AN ACT CONCERNING THE OPPORTUNITY GAP.

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

Section 1. Section 10-266q of the general statutes is repealed and the following is substituted in lieu thereof (Effective July 1, 2019):

(a) On or before September fifteenth of each fiscal year in which payment is to be made, the State Board of Education shall authorize grant awards. Grant awards shall be authorized only after proposals for such grants have been submitted to the commissioner by the school districts described in section 10-266p, at such time and in such manner as the commissioner shall prescribe, and after the commissioner and each such school district have reached agreement regarding how such grant shall be utilized. Each proposal shall be based on a three-year project plan and include, but not be limited to, an explanation of project goals, objectives, evaluation strategies and budget which shall identify local funding and other resource contributions for the three-year period provided proposals shall give priority to the development or expansion of extended-day kindergarten programs.
(b) [A] Except as otherwise provided in subsection (d) of this section, a priority school district grant shall be payable to the local board of education for the school districts described in section 10-266p, which shall use the funds for any of the following: (1) The creation or expansion of programs or activities related to dropout prevention, (2) alternative and transitional programs for students having difficulty succeeding in traditional educational programs, (3) academic enrichment, tutorial and recreation programs or activities in school buildings during nonschool hours and during the summer, (4) development or expansion of extended-day kindergarten programs, (5) [development or expansion of early reading intervention programs] implementing the intensive reading instruction program, in accordance with the provisions of section 10-14u, including summer and after-school programs, (6) enhancement of the use of technology to support instruction or improve parent and teacher communication, (7) initiatives to strengthen parent involvement in the education of children, and parent and other community involvement in school and school district programs, activities and educational policies, which may be in accordance with the provisions of section 10-4g, [or] (8) for purposes of obtaining accreditation for elementary and middle schools from the New England Association of Schools and Colleges, or (9) providing support to chronically absent children, as defined in section 10-198c, and reducing the district chronic absenteeism rate, as defined in section 10-198c. Each such board of education shall use at least twenty per cent of its grant [for early reading intervention programs] on implementing the intensive reading instruction program. Each such board of education shall use its grant to supplement existing programs or create new programs. If the State Board of Education finds that any such grant is being used for other purposes or is being used to decrease the local share of support for schools, it may require repayment of such grant to the state.

(c) Each priority school district grant shall be awarded by the State Board of Education on an annual basis. Funding in subsequent years shall be based on funds available, annual application and program
(d) For the fiscal year ending June 30, 2020, and each fiscal year thereafter, the State Board of Education shall award grants under this section as follows:

(1) For the fiscal year ending June 30, 2020, the Commissioner of Education shall determine whether the accountability index score, as defined in section 10-223e, for a local board of education for a school district described in section 10-266p has consistently and continually increased during the fiscal years ending June 30, 2017, to June 30, 2019, inclusive.

(2) Any such board whose accountability index score has consistently and continually increased during the fiscal years ending June 30, 2017, to June 30, 2019, inclusive, shall receive one hundred per cent of the amount of the priority school district grant it is entitled under section 10-266p. Such board shall continue to receive one hundred per cent of the amount of the priority school district grant it is entitled under section 10-266p in each subsequent fiscal year if its accountability index score increases from the prior fiscal year. If such board's accountability index score does not increase from the prior fiscal year, the priority school district grant shall be awarded in a manner similar to the process described in subdivision (3) of this subsection.

(3) Any such board whose accountability index score has not consistently and continually increased during the fiscal years ending June 30, 2017, to June 30, 2019, inclusive, shall be awarded a grant under this section as follows:

(A) For the fiscal year ending June 30, 2020, such board shall receive one hundred per cent of the amount of the priority school district grant it is entitled under section 10-266p, provided such board expends fifty per cent of such grant for the purpose of implementing the intensive reading instruction program, in accordance with the provisions of section 10-14u, and the other fifty per cent to providing support to
chronically absent children, as defined in section 10-198c, and reducing the district chronic absenteeism rate, as defined in section 10-198c.

(B) For the fiscal year ending June 30, 2021, (i) if the accountability index score for such board has increased from the prior fiscal year, such board shall receive one hundred per cent of the amount of the priority school district grant it is entitled under section 10-266p, provided such board shall continue to expend fifty per cent of such grant for the purpose of implementing the intensive reading instruction program, and (ii) if the accountability index score for such board has not increased from the prior fiscal year, such board shall receive fifty per cent of the amount of the priority school district grant it is entitled under section 10-266p, provided such board expends one hundred per cent of such grant received for the purpose of implementing the intensive reading instruction program.

(C) For the fiscal year ending June 30, 2022, (i) if the accountability index score for such board has increased from the prior fiscal year, such board shall receive one hundred per cent of the amount of the priority school district grant it is entitled under section 10-266p, provided such board expends fifty per cent of such grant for the purpose of implementing the intensive reading instruction program, and (ii) if the accountability index score for such board has not increased from the prior fiscal year, such board shall not receive any of the priority school district grant it is entitled under section 10-266p.

(4) For the fiscal year ending June 30, 2023, and each fiscal year thereafter, any such board that (A) did not receive a priority school district grant for the fiscal year ending June 30, 2022, or (B) did not receive a priority school district grant for the prior fiscal year, shall no longer be eligible to receive a priority school district grant.

(e) For the fiscal year ending June 30, 2021, and each fiscal year thereafter, the State Board of Education shall award any unallocated priority school district grant funds on a pro rata basis to each local board of education for a school district described in section 10-266p.
whose accountability index score has increased from the prior fiscal year.

Sec. 2. Subsection (d) of section 10-266u of the general statutes is repealed and the following is substituted in lieu thereof (Effective July 1, 2019):

(d) Each such district shall prepare an annual program report which describes and documents program operation, student participation and [other indicators of success and] whether such program is improving student achievement and enhancing educational opportunities in such district. Each such district shall submit the report to the Commissioner of Education in such form and at such time as [he] the commissioner prescribes.

Sec. 3. Section 10-266r of the general statutes is repealed and the following is substituted in lieu thereof (Effective July 1, 2019):

(a) The State Board of Education shall prepare an evaluation of the priority school district grant program not later than December 15, 1990, and triennially thereafter.

(b) Each school district participating in the [project] program shall prepare an annual [project] program evaluation, which shall include a description of program activities and [documentation of program improvement and student achievement] whether such program is improving student achievement and enhancing educational opportunities in such district. Each such evaluation shall be submitted to the commissioner on or before August fifteenth of the fiscal year following each fiscal year in which the school district participated in the priority school district program.

(c) Within sixty days after the close of the school year, each local board of education which received a priority school district grant shall file with the commissioner a financial statement of expenditures in such form as the commissioner shall prescribe. The State Board of Education shall periodically review grant payments made pursuant to
this section in order to determine that such state funds received are
being used for the purposes specified in the application. On or before
December thirty-first of the fiscal year following the fiscal year in
which payment was received, each local board which received a
priority school district grant shall file with the commissioner a
financial audit in such form as prescribed by the commissioner.

Sec. 4. Section 10-262u of the general statutes is repealed and the
following is substituted in lieu thereof (Effective July 1, 2019):

(a) As used in this section and section 10-262i:

(1) "Alliance district" means a school district for a town that (A) is
among the towns with the thirty lowest accountability index scores, as
calculated by the Department of Education, or (B) was previously
designated as an alliance district by the Commissioner of Education for
the fiscal years ending June 30, 2013, to June 30, 2017, inclusive.

(2) "Accountability index" has the same meaning as provided in
section 10-223e.

(3) "Mastery test data of record" has the same meaning as provided
in section 10-262f.

(4) "Educational reform district" means a school district that is in a
town that is among the ten lowest accountability index scores when all
towns are ranked highest to lowest in accountability index scores.

[(b) (1) For the fiscal year ending June 30, 2013, the Commissioner of
Education shall designate thirty school districts as alliance districts.
Any school district designated as an alliance district shall be so
designated for a period of five years. On or before June 30, 2016, the
Department of Education shall determine if there are any additional
alliance districts.]

[(2)] (b) For the fiscal year ending June 30, 2018, the commissioner
shall designate thirty-three school districts as alliance districts. Any
school district designated as an alliance district shall be so designated
for a period of five years.

(c) (1) [(A) For the fiscal year ending June 30, 2013, the Comptroller shall withhold from a town designated as an alliance district any increase in funds received over the amount the town received for the prior fiscal year pursuant to section 10-262h. The Comptroller shall transfer such funds to the Commissioner of Education. (B) For the fiscal years ending June 30, 2014, to June 30, 2016, inclusive, the Comptroller shall withhold from a town designated as an alliance district any increase in funds received over the amount the town received for the fiscal year ending June 30, 2012, pursuant to subsection (a) of section 10-262i. (C) For the fiscal year ending June 30, 2017, the Comptroller shall withhold from a town designated as an alliance district any increase in funds received over the amount the town received for the fiscal year ending June 30, 2012, pursuant to subsection (a) of section 10-262i, minus the aid reduction, as described in subsection (d) of section 10-262i. (D)] For the fiscal year ending June 30, 2018, and each fiscal year thereafter, the Comptroller shall withhold from a town designated as an alliance district any increase in funds received over the amount the town received for the fiscal year ending June 30, 2012, pursuant to subsection (a) of section 10-262i. The Comptroller shall transfer such funds to the Commissioner of Education.

(2) Upon receipt of an application pursuant to subsection (d) of this section, the Commissioner of Education shall determine whether the accountability index score for the local or regional board of education for a town designated as an alliance district has consistently and continually increased during the previous three fiscal years, and may pay such funds to the town designated as an alliance district. Such town shall pay all such funds to the local or regional board of education for such town on the condition that such funds shall be expended in accordance with the plan described in subsection (d) of this section, the provisions of subsection (c) of section 10-262i, [and] any guidelines developed by the State Board of Education for such funds, and in accordance with the provisions of subdivision (3) of this
subsection. Such funds shall be used to improve student achievement in such alliance district and to offset any other local education costs approved by the commissioner.

(3) For the fiscal year ending June 30, 2020, and each fiscal year thereafter, if the commissioner determines that the accountability index score for the local or regional board of education for a town designated as an alliance district has not consistently and continually increased during the previous three fiscal years, such board shall expend fifty per cent of the funds paid to such board by such town pursuant to subdivision (2) of this subsection for the purpose of implementing the intensive reading instruction program, in accordance with the provisions of section 10-14u.

(d) The local or regional board of education for a town designated as an alliance district may apply to the Commissioner of Education, at such time and in such manner as the commissioner prescribes, to receive any increase in funds received over the amount the town received for the prior fiscal year pursuant to subsection (a) of section 10-262i. Applications pursuant to this subsection shall include objectives and performance targets and a plan that are developed, in part, on the strategic use of student academic performance data. Such plan may include, but not be limited to, the following: (1) A tiered system of interventions for the schools under the jurisdiction of such board based on the needs of such schools, (2) ways to strengthen the foundational programs in reading, through the intensive reading instruction program pursuant to section 10-14u, to ensure reading mastery in kindergarten to grade three, inclusive, with a focus on standards and instruction, proper use of data, intervention strategies, current information for teachers, parental engagement, and teacher professional development, (3) additional learning time, including extended school day or school year programming administered by school personnel or external partners, (4) a talent strategy that includes, but is not limited to, teacher and school leader recruitment and assignment, career ladder policies that draw upon guidelines for a model teacher evaluation program adopted by the State Board of
Education, pursuant to section 10-151b, and adopted by each local or regional board of education. Such talent strategy may include provisions that demonstrate increased ability to attract, retain, promote and bolster the performance of staff in accordance with performance evaluation findings and, in the case of new personnel, other indicators of effectiveness, (5) training for school leaders and other staff on new teacher evaluation models, (6) provisions for the cooperation and coordination with early childhood education providers to ensure alignment with district expectations for student entry into kindergarten, including funding for an existing local Head Start program, (7) provisions for the cooperation and coordination with other governmental and community programs to ensure that students receive adequate support and wraparound services, including community school models, (8) provisions for implementing and furthering state-wide education standards adopted by the State Board of Education and all activities and initiatives associated with such standards, (9) strategies for attracting and recruiting minority teachers and administrators, (10) provisions for the enhancement of bilingual education programs, pursuant to section 10-17f, or other language acquisition services to English language learners, including, but not limited to, participation in the English language learner pilot program, established pursuant to section 10-17n, (11) entering into the model school district responsibilities agreement, described in section 10-223l, (12) leadership succession plans that provide training and learning opportunities for administrators and are designed to assist in the seamless transition of school and district personnel in and out of leadership positions in the school district and the continuous implementation of plans developed under this subsection, and (13) any additional categories or goals as determined by the commissioner. Such plan shall demonstrate collaboration with key stakeholders, as identified by the commissioner, with the goal of achieving efficiencies and the alignment of intent and practice of current programs with conditional programs identified in this subsection. The commissioner may (A) require changes in any plan submitted by a local or regional board of education before the commissioner approves an application.
under this subsection, and (B) permit a local or regional board of education, as part of such plan, to use a portion of any funds received under this section for the purposes of paying tuition charged to such board pursuant to subdivision (1) of subsection (k) of section 10-264l or subsection (b) of section 10-264o.

(e) The State Board of Education may develop guidelines and criteria for the administration of such funds under this section.

(f) The commissioner may withhold such funds if the local or regional board of education fails to comply with the provisions of this section. The commissioner may renew such funding if the local or regional board of education provides evidence that the school district of such board is achieving the objectives and performance targets approved by the commissioner stated in the plan submitted under this section.

(g) (1) Any local or regional board of education receiving funding under this section shall submit an annual expenditure report to the commissioner on such form and in such manner as requested by the commissioner. The commissioner shall determine if (1) the local or regional board of education shall repay any funds not expended in accordance with the approved application, or (2) such funding should be reduced in a subsequent fiscal year up to an amount equal to the amount that the commissioner determines is out of compliance with the provisions of this subsection.

(2) For the fiscal year ending June 30, 2020, and each fiscal year thereafter, any local or regional board of education receiving funding under this section shall submit an annual evaluation report to the commissioner on such form and in such manner as requested by the commissioner. Such annual evaluation report shall indicate whether the school district of such board is achieving the objectives and performance targets approved by the commissioner as stated in the plan submitted under this section.

(h) Any balance remaining for each local or regional board of
education at the end of any fiscal year shall be carried forward for such
local or regional board of education for the next fiscal year.

Sec. 5. Subsection (h) of section 10-223h of the general statutes is
repealed and the following is substituted in lieu thereof (Effective July
1, 2019):

(h) Each school participating in the commissioner's network of
schools shall participate for three school years, and may continue such
participation for an additional year, not to exceed two additional years,
upon approval from the State Board of Education. Before the end of
the third year that a school is participating in the commissioner's
network of schools, the commissioner shall conduct an evaluation to
determine whether such school is prepared to exit the commissioner's
network of schools. In determining whether such school may exit the
commissioner's network of schools, the commissioner shall determine
whether the accountability index score for such school has consistently
and continually increased during such school's participation and
consider whether the local or regional board of education has the
capacity to ensure that such school will maintain or improve its
student academic performance. If the commissioner determines that
such school is ready to exit the commissioner's network of schools, the
local or regional board of education for such school shall develop, in
consultation with the commissioner, a plan, subject to the approval by
the State Board of Education, for the transition of such school back to
full control by the local or regional board of education. If the
commissioner determines that such school's participation in the
commissioner's network of schools is not likely to increase such
school's accountability index score, such school shall exit the
commissioner's network of schools and the local or regional board of
education for such school shall develop, in consultation with the
commissioner, a plan, subject to the approval by the State Board of
Education, for the transition of such school back to full control by the
local or regional board of education. If the commissioner determines
that such school is not ready to exit the commissioner's network of
schools, [and participates] but would benefit from an additional year
of participation in the commissioner's network of schools, the commissioner shall conduct an evaluation in accordance with the provisions of this subsection. Before the end of the fifth year that a school is participating in the commissioner's network of schools, the commissioner shall develop, in consultation with the local or regional board of education for such school, a plan, subject to the approval by the State Board of Education, for the transition of such school back to full control by the local or regional board of education.

Sec. 6. Section 10-10a of the general statutes is repealed and the following is substituted in lieu thereof (Effective July 1, 2019):

(a) As used in this section:

(1) "Teacher" means any certified professional employee below the rank of superintendent employed by a board of education for at least ninety days in a position requiring a certificate issued by the State Board of Education;

(2) "Teacher preparation program" means a program designed to qualify an individual for professional certification as an educator provided by institutions of higher education or other providers approved by the Department of Education, including, but not limited to, an alternate route to certification program.

(b) The Department of Education shall develop and implement a state-wide public school information system. The system shall be designed for the purpose of establishing a standardized electronic data collection and reporting protocol that will facilitate compliance with state and federal reporting requirements, improve school-to-school and district-to-district information exchanges, and maintain the confidentiality of individual student and staff data. The initial design shall focus on student information, provided the system shall be created to allow for future compatibility with financial, facility and staff data. The system shall provide for the tracking of the performance of individual students on each of the state-wide mastery examinations under section 10-14n in order to allow the department to compare the
progress of the same cohort of students who take each examination and to better analyze school performance. The department shall assign a unique student identifier to each student prior to tracking the performance of a student in the public school information system.

(c) The state-wide public school information system shall:

(1) Track and report data relating to student, teacher and school and district performance growth and make such information publicly available, [to local and regional boards of education] in accordance with the provisions of the Family Educational Rights and Privacy Act of 1974, 20 USC 1232g, as amended from time to time, for use in evaluating educational performance and growth of teachers and students enrolled in public schools in the state. Such information shall be collected or calculated based on information received from local and regional boards of education and other relevant sources. Such information shall include, but not be limited to:

(A) In addition to performance on state-wide mastery examinations pursuant to subsection (b) of this section, data relating to students shall include, but not be limited to, (i) the primary language spoken at the home of a student, (ii) student transcripts, (iii) student attendance and student mobility, (iv) reliable, valid assessments of a student's readiness to enter public school at the kindergarten level, [and] (v) data collected, if any, from the preschool experience survey, described in section 10-515, and (vi) data collected concerning student outcomes related to college and career readiness;

(B) Data relating to teachers shall include, but not be limited to, (i) teacher credentials, such as master's degrees, teacher preparation programs completed and certification levels and endorsement areas, (ii) teacher assessments, such as whether a teacher is deemed highly qualified pursuant to the No Child Left Behind Act, P.L. 107-110, or deemed to meet such other designations as may be established by federal law or regulations for the purposes of tracking the equitable distribution of instructional staff, (iii) the presence of substitute
(C) Data relating to schools and districts shall include, but not be limited to, (i) school population, (ii) annual student graduation rates, (iii) annual teacher retention rates, (iv) school disciplinary records, such as data relating to suspensions, expulsions and other disciplinary actions, (v) the percentage of students whose primary language is not English, (vi) the number of and professional credentials of support personnel, (vii) information relating to instructional technology, such as access to computers, and (viii) disaggregated measures of school-based arrests pursuant to section 10-233n.

(2) [Collect data relating to student enrollment in and graduation from institutions of higher education for any student who had been assigned a unique student identifier pursuant to subsection (b) of this section, provided such data is available.] Track and report data relating to student outcomes related to college and career readiness for any student who has been assigned a unique student identifier pursuant to subsection (b) of this section. Such data:

(A) Shall include, but not be limited to, (i) the percentage of students graduating from high school with college credit, (ii) the percentage of students who are enrolled in an institution of higher education and are required to complete a remedial instruction course, and (iii) the total percentage of students who earn an associate degree, bachelor's degree, master's degree or other advanced degree, and the percentage of such students disaggregated by degree type;

(B) May include (i) the percentage of high school students (I) enrolled in college-level courses, such as advanced placement classes, international baccalaureate, dual enrollment and early college, (II) participating in career technical education programs, (III) participating
in workplace experience courses, such as internships or workplace
opportunities, or (IV) earning business or industry certifications upon
graduation, (ii) the total percentage of students who engage in other
postsecondary activities during the year immediately following their
exit from high school through graduation or otherwise, including
enrollment in a nondegree program, employment or enlistment in the
military, and the percentage of such students disaggregated by activity
type, and (iii) the percentage of students who are unemployed and not
enrolled in any postsecondary education during the year immediately
following their exit from high school through graduation or otherwise;

(C) Shall be disaggregated by student subgroups, including, but not
limited to, gender, race, ethnicity, eligibility for free or reduced lunch
pursuant to federal law and regulations, English language learners,
and students with disabilities; and

(D) Shall be collected electronically based on information received
from local and regional boards of education and other relevant
sources, and made publicly available on an Internet web site in a
downloadable format that includes data tables and permits
comparison among school districts and high schools.

(3) Develop means for access to and data sharing with the data
systems of public institutions of higher education in the state.

(d) On or before July 1, 2011, and each year thereafter until July 1,
2013, the Commissioner of Education shall report, in accordance with
the provisions of section 11-4a, to the joint standing committee of the
General Assembly having cognizance of matters relating to education
on the progress of the department's efforts to expand the state-wide
public school information system pursuant to subsection (c) of this
section. The report shall include a full statement of those data elements
that are currently included in the system and those data elements that
will be added on or before July 1, 2013.

(e) The system database of student information shall not be
considered a public record for the purposes of section 1-210. Nothing
in this section shall be construed to limit the ability of a full-time permanent employee of a nonprofit organization that is exempt from taxation under Section 501(c)(3) of the Internal Revenue Code of 1986, or any subsequent corresponding internal revenue code of the United States, as from time to time amended, and that is organized and operated for educational purposes, to obtain information in accordance with the provisions of subsection (h) of this section.

(f) All school districts shall participate in the system, and report all necessary information required by this section, provided the department provides for technical assistance and training of school staff in the use of the system.

(g) Local and regional boards of education and preschool programs which receive state or federal funding shall participate, in a manner prescribed by the Commissioner of Education, in the state-wide public school information system described in subsection (b) of this section. Participation for purposes of this subsection shall include, but not be limited to, reporting on (1) student experiences in preschool by program type and by numbers of months in each such program, and (2) the readiness of students entering kindergarten and student progress in kindergarten. Such reporting shall be done by October 1, 2007, and annually thereafter.

(h) On and after August 1, 2009, upon receipt of a written request to access data maintained under this section by a full-time permanent employee of a nonprofit organization that is exempt from taxation under Section 501(c)(3) of the Internal Revenue Code of 1986, or any subsequent corresponding internal revenue code of the United States, as from time to time amended, and that is organized and operated for educational purposes, the Department of Education shall provide such data to such requesting party not later than sixty days after such request, provided such requesting party shall be responsible for the reasonable cost of such request. The Department of Administrative Services shall monitor the calculation of such fees charged for access to or copies of such records to ensure that such fees are reasonable and
consistent with those charged by other state agencies. The Department of Education shall respond to written requests under this section in the order in which they are received.

(i) The superintendent of schools of a school district, or his or her designee, may access information in the state-wide public school information system regarding the state-wide mastery examination under section 10-14n. Such access shall be for the limited purpose of determining examination dates, examination scores and levels of student achievement on such examinations for students enrolled in or transferring to the school district of such superintendent.

Sec. 7. (NEW) (Effective July 1, 2019) For the school year commencing July 1, 2019, and each school year thereafter, each local and regional board of education shall annually provide notice to the parents and guardians of students in grades three to twelve, inclusive, of the data relating to student outcomes related to college and career readiness tracked and reported in the state-wide public school information system, pursuant to subdivision (2) of subsection (c) of section 10-10a of the general statutes, as amended by this act. Such notice shall be made available in English and Spanish, and to the extent possible, the native language of such parent or guardian.

| This act shall take effect as follows and shall amend the following sections: |
|-----------------|-----------------|------------------|
| Section 1       | July 1, 2019    | 10-266q          |
| Sec. 2          | July 1, 2019    | 10-266u(d)       |
| Sec. 3          | July 1, 2019    | 10-266r          |
| Sec. 4          | July 1, 2019    | 10-262u          |
| Sec. 5          | July 1, 2019    | 10-223h(h)       |
| Sec. 6          | July 1, 2019    | 10-10a           |
| Sec. 7          | July 1, 2019    | New section      |

Statement of Purpose:
To withhold or impose restrictions on the use of certain education grants on certain school districts that are not experiencing academic
improvement, and to include the collection of student outcome data relating to college and career readiness in the state-wide public school information system.

[Proposed deletions are enclosed in brackets. Proposed additions are indicated by underline, except that when the entire text of a bill or resolution or a section of a bill or resolution is new, it is not underlined.]