

Analysis of Connecticut Commission on Educational Achievement Recommendations

I. Demand Accountability

Commission Recommendation	Commission Recommended Action	Current Law/SDE Action Addressing this Proposal	Fiscal Note
<p>1. Create a new Secretary of Education who will also serve as a member of the State Board of Education (SBOE). The Secretary shall report directly to the Governor and shall, with senior leadership reporting to him/her, be held responsible for results.</p>	<p>New Legislation. Governor to hire a senior education advisor within his office until legislation is passed creating a Secretary of Education</p>		
<p>2. Under the Secretary shall be the Commissioner of a reconstituted State Department of Education (SDE), a new Commissioner of Early Childhood Education and Care and the Commissioner of Higher Education.</p>	<p>New Legislation. Governor to propose legislation to Create new Department of Early Childhood Education and Care</p>		
<p>3. The new Commissioner of Early Childhood Education and Care shall direct the creation of a single early childhood agency to include early intervention, early care and early education functions now resident across state agencies, which will be reorganized into this new agency. The Commissioner will also serve as the chair of the Early Childhood Education</p>		<p>Currently, the Early Childhood Cabinet (which was reconstituted in 2009 through P.A. 09-06 and is promulgated in statute at section 10-16z of the 2010 supplement to the General Statutes) is tasked to coordinate the development of services that enhance the health, safety, and learning of children from birth to nine among state agencies and public and private partnerships. The Cabinet resides in SDE for administrative purposes only.</p> <p>P.A. 09-06 also created an Office of Early</p>	

Cabinet.		Childhood Planning, Outreach and Coordination within SDE. However, funding for this office was cut and positions to staff this office were never approved.	
<p>4. Below the Commissioner of K–12 education, create two new offices whose heads will report directly to the Commissioner, and that will reorganize existing functions. One office shall lead school turnaround efforts and one shall supervise all educator preparation functions.</p>		<p>SDE currently has a Bureau of Accountability and Improvement which manages the school turnaround effort by providing technical assistance to those districts in the state that received the federal School Improvement Grant. Staff in this Bureau also manages the Connecticut Accountability for Learning Initiative (CALI). This Bureau is located within the Division of Teaching, Learning and Instructional Leadership.</p> <p>In addition, educator preparation programs are approved by the Bureau of Educator Standards and Certification within the Division of Teaching, Learning and Instructional Leadership.</p>	
<p>5. Appoint strong and innovative leaders to the State Board of Education who are held accountable for narrowing the achievement gap. The SBOE should be resourced appropriately.</p>	Governor to make strong appointments to the State Board of Education	<p>The terms of seven SBE members are up in March.</p> <p>The State Board office has two staff members however agency staff outside of this office regularly provides support and information to SBE members.</p>	
<p>6. Public accountability through outside eyes: There is a critical need for an entity outside of government to track reform progress, document and share best practices, and report</p>	Establish external entity with sufficient staff support and resources to analyze data, monitor policy and progress, and report regularly		

<p>regularly to the public. This entity shall be directed by a diverse group of leaders, including business and philanthropic leaders, parents and educators.</p>			
<p>7. Data counts: Providing the data to inform and drive decisions: Significantly improve data collection and analysis and public reporting to support Connecticut’s education accountability process and to address pre-K–12 achievement gaps and challenges.</p>	<ul style="list-style-type: none"> • Speed up the development of data systems required to support the new evaluation systems and provide public data on overall teacher and principal effectiveness barring individual names • Adopt a uniform data collection and dissemination format to measure effectiveness of all teacher preparation programs • Ensure state data system replaces the need for districts to maintain their own separate systems • Collect data to support the new multi-tier accountability system described under Lowest-Achieving Schools • Improve data collection to support the expansion of high-quality preschool programs • Improve ease of online data access for all levels of stakeholders, from parents to 	<p>In order to receive the federal Phase II State Fiscal Stabilization funds in FY 10, SDE has already committed to make changes to its longitudinal data system by September 2011 to include more information, including:</p> <ol style="list-style-type: none"> 1. a unique student identifier from pre-K through postsecondary education; 2. student level transcript information, including courses and grades; and 3. the ability to match teachers to students. <p>These new requirements will result in the volume of data in the LDS increasing exponentially as every student is connected to every course, grade, and teacher he or she has had.</p> <p>SDE does not anticipate having funding available to assist school districts in meeting these data requirements. The department notes that in the past it has not provided districts with funds to meet other data reporting requirements.</p>	<p>The FY 11 available funding to support SDE’s LDS improvements include:</p> <ul style="list-style-type: none"> • \$648,502 appropriated from the General Fund to support the ongoing maintenance of existing data systems, such as the Teachers Certification and the Public School Information System (PSIS). • \$1.5 million in carry forward funding comprised of \$500,000 for

	<p>policy makers</p>	<p>In addition to the requirements laid out above, P.A. 10-111 also requires SDE to upgrade the state’s LDS to incorporate <i>additional</i> elements to allow school districts to (1) evaluate teacher and school administrators based partly on their students’ academic growth and (2) track individual students through up to four years of post-secondary education.</p>	<p>durational positions in SDE and \$1.0 million for vendor services. Both components support the LDS requirements under the SFSF pursuant to PA 10-179, Section 54 (the FY 11 revised budget).</p> <ul style="list-style-type: none"> • \$1.6 million of the federal “Statewide Longitudinal Data Systems Grant Program” for the piloting of a student/teacher module among the districts that use PowerSchool software as the student
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II. High Expectations

Commission Recommendation	Commission Recommended Action	Current Law/SDE Action Addressing this Proposal	Fiscal Note
<p>8. Expand high-quality preschool and full-day kindergarten to ensure school readiness.</p>	<p>Legislation is necessary to require all-day kindergarten in districts that have the lowest-achieving 5% of elementary schools</p> <p>Legislation and funding are required to provide all low-income students with scholarships for pre-K</p>	<p>As part of the State Board’s 2011 Legislative Proposals package, a proposal is included to change the date of the kindergarten entry age from January 1 to October 1 (phasing it in over a 4 year period) and to eliminate the parent option to wait to enroll their student until up to age 7. This will reduce the age range of students that currently exists in kindergarten, which can range from 4.5 to 7 years old.</p> <p>Typically, there are many more 4.5 year olds in the kindergarten classes of lower income school districts (up to 30% in DRGS H and I versus less than 20% in DRGS A and B) and many more older students in the kindergarten class in more affluent school districts (approximately 15% of the kindergarten class of</p>	<p>We estimate that the additional 3500 school readiness slots for priority school districts that are a part of this proposal will cost approximately \$30 million a year (3500 slots x \$8,346).</p> <p>To provide enough school readiness slots for all low-income students</p>

		<p>09-10 was 5.5 yrs. old or older in DRGs A and B while in DRGS H and I students aged 5.5 or older made up only 4 and 3% of the kindergarten class, respectively.) Such discrepancies certainly contribute to the achievement gap.</p> <p>In addition, as part of this proposal, approximately 3500 additional school readiness slots would be made available in priority school districts to ensure that those students who are no longer eligible to enroll in kindergarten have the opportunity to go to preschool.</p> <p>Of note, as of the fall of 2009, in the 15 priority school districts, 12 provide full-day kindergarten; Bristol and Norwich provide extended-day Kindergarten; while Meriden provides full-day kindergarten to 8% of children in that district.</p>	<p>(under current law) we estimate that an additional 13,000 slots are needed, at a cost of \$8,346 per child, for a total of \$108 million.</p>
<p>9. Maximize the power of parental involvement: Establish an SDE program, with philanthropic aid, to provide small competitive grants for low-achieving school districts to develop innovative, effective strategies for involving parents in the education of their children, and publicize what works</p>	<p>SDE will establish a program of small, competitive grants through reallocated, new or philanthropic funds and publicize the successful programs</p>	<p>P.A. 10-111 transferred the Parent Trust Fund to SDE for administration. The purpose of the Fund is to support programs aimed at improving the health, safety and education of children by training parents in civic leadership skills and supporting increased, sustained, quality parental engagement in community affairs. The commissioner may accept on behalf of the fund any federal funds or private grants or gifts made for purposes of this section.</p> <p>In addition, P.A. 10-111 requires that local and</p>	

		regional boards of education establish school governance councils at all school that have failed to make adequately yearly progress (AYP) in whole school reading and math. The purpose of these Councils is to encourage parental involvement in the schools. For more information see the School Governance Council Website	
<p>10. Align statewide curricula to high standards: Accelerate the process by which curricula, aligned with the national Common Core Standards and new high school graduation requirements, are available to all districts. Require curricula to be aligned for the lowest-achieving 5% of schools.</p>	<p>SBOE must act upon its authority to audit curricular materials and practices in schools designated as low-achieving and require the use of acceptable materials where they are not in use</p> <p>SDE must review and select curricula and related materials aligned to the Common Core Standards to make available online to districts</p>	<p>To assist with the implementation of the Secondary School Reform plan, adopted as a part of P.A. 10-111, the Department intends to make available model curriculum in eight of the core course requirements: Algebra I, Geometry, Statistics & Probability, Biology/Life Sciences, English I, English II and American History. In addition, the state will offer formative assessment instruments that compliment each model curriculum. SDE has formed a committee of stakeholders to begin reviewing and evaluating high quality model curriculums which will be made available to all districts.</p> <p>The Bureau of Teaching and Learning is also in the process of developing a comprehensive plan to support districts in the transition to the Common Core Standards (CCS). Crosswalk documents have been developed to assist districts in understanding the correlations between the CCS and Connecticut standards and are available on the Common Core Standards Website. In addition, technical assistance and information workshops will be conducted over the next year to aid districts</p>	<p>As part of its expansion item budget requests for the next biennium, the Department has requested \$75,000 for the implementation of CCS.</p>

		with implementation.	
<p>11. Identify and support low-achieving students early in their academic careers: Require academic remediation for every student who is far behind academically. These opportunities may include summer school, extended day programs, in-school tutoring or Saturday academies. Partnerships with the private sector, including philanthropic and community organizations, are encouraged to help develop and implement these programs.</p>	<p>Enact legislation requiring that students who are far behind academically attend summer school and/or attend other approved extended learning programs</p>	<p>Pursuant to P.A. 10-111, beginning with the school year commencing July 1, 2012, all districts will be required to collect information for each student, beginning in grade six, that records students' career and academic choices in grades six to twelve, inclusive. The purpose of this requirement is to ensure that each district has a student success plan for all students to help identify those students who may be in need of interventions such as tutoring, extended learning etc.</p> <p>In addition, also as part of the Secondary School Reform plan adopted in P.A. 10-111, commencing with classes graduating in 2018, and for each graduating class thereafter, districts are required to provide adequate student support and remedial services for students beginning in grade seven. This includes providing alternate means for a student to complete any of the high school graduation requirements or end of the school year examinations, required in the public act. Such student support and remedial services shall include, but not be limited to, (1) allowing students to retake courses in summer school or through an on-line course; (2) allowing students to enroll in a class offered at a constituent unit of the state system of higher education; (3) allowing students who received a failing score, as determined by the Commissioner of Education, on an end of the school year exam to take an alternate form of</p>	

		<p>the exam; and (4) allowing those students whose individualized education plans state that such students are eligible for an alternate assessment to demonstrate competency on any of the five core courses through success on such alternate assessment.</p> <p>Lastly, P.A. 10-111 also requires local or regional board of education for a school district with a dropout rate of eight per cent or greater in the previous school year, to establish an online credit recovery program.</p>	
<p>12. Measure student progress frequently: Ensure multiple opportunities for assessment and so that students and parents know about progress and challenges on an ongoing basis.</p> <ul style="list-style-type: none"> • Support teachers in the use of Connecticut’s Benchmark Assessment System (CBAS). • Align state-developed English and mathematics benchmark assessments to the Common Core Standards and develop assessments for additional grades and subjects. • Require the lowest-achieving 5% of schools to administer these state-developed assessments three times per year. 	<ul style="list-style-type: none"> • SDE must ensure timely release of CMT and CAPT scores • SDE must build out the Connecticut’s Benchmark Assessment System (CBAS) to cover missing grades and subjects and align with Common Core Standards • In order to require the use of CBAS in the lowest- achieving 5% of schools, SBOE must act upon its authority to establish instructional and learning environment benchmarks for low-achieving schools 	<p>SDE releases the results of the CMT and CAPT tests as soon as possible. The tests are administered in March and the results are released in mid-July. The time between March 26 and July 16 is used for scoring of the written responses and checking data. If open-ended items were deleted from the test, scores would be available much sooner.</p> <p>The State Board just approved a legislative proposal for the 2011 session to increase the frequency that the Developmental Reading Assessment is provided in priority school districts.</p> <p>CBAS is the on-line benchmark assessment system for grades 3-8 in reading and mathematics. It is being aligned with the Common Core Standards this year (2010-2011). Writing and Algebra I will also be added in 2010-2011. These are offered at no cost to all districts.</p>	

<ul style="list-style-type: none"> • Make student CMT and CAPT scores available to school districts and teachers within 45 days of the assessment date. 		<p>The Smarter Balance Assessment Coalition (SBAC) of over 30 states (including CT) will be including benchmark assessments as a component of its comprehensive assessment system. This will be a service states can purchase beginning in 2014-2015, at the latest. The SBAC received a Race to the Top Assessment grant from the federal government for the development of a new generation of multi-state assessment systems.</p>	
<p>13. Set high expectations for what students should know and be able to do: Require all high school students to pass the CAPT before being awarded a high school diploma.</p> <ul style="list-style-type: none"> • Identify students early who may not pass the CAPT and provide remedial help. • Students who do not achieve a passing score as determined by the SBOE will be supported with in-school remediation and extended learning opportunities to successfully retake these assessments. 	<ul style="list-style-type: none"> • Enact legislation to require passing CAPT scores to graduate high school • Provide resources for academic support of pre-CAPT early intervention, as well as retakes of the CAPT 	<p>As part of the Secondary School Reform Plan adopted as part of P.A. 10-111, all students will be required to successfully complete end-of-course examinations in order to graduate in the following courses: (A) Algebra I, (B) geometry, (C) biology, (D) American history, and (E) grade ten English.</p> <p>As mentioned above, districts are required to provide adequate student support and remedial services for students including providing alternate means for a student to complete any of the end of the school year examinations.</p> <p>P.A. 10-111 requires that SDE wait to begin developing (or approving) these exams until July 1, 2012 but requires that the development or approval of such exams be completed by July 1, 2014.</p>	<p>SDE estimates it will cost approximately \$2.0 million to develop the tests and provide professional development training at the district level. Less resources would be required to approve examinations that have been developed elsewhere and adopted by the State Board.</p>

III. Foster Leadership

Commission Recommendation	Commission Recommended Action	Current Law/SDE Action Addressing this Proposal	Fiscal Note
<p>14. Broaden the pool of Connecticut school and district leaders: Recruit an expanded corps of diverse school and district leaders.</p> <ul style="list-style-type: none"> • Actively recruit effective school and district leaders from other states and grant automatic reciprocity. • Create administrator Alternative Route to Certification (ARC) programs for individuals with varied professional backgrounds that have appropriate instructional leadership experience. • Partner with the private sector to develop urban school leaders, including creation of an Urban Leadership ARC and expansion of Connecticut’s Urban School Leaders Fellowship. 	<ul style="list-style-type: none"> • The Commissioner of Education should use the legislative authority granted to waive certification requirements for experienced out-of-state superintendents • Legislation is required to grant automatic reciprocity for principals and to open Alternate Route to Certification programs for principals to individuals with backgrounds other than education 	<p><i>a. Certification Waivers</i></p> <p>In the past two years, a number of changes were made in statute to provide flexibility for teacher and administrator certification. Some of the provisions are automatic if the candidates meet the requirements laid out in statute and a few grant the Commissioner the flexibility to waive certain requirements upon request.</p> <p>P.A. 09-06 of the June 19th Special Session provides for:</p> <ul style="list-style-type: none"> • The waiver of the competency examination and subject area assessment for certified, experienced teachers who hold a valid certificate equivalent to an initial educator certificate from another state and who (1) have at least three years of successful teaching experience within the 10 years prior to application or (2) hold a master’s degree in the academic subject area for which they seek certification. • Applicants for an administrator certification to be exempt from the Praxis I requirements when that person: (1) holds a valid school administrator certificate in another state that the State Board of Education determines is equivalent to an initial educator certificate in Connecticut; (2) is applying for a certificate in a school administrator endorsement area; and (3) has three years of successful experience as a school administrator within the 10 years 	

		<p>prior to applying for the administrator certificate.</p> <ul style="list-style-type: none"> • Applicants for certification to teach in subject shortage areas to substitute an excellent score on subject area assessments in shortage areas determined by the Commissioner in lieu of the subject area major requirement for certification. <p>P.A. 10-111 provides for:</p> <ul style="list-style-type: none"> • A local or regional school board in a priority school district to hire a retired teacher certified in any subject for up to two consecutive years at full salary without loss of pension benefits, provided such board certifies to the Teachers' Retirement Board that no qualified candidates were available. Current law authorizes any local or regional board to hire a retired teacher for up to two years for subject shortage areas only. • Allows teachers and administrators who attained tenure in another school district in Connecticut or out-of-state and take a job in a priority school district, to attain tenure in the new district in half the time (i.e., after working 10 months rather than 20 months in the priority school district). • Grants the Commissioner the authority to waive certification for a superintendent who, upon the request of an employing local or regional board of education, has three years of experience as a certified administrator in a public school and holds a superintendent certificate issued by 	
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		<p>another state.</p> <p><i>b. Alternate Routes to Certification for Administrators</i></p> <p>The Connecticut General Statutes (CGS) authorizes alternate routes for certification (ARC) to exist for both teachers and school administrators. (See, 10-145b(c), 10a-10a, 10a-19d, and 10-155d). In addition, P.A. 10-111 requires the State Board of Education to review and approve proposals for alternate route to certification programs for school administrators. The law requires that the candidates for administration have at least forty school months teaching experience, of which at least ten school months must be in a public school.</p> <p>Of note the RESC Alliance, led by CREC, is in the process of developing an Advanced Alternate Route to Certification (AARC) in response to an urgent need for highly effective administrators in high-need schools, which is not being met by existing preparation and recruitment strategies. The program's aim is to build district leadership capacity within Connecticut's 17 high need districts by partnering with eligible districts to identify potential AARC candidates and place them in a year-long residency as an intermediate administrator within the district. AARC applicants must be recommended by the partnering district, hold a master's degree, have successfully taught for 40 months, pass all interview and application requirements, and</p>	
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		<p>commit to working as a leader in the identified district for 3 years.</p> <p>c. Equitable Distribution of Teachers</p> <p>Lastly, in order to receive SFSF Phase II funds, SDE was required to have a plan to ensure equitable distribution of teachers between high- and low-poverty schools and take actions to comply with federal requirements for highly qualified teachers in Title I schools. To meet this assurance the department has posted its Teacher Equity Plan on its website.</p>	
<p>15. Reform the process of administrator preparation, certification and support.</p> <p>Reform the certification process for superintendents and principals to stress educator instructional leadership qualities, meaningful evaluations, field experiences and the assignment of highly effective mentors.</p> <ul style="list-style-type: none"> Align preparation courses to these new requirements. Provide an induction year complete with a mentor and professional development based on the needs of the school/district. Provide a specialization strand that provides explicit training and work experience in 	<ul style="list-style-type: none"> Changing certification regulations requires Commissioner, SBOE and Attorney General (AG) approval, as well as a legislative regulatory review SBOE must approve programs to include an urban/turnaround school specialization strand 	<p>Certification Regulations</p> <p>The SBE approved revised certification regulations at its December 1, 2010 meeting. These revised regulations require training in a broad teacher skill set, not currently covered in existing regulations, that address the diverse learning needs of students in the pre-service competency areas as outlined in Public Act 09-01, Section 1 (h), which states:</p> <p>“On and after July 1, 2012, any candidate entering a program of teacher preparation leading to professional certification shall be required to complete training in competency areas contained in the professional teaching standards established by the State Board of Education, including, but not limited to, development and characteristics of learners, evidence-based and standards-based instruction, evidence-based classroom and behavior management, and assessment and professional behaviors and responsibilities. “</p>	

<p>improving urban/turnaround schools and districts.</p>		<p><i>New Teacher Induction Program: TEAM</i> P.A. 09-06 of the September Special Session established a new teacher induction program called T.E.A.M. (Teacher Education and Mentoring program) that is now in its first year of full implementation. TEAM requires beginning teachers to be assigned a mentor and to work over two years to complete five professional growth modules in order to provide a framework for support of new teachers. For more information on TEAM, see the summary below under “Excellent Teaching.”</p>	
<p>16. Extensively train existing principals in new evaluation systems.</p>	<p>Reallocate current administrator professional development dollars to ensure they are well prepared to use the new data and teacher evaluation systems</p>	<p>Sec. 4 of P.A. 10-111 requires a Performance Advisory Council to be established to develop guidelines for districts on revising teacher evaluations to include multiple measures of student academic growth. The guidelines must be completed on or before July 1, 2013. As indicated in the fiscal note for this provision of the bill, SDE anticipates conducting trainings across the state once these guidelines are finalized.</p>	<p>SDE estimates that it will cost approximately \$7 million in order to develop, implement & train administrators to reliably use a teacher evaluation rubric in every district in the state.</p>
<p>17. Hold school leaders accountable: Require principals to develop annual goals regarding student achievement and other indicators and hold them accountable to meeting them.</p>	<ul style="list-style-type: none"> • Legislative change is necessary to require principal evaluations be tied to annual goals based on student performance • Funding is required to offer incentives to highly effective principals who transfer to 	<p>The revisions made to section 10-151b in P.A. 10-111, require teacher evaluations to include multiple measures of student growth apply to principals and all other administrators employed by the district, except for superintendents. “Teacher”, for the purpose of this section of statute, is defined to include each certified professional employee below the rank of</p>	

<ul style="list-style-type: none"> Principal compensation should be based on meeting their annual goals. Additional compensation should be offered for highly effective principals who agree to transfer to the lowest- achieving schools. 	<p>low-achieving schools</p>	<p>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 (see 10-151(2)).</p> <p>The Performance Advisory Council, established in P.A. 10-111, has been charged to develop the formal design of a new system for supervising, and evaluating principals <i>and</i> teachers.</p>	
<p>18. Once a person assumes a school principal or assistant principal role, tenure should no longer be applicable.</p>	<p>Legislation is necessary to modify administrator tenure and union regulations</p>		
<p>19. Let district leaders run the system: Boards of Education should develop policies and budgets and should hire the superintendent.</p> <ul style="list-style-type: none"> Train Boards of Education (BOEs) and hold them accountable for policy, budget decision-making, and the hiring and evaluation of superintendents. Managing the operations of the school district, including hiring and evaluating other school personnel, is the responsibility of the superintendent. Boards of Education members should be required to undergo 	<ul style="list-style-type: none"> SBOE must act upon its authority to require that members of Boards of Education undergo training Legislation is necessary to require annual goals based on student performance as part of superintendent evaluations 	<p>Over the past year, SDE has partnered with CABE to implement the Lighthouse Project, a professional development program for local board of education members. The Lighthouse Project is a research-based program that assists board members in identifying those conditions and beliefs that exist within their district that contribute to student achievement. The training helps local boards understand the role that only the board can play in leading improvement of instruction and achievement for all students in the local district.</p> <p>This project is being used to support the overall goals of the Bureau of Accountability and Improvement: to provide support to districts in bring about systemic change that will improve student achievement.</p>	

<p>training at least once on the role of the Board and effective governance practices.</p> <ul style="list-style-type: none"> Annual student performance goals should be set by the superintendent, approved by the board and reported to the public. 			
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IV. Excellent Teaching

Commission Recommendation	Commission Recommended Action	Current Law/SDE Action Addressing this Proposal	Fiscal Note
<p>20. Improve the process and outcomes of teacher preparation programs: Restructure teacher preparation programs so that candidates demonstrate content knowledge and instructional skills in order to graduate with teaching degrees.</p> <ul style="list-style-type: none"> Refine teacher certification requirements to ensure all pre-K–12 teachers have acquired the content knowledge and skills to be effective, especially with low-achieving students. Provide clear coursework guidelines and expectations and require all elementary and special education teachers to pass the 	<ul style="list-style-type: none"> The SBOE must strengthen and act aggressively on its teacher preparation program approval and allow effectiveness measures to substitute for NCATE standards in approving some ARC programs The SDE/SBOE must actively pursue partnerships with philanthropic and other organizations to expand teacher preparation options Changing certification regulations requires Commissioner, BOE and AG approval, as well as a legislative regulatory review 	<p><i>Teacher Preparation Programs</i> As stated above, the teacher certification regulations are in the final stages of significant revisions. The changes in these regulations include a major shift to requiring that candidates in teacher preparation programs complete trainings in competency areas contained in the professional teaching standards established by the State Board of Education, rather than simply just checking off coursework that must be completed.</p> <p><i>Collecting Student & Teacher Data</i> In addition, as part of the changes being made to the Longitudinal data system under P.A. 10-111 and SFSF Phase II, teachers will be assigned a unique identifier and data will be collected to show that individual’s credentials, including the teacher</p>	

<p>Foundations of Reading and Math assessments.</p> <ul style="list-style-type: none"> • Require teacher candidates to have more in-classroom field experiences and practical courses with at least one field experience in a high-poverty school with an effective teacher. Model some graduate teacher licensing programs after yearlong urban teacher residency programs to better prepare them to work in high-poverty settings. • Improve the quality and diversity in teacher preparation programs while meeting teacher shortage area demands. • Increase the growth of teacher Alternative Route to Certification (ARC) programs. • Require a uniform format for reporting data on students and graduates of all teacher preparation programs to the SDE and the public annually. • Revoke the approval of teacher preparation programs that do not produce enough effective teachers. 		<p>preparation program completed. Changes will also be made to the system to match teachers and students and therefore we will begin to have data on the effectiveness of teacher preparation programs.</p> <p><i>Alternate Routes to Certification</i> Currently, Connecticut has eight alternate route program providers for teachers. In fiscal year 2008-2009, 323 teachers successfully completed certification through these ARC programs, which equals 15 percent of the total number of teachers certified in that year. Of the 323 ARC completers, almost all (296) attended programs operated by providers other than institutions of higher education.</p>	
<p>21. Weight teacher evaluation towards student achievement:</p>	<ul style="list-style-type: none"> • Legislation and changes in institutional practice are 	<p>Changes made to P.A. 10-111 require that multiple indicators of student academic</p>	

<p>Require school districts to institute a teacher evaluation system in which preponderant weight is given to growth in student achievement, in addition to other factors such as classroom practice observations and lesson planning.</p> <ul style="list-style-type: none"> • Student achievement measures may include variables besides assessment scores, such as demonstrated learning on a project. These evaluation systems should be linked to pay, placement and opportunities for advancement and dismissal. • Institute K–12 data systems capable of linking student, teacher, course and administrative data for use in instructional improvement and performance evaluation. Provide incentives to support districts in utilizing these systems prior to 2013. • These systems must include protections from arbitrary dismissals. • Should workforce reductions be necessary in addition to seniority, teacher effectiveness and evidence of successful training in a school’s special 	<p>necessary to require all school districts have teacher evaluation systems with a preponderant weight given to student growth</p> <ul style="list-style-type: none"> • Legislation is necessary to require variables besides seniority to be used in teacher layoff decisions and as part of teacher contracts and to require seniority to be school-based 	<p>growth be included as a component of the teacher evaluation process. The Performance Evaluation Advisory Council established under the Act is tasked with developing guidelines for school districts on the use of multiple indicators of student academic growth in teacher evaluations, on or before July 1, 2013. This group has been established and is currently working towards developing the new guidelines.</p> <p>At the same time, as stated above, the state’s Longitudinal Data System is being expanded to include more measurements that will allow districts to link student and teacher data to assist in the implementation of the revised teacher evaluation system to include student academic growth.</p>	
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<p>theme and instructional needs must also be considered. These decisions must be made at the school level, not the district level.</p>			
<p>22. Keep effective teachers teaching: Compensate, support and develop teachers throughout their careers to improve instructional practice and student achievement.</p> <ul style="list-style-type: none"> • Provide teachers with opportunities for effective mentoring, professional development and collaboration to improve instructional practice. Adequate funding must be provided. • Restructure teacher compensation to include career levels with increasing pay and performance bonuses. Career levels shall be attained via a rigorous evaluation process, which includes data on student growth, classroom practice, lesson preparation and planning, and other factors. A career ladder with up to five levels, ranging from novice through intermediate to master teacher, 	<p>Enact legislation requiring a career ladder framework with an aligned base pay and bonus compensation system</p>	<p><i>New Teacher Induction Program: TEAM</i> P.A. 09-06 of the September Special Session established a new teacher induction program called T.E.A.M. (Teacher Education and Mentoring program) for beginning teachers that includes mentorship and professional development that is now in its first year of full implementation. Beginning teachers participating in the program are assigned a mentor to guide them while they progress through the program.</p> <p>Under the guidance of their mentors, beginning teachers are required to complete up to five professional growth modules focused on the following domains of the Common Core of Teaching (CCT): (1) classroom environment; (2) planning; (3) instruction; (4) assessment; and (5) professional responsibility. At the culmination of each module, a written reflection paper will be submitted by the beginning teacher to a district or regional review committee to determine if the beginning teacher has successfully completed the module. Beginning teachers must successfully complete TEAM Program</p>	

<p>is recommended. Base pay shall be determined by career level. Bonus pay for teachers may be based on school, group and/or individual performance.</p>		<p>requirements to be eligible for continued certification.</p> <p>The CSDE in collaboration with the RESCs provide comprehensive training for district personnel implementing the TEAM Program. This training includes effective teaching methods and best practices in teacher evaluation. Training is provided to TEAM Program district facilitators, coordinating committee members, administrators and mentors. As the program evolves, beginning teacher seminars and webinars will be available, and experienced teachers from urban districts will be selected and trained to be “Master Mentors” and teacher leaders in their schools. The T.E.A.M. Program Web site provides districts and beginning teachers with numerous resources related to the program and effective teaching.</p> <p>The TEAM Program plays a substantial role in enhancing the instructional effectiveness of new teachers and ensures that all new teachers demonstrate Connecticut’s rigorous teaching standards in all schools, including high poverty, high minority and low performing schools. The professional growth modules require beginning teachers to engage in reflection, self-evaluation and professional development resulting in enhanced pedagogical skills. It is expected that this process will have a positive impact on students and ultimately lead to a higher</p>	
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		<p>level of student learning. The “support” component of the TEAM Program ensures that all new teachers are assigned a state-trained mentor to provide guidance and support during their first two years of teaching, resulting in enhanced instructional effectiveness and the retention of new teachers in high poverty, high minority and low performing schools.</p>	
<p>23. Relate teacher tenure to effectiveness: Demonstrated teaching effectiveness must be at the heart of tenure decisions. Tenure should not be a barrier to the removal of ineffective teachers.</p> <ul style="list-style-type: none"> • The ability of school districts to impose additional training requirements and to terminate ineffective teachers must be tied to teacher evaluations, with the preponderant emphasis on student achievement and without regard to how long a teacher has been teaching. • Grant teachers a specific period of time for improvement based on an individualized professional improvement plan as part of this process. • Revise the standards and process for dismissal to permit 	<ul style="list-style-type: none"> • Enact legislation to modify the Teacher Tenure Act so that it permits removal of ineffective teachers in a timely manner • Legislation is necessary to revise the standards for dismissal to include student needs as a dominant component 		

<p>timely action and contract termination, unless such action is arbitrary, with student needs as a dominant component.</p>			
<p>24. Get highly effective teachers to the most challenged schools: Ensure that the lowest-achieving schools can attract and retain highly effective teachers. Hold school districts accountable for implementing plans to recruit, develop and retain highly effective teachers and place them in low-achieving schools.</p> <ul style="list-style-type: none"> • Provide additional support and mentoring for teachers in these districts to improve instructional practice. • The state should partner with philanthropic organizations to offer financial incentives to facilitate the process. Philanthropic organizations and businesses must be permitted to participate in strengthening the teaching force in these districts. • Report data on the distribution of teachers by effectiveness to the public without the use of individual names. • Require that teachers inform their school districts of their intent to retire or resign at the 	<ul style="list-style-type: none"> • Increase the types of incentives proven to be effective in recruiting and retaining highly effective teachers • Legislation is necessary to guarantee that philanthropic assistance can be used for this purpose in any district • Legislation requiring the earlier notice of plans to leave is necessary 	<p><i>Equitable Distribution of Teachers</i> The Department’s strategy to ensure that the state’s neediest students receive high quality instruction is summarized in its Teacher Equity Plan.</p>	

end of the school year by March or receive a financial penalty. This will not apply in instances of emergency or illness.			
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V. Invest Intelligently

Commission Recommendation	Commission Recommended Action	Current Law/SDE Action Addressing this Proposal	Fiscal Note
<p>25. Redeploy education cost sharing grants: Develop a new weighted student funding formula to distribute Education Cost Sharing (ECS) grants within the existing pool of budgeted funds.</p> <ul style="list-style-type: none"> Phase in new funding formula over 3-5 years. This funding formula will apply to all public schools including charters and magnets. Overtime, allow “money to follow the child.” 	<ul style="list-style-type: none"> Develop a new weighted student funding formula to distribute ECS grants Legislation is necessary to make changes to the ECS formula 	<p>In the Spring of 2010 the State Board created an Ad Hoc Committee on Ad Hoc Committee on Education Cost Sharing and Choice Funding which is looking into how the state funds school choice program as well as the ECS formula and will be making recommendations in January.</p>	
<p>26. Reallocate categorized funds: Examine existing categorical grants for effectiveness and reallocate them towards specific efforts aimed at improving achievement for low-income</p>	<p>SDE must examine the use of current categorical funds for effectiveness</p>		

students.			
<p>27. Revise the process of tracking education expenditures to improve transparency and public accountability.</p> <ul style="list-style-type: none"> • Adopt a standard, common chart of accounts statewide to allow per-pupil expenditures to be reported at the state, district and school levels. • Reviews of district should regularly include a component to determine how funds are distributed to individual schools and programs and a system for analyzing effectiveness of programs funded. 	<p>Legislative changes are necessary to require a common chart of accounts with school-level information</p>		
<p>28. Finding cost efficiencies and additional funds can stretch our dollars: Encourage school districts to consolidate various operations and/or share services.</p> <ul style="list-style-type: none"> • Commission pilot programs and an independent study to demonstrate how districts could benefit from various levels of shared services or consolidation. 	<ul style="list-style-type: none"> • Pilot programs on shared service models overseen by SDE • SDE should direct a consulting study of how districts can benefit from shared services 	<p>The Board’s Ad Hoc Committee on Education Cost Sharing and Choice Funding is looking into potential cost savings from regionalizing certain services and will be making recommendations on this issue as well.</p>	

<ul style="list-style-type: none"> Offer training on the specific benefits of shared services or consolidation for boards of education and district leaders. 			
29. More federal and private grants: Redouble efforts to gain federal and private grants to drive excellence in our schools	Designate a person with a record of grant-writing success within or contracted to SDE to look and apply for funding opportunities		

VI. Turnaround Schools

Commission Recommendation	Commission Recommended Action	Current Law/SDE Action Addressing this Proposal	Fiscal Note
<p>30. Enact comprehensive and bold turnaround strategies for the lowest-achieving 5% of schools as part of a new accountability and intervention framework.</p> <ul style="list-style-type: none"> Provide superintendents and principals with authority on staffing, scheduling and funding by removing barriers that inhibit dramatic change. Build accountability for transforming schools at district/school leadership levels with clearly articulated commitments from and accountability to the SDE School Turnaround Office. 	<p>Legislation is required to provide superintendents and local boards of education the authority required to advance some of these strategies</p> <ul style="list-style-type: none"> Create a multi-tiered intervention and accountability framework as outlined in our recommendations. Align new authority at the superintendent level to this framework Financial resources for the turnaround of the lowest-achieving schools should be leveraged to maximize change 	<p>The Connecticut Accountability for Learning Initiative (CALI) is the comprehensive strategy being used in Connecticut to turnaround the state’s lowest performing schools. CALI is only in its third year of being fully implemented and a recent independent evaluation conducted by RMC Research contains a series of commendations and recommendations for the continuation of CALI. The Bureaus of Accountability & Improvement and Student Assessment have begun to analyze student achievement data to examine the impact of CALI components on closing the achievement gap in Partner Districts.</p> <p>In addition, the Bureau of Accountability & Improvement is already in the process of</p>	

<ul style="list-style-type: none"> Grant significant latitude to form charter, magnet and other innovative school models in partnership with external organizations with a demonstrated record of effective school improvement. 		<p>implementing the federal School Improvement Grant which is a \$25.7 million federal grant for the 5% lowest achieving schools in the state. In order to receive the funds, eligible schools were required to commit to implementing one of four school reform models, prescribed by the U.S. Department of Education.</p> <p>Public Act 10-111 grants local and regional boards of education in priority school districts the authority to form innovative schools with a variety of external groups.</p> <p>In addition, the Act also lifted restrictions for the creation of new charters. This October, SDE received seven applications for the formation of new charter schools in the state. State funding (at \$9300 per pupil) is required however for these charter schools to be established.</p>	
<p>31. Build a new framework for transforming failing schools: Within the next year, adopt a new multi-tiered accountability and intervention framework to ensure that all schools and districts have the support they need to attain high student achievement.</p> <ul style="list-style-type: none"> Classify schools and districts based on student growth and achievement factors as well as 	<ul style="list-style-type: none"> SDE must develop and adopt a new intervention and accountability framework Allocate funds to implement the new framework beginning with the 2011-2012 school year 	<p>See above for information on the Department's relatively new intervention and accountability framework, CALI.</p>	

<p>attendance, graduation rates and other indicators of student need and success.</p> <ul style="list-style-type: none"> • Hold both the state and district accountable at each intervention level. • Define increased intervention authority and oversight over districts and schools in the lowest tiers of the framework. • Ensure that there is a clear analysis of what additional student support will be required, including access to in-school and/or community-based social and health services. 			
<p>32. Provide new leadership at the state level: Establish a School Turnaround Office with the authority and the mandate to intervene aggressively in low-achieving schools and districts. Consolidate all SDE activities related to interventions and accountability for the lowest-achieving schools as part of this new office.</p> <ul style="list-style-type: none"> • Create a new Turnaround Office that reports to the Commissioner. The Turnaround Office will have discretion over 	<ul style="list-style-type: none"> • Restructure SDE to create a Turnaround Office and a high-level authority to lead it • Grant the Turnaround Office the authority and the mandate to work in low-achieving schools and districts 		

<p>hiring decisions and the authority to contract out for staffing and support needs.</p> <ul style="list-style-type: none"> • Authorize the Turnaround Office to create public-private partnerships to increase capacity, innovation and financial support for school transformation. • Re-evaluate the effectiveness of the School Turnaround Office every three years. 			
<p>33. Maximize instructional time in the existing school day and provide the authority to lengthen the school day and school year for the lowest-achieving 5% of schools.</p>	<ul style="list-style-type: none"> • The Commissioner of Education and the SBOE must act upon their existing authority to extend the school day or year for the lowest-achieving schools • Provide program support and analysis to superintendents and principals in the lowest-achieving schools about time structure, use and management to enhance instruction • Provide fiscal support to address the additional costs of extending the school day or school year, after each school has provided a plan for the use of added time • Identify students who are truants and engage with parents to develop a plan that assures 		

	high levels of attendance		
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