminates testing requirements for endowed or incorporated high schools, but permits such schools to base promotion or graduation on a student achieving a satisfactory score;
4. requires the State Department of Education (SDE) to approve, rather than supervise, the provision and administration of all mastery exams;
5. requires SDE to conduct a study on the use of standardized testing in public schools;
6. extends, from October 1, 2007 to April 1, 2014, the deadline for the education commissioner to develop and implement an assessment tool for measuring a child's kindergarten readiness and no longer requires that this be done within available appropriations; and
7. eliminates the statutory requirement that mastery testing

conform with the testing requirements of the federal No Child Left Behind Act.

The bill also makes several technical and conforming changes.

*House Amendment "A" changes the deadline for the education commissioner to create a kindergarten readiness assessment tool from April 1, 2013 to April 1, 2014, consistent with the provision's July 1, 2013 effective date.

EFFECTIVE DATE: July 1, 2013, except for the provision on 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 impact 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.

COMMITTEE ACTION

Education Committee

Joint Favorable Substitute

Yea 26 Nay 0 (03/28/2013)