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Connecticut's P-20 Council

Principles to Guide Connecticut and Our Educational Systems

Connecticut leaders from across the educational spectrum, business, philanthropy, and community organizations have come together to build stronger educational pathways from preschool through K-12 schools and on to postsecondary education and careers. The success of Connecticut's students is the responsibility of all involved – students and families; teachers and administrators; boards of education; community-based organizations; philanthropy; employers; state agencies; policymakers and the public at large – each with different responsibilities and contributions to this effort.

The P-20 Council has developed the following principles to guide Connecticut and our educational systems along its path toward systemic change and increased educational attainment.

1. Connecticut's future economic and societal success depends on improving student success rates and increasing the education level of our state's population.

2. All students can be ready for every transition along their educational pathway from pre-kindergarten programs through postsecondary education and careers.

3. Local schools, colleges and employers must actively work together to improve student readiness for continued education and careers.

4. Every school, out-of-school program, college and educational system must understand the expectations of the educational system or employers to which their students go next.

5. Teacher training and educational leadership programs and local school districts must work together, and share responsibility, to increase student success in local schools.

6. Student success must be assessed along the entire educational pathway and not limited to outcomes at the end of a particular sequence (e.g., elementary school readiness, high school or college graduation).

7. Students have different learning styles; thus one style of teaching or one type of learning environment will not maximize student success rates.

8. Students are at different levels of readiness for their next step; thus initiatives to improve readiness must address these different levels.

9. Students' "college-going and career aspirations" begin to crystallize in middle school but must become more concrete in each future year in order to motivate student behaviors that will increase their readiness for continued education and employment.

A SUPERIOR EDUCATION

FOR CONNECTICUT'S 21st CENTURY LEARNERS

(b)(6)

Five-year Comprehensive Plan for Education 2006-2011

Adopted by the Connecticut State Board of Education on January 3, 2007

Gary A2

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FOR CONNECTICUT'S 21st CENTURY LEARNERS

Five-year Comprehensive Plan for Education 2006-2011

Connecticut State Board of Education

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"Schools, families, communities and businesses all contribute to student success and the best results come when all partners work together."

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PREFACE

A SUPERIOR EDUCATION FOR CONNECTICUT'S 21st CENTURY LEARNERS

Connecticut General Statutes Section 10-4(c) requires the Connecticut State Board of Education to develop, every five years, a five-year *Comprehensive Plan for Elementary, Secondary, Vocational, Career and Adult Education.* Upon adoption by the Board, the plan is submitted to the Governor and the Education Committee of the General Assembly.

As required by the statute, the State Board of Education appointed, in December 2005, an advisory committee to help prepare the comprehensive plan. Members represented education organizations, parent organizations, student organizations, organized labor, and business and industry.

The 2006-2011 comprehensive plan emphasizes three priority areas and presents the rationale, actions and outcomes for each.

1. **High-quality preschool education for all students,** including preschool programs aligned with *Connecticut's Preschool Curriculum Framework and Preschool Assessment Framework* and linked to the *Connecticut Framework: K-12 Curricular Goals and Standards.* This will require alignment of research-based curriculum implemented by high-quality teachers in preschool through Grade 3, with a monitoring and assessment system aligned to the state standards.

2. **High academic achievement of all students in reading, writing, mathematics and science,** with a focus on students in high-need schools and districts. High achievement will result only if all students are *expected* to achieve at high levels and have equal access to challenging curriculum and instruction, and adequate and equitable resources; and are taught by excellent educators who believe that all students, regardless of race, gender, ethnicity or socioeconomic status, can achieve at high levels.

3. **High school reform,** so all students graduate and are prepared for lifelong learning and careers in a competitive, global economy. This will require all high schools to provide a rigorous, literacy-based curriculum linked to authentic, real-life experiences; performance-based assessments; a school climate in which personal and social responsibility is practiced; and school-business partnerships that offer students tangible knowledge and experience.

While the State Department of Education's outstanding work in promoting career and adult education will continue, the Board selected these three priority areas to address the unacceptable achievement gaps that continue to widen in reading and mathematics among students who differ in gender, race, ethnicity and socioeconomic status. The rigor of curriculums and instruction across all

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"All students must have access to a rigorous curriculum taught by highly effective and qualified educators ..."

PREFACE, *continued*

grade levels must be equal in urban, suburban and rural schools. If we are to close these growing, persistent gaps and prepare all our students to be successful in the 21st century, we — the State Board of Education, policymakers, educators, citizens and students — must provide the necessary resources and expect that all our students can and will achieve at high levels.

We must ensure that all our students are proficient in reading, writing, mathematics and science. The Board is directing the Department to address these priorities with a sense of urgency and deliberate speed.

The Board believes that the amount and use of time for instruction, including the structure and length of the school day and school year, is important to high academic achievement. Each of the three priority areas in this comprehensive plan addresses the necessary extended learning opportunities students must receive, such as before- and after-school programs, weekend programs, tutoring, homework help, summer school and other supports.

The State Board of Education also believes that education is a shared responsibility throughout a student's life. Schools, families, communities and businesses all contribute to student success and the best results come when all partners work together. These partnerships are necessary to support student success and help adults coordinate their efforts to promote learning. The State Board of Education will provide leadership in developing and promoting partnership programs that contribute to success for all students, including the development of parents' literacy skills, and that ensure schools are safe and supportive for all members of the school community.

To close the large and unacceptable gaps in achievement, resources and opportunities for Connecticut students, the Board must address all three priorities simultaneously. All students must receive a high-quality preschool education. All students must have access to a rigorous curriculum taught by highly effective and qualified educators who believe that every student at every grade level can achieve at high levels. All students must graduate from high school prepared for lifelong learning and careers in a competitive, global economy.

The State Board of Education will work with the Governor, state legislators and key stakeholders to accomplish this extremely important agenda and to advocate for the critical resources needed to support these priorities during the next five years. The Board knows that partnerships must engage multiple community stakeholders and recognize, respect and address families' diverse interests, needs and talents, as well as economic and cultural differences.

ACKNOWLEDGMENTS

A SUPERIOR EDUCATION FOR CONNECTICUT'S 21st CENTURY LEARNERS

The State Board of Education would like to recognize the work of the following individuals who served on the Comprehensive Plan Advisory Committee and helped to develop the ideas set forth in this document:

- Nancy Cetorelli, Executive Director, Cooperative Educational Services
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- Marianne Kirner, Executive Director, State Education Resource Center
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- David Larson, Executive Director, Connecticut Association of Public School Superintendents
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- Paulette Moore, Principal, Eli Whitney Technical High School
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- Danuta Thibodeau, Executive Director, Education Connection
- Shirley Thompson, Board of Directors, Connecticut Association of Boards of Education

"The State Board of Education will provide leadership in developing and promoting partnership programs that contribute to success for all students ..."

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PRIORITY I

HIGH-QUALITY PRESCHOOL EDUCATION FOR ALL STUDENTS

Rationale

High-quality preschool education plays a significant role in the development of competent learners. Many reports have documented the achievement gap in Connecticut between our poorest students and their wealthier counterparts. The wide disparity in access to and the availability of high-quality preschool education is a major contributor to this achievement gap. A high-quality preschool education provides children with the foundation essential for future school success — a healthy attitude toward learning and the necessary skills for learning to read, write, listen and speak. In addition, a high-quality preschool education provides for the development of positive social, emotional and physical skills.

Currently, the state funds preschool education for about 8,500 children from high-need districts. However, in these same districts, it is estimated that 7,700 children still do not participate in preschool programs because state funding is inadequate to establish spaces for these children. Beyond state-funded programs that serve children from high-need districts, many families living in other communities cannot afford the costs of preschool education.

Finally, in both state- and privately supported preschool programs, a large disparity exists in preschool teachers' credentials, knowledge and skills. These large disparities contribute significantly to the uneven preparation of young children and the resulting achievement gap.

Actions

The State Board of Education will take the necessary steps to support the following state actions to address this priority:

- Provide funding for high-quality preschool education for all 3- and 4-year-old children living in high-need districts, as well as those children most in need throughout the state
- Provide incentives to districts to assume increased responsibility for high-quality preschool education
- Increase funds to existing state programs, such as School Readiness and Head Start, to support high-quality preschool education
- Revise current statute to increase funding for both school construction and the child-care facilities loan funds to expand capacity for preschool education
- Provide assistance to enable children of families most in need to receive a high-quality preschool education
- Collaborate with Connecticut higher education to establish a seamless system between two- and four-year programs to prepare high-quality early childhood educators
- Collaborate with Connecticut higher education institutions to provide incentives, such as scholarships, tuition waivers and forgivable loans, to candidates seeking an early childhood credential

continued ▶

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"A high-quality preschool education provides children with the foundation essential for future school success."

Priority I Actions, continued

- Expand early childhood educator preparation programs to allow alternate forms of obtaining a required credential, such as distance learning, off-campus and satellite learning centers, employment-based and credit-granting courses, and supervised practicum; emphasis will be placed on increasing minority candidate participation

- Provide ongoing, systematic professional development in the use of *Connecticut's Preschool Curriculum Framework* and *Preschool Assessment Framework* to ensure that all early childhood educators have the knowledge and skills to prepare children for future school success

- Collaborate with the Department of Public Health to modify the role of the education consultant to support early childhood educators in effective instructional practices consistent with *Connecticut's Preschool Curriculum Framework* and *Preschool Assessment Framework*

- Establish a system of monitoring and technical assistance to support effective instructional practices consistent with *Connecticut's Preschool Curriculum Framework* and *Preschool Assessment Framework* and aligned with the *Connecticut Framework: K-12 Curricular Goals and Standards*

- Support the design and implementation of a developmentally appropriate measure of children's readiness for and progress in kindergarten

Outcomes

The expected outcome is a high-quality preschool education for all young children in Connecticut. The following indicators will serve as measures of success:

- More children will participate in high-quality, state-funded preschool programs, and there will be greater access to high-quality preschool programs statewide.

- More teachers will have specialized credentials in early childhood education and the skills and knowledge to provide a high-quality preschool education.

- All preschool programs will include a rigorous curriculum and an assessment system aligned to *Connecticut's Preschool Curriculum Framework* and *Preschool Assessment Framework.*

- Children who participate in all preschool programs will enter kindergarten fully prepared for further learning in literacy and numeracy.

- All children will have competencies in areas that support their learning and academic success, which include physical and motor development, creative and aesthetic expression, and personal, social and emotional skills.

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PRIORITY II

HIGH ACADEMIC ACHIEVEMENT OF ALL STUDENTS IN READING, WRITING, MATHEMATICS AND SCIENCE

Rationale

We expect all students to achieve at high levels and the rigor of curriculums and instruction to be equal in urban, suburban and rural schools. The achievement gaps in reading, writing, mathematics and science between high-performing and low-performing students in Connecticut are unacceptable. There are achievement gaps between males and females, and students of different racial, ethnic and socioeconomic groups. Equally disturbing are the gaps in the expectations held for these students.

The most significant achievement gap exists between our poorest students and their wealthier counterparts. On the 2006 Connecticut Mastery Test (CMT), students who paid full price for meals outperformed those who were eligible for free or reduced-price[1] meals in reading, writing and mathematics. When the scores were averaged across the three content areas, there was a 39 percentage-point difference in performance at the state goal level between students who paid full price for meals and those who were eligible for free or reduced-price meals.

Sufficient and appropriate resources must be provided to ensure that the achievement gap is closed quickly. We must provide high-quality, academically focused extended learning opportunities to refine and strengthen our students' skills. Schools must be safe and supportive for all members of the school community.

[1] *Eligibility for free and reduced-price meals serves as a measure of poverty.*

Actions

The State Board of Education will take the necessary steps to support the following state actions to address this priority:

- Develop model curriculums in reading, mathematics and science for prekindergarten through Grade 8
- Develop model curriculums for algebra and geometry
- Provide training and technical support for educators in the implementation of curriculums and monitor implementation in high-need districts
- Develop formative assessments, aligned to model curriculums, and provide training in the use of formative assessments
- Require low-performing districts to administer formative assessments in reading, writing, mathematics and science at all grade levels and use the information to improve instruction
- Establish incentives to attract, support and retain highly qualified and effective teachers in high-need districts, with priority given to attracting minority teachers
- Support "grow-your-own" programs in high-need districts by identifying (1) mentors for classroom-based support programs to increase teacher retention, (2) outstanding paraprofessionals to become certified teachers and (3) teachers who exhibit strong leadership skills to become school leaders/administrators

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Priority II Actions, continued

- Provide communication and outreach to middle and high school students from high-need districts on incentives available after high school graduation to those who attend educator preparation programs in Connecticut

- Collaborate with higher education in Connecticut to provide tuition assistance to students most in need to pursue teaching careers in mathematics and science

- Conduct a comprehensive evaluation of all components of the BEST Program and implement appropriate changes based on evaluation findings to ensure that all beginning teachers provide high-quality, effective instruction

- Develop and provide an induction program for all new administrators, beginning in high-need districts

- Establish pilot programs for extended learning opportunities beyond the regular school day and year, such as before- and after-school programs, weekend programs, tutoring, homework help and summer school, with expansion to additional schools based on results of the pilot

- Align preservice training with the National Council for Accreditation of Teacher Education (NCATE) standards on partnering with families and communities

- Provide professional development to school and district staff members in developing effective school-family-community/business partnerships based on State Board of Education standards

- Continue to expand the Connecticut Accountability for Learning Initiative (CALI) and support schools and districts identified by the No Child Left Behind Act (NCLB) in Year 3 of "in need of improvement" by:

  - requiring schoolwide instructional assessment by an external evaluator;

  - requiring the review of reading and mathematics curriculums in these districts and, if not standards-based, requiring implementation of State Department of Education model curriculums;

  - requiring on-site coaching of superintendents and principals in these districts, using as coaches administrators with records of high student achievement;

  - requiring leadership training for superintendents and principals in these districts in developing and implementing high-level instruction in reading and mathematics across all grade levels;

  - requiring the use of formative assessments in each of these districts to improve instruction; and

  - requiring the use of a longitudinal data system to track student indicators having direct impact on student achievement

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"We expect all students to achieve at high levels, and the rigor of curriculums and instruction to be equal in urban, suburban and rural schools."

Outcomes

The expected outcome for each of these actions is increased achievement of all students and a significant closing of the achievement gap in reading, writing, mathematics and science.

The following indicators, which are closely linked to student achievement, will serve as measures of success:

- Curriculums aligned to the *Connecticut Framework: K-12 Curricular Goals and Standards* implemented in every school
- District implementation of the full range of assessment options available, including common grade-level or subject-area assessments, benchmark assessments and formative classroom assessments
- Increased teacher retention rates and the number of minority teachers in high-need districts
- Increased retention of high-quality, new administrators in high-need districts
- Enhanced BEST Program so all beginning teachers are provided the necessary support for effective teaching of all students
- Fewer districts and schools identified as "in need of improvement" and "in need of corrective action"
- Implementation of a data system to measure student growth longitudinally
- Significant increases in reading, writing, mathematics and science achievement within one year at schools with pilot programs for extended learning opportunities
- Increased family participation in the planning and improvement of school programs
- Increased support to families for supporting children's learning at home
- Improved district policies on school-family-community/business involvement and consistent implementation of these policies

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PRIORITY III

HIGH SCHOOL REFORM

Rationale

Redefining Connecticut's high schools is critical to preparing all our young people to be successful in today's challenging world. Connecticut's economy depends on a highly skilled and highly educated work force. As the demographics of the job market and Connecticut's work force change, it will become even more important to ensure that there is a new vision for Connecticut's high schools. Every year, schools in our state lose thousands of young men and women who choose to leave school without graduating. When Connecticut's data is disaggregated for subgroups of students, the percentage of students who drop out is three times greater for Hispanics and two times greater for blacks than their white counterparts. In addition, thousands of high school graduates are leaving our schools without the skills and knowledge to be contributing citizens in our state and local economies. The primary focus of Connecticut's high schools must be to ensure that all students graduate and will be second to none in a global marketplace.

The current minimum standard for earning a high school diploma in Connecticut is 20 credits, as defined by Carnegie units, but in too many cases this standard allows for low performance. Closing the gap between the skills of high school graduates and the skills needed in college and the work force is essential. The high school experience must prepare students for the challenges, intellectual demands, opportunities and possibilities that await them. Providing the level of challenge necessary for student success requires a curriculum that includes rigorous content and concepts connected to relevant and authentic experiences and educators who hold high expectations for all students. Connecticut students need to be better prepared with 21st century skills, and ready for life, work and the world after high school.

Actions

The State Board of Education will take the necessary steps to support the following state actions to address this priority:

- Increase graduation requirements to reflect the skills needed to ensure success in a global society as follows:

GRADUATION REQUIREMENTS – CURRENT	
Minimum 20 credits	
English	No fewer than 4 credits
Mathematics	No fewer than 3 credits
Social studies	No fewer than 3 credits
Science	No fewer than 2 credits
Arts or vocational education	No less than 1 credit
Physical education	No less than 1 credit

GRADUATION REQUIREMENTS – PROPOSED	
Minimum 20 credits	
English	No fewer than 4 credits
Mathematics	No fewer than 4 credits
Social studies	No fewer than 3 credits
Science	No fewer than 3 credits
Arts or vocational education	No less than 1 credit
Physical education	No less than 1 credit
World Language	No fewer than 2 credits

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"The primary focus of Connecticut's high schools must be to ensure that all students graduate and will be second to none in a global marketplace."

- Establish competencies stating what students should know and be able to do upon graduation from Connecticut's high schools in order to be successful in postsecondary activities, and require districts to align local graduation requirements with the established competencies

- Ensure that all districts develop and implement rigorous, standards-based curriculums to meet the changing needs of the workplace, technology and a global economy

- Allow standards-based alternatives for demonstrating knowledge, skills and understanding as a way to earn high school and/or college credits

- Require access to meaningful out-of-school learning experiences for all students

- Develop strategies to reduce the number of students who are suspended from and/or drop out of high school, including alternate programs for students most in need

- Create and sustain a data warehouse to track students' performance from preschool through college

- Attract, support and retain highly effective secondary school administrators to meet the challenges and demands of redesigning Connecticut's high schools

- Require that all students have a personal education plan that includes career development, in- and out-of-school coursework and/or activities, and transition to postsecondary education and/or the workplace.

Outcomes

All Connecticut high schools will be redefined using the research-based standards in the *Framework for Connecticut's High School: A Working Guide for High School Redesign.* The expected outcome from the preceding action is to have every student graduate from high school prepared for college and work.

Each high school will fully prepare students when the following are in place:

- a clear mission defining what it seeks to achieve;

- a rigorous, standards-based curriculum;

- a strong school community focused on the school's mission and high expectations for student learning;

- a small, safe, personalized and positive learning environment;

- embedded professional development with the single purpose of improving teaching and learning;

- a system using accurate data to inform and transform teaching, learning, leadership and management practices; and

- learning opportunities for all students that extend into the community.

"We must create a world-class education system for all Connecticut students – one that respects the uniqueness of every child and enables all students to succeed at high levels."

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CONCLUSION

A SUPERIOR EDUCATION FOR CONNECTICUT'S 21st CENTURY LEARNERS

The State Board of Education's *Comprehensive Plan for Elementary, Secondary, Vocational, Career and Adult Education: A Superior Education for Connecticut's 21st Century Learners* demonstrates an unprecedented commitment to addressing the most urgent issue of our time: high academic achievement of **all** students in reading, writing, mathematics and science. We must be bold and focused if we are to close the large and unacceptable gaps in achievement, resources and opportunities for students in Connecticut.

The Board has selected three priority areas to address these gaps that continue to widen between students who differ in gender, race, ethnicity and socioeconomic status. We must expect high academic achievement of all students in reading, writing, mathematics and science, with a focus on students in high-need schools and districts. We must provide a high-quality preschool education for all students. And, last, but of equal importance, we must reform Connecticut's high schools so all students graduate and are prepared for lifelong learning and careers in a competitive, global economy.

Our plan is straightforward, pushing Connecticut to set and maintain high academic standards for teaching and learning, advocating for the critical resources needed, and engaging key stakeholders to invest in our greatest asset. We must continue to build on recent progress. Where current approaches are not working, we must work strategically with educators, families, communities and businesses to generate new ones.

We must create a world-class education system for all Connecticut students — one that respects the uniqueness of every child and enables all students to succeed at high levels.

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APPENDIX

A SUPERIOR EDUCATION FOR CONNECTICUT'S 21st CENTURY LEARNERS

Connecticut General Statutes Sec. 10-4. Duties of board. Reports. Comprehensive plan for elementary, secondary, vocational, career and adult education.

(c) Said board shall prepare every five years a five-year comprehensive plan for elementary, secondary, vocational, career and adult education. Said comprehensive plan shall include, but not be limited to, a policy statement of the State Board of Education's long-term goals and short-term objectives, an analysis of cost implications and measurement criteria and how said board's programs and operations relate to such goals and objectives and specific action plans, target dates and strategies and methods of implementation for achieving such goals and objectives. The State Board of Education shall establish every five years an advisory committee to assist the board in the preparation of the comprehensive plan. Members of the advisory committee shall be appointed by the State Board of Education with representation on the committee to include, but not be limited to, representatives of the Connecticut Advisory Council on Vocational and Career Education, education organizations, parent organizations, student organizations, business and industry, organized labor and appropriate state agencies. Notwithstanding any requirement for submission of a plan for the fiscal year ending June 30, 1984, pursuant to section 10-96a of the general statutes, revision of 1958, revised to January 1, 1983, the State Board of Education shall not be required to submit the master plan for vocational and career education but shall submit, pursuant to subsection (b) of this section, the comprehensive plan for elementary and secondary, vocational, career and adult education to the Governor and the joint standing committee of the General Assembly having cognizance of matters relating to education on or before September 1, 1996, and every five years thereafter provided, the master plan currently in effect shall remain in effect until the comprehensive plan is submitted. The State Board of Education shall be responsible for annually updating the progress in implementing the goals and objectives of the comprehensive plan and shall report on such progress to the Governor and to said standing committee annually. The State Board of Education shall provide opportunity for public comment prior to its adoption of a plan.

STATE OF CONNECTICUT

M. Jodi Rell, Governor

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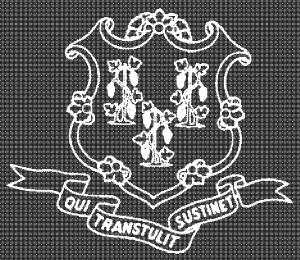
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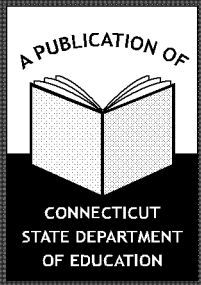

A PUBLICATION OF
CONNECTICUT
STATE DEPARTMENT
OF EDUCATION

Substitute Senate Bill No. 438

Public Act No. 10-111

AN ACT CONCERNING EDUCATION REFORM IN CONNECTICUT.

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

Section 1. (NEW) (*Effective July 1, 2010*) (a) The Department of Education shall review and approve proposals for alternate route to certification programs for school administrators. In order to be approved, a proposal shall provide that the alternative route to certification program (1) be provided by a public or independent institution of higher education, a local or regional board of education, a regional educational service center or a private, nonprofit teacher or administrator training organization approved by the State Board of Education; (2) accept only those participants who (A) hold a bachelor's degree from an institution of higher education accredited by the Board of Governors of Higher Education or regionally accredited, (B) have at least forty school months teaching experience, of which at least ten school months are in a position requiring certification at a public school, in this state or another state, and (C) are recommended by the immediate supervisor or district administrator of such person on the basis of such person's performance; (3) require each participant to (A) complete a one-year residency that requires such person to serve (i) in a position requiring an intermediate administrator or supervisor endorsement, and (ii) in a full-time position for ten school months at a

local or regional board of education in the state under the supervision of (I) a certified administrator, and (II) a supervisor from an institution or organization described in subdivision (1) of this subsection, or (B) have ten school months experience in a full-time position as an administrator in a public or nonpublic school in another state that is approved by the appropriate state board of education in such other state; and (4) meet such other criteria as the departments require.

(b) Notwithstanding the provisions of subsection (d) of section 10-145b of the general statutes, on and after July 1, 2010, the State Board of Education, upon receipt of a proper application, shall issue an initial educator certificate in the certification endorsement area of administration and supervision, which shall be valid for three years, to any person who (1) successfully completed the alternate route to certification program for administrators and superintendents pursuant to this section, and (2) meets the requirements established in subsection (b) of section 10-145f of the general statutes.

(c) Notwithstanding any regulation adopted by the State Board of Education pursuant to section 10-145b of the general statutes, any person who successfully completed the alternate route to certification program for administrators pursuant to this section and was issued an initial educator certificate in the endorsement area of administration and supervision shall obtain a master's degree not later than five years after such person was issued such initial educator certificate. If such person does not obtain a master's degree in such time period, such person shall not be eligible for a professional educator certificate.

Sec. 2. Section 10-157 of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2010*):

(a) Any local or regional board of education shall provide for the supervision of the schools under its control by a superintendent who shall serve as the chief executive officer of the board. The

superintendent shall have executive authority over the school system and the responsibility for its supervision. Employment of a superintendent shall be by election of the board of education. Except as provided in subsection (b) of this section, no person shall assume the duties and responsibilities of the superintendent until the board receives written confirmation from the Commissioner of Education that the person to be employed is properly certified or has had such certification waived by the commissioner pursuant to subsection (c) of this section. The commissioner shall inform any such board, in writing, of the proper certification, waiver of certification or lack of certification or waiver of any such person not later than fourteen days after the name of such person is submitted to the commissioner pursuant to section 10-226. A majority vote of all members of the board shall be necessary to an election, and the board shall fix the salary of the superintendent and the term of office, which shall not exceed three years. Upon election and notification of employment or reemployment, the superintendent may request and the board shall provide a written contract of employment which includes, but not be limited to, the salary, employment benefits and term of office of such superintendent. Such superintendent shall, at least three weeks before the annual town or regional school district meeting, submit to the board a full written report of the proceedings of such board and of the condition of the several schools during the school year preceding, with plans and suggestions for their improvement. The board of education shall evaluate the performance of the superintendent annually in accordance with guidelines and criteria mutually determined and agreed to by such board and such superintendent.

(b) A local or regional board of education may appoint as acting superintendent a person who is or is not properly certified for a specified period of time, not to exceed ninety days, with the approval of the Commissioner of Education. Such acting superintendent shall assume all duties of the superintendent for the time specified,

provided such period of time may be extended with the approval of the commissioner, which he shall grant for good cause shown.

(c) The commissioner may, upon request of an employing local or regional board of education, grant a waiver of certification to a person (1) who has successfully completed at least three years of experience as a certified administrator with a superintendent certificate issued by another state in a public school in another state during the ten-year period prior to the date of application, or (2) who the commissioner deems to be exceptionally qualified for the position of superintendent. In order for the commissioner to find a person exceptionally qualified, such person shall (1) be an acting superintendent pursuant to subsection (b) of this section, (2) have worked as a superintendent in another state for no fewer than fifteen years, and (3) be certified or have been certified as a superintendent by such other state.

Sec. 3. Section 10-10a of the 2010 supplement to the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2010*):

(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.

[(a)] (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) On or before July 1, 2013, the department shall expand the state-wide public school information system as follows:

(1) Track and report data relating to student, teacher and school and district performance growth and make such information available to local and regional boards of education 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, and (iv) reliable, valid assessments of a student's readiness to enter public school at the kindergarten level;

(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 teachers in a teacher's classroom, (iv) class size, (v) numbers relating to absenteeism in a teacher's classroom, and (vi) the presence of a teacher's aide. The department shall assign a unique teacher identifier to each teacher prior to collecting such data in the public school information system;

(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, and (vii) information relating to instructional technology, such as access to computers.

(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.

(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.

[(b)] (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 [(e)] (h) of this section.

[(c)] (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.

[(d)] (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 [(a)] (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.

[(e)] (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 Information Technology 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.

Sec. 4. Section 10-151b of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2010*):

(a) The superintendent of each local or regional board of education shall continuously evaluate or cause to be evaluated each teacher, in accordance with guidelines established by the State Board of Education, pursuant to subsection (c) of this section, for the development of evaluation programs and such other guidelines as may be established by mutual agreement between the local or regional board of education and the teachers' representative chosen pursuant to section 10-153b, continuously evaluate or cause to be evaluated each teacher. An evaluation pursuant to this subsection shall include, but need not be limited to, strengths, areas needing improvement, [and] strategies for improvement and multiple indicators of student academic growth. Claims of failure to follow the established procedures of such evaluation programs shall be subject to the grievance procedure in collective bargaining agreements negotiated subsequent to July 1, 2004. The superintendent shall report the status

of teacher evaluations to the local or regional board of education on or before June first of each year. For purposes of this section, the term "teacher" shall include each professional employee of a board of education, below the rank of superintendent, who holds a certificate or permit issued by the State Board of Education.

(b) Each local and regional board of education shall develop and implement teacher evaluation programs consistent with guidelines established by the State Board of Education, pursuant to subsection (c) of this section, and consistent with the plan developed in accordance with the provisions of subsection (b) of section 10-220a.

(c) On or before July 1, 2013, the State Board of Education shall adopt, in consultation with the Performance Evaluation Advisory Council established pursuant to section 5 of this act, guidelines for a model teacher evaluation program. Such guidelines shall provide guidance on the use of multiple indicators of student academic growth in teacher evaluations. Such guidelines shall include, but not be limited to: (1) Methods for assessing student academic growth; (2) a consideration of control factors tracked by the state-wide public school information system, pursuant to subsection (c) of section 10-10a, as amended by this act, that may influence teacher performance ratings, including, but not limited to, student characteristics, student attendance and student mobility; and (3) minimum requirements for teacher evaluation instruments and procedures.

Sec. 5. (NEW) (*Effective July 1, 2010*) (a) There is established a Performance Evaluation Advisory Council within the Department of Education. Membership of the council shall consist of: (1) The Commissioners of Education and Higher Education, or their designees, (2) one representative from each of the following associations, designated by the association, the Connecticut Association of Boards of Education, the Connecticut Association of Public School Superintendents, Connecticut Federation of School Administrators, the

Connecticut Education Association and the American Federation of Teachers-Connecticut, and (3) persons selected by the Commissioner of Education who shall include, but not be limited to, teachers, persons with expertise in performance evaluation processes and systems, and any other person the commissioner deems appropriate.

(b) The council shall be responsible for (1) assisting the State Board of Education in the development and implementation of the teacher evaluation guidelines, pursuant to subsection (c) of section 10-151b of the general statutes, as amended by this act, and (2) the data collection and evaluation support system, pursuant to subsection (c) of section 10-10a of the general statutes, as amended by this act. The council shall meet at least quarterly.

Sec. 6. (NEW) (*Effective July 1, 2010*) (a) A local or regional board of education for a school district identified as a priority school district, pursuant to section 10-266p of the general statutes, may, through agreement with the organizations designated or elected as the exclusive representatives of the teachers' and administrators' units, as defined in section 10-153b of the general statutes, convert an existing public school into an innovation school or establish a new school as an innovation school, in accordance with the provisions of this section, for purposes of improving school performance and student achievement. For purposes of this section, an innovation school is a school in which: (1) Faculty and district leadership are responsible for developing an innovation plan, as described in subsection (b) of this section, under which the school operates and the administrators of the school are responsible for meeting the terms of the innovation plan; or (2) an external partner is responsible for developing the innovation plan, as described in subsection (b) of this section, under which the school operates and the external partner is responsible for meeting the terms of the innovation plan. For purposes of this section, an external partner may include a public or private institution of higher education,

nonprofit charter school operators, educational collaboratives or a consortia authorized by the Commissioner of Education that may include public or private institutions of higher education, parents, the organizations designated or elected as the exclusive representatives of the teachers' and administrators' units, as defined in said section 10-153b, superintendents or boards of education. The local or regional board of education shall decide whether the faculty and district leadership or an external partner is responsible for developing the innovation plan.

(b) (1) An innovation school established under this section shall operate according to an innovation plan. Such plan shall articulate the areas of autonomy and flexibility in curriculum, budget, school schedule and calendar, school district policies and procedures, professional development, and staffing policies and procedures, including waivers from or modifications to contracts or collective bargaining agreements. Such innovation plan shall be developed by the faculty and district leadership or an external partner by means of an innovation plan committee. Membership of the innovation plan committee developed by (A) faculty and district leadership shall consist of at least nine members, but not more than eleven members, (i) five of whom shall be selected by the local or regional board of education and shall include (I) the superintendent of schools for the school district, or his or her designee; (II) a member of the local or regional board of education, or his or her designee; (III) two parents who have one or more children enrolled in the school, or in the case of a new school, parents from the district; and (IV) the principal of the school, or, in the case of a new school and where a principal has not yet been hired, a principal from the school district in which the new school is located, (ii) two of whom shall be certified teachers of the school appointed by the exclusive bargaining representative of the teachers' unit chosen pursuant to section 10-153b of the general statutes, or, in the case of a new school and where no certified teachers

have yet been hired, two certified teachers appointed by the exclusive bargaining representative of the teachers' unit chosen pursuant to section 10-153b of the general statutes, and (iii) not more than four of whom the local or regional board of education deems appropriate; (B) an external partner shall consist of at least nine members, but not more than eleven members, (i) seven of whom shall be selected by the local or regional board of education and shall include (I) the superintendent of schools for the school district, or his or her designee; (II) a member of the local or regional board of education, or his or her designee; (III) two parents who have one or more children enrolled in the school, or, in the case of a new school, parents from the district; (IV) the principal of the school, or, in the case of a new school and where a principal has not yet been hired, a principal from the school district in which the new school is located; and (V) two of whom shall represent the external partner, (ii) two of whom shall be certified teachers of the school appointed by the exclusive bargaining representative of the teachers' unit chosen pursuant to section 10-153b of the general statutes, or, in the case of a new school and where no certified teachers have yet been hired, two certified teachers appointed by the exclusive bargaining representative of the teachers' unit chosen pursuant to section 10-153b of the general statutes, and (iii) not more than two of whom the local or regional board of education deems appropriate. A majority vote of the innovation plan committee shall be required for approval and implementation of the innovation plan.

(2) The innovation plan shall include, but not be limited to: (A) A curriculum plan that includes a detailed description of the curriculum and related programs for the proposed school and how the curriculum is expected to improve school performance and student achievement; (B) a budget plan, that includes a detailed description of how funds shall be used in the proposed school to support school performance and student achievement that is or may be different than how funds are used in other public schools in the district; (C) a school schedule

plan that includes a detailed description of the ways the program or calendar of the proposed school may be enhanced or expanded; (D) a staffing plan, including any proposed waivers or modifications of collective bargaining agreements, subject to agreement with the exclusive bargaining representative for the certified employees employed at the school, chosen pursuant to section 10-153b of the general statutes, and in accordance with the provisions of subsection (c) of this section; (E) a policies and procedures plan that includes a detailed description of the unique operational policies and procedures to be used by the proposed school and how the procedures will support school performance and student achievement; and (F) a professional development plan that includes a detailed description of how the school may provide professional development to its administrators, teachers and other staff.

(3) In order to assess the proposed school across multiple measures of school performance and student success, the innovation plan shall include measurable annual goals, including, but not limited to, goals relating to the following: (A) Student attendance; (B) student safety and discipline; (C) student promotion and graduation and dropout rates; (D) student performance on the state-wide mastery examination, pursuant to section 10-14n of the general statutes; (E) progress in areas of academic underperformance; (F) progress among subgroups of students, including low-income students, limited English-proficient students and students receiving special education; and (G) reduction of achievement gaps among different groups of students.

(c) Nothing in this section shall alter the collective bargaining agreements applicable to the administrators, teachers and staff in the school, subject to the provisions of sections 10-153a to 10-153n, inclusive, of the general statutes, and such collective bargaining agreements shall be considered to be in operation at an innovation school, except to the extent the provisions are waived or modified in

the innovation plan and agreed to by a two-thirds vote of the members of the exclusive bargaining representative employed or to be employed at the innovation school.

(d) Innovation schools authorized under this section shall be evaluated annually by the superintendent of schools for the school district. The superintendent shall submit the evaluation to the local or regional board of education and the Commissioner of Education. The evaluation shall determine whether the school has met the annual goals outlined in the innovation plan for the school and assess the implementation of the innovation plan at the school. The superintendent may amend or suspend one or more components of the innovation plan if the superintendent determines, after one year, an amendment is necessary because of subsequent changes in the school district that affect one or more components of such innovation plan. If the superintendent determines that the school has substantially failed to meet the goals outlined in the innovation plan, the local or regional board of education may: (A) Amend one or more components of the innovation plan; (B) suspend one or more components of the innovation plan; or (C) terminate the authorization of the school, provided the amending or suspension shall not take place before the completion of the second full year of the operation of the school and the termination shall not take place before the completion of the third full year of the operation of the school. Any amendment to or suspension of any component of the innovation plan that changes the contract of employment for any teacher employed at the school shall be approved by a two-thirds vote of the members of the exclusive bargaining representative for the teachers employed at the school prior to any such amendment or suspension of the innovation plan.

(e) The local or regional board of education shall allow a student who is enrolled in a school at the time it is established as an innovation school pursuant to this section to remain enrolled in the school if the

student and the student's parents choose to have the student remain.

Sec. 7. Section 9-185 of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2010*):

Unless otherwise provided by special act or charter, (1) assessors, (2) members of boards of assessment appeals, (3) selectmen, (4) town clerks, (5) town treasurers, (6) collectors of taxes, (7) constables, (8) registrars of voters, (9) subject to the provisions of subsection (g) of section 10-223e, as amended by this act, members of boards of education, and (10) library directors shall be elected, provided any town may, by ordinance, provide for the appointment, by its chief executive authority, of [(1)] (A) a constable or constables in lieu of constables to be elected under section 9-200 or [(2)] (B) a town clerk, town treasurer or collector of taxes in lieu of the election of such officers as provided in section 9-189. Unless otherwise provided by special act or charter, all other town officers shall be appointed as provided by law and, if no other provision for their appointment is made by law, then by [(A)] (i) the chief executive officer of such municipality, or [(B)] (ii) where the legislative body is a town meeting, by the board of selectmen, or [(C)] (iii) by such other appointing authority as a town may by ordinance provide, and except that, if a board of finance is established under the provisions of section 7-340, the members thereof shall be elected as provided in section 9-202 and except that assessors may be elected or appointed under the provisions of section 9-198. Any town may, by a vote of its legislative body, determine the number of its officers and prescribe the mode by which they shall be voted for at subsequent elections.

Sec. 8. Section 10-183v of the general statutes is repealed and the following is substituted in lieu thereof (*Effective from passage*):

(a) Except as provided in subsection (b) of this section, a [former] teacher receiving retirement benefits from the system may not be

employed in a teaching position receiving compensation paid out of public money appropriated for school purposes except that such [former] teacher may be employed [temporarily] in such a position and receive no more than forty-five per cent of the maximum salary level for the assigned position. Any [former] teacher who receives in excess of such amount shall reimburse the board for the amount of such excess. [Temporary employment means employment for less than a school year.] Notice of such employment shall be sent [semi-annually on January thirty-first and June thirtieth] to the board by the [employing officials] employer and by the retired teacher at the time of hire and at the end of each assignment.

(b) A [former] teacher receiving retirement benefits from the system may be reemployed for up to one full school year by a local board of education, the State Board of Education or by any constituent unit of the state system of higher education in a position (1) designated by the Commissioner of Education as a subject shortage area, or (2) at a school located in a school district identified as a priority school district, pursuant to section 10-266p, for the school year in which the [former] teacher is being employed. Notice of such reemployment shall be sent to the board by the employer and by the retired teacher at the time of hire and at the end of the assignment. Such [employment may be for up to one full school year but] reemployment may [, with prior approval by the board,] be extended for an additional school year, [. Such] provided the local board of education (A) submits a written request for approval [shall be made in writing] to the Teachers' Retirement Board, [and certified by the local board of education] (B) certifies that no qualified candidates are available prior to the reemployment of such [former] teacher, and [shall include a statement indicating] (C) indicates the type of assignment to be performed, the anticipated date of rehire and the expected duration of the assignment.

(c) The employment of a [former] teacher under subsection (b) of

this section shall not be considered as service qualifying for continuing contract status under section 10-151, as amended by this act, and the salary of such teacher shall be fixed at an amount at least equal to that paid other teachers in the same school system with similar training and experience for the same type of service. Upon approval by the board of such employment, such [former] teacher shall be eligible for the same health insurance benefits provided to active teachers employed by such school system. No benefits shall be paid under section 10-183t, while such [former] teacher is employed by such system.

(d) No person shall be entitled to survivor's benefits under subsection (f) of section 10-183f as a result of reemployment under this section.

(e) The same option plan of retirement benefits in effect prior to reemployment shall continue for a reemployed teacher during reemployment.

(f) The provisions of this section in effect on June 30, 2003, revision of 1958, revised to January 1, 2003, shall be applicable to any person making contributions to the Teachers' Retirement System on June 30, 2003, in accordance with said provisions.

Sec. 9. Subsection (a) of section 10-151 of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2010*):

(a) For the purposes of this section:

(1) The term "board of education" shall mean a local or regional board of education or the board of trustees of an incorporated or endowed high school or academy approved pursuant to section 10-34, which is located in this state;

(2) The term "teacher" shall include each 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;

(3) The term "continuous employment" means that time during which the teacher is employed without any break in employment as a teacher for the same board of education;

(4) The term "full-time employment" means a teacher's employment in a position at a salary rate of fifty per cent or more of the salary rate of such teacher in such position if such position were full-time;

(5) The term "part-time employment" means a teacher's employment in a position at a salary rate of less than fifty per cent of the salary rate of such teacher in such position, if such position were full-time;

(6) The term "tenure" means:

(A) The completion of thirty school months of full-time continuous employment for the same board of education for teachers initially hired prior to July 1, 1996; and forty such school months for teachers initially hired on or after said date provided the superintendent offers the teacher a contract to return for the following school year. For purposes of calculating continuous employment towards tenure, the following shall apply: (i) For a teacher who has not attained tenure, two school months of part-time continuous employment by such teacher shall equal one school month of full-time continuous employment except, for a teacher employed in a part-time position at a salary rate of less than twenty-five per cent of the salary rate of a teacher in such position, if such position were full-time, three school months of part-time continuous employment shall equal one school month of full-time continuous employment; (ii) a teacher who has not attained tenure shall not count layoff time towards tenure, except that

if such teacher is reemployed by the same board of education within five calendar years of the layoff, such teacher may count the previous continuous employment immediately prior to the layoff towards tenure; and (iii) a teacher who has not attained tenure shall not count authorized leave time towards tenure if such time exceeds ninety student school days in any one school year, provided only the student school days worked that year by such teacher shall count towards tenure and shall be computed on the basis of eighteen student school days or the greater fraction thereof equaling one school month.

(B) For a teacher who has attained tenure prior to layoff, tenure shall resume if such teacher is reemployed by the same board of education within five calendar years of the layoff.

(C) Except as provided in [subparagraph (B)] subparagraphs (B) and (D) of this subdivision, any teacher who has attained tenure with any one board of education and whose employment with such board ends for any reason and who is reemployed by such board or is subsequently employed by any other board, shall attain tenure after completion of twenty school months of continuous employment. The provisions of this subparagraph shall not apply if, (i) prior to completion of the twentieth school month following commencement of employment by such board, such teacher has been notified in writing that his or her contract will not be renewed for the following school year or (ii) for a period of five or more calendar years immediately prior to such subsequent employment, such teacher has not been employed by any board of education.

(D) Any certified teacher or administrator employed by a local or regional board of education for a school district identified as a priority school district pursuant to section 10-266p may attain tenure after ten months of employment in such priority school district, if such certified teacher or administrator previously attained tenure with another local or regional board of education in this state or another state.

(7) The term "school month" means any calendar month other than July or August in which a teacher is employed as a teacher at least one-half of the student school days.

Sec. 10. Section 10-66p of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2010*):

Notwithstanding the provisions of sections 4-98, 4-212 to 4-219, inclusive, 4a-51 and 4a-57, the Commissioner of Education may allocate funds to allow regional educational service centers and state education organizations to provide professional development services, technical assistance and evaluation activities to local and regional boards of education, state charter schools, regional vocational-technical schools, school readiness providers and other educational entities, as determined by the commissioner. Regional educational service centers and state education organizations shall expend such funds in accordance with procedures and conditions prescribed by the commissioner. For purposes of this section, state education organizations may include, but not be limited to, organizations or associations representing superintendents, boards of education and elementary and secondary schools.

Sec. 11. Section 10-66aa of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2010*):

As used in sections 10-66aa to 10-66ff, inclusive, as amended by this act, and sections 10-66hh to 10-66kk, inclusive, as amended by this act:

(1) "Charter school" means a public, nonsectarian school which is (A) established under a charter granted pursuant to section 10-66bb, as amended by this act, (B) organized as a nonprofit entity under state law, (C) a public agency for purposes of the Freedom of Information Act, as defined in section 1-200, and (D) operated independently of any local or regional board of education in accordance with the terms of its

charter and the provisions of sections 10-66aa to 10-66ff, inclusive, as amended by this act, provided no member or employee of a governing council of a charter school shall have a personal or financial interest in the assets, real or personal, of the school;

(2) "Local charter school" means a public school or part of a public school that is converted into a charter school and is approved by the local or regional board of education of the school district in which it is located and by the State Board of Education pursuant to subsection (e) of section 10-66bb, as amended by this act; [and]

(3) "State charter school" means a new public school approved by the State Board of Education pursuant to subsection (f) of section 10-66bb, as amended by this act;

(4) "Charter management organization" means any entity that a charter school contracts with for educational design, implementation or whole school management services; and

(5) "Whole school management services" means the financial, business, operational and administrative functions for a school.

Sec. 12. Section 10-66bb of the general statutes is repealed and the following is substituted in lieu thereof (*Effective from passage*):

(a) On and after July 1, 1997, the State Board of Education may grant [, within available appropriations,] charters for local and state charter schools in accordance with this section.

(b) Any person, association, corporation, organization or other entity, public or independent institution of higher education, local or regional board of education or two or more boards of education cooperatively, or regional educational service center may apply to the Commissioner of Education, at such time and in such manner as the commissioner prescribes, to establish a charter school, provided no

nonpublic elementary or secondary school may be established as a charter school and no parent or group of parents providing home instruction may establish a charter school for such instruction.

(c) The State Board of Education shall review, annually, all applications and grant charters in accordance with subsection (f) of this section. (1) Except as provided for in subdivision (2) of this subsection, no state charter school shall enroll (A) (i) more than two hundred fifty students, or (ii) in the case of a kindergarten to grade eight, inclusive, school, more than three hundred students, or (B) twenty-five per cent of the enrollment of the school district in which the state charter school is to be located, whichever is less. (2) In the case of a state charter school found by the State Board of Education to have a demonstrated record of achievement, [such school] said board [may] shall, upon application by such school to [and approval by] said board, [enroll up to eighty-five students per grade, if within available appropriations] waive the provisions of subdivision (1) of this subsection for such school. The State Board of Education shall give preference to applicants for charter schools that will serve students who reside in a priority school district pursuant to section 10-266p or in a district in which seventy-five per cent or more of the enrolled students are members of racial or ethnic minorities and to applicants for state charter schools that will be located at a work-site or that are institutions of higher education. In determining whether to grant a charter, the State Board of Education shall consider the effect of the proposed charter school on the reduction of racial, ethnic and economic isolation in the region in which it is to be located, the regional distribution of charter schools in the state and the potential of over-concentration of charter schools within a school district or in contiguous school districts.

(d) Applications pursuant to this section shall include a description of: (1) The mission, purpose and any specialized focus of the proposed

charter school; (2) the interest in the community for the establishment of the charter school; (3) the school governance and procedures for the establishment of a governing council that (A) includes (i) teachers and parents and guardians of students enrolled in the school, and (ii) the chairperson of the local or regional board of education of the town in which the charter school is located and which has jurisdiction over a school that resembles the approximate grade configuration of the charter school, or the designee of such chairperson, provided such designee is a member of the board of education or the superintendent of schools for the school district, and (B) is responsible for the oversight of charter school operations, provided no member or employee of the governing council may have a personal or financial interest in the assets, real or personal, of the school; (4) the financial plan for operation of the school, provided no application fees or other fees for attendance, except as provided in this section, may be charged; (5) the educational program, instructional methodology and services to be offered to students; (6) the number and qualifications of teachers and administrators to be employed in the school; (7) the organization of the school in terms of the ages or grades to be taught and the total estimated enrollment of the school; (8) the student admission criteria and procedures to (A) ensure effective public information, (B) ensure open access on a space available basis, (C) promote a diverse student body, and (D) ensure that the school complies with the provisions of section 10-15c and that it does not discriminate on the basis of disability, athletic performance or proficiency in the English language, provided the school may limit enrollment to a particular grade level or specialized educational focus and, if there is not space available for all students seeking enrollment, the school may give preference to siblings but shall otherwise determine enrollment by a lottery; (9) a means to assess student performance that includes participation in state-wide mastery examinations pursuant to chapter 163c; (10) procedures for teacher evaluation and professional development for teachers and administrators; (11) the provision of school facilities, pupil

transportation and student health and welfare services; (12) procedures to encourage involvement by parents and guardians of enrolled students in student learning, school activities and school decision-making; (13) document efforts to increase the racial and ethnic diversity of staff; and (14) a five-year plan to sustain the maintenance and operation of the school. Subject to the provisions of subsection (b) of section 10-66dd, as amended by this act, an application may include, or a charter school may file, requests to waive provisions of the general statutes and regulations not required by sections 10-66aa to 10-66ff, inclusive, as amended by this act, and which are within the jurisdiction of the State Board of Education.

(e) An application for the establishment of a local charter school shall be submitted to the local or regional board of education of the school district in which the local charter school is to be located for approval pursuant to this subsection. The local or regional board of education shall: (1) Review the application; (2) hold a public hearing in the school district on such application; (3) survey teachers and parents in the school district to determine if there is sufficient interest in the establishment and operation of the local charter school; and (4) vote on a complete application not later than sixty days after the date of receipt of such application. Such board of education may approve the application by a majority vote of the members of the board present and voting at a regular or special meeting of the board called for such purpose. If the application is approved, the board shall forward the application to the State Board of Education. The State Board of Education shall vote on the application not later than seventy-five days after the date of receipt of such application. Subject to the provisions of subsection (c) of this section, the State Board of Education may approve the application and grant the charter for the local charter school or reject such application by a majority vote of the members of the state board present and voting at a regular or special meeting of the state board called for such purpose. The State Board of Education

may condition the opening of such school on the school's meeting certain conditions determined by the Commissioner of Education to be necessary and may authorize the commissioner to release the charter when the commissioner determines such conditions are met. The state board may grant the charter for the local charter school for a period of time of up to five years and may allow the applicant to delay its opening for a period of up to one school year in order for the applicant to fully prepare to provide appropriate instructional services.

(f) An application for the establishment of a state charter school shall be (1) submitted to the State Board of Education for approval in accordance with the provisions of this subsection, and (2) filed with the local or regional board of education in the school district in which the charter school is to be located. The state board shall: (A) Review such application; (B) hold a public hearing on such application in the school district in which such state charter school is to be located; (C) solicit and review comments on the application from the local or regional board of education for the school district in which such charter school is to be located and from the local or regional boards of education for school districts that are contiguous to the district in which such school is to be located; and (D) vote on a complete application not later than seventy-five days after the date of receipt of such application. The State Board of Education may approve an application and grant the charter for the state charter school by a majority vote of the members of the state board present and voting at a regular or special meeting of the state board called for such purpose. The State Board of Education may condition the opening of such school on the school's meeting certain conditions determined by the Commissioner of Education to be necessary and may authorize the commissioner to release the charter when the commissioner determines such conditions are met. Charters shall be granted for a period of time of up to five years and may allow the applicant to delay its opening for a period of up to one school year in order for the applicant to fully prepare to provide appropriate

instructional services.

(g) Charters may be renewed, upon application, in accordance with the provisions of this section for the granting of such charters. Upon application for such renewal, the State Board of Education may commission an independent appraisal of the performance of the charter school that includes, but is not limited to, an evaluation of the school's compliance with the provisions of this section. The State Board of Education shall consider the results of any such appraisal in determining whether to renew such charter. The State Board of Education may deny an application for the renewal of a charter if (1) student progress has not been sufficiently demonstrated, as determined by the commissioner, (2) the governing council has not been sufficiently responsible for the operation of the school or has misused or spent public funds in a manner that is detrimental to the educational interests of the students attending the charter school, or (3) the school has not been in compliance with applicable laws and regulations. If the State Board of Education does not renew a charter, it shall notify the governing council of the charter school of the reasons for such nonrenewal.

(h) The Commissioner of Education may at any time place a charter school on probation if (1) the school has failed to (A) adequately demonstrate student progress, as determined by the commissioner, (B) comply with the terms of its charter or with applicable laws and regulations, (C) achieve measurable progress in reducing racial, ethnic and economic isolation, or (D) maintain its nonsectarian status, or (2) the governing council has demonstrated an inability to provide effective leadership to oversee the operation of the charter school or has not ensured that public funds are expended prudently or in a manner required by law. If a charter school is placed on probation, the commissioner shall provide written notice to the charter school of the reasons for such placement, not later than five days after the

placement, and shall require the charter school to file with the Department of Education a corrective action plan acceptable to the commissioner not later than thirty-five days from the date of such placement. The charter school shall implement a corrective action plan accepted by the commissioner not later than thirty days after the date of such acceptance. The commissioner may impose any additional terms of probation on the school that the commissioner deems necessary to protect the educational or financial interests of the state. The charter school shall comply with any such additional terms not later than thirty days after the date of their imposition. The commissioner shall determine the length of time of the probationary period, which may be up to one year, provided the commissioner may extend such period, for up to one additional year, if the commissioner deems it necessary. In the event that the charter school does not file or implement the corrective action plan within the required time period or does not comply with any additional terms within the required time period, the Commissioner of Education may withhold grant funds from the school until the plan is fully implemented or the school complies with the terms of probation, provided the commissioner may extend the time period for such implementation and compliance for good cause shown. Whenever a charter school is placed on probation, the commissioner shall notify the parents or guardians of students attending the school of the probationary status of the school and the reasons for such status. During the term of probation, the commissioner may require the school to file interim reports concerning any matter the commissioner deems relevant to the probationary status of the school, including financial reports or statements. No charter school on probation may increase its student enrollment or engage in the recruitment of new students without the consent of the commissioner.

(i) The State Board of Education may revoke a charter if a charter school has failed to: (1) Comply with the terms of probation, including

the failure to file or implement a corrective action plan; (2) demonstrate satisfactory student progress, as determined by the commissioner; (3) comply with the terms of its charter or applicable laws and regulations; or (4) manage its public funds in a prudent or legal manner. Unless an emergency exists, prior to revoking a charter, the State Board of Education shall provide the governing council of the charter school with a written notice of the reasons for the revocation, including the identification of specific incidents of noncompliance with the law, regulation or charter or other matters warranting revocation of the charter. It shall also provide the governing council with the opportunity to demonstrate compliance with all requirements for the retention of its charter by providing the State Board of Education or a subcommittee of the board, as determined by the State Board of Education, with a written or oral presentation. Such presentation shall include an opportunity for the governing council to present documentary and testimonial evidence to refute the facts cited by the State Board of Education for the proposed revocation or in justification of its activities. Such opportunity shall not constitute a contested case within the meaning of chapter 54. The State Board of Education shall determine, not later than thirty days after the date of an oral presentation or receipt of a written presentation, whether and when the charter shall be revoked and notify the governing council of the decision and the reasons therefor. A decision to revoke a charter shall not constitute a final decision for purposes of chapter 54. In the event an emergency exists in which the commissioner finds that there is imminent harm to the students attending a charter school, the State Board of Education may immediately revoke the charter of the school, provided the notice concerning the reasons for the revocation is sent to the governing council not later than ten days after the date of revocation and the governing council is provided an opportunity to make a presentation to the board not later than twenty days from the date of such notice.

Sec. 13. Section 10-66dd of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2010*):

(a) For purposes of this section, "school professional" means any school teacher, administrator or other personnel certified by the State Board of Education pursuant to section 10-145b.

(b) (1) Subject to the provisions of this subsection and except as may be waived pursuant to subsection (d) of section 10-66bb, as amended by this act, charter schools shall be subject to all federal and state laws governing public schools.

(2) At least one-half of the persons providing instruction or pupil services in a charter school shall possess the proper certificate other than (A) a certificate issued pursuant to subdivision (1) of subsection (c) of section 10-145b, or (B) a temporary certificate issued pursuant to subsection (c) of section 10-145f on the day the school begins operation and the remaining persons shall possess a certificate issued pursuant to said subdivision (1) or such temporary certificate on such day.

(3) The commissioner may not waive the provisions of chapters 163c and 169 and sections 10-15c, 10-153a to 10-153g, inclusive, 10-153i, 10-153j, 10-153m and 10-292.

(4) The state charter school governing council shall act as a board of education for purposes of collective bargaining. The school professionals employed by a local charter school shall be members of the appropriate bargaining unit for the local or regional school district in which the local charter school is located and shall be subject to the same collective bargaining agreement as the school professionals employed by said district. A majority of those employed or to be employed in the local charter school and a majority of the members of the governing council of the local charter school may modify, in writing, such collective bargaining agreement, consistent with the

terms and conditions of the approved charter, for purposes of employment in the charter school.

(c) School professionals employed by a local or regional board of education shall be entitled to a two-year leave of absence, without compensation, in order to be employed in a charter school provided such leave shall be extended upon request for an additional two years. At any time during or upon the completion of such a leave of absence, a school professional may return to work in the school district in the position in which he was previously employed or a comparable position. Such leave of absence shall not be deemed to be an interruption of service for purposes of seniority and teachers' retirement, except that time may not be accrued for purposes of attaining tenure. A school professional who is not on such a leave of absence and is employed for forty school months of full-time continuous employment by the charter school and is subsequently employed by a local or regional board of education shall attain tenure after the completion of twenty school months of full-time continuous employment by such board of education in accordance with section 10-151, as amended by this act.

(d) (1) An otherwise qualified school professional hired by a charter school prior to July 1, 2010, and employed in a charter school may participate in the state teacher retirement system under chapter 167a on the same basis as if such professional were employed by a local or regional board of education. The governing council of a charter school shall make the contributions, as defined in subdivision (7) of section 10-183b for such professional.

(2) An otherwise qualified school professional hired by a charter school on or after July 1, 2010, and who has not previously been employed by a charter school in this state prior to July 1, 2010, shall participate in the state teacher retirement system under chapter 176a on the same basis as if such professional were employed by a local or

regional board of education. The governing council of a charter school shall make the contributions, as defined in subdivision (7) of section 10-183b for such professional.

Sec. 14. Section 10-66hh of the general statutes is repealed and the following is substituted in lieu thereof (*Effective from passage*):

(a) For the fiscal [years] year ending June 30, 2008, [and June 30, 2009] and each fiscal year thereafter, the Commissioner of Education shall establish, within available bond authorizations, a grant program to assist state charter schools in financing (1) school building projects, as defined in section 10-282, (2) general improvements to school buildings, as defined in subsection (a) of section 10-265h, and (3) repayment of debt incurred for school building projects. The governing authorities of such state charter schools may apply for such grants to the Department of Education at such time and in such manner as the commissioner prescribes. The commissioner shall give preference to applications that provide for matching funds from nonstate sources.

(b) All final calculations for grant awards pursuant to this section in an amount equal to or greater than two hundred fifty thousand dollars shall include a computation of the state grant amount amortized on a straight line basis over a ten-year period. Any state charter school which abandons, sells, leases, demolishes or otherwise redirects the use of a school building which benefited from such a grant award during such amortization period, including repayment of debt for the purchase, renovation or improvement of the building, shall refund to the state the unamortized balance of the state grant remaining as of the date that the abandonment, sale, lease, demolition or redirection occurred. The amortization period shall begin on the date the grant award is paid. A state charter school required to make a refund to the state pursuant to this subsection may request forgiveness of such refund if the building is redirected for public use.

Sec. 15. (NEW) (*Effective July 1, 2010*) On or before July 1, 2011, the State Board of Education shall adopt regulations, in accordance with the provisions of chapter 54 of the general statutes, to (1) prohibit a charter school and any affiliated charter management organization operating such charter school from sharing board members with other charter schools and such charter management organizations; (2) require the disclosure of sharing management personnel; (3) prohibit unsecured, noninterest bearing transfers of state and federal funds between charter schools and from charter schools to charter management organizations; (4) define allowable direct or indirect costs and the methodology to be used by charter management organizations to calculate per pupil service fees; and (5) permit charter management organizations to collect private donations for purposes of distributing to charter schools.

Sec. 16. Section 10-221a of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2010*):

(a) For classes graduating from 1988 to 2003, inclusive, no local or regional board of education shall permit any student to graduate from high school or grant a diploma to any student who has not satisfactorily completed a minimum of twenty credits, not fewer than four of which shall be in English, not fewer than three in mathematics, not fewer than three in social studies, not fewer than two in science, not fewer than one in the arts or vocational education and not fewer than one in physical education.

(b) **[**Commencing with classes graduating in 2004, and for each graduating class thereafter**]** <u>For classes graduating from 2004 to 2017, inclusive</u>, no local or regional board of education shall permit any student to graduate from high school or grant a diploma to any student who has not satisfactorily completed a minimum of twenty credits, not fewer than four of which shall be in English, not fewer than three in mathematics, not fewer than three in social studies, including

at least a one-half credit course on civics and American government, not fewer than two in science, not fewer than one in the arts or vocational education and not fewer than one in physical education.

(c) Commencing with classes graduating in 2018, and for each graduating class thereafter, no local or regional board of education shall permit any student to graduate from high school or grant a diploma to any student who has not satisfactorily completed (1) a minimum of twenty-five credits, including not fewer than: (A) Nine credits in the humanities, including not fewer than (i) four credits in English, including composition; (ii) three credits in social studies, including at least one credit in American history and at least one-half credit in civics and American government; (iii) one credit in fine arts; and (iv) one credit in a humanities elective; (B) eight credits in science, technology, engineering and mathematics, including not fewer than (i) four credits in mathematics, including algebra I, geometry and algebra II or probability and statistics; (ii) three credits in science, including at least one credit in life science and at least one credit in physical science; and (iii) one credit in a science, technology, engineering and mathematics elective; (C) three and one-half credits in career and life skills, including not fewer than (i) one credit in physical education; (ii) one-half credit in health and safety education, as described in section 10-16b; and (iii) two credits in career and life skills electives, such as career and technical education, English as a second language, community service, personal finance, public speaking and nutrition and physical activity; (D) two credits in world languages, subject to the provisions of subsection (g) of this section; and (E) a one credit senior demonstration project or its equivalent, as approved by the State Board of Education; and (2) end of the school year examinations for the following courses: (A) Algebra I, (B) geometry, (C) biology, (D) American history, and (E) grade ten English.

(d) Commencing with classes graduating in 2018, and for each

graduating class thereafter, local and regional boards of education shall provide adequate student support and remedial services for students beginning in grade seven. Such student support and remedial services shall provide alternate means for a student to complete any of the high school graduation requirements or end of the school year examinations described in subsection (c) of this section, if such student is unable to satisfactorily complete any of the required courses or exams. 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, as defined in section 10a-1, pursuant to subdivision (4) of subsection (g) of this section; (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 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.

[(c)] (e) Any student who presents a certificate from a physician stating that, in the opinion of the physician, participation in physical education is medically contraindicated because of the physical condition of such student, shall be excused from the physical education requirement, provided the credit for physical education may be fulfilled by an elective.

[(d)] (f) Determination of eligible credits shall be at the discretion of the local or regional board of education, provided the primary focus of the curriculum of eligible credits corresponds directly to the subject matter of the specified course requirements. The local or regional board of education may permit a student to graduate during a period of expulsion pursuant to section 10-233d, if the board determines the

student has satisfactorily completed the necessary credits pursuant to this section. The requirements of this section shall apply to any student requiring special education pursuant to section 10-76a, except when the planning and placement team for such student determines the requirement not to be appropriate. For purposes of this section, a credit shall consist of not less than the equivalent of a forty-minute class period for each school day of a school year except for a credit or part of a credit toward high school graduation earned (1) at an institution accredited by the Department of Higher Education or regionally accredited; or (2) through on-line coursework that is in accordance with a policy adopted pursuant to subsection (g) of this section.

[(e)] (g) Only courses taken in grades nine through twelve, inclusive, shall satisfy this graduation requirement, except that a local or regional board of education may grant a student credit (1) toward meeting a specified course requirement upon the successful completion in grade seven or eight of any course, the primary focus of which corresponds directly to the subject matter of a specified course requirement in grades nine to twelve, inclusive; (2) toward meeting the high school graduation requirement upon the successful completion of a world language course (A) in grade six, seven or eight, (B) through on-line coursework, or (C) offered privately through a nonprofit provider, provided such student achieves a passing grade on an examination prescribed, within available appropriations, by the Commissioner of Education and such credits do not exceed four; (3) toward meeting the high school graduation requirement upon achievement of a passing grade on a subject area proficiency examination identified and approved, within available appropriations, by the Commissioner of Education, regardless of the number of hours the student spent in a public school classroom learning such subject matter; [or] (4) toward meeting the high school graduation requirement upon the successful completion of coursework at an

institution accredited by the Department of Higher Education or regionally accredited. One three-credit semester course, or its equivalent, at such an institution shall equal one-half credit for purposes of this section; (5) toward meeting the high school graduation requirement upon the successful completion of on-line coursework, provided the local or regional board of education has adopted a policy in accordance with this subdivision for the granting of credit for on-line coursework. Such a policy shall ensure, at a minimum, that (A) the workload required by the on-line course is equivalent to that of a similar course taught in a traditional classroom setting, (B) the content is rigorous and aligned with curriculum guidelines approved by the State Board of Education, where appropriate, (C) the course engages students and has interactive components, which may include, but are not limited to, required interactions between students and their teachers, participation in on-line demonstrations, discussion boards or virtual labs, (D) the program of instruction for such on-line coursework is planned, ongoing and systematic, and (E) the courses are (i) taught by teachers who are certified in the state or another state and have received training on teaching in an on-line environment, or (ii) offered by institutions of higher education that are accredited by the Department of Higher Education or regionally accredited; or (6) toward meeting the high school graduation requirement upon the successful completion of the board examination series pursuant to section 17 of this act.

[(f)] (h) A local or regional board of education may offer one-half credit in community service which, if satisfactorily completed, shall qualify for high school graduation credit pursuant to this section, provided such community service is supervised by a certified school administrator or teacher and consists of not less than fifty hours of actual service that may be performed at times when school is not regularly in session and not less than ten hours of related classroom instruction. For purposes of this section, community service does not

include partisan political activities. The State Board of Education shall assist local and regional boards of education in meeting the requirements of this section.

[(g)] (i) A local or regional board of education may award a diploma to a veteran of World War II, pursuant to section 27-103, who left high school prior to graduation in order to serve in the armed forces of the United States and did not receive a diploma as a consequence of such service.

(j) For the school year commencing July 1, 2012, and each school year thereafter, a local or regional board of education shall collect information for each student enrolled in a public school, beginning in grade six, that records students' career and academic choices in grades six to twelve, inclusive.

Sec. 17. (NEW) (*Effective July 1, 2010*) (a) The Department of Education may establish a board examination series pilot program to allow local and regional boards of education to permit students in grades nine to twelve, inclusive, to substitute achievement of a passing score on a series of examinations approved by the State Board of Education for the high school graduation requirements pursuant to section 10-221a of the general statutes, as amended by this act. The State Board of Education shall issue a board examination certificate to any student who has successfully completed such program. Such board examination certificate shall be considered in the same manner as a high school diploma for purposes of determining eligibility of a student for enrollment at a public institution of higher education in this state.

(b) Notwithstanding the high school graduation requirements pursuant to section 10-221a of the general statutes, as amended by this act, for the school year commencing July 1, 2011, and each school year thereafter, a local or regional board of education shall permit a student

to graduate from high school upon the successful completion of the board examination series program described in subsection (a) of this section.

Sec. 18. (*Effective July 1, 2010*) (a) For the fiscal years ending June 30, 2013, to June 30, 2018, inclusive, the Department of Education shall, within available appropriations, provide grants to local and regional school districts to begin implementation of the provisions of subsections (c) and (d) of section 10-221a of the general statutes, as amended by this act.

(b) On or before November 1, 2012, and biennially thereafter, each local or regional board of education seeking grant assistance from the department pursuant to subsection (a) of this section shall report to the department on the status of the school district's implementation of the provisions of subsections (c) and (d) of section 10-221a of the general statutes, as amended by this act, and an explanation for the reasons why funds are necessary for the next biennium to implement the provisions of subsections (c) and (d) of said section 10-221a.

(c) On or before February 1, 2013, and biennially thereafter, the department shall report, in accordance with the provisions of section 11-4a of the general statutes, to the joint standing committee of the General Assembly having cognizance of matters relating to education on the status of implementation of the provisions of subsections (c) and (d) of section 10-221a of the general statutes, as amended by this act, by local and regional boards of education in the state. Such report shall include, (1) an explanation of any existing state and federal funds currently available to assist in such implementation, (2) recommendations regarding the appropriation of additional state funds to support local and regional boards of education in the implementation of subsections (c) and (d) of said section 10-221a, and (3) recommendations for any statutory changes that would facilitate implementation of subsections (c) and (d) of said section 10-221a by

local and regional boards of education.

Sec. 19. (NEW) (*Effective July 1, 2010*) On and after July 1, 2012, the Department of Education shall commence development or approval of the end of the school year examinations to be administered pursuant to subdivision (2) of subsection (c) of section 10-221a of the general statutes, as amended by this act. Such examinations shall be developed or approved on or before July 1, 2014.

Sec. 20. Subsection (g) of section 10-233c of the 2010 supplement to the general statutes is repealed and the following is substituted in lieu thereof (*Effective from passage*):

(g) On and after July 1, 2010, suspensions pursuant to this section shall be in-school suspensions, unless during the hearing held pursuant to subsection (a) of this section, (1) the administration determines that the pupil being suspended poses such a danger to persons or property or such a disruption of the educational process that the pupil shall be excluded from school during the period of suspension, or (2) the administration determines that an out-of-school suspension is appropriate for such pupil based on evidence of (A) previous disciplinary problems that have led to suspensions or expulsion of such pupil, and (B) efforts by the administration to address such disciplinary problems through means other than out-of-school suspension or expulsion, including positive behavioral support strategies. An in-school suspension may be served in the school that the pupil attends, or in any school building under the jurisdiction of the local or regional board of education, as determined by such board.

Sec. 21. Section 10-223e of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2010*):

(a) In conformance with the No Child Left Behind Act, P.L. 107-110, the Commissioner of Education shall prepare a state-wide education

accountability plan, consistent with federal law and regulation. Such plan shall identify the schools and districts in need of improvement, require the development and implementation of improvement plans and utilize rewards and consequences.

(b) Public schools identified by the State Board of Education pursuant to section 10-223b of the general statutes, revision of 1958, revised to January 1, 2001, as schools in need of improvement shall: (1) Continue to be identified as schools in need of improvement, and continue to operate under school improvement plans developed pursuant to said section 10-223b through June 30, 2004; (2) on or before February 1, 2003, be evaluated by the local board of education and determined to be making sufficient or insufficient progress; (3) if found to be making insufficient progress by a local board of education, be subject to a new remediation and organization plan developed by the local board of education; (4) continue to be eligible for available federal or state aid; (5) beginning in February, 2003, be monitored by the Department of Education for adequate yearly progress, as defined in the state accountability plan prepared in accordance with subsection (a) of this section; and (6) be subject to rewards and consequences as defined in said plan.

(c) (1) Any school or school district identified as in need of improvement pursuant to subsection (a) of this section and requiring corrective action pursuant to the requirements of the No Child Left Behind Act, P.L. 107-110, shall be designated and listed as a low achieving school or school district and shall be subject to intensified supervision and direction by the State Board of Education.

(2) Notwithstanding any provision of this title or any regulation adopted pursuant to said statutes, except as provided in subdivision (3) of this subsection, in carrying out the provisions of subdivision (1) of this subsection, the State Board of Education shall take any of the following actions to improve student performance and remove the

school or district from the list of schools or districts designated and listed as a low achieving school or district pursuant to said subdivision (1), and to address other needs of the school or district: (A) Require an operations audit to identify possible programmatic savings and an instructional audit to identify any deficits in curriculum and instruction or in the learning environment of the school or district; (B) require the local or regional board of education for such school or district to use state and federal funds for critical needs, as directed by the State Board of Education; (C) provide incentives to attract highly qualified teachers and principals; (D) direct the transfer and assignment of teachers and principals; (E) require additional training and technical assistance for parents and guardians of children attending the school or a school in the district and for teachers, principals, and central office staff members hired by the district; (F) require the local or regional board of education for the school or district to implement model curriculum, including, but not limited to, recommended textbooks, materials and supplies approved by the Department of Education; (G) identify schools for reconstitution, as may be phased in by the commissioner, as state or local charter schools, schools established pursuant to section 10-74g, innovation schools established pursuant to section 6 of this act, or schools based on other models for school improvement, or for management by an entity other than the local or regional board of education for the district in which the school is located; (H) direct the local or regional board of education for the school or district to develop and implement a plan addressing deficits in achievement and in the learning environment as recommended in the instructional audit; (I) assign a technical assistance team to the school or district to guide school or district initiatives and report progress to the Commissioner of Education; (J) establish instructional and learning environment benchmarks for the school or district to meet as it progresses toward removal from the list of low achieving schools or districts; (K) provide funding to any proximate district to a district designated as a low

achieving school district so that students in a low achieving district may attend public school in a neighboring district; (L) direct the establishment of learning academies within schools that require continuous monitoring of student performance by teacher groups; (M) require local and regional boards of education to (i) undergo training to improve their operational efficiency and effectiveness as leaders of their districts' improvement plans, and (ii) submit an annual action plan to the Commissioner of Education outlining how, when and in what manner their effectiveness shall be monitored; or (N) any combination of the actions described in this subdivision or similar, closely related actions.

(3) If a directive of the State Board of Education pursuant to subparagraph (C), (D), (E), (G) or (L) of subdivision (2) of this subsection or a directive to implement a plan pursuant to subparagraph (H) of said subdivision affects working conditions, such directive shall be carried out in accordance with the provisions of sections 10-153a to 10-153n, inclusive.

(4) The Comptroller shall, pursuant to the provisions of section 10-262i, withhold any grant funds that a town is otherwise required to appropriate to a local or regional board of education due to low academic achievement in the school district pursuant to section 10-262h. Said funds shall be transferred to the Department of Education and shall be expended by the department on behalf of the identified school district. Said funds shall be used to implement the provisions of subdivision (2) of this subsection and to offset such other local education costs that the Commissioner of Education deems appropriate to achieve school improvements. These funds shall be awarded by the commissioner to the local or regional board of education for such identified school district upon condition that said funds shall be spent in accordance with the directives of the commissioner.

(d) The State Board of Education shall monitor the progress of each school or district designated as a low achieving school or district pursuant to subdivision (1) of subsection (c) of this section and provide notice to the local or regional board of education for each such school or district of the school or district's progress toward meeting the benchmarks established by the State Board of Education pursuant to subsection (c) of this section. If a district fails to make acceptable progress toward meeting such benchmarks established by the State Board of Education and fails to make adequate yearly progress pursuant to the requirements of the No Child Left Behind Act, P.L. 107-110, for two consecutive years while designated as a low achieving school district, the State Board of Education, after consultation with the Governor and chief elected official or officials of the district, may (1) request that the General Assembly enact legislation authorizing that control of the district be reassigned to the State Board of Education or other authorized entity, or (2) notwithstanding the provisions of chapter 146, any special act, charter or ordinance, grant the Commissioner of Education the authority to reconstitute the local or regional board of education for such school district in accordance with the provisions of subsection (h) of this section.

(e) Any school district or elementary school after two successive years of failing to make adequate yearly progress shall be designated as a low achieving school district or school and shall be evaluated by the Commissioner of Education. After such evaluation, the commissioner may require that such school district or school provide full-day kindergarten classes, summer school, extended school day, weekend classes, tutorial assistance to its students or professional development to its administrators, principals, teachers and paraprofessional teacher aides if (1) on any subpart of the third grade state-wide mastery examination, thirty per cent or more of the students in any subgroup, as defined by the No Child Left Behind Act, P.L. 107-110, do not achieve the level of proficiency or higher, or (2) the

commissioner determines that it would be in the best educational interests of the school or the school district to have any of these programs. In ordering any educational program authorized by this subsection, the commissioner may limit the offering of the program to the subgroup of students that have failed to achieve proficiency as determined by this subsection, those in particular grades or those who are otherwise at substantial risk of educational failure. The costs of instituting the ordered educational programs shall be borne by the identified low achieving school district or the school district in which an identified low achieving school is located. The commissioner shall not order an educational program that costs more to implement than the total increase in the amount of the grant that a town receives pursuant to section 10-262i in any fiscal year above the prior fiscal year.

(f) The Commissioner of Education shall conduct a study, within the limits of the capacity of the Department of Education to perform such study, of academic achievement of individual students over time as measured by performance on the state-wide mastery examination in grades three to eight, inclusive. If this study evidences a pattern of continuous and substantial growth in educational performance on said examinations for individual students, then the commissioner may determine that the school district or elementary school shall not be subject to the requirements of subsection (e) of this section, but shall still comply with the requirements of the No Child Left Behind Act, P.L. 107-110, if applicable.

(g) (1) (A) On and after July 1, 2010, the local or regional board of education for a school that has been identified as in need of improvement pursuant to subsection (a) of this section may establish a school governance council for each school so identified.

(B) On and after July 1, 2010, the local or regional board of education for a school that has been designated as a low achieving

school, pursuant to subdivision (1) of subsection (c) of this section, due to such school failing to make adequate yearly progress in mathematics and reading at the whole school level shall establish a school governance council for each school so designated.

(2) (A) The school governance council for high schools shall consist of (i) seven members who shall be parents or guardians of students attending the school, (ii) two members who shall be community leaders within the school district, (iii) five members who shall be teachers at the school, (iv) one nonvoting member who is the principal of the school, or his or her designee, and (v) two nonvoting student members who shall be students at the school. The parent or guardian members shall be elected by the parents or guardians of students attending the school, provided, for purposes of the election, each household with a student attending the school shall have one vote. The community leader members shall be elected by the parent or guardian members and teacher members of the school governance council. The teacher members shall be elected by the teachers of the school. The nonvoting student members shall be elected by the student body of the school.

(B) The school governance council for elementary and middle schools shall consist of (i) seven members who shall be parents or guardians of students attending the school, (ii) two members who shall be community leaders within the school district, (iii) five members who shall be teachers at the school, and (iv) one nonvoting member who is the principal of the school, or his or her designee. The parent or guardian members shall be elected by the parents or guardians of students attending the school, provided, for purposes of the election, each household with a student attending the school shall have one vote. The community leader members shall be elected by the parent or guardian members and teacher members of the school governance council. The teacher members shall be elected by the teachers of the

school.

(C) Terms of voting members elected pursuant to this subdivision shall be for two years and no members shall serve more than two terms on the council. The nonvoting student members shall serve one year and no student member shall serve more than two terms on the council.

(D) (i) Schools that have been designated as a low achieving school pursuant to subdivision (1) of subsection (c) of this section due to such school failing to make adequate yearly progress in mathematics and reading at the whole school level prior to July 1, 2010, and are among the lowest five per cent of schools in the state based on achievement shall establish a school governance council for the school not later than January 15, 2011.

(ii) Schools that have been designated as a low achieving school, pursuant to subdivision (1) of subsection (c) of this section, due to such school failing to make adequate yearly progress in mathematics and reading at the whole school level prior to July 1, 2010, but are not among the lowest five per cent of schools in the state based on achievement, shall establish a school governance council for the school not later than November 1, 2011.

(3) The school governance council shall have the following responsibilities: (A) Analyzing school achievement data and school needs relative to the improvement plan for the school prepared pursuant to this section; (B) reviewing the fiscal objectives of the draft budget for the school and providing advice to the principal of the school before such school's budget is submitted to the superintendent of schools for the district; (C) participating in the hiring process of the school principal or other administrators of the school by conducting interviews of candidates and reporting on such interviews to the superintendent of schools for the school district and the local and

regional board of education; (D) assisting the principal of the school in making programmatic and operational changes for improving the school's achievement, including program changes, adjusting school hours and days of operation, and enrollment goals for the school; (E) working with the school administration to develop and approve a school compact for parents, legal guardians and students that includes an outline of the criteria and responsibilities for enrollment and school membership consistent with the school's goals and academic focus, and the ways that parents and school personnel can build a partnership to improve student learning; (F) developing and approving a written parent involvement policy that outlines the role of parents and legal guardians in the school; (G) utilizing records relating to information about parents and guardians of students maintained by the local or regional board of education for the sole purpose of the election described in subdivision (2) of this subsection. Such information shall be confidential and shall only be disclosed as provided in this subparagraph and shall not be further disclosed; and (H) if the council determines it necessary and subject to the provisions of subdivision (9) of this subsection recommending reconstitution of the school in accordance with the provisions of subdivision (6) of this subsection.

(4) The school governance council may: (A) In those schools that require an improvement plan, review the annual draft report detailing the goals set forth in the state accountability plan prepared in accordance with subsection (a) of this section and provide advice to the principal of the school prior to submission of the report to the superintendent of schools; (B) in those schools where an improvement plan becomes required pursuant to subsection (a) of this section, assist the principal of the school in developing such plan prior to its submission to the superintendent of schools; (C) work with the principal of the school to develop, conduct and report the results of an annual survey of parents, guardians and teachers on issues related to

the school climate and conditions; and (D) provide advice on any other major policy matters affecting the school to the principal of the school, except on any matters relating to provisions of any collective bargaining agreement between the exclusive bargaining unit for teachers pursuant to section 10-153b and local or regional boards of education.

(5) The local or regional board of education shall provide appropriate training and instruction to members of the school governance council to aid them in the execution of their duties.

(6) (A) The school governance council may, by an affirmative vote of the council, recommend the reconstitution of the school into one of the following models: (i) The turnaround model, as described in the Federal Register of December 10, 2009; (ii) the restart model, as described in the Federal Register of December 10, 2009; (iii) the transformation model, as described in the Federal Register of December 10, 2009; (iv) any other model that may be developed by federal law; (v) a CommPACT school, pursuant to section 10-74g; or (vi) an innovation school, pursuant to section 6 of this act. Not later than ten days after the school governance council informs the local or regional board of education of its recommendation for the school, such board shall hold a public hearing to discuss such vote of the school governance council and shall, at the next regularly scheduled meeting of such board or ten days after such public hearing, whichever is later, conduct a vote to accept the model recommended by the school governance council, select an alternative model described in this subdivision or maintain the current school status. If the board selects an alternative model, the board shall meet with such school governance council to discuss an agreement on which alternative to adopt not later than ten days after such vote of the board. If no such agreement can be achieved, not later than forty-five days after the last such meeting between the board and the school governance council,

the Commissioner of Education shall decide which of the alternatives to implement. If the board votes to maintain the current school status, not later than forty-five days after such vote of the board, the Commissioner of Education shall decide whether to implement the model recommended by the school governance council or to maintain the current school status. If the final decision pursuant to this subdivision is adoption of a model, the local or regional board of education shall implement such model during the subsequent school year in conformance with the general statutes and applicable regulations, and the provisions specified in federal regulations and guidelines for schools subject to restructuring pursuant to Section 1116(b)(8) of the No Child Left Behind Act, P.L. 107-110 or any other applicable federal laws or regulations.

(B) Any school governance council for a school may recommend reconstitution, pursuant to subparagraph (H) of subdivision (3) of this subsection, during the third year after such school governance council was established if the school for such governance council has not reconstituted as a result of receiving a school improvement grant pursuant to Section 1003(g) of Title I of the Elementary and Secondary Education Act, 20 USC 6301 et seq., or such reconstitution was initiated by a source other than the school governance council.

(7) A school governance council shall be considered a component of parental involvement for purposes of federal funding pursuant to Section 1118 of the No Child Left Behind Act, P.L. 107-110.

(8) The Commissioner of Education shall evaluate the school governance councils established on or before January 15, 2011, based on the criteria described in subsection (a) of section 22 of this act. On or before October 1, 2014, the commissioner 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 evaluation conducted pursuant to this subdivision.

Such report shall also include recommendations whether to continue to allow school governance councils to recommend reconstitution pursuant to this subsection.

(9) The department shall allow not more than twenty-five schools per school year to reconstitute pursuant to this subsection. The department shall notify school districts and school governance councils when this limit has been reached. For purposes of this subdivision, a reconstitution shall be counted towards this limit upon receipt by the department of notification of a final decision regarding reconstitution by the local or regional board of education.

(h) The State Board of Education may authorize the Commissioner of Education to reconstitute a local or regional board of education pursuant to subdivision (2) of subsection (d) of this section for a period of not more than five years. The board shall not grant such authority to the commissioner unless the board has required the local or regional board of education to complete the training described in subparagraph (M) of subdivision (2) of subsection (c) of this section. Upon such authorization by the board, the commissioner shall terminate the existing local or regional board of education and appoint the members of a new local or regional board of education for the school district. Such appointed members may include members of the board of education that was terminated. The terms of the members of the new board of education shall be three years. The department of education shall offer training to the members of the new board of education. The new board of education shall annually report to the commissioner regarding the district's progress toward meeting the benchmarks established by the State Board of Education pursuant to subsection (c) of this section and making adequate yearly progress, as defined in the state accountability plan prepared in accordance with subsection (a) of this section. If the district fails to show adequate improvement, as determined by the State Board of Education, after three years, the

commissioner may reappoint the members of the new board of education or appoint new members to such board of education for terms of two years.

Sec. 22. (NEW) (*Effective July 1, 2010*) (a) The Department of Education shall monitor, within available appropriations, those schools that have reconstituted pursuant to subsection (g) of section 10-223e of the general statutes, as amended by this act, to determine whether such schools have demonstrated progress with regard to the following indicators: (1) The reconstitution model adopted by the school; (2) the length of the school day and school year; (3) the number and type of disciplinary incidents; (4) the number of truants; (5) the dropout rate; (6) the student attendance rate; (7) the average scale scores on the state-wide mastery examination pursuant to section 10-14n of the general statutes; (8) for high schools, the number and percentage of students completing advanced placement coursework; (9) the teacher attendance rate; and (10) the existence and size of the parent-teacher organization for the school. Such monitoring shall be conducted over the two-year period following such reconstitution.

(b) On or before January 1, 2012, the department shall report, in accordance with the provisions of section 11-4a of the general statutes, to the joint standing committee of the General Assembly having cognizance of matters relating to education on (1) the number of school governance councils established pursuant to subsection (g) of section 10-223e of the general statutes, as amended by this act, and (2) the number of schools that have been reconstituted and the models, as described in said subsection (g), that have been adopted as part of such reconstitution.

(c) On or before January 1, 2013, the department shall report, in accordance with the provisions of section 11-4a of the general statutes, to the joint standing committee of the General Assembly having cognizance of matters relating to education on (1) the monitoring

conducted pursuant to subsection (a) of this section, (2) recommendations relating to changes in the reconstitution options available to schools, including whether school governance councils may continue to recommend reconstitution pursuant to subsection (g) of section 10-223e of the general statutes, as amended by this act, (3) comparison of the models adopted, and (4) the level of progress of schools adopting each model in relation to the indicators described in subsection (a) of this section.

Sec. 23. (NEW) (*Effective July 1, 2010*) (a) On or before July 1, 2011, and biennially thereafter, the Department of Education shall report, within available appropriations, in accordance with the provisions of section 11-4a of the general statutes, to the joint standing committee of the General Assembly having cognizance of matters relating to education on (1) the number of such school governance councils that have initiated reconstitution pursuant to subsection (g) of section 10-223 of the general statutes, (2) a comparison of those school governance councils that have initiated such reconstitution and those that have not, and (3) whether parental involvement has increased at those schools with school governance councils.

(b) On or before July 1, 2011, and annually thereafter, the department shall report, in accordance with the provisions of section 11-4a of the general statutes, to the joint standing committee of the General Assembly having cognizance of matters relating to education on the evaluations conducted pursuant to subsection (a) of this section.

Sec. 24. Section 17b-751 of the 2010 supplement to the general statutes is repealed and the following is substituted in lieu thereof (*Effective from passage*):

(a) There is established a Children's Trust Fund, the resources of which shall be used by the council established pursuant to subsection (b) of this section and the Commissioner of Social Services with the

advice of the Children's Trust Fund Council to fund programs aimed at preventing child abuse and neglect and family resource programs. Said fund is intended to be in addition to those resources that would otherwise be appropriated by the state for programs aimed at preventing child abuse and neglect and family resource programs. The Children's Trust Fund Council and the commissioner may apply for and accept any federal funds which are available for a Children's Trust Fund and shall administer such funds in the manner required by federal law. The fund shall receive money from grants and gifts made pursuant to section 17a-18. The Children's Trust Fund Council and the commissioner may solicit and accept funds, on behalf of the Children's Trust Fund, to be used for the prevention of child abuse and neglect and family resource programs. The Commissioner of Social Services, with the advice of the Children's Trust Fund Council, shall adopt regulations, in accordance with the provisions of chapter 54, to administer the fund and to set eligibility requirements for programs seeking funding. Youth service bureaus may receive funds from the Children's Trust Fund. **[**The Parent Trust Fund, established pursuant to subsection (c) of this section, may receive funds directed to it through the Children's Trust Fund.**]**

(b) There shall be established, within existing resources, a Children's Trust Fund Council which shall be within the Department of Social Services. The council shall be composed of sixteen members as follows: (1) The Commissioners of Social Services, Education, Children and Families and Public Health, or their designees; (2) a representative of the business community with experience in fund-raising, appointed by the president pro tempore of the Senate; (3) a representative of the business community with experience in fund-raising, appointed by the speaker of the House of Representatives; (4) a representative of the business community with experience in fund-raising, appointed by the minority leader of the House of Representatives; (5) a representative of the business community with experience in fund-raising, appointed by

the minority leader of the Senate; (6) a parent, appointed by the majority leader of the House of Representatives; (7) a parent, appointed by the majority leader of the Senate; (8) a parent, appointed by the president pro tempore of the Senate; (9) a person with expertise in child abuse prevention, appointed by the speaker of the House of Representatives; (10) a person with expertise in child abuse prevention, appointed by the minority leader of the House of Representatives; (11) a staff member of a child abuse prevention program, appointed by the minority leader of the Senate; (12) a staff member of a child abuse prevention program, appointed by the majority leader of the House of Representatives; and (13) a pediatrician, appointed by the majority leader of the Senate. The council shall solicit and accept funds, on behalf of the Children's Trust Fund, to be used for the prevention of child abuse and neglect and family resource programs, [or on behalf of the Parent Trust Fund, to be used for parent community involvement to improve the health, safety and education of children,] and shall make grants to programs pursuant to [subsections] <u>subsection</u> (a) [and (c)] of this section.

[(c) There is established a Parent Trust Fund which shall be used to fund 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 fund shall receive federal or private money from grants and gifts made pursuant to section 17a-18.]

[(d)] <u>(c)</u> On or before July 1, 2010, and annually thereafter, the Children's Trust Fund Council and the commissioner shall report, in accordance with the provisions of section 11-4a, to the Governor and the joint standing committees of the General Assembly having cognizance of matters relating to human services, public health and education concerning the source and amount of funds received by the Children's Trust Fund, [and the Parent Trust Fund,] and the manner in

which such funds were administered and disbursed.

Sec. 25. Section 17b-12 of the 2010 supplement to the general statutes is repealed and the following is substituted in lieu thereof (*Effective from passage*):

The Commissioner of Social Services may accept and receive, on behalf of the Department of Social Services or on behalf of the Children's Trust Fund [or the Parent Trust Fund] established pursuant to section 17b-751, as amended by this act, any bequest or gift of personal property for services for a person who is, or members of whose immediate family are, receiving assistance or services from the Department of Social Services, or both, or for services for a former or potential recipient of assistance from the Department of Social Services or for programs or services described in section 17b-751, as amended by this act. Any federal funds generated by virtue of any such bequest or gift may be used for the extension of services to such person or family members.

Sec. 26. (NEW) (*Effective from passage*) There is established a Parent Trust Fund, the resources of which shall be used by the Commissioner of Education to fund 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. The fund may receive state funds. The commissioner shall use such funds to make grants to programs for purposes described in this section.

Sec. 27. (*Effective from passage*) The unexpended balance of funds in the Parent Trust Fund, established under section 17b-751 of the general statutes, revision of January 1, 2009, shall be transferred to the Parent Trust Fund established under section 26 of this act.

Sec. 28. (NEW) (*Effective July 1, 2010*) A 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, shall establish an online credit recovery program. Such program shall allow those students who are identified by certified personnel as in danger of failing to graduate to complete on-line coursework approved by the local or regional board of education for credit toward meeting the high school graduation requirement pursuant to section 10-221a of the general statutes, as amended by this act. Each school in the school district shall designate, from among existing staff, an online learning coordinator who shall administer and coordinate the online credit recovery program pursuant to this section.

Sec. 29. Subsection (f) of section 10-221 of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2010*):

(f) Not later than September 1, 1998, each local and regional board of education shall develop, adopt and implement written policies and procedures to encourage parent-teacher communication. These policies and procedures may include monthly newsletters, required regular contact with all parents, flexible parent-teacher conferences, drop-in hours for parents, home visits and the use of technology such as homework hot lines to allow parents to check on their children's assignments and students to get assistance if needed. <u>For the school year commencing July 1, 2010, and each school year thereafter, such policies and procedures shall require the district to conduct two flexible parent-teacher conferences for each school year.</u>

Sec. 30. (*Effective July 1, 2010*) (a) There is established a task force to study and monitor the academic achievement gap between racial and socioeconomic groups in Connecticut by considering effective approaches to closing the achievement gap in elementary, middle and high schools. The task force shall consider, but not be limited to, the

following: (1) Systematic education planning; (2) best practices in public education; (3) professional development for teachers; and (4) parental involvement in public education.

(b) The task force shall consist of the following members:

(1) Two appointed by the speaker of the House of Representatives;

(2) Two appointed by the president pro tempore of the Senate;

(3) One appointed by the majority leader of the House of Representatives;

(4) One appointed by the majority leader of the Senate;

(5) One appointed by the minority leader of the House of Representatives;

(6) One appointed by the minority leader of the Senate; and

(7) The Commissioner of Education, or the commissioner's designee.

(c) Any member of the task force appointed under subdivision (1), (2), (3), (4), (5) or (6) of subsection (b) of this section may be a member of the General Assembly.

(d) All appointments to the task force shall be made no later than August 1, 2010, and shall reflect the geographic and cultural diversity of the state and shall have experience in business, education and philanthropic organizations. Any vacancy shall be filled by the appointing authority.

(e) The speaker of the House of Representatives and the president pro tempore of the Senate shall select the chairpersons of the task force, from among the members of the task force. Such chairpersons shall schedule the first meeting of the task force, which shall be held no

later than September 1, 2010.

(f) The administrative staff of the joint standing committee of the General Assembly having cognizance of matters relating to education shall serve as administrative staff of the task force.

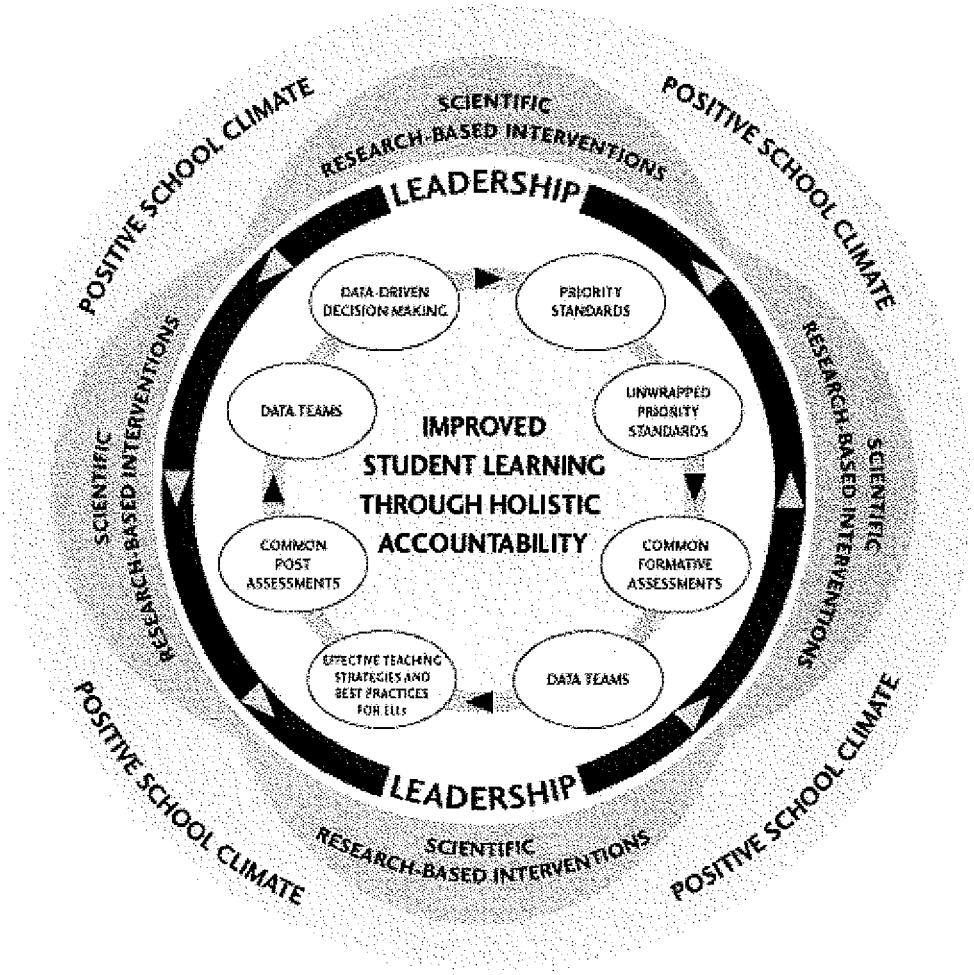
(g) Not later than January 1, 2011, the task force shall submit a report on its findings and recommendations to the joint standing committee of the General Assembly having cognizance of matters relating to education, in accordance with the provisions of section 11-4a of the general statutes. The task force shall terminate on the date that it submits such report or January 1, 2011, whichever is later.

Sec. 31. (NEW) (*Effective July 1, 2010*) (a) For the school year commencing July 1, 2011, and each school year thereafter, each local and regional board of education shall provide an advanced placement course program. For purposes of this section, "advanced placement course program" means a program that provides courses at the high school level for which an advanced placement examination is available through the College Board.

(b) The State Board of Education shall develop guidelines to aid local and regional boards of education in training teachers for teaching advanced placement courses to a diverse student body.

CAL

CONNECTICUT ACCOUNTABILITY
FOR LEARNING INITIATIVE



CONNECTICUT ACCOUNTABILITY LEARNING INITIATIVE THEORY OF ACTION: SUPPORTING DISTRICTS AS THE PRIMARY AGENT OF CHANGE

CALI Mission: Develop and offer a model of state support to districts and schools to support the process of continuous school and district improvement.

CALI Vision: If the state support model assists a school district in strengthening and aligning its organizational systems over time, particularly those systems closest to the instructional core at the school level, then student learning will incrementally and notably improve, with reasonable probability that such improv will be sustained. Systems at the instructional core with greatest direct impact on teaching and learning at the school level are human resources, acquisition/su curriculum, instruction, assessment, supervision/evaluation, professional development, and school improvement planning/ implementation.

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Services and Activities

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school status (Cambridge)

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Short Term Outcomes (Approaching or Beginning Implementation)

Nonuse and orientation to CALI

a. Local educators understand the goals and purposes of CALI
b. Local educators are aware of CALI services and resources
c. Local educators easily access CALI services and resources
d. Local educators agree that CALI services and resources have the potential to make a difference in student outcomes
e. The Connecticut Accountability Legislation and the Cambridge Assessments have created a sense of urgency for improving schools
f. Local educators are willing to take responsibility for implementing CALI with fidelity

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Mid Term Outcomes (Getting to Fidelity of Implementation)

Mechanical and routine use of data driven continuous improvement as supported by CALI

a. District Data Teams: Recognize that change takes time, is complex, and requires commitment, resources and supporting infrastructures. District data teams have a shared vision for CALI goals. Have the ability to use data for creating district improvement plans, monitoring implementation, evaluating results, and making revisions
b. School Leadership Teams: Use school level data for improvement planning that is aligned with the district plan. Use instructional walkthroughs to gauge effective teacher practices in addressing the standards
c. Instructional Teams: Use classroom and formative assessment data to pinpoint which students are having difficulty with which skills or GLEs, and devise strategies to address these in the classroom or in supplemental/intervention programs
d. Classroom teachers: work as members of the Instructional Team and implement effective instruction that meets student needs
e. Create a common language and culture for implementing the data team structure
f. Implement the data team structure using scientifically based teaching strategies
g. Provide instruction in a manner that engages students and in a climate that is safe and supportive of them as learners

→

Long Term Outcomes (Sustaining Increased Student Achievement)

Refining use of data driven continuou improvement, integrating it into all policies, procedures, and practices, a sustaining it over time

a. Change in school and district culture—adult behaviors and expectations support and reinforce student achievement
b. School and district leaders have capacity to lead
c. Increases in student achievement a measured by CAPT and CMT
d. Reduction or elimination of achievement gaps
e. Fewer referrals to Special Educatio
f. Fewer dropouts
g. Fewer discipline referrals
h. Increased attendance

Appe

Connecticut's Reform Model: The Connecticut Accountability for Learning Initiative

The Connecticut State Department of Education established the Connecticut Accountability for Learning Initiative (CALI) to provide professional development and coaching in 2004 to accelerate the learning of all students and to close the achievement gap. The CALI initiative is based on the findings of nationally recognized researchers including Dr. Douglas Reeves, Dr. Michael Smoker, Dr. Robert Marzano, Dr. Richard Elmore and Dr. John Simpson. The Department collaborated with the Center on Performance Assessment (currently called the Leadership and Learning Center [LLC]) to develop the initiative. This work provides evidence that schools with high rates of poverty and high percentages of ethnic minorities in their student populations can achieve high academic performance. Common characteristic of these schools include and the foundation to the initiative includes:

- a clear focus on achievement;
- a standards-based curriculum that emphasizes the core subject areas of reading, mathematics and writing;
- use of data to inform instructional and leadership decisions;
- frequent assessment of student progress and multiple opportunities for student performance;
- frequent assessment of student progress and multiple opportunities for student improvement;
- an emphasis on research-based effective teaching strategies, including non-fiction writing;
- collaborative teams focused on student learning; and
- all adults held accountable for student achievement.

CALI began as a series of training modules focusing on data driven decision-making, use of standards based instruction and the use of effective teaching strategies. At the time, Title I districts and schools identified in need of improvement were offered access to the training and technical assistance on a voluntary basis.

State Legislation to Support Reform in Partner Districts

In July 2007, this work was significantly strengthened by the passage of state accountability legislation (Section E 1). The legislation required the Department to identify low achieving schools and districts for intensified supervision and direction by the State Board of Education. In the 2007-08 year, the Department identified 12 such districts and the schools within those districts that were in year three or greater in need of improvement at the whole district level in reading, math or both, using No Child Left Behind (NCLB) criteria. Three additional districts were added in the 2008-09 school

year. The districts are now referred to as **Partner Districts**. In addition to the required NCLB sanctions of corrective actions, offering of school choice and supplemental education services, and restructuring schools, the Department developed and implemented a Theory of Action to intervene at the district and school level to support the process of continuous school and district improvement (see Attachment A, CALI Theory of Action). The Department has created our support and intervention based on the theory that in order to systemically change districts and schools, that the district is an integral part of the accountability and monitoring process. The Department has been guided by the work of Richard Elmore in his description of "Reciprocal Accountability." As explained by Dr. Elmore, "If the district (or state) is to hold schools accountable for producing specific outcomes for their students, the district (or state) has the responsibility to provide those schools with the resources (human, material and intellectual) and the conditions necessary to produce those outcomes" (Hess, 2006). Our interventions rely on a combination of pressure or urgency, transparency and support for change. This view is well supported through the work of Michael Fullan's on producing a "cohesive, multi-level approach for sustainable educational reform" (Fullan, 2009).

To support implementation of the accountability legislation, the Department established two new bureaus, the Bureau of School and District Improvement and the Bureau of Accountability, Compliance and Monitoring. These bureaus worked closely to design, implement and monitor supports and accountability systems. In 2009, the bureaus were collapsed to form the Bureau of Accountability and Improvement.

District and School Requirements to Support Reform

Over the past two years, significant support has been offered to these districts and schools. The Department's involvement began with instructional and financial diagnostic assessments of the districts and schools. The assessments covered the areas of securing positive outcomes for students, support for student learning, leadership and management, management of human and fiscal resources, operational systems, stakeholder engagement and satisfaction. These assessments were conducted by Department staff in collaboration with Cambridge Education and included district staff, families, community members and students. The results of the assessment were presented to local boards of education, community members and an Ad Hoc Committee on Accountability for the Connecticut State Board of Education. A team of Department consultants and an external consultant (retired superintendent) were assigned to each district to facilitate the revision of the District Improvement Plan (DIP) based on the assessment findings.

The revision of the DIPs was a significant undertaking in each district. The Department required that each district assemble a multi stakeholder district data team to design the

DIP Districts were required to identify a limited number of high leverage actions based on data. Data reviewed included state and local assessment data as well as other student and adult data points such as attendance, discipline, suspension expulsion data, graduation and drop out. All data was disaggregated based on sub groups. Districts were guided to set realistic, yet ambitious measurable targets for a three-year period. Strategies to address the targets were chosen based on data on effectiveness and a sound research base. The DIPs were presented to the local and State Board of Education for approval Once approved by the State Board of Education, districts then required each school in the district to revise their School Improvement Plans (SIP) to align with the DIP. The accountability legislation also required that the Department direct a portion of each district's Education Cost Sharing (ECS) allocation to support the implementation of the DIPs

Each district was required to establish an accountability system based on the CALI model (Reeves, 2004). The accountability system must include a district level, school level and instructional level data team The Department staff is members of the district data team, which is responsible for implementation of the DIP as well as oversight of the implementation of the SIPs. Two times a year, formal monitoring visits are conducted in each district to monitor implementation and progress on the DIP. In addition to staff from the Bureau of Accountability and Improvement, as needed staff from the Bureaus of School Family Community Partnerships, Teaching and Learning, Early Childhood, Special Education and Student Assessment are called on to participate on the district data teams. The Bureau has worked very closely with the Bureau of Special Education on monitoring progress for students with disabilities.

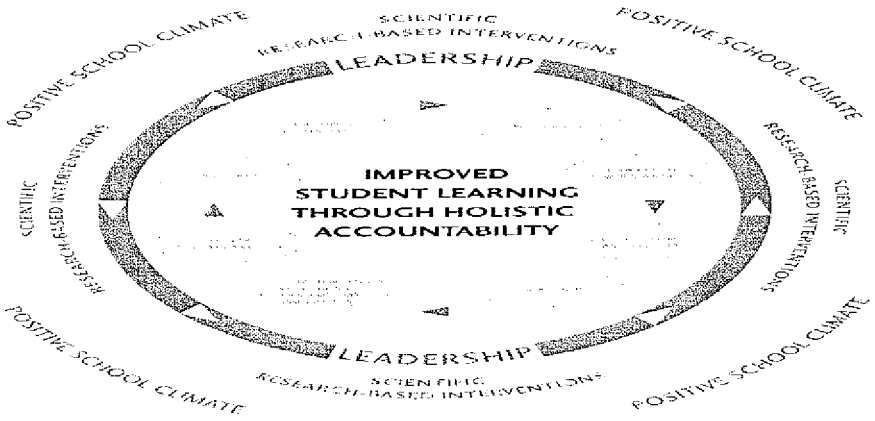
Professional Development to Support Reform

The Department developed an extensive array of professional development activities to support the implementation of the accountability systems and improve the quality of teaching and learning. These were developed in collaboration with LLC and the Regional Education Service Centers (RESCs) and the State Education Resource Center (SERC). Each module has two levels, a basic and a certification. The certification training is designed to build the capacity in each district to conduct their own training with fidelity. The modules include the following:

- Data Driven Decision Making
- Making Standards Work
- Effective Teaching Strategies
- Common Formative Assessment
- Best Practices in Educating English Language Learners
- Improving School Climate to Support Student Achievement

- Leading Change and Getting Everyone on Board
- Paraprofessional Overview for CALI
- Scientific Research Based Interventions (CT RtI model)
- Coaching Instructional Data Teams
- Coaching Effective Teaching Strategies
- School Climate for Leaders
- School Improvement Planning

Each district and school in need of improvement was offered access to training and on – site technical assistance in the CALI modules. Each partner district and their schools were required to participate in the CALI training. The modules are designed to support each other as the basis to improving the quality of instruction and learning at the classroom level. The following graphic represents the theoretical design of how the components of CALI fit together:



Demonstration Schools to Display Reform Efforts

Acknowledging that it would take a minimum of two to three years to see significant achievement gains in the districts and schools, the Department funded two Demonstration Schools in each district. The purpose of the Demonstration Schools was to demonstrate that with increased focus of resources, implementation of the CALI model would result in increased student achievement and closing of the achievement gap. The Demonstration Schools were given an executive coach for the principal and leadership team, a data team facilitator to work with the school and instructional level data teams, and stipends for release time for teachers to work in collaborative professional learning communities.

Coaching for the Demonstration Schools is provided through a contractual relationship with the Connecticut Association of Schools (CAS). The Department has staff assigned to work with CAS on the identification of potential coaches (retired school administrators), placement of coaches, training and networking of coaches, monitoring of

coaching activities and data collection. The Coaching model has had an external evaluation of the project conducted by the University of Connecticut Department of Educational Leadership and Department of Psychology (see Attachment B.)

This past year, in the 15 Partner Districts, five schools were removed from the In Need of Improvement status. An additional 36 schools that had not made AYP in the previous year, made AYP or Safe Harbor. Eight of these schools were Demonstration Schools.

State Intervention for Supported Districts

In 2008-09, the Department identified an additional seven school districts that were in year 3 or greater in need of improvement for a sub group of students. These districts are referred to as the Supported Districts. These districts completed a self-assessment utilizing the Decision Support Architecture Consortium Framework II (DSAC II) which was developed collaboratively with the Council of Chief State School Officers and Center on Leadership in Technology. The Department provided the on-line framework and onsite technical assistance to complete the self-assessment. These districts were required to use the self-assessment results to revise their DIPs. They also were offered access to the CALI training modules as well as each district was awarded one Demonstration School. Twelve schools in the Supported Districts who had not made AYP in the past year made AYP or Safe Harbor. Three of the seven Demonstration Schools made AYP or Safe Harbor.

Collaboration with State Organizations to Support Reform

In an effort to align our work with other professional organizations on the implementation of CALI professional development, the Department has been working very closely with the Connecticut Association of Boards of Education (CABE), the Connecticut Education Association (CEA) and the American Federation of Teachers (AFT). The work with CABE has focused on developing training modules for local boards of education on the role of boards of education in an accountability era. The Department has funded CABE and two bureau consultants to participate in ongoing training with the Iowa State Boards of Education Lighthouse Project. This is a research-based project to identify ways in which local school boards influence the conditions for success necessary for student achievement (see Attachment C).

The Department has met with Connecticut Education Association (CEA) and American Federal of Teachers (AFT) on a regular basis to provide updates, gather input from the field and problem solve the outreach of the CALI system. We have invited the union leadership from our 15 partner districts to meet with the state union leadership and the Department on a regular basis. In addition, the Department staff working in districts has

been meeting with union representatives in the districts to enlist their support in implementation of the accountability systems as required.

External Evaluation of Reform Efforts

To assist with determining the effectiveness of CALI, the Department has established multiple avenues for gathering information. The bureau has an Advisory Committee on Accountability, which consists of the Assistant Superintendents from the Partner Districts. This group meets every six weeks to provide updates, provide input and feedback on implementation of CALI, discuss problems of practice and identify needed resources. Representatives from this group also work on sub-committee such as the CALI Quality Assurance Committee and participation in an annual CALI summit to determine next steps for the development of CALI supports. In addition, the Department has identified an external evaluator (RMC Research) to conduct an evaluation of our statewide system of support. Work on the evaluation began in early 2009 and will continue through June 2010. An Interim Evaluation Report was completed in September 2009 (see Attachment D). An excerpt from the report demonstrates the promise of CALI if we stay the course: "CALI is a strong model for school and district improvement. It is likely that few states have created a statewide system of support that is as comprehensive, as well thought out, and an intensive in what it had does as CALI. But CSDE cannot rest on its laurels. The challenges of implementing and sustaining CALI at the classroom level, keeping and building the CALI focus are significant. All CSDE, RESC and district staff who participated in this evaluation expressed commitment, integrity and a lot of heart to meet these challenges. We encourage you to keep working together and not to give up or change course."

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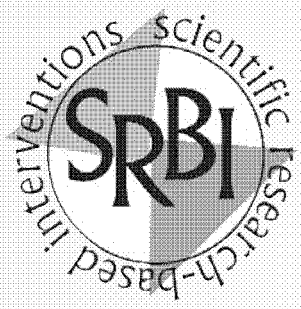
Using Scientific Research-Based Interventions:

Improving Education for ***all*** *Students*



Connecticut's Framework for RTI

february 2008

EXECUTIVE *summary*

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Special Acknowledgements

The Connecticut State Department of Education is especially appreciative to Dr. Louise Spear-Swerling for her integral contribution to this publication.

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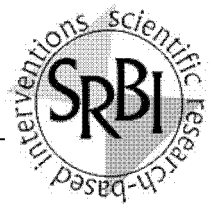
Foreword



All of us must lead the learning for Connecticut's students.

> *"Everyone must play a part in leading the learning. Leading the learning means knowing your job and doing it well; it means opening yourself to new tasks and responsibilities; letting go of old assumptions and being prepared to be trained in new skill areas; and holding yourself to the highest standards possible."*
>
> *Mark K. McQuillan, Commissioner of Education, March 27, 2007*

An effective education is vital not only for individual advancement, but also to provide a capable workforce and citizenry for our state. Our future workforce is utterly dependent on our public schools to turn out knowledgeable, highly literate, responsible and technically able graduates that are prepared to contribute to the progress of this global society.

Schools in Connecticut and across the nation face significant challenges to ensure that all students graduate having the benefit of a superior education. The State Board of Education has established goals for Connecticut's students to achieve this superior education which include:

- expanding preschool;
- restructuring high school; and
- closing the achievement gaps while improving the performance of all students.

All schools in Connecticut have the collective responsibility to ensure that research-validated practices are embedded daily in order to achieve these desired goals. The basic principles of a Response to Intervention (RTI) model hold considerable promise for helping Connecticut schools improve education for all students and address the large disparities within the state.

It is my pleasure to present the State Department of Education's framework for RTI entitled Using Scientific Research-Based Interventions: Improving Education for All Students. This framework builds upon the coherence of various researched-based school improvement models, including those adopted by our Connecticut Accountability for Learning Initiative (CALI). It is my belief that this publication, and future Department of Education professional development activities, will support our efforts in leading the learning to ensure educational success for all of our students. Horace Mann's words spoken more than 150 years ago still aptly apply today: "Education is the right of every child – the great equalizer and balance wheel of the social machinery." The future of our state and nation depend upon our expectations and pursuit for high academic and behavior standards for ourselves and our children.

Mark K. McQuillan, Commissioner of Education
February, 2008

Executive Summary

Background

Federal laws have issued clear expectations for schools regarding their obligations to educate diverse groups of students well. This legislation includes the **No Child Left Behind Act of 2001 (NCLB),** a reauthorization of the **Elementary and Secondary Education Act (ESEA)** and the **Individuals with Disabilities Education Improvement Act of 2004 (IDEA)**. NCLB aims to ensure the academic growth and achievement of all students regardless of their race, ethnicity, fluency in English, disability or socioeconomic status. IDEA 2004 continues the federal mandate, in effect since 1975, for schools to provide all children with disabilities a free and appropriate public education (FAPE) in the least restrictive environment (LRE), and also contains some important revisions with clear implications for general as well as special education. These revisions encourage the implementation of research-based interventions that facilitate success in the general education setting for a broad range of students. In particular, school districts are allowed to use a process known as **Response to Intervention (RTI)** as part of identification procedures for learning disabilities, by far the largest category under which K-12 students in special education are served, roughly half of all special education students nationwide (see www.ideadata.org).

RTI models grew out of research suggesting that traditional approaches to identifying learning disabilities are seriously flawed and that students sometimes end up in the special education system not due to genuine disabilities, but other factors, such as inadequate general education practices and limited opportunities for extra help for struggling students (e.g., Fletcher et al., 1994; Lyon, 1996; Spear-Swerling and Sternberg, 1996), including those students acquiring English. RTI involves providing scientific, research-based instruction and intervention matched to student needs, with important educational decisions based on students' levels of performance and learning rates over time. Rather than limiting the provision of instructional and social/behavioral supports for those students classified under a particular label or program, supports are provided to all students, based on individual needs.

The basic principles underlying RTI hold considerable promise for helping Connecticut schools to improve education for all students and address the large disparities in performance within the state. These basic principles have been embraced by the Connecticut State Department of Education (CSDE) for a number of years, as well as supported by state legislation and policy. Furthermore, numerous ongoing projects and initiatives in Connecticut, such as those involving collaborations among researchers, teacher educators and public schools, provide a strong foundation for the implementation of RTI.

SRBI Advisory Panel

An advisory panel appointed by Interim Commissioner George Coleman, and co-chaired by Associate Commissioners Frances Rabinowitz and George Dowaliby, first convened in November 2006. The panel was given the responsibility of reviewing current research and practice on RTI to develop a state model that could be implemented in CT schools. Early on, members of **the panel decided to refer to the RTI process in Connecticut as scientific research-based interventions (SRBI) to emphasize the central role of general education in the intervention process and the importance of educational practices that are scientific and research-based.** Months of reading, deliberation and discussion led the SRBI Advisory Panel to several conclusions.

What are the key elements of SRBI?

Important elements of SRBI include the following:

- Core general education curriculums that are comprehensive in addressing a range of important competencies in each academic domain, culturally relevant and research-based to the extent that research exists to inform their selection or development.

- A schoolwide or districtwide comprehensive system of social-emotional learning and behavioral supports.

- Strategies for assuring that educators are modeling respectful and ethical behaviors, fostering student engagement/connectedness to school and assessing the quality of the overall school climate so that students experience physical, emotional and intellectual safety.

- The use of research-based, effective instructional strategies both within and across a variety of academic domains.

- Differentiation of instruction for all learners, including students performing above and below grade level expectations and English language learners (ELLs).

- Common assessments of all students that enable teachers to monitor academic and social progress, and identify those who are experiencing difficulty early.

- Early intervention for students experiencing academic and/or behavioral difficulties to prevent the development of more serious educational issues later on.

- Educational decision-making driven by data involving students' growth and performance relative to peers; data are carefully and collaboratively analyzed by teams of educators (e.g., data teams, early intervention teams), with the results applied not only to inform instruction for individual students, but also to evaluate and improve core general education practices and the overall efficacy of interventions.

- A continuum of support that is part of the general education system, with increasing intensity and/or individualization across multiple tiers.

- A systemic approach to core educational practices in which teachers within a grade use the same sets of common assessments for all students, address the same curricular competencies, and share the same behavioral expectations; assessments, curricular competencies and behavioral expectations also are well-coordinated across grades.

How can SRBI benefit Connecticut students?

The implementation of SRBI can greatly assist districts in meeting the expectations of NCLB, IDEA 2004, and state legislation and policy. However, there is an even more compelling reason for schools to implement these approaches: **The logic underlying SRBI can provide a coordinated, comprehensive, high-quality system of education for *all* students.** SRBI can transform how schools function to provide a much more effective, prevention-oriented system than the one that currently exists in many Connecticut schools (Brown-Chidsey and Steege, 2005; McCook, 2006; Speece, Case, and Molloy, 2003; and Vellutino and Scanlon, 2002).

What is the rationale behind SRBI?

The broad benefits of SRBI come from its emphasis on uniting scientific, research-based practices with systems approaches to education. Scientific evidence is substantial for a number of areas central to children's school success and well-being, such as reading, language development, some areas of mathematics and social-emotional learning. Many print and electronic resources have summarized this research and provided clear recommendations for educational practice, including both state and national consensus reports (e.g., Blum, McNeeley and Rinehart, 2002; Connecticut State Department of Education, 2000, 2007; National Reading Panel, 2000; and RAND Reading Study Group, 2002).

However, the use of scientific, research-based practices in education, though necessary, is not sufficient by itself to provide a comprehensive, effective educational system for *all* students. In the area of health care, Gawande (2007) notes that medical centers using the same scientific, research-based medical guidelines for evaluating and treating patients can still vary widely in patient outcomes. He attributes some of these differences in patient outcomes to a factor he terms "diligence." Among other characteristics, more diligent medical centers (i.e., those with the best patient outcomes) set high goals for patients' functioning and pay exceptional attention to prevention of problems and early intervention. Here is where a population-based, systems approach can be helpful.

Population-based systems approaches involve routine monitoring of entire populations, with a focus on prevention, early intervention and comprehensive supports or treatments, often with different levels of support for individuals at different levels of risk.

One kind of population-based approach involves well-child health care for infants and children. Well-child doctor visits are intended largely to provide preventive care, such as vaccinations, regular screenings, and monitoring of children's growth across a variety of domains, including linguistic, cognitive and social-emotional, as well as physical development.

As applied to education, population-based systems approaches focus heavily on general education, because most school children are in general education and because prevention and early intervention require this focus. All children's school progress is routinely monitored so that focus areas for improvement can be detected and addressed early. Routine monitoring of all children also helps to avoid the potential for unconscious bias inherent in procedures relying on teacher referral as a gateway to early intervention. Effective core practices--that is, general education curriculums, instruction and social/behavioral supports for all students --are emphasized, because these high-quality core practices are essential to the prevention of academic and behavioral difficulties. Providing interventions for students in need without also ensuring effective core general education practices are like having health care that hospitalizes children critically ill with polio but doesn't prevent polio through vaccination. A systemic approach to education requires schoolwide or districtwide consistency with regard to the development or selection of core academic and social assessments, curriculums, social/behavioral supports, educator methodologies and interventions. Without this consistency, evaluating the efficacy of educational practices is often impossible, and efforts to maintain implementation integrity may be fragmented and inefficient.

Just as well-child care benefits all children, not only those with health concerns, scientific, research-based general education curriculums and instructional strategies help all learners. Differentiation of instruction enables high-achieving children to be more appropriately challenged as well as addresses the needs of students who are struggling. A comprehensive system of social-emotional learning, educator practice and behavioral supports creates a more positive school environment for all students, not just those with behavioral or emotional difficulties.

SRBI approaches differ greatly from existing practices in many Connecticut schools. Although students may be academically assessed frequently, the assessments used often are not sufficient for monitoring progress, informing instruction or detecting need for intervention early-on. Perhaps most crucially, educational decisions are rarely based on the kinds of data that would permit a district to respond to students' needs in a timely manner, and eventually to increase its overall effectiveness with students, because the appropriate kinds of assessments and a systemic approach are frequently not being used.

For example, the Connecticut Mastery Test (CMT) and Connecticut Academic Performance Test (CAPT), routinely administered to all Connecticut students, are helpful in summarizing students' performance at particular points in time and in assisting school and district personnel with overall program evaluation. LAS links is administered in Connecticut to all English language learners (ELLs) to determine linguistic proficiency and yearly progress in English. However, different kinds of assessments are needed to monitor students' progress during the school year, inform instruction on a day-to-day

basis, and permit *timely* intervention. To accomplish the latter goals, districts and schools need assessments that can be given and scored quickly, and that are reliable and valid for monitoring student progress. Furthermore, without districtwide or at least schoolwide consistency and quality in general education practices, educators cannot analyze data effectively, even with the right kinds of assessments. SRBI will enable school personnel to determine which educational practices yield positive student outcomes and accelerate student learning.

Is SRBI feasible for schools?

Will this cost a lot of money? Will it be too time consuming?

Adequate human, financial and time resources for schools certainly are important, and many stakeholders have central roles to play in ensuring a high-quality education for all Connecticut students. For example, adequate funding for school districts should be provided. Schools of education should ensure that prospective teachers are well-prepared to address a variety of academic and social differences in students' needs. Families should set limits on children's activities that compete with schoolwork and communicate to children that education is highly valued by supporting and reinforcing learning at home.

Implementation of SRBI largely involves finding more effective ways to deploy *existing* resources. Many practices involved in SRBI are those which educators already are responsible: assessing students, developing or selecting core curriculums, using instructional strategies ethically and managing student behavior. Implementation of SRBI should not require extensive additional time commitments for educators, administrators and support services personnel--although, for some of these groups, it certainly may change how educators spend their time. Primarily, SRBI will require using more systemic approaches to educational practices, as well as gathering, analyzing and applying the appropriate data to maximize the effectiveness of these practices. Similarly, with regard to finances, implementing SRBI will involve changing patterns of expenditures to get the greatest educational effectiveness from available resources. **Prevention and early intervention typically are much more cost-effective than trying to fix entrenched problems** (Connecticut Early Childhood Cabinet, 2006). Therefore, over time, districts should realize certain savings that offset the costs of SRBI implementation.

Advisory panel members recognized that implementing SRBI will not be easy for many schools. All schools and districts will need to build capacity over time. Nevertheless, SRBI are feasible for schools if implemented appropriately and with capacity built incrementally, with well-defined interim goals and timelines. Some schools in Connecticut are already using these approaches successfully.

The Three-tiered Model

SRBI should be operationalized as a systemic approach with successive tiers that involve increasingly intensive levels of intervention. The advisory panel decided to recommend a three-tiered model for **preK-12 general education** in Connecticut schools.

Graphically, the model can be represented as a triangle (see Figure 1 on page 12). The base, the widest portion of the triangle, is Tier I; the middle portion of the triangle is Tier II; and the top, smallest portion of the triangle, is Tier III. Each tier is summarized here but described in much greater detail in the full document. It must be emphasized that all three tiers are part of a comprehensive educational system involving scientific, research-based core general education practices and interventions, with supports from a wide range of support services personnel. In particular, the tiers should not be viewed as categorical placements or as "gates" to special education. When interventions are designed to meet specific students' needs, implemented with fidelity and there are data demonstrating students' progress, then most students should not require special education services.

Tier I. Tier I comprises core general education curriculums and instruction, attention to the quality of the school climate, as well as a comprehensive system of social-emotional learning and behavioral supports for *all* students. Effective Tier I practices are essential to the entire three-tiered model. Without effective core practices, an unduly high proportion of students may require intervention. Core curriculums should develop the full range of competencies that research has shown to be important to achievement in a particular domain at specific grade levels. For example, in reading, core primary grade (K-3) curriculums should address all of the areas emphasized in the National Reading Panel (2000) report: phonemic awareness, phonics, fluency, vocabulary, and oral and reading comprehension. Teachers should use scientific, research-based instructional strategies both within domains (e.g., NRP, 2000) and across domains (e.g., Marzano et al., 2001). A comprehensive system of social-emotional learning and behavioral supports includes explicit teaching of social skills, ethical teaching practices, clear behavioral expectations for all students, and a set of procedures for encouraging appropriate behaviors and discouraging inappropriate ones. This kind of system is not limited to controlling overtly disruptive, noncompliant behaviors; it also addresses the quality of the school climate and social-emotional learning as a domain of students' development. Furthermore, differentiation of instruction and instruction relevant and responsive to culturally and linguistically diverse students, including ELLs, must be part of Tier I practices across all important domains of schooling. All of these core practices must be systemic (schoolwide and districtwide) and implemented with fidelity, that is, in the manner they were intended to be used.

A key first step in educational decision making involves obtaining or developing universal common assessments in important academic domains (e.g., reading and mathematics) that can be used as benchmarks. The benchmarks establish where students should be functioning at different points in the school year in order to be on target to attain grade-level competencies and standards by the end of the school year. Most authorities recommend the use of curriculum-based measures (CBMs) to establish benchmarks and monitor student progress in Tier I (Brown-Chidsey and Steege, 2005; McCook, 2006). Selection of appropriate progress-monitoring assessments is vital to ensure that assessments are technically adequate (i.e., reliable and valid) and do not waste valuable instructional time. Other kinds of assessments and student data are also important in Tier I, such as diagnostic assessments of certain students when additional information is needed to clarify the nature of their difficulties, and data relevant to the quality of the school climate and efficacy of the core system of social-emotional learning and

behavioral supports, such as disciplinary referrals. Student data should be analyzed collaboratively by groups of educators (e.g., data teams and early intervention teams) that include school administrators, content/grade-level general educators and specialists.

Evaluation of the overall effectiveness of Tier I is particularly vital and cannot merely be assumed. A general rule of thumb is that effective core curriculums, instruction, supportive school climate and social/behavioral supports should "work" for at least 80 percent of students. For example, at least 80 percent of all students within a grade should be meeting important academic benchmarks and behavioral expectations for Tier I practices to be deemed effective. If this is not the case, **the analysis of core general education practices is a necessary first step to improving student outcomes**.

Tier II. Assuming that Tier I practices are effective for most students, instruction is culturally relevant and there is appropriate differentiation of instruction, students who fail to make adequate progress in Tier I should receive Tier II interventions. Tier II interventions provide more intensive instruction or social/behavioral supports than students receive in Tier I, primarily through the use of smaller groups, instruction that is highly focused on specific skills and/or learning strategies, and more frequent monitoring of progress and social development. Interventions are short term (e.g., 8 to 20 weeks) and remain part of the general education system, with supports from specialists. These interventions are supplemental to the core academic instruction and behavioral supports that are part of Tier I. In other words, Tier II students receive support *both* in Tier I and Tier II. Tier II interventionists may be general educators, specialists or other educators with appropriate certification and/or training for implementing the intervention. If a student's lack of progress is due to limited English language proficiency, it is necessary to apply research-based strategies for second-language acquisition in the provision of the intervention.

Accurate pinpointing of individual students' focus areas for improvement and alignment of research-based interventions that will accelerate student learning are especially critical to the success of Tier II. Students' progress should be carefully monitored during the intervention period, with interventions changed or modified as needed. Ineffective intervention should not be continued or unchanged for an entire intervention period if student progress is not being made. Assessments for monitoring progress in Tier II must target the student's specific skill in the social or academic area of concern, be reasonably quick to administer, and be technically adequate (i.e., reliable and valid) for multiple administrations, for example, by providing multiple alternate, equivalent forms (Brown-Chidsey and Steege, 2005). Data analysis and decision-making in Tier II should again be determined by teams of educators. If appropriately selected and implemented with fidelity, interventions should result in growth for most students in Tier II.

Tier III. Students continuing to make inadequate progress despite Tier II interventions are considered for Tier III. The primary difference between Tier II and Tier III interventions involves the intensity and/or individualization of the intervention. Greater intensity of intervention can be achieved with a smaller teacher-student ratio, a longer duration of instruction, detailed attention to the social environment and more frequent progress monitoring. More individualized interventions would include function-based support plans for students with behavioral difficulties, including teacher practice.

Implementing these kinds of intensive, individualized interventions requires an especially high degree of expertise on the part of the teacher. Tier III interventionists may include general educators as well as specialists, but in either case, educators may need additional professional development to ensure they have the skill-set required to implement and monitor the intervention with fidelity.

As in Tier II, Tier III interventions are short-term (e.g., 8 to 20 weeks), remain part of the general education system, and are supplemental to core instruction. Furthermore, many students receiving Tier III interventions will require support in all three tiers in order to accelerate learning sufficiently to meet grade-level expectations. If a student does not show adequate progress by the end of the intervention period, despite attempts to improve the intervention during this period, the team must examine carefully why the student is making little to no progress. Among the issues that should be considered are whether the interventions implemented as designed are yielding the results necessary for improvement over time. Based on these considerations, the team determines whether a comprehensive evaluation for special education is necessary.

SRBI and a High-quality Education for Preschool Children

Certain differences between preschool education and K-12 public school education make it difficult to discuss the former in the context of SRBI. For example, not all children attend a preschool program prior to school entry at kindergarten, and many programs for preschoolers opt to use curriculums that focus on the development of broad cognitive, linguistic and social competence rather than the teaching of specific pre-academic skills. Currently, a large proportion of Connecticut's children receive a preschool education in a community-based early childhood program that is not a component of K-12 public education. Access to and availability of affordable programs is limited and programs vary greatly in quality. Compounding these challenges is the limited preparedness of some teaching personnel to offer a high-quality preschool education to all children in their programs. Nevertheless, the basic principles and potential benefits of SRBI are just as applicable to preschool education as to K-12 education as evidenced by the development of Recognition and Response for young children (e.g., see http://www.recognitionandresponse.org/content/view/83/94/).

Incorporating SRBI into the education of preschool-aged children is essential to educating all Connecticut children well and to closing achievement gaps among subgroups of children. For example, large differences in oral vocabulary, an important foundation for later reading achievement, emerge between children of different socioeconomic levels as early as age 3, primarily due to differences in exposure to words (Hart and Risley, 1995). High-quality educational opportunities at the preschool level and application of SRBI can prevent or ameliorate later learning and behavioral difficulties and can help to give all beginning kindergartners the foundation needed to be successful in school.

SRBI and Special Education

Although the focus of the three-tiered model involves general education, other specialists--including, among other professionals, school psychologists, speech-

language pathologists, ESL teachers, special educators, reading/language arts consultants, math consultants, counselors and social workers--have crucial supportive roles to play in the implementation of SRBI. Among other functions, these specialists can serve as resources for general educators in the implementation of specific curriculums, instructional strategies, assessments, climate and social/behavioral supports; suggest ways to differentiate instruction; and provide guidance about appropriate interventions for individual students. In some cases, specialists will also be directly involved in helping to administer assessments or implement interventions.

Of course, even with the implementation of SRBI, special educators will continue to serve students with disabilities. Some of these students will be identified prior to kindergarten, while others will be identified during formal schooling. Students may be referred for an evaluation for special education at any time and in any tier of instruction. However, children should never be referred for a special education evaluation if their difficulties are due mainly to inadequate general education practices. Therefore, referral for special education evaluation would not occur until appropriate academic or behavioral interventions have ensured that the student's difficulties are not due to insufficient instruction, unhealthy school climate, inadequate practices in the areas of social-emotional learning or cultural relevance.

State guidelines will change in spring 2008 to require the use of SRBI as part of the identification procedures for learning disabilities. Implementation of SRBI requires some time, so districts should begin work on developing this process immediately. By **July 1, 2009**, the use of IQ-achievement discrepancy formulas will be replaced by evidence-based analysis of identified gaps between student performance and expected outcomes. These changes will support, through state guidelines, the scientific consensus about best practices for identification of learning disabilities (e.g., Speece and Shekitka, 2002), as well as conform to the provisions of IDEA 2004.

SRBI benefit not only students with learning disabilities, but students with other disabilities as well; for example, by making general education practices more responsive to students' needs, more students with disabilities will be included and successful in the general education classroom. SRBI will also help teams in determining eligibility for special education by ensuring that the student's disability is not due primarily to ineffective general education practices.

School personnel should engage families when concerns about a child's academic or behavioral performance are first noted. They should be provided with continuing information about the child's progress on assessments, as well as opportunities to participate in team meetings and decision-making until the child either attains grade-appropriate performance or a comprehensive evaluation for special education is warranted. During the formal assessment process to determine a learning disability, parents must receive data-based documentation which reflects the student's progress derived from the interventions. When a student is determined to be eligible for special education, instruction or interventions that are highly focused on students' specific needs, as indicated in a student's individualized education program (IEP), continue to be monitored and documented to determine effectiveness.

Making SRBI Work

The advisory panel also reached a consensus about several basic factors that are important to making SRBI work:

Effective Leadership. SRBI require some fundamental shifts in thinking from more traditional educational viewpoints, such as the idea that when students are underperforming, one looks carefully at curriculum, instruction and environment *first,* before looking for "problems" within the student. Effective leadership at both the district and school levels is vital to attain these shifts. Furthermore, effective leadership is needed to find ways to allocate time for SRBI, e.g., scheduling common planning time for teachers, making use of support staff members such as paraprofessionals, and selecting appropriate progress-monitoring assessments that do not require inordinate amounts of administration time. A systemic approach to core educational practices requires a strong knowledge base on the part of district and school administrators, because poor choices of core practices will greatly undermine the entire SRBI process. At the school level, the leadership and involvement of the principal in SRBI is especially important. In addition, many specialists also can help to provide leadership in SRBI implementation, including, but not limited to, school psychologists, who have expertise in system wide program design, collaboration and assessment; reading/language arts consultants, who have expertise in the domain of literacy relevant to students at all achievement levels; math consultants, who have expertise in the domain of mathematics; English-as-a-Second-Language (ESL) teachers, who have expertise in second-language acquisition strategies; and special educators, who have expertise in a variety of academic and behavioral domains that can help to meet the needs of struggling students.

High-quality Teaching and Professional Development. Effective teaching can make a tremendous difference in student outcomes. Among other teaching competencies, teachers should be able to implement with fidelity high-quality core curriculums and social/behavioral supports; create a positive classroom climate; provide appropriate differentiation of instruction; administer common progress-monitoring and formative assessments; and use assessments to improve instruction. Teachers involved in Tier II and Tier III interventions need corresponding expertise in how to select, implement and evaluate those interventions. Furthermore, in all tiers of instruction, teachers' abilities to motivate and engage students from a variety of cultural and linguistic backgrounds and achievement levels are crucial. Professional development will be essential for many teachers in all three tiers so they are able to achieve these competencies.

In addition to providing teachers and other school personnel with professional development, schools and districts must support teachers in other ways, such as by giving them research-based core curriculums, sufficient materials, including those necessary to differentiate instruction; technically adequate assessments feasible to administer to large groups of children (or the resources for teachers to develop such assessments themselves); and sufficient access to specialists. To ensure high-quality teachers for Connecticut's schools, schools of education must provide teacher candidates with substantive, thorough preservice preparation that enables them to address a range of cognitive, linguistic, cultural and behavioral differences in students. Teacher candidates also must have a solid background in professional ethics. Strong

preservice preparation will not eliminate the need for professional development for in-service teachers, but it will keep school districts from having to play "catch-up" in developing basic knowledge with which all teachers should enter the profession.

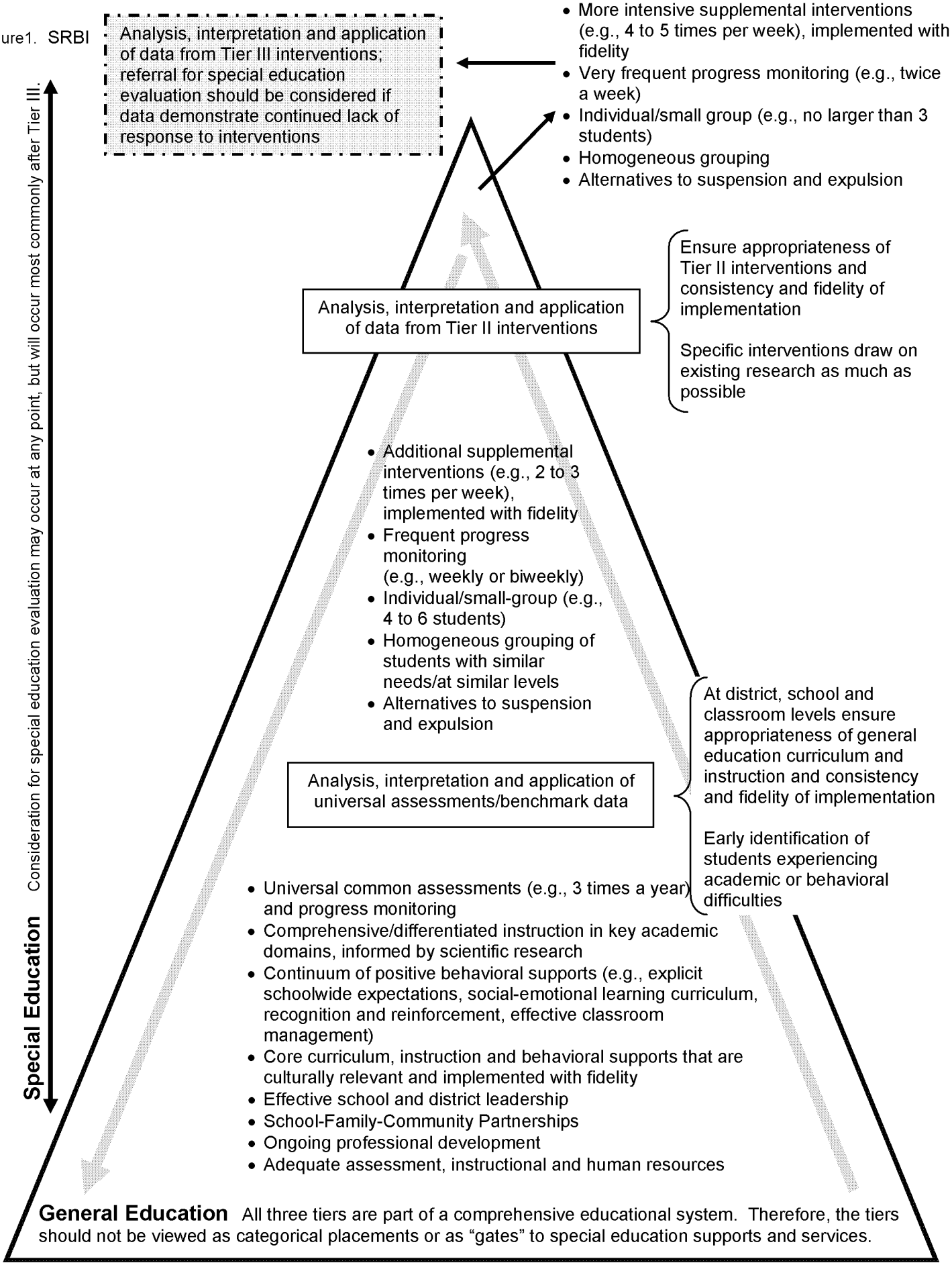
Access to and Use of Technology. To make SRBI feasible, districts need an ongoing database of information from student assessments for each school, grade and class, as well as other relevant information such as attendance, retention rates, drop-out rates, suspension rates, numbers of disciplinary referrals and quality of the school climate. They must have a reasonably fast and accurate way to make comparisons across schools, grades and classrooms, in order to answer questions such as whether the curriculum and behavioral system are working for most students, whether students are progressing adequately from grade to grade, and whether individual students are meeting important benchmarks. Technology is essential to meet the needs involved in managing and analyzing large databases of student information and for assisting with the monitoring of student progress over time.

Conclusion

The full document contains much more detail about SRBI and its impact on education for all students such as additional information about specific initiatives in Connecticut that support various components of SRBI, criteria for selection of research-based curriculums and interventions, discussion of data analysis and decision-making in the three tiers, information about decision rules, and answers to some frequently asked questions, among other topics. Even in the full document, however, addressing every point relevant to implementing SRBI are not feasible, and advisory panel members agreed not to be overly prescriptive. This executive summary is intended to be an introduction, and the full document a general guide to SRBI as an organizational framework for school improvement. Readers are urged to seek out and employ the many helpful print and web-based resources referenced in the document. The State Department of Education in collaboration with the State Education Resource Center (SERC) and the Regional Education Service Centers (RESCs) will be offering a series of professional development activities to assist school personnel in the implementation of SRBI.

Schools can play a vital role in eliminating inequities and honoring individual differences. A key measure of the quality of education is its ability to be effective with a variety of children, not just a single, advantaged segment of the school population. SRBI can enable school personnel to be more successful in closing the achievement gaps while at the same time benefitting those students who are not 'at risk'. Moreover, by giving a broader range of students the chance to be successful, and by improving the quality of education for all students, these approaches can contribute to developing one of Connecticut's most valuable resources: our children.

Figure1. SRBI



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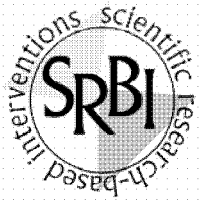

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A PUBLICATION OF

CONNECTICUT STATE DEPARTMENT OF EDUCATION

QUI TRANSTULIT SUSTINET

CONNECTICUT STATE DEPARTMENT OF EDUCATION (CSDE)
CONNECTICUT'S RACE TO THE TOP (RTTT) PHASE II
PARTICIPATING LOCAL EDUCATION AGENCY (LEA)
MEMORANDUM OF UNDERSTANDING (MOU)

This Memorandum of Understanding ("MOU") is entered into by and between The Connecticut State Board of Education (hereafter, CSBE), 165 Capitol Avenue, Hartford, CT, and _____ ("Participating LEA"). This agreement serves to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top (RTTT) grant project.

I. PRELIMINARY SCOPE OF WORK

The LEA hereby agrees to implement all or significant portions of the State's Plan in each of the areas identified below.

GOAL ONE: STANDARDS AND ASSESSMENTS

1. Support the transition to and implementation of national common standards and high-quality assessments.
2. Participate in state-sponsored professional development activities designed to assist districts in aligning local standards to the Common Core State Standards and implementing high-quality systems of curriculum, instruction and assessment.
3. Collaborate with the CSBE to design and provide input on initiatives concerning high school, college, and workforce transitions.
4. **Optional:** Participate in the pilot of *Board Examination Systems*.

GOAL TWO: DATA SYSTEMS TO SUPPORT INSTRUCTION

1. Participate in the expansion of the state longitudinal data system (SLDS) to include student schedule and staff modules to capture transcript data and link students to teachers.
2. Provide data to support the state and federal research and program evaluation of the RTTT initiatives and the on-going development of the *Connecticut Education Data and Research* (CEDaR) as it is integrated into the PK – 16 SLDS.
3. Integrate the Connecticut Mastery Test (CMT) vertical scale results into the local accountability system to measure student growth.
4. Participate in professional development to more effectively use data to improve instruction.
5. Make available appropriate data for research and program evaluation.

GOAL THREE: GREAT TEACHERS AND LEADERS

21st Century Teaching, Learning and Assessment

1. Implement aspects of the *Connecticut Eight-Year Plan for Secondary School Reform* (CT Plan).
2. Expand Advanced Placement course offerings.
3. Participate in projects promoting innovative teaching and learning of science, technology, engineering and mathematics (STEM).
4. Participate in projects that enhance parental and community involvement in building strong school cultures, improve instruction and engage in activities around student learning.
5. Participate in programs that foster equity, diversity, and respect for individual differences as integral components of effective classroom instruction and school culture.

Supervision and Evaluation

6. Implement a new, comprehensive system for supporting, supervising and evaluating teachers and principals, to be developed by CSBE in collaboration with external partners and LEAs.
7. Utilize the new evaluation system developed to conduct annual evaluations that will inform professional development and decisions around compensation, promotion, retention, tenure and removal.

Equitable Distribution of Effective Teachers and Principals

8. Collaborate with CSBE to ensure equitable distribution of effective teachers and principals via competitive grants and state-sponsored incentive programs. Grants will assist districts in recruiting, hiring, and retaining highly effective teachers and principals in shortage areas and disadvantaged communities *(LEAs must apply for these incentive funds from CSBE).*

The Connecticut Accountability for Learning Initiative (CALI)

9. Implement over a period of four years, the core CALI modules, Data Driven Decision Making, Making Standards Work, Effective Teaching Strategies, Common Formative Assessments and School Climate to Support Student Achievement.
10. Develop a measurable district improvement plan and school improvement plans with limited focus and annual targets for improvement student achievement.
11. Implement a three tiered system of accountability through district, school and instructional data teams.

GOAL FOUR: TURNING AROUND THE LOWEST ACHIEVING SCHOOLS

For the eligible schools in the following Districts: Bridgeport, Hartford, New Britain, New Haven, Windham and Stamford Academy:

1. Implement all requirements of the Title I g Section 1003 School Improvement Grant (SIG). For each approved school implement all the federal requirements for one of four reform models: Turn-around, Transformational, Restart and Closure.
2. Principals of SIG schools will participate in a professional learning community with the State Department of Education.

II. PROJECT ADMINISTRATION

A. PARTICIPATING LEA RESPONSIBILITIES

In assisting the CSBE in implementing the tasks and activities described in the State's RTTT application, the Participating LEA will:

1) Implement the LEA RTTT plan as approved by the CSBE (and as identified in Section I of this MOU);
2) Actively participate in all relevant convenings, communities of practice, or other practice-sharing events that are organized or sponsored by the CSBE or by the U.S. Department of Education ("ED");
3) Post to any Web site specified by the CSBE or ED, in a timely manner, all nonproprietary products and lessons learned developed using funds associated with the RTTT grant;
4) Participate, as requested, in any evaluations of this grant conducted by the CSBE or ED;
5) Provide to CSBE or ED, upon request, information including, but not limited to, the status of the project, project implementation, outcomes, and any problems anticipated or encountered; and
6) Participate in meetings and telephone conferences with the CSBE to discuss (a) progress of the project, (b) potential dissemination of resulting non-proprietary products and lessons learned, (c)

plans for subsequent years of the RTTT grant period, and (d) other matters related to the RTTT grant and associated plans.

B. CSBE RESPONSIBILITIES

In assisting Participating LEAs in implementing their tasks and activities described in the State's RTTT application, the CSBE will:

1) Work collaboratively with and support the Participating LEA in carrying out the approved LEA RTTT Plan as identified in Section I of this MOU;
2) Distribute the LEA's portion of RTTT grant funds during the course of the project period in a timely manner and in accordance with the approved LEA RTTT Plan;
3) Provide feedback on the LEA's status updates, annual reports, any interim reports, project plans and products; and
4) Identify sources of technical assistance for the project and provide technical assistance in a timely manner.

C. JOINT RESPONSIBILITIES

1) The CSBE and the Participating LEA will each appoint a key contact person for the RTTT grant.
2) These key contacts from the CSBE and the Participating LEA will maintain frequent communication to facilitate cooperation under this MOU.
3) The CSBE and the Participating LEA grant personnel will jointly determine appropriate timelines for project updates and status reports throughout the entire grant period.
4) The CSBE and the Participating LEA grant personnel will negotiate in good faith to continue to achieve the overall goals of the State's RTTT grant, even when the State Plan requires modifications that affect the Participating LEA, or when the LEA Plan requires modifications.

D. STATE RECOURSE FOR LEA NON-PERFORMANCE

If the CSBE determines that the LEA is not meeting its goals, timelines, budget, or annual targets or is not fulfilling other applicable requirements, the CSBE will take appropriate enforcement action, which could include a collaborative process between the CSBE and the LEA, or any of the enforcement measures that are detailed in 34 CFR section 80.43 including putting the LEA on reimbursement payment status, temporarily withholding funds, or disallowing costs.

III. ASSURANCES

The Participating LEA hereby certifies and represents that it:

1) Has all requisite power and authority to execute this MOU;
2) Is familiar with the State's RTTT grant application and is supportive of and committed to working on all or significant portions of the State Plan;
3) Agrees to implement those portions of the State Plan indicated in Section I of this MOU, if the State application is funded;
4) Will provide a Final Scope of Work to be attached to this MOU as Attachment 1 only if the State's application is funded; will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe in Attachment 1 the LEA's specific goals, activities, timelines, budgets, key personnel, and annual targets for key performance measures ("LEA Plan ") in a manner that is consistent with the Preliminary Scope of Work (Section I) and with the State Plan;
5) Will comply with all of the terms of the Grant, the State's subgrant, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99); and
6) Shall execute "savings clause" with the appropriate collective bargaining unit, attached hereto as Addendum.

IV. MODIFICATIONS

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, and in consultation with ED.

V. DURATION/TERMINATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a grant is received, ending upon the expiration of the grant project period, or upon mutual agreement of the parties, whichever occurs first.

VI. SIGNATURES

LEA Superintendent (or equivalent authorized signatory) - required:

_____

Signature/Date

_____

Print Name/Title

President of Local School Board (or equivalent, if applicable)**:**

_____

Signature/Date

_____

Print Name/Title

Local Teachers' Union Leader (if applicable)**:**

_____

Signature/Date

_____

Print Name/Title

Authorized State Official - required**:**

By its signature below, the State hereby accepts the LEA as a Participating LEA.

_____

Signature/Date

_____

Print Name/Title

ADDENDUM

I. SAVINGS CLAUSE

The _____ Board of Education has agreed to be a Participating LEA in the State of Connecticut's Race to the Top ("RTTT") grant project. If the application is funded, the signatories below agree to work together in good faith to implement those areas of Connecticut's RTTT Plan set forth in the Preliminary Scope of Work in the Memorandum of Understanding attached hereto. Provided, however, that nothing in the attached MOU shall be construed to waive or to override any rights or duties as provided by the Teachers' Negotiation Act (Connecticut General Statutes sections 10-153a through n) or any federal or state statutes or regulations or collective bargaining agreements. Nor shall this MOU be construed to require a re-opening of the collective bargaining agreement. Those areas subject to collective bargaining shall be implemented only upon the written agreement of the LEA and the local bargaining agent.

II. SIGNATURES

LEA Superintendent (or equivalent authorized signatory) - required:

_____

Signature/Date

_____

Print Name/Title

Chairperson of Local School Board (or equivalent, if applicable):

_____

Signature/Date

_____

Print Name/Title

Local Teachers' Union Leader (if applicable):

_____

Signature/Date

_____

Print Name/Title

Detailed Table for (A)(1)
This table provides detailed information on the participation of each participating LEA (as defined in this notice). States should use this table to complete the Summary Tables above. (Note: If the State has a large number of participating LEAs (as defined in this notice), it may move this table to an appendix. States should provide in their narrative a clear reference to the appendix that contains the table.)

	LEA Demographics			Signatures on MOUs			MOU Terms	Preliminary Scope of Work – Participation in each applicable Plan Criterion															
Participating LEAs	# of Schools	# of K-12 Students	# of K-12 Students in Poverty	LEA Supt. (or equivalent)	President of local school board (if applicable)	President of Local Teachers Union (if applicable)	Uses Standard Terms & Conditions?	(B)(3)	(C)(3)(i)	(C)(3)(ii)	(C)(3) (iii)	(D)(2) (i)	(D)(2) (ii)	(D)(2) (iii)	(D)(2)(iv)(a)	(D)(2)(iv)(b)	(D)(2)(iv)(c)	(D)(2) (iv)(d)	(D)(3)(i)	(D)(3)(ii)	(D)(5)(i)	(D)(5)(ii)	(E)(2)
Name of LEA here				Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Yes/ No	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA
Andover	1	306	30	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
Ansonia	4	2629	1590	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
Ashford	1	428	96	Y	N	Y	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
Avon	5	3559	149	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
Barkhamsted	1	345	17	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
Berlin	5	3093	198	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
Bethany	1	497	18	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
Bethel	5	2966	409	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
Bloomfield	8	2059	996	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA

Bolton	2	865	77	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
Bozrah	1	235	42	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
Branford	5	3417	649	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
Bridgeport	36	19466	19149	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
Bristol	17	8369	3260	Y	Y	N	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
Brookfield	4	2868	134	Y	Y	N	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
Brooklyn	2	842	185	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
Canterbury	2	509	99	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
Canton	4	1729	80	Y	Y	N	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
Chaplin	1	147	23	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
Cheshire	8	4867	268	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
Chester	1	299	27	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
Colchester	4	3135	292	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
Colebrook	1	119	17	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
Columbia	1	527	39	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
Coventry	4	1898	303	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
Cromwell	4	2021	273	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
Danbury	18	9969	3402	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
Darien	7	4708	51	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
Deep River	1	349	43	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
Derby	3	1427	730	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
Eastford	1	154	7	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA

East Granby	4	893	17	Y	Y	N	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
East Haddam	3	1360	143	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
East Hampton	5	1982	184	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
East Hartford	15	6938	4430	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
East Haven	12	3413	1244	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
East Lyme	5	3048	235	Y	N	N	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
East Windsor	3	1313	385	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
Ellington	6	2624	202	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
Essex	1	560	38	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
Fairfield	16	9933	837	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
Farmington	7	4087	322	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
Glastonbury	9	6749	485	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
Greenwich	15	8704	1008	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
Griswold	3	1979	586	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
Guilford	7	3660	251	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
Hamden	10	5816	1882	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
Hampton	1	123	20	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
Hartford	49	20354	18954	Y	Y	N	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
Hartland	1	207	7	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
Hebron	2	1094	46	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
Killingly	4	2583	1070	Y	N	Y	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
Lebanon	3	1396	187	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA

Ledyard	6	2604	377	Y	Y	N	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
Lisbon	2	521	95	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
Litchfield	3	1182	125	Y	N	Y	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
Madison	6	3635	104	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
Manchester	14	6643	2896	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
Mansfield	4	1182	231	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
Meriden	12	8035	5065	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
Middletown	12	5081	2035	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
Milford	14	6973	1193	Y	Y	N	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
Monroe	6	3838	204	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
Montville	6	2624	655	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
Naugatuck	11	4750	1762	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
New Britain	18	9832	7480	Y	Y	N	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
New Canaan	5	4027	0	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
New Fairfield	4	2953	210	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
New Hartford	4	608	50	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
New Haven	43	18184	13043	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
Newington	7	4391	791	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
New London	8	2972	1184	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
New Milford	7	4772	664	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
Newtown	7	5403	254	Y	Y	N	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
Norfolk	3	128	13	Y	N	N	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA

North Branford	5	2319	283	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
North Stonington	3	771	146	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
Norwalk	19	10666	4259	Y	Y	N	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
Norwich	14	3632	2441	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
Old Saybrook	3	1555	178	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
Orange	4	1273	47	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
Oxford	4	2128	163	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
Plainfield	6	2631	874	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
Plainville	5	2482	637	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
Plymouth	4	1706	383	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
Pomfret	1	494	49	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
Portland	5	1416	144	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
Preston	2	415	56	Y	Y	N	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
Putnam	4	1144	592	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
Ridgefield	9	5398	108	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
Rocky Hill	5	2592	232	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
Salem	1	479	23	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
Scotland	1	140	27	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
Seymour	5	2392	538	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
Shelton	8	5397	846	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
Simsbury	7	4843	312	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
Somers	3	1634	96	Y	Y	N	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA

Southington	11	6706	498	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
Sprague	1	315	127	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
Stafford	5	1703	428	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
Stamford	20	14967	5989	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
Sterling	1	467	153	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
Stonington	6	2465	252	Y	Y	N	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
Stratford	14	7198	2167	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
Thomaston	3	1137	210	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
Thompson	3	1286	370	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
Tolland	4	3105	118	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
Torrington	7	4605	1768	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
Trumbull	9	6739	405	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
Vernon	8	3558	1016	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
Voluntown	1	263	45	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
Wallingford	13	6516	727	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
Waterbury	30	17472	14017	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
Waterford	5	2866	363	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
Watertown	5	3170	499	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
Westbrook	3	946	106	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
West Hartford	18	10013	1792	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
West Haven	11	6120	2787	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
Weston	4	2514	34	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA

Westport	8	5664	152	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
Wethersfield	7	3738	600	Y	Y	N	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
Wilton	5	4296	46	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
Windham	7	3230	2374	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
Windsor	7	3712	1057	Y	Y	N	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
Windsor Locks	4	1740	540	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
Wolcott	5	2680	485	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
Woodbridge	2	714	28	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
Woodstock	2	889	105	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
Regional District No. 4	2	972	78	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
Regional District No. 5	3	2483	24	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
Regional District No. 6	4	1056	95	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
Regional District No. 8	2	1729	108	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
Regional District No. 11	1	291	48	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
Regional District No. 12	5	939	47	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
Regional District No. 13	6	2059	91	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
Regional District No. 15	7	4488	140	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
Regional District No. 16	5	2519	292	Y	Y	N	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
Regional District No. 19	1	1199	146	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA

CREC	18	3549	1417	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
Education Connection	1	27	0	Y	N	N	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
C.E.S.	5	644	198	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
LEARN	4	777	330	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
EASTCONN	3	208	59	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
Jumoke Academy	1	389	282	Y	Y	NA	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
Odyssey Community School	1	180	72	Y	Y	NA	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
ISAAC	1	182	132	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
Common Ground High School	1	160	95	Y	Y	NA	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
Bridge Academy	1	263	205	Y	Y	NA	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
Side by Side Charter	1	194	92	Y	N	NA	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
Explorations	1	80	20	Y	Y	NA	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
Trailblazers Academy	1	165	141	Y	N	NA	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
Amistad Academy	1	744	493	Y	N	NA	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
New Beginnings Family Academy	1	360	278	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
Elm City College Prep				Y	N	NA	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
Stamford Academy	1	131	111	Y	N	NA	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
Park City Prep	1	242	137	Y	N	NA	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
Achievement First Bridgeport Academy	1	238	159	Y	N	NA	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
Highville Charter	1	261	179	Y	N	NA	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA

School																								
Charter School for Young Children	1	89	41	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
Achievement First Hartford Academy	1	440	300	Y	N	NA	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
Unified School District #1	18	992	992	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA
CT Technical High School System	16	10468	3625	Y	Y	Y	Y	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	NA

Connecticut State Department of Education (CSDE)
Connecticut's Race to the Top (RTTT) Phase II Reform Plan
Details for Required Initiatives within the Local Education Agency (LEA) Memorandum of Understanding (MOU)

Goal 1: Standards and Assessments

1. Support the transition to and implementation of national common standards and high-quality assessments.
    - Adopt the new Connecticut standards for mathematics and language arts, based on the Common Core State Standards (CCSS).
        - Local boards of education adopt the new Connecticut standards based on the CCSS.
        - Incorporate the new Connecticut Standards for mathematics and language arts into district curricula.

2. Participate in state-sponsored professional development activities designed to assist districts in aligning local standards to the CCSS and implementing high-quality systems of curriculum, instruction and assessment.

    CSDE, working with partners such as the Regional Educational Service Centers (RESC) Alliance, will provide professional development programs to support the varied districts needs. Professional development topics will include, but are not limited to:
        - Scientific Research-Based Intervention (SRBI);
        - Connecticut Benchmark Assessment System (CBAS) and formative assessments;
        - Growth models based on the Connecticut Mastery Test (CMT) vertical scales; and
        - The *Connecticut Education Research and Data* (CEDaR) Web site – a resource for teachers and parents.

3. Collaborate with the CSBE to design and provide input on initiatives concerning high school, college, and workforce transitions.
    - Provide input to the *High School, College, Workforce Committee* on initiatives that would support improved transitions for students moving from high school into the workforce.
    - Assist the *High School, College, Workforce Committee* in the design of dual enrollment and developmental programs for students in grades 10-14, to ensure successful transitions between high school, community college and the workforce.

4. **Optional:** Participate in the pilot of *Board Examination Systems*.
    - Volunteering districts will participate in CSDE organizational activities to implement Board Examination systems.

Goal 2: Data Systems to Support Instruction

1. Participate in the expansion of the state longitudinal data system (SLDS) to include student schedule and staff modules to capture transcript data and link students to teachers.
    - As a pilot, link mathematics and reading teachers to the students they teach in the local student information system.

- After CSDE develops the student schedule and staff modules, districts incorporate the modules into their local student information system.

2. Provide data to support the state and federal research and program evaluation of the RTTT initiatives and the on-going development of the CEDaR as it is integrated into the PK – 16 SLDS.
    - Participate in the research and evaluation activities for the Connecticut RTTT initiatives.
    - Upload local data, through CEDaR, to increase the utility of the PK – 16 SLDS.

3. Integrate the CMT vertical scale results into the local accountability system to measure student growth.
    - Attend professional development training sessions to learn to use the CMT vertical scales and other appropriate measures to capture student growth.

4. Participate in professional development to more effectively use data to improve instruction.
    - Attend training sessions, which will be partnered with the Connecticut Benchmark Assessment System (CBAS), the Connecticut Accountability for Learning Initiative (CALI) and science, technology, engineering and mathematics (STEM) training, to effectively use CSDE analytic tools and other data tools.

5. Make available appropriate data for research and program evaluation
    - Ensure that any data from local instructional improvement systems are made available upon request.

Goal 3: Great Teachers and Leaders

21st Century Teaching, Learning and Assessment

1. Implement the following aspects of the Connecticut Eight-Year Plan for Secondary School Reform (CT Plan):
    - Utilize new model curricula (or align district curricula to model curricula) in English grades 6-10, Algebra I and II, Geometry, Statistics and Probability, Biological Sciences and/or BIO21, American History;
    - Pilot End-of-Course assessments for model curricula developed;
    - Build and implement student/family support systems for grades 6-12;
    - Adopt graduation requirements on or before June 2014, as outlined in the CT Plan for the graduating class of 2018;
    - Phase-in implementation of Student Success Plan system; and
    - Develop plan to provide new/additional mathematics and science courses (staffing, online courses, other) as needed to meet CT Plan graduation requirements.
2. Expand Advanced Placement course offerings.
    - Participate in initiatives to increase student participation and success in Advanced Placement courses.
3. Participate in projects promoting innovative teaching and learning of STEM.
    - Options for participation in a variety of professional development and student-centered initiatives designed to increase student interest, engagement, and achievement in STEM subjects.
4. Participate in projects and professional development programs to enhance parental and community involvement in promoting strong school cultures, improve instruction and engage in activities around student learning.

- Attend training sessions related to parent engagement, such as the School-Family-Community Partnership trainings, to develop the knowledge and skills necessary to collaborate with all parents to support student success.
- Implement strategies, such as the School Action Plans, for family engagement that align with school improvement plans.

5. Participate in professional development programs that foster equity, diversity, and respect for individual differences as integral components of effective classroom instruction and school culture.
    - Attend training sessions related to diversity, equity and respect for individual differences, such as *Courageous Conversations on Race.*
    - Utilize data related to race, ethnicity, gender, special needs and other diversities to develop appropriate strategies that inform and improve instruction and overall school climate.

Supervision and Evaluation

6. Implement a new, comprehensive system for supporting, supervising and evaluating teachers and principals, to be developed by CSDE in collaboration with external partners and LEAs, based on:
    - *The Common Core of Teaching;*
    - *Connecticut's Guidelines for Teacher Evaluation and Professional Development;*
    - *The Common Core of Leading;*
    - Multiple indicators of student academic growth;
    - Current best practices in Connecticut;
    - Statewide report indicators required by RTTT; and
    - The Teacher Education and Mentoring program (T.E.A.M.).
7. Utilize the new evaluation system developed to conduct annual evaluations that will inform professional development and decisions around compensation, promotion, retention, tenure and removal.

Equitable Distribution of Effective Teachers and Principals

8. Collaborate with CSDE to ensure equitable distribution of effective teachers and principals via competitive grants and state-sponsored incentive programs. Grants will assist districts in recruiting, hiring, and retaining highly effective teachers and principals in shortage areas and disadvantaged communities *(LEAs must apply for these incentive funds from CSDE).*

The Connecticut Accountability for Learning Initiative (CALI)

9. Implement over a period of four years, the core CALI modules, Data Driven Decision Making, Making Standards Work, Effective Teaching Strategies, Common Formative Assessments and School Climate to Support Student Achievement.
10. Develop a measurable district improvement plan and school improvement plans with limited focus and annual targets for improvement student achievement.
11. Implement a three-tiered system of accountability through district, school and instructional data teams.

Goal 4: Turning Around the Lowest Achieving Schools

For the eligible schools in the following Districts: Bridgeport, Hartford, New Britain, New Haven, Windham and Stamford Academy:

1. Implement all requirements of the Title I g Section 1003 School Improvement Grant (SIG). For each approved school implement all the federal requirements for one of four reform models: Turn-around, Transformational, Restart and Closure.
2. Principals of SIG schools will participate in a Professional Learning Community with the State Department of Education.

Milo Sheff, et al. v. William A. O'Neill, et al.
Phase II
Comprehensive Management Plan
December 5, 2008

(b)(6)

Submitted by:
Sheff Office – Connecticut State Department of Education

Sheff Phase II Comprehensive Management Plan

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Introduction

On July 9, 1996 the Connecticut State Supreme Court held that the public school students in the City of Hartford attended schools that were racially, ethnically, and economically isolated in violation of the Connecticut Constitution, and urged the State to take prompt steps to seek to remedy the violation. Measures taken by the State since that time, including those provided for in the Phase I Stipulation of 2003, have failed to make significant progress towards reducing the racial, ethnic, and economic isolation of Hartford's resident minority public school students.

With the July 1, 2007 expiration of the Phase I Stipulation, the State and the plaintiffs entered into an agreement known as the Phase II Stipulation and Order, which was approved by the court on June 11, 2008. The Phase II term shall be from the date of its execution to June 30, 2013. The Phase II term may extend to include school year 2013-14. However, by September 15, 2012, the parties to the stipulation will meet to review the progress made under the stipulation and commence negotiations for a Phase III settlement, the purpose of which shall be to meet the demand for integrated education of Hartford-resident minority students.

The effective implementation of Phase II is to be accomplished by the State through the creation and performance of the strategies identified in a Comprehensive Management Plan (CMP), and with implementation assistance from a newly created Regional School Choice Office (RSCO). The CMP *"must set out a connected series of goals, implementation methods, and measurements of success; centralize authority and accountability; ensure coordination of key facets of desegregation, including transportation, recruitment, and student support; provide strategic targets for evaluating progress; and evaluate and address education funding needs throughout the Region"*. It will frame and direct state and local efforts in the Hartford Region necessary to increase and sustain the numbers of Hartford-resident minority students in reduced-isolation educational settings, and move the State in a thoughtful and deliberate way toward meeting the demand of Hartford-resident minority students seeking placement in such settings.

Importantly, it is the State's intention through the implementation of the CMP to create wherever possible the opportunity for continuous PreK-12 or K-12 educational pathways for students and families interested in those programs in the Sheff Region. Opportunities for continuation in voluntary interdistrict programming for a child's entire school career will be developed by examining the themes and pedagogy of existing programming, and exploring and forming natural pathways based on grade configuration, student interest, seat availability, and applicable program preferences. The State will support and has requested new Sheff programming that creates opportunities for feeder patterns that promote continuous educational pathways for students, including those that provide post-secondary education opportunities. Indeed it is expected that Hartford-resident minority school children in the Open Choice program in the Sheff Region will have the ability to attend schools in suburban districts without a break in their educational experience in that district if they so choose.

This Plan Envisions:

- The creation of a variety of high quality, accessible, reduced-isolation educational programming options for Hartford-resident minority students through Open Choice, interdistrict magnet schools, State technical high schools, charter schools, regional vocational agriculture centers and/or interdistrict cooperative grants.

- The development of a comprehensive and coordinated system of program supports, including but not limited to community education and outreach, financing, marketing, transportation, and social and academic supports, designed to ensure the successful participation of Hartford area students, families, schools and school districts in reduced-isolation choice program settings.

- Implementation of an integrated system directed by the State through a Regional School Choice Office comprised of the Hartford Public Schools, the Capitol Region Education Council, the State, and other area stakeholders as appropriate.

- The development of data collection and survey systems to inform the development of programs and supports which will be most effective in achieving State education and integration goals.

- The development of a demand model designed to determine Hartford-resident minority students' demand for reduced-isolation educational settings.

- The development of a system to support integrated education and best practices to improve academic achievement and quality education goals among all Hartford educational programs through training centers and pairing of non-magnet schools with interdistrict programs.

- The creation of a process for the State to accommodate and respond to such demand through the planning and managing of a system of reduced-isolation environments.

Organization of the Document

The Sheff II Stipulation and Proposed Order define performance benchmarks, specifying a percentage of Hartford-resident minority students to be educated in reduced-isolation settings, increasing annually. This CMP outlines objectives and strategies the State intends to employ to accomplish these benchmarks. "Measurements of Success" refer to successful implementation of described strategies; such process measures are in place to ensure fidelity of implementation of the CMP. While ultimate responsibility for meeting the goals of the Stipulation lies with the State certain activities have been contracted for by the State and in such cases a "Responsible Agency" is identified and defines the organization responsible for the implementation of specific activities: the Connecticut State Department of Education (CSDE), the Regional School Choice Office (RSCO), the Capitol Region Education Council (CREC), or Hartford Public Schools (HPS). Progress toward the performance benchmarks will be continuously reviewed. If data indicate that the anticipated progress may not be made, strategies will be revised accordingly.

I. Meeting the Goals of the Phase II Stipulation

A. The goal of this Stipulation is to increase the number of Hartford-resident minority students in a reduced-isolation educational setting, and to move toward meeting the demand of Hartford-resident minority students seeking placement in such settings. The goal is attained by the State if:

1. By Year 5 of this Stipulation, at least 80% of the demand for a reduced-isolation setting is met; or
2. Notwithstanding Part IV.C.1.c of the Stipulation, failure to meet the 80% demand standard, subject to any adjustment pursuant to Part IV.B.4 shall not constitute a material breach if a minimum of 41% of Hartford-resident minority students are in a reduced-isolation setting by Year 5.

B. In accordance with the Stipulation, the goal is to be attained through implementation of the following Voluntary Interdistrict Programs provided they meet the "Desegregation Standard" (as defined below):

- Interdistrict Magnet Schools, including Hartford Host Magnets, Regional Magnet Schools, Suburban Host Magnet Schools, and Incubator Magnet Schools;
- Charter Schools
- CT Technical High Schools
- Regional Agricultural Science and Technology Centers
- Open Choice
- Interdistrict Cooperative Grant Programs (up to a maximum of 3%)

Desegregation Standard – Shall be the lesser of the Sheff Region's aggregate minority percentage enrollment plus thirty percentage points or seventy-five percent (75%). The Standard shall be calculated for each year of the Stipulation based on that year's aggregate minority percentage enrollment figures but in no event shall it exceed seventy-five percent.

C. The State is required to provide sufficient resources to plan, develop, open and operate the schools and programs (identified above) necessary to achieve each of the performance benchmarks, which are described below:

Interim Performance Benchmarks:

In accordance with the Stipulation the State is required to attain the following benchmarks for the first two years of the Phase II term:

1) In **Year I (2008-09), 19%** of Hartford-resident minority students shall be in a reduced-isolation educational setting. This translates into over **3,600** Hartford-resident-minority students attending a reduced-isolation voluntary interdistrict program and **1,500** participating in meaningful part-time interdistrict cooperative programs.

2) In **Year 2 (2009-10), 27%** of Hartford-resident minority students shall be in a reduced-isolation educational setting. This translates into approximately **5,500** Hartford-resident minority students attending a reduced-isolation voluntary interdistrict program and **1,500** participating in meaningful part-time interdistrict cooperative programs.

Performance Benchmarks Based on Demand:

1) Beginning in **Year 3 (2010-11),** the State shall examine the demand for seats in reduced-isolation settings by Hartford-resident minority students based on the number of Hartford-resident minority applicants for a Voluntary Interdistrict Program for the next school year.

   Demand, for the purposes of this stipulation, shall include only the number of those Hartford-resident minority students who apply, via an approved application form, to either (a) Open Choice, or (b) at least three placement choices in a Voluntary Interdistrict Program that meets the Desegregation Standard at the time of application.

2) In November of **Year 4 (2011-12),** the State shall evaluate the number of Hartford-resident minority students on a waitlist for a Voluntary Interdistrict Program to determine the degree to which existing programs and planned new programs meet demand for seats in reduced-isolation settings by Hartford-resident minority students. The Comprehensive School Choice Waitlist shall reflect the aggregate number of Hartford-resident minority students who submit applications for placement in Voluntary Interdistrict Programs that meet the Desegregation Standard at the time of application but are not offered a seat in any such program for that school year. To be included on the Comprehensive School Choice Waitlist the student (1) must not be offered a seat in any such program for that school year, and (2) meet all of the program admission requirements, and (3) have indicated their intent as part of the application process, as defined in the CMP, to be placed on a waitlist if not accepted.

   If less than 65% of the demand for seats in reduced-isolation settings by Hartford-resident minority students is met then the State, in consultation with the Regional School Choice Office, shall amend the Comprehensive Management Plan, as described in Part III.B, to plan additional capacity for seats in reduced-isolation settings. *"Met demand" shall be defined as one hundred minus the percentage of Hartford-resident minority students on the waitlist for a Voluntary Interdistrict Program as calculated by dividing the number of Hartford-resident minority students on the waitlist as of November 15th, by the total number of Hartford-resident minority applicants for a Voluntary Interdistrict Program for that school year who apply to either Open Choice or at least three Voluntary Interdistrict Programs that meet the Desegregation Standard.*

3) If in November of the **final year (2012-2013)** of Phase II, the State is unable to demonstrate its attainment, through reasonable efforts, of the goal of meeting 80% of demand, the parties shall convene to revisit the Comprehensive Management Plan and to determine what steps are necessary to meet the demand standard by the following year.

Please find below a **projected summary** of where Hartford-minority students may be educated in order to meet the terms of the Stipulation. Summary Table 1 includes projected numbers which will be modified in accordance with data collections during the applicable year.

Table 1

Program	Number of Hartford-Resident Minority Students in Reduced-isolation Settings (Based on 10/1/08 Estimated)				
	2008-09	**2009-10**	**2010-11**	**2011-12**	**2012-13**
Magnet Schools	2,291	3,493	4,907	5,583	5,833
Open Choice	1,123	1,500	1,800	2,200	2,500
Charter Schools	58	90	125	125	125
Career & Technical Prog.	74	210	285	350	795
Total Participation	**3,546**	**5,293**	**7,117**	**8,258**	**9,253**
% Participation	16.1%	24%	32.3%	37.4%	41.9%
Interdistrict %	3%	3%	3%	3%	3%
Total % Participation	**19.1%**	**27%.**	**35.3%**	**40.4%**	**44.9%**

Guiding Questions Relevant to Meeting the Goals of the Phase II Stipulation*

- To what degree is the State on track to meet the desegregation goals outlined in the stipulation agreement?
- At what rate do special education students and English language learners participate in choice options? Are participating students representative of eligible students?
- Which strategies have not resulted in the anticipated participation rates? Which strategies have resulted in greater than anticipated success?

***Please Note:** The Guiding Question Sections throughout the report are intended to be representative of the types of questions the State will ask in order to determine how successful various strategies have been in assisting the State in meeting the goals of the agreement.

II. Organizational Responsibility for Sheff

(Please see Appendix A for Organization Chart)

State Department of Education - Sheff Office:

To ensure the State meets its obligations under the Phase II Stipulated Agreement, the Commissioner of the State Department of Education created the Sheff Office which is dedicated to the administration, implementation, and oversight of the State's efforts. The Office has a staff of five and operates under the direction and supervision of the Deputy Commissioner. Staff is responsible for the:

- Creation, development and implementation of the Comprehensive Management Plan.
- State's outreach, communication, and education of area stakeholders and policy makers around the role of Sheff in the Hartford Region.
- Planning and development of programs to meet the demand of Hartford-minority students for educational opportunities in a reduced-isolation setting.
- Support, evaluation, monitoring and reporting on the progress of all programs in the Greater Hartford Region devoted to reducing the racial, ethnic and economic isolation of Hartford-resident minority students.
- Continuously review data to inform efforts to generate and accommodate demand for reduced isolation educational settings in the Hartford Region.
- Administration of contracts for activities to be carried out by the Regional School Choice Office.
- Review and approval of Enrollment Management Plans for all Sheff magnet schools, in particular those not in compliance with the desegregation standard.
- Development of legislative and policy initiatives to support the implementation of the Stipulation.

Regional School Choice Office (RSCO):

The State has established and funds a Regional School Choice Office (RSCO). Located at 43 Vernon Street, in Hartford's educational complex known as the Learning Corridor, RSCO facilitates collaborative efforts between the State, the Hartford Public Schools and the Capitol Region Education Council (CREC) to promulgate and support Sheff II goals. The State is in the process of contracting with a person who will function as the Executive Director of RSCO and coordinate on the State's behalf the day-to-day activities of the office. Please note that a representative of the plaintiffs is participating in the process currently underway to find the Director. The Executive Director will report directly to the Deputy Commissioner at the State Department of Education.

To support the operation of the office, the State has contracted for a five-year period, beginning May 30, 2008, directly with CREC and the Hartford Public Schools to provide the following services through the RSCO office:

- Development and implementation of exemplary school models to serve as training centers for teachers and administrators in the Greater Hartford Region;
- Development of a comprehensive marketing and recruiting strategy for all Sheff programming;
- Transportation of Hartford and suburban students who participate in Sheff programs;
- Developing and implementing a common application process for Sheff programming in the Greater Hartford region;

- Developing and implementing a lottery process for Sheff programming in the Greater Hartford region;
- Collection and maintenance of statistics and data regarding demand, enrollment, retention and wait list data for reporting purposes.

The contracts total $12.5 million over the five-year period. *(Please see Appendix B for copies of contracts.)* The Sheff Plaintiffs have selected a representative to serve as a participant in the planning responsibilities of the RSCO and a member of the State Department of Education - Sheff Office is also assigned on a part-time basis to the RSCO.

Regional School Choice Office – School Choice Information Service Center:

The State has also contracted with both parties for the operation, within the RSCO office, of a School Choice Information Service Center. The Center will be the main vehicle through which the State increases regional awareness of quality school choice options and provides parents easy access to information about the application and enrollment processes. The Center is a critical component of the State's efforts to engage and educate prospective student and family participants, particularly underserved populations like English language learners and special education or special needs students. Importantly, the Center will utilize bilingual staff, employ flexible scheduling for staff, and partner with community-based agencies and organizations to ensure that the needs of families are met. The Center will be a one-stop location where families can either call or visit to obtain:

- information available in multiple languages regarding the broad spectrum of PreK-12 voluntary interdistrict programming options, including those opportunities for continuous pathways;
- information on transportation available to the various interdistrict programming options;
- assistance with the completion and filing of applications; and
- individual consultation with Parent Intake Specialists about specific voluntary interdistrict programming options.

The charge to the Center is to communicate effectively and continuously with families in the Hartford Region to support their efforts to make informed choices for quality, reduced-isolation interdistrict programming for their children. Particular attention has been placed on outreach to Hartford's significant Latino population using Spanish media (television, print, radio) and making certain that communications are available in Spanish and English.

As a direct result of working with organizations in Hartford like the Refugee Assistance Centerand the Center for Children's Advocacy, Hartford has identified nine distinct minority groups (Burundian, Bosnians, Ghanaian, Hispanic, Iraqi, Karen, Liberian, Portuguese, and Somali-Bantu) within its borders. In an effort to provide members of these communities with meaningful access to all the voluntary interdistrict program options, Hartford has utilized the resources provided by the State though its RSCO contract to develop a multi-faceted plan for outreach to these constituents. Application materials are available in multiple languages (e.g., Spanish, Karen, Portuguese, Somali and Bantu). Additionally, partnerships with agencies and community-based organizations in Hartford such as Grandparents Raising Grandchildren, Catholic Charities, Hartford Public Schools Welcome Center, Brazilian Alliance, Community Renewal Team, Hispanic Health Council, Department of Children and Families, Sheff Movement, and the Mayor's Office For Young Children, have allowed the Center and RSCO to reach families, and agencies and organizations that serve Hartford families.

III. Program Development – Meeting Demand

To meet the 19% and 27% goals outlined for the first two years of the Phase II stipulation, the State has focused on the quality and desegregation status of existing interdistrict magnet school programs and expansion of quality Open Choice placements. Connecticut Technical High Schools in the Sheff Region, regional vocational agricultural programs, charter school programs, and additional magnet programming are also options the State will utilize as appropriate to ensure that 80% of Hartford-resident minority student demand is met.

A. Making Existing Magnet Schools Sheff Compliant

On October 1, 2007 two of the twelve Hartford Host Interdistrict Magnet schools—Breakthrough Magnet and Hartford Magnet Middle School—were Sheff compliant. Of the seven CREC magnet schools that accepted Hartford applicants four schools—Greater Hartford Academy of the Arts, Two Rivers Magnet Middle School, Great Path Academy and Greater Hartford Academy of Mathematics and Science—were Sheff compliant. As a result, in 2007 Enrollment Management Plans (EMPs) were required of non-compliant Hartford and CREC Sheff interdistrict magnet schools. Each EMP contained a comprehensive action plan for bringing non-compliant schools into compliance by a specified date. The EMPs included information and data concerning: marketing and recruitment efforts; demographic information for students who applied and accepted placement; enrollment and retention numbers; strategies to engage parents; and an action plan for professional development. Both Hartford and CREC submitted their plans to the department for all schools not meeting the Sheff Desegregation Standard. A list of existing magnet schools and the anticipated numbers of Hartford-resident minority students in reduced-isolation settings can be found below. Please note - data will be modified in accordance with the annual October 1 collection during the applicable year.

Table 2

Magnet School	Number of Hartford-Resident Minority Students in Reduced-isolation Settings (Based on 10/1/08 Estimated)				
	2008-09	2009-10	2010-11	2011-12	2012-13
Hartford:					
Hartford Middle Magnet	304	320	320	320	320
Pathways to Technology	0	0	240	240	240
Sport and Medical Sciences Academy	289	325	325	325	325
University High School of Science and Engineering	0	200	200	240	240
Kinsella Performing Arts Magnet	0	0	462	462	462
Breakthrough Magnet	169	170	170	170	170
Classical Magnet	355	355	355	355	355
Capital Preparatory Magnet	0	150	200	207	207
Noah Webster MicroSociety Magnet	0	300	300	300	300
Sub-total Hartford:	**1,117**	**1,820**	**2,572**	**2,619**	**2,619**
CREC					
Two Rivers Magnet Middle School	151	151	151	151	151

Magnet School	Number of Hartford-Resident Minority Students in Reduced-isolation Settings (Based on 10/1/08 Estimated)				
	2008-09	2009-10	2010-11	2011-12	2012-13
Greater Hartford Academy of Math and Science (total full and part-time students)	74	150	192	192	192
Greater Hartford Academy of the Arts (total full and part-time students)	94	115	156	160	160
Metropolitan Learning Center	216	216	220	220	220
Montessori Magnet	155	163	163	163	163
Great Path Academy	56	100	150	150	150
East Hartford – Glastonbury Magnet	0	0	0	100	150
University of Hartford (Multiple Intelligences) Magnet	192	205	205	205	205
Sub-total CREC:	**938**	**1,100**	**1,237**	**1,341**	**1,391**
East Hartford:					
International Baccalaureate (High School)	23	23	23	23	23
TOTAL MAGNETS	**2,078**	**2,943**	**3,832**	**3,983**	**4,033**

Note: Zero (0) in the above chart is entered where an interdistrict magnet school did not or is not expected to meet the Sheff Desegregation Standard for that school year and therefore Hartford-resident minority students enrolled in the school could not be included in the Sheff compliant enrollment count.

After consultation with both Hartford and CREC, the State developed an EMP template for magnet program operators to use to identify the strategies and actions that can produce compliant Sheff programming. The intention is not to record failures, but rather to cultivate and sustain successful learning communities. The EMP process is intended to promote ongoing external (State) and internal (program) review so that successes can be highlighted and shared, and obstacles to success can be identified with meaningful opportunity for remediation using existing resources, or through targeted planning for additional resources.

Beginning with the 2008-09 school year non-compliant program operators submitting an EMP will use the prototype included here as Appendix C. Additionally, the State has determined that each Sheff magnet program operator submitting an EMP for a non-compliant program must conduct periodic assessments of program quality, participant satisfaction, and enrollment demographics. Presently, three times per year enrollment data is reported to the State by schools (in October, January and June.) Therefore, three times per year program operators of non-compliant schools will be required to do more than simply collect and report the numbers. Non-compliant schools will be expected to examine their data relative to: student achievement, participant satisfaction, and student enrollment and retention. Analysis of the data by the collecting school, including the methods and dates of collection, and the resulting action plan must be reported in the EMP. Data analysis will be used to inform programming changes and create an action plan that establishes timelines, measurable objectives and goals for implementing modifications designed to provide higher quality programming, targeted recruitment and retention efforts, and compliance with the Desegregation Standard. EMPs will

receive an annual review by the State Department of Education each fall to determine their effectiveness as measured by the likelihood that the school's student enrollment will meet the Desegregation Standard. Where necessary, program themes and structures will be modified or redesigned to promote Sheff goals and reflect best educational practices. Where EMPs do not result in improved educational programming and Sheff compliance within the stated timeframe, despite efforts by the State and school operators to get the program on track towards meeting the Desegregation Standard, the State may determine that the program is not a viable interdistrict magnet opportunity and de-magnetize the program or take it off line as an interdistrict magnet to facilitate the redesign process. In either case, the cessation of operation as an interdistrict magnet school will result in the loss of interdistrict magnet funding for that school.

Because the State is committed to building and supporting a system of interdistrict magnet schools in the Hartford Region that enrich the lives of the students that attend them and the communities where they are located, beginning in school year 2009-10 all Sheff magnet program operators will be required to submit an EMP. Since both compliant and non-compliant program operators will prepare and file an EMP, this will provide another opportunity for the State to use and share specific information and strategies from successful educational models to assist programs with overcoming challenges. Working in concert with the program operators, the State will continue to provide the human capital, legislative efforts and available resources to ensure high quality, integrated programming with opportunities for continuous educational pathways for all children in the Hartford Region. **Making the existing programs Sheff compliant would provide opportunities for approximately 3,800 (17%) of Hartford-resident minority students to attend school in quality reduced-isolation settings without creating any new schools.**

Existing Magnet Programs Action Plan

Goal: Monitor and evaluate the effectiveness of recruitment and enrollment strategies to attract and retain students, and identify and provide for academic and social supports necessary to establish and maintain Sheff compliant enrollment in quality reduced-isolation educational settings.

Sheff II Stipulation References: III.B.2.f; C.2.d, f-g; D.2.a-c. (Implementation); IV.A. 3.(Accountability)

Objective #1: Oversee the work of the Regional School Choice Office through the Capitol Region Education Council to develop, implement, and continuously review a comprehensive and collaborative marketing plan informed by factors that impact recruitment and retention of underrepresented students and staff. (See also *Building Demand & Capacity.*)

Strategy	1. Measurements of Success 2. Responsible Agency
a) Develop a system of marketing that develops and targets strategies based on factors such as theme, partnerships and/or the desegregation status of the schools and programs in the Sheff Region.	1. By 12/31/08, a marketing plan will be created based on specific factors including theme and desegregation status of the programs in the Sheff Region. 2. RSCO (CREC)

Objective #2: Review data and information regarding student enrollment patterns and ride times, existing transportation routes, current and projected program needs and costs, and the geographic area comprising the Greater Hartford Region to plan and implement a regional transportation system which encourages and supports the participation of Hartford and suburban students in Sheff programming. (See also *Transportation.*)

Strategy	1. Measurements of Success 2. Responsible Agency
a) Create and implement a plan to pilot a regionalized transportation approach.	1. Pilot will be ready for implementation for the 2009-10 school-year. 2. RSCO
b) Evaluate the success of the pilot and make necessary modifications, based on the evaluation of the pilot program to fully implement a regional transportation strategy.	1. By 10/31/09 complete an evaluation of the success of the pilot program. If pilot is successful begin full implementation of a regional transportation model in the 2010-11 school-year. 2. RSCO

Objective #3: Review and update objectives and strategies for academic and social supports to reflect the results of data collection and analysis of current conditions and experiences in order to support the implementation of strategies with the best chance of success. (See also *Academic and Social Supports*, and *Data Collection and Evaluation*.)

Strategy	1. Measurements of Success 2. Responsible Agency
a) Develop and issue a request for proposals directly related to best- and promising practices, and fund programs including extended year, extended day, academic enrichment and other approaches that show the best potential for providing appropriate and adequate academic and social supports to meet the needs of participating students, families and schools.	1. By 3/6/09 and annually, the request for proposals is issued to fund supports for the upcoming school year. 2. CSDE

Guiding Questions Relevant to Existing Magnet Schools

- Do existing interdistrict Magnet Schools in the Sheff Region have a viable strategy for attracting and retaining students in a quality reduced-isolation educational setting?
- Do students participating in interdistrict Magnet Schools in the Sheff Region experience academic success?
- Do students and families feel satisfied with their educational and social experiences in those magnet schools?
- Do students experience more success in some programs than others? If so, why?
- Do all students, including special education students and English Language Learners, have equal opportunities for success in the existing interdistrict magnet schools?

B. Open Choice – Program Expansion and Support:

The Open Choice program allows Hartford-resident minority students to attend public schools in nearby suburban communities. Those same suburban communities may also send children to Hartford if parents choose to participate in a Hartford program. It is expected that Hartford-resident minority school children in the Open Choice program in the Sheff Region will have the ability to attend schools in suburban districts without a break in their educational experience in that district if they so choose. Open Choice is intended to reduce racial, ethnic, and economic isolation, improve student achievement and provide parents with a choice for educational programming. This program is a significant focus of the Sheff II effort and offers the opportunity to advance reduced-isolation goals in quality educational settings using existing programming in most cases. As we look at Sheff Region district enrollments the State will consider the changing demographics of some communities and examine the grade levels where suburban districts report seats for Hartford-resident minority school children. The focus of the Commissioner and the Sheff Office is to raise awareness of Open Choice, increase the scope and level of academic and social supports for participating students, their families, and receiving suburban districts, and thereby encourage Hartford families and suburban communities to significantly increase participation in the program. The critical focus of the strategies proposed

in this Comprehensive Management Plan is the best interests of Hartford-resident minority school children and their families.

In the Hartford Region the program is operated by the Capitol Region Education Council (CREC). For the 2007-08 school year, 1,092 children participated in the program, with one child coming into Hartford and 1,091 children leaving Hartford. Of those 1,091 children 1,080 were children of color. These children went to 27 different suburban communities, 18 of which were in the Sheff Region.

The Commissioner's long-term goal is to increase each suburban district's participation to at least 3% of its student population. This would enable approximately 3,000 additional Hartford-resident minority students to be enrolled in quality reduced-isolation settings. In combination with making the existing magnet programs compliant as described above, this would mean approximately 6,800 (30%) of Hartford's students of color would be able to attend school in reduced-isolation settings. It is important to note that this outcome is without a single new school being created. In fact this result could be bolstered by applying the existing Open Choice construction bonus to appropriate existing, pending and planned school construction projects in the Sheff Region.

Past program history, along with recent outreach to Sheff Region superintendents has indicated that the State can achieve this goal by offering greater levels of academic and financial support *(Please see Academic and Social Supports & Financial Sections)*. Another critical component will be the significant expansion of opportunities for pre-school and kindergarten children to enroll in full-day programs in quality suburban programs. Where appropriate, the Commissioner, the Sheff Office and RSCO will seek opportunities to help suburban communities expand their pre-school and kindergarten spaces so they can offer high quality, full-day programming to their own children while increasing their commitment to Open Choice students. In keeping with the State's commitment to provide all children with quality early childhood settings the Sheff office will collaborate with the Early Childhood Education Cabinet and School Readiness offices to determine where space can be expanded in public school settings and funding coordinated to allow a greater number of Hartford and suburban children a quality, integrated preschool experience without a break in their education program.

Open Choice Action Plan

Goal: Increase recruitment, enrollment, achievement and retention of Open Choice students in quality reduced-isolation educational settings that provide pathways for continuous education.

Sheff II Stipulation References: III.B.2.e-j, m, r-t (Implementation)

Objective #1: Collect, analyze, and report data and information relevant to Project Concern/Open Choice participation to inform program expansion.

Strategy	1. Measurements of Success 2. Responsible Agency
a) Collect, analyze and report the following data and attendant costs, where applicable, for Project Concern and/or Open Choice participation: • Enrollment • Retention • Educational (e.g., academic, extracurricular, and summer) • Transportation (e.g., regular day, extended day, and extended year or summer opportunities)	1. By 11/28/08 and annually, data will be compiled, analyzed and made available to inform funding and programmatic decision-making. 2. CSDE, CREC
b) Examine existing school facilities and pending school construction projects, including existing full-day preschool and kindergarten programming to: • determine the functional building capacity of suburban districts in the Sheff Region; • identify projects eligible for an Open Choice construction bonus; and • identify districts where incentives could assist in the expansion of Open Choice opportunities.	1. By 11/28/08 and annually, data will be compiled, analyzed and made available to inform program expansion efforts. 2. CSDE
c) Collect, analyze and report student/teacher ratios and class size data for suburban Sheff Region districts.	1. By 11/28/08 and annually, student/teacher ratios are reviewed and made available to inform program expansion efforts. 2. CSDE
d) Identify grade levels where seats will become available, then establish minimum numbers for Hartford cohorts, and clear timeframes for enrolling Open Choice students in suburban districts receiving the Open Choice construction bonus.	1. By 3/6/09 and annually thereafter on a date to be determined, potential seats will be identified and timeframes for enrolling Open Choice students will be established. 2. CSDE

Strategy	1. Measurements of Success 2. Responsible Agency
e) Establish an action plan for expanding Open Choice capacity by considering factors such as: • a district's enrollment patterns and projections; • prior history of enrolling Open Choice siblings so that families can stay together and enter the program in the same district; • whether seats have been or could be made available for English language learners (ELL); • space usage in schools and the resulting impact on space availability for placements; and • the district's percentage participation in Project Choice/Open Choice over time.	1. By 3/6/09, a plan for the 2009-10 school year will be developed, reviewed annually and revised as needed. 2. CSDE

Objective #2: Collect, analyze and report data to assess the suitability of suburban districts in the Sheff Region to provide a quality reduced racial isolation educational setting for Hartford-resident minority school children through Open Choice, including the Project Choice Early Beginnings program.

Strategy	1. Measurements of Success 2. Responsible Agency
a) Collect, analyze and report data on the supports necessary to create and maintain quality integrated educational settings in participating schools and districts. For example: • types of educational programming available in districts (enrichment and remedial) for district and Open Choice students; • programming and resources for district and Open Choice families; • frequency and content of professional development for staff and teachers; and • State Department of Education academic and social outcome indicators for students (e.g., percentage of Open Choice students taking AP courses and exams, receiving ELL services; attending a four-year college after high school graduation, attendance rates, suspension/expulsion rates, and participation in extended-day, summer and/or extended-year activities.)	1. By 6/6/09, data will be analyzed and made available to identify supports needed to ensure the successful participation of Hartford minority students in Open Choice. 2. CSDE, CREC

Strategy	1. Measurements of Success 2. Responsible Agency
b) Collect, analyze and report student, family, and teacher satisfaction, discipline, retention, attendance and teacher/staff demographic data for each participating district.	1. Data are collected and reported to inform decision making: • Satisfaction data: by 12/09 and biennially • Other data: by 1/30/09 and annually 2. CSDE
c) Monitor Open Choice placements to ensure that they do not result in increased racial isolation in schools in the receiving districts.	1. By 1/30/09 and annually, student ethnicity data are collected and analyzed for schools receiving and potentially receiving Open Choice students. 2. CSDE
d) Collect, analyze and report data pertaining to district and teacher needs and satisfaction related to Open Choice to identify existing and potential barriers to implementation of a successful program and to identify districts where students are successful.	1. By 8/1/09 and annually, data will be analyzed and reported to identify professional development needs for staff in districts receiving Open Choice students. 2. CSDE

Objective #3: Develop an action plan which encourages and supports school districts in the successful expansion of Open Choice programming to access continuous Prek-12 or K-12 opportunities.

Strategy	1. Measurements of Success 2. Responsible Agency
a) Hold regular monthly meetings with the Commissioner and the Hartford Area Superintendents, and school board chairs to discuss Sheff II expectations related to sustaining and increasing district and student participation levels in Open Choice as a voluntary strategy to reduce racial isolation in sending and receiving communities.	1. Monthly meetings are held and attended by superintendents and board chairs. 2. CSDE
b) The Regional School Choice Office, in cooperation with CREC's Open Choice Office and the SDE, will develop a targeted marketing plan for boards of education, school districts, families and communities to educate them about the opportunities Open Choice provides for sending and receiving districts.	1. By 1/23/09, the marketing plan is developed. 2. CSDE, RSCO, CREC

Strategy	1. Measurements of Success 2. Responsible Agency
c) Prepare a legislative and funding package, based on accumulated relevant data, to: • support the expansion, academic success and sustained enrollment of Hartford-resident minority students in quality Open Choice settings; and • establish and/or improve accountability requirements for funds disbursed to receiving districts and Regional Education Service Centers.	1. By 8/1/09 and annually, a legislative package will be developed to support the expansion of Open Choice. 2. CSDE

Table 3

Sheff Region Open Choice	Projected Number of Hartford-Resident Minority Students in Reduced-Isolation Settings (Based on 10/1/08 Estimated)				
	2008-09	2009-10	2010-11	2011-12	2012-13
Hartford-Resident Minority Students Attending Suburban District Schools	1,123	1,500	1,800	2,200	2,500

Please note - data will be modified in accordance with the annual October 1 collection during the applicable year.

Guiding Questions Relevant to the Open Choice Program

- Do students participating in Open Choice experience academic success?
- Do students and families feel satisfied with their educational and social experiences?
- Do students experience more success in some programs than others? Why?
- Do all students, including special education students and English Language Learners, have equal opportunities for success?

C. Career and Technical Programs- Expansion and Support

In its efforts to meet the goals of the Stipulation, the State will utilize its **Connecticut Technical High School System (CTHSS)** and **Regional Agricultural Science and Technology programs** in the Sheff Region to expand opportunities for Hartford students.

For the first time in 2008-09 school year, the Connecticut Technical High School System used a collaborative recruiting model between Cheney Technical High School in Manchester and A.I. Prince Technical High School in Hartford. Previously A.I Prince solely recruited students from Hartford Public Schools. The new recruitment model resulted in an unprecedented number of Hartford minority students entering the freshman class for 2008-09 at Cheney Technical High School. With intensive outreach and

recruiting being implemented in the fall 2008, the State's goal in 2009-10 is for every incoming freshman class at A.I. Prince to be Sheff compliant with the enrollment of at least 46 white children each year. To further attract area students to the technical high schools, new trade programs at A.I. Prince and Cheney in Communications and Music and Theater Production programs will open for fall 2009. The recruitment model will be expanded in the 2009-10 school year with two additional CT Technical High Schools participating in the Sheff effort: Vinal Technical High School in Middletown and E.C. Goodwin Technical High School in New Britain.

To provide incoming ninth grade students with academic and social support, during summer 2008 the CT Technical High School System implemented a trade exploratory program for students in the Greater Hartford Region. The CT Technical High Schools plans to expand the summer academic and leadership programs for the 2009 year to promote retention and increase academic and social success. In the summer of 2009, the expansion will include 7th and 8th grade students in the Greater Hartford Region to increase student and parent awareness as to the educational opportunities provided by the CT Technical High School System.

The Sheff Office has also approached the Regional Agricultural Science and Technology programs in the region about having greater participation in Sheff. This led to the Suffield Board of Education approving a resolution to open up seats for Hartford children beginning in the 2008-09 school year. In the 2009 school year Glastonbury Regional Agricultural Science and Technology program will be approached to further expand the opportunities for Hartford students.

Career and Technical Programs Action Plan

Goal: Increase recruitment, enrollment, achievement and retention of Hartford-resident minority students in quality reduced-isolation educational settings.

Sheff II Stipulation References: III.B.2.e-j, m, r-t (Implementation)

Objective #1: Expand opportunities for Hartford students to attend a Connecticut Technical High School in a quality reduced-isolation educational setting.

Strategy	1. Measurements of Success 2. Responsible Agency
a) Collect, analyze and report enrollment and retention data and educational and transportation costs relevant to the CTHSS participation.	1. By 11/28/08 and annually, data will be compiled, analyzed and made available to inform program expansion efforts. 2. CSDE, CTHSS

Strategy	1. Measurements of Success 2. Responsible Agency
b) Develop a collaborative recruiting model for the CTHS programs in the Hartford Region.	1. By 12/15/08 and annually, a collaborative recruitment model will be developed and implemented. 2. CTHSS
c) Create a focused outreach and recruitment effort for A.I Prince Technical HS in Hartford and Cheney Technical HS in Manchester.	1. By 9/1/08 focused outreach and recruitment will be implemented for A.I. Prince Technical HS and Cheney Technical HS. 2. CTHSS
d) Expand the collaborative recruitment model to include Vinal Technical HS in Middletown and E.C. Goodwin Technical HS in New Britain.	1. By 12/15/08 the collaborative recruitment model will be expanded to include Vinal Technical HS and E.C. Goodwin Technical HS. 2. CTHSS
e) Establish new trade programs at A.I Prince and Cheney Technical High Schools in Communications and Music and Theater Production.	1. By 9/1/09 the Communications and Music and Theater Production programs will open at A.I Prince and Cheney Technical High Schools. 2. CTHSS
f) Expand summer trade exploratory programs for 7th and 8th grade students in the Greater Hartford Region.	1. By 4/29/09 information will be sent to students in the Greater Hartford Region regarding a summer trade exploratory programs. 2. CTHSS
g) Expand summer academic and leadership programs for incoming 9th grade students.	1. By 7/1/09 summer academic and leadership programs will be offered and implemented for incoming 9th grade students. 2. CTHSS

Table 4

Name of the Technical H.S.	Number of Hartford-Resident Minority Students in Reduced-Isolation Settings (Based on 10/1/08 Estimated)				
	2008-09	**2009-10**	**2010-11**	**2011-12**	**2012-13**
A.I. Prince	0	0	0	0	400
Cheney	50	100	150	175	200
Goodwin	0	25	25	25	25
Vinal	0	25	40	60	80
Total	**50**	**150**	**215**	**260**	**705**

Note: Zero (0) in the above chart is entered where a CT Technical High School did not or is not expected to meet the Sheff Desegregation standard for that school year and therefore Hartford-resident minority students enrolled in the school could not be included in the Sheff compliant enrollment count. Please note - Data will be modified in accordance with the annual October 1 collection during the applicable year.

Objective #2: Expand opportunities for Hartford students to attend a Regional Agricultural Science and Technology program in a quality reduced-isolation educational setting.

Strategy	1. Measurements of Success 2. Responsible Agency
a) Collect, analyze and report enrollment and retention data and educational and transportation costs relevant to participation in the Suffield and Glastonbury Regional Agricultural Science and Technology programs.	1. By 11/28/08 and annually, data will be compiled, analyzed and made available to inform program expansion efforts. 2. CSDE
b) Create a focused outreach and recruitment effort for Suffield and Glastonbury Regional Agricultural Science and Technology Programs.	1. By 12/1/08 focused outreach and recruitment will be implemented for Suffield and Glastonbury Regional Agricultural Science and Technology Programs. 2. CSDE

Table 5

Agricultural Science & Technology Programs	Number of Hartford-Resident Minority Students in Reduced-isolation Settings (Based on 10/1/08 Estimated)				
	2008-09	**2009-10**	**2010-2011**	**2011-2012**	**2012-2013**
Suffield	5	20	30	40	40
Glastonbury	20	40	40	50	50
Total	**25**	**60**	**70**	**90**	**90**

Please note - data will be modified in accordance with the annual October 1 collection during the applicable year.

Guiding Questions Relevant to Career and Technical Programs

- Do students participating in Career and Technical Programs experience academic success?
- Do students and families feel satisfied with their educational and social experiences?
- Do students experience more success in some programs than others? Why?
- Do all students, including students in special education and English Language Learners, have equal opportunities for success?

D. New Sheff Magnet & Charter Schools:

The final prong of the State's efforts to meet the goals of the Stipulation will involve the thoughtful and strategic development of new Sheff interdistrict magnet or charter school programs. As we move to the uncertainty of what level of demand will arise from the "demand model" the state must carefully plan how much additional capacity needs to be built into the system. This is particularly important as suburban enrollments decline and schools are downsized or closed. In those instances it would be more economical for both the districts and the State if those districts absorbed additional Open Choice capacity instead of building new. In overseeing the planning and development of new Sheff magnet or charter school programming, the State intends to focus on high quality programming that has great interest with Hartford and suburban constituencies, and therefore offers the greatest possibility to open and remain Sheff compliant. For example, educational programming connected to higher education is attractive to parents of elementary and secondary students. Similarly Sheff programming sited in or on the border of suburban communities contiguous to Hartford is appealing to eligible students and families because the ride times for many students can be positively impacted, and partnership with one or two strategic suburban districts promotes Sheff compliance.

The State does recognize that to meet the interim goals of the Stipulation and the back-up position of 41% if we are unable to meet the requirements of the demand model, additional choice programming will be required. Therefore, as outlined in the table below, in addition to the reconstituted Montessori at Annie Fisher program, three new interdistrict magnet programs and one State Charter School were opened this year and several more are planned. Please note - data will be modified in accordance with the annual October 1 collection during the applicable year.

Table 6

New Choice Programs	Number of Hartford-Resident Minority Students in Reduced-Isolation Settings (Based on 10/1/08 Estimated)				
	2008-09	2009-10	2010-2011	2011-2012	2012-2013
Mary Hooker Env. Studies – Hartford*	0	0	100	300	300
Annie Fisher – STEM – Hartford*	0	0	100	200	250
Goodwin College - CREC	0	75	125	150	200

New Choice Programs	Number of Hartford-Resident Minority Students in Reduced-Isolation Settings (Based on 10/1/08 Estimated)				
	2008-09	2009-10	2010-2011	2011-2012	2012-2013
Allied Health - CREC	0	75	125	150	200
Charter School for Young Children at Asylum Hill	58	90	125	125	125
Montessori at Annie Fisher – Hartford*	45	70	125	150	150
Early Childhood- The Reggio Emilia Magnet School of the Arts - CREC	54	105	150	175	200
Early Childhood – The International Baccalaureate - CREC	60	100	150	175	200
Public Safety Academy - CREC	59	125	200	300	300
Total	**276**	**640**	**1,200**	**1,725**	**1,925**

**Currently the redesign and modification of two Hartford Host programs is underway. Annie Fisher Multiple Intelligences Magnet closed as a Multiple Intelligences program at the end of school year 2007-08 and is being reconstituted as two separate interdistrict host magnet schools, one Montessori and the other Science, Technology, Engineering and Math (STEM). On August 25, 2008 the Montessori Magnet School at Annie Fisher opened as an interdistrict magnet school with 102 students, 52 which were Hartford-minority students. STEM at Annie Fisher is scheduled to open as a Sheff compliant interdistrict magnet school in the fall of 2010. The Mary Hooker Environmental Studies Magnet School, which had a minority enrollment of 93% in 2007-08, has ceased operation as an interdistrict magnet program while the curriculum is revamped and a new school building is constructed. It is anticipated that the school will re-open for school year 2010-2011 as a Sheff compliant program.*

New Sheff Magnet & Charter School Action Plan

Goal: Create a process for meeting the need for additional Hartford-resident minority students to be placed reduced-isolation choice programming in order to meet the requirements of the Stipulated Agreement.

Sheff II Stipulation References: III.B.2.k - l (Implementation)

Objective #1: Determine annually the State's compliance with the Stipulated Agreement in regards to the number of Hartford-resident minority students required to be placed in reduced-isolation educational settings.

Strategy	1. Measurement of Success 2. Responsible Agency
b) Utilize data obtained through the common application process, and the October 1 district data filings to determine if the State has met the number of Hartford-resident minority students required by the Stipulation to be educated in reduced-isolation settings.	1. By 11/15/08 and annually thereafter, data will be compiled and analyzed to determine State's compliance with the Stipulated Agreement. 2. CSDE & RSCO
b) Determine how many, if any, Hartford-resident minority students still need placement in reduced-isolation educational settings for the State to meet its obligations under the Stipulated Agreement.	1. By 11/15/08 and annually thereafter the number of Hartford-minority students still need to be placed in reduced-isolation educational settings. 2. CSDE

Objective #2: Develop additional Sheff compliant interdistrict magnet or charter schools to meet the demands of Hartford-resident minority students for placement in a reduced-isolation educational setting.

Strategy	1. Measurements of Success 2. Responsible Agency
a) Examine existing school facilities and pending school construction projects to determine the functional building capacity of suburban districts in the Sheff Region.	1. Annually, data will be compiled, analyzed and made available to inform decision-making. 2. CSDE
b) Review locations of existing Sheff magnet and charter schools and their themes. Survey region to determine themes attractive to Hartford and suburban families.	1. Annually, create a portfolio of Sheff choice programming to be updated to reflect current capacity and the demand for additional capacity. 2. CSDE
c) Issue, if necessary, a Request for Proposal for the development of new Sheff interdistrict magnet school and charter school programs.	1. Create new programs that accommodate unmet demand for Hartford-minority students. 2. CSDE

Guiding Questions Relevant to the Development of New Sheff Programming

- What is the current capacity of the State's Sheff program portfolio?
- Is existing capacity sufficient to meet the requirements of the Stipulated Agreement?
- Could capacity be increased in existing programs?
- Where and what type of new programs should be developed to meet the demand of Hartford-minority students?

IV. Supports Necessary for Creating and Sustaining Successful Programs

In an effort to successfully develop and sustain the programs necessary to meet the goals of the Phase II Stipulation the following sections will: 1) detail the supports necessary to the development and expansion of opportunities for successful, continuous quality reduced-isolation school choice programs, and 2) provide for the development of the instruments necessary to measure the success of the State's efforts.

A. Building Demand & Capacity

Goal: Oversee the responsibility of the Regional School Choice to develop, coordinate and implement a comprehensive, collaborative, multi-faceted plan to guide the marketing, recruitment, enrollment, and retention of students in quality reduced-isolation educational settings as follows: 19% for school year 2008-09 (Year 1); 27% for 2009-10 (Year 2); and thereafter as determined by the Comprehensive Management Plan to meet 80% of demand, or place 41% of Hartford-resident minority students in reduced-isolation settings by Year 5.

Sheff II Stipulation References: III. B.1 (Implementation); III.B.2.a-b., n-o, q, u (Implementation)

Objective #1: Collect and analyze data and information related to recruitment, applications, acceptance, enrollment, attrition, retention, demand for seats in reduced-isolation settings, and waiting lists by school and program to increase access to reduced-isolation educational settings for Hartford-resident minority families who choose such settings for their children, especially underrepresented special education and English Language Learner student populations.

Strategy	1. Measurements of Success 2. Responsible Agency
a) Collect, analyze and report recruitment and enrollment data. b) Collect, analyze and report achievement data for students participating in choice programs.	1. By 11/28/08, an initial compilation of historic and relevant data for 1a) through 1c) will be analyzed and used to inform decision-making. 2. RSCO (CREC)
c) Collect, analyze and report satisfaction data from students and families in all schools participating in all choice programs.	1. By 8/1/09 and annually thereafter, data from the most recent school year will be collected, compiled and analyzed from all Sheff programming to inform decision-making for the upcoming school year relative to marketing, recruitment, enrollment, and retention. 2. RSCO (CREC)

Objective #2: Develop the capacity to gather, access, and analyze shared choice program application and placement data between HPS, CREC, and CSDE.

Strategy	1. Measurements of Success 2. Responsible Agency
a) Establish a central database of choice program applicants and placements and assign appropriate staff.	1. By 1/30/09, a central database with appropriately assigned staff will be established. 2. RSCO (CREC)
b) Establish a system and schedule for regular distribution of shared application and placement data and ensure regular access to data to meet the needs of marketing and recruitment in the Sheff Region.	1. By 12/31/08, a system and schedule for regular distribution of shared data and access to this data will be established and made available to inform marketing decisions. 2. RSCO (CREC)
c) Create shared tools to collect data of common interest for the purposes of marketing choice programs, such as surveys and reports.	1. By 12/31/08, shared tools for collecting data will be created and made available. 2. RSCO (CREC)
d) Establish a common application in multiple languages.	1. By 10/31/08, a common application in multiple languages will be developed and piloted. 2. RSCO (CREC)
e) Develop the capacity for linking choice program applications to the State Assigned Student Identifier (SASI).	1. By 1/30/09, RSCO can assign SASI numbers to choice program applicants to examine and address demand. 2. CSDE, RSCO
f) Develop a common practice for maintaining, utilizing and analyzing wait lists.	1. By 11/28/08, common practices for handling wait lists will be established. 2. RSCO (CREC)

Objective #3: Develop, implement, and continuously review a marketing plan for internal and external consumers, informed by factors that impact recruitment and retention especially of underrepresented students and staff.

Strategy	1. Measurements of Success 2. Responsible Agency
a) Establish a Marketing Team that will create a comprehensive, multi-faceted marketing action plan for the Sheff Region.	1. By 10/17/08, Marketing Team members will be identified, the first meeting scheduled, and a calendar of regular meeting dates and timeline for the development of a work plan will be determined. 2. RSCO (CREC)
b) Seek out partnerships, resources, and data from families, agencies and community-based organizations as appropriate to coordinate messaging in the Sheff region.	1a. By 10/30/08, a mechanism for gathering input from external stakeholders will be developed. 1b. Parents/Guardians will demonstrate increased awareness of school choices as measured by feedback from PTO Councils. 1c. Parents/Guardians will demonstrate increased awareness of school choices as measured by their increased attendance at open houses and informational sessions. 1d. Parents/Guardians will demonstrate satisfaction with school choices as measured by written and electronic responses to surveys. 2. RSCO (CREC)
b) Establish school-based recruitment teams in applicable Sheff interdistrict magnet schools, Sheff charter schools, CT Technical High Schools, Regional Agricultural Science & Technology programs contributing to Sheff and Sheff Region Open Choice.	1. By 11/14/08, school-based recruitment teams will be created with a calendar of training and visits determined. 2. RSCO (CREC)
c) Establish a representative advisory group to provide input and perspective related to the marketing plan.	1. By 11/28/08, a marketing advisory group will be established with a calendar of meeting dates determined. 2. RSCO (CREC)

Strategy	1. Measurements of Success 2. Responsible Agency
d) Develop a system of marketing that develops and targets strategies based on factors such as theme, partnerships and/or the desegregation status of the schools and programs in the Sheff Region.	1. By 12/31/08, a marketing plan will be created based on specific factors including theme and desegregation status of the programs in the Sheff Region. 2. RSCO (CREC)
e) Establish and utilize a School Choice Information Service Center housed in the Regional School Choice Office to roll out the comprehensive strategy for marketing, recruitment and outreach to internal and external consumers regarding Sheff programming opportunities.	1. By 1/23/09, the comprehensive strategy and marketing plan will be rolled out through the Regional School Choice Information Service Center. 2. RSCO (CREC)
f) Disseminate the marketing plan and related information and provide resources, direction and training to school-based teams.	1. By 1/23/09, the marketing plan will be disseminated with training to school-based teams. 2. RSCO (CREC)
g) Review and adjust the marketing plan as necessary; develop a cost analysis for plan implementation; and identify issues for incorporation in legislative initiatives to promote compliance with Sheff.	1. By 1/9/09 and annually, marketing plan suggestions and adjustments will be made. 2. RSCO (CREC)

Objective #4: Develop a recruitment plan to create a diverse teaching force in the Sheff Region.

Strategy	1. Measurements of Success 2. Responsible Agency
a) Develop in cooperation with CREC and incorporating the "Report to the General Assembly, January 2008 on Minority Recruiting Alliance," initiatives around: Alternate Routes to Certification; Praxis preparation; and pathways to teaching and higher education collaboration.	1. By 2/15/09, minority recruiting initiatives will be developed and implemented in cooperation with CREC, the CSDE, and other partners as appropriate. 2. RSCO (CREC)

Strategy	1. Measurements of Success 2. Responsible Agency
b) Develop a partnership agreement with the CSDE Bureau of Certification and institutions of higher education to increase the pool of teacher applicants specifically candidates of color.	1. By 4/18/09, a partnership agreement with the CSDE Bureau of Certification and higher education will be developed to increase the pool of teacher applicants specifically candidates of color. 2. RSCO (CREC)

Guiding Questions Relevant to Building Demand and Capacity

- Are eligible participants aware of their Sheff Region school choice program options?
- Do they know how to access these options if they are interested in doing so?
- Do they know where to go to get assistance or information if they need it?
- Are targeted marketing/recruitment strategies for underrepresented populations and non-participating districts working? If not, why not?
- Do community stakeholders understand, approve of and support Sheff Region school choice programs?
- Why do some students leave Sheff Region school choice programs, and what would help them want to maintain their participation?

B. Academic and Social Supports

Meeting the goals of the Phase II Stipulation order is dependent upon educating Hartford-resident minority students and white students residing in Sheff Region suburban districts in reduced-isolation educational settings. The need to attract and retain students in such settings requires us to recognize and attend to the academic and social supports students, families, and schools may require in order to ensure that their experiences are of high quality. To that end, the CMP describes below a plan for the development of a comprehensive system of supports.

Embedded in this system of supports will be opportunities to provide more immediate short term solutions as well as programs and services to meet long term goals. For example:

- In response to concerns about outcomes for Open Choice students in their districts, Avon, Farmington, Granby and Simsbury requested and received funding for a Choice Intervention Specialist to provide services to students with intent of improving attendance, academic performance, discipline, and parent involvement. For the last three months of the 2007-08 and the entire 2008-09 school year, CSDE will fund 0.5 FTE of this position, with the districts funding the other 0.5 FTE.

- In order to facilitate a smooth transition for Hartford students attending Cheney Technical High School, CSDE funded a summer program for students accepted into the school as freshmen for the 2008-09 school year. The purpose of the program was

to promote the retention of Hartford students accepted into the program through the provision of academic supports, leadership, and career exploration opportunities.

The outcomes of these programs are to be determined. However, the willingness of the State to engage in a process with stakeholders whereby needs are identified and met in a collaborative manner has been established. This process, hand-in-hand with a deliberate examination of available data on student, family, and staff experiences with Sheff choice programs, will provide the foundation for our system of academic and social supports.

Goal: Establish a process to identify, fund, and implement appropriate and adequate academic and social support services for student and school participants in school choice opportunities to ensure quality integrated education.

Sheff II Stipulation References: IIIB1, IIIB2c-d, IIIB2f-h, IIIB2m, IIIB2o-p

Objective #1: Collect and analyze data and information related to academic and social supports provided to school choice participants to ensure that strategies with a history of successful outcomes can inform continued efforts.

Strategy	1. Measurements of Success 2. Responsible Agency
a) Existing data and analyses will be collected on past and present programs, studies, initiatives, and partnerships, as available.	1. By 11/28/08, a compilation of data on existing academic and social supports programs will be analyzed and made available to guide decisions about program and service continuation and/or expansion for the 2008-09 and 2009-10 school years. 2. CSDE, RSCO
b) Gather and report information about successful academic and social supports implemented in other settings for potential implementation with Sheff programs.	1. By 11/28/08, a compilation of promising academic and social supports will be made available to guide decisions about the implementation and/or expansion of programs and services. 2. CSDE
c) Review above data and information to determine best- and promising practices	1. By 12/31/08, a review team consisting of CSDE and RSCO staff will examine the above data and information. 2. CSDE, RSCO

Strategy	1. Measurements of Success 2. Responsible Agency
d) Conduct a needs assessment of students and families eligible for and participating in Sheff choice programs to identify and address existing and potential barriers to successful participation.	1. By 1/30/09 and biennially, a report describing the needs of students and families as related to their participation or lack of participation in choice programs will be available to inform the development and implementation of academic and social supports. 2. CSDE
e) Collect and analyze qualitative and quantitative data on the appropriateness and effectiveness of academic and social supports provided to Sheff Choice program participants and their families in order to revise or continue to support the implementation of strategies with the best chance of success.	1a. By 8/1/09, a report including data indicating the effectiveness of 2008-09 school year strategies is available (exclusive of summer programs). 2a. CSDE 1b. By 8/1/10 and annually, a report including data indicating the effectiveness of strategies is available. 2b. CSDE

Objective #2: Document, disseminate, and coordinate best- and promising practices in academic and social supports to provide for the successful participation of students in choice programs.

Strategy	1. Measurements of Success 2. Responsible Agency
a) Create a guidance document describing best and promising practices in supporting students, parents and schools with the goal of successful participation in choice programs. Explicitly define potential roles for both internal and external stakeholders, including students, school staff, parents, business, higher education, and community and faith-based organizations.	1. By 2/27/09, updated biennially, the guidance document will be available and will be used to guide funding decisions and legislative proposals. 2. CSDE

Strategy	1. Measurements of Success 2. Responsible Agency
b) Develop a tiered prevention/intervention model of academic and social support services for all students. Disseminate information on the availability of such services to both participating and potential/eligible students and families. • Include supports for special education students, English Language Learners, and other students with special needs. • Include services provided by neighborhood and community-based organizations, in particular for Open Choice students, to enhance opportunities for participation in programs in the districts in which they attend school.	1. By 2/27/09, the model is developed and will be used to guide future funding decisions and legislative proposals. 2. RSCO
c) Coordinate the delivery of academic and social support services to reduce fragmentation and duplication of services and to increase effectiveness of efforts.	1. By 2/27/09 and ongoing, delivery of services will be coordinated, using the above model as a framework. 2. RSCO, Magnet Schools, CTHSS, Vo-Ag Programs, Open Choice districts
d) Prepare a legislative package and funding request for academic and social supports based on data and information collected and analyzed.	1. By 8/1/09 and annually, a legislative package will be developed to support professional development, pairing of schools, and other academic and social supports. 2. CSDE

Objective #3: Based on the analysis of gathered data and information, implement academic and social supports for students and families that support their successful participation in choice programs.

Strategy	1. Measurements of Success 2. Responsible Agency
a) Develop and issue a request for proposals directly related to data and information analyzed, and fund programs including extended year, extended day, academic enrichment and other approaches that show the best potential for providing appropriate and adequate academic and social supports to meet the needs of participating students, families and schools.	1. By 3/6/09 and annually, the request for proposals is issued to fund supports for the upcoming school year. 2. CSDE
b) Identify existing financial and programmatic resources, including federal entitlement funds (e.g., Title I) and CSDE professional development (e.g., CT Accountability for Learning Initiative), that can be utilized by receiving districts, magnet schools, and charter schools to provide appropriate and adequate academic and social supports to meet the needs of participating students and families.	1. By 1/30/09 and annually, CSDE will create a document describing financial and programmatic resources that could be leveraged for the purposes of providing academic and social supports for Sheff choice programs. 2. CSDE
c) Develop and implement a process for addressing emergent issues, including the needs of special education students and English language learners, with appropriate academic and/or social supports, dependent upon available funding.	1. By 1/18/09 the process is established and communicated with stakeholders. Identification of resources to meet needs as described above. 2. CSDE
d) Provide developmentally appropriate integrated early childhood opportunities for Hartford-resident minority children emphasizing cognitive and social/emotional development. • Expand Early Beginnings pre-school and full day kindergarten programs for Open Choice students/children. • Support and enhance early childhood care and education services provided by existing magnet and charter schools, including those opened for the first time in 2008-09.	1a. By 5/1/09, an increased number of slots for Early Beginnings pre-school and full day kindergarten are identified for the 2009-10 school year, maintained or increased annually. 2a. CSDE, CREC 1b. By 3/6/09 and annually, the request for proposals is issued to fund supports for early childhood programs for the upcoming school year. 2b. CSDE

Objective #4: Based on the analysis of gathered data and information, implement professional development and support for school staff to enable students' successful participation in choice programs.

Strategy	1. Measurements of Success 2. Responsible Agency
a) Develop a menu of professional development for staff in choice programs to prepare them to serve racially, linguistically and socio-economically diverse groups of students, including multicultural/diversity training and other modules based on grade configuration of program and identified needs. Such professional development will be provided by high performing magnet schools and other identified high quality providers.	1. By 2/27/09, reviewed and updated annually, a menu of professional development is available for use in school and district planning professional for the upcoming school year related to the identified needs of students, families, and teachers participating in choice programs. 2. CSDE, CREC
b) Identify existing financial and programmatic resources that can be utilized to provide appropriate and adequate supports to meet the needs of participating schools.	1. By 1/30/09 and annually, CSDE will create a document describing financial and programmatic resources that could be leveraged for the purposes of providing academic and social supports for Sheff choice programs. 2. CSDE, RSCO
c) Include in the Action Plan a provision for the pairing of Hartford regular schools, i.e., non-magnet schools with Regional Magnet Schools or Hartford Host Magnet Schools. • Such pairing will include shared professional development opportunities for teachers and administrators and enrichment activities for students. • Pairing will be based on a review of existing relationships between schools, geography, and demographic considerations.	1a. By 4/4/09, pairings will be determined. 2a. HPS, CREC 1b. By 5/29/09, a joint plan describing activities for the upcoming school year will be developed. 2b. HPS, CREC

Guiding Questions Relevant to Academic and Social Supports

- What supports would help students and families feel more satisfied with their educational program?
- Are supports appropriately designed to meet students' academic needs?
- Are supports provided in an integrated setting to further support the Sheff goals?
- Are adequate and appropriate supports in place to support all students, including special education students, English language learners, and others?

C. Transportation

Goal: Plan and implement a regional transportation system, including sufficient funding mechanisms, which encourages and supports the participation of Hartford and suburban students in Sheff programming.

Sheff II Stipulation References: IIIB2j, IIIB2m

Objective #1: Review data and information regarding existing transportation routes, current program costs, and the geographic area encompassing the districts considered part of the greater Hartford Region.

Strategy	1. Measurements of Success 2. Responsible Agency
a) Collect, analyze and report existing data on choice program participation patterns, attrition survey data, and the supporting transportation systems.	1. By 12/15/08, a compilation of data on existing and projected choice program participation patterns and current transportation models. 2. RSCO
b) Research best practices, challenges and issues confronted by others around the country who have developed similar interdistrict or regional transportation systems.	1. By 1/1/09, a compilation of promising regional transportation practices at the national level will be made available to inform decision-making. 2. RSCO
c) Contract with a Transportation System Analysis firm to review existing magnet and open choice routes.	1. RFP to be released 12/5/2008. By 2/15/09 contract with a private firm to review existing routes. 2. RSCO
d) Review above data and information to develop an outline of what an effective regional transportation plan may contain. This could include: modifying bell times, creating maximum ride times, dividing Hartford into regions with designated Open Choice attendance districts, etc.	1. By 6/15/09, examine the above data and develop an outline of a regional transportation plan. 2. CSDE & RSCO

Objective #2: Based on the analysis of gathered data and information, create an Action Plan for the development and implementation of a regional transportation system.

Strategy	1. Measurements of Success 2. Responsible Agency
a) Create and implement a plan to pilot a regionalized transportation approach.	1. Pilot will be ready for implementation for the 2009-10 school-year. 2. RSCO
b) Identify and assess the existing financial and programmatic resources that can be utilized to implement the pilot and support ongoing transportation mechanisms.	1. Annually create a document that outlines the ongoing financial and programmatic resources necessary to support a regional transportation system. 2. RSCO & CSDE
c) Prepare a legislative package and funding request to support the Action Plan to a pilot regionalized transportation system.	1. By 1/1/09 develop a financing plan to fund the pilot and fully support ongoing transportation mechanisms. Provide for an annual review of the financing and support structure beginning in August 2009. 2. RSCO & CSDE
d) Evaluate the success of the pilot: for example: were bus times reduced, was system safe & reliable, what was the impact on cost, does system encourage participation in choice programming; does the state's financing mechanism adequately support this new system.	1. By 10/31/09 complete an evaluation of the success of the pilot program. 2. RSCO
e) Make necessary modifications, based on the evaluation of the pilot program to fully implement a regional transportation strategy.	1. If pilot is successful begin full implementation of a regional transportation model in the 2010-11 school-year. 2. RSCO

Guiding Questions Relevant to Transportation

- Has the regional transportation plan successfully minimized ride time and costs?
- Are families satisfied with the transportation system? What are families' preferences with regards to transportation?
- Has the transportation plan resulted in increased participation and satisfaction with choice options, or decreased participation and satisfaction?

D. Legislation, Policy and Funding

Goal: Develop a process for making recommendations to the Commissioner and the State Board of Education regarding legislative and budgetary changes necessary for the ongoing financial and programmatic support of all Sheff Voluntary Interdistrict Programs.

Sheff II Stipulation References: IIIB2m, IIIB2p

Objective #1: Annually review data and information around the voluntary interdistrict programs regarding their success, limitations, and any significant obstacles.

Strategy	1. Measurements of Success 2. Responsible Agency
a) Collect, analyze and report, annually, data on choice program participation patterns and the supporting financial systems.	1. By May annually, compile data on existing and projected choice program participation patterns and their financing structures. 2. CSDE & RSCO
b) Review, analyze and report collected data and information to develop an outline of programmatic and funding modifications.	1. By July 1 annually, examine the above data and develop an outline of potential programmatic and funding modifications. 2. CSDE & RSCO

Objective #2: Based on the outline developed by CSDE and RSCO, create a package of legislative and budgetary recommendations pertaining to Sheff programs for consideration by the Commissioner and State Board of Education.

Strategy	1. Measurements of Success 2. Responsible Agency
a) Develop and cost a package of suggested funding and programmatic changes as supported by the data.	1. By July 15 annually, develop draft budgetary and legislative recommendations for Sheff for review by the Commissioner. 2. CSDE & RSCO

Strategy	1. Measurements of Success 2. Responsible Agency
b) Share proposed budgetary and legislative package with the Plaintiffs and the City of Hartford for review and comment.	1. By July 30 annually, share draft budgetary and legislative changes with the Plaintiffs and the City of Hartford. 2. CSDE & RSCO
c) Prepare final package for submission to the Commissioner and the State Board of Education.	1. By September 1 annually, finalize changes and submit to the Commissioner and the State Board of Education. 2. CSDE

E. Data Collection and Evaluation

Goal: Develop and implement a uniform system of data collection, analysis and reporting in order to 1) enhance communication and reporting of data between stakeholders to increase program effectiveness; 2) measure the effectiveness of strategies described in the CMP; and 3) measure progress toward performance benchmarks and goals outlined in the Stipulation with regards to numbers of Hartford-resident minority students educated in quality reduced-isolation settings.

Sheff II Stipulation References: IIIB2a-u

Objective #1: Collect, analyze and report data relevant to:

i) implementing academic and social supports for students participating in choice programs relevant to this CMP, for the purposes of program planning and evaluation;
ii) executing a plan for marketing, recruitment and retention of students participating in choice programs relevant to this CMP, for the purposes of supporting and revising strategies as necessary;
iii) applying cost-effective transportation strategies that support the participation of students in choice programs described in this CMP, for the purposes of continuing or revising strategies as necessary;
iv) evaluating the successful participation of Hartford-resident minority students in choice programs, for the purposes of providing appropriate supports for participating students and school districts, and determining and sharing best- and promising practices to promote the success of all participating students; and
v) measuring the performance benchmarks and goals detailed in the stipulation agreement pertaining to the numbers of Hartford-resident minority students in reduced-isolation educational settings.

Strategy	1. Measurements of Success 2. Responsible Agency
a) Collect existing data and analyses, on i-iv stated above, regarding strategies implemented up to and including the 2008-09 school year for the purposes of identifying effective practices for continuation and enhancement. • Disaggregate data when possible by student demographic indicators, including race, English language learner status, special education status, gender, and grade level.	1. By 11/28/08, a compilation of data on existing programs and strategies will be analyzed and made available to inform decision-making. 2. CSDE, RSCO
b) Assemble a data team, to carry out the strategies associated with each objective on i-v stated above, made up of representatives from the following: • CSDE Sheff Office • CSDE Bureau of Choice Programs • CSDE Bureau of Student Assessment • CSDE Bureau of Data Collection, Research and Evaluation • RSCO • Others as appropriate	1. By 10/17/08, data team(s) will be established, and a regular schedule of meetings set. 2. CSDE
c) Determine data needs for i-v stated above, for the purposes of monitoring and evaluating successful implementation. • Qualitative and quantitative measures of success will be considered, such as student achievement levels; participation, enrollment and retention rates; student and parent satisfaction; and others as appropriate. • Data will be disaggregated when possible by student demographic indicators, including race, gender, region (i.e., both location of program and student home address), special education, and English language learner status.	1. Data collection, analysis, and reporting strategies are finalized by 3/6/09. 2. CSDE

Strategy	1. Measurements of Success 2. Responsible Agency
d) Implement appropriate data collection and analysis techniques to support decision-making for i-v stated above related to the enhancement, continuation, modification, or elimination of strategies. • Data currently collected by the Department will be identified, and the timelines for collection and verification reviewed to minimize duplication of collection • Data collection methods will include surveys, focus groups, and others as appropriate.	1. Beginning with the 2009-10 school year and annually, by 11/28 data from the prior school year will be collected, compiled and analyzed. 2. CSDE, RSCO

Objective #2: Determine and annually evaluate the capacity of suburban school districts to receive Open Choice students.

Strategy	1. Measurements of Success 2. Responsible Agency
a) Define criteria, in collaboration with the CSDE Bureaus of School Facilities; Data Collection, Research and Evaluation; and Choice Programs, to be used to determine capacity. • Communicate criteria to suburban school district superintendents.	1. By 12/3/08, criteria are determined and communicated to superintendents. 2. CSDE
b) Develop appropriate data collection techniques to carry out the objective. • Review existing data collection tools for possible modification. • Develop additional tools as needed. • Propose legislation to mandate Hartford Region school district participation in data collection.	1a. By 6/26/09, data collection techniques identified and tools are developed and/or revised. 2a. CSDE 1b. By 8/1/09, proposed legislation is drafted. 2b. CSDE

Strategy	1. Measurements of Success 2. Responsible Agency
c) Analyze data regarding student achievement, retention rates, family/student satisfaction and other indicators to inform decision-making related to the expansion of the Open Choice program.	1a. By 11/28/08, existing available data are identified and analyzed to inform program expansion for the 2009-10 school year. 2a. CSDE, CREC 1b. By 12/09 and annually, data are analyzed to inform program expansion for the upcoming school year. 2b. CSDE

Objective #3: Measure the desegregation status of interdistrict magnet schools at least annually to ensure that students enrolled in such schools receive educational services in a high quality reduced-isolation setting.

Strategy	1. Measurements of Success 2. Responsible Agency
a) Review prior years' enrollment and retention patterns to gain knowledge of successful past practices.	1. By 12/08 and annually, enrollment and retention data are collected and reported to inform marketing efforts. 2. HPS, CREC, CSDE
b) Monitor current year's application process to ensure that Sheff desegregation standards are met in interdistrict magnet schools.	1. By 3/09 and annually, enrollment data are reviewed to inform action steps, to be outlined in an enrollment management plan, if necessary. 2. HPS, CREC, CSDE
c) Analyze data to inform decision-making related to the addition of new interdistrict magnet programs to meet Sheff goals.	1. Data collection, analysis, and reporting strategies are finalized by 3/6/09. 2. CSDE

V. Measuring Progress – The Demand Model

Goal: Develop and implement a process for determining demand for each of the voluntary interdistrict programs.

Sheff II Stipulation References: IIIB2a, IIIB2q

Already underway and to be completed by June 30, 2009, the State in cooperation with RSCO is developing a procedure to be utilized, beginning in school year 2010-11, to determine the demand for each of the voluntary interdistrict programs defined in Section 2 of the Stipulated Agreement. The procedure will include:

1. Calculating the number of Hartford minority applicants to voluntary integrated interdistrict programs that meets the desegregation standard at the time of application.

2. Developing a **comprehensive annual waitlist system that will be universally applied** for recording Hartford-resident minority student applicants who voluntarily apply to interdistrict programs that meet the desegregation standard but are not offered placement in any such program during the application year.

3. Designing and implementing a procedure that identifies families that intend to remain on the waitlist after receiving notice that the applicant has not been placed for the coming school year in a reduced-isolation voluntary interdistrict program.

4. Developing of a process for calculating met demand based upon the above collected data.

Based on an analysis of the demand data received during the 2010-11 school year the State will develop a process for evaluating capacity as compared to demand, and devise a system for responding to the results yielded by the 2010-11 data collection.

As a basis for informing the establishment of the demand procedure the State is taking the following measures during the 2008-09 school year.

1. An online and paper version of a common application, which incorporates all voluntary interdistrict programs, for use for the 2009-10 school-year has been developed in conjunction with the Regional School Choice Office. The application and brochure are in English and Spanish along with five other languages. Hartford and suburban parents are currently applying to the interdistrict programs using this form.

2. The State has contracted with its RSCO partners to develop a unified lottery system across all of the magnet programs with timelines that consider and align with the Open Choice, CT Technical High Schools, and Regional Agricultural Science and Technology programs lottery and placement processes. Discussions are underway to have a system in place for March 2009 to operate the lottery for the 2009-10 school-year. The State is committed to ensuring a process that attracts and includes a pool reflective of Hartford's entire minority student population, including but not limited to special education, bilingual and ELL students. This means all preferences included in the current system will be reconsidered to determine if they might discourage parents from applying.

3. Develop a means of identifying those families that intend to remain on the waitlist after receiving notice that the applicant has not been placed so as to familiarize them with the waitlist process that will be used in year 4 of the stipulated agreement.

Conclusion

The CMP describes a cooperative process that will guide the State, along with its partners, as we "increase the number of Hartford-resident minority students in reduced-isolation educational settings and …move toward meeting demand of Hartford-resident minority students seeking placement in such settings." To accomplish this goal, the State has outlined five types of reduced-isolation educational settings in which Hartford-resident minority students may participate:

1. Magnet Schools: increase the number of magnet schools and ensure the desegregation status of new and existing magnet schools
2. Open Choice: expand opportunities in Sheff Region suburban school districts
3. Charter Schools: establish one or more charter schools in the Sheff Region
4. Connecticut Technical High School System: expand opportunities in suburban CTHS programs and ensure desegregation status of CTHS program in Hartford
5. Agricultural Science and Technology Programs: expand opportunities in Sheff Region suburban programs

In addition, programs, services and support systems will be implemented to ensure the successful participation of Hartford-resident minority students in such programs:

1. Building Demand and Capacity: programs will be marketed to increase interest in choice programs in both Hartford and suburban families through public awareness and attention to quality of programming
2. Academic and Social Supports: needs of students and families will be addressed in order to promote student achievement and satisfaction of students, families, and school staff
3. Transportation: barriers to participation will be reduced through the development and implementation of a cost-effective and convenient transportation plan
4. Legislation, Policy and Funding: legislative proposals will be developed to request policy and/or funding to support promising and successful strategies
5. Data Collection and Evaluation: action will be informed by results through purposeful collection, analysis and dissemination of data

The CMP is a living document, to be enhanced and adjusted based on what the Department learns through implementation. Revisions will be informed by data and feedback from school districts, educational program providers, community members and, most importantly, participants. Developed in collaboration with stakeholders, this plan attends not only to the quantifiable targets described in the Phase II Stipulation and Order, but to our shared goal for participating students to experience success in the educational settings that they and their families choose.

HHD-X07-CV89-4026240-S

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Plaintiffs	:	COMPLEX LITIGATION
	:	DOCKET AT HARTFORD – X07
v.	:	
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Defendants	:	APRIL 4, 2008

STIPULATION AND PROPOSED ORDER

WHEREAS, the above entitled action was initially filed by the Plaintiffs in 1989 against the named Defendants and various state officials; and

WHEREAS, the Connecticut Supreme Court on July 9, 1996, held that public school students in the City of Hartford attended schools that were racially, ethnically, and economically isolated in violation of the Connecticut Constitution, and urged the State to take prompt steps to seek to remedy the violation; and

WHEREAS, the Plaintiffs and Defendants entered into a Stipulation and Order dated January 22, 2003 (the Phase I Stipulation), which was approved by the General Assembly and became an Order of this Court as of March 12, 2003, and which set forth a program for voluntary interdistrict programs to lessen racial, ethnic, and economic isolation, and which expired by its terms on June 30, 2007; and

WHEREAS, the goals set forth by that Phase I Stipulation were not met as of the date of its expiration on June 30, 2007; and

WHEREAS, the City of Hartford intervened in this action on January 4, 2007; and

WHEREAS, the parties have a mutual interest in reducing the racial, ethnic, and economic isolation of students in the Hartford Public Schools; and

WHEREAS, this agreement represents a timetable for reasonable progress in reducing racial, ethnic, and economic isolation in the Hartford Public Schools until June 30, 2013; and

WHEREAS, the parties are cognizant that efforts will need to continue beyond 2013 to further reduce racial, ethnic, and economic isolation in the Hartford Public Schools; and

WHEREAS, the parties do hereby knowingly and voluntarily enter into this Stipulation and agree to be bound thereby;

NOW THEREFORE, the parties hereby stipulate and agree as follows:

I. Definitions

A. Voluntary Interdistrict Programs are the instruments employed under this Stipulation to reduce racial, ethnic, and economic isolation: namely, Interdistrict Magnet Schools (Host and Regional), State Technical Schools, Charter Schools, the Regional Vocational Agriculture Centers and Open Choice.

B. Interdistrict Magnet School refers to Hartford Host Magnet Schools, Suburban Host Magnet Schools, Regional Magnet Schools, and Incubator Magnet Schools.

1. Hartford Host Magnet Schools are those Interdistrict Magnet Schools that are governed and operated by the Hartford Public School System.

2. Suburban Host Magnet Schools are those Interdistrict Magnet Schools that are governed and operated by a school district within the Sheff Region other than Hartford, alone or with a third party.

3. Regional Magnet Schools are those host and regional Interdistrict Magnet Schools that may be operated by a third party or a consortium of school districts.

4. Incubator Magnet Schools are interdistrict programs established in temporary, transitional, start-up space to begin the operation of a new interdistrict magnet school prior to the completion of construction or renovation of the permanent facility.

5. Existing Magnet Schools are those Interdistrict Magnet Schools that are in operation during the 2008-09 school year.

C. Charter School refers to local charter schools or state charter schools, as authorized by Conn. Gen. Stat. § 10-66aa, that are specifically intended to reduce racial, ethnic, and economic isolation pursuant to Conn. Gen. Stat. § 10-66bb(c).

D. State Technical School refers to certain regional vocational-technical schools that are established and maintained by the State in accordance with Conn. Gen. Stat. § 10-95, and such programs in such schools as designated by the State Department of Education.

E. Regional Vocational Agriculture Center refers to certain regional vocational agriculture schools that are established and maintained by local or regional boards of education in accordance with Conn. Gen. Stat. § 10-64.

F. Open Choice is a voluntary interdistrict transfer program that allows students to transfer between Hartford and the suburban school districts when such transfers contribute to the reduction of racial and ethnic isolation.

G. Interdistrict Cooperative Programs are those multi-district cooperative part-time programs established in accordance with Conn. Gen. Stat. § 10-74d that provide a diverse educational experience for Connecticut students and whose purpose is the reduction of racial, ethnic, and economic isolation.

H. Minority Students: For the purposes of this Stipulation, minority students shall mean those students who are Black and/or Hispanic, Asian, Native American, and Pacific Islander.

I. Sheff Region: As defined in the original complaint, the Sheff Region includes the school districts of Avon, Bloomfield, Canton, East Granby, East Hartford, East Windsor, Ellington, Farmington, Glastonbury, Granby, Hartford, Manchester, Newington, Rocky Hill, Simsbury, South Windsor, Suffield, Vernon, West Hartford, Wethersfield, Windsor, and Windsor Locks.

J. The Desegregation Standard shall be the lesser of the Sheff Region's aggregate minority percentage enrollment plus thirty percentage points or seventy-five percent (75%). The Desegregation Standard shall be calculated for each year of the Stipulation based on that year's aggregate minority percentage enrollment figures but in no event shall it exceed seventy-five percent (75%).

K. Reduced-Isolation Setting refers to an educational setting with reduced racial, ethnic, and economic isolation.

1. An Interdistrict Magnet School, State Technical School, Regional Vocational Agriculture Center, or Charter School shall be deemed to provide a reduced-isolation setting if its enrollment is such that the percentage of minority students in the school does not exceed the Desegregation Standard.

2. A school that enrolls Hartford-resident minority students through the Open Choice program shall be deemed to provide a reduced-isolation setting.

II. Goals and Performance

A. Term: The Phase II term shall be from the date of its execution to June 30, 2013. The school years covered will be 2008-09 (Year 1), 2009-10 (Year 2), 2010-11 (Year 3), and 2011-12 (Year 4), and 2012-13 (Year 5). Pursuant to Part II.C.4 of this Stipulation, the Phase II term may extend to include school year 2013-14 (Year 6).

B. Goals

1. The goal of this Stipulation is to increase the number of Hartford-resident minority students in a reduced-isolation educational setting, and to move toward meeting demand of Hartford-resident minority students seeking placement in such settings.

2. The goal of this Stipulation is attained if, by Year 5 of this Stipulation, at least 80% of the demand for a reduced-isolation setting is met.

   a. The goal of meeting 80% of the demand for a reduced-isolation setting shall be subject to the extension provision of Part II.C.4 herein and possible adjustment by mutual agreement of the parties as set forth in Part IV.B.4.

3. This goal is to be attained through implementation of the Voluntary Interdistrict Programs defined in Part I.A above.

4. The State shall provide sufficient resources to plan, develop, open, and operate the schools and programs necessary to achieve each of the interim performance benchmarks identified in Part II.C.5 below, and to implement the programs identified in Part III below.

C. Goal Measurement

1. In April of Year 3, the State shall examine the demand for seats in reduced-isolation settings by Hartford-resident minority students based on the number of Hartford-resident minority applicants for a Voluntary Interdistrict Program for the next school year. Demand, for purposes of this Stipulation, shall include only the number of those Hartford-resident minority students who apply, via an approved application form, to either (a) Open Choice, or (b) at least three placement choices in a Voluntary Interdistrict Program that meets the Desegregation Standard at the time of application.

2. In November of Year 4, the State shall evaluate the number of Hartford-resident minority students on a waitlist for a Voluntary Interdistrict Program to determine the degree to which existing programs and planned new programs meet demand for seats in reduced-isolation settings by Hartford-resident minority students. The waitlist shall reflect the aggregate number of Hartford-resident minority students who submit applications for placement in Voluntary Interdistrict Programs that meet the Desegregation Standard at the time of application but are not offered a seat in any such program for that school year.

   a. Hartford minority students shall have readily available opportunities to submit an approved application for placement in Voluntary Interdistrict Programs.

   b. If less than 65% of the demand for seats in reduced-isolation settings by Hartford-resident minority students is met then the State, in consultation with the Regional School Choice Office, shall amend the Comprehensive Management Plan, as described in Part III.B, to plan additional capacity for seats in reduced-isolation settings. "Met demand" shall be defined as one hundred minus the percentage of Hartford-resident minority students on the waitlist for a Voluntary Interdistrict Program as calculated by dividing the number of Hartford-resident minority students on the waitlist as of November 15th, by the total number of Hartford-resident minority applicants for a Voluntary Interdistrict Program for that school year who apply to either Open Choice or at least three Voluntary Interdistrict Programs that meet the Desegregation Standard.

   c. For purposes of this Stipulation, the waitlist referenced in this Part II.C shall be a comprehensive school choice waitlist which shall include only those Hartford-resident minority students who have applied for placement in either Open Choice or at least three Voluntary Interdistrict Programs that meet the Desegregation Standard but (1) are not offered a seat in any such program for that school year, and (2) meet all of the program admission requirements, and (3) have indicated their intent as part of the application process, through a means to be defined in the Comprehensive Management Plan, to be placed on a waitlist if not accepted.

3. In November of the final school year of Phase II, the State shall convene a meeting with the Plaintiffs for the purpose of demonstrating its attainment of the goal of Phase II as set forth herein. At that time, the State will seek

to show that by Year 5, at least 80% of the demand for seats in reduced-isolation settings by Hartford-resident minority students is met, subject to any adjustments pursuant to Part IV.B.4. Meeting demand for seats in reduced-isolation settings by Year 5 as defined herein shall be demonstrated by a showing that less than 20% of Hartford-resident minority students who have applied for Open Choice or at least three Voluntary Interdistrict Programs that meet the Desegregation Standard are on the comprehensive school choice waitlist to participate in such programs as defined in Part II.C.2.c.

4. If in November of the final year of Phase II, the State is unable to demonstrate its attainment, through reasonable efforts, of the goal of meeting 80% of demand, the parties shall convene to revisit the Comprehensive Management Plan and to determine what steps are necessary to meet the demand standard by the following year. Any agreement that is reached through this process shall be incorporated into a one-year extension of the term of this Stipulation. Notwithstanding Part IV.C.1.c, failure to meet the 80% demand standard, subject to any adjustment pursuant to Part IV.B.4, shall not constitute a material breach if a minimum of 41% of Hartford-resident minority students are in a reduced-isolation setting by Year 5.

5. Interim Performance Benchmarks

   a. The State shall be required to attain the following annual benchmarks for the first two years of the Phase II term:

      (1) In Year 1 (2008-09), 19% of Hartford-resident minority students shall be in a reduced-isolation educational setting.

      (2) In Year 2 (2009-10), 27% of Hartford-resident minority students shall be in a reduced-isolation educational setting.

   b. Performance of each interim performance benchmark as well as the 41% minimum established in Part II.C.4 shall be calculated by dividing the number of Hartford-resident minority students in reduced-isolation settings by the total number of Hartford-resident minority students. Performance for each year shall be calculated using the October enrollment data for that year, which will be made available by the Defendants to the Plaintiffs and Hartford by November 15 of each year.

   c. Hartford-resident minority students who are enrolled in a

Voluntary Interdistrict Program that does not provide a reduced-isolation setting will be included in any interim performance benchmark calculation or goal calculation during the term of this Stipulation only if (1) the school is operating pursuant to an approved Enrollment Management Plan pursuant to Part IV.A below, and (2) the minority enrollment in such school does not exceed the Desegregation Standard by more than 5%. In no case shall any Voluntary Interdistrict Program be included within this exception for more than two of the five years of this Stipulation.

d. Hartford-resident minority students who are enrolled in an Incubator Magnet School that is in its first year of operation will be included in the Year 1 interim performance benchmark only if the minority enrollment in such school does not exceed the Desegregation Standard by more than 10%. In no case shall any Incubator Magnet School be included within this exception after Year 1 of the term of this Stipulation.

e. Any interim performance benchmark as well as the 41% minimum established in Part II.C.4 will be increased by up to three percentage points for Interdistrict Cooperative Programs, as follows: A credit of one percentage point shall be added for every 500 Hartford-resident minority students who participate in meaningful and substantial Interdistrict Cooperative Programs, up to a total of three percentage points. Such programs, to be considered meaningful and substantial, shall entail no less than 45 hours in duration, of which at least 30 hours must be face-to-face contact time. Time spent transporting students shall not be counted in the duration. A student who participates in a program of at least 90 hours in duration, of which at least 60 hours is face-to-face contact time, shall be counted as 1.5 students for the purpose of this calculation.

D. The parties acknowledge that full attainment of the goals of Phase II does not obviate the need to increase further the number of Hartford-resident minority students in reduced-isolation settings. By at least September 15, 2012, the parties to this Stipulation will meet to review the progress made under the Stipulation and to commence negotiations for a Phase III settlement, the purpose of which shall be to meet the demand for integrated education of Hartford-resident minority students.

III. Implementation

A. Phase II implementation shall be accomplished by implementation of a Comprehensive Management Plan and Regional School Choice Office, as described herein, for the purpose of providing quality design and implementation of this Stipulation in the interest of attaining the Phase II goals.

B. Comprehensive Management Plan

1. By September 30, 2008, the State, with input from the Regional School Choice Office, shall develop the major components of a Comprehensive Management Plan ("CMP") embracing the Voluntary Interdistrict Programs identified in Part I.A of this Stipulation, and designed to meet the Phase II goals within the term of this Stipulation. As detailed in Part III.B.2 below, the CMP must set out a connected series of goals, implementation methods, and measurements of success; centralize authority and accountability; ensure coordination of key facets of desegregation, including transportation, recruitment, and student support; provide strategic targets for evaluating progress; and evaluate and address educational funding needs throughout the Region. The requirements described below are minimum requirements that may be supplemented by the State provided that such supplemental content does not interfere with the tasks described herein.

2. By November 30, 2008, the State, with input from the Regional School Choice Office, shall develop a final CMP by a process that includes involvement of key stakeholder groups in Greater Hartford.

   a. The CMP shall contain a process for determining demand for each of the Voluntary Interdistrict Programs by June 30, 2009.

   b. The CMP shall contain annual strategic targets of progress.

   c. The CMP shall include provision for the pairing of all Hartford regular schools, i.e. non-magnet schools, with Regional Magnet Schools or with Hartford Host Magnet Schools, for the purpose of engaging all Hartford Public Schools in the Sheff remedy.

   d. The CMP shall include provision for the Regional Magnet Schools or other high performing magnet schools as determined by the State to serve as training centers for teachers and administrators throughout the Sheff Region, for the purpose of making these

schools assets to all districts in the Sheff Region in the training of educational staff in methods of quality integrated education.

e. The CMP shall include provision for measuring the actual capacity available in suburban school districts receiving students through Open Choice.

f. The CMP shall contain provision for appropriate and adequate academic and social support services for students participating in interdistrict schools, thereby supporting out-of-district students' acclimation, participation, retention, and school performance.

g. The CMP shall contain provision for expansion of all-day Kindergarten and summer programs for Open Choice students as a means of strengthening their performance and increasing their interest and retention in the program.

h. The CMP shall contain provision for expanded pre-school programs that are racially integrated and include Hartford-resident minority children as a means of boosting their school performance and assisting their parents to make informed choices on integrated K-12 schooling for their children.

i. The CMP shall contain provision for review and improvement of transportation services for interdistrict students attending Voluntary Interdistrict Programs, with a view toward improving service and shortening bus travel time in the interest of properly supporting the Sheff remedy.

j. In the review of transportation services as it applies to the Open Choice program, consideration shall be given to linking geographic areas of the Hartford Public School District with specific suburban districts as a means of increasing transportation efficiency.

k. The CMP shall contain provision for a process for the identification of sites for future interdistrict magnet schools. To the extent the CMP plans new schools hosted in suburban districts, it should describe the projected number of schools, the number of students who will be served by those schools, a process for designing those schools, and a system for calculating costs and providing necessary state expenditures.

l. To the extent the State intends to utilize new programs for desegregating schools in the region, such as charter schools, technical schools, and vocational schools, the CMP shall incorporate those plans into the State's infrastructure for administering existing Voluntary Interdistrict Programs and calculate the number of students expected to benefit from these programs.

m. The CMP shall contain a process for making recommendations on the financing models and funding levels of Interdistrict Magnet Schools and Open Choice, to include operating funds, capital funds, pre-opening development funds for magnets, transportation funds, payments by local school districts to interdistrict magnets, and the allocation of State per pupil assistance to sending and receiving districts, for the purpose of providing appropriate support for the Sheff remedy.

n. The CMP shall develop a process for making routine contacts with stakeholders throughout the Region and for linking the information gained through such outreach to substantive objectives.

o. The CMP shall ensure that there are clearly defined opportunities for students to enjoy a continuous K-12 education in reduced isolation settings.

p. The CMP shall contain a process for making recommendations for State executive or legislative action as appropriate, including recommended changes in Connecticut law necessary for effective implementation of the Sheff remedy. The CMP shall also contain provisions allowing for Plaintiffs and Hartford to review and comment on all proposed changes to Connecticut law and administrative regulation designed to implement the Sheff remedy.

q. The CMP shall provide for a common application process for Hartford-resident minority students submitting applications for placement in any of the Voluntary Interdistrict Programs. It shall also establish a method for determining the number of students deemed to be on a waitlist to participate in such programs.

r. The CMP shall contain provision for the Commissioner of Education to use his best efforts to encourage suburban school districts to participate and expand their participation in the Open Choice program.

s. The CMP shall contain provision for the Commissioner of Education to conduct an independent review of space availability of the suburban district(s) to implement the Open Choice program if the Commissioner believes a district has greater capacity than reported.

t. The CMP shall contain provision for the Commissioner to periodically evaluate the progress of participation in the Open Choice program and to take steps to increase participation. Such steps may include contact with school superintendents of suburban schools and locals boards of education, improving communications with parents of public school children in Hartford and the suburbs, developing programs for educating parents about the Open Choice program and, as appropriate, proposing legislative changes to support the Sheff remedy.

u. The CMP shall provide for the establishment of an information service center, to be housed within the Regional School Choice Office, for families seeking information and advice on options for integrated education. The information service center shall maximize the distribution of such information to families in the Sheff region; market seats and recruit students with the purpose of increasing interest in integrated education; provide for a single location at which to apply for all Voluntary Interdistrict Programs; provide services in appropriate languages to reach potential applicants and their families; and disseminate information through advertising, public service announcements, publication of brochures and pamphlets, and targeted recruiting of potential applicants at schools and locations where application levels have been inordinately low.

C. Connecticut State Department of Education Sheff Office:

1. The State shall establish a Sheff Office within the State Department of Education to create, develop, and oversee implementation of the Comprehensive Management Plan. The Sheff Office shall operate under the direct supervision of the Office of the Deputy Commissioner of Education.

2. In addition to its central responsibility with respect to creating and overseeing the CMP, the Sheff Office, working with Hartford, CREC, suburban school districts, and other stakeholders, shall serve as the central

authority in the planning, development, implementation, support, evaluation, monitoring, and reporting on the progress of all programs, functions, and strategies in the Greater Hartford Region designed to reduce the racial, ethnic, and economic isolation of Hartford-resident minority students ("Sheff programming"). Those programs, functions, and strategies in the Greater Hartford Region will include:

a. Connecticut Technical High Schools: expand seats for Hartford-resident minority students.
b. Expand Early Childhood Education Programs.
c. Expand Open Choice seats (using Early Beginnings).
d. Expand Academic and Student Support for Hartford-resident minority students in host and regional magnets, and Open Choice programs.
e. Enhance Interdistrict Cooperative Grant opportunities in the Sheff Region.
f. Enrollment Management Plans (EMPs): require, review and approve (or disapprove) EMPs for non-compliant Interdistrict Magnet Schools in the Sheff region.
g. Interdistrict Magnet Schools: Evaluate the ability of existing schools to become Sheff compliant, and facilitate the planning, development, and opening of new interdistrict host and regional magnet schools.
h. Legislation and Policy Initiatives: recommend technical amendments and legislative/policy changes to implement Sheff efforts.
i. Survey Instrument: create a survey instrument to inform the CMP, and gather information from Hartford and suburban parents to gauge their willingness to participate in regional school choice options.
j. Regional School Choice Office: facilitate the planning, development and opening of said office. Oversee the administration and budget for the office.
k. Regional Vocational Agriculture Centers: expand seats for Hartford-resident minority students.
l. State Charter Schools: facilitate the planning, development and opening of such schools.
m. Transportation: facilitate the establishment of a transportation system that encourages and supports the participation of Hartford and suburban students in Sheff programming throughout the Greater Hartford Region.

D. Regional School Choice Office

1. The State shall create and fund a Regional School Choice Office to support the collaborative effort between the State and the group of stakeholders, including but not limited to CREC, that will support Sheff initiatives and programming to reduce the racial, ethnic, and economic isolation of Hartford-resident minority students. The Regional School Choice Office shall be headed by an Executive Director to be designated by that office in collaboration with the Sheff Office. The State may withhold disbursements to the Regional School Choice Office if the requirements of this paragraph are not met by May 30, 2008.

2. The Regional School Choice Office shall have responsibility for:

   a. Collaboration and planning that facilitates the development and implementation of exemplary school models, to enable Hartford Host Magnet Schools to improve educational performance and achieve the Desegregation Standard, and to serve as training centers for teachers and administrators in the Greater Hartford Region and beyond;
   b. Comprehensive marketing and recruitment of students for all Sheff programming, including the coordination of such efforts with the Connecticut Technical High Schools, Regional Vocational Agriculture Centers, and any newly created interdistrict magnet programs and state charter schools in the Greater Hartford Region;
   c. Development of a comprehensive strategy for outreach to Hartford and suburban parents to inform the development of, and participation in Sheff programming opportunities in the Greater Hartford Region;
   d. Transportation of Hartford and suburban students who participate in Sheff programs;
   e. Development and implementation of a common application process for all Interdistrict Magnet Schools in the Greater Hartford Region, and a single location to obtain applications for all other Sheff programming;
   f. Development and maintenance of statistics and data, including information regarding demand (e.g., number of applicants, demographics for applicants, program choices), enrollment, retention, and Hartford and suburban wait list data for reporting purposes; and
   g. Development and implementation of a lottery process for Sheff compliant programming in the Greater Hartford Region.

h. Starting May 30, 2008, the duties of the Joint Hartford/CREC Office, established by an agreement dated January 22, 2008, between Hartford, CREC, and the State Department of Education, will be subsumed by the Regional School Choice Office.

3. The Regional School Choice Office shall include one representative of the Plaintiffs funded by the State at an amount equal to 75% of the representative's annual salary, up to a maximum of $50,000 per year. This representative shall be involved in the planning and implementation process from the date that the office is established, and shall perform other duties as specified in the CMP, but shall not have any decision-making authority or veto power over decisions made by the Regional School Choice Office.

IV. Accountability

A. Enrollment Management Plans

1. By October 1, 2008, any Existing Magnet School that continues to exist as a magnet school on that date and that does not meet the Desegregation Standard must be operating pursuant to an Enrollment Management Plan, as approved by the State Department of Education. Notwithstanding the waiver provisions of Conn. Gen. Stat. § 10-264*l*(b), the State may continue to award operating grants to Existing Magnet Schools operated by Hartford Public Schools upon proper application for such payments in accordance with Conn. Gen. Stat. §10-264*l* through and including the 2009-2010 school year (the "Extension Period") for good cause and provided it is operating under a State approved Enrollment Management Plan that demonstrates compliance with the Desegregation Standard by the end of the Extension Period, or some lesser time period. The Extension Period may be extended for an additional two years for those Existing Magnet Schools operated by Hartford Public Schools that are under construction or renovation upon a request for such extension and approval of an appropriate Enrollment Management Plan by the State. The Enrollment Management Plans submitted pursuant to this Part IV.A shall be updated on an annual basis and subject to review and approval by the State during the term of the Extension Period.

2. A new Interdistrict Magnet School, Charter School, Regional Vocational Agriculture Center, or State Technical School opened during Phase II that does not meet the Desegregation Standard by the beginning of its second year of operation must be operating pursuant to an Enrollment Management Plan, as approved by the State Department of Education.

3. The State is responsible for overseeing the development, implementation, and effectiveness of each Enrollment Management Plan. The Enrollment Management Plan shall be directed toward compliance with the Desegregation Standard within the period specified in such Plan as approved by the State.

B. Reporting, Consulting, and Adjusting

1. The Plaintiffs shall have 30 days following receipt of the September 30, 2008 draft of the CMP to submit written objections to the State, which the parties shall meet to discuss within one week thereafter. Any unresolved objections shall be submitted to the State in writing within two weeks of that meeting. The State shall respond to this second submission by November 30, 2008. The parties may by agreement extend the deadline for completion of the CMP to accommodate responses to Plaintiffs' objections.

   a. Plaintiffs may seek judicial review of any objections that remain unresolved in the final version of the CMP developed by November 30, 2008.

   b. In the event that Plaintiffs seek judicial review pursuant to the preceding paragraph, failure to timely complete the CMP shall not constitute a material breach of this Stipulation to the extent that the delay is caused by judicial proceedings.

2. The parties agree to meet no less than four times per school year, to assess progress in the implementation of the terms of this Stipulation and the CMP.

   a. Two weeks prior to each quarterly meeting, the State will provide the parties with a written report on the progress toward implementing the terms of the Stipulation and the CMP. The written report shall include, but not be limited to, budgeting projections and updates, and a description of any obstacles the State has identified to achievement of the Phase II goals as well as steps taken to address those obstacles.

3. There shall be an annual status conference with the Court throughout the Phase II term scheduled jointly by the parties.

4. By October 1 of Year 4 of the term of this Stipulation, the parties shall meet, if necessary, to negotiate adjustments to the percent of demand that is required to be met as established in Parts II.B.2 and II.C.3.

5. The State shall grant one expert retained by the Plaintiffs reasonable access, through requests to the Department of Education Division of Legal Affairs, to any State Department of Education staff member and to non-privileged documents, and agree to make available information about students whose assignments are as a result of this Stipulation, provided such information does not violate any privacy right of any such student. The Plaintiffs will monitor implementation of this Stipulation and the CMP for the purpose of contributing to the effectiveness of the State's efforts. The State shall reimburse the Plaintiffs annually for the costs of monitoring CMP implementation and compliance with this Stipulation, up to a maximum of $7,500 per year.

6. In the interest of effective monitoring, the State shall timely provide such information and data that may be requested by the Plaintiffs or Hartford, and relevant State employees shall be made available to Plaintiffs or Hartford for discussions and interviews. Plaintiffs or Hartford may request data and information, in forms and formats suitable for monitoring purposes, through the Department of Education Division of Legal Affairs.

7. Plaintiffs will provide the State and Hartford copies of Plaintiffs' monitoring findings and recommendations, and will make Plaintiffs' counsel or other representatives available to the State and Hartford to discuss such reports on request. Plaintiffs' monitoring recommendations shall be given due consideration by the State for implementation.

C. Material Breach and Enforcement

1. The following failures shall be considered matters of material breach by the State:

   a. Failure by December 31, 2008 to develop the CMP.

   b. Significant failure to meet each interim performance benchmark identified in Part II.C.5 of this Stipulation. A "significant failure" shall be deemed to have occurred for a given year if performance for that year, as calculated pursuant to Part II.C.5 of this Stipulation, falls short by more than one percentage point of the annual benchmark for that year, as identified in Part II.C.5 of this Stipulation.

c. Significant failure to meet the performance goals defined in Part II.B.2 and the requirements of Part III.B.2 of this Stipulation. A "significant failure" with respect to Part II.B.2 shall be deemed to have occurred if performance of the final goal, as calculated pursuant to Part II.C of this Stipulation, falls short by more than one percentage point of the goal for Year 5, as identified in Part II.C.3 of this Stipulation. This provision with respect to Part II.B.2 is subject to the provision of Part II.C.4. This provision with respect to Part III.B.2 is subject to the advance-notice provisions of Part IV.B.1 before Plaintiffs may seek judicial review.

d. Failure to meet the requirements of Part IV.A of this Stipulation.

e. Failure by May 30, 2008 to establish the Regional School Choice Office to meet the requirements of Part III.D of this Stipulation.

2. Each material breach listed in Part IV.C.1 of this Stipulation shall be enforceable by the Plaintiffs in court. The Plaintiffs may initiate court action on the date the material breach occurs or becomes known.

a. For a material breach as identified in Part IV.C.1.b or c, an enforcement action may proceed with no cure period on the date that October enrollment data for a given school year becomes available, which in no event shall be later than November 15 of that school year.

b. For a material breach as identified in Part IV.C.1.a, d, and e, the Defendants may without penalty seek to cure any alleged breach for a period of three months. During this three-month period, the Court shall not hold an evidentiary hearing nor enter a remedial order regarding the particular breach alleged, nor shall the Plaintiffs take depositions, demand documentation or seek other discovery beyond census information for schools and programs covered by this Stipulation, materials descriptive of such schools and programs, and any individual Enrollment Management Plans that have been implemented pursuant to Part IV.A of this Stipulation.

3. Nothing in this Stipulation shall prevent the Plaintiffs from seeking further enforcement of the Supreme Court's 1996 *Sheff v. O'Neill* decision following the expiration of this Stipulation.

V. Adoption of Phase II Stipulation and Proposed Order

A. The procedure for adoption of the Phase II Stipulation and Proposed Order shall be as follows: After the document is signed by counsel for Plaintiffs, the Attorney General shall promptly submit it to the General Assembly pursuant to Conn. Gen. Stat. § 3-125(a). Unless this Stipulation and Proposed Order is approved (or not disapproved) by the General Assembly in its entirety, without modification or addition, it shall be null and void. If this Stipulation and Proposed Order is approved or deemed approved by the General Assembly, the parties shall submit the Stipulation and Proposed Order to the Court for approval at the earliest possible time.

PLAINTIFFS

(b)(6)

By: (b)(6)

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SO ORDERED:

Superior Court Judge

DATE: 6/11/09

Appendix (A)(2)(k) Race to the Top Responsibilities of Key State Department of Education Bureaus	
Division of Assessment, Research and Technology	
Bureau of Data Collection Research and Evaluation	This Bureau oversees compliance with meeting the requirements for timely and accurate data collection and reporting. The Bureau manages robust audit systems which will be expanded to ensure the quality of data submitted to the CSDE.
Bureau of Student Assessment	This Bureau ensures that LEAs implement assessment requirements through test coordinators working in all LEAs. The Bureau provides documents for test administration and creates presentations for district training materials, conducts technical assistance meetings, runs quality controls on test data files, and requires district verification of student demographics, student participation in assessments, completeness of assessments, and verification of preliminary test results.
Division of Teaching, Learning and Instructional Leadership	
Bureau of Teaching and Learning	This Bureau is responsible, in large part, for many of the essential assurance areas required. The Bureau of Teaching and Learning will lead the Partnerships for Pre-service Training and Professional Development; Teacher; Curriculum Innovation, and Technology, and High School, College and Workforce Alignment. The Bureau works in collaboration with the Bureau of Student Assessment to ensure that common core standards are provided to LEAs with training and technical assistance to ensure fidelity of implementation. They provide the Curriculum Development Guide for districts to self-assess priority areas for development and implementation and will pair CSDE consultants with district curriculum coordinators to use the Connecticut Walkthrough Protocol, a powerful tool to inform improvement planning, fidelity of implementation of curriculum and standards and identification of promising practices, particularly in STEM instruction.
Bureau of Accountability and Improvement	This Bureau leads the Connecticut Accountability for Learning Initiative (CALI) and guides LEA participation in CALI. The bureau supports LEAs to institute a three tiered accountability system of district, school and instructional-level data teams which create professional learning communities that focus on improving instructional practices, evaluating the effectiveness of the practices on student achievement, eliminating ineffective practices and showcasing promising practices. The Bureau guides the work for turning around low-performing schools and districts, including implementation of the School Improvement Grant (SIG.)

Bureau of Educator Standards and Certification	This Bureau works with the Partnership for Teacher, Principal Effectiveness and Accountability, and oversees implementation of LEA plans for effective teachers and leaders. The Bureau tracks implementation of the Teacher Education and Mentoring (TEAM) program through web based and on-site monitoring (see Section D-5) and supports LEA evaluation of teachers and administrators by collecting evaluation plans, ensuring that plans require student growth as a factor in the plan, and collecting data for implementation of the plans and reporting data publicly.
Division of Family and Student Services	
Bureau of Choice	This Bureau ensures the implementation of charter schools and other choice programs by monitoring programs, promoting best practices, implementing statutory requirements, and overseeing compliance of the charter school requirements. The Bureau also works with other bureaus and offices to reduce racial isolation in LEAs and schools and its impact on student learning.
Bureau of Special Education	This Bureau works closely with the Bureau of Accountability and Improvement on monitoring and supporting the achievement of students with disabilities and will assure alignment of IDEA funds to reform plan priorities.
Health/Nutrition and Family Services and Adult Education	This Bureau works with the Partnership for Family and Community Engagement and will develop and guide implementation of family and student initiatives, professional development activities and design of an accountability system to monitor implementation of LEA family and community engagement activities, including Student Success Plans, and the student support systems identified in the *Connecticut Plan for Secondary School Reform.*
Office of the Commissioner of Education	
Connecticut Technical High School System (CTHSS)	The Connecticut's Technical High School System, a district of 17 technical high schools, is formally a part of the CSDE. The Superintendent of Schools is a state employee who reports directly to the Commissioner of Education and serves on the ACT. The Superintendent will serve as the leader of the Partnership for High School, College, and Workforce Transitions. She will assist with the implementation of the state's *Secondary School Reform*, and will work with the State's Office of Workforce Competitiveness, to build the training and dual enrollment programs needed to link high school graduates to the career opportunities available after community college or a four-year program at a state university. Together they will enhance the instruction in green technology, nanotechnology, biomedical research, and 21st century skill attainment.

STATE OF CONNECTICUT
EXECUTIVE CHAMBERS

M. JODI RELL
GOVERNOR

FOR IMMEDIATE RELEASE
May 26, 2010

CONTACT: Rich Harris, 860-524-7313
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Governor Rell Signs Sweeping Education Reform Bill

'This is bold, visionary reform – and we are making it happen together'

Governor M. Jodi Rell today signed into law a bill that makes dramatic and fundamental improvements in Connecticut's public education system, legislation that was the product of a concerted effort by the Governor, legislators, the state Board of Education, teachers, business leaders and parents. The new law increases the number of credits required for high school graduation and requires students to pass exams in core subjects such as math, history, biology and English, while empowering parents, school boards and the state to step in when schools are failing.

"This new law raises academic criteria, boosts requirements for graduation and puts a much-needed emphasis on core areas of study such as math, science and technology," Governor Rell said during a signing ceremony at Hockanum School in East Hartford. "It gives new authority to stakeholders – including, for the first time, parents – to take decisive action when schools are letting students down. And it includes new – and rigorous – processes for tracking the performance of students, teachers, schools and districts.

"Today, we put in place standards and requirements that ensure Connecticut's students will be the best-educated and the best-prepared in the world," the Governor said. "Today, we chart a course for our schools, our teachers and most importantly, our students, that leads directly to the top. Technology has made us all neighbors; the global economy has made us all business partners. The world is now too small and the challenges now too great for us to settle for anything less than the very best for our children – *all* of our children, no matter where they go to school.

"I am also proud to say that this bill is the product of a bipartisan effort," Governor Rell said. "By having all of the interested parties – educators, unions, parents, students, legislators and others – together at the table, we end up with a far stronger result than any individual effort could produce. This is bold, visionary reform – and we are making it happen together."

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Senate Bill 438, *An Act Concerning Education Reform in Connecticut*, increases the minimum credits required for high school graduation from 20 to 25 and gives greater emphasis to math, science and world languages, beginning with the Class of 2018 (that is, students who are fifth-graders this school year). It also requires every student to complete a "capstone project" – an independent demonstration project.

In addition, students will be required to pass end-of-year exams in algebra, geometry, biology, American history and 10th-grade English in order to graduate. The law also requires local boards of education to provide support to students – beginning in seventh grade – to help them meet these new standards.

Importantly, the new law also works to increase parental involvement. The law creates "Parent Governance Councils" to give parents and guardians a clear and essential role in decisions affecting school improvement in the state's neediest schools.

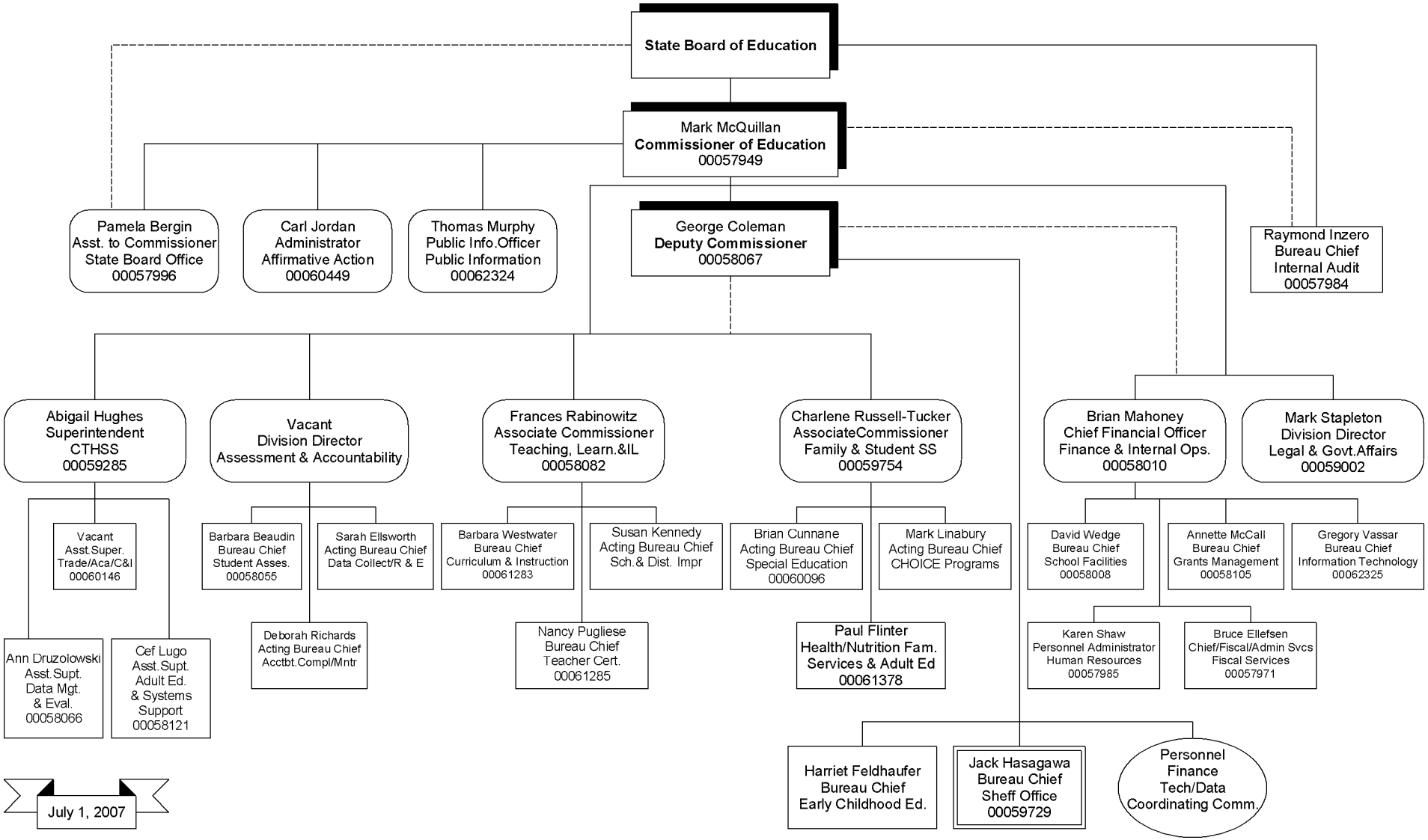
"Students only succeed if their parents are their partners," Governor Rell said. "The education of a child does not begin – or end – with morning and afternoon bells. It is a round-the-clock process."

Under the new law, the state Board of Education will be able to replace local boards of education in low-achieving schools, while priority school districts – districts with the greatest academic need – will be able to convert existing schools to "innovation schools." Innovation schools have special flexibility in curriculum, schedule, budget, staffing and other areas, and must be reviewed each year by the district superintendent.

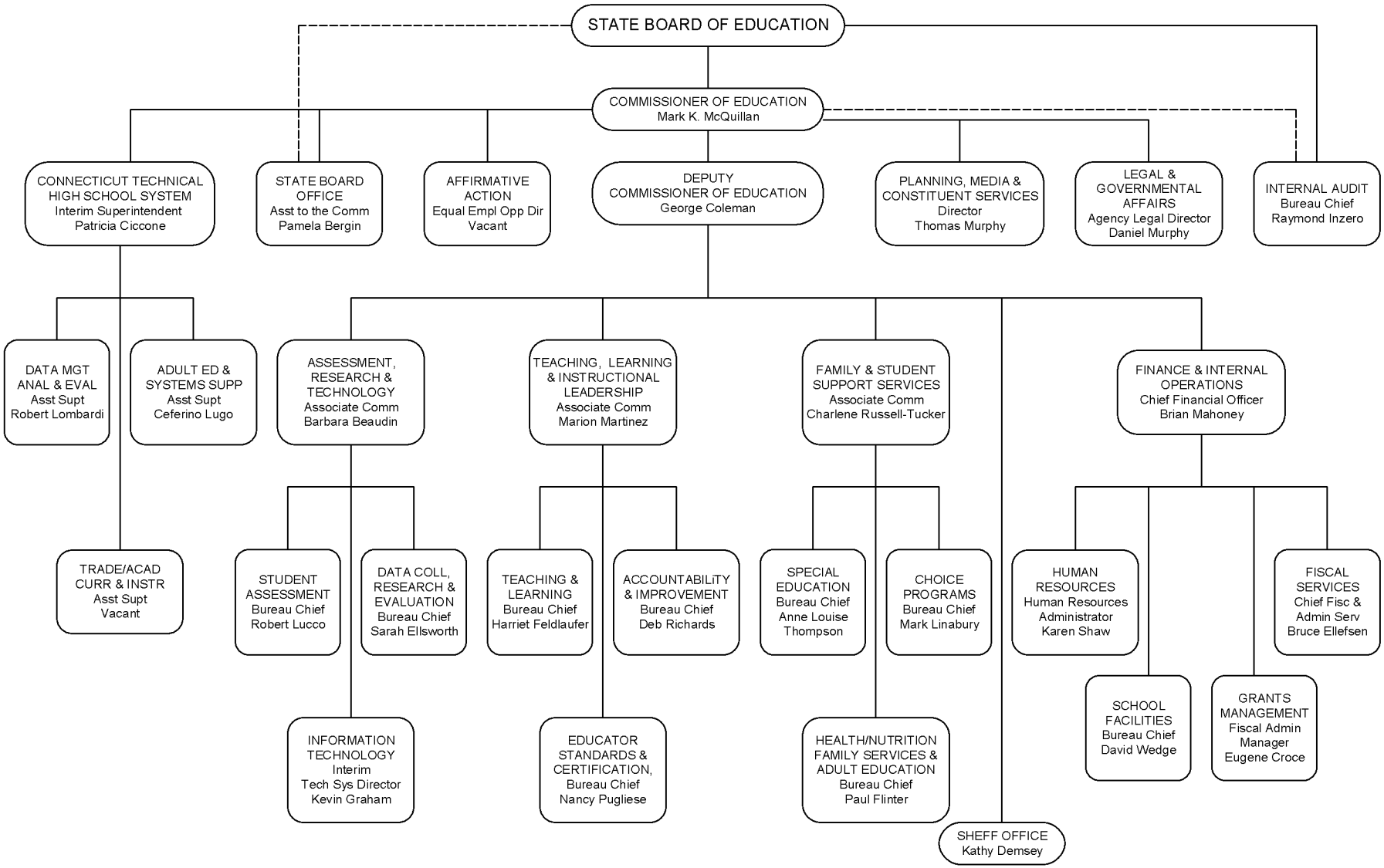
The new law also enhances Connecticut's chances to secure up to $175 million in federal "Race to the Top" grant funding that rewards states for taking bold steps in education reform. Connecticut will file its application for the next round of Race to the Top grants on June 1.

Other provisions of the new law:

- Allow retired teachers to be rehired for up to one year in a shortage area or priority school district for up to 45 percent of the current maximum salary
- Eliminate enrollment caps for high-performing charter schools
- Require the state Board of Education to review and approve an alternate route for certification for school administrators
- Require all schools to hold parent-teacher conferences at least twice a year
- Require high schools to offer advanced placement courses for students to earn college credit
- Allow students to get credit toward graduation for on-line course work
- Allow out-of-school suspensions for students with a history of disciplinary problems
- Require schools with a dropout rate of 8 percent or higher to establish an on-line credit recovery program to help students earn needed credits


State Board of Education
Mark McQuillan
Commissioner of Education
00057949
Pamela Bergin
Asst. to Commissioner
State Board Office
00057996
Carl Jordan
Administrator
Affirmative Action
00060449
Thomas Murphy
Public Info.Officer
Public Information
00062324
George Coleman
Deputy Commissioner
00058067
Raymond Inzero
Bureau Chief
Internal Audit
00057984
Abigail Hughes
Superintendent
CTHSS
00059285
Vacant
Division Director
Assessment & Accountability
Frances Rabinowitz
Associate Commissioner
Teaching, Learn.&IL
00058082
Charlene Russell-Tucker
AssociateCommissioner
Family & Student SS
00059754
Brian Mahoney
Chief Financial Officer
Finance & Internal Ops.
00058010
Mark Stapleton
Division Director
Legal & Govt.Affairs
00059002
Vacant
Asst.Super.
Trade/Aca/C&I
00060146
Ann Druzolowski
Asst.Supt.
Data Mgt.
& Eval.
00058066
Cef Lugo
Asst.Supt.
Adult Ed.
& Systems
Support
00058121
Barbara Beaudin
Bureau Chief
Student Asses.
00058055
Sarah Ellsworth
Acting Bureau Chief
Data Collect/R & E
Deborah Richards
Acting Bureau Chief
Acctbt.Compl/Mntr
Barbara Westwater
Bureau Chief
Curriculum & Instruction
00061283
Susan Kennedy
Acting Bureau Chief
Sch.& Dist. Impr
Nancy Pugliese
Bureau Chief
Teacher Cert.
00061285
Brian Cunnane
Acting Bureau Chief
Special Education
00060096
Mark Linabury
Acting Bureau Chief
CHOICE Programs
Paul Flinter
Health/Nutrition Fam.
Services & Adult Ed
00061378
David Wedge
Bureau Chief
School Facilities
00058008
Annette McCall
Bureau Chief
Grants Management
00058105
Gregory Vassar
Bureau Chief
Information Technology
00062325
Karen Shaw
Personnel Administrator
Human Resources
00057985
Bruce Ellefsen
Chief/Fiscal/Admin Svcs
Fiscal Services
00057971
Harriet Feldhaufer
Bureau Chief
Early Childhood Ed.
Jack Hasagawa
Bureau Chief
Sheff Office
00059729
Personnel
Finance
Tech/Data
Coordinating Comm.
July 1, 2007

ORGANIZATION CHART FOR THE STATE DEPARTMENT OF EDUCATION



November 17, 2009

Race To The Top Phase 2
Budget Summary Narrative

The financial plan for implementing the programmatic activities required to achieve the goals and objectives of our education plan are described below. Program Initiatives are grouped by Assurances 1-4 and displayed at the project budget level, accompanied by narrative and supporting line-item detail. The summation of the grouped Initiatives yields the relative size of each Assurance budget, and the aggregation of all four Assurance budgets generates our total request of **$175 million**. The organization of this presentation follows the sequence of initiatives outlined in our Memorandum of Understanding (MOU), **not** sections A-F that are specific to the application. While there is significant overlap between the MOU and the application itself, it is the MOU that guides the organization in this budget.

The $87.5 million in formula grants to LEAs (50% of the total request) sent without restrictions. As pass-through funds, in the form of grants to LEAs, they are not controlled by CSDE as required by federal statute. Work plans submitted by LEAs, must, however, detail the intended uses of the RTTT grant funds. CSDE will review the work plans and act accordingly relative to their compliance with ARRA requirements, federal grant guidance and the activities outlined in the MOU, as well as the State plan. Because the formula grants, moreover, are based on Title I funding rates, not all of Connecticut's LEAs are eligible to receive funding. Many small suburban and rural LEAs in Connecticut do not receive any Title I funding whatsoever—a large reason why so many of them did not agree to participate in the January 2010 Phase 1 application.

To ensure that all LEAs are eligible to receive funding, the Commissioner has identified an additional $24.1 million, earmarked as Incentive Grants. These grants will be distributed to all participating LEAs in amounts of either $100K or $140K depending on the grade configuration and number of grade levels administered by the LEA. The following identifies the methodology for distribution of the incentive funding to the participating LEAs. These amounts will be *in addition to* any Title I-based formula allocations a district may receive.

Incentive Funding

PK-12 Districts	112	x	$140,000	$15,680,000
PK-8 Districts	30	x	100,000	3,000,000
PK-6 Districts	16	x	100,000	1,600,000
7-12 Regional District	5	x	100,000	500,000
9-12 Regional Districts	3	x	100,000	300,000
RESCs	6	x	140,000	840,000
Charter Schools	18	x	100,000	1,800,000
Technical High Sch Dist	1	x	140,000	140,000
Other State Districts (DCF and DOC)	2	x	140,000	280,000
Total	**193**			**$24,140,000**

With these Incentive Grants, it is CSDE's intent to urge small school districts pool their resources and take advantage of the economies of scale made possible by collaborating through their Regional Educational Service Centers (RESCs). Through consortia organized and supported by their RESCs, small districts will have the capacity to engage in cooperative purchasing of goods, services, professional development activities and shared personnel. As a result, small districts that choose to work cooperatively will have some of the same advantages of larger districts throughout the state.

After subtracting the Incentive Grant funds from the $87.5 million balance, approximately $64 million remains. Since these funds will not be advanced to LEAs as grants, CSDE can and will maintain direct control over their use for the purposes of: 1) adding positions to build capacity and infrastructure necessary to administer the grant and provide support to the LEAs; 2) initiating essential projects through Administrative Service Centers (external to the department); and 3) training activities normally administered by the Department for state and other federal programs.

Fund allocations described above are identified as:

Controlled by CSDE $64 million	Not Controlled by CSDE $111 million
Staffing $15 million	Incentive grants $24.1 million
Projects $49 million	Formula grants $87.5 million

Please see attached Budget Diagram A that details the $175 million allocation as described above.

The key to mapping the line items within the project level budget detail is below:

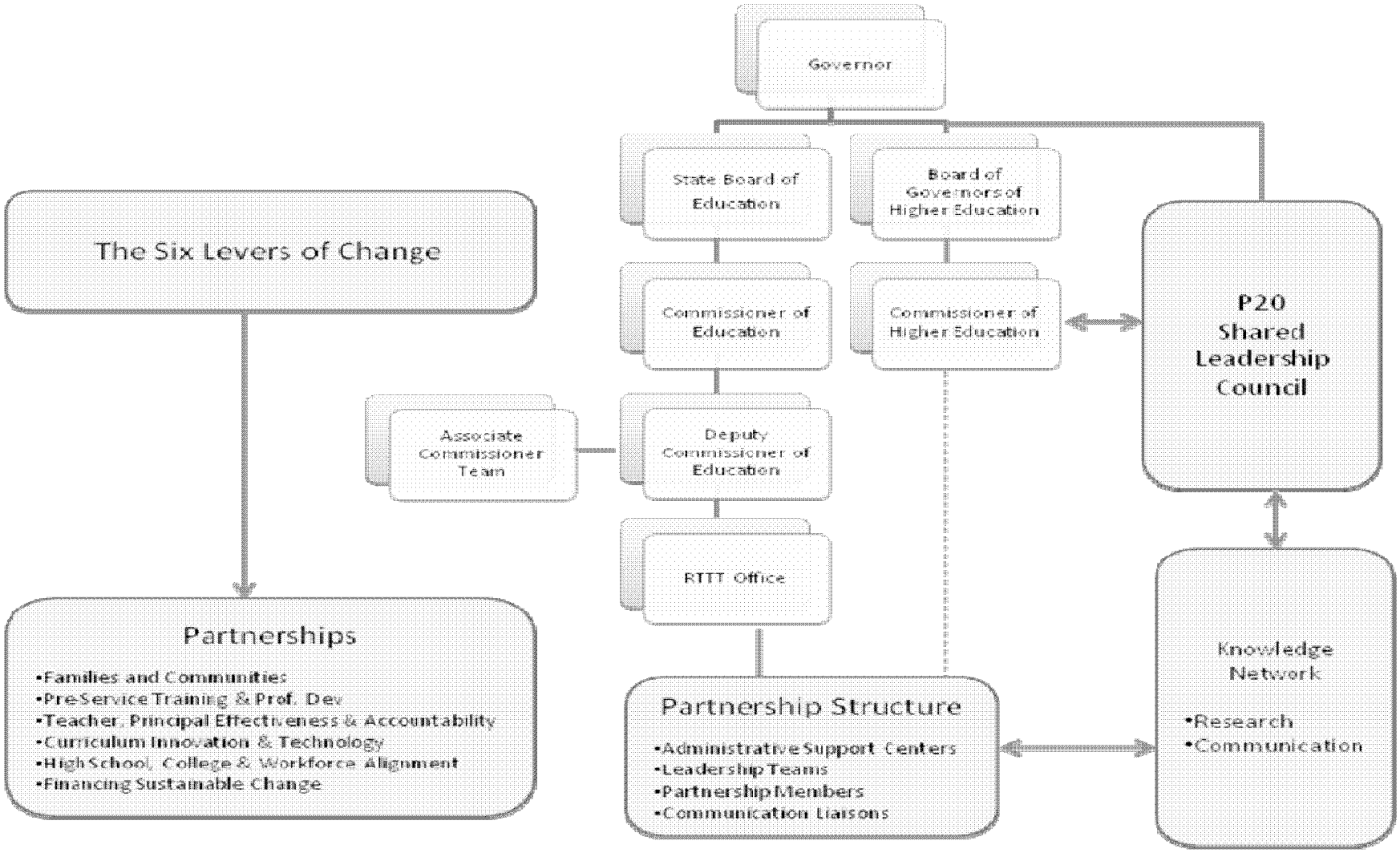
Staffing	Line 1 and Line 2
Projects	Lines 3 – 10; primarily line 6 contracts
Incentive grants	Line 12
Formula grants	Line 14

Critical to distributing the CSDE's $49 million is the delivery system we have devised expressly for this grant, and for other initiatives that will accompany the planned reauthorization of ESEA in the next eighteen months. Our delivery system consists of six conduits through which resources (funding and services) will be channeled for professional development, technical assistance, and competitive grant activities for LEAs. Collectively, these conduits are partnerships that support the "*Levers of Change,*" and are managed by CSDE via the RTTT Office, Leadership Teams and Administrative Support Centers. Each Leadership Team is comprised of CSDE staff that is most knowledgeable in the specific program areas and external educational organizations that have historically played a part in training school and district personnel statewide. Leadership Teams' responsibilities include working closely with the Administrative Support Centers as well as providing the needed capacity to oversee, monitor and report the condition and progress of the transformational reform activities.

Partnerships for Change

The Commissioner of Education has established the "Partnerships for Change" to augment the CSDE capacity and preparedness to implement the broad reforms envisioned in this application. Each partnership, as described, is responsible for one Lever of Change; and each partnership is led by a four- or five-person leadership team, one or two senior State Department of Education staff members and one or two senior leaders from outside of the department (see Section (A)(2)(i) for a fuller description). In addition to its work on Assurances 1-4, each Partnership operates as an analytic and knowledge resource to the State Department of Education.

These partnerships were established over the period January through May 2010. They substantively advance the management structures described in our Phase 1 application:



The process of examining each federal and state revenue source for potential supplemental assistance for furthering the RTTT education reform plan has begun, and, where appropriate, funding will be channeled to support the assurances under RTTT. As part of developing CSDE spending plans for 2011 and beyond, high priority and critical assessment will be applied towards building a strong statewide capacity to scale up, implement and sustain these reform efforts. Revenue sources both federal and state will be examined with high priority for practicality to supplement the advancement of the RTTT goals and initiatives. CSDE grant budgets will be prepared with the expectation that LEAs will be targeting the $87.5 million of formula and $24.1 million of incentive funds at services purchased through recently established CSDE's "Partnerships for Change" delivery system. Only until the LEA grant work plans are reviewed and approved will CSDE know how LEAs have programmed their funds exactly. Monitoring of this activity will be a priority of the RTTT Management Office and team members assigned by the Commissioner with the assistance of the Administrative Support Service Centers.

Project funds ($49M) directly under the control of CSDE are targeted to activities within the Department for which we have existing personnel and a history of involvement with LEA's. The lion's share of these funds will be administered through the Administrative Support Centers. The type and cost of the services to be purchased are found in the budget detail justification for line 6. An estimated fee for service of 10% has been assessed for administrative and monitoring activities provided by the Administrative Supports Centers.

All Race to the Top (RTTT) grant calculation and distribution processes will be administered through CSDE's fiscal division and will be subject to the rules and regulations pertaining to cash management, audit, and fiscal end-of-year expenditure reporting.

While it is early to determine the level or amounts that will be targeted from the School Improvement Grants (SIG), Title I grant programs or other federal programs, we will train a critical eye toward aligning all resources to the four Assurances: (1) Standards and Assessments; (2) Data Systems to Support Instruction; (3) Great Teachers and Leaders; and (4) Turning Around Lowest Achieving Schools.

In our future review process for awarding grants to LEAs, CSDE will ensure that the grantees incorporate the four Assurances within their budget and make use of whatever available funds can be contributed toward the execution of the initiatives required by our MOU. To date, we have received 163 signed MOUs of the 193 LEAs eligible, and, if and when we are awarded the $175 million dollars we are requesting, the remaining undistributed funds will be used to expand upon projects related to recruiting and retaining great teachers and leaders, the Connecticut Plan, and STEM.

The following Budget Summary Appendix details the specific sections within the application that contains the programmatic text of each Assurance and Initiative to its relative budget pages.

RACE TO THE TOP
$175,000,000

Grants Total
$111,640,000

Required Pass Through (50%)
$87,500,000

Partners for Change		
Engaging Families and Communities	$	8,600,000
Pre-Service Training and Prof. Dev.	$	32,100,000
Educator Eff. and Accountability	$	24,200,000
Curriculum Innovation and Tech.	$	20,600,000
H.S., College & Workforce Alignment	$	1,200,000
Administrative Support Centers	$	800,000
	$	**87,500,000**

Incentive Funding
$24,140,000

PK-12 Districts	112	x	$ 140,000	$15,680,000
PK-8 Districts	30	x	100,000	3,000,000
PK-6 Districts	16	x	100,000	1,600,000
7-12 Regional District	5	x	100,000	500,000
9-12 Regional Districts	3	x	100,000	300,000
RESCs	6	x	140,000	840,000
Charter Schools	18	x	100,000	1,800,000
Technical High School Dist	1	x	140,000	140,000
Other State School Districts (DCF and DOC)	2	x	140,000	280,000
Total	193			**$24,140,000**

Personnel Total
*Includes Indirect Costs (Budget Line 10)
$14,750,000

Goal 1: $2,800,000

Goal 2: $1,700,000

Goal 3: $9,100,000

Goal 4: $1,150,000

CSDE State Directed Funds Total
$48,610,000

Assurance 1 - Standards and Assessments
Total $ 4,000,000

Partners for Change		
Engaging Families and Communities	$	-
Pre-Service Training and Prof. Dev.	$	-
Educator Eff. and Accountability	$	-
Curriculum Innovation and Tech.	$	3,000,000
H.S., College & Workforce Alignment	$	1,000,000
Administrative Support Centers	$	-

Assurance 2 - Data Systems to Support Instruction
Total $ -

Partners for Change		
Engaging Families and Communities	$	-
Pre-Service Training and Prof. Dev.	$	-
Educator Eff. and Accountability	$	-
Curriculum Innovation and Tech.	$	-
H.S., College & Workforce Alignment	$	-
Administrative Support Centers	$	-

Assurance 3 - Great Teachers and Leaders
Total $ 42,610,000

Partners for Change		
Engaging Families and Communities	$	1,350,000
Pre-Service Training and Prof. Dev.	$	13,100,000
Educator Eff. and Accountability	$	5,100,000
Curriculum Innovation and Tech.	$	6,530,000
H.S., College & Workforce Alignment	$	14,250,000
Administrative Support Centers	$	2,280,000

Assurance 4 - Turning Around Lowest Achieving Schools
Total $ 2,000,000

Partners for Change		
Engaging Families and Communities	$	1,800,000
Pre-Service Training and Prof. Dev.	$	-
Educator Eff. and Accountability	$	-
Curriculum Innovation and Tech.	$	-
H.S., College & Workforce Alignment	$	-
Administrative Support Centers	$	200,000

Budget Diagram A

Race To The Top - Phase 2 Initiative Allocations	**Total	CSDE PROJECT FUNDING AS DISTRIBUTED THROUGH PARTNERS FOR CHANGE									
		Staff	RTTT Management Office	Projects	Administrative Support Center	Administrative Support Center Allocation 10%	Family and Community Engagement	Pre-Service Training and Professional Development	Teacher / Principal Effectiveness and Accountability	Curriculum Innovation and Technology	High School, College and Workforce Alignment
Assurance 1: Standards and Assessments											
Required Initiatives											
	2,500,000	***2,500,000***									
National Common Standards and Assessment Program	6,000,000										
High School, College and Workforce Alignment	2,000,000										
Board Examination Pilots, National Center for Ed and the Economy (NCEE)	4,000,000		SDE	4,000,000						3,000,000	1,000,000
Assurance 1 Subtotal	**$14,500,000**										
Assurance 2: Data Systems to Support Instruction											
Required Initiatives											
	1,700,000	***1,700,000***									
Using Grade 3-8 Vertical Scales, Student Growth Assessments	4,000,000										
Using Grade 3-8 Benchmark Assessment System	4,000,000										
Using CEDaR, TA	4,000,000										
Assurance 2 Subtotal	**$13,700,000**										
Assurance 3: Great Teachers and Leaders											
Required Initiatives											
A. 21st Century Teaching, Learning and Assessment											
The Connecticut Plan for Secondary School Reform	21,410,000			2,470,000	RESC Alliance	270,000				2,200,000	
Advanced Placement Course Expansion	6,000,000		SDE	6,000,000				5,000,000		1,000,000	
Model Curricula and Assessments	3,590,000		SDE	2,590,000	RESC Alliance	260,000				2,330,000	
STEM Innovation	15,000,000	***900,000***		1,100,000	RESC Alliance	100,000				1,000,000	
Family and Community Engagement	4,000,000	***500,000***		500,000	SERC	50,000	450,000				
Differentiating Instruction: Initiatives to Foster Equity, Diversity & Inclusion	6,000,000		SDE	1,000,000	SERC	100,000	900,000				
B. Supervision & Evaluation: Designing & Implementing a new	31,550,000	***2,400,000***	***1,750,000***	5,700,000	CAS	600,000			5,100,000		
Comprehensive System for Supervising & Evaluating											
Teachers and Principals based on:											
New State Teacher and Administrator Evaluation Guidelines											
The Common Core of Teaching											
The Common Core of Learning											
Multiple Indicators of Student Academic Growth											
Best Practices in Connecticut											
Teacher Education and Mentoring Program (TEAM)											
C. Competitive grants for Recruiting, Inducting and	14,250,000		SDE	14,250,000							14,250,000
Retaining Effective Teachers and Principals											
Hiring Incentives, Recruitment, Retention											
D. The Connecticut Accountability for learning Initiative (CALI)	40,000,000	***4,000,000***		9,000,000	RESC Alliance	900,000		8,100,000			
Assurance 3 Subtotal	**$141,800,000**										
Assurance 4: Turning Around the Lowest Achieving Schools											
Tentative Districts Identified: Bridgeport, New Britain, Hartford, New Haven											
Required Initiatives											
SIG Schools - Support for Literacy - Community and Family Develop.	5,000,000	***1,000,000***		2,000,000	SERC	200,000	1,800,000				
Assurance 4 Subtotal	**5,000,000**										
Total Allocation	**$175,000,000**	**$13,000,000**	**$1,750,000**	**$48,610,000**		**$2,480,000**	**$3,150,000**	**$13,100,000**	**$5,100,000**	**$9,530,000**	**$15,250,000**
	TOTAL	**Pot 1**		**Pot 2**		**Pot 2 Breakout**					

***** AMOUNTS ABOVE SUGGEST BUDGETARY ESTIMATES - PROJECT LEVEL BUDGETS REFLECT A GREATER DETAIL***

Budget Summary Appendix

	Application Reference	Budget Page #
Summary Budget Table - Total $175M	-	**1**
Initiative Name **Assurance Name**	-	-
1 - Standards and Assessments	Sec. B	2
National Common Standards and Assessment Program	(B)(1)	3-5
High School, College and Workforce Alignment	(B)(3)	6-8
Board Examination Pilots, National Center for Ed and the Economy (NCEE)	(B)(3)	9-11
2 - Data Systems to Support Instruction	Sec. C	12
Using Grade 3-8 Vertical Scales, Student Growth Assessments	(D)(2)	13-15
Using Grade 3-8 Benchmark Assessment System	(B)(3)	16-18
Using CEDaR	(C)(2)	19-21
3 - Great Teachers and Leaders	Sec. D	22
21st Century Teaching, Learning and Assessment:	-	-
The Connecticut Plan for Secondary School Reform	(B)(3)	23-26
Advanced Placement Course Expansion	(D)(5)	27-29
Model Curricula and Assessments	(B)(3), (D)(5)	30-32
STEM Innovation	(D)(5)	33-36
Family and Community Engagement	(D)(5)	37-40
Differentiating Instruction: Initiatives to Foster Equity, Diversity & Inclusion	(D)(5)	41-44
Supervision & Evaluation: Designing & Implementing a new Comprehensive System for Supervising & Evaluating Teachers and Principals	(D)(3)	45-50
Competitive grants for Recruiting, Inducting and Retaining Effective Teachers and Principals	(D)(3)	51-53
The Connecticut Accountability for Learning Initiative (CALI)	(C)(3), (D)(5), (E)(2)	54-58
4 - Turning Around the Lowest Achieving Schools	Sec. E	59
Tier 3 SIG schools - Support for Literacy - Community and Family Development (Discovery Community)	(E)(1), (E)(2)	60-63
Indirect Cost Information	-	C

Budget Part I: Summary Budget Table

Budget Categories	Year 1	Year 2	Year 3	Year 4	Total
1. Personnel	1,160,647	2,390,932	2,462,660	2,536,540	8,550,779
2. Fringe Benefits	638,356	1,315,012	1,354,463	1,395,097	4,702,928
3. Travel	0	0	0	0	0
4. Equipment	0	0	0	0	0
5. Supplies	250,000	250,000	250,000	250,000	1,000,000
6. Contractual	17,627,500	9,237,500	9,227,500	7,517,500	43,610,000
7. Training Stipends	0	0	0	0	0
8. Other	1,000,000	1,000,000	1,000,000	1,000,000	4,000,000
9. Total Direct Costs (lines 1-8)	20,676,503	14,193,444	14,294,623	12,699,137	61,863,707
10. Indirect Costs*	279,920	396,472	405,370	414,531	1,496,293
11. Funding for Involved LEAs	0	0	0	0	0
12. Supplemental Funding for Participating LEAs - (Incentive)	6,726,000	6,587,000	5,999,500	4,827,500	24,140,000
13. Total Costs (lines 9-12)	27,682,423	21,176,926	20,699,493	17,941,168	87,500,000
14. Funding Subgranted to Participating LEAs (50% of Total Grant)	24,704,500	23,829,500	21,618,000	17,348,000	87,500,000
15. Total Budget (Lines 13-14)	52,386,923	45,006,426	42,317,493	35,289,168	175,000,000

All Applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Columns (e): Show the total amount requested for all project years.

*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

Assurance 1

Standards and Assessments

Budget Categories	Year 1	Year 2	Year 3	Year 4	Total
1. Personnel	199,750	411,485	423,830	436,544	1,471,609
2. Fringe Benefits	109,863	226,317	233,106	240,099	809,385
3. Travel	0	0	0	0	0
4. Equipment	0	0	0	0	0
5. Supplies	0	0	0	0	0
6. Contractual	0	0	0	0	0
7. Training Stipends	0	0	0	0	0
8. Other	1,000,000	1,000,000	1,000,000	1,000,000	4,000,000
9. Total Direct Costs (lines 1-8)	1,309,613	1,637,802	1,656,936	1,676,643	6,280,994
10. Indirect Costs*	104,769	131,024	132,555	134,132	502,480
11. Funding for Involved LEAs	0	0	0	0	0
12. Supplemental Funding for Participating LEAs - (Incentive)	640,000	640,000	420,000	0	1,700,000
13. Total Costs (lines 9-12)	2,054,382	2,408,826	2,209,491	1,810,775	8,483,474
14. Funding Subgranted to Participating LEAs (50% of Total Grant)	2,425,000	2,425,000	1,450,000	0	6,300,000
15. Total Budget (Lines 13-14)	4,479,382	4,833,826	3,659,491	1,810,775	14,783,474

Assurance Narrative:

Connecticut has a long history of focusing on high academic achievement standards for the State's students and challenging assessments that consist of selected response and constructed response items. The State has a plan to conduct an alignment review of the new Common Core State Standards (CCSS) and make adjustments to Connecticut's mathematics and English language arts standards to reflect the complete CCSS, and roll-out the review and adoption of the CCSS. The plan includes extensive dissemination activities to inform a wide range of constituent groups about the content of the standards and the importance of these standards in improving student performance in the state and closing its achievement gaps.

To assist districts in making the transition to the new standards and then to develop and implement a comprehensive system of assessments to measure student progress toward meeting those standards, the CSDE will also ensure that Connecticut's pre-school Curriculum Framework aligns to the CCSS and that high school standards align to college and career ready standards.

On a voluntary basis, Connecticut is providing districts with the opportunity to offer high school students alternate pathways to earning a high school diploma through a pilot of Board examination System programs, the assessment of which are based on internationally benchmarked standards. In addition, Connecticut has signed memorandums of agreement with the Balanced Assessment Consortium of 33 states to submit a proposal for a Category A Race to the Top (RTTT) Assessment Grant to develop of a comprehensive assessment system. In addition, Connecticut has joined a consortium with the National Center for Education and the Economy and eight other states to submit a Category B RTTT Assessment Grant to create high school assessments that measure student performance in an integrated set of Science, Technology, engineering and Mathematics (STEM) courses and in Career and Technical Education (CTE) courses.

Assurance 1

Initiative: National Common Standards and Assessment Program

(Evidence for selection criterion): (B)(1)

Budget Categories	Year 1	Year 2	Year 3	Year 4	Total
1. Personnel	79,900	164,594	169,532	174,618	588,644
2. Fringe Benefits	43,945	90,527	93,243	96,040	323,754
3. Travel	0	0	0	0	0
4. Equipment	0	0	0	0	0
5. Supplies	0	0	0	0	0
6. Contractual	0	0	0	0	0
7. Training Stipends	0	0	0	0	0
8. Other	0	0	0	0	0
9. Total Direct Costs (lines 1-8)	123,845	255,121	262,774	270,658	912,398
10. Indirect Costs*	9,908	20,410	21,022	21,653	72,992
11. Funding for Involved LEAs	0	0	0	0	0
12. Supplemental Funding for Participating LEAs - (Incentive)	440,000	440,000	420,000	0	1,300,000
13. Total Costs (lines 9-12)	573,753	715,530	703,796	292,310	2,285,389
14. Funding Subgranted to Participating LEAs (50% of Total Grant)	1,625,000	1,625,000	1,450,000	0	4,700,000
15. Total Budget (Lines 13-14)	2,198,753	2,340,530	2,153,796	292,310	6,985,389

Initiative Narrative:

Connecticut has established statewide committees, comprised of English language arts and mathematics professional from K-12, higher education and business communities to review and align Connecticut's standards, by grade, to the final version of the CCSS. Connecticut is already on track to implement the new CCSS and assess through the plan for secondary school reform and the K-8 benchmark system. The emphasis of these initiatives is consistent with the federal focus on rigorous CCSS. Connecticut is the first state in the nation to participate in the recalibration process developed by Achieve.

Target Funding for Participating LEAs By "Partnerships for Change"

	Family and Community Engagement	Pre-Service Training and Professional	Teacher, Principal Effectiveness and Accountability	Curriculum Innovation and Technology	High School, College and Workforce Alignment	Administrative Support Centers	Total
Line 12:	200,000	900,000	0	0	0	200,000	1,300,000
Line 14:	800,000	3,100,000	0	0	0	800,000	4,700,000

Budget Category Justifications

Line 1 Personnel:

Associate Ed Consultant	Hours	% FTE	Year 1	Year 2	Year 3	Year 4	Total
	7	100%	39,950	82,297	84,766	87,309	294,322

Duties
-Coordinate the implementation of CCSS in math and English language arts, and help districts to make the transition to new state standards and assessments.

Internal Project Facilitator, Associate Consultant	Hours	% FTE	Year 1	Year 2	Year 3	Year 4	Total
	7	100%	39,950	82,297	84,766	87,309	294,322

Duties
-Coordinate model curriculum frameworks and develop training materials for the state's districts and schools.

Personnel Total:	79,900	164,594	169,532	174,618	588,644

Line 2 Fringe:

	Year 1	Year 2	Year 3	Year 4	Total
Fringe benefits are a calculated percentage and estimated at 55% of the employer's share of total salary	43,945	90,527	93,243	96,040	323,754

Line 12 Supplemental Funding for Participating LEAs:

	Year 1	Year 2	Year 3	Year 4	Total
Incentive Grant Funds:	440,000	440,000	420,000		1,300,000

Activity: The incentive grant aligned with this initiative (passed through to participating LEAs) includes funds targeted to be delivered via services associated with family, professional development and fiscal partnerships with Administartive Support Centers.

Purpose: To assist LEA to execute this portion of the state plan.

Approx. # of LEAs: 163

LEA: All Participating: PK-12 Districts; PK-8 Districts; PK-6 Districts; 7-12 Regional District; 9-12 Regional Districts; RESCs; Charter Schools; Technical High School District; Other State School Districts (DCF and DOC)

Rationale: This funding is an incentive for LEAs to participate in the implementation of the State's Education Reform Plan (SERP). Based on the Title 1 share, each participant would receive a variable formula amount of the State's Race to the Top grant. This sub-grant, from the State's 50%, increases the ability of participating LEAs to meet the requirements of the MOU.

Supplemental Subgrant Cost $100,000 or $140,000 per LEA depending on grades serviced.

Assurance 1

Initiative: High School, College and Workforce Alignment

(Evidence for selection criterion): (B)(3)

Budget Categories	Year 1	Year 2	Year 3	Year 4	Total
1. Personnel	39,950	82,297	84,766	87,309	294,322
2. Fringe Benefits	21,973	45,263	46,621	48,020	161,877
3. Travel	0	0	0	0	0
4. Equipment	0	0	0	0	0
5. Supplies	0	0	0	0	0
6. Contractual	0	0	0	0	0
7. Training Stipends	0	0	0	0	0
8. Other	0	0	0	0	0
9. Total Direct Costs (lines 1-8)	61,923	127,560	131,387	135,329	456,199
10. Indirect Costs*	4,954	10,205	10,511	10,826	36,496
11. Funding for Involved LEAs	0	0	0	0	0
12. Supplemental Funding for Participating LEAs - (Incentive)	200,000	200,000	0	0	400,000
13. Total Costs (lines 9-12)	266,877	337,765	141,898	146,155	892,695
14. Funding Subgranted to Participating LEAs (50% of Total Grant)	800,000	800,000	0	0	1,600,000
15. Total Budget (Lines 13-14)	1,066,877	1,137,765	141,898	146,155	2,492,695

Initiative Narrative:

Working with the High School, College and Workforce Partnership, CSDE will engage in a series of activities to promote the effective transition from high school to post-secondary education and productive careers. Emphasis will be placed upon developing regional consortia of high schools and two- and four-year colleges to enroll students in dual and concurrent programs, including students' mastery of STEM skills, interest in STEM careers, and pathways leading to jobs identified through the Connecticut Employment and Training Commission. This initiative will be staffed with personnel now working in the CSDE, and others from the Office of Workforce Competitiveness.

Target Funding for Participating LEAs By "Partnerships for Change"

	Family and Community Engagement	Pre-Service Training and Professional	Teacher, Principal Effectiveness and Accountability	Curriculum Innovation and Technology	High School, College and Workforce Alignment	Administrative Support Centers	Total
Line 12:	0	0	0	300,000	100,000	0	400,000
Line 14:	0	0	0	1,200,000	400,000	0	1,600,000

Budget Category Justifications

Line 1 Personnel:

Coordinator for High School, College and Workforce Alignment	Hours	% FTE	Year 1	Year 2	Year 3	Year 4	Total
	7	100%	39,950	82,297	84,766	87,309	294,322

Duties
-Monitor alignment of new Common Core standards and curriculum to college- and career-ready standards.
-Research and identify best practices and models for districts to support high school graduation of low-achieving students, including dual/concurrent enrollment programs, job shadowing, and before and after-school internships emphasizing STEM and 21st century skills and behaviors.
-Document and report numbers of students enrolled in dual and concurrent programs by institution and course taking patterns.

Personnel Total:	39,950	82,297	84,766	87,309	294,322

Line 2 Fringe:

	Year 1	Year 2	Year 3	Year 4	Total
Fringe benefits are a calculated percentage and estimated at 55% of the employer's share of total salary	21,973	45,263	46,621	48,020	161,877

Line 12 Supplemental Funding for Participating LEAs:

	Year 1	Year 2	Year 3	Year 4	Total
Incentive Grant Funds:	200,000	200,000			400,000

Activity: Funds will be disbursed to districts to participate in regional consortia of high schools and two- and four year colleges to increase the number of students enrolled in dual and concurrent programs. A focus will be placed on students mastering STEM skills and showing interest in STEM careers.

Purpose: To assist LEA in implementing this portion of the State Education Reform Plan (SERP).

Approx. # of LEAs: 163

LEA: All Participating: PK-12 Districts; PK-8 Districts; PK-6 Districts; 7-12 Regional District; 9-12 Regional Districts; RESCs; Charter Schools; Technical High School District; Other State School Districts (DCF and DOC)

Rationale: This funding is an incentive for LEAs to participate in the implementation of the State's Education Reform Plan (SERP). Based on the Title 1 share, each participant would receive a variable formula amount of the State's Race to the Top grant. This sub-grant, from the State's 50%, increases the ability of participating LEAs to meet the requirements of the MOU.

Supplemental Subgrant Cost $100,000 or $140,000 per LEA depending on grades serviced.

Assurance 1

Initiative: Board Examination Pilots, National Center for Ed and the Economy (NCEE)

(Evidence for selection criterion): (B)(3)

Budget Categories	Year 1	Year 2	Year 3	Year 4	Total
1. Personnel	79,900	164,594	169,532	174,618	588,644
2. Fringe Benefits	43,945	90,527	93,243	96,040	323,754
3. Travel	0	0	0	0	0
4. Equipment	0	0	0	0	0
5. Supplies	0	0	0	0	0
6. Contractual	0	0	0	0	0
7. Training Stipends	0	0	0	0	0
8. Other	1,000,000	1,000,000	1,000,000	1,000,000	4,000,000
9. Total Direct Costs (lines 1-8)	1,123,845	1,255,121	1,262,774	1,270,658	4,912,398
10. Indirect Costs*	89,908	100,410	101,022	101,653	392,992
11. Funding for Involved LEAs	0	0	0	0	0
12. Supplemental Funding for Participating LEAs - (Incentive)	0	0	0	0	0
13. Total Costs (lines 9-12)	1,213,753	1,355,530	1,363,796	1,372,310	5,305,389
14. Funding Subgranted to Participating LEAs (50% of Total Grant)	0	0	0	0	0
15. Total Budget (Lines 13-14)	1,213,753	1,355,530	1,363,796	1,372,310	5,305,389

Initiative Narrative:

Connecticut's Race to the Top application will support 10 to 12 districts in training in implementing a pilot of Board Examination System (BES) programs. Districts implement lower division programs (Grades 9 and 10) and upper division programs (Grades 11 and 12), with the majority of the investment directed at professional development during the first two years. At a minimum, districts will be required to implement mathematics and English curriculum and assessments, but are encouraged to also include science, history and the arts. One staff member will coordinate the work across districts and help districts build capacity through integrated activities that will be available to non-pilot districts through the RESCs. Districts will use local funds to sustain the work beyond 2014.

CSDE Project Cost By "Partnerships for Change"

	Family and Community Engagement	Pre-Service Training and Professional	Teacher, Principal Effectiveness and Accountability	Curriculum Innovation and Technology	High School, College and Workforce Alignment	Administrative Support Centers	Total
Line 8:	0	0	0	3,000,000	1,000,000	0	4,000,000

Budget Category Justifications

Line 1 Personnel:

Associate Ed Consultant	Hours	% FTE	Year 1	Year 2	Year 3	Year 4	Total
	7	100%	39,950	82,297	84,766	87,309	294,322

Duties
-Coordinate professional development of BES with RESCs and across districts.
-Establish an evaluation plan for the effectiveness of BES programs, work with districts to collect data, conduct data analyses and prepare annual reports in the Bureau of Student Assessment and the Commissioner of Education.

Coordinator for Board Examination Programs	Hours	% FTE	Year 1	Year 2	Year 3	Year 4	Total
	7	100%	39,950	82,297	84,766	87,309	294,322

Duties
-Coordinate professional development of BES with RESCs and across districts.
-Establish an evaluation plan for the effectiveness of BES programs, work with districts to collect data, conduct data analyses and prepare annual reports in the Bureau of Student Assessment and the Commissioner of Education.

Personnel Total:	79,900	164,594	169,532	174,618	588,644

Line 2 Fringe:

	Year 1	Year 2	Year 3	Year 4	Total
Fringe benefits are a calculated percentage and estimated at 55% of the employer's share of total salary	43,945	90,527	93,243	96,040	323,754

Line 8 Other:

Description: These funds will be subgranted directly to 15 districts competitively seeking funding for this pilot program.

Year 1	Year 2	Year 3	Year 4	Total
1,000,000	1,000,000	1,000,000	1,000,000	4,000,000

Funds will be disbursed to pilot districts so they can procure from NCEE services which include training for teachers to implement the programs, instructional materials, assessments, scoring and reporting. Grants to 15 pilot districts selected by CSDE to participate with the CSDE in the implementation of the National Board Examination Program. Funds will be used for district staffing needs, PD, training of teachers, purchasing material and assessment fees pay to the NCEE. Funds will be disbursed to pilot districts so they can procure from NCEE services which include training for teachers to implement the programs, instructional materials, assessments, scoring and reporting.

Assurance 2

Data Systems to Support Instruction

Budget Categories	Year 1	Year 2	Year 3	Year 4	Total
1. Personnel	136,300	280,778	289,201	297,877	1,004,157
2. Fringe Benefits	74,965	154,428	159,061	163,833	552,286
3. Travel	0	0	0	0	0
4. Equipment	0	0	0	0	0
5. Supplies	0	0	0	0	0
6. Contractual	0	0	0	0	0
7. Training Stipends	0	0	0	0	0
8. Other	0	0	0	0	0
9. Total Direct Costs (lines 1-8)	211,265	435,206	448,262	461,710	1,556,443
10. Indirect Costs*	16,901	34,816	35,861	36,937	124,515
11. Funding for Involved LEAs	0	0	0	0	0
12. Supplemental Funding for Participating LEAs - (Incentive)	650,000	650,000	650,000	650,000	2,600,000
13. Total Costs (lines 9-12)	878,166	1,120,022	1,134,123	1,148,647	4,280,958
14. Funding Subgranted to Participating LEAs (50% of Total Grant)	2,350,000	2,350,000	2,350,000	2,350,000	9,400,000
15. Total Budget (Lines 13-14)	3,228,166	3,470,022	3,484,123	3,498,647	13,680,958

Assurance Narrative:

Connecticut is dedicated to ensuring that education data are accessible to the public, educators, policy makers, parents and researchers so that well informed decisions about education are made. To this end, Connecticut has outlined several activities to ensure that the data are not only available, but also appropriate and useful. This will be accomplished through the expansion of the state longitudinal data system (SLDS), the enhancement of the Connecticut Education Data and Research (CEDaR) Web site, and additions to the Connecticut State Assessment program in order to provide more frequent assessments and metrics for student growth. Enhancements to the SLDS will include the linkage between teachers and students.

Currently Connecticut collects data about its students and teachers, but it cannot link the teachers with the students they have in the classroom. Additionally, Connecticut does not have a profile of student course taking patterns. This initiative will allow for the collection of the courses in which students are enrolled and the grades earned. A second enhancement to the SLDS is the incorporation of post-secondary data (i.e. data related to enrollment in postsecondary institutions, persistence through these programs, and the need for remediation upon entry). To ensure the data in the SLDS are accessible, Connecticut will continue its development of CEDaR, both public and secure access for appropriately identified LEA personnel. Professional development and training activities will be critical to ensuring constituents are knowledgeable about how to access the data, and be able to use the data effectively to inform policy and practice.

Assurance 2

Initiative: Using Grade 3-8 Vertical Scales, Student Growth Assessments

(Evidence for selection criterion): (D)(2)

Budget Categories	Year 1	Year 2	Year 3	Year 4	Total
1. Personnel	39,950	82,297	84,766	87,309	294,322
2. Fringe Benefits	21,973	45,263	46,621	48,020	161,877
3. Travel	0	0	0	0	0
4. Equipment	0	0	0	0	0
5. Supplies	0	0	0	0	0
6. Contractual	0	0	0	0	0
7. Training Stipends	0	0	0	0	0
8. Other	0	0	0	0	0
9. Total Direct Costs (lines 1-8)	61,923	127,560	131,387	135,329	456,199
10. Indirect Costs*	4,954	10,205	10,511	10,826	36,496
11. Funding for Involved LEAs	0	0	0	0	0
12. Supplemental Funding for Participating LEAs - (Incentive)	225,000	225,000	225,000	225,000	900,000
13. Total Costs (lines 9-12)	291,876	362,765	366,898	371,155	1,392,695
14. Funding Subgranted to Participating LEAs (50% of Total Grant)	775,000	775,000	775,000	775,000	3,100,000
15. Total Budget (Lines 13-14)	1,066,876	1,137,765	1,141,898	1,146,155	4,492,695

Initiative Narrative:

Connecticut's Race to the Top application will support the training of district staff in the use of vertical scales to measure student growth across grades in mathematics and reading. Working with three Partnerships and Regional Education Service Center (RESC) staff, the CSDE will provide technical assistance to district staff in the use of the scales to inform curricular and instructional decisions. One staff member will coordinate the work across districts and help districts build capacity through integrated activities that will be available to districts through the RESCs. Districts will use local funds to sustain the work beyond 2014. Dollars spent on this initiative will also serve to pilot a prototype growth model in Connecticut's 18 School Improvement Grant (SIG) schools.

Target Funding for Participating LEAs By "Partnerships for Change"

	Family and Community Engagement	Pre-Service Training and Professional	Teacher, Principal Effectiveness and Accountability	Curriculum Innovation and Technology	High School, College and Workforce Alignment	Administrative Support Centers	Total
Line 12:	0	300,000	400,000	200,000	0	0	900,000
Line 14:	0	800,000	1,500,000	800,000	0	0	3,100,000

Budget Category Justifications

Line 1 Personnel:

Coordinator for Vertical Scale Implementation	Hours	% FTE	Year 1	Year 2	Year 3	Year 4	Total
	7	100%	39,950	82,297	84,766	87,309	294,322

Duties
-Coordinate professional development around implementation of the vertical scales and use of vertical scales and growth for accountability purposes with RESCs and across SIG districts.
-Establish an evaluation plan for the effectiveness with which districts are using growth models to improve student performance, work with districts to collect data, conduct data analyses and prepare annual reports.

Personnel Total:	39,950	82,297	84,766	87,309	294,322

Line 2 Fringe:

	Year 1	Year 2	Year 3	Year 4	Total
Fringe benefits are a calculated percentage and estimated at 55% of the employer's share of total salary	21,973	45,263	46,621	48,020	161,877

Line 12 Supplemental Funding for Participating LEAs:

	Year 1	Year 2	Year 3	Year 4	Total
Incentive Grant Funds:	225,000	225,000	225,000	225,000	900,000

Activity: District funds will be used to purchase professional development services from the RESCs.

Purpose: To assist LEA to execute this portion of the state plan.

Approx. # of LEAs: 163

LEA: All Participating: PK-12 Districts; PK-8 Districts; PK-6 Districts; 7-12 Regional District; 9-12 Regional Districts; RESCs; Charter Schools; Technical High School District; Other State School Districts (DCF and DOC)

Rationale: This funding is an incentive for LEAs to participate in the implementation of the State's Education Reform Plan (SERP). Based on the Title 1 share, each participant would receive a variable formula amount of the State's Race to the Top grant. This sub-grant, from the State's 50%, increases the ability of participating LEAs to meet the requirements of the MOU.

Supplemental Subgrant Cost $100,000 or $140,000 per LEA depending on grade configuration or purpose.

Assurance 2

Initiative: Using Grade 3-8 Benchmark Assessments System

(Evidence for selection criterion): (B)(3)

Budget Categories	Year 1	Year 2	Year 3	Year 4	Total
1. Personnel	39,950	82,297	84,766	87,309	294,322
2. Fringe Benefits	21,973	45,263	46,621	48,020	161,877
3. Travel	0	0	0	0	0
4. Equipment	0	0	0	0	0
5. Supplies	0	0	0	0	0
6. Contractual	0	0	0	0	0
7. Training Stipends	0	0	0	0	0
8. Other	0	0	0	0	0
9. Total Direct Costs (lines 1-8)	61,923	127,560	131,387	135,329	456,199
10. Indirect Costs*	4,954	10,205	10,511	10,826	36,496
11. Funding for Involved LEAs	0	0	0	0	0
12. Supplemental Funding for Participating LEAs - (Incentive)	225,000	225,000	225,000	225,000	900,000
13. Total Costs (lines 9-12)	291,876	362,765	366,898	371,155	1,392,695
14. Funding Subgranted to Participating LEAs (50% of Total Grant)	775,000	775,000	775,000	775,000	3,100,000
15. Total Budget (Lines 13-14)	1,066,876	1,137,765	1,141,898	1,146,155	4,492,695

Initiative Narrative:

Connecticut's Race to the Top application will support the training of district staff in the use of benchmark assessments to monitor student progress and inform instruction. Districts will implement benchmark assessments in Grades K through 8 in mathematics and reading. In addition, the benchmark system will be expanded to reading and science over the course of the next four years. One staff member will coordinate the work across districts and help districts build capacity through integrated activities that will be available to districts through the RESCs.

Target Funding for Participating LEAs By "Partnerships for Change"

	Family and Community Engagement	Pre-Service Training and Professional	Teacher, Principal Effectiveness and Accountability	Curriculum Innovation and Technology	High School, College and Workforce Alignment	Administrative Support Centers	Total
Line 12:	0	300,000	400,000	200,000	0	0	900,000
Line 14:	0	800,000	1,500,000	800,000	0	0	3,100,000

Budget Category Justifications

Line 1 Personnel:

Coordinator for Benchmark Assessments	Hours	% FTE	Year 1	Year 2	Year 3	Year 4	Total
	7	100%	39,950	82,297	84,766	87,309	294,322

Duties
-Coordinate professional development around implementation of the Benchmark Assessment development, implementation and use of benchmark assessments to improve instruction.
-Establish an evaluation plan for the effectiveness with which districts are using state benchmark assessments to improve student performance, work with districts to collect data, conduct data analyses and prepare annual reports.

Personnel Total:	39,950	82,297	84,766	87,309	294,322

Line 2 Fringe:

	Year 1	Year 2	Year 3	Year 4	Total
Fringe benefits are a calculated percentage and estimated at 55% of the employer's share of total salary	21,973	45,263	46,621	48,020	161,877

Line 12 Supplemental Funding for Participating LEAs:

	Year 1	Year 2	Year 3	Year 4	Total
Incentive Grant Funds:	225,000	225,000	225,000	225,000	900,000

Activity: District funds will be used to purchase professional development services from the RESCs.

Purpose: To assist LEA to execute this portion of the state plan.

Approx. # of LEAs: 163

LEA: All Participating: PK-12 Districts; PK-8 Districts; PK-6 Districts; 7-12 Regional District; 9-12 Regional Districts; RESCs; Charter Schools; Technical High School District; Other State School Districts (DCF and DOC)

Rationale: This funding is an incentive for LEAs to participate in the implementation of the State's Education Reform Plan (SERP). Based on the Title 1 share, each participant would receive a variable formula amount of the State's Race to the Top grant. This sub-grant, from the State's 50%, increases the ability of participating LEAs to meet the requirements of the MOU.

Supplemental Subgrant Cost $100,000 or $140,000 per LEA depending on grades serviced.

Assurance 2					
Initiative: Using CEDaR					
(Evidence for selection criterion): (C)(2)					
Budget Categories	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Total**
1. Personnel	56,400	116,184	119,670	123,260	415,513
2. Fringe Benefits	31,020	63,901	65,818	67,793	228,532
3. Travel	0	0	0	0	0
4. Equipment	0	0	0	0	0
5. Supplies	0	0	0	0	0
6. Contractual	0	0	0	0	0
7. Training Stipends	0	0	0	0	0
8. Other	0	0	0	0	0
9. Total Direct Costs (lines 1-8)	87,420	180,085	185,488	191,052	644,045
10. Indirect Costs*	6,994	14,407	14,839	15,284	51,524
11. Funding for Involved LEAs	0	0	0	0	0
12. Supplemental Funding for Participating LEAs - (Incentive)	200,000	200,000	200,000	200,000	800,000
13. Total Costs (lines 9-12)	294,414	394,492	400,327	406,337	1,495,569
14. Funding Subgranted to Participating LEAs (50% of Total Grant)	800,000	800,000	800,000	800,000	3,200,000
15. Total Budget (Lines 13-14)	1,094,414	1,194,492	1,200,327	1,206,337	4,695,569

Initiative Narrative:

Launched in May 2010, CEDaR (Connecticut Education Data and Research) is the CSDE's public-facing Web site for accessing data from the Student Longitudinal Data System (SLDS). CEDaR contains district and school snapshots, data tables, analytic tools, and a data glossary. Anyone from the public, including parents, teachers, administrators, and legislators, can use CEDaR to access school, district, and/or state level data. Users can choose from data tables, or create a wide range of graphs and charts.

In July 2010, LEA personnel (superintendents, principals, and teachers) will have access to a secure portion of CEDaR, which will allow for the ability to analyze student-level profile data specific to the students in the LEA. The student profiles will contain information about the student's past attendance, discipline history, basic demographic data, and state assessment results.

In order to realize the benefits of CEDaR, funds will be used to provide a significant amount of technical assistance and training. CSDE will work with the RESC alliance and the Partnership members (across the six partnerships formed) to "train the trainer", and offer regional training sessions. Additional training will be provided for parent groups, educational organizations, research institutions at Connecticut Colleges and universities, and the State legislature.

Target Funding for Participating LEAs By "Partnerships for Change"

	Family and Community Engagement	Pre-Service Training and Professional	Teacher, Principal Effectiveness and Accountability	Curriculum Innovation and Technology	High School, College and Workforce Alignment	Administrative Support Centers	Total
Line 12:	100,000	400,000	200,000	100,000	0	0	800,000
Line 14:	200,000	1,600,000	800,000	600,000	0	0	3,200,000

Budget Category Justifications

Line 1 Personnel:

Associate Ed Consultant	Hours	% FTE	Year 1	Year 2	Year 3	Year 4	Total
	7	100%	39,950	82,297	84,766	87,309	294,322

Duties
-Coordinate the training activities for using CEDaR
-Work with the CSDE's technology vendor to ensure data are loaded into the SLDS in a timely and accurate manner.

Secretary	Hours	% FTE	Year 1	Year 2	Year 3	Year 4	Total
	7	100%	16,450	33,887	34,904	35,951	121,191

Duties
-Provide daily clerical support.

Personnel Total:	56,400	116,184	119,670	123,260	415,513

Line 2 Fringe:

	Year 1	Year 2	Year 3	Year 4	Total
Fringe benefits are a calculated percentage and estimated at 55% of the employer's share of total salary	31,020	63,901	65,818	67,793	228,532

Line 12 Supplemental Funding for Participating LEAs:

	Year 1	Year 2	Year 3	Year 4	Total
Incentive Grant Funds:	200,000	200,000	200,000	200,000	800,000

Activity: Districts will use funds to purchase professional development services.

Purpose: To assist LEA to execute this portion of the state plan.

Approx. # of LEAs: 163

LEA: All Participating: PK-12 Districts; PK-8 Districts; PK-6 Districts; 7-12 Regional District; 9-12 Regional Districts; RESCs; Charter Schools; Technical High School District; Other State School Districts (DCF and DOC)

Rationale: This funding is an incentive for LEAs to participate in the implementation of the State's Education Reform Plan (SERP). Based on the Title 1 share, each participant would receive a variable formula amount of the State's Race to the Top grant. This sub-grant, from the State's 50%, increases the ability of participating LEAs to meet the requirements of the MOU.

Supplemental Subgrant Cost $100,000 or $140,000 per LEA depending on grades serviced.

Assurance 3

Great Teachers and Leaders

Budget Categories	Year 1	Year 2	Year 3	Year 4	Total
1. Personnel	728,247	1,500,188	1,545,193	1,591,549	5,365,177
2. Fringe Benefits	400,536	825,103	849,856	875,352	2,950,847
3. Travel	0	0	0	0	0
4. Equipment	0	0	0	0	0
5. Supplies	250,000	250,000	250,000	250,000	1,000,000
6. Contractual	17,127,500	8,737,500	8,727,500	7,017,500	41,610,000
7. Training Stipends	0	0	0	0	0
8. Other	0	0	0	0	0
9. Total Direct Costs (lines 1-8)	18,506,282	11,312,791	11,372,550	9,734,401	50,926,024
10. Indirect Costs*	142,303	206,023	211,604	217,352	777,282
11. Funding for Involved LEAs	0	0	0	0	0
12. Supplemental Funding for Participating LEAs - (Incentive)	5,336,000	5,197,000	4,829,500	4,077,500	19,440,000
13. Total Costs (lines 9-12)	23,984,585	16,715,814	16,413,654	14,029,253	71,143,306
14. Funding Subgranted to Participating LEAs (50% of Total Grant)	19,529,500	18,654,500	17,418,000	14,598,000	70,200,000
15. Total Budget (Lines 13-14)	43,514,085	35,370,314	33,831,654	28,627,253	141,343,306

Assurance Narrative:

Secondary school reform and the CT Accountability for Learning Initiative (CALI) connect the broad overarching frameworks for developing highly effective teachers and principals who will move students to higher levels of achievement. The Connecticut Plan and CALI serve as conceptual "bookends" to the work described throughout this assurance area, although both are represented in one section only – D5 of the written application. Between these two components, Sections D2, and D3 follow the sequence prescribed in the application. Collectively, all these initiatives (and the activities needed to implement them) will form the basis of instructional renewal statewide during the next eight years. As districts undergo the professional development and technical training needed to implement the new curricula for our secondary schools; as teachers learn how to coach students through success planning and developing capstone projects; and as schools prepare to restructure time, schedules and support systems for ongoing learning, so will all participating LEAs change their behaviors and practices to meet the conditions required to successfully transform our schools.

Assurance 3

Initiative: The Connecticut Plan for Secondary School Reform

(Evidence for selection criterion): (B)(3)

Budget Categories	Year 1	Year 2	Year 3	Year 4	Total
1. Personnel	0	0	0	0	0
2. Fringe Benefits	0	0	0	0	0
3. Travel	0	0	0	0	0
4. Equipment	0	0	0	0	0
5. Supplies	0	0	0	0	0
6. Contractual	620,000	620,000	620,000	610,000	2,470,000
7. Training Stipends	0	0	0	0	0
8. Other	0	0	0	0	0
9. Total Direct Costs (lines 1-8)	620,000	620,000	620,000	610,000	2,470,000
10. Indirect Costs*	4,000	0	0	0	4,000
11. Funding for Involved LEAs	0	0	0	0	0
12. Supplemental Funding for Participating LEAs - (Incentive)	1,035,000	1,035,000	1,035,000	1,035,000	4,140,000
13. Total Costs (lines 9-12)	1,659,000	1,655,000	1,655,000	1,645,000	6,614,000
14. Funding Subgranted to Participating LEAs (50% of Total Grant)	3,700,000	3,700,000	3,700,000	3,700,000	14,800,000
15. Total Budget (Lines 13-14)	5,359,000	5,355,000	5,355,000	5,345,000	21,414,000

Initiative Narrative:

Funds will be used to support the implementation of key parts of the CT Secondary School Reform Plan. This includes significant investments in the professional development of teachers, principals, parents and other educational personnel. These investments are delineated in Goals 1-6 in Section D5. In particular, professional development efforts will focus on the preparation of "Next Generation Teachers and Leaders", which helps teachers develop skills in the integration of technology and other 21st century skills, and prepares administrators to support and evaluate these essential components in their schools.

In addition to professional development, RTTT will funds will be used to provide resources and programs that will help provide optimal learning experiences for our students particularly urban and English Language Learner (ELL) students who need both culturally relevant instruction and differentiated approaches to presenting complex subject matter. Among these resources are; a statewide learning management system, which teachers can use in a variety of ways to expand and enhance student learning and engagement, and system for implementing individual student success plans and associated professional development, which incentive RTTT funds will support. A variety of school-based programs to provide academic and other supports to our most vulnerable students will also be put into place in order to achieve our reform goals.

CSDE Project Cost By "Partnerships for Change"

	Family and Community Engagement	Pre-Service Training and Professional	Teacher, Principal Effectiveness and Accountability	Curriculum Innovation and Technology	High School, College and Workforce Alignment	Administrative Support Centers	Total
Line 6:	0	0	0	2,200,000	0	270,000	2,470,000

Target Funding for Participating LEAs By "Partnerships for Change"

	Family and Community Engagement	Pre-Service Training and Professional	Teacher, Principal Effectiveness and Accountability	Curriculum Innovation and Technology	High School, College and Workforce Alignment	Administrative Support Centers	Total
Line 12:	140,000	400,000	400,000	3,200,000	0	0	4,140,000
Line 14:	200,000	1,500,000	1,400,000	11,700,000	0	0	14,800,000

Budget Category Justifications

Line 6 Contractual:

CSDE continually follows the procedures for procurement under 34 CFR Parts 70.40-74.48 and Part 80.36.

Description: RESC Alliance Service Contract to implement aspects of The Connecticut Plan for Secondary School Reform.

Year 1:	Year 2:	Year 3:	Year 4:	Total
70,000	70,000	70,000	60,000	270,000

RESC Alliance (Administrative Support Center) is contracted with the State of Connecticut to provide necessary services to administer this component of the State's Education Reform Plan.

Administrative Support Agency - $270,000

Description: Professional development and educator training sponsored by the Partnership for Curriculum Innovation and Technology

Year 1:	Year 2:	Year 3:	Year 4:	Total
550,000	550,000	550,000	550,000	2,200,000

The following projected expenditures are needed to support initial implementation of The Connecticut Plan.
-Conference for secondary school dropout prevention (TANGL)
-PD sessions for before- and after-school support program, literacy, math and ELL instruction, school climate, etc. (TANGL)
-Research-based computer and internet-based application to participating LEAs. (CENLC-PKAL)
-PD for middle school principals on the design of effective scheduling to maximize learning time for low performing students. (e.g. block schedule) (TANGL)

Administrative Support Center - $270,000
PD – TANGL - $1,600,000
CENLC - $300,000
PKAL - $100,000
Support Initiatives - $200,000
Total - $2,470,000

Contractual Total:	2,470,000

Line 12 Supplemental Funding for Participating LEAs:

	Year 1	Year 2	Year 3	Year 4	Total
Incentive Grant Funds:	1,035,000	1,035,000	1,035,000	1,035,000	4,140,000

Activity: LEAs may use incentive funds for development and/or purchase of student support planning systems, purchase of online formative assessment systems, online course fees, professional development, purchase of online applications to assist with remedial/at risk populations, tuition for online courses for curriculum enhancement and credit recovery.

Purpose: To assist LEA to execute this portion of the state plan.

Approx. # of LEAs: 163

LEA: All Participating: PK-12 Districts; PK-8 Districts; PK-6 Districts; 7-12 Regional District; 9-12 Regional Districts; RESCs; Charter Schools; Technical High School District; Other State School Districts (DCF and DOC)

Rationale: This funding is an incentive for LEAs to participate in the implementation of the State's Education Reform Plan (SERP). Based on the Title 1 share, each participant would receive a variable formula amount of the State's Race to the Top grant. This sub-grant, from the State's 50%, increases the ability of participating LEAs to meet the requirements of the MOU.

Supplemental Subgrant Cost $100,000 or $140,000 per LEA depending on grades serviced.

Assurance 3

Initiative: Advance Placement Course Expansion

(Evidence for selection criterion): (D)(5)

Budget Categories	Year 1	Year 2	Year 3	Year 4	Total
1. Personnel	0	0	0	0	0
2. Fringe Benefits	0	0	0	0	0
3. Travel	0	0	0	0	0
4. Equipment	0	0	0	0	0
5. Supplies	250,000	250,000	250,000	250,000	1,000,000
6. Contractual	1,250,000	1,250,000	1,250,000	1,250,000	5,000,000
7. Training Stipends	0	0	0	0	0
8. Other	0	0	0	0	0
9. Total Direct Costs (lines 1-8)	1,500,000	1,500,000	1,500,000	1,500,000	6,000,000
10. Indirect Costs*	22,000	20,000	20,000	20,000	82,000
11. Funding for Involved LEAs	0	0	0	0	0
12. Supplemental Funding for Participating LEAs - (Incentive)	0	0	0	0	0
13. Total Costs (lines 9-12)	1,522,000	1,520,000	1,520,000	1,520,000	6,082,000
14. Funding Subgranted to Participating LEAs (50% of Total Grant)	0	0	0	0	0
15. Total Budget (Lines 13-14)	1,522,000	1,520,000	1,520,000	1,520,000	6,082,000

Initiative Narrative:

Funds will be used to expand Project Opening Doors (POD) or AP courses in STEM subjects in selected schools within Priority School Districts. Funds will provide for teacher training, materials, and costs associated with requesting for and taking AP course examinations. Participating districts will receive funds to expand the number of course offerings to disadvantaged students in their schools.

CSDE Project Cost By "Partnerships for Change"

	Family and Community Engagement	Pre-Service Training and Professional	Teacher, Principal Effectiveness and Accountability	Curriculum Innovation and Technology	High School, College and Workforce Alignment	Administrative Support Centers	Total
Line 5:	0	0	0	1,000,000	0	0	1,000,000
Line 6:	0	5,000,000	0	0	0	0	5,000,000

Budget Category Justifications

Line 5 Supplies:

Description: Materials and Supplies

Year 1:	Year 2:	Year 3:	Year 4:	Total
250,000	250,000	250,000	250,000	1,000,000

-AP Course guides, recommended texts and supplementary materials, media and software

Supplies Total: 1,000,000

Line 6 Contractual:

CSDE continually follows the procedures for procurement under 34 CFR Parts 70.40-74.48 and Part 80.36.

Description: Funds will be disbursed to priority districts to expand AP course offerings through Project Opening Doors or its equivalent. Funds will provide summer workshops for teachers, AP course material, stipends to disadvantaged students to enroll in AP courses and register for the AP examinations.

Year 1:	Year 2:	Year 3:	Year 4:	Total
1,250,000	1,250,000	1,250,000	1,250,000	5,000,000

Funds will be disbursed to priority districts to expand AP course offerings through Project Opening Doors or its equivalent. Funds will provide summer workshops for teachers, AP course material, stipends to disadvantaged students to enroll in AP courses and register for the AP examinations.

Contractual Total: 5,000,000

Assurance 3					
Initiative: Model Curricula and Assessments					
(Evidence for selection criterion): (B)(3), (D)(5)					
Budget Categories	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Total**
1. Personnel	0	0	0	0	0
2. Fringe Benefits	0	0	0	0	0
3. Travel	0	0	0	0	0
4. Equipment	0	0	0	0	0
5. Supplies	0	0	0	0	0
6. Contractual	675,000	645,000	635,000	635,000	2,590,000
7. Training Stipends	0	0	0	0	0
8. Other	0	0	0	0	0
9. Total Direct Costs (lines 1-8)	675,000	645,000	635,000	635,000	2,590,000
10. Indirect Costs*	4,000	0	0	0	4,000
11. Funding for Involved LEAs	0	0	0	0	0
12. Supplemental Funding for Participating LEAs - (Incentive)	50,000	50,000	50,000	50,000	200,000
13. Total Costs (lines 9-12)	729,000	695,000	685,000	685,000	2,794,000
14. Funding Subgranted to Participating LEAs (50% of Total Grant)	200,000	200,000	200,000	200,000	800,000
15. Total Budget (Lines 13-14)	929,000	895,000	885,000	885,000	3,594,000

Initiative Narrative:

To ensure that all students throughout Connecticut are being challenged with rigorous content, RTTT will support CSDE's effort to provide models of selected required curriculum that meet the state's rigorous standards. RTTT funds will support the collection and dissemination of model curricula, end-of-course exams, internationally benchmarked programs of study or programs recommended by the Balanced Assessment Consortium or NESSC that meet the new Common Core Standards approved for use nationwide.

Funding will also be provided for the expansion of STEM-centered "21" model curricula/courses, which are modern alternatives to traditional science classes. Included will be development, pilot and implementation of BIO21 and CHEM 21 courses, and accompanying teacher preparation and course facilitation.

CSDE Project Cost By "Partnerships for Change"

	Family and Community Engagement	Pre-Service Training and Professional	Teacher, Principal Effectiveness and Accountability	Curriculum Innovation and Technology	High School, College and Workforce Alignment	Administrative Support Centers	Total
Line 6:	0	0	0	2,330,000	0	260,000	2,590,000

Target Funding for Participating LEAs By "Partnerships for Change"

	Family and Community Engagement	Pre-Service Training and Professional	Teacher, Principal Effectiveness and Accountability	Curriculum Innovation and Technology	High School, College and Workforce Alignment	Administrative Support Centers	Total
Line 12:	0	0	0	200,000	0	0	200,000
Line 14:	0	0	0	800,000	0	0	800,000

Budget Category Justifications

Line 6 Contractual:

CSDE continually follows the procedures for procurement under 34 CFR Parts 70.40-74.48 and Part 80.36.

Description: Contracted services to be provided by the RESC Alliance to implement curriculum portions of The Connecticut Plan.

Year 1:	Year 2:	Year 3:	Year 4:	Total
70,000	70,000	60,000	60,000	260,000

RESC Alliance (Administrative Support Center) is contracted with the State of Connecticut to provide necessary services to administer this component of the State's Education Reform Plan.

Administrative Implementation Agency - $260,000

Description: RESC Alliance will oversee and implement curriculum portions of The Connecticut Plan via contract.

Year 1:	Year 2:	Year 3:	Year 4:	Total
605,000	575,000	575,000	575,000	2,330,000

-BIO21/CHEM21 Course Development and Implementation - $1,030,000
-Creation/Collection/Dissemination of Model Curricula - $300,000
-Professional Development - $1,000,000

Contractual Total: 2,590,000

Line 12 Supplemental Funding for Participating LEAs:

	Year 1	Year 2	Year 3	Year 4	Total
Incentive Grant Funds:	50,000	50,000	50,000	50,000	200,000

Activity: LEAS may use their RTTT funds for review and adaption of local curricula to models, professional development of model/enhanced curricula, professional development on scoring and implementation of End of Course Assessments, expansion of BIO21 and CHEM 21 courses, resources to expand enhanced curriculum and engage students.

Purpose: To assist LEA to execute this portion of the state plan.

Approx. # of LEAs: 163

LEA: All Participating: PK-12 Districts; PK-8 Districts; PK-6 Districts; 7-12 Regional District; 9-12 Regional Districts; RESCs; Charter Schools; Technical High School District; Other State School Districts (DCF and DOC)

Rationale: This funding is an incentive for LEAs to participate in the implementation of the State's Education Reform Plan (SERP). Based on the Title 1 share, each participant would receive a variable formula amount of the State's Race to the Top grant. This sub-grant, from the State's 50%, increases the ability of participating LEAs to meet the requirements of the MOU.

Supplemental Subgrant Cost $100,000 or $140,000 per LEA depending on grades serviced.

Assurance 3					
Initiative: STEM Innovation					
(Evidence for selection criterion): (D)(5)					
Budget Categories	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Total**
1. Personnel	77,250	159,135	163,909	168,826	569,120
2. Fringe Benefits	42,488	87,524	90,150	92,854	313,016
3. Travel	0	0	0	0	0
4. Equipment	0	0	0	0	0
5. Supplies	0	0	0	0	0
6. Contractual	275,000	275,000	275,000	275,000	1,100,000
7. Training Stipends	0	0	0	0	0
8. Other	0	0	0	0	0
9. Total Direct Costs (lines 1-8)	394,738	521,659	529,059	536,681	1,982,137
10. Indirect Costs*	13,579	19,733	20,325	20,934	74,571
11. Funding for Involved LEAs	0	0	0	0	0
12. Supplemental Funding for Participating LEAs - (Incentive)	588,000	588,000	812,000	812,000	2,800,000
13. Total Costs (lines 9-12)	996,317	1,129,392	1,361,384	1,369,615	4,856,708
14. Funding Subgranted to Participating LEAs (50% of Total Grant)	2,142,000	2,142,000	2,958,000	2,958,000	10,200,000
15. Total Budget (Lines 13-14)	3,138,317	3,271,392	4,319,384	4,327,615	15,056,708

Initiative Narrative:

As a state priority, STEM education receives significant attention throughout our RTTT application. Though some STEM-related initiatives are budgeted as parts of other initiatives, some are budgeted separately here.

Significant professional development and resources will be provided to increase the effective teaching of STEM at all levels. In particular, professional development will be targeted toward elementary teachers, to support their effective teaching of STEM subjects, and all teachers will have access to high quality professional development through our Next Generation Teachers and Leaders initiative, which helps all teachers integrate technology and other 21st century essentials into their classroom learning activities. The Math-Science Instructional Coaching Academy will provide a vehicle for the development of school-based teacher leaders to help colleagues improve STEM instruction. Online multimedia science resources will be provided for all elementary and middle schools and a scholarship program will be established for online STEM course tuition for students from low-income families.

Support will also be provided for the “Whitney Group” which will coordinate many of the state’s STEM education efforts, in conjunction with the Partnerships for Curriculum Innovation, and High School, College and Workforce Alignment.

CSDE Project Cost By "Partnerships for Change"

	Family and Community Engagement	Pre-Service Training and Professional	Teacher, Principal Effectiveness and Accountability	Curriculum Innovation and Technology	High School, College and Workforce Alignment	Administrative Support Centers	Total
Line 6:	0	0	0	1,000,000	0	100,000	1,100,000

Target Funding for Participating LEAs By "Partnerships for Change"

	Family and Community Engagement	Pre-Service Training and Professional	Teacher, Principal Effectiveness and Accountability	Curriculum Innovation and Technology	High School, College and Workforce Alignment	Administrative Support Centers	Total
Line 12:	400,000	900,000	0	1,300,000	200,000	0	2,800,000
Line 14:	1,600,000	3,100,000	0	4,700,000	800,000	0	10,200,000

Budget Category Justifications

Line 1 Personnel:

Legal Consultant	Hours	% FTE	Year 1	Year 2	Year 3	Year 4	Total
	8	100%	37,300	76,838	79,143	81,517	274,799

Duties
-Provide legal assistance for district and consortium contracts offered through the Regional Educational Service Centers (RESCs).

Project Coord, Associate Consultant	Hours	% FTE	Year 1	Year 2	Year 3	Year 4	Total
	7	100%	39,950	82,297	84,766	87,309	294,322

Duties
-Manage contract services and related fiscal matters including modular development, regional training and online learning services.

Personnel Total:	77,250	159,135	163,909	168,826	569,120

Line 2 Fringe:

	Year 1	Year 2	Year 3	Year 4	Total
Fringe benefits are a calculated percentage and estimated at 55% of the employer's share of total salary	42,488	87,524	90,150	92,854	313,016

Line 6 Contractual:

CSDE continually follows the procedures for procurement under 34 CFR Parts 70.40-74.48 and Part 80.36.

Description: RESC Alliance Service Contract to implement curriculum portion of The Connecticut Plan.

Year 1:	Year 2:	Year 3:	Year 4:	Total
25,000	25,000	25,000	25,000	100,000

RESC Alliance (Administrative Support Center) is contracted with the State of Connecticut to provide necessary services to administer this component of the State's Education Reform Plan.
Science Resources - $750,000
Online STEM Course Scholarships - $200,000
STEM Education Collaboration and Dissemination Network - $50,000

Description: RESC Alliance will oversee and implement curriculum portion of The Connecticut Plan via contract.

Year 1:	Year 2:	Year 3:	Year 4:	Total
250,000	250,000	250,000	250,000	1,000,000

Administrative Implementation Center - $100,000
Science Resources - $750,000

Contractual Total: 1,100,000

Line 12 Supplemental Funding for Participating LEAs:

	Year 1	Year 2	Year 3	Year 4	Total
Incentive Grant Funds:	588,000	588,000	812,000	812,000	2,800,000

Activity: LEAS may use their RTTT funds for implementation, expansion, or student enrollment in STEM before and after school enrichment programs, online STEM applications and resources, hiring or additional STEM-subject teachers, expansion of STEM programs, programs to involve families in STEM education, STEM internships and career initiatives.

Purpose: To assist LEA to execute this portion of the state plan.

Approx. # of LEAs: 163

LEA: All Participating: PK-12 Districts; PK-8 Districts; PK-6 Districts; 7-12 Regional District; 9-12 Regional Districts; RESCs; Charter Schools; Technical High School District; Other State School Districts (DCF and DOC)

Rationale: This funding is an incentive for LEAs to participate in the implementation of the State's Education Reform Plan (SERP). Based on the Title 1 share, each participant would receive a variable formula amount of the State's Race to the Top grant. This sub-grant, from the State's 50%, increases the ability of participating LEAs to meet the requirements of the MOU.

Supplemental Subgrant Cost $100,000 or $140,000 per LEA depending on grades serviced.

Assurance 3

Initiative: Family and Community Engagement

(Evidence for selection criterion): (D)(5)

Budget Categories	Year 1	Year 2	Year 3	Year 4	Total
1. Personnel	39,950	82,297	84,766	87,309	294,322
2. Fringe Benefits	21,973	45,263	46,621	48,020	161,877
3. Travel	0	0	0	0	0
4. Equipment	0	0	0	0	0
5. Supplies	0	0	0	0	0
6. Contractual	132,500	122,500	122,500	122,500	500,000
7. Training Stipends	0	0	0	0	0
8. Other	0	0	0	0	0
9. Total Direct Costs (lines 1-8)	194,423	250,060	253,887	257,829	956,199
10. Indirect Costs*	6,954	10,205	10,511	10,826	38,496
11. Funding for Involved LEAs	0	0	0	0	0
12. Supplemental Funding for Participating LEAs - (Incentive)	175,000	350,000	87,500	87,500	700,000
13. Total Costs (lines 9-12)	376,376	610,265	351,898	356,155	1,694,695
14. Funding Subgranted to Participating LEAs (50% of Total Grant)	575,000	1,150,000	287,500	287,500	2,300,000
15. Total Budget (Lines 13-14)	951,376	1,760,265	639,398	643,655	3,994,695

Initiative Narrative:

To improve the success of all students, these investments support key strategies to promote participation in training programs sponsored by the School-Family-Community Partnership. These programs develop the knowledge and skills necessary for parents to support student success at home and in school, particularly in our secondary schools and underperforming schools where the need for additional support is most acute. Activities will strengthen school and family partnerships, community growth and effective school cultures. This work will be focused by the National Network of Partnerships; School's Action Team Model, and "Welcoming Walks" - as recommended for Title 1 school and parent compacts.

CSDE Project Cost By "Partnerships for Change"

	Family and Community Engagement	Pre-Service Training and Professional	Teacher, Principal Effectiveness and Accountability	Curriculum Innovation and Technology	High School, College and Workforce Alignment	Administrative Support Centers	Total
Line 6:	450,000	0	0	0	0	50,000	500,000

Target Funding for Participating LEAs By "Partnerships for Change"

	Family and Community Engagement	Pre-Service Training and Professional	Teacher, Principal Effectiveness and Accountability	Curriculum Innovation and Technology	High School, College and Workforce Alignment	Administrative Support Centers	Total
Line 12:	400,000	0	300,000	0	0	0	700,000
Line 14:	1,500,000	0	800,000	0	0	0	2,300,000

Budget Category Justifications

Line 1 Personnel:

Associate Ed Consultant	Hours	% FTE	Year 1	Year 2	Year 3	Year 4	Total
	7	100%	39,950	82,297	84,766	87,309	294,322

Duties
-Coordinate training and technical assistance. This individual trained in the principles of National Network of Partnership Schools Action Team model will oversee the building of capacity throughout the state so that participating schools and districts will receive a School-Family-Community Partnership Training. The training incorporates a Schools Action Team model that addresses communicating and creating a welcoming school climate and building effective Title I School Parent compacts. This person is part of a management team that will have oversight for expansion of the Grade Level Reading Demonstration Project for School Improvement Tier III.

Personnel Total:	39,950	82,297	84,766	87,309	294,322

Line 2 Fringe:

	Year 1	Year 2	Year 3	Year 4	Total
Fringe benefits are a calculated percentage and estimated at 55% of the employer's share of total salary	21,973	45,263	46,621	48,020	161,877

Line 6 Contractual:

CSDE continually follows the procedures for procurement under 34 CFR Parts 70.40-74.48 and Part 80.36.

Description: SERC Service Contract to implement curriculum portion of The Connecticut Plan, including parent leadership and educator training.

Year 1:	Year 2:	Year 3:	Year 4:	Total
12,500	12,500	12,500	12,500	50,000

The State Education Resource Center (SERC), CSDE staff, and the Partnership for Family and Community Engagement will:
-Assist the CSDE in hiring national experts to build accountability systems needed to implement and evaluate school and district fidelity to the parent engagement requirements in Title I
-Implement School-Family-Community Partnership Training
-Build capacity within the RESC Alliance to make it possible for each RESC to provide training to participating LEAS that follow the National Network of Partnership Schools model and the School-Family-Community Partnership Action Team Training

SERC is contracted with the State of Connecticut to provide necessary services to administer this component of the State's Education Reform Plan.

Description: SERC Service Contract to implement curriculum portion of The Connecticut Plan, including parent leadership and educator training.

Year 1:	Year 2:	Year 3:	Year 4:	Total
120,000	110,000	110,000	110,000	450,000

Contractual Total: 500,000

Line 12 Supplemental Funding for Participating LEAs:

	Year 1	Year 2	Year 3	Year 4	Total
Incentive Grant Funds:	175,000	350,000	87,500	87,500	700,000

Activity: Participating LEAs as well as LEAs that are required to establish a Governing Council for a school in need of improvement will subscribe to the School Family-Community Partnership training sponsored by the State Education Resource Center (SERC) and its Parent Information Resource Center (PIRC). The training will consist of three elements: School Action Team development, Connecticut's Welcoming Walkthrough and Building School Parent Compacts.

Participating LEAs will offer parents an opportunity to participate in one of eight regional community- based parent leadership institutes per year that gives parents training on a wide range of topics such as being an effective parent; active engagement in the one's community; using the media and public speaking; using student benchmarks and outcome measure; becoming familiar with city, state and federal law and understanding policy and municipal budgets.

School Improvement Tier III Schools will apply through a competitive process to SERC, in the State's Administrative Support Center, for the Grade Level Reading Demonstration Project that will support family and children's literacy development (See Section E of RTTT Application). It is an effort to improve instructional practices and raise achievement for all students by capacity-building, knowledge development and leadership development within poor performing schools.

Purpose: To assist LEA to execute this portion of the state plan.

Approx. # of LEAs: 163

LEA: All Participating: PK-12 Districts; PK-8 Districts; PK-6 Districts; 7-12 Regional District; 9-12 Regional Districts; RESCs; Charter Schools; Technical High School District; Other State School Districts (DCF and DOC)

Rationale: This funding is an incentive for LEAs to participate in the implementation of the State's Education Reform Plan (SERP). Based on the Title 1 share, each participant would receive a variable formula amount of the State's Race to the Top grant. This sub-grant, from the State's 50%, increases the ability of participating LEAs to meet the requirements of the MOU.

Supplemental Subgrant Cost $100,000 or $140,000 per LEA depending on grades serviced.

Assurance 3					
Initiative: Differentiating Instruction: Initiatives to foster Equity, Diversity, and Inclusion					
(Evidence for selection criterion): (D)(5)					
Budget Categories	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Total**
1. Personnel	0	0	0	0	0
2. Fringe Benefits	0	0	0	0	0
3. Travel	0	0	0	0	0
4. Equipment	0	0	0	0	0
5. Supplies	0	0	0	0	0
6. Contractual	250,000	250,000	250,000	250,000	1,000,000
7. Training Stipends	0	0	0	0	0
8. Other	0	0	0	0	0
9. Total Direct Costs (lines 1-8)	250,000	250,000	250,000	250,000	1,000,000
10. Indirect Costs*	6,000	0	0	0	6,000
11. Funding for Involved LEAs	0	0	0	0	0
12. Supplemental Funding for Participating LEAs - (Incentive)	413,000	229,000	229,000	229,000	1,100,000
13. Total Costs (lines 9-12)	669,000	479,000	479,000	479,000	2,106,000
14. Funding Subgranted to Participating LEAs (50% of Total Grant)	1,462,500	812,500	812,500	812,500	3,900,000
15. Total Budget (Lines 13-14)	2,131,500	1,291,500	1,291,500	1,291,500	6,006,000

Initiative Narrative:

The majority of Connecticut's racial and language minority students reside in seven of the state's 169 cities and towns. Conditions related to how LEAs are funded, the decline of Connecticut's urban centers, inadequate teacher preparation focused on effectively teaching linguistically and racially isolated students; and deep-seated disadvantages within families and communities across Connecticut – all affect how disadvantaged students perform in school. The State Education Reform Plan (SERP) will expand engagement around these issues and conditions at all levels - including policy, administration and classroom services and support to students. It will also draw upon a nationally recognized program entitled Courageous Conversations about Race. This initiative will assist those with responsibility to influence student learning in diverse communities with the skills required to engage inquiry professionally about the impact of race and culture on learning, and to apply knowledge and strategies that improve learning and career outcomes for racial and language minority students.

CSDE Project Cost By "Partnerships for Change"

	Family and Community Engagement	Pre-Service Training and Professional	Teacher, Principal Effectiveness and Accountability	Curriculum Innovation and Technology	High School, College and Workforce Alignment	Administrative Support Centers	Total
Line 6:	900,000	0	0	0	0	100,000	1,000,000

Target Funding for Participating LEAs By "Partnerships for Change"

	Family and Community Engagement	Pre-Service Training and Professional	Teacher, Principal Effectiveness and Accountability	Curriculum Innovation and Technology	High School, College and Workforce Alignment	Administrative Support Centers	Total
Line 12:	1,100,000	0	0	0	0	0	1,100,000
Line 14:	3,900,000	0	0	0	0	0	3,900,000

Budget Category Justifications

Line 6 Contractual:

CSDE continually follows the procedures for procurement under 34 CFR Parts 70.40-74.48 and Part 80.36.

Description: SERC Service Contract to implement instructional components of The Connecticut Plan, CALI/SRBE and community engagement.

Year 1:	Year 2:	Year 3:	Year 4:	Total
25,000	25,000	25,000	25,000	100,000

SERC is contracted with the State of Connecticut to provide necessary services to administer this component of the State's Education Reform Plan.

Description: SERC will faciliate the deliverables identified in the narrative above.

Year 1:	Year 2:	Year 3:	Year 4:	Total
125,000	125,000	125,000	125,000	500,000

These funds will be used to facilitate the LEAs' understanding and ability to lead discussions and monitor the impact of race on system accountability. Anticipated projects are $200K for training sessions to assist schools in meeting the unique needs of racial minorities and ELL students; $250K to provide staffing support for Developing Tomorrow's Professionals (See Section F of the RTTT Application for description); $100K to provide staffing support for the preparation of PD and technical assistance for ongoing partnership with families and communities on such issues as walk through, parent teacher compacts, and outreach.

Description: The Partnership for Family and Community Engagement will provide funding for secondary communities via the SERC Service Contract.

Year 1:	Year 2:	Year 3:	Year 4:	Total
100,000	100,000	100,000	100,000	400,000

400K – The Partnership for Family and Community Engagement will provide funding for secondary communities.

Contractual Total:	1,000,000

Line 12 Supplemental Funding for Participating LEAs:

	Year 1	Year 2	Year 3	Year 4	Total
Incentive Grant Funds:	413,000	229,000	229,000	229,000	1,100,000

Activity: This funding is intended to be available for LEAs though the incentive grants to achieve greater understanding of race and its effects on system accountability.

Purpose: To assist LEA to execute this portion of the state plan.

Approx. # of LEAs: 163

LEA: All Participating: PK-12 Districts; PK-8 Districts; PK-6 Districts; 7-12 Regional District; 9-12 Regional Districts; RESCs; Charter Schools; Technical High School District; Other State School Districts (DCF and DOC)

Rationale: This funding is an incentive for LEAs to participate in the implementation of the State's Education Reform Plan (SERP). Based on the Title 1 share, each participant would receive a variable formula amount of the State's Race to the Top grant. This sub-grant, from the State's 50%, increases the ability of participating LEAs to meet the requirements of the MOU.

Supplemental Subgrant Cost $100,000 or $140,000 per LEA depending on grades serviced.

Assurance 3					
Initiative: Supervision & Evaluation: Designing & Implementing a New Comprehensive System for Supervising & Evaluating Teachers and Principals					
(Evidence for selection criterion): (D)(3)					
Budget Categories	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Total**
1. Personnel	286,697	590,595	608,313	626,562	2,112,166
2. Fringe Benefits	157,683	324,827	334,572	344,609	1,161,691
3. Travel	0	0	0	0	0
4. Equipment	0	0	0	0	0
5. Supplies	0	0	0	0	0
6. Contractual	1,850,000	1,850,000	1,850,000	150,000	5,700,000
7. Training Stipends	0	0	0	0	0
8. Other	0	0	0	0	0
9. Total Direct Costs (lines 1-8)	2,294,380	2,765,422	2,792,885	1,121,171	8,973,857
10. Indirect Costs*	39,550	73,234	75,431	77,694	265,909
11. Funding for Involved LEAs	0	0	0	0	0
12. Supplemental Funding for Participating LEAs - (Incentive)	1,175,000	1,645,000	1,316,000	564,000	4,700,000
13. Total Costs (lines 9-12)	3,508,930	4,483,656	4,184,315	1,762,865	13,939,766
14. Funding Subgranted to Participating LEAs (50% of Total Grant)	4,250,000	5,950,000	4,760,000	2,040,000	17,000,000
15. Total Budget (Lines 13-14)	7,758,930	10,433,656	8,944,315	3,802,865	30,939,766

Initiative Narrative:

Teacher and Administrator Evaluation Guidelines:

Two goals will focus this initiative: (1) build and implement a new model to measure student growth; and (2) revise the 1999 Teacher and Administrators Standards and Evaluation guidelines. Over the next two years, CSDE will work to develop multiple measures of student growth, which includes the Connecticut Mastery Test "vertical scales" developed in 2008 to measure growth (or change) across grades (i.e., from Grade 3 to Grade 4, from Grade 4 to Grade 5, etc.) on tests that have different characteristics and items, but have similar content. Additionally, CSDE will be working to develop other assessment measures for student growth in grades K-2 and 9-12. These vertical scales and other student growth assessment measures will then be integrated into the new teacher and administrator evaluation system.

Over the next three years CSDE will develop and pilot a new teacher and administrator evaluation system that may include classroom observations, agreed-upon indicators of student growth, and other measures. Such other measures may include peer reviews, student/parent evaluations, or effective use of student success plans. Once developed, this new system will be piloted with select participating LEAs in the 2011-2012 school year and implemented statewide beginning in fall 2012. Evaluations of every teacher and administrator will be completed annually and used to inform decision making about professional development needed in the district, tenure decisions and retention decisions for teachers and principals.

Teacher Education and Mentoring Program (TEAM):

The TEAM program will pair mentor teachers with beginning teachers during their first two years of teaching to enhance their teaching skills and improve their teaching practice. Each beginning teacher will be required to complete five professional growth modules during the two year period in the following Common Core of Teaching (CCT) domains: classroom management, planning lessons/units, instructing students, assessing students' achievement and professional responsibility.

Each module will include the completion of a reflection paper that must be deemed by a district or regional review committee as successfully completed for all five modules before the beginning teacher can be awarded a provisional teaching certificate (the 2nd tier certificate in Connecticut's 3-tier certification system). This program will be fully implemented beginning fall 2010. Currently, approximately $4.0 million in state funds has been allocated to implement this new program. No RTTT funds will be required for this initiative, but it is an essential part of the infrastructure underlying our planned supervision and evaluation system.

CSDE Project Cost By "Partnerships for Change"

	Family and Community Engagement	Pre-Service Training and Professional	Teacher, Principal Effectiveness and Accountability	Curriculum Innovation and Technology	High School, College and Workforce Alignment	Administrative Support Centers	Total
Line 6:	0	0	5,100,000	0	0	600,000	5,700,000

Target Funding for Participating LEAs By "Partnerships for Change"

	Family and Community Engagement	Pre-Service Training and Professional	Teacher, Principal Effectiveness and Accountability	Curriculum Innovation and Technology	High School, College and Workforce Alignment	Administrative Support Centers	Total
Line 12:	0	0	4,700,000	0	0	0	4,700,000
Line 14:	0	0	17,000,000	0	0	0	17,000,000

Budget Category Justifications

Line 1 Personnel:

RTTT - Secretary 2	Hours	% FTE	Year 1	Year 2	Year 3	Year 4	Total
	8	100%	26,847	55,304	56,963	58,672	197,785

Duties
-Provide clerical support for the RTTT management office. This position is reported in this initiative, although it maintains oversight of all four assurances.

RTTT Manager	Hours	% FTE	Year 1	Year 2	Year 3	Year 4	Total
	7	100%	46,150	95,069	97,921	100,859	339,999

Duties
-Report directly to the Deputy Commissioner and shall have the responsibility of organizing and overseeing the Statewide Educator Reform Plan. This position is reported in this initiative, although it maintains oversight of all four assurances.

RTTT Project Coordinator	Hours	% FTE	Year 1	Year 2	Year 3	Year 4	Total
	7	100%	39,950	82,297	84,766	87,309	294,322

Duties
-Report to the RTTT Manager, and execute those responsibilities necessary to implement the specific plans and assurances outlined in the RTTT application. This position is reported in this initiative, although it maintains oversight of all four assurances.

Data Coordinator – Teacher Evaluation (Assoc Consultant)	Hours	% FTE	Year 1	Year 2	Year 3	Year 4	Total
	7	100%	34,100	70,246	72,353	74,524	251,223

Duties
-Work with IT to develop a web-based system for the reporting of district evaluation results, produce reports for districts, state and USDOE.

Educator Preparation – Accountability (Educ Consultant)	Hours	% FTE	Year 1	Year 2	Year 3	Year 4	Total
	7	100%	39,950	82,297	84,766	87,309	294,322

Duties
-Work with IT and IHEs to develop a reporting system so that data can be properly reported between IHEs and CSDE.

Project Coordinator – Principal Evaluation System (Educ Consultant)	Hours	% FTE	Year 1	Year 2	Year 3	Year 4	Total
	7	100%	39,950	82,297	84,766	87,309	294,322

Duties
-Oversee the development of the administrator's evaluation system, train administrators to use the evaluation tools and assist districts with implementation.

Project Coordinator – Teacher Evaluation System (Educ Consultant)	Hours	% FTE	Year 1	Year 2	Year 3	Year 4	Total
	7	100%	43,300	89,198	91,874	94,630	319,002

Duties
-Work with bureau chief and Partnership members to develop the teacher evaluation system, train administrators to use the evaluation tools and assist districts with implementation

Secretary	Hours	% FTE	Year 1	Year 2	Year 3	Year 4	Total
	8	100%	16,450	33,887	34,904	35,951	121,191

Duties
-Provide clerical support for the individuals identified above.

Personnel Total:	286,697	590,595	608,313	626,562	2,112,166

Line 2 Fringe:

	Year 1	Year 2	Year 3	Year 4	Total
Fringe benefits are a calculated percentage and estimated at 55% of the employer's share of total salary	157,683	324,827	334,572	344,609	1,161,691

Line 6 Contractual:

CSDE continually follows the procedures for procurement under 34 CFR Parts 70.40-74.48 and Part 80.36.

Description: CAS will implement the deliverables identified in the narrative above and in cooperation with the Partnership for Teacher, Principal Effectiveness.

Year 1:	Year 2:	Year 3:	Year 4:	Total
1,700,000	1,700,000	1,700,000		5,100,000

The following is the anticipated spending plan for these funds that intend to support the implementation of Designing & Implementing a New Comprehensive System for Supervising & Evaluating Teachers and Principals:
Building teacher performance system: $600K
Building principal performance system: $600K
Collecting and evaluation data for the above: $200K
Training teachers on how to use tools: $2.35M
Organize PD activities for all above: $50K
Compensation system: $300K
Guideline for intensive evaluation of teachers and principal: $200K
LEAs for peer professional development: $400K
RTTT Management Office $400K for Knowledge Network Research

Description: CAS Service Contract to assist the CSDE and Partnership for Teacher, Principal Effectiveness design, build, implement and evaluate the State's guidelines for evaluating all public school teachers.

Year 1:	Year 2:	Year 3:	Year 4:	Total
150,000	150,000	150,000	150,000	600,000

CAS is contracted with the State of Connecticut to provide necessary services to administer this component of the State's Education Reform Plan.

Contractual Total:	5,700,000

Line 12 Supplemental Funding for Participating LEAs:

	Year 1	Year 2	Year 3	Year 4	Total
Incentive Grant Funds:	1,175,000	1,645,000	1,316,000	564,000	4,700,000

Activity: LEAs will use this money to train and annually calibrate administrators in the use of the teacher and principal evaluation tools, purchase pre-designed evaluation tools (e.g. Vanderbilt University principal evaluation tools), and provide remediation for teachers on intensive evaluation, if necessary.

Purpose: To assist LEA to execute this portion of the state plan.

Approx. # of LEAs: 163

LEA: All Participating: PK-12 Districts; PK-8 Districts; PK-6 Districts; 7-12 Regional District; 9-12 Regional Districts; RESCs; Charter Schools; Technical High School District; Other State School Districts (DCF and DOC)

Rationale: This funding is an incentive for LEAs to participate in the implementation of the State's Education Reform Plan (SERP). Based on the Title 1 share, each participant would receive a variable formula amount of the State's Race to the Top grant. This sub-grant, from the State's 50%, increases the ability of participating LEAs to meet the requirements of the MOU.

Supplemental Subgrant Cost $100,000 or $140,000 per LEA depending on grades serviced.

Assurance 3

Initiative: Competitive Grants for Recruiting, Inducting and Retaining Effective Teachers & Principals

(Evidence for selection criterion): (D)(3)

Budget Categories	Year 1	Year 2	Year 3	Year 4	Total
1. Personnel	0	0	0	0	0
2. Fringe Benefits	0	0	0	0	0
3. Travel	0	0	0	0	0
4. Equipment	0	0	0	0	0
5. Supplies	0	0	0	0	0
6. Contractual	3,750,000	3,500,000	3,500,000	3,500,000	14,250,000
7. Training Stipends	0	0	0	0	0
8. Other	0	0	0	0	0
9. Total Direct Costs (lines 1-8)	3,750,000	3,500,000	3,500,000	3,500,000	14,250,000
10. Indirect Costs*	2,000	0	0	0	2,000
11. Funding for Involved LEAs	0	0	0	0	0
12. Supplemental Funding for Participating LEAs - (Incentive)	0	0	0	0	0
13. Total Costs (lines 9-12)	3,752,000	3,500,000	3,500,000	3,500,000	14,252,000
14. Funding Subgranted to Participating LEAs (50% of Total Grant)	0	0	0	0	0
15. Total Budget (Lines 13-14)	3,752,000	3,500,000	3,500,000	3,500,000	14,252,000

Initiative Narrative:

CSDE will use these investments to distribute effective teachers equitably in Connecticut's high need schools and in hard-to-staff subjects. To accomplish this, CSDE will award competitive grants to districts with high minority and high poverty schools to recruit and retain teachers and principals. Additionally, the department will work to increase the number of teachers in identified subject shortage areas by expanding the state's alternate route to certification, offering scholarships for certified substitute teachers to earn cross-endorsements in hard-to-staff subject areas. Competitive grants to hire and retain effective teachers in hard-to-staff subjects will also be offered to districts, with the option of contracting with such organizations as Teach for America or the Connecticut Academy for Education to aid in the process.

CSDE Project Cost By "Partnerships for Change"

	Family and Community Engagement	Pre-Service Training and Professional	Teacher, Principal Effectiveness and Accountability	Curriculum Innovation and Technology	High School, College and Workforce Alignment	Administrative Support Centers	Total
Line 6:	0	0	0	0	14,250,000	0	14,250,000

Budget Category Justifications

Line 6 Contractual:

CSDE continually follows the procedures for procurement under 34 CFR Parts 70.40-74.48 and Part 80.36.

Description: These funds will be placed out to participating LEAs, some as competitive grants for the implementation of the deliverables identified in the narrative for this initiative, and other funds for direct expenses related to those same deliverables.

Year 1:	Year 2:	Year 3:	Year 4:	Total
3,750,000	3,500,000	3,500,000	3,500,000	14,250,000

Crandall incentive grants, $5M (teachers).
Crandall incentive grants, $2M (principal).
Preemptive hiring:
Survey tool for highly effective teachers: $100K
Statewide recruitment fairs, annually each May: $200K
Expanding in teachers shortage areas:
Media campaign: $100K
Contract award for professional teacher organizations: $400K
Recruitment of STEM teachers K-12: $400K
Online course expansion: $200K
Post secondary high school student scholarships: $100K
Minority teacher recruitment job fair: $400K
Scholarship for certified substitute teachers: $1M
Olmsted grants: $4.25M
Knowledge Network Research: $100K

Contractual Total:	14,250,000

Assurance 3

Initiative: The Connecticut Accountability for Learning Initiative (CALI)

(Evidence for selection criterion): (C)(3), (D)(5), (E)(2)

Budget Categories	Year 1	Year 2	Year 3	Year 4	Total
1. Personnel	324,350	668,161	688,206	708,852	2,389,569
2. Fringe Benefits	178,393	367,489	378,513	389,869	1,314,263
3. Travel	0	0	0	0	0
4. Equipment	0	0	0	0	0
5. Supplies	0	0	0	0	0
6. Contractual	8,325,000	225,000	225,000	225,000	9,000,000
7. Training Stipends	0	0	0	0	0
8. Other	0	0	0	0	0
9. Total Direct Costs (lines 1-8)	8,827,743	1,260,650	1,291,719	1,323,721	12,703,832
10. Indirect Costs*	44,219	82,852	85,338	87,898	300,307
11. Funding for Involved LEAs	0	0	0	0	0
12. Supplemental Funding for Participating LEAs - (Incentive)	1,900,000	1,300,000	1,300,000	1,300,000	5,800,000
13. Total Costs (lines 9-12)	10,771,962	2,643,502	2,677,057	2,711,618	18,804,138
14. Funding Subgranted to Participating LEAs (50% of Total Grant)	7,200,000	4,700,000	4,700,000	4,600,000	21,200,000
15. Total Budget (Lines 13-14)	17,971,962	7,343,502	7,377,057	7,311,618	40,004,138

Initiative Narrative:

The Connecticut Accountability for Learning Initiative is the system of training, technical assistance and coaching designed by the Department to improvement teaching and learning. It consists of professional development in six training areas:
-Data Driven Decision Making
-Making Standards Work
-Effective Teaching Strategies
-Common Formative Assessments
-Improving Climate and Culture
-Scientific Research Based Interventions

Service provided by the RESC Alliance, SERC and CAS will be for external data team facilitators, professional development/training, and embedded technical assistance, executive coaching for principals, training for institutions of higher education, registration and tracking of training and technical assistance data, and conference facilitation fees.

CSDE Project Cost By "Partnerships for Change"

	Family and Community Engagement	Pre-Service Training and Professional	Teacher, Principal Effectiveness and Accountability	Curriculum Innovation and Technology	High School, College and Workforce Alignment	Administrative Support Centers	Total
Line 6:	0	8,100,000	0	0	0	900,000	9,000,000

Target Funding for Participating LEAs By "Partnerships for Change"

	Family and Community Engagement	Pre-Service Training and Professional	Teacher, Principal Effectiveness and Accountability	Curriculum Innovation and Technology	High School, College and Workforce Alignment	Administrative Support Centers	Total
Line 12:	0	5,800,000	0	0	0	0	5,800,000
Line 14:	0	21,200,000	0	0	0	0	21,200,000

Budget Category Justifications

Line 1 Personnel:

Associate Ed Consultant	Hours	% FTE	Year 1	Year 2	Year 3	Year 4	Total
	7	100%	39,950	82,297	84,766	87,309	294,322

Associate Ed Consultant	Hours	% FTE	Year 1	Year 2	Year 3	Year 4	Total
	7	100%	39,950	82,297	84,766	87,309	294,322

Associate Ed Consultant	Hours	% FTE	Year 1	Year 2	Year 3	Year 4	Total
	7	100%	39,950	82,297	84,766	87,309	294,322

Associate Ed Consultant	Hours	% FTE	Year 1	Year 2	Year 3	Year 4	Total
	7	100%	39,950	82,297	84,766	87,309	294,322

Associate Ed Consultant	Hours	% FTE	Year 1	Year 2	Year 3	Year 4	Total
	7	100%	39,950	82,297	84,766	87,309	294,322

Associate Ed Consultant	Hours	% FTE	Year 1	Year 2	Year 3	Year 4	Total
	7	100%	39,950	82,297	84,766	87,309	294,322

Duties

-Funding is for 6 FTE Associate Education Consultants to provide evaluation, monitoring and technical assistance to district and school data teams on development and implementation of district and school improvement plans and the work of the district, school and instructional level data teams as well as two Associate Education Consultants to work on Turnaround schools, ARRA and State reporting.

CALI QA, Ed Service Spec	Hours	% FTE	Year 1	Year 2	Year 3	Year 4	Total
	7	100%	34,100	70,246	72,353	74,524	251,223

Duties

-Provide data and analysis for Department and districts on effectiveness of CALI implementation and to manage contracts with external evaluator for CALI.

CALI Researcher, Ed Service Spec	Hours	% FTE	Year 1	Year 2	Year 3	Year 4	Total
	7	100%	34,100	70,246	72,353	74,524	251,223

Duties
-Serve as coordinator for all CALI training, registration, logistics and tracking.

Secretary	Hours	% FTE	Year 1	Year 2	Year 3	Year 4	Total
	8	100%	16,450	33,887	34,904	35,951	121,191

Duties
-Support CALI logistics.

Personnel Total:	324,350	668,161	688,206	708,852	2,389,569

Line 2 Fringe:

	Year 1	Year 2	Year 3	Year 4	Total
Fringe benefits are a calculated percentage and estimated at 55% of the employer's share of total salary	178,393	367,489	378,513	389,869	1,314,263

Line 6 Contractual:

CSDE continually follows the procedures for procurement under 34 CFR Parts 70.40-74.48 and Part 80.36.

Description: Anticipated contracted vendors are RESC alliance, SERC and CAS

Year 1:	Year 2:	Year 3:	Year 4:	Total
8,100,000				8,100,000

This funding is intended for contracting with an Administrative Support Center for coaching, training and technical assistance for implementing the CALI model, statewide over four years.
External Facilitators - $3,867,100 - RESC/SERC Data Team Facilitators and Coaches
Training - $1,680,000 - CALI modules
Planning - $746,900 - District self assessments and planning for training
CAS Coaching - $980,000 - Executive Coaches for principals
IHE - $591,000 - Training for Institutions of Higher Education
Travel -$70,000
Data Management - $60,000 - Technical Assistance Services Tracking System (TAST)
Conference Facilitation - $105,000 - State wide CALI conference
These investments will provide for essential positions and capacity within the CSDE's Bureau of Accountability and Improvement needed to implement CALI statewide by 2015.

Description: RESC Alliance Contract Services to implement curriculum portion of Connecticut Plan.

Year 1:	Year 2:	Year 3:	Year 4:	Total
225,000	225,000	225,000	225,000	900,000

RESC Alliance is contracted with the State of Connecticut to provide necessary services to administer this component of the State's Education Reform Plan.

Contractual Total:	9,000,000

Line 12 Supplemental Funding for Participating LEAs:

	Year 1	Year 2	Year 3	Year 4	Total
Incentive Grant Funds:	1,900,000	1,300,000	1,300,000	1,300,000	5,800,000

Activity: LEAs will purchase through their RESC training and technical assistance for the implementation of CALI. LEAs can also purchase executive coaching services through CAS.

Purpose: To assist LEA to execute this portion of the state plan.

Approx. # of LEAs: 163

LEA: All Participating: PK-12 Districts; PK-8 Districts; PK-6 Districts; 7-12 Regional District; 9-12 Regional Districts; RESCs; Charter Schools; Technical High School District; Other State School Districts (DCF and DOC)

Rationale: This funding is an incentive for LEAs to participate in the implementation of the State's Education Reform Plan (SERP). Based on the Title 1 share, each participant would receive a variable formula amount of the State's Race to the Top grant. This sub-grant, from the State's 50%, increases the ability of participating LEAs to meet the requirements of the MOU.

Supplemental Subgrant Cost $100,000 or $140,000 per LEA depending on grades serviced.

Assurance 4

Turning Around the Lowest Achieving Schools: Tentative Districts Identified: Bridgeport, New Britain, Hartford, New Haven, Windham and Stamford Academy

Budget Categories	Year 1	Year 2	Year 3	Year 4	Total
1. Personnel	96,350	198,481	204,435	210,568	709,835
2. Fringe Benefits	52,993	109,165	112,439	115,813	390,409
3. Travel	0	0	0	0	0
4. Equipment	0	0	0	0	0
5. Supplies	0	0	0	0	0
6. Contractual	500,000	500,000	500,000	500,000	2,000,000
7. Training Stipends	0	0	0	0	0
8. Other	0	0	0	0	0
9. Total Direct Costs (lines 1-8)	649,343	807,646	816,875	826,381	3,100,244
10. Indirect Costs*	15,947	24,612	25,350	26,110	92,020
11. Funding for Involved LEAs	0	0	0	0	0
12. Supplemental Funding for Participating LEAs - (Incentive)	100,000	100,000	100,000	100,000	400,000
13. Total Costs (lines 9-12)	765,290	932,257	942,225	952,492	3,592,264
14. Funding Subgranted to Participating LEAs (50% of Total Grant)	400,000	400,000	400,000	400,000	1,600,000
15. Total Budget (Lines 13-14)	1,165,290	1,332,257	1,342,225	1,352,492	5,192,264

Assurance Narrative:

In addition the Connecticut Accountability for Learning Initiative and the restructuring of schools under the requirements of NCLB, the CSDE is in the process of awarding $24.6M in Title I (g) School Improvement Grants (SIG) to 18 Tier I and Tier II schools in six districts – Bridgeport, Hartford, New Britain, New Haven, Windham and Stamford Academy.

Two million ($2M) in RTTT funds will be set aside for these districts to expand their capacity to support the 18 schools identified for intensive intervention. This $2M will also be directed to Tier III schools that could not be supported by SIG funding. These dollars will be awarded to support the Annie Casey Grade Level Reading Demonstration Project, in concert with the William Caspar Graustein Memorial Fund, which will provide independent matching funds to districts that successfully compete for competitive grants for Tier III schools, made possible by RTTT funds.

Budget includes:
$2 million - Competetive grants offerred to local districts to support schools in need of improvement via an Award to Graustein for early literacy technical assistance, reading coaches and community literacy projects.
Two Associate Education Consultants to provide technical assistance and monitoring of SIG schools to convene a professional learning community of SIG principals, to monitor expenditures, and complete all ARRA and State reporting requirements.
One Secretary to support the Turnaround schools and the School Improvement Grant.

Assurance 4

Initiative: Tier III SIG Schools - Support for Literacy - Community and Family Develop

(Evidence for selection criterion): (E)(1), (E)(2)

Budget Categories	Year 1	Year 2	Year 3	Year 4	Total
1. Personnel	96,350	198,481	204,435	210,568	709,835
2. Fringe Benefits	52,993	109,165	112,439	115,813	390,409
3. Travel	0	0	0	0	0
4. Equipment	0	0	0	0	0
5. Supplies	0	0	0	0	0
6. Contractual	500,000	500,000	500,000	500,000	2,000,000
7. Training Stipends	0	0	0	0	0
8. Other	0	0	0	0	0
9. Total Direct Costs (lines 1-8)	649,343	807,646	816,875	826,381	3,100,244
10. Indirect Costs*	15,947	24,612	25,350	26,110	92,020
11. Funding for Involved LEAs	0	0	0	0	0
12. Supplemental Funding for Participating LEAs - (Incentive)	100,000	100,000	100,000	100,000	400,000
13. Total Costs (lines 9-12)	765,290	932,257	942,225	952,492	3,592,264
14. Funding Subgranted to Participating LEAs (50% of Total Grant)	400,000	400,000	400,000	400,000	1,600,000
15. Total Budget (Lines 13-14)	1,165,290	1,332,257	1,342,225	1,352,492	5,192,264

Initiative Narrative:

This funding will provide additional support to SIG (School Improvement Grant) Schools. As such $2 million will be awarded to support the Connecticut Early Literacy Project, in conjunction with the William Caspar Graustein Memorial Fund which will provide independent matching funds for this initiative. Support funds will be awarded through competitive grants. SERC will serve as the Department's Administrative Assistance Center and will work through the Partnership for Family and Community Support to ensure appropriate implementation and oversight.

Additionally, through their RESCs, target LEAs will purchase additional CALI training technical assistance and support. LEAs may also purchase Executive Coaching services through the Connecticut Association of Schools (CAS).

CSDE Project Cost By "Partnerships for Change"

	Family and Community Engagement	Pre-Service Training and Professional	Teacher, Principal Effectiveness and Accountability	Curriculum Innovation and Technology	High School, College and Workforce Alignment	Administrative Support Centers	Total
Line 6:	1,800,000	0	0	0	0	200,000	2,000,000

Target Funding for Participating LEAs By "Partnerships for Change"

	Family and Community Engagement	Pre-Service Training and Professional	Teacher, Principal Effectiveness and Accountability	Curriculum Innovation and Technology	High School, College and Workforce Alignment	Administrative Support Centers	Total
Line 12:	100,000	0	300,000	0	0	0	400,000
Line 14:	400,000	0	1,200,000	0	0	0	1,600,000

Budget Category Justifications

Line 1 Personnel:

Associate Ed Consultant	Hours	% FTE	Year 1	Year 2	Year 3	Year 4	Total
	7	100%	39,950	82,297	84,766	87,309	294,322

Duties
-Work on Turnaround schools, ARRA and State reporting.

Associate Ed Consultant	Hours	% FTE	Year 1	Year 2	Year 3	Year 4	Total
	7	100%	39,950	82,297	84,766	87,309	294,322

Duties
-Work on Turnaround schools, ARRA and State reporting.

Secretary	Hours	% FTE	Year 1	Year 2	Year 3	Year 4	Total
	8	100%	16,450	33,887	34,904	35,951	121,191

Duties
-Support the Turnaround schools and support the School Improvement Grant.

Personnel Total:	96,350	198,481	204,435	210,568	709,835

Line 2 Fringe:

	Year 1	Year 2	Year 3	Year 4	Total
Fringe benefits are a calculated percentage and estimated at 55% of the employer's share of total salary	52,993	109,165	112,439	115,813	390,409

Line 6 Contractual:

CSDE continually follows the procedures for procurement under 34 CFR Parts 70.40-74.48 and Part 80.36.

Description: SERC will provide the deliverables related to 18 SIG schools, to provide additional support for early literacy training, community development and family enrollment in turn-around schools.

Year 1:	Year 2:	Year 3:	Year 4:	Total
450,000	450,000	450,000	450,000	1,800,000

This is contractual funding for the 18 SIG schools in the eligible districts, to provide additional Tier 3 support for early literacy training, community development and family enrollment in turn-around schools.

Description: SERC Contract Services to implement curriculum portion of Connecticut Plan.

Year 1:	Year 2:	Year 3:	Year 4:	Total
50,000	50,000	50,000	50,000	200,000

SERC is contracted with the State of Connecticut to provide necessary services to administer this component of the State's Education Reform Plan.

Contractual Total:	2,000,000

Line 12 Supplemental Funding for Participating LEAs:

	Year 1	Year 2	Year 3	Year 4	Total
Incentive Grant Funds:	100,000	100,000	100,000	100,000	400,000

Activity: Through their RESCs, LEAs will purchase additional CALI training technical assistance and support. LEAs may also purchase Executive Coaching services through the Connecticut Association of Schools (CAS).

Purpose: To assist LEA to execute this portion of the state plan.

Approx. # of LEAs: 163

LEA: All Participating: PK-12 Districts; PK-8 Districts; PK-6 Districts; 7-12 Regional District; 9-12 Regional Districts; RESCs; Charter Schools; Technical High School District; Other State School Districts (DCF and DOC)

Rationale: This funding is an incentive for LEAs to participate in the implementation of the State's Education Reform Plan (SERP). Based on the Title 1 share, each participant would receive a variable formula amount of the State's Race to the Top grant. This sub-grant, from the State's 50%, increases the ability of participating LEAs to meet the requirements of the MOU.

Supplemental Subgrant Cost $100,000 or $140,000 per LEA depending on grades serviced.

Budget: Indirect Cost Information

To request reimbursement for indirect costs, please answer the following questions:

Does the State have an Indirect Cost Rate Agreement approved by the Federal government?

YES ☒
NO ☐

If yes to question 1, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement (mm/dd/yyyy):

From: 7 / 1 / 2009 To: 6 / 30 / 2010

Approving Federal agency: X ED ___ Other

(Please specify agency): _____

C

Achieve Hartford
African Caribbean American Parents of Children with Disabilities (AFCAMP)
AFT Connecticut
Annenberg Institute for School Reform
Area Cooperative Educational Services
AT&T
Bank of America
Barnes Group, Inc.
Boehringer Ingelheim
Bridgeport Child Advocacy Coalition
Capital Community College
Capitol Region Education Council
Central Connecticut State University
Chamber of Commerce, Eastern Connecticut
Chamber of Commerce, Greater Meriden
Chamber of Commerce, Greater New Haven
Charter Oak State College
Cigna
College Board
Community Foundation for Greater New Haven, The
Computer Company, Inc., The
Connecticut Academy for Education
Connecticut Academy of Science and Engineering
Connecticut After School Network
Connecticut Association of Boards of Education, Inc.
Connecticut Association of Public School Superintendents
Connecticut Association of Schools
Connecticut Business and Industry Association
Connecticut Center for School Change
Connecticut Coalition for Achievement Now (ConnCAN)
Connecticut Commission on Educational Achievement
Connecticut Commission for Educational Technology
Connecticut Community Colleges
Connecticut Development Authority
Connecticut Early Childhood Alliance
Connecticut Education Association
Connecticut Federation of School Administrators
Connecticut General Assembly - Education Committee
Connecticut General Assembly - Legislative Black & Puerto Rican Caucus
Connecticut Gubernatorial Candidates
Connecticut NAACP
Connecticut Parent Information and Resource Center
Connecticut Parent Power
Connecticut Parent Teacher Association
Connecticut Puerto Rican Forum, Inc.
Connecticut Science Center
Connecticut State University System

Connecticut United for Research Excellence, Inc.
Cooperative Educational Services
EASTCONN
Eastern Connecticut State University
Education Connection
Fairfield County Community Foundation
Fairfield University
Family Resource Center, Meriden
General Dynamics Electric Boat
Great Schools Partnership
Hartford, The
Institute for the Hispanic Family
LEARN
Lincoln College
Middlesex Chamber
Middlesex Community College
Middletown School's, School Family Community Partners District Team
Middlesex County Parent Leadership Alumni
Naugatuck Valley Community College
Nellie Mae Education Foundation
New England Secondary School Consortium/Great Schools Partnership
Northeast Utilities System
Norwalk Community College
Norwalk Education Foundation
Our Piece of the Pie
Pfizer, Inc.
Post University
Proton Energy Systems
Regional Educational Laboratory at EDC
Southern Connecticut State University
Saint Joseph College
Stamford Public Schools
Stanley Black & Decker
State Advisory Council on Special Education
State Education Resource Center
State of Connecticut - African-American Affairs Commission
State of Connecticut - Board of Education - Student Advisory Council
State of Connecticut - Commission on Children
State of Connecticut - Economic and Community Development
State of Connecticut - Employment and Training Commission
State of Connecticut - Higher Education
State of Connecticut - Latino and Puerto Rican Affairs Commission
State of Connecticut - Workforce Competitiveness
Stepping Stones Museum for Children
Travelers
Trinity College
Tunxis Community College
UIL Holdings Corporation

United Way of Connecticut
United States Congressional Letter of Support
University of Bridgeport
University of Connecticut
University of Connecticut, Neag School of Education
University of New Haven
Urban League of Greater Hartford
Webster Bank
Wheeler Clinic
Weselyan University
Western Connecticut State University
William Caspar Graustein Memorial Fund
Yale University

Achieve Hartford!
A Compact for Education Excellence

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May 17, 2010

Commissioner Mark K. McQuillan
Connecticut State Department of Education
165 Capital Avenue
Hartford, CT 06106

Dear Commissioner McQuillan:

This letter signifies our support to the Connecticut State Department of Education's application for participation in the federal Race to the Top (RTTT) funding competition, as part of the American Recovery and Reinvestment Act (ARRA) of 2009.

Achieve Hartford! is an independent, nonprofit organization of business and community leaders that focuses on student achievement and supporting effective and sustained school reform in the Hartford Public Schools. We believe that a system of high-performing public schools is essential for our children and for the future of Hartford. We work in partnership with the business and civic communities and the school district toward a shared vision of improving overall student performance.

We fully support the state's plan for school reform, including:

- Adopting internationally benchmarked standards and assessments that prepare all students for success in college and workplace;
- Recruiting, developing, rewarding, and retaining effective teachers and principals;
- Building data systems that measure student success and inform teachers principals how they can improve their practices; and
- Turning around our lowest-performing schools.

We commend the state of Connecticut for the leadership and efforts already demonstrated in recent years to create and integrate early childhood, K-12 and higher education. Moreover, we advocate your aggressive yet achievable plan for implementing coherent, compelling and comprehensive education reform that can set an example for other states throughout the country and transform our schools for decades to come.

Sincerely,

(b)(6)

James L. Starr
Executive Director

AFCAMP

60-B Weston Street
Hartford CT 06120-1551
(860) 297-4358
AFCAMP@SBCGLOBAL.NET

May 7, 2010

Commissioner McQuillian
CT State Department of Education
165 Capital Ave
Hartford, CT 06145

Dear Commissioner McQuillian

African Caribbean American Parents of children with Disabilities (AFCAMP), Inc support Connecticut's State Department of Education Phase II application for the Race to The Top Grant. Connecticut has made a commitment to develop a Roadmap and Vision for Connecticut's Public Schools that includes a "P-20" plan. This vision includes a comprehensive plan that focus on systemic changes to improve early childhood education through post secondary education and entry into the workforce.

AFCAMP'S mission: To provide education, information and support to parents of children with disabilities for the purpose of improving their children's education and quality of life. AFCAMP have always focused on a comprehensive plan to preparing our children to become productive citizens able to contribute to society. CT applications primary areas of focus are as followed:

- *State Success Factors* - Clear articulation of vision for reform as well as an implementation and sustainability plan and a track record of closing achievement gaps
- *Standards and Assessments* - Commitment to implement the Common Core standards as well as plans to implement aligned, formative, interim and summative assessments
- *Data Systems* - Expansions of longitudinal data systems to include P-20 data, use of data to drive district and classroom decisions, and revision to data websites etc. to ensure data accessibility
- *Great Teachers and Leaders* - Development and implementation of new principal and teacher evaluation systems that include student growth as a "significant factor" and the use of data to serve as a primary factor in human capital decisions; such as staffing, tenure, retention, and compensation

AFCAMP is committed to collaborate with the SDE and other stakeholders to identify evidence base and best practice strategies to improve education outcome for CT students. As a Federal funded Community Parent Resource Center (CPRC) in Hartford and New Haven, AFCAMP would like to partner with CT SDE and Local Education Authorities (LEA) to develop family driven and community base services to support key services needed to effectively "Turn Around School" and collaborate to develop and support Great Teachers and Leaders. We will partner to use data driven assessments to evaluate success, identify and implement best practice, evidence base and culturally competent model to improve education outcome for all CT students and close the achievement gap.

(b)(6)

Merva Jackson
AFCAMP'S Executive Director
860-548-9959
afcamp@sbcglobal.net

AFT CONNECTICUT
AFT, AFL-CIO
A UNION OF PROFESSIONALS

May 25, 2010

Commissioner Mark K. McQuillan
Department of Education
State Office Building
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner McQuillan:

This letter signifies our support for Connecticut's Race to the Top (RTTT) application - Phase 2.

We fully support the goals of the state's plan for school reform, including:

- Adopting internationally benchmarked standards and assessments that prepare students for success in college and the workplace;
- Recruiting, developing, rewarding, and retaining effective teachers and principals;
- Building data systems that measure student success and inform teachers and principals how they can improve their practices; and
- Turning around our lowest-performing schools.

We commend the state of Connecticut for the leadership and efforts already demonstrated in recent years to create and integrate early childhood, K-12 and higher education. Moreover, we advocate their aggressive yet achievable RTTT plan for implementing coherent, compelling, and comprehensive education reform that can set an example for other states throughout the country and transform our schools for decades to come. As one who worked directly with Commissioner McQuillan and the co-chairs of the General Assembly's Education Committee to pass P.A. 10-111, I personally know just how important this application is for all teachers and paraprofessionals statewide.

Sincerely,

(b)(6)

Sharon Palmer, President
AFT Connecticut, AFT, AFL-CIO

35 Marshall Road
Rocky Hill, CT 06067
860-257-8214 or 888-398-3373 (toll free)
www.aftct.org

ANNE T. HENDERSON
Senior Consultant, Community Organizing and Engagement
Annenberg Institute for School Reform

1640 Roxanna Rd., NW * Washington, DC 20012
Phone: 202.882.1582 Fax: 202.882.2138 email: AnneTHenderson1@yahoo.com

April 27, 2010

Commissioner Mark K. McQuillan
Department of Education
State Office Building
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner McQuillan:

This letter attests to my strong support for Connecticut's Race to the Top (RTTT) application. For the past three years, I've been working with staff from your agency and have been impressed with their vision, commitment to quality, and innovative thinking.

The goals of the state plan for school reform are commendable, and consistent with the priorities of the Administration, including:

- Adopting internationally benchmarked standards and assessments;
- Recruiting, developing, rewarding, and retaining effective teachers and principals;
- Building data systems that measure student success and inform teachers and principals how they can improve their practices; and
- Turning around our lowest-performing schools.

The proposals for family engagement, under the goal "Great Teachers and Leaders," signify that your Department is paying close attention to the research and best thinking in the field. Placing this work under teachers and principals reflects the importance of developing capacity among school staff to engage families in meaningful ways to improve student achievement.

I also support how you propose to leverage your infrastructure by building capacity in the Regional Education Service Centers (RESCs) to deliver training for school Action Teams, using the award-winning National Network of Partnership Schools (NNPS) model developed by Dr. Joyce Epstein at Johns Hopkins University. Focusing this training on districts that sign on to the RTTT plan is a strategic use of your resources, as are the partnerships with your state Parent Information Resource Center (PIRC) and the Parent Leadership Training Institute of the Connecticut Commission on Children.

I commend the state of Connecticut for its leadership and efforts already demonstrated in recent years to create and integrate early childhood, K-12 and higher education. Moreover, I believe that your ambitious, yet achievable, RTTT plan for implementing coherent, compelling, and comprehensive education reform can set an example for other states throughout the country and transform your schools for decades to come.

Sincerely,

(b)(6)

Anne T. Henderson
Senior Consultant, Community Organizing and Engagement

aces
area cooperative educational services

May 19, 2010

Dr. Mark K. McQuillan
Commissioner of Education
CT State Department of Education
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner McQuillan:

Area Cooperative Educational Services (ACES) is pleased to support the State Connecticut's Phase II application for the Federal *Race to the Top* (RTTT) funding. This application demonstrates Connecticut's commitment to continuous improvement and to the Connecticut State Department of Education's (CSDE) vision for exceptional public schools for all students in our state.

ACES, as one of six Regional Education Service Centers (RESC) in Connecticut, has long history of providing educational services to our region and state. RESCs were created more than 40 years ago by legislative mandate to help districts communicate and collaborate. Some years later, a formal Alliance of Connecticut's six RESCs was established. RESCs are public education agencies whose main purpose is to "furnish programs and services" to Connecticut's public school districts. RESCs' cost efficient, cooperative efforts have saved money for Connecticut school districts and have enabled schools to expand services beyond what they could have accomplished alone.

Services most recently have included partnering with the CSDE in the implementation of the *Connecticut Accountability for Learning Initiative* (CALI). This focused professional development has trained hundreds of educators in the collection of data to inform classroom practice to improve student achievement. In addition to the CALI work, ACES has the capacity to assist in the delivery of professional development and training in *Scientific Research-Based Intervention* (SRBI), *Connecticut Benchmark Assessments System* (CBAS) and the support of the development of the *Connecticut Education Research and Data* (CEDaR) Web-site.

ACES is committed to assisting in the CSDE in fully implementing the goals of the RTTT application and pledges its resources and capacity in support of your efforts.

Sincerely,

(b)(6)

Craig W. Edmondson, Ed.D.
Executive Director

"Innovators in Education"

310 Orange Street
New Haven, Connecticut 06510
Phone (203) 771-2211
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rodney.smith@att.com

Rodney A. Smith
President-Connecticut

May 19, 2010

Arne Duncan
Office of the Secretary
United States Department of Education
400 Maryland Avenue, NW
Washington, D.C. 20202

RE: State of Connecticut's Race To The Top Application

Dear Secretary Duncan:

AT&T Connecticut is pleased to write this letter in support of the state of Connecticut's application for Race To The Top grant funding from the U.S. Department of Education. AT&T Connecticut and Connecticut policymakers share the Department's goals of improving the quality of education for all students and closing the achievement gap. In fact, AT&T itself has committed to investing more than $100 million in improving our country's education system by focusing on addressing the drop out problem that is all too pervasive in many of our schools.

Connecticut's workforce is directly dependent upon the quality of the education received by Connecticut's students. We are pleased that the Connecticut General Assembly has recently passed legislation that will, among other things, raise high school graduation standards, provide incentives for innovative school reform, remove caps on the number of charter schools, expand Advanced Placement opportunities and improve educational data systems to include student growth measures. These and many other reforms contained in the bill are necessary if we are to improve public education and close Connecticut's achievement gap.

Connecticut has the largest achievement gap between white and minority students in the country. Our urban schools educate some of the poorest students in the nation, leading to large disparities in educational outcomes in our growing African American and Hispanic student populations. We do have some successes in charter and magnet schools, as well as in our traditional schools, but much more needs to be done if we are to achieve acceptable educational outcomes for all of Connecticut's schoolchildren.

We believe that the changes underway in Connecticut enhance our state's application for Race To The Top funding. Turning around low-performing schools, improving teacher quality and ensuring that high-quality educators are teaching in needy districts throughout the state are all areas that AT&T Connecticut endorses and the business community supports.

Governor Rell, policymakers, education officials and the business community are determined to help Connecticut school districts achieve high levels of performance for all their students. We look forward to a positive response from Washington to leverage and accelerate the efforts already underway.

Thank you for your time and consideration.

Sincerely,

(b)(6)

Bank of America
Merrill Lynch
GLOBAL COMMERCIAL BANKING

May 20, 2010

Arne Duncan
Office of the Secretary
United States Department of Education
400 Maryland Avenue, NW
Washington, D.C. 20202

RE: State of Connecticut's Race To The Top Application

Dear Secretary Duncan:

Bank of America is proud to support Connecticut's application for the Race To The Top grant funding from the U.S. Department of Education. Education is one of Bank of America's main charitable giving focus areas in Connecticut, and we believe that every child, regardless of socio-economic status, race or gender should be given the opportunity to enter school prepared to learn, stay in school and graduate on time. Bank of America's involvement in K-12 students' lives in Connecticut is extensive as the Bank has provided both financial support and volunteer hours to several organizations in Connecticut to create positive educational and learning opportunities.

The majority of Bank of America's philanthropic and volunteer efforts are focused on organizations working with students in low to moderate income communities which is similar to the U.S. Department of Education's goal of improving the quality of education for all students and closing the achievement gap. We believe that the Connecticut General Assembly's recently passed legislation contains several reform measures that can help to further improve public education in the state and close Connecticut's achievement gap – the largest gap between white and minority students in the country. These efforts by the Connecticut General Assembly, coupled with successes in several schools in urban communities, should help to strengthen Connecticut's application for Race To The Top funding.

As a major employer in Connecticut, Bank of America has a vested interest in seeing all of Connecticut's school districts attain high levels of performance for all of their students and we recognize that Governor Rell, policymakers, and educational officials are working hard to accomplish this goal. A positive response from the U.S. Department of Education to Connecticut's funding application can further enhance these efforts and positively affect the educational outcomes for thousands of students in Connecticut. Thank you for your consideration.

Sincerely,

(b)(6)

Kevin J. Cunningham
President, Bank of America - Connecticut

Member FDIC

Recycled Paper

Barnes GROUP INC

THOMAS O. BARNES
CHAIRMAN OF THE BOARD

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BRISTOL, CT 06010-6376

T: 860.973.2102
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TBarnes@BGInc.com

May 17, 2010

Arne Duncan
Office of the Secretary
United States Department of Education
400 Maryland Avenue, NW
Washington, D.C. 20202

RE: State of Connecticut's Race To The Top Application

Dear Secretary Duncan:

I am pleased to lend my support to Connecticut's application for Race to the Top funding from the US Department of Education.

The Barnes Group Inc. started here in Connecticut 153 years ago in 1857. We have survived for all these years as an independent company because of the dedicated people who have worked for the company.

The quality of Connecticut's workforce is directly dependent upon the quality of the education received by Connecticut's students. We are pleased that the Connecticut General Assembly has recently passed legislation that will, among other things, raise high school graduation standards, provide incentives for innovative school reform, remove caps on the number of charter schools, expand Advanced Placement opportunities and improve educational data systems to include student growth measures. These and many other reforms contained in the bill are necessary if we are to improve public education and close Connecticut's achievement gap.

Connecticut has the largest achievement gap between white and minority students in the country. Our urban schools educate some of the poorest students in the nation, leading to large disparities in educational outcomes in our growing African American and Hispanic student populations. We do have some successes in charter and magnet schools, as well as in our traditional schools, but much more needs to be done if we are to achieve acceptable educational outcomes for all of Connecticut's schoolchildren.

We believe that the changes underway in Connecticut enhance our state's application for Race To The Top funding. Turning around low-performing schools, improving teacher quality and ensuring that high-quality educators are teaching in needy districts throughout the state are all areas that the Barnes Group Inc. endorses and the business community supports.

We are pleased to join Governor Rell, education officials and our colleagues in the business community in support of this grant effort. We look forward to a positive response from Washington.

Sincerely,

(b)(6)

Thomas O. Barnes, Sr.

Boehringer Ingelheim

J. Martin Carroll
President and Chief Executive Officer

May 21, 2010

Arne Duncan
Office of the Secretary
United States Department of Education
400 Maryland Avenue, NW
Washington, D.C. 20202

Boehringer Ingelheim
USA Corporation

900 Ridgebury Rd./P.O. Box 368
Ridgefield, CT 06877-0368
Telephone (203) 798-5100
Telefax (203) 791-6260

RE: State of Connecticut's Race To The Top Application

Dear Secretary Duncan:

Boehringer Ingelheim Pharmaceutical, Inc. (BIPI) is pleased to express its support for the state of Connecticut's application for Race To The Top grant funding from the U.S. Department of Education. The Department's goals of improving the quality of education for all students and closing the achievement gap are very much aligned with those of policymakers here in Connecticut and are strongly supported by BIPI.

The quality of Connecticut's workforce is directly dependent upon the quality of the education received by Connecticut's students. We are pleased that the Connecticut General Assembly has recently passed legislation that will, among other things, raise high school graduation standards, provide incentives for innovative school reform, remove caps on the number of charter schools, expand Advanced Placement opportunities and improve educational data systems to include student growth measures. These and many other reforms contained in the bill are necessary if we are to improve public education and close Connecticut's achievement gap.

Connecticut has the largest achievement gap between white and minority students in the country. Our urban schools educate some of the poorest students in the nation, leading to large disparities in educational outcomes in our growing African American and Hispanic student populations. We do

have some successes in charter and magnet schools, as well as in our traditional schools, but much more needs to be done if we are to achieve acceptable educational outcomes for all of Connecticut's schoolchildren.

BIPI is working to do our part to fill the achievement gap with programs like our BI Science Quest mobile laboratory – a high-tech science classroom on wheels – that will visit priority school districts across the state.

For nearly 125 years, BI has remained focused on furthering science to benefit the health of patients and their families. The BI Cares Foundation supports programs in Connecticut that advance science education, a primary focus of our philanthropy. Through the BI Science Quest program, BI hopes to encourage a passion for science in children beginning at any early age and help build a pipeline of scientists for the future.

We believe that the changes underway in Connecticut enhance our state's application for Race To The Top funding. Turning around low-performing schools, improving teacher quality and ensuring that high-quality educators are teaching in needy districts throughout the state are all areas that BIPI endorses and the business community supports.

Governor Rell, policymakers, education officials and the business community are determined to help Connecticut school districts achieve high levels of performance for all their students. We look forward to a positive response from Washington to leverage and accelerate the efforts already underway.

Sincerely,

(b)(6)

J. Martin Carroll

Bridgeport Child Advocacy Coalition

Mobilizing for Children

25 Anniversary

April 23, 2010

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Mary Pat C. Healy
Executive Director

Barbara S. Edinberg
Assistant Director

Commissioner Mark K. McQuillan
Department of Education
State Office Building
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner McQuillan:

The Bridgeport Child Advocacy Coalition (BCAC) is a coalition of 80 organizations, parents and other concerned individuals committed to improving the well-being of Bridgeport's children through research, advocacy, community education and mobilization. BCAC helps to mobilize parents, community leaders, clergy and service providers to advocate for policy and systems changes to improve life for Bridgeport children and their families. We have been working hard to ensure that all children receive a high-quality education and have a healthy start in life.

This letter signifies our support for the State of Connecticut's Phase II application for the Race to the Top (RTTT) funding competition.

We fully support the goals of the state's plan for school reform, including:

- Articulation of a clear vision for reform with an achievable implementation and sustainability plan
- A commitment to implementing the Common Core standards
- Expansions of longitudinal data systems, including data from preschool to post-high school, and implementation of data-driven district and classroom decisions and greater access to data
- Development and implementation of new principal and teacher evaluation systems that include performance-based measures
- Development of partnerships to help turn around our lowest-performing schools and provide greater oversight in turnaround efforts

We commend the state of Connecticut for the leadership and efforts already demonstrated in recent years to create and integrate early childhood, K-12, and higher education. We support and will advocate statewide and locally for implementation of your comprehensive education reform agenda that can transform our schools for decades to come.

Sincerely,

(b)(6)

Mary Pat Healy
Executive Director

2470 Fairfield Avenue, Bridgeport, CT 06605 • (203) 549-0075 • Fax (203) 549-0203
www.bcacct.org

CAPITAL
Community
COLLEGE

President's Office

950 Main Street, Hartford, CT 06103
TEL (860) 906-5100

www.ccc.commnet.edu

A Member of the Connecticut Community-Technical College System – An Equal Opportunity Employer

May 20, 2010

Dr. Mark McQuillan
Commissioner and Secretary
CT Board of Education
Connecticut Department of Education
165 Capitol Avenue
Hartford, CT 06106

Dear Dr. McQuillan:

I am pleased to offer the support of Capital Community College for the State of Connecticut's Phase II application for Federal Race to the Top funding. The application clearly demonstrates a vision and roadmap toward progress in reducing achievement gaps at all educational levels and in building accountability and results-driven strategies into public education.

Capital Community College, the only public undergraduate institution in the City of Hartford, plays a key role in the communities that it serves as an accessible and affordable path to higher education. Enrollment of 4,445 in the spring 2010 is the highest ever and the College is recognized for its diversity as the only Hispanic Serving Institution in Connecticut. Almost three quarters of those seeking degrees at Capital are the first in their families to attend college. Seven of 10 require some form of financial aid. More than 80 percent of first-time degree seekers need some form of developmental education before they are ready to enter a college-level classroom.

Over the last five years Capital, with community partners and private grants, has sought to reduce achievement gaps of current and incoming students through the Achieving the Dream initiative. Learning strategies and student advising enhancements have been used to improve retention of the most educationally disadvantaged students. Grant-funded Academies of Success have enabled the College to reach out to more secondary school students to ease the transitions that first generation students and families face in getting to college.

The College's mission is "to provide quality affordable education to the diverse resident of the Greater Hartford region. We do this by offering associate degree and certificate programs in academic and technical disciplines and workforce training to prepare individuals for transfer and careers." We recognize that our interventions to help high-risk students succeed at the college level will be more effective and yield improved outcomes if the reforms proposed in the Phase II plan are funded and implemented. As the College serving a city with some of the lowest achieving schools in Connecticut, Capital Community College is especially interested in working with the school district and community partners in reducing achievement gaps before students arrive on our campus. You will find our faculty and staff ready to engage local schools and the State Department of Education in Phase II Reform activities.

Sincerely,

Dr. Calvin E. Woodland

CREC
Capitol Region Education Council

Bruce E. Douglas, Ph.D.
Executive Director

111 Charter Oak Avenue
Hartford, Connecticut 06106
(860) 524-4063
Fax (860) 548-9924
www.crec.org

May 13, 2010

Dr. Mark K. McQuillan
Commissioner
Connecticut State Department of Education
165 Capitol Avenue
Hartford, CT 06106

Dear Dr. McQuillan,

On behalf of the Capitol Region Education Council (CREC), I am pleased to support the Connecticut State Department of Education in their application for Phase II federal *Race to the Top* funding. Connecticut's application demonstrates both a vision and a comprehensive strategic plan for significant educational reform that will result in improved educational outcomes for all of Connecticut's students. In addition, I am encouraged by the fact that the vision and the plan have received strong support from both the State Board of Education and the Connecticut General Assembly thereby demonstrating the widespread commitment needed to facilitate and implement such sweeping reform.

Established in 1966, CREC continues to work with boards of education throughout the Capitol Region to improve the quality of public education for all learners. CREC administers more than 100 programs and services, each of which is guided by our vision that every student can and shall learn at high levels and therefore must have access to all educational resources of the region through the system of public schools served by CREC. Working in partnership with our member districts and through sharing resources, our districts are able to do more than they could do alone. We assist our districts with staffing needs, high quality professional development, special education services, adult education programs, workforce preparedness, technology services and a variety of other programs and services. In addition, CREC operates 11 magnet schools, a charter school, the Open Choice program, and numerous interdistrict programs, all of which are designed to enhance educational opportunities for our region's public school students.

CREC is well poised to assist the Connecticut State Department of Education and our member districts in the implementation of the components of CT's Race to the Top application. We strongly support and have significant capacity and expertise in assisting with the four goals of the Race to the Top grant: 1) Standards and Assessments 2) Improved data Systems to Support Instruction 3) Great Teachers and Leaders and 4) Turning Around the Lowest Achieving Schools.

In summary, CREC is committed to partnering with the Connecticut State Department of Education and the other identified partner agencies, including the RESC Alliance, institutions of higher education and workforce partners to effectively implement the RTTT reform plan in order to improve educational outcomes for all of Connecticut's learners.

Sincerely,

(b)(6)

Bruce E. Douglas, Ph.D.

OFFICE OF THE PRESIDENT
CCSU
Central Connecticut State University

May 20, 2010

Dr. Mark K. McQuillan
Commissioner
Connecticut State Department of Education
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner McQuillan:

Central Connecticut State University (CCSU) is pleased to support the State of Connecticut's Phase II application for federal *Race to the Top* funding. As Connecticut's oldest publicly-assisted institution of higher education, CCSU's mission has been focused on, from its very founding in the early 1800's, teacher preparation and the improvement of public education.

Following an in-depth study of our own mission and vision over the past few years, we have come to pinpoint some of the outstanding distinctions of CCSU's existence. They are: international education, workforce and economic development, community engagement, and interdisciplinary and cross-curricular initiatives. Clearly, these distinctive elements of CCSU go hand in hand with the anticipated outcomes of the State of Connecticut's application for *Race to the Top*.

We are in a strong position to work with other local agencies and organizations and schools in the development of valuable, measurable, high quality programs and systems designed to address this important initiative. Central Connecticut State University pledges its support to this endeavor. Thank you for your consideration.

Sincerely,

Jack Miller
President

ww

1615 Stanley Street – P.O. Box 4010 – New Britain, Connecticut 06050-4010 – T: 860-832-3000 – F: 860-832-3033 – www.ccsu.edu

CHAMBER of COMMERCE
EASTERN CONNECTICUT
1910 - 2010 | SUPPORTING BUSINESSES

May 17, 2010

Commissioner Mark McQuillan
Connecticut Department of Education
State Office Building
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner McQuillan:

The Eastern Chamber of Commerce strongly endorses Connecticut's application for federal Race To The Top grant funding. Eastern Connecticut is concerned about maintaining a highly skilled workforce, which depends on having a high-quality education system.

We are pleased that Connecticut lawmakers passed legislation that will raise graduation standards and provide incentives for innovative school reform. These and other provisions of the bill are necessary to close Connecticut's achievement gap.

The state's Race To The Top application has the ability to sustain programs that contribute to maintaining the State's workforce and preparing the future generation of workers in Connecticut if approved. Families and Communities can benefit from this grant, as the demand for a skilled workforce will always increase. Implementing improvements to school districts will benefit not only the area schools, but will maintain the future integrity and quality of our local businesses.

We all have to be ready to help Connecticut school districts achieve high levels of performance for all their students. We look forward to a positive response from Washington to accelerate the efforts already underway.

Sincerely,

Thomas Sheridan, President and CEO
Chamber of Commerce of Eastern Connecticut

The Chamber of Commerce of Eastern Connecticut, Inc. serves the communities of Bozrah, Colchester, East Lyme, Franklin, Griswold, Groton, Lebanon, Ledyard, Lisbon, Lyme, Montville, Mystic, New London, North Stonington, Norwich, Old Lyme, Preston, Salem, Sprague, Stonington, Voluntown, and Waterford.

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4-12-10

May 21, 2010

The Honorable Mark McQuillan
Commissioner
State Department of Education
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner McQuillan:

As the current Chair of the Connecticut Association of Chamber of Commerce Executives, I am happy to write the letter in strong support of Connecticut's Round II Race to the Top federal education reform grant application.

CACCE includes 60 chambers as members, with a service area coverage of the entire state of all business types, ranging from sole proprietorships to the largest of Connecticut's businesses. Every part of the state is represented, from urban communities like Meriden and Hartford to more rural areas like Wilton and Cheshire.

A well educated and trained workforce is a critical top priority for all our chambers. We are increasingly concerned about the performance of our schools and the gap in performance between minority and white students. We recognize that an increasingly larger percent of our future workforce will be minority, and that most of them will receive their secondary education in our most urban districts, where educational performance has been the worst.

School reform must be a top priority.

We are particularly pleased with the changes that have occurred in Connecticut over the last six months that should strengthen the state's chance of success in the RttT competition.

Education reform is something that impacts everyone in Connecticut, and many local districts have instituted practices that are succeeding, and should be replicated. That's why the *Partnerships for Change* included in the Round 2 application are so important. These partnerships will be responsible for implementation of RttT and school reform and will benefit from the combination of state/local public/private dialogue reflected in their membership.

In the private sector, personnel performance is based, at least in part, on outcomes, and that principle should be applied in education as well. This application includes a process by which all the stakeholders will sit down and design a teacher evaluation model that will include measures of student outcomes. We also applaud the strong emphasis on professional development throughout the application.

Finally, our Governor this week signed PA 10-111, that includes a number of education reforms that are critical to our future success. We want to congratulate you on this achievement, and on the cooperative process that led to its success.

We wish you all good luck with this RttT application – it is so critical to the future or our kids and of our state.

Sincerely,

Séan W. Moore
CACCE President

Leading and Promoting Business and Community Since 1896
Offices at 3 Colony Street, Suite 301, Meriden, CT 06451
Ph: 203.235.7901 Fx: 203.686.0172 Email: info@meridenchamber.com
Web: www.meridenchamber.com

Greater New Haven
CHAMBER of COMMERCE

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May 21, 2010

The Honorable Mark McQuillan
Commissioner, State Department of Education
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner McQuillan:

As the President of the Connecticut Association of Metro Chambers, I am happy to write a letter in strong support of Connecticut's Round II grant application for Race to the Top Federal education reform funds.

The eight Metro Chambers have a combined membership of nearly 15,000 businesses and institutions, ranging from sole proprietorships to the largest of Connecticut's businesses. Every part of the state and virtually every industry sector is represented. The Metro Chambers are strong advocates for economic growth, cooperating to foster public policy initiatives with the goal of building Connecticut's competitive advantages both nationally and globally.

A well educated and trained workforce is a critical top priority for all our members. We are increasingly concerned about the performance of our schools and the gap in performance between minority and white students. We recognize that a large percentage of our future workforce will receive their secondary education in our urban districts. School reform to improve educational performance in Connecticut's cities must be a top priority.

Education reform is something that impacts everyone in Connecticut. We are particularly pleased with recent developments that should strengthen the state's chance of success in the Race to the Top competition. New practices in many local districts are succeeding, and should be replicated. That's why the *Partnerships for Change* concept in the Round 2 application is so important. The partnerships will be responsible for implementation of school reform and will benefit from the state/local and public/private dialogue reflected in their membership.

In the private sector, businesses reward personnel who produce good outcomes. That principle should be applied in education as well. This application includes a process by which stakeholders will jointly design a teacher evaluation model incorporating measures based on student outcomes. We also applaud the strong emphasis on professional development expressed in the application.

The CEOs of the Metro Chambers congratulate you on the quality of this Race to the Top application and have high hopes for its success. We fully endorse its value to the future of our kids and our State.

Sincerely,

Tony

Anthony P. Rescigno
President

900 Chapel Street ★ 10th Floor ★ New Haven, Connecticut 06510-2811 ★ Tel: 203 787-6735 ★ Fax: 203 782-4329
Email: info@gnhcc.com ★ Website: http://www.gnhcc.com

CharterOak
STATE COLLEGE

Degrees Without Boundaries

January 12, 2010

Commissioner Mark K. McQuillan
Department of Education
State Office Building
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner McQuillan:

Charter Oak State College is part of the Connecticut postsecondary system which balances a set of distinctive strengths which, through overall coordination and focused investment, assures state citizens access to high quality educational opportunities, responsiveness to individual and State needs, and efficiency and effectiveness in the use of resources. Charter Oak is Connecticut's public online college so we are the place adults students choose for bachelor's completion.

I write to express our support for the State's application for Race to the Top phase II funding. We fully support the three major goals of that application--assuring that students are prepared to succeed in post secondary education; strengthening teacher preparation and professional development; and improving data systems to better track student progress.

In my service on the state's P-20 Council, I have led both Charter Oak State College and its sister organization, the Connecticut Distance Learning Consortium, to formally support the Council's Principles. We are fully engaged in the statewide discussions around how to erase the boundary issues with which education struggles at all levels. We see the Phase II RTT application as contained a variety of key initiatives that will alleviate these boundary issues.

In addition, because Charter Oak is a non-traditional higher education provider, we are fully committed to online learning and high quality instruction. Like our sister institutions, we fully support the efforts to integrate STEM initiatives throughout the application – as part of Standards and Assessments, Great Teachers and Leaders, and Innovative Schools. We also support the Teaching and Assessing Next Generation Learners initiative, which in turn supports extensive PD for teachers and administrators in teaching with a variety of technologies (including teaching online) and supporting and evaluating technology in classrooms/schools.

We fully support the goals of the state's plan for school reform, including:

- Engaging Families & Communities
- Training & Professional Development
- Educator Effectiveness & Accountability
- Curriculum Innovation & Technology
- HS, College & Workforce Alignment
- Financing Sustainable Progress

We commend the state of Connecticut for the leadership and efforts already demonstrated in recent years to create and integrate early childhood, K-12 and higher education. Moreover, we advocate their aggressive yet achievable plan for implementing coherent, compelling, and comprehensive education reform that can set an example for other states throughout the country and transform our schools for decades to come.

Sincerely yours,

Ed Klonoski, President
Charter Oak State College

Degrees Without Boundaries

55 Paul J. Manafort Drive, New Britain, CT 06053-2150 • Telephone: 832-3800 • Fax: (860) 832-3999
Website: www.charteroak.edu

Matthew G. Manders
President
U.S. Service, Clinical, and Specialty
CIGNA Corporation

May 21, 2010

Routing W2SLT
900 Cottage Grove Road
Hartford, CT 01652
Telephone 860.226.6060
Facsimile 860.226.6040
matthew.manders@cigna.com

Arne Duncan
Office of the Secretary
United States Department of Education
400 Maryland Avenue, NW
Washington, D.C. 20202

Dear Secretary Duncan:

CIGNA would like to take this opportunity to make you aware of our support for the state of Connecticut's application for Race To The Top grant funding from your Department. CIGNA and policy makers in Connecticut support the Department's goals of improving the quality of education for all students and closing the achievement gap among the nation's schoolchildren.

Connecticut has the largest achievement gap between white and minority students in the country. Our urban schools educate some of the poorest students in the nation, leading to large disparities in educational outcomes in our growing minority student populations. Additionally, it is well documented that inner city youth suffer from obesity and co-morbid conditions such as diabetes and hypertension at rates higher than the national average.

As a global health services company, CIGNA is committed to supporting opportunities that provide better health for all Americans. Research has shown that healthy lifestyles are tied directly to quality educational outcomes. For many of Connecticut's children, a good education quite literally might mean the difference between a healthy, secure life and an early death from a myriad of preventable diseases.

The quality of the education received by Connecticut's students directly influences the quality of the workforce. The many reforms recently passed by the Connecticut General Assembly – raising high school graduation standards, providing incentives for innovative school reform, removing caps on the number of charter schools, expanding Advanced Placement opportunities and improving educational data systems to include student growth measures – will not only improve education but will create a healthier and more productive workforce.

Governor Jodi Rell, members of the Connecticut General Assembly, education officials and businesses are committed to helping the schools in our state improve their levels of performance for all students. Improving under-performing schools and guaranteeing that the very best educators are teaching our children in the most needed districts obviously enhance Connecticut's application for Race To The Top funds.

We look forward to a positive response from your Department on this request.

Sincerely,

(b)(6)

45 Columbus Avenue, New York, NY 10023-6992 T 212 713-8000 F 212 713-8282 www.collegeboard.com

Gaston Caperton
PRESIDENT

May 25, 2010

Commissioner Mark K. McQuillan
Connecticut State Department of Education
State Office Building
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner McQuillan,

I write to provide the College Board's strong support to Connecticut's second phase Race to the Top (RttT) application. We have worked with you, members of your leadership team, and education leaders in numerous school districts throughout the state, as Connecticut has engaged in significant efforts to transform public education and improve college and career readiness for all its students.

In the past, the College Board has supported Connecticut's efforts to be a reform leader and we look forward to our continued relationship. In order to advance our common mission, we have worked with your state to:

- Identify students who are prepared to engage in rigorous Advanced Placement® courses by having sophomores and juniors take the PSAT/NMSQT® in many of your urban, suburban and rural school districts;
- Use the PSAT/NMSQT's content-specific data to inform curriculum and instruction;
- Provide professional development experiences that prepare teachers to teach rigorous Pre-AP® and AP® courses; and
- Provide counselors, students, and parents with college planning tools and resources.

In the nation, Connecticut is ranked 6th with the greatest percentage of graduating seniors scoring a 3 or better on the AP exam. In addition, Connecticut ranks 4th in the nation with 83% of the 2009 graduating cohort taking the SAT, the premier college readiness exam.

Given the College Board's extensive experience in curriculum, assessments, and professional development, we are uniquely positioned to be an unparalleled resource to you. Regardless of the outcome of the RttT decision process, we look forward to supporting your future efforts and to being a valued partner as you work to advance your comprehensive plan to improve educational outcomes throughout Connecticut.

Sincerely,

Gaston Caperton
President
The College Board

CollegeBoard
connect to college success

The Community Foundation
for Greater New Haven

70 Audubon Street New Haven, CT 06510
203-777-2386 203-787-6584 fax

www.cfgnh.org

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May 27, 2010

Commissioner Mark McQuillan
Connecticut Department of Education
State Office Building
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner McQuillan:

I am pleased to write this letter in support of the application of the State of Connecticut to the U.S. Department of Education under the Race to the Top program.

The Community Foundation for Greater New Haven (The Foundation) was founded in 1928 and, with assets approaching $300 million, serves today as the charitable endowment for a twenty-town region in South Central Connecticut centered on New Haven. The Foundation is governed by a board of eleven community leaders and is the region's largest grantmaker, distributing approximately $14 million annually for a broad array of philanthropic causes and endeavors in our community. In 2009, The Foundation launched a new student achievement initiative in support of the school reform work being undertaken by the New Haven Public Schools, an initiative which promises to be our largest programmatic commitment in the coming years.

In addition to The Foundation's involvement in these issues, I serve individually as a member of the Connecticut Commission on Educational Achievement as an appointee of Governor Rell. The Commission has been charged with examining the causes of the gap in Connecticut between academic achievement levels of public school students generally and students in our inner-city schools, and with recommending steps to be taken to close the shameful achievement gap that persists in our state.

There is emerging today an unprecedented consensus of public and private institutions for an agenda of fundamental change in public education in Connecticut, a consensus indicated perhaps most clearly by the comprehensive education reform legislation passed by the State Legislature this Spring and signed into law yesterday by Governor Rell. This is a moment of great opportunity for school reform here, and nothing would do more to further that momentum and to enable Connecticut to seize that opportunity than to succeed in the competition for Federal Race to the Top funding. It is in this context that I am delighted to support Connecticut's application to the U.S. Department of Education.

Sincerely,

(b)(6)

William W. Ginsberg

The Computer Company, Inc.
IT Solutions Done Right

15 Commerce Drive, Cromwell, CT 06416
Tel: 860.635.0500 | Fax: 860.635.3550
www.computercompany.net

May 19, 2010

Commissioner Mark McQuillan
Connecticut Department of Education
State Office Building
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner McQuillan:

I am writing on behalf of The Computer Company, Inc.'s strong support of the State of Connecticut's application to participate in the Federal Race to the Top, part of the American Recovery and Reinvestment Act of 2009.

As the president of TCC, a small Information Technology firm in Connecticut, education is the cornerstone for future economic workforce stability. We want to make sure Connecticut students are properly educated with tools, resources and trained teachers to insure we remain competitive not only on a local level but more importantly on a global scale. Today's technology needs to be integrated into classroom settings and to foster innovation. The grant will help close CT's achievement gap and prepare our students for the high-tech workforce.

As a member of Connecticut's P-20 Council, which seeks to raise Connecticut's education attainment level, we fully support the goals of the state's plan for school reform.

I am in full support of the state's aggressive, yet attainable plan for implementing persuasive, consistent, all-inclusive education that can set an example for the other states and transform our schools for decades to come.

Sincerely,

Eileen Hasson
President

CONNECTICUT ACADEMY FOR EDUCATION
in Mathematics, Science & Technology, Inc.

Excellence Within Reach

Commissioner Mark K. McQuillan, Ph.D.
Department of Education
State Office Building
165 Capitol Avenue
Hartford, CT 06106

May 6, 2010

Dear Commissioner McQuillan:

The Connecticut Academy for Education in Mathematics, Science & Technology, Inc. (CT Academy) fully supports Connecticut's educational improvement plan as outlined in the state's revised Race to the Top proposal. More importantly, we pledge our full resources to successfully implement the plan regardless of federal American Recovery and Reinvestment Act funding or not.

As you know, the CT Academy facilitated Governor Rell's statewide CONNvene initiative that developed a comprehensive and cogent STEM educational plan. We are pleased that the State Department of Education has included sections of that plan in this application.

While we are fully supportive of the new roadmap and vision for Connecticut, we are most interested in and will devote maximum effort to engage families and communities in this work. Research confirms that students' personal effort, motivation, and involvement in their own learning are key elements to their academic success. Studies also show that children achieve greater success as learners when parents play an active role, regardless of socioeconomic status, ethnic/racial background, or the parents' own level of education.

However, little success has been achieved to foster a culture where students understand specifically why STEM are important to their future prospects and increase their enthusiasm and effort to learn these subjects.

Therefore, it is essential that we foster a stronger personal understanding among students that they are capable, with effort, to learn and apply challenging and engaging STEM studies. We need to advance a culture where students become engaged and invested learners with support from caring parents, caregivers, teachers and others.

Sincerely,

(b)(6)

Richard Cole
President and Chief Executive Officer

211 South Main Street Middletown, CT 06457-3769; Telephone (860) 346-1177; Fax (860) 346-2157
www.ctacad.org

CONNECTICUT ACADEMY OF SCIENCE AND ENGINEERING

May 13, 2010

Commissioner Mark K. McQuillan
Department of Education
State Office Building
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner McQuillan:

The Connecticut Academy of Science and Engineering is a private, nonprofit, public-service institution patterned after the National Academy of Sciences. The Academy identifies and studies issues and technological advances that are or should be of concern to the people of Connecticut, and provides unbiased, expert advice on science- and technology-related issues to state government and other Connecticut institutions. It is comprised of distinguished scientists and engineers from Connecticut's academic, industrial, and institutional communities. Membership is limited by the Academy's Bylaws to 400 members.

This letter signifies our support for the Connecticut State Department of Education's application for participation in the federal Race to the Top (RTTT) funding competition, as part of the American Recovery and Reinvestment Act (ARRA) of 2009.

We fully support the goals the state's Race to the Top Phase II Reform Plan including:

- Developing and implementing standards and assessments that prepare students for success in college and the workplace – including adopting new standards that align curriculum with the states Common Core State Standards (CCSS); providing professional development activities for school districts to align curriculum to the CCSS; and undertaking efforts to enhance workforce transitions.
- Building and utilizing data systems to support instruction for the purpose of measuring student success and to inform teachers and principals how they can improve their practices; as well as assuring that data are available for research and program evaluation.
- Recruiting, developing, rewarding, and retaining effective teachers and principals to support 21st century teaching, learning and assessment, including implementing the Connecticut Eight- Year Plan for Secondary School Reform.
- Turning around our lowest-performing schools.

We commend the state of Connecticut for the leadership and efforts already demonstrated in recent years to create and integrate early childhood, K-12 and higher education. Moreover, we advocate their aggressive yet achievable plan for implementing coherent, compelling, and comprehensive reform that can set an example for other states throughout the country and transform our schools for decades to come.

Sincerely,

(b)(6)

Richard H. Strauss
Executive Director

179 Allyn Street, Hartford, Connecticut 06103-1422 • 860-527-2161 • email: acad@ctcase.org

Connecticut
After School
Network

May 18, 2010

Race to the Top Review Committee
United States Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Committee Members:

On behalf of the Connecticut After School Network, I want to express our strong support of Connecticut's second round Race to the Top application.

As a statewide organization dedicated to ensuring all of Connecticut's children and youth have access to high quality expanded learning opportunities, including afterschool and summer programs, improving education is central to our mission. For more than twenty years the Connecticut After School Network has been improving the quality of these expanded learning opportunities and increasing coordination between community based organizations and public school systems. Our goal is to help all stakeholders work together to provide the most effective and engaging learning day possible for our state's children and youth so that they are successful, safe and healthy.

Race to the Top funding would make possible the expansion of Connecticut's proven instructional improvement process – the Connecticut Accountability for Learning Initiative (CALI) – making it accessible to all school districts. This intensive model of school and district improvement explicitly includes expanded learning opportunities as a core strategy for improving student outcomes.

We are enthusiastic in our support for full implementation of CALI coupled with expansion of Scientific Research Based Interventions (SRBI), which serves as an early warning system for students in need of additional support and intervention. Educators frequently bemoan the fact that there aren't enough hours in the regular school day and year to provide the breadth and depth of educational supports necessary to meet students' needs; the combination of CALI and SRBI can remedy this.

12 Melrose Avenue, Branford, CT 06405 • 860.730.2941 • www.ctafterschoolnetwork.org

In addition, we are extremely excited by the inclusion of family and community engagement as one of the six levers for change that are identified in the Race to the Top application. Expanded learning opportunities are frequently provided through partnerships with community based organizations, taking advantage of additional resources beyond the school walls. The robust connections between these community partners and parents, as well as other community stakeholders, are a strong foundation that can be further leveraged to promote positive school change. The transformation that Connecticut seeks for its students will be anchored in an expanding set of partnerships with shared leadership, resources and accountability for results.

At its heart, Connecticut's plan for comprehensive educational reform is about the academic and personal success of all students, so that every Connecticut child and youth grows up safe, healthy, educated, connected and employable. I am confident that Connecticut's leaders are prepared to implement the ambitious plan laid out in this application, and my organization will do everything in its power to support its successful implementation.

Sincerely,

(b)(6)

Michelle Doucette Cunningham
Executive Director
Connecticut After School Network

Connecticut Association of Boards of Education, Inc.

81 Wolcott Hill Road, Wethersfield, CT 06109-1242 • (860) 571-7446 • Fax (860) 571-7452 • www.cabe.org

Donald Blevins
President
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Lydia Tedone
First Vice President
Simsbury

Richard Murray
Vice President
for Government Relations
Killingly

John Prins
Vice President
for Professional Development
Branford

Stephen Wright
Secretary/Treasurer
Trumbull

J. Callender Heminway
Immediate Past President
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Secretary-Treasurer, NSBA
East Lyme

Robert Rader
Executive Director

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Vincent A. Mustaro
Senior Staff Associate
for Policy Service

Lisa M. Steimer
Senior Staff Associate
for Professional Development

Teresa Costa
Coordinator of Finance
and Administration

Commissioner Mark K. McQuillan
Department of Education
State Office Building
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner McQuillan:

Our mission is to assist local and regional boards of education in providing high quality education for all Connecticut children through effective leadership.

Therefore, this letter signifies our support for the State of Connecticut's application for participation in the federal Race to the Top (RTTT) funding competition, as part of the American Recovery and Reinvestment Act (ARRA) of 2009.

We fully support the goals of the state's plan for school reform, including:

- Adopting internationally benchmarked standards and assessments that prepare students for success in college and the workplace;
- Recruiting, developing, rewarding, and retaining effective teachers and principals;
- Building data systems that measure student success and inform teachers and principals how they can improve their practices; and
- Turning around our lowest-performing schools.

CABE has a seat on the Performance Evaluation Advisory Council and we look forward to both participating and ensuring that it is successful. We also look forward to working on various other parts of the State's plans, including the CABE/SDE Partnership on the Lighthouse Project, helping boards of education successful increase student achievement and ensuring that resources are available for successful implementation.

We commend the state of Connecticut for the leadership and efforts already demonstrated in recent years to create and integrate early childhood, K-12 and higher education. Moreover, we advocate their aggressive yet achievable plan for implementing coherent, compelling, and comprehensive education reform that can set an example for other states throughout the country and transform our schools for decades to come.

Sincerely yours,

Robert Rader
Executive Director

cc: CABE Board of Directors

Joseph J. Cirasuolo, Ed.D.
Executive Director
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Connecticut Association of Public School Superintendents

26 Caya Avenue
West Hartford, Connecticut 06110

May 4, 2010

Commissioner Mark K. McQuillan
Department of Education
State Office Building
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner McQuillan:

The mission of CAPSS is to lead the continuous improvement of public education for all students by advocating public policy for children, and by developing and supporting executive school leaders.

CAPSS is a statewide nonprofit educational administration organization whose membership includes Connecticut public school superintendents, assistant superintendents, central office administrative personnel, state department of education officials, and college and university professors. It provides educational and administrative leadership on a state and national level; it researches, gathers, and disseminates data and information necessary for the management and operation of effective school systems; it monitors state and federal legislative activity and strives to influence positive laws and regulations affecting the education of Connecticut's public school students; it provides personal support services for its members; it holds statewide conferences and workshops of interest to the educational community; and it is a strong voice and staunch advocate of quality public school education.

Therefore, this letter signifies CAPSS support for the State of Connecticut's efforts to reform public schooling in the state and in that context supports the State's application for participation in the federal Race to the Top (RTTT) funding competition, as part of the American Recovery and Reinvestment Act (ARRA) of 2009.

Specifically, CAPSS supports the following goals of the state's plan for school reform:

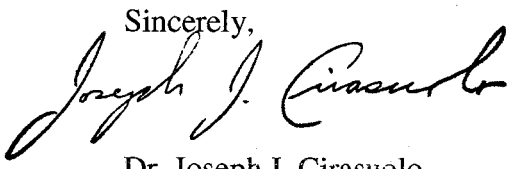
- Recruiting, developing, rewarding, and retaining effective teachers and principals;
- Building data systems that measure student success and inform teachers and principals how they can improve their practices; and
- Turning around our lowest-performing schools.

In addition, CAPSS commends the support that the State is giving to transform the very system of public schooling.

Founded 1907

Finally, CAPSS appreciates and supports the leadership and efforts already demonstrated by the State in recent years to create and integrate early childhood, K-12 and higher education. The organization particularly appreciates what the State is doing to implement coherent, compelling, and comprehensive education reform that can set an example for other states throughout the country and that can transform our schools for decades to come.

Sincerely,



Dr. Joseph J. Cirasuolo
Executive Director
CAPSS

THE CONNECTICUT ASSOCIATION OF SCHOOLS

EXECUTIVE DIRECTOR
Michael H. Savage

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AFFILIATED WITH:

- National Association of Secondary School Principals
- New England Association of Schools and Colleges
- National Middle School Association
- National Association of Elementary School Principals
- New England League of Middle Schools
- National Federation of State High School Associations

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Phone: (203)250-1111
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Serving schools and principals

May 17, 2010

Commissioner Mark K. McQuillan
Department of Education
State Office Building
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner McQuillan:

This letter signifies the support of the Connecticut Association of Schools (CAS) for the State of Connecticut's application for participation in the federal Race to the Top (RTTT) funding competition, as part of the American Recovery and Reinvestment Act (ARRA) of 2009. As a private, non-profit professional organization, CAS is devoted to enhancing teaching, learning and leading in the schools in Connecticut. In this role, we have also been involved as an external partner in the many months of discussion leading to this application.

We fully support the goals of the state's plan for school reform, including:

- Adopting internationally benchmarked standards and assessments that prepare students for success in college and the workplace;
- Recruiting, developing, rewarding, and retaining effective teachers and principals;
- Building data systems that measure student success and inform teachers and principals how they can improve their practices; and
- Turning around our lowest-performing schools.

We commend the state of Connecticut for the leadership and efforts already demonstrated in recent years to create and integrate early childhood, K-12 and higher education. Over the last three to five years, Connecticut has also developed a comprehensive school improvement structure and is in the process of implementing a multifaceted, systematic approach to increasing student achievement. CAS has taken an active role in this initiative by implementing, in concert with the CSDE, an executive coaching program in which retired school principals are recruited, trained, and placed, under CAS supervision and monitoring, with principals in many of the lowest achieving schools in the state. Currently CAS has coaches in 61 schools in 22 districts.

CAS has also been intimately involved in the preliminary discussions concerning the implementation of a new comprehensive system for supporting, supervising, and evaluating teachers and principals. CAS has been asked to chair the committee that is undertaking this development charge and is pleased to do so.

We recognize that the aggressive yet achievable plan for implementing coherent, compelling, and comprehensive education reform that is set out in this application can set an example for other states throughout the country and transform our schools for decades to come.

Sincerely,

Michael H. Savage
Executive Director

CBIA

CONNECTICUT BUSINESS & INDUSTRY ASSOCIATION

John R. Rathgeber
President and Chief Executive Officer

May 19, 2010

Hon. Arne Duncan
Office of the Secretary
United States Dept. of Education
400 Maryland Avenue, NAW
Washington, D.C. 20202

RE: State of Connecticut's Race to the Top Application

Dear Secretary Duncan:

The Connecticut Business and Industry Association (CBIA) strongly endorses Connecticut's application for Race To The Top grant funding from the U.S. Department of Education. Our 10,000 member companies, which include small businesses as well as the state's largest corporations, are extremely concerned about maintaining a highly skilled workforce. The quality of Connecticut's workforce is directly dependent upon the quality of the outcomes obtained by Connecticut's students.

We are also very pleased that the Connecticut General Assembly has passed legislation in the past session that will raise graduation standards, provide incentives for innovative school reform, including the removal of caps on the number of charter schools and the number of high achieving students enrolled in those schools, expanding Advanced Placement opportunities and improving educational data systems to include student growth measures. These and many other reforms contained in the bill are necessary if we are to close Connecticut's achievement gap.

Connecticut has the unenviable reputation of having the largest achievement gap between white and minority students in the country. Because of our New England roots, our small state has 167 separate, locally controlled school districts that include high-performing suburban school districts, small rural schools and core urban centers. Our urban schools educate some of the poorest students in the nation, leading to large disparities in educational outcomes in our growing African American and Hispanic student populations. Despite decades of school reform efforts, our achievement gaps persist, although we have magnet and charter schools that have significantly outperformed their peers in more traditional settings. We do have some school successes in our traditional schools, but much more needs to be done if we are to achieve acceptable educational outcomes for all of Connecticut's schoolchildren.

CBIA is pleased to see the direction that Connecticut's application for Race To The Top funds is taking. We believe that this holds the promise for educational success for many of the state's students. Turning around low-performing schools, improving teacher quality and ensuring that high-quality educators are teaching in needy districts throughout the state, and improving

Connecticut's student data tracking system, and the use of assessments are all areas that CBIA endorses and the business community supports.

We have been a partner with the state of Connecticut on many initiatives throughout the years. CBIA's Education Foundation is a leader in promoting and developing public-private partnerships to improve public education. We are pleased that the National Math and Science Initiative's, Project Opening Doors, which has been obtaining dramatic results in advanced placement in math, science and English for under-represented student populations is included as a component of Connecticut's plan.

We all have to be ready to assist in any way possible to help Connecticut school districts achieve high levels of performance for all their students. We look forward to a positive response from Washington to leverage and accelerate the efforts already underway.

Sincerely,

(b)(6)

John R Rathgeber

Connecticut Center
for School Change
System Success = Student Success

May 18, 2010

Commissioner Mark McQuillan
Connecticut State Department of Education
State Office Building
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner McQuilllan:

I am writing in support of the State of Connecticut's application for federal Race to the Top funding.

The Connecticut Center for School Change (the Center) looks forward to working with the department and our partners – districts, superintendents, assistant superintendents, principals, aspiring principals, teachers and parents – to improve the quality of instruction in our schools and to close achievement gaps. By working collaboratively, together we can transform schools into centers of learning in which high standards are the norm for all.

The state's Race to the Top application focuses on two themes that are central to the Center's work: Educator Effectiveness & Accountability and Engaging Families & Communities. It incorporates lessons learned from the Center's Urban School Leaders Fellowship program developed in conjunction with four urban districts and the Fairfield County Community Foundation. It also draws upon the Center's experience creating the Parents Supporting Educational Excellence program developed in collaboration with the Connecticut Commission on Children. It acknowledges that technical assistance and training is required to ensure that school improvement efforts focus on the instructional core – the interaction of teachers, students, and content (the rigor and relevance of the task students are asked to do). It realizes that additional attention must be paid to make school environments welcoming places where parents are engaged as partners in developing strategies for school improvement.

Leadership development is one of the core strategies for improving student achievement and transforming America's schools into high-performing educational environments. On behalf of the Center for School Change, I offer our enthusiastic commitment to the proposed work.

Sincerely,

(b)(6)

Andrew Lachman
Executive Director

GREAT SCHOOLS FOR ALL
ConnCAN

85 Willow Street
New Haven, Connecticut 06511

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F 203 404 7761

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www.conncan.org

Letter of Support from ConnCAN

Commissioner Mark K. McQuillan
Department of Education
State Office Building
165 Capitol Avenue
Hartford, CT 06106

May 14, 2010

Dear Commissioner McQuillan:

ConnCAN is a platform for Connecticut citizens to effectively speak up for kids. We don't build schools or train teachers. Instead, ConnCAN runs results-oriented advocacy campaigns through research and policy, communications and mobilization, and advocacy for change.

This letter signifies our support for the State of Connecticut's application for participation in the federal Race to the Top (RTTT) funding competition, as part of the American Recovery and Reinvestment Act (ARRA) of 2009.

Even before we learned that Connecticut was not successful in the first round of Race to the Top, ConnCAN was working hard to help ensure Connecticut enacted policies needed to win in Round Two. We launched a public campaign, called Our Race to the Top, that coalesced thousands of Connecticut citizens interested in closing our largest-in-the-nation achievement gap and made the most of this race by building support for the legislative and administrative changes needed to maximize our state's competitive standing.

We are pleased to say that through the legislation recently passed by Connecticut's General Assembly, the state has made important steps towards a better data system that incorporates student achievement growth into principal and teacher evaluation and links back to the programs that trained them. Connecticut also established new alternative certification pathways for school administrators, and removed enrollment caps on high-performing charter schools. These policies, and Connecticut's revised application, are important steps towards making our state competitive in the second round of Race to the Top.

We also know that these steps mark the beginning of a much greater effort for Connecticut. Whatever the outcome of Connecticut's Round Two application for Race to the Top, ConnCAN will continue to work with all interested parties to enact further reforms to close our state's largest in the nation achievement gaps. We hope to be part of an ongoing, statewide effort among education stakeholders that will build on the foundation established by this year's legislation—for example, by making student achievement growth the primary factor in teacher evaluations; by establishing a framework of rewards and consequences for teachers and school leaders based on their effectiveness in raising student achievement; and by addressing the unsustainable and unequal funding system for Connecticut's public charter schools. We will not rest until every child in our state has access to a great public school.

Sincerely,

Alex Johnston
Chief Executive Officer

Connecticut Commission On Educational Achievement

May 20, 2010

Mark K. McQuillan
Commissioner
Department of Education
State Office Building
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner McQuillan:

The Connecticut Commission on Educational Achievement, a volunteer and privately funded commission composed primarily of business leaders, was created by Governor M. Jodi Rell's Executive Order No. 40. The Commission is charged to report on why the achievement gap in Connecticut's educational system has become the largest in the nation, make recommendations on how to close it, and suggest ways to lift the educational accomplishment of all of our state's students.

Most recently Connecticut's legislature adopted the most comprehensive school reform legislation in years. This serves as a framework for the Connecticut State Department of Education's application for participation in the federal Race To The Top (RTTT) funding competition, as part of the American Recovery and Reinvestment Act (ARRA) of 2009. As a Commission, we are working on our own set of recommendations, and we support the application of the Department.

Sincerely,

(b)(6)

Steven Simmons
Chairman

505 Hudson Street; 2nd Floor
Hartford, CT 06106
(860) 270-8015
CTcommission.achieve@ct.gov

CTEDTECH
Connecticut Commission for Educational Technology

May 17, 2010

Commissioner Mark McQuillan
Connecticut Department of Education
State Office Building
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner McQuillan,

On behalf of the Connecticut Commission for Educational Technology, I am pleased to offer our support for the state's application for the federal government's Race to the Top Phase II grant competition. As you know, the Commission for Educational Technology includes several members of the Governor's Cabinet, leaders from Connecticut's public and private higher education institutions, business sector leaders, representatives from the state superintendent's group as well as teachers unions, public library representation, and other state leaders concerned with the promotion of technology and other 21st century skills and tools for advancing learning.

After reviewing the details of your plans, I wish to express how impressed I am with your efforts to promote STEM (Science, Technology, Engineering, Mathematics) education throughout your Race to the Top application. Your many STEM efforts, directed at PK-12 students and teachers, are directly targeted at increasing STEM interest and achievement among students. I can attest to the excitement of many school district leaders at your proposed expansion of our online multimedia science resources to the elementary grades, and at the provision of a learning management system for use by teachers in all participating districts. These will be a huge asset to Connecticut students and teachers, and will save millions of dollars through collective purchasing and implementing them statewide rather than on a district-by-district basis. The statewide effort also makes collaboration among districts on professional development and student projects a likely reality.

Finally, your "Next Generation Teachers and Leaders" initiative focuses professional development in vitally important areas of information literacy, technology integration, and problem-based learning – areas in which all Connecticut educators must develop high levels of skills and understanding so that they may design and support learning that develops and nurtures these skills in our students. This initiative is well conceived in terms of content and contains supports and structures to ensure its successful implementation.

Congratulations on your exemplary efforts to promote educational reform through your Race to the Top application. The Commission for Educational Technology looks forward to working with you to implement the plans for excellence in education that you have outlined.

Sincerely,

Karen Kaplan
Executive Director,
Connecticut Commission for Educational Technology

Commission for Educational Technology
165 Capitol Avenue, Room 215, Hartford, Connecticut 06106
http://cen.ct.gov

Connecticut
Community
Colleges

Education That Works For a Lifetime

April 26, 2010

Commissioner Mark K. McQuillan
Department of Education
State Office Building
165 Capitol Avenue, Hartford, CT 06106

Dear Commissioner McQuillan:

As the largest constituent unit of public higher education in Connecticut with more than 50% of the state's public college undergraduates enrolled in credit programs in the fall of 2009, the Connecticut Community Colleges are most supportive of the state Department of Education's proposal for participation in the federal Race to the Top initiative. As a participant in the national Achieving the Dream Initiative, the Gates-funded Developmental Education initiative and an enthusiastic partner in the work of Connecticut's PK-20 Council, our System of Colleges welcomes the opportunity to work cooperatively with the State Department of Education to advance the success of all the state's students, particularly those underserved students who turn to community colleges for educational opportunity. Currently over two thirds of Connecticut's minority undergraduates are enrolled in our 12 colleges located throughout the state and at the heart of its most impoverished urban communities.

We commend the state of Connecticut for the leadership and efforts already demonstrated in recent years to create and integrate early childhood education and strengthen the partnership of grades K-12 with higher education. Moreover, we advocate their plan for comprehensive educational reform that will address many of the most significant challenges faced by Connecticut's students.

As a primary entry point for higher education in Connecticut, our Community Colleges are enthusiastic about the opportunities presented by Race to The Top to encourage collaboration and cooperation throughout the entire educational continuum by assessing student performance and expanding longitudinal data systems to advance college readiness, and provide greater opportunities for student success in higher education and the workforce. The Race to the Top initiative has the potential to transform Connecticut's education landscape by encouraging great teachers and leaders for the schools and communities throughout Connecticut.

Therefore, this letter signifies our support for the State of Connecticut's application for participation in the federal Race to the Top (RTTT) initiative. We fully support the goals of the state's plan for school reform, including:

- Adopting standards and assessments that prepare students for success in college and the workplace;
- Evaluating and encouraging effective teachers and principals;
- Building data systems that measure student success and inform teachers and principals how they can improve their practices; and
- Expanding and strengthening efforts to support the lowest-performing schools.

And we pledge to work closely with the state's educational leaders in implementing the new design that will advance the academic goals and achievement of all Connecticut's students.

Sincerely,

(b)(6)

Marc S. Herzog
Chancellor

Connecticut Development Authority

May 19, 2010

Commissioner Mark K. McQuillan
Department of Education
State Office Building
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner McQuillan:

This letter is written in support of the State of Connecticut's Phase II Application for participation in the federal Race to the Top (RTTT) funding competition, as part of the American Recovery and Reinvestment Act (ARRA) of 2009.

As a development finance authority governed by a board comprised of several of the state's business and financial leaders, the Connecticut Development Authority's mission is to stimulate business investment, the state's economy and job growth. Connecticut's unique history and leadership, especially in its higher education curriculum and partnership with local educational systems, showcases its efforts to engage families and communities in understanding and embracing educational, professional development and workplace goals. In addition, the role that CDA plays in helping to bring workforce alignment to the advances in curriculum innovation and technology enhances the value and benefit to both the business community and students and their families.

We fully support the state's plan for school reform that meets the workforce development goals necessary for a sustainable economy for Connecticut companies and residents. That plan includes:

- Adopting internationally benchmarked standards and assessments that prepare students for success in college and the workplace;
- Recruiting, developing, rewarding, and retaining effective teachers and principals;
- Building data systems that measure student success and inform teachers and principals how they can improve their practices; and
- Turning around our lowest-performing schools.

We commend the state of Connecticut for the leadership and efforts demonstrated in recent years to create and integrate early childhood, K-12 and higher education. This is a realistic and forward-thinking plan for achieving comprehensive education reform that can be a model for other states throughout the country and inspire educators and students. We know that today's educated students will make up tomorrow's workforce – a workforce critical to the success of Connecticut's economy and our future.

Sincerely,

Marie C. O'Brien

Marie C. O'Brien
President

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Connecticut
Early Childhood
Alliance

May 18, 2010

Dr. Mark K. McQuillan
Commissioner and Secretary to State Board of Education
Connecticut State Department of Education
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner McQuillan:

The Connecticut Early Childhood Alliance is pleased to support the State of Connecticut's Phase II application for Federal Race to the Top Funding. The application will advance Connecticut's progress toward educational reform, and provides a roadmap that embraces a continuum of education that includes early childhood education through secondary education and into the workforce.

The Connecticut Early Childhood Alliance is a group of organizations committed to improving developmental outcomes in the areas of learning, health, safety and economic security for children ages birth to eight. Our member organizations employ over 3,000 Connecticut residents and provide care and education for nearly 20,000 children.

The Alliance supports and encourages early care and education providers to reach out to parents and the community to inform and educate them about early learning education principles and strategies. We also work to support and advance workforce and professional development initiatives for Connecticut. We are committed to ensuring that all children arrive at school ready to learn and understand this can only be accomplished with coordinated, complete longitudinal data system for pre-k-12; clear and uniform standards for assessment and comprehensive parent/community engagement strategies.

Specifically, the Alliance supports the on-going inclusion of pre-kindergarten students within the longitudinal data system, with the expanded goal of including children into that data system from birth. In addition, we are enthusiastic at the prospect of Connecticut's development of early learning standards for children, birth through age five that are aligned with the K-12 standards to assure young children's readiness for school and their early learning success.

We look forward to working with the Commissioner to strengthen, expand and continue to align the early learning experience with the K-12 systems so that all children have access to a continuum of learning from cradle to career.

Sincerely,

Ann Pratt, Executive Director

110 Bartholomew Avenue • Suite 4030 • Hartford, CT 06106 • 860.819.3647 • www.earlychildhoodalliance.com

CEA
Advocating for teachers
and public education

Connecticut Education Association

Governance
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Sheila Cohen, Vice President
Cheryl Prevost, Secretary
Jeff Leake, Treasurer
Maureen Honan, NEA Director
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Executive Office
Dr. John Yrchik
Executive Director

Affiliated with the
National Education
Association

May 12, 2010

Commissioner Mark K. McQuillan
Connecticut State Department of Education
P.O. Box 2219, 165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner McQuillan,

The Connecticut Education Association (CEA) supports the Connecticut State Department of Education *Phase II Reform Plan* for the federal Race to the Top (RTTT) grant. We understand the plan focuses on four key goals:

1. Standards and Assessments
2. Data Systems to Support Instruction
3. Great Teachers and Leaders
4. Turning Around the Lowest Achieving Schools

We believe the plan ensures that federal RTTT dollars would be spent efficiently and effectively in Connecticut. We are hopeful that federal officials will look favorably upon the Connecticut application because the Connecticut General Assembly in May 2010 adopted sweeping education legislation to support the ambitious and far-reaching *Connecticut Phase II Reform Plan.* CEA thinks this legislation is important not just because of what's in it, but because of the process by which it was developed. The legislation was a remarkable achievement because the process preceding it – led by top state legislators – brought together contrasting viewpoints and forged consensus about reform.

In a similar fashion, officials of the State Department of Education have fostered a respectful and inclusive climate as they worked with all stakeholders to improve the state application for RTTT funds after our unfortunate loss in Phase I. This augurs well for the future as all stakeholders continue to work together to make our public schools world class.

As the state's largest teachers' union, it is incumbent upon us to comment on Goal 3: Great Teachers and Leaders. It is our expectation that the objectives articulated in the plan under this goal will bring about landmark improvements in teacher evaluation and professional development. The objectives are predicated on the idea that all parties involved will work as true, good-faith partners. We will do this work to ensure that all teachers are prepared with the best knowledge and skills and the most effective teaching techniques to reach the learning needs of each and every child.

All indications are that the *Connecticut Phase II Reform Plan* reaches high and far. From innovative programs to close the achievement gap to a revolutionary data system that will be invaluable to teachers to rigorous high school reform, it's a plan for success in which all stakeholders feel invested. Therefore, it is with significant pride and great hope that CEA officially lends its support.

Sincerely,

Phil Apruzzese

Phil Apruzzese
President

CONNECTICUT FEDERATION OF SCHOOL ADMINISTRATORS
CSFA

May 25, 2010

Commissioner Mark K. McQuillan
Department of Education
State Office Building
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner McQuillan:

This letter signifies our support for Connecticut's Race to the Top (RTTT) application - Phase 2.

We fully support the goals of the state's plan for school reform:

- the creation of innovative schools;
- secondary school reform;
- CALI training for all participating districts by 2015; and
- a broad array of important professional development activities for principals and teachers.

We commend the state of Connecticut for the leadership and efforts already demonstrated in recent years to create and integrate early childhood, K-12 and higher education. Moreover, we advocate their aggressive yet achievable RTTT plan for implementing coherent, compelling, and comprehensive education reform that can set an example for other states throughout the country and transform our schools for decades to come. As one who worked directly with Commissioner McQuillan and the co-chairs of the General Assembly's Education Committee to pass P.A. 10-111, I personally know just how important this application is for all administrators statewide.

Sincerely,

Roch J. Girard
CFSA President and National Secretary, AFSA

162 West Street, Building 2, Suite K
Cromwell, CT 06416
860-635-3660
www.ct-fsa.org

State of Connecticut

GENERAL ASSEMBLY

EDUCATION COMMITTEE
ROOM 3100
LEGISLATIVE OFFICE BUILDING
HARTFORD, CONNECTICUT 06106-1591
(860) 240-0420
FAX: (860) 240-0023

SENATOR THOMAS GAFFEY
CHAIRMAN

REPRESENTATIVE ANDREW FLEISCHMANN
CHAIRMAN

May 25, 2010

The Honorable Secretary of Education, Arne Duncan
United States Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Mr. Secretary:

As co-chairs of the Connecticut General Assembly's Education Committee, we write in strong support of the state's Race to the Top application.

This legislative session, the Connecticut General Assembly passed Public Act 10-111, ***An Act Concerning Education Reform in Connecticut.*** This bill has been lauded by many as the most comprehensive education reform bill in the past twenty years. We believe that this legislation, along with the reform plan laid out in Connecticut's Phase II application, requires Connecticut to implement bold initiatives in education that will ensure all of our students are prepared with the skills required to be successful in the twenty-first century.

Since the moment we learned Connecticut would not be a finalist in the first phase of the Race to the Top competition, we began meeting weekly with key stakeholders from across the state to develop the components of this bill. Representatives from the Connecticut State Department of Education, the Connecticut Association of Public School Superintendents, the Connecticut Education Association, the American Federation of Teachers-Connecticut, the Connecticut Federation of School Administrators, and ConnCAN (charter school advocates) worked together to develop a comprehensive package that was approved by both chambers by overwhelming majorities and signed into law by Governor Rell. The bill makes critical changes to our education law including the following highlights:

- Requires that multiple indicators of student academic growth be included in all teacher evaluations;

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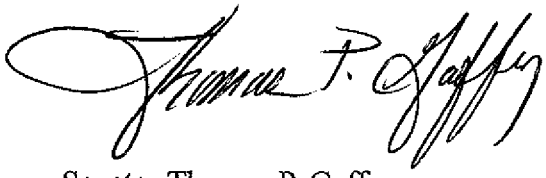
- Expands our state longitudinal data system to be fully consistent with the America's Compete Act and the State Fiscal Stabilization Fund Phase II requirements;
- Eliminates enrollment caps for high-performing charter schools;
- Creates new school governance councils at under-performing schools comprised of mostly with parents that can recommend reconstitution of such schools;
- Requires the State Board of Education to review and approve an alternate route for certification for school administrators;
- Empowers the State Board of Education to retrain or even reconstitute local school boards that impede district improvement; and
- Adopts the State Board of Education's comprehensive plan for Secondary School Reform - including raising graduation credit and course requirements beginning with the class of 2018.

While the impetus for this legislation was the Race to the Top competition, the State of Connecticut is committed to moving forward with all of these provisions because it is smart public policy. The leadership in the General Assembly and others across the state recognizes that these reforms are critical for Connecticut to remain competitive in the global economy as well as to make further strides in closing our educational achievement gap.

As the elected leaders for education reform here in Connecticut, we would appreciate a dialogue with you and your staff regarding the newly adopted reforms. We are very concerned that such an opportunity for dialogue has been granted to a registered lobbyist here in Connecticut and that his communication with you and your staff may have been colored to suit a particular special interest.

We thank you for your leadership in providing this great opportunity to states, and we look forward to working with our colleagues in the Assembly and Commissioner Mark K. McQuillan to make Connecticut an example of how the coordination of federal and state resources and all key education stakeholders can together bring significant improvements to education for all students. We anxiously await your response to our request for a meeting.

Sincerely,



Senator Thomas P. Gaffey
Co-Chairman
Committee on Education

Representative Andrew M. Fleischmann
Co-Chairman
Committee on Education

The Connecticut General Assembly

Legislative Black & Puerto Rican Caucus
Legislative Office Building
Hartford, Connecticut 06106-1591
TELEPHONE: (860) 240-8585
FAX: (860) 240-0206

May 21, 2010

Commissioner McQuillan
Connecticut State Department of Education
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner McQuillan:

The Connecticut General Assembly's Black and Puerto Rican Caucus strongly endorses the school reforms presented in Connecticut's Phase II Race to the Top application and urges the U.S. Department of Education to fund this comprehensive package of education improvement strategies for our state.

There are numerous components of the application that we favor, including secondary school reform, student success plans, and student support services, the expansion of data driven decision making with regard to instruction and curriculum and the recruitment and retention of highly qualified and experienced teachers and leaders to help bring about change in our urban schools.

In our view, one of the most compelling reforms in this comprehensive package, which complements all other strategies, is the focus on parental involvement. We are pleased to note that the application devotes more than $1 million for professional development and training for educators and parents to help find better ways to collaborate and provide mutual support in the educational process.

In addition, Public Act 10-111, Connecticut's Race to the Top legislative package included a major breakthrough in parental involvement by creating "Parent Governance Councils" to give parents and guardians a clear and essential role in decisions affecting school improvement in our neediest schools. The legislation and the state's Race to the Top application both underscore the necessity for schools to reach out for partnerships, especially stronger relationships with parents.

Connecticut has developed a comprehensive package of reforms that brings all of us to the table to work together in behalf of our students. We strongly encourage its implementation.

Here are elements of the legislation

- Require high school students to take more math and science courses and require — for the first time — foreign language courses to graduate.
- Set up a framework to tie a teacher's performance evaluation to the academic growth of his or her students.
- Empower the State Board of Education to authorize the state education commissioner to remake local boards of education in underperforming districts under certain conditions.
- Require schools to offer advanced placement classes.
- Require high school students to take end-of-year exams in core subjects.
- Require high school seniors to complete a "capstone project" in order to graduate.
- Require schools to hold parent-teacher conferences twice a year.
- Require school governance councils made up mostly of parents that can recommend reconstituting a failing school to increase student performance.
- Lift enrollment caps at high-performing charter schools.
- Establish an alternative route to certification for school administrators.
- Allow struggling school systems to convert an existing school or build a new one as an "innovation school" to improve performance.

Sincerely,

Charles "Don" Clemons Jr.

Representative Charles "Don" Clemons, Jr.
124th District

STATE OF CONNECTICUT

May 26, 2010

The Honorable Arne Duncan
Secretary
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Secretary Duncan:

As candidates in Connecticut's 2010 governor's race, we are writing to express our support for Connecticut's "Competitive Ed" Race to the Top application.

If Connecticut is successful in the competition, we will receive the financial support we need to accelerate the reform of our public education system and provide real focus on implementing the change necessary to improve the lives of our children.

Connecticut has a history of leading the nation in educational attainment of which we are all justifiably proud. Yet, we recognize that our more recent experience reflects that we are losing ground across the board and also have the nation's largest achievement gap between students in urban and suburban districts.

We are committed to implementing the systemic changes necessary to close the achievement gap and move all students in Connecticut forward. Most recently our Legislature and Governor passed and signed reform legislation which significantly strengthens our Phase 2 application.

During a year of transition in the political leadership of Connecticut, we are committed to maintaining the focus necessary to see real improvement in our education system, and providing leadership for similar reforms elsewhere in the nation.

Sincerely,

(b)(6)

Michael Fedele Tom Foley

(b)(6)

Ned Lamont Dan Malloy

Connecticut State Conference of NAACP Branches

www.naacp-ct.org

May 21, 2010

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Mark K. McQuillan
Commissioner
CT State Department of Education
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner McQuillan:

The Connecticut NAACP is pleased to offer its support and endorsement of Connecticut's application for federal Race to the Top funding in the Phase II competition.

Connecticut's application articulates a statewide education reform plan that addresses several education priorities that we share, including comprehensive efforts to improve learning opportunities for all children and to close Connecticut's pronounced achievement gaps. We are extremely pleased that the State's plan calls for secondary school reform that not only raises standards but provides new systems that will make sure that all students receive the support they need to succeed in school and to graduate on time, college and workplace ready.

The commitment to expand the Connecticut Accountability for Learning Initiative (CALI) to all districts and the emphasis on differentiated instruction will also strengthen the ability of our public schools to adjust and improve instruction to meet the diverse learning needs of our students.

We are also very pleased to note the emphasis that is placed on empowering parents. The Plan directs significant resources to provide extensive professional development for both parents and educators to help them to better work together. In addition, the new parent governance councils that have been authorized by state legislation this year will provide a new role for parents that will make them full partners in school improvement decisions.

Connecticut's approach to school reform also includes comprehensive efforts to bring experienced and talented teachers and principals to schools that need them the most – schools that serve high populations of minority and low income students. Incentives to recruit and retain the best and the brightest will bring important teaching resources to urban classrooms. We are encouraged by the focus on serving the needs of all students in this application. It is vital to our state's future that all children succeed in school. Connecticut's Race to the Top offers this promise.

Sincerely,

Scot X. Esdaile

Scot X. Esdaile
President, CT State Conference
NAACP, National Board Member

~ 2074 Park *Street · Hartford, CT 06106* ~
Office: 860-523-9962 Fax: 860-523-9934
Email: ctnaacp2@sbcglobal.net

CT PIRC
CT Parent Information and Resource Center

CT Parent Information and Resource Center
Centro de Recursos e Información Para Padres de CT

May 20, 2010

Commissioner Mark K. McQuillan
CT State Department of Education
State Office Building
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner McQuillan:

As you are aware, the Connecticut Parent Information and Resource Center ***(CT PIRC)*** is coordinated by the State Education Resource Center (SERC), a nonprofit agency primarily funded by the Connecticut State Department of Education. CT PIRC is partially funded by a grant through the U.S. Department of Education. CT PIRC provides important resources and services to families to support them as they enhance relationships with their children, become active in their children's schools, and learn more about the laws that affect their children's education. In addition, CT PIRC works with teachers and other professionals to reach our common objectives that include: improve student achievement; foster better communication with families; build strong links with community partners; and recognize and build on the strengths of families and teachers. Over 87,000 parents received PIRC resources/services in 2008-2009.

Therefore, this letter signifies our support regarding the State of Connecticut's application for participation in the federal Race to the Top (RTTT) funding competition, as part of the American Recovery and Reinvestment Act (ARRA) of 2009.

We fully support the goals of the CSDE's plan for school reform, which is organized around the following areas:

- Engaging Families and Communities;
- Training and Professional Development;
- Educator Effectiveness and Accountability;
- Curriculum Innovation and Technology;
- High School, College and Workforce Alignment; and
- Financing Sustainable Progress.

CT PIRC is please to be an active partner in supporting the CSDE to meet all its reform goals. We are particularly well positioned to facilitate parental and other stakeholder involvement in the initiatives regarding engaging families and communities.

Sincerely,

(b)(6)

Marianne Kirner, Ph.D.
Executive Director

25 Industrial Park Road, Middletown, CT 06457-1520
1-800-842-8678 • www.ctpirc.org

May 26, 2010

Dr. Mark K. McQuillan
Commissioner and Secretary to State Board of Education
Connecticut State Department of Education
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner McQuillan:

Connecticut Parent Power is pleased to support the State of Connecticut's Phase II application for Federal Race to the Top Funding.

Connecticut Parent Power is an organization of over 2,600 Connecticut parents advocating for children on health care, early care & education and school reform.

We applaud the CT SDE for its work to include parents in both the planning and implementation of RTTT.

The inclusion in the Phase II proposal of key early care and education components, including data system enhancements, early learning standards and assessments and family engagement, all provide strong underpinnings for the development of a coordinated PreK – 12 education system. CT Parent Power looks forward to working with you on implementing this program and is hopeful that Race to the Top support will provide us with the resources necessary for fast-tracking the process.

Sincerely,

Paul Wessel
Executive Director

110 Bartholomew Avenue, Suite 4030, Hartford, CT 06106 203-654-7958 info@ctparentpower.org

Letter of Support from CT Parent Teacher Association

Commissioner Mark K. McQuillan
Department of Education
State Office Building
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner McQuillan:

Connecticut PTSA exists as a source of information and support to all our local units and members. As the part of the largest volunteer child advocacy group in the nation we are here to support the efforts of our members as they work for the health, education, and welfare of children and youth around the state.

Connecticut PTSA is a 501(C)3 nonprofit organization, established in 1900, to further the mission and objects of the National PTA. Currently, CT PTSA is comprised of more than 270 units and 50,000 members statewide. Units can be found associated with individual schools or towns, on a state-wide basis such as the Nutmeg State-Wide PTA, or for more specialized needs such as SEPTAs (Special Education PTAs) or Early Childhood PTAs.

Therefore, this letter signifies our support for the State of Connecticut's application for participation in the federal Race to the Top (RTTT) funding competition, as part of the American Recovery and Reinvestment Act (ARRA) of 2009.

We fully support the goals of the state's plan for school reform, including:

- A commitment to implement the Common Core standards as well as plans to implement aligned formative, interim and summative assessments that will ensure students are prepared to be successful in college and the workplace;
- Recruiting, developing, rewarding, and retaining effective teachers and principals and notably the development and implementation of new principal and teacher evaluation systems that include student growth;
- Expanding longitudinal data systems to include P-20 and the use of that to drive district and classroom decisions, and revision to data websites etc. to ensure data accessibility; and
- Turning around our lowest-performing schools.

We commend the state of Connecticut for the leadership and efforts already demonstrated in recent years to create and integrate early childhood, K-12 and higher education. Moreover, we advocate their aggressive yet achievable plan for implementing coherent, compelling, and comprehensive education reform that can set an example for other states throughout the country and transform our schools for decades to come.

We also commend the State of Connecticut for recognizing the importance of parent involvement in the health, education and welfare of our children. We know that no school can be turned around unless we engage families in that process. Connecticut PTSA is willing to continue our support and lend our expertise in this endeavor. We both know that to make these goals succeed we need to continue to have families as part of the solution.

Sincerely,

(b)(6)

Marne Usher - CT PTSA -President

Connecticut Puerto Rican Forum, Inc.

95 Park Street Hartford, CT 06106
(860) 247-3227
fax: (860) 549-5761
www.ctpuertoricanforum.org

May 20, 2010

Commissioner Mark McQuillan
Connecticut Department of Education
State Office Building
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner McQuillan

The ***Connecticut Puerto Rican Forum*** *supports the state of Connecticut's Phase II application for the* ***Race to the Top*** *funding. Over the last thirty-one years, CPRF has helped youth and adults learn skills, find jobs, achieve a better quality of life, become self-sufficient, and exercise civic engagement. There is a constant influx of limited English proficient people making Connecticut their home. Once in Connecticut they encounter a society that requires higher attainment levels in literacy and education in order to subsist because low skilled jobs offer no real job security, health care benefits, or upward mobility.*

As the population of Hispanics continues to grow and contribute to society at large, it becomes increasing important to support efforts that it would strengthen education in Connecticut at all levels, in particularly in urban centers where our community resides. CPRF stands ready to assist and participate in these initiatives if your grant application is approved. Please feel free to contact me at 860-247-3227 at your earliest convenience for further involvement in this exciting opportunity.

Sincerely,

(b)(6)

Yanil Terón
Executive Director

Connecticut
Science Center

May 4, 2010

Dr. Mark K. McQuillan
Commissioner and Secretary to State Board of Education
Connecticut State Department of Education
165 Capitol Avenue
Hartford, CT 06106

Dear Dr. McQuillan,

The Connecticut Science Center (CSC) is pleased to support the State of Connecticut's Phase II application for Federal *Race to the Top* funding. The application demonstrates the State's progress toward educational reform, and provides a strategic vision and roadmap for Connecticut's public schools that embraces early childhood education through secondary education and into the workforce.

The Connecticut Science Center was formally established in 2004 and opened to the public in 2009 in recognition of the critical importance of science, technology, engineering and mathematics (STEM) education to the State's future economic development and quality of life. The project was spear-headed and funded by a coalition involving State government ($120 million) and private industry ($40 million) with additional support from the Federal Government ($5 million). One of the primary mission-related goals of the CSC is to work with the Connecticut State Department of Education (SDOE) and school districts, especially priority urban districts, to increase the effectiveness of Connecticut's teachers.

Towards this end, the CSC has provided professional development training to more than 800 teachers since 2005 and will train an additional 180 teachers in the summer of 2010. The CSC's professional development program is a research-based model that focuses on an inquiry approach to classroom instruction. Training includes grade appropriate science content, formative assessment, and integrating language arts and science. Our program staff have been working closely with the SDOE to plan for the development of new STEM Inquiry Teaching Institutes for elementary and middle school teachers as part of the *Connecticut Accountability for Learning Initiative* (CALI). This is just one element of a coordinated and comprehensive STEM initiative involving museums, universities and other community partners that would be expanded under *Race to the Top*.

To support the professional development program and Connecticut's schools the CSC has developed and implemented a structured STEM learning experience for students in grades preK-12. This experience includes pre and post visit outreach to classrooms, onsite inquiry labs, and structured exhibit tours which feature interactions with Gallery Scientists.

Connecticut
Science Center

Each of these individual elements are designed to re-enforce grade specific learning outcomes contained within Connecticut's PreK-12 Science Standards. To date, the CSC has served more than 30,000 students and estimates serving upwards of 60,000 students annually through these experiences.

Working directly with the Hartford Public School District the CSC is collaborating on a pilot program to assess learning outcomes associated with student participation in this comprehensive STEM program. The program will launch in 2010 working with teachers and students in grades 4, 5 and 8 at two Hartford schools. The 8th grade component will focus on a STEM capstone experience, anticipating the requirements that high school students will see under Connecticut's proposed new *Secondary School Reform* initiative. The project will also feature a unique teacher-in-residence program where select Hartford teachers will participate in two-year residencies at the CSC.

In the long-term, the CSC seeks to work with the SDOE to expand this model, combining professional development of teachers with a structured STEM student learning experience, to urban school districts throughout Connecticut. The goal, to significantly increase student academic performance within these districts' under-achieving schools.

In summary, the CSC is committed to partnering with the SDOE, colleges and universities, the business sector, other informal education organizations, community youth organizations and families across the state to push for and effectively implement educational reform. We welcome your support for these efforts.

Sincerely,

(b)(6)

Matt Fleury
President and CEO

Imagine, Discover, Explore

250 Columbus Boulevard, Hartford, CT 06106 T.860.727.0457 F.860.727.0850 www.ctsciencecenter.org

Connecticut State University System

39 Woodland Street ▪ Hartford, CT 06105-2337 ▪ 860-493-0000 ▪ www.ctstateu.edu

May 13, 2010

Dr. Mark McQuillan
Commissioner and Secretary to State Board of Education
Connecticut State Department of Education
165 Capitol Avenue
Hartford, CT 06106

Dear Dr. McQuillan:

I write today in support of the Connecticut State Education Department's application for Race to the Top funding. At the Connecticut State University System, it is our view, as has been reflected in numerous national studies, that the most important factor in ensuring that students are academically successful in college is the quality and intensity of their high school curriculum. Satisfactory completion of a rigorous high school curriculum, taken in an appropriate sequence, is by far the most relevant determining factor in admission, persistence and completion of a college degree.

The State Board of Education's interest in strengthening the educational rigor of the program for students attending Connecticut public schools is, therefore, to be commended. Consistent with this approach, the Connecticut State University System has already embarked on an effort to emphasize the academic skills necessary for college-level work. Having greater expectations for our high school students, and encouraging standards that will make them more likely to be college-ready and workforce-ready, is not only good for the students, it is good for our state.

Connecticut is not alone in looking seriously at all of these issues. Educational systems across the nation are devising better ways to respond to a recognized need to increase college participation and success. These efforts are driven in part by changing demographics, and this is certainly true in Connecticut and New England, as has been pointed out in the Nellie Mae Foundation's study New England 2020 ("New England 2020: A Forecast of Educational Attainment and its Implications for the Workforce of New England States", Nellie Mae Education Foundation, June 2006).

In addition, the National High School Center's paper: "Preparing High School Students for Successful Transitions to Postsecondary Education and Employment" highlighted the issue. It found that students — including those with previously low achievement levels — who take more rigorous, academically intense programs in high school will enroll and persist in postsecondary education at higher rates than similar students who pursue less challenging courses of study (Adelman, 2006; Oakes & Saunders, 2007). Put simply, students rise to our expectations.

Central Connecticut State University ▪ Eastern Connecticut State University ▪ Southern Connecticut State University ▪ Western Connecticut State University

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Importantly, many students who enter the workforce immediately upon high school graduation now need the same level of skills and knowledge as students entering college (Kline & Williams, 2007). College readiness and workforce readiness are converging. High School graduates entering the workforce need to be able to comprehend what they read, they need to be able to write clearly, and be familiar with the logical thinking required for abstract math, because to be successful, they will need to be problem solvers. High school must prepare them. Concern that students' high school experiences are disconnected from the expectations of postsecondary educational institutions and employers has prompted calls to strengthen the connections across the education continuum, from pre-K through college. Such a change will engage elected leaders, education officials at both the K–12 and college levels, business executives, among others.

One such response is the American Diploma Project, in which states – including Connecticut - have committed to an ambitious agenda with four goals:

- Aligning high school standards with postsecondary and workplace expectations
- Upgrading high school course requirements so that students take a college- and work-ready curriculum
- Streamlining assessment systems so the tests that high school students take serve as readiness tests for college and the workforce, and
- Holding both high schools and postsecondary institutions accountable for student success.

Each of these goals form part of Connecticut's initiative to improve public education. In addition, Connecticut has taken account of its entire educational system – from early childhood through postsecondary education through to teacher training to meet rigorous expectations.

The Connecticut State University System is committed to working with the State Education Department to make sure all of Connecticut's citizens are prepared to succeed. Active participation in the statewide P-20 Council, new admission standards for the universities beginning in 2015, consistent with high school reform, review and development of teacher training programs to produce teachers who expect and can deliver student success are all part of the collaborative relationship the Connecticut State University System has with the State Department of Education.

Connecticut is committed to ensuring the success of all of its citizens; reform of its educational systems in a coherent and efficient way is a first step to achieving this goal. The Race to the Top grant would go a long way to secure the necessary state-wide reforms to make the goal of an educated citizenry a reality.

Sincerely,

(b)(6)

David G. Carter
Chancellor

CURE
Connecticut United for Research Excellence, Inc.

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The Center of Connecticut's BioScience Cluster

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TREASURER
MICHELLE BOWMAN
PRICEWATERHOUSECOOPERS

May 7, 2010

Commissioner Mark McQuillan
State Department of Education
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner McQuillan:

Connecticut United for Research Excellence, Inc. (CURE) is pleased to support the Connecticut State Department of Education's *Race for the Top* proposal.

CURE represents Connecticut life science research and development and the biopharma sector. CURE's award-winning BioScience Explorations programs are a critical link between industry's workforce needs and Connecticut's educational infrastructure. BioScience Explorations is an outreach service consisting of three parts: 1) a mobile science laboratory (CURE BioBus); 2) an equipment loan program (BioConnection); and 3) a mobile science laboratory and equipment loan program for elementary students (Boehringer Ingelheim Science Quest). All of our programs include custom-developed curricula, and comprehensive teacher professional development. CURE believes that the proposed application is in keeping with our members' goals for enhancing student learning in science, technology, engineering and mathematics (STEM) and a stronger bioscience workforce in the State of Connecticut.

BioScience Explorations fosters connections for K-12 educators with bioscience companies and institutions of higher education, effectively translating state-of-the-art science experiences and technologies to students and teachers throughout Connecticut. BioScience Explorations' primary objectives are to ignite enthusiasm, understanding, and support for bioscience education and research, and to expose students to scientific exploration and careers in the health sciences, biotechnology and research, with an emphasis on bringing these opportunities to the underserved.

BioScience Explorations' programs visit Connecticut schools free of charge, though each visit requires an investment of time and effort by teachers and the school, including: 1) participation in teacher training; 2) integrating the program visit into classroom lessons, along with running activities before and after program visits; and 3) assisting BioScience Explorations staff in teaching on board the mobile laboratories or teaching the program curricula in the classroom.

In support of the *Race to the Top* proposal, BioScience Explorations curricular materials, training and resources will be made to available to Connecticut students and teachers in collaboration with the Connecticut State Department of Education in their efforts to address critical needs in STEM education and workforce development. Our hope is that BioScience

Explorations will be a valuable resource that will be incorporated into and broaden the breadth and depth of STEM initiatives in Connecticut.

We strongly endorse Connecticut's *Race to the Top* proposal and encourage support of this initiative – it will lead to students well prepared to participate in a globally competitive workforce.

Sincerely,

Paul R. Pescatello, J.D., Ph.D.
President and Chief Executive Officer
Connecticut United for Research Excellence

Sarah J. Berke, Ph.D.
Director
BioScience Explorations

COOPERATIVE
EDUCATIONAL
SERVICES

Evan Pitkoff, Ed.D.
Executive Director

Anthony C. Maida
Associate Executive Director

James R. Carroll
Chief Financial and Operations Officer

Christopher La Belle
Director/Principal Six to Six Magnet School

Esther Bobowick
Director of Professional Development Services

Zita McMahon
Manager Human Resources

May 13, 2010

Dr. Mark McQuillan
Commissioner of Education
Connecticut State Dept. of Education
PO Box 2219
Hartford, CT 06245

Dear Dr. McQuillan:

Cooperative Educational Services is in support of the state's application for the Race to the Top grant. We have had active involvement in the Connecticut Accountability Learning Initiative (CALI) and stand ready to provide professional development and technical support to districts who will be participating in RTTT initiatives.

Sincerely,

(b)(6)

Evan Pitkoff, Ed.D.
Executive Director
C.E.S.

EP/bp
cc: Natalie Rosenbaum, CERC

40 Lindeman Drive • Trumbull, Connecticut 06611 • Telephone: (203) 365-8800

EASTCONN
Where Learning Comes to Life
1980 - 2010
Celebrating 30 Years

May 12, 2010

Commissioner Mark K. McQuillan
Connecticut Department of Education
State Office Building
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner McQuillan:

EASTCONN, one of six Regional Educational Service Centers (RESCs) in Connecticut, is pleased to support the State of Connecticut's Phase II application for Race to the Top funding. This proposal outlines the State's vision and plans to transform the education system for Connecticut students. It is comprehensive in approach beginning with early childhood through high school and beyond, whether its further education or into the workforce.

EASTCONN is a public, non-profit educational agency providing programs and services since 1980. A primary goal of our mission is to work collaboratively and in partnership to meet the educational needs of schools, organizations, communities and individuals of all ages. The primary partner in our work with school districts is the Connecticut State Department of Education. The common objectives of our partnership are to work with school districts to ensure that rigorous curriculum is being taught, that teacher effectiveness is at its highest and that students are learning the knowledge and skills to succeed in a 21st Century global environment.

Working with school districts both rural and urban we have provided extensive opportunities for educators (teachers and administrators) to gain increased knowledge and skills. This includes, but not limited to, in-depth professional development on using multiple sources of data to inform instruction, using standards as the basis for the development of rigorous curriculum and instructional strategies that increase student learning. An example of this is the intensive professional development we have provided for Advanced Placement teachers in over twenty middle and high schools to increase the number of Advanced Placement Courses offered in the participating schools, the number of students enrolling in AP courses and increasing the number of students who not only sit for the AP exam but receive a qualifying score of 3 or better. This program has seen very positive results over the last 2 years and is also an example of the outcomes that are achievable when we work in collaboration with partners such as the Connecticut State Department of Education, the Connecticut Science Museum and many others.

376 Hartford Turnpike, Hampton, CT 06247
(860) 455-0707 Fax: (860) 455-0691
www.eastconn.org

Our efforts to increase teacher effectiveness are reflected in a statewide induction program for beginning teachers in collaboration with the Connecticut State Department of Education. This program provides professional development and support for both beginning teachers and those selected to mentor them throughout their first two years of teaching. Professional development has been customized to reflect the needs of beginning teachers and is provided both in-person and on-line using the program's website as well as other technology tools to support the professional growth of our newest educators.

To support the engagement of families and communities in the education of their children, our Head Start program engages parents in a variety of aspects ranging from participation on a Parent Policy Council as well as providing them with opportunities to participate in parent education sessions, high school diploma choices and employment and training programs through our Adult Services Division. Working together our Divisions of Early Childhood Initiatives and Adult Services, children and their families receive comprehensive wrap-around services.

We look forward to continuing and expanding our reform efforts in partnership with the Connecticut State Department of Education. We believe that the vision as outlined in Connecticut's proposal will be transformative and result in a significant increase in student learning and the reduction of the achievement gap. We hope that you will support these efforts on behalf of Connecticut's educators, students, families and communities.

(b)(6)

Paula M. Colen
Executive Director

EASTERN CONNECTICUT STATE UNIVERSITY
83 WINDHAM STREET • WILLIMANTIC, CONNECTICUT 06226 • 860-465-5000

Commissioner Mark McQuillan
Connecticut Department of Education
State Office Building
165 Capitol Avenue
Hartford, CT 06106

May 19, 2010

Dear Commissioner McQuillan,

On behalf of Eastern Connecticut State University I am pleased to indicate this institution's support for the State of Connecticut's Phase II Application to the federal government for Race To The Top funding for Connecticut's educational system. For over 100 years Eastern has been educating teachers and educational policy makers and we are committed to improving the educational system from PK through higher education to improve outcomes.

The goals of the application including alignment with Common Core Standards, developing data systems, promoting innovative teaching and learning, and improving schools are consistent with the priorities and strengths of our Education faculty and will help to ensure that Connecticut students are prepared when they apply for admission to Eastern as undergraduates. With one of the lowest achieving schools (Windham) in our home town of Willimantic we are vitally concerned with the success of the application.

Eastern will be a strong and committed partner in this project.

Sincerely,

(b)(6)

Rhona C. Free
Vice President of Academic Affairs

EDUCATION CONNECTION
A Regional Educational Service Center

355 Goshen Road
P.O. Box 909
Litchfield, CT 06759-0909
Phone: 860.567.0863
Fax: 860.567.3381

345 Main Street
Danbury, CT 06810
Phone: 203.791.1904
Fax: 203.778.8076

www.educationconnection.org

May 7, 2010

Dr. Mark McQuillan
Commissioner of Education
165 Capitol Avenue
P.O. Box 2219
Hartford, CT 06145-2219

Dear Commissioner McQuillan:

EDUCATION CONNECTION, the regional education service center of western Connecticut, enthusiastically endorses and supports Connecticut's second round Race to the Top application. EDUCATION CONNECTION has a long standing collaborative relationship with the Connecticut State Department of Education and with all of the other partners in this application. We believe the proposed *Roadmap and Vision for Connecticut's Public Schools* will prepare all students, especially those in high-need, throughout our state for academic and real life success. The plan's bold vision and innovative strategies will empower us to close Connecticut's persistent achievement gap, ensure equal access to resources for learning, and promote greater educational equity and opportunity for all students. The shared goals will dramatically improve teacher quality, and encourage and enhance our collaborative improvement efforts. Connecticut's plan, through its scope and ambition, reflects a collective commitment to a systemic education transformation, to universal acquisition of 21st century skills, and will subsequently lead the state into a new era of educational excellence.

For many years, EDUCATION CONNECTION has collaborated with the Connecticut State Department of Education, other service centers, education organizations and businesses on a variety of systemic improvement projects. This has included, among many accomplishments, the building of awareness and interest in STEM skills, the use of advanced technology to improve instruction. We have witnessed, first hand, the impressive results in closing achievement gaps in the state's lowest performing schools through the Connecticut Accountability Learning Initiative (CALI). This second round application promises to provide further focus and resources that will allow us to build on these successes and ensure our beginning transformative efforts find their full potential for all of Connecticut's students.

EDUCATION CONNECTION stands ready to support Connecticut's proposed project by:

- Providing expert professional development services, as needed and agreed upon;
- Practicing in the development and implementation of new principal and teacher evaluation systems that include student growth as a "significant factor";
- Supporting the dissemination and sustainability of the model in public school districts in the state;
- Using data to serve as a primary factor in human capital decisions; such as staffing, tenure and retention.
- Providing positive support focused on the successful implementation of the project.

It is with great pride and gratification that I commit the time and expertise of EDUCATION CONNECTION to assure the full implementation and success of this project, and our continued support in future dissemination and sustainability of this transformative model.

Sincerely,

Danuta M. Thibodeau, Ph.D.
Executive Director

EDUCATION CONNECTION is an equal opportunity provider and employer.
To file a complaint of discrimination, write USDA, Director, Office of Civil Rights, Washington, DC 20250-9410.

Fairfield County Community Foundation

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NATIONAL STANDARDS
Confirmed in compliance with national standards for U.S. community foundations

May 17, 2010

Commissioner Mark K. McQuillan
Department of Education
State Office Building
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner McQuillan:

Since 1992, when the Fairfield County Community Foundation was established, our top grantmaking priority has been to strengthen the quality of public education in our region. We have made, and continue to make, a significant philanthropic investment in public education. In partnership with the CT Center for School Change and the UCONN Neag School of Education, we established the Urban School Leaders Fellowship to prepare aspiring principals to become instructional leaders in the four cities in Fairfield County: Bridgeport; Danbury: Norwalk; and Stamford. Most recently, we published a report, *School Leadership Matters,* which highlights the need for new strategies to attract and train talented school leaders. The report was widely distributed to philanthropists, legislators and community leaders in order to underscore the importance of improving the human capital development of principals in Connecticut.

In addition, through our competitive grantmaking we support high quality programs that promote parent leadership, programming that extends the school day and early college experiences for teens. We have articulated the success of youth in Fairfield County as a priority goal in our education/youth development grantmaking.

I am pleased to write this letter in support of the State of Connecticut's application for participation in the Federal Race to the Top (RTTT) funding competition. We fully support the goals of the state's plan for school reform, including:

- Adopting internationally benchmarked standards and assessments that prepare students for success in college and the workplace;
- Recruiting, developing, rewarding, and retaining effective teachers and principals;
- Building data systems that measure student success and inform teachers and principals how they can improve their practices; and
- Turning around our lowest-performing schools.

383 Main Avenue, Norwalk, CT 06851-1543
Tel: 203.750.3200 Fax: 203.750.3232
Email: info@fccfoundation.org www.fccfoundation.org

We commend the state of Connecticut for the leadership and efforts already demonstrated in recent years to integrate early childhood, K-12 and higher education. We support your aggressive, yet achievable plan to implement coherent, compelling, comprehensive and effective education reform that can provide a quality education for all Connecticut children and provide a model for other states.

Sincerely,

Susan M. Ross
President & CEO

Fairfield
UNIVERSITY

Office of the President

May 20, 2010

Commissioner Mark K. McQuillan
Department of Education
State Office Building
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner McQuillan:

I am writing to express Fairfield University's continued support in phase two of the State of Connecticut's application for participation in the federal Race to the Top (RTTT) funding competition, as part of the American Recovery and Reinvestment Act (ARRA) of 2009.

A close partnership with a strong and effective secondary school system is critical to the success of higher education in the state and across the country. A successful alignment of high school, college, and workforce activities will ensure that our state citizens have access to high quality educational and employment opportunities.

We support the state's plan for school reform around the three key goals of the RTTT initiative, namely strengthening educational 1) standards and assessment; 2) data systems to support instruction; and 3) teachers and leaders. The Phase II activities we support are organized around the following areas:

- Engaging Families & Communities
- Training & Professional Development
- Educator Effectiveness & Accountability
- Curriculum Innovation & Technology
- High School, College & Workforce Alignment
- Financing Sustainable Progress

I want to reiterate that we, in the private sector of higher education, will work in partnership with the State of Connecticut where our cooperation is needed and appropriate. In this process, we want to ensure that there are legal protections with regard to the collection of student unit record data from private colleges, that the research questions are clearly articulated, and that the system is developed using accepted protocols.

1073 North Benson Road Fairfield, CT 06824-5195 Tel: (203) 254-4000 www.fairfield.edu

We commend Connecticut's State Legislature for passing comprehensive school reform legislation designed to strengthen Connecticut's chances of securing federal funding. The leadership demonstrated through these actions will serve to set an example for other states throughout the country. We add our voice to this collaborative effort to transform our schools for decades to come.

Sincerely,

Jeffrey P. von Arx, S.J.
President

John Barry School
124 Columbia St.
Meriden CT 06451
203.237.4743
Fax: 203.630.4212

Benjamin Franklin School
426 West Main St.
Meriden CT 06451
203.238.2316
Fax: 203.630-4055

May 18, 2010

Dr. Mark K. McQuillan
Commissioner and Secretary to State Board of Education
Connecticut State Department of Education
165 Capitol Avenue
Hartford CT 06106

Dear Dr. McQuillan,

The Connecticut Family Resource Center Alliance is pleased to support the State of Connecticut's Phase II application for Federal Race to the Top funding.
In December, 1988 Connecticut was the first state to initiate, fund and demonstrate the feasibility of three demonstration Family Resource Centers based on the School of the 21st Century concept as developed by Dr. Edward Zigler, Bush Center for Child Development and Social Policy at Yale University. Family Resource Centers prevent an array of childhood and adolescent problems by establishing a continuum of child care and support services to all families regardless of race, ethnicity or socio-economic background.

Since that time, Connecticut has increased its Family Resource Center sites to 62 located in 39 school districts and has been at the forefront of engaging families with children from birth on by providing programs that envision comprehensive, integrated, community-based systems of family support and child development services linked to or located in public schools that have proven success in improving the educational outcomes of our youngest citizens. Many of our sites are in distressed communities (see list). The Connecticut Family Resource Center model has been duplicated nationally as well. We are a cost-effective, collaborative approach. It is our hope that in the future every elementary school will have the opportunity to house a Family Resource Center.

The Connecticut Family Resource Center Alliance is committed to developing, expanding and delivering early childhood support systems that strengthen families as well as fostering and sustaining strong partnerships with school districts and local communities throughout the state.

Sincerely,

Catherine R. Battista

Catherine R. Battista
President, CT FRC Alliance

GENERAL DYNAMICS
Electric Boat

John P. Casey
President

May 19, 2010

The Honorable Arne Duncan
Office of the Secretary
United States Department of Education
400 Maryland Avenue, NW
Washington, D.C. 20202

RE: State of Connecticut's Race to the Top Application

Dear Secretary Duncan:

General Dynamics Electric Boat is pleased to express its support for Connecticut's application for Race to the Top grant funding from the U.S. Department of Education. The department's goals of improving the quality of education for all students and closing the achievement gap are in complete alignment with those of Connecticut policymakers and are strongly supported by Electric Boat.

The quality of Electric Boat's workforce is directly dependent upon the quality of the education provided to Connecticut's students. Electric Boat has for years supported programs such as the Connecticut Invention Convention and FIRST (For Inspiration and Recognition of Science and Technology), which generate a deeper interest in education among participating students. We are pleased the Connecticut General Assembly has passed legislation that will raise high school graduation standards, provide incentives for innovative school reform, remove caps on the number of charter schools, expand Advanced Placement opportunities and improve educational data systems to include student-growth measures. These and other reforms contained in the bill are necessary if we are to improve public education and close Connecticut's achievement gap.

Electric Boat has designed and built submarines for more than 100 years, most of that time in Connecticut. Beginning with the Nautilus, the world's first nuclear submarine, our company has maintained a leadership position in the design and construction of nuclear submarines for the U.S. Navy. Currently Electric Boat employs more than 10,000 engineers, designers and craftspeople, more than 7,000 of them in Connecticut. The expertise these talented people possess in a myriad of technical fields is the product of decades of dedication, training and hard work.

75 Eastern Point Road
Groton, CT 06340-4989
Tel 860 433 1985
Fax 860 433 6400
jcasey@gdeb.com

We believe the changes under way in Connecticut enhance our state's application for Race to the Top funding. Improving under-performing schools and teacher quality in districts throughout the state are goals supported by both Electric Boat and the business community.

Governor Rell, policymakers, education officials and business leadership are determined to help Connecticut school districts achieve high levels of performance for all students. We look forward to a positive response from Washington to accelerate and build upon the efforts already in progress.

Sincerely,

(b)(6)

John P. Casey

GREAT SCHOOLS PARTNERSHIP

May 5, 2010

Mark K. McQuillan
Commissioner of Education
Connecticut State Department of Education
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner McQuillan:

On behalf of the New England Secondary School Consortium (www.newenglandssc.org) and the Great Schools Partnership, I want to express our enthusiastic endorsement and support of Connecticut's second round Race to the Top application. The Connecticut Department of Education, as the representative of its state and public schools, has been a true asset to the New England Secondary School Consortium since it joined our regional partnership in October 2009. As you know, the five member states of Connecticut, Maine, Connecticut, Rhode Island, and Vermont believe that our bold vision, shared goals, and innovative strategies will empower us to close persistent achievement gaps, promote greater educational equity and opportunity for all students, dramatically improve teacher quality, enhance the reliability and regional comparability of our data systems, and lead our educators into a new era of secondary schooling. The Consortium's collective commitment is truly unprecedented in its ambition and scope, while our multistate strategy is grounded in a set of agreed-upon beliefs and proven transformative strategies that are all highly aligned with the objectives and assurances of the American Recovery and Reinvestment Act's Race to the Top competition.

Above all, it is an honor to be able to say, without hesitation or equivocation, that our five states are not only committed to realizing systemic educational improvements at scale across our states and the region, but to producing a measurable beneficial impact on the aspirations, achievement, and life outcomes of every one of our adolescents, regardless of race, socioeconomic status, geographic location, the educational attainment of their parents, or any other factor.

For more than two years, the Consortium, in collaboration with its funders and partners, has been designing, planning, and implementing a variety of systemic school-improvement strategies intended to bring greater coherence, alignment, and common purpose to the promotion of best practices, school innovation, and forward-thinking educational policies. A leadership team of dedicated policy makers and state education agency staff has established high-functioning, collegial relationships within and among the Consortium's five member states and its partnering organizations, which include the New England Association of Schools and Colleges, the New England Board of Higher Education, and the Council of Chief State School Officers. Our partnership is guided by the New England Secondary School Consortium Council, a regional leadership team encompassing the five commissioners of education for the Consortium states, state board of education members, governor representatives, influential lawmakers from both legislative houses, and prominent business leaders from within each state. In a word, we

Great Schools Partnership, Inc.
482 Congress Street, Suite 500 . Portland, Maine 04101 . 207 773-0505 . 1-877-849-7052 FAX . www.greatschoolspartnership.org

are marshalling the expertise, leadership, and political will needed to successfully support the effective execution of Connecticut's Race to the Top proposal, as well as its aligned school-improvement initiatives, including the state's bold and forward-thinking Connecticut Plan, Connecticut Accountability for Learning Initiative, Teacher Education and Mentoring program, statewide implementation of research-based interventions, longitudinal educational data system, new teacher certification regulations.

If our goal is to ensure that the educational performance and attainment of our public high school students will not only be competitive with their peers worldwide, but that every student graduates prepared for success in the colleges, careers, and communities of the 21st century, the Consortium must work to improve school-based educational practices and their governing policies; develop 21st century learning standards and new skilled-based assessments and data systems that can more accurately measure the attainment of those standards; strengthen statewide educational systems design and the quality of classroom instruction students experience every day; and create a new generation of high-performing, internationally competitive learning models while turning around our chronically underperforming schools—priorities that clearly support Connecticut's Race to the Top application.

During the coming year, the Consortium will be working closely with Connecticut and our other state and organizational partners to establish networks of schools for the purposes of best-practice exchange, resource sharing, and educator development. Schools identified as low performing will be invited to participate in these networks, which will provide coordinated regional support structures for systemic and continuous improvement, including ongoing professional development and school coaching. And not only will these schools be connected within states, but they will have opportunities to work with secondary-school colleagues across state lines.

Connecticut, like the other four Consortium states, has signed on to the Common Core State Standards Initiative. To enhance and complement this groundbreaking initiative and build upon the strong success of the New England Common Assessment Program, the member states will be developing—with the goal of co-adopting and assessing—forward-thinking, skill-based, 21st-century standards that reflect the ways in which students will learn, work, live, and lead in the colleges, careers, and communities of tomorrow. To ensure that these standards are not simply adopted, but meaningfully implemented and assessed in our public schools, the Consortium is also working to develop a multistate performance-assessment system that has the potential to provide regional comparability of student learning beyond the traditional standardized test.

Connecticut has also taken the lead, in collaboration with the member states and the Donahue Institute at the University of Massachusetts, on the development of common, high-impact metrics for determining the efficacy of public secondary education across New England. One of the Consortium's explicit goals is to "more accurately measure student learning" through innovative performance-based assessments, more robust longitudinal data systems, and regional—even national—comparability of student data. As part of our regional data team, the Connecticut Department of Education has been instrumental in the effort to establish baseline performance data for the five states using a common, comprehensive methodology for calculation, reporting, and analysis. In addition to several metrics for measuring student achievement during the critical secondary school years, our regional data team is also developing a plan to gauge postsecondary aspirations and success, including remedial course-taking data and

college enrollment and completion rates using the National Student Clearinghouse's StudentTracker for High Schools system.

This collaborative regional work on standards, assessment, data, and school-improvement are critical components of a much larger and more systemic rethinking of secondary education in New England. In keeping with national efforts to improve the quality of state educational systems—including the Common Core State Standards Initiative, the Data Quality Campaign, and Race to the Top Assessment Program, among several others—Connecticut is on the forefront of promoting educational policies and practices that will make the measurement of educational efficacy and student outcomes more transparent, reliable, and actionable for policy makers, school leaders, teachers, parents, and citizens.

It is our sincere hope and expectation that the US Department of Education will look favorably on Connecticut's Race to the Top application and the work of the New England Secondary School Consortium—both of which have come to fruition only after years of investment, collaboration, commitment, and hard work—while also seeing in their design and execution the hallmarks of the kind of innovative leadership that will bring good ideas, effective policies, and proven educational models to scale in New England and across the country.

Sincerely,

David J. Ruff
Executive Director
Great Schools Partnership

This letter has been prepared by the Great Schools Partnership, Inc. on behalf of the New England Secondary School Consortium, its five member states, and its funders and partners. The Great Schools Partnership is the lead coordinator of the Consortium.

TRUSTED 200 YEARS
THE HARTFORD

Liam E. McGee
Chairman, President
and Chief Executive Officer

May 21, 2010

Arne Duncan
Office of the Secretary
United States Department of Education
400 Maryland Avenue, NW
Washington, D.C. 20202

RE: State of Connecticut's Race to the Top Application

Dear Secretary Duncan:

On behalf of The Hartford, I am writing to express the company's strong support for the state of Connecticut's application for Race to the Top grant funding.

As one of Connecticut's largest employers, The Hartford depends on the quality of education in Connecticut to ensure a robust talent pool and a high-quality workforce. Throughout The Hartford's 200-year history, the company has been committed to helping its customers, employees and communities achieve what's ahead. There is no more important driver of achievement than a high-quality education system. Therefore, we are pleased that Connecticut's policymakers are taking strong action to improve public education and close the achievement gap in the state.

We support legislation recently passed by the Connecticut General Assembly that is designed to raise high school graduation standards, provide incentives for innovative school reform, remove caps on the number of charter schools, expand Advanced Placement opportunities and improve educational data systems to include student growth measures.

These reforms demonstrate the shared dedication and determination of Governor Rell, policymakers, education officials and the business community to raise educational expectations, standards, accountability and results across the state of Connecticut.

However, we know that more needs to be done to ensure that all students have the opportunity to achieve their full potential. Current achievement gaps between white and minority students, particularly in Connecticut's urban school districts, are simply unacceptable. With Race to the Top grant funding from the U.S. Department of Education, the state of Connecticut will be able to accelerate its comprehensive

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liam.e.mcgee@thehartford.com

approach to turning around low-performing schools, improving teacher quality and providing a better future for our students, our state and our country.

For these reasons, The Hartford fully endorses the state of Connecticut's Race to the Top application and encourages the Department of Education to support the reform agenda that is under way in Connecticut.

Sincerely,

Liam E. McGee
Chairman, President and
Chief Executive Officer

Catholic Charities
Archdiocese of Hartford

INSTITUTE FOR THE HISPANIC FAMILY
45 Wadsworth Street Hartford, CT 06106 Telephone 860-527-1124 Fax: 860-724-2539

5/19/2010

Commissioner Mark McQuillan
Connecticut Department of Education
State Office Building
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner McQuillan,
The Institute for the Hispanic Family, Catholic Charities is eager to support the state of Connecticut's Phase II application for the **Race to the Top** funding. The Institute for the Hispanic Family, as a provider of early childhood education in our accredited preschool center serving 60 children and families, we are very committed to seeing that professional development programs in Connecticut public schools is enhanced and strengthened by this and other efforts of the state's Department of Education. We also believe that programs to help engage families & communities, educator effectiveness and accountability, and curriculum innovation and technology are all critical to improving our schools, particularly in urban centers in our state. Will stand ready to assist and participate in these initiatives if your grant application is approved. Please feel free to contact me at your earliest convenience for further involvement in this exciting opportunity.
Sincerely,

Rolando T. Martinez, M.S.W.

Rolando T. Martinez, Director
Institute for the Hispanic Family
Catholic Charities

LEARN

soaring to new heights

May 5, 2010

Dear Commissioner McQuillan:

LEARN is pleased to submit a letter of support for Connecticut's application for Race to the Top. LEARN has been pleased to support you and the State Department of Education throughout the application development process. We have held sessions to inform our member school districts about the application and the significant benefits the students in our districts will receive as a result of this effort.

As you know, LEARN has collaborated with the State Department of Education in numerous programs and services including Connecticut Accountability for Learning Initiative (CALI) and is willing to support the overall implementation of new initiatives in any way that you and our district superintendents feel is necessary. We will also be implementing aspects of the program to benefit LEARN's students from our early childhood programs to post secondary education programs.

LEARN is particularly poised to continue to support the necessary professional development, curriculum innovation and technology innovation associated with this plan. With the assistance and support from both the CT State Department of Education and our member districts, we have developed new and innovative programs and services for our region. Examples include LEARN's Regional Marine Science Magnet High School which will serve as a model for marine science innovative curriculum throughout the state, have connections with local marine related businesses and will partner with Project Oceanology and the University of Connecticut at Avery Point. The Friendship School, LEARN's Early Childhood Magnet School, has also served as a model for other districts interested in creating similar schools and has helped build the foundation for learning and achieving at an early age.

We are excited about the programs/services that the RTTT funding could support in Connecticut and the impact they will have on our most precious resource, our students. We look forward to supporting you and the State Department of Education with all aspects of implementation.

Sincerely,

(b)(6)

Virginia Z. Seccombe
Executive Director

44 Hatchetts Hill Road, Old Lyme, CT 06371 (860) 434-4800 • FAX (860) 434-4837 *Virginia Ziu Seccombe, Ed. D. • Executive Director*

LINCOLN COLLEGE
of New England
Formerly Briarwood College

May 19, 2010

Commissioner Mark K. McQuillan
Department of Education
State Office Building
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner McQuillan:

Our mission, as a private institution of higher education, is to provide a distinctive education that fosters and encourages a commitment of lifelong learning. We provide a curriculum that is career and technically oriented with an emphasis on the liberal arts and an awareness of the challenges and opportunities that a global economy offers. We believe this type of education provides citizens of our state with access to high quality educational opportunities, is responsive to individual and State needs, and does so through the efficient and effective use of resources.

Therefore, this letter signifies our support for the State of Connecticut's Phase II application for participation in the federal Race to the Top (RTTT) funding competition, as part of the American Recovery and Reinvestment Act (ARRA) of 2009.

We strongly support the goals of the state's plan for school reform, including:

- Adopting internationally benchmarked standards and assessments that prepare students for success in college and the workplace;
- Recruiting, developing, rewarding, and retaining effective teachers and principals;
- Building data systems that measure student success and inform teachers and principals how they can improve their practices; and
- Turning around our lowest-performing schools.

We commend the state of Connecticut for the leadership and efforts already demonstrated in recent years to create and integrate early childhood, K-12 and higher education. Moreover, we advocate their aggressive yet achievable plan for implementing coherent, compelling, and comprehensive education reform that can set an example for other states throughout the country and transform our schools for decades to come.

Sincerely,

Lynn Allen Brooks
President

2279 Mount Vernon Road • Southington, CT 06489 • 800-952-2444 • PH: 860-628-4751 • FAX: 860-628-6444
www.LincolnCollegeNE.edu

Middlesex Chamber

Established 1895

Chester • Cromwell • Deep River • Durham • East Haddam • East Hampton • Essex • Haddam • Middlefield • Middletown • Portland • Westbrook

May 5, 2010

Commissioner Mark K. McQuillan
Department of Education
State Office Building
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner McQuillan:

On behalf of the Middlesex County Chamber of Commerce and its 2,300 member organizations, I would like to express our support for the State of Connecticut's application for Phase II of the Race to the Top federal grant program. A major component of the State's application is the Roadmap and Vision for Connecticut's Public Schools that includes a *P-20* context seeking comprehensive, systemic change that embraces early childhood education through post-secondary education and entry into the workforce. As a Chamber that coordinates multiple workforce initiatives, we see the benefits of achievement in the classroom at every level, as these achievements have an impact on the quality of the State's workforce.

By working to close the achievement gap in the State, we can continue to move forward with having one of the most educated and capable workforces in the nation. One of Connecticut's hallmarks has always been its commitment to higher education in the pursuit of developing and retaining highly-educated workers. The Chamber firmly believes that the creation and retention of a highly-skilled workforce is an ongoing process that begins at the early childhood education level and continues through post-secondary education. This philosophy is congruent with the objective of the Race to the Top federal grant program.

With this said, I strongly support the State's application for Phase II of Race to the Top. Thank you for your consideration in this matter.

Respectfully,

Larry McHugh
President, Middlesex County Chamber of Commerce

393 Main Street, Middletown, CT 06457-3309 • 860-347-6924 • Fax 860-346-1043
http://www.middlesexchamber.com • Email: info@middlesexchamber.com
Awards: Governor's Laurel Award for Responsible Social Involvement, President's White House Citation for Private Sector Initiatives U.S. Department of Labor LIFT America Award, Connecticut Small Business Advocate Award, Vision 2000 Excellence Award NAACP Business Award

Middlesex Community College

Education That Works For a Lifetime

Office of the President

May 18, 2010

Commissioner Mark K. McQuillan
Department of Education
State Office Building
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner McQuillan:

This letter is in support of the State of Connecticut's Phase II application for participation in the federal Race to the Top (RTTT) funding competition. Middlesex Community College fully embraces the goals of the state's plan for school reform, including:

- Adopting internationally benchmarked standards and assessments that prepare students for success in college and the workplace;
- Recruiting, developing, rewarding, and retaining effective teachers and principals;
- Building data systems that measure student success and inform teachers and principals how they can improve their practices; and
- Turning around our lowest-performing schools.

The College is presently involved in partnerships with the schools that are in our service area that address curriculum alignment and programming to strengthen college readiness and student success. We commend the state of Connecticut for the leadership and efforts already demonstrated in recent years to create and integrate early childhood, K-12 and higher education. Moreover, we advocate their aggressive yet achievable plan for implementing coherent, compelling, and comprehensive education reform that can set an example for other states throughout the country and transform our schools for decades to come.

We look forward to working with you and our schools to achieve these goals.

Sincerely,

Wilfredo Nieves, Ed.D.
President

Middlesex Community College
100 Training Hill Road
Middletown, CT 06457
860.343.5701 phone
860.343.5839 fax
www.mxcc.commnet.edu
A Connecticut Community College
An Equal Opportunity Employer

Donna K. Marino, Partnership Coordinator
Middletown Public Schools
310 Hunting Hill Avenue
Middletown, CT 06457

Phone: 860 638-1462
Phone Cell: 860 918-4274
Fax: 860 347-2112
email: marinod@mps1.org

April 27, 2010

Commissioner Mark K. McQuillan
CT State Department of Education
State Office Building
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner McQuillan:

As a group whose goal is to support families, including their involvement in education, our organization, ***the Middletown School's, School Family Community Partners District Team*** was pleased to participate in one of the recent informational meetings sponsored by the CT PIRC at which the CT State Department of Education provided an extensive overview of their application for the federal Race to the Top Incentive Grant. Please know that this letter signifies our support for the State of Connecticut's application.

We fully support the goals of the state's plan for school reform, including:

- Adopting internationally benchmarked standards and assessments that prepare all students for success in college and the workplace;
- Recruiting, developing, rewarding, and retaining effective teachers and principals;
- Building data systems that measure student success and inform teachers and principals how they can improve their practices; and
- Turning around our lowest-performing schools through "Partnerships."

We look forward to our continued involvement as a partner to the CSDE regarding implementation of the above goals, of course, with a lens toward family engagement. We commend the CSDE for the leadership already demonstrated. Moreover, we believe that your aggressive yet achievable plan for implementing coherent, compelling, and comprehensive education reform will set an example for other states throughout the country and transform our schools for decades to come.

Sincerely,
Donna K. Marino

Donna K. Marino

Cc: Marianne Kirner, Director, CT Parent Information and Resource Center (CT PIRC)

Middlesex County Parent Leadership

Donna K. Marino, Partnership Coordinator
Middletown Public Schools
310 Hunting Hill Avenue
Middletown, CT 06457

Phone: 860 638-1462
Phone Cell: 860 918-4274
Fax: 860 347-2112
email: marinod@mps1.org

April 27, 2010

Commissioner Mark K. McQuillan
CT State Department of Education
State Office Building
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner McQuillan:

As a group whose goal is family engagement and civic involvement, including partnering with education, our organization, ***the Middlesex County Parent Leadership Alumni*** was pleased to participate in one of the recent informational meetings sponsored by the CT PIRC at which the CT State Department of Education provided an extensive overview of their application for the federal Race to the Top Incentive Grant. Please know that this letter signifies our support for the State of Connecticut's application.

We fully support the goals of the state's plan for school reform, including:

- Adopting internationally benchmarked standards and assessments that prepare all students for success in college and the workplace;
- Recruiting, developing, rewarding, and retaining effective teachers and principals;
- Building data systems that measure student success and inform teachers and principals how they can improve their practices; and
- Turning around our lowest-performing schools through "Partnerships.".

We look forward to our continued involvement as a partner to the CSDE regarding implementation of the above goals, of course, with a lens toward family engagement and parent leadership. We commend the CSDE for the leadership already demonstrated. Moreover, we believe that your aggressive yet achievable plan for implementing coherent, compelling, and comprehensive education reform will set an example for other states throughout the country and transform our schools for decades to come.

Sincerely,
Donna K. Marino

Cc: Marianne Kirner, Director, CT Parent Information and Resource Center (CT PIRC)

Naugatuck Valley Community College
Office of the President

750 Chase Parkway • Waterbury, CT 06708
www.nvcc.commnet.edu

May 19, 2010

Dr. Mark McQuillan
Commissioner and Secretary to the Board of Education
Connecticut Department of Education
165 Capitol Avenue
Hartford, CT 06106

Dear Dr. McQuillan

I write on behalf of my colleagues at Naugatuck Valley Community College in support of Connecticut's application for Phase II *Race to the Top* federal funding. We are committed to working closely with the state Board of Education, Connecticut colleges and universities, business leaders and community groups to strive for continued educational reform.

The Phase II program supports the transition to and implementation of national common standards and high-quality assessments, affording educators to adopt the new Connecticut standards for mathematics and language arts, based on the Common Core State Standards (CCSS). The program will allow educators to participate in state-sponsored professional development activities designed to assist districts in aligning local standards to the CCSS and implementing high-quality systems of curriculum, instruction and assessment.

The Phase II *Race to the Top* program will benefit public school students, better preparing them for higher education and their place in the workforce. I appreciate any support you may lend to these efforts.

Sincerely,

Daisy Cocco De Filippis, Ph.D.
President

Nellie Mae
Education
Foundation

Nicholas C. Donohue
President and Chief Executive Officer

May 7, 2010

Commissioner Mark K. McQuillan
Department of Education
State Office Building
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner McQuillan:

I am writing today on behalf of the Nellie Mae Education Foundation to endorse Connecticut's Phase II Race to the Top application. We enthusiastically support the state's plan for school reform. That plan includes: a commitment to implement the Common Core standards and aligned assessments that measure students readiness for success in college and the workplace; expansion of longitudinal data systems to include P-20 data and the use of data to drive district and classroom decisions; development and implementation of new principal and teacher evaluation systems that include student growth as a "significant factor" and effectively use data in human capital systems; and development or expansion of "partnerships" of low performing schools as a way to provide greater oversight in turnaround efforts.

The Foundation is New England's largest public charity dedicated to improving academic achievement for the region's underserved communities. Our mission is to stimulate transformative change of public education systems across New England. We believe that developing a greater variety of higher quality education opportunities will enable all learners--especially and essentially those underserved--to obtain the skills, knowledge and supports necessary to become civically engaged, economically self-sufficient life-long learners.

Connecticut's plan for school reform is well-aligned with both our mission and our new strategic focus - the promotion and integration of developmentally appropriate, rigorous, student-centered approaches to learning. These approaches take into account the many ways students learn and are focused on a broad set of essential and relevant skills. It is the Foundation's goal to help grow these instructional methods into core facets of the education system.

The Foundation has supported the state of Connecticut's leadership and efforts in recent years to create and integrate early childhood, K-12 and higher education. We have also provided $50,000 in direct grant support to the state to support its efforts to secure Race to the Top funding, and have offered our input to key administration officials.

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Suite 205N
Quincy, MA 02169-4331

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p. 877.635.5436
f. 781.348.4222

www.nmefdn.org

We look forward to continued collaboration with the state of Connecticut and with schools, districts, and other organizations in the state to improve education for all learners.

Regards,

(b)(6)

Nicholas C. Donohue
President and CEO, Nellie Mae Education Foundation

The New Britain Educational Administration Center
Office of the Superintendent
272 Main Street, P.O. Box 1960
New Britain, Connecticut 06050-1960
(860) 827-2204 Fax: (860) 612-1533

May 21, 2010

Mark K. McQuillan
Commissioner of Education
Connecticut State Department of Education
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner McQuillan:

On behalf of the New England Secondary School Consortium and the Great Schools Partnership, I want to express our enthusiastic endorsement and support of Connecticut's second round Race to the Top application. The Connecticut Department of Education, as the representative of its state and public schools, has been a true asset to the New England Secondary School Consortium (www.newenglandssc.org) since it joined our regional partnership in October 2009. As you know, the five member states of Connecticut, Maine, Connecticut, Rhode Island, and Vermont believe that our bold vision, shared goals, and innovative strategies will empower us to close persistent achievement gaps, promote greater educational equity and opportunity for all students, dramatically improve teacher quality, enhance the reliability and regional comparability of our data systems, and lead our educators into a new era of secondary schooling. The Consortium's collective commitment is truly unprecedented in its ambition and scope, while our multistate strategy is grounded in a set of agreed-upon beliefs and proven transformative strategies that are all highly aligned with the objectives and assurances of the American Recovery and Reinvestment Act's Race to the Top competition.

Above all, it is an honor to be able to say, without hesitation or equivocation, that our five states are not only committed to realizing systemic educational improvements at scale across ours states and the region, but to producing a measurable beneficial impact on the aspirations, achievement, and life outcomes of every one of our adolescents, regardless of race, socioeconomic status, geographic location, the educational attainment of their parents, or any other factor.

For more than two years, the Consortium, in collaboration with its funders and partners, has been designing, planning, and implementing a variety of systemic school-improvement strategies intended to bring greater coherence, alignment, and common purpose to the promotion of best practices, school innovation, and forward-thinking educational policies. A leadership team of dedicated policy makers and state education agency staff has established high-functioning, collegial relationships within and among the Consortium's five member states and its partnering organizations, which include the New England Association of Schools and Colleges, the New England Board of Higher Education, and the Council of Chief State School Officers. Our partnership is guided by the New England Secondary School Consortium Council, a regional leadership team

encompassing the five commissioners of education for the Consortium states, state board of education members, governor representatives, influential lawmakers from both legislative houses, and prominent business leaders from within each state. In a word, we are marshalling the expertise, leadership, and political will needed to successfully support the effective execution of Connecticut's Race to the Top proposal, as well as its aligned school-improvement initiatives, including the state's bold and forward-thinking Connecticut Plan, Connecticut Accountability for Learning Initiative, Teacher Education and Mentoring program, statewide implementation of research-based interventions, longitudinal educational data system, new teacher certification regulations.

If our goal is to ensure that the educational performance and attainment of our public high school students will not only be competitive with their peers worldwide, but that every student graduates prepared for success in the colleges, careers, and communities of the 21st century, the Consortium must work to improve school-based educational practices and their governing policies; develop 21st century learning standards and new skilled-based assessments and data systems that can more accurately measure the attainment of those standards; strengthen statewide educational systems design and the quality of classroom instruction students experience every day; and create a new generation of high-performing, internationally competitive learning models while turning around our chronically underperforming schools—priorities that clearly support Connecticut's Race to the Top application.

During the coming year, the Consortium will be working closely with Connecticut and our other state and organizational partners to establish networks of schools for the purposes of best-practice exchange, resource sharing, and educator development. Schools identified as low performing will be invited to participate in these networks, which will provide coordinated regional support structures for systemic and continuous improvement, including ongoing professional development and school coaching. And not only will these schools be connected within states, but they will have opportunities to work with secondary-school colleagues across state lines.

Connecticut, like the other four Consortium states, has signed on to the Common Core State Standards Initiative. To enhance and complement this groundbreaking initiative and build upon the strong success of the New England Common Assessment Program, the member states will be developing—with the goal of co-adopting and assessing—forward-thinking, skill-based, 21st-century standards that reflect the ways in which students will learn, work, live, and lead in the colleges, careers, and communities of tomorrow. To ensure that these standards are not simply adopted, but meaningfully implemented and assessed in our public schools, the Consortium is also working to develop a multistate performance-assessment system that has the potential to provide regional comparability of student learning beyond the traditional standardized test.

Connecticut has also taken the lead, in collaboration with the member states and the Donahue Institute at the University of Massachusetts, on the development of common, high-impact metrics for determining the efficacy of public secondary education across New England. One of the Consortium's explicit goals is to "more accurately measure student learning" through innovative performance-based assessments, more robust longitudinal data systems, and regional—even national—comparability of student data. As part of our regional data team, the Connecticut Department of Education has been instrumental in the effort to establish baseline performance data for the five states using a common, comprehensive methodology for calculation, reporting, and analysis. In

addition to several metrics for measuring student achievement during the critical secondary school years, our regional data team is also developing a plan to gauge postsecondary aspirations and success, including remedial course-taking data and college enrollment and completion rates using the National Student Clearinghouse's StudentTracker for High Schools system.

This collaborative regional work on standards, assessment, data, and school-improvement are critical components of a much larger and more systemic rethinking of secondary education in New England. In keeping with national efforts to improve the quality of state educational systems—including the Common Core State Standards Initiative, the Data Quality Campaign, and Race to the Top Assessment Program, among several others—Connecticut is on the forefront of promoting educational policies and practices that will make the measurement of educational efficacy and student outcomes more transparent, reliable, and actionable for policy makers, school leaders, teachers, parents, and citizens.

It is our sincere hope and expectation that the US Department of Education will look favorably on Connecticut's Race to the Top application and the work of the New England Secondary School Consortium—both of which have come to fruition only after years of investment, collaboration, commitment, and hard work—while also seeing in their design and execution the hallmarks of the kind of innovative leadership that will bring good ideas, effective policies, and proven educational models to scale in New England and across the country.

Sincerely,

Doris Kurtz

Dr. Doris Kurtz,
Superintendent of Schools

Northeast
Utilities System

56 Prospect Street, Hartford, CT 06103

Northeast Utilities Service Company
P.O. Box 270
Hartford, CT 06141-0270
(860) 728-4500
Fax (860) 728-4581
Internet: shivecw@nu.com

Charles W. Shivery
Chairman, President and Chief Executive Officer

May 19, 2010

Commissioner Mark K. McQuillan
Connecticut State Department of Education
State Office Building
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner McQuillan:

On behalf of Northeast Utilities (NU), I am writing in support of the State of Connecticut's application for participation in the Federal Race to the Top, as part of the American Recovery and Reinvestment Act of 2009.

As a major employer in New England with more than 4,000 employees in Connecticut, NU recognizes the critical need to educate and develop our future employees. We believe that this initiative will make a significant impact on the quality of education in Connecticut and will leverage our company's current investments in critical workforce program development.

These investments span the full spectrum of academia. They range from our unique partnership with Kinsella School in Hartford, Connecticut, to our collaboration with the Connecticut Business & Industry Association and the State's Departments of Education and Higher Education on a national mathematics and science initiative called "Project Opening Doors." They also include offering full scholarships to Naugatuck Valley Community College's technical program and funding eminent faculty in engineering at Connecticut's flagship university, the University of Connecticut.

We fully support the goals of the state's plan for school reform, including:

- Adopting internationally benchmarked standards and assessments that prepare students for success in college and the workplace;
- Recruiting, developing, rewarding and retaining effective teachers and principals;
- Building data systems that measure student success and inform teachers and principals on how they can improve their practices; and
- Turning around our lowest-performing schools.

We commend the State of Connecticut for the leadership and efforts already demonstrated in recent years to create and integrate early childhood, K-12 and higher education programs. Moreover, we advocate the state's aggressive, yet achievable, plan for implementing coherent, compelling and comprehensive education reform that can set an example for other states and transform our schools for decades to come.

Sincerely,

(b)(6)

Norwalk Community College
188 Richards Avenue
Norwalk, CT 06854-1655

Office of the
President
(203) 857-7003
Fax (203) 857-7394

May 10, 2010

Commissioner Mark K. McQuillan
Department of Education
State Office Building
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner McQuillan:

On behalf of Norwalk Community College (NCC), I want to express our enthusiastic endorsement and support of Connecticut's second round Race to the Top application. The Connecticut Department of Education, as the representative of its state and public schools, has been a true asset to NCC.

Our goal is to ensure that the educational performance and attainment of our public high school students will not only be competitive with their peers nationwide, but that every student graduates prepared for success in the colleges, careers, and communities of the 21st century. In order to achieve this, NCC must work to improve school-based educational practices; develop 21st century learning standards and new skilled-based assessments as well as data systems that can more accurately measure the attainment of those standards; and strengthen the quality of classroom instruction students experience every day. All of which are priorities that clearly support Connecticut's Race to the Top application.

During the coming year, NCC will be working closely with Connecticut and other state and organizational partners to establish a network of schools for the purposes of best-practice exchange, resource sharing, and educator development. This collaborative regional work on standards, assessment, data, and school-improvement are critical components of a much larger and more systemic rethinking of secondary education in New England.

It is our sincere hope that the Department of Education will look favorably on Connecticut's Race to the Top application, while seeing in their design and execution the hallmarks of the kind of innovation leadership that will bring good ideas, effective policies, and proven educational models to New England and across the country.

Sincerely yours,

David L. Levinson

David L. Levinson, Ph.D.
President

NEF
NORWALK EDUCATION FOUNDATION
Opening Doors for Norwalk's Children

May 13, 2010

Commissioner Mark McQuillan
Connecticut Department of Education
State Office Building
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner McQuillan,

This letter is to confirm that the Norwalk Education Foundation fully supports Connecticut's Phase II application for Race to the Top.

We are greatly encouraged by the legislative changes that recently took place in our state to support this application, as these changes set the course for future education reform.

I can be reached at (203) 854-4068 should you have any questions.

Sincerely,

(b)(6)

Lauren Rosato, BS, IMBA
President

125 East Avenue, 3rd Floor • Norwalk, CT 06851-5702
Phone: (203) 854-4068 • Fax: (203) 854-4102 • www.norwalkeducation.org

OPP

Our Piece of the Pie.

Helping urban youth become successful adults

May 19, 2010

Dr. Mark K. McQuillan
Commissioner and Secretary to State Board of Education
Connecticut State Department of Education
165 Capitol Avenue
Hartford, CT 06106

Dear Dr. McQuillan,

Our Piece of the Pie®, (OPP®), is pleased to support the state's Phase II application for the U.S. Race to the Top funding. Although one of the wealthiest states in the country, Connecticut's educational system needs reform and it is important that the state take a lead in helping our urban communities get the job done. This application demonstrates your commitment and sets forth a vision and roadmap to help our young people navigate from early childhood until they become successful adults.

At Our Piece of the Pie, our mission is *to help urban youth become successful adults.* We work with 14-24 year olds to help them achieve two long-term outcomes:

- Education: attainment of a two or four-year college degree or vocational certification
- Employment: unsubsidized, meaningful employment.

Our signature program, Pathways to Success, is youth-centric and relationship intensive. Our Youth Development Specialists work one-on-one with youth to help them articulate their goals and dreams, identify obstacles and challenges they have, and develop resources to achieve their goals. We provide a number of programs and services in the education and employment fields to help youth meet their goals.

In August 2009, OPP and Hartford Public Schools opened the first partnership school in the state to work with over-age, under-credited youth. Based on a model from New York City started by Good Shepherd Services, Opportunity High School opened its doors to 90 students who were at high risk of dropping out of school or who already had dropped out. For many of these students, a traditional high school setting did not work. Opportunity High School is indeed their last hope.

Our Pathways program is embedded in the school setting, creating a culture that is built around the youth. Our job readiness program prepares youth for the world of work providing training, job shadowing and internship opportunities. We also provide college preparation services and college retention services - - meaning that we stick with youth even after they enroll in college to make sure that they graduate.

Administrative Office
20-28 Sargeant Street
Hartford, CT 06105
860.761.7300
Fax: 860.297.0174
www.opp.org

Youth Center - North
20-28 Sargeant Street
Hartford, CT 06105
860.761.7300
Fax: 860.727.0627

Youth Center - South
331 Wethersfield Avenue
Hartford, CT 06114
860.761.7350
Fax: 860.947.3156

United Way
United Way of Central and Northeastern Connecticut

OPP is glad to be part of Hartford's reform efforts and we look forward to working with the Connecticut Department of Education as we identify more districts in the state where we would like to replicate this model, and provide the important alignment between high school, college and workforce development.

We heartily endorse the state's efforts and your plan and vision for education reform. We look forward to being part of the solution.

Sincerely,

(b)(6)

Bob Rath
President/CEO

Groton/New London Laboratories
Pfizer Inc
Eastern Pt. Rd. MS 8118-01
Groton, CT 06340
Tel 860 686 7209 Tel 860 732 7209
Fax 860 441 4735
Email toni.hoover@pfizer.com

Global Research & Development

Toni M. Hoover, Ph.D.
Senior Vice President and Director
Groton/New London Laboratories

May 21, 2010

Arne Duncan
Office of the Secretary
United States Department of Education
400 Maryland Avenue, NW
Washington, D.C. 20202

RE: State of Connecticut's Race to the Top Application

Dear Secretary Duncan:

Pfizer is pleased to express its support for the state of Connecticut's application for Race to the Top grant funding from the U.S. Department of Education. The Department's goals of improving the quality of education for all students and closing the achievement gap are very much aligned with those of policymakers here in Connecticut and are strongly supported by Pfizer.

As a company whose mission is to *apply science and our global resources to improve health and well-being at every stage of life* we witness every day the important relationship between world-class education, a highly skilled workforce, innovation and global competitiveness. Pfizer's future Research and Development success is highly dependent on a pipeline of talent that begins with students who develop in educational environments that will stimulate their curiosity and interest in science and math. In fact, it was only a couple of weeks ago that we held our annual Science and Math Jamboree at our R & D Laboratories in Groton, Connecticut where we hosted 2600 middle school students over 3 days in hands-on science and math demonstrations.

The quality of Connecticut's workforce is directly dependent upon the quality of the education received by Connecticut's students. Currently Connecticut has the largest achievement gap between white and minority students in the country. We do have some successes in charter and magnet schools, as well as in our traditional schools, but much more needs to be done if we are to achieve acceptable educational outcomes for all of Connecticut's schoolchildren.
We believe that the changes underway in Connecticut enhance our state's application for Race to the Top funding. Turning around low-performing schools, improving teacher quality and ensuring that high-quality educators are teaching in needy districts throughout the state are all areas that Pfizer endorses and the business community supports.

Governor Rell, policymakers, education officials and the business community are committed and determined to help Connecticut school districts achieve high levels of performance for all their students. We hope that you and your staff will seriously review Connecticut's application and we look forward to a positive response from Washington to leverage and accelerate the efforts already underway.

Sincerely,

(b)(6)

POST 1890
UNIVERSITY

OFFICE OF THE PRESIDENT

May 19, 2010

Commissioner Mark McQuillan
Connecticut Department of Education
State Office Building
165 Capitol Avenue
Hartford, CT 06106

RE: Phase II MOU Final

Dear Commissioner McQuillan:

We at Post University are in full support of the Phase II application for Race To The Top funding which would be very beneficial to the educational system in Connecticut. Our State Legislature has passed comprehensive school reform legislation which will have tremendous positive implications for students throughout the state.

We are in agreement with and in full support of the six areas of focus represented in the Phase II application.

Sincerely,

Dr. Kenneth Zirkle
President

cc: file
Gretchen K. Deans, The CT Economic Resource Center, Inc.
Natalie Rosenbaum, CERC

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Proton
ENERGY SYSTEMS

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Mark Schiller
VP Business Development
mschiller@protonenergy.com

May 20, 2010

Commissioner Mark McQuillan
Connecticut Department of Education
State Office Building
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner McQuillan:

I am writing to you regarding the State Department of Education's pursuit of a federal grant, Race To The Top. As a company with ideals that promote the continuing education of deserving high school seniors in the fields of science and technology, we support your efforts to secure a grant which will help build a curriculum foundation in complimentary areas like curriculum innovation and technology.

Proton Energy Systems is a significant employer in the state of Connecticut, promoting the employment of high technology jobs and supporting the state's leadership position in technology centric endeavors. More importantly, Proton Energy Systems is keenly aware of the connection between high school curriculums, college curriculums, and workforce alignment with evolving skill needs.

I applaud your initiative to grow and enhance the State Department of Education's capabilities and the comprehensive approach that is being taken to "re-engineer" for the future of education.

Sincerely,

(b)(6)

Mark S. Schiller
VP Business Development

REL NORTHEAST & ISLANDS

REGIONAL EDUCATIONAL LABORATORY at EDC

May 17, 2010

Commissioner Mark McQuillan
Connecticut Department of Education
State Office Building
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner McQuillan:

The Regional Educational Laboratory Northeast and Islands (REL-NEI) at Education Development Center (EDC) is pleased to be able to strongly support Connecticut's Phase II *Race to the Top* application. The passage of your comprehensive school reform legislation shows your commitment to this work and we are proud to be asked to partner with you in this effort.

EDC, a nationally recognized research and development non-profit organization, develops, delivers and evaluates innovative programs addressing some of the most urgent challenges we face in educating the youth of this nation. Core to EDC's mission is ensuring equity and excellence in preK-12 education and access to college and career pathways. Our work addresses both the achievement gaps *and* opportunity gaps that can prevent the most disenfranchised students from succeeding. Indeed, we have deep strands of work in all of the partnership areas outlined in your proposal: 1) Engaging Families and Communities, 2) Pre-service and Professional Development, 3) Educator Effectiveness and Accountability, 4) Curriculum Innovation and Technology, 5) High School, College, and Workforce Alignment and 6) Financing and Sustainable Progress.

Over the years, EDC has partnered with the CT Department of Education as well as other institutions in Rhode Island through federal-state- and district-funded grants and contracts. In particular, our REL-NEI contract has worked collaboratively with a variety of education stakeholders to provide access to the best available research and evidence-based practices to answer questions at key points of decision-making. We have also facilitated several CT-based events that bring together researchers, practitioners and policy-makers to address critical issues.

We are pleased to be asked to play a major role in the *Theory and Research* advisory committee, part of the "Knowledge Network" that will support the six content committees/partnerships named above. This committee will provide or advise on the best information, data, best practices and other research to guide Connecticut's RTTT implementation design and the protocols to monitor effectiveness. This advisory committee, along with the *Practice and Implementation* committee will insure that the work of these content committees is based on research and informed by data and, that the implementation designs are informed by Connecticut's realities and possibilities.

REL NORTHEAST & ISLANDS REGIONAL EDUCATIONAL LABORATORY at EDC

Throughout our work in Connecticut, we have experienced the deep commitment to education that is demonstrated through all levels of the system. The agenda set forth in this *Race to the Top* application promises tremendous benefits for Connecticut's students. Funding this application will provide Connecticut with critical resources to jumpstart its vision for improving the education of all its students and building the needed infrastructure through inspired and expert educators at all levels.

We in REL-NEI and at EDC are confident that state and local level leaders are prepared to execute this ambitious, innovative and coherent plan for reform represented in the state's application. We are ready to work together with the Connecticut community on this important endeavor.

Sincerely,

(b)(6)

Jill Weber
Director
REL-Northeast and Islands at EDC

Southern Connecticut State University

SCSU

Cheryl J. Norton, Ed.D., FACSM
PRESIDENT

May 17, 2010

Commissioner Mark K. McQuillan
Department of Education
Connecticut State Office Building
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner McQuillan:

Southern Connecticut State University enthusiastically lends its support for your application to participate in the federal Race to the Top (RTTT) competition. You are to be commended for your efforts to galvanize the resources of the PK-12 and higher educational institutions in service of the youth of this state, with the intent of creating for them more equitable and higher quality educational experiences. Given the unique role that Southern plays in the state, preparing the largest number of certified teachers and administrators, we stand ready to work collaboratively with the Connecticut State Department of Education in achieving the goals delineated in the RTTT Phase II MOU.

Based on our core principles and strategic vision of *Pursuing Excellence, Fostering Leadership, and Empowering Communities*, we are already striving to align high school and university curriculum and expectations for student learning, through efforts like our Galileo Project, involving three neighboring school districts, New Haven, Hamden, and Meriden. That project is creating teaching and learning communities among the Mathematics and English faculties of the high schools and university. It has also been our privilege to work with your Department on the OSEP *State Improvement Grants*, the multi-year *Para-professional Training grant*, and the *Developing Tomorrow's Professionals* program. Our commitment to the goals that appear in the MOU is further demonstrated by the active participation of Southern faculty and administrators in the School Change effort initiated by New Haven Public Schools. As you know, this initiative, which is becoming a national model for school reform raises the expectations of teachers and administrators through performance-based evaluation and accountability. The need for better data systems and tracking the performance of our graduates will provide the University with the information, on which to base changes in course content, course sequencing, and pedagogy. The application you have prepared for Race to the Top funding will allow for the expansion of these efforts.

Your leadership in attempting to bring about true school reform across the state to ensure high quality education for all children is clearly recognized and greatly appreciated. Southern Connecticut State University looks forward to partnering with CSDE in achieving the goals identified in the RTTT MOU. In doing so, we will enrich the lives of the next generation of youth people in our communities and address some of the long-term economic challenges that face the state of Connecticut and our global society.

Sincerely,

Cheryl J. Norton
President

cc: D. Carter, Chancellor, Connecticut State University System
S. Battle, Interim President-designate
S. Williams, Provost and Vice President of Academic Affairs

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SAINT JOSEPH COLLEGE
CONNECTICUT

OFFICE OF THE PRESIDENT

May 19, 2010

Commissioner Mark K. McQuillan
Department of Education
State Office Building
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner McQuillan:

This letter is written to express Saint Joseph College's continued support of the State of Connecticut's application for participation in the federal Race to the Top (RTTT) funding competition, as part of the American Recovery and Reinvestment Act (ARRA) of 2009.

Saint Joseph College has a long-standing reputation for excellence in training top-notch educators. Our graduates teach throughout the state, and the College has strong relationships with myriad Connecticut school systems. We believe that the overall goals of the RTTT program are sound, and would like to be part of the effort to boost results at low-performing schools.

The College endorses a process whereby student data are collected from private colleges with appropriate legal protections, clearly-articulated research questions, and appropriate protocols in place (such as those recently described by the Center on Law and Information Policy at Fordham University).

We commend the leadership and efforts already demonstrated by Connecticut to create and integrate early childhood, K-12 and higher education, and are pleased to support the Phase II application for RTTT funding.

Sincerely,

Pamela Trotman Reid
President

PTR/rf

1678 ASYLUM AVENUE WEST HARTFORD, CONNECTICUT 06117 860.232.4571 www.sjc.edu

Stamford Public Schools

EXCELLENCE IS THE POINT.

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www.stamfordpublicschools.org

Joshua P. Starr, Ed.D., Superintendent of Schools

May 18, 2010

Dr. Mark K. McQuillan
Commissioner
Connecticut Department of Education
State Office Building
165 Capitol Avenue
Hartford, CT 06106

Dear Dr. McQuillan:

Stamford Public Schools is pleased to support the Connecticut Department of Education's application for Race to the Top Phase II (RTTT II) federal funding.

The mission of Stamford Public Schools (SPS) is *to prepare each and every student for higher education and success in the 21st century*. Both the programs identified in the RTTT II application and our Strategic District Improvement Plan support college readiness in many dimensions. SPS has identified four areas of work, all aligned to RTTT II work:

1. **Curriculum, Instruction and Assessment** (tied to RTTT II *Training & Professional Development* and *Curriculum, Innovation & Technology*)
    - Developing, implementing and monitoring district-wide standards-based curriculum in Math, Literacy/English Language Arts and Science for all students
    - Developing and implementing District Benchmark Assessments
    - Creating a system of scientific research-based interventions (SRBI)
2. **De-Tracking/Instructional Grouping** (tied to RTTT II *HS, College & Workforce Alignment* and *Training and Professional Development*)
    - Implementing more heterogeneous grouping in middle schools
    - Increasing small, flexible grouping in elementary schools
    - Increasing participation in AP and Honors courses and eliminating low-level coursework in high schools
3. **Professional Learning Communities and Data Teams** (tied to RTTT II *Educator Effectiveness & Accountability* and *Training and Professional Development*)
    - Continuing Professional Learning Communities for teachers to collaborate around student progress and instructional change
    - Developing School Data Teams to monitor and guide school-wide improvement
    - Leveraging the District Data Team to monitor the Strategic District Improvement Plan
4. **School Culture** (tied to RTTT II *Engaging Families & Communities*)
    - Developing a system of positive behavior supports and interventions to enhance student achievement
    - Increasing schools' capacity to connect with all students and families

I look forward to a continued partnership with the Department of Education to realize the RTTT II priorities.

(b)(6)

Joshua P. Starr, Ed.D.
Superintendent

StanleyBlack&Decker

John F. Lundgren
President and CEO

1000 Stanley Drive, New Britain, CT 06053
T (860) 827 3851 **F** (860) 827 3595
e-mail: john.lundgren@swkbdk.com

May 19, 2010

Arne Duncan
Office of the Secretary
United States Department of Education
400 Maryland Avenue, NW
Washington, D.C. 20202

RE: State of Connecticut's Race To The Top Application

Dear Secretary Duncan:

As the CEO of Stanley Black & Decker and a member of the Board of Directors of *SIFE, I wish to convey my company's support for the state of Connecticut's application for Race To The Top grant funding from the U.S. Department of Education. The Department's goals of improving the quality of education for all students and closing the achievement gap are very much aligned with those of policymakers here in Connecticut and are strongly supported by Stanley Black & Decker.

The quality of Connecticut's workforce is directly dependent upon the quality of the education received by Connecticut's students.

Connecticut has the largest achievement gap between white and minority students in the country. Our urban schools educate some of the poorest students in the nation, leading to large disparities in educational outcomes in our growing African American and Hispanic student populations. We do have some successes in charter and magnet schools, as well as in our traditional schools, but much more needs to be done if we are to achieve acceptable educational outcomes for all of Connecticut's schoolchildren.

The changes underway in Connecticut enhance our state's application for Race To The Top funding. Turning around low-performing schools, improving teacher quality and ensuring that high-quality educators are teaching in needy districts throughout the state are all areas that Stanley Black & Decker endorses and the business community supports.

Improved educational systems are critical if we are to maintain a viable employer base in and around our Connecticut headquarters and manufacturing locations. Governor Rell, policymakers, education officials and the business community are determined to help Connecticut school districts achieve high levels of performance for all their students. We look forward to a positive response from Washington to leverage and accelerate the efforts already underway.

Sincerely,

(b)(6)

*SIFE (Students in Free Enterprise) is an organization dedicated to bringing the leaders of today and the leaders of tomorrow together through the positive power of business.

State Advisory Council On Special Education
STATE DEPARTMENT OF EDUCATION • 25 INDUSTRIAL PARK ROAD • MIDDLETOWN, CT 06457

May 21, 2010

Dr. Mark K. McQuillan
Commissioner and Secretary to State Board of Education
Connecticut State Department of Education
165 Capitol Avenue
Hartford, CT 06106

Dear Dr. McQuillan,

The Connecticut State Advisory Council on Special Education (SAC) is pleased to support the State of Connecticut's Phase II application for Federal *Race to the Top* funding. The application demonstrates the State's progress and commitment toward educational reform, and provides a strategic vision and roadmap for Connecticut's public schools that embraces early childhood education through secondary education and into the work force.

The Connecticut State Advisory Council (SAC) on Special Education has been authorized by the Individuals with Disabilities Education Act (IDEA) since the Act's inception in 1975. The SAC is also authorized under Chapter 164 Section 10-76i of the Connecticut General Statutes with the express purpose to "advise the General Assembly, the State Board of Education and the Commissioner of Education" on special education matters. The SAC addresses all three goals of the Comprehensive Plan of the State Board of Education and is specifically mandated by IDEA and state statue to:

a) Advise the State Department of Education of unmet needs in educating children with disabilities and on the administration of the provisions of sections 10-94f to 10-94k, inclusive;

b) Review periodically the laws, regulations, standards, and guidelines pertaining to special education and recommend to the General Assembly, and the State Board of Education any changes which it finds necessary;

c) Comment publicly on any new or revised regulations, standards and guidelines proposed for issuance;

d) Advise the State Department of Education in developing corrective action plans to address findings identified in Federal monitoring reports under Part B of the Act;

e) Advise the State Department of Education in developing and implementing policies relating to the coordination of services for children with disabilities;

f) Participate with the State Board of Education in the development of any state plan for provision of special education;

g) Comment publicly on any procedures necessary for distributing federal funds received pursuant to the IDEA, 20 U.S.C. 1400 et seq., as from time to time amended;

h) Assist the State Department of Education in developing and reporting such data and evaluations as may be conducted pursuant to the provisions of said act; and

i) Report to the General Assembly not later than January fifteenth in the odd-numbered years and not later than February fifteenth in the even-numbered years, concerning recommendations for effecting changes in the special education laws;

j) Perform any other activity that is required by the IDEA, 20 USC 1400 et seq., as from time to time amended.

The Council believes in optimizing the educational achievement of every child through a strong public educational system that proactively supports students, families and educators. To that end, the Council will use its strength as a broad based constituency group to play an active and influential role in decisions affecting policies, programs and services.

In SAC's 2009 Annual Report Council members followed 20 Indicators from the State Performance Plan (SPP) and the Annual Performance Report (APR) as mandated under IDEA as a starting point to develop the Council's priorities for that session. We believe our recommendations directly tie into all the goals of the *CT Race to the Top Phase II Reform Plan.*

Based upon SAC's responsibility to advise the State Department of Education, State Department Board of Education in 2009 we recommended the following:

1. SPP Indicator 4: Suspension and Expulsion: Examine the requirement for CSDE to fully enforce Sec. 10-233a(b) of the Connecticut General Statutes to require local education agencies (LEAs) to collect and report data on students who were removed from their regular classroom for 90 minutes or more, including stronger enforcement for reporting students who are referred to the office or other areas of the school (e.g. nurses office, hallways, library, etc), or sent home before the end fo the school day.

   In addition, require the CSDE to alter the bullying data collection victim information to reflect whether the victim is a student with a disability or not, regardless of whether or not here is an active IEP.

2. SPP Indicator 8: Parent Involvement and the Special Education Parent Survey: Examine the requirement for the CSDE to provide timely targeted assistance to parents in those districts with poor parent survey results, including the use of outside organizations that support parental involvement, instead of delaying action according to a six-year sampling plan. Districts with poor satisfaction data are to be placed on a more frequent surveying cycle.

3. SPP Indicator 13: Transition Planning/Services: In the fall of 2009, publish a Topic Brief or an article in the Bureau Bulletin on transition planning for medically fragile students living in institutions. The newly published pages in the IEP (Individual Education Plan) do not accommodate this particular population. This Topic Brief or article would therefore instruct LEAs on how to modify the existing transition planning pages.

   In addition, at the next scheduled IEP revision, revise the transition planning pages to accommodate medically fragile students living in institutions or hospitalized.

4. State Advisory Council on Special Education Membership Appointments: Support newly proposed legislation aligning SAC membership appointments to the IDEA State Advisory Panel as written in section 300.168.

   The purpose of this legislation would be to reduce the membership from 37 to 25; divide those appointments between the Governor and the Connecticut Commissioner of Education for the purpose of achieving a more racially and disability represented membership.

In summary, the Connecticut State Advisory Council on Special Education is committed to continuing its work with the SDOE in advising and recommending unmet needs as they relate to policies, programs, regulations and legislation for Connecticut's diverse learners, specifically students with disabilities. We respectfully request that you support these efforts.

Sincerely,

(b)(6)

Brenda J. Sullivan, Chair
Connecticut State Advisory Council on Special Education

SERC

25 Industrial Park Road • Middletown, CT 06457-1516
Phone: (860) 632-1485 • Fax: (860) 632-8870 •
www.ctserc.org
Marianne Kirner, Ph.D., Executive Director

May 20, 2010

Commissioner Mark K. McQuillan
CT State Department of Education
State Office Building
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner McQuillan:

As you are aware, the State Education Resource Center (SERC) is a nonprofit agency primarily funded by the Connecticut State Department of Education (CSDE). SERC provides extensive professional development and information dissemination in the latest research and best practices to educators, service providers, and families throughout the state. SERC also provides job-embedded technical assistance and training within schools, programs, and districts. SERC provided these services to over 20,000 educators and families in the 2008-2009 school year.

Please accept this letter as support regarding Connecticut's application for participation in the federal Race to the Top (RTTT) grant, as part of the American Recovery and Reinvestment Act (ARRA) of 2009.

We fully support the goals of the CSDE's plan for school reform, which is organized around the following areas:

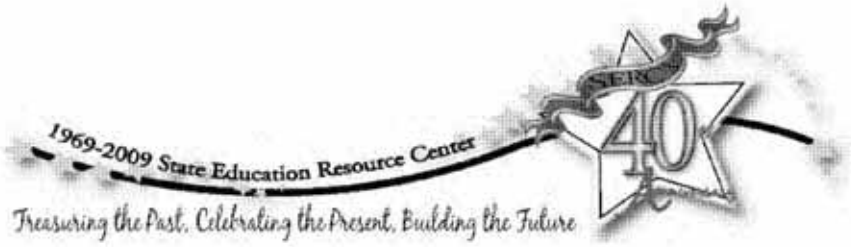
- Engaging Families and Communities;
- Training and Professional Development;
- Educator Effectiveness and Accountability;
- Curriculum Innovation and Technology;
- High School, College and Workforce Alignment; and
- Financing Sustainable Progress.

We commend the CSDE for its leadership in addressing the three key goals of the RTTT grant to strengthen educational: 1) standards and assessment; 2) data systems to support instruction; and 3) great teachers and leaders. Moreover, we applaud the Department's collaboratively developed, aggressive, yet achievable, plan for implementing coherent, compelling, and comprehensive education reform. SERC is well positioned to be a full and active partner and we greatly look forward to the opportunity.

Sincerely,

(b)(6)

Marianne Kirner, Ph.D.
Executive Director



State of Connecticut

African-American Affairs Commission

State Capitol
210 Capitol Avenue – Room 509
Hartford, CT 06106
860-240-8555

May 19, 2010

Commissioner Mark K. McQuillan
CT State Department of Education
State Office Building
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner McQuillan:

The State of Connecticut African-American Affairs Commission (AAAC) continues to pledge its support to you and the State Department of Education in your endeavors to submit a successful application to the federal government for Race To The Top (RTTT). As a state agency whose top priority is to eliminate the achievement gap by making sweeping changes in the educational landscape, we are pleased to be a collaborating organization.

The AAAC has been long been actively involved with the issue of education in Connecticut. The Commission has spent important time and resources with the State Department of Education and in communities throughout the State. As an active member of the Secondary School Reform Committee we believe that the goals outlined in the RTTT applicationl are consistent with our priorities. It is the Commission's position that in order for students of color to gain access and achieve success in post secondary education, standards must to be raised. Congruently methods of assessment must demonstrate that student have successfully achieved mastery of subjects. Students from the "so called" lowest achieving school districts (Bridgeport, Hartford, New Britain, New Haven, Windham and Stamford) must be resourced with quality and effective instruction.

The Commission is committed to continuing its work with your Department. Improving public education in Connecticut is a top priority for the AAAC. This Commission is already involved in early access and success in higher education with the KnowHow2GO-CT and College Goal Sunday-CT projects. It is our goal to ensure that sixty percent (60%) of all adults in the State have a post secondary degree by the year 2025. We are making every effort to link these projects with RTTT so we can maximize resources. A successful RTTT application will be a major step toward reaching this goal.

We are proud that we have been able to participate in some of the sub-committees involved with crafting the application. The input provided to the Science, Technology, Engineering and Mathematics (STEM) group should help make our application more competitive. This state has the human capital in our students and is in position to fill the need of STEM careers throughout Connecticut and the region. RTTT will help us become successful.

The AAAC believes that the steps taken by the Legislature puts Connecticut in a much more favorable position for RTTT. I testified before the Legislature in support of the reforms that we know must take place on the ground level to help remedy the achievement gap in Connecticut. I was elated when a significant

majority of what we supported was passed by the Legislature. This demonstrates that Connecticut is serious about making it the premier state in education.

We are looking forward to future collaborations with the State Department of Education and Race To The Top. It is imperative that Connecticut takes this opportunity to accept the challenge and be successful. We look ahead to being an active partner with or without this grant award. Please let me know if the Commission can be of further assistance. Best Wishes.

Sincerely,

Glenn A. Cassis

Glenn A. Cassis
Executive Director

STATE OF CONNECTICUT
STATE BOARD OF EDUCATION

May 18, 2010

Dr. Mark K. McQuillan
Commissioner of Education
Connecticut State Department of Education
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner McQuillan:

We are student members of the Connecticut State Board of Education, appointed by the Governor, and we also serve on the State Student Advisory Council on Education (SSACE), a 30-member group of high school students from racially, ethnically and economically diverse backgrounds. It is our privilege to join many others in support of Connecticut's Application for Phase II of Race to the Top (RTTT).

RTTT has been a regular discussion item on State Board of Education agendas throughout our one-year term on the board. We have had the opportunity to hear from numerous stakeholders about the promise it holds for public education reform in our state, and to share our perspectives as students. Likewise, the SSACE has spent considerable time during the course of the past year discussing how the RTTT funds could support and expand secondary school reform initiatives in Connecticut.

Of particular interest to us is the section of the application that describes in great detail how RTTT funds will be used to support and enhance the implementation of The Connecticut Plan, a secondary school reform plan already being implemented in many districts, and passed by the General Assembly just two weeks ago. As two seniors approaching graduation next month, we have experienced firsthand the incredible difference an excellent teacher makes in the classroom. And, regrettably, we have also had the misfortune of realizing the impact a poor teacher has on all students, particularly those who might be less motivated and tend to "fall through the cracks." We have also seen a tendency for students to regard Grade 12 as "senior slide," particularly after the first semester. The Connecticut Plan counters this tendency by increasing graduation requirements, ensuring consistent high standards are implemented within school districts and across the state and requiring seniors to participate in a capstone project, thereby maximizing the use of instructional time. It is supported by professional development for educators and uniform accountability measures.

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Students will do more when expected to, and we believe that the end result of higher expectations will be an increase in the number of students who are well prepared to engage in productive futures – regardless of their socioeconomic backgrounds. We hope the U.S. Department of Education will fund Connecticut's application to give *all* students in our state a much better chance to succeed.

Sincerely,

Hannah Klein

Hannah Klein, Student Member of the
Connecticut State Board of Education and
Member of the State Student Advisory Council
on Education

Hunter Kodama

Hunter Kodama, Student Member of the
Connecticut State Board of Education and
Member of the State Student Advisory Council
on Education

State of Connecticut
GENERAL ASSEMBLY

Commission on Children

May 18, 2010

Commissioner Mark McQuillan
State Department of Education
State Office Building
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner McQuillan:

The Commission on Children has participated in numerous discussions with your staff and other partners regarding the federal Race to the Top Incentive Grant opportunity. We enthusiastically support the State of Connecticut's Race to the Top application.

We especially support the required initiatives of (1) Implementation of the national common standards and assessments; (2) Implementation of Secondary School Reform: Part I of the Connecticut Eight-Year Plan; (3) Participation in professional development on the use of data to improve instruction, particularly as it relates to reading instruction; (4) Participation in Connecticut Accountability for Learning Initiative (CALI) to use data to improve instruction; and (5) Family Engagement and parent leadership training activities.

Closing the achievement gap is critical nationwide. While we may never be able to quantify the crippling effects of this gap on students' hopes and dreams, we know students who do not achieve are more likely to drop out of school.

A key factor in turning around the achievement gap is professional development for teachers. Teachers must be able to assess and determine areas in need of improvement for each individual child. Continuous enhancement of educators' skills is required if we are to appropriately address the individual learning needs of all students, improve student outcomes, and begin to close the achievement gap.

Another key piece to turning around the achievement gap is parent engagement. We are delighted that Connecticut designates parent engagement as a required initiative within Goal 3: Great Teachers and Leaders. Research establishes that parent engagement has a positive impact on students' academic achievement, behavior in school, and attitudes about school and work. The best results for children come about when families, schools, and community organizations all contribute to student achievement. The Connecticut General Assembly passed legislation this Session mandating parent involvement in school governance councils of low-achieving schools. This legislation

18-20 Trinity St. Hartford, CT 06106 Phone: (860) 240-0290 Fax: (860) 240-0248 Website: cga.ct.gov/coc

explicitly recognizes the value of bringing family and school together for good child outcomes.

We fully support the state's plan to (1) adopt internationally benchmarked standards and assessments that prepare all students for success in college and the workplace; (2) recruit, develop, reward, and retain effective teachers and principals; (3) build data systems that measure student success and inform teachers and principals how they can improve their practices; and (4) turn around our lowest-performing schools.

The Commission on Children commends the CSDE for the leadership you have already demonstrated. We applaud your aggressive plan for implementing coherent, compelling, and comprehensive education reform – the achievement gap in our state demands no less.

We believe this plan is fully achievable and we embrace continued partnership with the CSDE on implementation of the above goals, with a constant inclusion of family engagement. The Commission on Children firmly believes that a dedicated commitment to the highest quality of implementation of the state's plan will transform Connecticut's schools and that Connecticut's plan will set an example for other states throughout the country. This is an outcome we owe to our children and we are delighted to join you in this effort.

Sincerely,

Elaine Zimmerman
Executive Director
Connecticut Commission on Children

18-20 Trinity Street * Hartford, Connecticut 06106 Phone: (860) 240-0290 Fax: (860) 240-0248 website www.cga.ct.gov/coc/

Joan McDonald
Commissioner

DECD

State of Connecticut
Department of Economic and
Community Development

May 17, 2010

Mark K. McQuillan, Ph.D.
Commissioner
Connecticut State Department of Education
165 Capitol Avenue
Hartford, CT 00106

Dear Commissioner McQuillan:

The Connecticut Department of Economic and Community Development (DECD) is pleased to support Connecticut's Phase II application for federal Race to the Top funding. On the frontlines of economic development, both as commissioner of DECD and chair of Connecticut Innovations, I am fully cognizant of the importance education is to the state's economic health and long-term viability. This application, supported by recent legislative action, demonstrates how committed Connecticut is to this principle.

Connecticut is a state long revered for its innovative spirit and entrepreneurial drive. One reason for this is our workforce. Connecticut's workers are some of the most productive, intelligent and skilled in the nation. And it stands that they are also some of the best educated.

One abiding characteristic of Connecticut's education system has been its adaptability, its ability to transform as economic, political and social demands change. Today, schools must lead rather than follow as we transition from a traditional industrial-based economy to the knowledge, innovation-based economy of the next generation. As in year's past, Connecticut's schools are up for the challenge and they are responding to the needs of the new economy.

An emphasis is being placed on science, technology, engineering and mathematics, areas that businesses in the knowledge economy require of their workers in order to remain competitive.

Connecticut has invested significant resources to make its educational system one of the best in the nation, and we continue to put a premium on the skills that today's workers must have. In its plan for the state's economy, DECD included several initiatives that will advance the workforce of tomorrow. One such initiative has already been enacted. Governor Rell recently signed sweeping jobs legislation into law that provides Connecticut students with loan reimbursements and training grants with educational backgrounds and jobs related to green technology, life science and health information technology. Other innovative ideas being considered include:

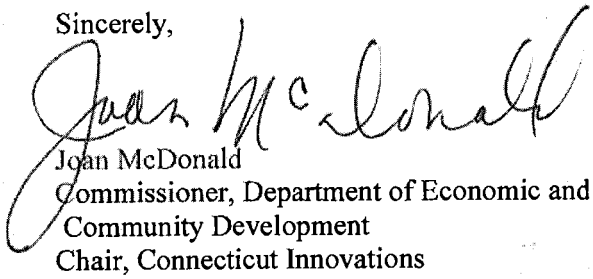
- Designating the Connecticut Career Choices program as the state vehicle for implementing programs and services to advance 21st Century teaching and learning, focusing on science, technology, engineering and math (STEM);

- Developing and implementing a program that identifies private and public sector retirees having STEM skills and facilitate placement in schools that have the greatest need for science and math teachers; and
- Implementing the State Department of Education High School Redesign and the Middle College initiative.

Connecticut has made strides to improve educational performance, opportunity and accessibility in all of its schools. More must be done, however, because workforce development through educational initiatives will be crucial to the continued economic development of the state.

That is why Connecticut's funding request under the Race to the Top program is so important. We at DECD enthusiastically endorse this application and look forward to working with the state Department of Education. This federal funding will have an invaluable impact in supporting reform and innovation in our education system so that all of Connecticut will benefit.

Sincerely,



Joan McDonald
Commissioner, Department of Economic and
Community Development
Chair, Connecticut Innovations

STATE OF CONNECTICUT
EMPLOYMENT AND TRAINING COMMISSION

WALLACE BARNES
CHAIRMAN

May 10, 2010

Dr. Mark K. McQuillan, Commissioner
Connecticut State Department of Education
165 Capitol Avenue
Hartford, CT 06106

Re: Connecticut's Phase II *Race to the Top* Application

Dear Commissioner McQuillan:

On behalf of the Connecticut Employment and Training Commission (CETC), I am pleased to submit this letter of support to express our endorsement of the Phase II Application Race to the Top application submitted by the Connecticut State Department of Education to the U.S. Department of Education.

CETC is Connecticut's state workforce investment board, providing policy and planning guidance to the Governor and General Assembly on workforce development matters, promoting coordination of relevant efforts in Connecticut. The majority of our members are from the state's business sector, the balance representing organized labor, education, state agencies, community-based organizations and other key stakeholders. The Office for Workforce Competitiveness provides technical assistance and support.

In December 2009 we unanimously endorsed a resolution stating that:

CETC supports the Race to the Top application developed by the Connecticut State Department of Education. We believe that implementation of the proposed education reform strategies is both critical for improved achievement by Connecticut students and essential for sustained growth of Connecticut's economy.

Our January 14, 2010 letter of support for the state's initial Race to the Top application was signed individually by every CETC member.

As a key element in the state's Phase II Race to the Top strategy, CETC has agreed to establish a new **High School, College, Workforce Transition Committee** to undertake a series of tasks related to effective transition from high school to post-secondary education and into productive careers, integrated within the overall Race to the Top structure. We look forward enthusiastically to playing this active role on behalf of the state's education reform efforts.

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We urge approval of Connecticut's Race to the Top Phase II application. We are committed to work with you and all of the various stakeholders and partners to support effective implementation of the proposed education reform strategies, with a particular focus on implementing the new High School, College, Workforce Transition Committee.

Sincerely,

Wallace Barnes
Chair, CETC

Linda Agnew
Interim Commissioner, CT Department of Labor

Christopher P. Bruhl
President & CEO, Business Council of Fairfield County

Thomas F, Burns
Director of Training, Northeast Utilities

Joseph M. Ercolano
VP Government Strategy, Pitney Bowes

Michael Fedele
Lt. Governor, State of Connecticut

Kenneth J. Flanagan
President, Flanagan Industries

Noel Grant
Lulac Headstart

Mary Ann Hanley
Governor's Policy Advisor for
Workforce Development

(b)(6)

Marc S. Herzog
Chancellor, CT Community Technical Colleges

James J. Ieronimo
Executive Director, United Way of Meriden
& Wallingford

Joan McDonald
Commissioner, CT Department of Economic
and Community Development

Lawrence McHugh
President, Middlesex Chamber of Commerce

Michael P. Meotti
Commissioner, CT Department of
Higher Education

Deborah Monahan
CEO, Thames Valley Council for
Community Action

(b)(6)

William Moore
CT School Transportation Association

John W. Olsen
President, AFL-CIO

(b)(6)

Raymond R. Oneglia
O & G Industries

Win Oppel
President, Ad-Merica Corp

(b)(6)

James M. Parent
International Association of Machinist and Aerospace Workers

John R. Rathbeber
President & CEO, CT Business & Industry Association

JoAnn M. Ryan
President & CEO, Northwest Chamber of Commerce

Louis Saloom
Retired Superintendent of Schools
Southington, CT

Michael Starkowski
Commissioner, CT Department of Social Services

Lyle Wray
Executive Director, Capital Region Council of Governments

State of Connecticut
Department of Higher Education

Commissioner Mark K. McQuillan
Department of Education
State Office Building
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner McQuillan:

On behalf of the Department of Higher Education, I write this letter in support of Connecticut's second round Race to the Top application, as part of the American Recovery and Reinvestment Act of 2009. The mission of the Department is to promote a postsecondary system of distinctive strengths which, through overall coordination and focused investment, assures state citizens access to high quality educational opportunities, responsiveness to individual and State needs, and efficiency and effectiveness in the use of resources, which aligns with the transformative nature of this opportunity.

We fully support the goals of the state's plan for reform, including:

- Adopting internationally benchmarked standards and assessments that prepare students for success in college and the workplace;
- Recruiting, developing, rewarding, and retaining effective teachers and principals;
- Building data systems that measure student success and inform teachers and principals how they can improve their practices; and
- Turning around our lowest-performing schools.

For more than a year, the Department of Higher Education and Department of Education have worked collaboratively to develop Connecticut's P-20 agenda with the support of P-12 and higher education constituents, business, philanthropy and community based organizations. Earlier this spring, this work was formally launched with the endorsing of the *Principles to Guide Connecticut and our Educational Systems*, whereby a foundation was built to support the cross-system collaborations necessary to improve educational outcomes for the students of our state.

The Department's Alternate Route to Certification (ARC) program has been training mid-career changers to become stellar teachers in Connecticut for many years. We are pleased to continue to partner with CSDE in this application to address the teacher shortage areas and develop high quality teachers in these critical subjects.

In addition, we have been working closely with CSDE to develop the capacity for data linkages between K-12, high education and labor. This collaboration brings together CSDE, our Department, public higher education constituent units, and our Department of Labor, and for the first time, we will be sharing student performance data after high school graduation. The Department of Higher Education and Department of Labor have been producing workforce outcomes reports of public higher education graduates for over four years, and we look forward to linking this with high school graduates. This type of data and information sharing is what will help inform the changes needed to improve education, and we look forward to continuing to lead and support this work with CSDE.

61 Woodland Street, Hartford, Connecticut 06105-2326
www.ctdhe.org

An Affirmative Action/Equal Opportunity Employer

We commend the state of Connecticut for the leadership and efforts already demonstrated in recent years to create and integrate early childhood, K-12 and higher education. Moreover, we advocate their aggressive yet achievable plan for implementing coherent, compelling, and comprehensive education reform that can set an example for other states throughout the country and transform our schools for decades to come.

Sincerely,

Michael P. Meotti
Commissioner

State of Connecticut
Latino and Puerto Rican Affairs Commission

18-20 Trinity Street
Hartford, CT 06106
Tel. (860) 240-8330
Fax (860) 240-0315
E-Mail: lprac@cga.ct.gov
Web Site: www.cga.ct.gov/lprac

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Norma Rodríguez-Reyes
Eugene M. Salorio
Danny Torres

Acting Executive Director
Werner Oyanadel

Special Projects Director/Grants Writer
Lucia Goicoechea-Hernández

Senior Legislative Secretary
Clarisa Cardone

May 20, 2010

Commissioner Mark K. McQuillan
State Department of Education
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner McQuillan:

On behalf of the State of Connecticut Latino and Puerto Rican Affairs Commission (LPRAC), we fully support the State of Connecticut's application for participation in the federal Race to the Top application, which could bring in $175 million in federal funds to help districts implement improvements to their schools.

We fully support the goals of the State's plan for school reform, including:

- Adopting internationally benchmarked standards and assessments that prepare students for success in college and the workplace;
- Recruiting, developing, rewarding, and retaining effective teachers and principals;
- Deployment of teachers to urban and rural districts that have had difficulty recruiting and retaining experienced educators;
- Increased parent involvement with new roles for parents in governance and school improvement;
- Building data systems that measure student success and inform teachers and principals how they can improve their practices; and
- Actions to turn around our lowest-performing schools.

We praise the State of Connecticut for their efforts to working in partnership with communities and for their recent success in the passage of comprehensive school reform legislation with the Connecticut General Assembly designed to strengthen Connecticut's schools by preparing all our students for success in the world economy.

If you have any questions regarding this letter, please do not hesitate to contact us at your convenience.

Sincerely,

Werner Oyanadel

Werner Oyanadel,
Acting Executive Director

Isaias Diaz

Isaias T. Diaz, Esq.,
LPRAC Chairman

STATE OF CONNECTICUT
OFFICE FOR WORKFORCE COMPETITIVENESS

May 14, 2010

Mark K. McQuillan
Commissioner
Department of Education
State Office Building
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner McQuillan:

The Office for Workforce Competitiveness (OWC) is charged with coordinating policy and program changes needed to prepare Connecticut's workforce for the rapidly changing and competitive economy of the 21st Century. OWC is also directed to develop policy and conduct planning to position Connecticut's competitively in the Knowledge Economy, including the advancement of skilled talent pipeline and the promotion of innovation. Key to this charge is a keen awareness of the important role education plays in economic and workforce development. For Connecticut, 21st century talent drives economic growth and prosperity; education provides the vital seedbed for growing and nurturing the talent pipeline necessary to fuel the levels innovation and invention that allows Connecticut to compete in the global marketplace.

As such, it is without reservation that OWC extends its full support for the Connecticut State Department of Education's application for participation in the federal Race to the Top (RTTT) funding competition, as part of the American Recovery and Reinvestment Act (ARRA) of 2009. We have been proud participants in the state's efforts to enhance and integrate the early childhood, K-12 and higher education systems in the state and view the Race to the Top initiative to be both complimentary and reinforcing.

In addition, OWC will provide the support and guidance to the High School, College and Workforce Alignment Leadership Team, organized as a working partnership between the State Department of Education and the Connecticut Employment and Training Commission (CETC). The Office will also support the work of the Shared Leadership Council through its participation and support of the Chair of CETC who will be a member.

OWC strongly supports the aggressive and achievable plan set forth under the leadership of the Department of Education for implementing coherent, compelling, and comprehensive education reform that can set an example for other states throughout the country and transform our schools for decades to come.

Sincerely,

Mary Ann Hanley

Mary Ann Hanley

100 Great Meadow Road, Suite 401, Wethersfield, CT 06109
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An Equal Opportunity Employer/Affirmative Action Employer

Stepping Stones Museum for Children

10 Years and Growing

May 18, 2010

Commissioner Mark K. McQuillan
Department of Education
State Office Building
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner McQuillan:

Stepping Stones Museum for Children's mission is to broaden and enrich the educational opportunities for children ages ten and under and to enhance their understanding of the world. The museum seeks to create an environment that inspires lifelong learning, and supports parents, caregivers and educators as facilitators of children's explorations.

As a longstanding partner with the Connecticut State Department of Education, Stepping Stones fully supports the application for participation in the federal Race to the Top (RTTT) funding competition, as part of the American Recovery and Reinvestment Act (ARRA) of 2010 and look forward to our future work together in the following areas:

- Engaging Families & Communities
- Training & Professional Development
- Educator Effectiveness & Accountability
- Curriculum Innovation & Technology

We commend the state of Connecticut for the leadership it has already demonstrated to create and integrate early childhood, K-12 and higher education. Moreover, we applaud efforts to implement comprehensive education reform that utilizes and aligns best practices throughout the entire community to create and support healthy schools and healthy communities for decades to come.

Sincerely,

(b)(6)

Rhonda Kiest
Executive Director

Mathews Park, 303 West Avenue | Norwalk, Connecticut 06850 | Telephone 203 899 0606 | Fax 203 899 0530

TRAVELERS

Andy F. Bessette

Executive Vice President and
Chief Administrative Officer

The Travelers Companies, Inc.
One Tower Square, 2MS
Hartford, CT 06183

860.277.6557 (tel)
bessette@travelers.com

May 24, 2010

The Honorable Secretary Arne Duncan
Office of the Secretary
United States Department of Education
400 Maryland Avenue, NW
Washington, DC 20202

Dear Secretary Duncan:

The Travelers Companies, Inc. is pleased to express its support for the state of Connecticut's application for Race To The Top grant funding from the U.S. Department of Education.

Travelers believes a quality education can break down barriers for underrepresented students and provide limitless, long-term opportunity. We have made a significant investment in improving public education, especially in our capital city of Hartford, where we have our largest employee base. As an employer, Travelers understands that unless all of Connecticut's students have access to improved educational outcomes, we will be unable to sustain the quality workforce for which Connecticut is so well known.

Along with many other members of the business community, Governor Rell, state education leaders, and policymakers, Travelers is committed to help Connecticut school districts achieve high levels of performance for all their students. We feel strongly that education is the foundation for giving the members of the next generation the tools they need to be competitive in our global economy.

We look forward to a positive response from Washington to leverage and accelerate the efforts already underway.

Sincerely,

(b)(6)

Andy F. Bessette

Trinity College
HARTFORD CONNECTICUT

May 20, 2010

Commissioner Mark McQuillan
Connecticut Department of Education
State Office Building
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner McQuillan,

I am writing to you today to express my support for the State of Connecticut's Phase II application for participation in the federal Race to the Top funding.

The improvements you plan to make in the area of strengthening educational standards and assessment as well as in the area of improving data systems to support instruction are essential to providing Connecticut students with the best education possible. Equally important are your plans to improve ways to attract, support, and retain great teachers and leaders and to provide them with the tools they need to instruct, motivate, and mentor a diverse population of students. With clear and obtainable initiatives for education reform in place, funding for your vision will ensure that all of your goals will be met.

Once again, I am pleased to offer my support for the State's application for Race to the Top federal grant funding.

Yours very truly,

James F. Jones, Jr.
President and Trinity College
Professor in the Humanities

OFFICE OF THE PRESIDENT

300 SUMMIT STREET, HARTFORD, CT 06106-3100
TEL (860) 297-2086 FAX (860) 297-5359 www.trincoll.edu

Tunxis Community College

Education That Works For a Lifetime

May 18, 2010

Dr.Mark McQuillan
Commissioner and Secretary to the State Board of Education
State Department of Education
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner McQuillan;

Tunxis Community College is pleased to support the State Department of Education in its application for Phase II funding in the *Race to the Top* federal initiative. We all have a strong interest in the quality of education Connecticut students receive, regardless of the level.

Tunxis Community College, founded in 1969 and now completing its fortieth year of operation, believes deeply in its mission of providing our students with an accessible and affordable education that will help them cope in an increasingly complex world. To that end, we provide the first two years of baccalaureate education for those who wish to transfer to another institution of higher education; we provide associate degree level career programs that lead graduates directly into the work force; and we provide a wide variety of continuing educational opportunities for those who wish to upgrade their skills, become qualified for a different profession, or who wish to continue their formal learning for personal reasons. Our students range in age from home school students who are 14 or 15, to senior citizens who are 65 or older. We are involved in many partnerships with our high schools, just as we are engaged in partnerships with area business and industry.

Thus, it should be apparent that Tunxis Community College is committed to supporting the educational improvement efforts of the State Department of Education as outlined in the *Race to the Top* initiatives. We believe that Connecticut needs well trained citizens who are also well educated, just as we need well educated citizens who are also well trained. The community college by definition and statute is a part of that continuum as we interface with the public schools, other higher education institutions, and the commercial world where Connecticut residents are employed. We believe that Tunxis Community College is an integral part of the delivery of educational services to residents of the Farmington Valley: we are involved in the communities we serve; we provide training and professional development to workers of all ages; we are involved in the refining of educational technology and curricula; and we are committed to maintaining, as well as improving, the positive relationship we already have with our area school districts. You can count on our support and involvement at all times.

Sincerely,

Cathryn L. Addy, Ph.D.
President

Tunxis Community College
271 Scott Swamp Road
Farmington, CT 06032
860.255.3500
tunxis.commnet.edu
A Connecticut Community College

UIL Holdings Corporation
157 Church Street
PO Box 1564
New Haven CT 06506-0901
Phone 203.499.2430
Fax 203.499.3664

James P. Torgerson
President and Chief Executive Officer

May 17, 2010

Arne Duncan
Office of the Secretary
United States Department of Education
400 Maryland Avenue, NW
Washington, D.C. 20202

RE: State of Connecticut's Race To The Top Application

Dear Secretary Duncan:

The UIL Holdings Corporation (NYSE:UIL) is pleased to express its support for the State of Connecticut's application for Race To The Top grant funding from the U.S. Department of Education. The Department's goals of improving the quality of education for all students and closing the achievement gap are very much aligned with those of policymakers here in Connecticut and are strongly supported by UIL.

UIL, headquartered in New Haven, Connecticut, is the holding company for The United Illuminating Company (UI), a regulated utility whose 1,000 employees provide electricity and energy-related services to 320,000 customers in the greater New Haven and Bridgeport areas. UI is a public service company whose mission is to create shareowner value by providing our customers with the safe and highly reliable delivery of electricity, revenue cycle services, and related services. Our mission includes ensuring the vitality of the communities we serve by focusing our resources on supporting economic development, including workforce development and student achievement in Connecticut.

The quality of Connecticut's workforce, and therefore our own workforce, is directly related to the quality of the education Connecticut's students receive. We have been a supporter of school reform efforts, including charter schools and higher graduation standards for many years, and are encouraged by the state's recently passed legislation that will, among other things, raise high school graduation standards, provide incentives for innovative school reform, remove caps on the number of charter schools, expand Advanced Placement opportunities and improve educational data systems to include student growth measures. These and many other reforms contained in the bill are necessary if we are to improve public education and close Connecticut's achievement gap.

Serving two of Connecticut's largest cities, New Haven and Bridgeport, we are all too aware that Connecticut has the largest achievement gap between white and minority students in the country. Schools in these cities educate some of the poorest students in the nation, leading to large disparities in educational outcomes in our growing African American and Hispanic student populations. We have been proud to support Achievement First, which operates highly successful charter schools in New Haven and Bridgeport as well as the New Haven public schools current groundbreaking reform efforts, but much more needs to be done to achieve excellent educational outcomes for all of Connecticut's schoolchildren.

The changes underway in Connecticut enhance our state's application for Race To The Top funding. UI will continue to support the state's work and the efforts underway in New Haven, Bridgeport, and other communities to turn around low-performing schools, improve teacher quality and ensure that high-quality educators are teaching in needy districts throughout the state.

We look forward to the Department of Education's support for our work in Connecticut.

Sincerely,

(b)(6)

United Way of Connecticut

2-1-1

May 25, 2010

Commissioner Mark K. McQuillan
Connecticut State Department of Education
State Office Building
165 Capitol Avenue
Hartford, Connecticut 06106

Dear Commissioner McQuillan:

United Way of Connecticut is a private, nonprofit dedicated to helping meet the needs of Connecticut residents by providing information, education, and connection to services. UWC furthers its mission by providing 24/7 toll-free call center access to health and human services information through 2-1-1, as well as specialized services in child care, child development and disabilities and HUSKY health insurance; and by collaborating with local United Ways and Connecticut State agencies and elected officials.

Our organization was able to participate in one of the informational meetings at which the CT State Department of Education provided an overview of their application for the federal Race to the Top Incentive Grant. We are pleased to submit this letter of support for the State of Connecticut's application.

We fully support the goals of the state's plan for school reform, including:

- Adopting benchmarked standards and assessments that prepare all students for success in college and the workplace;
- Recruiting, developing, rewarding, and retaining effective teachers and principals;
- Building data systems that measure student success and inform teachers and principals how they can improve their practices; and
- Turning around our lowest-performing schools.

United Way of Connecticut serves as the state association for fifteen local United Ways, most of which have invested at the local level in educational achievement for Connecticut's students. UWC also provides direct support to state government in education-related work. Most recently, UWC has provided staff support to the state's P-20 Council (originally named the Commission for the Advancement of 21st Century Skills and Careers). And we stand ready to support Connecticut's Race to the Top Initiative.

The CT State Department of Education has demonstrated their leadership in developing a plan for implementing coherent, compelling, and comprehensive education reform that we anticipate will set an example for other states throughout the country. We commend your efforts and are excited to partner with the Department as you move forward with this initiative.

Sincerely,

(b)(6)

Richard J. Porth
President & CEO

1344 Silas Deane Highway • Rocky Hill, Connecticut • 06067 • 860-571-7500 • www.ctunitedway.org

Congress of the United States
Washington, DC 20515

May 27, 2010

The Honorable Secretary of Education, Arne Duncan
United States Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary Duncan:

We write today to express our support for the State of Connecticut's Race to the Top (RTTT) application.

Connecticut has taken significant steps to strengthen its application for the second phase of the RTTT competition. In May, the Connecticut House of Representatives and Senate passed what is now Public Act No. 10-111, *An Act Concerning Education Reform in Connecticut*. This new law is a comprehensive education reform bill that seeks to address two critical goals: 1) improve the quality of education for all students in an effort to prepare them for the workforce demands of the twenty-first century; and 2) close the state's achievement gap.

Public Act No. 10-111 takes numerous steps to work to improve educational outcomes for Connecticut students. For example, Public Act No. 10-111 raises standards for high school graduation and eliminates enrollment caps for high-performing charter schools. This law also requires that multiple indicators of student academic growth be included in all teacher evaluations, and it creates a Performance Evaluation Advisory Council to develop model teacher evaluation program guidelines. Additionally, this law will create an improved public information system with expanded data collection to inform teachers, parents, and communities. The reforms outlined in this bill are the result of many hours of negotiations between a wide variety of stakeholders, led by the General Assembly's Education Committee co-chairs, and we applaud their commitment on this critical issue to the state of Connecticut.

The passage of Public Act No.10-111 validates Connecticut's firm commitment to the goals of the Race to the Top competition including raising standards, supporting ways to improve teacher quality, and turning around our state's lowest performing schools. We commend the many stakeholders' efforts in crafting a strong Race to the Top application and, specifically, their focus on collaboration to ensure that all participants were heard and are committed to improving education in Connecticut. Since last fall, the application process has engaged state leaders, educational administrators, teachers, parents, business leaders, community leaders, the higher education community, and many others to ensure that the plan reaches from early childhood through higher education. We also recognize Connecticut's teachers unions for their commitment to working with others to improve education for all students in Connecticut. The support of teachers and local leaders in this process will be critical to implementing the much-needed reforms outlined in this RTTT application.

PRINTED ON RECYCLED PAPER

We believe the combination of the passage of this legislation along with a strong application, which includes the support of more than 80 percent of the state's school districts (including all of the major urban centers) and teachers' unions in the state, demonstrates Connecticut's firm commitment to education reform. As members of Connecticut's Congressional delegation we support Connecticut's Race to the Top plan and hope that they will be provided with the opportunity to transform our schools for decades to come.

Sincerely,

CHRISTOPHER J. DODD
United States Senator

JOSEPH I. LIEBERMAN
United States Senator

JOHN B. LARSON
Member of Congress

JOE COURTNEY
Member of Congress

ROSA L. DeLAURO
Member of Congress

JIM HIMES
Member of Congress

CHRIS MURPHY
Member of Congress

University of Bridgeport

Neil Albert Salonen
President

May 19, 2010

Commissioner Mark McQuillan
Connecticut Department of Education
State Office Building
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner McQuillan:

I am writing to express my support for Connecticut's application for Race to the Top grant funding. As a university president, I am concerned about the level of preparation for college among high school graduates. To address this concern, the implementation of national standards and, especially, high quality assessment, are important elements of a school improvement program. It is also important that there be strong collaboration between school systems and colleges to ensure that high school graduates are ready for college-level work. The Connecticut application for funding addresses these needs, and would lead to better alignment of educational goals.

Another important area for improving and strengthening student performance is in the STEM disciplines. This is a national need, as students shy away from these fields despite the opportunities that exist. A goal of the Connecticut application would promote innovative teaching and learning so that more students are motivated and qualified to pursue further education in science, technology, engineering and mathematics.

Lastly, the Connecticut proposal emphasizes accountability in the application of teaching strategies, assessment, and the support for student learning. A comprehensive system of accountability gives promise that the goals of the proposal would be achievable and that progress towards such achievement would be measurable.

Please consider this letter a strong endorsement of the Connecticut RTTP application.

Sincerely,

Neil A. Salonen

126 Park Avenue • Bridgeport, CT 06604 • Tel: (203) 576-4665 • Fax: (203) 576-4983 • E-mail: president@bridgeport.edu

University of Connecticut
Office of the President

Michael J. Hogan
President

May 18, 2010

Commissioner Mark K. McQuillan
Department of Education -- State Office Building
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner McQuillan,

The University of Connecticut (UConn) is committed to promoting a system of distinctive strengths in postsecondary education. Through overall coordination and focused investment, we can work together to assure state citizens of access to high quality educational opportunities, responsiveness to individual and State needs, and efficiency and effectiveness in the use of resources.

UConn extends its highest support for the State of Connecticut's application for participation in the federal Race to the Top (RTTT) funding competition, as part of the American Recovery and Reinvestment Act (ARRA) of 2009.

We fully support the goals of the state's plan for school reform, including:

- Engaging Families & Communities
- Training & Professional Development
- Enhancing Educator Effectiveness & Accountability
- Promoting Curriculum Innovation & Technology
- Improving HS, College & Workforce Alignment
- Financing Sustainable Progress

We stand ready to work with you to develop strong student privacy protection and appropriate data quality policies and protocols to achieve these ends. The University places a high priority on keeping the personally identifiable information of our students confidential. To that end, the University looks forward to providing data in accordance with it's information and privacy policies, and consistent with the protections/limitations enumerated in the Gramm-Leach-Bliley Act, Federal Educational Rights Privacy Act and the March 15, 2007 Connecticut Attorney General guidance on student data.

We commend the state of Connecticut for the leadership and efforts already demonstrated in recent years to create and integrate early childhood, K-12 and higher education. Moreover, we advocate their aggressive yet achievable plan for implementing coherent, compelling, and comprehensive education reform that can set an example for other states throughout the country and transform our schools for decades to come.

Sincerely,

Michael J. Hogan
President

c: P. Nicholls, Executive Vice President & Provost
T. DeFranco, Dean, Neag School of Education
L. Melvin, Vice President for Enrollment Management
G. Garber, Director, Government Relations

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University of Connecticut
Neag School of Education

Office of the Dean

May 19, 2010

Commissioner Mark K. McQuillan
Department of Education -- State Office Building
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner McQuillan,

The Neag School of Education (NSoE) at the University of Connecticut (UConn) is committed to supporting the Department of Education in its efforts to bring high quality education to all students in Connecticut. Faculty within the NSoE are interested in sharing their expertise and working collaboratively with CSDE and educational stakeholders throughout Connecticut to assure that all students in Connecticut gain access to high quality educational experiences as well as achieve academic success. To that end, the NSoE extends its highest support for the State of Connecticut's application for participation in the federal Race to the Top (RTTT) funding competition, as part of the American Recovery and Reinvestment Act (ARRA) of 2009.

We fully support the goals of the state's plan for school reform, including:
- Engaging Families & Communities
- Training & Professional Development
- Enhancing Educator Effectiveness & Accountability
- Promoting Curriculum Innovation & Technology
- Improving HS, College & Workforce Alignment
- Financing Sustainable Progress

We at the NSoE stand ready to work with you to develop a database system with strong student privacy protection and appropriate data quality policies and protocols to achieve these ends. Such a system will allow us to mine data that can be used to inform decision-making policies within our teacher preparation program. Further, a state-wide database system will lead to evidence-based practice that will help us produce highly qualified teachers who ultimately will increase student academic performance for all students in Connecticut.

We commend the State of Connecticut for the leadership and efforts demonstrated thus far and in this proposal. We at the NSoE are ready to work with the CSDE and all the educational stakeholders in Connecticut to bring comprehensive educational reform to the schools of Connecticut through this application for RTTT funds.

Sincerely,

Thomas C. De Franco

Thomas C. DeFranco, Ph.D.
Dean, Neag School of Education

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Storrs, Connecticut 06269-2064

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UNIVERSITY OF
NEW HAVEN

Office of the President

Steven H. Kaplan, Ph.D.
President

May 18, 2010

Commissioner Mark McQuillan
Connecticut Department of Education
State Office Building
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner McQuillan,

I am writing in support of the Connecticut State Board of Education's Phase II application to the federal government for Race to the Top (RTTP) funding.

As president of one of the fastest-growing higher education institutions in the State, I recognize the importance of constantly striving for excellence. Without this goal, the State's educational institutions, and the students we serve, will surely stagnate. I applaud the actions already taken by the Connecticut State Legislature in passing comprehensive school reform legislation designed to strengthen the State's chances of securing federal funding – funding that could allocate $175 million to help districts implement improvements to their schools.

The University of New Haven closely identifies with the areas outlined in the Phase II application: Engaging Families and Communities; Training and Professional Development; Educator Effectiveness and Accountability; Curriculum Innovation and Technology; High School, College and Workforce Alignment; and Financing Sustainable Progress. During my tenure, the University of New Haven has constructed a number of new cutting-edge facilities; established new and expanded academic programs; welcomed new faculty; built state-of-the-art smart classrooms; increased study abroad opportunities; developed an Engineering and Science University Magnet School; and has become a nationally recognized leader in experiential education. This could not have been accomplished without community support and vision. It is a similar vision that the State shares in seeking to provide the best education possible for our future generations.

In addition, I support the three key goals of the Race to the Top initiative: strengthening educational standards and assessment; expanding data systems to support instruction; and promoting great teachers and leaders. For today's students to be able to compete, they require academic excellence and real-world experience, supported by excellent standards subject to accountability, and innovative instructors.

www.newhaven.edu | 300 Boston Post Road • West Haven, Connecticut, USA 06516-1999
Tel: 203.932.7274 • Fax: 203.931.6060 • E-Mail: skaplan@newhaven.edu

As the University of New Haven has changed and grown, we have reached record-setting enrollments of diverse, quality students who seek higher education at an institution that will exceed their expectations and prepare them for future success. I believe that by providing Connecticut's students with a strong educational foundation fostered by funding provided by this grant, we will not only deliver to the world young people who are well-prepared for the next level of their educational pursuits, but send a message of hope to our communities that their future, and ours, is bright.

Sincerely,

Steven H. Kaplan
President

cc: Natalie Rosenbaum
CERC
805 Brook Street, Bldg. 4
Rocky Hill CT 06067

Urban League
OF GREATER HARTFORD

Empowering Communities.
Changing Lives.

Richard Brown
Interim President and Chief Executive Officer

May 19, 2010

Dr. Mark K. McQuillan
Commissioner and Secretary to State Board of Education
Connecticut State Department of Education
165 Capitol Avenue
Hartford, CT 06106

Dear Dr. McQuillan:

The Urban League of Greater Hartford is pleased to support the State of Connecticut's Phase II application for the Federal Race to the Top funding. The application demonstrates the State's progress toward educational reform, and provides a strategic vision and direction for Connecticut's public schools that embraces early childhood education, secondary education and transition into the workforce.

The Urban League of Greater Hartford believes the goals of the project, standards and assessments, data systems to support instruction, great teachers and leaders and turning around the lowest achieving schools will have a significant impact on the state's workforce. The League's own work as stated by our mission, to promote the self-empowerment of individuals in the Connecticut Capital Region to achieve educational, occupational and economic equality for themselves and their families, means we are committed to partnering with the SDOE, colleges, and universities, for profit and non-profit organizations to push for educational reform.

Sincerely,

(b)(6)

Richard Brown
Interim President & CEO

C: Richard Barry, Board Chair

James C. Smith
Chairman and
Chief Executive Officer

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WebsterBank

May 26, 2010

Arne Duncan
Office of the Secretary
United States Department of Education
400 Maryland Avenue, NW
Washington, D.C. 20202

Re: State of Connecticut's Race To The Top Application

Dear Secretary Duncan:

On behalf of the more than 2,000 Connecticut-based employees of Webster Bank, I am writing in support of the State of Connecticut Department of Education's application for funding under Round II of the U.S. Department of Education's Race To The Top grant program. This second round application represents a substantial rethinking and improvement over the state's first-round application and meets the spirit as well as the letter of the U.S. Department of Education's *Blueprint for Reform: The Reauthorization of the Elementary and Secondary Education Act*. I believe that the reform agenda outlined in the state's application will not only accelerate student achievement gains over the next four years but also give strong evidence that "public education" in Connecticut is itself capable of learning and change over a short period of time.

Among the factors that I believe have strengthened this application and make it deserving of your support is the fact that it is built on quantitative goals for student achievement. A second change in this latest application is that Connecticut proposes to make its proven instructional improvement process accessible to all school districts in the state. Thirdly, Connecticut has identified six levers for achieving comprehensive educational change. The fourth and final element that distinguishes this application is that it is broadly inclusive of public-private partnerships in support of change. The Connecticut General Assembly has supported these efforts and on May 5 adopted seven landmark changes to our educational system.

At its heart, Connecticut's plan for comprehensive educational reform is about "success," specifically the academic and personal success of all students. Connecticut has the largest achievement gap between white and minority students in the nation. Our urban schools educate some of the poorest students in the nation, leading to large disparities in educational

outcomes in our growing African-American and Hispanic student populations. We do have some successes in charter and magnet schools, as well as in our traditional schools, but much more needs to be done if we are to achieve acceptable educational outcomes for all of Connecticut's schoolchildren.

Governor Rell, policymakers, education officials and the business community are determined to help Connecticut school districts achieve high levels of performance for all their students. I urge you to look favorably on Connecticut's application.

Sincerely,

(b)(6)

James C. Smith
Chairman, President and Chief Executive Officer

May 19, 2010

Dr. Mark K. McQuillan
Commissioner and Secretary to State Board of Education
Connecticut State Department of Education
165 Capitol Avenue
Hartford, CT 06106

Dear Dr. McQuillan,

Wheeler Clinic, Inc. is pleased to support the State of Connecticut's Phase II application for Federal *Race to the Top* funding. The application demonstrates the State's progress toward educational reform, and provides a strategic vision and roadmap for Connecticut's public schools that embraces early childhood education through secondary education and into the workforce.

Wheeler Clinic possesses more than 30 years of experience providing clinical services to students in educational environments. Wheeler Clinic has provided educational services through our Northwest Village School in Plainville and our Academy program in Middletown. Together, these school programs meet the educational needs of over 275 students from more than 40 communities per year. The clinic also provides in-district special education programming for school districts in Central Connecticut.

The clinic's educational programs employ a multi-disciplinary therapeutic-education model that utilizes evidence-based practices to help students achieve academic success. The goal of the educational programs at Wheeler Clinic is for the students to return to their public school programs as soon as possible with the supports in place to maximize the likelihood of a successful transition. Wheeler Clinic collaborates closely with referring school districts before, during and after the child's placement in our school. Wheeler Clinic's Department of Education Services also routinely provides ongoing consultation, assistance, and support to the school system, youth and family in the event that the student begins to experience significant difficulty during the transition process.

Wheeler Clinic is currently celebrating its 41st year providing innovative behavioral health services for children, adolescents, adults and families that include outpatient and intensive outpatient substance abuse services, mental health, community justice, special education, early childhood development, prevention, an employee assistance program (EAP) and community education. The clinic serves over 30,000 individuals each year throughout the state. The clinic is a regional leader in the successful implementation of evidence-based, gender-specific, and

91 Northwest Drive, Plainville, CT 06062 · Tel: 888-793-3500 · Fax: 860-793-3520 · www.wheelerclinic.org

trauma-informed treatment practices across its continuum of care. Client and family engagement in services is a crucial component of the service delivery across the clinic's continuum of care. Wheeler Clinic works closely with families, advocacy groups, systems of care community collaboratives, local school districts and community organizations to ensure services are client and family-centered and address the unique needs of the clients served.

Wheeler Clinic's Connecticut Clearinghouse, a statewide library and resource center, provides information on substance use and mental health disorders, prevention and health promotion, treatment and recovery, wellness and related topics. The clinic has extensive experience in planning and executing conferences, trainings and events focused on professional development in Connecticut.

Wheeler Clinic enthusiastically supports the Connecticut State Department of Education in its application for *Race to the Top* funding. If you have any questions regarding this letter of support, please contact me at 860.793.3552 or mrusso@wheelerclinic.org.

Sincerely,

(b)(6)

Michael Russo, Psy.D.
Vice President
Education and Congregate Care Services

WESLEYAN
UNIVERSITY

Michael S. Roth
President
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Middletown, Connecticut 06459-0290
860 685 3500 Fax: 860 685 3501
mroth@wesleyan.edu

May 19, 2010

Commissioner Mark K. McQuillan
Department of Education
State Office Building
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner McQuillan,

Oh behalf of Wesleyan University, I am happy to support the State of Connecticut's application for participation in the federal Race to the Top (RTTT) Phase II funding competition, as part of the American Recovery and Reinvestment Act (ARRA) of 2009. We believe that our engagement in the community is important for the social good and the quality of life in our community. We also believe that as Middletown thrives, so will Wesleyan.

Therefore, we support the goals of the state's plan for school reform, including:

- Adopting internationally benchmarked standards and assessments that prepare students for success in college and the workplace;
- Recruiting, developing, rewarding, and retaining effective teachers and principals;
- Building data systems that measure student success and inform teachers and principals how they can improve their practices; and
- Turning around our lowest-performing schools.

We commend the state of Connecticut for the leadership and efforts already demonstrated in recent years to create and integrate early childhood, K-12 and higher education. Moreover, we advocate their aggressive plan for implementing coherent, compelling, and comprehensive education reform that can set an example for other states throughout the country and transform our schools for decades to come.

Sincerely,

Michael S. Roth

MSR/jva

THE ART AND SCIENCE OF EDUCATION SINCE 1831

WESTERN
CONNECTICUT
STATE UNIVERSITY

OFFICE OF THE PRESIDENT
JAMES W. SCHMOTTER, PH.D

May 19, 2010

Commissioner Mark McQuillan
Connecticut Department of Education
State Office Building
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner McQuillan:

I am writing to express my strong support for the State of Connecticut's proposal for funding from the Race to the Top II competition. Like all public universities, Western Connecticut State University has a vested interest in the improvement of PK-12 education in our state.

The elements of the proposal that Connecticut is advancing focus on educational initiatives that, as research has demonstrated, can increase the effectiveness of our public schools. Given the demographic and economic realities that our state faces, the elevation of educational capacity and the creation of an educated workforce and citizenry is of foremost importance. We in higher education are committed to working with our colleagues in PK-12 to achieve this elevation, and winning Race to the Top II funding is critical to that goal.

Your proposal has my most enthusiastic endorsement and support. All success in the competition.

Sincerely yours,

James W. Schmotter

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(203) 837.8300 VOICE (203) 837.8283 FAX SCHMOTTERJ@WCSU.EDU WWW.WCSU.EDU

WILLIAM CASPAR GRAUSTEIN
MEMORIAL FUND

May 17, 2010

Commissioner Mark K. McQuillan
Department of Education
State Office Building
165 Capitol Avenue
Hartford, CT 06106

The storyteller figure symbolizes the values of the Memorial Fund— educating, supporting and inspiring our children.

Dear Commissioner McQuillan:

The William Caspar Graustein Memorial Fund works collaboratively to improve education for Connecticut's children by supporting school change, informing the public debate on educational issues, and strengthening the involvement of parents and the community in education. We focus on ensuring that *Connecticut children of all races and income levels are ready for school by age five and are successful learners by age nine.*

This letter signifies our support for the State of Connecticut's application for participation in the federal Race to the Top (RTTT) funding competition, as part of the American Recovery and Reinvestment Act (ARRA) of 2009.

We currently work with the Department of Education to increase community support of early childhood education, an initiative that has produced blueprints in 23 communities that are being actively pursued by parent, municipal, nonprofit and educational leaders and citizens. I am pleased to add that as of April, our Trustees approved grants to 19 additional communities to develop a community blueprint for early education over the next 24 months. Together we are also designing an early literacy initiative that will engage parents, the community and school system in improving early reading success for young children As you know, we are just beginning to work in New Britain and imagine Race to the Top will provide the revenues and leverage to add another five communities that need help with literacy.

Finally, we are prepared to offer $250,000 as match for parent leadership development through the Parent Trust Fund recently transferred to State Department of Education. In all of these initiatives, the Memorial Fund has offered to match State funding and to work in full partnership with the State Department of Education.

We fully support the goals of the State's plan for school reform, including:

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Website: www.wcgmf.org • email: GMFmail@wcgmf.org

- Adopting internationally benchmarked standards and assessments that prepare students for success in college and the workplace;
- Recruiting, developing, rewarding, and retaining effective teachers and principals;
- Building data systems that measure student success and inform teachers and principals how they can improve their practices; and
- Turning around our lowest-performing schools.

We commend the State of Connecticut for the leadership and efforts already demonstrated in recent years to create and integrate early childhood, K-12 and higher education. We believe that by working in partnership with communities, we can provide all children and their families with the highest quality learning opportunities.

Sincerely,

(b)(6)

David Nee
Executive Director

One Hamden Center • Suite 2B • 2319 Whitney Avenue • Hamden, CT 06518 • (203) 230-3330 Voice • (203) 230-3331 Fax
Website: www.wcgmf.org • email: GMFmail@wcgmf.org

Yale University

The Zigler Center in Child Development and Social Policy
Child Study Center
Yale School of Medicine
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P.O. Box 207900
New Haven, Connecticut 06520-7900

Walter S. Gilliam, PhD
Director
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May 19, 2010

Dr. Mark K. McQuillan
Commissioner and Secretary to State Board of Education
Connecticut State Department of Education
165 Capitol Avenue
Hartford, CT 06106

Re: State Department of Education Race to the Top Initiative

Dear Dr. McQuillan:

I am pleased to offer my support for your application for Phase II funding under the Race to the Top initiative. I am familiar with many of the initiatives you are and will be launching and am very impressed with how thoughtful the Connecticut State Department of Education is being in how it approaches meaningful education support and reform.

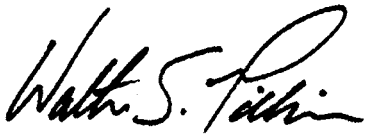
As you know, the Edward Zigler Center in Child Development and Social Policy has enjoyed a long and active history of collaboration with the State Department of Education. For over 30 years, the Zigler Center has been a national leader in the use of educational and developmental science to inform effective policy change for children and families, interfacing directly with a wide variety of departments serving children. As pat of our work, we coordinate a national support effort for over 1300 schools engaged in the School of the 21st Century initiative; have developed and actively support social-emotional curriculum implementation in schools throughout Connecticut, the nation, and internationally; and have conducted several evaluations of the effectiveness of interventions being launched by the Connecticut State Department of Education and other departments in our state. As you know, the Zigler Center has completed a detailed evaluation of Connecticut's family resource centers, the quality and effectiveness of prekindergarten programs throughout the state, and the effectiveness of classroom-based teaching supports in our early education programs through a series of rigorous random-controlled evaluations. We firmly believe in the importance of sharing what we learn, and have worked with the State Department of Education to present our findings to stakeholders (including teachers, parents, administrators, and decision makers) throughout the state and actively collaborate with them regarding how we can use what we learn to improve the lives of students, families, and those who serve them.

During the years that I served with you on the Governor's Early Childhood Research and Policy Council, I have come to better appreciate the bold vision you have for our schools and the collaborative approach you bring to educational leadership. I remain committed to supporting your efforts and look forward to many years of continued collaboration. I also look forward to soon sharing with you the results of our most recent statewide evaluation of the effects of classroom-based coaching and consultation to improve teacher-student interactions and home-school collaboration. It has been very exciting providing these supports to schools throughout the state and evaluating its effectiveness of student behavior and learning and parent involvement through rigorous evaluation. The program has gained considerable support and the rigorous evaluative data we have collected in the past has been very useful for improving the program and helping key stakeholders understand the nature and results of their investment. I look forward to many other

similar efforts to further support schools and provide meaningful evaluative results regarding our efforts.

As you know, you are always welcome to call on me or the resources of the multidisciplinary Edward Zigler Center in Child Development and Social Policy at Yale. Best wishes for continued success for students, families, and educators!

Sincerely,



Walter S. Gilliam, PhD
Associate Professor of Child Psychiatry and Psychology
Director, Edward Zigler Center in Child Development and Social Policy

The Council of Chief State School Officers and
The National Governors Association Center for Best Practices

Common Core Standards
Memorandum of Agreement

Purpose. This document commits states to a state-led process that will draw on evidence and lead to development and adoption of a common core of state standards (common core) in English language arts and mathematics for grades K-12. These standards will be aligned with college and work expectations, include rigorous content and skills, and be internationally benchmarked. The intent is that these standards will be aligned to state assessment and classroom practice. The second phase of this initiative will be the development of common assessments aligned to the core standards developed through this process.

Background. Our state education leaders are committed to ensuring all students graduate from high school ready for college, work, and success in the global economy and society. State standards provide a key foundation to drive this reform. Today, however, state standards differ significantly in terms of the incremental content and skills expected of students.

Over the last several years, many individual states have made great strides in developing high-quality standards and assessments. These efforts provide a strong foundation for further action. For example, a majority of states (35) have joined the American Diploma Project (ADP) and have worked individually to align their state standards with college and work expectations. Of the 15 states that have completed this work, studies show significant similarities in core standards across the states. States also have made progress through initiatives to upgrade standards and assessments, for example, the New England Common Assessment Program.

Benefits to States. The time is right for a state-led, nation-wide effort to establish a common core of standards that raises the bar for all students. This initiative presents a significant opportunity to accelerate and drive education reform toward the goal of ensuring that all children graduate from high school ready for college, work, and competing in the global economy and society. With the adoption of this common core, participating states will be able to:

- Articulate to parents, teachers, and the general public expectations for students;
- Align textbooks, digital media, and curricula to the internationally benchmarked standards;
- Ensure professional development to educators is based on identified need and best practices;
- Develop and implement an assessment system to measure student performance against the common core; and
- Evaluate policy changes needed to help students and educators meet the common core standards and "end-of-high-school" expectations.

An important tenet of this work will be to increase the rigor and relevance of state standards across all participating states; therefore, no state will see a decrease in the level of student expectations that exist in their current state standards.

Process and Structure

- **Common Core State-Based Leadership.** The Council of Chief State School Officers (CCSSO) and the National Governors Association Center for Best Practices (NGA Center) shall assume responsibility for coordinating the process that will lead to state adoption of a common core set of standards. These organizations represent governors and state commissioners of education who are charged with defining K-12 expectations at the state level. As such, these organizations will

facilitate a state-led process to develop a set of common core standards in English language arts and math that are:

- Fewer, clearer, and higher, to best drive effective policy and practice;
- Aligned with college and work expectations, so that all students are prepared for success upon graduating from high school;
- Inclusive of rigorous content and application of knowledge through high-order skills, so that all students are prepared for the 21st century;
- Internationally benchmarked, so that all students are prepared for succeeding in our global economy and society; and
- Research and evidence-based.

☐ **National Validation Committee.** CCSSO and the NGA Center will create an expert validation group that will serve a several purposes, including validating end-of-course expectations, providing leadership for the development of K-12 standards, and certifying state adoption of the common core. The group will be comprised of national and international experts on standards. Participating states will have the opportunity to nominate individuals to the group. The national validation committee shall provide an independent review of the common core. The national validation committee will review the common core as it is developed and offer comments, suggestions, and validation of the process and products developed by the standards development group. The group will use evidence as the driving factor in validating the common core.

☐ **Develop End-of-High-School Expectations.** CCSSO and the NGA Center will convene Achieve, ACT and the College Board in an open, inclusive, and efficient process to develop a set of end-of–high-school expectations in English language arts and mathematics based on evidence. We will ask all participating states to review and provide input on these expectations. This work will be completed by July 2009.

☐ **Develop K-12 Standards in English Language Arts and Math.** CCSSO and the NGA Center will convene Achieve, ACT, and the College Board in an open, inclusive, and efficient process to develop K-12 standards that are grounded in empirical research and draw on best practices in standards development. We will ask participating states to provide input into the drafting of the common core and work as partners in the common core standards development process. This work will be completed by December 2009.

☐ **Adoption.** The goal of this effort is to develop a true common core of state standards that are internationally benchmarked. Each state adopting the common core either directly or by fully aligning its state standards may do so in accordance with current state timelines for standards adoption not to exceed three (3) years.

This effort is voluntary for states, and it is fully intended that states adopting the common core may choose to include additional state standards beyond the common core. States that choose to align their standards to the common core standards agree to ensure that the common core represents at least 85 percent of the state's standards in English language arts and mathematics.

Further, the goal is to establish an ongoing development process that can support continuous improvement of this first version of the common core based on research and evidence-based learning and can support the development of assessments that are aligned to the common core across the states, for accountability and other appropriate purposes.

- ☐ **National Policy Forum.** CCSSO and the NGA Center will convene a National Policy Forum (Forum) comprised of signatory national organizations (e.g., the Alliance for Excellent Education, Business Roundtable, National School Boards Association, Council of Great City Schools, Hunt Institute, National Association of State Boards of Education, National Education Association, and others) to share ideas, gather input, and inform the common core initiative. The forum is intended as a place for refining our shared understanding of the scope and elements of a common core; sharing and coordinating the various forms of implementation of a common core; providing a means to develop common messaging between and among participating organizations; and building public will and support.

- ☐ **Federal Role.** The parties support a state-led effort and not a federal effort to develop a common core of state standards; there is, however, an appropriate federal role in supporting this state-led effort. In particular, the federal government can provide key financial support for this effort in developing a common core of state standards and in moving toward common assessments, such as through the Race to the Top Fund authorized in the American Recovery and Reinvestment Act of 2009. Further, the federal government can incentivize this effort through a range of tiered incentives, such as providing states with greater flexibility in the use of existing federal funds, supporting a revised state accountability structure, and offering financial support for states to effectively implement the standards. Additionally, the federal government can provide additional long-term financial support for the development of common assessments, teacher and principal professional development, other related common core standards supports, and a research agenda that can help continually improve the common core over time. Finally, the federal government can revise and align existing federal education laws with the lessons learned from states' international benchmarking efforts and from federal research.

Agreement. The undersigned state leaders agree to the process and structure as described above and attest accordingly by our signature(s) below.

Signatures		
Governor:	M. Jodi Rell	5/20/09
Chief State School Officer:	[illegible]	5-19-09

Dear State Partners:

Thank you so much for taking a look at this *unproofed, unformatted* final version of the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects.

This final version is built on your excellent and thorough feedback. We want to begin by thanking you again for your work and that of your teams and the educators in your state. As you may know, we were also in receipt of ten thousand comments from the public Web site, so this draft reflects those comments as well. Finally, of course, several teacher organizations and other leading educational organizations and experts have continued to give us detailed feedback, so our work reflects this as well.

So thank you, thank you, thank you for your constructive feedback, conversation, and joint problem solving throughout the process. We never would have gotten to this final version without so much help and input from you. We hope you can now consider it your own work as well as ours.

In this note, we wanted to outline briefly themes from the feedback, how we incorporated the feedback, and what will be in the appendices and glossary that are not being sent now but will be in the published version.

Themes from the feedback and how we revised the Standards:

1. *Attending more fully to technical reading and writing*: Several states felt we had not adequately addressed technical reading and writing, and the Standards are substantially enhanced in this regard. You will notice the change in the title to make technical texts explicit. Also, we have threaded the demands of technical reading and writing throughout the grade-specific standards. Additional samples of technical reading will be added to Appendix B, and samples of student technical writing will be included in Appendix C.

2. *Ensuring text complexity is treated as a goal that does not overly constrain student reading throughout the year*: States were concerned that the way we had framed the text complexity requirements of the Standards seemed to limit attention to individual student needs during the year. We have substantially revised standard 10 on reading complex texts to ensure it is clear that it is an end-of-year expectation.

3. *Clarifying the grade-by-grade progressions, rendering them smoother and clearer to support high-quality instruction and assessment*. All of the progressions have been reviewed repeatedly and with care; we think you will find them far clearer as grade-specific standards year to year.

4. *Making sure the K–2 material is developmentally appropriate*: We have revised the K–2 standards to ensure that they are developmentally appropriate and that key skills such as fluency are extended to grade 5. In a similar vein, we have made standards pertaining to such areas as media and research applicable at the earliest grades in response to overwhelming feedback to do so.

5. *Expanding the richness of multimedia literacy and global diversity:* We have enhanced the Standards to address a fuller range of media and electronic text. We have also added clearer language on the need to study world literature and works from diverse cultures.

There are many other changes, based, as always, on our understanding of the feedback as well as the evidence for college and career readiness. We have made several clarifications that have been requested. We consider all of the changes we have made refinements, not radical revisions.

The appendices and glossary that will be published with the final Standards:

As requested, we will be adding a glossary of key terms. We are also refining Appendices A, B, and C in accord with your feedback.

Now that this is the final version, we are asking whether there are inadvertent errors that remain. Please let us know of any such errors by May 18th. We will not have the capacity to add significant new material or to make significant changes. However, we ask that states keep in mind their flexibility to add 15 percent to the Standards if they believe there is essential material that needs greater attention.

We have made every effort to listen closely and act with care and judgment. Thanks again for all your help and collaboration.

Best regards,

The ELA/Literacy Writing Team (Sue, David, and Jim)

COMMON CORE STATE STANDARDS FOR

English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

DRAFT

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DRAFT

Introduction

The Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects ("the Standards") are the culmination of an extended, broad-based effort to fulfill the charge issued by the states to create the next generation of K–12 standards in order to help ensure that all students are college and career ready in literacy no later than the end of high school.

The present work, led by the Council of Chief State School Officers (CCSSO) and the National Governors Association (NGA), builds on the foundation laid by states in their decades-long work on crafting high-quality education standards. The Standards also draw on the most important international models as well as research and input from numerous sources, including state departments of education, scholars, assessment developers, professional organizations, educators from kindergarten through college, and parents, students, and other members of the public. In their design and content, refined through successive drafts and numerous rounds of feedback, the Standards represent a synthesis of the best elements of standards-related work to date and an important advance over that previous work.

As specified by CCSSO and NGA, the Standards are (1) research and evidence based, (2) aligned with college and work expectations, (3) rigorous, and (4) internationally benchmarked. A particular standard was included in the document only when the best available evidence indicated that its mastery was essential for college and career readiness in a twenty-first-century, globally competitive society. The Standards are intended to be a living work: as new and better evidence emerges, the Standards will be revised accordingly.

The Standards are an extension of a prior initiative led by CCSSO and NGA to develop College and Career Readiness (CCR) standards in reading, writing, speaking, listening, and language as well as in mathematics. The CCR Reading, Writing, and Speaking and Listening Standards, released in draft form in September 2009, serve, in revised form, as the backbone for the present document. Grade-specific K–12 standards in reading, writing, speaking, listening, and language translate the broad (and, for the earliest grades, seemingly distant) aims of the CCR standards into age- and attainment-appropriate terms.

The Standards set requirements for English language arts (ELA) but also for literacy in history/social studies, science, and technical subjects. Just as students must learn to read, write, speak, listen, and use language effectively in a variety of content areas, so too must the Standards specify the literacy skills and understandings required for college and career readiness in multiple disciplines. Literacy standards for grade 6 and above are predicated on teachers of ELA, history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. It is important to note that the 6–12 literacy standards in history/social studies, science, and technical subjects are not meant to replace content standards in those areas but rather to supplement them. States may incorporate the standards into their standards for these subjects or adopt them as content area literacy standards.

As a natural outgrowth of meeting the charge to define college and career readiness, the Standards also lay out a vision of what it means to be a literate person in the twenty-first century. Indeed, the skills and understandings students are expected to demonstrate have wide applicability outside the classroom or workplace. Students who meet the Standards readily undertake the close, attentive reading that is at the heart of understanding and enjoying complex works of literature. They habitually perform the critical reading necessary to pick carefully through the staggering amount of information available today in print and digitally. They actively seek the wide, deep, and thoughtful engagement with high-quality literary and informational texts that builds knowledge, enlarges experience, and broadens worldviews. They reflexively demonstrate the cogent reasoning and use of evidence that is essential to both private deliberation and responsible citizenship in a democratic republic. In short, students who meet the Standards develop the skills in reading, writing, speaking, and listening that are the foundation for any creative and purposeful expression in language.

May 2010

Key Design Considerations

CCR and grade-specific standards

The CCR standards anchor the document and define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college- and career-readiness expectations no later than the end of high school. The CCR and high school grade-specific standards work in tandem to define the college- and career-readiness line—the former providing broad standards, the latter providing additional specificity. Hence, both should be considered when developing college- and career-readiness assessments.

Students advancing through the grades are expected to meet each year's grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the CCR standards.

Grade levels for K–8; grade bands for 9–10 and 11–12

The Standards use individual grade levels in kindergarten through grade 8 to provide useful specificity; the Standards use two-year bands in grades 9–12 to allow schools, districts, and states flexibility in high school course design.

A focus on results rather than means

By emphasizing required achievements, the Standards leave room for teachers, curriculum developers, and states to determine how those goals should be reached and what additional topics should be addressed. Thus, the Standards do not mandate such things as a particular writing process or the full range of metacognitive strategies that students may need to monitor and direct their thinking and learning. Teachers are thus free to provide students with whatever tools and knowledge their professional judgment and experience identify as most helpful for meeting the goals set out in the Standards.

An integrated model of literacy

Although the Standards are divided into Reading, Writing, Speaking and Listening, and Language strands for conceptual clarity, the processes of communication are closely connected, as reflected throughout this document. For example, Writing standard 9 requires that students be able to write about what they read. Likewise, Speaking and Listening standard 4 sets the expectation that students will share findings from their research.

Research and media skills blended into the Standards as a whole

To be ready for college, workforce training, and life in a technological society, students need the ability to gather, comprehend, evaluate, synthesize, and report on information and ideas, to conduct original research in order to answer questions or solve problems, and to analyze and create a high volume and extensive range of print and nonprint texts in media forms old and new. The need to conduct research and to produce and consume media is embedded into every aspect of today's curriculum. In like fashion, research and media skills and understandings are embedded throughout the Standards rather than treated in a separate section.

Shared responsibility for students' literacy development

The Standards insist that instruction in reading, writing, speaking, listening, and language be a shared responsibility within the school. The K–5 standards include expectations for reading, writing, speaking, listening, and language applicable to a range of subjects, including but not limited to ELA. The grades 6–12 standards are divided into two sections, one for ELA and the other for history/social studies, science, and technical subjects. This division reflects the unique, time-honored place of ELA teachers in developing students' literacy skills while at the same time recognizing that teachers in other areas must have a role in this development as well.

Part of the motivation behind the interdisciplinary approach to literacy promulgated by the Standards is extensive research establishing the need for college- and career-ready students to be proficient in reading complex informational text independently in a variety of content areas. Most of the required reading in college and workforce training programs is informational in structure and challenging in content; postsecondary education programs typically provide students with both a higher volume of such reading than is generally required in K–12 schools and comparatively little scaffolding.

The Standards are not alone in calling for a special emphasis on informational text. The 2009 reading framework of the National Assessment of Educational Progress (NAEP) requires a high and increasing proportion of informational text on its assessment as students advance through the grades.

Distribution of Literary and Informational Passages by Grade in the 2009 NAEP Reading Framework

Grade	Literary	Informational
4	50%	50%
8	45%	55%
12	30%	70%

The Standards aim to align instruction with this framework so that many more students than at present can meet the requirements of college and career readiness. In K–5, the Standards follow NAEP's lead in balancing the reading of literature with the reading of informational texts, including texts in history/social studies, science, and technical subjects. In accord with NAEP's growing emphasis on informational texts in the higher grades, the Standards demand that a significant amount of reading of informational texts take place in and outside of the ELA classroom. Fulfilling the standards for 6–12 ELA requires much greater attention to a specific category of informational text—literary nonfiction—than has been traditional. Because the ELA classroom must focus on literature (stories, drama, and poetry) as well as literary nonfiction, a great deal of informational reading in grades 6–12 must take place in other classes if the NAEP assessment framework is to be matched instructionally.[1] To measure students' growth toward college and career readiness, assessments aligned with the Standards should adhere to the distribution of texts across grades cited in the NAEP framework.

NAEP likewise outlines a distribution across the grades of the core purposes and types of student writing. Similar to the Standards, the 2011 NAEP framework cultivates the development of three mutually reinforcing writing capacities: writing to persuade, to explain, and to convey real or imagined experience. Evidence concerning the demands of college and career readiness gathered during development of the Standards concurs with NAEP's shifting emphases: standards for grades 9–12 describe writing in all three forms, but, consistent with NAEP, the overwhelming focus of writing throughout high school should be on writing to argue and to inform or explain.[2]

Distribution of Communicative Purposes by Grade in the 2011 NAEP Writing Framework

Grade	To Persuade	To Explain	To Convey Experience
4	30%	35%	35%
8	35%	35%	30%
12	40%	40%	20%

It follows that writing assessments aligned with the Standards should adhere to the distribution of writing purposes across grades outlined by NAEP.

What is not *covered by the Standards*

The Standards should be recognized for what they are *not* as well as what they are. The most important intentional design limitations are as follows:

1) The Standards define what all students are expected to know and be able to do, not how teachers should teach. The Standards must be complemented by a well-developed, content-rich curriculum consistent with the expectations laid out in this document.

2) While the Standards do attempt to focus on what is most essential, they do not describe all that can or should be taught. A great deal is left to the discretion of teachers and curiculum developers. The aim of the Standards is to articulate the fundamentals, not to set out an exhaustive list nor a set of restrictions that limits what can be taught beyond what is specified herein.

3) The Standards do not define the nature of advanced work for students who meet the Standards prior to the end of high school. For those students, advanced work in such areas as literature, composition, language, and journalism should be available. This

[1] The percentages on the table reflect the sum of student reading, not just reading in ELA settings. Teachers of senior English classes, for example, are not required to devote 70 percent of reading to informational texts. Rather, 70 percent of student reading across the grade should be informational.

[2] As with reading, the percentages in the table reflect the sum of student writing, not just writing in ELA settings.

work should provide the next logical step up from the college and career readiness baseline established here.

4) The Standards set grade-specific standards but do not define the intervention methods or materials necessary to support students who are well below or well above grade-level expectations. It is also beyond the scope of the Standards to define the full range of supports appropriate for English language learners and for students with special needs. At the same time, all students must have the opportunity to learn and meet the same high standards if they are to access the knowledge and skills necessary in their post-school lives. The Standards should be read as allowing for the widest possible range of students to participate fully from the outset, along with appropriate accommodations to ensure maximum participaton of students with special education needs. For example, for students with disabilities *reading* should allow for use of Braille, screen reader technology, or other assistive devices, while *writing* should include the use of a scribe, computer, or speech-to-text technology. In a similar vein, speaking and *listening* should be interpreted broadly to include sign language. No set of grade-specific standards can fully reflect the great variety in abilities, needs, learning rates, and achievement levels of students in any given classroom. However, the Standards do provide clear signposts along the way to the goal of college and career readiness for all students.

5) While the ELA and content area literacy components described herein are critical to college and career readiness, they do not define the whole of such readiness. Students require a wide-ranging, rigorous academic preparation and, particularly in the early grades, attention to such matters as social, emotional, and physical development and approaches to learning. Similarly, the Standards define literacy expectations in history/social studies, science, and technical subjects, but literacy standards in other areas, such as mathematics and health education, modeled on those herein are strongly encouraged to allow for a comprehensive, schoolwide literacy program.

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The Student Who is College and Career Ready in Reading, Writing, Speaking, Listening, and Language

The descriptions that follow are not standards themselves but instead offer a portrait of students who meet the standards set out in this document. As students advance through the grades and master the standards in reading, writing, speaking, listening, and language, they are able to exhibit with increasing fullness and regularity these capacities of the literate individual.

- **They demonstrate independence.**

Students can, without significant scaffolding or support, comprehend and evaluate complex texts across a range of types and disciplines, and they can construct effective arguments and clearly convey intricate or multifaceted information. Likewise, students are independently able to discern a speaker's key points and request clarification if something is not understood. They ask relevant questions, build on others' ideas, articulate their own ideas, and ask for confirmation that they have been understood. Without prompting, they observe language conventions, determine word meanings, attend to the connotations of words, and acquire new vocabulary.

- **They build strong content knowledge.**

Students establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They become proficient in new areas through research and study. They read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise. They refine and share their knowledge through writing and speaking.

- **They respond to the varying demands of audience, task, purpose, and discipline.**

Students consider their communication in relation to audience, task, purpose, and discipline. They appreciate nuances, such as how the composition of an audience should affect tone when speaking and how the connotations of words affect meaning. They also know that different disciplines call for different types of evidence (e.g., documentary evidence in history, experimental evidence in the sciences).

- **They comprehend as well as critique.**

Students are engaged and open-minded—but discerning—readers and listeners. They work diligently to understand precisely what an author or speaker is saying, but they also question an author's or speaker's assumptions and assess the veracity of claims.

- **They value evidence.**

Students cite specific evidence when offering an oral or written interpretation of a text. They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to the reader or listener, and they constructively evaluate others' use of evidence.

- **They use technology and digital media strategically and capably.**

Students employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use. They tailor their searches online to acquire useful information efficiently, and they integrate what they learn using technology with what they learn offline. They are familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to their communication goals.

- **They come to understand other perspectives and cultures.**

Students appreciate that the twenty-first-century classroom and workplace are settings in which people from often widely divergent cultures and who represent diverse experiences and perspectives must learn and work together. Students actively seek to understand other perspectives and cultures through reading and listening, and they are able to communicate effectively with people of varied backgrounds. They evaluate other points of view critically and constructively. Through reading great classic and contemporary works of literature representative of a variety of periods, cultures, and worldviews, students can vicariously inhabit worlds and have experiences much different than their own.

How to Read This Document

Overall Document Organization and Main Features

The Standards comprise three main sections: a comprehensive K–5 section and two content area–specific sections for grades 6–12, one for ELA and one for history/social studies, science, and technical subjects. Three appendices (lettered A, B, and C) accompany the main document.

Each section is divided into *strands*. K–5 and 6–12 ELA have Reading, Writing, Speaking and Listening, and Language strands; the 6–12 history/social studies, science, and technical subjects section focuses on Reading and Writing. Each strand is headed by a strand-specific set of *College and Career Readiness Anchor Standards* that is identical across all grades and content areas.

Standards for each grade within K–8 and for grades 9–10 and 11–12 follow the CCR standards in each strand. Each *grade-specific standard* (as these standards are collectively referred to) corresponds to the same-numbered CCR standard. Put another way, each CCR standard has an accompanying grade-specific standard translating the broader CCR statement into grade-appropriate end-of-year expectations.

Individual CCR standards can be identified by their strand, CCR status, and number (R.CCR.6, for example). Individual grade-specific standards can be identified by their strand, grade, and number or number and letter so that RI.4.3, for example, stands for Reading, Informational Text, grade 4, standard 3. Likewise, W.5.1a stands for Writing, grade 5, standard 1a. Strand designations can be found in brackets alongside the full strand title.

Who is responsible for which portion of the Standards

A single K–5 section lists CCR and grade-specific standards for reading, writing, speaking, listening, and language across the curriculum, reflecting the fact that most or all of the instruction students in these grades receive comes from one teacher. Grades 6–12 are covered in two content area–specific sections, the first for the English language arts teacher and the second for teachers of history/social studies, science, and technical subjects. Each section uses the same CCR standards but also includes grade-specific standards tuned to the literacy requirements of the particular discipline(s).

Key Features of the Standards

Reading: Text complexity and the growth of comprehension

The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade-by-grade "staircase" of increasing text complexity that rises from beginning reading to the college- and career-readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.

Writing: Text types, responding to reading, and research

The Standards acknowledge the fact that whereas some writing skills, such as the ability to plan, revise, edit, and publish, are applicable to many types of writing, other skills are more properly defined in terms of specific writing types: arguments, informative/explanatory texts, and narratives. Standard 9 stresses the importance of the writing-reading connection by requiring students to draw and write about evidence from literary and informational texts. Because of the centrality of writing to most forms of inquiry, research standards are prominently included in this strand, though skills important to research are infused throughout the document.

Speaking and Listening: Flexible communication and collaboration

Including but not limited to skills necessary for formal presentations, the Speaking and Listening standards require students to develop a range of broadly useful oral communication and interpersonal skills. Students must learn to work together, express and listen to ideas, integrate information from oral, visual, and multimodal sources, evaluate what they hear, use digital media and visual displays strategically to help achieve communicative purposes, and adapt speech to context and task.

Language: Conventions and vocabulary

The standards on conventions and effective language use include the essential "rules" of formal written and spoken English, but they also approach language as a matter of craft and informed choice among alternatives. The vocabulary standards focus on understanding words, their relationships, and

their nuances and on acquiring new words and phrases, particularly general academic and domain-specific vocabulary.

Appendices A, B, and C

Appendix A contains supplementary material on reading, writing, speaking and listening, and language as well as a glossary of key terms. Appendix B consists of text exemplars illustrating the complexity, quality, and range of reading appropriate for various grade levels. Appendix C includes annotated samples demonstrating at least adequate performance in student writing at various grade levels.

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Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

K–5

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College and Career Readiness Anchor Standards for Reading

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They relate to their College and Career Readiness (CCR) counterparts by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and explain how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented graphically, visually, orally, and multimodally as well as in words within and across print and digital sources.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

*Please see "Research to Build and Present Knowledge" in Writing and "Comprehension and Collaboration" in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

Note on range and content of student reading

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.

Reading Standards for Literature K–5

[RL]

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Kindergartners:	Grade 1 students:	Grade 2 students:
Key Ideas and Details		
1. With prompting and support, ask and answer questions about key details in a text.	**1.** Ask and answer questions about key details in a text.	**1.** Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
2. With prompting and support, retell familiar stories, including key details.	**2.** Retell stories, including key details, and demonstrate understanding of their central message or lesson.	**2.** Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
3. With prompting and support, identify characters, settings, and major events in a story.	**3.** Describe characters, settings, and major events in a story, using key details.	**3.** Describe how characters in a story respond to major events and challenges.
Craft and Structure		
4. Ask and answer questions about unknown words in a text.	**4.** Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	**4.** Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
5. Recognize common types of texts (e.g., storybooks, poems).	**5.** Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	**5.** Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	**6.** Identify who is telling the story at various points in a text.	**6.** Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
Integration of Knowledge and Ideas		
7. With prompting and support, describe the connection between pictures or other illustrations and the overall story in which they appear.	**7.** Refer to pictures, illustrations, and details in a story to describe characters, setting, or events.	**7.** Use information from illustrations, other visual elements (e.g., maps), and the words in a print or digital text to demonstrate understanding of the characters, setting, or plot.
8. (Not applicable to literature)	**8.** (Not applicable to literature)	**8.** (Not applicable to literature)
9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	**9.** Compare and contrast the adventures and experiences of characters in stories.	**9.** Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
Range of Reading and Level of Text Complexity		
10. Actively engage in group reading activities with purpose and understanding.	**10.** With prompting and support, read appropriately complex prose and poetry for grade 1.	**10.** By the end of the year, read literature, including stories, poetry, and drama, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Grade 3 students:	Grade 4 students:	Grade 5 students:
Key Ideas and Details		
1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	**1.** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	**1.** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	**2.** Determine a theme of a story, drama, or poem from details in the text; summarize the text.	**2.** Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	**3.** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	**3.** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
Craft and Structure		
4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	**4.** Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., *Herculean*), drawing on a wide reading of classic myths from a variety of cultures and periods.	**4.** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as *chapter*, *scene*, and *stanza*; describe how each successive part builds on earlier sections.	**5.** Explain major differences between poems, drama, and prose and refer to the core structural elements of poems (e.g., stanza, verse, rhythm, meter) and drama (e.g., casts of characters, setting descriptions, dialogue, acts, scenes, stage directions) when writing or speaking about a text.	**5.** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
6. Distinguish their own point of view from that of the narrator or those of the characters.	**6.** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	**6.** Describe how a narrator's or speaker's point of view influences how events are described.
Integration of Knowledge and Ideas		
7. Explain how specific images and illustrations contribute to or clarify a story (e.g., create mood, emphasize particular aspects of characters or settings).	**7.** Integrate information gained from illustrations and other visual elements in a text with the words to demonstrate understanding of how the characters, setting, and plot interact and develop.	**7.** Analyze how visual and multimedia elements in conjunction with words contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction).
8. (Not applicable to literature)	**8.** (Not applicable to literature)	**8.** (Not applicable to literature)
9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	**9.** Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	**9.** Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

Grade 3 students:	Grade 4 students:	Grade 5 students:
Range of Reading and Level of Text Complexity		
10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 2–3 text complexity band independently and proficiently.	**10.** By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	**10.** By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band independently and proficiently.

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Reading Standards for Informational Text K–5

[RI]

Kindergartners:	Grade 1 students:	Grade 2 students:
Key Ideas and Details		
1. With prompting and support, ask and answer questions about key details in a text.	**1.** Ask and answer questions about key details in a text.	**1.** Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
2. With prompting and support, identify the main topic and retell key details of a text.	**2.** Identify the main topic and retell key details of a text.	**2.** Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	**3.** Describe the connection between two individuals, events, ideas, or pieces of information in a text.	**3.** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
Craft and Structure		
4. With prompting and support, ask and answer questions about unknown words in a text.	**4.** Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	**4.** Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.
5. Identify the front cover, back cover, and title page of a book.	**5.** Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	**5.** Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text quickly and efficiently.
6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	**6.** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	**6.** Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
Integration of Knowledge and Ideas		
7. With prompting and support, describe the connection between pictures or other illustrations and the overall text in which they appear.	**7.** Use pictures, illustrations, and details in a text to describe its key ideas.	**7.** Explain how specific images and other illustrations contribute to and clarify a text (e.g., show how something works).
8. With prompting and support, identify the reasons an author gives to support points in a text.	**8.** Identify the reasons an author gives to support points in a text.	**8.** Describe how reasons support specific points the author makes in a text.
9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	**9.** Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	**9.** Compare and contrast the most important points presented by two texts on the same topic.
Range of Reading and Level of Text Complexity		
10. Actively engage in group reading activities with purpose and understanding.	**10.** With prompting and support, read appropriately complex informational texts for grade 1.	**10.** By the end of year, read and comprehend informational texts, including historical, scientific and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range

Grade 3 students:	Grade 4 students:	Grade 5 students:
Key Ideas and Details		
1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	**1.** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	**1.** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
2. Determine the main idea of a text; recount the key details and explain how they support the main idea.	**2.** Determine the main idea of a text and explain how it is supported by key details; summarize the text.	**2.** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	**3.** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	**3.** Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
Craft and Structure		
4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*.	**4.** Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.	**4.** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.
5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic quickly and efficiently.	**5.** Describe the overall structure of events, ideas, concepts, or information (e.g., chronology, comparison, cause/effect) in a text or part of a text.	**6.** Compare and contrast the organizational structure of events, ideas, concepts, or information (e.g., chronology, comparison, cause/effect, problem/solution) in two or more texts.
6. Distinguish their own point of view from that of the author of a text.	**6.** Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	**7.** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
Integration of Knowledge and Ideas		
7. Use information gained from illustrations, other visual elements (e.g., maps, photographs), and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	**7.** Interpret factual information presented graphically or visually (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to understanding the text in which they appear.	**7.** Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	**8.** Explain how an author uses reasons and evidence to support particular points in a text.	**8.** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point(s).
9. Compare and contrast the most important points and key details presented in two texts on the same topic.	**9.** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	**9.** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Grade 3 students:	Grade 4 students:	Grade 5 students:
Range of Reading and Level of Text Complexity		
10. By the end of the year, read and comprehend informational texts, including historical, scientific, and technical texts, in the grades 2–3 text complexity band independently and proficiently.	**10.** By the end of year, read and comprehend informational texts, including historical, scientific, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as necessary at the high end of the range.	**10.** By the end of the year, read and comprehend informational text, including historical, scientific, and technical texts, in the grades 4–5 text complexity band level independently and proficiently.

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Reading Standards: Foundational Skills (K–5) [RF]

These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These Foundational Skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: Good readers will need much less practice with these concepts than struggling readers. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

** In Kindergarten children are expected to demonstrate increasing awareness and competence in the areas that follow.*

Kindergartners:	Grade 1 students:
Print Concepts	
1. Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page-by-page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet.	**1.** Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
Phonological Awareness	
2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words. c. Blend and segment onsets and rimes of single-syllable spoken words. d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (CVC) words.[1] (This does not include CVCs ending with /l/, /r/, or /x/.) e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	**2.** Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Distinguish long from short vowel sounds in spoken single-syllable words . b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

[1]Words, syllables, or phonemes written in /slashes/ refer to their pronunciation or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word.

Reading Standards: Foundational Skills (K–5) [RF]

** In Kindergarten children are expected to demonstrate increasing awareness and competence in the areas that follow.*

Kindergartners:*	Grade 1 students:	Grade 2 students:
Phonics and Word Recognition		
3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant. b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. c. Read common high-frequency words by sight. (e.g., *the*, *of*, *to*, *you*, *she*, *my*, *is*, *are*, *do*, *does*). d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	**3.** Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences for common consonant digraphs.(two letters that represent one sound). b. Decode regularly spelled one-syllable words. c. Know final *-e* and common vowel team conventions for representing long vowel sounds. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns by breaking the words into syllables. f. Read words with inflectional endings. g. Recognize and read grade-appropriate irregularly spelled words.	**3.** Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words.
4. Read emergent-reader texts with purpose and understanding.	**4.** Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	**4.** Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Grade 3 students:	Grade 4 students:	Grade 5 students:
Phonics and Word Recognition		
3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multisyllable words. d. Read grade-appropriate irregularly spelled words.	**3.** Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context.	**3.** Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context.
Fluency		
4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	**4.** Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	**4.** Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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College and Career Readiness Anchor Standards for Writing

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They relate to their College and Career Readiness (CCR) counterparts by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes[1]

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.[2]
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

[1]These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.
[2]See standards 1–3 in Language, pages 26–31, for specific editing expectations.

Note on range and content of student writing

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose.. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

Writing Standards K–5

[W]

The following standards for K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C.

Kindergartners:	Grade 1 students:	Grade 2 students:
Text Types and Purposes		
1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is . . .*).	**1.** Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	**1.** Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section.
2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	**2.** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	**2.** Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	**3.** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	**3.** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
Production and Distribution of Writing		
4. (Begins in grade 3)	**4.** (Begins in grade 3)	**4.** (Begins in grade 3)
5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	**5.** With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	**5.** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	**6.** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	**6.** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
Research to Build and Present Knowledge		
7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	**7.** Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).	**7.** Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	**8.** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	**8.** Recall information from experiences or gather information from provided sources to answer a question.
9. (Begins in grade 4)	**9.** (Begins in grade 4)	**9.** (Begins in grade 4)
Range of Writing		
10. (Begins in grade 3)	**10.** (Begins in grade 3)	**10.** (Begins in grade 3)

Grade 3 students:	Grade 4 students:	Grade 5 students:
Text Types and Purposes		
1. Write opinion pieces on familiar topics or texts, supporting a point of view with reasons. a. Introduce the topic or book they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., *because*, *therefore*, *since*, *for example*) to connect opinion and reasons. d. Provide a concluding statement or section.	**1.** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., *for instance*, *in order to, in addition*). d. Provide a concluding statement or section related to the opinion presented.	**1.** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*). d. Provide a concluding statement or section related to the opinion presented.
2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information. d. Provide a concluding statement or section.	**2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., *another*, *for example*, *also*, *because*). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.	**2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast*, *especially*). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.
3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure.	**3.** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.	**3.** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.

Grade 3 students:	Grade 4 students:	Grade 5 students:
Production and Distribution of Writing		
4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	**4.** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	**4.** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	**5.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	**5.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	**6.** With some guidance and support from adults, use technology, including the Internet, to produce and publish writing (using the keyboard) as well as to interact and collaborate with others.	**6.** With some guidance and support from adults, use technology, including the Internet, to produce and publish a minimum of two pages of writing (using the keyboard) as well as to interact and collaborate with others.
Research to Build Knowledge		
7. Conduct short research projects that build knowledge about a topic.	**7.** Conduct short research projects that build knowledge through investigation of different aspects of a topic.	**7.** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	**8.** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	**8.** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
9. (Begins in grade 4)	**9.** Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply *grade 4 Reading standards* to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text"). b. Apply *grade 4 Reading standards* to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").	**9.** Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply *grade 5 Reading standards* to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text"). b. Apply *grade 5 Reading standards* to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point[s]").
Range of Writing		
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	**10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	**10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for Speaking and Listening

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They relate to their College and Career Readiness (CCR) counterparts by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate content from multiple graphical, visual, oral, or multimodal sources.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Note on range and content of student speaking and listening

To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

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The following standards for K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Kindergartners:	Grade 1 students:	Grade 2 students:
Comprehension and Collaboration		
1. Participate in collaborative conversations about *kindergarten topics and texts* with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges.	**1.** Participate in collaborative conversations about *grade 1 topics and texts* with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion.	**1.** Participate in collaborative conversations about *grade 2 topics and texts* with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
2. Confirm understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details.	**2.** Demonstrate understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details and restating key elements.	**2.** Recount or describe key ideas or details from written texts read aloud or information presented orally or through media.
3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	**3.** Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	**3.** Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
Presentation of Knowledge and Ideas		
4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	**4.** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	**4.** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
5. Add drawings or other visual displays to descriptions as desired to provide additional detail.	**5.** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	**5.** Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
6. Speak audibly and express thoughts, feelings, and ideas clearly.	**6.** Produce complete sentences when appropriate to task and situation. (See standards 1–3 in Language, pages 26–31, for specific expectations.)	**6.** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See standards 1–3 in Language, pages 26–31, for specific expectations.)

Grade 3 students:	Grade 4 students:	Grade 5 students:
Comprehension and Collaboration		
1. Engage effectively in a range of collaborative discussions (one-on-one and in groups) on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly. a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. c. Explain their own ideas and understanding in light of the discussion.	**1.** Engage effectively in range of collaborative discussions (one-on-one and in groups) on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussions. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	**1.** Engage effectively in a range of collaborative discussions (one-on-one and in groups) on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
2. Identify the main ideas and supporting details of written texts read aloud or information presented graphically, orally, visually, or multimodally.	**2.** Paraphrase portions of written texts read aloud or information presented graphically, orally, visually, or multimodally.	**2.** Summarize written texts read aloud or information presented graphically, orally, visually, or multimodally.
3. Ask and answer questions about information from a speaker's, offering appropriate elaboration and detail.	**3.** Identify the reasons and evidence a speaker provides to support particular points.	**3.** Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
Presentation of Knowledge and Ideas		
4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	**4.** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	**4.** Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	**5.** Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	**5.** Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See standards 1–3 in Language, pages 26–31, for specific expectations.)	**6.** Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See standards 1–3 in Language, pages 26–31, for specific expectations.)	**6.** Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See standards 1–3 in Language, pages 26–31, for specific expectations.)

College and Career Readiness Anchor Standards for Language

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They relate to their College and Career Readiness (CCR) counterparts by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Conventions

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of capitalization, punctuation, and spelling when writing.

Effective Language Use

3. Use language to enhance meaning, convey style, and achieve particular effects when writing or speaking.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of word relationships and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific vocabulary sufficient for reading, writing, speaking, and listening at the college and career readiness level.

Note on range and content of student language use

To build a foundation for college and career readiness in language, students must gain control over many conventions of grammar, usage, and mechanics as well as learn ways to use language to enhance meaning. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use, come to appreciate that words have nonliteral meanings, shadings of meaning, and relationships to other words, and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

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Language Standards K–5

[L]

The following standards for grades K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*). See the table on page 31 for a complete list and Appendix A for an example of how these skills develop in sophistication.

Kindergartners:	Grade 1 students:	Grade 2 students:
Conventions		
1. Observe conventions of grammar and usage when writing or speaking. a. Print many upper- and lowercase letters. b. Use frequently occurring nouns and verbs. c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog*, *dogs*; *wish*, *wishes*). d. Understand and use question words (interrogatives) (e.g., *who*, *what*, *where*, *when*, *why*, *how*). e. Use the most frequently occurring prepositions (e.g., *to*, *from*, *in*, *out*, *on*, *off*, *for*, *of*, *by*, *with*). f. Produce and expand complete sentences in shared language activities.	**1.** Observe conventions of grammar and usage when writing or speaking. a. Print all upper- and lowercase letters. b. Use common, proper, and possessive nouns. c. Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops*; *We hop*). d. Use personal, possessive, and indefinite pronouns (e.g., *I*, *me*, *my*; *they*, *them*, *their*, *anyone*, *everything*). e. Use verbs to convey a sense of past, present, and future (e.g., *Yesterday I walked home*; *Today I walk home*; *Tomorrow I will walk home*). f . Use frequently occurring adjectives. g. Use frequently occurring conjunctions (e.g., *and*, *but*, *or*, *so*, *because*). g. Use determiners (e.g., articles, demonstratives). h. Use frequently occurring prepositions (e.g., *during*, *beyond*, *toward*). i. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to questions and prompts.	**1.** Observe conventions of grammar and usage when writing or speaking. a. Use collective nouns (e.g., *group*). b. Form and use frequently occurring irregular plural nouns (e.g., *feet*, *children*, *teeth*, *mice*, *fish*). c. Use reflexive pronouns (e.g., *myself*, *ourselves*). d. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat*, *hid*, *told*). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie*; *The little boy watched the movie*; *The action movie was watched by the little boy*).
2. Observe conventions of capitalization, punctuation, and spelling when writing. a. Capitalize the first word in a sentence and the pronoun *I*. b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	**2.** Observe conventions of capitalization, punctuation, and spelling when writing. a. Capitalize dates and names of people. b. Use end punctuation for sentences. c. Use commas in dates and to separate single words in a series. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	**2.** Observe conventions of capitalization, punctuation, and spelling when writing. a. Capitalize holidays, product names, and geographic names. b. Use commas in greetings and closings of letters. c. Use an apostrophe to form contractions and frequently occurring possessives. d. Generalize learned spelling patterns when writing words (e.g., *cage* → *badge*; *boy* → *boil*). e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
Effective Language Use		
3. (Begins in grade 3)	**3.** (Begins in grade 3)	**3.** (Begins in grade 3)

Kindergartners:	Grade 1 students:	Grade 2 students:
Vocabulary Acquisition and Use		
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *kindergarten reading and content*. a. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* as a bird and learning the verb *to duck*). b. Use the most frequently occurring inflections and affixes (e.g., *-ed*, *-s*, *re-*, *un-*, *pre-*, *-ful*, *-less*) as a clue to the meaning of an unknown word.	**4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Use frequently occurring affixes as a clue to the meaning of a word. c. Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks*, *looked*, *looking*).	**4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 reading and content*, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy*, *tell/retell*). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition*, *additional*). d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse*, *lighthouse*, *housefly*; *bookshelf*, *notebook*, *bookmark*). e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
5. With guidance and support from adults, explore word relationships and nuances in word meanings. a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). c. Identify real-life connections between words and their use (e.g., note places at school that are *colorful*). d. Distinguish shades of meaning among verbs describing the same general action (e.g., *walk*, *march*, *strut*, *prance*) by acting out the meanings.	**5.** With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. b. Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes). c. Identify real-life connections between words and their use (e.g., note places at home that are *cozy*). d. Distinguish shades of meaning among verbs differing in manner (e.g., *look*, *peek*, *glance*, *stare*, *glare*, *scowl*) and adjectives differing in intensity (e.g., *large*, *gigantic*) by defining or choosing them or by acting out the meanings.	**5.** Demonstrate understanding of word relationships and nuances in word meanings. a. Identify real-life connections between words and their use (e.g., describe foods that *are spicy* or *juicy*). b. Distinguish shades of meaning among closely related verbs (e.g., *toss*, *throw*, *hurl*) and closely related adjectives (e.g., *thin*, *slender*, *skinny*, *scrawny*).
6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	**6.** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *I named my hamster Nibblet because she nibbles too much because she likes that*).	**6.** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).

Grade 3 students:	Grade 4 students:	Grade 5 students:
Conventions		
1. Observe conventions of grammar and usage when writing or speaking. a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. b. Form and use regular and irregular plural nouns. c. Use abstract nouns (e.g., *childhood*). d. Form and use regular and irregular verbs. e. Form and use the simple (e.g., *I walked*; *I walk*; *I will walk*) verb tenses. f. Ensure subject-verb and pronoun-antecedent agreement.* g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. h. Use coordinating and subordinating conjunctions. i. Produce simple, compound, and complex sentences.	**1.** Observe conventions of grammar and usage when writing or speaking. a. Use relative pronouns (*who*, *whose*, *whom*, *which*, *that*) and relative adverbs (*where*, *when*, *why*). b. Form and use the progressive (e.g., *I was walking*; *I am walking*; *I will be walking*) verb aspects. c. Use modal auxiliaries (e.g., *can*, *may*, *must*) to convey various conditions. d. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*). e. Form and use prepositional phrases. f. Produce complete sentences, recognizing and correcting rhetorically poor fragments and run-ons.* g. Correctly use frequently confused words (e.g., *to*, *too*, *two*; *there*, *their*).*	**1.** Observe conventions of grammar and usage when writing or speaking. a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. b. Form and use the perfect (e.g., *I had walked*; *I have walked*; *I will have walked*) verb aspects. c. Use verb tense and aspect to convey various times, sequences, states, and conditions. d. Recognize and correct inappropriate shifts in verb tense and aspect.* e. Use correlative conjunctions.
2. Observe conventions of capitalization, punctuation, and spelling when writing. a. Capitalize important words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Form and use possessives. e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting*, *smiled*, *cries*, *happiness*). f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	**2.** Observe conventions of capitalization, punctuation, and spelling when writing. a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade-appropriate words correctly, consulting references as needed.	**2.** Observe conventions of capitalization, punctuation, and spelling when writing. a. Use punctuation to separate items in a series.* b. Use a comma to separate an introductory element from the rest of the sentence. c. Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*). d. Use underlining, quotation marks, or italics to indicate titles of works. e. Spell grade-appropriate words correctly, consulting references as needed.
Effective Language Use		
3. Use language to achieve particular effects when writing or speaking. a. Choose words and phrases for effect.*	**3.** Use language to enhance meaning and achieve particular effects when writing or speaking. a. Choose words and phrases to convey ideas precisely.* b. Use punctuation for effect.*	**3.** Use language to enhance meaning, convey style, and achieve particular effects when writing or speaking. a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

Grade 3 students:	Grade 4 students:	Grade 5 students:
Vocabulary Acquisition and Use		
4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on *grade 3 reading and content*, choosing flexibly from a range of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable*, *comfortable/uncomfortable*, *care/careless*, *heat/preheat*). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company*, *companion*). d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	**4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 4 reading and content*, choosing flexibly from a range of strategies. a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph*, *photograph*, *autograph*). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	**4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and content*, choosing flexibly from a range of strategies. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *photosynthesis*). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
5. Demonstrate understanding of word relationships and nuances in word meanings. a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*). b. Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*). c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew*, *believed*, *suspected*, *heard*, *wondered*).	**5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	**5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific vocabulary, including words and phrases that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).	**6.** Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal precise actions, emotions, or states of being (e.g., *quizzed*, *whined*, *stammered*) and words and phrases basic to a particular topic (e.g., *wildlife*, *conservation*, and *endangered* when discussing animal preservation).	**6.** Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal contrast, addition, and other logical relationships (e.g., *however*, *although*, *nevertheless*, *similarly*, *moreover*, *in addition*).

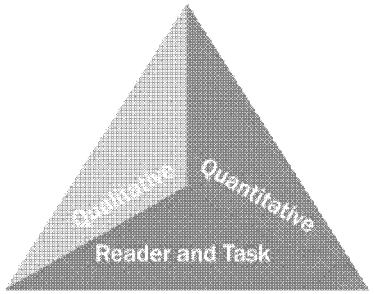
Language Progressive Skills, by Grade

The following skills, marked with an asterisk (*) in Language standards 1–3, are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

Skill	3	4	5	6	7	8	9–10	11–12
Ensure subject-verb and pronoun-antecedent agreement.								
Choose words and phrases for effect.								
Produce complete sentences, recognizing and correcting rhetorically poor fragments and run-ons.								
Correctly use frequently confused words (e.g., *to/too/two*; *there/their*).								
Choose words and phrases to convey ideas precisely.								
Use punctuation for effect.								
Recognize and correct inappropriate shifts in verb tense and aspect.								
Use punctuation to separate items in a series.								
Recognize and correct inappropriate shifts in pronoun number and person.								
Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).								
Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.								
Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.								
Vary sentence patterns for meaning, reader/listener interest, and style.								
Maintain consistency in style and tone.								
Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.								
Choose language that expresses ideas precisely and concisely, eliminating wordiness and redundancy.								
Recognize and correct inappropriate shifts in verb voice and mood.								
Use parallel structure.								

Standard 10: Range, Quality, and Complexity of Student Reading K–5

Measuring Text Complexity: Three Factors



Qualitative evaluation of the text: Levels of meaning, structure, language conventionality and clarity, and knowledge demands

Quantitative evaluation of the text: Readability measures and other scores of text complexity

Matching reader to text and task: Reader knowledge, motivation, and interests as well as the complexity generated by the tasks assigned and the questions posed

Note: More detailed information on text complexity and how it is measured is contained in Appendix A.

Range of Text Types for K–5

Students in K–5 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.

Literature			Informational Text
Stories	**Dramas**	**Poetry**	**Literary Nonfiction and Historical, Scientific, and Technical Texts**
Includes children's adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth	Includes staged dialogue and brief familiar scenes	Includes nursery rhymes and the subgenres of the narrative poem, limerick, and free verse poem	Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics

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Texts Illustrating the Complexity, Quality, and Range of Student Reading K–5

* Read-aloud
** Read-along

	Literature: Stories, Drama, Poetry	Informational Texts: Literary Nonfiction and Historical, Scientific, and Technical Texts
K	▪ *Over in the Meadow* by John Langstaff (traditional) (c1800)* ▪ *A Boy, a Dog, and a Frog* by Mercer Mayer (1967) ▪ *Pancakes for Breakfast* by Tomie DePaola (1978) ▪ *A Story A Story* by Gail E. Haley (1970)* ▪ *Kitten's First Full Moon* by Kevin Henkes (2004)*	▪ *My Five Senses* by Aliki (1962)* ▪ *Truck* by Donald Crews (1980) ▪ *I Read Signs* by Tana Hoban (1987) ▪ *What Do You Do With a Tail Like This?* by Steve Jenkins and Robin Page (2003)* ▪ *Amazing Whales!* by Sarah L. Thomson (2005)*
1[1]	▪ "Mix a Pancake" by Christina G. Rossetti (1893)** ▪ *Mr. Popper's Penguins* by Richard Atwater (1938)* ▪ *Little Bear* by Else Holmelund Minarik, illustrated by Maurice Sendak (1957)** ▪ *Frog and Toad Together* by Arnold Lobel (1971)** ▪ *Hi! Fly Guy* by Tedd Arnold (2006)	▪ *A Tree Is a Plant* by Clyde Robert Bulla, illustrated by Stacey Schuett (1960)** ▪ *My Five Senses* by Aliki (1962)** ▪ *Follow the Water from Brook to Ocean* by Arthur Dorros (1991)** ▪ *From Seed to Pumpkin* by Wendy Pfeffer, illustrated by James Graham Hale (2004)* ▪ *How People Learned to Fly* by Fran Hodgkins and True Kelley (2007)*
2–3	▪ "Who Has Seen the Wind?" by Christina G. Rossetti (1893) ▪ *Charlotte's Web* by E. B. White (1952)* ▪ *Sarah, Plain and Tall* by Patricia MacLachlan (1985) ▪ *Tops and Bottoms* by Janet Stevens (1995) ▪ *Poppleton in Winter* by Cynthia Rylant, illustrated by Mark Teague (2001)	▪ *A Medieval Feast* by Aliki (1983) ▪ *From Seed to Plant* by Gail Gibbons (1991) ▪ *The Story of Ruby Bridges* by Robert Coles (1995)* ▪ *A Drop of Water: A Book of Science and Wonder* by Walter Wick (1997) ▪ *Moonshot: The Flight of Apollo 11* by Brian Floca (2009)
4–5	▪ *Alice's Adventures in Wonderland* by Lewis Carroll (1865) ▪ "Casey at the Bat" by Ernest Lawrence Thayer (1888) ▪ *The Black Stallion* by Walter Farley (1941) ▪ "Zlateh the Goat" by Isaac Bashevis Singer (1984) ▪ *Bud, Not Buddy* by Christopher Paul Curtis (1999) ▪ *The Birchbark House* by Louise Erdrich (1999) ▪ *Where the Mountain Meets the Moon* by Grace Lin (2009)	▪ *Discovering Mars* by Melvin Berger (1992) ▪ *Hurricanes: Earth's Mightiest Storms* by Patricia Lauber (1996) ▪ *A History of US* by Joy Hakim (2005) ▪ *Horses* by Seymour Simon (2006) ▪ *Quest for the Tree Kangaroo: An Expedition to the Cloud Forest of New Guinea* by Sy Montgomery (2006)

Note: Given space limitations, the illustrative texts listed above are meant only to show individual titles that are representative of a wide range of topics and genres. (See Appendix B for excerpts of these and other texts illustrative of K–5 text complexity, quality, and range.) At a curricular or instructional level, within and across grade levels, texts need to be selected around topics or themes that generate knowledge and allow students to study those topics or themes in depth. On the next page is an example of progressions of texts building knowledge across grade levels.

[1]Children at the kindergarten and grade 1 levels should be expected to read texts independently that have been specifically written to correlate to their reading level and their word knowledge. Many of the titles listed above are meant to supplement carefully structured independent reading with books to read along with a teacher or that are read aloud to students to build knowledge and cultivate a joy in reading.

Staying on Topic Within a Grade and Across Grades: How to Build Knowledge Systematically in English Language Arts K–5

Building knowledge systematically in English language arts is like giving children various pieces of a puzzle in each grade that, over time, will form one big picture. At a curricular or instructional level, texts—within and across grade levels—need to be selected around topics or themes that systematically develop the knowledge base of students. Within a grade level, there should be an adequate number of titles on a single topic that would allow children to study that topic for a sustained period. The knowledge children have learned about particular topics in early grade levels should then be expanded and developed in subsequent grade levels to ensure an increasingly deeper understanding of these topics. Children in the upper elementary grades will generally be expected to read these texts independently and reflect on them in writing. However, children in the early grades (particularly K–2) should participate in rich, structured conversations with an adult in response to the written texts that are read aloud, *orally* comparing and contrasting as well as analyzing and synthesizing, in the manner called for by the *Standards*.

Preparation for reading complex informational texts should begin at the very earliest elementary school grades. What follows is one example that uses domain-specific nonfiction titles across grade levels to illustrate how curriculum designers and classroom teachers can infuse the English language arts block with rich, age-appropriate content knowledge and vocabulary in history/social studies, science, and the arts. Having students listen to informational read-alouds in the early grades helps lay the necessary foundation for students' reading and understanding of increasingly complex texts on their own in subsequent grades.

Exemplar Texts on a Topic Across Grades	K	1	2–3	4–5
The Human Body Students can begin learning about the human body starting in kindergarten and then review and extend their learning during each subsequent grade.	The five senses and associated body parts ▪ *My Five Senses* by Aliki (1989) ▪ *Hearing* by Maria Rius (1985) ▪ *Sight* by Maria Rius (1985) ▪ *Smell* by Maria Rius (1985) ▪ *Taste* by Maria Rius (1985) ▪ *Touch* by Maria Rius (1985) Taking care of your body: Overview (hygiene, diet, exercise, rest) ▪ *My Amazing Body: A First Look at Health & Fitness* by Pat Thomas (2001) ▪ *Get Up and Go!* by Nancy Carlson (2008) ▪ *Go Wash Up* by Doering Tourville (2008) ▪ *Sleep* by Paul Showers (1997) ▪ *Fuel the Body* by Doering Tourville (2008)	Introduction to the systems of the human body and associated body parts ▪ *Under Your Skin: Your Amazing Body* by Mick Manning (2007) ▪ *Me and My Amazing Body* by Joan Sweeney (1999) ▪ *The Human Body* by Gallimard Jeunesse (2007) ▪ *The Busy Body Book* by Lizzy Rockwell (2008) ▪ *First Encyclopedia of the Human Body* by Fiona Chandler (2004) Taking care of your body: Germs, diseases, and preventing illness ▪ *Germs Make Me Sick* by Marilyn Berger (1995) ▪ *Tiny Life on Your Body* by Christine Taylor-Butler (2005) ▪ *Germ Stories* by Arthur Kornberg (2007) ▪ *All About Scabs* by GenichiroYagu (1998)	Digestive and excretory systems ▪ *What Happens to a Hamburger* by Paul Showers (1985) ▪ *The Digestive System* by Christine Taylor-Butler (2008) ▪ *The Digestive System* by Rebecca L. Johnson (2006) ▪ *The Digestive System* by Kristin Petrie (2007) Taking care of your body: healthy eating and nutrition ▪ *Good Enough to Eat* by Lizzy Rockwell (1999) ▪ *Showdown at the Food Pyramid* by Rex Barron (2004) Muscular, skeletal, and nervous systems ▪ *The Mighty Muscular and Skeletal Systems* Crabtree Publishing (2009) ▪ *Muscles* by Seymour Simon (1998) ▪ *Bones* by Seymour Simon (1998) ▪ *The Astounding Nervous System* Crabtree Publishing (2009) ▪ *The Nervous System* by Joelle Riley (2004)	Circulatory system ▪ *The Heart* by Seymour Simon (2006) ▪ *The Heart and Circulation* by Carol Ballard (2005) ▪ *The Circulatory System* by Kristin Petrie (2007) ▪ *The Amazing Circulatory System* by John Burstein (2009) Respiratory system ▪ *The Lungs* by Seymour Simon (2007) ▪ *The Respiratory System* by Susan Glass (2004) ▪ *The Respiratory System* by Kristin Petrie (2007) ▪ *The Remarkable Respiratory System* by John Burstein (2009) Endocrine system ▪ *The Endocrine System* by Rebecca Olien (2006) ▪ *The Exciting Endocrine System* by John Burstein (2009)

Standards for English Language Arts

6–12

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College and Career Readiness Anchor Standards for Reading

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They relate to their College and Career Readiness (CCR) counterparts by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented graphically, visually, orally, and multimodally as well as in words within and across print and digital sources.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

*Please see "Research to Build Knowledge" in Writing and "Comprehension and Collaboration" in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

Note on range and content of student reading

To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students' own thinking and writing. Along with high-quality contemporary works, these texts should be chosen from among seminal U.S. documents, the classics of American literature, and the timeless dramas of Shakespeare. Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts.

Reading Standards for Literature 6–12

[RL]

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Grade 6 students:	Grade 7 students:	Grade 8 students:
Key Ideas and Details		
1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	**1.** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	**1.** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a theme or central idea of a text and analyze its development over the course of the text; summarize the text.	**2.** Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; summarize the text.	**2.** Determine a theme or central idea of a text and analyze its development over the course of the text, including how it is conveyed through particular details; provide an accurate summary of the text distinct from personal opinions or judgments.
3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	**3.** Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	**3.** Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
Craft and Structure		
4. Determine the meaning of words and phrases as they are used in a text, including figures of speech and the connotations (associations) of particular words and phrases; analyze the impact of a specific word choice on meaning and tone.	**4.** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	4. Determine the meaning of words and phrases as they are used in a text, including analogies or allusions to other texts; analyze the impact of specific word choices on meaning and tone.
5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	**5.** Analyze how a drama's or poem's form or structure (e.g. sonnet, soliloquy) contributes to its meaning.	**5.** Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
6. Explain how an author establishes and develops the point of view of the narrator or speaker in a text.	**6.** Analyze how an author establishes and contrasts the points of view of different characters or narrators in a text.	**6.** Explain how differences in the point of view of characters and the audience or reader (e.g., created through the use of dramatic irony) creates such effects as suspense or humor.
Integration of Knowledge and Ideas		
7. Compare and contrast the experience of reading a story, poem, or dram to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.	**7.** Compare and contrast a story, poem, or drama to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, camera focus and angles).	**7.** Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
8. (Not applicable to literature)	**8.** (Not applicable to literature)	**8.** (Not applicable to literature)

Grade 6 students:	Grade 7 students:	Grade 8 students:
Integration of Knowledge and Ideas		
9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	**9.** Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	**9.** Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
Range of Reading and Level of Text Complexity		
10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	**10.** By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as necessary at the high end of the range.	**10.** By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band independently and proficiently.

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Grades 9–10 students:	Grades 11–12 students:
Key Ideas and Details	
1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	**1.** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	**2.** Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	**3.** Evaluate various explanations for characters' actions or for events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
Craft and Structure	
4. Determine the meaning of words and phrases as they are used in the text and analyze the cumulative impact of several word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	**4.** Determine the meaning of words and phrases as they are used in the text and analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	**5.** Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice at what point to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
6. Analyze a case in which grasping point of view requires distinguishing what is directly stated from what is implied (e.g., through the use of satire, sarcasm, irony, or understatement).	**6.** Analyze differences and similarities in points of view or cultural experience as reflected in various works from different countries, drawing on a wide reading of world literature.
Integration of Knowledge and Ideas	
7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's *Landscape with the Fall of Icarus*).	**7.** Analyze multiple interpretations of a story or drama (e.g., recorded or live production of a play or novel), evaluating how each version interprets the source text. (Include at least one play by Shakespeare as well as one play by an American dramatist.)
8. (Not applicable to literature)	**8.** (Not applicable to literature)
9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, drawing on how two or more texts from the same period treat similar themes or topics.	**9.** Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare draws on Ovid or the Bible or how a later author draws on a play by Shakespeare) in order to evaluate how the texts treat similar themes or topics.
Range of Reading and Level of Text Complexity	
10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band independently and proficiently.	**10.** By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band independently and proficiently.

Grade 6 students:	Grade 7 students:	Grade 8 students:
Key Ideas and Details		
1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	**1.** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	**1.** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a central idea of a text and analyze its development over the course of the text; summarize the text.	**2.** Determine two or more central ideas in a text and analyze their development over the course of the text and their relationship to one another; summarize the text.	**2.** Determine a central idea of a text and analyze its development over the course of the text, including how it is conveyed through particular details; provide an accurate summary of the text distinct from personal opinions or judgments.
3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	**3.** Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	**3.** Analyze how a text makes connections among and distinctions between key individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
Craft and Structure		
4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	**4.** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	**4.** Determine the meaning of words and phrases as they are used in a text, including analogies or allusions to other texts; analyze the impact of specific word choices on meaning and tone.
5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	**5.** Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	**5.** Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	**6.** Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her point of view from that of others.	**6.** Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
Integration of Knowledge and Ideas		
7. Integrate information presented in different formats (e.g., print or digital text, video, multimedia) to develop a coherent understanding of a topic or issue.	**7.** Compare and contrast the experience of reading a text to experiencing an audio, video, or multimedia version of it, analyzing the text's portrayal in each medium (e.g., how the delivery of a speech affects the impact of the words).	**7.** Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
8. Delineate and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	**8.** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is sufficient to support the claims.	**8.** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient and identifying when irrelevant evidence is introduced.
9. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	**9.** Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	**9.** Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

Grade 6 students:	Grade 7 students:	Grade 8 students:
Range of Reading and Level of Text Complexity		
10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	**10.** By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	**10.** By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band independently and proficiently.

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Grades 9–10 students:	Grades 11–12 students:
Key Ideas and Details	
1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	**1.** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	**2.** Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	**3.** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
Craft and Structure	
4. Determine the meaning of words and phrases as they are used in a text and analyze the cumulative impact of several word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	**4.** Determine the meaning of words and phrases as they are used in a text and analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	**5.** Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
6. Analyze documents of historical and literary significance, including seminal U.S. documents (e.g., the Declaration of Independence, the Preamble to the Constitution, the Bill of Rights), for their premises and purposes.	**6.** Analyze how various authors express different points of view on similar events or issues, assessing the authors' assumptions, use of evidence, and reasoning, including analyzing seminal U.S. documents (e.g., *The Federalist*, landmark U.S. Supreme Court majority opinions and dissents).
Integration of Knowledge and Ideas	
7. Evaluate the accounts of a subject in different mediums (e.g., a person's life story told in print or digital text, film, or multimedia), analyzing each version for which details are emphasized and how the account unfolds.	**7.** Integrate and evaluate multiple sources of information presented in different formats (e.g., print or digital text, video, multimedia) in order to address a question or solve a problem, resolving conflicting information when possible.
8. Delineate and evaluate the argument and claims in a text, assessing the relevance and sufficiency of the evidence and the validity of the reasoning and identifying false statements and fallacious reasoning.	**8.** Delineate and evaluate the argument and claims in a text, assessing the relevance and sufficiency of the evidence and the validity of the reasoning, identifying and evaluating stated and unstated premises and assumptions.
9. Analyze a case in which authors disagree with or otherwise respond to one another's ideas or accounts of events, evaluating the strength of each author's evidence, reasoning, and interpretation.	**9.** Synthesize information, explanations, and arguments from a range of sources to provide a coherent account of events or ideas, resolving conflicting information when possible.
Range of Reading and Level of Text Complexity	
10. By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction in the grades 9–10 text complexity band independently and proficiently.	**10.** By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction in the grades 11–CCR text complexity band independently and proficiently.

College and Career Readiness Anchor Standards for Writing

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They relate to their College and Career Readiness (CCR) counterparts by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes[1]

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.[2]
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

[1]These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.
[2]See standards 1–3 in Language, pages 53–57, for specific editing expectations.

Note on range and content of student writing

For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college- and career-ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They need to know how to combine elements of different kinds of writing—for example, to use narrative strategies within argument and explanation within narrative—to produce complex and nuanced writing. They need to be able to use technology strategically when creating, refining, and collaborating on writing. They have to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner. They must have the flexibility, concentration, and fluency to produce high-quality first-draft text under a tight deadline as well as the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it.

The following standards for grades 6–12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C.

Grade 6 students:	Grade 7 students:	Grade 8 students:
Text Types and Purposes		
1. Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented.	**1.** Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.	**1.** Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information or explanation presented.	**2.** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	**2.** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Grade 6 students:	Grade 7 students:	Grade 8 students:
Text Types and Purposes (continued)		
3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. e. Provide a conclusion that follows from the narrated experiences or events.	**3.** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.	**3.** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.
Production and Distribution of Writing		
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	**4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	**4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	**5.** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	**5.** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
6. Use technology, including the Internet, to produce and publish a minimum of three pages of writing as well as to interact and collaborate with others.	**6.** Use technology, including the Internet, to produce and publish a minimum of four pages of writing as well as to interact and collaborate with others.	**6.** Use technology, including the Internet, to produce and publish a minimum of five pages of writing as well as to interact and collaborate with others.

Grade 6 students:	Grade 7 students:	Grade 8 students:
Research to Build and Present Knowledge		
7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	**7.** Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	**7.** Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	**8.** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	**8.** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply *grade 6 Reading standards* to literature (e.g., "Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics."). b. Apply *grade 6 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").	**9.** Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply *grade 7 Reading standards* to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history]). b. Apply *grade 7 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is sufficient to support the claims").	**9.** Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply *grade 8 Reading standards* to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new"). b. Apply *grade 8 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient and identifying when irrelevant evidence is introduced").
Range of Writing		
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	**10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	**10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Grades 9–10 students:	Grades 11–12 students:
Text Types and Purposes	
1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.	**1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.
2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	**2.** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Grades 9–10 students:	Grades 11–12 students:
Text Types and Purposes (continued)	
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	**3.** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
Production and Distribution of Writing	
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	**4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	**5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	**6.** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
Research to Build and Present Knowledge	
7. Conduct short as well as more sustained research projects to answer a question (including a self-generate question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	**7.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	**8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Grades 9–10 students:	Grades 11–12 students:
Research to Build and Present Knowledge (continued)	
9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply *grades 9–10 Reading standards* to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, drawing on how two or more texts from the same period treat similar themes or topics"). b. Apply *grades 9–10 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and claims in a text, assessing the relevance and sufficiency of the evidence and the validity of the reasoning and identifying false statements and fallacious reasoning").	**9.** Draw evidence form literary or informational texts to support analysis, reflection, and research. a. Apply *grades 11–12 Reading standards* to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare draws on Ovid or the Bible or how a later author draws on a play by Shakespeare) in order to evaluate how the texts treat similar themes or topics"). b. Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and claims in a text, assessing the relevance and sufficiency of the evidence and the validity of the reasoning, identifying and evaluating stated and unstated premises and assumptions").
Range of Writing	
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	**10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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College and Career Readiness Anchor Standards for Speaking and Listening

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They relate to their College and Career Readiness (CCR) counterparts by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate content from multiple graphical, visual, oral, or multimodal sources.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Note on range and content of student speaking and listening

To become college and career ready, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner—built around important content in various domains. They must be able to contribute appropriately to these conversations, to make comparisons and contrasts, and to analyze and synthesize a multitude of ideas in accordance with the standards of evidence appropriate to a particular discipline. Whatever their intended major or profession, high school graduates will depend heavily on their ability to listen attentively to others so that they are able to build on others' meritorious ideas while expressing their own clearly and persuasively.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. The Internet has accelerated the speed at which connections between speaking, listening, reading, and writing can be made, requiring that students be ready to use these modalities nearly simultaneously. Technology itself is changing quickly, creating a new urgency for students to be adaptable in response to change.

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The following standards for grades 6–12 offer a focus for instruction in each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Grade 6 students:	Grade 7 students:	Grade 8 students:
Comprehension and Collaboration		
1. Engage effectively in a range of collaborative discussions (one-on-one and in groups) on *grade 6 topics, texts, and issues*, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. With guidance and support from adults, work with peers to set rules for collegial discussions, clear goals and deadlines, and individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	**1.** Engage effectively in a range of collaborative discussions (one-on-one and in groups) on *grade 7 topics, texts, and issues*, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Work with peers to set rules for collegial discussions, clear goals and deadlines, and individual roles as needed. c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views and understanding.	**1.** Engage effectively in a range of collaborative discussions (one-on-one and in groups) on *grade 8 topics, texts, and issues*, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Work with peers to set rules for collegial discussions, clear goals and deadlines, and individual roles as needed. c. Pose questions that connect the ideas of several speakers and elicit elaboration, and respond to others' questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views and understanding in light of the evidence presented.
2. Interpret information presented in graphical, oral, visual or multimodal formats and explain how it contributes to a topic, text, or issue under study.	**2.** Analyze the main ideas and supporting details presented in graphical, oral, visual, or multimodal formats and explain how the ideas clarify a topic, text, or issue under study.	**2.** Determine the purpose of information in graphical, oral, visual, or multimodal formats and evaluate the motives (e.g., social, commercial, political) behind its presentation.
3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	**3.** Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance of the evidence.	**3.** Delineate a speaker's argument and specific claims, evaluating the validity of the reasoning and sufficiency of the evidence.
Presentation of Knowledge and Ideas		
4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	**4.** Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	**4.** Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	**5.** Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	**5.** Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See standards 1–3 in Language, pages 53–57, for specific expectations.)	**6.** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See standards 1–3 in Language, pages 53–57, for specific expectations.)	**6.** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See standards 1–3 in Language, pages 53–57, for specific expectations.)

Grades 9–10 students:	Grades 11–12 students:
Comprehension and Collaboration	
1. Initiate and participate effectively in a range of collaborative discussions (one-on-one and in groups) on *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.	**1.** Initiate and participate effectively in a range of collaborative discussions (one-on-one and in groups) on *grades 11–12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
2. Synthesize information from multiple graphical, visual, or multimodal sources with other information presented orally, noting any discrepancies among the data.	**2.** Integrate information from multiple graphical, oral, visual, or multimodal sources in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and resolving conflicting information when possible.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	**3.** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
Presentation of Knowledge and Ideas	
4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	**4.** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.
5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	**5.** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See standards 1–3 in Language, pages 53–57, for specific expectations.)	**6.** Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See standards 1–3 in Language, pages 53–57, for specific expectations.)

College and Career Readiness Anchor Standards for Language

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They relate to their College and Career Readiness (CCR) counterparts by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Conventions

1. Demonstrate command of the conventions of standard English grammar and usage.
2. Demonstrate command of the conventions of capitalization, punctuation, and spelling.

Effective Language Use

3. Use language to enhance meaning, convey style, and achieve particular effects when writing and speaking.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of word relationships and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific vocabulary sufficient for reading, writing, speaking, and listening at the college and career readiness level.

Note on range and content of student language use

To be college and career ready in language, students must have firm control over the conventions of grammar, usage, and mechanics. At the same time, they must come to appreciate that language is as at least as much a matter of craft as of rules and be able to use words, syntax, and punctuation to achieve particular rhetorical effects. They must also have extensive vocabularies, built through reading and study, enabling them to comprehend complex texts and engage in purposeful writing about and conversations around content. They need to become skilled in determining or clarifying the meaning of words and phrases they encounter, choosing flexibly from an array of strategies to aid them. They must learn to see an individual word as part of a network of other words—words, for example, that have similar denotations but different connotations. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

Language Standards 6–12

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The following standards for grades 6–12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*). See the table on page 57 for a complete listing and Appendix A for an example of how these skills develop in sophistication.

Grade 6 students:	Grade 7 students:	Grade 8 students:
Conventions		
1. Observe conventions of grammar and usage when writing or speaking. a. Ensure that pronouns are in the proper case (subjective, objective, possessive). b. Use intensive pronouns (e.g., *myself*, *ourselves*). c. Recognize and correct inappropriate shifts in pronoun number and person.* d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).* e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*	**1.** Observe conventions of grammar and usage when writing or speaking. a. Explain the function of phrases and clauses in general and their function in specific sentences. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*	**1.** Observe conventions of grammar and usage when writing or speaking. a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. b. Form and use verbs in the active and passive voice. c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. d. Recognize and correct inappropriate shifts in verb voice and mood.*
2. Observe conventions of capitalization, punctuation, and spelling when writing. a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.* b. Spell correctly.	**2.** Observe conventions of capitalization, punctuation, and spelling when writing. a. Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*). b. Spell correctly.	**2.** Observe conventions of capitalization, punctuation, and spelling when writing. a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. b. Use an ellipsis to indicate an omission. c. Spell correctly.
Effective Language Use		
3. Use language to enhance meaning, convey style, and achieve particular effects when writing or speaking. a. Vary sentence patterns for meaning, reader/listener interest, and style.* b. Maintain consistency in style and tone.*	**3.** Use language to enhance meaning, convey style, and achieve particular effects when writing or speaking. a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*	**3.** Use language to enhance meaning, convey style, and achieve particular effects when writing or speaking. a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

Grade 6 students:	Grade 7 students:	Grade 8 students:
Vocabulary Acquisition and Use		
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience*, *auditory*, *audible*). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	**4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent*, *bellicose*, *rebel*). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	**4.** Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede*, *recede*, *secede*). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., personification) in context. b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy*, *scrimping*, *economical*, *unwasteful*, *thrifty*).	**5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined*, *respectful*, *polite*, *diplomatic*, *condescending*).	**5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g. verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded*, *willful*, *firm*, *persistent*, *resolute*).
6. Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary.	**6.** Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary.	**6.** Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary.

Grades 9–10 students:	Grades 11–12 students:
Conventions	
1. Observe conventions of grammar and usage when writing or speaking. a. Use parallel structure.* b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to add variety and interest to writing or presentations.	**1.** Observe conventions of grammar and usage when writing or speaking. a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American English*) as needed.
2. Observe conventions of capitalization, punctuation, and spelling when writing. a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly.	**2.** Observe conventions of capitalization, punctuation, and spelling when writing. a. Observe hyphenation conventions. b. Spell correctly.
Effective Language Use	
3. Use language to enhance meaning, convey style, and achieve particular effects when writing or speaking. a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, Turabian's *Manual for Writers*) appropriate for the discipline and writing type.	**3.** Use language to enhance meaning, convey style, and achieve particular effects when writing or speaking. a. Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
Vocabulary Acquisition and Use	
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze*, *analysis*, *analytical*; *advocate*, *advocacy*). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	**4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., satire, sarcasm) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.	**5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.
6. Acquire and use accurately general academic and domain-specific vocabulary sufficient for reading, writing, speaking, and listening at the college and career readiness level.	**6.** Acquire and use accurately general academic and domain-specific vocabulary sufficient for reading, writing, speaking, and listening at the college and career readiness level.

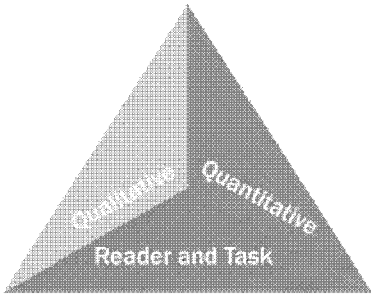
Language Progressive Skills, by Grade

The following skills, marked with an asterisk (*) in Language standards 1–3, are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

Skill	3	4	5	6	7	8	9–10	11–12
Ensure subject-verb and pronoun-antecedent agreement.								
Choose words and phrases for effect.								
Produce complete sentences, recognizing and correcting rhetorically poor fragments and run-ons.								
Correctly use frequently confused words (e.g., *to/too/two*; *there/their*).								
Choose words and phrases to convey ideas precisely.								
Use punctuation for effect.								
Recognize and correct inappropriate shifts in verb tense and aspect.								
Use punctuation to separate items in a series.								
Recognize and correct inappropriate shifts in pronoun number and person.								
Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).								
Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.								
Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.								
Vary sentence patterns for meaning, reader/listener interest, and style.								
Maintain consistency in style and tone.								
Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.								
Choose language that expresses ideas precisely and concisely, eliminating wordiness and redundancy.								
Recognize and correct inappropriate shifts in verb voice and mood.								
Use parallel structure.								

Standard 10: Range, Quality, and Complexity of Student Reading 6–12

Measuring Text Complexity: Three Factors



Qualitative evaluation of the text: Levels of meaning, structure, language conventionality and clarity, and knowledge demands

Quantitative evaluation of the text: Readability measures and other scores of text complexity

Matching reader to text and task: Reader knowledge, motivation, and interests as well as the complexity generated by the tasks assigned and the questions posed

Note: More detailed information on text complexity and how it is measured is contained in Appendix A.

Range of Text Types for 6–12

Students in grades 6–12 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.

Literature			Informational Text
Stories	**Drama**	**Poetry**	**Literary Nonfiction**
Includes the subgenres of adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, and graphic novels	Includes one-act and multiact plays, both in written form and on film	Includes the subgenres of narrative poems, lyrical poems, free verse poems, sonnets, odes, ballads, and epics	Includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, or economic accounts (including digital sources) written for a broad audience

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Texts Illustrating the Complexity, Quality, and Range of Student Reading 6–12

	Literature: Stories, Dramas, Poetry	Informational Texts: Literary Nonfiction
6–8	▪ *Little Women* by Louisa May Alcott (1869) ▪ *The Adventures of Tom Sawyer* by Mark Twain (1876) ▪ "The Road Not Taken" by Robert Frost (1915) ▪ *The Dark Is Rising* by Susan Cooper (1973) ▪ *Dragonwings* by Laurence Yep (1975) ▪ *Roll of Thunder, Hear My Cry* by Mildred Taylor (1976)	▪ "Letter on Thomas Jefferson" by John Adams (1776) ▪ *Narrative of the Life of Frederick Douglass, an American Slave* by Frederick Douglass (1845) ▪ *Harriet Tubman: Conductor on the Underground Railroad* by Ann Petry (1955) ▪ *Travels with Charley: In Search of America* by John Steinbeck (1962) ▪ *The Great Fire* by Jim Murphy (1995) ▪ *This Land Was Made for You and Me: The Life and Songs of Woody Guthrie* by Elizabeth Partridge (2002)
9–10	▪ *The Tragedy of Romeo and Juliet* by William Shakespeare (1592) ▪ "Ozymandias" by Percy Bysshe Shelley (1817) ▪ "The Raven" by Edgar Allen Poe (1845) ▪ "The Gift of the Magi" by O. Henry (1906) ▪ *The Grapes of Wrath* by John Steinbeck (1939) ▪ *Fahrenheit 451* by Ray Bradbury (1953) ▪ *The Killer Angels* by Michael Shaara (1975)	▪ "Speech to the Second Virginia Convention" by Patrick Henry (1775) ▪ The Declaration of Independence by Thomas Jefferson (1776) ▪ "Second Inaugural Address" by Abraham Lincoln (1865) ▪ "State of the Union Address" by Franklin Delano Roosevelt (1941) ▪ *Cod: A Biography of the Fish That Changed the World* by Mark Kurlansky (1997) ▪ *The Race to Save Lord God Bird* by Phillip Hoose (2004)
11–CCR	▪ "Ode on a Grecian Urn" by John Keats (1820) ▪ *Jane Eyre* by Charlotte Brontë (1848) ▪ "Because I Could Not Stop for Death" by Emily Dickinson (1890) ▪ *The Great Gatsby* by F. Scott Fitzgerald (1925) ▪ *Their Eyes Were Watching God* by Zora Neale Hurston (1937) ▪ *A Raisin in the Sun* by Lorraine Hansberry (1959) ▪ *The Namesake* by Jhumpa Lahiri (2003)	▪ *The Crisis* by Thomas Paine (1776) ▪ *Walden* by Henry David Thoreau (1854) ▪ "Society and Solitude" by Ralph Waldo Emerson (1857) ▪ "Gettysburg Address" by Abraham Lincoln (1863) ▪ "Letter from Birmingham Jail" by Martin Luther King, Jr. (1964) ▪ *Google Hacks: Tips & Tools for Smarter Searching* by Tara Calishain and Rael Dornfest (2004) ▪ *America's Constitution: A Biography* by Akhil Reed Amar (2005)

Note: Given space limitations, the illustrative texts listed above are meant only to show individual titles that are representative of a range of topics and genres. (See Appendix B for excerpts of these and other texts illustrative of grades 6–12 text complexity, quality, and range.) At a curricular or instructional level, within and across grade levels, texts need to be selected around topics or themes that generate knowledge and allow students to study those topics or themes in depth.

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Standards for Literacy in History/Social Studies, Science, and Technical Subjects

6–12

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College and Career Readiness Anchor Standards for Reading

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They relate to their College and Career Readiness (CCR) counterparts by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented graphically, visually, orally, and multimodally as well as in words within and across print and digital sources.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

*Please see "Research to Build and Present Knowledge" in Writing for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

Note on range and content of student reading

Reading is critical to building knowledge in history/social studies as well as in science and technical subjects. College- and career-ready reading in these fields requires an appreciation of the norms and conventions of each discipline, such as the kinds of evidence used in history and science; an understanding of domain-specific words and phrases; an attention to precise details; and the capacity to evaluate intricate arguments, synthesize complex information, and follow detailed descriptions of events and concepts. In history/social studies, for example, students need to be able to analyze, evaluate, and differentiate primary and secondary sources. When reading scientific and technical texts, students need to be able to gain knowledge from challenging texts that often make extensive use of elaborate diagrams and data to convey information and illustrate concepts. Students must be able to read complex informational texts in these fields with *independence and confidence because the vast majority of reading in college and workforce training programs will be sophisticated nonfiction. It is important to note that these Reading standards are meant to complement the specific content demands of the disciplines, not replace them.*

Reading Standards for Literacy in History/Social Studies 6–12 [RH]

The standards below begin at grade 6; standards for K–5 reading in history/social studies, science, and technical subjects are integrated into the K–5 Reading standards.

Grades 6–8 students:	Grades 9–10 students:	Grades 11–12 students:
Key Ideas and Details		
1. Cite specific textual evidence to support analysis of primary and secondary sources.	**1.** Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	**1.** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	**2.** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	**2.** Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).	**3.** Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	**3.** Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
Craft and Structure		
4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	**4.** Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.	**4.** Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
5. Describe how a text presents information (e.g., sequentially, comparatively, causally).	**5.** Analyze how a text uses structure to emphasize key points or advance a point of view.	**5.** Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	**6.** Compare the point of view of two or more authors by comparing how they treat the same or similar history/social science topics, including which details they include and emphasize in their respective accounts.	**6.** Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
Integration of Knowledge and Ideas		
7. Integrate visual information (e.g., pictures, videos, maps) with other information within or across print or digital texts.	**7.** Integrate quantitative or technical information (e.g., charts, research data) with other information within or across print or digital texts.	**7.** Integrate and evaluate multiple sources of information presented in different formats (e.g., print or digital text, video, multimedia) in order to address a question, resolving conflicting information when possible.
8. Distinguish among fact, opinion, and reasoned judgment in a text.	**8.** Assess the extent to which the evidence in a text supports the author's claims.	**8.** Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other sources of information.
9. Analyze the relationship between a primary and secondary source on the same topic.	**9.** Compare and contrast treatments of the same topic in several primary and secondary sources.	**9.** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
Range of Reading and Level of Text Complexity		
10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.	**10.** By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.	**10.** By the end of grade 12, read and comprehend history/social studies texts in the grades 11–12 text complexity band independently and proficiently.

Grades 6–8 students:	Grades 9–10 students:	Grades 11–12 students:
Key Ideas and Details		
1. Cite specific textual evidence to support analysis of science and technical texts. **2.** Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. **3.** Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	**1.** Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. **2.** Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. **3.** Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks attending to special cases or exceptions defined in the text.	**1.** Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. **2.** Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. **3.** Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
Craft and Structure		
4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 6–8 texts and topics*. **5.** Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic. **6.** Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.	**4.** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 9–10 texts and topics*. **5.** Analyze the structure of the relationships among concepts in a text, including relationships among key terms pertaining to important ideas and processes (e.g., *force*, *friction*, *reaction force*, *energy*). **6.** Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.	**4.** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 11–12 texts and topics*. **5.** Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. **6.** Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved or uncertain.
Integration of Knowledge and Ideas		
7. Integrate quantitative or technical information provided by the words in a text with a version of that information expressed graphically (e.g., in a flowchart, diagram, model, graph, or table). **8.** Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. **9.** Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.	**7.** Demonstrate understanding of quantitative or technical information by translating information provided by the words in a text into graphical form (e.g., a table or chart) or translating information expressed graphically or mathematically (e.g., in an equation) into words. **8.** Assess the extent to which the evidence in a text supports a claim or a recommendation for solving a scientific or technical problem. **9.** Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.	**7.** Integrate and evaluate multiple sources of information presented in different formats (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem, resolving conflicting information when possible. **8.** Evaluate the hypotheses, data, and conclusions in a science or technical text, verifying data and corroborating or challenging conclusions when possible by using other sources of information. **9.** Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
Range and Level of Text Complexity		
10. By the end of grade 8, read and comprehend	**10.** By the end of grade 10, read and comprehend	**10.** By the end of grade 12, read and comprehend

science/technical texts in the grades 6–8 text complexity band independently and proficiently.	science/technical texts in the grades 9–10 text complexity band independently and proficiently.	science/technical texts in the grades 11–12 text complexity band independently and proficiently.

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College and Career Readiness Anchor Standards for Writing

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They relate to their College and Career Readiness (CCR) counterparts by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes[1]

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.[2]
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

[1]These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.

Note on range and content of student writing

For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college- and career-ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They need to be able to use technology strategically when creating, refining, and collaborating on writing. They have to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner. They must have the flexibility, concentration, and fluency to produce high-quality first-draft text under a tight deadline and the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and long time frames throughout the year.

The standards below begin at grade 6; standards for K–5 writing in history/social studies, science, and technical subjects are integrated into the K–5 Writing standards.

Grades 6–8 students:	Grades 9–10 students:	Grades 11–12 students:
Text Types and Purposes		
2. Write arguments focused on *discipline-specific content*. a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. f. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. g. Establish and maintain a formal style. c. Provide a concluding statement or section that follows from and supports the argument presented.	**1.** Write arguments focused on *discipline-specific content*. f. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. g. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. h. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. i. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. j. Provide a concluding statement or section that follows from or supports the argument presented.	**1.** Write arguments focused on *discipline-specific content*. f. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. g. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases. h. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. i. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. j. Provide a concluding statement or section that follows from or supports the argument presented.

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Grades 6–8 students:	Grades 9–10 students:	Grades 11–12 students:
Text Types and Purposes (continued)		
4. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. g. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. h. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. i. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. j. Use precise language and domain-specific vocabulary to inform about or explain the topic. k. Establish and maintain a formal style and objective tone. l. Provide a concluding statement or section that follows from and supports the information or explanation presented.	**3.** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. g. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. h. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. i. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. j. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. k. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. l. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	**3.** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
3. Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations that others can replicate them and (possibly) reach the same results.	**3.** Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations that others can replicate them and (possibly) reach the same results.	**3.** Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations that others can replicate them and (possibly) reach the same results.

Grades 6–8 students:	Grades 9–10 students:	Grades 11–12 students:
Production and Distribution of Writing		
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	**4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	**4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	**5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	**5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
6. Use technology, including the Internet, to produce and publish a minimum of five pages of writing as well as to interact and collaborate with others.	**6.** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	**6.** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
Research to Build and Present Knowledge		
7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	**7.** Conduct short as well as more sustained research projects to answer a question (including a self-generate question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	**7.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	**8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	**8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
10. Draw evidence from informational texts to support analysis reflection, and research.	**9.** Draw evidence from informational texts to support analysis, reflection, and research.	**9.** Draw evidence from informational texts to support analysis, reflection, and research.
Range of Writing		
10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	**10.** Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	**10.** Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

COMMON CORE STATE STANDARDS

FOR Mathematics

DRAFT

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Introduction
Toward greater focus and coherence

Mathematics experiences in early childhood settings should concentrate on (1) number (which includes whole number, operations, and relations) and (2) geometry, spatial relations, and measurement, with more mathematics learning time devoted to number than to other topics. [M]athematical process goals should be integrated in these content areas.

National Research Council, 2009

The composite standards [of Hong Kong, Korea and Singapore] have a number of features that can inform an international benchmarking process for the development of K–6 mathematics standards in the U.S. First, the composite standards concentrate the early learning of mathematics on the number, measurement, and geometry strands with less emphasis on data analysis and little exposure to algebra. The Hong Kong standards for grades 1–3 devote approximately half the targeted time to numbers and almost all the time remaining to geometry and measurement.

Ginsburg, Leinwand and Decker, 2009

Because the mathematics concepts in [U.S.] textbooks are often weak, the presentation becomes more mechanical than is ideal. We looked at both traditional and non-traditional textbooks used in the US and found this conceptual weakness in both.

Ginsburg et al., 2005

There are many ways to organize curricula. The challenge, now rarely met, is to avoid those that distort mathematics and turn off students.

Steen, 2007

For over a decade, research studies of mathematics education in high-performing countries have pointed to the conclusion that the mathematics curriculum in the United States must become substantially more focused and coherent in order to improve mathematics achievement in this country. To deliver on the promise of common standards, the standards must address the problem of a curriculum that is 'a mile wide and an inch deep.' These Standards are a substantial answer to that challenge.

It is important to recognize that "fewer standards" are no substitute for *focused* standards. Achieving "fewer standards" would be easy to do by resorting to broad, general statements. Instead, these Standards aim for clarity and specificity.

Assessing the coherence of a set of standards is more difficult than assessing their focus. William Schmidt and Richard Houang (2002) have said that content standards and curricula are coherent if they are:

> *articulated over time as a sequence of topics and performances that are logical and reflect, where appropriate, the sequential or hierarchical nature of the disciplinary content from which the subject matter derives. That is, what and how students are taught should reflect not only the topics that fall within a certain academic discipline,* ***but also the key ideas*** *that determine how knowledge is organized and generated within that discipline. This implies that "to be coherent," a set of content standards must evolve from particulars (e.g., the meaning and operations of whole numbers, including simple math facts and routine computational procedures associated with whole numbers and fractions) to deeper structures inherent in the discipline. This deeper structure then serves as a means for connecting the particulars (such as an understanding of the rational number system and its properties).* (emphasis added)

These Standards endeavor to follow such a design, not only by stressing conceptual understanding of key ideas, but also by continually returning to organizing principles such as place value or the laws of arithmetic to structure those ideas.

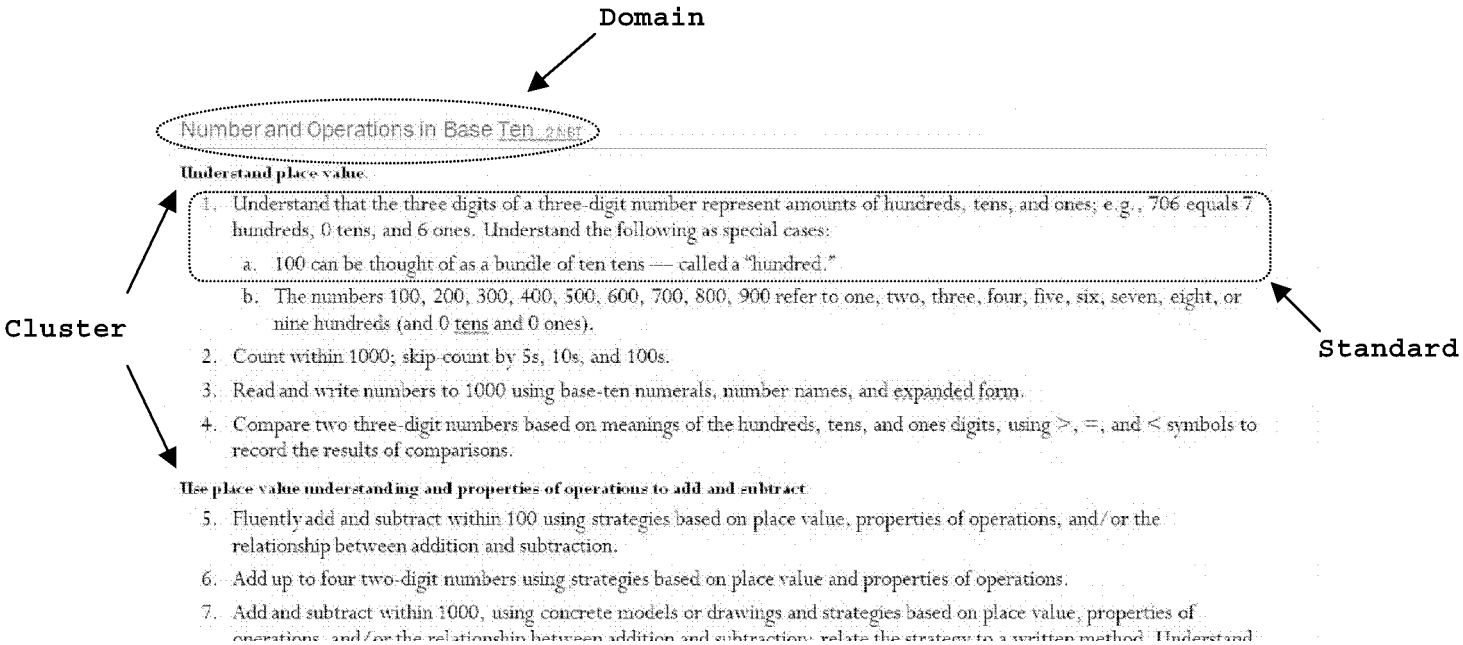
In addition, the 'sequence of topics and performances' that is outlined in a body of mathematics standards must also respect what is known about how students learn. As Confrey (2007) points out, developing "sequenced obstacles and challenges for students…absent the insights about meaning that derive from careful study of learning, would be unfortunate and unwise." In recognition of this, the development of these Standards began with research-based learning progressions detailing what is known today about how students' mathematical knowledge, skill, and understanding develop over time.

Understanding mathematics

These Standards define what students should understand and be able to do in their study of mathematics. Asking a student to understand something means asking a teacher to assess whether the student has understood it. But what does mathematical understanding look like? One hallmark of mathematical understanding is the ability to justify, in a way appropriate to the student's mathematical maturity, *why* a particular mathematical statement is true or where a mathematical rule comes from. There is a world of difference between a student who can summon a mnemonic device to expand a product such as $(a + b)(x + y)$ and a student who can explain where the mnemonic comes from. The student who can explain the rule understands the mathematics, and may have a better chance to succeed at a less familiar task such as expanding $(a + b + c)(x + y)$. Mathematical understanding and procedural skill are equally important, and both are assessable using mathematical tasks of sufficient richness.

The Standards begin on the next page with eight Standards for Mathematical Practice.

How to read the grade level standards



Standards define what students should understand and be able to do. **Clusters** summarize groups of related standards. Note that standards from different clusters may sometimes be closely related, because mathematics is a connected subject. **Domains** are larger groups of related standards. Standards from different domains may sometimes be closely related.

Dotted Underlines: Dotted underlines, for example, associative property, indicate terms that are defined in the Glossary. In each grade, underlining is used for the first occurrence of a defined term, but not in subsequent occurrences.

Mathematics | Standards for Mathematical Practice

The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. These practices rest on important "processes and proficiencies" with longstanding importance in mathematics education: the NCTM process standards of problem solving, reasoning and proof, communication, representation, and connections; and the strands of mathematical proficiency specified in the National Research Council's report *Adding It Up*: adaptive reasoning, strategic competence, conceptual understanding (comprehension of mathematical concepts, operations and relations), procedural fluency (skill in carrying out procedures flexibly, accurately, efficiently and appropriately), and productive disposition (habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one's own efficacy).

1 Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches. Key related processes: Problem solving. Key related proficiencies: Conceptual understanding, strategic competence, productive disposition.

2 Reason abstractly and quantitatively.

Mathematically proficient students make sense of the quantities and their relationships in problem situations. Students bring two complementary abilities to bear on problems involving quantitative relationships: the ability to *decontextualize*—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to *contextualize*, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects. Key related processes: Problem solving, Representation. Key related Key related proficiencies: Strategic competence, productive disposition.

3 Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments. Key related processes: Problem solving, Representation. Key related proficiencies: Strategic competence, productive disposition.

4 Model with mathematics.

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose. Key related processes: Representation. Key related proficiencies: Adaptive reasoning.

5 Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, ruler, protractor, calculator, spreadsheet, computer algebra system, statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. Key related processes: Problem solving. Key related proficiencies: Strategic competence.

6 Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions. Key related processes: Problem solving, Representation. Key related proficiencies: Procedural fluency.

7 Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y. Key related processes: Reasoning and proof. Key related proficiencies: Adaptive reasoning.

8 Look for and express regularity in repeated reasoning.

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y - 2)/(x -$

1) = 3. Noticing the regularity in the way terms cancel when expanding $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results. Key related processes: Problem solving, Reasoning and proof. Key related proficiencies: Adaptive reasoning.

Connecting the Standards for Mathematical Practice to the Standards for Mathematical Content

The Standards for Mathematical Practice describe ways in which developing student-practitioners of the discipline of mathematics increasingly ought to engage with the subject matter as they grow in mathematical maturity and expertise throughout the elementary, middle and high school years. Designers of curriculum, assessment, and professional development should all attend to the need to connect the mathematical practices to mathematical content in mathematics instruction.

The Standards for Mathematical Content are a balanced combination of procedure and understanding. Expectations that begin with the word "understand" are often especially good opportunities to connect the practices to the content. Students who lack understanding of a topic may rely on procedures too heavily. Without a flexible base from which to work, they may be less likely to consider analogous problems, represent problems coherently, justify conclusions, apply the mathematics to practical situations, use technology mindfully to work with the mathematics, explain the mathematics accurately to other students, step back for an overview, or deviate from a known procedure to find a shortcut. In short, a lack of understanding effectively prevents a student from engaging in the mathematical practices.

In this respect, those content standards which set an expectation of understanding are potential "points of intersection" between the Standards for Mathematical Content and the Standards for Mathematical Practice. These points of intersection are intended to be weighted toward central and generative concepts in the school mathematics curriculum that most merit the time, resources, innovative energies, and focus necessary to qualitatively improve curriculum, instruction, assessment, professional development, and student achievement in mathematics.

Mathematics | Kindergarten

In Kindergarten, instructional time should focus on two critical areas: (1) representing and comparing whole numbers, initially with sets of objects; (2) describing shapes and space. More learning time in Kindergarten should be devoted to number than to other topics.

(1) Students use numbers, including written numerals, to represent quantities and to solve quantitative problems, such as counting objects in a set; counting out a given number of objects; comparing sets or numerals; and modeling simple joining and separating situations with sets of objects, or eventually with equations such as $5 + 2 = 7$ and $7 - 2 = 5$. (Kindergarten students should see addition and subtraction equations, and student writing of equations in kindergarten is encouraged, but it is not required.) Students choose, combine, and apply effective strategies for answering quantitative questions, including quickly recognizing the cardinalities of small sets of objects, counting and producing sets of given sizes, counting the number of objects in combined sets, or counting the number of objects that remain in a set after some are taken away.

(2) Students describe their physical world using geometric ideas (e.g., shape, orientation, spatial relations) and vocabulary. They identify, name, and describe basic two-dimensional shapes, such as squares, triangles, circles, rectangles, and hexagons, presented in a variety of ways (e.g., with different sizes and orientations), as well as three-dimensional shapes such as cubes, cones, cylinders, and spheres. They use basic shapes and spatial reasoning to model objects in their environment and to construct more complex shapes.

Grade Level Overview

Counting and Cardinality

- Know number names and the count sequence.
- Count to tell the number of objects.
- Compare numbers.

Operations and Algebraic Thinking

- Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

Number and Operations in Base Ten

- Work with numbers 11-19 to gain foundations for place value.

Measurement and Data

- Describe and compare measurable attributes.
- Classify objects and count the number of objects in each category

Geometry

1. Identify and describe shapes.
2. Analyze, compare, create, and compose shapes.

Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Counting and Cardinality K.CC

Know number names and the count sequence.

1. Count to 100 by ones and by tens.
2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

Count to tell the number of objects.

4. Understand the relationship between numbers and quantities; connect counting to cardinality.
   a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
   b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
   c. Understand that each successive number name refers to a quantity that is one larger.
5. Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle; or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.

Compare numbers.

6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.[1]
7. Compare two numbers between 1 and 10 presented as written numerals.

Operations and Algebraic Thinking K.OA

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

1. Represent addition and subtraction with objects, fingers, mental images, drawings,[2] sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
3. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1).
4. For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.
5. Fluently add and subtract within 5.

Number and Operations in Base Ten K.NBT

Work with numbers 11-19 to gain foundations for place value.

1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

Measurement and Data K.MD

Describe and compare measurable attributes.

1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
2. Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.*

Classify objects and count the number of objects in each category.

3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.[3]

[1] Include groups with up to ten objects.
[2] Drawings need not show details, but should show the mathematics in the problem. (This applies wherever drawings are mentioned in the Standards.)

Identify and describe shapes (such as squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*.
2. Correctly name shapes regardless of their orientations or overall size.
3. Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").

Analyze, compare, create, and compose shapes.

4. Analyze and compare a variety of two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).
5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
6. Compose simple shapes to form larger shapes.

[3] Limit category counts to be less than or equal to 10.

Mathematics | Grade 1

In Grade 1, instructional time should focus on four critical areas: (1) developing understanding of addition, subtraction, and strategies for addition and subtraction within 20; (2) developing understanding of whole number relationships and place value, including grouping in tens and ones; (3) developing understanding of linear measurement and measuring lengths as iterating length units; and (4) reasoning about attributes of, and composing and decomposing geometric shapes.

(1) Students develop strategies for adding and subtracting whole numbers based on their prior work with small numbers. They use a variety of models, including discrete objects and length-based models (e.g., cubes connected to form lengths), to model add-to, take-from, put-together, take-apart, and compare situations to develop meaning for the operations of addition and subtraction, and to develop strategies to solve arithmetic problems with these operations. Students understand connections between counting and addition and subtraction (e.g., adding two is the same as counting on two). They use properties of addition to add whole numbers and to create and use increasingly sophisticated strategies based on these properties (e.g., "making tens") to solve addition and subtraction problems within 20. By comparing a variety of solution strategies, children build their understanding of the relationship between addition and subtraction.

(2) Students develop, discuss, and use efficient, accurate, and generalizable methods to add within 100 and subtract multiples of 10. They compare whole numbers (at least to 100) to develop understanding of and solve problems involving their relative sizes. They think of whole numbers between 10 and 100 in terms of tens and ones (especially recognizing the numbers 11 to 19 as composed of a ten and some ones). Through activities that build number sense, they understand the order of the counting numbers and their relative magnitudes.

(3) Students develop an understanding of the meaning and processes of measurement, including underlying concepts such as iterating (the mental activity of building up the length of an object with equal-sized units) and the transitivity principle for indirect measurement.[4]

(4) Students compose and decompose plane or solid figures (e.g., put two triangles together to make a quadrilateral) and build understanding of part-whole relationships as well as the properties of the original and composite shapes. As they combine shapes, they recognize them from different perspectives and orientations, describe their geometric attributes, and determine how they are alike and different, to develop the background for measurement and for initial understandings of properties such as congruence and symmetry.

Grade Level Overview

Operations and Algebraic Thinking
- Represent and solve problems involving addition and subtraction.
- Understand and apply properties of operations and the relationship between addition and subtraction.
- Add and subtract within 20.
- Work with addition and subtraction equations.

Number and Operations in Base Ten
- Extend the counting sequence.
- Understand place value.
- Use place value understanding and properties of operations to add and subtract.

Measurement and Data
- Measure lengths indirectly and by iterating length units.
- Tell and write time.
- Represent and interpret data.

Geometry
- Reason with shapes and their attributes.

Mathematical Practices
1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

[4] Students should apply the principle of transitivity of measurement to make indirect comparisons, but they need not use this technical term.

Operations and Algebraic Thinking 1.OA

Represent and solve problems involving addition and subtraction.

1. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.[5]
2. Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, *e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.*

Understand and apply properties of operations and the relationship between addition and subtraction.

3. Apply properties of operations as strategies to add and subtract.[6] *Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.)*
4. Understand subtraction as an unknown-addend problem. *For example, subtract 10 – 8 by finding the number that makes 10 when added to 8.*

Add and subtract within 20.

5. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
6. Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).

Work with addition and subtraction equations.

7. Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. *For example, which of the following equations are true and which are false? 6 = 6, 7 = 8 – 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2.*
8. Determine the unknown number in a whole-number addition or subtraction equation. *For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = – 3, 6 + 6 = .*

Number and Operations in Base Ten 1.NBT

Extend the counting sequence.

1. Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

Understand place value.

2. Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:
   a. 10 can be thought of as a bundle of ten ones — called a "ten."
   b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
   c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).
3. Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.

Use place value understanding and properties of operations to add and subtract.

4. Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.
5. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.
6. Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

[5] See Glossary, Table 1.
[6] Students need not use formal terms for these properties.

Measurement and Data 1.MD

Measure lengths indirectly and by iterating length units.

1. Order three objects by length; compare the lengths of two objects indirectly by using a third object.
2. Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. *Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.*

Tell and write time.

3. Tell and write time in hours and half-hours using analog and digital clocks.

Represent and interpret data.

4. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

Geometry 1.G

Reason with shapes and their attributes.

1. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size) for a wide variety of shapes; build and draw shapes to possess defining attributes.
2. Compose two-dimensional shapes (such as rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (such as cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.[7]
3. Partition circles and rectangles into two and four equal shares, describe the shares using the words *halves*, *fourths*, and *quarters*, and use the phrases *half of*, *fourth of*, and *quarter of*. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

[7] Students do not need to learn formal names such as "right rectangular prism."

Mathematics | Grade 2

In Grade 2, instructional time should focus on four critical areas: (1) extending understanding of base-ten notation; (2) building fluency with addition and subtraction; (3) using standard units of measure; and (4) describing and analyzing shapes.

(1) Students extend their understanding of the base-ten system. This includes ideas of counting in fives, tens, and multiples of hundreds, tens, and ones, as well as number relationships involving these units, including comparing. Students understand multi-digit numbers (up to 1000) written in base-ten notation, recognizing that the digits in each place represent amounts of thousands, hundreds, tens, or ones (e.g., 853 is 8 hundreds + 5 tens + 3 ones).

(2) Students use their understanding of addition to develop fluency with addition and subtraction within 100. They solve problems by applying their understanding of models for addition and subtraction, and they develop, discuss, and use efficient, accurate, and generalizable methods to compute sums and differences of whole numbers in base-ten notation, using their understanding of place value and the properties of operations. They select and accurately apply methods that are appropriate for the context and the numbers involved to mentally calculate sums and differences for numbers with only tens or only hundreds.

(3) Students recognize the need for standard units of measure (centimeter and inch) and they use rulers and other measurement tools with the understanding that linear measure involves an iteration of units. They recognize that the smaller the unit, the more iterations they need to cover a given length.

(4) Students describe and analyze shapes by examining their sides and angles. Students investigate, describe, and reason about decomposing and combining shapes to make other shapes. Through building, drawing, and analyzing two- and three-dimensional shapes, students develop a foundation for understanding area, volume, congruence, similarity, and symmetry in later grades.

Grade Level Overview

Operations and Algebraic Thinking
- Represent and solve problems involving addition and subtraction.
- Add and subtract within 20.
- Work with equal groups of objects to gain foundations for multiplication.

Number and Operations in Base Ten
- Understand place value.
- Use place value understanding and properties of operations to add and subtract.

Measurement and Data
- Measure and estimate lengths in standard units.
- Relate addition and subtraction to length.
- Work with time and money.
- Represent and interpret data.

Geometry
- Reason with shapes and their attributes.

Mathematical Practices
1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Operations and Algebraic Thinking 2.OA

Represent and solve problems involving addition and subtraction.

1. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.[8]

Add and subtract within 20.

2. Fluently add and subtract within 20. By end of Grade 2, know from memory all sums of two one-digit numbers.

Work with equal groups of objects to gain foundations for multiplication.

3. Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.
4. Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.

Number and Operations in Base Ten 2.NBT

Understand place value.

1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:
   a. 100 can be thought of as a bundle of ten tens — called a "hundred."
   b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).
2. Count within 1000; skip-count by 5s, 10s, and 100s.
3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
4. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.

Use place value understanding and properties of operations to add and subtract.

5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
6. Add up to four two-digit numbers using strategies based on place value and properties of operations.
7. Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.
8. Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.
9. Explain why addition and subtraction strategies work, using place value and the properties of operations.[9]

Measurement and Data 2.MD

Measure and estimate lengths in standard units.

1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
2. Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.
3. Estimate lengths using units of inches, feet, centimeters, and meters.
4. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.

Relate addition and subtraction to length.

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[8] See Glossary, Table 1.
[9] Explanations may be supported by drawings or objects.

5. Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.
6. Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, …, and represent whole-number sums and differences on a number line diagram.

Work with time and money.

7. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
8. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. *Example: If you have 2 dimes and 3 pennies, how many cents do you have?*

Represent and interpret data.

9. Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.
10. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems[10] using information presented in a bar graph.

Geometry 2.G

Reason with shapes and their attributes.

1. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.[11] Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
2. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.
3. Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words *halves*, *thirds*, *half of*, *a third of*, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.

[10] See Glossary, Table 1.
[11] Sizes are compared directly or visually, not compared by measuring.

Mathematics | Grade 3

In Grade 3, instructional time should focus on four critical areas: (1) developing understanding of multiplication and division and strategies for multiplication and division within 100; (2) developing understanding of fractions, especially unit fractions (fractions with numerator 1); (3) developing understanding of the structure of rectangular arrays and of area; and (4) describing and analyzing two-dimensional shapes.

(1) Students develop an understanding of the meanings of multiplication and division of whole numbers through activities and problems involving equal-sized groups, arrays, and area models; multiplication is finding an unknown product, and division is finding an unknown factor in these situations. For equal-sized group situations, division can require finding the unknown number of groups or the unknown group size. Students use properties of operations to calculate products of whole numbers, using increasingly sophisticated strategies based on these properties to solve multiplication and division problems involving single-digit factors. By comparing a variety of solution strategies, students learn the relationship between multiplication and division.

(2) Students develop an understanding of fractions, beginning with unit fractions. Students view fractions in general as being built out of unit fractions, and they use fractions along with visual fraction models to represent parts of a whole. Students understand that the size of a fractional part is relative to the size of the whole; for example, $1/2$ of the paint in a large bucket could be less paint than $1/3$ of the paint in a smaller bucket; but $1/3$ of a ribbon is longer than $1/5$ of the same ribbon because when the ribbon is divided into 3 equal parts, the parts are longer than when the ribbon is divided into 5 equal parts. Students are able to use fractions to represent numbers equal to, less than, and greater than one. They solve problems that involve comparing fractions by using visual fraction models and strategies based on noticing equal numerators or denominators.

(3) Students recognize area as an attribute of two-dimensional regions. They measure the area of a shape by finding the total number of same-size units of area required to cover the shape without gaps or overlaps, a square with sides of unit length being the standard unit for measuring area. Students understand that rectangular arrays can be decomposed into identical rows or into identical columns. By decomposing rectangles into rectangular arrays of squares, students connect area to multiplication, and justify using multiplication to determine the area of a rectangle.

(4) Students describe, analyze, and compare properties of two-dimensional shapes. They compare and classify shapes by their sides and angles, and connect these with definitions of shapes. Students also relate their fraction work to geometry by expressing the area of part of a shape as a unit fraction of the whole.

Grade Level Overview

Operations and Algebraic Thinking

- Represent and solve problems involving multiplication and division.
- Understand properties of multiplication and the relationship between multiplication and division.
- Multiply and divide within 100.
- Solve problems involving the four operations, and identify and explain patterns in arithmetic.

Number and Operations in Base Ten

- Use place value understanding and properties of operations to perform multi-digit arithmetic.

Number and Operations—Fractions

- Develop understanding of fractions as numbers.

Measurement and Data

- Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.
- Represent and interpret data.
- Geometric measurement: understand concepts of area and relate area to multiplication and to addition.
- Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.

Geometry

- Reason with shapes and their attributes.

Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Operations and Algebraic Thinking 3.OA

Represent and solve problems involving multiplication and division.

1. Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. *For example, , describe a context in which a total number of objects can be expressed as 5 × 7.*
2. Interpret whole-number quotients of whole numbers, e.g., interpret 56 ϑ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. *For example, describe a context in which a number of shares or a number of groups can be expressed as* 56 ϑ 8.
3. Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.[12]
4. Determine the unknown whole number in a multiplication or division equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations 8 × ? = 48, 5 = ϑ 3, 6 × 6 = ?.*

Understand properties of multiplication and the relationship between multiplication and division.

5. Apply properties of operations as strategies to multiply and divide.[13] *Examples: If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by multiplying 3 × 5 = 15 then multiplying 15 × 2 = 30, or by multiplying 5 × 2 = 10 then multiplying 3 × 10 = 30. (Associative property of multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive property.)*
6. Understand division as an unknown-factor problem. *For example, divide 32 ϑ 8 by finding the number that makes 32 when multiplied by 8.*

Multiply and divide within 100.

7. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ϑ 5 = 8) or properties of operations. By end of Grade 3, know from memory all products of one-digit numbers.

Solve problems involving the four operations, and identify and explain patterns in arithmetic.

8. Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity; assess the reasonableness of answers using mental computation and estimation strategies including rounding.[14]
9. Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. *For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.*

Number and Operations in Base Ten 3.NBT

Use place value understanding and properties of operations to perform multi-digit arithmetic.[15]

1. Use place value understanding to round whole numbers to the nearest 10 or 100.
2. Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
3. Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.g., 9 × 80, 5 × 60) using strategies based on place value and properties of operations.

Number and Operations—Fractions[16] 3-NF

Develop understanding of fractions as numbers.

1. Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.
2. Understand a fraction as a number on the number line; represent fractions on a number line diagram.

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[12] See Glossary, Table 2.
[13] Students need not use formal terms for these properties.
[14] This standard is limited to problems posed with whole numbers and having whole-number answers; students should know how to perform operations in the conventional order when there are no parentheses to specify a particular order.
[15] A range of algorithms may be used.
[16] Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, 8.

a. Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line.

b. Represent a fraction a/b on a number line diagram by marking off a lengths $1/b$ from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.

3. Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.

   a. Recognize and generate simple equivalent fractions (e.g., $1/2 = 2/4$, $4/6 = 2/3$); explain why the fractions are equivalent, e.g., by using a visual fraction model.

   b. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. *Examples: Express 3 in the form $3 = 3/1$; recognize that $6/1 = 6$; locate $4/4$ and 1 at the same point of a number line diagram.*

   c. Compare two fractions with the same numerator or the same denominator, by reasoning about their size; recognize that valid comparisons rely on the two fractions referring to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.

Measurement and Data 3.MD

Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.

1. Tell and write time to the nearest minute and measure time intervals in minutes; solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.
2. Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (ℓ).[17] Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.[18]

Represent and interpret data.

3. Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. *For example, draw a bar graph in which each square in the bar graph might represent 1 pet, 5 pets, or 10 pets.*
4. Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters.

Geometric measurement: understand concepts of area and relate area to multiplication and to addition.

5. Recognize area as an attribute of plane figures and understand concepts of area measurement.

   a. A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area.

   b. A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.

6. Measure areas by counting unit squares, using square cm, square m, square in, square ft, and improvised units.
7. Relate area to the operations of multiplication and addition.

   a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.

   b. Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real-world and mathematical problems; represent whole-number products as rectangular areas in mathematical reasoning.

   c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$; use area models to represent the distributive property in mathematical reasoning.

   d. Recognize area as additive; find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real-world problems.

Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.

8. Solve real-world and mathematical problems involving perimeters of polygons, such as finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different area or with the same area and different perimeter.

Geometry 3.G

[17] Excludes compound units such as cm^3 and finding the geometric volume of a container.

[18] Excludes multiplicative comparison problems (problems involving notions of "times as much"; see Glossary, Table 2).

Reason with shapes and their attributes.

1. Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals); recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.
2. Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. *For example, partition a shape into 4 parts with equal area, and describe the area of each part is* $^1/_4$ *of the area of the shape.*

Mathematics | Grade 4

In Grade 4, instructional time should focus on four critical areas: (1) developing understanding and fluency with whole number multiplication, and developing understanding of whole number division; (2) developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers; (3) continuing to develop understanding of area; and (4) understanding that geometric figures can be analyzed and classified based on their properties such as having parallel sides, perpendicular sides, particular angle measures, and symmetry.

(1) Students generalize their understanding of place value to 1,000,000, understanding the relative sizes of numbers in each place. They use understandings of multiplication and division to develop fluency with multiplication and division of whole numbers. They apply their understanding of models for multiplication (equal-sized groups, arrays, area models), place value, and properties of operations, in particular the distributive property, as they develop, discuss, and use efficient, accurate, and generalizable methods to compute products of multi-digit whole numbers. Depending on the numbers and the context, they select and accurately apply appropriate methods to estimate or mentally calculate products. They develop fluency with efficient procedures for multiplying whole numbers; understand and explain why the procedures work based on place value and properties of operations; and use them to solve problems. Students apply their understanding of models for division, place value, properties of operations, and the relationship of division to multiplication as they develop, discuss, and use efficient, accurate, and generalizable procedures to find quotients involving multi-digit dividends. They select and accurately apply appropriate methods to estimate and mentally calculate quotients, and interpret remainders based upon the context.

(2) Students develop understanding of fraction equivalence and operations with fractions. They recognize that two different fractions can be equal (e.g., $15/9 = 5/3$), and they develop methods for generating and recognizing equivalent fractions. Students extend previous understandings about how fractions are built from unit fractions, composing fractions from unit fractions, decomposing fractions into unit fractions, and using the meaning of fractions and the meaning of multiplication to multiply a fraction by a whole number.

(3) Students develop their understanding of area. They understand and apply the area formula for rectangles and also find areas of shapes that can be decomposed into rectangles. They select appropriate units, strategies (e.g., decomposing shapes), and tools for solving problems that involve estimating and measuring area.

(4) Students describe, analyze, compare, and classify two-dimensional shapes. Through building, drawing, and analyzing two-dimensional shapes, students deepen their understanding of properties of two-dimensional objects and the use of them to solve problems involving symmetry.

Grade Level Overview

Operations and Algebraic Thinking
- Use the four operations with whole numbers to solve problems.
- Gain familiarity with factors and multiples.
- Generate and analyze patterns.

Number and Operations in Base Ten
- Generalize place value understanding for multi-digit whole numbers.
- Use place value understanding and properties of operations to perform multi-digit arithmetic.

Number and Operations—Fractions
- Extend understanding of fraction equivalence and ordering.
- Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.
- Understand decimal notation for fractions, and compare decimal fractions.

Measurement and Data
- Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.
- Represent and interpret data.
- Geometric measurement: understand concepts of angle and measure angles.

Geometry
- Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

Mathematical Practices
1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Operations and Algebraic Thinking 4.OA

Use the four operations with whole numbers to solve problems.

1. Interpret a multiplication equation as a comparison, e.g., interpret $5 \times 7 = 35$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.
2. Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.[19]
3. Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity; assess the reasonableness of answers using mental computation and estimation strategies including rounding.

Gain familiarity with factors and multiples.

4. Find the factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite.

Generate and analyze patterns.

5. Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. *For example: Given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.*

Number and Operations in Base Ten[20] 4.NBT

Generalize place value understanding for multi-digit whole numbers.

1. Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. *For example, recognize that 700 ÷ 70 = 10 by applying concepts of place value and division.*
2. Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits, using >, =, and < symbols to record the results of comparisons.
3. Use place value understanding to round multi-digit whole numbers to any place.

Use place value understanding and properties of operations to perform multi-digit arithmetic.[21]

4. Add and subtract multi-digit whole numbers accurately and efficiently using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
5. Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
6. Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

Number and Operations—Fractions[22] 4-NF

Extend understanding of fraction equivalence and ordering.

1. Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size; use this principle to recognize and generate equivalent fractions.
2. Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $1/2$; recognize that valid comparisons rely on the two fractions referring to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.

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[19] See Glossary, Table 2.
[20] Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.
[21] A range of algorithms may be used.
[22] Grade 4 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, 100.

Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.

3. Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.
   a. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation (e.g., $3/8 = 1/8 + 1/8 + 1/8$ and $3/8 = 1/8 + 2/8$). Justify decompositions, e.g., by using a visual fraction model.
   b. Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.
   c. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.
4. Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.
   a. Understand a fraction a/b as a multiple of $1/b$. *For example, use a visual fraction model to represent $5/4$ as the product $5 \times (1/4)$, recording the conclusion by the equation $5/4 = 5 \times (1/4)$.*
   b. Understand a multiple of a/b as a multiple of $1/b$, and use this understanding to multiply a fraction by a whole number. *For example, use a visual fraction model to express $3 \times (2/5)$ as $6 \times (1/5)$, recognizing this product as $6/5$. (In general, $n \times (a/b) = (n \times a)/b$.)*
   c. Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. *For example: If each person at a party will eat $3/8$ of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?*

Understand decimal notation for fractions, and compare decimal fractions.

5. Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.[23] *For example, express $3/10$ as $30/100$ and add $3/10 + 4/100 = 34/100$.*
6. Interpret a two-digit decimal as a fraction and use decimal notation for parts of wholes; round decimals to the nearest whole number by reasoning about their size. *For example, rewrite 1.62 as $1\ 62/100$; describe a length as 1.62 meters; locate 1.62 on a number line diagram and round 1.62 to 2.*
7. Compare two decimals to hundredths by reasoning about their size; recognize that valid comparisons rely on the two decimals referring to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual model.

Measurement and Data 4.MD

Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.

1. Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; ℓ, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of smaller unit. Record measurement equivalents in a two-column table. *For example: Know that 1 ft is 12 times as long as 1 in; express the length of a 4 ft snake as 48 in; generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...*
2. Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.
3. Apply the area and perimeter formulas for rectangles in real-world and mathematical problems. *For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.*

Represent and interpret data.

4. Make a line plot to display a data set of measurements in fractions of a unit ($1/2$, $1/4$, $1/8$). Solve problems involving addition and subtraction of fractions by using information presented in line plots. *For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.*

Geometric measurement: understand concepts of angle and measure angles.

5. Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:

[23] Students who can generate equivalent fractions can develop strategies for adding fractions with unlike denominators in general. But addition and subtraction with unlike denominators in general is not a requirement at this grade.

a. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through $1/360$ of a circle is called a "one-degree angle," and can be used to measure angles.

b. An angle that turns through *n* one-degree angles is said to have an angle measure of *n* degrees.

6. Measure angles in whole-number degrees using a protractor; sketch angles of specified measure.
7. Recognize angle measure as additive; when an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real-world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.

Geometry 4.G

Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

1. Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines; identify these in two-dimensional figures.
2. Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of specified size. Recognize right triangles as a category, and identify right triangles.
3. Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts; identify line-symmetric figures and draw lines of symmetry.

Mathematics | Grade 5

In Grade 5, instructional time should focus on four critical areas: (1) developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); (2) developing fluency with whole number operations; (3) integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths; and (4) developing understanding of volume.

(1) Students apply their understanding of fractions and fraction models to represent the addition and subtraction of fractions with unlike denominators as equivalent calculations with like denominators. They develop fluency in calculating sums and differences of fractions, and make reasonable estimates of them. Students also use the meaning of fractions, of multiplication and division, and the relationship between multiplication and division to understand and explain why the procedures for multiplying and dividing fractions make sense. (Note: this is limited to the case of dividing unit fractions by whole numbers and whole numbers by unit fractions.)

(2) Students develop fluency with multi-digit addition, subtraction, and multiplication, and develop understanding of why division procedures work based on the meaning of base-ten numerals and properties of operations.

(3) Students apply their understandings of models for decimals, decimal notation, and properties of operations to add and subtract decimals to hundredths. They develop fluency in these computations, and make reasonable estimates of their results. Students use the relationship between decimals and fractions, as well as the relationship between finite decimals and whole numbers (i.e., a finite decimal multiplied by an appropriate power of 10 is a whole number), to understand and explain why the procedures for multiplying and dividing finite decimals make sense. They compute products and quotients of decimals to hundredths efficiently and accurately.

(4) Students recognize volume as an attribute of three-dimensional space. They understand that volume can be measured by finding the total number of same-size units of volume required to fill the space without gaps or overlaps. They understand that a 1-unit by 1-unit by 1-unit cube is the standard unit for measuring volume. They select appropriate units, strategies, and tools for solving problems that involve estimating and measuring volume. They decompose three-dimensional shapes and find volumes of right rectangular prisms by viewing them as decomposed into layers of arrays of cubes. They measure necessary attributes of shapes in order to determine volumes to solve real-world and mathematical problems.

Grade Level Overview

Operations and Algebraic Thinking	{ Write and interpret numerical expressions. { Analyze patterns and relationships.
Number and Operations in Base Ten	{ Understand the place value system. { Perform operations with multi-digit whole numbers and with decimals to hundredths.
Number and Operations—Fractions	{ Use equivalent fractions as a strategy to add and subtract fractions. { Apply and extend previous understandings of multiplication and division to multiply and divide fractions.
Measurement and Data	{ Convert like measurement units within a given measurement system. { Represent and interpret data. { Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.
Geometry	{ Graph points on the coordinate plane to solve real-world and mathematical problems. { Classify two-dimensional figures into categories based on their properties.

Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Operations and Algebraic Thinking 5.OA

Write and interpret numerical expressions.

1. Interpret grouping symbols in numerical expressions and evaluate expressions with grouping symbols.
2. Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. *For example, express the calculation "add 8 and 7, then multiply by 2" as $2 \times (8 + 7)$; recognize that $3 \times (18932 + 921)$ is three times as large as $18932 + 921$, without having to calculate the indicated sum or product.*

Analyze patterns and relationships.

3. Generate two numerical patterns using two given rules. Graph pairs of corresponding terms on a coordinate plane, and identify apparent relationships between corresponding terms. *For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.*

Number and Operations in Base Ten 5.NBT

Understand the place value system.

1. Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and $1/10$ of what it represents in the place to its left.
2. Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use positive integer exponents to denote powers of 10.
3. Read, write, and compare decimals to thousandths.
   a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.
   b. Compare two decimals to thousandths based on meanings of the digits, using >, =, and < symbols to record the results of comparisons.
4. Use place value understanding to round decimals to any place.

Perform operations with multi-digit whole numbers and with decimals to hundredths.

5. Fluently add, subtract, and multiply multi-digit whole numbers using the standard algorithm for each operation.
6. Find quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division; express the quotient as a fraction or mixed number. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
7. Add, subtract, multiply, and divide decimals of one or two digits, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

Number and Operations—Fractions 5-NF

Use equivalent fractions as a strategy to add and subtract fractions.

1. Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. *For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$. (In general, $a/b + c/d = (ad + bc)/bd$.)*
2. Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. *For example, recognize an incorrect result $2/5 + 1/2 = 3/7$ by observing that $3/7 < 1/2$.*

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

3. Interpret a fraction as the result of dividing the numerator by the denominator ($a/b = a \div b$); solve word problems involving division of whole numbers leading to fractional answers, e.g., by using visual fraction models or equations to represent the problem. *For example, interpret $3/4$ as the result of dividing 3 by 4, noting that $3/4$ multiplied by 4 equals 3 and that when 3 wholes are shared equally among 4 people each person has a share of size $3/4$. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?*

4. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.
   a. Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. *For example, use a visual fraction model to show* $(2/3) \times 4 = 8/3$, *and create a story context for this equation; do the same with* $(2/3) \times (4/5) = 8/15$. *(In general,* $(a/b) \times (c/d) = ac/bd$.*)*
   b. Find the area of a rectangle with fractional side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths; multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.
5. Interpret multiplication as scaling (resizing), including by:
   a. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.
   b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1.
6. Solve real-world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.
7. Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.[24]
   a. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. *For example, create a story context for* $(1/3) \div 4$ *and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that* $(1/3) \div 4 = 1/12$ *because* $(1/12) \times 4 = 1/3$.
   b. Interpret division of a whole number by a unit fraction, and compute such quotients. *For example, create a story context for* $4 \div (1/5)$ *and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that* $4 \div (1/5) = 20$ *because* $20 \times (1/5) = 4$.
   c. Solve real-world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. *For example, How much chocolate will each person get if 3 people share* $1/2$ *lb of chocolate equally? How many* $1/3$*-cup servings are in 2 cups of raisins?*

Measurement and Data 5.MD

Convert like measurement units within a given measurement system.

1. Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step real-world problems.

Represent and interpret data.

2. Make a line plot to display a data set of measurements in fractions of a unit ($1/2$, $1/4$, $1/8$). Use operations on fractions for this grade to solve problems involving information presented in line plots. *For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.*

Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.

3. Recognize volume as an attribute of solid figures and understand concepts of volume measurement.
   a. A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume.
   b. A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units.
4. Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.
5. Relate volume to the operations of multiplication and addition and solve real-world and mathematical problems involving volume.
   a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent three-fold whole-number products as volumes, e.g., to represent the associative property of multiplication.

[24] Students able to multiply fractions in general can develop strategies to divide fractions in general, by reasoning about the relationship between multiplication and division. But division of a fraction by a fraction is not a requirement at this grade.

b. Apply the formulas $V = \ell w h$ and $V = b h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real-world and mathematical problems;

c. Recognize volume as additive; find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real-world problems.

Geometry 5.G

Graph points on the coordinate plane to solve real-world and mathematical problems.

1. Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).
2. Represent real-world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.

Classify two-dimensional figures into categories based on their properties.

3. Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. *For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.*
4. Classify two-dimensional figures in a hierarchy based on properties.

Mathematics | Grade 6

In Grade 6, instructional time should focus on four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions; (3) developing understanding of and using formulas to determine areas of two-dimensional shapes and distinguishing between volume and surface area of three-dimensional shapes; and (4) writing, interpreting, and using expressions and equations.

(1) Students use reasoning about multiplication and division of quantities to solve ratio and rate problems. By viewing equivalent ratios and rates as deriving from, and extending, pairs of rows (or columns) in the multiplication table, and by analyzing simple drawings that indicate the relative size of quantities, students extend multiplication and division to ratios and rates. Thus students expand the scope of problems for which they can use multiplication and division to solve problems, and they build on their understanding of fractions to understand ratios. Students solve a wide variety of problems involving ratios and rates.

(2) Students use the meaning of fractions, the meanings of multiplication and division, and the relationship between multiplication and division to understand and explain why the procedures for dividing fractions make sense. Students are able to use these operations to solve problems.

(3) Students reason about relationships among shapes to determine area, surface area, and volume. They find areas of right triangles, other triangles, and special quadrilaterals by decomposing these shapes, rearranging or removing pieces, and relating the shapes to rectangles. Using these methods, students discuss, develop, and justify formulas for areas of triangles and parallelograms. Students find areas of polygons and surface areas of prisms and pyramids by decomposition into pieces whose area they can determine. They reason about right rectangular prisms with rational sides to extend the formula for its volume to rational side lengths. They prepare for work on scale drawings and constructions in Grade 8 by drawing polygons in the coordinate plane.

(4) Students understand the use of variables in mathematical expressions. They write expressions and equations that correspond to given situations, evaluate expressions, and use expressions and formulas to solve problems. Students understand that expressions in different forms can be equivalent, and they use the properties of operations to rewrite expressions in equivalent forms. Students know that the solutions of an equation are the values of the variables that make the equation true. Students use properties of operations and the idea of maintaining the equality of both sides of an equation to solve simple one-step equations. Students construct and analyze tables, such as tables of quantities that are in equivalent ratios, and they use equations (such as $3x = y$) to describe relationships between quantities.

Students in Grade 6 develop their ability to think statistically. Students recognize that a typical data distribution does not have a definite center, and so different ways to measure center yield different values. The median measures center in the sense that it is roughly the middle value. The mean measures center in the sense that it is the value that each data point would take on if the total of the data values were redistributed fairly, and also in the sense that it is a balance point. Students learn to describe and summarize distributions of data, identifying clusters, peaks, gaps, and symmetry, considering the context in which the data was collected.

Grade Level Overview

Ratios and Proportional Relationships
- Understand ratio concepts and use ratio reasoning to solve problems.

The Number System
- Apply and extend previous understandings of multiplication and division to divide fractions by fractions.
- Apply and extend previous understandings of numbers to the system of rational numbers.

Expressions and Equations
- Apply and extend previous understandings of arithmetic to algebraic expressions.
- Reason about and solve one-variable equations and inequalities.
- Represent and analyze quantitative relationships between dependent and independent variables.

Geometry
- Solve real-world and mathematical problems involving area, surface area, and volume.

Statistics and Probability
- Develop understanding of statistical variability.
- Summarize and describe distributions.

Mathematical Practices
1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Ratios and Proportional Relationships 6.RP

Understand ratio concepts and use ratio reasoning to solve problems.

1. Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. *For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."*
2. Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship. *For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is $3/4$ cup of flour for each cup of sugar." "We paid $75 for 15 paperbacks, which is a rate of $5 per paperback."*[1]
3. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.
   a. Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.
   b. Solve unit rate problems including unit pricing and constant speed. *For example, If it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?*
   c. Find a percentage of a quantity as a rate per 100 (e.g., 30% of a quantity means $30/100$ times the quantity); solve problems involving finding the whole given a part and the percentage.
   d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.

The Number System 6.NS

Apply and extend previous understandings of multiplication and division to divide fractions by fractions.

1. Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. *For example, create a story context for $(2/3) \div (3/4)$ and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that $(2/3) \div (3/4) = 8/9$ because $3/4$ of $8/9$ is $2/3$. (In general, $(a/b) \div (c/d) = ad/bc$.). How much chocolate will each person get if 3 people share $1/2$ lb of chocolate equally? How many $3/4$-cup servings are in $2/3$ of a cup of yogurt? How wide is a rectangular strip of land with length $3/4$ mi and area $1/2$ square mi?*
2. Fluently divide multi-digit numbers using the standard algorithm for each operation.

Apply and extend previous understandings of numbers to the system of rational numbers.

3. Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, debits/credits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.
4. Understand a rational number as a point on the number line. Extend number line diagrams and coordinate planes familiar from previous grades to represent negative numbers and their distance from 0.
   a. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., $-(-3) = 3$, and that 0 is its own opposite.
   b. Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.
   c. Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.
5. Understand the ordering of rational numbers.
   a. Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. *For example, interpret $-3 > -7$ as a statement that -3 is located to the right of -7 on a number line oriented from left to right.*
   b. Write, interpret, and explain statements of order for rational numbers in real-world contexts. *For example, write $-3\ ^\circ C > -7\ ^\circ C$ to express the fact that $-3\ ^\circ C$ is warmer than $-7\ ^\circ C$.*
6. Understand absolute value and its relationship to the order of rational numbers.

[1] Expectations for unit rates in this grade are limited to non-complex fractions.

a. Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. *For example, for an account balance of –30 dollars, write* $|-30| = 30$ *to describe the size of the debt in dollars.*

b. Distinguish comparisons of absolute value from statements of order. *For example, recognize that an account balance less than –30 dollars represents a debt greater than 30 dollars.*

7. Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane, including using coordinates and absolute value reasoning to find distances between points with the same first coordinate or the same second coordinate.

Expressions and Equations 6.EE

Apply and extend previous understandings of arithmetic to algebraic expressions.

1. Evaluate numerical expressions involving whole-number exponents.
2. Write, read, and evaluate expressions in which letters stand for numbers.
   a. Write expressions that record operations with numbers and with letters standing for numbers. *For example, express the calculation "Subtract y from 5" as* $5 - y$.
   b. Identify parts of an expression using mathematical language (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. *For example, describe the expression* $2(8 + 7)$ *as a product of two factors; view* $(8 + 7)$ *as both a single entity and a sum of two terms.*
   c. Evaluate expressions by substituting values for their variables, including when using formulas in real-world problems. Perform arithmetic operations (including those involving whole-number exponents) in the conventional order when there are no parentheses to specify a particular order (Order of Operations). *For example, use the formulas* $V = s^3$ *and* $A = 6s^2$ *to find the volume and surface area of a cube with sides of length* $s = 1/2$.
3. Apply the properties of operations as strategies to generate equivalent expressions. *For example, apply the distributive property to the expression* $3(2 + x)$ *to produce the equivalent expression* $6 + 3x$*; apply properties of operations to* $y + y + y$ *to produce the equivalent expression* $3y$.
4. Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). *For example, the expressions* $y + y + y$ *and* $3y$ *are equivalent because they name the same number regardless of which number y stands for.*

Reason about and solve one-variable equations and inequalities.

5. Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.
6. Use variables to stand for numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can be used in cases where a number is unknown, or where, for the purpose at hand, it can be any number in a specified set.
7. Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p, q and x are all nonnegative rational numbers.
8. Write a statement of inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities graphically on a number line diagram.

Represent and analyze quantitative relationships between dependent and independent variables.

9. Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. *For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation* $d = 65t$ *to represent the relationship between distance and time.*

Geometry 6.G

Solve real-world and mathematical problems involving area, surface area, and volume.

1. Find area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.
2. Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the

prism. Apply the formulas $V = \ell w h$ and $V = b h$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.

3. Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.
4. Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.

Statistics and Probability 6.SP

Develop understanding of statistical variability.

1. Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. *For example, "How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages.*
2. Understand that a set of data collected to answer a statistical question has a distribution which can be described by its overall shape, center and spread.
3. Recognize that a measure of center for a numerical data set summarizes all of its values using a single number, while a measure of variation describes how its values vary using a single number.

Summarize and describe distributions.

4. Display numerical data in plots on a number line, including dot plots, histograms, and box plots.
5. Summarize numerical data sets in relation to their context, such as by:
   a. Reporting the number of observations.
   b. Describing the nature of the attribute of investigation, including how it was measured and its units of measurement.
   c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data was gathered.
   d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data was gathered.

Mathematics | Grade 7

In Grade 7, instructional time should focus on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and solving linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

(1) Students extend their understanding of ratios and develop understanding of proportionality to solve single- and multi-step problems. Students use their understanding of ratios and proportionality to solve a wide variety of percent problems, including those involving discounts, interest, taxes, tips, and percent increase or decrease. Students solve problems about scale drawings by relating corresponding lengths between the objects or by using the fact that relationships of lengths within an object are preserved in similar objects. Students graph proportional relationships and understand the unit rate informally as a measure of the steepness of the related line, called the slope. They distinguish proportional relationships from other relationships.

(2) Students develop a unified understanding of number, recognizing fractions, decimals, and percents as different representations of rational numbers. Students extend addition, subtraction, multiplication, and division and their properties to all rational numbers, including integers and numbers represented by complex fractions and negative fractions. By applying the properties of operations, and by viewing negative numbers in terms of everyday contexts (e.g., amounts owed or temperatures below zero), students explain why the rules for adding, subtracting, multiplying, and dividing with negative numbers make sense. They use the arithmetic of rational numbers as they formulate and solve linear equations in one variable and use these equations to solve problems.

(3) Students continue their work with area from Grade 6, solving problems involving the area and circumference of a circle and surface area of three-dimensional objects. In preparation for work on congruence and similarity in Grade 8 they reason about relationships among two-dimensional figures using scale drawings and informal geometric constructions, and they gain familiarity with the relationships between angles formed by intersecting lines. Students work with three-dimensional figures, relating them to two-dimensional figures by taking slices. They solve real-world and mathematical problems involving area, surface area, and volume of two- and three-dimensional objects made up from triangles, quadrilaterals, polygons, cubes and right prisms.

(4) Students build on their previous work with single data distributions to compare two data distributions and address questions about differences between populations. They begin informal work with random sampling to generate data sets and learn about the importance of representative samples for drawing inferences.

Grade Level Overview

Ratios and Proportional Relationships
- Analyze proportional relationships and use them to solve real-world and mathematical problems.

The Number System
- Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.

Expressions and Equations
- Use properties of operations to generate equivalent expressions.
- Solve real-life and mathematical problems using numerical and algebraic expressions and equations.

Geometry
- Draw, construct and describe geometrical figures and describe the relationships between them.
- Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.

Statistics and Probability
- Use random sampling to draw inferences about a population
- Draw informal comparative inferences about two populations.
- Investigate chance processes and develop, use, and evaluate probability models.

Mathematical Practices
1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Ratios and Proportional Relationships 7.RP

Analyze proportional relationships and use them to solve real-world and mathematical problems.

1. Compute unit rates associated with ratios of nonnegative rational numbers, including ratios of lengths, areas and other quantities measured in like or different units. *For example, If a person walks ½ mile in each ¼ hour, compute the unit rate as the complex fraction ½ / ¼ miles per hour, equivalently 2 miles per hour.*
2. Recognize and represent proportional relationships between covarying quantities.
   a. Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.
   b. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.
   c. Represent proportional relationships by equations. *For example, total cost, t, is proportional to the number, n, purchased at a constant price, p; this relationship can be expressed as* $t = pn$.
   d. Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points $(0, 0)$ and $(1, r)$ where r is the unit rate.
3. Use proportional relationships to solve multistep ratio and percent problems. *Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.*

The Number System 7.NS

Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.

1. Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.
   a. Describe situations in which opposite quantities combine to make 0. *For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged.*
   b. Understand $p + q$ as the number located a distance $|q|$ from p, in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.
   c. Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$. Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.
   d. Apply properties of operations as strategies to add and subtract rational numbers.
2. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.
   a. Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.
   b. Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p/q is a rational number, then $-(p/q) = (-p)/q = p/(-q)$. Interpret products of rational numbers by describing real-world contexts.
   c. Apply properties of operations as strategies to multiply and divide rational numbers.
   d. Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.
3. Solve real-world and mathematical problems involving the four operations with rational numbers.[2]

Expressions and Equations 7.EE

Use properties of operations to generate equivalent expressions.

1. Know and apply the properties of integer exponents to generate equivalent numerical expressions. *For example,* $3^2 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27$.

[2] Computations with rational numbers extend the rules for manipulating fractions to complex fractions.

2. Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.
3. Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. *For example, $a + 0.05a = 1.05a$ means that "increase by 5%" is the same as "multiply by 1.05."*

Solve real-life and mathematical problems using numerical and algebraic expressions and equations.

4. Use numbers expressed in the form of a single digit times a whole-number power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. *For example, estimate the population of the United States as 3×10^8 and the population of the world as 7×10^9, and determine that the world population is more than 20 times larger.*
5. Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations as strategies for calculating with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. *For example: If a woman making $25 an hour gets a 10% raise, she will make an additional $1/10$ of her salary an hour, or $2.50, for a new salary of $27.50. If you want to place a towel bar $9\ 3/4$ inches long in the center of a door that is $27\ 1/2$ inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.*
6. Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.
   a. Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare the algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. *For example, The perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?*
   b. Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p, q, and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. *For example, As a salesperson, you are paid $50 per week plus $3 per sale. This week you want your pay to be at least $100. Write an inequality for the number of sales you need to make, and describe the solutions.*

Geometry 7.G

Draw, construct, and describe geometrical figures and describe the relationships between them.

1. Solve problems involving scale drawings of geometric figures in the coordinate plane, such as computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.
2. Draw (freehand, with ruler and protractor, and with technology) geometric shapes from given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the triangle is uniquely defined, ambiguously defined or nonexistent.
3. Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.

Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.

4. Know the formulas for the area and circumference of a circle and solve problems; give an informal derivation of the relationship between the circumference and area of a circle.
5. Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.
6. Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.

Statistics and Probability 7.SP

Use random sampling to draw inferences about a population.

1. Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.
2. Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. *For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.*

Draw informal comparative inferences about two populations

3. Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. *For example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team, about twice the variability (mean average deviation) on either team; on a dot plot, the separation between the two distributions of heights is noticeable.*
4. Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. *For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.*

Investigate chance processes and develop, use, and evaluate probability models.

5. Understand that the probability of a chance event is a number between 0 and 1 expressing the likelihood of that event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around ½ indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.
6. Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. *For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.*
7. Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.
   a. Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. *For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected.*
   b. Develop a possibly non-uniform probability model by observing frequencies in data generated from a chance process. *For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?*
8. Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.
   a. Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.
   b. Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., "rolling double sixes"), identify the outcomes for which the event occurs.
   c. Design and use a simulation to generate frequencies for compound events. *For example, use random digits as a simulation tool to approximate the answer to the question: if 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?*

Mathematics | Grade 8

In Grade 8, instructional time should focus on three critical areas: (1) solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

(1) Students use linear equations and systems of linear equations to represent, analyze, and solve a variety of problems. Students recognize proportions ($y / x = m$ or $y = mx$) as a special case of linear equations, $y = mx + b$, understanding that the constant of proportionality (m) is the slope and the graphs are lines through the origin. They understand that the slope (m) of a line is a constant rate of change, so that if the input or x-coordinate changes by an amount A, the output or y-coordinate changes by the amount $m \cdot A$. Students also formulate and solve linear equations in one variable and use these equations to solve problems. Students also use a linear equation to describe the association between two quantities in a data set (such as arm span vs. height for students in a classroom). At this grade, fitting the model, and assessing its fit to the data are done informally. Interpreting the model in the context of the data requires students to express a relationship between the two quantities in question.

Students strategically choose and efficiently implement procedures to solve linear equations in one variable, understanding that when they use the properties of equality and the concept of logical equivalence, they maintain the solutions of the original equation. Students solve systems of two linear equations in two variables and relate the systems to pairs of lines in the plane; these intersect, are parallel, or are the same line. Students use linear equations, systems of linear equations, linear functions, and their understanding of slope of a line to analyze situations and solve problems.

(2) Students grasp the concept of a function as a rule that assigns to each element of its domain exactly one element of its range. They use function notation and understand that functions describe situations where one quantity determines another. They can translate among verbal, tabular, graphical, and algebraic representations of functions (noting that tabular and graphical representations are usually only partial representations), and they describe how aspects of the function are reflected in the different representations.

(3) Students use ideas about distance and angles, how they behave under translations, rotations, reflections, and dilations, and ideas about congruence and similarity to describe and analyze two-dimensional figures and to solve problems. Students prove that the angles in a triangle add up to a straight line, and that various configurations of lines give rise to similar triangles because of the angles created when a transversal cuts parallel lines. Students understand the statement of the Pythagorean Theorem and its converse, and can explain why the Pythagorean Theorem is valid, for example, by decomposing a square in two different ways. They apply the Pythagorean Theorem to find distances between points on the coordinate plane, to find lengths, and to analyze polygons. Students complete their work on volume by solving problems involving cones, cylinders, and spheres.

Grade Level Overview

The Number System
- Know that there are numbers that are not rational, and approximate them by rational numbers.

Expressions and Equations
- Work with radicals and integer exponents.
- Understand the connections between proportional relationships, lines, and linear equations.
- Analyze and solve linear equations and pairs of simultaneous linear equations.

Functions
- Define, evaluate, and compare functions.
- Use functions to model relationships between quantities.

Geometry
- Understand congruence and similarity using physical models, transparencies, or geometry software.
- Understand and apply the Pythagorean Theorem.
- Solve real-world and mathematical problems involving volume of cylinders, cones and spheres.

Statistics and Probability
- Investigate patterns of association in bivariate data.

Mathematical Practices
1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

The Number System 8.NS

Know that there are numbers that are not rational, and approximate them by rational numbers.

1. Understand informally that every number has a decimal expansion; the rational numbers are those with decimal expansions that terminate in 0s or eventually repeat. Know that other numbers are called irrational.
2. Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., π^2). *For example, by truncating the decimal expansion of $\sqrt{2}$, show that $\sqrt{2}$ is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.*

Expressions and Equations 8.EE

Work with radicals and integer exponents.

1. Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational.
2. Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology.

Understand the connections between proportional relationships, lines, and linear equations.

3. Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. *For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.*
4. Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at b.

Analyze and solve linear equations and pairs of simultaneous linear equations.

5. Solve linear equations in one variable.
   a. Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers).
   b. Solve linear equations with rational number coefficients, including equations that require expanding expressions using the distributive property and collecting like terms.
6. Analyze and solve pairs of simultaneous linear equations.
   a. Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.
   b. Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. *For example, $3x + 2y = 5$ and $3x + 2y = 6$ have no solution because $3x + 2y$ cannot simultaneously be 5 and 6.*
   c. Solve real-world and mathematical problems leading to two linear equations in two variables. *For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.*

Functions 8.F

Define, evaluate, and compare functions.

1. Understand that a function from one set (called the domain) to another set (called the range) is a rule that assigns to each element of the domain (an input) exactly one element of the range (the corresponding output). The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.[3]
2. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). *For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.*

[3] Function notation is not required in Grade 8.

3. Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. *For example, the function $A = s^2$ giving the area of a square as a function of its side length is not linear because its graph contains the points (1,1), (2,4) and (3,9), which are not on a straight line.*

Use functions to model relationships between quantities.

4. Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship; from two (x, y) values, including reading these from a table; or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.
5. Describe qualitatively the functional relationship between two quantities by reading a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.

Geometry 8.G

Understand congruence and similarity using physical models, transparencies, or geometry software.

1. Verify experimentally the properties of rotations, reflections, and translations:
   a. Lines are taken to lines, and line segments to line segments of the same length.
   b. Angles are taken to angles of the same measure.
   c. Parallel lines are taken to parallel lines.
2. Understand that a plane figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.
3. Describe the effect of dilations, translations, rotations and reflections on figures using coordinates.
4. Understand that a plane figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar figures, describe a sequence that exhibits the similarity between them.
5. Use informal arguments to establish facts about the angle sum and exterior angle of triangles, and about the angles created when parallel lines are cut by a transversal. *For example, arrange three copies of the same triangle so that the three angles appear to form a line, and give an argument in terms of transversals why this is so.*

Understand and apply the Pythagorean Theorem.

6. Explain a proof of the Pythagorean Theorem and its converse.
7. Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.
8. Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.

Solve real-world and mathematical problems involving volume of cylinders, cones and spheres.

9. Know the formulas for the volume of cones, cylinders and spheres and solve real-world and mathematical problems.

Statistics and Probability 8.SP

Investigate patterns of association in bivariate data.

1. Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.
2. Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.
3. Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. *For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height.*
4. Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. *For example, collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores?*

Mathematics Standards for High School

Where is the College and Career Readiness line drawn?

The high school standards specify the mathematics that all students should study in order to be college and career ready. Additional mathematics that students should learn in order to take advanced courses such as calculus, advanced statistics, or discrete mathematics is indicated by (+), as in this example:

> (+) Represent complex numbers on the complex plane in rectangular and polar form (including real and imaginary numbers).

Standards with a (+) symbol are beyond the college and career readiness threshold, but may appear in courses intended for all students. Any standard without a (+) symbol is intended to be in the common mathematics curriculum for all college and career ready students.

How are the high school standards organized?

The high school standards are listed in conceptual categories:

- Number and Quantity
- Algebra
- Functions
- Modeling
- Geometry
- Statistics and Probability.

Conceptual categories portray a coherent view of core high school mathematics; a student's work with functions, for example, crosses a number of traditional course boundaries, potentially up through and including calculus.

Modeling standards

Modeling is best interpreted not as a collection of isolated topics but in relation to other standards. Making mathematical models is a Standard for Mathematical Practice, and specific modeling standards appear throughout the high school standards indicated by a star symbol (*).

Mathematics | High School—Number and Quantity

Numbers and Number Systems. During the years from kindergarten to eighth grade, students must repeatedly extend their conception of number. At first, "number" means "counting number": 1, 2, 3…. Soon after that, 0 is used to represent "none" and the whole numbers are formed by the counting numbers together with zero. The next extension is fractions. At first, fractions are barely numbers and tied strongly to pictorial representations. Yet by the time students understand division of fractions, they have a strong concept of fractions as numbers and have connected them, via their decimal representations, with the base-ten system used to represent the whole numbers. During middle school, fractions are augmented by negative fractions to form the rational numbers. In Grade 8, students extend this system once more, augmenting the rational numbers with the irrational numbers to form the real numbers. In high school, students will be exposed to yet another extension of number, when the real numbers are augmented by the imaginary numbers to form the complex numbers.

This ascent through number systems makes it fair to ask: what does the word *number* mean that it can mean all of these things? One possible answer is that a number is something that can be used to do mathematics: calculate, solve equations, or represent measurements.

With each extension of number, the meanings of addition, subtraction, multiplication, and division are extended. In each new number system—integers, rational numbers, real numbers, and complex numbers—the four operations stay the same in two important ways: They have the commutative, associative, and distributive properties and their new meanings are consistent with their previous meanings. For example, multiplication by a whole number can be interpreted as repeated addition of the multiplicand in extensions of the whole numbers.

Extending the properties of whole-number exponents leads to new and productive notation. For example, properties of whole-number exponents suggest that $(5^{1/3})^3$ should be $5^{(1/3)\cdot 3} = 5^1 = 5$ and that $5^{1/3}$ should be the cube root of 5.

Calculators can provide ways for students to become better acquainted with these new number systems and their notation. They can be used to generate data for numerical experiments, to help understand the workings of matrix, vector, and complex number algebra, and to experiment with non-integer exponents.

Quantities. In their work in measurement up through Grade 8, students primarily measure commonly used attributes such as length, area, and volume. In high school, students encounter a wider variety of units in modeling, e.g., acceleration, currency conversions, derived quantities such as person-hours and heating degree days, social science rates such as per-capita income, and rates in everyday life such as points scored per game or batting averages. They also encounter novel situations in which they themselves must conceive the attributes of interest. For example, to find a good measure of overall highway safety, they might propose measures such as fatalities per year, fatalities per year per driver, or fatalities per vehicle-mile traveled. Such a conceptual process might be called quantification. Quantification is important for science, as when surface area suddenly "stands out" as an important variable in evaporation. Quantification is also important for companies, which must conceptualize relevant attributes and create or choose suitable measures for them.

The Real Number System Quantities The Complex Number System Vector and Matrix Quantities	• Extend the properties of exponents to rational exponents • Classify numbers as rational or irrational • Reason quantitatively and use units to solve problems • Perform arithmetic operations with complex numbers • Represent complex numbers and their operations on the complex plane • Use complex numbers in polynomial identities and equations • Represent and model with vector quantities • Perform operations on vectors • Perform operations on matrices and use matrices in applications		1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning.	Mathematical Practices

The Real Number System N-RN

Extend the properties of exponents to rational exponents

1. Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. *For example, we define* $5^{1/3}$ *to be the cube root of* 5 *because we want* $(5^{1/3})^3 = 5^{(1/3)3}$ *to hold, so* $(5^{1/3})^3$ *must equal* 5.
2. Rewrite expressions involving radicals and rational exponents using the properties of exponents.

Use properties of rational and irrational numbers

3. Explain why sums and products of rational numbers are rational, that the sum of a rational number and an irrational number is irrational, and that the product of a nonzero rational number and an irrational number is irrational.

Quantities* N-Q

Reason quantitatively and use units to solve problems

1. Compare measurements of two quantities of the same type (e.g., two lengths or two weights) expressed in different units to decide which quantity is larger.
2. Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
3. Define appropriate quantities for the purpose of descriptive modeling.
4. Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

The Complex Number System N-CN

Perform arithmetic operations with complex numbers

1. Know there is a complex number i such that $i^2 = -1$, and every complex number has the form $a + bi$ with a and b real.
2. Use the relation $i^2 = -1$ and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers.
3. (+) Find the conjugate of a complex number; use conjugates to find moduli and quotients of complex numbers.

Represent complex numbers and their operations on the complex plane

4. (+) Represent complex numbers on the complex plane in rectangular and polar form (including real and imaginary numbers), and explain why the rectangular and polar forms of a given complex number represent the same number.
5. (+) Represent addition, subtraction, multiplication, and conjugation of complex numbers geometrically on the complex plane; use properties of this representation for computation. *For example,* $(1 - \sqrt{3}i)^3 = 8$ *because* $(1 - \sqrt{3}i)$ *has modulus* 2 *and argument* 120°.
6. (+) Calculate the distance between numbers in the complex plane as the modulus of the difference, and the midpoint of a segment as the average of the numbers at its endpoints.

Use complex numbers in polynomial identities and equations

7. Solve quadratic equations with real coefficients that have complex solutions.
8. (+) Extend polynomial identities to the complex numbers. *For example, rewrite* $x^2 + 4$ *as* $(x + 2i)(x - 2i)$.
9. (+) Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials.

(+) Vector and Matrix Quantities N-VM

Represent and model with vector quantities.

1. Understand that vector quantities have both magnitude and direction. Represent vector quantities by directed line segments, and use appropriate symbols for vectors and their magnitudes (e.g., $\mathbf{v}$, $|\mathbf{v}|$, $||\mathbf{v}||$, v).
2. Find the components of a vector by subtracting the coordinates of an initial point from the coordinates of a terminal point.
3. Solve problems involving velocity and other quantities that can be represented by vectors.★

Perform operations on vectors.

4. Add and subtract vectors.
   a. Add vectors end-to-end, component-wise, and by the parallelogram rule. Understand that the magnitude of a sum of two vectors is typically not the sum of the magnitudes.
   b. Given two vectors in magnitude and direction form, determine the magnitude and direction of their sum.
   c. Understand that vector subtraction $\mathbf{v} - \mathbf{w}$ is defined as $\mathbf{v} + (-\mathbf{w})$, where $-\mathbf{w}$ is the additive inverse of $\mathbf{w}$, with the same magnitude as $\mathbf{w}$ and pointing in the opposite direction. Represent vector subtraction graphically by connecting the tips in the appropriate order, and perform vector subtraction component-wise.
5. Multiply a vector $\mathbf{v}$ by a scalar.
   a. Represent scalar multiplication graphically by scaling vectors and possibly reversing their direction; perform scalar multiplication component-wise, e.g., as $c(v_x, v_y) = (cv_x, cv_y)$.
   b. Compute the magnitude of a scalar multiple $c\mathbf{v}$ using $||c\mathbf{v}|| = |c|v$.
   c. Understand that when $|c|v \neq 0$, the direction of $c\mathbf{v}$ is either along $\mathbf{v}$ (for $c > 0$) or against $\mathbf{v}$ (for $c < 0$).

Perform operations on matrices and use matrices in applications.★

6. Use matrices to represent and manipulate data, e.g., to represent payoffs or incidence relationships in a network.
7. Multiply matrices by scalars to produce new matrices, e.g., as when all of the payoffs in a game are doubled.
8. Add, subtract, and multiply matrices of appropriate dimensions.
9. Understand that, unlike multiplication of numbers, matrix multiplication for square matrices is not a commutative operation, but still satisfies the associative and distributive properties.
10. Understand that the zero and identity matrices play a role in matrix addition and multiplication similar to the role of 0 and 1 in the real numbers. The determinant of a square matrix is nonzero if and only if the matrix has a multiplicative inverse.
11. Multiply a vector (regarded as a matrix with one column) by a matrix of suitable dimensions to produce another vector. Understand a matrix as a transformation of vectors.
12. Understand a 2×2 matrix as a transformation of the plane, and interpret the absolute value of the determinant in terms of area.

Expressions. An expression is a record of a computation with numbers and symbols that represent numbers, arithmetic operations, exponentiation, and, at more advanced levels, the operation of evaluating a function. Conventions about the use of parentheses and the order of operations assure that each expression is unambiguous. Creating an expression that describes a computation involving a general quantity requires the ability to express the computation in general terms, abstracting from specific instances.

Reading an expression with comprehension involves analysis of its underlying structure. This may suggest a different but equivalent way of writing the expression that exhibits some different aspect of its meaning. For example, $p + 0.05p$ can be interpreted as the addition of a 5% tax to a price p. Rewriting $p + 0.05p$ as $1.05p$ shows that adding a tax is the same as multiplying the price by a constant factor.

Algebraic manipulations are governed by the properties of operations and exponents, and the conventions of algebraic notation. At times, an expression is the result of applying operations to simpler expressions. For example, $p + 0.05p$ is the sum of the simpler expressions p and $0.05p$. Viewing an expression as the result of operation on simpler expressions can sometimes clarify its underlying structure.

A spreadsheet or a computer algebra system can be used to experiment with algebraic expressions, perform complicated algebraic manipulations, and understand how algebraic manipulations behave.

Equations and inequalities. An equation is a statement of equality between two expressions, often viewed as a question asking for which values of the variables the expressions on either side are in fact equal. These values are the solutions to the equation. An identity is true for all numbers; identities are often developed by rewriting an expression in an equivalent form.

The solutions of an equation in one variable form a set of numbers; the solutions of an equation in two variables form a set of ordered pairs of numbers, which can be plotted in the coordinate plane. Two or more equations and/or inequalities form a system. A solution for such a system must satisfy every equation and inequality in the system.

An equation can often be solved by successively deducing from it one or more simpler equations. For example, one can add the same constant to both sides without changing the solutions, but squaring both sides might lead to extraneous solutions. Strategic competence in solving includes looking ahead for productive manipulations and anticipating the nature and number of solutions.

Some equations have no solutions in a given number system, but have a solution in a larger system. For example, the solution of $x + 1 = 0$ is an integer, not a whole number; the solution of $2x + 1 = 0$ is a rational number, not an integer; the solutions of $x^2 - 2 = 0$ are real numbers, not rational numbers; and the solutions of $x^2 + 2 = 0$ are complex numbers, not real numbers.

The same solution techniques used to solve equations can be used to rearrange formulas. For example, the formula for the area of a trapezoid, $A = ((b_1+b_2)/2)h$, can be solved for h using the same deductive process.

Inequalities can be solved by reasoning about the properties of inequality. Many, but not all, of the properties of equality continue to hold for inequalities and can be useful in solving them.

Connections to Functions and Modeling. Expressions can define functions, and equivalent expressions define the same function. Asking when two functions have the same value for the same input leads to an equation; graphing the two functions allows for finding approximate solutions of the equation. Converting a verbal description to an equation, inequality, or system of these is an essential skill in modeling.

Seeing Structure in Expressions	• Interpret the structure of expressions • Write expressions in equivalent forms to solve problems		1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning.	Mathematical Practices
Arithmetic with Polynomials and Rational Functions	• Perform arithmetic operations on polynomials • Understand the relationship between zeros and factors of polynomials • Use polynomial identities to solve problems • Rewrite and graph rational functions			
Creating Equations	• Create equations that describe numbers or relationships			
Reasoning with Equations and Inequalities	• Understand solving equations as a process of reasoning and explain the reasoning • Solve equations and inequalities in one variable • Solve systems of equations • Represent and solve equations and inequalities graphically			

Seeing Structure in Expressions A-SSE

Interpret the structure of expressions

1. Interpret expressions that represent a quantity in terms of its context.★
   a. Interpret parts of an expression, such as terms, factors, and coefficients.
   b. Interpret complicated expressions by viewing one or more of their parts as a single entity. *For example, interpret* $P(1+r)^n$ *as the product of P and a factor not depending on P.*
2. Use the structure of an expression to identify ways to rewrite it. *For example, see* $x^4 - y^4$ *as* $(x^2)^2 - (y^2)^2$, *thus recognizing it as a difference of squares that can be factored as* $(x^2 - y^2)(x^2 + y^2)$.

Write expressions in equivalent forms to solve problems

3. Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.★
   a. Factor a quadratic expression to reveal the zeros of the function it defines.
   b. Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.
   c. Use the properties of exponents to transform expressions for exponential functions. *For example the expression* 1.15^t *can be rewritten as* $(1.15^{1/12})^{12t} \approx 1.012^{12t}$ *to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.*
4. Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. *For example, calculate mortgage payments.*★

Arithmetic with Polynomials and Rational Expressions A-APR

Perform arithmetic operations on polynomials

1. Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.

Understand the relationship between zeros and factors of polynomials

2. Understand the Remainder Theorem: For a polynomial $p(x)$ and a number a, the remainder on division by $x - a$ is $p(a)$, so $p(a) = 0$ if and only if $(x - a)$ is a factor of $p(x)$.
3. Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.

Use polynomial identities to solve problems

4. Prove polynomial identities and use them to describe numerical relationships. *For example, the polynomial identity* $(x^2 + y^2)^2 = (x^2 - y^2)^2 + (2xy)^2$ *can be used to generate Pythagorean triples.*
5. (+) Understand that the Binomial Theorem gives the expansion of $(x + y)^n$ in powers of x and y for a positive integer n, where x and y are any numbers, with coefficients determined for example by Pascal's Triangle. The Binomial Theorem can be proved by mathematical induction or by a combinatorial argument.

Rewrite rational expressions

6. Rewrite simple rational expressions in different forms; write $a(x)/b(x)$ in the form $q(x) + r(x)/b(x)$, where $a(x)$, $b(x)$, $q(x)$, and $r(x)$ are polynomials with the degree of $r(x)$ less than the degree of $b(x)$, using inspection, long division, or, for the more complicated examples, a computer algebra system.
7. (+) Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions.

Creating Equations* A-CED

Create equations that describe numbers or relationships

1. Create equations and inequalities in one variable and use them to solve problems. *Include equations arising from linear and quadratic functions, and simple rational and exponential functions.*
2. Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
3. Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. *For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.*
4. Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. *For example, rearrange Ohm's law* $V = IR$ *to highlight resistance* R.

Reasoning with Equations and Inequalities A-REI

Understand solving equations as a process of reasoning and explain the reasoning

1. Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.
2. Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.

Solve equations and inequalities in one variable

3. Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters. Graph the solution set of an inequality on a number line.
4. Solve quadratic equations in one variable.
   a. Understand that the method of completing the square transforms any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions. This leads to the quadratic formula.
   b. Solve by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers a and b.

Solve systems of equations

5. Understand that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.
6. Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.
7. Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. *For example, find the points of intersection between the line* $y = -3x$ *and the circle* $x^2 + y^2 = 3$.
8. (+) Represent a system of linear equations as a single matrix equation in a vector variable.

9. (+) Find the inverse of a matrix if it exists and use it to solve systems of linear equations (using technology for matrices of dimension 3×3 or greater).

Represent and solve equations and inequalities graphically

10. Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a straight line).
11. Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.★
12. Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.

Mathematics | High School—Functions

Functions describe situations where one quantity determines another. For example, the return on $10,000 invested at an annualized percentage rate of 4.25% is a function of the length of time the money is invested. Because we continually make theories about dependencies between quantities in nature and society, functions are important tools in the construction of mathematical models.

In school mathematics, functions usually have numerical inputs and outputs and are often defined by an algebraic expression. For example, the time in hours it takes for a car to drive 100 miles is a function of the car's speed in miles per hour, v; the rule $T(v) = 100/v$ expresses this relationship algebraically and defines a function whose name is T.

The set of inputs to a function is called its domain. We often infer the domain to be all inputs for which the expression defining a function has a value, or for which the function makes sense in a given context.

A function can be described in various ways, such as by a graph (e.g., the trace of a seismograph); by a verbal rule, as in, "I'll give you a state, you give me the capital city;" by an algebraic expression like $f(x) = a + bx$; or by a recursive rule. The graph of a function is often a useful way of visualizing the relationship of the function models, and manipulating a mathematical expression for a function can throw light on the function's properties.

Functions presented as expressions can model many important phenomena. Two important families of functions characterized by laws of growth are linear functions, which grow at a constant rate, and exponential functions, which grow at a constant percent rate. Linear functions with a constant term of zero describe proportional relationships.

A graphing utility or a computer algebra system can be used to experiment with properties of these functions and their graphs and to build computational models of functions, including recursively defined functions.

Connections to Expressions, Equations, Modeling, and Coordinates. Determining an output value for a particular input involves evaluating an expression; finding inputs that yield a given output involves solving an equation. Questions about when two functions have the same value for the same input lead to equations, whose solutions can be visualized from the intersection of their graphs. Because functions describe relationships between quantities, they are frequently used in modeling. Sometimes functions are defined by a recursive process, which can be displayed effectively using a spreadsheet or other technology.

Content Overview

Interpreting Functions	• Understand the concept of a function and use function notation • Interpret functions that arise in applications in terms of the context • Analyze functions using different representations		1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning.	Mathematical Practices
Building Functions	• Build a function that models a relationship between two quantities • Build new functions from existing functions			
Linear, Quadratic, and Exponential Models	• Construct and compare linear and exponential models and solve problems • Interpret expressions for functions in terms of the situation they model			
Trigonometric Functions	• Extend the domain of trigonometric functions using the unit circle • Model periodic phenomena with trigonometric functions • Prove and apply trigonometric identities			

Interpreting Functions F-IF

Understand the concept of a function and use function notation

1. Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x. The graph of f is the graph of the equation $y = f(x)$.
2. Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.
3. Understand that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. *For example, the Fibonacci sequence is defined recursively by* $f(0) = f(1) = 1$, $f(n+1) = f(n) + f(n-1)$ *for* $n \geq 1$.

Interpret functions that arise in applications in terms of the context

4. For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. *Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.*★
5. Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. *For example, if the function h(n) gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.*★
6. Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.★

Analyze functions using different representations

7. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.★
   a. Graph linear and quadratic functions and show intercepts, maxima, and minima.
   b. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.
   c. Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.
   d. (+) Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior.
   e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.
8. Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.
   a. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.
   b. Use the properties of exponents to interpret expressions for exponential functions. *For example, identify percent rate of change in functions such as* $y = (1.02)^t$, $y = (0.97)^t$, $y = (1.01)^{12t}$, $y = (1.2)^{t/10}$, *and classify them as representing exponential growth or decay.*
9. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). *For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.*

Building Functions F-BF

Build a function that models a relationship between two quantities

1. Write a function that describes a relationship between two quantities.★
   a. Determine an explicit expression, a recursive process, or steps for calculation from a context.
   b. Combine standard function types using arithmetic operations. *For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model.*
   c. (+) Compose functions. *For example, if* $f(t)$ *is the height of a falling body after t seconds,* $f(t - 12)$ *is the height of the same body dropped 12 seconds later.*
2. Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.★

Build new functions from existing functions

3. Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. *Include recognizing even and odd functions from their graphs and algebraic expressions for them.*
4. Find inverse functions.
   a. Solve an equation of the form $f(x) = c$ for a simple function f that has an inverse and write an expression for the inverse. *For example,* $f(x) = 2x^3$ *or* $f(x) = (x+1)/(x-1)$ *for* $x \neq 1$.
   b. (+) Verify by composition that one function is the inverse of another.
   c. (+) Read values of an inverse function from a graph or a table, given that the function has an inverse.
   d. (+) Produce an invertible function from a non-invertible function by restricting the domain.

Linear, Quadratic, and Exponential Models* F-LQE

Construct and compare linear, quadratic, and exponential models and solve problems

1. Distinguish between situations that can be modeled with linear functions and with exponential functions.
   a. Understand that linear functions grow by equal differences over equal intervals; exponential functions grow by equal factors over equal intervals.
   b. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.
   c. Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.
2. Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).

3. Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.
4. For exponential models, express as a logarithm the solution to $a\,b^{ct} = d$ where a, c, and d are numbers and the base b is 2, 10, or e; evaluate the logarithm using technology.

Interpret expressions for functions in terms of the situation they model

5. Interpret the parameters in a linear, quadratic, or exponential function in terms of a context.

Trigonometric Functions F-TF

Extend the domain of trigonometric functions using the unit circle

1. Understand that the radian measure of an angle is the length of the arc on the unit circle subtended by the angle.
2. Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle.
3. (+) Use special triangles to determine geometrically the values of sine, cosine, tangent for $\pi/3$, $\pi/4$ and $\pi/6$, and use the unit circle to express the values of sine, cosine, and tangent for $\pi - x$, $\pi + x$, and $2\pi - x$ in terms of their values for x, where x is any real number.
4. (+) Use the unit circle to explain symmetry (odd and even) and periodicity of trigonometric functions.

Model periodic phenomena with trigonometric functions

5. Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline.★
6. (+) Understand that restricting a trigonometric function to a domain on which it is always increasing or always decreasing allows its inverse to be constructed.
7. (+) Use inverse functions to solve trigonometric equations that arise in modeling contexts; evaluate the solutions using technology, and interpret them in terms of the context.★

Prove and apply trigonometric identities

8. Prove the Pythagorean identity $\sin^2(\theta) + \cos^2(\theta) = 1$ and use it to calculate trigonometric ratios.
9. (+) Prove the addition and subtraction formulas for sine, cosine, and tangent and use them to solve problems.

Mathematics | High School—Modeling

Modeling links classroom mathematics and statistics to everyday life, work, and decision-making. Modeling is the process of choosing and using appropriate mathematics and statistics to analyze empirical situations, to understand them better, and to improve decisions. Quantities and their relationships in physical, economic, public policy, social, and everyday situations can be modeled using mathematical and statistical methods. When making mathematical models, technology is valuable for varying assumptions, exploring consequences, and comparing predictions with data.

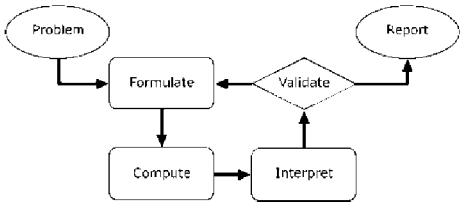
A model can be very simple, such as writing total cost as a product of unit price and number bought, or using a geometric shape to describe a physical object like a coin. Even such simple models involve making choices. It is up to us whether to model a coin as a three-dimensional cylinder, or whether a two-dimensional disk works well enough for our purposes. Other situations—modeling a delivery route, a production schedule, or a comparison of loan amortizations—need more elaborate models that use other tools from the mathematical sciences. Real-world situations are not organized and labeled for analysis; formulating tractable models, representing such models, and analyzing them is appropriately a creative process. Like every such process, this depends on acquired expertise as well as creativity.

Some examples of such situations might include:

- Estimating how much water and food is needed for emergency relief in a devastated city of 3 million people, and how it might be distributed.
- Planning a table tennis tournament for 7 players at a club with 4 tables, where each player plays against each other player.
- Designing the layout of the stalls in a school fair so as to raise as much money as possible.
- Analyzing stopping distance for a car.
- Modeling savings account balance, bacterial colony growth, or investment growth.
- Critical path analysis, e.g., applied to turnaround of an aircraft at an airport.
- Risk situations, such as extreme sports, pandemics, and terrorism.
- Relating population statistics to individual predictions.

In situations like these, the models devised depend on a number of factors: How precise an answer do we want or need? What aspects of the situation do we most need to understand, control, or optimize? What resources of time and tools do we have? The range of models that we can create and analyze is also constrained by the limitations of our mathematical, statistical, and technical skills, and our ability to recognize significant variables and relationships among them. Diagrams of various kinds, spreadsheets and other technology, and algebra are powerful tools for understanding and solving problems drawn from different types of real-world situations.

One of the insights provided by mathematical modeling is that essentially the same mathematical or statistical structure can sometimes model seemingly different situations. Models can also shed light on the mathematical structures themselves, for example, as when a model of bacterial growth makes more vivid the explosive growth of the exponential function.



The basic modeling cycle is summarized in the diagram. It involves (1) identifying variables in the situation and selecting those that represent essential features, (2) formulating a model by creating and selecting geometric, graphical, tabular, algebraic, or statistical representations that describe relationships between the variables, (3) analyzing and performing operations on these relationships to draw conclusions, (4) interpreting the results of the mathematics in terms of the original situation, (5) validating the conclusions by comparing them with the situation, and then either improving the model or, if it is acceptable, (6) reporting on the conclusions and the reasoning behind them. Choices, assumptions, and approximations are present throughout this cycle.

In descriptive modeling, a model simply describes the phenomena or summarizes them in a compact form. Graphs of observations are a familiar descriptive model—for example, graphs of global temperature and atmospheric CO_2 over time.

Analytic modeling seeks to explain data on the basis of deeper theoretical ideas, albeit with parameters that are empirically based; for example, exponential growth of bacterial colonies (until cut-off mechanisms such as pollution or starvation intervene) follows from a constant reproduction rate. Functions are an important tool for analyzing such problems.

Graphing utilities, spreadsheets, computer algebra systems, and dynamic geometry software are powerful tools that can be used to model purely mathematical phenomena (e.g., the behavior of polynomials) as well as physical phenomena.

Modeling Standards

Modeling is best interpreted not as a collection of isolated topics but rather in relation to other standards. Making mathematical models is a Standard for Mathematical Practice, and specific modeling standards appear throughout the high school standards indicated by a star symbol (⋆).

Mathematics | High School—Geometry

An understanding of the attributes and relationships of geometric objects can be applied in diverse contexts—interpreting a schematic drawing, estimating the amount of wood needed to frame a sloping roof, rendering computer graphics, or designing a sewing pattern for the most efficient use of material.

Although there are many types of geometry, school mathematics is devoted primarily to plane Euclidean geometry, studied both synthetically (without coordinates) and analytically (with coordinates). Euclidean geometry is characterized most importantly by the Parallel Postulate, that through a point not on a given line there is exactly one parallel line. (Spherical geometry, in contrast, has no parallel lines.)

During high school, students begin to formalize their geometry experiences from elementary and middle school, using more precise definitions and developing careful proofs. Later in college some students develop Euclidean and other geometries carefully from a small set of axioms.

The concepts of congruence, similarity, and symmetry can be understood from the perspective of geometric transformation. Fundamental are the rigid motions: translations, rotations, reflections, and combinations of these, all of which are here assumed to preserve distance and angles (and therefore shapes generally). Reflections and rotations each explain a particular type of symmetry, and the symmetries of an object offer insight into its attributes—as when the reflective symmetry of an isosceles triangle assures that its base angles are congruent.

In the approach taken here, two geometric figures are defined to be congruent if there is a sequence of rigid motions that carries one onto the other. This is the principle of superposition. For triangles, congruence means the equality of all corresponding pairs of sides and all corresponding pairs of angles. During Grade 8, through experiences with geometric constructions and drawing triangles from given conditions, some students notice ways to specify enough measures in a triangle to ensure that all triangles drawn with those measures are congruent. Once these triangle congruence criteria (ASA, SAS, and SSS) are established using rigid motions, they can be used to prove theorems about triangles, quadrilaterals, and other geometric figures.

Similarity transformations (rigid motions followed by dilations) define similarity in the same way that rigid motions define congruence, and lead to the criterion for triangle similarity that two pairs of corresponding angles are congruent.

The definitions of sine, cosine, and tangent for acute angles are founded on right triangles and similarity, and, with the Pythagorean Theorem, are fundamental in many real-world and theoretical situations. The Pythagorean Theorem is generalized to non-right triangles by the Law of Cosines. Together, the Laws of Sines and Cosines embody the triangle congruence criteria for the cases where three pieces of information suffice to completely solve a triangle. Furthermore, these laws yield two possible solutions in the ambiguous case, illustrating that Side-Side-Angle is not a congruence criterion.

Analytic geometry connects algebra and geometry, resulting in powerful methods of analysis and problem solving. Just as the number line associates numbers with locations in one dimension, a pair of perpendicular axes associates pairs of numbers with locations in two dimensions. This correspondence between numerical coordinates and geometric points allows methods from algebra to be applied to geometry and vice versa. The solution set of an equation becomes a geometric curve, making visualization a tool for doing and understanding algebra. Geometric shapes can be described by equations, making algebraic manipulation into a tool for geometric understanding, modeling, and proof. Geometric transformations of the graphs of equations correspond to algebraic changes in their equations.

Dynamic geometry environments provide students with experimental and modeling tools that allow them to investigate geometric phenomena in much the same way as computer algebra systems allow them to experiment with algebraic phenomena.

Connections to Equations. The correspondence between numerical coordinates and geometric points allows methods from algebra to be applied to geometry and vice versa. The solution set of an equation becomes a geometric curve, making visualization a tool for doing and understanding algebra. Geometric shapes can be described by equations, making algebraic manipulation into a tool for geometric understanding, modeling, and proof.

Congruence	• Experiment with transformations in the plane • Understand congruence in terms of rigid motions • Prove geometric theorems • Make geometric constructions		1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning.	Mathematical Practices
Similarity, Right Triangles, and Trigonometry	• Understand similarity in terms of similarity transformations • Prove theorems involving similarity • Define trigonometric ratios and solve problems involving right triangles • Apply trigonometry to general triangles			
Circles	• Understand and apply theorems about circles • Find arc lengths and areas of sectors of circles			
Expressing Geometric Properties with Equations	• Translate between the geometric description and the equation for a conic section • Use coordinates to prove simple geometric theorems algebraically			
Geometric Measurement and Dimension	• Explain volume formulas and use them to solve problems • Visualize relationships between two-dimensional and three-dimensional objects			
Modeling with Geometry	• Apply geometric concepts in modeling situations			

Congruence G-CO

Experiment with transformations in the plane

1. Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.
2. Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).
3. Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.
4. Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.
5. Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.

Understand congruence in terms of <u>rigid motions</u>

6. Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.
7. Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.
8. Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.

Prove geometric theorems

9. Prove theorems about lines and angles. *Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.*
10. Prove theorems about triangles. *Theorems include: measures of interior angles of a triangle sum to 180°; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.*
11. Prove theorems about parallelograms. *Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.*

Make geometric constructions

12. Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). *Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.*
13. Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle.

Similarity, Right Triangles, and Trigonometry G-SRT

Understand similarity in terms of similarity transformations

1. Verify experimentally the properties of dilations:
   a. A dilation takes a line not passing through the center of the dilation to a parallel line, and leaves a line passing through the center unchanged.
   b. The dilation of a line segment is longer or shorter in the ratio given by the scale factor.
2. Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.
3. Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar.

Prove theorems involving similarity

4. Prove theorems about triangles using similarity transformations. *Theorems include: a line parallel to one side of a triangle divides the other two proportionally, and conversely; the Pythagorean Theorem proved using triangle similarity.*
5. Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.

Define trigonometric ratios and solve problems involving right triangles

6. Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.
7. Explain and use the relationship between the sine and cosine of complementary angles.
8. Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.★

(+) **Apply trigonometry to general triangles**

9. Derive the formula $A = \frac{1}{2} ab \sin(C)$ for the area of a triangle by drawing an auxiliary line from a vertex perpendicular to the opposite side.
10. Prove the Laws of Sines and Cosines and use them to solve problems.
11. Understand and apply the Law of Sines and the Law of Cosines to find unknown measurements in right and non-right triangles (e.g., surveying problems, resultant forces).

Circles G-C

Understand and apply theorems about circles

1. Prove that all circles are similar.

2. Identify and describe relationships among inscribed angles, radii, and chords. *Include the relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.*
3. Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle.
4. (+) Construct a tangent line from a point outside a given circle to the circle.

Find arc lengths and areas of sectors of circles

5. Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality; derive the formula for the area of a sector.

Expressing Geometric Properties with Equations G-GPE

Translate between the geometric description and the equation for a conic section

1. Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation.
2. Derive the equation of a parabola given a focus and directrix.
3. (+) Derive the equations of ellipses and hyperbolas given two foci for the ellipse, and two directrices of a hyperbola.

Use coordinates to prove simple geometric theorems algebraically

4. Use coordinates to prove simple geometric theorems algebraically. *For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point (1, √3) lies on the circle centered at the origin and containing the point (0, 2).*
5. Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).
6. Find the point on a directed line segment between two given points that partitions the segment in a given ratio.
7. Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.★

Geometric Measurement and Dimension G-GMD

Explain volume formulas and use them to solve problems

1. Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. *Use dissection arguments, Cavalieri's principle, and informal limit arguments.*
2. (+) Give an informal argument using Cavalieri's principle for the formulas for the volume of a sphere and other solid figures.
3. Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.★

Visualize relationships between two-dimensional and three-dimensional objects

4. Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.

Modeling with Geometry G-MG

Apply geometric concepts in modeling situations

1. Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).★
2. Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).★
3. Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).★

Mathematics | High School—Statistics and Probability★

Decisions or predictions are often based on data—numbers in context. These decisions or predictions would be easy if the data always sent a clear message, but the message is often obscured by variability. Statistics provides tools for describing variability in data and for making informed decisions that take it into account.

Data are gathered, displayed, summarized, examined, and interpreted to discover patterns and deviations from patterns. Quantitative data can be described in terms of key characteristics: measures of shape, center, and spread. The shape of a data distribution might be described as symmetric, skewed, flat, or bell shaped, and it might be summarized by a statistic measuring center (such as mean or median) and a statistic measuring spread (such as standard deviation or interquartile range). Different distributions can be compared numerically using these statistics or compared visually using plots. Knowledge of center and spread are not enough to describe a distribution. Which statistics to compare, which plots to use, and what the results of a comparison might mean, depend on the question to be investigated and the real-life actions to be taken.

Randomization has two important uses in drawing statistical conclusions. First, collecting data from a random sample of a population makes it possible to draw valid conclusions about the whole population, taking variability into account. Second, randomly assigning individuals to different treatments allows a fair comparison of the effectiveness of those treatments. A statistically significant outcome is one that is unlikely to be due to chance alone, and this can be evaluated only under the condition of randomness. The conditions under which data are collected are important in drawing conclusions from the data; in critically reviewing uses of statistics in public media and other reports, it is important to consider the study design, how the data were gathered, and the analyses employed as well as the data summaries and the conclusions drawn.

Random processes can be described mathematically by using a probability model: a list or description of the possible outcomes (the sample space), each of which is assigned a probability. In situations such as flipping a coin, rolling a number cube, or drawing a card, it might be reasonable to assume various outcomes are equally likely. In a probability model, sample points represent outcomes and combine to make up events; probabilities of events can be computed by applying the Addition and Multiplication Rules. Interpreting these probabilities relies on an understanding of independence and conditional probability, which can be approached through the analysis of two-way tables.

Technology plays an important role in statistics and probability by making it possible to generate plots, regression functions, and correlation coefficients, and to simulate many possible outcomes in a short amount of time.

Connections to Functions and Modeling. Functions may be used to describe data; if the data suggest a linear relationship, the relationship can be modeled with a regression line, and its strength and direction can be expressed through a correlation coefficient.

Interpreting Categorical and Quantitative Data Making Inferences and Justifying Conclusions Conditional Probability and the Rules of Probability Using Probability to Make Decisions	• Summarize, represent, and interpret data on a single count or measurement variable • Summarize, represent, and interpret data on two categorical and quantitative variables • Interpret linear models • Understand and evaluate random processes underlying statistical experiments • Make inferences and justify conclusions from sample surveys, experiments and observational studies • Use the concepts of independence and conditional probability to interpret data • Use the rules of probability to compute probabilities of compound events in a uniform probability model • Calculate expected values and use them to solve problems • Use probability to evaluate outcomes of decisions		1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning.	Mathematical Practices

Interpreting Categorical and Quantitative Data S-ID

Summarize, represent, and interpret data on a single count or measurement variable

1. Represent data with plots on the real number line (dot plots, histograms, and box plots).
2. Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.
3. Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).
4. Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.

Summarize, represent, and interpret data on two categorical and quantitative variables

5. Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.
6. Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.
   a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data. *Use given functions or choose a function suggested by the context. Emphasize linear and exponential models.*
   b. Informally assess the fit of a function by plotting and analyzing residuals.
   c. Fit a linear function for scatter plots that suggest a linear association.

Interpret linear models

7. Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.

8. Compute (using technology) and interpret the correlation coefficient of a linear fit.
9. Distinguish between correlation and causation.

Making Inferences and Justifying Conclusions S-IC

Understand and evaluate random processes underlying statistical experiments

1. Understand that statistics allows inferences to be made about population parameters based on a random sample from that population.
2. Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation. *For example, a model says a spinning coin falls heads up with probability 0.5. Would a result of 5 tails in a row cause you to question the model?*

Make inferences and justify conclusions from sample surveys, experiments, and observational studies

3. Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.
4. Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.
5. Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.
6. Evaluate reports based on data.

Conditional Probability and the Rules of Probability S-CP

Understand independence and conditional probability and use them to interpret data

1. Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events ("or," "and," "not").
2. Understand that two events A and B are independent if the probability of A and B occurring together is the product of their probabilities, and use this characterization to determine if they are independent.
3. Understand the conditional probability of A given B as P(A and B)/P(B), and interpret independence of A and B as saying that the conditional probability of A given B is the same as the probability of A, and the conditional probability of B given A is the same as the probability of B.
4. Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. *For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results.*
5. Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. *For example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer.*

Use the rules of probability to compute probabilities of compound events in a uniform probability model

6. Find the conditional probability of A given B as the fraction of B's outcomes that also belong to A, and interpret the answer in terms of the model.
7. Apply the Addition Rule, P(A or B) = P(A) + P(B) – P(A and B), and interpret the answer in terms of the model.
8. (+) Apply the general Multiplication Rule in a uniform probability model, P(A and B) = P(A)P(B|A) = P(B)P(A|B), and interpret the answer in terms of the model.
9. (+) Use permutations and combinations to compute probabilities of compound events and solve problems.

(+) Using Probability to Make Decisions S-MD

Calculate expected values and use them to solve problems

1. Define a random variable for a quantity of interest by assigning a numerical value to each event in a sample space; graph the corresponding probability distribution using the same graphical displays as for data distributions.
2. Calculate the expected value of a random variable; interpret it as the mean of the probability distribution.
3. Develop a probability distribution for a random variable defined for a sample space in which theoretical probabilities can be calculated; find the expected value. *For example, find the theoretical probability distribution for the number of correct answers obtained by guessing on all five questions of a multiple-choice test where each question has four choices, and find the expected grade under various grading schemes.*
4. Develop a probability distribution for a random variable defined for a sample space in which probabilities are assigned empirically; find the expected value. *For example, find a current data distribution on the number of TV sets per household in the*

United States, and calculate the expected number of sets per household. How many TV sets would you expect to find in 100 randomly selected households?

Use probability to evaluate outcomes of decisions

5. Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values.
   a. Find the expected payoff for a game of chance. *For example, find the expected winnings from a state lottery ticket or a game at a fast-food restaurant.*
   b. Evaluate and compare strategies on the basis of expected values. *For example, compare a high-deductible versus a low-deductible automobile insurance policy using various, but reasonable, chances of having a minor or a major accident.*
6. Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator).
7. Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).

Postscript: A Note on High School Courses

The high school standards in this document do not specify how content should be organized into a sequence of high school courses.

However, it is expected that model course sequences based on these standards will become available in both a traditional sequence (Algebra 1, Geometry, and Algebra 2) as well as an integrated sequence (Integrated 1, Integrated 2, Integrated 3).

Glossary

Addition and subtraction within 5, 10, 20, 100, or 1000. Addition or subtraction of two whole numbers with whole number answers, and with sum or minuend in the range 0-5, 0-10, 0-20, or 0-100, respectively. Example: $8 + 2 = 10$ is an addition within 10, $14 - 5 = 9$ is a subtraction within 20, and $55 - 18 = 37$ is a subtraction within 100.

Additive inverses. Two numbers whose sum is 0 are additive inverses of one another. Example: $3/4$ and $-3/4$ are additive inverses of one another because $3/4 + (-3/4) = (-3/4) + 3/4 = 0$.

Associative property of addition. See Table 3 in this Glossary.

Associative property of multiplication. See Table 3 in this Glossary.

Bivariate data. Pairs of linked numerical observations. Example: a list of heights and weights for each player on a football team.

Box plot. A method of visually displaying a distribution of data values by using the median, quartiles, and extremes of the data set. A box shows the middle 50% of the data.[1]

Commutative property. See Table 3 in this Glossary.

Complex fraction. A fraction A/B where A and/or B are fractions (B nonzero).

Computation algorithm. A set of predefined steps applicable to a class of problems that gives the correct result in every case when the steps are carried out correctly. See also: *computation strategy*.

Computation strategy. Purposeful manipulations that may be chosen for specific problems, may not have a fixed order, and may be aimed at converting one problem into another. See also: *computation algorithm*.

Congruent. Two plane or solid figures are congruent if one can be obtained from the other by rigid motion (a sequence of rotations, reflections, and translations).

Counting on. A strategy for finding the number of objects in a group without having to count every member of the group. For example, if a stack of books is known to have 8 books and 3 more books are added to the top, it is not necessary to count the stack all over again; one can find the total by *counting on*—pointing to the top book and saying "eight," following this with "nine, ten, eleven. There are eleven books now."

Dot plot. *See line plot.*

Dilation. A transformation that moves each point along the ray through the point emanating from a fixed center, and multiplies distances from the center by a common scale factor.

Expanded form. A multidigit number is expressed in expanded form when it is written as a sum of single-digit multiples of powers of ten. For example, $643 = 600 + 40 + 3$.

Expected value. For a random variable, the weighted average of its possible values, with weights given by their respective probabilities.

First quartile. For a data set with median M, the first quartile is the median of the data values less than M. Example: For the data set $\{1, 3, 6, 7, 10, 12, 14, 15, 22, 120\}$, the first quartile is 6.[2] *See also* median, third quartile, interquartile range.

Fraction. A number expressible in the form a/b where a is a whole number and b is a positive whole number. (The word *fraction* in these standards always refers to a nonnegative number.) *See also* rational number.

Identity property of 0. See Table 3 in this Glossary.

Independently combined probability models. Two probability models are said to be combined independently if the probability of each ordered pair in the combined model equals the product of the original probabilities of the two individual outcomes in the ordered pair.

Integer. A number expressible in the form a or $-a$ for some whole number a.

Interquartile Range. A measure of variation in a set of numerical data, the interquartile range is the distance between the first and third quartiles of the data set. Example: For the data set $\{1, 3, 6, 7, 10, 12, 14, 15, 22, 120\}$, the interquartile range is $15 - 6 = 9$. *See also* first quartile, third quartile.

Line plot. A method of visually displaying a distribution of data values where each data value is shown as a dot or mark above a number line. Also known as a dot plot.[3]

Mean. A measure of center in a set of numerical data, computed by adding the values in a list and then dividing by the number of values in the list.[4] Example: For the data set $\{1, 3, 6, 7, 10, 12, 14, 15, 22, 120\}$, the mean is 21.

Mean absolute deviation. A measure of variation in a set of numerical data, computed by adding the distances between each data value and the mean, then dividing by the number of data values. Example: For the data set $\{2, 3, 6, 7, 10, 12, 14, 15, 22, 120\}$, the mean absolute deviation is 20.

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[1] Adapted from Wisconsin Department of Public Instruction, http://dpi.wi.gov/standards/mathglos.html, accessed March 2, 2010.

[2] Many different methods for computing quartiles are in use. The method defined here is sometimes called the Moore and McCabe method. See Langford, E., "Quartiles in Elementary Statistics," *Journal of Statistics Education* Volume 14, Number 3 (2006),

[3] Adapted from Wisconsin Department of Public Instruction, *op. cit.*

[4] To be more precise, this defines the *arithmetic mean*.

Median. A measure of center in a set of numerical data. The median of a list of values is the value appearing at the center of a sorted version of the list—or the mean of the two central values, if the list contains an even number of values. Example: For the data set {2, 3, 6, 7, 10, 12, 14, 15, 22, 90}, the median is 11.
Midline. In the graph of a trigonometric function, the horizontal line half-way between its maximum and minimum values.
Multiplication and division within 100. Multiplication or division of two whole numbers with whole number answers, and with product or dividend in the range 0-100. Example: $72 \div 8 = 9$.
Multiplicative inverses. Two numbers whose product is 1 are multiplicative inverses of one another. Example: $3/4$ and $4/3$ are multiplicative inverses of one another because $3/4 \times 4/3 = 4/3 \times 3/4 = 1$.
Number line diagram. A diagram of the number line used to represent numbers and support reasoning about them. In a number line diagram for measurement quantities, the interval from 0 to 1 on the diagram represents the unit of measure for the quantity.
Percent rate of change. A rate of change expressed as a percent. Example: if a population grows from 50 to 55 in a year, it grows by $5/50 = 10\%$ per year.
Probability distribution. The set of possible values of a random variable with a probability assigned to each.
Properties of operations. See Table 3 in this Glossary.
Properties of equality. See Table 4 in this Glossary.
Properties of inequality. See Table 5 in this Glossary.
Properties of operations. See Table 3 in this Glossary.
Probability. A number between 0 and 1 used to quantify likelihood for processes that have uncertain outcomes (such as tossing a coin, selecting a person at random from a group of people, tossing a ball at a target, testing for a medical condition).
Probability model. A probability model is used to assign probabilities to outcomes of a chance process by examining the nature of the process. The set of all outcomes is called the sample space, and their probabilities sum to 1. See also *uniform probability model*.
Random variable. An assignment of a numerical value to each outcome in a sample space.
Rational expression. A quotient of two polynomials with non-zero denomiator.
Rational number. A number expressible in the form a/b or $-a/b$ for some fraction a/b. The rational numbers include the integers.
Rectilinear figure. A polygon all angles of which are right angles.
Rigid motion. A transformation of points in space consisting of a sequence of one or more translations, reflections, and/or rotations. Rigid motions are here assumed to preserve distances and angle measures.
Repeating decimal. The decimal form of a rational number. See *terminating decimal*.
Sample space. In a probability model for a random process, a list of the individual outcomes that are to be considered.
Scatter plot. A graph in the coordinate plane representing a set of bivariate data. For example, the heights and weights of a group of people could be displayed on a scatter plot.[5]
Similarity transformation. A rigid motion followed by a dilation.
Tape diagram. A drawing that looks like a segment of tape, used to illustrate number relationships. Also known as a strip diagram, bar model, fraction strip, or length model.
Terminating decimal. A decimal is called terminating if its repeating digit is 0.
Third quartile. For a data set with median M, the third quartile is the median of the data values greater than M. Example: For the data set {2, 3, 6, 7, 10, 12, 14, 15, 22, 120}, the third quartile is 15. *See also* median, first quartile, interquartile range.
Transitivity principle for indirect measurement. If the length of object A is greater than the length of object B, and the length of object B is greater than the length of object C, then the length of object A is greater than the length of object C. This principle applies to measurement of other quantities as well.
Uniform probability model. A probability model which assigns equal probability to all outcomes. See also *probability model*.
Vector. A quantity with magnitude and direction in the plane or in space, defined by an ordered pair or triple of real numbers.
Visual fraction model. A tape diagram, number line diagram, or area model.
Whole numbers. The numbers 0, 1, 2, 3, ….

[5] Adapted from Wisconsin Department of Public Instruction, *op. cit*.

TABLE 1. Common addition and subtraction situations.[6]

	Result Unknown	Change Unknown	Start Unknown
Add to	Two bunnies sat on the grass. Three more bunnies hopped there. How many bunnies are on the grass now? 2 + 3 = ?	Two bunnies were sitting on the grass. Some more bunnies hopped there. Then there were five bunnies. How many bunnies hopped over to the first two? 2 + ? = 5	Some bunnies were sitting on the grass. Three more bunnies hopped there. Then there were five bunnies. How many bunnies were on the grass before? ? + 3 = 5
Take from	Five apples were on the table. I ate two apples. How many apples are on the table now? 5 2 = ?	Five apples were on the table. I ate some apples. Then there were three apples. How many apples did I eat? 5 ? = 3	Some apples were on the table. I ate two apples. Then there were three apples. How many apples were on the table before? ? 2 = 3

	Total Unknown	Addend Unknown	Both Addends Unknown[7]
Put Together/ Take Apart[8]	Three red apples and two green apples are on the table. How many apples are on the table? 3 + 2 = ?	Five apples are on the table. Three are red and the rest are green. How many apples are green? 3 + ? = 5, 5 3 = ?	Grandma has five flowers. How many can she put in her red vase and how many in her blue vase? 5 = 0 + 5, 5 = 5 + 0 5 = 1 + 4, 5 = 4 + 1 5 = 2 + 3, 5 = 3 + 2

	Difference Unknown	Bigger Unknown	Smaller Unknown
Compare[9]	("How many more?" version): Lucy has two apples. Julie has five apples. How many more apples does Julie have than Lucy? ("How many fewer?" version): Lucy has two apples. Julie has five apples. How many fewer apples does Lucy have than Julie? 2 + ? = 5, 5 2 = ?	(Version with "more"): Julie has three more apples than Lucy. Lucy has two apples. How many apples does Julie have? (Version with "fewer"): Lucy has 3 fewer apples than Julie. Lucy has two apples. How many apples does Julie have? 2 + 3 = ?, 3 + 2 = ?	(Version with "more"): Julie has three more apples than Lucy. Julie has five apples. How many apples does Lucy have? (Version with "fewer"): Lucy has 3 fewer apples than Julie. Julie has five apples. How many apples does Lucy have? 5 3 = ?, ? + 3 = 5

[6] Adapted from Box 2-4 of National Research Council (2009, op. cit., pp. 32, 33).

[7] These *take apart* situations can be used to show all the decompositions of a given number. The associated equations, which have the total on the left of the equal sign, help children understand that the = sign does not always mean *makes* or *results in* but always does mean *is the same number as*.

[8] Either addend can be unknown, so there are three variations of these problem situations. Both Addends Unknown is a productive extension of this basic situation especially for small numbers less than or equal to 10.

[9] For the Bigger Unknown or Smaller Unknown situations, one version directs the correct operation (the version using *more* for the bigger unknown and using *less* for the smaller unknown). The other versions are more difficult.

TABLE 2. Common multiplication and division situations.[10]

	Unknown Product	**Group Size Unknown** ("How many in each group?" Division)	**Number of Groups Unknown** ("How many groups?" Division)
	3 × 6 = ?	**3 × ? = 18 and 18 ϑ 3 = ?**	**? × 6 = 18 and 18 ϑ 6 = ?**
Equal Groups	There are 3 bags with 6 plums in each bag. How many plums are there in all? *Measurement example*. You need 3 lengths of string, each 6 inches long. How much string will you need altogether?	If 18 plums are shared equally into 3 bags, then how many plums will be in each bag? *Measurement example*. You have 18 inches of string, which you will cut into 3 equal pieces. How long will each piece of string be?	If 18 plums are to be packed 6 to a bag, then how many bags are needed? *Measurement example*. You have 18 inches of string, which you will cut into pieces that are 6 inches long. How many pieces of string will you have?
Arrays,[11] Area[12]	There are 3 rows of apples with 6 apples in each row. How many apples are there? *Area example*. What is the area of a 3 cm by 6 cm rectangle?	If 18 apples are arranged into 3 equal rows, how many apples will be in each row? *Area example*. A rectangle has area 18 square centimeters. If one side is 3 cm long, how long is a side next to it?	If 18 apples are arranged into equal rows of 6 apples, how many rows will there be? *Area example*. A rectangle has area 18 square centimeters. If one side is 6 cm long, how long is a side next to it?
Compare	A blue hat costs $6. A red hat costs 3 times as much as the blue hat. How much does the red hat cost? *Measurement example*. A rubber band is 6 cm long. How long will the rubber band be when it is stretched to be 3 times as long?	A red hat costs $18 and that is 3 times as much as a blue hat costs. How much does a blue hat cost? *Measurement example*. A rubber band is stretched to be 18 cm long and that is 3 times as long as it was at first. How long was the rubber band at first?	A red hat costs $18 and a blue hat costs $6. How many times as much does the red hat cost as the blue hat? *Measurement example*. A rubber band was 6 cm long at first. Now it is stretched to be 18 cm long. How many times as long is the rubber band now as it was at first?
General	$a \times b = ?$	$a \times ? = p$ and p ϑ $a = ?$	$? \times b = p$ and p ϑ $b = ?$

[10] The first examples in each cell are examples of discrete things. These are easier for students and should be given before the measurement examples.
[11] The language in the array examples shows the easiest form of array problems. A harder form is to use the terms rows and columns: The apples in the grocery window are in 3 rows and 6 columns. How many apples are in there? Both forms are valuable.
[12] Area involves arrays of squares that have been pushed together so that there are no gaps or overlaps, so array problems include these especially important measurement situations.

TABLE 3. The properties of operations. Here a, b and c stand for arbitrary numbers in a given number system. The properties of operations apply to the rational number system, the real number system, and the complex number system.

Associative property of addition	$(a + b) + c = a + (b + c)$
Commutative property of addition	$a + b = b + a$
Additive identity property of 0	$a + 0 = 0 + a = a$
Existence of additive inverses	For every a there exists $-a$ so that $a + (-a) = (-a) + a = 0$.
Associative property of multiplication	$(a \times b) \times c = a \times (b \times c)$
Commutative property of multiplication	$a \times b = b \times a$
Multiplicative identity property of 1	$a \times 1 = 1 \times a = a$
Existence of multiplicative inverses	For every $a \neq 0$ there exists $1/a$ so that $a \times 1/a = 1/a \times a = 1$.
Distributive property of multiplication over addition	$a \times (b + c) = a \times b + a \times c$

TABLE 4. The properties of equality. Here a, b and c stand for arbitrary numbers in the rational, real, or complex number systems.

Reflexive property of equality	$a = a$
Symmetric property of equality	If $a = b$, then $b = a$.
Transitive property of equality	If $a = b$ and $b = c$, then $a = c$.
Addition property of equality	If $a = b$, then $a + c = b + c$.
Subtraction property of equality	If $a = b$, then $a - c = b - c$.
Multiplication property of equality	If $a = b$, then $a \times c = b \times c$.
Division property of equality	If $a = b$ and $c \neq 0$, then $a \vartheta c = b \vartheta c$.
Substitution property of equality	If $a = b$, then b may be substituted for a in any expression containing a.

TABLE 5. The properties of inequality. Here a, b and c stand for arbitrary numbers in the rational or real number systems.

Exactly one of the following is true: $a < b$, $a = b$, $a > b$.
If $a > b$ and $b > c$ then $a > c$.
If $a > b$, then $b < a$.
If $a > b$, then $-a < -b$.
If $a > b$, then $a \pm c > b \pm c$.
If $a > b$ and $c > 0$, then $a \times c > b \times c$.
If $a > b$ and $c < 0$, then $a \times c < b \times c$.
If $a > b$ and $c > 0$, then $a \vartheta c > b \vartheta c$.
If $a > b$ and $c < 0$, then $a \vartheta c < b \vartheta c$.

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COMMON CORE STATE STANDARDS STAKEHOLDER ENGAGEMENT CONFERENCE

RESC ALLIANCE MEETING NOTES
April 15, 2010

ATTENDEES: Harriet Feldlaufer, Jon Costa, Dina Crowl, Sara Barzee, Amy Radikas, Joanne White, Esther Bobowick, Liz Buttner

1) Final CCSS are not expected to be released until mid-May. Race to the Top application is due June 1, and we're supposed to pledge to "adopt" by August. This deadline is likely to be flexible since date for final standards release has been delayed. CCSS adoption might be on the agenda for the September State Board meeting.
2) CSDE team will meet with Achieve on Friday, April 23 to learn how to use their Gap Analysis tool and give them feedback for tweaking it. We'll know more about the report the tool will generate, and how we can use it to inform discussions at the stakeholders meeting.
3) Standards comparison: CSDE to conduct and generate reports. DECIDE IF WE ARE CROSSWALKING CCSS TO OUR GLEs.
4) Stakeholder Engagement Meeting: CSDE and RESC Alliance to co-plan and co-host. SEE EVENT DESCRIPTION PAGE FOR DETAILS.
    a) Contacts: Lynmarie Thompson and Liz Buttner. Guest lists should be e-mailed to Amy Radikas.

NEXT STEPS:

1) Next meeting: May 24 at CREC at 10:00 to finalize stakeholder meeting attendees, headcount, documents, materials needed, etc.
    b) Facilitators to be prepped on the day of the stakeholder meeting.
2) CCSS Rollout preliminary plans (Goal 2) have been drafted for RTTT application. We will meet after the stakeholders meeting to flesh out rollout plans (late June)

STAKEHOLDER ENGAGEMENT CONFERENCE DESCRIPTION

1. Invitees: 125 (12 tables of 10)
    - 60% LEAs; 40% others (75 district people and 30 others)
2. Date: June 8, 9 or 10 from 9:00 to 12:00 (with a "working" box lunch)
3. Location: Rentschler Field (see contact info from Harriet)
4. Invitation to include:
    - Link to CCSS web site
    - Questionnaire to be used at meeting
    - Instructions to do a preliminary CCSS review and bring notes to meeting
    - Custom invite to principals to include parent invitation
    - RSVP web site link
5. Registration web site to include:
    - Name, pull-down role selector, pull-down grade-level interest selector (elementary, secondary, K-12), educator/noneducator
6. Process:
    - Separate tables for ELA and Math. Each table to have a mixture of educators and noneducators.
    - CSDE Overview of the day
    - Facilitated small groups – ELA and Math:
        - Facilitators lead group discussion of prompts 1-8; individuals record responses.
        - Facilitators lead group discussion of open-ended questions 9-10. Facilitators record group consensus responses (laptops and thumb drives). Each table submits one response sheet.
    - Closure – Q&A
7. Data analysis and Evaluation Report: Work with Mhora Newsom Stewart to finalize questionnaire and determine how we might want to "slice" the data we collect. An Evaluation report describing the event, attendees, process and outcomes will be an important "PR" tool – can share with State Board and can post on state web site. Determine what should be included in the evaluation report.

STAKEHOLDER ENGAGEMENT CONFERENCE

PLANNING SCHEDULE

TASK	RESPONSIBILITY	DATE
Guest list	RESC and CSDE. Amy Radikas to send spreadsheet template to Dina. Each RESC to send a filled in template back to Amy.	May 1
Site reservation	RESC	
Catering (box lunch)	RESC	
Invitation	CSDE	
Registration and guest list	RESC	
Sign-in table	RESC	
Facilitators	RESC (6) and CSDE (6)	
Handouts: Finalize agenda and questionnaire	RESC	
Data collection	RESC & CSDE: Liz to send draft questionnaire. RESCs make it a bubble sheet for questions 1-8 (Scantron). Separate sheet for open-ended.	
Data analysis and Evaluation Report	RESC & CSDE: Mhora to finalize feedback form, synthesize data and write an evaluation report describing the event and its outcomes.	
Table signs (ELA or Math)	RESC	
	RESC	

DRAFT

Connecticut State Department of Education

COMMON CORE STATE STANDARDS STAKEHOLDER ENGAGEMENT CONFERENCE

AGENDA

(see Detail Notes on next page)

9:00 – 10:00 **Setting the Stage** (CSDE whole group)

- Welcome - Meeting purpose, outcomes and process; CCSS overview
- CCSS Adoption Impacts
- Overview of CCSS initiative to date

10:00 – 11:30 **Collecting Information** (Facilitated Small Group discussion – ELA and Math):

- Facilitators lead group discussion of prompts 1-8; individuals record responses.
- Facilitators lead group discussion of open-ended questions 9-10. Facilitators record group consensus responses (laptops and thumb drives). Each table submits one response sheet.

11:30 – 12:00 **Q&A** (CSDE)

AGENDA NOTES

Setting the Stage:

1) Meeting purpose and outcomes:
    i) To build credibility, acceptance, understanding of CCSS in advance of implementation;
    ii) Identify any additions needed;
    iii) Inform State Board recommendation;
    iv) assist CSDE in planning for rollout, transition support, new resources or systems.
2) What does adoption of the CCSS mean for CT
    a) How will CCSS dovetail with existing CSDE standards and resources (e.g., GLEs, blueprints, model lessons, pacing guides, benchmark assessments, etc.). How does the terminology used in CCSS compare to CT standards?
    b) Long range view: future of CMT/CAPT, when might new common assessments be introduced, how much lead time to implement CCSS before new assessments will be administered?
    c) Assurance that CSDE will provide timely info to LEAs to support long-range planning and budgets.
3) Overview of CCSS initiative: Why were CCSS developed? How were CCSS developed? (see Chris Minnich PPT)

Collecting Information: Divide into ELA and Math tables. Each table to include a mixture of educators and noneducators.

1) Small Group breakouts – ELA and Math:
    a) Facilitators lead group discussion of prompts 1-8; individuals record their own responses. Facilitators collect response sheets?
    b) Facilitators lead group discussion of open-ended questions 9-10. Facilitators record group consensus responses (laptops and thumb drives). Each table submits one response sheet.

Closure – Q&A (fielded by CSDE)

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STAKEHOLDER INVITEES

Include educators (generalists and content specialists), noneducators, advocacy groups. 60% LEAs; 40% others

INVITEES:

1. Asst Supts (representative selection from DRGs and charters) – 24 from RESC
2. RESC ELA and Math Council Reps – 36 from RESC
3. Principals: ask them to invite a PARENT – 12 from CSDE
4. Teachers/coaches – 12 from CSDE
5. Social Advocacy groups – CSDE & RESC
    a. Aspira CT – Vincent Siberon, 860-223-1230
    b. African-American Affairs Council
    c. AFCAMP
    d. PADRAS? (ask someone overseeing PJ)
    e. State of Black CT Alliance – Gwen Samuel (203) 953-5154
6. IHE content specialists - CSDE
7. IHE teacher prep specialists - CSDE
8. Community College rep - CSDE
9. PIRC
10. CAS
11. CAPSS
12. CT Reading Association (C)
13. CT Association of Reading Research (C)
14. RESC Alliance/Staff Developers (C)
15. SERC Staff Developers (C)
16. ATOMIC (C)
17. CBIA
18. CABE
19. CT Academy
20. CASCD
21. ConnCase
22. CAPELL
23. CT Staff Development Council
24. CT Center for School Change - Andrew
25. CT Dept of Labor
26. CT Council of Teachers of English (C)
27. CT Educators Association (CEA)
28. CT Federation of Teachers (CFT)
29. CT Federation of School Administrators
30. Special Education (public and private programs – talk to CSDE special education bureau)
31. CT Technical High Schools (C)
32. Harriet (and other CSDE consultants from School Improvement)

COMMON CORE STATE STANDARDS

STAKEHOLDER FEEDBACK RESPONSE FORM

Name:_____ Content Area: ___ ELA ___Mathematics Organization: ____

PROMPT	RATING	COMMENT
1. The CCSS are as rigorous as CT standards in terms of higher order thinking, critical self-reflection and application of knowledge and skills.	Strongly Agree → Strongly Disagree 1 2 3 4	
2. The CCSS embed 21st Century skills such communicating, collaborating, using technologies, and solving problems creatively.		
3. The CCSS represent learning standards that are important and accessible for all.		
4. The CCSS format is easy to follow.		
5. The CCSS language is clear and understandable.		
6. The CCSS represent a coherent progression of learning from grade-to-grade.		
7. The CCSS are developmentally appropriate for each grade.		
8. Students meeting these core standards will be well-prepared for success in college or the workplace after high school.		

GROUP CONSENSUS QUESTIONS

9. The Achieve gap analysis report indicates Connecticut standards that do NOT appear in the CCSS. Does your group recommend that any Connecticut standards added to the CCSS. List below and explain:

STANDARDS	RATIONALE

10. What resources or support systems will be needed for effective implementation of the CCSS?

DRAFT

Smarter Balance Assessment Consortium
Document of Commitment

Please sign and return by April 15, 2010 to
Tony Alpert, Director of Assessment, Oregon Department of Education

Email as PDF attachment to: Tony.Alpert@ode.state.or.us , or
Fax: 503-378-5156

The Document of Commitment may be returned after April 15, allowing a state to begin to participate as a voting Member State from the date of commitment. Signature on this document indicates support of decisions made prior to Consortia receipt of this document.

Complete descriptions of the responsibilities and time commitments of various levels of consortium governance are provided in the Governance Structure document. This initial governance structure refers to the *proposal process only.* Governance structure will be revised after proposal acceptance to reflect long-term needs during the grant implementation period.

State Name: Connecticut

Please indicate which governance levels are of interest to your state at this time.

- ☒ **Member State** – May also sign as member state for other consortia, may participate in setting general direction, may vote on selected issues.
- ☐ **Governing State** – May only sign with one consortia per competition category; has an active role in policy decisions, is committed to using the assessment system or program developed.

- ☒ Please consider my state for representation on the **steering committee**. (10 hr/wk)
- ☐ Please consider my state for representation on the **proposal design team** (20 hr/wk)
- ☒ We are interested in participating in the following **work groups** (variable hr/wk)
  - ☒ Item Specs/Quality Control, Writing/Constructed Response Scoring/Validity
  - ☒ Psychometrics, Reliability, Standard Setting, Reporting
  - ☒ Universal Design, Test Administration, Accommodations, Special Populations
  - ☐ Technical Specifications/Requirements
  - ☐ Communications and Documentation
  - ☐ External Validation, Research and Innovations
  - ☐ Professional Development and Capacity Building (IT and Human)
  - ☒ Formative and Benchmark Assessment
  - ☒ Performance-Based, Curriculum-Embedded Assessments
  - ☒ High School and Higher Education

M. McQuillan
Chief State School Officer Signature

4/13/10
Date

THE SMARTER BALANCED ASSESSMENT CONSORTIUM

The "Smarter Balanced Assessment Consortium" was formed from a merger of three Consortia that emerged in January 2010 in response to the Race to the Top competition: the Balanced Assessment, MOSAIC, and SMARTER Consortiums, comprising a total of 45 states.

The Consortium's priorities for a new generation assessment system are rooted in a concern for the valid, reliable, and fair assessment of the deep disciplinary understanding and higher-order thinking skills that are increasingly demanded by a knowledge-based economy. These priorities are also rooted in a belief that assessment must support ongoing improvements in instruction and learning, and must be useful for all members of the educational enterprise: students, parents, teachers, school administrators, members of the public, and policymakers.

The Consortium recognizes the need for a system of formative and summative assessments, organized around Common Core standards, that support high-quality learning and the demands of accountability, and that balance concerns for innovative assessment with the need for a fiscally sustainable system that is feasible to implement. The efforts of the Consortium will be organized to accomplish these goals.

Priorities for Assessment

As described below, the Consortium members have agreed to a set of principles that are consistent with those used by educational systems of high-achieving nations and states. These include the following:

1) **Assessments are grounded in a thoughtfully integrated learning system** of standards, curriculum, assessment, instruction, and teacher development. Teachers and other instructional experts are involved in the process of developing formative and summative assessments grounded in the learning standards. These guide professional learning about curriculum, teaching, and assessment. Instructional supports are provided to enable thoughtful teaching. Thus, assessments are provided to schools as part of a well-aligned system that guides and supports a coherent approach to students' and teachers' learning.

2) **Assessments include evidence of actual student performance** on challenging tasks that evaluate standards of 21st Century learning. The assessments will be strategically used to evaluate a broad array of skills and competencies and inform progress toward and acquisition of readiness for higher education and multiple work domains. They emphasize deep knowledge of core concepts within and across the disciplines, problem solving, analysis, synthesis, and critical thinking.

3) **Teachers are integrally involved in the design, development and scoring of assessment items and tasks.** Teachers will participate in the alignment and unpacking of the Common Core Standards and the identification of the standards in the local curriculum. The Consortium will involve teachers in formative and summative assessment development and support moderation of scoring processes to ensure consistency and to enable teachers to deeply understand the standards and to develop stronger curriculum, instruction, and classroom assessment. Assessment literate teachers 1) who have gotten "inside" the Common Core standards, 2) who have taught to the standards, 3) who have learned how to appropriately measure the standards, and 4) who have learned strategies to intervene if students have not measured the standards, will be teachers whose students are learning. Teachers' roles include the construction and review of items/tasks, the definition of scoring guides, selection of student work exemplars, and scoring.

4) **Technology is designed to support assessment and learning systems.** Technology is used to enhance these assessments in a number of ways, by: delivering the assessments; enabling adaptive technologies to better measure student abilities across the full spectrum of student performance and evaluate growth in learning; supporting on-line simulation tasks that test higher-order abilities, allowing

students to search for information or manipulate variables and tracking information about the students' problem-solving processes; and, in some cases, scoring the results or delivering the responses to trained scorers / teachers to access from an electronic platform. Such a platform can support training and calibration of scorers and moderation of scores, as well as the efficient aggregation of results in ways that support reporting and research about the responses.

5) Assessments are structured to continuously **improve teaching and learning**.
Assessment *as*, *of*, and *for* learning is designed to develop understanding of what learning standards are, what high-quality work looks like, and what is needed for student learning. It is also designed to foster instruction that supports transferable knowledge and skills. These outcomes are enabled by several features of the assessment system:

- The use of school-based, curriculum-embedded assessments provides teachers with models of good curriculum and assessment practice, enhances curriculum equity within and across schools, and allows teachers to see and evaluate student learning in ways that can feed back into instructional and curriculum decisions.

- Close examination of student work and moderated teacher scoring are sources of ongoing professional development that improve teaching.

- Developing both on-demand and curriculum-embedded assessments around learning progressions allows teachers to see where students are on multiple dimensions of learning and to strategically support their progress.

Goals for the Assessment System

The *SMARTER BALANCED* Consortium intends to build a system of assessment upon the Common Core Standards in English language arts and mathematics with the intent that all students across this consortium of states will know their progress toward college and career readiness. These states believe that the connection between the student, the teacher, and the curriculum, instruction and assessment is the foundation for success for the Common Core Standards, and that working together collaboratively to accomplish these tasks is critical.

The consortium is committed to the development of a system that is state led and will provide:

- **Common summative tests in English language arts and Mathematics** that assess student progress and mastery of core concepts and critical transferable skills using a range of formats: selected-response and constructed-response items, and performance tasks, designed together to assess the full range of standards.

- **Formative assessment tools and supports**, that are shaped around curriculum guidance which includes learning progressions, and that link evidence of student competencies to the summative system.

- Focused **professional development** around curriculum and lesson development as well as scoring and examination of student work

- **Reporting systems** that provide first-hand evidence of student performances, as well as aggregated scores by dimensions of learning, student characteristics, classrooms, schools, and districts.

- A governance structure that ensures a strong voice for state administrators, policy makers, school practitioners, and technical advisors to ensure an optimum balance of assessment quality, efficiency, costs, and time.

Principles

This system and its development will incorporate:

- A variety of item types to measure the full range of Common Core Standards, including those that address higher-order cognitive skills and abilities;
- A plan to scale up over time to incorporate curriculum-embedded performance and complex computer based simulations;
- Online adaptive solutions for summative and interim assessments to provide assessments that meet the needs of all students;
- Support for structured transitions from paper/pencil to online adaptive assessments, with a backup paper version available for those states who need it when the assessment initially scales up;
- A systematic solution to informed decision-making by including formative strategies, benchmark/interim assessments, and summative assessments;
- High quality curriculum and instructional supports for teachers;
- Inclusion of teachers in design, development and implementation of the system;
- Adherence to professional standards for assessment;
- Principles of universal design in the design and development process for **all** students; and
- Optional components that states can use based on their needs.

Design Agreements

The Consortium will develop a common summative assessment that will provide comparable results across all of the participating states. This comparability will be achieved by applying psychometrically sound scaling and equating procedures to items and a modest number of performance tasks of limited scope (e.g. no more than a few days to complete) that will be used in common across consortium states. Consortium states will use commonly determined performance standards that are internationally benchmarked.

In addition, some states will work on pushing the edge of the envelope with respect to more ambitious performance assessments – which may be used in common by one or more sub-consortia of states – and, in the same way, others will undertake more ambitious work with respect to computer adaptive testing and simulations. This design allows the Consortium to create at one time, a new summative assessment used by a large number of states within the five-year horizon of the federal grant, and to create even more leading-edge assessment components used by sub-consortia of states who decide to offer augmented assessments. Common use of these augmented assessments across subsets of states would result in comparable results for those components across those states, without disrupting the existence of a leaner, common summative assessment across all the states in the Consortium.

Current understandings about the nature of the assessment items, tasks, and strategies are noted below:

Objective machine-scored items

- Movement toward more analytic types of selected-response and constructed-response items that are easily scored, including computer simulations.

Open-Ended Constructed response

Artificial intelligence (AI) scored items.

- Work to establish efficient means of developing items and reliable scoring processes for complex responses scored by computer.

- Build and maintain the confidence teachers have in the system by incorporating a systematic read-behind by teachers.

Human scored constructed response

- Develop training and moderated scoring processes for teacher scoring of items that cannot be scored by AI and for additional scoring of AI items.

- A strategic mix of teacher and machine scoring should be created to take advantage of efficiencies and reduce burden, while also ensuring teacher participation and learning.

Curriculum-embedded performance assessments

- The common summative assessment would incorporate performance events of modest scope (1-5 days) to evaluate the standards more fully.

- Some states will form a workgroup to go further with rich performance tasks that can make advances in performance assessments on behalf of the consortium

- These more ambitious performance assessments could be included for individual state accountability systems (and for comparisons across a subset of states, if desired) until a greater proportion of states has capacity for implementation.

Advanced Computer based simulations

- Some states will form a workgroup to make advances in computer based simulations on behalf of the consortium

- These simulations could be included in individual state accountability systems until a greater proportion of states have capacity for implementation.

States Participating in the SMARTER Balanced Consortium
(as of 5/12/10)

State	Date	Member/Governing State
Colorado	May 12	Member
Connecticut	April 13	Member
Delaware	April 14	Member
Georgia	April 28	Member
Hawaii	April 15	Member
Idaho	April 15	Governing
Illinois	April 15	Member
Iowa	April 14	Member
Kansas	April 15	Governing
Kentucky	April 15	Member
Maine	April 14	Governing
Michigan	April 16	Governing
Minnesota	April 27	Governing
Missouri	April 14	Governing
Montana	April 14	Member
Nebraska	April 13	Member
Nevada	April 19	Member
New Hampshire	April 19	Member
New Jersey	April 15	Member
New Mexico	April 13	Member
North Carolina	April 15	Governing
North Dakota	April 15	Member
Ohio	April 20	Member
Oregon	April 15	Governing
Pennsylvania	April 27	Member
South Carolina	April 20	Member
South Dakota	April 15	Member
Utah	April 14	Governing
Vermont	April 15	Governing
Washington	April 14	Governing
West Virginia	April 13	Governing
Wisconsin	April 14	Governing
Wyoming	April 14	Member
Total		**Member 33 Governing 13**

CONNECTICUT STATE BOARD OF EDUCATION
Hartford, Connecticut

TO: Marc S. Tucker, Executive Director
National Center for Education and the Economy (NCEE)

FROM: Mark K. McQuillan, Commissioner

DATE: November 9, 2009

SUBJECT: Memorandum of Understanding

I am writing to reply to your invitation to the Connecticut State Department of Education (CSDE) to join a multi-state collaborative partnering with NCEE to conduct a demonstration program of Board Examinations based on internationally benchmarked standards.

After conferring with the Connecticut State Board of Education and the Chancellor of Higher Education of the Connecticut State University system, Dr. David Carter, I agree to the terms and expectations outlined in the November 7, 2009 Memorandum of Understanding. I will use the months ahead to prepare for Connecticut's participation in the project and to secure the commitment from our state's university system to allow successful completers of the Level 1 board examinations to be granted enrollment to any state university of their choosing.

The Connecticut Association of Public School Superintendents (CAPSS) and the six Regional Education Service Centers (RESCs) have already agreed to work in collaboration with the CSDE on this initiative. I expect that we will attract a minimum of 10 school districts, representative of the state's student population, to participate in the consortium. The consortium is poised to adopt a rigorous set of standards, train staff to execute the instructional program, and implement one or more of the board examinations described in your description of the project.

Connecticut is very excited by this opportunity to improve the quality of the programs its secondary schools offer and to prepare its graduates to be able to compete in the global economy. Please send along any additional information about how we will proceed and the timelines that we will need to implement.

Cc:
Diane Ullman, Superintendent, Simsbury Public Schools
Bruce Douglas, Executive Director, Capitol Region Education Collaborative
Joe Cirasuolo, Executive Director, Connecticut Association of Public School Superintendents
Allan Taylor, Chairperson, State Board of Education
Mike Meotti, Connecticut Commissioner of Higher Education
David Carter, Chancellor of Education, Connecticut State University System

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State Consortium on Board Examination Systems
(as of May 24, 2010; awaiting additional states signed MOUs)

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Connecticut
Kentucky
Maine
New Hampshire
New Mexico
Rhode Island
Vermont

GREAT SCHOOLS PARTNERSHIP

May 5, 2010

Mark K. McQuillan
Commissioner of Education
Connecticut State Department of Education
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner McQuillan:

On behalf of the New England Secondary School Consortium (www.newenglandssc.org) and the Great Schools Partnership, I want to express our enthusiastic endorsement and support of Connecticut's second round Race to the Top application. The Connecticut Department of Education, as the representative of its state and public schools, has been a true asset to the New England Secondary School Consortium since it joined our regional partnership in October 2009. As you know, the five member states of Connecticut, Maine, Connecticut, Rhode Island, and Vermont believe that our bold vision, shared goals, and innovative strategies will empower us to close persistent achievement gaps, promote greater educational equity and opportunity for all students, dramatically improve teacher quality, enhance the reliability and regional comparability of our data systems, and lead our educators into a new era of secondary schooling. The Consortium's collective commitment is truly unprecedented in its ambition and scope, while our multistate strategy is grounded in a set of agreed-upon beliefs and proven transformative strategies that are all highly aligned with the objectives and assurances of the American Recovery and Reinvestment Act's Race to the Top competition.

Above all, it is an honor to be able to say, without hesitation or equivocation, that our five states are not only committed to realizing systemic educational improvements at scale across our states and the region, but to producing a measurable beneficial impact on the aspirations, achievement, and life outcomes of every one of our adolescents, regardless of race, socioeconomic status, geographic location, the educational attainment of their parents, or any other factor.

For more than two years, the Consortium, in collaboration with its funders and partners, has been designing, planning, and implementing a variety of systemic school-improvement strategies intended to bring greater coherence, alignment, and common purpose to the promotion of best practices, school innovation, and forward-thinking educational policies. A leadership team of dedicated policy makers and state education agency staff has established high-functioning, collegial relationships within and among the Consortium's five member states and its partnering organizations, which include the New England Association of Schools and Colleges, the New England Board of Higher Education, and the Council of Chief State School Officers. Our partnership is guided by the New England Secondary School Consortium Council, a regional leadership team encompassing the five commissioners of education for the Consortium states, state board of education members, governor representatives, influential lawmakers from both legislative houses, and prominent business leaders from within each state. In a word, we

Great Schools Partnership, Inc.
482 Congress Street, Suite 500 . Portland, Maine 04101 . 207 773-0505 . 1-877-849-7052 FAX . www.greatschoolspartnership.org

are marshalling the expertise, leadership, and political will needed to successfully support the effective execution of Connecticut's Race to the Top proposal, as well as its aligned school-improvement initiatives, including the state's bold and forward-thinking Connecticut Plan, Connecticut Accountability for Learning Initiative, Teacher Education and Mentoring program, statewide implementation of research-based interventions, longitudinal educational data system, new teacher certification regulations.

If our goal is to ensure that the educational performance and attainment of our public high school students will not only be competitive with their peers worldwide, but that every student graduates prepared for success in the colleges, careers, and communities of the 21st century, the Consortium must work to improve school-based educational practices and their governing policies; develop 21st century learning standards and new skilled-based assessments and data systems that can more accurately measure the attainment of those standards; strengthen statewide educational systems design and the quality of classroom instruction students experience every day; and create a new generation of high-performing, internationally competitive learning models while turning around our chronically underperforming schools—priorities that clearly support Connecticut's Race to the Top application.

During the coming year, the Consortium will be working closely with Connecticut and our other state and organizational partners to establish networks of schools for the purposes of best-practice exchange, resource sharing, and educator development. Schools identified as low performing will be invited to participate in these networks, which will provide coordinated regional support structures for systemic and continuous improvement, including ongoing professional development and school coaching. And not only will these schools be connected within states, but they will have opportunities to work with secondary-school colleagues across state lines.

Connecticut, like the other four Consortium states, has signed on to the Common Core State Standards Initiative. To enhance and complement this groundbreaking initiative and build upon the strong success of the New England Common Assessment Program, the member states will be developing—with the goal of co-adopting and assessing—forward-thinking, skill-based, 21st-century standards that reflect the ways in which students will learn, work, live, and lead in the colleges, careers, and communities of tomorrow. To ensure that these standards are not simply adopted, but meaningfully implemented and assessed in our public schools, the Consortium is also working to develop a multistate performance-assessment system that has the potential to provide regional comparability of student learning beyond the traditional standardized test.

Connecticut has also taken the lead, in collaboration with the member states and the Donahue Institute at the University of Massachusetts, on the development of common, high-impact metrics for determining the efficacy of public secondary education across New England. One of the Consortium's explicit goals is to "more accurately measure student learning" through innovative performance-based assessments, more robust longitudinal data systems, and regional—even national—comparability of student data. As part of our regional data team, the Connecticut Department of Education has been instrumental in the effort to establish baseline performance data for the five states using a common, comprehensive methodology for calculation, reporting, and analysis. In addition to several metrics for measuring student achievement during the critical secondary school years, our regional data team is also developing a plan to gauge postsecondary aspirations and success, including remedial course-taking data and

college enrollment and completion rates using the National Student Clearinghouse's StudentTracker for High Schools system.

This collaborative regional work on standards, assessment, data, and school-improvement are critical components of a much larger and more systemic rethinking of secondary education in New England. In keeping with national efforts to improve the quality of state educational systems—including the Common Core State Standards Initiative, the Data Quality Campaign, and Race to the Top Assessment Program, among several others—Connecticut is on the forefront of promoting educational policies and practices that will make the measurement of educational efficacy and student outcomes more transparent, reliable, and actionable for policy makers, school leaders, teachers, parents, and citizens.

It is our sincere hope and expectation that the US Department of Education will look favorably on Connecticut's Race to the Top application and the work of the New England Secondary School Consortium—both of which have come to fruition only after years of investment, collaboration, commitment, and hard work—while also seeing in their design and execution the hallmarks of the kind of innovative leadership that will bring good ideas, effective policies, and proven educational models to scale in New England and across the country.

Sincerely,

(b)(6)

Executive Director
Great Schools Partnership

This letter has been prepared by the Great Schools Partnership, Inc. on behalf of the New England Secondary School Consortium, its five member states, and its funders and partners. The Great Schools Partnership is the lead coordinator of the Consortium.

Phase II Proposal—Executive Summary

Submitted May 5, 2010
Contact: David J. Ruff, Executive Director
(207) 773-0505
druff@greatschoolspartnership.org

Project Overview

The New England Secondary School Consortium's (NESSC) Phase II proposal encompasses a coherent set of regional, state and school level improvement strategies that will be implemented in the five NESSC partner states over the next six years (2010–2016).

The NESSC acts as a regional umbrella support initiative that (1) organizes the five states to undertake coordinated actions in the pursuit of common, agreed-upon goals; (2) coordinates both state and regional actions in collaboration with SEAs and partners, including regional organizations and Local Education Agencies (LEAs); and (3) provides capacity-building assistance, whether human or financial, in support of the common mission, goals, and strategies of the NESSC. As a goal-driven initiative, the NESSC is not confined to any specific programmatic structure. Although the five member states employ similar reform strategies, each state has been developing, and will continue to develop, a comprehensive secondary-school improvement plan that is customized to meet the specific needs and contexts within each state.

The Great Schools Partnership (GSP) will continue to provide grant administration, logistical support, strategic planning, group facilitation, school-change expertise, and constructive feedback.

Goals

By 2016, the NESSC aims to achieve the following goals:

1. Increase four-year, on-time graduation rates across the five states to ninety percent or higher.
2. Decrease annual dropout rates to less than one percent.
3. Increase the percentage of students enrolling in two- and four-year college-degree programs or pursuing accredited postsecondary credentials to eighty percent or higher.
4. Reduce the number of students required to take remedial courses during their first year of college to five percent or less (this last goal has since expanded beyond the measurement of remediation exclusively to the development of a composite "college readiness" metric that includes several indicators, none of which, on their own, offer a "perfect" measure of postsecondary preparedness).

Table 2: Overall Graduation Rates—Annual Indicators of Progress

	2009	2011	2012	2013	2014	2015	2016
NESSC aggregate indicator	78.4%	79%	80%	82%	85%	88%	90%

Table 4: Overall Drop Out Rate—Annual Indicators of Progress

	2009	2011	2012	2013	2014	2015	2016
NESSC aggregate indicator	13.7%	13%	12%	8%	5%	3%	1%

Objectives

To achieve these goals, over the next six years, the Consortium will employ the following objectives:

1. Develop high-leverage **regional, state, and local policy** that enhances and supports on-the-ground actions in districts and schools aimed at achieving the NESSC goals.

2. Create and implement an integrated **League of Innovative Schools** program that demonstrates new models of learning, provides the support for school improvement across the region, targets high-impact areas focused on achievement of the NESSC goals, and generates momentum and political will for change in the educational communities of New England.
3. Develop **learning standards and assessments** that determine what students need to know and be able to do in 21st century and that accurately measure student mastery of the standards.
4. Develop broad **public and political will** to support new models of learning.
5. Create **state-specific logic models** that integrate and align state secondary-school improvement initiatives across state lines and with NESSC strategies.

The Nellie Mae Education Foundation has expressed an organizational alignment with the goals of the Consortium and an interest in supporting objectives 1 and 4, and to a lesser degree objectives 2, 3 and 5.

NESSC Organizational Structures

The NESSC will undertake a few modifications in governance to support Phase II implementation.

The Council will move to three in-person meetings (up from the originally designed two meetings) and three videoconference meetings a year. The State Liaisons and SEA Leads will conduct a thirty-minute phone update during the months where there are no formal regional meetings of the Council.

The Working Group will continue to share ideas across states and lead on-the-ground regional efforts meeting monthly alternating between video and in person meetings.

Appropriate SEA staff and others will form Strategic Action Teams to guide and execute actions within specific objectives, meeting as necessary in-person or using technology.

The following individuals/roles will be involved in the NESSC's Strategic Action Teams:

- **Regional, State, and Local Policy Strategic Action Team:** NESSC Council members; commissioners; deputy commissioners; SEA Leads; state board members; selected state policy makers; and legislators.
- **League of Innovative Schools Strategic Action Team:** SEA staff overseeing school-improvement programs; Working Group members; educators from the field.
- **Standards and Assessment Strategic Action Team**: 21st century standards development (appropriate SEA staff and leaders; the New England Association of Schools and Colleges; relevant experts and organizations); large-scale performance-assessment development (SEA assessment coordinators/teams; relevant experts and organizations).
- **Data Systems Strategic Action Team:** SEA data coordinators, university data-system coordinators; regional assessment experts; and organizations (as needed).
- **Communications Strategic Action Team:** SEA communication directors.

Project Timeline—Major Activities, Milestones and Deliverables

Objectives ⇨ Timeline ⇩	**Regional, State, and Local Policy**	**League of Innovative Schools**	**Standards and Assessments**	**Public and Political Will**
	[NOTE: Activities in blue below are dependent on funding beyond NMEF—if funding is not secured, activities will be postponed.]			
July	First Policy Strategic Action Team meeting. determine initial proposed set of potential high-leverage policies.	Finalize list of foundations—state-based, regional, and national—to approach for funding.		In collaboration with SEAs, state logic models and action plans are created by the NESSC leads and liaisons and

Objectives ⇨ Timeline ⇩	**Regional, State, and Local Policy**	**League of Innovative Schools**	**Standards and Assessments**	**Public and Political Will**
	Deliverable: list of potential high leverage policies	*Global Best Practices in Context* finalized.		shared with NESSC Council (July through August).
August	Engage external agency (CEPA) to vet proposals. Report delivered by November 1, 2010.	Continue efforts to secure funding for League of Innovative Schools. **Deliverable: Final copy of Global Best Practices in Context**		In-person NESSC Council meeting. **Deliverable: Individual State Logic Models**
September	Begin HLP Framework seminars with superintendents and their professional organizations **Deliverable: Agenda, power point, and materials from typical seminar**	Create League of Innovative Schools Strategic Action Team to develop League of Innovative Schools framework Process for creating a *Global Best Practices in Context* companion tool for systems-level self-assessment is drafted and shared. **Deliverable: Framework for League of Innovative Schools**		A regional gathering of state legislators is held, led in collaboration with NESSC Council members. **Deliverable: Meeting notes from regional legislator gathering**
October		Contractor for *Global Best Practices in Context* companion tool identified.	Standards and Assessment Strategic Action Team meets to develop an initial draft of proposed 21st century standards.	
November	Policy Strategic Action Team meeting to review CEPA report and create draft Policy Commitment Plan for the NESSC and for each state **Deliverable: report from CEPA**	Funding for League of Innovative Schools identified. RFP/selection process for Implementing Schools in the League of Innovative Schools finalized.	A cross-walk of the draft 21st century standards and the Common Core is conducted, and next steps are determined based on the alignment review. **Deliverable: Crosswalk of draft 21st Century standards and the Common Core State Standards Initiative**	Gathering with higher education representatives is held to explore further connections with higher education to help meet NESSC goals (Done in collaboration with NEBHE).
December	SEAs and state legislators draft language and strategies for proposed policy implementation for the January 2011 legislative session.	RFP distributed.	Development of a vetting and refinement process for the proposed 21st century standards. Standards and Assessment Strategic Action Team begins investigating processes to effectively assess the draft 21st century standards.	In-person NESSC Council meeting. schools are invited and all relevant information about presentations is collected. Conference website is launched with preliminary information.
January	SEAs and state legislators finalize policy		A public-relations strategy is created to	Conference program is finalized and posted

Objectives ⇨ Timeline ⇩	**Regional, State, and Local Policy**	**League of Innovative Schools**	**Standards and Assessments**	**Public and Political Will**
	language and legislative process begins. Conduct HLP Framework seminars with state boards/regents and legislative education committees in each state. **Deliverable: copies of proposed policies if applicable**		demonstrate how the proposed standards reinforce and align with the Common Core.	online.
February	Begin HLP Framework seminars with school boards and related professional organizations	State-by-state school coaching plans and models are finalized. Begin vetting process for *Global Best Practices in Context* companion tool with experts, SEAs, and educators in the field. **Deliverable: State school coaching plans**	Explore possibility of integrating pilot assessment projects into League of Innovative Schools	
March		Selected schools are announced. School coaches are selected and training begins		
April		Coordinate school leadership involvement and summer training/planning sessions.	Second draft of proposed 21st century standards is announced and distributed.	In-person NESSC Council meeting. NESSC regional conference is held. **Deliverable: Specific objectives and plans for NESSC for 2011/12, endorsed by Council**
May		Global Best Practices in Context companion tool finalized.		
June	Policy Strategic Action Team Meeting to debrief for 2010-2011 and plan for 2011-2012. **Deliverable: reflection and plans for next steps.**	Global Best Practices in Context companion tool designed and distributed. **Deliverable: Companion tool for Global Best Practices in Context**	Strategic plans for state-by-state adoption of the standards are finalized. **Deliverable: state strategic plans for state adoption**	

Phase II Proposal

Great Schools Partnership
Submitted May 5, 2010
Contact: David J. Ruff, Executive Director
(207) 773-0505
druff@greatschoolspartnership.org

1. Project Description

1A. Project Overview

The New England Secondary School Consortium's (NESSC) Phase II proposal encompasses a coherent set of regional and state-based school- and systems-level improvement strategies that will be implemented in the five NESSC partner states over the next six years (2010–2016). While the Nellie Mae Education Foundation has indicated its intention to consider funding selected elements of the Phase II plan, this document nevertheless describes the proposed activities of the NESSC in their entirety.

Working collaboratively across states, the NESSC has created a vision and mission to guide this the Phase II implementation. The NESSC envisions every adolescent in Connecticut, Maine, New Hampshire, Rhode Island, and Vermont graduating from a new generation of high-performing, internationally competitive high schools prepared for success in the colleges, careers, and communities of our interconnected global society.

To realize this vision, the NESSC develops, supports, and promotes bold educational innovations that will empower the next generation of citizens, workers, and leaders to be prosperous, knowledgeable, and responsible participants in our global community.

During the eighteen months of Phase I, the NESSC developed an integrated and comprehensive strategy that sets it apart: (1) an intentional "schoolhouse to statehouse" approach that simultaneously attends to State Education Agency (SEA) engagement and coordination, state and local policy development, and school-level engagement and reform; (2) an operational regional network that connects SEAs, school-support and professional organizations, and individual districts and schools for the purposes of resource, expertise, and best-practice exchange; (3) explicit agreements among five states to work toward common policy development, programmatic alignment, and resource sharing; and (4) a concerted effort to extend school reform beyond the historically engaged sectors of the education community to involve other state and local leaders and stakeholders.

The NESSC acts as a regional umbrella support initiative that (1) organizes the five states to undertake coordinated actions in the pursuit of common, agreed-upon goals; (2) coordinates both state and regional actions in collaboration with SEAs and partners, including regional organizations and Local Education Agencies (LEAs); and (3) provides capacity-building assistance, whether human or financial, in support of the common mission, goals, and strategies of the NESSC. As a goal-driven initiative, the NESSC is not confined to any specific programmatic structure. When needs evolve, political contexts change, or new programs and opportunities arise, the NESSC can remain flexible and responsive, allowing the partnership to adapt as required, even as goals and values remain constant. Although the five member states

ABBREVIATION KEY: New England Secondary School Consortium (NESSC); Great Schools Partnership (GSP); NESSC Council (Council); State Education Agency (SEA), Local Education Agency (LEA).

employ similar reform strategies, each state has been developing, and will continue to develop, a comprehensive secondary-school improvement plan that is customized to meet the specific needs and contexts within each state. The NESSC not only supports these aligned yet programmatically divergent models, but it is one of the initiative's central foundational strategies. A more rigid or prescriptive model would be unable to adapt to shifting contexts, whether at the state or the federal level, and it would find state engagement much more difficult given both existing and evolving political and SEA priorities across the region. While proven policies and practices have universal value and application, the NESSC embraces the belief that no two effective schools—or school systems—need to look exactly alike.

As the NESSC's lead coordinator, the Great Schools Partnership (GSP) has been and will continue to be an ongoing source of grant administration, logistical support, strategic planning, group facilitation, school-change expertise, and constructive feedback. The organization's coordinating role is integral to keeping the NESSC intact, active, and focused on its mission and objectives, regardless of commissioner departures; the severe curtailments currently projected in state and local budgets over the coming years; SEA personnel turnover or reorganizations; and unforeseen (and unforeseeable) political developments within the states and across the country. GSP, in collaboration with other state and regional partners, will also work to enhance the operational capacity and influence of the SEAs by undertaking activities—with the consent and support of SEA leadership—that fall outside the purview and limitations of job-specific SEA responsibilities, or that the SEAs may not have the personnel or time to execute.

1B. Need Statement

The total public secondary-school enrollment across the five NESSC states exceeds 375,000 (a more precise enrollment figure is currently unavailable, since some state enrollment data is more than a year outdated). If the NESSC is able to have a measureable impact on even 25% of these students, that would mean increased learning and life opportunities for more than 90,000 adolescents. By comparison, many district or school-based grants that serve far fewer students often exceed several hundred thousand dollars, or even several million, in funding and support. In terms of potential return on investment, the NESSC presents a huge opportunity to address systems improvement at scale using relatively modest investments from private foundations—given that the strategic partnerships established by the NESSC seeks to leverage federal and state funding through common goals, unified leadership, programmatic coherence, and greater regional coordination.

While the New England states are perceived to have stronger schools and better student outcomes, this ultimately inaccurate perception results from several intertwined factors, including lower concentrations of large urban centers, smaller percentages of minorities, lower state populations overall, and the belief that rural areas suffer from fewer social maladies than their urban counterparts. Despite producing better student outcomes compared to other states or large cities, New England's relative success often masks its challenges and the degree to which its educational outcomes are often less desirable. New England's comparative "success" effectively conceals the extent of its challenges, while making the cultivation and mobilization of public and political will for changing the educational system more difficult to achieve. If New England's problems were more visible and its student data more alarming, the urgency for change, and the political will needed to effect that change, would almost certainly be greater.

Although baseline data remain incomplete at the time of this writing, the Donahue Institute's April 27, 2010 Technical Report reveals the disquieting reality that nearly one in four high school

students in the five NESSC states fails to graduate from high school. After years of reporting graduation rates that were not only methodologically divergent across states, but that in most cases presented an overly optimistic (if not largely inaccurate) assessment of diploma attainment in our public schools, the Donahue Institute's report (which mirrors the technicalities of emerging federal requirements) shines a light on the two dimensions of the graduation problem facing New England's educational systems: (1) lower than desired overall graduation rates, and (2) significant socioeconomic gaps within states (see Indicators in section 1C). While the graduation-rate gaps between whites and minorities are also of significant concern and must be addressed, the size of New England's minority populations relative to its economically disadvantaged populations elevates the urgency of the socioeconomic gap, especially given the significant overlap in minority and economically disadvantaged subpopulations. Additionally, the socioeconomic gap in diploma attainment across the five states remains problematic. These concerns are show in Table 1 below:

TABLE 1: COMPARISON OF MEDIAN INCOME, EDUCATION LEVELS, AND POVERTY[1]

	Median Household Income in 2008 (Estimated)	Percent Age 25-34 with a Bachelor's Degree or Higher in 2000 (Actual)	Percent of Children Under Age 18 Below Poverty Line in 2005 (Estimated)
Connecticut	**$68,294**	**43%**	**12%**
Fairfield County	$84,250	50%	10%
Hartford County	$64,045	41%	14%
Litchfield County	$67,520	37%	7%
Middlesex County	$74,645	50%	6%
New Haven County	$61,459	41%	15%
New London County	$67,484	34%	9%
Tolland County	$75,251	46%	6%
Windham County	$54,027	26%	15%
GAP [highest/lowest]	**$30,223**	**24%**	**9%**
MAINE	**$46,419**	**33%**	**17%**
Androscoggin County	$44,484	25%	18%
Aroostook County	$36,107	27%	20%
Cumberland County	$54,053	46%	13%
Franklin County	$36,405	29%	23%
Hancock County	$47,849	32%	16%
Kennebec County	$45,511	28%	15%
Knox County	$44,168	25%	19%
Lincoln County	$49,862	26%	18%
Oxford County	$41,526	23%	21%
Penobscot County	$42,704	33%	19%
Piscataquis County	$35,144	24%	26%
Sagadahoc County	$53,142	29%	15%
Somerset County	$35,277	18%	25%
Waldo County	$43,597	28%	19%
Washington County	$31,856	20%	29%
York County	$54,626	33%	12%
GAP [highest/lowest]	**$22,770**	**28%**	**17%**
NEW HAMPSHIRE	**$63,235**	**41%**	**9%**
Belknap County	$52,380	32%	12%
Carroll County	$51,064	34%	14%
Cheshire County	$53,210	31%	11%
Coos County	$42,788	22%	20%

[1] US Census Bureau data downloaded May 3, 2010 from www.census.gov.

Grafton County	$52,872	42%	12%
Hillsborough County	$68,613	43%	9%
Merrimack County	$64,885	39%	10%
Rockingham County	$75,425	47%	5%
Stafford County	$60,230	41%	12%
Sullivan County	$51,426	25%	13%
GAP [highest/lowest]	**$32,637**	**25%**	**15%**
RHODE ISLAND	**$54,562**	**38%**	**17%**
Bristol County	$67,704	49%	7%
Kent County	$63,309	40%	10%
Newport County	$65,792	52%	11%
Providence County	$46,997	34%	21%
Washington County	$71,056	47%	9%
GAP [highest/lowest]	**$24,059**	**18%**	**14%**
VERMONT	**$52,111**	**41%**	**10%**
Addison County	$56,584	35%	10%
Bennington County	$45,029	33%	12%
Caledonia County	$42,097	26%	12%
Chittenden County	$61,230	58%	10%
Essex County	$38,799	20%	15%
Franklin County	$43,032	30%	10%
Grand Isle County	$57,435	33%	8%
Lamoille County	$50,375	39%	10%
Orange County	$49,458	32%	11%
Orleans County	$39,184	24%	14%
Rutland County	$47,147	29%	12%
Washington County	$52,832	44%	10%
Windham County	$46,546	37%	10%
Windsor County	$52,611	40%	9%
GAP [highest/lowest]	**$22,431**	**38%**	**7%**

In its spring 2009 issue, the New England Journal of Higher Education estimated that nearly 130 students dropped out of high school in the five NESSC states every day, while the National Center for Higher Education Management Systems reports that less than 30% of New England ninth graders end up graduating with a college degree within six years of earning a high school diploma (CT: 24%; ME: 24%; NH: 29%; RI: 21%; VT: 26%). The refrain that has become the rallying call of the modern school is the critical necessity of a college degree in the 21st century.

Over the course of the nearly eighteen months of Phase I, several potential leverage points have been identified as core areas of strategic focus for the NESSC. Forward progress on school transformation is impeded by countless factors, although a few are particularly relevant to the NESSC's attempt to effect systems at scale throughout a state and across a region: (1) a lack of public will, which stems from a general lack of understanding regarding the underlying problems and effective solutions; (2) a policy context that is uncoordinated or incoherent within states and across the region, that is not aligned with current research on effective educational models and learning needs, that is not focused on leverage points that have a systemic impact, and that does not incentivize creativity or innovation; (3) an absence of models of effective systemic transformation at scale; and (4) disparate learning standards, assessment practices, and data-analysis strategies across states, districts, and schools. Furthermore, there are limited means for states to collaborate across state borders, to support significant changes in policy and practices, to attain cost savings, or to sustain their efforts. NESSC is designed to fill this gap.

1C. GOALS AND OBJECTIVES

By 2016, the NESSC aims to achieve the following goals:

1. Increase four-year, on-time graduation rates across the five states to ninety percent or higher.
2. Decrease annual dropout rates to less than one percent.
3. Increase the percentage of students enrolling in two- and four-year college-degree programs or pursuing accredited postsecondary credentials to eighty percent or higher.
4. Reduce the number of students required to take remedial courses during their first year of college to five percent or less (this last goal has since expanded beyond the measurement of remediation exclusively to the development of a composite "college readiness" metric that includes several indicators, none of which, on their own, offer a "perfect" measure of postsecondary preparedness).

During Phase I, the Donahue Institute worked with GSP and the SEA data coordinators from each state to collect baseline data for measuring progress toward achievement of the NESSC's 2016 goals. This work required the data team to develop detailed definitions for each goal and to determine the data-collection process and accompanying calculation (not to mention ensuring compliance with federal reporting guidelines). Despite significant investments of time and energy from this group, we have been unable to confirm baseline data for either college enrollment data or remedial collegiate course-taking patterns (a potential five-state agreement with the National Student Clearinghouse could provide college-enrollment and -persistence data within the next six months; college-remediation rates will be much more difficult to obtain).

All five NESSC states were able to provide data on high school graduation rates and dropout rates, while four of the five state were also able to provide disaggregated data by race, socioeconomic status, and other criteria. This regional collaboration has enabled the NESSC to establish yearly indicators of progress toward achieving the initiative's common goals.

Table 2 below represents the baseline graduation rate for each state and the aggregate rate for the five NESSC states. The aggregate NESSC rate is not an average of the five state rates, but a composite calculated based on the total student population.* We have established annual indicators for the aggregate graduation rate, but not for the individual states (state-by-state indicators will be determined as part of the development process for the individual state logic models). Finally, annual progress has been graduated over time to take into account the practicalities of implementation—i.e., the impact of the NESSC objectives will be smaller during the initial implementation years and more significant during the later years when more programs are in place, the implementation has had time to mature, and the accumulative impact of NESSC activities will be more clearly in evidence.

TABLE 2: OVERALL GRADUATION RATES

	2009	2011	2012	2013	2014	2015	2016
Connecticut	79.3%						90%

*Note: This approach does have the potential that progress made in the larger states could overshadow the efforts of smaller states. However, this approach made sense given that the goal of the Consortium is the success of each student within the five states.

Maine	77.2%						90%
New Hampshire[2]	75.7%						90%
Rhode Island	75.5%						90%
Vermont	86.4%						90%
Aggregate Indicators	**78.4%**	**79%**	**80%**	**82%**	**85%**	**88%**	**90%**

The baseline data provided by the SEAs reveals several areas of concern, most notably a significant socioeconomic achievement gap (as determined when graduation rates are disaggregated by the percentage of students eligible and not eligible for free or reduced lunch). Overall, 84.8% of students across the five states who are not eligible for free or reduced lunch graduated in four years, while only 62.6% of eligible students graduated in four years. This gap was shown across all four of the states reporting data with Connecticut at 26 percentage points difference, New Hampshire at 18.3 percentage points, Rhode Island at 21.4, and Vermont at 18.8 percentage points (Maine was unable to provide disaggregated data at the time of this writing). It is apparent that, if the NESSC is going to realize its goal of a achieving a 90% graduation rate, direct attention must be paid to students from lower-income households.

Working from this premise, we have developed a set of graduation-rate indicators specifically for students eligible for free or reduced lunch. If we assume that the NESSC Phase II implementation will succeed in increasing the graduation rate for all students, we can also assume that the graduation rate of students ineligible for free and reduced lunch will quickly rise above 90%. If we assume a 93% graduation rate for these students, we can then mathematically determine annual indicators for those students who are eligible for free and reduced lunch. In total, the four states reporting disaggregated data represent 83,480 secondary students. A 90% graduation rate would require that 75,132 students graduate in four years. If the 60,076 ineligible students graduate at a 93% rate, this represents 55,871 students. To meet the aggregate 90% graduation rate target, then 19,261 of the 23,404 eligible students will need to graduate within four years—or a 82% graduation rate for students eligible for free or reduced lunch. Creating a second graduation target for free-or-reduced-lunch-eligible will not only increase the NESSC's chances of realizing the 90% graduation-rate goal (by helping to focus resources on the neediest schools and students), but it will also allow the NESSC to track progress on reducing the socioeconomic achievement gap, cutting the graduation-rate gap from 22 percentage points to 11 percentage points or less. Table 3 below demonstrates these indicators.

TABLE 3: GRADUATION RATE--STUDENTS ELIGIBLE FOR FREE OR REDUCED LUNCH

	2009	2011	2012	2013	2014	2015	2016
Connecticut	59.9%						82%
Maine[3]	---						82%
New Hampshire	61.3%						82%
Rhode Island	63.4%						82%
Vermont	74.0%						82%
Aggregate Indicators	**62.6%**	**64%**	**68%**	**73%**	**77%**	**80%**	**82%**

[2] All New Hampshire data are based on a modeled freshmen cohort.

[3] Maine was not able using their current data system to supply the Consortium with data disaggregated by eligibility for free or reduced lunch.

The NESSC data team was also able to determine baseline drop-out rates for four of the five states (Maine did not provide data). Again, the aggregate NESSC rate in Table 4 below is not an average of the five state rates, but a composite rate calculated based on the total student population. We also established annual indicators for the NESSC aggregate rate, while leaving the individual state indicators empty until each state has the opportunity to determine their own measures of progress (which, again, will be undertaken as part of the state logic model development process). Finally, annual progress has been graduated over time to take into account the practicalities of implementation, as with the graduation rate.

TABLE 4: OVERALL DROP OUT RATE

Overall	2009	2011	2012	2013	2014	2015	2016
Connecticut	13.7%						1%
Maine	---						1%
New Hampshire	12.5%						1%
Rhode Island	18.8%						1%
Vermont	9.9%						1%
Aggregate Indicators	**13.7%**	**13%**	**12%**	**8%**	**5%**	**3%**	**1%**

Again, the data above, when disaggregated by socioeconomic status, reveal a significant disparity: the dropout rate for free-and-reduced-lunch-eligible students is 16.6 percentage points higher than students who are not eligible. Again, if we set a target dropout rate for eligible students, the NESSC would need to reduce dropout to only 835 out of 83,480. If we assume that none of these students are in the ineligible category, then fewer than 835 of the 23,404 students eligible for free or reduced lunch can drop out to still have an overall rate of less than 1%. This number represents 3.6% of free-and-reduced-lunch-eligible students. Table 5 below uses this overall target and establishing annual progress indicators.

TABLE 5: DROP OUT RATE--STUDENTS ELIGIBLE FOR FREE OR REDUCED LUNCH

	2009	2011	2012	2013	2014	2015	2016
Connecticut	28.2%						3.6%
Maine	---						3.6%
New Hampshire	21.6%						3.6%
Rhode Island	27.6%						3.6%
Vermont	19.4%						3.6%
Aggregate Indicators	**25.8%**	**24%**	**20%**	**15%**	**10%**	**6%**	**3.6%**

Strategically, we have five broad objectives that collaboratively support the goals of the NESSC. Over the next six years, the NESSC will:

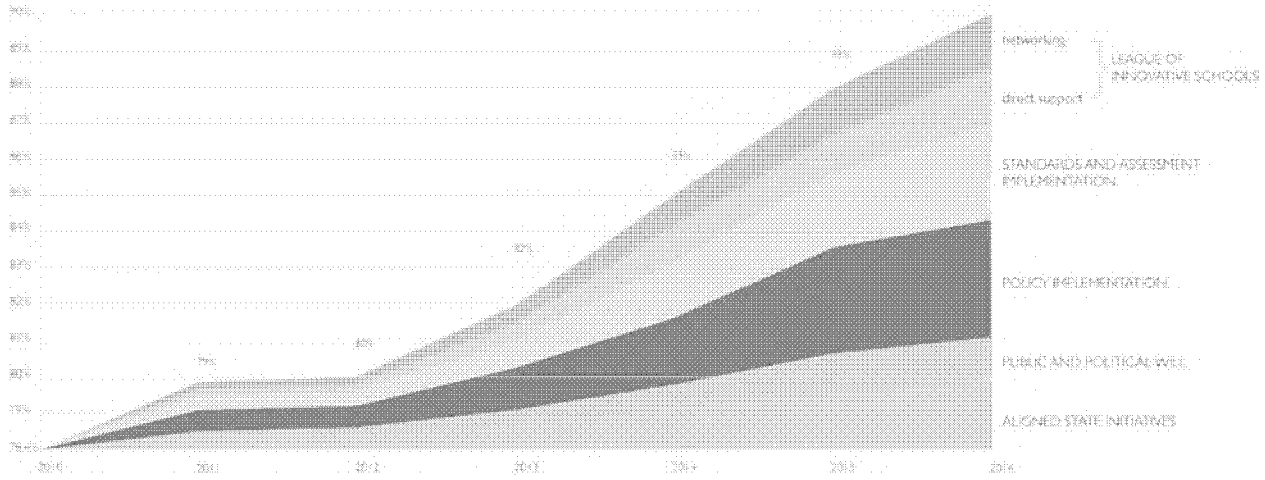
1. Develop high-leverage **regional, state, and local policy** that enhances and supports on-the-ground actions in districts and schools aimed at achieving the NESSC goals.
2. Create and implement an integrated **League of Innovative Schools** program that demonstrates new models of learning, provides the support for school improvement across the region, targets high-impact areas focused on achievement of the NESSC goals, and generates momentum and political will for change in the educational communities of New England.

3. Develop **learning standards and assessments** that determine what students need to know and be able to do in 21st century and that accurately measure student mastery of the standards.
4. Develop broad **public and political will** to support new models of learning.
5. Create **state-specific logic models** that integrate and align state secondary-school improvement initiatives across state lines and with NESSC strategies.

While various activities connected to each of these objectives can be undertaken in isolation, the power of these objectives to realize the goals of the NESSC are only realized when undertaken collectively. The graph below demonstrates this relationship regarding graduation rates (please note, the specific values associated with each objective in the graphic are only for visual representation, not specific numerical indicators of progress.)

The diagram below—*which was created for illustrative purposes only*—provides a visual representation of how the five objectives above collectively feed into the attainment of the NESSC's 2016 goals. The diagram represents only the first 2016 goal: realizing a 90% graduation rate across the five states. If each objective, as one component of our systemic regional plan, accounts for a certain percentage of the NESSC's overall impact, underperformance in any one area, for example, will affect the NESSC's ability to achieve its goals. If, for example, the NESSC is unable to secure funding for the League of Innovative Schools, then the NESSC's ability to achieve its goals is reduced by the amount of impact that the League would have otherwise produced. In this way, determining progress toward the NESSC goals must take into account unfunded or partially implemented strategies, given that each is part of a larger systemic plan.

Diagram 1: Systemic Impact on NESSC Graduation Rates (hypothetical)



The NESSC mission, objectives, and strategies directly support Nellie Mae Education Foundation's stated goal of closing racial and income gaps in public education systems and helping all students, especially underserved populations, obtain a postsecondary degree and the skills and knowledge needed for success in the 21st century by age 27. Importantly, the NESSC is committed to this work on a scale that requires us to attend to the most needy of

schools in our states. Increasing graduation rates and college enrollments across a region requires a coordinated systemic approach focused on addressing high-need areas. Communities that have historically low college attendance rates, with high percentages of first-generation college students, and with few financial means need and will receive priority attention and support from the NESSC.

2. Project Implementation Plan

To coordinate the NESSC five interconnected strategic objectives in Phase II, we will be implementing a modified governance and organizational structure for the NESSC based on the Donahue Institute's Phase I evaluation briefs and feedback from involved SEA staff and partners. As we move from planning to implementation, the NESSC will increase the number of Council gatherings (alternating in-person and videoconference meetings), continue monthly coordination efforts undertaken by the Working Group, and establish five Strategic Action Teams to oversee the development and implementation of the NESSC's policy, League of Innovative Schools, standards and assessment, and public and political will strategies (the two teams for this objective will involve the SEA data coordinators and communications directors).

The NESSC Council has been a resounding success in Phase I. Bringing together legislators, business reps, state board representatives, commissioners, governors representatives, and SEA staff, the Council has provided clear guidance and direction, while taking active leadership roles that have surpassed our original hopes. Council members have been instrumental in creating and passing a resolution in support of the NESSC in both legislative bodies in four states and the state board of education in the fifth. They have shaped, debated, and endorsed the vision, mission, and declaration of commitment. They have supported in-state efforts related to the NESSC within their various spheres of influence. And they have debated and endorsed the actions outlined in this Phase II proposal. The Council will move to three in-person meetings (up from the originally designed two meetings) and three videoconference meetings (a strategy undertaken once during Phase I with great success) a year. Furthermore, the State Liaisons and SEA Leads will conduct a thirty-minute phone update during the months where there are no formal regional meetings of the Council. While this is a significant increase in time commitment, Council members have specifically requested more interactions with one another and greater engagement in the work of the NESSC. It is also important to note that this new meeting schedule adds only a single additional in-person meeting for the year—a reality that actually played out during the 2009–2010 school year.

The Working Group will continue to share ideas across states and lead on-the-ground regional efforts. The members of the Working Group have been the backbone of the organizational structure, having seen the NESSC from creation through fruition, including maintaining mission focus and operational capacity despite commissioner departures in all four of the founding states, not to mention the highly successful integration of Connecticut. They have been—and will continue to be—the torchbearers for the NESSC within each SEA.

With coordination from GSP, the State Liaisons, and the SEA Leads, the NESSC will convene groups of SEA staff in Strategic Action Teams to guide and execute actions within specific objectives, meeting as necessary in-person or through videoconference or teleconference as detailed in the timeline in section 3. We expect specific strategies and actions to develop organically out of these collaborative groups, much like the work of professional learning groups in schools—a strategy that is extremely effective when well structured and well facilitated.

The following individuals/roles will be involved in the NESSC's Strategic Action Teams:

1. **Regional, State, and Local Policy Strategic Action Team:** NESSC Council members; commissioners; deputy commissioners; SEA Leads; state board members; selected state policy makers; and legislators.
2. **League of Innovative Schools Strategic Action Team:** SEA staff overseeing school-improvement programs; Working Group members; educators from the field.
3. **Standards and Assessment Strategic Action Team**: 21st century standards development (appropriate SEA staff and leaders; the New England Association of Schools and Colleges; relevant experts and organizations); large-scale performance-assessment development (SEA assessment coordinators/teams; relevant experts and organizations).
4. **Data Systems Strategic Action Team:** SEA data coordinators (a continuation of the Phase I group); university data-system coordinators; regional assessment experts and organizations (as needed or when strategically advisable).
5. **Communications Strategic Action Team:** SEA communication directors; others as needed.

2A. Regional, State, and Local Policy

From its inception, the NESSC recognized that reshaping state and local educational policy is critical to the depth, breadth, and sustainability of systemic reform. The policy dimension of the NESSC's work will address the application of pressure required to spur innovation (in alignment with NESSC goals) across a complex system, as well as the development of new policies that can open new avenues for educational creativity and innovation.

Moving forward with logistical support and coordination from the Great Schools Partnership, the Working Group and NESSC Council will work with other policy makers —from inside the state political and regulatory systems—to develop and implement new or reconfigured educational policies at the state and local levels. The overarching goal of the NESSC policy work will be the alignment of existing or emerging policies with (1) proven, research-based strategies designed to promote systemic, 21st century innovations in secondary schools and classrooms, and (2) the NESSC's 2016 goals.

To guide the development and refinement of secondary legislation, rules, and requirements across states legislatures, SEAs, and LEAs, the NESSC will create a Policy Strategic Action Team that will:

1. Identify a draft set of state-level high-leverage policies, which will be identified and validated using the High Leverage Policy Framework.
2. Work with external experts to vet these policies, which will include investigating similar policies across the country to determine the impact of these policies on outcomes similar to NESSC, defining recommended policy features, and researching alignment with current rules and regulations in each state.
3. Identify the current status of each policy (if applicable) across the five states.
4. Create a *policy commitment plan* that will outline and define the major strategies, procedural steps, and common messaging that will be employed to shape policy development and adoption within each state and across the region.

The Policy Strategic Action Team will comprise SEA leaders (including commissioners and deputy commissioners) and relevant SEA staff, experts, and state policy makers (legislators and state board members). The group will be tasked with leading the development and implementation of the NESSC policy commitment plan, including the cultivation of broad-based support for the common policy agenda within the state educational and political establishments. When finalized, the policy commitment plan will have the endorsement of the five NESSC commissioners of education and will codify agreement on (1) common policy objectives that will be endorsed and pursued by the states, and (2) detail supporting actions that will be undertaken by SEA staff. This project will culminate in two published documents: an internal technical blueprint for SEA staff overseeing secondary policy in the five states and a public statement about the NESSC regional policy agenda.

In collaboration with the Center for Education Policy Analysis (CEPA) at the University of Connecticut and SEA leadership, the Policy Strategic Action Team will identify up to eight high-leverage educational policies that have demonstrated success in supporting substantial school redesign, either in New England or nationally, and have indications of positively impacting the NESSC goals. An initial draft report on the vetting process will be prepared by CEPA and delivered to the NESSC by November 1, 2010. The *High Leverage Policy Framework* will serve as a template for framing the discussions of the Policy Strategic Action Team and focusing state policy agendas on high-leverage pressure points within the system—i.e., policies that, if implemented, will have a positive impact on achievement gaps, graduation rates, college preparation and persistence, and other critical indicators of success (i.e., the NESSC's 2016 goals). If one of the five NESSC states has already successfully implemented a policy with potential application in other states, the Center for Education Policy Analysis will compile an overview of lessons learned in the pilot state as part of its report. The Policy Strategic Action Team will meet in early November 2010 to review this report and create state policy implementation plans. Depending on the policies identified and current state rules and regulations, some policies may immediately move forward on development and potential adoption during the 2011 legislative session. Policies that show preliminary promise and that might be considered for common adoption include—*for example only*—increasing the mandatory school attendance age to eighteen years of age, developing new performance-based graduation requirements, and creating a common "New England credential" certifying eligibility for college-level work. The comprehensive baseline data collected by the Donahue Institute and the state data teams will also serve to frame policy objectives and establish a baseline for assessing policy impact over time.

The NESSC will also utilize its *High Leverage Policy Framework* and supporting documents (such as the case studies of potential high leverage policies in the five partner states) to better educate policy makers at both the local and state levels through seminars with legislators, superintendents, and school board members. When used as a common policy-development guide across the five states, the NESSC's *High Leverage Policy Framework* has the potential to promote more thoughtful and sustainable guidelines for learning in the 21st century. The *High Leverage Policy Framework* can be immediately applied to vetting and refining critical policies in the five partner states. By promoting a more coherent and cohesive policy process at the local level, the NESSC will not only be able to equip state, district, and local policy makers with a more considered process for policy analysis, but it can also use these forums and training sessions to advocate for the benefits of sustainable, forward-thinking policy development.

By June 2011, the NESSC will host five work sessions on the *High Leverage Policy Framework* for state-level policy makers in each of the NESSC states (invitees will include all state board of education members, legislators on the legislative education committee, key members of legislative leadership, and all personnel with secondary responsibilities in the SEAs) and ten open-invitation policy forums (two in each state) for school board members, superintendents, and principals. These half-day, drive-in events will be regionally organized and promoted, and the NESSC will take steps to sponsor the forums in collaboration with state professional organizations. These forums will not only serve to promote the *High Leverage Policy Framework* (and by extension, the NESSC), but they will also provide an organizing rationale and common ground for directly engaging and partnering with influential state professional organizations. In addition, the NESSC will create a companion package of tools and processes to go along with the *High-Leverage Policy Framework* and case studies that will enable policy makers to use the framework without external assistance. New support tools and processes will be honed and refined over the course of these seminars. These work sessions and policy forums will allow state, organizational, and school leaders to engage in a facilitated discussion about the interplay between (1) state and local policy (thereby increasing the likelihood that local policy will enhance and support state-level work) and (2) policy and practice (thereby helping to ensure that policy develop and implementation supports, not undermines, effective classroom-level practices).

In addition, the policy forums will help the NESSC identify effective, high-impact local policies and implementation strategies, and promote these proven practices across the region. The NESSC will disseminate and promote a compendium of proven exemplar local policies that will offer more thoughtful and sustainable guidelines for LEAs in the 21st century. Just as the NESSC will advocate for more strategic and effective policy development at the state level by encouraging regional collaboration and the cross-pollination of ideas, the NESSC will also act as a conduit for best-practice exchange at the local level. A listing of these local policies will be available on the NESSC website. In future years, the NESSC intends to create case studies of exemplar high-leverage local policy similar to the case studies created for exemplar state policies.

In addition to the state policy forums, the NESSC will disseminate the *High-Leverage Policy Framework* to superintendents and school boards through a variety of communication, outreach, and training strategies, including email distribution, online archiving, regional seminars, and conferences. The *High Leverage Policy Framework* will be featured in state and regional programming coordinated by the NESSC and SEA partners, such as the second High School Redesign in Action conference (scheduled for April 2011), and the leadership-building strategies and policy-related professional development for school administrators that will be offered as an extension of its League of Innovative Schools.

In September 2010, well in advance of the 2011 state legislative sessions, the NESSC will organize and host a "congress" of legislators state board members to discuss secondary education policy across the region. Led in collaboration with NESSC Council members (several of whom have explicitly requested such a forum), NESSC leadership will invite 12-24 state board members, senators, and representatives from the five states, including key legislative leaders and all members of the state legislative education committees. This one-day event will inform participants about the NESSC and its strategies including the *High-Leverage Policy Framework*, but will focus the majority of its time on providing an opportunity for the participating policy makers to network across state lines, share successful strategies, and plan for policy

advocacy in their states. Contact information for participants will be collected and added to the NESSC's distribution list, and participants will be given the opportunity to recommend action steps, from a policy maker's perspective, that the NESSC might consider.

Funding from the Nellie Mae Educational Foundation will be used to support all activities in this strategy.

2B. Standards and Assessment

The NESSC's efforts to develop and co-adopt 21st century learning standards has been ongoing since its inception, although it has proceeded at a much slower pace since the announcement of the Common Core State Standards Initiative. Once the draft standards were made publicly available, and it became apparent that key 21st century skills were likely to be embedded—but not explicitly identified—in the new national standards, the NESSC recommenced its regional 21st century standards work in earnest. As a first step, the NESSC began by cross-referencing existing state standards with commonly accepted, research-based 21st century skills. This crosswalk demonstrated that these skills (so vital to success in college and work) are embedded in the five NESSC state's current standards, even though each state has struggled to assess these skills in a comprehensive manner.

The NESSC will bring together SEA staff and national expertise to begin identifying and defining the 21st century standards across content areas that are necessary for success after completion of high school. The creation of an initial draft of common, interdisciplinary, skill-based standards—which will be applicable throughout a student's life and across all academic, career, and civic contexts—will be coordinated by a Standards and Assessment Strategic Action Team. This set of learning standards will then be cross-referenced with the Common Core State Standards Initiative. If these learning standards are encompassed and clearly delineated in the Common Core, the work of this Strategic Action Team will move towards the creation of an assessment system that can adequately measure these standards. (Note: NESSC assessment activities will need to be coordinated with ongoing state work, including the Race to the Top Assessment consortia.) If the draft learning standards are not encompassed within the Common Core, the NESSC standards will then be vetted by experts and open to public comment through December and January. In this case, the NESSC's standards will be developed to align with and support the content-area Common Core State Standards, and to augment these standards by prioritizing a detailed set of interdisciplinary skills that students will need to master before graduation. Each state will then begin working toward official adoption, although "adoption" will ultimately be defined in each state based on its particular political climate, procedural requirements, and/or legislative rules.

For the past decade, large-scale assessment in the United States has been heavily focused on standardized testing. While this practice captures some valuable data on student achievement, it does not capture the full extent of student learning—particularly the 21st century learning standards discussed above. Without meaningful assessments, these standards are all too easily ignored. The ultimate goal of the NESSC's assessment work will be to generate data that will (1) provide a more complete picture of student learning, (2) promote an expanded repertoire of teaching practices, and (3) provide in-depth formative feedback that teachers can use to customize instruction to meet the individual learning needs of students. For this reason, the NESSC states are committed to working in collaboration with other states involved in the Race to the Top assessment program to develop and implement a large-scale, next-generation

assessment system that will assess students over time and at specific moments during their learning careers.

The NESSC has already made significant progress in identifying the key components of such an assessment system including: (1) a world-class, time-sensitive, on-demand common assessment that will make use of cutting-edge online technologies and thoughtfully crafted performance tasks focused on real-world relevance and application; (2) a common bank of curriculum-embedded performance-assessment tasks coupled with support materials and examples of student work; and (3) a set of common rubrics that will clearly define performance expectations for 21st century skill acquisition, requiring students to demonstrate learning through a body of evidence (such as student portfolios, exhibitions, or capstone projects). How this system will specifically be implemented remains largely undetermined as states continue to collaborate on their Race to the Top Assessment Program applications. The NESSC's assessment work will be integrated into this larger national effort to ensure the creation of a system that accurately measures both the standards from the Common Core State Standards Initiative and the 21st century standards developed by the NESSC. To advance toward the realization of a common regional performance-based assessment system, the NESSC's Standards and Assessment Strategic Action Team will investigate, design, and advocate for such a system. Given the delicate, multilayered, and complex nature of assessment conversations, it is essential to bring together the relevant decision makers in each state and cultivate buy-in and support among state leaders and educators over time.

Funding from the Nellie Mae Education Foundation will be used to support the development of the initial 21st century learning standards and to cross-walk these standards with the Common Core State Standards Initiative. The resulting work may be identified as a high-leverage policy by the Policy Strategic Action Team. In this case, co-adoption would progress as a key high-leverage policy. If co-adoption is not identified as a high-leverage policy by the Policy Strategic Action Team, other activities within this strategy will require additional funding.

2c. The League of Innovative Schools

A key, long-range goal of the NESSC's Phase II activities will be the development and promotion of more versatile, 21st century learning opportunities in both new and existing public high schools. NESSC leadership recognizes that funding and capacity limitations will, by necessity, require the NESSC to gradually work toward the comprehensive cross-state school-improvement model it envisions, one that brings together diverse funding streams and support organizations to provide on-the-ground coaching and technical assistance to public secondary schools across New England. For this reason, the NESSC proposes a strategic scale-up approach that will unfold over the course of two years. The major components of this strategy include (1) the convening of a League of Innovative Schools Strategic Action Team consisting of SEA staff overseeing state and federal school-improvement programs; (2) the development and implementation of an NESSC-administered League of Innovative Schools program that will secure funding and provide school coaching, using a common model, to committed high schools across the five states; and (3) the development of a sustainability and evaluation plan that will ensure the long-term viability of the school-support networks while indentifying and spreading best practices.

As an initial step in the development of its League of Innovative Schools, the NESSC will bring together SEA staff responsible for administering school-support programs in each state, including Title I and Title II funding, federal School Improvement Grants, Race to the Top

awards (if applicable), and other federal- or state-funded reform initiatives and professional-development programs. The League of Innovative Schools Strategic Action Team will develop the criteria, selection process, structure, and agreements for school involvement in the League. The League will interact with schools on three distinct by interconnected levels: (1) Implementation Schools; (2) Network Schools; and (3) the remaining high schools in the five states.

Implementation Schools will be identified through a commitment to the NESSC vision, goals, and school structures, practices, and beliefs as outlined in the *Global Best Practices Toolkit*. These schools will make a deep level of commitment to fundamentally rethink teaching and learning practices, while creating new learning models focused on graduating more students ready for college and modern careers. This commitment will need to be endorsed by the school principal, school leadership team, district superintendent, and district school board. Implementation Schools may receive funding to support their improvement work through a variety of sources, including foundation grants, state funds, federal funds, or local funds. Commitment to transforming learning will determine involvement of these schools, not available funding

Network Schools will agree with the central values and strategies of the NESSC and the *Global Best Practices Toolkit*, but they may not be at the point where they can fully commit to implementing these ideas. In some cases, this lack of commitment may be due to a lack of knowledge, capacity, or interest; in other cases, a school may not yet have full agreement among key members of the staff and community about moving in more innovative directions. These schools *support* the NESSC mission even though they may not be *implementing* the strategies it recommends.

Both Implementation Schools and Network Schools will be regionally organized into groups of 5–10 schools. The principal and teacher-leaders from each of these regional networks will meet monthly in a professional learning group to share practices and ideas. This on-the-ground networking strategy will provide practical, action-focused support for all the schools involved in the networks, while also spreading lessons learned from the Implementation Schools more broadly—and more quickly. The agendas for these gatherings will be developed collaboratively among the participants, although the NESSC will provide ready-made agendas and materials for use as appropriate. The configuration of the professional learning networks will weigh both practical and strategic considerations by grouping schools that are within an accessible distance or pairing schools with complementary action plans, demographics, and internal capacity. If possible, schools will be grouped across state lines to further enhance regional support and implementation.

All other schools will be invited to participate in the League through two means: (1) regional and state gatherings of schools, and (2) encouragement to join a professional learning network as a supporting school.

Schools involved in the League of Innovative Schools will use the NESSC's *Global Best Practices in Context* tool as an integral part of their action-planning process. The tool bridges the divide between international education research and the practical application of proven strategies in high schools by providing a practical, step-by-step process they can use to assess their relative performance in key areas and strategically shape improvement plans going

forward. The tool will also provide a common framework for the NESSC school coaches, as well as a robust self-evaluation instrument that schools can use to gauge their progress over time.

Creating a coordinated process for mapping, aligning, and evaluating state and federal reform programs, while also involving and partnering with existing school-support organizations in each state, will be critical to the long-term sustainability of the League of Innovative Schools and the NESSC mission given that the involved SEA staff and state organizations have the authority, connections, local expertise, and on-the-ground capacity required to operationalize coordinated school-support at scale across a region. The overarching goal of this work will be to align initiatives with similar goals that are funded by different sources and create a more unified regional approach to improving the educational aspirations, achievement, and outcomes of New England students. The League of Innovative Schools will be supported by a variety of coordinated resources, including federal NCLB School Improvement Grants, Title I School Improvement Funding, Race to the Top Fund awards, private foundation support, and local budgets, among other sources.[*]

The NESSC professional learning networks will serve several functions, including (1) growing the reach, influence, and profile of the NESSC; (2) increasing the number of schools involved in meaningful school-redesign work aimed at improving learning opportunities and outcomes for all students; (3) harnessing and aligning diverse funding streams and school-improvement programs; (4) increasing available support and networking opportunities in each state focused on high school redesign and proven, research-based practices; (5) creating a means for interested, but less committed, schools to get involved in the NESSC, while maintaining operational separation from the more significant commitments made by the schools selected to receive direct support and coaching; and (6) developing a long-range plan to sustain and evaluate the work over time.

The NESSC is proposing to identify and support at least 15 schools in each state as Implementing Schools and involve at least 20% of all public secondary schools in some activity of the League by June 2012. By June 2013, the NESSC will identify and support at least 25 Implementing Schools and involved at least 30% of the public secondary schools in some activity of the league. This will be accomplished by (1) providing on-the-ground technical assistance and school-improvement coaching to a limited number of schools, and (2) engaging these and other schools in the professional learning networks coupled with high-quality professional development opportunities. Establishing these participation rates balances feasibility with the long-term goal of moving each state closer to a hypothetical “tipping point” in which school transformation is occurring at a large-enough scale that its impact is felt by every high school student in the partner states.

Although specific programmatic details cannot be finalized until funding is secured and support levels determined, the NESSC envisions each state identifying a relatively small set of Implementation Schools (8–15, based upon school size and state needs). Depending upon the requirements and amount of money available from different funding sources, these schools will receive significant levels of support from the NESSC, including school coaching, state waivers, targeted funding, and technical assistance based on their specialized needs. As a condition of

[*] Many of these funding sources carry regulations for the use of these funds. Consequently, seamless alignment may not be attainable in all cases, but the NESSC will work with SEA leaders to find the greatest possible alignment of goals and programs.

their involvement, Implementation Schools will make a public commitment to a specific set of agreements (to be developed) about the practices, strategies, and policies they will adopt or pursue with support from the NESSC. Selection criteria will be aligned with the vision, mission, and goals of the NESSC, including strategies that will explicitly address higher graduation rates and preparation for postsecondary learning. As funding sources allows, special attention will be given to schools located in high-need areas.

To complement the network of Implementation Schools, a larger set of Network Schools will be identified (20–30 per state, again depending on school size and state needs). The Network Schools will participate in the professional learning networks and receive invitations to NESSC events and professional-development opportunities, but will not receive NESSC funding or support equivalent to the Implementation Schools.

In the case of foundation support for schools involved in the League of Innovative Schools, the final selection of schools in either category above will be based on (1) evidence of commitment to systemic school improvement and the mission, strategies, and goals of the NESSC, (2) the school's score on a to-be-developed NESSC readiness assessment, and (3) a state-level strategic decision process designed to consider a wide array of factors to ensure that the selected schools are representatively diverse in terms of student demographics (race, ethnicity, socioeconomic status, language, etc.), population size, per-pupil expenditures, geographic dispersal, and community profile (rural, suburban, and urban), among other considerations.

The NESSC leadership and partners will also develop activities that can be pursued by all participants in the networks. Examples of common activities might include seminars on developing effective leadership skills; cross-school professional development opportunities for faculty, such as learning-technology or differentiated-instruction seminars that are led by master teachers in the network schools; or school visits focused on modeling and sharing effective strategies. To facilitate connections between state leadership and educational practitioners in the field, the administrators and staff from participating League schools will also be invited to regional NESSC forums or conferences on effective high school redesign strategies and, if relevant, strategy-specific work groups pertinent to their fields of expertise. These multistate events will not only provide a forum for profiling successful work and connecting with other educators in their region, but they will be part of the NESSC's broader regional networking strategy aimed at generating momentum (the sense of being part of a larger "high school redesign movement") and reinforcing the NESSC's ability to influence policy and practice on a regional scale.

Finally, the NESSC will be creating a companion piece for the *Global Best Practices in Context Toolkit* to encompass state and district level change. *Global Best Practices in Context Toolkit* focuses on school practices; the companion piece will address systems issues that are beyond the scope of an individual school.

Funding from the Nellie Mae Educational Foundation will support the development of the structures of the League of Innovative Schools and efforts to secure funds. Other activities within this strategy will require additional funding.

2D. Public and Political Will

During Phase II, the NESSC will leverage cross-state networking, SEA and LEA engagement, Web-based tools, positive messaging, and community outreach to engage stakeholders in a

coordinated effort to build broad-based support for the NESSC's goals, mission, and strategies among educators, policy makers, business leaders, parents, and community members. Inherent in the NESSC design is an acknowledgement that systemic reform—if it's going to dramatically impact student achievement, aspirations, and life outcomes in a measurable way—must simultaneously address policy, practice, and the public perception of what constitutes high-quality learning or a high-performing school. Doing this requires the NESSC to marshal social and political will by executing a robust public relations and outreach strategy that can raise public awareness of the need to change teaching and learning to meet the evolving needs of today's students. When Connecticut joined the founding four partner states of Maine, New Hampshire, Rhode Island, and Vermont, approximately 177,000 additional students became part of the NESSC, bringing the total of public high school students served to roughly 375,000 across the partner states. The NESSC also encompasses ten U.S. Senators and twelve Representatives—a political factor that cannot be overlooked as the U.S. Department of Education continues to play a more active and ambitious role in educational reform. To increase public and political will for secondary school transformation, the NESSC will (1) ensure that all NESSC leaders and partners are apprised of and engaged in all NESSC activities and state-based secondary transformation initiatives, (2) create a robust NESSC website that will utilize an array of online professional and social networking applications, and serve as a dissemination hub for an array of diverse electronic and print publications, and (3) engage in community outreach and awareness-raising strategies in each state in collaboration with the Prepare Maine campaign.

One of the NESSC's most ambitious strategies, and most significant accomplishments thus far, has been the creation of the NESSC Council, whose members provide support for the NESSC as a regional leadership group, as an in-state leadership group, and on an individual basis. The NESSC intends to enhance these three roles through more frequent communication with Council members and cross-state gatherings of role-alike members.

Over the past year, the NESSC has formed strategic partnerships with state, regional, and national organizations to help advance its mission, goals, and strategies. Influential regional organizations, such as the New England Board of Higher Education and the New England Association of Schools and Colleges, are active participants in NESSC activities and their leaders are members of the NESSC Council. The Council of Chief State School Officers has been a valued partner in Phase I and has demonstrated an eagerness to continue this collaboration. Recently, the Education Commission of the States expressed a desire to collaborate with the NESSC on leadership development, while the National High School Center has compiled background research and vetted the strategies described in *Global Best Practices in Context*. The NESSC has also made connections with the professional educational organizations in each state, and over the coming year will make a concerted effort to expand this engagement. In addition, the NESSC has reached out directly to higher education partners to promote strategies designed to strengthen the transition between high school and college, encourage more professional connections between secondary and postsecondary educators, and ultimately increase postsecondary enrollments, persistence, and degree attainment across New England. By working closely with its partner organizations, the NESSC has the potential to not only increase its influence and operational reach, but to expand the NESSC's capacity by strategically collaborating with state and regional leaders (such as university presidents, provosts, and systems chancellors, for example) who are in the position to shape critical policies and develop new programs.

The NESSC has been convening, over the past year, a multistate data team led by SEA data coordinators from the five NESSC states. Each of the five NESSC partner states embedded common language into the Statewide Longitudinal Data System Recovery Act Grants they developed and submitted in early December 2009. If awarded, these grants, coupled with the data work supported by the NESSC, could help to bring state longitudinal data systems into greater alignment, potentially making regional comparability of student performance a reality in New England.

In late 2009, the regional data team finalized a set of common data that will be collected and tracked for the purposes of evaluating the NESSC's progress toward its 2016 performance goals (the Donahue Institute at the University of Massachusetts released a comprehensive report describing these indicators in detail). The data coordinators and other state leaders, including multiple commissioners of education, believe that the NESSC metrics could be used as the foundation of a multistate longitudinal data system that would provide greater regional comparability of student performance and outcomes. In addition to several metrics for measuring student achievement during the critical secondary school years, the regional data team will also be tracking postsecondary preparation (using a composite readiness index) and collegiate success, including remedial course-taking trends, if available, and college-enrollment and -completion rates as reported by the National Student Clearinghouse's StudentTracker for High Schools system, which provides access to the best available national data set on college enrollments and persistence (the system captures over 92% of postsecondary enrollments nationally from 3,300 colleges and universities).

The NESSC will continue convening the Data Systems Strategic Action Team to build off the common school-performance metrics developed in Phase I and develop a plan to promote greater alignment, commonality, and comparability of data systems across New England. With approval from the five commissioners of education, the NESSC will also work on facilitating official adoption of the common NESSC metrics and methodologies in the five states. This Function Group will have three specific milestones to accomplish over the twelve-months of Phase II: (1) finalize the plan for collecting and reporting postsecondary data; (2) refine agreements with the National Student Clearinghouse to provide postsecondary data to all high schools in the five states; and (3) deliver a commissioner-approved plan for common regional data collection and public reporting.

The National Student Clearinghouse recently received a significant grant from Gates Foundation to revamp its StudentTracker for High School system, which will make its national data set far more accessible to state leaders and high school educators. In collaboration with the five states, the NESSC would pursue the negotiation of a contract, at a discounted price, for at least a start-up period of 3–5 years, during which time the NESSC would also work with policy makers, SEAs, districts, and schools to incentivize high school participation and earmark state and local funding to sustain the program once the original contract ends. The NESSC has already successfully encouraged Connecticut, Rhode Island, and Vermont to sign a contract with the Clearinghouse for this year (Maine and New Hampshire already had existing contracts), which will pave the way for future negotiations. The contract(s) could also include, in addition to two- and four-year degree programs, data-tracking services for GEDs and one-year industry certifications (if it is determined that the Clearinghouse can reliably deliver these data).

Finally, the NESSC will create a plan for common regional data collection and public reporting (if politically feasible). Sign off and implementation of this plan will rest with the individual

commissioners, although such a plan has been supported and encouraged by at least three of the five standing commissioners of education. The formal proposal for consideration and potential adoption in the five states would outline the secondary and postsecondary data that the five states would collect, compute, and communicate in a common way across the region.

The newly developed NESSC website will be utilized as a dynamic, versatile communications hub for secondary transformation activities across the New England region. Ongoing site development in Phase II will build in a variety of online communications strategies, including e-newsletters, RSS feeds, event management, guest blogs, state educational data, videos, school profiles, and other strategies.

The potential applications for the NESSC website are only limited by available financial resources. The stream of phone calls and emails following the NESSC regional conference requesting networking opportunities with presenting schools gives some indication of demand for networking opportunities. Realizing that physical travel is expensive and time consuming, the NESSC intends to create multiple virtual networking opportunities through the NESSC website. Such efforts will not only provide timely support for educators fundamentally rethinking their programs and practices, it will provide a common language for messaging and public relations efforts, a need expressly identified by NESSC Council members. Our intent is to use the NESSC website to build off of several strategies identified below, creating a common messaging campaign that can be carried out continually at a local level.

The NESSC will also develop and launch website applications that will function as a source of online coordination for regional networking activities. Strategies under consideration include an interactive map of New England that would profile successful, cutting-edge schools and applications that promote learning opportunities for educators, from professional-development workshops to site visits. Since the NESSC is not invested in exclusively promoting its own programming, selected organizations and participating schools could be invited to advertise opportunities, workshops, and events aligned with the NESSC's mission, strategies, and objectives on the NESSC website. Ultimately, the design and extent of these applications will depend on available funding.

The NESSC will leverage its strategic partnership with the Maine Coalition for Excellence in Education, a leading business-driven educational advocacy organization in Maine, to scale up community outreach and mobilization across the five partner states. The Coalition has independently secured funding to launch an ambitious grassroots-style campaign—called Prepare Maine—that will raise awareness about the need to reform our public-school system and mobilize communities to advocate for educational improvement at the local and state levels. As part of a developing regional NESSC communications strategy, the NESSC's partnership with Prepare Maine will be intentionally designed to facilitate export of campaign strategies to other New England states. This strategic partnership will help to eliminate potential programmatic redundancy, leverage existing resources, and bring a philosophically aligned state-based organization into operational alignment with the NESSC. The Coalition will provide the NESSC with a toolkit of resources that can be repurposed in other New England states. These documents will include community engagement protocols, descriptions of effective campaign and mobilization strategies, sample public presentations, informational materials, a sample website design, and general guidance on planning, launching, and coordinating a statewide education campaign. The NESSC, in collaboration with the Coalition and the campaign's organizers, will then reach out to potential state-based advocacy organizations with

aligned values and gauge interest in and capacity for undertaking an educational campaign in their state. If an organization decides to move forward, the NESSC and the Coalition will provide initial advisory and technical support to help launch a similar campaign using the Prepare Maine's resources, which will all be produced under the guidance of the Frameworks Institute, as a template. As with its school-support networking strategy, the NESSC will increase its operational capacity, influence, and efficacy by collaborating with existing state-based organizations that already have their own staff, funding streams, and connections.

As indicated in the MOU signed with Nellie Mae, the Maine Coalition for Excellence in education will "assist [in the] development of business-educational partnerships similar to the MCEE in other New England states." Adding this important partnership to the NESSC Phase II strategy has the potential to directly engage the business community across the five states in the work of school transformation, thereby cultivating influential, persuasive, and credible advocates of the NESSC mission and objectives. The NESSC will connect the Coalition with key business and education leaders, including the respective commissioners, in the other four NESSC states for the purpose of establishing sustainable, business-driven education advocacy organizations in each state—ideally, organizations with the leadership, funding, and motivation to mount a statewide campaign similar to Prepare Maine.

3. Project Timeline

3a. Activities, Milestones and Deliverables During the Requested Grant Funding

The timeline, milestones, and deliverables outlined below under each of the four major Phase II objectives reflect a thoughtful and realistic scale-up process for advancing the NESSC's vision and mission. This project timeline reflects recommendations put forward by the Donohue Institute in its series of evaluation briefings and the NESSC Council's general recommendation put forward at the March 5, 2010 meeting: *don't abandon any of the NESSC's goals and strategies, but create a practical implementation strategy and timeline that takes into consideration limitations in capacity, resources, funding, and overall feasibility, given the larger political and economic climates in each member state.* Specific recommendations for modifying governance, communications, and the overall strategic approach of the initiative have been considered and incorporated, as well.

The table below lists milestones and deliverables related to each of the objectives described in the narrative above. There is a tight correlation between all of the constituent actions that needs to be noted. While the objectives and milestones are represented as separate events, they operate collectively, as integral parts of a systems-reform strategy, to achieve the NESSC's 2016 student achievement goals. Consequently, if the NESSC is unable to pursue one or more of its strategic objectives—whether it is due to financial constraints, political and/or policy changes outside of the control of the NESSC, or simply a lack of implementation—the chances of achieving the 2016 goals diminish significantly. At the time of this writing, a practical fact must be acknowledged: not all of the proposed objectives are fully funded and may not be fully funded. It is entirely possible that the NESSC will demonstrate measurable progress on all its funded objectives and milestones, and yet fail to realize the ambitious NESSC goals as a result of only partial implementation of the Phase II objectives, which are inextricably interdependent and mutually reinforcing.

Objectives ⇨ Timeline ⇩	**Regional, State, and Local Policy**	**League of Innovative Schools**	**Standards and Assessments**	**Public and Political Will**
	[NOTE: Activities in blue below are dependent on funding—if funding is not secured, activities will be			

ABBREVIATION KEY: New England Secondary School Consortium (NESSC); Great Schools Partnership (GSP); NESSC Council (Council); State Education Agency (SEA), Local Education Agency (LEA).

	postponed.]			
July	First Policy Strategic Action Team meeting. Review previous lists of potential policies and CEPA lists of policies; determine initial proposed set of potential high-leverage policies (HLPs) that will be considered for common implementation/adoption across the region. **Deliverable: List of potential high leverage policies.**	Finalize list of foundations—state-based, regional, and national—to approach for funding. Vet list with commissioners and SEA leaders. Engage to determine interest. *Global Best Practices in Context* finalized.		In-state NESSC Council meetings or conference calls are held. In-person Working Group meeting. In collaboration with SEAs, state logic models and action plans are created by the NESSC leads and liaisons and shared with NESSC Council (July through August). Identify location for second NESSC regional conference and reserve space. Coordination with Prepare Maine campaign (Maine Coalition for Excellence in Education) continues. Maintaining and updating the NESSC website continues throughout the year. Unique visitors and page views will increase by 10% monthly.
August	Engage external agency (CEPA) to vet proposals. The vetting process will (1) validate the policies using the NESSC HLP Framework; (2) investigate similar policies across the country and determine the impact of these policies on outcomes similar to NESSC; (3) define recommended policy features, and (4) research alignment with current rules and regulations in each state. Report delivered by November 1, 2010.	*Global Best Practices in Context* designed. Continue efforts to secure funding for League of Innovative Schools. **Deliverable: Final copy of Global Best Practices in Context.**		In-person NESSC Council meeting. In-person meeting of SEA communication directors to discuss NESSC communications strategy, common messages, and needed materials. In-person SEA data coordinators meeting. **Deliverable: Individual State Logic Models.**
September	Begin HLP Framework seminars with superintendents and their professional organizations in each state (events held through November). **Deliverable: Agenda, presentation, and materials from typical seminar.**	Create League of Innovative Schools Strategic Action Team meeting. Develop League of Innovative Schools framework, participant expectations, and organizational structures. *Global Best Practices in Context* distributed.		In-state NESSC Council meetings or conference calls are held. In-person Working Group meeting. A regional gathering of state legislators is held, led in collaboration with NESSC Council members. Selected

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		Process for creating a *Global Best Practices in Context* companion tool for systems-level self-assessment is drafted and shared. **Deliverable: Framework for League of Innovative Schools.**		legislators and all state board/regents members are invited to participate. The forum will provide an opportunity for legislators to learn about the NESSC and share success policies/practices across state lines (will take place in either late September or early October). **Deliverable: Meeting notes from regional legislator gathering**.
October		Contractor for *Global Best Practices in Context* companion tool identified.	Standards and Assessment Strategic Action Team meets to develop an initial draft of proposed 21st century standards.	NESSC Council videoconference meeting. Working Group videoconference meeting. Begin process of selecting schools from each state to present at the NESSC conference. Promotion for the NESSC conference begins. SEA communication directors conference call. In-person SEA data coordinators meeting. Prepare Maine delivers campaign-template materials that can be repurposed in other states.
November	Full-day Policy Strategic Action Team meeting to review CEPA report and create draft Policy Commitment Plan for the NESSC and for each state, including a proposed timeline. Plans will include all components of the HLP framework as well as the creation of a set of indicators to track the impact of each policy. State teams need to include either the commissioner or deputy commissioner. If feasible, a few policies may be targeted for development and adoption during the upcoming legislative	Funding for League of Innovative Schools identified. RFP/selection process for Implementing Schools in the League of Innovative Schools finalized. Work on *Global Best Practices in Context* companion tool begins.	A cross-walk of the draft 21st century standards and the Common Core is conducted, and next steps are determined based on the alignment review (if alignment is high, NESSC activities concerning the 21st century standards may be modified or curtailed; if it is low, the development of 21st century standards proceeds appropriately). **Deliverable: Crosswalk of draft 21st Century standards and the Common Core State Standards Initiative.**	In-state NESSC Council meetings or conference calls are held. In-person Working Group meeting. Invite potential presenting schools to participate in an in-state selection review. Gathering with higher education representatives is held to explore further connections with higher education to help meet NESSC goals (Done in collaboration with NEBHE).

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	session. Policy Commitment Plan vetted with each SEA as needed. **Deliverable: Report from CEPA.**			
December	SEAs and state legislators draft language and strategies for proposed policy implementation for the January 2011 legislative session.	RFP distributed.	Development of a vetting and refinement process for the proposed 21st century standards. Vetting process to be undertaken in collaboration with relevant experts and educators from the field. (December through March) Standards and Assessment Strategic Action Team begins investigating processes to effectively assess the draft 21st century standards. Based on outcome of alignment review between proposed NESSC standards and the Common Core, this group will consider current assessment systems, Race to the Top assessment plans, and other relevant factors—all while staying in alignment with ongoing state assessment actions and activities.	In-person NESSC Council meeting. Working Group videoconference meeting. Hold in-state selection events for the conference in which presenting schools deliver their presentations before a panel of judges. Selected schools are invited and all relevant information about presentations is collected. Conference website is launched with preliminary information. SEA communication directors conference call. In-person SEA data coordinators meeting.
January	SEAs and state legislators finalize policy language and legislative process begins. (Support for implementation continues through May) Conduct HLP Framework seminars with state boards/regents and legislative education committees in each state. **Deliverable: Copies of proposed policies if applicable.**		A public-relations strategy is created to demonstrate how the proposed standards reinforce and align with the Common Core.	In-state NESSC Council meetings or conference calls are held. In-person Working Group meeting. Conference program is finalized and posted online.
February	Begin HLP Framework seminars with school boards and related professional organizations in each state continuing through April.	School applications for Implementing School status are due. State-by-state school coaching plans and models are finalized. As appropriate, various state	Explore possibility of integrating pilot assessment projects into League of Innovative Schools, if funding is secured.	NESSC Council videoconference meeting. Working Group videoconference meeting.

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		organizations and non-profits will be involved in this process. Begin vetting process for *Global Best Practices in Context* companion tool with experts, SEAs, and educators in the field. (process to continue through April) **Deliverable: State school coaching plans.**		SEA communication directors conference call. In-person SEA data coordinators meeting.
March		Selected schools are announced. School preparations begin, including the creation of an operational leadership team. School coaches are selected and training begins		In-state NESSC Council meetings or conference calls are held. In-person Working Group meeting.
April		Coordinate school leadership involvement and summer training/planning sessions.	Second draft of proposed 21st century standards is announced and distributed.	In-person NESSC Council meeting. Working Group videoconference meeting. NESSC regional conference is held. SEA communication directors in-person meeting. In-person SEA data coordinators meeting. **Deliverable: Specific objectives and plans for NESSC for 2011/12, endorsed by Council.**
May		Global Best Practices in Context companion tool finalized.	Start to create strategic plans for state-by-state adoption of the 21st century standards begins.	In-state NESSC Council meetings or conference calls are held. In-person Working Group meeting.
June	Policy Strategic Action Team Meeting to debrief for 2010-2011 and plan for 2011-2012. **Deliverable: Reflection and plans for next steps.**	Global Best Practices in Context companion tool designed and distributed. **Deliverable: Companion tool for Global Best Practices in Context.**	Strategic plans for state-by-state adoption of the standards are finalized. **Deliverable: State strategic plans for state adoption.**	NESSC Council videoconference meeting. Working Group videoconference meeting. SEA communication directors conference call. In-person SEA data coordinators meeting.

ABBREVIATION KEY: New England Secondary School Consortium (NESSC); Great Schools Partnership (GSP); NESSC Council (Council); State Education Agency (SEA), Local Education Agency (LEA).

4. Organizational Capacity

4a. Organizational Mission, Strengths, Expertise, and Overall Qualifications

The Great Schools Partnership is a nonprofit school-support and educational leadership organization committed to developing an equitable, rigorous, and personalized education system that prepares every student for college, work, and global citizenship. Our mission is to develop and advocate for sustainable educational policies, effective school leadership, proven instructional practices, and student-centered learning models built on strong community connections.

GSP believes in a "schoolhouse to statehouse" approach to educational transformation that is focused on systems change and coherence, practical strategies and applications, and long-term sustainability beyond the life of a particular program or funding source. Our greatest strength is connecting educational policy and leadership to on-the-ground practices and strategies that improve student aspirations, achievement, and outcomes. While many organizations focus on *what* needs to improve in our educational systems and schools, GSP's expertise is in the *how* of school reform: the practical strategies that translate proven, research-based practices in effective on-the-ground change. GSP brings a wealth of expertise in program design and coordination, group facilitation, professional development and leadership training, resource and tool development, secondary school change, and mission-driven school coaching. We have administered major grant programs funded by the Bill & Melinda Gates Foundation and the U.S Department of Education, among others, leading the coordination and implementation of every aspect of these programs, from budget oversight to program design to meeting facilitation to technical assistance. We have numerous service contracts with the U.S Department of Education, SEAs, and individual districts and schools throughout New England and the country to provide technical assistance, school coaching, training, and school-improvement resources. GSP has also facilitated strategic planning for school-district consolidations; developed a cutting-edge online application for recording and analyzing classroom observations; and consulted and presented at the local, state, and national levels.

Participating GSP staff have, collectively, more than 225 years of experience working in and with educators and policy makers, an experience level further enhanced by more than 115 years of experience held by the state liaisons. Collectively, our staff consists of a former state commissioner of education, three superintendents, nine school-level administrators, four higher education faculty members, and eleven teachers. In addition, GSP has in-house expertise in web design, campaign management, and communication tools and processes. Taken together, GSP staff have extensive experience in policy development, proven instructional practices, and program design, administration, and coordination.

4b. Experience with Similar Projects

GSP has administered, coordinated, and led several initiatives and grant programs aligned with, or operationally similar to, the proposed Phase II project described in this proposal. GSP leadership was responsible for securing a $10 million grant from the Bill & Melinda Gates Foundation to support a diverse array of school-improvement strategies and programming across Maine. Known as the Great Maine Schools Project, the six-year initiative designed, coordinated, and launched several statewide strategies focused on networking schools and scaling-up school transformation activities across a large geographic area. During the five years the Great Maine Schools Project was operational, the initiative offered grants, school coaching, technical assistance, and professional-development events and training to roughly 95% of the

high schools in Maine (85% attended one or more Great Maine Schools Project conferences and events and 82% participated in one or more professional-development programs, and more than 70% of the state's secondary principals participated in a multi-year leadership-development program). In addition, the organization provided annual funding and on-site coaching to twenty public high schools (which served approximately 12,500 students or 20% of Maine's 62,000 public secondary school students) and led the design, funding, and delivery of several innovative and highly successful dual-enrollment opportunities for thousands of Maine students that increased college enrollments and acted as a lever for systemic improvements at the secondary level (Maine's early college initiative was selected as a high-leverage policy case study by the Center for Education Policy Analysis). Finally, the Great Maine Schools Project also assisted with state-level policy development—notably, the implementation of the SAT as Maine's 11th-grade assessment and the decision to offer the PSAT at no cost to all Maine sophomores.

Based on its successful work as the administrator of the Maine Smaller Learning Communities NESSC (a network of large high schools serving nearly 10% of Maine's secondary student population), GSP was recently awarded a multiyear contract to be a national technical-assistance provider for the U.S. Department of Education's Smaller Learning Communities Grant Program. GSP was selected to be a primary subcontractor, along with the Center for Secondary School Redesign, by the Academy for Education Development in Washington, D.C., a global nonprofit with more than 3,000 employees that works in seven diverse programmatic areas. The three organizations are collaboratively developing a series of events, professional development opportunities, and products for the 214 project directors and more than 600 high schools currently involved in the federal program. The products will include guides and tools designed to help schools develop effective goals and objectives for systemic reform, strengthen ninth-grade transitions, design and execute high-quality schools visits, and increase postsecondary aspirations and preparation for all students. The three organizations will also coordinate major conferences for districts and schools, create a series of professional development offerings, and launch a new website that will function as a comprehensive resource for educators and high-school communities engaged in systemic school improvement. The Academy for Education Development cited the Partnership's strong expertise in developing practical, effective tools for educators, its strong track record coaching schools engaged in systemic school improvement, its demonstrated commitment to the core values of the federal program, and its extensive experience coordinating complex grant initiatives as the primary reasons why it selected GSP.

6. Partners, Personnel, Roles, and Responsibilities

6a. Project Partners, Designated Personnel and Qualifications, Respective Roles and Responsibilities

The NESSC is clear collaborative effort between the five state of Connecticut, Maine, New Hampshire, Rhode Island, and Vermont. In addition, the NESSC has received support through the evaluation conducted by the Donahue Institute at the University of Massachusetts, and the Center for Educational Policy Analysis at the University of Connecticut. In addition, in Phase II, the NESSC has already identified the Maine Coalition for Excellence in Education as a key partner for developing and expanding public and political will (objective 4). These partners are shown below:

Connecticut Department of Education	
Mark McQuillan	Commissioner of Education

Barbara Beaudin	Associate Commissioner, NESS Co-lead
Karen Addesso	Bureau of Student Assessment, NESSC Co-lead
Maine Department of Education	
Angela Faherty	Acting Commissioner of Education
Wanda Monthey	Team Leader PK-20/Adult Education and Federal Programs, NESSC Lead
New Hampshire Department of Education	
Virginia Barry	Commissioner of Education
Paul Leather	Deputy Commissioner, NESSC Lead
Rhode Island Department of Education	
Debra Gist	Commissioner of Education
Roy Seitsinger	Director of Multiple Pathways, NESSC Lead
Vermont Department of Education	
Armando Vilaseca	Commissioner of Educations
John Fischer	Director, Secondary and Adult Division, NESSC Lead
Center for Educational Policy Analysis, University of Connecticut	
Casey Cobb	Director, Associate Professor of Education Policy
Anysia Mayer	Assistant Professor of Educational Leadership
Donahue Institute, University of Massachusetts	
Eric Heller	Director
Lonnie Kaufman	Research Manager
John Tapper	Research Analyst
Maine Coalition for Excellence in Education	
Yellow Light Breen	Chair, Board of Directors
Robert Kautz	Interim Executive Director
Dotty Sullivan	Program Director
Robert Brown	Consultant

The Great Schools Partnership has assigned key staff to support this effort as listed below.

Name	Role	Percent of Time By Objective (expressed in FTE)				Total FTE
		1: Policy	2: League	3: S & A	4: Will	
David Ruff	Executive Director	.2	.05	.05	.2	.5
Duke Albanese	Senior Policy Advisor	.2	.05	.05	.2	.5
Mark Kostin	Senior Associate, Liaison	.25	.2	.1	.2	.75
Ken Templeton	Senior Associate	.15	.1	---	---	.25
Stephen Abbott	Director of Communications	---	.1	---	.4	.5
Arthur Hanson	Liaison	.2	.05	.05	.2	.5
Barbara Miller	Liaison	.2	.05	.05	.2	.5
Amy Cole	Liaison	.2	.05	.05	.2	.5
Everett Lyons	Liaison	.2	.05	.05	.2	.5

7. Challenges and Adaptive Strategies

7A. Potential Challenges

The NESSC encountered a number of challenges during Phase I, including the turnover of four of the original four founding commissioners; enormous budget cuts and fiscal pressure; and the opportunities and distractions inherent in the Race to the Top program, the Common Core State Standards Initiative, and other federally funded or motivated initiatives.

The economic crisis that swept the nation directly impacted the NESSC work, and we anticipate this situation to continue through at least the initial years of Phase II. Rising unemployment rates, falling tax revenues, and the ensuing cuts in state funding have dramatically increased SEA workloads, further burdening SEA leaders who, in many cases, already had multiple job responsibilities. Fortunately, the states have continued to emphasize the importance of the

NESSC, and we have seen deliberate efforts made to continue supporting not only the NESSC, but other secondary reform initiatives as well. It appears that elevating unemployment rates and economic fears have, in some ways, underscored the importance of education and the urgency of preparing more students for success in a rapidly changing world. This perception has been reinforced by the Obama administration's emphasis on education, particularly making not just education but *school improvement* a top political priority.

Unforeseeable shifts in leadership and political priorities in each state have also reshaped the landscape of state-level school-reform activities and goals—a trend that will certainly continue well into Phase II. The most significant factors—the American Recovery and Reinvestment Act, the Race to the Top Fund, Common Core State Standards Initiative, and the pending reauthorization of the Elementary and Secondary Education Act among others—puts states under tremendous pressure to align priorities and operations with these opportunities, given the allure of significant funding during an economic downturn. While advantageous in many ways, this recalibration of state priorities has changed the role that NESSC plays in the states, slowed progress in certain areas, and overtaxed already limited state capacity.

Securing enough funding to support and maintain sufficient operational capacity may also present a major challenge. While the NESSC Council has affirmed support for all the NESSC's proposed initiatives and strategies, the group nevertheless recognized the inescapable complexities inherent in a regional partnership of this ambition and scope. Even with an extended and more incremental implementation timeline, the NESSC will likely remain at a level of operational capacity that falls short of ideal. While GSP remains confident that the five states will be able to maintain momentum and achieve several significant objectives, funding and staffing levels will likely impose a ceiling on what the NESSC will be able to accomplish and how quickly it will be able to accomplish it. The most likely outcome is that the NESSC will be able to secure a series of project-specific grants within and across states to support selected elements of Phase II. While potentially presenting greater coordination and administrative challenges, project-by-project funding should not pose any significant obstacles to maintaining philosophical and operational coherence.

7B. Strategies for Addressing Anticipated Challenges

Given that the NESSC was intentionally formed to enhance and regionally coordinate existing state-led secondary reform initiatives, the NESSC is well positioned to both support and integrate with the federally supported programs in the five member states. As political and policy priorities shift, the NESSC can adapt as required, even as it maintains is mission-driven focus on the common objectives and strategies determined by the states. The funding and capacity available to support state programs can be harnessed through greater coordination and programmatic alignment, including cross-state collaboration and learning exchange facilitated through the NESSC. (The regional data coordinators meetings are one example of the mutually beneficial relationships established by the NESSC, and how these working relationships can enhance the capacity and execution of state programs. While the data coordinators were convened to establish common methodologies and baseline data for the NESSC evaluation, the meetings helped each state be better prepared to comply with new US Department of Education reporting requirements. In addition to Maine offering support from a contracted federal data consultant, the process and discussions helped each state work through the complex issues, collaboratively, that needed to be resolved to ensure federal compliance). The commitment of the SEAs, along with the NESSC Council (which greatly expands the reach and influence of the

NESSC within the state political establishments) will continue to provide channels through which the NESSC can engage commissioners, policy makers, and the field.

8. Why We are the Best Organization to Undertake this Work

For the past two years, GSP has been the primary facilitator and lead coordinator of the NESSC. We have been responsible for bringing together five diverse states to support an ambitious operational and political agenda, and we have been able to maintain mission focus, consensus, momentum, strong relationships, and buy-in at the highest levels of state educational and political establishments, despite a near perfect storm of economic, political, and educational upheavals (including commissioner turnover in all four founding states, severe budgetary curtailments in SEA and LEA budgets, significant SEA turnover in key leadership positions and agency-wide reorganizations in two states, and enormous potential distractions and diversions presented by the Race to the Top Fund and the Common State Standards Initiative, among others). Along with the founding NESSC state leads and commissioners, the leadership of GSP has been responsible for envisioning, nurturing, designing, and implementing all NESSC activities since its inception. Given the unprecedented nature and scope of the initiative, as well as several high-profile early successes, GSP has proven that it has the vision, capacity, expertise, creativity, and organizational adaptability required to lead and coordinate an initiative of the scope and complexity proposed for Phase II.

In addition, unlike many organizations that adopt a rigidly proprietary stance when it comes to program design and coordination, GSP has shown that it is capable of fostering effective working partnerships and sharing leadership toward meeting collective goals. This organizational characteristic is essential to the efficacy of an initiative as sophisticated and as complex as the NESSC.

10. Sustainability

10a. Strategies for Sustaining the Project

Planning for long-term sustainability of the NESSC has been a part of the initiative's work since its inception. Maintaining programmatic sustainability and mission focus despite leadership turnover or political shifts was not only anticipated by the NESSC, but it was intentionally built into its operational design. If scaling up effective strategies and practices to the point at which states realize significant and measureable reductions in achievement gaps or increases in collegiate enrollment and degree-attainment rates is the goal, then maintaining and advancing coordinated partnerships, coherent programs, and unified messaging are critical. The theory of action behind such strategies as the Working Group and the NESSC Council was to create established entities invested in the long-term sustainability and efficacy of the NESSC. If, as has come to pass, turnover occurs at the highest levels of state leadership, the NESSC would retain enough support, operational capacity, and momentum within the SEAs and state political and educational establishments to ensure that its mission, goals, and strategies would not get pushed aside or abandoned as educational or political priorities change in the partner states. Preliminary evidence suggests that this strategy is proving to be highly effective. Given that the NESSC was intentionally engineered to enhance and regionally coordinate existing state-based secondary reform initiatives—in addition to designing and launching its own programs—its organizational design is proving that it is flexible enough to remain active, relevant, and effective despite significant economic and political challenges, or the potential complications that might have arisen if its operational model was not adaptive enough to incorporate such developments

as the American Recovery and Reinvestment Act's Race to the Top Fund or the Common Core State Standards Initiative—two programs that could have easily sidetracked the aligned efforts of the NESSC.

NESSC leadership is working to create a foundation for sustainability through several key strategies. NESSC is working with states to realign ongoing programs with its goals and activities. This is characterized by (1) state efforts to align Federal School Improvement grant activities at the secondary level with NESSC activities and goals; (2) embedding NESSC goals and activities in state Race to the Top applications; aligning state policies and school support funds with NESSC activities and goals; (3) assisting SEAs in NESSC member states to either reorganize or refocus on more effective approaches to supporting secondary education. This shift in organizational culture during trying economic times is a strong indicator of the efficacy of the NESSC partnership.

NESSC is also working to develop school support strategies for Phase II with the idea of creating a large platform of networked schools engaged in secondary reform but funded by diverse federal, state, local, and foundation resources. Most importantly, the funding from NMEF represents support for fundamentally redesigning secondary schools across New England. This work is sustainable precisely due to the organizational design of the NESSC, a design that is led by the departments of education in five states, supported from the governors' offices through the legislature and education departments, and is designed to support the ongoing work of each state. This is not add-on: it is the core of work of each state.

Furthermore, the sustainability of this initiative is strongly influenced by the powerful members of the NESSC Council. Representing key elected and appointed political leaders in each state, the Council members themselves are highly influential people, motivated to support the NESSC, and committed to realizing the vision of the NESSC. In sum, while sustainability is always a concern with any change effort, the organizational design of the Consortium greatly increases the potential for effective, long-term sustainability well beyond the funding cycle of any single grant.

10B. Impact on GSP Sustainability

The work of the Consortium represents a significant effort by the Great Schools Partnership. The funding from the Nellie Mae Education Foundation would represent approximately 28% of the 2010-2011 budget for the Partnership. In terms of personnel, approximately 27% of GSP staffing time will be supported by NMEF funds.

GSP is a mission-driven nonprofit organization, and the coordination role it plays in the NESSC will enable the organization to better achieve its mission by directly impacting the lives of students. As with the organization's other grants and projects, the NESSC will also increase the visibility of GSP, establish new connections and relationships, and contribute to the organization's ability to secure additional funding going forward.

10C. Next Steps If This Work Is Successful

As can be seen from this proposal and the accompanying budget, the Consortium is not envisioned as a one-year effort. If, as we fully plan, the Consortium continues to gain momentum, continues to make forward progress, and continues to be supported at the legislative, gubernatorial, department, and most importantly, the school level, we will move into the ensuing years of Phase II. In terms of our objectives, we will:

1. Continue to develop, refine, share, and adopt common policy across the five states.
2. Develop tools and processes to assist in the development of local policy including ongoing refinement of the High Leverage Policy Framework.
3. Implement and expand the League of Innovative Schools.
4. Expand the use of the Global Best Practices in Context tools.
5. Vet and adopt common 21st century learning standards.
6. Develop and/or refine assessment methods and systems to measure these learning standards.
7. Expand messaging to develop public and political will across New England.
8. Solidify the various sustainability measures of the Consortium including the NESSC Council, the working group, and various strategic action teams.

Beyond these broad next steps, we have included a more detailed list of key milestones for the next three years in Appendix 1.

11. Budget Narrative

The Nellie Mae Education Foundation has requested a submission for one year of funding at $750,000. However, as the Foundation has also requested information that will provide an understanding of the full funding needs of the Consortium, we have included budgets for three years: July 2010 through June 2011, July 2011 through June 2012, and July 2012 through June 2013. It is necessary to do this in order to demonstrate the full needs and the phasing in of each of the objectives of the Consortium. While these objectives can be seen and understood separately, realizing the bold and ambitious outcomes of the Consortium will only be realized by undertaking all of these objectives. We have included a line for NMEF funding in the budget years for 2011–2012 and 2012–2013 for the purposes of demonstration, not to imply that the Foundation has made any promises for funding in these years.

Budget Narrative for July 2010 through June 2011

Personnel

Line 1: David Ruff, executive director of the Great Schools Partnership will devote 50% of his time to support the NESSC.

Line 2: Duke Albanese, senior policy advisor, will devote 50% of his time to support the NESSC.

Line 3: Mark Kostin, senior associate, will devote 75% of his time to support the NESSC. Approximately 45% of Dr. Kostin's time will be spent as the liaison for Maine.

Line 4: Ken Templeton, senior associate, will devote 50% of his time to support the NESSC. Funding from the Nellie Mae Education Foundation will cover half of this, or 25% of Mr. Templeton's time.

Line 5: Stephen Abbott, director of communications, will devote 50% of his time to support the NESSC.

Line 6: Assorted front office personnel will support Consortium efforts funded by the Nellie Mae Education Foundation.

Line 8: Two additional senior associates (to be determined based on funding) will devote time to support the Consortium. These efforts will not be covered by funds from the Nellie Mae Education Foundation.

Fringe Benefits

Line 11: These figures represent total fringe benefits for all employees listed above. GSP fringe benefits include health care, retirement, long-term disability in addition to associated taxes and government requirements.

Contract Support

Line 12: Each state has identified a liaison to assist with their efforts within their state. Each liaison (with the exception of Mark Kostin) will be hired through a contractual agreement with a total contract including daily fees and travel for $50,000. Liaisons will work approximately 50% time. Of this time, approximately 40% of the time will be spent on Objective 1 (Policy); 40% on Objective 4 (Public and Political Will), 10% on Objective 2 (League of Innovative Schools) and 10% on Objective 3 (Standards and Assessments). Additional funds will cover additional time for the liaisons. This additional role may be fulfilled by a combination of people in consultation with each state.

Line 13: The policy review will be undertaken to vet and review potential high-leverage policies identified by the Policy Strategic Action Group. No contract has been finalized for this effort although the Center for Educational Policy Analysis at the University of Connecticut has agreed to undertake this effort if funded.

Line 14: These funds will support start up activities within the League of Innovative Schools. Activities could include initial professional development as well as preparation for applications for future funding.

Other Direct Costs

Line 18: These funds will be split equally among the five states to support various activities in each state on behalf of the Consortium. Examples of support activities could include in-state meeting costs, travel, or supplies.

Line 19: The NESSC website is a pivotal piece of the effort to develop increases political will in support of the Consortium. Funding from the NMEF will support the infrastructure for this site; additional funds will build out increased communication and interaction features.

Line 20: These funds will support in-state and regional gatherings of educators including the spring regional conference.

Line 21: Included here are meeting costs for the NESSC Council, Working Group, and Strategic Action Teams).

Lines 22-26: These are various operational lines for GSP.

Line 27: These are funds to cover travel costs for NESSC activities. Mileage will be reimbursed at $.44 per mile.

Line 30: Miscellaneous admin cost are charged at 7.59%.

Secured Funding
All funds in this column have been provided by the Rhode Island Foundation. Expense lines correlate with the explanations above.

BUDGET NARRATIVE FOR JULY 2011 THROUGH JUNE 2012

Personnel

Line 1: David Ruff, executive director of the Great Schools Partnership will devote 50% of his time to support the NESSC.

Line 2: Duke Albanese, senior policy advisor, will devote 50% of his time to support the NESSC.

Line 3: Mark Kostin, senior associate, will devote 75% of his time to support the NESSC. Approximately 45% of Dr. Kostin's time will be spent as the liaison for Maine.

Line 4: Ken Templeton, senior associate, will devote 50% of his time to support the NESSC.

Line 5: Steve Abbott, director of communications, will devote 50% of his time to support the NESSC.

Lines 6 & 7: Assorted front office personnel will support Consortium efforts.

Lines 8 & 9: Two additional senior associates (to be determined based on funding) will devote time to support the Consortium.

Line 10: Alana Post, communications associate, will devote 50% of her time to support the Consortium.

Fringe Benefits

Line 11: These figures represent total fringe benefits for all employees listed above. GSP fringe benefits include health care, retirement, long term disability in addition to associated taxes and government requirements.

Contract Support

Line 12: Each state has identified a liaison to assist with their efforts within their state. Each liaison (with the exception of Mark Kostin) will be hired through a contractual agreement working full time. This role may be fulfilled by a combination of people in consultation with each state.

Line 13: The policy review will be undertaken to assist with ongoing development and adoption of high-leverage policies identified by the Policy Strategic Action Group.

Line 14: Approximately 15 schools in each state will be identified as Implementing Schools in the League of Innovative Schools and receive approximately $25,000 per school for the year. These funds will be used to leverage other available funds in each state and school. Individual school grants are purposely relatively modest.

Line 15: The equivalent of four full-time school coaches will work in each state with the Implementing Schools and Networking Schools. This effort will take place on site at schools and in cross-school regional gatherings.

Line 16: The equivalent of one full-time coordinator will work in each state with the school coaches and educators from the Implementing and Networking Schools to coordinate various in-state activities. The coordinators will also work across state lines to support efforts in each other's state.

Line 17: Activities of the Consortium will require a proactive and interactive evaluation process, especially to focus attention on the League of Innovative Schools.

Other Direct Costs

Line 18: These funds will be split equally among the five states to support various activities in each state on behalf of the Consortium. Examples of support activities could include in-state meeting costs, travel, or supplies.

Line 19: The NESSC website is a pivotal piece of the effort to develop increases political will in support of the Consortium. Funding will support the infrastructure for this site and build out increased communication and interaction features.

Line 20: These funds will support in-state and regional gatherings of educators including the spring regional conference.

Line 21: Included here are meeting costs for the NESSC Council, Working Group, and Strategic Action Teams).

Lines 22-26: These are various operational lines for GSP.

Line 27: These are funds to cover travel costs for NESSC activities. Mileage will be reimbursed at $.44 per mile.

Line 28: Approximately $70,000 will used in each state to support in-state gatherings of schools and educators involved in the League of Innovative Schools.

Line 29: Travel for school coaches and coordinators.

Line 30: Miscellaneous admin cost are charged at 7.59%. Miscellaneous admin costs are not charged on grants to schools (line 14), school coaching (line 15), state support coordinators (line 16), evaluation (line 17), or travel for coaches (line 29).

BUDGET NARRATIVE FOR JULY 2012 THROUGH JUNE 2013

Personnel

Line 1: David Ruff, executive director of the Great Schools Partnership will devote 50% of his time to support the NESSC.

Line 2: Duke Albanese, senior policy advisor, will devote 50% of his time to support the NESSC.

Line 3: Mark Kostin, senior associate, will devote 75% of his time to support the NESSC. Approximately 45% of Dr. Kostin's time will be spent as the liaison for Maine.

Line 4: Ken Templeton, senior associate, will devote 50% of his time to support the NESSC.

Line 5: Steve Abbott, director of communications, will devote 50% of his time to support the NESSC.

Lines 6 & 7: Assorted front office personnel will support Consortium efforts.

Lines 8 & 9: Two additional senior associates (to be determined based on funding) will devote time to support the Consortium.

Line 10: Alana Post, communications associate, will devote 50% of her time to support the Consortium.

Fringe Benefits

Line 11: These figures represent total fringe benefits for all employees listed above. GSP fringe benefits include health care, retirement, long-term disability in addition to associated taxes and government requirements.

Contract Support

Line 12: Each state has identified a liaison to assist with their efforts within their state. Each liaison (with the exception of Mark Kostin) will be hired through a contractual agreement working full time. This role may be fulfilled by a combination of people in consultation with each state.

Line 13: The policy review will be undertaken to assist with ongoing development and adoption of high-leverage policies identified by the Policy Strategic Action Group.

Line 14: Approximately 15 schools in each state will be identified as Implementing Schools in the League of Innovative Schools and receive approximately $25,000 per school for the year. These funds will be used to leverage other available funds in each state and school. Individual school grants are purposely relatively modest.

Line 15: The equivalent of four full-time school coaches will work in each state with the Implementing Schools and Networking Schools. This effort will take place on site at schools and in cross-school regional gatherings.

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BUDGET OVERVIEW BY PROJECT OBJECTIVE

Below we have presented the NESSC Budget for July 2010 through June 2011 by objective. We have attempted to split the cost by objective, although several of these line items cross objective areas. The following figures should be viewed as approximations.

	Budget Categories	Objective 1: Policy	Objective 2: Schools	Objective 3: S & A	Objective 4: Will	
	PERSONNEL					
1	Executive Director (.5 FTE)	✓	✓	✓	✓	
2	Senior Policy Advisor (.5 FTE)	✓	✓	✓	✓	
3	Senior Associate (.75 FTE)	✓	✓	✓	✓	
4	Senior Associate (.5 FTE)		✓	✓		
5	Director of Communications (.5 FTE)	✓			✓	
6	Administrative Associate (.8 FTE)	✓	✓	✓	✓	
	Total Personnel	**$86,302**	**$42,264**	**$48,097**	**$66,368**	
	FRINGE BENEFITS					
11		$17,777	$8,706	$9,907	$13,671	
	Total Fringe	**$17,777**	**$8,706**	**$9,907**	**$13,671**	
	CONTRACT SERVICES					
12	State Liaisons	$80,000	$20,000	$20,000	$80,000	
13	Policy Review and Consultation	$40,000				
	Total Contract	**$120,000**	**$20,000**	**$20,000**	**$80,000**	
	OTHER DIRECT COSTS					
18	State Grants	$17,500	$7,500	$7,500	$17,500	
19	NESSC PR/Marketing/Website	$5,000	$5,000		$10,000	
20	Statewide/Regional Conferences and Meetings	$5,000	$20,000	$0	$10,000	
21	NESSC Governance Meetings	$7,500	$7,500	$7,500	$7,500	
22	Supplies	$375	$375	$375	$375	
23	Books and Periodicals	$375	$375	$375	$375	
24	Parking	$625	$625	$625	$625	
25	Photocopying	$625	$625	$625	$625	
26	Postage	$250	$250	$250	$250	

ABBREVIATION KEY: New England Secondary School Consortium (NESSC); Great Schools Partnership (GSP); NESSC Council (Council); State Education Agency (SEA), Local Education Agency (LEA).

27	Travel	$8,000	$4,000	$2,000	$6,000	
	Total Other Direct	**$45,250**	**$46,250**	**$19,250**	**$53,250**	
	TOTAL DIRECT	**$269,329**	**$117,220**	**$97,254**	**$213,289**	
	INDIRECT/OVERHEAD COSTS					
30	Miscellaneous admin costs (7.59%)	$20,442	$8,897	$7,382	$16,189	
	Total Indirect	**$20,442**	**$8,897**	**$7,382**	**$16,189**	
	BUDGET TOTAL	**$289,771**	**$126,117**	**$104,636**	**$229,478**	**$750,001**

12. EVALUATION

12A. WHAT ARE THE ANTICIPATED OUTCOMES

The anticipated outcomes are the NESSC's goals, objectives, and indicators detailed in section 1C above.

12B. HOW WILL SUCCESS BE MEASURED

During the 18 months of Phase I, the NESSC had a tight collaboration with the project evaluators from the Donahue Institute at the University of Massachusetts. This particular effort has been funded separately by the Nellie Mae Education Foundation, resulting in bimonthly formative evaluation reports, intensive assistance and leadership regarding the development of baseline data and data gathering processes, the development of a project theory of change and logic model, and a final report on Phase I.

Such a comprehensive and informative evaluation process will need to continue during Phase II. While the funding for this evaluation resides with the Nellie Mae Education Foundation (and consequently final decisions on the selection of the evaluator), the Consortium is planning on continuing this relationship with the Donahue Institute. Towards this end, we anticipate that the Donahue Institute will:

1. Attend working group meetings, council meetings, and assorted strategic action team meetings on a regular and frequent basis.
2. Provide bi-monthly formative evaluation reports to be shared with members of the working group and, as appropriate, the council, to better inform and coordinate the activities of the Consortium.
3. Conduct interviews and focus groups within each state once in the fall of 2010 and once in the spring of 2011 to collect impressions regarding the efforts of the Consortium.
4. Develop a detailed Phase II overall project logic model.
5. Assist in the development of state-by-state logic models.
6. Assist and coordinate the collection of further baseline data as well as ongoing data to inform the NESSC.
7. Produce a technical report based on these data.
8. Collaborate with the Great Schools Partnership regarding feedback and insights on the operations of the NESSC.

   Produce a final evaluation report detailing the NESSC's efforts from July 2010 through June 2011.

Appendix 1: Key NESSC Milestones for 2011–2012 and 2012–2013

Milestones

Area	2011–2012	2012–2013
State and Local Policy		
	At least one policy adopted in each state	At least three policies adopted in each state
	Create a set of exemplar local high leverage policies; publish set on NESSC website	Publish set of case studies of local level high leverage policy implementation Review and Update Training materials for HLP
	Host training for legislators, superintendents and school boards in each state regarding HLP	Host training for legislators, superintendents and school boards in each state regarding HLP
League of Innovative Schools		
	Continued funding for League of Innovative Schools.	Continued funding for League of Innovative Schools.
	15 schools in each state identified as Implementing Schools.	25 schools in each state indentified as Implementing Schools,
	20% of all secondary schools in each state involved in some level of the League of Innovative Schools.	30% of all secondary schools in each state involved in some level of the League of Innovative Schools.
Standards and Assessments		
	Specific steps be determined after crosswalk between draft 21st century learning standards and Common Core State Standards Initiative	
Creating Political Will		
	Host regional conference with over 400 attendees. Using evaluations and electronic surveys, 70% of attendees will rate conference favorably. Over 70% of attendees will come from schools enrolling a higher percentage of students eligible for free or reduced lunch than the state average.	Host regional conference with over 400 attendees. Using evaluations and electronic surveys, 70% of attendees will rate conference favorably. Over 70% of attendees will come from schools enrolling a higher percentage of students eligible for free or reduced lunch than the state average.
	Support and enhance strong regional and in-state NESSC councils. The Council will have met regionally six times, and in-state six times. Attendance at such gatherings will be 70% or higher.	Support and enhance strong regional and in-state NESSC councils. The Council will have met regionally six times, and in-state six times. Attendance at such gatherings will be 70% or higher.
	Review NESSC governance structure; continue as appropriate.	Support and enhance NESSC Working Group and associated SEA strategic action teams. Working Group will meet 11 times annually with representation from every state.
	Enhance interactive NESSC Website. Unique visits and page views will increase by 5% per month over the previous month.	Enhance interactive NESSC Website. Unique visits and page views will increase by 5% per month over the previous month.
	Refine a set of common data	

ABBREVIATION KEY: New England Secondary School Consortium (NESSC); Great Schools Partnership (GSP); NESSC Council (Council); State Education Agency (SEA), Local Education Agency (LEA).

Appendix 2: Resumes/CVs for Participating GSP Staff and State Liaisons

See resumes/CVs attached with this proposal.

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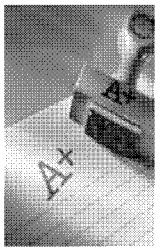

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Implementation of the CT Plan 2009-2019

Phase 1: School Years 2009-2011

- Develop 1-2 model curricula, final examinations, and formative assessment systems - all tied to the Department of Education's data warehouse and network.
- Develop a long-range implementation plan that encourages district participation, based on CT's current and projected financial capacity.
- Work with CT's regional education service centers (RESCs) to develop policy and guidance documentation for implementing student success plans, capstone projects, on-line courses, innovative schedules and assessment alternatives.
- Pilot 21st century courses such as *Bio21* offered through *The Center for 21st Century Skills @ Education Connection,* to determine their effectiveness and potential as model curricula.
- Identify 20 - 25 districts to begin piloting aspects of *The Connecticut Plan* in Phase I and full implementation in Phase 2.
- Share best practices (curricula, engaging teaching methods, successful student support structures) through state and regional workshops and the CEN (CT Education Network).

Phase 2: School Years 2011-2014

- Begin implementation phase, introducing all elements of the *Connecticut Plan* in the 20-25 pilot districts.
- Complete development of model curricula, begin professional development for all teachers in educational uses of technology, begin investments in remedial and tutorial supports for students, develop guidance and alternatives for students struggling with final examinations.

Phase 3: School Year 2014-2015

- Develop incentives for districts to fully participate in *The Connecticut Plan.*
- Complete phase-in and make adjustments to clarify and strengthen the *Plan,* based on the first four years of achievement and formative assessment data: Introduce PISA examinations and support funds for PSAT test takers

Can Connecticut afford to wait?

Connecticut's financial crisis is just beginning and is certain to grow worse. We must take steps now to safeguard our future. Education is our surest path to a strong economy, but regrettably our high schools currently graduate thousands of students ill-equipped for college, and without sufficient skills for the job market. We must reform our secondary schools now, or face a future without the skilled workers needed to sustain our economy and our standard of living.

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The need: A comprehensive statewide secondary s

The Connecticut Plan

We need all of Connecticut's children to succeed in school - and in life beyond the c

Designing secondary schools where all students can learn and achieve at high level
changes in our current structures, practices and assumptions. Small fixes here and
committed to do all we can to enable all students to graduate from any high school i
to not just succeed, but *excel.*

In the *Connecticut Plan for Secondary School Reform,* increased interventions and s
supportive environments will mean that more of our students will stay in school and
With these reforms, our students will have increased options and be better equippe
knowledge and skills necessary for success in further education or the workforce.

At the center of *The Connecticut Plan for Secondary School Reform* is **STUDENT S**
the expectation that all students can and will succeed. For this to happen, schools m
redesigned so that *every* student is engaged, learns rigorous and significant content
develops skills essential for success in the 21st century. This will require varied and
educational opportunities, personal connections, academic challenge, targeted supp
a customized course of studies tied to each student's education and/or career goals

Connecticut's Plan for Secondary Sch

ningful learning opportunities
address students needs at

help students feel connected

variety of media and formats
- Solve problems creatively and logically
- Collaborate with others face-to-face and via technology tools
- Demonstrate leadership skills, habits of personal and social responsibility, and adaptability to change
- Effective use of technology tools

- Required content that provides a
education or the workforce
- Learning activities requiring hig
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- Emphasis on application of know
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Technology
Offering New Ways to Experience Learning

Technology has an important role in this secondary school reform package for both students and teachers. The use of standard computer-based applications for practicing skills, gathering and analyzing information, producing a variety of products, conducting research on the Internet, and developing portfolios of best work are integral to the lifelong learning process for each student.

(b)(6)

Teachers will need to become skilled in using technology to access student performance data to make better-informed instructional decisions. Teachers will use interactive applications for sharing units of study, lesson plans, student work, and online conversations about student performance. And finally, but of the utmost importance, teachers must use technology tools to advance learning. To accomplish these things, technology's use must be an integral part of professional development programs at the pre-service, school, district, regional, and state levels.

Excellent Teaching Practices
Assuring Excellent Teaching Through Pre-service Teacher Training and In-service Professional Development

Excellent teaching must be prevalent throughout our schools. This Plan describes high expectations for pre-service teacher training and professional development of experienced teachers and administrators.

State institutions of higher education will help ensure that teacher training programs are preparing teachers in content areas and developmentally appropriate instructional best practices to meet the requirements of this proposal. In particular, higher education will find it necessary to produce larger numbers of certified mathematics, science, and world language teachers, and, at the same time, equip all new secondary teachers with the skills and competencies needed to be equally effective with early adolescent and adolescent students. Further, pre-service programs must stress, throughout their coursework and practicum experiences, the effective use of technology to

Curricular Requirements
Increasing Credits, Expanding Opportunities

To be prepared for success in college and the workplace, all students must acquire deep under
areas of English, mathematics, science, and social studies. Additionally, coursework in the fine
health, and physical education will ensure that our students obtain a balanced and well-roundec

The Connecticut Plan requires all students to complete 25 credits. Students will also be require
which is a culminating project that allows students to focus on an area of interest and demonst
their Student Success Plans.

Recommended Course and Credit Requirements - Total 25 C

Cluster 1: Science, Technology, Engineering and Mathematics (STEM) Total 8 C

Math – 4 Credits (Algebra I, Geometry, Algebra II or Statistics & Probability, other mathematic

Science – 3 Credits (Biological/Life Science, Chemistry/Physical Science, other science)

***STEM Elective* - 1 Credit** (Science, Mathematics, Engineering or Technology)

Cluster 2: Humanities Total 11 Credits

English – 4 Credits (English I, English II, Literature and Composition - American, World, or British Literature, other English course or courses)

Social Studies - 3 Credits (American History, International/World Studies, 1/2 Credit Civics, I/2 Credit Social Studies Elective)

World Languages - 2 Credits *(Note: Requirement may be completed in middle grades; if so, 2 additional "open elective" credits are required)*

Fine Arts - 1 Credit (Art, Music, Theatre, Dance)

Humanities Elective - 1 Credit (English, Social Science, Fine Arts or other Humanities courses)

Cluster 3: Career & Life Skills Total 3.5 Credits

Comprehensive Health Education - 1/2 credit

Physical Education - 1 Credit

Career & Life Skills Electives - 2 Credits (Career and Technical Education, World Language English as a Second Language, community service, or other career & life skills cours such as Personal Finance, Public Speaking, and Nutrition & Physical Activity.

Open Electives Total 1.5 Credits

Connecticut's Initiative to Support a Comprehensive Assessment System: Guidelines for Implementing Formative Assessment at the District Level

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Connecticut Initiative to Support a Comprehensive Assessment System: Guidelines for Implementing Formative Assessment at the District Level

Introduction

The Connecticut State Department of Education (CSDE) has begun an initiative focusing on formative assessment. The purpose of the assessment initiative is to provide districts with support as they establish comprehensive, balanced and coherent standards-based systems of teaching, learning and assessment. Furthermore, this initiative strives to move the state toward the goal of not only having all students proficient by 2014, but also increasing the proportions of students scoring at the goal and advanced levels on state tests and improving the state's relative performance ranking on nationwide tests such as the National Assessment of Educational Progress (NAEP), Preliminary Scholastic Aptitude Test (PSAT), the Scholastic Aptitude Test (SAT) and Advanced Placement tests.

This document (1) outlines the state context for assessment; (2) defines formative assessment; (3) describes the state's beliefs about the importance of a coherent system of assessment; (4) identifies the prerequisites that districts need to have in place for the successful implementation of a formative assessment program; (5) explains why it is important to focus on the formative use of assessment; and (6) concludes with state initiatives.

Connecticut's Assessment Context

Connecticut has a long history of administering statewide assessments to gauge students' progress toward meeting the state's challenging academic performance standards. The Connecticut Mastery Test (CMT) was first administered in 1986 and is now in its fourth generation assessing students' skills and knowledge in mathematics, reading and writing in Grades 3-8. Beginning in 2008, science will be assessed in Grades 5 and 8. The Connecticut Academic Performance Test (CAPT), which was first administered to Grade 10 students in mathematics, science, reading and writing in 1995, is entering the third generation in 2007. In 2006, the CSDE also developed grade-specific Skills Checklist assessments, which are aligned with grade level content but based on alternate achievement standards, for the most severely cognitively impaired students enrolled in Grades 3-8 and 10 for mathematics and English/language arts. The CMT, CAPT and Skills Checklist are the foundation for the state's accountability system under the No Child Left Behind (NCLB) Act for determining whether schools and districts are making adequately yearly progress (AYP) toward all students achieving proficiency in mathematics and reading by 2014.

In addition, most high school students in the state take the PSAT and the SAT in preparation for postsecondary education. Finally, Connecticut participates in the NAEP and samples of students in the state's schools are assessed annually in Grades 4, 8 and 12

in a variety of disciplines to provide state-level data on how well the state's students measure up to students in other states across the country.

The assessments just described are used for "summative" purposes. They are administered annually and provide a snapshot of the extent to which some level of student learning has taken place. These assessments can provide valuable information to guide program improvement and monitor group progress. The results of these tests can be used for accountability purposes, to identify which schools and districts need to improve their instructional programs, and to sort students by the level of knowledge they have attained.

Within schools and classrooms, teachers conduct a range of instructional assessments periodically or on a daily basis to measure their students' progress in meeting local performance standards. These include informal and formal "formative" assessments that are components of curriculum and instruction. They are designed to inform teachers and students of the progress being made during instruction to determine if interventions need to be made to improve student performance. These can include carefully crafted questioning, embedded instructional tasks, mini "quizlets," or more formalized periodic assessments such as "common" and "benchmark" assessments. Common assessments may be administered on a weekly basis during a unit of instruction within grades or courses, and grade level benchmark assessments may be administered every six weeks or at the end of each quarter of the year. These assessments are aligned with local and state standards and administered at prescribed intervals during the school year. Some districts in the state already have begun to develop assessment systems that incorporate these various types of formative assessments.

Current research suggests that a comprehensive system of formative and summative assessments can be a powerful tool in driving curricular and instructional improvements as well as monitoring individual student progress toward mastering specific standards in the content areas.

What is Formative Assessment?

Formative assessment is anything that teachers and students do to find out what the effects of an instructional program are on learning in order to make adjustments in the teaching and learning process that will lead to improved student learning. For assessments to be formative, therefore, they must be administered during the course of instruction, the results must be analyzed and the findings must be used to direct further action on the part of the teacher and/or student.

Many teachers are now incorporating formative assessments into their teaching, using the results to determine which students need further assistance or for flexible grouping to differentiate instruction. These assessments provide teachers with data to identify instructional strengths and weaknesses. However, for formative assessment to be a significant factor in systematically and systemically raising and sustaining the

achievement of all students, its use must be coordinated and consistent within a district and across schools, reflecting the district's commonly shared standards.

Formative assessments are ongoing classroom-based assessments that are integrated into the teaching and learning process. Common and benchmark assessments can be formative if they are administered regularly to assess student learning as part of the teaching and learning process. They are formative when the results are used for the purpose of providing timely and detailed feedback to students, teachers and parents on what has been learned within a specific instructional unit, at what level of understanding, and where the gaps in learning exist. As a result, teachers, students and parents are able to consider and plan adjustments to instruction, provide appropriate and timely interventions, and/or advise on the deliberate actions that are needed to improve performance.

Schoolwide common assessments are assessments that are tied closely to the curriculum being taught. They are constructed locally by grade level or course teams of teachers, aligned to the grade level standards and incorporated into the curriculum materials being used.

Benchmark assessments cover a specified portion of the grade level curriculum for the year. While they are administered multiple times during the year to ensure that students have retained what they learned earlier, but less frequently than the common assessments. The results can be used for multiple purposes including instruction (i.e., formatively), to predict how well the student is progressing toward meeting performance standards on the yearly high-stakes test or for program improvement.

Connecticut State Department of Education's Core Beliefs About Formative Assessment

When discussing formative assessments, it is important to note there is a distinction between "standardized tests OF learning" (summative) and "classroom assessments FOR learning" (formative). Assessments OF learning "verify arrival at success." Assessment FOR learning "informs instructional decisions along the way to success" (Stiggins R. 2006). Formative assessment is an ongoing instructional activity, not merely a testing tool, through which teachers learn more about their students' learning in order to adjust teaching and students learn to self-monitor their progress toward achieving the established standards. The process of formative assessment provides a vehicle for teachers to collectively focus on student work in learning communities and data teams to improve their craft as instructional leaders and motivates students to continue their work to learn.

The CSDE believes there is a direct connection between formative assessment and state assessments. The effective use of formative assessment can improve achievement of state standards and, as a result, increase the performance of all students on the state test. The national, state and local assessments administered to Connecticut students are not discrete but should be viewed as part of the comprehensive assessment system. These

assessments should be used to support teaching and learning within each district across the state.

As a result, districts must design a comprehensive system that will be accessible to all students, tap their knowledge and skill levels through a variety of means, and promote increased learning for all students including those who have the largest academic challenges as well as those with the greatest talent. For a comprehensive educational system of curriculum, instruction and assessment to be successful, all stakeholders (state, district school committee, superintendent, central office staff, building administrators, teachers, students, parents, non-teaching school staff) must acknowledge their differentiated roles for implementing and monitoring the system. They must also take responsibility for working collaboratively to improve the performance of all students in their district.

Elements of a Formative Assessment System

The research on teaching and learning indicates that well-designed formative assessment programs are central to improved student performance. A formative assessment program within a comprehensive assessment system includes several essential elements.

In effective programs, assessments are based on a shared understanding of the standards that need to be met within a specific grade level following a defined sequence. Formative assessment is seen as an integral part of the teaching-learning process. Results are available in a timely manner and provide detailed feedback to students and teachers on the strengths and weaknesses of each student in the learning of specific standards; timeliness means that the results of the assessment are available while there is still time to improve instruction for the students who were assessed (Popham, 2006; Black and Wiliam, 1998).

Teachers use assessment results to make adjustments to their teaching or to search for a different teaching approach that will meet a child's needs better (Guskey, 2003); by students to determine what they need to do to improve; and by parents to understand how they can support their child's continued academic growth. Students have additional opportunities to be assessed and show success after having received "corrective" instruction or guidance (Guskey, 2003). Finally, in effective programs, schoolwide and districtwide common and benchmark assessments are administered in the classroom at regular intervals.

Prerequisites to Implementing a Formative Assessment Program

Before implementing a formative assessment program, districts need to ask themselves what they need to put in place for the program to meet the promise of raising student achievement for all students within a school and across a district. The process of implementing an effective formative assessment program requires sustained commitment over time and a readiness to examine data, question, reflect, learn, take action and then examine more data, question, reflect, learn, and take action once again. The prerequisite

conditions identified in this section suggest how districts can begin to build an infrastructure that will support and sustain a district-wide formative assessment program. It should be noted however, that these prerequisites are highly interrelated and need eventually to form a coherent, comprehensive infrastructure.

1. **Build a clear vision, at the district level, of quality assessment as an integral and essential part of the teaching and learning process, tied to clearly defined standards.**

   Developing and implementing a districtwide formative assessment program will require a commitment on the part of the district leadership, including the school board, that will be extensive and intensive. This initiative is one that will be characterized by a willingness to make honest appraisals of the current status of teaching and learning practices across the district, to take risks and assume the possibility of missteps and false starts, and to make some hard decisions over an extended period of time. This initiative will not happen overnight and is one that will continue to change and evolve.

   Given all this, the success of instituting a formative assessment program at the district level will take committed leadership from district administrators who are willing to develop a solid understanding of what quality assessment looks like, who are willing to increase their knowledge of assessment literacy and the principles of sound classroom assessment. District level instructional leaders must be prepared to take on the following assessment responsibilities: (1) plan a district-wide assessment program and oversee its implementation at the building level; (2) supervise and evaluate the assessment competence of building administrators and teachers, offering the professional development and other resources that are needed for implementation; and (3) serve as the defender of the program and communicator about results with key community stakeholders (Stiggins, 1997).

2. **Create a culture in which all stakeholders see themselves as accountable for student learning and achievement, and in which holding each other accountable is valued and expected.**

   The culture of a district or school is manifested in the attitudes, beliefs and behaviors that are commonly shared and enacted by its members. For the most part, the most potent attitudes and beliefs are those that are not openly stated or written, but, rather, those that influence the behaviors and interactions among people: between teachers and students, administrators and teachers, teachers and teachers, teachers and parents, administrators and students, and so on. We often get a sense of the culture of an organization from what we are told is "the way we do things around here" (Dufour, 2004) or conversely, "that's not the way we do things here." Sometimes, expectations about what is acceptable or not are

reinforced by policy, but policy is only as good as its translation into day-to-day practice.

Studies of improved districts show that the culture of a district or school is shaped to a large extent by those in positions of leadership and the norms of behavior that they expect of themselves and others. Effective leaders in improved districts "work to develop and nurture a culture that supports accountable, collaborative professionalism among the stakeholders responsible for the education of its children and create a climate of trust, mutual respect and collegiality (NECAC, 2005).

In 2005, the New England Comprehensive Assistance Center defined what the characteristics of such a culture are. According to the center, "the literature suggests that there is:

- A collective focus on what is best for the student coupled with high expectations
- Shared responsibility across the district for the success of each child and each school
- Affirmation of professional autonomy with accountability for results
- Clear and collaborative relationships with an acknowledgement that "working together takes work"
- A spirit of inquiry, risk taking, and reflective practice that encourages professional exchanges and dialogue with a willingness to try new things to meet the specific needs of all students
- Regular, meaningful communication that is "receptive and responsive" across all stakeholder groups and that incorporates dissenting or minority view points (McRel, 2003)
- Commitment to change with recognition that changes in practice require steady and persistent work
- A shared understanding of the basic beliefs, values, and goals that guide the work of education

And especially,

- Congruence between what is said and the significant values and beliefs that guide the work of education and the actions that are taken."

3. Develop core beliefs about teaching, assessment and learning that are shared by all.

If formative assessment is to become a driving force for learning in the classroom, then the core beliefs about teaching and learning that are in place in a district or school must be closely examined to see whether they support the premises of effective formative assessment. Foremost, the nature of teaching must be questioned. As Black and Wiliam (1998), Wiggins and McTighe (1998) and Wiggins (2005) state, schools and districts must ask themselves: Is teaching seen as a one-way transmission of information from teacher to student or is teaching

seen as an interactive, iterative process between teaching and learning in which the roles of teacher and learner are often interchanged? Is there a belief that each child has the potential to learn and that it is the teacher's responsibility, with the support of others in the system, to find ways to diminish the obstacles, whether cognitive, emotional or motivational, to learning for that child? How are the intersections between curriculum, instruction and assessment defined? Are they seen as separate events or as integrated aspects of a single process?

A positive assessment environment needs to be built on the following core beliefs and practices:

- **Keep the focus on the student and on learning.** All decisions should be measured against the answer to the question "How will this lead to student success and improved learning?" Current practices, at both the district and school levels, should be questioned and new possibilities examined with this question in mind. At the district level, for example, policies, procedures and expectations should be analyzed in terms of their implications for the day-to-day practice in schools and classrooms by asking the question, "Will this (policy, procedure or expectation) hinder or support learning in the classroom?"

- **All students have the potential to learn and achieve to meet high standards if they are given the supports to succeed.** For too long, the testing environment in schools has served only to reinforce the notion of natural ability through the awarding of grades with no useful feedback to guide the student toward improvement and success. Formative assessment has the potential to break this negative cycle of failure by showing students where they need to focus and, most importantly, what they need to do to improve, and then providing them with the services/interventions that will support them as they take the steps to improve.

- **Students are motivated to learn when they are able to assume responsibility for their own continued learning.** The seminal report on formative assessment written by Black and Wiliam (1998) clearly highlighted the powerful motivational aspects of formative assessment information when used in a positive way with students. For the longest time, students have been exposed to testing that compares them against each other, grades and ranks them, and serves as the arbiter of rewards and, at times, humiliation. Formative assessment information, on the other hand, when used effectively provides useful feedback to students about the qualities of their work in relation to a standard that they have to meet. Having a clear picture of the "standard" they are working to achieve and understanding where they are in relation to the standard, coupled with advice and support to meet the standard, is central to empowering students to take control of their own learning. In this respect it is important to

separate testing in order to assign a grade from assessment to improve learning (Popham, 2006).

- **Curriculum, instruction and assessment are interrelated aspects of the teaching and learning process.** In the words of Wiggins and McTighe (1998), "teachers are designers of curriculum and learning experiences" (instruction) for students to achieve the desired goals (standards) of education. In addition, they state, "Teachers are also designers of assessments" that "operationalize" the achievement of these standards in terms of the evidence that will tell them the extent to which these goals – the desired understandings and proficiencies – have been achieved. All three aspects of the teaching, learning and assessment process need to work in concert in a way that makes clear what students should know and be able to do. Together they provide the kinds of experiences that will maximize opportunities for the student to understand what they need to know and practice what they need to be able to do. Finally, they provide the evidence of what students have learned, at what level, and, when needed, the steps they must take in order to meet the desired goal.

- **Collaboration and collective responsibility are essential for continual, districtwide and schoolwide improvement.** Districtwide improvement such that each child has the opportunity to achieve and succeed requires that all involved in the education of the district's children work together constantly and relentlessly. All individuals in the system, whether administrators, teachers, staff, students or parents, need to see themselves as responsible for the success and the achievement of excellence not only for themselves but also for each other. The focus on each child requires that every adult in the system takes responsibility for every child. There can no longer be an underlying belief that "if that child is not in my classroom, I have no responsibility for that child's success."

  Recent studies on teacher behaviors have shown that the most effective form of professional development that has the greatest impact on student achievement is teachers collaboratively and regularly looking at student work and engaging in honest examination of their own and each others' teaching practice in order to inform their professional growth (Schmoker, 2004; Fullan, 1991; Little, 1990). In these collaborative "teams," all professionals who affect a child's education need to be included – e.g., special education teachers, teachers in ELL programs, specialists, as well as parents.

- **Data that provide evidence of student learning are an important resource to help guide instruction and other decisions.**
  Data collection, analysis and use have become the cornerstone in the current environment of educational reform and improvement. It is of great importance to remember that, "Data acquires meaning only through

interpretation" (NECAC, 2005). But for the interpretation to be well informed, educators must be able to use the data to clearly and factually describe is the current status of learning. This means that the users of data need to understand both the benefits and the limitations of data, see data as a means to describe the evidence that corroborates perceptions or dispels myths, and use this evidence to stimulate discussion of what should be. Too often, uninformed users of data jump to making conclusions without first looking closely at what the data say, leading to conclusions based on previously held beliefs rather than on the evidence. To avoid this common trap, it is important for the users of data need to develop skills in looking at data description (stating what you see in the data) and the data interpretation (drawing conclusions from the data) processes. In addition, it is important for the users of data to develop skills in "talking about data" as stimuli for dialogue and discussion to make decisions for continued instructional improvement and professional growth (Bernhardt, 2003).

Districts and schools that effectively use data to guide their planning and improvement efforts understand that improvement is an ongoing and iterative process. Data on student performance can provide the impetus for improvement efforts by generating a sense of urgency. The next step, however, is understanding why student performance results are the way they are. To understand the "why" of student performance requires an ongoing inquiry approach of "digging deeper" into the data and asking additional questions: Why are we getting the results we are getting? Why are some students doing well and others not? Why is a program or instructional approach working for some students and not for others? Answers to these questions can provide guidance in choosing the types of approaches that would be most appropriate and effective for students in general, specific subgroups of students and individual individuals (Preuss, 2003).

4. Develop a clearly articulated districtwide curriculum aligned with the state performance standards.

Formative assessment loses its power to systemically increase student achievement on state and national assessments if it is not tied to a districtwide curriculum that is aligned with state standards. A well-articulated districtwide curriculum – one that has a scope and sequence across grade levels, along with a guide for pacing teaching – and that reflects the state standards, serves as the foundation for the teaching-learning process. Standards identify the key concepts and skills that all students need to understand (content standards) and how well they are expected to perform (performance standards) (WestEd, 2004). Teachers within and across grade levels need to know and understand what the expected outcomes are for their students (horizontal articulation), how these standards connect to the scope and sequence of standards for the previous and following

grade levels (vertical articulation), and what evidence is required to show that a child has mastered those standards. Each teacher needs to be able to see where his or her part fits in the whole picture of a child's educational journey from kindergarten to graduation from high school and even beyond. In addition, teachers need to "own" or internalize this curriculum so that it becomes the foundation on which their unit plans are based – in other words, for them to "enact" the curriculum on a day-to-day basis.

Why are standards the foundation? Standards represent "the desired results." Without having a clear picture or focus about what is important, neither teachers nor students know where they are headed and, therefore, cannot make adjustments to keep themselves on track. By knowing the standards, teachers have the information to determine what kinds of conceptual experiences and opportunities for practice students need to have to achieve the desired outcomes. Assessments that are tied to these standards and shared with students can then provide the evidence of learning as well as guidance to improve performance (Wiggins and McTighe, 1998).

Rigorous state standards in the different content areas encourage the development of more demanding and higher quality curriculum at the local and district level. At the same time, there is a growing recognition that districts may need to make choices about which standards matter most in their community and essential for future learning, given the often lengthy set of standards in each content area at each grade level. Often called Power Standards, a term first introduced by Douglas B. Reeves, it refers to a "process whereby educators *prioritize* the content and performance standards for a given subject matter in terms of their endurance, leverage, and ability to prepare students for readiness at the next level of learning." Such commonly shared "power standards" provide focus, coherence and cohesion to the instructional program at the district and school level across all grade levels, and all programs. They define essential desired outcomes for all students, irrespective of their individual or group characteristics, whether they are special education students or English language learners and whatever their socioeconomic status, gender, ethnicity/nationality or other circumstance may be, thereby leading to higher expectations for all students.

5. **Provide the necessary time and structures as part of the school day to support collaboration among teachers and staff.**

There is no question that the implementation of a district-based, schoolwide formative assessment program will require an examination of how time is allocated during the school day, for what purposes, and what structures need to be in place to fully support this initiative. As noted earlier, the effective use of formative assessment for increasing student achievement requires teachers to work collaboratively and look at student work and assessment data. By engaging in discussions about and "experimentation" with different evidence-based

teaching practices they can begin to identify and select targeted interventions and to build a collective sense of responsibility for the success of each child.

Working collaboratively takes time – time to agree on commonly held power standards, time to look at the data and evaluate students' work, time to plan together, time to consider what adjustments need to be made, time in the schedule to implement the types of interventions that will be most useful to students, time to be able to teach to the depth that is needed for student success, and time to reflect and enhance one's professional growth.

Working collaboratively also requires the creation of established structures to support the work – e.g., grade level meetings, cross grade meetings, blocks of teaching time that allow for in-depth coverage and content application, set periods for districtwide or schoolwide assessments to take place, whole school meetings to build ownership across all constituencies.

The time and the structures that are needed cannot be left to the discretion and goodwill of individuals. They need to be embedded into the school day and become part of the routine of "the way we do business here," in other words, part of the culture. For this to happen, the district has to create the expectation and monitor its implementation, working with the union and the contract-negotiation process to ensure that the commitment of time and the structures for collaboration are given their due value.

6. Provide necessary resources to support the focus on instruction.

While time and collaborative structures are essential to the effective implementation of a formative assessment program that is integrated into the teaching and learning process, other resources must also be considered. For example, how can other staff at the school – paraprofessionals, specialists, office staff, lunch monitors, etc. – contribute to the education of the children in the school? Can teachers be freed from administrative duties in order to allow them to focus on their instructional responsibilities? What contributions can members of the larger community, support service organizations, businesses and law enforcement agencies make to the effective and efficient operation of the educational program?

Technology is key among these additional resources**.** A central role of technology in formative assessments is to make the use of teachers' time more instructionally productive and efficient. One of the biggest obstacles to the effective use of formative assessment is the time required for teachers to develop, administer and score them. However, with the current proliferation of online resources – from item banks tailored to state specific standards, to software for the administration, scoring and analysis of test results – the possibilities for rapid feedback are many.

The use of technology can offer several advantages. These include allowing more flexibility in the timing and location of the assessment, providing easy customization of assessments and returning results in real time with data easily aggregated or disaggregated at multiple levels. Technology can introduce unintended outcomes as well, such as eliminating the interaction between the student and the teacher thereby losing an important source of valuable information, reducing the reliability due to too much customization, and requiring additional teacher time to learn how to use the technology effectively.

The challenge, at this point, is finding the system that meets the goals of a specific district and its schools best and is flexible and responsive to changing demands.

7. Offer ongoing professional development for all stakeholders.

While this is the last prerequisite on the list, it is not by any means the least important. For a fully integrated formative assessment system to work, professional development opportunities for all stakeholders have to be ongoing and targeted. The professional development referred to here is not about discrete workshops only to increase the content knowledge of educators. Instead, it is about creating a learning community in which all stakeholders are responsible for their own and each others' continued professional growth, in which professional growth occurs within a cycle of doing and reflecting on one's practice in the company of others, and about learning new skills that in the past have not been part of a teacher's "toolkit." Assessment literacy and engaging students as active learners are two new skills that will be needed to support this new approach to teaching and learning .

An often neglected aspect of leadership development and teacher preparation is assessment literacy. According to Ainsworth and Viegut (2006, p.53), assessment literacy "is the ability to understand the different purposes and types of assessment in order to select the most appropriate type of assessment to meet a specific purpose." Teachers have always used a variety of assessment and testing methods in their classrooms from very informal methods such as questioning to more formal methods such as multiple-choice quizzes. However, as the more complex learning standards have become better articulated and as accountability systems have become more formalized, it has become imperative for teachers to develop a richer and broader repertoire of assessment practices for specific purposes. Ainsworth and Viegut (2006) suggest that teachers be able to answer the following questions, questions that require knowledge of sound assessment principles and an understanding of how to use the results of specific assessments:

1. What kind of assessment results will help me determine with confidence that my students are proficient with regard to the standards addressed in my instruction?

2. What are the different ways I can offer my students to demonstrate what they know and can do?
3. What types of assessments can I use to provide me, the student, and others with evidence that is credible?

If students are to become active participants in their own learning, they need to become active consumers of their assessment results. Students as active participants in the learning process will require changes in the practice of teaching and changes in the teacher-student relationship. In the same way that teachers will need to engage in professional development activities that will support them in re-examining the nature of teaching, so, too, will students need to engage in their own professional development as active learners and self-assessors. They will need to understand how to interpret the results of their assessments and be provided with guidance on how to take control of their own learning.

Depending upon their prior knowledge and experience, educators may also need to develop some or all of the following skills:

- **Group membership and facilitation skills:** In this system of comprehensive, districtwide and schoolwide formative assessment, isolated practice behind the four walls of the classroom will be a thing of the past. Common assessments will require teachers collaborating in grade-level and cross grade-level teams, thus reducing isolated practice. Teachers will need to develop those skills that contribute to the effective conduct of meetings and the creation of communities of trust.
- **Item development skills:** Items that provide valid and reliable information are an essential component of a formative assessment system. Educators will need to be able to understand and have practice in developing standards-based assessment tools specifically designed to diagnose student needs and to monitor progress.
- **Data analysis skills:** Beyond item development, educators will need skills in analyzing, interpreting, talking about and using data to diagnose learning needs and instructional weaknesses accurately, and to plan effectively improvements to teaching and learning
- **Technology skills:** Appropriate technology and educators' ability to capitalize on its use will be an aid to instruction and assessment, and optimize the use of classroom time.

Why the Focus on the Formative Use of Assessment Results?

The achievement of students is most directly affected by what happens in the classroom through the interaction of the teacher and students in the teaching and learning process. There is now consistent and firm evidence that the effective implementation of formative assessment in the classroom is a key factor in raising student achievement. In a seminal

review of the existing research on formative assessment, Black and Wiliam (1998) found that "innovations that include strengthening the practice of formative assessment produce significant and often substantial learning gains. These studies range over age groups from 5-year-olds to university undergraduates, across several school subjects, and over several countries." They also found that in many of these studies, "improved formative assessment helps low achievers more than other students and so reduces the range of achievement while raising achievement overall." Another study they cite, focusing entirely on low-achieving and students with learning disabilities, found that "frequent assessment feedback helps both groups enhance their learning."

Black and Wiliam (1998) warn us, however, that the research on formative assessment also points to the fact that implementing a program of formative assessment is not as easy as it seems. Formative assessment works most effectively when it is practiced as part of a coherent, systemwide approach to teaching and learning. Thus the research raises a number of issues that need to be addressed simultaneously. For example:

- Are there commonly shared understandings of what students need to know and be able to do (standards) at different points in the educational system?
- Are teachers and administrators willing to work together to make adjustments or changes in existing processes and structures to better meet the academic needs of each student?
- Is there a belief, or at least, an openness to the belief, that all students have the potential for learning and that sharing formative assessment results can help all students become actively involved in their own learning?
- What changes in classroom practice need to occur? Have teachers moved from the transmission and coverage approach of teaching to one that recognizes the "indivisibility of instruction and formative assessment" in the learning process?

Conclusion and State Initiatives

The development and implementation of a formative assessment program at the district level cannot be left to chance. There has to be strong district leadership that understands and believes in the power of sound assessment practices and sets an expectation of assessment quality in its construction and use. The seven prerequisites outlined earlier provide a structure that districts may use to gauge the readiness of their schools and teachers to move from the more traditional use of assessment "of" learning to assessment "for" learning.

The Department has initiated two formative assessment pilot programs to facilitate and support districts' work toward developing formative assessments as a component of their comprehensive assessment system. The first is a Grade 3-5 mathematics pilot project, which began in 2006 when the Department convened a Formative Assessment Advisory Committee consisting of teachers, specialists and administrators from districts across the state and staff from the University of Connecticut's (UCONN) Neag School of Education. Their charge was to frame how formative assessments could complement

state mandated summative assessments in order to improve teaching and learning across the state. Concurrently, an internal CSDE Steering Committee was formed to begin developing model formative assessments for statewide dissemination.

The advisory and steering committee members are working on several tasks. These include establishing guidelines put forth in this document for formative assessment as a component of a cohesive and comprehensive assessment system; creating an item bank of high quality items; identifying vehicles for delivering professional development and establishing an online delivery system. Seven schools districts are currently partnering with CSDE on this pilot project to build district-specific formative assessments for mathematics in Grades 3-5. Prototype model formative assessments will be developed during the summer and disseminated during the next school year.

For the second initiative, the Department is partnering with the Council of Chief State School Officers (CCSSO) and eight other states in receipt of a federal grant to improve teaching and learning in high poverty secondary schools. Each state established a team that has been trained by Richard Stiggins from Educational Testing Services (ETS) in "Classroom Assessment for Student Learning." The teams from each state will work with a small number of high schools to develop formative assessment systems that can serve as national models for the effective use of formative assessment. The Department is planning pilot program working with two district teams of high school mathematics and science teachers to support their development of formative assessments for their Algebra I and their ninth grade science courses. The support will include providing materials for the teams of teachers in the district as they train in "Classroom Assessment for Student Learning." They will also receive training in conveying standards to students through rubrics, developing formative items and tasks, empowering students as self assessors of their own work and differentiating instruction to respond to the information formative assessments provide. The pilot will begin in April 2007 and conclude in June 2008.

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Board Examination Providers
Background Information

When NCEE began the research for this project, we consulted with experts all over the world to identify those organizations in a position to provide the world's best board examinations to American states. Some countries have created national instructional systems for their own use that are not available beyond their borders. They are not listed below. Of those remaining two are American. Two are British. And one is essentially non-national.

We have defined a board examination system as a complete high school level instructional system leading to a qualification, comprised of a coherent program of courses constituting a core curriculum, syllabi for those courses, high quality examinations based on the syllabi and including multiple methods of assessment, as well as training for the teachers who teach these courses and materials to support their practice. By "qualification" we mean a piece of paper certifying that the holder of the certificate has met a defined standard qualifying that student to take the next step in his or her path to further education or work, based on mastery of a particular program of study to a predetermined standard of accomplishment. The examinations are all "performance examinations" in the sense that the kind of performance the student must produce to earn a particular grade is known and understood by all. They are not graded on a curve.

Not all of the offerings from the providers on our list answer fully to this description. Some offer only modest curriculum guidance whereas others offer very detailed syllabi. Some only offer a couple of days of teacher training. Some don't offer a predefined program of studies, but provide instead a large selection of courses from which the user could select such a program. Some offer a qualification related to particular courses but do not offer a complete diploma program, meaning a defined standard that the student must meet to get a diploma based on that student's success in mastering an entire predefined program. Some offer only one-year courses. Others offer two-year courses with a single exam only after the full course has been completed. Some monitor the quality of courses actually offered by individual schools, and "delist" schools that do not meet their quality standards, and others only check to make sure that the schools that offer their programs have adequate security for the exams they administer. All of them, however, in our judgment, are more powerful in their design than any state level instructional system offered anywhere in the United States. And all could be adapted and expanded to include all of the characteristics of a full board examination system as we have defined that term.

We have visited at length with the organizations offering these programs and questioned them extensively. We have examined their syllabi, course materials, and exams carefully. In all cases, we have visited schools using their products and services, both in this country and abroad. In every case, we came away impressed with the quality of their work and their potential for greatly improving the performance of American students.

ACT/QualityCore

ACT is, of course, one of the most respected names in American testing. From the beginning, ACT has emphasized the importance of curriculum-based examinations. QualityCore is a new offering from ACT, but when we went to visit with them in Iowa, we came away very impressed with the thought and care they had put into these courses and the accompanying exams. QualityCore today consists of 12 courses in English, mathematics, the sciences and U.S. History, and additional courses are under development. They can be used by a state as part of a larger grouping of integrated ACT products, including, among other things, the ACT exam itself, and the WorkKeys system. It should also be noted that ACT has reached out to America's Choice, a company affiliated with NCEE, to provide an extensive program of professional development to complement the QualityCore program. This offering provides extensive scaffolding to get students who are behind up to the standards built in to the QualityCore program.

Cambridge International Examinations

The University of Cambridge exams are used in high schools in over 150 countries around the world. Singapore uses a customized version of their O-level exams to implement that country's widely-admired standards. Cambridge has a wide range of products. We focused on two of those products in our visits with them: their International General Certificate of Secondary Education (IGCSE) program and their Advanced International Certificate of Education (AICE) program, which is a diploma program based on their A and AS level courses. This latter program, piloted in Florida, involves the selection of courses from each of three curriculum areas: Mathematics and Sciences, Languages, and Arts and Humanities. It could be thought of as a diploma program with options. The curriculum includes a research project option that is factored into one's exam score, which aims to encourage initiative and creativity and the application of knowledge. We have visited the Cambridge team in England several times and always come away impressed with their thorough and thoughtful approach to their work.

College Entrance Examination Board/Advanced Placement Examinations

The College Board, as it is generally known, was designed on the model of European board examination organizations; hence, its name. Their Advanced Placement exams have long had "gold standard" status in American high schools. These examinations, however, were not originally designed to provide a qualification on which college admission could be based. Instead, they were designed to provide an opportunity for high school students to take college-level courses for which colleges would offer college credit. In recent years, however, some selective colleges have restricted college credit to students earning only the highest score possible on the exam, and have instead chosen to take performance on these exams into account in their admission decisions, which has turned the AP courses and tests into something very like a conventional qualification. At present, these courses are available at the upper division level only. Though the College Board has other offerings available at lower grade levels, they do not at the moment have

anything available at the lower division level that would satisfy the requirements of our design. But, in our meetings with them, and in a subsequent letter, they have expressed strong interest in creating a new offering at that level if the states are interested in having them do so.

International Baccalaureate Diploma Program

The IB program is a full diploma program, the only one on our list. This demanding program, taken as whole, is very carefully constructed to balance deep knowledge in the disciplines with the ability to integrate and apply that knowledge. It attends to the moral as well as the intellectual development of the student. To get the IB diploma, a student must complete the whole program, including exams in 6 subject areas, a community service requirement, an extended essay and a course on critical thinking, Theory of Knowledge. Options for subject courses include languages, math, computer science, experimental science, the arts and individuals and societies. Most courses are offered at both a standard level and a higher level, and all students are expected to take at least two courses at the higher level. What we have just described is the upper division program offered during the last two years of high school. The IB also offers a Middle Years Program for students in grades 6 through 10, but there are no external assessments for this program. Instead, the IB offers moderation of internal assessments created by IB teachers at this level thus ensuring they are graded on a common scale.

Pearson/Edexcel

Perason/Edexcel is one of three British organizations which are regulated by the UK's Qualifications and Curriculum Authority (QCA) to provide high school board exams to English state schools: Edexcel, AQA and OCR. Edexcel offers board exams in England and abroad. University of Cambridge International Exams (CIE) is linked to OCR, and CIE also offers their exams in England and abroad. Edexcel was purchased by Pearson, the global publishing company, some years ago. Their high school academic examinations are used in more than 80 countries. They are not as widely used around the world as those of the University of Cambridge, but their technical and career-related exams are more widely used all over the globe than any others. A state that is interested in developing an integrated academic and technical qualifications system would do well to look at Pearson/Edexcel. When we visited with them in London, we were impressed with the quality of their staff and the depth of their experience with curriculum matters. Pearson/Edexcel offers qualifications at both the lower secondary (the International General Certificate of Secondary Education) and upper secondary (A-levels) levels. They are a leader in e-learning, and onscreen testing, support more than 30 state education agencies with assessment and information services in all subjects, grades and content areas and have scalable capacity to support large-scale test administration in the United States.

Basic Information on Board Examination Systems

	Lower Division Offering	Upper Division Offering	Core Academic Offerings [English, Mathematics, the Sciences, History and the Arts]	Market Penetration	Curriculum Guidance	Teacher Training
ACT/QualityCore	3	3	Offerings for '09-'10 are English 9-12, Algebra I and II, Geometry, Precalculus, Biology, Chemistry, Physics and U.S. History.	80,000 exams administered in 20 states in 2009.	Comes in the form of an educator's guide, syllabus, course objectives, guidelines for developing instructional units, course outlines and instructional unit plans, model instructional units and an end-of-course test blueprint.	ACT has partnered with ACI to provide teacher training, monitoring, and coaching in schools implementing the Quality Core exams.
Cambridge IGCSE/A-levels	3	3	All in 2-year courses for grades 9-10, and in 1-(AS+A2) or 2-year (A) courses in grades11-12[1]	>1 million students, 6,000 schools in 150 countries. In U.S. >100 schools in 26 states	Syllabus for each course spells out depth and breadth of study and the performance criteria for each exam. Quality texts that are aligned with the curriculum are also identified, and their professional development materials provide further guidance.	There are multiple opportunities for initial and on-going teacher training, culminating in a Master degree from Cambridge University if teachers complete the course. Training centers will be established in regions which adopt the program.
College Board AP	[2]	3	All in 1-year courses	1.6 million students, 17,000 schools, in 100 countries.	Each school is responsible for developing its own curricula, which must then be authorized via the College Board's annual audit of all AP courses. AP curricula are informed by sample syllabi, sample lesson plans and modules, online and print instructional materials, sample textbooks, outlines of the content and skills to be emphasized and other subject specific resources. These resources are augmented by the professional development program.	Teacher training is offered regionally for the courses taught.
Edexcel IGCSE/A-levels	3	3	All in 2-year courses for grades 9-10, and in 1-(AS+A2) or 2-year (A) courses in grades11-12[3]	110,000 students in 81 countries at 600 schools. Of these, 10,000 took IGCSEs and 100,000 took A-levels.	Syllabus for each course spells out depth and breadth of study and the performance criteria for each exam. Quality texts that are aligned with the curriculum are also identified (including those produced by Pearson), and their professional development materials provide further guidance.	

[1] Cambridge is prepared to convert its 2-year courses into 1-year courses. English is divided into separate English Language and Literature exams.

[2] Have indicated an interest in creating such offerings if there is interest from the states in their doing so.

[3] Edexcel is prepared to convert its 2-year courses into 1-year courses if there is sufficient interest. English is divided into separate English Language and Literature exams.

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IB		3	All in 2-year courses for grades 11-12.[4] Structured around a diploma program (DP) that has several distinct elements including a research paper and a community service requirement.[5]	720,000 students age 3-19 (50,000 in the U.S. DP) in 2,650 schools (1,005 in the U.S.) in 136 countries.	Subject guides, student papers and marking schemes, program implementation support on-line and in person, teacher workshops, teacher on-line forums and teacher support materials.	

[4] Courses are structured as either standard level (150 teaching hours) or higher level (240 teaching hours), with the latter designed to offer more in-depth attention to key ideas.

[5] Unlike the other programs, the IB courses are not offered individually, but only as part of the larger 2-year IB Diploma package. While students may opt to do individual courses and earn certificates for their IB exams, schools seeking authorization must offer the full Diploma Program. They are now piloting a Career-related Certificate (IBCC) that will be made available to schools with a selection of DP courses. This might allow a new conversation to begin about schools having the option to offer some, but not all, IB courses to their students.

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	Professional Development Vehicles	Exam Item Types	Frequency of Administration	Duration
ACT/QualityCore	In-district workshops are provided by America's Choice – 5 days for teachers and 1 for administrators at a cost of $1,600/teacher. At present, workshops are available for teachers of English 9, 10 and 11, Algebra I and II and Biology.	Multiple choice and extended response items.	Once a year	1.5 hours
Cambridge IGCSE/A-levels	Face-to-face training, on-line self-study at three different levels, on-line tutor-led courses, on-line seminars, teacher support website, and qualification certificate programs for teachers and trainers that progress all the way to a masters in education.	Extended essay, short answer and structured questions, multiple choice questions, performance based tests (speaking tests for languages and music performances), science practicals (lab skills tests) and coursework.[6]	Twice a year.	IGCSE: 2-4 hours over several days. AS: 3-4 hours.
College Board AP	One- and two-day workshops and longer summer institutes are offered on a regular basis. 1,800 were conducted in '08-'09. In addition, the AP web site provides online workshops, instructional resources and discussion forums.	Short and long essays, primary source analysis, image analysis, oral presentation, translation, music sightreading and composition, and multiple choice. Exception is studio art, which is entirely a portfolio assessment.	Once a year.	2-4 hours
Edexcel IGCSE/A-levels	In-service/in-country training is available on a monthly basis for major subjects. On-line teacher networking communities have been created for English, history, ICT, mathematics and science. Training is w/o charge when new qualifications are introduced. Teacher training qualification available.	Multiple choice, extended and short essays, and coursework, with the latter compulsory for some A-level exams.[7] Testing on-line exams in foreign languages. Speaking tests for languages and music performance.	Twice a year.	ICCSE: 2.5 hours; AS and A2: 3 hours; A: 6 hours.
IB	IB offers face-to-face, online and onsite workshops. Monthly workshops are available in the U.S. and Canada at three different levels. There is also a web site organized by curriculum area that includes teacher resource exchanges and discussion forums.	Essays, structured problems, short-response, data-response, text-response, case-study, oral, performance and a small selection of multiple-choice questions. Grades also weigh the teacher's assessment of student work over two years. These assessments typically account for 20-60% of the final grade. The IB diploma also requires students to complete a theory of knowledge essay and a research paper that are judged externally.	Twice a year.[8]	Max of 3 hours for standard level courses and 5 hours for higher level courses. (see note 4). Each course requires 2-3 exam papers to be written (typically over two adjacent days).

[6] Activities designed by teachers and approved by CIE to assess specific skill sets.
[7] Activities designed by teachers and approved by Edexcel to assess specific skill sets.
[8] But in the U.S. the fall administration is only used for "retake" candidates.

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	Delivery Format	Reporting Format	Turnaround Time	Item Release Policy
ACT/QualityCore	Both computer and paper and pencil versions are available.	Scores range from 125-175 and can be correlated to the ACT range. 3-5 subscores are also provided for each course. Reports are available to clients on-line at the student, classroom, school, district and state levels.	Immediate for the multiple choice items that are computer administered. 2 weeks for the constructed response pencil and paper items.	Items are not released, although the Formative Item Pool provides examples of the type of items that appear on the tests, including a range of content and cognitive levels. Sample end-of-course constructed-response items are also available in the formative item pool.
Cambridge IGCSE/A-levels	Varies – secure items, case studies w/prep, performances, etc.	Grades from A to G/Grades from A to E. Hard copy and on-line reports. Detailed school reports by student and item.[9] Comparisons provided to others in the region and to worldwide performance.	2 months	Immediately following the release of test results.
College Board AP	Paper exams with the exception of Chinese and Japanese language and culture exams that are computer based and Studio Art, in which students submit digital and original art work. Items may include audio and visual stimuli.	Marks reported on a 5-point scale aligned with college grades of A-F. Teachers are provided with results disaggregated by content/skill area in comparison to global performance on those same contents/skills. Reports are provided at the student, section, subject, school, district, state, national and global levels.	6-8 weeks	The free response items are released each year 48 hours after test administration. About every 4-6 years a full form with the multiple choice items is made available.
Edexcel IGCSE/A-levels	Most in the form of written examination papers. Case studies w/prep, performances, etc. The coursework is the main exception to this.	Grades from A* to G-/Grades from A* to E. Hard copy and online reports by student and item. Comparisons provided to others in the region and to worldwide performance.	2 months	Immediately following the release of test results.
IB	Paper	Marks are reported on a 7-point scale.	2 months	Immediately following the release of test results.

[9] The IGCSE syllabuses for maths, English and the sciences embody the possibility of entering at Core level or at Extended. Core level covers part but not all of the study requirements for the whole syllabus, candidates entering at this level have tests with more items assessing the lower grades and no items assessing the top grades. Thus, the tests are more accessible to them and less intimidating. The idea is that it will enable the candidates to give the best account of themselves, and enables the tests to be more discriminating at their level. The Extended level covers the whole syllabus and gives candidates access to the higher, but not all the lower, grades. Same rationale. The advantage of this approach is that it is possible to teach a group with a wide range of ability from the outset, and delay decisions about which level of test to take until the student has completed part of the course.

	Availability of Scoring Rubrics	**Examiner Quality Assurance**	**Recognition for College Admissions, Placement and Credit**
ACT/QualityCore	Scoring rubrics are available and included in the End-of-Course Test Blueprint.	All raters, at a minimum, must have an undergraduate degree and many have graduate degrees in the field that they score. Every effort is made to hire prospective raters who are teaching or have taught in a high school or postsecondary setting. Prospective raters receive intensive, on-site training by test development specialists at ACT who have experience with constructed-response tests. Once raters successfully pass at least two qualification sets they are qualified to score operational responses; they are monitored throughout the scoring session. Blind validity responses (responses with known scores) and recalibration training responses are used frequently to ensure and maintain consistent and accurate scoring.	Designed as an instructional improvement solution, QualityCore is not viewed as a replacement for the ACT.
Cambridge IGCSE/A-levels	Immediately following the release of test results.	Knowledge of subject matter and experience in teaching is required + ability to follow rubrics, training and monitoring. Using current program teachers extend their capacity for effective classroom practice.	Widespread – see http://www.cie.org.uk/qualifications/recognition Advanced placement offered for AS/A qualifications.
College Board AP	The free-response scoring rubrics are released each year after the test administration along with sample student responses.	Examiners are either college faculty with at least one semester of experience teaching the comparable AP course or high school faculty with three years of experience teaching the course. Examiners are given extensive training and there is close monitoring of their work at the face-to-face AP Readings.	High grades earn advance credit and/or advanced placement in 3,900 (90% of) U.S. colleges and universities and in institutions of higher education in 60 other countries.
Edexcel IGCSE/A-levels	Immediately following the release of test results to schools where the tests are administered. Also available to the public for purchase, along with Examiner's Reports.	Extended answers marked by subject specialists. Short answer items by "professional" markers. Examiners mark on-line and are trained and monitored according to strict government standards.	IGCSEs and A-levels are accepted for admission at many U.S. colleges and universities. Some offer college credit and first year course exemptions for high A-level performance.
IB	Immediately following the release of test results.	Examiners are recruited from IB school faculties and universities from around the world, trained and their work monitored during scoring sessions.	Some form of recognition offered by 1,037 U.S. colleges and universities depending on exam scores. IB Diploma holders may acquire up to 1 year of college credits.

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	Availability of Formative Assessments	Elementary and Middle School Offerings	Pricing
ACT/QualityCore	There are 3-5 benchmark tests/course along with an aligned item pool available for teachers to create customized tests.	While QualityCore is designed as a high school course improvement program, it could be used at the 8th grade level. We are currently in production of more middle school offerings. At this point in time we have no elementary school offerings.	Range from $17.75 to $23 based on volume and item type.
Cambridge IGCSE/A-levels	Teachers use prior tests to construct their own assessments. *Checkpoint* includes progression tests that provide diagnostic info.	Grade 8 *Checkpoint* tests in English, mathematics and science to assess readiness for the IGCSE curriculum. Grade 6 and 7 tests also available.	*Checkpoint*: $21/subject. IGCSE: $59.40/subject.[10] AS/A2: $39.70/subject. A: $59.60. Volume discounts of up to 50% are available.
College Board AP	AP Central contains a free, online database of free-response questions for use in designing formative assessments. A full free practice assessment is available to all AP teachers. Each AP teacher annually receives a free "Instructional Planning Report" which disaggregates his/her students' exam performance in particular content/skill areas and compares/contrasts with students globally. Other formative assessments now under development in science with NSF support.	*SpringBoard* provides English and mathematics courses for students in grades 6-12 that are supported by model instructional units, assessments and professional development. Currently being used by 7,000 teachers and 600,000 students. *Pre-AP* professional development provides content, strategies and curriculum alignment services for teachers in middle school and the early high school grades.	$86/exam. Federal support and College Board fee contributions reduce the cost to $0 in most states for low-income students.
Edexcel IGCSE/A-levels	*Results Plus Progress* are on-line tests that students can take to assess their strengths and weaknesses. Currently available only for GCSE math and science, but plan to develop in other fields as well.	A primary grades program is currently under development and will become available by year-end. They stand prepared to develop a middle school program if demand for such an offering were to emerge.	IGCSEs: $51. AS and A2: mostly $88, save for maths and sciences that are $92. Applied exams in the arts/design and other subjects are $91.[11] Open to discussing discounted rates for NCEE consortium up to 50%.
IB	IB internal assessments can be used for formative purposes. Teachers are provided with instruments to measure advanced academic skills, including oral work in languages, fieldwork in geography, laboratory work in the sciences, investigations in mathematics and artistic performances. IB reviews a sample of teacher marks to assure rubrics are being applied fairly and reliably across the world. In addition, general guidance for teachers to design their own formative assessments is provided through workshops and other professional development vehicles.	There are primary and middle grades programs designed to prepare students for the high school program, but these do not have external exams attached to them.	Schools pay a one-time $17,000 application fee + an annual fee of $9,150. Students pay a registration fee of $129 and subject fees of $88/exam.[12] On-site professional development is available @ $990/trainer and $300/teacher.

[10] Differences related to the fact that IGCSE and A are two-year courses and AS and A2 one-year courses.

[11] All figured against current exchange rates.

[12] There are federal and some state programs that underwrite the costs of IB programs and provide funds to cover the fees of low-income students in some cases and students who achieve high marks in others.

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Appendix (C)(1)(a)
Connecticut Statutes on Public School Information Systems

Sec. 10-10a. Public school information system. Access to data maintained under system.

(a) 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.

(b) 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 (e) of this section.

(c) All school districts shall participate in the system, provided the department provides for technical assistance and training of school staff in the use of the system.

(d) 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 (a) 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.

(e) 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 Information Technology 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.

Interim Report

Evaluation of the Connecticut Accountability and Learning Initiative (CALI)

September 30, 2009

RMC RESEARCH

Appendix C-2

Interim Report

Evaluation of the Connecticut Accountability and Learning Initiative (CALI)

Submitted to:
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September 30, 2009

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Memorandum

To: Heather Levitt

From: Carolyn Vincent

Date: 9/30/09

Re: Deliverable submission

Please find attached the deliverable(s) listed below.

Project Title: **Connecticut Accountability for Learning Initiative (CALI)**
Deliverable: **CALI Evaluation Interim Report**
Due Date: **September 30, 2009**
Submission Date: **September 30, 2009**

Do not hesitate to contact me at 703-558-4807 or vincentc@rmcarl.com if you have any questions.

Thank you.

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EXECUTIVE SUMMARY

The Connecticut Accountability for Learning Initiative (CALI) is well underway. The design, intentionally "built while flying," is sound. Inputs and resources are sufficient at this stage of the work to support the model in early implementation. Participants are aware of CALI throughout partner districts and schools, and buy-in is growing. Key actions to bringing implementation to scale and sustaining this work are: continuing to develop strong and focused state, district, and school leadership; fine tuning of the professional development modules, particularly of their quality, delivery, and availability; increasing available resources in order to sustain the work; and communicating and marketing the need for CALI within and beyond education.

The Connecticut State Department of Education (CSDE) contracted with RMC Research Corporation to conduct an evaluation of the statewide system of support known as the Connecticut Accountability for Learning Initiative (CALI). Work on the evaluation began early in 2009, and will continue through June, 2010. This Executive Summary provides an overview of the full Interim Evaluation Report submitted to the CSDE September 30, 2009. The Interim Report presents a picture of current CALI implementation at the district level; a Final Report, to be delivered to CSDE in June 2010, will build on this report by examining CALI implementation at the school level.

CALI represents a major effort of the state education agency and high-need districts working together to bring about improvement through intensive support to the partner districts. This report enables CSDE to reflect on progress and be informed by lessons learned as it moves into work with additional supported districts. This evaluation is intended to highlight key issues in the CALI improvement model for consideration as the Initiative moves ahead.

This evaluation study is theory driven. A Theory of Action, drawn from the original CALI design, provides the foundation for this evaluation, and includes the CALI mission and vision; inputs, resources and components; and short-, mid- and long-term outcomes that are expected. Data sources include interviews with CSDE and Regional Education Service Center/State Educational Resource Center (RESC/SERC) Alliance staff, a web-based survey administered to district staff in all partner districts, a review of related documents, and site visits to four districts. Analysis was designed to shed insight on how the components of CALI work together as a system, what changes in practice have been made at the district level as a result of the implementation of the CALI model; why and how CALI has been of benefit to districts and schools in improving teaching and learning; and what modifications CSDE might make to its Theory of Action to ultimately be more effective in working with districts to build capacity to support schools in need of improvement. The evaluation is guided by the following three questions.

1. To what extent and degree of fidelity is CALI being implemented at the district and school level in partner districts?

This first phase of the evaluation focused at the district level, where leaders have worked in earnest and made progress in reaching fidelity. The fifteen partner districts are knowledgeable of

CALI, buy in to the CALI model as a viable way to bring about school and district improvement, and have participated in CALI activities to a degree of depth. Some major components, such as the Cambridge Assessments and the development and approval of District Improvement Plans have been completed. It is fair to say that the state has been untiring in its efforts to implement CALI, and that the RESC/SERC Alliance and district leaders have stepped up to the plate in the spirit of partnership to work together.

Fidelity of implementation is extremely important at the school level simply because it is in the interactions of teachers and students in classrooms that improvement will ultimately happen or not. The partnership between districts and their schools in reaching fidelity in using data-driven improvement is the real arena of change, and the second phase of the evaluation will seek insights into how implementation occurs at this level.

Recommendations

RMC suggests that CSDE consider the following as it provides on-going support for implementing the CALI vision of practice. These recommendations focus on establishing implementation support that is intensive enough to take data use and instructional practices into the classroom level.

- Take steps to get maximum power from the RESC/SERC Alliance; address issues of quality, consistency, and timely participant access to professional development or modules
- Provide guidance on human and fiscal resources to support reaching fidelity of implementation at the school and classroom levels; recognize that to bring this Initiative to scale will require immense resources from a variety of sources.

2. Do the components/interventions support each other? If so, how, and to what degree?

The CALI components and interventions support one another in the model as designed. CALI is fundamentally a data-driven continuous improvement model: it started with use of the Cambridge Assessments for districts (however received – well or not) to understand current status, write and implement aligned improvement plans, both at the district and school level, to address needs for improvement and build on strengths; then it makes data central at each decision-making level from instructional teams up. As conceptualized, the CALI components and interventions are cohesive and coherent.

Districts are beginning to see CALI as a system, with interdependent and connecting components, although views do differ on this. Some feel that CALI is a coherent, cohesive program, and others do not. Most of the weight on on-going implementation will be carried by the training modules and by follow up support received after participation in training.

Recommendations

RMC offers the following recommendations on increasing cohesiveness and coherence of CALI.

- Think deeper, not broader and strengthen the integration of a few, powerful CALI components, rather than adding new services
- Market a big CALI message to keep attention and focus on the what, how, and why of CALI
- Demonstrate how data-driven decision-making works so improvement processes and results are visible and tangible
- Celebrate successes to create momentum
- Switch the orientation of CALI from state down to student up
- Cast the nets to communities beyond education, and broaden the dialog beyond an education.

3. What impact is CALI having on district, school, teacher, and student performance?

This evaluation provides a lot of encouragement for what has been accomplished to date. Districts view CSDE staff as effective in creating and supporting the CALI model. Short-term outcomes have largely been accomplished, and work is active to achieve mid-term outcomes. It is too soon to expect impact on performance or to investigate it in a rigorous way. There is anecdotal evidence of improvement in particular situations, and some schools are improving, which is encouraging.

Recommendations

RMC offers the following recommendations regarding impact on district, school, teacher, and student performance:

- Stay the course, continue implementing this Initiative
- Use TAST (Technical Assistance Service Tracker) and other sources and warehouses of implementation data, to their fullest potential.

CALI is a strong model for school and district improvement. It is likely that few states have created a statewide system of support that is as comprehensive, as well thought out, and as intensive in what it has done as CALI. But CSDE cannot rest on its laurels. The challenges of implementing and sustaining CALI at the classroom level, keeping and building the CALI focus are significant. All CSDE, RESC, and district staff who participated in this evaluation expressed commitment, integrity and a lot of heart to meet these challenges. We encourage you to keep working together and not to give up or change course.

INTRODUCTION

The Connecticut State Department of Education (CSDE) has designed and undertaken implementation of a statewide system of support to improve its districts and schools. The support system is responsive both to Connecticut accountability legislation and to No Child Left Behind Title I, Section 1117 requirements for state support to schools and districts not making Adequate Yearly Progress (AYP). The statewide system of support is called the Connecticut Accountability for Learning Initiative (CALI). Because of the resources invested in CALI to date and its on-going development, the state contracted with RMC Research Corporation for an evaluation of the process thus far.

Like all states, Connecticut now has a number of schools and districts that have been identified under state and federal accountability as not making AYP. The number of such schools increases every year as AYP targets go up and many schools progress into more serious stages of identification. CSDE made a strategic decision to concentrate its support provided through CALI, first on 12 partner districts, then expanded to 15, with these being the districts in the third year of school improvement or higher. Although CALI development continues to reach a wider set of schools, the evaluation focuses on the partner districts, as they have received the most intensive support from the state.

History of CALI

Accountability was moved to the top of Connecticut's agenda about three years ago with two fundamental changes: (1) passage of state accountability legislation that set expectations, provided funding, and defined sanctions; and (2) the appointment of Mark K. McQuillan as State Commissioner. Together, these provided new structure and new energy and created momentum for the state playing an active role in supporting districts with identified schools. The development of CALI is outlined briefly below:

- **Early work with Doug Reeves and the Leadership and Learning Center**: In 2004, the CSDE School Improvement Unit began work with Doug Reeves in a smaller, more contained, effort also called CALI. Even though the statewide system of support has grown to include many more elements, it is this early work with Reeves that provided the beginnings of what CALI has become. First, Reeves' work is essentially a data-driven improvement model that aligns use of data at the instructional team level with the school level and then with the district level. This approach is still at the heart of the CALI services. Second, early work contained the idea of building local capacity for providing training in the future, rather than relying entirely on external providers working on a contract basis at high expense. This idea is also still prominent in CALI and the transition from external providers to building local district capacity and using the state regional technical assistance systems is seen in several CALI components.

- **Definition of a target audience**: Who CALI serves has evolved over time and continues to evolve. CALI services began with 12 partner districts, and then added three more for the current 15. At the next level of service, there are seven "supported districts," which

are just coming in and for whom some of the original services are modified. Eventually, it is hoped that CALI will be a resource for all districts and schools.

- **Demonstration Schools**: In summer of 2007, CSDE began work to establish Demonstration Schools in the then 12 partner districts. The rationale was that since the state legislature has provided funding, it will want to know that the investment has the potential to pay off. Therefore, one school in each of the 12 partner districts was selected to be a Demonstration School. The state partnered with the Connecticut Association of Schools to provide coaches for school administrators and also hired data team facilitators, and used funds for stipends for teachers to participate in improvement work. Coaches began work in January of 2008. Five of the 12 schools made AYP or safe harbor in 2008 testing. In SY 08-09, Demonstration Schools were expanded in partner districts and extended to Supported Districts for a total of 39 Demonstration Schools plus 20 Coach Only Schools as of the writing of this report[1]. As of 2009 state testing, Demonstration Schools in three districts were removed from In Need of Improvement Status. An additional nine Demonstration Schools in partner or supported districts made Safe Harbor or AYP.

- **The Cambridge Assessments**. State accountability established a three-part structure for school/district improvement. First, districts and schools needing improvement undergo a review process that functions as a needs assessment identifying critical elements where work is needed. Second, the district uses findings to write an improvement plan. Third, the plan is implemented and results are monitored in an on-going fashion. CSDE began by using the Cambridge Assessment, an external review process which is widely recognized for its quality. Between September and December of 2008, 12 districts and 63 schools were reviewed. The Cambridge review process was conducted in a transparent manner and brought an unprecedented level of communication involving local boards, who had to understand and consider their role in acting on findings, and the state board, to whom revised district improvement plans were presented. In order to move from review findings to district plan revision and monitoring, CSDE assigned teams to districts to provide support to superintendents and the District Data Teams. From the beginning, the intention has been to establish a structure through the Cambridge Assessments and then move to other ways of fulfilling the requirement for an initial review. For example, the seven supported districts are using a self assessment process developed by the Center for Educational Leadership and Technology and the Council of Chief State School Officers (CELT/CCSSO).

- **Development of a service structure**: From the description above, one can see how a CALI service structure has developed. At the heart of CALI is a data driven improvement process. This is initiated with the Cambridge reviews and plan revision. On-going work is supported through: (1) technical assistance from state staff; and (2) CALI Module Training that addresses data driven improvement through a range of perspectives. Modules are delivered with the assistance of an existing state technical assistance system, the Regional Educational Service Center/ State Education Resource

[1] Four schools originally participating were no longer Demonstration or Coach Only schools in 2009.

Center (RESC/ SERC) Alliance. Capacity of district staff is the focus of CSDE technical assistance and the Demonstration Schools provide local models of the intended practices.

- **Internal state structures**. CALI is a new way of enabling CSDE to be an active supporter of districts and it has demanded new ways of operating within the state agency. Notably, CALI has been a cross-bureau effort with involvement of School Improvement, Accountability, and Curriculum. In addition, new structures such as an Advisory Group with representation of each partner district have emerged.

CALI Partner Districts

Because the 15 partner districts are the focus of the evaluation, it is important to begin with a general description of them. As districts in year three or higher of improvement, they are the districts with the greatest needs. Ultimately, the level of need in these districts is the underlying rationale for CALI. The characteristics of partner districts below were created with data from the district profiles and other information on the CSDE website.[2]

- **Low student achievement**: Performance on the state assessments--Connecticut Mastery Test (CMT) for grades three through eight and Connecticut Academic Performance Tests (CAPT) for grade 10-- in the 15 partner districts was below the statewide average. The tables in Appendix A show the percentage of students meeting the performance targets in 2008 in each partner district for each assessment. Percent proficient in partner districts is compared to state performance levels. On the 4th grade Mathematics CMT and 5th grade Reading CMT, one of the 15 districts had a higher percentage of students meeting the goal than that of the state. On the 5th grade mathematics CMT there were two districts that surpassed the state level. On all other assessments, all districts performed below the state level. For the CAPT, all partner districts were below the state level on reading, writing, math, and science assessments. Percentages of students meeting the assessment goal or better were as low as 0.0% for reading, 4.8% for writing, 10.3% for mathematics, and 8.3% for science. See table in Appendix B for district breakdowns.

- **Low graduation rates**. Graduation rates in the 15 partner districts were between 33.3% and 97.3%. Two partner districts had graduation rates higher than the state level (92.6%).

- **Low socio-economic status**: Populations in partner districts generally have lower socio-economic status than in the rest of the state. In 2000, the per capita income in Connecticut was $28,766. The range of per capita income levels in the 15 CALI districts was between $13,428 and $34, 987. Only two partner districts are located in areas where per capita incomes are above the state level. Student Free and Reduced Meals (FRM) data from 2007-08 also revealed that the 15 districts had higher poverty levels than most districts in Connecticut. Statewide, 28.7% of students are eligible for FRM. In partner districts, the percentage of students eligible for FRM ranges between 29.7% and greater than 95.0%.

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[2] Data from the district profiles was taken from http://www.csde.state.ct.us/public/der/ssp/dist0708/district.htm on 7/16/09. Information on statewide percentages were downloaded from http://www.csde.state.ct.us/public/cedar/edfacts/enrollment/public.htm on 7/17/09

- **High minority populations**. The minority student population in the 15 partner districts is larger than the state average. The percentage of minority students statewide is 34.8, while it ranges from 43.9% to 91.0% in the partner districts. Statewide, the largest minority in the student population is Hispanics (16.6%), followed by African Americans (13.9%). This is reflected in the partner districts, with percentage of Hispanic students ranging from 12.5% to 52.1% and African American students ranging from 5.9% to 50.8%. Of the 15 partner districts, one had a lower percentage of Hispanic students than the statewide average (16.6%), and three had a lower percentage of African American students than the state average (13.9%).

- **Lack of minority staff**. In each of the district profile reports, a section describes how the district provides students opportunities to interact with students and teachers from different ethnic and economic background. One concern listed in several profiles is the need for more professional role models from a minority background. An indicator for this is the percent of minority professional staff, which ranged from 3.6% to 30.3% in the 15 partner districts. Statewide, 7.7% of teachers are minorities, indicating that some partner districts are performing better than average in this category, although even in best cases the percentage of minority staff may not be proportionate to the percentage of minorities in the student body.

- **High limited English proficient population**. In school year 2007-08, 5.4% of K-12 students were not fluent in English in Connecticut schools. In the 15 partner districts between 2.8% and 22.0% of the students were not fluent in English.

- **High number of identified schools**: As of school year 2007-08, the 15 CALI districts had a total of 194 schools identified as "In Need of Improvement." Each district had between 33% and 100% of their schools identified. Seven of the 15 districts had 75% or more of their schools identified. These 194 schools have been in improvement for anywhere between one and eight years.

- **More elementary than secondary schools**. Of the 194 identified schools, 89 (45.9%) are Elementary Schools (defined as serving up to grade 6), 41 (21.1%) are Elementary and Middle Schools combined (defined as serving student up through grades 7 or 8), 33 (17.0%) are Middle Schools, and 31 (16.0%) are High Schools.

- **Varying student enrollments**: The size of the student population in the 15 partner districts varied, with enrollment ranging from 2,733 to 22,360 students. The 5-year enrollment change indicated that, in general, the student enrollment is decreasing. Nine out of the 15 districts have decreasing enrollment. These 5-year enrollment change statistics range from -10.3% to -5.5%.

Purpose of the Evaluation

CALI represents a major effort of the state education agency and high-need districts working together to bring about improvement. An evaluation study is timely; intensive support to the partner districts has been provided. It is an opportune moment for CSDE to reflect on progress and be informed by lessons learned as it moves into work with supported districts and eventually, others. This evaluation is intended to surface some of the key issues in the CALI improvement model for CSDE and district consideration as they move forward together.

METHODS

This section of the report describes the methods that were used in conducting the evaluation. The evaluation questions, evaluation design, and data collection and analysis methods are described.

Evaluation Questions

The key questions for the evaluation are:

- To what extent and degree of fidelity is CALI being implemented at the district and school levels in districts identified as in need of improvement, corrective action, or restructuring under NCLB?

- Do the components/interventions support each other? If so, how and to what degree?

- What impact is CALI having on district, school, teacher, and student performance?

Evaluation Design

The CALI evaluation is guided by a Theory of Action. Prior to the evaluation, CSDE had done initial work on a Theory of Action for the Initiative. RMC confirmed and further specified it through an initial series of interviews with state staff (see CALI Theory of Action in Appendix C). Standard component parts of a Theory of Action are: inputs; outputs; short-term outcomes; mid-term outcomes and long-term outcomes, and the findings section of the report is organized around these categories.

The stages of the Theory of Action allow us to look at the CALI components from a range of lenses. Taking the Module Training as an illustration:

- Inputs will ask to identify if the modules are a key method in disseminating the CALI message and building skills.

- Outputs will ask if Module Training is easily accessible, and what the level of participation in training has been.

- Short term outcomes will explore if districts are satisfied with the Module Training they have received and why or why not.

- Mid-term outcomes will discuss how district reactions to the Module Training can be used as a basis for improvements that will increase effectiveness of the modules in helping schools to reach fidelity of implementation of the data-driven practices that CALI envisions.

- Long-term outcomes will ask if the Module Training, in combination with other CALI components, ultimately results in increased student achievement and other such indicators.

The value of using the Theory of Action as a framework for the evaluation design is that it provides an organizer for information that is gathered. Within each component of the Theory of Action, there are data that explain how CALI is being implemented and what it is achieving. It provides a rich source of information for answering the over-arching evaluation questions, helps to pinpoint where improvements are needed, and can be used as a basis for dialog with stakeholders such as district leaders and RESC/SERC Alliance members.

The evaluation is implemented in two phases: a district level study and a school level study. For each phase, four districts (or schools) will be selected according to a range of factors so that they are representative, to the degree possible, of partner districts or schools within them. The Interim Report focuses on data collected during the district phase of the study. Findings that are presented here will be supplemented by more intensive data collection at the school level (to be conducted September, 2009 to March, 2010). The Interim Report should be thought of as a partial picture of the implementation of the CALI Theory of Action and the Final Report, to be delivered to CSDE in June 2010, as the more complete picture.

The evaluation design is ethnographic. Districts and schools will be examined for cross-cutting themes within the Theory of Action. The advantages of an ethnographic design are it can:

- Describe an intervention in a real life context (e.g., how CALI services or activities interact with each other or other improvement initiatives in an education system);

- Explain causal links or systemic aspects of interventions that are too complex for survey or experimental strategies (e.g., explain why CALI services were or were not implemented to a high level and describe the mechanism that links CALI services to student gain); and

- Explore situations in which the intervention has no clear set of outcomes (explain why a high level of implementation of CALI may not have led to student gains or why CALI was implemented at a low level).

The evaluation is being carried out in order to inform CSDE about what they have accomplished to date and what next steps are. It is not an evaluation of specific districts or schools and how they have performed in implementing CALI. Therefore, in order to maintain anonymity of districts and schools, data at the district and school levels are presented as a composite, organized by the Theory of Action.

Data Collection and Analysis

Similar data collection and analysis procedures are used for the district and school-level phases of the evaluation design.

- **Web-based Surveys**. For this report, RMC designed and administered a web-based survey addressing CALI implementation at the district level. The survey is divided into four sections: state support, short-term outcomes, mid-term outcomes, and long-term outcomes. Each section contained items measured on a four point Likert-scale (Strongly Disagree, Disagree, Agree, Strongly Agree) plus a Don't Know/NA option and free-response items.

  Surveys were administered to the twenty-four members of the CALI Advisory Group representing the 15 partner districts. Follow-up emails and phone calls were conducted to increase response rate. A total of 18 responses were received, for an overall return rate of 75%. However, 100% of the partner districts submitted at least one response. Two districts had multiple respondents. Responses were gathered and analyses of central tendency and range of responses informed the level of agreement with different items. Summary tables on survey findings are found in Appendix D.

  Twenty-four members of the CALI Advisory Group representing the 15 partner districts were contacted and asked to respond to the survey. A total of 18 responses were received, for an overall return rate for the survey was 75%. However, 100% of the partner districts submitted at least one response. Two districts had multiple respondents.

  There were two purposes for the district survey. First, the survey informed RMC about level of implementation at the district level so this information could be used as one criterion in selecting districts to participate in an on-site visit. Second, the survey also served the purpose of providing a big picture of the perceptions of all 15 partner districts, which can serve as a backdrop to the more detailed information collected at the site visits. The small number of respondents from each district limits the strength of conclusions that can be drawn regarding this purpose. Although reliable information was collected, the small number of responses restricted the types of statistical analyses that could be performed; any discussion in findings is entirely descriptive and should not be over-interpreted.

  RMC is currently finalizing the development of a similar survey intended to address CALI implementation at the school level. The format and administration of this survey will be similar to the district survey. The target sample for the school survey will be School Data Teams in the 194 Title I and non-Title I schools in improvement status in SY 08-09.

- **Focus Groups/Interviews**. Qualitative data collection and analysis is the primary method used in this evaluation.

  Focus groups and interviews began with a visit to CSDE January 7-8, 2009, at which interviews of CALI leadership and representatives of each CALI component were conducted to develop an initial understanding of how CALI developed, what it consists of, and how the state is going about implementation. These interviews were followed with a series of telephone interviews of each RESC and the SERC to gain an understanding of their role in CALI and related perceptions.

Next, site visits were conducted in 4 districts (see Appendix E for schedule and protocol). Districts were selected for site visits using a range of factors. Three districts from the original group of 12 and one from the 3 later additions to partner districts were selected; level of CALI implementation according to the survey, range of types/size of district, of RESC provider, geographic location, and willingness of the district were also taken into account in selecting districts for site visits.

In general, the procedure for collecting and analyzing focus group data was as follows. Data was audio-recorded and the transcripts were produced by Transcription Plus, a Connecticut woman-owned small business. RMC staff entered the transcripts in to *The Ethnograph*, software for qualitative data analysis. Project staff coded the interviews by descriptive and analytic themes, writing reflective memos throughout the process.

In the fall-winter of 2009, RMC will conduct a similar process, visiting four schools that will be selected based on: level of CALI implementation, progress in making AYP, variety in district, region, RESC provider, and discretion of state or district staff.

- **Document Review**. At the initial visit to CSDE, state staff introduced RMC to a number of documents related to CALI and provided these electronically or in hard copy following the meeting. Materials reviewed included: Cambridge Assessment reports, District Improvement Plans, Modules and evaluation of modules; evaluation of the Demonstration Schools programs and other materials related to the development and implementation of CALI. RMC continues to collect documents as they come up in conversation with districts or schools during site visits.

FINDINGS

This section of the report is organized according to the CALI Theory of Action. A Theory of Action is a useful tool in examining a complex process like CALI because it breaks the initiative down into parts and makes the intermediate stages explicit. General parts of the Theory of Action are as follows:

- **CALI Mission**: To develop and offer a model of state support to districts and schools to support the process of continuous school and district improvement.

- **CALI Vision**: If the state support model assists a school district in strengthening and aligning its organizational systems over time, particularly those systems closest to the instructional core at the school level[3], then student learning will increase incrementally and notably improve, with reasonable probability that such improvement will be sustained.

- **Inputs and Resources**: The foundational elements that must be in place for CALI to work.

- **CALI Services and Outputs**: The accessibility of CALI supports and services and the extent to which they have been provided.

- **Short-term Outcomes**: The degree to which districts and schools are aware of CALI, have knowledge of it, and have bought into its potential for change.

- **Mid-term Outcomes**: Changed practices at the district and school levels with regard to using data for improvement; leading indicators that implementation is reaching fidelity and that organizational culture is changing.

- **Long-term Outcomes**: Lagging indicators of increased student achievement, decreased drop out rates and other common measures of success.

The report will discuss each section in turn, providing a summary of findings for each, combining data from the survey of Advisory Group members and site visits with four districts. The components of the Theory of Action generally build on each other, i.e., it is likely that long-term outcomes will not be reached unless any significant issues in earlier stages have been identified and addressed. Therefore, the evaluation will identify what has been accomplished and what upcoming challenges seem to be in each area. This level of specificity will permit dialog and proactive problem-solving or modifications to the CALI model by those who have a stake in its success: CSDE leaders; district leaders; and RESC/SERC Alliance leaders. This evaluation report is meant to spur thinking, raise provocative issues and further the interest and momentum that CALI has already created.

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[3] Systems at the instructional core with greatest impact on teaching and learning at the school level are human resources, acquisition/support, curriculum, instruction, assessment, supervision/evaluation, professional development, and school improvement planning/implementation.

Participants in interviews and site visits appreciated seeing the CALI Theory of Action, constructed by the evaluation team, drawn from the logic model and essential CALI project documents. They saw the graphic as careful articulation in a retrospective and cohesive picture. All in one place! Seeing the Theory of Action confirmed the progress that they have made. District leaders who were interviewed in site visits saw themselves largely in mid implementation, and that affirmed how far they had come.

Theory of Action: Inputs and Resources

The first component of the Theory of Action is inputs and resources, the critical foundations that must be in place for CALI to have a chance at succeeding. These include: (1) a conceptual design of CALI that is adequate to produce change if implemented well; (2) leadership at the state, district, and school levels to support implementation; (3) the human and fiscal resources that are needed to fulfill the potential of the CALI vision; and (4) the infrastructures of standards-based education that are the framework within which the envisioned CALI practice functions.

CALI Design

A foundational input is the design of CALI itself. Is the conceptual model sufficient to bring about the desired change if it is implemented well? A summary statement of the conceptual model would be as follows: If districts undergo a review process that is effective in defining strengths to build on and gaps to address, then incorporates those understandings into a district improvement plan, then provides training and professional development to implement the plan at the district and school levels, then student achievement will increase. More specifically, the change mechanism at the district and school levels is described in a series of nested data driven improvement teams: a District Data Team, School Data Teams and Instructional Data Teams.

CALI is fundamentally a model that is intended to build district capacity to use CALI resources both to increase its own ability to use data to achieve well defined goals and to support schools in doing the same. This approach is representative of current understanding of improvement processes described in the educational literature, and indeed CSDE has brought in some recognized experts and processes.

Components of the CALI design. The general CALI design is operationalized in a series of component parts. The primary parts are summarized briefly below.

- CALI began with a needs assessment process, in the form of the **Cambridge Assessments**, in the fifteen partner districts. Findings informed development of **District Improvement Plans**. This was a first round of intensive work, and there was a great deal of communication back and forth between the state (including the state board) and districts (including the local boards) throughout the process of conducting the Cambridge assessments and writing district improvement plans.

- Each of the fifteen partner districts was given resources (including an executive coach for building leaders and a data facilitator) to support one or more **Demonstration Schools**.

The Demonstration Schools are intended to create a model where the nuts and bolts of CALI implementation can be seen and where the capacity of CALI to improve student achievement is validated in practice.

- Ongoing professional development and technical assistance for CALI implementation is provided through a series of **training modules** and state consultation services. CSDE and the RESC/SERC Alliance together form the delivery system for this on-going support. CSDE provides **support teams,** who are assigned to partner districts to work at the district level and **external consultants**, who provide support at the superintendent level. On-going support is intended to support districts in implementing their improvement plans, build their capacity to use data for continuous improvement and build their capacity to effectively support their schools.

Dynamic nature of the design. Perhaps the main challenge related to the CALI design per se is the dynamic element in its past and on-going development.

First, while the design of CALI was purposeful, CSDE knew that there would be evolution of the design as it was implemented. "Designing or building the airplane as they were flying it" is the phrase from Peter Senge's work that several district leaders used to describe both the state's and their own local early implementation. "*We're really figuring this out as we're going along.*" Unsurprisingly, the CALI picture was not always clear to all from the beginning. Those who were the "first born children" of the "fabulous 15," as they refer to themselves, and who experienced both costs and benefits for being so, saw the state figuring things out as they went. Some districts had more tolerance for this than others.

CSDE has made an effort to be thoughtful and deliberate in navigating the creation of CALI. It is a challenging task and much appreciation for CSDE efforts was expressed, both through the survey and at district site visits. One district leader articulated appreciation for CSDE's flexibility in the development process in this fashion:

And then [CSDE] got it and they said, "Before we go any further, we need to spend some more time planning this out." So they're not just rushing in and doing, doing, doing, doing, doing, and not making things coherent. They're thinking about what they're doing. They're planning it. They're getting the right training. They're calling for advice and then they're trying to roll it out in a way that makes sense.

Second, CALI is now at a place where the fifteen partner districts have received intensive services. On one hand, there are refinements to be made to the current support system and the need to push what was implemented in SY 08-09 to deeper levels (such as on-going revision of district improvement plans and ongoing professional development to support deepening of teacher skills in the content of the modules). On the other hand, there is new work underway to work with the supported districts, including in some cases different processes (using a self assessment instead of the Cambridge assessment) or simply more districts to work with. From the state perspective there is more to add and juggle; from the district perspective, it may seem that support is being spread too thinly. For example, if modules are added there is more that has to be done. If modules are made available to non-partner districts, the partner participants have

to sign up very quickly or run the risk of being shut out of training and waiting another six months or so for the training to be offered again.

Third, CALI, like all education improvement initiatives, is situated at a point in time within the continuously changing education context. New initiatives and requirements are a threat in diverting focus. Interview data showed that district and RESC/SERC Alliance leaders are aware of this and hope that the state will stay the course with CALI.

It's like getting a Mack truck started. You know, once it's rolling on the highway it's easy to roll but to get these…the Mack truck up and running… It takes a lot of gas to get it just up to, you know, 60 miles an hour and so we keep… You know, in districts like [ours] we're constantly starting up projects...constantly…. And then we have to reframe our whole infrastructure to support that new project and so it's so much energy to just start up new projects and here we are again. We're starting up a new one. So like I guess my plea to the state would be let's keep this thing going for awhile. You know? Keep this going for awhile. I'll bet you it's probably as good as a lot of the other projects. You know? Probably no better, no worse. What's bad about it is that they end.

In summary, data support that the design of CALI, forms an adequate basis for Connecticut's statewide system of support. It is based in the literature. Perceptions from district leaders generally indicate that the CALI design has the potential to address the mission and vision stated in the Theory of Action. CSDE is aware of the "building it while flying it" aspect and seems to have handled it as well as possible; the state should keep attention focused on new initiatives and requirements that will come up in the future and look for ways to make them enhance the CALI model, rather than compete with it. More detailed discussion of reaction to specific components of CALI in the next section will reveal that there are some aspects of implementation of the design where improvements could be made. But, as for the adequacy of the design as a whole, there is a shared belief that the CALI model is theoretically strong.

Leadership

It depends heavily on the leadership, heavily on the leadership. As with most any initiative, in education, or in most any other field, great leadership will not guarantee success, but the lack thereof will likely doom the work to failure. With CALI, leadership at all levels - state, district, and school - fosters the sense of urgency CALI has created, maintains accountability for the various components of CALI, has heart and passion for intended results, and garners the resources to power the Initiative.

With regard to state leadership, district staff who were interviewed at site visits, expressed appreciation for CSDE support of CALI implementation, as they forge ahead to break the barriers to student success. They commend state leadership and staff members for learning as they go, being largely focused on the same results for student learning, even though the initial roll-out process has been one of invention – all mirroring what they are experiencing locally, as well. They have been impressed with the state presence and advocacy with their local boards, and both their professional and broader communities, in order to support the tough work and need for a fierce and laser focus on student learning.

With regard to local leadership, in each of the four districts that were visited, there was either a tenure of strong leadership, or more often, a new tide of Superintendents and Principals, serious and competent enough to drive this Initiative forward at a fast pace. As an example, respondents in one district described their new Superintendent with the following words: *focused, strong, organized, accountable, ethical, and transparent*. She is not enamored with excuses, with the cry to slow things down, or for that matter, with the desire for local control. In her mind, there is sound judgment at the state leadership level, economy of scale for a great deal of this work, and no time to waste to ameliorate the "institutionalized racism" she says is current – and soon to be past - practice in her district.

Leadership: A Critical CALI Input

That is my vision here, to make all children achieve.

Before CALI, one of the visited districts acknowledged that there was little leadership or movement for improving educational practice and hence little improvement in student achievement. *Are you kidding me? Because we never had professional development in our district prior to that….probably like five years where the teachers were getting professional development from the administrators who would quickly read a book and give it to them, so we are far behind for reason, okay? That's our history.* It may not have been true everywhere, but in some districts at least, leadership was a real need.

Because of the needs of partner districts, CSDE in some cases stepped in with strong action to ensure that the right district leadership was put into place. In one case, the state gave the local board a choice of two superintendent candidates, and told them to select one. In another, where the superintendent was given a vote of no confidence by the teachers' union, the commissioner came to inform the board that he was doing the right work, and meeting resistance. In a third, where the local board was resisting coming up with the match money for CALI participation, the Commissioner came to meet with the Board to demonstrate the importance of participation. Districts appreciated having CSDE support, as expressed by one district leader who received a site visit. *Because for us, to be really honest about what our deficiencies are, is a little bit of a risk. To say that, you know, institutionally, we have some ethnic and racial practices that don't result in equal performance. So, the state attending the meetings, even though they didn't have to talk, but attending the board meeting where we have shared what our ultimate goal is was extremely valuable and appreciated.*

When the right person is in place, it is clear that the superintendent is role visionary, involved, and effective. *I think we have a superintendent who had a vision. She came in with what I felt was the heart and compassion to really try to improve student achievement and all these initiatives; she was trained in this herself.*

What makes these strong leaders stand out is not only that they understand student learning, or that they can influence their faculty to shift their ways of thinking and behaving. What is most impressive is the moral compass that seems to loom below the surface of their daily commitment. They have an ethical purpose. They see school as the way to change the social order, to mend the fabric of their neighborhoods and beyond, and to ensure that every child has an absolute opportunity to learn to the very highest of standards, and to succeed.

With regard to school level leadership, less is known at this time. Superintendents and district staff recognized their school level principal and teacher leadership as critical to the actual implementation and sustainability of CALI. *I would have to give credit to the Principals and Department Heads who went to the training and then rolled this out in their building and in their*

departments with fidelity, because those people who were passionate about it went to the training, and felt that this really was going to make a difference, have made a concerted effort to support their teachers and to keep that process going forward. As the evaluation goes into the next phase, and school level site visits will be conducted, more data will be gathered on leadership at this level as regards CALI implementation.

In summary, data validated the importance of leadership as a critical input and cited some examples of effective leadership on the part of CSDE and in some of the partner districts. However, of concern, there is agreement among most, that the leadership pool is insufficient to take this work into the future. There were multiple instances of superintendents mentoring assistant superintendents and principals, teachers taking on new and emerging leading roles; however, the fear is that the pipeline is weak, not only in quantity, but in quality and potential. Many view these leading roles as demanding jobs with little recognition and reward. CSDE and partner districts will need to consider if leadership is an input which is simply present or not, or if leadership can be developed. This may differ if the subject of discussion is a district superintendent or a school principal, but strategies are needed to ensure this critical input is in place.

Fiscal and Human Resources

CALI has been funded from several sources. Some state funding is provided, and federal funds are also used. The legislation required that a portion of the Education Cost Sharing (ECS) funding be set aside for school improvement. The Title I A set aside and Title I G funds have also been used. Through the consolidated application process, districts have the opportunity to coordinate funds in support of their district improvement plans. The state is exploring if or to what extent Stimulus Funds could be used to support CALI.

Against this backdrop of how fiscal resources are currently provided, several issues emerged in the data: (1) fiscal resources, both now and in the future, may not be sufficient, and (2) maintenance of human resources over time.

With regard to fiscal resources, while district leaders receiving site visits greatly appreciate the financial benefits of CALI, they fear for the future. In order for CALI to work, both state and local support need not only to continue but to increase. They are appreciative of CALI and of new stimulus money, but they fear it will not continue to be there at the levels needed in order to sustain this work, particularly in these current challenging economic times. This is a huge issue for them. They are poor districts in communities that are stretched, and they are being cut, reduced, challenged, at the same time that they know they need more in order to achieve equity. People are very concerned about funding, in general – local, state, and federal. Supports and resources breed the need for increased supports and resources. Experienced leaders understand that what has been done with CALI so far is the tip of the iceberg. While they appreciate the increased human, fiscal, and programmatic support for this imperative work, they also realize that there is much work to be done, the needs are immense, and this support will need to increase exponentially as it progresses. They are worried that what it will take may not be feasible, given the current economy.

And we're under terrible, like everyone is, budget constraints. I mean, we started and one of the first things we had to [do] was lay off some people last year because the budget had failed. But it's just been, it's really a difficult time to be coming in because you're trying to build. Our #1 goal on the district improvement plan is to hire and retain superior teachers, and we're turning around, and because of budget, laying people off.

Fiscal resources are needed for many purposes in the CALI vision of practice—staffing, curriculum, professional development, assessment and more. One specific use of resources came up and was discussed as a challenge: resources for substitutes so teachers can participate in module training. Lack of substitutes was described by at least one district as a barrier. Suggestions made included the RESCs providing a cadre of substitutes or the state engaging local human resources leaders in conversation on how this issue could be ameliorated.

With regard to human resources, a broad issue that emerged is how to keep trained and highly skilled staff in place. Districts receiving site visits expressed concern about developing staff who are able to implement the kind of educational program that CALI envisions only to then lose them. Funds are invested in people and building the capacity of people on an assumption that the staff will then remain in place to benefit the districts, but this assumption is often not borne out in fact.

We lose teachers consistently and so we pour two, three, four years of training into them and then they're gone and then we start all over again. We did a study ...a five year period ... the figures [showed]80 percent of our new hires had left us already. That's a huge resource loss.

I have a salary schedule. We had a 20-year veteran teacher who finally said "I have to go to [another wealthier district] for $10,000 more a year." And this was maybe 10 years ago and she sent me their salary schedule for my information. That same teacher sent me the current one and we are regressing rather than catching up...

To the extent that wealthier districts can offer higher salaries and provide opportunities for these skilled individuals has the effect of undoing work that has been done and derailing improvement momentum in partner districts.

It is not only districts that are subject to attrition of personnel and the effects that it can have on improvement initiatives like CALI. District leaders also thought about this in terms of state leadership. *I'm worried about what's going on at the State Department of Education. If they have a lot of retirees, are they going to still have the capacity and the institutional history to keep this going?*

Infrastructures of Standards-based Education

Though not anticipated in the Theory of Action, it emerged in the data that the infrastructures of standards-based education reform--aligned standards, curriculum, instruction, assessments and data systems that inform practice--are a context in which envisioned CALI practice functions. The stronger the infrastructures are, the more supported and functional the data-driven practice under CALI will be. Data are not deep enough to permit detailed analysis of the adequacy of

standards-based infrastructures and it would be beyond the scope of this evaluation to truly undertake that. However, data raised two issues that CSDE may want to investigate further and factor into its thinking in improving CALI: (1) the extent to which development and implementation of curriculum has received adequate attention; and (2) whether there are data tools that are readily available to districts.

With regard to curriculum: *If there were a state suggested curriculum in all areas and benchmarks that the state has created tied to those…tied to that curriculum and expected performances at specific times it makes it easier for us to hold ourselves accountable and for high mobility kids, which all of the districts that are in need of improvement have high mobility… it's the internal consistency of our system that would be a great way of moving us forward.* The expression of need for a more cohesive standards-curriculum-instruction system is somewhat echoed in the survey item, "Our district has established resources and supports that help schools align instruction to the learning targets outlined in the Grade Level Expectations (GLEs)" received an average response of 2.64, on a scale from one to four with four representing "strongly agree." The range of responses ran from "strongly agree" to "disagree."

With regard to data systems, three visited sites suggested that further developing data systems and tools that combine data from different sources would be helpful. One district is developing its own data system, and the others are making inroads in that direction simply because Data Teams need to be able to easily manipulate a variety of types of data. In the opinion of these district leaders, the alignment of local student information systems and a database with the capacity to store and analyze student learning data is critical to CALI work.

One thing we talked about earlier is we don't even have data systems to collect the data and it's pretty pathetic. We have all the data that's coming out at us and like I'm trying to catch this data with a butterfly net. You know? It's flying… All the butterflies are flying all over the place. It's coming at us and I'm like trying to catch it with a butterfly net, you know? And I can't catch it all. Not to mention create information out of it.

One big way that the state could help us is to create the data collection warehouse and management systems. All districts, not just ours, are wrestling and some that are bigger maybe have an easier way of doing…. You know there's the one aspect of analyzing the data but just getting it to the point where you can analyze it… an easy-to-use, functional data warehouse …and if the state could preload all that for us, boy, that would be a…that would be a big help.

The importance of the infrastructures of the standards-based system is reinforced by a RESC leader: *How do we do anything to support or encourage [CALI work] systemically other than just talk about it? I think long-term clearly the trainings are important, the frameworks are important, the modules are important but if you don't take care of the foundational business first, the rest of it is sand.*

In summary, the four inputs that are discussed as foundational to CALI are in different developmental places. On the positive side, CALI design provides a firm foundation for improvement. The other inputs (leadership, human and fiscal resources, and infrastructures of standards-based reform) should draw CSDE's attention and consideration. Clearly, a basis has

been established for all of these and a great deal of work has been done. What is interesting is that inputs are not limited to the chronological beginning of the Initiative. These foundations must also be there across time and must be continuously strengthened. The right inputs are needed not only throughout implementation of CALI, but are the very supports that will be needed in order to sustain the CALI vision of practice. It is common wisdom that we should think about sustainability from the beginning of a new effort. Getting and keeping inputs in place may require creative solutions and the political will to make supporting policy decisions. CSDE should consider some of these, such as (1) providing guidance on use of fiscal resources, including being able to discontinue ineffective uses of funding; (2) working with Human Resources staff to develop strategies for hiring and retaining staff with the right skills; and (3) engaging in dialog with curriculum and data staff within the state agency and from partner districts about any supports that could be provided to strengthen related infrastructures.

Theory of Action: CALI Services and Outputs

This component of the Theory of Action deals with the extent to which CALI services are accessible and whether or not the partner districts participated in them to a sufficient degree that short-term outcomes can reasonably be expected. It is again useful to look at the services in broad categories, as they vary in terms of whether they are one time or ongoing and in terms of the complexity of the data that would indicate an adequate level of effort.

Participation in Services

- **Cambridge Assessments** and **District Improvement Plans**: Because these were required elements with well specified steps and stages, all fifteen partner districts participated in the review process and in the writing and approval of plans.

- State technical assistance in the form of **Support Teams** and **External Consultants**. CSDE leaders reported that this technical assistance has been provided in sufficient quantities to achieve intended goals in building district capacity. Support teams meet with their districts at least monthly, participating in District Data Teams, and often more frequently. Frequency of contact is determined by district need; it is expected that as district capacity is built, frequency of interaction with CSDE support teams will be reduced. Another issue is whether there are adequate numbers of staff to play these roles. In early implementation, a greater number of CSDE personnel were involved in Support Teams, partly to build CSDE capacity, but the available pool of staff has been reduced by early retirements and the reorganization of CSDE in summer 2009. With regard to External Consultants, each serves five districts, but this is an acceptable work load as they do not have other responsibilities within the SEA.

- **Module Training**. The Module Training is a key piece supporting desired school level practices. Therefore, questions about level of participation are very important: For each partner district, how many staff participated in basic training? How many participated in certification training? What was the distribution across schools like? What would district leaders set as goals and how close did actual participation in training come to meeting those goals?

The survey of all fifteen partner districts included items on participation in Module Training. Average responses fell between "strongly agree" and "agree" for participation in DDDM/DT, ETS, CFA, and MSW. Average responses were slightly lower for School Climate and SRBI[4], and this is to be expected as they are the newest modules. It seems the best source of data on participation in training may be TAST (Technical Assistance Service Tracker) database. There are anecdotal data to suggest that the TAST System has not yet been implemented fully, and therefore the data are unlikely to be accurate at this point in time. Possible reasons for this are: there are several variations of module training and presentation, and the manner in which participation and evaluation records are collected or maintained is not yet consistent. In the next phase of the evaluation, RMC will ask CSDE to facilitate communication with the RESC that is maintaining TAST (EASTCONN) to fill in some tables with reference to the questions above.

There was some evidence in data collected at site visits that accessibility to the modules is an issue. These potentially rich professional development opportunities are available to partner districts at no charge, but now are available statewide to non partner districts at a cost. We heard from many data team members at the school level that they were often "shut out" of trainings, impacting the timing of their plan implementation. This was a frustration heard voiced quite often. District leaders were of the mind that their staff members were not registering in a timely manner, and that was why this was occurring. The excerpt below is representative of the frustration at the school level is one of a number of similar comments:

So we have been trying since January to get in. Last week or the week before last we got notification that it was filled and we could not attend. And it's been very frustrating and now this morning I get an e-mail from our instructional consultant that she can't get into the fall training. And at that point, I just emailed some people that I've been corresponding with back and forth at [the RESC], and I basically said at this point, in my mind, it's unacceptable that we can't get a team in for the fall session. We really need to get in. This is part of our school improvement goals, our focus on SRBI, and we really need key people to get into this training. And I just basically pleaded to see if someone could respond and we can get these people in.

Theory of Action: Short-term Outcomes

Short-term outcomes in the Theory of Action focus on whether the inputs for CALI and participation in services were adequate to (1) create an understanding of CALI and its goals and purposes; (2) garner buy-in to CALI as a workable system; and (3) create a sense of urgency to move ahead in order to meet the CALI vision and mission. These three short-term outcomes are discussed first at the district level, informed by both survey data and data from the four district

[4] [4] DDDM/DT = Data Driven Decision Making/Data Teams; CFA = Common Formative Assessments; MSW = Making Standards Work; SRBI = Scientifically Research Based Interventions; and ETS = Effective Teaching Strategies.

site visits. Then, the short-term outcomes at the school level are foreshadowed with the limited school level data available in this phase of the evaluation.

Knowledge/ Understanding of CALI

At the district level, an "understanding" of CALI can be defined in several ways. At the most basic level, it may mean knowledge of the purpose, goals, and components of CALI. In a finer grained way, it can refer to understanding of each of the CALI components. At a more sophisticated level, it can refer to an understanding of what CALI means as implemented as a mechanism for change and what it takes to build the district supports that will make changes at the school level possible.

The survey of all fifteen partner districts provides some insights into districts leaders' knowledge of CALI. The item, "Our district knows what the goals and purposes of CALI are" received an average response of 3.29, which falls between "agree" and "strongly agree," a positive finding. The range of responses to this item was rather wide, from "strongly agree" to "disagree."

When asked about level of awareness of key CALI components on the survey, response was largely positive, with average responses between "agree" and "strongly agree," and all items ranged from "strongly agree" to "disagree." This same pattern held for survey items on awareness of each of the training modules.

The four districts receiving site visits amplify this picture. CALI was described as a "household word," and it was clear that members of the District Data Teams were very familiar with CALI purposes and services. As would be expected, understanding of CALI has grown across time. As one District Data Team member expressed it:

I think I would just say a few years ago things were more nebulous and data driven decision making was a term and we were sort of getting to it but nobody was really focused on it. You know? Within the last year especially it just seems like things are really coming in place.

Principals and other school-based members of District Data Team understand well what CALI is, as well as the potential fruits of their labor from participation. Overall, it seems that a high level of awareness of CALI has been established, certainly at the district level, and at the school level, at least in some schools.

Buy-in to CALI

Buy-in can be defined as the belief that CALI has value and as a willingness to engage and interact in CALI services. In other words, taking ownership of CALI is a key short-term outcome.

According to the survey of all fifteen districts, the item "CALI services give us a systematic way to change adult behaviors that effect student achievement" received an average rating of 2.94 and the item "Making good use of CALI services is part of our job, not just an extra," received an

average rating of 2.82. Both had a range of responses from "strongly agree" to "strongly disagree."

Queried about their belief in specific key CALI components in improving student achievement, all items received a positive response with averages between "agree" and "strongly agree." Two items (those on the value of District Improvement Plans and the role of the external consultants) had a narrow range of response at the high end (agreement to strong agreement). Range for the item on Demonstration Schools spanned the entire continuum from "strongly agree" to "strongly disagree." Others ranged between "strongly agree" and "disagree."

With regard to belief in the value of specific training modules, all average responses were positive, between "strongly agree" and "agree." Range was tight on the positive end for DDDM/DT, CFA, MSW, and SRBI. Range reached down to "disagree" for School Climate and "strongly disagree" for ETS. Eight and seven of 18 respondents, respectively, chose "don't know" or did not respond to the items on MSW and School Climate.

Survey findings were largely positive, but the districts interviewed during site visits expressed a very high level of buy-in for CALI, reporting that CALI is central to the conversation about instructional change. At all four districts, a resounding theme of appreciation for CALI and how CALI is impacting district and school work was heard.

Throughout the site visit process and on the survey, much feedback on each CALI component was expressed, from appreciative to formative. Data Team members in the four districts visited, either have a positive perception of CALI components or are engaged in thinking about improvements they would like to see made. Feedback of both types is presented below as evidence of buy-in. To the extent that some of the feedback is formative, it is an opportunity for CSDE to engage with the districts in considering how to move forward. It is likely that buy-in will increase or decrease in the future according to the level at which the feedback below is addressed. Now is an opportune time to hold conversations and make refinements that will support forward momentum with implementing changes. Being responsive to feedback is the best thing CSDE can do to encourage district ownership of CALI.

- **Cambridge Assessments**: The Cambridge Assessments were viewed, by and large, as a wake up call. They were seen as tough love, taking too long, delivered in a manner sometimes seen as insensitive to school communities, but "spot on" accurate. However popular or hated, they contributed to the sense of urgency.

- **District Improvement Plans**: The District Improvement Plans seem to hold varying weight in terms of backbone and dynamic quality for CALI work across these districts. Creating the plans seems to have played a major role, and consumed much time during the initial stages of the District Data Teams.

- **Demonstration Schools**. Leaders of Demonstration Schools value their executive coaches and data team facilitators a great deal. This was the second year of the "Demo Schools," as they are called, and only the first full year of implementation. *Personally, I see a lot of power in the Demonstration School Model.* The Demonstration Schools

should be a good model for what the envisioned CALI practice looks like in action and provide the first support for its efficacy in raising student achievement.

The only caveat noted was with the larger schools, as in secondary schools, where the added intensity may be insufficient to spread wide enough across the number of data teams.

The Demonstration School support is very positive. The only thing I would add to it…. is when the demonstration school support is for a middle school or high school. They get the same number of days and the same kind of support and when you're talking about a building that's so much larger it's really not…it's not enough.

Non-Demonstration Schools expressed the desire for coaches and facilitators, as well, and while they understand the nature of selection, they view this as something of an inequity, particularly with Demonstration and non-Demonstration Schools within the same district. In some cases, the district is choosing to purchase these services for some non-Demonstration Schools, because they value the services and desire greater equity within the district.

- **Module Training.** The Module Training is the meat and potatoes of CALI, in that these professional development experiences are the gateway to CALI and the "what, why, how" of implementation. Largely, participants interviewed described the modules as rich and foundational to their big work to follow. Several themes regarding Module Training emerged:

  (1) Prior to CALI, several of the districts had been engaging in some strong, albeit more random, professional development experiences. But for many, the Module Training really provided the necessary boost to their learning.

  I see that we've made great strides. We are involved with CALI and I see that the PD that was offered to us [was valuable],… I can't put a price on it.

  (2) Several individuals would prefer the modules have a sequence; however, there were different views about what the sequence should be:

  - Several respondents believe that Making Standards Work or Effective Teaching Strategies, or both, needed to precede Data Driven Decision Making, because they are the content needed for the process of DDDM to work;
  - Others thought that Common Formative Assessments should be first because teams would begin knowing where their students are;
  - There were suggestions that SRBI should come first, because *that's the thing that links everything together;* and finally
  - Climate should be first, because that overarches the environment needed for students to learn.

District leaders were very articulate in describing their viewpoints on what the order should be and why and perhaps thus made the point the state has it right. There is a graphic, a "wheel" that displays the notion that local teams can start anywhere and work their way through, customized to their needs and improvement plan priorities. It seems that the literal question of order is not so important as that district and school leaders have formed an understanding of the big picture of envisioned CALI practice, have a sophisticated rationale for their approach to using the Module Training, and have the courage of their convictions to act on choices that the model permits them to make. The order in which many of the partner districts proceeded with was the order in which the modules were developed and rolled out, which as we understand it is as follows: DDDM, MSW, ETS, CFA, Climate, Paraprofessionals, and SRBI, along with some coaching and leadership pieces embedded within. It might be beneficial for the logic that ties the modules together to be discussed and debated at an Advisory Group meeting. As district leaders expand module training and follow upon training that has already been provided, the time is ripe for them take the reins and articulate what is being done and why to their schools and constituents.

(3) Because most of the district leaders we heard from were the "first born" they participated in the early trainings led by Lead and Learn Center, and had high praise for the quality of their learning opportunities and experiences. On the other hand, there is deep concern about the quality of presentation varying across providers.
If you have someone from Lead and Learn or I guess there was another office doing some of it… The trainings were excellent but I think for sometimes in some of the other trainings where the state people were doing it they had just come off the certification training maybe within a week and were not totally equipped to do it solo like they were asked to do. The same thing happens with the RESCs because of the fact that they're getting the training and then they're trying to put it out to folks and they're not ready themselves.

- **RESC/SERC Alliance**: The RESC/SERC Alliance plays a critical role in the overall CALI design and implementation plan. They are key technical assistance providers, module trainers, and support service providers to partner districts. They provide additional professional development, beyond the module training, and support for Demonstration Schools, as well. Members of the Alliance have generally had a very positive and collaborative relationship with one another; they are each independent, private, not for profit corporations in their own right, along with their own histories, areas of strength, leadership, and member districts. In general they serve the school districts within their catchment area; however, for CALI, they work with greater flexibility and work beyond their traditional regional boundaries, in order to best serve the needs of the districts.

  CALI is a large part of their work scope these days. *Really, when you think about CALI and the work of CALI in terms of everything that the agency does, it really permeates everything because really everything as far as school improvement. I mean our whole agency really is about school improvement so this is a perfect fit.* Work varies quite a bit by Center, but except for SERC, the RESCs are working with CALI or CALI-like

activities more than half of their time. All of the RESC/SERC leaders interviewed for the evaluation were sharp, knowledgeable, articulate, and certainly demonstrated that they had the "big picture" of this work nailed, as well as a deep understanding of what it takes to implement CALI successfully. Many of the Alliance staff are certified in many of the CALI modules, and prior to the formalization of CALI, had led CALI-like work. Also, they work with districts on a "Request for Services" (RFS) basis, where they provide more implementation support, in addition to the module work.

While District leadership described some of the work the Alliance members were providing to be useful, helpful, and generally positive, most of the testimony was fairly critical; much of it, negative and frustrating. District leaders were particularly concerned about the Module Training. District comments focused on the difference between expert presenters (e.g., Doug Reeves and Larry Ainsworth) and RESC presenters. It seemed clear by district testimony, that presenters were inexperienced, were not well practiced, and lacked the deeper understandings needed to respond to questions and realities from district participants. *And so they're like one step ahead of us. They've just gotten trained. And they are coming out and doing some of the training. And if you get a good one, that's great. If you get somebody that's just reading from the handouts, that's not so great.* There were many comments on dissatisfaction with the quality of training provided by RESC staff. *I think it's an issue of quality control in that being really recent all my initial trainings were with the RESCs and they were variable and most of them mediocre to poor.*

- **State Support Teams** Site visit data revealed that this assistance is valued, and they would benefit from as much assistance as possible. Survey data showed some districts were less satisfied with their CSDE support teams, citing changes in support team membership, inconsistent messages from team members, or mismatch with the staff assigned.

- **External consultants**. These were generally perceived as effective. Partner districts visited greatly appreciated the support from external consultants, who are retired superintendents. They valued the rich experience they brought to bear on CALI work and found much of their advice "just in time" and on target. One leader particularly noted that s/he valued the external consultant's willingness to discuss mistakes they made when they were in the superintendent role and to bring that wisdom to bear on challenges current leaders face in implementing CALI.

- **Advisory Committee**: The Advisory Committee is a major source of networking and collegiality for the CALI point people at partner districts. Only one district indicated on its survey that it is of questionable value.

- **The CALI Paraprofessional Overview Module** is intended to build the capacity of paraprofessionals to contribute to the work of CALI. It seemed to be new to many of the local leaders, in terms of CALI support. One district leader seemed to be hearing about the module for the first time. They are eager to learn more.

All of the above indicates a great deal of appreciation and buy-in for CALI at the district level. While CALI appears to be the answer to fueling and powering the district level leadership's vision, initial data on the school level offer a more mixed picture. For staff in schools, CALI seems to be causing some levels of increasing stress, exhaustion, and being generally overwhelmed. According to one principal:

It's a lot to put on our plates. It's a lot to put onto the classroom teacher. However, I can't fight City Hall on it. If that's what our district improvement is saying that we are rolling out all these different initiatives, then we need to be able to do it. But it's definitely feeling like it's just a lot of training. I think, you know, we started out with just Data-Driven Decision Making and then Making Standards Work and ETS. Okay. So those were like the three major components. This year, or last year, they adapted Positive School Climate, which is a whole other model now that we have to try to implement. In addition, they added the SRBI model into the CALI initiatives. So that's two more major components.

As respondents expressed varying levels of "push back" from their professional staff, they did not talk about a desire to stop the work entirely; only to recognize their constituents' requests to adjust the pace and complexity of effort. From the data currently in hand, it seems that CALI, at all levels, is seen as the right work to be doing for student success at this time.

Urgency

Developing a sense of urgency is the third short-term CALI outcome that was examined. On the survey of all fifteen districts, the item "CALI has contributed to a sense of urgency that our district needs to support our schools more effectively" received an average response of 3.12, a positive finding, with a range between "strongly agree" and "strongly disagree."

In the four districts receiving site visits, again there was an amplified message. These districts conveyed a sense of no time to wait or waste here, and recognition that the full design need not be completed prior to piloting or moving with this Initiative. Nearly all Data Team members interviewed feel a sense of urgency. There is little patience for old adages, such as "change takes time" or "change takes five years." Perhaps it will take time to see true impact, but the work begins in earnest now. Make haste immediately and ramp up in order to see the results we need to see in three to five years seemed to be the prevalent mood.

I think that there is ... the recognition that the party's over. We're not going to be able to do whatever we want to do. We have to get this done. This is critical. Data is going to be part of what we do from now on. I mean I think that change in culture which you can see sort of identified in ... the long-term outcomes, I don't think that there's any question that there's some of that in all of the districts. I think two or three years ago: "Will this go away?" "Wait long enough, it will go away." "We got our own way of doing it, leave us alone. It will get better." I mean I don't think there's anyone left out there who really believes that we can do it on our own...

It is unclear if the sense of urgency engendered by CALI that was expressed by some district leaders has penetrated to the building and especially the classroom level. One principal in

describing her staff's reaction said punishment is more apt description of how they take it than urgency. Another expressed that the mission is urgent: *I think that every educator should think of urgency when they are looking at a classroom and they only have one year with those students - that's pretty urgent to make sure you're getting them to the next level,* but questioned whether the CALI process has been effective in creating a sense of urgency. It was also noted that at the school level there is variation in urgency and level of buy-in from individuals: *I do feel a sense of urgency at the elementary schools. I would say there's also individual push back from teachers that there are other more important things in life than CMT but I would say that's not everybody, that's not the culture, it's just individuals.*

Summarizing findings on short-term outcomes, it seems that knowledge of CALI, buy-in to the model and a sense of urgency are largely in place. Many of the CALI components have been well-received and a great deal of appreciation for the hard work that CSDE has done was expressed in both the survey findings and in the site visits. The formative finding on the quality of Module Training is the one area where CSDE may want to focus attention and thought as it moves forward with developing and implementing CALI. This finding leads us to discussion of the delivery system that will be used to help reach fidelity of implementation and will be treated in more detail in the next section.

Theory of Action: Mid-term Outcomes

Mid-term outcomes in the Theory of Action focus whether an understanding of CALI, buy-in to the value of the model, and participation in CALI activities and training then make the transition to (1) changed beliefs about student learning; (2) changed practices in the interaction of teachers, students and instructional materials and processes; and (3) changed support mechanisms that make new beliefs and practices possible. This section of the report will discuss each of these in turn, with a focus on the district level and presentation of school level data to the limited extent available in this phase of the evaluation.

Certainly, the four districts receiving site visits painted a picture of hope. Staff in those districts seemed to have moved beyond blaming the students or their families, or the teachers who taught the students before them. Building capacity to make data-driven decisions, and continuously and collaboratively focusing on student work is beginning to shift the adult behaviors and responsibilities in the workplace. CALI has played a key role in this important change. At the same time there is some evidence of need to be more explicit and systematic about support in this stage so that there are mechanisms in place for promoting fidelity.

What is the envisioned practice that CALI ultimately supports? It is data-driven improvement from the student level out. Teachers will use expert instruction to address learning targets as defined in the GLEs and gather formative assessment data on an on-going basis. Instructional teams will use data to problem-solve how to move individual students having needs on particular skills. They will be relentless in providing increasing levels of support and unceasing until each child has mastered the skills or content that was giving her difficulty.

The improvement work in CALI is carried out through a nested, aligned system of data teams. It has been implemented starting at the district level and working down to the school level. Work

began with the District Data Teams as a means of implementing the District Improvement Plan, as an artifact of the fact that the Cambridge Assessments were a beginning step that informed the District Plans. Schools are to have School Improvement Plans that are aligned with the District Plan, and Instructional Teams are to function on an on-going basis to use data and make decisions about instruction that would meet specific student needs. Currently, effort reaches down to the school level and many of the questions about mid-term outcomes focus on how far down changed practice goes and how consistent it is across schools in a district. *I feel as though everything CALI has to offer is really valuable, but…it takes a long time to filter into all of the various layers in the District.*

There is evidence that initial changes at the district level have occurred. For example, one of the districts receiving a site visit reported that on a staff survey 80% or more of teachers know and agree with what is in the District Improvement Plan. *That's major. That's a big deal.* Survey data from all fifteen partner districts corroborate that partner districts have taken steps to implement the CALI model. There is a high level of agreement that District Data Teams have been formed, that they drew on data and scientifically-based strategies in developing the Improvement Plans, they work with schools on their Improvement Plans, they use periodic benchmark assessments, they have provided professional development and used the Request for Service Process. All these items fall between "agree" and "strongly agree," with a narrow range of responses at the high end of the scale.

As the upcoming discussion will show, change is still underway. There is variation from district to district and even more variation in schools within a district. For example, respondents to the survey cited elementary schools moving more quickly than high schools, and some subject areas moving more quickly (math at the middle school and high school was the example cited). This inconsistency is also perceived by RESC leaders who have supported districts on the move, but also have worked with others where progress is slow.

So in other words, they invested a significant amount of time in Cambridge. They spent a significant amount of time working with [names of CSDE staff] to really understand specifically what their District Improvement Plan needed to look like and then understood clearly and have made the shift to understand clearly that that PD plan that includes all of these CALI services is the subcomponent of that District Improvement Plan. They made that shift and that's a huge paradigm shift, I think, for districts. When they made it, they then are able to target their PD services that are coming and technical assistance services that are coming through CALI in a little bit more impactful way.

We have some others who haven't quite taken this seriously. They've written the plans. They've done the compliance pieces but they really haven't drilled it down to the point where it's really changing the culture, or even beginning to change the Central Office culture, which sure needs a start. And so the changes there aren't as prominent. You almost kind of wonder, have we been there at all at some of them?

At the school level, principals are aware of the gap between support and implementation with fidelity.

I think the intentions are great. Principals are supportive. It's overwhelming-feeling at times for a lot of people. So I suppose my overview ... would be that it takes a long time to get it down to the teacher level and then to implement it with fidelity. It's time consuming. Don't know what the easy answer is there.

Changed Beliefs about Student Learning

The reality for me is if you don't have people who believe these kids can do better, they don't. You have to have people who believe these kids can do better. In looking at short-term outcomes, we examined buy-in to the CALI model. At the mid-term, we look for change in beliefs about student learning. Data gathered at the district site visits indicated that increasing members of these school communities believe that all students can learn to very high standards. Poverty or socio-economic levels, race, language, gender do not have to be the predictors, even though they have historically been the correlates.

I think we've heightened their expectations. There's no room not to expect that every student in our District should perform competently and at a level that supports where we need to go, and I think it became crystallized that there was no room not to hold onto those expectations.
As a counterpoint to these optimistic beliefs, some leaders who were interviewed pointed out that social inequities are contributing to the challenges we are addressing in education. *It can't just all be on education but when you have high rates of teen pregnancy and high rates of unemployment and parents that are illiterate it's tough for those kids to come to school and compete against kids that have all the advantages.* The feeling was that there will be progress, but that these structural differences will continue to manifest themselves in broad patterns of student achievement. *I personally think we would be naïve to say that a CALI initiative will level the playing field and we'll all be happy and everybody will score the same. I don't think that's going to happen.*

Changed Instructional Practice

It has often been debated in education: which comes first, change in belief or change in practice? It seems improvement can start with either and will lead to the other. New beliefs have been espoused by leadership in at least some districts. The story on changed instructional practices is one of some progress and some way to go. Looking at changed practice first from the viewpoint of a district leader and an Alliance leader, we get a birds-eye view of the big picture:

I think they all have the structure now and they're all collecting a lot of data. Where we get stuck is when we get to the part of what are we going to do with the data, so the instructional piece and that's what we're working with most of the schools on. They've done a great job with their scheduling now. They meet on a regular basis. But how do we move to what are we going to do differently in our classrooms.... (District Leader)

I'm getting a lot of requests now for more content specific people. Like, we're having trouble in math, so I usually send my math person in. Like, what are some strategies we could put in for math? Or if it's more of a reading [issue], what are some strategies we could put in for reading? I think they just need more support with it because a lot of times they don't know what to do

differently. (RESC/SERC leader)

In data from the survey of all fifteen partner districts, the item "Our District Data Team supports School Improvement Teams in effectively managing and interpreting student data" received an average response of 2.86, which is just under "agree" and had a range of responses from "strongly agree" to "disagree." From the point of view of leaders in the districts receiving site visits, their District Data Teams initially invested much of their time developing their District Improvement Plans. In order to do that, they needed to mine both the Cambridge Report, and also an array of district data. As a Data Team, they are still in the process of understanding how to analyze and use data, and have not yet shifted to a place where they have the skill, capacity, or time to support the School Data Teams. Individuals have done so, but that team transference has not happened yet, in large part.

At the school level, principals participating in group interviews cited examples of "aha moments" in looking at data and increasing cultural awareness of who students are and what backgrounds they are coming from, with the realization that equal access to instruction may not be enough. One principal anticipated that SRBI, *which we all know is rolling out very quickly*, will have a positive impact on being able to address all students' needs. *I wish I had more of that kind of time with teachers to just tear it apart even deeper and so training them and hoping they do this kind of discussion in [their] grade levels when they meet together at a common time .... I don't want to just know strengths, weaknesses or totals. The total means nothing if you don't [know]... who these children are [and specifically what each child knows or doesn't know ...]*

Nonetheless, there was some ambivalence about school level change as represented in the remarks of this principal:

I think most of my teachers would tell me they're finally getting an opportunity to speak with each other and have those professional conversations around learning. Most people. Those that are on board that see "oh this is important, and this is what we need for all students to achieve." Of course, you got to get those other ones that are just here just to get a paycheck. They see that this is just a waste of time.

Demonstration Schools: The Demonstration Schools have potential for modeling what mid-term outcomes look like in practice that has not yet been tapped. With a full year of implementation in SY 08-09, state and district leaders should consider how this tremendous resource can be used to support changed practice in other schools. Justifiably, it seems most effort to date has gone into establishing the Demonstration Schools. The time has come to focus attention on how they can be used to promote implementation in other sites, by serving as models, or in playing mentoring or other dissemination roles with other schools. CSDE should guide districts with successful Demonstration Schools in thinking through the implications of their experience: Are there ways to scale up the structures and practices in other schools without a coach and data facilitator in each school? If the schools selected to be demonstration sites had certain readiness factors in place, how can these be built in other schools? If the coach and data facilitator roles are key, can resources be redirected to provide them? What are the alternatives in deploying coaches and data facilitators?

Supports for a Changed Culture

The four districts that received site visits reported experiencing a substantial shift in the way they view, approach, and engage in their work, in large part, due to CALI, and in a broader sense because CALI represents their larger work of ensuring student learning success. Participants describe these shifts across a spectrum of beliefs and behaviors: from a focus on adult oriented teaching to one of student centered learning, from conceptions-based to more data-based decision making, from "private practice" to more open, transparent, and collaborative practice, from the way we've always done school to the way we're doing school differently now, and much more.

Culture Shift: A Critical Mid-Term Outcome

It took a long time to accept that, no, we're going to be doing school differently.

Former District and School Culture	Shift to Newer Beliefs and Practices - Culture
Focus on adult centered inputs and outputs – "I taught it!"	Focus on student centered learning results – Did they learn it?
Conceptions driven	Data driven
Private practice, "bunker mentality"	Collaborative, team practice
I've been teaching for 30 years	I'm learning something new each day
These kids can't meet these standards	All students can learn to very high standards
This, too, shall pass; let's wait it out	There is a sense of urgency; this isn't going away
Raising student achievement is daunting, and will take 3 to 5 years	Change takes time, but there'll be no change if we don't begin with gusto now
Few consequences for low student achievement, particularly for teachers	Increased accountability and sanctions for not meeting AYP, shared ownership

Tough work. One source of evidence that culture change is underway is the number of comments during interviews of the RESC/SERC Alliance that this is hard work. Work that challenges the status quo and seeks to change cultures is difficult by nature. The very fact that it is recognized as such is evidence that cultural shift is occurring.

- *It's getting it on the ground and really because it is a paradigm shift in schools, it's tough work. But I think this has so much potential for changing instruction.*

- *This is a very difficult project with very difficult indicators of success and people that are working extremely hard. I have great admiration for the State Department and what they're trying to do. I think they're a great staff who are working on this. I think [names deleted] are outstanding educators and have a tremendous amount of courage and integrity. I try very hard to support them. But I just know how hard this work is.*

In the site visits, members of District Data Teams also alluded to finding the work challenging. *It's the integration of the various components.* They expressed desire for support for the tough work of implementation at the school and classroom level, *the need that every District shouldn't have to kind of figure this out [on their own].* There is a way in which cultural change does happen district by district, school by school, and classroom by classroom, but there may be ways of providing cross-cutting support. It is a daunting challenge and this Data Team Member cannot be blamed for wistfully contemplating an easier way: *I think if the State just told us all what to do, we'd be fine....Yeah, it's got everything in one whole box you know and it's already, the wires are all plugged into the right place….*

Dialog on how long it takes. As well as the correct perception of hard work, there were a number of comments made during district site visits on change taking a long time, but being impatient about waiting for results:

- *Even though the State keeps saying it takes three to five years, people want to see something.*

- *I'm disappointed as a district we haven't seen the results, because we've been working hard as a district, don't you think? I mean we've embraced the CALI or we've been in the forefront of it…. We had hoped to see more gains. We've been in it how many years now? Five. And it's slow.*

- *Yeah you can make incremental change but real change takes time. You know that concept of transformational change, they're only certain times I think in history of a District or history of society where you really truly have transformational change but most change takes time. It's not going to happen overnight.*

- *And then when we're ready, we've gotten on the airplane and… Why did we build it? While we're flying it, but that we keep trying and using different strategies and anticipating that the scores are going to be up, of course we do, hoping but it may be one of those kinds of projects that all of a sudden you see the spike.*

What is notable about the comments is that there is the sense that change relies on a combination of investing time and hope that student achievement will increase rather than evidence of understanding of the **mechanism** that can be relied on to increase student achievement in the CALI vision. If teachers clarify what the learning targets are, where each student is in regard to them, and provide supports for students to achieve, then achievement will go up. And it will not take three to five years. How can such a mechanism be built? Two strategies are building a strong delivery system and putting feedback and accountability processes in place.

Delivery System. The Module Training is a large component of CALI and is critical to reaching fidelity of implementation. If participants' experience with the professional development is positive, then use and implementation are likely.

The state is moving in the right direction, according to most, to build internal capacity, so as not to depend on out-of-state, high priced consultants. The RESC/SERC respondents hailed this notion, as well, and saw it clearly as a good step. Striking the right balance between using national consultants, many of whom developed this work, and local, regional, and state staff that are learning to replicate these trainings becomes essential. The "first born children" the first twelve, saw this as a benefit of going first. They received their initial training at the feet of the masters! It seems important for the state to strike this balance right, and to ensure that state trainers are prepared and ready to take this on. At this point in time, most district participants do not see this in balance, nor do they see the trainers as ready or prepared enough.

In many cases, district personnel are becoming certified to train teachers in the modules, as well, but they do not always have the time to provide the actual training. What they can do, given

their high level of experience with the modules, is to support the teachers as they implement the work of the modules. This bodes well for implementation.

The RESC/SERC Alliance is a tremendous asset for its potential as a delivery system. Leaders of these organizations are supportive of CALI and have ideas about how they can improve their role in the CALI system.

- *I'm really glad that one of the things that they're doing this year is when the districts fill out their Request For Services, they're making it mandatory that they have the service providers at the table, which I think is a very wise move on their part. I think it will help us to do better planning and to build in coherence with districts that haven't had that. And I think, again, to talk about the way that they're really empowering the service providers and the staff developers; the fact that we're starting to, as a state, develop some of our own modules, use the expertise that we have and allow us to refine modules and stuff like that, I think that's adding something to CALI to really make it Connecticut's and I hope they continue to do that.*

- *I don't think that from the translation from a District Improvement Plan to the CALI services, that there's a very clear line of connection between the results, the indicators of success that we need to define, and the actual strategies…. So for example, in [district name], where we're beginning the process of writing our RFS and I'm going to be walking them through making those links. And it's not only for their benefit, it's for the service provider's benefit as well as the state's benefit because then I can track performance…An analysis of qualitative and quantitative data that says, based on what you want to do, here's your level of readiness for that and therefore how we intentionally plan for the results you really want to get to because we know where we are. That's a missing piece here that we need to figure out how to do that within the overall design.*

In the findings on short-term outcomes, district leaders reported a wide variance in the quality of the training. This was a vocal part of their reporting about CALI quality. If their experience is negative or frustrating, then the transference may become stalled or halted, at least temporarily. It was disappointing for district and school leaders to invest in substitute teachers, support large teams of teachers to travel to the trainings, and hear that the training was not of high quality, or even to standard. There is no time or resource to waste. It seems that there is potential for a strong delivery system, but CSDE still has some work to do in addressing the quality of training when it is provided by staff other than the original expert trainers. The state may want to consider whether this is best broached by communication and creative thinking among districts and their RESCs, or if a more formal quality control structure needs to be put in place. CSDE may benefit from some deep listening to the RESCs and consideration of how funding plays a role in who provides the training and follow up support. It is possible that part of the issue here rests with the state's daily rate allotment for in state Alliance presenters. This may be insufficient to purchase highly trained RESC/SERC staff presenters, or to compensate the Alliance staff time to adequately prepare.

Accountability. Finally, in addition to infrastructures and support, accountability has a critical role to play in deepening the fidelity of implementation to the CALI vision. The survey of all

fifteen partner districts included four items on monitoring and feedback: monitoring School Data Teams, evaluating results of the District Improvement Plan, monitoring the functioning and effectiveness of District, School, and Instructional Data Teams, and differentiating support to schools based on data on how they are implementing the district curriculum. Average responses ranged between 2.67 and 2.91 and ranges between "strongly agree" and "disagree" or "strongly disagree."

Data from first a district leader, and second from an Alliance leader illustrate the differing viewpoints on accountability:

- *I really think what's different is the accountability part of it. We're not saying okay, we want to do Data Teams. We're going out and checking and we're looking at the minutes of your Data Teams when we come to your school to visit. We're saying these strategies are really important and when central office comes around to visit we're going to see if you're doing these strategies.*

- *Some of those things are in place but at the Central Office level, there's no monitoring for quality. They're just saying, "Do you have a Data Team?" The principal says, "Yeah, I have a Data Team." "Okay, good." There's no visitation of it. Unlike in [district name], what we did was we have a leadership team at the Central Office level. They've been out to every school to meet with every principal to say show us evidence that you are working proficiently as a data team. You know and they gave them the rubric. I've tried to be very explicit about the expectations for what these data teams should be doing, what they should look like. But that's not happening most other places in my region. In my region, it's more a checklist of did you go through that module, do you have a data team?*

There is no question that good feedback loops and accountability have the potential to be an important driving factor in bringing about change. *I don't care what the model is, what the module is, we are going to measure something and we are going to test for something and we're going to come back to you and we're going to ask you why hasn't this gotten better? That is the driving motivating force.*

Unions. While relations remain a mixed blessing for some of the districts receiving site visits, there is, in others, a shift from the more traditional adversarial relationships to ones of greater advocacy and a common front for the work CALI represents.

Summarizing findings under mid-term outcomes, it seems that this is where activity is now concentrated. It is in mid-term outcomes where fidelity to a new vision of instruction comes into play. Getting fidelity of the envisioned practice into place is a make or break issue on whether CALI ultimately will result in the hoped for increases in student achievement. Much of the early CALI work is designed to support inputs and resources, services and activities. This is a natural focus when an improvement initiative is being developed and getting off the ground. The ultimate test, however, is in the implementation of new practices that are envisioned. We know that this takes on-going training and follow-up support for teachers, principals, and district staff. Findings in this section should encourage CSDE not to rest on the laurels of the short-term

outcomes that have been obtained, but rather to push ahead to establish a robust delivery system that is capable of taking all schools to the practices that are envisioned by CALI.

Theory of Action: Long-term Outcomes

Long-term outcomes in the Theory of Action focus on whether implementation of the CALI vision of practice produces results such as increases on CMT and CAPT, reduction of achievement gaps, reduced dropout rates, reduced discipline referrals and suspension rates, increased attendance, and the like.

As a general statement of findings in this section, it seems that long-term outcomes are being achieved in some schools, but not at a widespread level. At the time of the site visits of four districts, 2009 state testing data were not yet available, and leaders were eager to see their results. Many were quick to reject seeing themselves in the long-term outcomes camp, and most are not there yet. However, some of the principals participating in the group interviews cited compelling student learning data to support activity and impact in that domain.

We're still not where we need to be. And I think we're seeing results at the high school. Our CAPT scores and, knock on wood, you're only as good as your last CAPT scores or CMT scores, but last year they went up 10% straight across the board. We're hoping to see another increase in that. Our referral data is going down. We're reducing suspensions. (Principal)

The survey of all fifteen partner districts corroborated that long-term outcomes are not yet appearing on a wide scale. Lower average responses for items on long-term outcomes were found than on short and mid-term outcomes. The percent of items with an average response between "disagree" and "agree" increased across the components of the Theory of Action (15% of short-term outcome items; 39% of mid-term outcome items; and 60% of long-term outcome items). This is not surprising since the types of outcomes build on each other. Capacity development is still underway and results in performance cannot be reasonably expected until capacity for improvement has been developed and brought to bear on school cultures and practices.

CONCLUSIONS

This section presents summary responses to each of the evaluation questions and provides recommendations to CSDE.

Evaluation Question #1

To what extent and degree of fidelity is CALI being implemented at the district and school level in districts identified as in need of improvement, corrective action, or restructuring under NCLB?

At the district level, leaders have worked in earnest and have made progress in reaching fidelity. The fifteen partner districts are knowledgeable of CALI, buy in to the CALI model as a viable way to bring about school and district improvement, and have participated in CALI activities to a degree of depth. Some major components, such as the Cambridge Assessments and the development and approval of District Improvement Plans have been completed. It is fair to say that the state has been untiring in its efforts to implement CALI, and that the RESC/SERC Alliance and district leaders have stepped up to the plate in the spirit of partnership to work together. All CALI stakeholders should feel very good about what they have accomplished.

This Interim Report primarily gathered district level data and addressed district level issues. Fidelity of implementation is going to be a large issue at the school level simply because it is in the interactions of teachers and students in classrooms that improvement will ultimately happen or not happen. This is the real arena of change and the partnership between districts and their schools likely still has a road to walk in reaching fidelity in using data-driven improvement. Data in hand for this report are not complete enough to draw conclusions at the school level. Questions needing further investigation in the next phase of data collection focus on whether schools in partner districts have implemented the CALI vision of practice and what the factors are that explain fidelity of implementation or lack thereof at the school level.

Recommendations

RMC suggests that CSDE consider the following as it provides on-going support for reaching fidelity of implementation of the CALI vision of practice. These recommendations focus on establishing implementation support that is intensive enough to take data use and instructional practices down to the classroom level.

- **Take steps to get maximum power from the RESC/SERC Alliance**: The Alliance is a significant asset as a delivery system for CALI. This report indicated that both Alliance leaders and district leaders are very thoughtful about how CALI might be improved and that there is some "creative dissatisfaction" with how the Alliance can be used. CSDE should consider how it could open a line of communication with and between Alliance and district leaders to develop consensus on how the effectiveness of CALI support can be increased, set priorities, and determine action steps. One way to begin this conversation might be to convene the State Support Teams, the Advisory Council, and

the Alliance leadership together for this communication toward continuing to create, and to problem solve the current delivery of services and supports.

- **Provide guidance on resources to support reaching fidelity of implementation at the school and classroom levels**: This report reflects many concerns on availability of resources, both fiscal and human. Based on the experience with Demonstration Schools and conversation with district and school leaders in each district, CSDE should offer guidance in determining what resources are needed for what purpose and how funds can be obtained. This should include exploring use of Stimulus Funds and coordination of existing state and federal funding streams. This may require changing the way that federal and state funds are currently used in order to align to the CALI vision.

Evaluation Question #2

Do the components/interventions support each other? If so, how, and to what degree?

The CALI components and interventions support one another in the model as designed: use of the Cambridge Assessments for districts to understand current status, write and implement aligned improvement plans at the district and school level to address needs for improvement and build on strengths; make data central at each decision-making level from instructional teams up. As conceptualized, the CALI components and interventions are cohesive and coherent.

Districts are beginning to see CALI as a system, with interdependent and connecting components, although views do differ on this. Some feel that CALI is a coherent, cohesive program, and others do not. It appeared that it might be as coherent as the local implementers play it out to be, and make it their own design, customize it, and communicate it. Most of the weight on on-going implementation will be carried by the training modules and by follow up support received after participation in training. The Request for Service process, and distinction between basic and certification training, have the potential to provide a workable infrastructure for making training available and building local capacity.

Recommendations

RMC offers the following recommendations on increasing cohesiveness and coherence of CALI.

- **Think deeper, not broader**: District leaders expressed a clear concern about adding too much to CALI. CSDE should avoid the temptation to add modules as new initiatives come up or to attempt to cover all perspectives, issues, or concerns within CSDE. Adding too much will result in diluting the central messages and ultimately reducing the extent to which the components support each other, as they become a collection rather than a system. The Module Training is especially vulnerable to this kind of proliferation. Instead of asking if a new module is needed, CSDE might ask if the perspective, initiative, or concern that is being raised suggests how current modules might be deepened.

- **Market a big CALI message**: CSDE should distill the few big ideas that underlie CALI and develop a plan to market them. Stakeholders in districts, schools, and communities can easily loose track of main ideas if they are not presented in multiple formats and reinforced. It's not understating to say that the CALI vision needs to be sold and resold, explained and re-explained, applied and reapplied to all who have a stake in its success.

- **Show how it works:** The Demonstration Schools are an excellent opportunity to show people what CALI ultimately means for schools and students. CSDE should consider them part of the marketing strategy and outline a series of strategies for how they can be used to create awareness of what CALI ultimately leads to and as models that can form a basis of technical assistance.

- **Celebrate successes**. One district suggested that successes should be celebrated along the way, and this is good advice. The state is planning a conference where success will be recognized and this is wise. CSDE should consider it part of its leadership function to identify and celebrate progress in an on-going fashion. It is also effective to share good news on a broad scale as a part of marketing the CALI vision. Capturing and documenting success builds momentum and creates energy and enthusiasm to go on.

- **Switch the orientation of CALI from state down to student up**: As an artifact of how it was by necessity created and implemented, CALI has the feel of being a top down state to district to school initiative that relies on trickle down, and in fact, this was appreciated by some district leaders. Now that CALI is over the hump of initial efforts, however, part of the CALI message might emphasize that it is about nested layers of support. Students are in the center and it works from the student level up. Instructional Teams ensure that each student receives the support s/he needs; schools ensure that teachers have the support they need; the district supports its schools and the state supports districts. CSDE may want to consider changing the orientation in this fashion, while still maintaining the urgency and accountability that is greatly appreciated.

- **Cast the nets to communities beyond education, and broaden the dialog to more than education**: We began these recommendations by suggesting that the CSDE consider going deeper, rather than broader. One exception to this might be the scope of the conversation. This is big work, tough work, timely work, and educators cannot go it alone. The roots of inequity reach much deeper than schooling, and the complex work of unraveling them require leadership from the Governor's Office, Human Services, Health, Children, Youth and Family Services, and so on. As long as towns and communities reflect vast differences in opportunity, so will learning. Superintendents we interviewed were passionate about the possibility of this statewide dialog.

Evaluation Question #3

What impact is CALI having on district, school, teacher, and student performance?

This evaluation provides a lot of encouragement for what has been accomplished to date. Districts view CSDE staff as effective in creating and supporting the CALI model. Short-term outcomes have largely been accomplished, and work is active to achieve mid-term outcomes. It

is too soon to expect impact on performance or to investigate it in a rigorous way. There is anecdotal evidence of improvement in particular situations, and that is encouraging. There is evidence of some schools improving and that is also encouraging. Based on 2009 testing, five schools from partner districts (including three Demonstration Schools) were removed from In Need of Improvement Status. Thirty four schools (including nine Demonstration Schools) of the 194 under In Need of Improvement Status in 2008 made Safe Harbor or AYP in 2009.

Recommendations

RMC offers the following recommendations regarding impact on district, school, teacher, and student performance:

- **Stay the course**. In the data collected for this report, there were many instances of district leaders asking CSDE to stay the course, keep going, do not stop and then switch to something else. While it is good news for CSDE that districts feel this way, this will be a very challenging recommendation to address. In education, our context continually changes. New state or federal legislation and/or new leadership almost always bring new initiatives or requirements that states and district have to react to. This often has the effect of pulling attention away from, or even derailing, on-going work. To avoid this, CSDE leadership at the highest level should look at every new initiative or requirement and ask how it can contribute to CALI. For example, the ARRA has created a great deal for states to react to and to do. It may not be possible to deflect what has to be done, but the state can reflect on how it can be made to work for CALI, e.g., can any of the Stimulus Funds coming through Title I or IDEA be used for CALI support? Do any of the requirements or selection criteria for Race to the Top funds have implications for CALI? For example, can revision of standards to international benchmarks clarify learning targets to benefit CALI, can eliminating barriers to linking teacher evaluation to student performance create dialog that promotes CALI goals, etc. Can the competition on state longitudinal data systems help create a better basis for CALI? Can the CSDE sponsor the development and implementation of a statewide education data warehouse? Staying the course ultimately requires the state to develop the ability not just to address new requirements and initiatives, but to integrate them into existing work and support.

- **Use TAST to its fullest potential**. The TAST database is an existing tool for collecting information on CALI. One interviewee raised the possibility that services could be linked to performance. CSDE should consider if there are relatively, simple, cost-effective ways that TAST could be used as a source of data on the results of services provided.

Summary

CALI is a wonderful model. It is likely that few states have created a statewide system of support that is as comprehensive, as well thought out, and as intensive in what it has done as CALI. But CSDE cannot rest on its laurels. The challenges of getting fidelity down to the classroom level, keeping and building the CALI focus are significant. All CSDE, RESC, and district staff who participated in this evaluation expressed commitment, integrity and a lot of heart to meet these challenges. Keep working together and never give up.

APPENDICES:

Appendix A: Percent of students scoring at Goal level or higher on 2008 CMT assessments in the 15 CALI districts

Appendix B: Percentage of students meeting Goal or higher on the 2008 CAPT assessments in the 15 CALI districts

Appendix C: CALI Theory of Action: supporting districts as the primary agent of change

Appendix D: Descriptive district survey findings

Appendix E: District site visit protocol

Appendix A: Percent of students scoring at Goal level or higher on 2008 CMT assessments in the 15 CALI districts

Appendix A: Percent of students scoring at Goal level or higher on 2008 CMT assessments in the 15 CALI districts

Grade and CMT Subject Area	Ansonia	Bridgeport	Danbury	East Hartford	Hartford	Meriden	Middletown	State
Grade 3 Reading	40.5	21.0	38.8	26.0	16.4	31.5	51.5	**52.0**
Mathematics	58.3	28.0	53.8	36.9	22.7	38.1	53.4	**60.0**
Grade 4 Reading	53.6	24.2	46.4	31.8	16.8	37.2	54.7	**55.9**
Mathematics	78.5	28.7	60.0	36.6	23.4	46.9	52.4	**60.3**
Grade 5 Reading	47.8	26.9	57.9	36.4	22.1	41.2	65.4	**62.2**
Mathematics	69.7	32.8	70.8	39.0	28.7	47.0	65.0	**65.9**
Grade 6 Reading	49.5	32.8	54.2	39.4	32.3	44.1	61.1	**66.3**
Mathematics	54.1	35.7	58.0	32.8	31.2	43.6	62.7	**66.4**
Grade 7 Reading	49.3	40.9	61.2	41.8	38.2	50.5	58.3	**71.1**
Mathematics	38.0	28.9	57.5	28.3	24.2	40.3	48.7	**63.0**
Grade 8 Reading	49.8	32.0	52.9	39.8	27.8	40.5	50.3	**64.8**
Mathematics	48.5	23.6	44.8	35.3	21.7	31.6	45.7	**60.8**

Grade and CMT Subject Area	New Britain	New Haven	New London	Norwalk	Norwich	Stamford	Waterbury	Windham	State
Grade 3 Reading	19.8	20.5	20.0	43.3	34.8	48.2	27.8	24.6	**52.0**
Mathematics	28.0	36.3	26.5	58.2	41.1	54.1	41.2	30.5	**60.0**
Grade 4 Reading	20.0	28.2	19.8	44.7	37.6	48.7	31.5	26.3	**55.9**
Mathematics	24.3	36.6	11.4	50.4	42.3	56.2	43.1	35.1	**60.3**
Grade 5 Reading	29.6	29.9	34.5	55.8	49.3	58.4	38.2	24.2	**62.2**
Mathematics	31.9	36.7	37.9	56.9	52.6	62.7	46.4	23.6	**65.9**
Grade 6 Reading	30.5	38.2	36.9	50.7	47.7	57.4	35.5	28.2	**66.3**
Mathematics	32.8	42.2	32.1	46.5	44.2	53.8	34.8	27.7	**66.4**
Grade 7 Reading	33.6	42.1	33.0	63.1	60.1	66.7	39.7	37.4	**71.1**
Mathematics	27.7	32.3	21.9	55.0	49.5	53.0	28.3	28.5	**63.0**
Grade 8 Reading	28.1	33.9	21.0	57.5	47.9	57.2	34.9	30.4	**64.8**
Mathematics	21.1	33.2	20.9	51.5	49.1	49.0	24.0	26.5	**60.8**

Appendix B: Percentage of students meeting Goal or higher on the 2008 CAPT assessments in the 15 CALI districts

Appendix B: Percentage of students meeting Goal or higher on the 2008 CAPT assessments in the 15 CALI districts

	CAPT Content Area			
	Reading	Writing	Math	Science
Ansonia	29.8	34.5	25.0	32.0
Bridgeport	11.9	16.0	10.3	8.3
Danbury	36.2	46.0	32.5	31.3
East Hartford	15.6	33.2	21.2	21.1
Hartford	11.0	22.9	13.7	11.4
Meriden	22.9	30.5	25.7	23.4
Middletown	31.8	53.1	31.4	34.3
New Britain	17.1	25.0	14.4	13.4
New Haven	16.7	26.4	15.4	15.5
New London	12.0	25.5	11.0	16.0
Norwalk	30.9	47.9	37.8	32.4
Norwich	0.0	4.8	12.5	16.0
Stamford	35.2	47.3	37.4	32.4
Waterbury	15.2	29.0	14.3	14.8
Windham	26.5	33.2	33.8	27.9
State	**45.5**	**57.9**	**50.1**	**46.3**

Appendix C: CALI Theory of Action: supporting districts as the primary agent of change

CALI THEORY OF ACTION: SUPPORTING DISTRICTS AS THE PRIMARY AGENT OF CHAN

CALI Mission: Develop and offer a model of state support to districts and schools to support the process of continuous school and district improvement.

CALI Vision: If the state support model assists a school district in strengthening and aligning its organizational systems over time, particularly those systems closest to the instructional core at the school level, then student learning will incrementally and notably improve, with reasonable probability that such improv will be sustained. Systems at the instructional core with greatest direct impact on teaching and learning at the school level are human resources, acquisition/su curriculum, instruction, assessment, supervision/evaluation, professional development, and school improvement planning/ implementation.

uts and Resources

sufficient to support CALI

ice providers are qualified and
e with their own role in
services and have sufficient
form it
as adequate management
in place
gn is appropriate and has
power to bring about district
improvement
ices can be flexibly used based

e designed to support each
system

Services and Activities

t team assigned to partner

dules (DDDM/DT, ETS, CFA,
ol Climate, SRBI)
school status (Cambridge)

on schools (including executive
d data team facilitation)
sultants that specialize in the
intendents
mittee of the State Board of
CSBE)
rovement plan approval by

mmittees of partner districts
curriculum and instruction

onal capacity building
apacity building (including the
ucational Service Centers and
ucation Resource Center)

→

Short Term Outcomes
(Approaching or Beginning Implementation)

Nonuse and orientation to CALI

a. Local educators understand the goals and purposes of CALI
b. Local educators are aware of CALI services and resources
c. Local educators easily access CALI services and resources
d. Local educators agree that CALI services and resources have the potential to make a difference in student outcomes
e. The Connecticut Accountability Legislation and the Cambridge Assessments have created a sense of urgency for improving schools
f. Local educators are willing to take responsibility for implementing CALI with fidelity

→

Mid Term Outcomes
(Getting to Fidelity of Implementation)

Mechanical and routine use of data driven continuous improvement as supported by CALI

a. District Data Teams: Recognize that change takes time, is complex, and requires commitment, resources and supporting infrastructures. District data teams have a shared vision for CALI goals. Have the ability to use data for creating district improvement plans, monitoring implementation, evaluating results, and making revisions
b. School Leadership Teams: Use school level data for improvement planning that is aligned with the district plan. Use instructional walkthroughs to gauge effective teacher practices in addressing the standards
c. Instructional Teams: Use classroom and formative assessment data to pinpoint which students are having difficulty with which skills or GLEs, and devise strategies to address these in the classroom or in supplemental/intervention programs
d. Classroom teachers: work as members of the Instructional Team and implement effective instruction that meets student needs
e. Create a common language and culture for implementing the data team structure
f. Implement the data team structure using scientifically based teaching strategies
g. Provide instruction in a manner that engages students and in a climate that is safe and supportive of them as learners

→

Long Term Outcomes
(Sustaining Increased Student Achievement)

Refining use of data driven continuou improvement, integrating it into all policies, procedures, and practices, a sustaining it over time

a. Change in school and district culture—adult behaviors and expectations support and reinforce student achievement
b. School and district leaders have capacity to lead
c. Increases in student achievement a measured by CAPT and CMT
d. Reduction or elimination of achievement gaps
e. Fewer referrals to Special Educatio
f. Fewer dropouts
g. Fewer discipline referrals
h. Increased attendance

Appendix D: Descriptive district survey findings

Appendix D: Descriptive district survey findings

Evaluation of the Connecticut Accountability and Learning Initiative (CALI)
District Survey, April 2009

Twenty-four members of the CALI Advisory Group representing the 15 partner districts were contacted and asked to respond to the survey. A total of 18 responses were received, for an overall return rate for the survey was 75%. However, 100% of the partner districts submitted at least one response. Two districts had multiple respondents.

General Information

Information on Response Tables
18 Respondents: 2 from Meriden, 3 from Waterbury
Coding is 4 for strongly agree, 3 for agree, 2 for disagree, and 1 for strongly disagree.
Averages are reported for response values that correspond to the coding scheme described above. Therefore, an average of 3.04 would indicate that respondents tended to agree with this item. The closer the item is to 4, the more the respondents tended to agree and strongly agree with it.
High - the most positive response for the item across districts
Low - the most negative response for the item across districts
DK/Missing - the number of missing or 'Don't Know' responses across districts

CSDE Support

Summary of Responses to CSDE Support Items	Average	High	Low	DK/Missing
Since the accountability legislation was enacted, the CSDE is more focused on the most important needs of identified districts	3.41	Strongly Agree	Agree	1
The CSDE is responsive to district concerns with regard to CALI services and school and district improvement requirements	3.22	Strongly Agree	Disagree	0
The CSDE is willing to individualize support and services to meet district needs within the CALI context	3.24	Strongly Agree	Disagree	1
The CSDE provides effective leadership development to principals and other instructional leaders in our district to support CALI work	3.07	Strongly Agree	Disagree	3
CSDE interactions with our local board of education have been helpful in advancing the district improvement	3.00	Strongly Agree	Strongly Disagree	3
CSDE interactions with state and local teacher union leadership have been helpful in advancing the district improvement agenda	3.23	Strongly Agree	Disagree	5
The CSDE technical assistance team has been effective at brokering CSDE resources that support teaching and learning	3.19	Strongly Agree	Disagree	2
The CSDE technical assistance team assigned to the district has been effective in improving the District Data Team Process	3.24	Strongly Agree	Disagree	1

Appendix D: Descriptive district survey findings

Please note any comments you have related to CSDE's service to districts in implementing CALI
CALI is disjointed. The efforts are not tailored to the needs of the district. Delivery of information is too varied. CALI personnel are not experienced enough in implementing the processes of CFA and Data Teams and yet they are trying to train teachers.
Still needs a great deal of work with the teachers union if we are going to make the kind of progress we need to make.
Although I agree that the CSDE team has been helpful in moving the data team forward there were times when it was a bit of a hindrance. We had several changes in the team structure which was frustrating to us as one person's ideas were different than another that might have come in at a later date. Some team members involvement is more direct than others.
The CSDE Team that works with our district is OUTSTANDING and has really helped the District move to the next level. The CALI set up with [name deleted] does not work for our district at all
The registration process for the various CALI training scenarios- RFS, technical assistance, etc.- was cumbersome and ill timed for the 2008-09 school year. I am glad that the state will start this process earlier for the 2009-10 school year. The CSDE could have mapped out a sequence of implementation for districts. As it is, we started with Data Teams/DDDM then almost everything else all at once. Our work with DT/DDDM showed us that we need more frequent data point so we developed our MDAs and sent some people to CFA training. We also thought we needed curriculum work, so off some went to MSW. Some went to ETS because we needed to improve instructional strategies. Same with SRBI, ELL, etc. So now our efforts will be to bring order to CALI in our district while building a base of in-district certified trainers.
I believe the CALI initiative is improving. The important issue is to have every service provider contract with qualified trainers who give the same message, especially in large districts. They need to know the District's Improvement plan and guide school level teams in seeing the big picture and how to use school specific data to move the district and the school plan.
CALI services need to be delivered by just one agency...the messages are mixed when different RESCs provide the assistance and it tends to be counterproductive for our schools.
"Agree" and "Disagree" were not helpful in responding to these questions. I would have preferred a scale representing a range between the two ideals. It is difficult to respond to some of these questions due to the incomplete system (feedback loops). We are currently building the system (feedback loops) and have to this point insufficient resources to do this quickly and effectively. For example, there is currently a gap in the flow of information from Executive Coaches to me...a gap in the flow of information between the District Level and School Level... there are currently insufficient resources to accomplish required steps and processes. Building the capacity of the district (a future oriented task) is in conflict with accomplishing tasks that keep the district afloat. This is not a problem of focus (knowing and valuing the priorities that need to be accomplished...but, rather, having the resources to do the work.) I believe that the SDE and RESCs face the same problem of insufficient resources that the district faces, limiting the degree to which the SDE / RESCs can respond to the needs of the district. It is not that the SDE does not want to be responsive, but a case of not having the capacity to be as responsive as needed. The Technical Assistance Team has substantially changed since January. The current team is not sufficiently aware of the district's context. Part of my role as District Data Team Facilitator is to manage the TAT's disconnect. It seems clear that the view of the TAT is to "fix" rather than to "build capacity". TAT members seem to have difficulty suspending judgment. TAT members seem to have a greater concern with the needs/wants of the State BOE than with the gradual improvement of the district. District membership has a heightened sensitivity to these predispositions. Perhaps over time and with consistent membership we will become a more cohesive team. I understand that the CSDE is meeting with union membership. It is too early to tell if these meetings will result in positive outcomes.
The CSDE has been fantastic, responsive, informed, flexible
I believe the CSDE has been open to suggestions throughout to help improve the quality of the CALI workshops and to differentiate according to the needs of the district.

Appendix D: Descriptive district survey findings

Short Term Outcomes

Summary of Responses to Short Term Objective items	Average	High	Low	DK/ Missing
Our district knows what the goals and purposes of CALI are.	3.29	Strongly Agree	Disagree	1
CALI services give us a systematic way to change the adult behaviors that effect student achievement.	2.94	Strongly Agree	Strongly Disagree	2
CALI has contributed to a sense of urgency that our district needs to support our schools more effectively.	3.12	Strongly Agree	Strongly Disagree	1
Making good use of CALI services is part of our job descriptions-not just an extra.	2.82	Strongly Agree	Strongly Disagree	1
Our district supports the CALI model as an effective school and district improvement strategy.	3.41	Strongly Agree	Disagree	1
District and school status (Cambridge) assessments will play an important role in changing practice	3.12	Strongly Agree	Disagree	1
Ad Hoc Committee on Accountability of the State Board of Education will play an important role in changing practice	3.07	Strongly Agree	Disagree	4
District Improvement Plan approval by the State Board of Education will play an important role in changing practice	3.54	Strongly Agree	Agree	5
Support from Regional Educational Service Centers and the State Education Resource Center will play an important role in changing practice	3.07	Strongly Agree	Disagree	3
Our district has a high level of awareness of the State support team assigned to partner districts	3.38	Strongly Agree	Disagree	2
Our district has participated in services related to the State support team assigned to partner districts	3.65	Strongly Agree	Agree	1
Our district believes the State support team assigned to partner districts will help us improve student performance	3.35	Strongly Agree	Disagree	1
Our district has a high level of awareness of this Demonstration Schools (including executive coaching and data team facilitation)	3.35	Strongly Agree	Disagree	1
Our district has participated in services related to Demonstration Schools (including executive coaching and data team facilitation)	3.59	Strongly Agree	Agree	1
Our district believes Demonstration Schools (including executive coaching and data team facilitation) will help us improve student performance	3.25	Strongly Agree	Strongly Disagree	2
Our district has a high level of awareness of the External consultants (former superintendents) sent by CSDE that work with the superintendent and leadership team	3.29	Strongly Agree	Disagree	4
Our district has participated in services related to the External consultants (former superintendents) sent by CSDE that work with the superintendent and leadership team	3.54	Strongly Agree	Agree	5
Our district believes External consultants (former superintendents) sent by CSDE that work with the superintendent and leadership team will help us improve student performance	3.50	Strongly Agree	Agree	4
Our district has a high level of awareness of the Advisory Committee for Accountability and School Improvement	3.43	Strongly Agree	Disagree	4
Our district has participated in services related to the Advisory Committee for Accountability and School Improvement	3.67	Strongly Agree	Agree	3
Our district believes the Advisory Committee for Accountability and School Improvement help us improve student performance	3.33	Strongly Agree	Disagree	3
Our district has a high level of awareness of Subject-area curriculum support	3.15	Strongly Agree	Disagree	5
Our district has participated in services related to Subject-area curriculum support	3.08	Strongly Agree	Disagree	5
Our district believes Subject-area curriculum support will help us improve student performance	3.18	Strongly Agree	Disagree	7

Appendix D: Descriptive district survey findings

Summary of Responses to Short Term Objective items	Average	High	Low	DK/Missing
Our district has a high level of awareness of this CALI training module - DDDM/DT	3.73	Strongly Agree	Disagree	3
Our district has a high level of awareness of this CALI training module - ETS	3.20	Strongly Agree	Disagree	3
Our district has a high level of awareness of this CALI training module - CFA	3.53	Strongly Agree	Disagree	3
Our district has a high level of awareness of this CALI training module - MSW	3.42	Strongly Agree	Disagree	6
Our district has a high level of awareness of this CALI training module - School Climate	3.14	Strongly Agree	Disagree	4
Our district has a high level of awareness of this CALI training module - SRBI	3.21	Strongly Agree	Disagree	4
Our district has participated to a significant degree in basic training on this module - DDDM/DT	3.67	Strongly Agree	Disagree	3
Our district has participated to a significant degree in basic training on this module - ETS	3.00	Strongly Agree	Disagree	3
Our district has participated to a significant degree in basic training on this module - CFA	3.33	Strongly Agree	Disagree	3
Our district has participated to a significant degree in basic training on this module - MSW	3.00	Strongly Agree	Disagree	5
Our district has participated to a significant degree in basic training on this module - School Climate	2.69	Strongly Agree	Disagree	5
Our district has participated to a significant degree in basic training on this module - SRBI	2.92	Strongly Agree	Disagree	5
Our district has further built capacity by sending our staff to certification training on this module - DDDM/DT	3.53	Strongly Agree	Disagree	3
Our district has further built capacity by sending our staff to certification training on this module - ETS	3.23	Strongly Agree	Disagree	5
Our district has further built capacity by sending our staff to certification training on this module - CFA	3.15	Strongly Agree	Disagree	5
Our district has further built capacity by sending our staff to certification training on this module - MSW	2.92	Strongly Agree	Strongly Disagree	6
Our district has further built capacity by sending our staff to certification training on this module - School Climate	2.77	Strongly Agree	Disagree	5
Our district has further built capacity by sending our staff to certification training on this module - SRBI	2.64	Strongly Agree	Disagree	7
Our district believes this CALI training module will help us improve student achievement - DDDM/DT	3.73	Strongly Agree	Agree	3
Our district believes this CALI training module will help us improve student achievement - ETS	3.62	Strongly Agree	Strongly Disagree	5
Our district believes this CALI training module will help us improve student achievement - CFA	3.67	Strongly Agree	Agree	3
Our district believes this CALI training module will help us improve student achievement - MSW	3.40	Strongly Agree	Agree	8
Our district believes this CALI training module will help us improve student achievement - School Climate	3.27	Strongly Agree	Disagree	7
Our district believes this CALI training module will help us improve student achievement - SRBI	3.57	Strongly Agree	Agree	4

Please note any comments you have related to short-term outcomes of CALI in your district (awareness, participation, buy-in, etc.)
The state does not listen when it comes to these modules. Our district was trained before the State took these modules on and the state is trying to make this a one size fits all model and are not flexible. [Name deleted] does not get it. I truly believe the State People need to connect with all districts and see what really needs to be done. These trainings alone are not going to move districts. The state needs to know how to move this to the next level. Just because you have many people trained does not mean you are doing well. It is not about quantity but about quality, especially of the Data Team. I have had to contract separately with the Leadership and Learning Center to try and move our district because the state department will not move from the "cookie cutter" set up they have. I truly believe that [name deleted] does not like to differentiate for districts and she is the hold up on this piece. I have contracted with the Leadership and Learning Center to help us monitor the implementation of out School Data Teams. This has been the most valuable money I have spent. I have also had to contract with the Leadership and Learning Center to train our staff on CFA's. This training has been awesome and I have hundreds of teachers trained in just one year. It was costly but well worth it. As far as MSW and ETS, we were trained and have certified trainers but these are not getting us anywhere. We did this before we

Appendix D: Descriptive district survey findings

wrote our district curriculum. We unwrapped our standards and we have Effective Teaching Strategies in all areas of our curriculum. So I am not sure why we continue to need these modules. We have not done anything with School Climate. I do have a model SBRI school that has been going for training for these past 2 years. We are doing well with this training. I hope this was not to long but I really hope someone gets this message and reflects on what they are doing.
The Cambridge reports were written in such a way that even if you agreed with the findings (which I did), you were offended by the blunt and seemingly accusatory language. The reports did little in the way of identifying any positive aspects of existing programs. The auditors showed a lack of understanding of how unions impact the educational process and decisions. I appreciated the assistance from the CSDE Team in developing the district improvement plan. There was however, a large degree of frustration in this process because it took much longer than anticipated as well as the ever-changing expectations as the CSDE tried to anticipate the Sate BOE's reaction to plans and as the State BOE commented on DIPs as they were presented. Clearer expectations upfront would have simplified the process and reduced frustration.
Limited management capacity (i.e., coordinating substitutes, travel reimbursement, etc.) make the workshops a challenge. Feedback from participants also indicates that workshops local to Stamford fill up quickly, and travel to Hartford and Hampton is undesirable.
RE: CALI being systematic: each module (DDDM, ETS, etc. is systematic. However, there is not a systematic approach to building the capacity of the district. "Do-ability" short circuits effectiveness. The needs overwhelm the systems resources. RE: CALI as job description: CALI is added to my responsibilities, resulting in frequent feelings of frustration and exhaustion. (I am completing this survey on Sunday morning because I don't know when else it could be accomplished. Further, it is in competition with other work that I will be doing today.) The system needs to have supports built in to ensure "balance". Knowing what to do and having good intentions are insufficient to gain long term improvements. RE: The district supports CALI: This is not a question of support but a question of degree. Our district's systems are incomplete and result in the district not being able to completely support CALI. Further, segments of CALI result in increased silo activity within the district rather than increased system activity. There is a vacuum of leadership and the tools needed by leaders resulting in strained coordination, monitoring, and values. RE: State Support Team: I do not believe that the State Team has sufficient capacity to be an effective support for our district's improvement. I believe that the members of the State Team have good intentions. RE: Demonstration Schools: Our district's insufficient systems (feedback loops) prevent me from fully understanding the degree to which demonstration school supports are effective. Positive anecdotal information comes to me from principals. However, I do not have a link to executive coaches. I am unable to judge the degree to which the development of schools / principals is in alignment with the district's expectations. I sometimes get the sense that there is misalignment. RE: External consultants working with superintendent: I am not aware of the degree to which this is happening. RE: Advisory Committee: I have not found these meetings to be valuable to my work. I wonder if it might be more effective to have districts partner in small groups and work more closely together for purposes of problem solving. I find much of the time of our current meetings devoted to the distribution of information. RE: CALI Training Modules: I understand that the modules are inter-related. The deployment of the modules is sequential, which tends to overwhelm the system's resources. Additionally, staff turnover adds an additional layer of overburden to the system.
We are still building capacity by certifying staff.
We have small group of people from multiple levels working on SRBI and bringing it back to the district. We have had the benefit of data team facilitators in specific schools - and would like to be able to use this option in all schools.

Appendix D: Descriptive district survey findings

Mid Term Outcomes

Summary of Responses to Mid-Term Objective items	Average	High	Low	DK/ Missing
Our district has formed a District Data Team	3.93	Strongly Agree	Agree	3
The frequency and duration of District Data Team meetings are adequate to produce positive results	3.38	Strongly Agree	Disagree	5
The District Data Team has effectively overcome any obstacles it has encountered	3.07	Strongly Agree	Disagree	4
Our District Data Team has sufficient time, resources, and support to work effectively	2.69	Strongly Agree	Strongly Disagree	5
Our District Data Team monitors and supports all School Data Teams	2.67	Strongly Agree	Strongly Disagree	3
We have used data to create a District Improvement Plan	3.67	Strongly Agree	Agree	3
The strategies we have committed to in our District Improvement Plan are based on scientific research or proven practice	3.64	Strongly Agree	Agree	4
In addition to achievement data, we are using climate, safety, and health data in District Data Team work and conversations	3.43	Strongly Agree	Disagree	4
Results, processes, and outcomes of our District Improvement Plan are evaluated on a regular basis	2.79	Strongly Agree	Disagree	4
Our district assists school teams in developing improvement plans that align with our District Improvement Plan	3.57	Strongly Agree	Agree	4
Our district is developing a three-tiered system for using Scientifically Based Research Interventions	3.43	Strongly Agree	Disagree	4
Our district supports teachers in using differentiated instruction in the general education classroom or program (tier one)	3.14	Strongly Agree	Disagree	4
Our schools provide help for children who need more support than they are receiving in the general curriculum (tier two)	3.14	Strongly Agree	Disagree	4
Our schools provide more individualized instruction for children who need the most support (tier three)	2.86	Strongly Agree	Disagree	4
Our district uses benchmark (periodic summative) assessments	3.47	Strongly Agree	Agree	3
Our teachers use formative, classroom-based assessments on a day-to-day basis	2.80	Strongly Agree	Disagree	3
Our District Data Team provides useful, user-friendly data reports to schools	3.00	Strongly Agree	Disagree	5
Our District Data Team supports School Data Teams in effectively managing and interpreting student data	2.86	Strongly Agree	Disagree	4
Our district has used the Request For Services (RFS) process to meet our identified professional development needs	3.40	Strongly Agree	Agree	3
Access to training days by the Leadership and Learning Center has enabled our district to address our most pressing identified needs	2.80	Strongly Agree	Strongly Disagree	3
Our district uses data available through the TAST system for information on our ability to build staff capacity	2.64	Strongly Agree	Strongly Disagree	7
Our district provides embedded professional development opportunities for teachers in our schools	3.21	Strongly Agree	Agree	4
Our district uses administrative walk-throughs to provide feedback on instruction	3.14	Strongly Agree	Strongly Disagree	4
Our district monitors the functioning and effectiveness of our District, School, and Instructional Data Teams	2.92	Strongly Agree	Strongly Disagree	5
District curriculum is developed based on using Connecticut's Grade Level Expectations (GLE's)	3.21	Strongly Agree	Disagree	4
Our district has established resources and supports that help schools align instruction to the learning targets outlined in the GLE's	2.64	Strongly Agree	Disagree	4
Our district collects and uses data that demonstrates how schools are implementing the district curriculum, and we differentiate support and assistance accordingly	2.71	Strongly Agree	Disagree	4
Our district provides leadership development to principals and other instructional leaders in our district to support CALI work	3.38	Strongly Agree	Agree	5

Appendix D: Descriptive district survey findings

Please note any comments you have on the mid-term CALI outcomes in your district (changes in functioning of District Data Team, District Improvement Plan, etc.)
Some of the answers were agree/disagree when what was meant was that it was inconsistent throughout the district. Some practices are not embedded in every school.
We have an outstanding District Data Team. It is just awesome!!! We really need to thank our State partners, [names deleted] for helping us with this piece. They are awesome!!
Our elementary schools are ahead of our secondary schools with these items. We do have some areas at the secondary level that are moving quicker than others- math at both the MS and HS, and the 9th grade teams at the high schools are examples of this.
Lack of continuity from the 3 different RESCs servicing our schools.
RE: District Data Team: Our district data team is under-resourced. Time is a major constraint, despite our efficiency. Each district team member has multiple job responsibilities that can lead to frustration and ineffectiveness. RE: Tiered system: Our system's supports for tier-1 and tier-2 are insufficient. In our district, there is a vacuum of supports for tier-3 interventions, academic or social-emotional. RE: Use of resources e.g., TAST and Leadership and Learning Center: Our district's systems are incomplete and overwhelmed, consequently, we are unable to make good use of every support afforded to us. Additionally, we are building systems of support. It is not that we do not value them or know what they need to be, but that we do not currently have the capacity to move faster. Distributing leadership through the organization will eventually augment our ability to overcome some of our current shortcomings. Leadership requires a value set that does not seem to be widely available in the organization.
We are beginning to really move forward on this - focused - direct - over the "hump" - the language in the district is great.
We do see improvement of implementation, but we see variability in its effectiveness. Levels of "buy-in" vary - particularly influenced by the skill level of building administrators and the time available for district personnel to assist. RESC consultants have been valuable in adding support to implementation at the building level.

Appendix D: Descriptive district survey findings

Long Term Outcomes

Summary of Responses to Long Term Objective items	Average	High	Low	DK/Missing
The data driven approach to improvement that CALI has supported has become simply "the way we do things around here"	3.14	Strongly Agree	Disagree	4
The expectations that we hold of ourselves and our school staff are higher as a result of implementing the CALI model	3.14	Strongly Agree	Disagree	4
Our district knows what to do to improve a school that is struggling	3.00	Strongly Agree	Disagree	4
Since we began using CALI services, there is a trend in reducing or eliminating achievement gaps district wide	2.90	Strongly Agree	Disagree	8
Our data show we have several district wide strategies that are effective in intervening with students who are at risk for underachieving or dropping out	2.82	Strongly Agree	Disagree	7
Dropout rates are down district wide	2.64	Strongly Agree	Disagree	7
Our data show that we have built teacher capacity to manage problem behaviors effectively	2.85	Strongly Agree	Disagree	5
Discipline referrals are down district wide	2.82	Strongly Agree	Disagree	7
Suspension rates are down district wide	2.80	Strongly Agree	Disagree	8
Attendance is up district wide	3.11	Strongly Agree	Disagree	9

Please note any comments or suggestions related to long-term outcomes here:
We have not reviewed the suspension, attendance data to date.
We have solid data to support my answers and they are a part of our District Improvement Plan.
Our middle and elementary schools use PBIS and we work with the May Institute on this. The high schools are not yet using it but are in the process of studying PBIS for potential implementation. We have not tracked dropout data relating to CALI. We have noticed improved attendance at the high schools, but we are not reporting on attendance at the elementary of middle schools. We do track attendance at these levels.
Assign one person to work only in this district. We could assign him/her to schools based on identified needs.
We are at the beginning of using data for instructional problem solving. There are few attitude barriers left in the district. "Knowing what to do" for a failing school implies that there is a silver bullet that can be used as a remedy. Our district "knows" that failing schools need improvement in the areas of Learning Context, Curriculum, Instruction, and Assessment. Improvement is not a linear process and relies upon the interplay of these four elements. Partnerships are important to problem solving around the issue of "failing school" or "failing district". We also "know" that systems cannot improve without external influence. RE: CALI Services and the timing of demonstrated reduction of gaps I would advise caution in drawing a direct line between CALI services and student improvement. I have experienced a very simplistic view about this...e.g., "Isn't it wonderful that CALI is having a positive effect on our schools' and students' performance..." as though it is the only thing having an influence. For example, the district had begun working on the learning context component (social-emotional learning) prior to it hitting CALI's radar. There are other examples... Certainly CALI has been helpful, but has not been operating in a vacuum. Please forward a copy of these responses to me. Thanks! Feedback for you: It has taken approximately 2 hours to complete this survey.
Our baseline data is variable due to previous collections. Also, we have not yet collected all of the comparative data referenced in the questions above so that answering some of the questions is difficult.
Please list the three aspects of the system of state support (CALI) that are the most valuable/successful/useful
State support Former Supt support Curriculum support
1. The availability of training. 2. Technical assistance offered. 3. The focus on increased student achievement
Support from the 3 member state team Meeting with the Advisory Committee Cambridge Review of District and Schools
Free CALI training for Priority school districts' Demonstration school program CSDE Team
Executive SDE Team/Consultants Demo/Coach Schools Advisory Meetings

Appendix D: Descriptive district survey findings

Advisory group meetings
Support in SIP Development Demonstration Schools report that the coaches are useful Advisory Committee meetings provide some useful information
1. Creating urgency for change. 2. Emphasizing shared language. 3. Supports through the RESC
immediacy, knowledge & expertise
Access to quality professional development - particularly in the form of onsite technical assistance. Sharing strategies that work in districts across the state. Whole school focused intervention support
technical support

Please list the three most important areas for improvement for the system of state support (CALI)
Help with the teachers union Help with CFA Help with Data Team Training
1. Too many initiatives to respond to at one time. 2. A perception that the CSDE does not understand the day to day functions of running a school district and that the demands cannot always be met. 3. Offering job embedded training so that we are not taking staff out of buildings all the time. Perhaps summer institutes would help.
CALI Module Training that [name deleted] is in charge of The Executive Coaching for Schools in need of improvement
CALI registration process. Providing sorting options on the TAST. Ensuring the quality of the CALI trainers
School based delivery model of professional development from RESCs. SDE meeting with Administrative Unions
Assignment of services Collaboration among the different Bureaus at CSDE to ensure that all initiatives "fit" together
A more tailored DDT process to meet our district's needs CALI workshop locations more convenient to Stamford CALI workshop guidelines to help us set a progression for participants
1. Are there ways to reduce the layers that seem to be developing? Is the system of support taking on a life of its own? 2. Are there ways to support the feedback loops (monitoring / report systems) that seem to be emerging without simply shifting the burden to current district personnel? 3. How might the distribution of values help to distribute leadership and flatten the organization? Has the SDE committed to a value set (foundation for the work) that is widely known and accepted? To what degree are the espoused values enacted at the SDE?
Keep [name deleted] in [our district]
On-going longitudinal data systems to support analysis of achievement (and positive press) Strategies for dealing with mobility of students Continued financial assistance focused directly on identified areas of support

Appendix E: District site visit protocol

Appendix E: District site visit protocol

CALI Evaluation
District Site Visit Protocol
May, 2009

Prior to the Site Visits:

- CSDE staff will notify the district of selection
- Edie will follow up to schedule, establishing who the main point of contact is at the district level (likely Advisory Committee member with highest rank), providing and adapting the agenda for the visit Districts can flexibly arrange these components as suits their schedule, so long as all the pieces are addressed), securing meeting space for the site visitors during breaks and lunch (it is ideal if food and water can be provided so site visitors can use this for work time and to talk privately) and securing directions to the district office.
- RMC will collect the following information on each district
    - Telephone interview of the CSDE lead consultant; former superintendents
    - Telephone interview of the RESC service provider
    - Document review**:** Cambridge Assessment; District Improvement Plan; Strategic School Profile; any docs that the CSDE lead consultant or RESC provider suggests.

At the Site Visit

Schedule and Protocol

8:30-9:00 Initial Meeting with Advisory Committee Member (contact person)

Purpose: To go over agenda and logistics for the day; preview space; set up equipment; answer any questions the district may have.

9:00-10:00 Group Interview with Advisory Board members and the Superintendent

Purpose: To understand the perspective of district leadership on CALI

Preamble: Thank you for taking time to talk with us this morning. We are from RMC Research Corporation, and this site visit is part of the CALI evaluation sponsored by the state. The purpose of the evaluation is to provide data to the CSDE so that they can (1) understand what makes CALI work—or what stands in its way of being an effective means of supporting identified districts and schools and (2) improve the CALI system over time.

This is not an evaluation of your district.

We will be audio recording our conversation today for the sake of the completeness of notes. No one other than RMC staff will hear recordings or see transcripts and data will not be identified with you personally.

Appendix E: District site visit protocol

In the next hour, we would like to get a general understanding of the CALI "story" here in _____. This big picture understanding will help us as we dig deeper in an interview with the district data team and end the day by talking with principals to understand the user perspective of CALI support.

Protocol:

(1) The big picture, or the story

- With regard to supporting your identified schools, what were your practices, policies and procedures like prior to CALI work that began with the Cambridge Assessment and after it?
- In general terms, what are the structures that CALI has put in place?
- How far does CALI reach—within the district office and beyond it?

(2) Inputs, resources, components

- What has the state done to make your use of CALI easy or difficult?
- What support has the RESC/SERC Alliance provided in implementing CALI? How helpful, useful has that assistance been?
- To what extent have you successfully built capacity of your own staff to implement CALI?
- What is your view of the various CALI components as a system? How do these CALI components, as a system, fit with one another? Work for your district?
- How do CALI supports for identified schools fit your needs, or the goals your district is working on?

(3) Outcomes and impact

- What are the factors that make your district able to access, with ease or success, CALI support?
- What are your CALI implementation successes?
- What have been the challenges in implementing CALI?
- What student learning, teaching quality, organizational systemic results are you seeing thus far?

(4) Reflection

- What are your early hunches about CALI – where it will push envelopes, where it will fall down or fail, what will continue to stay in place and move forward, what do they think they need?
- In what ways could the CALI design be improved?

10:00-10:30 Break

Appendix E: District site visit protocol

10:30-12:30 Group Interview with the District Data Team (district contact person will be asked to select a representative sample of 6-8 people from the Data Team, fairly evenly balanced between district and school level members.)

Purpose: To understand what the District Data Team believes it has accomplished, what has enabled its successes, what challenges and barriers it has encountered.

Preamble: Thank you for taking a few minutes to meet with us today. We are from RMC Research Corporation and are conducting this site visit as part of the CALI evaluation. The purpose of the evaluation is to provide data to the CSDE so that they can (1) understand what makes CALI work—or what stands in its way of being an effective manner of supporting identified districts and schools and (2) improve the CALI system over time. This is not an evaluation of your district. We have already spoken to district leaders to gain a broad understanding of how CALI has functioned in your district. We have learned [summary statement here]. In this conversation, we want to dig deeper and test out a CALI theory of action with regard to your experiences as the Data Team. We will audio record the conversation for the sake of completeness of notes. No one other than RMC staff will hear the recording or see the transcriptions. What you say will not be personally identified with you.

Protocol:

(1) The big picture, or the story

- What would you like to add to the CALI story in ____, as I just described it?

(2) Inputs, resources, components

- In our CALI theory of action, a starting point is that the statewide support system is well designed, effectively communicated to intended users, and backed up with sufficient resources so that it can be implemented as intended. Let's take those one by one
- What is your thinking on the design of the system: the components parts and how they work together?
- How has CALI, as a statewide system of support, been communicated, by the state to your district, by your district leadership to district staff and to schools?
- What resources have you drawn on to implement CALI? What resources or capacity have you created? What do you still need?

(3) Outcomes and impact

- In the theory of action, we hypothesized that outputs of CALI will be participation in CALI services and training, short term outcomes will be buy in and increased readiness, mid term outcomes will be changed practice in using data, and long term outcomes will be improved student achievement and other similar measures.
- What do you think of this theory of action in general?
- Speaking of short term outcomes, what were the factors that made your district make good use of CALI?

- What advice would you give the state on how to develop this ability for implementation if its not there?

[Note: Edie and Keisha will have key short mid and long term outcomes from the survey for the district being visited. They will use this information in probing to explain mid term outcomes]

- What factors have facilitated your implementation of CALI?
- What factors have hindered implementation of CALI?
- What would be needed to continue to move to a higher level of implementation?
- What is your sense of the culture and climate issues, concerns, changes?
- What student learning, teaching quality, organizational systemic results are you seeing thus far?
- What impact are you anticipating seeing over the next year or so?

(4) Reflection

- What are your early hunches about CALI – where it will push envelopes, where it will fail, what will continue to stay in place and move forward, what do they think they need?
- In what ways could the CALI design be improved?

12:30-1:30 Lunch

1:30-3:00 Group Interview with principals (contact person will be asked to recruit 2-4 principals of schools NOT represented on the District Data Team, seeking if possible representation of elementary, middle and high schools similar to the patterns in identified schools.

Purpose: To understand how school leaders who are not part of the District Data Team perceive CALI.

Preamble: Thank you for taking a few minutes to talk with us this afternoon. We have spent the morning learning about how the district sees CALI and how you have implemented it. The CSDE's chief goal, of course, is to support schools. We would like to talk with you to get your thoughts on how district support can be most effectively accessed or taken to the school level. We will audio record the conversation for the sake of completeness of notes. No one other than RMC staff will hear the recording or see the transcript and what you say will not be personally associated with you.

Protocol:

(1) The big picture, or the story

- What does this Accountability for Learning Initiative (CALI) mean in your school?
- Compare your school's improvement work before and after this initiative (CALI.) Explain why or why not there are differences

(2) Inputs, resources, components

- What are the new supports this has brought you?
- To what extent are these "just the right support, just in time"?
- Are you receiving other support as an identified school? If so, how does CALI fit with that support?
- What would be your advice to the district about CALI?

(3) Outcomes and impact

- Is your school accessing [ready for] the training and support CALI is offering/bringing in?
- What are teachers (administrators, paraprofessionals) learning?
- How are you and your staff being supported to implement what they are learning through modules, data team work, and other CALI work?
- What student learning, teaching quality, organizational systemic results are you seeing thus far?
- What impact are you anticipating seeing from your participation in CALI over the next year or so?

(4) Reflection

- What are your early hunches about CALI – where it will push envelopes, where it will fail/fall down, what will continue to stay in place and move forward, what do you think you need?
- In what ways could the CALI design be improved to serve you better?

3:00-3:30 Break

3:30-4:30 Exit interview with Advisory Committee Member (contact person)

Purpose: To test out main understandings, ask any clarification questions; make arrangements for collecting any documents that were referenced during the day and that are of interest.

(1) Recap the main things we have learned for reaction of the contact person

(2) Is there anything else you would like us to know or understand?

(3) If questions come up during analysis or if we want to test out hunches, would you be willing to speak with us once more on the phone?

After the Site Visit

- RMC staff write reflective field memos, clean up handwritten notes, submit audio files to transcriber; clean up transcription

Appendix E: District site visit protocol

- Work through the CSDE lead consultant to get TAST data on each district
- If needed, telephone interview with Advisory Board member if there are any questions for clarification
- Analysis and write up

Acknowledgements

RMC offers its thanks to all fifteen CALI Partner Districts for providing us with data to produce this portrait of the current status and direction of Connecticut's Accountability for Learning Initiative. Thank you for taking the time to complete the survey and to provide comments and rich information for us to analyze and report.

In particular, we wish to express our deep appreciation to the four CALI districts we visited in spring 2009, to all of the participants, and particularly the Advisory Committee members, who opened their doors and provided hospitality, implementation stories, reflections, and ideas for us. We recognize that life in districts is always busy and we appreciate you taking the time to contribute to the conversation on improving CALI so that it can reach its potential in creating education systems that serve students well.

The RMC Research Evaluation Team

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Appendix (D)(1)(a)
Connecticut Statutes on Alternative Routes to Certification and Teacher Shortage Areas

Sec. 10-145b of the 2010 Supplement to the Connecticut General Statutes. Teaching certificates.

(a) The State Board of Education, upon receipt of a proper application, shall issue an initial educator certificate to any person who has graduated (1) from a four-year baccalaureate program of teacher education as approved by said state board, or (2) from a four-year baccalaureate program approved by said state board or from a college or university accredited by the board of governors or regionally accredited, provided such person has taken such teacher training equivalents as the State Board of Education shall require and, unless such equivalents are taken at institutions outside of this state, as the board of governors shall accredit. In addition, on and after July 1, 1993, each applicant shall have completed a subject area major as defined by the State Board of Education, except as provided in section 10-145*l*. Each such initial educator certificate shall be valid for three years, except as provided in subsection (c) of this section, and may be extended by the Commissioner of Education for an additional year for good cause upon the request of the superintendent in whose school district such person is employed or upon the request of the assessment team reviewing such person's performance.

(b) During the period of employment in a public school, a person holding an initial educator certificate shall (1) be under the supervision of the superintendent of schools or of a principal, administrator or supervisor designated by such superintendent who shall regularly observe, guide and evaluate the performance of assigned duties by such holder of an initial certificate, and (2) participate in a beginning educator program if there is such a program for such person's certification endorsement area.

(c) (1) The State Board of Education, upon request of a local or regional board of education, shall issue a temporary ninety-day certificate to any applicant in the certification endorsement areas of elementary education, middle grades education, secondary academic subjects, special subjects or fields, special education, early childhood education and administration and supervision when the following conditions are met:

(A) The employing agent of a board of education makes a written request for the issuance of such certificate and attests to the existence of a special plan for supervision of temporary ninety-day certificate holders;

(B) The applicant meets the following requirements, except as otherwise provided in subparagraph (C) of this subdivision:

(i) Holds a bachelor's degree from an institution of higher education accredited by the Board of Governors of Higher Education or regionally accredited with a major either in or closely related to the certification endorsement area in which the requesting board of education is placing the applicant or, in the case of secondary or special subject or field endorsement area, possesses at least the minimum total number of semester hours of credit required for the content area, except as provided in section 10-145*l*;

(ii) Has met the requirements pursuant to subsection (b) of section 10-145f;

(iii) Presents a written application on such forms as the Commissioner of Education shall prescribe;

(iv) Has successfully completed an alternate route to certification program provided by the Department of Higher Education or public or independent institutions of higher education, regional educational service centers or private teacher or administrator training organizations and approved by the State Board of Education;

(v) Possesses an undergraduate college overall grade point average of at least "B" or, if the applicant has completed at least twenty-four hours of graduate credit, possesses a graduate grade point average of at least "B"; and

(vi) Presents supporting evidence of appropriate experience working with children; and

(C) The Commissioner of Education may waive the requirements of subparagraphs (B)(v) or (B)(vi), or both, of this subdivision upon a showing of good cause.

(2) A person serving under a temporary ninety-day certificate shall participate in a beginning support and assessment program pursuant to section 10-220a which is specifically designed by the state Department of Education for holders of temporary ninety-day certificates.

(3) Notwithstanding the provisions of subsection (a) of this section to the contrary, on and after July 1, 1989, the State Board of Education, upon receipt of a proper application, shall issue an initial educator certificate, which shall be valid for three years, to any person who has taught successfully while holding a temporary ninety-day certificate and meets the requirements pursuant to regulations adopted pursuant to section 10-145d.

(d) In order to be eligible to obtain a provisional teaching certificate, a provisional educator certificate or an initial educator certificate, each person shall be required to complete a course of study in special education comprised of not fewer than thirty-six hours, which shall include an understanding of the growth and development of exceptional children, including handicapped and gifted and talented children and children who may require special education, and methods for identifying, planning for and working effectively with special needs children in a regular classroom. Notwithstanding the provisions of this subsection to the contrary, each applicant for such certificates who has met all requirements for certification except the completion of the course in special education shall be entitled to a certificate (1) for a period not to exceed one year, provided the applicant completed a teacher preparation program either in the state prior to July 1, 1987, or outside the state, or completed the necessary combination of professional experience or coursework as required by the State Board of Education or (2) for a period not to exceed two years if the applicant applies for certification in an area for which a bachelor's degree is not required.

(e) On and after July 1, 1989, the State Board of Education, upon receipt of a proper application, shall issue a provisional educator certificate to any person who (1) has successfully completed a beginning educator program and one school year of successful teaching as attested to by the superintendent, or the superintendent's designee, in whose local or regional school district such person was employed, (2) has completed at least three years of successful teaching in a public school in another state or a nonpublic school approved by the State Board of Education or appropriate governing body in another state within ten years prior to application for such provisional educator certificate, as attested to by the superintendent, or the superintendent's designee, in whose school district such person was employed, or by the supervising agent of the nonpublic school in which such person was employed, and has met preparation and eligibility requirements for an initial educator certificate, or (3) has successfully taught with a provisional teaching certificate for the year immediately preceding an application for a provisional educator certificate as an employee of a local or regional board of education or facility approved for special education by the State Board of Education.

(f) Any person holding a standard or permanent certificate on July 1, 1989, shall be eligible to receive upon application a professional educator certificate to replace said standard or permanent certificate. On and after July 1, 1989, standard and permanent certificates shall no longer be valid.

(g) On or after July 1, 1989, and prior to July 1, 2016, to qualify for a professional educator certificate, a person who holds or has held a provisional educator certificate under subsection (e) of this section shall have completed thirty credit hours of course work beyond the baccalaureate degree. It is not necessary that such course work be taken for a master's degree and such work may include graduate or undergraduate courses. On and after July 1, 2016, to qualify for a professional educator certificate, a person who holds or has held a provisional educator certificate under subsection (d) of this section shall have completed thirty credit hours of graduate coursework at a regionally accredited institution of higher education.

(h) (1) Unless otherwise provided in regulations adopted under section 10-145d, in not less than three years or more than eight years after the issuance of a provisional educator certificate pursuant to subsection (e) of this section and upon the statement of the superintendent, or the superintendent's designee, in whose school district such certificate holder was employed, or the supervisory agent of a nonpublic school approved by the State Board of Education, in whose school such certificate holder was employed, that the provisional educator certificate holder and such superintendent, or such superintendent's designee, or supervisory agent have mutually determined or approved an individual program pursuant to subdivision (2) of subsection (g) of this section and upon the statement of such superintendent, or such superintendent's designee, or supervisory agent that such certificate holder has a record of competency in the discharge of such certificate holder's duties during such provisional period, the state board upon receipt of a proper application shall issue such certificate holder a professional educator certificate. A signed recommendation from the superintendent of schools, or the superintendent's designee, for the local or regional board of education or from the supervisory agent of a nonpublic school approved by the State Board of Education shall be evidence of competency. Such recommendation shall state that the person who holds or has held a provisional educator certificate has successfully completed at least three school years of satisfactory teaching for one or more local or regional boards of education or such nonpublic schools. Each applicant for a certificate pursuant to this subsection shall provide to the Department of Education, in such manner and form as prescribed by the commissioner, evidence that the applicant has successfully completed coursework pursuant to subsection (g) of this section, as appropriate. Notwithstanding the provisions of this subsection, on and after July 1, 2012, experience teaching in a nonpublic school shall not be accepted for purposes of issuing a professional educator certificate, but may be accepted to renew the provisional educator certificate.

(2) Upon receipt of a proper application, the State Board of Education shall issue to a teacher from another state, territory or possession of the United States or the District of Columbia or the Commonwealth of Puerto Rico who (A) is nationally board certified by an organization deemed appropriate by the Commissioner of Education to issue such certifications, and (B) has taught in another state, territory or possession of the United States or the District of Columbia or the Commonwealth of Puerto Rico for a minimum of three years in the preceding ten years (i) a provisional educator certificate with the appropriate endorsement, or (ii) if such teacher has, prior to July 1, 2016, completed thirty credit hours of undergraduate or graduate coursework beyond the baccalaureate degree, and on and after July 1, 2016, completed thirty credit hours of graduate coursework, a professional educator certificate with the appropriate endorsement, subject to the provisions of subsection (j) of this section relating to denial of applications for certification.

(i) (1) For certified employees of local and regional boards of education, except as provided in this subdivision, each professional educator certificate shall be valid for five years and continued every five years thereafter upon the successful completion of professional development activities which shall consist of not less than ninety hours of continuing education, as determined by the local or regional board of education in accordance with this section, or documented completion of a national board certification assessment in the appropriate endorsement area, during each successive five-year period. (A) Such continuing education completed by certified employees with an early childhood nursery through grade

three or an elementary endorsement who hold a position requiring such an endorsement shall include at least fifteen hours of training in the teaching of reading and reading readiness and assessment of reading performance, including methods of teaching language skills necessary for reading, reading comprehension skills, phonics and the structure of the English language during each five-year period. (B) Such continuing education requirement completed by certified employees with elementary, middle grades or secondary academic endorsements who hold a position requiring such an endorsement shall include at least fifteen hours of training in the use of computers in the classroom during each five-year period unless such employees are able to demonstrate technology competency, in a manner determined by their local or regional board of education, based on state-wide standards for teacher competency in the use of technology for instructional purposes adopted pursuant to section 4d-85. (C) Such continuing education completed by (i) the superintendent of schools, and (ii) employees employed in positions requiring an intermediate administrator or supervisory certificate, or the equivalent thereof, and whose administrative or supervisory duties equal at least fifty per cent of their assigned time, shall include at least fifteen hours of training in the evaluation of teachers pursuant to section 10-151b during each five-year period. (D) In the case of certified employees with a bilingual education endorsement who hold positions requiring such an endorsement (i) in an elementary school and who do not hold an endorsement in elementary education, such continuing education taken on or after July 1, 1999, shall only count toward the ninety-hour requirement if it is in language arts, reading and mathematics, and (ii) in a middle or secondary school and who do not hold an endorsement in the subject area they teach, such continuing education taken on or after July 1, 1999, shall only count toward the ninety-hour requirement if it is in such subject area or areas. On and after July 1, 2011, such continuing education shall be as determined by the local or regional board of education in full consideration of the provisions of this section and the priorities and needs related to student outcomes as determined by the State Board of Education. During each five-year period in which a professional educator certificate is valid, a holder of such certificate who has not completed the ninety hours of continuing education required pursuant to this subdivision, and who has not been employed while holding such certificate by a local or regional board of education for all or part of the five-year period, shall, upon application, be reissued such certificate for five years minus any period of time such holder was employed while holding such certificate by a local or regional board of education, provided there shall be only one such reissuance during each five-year period in which such certificate is valid. A certified employee of a local or regional board of education who is a member of the General Assembly and who has not completed the ninety hours of continuing education required pursuant to this subdivision for continuation of a certificate, upon application, shall be reissued a professional educator certificate for a period of time equal to six months for each year the employee served in the General Assembly during the previous five years. Continuing education hours completed during the previous five years shall be applied toward such ninety-hour requirement which shall be completed during the reissuance period in order for such employee to be eligible to have a certificate continued. The cost of the professional development activities required under this subsection for certified employees of local or regional boards of education shall be shared by the state and local or regional boards of education, except for those activities identified by the State Board of Education as the responsibility of the certificate holder. Each local and regional board of education shall make available, annually, at no cost to its certified employees not fewer than eighteen hours of professional development activities for continuing education credit. Such activities may be made available by a board of education directly, through a regional educational service center or cooperative arrangement with another board of education or through arrangements with any continuing education provider approved by the State Board of Education. Local and regional boards of education shall grant continuing education credit for professional development activities which the certified employees of the board of education are required to attend, professional development activities offered in accordance with the plan developed pursuant to subsection (b) of section 10-220a, or professional development activities which the board may approve for any individual certified employee. Each board of education shall determine the specific professional development activities to be made available with the advice and assistance of the teachers employed by such board, including representatives of the exclusive bargaining unit for such teachers pursuant to

section 10-153b, and on and after July 1, 2011, in full consideration of priorities and needs related to student outcomes as determined by the State Board of Education. The time and location for the provision of such activities shall be in accordance with either an agreement between the board of education and the exclusive bargaining unit pursuant to said section 10-153b or, in the absence of such agreement or to the extent such agreement does not provide for the time and location of all such activities, in accordance with a determination by the board of education.

(2) Each local and regional board of education shall attest to the state Department of Education, in such form and at such time as the commissioner shall prescribe, that professional development activities for which continuing education credit is granted by the board: (A) Are planned in response to identified needs, (B) are provided by qualified instructional personnel, as appropriate, (C) have the requirements for participation in the activity shared with participants before the commencement of the activity, (D) are evaluated in terms of its effectiveness and its contribution to the attainment of school or district-wide goals, and (E) are documented in accordance with procedures established by the State Board of Education. At the end of each five-year period each professional educator shall attest to the state Department of Education, in such form and at such time as the commissioner shall prescribe, that the professional educator has successfully completed ninety hours of continuing education.

(3) In the event that the state Department of Education notifies the local or regional board of education that the provisions of subdivision (2) of this subsection have not been met and that specific corrective action is necessary, the local or regional board of education shall take such corrective action immediately. The department shall not invalidate continuing education credit awarded prior to such notice.

(j) (1) The State Board of Education may revoke any certificate, authorization or permit issued pursuant to sections 10-144o to 10-149, inclusive, for any of the following reasons: (A) The holder of the certificate, authorization or permit obtained such certificate, authorization or permit through fraud or misrepresentation of a material fact; (B) the holder has persistently neglected to perform the duties for which the certificate, authorization or permit was granted; (C) the holder is professionally unfit to perform the duties for which the certificate, authorization or permit was granted; (D) the holder is convicted in a court of law of a crime involving moral turpitude or of any other crime of such nature that in the opinion of the board continued holding of a certificate, authorization or permit by the person would impair the standing of certificates, authorizations or permits issued by the board; or (E) other due and sufficient cause. The State Board of Education shall revoke any certificate, authorization or permit issued pursuant to said sections if the holder is found to have intentionally disclosed specific questions or answers to students or otherwise improperly breached the security of any administration of a state-wide examination pursuant to section 10-14n. In any revocation proceeding pursuant to this section, the State Board of Education shall have the burden of establishing the reason for such revocation by a preponderance of the evidence. Revocation shall be in accordance with procedures established by the State Board of Education pursuant to chapter 54.

(2) When the Commissioner of Education is notified, pursuant to section 10-149a or 17a-101i, that a person holding a certificate, authorization or permit issued by the State Board of Education under the provisions of sections 10-144o to 10-149, inclusive, has been convicted of (A) a capital felony, pursuant to section 53a-54b, (B) arson murder, pursuant to section 53a-54d, (C) a class A felony, (D) a class B felony, except a violation of section 53a-122, 53a-252 or 53a-291, (E) a crime involving an act of child abuse or neglect as described in section 46b-120, or (F) a violation of section 53-21, 53-37a, 53a-49, 53a-60b, 53a-60c, 53a-71, 53a-72a, 53a-72b, 53a-73a, 53a-88, 53a-90a, 53a-99, 53a-103a, 53a-181c, 53a-191, 53a-196, 53a-196c, 53a-216, 53a-217b or 21a-278 or subsection (a) of section 21a-277, any certificate, permit or authorization issued by the State Board of Education and held by such person shall be deemed revoked and the commissioner shall notify such person of such revocation, provided such person may

request reconsideration pursuant to regulations adopted by the State Board of Education, in accordance with the provisions of chapter 54. As part of such reconsideration process, the board shall make the initial determination as to whether to uphold or overturn the revocation. The commissioner shall make the final determination as to whether to uphold or overturn the revocation.

(3) The State Board of Education may deny an application for a certificate, authorization or permit for any of the following reasons: (A) The applicant seeks to obtain a certificate, authorization or permit through fraud or misrepresentation of a material fact; (B) the applicant has been convicted in a court of law of a crime involving moral turpitude or of any other crime of such nature that in the opinion of the board issuance of a certificate, authorization or permit would impair the standing of certificates, authorizations or permits issued by the board; or (C) other due and sufficient cause. Any applicant denied a certificate, authorization or permit shall be notified in writing of the reasons for denial. Any applicant denied a certificate, authorization or permit may request a review of such denial by the State Board of Education.

(4) A person whose certificate, permit or authorization has been revoked may not be employed in a public school during the period of revocation.

(5) Any local or regional board of education or private special education facility approved by the commissioner shall report to the commissioner when an employee, who holds a certificate, permit or authorization, is dismissed pursuant to subdivision (3) of subsection (d) of section 10-151.

(k) Not later than thirty days after receipt of notification, any initial educator certificate holder who is not granted a provisional educator certificate, or any provisional educator holder who is not granted a professional educator certificate, or any professional educator certificate holder who is not granted a continuation, under the provisions of sections 10-145a to 10-145d, inclusive, and 10-146b, may appeal to the State Board of Education for reconsideration. Said board shall review the records of the appropriate certification period, and, if a hearing is requested in writing, hold such hearing not later than sixty days after such request and render a written decision not later than thirty days after the conclusion of such hearing. Any teacher aggrieved by the decision of said board may appeal from such decision in accordance with the provisions of section 4-183 and such appeal shall be privileged with respect to assignment of such appeal.

(l) For the purposes of this section "supervisory agent" means the superintendent of schools or the principal, administrator or supervisor designated by such superintendent to provide direct supervision to a provisional certificate holder.

(m) Upon application to the State Board of Education for the issuance of any certificate in accordance with this section and section 10-145d there shall be paid to the board by or on behalf of the applicant a nonreturnable fee of two hundred dollars in the case of an applicant for an initial educator certificate, two hundred fifty dollars in the case of an applicant for a provisional educator certificate and three hundred seventy-five dollars in the case of an applicant for a professional educator certificate, except that applicants for certificates for teaching adult education programs mandated under subdivision (1) of subsection (a) of section 10-69 shall pay a fee of one hundred dollars; persons eligible for a certificate or endorsement for which the fee is less than that applied for shall receive an appropriate refund; persons not eligible for any certificate shall receive a refund of the application fee minus fifty dollars; and persons holding standard or permanent certificates on July 1, 1989, who apply for professional certificates to replace the standard or permanent certificates, shall not be required to pay such a fee. Upon application to the State Board of Education for the issuance of a subject area endorsement there shall be paid to the board by or on behalf of such applicant a nonreturnable fee of one hundred dollars. With each request for

a duplicate copy of any such certificate or endorsement there shall be paid to the board a nonreturnable fee of fifty dollars.

Sec. 10-145f of the 2010 Supplement to the Connecticut General Statutes. Testing for prospective teachers. (a) No person shall be formally admitted to a State Board of Education approved teacher preparation program until such person has achieved satisfactory scores on the state reading, writing and mathematics competency examination prescribed by and administered under the direction of the State Board of Education, or has qualified for a waiver of such test based on criteria established by the State Board of Education.

(b) (1) Any person who does not hold a valid certificate pursuant to section 10-145b shall (A) achieve satisfactory scores on the state reading, writing and mathematics competency examination prescribed by and administered under the direction of the State Board of Education, or qualify for a waiver of such test based on criteria approved by the State Board of Education, and (B) achieve a satisfactory evaluation on the appropriate State Board of Education approved subject area assessment in order to be eligible for a certificate pursuant to said section unless such assessment has not been approved by the State Board of Education at the time of application, in which case the applicant shall not be denied a certificate solely because of the lack of an evaluation on such assessment. A person who holds a valid school administrator certificate in another state that is at least equivalent to an initial educator certificate, pursuant to section 10-145b, as determined by the State Board of Education, and has successfully completed three years of experience as a school administrator in a public school in another state or in a nonpublic school approved by the appropriate state board of education during the ten-year period prior to the date of application for a certificate in a school administration endorsement area shall not be required to meet the state reading, writing and mathematics competency examination.

(2) Any person applying for an additional certification endorsement shall achieve a satisfactory evaluation on the appropriate State Board of Education approved subject area assessment in order to be eligible for such additional endorsement, unless such assessment has not been approved by the State Board of Education at the time of application, in which case the applicant shall not be denied the additional endorsement solely because of the lack of an evaluation on such assessment.

(3) On and after July 1, 1992, any teacher who held a valid teaching certificate but whose certificate lapsed and who had completed all requirements for the issuance of a new certificate pursuant to section 10-145b, except for filing an application for such certificate, prior to the date on which the lapse occurred, may file, within one year of the date on which the lapse occurred, an application with the Commissioner of Education for the issuance of such certificate. Upon the filing of such an application, the commissioner may grant such certificate and such certificate shall be retroactive to the date on which the lapse occurred, provided the commissioner finds that the lapse of the certificate occurred as a result of a hardship or extenuating circumstances beyond the control of the applicant. If such teacher has attained tenure and is reemployed by the same board of education in any equivalent unfilled position for which the person is qualified as a result of the issuance of a certificate pursuant to this subdivision, the lapse period shall not constitute a break in employment for such person reemployed and shall be used for the purpose of calculating continuous employment pursuant to section 10-151. If such teacher has not attained tenure, the time unemployed due to the lapse of a certificate shall not be counted toward tenure, except that if such teacher is reemployed by the same board of education as a result of the issuance of a certificate pursuant to this subdivision, such teacher may count the previous continuous employment immediately prior to the lapse towards tenure. Using information provided by the Teachers' Retirement Board, the Department of Education shall annually notify each local or regional board of education of the name of each teacher employed by such board of education whose provisional certificate will expire during the period of twelve months following such notice. Upon receipt of such notice the superintendent of each local and regional board of education shall notify each such teacher in writing, at such teacher's last known address, that the

teacher's provisional certificate will expire.

(4) Notwithstanding the provisions of this subsection to the contrary, to be eligible for a certificate to teach subjects for which a bachelor's degree is not required, any applicant who is otherwise eligible for certification in such endorsement areas shall be entitled to a certificate without having met the requirements of the competency examination and subject area assessment pursuant to this subsection for a period not to exceed two years, except that for a certificate to teach skilled trades or trade-related or occupational subjects, the commissioner may waive the requirement that the applicant take the competency examination. The commissioner may, upon the showing of good cause, extend the certificate.

(c) Notwithstanding the provisions of this section and section 10-145b, the following persons shall be eligible for a nonrenewable temporary certificate: (1) A person who has resided in a state other than Connecticut during the year immediately preceding application for certification in Connecticut and meets the requirements for certification, excluding successful completion of the competency examination and subject matter assessment, if such person holds current teacher certification in a state other than Connecticut and has completed at least one year of successful teaching in another state in a public school or a nonpublic school approved by the appropriate state board of education, (2) a person who has graduated from a teacher preparation program at a college or university outside of the state and regionally accredited, and meets the requirements for certification, excluding successful completion of the competency examination and subject matter assessment, and (3) a person hired by a charter school after July first in any school year for a teaching position that school year, provided the person hired after said date could reasonably be expected to complete the requirements prescribed in subparagraphs (B) and (C) of subdivision (1) of subsection (c) of section 10-145b. The nonrenewable temporary certificate shall be valid for one year from the date it is issued.

(d) Any person who is first issued a certificate valid after July 1, 1989, or who is reissued a certificate after July 1, 1989, shall, except as otherwise provided in this subsection, be required to achieve a satisfactory evaluation on a professional knowledge clinical assessment not later than the end of the second year of teaching in a public school if hired prior to January first or, if hired on or after January first, not later than the end of the second full school year of teaching following the year in which such person was hired in order to retain the certificate. The commissioner (1) may waive the requirement that such satisfactory evaluation on a professional knowledge clinical assessment be achieved upon a determination that such assessment is not valid for the person's teaching assignment, or (2) upon a showing of good cause, may extend the time limit for the assessment for a period of time not exceeding two years. The requirement of a clinical assessment shall not apply to any such person who has completed at least three years of successful teaching in a public school or a nonpublic school approved by the appropriate state board of education during the ten years immediately preceding the date of application or who successfully taught with a provisional teaching certificate during the year immediately preceding an application for a provisional educator certificate as an employee of a local or regional board of education or facility approved for special education by the State Board of Education. Notwithstanding the provisions of this subsection, the State Board of Education may reissue an initial educator certificate to a person who held such certificate and did not achieve a satisfactory evaluation on a professional knowledge clinical assessment provided the person submits evidence demonstrating significant intervening study and experience, in accordance with standards established by the State Board of Education.

(e) The board shall, by regulation, set all fees to be charged to each person who applies to take the State Board of Education administered competency examination, the subject area assessment or the professional knowledge clinical assessment, which shall be not less than seventy-five dollars for the competency examination and subject area assessment for the elementary level. Notwithstanding the provisions of this section to the contrary, the Commissioner of Education may waive any fee under this

section due to a candidate's inability to pay.

(f) Notwithstanding the provisions of this section, any person who holds a valid teaching certificate that is at least equivalent to an initial educator certificate, as determined by the State Board of Education, and such certificate is issued by a state other than Connecticut in the subject area or endorsement area for which such person is seeking certification in Connecticut shall not be required to successfully complete the competency examination and subject matter assessment pursuant to this section, if such person has either (1) successfully completed at least three years of teaching experience in the subject area for which such person is seeking certification in Connecticut in the past ten years in a public school or a nonpublic school approved by the appropriate state board of education in such other state, or (2) holds a master's degree or higher in the subject area for which such person is seeking certification in Connecticut.

Sec. 10-145*l* of the 2010 Supplement to the Connecticut General Statutes. Waiver from subject area major requirements. On and after July 1, 2010, the State Board of Education shall allow an applicant for certification to teach in a subject shortage area pursuant to section 10-8b or a certified employee seeking to teach in such a subject shortage area to substitute achievement of an excellent score, as determined by the State Board of Education, on any appropriate State Board of Education approved subject area assessment for the subject area requirements for certification pursuant to section 10-145f.

Sec. 10-145m of the 2010 Supplement to the Connecticut General Statutes. Resident teacher certificate. (a) The State Board of Education, upon receipt of a proper application, shall issue a resident teacher certificate to any applicant in the certification endorsement areas of elementary education, middle grades education, secondary academic subjects, special subjects or fields, special education, early childhood education and administration and supervision, who (1) holds a bachelor's degree from an institution of higher education accredited by the Board of Governors of Higher Education or regionally accredited, (2) possesses a minimum undergraduate college cumulative grade point average of 3.00, (3) has achieved a qualifying score, as determined by the State Board of Education, on the appropriate State Board of Education approved subject area assessment, and (4) is enrolled in an alternate route to certification program, approved by the State Board of Education, that meets the guidelines established by the No Child Left Behind Act, P.L. 107-110.

(b) Each such resident teacher certificate shall be valid for one year, and may be extended by the Commissioner of Education for an additional one year for good cause upon the request of the superintendent of schools for the school district employing such person.

(c) During the period of employment in a public school, a person holding a resident teacher certificate shall be the teacher of record and be under the supervision of the superintendent of schools or of a principal, administrator or supervisor designated by such superintendent who shall regularly observe, guide and evaluate the performance of assigned duties by such holder of a resident teacher certificate.

(d) Notwithstanding the provisions of subsection (a) of section 10-145b, on and after July 1, 2009, the State Board of Education, upon receipt of a proper application, shall issue an initial educator certificate, which shall be valid for three years, to any person who (1) successfully completed an alternate route to certification program, approved by the State Board of Education, that meets the guidelines established by the No Child Left Behind Act, P.L. 107-110, (2) taught successfully as the teacher of record while holding a resident teacher certificate, and (3) meets the requirements established in subsection (b) of section 10-145f.

Sec. 10-155d. Preparation of teachers. Alternate route programs for teachers, administrators and early childhood education teachers. (a) The Board of Governors of Higher Education shall encourage and support experimentation and research in the preparation of teachers for public elementary

and secondary schools. To help fulfill the purposes of this section, the Board of Governors of Higher Education shall appoint an advisory council composed of qualified professionals which shall render assistance and advice to the board. In carrying out its activities pursuant to this section, the board shall consult with the State Board of Education and such other agencies as it deems appropriate to assure coordination of all activities of the state relating to the preparation of teachers for public elementary and secondary schools.

(b) The Department of Higher Education, with the approval of the Commissioner of Education, shall expand, within available appropriations, participation in its summer alternate route to certification program and its weekend and evening alternate route to certification program. The department shall expand the weekend and evening program for participants seeking certification in a subject shortage area pursuant to section 10-8b. The department, in collaboration with the Department of Education, shall develop (1) a regional alternate route to certification program targeted to the subject shortage areas, and (2) an alternate route to certification program for former teachers whose certificates have expired and who are interested in resuming their teaching careers.

(c) The Department of Higher Education, in consultation with the Department of Education, shall develop alternate route to certification programs for (1) school administrators and superintendents, and (2) early childhood education teachers. The programs shall include mentored apprenticeships and criteria for admission to the programs.

Sec. 10-183v. Reemployment of teachers. (a) Except as provided in subsection (b) of this section, a former teacher receiving retirement benefits from the system may not be employed in a teaching position receiving compensation paid out of public money appropriated for school purposes except that such former teacher may be employed temporarily in such a position and receive no more than forty-five per cent of the maximum salary level for the assigned position. Any former teacher who receives in excess of such amount shall reimburse the board for the amount of such excess. Temporary employment means employment for less than a school year. Notice of such employment shall be sent semi-annually on January thirty-first and June thirtieth to the board by the employing officials and by the retired teacher at the end of each assignment.

(b) A former teacher receiving retirement benefits from the system may be reemployed by a local board of education or by any constituent unit of the state system of higher education in a position designated by the Commissioner of Education as a subject shortage area for the school year in which the former teacher is being employed. Such employment may be for up to one full school year but may, with prior approval by the board, be extended for an additional school year. Such request for approval shall be made in writing to the Teachers' Retirement Board and certified by the local board of education that no qualified candidates are available prior to the reemployment of such former teacher and shall include a statement indicating the type of assignment to be performed, the anticipated date of rehire and the expected duration of the assignment.

(c) The employment of a former teacher under subsection (b) of this section shall not be considered as service qualifying for continuing contract status under section 10-151 and the salary of such teacher shall be fixed at an amount at least equal to that paid other teachers in the same school system with similar training and experience for the same type of service. Upon approval by the board of such employment, such former teacher shall be eligible for the same health insurance benefits provided to active teachers employed by such school system. No benefits shall be paid under section 10-183t, while such former teacher is employed by such system.

(d) No person shall be entitled to survivor's benefits under subsection (f) of section 10-183f as a result of reemployment under this section.

(e) The same option plan of retirement benefits in effect prior to reemployment shall continue for a reemployed teacher during reemployment.

(f) The provisions of this section in effect on June 30, 2003, revision of 1958, revised to January 1, 2003, shall be applicable to any person making contributions to the Teachers' Retirement System on June 30, 2003, in accordance with said provisions.

Sec. 10a-10a. Alternate route to certification for bilingual education teachers and teachers of English as a second language. The Board of Governors of Higher Education shall develop, within available appropriations, an alternate route to certification for persons seeking certification as bilingual education teachers and teachers of English as a second language.

Sec. 10a-19d. Training for early childhood education teachers. Definition of training requirements and competencies for persons involved in early childhood education. (a) The Commissioner of Higher Education shall, within available appropriations, expand the capacity of programs for training early childhood education teachers through the development of accelerated, alternate route programs to initial teacher certification with an endorsement in early childhood education.

(b) The Commissioner of Higher Education, in consultation with the Office of Workforce Competitiveness, the Department of Education, the Department of Social Services, Charter Oak State College, early childhood education faculty at two and four-year public and independent institutions of higher education, early childhood education professional associations, early childhood education advocates and practitioners, and persons knowledgeable in the area of career development and programs in early childhood care and education, shall define the pre-service and minimum training requirements and competencies for persons involved in early childhood education, from birth to five years of age, including requirements for individual levels of early childhood credentialing and licensing.

Connecticut State Department of Education
Division of Assessment, Research and Technology
School Year 2009-2010

DATA BULLETIN

Bureau of Data Collection, Research and Evaluation
April 2010

DESIGNATION OF TEACHER SHORTAGE AREAS, 2009-10
(Fall Hiring Report)

Results from the 2009 Fall Hiring Survey revealed a significant break from the relatively stable patterns of public school employment. In the midst of a national recession and tightening educational budgets, the total number of certified positions and positions available for the 2009-10 school year declined. With fewer positions available, the average number of applicants per available position increased. Despite the increased number of applicants, the 2009-10 school year had the largest percent of positions that remained vacant in the last five years. These trends occurred not only at the aggregate state level but affected most school districts.

The Fall Hiring Survey is an annual collection of employment data, principally for certified educational positions, designed to track employment trends and identify teacher shortage areas. Results from the 2009 Fall Hiring Survey were used to determine the shortage areas for the 2010-11 school year. Teachers and administrators in shortage areas may qualify for student loan deferral or forgiveness and may also be eligible for mortgage assistance through the Connecticut Housing Finance Authority (CHFA). School districts may utilize the shortage area designations to rehire retired teachers and administrators who are not subject to earnings limits. Fall Hiring Survey participants in 2009 included the 166 public school districts, 18 charter schools, six regional educational service centers (RESC's), the three endowed and incorporated academies, the Connecticut Technical High School System, the Connecticut Departments of Corrections, Children and Families and Developmental Services, and 54 state-approved, non-public special education programs.

Teacher Shortage Areas for the 2010-11 School Year (based upon the 2009 Fall Hiring Survey results):

- Bilingual, PK-12
- Comprehensive Special Education, K-12
- English, 7-12
- Intermediate Administrator
- Mathematics, 7-12
- Music, PK-12
- Remedial Reading and Language Arts, 1-12
- School Psychologist
- Speech and Language Pathologist
- World Languages 7-12

Public School Employment Trends, School Years 2005-06 to 2009-2010

Fall Hiring figures for the 2009-10 school year are distinct from the preceding four school years (Table 1). While available positions increased slightly from 2005 through 2008, dramatic downward shifts distinguish the 2009-10 school year from prior school years.

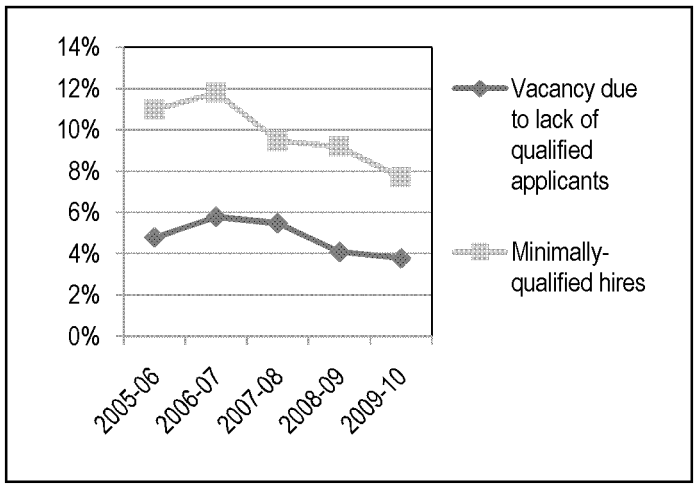
In the 2009-10 school year, the total certified positions declined by -1.3 percent (709 positions), thus ending four years of slow but steady growth. Available certified positions also plummeted by -34.8 percent or nearly 1,600 fewer positions than in the preceding year. During this time, public school enrollment (K-12) fell by less than 1 percent (-0.7 percent). Furthermore, available positions as a share of total positions fell from 8.5 percent to 5.6 percent. This may reflect a combination of retrenchment by Local Educational Agencies (LEAs) faced with tightening budgets and staff decisions to retain their current positions in an uncertain economy. Over the last two years, part-time positions increased from 8.1 percent to 10.9 percent of total available positions.

Table 1: Public School Hiring, School Years 2005-06 to 2009-10

School Year	Total Positions	Available Positions	Percent of Available Positions Part-Time	Available Positions as Percent of Total Positions	Vacancies Remaining on October 1st	Percent of Available Positions Filled	Vacancies Due to Lack of Qualified Applicants	Median Applicants Per Position
2009-10	52,718	2,957	10.9%	5.6%	255	91.4%	112	20
2008-09	53,427	4,533	8.1%	8.5%	269	94.1%	187	16
2007-08	53,129	4,793	8.2%	9.0%	382	92.0%	263	15
2006-07	52,870	4,894	9.3%	9.3%	369	92.5%	282	14
2005-06	52,314	4,981	9.9%	9.5%	348	93.0%	238	15
Change 2008-09 to 2009-10	-1.3%	-34.8%	-	-	-5.2%	-	-40.1%	25%
Change 2005-06 to 2009-10	0.8%	-40.6%	-	-	-26.7%	-	-52.9%	33%

With fewer available certified positions, the median number of appropriately-credentialed applicants per position increased sharply from 16 in 2008-09 to 20 in 2009-10. [1] Despite fewer available positions and more applicants per position, October vacancies decreased only marginally (-5.2 percent). As a result, the 2009-10 school year had the lowest percent of available positions that were filled by October 1st in the last five years. However, the percents of vacancies attributed to the lack of qualified applicants and "minimally qualified" hires continued to decline (Figure 1).[2]

Figure 1: Percents of Vacancies Due to Lack of Qualified Applicants and Minimally Qualified Hires, 2009-10

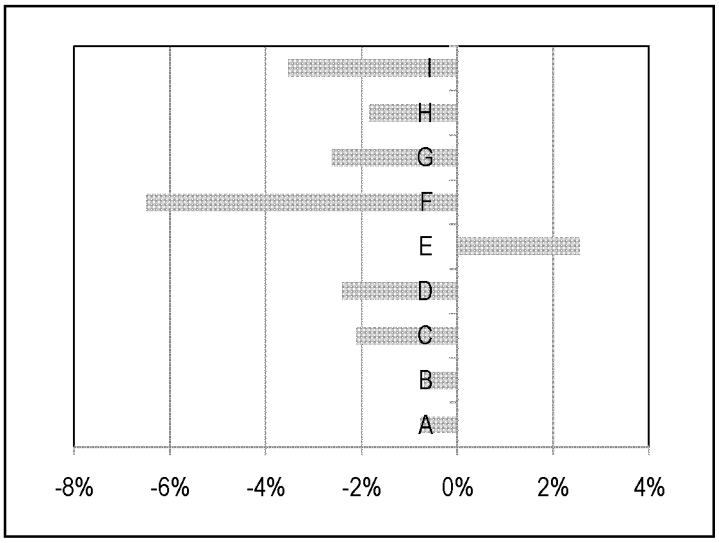


Local Hiring Trends

Local hiring trends are quite similar to those for the state as a whole: declining total and available positions, October vacancies and the rates at which available positions are staffed, along with increased applicants per available position. To examine hiring trends at the local level, the 2009 Fall Hiring Survey Results were analyzed utilizing District Reference Groups (DRGs), a classification system that groups school districts based upon community and student socio-demographic characteristics. [3]

Regardless of socio-demographic differences, every DRG had fewer total positions and available positions in the 2009-10 school year than in the prior school year (Table 2). During this time, part-time positions increased as a percent of all available positions for eight of the nine DRGs by an average of 3 percentage points (not shown in table). Two DRGs composed of the smallest districts (C and E) had the highest percents of part-time positions, while three DRGs composed of the larger districts (G, H and I) had the lowest percents.

Figure 2: Change in the Percent of Available Positions Filled by October 1st by DRG, 2008-09 to 2009-10



Over the last two school years, the median number of applicants per position increased for virtually all DRGs and, in particular, almost doubled for the largest urban districts (DRG I: 11.0 to 20.5). Despite fewer available positions and more applicants per position, eight of the nine DRGs filled lower percents of their available positions than in the previous year (Figure 2). This mirrored the trend for the state as a whole. The lone exception to this was DRG E, which filled a higher percent of available positions in 2009 than in 2008. On average, DRG E is composed of the smallest districts. The wealthiest districts (DRG A) filled the highest percent of

Table 2: Hiring Statistics by District Reference Groups, 2009-10

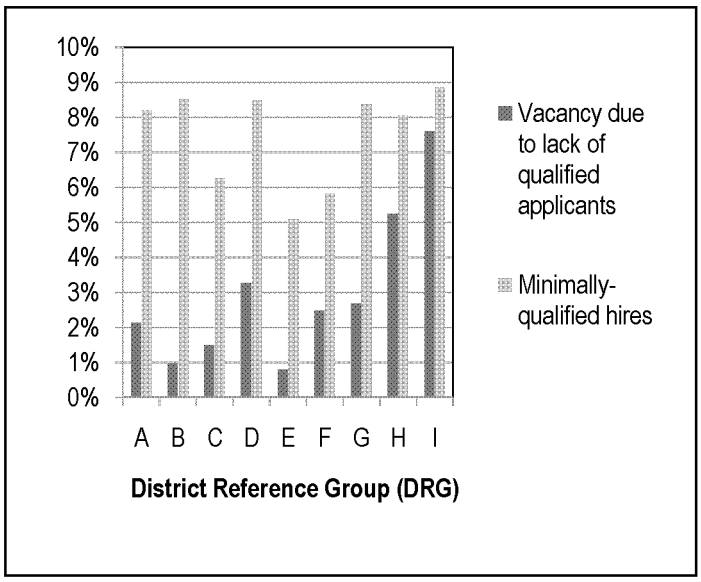
DRG	Total Positions	Change in Total Positions 2008 to 2009	Available Positions	Percent Change in Available Positions 2008 to 2009	Available Positions as a Percent of Total Positions	Percent of Available Positions that were Part-Time	Percent of Available Positions Filled by October 1st
A	2,951	-1.4%	187	-36.6%	6.3%	15.5%	97.9%
B	9,007	-1.0%	412	-44.6%	4.6%	17.2%	96.6%
C	3,732	-1.1%	200	-32.0%	5.4%	17.5%	95.5%
D	7,883	-0.4%	336	-47.8%	4.3%	8.9%	94.6%
E	2,504	-2.0%	124	-34.4%	5.0%	21.0%	95.2%
F	2,703	-2.6%	120	-42.6%	4.4%	10.8%	85.8%
G	6,244	-0.6%	297	-41.7%	4.8%	7.7%	92.3%
H	5,832	-2.1%	286	-29.6%	4.9%	4.2%	91.3%
I	8,718	-1.1%	604	-27.5%	6.9%	4.5%	84.1%
NA*	4,231	-0.5%	502	-3.5%	11.9%	13.3%	87.1%

*Includes the Connecticut Technical High School System, charter schools, RESCs and state-approved private special education programs.

available positions (Table 2: 97.9 percent) in 2009, while the largest urban districts (DRG I) filled the lowest (84.1 percent).

The larger urban districts (DRGs H and I) had the highest percents of vacancies due to the lack of qualified applicants, while the smallest districts (DRG E) had the lowest percent (Figure 3). DRG I also had the highest percent of minimally-qualified hires while DRG E again had the lowest. In 2009-10, most DRGs had lower percents of vacancies due to the lack of qualified applicants and minimally qualified hires compared with the prior school year. DRG I experienced the steepest declines in both rates

Figure 3: Percent of Vacancies Due to the Lack of Qualified Applicants and "Minimally-Qualified" Hires by DRG, 2009-10



State-approved Non-public Special Education Programs

State-approved, non-public special education programs are private facilities that have applied to and received approval from the Connecticut State Department of Education (CSDE) to provide special education services to public school students upon the request of public school districts. These programs are required participants in the Fall Hiring Survey. Because they are private entities, their data were not included with the public school figures at the beginning of this report (Table 1 and Figure1), and so are presented here separately (Table 3). Their data are, however, included in the determination of shortage areas.

Despite the poor economy, the total number of certified positions in state-approved, non-public special education programs increased 5.5 percent and the number of available positions remained stable over the last two school years (Table 3). Part-time positions as a percent of total available positions more than doubled (4.5 percent to 10.8 percent). Compared with public LEAs, they had higher percents of available positions (12.3 percent versus 5.6 percent) and vacancies due to the lack of qualified applicants (12.6 percent versus 3.8 percent). They also filled fewer available positions (80.2 percent versus 91.4 percent) and had nearly twice as many minimally-qualified hires (14.6 percent versus 7.7 percent).

Public-school, Non-certified Special Services

Public-school, non-certified special services are presented here separate from the figures for certified positions used in the rest of this report. For the 2009-10 school year, there were 208 non-certified special services positions available, a decline of 51 percent over the last five years (Table 4). During this time, available special education paraprofessional positions declined 60 percent. October vacancies also fell from 9 percent to 5 percent.

Table 3: State-approved, Non-public Special Education Programs, 2008-09 and 2009-10

School Year	Total Certified Positions	Available Positions	Available Positions as a Percent of Total Positions	Vacancies Remaining on October 1st	Percent of Available Positions Vacant Due to Lack of Qualified Applicants	Percent of Available Positions Filled by October 1st
2009-10	904	111	12.3%	22	12.6%	80.2%
2008-09	857	110	12.8%	27	18.2%	75.5%

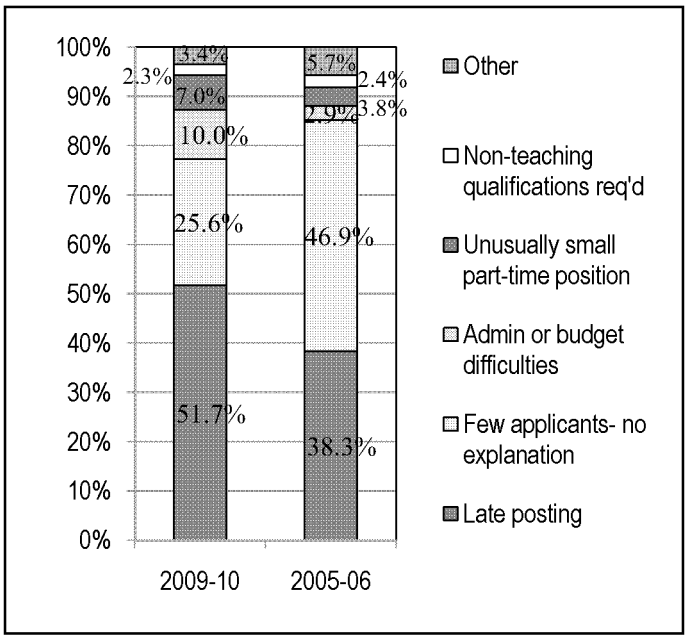
Table 4: Public-school, Non-certified Special Services, 2009-10

Service Area	Available Positions	Vacancies Remaining on October 1st	Median Applicants
Licensed Physical Therapist	6	3	2
Licensed Occupational Therapist	15	1	3
Licensed Occupational Therapist Assistant	2	0	10
Pre-Kindergarten Paraprofessional	16	0	20.5
Kindergarten Paraprofessional	18	0	21
Regular Program Paraprofessional	30	2	39
Special Education Paraprofessional	114	5	28
ESL/Bilingual Paraprofessional	1	0	6
Other Program Paraprofessional	6	0	13

Accounting for October Vacancies

In October 2009, there were 255 public school vacancies. LEAs reported that 44 percent of these resulted from the lack of qualified available candidates, which was down from 70 percent in the previous school year. Identifying factors that affected both the number and quality of job applicants for positions that remained vacant, over half of all LEAs cited late job postings (late summer onward), which was an increase over five years ago (Figure 4). Similarly, local budgetary/administrative issues and unusually small part-time positions (<=.3 FTE) were more prominent factors in the 2009-10 school year than in the past.

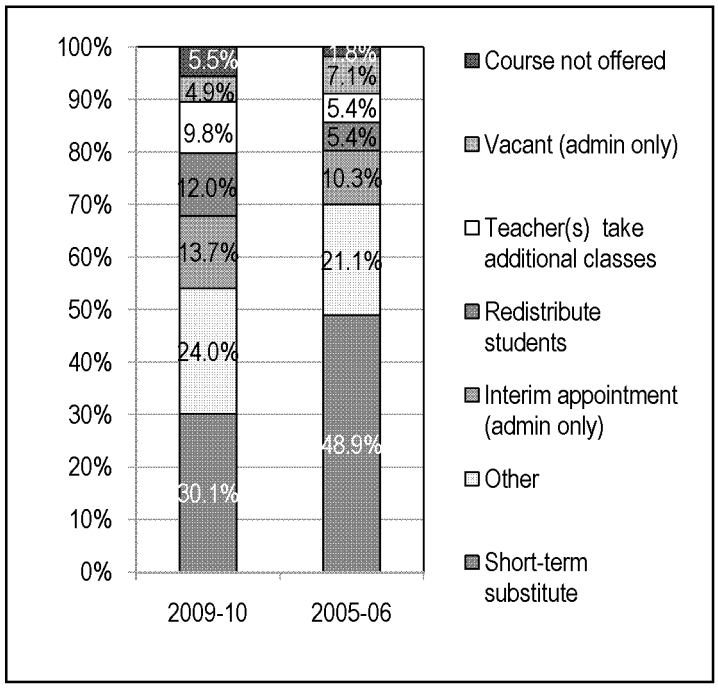
Figure 4: Factors Affecting the Size and Quality of Applicant Pools for Positions that Remained Vacant, 2005-06 and 2009-10



LEA Responses to October Vacancies

Over the last five years, there have been changes in how LEAs responded to October vacancies. While the use of short-term substitutes remained the most common response, they were employed less frequently in 2009 than five years ago (Figure 5). In contrast, more LEAs reported redistributing students among other classes, having appropriately-credentialed teachers teach additional classes and not offering scheduled courses. The number of administrative positions (e.g. principal, program director, superintendent, etc.) filled on an interim basis also slightly increased. In the current school year, LEAs also responded to nearly one-quarter of all October vacancies with "Other" solutions including: Employing temporary teachers, long-term substitutes and consultants; rehiring former or retired staff; and continuing to search for appropriate candidates.

Figure 5: LEA Responses to October Vacancies, 2005-06 and 2009-10



Shortage Areas, 2010-11

Despite the significant changes in available positions over the last two school years, the shortage areas have remained remarkably consistent. Based upon the data collected in the 2009 Fall Hiring Survey, the only new shortage areas for the 2010-11 school year will be Remedial Reading and Language Arts, 1-12, and School Psychologist (Table 5 and also see Table 6 for hiring statistics for all endorsements, and Appendix A for shortage area identification methodology).

Table 5: Designated Shortage Areas for the 2010-11 School Year Based upon 2009 Fall Hiring Survey Results

Endorsement Type	Total FTEs	Change in Total FTEs 2008-09 to 2009-10	Available Positions	Change in Available Positions 2008-09 to 2009-10	Shortage Area Rank
Bilingual Education, PK-12	356.5	-8.6%	25	-26.5%	4
Comprehensive Special Education, K-12	5,503.3	0.6%	422	-25.4%	2
English, 7-12	3,062.2	-6.8%	205	-43.7%	6
Intermediate Administrator	2,769.1	-3.0%	175	-30.6%	4
Mathematics, 7-12	2,816.7	-2.1%	188	-40.1%	8
Music, PK-12	1,622.3	-1.4%	101	-36.9%	7
Remedial Reading and Language Arts, 1-12	847.9	0.1%	62	-23.5%	10
School Psychologist	946.6	0.5%	61	-32.2%	9
Speech and Language Pathologist	1,042.1	2.1%	118	-9.9%	1
World Languages, 7-12	1,681.7	0.5%	163	-30.7%	3

Collectively, the shortage areas accounted for 39.4 percent of all FTE's. They were a significant share of available positions (47.5 percent) and a majority of minimally-qualified hires (62.2 percent), October vacancies (58.6 percent) and vacancies due to the lack of qualified applicants (72.3 percent). The shortage areas also accounted for the majority of positions staffed under Durational Shortage Area Permits ([DSAPs]: 58.5 percent) and long-term substitutes (52 percent). Over the last two years, available positions declined in each of the shortage areas and total FTEs fell in half of them, particularly in Bilingual Education (-8.6 percent) and English, 7-12 (-6.8 percent).

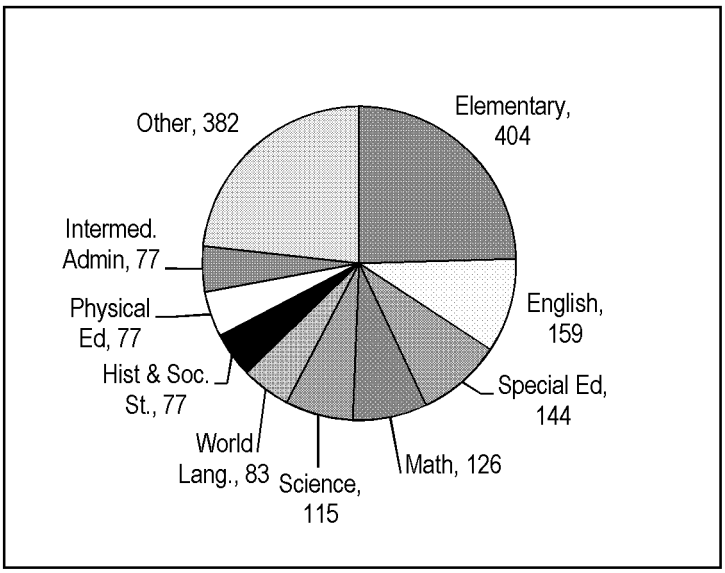
A key characteristic shared by all ten shortage areas was the higher number of available positions that were not filled due to the lack of qualified candidates. This was particularly prevalent in Bilingual Education (36 percent) and Speech and Language Pathology (22 percent). Furthermore, these endorsements had relatively high percents of minimally-qualified hires (44 and 40 percent, respectively) along with World Languages (24 percent).

Another important factor in the identification of shortage areas is the number of median applicants per available position. Median applicants for Speech and Language Pathology (4), Bilingual (6), World Languages (8) and Remedial Reading and Language Arts positions (11.5) were well below the overall median (20) and strikingly fewer than such non-shortage areas as Elementary, K-6 (129) and History and Social Studies, 7-12 (50). A final factor for identifying shortage areas is the number of first or renewed Connecticut certificates per available position. Collectively, the shortage areas averaged 3.5 first certificates or renewals, per available position, while the non-shortage areas averaged 5.7. All of the shortage areas except English, 7-12 and Intermediate Administrators ranked near the bottom in the number of new or renewed certificates.

Although the quality rating of applicant pools is not part of the methodology for identifying shortage areas, many of the shortage areas were rated lower by LEAs: bilingual had the lowest rating ("Few or no minimally-qualified applicants"), and Remedial Reading and Language Arts, School Psychologists, Speech and Language Pathologists and World Languages had the next lowest ("Some acceptable applicants"). The highest rated applicant pools was Elementary, K-6 ("Many high-quality applicants"); followed by English, 7-12; History, 7-12; History, Middle School and Physical Education, PK-12, Health, PK-12 and School Counselor ("Some high-quality applicants").

Over the last two school years, certifications that experienced the largest decline in the number of available positions included Elementary, K-6 (404: -44 percent), English, 7-12 (159: -44 percent), Special Education (144: -25 percent) and Mathematics, 7-12 (126: -40 percent). Available positions for Reading and Language Arts Consultants, School Library Media Specialists and Physical Education fell by over half.

Figure 6: Number of Fewer Available Positions by Endorsement, 2008-09 to 2009-10



Footnotes

[1]In the distribution of applicants for all available positions, the median is the middle value, meaning that half of all available positions had more applicants while half had fewer. Positions remaining vacant had fewer median applicants than those that were filled (16 versus 21). The median varies by endorsement but the overall figure presented above is intended to provide a general indicator. See Table 6 for the median number of applicants per position by endorsement.

[2]"Minimally-qualified hires" are those hired from an applicant pool of fewer than 20, which also received the poorest quality rating from the LEA ("Few or no minimally-qualified candidates").

[3]For more on DRGs, including DRG membership, see http://www.csde.state.ct.us/public/cedar/databulletins/db_drg_06_2006.pdf

For Further Information Contact:

Subject	Contact	Contact Information
Teachers' Mortgage Assistance Program	Connecticut Housing Finance Authority (CHFA)	860-571-3502
Teacher Certification	CSDE Bureau of Certification Helpline	860-713-6969
Teacher Retirement/Rehiring of Retired Teachers	Teacher's Retirement Board	860-241-8402; 800-504-1102
Fall Hiring Survey Data and Analysis	CSDE Bureau of Data, Assessment, Research and Technology	860-713-6856 or Michael.sabados@ct.gov

Table 6: 2009-10 Hiring Statistics by Endorsement

Endorsement	Available Positions	Vacancies Due to Lack of Qualified Applicants	Durational Shortage Area Permits	Minor Assignments	Minimally-Qualified Hires	Median Applicants	First CT Certificates	Median Applicant Quality Rating[1]	Shortage Rank[2]
Agriculture, PK-12	1	0	0	0	0	7	18	3	45
Art, PK-12	66	0	2	0	1	22.5	351	3.5	38
Bilingual, PK-12	25	9	8	0	7	6	83	1.5	4
Business, 7-12	24	0	0	0	2	16.5	160	2.5	40
Comprehensive Special Education, K-12	422	23	46	0	17	20	1424	3	2
Cooperative Work Education/Diversified	1	0	0	0	1	5	5	1	40
Department Chairperson	6	1	14	0	1	6.5	39	2	23
Elementary, K-6	509	3	8	1	2	129	3732	5	12
English, 7-12	205	8	14	1	1	46	883	4	6
English, Middle School	42	2	0	3	3	23	70	2	14
General Science, 7-12	187	2	20	16	23	14	953	2	13
General Science, Middle School	22	1	5	0	2	20	55	3	24
Health Occupations – Comprehensive High School	1	1	0	0	0	1	9	1	29
Health Occupations – CT Technical High Schools	7	1	0	0	0	24	13	2	30
Health, PK-12	38	0	0	3	2	22.5	257	4	43
Hearing Impaired, PK-12	10	1	0	0	0	6	39	2	28
High School Diploma Program	12	1	0	0	0	22	48	3	33
History & Social Studies, 7-12	140	1	3	4	3	50	914	4	25
History & Social Studies, Middle School	26	0	0	2	0	50.5	44	4	39
Home Economics, PK-12	14	2	4	0	5	5	47	2	16
Integrated Early Childhood/Special Ed, Birth-K	13	0	6	0	1	11	40	3	31
Integrated Early Childhood/Special Ed, Nursery-3	75	0	3	0	3	19	298	3	37
Intermediate Administrator	175	11	32	0	10	22	930	3	4
Marketing Education, 7-12	1	0	0	0	0	13	21	2	47
Mathematics, 7-12	188	3	16	2	17	25	586	3	8
Mathematics, Middle School	43	1	18	2	3	19	90	2	20
Music, PK-12	101	4	3	0	3	24.5	354	3	7
Non-English Speaking Adults	3	0	0	0	0	12	125	5	46
Occupational Subject, CT Technical High Schools	34	0	0	0	0	288	162	4	48
Partially Sighted, PK-12	1	0	1	0	1	2	10	1	42
Physical Education, PK-12	72	1	0	0	0	33	450	4	26
Practical Nurse Education Instruction	3	0	0	0	0	18	14	2	44
Reading and Language Arts Consultant	12	2	1	0	2	8.5	97	2	21
Remedial Reading & Language Arts, 1-12	62	3	13	0	7	11.5	228	2.5	10
School Business Administrator	7	1	0	0	0	19	92	3	36
School Counselor	101	3	2	0	1	35.5	411	4	18
School Library Media Specialist	31	3	14	0	9	18	142	3	11
School Nurse Teacher	8	3	0	0	0	7	11	2	19
School Psychologist	61	5	0	0	8	12	220	2	9
School Social Worker	59	2	0	0	3	19	294	3	22
Speech and Language Pathologist	118	26	0	0	36	4	186	2	1
Superintendent of Schools	18	1	0	0	0	12.5	97	3.5	32
Technology Education, PK-12	41	2	2	0	9	10	85	2	15
TESOL, PK-12	24	2	5	0	4	10	158	2	17
Trade and Industrial Occupations - Comprehensive High School	3	1	0	0	1	1	40	1	27
Unique Subject Area Endorsement	5	0	9	0	1	9.5	98	2.5	34
World Language Instructor, Elementary	17	0	3	0	3	13	116	2	35
World Languages, 7-12	163	7	37	3	36	8	466	2	3

[1]Median Applicant Pool Ratings: 1) Few or no minimally-qualified applicants 2) Some acceptable applicants 3) Many acceptable applicants 4) Some high-quality applicants 5) Many high-quality applicants.
[2]Shortage area rankings range from 1 (most severe shortage area) to 48 (least severe shortage area). Bilingual Education and Intermediate Administrator are both ranked 4 and Business, 7-12 and Cooperative Work Education/Diversified are both ranked 40.

Appendix A: Shortage Area Methodology

The Connecticut State Department of Education's (CSDE) Bureau of Data Collection, Research and Evaluation and the Bureau of Educator Standards and Certification collaborated to develop a methodology to identify teacher shortage areas that incorporates several significant factors (Table 7). Data for this analysis are from the Bureau of Teacher Certification's Connecticut Educator Certification System and the Fall Hiring Survey, an annual employment survey covering the current school year. In 2009, Fall Hiring Survey participants included 166 public school districts, 18 charter schools, six regional educational service centers (RESCs), the three endowed and incorporated academies, 54 state-approved, non-public special education programs, the Connecticut Technical High School System and the Connecticut Departments of Correction, Children and Families and Developmental Services.

Endorsements for which positions were available in the current school year are included in the shortage area analysis. An "available position" is one for which an LEA actively sought internal and external applicants in response to a position announcement and/or reviewed applications from existing files. There are, however, four areas for which the individual endorsements are aggregated into general categories: World Languages, 7-12 (French, 7-12; German, 7-12; Italian, 7-12; Latin, 7-12; Russian, 7-12; Spanish, 7-12 and Other World Languages, 7-12); General Science, 7-12 (Biology, 7-12; Chemistry, 7-12; Physics, 7-12; Earth Science, 7-12 and General Science 7-12); General Science, Middle School (Biology, Middle School; Chemistry, Middle School; Physics, Middle School; Earth Science, Middle School; General Science, Middle School and Integrated Science, Middle School); and Intermediate Administrator (Principal; Assistant/Vice Principal; Subject Area Supervisor, District Level; Program Director, School Level; and Assistant/Deputy/Associate Superintendent).

For the Fall Hiring Survey, LEAs may report up to two endorsements per available position (e.g. Mathematics, 7-12 and Physics, 7-12). When there are multiple endorsements per position, each endorsement is counted as a separate position for calculating the shortage area scores (e.g., a position requiring mathematics and physics 7-12, endorsements treated as one mathematics 7-12 position and one physics 7-12 position). This is only done for calculating the shortage areas and not for any other analysis presented in this Bulletin.

The first step in identifying shortage areas is assigning ranks to each endorsement from least to severest for each of the following four factors: Number of vacancies due to the lack of qualified candidates; median number of applicants per position; number of first CT certificates and renewals divided by the number of available positions; and the sum of DSAPs, long-term substitutes, minimally qualified hires and Temporary Authorizations for Minor Assignments (TAMAs) These four ranks are placed in the CSDE's formula to produce a shortage score for each endorsement. Finally, these shortage scores are ranked to identify the top ten shortage areas.

Table 7: Factors Used for Calculation of Shortage Area Scores

Factor	Description
Durational Shortage Area Permits (DSAP)	Issued by the CSDE to LEAs so they may staff positions for which there was a shortage of available qualified candidates. Teachers working under a DSAP must hold a bachelor's degree, have 12 semester hours in the subject area being taught and meet the state's basic skills testing requirement. DSAPs are issued for a year and may be conditionally reissued for an additional two years.
First issued or renewed Connecticut certificates per position	The number of people receiving or renewing Connecticut certificates between October 1, 2008, and September 30, 2009, divided by the total number of available positions in each endorsement area.
Long-term substitutes	Individuals serving in the employ of a board of education in the same assignment for more than 40 school days.
Median number of appropriately credentialed applicants per available position	Median is the middle number in a distribution, e.g., the number of applicants per position for which half of all available positions had more applicants and half had fewer applicants.
Minimally qualified hires	Those hired from an applicant pool of fewer than 20, which also received the lowest quality rating from the LEA ("Few or no minimally-qualified applicants").
October vacancies due to the lack of qualified applicants	Positions that are vacant because the LEA could not find any available qualified applicants.
Temporary Authorizations for Minor Assignments (TAMA)	Issued by the CSDE to districts which cannot find an appropriately-credentialed applicant with certification in the subject area of the minor assignment. The minor assignments supplement a primary assignment. Teachers working under a TAMA must be certified in another area and have 12 semester hours of credit in the subject being taught. TAMAs are issued for a year and may be conditionally reissued for an additional year.

V.B.

CONNECTICUT STATE BOARD OF EDUCATION
Hartford

TO BE PROPOSED:
February 3, 2010

RESOLVED, That the State Board of Education declares its intent to adopt sections 10-145d-806 through 10-145d-981, inclusive, and repeal sections 10-145d-400 through 10-145d-619, inclusive, and 10-145d-566a through 10-145d-566f, inclusive, of the Regulations of Connecticut State Agencies, and directs the Commissioner to take necessary action.

Approved by a vote of _____, this third day of February, Two Thousand Ten.

Signed: _____
Mark K. McQuillan, Secretary

CONNECTICUT STATE BOARD OF EDUCATION
Hartford

TO: State Board of Education

FROM: Mark K. McQuillan, Commissioner of Education

SUBJECT: Intent to Adopt Proposed Regulations Concerning State Educator Certificates, Permits and Authorizations

Introduction
We are presenting the new regulations concerning state educator certificates, permits and authorizations to the Board so it can declare its intent to adopt.

Follow-up Information
As requested by the Board at the January 6, 2010, meeting, the following revisions have been made to the regulations:

1. *Teacher Leader Endorsement*: added an option to meet the endorsement requirements by completing an assessment as made available by the Board (page 84); and

2. *Special Education Teacher and Intervention Specialist*: added requirements for training in reading and literacy and better aligned these courses with the Literacy Specialist endorsement; clarified the requirements for applicants from out-of-state who only hold a master's in special education and no other general education certificate (pages 88-89).

Please see Attachment A for the current version of the regulations to be released for public comment. A summary of the major regulations changes is outlined in Attachment B.

In addition, as requested by Chairman Allan Taylor, we have responded to the information submitted by the Connecticut Education Association (CEA) in Attachment C.

Attachment D is the required fiscal estimate of proposed the proposed regulations and the small business impact statement.

Action
We ask the Board to vote today to declare its intent to adopt so that the Department may commence the statewide public comment period, March 30 through April 30, 2010. During this required 30-day public comment period, educators and the general public will have an opportunity to present their oral or written comments on the proposed regulations in the following ways:

- Post comments on a webpage dedicated to receiving written comments on the proposed regulations, which will allow ease and timeliness of access;

- Attend and provide comment at any of four public hearings at regional locations (Hartford area, New Haven area, Trumbull area, Willimantic area) in April 2010; and

- Submit written comments via regular mail.

We will share these public comments with the Board and consider the comments in future revisions to the regulations before presenting them to the Board for adoption in July. An approximate timeline for the regulations promulgation process are outlined below:

	Regulations Promulgation Steps	***General Timeline***
1.	Intent to Adopt Regulations submitted to Board	February 2010
2.	Proposed regulations sent to OPM and Governor's Office for review	February 2010
3.	Intent to Adopt published in Connecticut Law Journal	March 2010
4.	Public Hearings on proposed regulations	April 2010
5.	Resolution to Adopt submitted to Board	July 2010
6.	Regulations submitted to the Attorney General's office for approval	July 2010
7.	Regulations submitted to the Legislative Regulations Review Committee for approval	August 2010
8.	Regulations filed with the Secretary of State	Fall 2010

Based on the above timeline, we plan to report back on the public comments on July 7, 2010, and at that time request the Board's consideration for adoption of the regulations.

Prepared by: _____
Georgette Nemr, Education Consultant
Bureau of Educator Standards and Certification

Prepared by: _____
Nancy L. Pugliese, Chief
Bureau of Educator Standards and Certification

Approved by: _____
Marion H. Martinez, Ed.D.
Associate Commissioner
Division of Teaching, Learning and Instructional Leadership

February 3, 2010

Attachment B

CONNECTICUT STATE DEPARTMENT OF EDUCATION
Bureau of Educator Standards and Certification

Summary of Major Changes Contained in the
Proposed Regulations Concerning State Educator Certificates, Permits and Authorizations
February 3, 2010

All Teaching Endorsements

- Requires training in a broad teacher skill set, not currently covered in existing regulations, that addresses the diverse learning needs of students in the pre-service competency areas as outlined in Public Act 09-01, Section 1 (h): *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.*

Elementary and Early Childhood

- Requires expanded training in literacy including 9 credits in teaching the following areas:
  - First and second language acquisition;
  - Developmental reading including reading comprehension, phonics, phonemic awareness, fluency, and vocabulary;
  - Reading and writing in the content areas;
  - Writing process;
  - Literacy assessment;
  - Instructional interventions for students with reading deficits; and
  - Methods of teaching English language learners.
- Provides option for subject area major or an inter-disciplinary major requiring 9 credits in math, 9 in science, 6 in social studies and 9 credits in reading and language arts.

Early Childhood Endorsements

- For ECE Nursery through grade three, decreases credits in child growth and development from 15 to 12.
- Birth to Kindergarten endorsement no longer available as an initial endorsement, only as a cross-endorsement.

Secondary and All-Level Subjects

- Secondary endorsement grade level would change from 7-12 to 6-12 and incorporate middle school methodology (the middle school endorsement would be phased out)
- Requires additional training in curriculum and methods for teaching reading and writing within the content area.
- Secondary endorsements also require training in structure and organization of working in content area, grade level or interdisciplinary teams in middle and high schools.

- Allows subject area major requirement to be met by either a major, a closely related major or 30 credits in the area.

Administrative Endorsements

- The intermediate administration and supervision endorsement requires coursework in teacher leadership (as required for the teacher leader endorsement) and decreases the experience requirement from 5 years to 4.
- The intermediate administration and supervision endorsement requires a one-year (10 month) full-time internship or 450 hours of equivalent internship experience.
- Service as assistant superintendent requires holding the superintendent of schools endorsement.

Adult Education Endorsements

- Provides streamlined requirements appropriate for the part-time nature of adult education service and more flexible options for non-certified persons with content area backgrounds to teach in high school credit diploma programs.

Consolidated Endorsements

- Middle grades 4-8 and secondary 7-12 endorsements are consolidated into secondary 6-12 endorsements;
- Remedial reading and remedial language arts and reading and language arts consultant endorsements are consolidated into literacy specialist PK-12;
- Vocational technical school trades and health occupations endorsements are consolidated into one trade technology endorsement; and
- Foreign language elementary school PK-8 and secondary foreign language 7-12 endorsements are consolidated into world language PK-12.

New Endorsements

- Dance,
- Theater,
- Gifted and talented,
- Instructional technology,
- Teacher leader (replaces department chairperson),
- Special education teacher and intervention specialist PK-12, and
- Trade technology department leader.

Discontinued Endorsements

- Comprehensive special education (bachelor's level),
- Department chairperson,
- Middle grades 4-8 endorsements (subject specific),
- Partially sighted,
- School dental hygienist,
- Vocational trade-related endorsement (for math, science and blueprint reading), and
- Vocational-technical school administrator.

New Certificates and Permits

- Adds language to provide for an adjunct arts instructor permit, an adjunct faculty permit, a resident teacher certificate and a visiting international teacher permit.

Discontinued Authorizations

- In accordance with either NCLB or statutory authority, the following authorizations have been eliminated: temporary authorization for minor assignment, substitute authorization for persons not holding a bachelor's, limited extended authorization for early childhood, adult education authorization.

Flexibility Options

- Provides certificate holders an option to complete coursework for certain endorsement areas or deficiencies through professional development training specifically approved by the Department.
- Provides option for certificates to be issued to candidates who meet all requirements except for up to 9 semester hours of credit.
- Provides school counselors, school psychologists and administrators in training to be issued a one-year interim certificate for completion of supervised internship requirements.

Testing

- Updates language concerning tests, Praxis I waiver criteria.
- Adds language concerning exemptions from testing as provided in Public Act 09-01.
- Adds acceptability of an "excellent score" on a subject area assessment for designated shortage areas in lieu of subject area major or content area coursework. Prior to July 1, 2010, the Board will review and approve the standards set for the "excellent scores".

Professional Educator Certificate

- Requires, on and after July 1, 2016, that applicants for the professional educator certificate complete a minimum of 30 graduate credits beyond the bachelor's degree (precluding acceptance of undergraduate credits).
- Limits eligibility for the professional educator certificate to public school teachers; no longer allows non-public school experience toward obtaining the professional educator certificate.

Continuing Education Units

- Eliminated subsections pertaining to CEUs these guidelines will be reviewed and revised as part of the Department's efforts to review the state guidelines for teacher and administrator evaluation and professional development.

Code of Professional Responsibility

- Consolidated code for teachers and school administrators into one code for all educators.

Attachment C

CONNECTICUT STATE DEPARTMENT OF EDUCATION
Summary of CEA's and CSDE Positions on Certification Proposals (copy attached)
Highlighted in Documentation Sent to the State Board for Meeting on January 3, 2010

Topic	Stakeholder Position	CSDE Position
Teacher Leader Endorsement	**CEA Positions/Concerns** (a) CT has not adopted teacher leader standards; therefore, proposal is premature.	(a) CSDE has incorporated the completion of a national ETS performance based assessment for teacher leader as one option for gaining this endorsement; this assessment is aligned with national teacher leader standards.
	(b) Requiring teacher leader certificate does not provide maximum flexibility to teachers and districts.	(b) Requiring an endorsement for teacher leaders raises the standards for these positions and ensures that individuals working as teacher leaders have a base of knowledge when working with their peers.
	(c) Endorsement will be required of any teacher working outside the classroom more than .4FTE.	(c) This is correct; if a person is working more than .4 FTE in a position as a teacher leader, s/he will need additional skills to ensure effective leadership efforts.
	(d) Differentiation between a teacher leader in literacy endorsement and literacy specialist certificates.	(d) Teacher leader - literacy endorsement could be used by individuals who only want to serve as a teacher leader at the school level for which they are certified to teach (e.g. elementary certified person could serve as a teacher leader only at elementary school level). The literacy specialist can serve PK-Grade 12.
	(e) Who can serve as a pre-approved professional development provider?	(e) Providers seeking approval to provide teacher leader training in lieu of credit based coursework must seek special review and approval from CSDE. This approval will be awarded only if providers meet all required criteria.
Special Education Teacher and Intervention Specialist Endorsement	**CEA Positions/Concerns** (a) No prior teaching experience is required.	(a) CSDE originally had a two-year teaching requirement included, but received much concern from the IHEs regarding their inability to provide 5-year integrated bachelor/master program for the dual certification and removed the two-year teaching requirement.
	(b) No deep knowledge in reading or math.	(b) Because holding a previous certificate is required, the special education teacher will have content area knowledge in at least one content area.
	(c) 9 credits of reading eliminated.	(c) CSDE has added a requirement for advanced training in reading.

	(d) Proposed preparation doesn't always lead to HQ status.	(d) Under NCLB and IDEA, special educators must have content knowledge in the primary areas of instruction. Under the federal NCLB law, to be highly qualified, a person must: • Be appropriately certified to teach; and • Hold either a: o Major in the content area; or o Masters degree in the content area; or o Successfully passed the state-adopted subject area assessment. Because all candidates for special education have passed a content area assessment for their initial certificate, they are considered HQ in that content area.
	(e) Preparation program is too broad.	(e) The special education training program focuses on developing expertise in working with teachers around curriculum and specialized interventions, diagnostics, behavioral strategies for working with intensive needs students including students with autism, and facilitating the special education process.
	(f) No requirement for student teaching.	(f) Special education is an advanced certificate with a requirement for 6 credits in clinical practicum; teachers will have completed student teaching in initial certification program.
	(g) Revise to include two levels of special education certification (undergraduate and graduate preparation).	(g) CSDE maintains that that preparation in general education content must come before advanced training in special education in order for teachers to effectively support the students with the greatest need.
Literacy Specialist	**CEA Positions/Concerns**	
	(a) Range of proposed responsibilities is too broad for one certificate; 51 credits are required for professional certification as a literacy specialist.	(a) The proposed coursework credits have not increased from the current regulations.
	(b) Proposed regulations do not focus on writing, speaking, listening, and viewing.	(b) Current proposal focuses on the research-based reading strategies including: phonemic awareness, word decoding and word identification, fluency, vocabulary, and oral language comprehension.
	(c) One level of certificate discouraged differentiated staffing positions.	(c) Since 1993, the Department has issued two separate endorsements: (1) the remedial reading and remedial language arts endorsement, and (2) the reading and

	(d) Individuals will be disinclined to complete the program due to credits required.	language arts consultant endorsement. Because of the lack of differentiation of literacy positions within the districts, the Department has observed through the hiring and certification process that districts employ teachers with either of these endorsements for the same position. (d) Remedial reading teacher and LA consultants are not identified shortage areas; many individuals currently hold these endorsements but are not using them. Additionally, an alternate route to certification exists that would reduce the time and financial investment for interested individuals.

Attachment D

AGENCY FISCAL ESTIMATE OF PROPOSED REGULATIONS

AGENCY SUBMITTING REGULATION Education DATE February 3, 2010

SUBJECT MATTER OF REGULATION Regulations Concerning State Educator Certificates, Permits and Authorizations

REGULATION SECTION NO. 10-145d-806 to 10-145d-981, inclusive STATUTORY AUTHORITY C.G.S. 10-145d

OTHER AGENCIES AFFECTED None

EFFECTIVE DATE USED IN COST ESTIMATE July 1, 2014

ESTIMATE PREPARED BY Nancy L. Pugliese TELEPHONE (860) 713-6709

SUMMARY OF STATE COST AND REVENUE IMPACT OF PROPOSED REGULATION

Agency Education Fund Affected

	First Year 2010	Second Year 2011	Full Operation 2014
Number of Positions	0	0	0
Personal Services	0	0	0
Other Expenses (printing)	$8,000	0	0
Equipment	0	0	0
Grants	0	0	0
Total State Cost (Savings)	0	0	0
Estimated Revenue Gain (Loss)	0	0	0
Total Net State Cost (Savings)	$8,000	0	0

EXPLANATION OF STATE IMPACT OF REGULATION:

Fiscal impact limited to costs of printing a limited number of regulations booklets.

Explanation of Municipal Impact of Regulation:

No fiscal impact on municipalities.

Explanation of Small Business Impact of Regulation:

No fiscal impact on small businesses.

Is a regulatory flexibility analysis required pursuant to C.G.S. 4-168a? NO.

Brian Mahoney, Chief Financial Officer
Connecticut State Department of Education

Attachment D

Small Business Impact Statement

Prior to adopting a new section or amendment, Section 4-168a of the Connecticut General Statutes (C.G.S.) requires that each state agency consider the effect of such action on small businesses as defined in C.G.S. Section 4-168a. When such regulatory action may have an adverse effect on small businesses, C.G.S. Section 4-168a directs the agency to consider regulatory requirements that will minimize the adverse impacts on small businesses if the addition of such requirements (1) will not interfere with the intended objectives of the regulatory action and (2) will allow the new section or amendment to remain consistent with public health, safety and welfare.

State Agency submitting proposed regulations: Education

Subject matter of Regulation: Certification of Educators

In accordance with C.G.S. Section 4-168a, staff analyzed the effect on small businesses of the proposed regulations and determined the following:

Check all appropriate boxes:

[X] The regulatory action will not have an effect on small businesses.

[ ] The regulatory action will have an effect on small businesses, but will not have an adverse effect on such small businesses.

[ ] The regulatory action may have an adverse effect on small businesses, and no alternative considered would be both as effective in achieving the purpose of the action and less burdensome to potentially effected small business. Alternatives considered include the following:

(1) The establishment of less stringent compliance or reporting requirements for small businesses;
(2) The establishment of less stringent schedules or deadlines for compliance or reporting requirements for small businesses;
(3) The consolidation or simplification of compliance or reporting requirements for small businesses;
(4) The establishment of performance standards for small businesses to replace design or operational standards required in the new section or amendment; and
(5) The exemption of small businesses from all or any part of the requirements contained in the new section or amendment.

[ ] The regulatory action will have an adverse effect on small businesses that cannot be minimized in a manner that is consistent with public health, safety and welfare.

Has the State agency listed above notified the Department of Economic and Community Development of its intent to take the proposed action and completed the Agency Fiscal Estimate of Proposed Regulations?

Principal Evaluation Rubrics

by Kim Marshall* – Revised January 26, 2010

Rationale and suggestions for implementation

1. These rubrics are organized around six domains covering all aspects of a principal's job performance:
   A. Diagnosis and Planning
   B. Priority Management and Communication
   C. Curriculum and Data
   D. Supervision and Professional Development
   E. Discipline and Parent Involvement
   F. Management and External Relations

The rubrics use a four-level rating scale with the following labels:
   4 – Highly Effective
   3 – Effective
   2 – Improvement Necessary
   1 – Does Not Meet Standards

2. The rubrics are designed to give principals an end-of-the-year assessment of where they stand in all performance areas – and detailed guidance for improvement. They are not checklists for school visits. To knowledgeably fill out the rubrics, a principal's supervisor needs to have been in the school frequently throughout the year; it is irresponsible to fill out the rubrics based on one visit and without ongoing dialogue.

3. The *Effective* level describes solid, expected professional performance; any principal should be pleased with scores at this level. The *Highly Effective* level is reserved for truly outstanding leadership as described by very demanding criteria; there will be relatively few scores at this level. *Improvement Necessary* indicates that performance has real deficiencies; it's not a "gentleman's C" and principals should be uncomfortable with scores at this level. And performance at the *Does Not Meet Standards* level is clearly unacceptable and needs to be changed immediately.

4. To score, read across the four levels of performance for each criterion, find the level that best describes the principal's performance, and circle or highlight it. On each page, this will create a clear graphic display of overall performance, areas for commendation, and areas that need work. Write the overall score at the bottom of each page with brief comments, and then record all the scores and overall comments on the summary page.

5. Evaluation conferences are greatly enhanced if the supervisor and principal fill out the rubrics in advance and then meet and compare one page at a time. Of course, the supervisor has the final say, but the discussion should aim for consensus based on actual evidence of the most accurate score for each criterion. Supervisors should go into evaluation process with some humility since they can't possibly know everything about a principal's complex world. Similarly, principals should be open to feedback from someone with an outside perspective – all revolving around whether the school is producing learning gains for all students. Note that student achievement is not explicitly included in these rubrics, but clearly it's directly linked to a principal's leadership. How student results factor into the principal's evaluation is for each district or governing board to decide.

6. Some supervisors sugar-coat criticism and give inflated scores for fear of hurting feelings. This does not help principals improve. The kindest thing a supervisor can do for an underperforming principal is give candid, evidence-based feedback and robust follow-up support. Honest scores for all the principals in a district can be aggregated into a spreadsheet that can give an overview of leadership development needs (see page 9 for a sample).

* These rubrics are a much-edited extension of the Principal Leadership Competencies developed in 2004 by New Leaders for New Schools (Kim Marshall was a lead author of that document). Special thanks to Jon Saphier, Charlotte Danielson, Douglas Reeves, and Paul Bambrick-Santoyo for ideas and inspiration.

A. Diagnosis and Planning

The principal:	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
a. Team	Recruits a strong leadership team and develops its skills and commitment to a high level.	Recruits and develops a leadership team with a balance of skills.	Enlists one or two like-minded colleagues to provide advice and support.	Is a Lone Ranger working with little or no support from colleagues.
b. Diagnosis	Involves stakeholders in a comprehensive diagnosis of the school's strengths and weaknesses.	Carefully assesses the school's strengths and areas for development.	Makes a quick assessment of the school's strengths and weaknesses.	Is unable to gather much information on the school's strong and weak points.
c. Gap	Challenges colleagues by presenting the gap between current student data and a vision for college success.	Motivates colleagues by comparing students' current achievement with rigorous expectations.	Presents data without a vision or a vision without data.	Bemoans students' low achievement and shows fatalism about bringing about significant change.
d. Mission	Writes a succinct, inspiring, results-oriented mission statement that wins staff and student buy-in.	Writes a memorable, succinct, results-oriented mission statement that's known by all staff.	Distributes a boiler-plate mission statement that few colleagues remember.	Does not share a mission statement.
e. Target	Gets strong staff commitment on a bold, ambitious 3-4-year student achievement target.	Builds staff support for a 3-4-year student achievement target.	Expresses confidence that student achievement will improve each year through hard work.	Takes one year at a time, urging teachers to improve their students' achievement.
f. Theory	Wins staff ownership for a robust, research-based theory of action for improving achievement.	Researches and writes a convincing theory of action for improving achievement.	Accepts colleagues' current notions of how student achievement is improved.	Says that hard work improves achievement – but secretly doubts that progress can be made.
g. Strategy	Collaboratively crafts a lean, comprehensive, results-oriented strategic plan with annual goals.	Gets input and writes a comprehensive, measurable strategic plan for the current year.	Writes a cumbersome, non-accountable strategic plan.	Recyles the previous year's cumbersome, non-accountable strategic plan.
h. Support	Fosters a sense of urgency and responsibility among all stakeholders for achieving annual goals.	Builds ownership and support among stakeholders for achieving annual goals.	Presents the annual plan to stakeholders and asks them to support it.	Gets the necessary signatures for the annual plan, but there is little ownership or support.
i. Enlisting	Masterfully wins over resistant staff members who feared change and/or harbored low expectations.	Manages resistance, low expectations, and fear of change.	Works on persuading resistant staff members to get on board with the plan.	Is discouraged and immobilized by staff resistance, fear of change, and low expectations.
j. Tweaking	Regularly tracks progress, gives and takes feedback, and continuously improves performance.	Periodically measures progress, listens to feedback, and tweaks the strategic plan.	Occasionally focuses on key data points and prods colleagues to improve.	Is too caught up in daily crises to focus on emerging data.

Overall rating:____ Comments:

B. Priority Management and Communication

The principal:	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
a. Planning	Plans for the year, month, week, and day, relentlessly getting the highest-leverage activities done.	Plans for the year, month, week, and day, keeping the highest-leverage activities front and center.	Comes to work with a list of what needs to be accomplished that day but is often distracted from them.	Has a list in his or her head of tasks to be accomplished each day, but often loses track.
b. Communication	Skillfully and eloquently communicates goals to all constituencies using a variety of channels.	Uses a variety of means (e.g., face-to-face, newsletters, websites) to communicate goals to others.	Has a limited communication repertoire and some key stakeholders are not aware of school goals.	Is not an effective communicator, and others are often left guessing about policies and direction.
c. Outreach	Frequently solicits and uses feedback and help from staff, students, parents, and external partners.	Regularly reaches out to staff, students, parents, and external partners for feedback and help.	Occasionally asks staff, students, parents, or external partners for feedback.	Never reaches out to others for feedback or help.
d. Follow-Up	Has a foolproof system for capturing key information, remembering, prioritizing, and following up.	Writes down important information, remembers, prioritizes, and almost always follows up.	Writes things down but is swamped by events and sometimes doesn't follow up.	Trusts his or her memory to retain important information, but often forgets and drops the ball.
e. Expectations	Has total staff buy-in on exactly what is expected for management procedures and discipline.	Makes sure staff know what is expected for management procedures and discipline.	Periodically reminds teachers of policies on management procedures and discipline.	Is constantly reminding staff what they should be doing in management and discipline.
f. Delegation	Has highly competent people in all key roles and is able to entrust them with maximum responsibility.	Delegates appropriate tasks to competent staff members and checks on progress.	Doesn't delegate some tasks that should be done by others.	Does almost everything him- or herself.
g. Meetings	All key teams meet on a regular basis and take responsibility for productive agendas.	Ensures that key teams (e.g., leadership, grade-level, student support) meet regularly.	Needs to call key team meetings each month because they are not in people's calendars.	Convenes grade-level, leadership, and other teams only when there is a crisis or an immediate need.
h. Prevention	Takes the initiative so that time-wasting activities and crises are almost always prevented or deflected.	Is effective at preventing and/or deflecting many time-wasting crises and activities.	Tries to prevent them, but crises and time-wasters sometimes eat up lots of time.	Finds that large portions of each day are consumed by crises and time-wasting activities.
i. Efficiency	Deals quickly and decisively with the highest-priority e-mail and paperwork, delegating the rest.	Has a system for dealing with e-mail, paperwork, and administrative chores.	Tries to stay on top of e-mail, paperwork, and administrative chores but is often behind.	Is way behind on e-mail, paperwork, and administrative chores, to the detriment of the school's mission.
j. Balance	Remains sharp and fresh by tending to family, friends, fun, exercise, nutrition, sleep, and vacations.	Is healthy and focused by balancing work demands with healthy habits.	Is sometimes unfocused and inattentive because of fatigue.	Is unproductive and irrascible because of fatigue and stress.

Overall rating:____ Comments:

C. Curriculum and Data

The principal:	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
a. Expectations	Gets all teachers to buy into clear, manageable, standards-aligned grade-level goals with exemplars of proficient work.	Tells teachers exactly what students should know and be able to do by the end of each grade level.	Refers teachers to district or national scope-and-sequence documents for curriculum direction.	Leaves teachers without clear direction on student learning outcomes for each grade level.
b. Baselines	Ensures that all teams use summative data from the year before and fresh diagnostic data to plan instruction.	Provides teacher teams with previous-year test data and asks them to assess students' current levels.	Refers teachers to previous-year test data as a baseline for current-year instruction.	Does not provide historical test data to teachers.
c. Targets	Gets each grade-level/subject team invested in reaching measurable, results-oriented year-end goals.	Works with grade-level and subject-area teams to set measurable student goals for the current year.	Urges grade-level/subject teams to set measurable student learning goals for the current year.	Urges teachers to improve student achievement, but without measurable outcome goals.
d. Materials	Ensures that all teachers have top-notch curriculum materials and training on how to use them.	Gets the best possible literacy, math, science, and social studies materials into teachers' hands.	Works to procure good curriculum materials in literacy and math.	Leaves teachers to fend for themselves with curriculum materials.
e. Interims	Ensures that high-quality, aligned, common interim assessments are given by all teacher teams at least four times each year.	Orchestrates common interim assessments to monitor student learning several times a year.	Suggests that teacher teams give common interim assessments to check on student learning.	Doesn't insist on common interim assessments, allowing teachers to use their own classroom tests.
f. Analysis	Orchestrates high-quality, low-stakes data/action team meetings after each round of assessments.	Monitors teacher teams as they analyze interim assessment results and formulate action plans.	Suggests that teacher teams work together to draw lessons from the tests they give.	Does not see the value of analyzing tests given during the year.
g. Causes	Gets data meetings engaged in a no-blame, test-in-hand search for root causes and hypothesis-testing.	Asks that data meetings go beyond *what* students got wrong and delve into *why*.	Suggests that teachers focus on the areas in which students had the most difficulty.	Does not exercise leadership in looking for underlying causes of student difficulties.
h. Follow-Up	Gets teams invested in following up assessments with effective reteaching, tutoring, and other interventions.	Insists that teams follow up each interim assessment with reteaching and remediation.	Suggests that teachers use interim assessment data to help struggling students.	Does not provide time or leadership for follow-up after tests.
i. Monitoring	Uses data on grades, attendance, behavior, and other variables to monitor and drive continuous improvement toward goals.	Monitors data in several key areas and uses them to inform improvement efforts.	Monitors attendance and discipline data to inform decisions.	Keeps an eye on attendance and suspension rates.
j. Celebration	Boosts morale and a sense of efficacy by getting colleagues to celebrate and own measurable student gains.	Shares student, classroom, and school-wide successes and gives credit where credit is due.	Congratulates staff on "small wins" and other successes.	Takes credit for improvements in school performance.

Overall rating:____ Comments:

D. Supervision and Professional Development

The principal:	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
a. Meetings	In all-staff meetings, has teachers discuss results, learn best strategies, and build trust and respect.	Uses all-staff meetings to get teachers sharing strategies and becoming more cohesive.	Uses staff meetings primarily to announce decisions, clarify policies, and listen to staff concerns.	Rarely convenes staff members and uses meetings for one-way lectures on policies.
b. Ideas	Ensures that the whole staff is current on professional literature and constantly explores best practices.	Reads and shares research and fosters an on-going, schoolwide discussion of best practices.	Occasionally passes along interesting articles and ideas to colleagues.	Rarely reads professional literature or discusses best practices.
c. Development	Orchestrates aligned, high-quality coaching, workshops, school visits, and other professional learning tuned to staff needs.	Organizes aligned, on-going coaching and training that builds classroom proficiency.	Provides conventional staff development workshops to teachers.	Provides occasional workshops, leaving teachers mostly on their own in terms of professional development.
d. Empowerment	Gets teams to take ownership for using data and student work to drive constant refinement of teaching.	Orchestrates regular teacher team meetings as the prime locus for professional learning.	Suggests that teacher teams work together to address students' learning problems.	Does not emphasize teamwork and teachers work mostly in isolation from colleagues.
e. Support	Gives teacher teams the training, facilitation, and resources they need to make their meetings highly effective.	Provides teacher teams with facilitators so meetings are focused and substantive.	Has teacher teams appoint a leader to chair meetings and file reports.	Leaves teacher teams to fend for themselves in terms of leadership and direction.
f. Units	Ensures that teachers backwards-design high-quality, aligned units and provides feedback on drafts.	Asks teacher teams to cooperatively plan curriculum units following a common format.	Occasionally reviews teachers' lesson plans but not unit plans.	Does not review lesson or unit plans.
g. Supervision	Visits 3-5 classrooms a day and gives helpful, face-to-face feedback to each teacher within 24 hours.	Makes unannounced visits to a few classrooms every day and gives helpful feedback to teachers.	Tries to get into classrooms but is often distracted by other events and rarely provides feedback.	Only observes teachers in annual or bi-annual formal observation visits.
h. Criticism	Courageously engages in difficult conversations with below-proficient teachers, helping them improve.	Provides redirection and support to teachers who are less than proficient.	Criticizes struggling teachers but does not give them much help improving their performance.	Shies away from giving honest feedback and redirection to teachers who are not performing well.
i. Housecleaning	Counsels out or dismisses all ineffective teachers, scrupulously following contractual requirements.	Counsels out or dismisses most ineffective teachers, carefully following contractual requirements.	Tries to dismiss one or two ineffective teachers, but is stymied by procedural errors.	Does not initiate dismissal procedures, despite evidence that some teachers are ineffective.
j. Hiring	Recruits, hires, and supports highly effective teachers who share the school's vision.	Recruits and hires effective teachers who share the school's mission.	Hires teachers who seem to fit his or her philosophy of teaching.	Makes last-minute appointments to teaching vacancies based on candidates who are available.

Overall rating:____ Comments:

E. Discipline and Family Involvement

The principal:	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
a. Expectations	Gets staff buy-in for clear, schoolwide student-behavior standards, routines, and consequences.	Sets expectations for student behavior and establishes schoolwide routines and consequences.	Urges staff to demand good student behavior, but allows different standards in different classrooms.	Often tolerates discipline violations and enforces the rules inconsistently.
b. Effectiveness	Deals effectively with any disruptions to teaching and learning, analyzes patterns, and works on prevention.	Deals quickly with disruptions to learning and looks for underlying causes.	Deals firmly with students who are disruptive in classrooms, but doesn't get to the root causes.	Tries to deal with disruptive students but is swamped by the number of problems.
c. Celebration	Publicly celebrates kindness, effort, and improvement and builds students' pride in their school.	Praises student achievement and works to build school spirit.	Praises well-behaved students and good grades.	Rarely praises students and fails to build school pride.
d. Training	Ensures that staff are skilled in positive discipline and sensitive handling of student issues.	Organizes workshops and suggests articles and books on classroom management.	Urges teachers to get better at classroom management.	Does little to build teachers' skills in classroom management.
e. Support	Is highly effective getting counseling, mentoring, and other supports for high-need students.	Identifies struggling students and works to get support services to meet their needs.	Tries to get crisis counseling for highly disruptive and troubled students.	Focuses mainly on discipline and punishment with highly disruptive and troubled students.
f. Openness	Makes families feel welcome and respected, responds to concerns, and gets a number of them actively involved in the school.	Makes parents feel welcome, listens to their concerns, and tries to get them involved.	Reaches out to parents and tries to understand when they are critical.	Makes little effort to reach out to families and is defensive when parents express concerns.
g. Curriculum	Informs parents of monthly learning expectations and specific ways they can support their children's learning.	Sends home information on the grade-level learning expectations and ways parents can help at home.	Sends home an annual list of grade-level learning expectations.	Does not sent home the school's learning expectations.
h. Conferences	Orchestrates productive parent/teacher report card conferences in which parents and students get specific suggestions on next steps.	Works to maximize the number of face-to-face parent/ teacher report card conferences.	Makes sure that report cards are filled out correctly and provided to all parents.	Provides little or no monitoring of the report card process.
i. Communication	Sends home a weekly school newsletter, gets all teachers sending substantive updates, and organizes a user-friendly electronic grading program.	Sends home a periodic school newsletter and asks teachers to have regular channels of communication of their own.	Suggests that teachers communicate regularly with parents.	Leaves parent contact and communication up to individual teachers.
j. Backstopping	Provides effective safety-net programs for all students with inadequate home support.	Provides safety-net programs for most students whose parents do not provide adequate support.	Provides ad hoc, occasional support for students who are not adequately supported at home.	Does not provide assistance for students with inadequate home support.

Overall rating:____ Comments:

F. Management and External Relations

The principal:	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
a. Strategies	Implements proven macro strategies (e.g., looping, class size reduction) that boost student learning.	Suggests effective macro strategies (e.g., looping, team teaching) to improve student learning.	Explores macro strategies that might improve achievement.	Sticks with the status quo for fear of alienating key stakeholders.
b. Scheduling	Creates an equitable schedule that maximizes learning, teacher collaboration, and smooth transitions.	Creates a schedule that provides meeting times for all key teams.	Creates a schedule with some flaws and few opportunities for team meetings.	Creates a schedule with inequities, technical flaws, and little time for teacher teams to meet.
c. Movement	Ensures smooth, friendly student entry, dismissal, meal times, transitions, and recesses every day.	Supervises orderly student entry, dismissal, meals, class transitions, and recesses.	Intermittently supervices student entry, dismissal, transitions, and meal times.	Rarely supervises student entry, dismissal, and common spaces and there are frequent problems.
d. Custodians	Leads staff to ensure effective, creative use of space and a clean, safe, and inviting campus.	Supervises staff to keep the campus clean, attractive, and safe.	Works with custodial staff to keep the campus clean and safe, but there are occasional lapses.	Leaves campus cleanliness and safety to custodial staff and there are frequent lapses.
e. Transparency	Is transparent about how and why decisions were made, involving stakeholders whenever possible.	Ensures that staff members know how and why key decisions are being made.	Tries to be transparent about decision-making, but stakeholders sometimes feel shut out.	Makes decisions with little or no consultation, causing frequent resentment and morale problems.
f. Bureaucracy	Deftly handles bureaucratic, contractual, and legal issues so they never detract from, and sometimes contribute to, teaching and learning.	Manages bureaucratic, contractual, and legal issues efficiently and effectively.	Sometimes allows bureaucratic, contractual, and legal issues to distract teachers from their work.	Frequently mishandles bureaucratic, contractual, and legal issues in ways that disrupt teaching and learning.
g. Budget	Skillfully manages the budget and finances to maximize student achievement and staff growth.	Manages the school's budget and finances to support the strategic plan.	Manages budget and finances with few errors, but misses opportunities to support the strategic plan.	Makes errors in managing the budget and finances and misses opportunities to further the mission.
h. Compliance	Fulfills all compliance and reporting requirements and creates new opportunities to support learning.	Fulfills compliance and reporting responsibilities to the district and beyond.	Meets minimum compliance and reporting responsibilities with occasional lapses.	Has difficulty keeping the school in compliance and district and other external requirements.
i. Schmoozing	Builds strong relationships with key district and external personnel and gets them excited about the school's mission.	Builds relationships with district and external staffers so they will be helpful with paperwork and process.	Is correct and professional with district and external staff but does not enlist their active support.	Neglects relationship-building with district and external staff and doesn't have their support to get things done.
j. Resources	Taps all possible human and financial resources to support the school's mission and strategic plan.	Is effective in bringing additional human and financial resources into the school.	Occasionally raises additional funds or finds volunteers to help out.	Is resigned to working with the standard school budget, which doesn't seem adequate.

Overall rating:____ Comments:

Evaluation Summary Page

Principal's name: _____ School year: _____

School: _____

Evaluator: _____ Position: _____

RATINGS ON INDIVIDUAL RUBRICS:

A. Diagnosis and Planning:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

B. Priority Management and Communication:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

C. Curriculum and Data:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

D. Supervision and Professional Development:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

E. Discipline and Parent Involvement:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

F. Management and External Relations:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

OVERALL RATING:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

OVERALL COMMENTS BY SUPERVISOR:

OVERALL COMMENTS BY PRINCIPAL:

Supervisor's signature: _____ Date: _____

Principal's signature: _____ Date: _____

(The principal's signature indicates that he or she has seen and discussed the evaluation; it does not necessarily denote agreement with the report.)

Spreadsheet of Rubric Scores of 12 Principals for PD Purposes

	A. Diagnosis and Planning	B. Priority Management and Communication	C. Curriculum and Data	D. Supervision and Professional Development	E. Discipline and Parent Involvement	F. Management and External Relatio	
(b)(6)	3	3	3	1	3	3	16
	3	4	3	3	3	3	19
	3	3	3	2	3	3	17
	4	4	4	4	4	4	24
	3	3	3	2	3	4	18
	3	3	3	1	3	4	17
	3	3	3	2	3	3	17
	4	4	4	4	4	4	24
	3	3	3	2	3	3	17
	3	3	3	1	3	3	16
	2	3	2	1	2	1	11
Totals	34	36	34	23	34	35	

Teacher Evaluation Rubrics

by Kim Marshall – Revised January 18, 2010

Rationale and suggestions for implementation

1. These rubrics are organized around six domains covering all aspects of a teacher's job performance:
   A. Planning and Preparation for Learning
   B. Classroom Management
   C. Delivery of Instruction
   D. Monitoring, Assessment, and Follow-Up
   E. Family and Community Outreach
   F. Professional Responsibilities

The rubrics use a four-level rating scale with the following labels:
   4 – Highly Effective
   3 – Effective
   2 – Improvement Necessary
   1 – Does Not Meet Standards

2. The rubrics are designed to give teachers an end-of-the-year assessment of where they stand in all performance areas – and detailed guidance on how to improve. They are not checklists for classroom visits. To knowledgeably fill out the rubrics, principals need to have been in classrooms frequently throughout the year; it is irresponsible to fill out the rubrics based on one classroom observation. Unannounced mini-observations every 2-3 week followed by face-to-face conversations are the best way for principals to have an accurate sense of teachers' performance, give formative praise and suggestions, and listen to push-back. For a detailed account of the development of these rubrics – and the rationale for not including student results – you can download Kim's September/October 2006 *Kappan EDge* article at http://www.marshallmemo.com (click on Kim Marshall Bio/Publications and scroll down).

3. The *Effective* level describes solid, expected professional performance; teachers should feel good about scoring at this level. The *Highly Effective* level is reserved for truly outstanding teaching that meets very demanding criteria; there will be relatively few ratings at this level. *Improvement Necessary* indicates that performance has real deficiencies; it is not a "gentleman's C" and nobody should be content to remain at this level. Performance at the *Does Not Meet Standards* level is clearly unacceptable and needs to be improved immediately.

4. When scoring, take each of the ten criteria, read across the four levels (Highly Effective, Effective, Improvement Necessary, and Does Not Meet Standards), find the level that best describes the teacher's performance, and circle or highlight that cell. This creates a clear graphic display of areas for commendation and areas that need work. Then give an overall score for that domain at the bottom of the page (averaging the scores on the page) and make brief comments in the space provided. When all six pages have been scored, record the ratings on the summary sheet (see page 8).

5. Evaluation conferences are greatly enhanced if the principal and teacher fill out the rubrics in advance, then meet and compare scores one page at a time. The principal has the final say, of course, but the discussion should aim for consensus based on actual evidence of the more accurate score for each criterion. Principals should go into the evaluation process with some humility since they can't possibly know everything about a teacher's instructional activities, collegial interactions, parent outreach, and professional growth. Similarly, teachers should be open to feedback from someone with an outside perspective who has been in their classroom numerous times.

6. Some principals sugar-coat criticism and give inflated scores so as not to hurt feelings. This does not help teachers improve. The kindest thing a principal can do for an underperforming teacher is give candid, evidence-based feedback, listen to the teacher's concerns, and provide robust follow-up support.

7. If an entire staff is scored honestly using these rubrics, it's possible to create a color-coded spreadsheet that can serve as a powerful (confidential) road-map for schoolwide professional development (see the sample on page 9).

8. These rubrics are "open source" and may be used and adapted by schools and districts as they see fit.

A. Planning and Preparation for Learning

The teacher:	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
a. Knowledge	Is expert in the subject area and has a cutting-edge grasp of child development and how students learn.	Knows the subject matter well and has a good grasp of child development and how students learn.	Is somewhat familiar with the subject and has a few ideas of ways students develop and learn.	Has little familiarity with the subject matter and few ideas on how to teach it and how students learn.
b. Strategy	Has a well-honed game plan for the year that is tightly aligned with state standards and assessments.	Plans the year so students will meet state standards and be ready for external assessments.	Has done some thinking about how to cover high standards and test requirements this year.	Plans lesson by lesson and has little familiarity with state standards and tests.
c. Alignment	Plans all units backwards, aligned with high standards, state assessments, and all of Bloom's levels.	Plans most curriculum units backwards with standards, state tests, and some of Bloom's levels in mind.	Plans lessons with some thought to larger goals and objectives and higher-order thinking skills.	Teaches on an *ad hoc* basis with little or no consideration for long-range curriculum goals.
d. Assessments	Prepares diagnostic, on-the-spot, interim, and summative assessments to monitor student learning.	Plans on-the-spot and unit assessments to measure student learning.	Drafts unit tests as instruction proceeds.	Writes final tests shortly before they are given.
e. Anticipation	Anticipates misconceptions that students are likely to have and plans how to overcome them.	Anticipates misconceptions and confusions that students might have.	Has a hunch about one or two ways that students might become confused with the content.	Proceeds without considering misconceptions that students might have about the material.
f. Lessons	Designs lessons with clear, measurable goals closely aligned with standards and unit outcomes.	Designs lessons focused on measurable outcomes aligned with unit goals and state standards.	Plans lessons with unit goals in mind.	Plans lessons aimed primarily at entertaining students or covering textbook chapters.
g. Engagement	Designs highly relevant lessons that will motivate all students and sweep them up in active learning.	Designs lessons that are relevant, motivating, and likely to engage students in active learning.	Plans lessons that will catch some students' interest and perhaps get a discussion going.	Plans lessons with very little likelihood of motivating or involving students.
h. Materials	Designs lessons involving an appropriate mix of top-notch, multicultural learning materials.	Designs lessons that use an effective, multicultural mix of materials.	Plans lessons that involve a mixture of good and mediocre learning materials.	Plans lessons that rely mainly on mediocre and low-quality textbooks, workbooks, or worksheets.
i. Differentiation	Designs lessons that break down complex tasks and address all learning needs, styles, and interests.	Designs lessons that target diverse learning needs, styles, and interests.	Plans lessons with some thought as to how to accommodate special needs students.	Plans lessons aimed at the "middle" of the class.
j. Environment	Artfully uses room arrangement, materials, and displays to maximize student learning of all material.	Organizes classroom furniture, materials, and displays to support unit and lesson goals.	Organizes furniture and materials to support the lesson, with only a few decorative displays.	Has a conventional furniture arrangement, hard-to-access materials, and few wall displays.

Overall rating:____ Comments:

B. Classroom Management

The teacher:	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
a. Expectations	Is direct, specific, consistent, and tenacious in communicating and enforcing very high expectations.	Clearly communicates and consistently enforces high standards for student behavior.	Announces and posts classroom rules and punishments.	Comes up with *ad hoc* rules and punishments as events unfold during the year.
b. Relationships	Shows warmth, caring, respect, and fairness for all students and builds strong relationships.	Is fair and respectful toward students and builds positive relationships.	Is fair and respectful toward most students and builds positive relationships with some.	Is sometimes unfair and disrespectful to the class; plays favorites.
c. Respect	Wins all students' respect and creates a climate in which disruption of learning is unthinkable.	Commands respect and refuses to tolerate disruption.	Wins the respect of some students but there are regular disruptions in the classroom.	Is not respected by students and the classroom is frequently chaotic and sometimes dangerous.
d. Social-emotional	Implements a program that successfully develops positive interactions and social-emotional skills.	Fosters positive interactions among students and teaches useful social skills.	Often lectures students on the need for good behavior, and makes an example of "bad" students.	Publicly berates "bad" students, blaming them for their poor behavior.
e. Routines	Successfully inculcates class routines so that students maintain them throughout the year.	Teaches routines and has students maintain them all year.	Tries to train students in class routines but many of the routines are not maintained.	Does not teach routines and is constantly nagging, threatening, and punishing students.
f. Responsibility	Successfully develops students' self-discipline, self-confidence, and a sense of responsibility.	Develops students' self-discipline and teaches them to take responsibility for their own actions.	Tries to get students to be responsible for their actions, but many lack self-discipline.	Is unsuccessful in fostering self-discipline in students; they are dependent on the teacher to behave.
g. Repertoire	Has a highly effective discipline repertoire and can capture and hold students' attention any time.	Has a repertoire of discipline "moves" and can capture and maintain students' attention.	Has a limited disciplinary repertoire and students are frequently not paying attention.	Has few discipline "moves" and constantly struggles to get students' attention.
h. Efficiency	Uses coherence, lesson momentum, and silky-smooth transitions to get the most out of every minute.	Maximizes academic learning time through coherence, lesson momentum, and smooth transitions.	Sometimes loses teaching time due to lack of clarity, interruptions, and inefficient transitions.	Loses a great deal of instructional time because of confusion, interruptions, and ragged transitions.
i. Prevention	Is alert, poised, dynamic, and self-assured and nips virtually all discipline problems in the bud.	Is a confident, dynamic "presence" and nips most discipline problems in the bud.	Tries to prevent discipline problems but sometimes little things escalate into big problems.	Is unsuccessful at spotting and preventing discipline problems, and they frequently escalate.
j. Incentives	Gets students to buy into a highly effective system of incentives linked to intrinsic rewards.	Uses incentives wisely to encourage and reinforce student cooperation.	Uses extrinsic rewards in an attempt to get students to cooperate and comply.	Gives away "goodies" (e.g., free time) without using it as a lever to improve behavior.

Overall rating:____ Comments:

C. Delivery of Instruction

The teacher:	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
a. Expectations	Exudes high expectations and determination and convinces all students that they will master the material.	Conveys to students: This is important, you can do it, and I'm not going to give up on you.	Tells students that the subject matter is important and they need to work hard.	Gives up on some students as hopeless.
b. Effort-Based	Teaches students to be risk-takers, learn from mistakes, and believe that through effective effort, they will get smarter.	Tells students it's okay to make mistakes; effective effort, not innate ability, is the key.	Tells students that making mistakes doesn't mean they're stupid; they can learn from errors.	Doesn't prevent many students from feeling embarrassed when they make mistakes in school.
c. Goals	Shows students exactly what's expected by posting essential questions, goals, rubrics, and exemplars.	Gives students a clear sense of purpose by posting the unit's essential questions and the lesson's goals.	Tells students the main learning objectives of each lesson.	Begins lessons without giving students a sense of where instruction is headed.
d. Connections	Always grabs students' interest and makes connections to prior knowledge, experience, and reading.	Activates students' prior knowledge and hooks their interest in each unit and lesson.	Tries to make the subject interesting and relate it to things students already know.	Rarely hooks students' interest or makes connections to their lives.
e. Clarity	Always presents material clearly and explicitly, with well-chosen examples and vivid and appropriate language.	Uses clear explanations, appropriate language, and good examples to present material.	Sometimes uses language and explanations that are fuzzy, confusing, or inappropriate.	Often presents material in a confusing way, using language that is inappropriate.
f. Repertoire	Orchestrates highly effective strategies, materials, and groupings to involve and motivate students.	Orchestrates effective strategies, materials, and classroom groupings to foster student learning.	Uses a limited range of classroom strategies, materials, and groupings with mixed success.	Uses only one or two teaching strategies and types of materials and fails to reach most students.
g. Engagement	Gets all students highly involved in focused work in which they are active learners and problem-solvers.	Has students actively think about, discuss, and use the ideas and skills being taught.	Attempts to get students actively involved but some students are disengaged.	Mostly lectures to passive students or has them plod through textbooks and worksheets.
h. Differentiation	Skillfully meets the learning needs and styles of all students by differentiating and scaffolding.	Differentiates and scaffolds instruction to accommodate most students' learning needs.	Attempts to accommodate students with special needs, with mixed success.	Fails to provide for differentiated instruction for students with special needs.
i. Nimbleness	Deftly adapts lessons and units to exploit teachable moments and correct misunderstandings.	Is flexible about modifying lessons to take advantage of teachable moments.	Is focused on implementing lesson plans and sometimes misses teachable moments.	Is rigid and inflexible with lesson plans and rarely takes advantage of teachable moments.
j. Application	Consistently has students summarize and internalize what they learn and apply it to real-life situations.	Has students sum up what they have learned and apply it in a different context.	Asks students to think about real-life applications for what they are studying.	Moves on at the end of each lesson and unit without having students summarize.

Overall rating:____ Comments:

D. Monitoring, Assessment, and Follow-Up

The teacher:	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
a. Criteria	Posts and reviews the criteria for proficient work, including rubrics and exemplars, and students internalize them.	Posts clear criteria for proficiency, including rubrics and exemplars of student work.	Tells students some of the qualities that their finished work should exhibit.	Expects students to know (or figure out) what it takes to get good grades.
b. Diagnosis	Gives students a well-constructed diagnostic assessment up front, and uses the information to fine-tune instruction.	Diagnoses students' knowledge and skills up front and makes small adjustments based on the data.	Does a quick K-W-L (Know, Want to Know, Learned) exercise before beginning a unit.	Begins instruction without diagnosing students' skills and knowledge.
c. On-the-Spot	Uses a variety of effective methods to check for understanding; immediately unscrambles confusion and clarifies.	Frequently checks for understanding and gives students helpful information if they seem confused.	Uses moderately effective methods (e.g., thumbs up, thumbs down) to check for understanding during instruction.	Uses ineffective methods ("Is everyone with me?") to check for understanding.
d. Self-Assessment	Has students set ambitious goals, continuously self-assess, and take responsibility for improving performance.	Has students set goals, self-assess, and know where they stand academically at all times.	Urges students to look over their work, see where they had trouble, and aim to improve those areas.	Allows students to move on without assessing and improving problems in their work.
e. Recognition	Frequently posts students' work with rubrics and commentary and uses it to motivate and direct effort.	Regularly posts students' work to make visible and celebrate their progress with respect to standards.	Posts some 'A' student work as an example to others.	Posts only a few samples of student work or none at all.
f. Interims	Works with colleagues to use interim assessment data, fine-tune teaching, re-teach, and help struggling students.	Uses data from interim assessments to adjust teaching, re-teach, and follow up with failing students.	Looks over students' tests to see if there is anything that needs to be re-taught.	Gives tests and moves on without analyzing them and following up with students.
g. Tenacity	Relentlessly follows up with struggling students with personal attention to reach proficiency.	Takes responsibility for students who are not succeeding and gives them extra help.	Offers students who fail tests some additional time to study and do re-takes.	Tells students that if they fail a test, that's it; the class has to move on to cover the curriculum.
h. Support	Makes sure that students who need specialized diagnosis and help receive appropriate services immediately.	When necessary, refers students for specialized diagnosis and extra help.	Sometimes doesn't refer students promptly for special help, or refers students who don't need it.	Fails to refer students for special services or refers students who do not need them.
i. Analysis	Works with colleagues to analyze and chart assessment data, draw action conclusions, and share them with others.	Analyzes data from assessments, draws conclusions, and shares them appropriately.	Records students' grades and notes some general patterns for future reference.	Records students' grades and moves on with the curriculum.
j. Reflection	Works with colleagues to reflect on what worked and what didn't and continuously improves instruction.	Reflects on the effectiveness of lessons and units and continuously works to improve them.	At the end of a teaching unit or semester, thinks about what might have been done better.	Does not draw lessons for the future when teaching is unsuccessful.

Overall rating:____ Comments:

E. Family and Community Outreach

The teacher:	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
a. Respect	Shows great sensitivity and respect for family and community culture, values, and beliefs.	Communicates respectfully with parents and is sensitive to different families' culture and values.	Tries to be sensitive to the culture and beliefs of students' families but sometimes has a tin ear.	Is often insensitive to the culture and beliefs of students' families.
b. Belief	Shows each parent an in-depth knowledge of their child and a strong belief he or she will meet or exceed standards.	Shows parents a genuine interest and belief in each child's ability to reach standards.	Tells parents that he or she cares about their children and wants the best for them.	Does not communicate to parents knowledge of individual children or concern about their future.
c. Expectations	Gives parents clear, user-friendly learning and behavior expectations and exemplars of proficient work.	Gives parents clear, succinct expectations for student learning and behavior for the year.	Sends home a list of classroom rules and the syllabus for the year.	Does not inform parents about learning and behavior expectations.
d. Communication	Makes sure parents hear positive news about their children first, and immediately flags any problems.	Promptly informs parents of behavior and learning problems, and also updates parents on good news.	Lets parents know about problems their children are having but rarely mentions positive news.	Seldom informs parents of concerns or positive news about their children.
e. Involving	Frequently involves parents in supporting and enriching the curriculum as it unfolds.	Updates parents on the unfolding curriculum and suggests ways to support learning at home.	Sends home occasional suggestions on how parents can help their children with schoolwork.	Rarely if ever communicates with parents on ways to help their children at home.
f. Homework	Assigns highly engaging homework, gets close to a 100% return, and provides rich feedback.	Assigns appropriate homework, holds students accountable for turning it in, and gives feedback.	Assigns homework, keeps track of compliance, but rarely follows up.	Assigns homework but is resigned to the fact that many students won't turn it in, and doesn't follow up.
g. Responsiveness	Deals immediately and successfully with parent concerns and makes parents feel welcome any time.	Responds promptly to parent concerns and makes parents feel welcome in the school.	Is slow to respond to some parent concerns and gives off an unwelcoming vibe.	Does not respond to parent concerns and makes parents feel unwelcome in the classroom.
h. Reporting	In conferences, report cards, and informal talks, gives parents detailed and helpful feedback on children's progress.	Uses conferences and report cards to give parents feedback on their children's progress.	Uses report card conferences to tell parents the areas in which their children can improve.	Gives out report cards and expects parents to deal with the areas that need improvement.
i. Outreach	Is successful in contacting and working with all parents, including those who are hard to reach.	Tries to contact all parents and is tenacious in contacting hard-to-reach parents.	Tries to contact all parents, but ends up talking mainly to the parents of high-achieving students.	Makes little or no effort to contact parents.
j. Resources	Successfully enlists classroom volunteers and extra resources from homes and the community.	Reaches out to families and community agencies to bring in volunteers and additional resources.	Asks parents to volunteer in the classroom and contribute extra resources.	Does not reach out for extra support from parents or the community.

Overall rating:____ Comments:

F. Professional Responsibilities

The teacher:	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
a. Attendance	Has perfect or near-perfect attendance.	Has very good attendance.	Has mediocre attendance.	Has poor attendance.
b. Reliability	Carries out assignments conscientiously and punctually, keeps meticulous records, and is never late.	Is punctual and reliable with paperwork, duties, and assignments; keeps accurate records.	Occasionally skips assignments, is late, makes errors in records, and misses paperwork deadlines.	Frequently skips assignments, is late, makes errors in records, and misses paperwork deadlines.
c. Professionalism	Presents as a consummate professional and always observes appropriate boundaries.	Demonstrates professional demeanor and maintains appropriate boundaries.	Occasionally acts and/or dresses in an unprofessional manner and violates boundaries.	Frequently acts and/or dresses in an unprofessional manner and violates boundaries.
d. Judgment	Is invariably ethical, honest, and above-board, uses impeccable judgment, and respects confidentiality.	Is ethical and above-board, uses good judgment, and maintains confidentiality with student records.	Sometimes uses questionable judgment, is less than completely honest, and discloses student information.	Acts in an ethically questionable manner, uses poor judgment, and/or discloses student information.
e. Teamwork	Is an important member of teacher teams and committees and frequently attends after-school activities.	Shares responsibility for grade-level and schoolwide activities and volunteers to serve on committees.	When asked, will serve on a committee and attend an after-school activity.	Declines invitations to serve on committees and attend after-school activities.
f. Contributions	Frequently contributes valuable ideas and expertise that further the school's mission.	Is a positive team player and contributes ideas, expertise, and time to the overall mission of the school.	Occasionally suggests an idea aimed at improving the school.	Rarely if ever contributes ideas that might help improve the school.
g. Communication	Informs the administration of any concerns and reaches out for help and suggestions when needed.	Keeps the administration informed about concerns and asks for help when it's needed.	Is reluctant to share concerns with the administration or ask for help.	Bottles up concerns or constantly complains, and is not open to help.
h. Openness	Actively seeks out feedback and suggestions and uses them to improve performance.	Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism.	Is somewhat defensive but does listen to feedback and suggestions.	Is very defensive about criticism and resistant to changing classroom practice.
i. Collaboration	Meets at least weekly with colleagues to plan units, share ideas, and analyze interim assessments.	Collaborates with colleagues to plan units, share teaching ideas, and look at student work.	Meets occasionally with colleagues to share ideas about teaching and students.	Meets infrequently with colleagues, and conversations lack educational substance.
j. Self-Improvement	Devours best practices from fellow professionals, workshops, reading, study groups, the Internet, and other sources.	Seeks out effective teaching ideas from supervisors, colleagues, workshops, reading, and the Internet.	Keeps an eye out for new ideas for improving teaching and learning.	Is not open to ideas for improving teaching and learning.

Overall rating:____ Comments:

Evaluation Summary Page

Teacher's name: _____ School year: _____

School: _____ Subject area: _____

Evaluator: _____ Position: _____

RATINGS ON INDIVIDUAL RUBRICS:

A. Planning and Preparation for Learning:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

B. Classroom Management:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

C. Delivery of Instruction:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

D. Monitoring, Assessment, and Follow-Up:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

E. Family and Community Outreach:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

F. Professional Responsibilities:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

OVERALL RATING:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

OVERALL COMMENTS BY PRINCIPAL:

OVERALL COMMENTS BY TEACHER:

Principal's signature: _____ Date: _____

Teacher's signature: _____ Date: _____

(The teacher's signature indicates that he or she has seen and discussed the evaluation; it does not necessarily denote agreement with the report.)

Spreadsheet of Rubric Scores of a 12-Member Staff for PD Purposes

	A. Planning & Preparation	B. Classroom Management	C. Delivery of Instruction	D. Assessment, Monitoring, Follow-Up	E. Parent and Community Outreach	F. Professional Responsibilities	
(b)(6)	3	3	3	1	3	3	16
	3	4	3	3	3	3	19
	3	3	3	2	3	3	17
	4	4	4	4	4	4	24
	3	3	3	2	3	4	18
	3	3	3	1	3	4	17
	3	3	3	2	3	3	17
	4	4	4	4	4	4	24
	3	3	3	2	3	3	17
	3	3	3	1	3	3	16
	2	3	2	1	2	1	11
Totals	34	36	34	23	34	35	

Acknowledgements

Pete Turnamian, Mark Jacobson, Andy Platt, and Jon Saphier provided valuable suggestions on the development of these rubrics.

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Appendix (D)(2)(d)
Connecticut Statutes on Teacher Employment

Sec. 10-151. Employment of teachers. Definitions. Notice and hearing on failure to renew or termination of contract. Appeal. (a) For the purposes of this section:

(1) The term "board of education" shall mean a local or regional board of education or the board of trustees of an incorporated or endowed high school or academy approved pursuant to section 10-34, which is located in this state;

(2) The term "teacher" shall include each 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;

(3) The term "continuous employment" means that time during which the teacher is employed without any break in employment as a teacher for the same board of education;

(4) The term "full-time employment" means a teacher's employment in a position at a salary rate of fifty per cent or more of the salary rate of such teacher in such position if such position were full-time;

(5) The term "part-time employment" means a teacher's employment in a position at a salary rate of less than fifty per cent of the salary rate of such teacher in such position, if such position were full-time;

(6) The term "tenure" means:

(A) The completion of thirty school months of full-time continuous employment for the same board of education for teachers initially hired prior to July 1, 1996; and forty such school months for teachers initially hired on or after said date provided the superintendent offers the teacher a contract to return for the following school year. For purposes of calculating continuous employment towards tenure, the following shall apply: (i) For a teacher who has not attained tenure, two school months of part-time continuous employment by such teacher shall equal one school month of full-time continuous employment except, for a teacher employed in a part-time position at a salary rate of less than twenty-five per cent of the salary rate of a teacher in such position, if such position were full-time, three school months of part-time continuous employment shall equal one school month of full-time continuous employment; (ii) a teacher who has not attained tenure shall not count layoff time towards tenure, except that if such teacher is reemployed by the same board of education within five calendar years of the layoff, such teacher may count the previous continuous employment immediately prior to the layoff towards tenure; and (iii) a teacher who has not attained tenure shall not count authorized leave time towards tenure if such time exceeds ninety student school days in any one school year, provided only the student school days worked that year by such teacher shall count towards tenure and shall be computed on the basis of eighteen student school days or the greater fraction thereof equaling one school month.

(B) For a teacher who has attained tenure prior to layoff, tenure shall resume if such teacher is reemployed by the same board of education within five calendar years of the layoff.

(C) Except as provided in subparagraph (B) of this subdivision, any teacher who has attained tenure with any one board of education and whose employment with such board ends for any reason and who is reemployed by such board or is subsequently employed by any other board, shall attain tenure after completion of twenty school months of continuous employment. The provisions of this subparagraph shall not apply if, (i) prior to completion of the twentieth school month following commencement of employment by such board, such teacher has been notified in writing that his or her contract will not be renewed for the following school year or (ii) for a period of five or more calendar years immediately prior to such subsequent employment, such teacher has not been employed by any board of education.

(7) The term "school month" means any calendar month other than July or August in which a teacher is employed as a teacher at least one-half of the student school days.

(b) Any board of education may authorize the superintendent to employ teachers. Any superintendent not authorized to employ teachers shall submit to the board of education nominations for teachers for each of the schools in the town or towns in such superintendent's jurisdiction and, from the persons so nominated, teachers may be employed. Such board shall accept or reject such nominations within thirty-five days from their submission. Any such board of education may request the superintendent to submit multiple nominations of qualified candidates, if more than one candidate is available for nomination, for any supervisory or administrative position, in which case the superintendent shall submit such a list and may place the candidates on such list in the order in which such superintendent recommends such candidates. If such board rejects such nominations, the superintendent shall submit to such board other nominations and such board may employ teachers from the persons so nominated and shall accept or reject such nominations within one month from their submission. Whenever a superintendent offers a teacher who has not attained tenure a contract to return for another year of employment, such offer shall be based on records of evaluations pursuant to subsection (a) of section 10-151b. The contract of employment of a teacher shall be in writing.

(c) The contract of employment of a teacher who has not attained tenure may be terminated at any time for any of the reasons enumerated in subdivisions (1) to (6), inclusive, of subsection (d) of this section; otherwise the contract of such teacher shall be continued into the next school year unless such teacher receives written notice by April first in one school year that such contract will not be renewed for the following year. Upon the teacher's written request, a notice of nonrenewal or termination shall be supplemented within seven days after receipt of the request by a statement of the reason or reasons for such nonrenewal or termination. Such teacher, upon written request filed with the board of education within twenty days after the receipt of notice of termination, or nonrenewal shall be entitled to a hearing, except as provided in this subsection, (A) before the board, (B) if indicated in such request and if designated by the board, before an impartial hearing panel established and conducted in accordance with the provisions of subsection (d) of this section, or (C) if the parties mutually agree before a single impartial hearing officer chosen by the teacher and the superintendent in accordance with the provisions of subsection (d) of this section. Such hearing shall commence within fifteen days after receipt of

such request unless the parties mutually agree to an extension not to exceed fifteen days. The impartial hearing panel or officer or a subcommittee of the board of education, if the board of education designates a subcommittee of three or more board members to conduct hearings, shall submit written findings and recommendations to the board for final disposition. The teacher shall have the right to appear with counsel of the teacher's choice at the hearing. A teacher who has not attained tenure shall not be entitled to a hearing concerning nonrenewal if the reason for such nonrenewal is either elimination of position or loss of position to another teacher. The board of education shall rescind a nonrenewal decision only if the board finds such decision to be arbitrary and capricious. Any such teacher whose contract is terminated for the reasons enumerated in subdivisions (3) and (4) of subsection (d) of this section shall have the right to appeal in accordance with the provisions of subsection (e) of this section.

(d) The contract of employment of a teacher who has attained tenure shall be continued from school year to school year, except that it may be terminated at any time for one or more of the following reasons: (1) Inefficiency or incompetence, provided, if a teacher is notified on or after July 1, 2000, that termination is under consideration due to incompetence, the determination of incompetence is based on evaluation of the teacher using teacher evaluation guidelines established pursuant to section 10-151b; (2) insubordination against reasonable rules of the board of education; (3) moral misconduct; (4) disability, as shown by competent medical evidence; (5) elimination of the position to which the teacher was appointed or loss of a position to another teacher, if no other position exists to which such teacher may be appointed if qualified, provided such teacher, if qualified, shall be appointed to a position held by a teacher who has not attained tenure, and provided further that determination of the individual contract or contracts of employment to be terminated shall be made in accordance with either (A) a provision for a layoff procedure agreed upon by the board of education and the exclusive employees' representative organization, or (B) in the absence of such agreement, a written policy of the board of education; or (6) other due and sufficient cause. Nothing in this section or in any other section of the general statutes or of any special act shall preclude a board of education from making an agreement with an exclusive bargaining representative which contains a recall provision. Prior to terminating a contract, the superintendent shall give the teacher concerned a written notice that termination of such teacher's contract is under consideration and, upon written request filed by such teacher with the superintendent, within seven days after receipt of such notice, shall within the next succeeding seven days give such teacher a statement in writing of the reasons therefor. Within twenty days after receipt of written notice by the superintendent that contract termination is under consideration, such teacher may file with the local or regional board of education a written request for a hearing. A board of education may designate a subcommittee of three or more board members to conduct hearings and submit written findings and recommendations to the board for final disposition in the case of teachers whose contracts are terminated. Such hearing shall commence within fifteen days after receipt of such request, unless the parties mutually agree to an extension, not to exceed fifteen days (A) before the board of education or a subcommittee of the board, (B) if indicated in such request or if designated by the board before an impartial hearing panel, or (C) if the parties mutually agree, before a single impartial hearing officer chosen by the teacher and the superintendent. If the parties are unable to agree upon the choice of a hearing officer within five days after their decision to use a hearing officer, the hearing shall be held before the board or panel, as the case may be. The impartial hearing panel shall consist of three members appointed as follows: The superintendent shall appoint one panel

member, the teacher shall appoint one panel member, and those two panel members shall choose a third, who shall serve as chairperson. If the two panel members are unable to agree upon the choice of a third panel member within five days after the decision to use a hearing panel, the third panel member shall be selected with the assistance of the American Arbitration Association using its expedited selection process and in accordance with its rules for selection of a neutral arbitrator in grievance arbitration. If the third panel member is not selected with the assistance of such association within five days, the hearing shall be held before the board of education or a subcommittee of the board. Within seventy-five days after receipt of the request for a hearing, the impartial hearing panel, subcommittee of the board or hearing officer, unless the parties mutually agree to an extension not to exceed fifteen days, shall submit written findings and a recommendation to the board of education as to the disposition of the charges against the teacher and shall send a copy of such findings and recommendation to the teacher. The board of education shall give the teacher concerned its written decision within fifteen days of receipt of the written recommendation of the impartial hearing panel, subcommittee or hearing officer. Each party shall pay the fee of the panel member selected by it and shall share equally the fee of the third panel member or hearing officer and all other costs incidental to the hearing. If the hearing is before the board of education, the board shall render its decision within fifteen days after the close of such hearing and shall send a copy of its decision to the teacher. The hearing shall be public if the teacher so requests or the board, subcommittee, hearing officer or panel so designates. The teacher concerned shall have the right to appear with counsel at the hearing, whether public or private. A copy of a transcript of the proceedings of the hearing shall be furnished by the board of education, upon written request by the teacher within fifteen days after the board's decision, provided the teacher shall assume the cost of any such copy. Nothing herein contained shall deprive a board of education or superintendent of the power to suspend a teacher from duty immediately when serious misconduct is charged without prejudice to the rights of the teacher as otherwise provided in this section.

(e) Any teacher aggrieved by the decision of a board of education after a hearing as provided in subsection (d) of this section may appeal therefrom, within thirty days of such decision, to the Superior Court. Such appeal shall be made returnable to said court in the same manner as is prescribed for civil actions brought to said court. Any such appeal shall be a privileged case to be heard by the court as soon after the return day as is practicable. The board of education shall file with the court a copy of the complete transcript of the proceedings of the hearing and the minutes of board of education meetings relating to such termination, including the vote of the board on the termination, together with such other documents, or certified copies thereof, as shall constitute the record of the case. The court, upon such appeal, shall review the proceedings of such hearing. The court, upon such appeal and hearing thereon, may affirm or reverse the decision appealed from in accordance with subsection (j) of section 4-183. Costs shall not be allowed against the board of education unless it appears to the court that it acted with gross negligence or in bad faith or with malice in making the decision appealed from.

CONNECTICUT STATE BOARD OF EDUCATION
Hartford

TO: State Board of Education

FROM: Mark K. McQuillan, Commissioner of Education

SUBJECT: Recommendation for the Adoption of Guidelines for the Teacher Education And Mentoring (TEAM) Program

PURPOSE OF REPORT

This report presents a recommendation to adopt guidelines for the implementation of the TEAM Program.

HISTORICAL CONTEXT/BACKGROUND INFORMATION

In May 2008, Public Act 08-107 was passed which called for the end of the Beginning Educator Support and Training (BEST) Program and the establishment of a task force to develop a plan to replace BEST. As a result of the task force work, the General Assembly passed Public Act 09-6, on October 2, 2009, codified as Connecticut General Statute (CGS) Section 10-145o, which established the TEAM Program to replace the BEST Program. (Section 10-145o of the Connecticut General Statutes is included in Attachment A.) Full implementation of the program will begin with the school year commencing July 1, 2010. Accordingly, the legislation requests that the State Board of Education adopt guidelines for the implementation of the TEAM Program no later than July 1, 2010.

The TEAM Program consists of five professional growth modules that provide a framework for the support of new teachers who work under the initial educator certificate, the interim initial educator certificate or the 90-day certificate. These five modules provide a learning process focused on the following domains of the Common Core of Teaching (CCT): classroom environment, planning, instruction, assessment and professional responsibility.

A committee comprised of State Department of Education (SDE) staff, representatives of the six Regional Education Service Centers (RESCs), representatives from higher education and the two teacher unions, has been meeting once a month during the 2009-2010 developmental year to design the five professional growth modules and to establish the requirements for their completion and review.

Using the legislation as a guide, SDE staff, in conjunction with RESCs, has been developing the structures necessary to deliver the TEAM program to beginning teachers for implementation in the 2010-2011 school year. This work has included the development and delivery of training for mentors and district support personnel, and the development of an electronic data system and workspace to be used by beginning teachers, mentors, administrators and district personnel to record and track module completion and to document mentor support.

RECOMMENDATIONS/JUSTIFICATIONS

The attached TEAM Guidelines (Attachment B) reflect the roles and responsibilities of the various stakeholders involved in the TEAM Program: the local districts, beginning teachers, the SDE and the RESCs. The guidelines expand on the provisions of the legislation to provide a description of the structures and policies that need to be in place to guide the implementation of the program. As a result, we recommend that the TEAM Program Guidelines be adopted.

FOLLOW-UP ACTIVITIES PLANNED

Upon State Board of Education approval of the guidelines, the following actions will be taken:

1) notification will be sent to all superintendents and district facilitators of the availability of these guidelines;
2) the guidelines will be placed on the Department website; and
3) SDE staff will monitor the guidelines throughout the program's first implementation year. If necessary, adjustments will be proposed and presented to the State Board of Education for approval.

Prepared by: Beverly Hartstone

Beverly Hartstone, Education Consultant
Bureau of Educator Standards and Certification

Reviewed by: Nancy L. Pugliese

Nancy L. Pugliese, Chief
Bureau of Educator Standards and Certification

Approved by: Marion H. Martinez

Marion H. Martinez, Ed.D., Associate Commissioner
Division of Teaching, Learning and Instructional Leadership

June 2, 2010

Sec. 10-145o. Teacher education and mentoring program. Administration. Three-year plan. Instructional modules. Data system. Guidelines. (a) The Department of Education, with cooperation from local and regional school districts, regional educational service centers, representatives of the exclusive bargaining representative for certified employees chosen pursuant to section 10-153b, and public institutions of higher education, shall establish and administer a teacher education and mentoring program that includes guided teacher support and coaching and the completion of instructional modules, pursuant to subsection (e) of this section, for beginning teachers. The program shall be aligned with the principles of teaching approved by the State Board of Education. As part of the program, each beginning teacher shall develop a two-year individualized mentoring plan.

(b) In administering the teacher education and mentoring program under this section:

(1) The Department of Education shall (A) develop a statement for the teacher education and mentoring program that includes the state's goals for state-wide teacher induction, mentoring, professional development and evaluation, using state-wide data and national research findings; (B) distribute state funding to local and regional school districts to assist with implementation of district teacher education and mentoring plans; (C) manage and make accessible to local and regional school districts the data systems needed to document that teachers and mentors have satisfactorily completed the instructional modules; (D) monitor district implementation of the teacher education and mentoring program to ensure fidelity to the program's plan and goals, including random district audits and observations by state personnel; (E) issue provisional educator certificates to teachers that have satisfactorily completed the induction program; (F) develop guidelines for the creation and approval of district teacher education and mentoring plans, based on input and recommendations from stakeholder groups; and (G) oversee an outside evaluation of the teacher education and mentoring program every three to five years;

(2) The Department of Education, in collaboration with EASTCONN, the RESC Alliance, institutions of higher education and other stakeholders, shall (A) develop instructional modules for beginning teachers to complete; (B) train mentors to carry out responsibilities at the district level; (C) provide professional development and training for regional mentors working at the district level; (D) provide professional development and training for district teams and principals in managing, designing and administering teacher education and mentoring plans; and (E) provide technical assistance to districts based on district size and needs;

(3) The Department of Education and public institutions of higher education shall (A) work with regional educational service centers to align modules with National Council for Accreditation of Teacher Education approved preservice teacher preparation programs; (B) develop and deliver regional strategies for supporting mentor assistance programs; and (C) train cooperating teachers to work with teacher preparation candidates during student teaching and internships;

(4) Local and regional boards of education shall (A) develop a three-year teacher education and mentoring plan in accordance with subsection (c) of this section; (B) form a local or regional coordinating committee or committees, with representatives of the exclusive bargaining representative for certified employees chosen pursuant to section 10-153b, based on district size, to guide the activities outlined in the three-year teacher education and mentoring plan; (C) develop an annual budget to support the activities detailed in the three-year teacher education and mentoring plan and submit such budget annually to the Department of Education to receive state assistance for such activities; (D) recruit and pair mentors from within and outside of the district to work with beginning teachers; (E) ensure substitute teacher coverage for mentors and beginning teachers to participate in the activities and modules required in the three-year teacher education and mentoring plan; (F)

communicate regularly with beginning teachers about training opportunities, state-wide workshops and support group work; (G) coordinate the teacher education and mentoring program and teacher evaluation and supervision program, provided they are kept separate; (H) verify, through the local or regional coordinating committee, that the work of beginning teachers and instructional modules has been successfully completed to warrant provisional certification; (I) when a beginning teacher has satisfactorily completed all modules, attest to that fact and that the teacher is eligible for provisional certification; and (J) ensure that schools under the board's jurisdiction (i) administer the state's on-line needs assessment to establish the goals and priorities of each beginning teacher as such teacher develops an individualized mentoring plan, (ii) review and approve beginning teachers' individualized, two-year mentoring plan, (iii) organize mentoring opportunities by grade, department or specialty area, (iv) take steps to make time available, as needed, to help teachers achieve the goals of their mentoring plans, (v) coordinate the activities and schedules of mentors and beginning teachers to ensure faithful implementation of the district plan, and (vi) submit annual report on mentor-teacher activities to the district coordinating committee for review and approval.

(c) Local and regional school districts shall develop a three-year teacher education and mentoring plan that incorporates the Department of Education's goals and instructional priorities, as well as any local considerations based on community and student needs. Such plan shall include: (1) Background information about the district that includes a community profile, district profile, student profile, faculty profile, mentor profile and beginning teacher profile; (2) a statement of three-year objectives related to the state's goal statement for the teacher education and mentoring program; (3) a general timeline for district coordinating teams to meet with central office personnel, principals, mentors or district facilitators; (4) a description of the process used to select mentors and assign them to beginning teachers, based on subject areas, levels and need; (5) a description of the process used to train and update mentors in best practices and essential knowledge; (6) a timeline of district-wide mentoring days for observations, individual discussion, small group meetings, professional development days, regional educational service center training sessions and beginning teachers' completion of tasks associated with each module; (7) a description of the process used to collect, review and coordinate teachers' mentoring plans; (8) a description of the process to resolve internal disputes over the district's recommendations to the state concerning which individuals have satisfactorily completed the instructional modules; and (9) a description of the resources and budget needed to carry out the activities described in the plan.

(d) Local and regional boards of education shall not consider a teacher's completion of the teacher education and mentoring program as a factor in its decision to continue a teacher's employment in the district.

(e) (1) Beginning teachers shall satisfactorily complete instructional modules in the following areas: (A) Classroom management and climate; (B) lesson planning and unit design; (C) delivering instruction; (D) assessing student learning; and (E) professional practice. Beginning teachers shall complete two modules in their first year in the program and three modules in their second year in the program, except as otherwise provided by the Commissioner of Education, or as provided for in subsection (h) of this section.

(2) Beginning teachers shall work with their mentors in developing a planned set of activities, based on the topics offered within each instructional module, to complete each such instructional module, and such activities shall be reflected in the beginning teacher needs assessment. Such activities may be presented in person by mentors, offered in workshops, through on-line courses or through the completion of a set of readings. For each instructional module, beginning teachers shall (A) apply the knowledge gained through such activities in a lesson, project or demonstration of how the activity impacted student learning, and (B) submit a reflection paper or project, to be signed by

the mentor, that summarizes, describes or analyzes what has been learned by the beginning teacher and their students throughout the module and how the learning contributed to the development of such beginning teacher. Such reflection paper or project shall be forwarded to the district's coordinating committee for approval.

(3) Upon successful completion of the instructional modules and final review by the coordinating committee, the superintendent of the school district shall submit the names of the beginning teachers eligible for receipt of a provisional educator certificate to the State Board of Education.

(f) Local and regional boards of education, in cooperation with the Department of Education, institutions of higher education and regional educational service centers, shall recruit mentors for their teacher education and mentoring program. Those persons eligible to serve as mentors for such programs shall hold a provisional educator certificate or a professional educator certificate and have at least three years teaching experience in Connecticut, including at least one year of experience in the district in which they are presently employed. Retired certified teachers may also serve as mentors, provided they successfully complete a mentor training program offered by a regional educational service center. Each mentor shall be assigned two beginning teachers, except that in certain circumstances, a mentor may be assigned three beginning teachers. Such assignment shall be reflected in each district's three-year plan. Each mentor shall provide fifty contact hours to each beginning teacher during the program, with the expectation of approximately ten contact hours per module. Mentors shall receive a minimum of a five-hundred-dollar annual stipend for each beginning teacher assigned to such mentor from the local or regional board of education for participation in the teacher education and mentoring program. Such stipend shall be included in a person's total earnings for purposes of retirement.

(g) Notwithstanding the provisions of subsection (h) of this section, for the school year commencing July 1, 2010, beginning teachers who hold an initial educator certificate and have not participated in any beginning educator program as of July 1, 2009, shall participate in the teacher education and mentoring programs as follows:

(1) Beginning teachers in the following subject areas and endorsement areas shall be required to successfully complete the teacher education and mentoring program in full: Elementary education, English and language arts, mathematics, science, social studies, special education, bilingual education, music, physical education, visual arts, world languages and teachers of English as a second language.

(2) Beginning teachers in any other endorsement area and whose primary function is providing direct instruction to students shall be required to successfully complete one year of mentorship and two instructional modules.

(h) Teachers who began in a beginning educator program, pursuant to section 10-145b of the general statutes, revision of 1958, revised to January 1, 2009, but have not completed that program as of July 1, 2009, and teach during the 2009-2010 school year, shall be granted a one-year extension of their initial educator certificates, if necessary, and shall participate in the teacher education and mentoring program, pursuant to this section, through the completion of two instructional modules during the 2010-2011 school year. Such teachers shall exit the program at the end of the 2010-2011 school year upon the successful completion of the two instructional modules.

(i) The Department of Education, in consultation with EASTCONN, shall create a data system for local and regional school districts to access the resources and record-keeping tools to manage the teacher education and mentoring program at the local level. Such data system shall include (1)

templates for (A) writing and updating each district's plan, (B) recording each teacher's completion of each of the five instructional modules, and (C) teachers to record the completion of instructional module activities and submit written reflection papers or projects, and (2) links to on-line programs or workshops that are part of the five modules.

(j) Not later than July 1, 2010, the State Board of Education shall adopt guidelines to provide for the implementation of the teacher education and mentoring program in accordance with this section and the Report of the Beginning Educator Support and Training Program (BEST)/Mentor Assistance Program (MAP) Task Force dated December 29, 2008.

(Sept. Sp. Sess. P.A. 09-6, S. 37.)

History: Sept. Sp. Sess. P.A. 09-6 effective October 5, 2009.

THE TEACHER EDUCATION AND MENTORING (TEAM) PROGRAM GUIDELINES

INTRODUCTION

Legislation passed in October 2009 (Public Act No. 09-6, codified as CGS Section 10-145o) called for the establishment of "a teacher education and mentoring program that includes guided teacher support and coaching and the completion of instructional modules" for beginning teachers, to commence with the school year beginning July 1, 2010.

The Teacher Education And Mentoring (TEAM) Program is designed around five professional growth modules, in order to provide a framework for the support of new teachers. These five modules provide a learning process focused on the following domains of the Common Core of Teaching (CCT): classroom environment, planning, instruction, assessment and professional responsibility.

A committee including Connecticut State Department of Education (CSDE) staff, representatives of the six Regional Educational Service Centers (RESCs), representatives from higher education and teacher unions has been established to meet once a month during the developmental year (2009-10) to design the professional growth modules and to establish the requirements for their completion and review.

I. BEGINNING TEACHER PARTICIPATION/RESPONSIBILTIES

A. TEAM Participation Categories

The TEAM Program is required for all teachers who work under an initial educator certificate, interim initial educator certificate or 90-day certificate, as defined below.

1. Category I: Participation in the full five module (two-year) program is required for teachers certified in the following endorsement areas:

   elementary education, English language arts, health, mathematics, science, social studies, special education, bilingual education, music, physical education, visual arts, world languages and teachers of English as a second language. (See endorsement area chart in Appendix A.)

2. Category II: Participation in the two module (one-year) program is required for teachers in any other endorsement area whose primary function is providing direct instruction to students in the following endorsement areas:

   business education, vocational agriculture, agriculture, home economics, technology education, partially sighted, hearing impaired, blind, marketing educator, occupational subjects in technical high schools, trade and industrial occupations in a comprehensive high school, health occupations (comprehensive high school, health occupations) and technical high schools and unique endorsements in dance, theater or Montessori. (See endorsement area chart in Appendix A.)

B. Timelines for Beginning Teacher Participation

1. For teachers participating in Category I, legislation calls for the completion of two modules in the beginning teacher's first year and three modules in the beginning teacher's second year, except as otherwise provided by the Commissioner of Education.*

2. For teachers participating in Category II, legislation calls for the successful completion of one year of mentorship and two modules, except as otherwise provided by the Commissioner of Education.*

* Although designed as a two-year program for Category I, policy for the beginning educator program in the past has provided the teacher with a full three years to complete program requirements (aligned to the length of a three-year initial educator certificate). This will apply to TEAM as well. Category II teachers will be provided with a full two years for program completion. Therefore, timelines for participation will be monitored as follows:

a. Beginning teacher participation will begin upon entry into the ED163 (Staff File) and assignment to a mentor.
b. Districts will monitor their teachers' participation in TEAM to ensure compliance to three years for Category I teachers and two years for Category II teachers, from the "entry" date assigned.

Entry dates will be either:
- **September 1** (for teachers hired and in a classroom on or before October 31); or
- **February 15** (for teachers hired and in a classroom anytime on or after November 1 and on or before February 14).

Teachers hired and placed in a classroom on any date on or after February 15 will have an official entry date of September 1 of the following school year.

For Example:

HIRE DATE	BEGINNING TEACHER PROGRAM ENTRY DATE
Between July 1, 2010, and October 31, 2010	SEPTEMBER 1, 2010
Between November 1, 2010, and February 14, 2011	FEBRUARY 15, 2011
Between February 15, 2011, and October 31, 2011	SEPTEMBER 1, 2011

c. The CSDE will monitor the districts' adherence to this timeline by reviewing registration dates twice yearly to highlight anyone who has gone beyond or is close to the three years of participation limit. Districts will then be notified and asked to contact the teacher to see if any extenuating circumstances exist that prevented completion within the three years from the entry date into the program.
d. At the end of the third year, if all required modules have not been successfully completed and extenuating circumstances exist that have delayed fulfillment of this requirement, a process will be in place to request an extension of time based on such extenuating circumstances as: maternity leave, illness, personal crisis, etc.

e. Requests for an extension of time should be submitted to the CSDE prior to the end of the third year of participation (based on entry date) in TEAM.
f. Upon receipt by the CSDE of such request–including third party supporting documentation provided by a professional attesting to the circumstances–and the signature of the supporting district, the request will be reviewed and a determination made. If approved, the beginning teacher will be granted one additional school year to complete TEAM requirements.
g. Teachers who do not successfully complete all five modules by the end of three full years in TEAM for Category I teachers and two full years for Category II teachers, and who do not receive an approved extension of time, will not be eligible for an extension of their initial educator certificate and will not be eligible to advance to the provisional certificate. In order to earn eligibility for the reissuance of the initial educator certificate, the teacher would need to fulfill the requirements of intervening study and experience (Sec. 10-145f) as approved by the State Board of Education.
h. Note: these timelines are applicable only to teachers during the time they are employed as teachers in a Connecticut public school as reflected in the state's Staff File. TEAM participation timelines stop during any unemployed period.

C. Registration in TEAM

Registration in TEAM will begin with entry of a teacher holding an initial educator, interim initial educator or 90-day certificate into the Staff File (ED163) and assignment to a mentor. The district facilitator will activate this process by ensuring that the district's Staff File contact has the names of all teachers that need to be entered into the state Staff File, including continuing and new hires. The Staff File will then identify all teachers who hold one of the certificates named above in any of the endorsements required by TEAM. The district will be able to generate a report from the Staff File that will reflect all teachers that need to be in TEAM. The district will issue a registration letter, indicating an "entry" date to each of the beginning teachers. Districts must ensure that each beginning teacher receives this letter via paper mail or electronically.

D. Transition from Beginning Educator Support and Training (BEST) to TEAM

To phase-in TEAM in its first year of implementation in the 2010-11 school year, an adjustment to required module completion has been made in order to ensure the capacity of the program to provide the resources necessary to deliver and pay for mentorship, for the review of module papers, and for districts to incorporate the required program infrastructures as described in their support plans. The phase-in of module requirements is described below:

1. Teachers who began a teacher induction program through registration in BEST and who taught in the 2009-10 school year will transition to TEAM by successfully completing one module–either module #3 or module #4–through submission of a reflection paper on the selected module by *January 3, 2011.*

   This cohort will be eligible to apply for a provisional educator certificate upon the successful completion of one module.

2. Teachers who began teaching in the 2009-10 school year and who have no previous registration in BEST will transition to TEAM by successfully completing two modules (selected from modules, #2, #3, or #4).

This cohort will have the full 2010-11 school year to complete requirements and will be eligible to apply for a provisional educator certificate upon the successful completion of the two modules.

3. All teachers who first begin teaching in the 2010-11 school year–or those who began in BEST previously but did *not* teach during the 2009-10 school year–will participate in the full five module program by successfully completing:
   - two modules in year one (2010-11); and
   - three modules in year two (2011-12).

   This cohort will be eligible to apply for a provisional certificate upon the successful completion of all five modules.

   A chart describing the participation of these cohorts of teachers is in Appendix B.

Related Policy:

- Any teacher represented in group #1 above (previously registered in BEST and taught in 2009-10), and *who is not rehired or not teaching in the 2010-11 school year,* will be allowed to carry forth the program requirement to complete only *one* module for three years – meaning that if he or she returns to teaching in any of the following three years (2010-11, 2011-12 and 2012-13), he or she will only need to complete one module to fulfill TEAM requirements. Anyone returning in 2013-14 or after would be required to complete the full five module process.

- Any teacher represented in group #2 above (teachers who began teaching in the 2009-10 school year and have no previous registration in BEST), and *who is not rehired or not teaching in the 2010-11 school year*, will be allowed to carry forth the program requirement to complete only *two* modules for three years – meaning that if he or she returns to teaching in any of the following three years (2010-11, 2011-12 and 2012-13), they will only need to complete two modules to fulfill TEAM requirements. Anyone returning in 2013-14 or after would be required to complete the full five module process.

II. DISTRICT ROLES AND RESPONSIBILITIES

A. Appointment of a District Facilitator (DF)

Early in each school year, the Superintendent will be asked to appoint the individual who will be responsible for the facilitation of TEAM in the district. This individual must be a certified teacher or administrator in the district who will function as liaison between the CSDE, the district, the beginning teachers and mentors regarding requirements of the TEAM program. A fact sheet containing overview of DF responsibilities is contained in Appendix C.

B. Appointment of a TEAM Coordinating Committee (TCC)

The TCC is a district committee that oversees, plans, implements and monitors the district's TEAM Program. The guidelines outlining the appointment of TCC members and their responsibilities are contained in Appendix D.

C. Development and Implementation of a Three-Year District Support Plan
Each district must develop and implement a three-year plan to provide support for beginning teachers and mentors. This will include, but not be limited to, the development of a TCC, the recruitment and training of mentors, a plan for the review of module reflection papers, and budget and resources that will enable teachers to successfully complete the required professional growth plans. A template to guide the development of support plans is contained in Appendix E.

D. Allocation of Mentor Stipends
Each district must oversee the allocation of mentor stipends received from the state to be included as part of the mentor's total earnings. To ensure appropriate allocation of these funds, districts must monitor mentor/beginning teacher logs to confirm that the minimal requirements of mentorship have been met.

E. Oversee Submission of Beginning Teachers' Support Timeline
Ensure receipt and submission of all beginning teachers' support plan timelines at the beginning of their first year. Updates/changes can be made as needed. A sample template for two-year (Category 1) and a one-year (Category 2) plan(s) is contained in Appendix F.

F. Selection of a Process for the Review of Module Reflection Papers
Beginning teachers will culminate their professional growth action plan activities for each module with a three- to four-page reflection paper. Papers will be reviewed to determine if they have successfully met a completion standard, as established by the CSDE, through training. Districts may elect to use either an in-district review option or a regional review option. This selection of a process does not need to be permanent. A district may elect to use an in-district process one year and may move to participate in a regional review process in the following year. However, if the district elects to change its review process, the CSDE must be notified.

1. **Regional review option:** In a regional review process, beginning teachers will submit their papers to a RESC regional pool of trained reviewers. Districts that select to participate in a regional review group will be required to have a number of district educators trained to review reflection papers (the number of reviewers that need to be trained will be proportionate to the numbers of beginning teachers participating in the program). Upon submission, a RESC staff representative will match the reflection paper to a trained reviewer. To ensure greater confidentiality, to the extent possible, regional reviewers will not review their own district's papers but will receive the papers belonging to teachers from other districts in their own region. In larger districts, it may not be possible to guarantee that all papers will be sent to other districts. In such cases, papers that need to be reviewed by their own district readers will not be assigned to a reviewer who works in the same school as the beginning teacher. In the regional review option, papers may be submitted at any time and will be reviewed within three weeks.

2. **In-district review option:** Districts may elect to review the reflection papers submitted by their own beginning teachers or form a consortium with other districts to share the review of papers in an alternate "in-district" option. In such case, the following options exist for the composition of a review committee:
   a. the full TCC can serve as the review committee;
   b. a sub-set of the TCC can serve as the review committee; or
   c. others (certified professionals not serving on the TCC).

Districts electing the in-district review option must identify a process (to be included in their three-year support plans) for:

a. assigning papers for review;

b. establishing and monitoring timelines for submission and result of review;

c. the secondary review of papers that do not meet successful completion standard (optional); and

d. assuring confidentiality.

The training of reviewers: Whether electing to use the regional or in-district model, all reviewers must participate in a training for the review of module reflection papers. Trainings will be developed by the CSDE in conjunction with RESC staff and delivered in the summer/fall of each year. Reviewers must participate in an update training yearly in order to continue to review reflection papers.

G. Reflection Paper Outcomes

The results of the reflection paper reviews (successfully complete/not complete) are entered into the TEAM data system. A beginning teacher is required to satisfactorily complete all five modules (if in Category 1) or two modules (if in Category 2), with the exception of teacher cohorts as described in *Section I.D., Transition from BEST to TEAM*. The DF or designee of the TCC will verify to the Superintendent the names of the teachers who have met this requirement. The Superintendent will then verify successful completion status to the CSDE via the electronic database system. This notification to the CSDE confirms the teacher's eligibility to apply for the provisional educator certificate.

H. Completion and Submission of TEAM Mentor/Beginning Teacher Annual Activity Report

An annual report on mentor/beginning teacher activities is to be prepared by the DF or designate for presentation to the Superintendent and the TCC for review by the end of the school year. The first annual report will be due through online submission at the end of the first year of implementation in 2010-11 (June 2011). The activity report will be used to inform support plans and the allocation of financial support for the following year and may be accessed by the CSDE as part of the auditing process. A sample Annual Activity Report is in Appendix G.

I. District Policy for Special Accommodations for Disabilities

Individuals with diagnosed disabilities may need to request special accommodations to successfully complete TEAM. Districts must be committed to providing reasonable accommodations that are appropriate, given the purpose of the TEAM Program. Because the TEAM Program is designed to provide support and professional growth and is contextualized within a teacher's assignment, grade level and students, any special accommodations normally provided to the teacher will remain in place for employment purposes. However, should the nature of the professional growth process prompt a beginning teacher participant to seek out special accommodations based on disabilities, then the teacher needs to submit a request to his or her district. Each district must have a written policy to address accommodation requests based on disabilities. The CSDE will provide districts with guidance regarding a process for reviewing such requests as approved by the Office of Civil Rights, for those districts that may not already have such a policy in place. Guidelines are attached in Appendix H.

III. MENTORS' AND COOPERATING TEACHERS' ROLES AND RESPONSIBILTIES

A. The Process for Recruitment of Prospective Mentors and Cooperating Teachers

Each district must develop a process for the recruitment and selection of prospective mentors and cooperating teachers. The following are guidelines for such a process and criteria for their selection.

Individuals who are employed by a Board of Education and apply to become mentors shall present evidence to the district committee of:

- possession of a professional or provisional educator certificate and a minimum of three years of teaching experience, including at least one year of experience in the district in which they are presently employed.

Prospective mentors should demonstrate:

- effective teaching practice as defined in the Connecticut Common Core of Teaching (CCT);
- ability to work cooperatively as a team member to aid the professional growth of a beginning teacher;
- professional commitment to improving the induction of beginning teachers into the teaching profession;
- ability to relate effectively to adult learners;
- ability to be reflective and articulate about the craft of teaching; and
- such other criteria as may be deemed necessary by the district committee.

In addition, *retired certified teachers* may also serve as mentors, provided they successfully complete a TEAM Initial Support Teacher Training and provide evidence of the qualities listed above.

B. Training Requirements

1. **Mentor Update Training:** Previously trained BEST mentors must attend a one-day TEAM update training in order to be eligible to accept a mentoring role in the TEAM Program. Mentors may be assigned to a beginning teacher without having completed an update training, but must register for and participate in an update training within 30 days of assignment. Mentors who are not TEAM trained will not receive a state-issued mentor stipend. Teachers who have been previously trained through the BEST Program and who want to serve as a cooperating teacher must also participate in a one-day TEAM Update Training. However, an exception will be made to allow previously trained cooperating teachers to take on a student teaching assignment in the fall of 2010 and spring of 2011 without having first completed update training. All subsequent cooperating teacher/student teacher placements must be with a cooperating teacher who has participated in a TEAM Update or has been first trained through TEAM Initial Support Teacher Training.

2. **Initial Support Teacher Training:** This is a three-day training which enables participants who have completed the training to serve as a mentor for a beginning teacher or a cooperating teacher for a student teacher.

3. **Both newly trained and previously trained:** support teachers must participate in an update training every three years.

4. **Continuing Education Units (CEUs):** The CSDE will provide CEUs for successful completion of TEAM support trainings. CEU equivalents for service as a mentor or cooperating teacher may be issued by the district.

5. **Employment Change:** Mentors and cooperating teachers who change employment from one Board of Education to another, and who are approved through the selection process of the Board of Education in which they are newly employed, shall not be required to repeat initial training as a result of the employment change.

C. Mentor Responsibilities

1. Each mentor is required to provide minimally 50 contact hours to each beginning teacher over the course of the five-module program or 20 hours for the two-module program. This reflects an expectation of providing approximately 10 hours of support per module.

2. Mentors must attend appropriate trainings–initial and update as described above–in order to be able to guide their mentees through the professional growth module process.

3. Each mentor may be assigned two beginning teachers, except that in certain circumstances a mentor shall be assigned to no more than three beginning teachers.

The State Board of Education shall protect and save harmless, in accordance with the provisions of section 10-235 of the Connecticut General Statutes, any mentor while serving in such capacity.

D. Payment of Mentor Stipends

The CSDE is responsible for distributing state funding to local and regional school districts for the payment of mentor stipends. The districts are responsible for the distribution of funds to be included in a person's total earnings for purposes of retirement. Distribution of funds to districts is based on the following:

1. Each mentor is required to provide a minimum of 50 contact hours to each beginning teacher over the beginning teacher's two years, with the expectation of providing approximately 10 contact hours per module.

2. Mentors will receive a $500 dollar annual stipend for each beginning teacher to whom they provide mentorship for the majority of a school year (assigned to a beginning teacher with a September 1 entry date).

3. Mentors who are assigned to a beginning teacher with a February 15 entry date will be eligible for a $250 stipend.

4. A sum equal to the amount of $500 times the number of beginning teachers served by a mentor for the majority of a school year (assigned to a beginning teacher with a September 1 entry date), and a sum equal to the amount of $250 times the number of beginning teachers served by a mentor for part of the school year (assigned to a beginning teacher with a February 15 entry date), will be issued to the district.

5. District responsibility is to monitor the web-based mentor/beginning teacher logs to confirm that mentorship is taking place prior to allocating funds for payment.

6. The maximum amount of support money that may be paid out for the support of one beginning teacher to complete the full five-module program (Category 1) is $1,000 (equivalent to two $500 annual payments).

7. The maximum amount of support money that may be paid out for the support of one beginning teacher in the two-module program (Category II) is $500 (equivalent to one $500 annual payment).

8. **Note:** There is no "supplement/supplant" requirement for state dollars. If a collective bargaining agreement already exists in a district to provide a stipend to mentors, the district is NOT obligated to pay the $500 above what they have in the collective bargaining agreement. For example, if a district now pays $750, it could chose to continue to pay the $750, using the state funds towards this payment or to fulfill other budget needs in regard to supporting new teachers. Or, the district could choose to pay the full $1,250 to the mentor (representing the $750 plus the $500 from the state funds). However, each mentor must be minimally paid $500 annually from state funds for a full year of mentorship to each beginning teacher. Note that mentors may be assigned to two beginning teachers, except that in certain circumstances, a mentor may be assigned to no more than three beginning teachers.

IV. CSDE/RESC ROLES AND RESPONSIBILTIES

A. Data System

The CSDE, in consultation with EASTCONN, is responsible for the development and management of a data system to document which teachers have successfully completed the professional growth modules and that mentors have been accountable for providing support. Local and regional school districts will also have access to this web-based system. The system includes templates for:

1. Writing and updating each district's three-year support plan:
   A template for the writing and editing of a district's three-year support plan will be made available on the website. Districts will complete the plan and will "submit" the plan electronically to the CSDE. The support plan template is contained in Appendix E.

2. A progress monitoring function to record each teacher's completion of each of the five professional growth modules and for the submission of written reflection papers. Highlights of system components include:
   a. A "Beginning Teacher Dashboard" which will allow a teacher to track progress through the five professional growth modules. Components of the dashboard minimally include:
      - a personal journal to keep notes regarding a teacher's progress through each module;
      - a mentor meeting log to keep track of all beginning teacher/mentor meetings – including dates, time of meeting, focus and summary of the meeting. Mentors will "sign-off" on the meeting log indicating that there is an agreement regarding the date, time and focus of the interactions;

- a CCT Performance Profile for each module (based on the Common Core of Teaching) that will allow for a focused beginning teacher/mentor discussion in order to develop a professional growth plan related to each module;
- a Professional Growth Action Plan (PGAP) which will include a statement of a teacher's goal related to the CCT and anticipated impact on student performance. It will also include a plan for activities to support the goal and the anticipated timeline for module completion (recommended 8-10 weeks); and
- a tab for the drafting of the reflection paper and for the electronic submission of such paper.

b. A "Mentor Dashboard." Components of the dashboard will include:
- a mentor journal to keep notes regarding support activities;
- mentor/beginning teacher meeting log to confirm agreement regarding the date, time and focus of the interactions; and
- the beginning teacher's reflection paper.

c. A process for allowing access to administrators, DFs and other designees of the district to a beginning teacher's:
- beginning teacher/mentor meeting log; and
- PGAP and requires building administrator approval of PGAP.

d. A process which requires Superintendents to enter beginning teacher completion information which will notify the CSDE that the teacher is eligible to apply for a provisional educator certificate.

3. The data system provides links to on-line resources related to the five modules. Accordingly, the TEAM website (www.ctteam.org) is designed to provide:
   - access to the mentoring module workspace described above;
   - registration for professional development workshops and trainings;
   - resources (articles, books, websites) to support professional growth; and
   - communications via email to beginning teachers, mentors, DFs and administrators.

B. Development of Training and Professional Development

The CSDE, in conjunction with EASTCONN and the RESC Alliance, develops and delivers the following trainings:

1. A one-day mentor update to orient previously trained mentors to the TEAM professional growth module process. Mentors who do not participate in this training cannot serve as TEAM mentors and will not be eligible for a state-issued mentor stipend.

2. A three-day Initial Support Teacher training to qualify district-selected individuals who have not been previously trained, to serve as mentors and cooperating teachers.

3. TCC training to guide district team, administrators and DFs in designing, managing and administering the TEAM Program Guidelines for the TCC (Appendix D).

4. Reflection paper review training to qualify educators selected by the district to review module reflection papers.

5. Administrator trainings to familiarize building administrators with the TEAM Program, their role in the program, and how the program can align with and promote district initiatives.

6. Online tutorials and professional development workshops.

C. Institutions of Higher Education

The CSDE and the RESCs will work with the Connecticut teacher preparation programs to ensure that there is alignment between the TEAM professional growth module process and the National Council for Accreditation of Teacher Education (NCATE) approved preservice teacher preparation programs. This will include the training of cooperating teachers to work with teacher preparation candidates during student teaching and internships.

D. Monitoring of District Implementation

The CSDE has the responsibility to monitor district fidelity to the program. This process may include random district audits and observations and may include, but not be limited to, monitoring of:

- district three-year support plans;
- mentor logs to ensure adherence to mentoring requirements;
- beginning teachers' workspace entries (excluding the beginning teacher's CCT profile and personal journal);
- mentor teachers' workspace entries (excluding the mentor's personal journal);
- beginning teacher timelines for participation;
- mentor stipend payments; and
- district annual reports.

E. Outside Evaluation

The CSDE will oversee an outside evaluation of the teacher education and mentoring program every three to five years. This will include, but not be limited to:

- securing an objective outside evaluator;
- monitoring the work of the outside evaluator;
- assisting the outside evaluator in gaining access to program materials and data; and
- responding to all inquiries from the outside evaluator regarding program development and implementation.

V. RELATED POLICY GUIDELINES

A. Separation of TEAM Program Results and Employment Decisions

The TEAM legislation states that "local and regional Boards of Education shall not consider a teacher's completion of the teacher education and mentoring program as a factor in its decision to continue a teacher's employment in the district."

1. Clarification for districts: TEAM Program activities can be aligned with district and school goals and, therefore, aligned with the district's teacher evaluation plan, considering the balance of both district initiatives and the professional growth needs of the beginning teacher. However, the successful completion of a beginning teacher's reflection paper(s) or other work completed as part of the TEAM modules must not have any impact on or be a factor in a district's decision to continue or terminate employment of the beginning teacher. Non-renewal must be based on alternative criteria.

2. Clarification for beginning teachers: Conversely, a beginning teacher cannot use a successful completion of modules to argue against a non-renewal decision by the district.

B. Portability of Module Completion

Teachers who begin TEAM in one district and successfully complete one or more modules, but who have not yet successfully completed all modules before transferring to another district, will be able to "bank" modules successfully completed and will only need to complete any outstanding modules in the new district. However, beginning teachers will not be given extended time beyond the three-year period to complete program requirements in the new district, unless extenuating circumstances are documented and approved.

C. Exemptions from the TEAM Program

Because the professional growth module process is individually suited to the context of a teacher's assignment, grade level and students, the CSDE anticipates that all teachers will be able to participate. However, a process will be put in place to allow for a teacher to apply for consideration of an exemption in unique situations. Exemption applications will be reviewed by an appointed CSDE TEAM Review Committee to determine if a full or partial exemption is warranted.

D. Past Beginning Teacher Program Completion Status

If a teacher has completed BEST (either through the Connecticut Competency Instrument [CCI] or portfolio assessment or has been waived) at any time, that completion status remains in effect. Note: If someone has completed a program in the past under a subject area endorsement that does not cross-endorse to a TEAM Program area (i.e., if past participation was under a trades-related endorsement), then the beginning teacher must participate in TEAM if working under an initial subject area certificate.

E. Further Clarifications Regarding TEAM Participation

Teachers Who Do Not Participate in TEAM:

1. **Long-Term Substitutes working under Initial Certificates:** Teachers who hold an initial educator, interim initial educator or 90-day certificate who are in long-term substitute positions as a replacement for someone on leave will not participate in TEAM until they are employed in a contracted teaching position.

2. **Durational Shortage Area Permits (DSAPs), Resident Teaching Certificates or Adjunct Arts Instructor Permits:** Teachers working under these permits/certificates have not fully completed requirements for the initial certificate. For this reason, these teachers will not participate in TEAM until the initial educator or interim initial educator or 90-day certificate has been issued.

3. **Tutors:** Individuals whose teaching assignments are determined to be that of "tutors" or "teaching assistants" based on Section 10-145d-401 of the Connecticut General Statutes (which defines the responsibilities of a "teacher") are not considered to be teaching under their certificates (even if they hold one) and are not entered into the state Staff File and do not participate in TEAM.

Although not required by TEAM, mentorship of <u>these</u> individuals is encouraged. However, these mentors will not be considered part of the TEAM Program for the purpose of receiving stipends.

4. **Participation of Unique Endorsements:**
   The unique endorsement is issued for specialized areas for which we do not have an actual endorsement. Teachers who hold the #110 unique endorsement for Montessori, dance and theater will participate in Category II of the TEAM Program.

5. **Adult Education Endorsement #106:**
   Teachers who work in high school credit programs must participate in TEAM as their positions require a valid license in the subject area being taught and because the students will be receiving a regular high school diploma.

The Department reserves the right to incorporate changes to this document as the TEAM Program evolves. These updates will be presented to the Board for review every three to five years to coincide with an outside evaluation of the Program.

TEAM PARTICIPATION CATEGORIES BY CERTIFICATION CODES

Category 1 TEACHERS CERTIFIED AND TEACHING UNDER THE ENDORSEMENTS BELOW WILL PARTICIPATE IN THE **FULL FIVE MODULE PROGRAM**	**Category 2** TEACHERS CERTIFIED AND TEACHING UNDER THE ENDORSEMENTS BELOW WILL PARTICIPATE IN THE **TWO MODULE PROGRAM**	**TEAM Program NOT available** Certification Endorsement Areas **NOT** participating in the TEAM Program
➢ English (#015) ➢ Mathematics (#029) ➢ Biology (#030) ➢ Chemistry (#031) ➢ Physics (#032) ➢ Earth Science (#033) ➢ General Science (#034) ➢ Health (#043) ➢ Special Education (#065,165, 265) ➢ Elementary (#001, 002, 003, 004 005, 006, 008, 013, 112, 113) ➢ Middle School 4-8 (#006, 215, 226, 229, 230, 231, 232, 233, 234, 235) ➢ History/Social Studies (#025, 026) ➢ Art (#042) ➢ Music (#049) ➢ Physical Education (#044) ➢ Bilingual Education (#009, 902, 915, 926, 929, 930, 931, 932, 933, 934, 966, 967, 968, 969, 970, 971, 972, 973, 974) ➢ World Languages (#018, 019, 020, 021, 022, 023, 024, 101) ➢ Teaching English to Speakers of Other Languages [TESOL] (#111) Note: ➢ Teachers working under a H.S. Credit Diploma Prog. (#106), endorsement coupled with one of the secondary endorsements listed above will participate in this category.	➢ Business Education (#010) ➢ Vocational Agriculture (#041) ➢ Agriculture (#040) ➢ Home Economics (#045) ➢ Technology Education (#047) ➢ Partially Sighted (#055) ➢ Hearing Impaired (#057) ➢ Blind (#059) ➢ Teacher-Coord. Marketing Educator (#089) ➢ Occupational Subj. in Technical High Schools (#090) ➢ Trade and Industrial Occupations in Comprehensive H.S. (#098) ➢ Health Occupations – Comp. High School (#103) ➢ Health Occupations Technical High Schools (#109) ➢ Unique endorsements in dance, theater and Montessori (#110)	➢ Driver Education (#035) ➢ Speech and Language Pathologist (#061) ➢ School Library Media Specialist (#062) ➢ School Counselor (#068) ➢ School Psychologist (#070) ➢ School Social Worker (#071) ➢ School Nurse-Teacher (#072) ➢ School Dental Hygienist-Teacher (#073) ➢ Vocational Technical Administrator (#082) ➢ School Business Administrator (#085) ➢ English to Non-English Speaking Adults (#088) ➢ Intermediate Administrator/Supervisor (#092) ➢ Superintendent of Schools (#093) ➢ Reading and Lang. Arts Consultant (#097) ➢ Remedial Reading / Remedial Language Arts (#102) ➢ Teacher Coordinator Co-op Work Edu/Diversified Occup. (#104) ➢ Department Chairperson (#105) ➢ Ext. Diploma Prog. Non-credit Mandated Prog. (#107) ➢ Practical Nurse Education Instruction (#108)

Revised April 2010

TEAM PARTICIPATION TIMELINE

Teachers working under the following endorsement areas: bilingual education, elementary education, English language arts, health education, mathematics, science, social studies, special education, music, physical education, visual arts, world languages and teachers of English as a second language, will participate in TEAM according to the following timeline:

WHO PARTICIPATES? Teachers who hold an initial educator or interim initial educator certificate and who…	**2010-11 YEAR PARTICIPATION REQUIREMENTS**	**2011-12 YEAR PARTICIPATION REQUIREMENTS**	**2012-13 YEAR PARTICIPATION REQUIREMENTS**
1. began in BEST and did not complete that program as of July 1, 2009, and taught during the 2009-10 school.	Pilot participation will consist of mentorship and the completion of one module – either module #3 or module #4. This includes submission of a reflection paper to be submitted by January 3, 2011. This cohort of teachers will exit the program upon the successful completion of one module.	Participation only if the required module is not successfully completed.	
2. began teaching in 2009-10 and have not yet participated in a beginning educator program as of July 1, 2009.	Participation will consist of mentorship and the completion of two modules selected from modules #2, #3 or #4. This cohort of teachers will exit the program upon the successful completion of these two modules.	Participation only if the required two modules are not successfully completed.	
3. first begin teaching in 2010-11, or who return to teaching in 2010-11 (after a leave of one or more years), and have not completed a beginning teacher program.	Participation will consist of mentorship and the completion of two modules.	Participation will consist of mentorship and the completion of three modules.	Participation only if any of the five required modules are not successfully completed.

* Teachers in other endorsement areas whose primary function is providing direct instruction to students shall be required to successfully complete ONE Year of mentorship and TWO professional growth modules. Please refer to the TEAM Participation Categories Chart, Appendix A.

TEAM DISTRICT FACILITATOR (DF) RESPONSIBILITIES

The TEAM DF's responsibilities to the TEAM Program are detailed below:

Implementation of the TEAM Program within a School District
The TEAM DF assists in the implementation of the TEAM Program by:

1. participating on a local coordinating committee to guide the activities of the TEAM program;

2. participating in the development of the district's TEAM support plan, including a plan for the allocation of district resources as needed, along with the other members of the local coordinating committee;

3. orienting beginning teachers and their mentors or support team to the TEAM Program; and

4. informing administrators about the TEAM Program and their role in placing beginning teachers with mentors, and in ensuring that the support plan is implemented in their schools.

Placement and Registration of Mentors or Support Teams with Beginning Teachers
The TEAM DF monitors the placement and registration of mentors with beginning teachers by:

1. ensuring that appropriate data related to the registration of beginning teachers in the TEAM Program is entered through the School Staff File verifying that data is accurate with respect to:
   - teaching assignment, grade level, school;
   - identification of mentor; and

2. updating information regarding beginning teachers/mentor placements for purposes of allocating TEAM mentor fund payments to the district.

Recruitment and Selection of Mentor Teachers
The TEAM DF ensures that recruitment and selection procedures are in place by:

1. working with administrators and the TEAM Coordinating Committee to ensure that it fulfills its responsibilities in selecting mentor teachers;

2. recruiting district personnel to be support teachers to ensure that there are adequate numbers of mentors within the district; and

3. sharing support training registration information to selected candidates.

The TEAM Coordinating Committee (TCC) Guidelines

The TCC is a district's committee that oversees, plans, implements and monitors the district's TEAM Program. A fair and equitable process for selecting TCC members shall be established by the Superintendent in collaboration with the bargaining units representing certified employees and the Board of Education.

Composition of Committee

A minimum* of four certified professional employees including representation from, but not limited to, the TEAM DF, a trained mentor teacher, an administrator and "representatives of the exclusive bargaining representative for certified employees, based on district size." Any additional members shall be representative of the elementary, middle and secondary school levels, as applicable, with consideration being given to the number of beginning teachers hired and the numbers of mentors needed to support them. The CSDE recommends that the district coordinating committee adopt written procedures regarding its composition which may include, but not be limited to, the rotation of committee members and the term for each member.

**The minimum number of committee members may be adjusted for private special education facilities and charter schools, acknowledging that they may have small faculties and no bargaining unit representation.*

Once formed, the TCC is responsible for:

DEVELOPING

- **A three-year plan for supporting teachers.** A template for putting together a district support plan is available on www.ctteam.org, to provide guidelines for its development and submission.

- **An annual budget to support the activities of the three-year plan.** This budget will need to include consideration of time and opportunities for beginning teachers and mentors to meet, for individuals to serve on the TCC and/or review committees, and for substitute coverage necessary to allow for classroom observations or the release of teachers to attend trainings.

RECRUITING

- New mentors for TEAM training and pairing them with beginning teachers (preferably content/grade level/school building matches).

- Previously trained BEST mentors and ensuring that they attend a TEAM update training. Mentors who are not TEAM trained may not support a beginning teacher. Update training guidelines:
  - Previously trained mentors must attend the one-day TEAM update training (regardless of when they were last trained).
  - Mentors may be assigned to a beginning teacher without having taken update training but must register and participate in an update training within 30 days of assignment.
  - Note: additional update trainings will be scheduled throughout the year to ensure that training will take place in a timely fashion that will allow for the appropriate support of the beginning teacher in TEAM. In addition, in spring 2010, a Training of Trainers (TOT) will be held to update all trainers so that they will be able to deliver the mentor update training in their own districts, thus expanding the capacity to reach all mentors that need updating. As another alternative, in-district training can be arranged through RESC trainers.

NOTE

- Both newly trained and previously trained mentors must continue to be updated every three years.
- Mentors who are not TEAM trained will not receive a state issued mentor stipend.

Guidelines for a Process and Criteria for the Selection of Mentor Teachers

Individuals who are employed by a board of education and apply to become mentors shall present evidence to the district committee of:

- possession of a professional or provisional educator certificate and a minimum of three years of teaching experience, including at least one year of experience in the district in which they are presently employed.

Prospective mentors should demonstrate:

- effective teaching practice as defined in the CCT;
- ability to work cooperatively as a team member to aid the professional growth of a beginning teacher;
- professional commitment to improving the induction of beginning teachers into the teaching profession;
- ability to relate effectively to adult learners;
- ability to be reflective and articulate about the craft of teaching; and
- such other criteria as may be deemed necessary by the district committee.

In addition, retired certified teachers may also serve as mentors, provided they successfully complete a TEAM mentor training program and reflect evidence of the qualities listed above.

It is advised that guidelines or procedures for dissolving mentor placements and removal of teachers for good cause from the eligible pool of mentors and/or cooperating teachers be established as part of a district's three year support plan.

PROGRAM OVERSIGHT TO ENSURE

- That mentors work with beginning teachers to complete the CCT Performance Profile to establish the goals and priorities of each beginning teacher's individualized mentoring plan.

- The review and approval of the beginning teacher's individualized, two-year support plan. The two-year plan is an intended timeline for completion of the program. A sample template for the two-year plan is provided to guide its completion. Note that this template is only a guide and may be customized to your district's needs.

- The organization of mentoring opportunities by grade level or content area and school building. To the extent possible, mentoring matches should be contained within the same school building and at the elementary level, be at the same or close grade level and, at the middle or high school level, be a subject area match.

- The submission of an annual activity report on mentor-teacher activities prepared by the DF to the Superintendent for review and approval. The activity report will be used to inform support plans and the allocation of financial support for the following year and may be accessed by the CSDE as part of its auditing process.

- "The coordination (alignment) of the TEAM Program and the teacher evaluation and supervision program provided they are kept separate." TEAM legislation indicates that the local and regional Board of Education shall not consider a teacher's completion of the teacher education and mentoring program as a factor in its decision to continue a teacher's employment in the district. This means that the TEAM Program activities can be aligned with district and school goals and, therefore, aligned with the district's teacher evaluation plan – considering the balance of both district initiatives and the professional growth needs of the beginning teacher. However, the successful completion or non-successful completion of a beginning teacher's reflection paper(s) or any other activities completed as part of the TEAM process must not have any impact on or be a factor in a district's decision to continue or terminate employment of the beginning teacher. Non-renewal must be based on alternative criteria.

ACCOUNTABILITY

- **Mentor Stipends:** The TCC must oversee the receipt of state money for mentor payments and ensure its proper dissemination to mentors as confirmed by the state's online data system.
  - Each mentor is required to provide a minimum of 50 contact hours to each beginning teacher over two years, with the expectation of 10 contact hours per module.
  - Mentors will receive a $500 annual stipend for each beginning teacher to whom they provide mentorship for the majority of a school year (assigned to a beginning teacher with a September 1 entry date*).
  - Mentors who are assigned to a beginning teacher with a February 15 entry date* will be eligible for a $250 stipend.
  - A sum equal to the amount of $500 times the number of beginning teachers served by a mentor for the majority of a school year (assigned to a beginning teacher with a September 1 entry date), and a sum equal to the amount of $250 times the number of beginning teachers served by a mentor for part of the school year (assigned to a beginning teacher with a February 15 entry date) will be issued to the district.
  - The maximum amount of support money that may be paid out for the support of one beginning teacher to complete the full five module program (Category 1) is $1,000 (equivalent to two $500 annual payments).
  - The maximum amount of support money that may be paid out for the support of one beginning teacher in the two module program (Category 2) is $500 (equivalent to one $500 annual payment). A beginning teacher in Category 2 may take two years, if necessary, to complete both modules.
  - The legislation states that stipends must be included in a person's total earnings for purposes of retirement. As a result, a process must be put in place in each district in order to issue these earnings to mentors as part of their employment checks.
  - **Note**: There is no "supplement/supplant" language for state dollars. If a collective bargaining agreement already exists in a district to provide a stipend to mentors, the district is NOT obligated to pay the $500 above what they have in the collective bargaining agreement. For example, if a district now pays $750, it could chose to continue to pay the $750, using the state funds towards this payment or to fulfill other budget needs in regard to supporting new teachers. Or the district could choose to pay the full $1,250 to the mentor (representing the $750 plus the $500 from the state funds). However, each mentor must be minimally paid $500 annually for a full year of mentorship to each beginning teacher. Note that mentors may be assigned to two beginning teachers, except that in certain circumstances, a mentor may be assigned to three beginning teachers.

  A description of entry dates is attached to this document.

- **Communication:** The TCC is accountable for communicating regularly with beginning teachers, mentors and administrators about training opportunities, workshops and support group work as made available by either the state or district. To assist in this, the TCC must ensure that all beginning teachers and mentors are subscribed to the TEAM communications website: www.ctteam.org. Notification will be sent to the DF when the website is set up to accept subscriptions for communications by beginning teachers and others.

- **Options for the review of reflection papers:** The TCC must review professional growth reflection papers or assign the review of reflection papers to a subset of the district TCC or to a regional review committee. If a regional review option is selected, the TCC must assign member(s) of the TCC or others to participate on the regional review committee proportionate to the number of beginning teachers and papers anticipated. Districts may also elect to collaborate with other districts to form a consortium for the review of reflection papers. Any person participating on a district, regional or district consortium review committee must participate in training specific to this purpose.

- **Documentation of professional growth module completion:** The TCC will verify the successful completion of the professional growth modules by their beginning teachers (based on the results of district or regional review) and confirm this to the Superintendent so that the Superintendent can attest to the CSDE that the teacher is eligible to be awarded the provisional educator certificate through the online data system.

- **Audits by the SDE:** The SDE has been charged with monitoring district implementation of the TEAM Program to ensure fidelity to the program's plan and goals. This may include random district audits and observations by state personnel.

Other TCC responsibilities:

Registration of beginning teachers in TEAM:
In planning the oversight of the TEAM Program in a district, the TCC must be aware of all teachers in the district that are required to be in the program and must ensure their registration. TEAM is required for all teachers who hold the initial educator certificate, interim initial educator certificate or 90-day certificate. Participation in TEAM begins with entry into the ED163 (Staff File) and assignment to a mentor. This is a district responsibility that will result in TEAM registration. Therefore, the TEAM DF must activate this process by ensuring that the district's Staff File contact has the names of all teachers (both continuing and new hires) that need to be entered into the Staff File. The Staff File will then identify all teachers who hold one of the certificates named above in any of the endorsements required by TEAM (please refer to Chart #1, Participation Categories by Certification Codes). This will result in the registration of the beginning teacher in the TEAM Program. The district will be able to access a report from the Staff File that will identify all teachers that require participation. *However*, the SDE will no longer be responsible for generating registration letters to beginning teachers. The district will issue a registration letter to each of its beginning teachers. Districts must ensure that beginning teachers receive this letter via paper mail or electronically. Prior to the 2010-11 school year, the SDE will provide to all districts lists of teachers who need to continue from BEST into the TEAM program and those teachers who were first hired during the 2009-10 school year (as reflected in the state Staff File). Additionally, the SDE will provide to districts a template for registration letters.

Legislation: Note that the full legislation mandating the TEAM Program can be found at: http://www.cga.ct.gov/2009/ACT/PA/2009PA-00006-R00SB-02053SS3-PA.htm, Sections 37-39.

Feedback/suggestions regarding these guidelines are welcomed. Please send any feedback you may have to Beverly Hartstone at beverly.hartstone@ct.gov.

Revised April 2010

Teacher Education And Mentoring (TEAM) Program

THREE-YEAR DISTRICT SUPPORT PLAN FOR BEGINNING TEACHERS AND MENTORS

School Years Covered in Plan: _____

District: _____

Address: _____

_____

District Facilitator (DF): _____

DF Email: _____

DF Telephone: _____

TEAM Coordinating Committee Member Names and their Staff Roles:

_____

_____

_____

_____

District Profiles: Refer to Strategic School Profiles on state website

_____ _____

Superintendent's Name Superintendent's Signature Date

_____ _____

District Facilitator's Name District Facilitator's Signature Date

Teacher Education And Mentoring (TEAM) Program
SUPPORT PLAN FOR BEGINNING TEACHERS AND MENTORS

District: _____

Please use bullets (narrative form not suggested)

The Mission of the TEAM Program: ***To promote excellence, equity and higher achievement for Connecticut students by engaging teachers in purposeful exploration of practice through guided support and personal reflection.***

I. **List your district's three-year objectives and supporting activities related to the state's mission statement for the TEAM Program.** *(Consider: alignment to district/school initiatives related to teaching and learning; teacher retention, professional development, etc.)*

II. Describe the criteria and process that you will use for:

- **identifying TCC members;**
- **establishing the term length for members (three years recommended); and**
- **establishing a timeline for the TCC to meet or communicate with the Superintendent or central office regarding TCC activities.** *(Consider: roles and responsibilities of the TCC)*

III. Describe the criteria and process that you will use to:

1) select mentors;
2) ensure that they have received appropriate state training (initial training and update training every three years); and
3) assign mentors to beginning teachers based on subject areas, grade levels and need.

Describe any additional professional development opportunities provided by the district to mentors to address further development of best practice and essential content knowledge.

IV. Describe the process you will use to develop capacity for and review of Module Reflection Papers:

Note: Regardless of whether a district elects to review reflection papers in-district or participate in a regional review process, reviewers must be recruited (number of reviewers will depend on the number of reflection papers that will need to be reviewed), attend a one-day training prior to reviewing papers and participate in update trainings in subsequent years. Sections A and B should be completed by all districts.

A. Identify the review option selected by the Superintendent:

_____ in-district review _____ regional review

B. Identify the criteria and process for selecting individuals to review reflection papers:

Note that if selecting the **in-district** review option, the following options exist for composing a review committee:

a. The full TCC can serve as the review committee.
b. A sub-set of the TCC can serve as the review committee.
c. Others (outside of the TCC) can serve.

Note that if selecting the **regional review** option, a number of reviewers from your district will need to be identified to participate in the regional review of reflection papers from teachers outside of your own districts.

C. For those districts electing the **in-district review** only, identify a process for:

a. Assigning papers for review.
b. Establishing and monitoring timelines.
c. The secondary review of papers that do not meet successful completion standard (optional).
d. Assuring confidentiality.

V. **Describe the process that you will use to:**

1) **collect beginning teachers' two-year support plans; and**
2) **ensure that mentors and beginning teachers are working together to complete the beginning teachers' PGAP and are participating in the module process.**

VI. Describe the process that the district will use to resolve internal disputes or appeals. *(Consider: disputes concerning the mentoring module process; the PGAP; mentor-beginning teacher relationships – including a process to dissolve placements, if necessary; reflection paper outcomes [if reviewed in-district]; and requests for special accommodations based on disabilities.)*

VII. Describe the resources needed and the budget required to carry out the activities described in the plan to support beginning teachers' and mentor activities as outlined here and in beginning teachers' PGAPs. Provide actual amounts budgeted toward these activities. *(Consider: time and opportunities for beginning teachers and mentors to meet, for individuals to serve on the TCC and/or review committees, and substitute coverage needs.)*

Reminder regarding a year-end evaluation:

At the end of each year, complete the Annual Activity Report. The template for this report will be placed online and will be due to the Superintendent at the end of each year. This report will serve to evaluate the implementation of the three-year plan annually to inform changes as necessary for the following year. *(Consider: documentation of support provided to beginning teachers, feedback from program participants)*. The Annual Activity Report is a culminating report and is not part of the three-year support plan but informs future plans.

TEAM TWO-YEAR BEGINNING TEACHER SUPPORT PLAN TIMELINE FOR CATEGORY 1 PARTICIPANTS

Name of Beginning Teacher: _____

School/District: _____

Subject Area(s)/Grade level(s): _____

Name of Mentor: _____

Anticipated timeline of participation:

Entry date in classroom: _____

TEAM "Entry Date: _____ September 1 or _____ February 15

First TEAM participation year: _____

Module(s) that will be completed in this school year: _____

_____

Second TEAM participation year: _____

Module(s) that will be completed in this school year: _____

_____

Please indicate below if it is anticipated that a third year will be needed due to any extenuating circumstances, such as a planned leave of absence (i.e., maternity leave, planned medical leave, mid-year hire, etc.).

_____

_____

_____

_____ _____

Signature of Beginning Teacher Date

_____ _____

Signature of Mentor Date

Please submit this plan to your TEAM DF within one month of your entry date in the classroom.

Revised April 2010

DRAFT

TEAM BEGINNING TEACHER SUPPORT PLAN TIMELINE FOR CATEGORY 2 PARTICIPANTS

DRAFT

Name of Beginning Teacher: _____

School/District: _____

Subject Area(s)/Grade level(s): _____

Name of Mentor _____

Anticipated timeline of participation:

Entry date in classroom: _____

TEAM "Entry Date: _____ September 1 or _____ February 15

First TEAM participation year: _____

Module(s) that will be completed in this school year: _____

_____

Please indicate below if it is anticipated that a second year will be needed due to any extenuating circumstances, such as a planned leave of absence (i.e., maternity leave, planned medical leave, mid-year hire, etc.).

_____

_____

_____

_____ _____

Signature of Beginning Teacher Date

_____ _____

Signature of Mentor Date

Please submit this plan to your TEAM DF within one month of your entry date in the classroom.

Revised April 2010

TEAM MENTOR/BEGINNING TEACHER ANNUAL ACTIVITY REPORT

This report is to be completed by the TEAM DF to be shared with other TEAM Coordinating Committee members and the district Superintendent.
To be completed by the end of the school year: June 2011 for the first year

Information Requested	Response
1. District.	
2. School Year Documented.	
3. How many beginning teachers did you have in your district during the year reported?	
4. How many beginning teachers actively participated in the TEAM Program?	
5. How many mentors provided support to these beginning teachers?	
6. What was the number and percentage of mentors assigned to one beginning teacher?	
7. What was the number and percentage of mentors assigned to two beginning teachers?	
8. What was the number and percentage of mentors assigned to three beginning teachers?	
9. How many mentor/teacher matches were located in the same school building?	
10. How many elementary mentor/teacher matches were grade level matches? (Consider primary [Grades PK-3] or intermediate [Grades 4-6] matches as grade level appropriate matches.)	
11. How many middle/high school teachers were subject area matches? (Consider the same endorsement as a subject area match. Science and world languages teachers do not need to share the exact same endorsement with the beginning teacher – i.e., any science endorsement or any world language endorsement would be considered an appropriate match.)	

Information Requested	Response
12. a. During this school year, how many beginning teachers successfully completed module #1 (Classroom Environment)?	a.
b. Of this number, how many and what percentage were not successful on a first submission?	b. ____ # ____ %
13. a. During this school year, how many beginning teachers successfully completed module #2 (Planning)?	a.
b. Of this number, how many and what percentage were not successful on a first submission?	b. ____ # ____ %
14. a. During this school year, how many beginning teachers successfully completed module #3 (Teaching)?	a.
b. Of this number, how many and what percentage were not successful on a first submission?	b. ____ # ____ %
15. a. During this school year, how many beginning teachers successfully completed module #4 (Assessment)?	a.
b. Of this number, how many and what percentage were not successful on a first submission?	b. ____ # ____ %
16. a. During this school year how many beginning teachers successfully completed module #5 (Professional Responsibility)?	a.
b. Of this number, how many and what percentage were not successful on a first submission?	b. ____ # ____ %
17. During this school year, indicate the number of beginning teachers recommended for the provisional certificate?	

DRAFT

Information Requested	Response
18. Based on the district's support activities for this year, do you anticipate any changes to your support plan for next year? If yes, please outline anticipated changes.	_____Yes _____No
19. Was the district's fiscal allocation appropriate to address the activities of the support plan for beginning teachers and mentors? If no, please explain.	_____Yes _____No

DRAFT

Signature of TEAM District Facilitator _____ **Date** _____

TEAM Program

Proposed Guidelines for

Accommodations for Candidates with Disabilities

Individuals with diagnosed disabilities (recognized under the Americans with Disabilities Act [ADA]) may need to request special accommodations to successfully complete the TEAM Program. (*Name of School District*) is committed to providing reasonable accommodations that are appropriate, given the purpose of the TEAM Program, and do not impose an undue burden upon the school district.

Timelines for Requesting Accommodations:
The *Application for Accommodations* form, along with complete supporting documentation, must be submitted (*insert date or time frame*) in order to be considered. Each request will be reviewed on a case-by-case basis. Candidates will be notified of the results of reviews within (*insert time frame*).

Criteria for Supporting Documentation must be dated, typed or printed on official letterhead and be signed by a physician, clinician or certified evaluator qualified to make the diagnosis (include information about license or certification and area of specialization). Such documentation must include a:

- clear statement of the diagnosed disability or disabilities;
- description of the evaluation tests or techniques used;
- description of the functional limitations resulting from the disability or disabilities (i.e., how does the disability limit major life activities);
- current diagnosis – i.e., completed within the last five years for learning disability, last six months for psychiatric disabilities, or within the last six months for physical disabilities/illnesses (these currency requirements may be waived upon a showing of the continuing relevance of older documentation); and
- description of the specific accommodations requested and specific relation to the diagnosed disability or disabilities.

Please complete the *Application for Accommodations* form and return, along with supporting documentation, to: (insert name of person and contact information).

If you have questions please contact (*insert name of person and contact information*).

Proposed Guidelines for an

Application for Accommodations for Candidates with Disabilities to Successfully Complete the TEAM Program

Name _____

School Name _____

Module for which accommodations are being requested _____

Day Phone Number (Voice/TTY) and/or Cell Number _____

Fax Number _____ Email Address _____

Describe why the(se) accommodation(s) are necessary: _____

_____

Nature of your disability: _____

_____

Date for first diagnosis of disability: _____ Month _____ Year

Date of most recent evaluation: _____ Month _____ Year

Have you received accommodations within the past five years in your employment: ____ Yes _____ No

If yes, please list the accommodations received: _____

_____

Verification Statement to be Signed by Applicant

I attest to the fact that the information recorded on this application is true, and if this application (and supporting documentation) is not sufficient, I agree to provide any additional information or documentation requested in order to evaluate my request for accommodations. If I am requesting to use any assistive device(s), I am familiar with their use.

I understand that all information that is necessary to process this application must be available to (*insert District name*) no later than (*insert date*) to provide time to evaluate and process my request for accommodations. I acknowledge that (*insert District name*) reserves the right to make final determination as to whether any requested accommodation is warranted and appropriate.

I further understand that (*insert District name*) reserves the right to withhold or cancel the results of my Module completion if it is subsequently determined that, in (*insert District name*)'s judgment, any information presented in this application or supporting documentation is either questionable, inaccurate, or used to obtain accommodations that are not necessary.

_____ _____

Signature of Applicant Date

Please submit this request ***(insert date or time frame).*** Your request will be reviewed by the TEAM Review Committee and a written decision will be provided to the applicant within (insert date or time frame).*

***Please attach supporting documentation to this application.**

Connecticut Regional Educational Service Center Alliance

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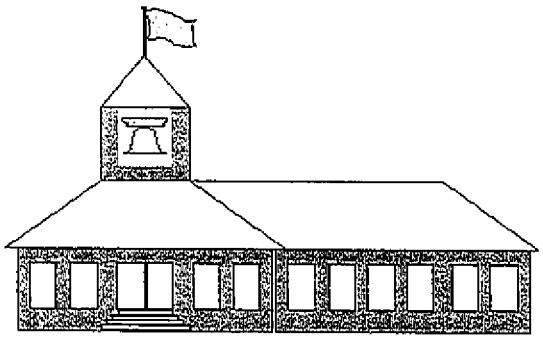
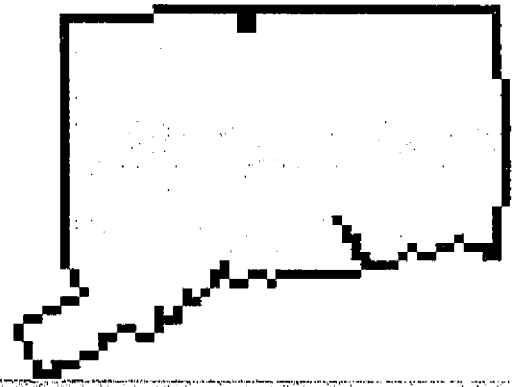
Minority Teacher Recruiting





Minority Teacher Recruiting
Regional Educational Service Center Alliance Activities

Connecticut has an increasingly diverse population; school staff should reflect that diversity. In an effort to interest and keep qualified minority teachers in school districts in Connecticut schools, the Regional Educational Service Centers are working to enhance a system for recruiting minority teachers, matching them with teaching positions, and supporting them in their early years of teaching. The system has been designed with flexibility for individual school districts to modify components to fit their district needs. The model consists of the following components, which can be adapted for use in individual school districts:

1. "Grow Your Own" - The Long-Term Solution

A "Grow Your Own" effort has been mounted to encourage students to consider the teaching profession through School-to-Career systems, YES clubs (Young Educator organizations) and Ruture Teachers of America groups. These groups, already supported by several RESCs, need resources to expand into other schools and districts. Internships, peer tutoring programs, and summer institutes for students considering the teaching profession will continue as vehicles for reaching potential minority teacher candidates.

2. Preparation of Candidates

RESCs and teacher preparation institutions provide assistance to candidates seeking assistance to pass the state Praxis I exams. Symposia are planned and conducted in several RESC areas where candidates can practice interviewing skills and resume preparation.

3. Recruitment - Existing and New Professionals

The RESC Alliance will focus on significant recruitment efforts, in concert with regional planning committees. Staff will participate not only in college Career Fairs in Connecticut and out-of-state, but will also seek minority teacher candidates at traditionally minority colleges, and at other colleges and universities. They will seek candidates from community efforts, and from close cooperation with teacher preparation institutions. Alternate Route to Certification candidates will be sought, as will candidates from Community Colleges who can be guided through approved teacher preparation programs at four year institutions.

4. Computerized Data Base

RESCs have adapted a technologically updated centralized data base of candidates.

Candidates are able to enroll online, and districts are able to list job openings and search for candidates using categories such as: education, experience, certification, and references. The data system is designed to enroll all teacher candidates, regardless of race or ethnicity, and therefore, offers substantial benefits to school districts. Use the CTREAP (CT Regional Education Applicant and Placement Program) data base at the following address: www.ctreap.net.

5. Retention and Support

Through Minority Teacher Recruiting Advisory Committees, strategies for support of minority teachers are discussed and implemented. RESCs operate Peer Support Networks to enable new and veteran minority teachers to meet to address mutual concerns and interests.

A. ELIGIBLE SCHOOLS: A list of each Tier I, Tier II and Tier III school by district in Connecticut is provided.

Please see Appendix A for the list of eligible schools. The Connecticut State Department of Education (CSDE) will not exercise the option to identify as a Tier I, Tier II or Tier III school any school that was made newly eligible to receive School Improvement Grant (SIG) funds by the Consolidated Appropriations Act, 2010.

The CSDE followed the sequence of steps outlined in the SIG guidance to identify Connecticut's persistently lowest-achieving schools:

Step 1: Determine all relevant definitions—*i.e.*, the definition of "secondary school," of determining "lack of progress" on the state's assessments.

Secondary schools in Connecticut are defined as high schools.

Three years was used as the definition of a "number of years" for purposes of determining whether a high school has a graduation rate less than 60 percent.

Three years was used as the definition of "number of years" for determining "lack of progress."

Step 2: Determine the number of schools that make up five percent of schools in each of the relevant sets of schools (*i.e.*, five percent of Title I schools in improvement, corrective action, or restructuring and five percent of the secondary schools that are eligible for, but do not receive, Title I funds); determine whether that number or the number five should be used to determine the lowest-achieving schools in each relevant set of schools, depending on which number is larger.

The number of schools that make up five percent of Title I schools in improvement, corrective action, or restructuring is 18 (100 percent = 353; 296 elementary and middle + 57 high schools).

The number of schools that make up five percent of secondary schools that are eligible for, but do not receive, Title I funds is two (100 percent= 37 secondary schools.); five as it is the larger number was used.

Step 3: Determine the method for calculating combined English/language arts and mathematics proficiency rates for each school.

A single percentage method was used for calculating a combined English/language arts and mathematics proficiency rate in the "all students" group. The following steps were conducted:

A. Establish the numerator

a. Calculate the total number of proficient students in the "all students" group in reading/language arts by adding the number of proficient students in each grade tested in a school. Calculate the total number of proficient students in the "all students" group in mathematics by adding the number of proficient students in each grade tested in the school.
b. Add the total number of proficient students in reading/language arts

and mathematics.

B. Establish the denominator

a. Calculate the total number of students in the "all students" group in the school who took the state's reading/language arts assessment and the total number of students in the "all students" group who took the state's mathematics assessment.
b. Add the total number of students in the "all students" group in the school who took the state's reading/language arts assessment and the total number of students in the "all students" group who took the state's mathematics assessment.

C. Divide the numerator by the denominator to determine the percent proficient in reading/language arts and mathematics in the school.

D. Rank the schools in each relevant set of schools from highest to lowest using the percentages in Step D.

Step 4: Determine the method for determining "lack of progress" by the "all students" group on the state's assessments.

Lack of progress was determined by repeating the single percentage method (see Step 3) for the three previous years for each school. Then, five percent of the schools with the lowest combined percent proficient, based on three previous years of data , were identified to define the persistently lowest-achieving schools in Connecticut.

Step 5: Determine the weights to be assigned to academic achievement of the "all students" group and lack of progress on the state's assessments.

Weights were not assigned to academic achievement in determining lack of progress.

Step 6: Determine the weights to be assigned to elementary schools and secondary schools.

Weights were not assigned to elementary schools and secondary schools.

Step 7: Using the process identified in Step 3, rank the Title I schools in improvement, corrective action, or restructuring from highest to lowest based on the academic achievement of the "all students" group.

Step 8: Using the process identified in Step 4, as well as the relevant weights identified in steps 5 and 6, apply the second factor—lack of progress—to the list identified in Step 7.

Step 9: After applying lack of progress, start with the school at the bottom of the list and count up to the relevant number determined in Step 2 to obtain the list of the lowest-achieving five percent (or five) Title I schools in improvement, corrective action, or restructuring.

Step 10: Identify the Title I high schools in improvement, corrective action, or restructuring that have had a graduation rate of less than 60 percent over a number of years (as defined in Step 1) that were not captured in the list of schools identified in

Step 9.

There were no Connecticut high schools that met these criteria.

Step 11: Add the high schools identified in Step 10 to the list of schools identified in Step 9.

Step 12: Using the process identified in Step 3, rank the secondary schools that are eligible for, but do not receive, Title I funds from highest to lowest based on the academic achievement of the "all students" group.

Step 13: Using the process identified in Step 4, as well as the relevant weights identified in steps 5 and 6, apply the second factor—lack of progress—to the list identified in Step 12.

Step 14: After applying lack of progress, start with the school at the bottom of the list and count up to the relevant number determined in Step 2 to obtain the list of the lowest-achieving five percent (or five) secondary schools that are eligible for, but do not receive, Title I funds.

Step 15: Identify the high schools that are eligible for, but do not receive, Title I funds and that have had a graduation rate of less than 60 percent over a number of years (as defined in Step 1) that were not captured in the list of schools identified in Step 14.

There were no Connecticut high schools that met these criteria.

Step 16: Add the high schools identified in Step 15 to the list of schools identified in Step 14.

Because no high schools were identified in Step 15, this step was not applicable.

In addition, please note that the CSDE did not exclude any type of school.

2009 CMT & CAPT
Tier I, Tier II, & Tier III Schools

	Title I	Elementary/Secondary	DIST	SCH	NCES_Dist	NCES_Sch	District Name	School Name	Year of Improvement	2009 Unadjusted Math	2009 Unadjusted Reading	2009 Average Unadjusted (Math & Reading)
Tier I	Yes	Secondary	282	60	900031	1405	Stamford Academy	Stamford Academy	3	14.3	9.5	11.9
	Yes	Elementary	64	19	901920	381	Hartford School District	Milner Core Knowledge School	9	27	14.2	20.6
	Yes	Elementary	64	6	901920	357	Hartford School District	Burns Latino Studies Academy	6	32.8	14.2	23.5
	Yes	Secondary	64	63	901920	382	Hartford School District	Weaver High School	7	17.5	31.6	24.6
	Yes	Elementary	244	61	900070	576	Area Cooperative Educational Services	Collaborative Alternative Magnet School	4	29	23.1	26.1
	Yes	Elementary	64	1	901920	377	Hartford School District	Sand School	6	27.8	25.8	26.8
	Yes	Elementary	64	52	901920	375	Hartford School District	Quirk Middle School	6	31	26.3	28.7
	Yes	Elementary	15	1	900450	49	Bridgeport School District	Barnum School	6	36.6	25.3	31.0
	Yes	Elementary	89	9	902670	517	New Britain School District	Northend School	2	35.4	26.9	31.2
	Yes	Elementary	15	26	900450	81	Bridgeport School District	Roosevelt School	6	42.1	20.7	31.4
	Yes	Elementary	89	3	902670	509	New Britain School District	Chamberlain School	6	37	26.1	31.6
	Yes	Elementary	93	4	902790	564	New Haven School District	Katherine Brennan School	3	39.2	26.9	33.1
	Yes	Elementary	64	28	901920	1192	Hartford School District	Dr. Ramon E. Betances School	5	46.2	20	33.1
	Yes	Elementary	15	41	900450	1161	Bridgeport School District	Dunbar School	6	37.9	28.6	33.3
	Yes	Elementary	64	30	901920	26	Hartford School District	Sanchez School	6	46.1	21	33.6
	Yes	Elementary	163	1	905190	1083	Windham School District	Natchaug School	3	45.2	23	34.1
	Yes	Elementary	89	12	902670	523	New Britain School District	Smalley Academy	6	37.1	32	34.6
	Yes	Elementary	93	7	902790	559	New Haven School District	Hill Central Music Academy	9	39.6	30	34.8
Tier II	No	Secondary	15	61	900450	50	Bridgeport School District	Bassick High School	7	16.7	24.8	20.8
	No	Secondary	15	63	900450	67	Bridgeport School District	Harding High School	7	24.1	34.8	29.5
	No	Secondary	93	62	902790	563	New Haven School District	James Hillhouse High School	6	25.3	38.8	32.1
	No	Secondary	93	68	902790	148	New Haven School District	Hyde Leadership School	4	25	47.5	36.3
	No	Secondary	93	61	902790	585	New Haven School District	Wilbur Cross High School	6	36.9	43.8	40.4

George Michna
CT Department of Education
5/26/2010

Tier III

Title I	Elementary/Secondary	DIST	SCH	NCES_Dist	NCES_Sch	District Name	School Name	Year of Improvement	2009 Unadjusted Math	2009 Unadjusted Reading	2009 Average Unadjusted (Math & Reading)
Yes	Elementary	2	3	900060	5	Ansonia School District	Mead School	6	90.2	61	75.6
Yes	Elementary	2	51	900060	8	Ansonia School District	Ansonia Middle School	5	81.5	66.6	74.1
Yes	Elementary	9	51	900270	25	Bethel School District	Bethel Middle School	2	92.8	88.8	90.8
Yes	Elementary	11	6	900330	32	Bloomfield School District	Laurel School	1	76	51.2	63.6
Yes	Elementary	15	2	900450	51	Bridgeport School District	Beardsley School	9	69.1	42.1	55.6
Yes	Elementary	15	3	900450	52	Bridgeport School District	Black Rock School	2	74	50.5	62.3
Yes	Elementary	15	4	900450	54	Bridgeport School District	Bryant School	5	52.8	35.6	44.2
Yes	Elementary	15	5	900450	58	Bridgeport School District	Columbus School	9	61	38.1	49.6
Yes	Elementary	15	7	900450	60	Bridgeport School District	Edison School	4	54.5	37.2	45.9
Yes	Elementary	15	10	900450	1	Bridgeport School District	Luis Munoz Marin School	6	45.7	28.2	37.0
Yes	Elementary	15	11	900450	65	Bridgeport School District	Hall School	1	87	72.7	79.9
Yes	Elementary	15	12	900450	66	Bridgeport School District	Hallen School	4	55	41.5	48.3
Yes	Elementary	15	13	900450	69	Bridgeport School District	Hooker School	3	62.8	61.5	62.2
Yes	Elementary	15	14	900450	70	Bridgeport School District	Cesar Batalla School	6	44.3	34.4	39.4
Yes	Elementary	15	19	900450	73	Bridgeport School District	Longfellow School	5	54	32.2	43.1
Yes	Elementary	15	20	900450	74	Bridgeport School District	Madison School	6	67.2	49.8	58.5
Yes	Elementary	15	21	900450	75	Bridgeport School District	Classical Studies Academy	1	57.4	47.7	52.6
Yes	Elementary	15	22	900450	76	Bridgeport School District	Jettie S. Tisdale School	6	54.2	35.5	44.9
Yes	Elementary	15	25	900450	80	Bridgeport School District	Read School	5	54.2	46.3	50.3
Yes	Elementary	15	30	900450	86	Bridgeport School District	Waltersville School	6	53.4	38.1	45.8
Yes	Elementary	15	32	900450	87	Bridgeport School District	Geraldine Johnson School	1	57	41.9	49.5
Yes	Elementary	15	36	900450	90	Bridgeport School District	Winthrop School	1	84	74.1	79.1
Yes	Elementary	15	39	900450	59	Bridgeport School District	Cross School	5	51.4	41.9	46.7
Yes	Elementary	15	40	900450	53	Bridgeport School District	Blackham School	6	61	50.6	55.8
Yes	Elementary	15	42	900450	1162	Bridgeport School District	Curiale School	6	45.8	35.6	40.7
Yes	Elementary	17	19	900510	99	Bristol School District	Ivy Drive School	1	87.6	72.6	80.1
Yes	Elementary	28	51	900840	136	Colchester School District	William J. Johnston School	2	91.7	85.6	88.7
Yes	Elementary	32	4	900960	144	Coventry School District	George Hersey Robertson School	2	87.5	79.6	83.6
Yes	Elementary	33	3	900990	1432	Cromwell School District	Woodside Intermediate School	1	86.5	81.2	83.9
Yes	Elementary	34	2	901020	152	Danbury School District	Hayestown Avenue School	2	82.2	56.2	69.2
Yes	Elementary	34	14	901020	159	Danbury School District	Roberts Avenue School	2	78.3	71.9	75.1
Yes	Elementary	34	18	901020	1167	Danbury School District	Mill Ridge Intermediate School	1	83.8	63.8	73.8
Yes	Elementary	37	4	901110	178	Derby School District	Irving School	1	62.6	52.4	57.5
Yes	Elementary	42	51	901230	188	East Hampton School District	East Hampton Middle School	2	92.9	89.9	91.4
Yes	Elementary	43	5	901260	202	East Hartford School District	Hockanum School	1	64.2	47.8	56.0
Yes	Elementary	43	6	901260	194	East Hartford School District	Dr. Franklin H. Mayberry School	2	54	39.5	46.8
Yes	Elementary	43	9	901260	191	East Hartford School District	Anna E. Norris School	3	63.7	42.5	53.1
Yes	Elementary	43	12	901260	208	East Hartford School District	Silver Lane School	5	56.5	43.5	50.0
Yes	Elementary	43	18	901260	206	East Hartford School District	Robert J. O'Brien School	5	67.7	39.3	53.5
Yes	Elementary	43	22	901260	195	East Hartford School District	Dr. John A. Langford School	5	61.8	50	55.9
Yes	Elementary	43	24	901260	1275	East Hartford School District	Sunset Ridge School	3	61.9	53.5	57.7
Yes	Elementary	43	51	901260	197	East Hartford School District	East Hartford Middle School	6	58.8	52.4	55.6
Yes	Elementary	44	7	901290	219	East Haven School District	Momauguin School	1	80.3	59.8	70.1
Yes	Elementary	44	14	901290	213	East Haven School District	D. C. Moore School	2	76.7	56.6	66.7
Yes	Elementary	44	16	901290	2	East Haven School District	Robert W. Carbone School	1	78	72.1	75.1
Yes	Elementary	44	51	901290	217	East Haven School District	Joseph Melillo Middle School	1	78	74	76.0
Yes	Elementary	45	51	901320	224	East Lyme School District	East Lyme Middle School	2	91.8	88.3	90.1
Yes	Elementary	47	1	901350	228	East Windsor School District	Broad Brook Elementary School	1	71.7	64.4	68.1
Yes	Elementary	58	3	901740	310	Griswold School District	Griswold Elementary School	2	80.3	66.3	73.3
Yes	Elementary	58	51	901740	19	Griswold School District	Griswold Middle School	1	87.8	84.7	86.3
Yes	Elementary	62	1	901860	346	Hamden School District	Shepherd Glen School	2	83.8	71.1	77.5
Yes	Elementary	62	2	901860	337	Hamden School District	Church Street School	1	72.6	52.5	62.6
Yes	Elementary	62	3	901860	338	Hamden School District	Dunbar Hill School	3	67.5	60.4	64.0
Yes	Elementary	62	4	901860	341	Hamden School District	Helen Street School	3	64.8	42.9	53.9
Yes	Elementary	62	11	901860	345	Hamden School District	Ridge Hill School	1	76	63.7	69.9
Yes	Elementary	64	4	901920	355	Hartford School District	Batchelder School	2	49.7	39.5	44.6
Yes	Elementary	64	7	901920	360	Hartford School District	Dwight School	2	71.8	73.6	72.7
Yes	Elementary	64	8	901920	364	Hartford School District	M. D. Fox ComPACT School	5	53.1	25.6	39.4
Yes	Elementary	64	9	901920	366	Hartford School District	Hooker School	5	60.6	45.6	53.1
Yes	Elementary	64	10	901920	368	Hartford School District	Kennelly School	3	62.3	49.9	56.1
Yes	Elementary	64	11	901920	370	Hartford School District	Kinsella Magnet School	8	60.8	47.2	54.0
Yes	Elementary	64	12	901920	371	Hartford School District	McDonough School	5	48.2	24.8	36.5

Tier III

Title I	Elementary/Secondary	DIST	SCH	NCES_Dist	NCES_Sch	District Name	School Name	Year of Improvement	2009 Unadjusted Math	2009 Unadjusted Reading	2009 Average Unadjusted (Math & Reading)
Yes	Elementary	64	14	901920	372	Hartford School District	Naylor School	6	57.8	46.6	52.2
Yes	Elementary	64	15	901920	373	Hartford School District	Parkville Community School	6	66.5	53.6	60.1
Yes	Elementary	64	16	901920	369	Hartford School District	M. L. King School	6	47.8	37.2	42.5
Yes	Elementary	64	17	901920	376	Hartford School District	Rawson School	3	61.5	46.8	54.2
Yes	Elementary	64	20	901920	383	Hartford School District	Noah Webster Micro Society School	2	70	62.8	66.4
Yes	Elementary	64	21	901920	384	Hartford School District	West Middle School	6	56.7	42.1	49.4
Yes	Elementary	64	22	901920	385	Hartford School District	Wish School	6	64.6	43.7	54.2
Yes	Elementary	64	23	901920	358	Hartford School District	Burr School	5	52.5	37.9	45.2
Yes	Elementary	64	24	901920	359	Hartford School District	Clark School	6	44.4	26.4	35.4
Yes	Elementary	64	25	901920	362	Hartford School District	Annie-Fisher School	3	54.4	52.6	53.5
Yes	Elementary	64	26	901920	378	Hartford School District	Simpson-Waverly School	2	56.8	43.8	50.3
Yes	Elementary	64	32	901920	636	Hartford School District	Moylan School	8	43.2	39.6	41.4
Yes	Elementary	64	33	901920	1369	Hartford School District	Breakthrough Magnet School	2	75.9	59.9	67.9
Yes	Elementary	64	53	901920	6	Hartford School District	Dr. Joseph Bellizzi Middle School	6	44.6	28.8	36.7
Yes	Elementary	64	54	901920	1295	Hartford School District	Hartford Magnet Middle School	2	76	74.3	75.2
Yes	Secondary	64	61	901920	356	Hartford School District	Bulkeley High School	6	52.2	45.4	48.8
Yes	Secondary	64	64	901920	1478	Hartford School District	Classical Magnet School	1	57.6	78	67.8
Yes	Elementary	64	64	901920	1478	Hartford School District	Classical Magnet School	1	72.6	75.7	74.2
Yes	Secondary	64	66	901920	1479	Hartford School District	Pathways to Technology Magnet School	3	61.2	71.3	66.3
Yes	Elementary	69	3	902070	394	Killingly School District	Killingly Memorial School	1	69.2	62.6	65.9
Yes	Elementary	73	1	902190	403	Lisbon School District	Lisbon Central School	2	83.1	75.9	79.5
Yes	Elementary	77	9	902310	426	Manchester School District	Nathan Hale School	2	60.7	52.7	56.7
Yes	Elementary	77	10	902310	428	Manchester School District	Robertson School	1	82.4	66.2	74.3
Yes	Elementary	77	12	902310	429	Manchester School District	Verplanck School	1	71.2	60	65.6
Yes	Elementary	77	14	902310	431	Manchester School District	Washington School	2	81.2	60.9	71.1
Yes	Elementary	80	4	902400	443	Meriden School District	Israel Putnam School	2	77.2	64.6	70.9
Yes	Elementary	80	5	902400	445	Meriden School District	John Barry School	5	68.6	49.1	58.9
Yes	Elementary	80	8	902400	450	Meriden School District	Roger Sherman School	2	62.7	53.8	58.3
Yes	Elementary	80	11	902400	440	Meriden School District	Casimir Pulaski School	1	71.6	55.9	63.8
Yes	Elementary	83	1	902490	462	Middletown School District	Spencer School	1	79.4	67.7	73.6
Yes	Elementary	83	2	902490	453	Middletown School District	Bielefield School	1	71.8	60.7	66.3
Yes	Elementary	83	11	902490	461	Middletown School District	Snow School	1	82.1	71.4	76.8
Yes	Elementary	84	53	902520	474	Milford School District	West Shore Middle School	1	85.2	79.5	82.4
Yes	Elementary	88	1	902640	500	Naugatuck School District	Central Avenue School	2	77.4	59.7	68.6
Yes	Elementary	88	4	902640	504	Naugatuck School District	Hop Brook Intermediate School	3	71.9	63.2	67.6
Yes	Elementary	88	8	902640	499	Naugatuck School District	Andrew Avenue School	1	75.8	62.1	69.0
Yes	Elementary	89	5	902670	512	New Britain School District	Gaffney School	4	43.9	30.5	37.2
Yes	Elementary	89	6	902670	513	New Britain School District	Holmes School	5	52.3	38.1	45.2
Yes	Elementary	89	7	902670	514	New Britain School District	Jefferson School	4	58.1	40.2	49.2
Yes	Elementary	89	8	902670	515	New Britain School District	Lincoln School	6	60	45.8	52.9
Yes	Elementary	89	11	902670	510	New Britain School District	Diloreto Magnet School	4	43.9	34.6	39.3
Yes	Elementary	89	13	902670	524	New Britain School District	Smith School	1	61	38.3	49.7
Yes	Elementary	89	15	902670	527	New Britain School District	Vance School	3	65.1	52.6	58.9
Yes	Elementary	89	51	902670	116	New Britain School District	Roosevelt Middle School	6	38.5	31.2	34.9
Yes	Elementary	89	52	902670	522	New Britain School District	Slade Middle School	6	56.8	50.6	53.7
Yes	Elementary	89	53	902670	518	New Britain School District	Pulaski Middle School	6	42.5	34.5	38.5
Yes	Secondary	89	61	902670	521	New Britain School District	New Britain High School	6	35.7	46.9	41.3
Yes	Elementary	91	52	902730	1224	New Fairfield School District	New Fairfield Middle School	1	95.3	90	92.7
Yes	Elementary	93	2	902790	542	New Haven School District	Barnard Environmental Magnet School	5	50.6	41.4	46.0
Yes	Elementary	93	6	902790	550	New Haven School District	Clinton Avenue School	6	56.3	34	45.2
Yes	Elementary	93	8	902790	1386	New Haven School District	John S. Martinez School	4	56.6	39.7	48.2
Yes	Elementary	93	15	902790	580	New Haven School District	Augusta Lewis Troup School	1	51.8	33.7	42.8
Yes	Elementary	93	16	902790	554	New Haven School District	Fair Haven School	5	49.8	37.9	43.9
Yes	Elementary	93	20	902790	566	New Haven School District	Lincoln-Bassett School	4	59.6	42.6	51.1
Yes	Elementary	93	29	902790	581	New Haven School District	Truman School	6	42.1	28.2	35.2
Yes	Elementary	93	31	902790	584	New Haven School District	Conte/West Hills Magnet School	1	73.6	63.3	68.5
Yes	Elementary	93	32	902790	586	New Haven School District	Wexler/Grant Community School	3	52.8	44.2	48.5
Yes	Elementary	93	41	902790	549	New Haven School District	Christopher Columbus Academy	4	60.2	33.9	47.1
Yes	Elementary	93	42	902790	1483	New Haven School District	Clemente Leadership Academy	8	48.6	33	40.8
Yes	Elementary	93	43	902790	546	New Haven School District	Bishop Woods School	2	64.2	53.9	59.1
Yes	Elementary	93	46	902790	552	New Haven School District	East Rock Global Studies Magnet School	4	55	43.4	49.2
Yes	Elementary	93	48	902790	1484	New Haven School District	Celentano School	3	49.6	36.4	43.0

Tier III

Title I	Elementary/Secondary	DIST	SCH	NCES_Dist	NCES_Sch	District Name	School Name	Year of Improvement	2009 Unadjusted Math	2009 Unadjusted Reading	2009 Average Unadjusted (Math & Reading)
Yes	Elementary	93	49	902790	647	New Haven School District	Microsociety Magnet School	2	62	55.5	58.8
Yes	Elementary	95	2	902820	590	New London School District	Harbor School	1	60.1	52.8	56.5
Yes	Elementary	95	3	902820	591	New London School District	Jennings School	5	55.5	32.4	44.0
Yes	Elementary	95	8	902820	597	New London School District	Winthrop School	3	55.7	49.1	52.4
Yes	Elementary	95	9	902820	594	New London School District	Nathan Hale School	2	56.3	48.2	52.3
Yes	Elementary	96	9	902850	1372	New Milford School District	Sarah Noble Intermediate School	5	85.2	79.4	82.3
Yes	Elementary	99	6	902970	623	North Branford School District	Totoket Valley Elementary School	2	82.7	68.5	75.6
Yes	Elementary	103	4	903090	643	Norwalk School District	Cranbury Elementary School	2	88.9	76.8	82.9
Yes	Elementary	103	7	903090	648	Norwalk School District	Jefferson Elementary School	3	79.4	62.1	70.8
Yes	Elementary	103	14	903090	660	Norwalk School District	Tracey School	2	76.5	58.2	67.4
Yes	Elementary	103	20	903090	645	Norwalk School District	Fox Run Elementary School	1	84.3	70.3	77.3
Yes	Elementary	103	23	903090	659	Norwalk School District	Silvermine Elementary School	3	80.6	68.8	74.7
Yes	Elementary	104	6	903120	666	Norwich School District	Greeneville School	1	64.5	48	56.3
Yes	Elementary	104	14	903120	667	Norwich School District	John B. Stanton School	2	66	53.8	59.9
Yes	Elementary	104	15	903120	678	Norwich School District	Wequonnoc School	2	58.6	47.1	52.9
Yes	Elementary	104	17	903120	675	Norwich School District	Thomas W. Mahan School	1	72.2	53.9	63.1
Yes	Elementary	104	18	903120	677	Norwich School District	Veterans' Memorial School	1	54.6	44.9	49.8
Yes	Elementary	104	19	903120	676	Norwich School District	Uncas School	1	61.8	51.3	56.6
Yes	Elementary	104	20	903120	668	Norwich School District	John M. Moriarty School	1	72.2	58.8	65.5
Yes	Elementary	104	51	903120	670	Norwich School District	Kelly Middle School	4	70.3	68.8	69.6
Yes	Elementary	104	52	903120	674	Norwich School District	Teachers' Memorial Middle School	2	75.9	71	73.5
Yes	Elementary	111	51	903330	705	Plymouth School District	Eli Terry Jr. Middle School	1	86.4	80.2	83.3
Yes	Elementary	116	3	903480	718	Putnam School District	Putnam Elementary School	3	78.9	58.6	68.8
Yes	Elementary	126	4	904050	802	Shelton School District	Lafayette School	1	62.8	59.7	61.3
Yes	Elementary	126	51	904050	801	Shelton School District	Intermediate School	1	90.2	87.6	88.9
Yes	Elementary	134	6	904290	1503	Stafford School District	Stafford Elementary School	1	90.7	76.7	83.7
Yes	Elementary	135	5	904320	859	Stamford School District	K. T. Murphy School	3	72.8	52.6	62.7
Yes	Elementary	135	8	904320	864	Stamford School District	Rogers School	3	84.6	74.1	79.4
Yes	Elementary	135	11	904320	866	Stamford School District	Springdale School	3	72.3	58	65.2
Yes	Elementary	135	12	904320	858	Stamford School District	Julia A. Stark School	5	71.6	55.7	63.7
Yes	Elementary	135	19	904320	8	Stamford School District	Toquam Magnet School	1	78.3	67.8	73.1
Yes	Elementary	135	20	904320	852	Stamford School District	Davenport Ridge School	4	68.9	61.9	65.4
Yes	Elementary	135	21	904320	868	Stamford School District	Stillmeadow School	3	77.2	61.4	69.3
Yes	Elementary	135	22	904320	167	Stamford School District	Hart School	3	69.8	66.4	68.1
Yes	Elementary	136	3	904350	1491	Sterling School District	Sterling Community School	1	74	68.8	71.4
Yes	Elementary	139	3	904470	1394	Suffield School District	McAlister Intermediate School	1	92	85.5	88.8
Yes	Elementary	139	51	904470	902	Suffield School District	Suffield Middle School	2	94.9	89.8	92.4
Yes	Elementary	140	2	904500	1117	Thomaston School District	Thomaston Center School	2	87.2	77.7	82.5
Yes	Elementary	141	1	904530	909	Thompson School District	Mary R. Fisher Elementary School	1	80.2	67.9	74.1
Yes	Elementary	143	2	904590	917	Torrington School District	Forbes School	1	73.1	59.4	66.3
Yes	Elementary	143	13	904590	1211	Torrington School District	Vogel-Wetmore School	1	79.5	62.7	71.1
Yes	Elementary	146	2	904680	941	Vernon School District	Maple Street School	2	72.7	50.8	61.8
Yes	Elementary	146	3	904680	942	Vernon School District	Northeast School	1	67.9	67.2	67.6
Yes	Elementary	146	51	904680	947	Vernon School District	Vernon Center Middle School	1	85.6	79.3	82.5
Yes	Elementary	151	3	904830	967	Waterbury School District	Barnard School	1	69.8	49.3	59.6
Yes	Elementary	151	5	904830	968	Waterbury School District	Bucks Hill School	6	54.6	40.4	47.5
Yes	Elementary	151	6	904830	969	Waterbury School District	Bunker Hill School	3	79.8	45.7	62.8
Yes	Elementary	151	7	904830	977	Waterbury School District	H. S. Chase School	6	73.8	48.8	61.3
Yes	Elementary	151	9	904830	972	Waterbury School District	Driggs School	6	64.2	45.7	55.0
Yes	Elementary	151	10	904830	1473	Waterbury School District	Brooklyn Elementary School	2	80.5	45.1	62.8
Yes	Elementary	151	14	904830	975	Waterbury School District	F. J. Kingsbury School	4	71	47.6	59.3
Yes	Elementary	151	20	904830	986	Waterbury School District	Sprague School	4	50.6	31.8	41.2
Yes	Elementary	151	21	904830	966	Waterbury School District	B. W. Tinker School	2	75.9	61.3	68.6
Yes	Elementary	151	22	904830	987	Waterbury School District	Walsh School	5	51.4	27.3	39.4
Yes	Elementary	151	27	904830	970	Waterbury School District	Carrington School	6	67.1	45.8	56.5
Yes	Elementary	151	32	904830	685	Waterbury School District	Woodrow Wilson School	5	67.9	46.4	57.2
Yes	Elementary	151	51	904830	983	Waterbury School District	Michael F. Wallace Middle School	5	66.1	56.3	61.2
Yes	Elementary	151	52	904830	991	Waterbury School District	West Side Middle School	6	57.5	52	54.8
Yes	Elementary	151	53	904830	1115	Waterbury School District	North End Middle School	5	49.6	46	47.8
Yes	Secondary	151	62	904830	971	Waterbury School District	Crosby High School	6	42	60.5	51.3
Yes	Secondary	151	63	904830	992	Waterbury School District	Wilby High School	6	40.5	54.6	47.6
Yes	Secondary	151	64	904830	979	Waterbury School District	John F. Kennedy High School	6	54.3	70.9	62.6

Tier III

Title I	Elementary/Secondary	DIST	SCH	NCES_Dist	NCES_Sch	District Name	School Name	Year of Improvement	2009 Unadjusted Math	2009 Unadjusted Reading	2009 Average Unadjusted (Math & Reading)
Yes	Elementary	156	3	904950	1035	West Haven School District	Forest School	2	72.8	58	65.4
Yes	Elementary	156	10	904950	1030	West Haven School District	Clarence E. Thompson School	1	74	58.4	66.2
Yes	Elementary	156	12	904950	1040	West Haven School District	Washington School	1	72.6	72.1	72.4
Yes	Elementary	156	14	904950	1038	West Haven School District	Savin Rock Community School	2	71.5	54	62.8
Yes	Elementary	156	53	904950	1037	West Haven School District	May V. Carrigan Middle School	3	68.3	67	67.7
Yes	Elementary	162	2	905160	1079	Winchester School District	Mary P. Hinsdale School	1	76.2	64.9	70.6
Yes	Elementary	163	3	905190	1214	Windham School District	North Windham School	3	69.1	52.5	60.8
Yes	Elementary	163	5	905190	1085	Windham School District	Windham Center School	3	54.4	44.7	49.6
Yes	Elementary	164	1	905220	1087	Windsor School District	Clover Street School	1	66.9	50.3	58.6
Yes	Elementary	164	8	905220	1089	Windsor School District	John F. Kennedy School	1	77.1	59.2	68.2
Yes	Elementary	164	9	905220	1092	Windsor School District	Oliver Ellsworth School	2	77.4	69.4	73.4
Yes	Elementary	210	51	903520	727	Regional School District 10	Har-Bur Middle School	1	92.2	88.2	90.2
Yes	Elementary	216	51	903538	756	Regional School District 16	Long River Middle School	1	88.7	84.5	86.6
Yes	Elementary	241	31	900700	210	Capitol Region Education Council	Montessori Magnet School	1	62.6	67.5	65.1
Yes	Elementary	243	1	900910	340	Cooperative Educational Services	Six-Six Magnet School	1	83.4	69.6	76.5
Yes	Elementary	244	51	900070	1358	Area Cooperative Educational Services	Thomas Edison Magnet Middle School	2	75.4	73.2	74.3
Yes	Secondary	244	61	900070	576	Area Cooperative Educational Services	Collaborative Alternative Magnet School	3	40	45.5	42.8
Yes	Elementary	261	1	900007	747	Jumoke Academy District	Jumoke Academy	1	74.8	62	68.4
Yes	Elementary	265	51	900011	797	Interdistrict School for Arts and Comm District	Interdistrict School For Arts And Communication	2	65.9	66.8	66.4
Yes	Secondary	269	61	900015	809	The Bridge Academy District	The Bridge Academy	2	39.5	52.6	46.1
Yes	Elementary	269	61	900015	809	The Bridge Academy District	The Bridge Academy	2	73	47	60.0
Yes	Elementary	270	1	900016	823	Side By Side Community School District	Side By Side Community School	3	66.9	55.1	61.0
Yes	Elementary	278	51	900023	965	Trailblazers Academy District	Trailblazers Academy	5	47.2	34.5	40.9
Yes	Elementary	283	51	900033	1449	Park City Prep Charter School	Park City Prep Charter School	2	67.7	59.2	63.5
Yes	Elementary	285	1	900208	1493	Bridgeport Achievement First	Achievement First Bridgeport Academy	1	77.8	43.6	60.7
Yes	Secondary	900	14	900002	1140	Connecticut Technical High School System	Eli Whitney Technical High School	2	57.1	64	60.6
Yes	Secondary	900	15	900002	1136	Connecticut Technical High School System	A. I. Prince Technical High School	6	60	66.9	63.5
Yes	Secondary	900	19	900002	1138	Connecticut Technical High School System	E. C. Goodwin Technical High School	6	63.4	52	57.7

Department of Education
SDE64000

	Actual Expenditure FY 08	Estimated FY 09	Governor Recommended FY 10	Governor Recommended FY 11	Legislative FY 10	Legislative FY 11
POSITION SUMMARY						
Permanent Full-Time	1,778	1,837	255	255	1,787	1,787
Permanent Full-Time - OF	3	3	0	0	0	0
Permanent Full-Time - OF	124	122	13	13	13	13
Permanent Full-Time - OF	0	0	6	6	6	6
BUDGET SUMMARY						
Personal Services	140,559,920	145,163,185	28,151,285	28,240,833	145,663,706	151,482,064
Other Expenses	18,382,772	17,647,486	2,273,035	2,273,035	16,689,076	16,689,076
Equipment	32,352	0	100	100	100	100
Other Current Expenses						
Institutes for Educators	135,914	129,118	0	0	0	0
Basic Skills Exam Teachers in Training	1,268,168	1,240,767	1,239,559	1,239,559	1,239,559	1,239,559
Teachers' Standards Implementation Program	3,032,302	2,896,130	0	0	0	2,896,508
Early Childhood Program	4,824,024	5,004,884	5,007,354	5,007,354	5,007,354	5,007,354
Admin - Early Reading Success	200,118	0	0	0	0	0
Admin - Magnet Schools	379,607	0	0	0	0	0
Adult Basic Education	1,021,399	0	0	0	0	0
Development of Mastery Exams Grades 4, 6, and 8	15,687,824	15,224,921	17,533,629	18,786,664	17,533,629	18,786,664
Interdistrict Coop-Administration	110,054	0	0	0	0	0
Minority Advancement Program	0	0	2,110,399	2,110,399	0	0
Alternate Route to Certification	0	0	200,000	200,000	0	0
Primary Mental Health	485,025	465,500	0	0	500,290	507,294
National Service Act	0	0	300,000	300,000	0	0
Youth Service Bureau Administration	33,943	0	0	0	0	0
Minority Teacher Incentive Program	0	0	481,374	481,374	0	0
Adult Education Action	266,246	253,355	253,355	253,355	253,355	253,355
Vocational Technical School Textbooks	750,000	712,500	0	0	500,000	500,000
Repair of Instructional Equipment	232,386	368,595	0	0	232,386	232,386
Minor Repairs to Plant	381,782	370,702	0	0	370,702	370,702
Connecticut Pre-Engineering Program	400,000	380,000	200,000	200,000	350,000	350,000
Connecticut Writing Project	60,000	57,000	0	0	50,000	50,000
Insurance Recovery Allotments	1,483	0	0	0	0	0
Resource Equity Assessments	397,876	474,170	283,654	283,654	283,654	283,654
Readers as Leaders	65,000	61,750	0	0	60,000	60,000
Early Childhood Advisory Cabinet	1,040,863	997,500	210,000	335,000	75,000	75,000
High School Technology Initiative	1,000,000	950,000	0	0	0	0
Best Practices	500,000	475,000	0	0	475,000	475,000
DNA Epicenter in New London	250,000	0	0	0	0	0
Distance Learning Initiative	850,000	0	0	0	0	0
Technical School Supplies	481,303	0	0	0	0	0
Longitudinal Data Systems	564,007	0	0	0	1,700,000	775,000
Amer-I-Can	250,000	0	0	0	0	0
Para Professional Development	42,974	142,500	0	0	0	0
School Readiness Staff Bonuses	75,000	142,500	0	0	0	0
School Accountability	889,427	1,828,750	1,855,062	1,855,062	1,855,062	1,855,062
Birth to Nine Systems Development	2,186,182	2,375,000	0	0	0	0
Connecticut Science Center	300,000	475,000	0	0	0	0
Reach Out and Read	150,000	142,500	0	0	0	0
Sheff Settlement	932,268	9,952,505	12,779,510	26,662,844	7,779,510	26,662,844
Admin - After School Program	212,000	0	0	0	0	0
Community Plans For Early Childhood	0	0	0	0	450,000	450,000
Improving Early Literacy	0	0	0	0	150,000	150,000
Other Than Payments to Local Governments						
American School for the Deaf	9,246,202	9,979,202	9,979,202	9,979,202	9,979,202	9,979,202
RESC Leases	800,000	800,000	0	0	0	0
Capitol Scholarship Program	0	0	8,902,779	8,902,779	0	0
Regional Education Services	1,730,000	1,730,000	1,730,000	1,730,000	1,796,754	1,843,181
Awards Children Deceased/Disabled Vets	0	0	4,000	4,000	0	0
Omnibus Education Grants State Supported Schools	6,336,025	7,548,146	5,590,709	5,590,709	6,748,146	6,748,146

	Actual Expenditure FY 08	Estimated FY 09	Governor Recommended FY 10	Governor Recommended FY 11	Legislative FY 10	Legislative FY 11
CT Independent College Student Grant	0	0	23,913,860	23,913,860	0	0
Head Start Services	2,748,150	2,748,150	2,748,150	2,748,150	2,748,150	2,748,150
Head Start Enhancement	1,773,000	1,773,000	1,773,000	1,773,000	1,773,000	1,773,000
Family Resource Centers	6,359,460	6,041,488	6,041,488	6,041,488	6,041,488	6,041,488
Charter Schools	34,880,000	40,692,150	44,082,000	47,736,900	48,152,000	53,117,200
CT Aid for Public College Students	0	0	30,208,469	30,208,469	0	0
New England Board of Higher Education	0	0	137,812	137,812	0	0
Connecticut Aid to Charter Oak	0	0	59,393	59,393	0	0
CT Public Television	150,000	142,500	0	0	0	0
Youth Service Bureau Enhancement	615,300	625,000	0	0	625,000	625,000
Head Start - Early Childhood Link	2,200,000	2,200,000	1,980,000	1,980,000	2,200,000	2,200,000
After School Enhancements	150,000	142,500	0	0	0	0
Grant Payments to Local Governments						
Vocational Agriculture	4,485,985	4,560,565	4,560,565	4,560,565	4,560,565	4,560,565
Transportation of School Children	47,964,217	47,964,000	47,964,000	47,964,000	47,964,000	47,964,000
Adult Education	19,619,967	20,596,400	20,594,371	20,594,371	20,594,371	20,594,371
Health and Welfare Services Pupils Private Schools	4,775,000	4,775,000	4,775,000	4,775,000	4,775,000	4,775,000
Education Equalization Grants	1,808,802,300	1,889,182,288	1,889,182,288	1,889,182,288	1,889,609,057	1,889,609,057
Bilingual Education	2,116,771	2,129,033	2,129,033	2,129,033	2,129,033	2,129,033
Priority School Districts	127,061,405	124,139,970	116,721,188	116,721,188	117,237,188	117,237,188
Young Parents Program	229,330	229,330	229,330	229,330	229,330	229,330
Interdistrict Cooperation	13,980,504	14,127,369	14,127,369	14,127,369	14,127,369	14,127,369
School Breakfast Program	1,588,548	1,634,103	1,634,103	1,634,103	1,634,103	1,634,103
Excess Cost - Student Based	129,834,799	133,891,451	133,891,451	133,891,451	120,491,451	120,491,451
Non-Public School Transportation	3,995,000	3,995,000	3,995,000	3,995,000	3,995,000	3,995,000
School to Work Opportunities	213,750	213,750	213,750	213,750	213,750	213,750
Youth Service Bureaus	2,885,706	2,944,598	2,903,413	2,904,263	2,946,418	2,947,268
OPEN Choice Program	13,272,156	14,115,002	14,115,002	14,115,002	14,465,002	14,465,002
Early Reading Success	2,049,998	2,403,646	2,314,380	2,314,380	0	0
Magnet Schools	109,750,149	121,509,285	134,980,742	145,622,629	153,107,702	174,631,395
After School Program	5,088,000	5,500,000	500,000	500,000	5,000,000	5,000,000
Young Adult Learners	500,000	500,000	0	0	0	0
School Safety	5,000,000	0	0	0	0	0
Fuel Cell Projects	800,000	0	0	0	0	0
Agency Total - General Fund	**2,569,433,941**	**2,676,764,244**	**2,604,860,163**	**2,634,508,717**	**2,684,361,462**	**2,738,830,871**
Additional Funds Available						
Federal Contributions	418,455,323	415,551,135	414,977,752	415,227,752	414,977,752	415,227,752
Carry Forward Funding	0	0	0	0	1,300,112	0
Bond Funds	0	6,335,476	232,877	232,877	232,877	232,877
Private Contributions	0	10,691,801	2,323,586	2,323,586	2,323,586	2,323,586
Agency Grand Total [1]	**2,987,889,264**	**3,109,342,656**	**3,022,394,378**	**3,052,292,932**	**3,103,195,789**	**3,156,615,086**

	Legislative FY 10		Legislative FY 11		Diff. from Governor Rec FY 10		Diff. from Governor Rec FY 11	
	Pos.	Amount	Pos.	Amount	Pos.	Amount	Pos.	Amount
FY 09 Governor Estimated Expenditures - GF	1,837	2,676,764,244	1,837	2,676,764,244	0	0	0	0
Inflation and Non-Program Changes								
Personal Services	0	5,683,600	0	11,566,670	0	0	0	0
Other Expenses	0	-140,121	0	-140,121	0	0	0	0
Equipment	0	970,399	0	690,899	0	0	0	0
Development of Mastery Exams Grades 4, 6, and 8	0	3,066,582	0	4,319,617	0	0	0	0
Longitudinal Data Systems	0	1,700,000	0	725,000	0	0	0	0
Other Current Expenses	0	1,154,670	0	1,154,670	0	0	0	0
RESC Leases	0	550,000	0	550,000	0	0	0	0
Omnibus Education Grants State Supported Schools	0	397,271	0	397,271	0	0	0	0
Family Resource Centers	0	317,973	0	317,973	0	0	0	0
CT Public Television	0	7,500	0	7,500	0	0	0	0
After School Enhancements	0	7,500	0	7,500	0	0	0	0
Youth Service Bureaus	0	1,820	0	2,670	0	0	0	0
Total - General Fund	**0**	**13,717,194**	**0**	**19,599,649**	**0**	**0**	**0**	**0**

	Legislative FY 10		Legislative FY 11		Diff. from Governor Rec FY 10		Diff. from Governor Rec FY 11	
	Pos.	Amount	Pos.	Amount	Pos.	Amount	Pos.	Amount

Create a Middle College System
The state of Connecticut funds and operates the Connecticut Technical High School System (CTHSS), a statewide system of 17 degree-granting technical high schools and one technical education center, serving approximately 10,200 full-time high school students with comprehensive education and training in 37 occupational areas. CTHSS also serves approximately 5,500 part-time adult students in apprenticeship and other programs. Two full-time adult programs are offered in aviation maintenance.

High school students receive a college preparatory curriculum and earn a Connecticut high school diploma as well as a certificate in a specific trade technology. Approximately 45 percent of graduates go on to college and approximately 50 percent go on to employment, apprenticeships or the military.

Adult students are provided full-time post-high school programs, apprentice training and part-time programs for retraining and upgrading skills. Many customized educational programs and services for youth and adults also are provided. These include English for Language Learners (ELL) programs, tech prep relationships, handicapped and psychological services, and a full complement of remedial programs.

-**(Governor)** Funding of $140.6 million and 1,562 positions in FY 10 and $146.3 million and 1,556 positions in FY 11 (associated with the Connecticut Technical High School System) are transferred to the new Middle College System. Additionally, six positions and corresponding Personal Service funds totaling $481,874 and $18,126 in Other Expenses funds are eliminated in both FY 10 and 11 from the State Department of Education.

-**(Legislative)** The transfer of the Technical High Schools to the Middle College System is not provided. However, six positions and corresponding Personal Service funding totaling $481,874 and $18,126 in Other Expenses funds are eliminated in both FY 10 and FY 11.

Personal Services	-6	-481,874	-6	-481,874	1,556	123,694,029	1,556	129,395,416
Other Expenses	0	-18,126	0	-18,126	0	15,298,080	0	15,298,080
Equipment	0	0	0	0	0	50	0	50
Vocational Technical School Textbooks	0	0	0	0	0	500,000	0	500,000
Repair of Instructional Equipment	0	0	0	0	0	232,386	0	232,386
Minor Repairs to Plant	0	0	0	0	0	370,702	0	370,702
Total - General Fund	**-6**	**-500,000**	**-6**	**-500,000**	**1,556**	**140,095,247**	**1,556**	**145,796,634**

Merge the Department of Higher Education into the State Department of Education
The Board of Governors for Higher Education is the statewide coordinating and planning authority for Connecticut's public and independent colleges and universities. Created in 1983 by the Governor and General Assembly, the Board of Governors is charged by statute to:

	Legislative FY 10		Legislative FY 11		Diff. from Governor Rec FY 10		Diff. from Governor Rec FY 11	
	Pos.	Amount	Pos.	Amount	Pos.	Amount	Pos.	Amount

- Maintain standards of quality
- Assure the fullest possible use of available resources
- Promote responsiveness to economic, societal and student needs
- Apply higher education's resources to the problems of society
- Offer learning and training opportunities keyed to the state's development
- Protect academic freedom
- Ensure educational opportunity

-(Governor) The Department of Higher Education (DHE) is reconfigured into the State Department of Education (SDE). Funding of $68.3 million in FY 10 and FY 11 is transferred from the DHE to SDE. Additionally, ten positions and Personal Service funds totaling $1,080,546 and Other Expenses funds totaling $34,986 are eliminated from the Department of Higher Education and are not transferred into the State Department of Education.

-(Legislative) The merger of the Department of Higher Education (DHE) into the State Department of Education (SDE) is not provided.

Personal Services	0	0	0	0	-20	-1,831,608	-20	-1,804,185
Other Expenses	0	0	0	0	0	-132,039	0	-132,039
Equipment	0	0	0	0	0	-50	0	-50
Minority Advancement Program	0	0	0	0	0	-2,110,399	0	-2,110,399
Alternate Route to Certification	0	0	0	0	0	-200,000	0	-200,000
National Service Act	0	0	0	0	0	-300,000	0	-300,000
Minority Teacher Incentive Program	0	0	0	0	0	-481,374	0	-481,374
Capitol Scholarship Program	0	0	0	0	0	-8,902,779	0	-8,902,779
Awards Children Deceased/Disabled Vets	0	0	0	0	0	-4,000	0	-4,000
CT Independent College Student Grant	0	0	0	0	0	-23,913,860	0	-23,913,860
CT Aid for Public College Students	0	0	0	0	0	-30,208,469	0	-30,208,469
New England Board of Higher Education	0	0	0	0	0	-137,812	0	-137,812
Connecticut Aid to Charter Oak	0	0	0	0	0	-59,393	0	-59,393
Total - General Fund	**0**	**0**	**0**	**0**	**-20**	**-68,281,783**	**-20**	**-68,254,360**

Provide Additional Funding for the Hartford and CREC Magnet Operating Grant
District-operated (host) magnet schools presently receive $3,000 for each resident student and $6,730 for each out-of-district student. Most RESC-operated (regional) magnet schools receive $7,620 per student.

-(Legislative) Funding of $11.6 million is provided in FY 10 and $27.5 million in FY 11 for increasing the operating grant for Hartford and CREC magnets. Section 59 of PA 09-6, of the September Special Session (SSS), the Education Implementer, transfers $5.0 million in FY 10 from the Sheff Settlement line item to the Magnet School line item, bringing the total additional funds available in FY 10 up to $16.6 million.

	Legislative FY 10		Legislative FY 11		Diff. from Governor Rec FY 10		Diff. from Governor Rec FY 11	
	Pos.	Amount	Pos.	Amount	Pos.	Amount	Pos.	Amount
Section 22 of PA 09-6, (SSS), the Education Implementer, makes several changes including:								
Hartford (Host) Magnets: These schools will receive $12,000 in FY 10 and $13,054 in FY 11 for every out-of-district student. Resident students will no longer generate a per pupil grant. In addition, as host magnets, there will be no tuition charge for the out-of-district student.								
CREC (Regional) Magnets: These schools will receive $9,695 in FY 10 and $10,443 in FY 11 for every student.								
Section 25 of PA 09-6 (SSS), the Education Implementer, increases the per pupil grant for magnet school transportation to $1,400 in FY 10 and $2,000 in FY 11.								
Any lapsing funds in the Magnet School line item, of up to $200,000 shall be used for the Wintonbury Early Childhood Magnet School, in Bloomfield.								
Sheff Settlement	0	-5,000,000	0	0	0	-5,000,000	0	0
Magnet Schools	0	16,626,960	0	27,508,766	0	16,626,960	0	27,508,766
Total - General Fund	**0**	**11,626,960**	**0**	**27,508,766**	**0**	**11,626,960**	**0**	**27,508,766**
Limit Enrollment Growth and Eliminate Rate Increases for Charter and Magnet Schools Rate increases will remain at FY 09 levels for both Magnet and Charter schools; $9,300 for Charters, $6,730 for Host Magnets, $7,620 for Regional Magnets, and $3,000 for those RESC run schools with more than 55% local students.								
-(Governor) Funding of $14.3 million in FY 10 and $25.1 million in FY 11 is eliminated to limit enrollment and rate increases for Magnet and Charter schools.								
-(Legislative) Same as Governor.								
Charter Schools	0	-6,463,500	0	-8,174,700	0	0	0	0
Magnet Schools	0	-7,855,503	0	-16,899,918	0	0	0	0
Total - General Fund	**0**	**-14,319,003**	**0**	**-25,074,618**	**0**	**0**	**0**	**0**
Fund School Readiness at FY 09 Slot Level PA 97-259, "AAC School Readiness and Child Day Care," established a grant program to provide spaces in accredited or approved school readiness programs for eligible children in priority school districts and competitive grant municipalities.								
Priority School Districts These districts receive a grant allocation for spaces for eligible children who reside in priority school districts, that is based on the formula that uses the March 30 space count of the fiscal year prior to the fiscal year in which the grant is to be paid, plus or minus the current space requests, multiplied by the per child cost space rate.								

	Legislative FY 10		Legislative FY 11		Diff. from Governor Rec FY 10		Diff. from Governor Rec FY 11	
	Pos.	Amount	Pos.	Amount	Pos.	Amount	Pos.	Amount
-(Governor) Funding of $7.4 million is reduced in both FY 10 and FY 11 to fund school readiness at FY 09 slot levels. In FY 09 there were a total of 9,751 funded slots, with a maximum reimbursement rate of $8,346. The level of funding provided allows SDE to maintain the same number of slots as in FY 09. **-(Legislative)** Funding of $1.0 million is provided for school readiness for administration for providers and professional development money.								
Priority School Districts	0	-6,418,782	0	-6,418,782	0	1,000,000	0	1,000,000
Total - General Fund	**0**	**-6,418,782**	**0**	**-6,418,782**	**0**	**1,000,000**	**0**	**1,000,000**
Increase Enrollment and Funding for Sheff The Connecticut Supreme Court, in its 1997 ruling on *Sheff v. O'Neill*, ruled that the state has an obligation to reduce the racial isolation of Hartford's public schools. Options include an interdistrict public school choice program, enlarged charter school and magnet school programs, interdistrict cooperative grant programs for reducing racial, ethnic and economic isolation, and strengthening the diversity awareness skills of its vocational-technical school faculty and staff. **-(Governor)** Funding of $3.9 million in FY 10 and $17.8 million in FY 11 is provided for an increase in Sheff eligible enrollment and support in the Open Choice Program. In FY 09 there were 4,895 Sheff eligible slots. In FY 10 the number of slots is expected to increase to 5,615 and 7,671 by FY 11. Additionally, funding is provided for additional support to the state Open Choice program. In FY 09 there were 1,793 funded slots for state Open Choice, which is anticipated to increase to 2,093 in FY 10 and 2,693 in FY 11. **-(Legislative)** Funding of $4.0 million is provided in FY 10 and funding of $17.8 million is provided in FY 11 for the Sheff settlement, to bring the level of funding up to current services, and to provide that the conditions of the stipulated agreement are met.								
Sheff Settlement	0	3,939,014	0	17,822,348	0	0	0	0
Total - General Fund	**0**	**3,939,014**	**0**	**17,822,348**	**0**	**0**	**0**	**0**
Increase Enrollment for Charter Schools Charter schools are authorized by the State Board of Education. Local Charter schools are funded by local or regional boards of education; state Charter schools are funded by the state. Charter schools provide small-scale educational programs managed by a governing board comprised of teachers and parents or guardians of the students enrolled in the school and may include community members. There are currently 18 Charter schools operating in Connecticut. **-(Governor)** Funding of $9.9 million in FY 10 and $15.2 million in FY 11 is provided for increased enrollment at Charter schools. In FY 09 eligible enrollment at Charter Schools was 4,478. It is anticipated that the increase in funding will provide for 262 additional slots in FY 10 and 393 additional slots in FY 11.								

	Legislative FY 10		Legislative FY 11		Diff. from Governor Rec FY 10		Diff. from Governor Rec FY 11	
	Pos.	Amount	Pos.	Amount	Pos.	Amount	Pos.	Amount
-(Legislative) Funding of $13.9 million in FY 10 and $20.5 million in FY 11 is provided for grade expansion and increased enrollment at Charter schools. In FY 09 eligible enrollment at Charter Schools was 4,478. It is estimated that an additional 430 slots will be added in FY 10 and an additional 571 slots in FY 11.								
Charter Schools	0	13,853,350	0	20,529,750	0	4,000,000	0	5,310,300
Total - General Fund	**0**	**13,853,350**	**0**	**20,529,750**	**0**	**4,000,000**	**0**	**5,310,300**
Increase Enrollment for Magnet Schools Connecticut education law defines the specific characteristics of interdistrict magnet schools. CGS 10-264l, as amended, directed the Department of Education to establish a competitive grant program to assist local and regional boards of education, regional educational service centers and cooperative arrangements pursuant to CGS 10-158a with the operation of interdistrict magnet school programs. The section defined "an interdistrict magnet school program" as a program which (1) supports racial, ethnic, and economic diversity, (2) offers a special and high quality curriculum, and (3) requires students to attend at least half time.								
-(Governor) Funding of $21.3 million is provided in FY 10 and $41.0 million in FY 11 to increase enrollment at Magnet schools. In FY 09 there were 20,755 students enrolled in Magnet schools. Funding is provided for an additional 2,712 slots in FY 10 and 2,205 slots in FY 11.								
-(Legislative) Same as Governor.								
Magnet Schools	0	21,326,960	0	41,013,262	0	0	0	0
Total - General Fund	**0**	**21,326,960**	**0**	**41,013,262**	**0**	**0**	**0**	**0**
Fund Various Grants at Statutory Levels In FY 03 several grants administered by the State Department of Education were capped. The Excess Cost-Student Based grant was uncapped in FY 07. As of July 1, 2009 the caps were lifted, resulting in higher grant payments to some municipalities.								
-(Governor) Funding of $57.0 million in FY 10 and $78.1 million in FY 11 is provided to meet un-capped statutory levels of various grants.								
-(Legislative) Same as Governor.								
Transportation of School Children	0	30,636,000	0	35,736,000	0	0	0	0
Adult Education	0	2,035,179	0	2,561,495	0	0	0	0
Health and Welfare Services Pupils Private Schools	0	1,185,000	0	1,475,000	0	0	0	0
Excess Cost - Student Based	0	22,608,549	0	37,708,549	0	0	0	0
Non-Public School Transportation	0	625,000	0	625,000	0	0	0	0
Total - General Fund	**0**	**57,089,728**	**0**	**78,106,044**	**0**	**0**	**0**	**0**
Flat Fund Municipal Aid In FY 03 several grants administered by the State Department of Education were capped. The Excess Cost-Student Based grant had the cap removed in FY 07. As of July 1, 2009 the caps would have been lifted, resulting in higher grant payments to municipalities.								

	Legislative FY 10		Legislative FY 11		Diff. from Governor Rec FY 10		Diff. from Governor Rec FY 11	
	Pos.	Amount	Pos.	Amount	Pos.	Amount	Pos.	Amount
-(Governor) Funding is reduced by $57.6 million in FY 10 and $78.6 million in FY 11, as a result of funding several grants at FY 09 levels.								
-(Legislative) Same as Governor.								
RESC Leases	0	-550,000	0	-550,000	0	0	0	0
Transportation of School Children	0	-30,636,000	0	-35,736,000	0	0	0	0
Adult Education	0	-2,037,208	0	-2,563,524	0	0	0	0
Health and Welfare Services Pupils Private Schools	0	-1,185,000	0	-1,475,000	0	0	0	0
Excess Cost - Student Based	0	-22,608,549	0	-37,708,549	0	0	0	0
Non-Public School Transportation	0	-625,000	0	-625,000	0	0	0	0
Total - General Fund	**0**	**-57,641,757**	**0**	**-78,658,073**	**0**	**0**	**0**	**0**
Reduce Early Childhood Advisory Cabinet and Preschool Rating System Established in law in 2005, the Early Childhood Cabinet was charged with advising on school readiness issues, evaluating current school readiness programs, and assisting in developing budget scenarios for early childhood education programs. In 2007, the legislative mandate was expanded to include development of an Accountability Plan, a Quality Improvement Plan, a Preschool Facilities Plan, an Early Care and Education Workforce Plan, and a study of student progress from preschool through the 3rd grade.								
-(Governor) Funding of $744,345 is eliminated from the Early Childhood Advisory Cabinet in FY 10 and funding of $619,345 is eliminated in FY 11 along with two corresponding positions from the Early Childhood Education Cabinet. Additionally, funds of $2.4 million are eliminated in FY 10 and FY 11 from the Birth to Nine Systems Development Account, which would have been used to support the research and activities of the Cabinet.								
-(Legislative) Funding of $879,345 is eliminated from the Early Childhood Advisory Cabinet in both years of the biennium, along with two corresponding positions from the Early Childhood Education Cabinet. Additionally, funds of $2.4 million are eliminated in FY 10 and FY 11 from the Birth to Nine Systems Development Account, which would have been used to support the research and activities of the Cabinet.								
Early Childhood Advisory Cabinet	-2	-879,345	-2	-879,345	0	-135,000	0	-260,000
Birth to Nine Systems Development	0	-2,375,000	0	-2,375,000	0	0	0	0
Total - General Fund	**-2**	**-3,254,345**	**-2**	**-3,254,345**	**0**	**-135,000**	**0**	**-260,000**
Create an Office of Early Childhood Planning, Outreach and Coordination **-(Legislative)** Section 49 of PA 09-6 (SSS), the Education Implementer, provides funding of $400,000 to create a new office of Early Childhood Planning, Outreach, and Coordination, which would: (1) assume some functions of the Early Childhood Cabinet, (2) work with non-profits and third party providers to secure grant funding for the state, (3) compete for available dollars associated with the federal stimulus plan, and (4) work with other agencies on issues related to birth to three.								
Personal Services	1	400,000	1	400,000	1	400,000	1	400,000
Total - General Fund	**1**	**400,000**	**1**	**400,000**	**1**	**400,000**	**1**	**400,000**

	Legislative FY 10		Legislative FY 11		Diff. from Governor Rec FY 10		Diff. from Governor Rec FY 11	
	Pos.	Amount	Pos.	Amount	Pos.	Amount	Pos.	Amount
Eliminate Funding for Wright Technical School **-(Legislative)** $4.25 million from Personal Services and $750,000 from Other Expenses is eliminated in both FY 10 and FY 11 to correspond with the suspension of operations at the facility for two years.								
Personal Services	0	-4,250,000	0	-4,250,000	0	-4,250,000	0	-4,250,000
Other Expenses	0	-750,000	0	-750,000	0	-750,000	0	-750,000
Total - General Fund	**0**	**-5,000,000**	**0**	**-5,000,000**	**0**	**-5,000,000**	**0**	**-5,000,000**
Improve Early Childhood Learning The William Caspar Graustein Memorial Fund is a private fund that supports local community efforts to improve early education and parent leadership. **-(Legislative)** Funding of $600,000 is provided to improve early childhood learning. These funds are anticipated to be matched by the above Fund as well as by the Annie E. Casey Foundation for a total combined funding level of $2.55 million.								
Community Plans For Early Childhood	0	450,000	0	450,000	0	450,000	0	450,000
Improving Early Literacy	0	150,000	0	150,000	0	150,000	0	150,000
Total - General Fund	**0**	**600,000**	**0**	**600,000**	**0**	**600,000**	**0**	**600,000**
Provide Funding for Wintergreen and Edison Magnet Schools **-(Legislative)** Section 22 of PA 09-6 (SSS), the Education Implementer, provides funding of $750,000 in both FY 10 and FY 11 for both Wintergreen and Edison Magnet Schools. With this increase, Wintergreen will receive a per pupil grant amount of $4,894 for in-district students and Edison will receive a per pupil grant amount of $4,250 for in-district students.								
Magnet Schools	0	1,500,000	0	1,500,000	0	1,500,000	0	1,500,000
Total - General Fund	**0**	**1,500,000**	**0**	**1,500,000**	**0**	**1,500,000**	**0**	**1,500,000**
Reduce Excess Cost Student Based The Excess Cost-Student Based grant provides state support for special education placements and selected regular education placements. The Excess Cost grant funds 100 percent of the costs in excess of the grant thresholds, referred to as "basic contributions". **-(Legislative)** Funding for the Excess Cost Student Based grant is reduced by $13.4 million in both FY 10 and FY 11.								
Excess Cost - Student Based	0	-13,400,000	0	-13,400,000	0	-13,400,000	0	-13,400,000
Total - General Fund	**0**	**-13,400,000**	**0**	**-13,400,000**	**0**	**-13,400,000**	**0**	**-13,400,000**
Eliminate Early Reading Success **-(Legislative)** Funding in the amount of $2.3 million for the Early Reading Success program is eliminated.								
Early Reading Success	0	-2,314,380	0	-2,314,380	0	-2,314,380	0	-2,314,380
Total - General Fund	**0**	**-2,314,380**	**0**	**-2,314,380**	**0**	**-2,314,380**	**0**	**-2,314,380**

	Legislative FY 10		Legislative FY 11		Diff. from Governor Rec FY 10		Diff. from Governor Rec FY 11	
	Pos.	Amount	Pos.	Amount	Pos.	Amount	Pos.	Amount
Achieve Other Expenses General Savings								
-(Governor) Funding of $50,163 is reduced in both FY 10 and FY 11 to reflect a general savings due to streamlining of business operations in this agency. Savings are anticipated across various state agencies to result from a reduction in operating costs (examples include: cellular communications services, in-state travel, mileage reimbursement, food/beverage, motor vehicle rental and fuel).								
-(Legislative) Same as Governor.								
Other Expenses	0	-50,163	0	-50,163	0	0	0	0
Total - General Fund	**0**	**-50,163**	**0**	**-50,163**	**0**	**0**	**0**	**0**
Eliminate Various Programs								
-(Governor) Various programs within the State Department of Education are eliminated in order to achieve a savings of $3.2 million in both FY 10 and FY 11.								
-(Legislative) Various programs within the State Department of Education are eliminated in order to achieve a savings of $1.35 million in FY 10 and $1.34 million in FY 11.								
Institutes for Educators	0	-129,118	0	-129,118	0	0	0	0
Primary Mental Health	0	34,790	0	41,794	0	500,290	0	507,294
Connecticut Pre-Engineering Program	0	-30,000	0	-30,000	0	150,000	0	150,000
Connecticut Writing Project	0	-7,000	0	-7,000	0	50,000	0	50,000
Readers as Leaders	0	-1,750	0	-1,750	0	60,000	0	60,000
Best Practices	0	0	0	0	0	475,000	0	475,000
Para Professional Development	-1	-142,407	-1	-142,407	0	0	0	0
School Readiness Staff Bonuses	0	-142,500	0	-142,500	0	0	0	0
Reach Out and Read	0	-142,500	0	-142,500	0	0	0	0
CT Public Television	0	-142,500	0	-142,500	0	0	0	0
Youth Service Bureau Enhancement	0	0	0	0	0	625,000	0	625,000
After School Enhancements	0	-142,500	0	-142,500	0	0	0	0
Young Adult Learners	0	-500,000	0	-500,000	0	0	0	0
Total - General Fund	**-1**	**-1,345,485**	**-1**	**-1,338,481**	**0**	**1,860,290**	**0**	**1,867,294**
Eliminate Duplicative Accounts								
RESC Leases provides funding to pay for lease agreements at RESC locations.								
The High School Technology Initiative was established for the use of technology in providing computer assisted writing, instruction and testing in the 9th and 10th grades.								
-(Governor) Funding of $950,000 is eliminated in both FY 10 and FY 11 from the High School Technology Initiative and funding of $800,000 is eliminated in both FY 10 and FY 11 from RESC leases, with the understanding that other accounts currently fund similar initiatives.								
-(Legislative) Same as Governor.								
High School Technology Initiative	0	-950,000	0	-950,000	0	0	0	0
RESC Leases	0	-800,000	0	-800,000	0	0	0	0
Total - General Fund	**0**	**-1,750,000**	**0**	**-1,750,000**	**0**	**0**	**0**	**0**

	Legislative FY 10		Legislative FY 11		Diff. from Governor Rec FY 10		Diff. from Governor Rec FY 11	
	Pos.	Amount	Pos.	Amount	Pos.	Amount	Pos.	Amount
Reduce Omnibus Funding								
-(Governor) Funding for the Healthy Foods grant is reduced by half, resulting in a savings of $2.0 million in both FY 10 and FY 11.								
-(Legislative) Funding for the Healthy Foods grant is reduced, resulting in a savings of $800,000 in both FY 10 and FY 11.								
Omnibus Education Grants State Supported Schools	0	-800,000	0	-800,000	0	1,157,437	0	1,157,437
Total - General Fund	**0**	**-800,000**	**0**	**-800,000**	**0**	**1,157,437**	**0**	**1,157,437**
Reduce Funding to Reflect the Rollout of the FY 09 Recisions								
The Governor initiated four rounds of recisions in FY 09 totaling $178.2 million in General Fund and $31.4 million in Other Funds. The Governor's FY 10 - FY 11 Biennial Budget includes the rollout of some of these FY 09 recisions across various agencies.								
-(Governor) Funding of $1.5 million is reduced in FY 10 and FY 11 to reflect the rollout of the Governor's FY 09 recisions.								
-(Legislative) Same as Governor.								
Equipment	0	-2,874	0	-2,874	0	0	0	0
Institutes for Educators	0	-6,796	0	-6,796	0	0	0	0
Basic Skills Exam Teachers in Training	0	-65,304	0	-65,304	0	0	0	0
Teachers' Standards Implementation Program	0	-152,428	0	-152,428	0	0	0	0
Primary Mental Health	0	-24,500	0	-24,500	0	0	0	0
Adult Education Action	0	-13,334	0	-13,334	0	0	0	0
Vocational Technical School Textbooks	0	-37,500	0	-37,500	0	0	0	0
Repair of Instructional Equipment	0	-19,400	0	-19,400	0	0	0	0
Minor Repairs to Plant	0	-19,511	0	-19,511	0	0	0	0
Connecticut Pre-Engineering Program	0	-20,000	0	-20,000	0	0	0	0
Connecticut Writing Project	0	-3,000	0	-3,000	0	0	0	0
Resource Equity Assessments	0	-24,956	0	-24,956	0	0	0	0
Readers as Leaders	0	-3,250	0	-3,250	0	0	0	0
Early Childhood Advisory Cabinet	0	-52,500	0	-52,500	0	0	0	0
High School Technology Initiative	0	-50,000	0	-50,000	0	0	0	0
Best Practices	0	-25,000	0	-25,000	0	0	0	0
Para Professional Development	0	-7,500	0	-7,500	0	0	0	0
School Readiness Staff Bonuses	0	-7,500	0	-7,500	0	0	0	0
School Accountability	0	-96,250	0	-96,250	0	0	0	0
Birth to Nine Systems Development	0	-125,000	0	-125,000	0	0	0	0
Connecticut Science Center	0	-25,000	0	-25,000	0	0	0	0
Reach Out and Read	0	-7,500	0	-7,500	0	0	0	0
Omnibus Education Grants State Supported Schools	0	-397,271	0	-397,271	0	0	0	0
Family Resource Centers	0	-317,973	0	-317,973	0	0	0	0
CT Public Television	0	-7,500	0	-7,500	0	0	0	0
After School Enhancements	0	-7,500	0	-7,500	0	0	0	0
Total - General Fund	**0**	**-1,519,347**	**0**	**-1,519,347**	**0**	**0**	**0**	**0**
Eliminate Vacant Positions								
-(Governor) Funding of $662,008 is reduced in FY 10 and $726,720 in FY 11 to reflect the elimination of 37 positions that are currently vacant.								
-(Legislative) Funding of $619,003 is reduced in FY								

	Legislative FY 10		Legislative FY 11		Diff. from Governor Rec FY 10		Diff. from Governor Rec FY 11	
	Pos.	Amount	Pos.	Amount	Pos.	Amount	Pos.	Amount
10 and $683,715 in FY 11 to reflect the elimination of 37 positions that are currently vacant.								
Personal Services	-33	-351,205	-33	-415,917	0	0	0	0
Development of Mastery Exams Grades 4, 6, and 8	-1	-89,266	-1	-89,266	0	0	0	0
Resource Equity Assessments	-1	-89,266	-1	-89,266	0	0	0	0
Youth Service Bureaus	-1	0	-1	0	0	43,005	0	43,005
Early Reading Success	-1	-89,266	-1	-89,266	0	0	0	0
Total - General Fund	**-37**	**-619,003**	**-37**	**-683,715**	**0**	**43,005**	**0**	**43,005**
Adjust Funding for Longitudinal Data Systems The Statewide Longitudinal Data System (SLDS) is charged with designing, developing, and implementing a statewide data system to efficiently and accurately manage, analyze, and disseminate school, district, and state-level education data, in order to meet both state and federal requirements, evaluate the effectiveness of programs, and support decision-making processes. The SLDS will also be used to analyze individual student data to track academic progress and program participation in order to facilitate research needed to eliminate achievement gaps.								
-(Governor) Funding of $1.7 million in FY 10 and $725,000 in FY 11 is eliminated, to delay funding for a longitudinal data system.								
-(Legislative) Funding of $1.7 million is provided in FY 10 and $775,000 in FY 11 for the longitudinal data system. Funding is required to meet the assurances contained in the American Recovery and Reinvestment Act (ARRA).								
Longitudinal Data Systems	0	0	0	50,000	0	1,700,000	0	775,000
Total - General Fund	**0**	**0**	**0**	**50,000**	**0**	**1,700,000**	**0**	**775,000**
Reduce Funding for Various Programs **-(Governor)** Funding of $7.8 million is eliminated in both FY 10 and FY 11 related to various programs, in order to achieve savings.								
-(Legislative) Funding of $3.1 million is eliminated in both FY 10 and FY 11 related to various programs in order to achieve savings.								
Development of Mastery Exams Grades 4, 6, and 8	0	-1,000,000	0	-1,000,000	0	0	0	0
Vocational Technical School Textbooks	0	-212,500	0	-212,500	0	0	0	0
Repair of Instructional Equipment	0	-136,209	0	-136,209	0	0	0	0
Resource Equity Assessments	0	-195,604	0	-195,604	0	0	0	0
Sheff Settlement	0	-1,070,000	0	-1,070,000	0	0	0	0
Head Start - Early Childhood Link	0	0	0	0	0	220,000	0	220,000
After School Program	0	-500,000	0	-500,000	0	4,500,000	0	4,500,000
Total - General Fund	**0**	**-3,114,313**	**0**	**-3,114,313**	**0**	**4,720,000**	**0**	**4,720,000**
Adjust Funding for the Teacher's Standards Implementation Program Individuals first issued a Connecticut teaching certificate require successful completion of the beginning educator support and assessment program (currently known as the Beginning Educator Support and Training [BEST] Program.) The Teacher's Standards and Implementation Program provides the support necessary to complete the assessment program.								

	Legislative FY 10		Legislative FY 11		Diff. from Governor Rec FY 10		Diff. from Governor Rec FY 11	
	Pos.	Amount	Pos.	Amount	Pos.	Amount	Pos.	Amount
-(Governor) Funding of $2.9 million is eliminated in both FY 10 and FY 11, related to the elimination of the Teacher's Standards Implementation Program.								
-(Legislative) Funding of $2.9 million is provided in FY 11 for the Teacher's Standards Implementation Program. Funding is required to meet the assurances contained in the American Recovery and Reinvestment Act (ARRA). Funding for FY 10 is not provided, as it is being provided for by federal funding, through ARRA.								
Teachers' Standards Implementation Program	0	-2,896,508	0	0	0	0	0	2,896,508
Total - General Fund	**0**	**-2,896,508**	**0**	**0**	**0**	**0**	**0**	**2,896,508**
Obtain Equipment through the Capital Equipment Purchase Fund The Capital Equipment Purchase Fund (CEPF) is used by most executive branch agencies to purchase or lease equipment with a life span of at least five years. The state funds these purchases by issuing GO bonds with maturities of up to five years. The CEPF is authorized by CGS Sec. 4a-9 and administered by the Office of Policy and Management.								
-(Governor) Funding for the purchase of various equipment items for the agency is removed from the General Fund and will be provided by the CEPF (Bond Funds). Equipment funding in the amount of $100 remains in the agency's budget for FY 10 and FY 11.								
-(Legislative) Same as Governor.								
Equipment	0	-967,425	0	-687,925	0	0	0	0
Total - General Fund	**0**	**-967,425**	**0**	**-687,925**	**0**	**0**	**0**	**0**
Reallocate Funding for the Connecticut Science Center to the Commission on Culture and Tourism **-(Governor)** Funding of $475,000 in both FY 10 and FY 11 (associated with the Connecticut Science Center) is reallocated to the Commission on Culture and Tourism.								
-(Legislative) Same as Governor.								
Connecticut Science Center	0	-475,000	0	-475,000	0	0	0	0
Total - General Fund	**0**	**-475,000**	**0**	**-475,000**	**0**	**0**	**0**	**0**
Increase Grant for OPEN Choice Participating districts currently receive a base grant of $2,500 for each OPEN Choice student. In addition, $500,000 is prorated to those districts where at least ten Choice students attend the same school.								
-(Legislative) Additional funding of $350,000 is provided in both FY 10 and FY 11 to provide for additional slots and incentives to the towns participating in the OPEN Choice Program.								
OPEN Choice Program	0	350,000	0	350,000	0	350,000	0	350,000
Total - General Fund	**0**	**350,000**	**0**	**350,000**	**0**	**350,000**	**0**	**350,000**

	Legislative FY 10		Legislative FY 11		Diff. from Governor Rec FY 10		Diff. from Governor Rec FY 11	
	Pos.	Amount	Pos.	Amount	Pos.	Amount	Pos.	Amount
-(Legislative) Funding of $200,112 is carried forward in FY 10 for purposes of the Early Childhood Advisory Cabinet. Additionally, funding of $1.1 million in carried forward in FY 10 in the Magnet School account to reimburse the Capitol Region Education Council for transportation expenses.								
Early Childhood Advisory Cabinet	0	200,112	0	0	0	200,112	0	0
Magnet Schools	0	1,100,000	0	0	0	1,100,000	0	0
Total - Carry Forward Funding	**0**	**1,300,112**	**0**	**0**	**0**	**1,300,112**	**0**	**0**
Provide for Continued Funding of Specific Programs with the Interdistrict Grant Program **-(Legislative)** Funds in the amount of $331,000 for the Sound School in New Haven and $150,000 for the abuse education program in Plymouth/Bristol are provided within the Interdistrict Grant Program.								
Reallocate Funding for the Transportation of Public School Children **-(Legislative)** The State Department of Education may utilize up to $120,000 of the amount appropriated for Transportation of Public School Children to transport former Wright Tech students to Abbott Tech.								
Provide for Funding for an Evaluation and Professional Development for Health Services **-(Legislative)** Funds totaling $20,000, from the Health and Welfare Services Pupils Private Schools account, are provided to conduct an evaluation and professional development on the health services delivered to students in both public and private not-for-profit schools.								
Provide for Funding for PSAT Examination Costs **-(Legislative)** Funds totaling $200,000 are provided from the School Accountability account to fund the cost of PSAT examinations for students in DRG I, the State's technical high schools, Ansonia, Coventry, East Hartford, Putnam and Stamford.								
Provide for Continued Funding of the After School Program **-(Legislative)** Funds for the After School Program are to be distributed as they were in FY 05 with Plainville receiving $50,000; Thompson receiving $25,000 and Montville receiving $25,000.								
Provide for Continued Funding of the Head Start Early Childhood Link **-(Legislative)** Funding of $1.2 is provided for Action for Bridgeport Community Development and its Total Learning Initiative, and $1.0 million for converting part time slots to full time slots and for enhancing the standards of the Head Start program.								
Budget Totals - GF	**1,787**	**2,684,361,462**	**1,787**	**2,738,830,871**	**1,532**	**79,501,299**	**1,532**	**104,322,154**
Budget Totals - OF	**0**	**1,300,112**	**0**	**0**	**0**	**1,300,112**	**0**	**0**

OTHER SIGNIFICANT 2009 LEGISLATION AFFECTING THE AGENCY'S BUDGET

PA 09-143, "AAC The Reporting of Truancy Data and the Reduction of Certain Duplicate Reports by the Department of Information Technology," requires boards of education to include truancy measures in the strategic school profile reports they must submit annually to the education commissioner. The act specifies that the measures include the type of data the State Department of Education is required to collect on attendance and unexcused absences to comply with federal reporting requirements (i.e., the 2001 federal No Child Left Behind Act).

PA 09-241, "AAC Longitudinal Studies of Student Achievement," requires the State Department of Education (SDE) to assign a unique student identifier to each student before tracking the performance of a student in the information system. Additionally, the public act requires SDE, beginning August 1, 2009, to provide data to various entities within 60 days of an entity submitting their request for data in writing. The bill specifies that the requestor is responsible for the reasonable cost of the request.

PA 09-81, "AAC Green Cleaning Products in Schools," requires local and regional school boards to implement a green cleaning program to clean and maintain their schools. The program must provide for procurement and proper use of environmentally preferable cleaning products in schools.

PA 09-82, "AAC Readmission of Students," states that if a student who committed an expellable offense seeks to return to a district after having been in a residential placement for at least a year, districts may not prevent the student from returning or expel the student for additional time for the offense.

PA 09-1, of the June 19th Special Session, "AAC Educator Certification and Professional Development and Other Education Issues," makes several changes in teacher training, qualifications, and professional development. It establishes new teaching certificates and permits and creates waivers from Connecticut's teacher testing requirements to allow teachers from other states or those whose qualifications do not coincide with Connecticut's existing teacher training requirements to teach in public schools. It requires local school boards to take the State Board of Education's priorities into consideration when developing professional development activities for certified employees.

Additionally, **Section 19** of the public act allows a municipality to reduce its budgeted appropriation to the local or regional board of education by an amount up to the limit of the fiscal stabilization funds received directly by the board. By altering the appropriation to local or regional boards of education, municipalities could prevent a potential shortfall to town or city budgets, as the distribution guidelines under the American Recovery and Reinvestment Act of 2009 require that fiscal stabilization funds be distributed directly to local or regional boards of education. The public act does not alter the total amount of state funding received by a town.

PA 09-6, of the September Special Session, "AA Implementing the Provisions of the Budget Concerning Education, Authorizing State Grant Commitments for School Building Projects, and Making Changes to the Statutes Concerning School Building Projects and Other Education Statutes," approves grant commitments for local school construction projects and makes various changes in statutes relating to school construction projects. It also adopts provisions to implement the FY 10-11 state budget relating to education and education grants. Finally, it makes changes in education statutes dealing with, among other things, (1) interdistrict magnet schools, (2) early childhood education and school readiness programs, (3) an education and mentoring program for beginning teachers, (4) substitute teachers, (5) school dropouts, and (6) in-school suspension.

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[1] In order to achieve an aggregate FY 10 budgeted lapse, the Office of Policy and Management has programmed allotment reductions for agencies that comprise the various lapses in Section 1 of PA 09-3 JSS. A detailed list of holdbacks by agency is included in the Financial Schedules section of the book.

Appendix (F)(1)(b)
Connecticut Statutes on Education Funding

§ 10-4o. Family resource center program. Guidelines for programs. Study. Grants

(a) The Department of Education, in conjunction with the Department of Social Services, shall coordinate a family resource center program to provide comprehensive child care services, remedial educational and literacy services, families-in-training programs and supportive services to parents who are recipients of temporary family assistance and other parents in need of such services. The family resource centers shall be located in or associated with public schools, and any family resource center established on or after July 1, 2000, shall be located in a public elementary school unless the Commissioner of Education waives such requirement. The commissioner shall determine the manner in which the grant recipients of such program, such as municipalities, boards of education and child care providers shall be selected. The family resource center shall provide: (1) Quality full-day child care and school readiness programs for children age three and older who are not enrolled in school and child care for children enrolled in school up to the age of twelve for before and after regular school hours and on a full-day basis during school holidays and school vacation, in compliance with all state statutes and regulations governing child day care and, in the case of the school readiness programs, in compliance with the standards set for such programs pursuant to section 10-16p; (2) support services to parents of newborn infants to ascertain their needs and provide them with referrals to other services and organizations and, if necessary, education in parenting skills; (3) support and educational services to parents whose children are participants of the child care services of the program and who are interested in obtaining a high school diploma or its equivalent. Parents and their preschool age children may attend classes in parenting and child learning skills together so as to promote the mutual pursuit of education and enhance parent-child interaction; (4) training, technical assistance and other support by the staff of the center to family day care providers in the community and serve as an information and referral system for other child care needs in the community or coordinate with such systems as may already exist in the community; (5) a families-in-training program to provide, within available appropriations, community support services to expectant parents and parents of children under the age of three. Such services shall include, but not be limited to, providing information and advice to parents on their children's language, cognitive, social and motor development, visiting a participant's home on a regular basis, organizing group meetings at the center for neighborhood parents of young children and providing a reference center for parents who need special assistance or services. The program shall provide for the recruitment of parents to participate in such program; and (6) a sliding scale of payment, as developed in consultation with the Department of Social Services, for child care services at the center. The center shall also provide a teen pregnancy prevention program for adolescents emphasizing responsible decision-making and communication skills.

(b) The Department of Education, in consultation with representatives from family resource centers, within available appropriations, shall develop guidelines for family resource center programs. The guidelines shall include standards for program quality and design and identify short and long-term outcomes for families participating in such programs. The Department of Education, within available appropriations, shall provide a copy of such guidelines to each family resource center. Each family resource center shall use the guidelines to develop a program improvement plan for the next twelve-month period and shall submit the plan to the department.

The plan shall include goals to be used for measuring such improvement. The department shall use the plan to monitor the progress of the center. Family resource centers in existence on July 1, 1997, shall be given a preference for grants for school readiness awarded by the Department of Education or the Department of Social Services and for financing pursuant to sections 10a-194c, 17b-749g and 17b-749h.

(c) The Department of Education, within available appropriations, shall provide for a longitudinal study of family resource centers every three years.

(d) The Commissioner of Education may provide grants to municipalities, boards of education and child care providers to carry out the purposes of subsection (a) of this section. Each family resource center shall have a program administrator who has at least two years of experience in child care, public administration or early childhood education and a master's degree in child development, early childhood education or a related field.

(e) The Commissioner of Education may accept and receive on behalf of the department or any family resource center, subject to section 4b-22, any bequest, devise or grant made to the department or any family resource center for the purpose of establishing a new family resource center or expanding an existing center, and may hold and use such property for the purpose specified in such bequest, devise or gift.

§ 10-16n. Head Start grant program. Grant allocation. Advisory committee

(a) The Commissioner of Education, in consultation with the Commissioner of Social Services, shall establish a competitive grant program to assist nonprofit agencies and local and regional boards of education, which are federal Head Start grantees, in (1) establishing extended-day and full-day, year-round, Head Start programs or expanding existing Head Start programs to extended-day or full-day, year-round programs, (2) enhancing program quality and (3) increasing the number of children served. The commissioner, after consultation with the committee established pursuant to subsection (c) of this section, shall establish criteria for the grants, provided at least twenty-five per cent of the funding for such grants shall be for the purpose of enhancing program quality. Nonprofit agencies or boards of education seeking grants pursuant to this section shall make application to the Commissioner of Education on such forms and at such times as the commissioner shall prescribe. All grants pursuant to this section shall be funded within the limits of available appropriations or otherwise from federal funds and private donations. All full-day, year-round Head Start programs funded pursuant to this section shall be in compliance with federal Head Start performance standards.

(b) The Department of Education shall annually allocate to each town in which the number of children under the aid to dependent children program, as defined in subdivision (14) of section 10-262f, equals or exceeds nine hundred children, determined for the fiscal year ending June 30, 1996, an amount equal to one hundred fifty thousand dollars plus eight and one-half dollars for each child under the aid to dependent children program, provided such amount may be reduced proportionately so that the total amount awarded pursuant to this subsection does not exceed two million seven hundred thousand dollars. The department shall award grants to the local and regional boards of education for such towns and nonprofit agencies located in such towns which meet the criteria established pursuant to subsection (a) of this section to maintain the programs

established or expanded with funds provided pursuant to this subsection in the fiscal years ending June 30, 1996, and June 30, 1997. Any funds remaining in the allocation to such a town after grants are so awarded shall be used to increase allocations to other such towns. Any funds remaining after grants are so awarded to boards of education and nonprofit agencies in all such towns shall be available to local and regional boards of education and nonprofit agencies in other towns in the state for grants for such purposes.

§ 10-16p. Definitions. Lead agency for school readiness; standards. Grant programs

(a) As used in sections 10-16*o* to 10-16s, inclusive, 10-16u, 17b-749a and 17b-749c:

(1) "School readiness program" means a nonsectarian program that (A) meets the standards set by the department pursuant to subsection (b) of this section and the requirements of section 10-16q, and (B) provides a developmentally appropriate learning experience of not less than four hundred fifty hours and one hundred eighty days for eligible children, except as provided in subsection (d) of section 10-16q;

(2) "Eligible children" means children three and four years of age and children five years of age who are not eligible to enroll in school pursuant to section 10-15c, or who are eligible to enroll in school and will attend a school readiness program pursuant to section 10-16t;

(3) "Priority school" means a school in which forty per cent or more of the lunches served are served to students who are eligible for free or reduced price lunches pursuant to federal law and regulations, excluding such a school located in a priority school district pursuant to section 10-266p or in a former priority school district receiving a grant pursuant to subsection (c) of this section and, on and after July 1, 2001, excluding such a school in a transitional school district receiving a grant pursuant to section 10-16u;

(4) "Severe need school" means a school in a priority school district pursuant to section 10-266p or in a former priority school district in which forty per cent or more of the lunches served are served to students who are eligible for free or reduced price lunches;

(5) "Accredited" means accredited by the National Association for the Education of Young Children, a Head Start on-site program review instrument or a successor instrument pursuant to federal regulations, or otherwise meeting such criteria as may be established by the commissioner, in consultation with the Commissioner of Social Services, unless the context otherwise requires;

(6) "Year-round" means fifty weeks per year, except as provided in subsection (d) of section 10-16q;

(7) "Commissioner" means the Commissioner of Education; and

(8) "Department" means the Department of Education.

(b) The Department of Education shall be the lead agency for school readiness. For purposes of this section and section 10-16u, school readiness program providers eligible for funding from the

Department of Education shall include local and regional boards of education, regional educational service centers, family resource centers and providers of child day care centers, as defined in section 19a-77, Head Start programs, preschool programs and other programs that meet such standards established by the Commissioner of Education. The department shall establish standards for school readiness programs. The standards may include, but need not be limited to, guidelines for staff-child interactions, curriculum content, including preliteracy development, lesson plans, parent involvement, staff qualifications and training, transition to school and administration. The department shall develop age-appropriate developmental skills and goals for children attending such programs. The commissioner, in consultation with the Commissioners of Higher Education and Social Services and other appropriate entities, shall develop a continuing education training program for the staff of school readiness programs. For purposes of this section, prior to July 1, 2015, "staff qualifications" means there is in each classroom an individual who has at least the following: (1) A credential issued by an organization approved by the Commissioner of Education and nine credits or more, and on and after July 1, 2005, twelve credits or more, in early childhood education or child development from an institution of higher education accredited by the Board of Governors of Higher Education or regionally accredited; (2) an associate's degree with nine credits or more, and on and after July 1, 2005, twelve credits or more, in early childhood education or child development from such an institution; (3) a four-year degree with nine credits or more, and on and after July 1, 2005, twelve credits or more, in early childhood education or child development from such an institution; or (4) certification pursuant to section 10-145b with an endorsement in early childhood education or special education, and on and after July 1, 2015, "staff qualifications" means there is in each classroom an individual who has at least the following: (A) A bachelor's degree in early childhood education or childhood development, or in a related field approved by the Commissioner of Education from an institution of higher education accredited by the Board of Governors of Higher Education or regionally accredited; or (B) certification pursuant to section 10-145b with an endorsement in early childhood education or special education.

(c) The Commissioner of Education, in consultation with the Commissioner of Social Services, shall establish a grant program to provide spaces in accredited school readiness programs for eligible children who reside in priority school districts pursuant to section 10-266p or in former priority school districts as provided in this subsection. Under the program, the grant shall be provided, in accordance with this section, to the town in which such priority school district or former priority school district is located. Eligibility shall be determined for a five-year period based on an applicant's designation as a priority school district for the initial year of application, except that if a school district that receives a grant pursuant to this subsection is no longer designated as a priority school district at the end of such five-year period, such former priority school district shall continue to be eligible to receive a grant pursuant to this subsection. Grant awards shall be made annually contingent upon available funding and a satisfactory annual evaluation. The chief elected official of such town and the superintendent of schools for such priority school district or former priority school district shall submit a plan for the expenditure of grant funds and responses to the local request for proposal process to the Departments of Education and Social Services. The departments shall jointly review such plans and shall each approve the portion of such plan within its jurisdiction for funding. The plan shall: (1) Be developed in consultation with the local or regional school readiness council established pursuant to section 10-16r; (2) be based on a needs and resource assessment; (3) provide for the issuance

of requests for proposals for providers of accredited school readiness programs, provided, after the initial requests for proposals, facilities that have been approved to operate a child care program financed through the Connecticut Health and Education Facilities Authority and have received a commitment for debt service from the Department of Social Services pursuant to section 17b-749i, are exempt from the requirement for issuance of annual requests for proposals; and (4) identify the need for funding pursuant to section 17b-749a in order to extend the hours and days of operation of school readiness programs in order to provide child day care services for children attending such programs.

(d) (1) The Commissioner of Education, in consultation with the Commissioner of Social Services, shall establish a competitive grant program to provide spaces in accredited school readiness programs for eligible children who reside (A) in an area served by a priority school or a former priority school as provided for in subdivision (2) of this subsection, (B) in a town ranked one to fifty when all towns are ranked in ascending order according to town wealth, as defined in subdivision (26) of section 10-262f, whose school district is not a priority school district pursuant to section 10-266p, or (C) in a town formerly a town described in subparagraph (B) of this subdivision, as provided for in said subdivision (2). A town in which a priority school is located, a regional school readiness council, pursuant to subsection (c) of section 10-16r, for a region in which such a school is located or a town described in subparagraph (B) of this subdivision may apply for such a grant in an amount not to exceed one hundred seven thousand dollars per priority school or town. Eligibility shall be determined for a five-year period based on an applicant's designation as having a priority school or being a town described in subparagraph (B) of this subdivision for the initial year of application. Grant awards shall be made annually contingent upon available funding and a satisfactory annual evaluation. The chief elected official of such town and the superintendent of schools of the school district or the regional school readiness council shall submit a plan, as described in subsection (c) of this section, for the expenditure of such grant funds to the Department of Education. In awarding grants pursuant to this subsection, the commissioner shall give preference to applications submitted by regional school readiness councils and may, within available appropriations, provide a grant in excess of one hundred seven thousand dollars to towns with two or more priority schools in such district. A town or regional school readiness council awarded a grant pursuant to this subsection shall use the funds to purchase spaces for such children from providers of accredited school readiness programs.

(2) (A) Commencing with the fiscal year ending June 30, 2005, if a town received a grant pursuant to subdivision (1) of this subsection and is no longer eligible to receive such a grant, the town may receive a phase-out grant for each of the three fiscal years following the fiscal year such town received its final grant pursuant to subdivision (1) of this subsection.

(B) The amount of such phase-out grants shall be determined as follows: (i) For the first fiscal year following the fiscal year such town received its final grant pursuant to subdivision (1) of this subsection, in an amount that does not exceed seventy-five per cent of the grant amount such town received for the town or school's final year of eligibility pursuant to subdivision (1) of this subsection; (ii) for the second fiscal year following the fiscal year such town received its final grant pursuant to subdivision (1) of this subsection, in an amount that does not exceed fifty per cent of the grant amount such town received for the town's or school's final year of eligibility

pursuant to subdivision (1) of this subsection; (iii) for the third fiscal year following the fiscal year such town received its final grant pursuant to subdivision (1) of this subsection, in an amount that does not exceed twenty-five per cent of the grant amount such town received for the town's or school's final year of eligibility pursuant to subdivision (1) of this subsection.

(e) (1) For the fiscal year ending June 30, 2009, and each fiscal year thereafter, priority school districts and former priority school districts shall receive grants based on the sum of the products obtained by (A) multiplying the district's number of contracted slots on March thirtieth of the fiscal year prior to the fiscal year in which the grant is to be paid, by the per child cost pursuant to subdivision (2) of subsection (b) of section 10-16q, except that such per child cost shall be reduced for slots that are less than year-round, and (B) multiplying the number of additional or decreased slots the districts have requested for the fiscal year in which the grant is to be paid by the per child cost pursuant to subdivision (2) of subsection (b) of said section 10-16q, except such per child cost shall be reduced for slots that are less than year-round. If said sum exceeds the available appropriation, such number of requested additional slots shall be reduced, as determined by the Commissioner of Education, to stay within the available appropriation.

(2) If funds appropriated for the purposes of subsection (c) of this section are not expended, the Commissioner of Education may use such unexpended funds to support local school readiness programs. The commissioner may use such funds for purposes including, but not limited to, (A) assisting local school readiness programs in meeting and maintaining accreditation requirements, (B) providing training in implementing the preschool assessment and curriculum frameworks, including training to enhance literacy teaching skills, (C) developing a state-wide preschool curriculum, (D) developing student assessments for students in grades kindergarten to two, inclusive, (E) developing and implementing best practices for parents in supporting preschool and kindergarten student learning, (F) developing and implementing strategies for children to transition from preschool to kindergarten, (G) providing for professional development, including assisting in career ladder advancement, for school readiness staff, and (H) providing supplemental grants to other towns that are eligible for grants pursuant to subsection (c) of this section.

(3) Notwithstanding subdivision (2) of this subsection, for the fiscal years ending June 30, 2008, to June 30, 2011, inclusive, the Department of Education may retain up to one hundred ninety-eight thousand two hundred dollars of the amount appropriated for purposes of this section for coordination, program evaluation and administration.

(f) Any school readiness program that receives funds pursuant to this section or section 10-16u shall not discriminate on the basis of race, color, national origin, gender, religion or disability. For purposes of this section, a nonsectarian program means any public or private school readiness program that is not violative of the Establishment Clause of the Constitution of the State of Connecticut or the Establishment Clause of the Constitution of the United States of America.

(g) Subject to the provisions of this subsection, no funds received by a town pursuant to subsection (c) or (d) of this section or section 10-16u shall be used to supplant federal, state or local funding received by such town for early childhood education, provided a town may use an

amount determined in accordance with this subsection for coordination, program evaluation and administration. Such amount shall be at least twenty-five thousand dollars but not more than seventy-five thousand dollars and shall be determined by the Department of Education, in consultation with the Department of Social Services, based on the school readiness grant award allocated to the town pursuant to subsection (c) or (d) of this section or section 10-16u and the number of operating sites for coordination, program evaluation and administration. Such amount shall be increased by an amount equal to local funding provided for early childhood education coordination, program evaluation and administration, not to exceed twenty-five thousand dollars. Each town that receives a grant pursuant to said subsection (c) or (d) or section 10-16u shall designate a person to be responsible for such coordination, program evaluation and administration and to act as a liaison between the town and the Departments of Education and Social Services. Each school readiness program that receives funds pursuant to this section or section 10-16u shall provide information to the department or the school readiness council, as requested, that is necessary for purposes of any school readiness program evaluation.

(h) For the first three years a town receives grants pursuant to this section, such grants may be used, with the approval of the commissioner, to prepare a facility or staff for operating a school readiness program and shall be adjusted based on the number of days of operation of a school readiness program if a shorter term of operation is approved by the commissioner.

(i) A town may use grant funds to purchase spaces for eligible children who reside in such town at an accredited school readiness program located in another town. A regional school readiness council may use grant funds to purchase spaces for eligible children who reside in the region covered by the council at an accredited school readiness program located outside such region.

(j) Children enrolled in school readiness programs funded pursuant to this section shall not be counted (1) as resident students for purposes of subdivision (22) of section 10-262f, or (2) in the determination of average daily membership pursuant to subdivision (2) of subsection (a) of section 10-261.

(k) Up to two per cent of the amount of the appropriation for this section may be allocated to the competitive grant program pursuant to subsection (d) of this section. The determination of the amount of such allocation shall be made on or before August first.

§ 10-16x. After school program grant

(a) The Department of Education, in consultation with the after school committee established pursuant to section 10-16v, may, within available appropriations, administer a grant program to provide grants to local and regional boards of education, municipalities and not-for-profit organizations that are 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, for after school programs that provide direct services and for entities that provide support to after school programs. For purposes of this subsection, “after school program” means a program that takes place when school is not in session, provides educational, enrichment and recreational activities for children in grades kindergarten to twelve, inclusive, and has a parent involvement component.

§ 10-71. State grants for adult education programs

(a) Each local or regional board of education or regional educational service center which has submitted an adult education proposal to the State Board of Education pursuant to section 10-71a shall, annually, be eligible to receive a state grant based on a percentage of eligible costs for adult education as defined in section 10-67, provided such percentage shall be determined as follows:

(1) The percentage of the eligible costs for adult education a local board of education shall receive, under the provisions of this section, shall be determined as follows: (A) Each town shall be ranked in descending order from one to one hundred sixty-nine according to such town's adjusted equalized net grand list per capita, as defined in section 10-261; and (B) based upon such ranking, a percentage of not less than zero or more than sixty-five shall be determined for each town on a continuous scale, except that the percentage for a priority school district pursuant to section 10-266p shall not be less than twenty. Any such percentage shall be increased by seven and one-half percentage points but shall not exceed sixty-five per cent for any local board of education which provides basic adult education programs for adults at facilities operated by or within the general administrative control and supervision of the Department of Mental Health and Addiction Services, provided such adults reside at such facilities.

(2) The percentage of the eligible costs for adult education a regional board of education shall receive under the provisions of this section shall be determined by its ranking. Such ranking shall be determined by (A) multiplying the total population, as defined in section 10-261, of each town in the district by such town's ranking, as determined in subdivision (1) of this subsection, (B) adding together the figures for each town determined under (A), and (C) dividing the total computed under (B) by the total population of all towns in the district. The ranking of each regional board of education shall be rounded to the next higher whole number and each such board shall receive the same reimbursement percentage as would a town with the same rank, except that the reimbursement percentage for a priority school district pursuant to section 10-266p shall not be less than twenty.

(3) The percentage of the eligible costs for adult education a regional educational service center shall receive under the provisions of this subsection and section 10-66i shall be determined by its ranking. Such ranking shall be determined by (A) multiplying the total population, as defined in section 10-261, of each member town in the regional educational service center by such town's ranking, as determined in subdivision (1) of this subsection, (B) adding together the figures for each town determined under (A), and (C) dividing the total computed under (B) by the total population of all member towns in the regional educational service center. The ranking of each regional educational service center shall be rounded to the next higher whole number and each such center shall receive the same reimbursement percentage as would a town with the same rank.

(b) Notwithstanding the provisions of subdivision (6) of section 10-67, a local or regional board of education or regional educational service center shall be eligible to receive an amount to be paid pursuant to the provisions of subsection (c) of this section. The amount shall equal the eligible expenditures from funds received from private sources by the local or regional board of

education, regional educational service center or cooperating eligible entity multiplied by the appropriate percentage, as determined under subsection (a) of this section, provided such amount shall not exceed twenty per cent of the amount received by the local or regional board of education or regional educational service center pursuant to subsection (a) of this section for the previous fiscal year. For payments from private sources to be eligible for reimbursement pursuant to this subsection, (1) based upon estimated eligible costs approved by the Department of Education, the eligible expenditures from local taxes in a fiscal year shall not be less than seventy per cent of the eligible expenditures from local taxes for the previous fiscal year, and (2) the local or regional board of education, regional educational service center or cooperating eligible entity shall provide, not later than a date to be determined by the Commissioner of Education, evidence satisfactory to the commissioner of a written commitment of a payment from a private source. Evidence of actual payment shall be submitted to the commissioner not later than a date established by the commissioner. Upon receipt by a board of education or regional educational service center of state funds pursuant to this subsection attributable to expenditures of a cooperating eligible entity, the board or center shall provide for the distribution of such funds to the cooperating eligible entity for the provision of adult education programs and services pursuant to subdivision (1) of subsection (a) of section 10-69.

(c) Payments pursuant to this section for each estimated total grant of fifteen hundred dollars or more shall be made during the fiscal year in which such programs are offered as follows: Two-thirds of the grant entitlement based on estimated eligible costs of adult education, included in the approved proposal, in August and the adjusted balance, based on a revised estimate of such eligible costs to be filed with the Commissioner of Education at such time as the commissioner prescribes, in May. Payments pursuant to this section for each estimated total grant of less than fifteen hundred dollars shall be made in a single installment in May of the fiscal year in which such programs are offered, based on a revised estimate of the eligible costs of adult education filed with the Commissioner of Education at such time as the commissioner prescribes. Each recipient of a grant pursuant to this section shall submit a report of actual revenue and expenditures to the Commissioner of Education in such manner and on such forms as the commissioner prescribes on or before the September first immediately following the end of the grant year. Based on the report data, the commissioner shall calculate any underpayment or overpayment of the grant paid pursuant to this section and shall adjust the grant for the fiscal year following the fiscal year in which such underpayment or overpayment occurred or any subsequent fiscal year.

(d) Notwithstanding the provisions of this section, for the fiscal years ending June 30, 2004, to June 30, 2011, inclusive, the amount of the grants payable to towns, regional boards of education or regional educational service centers in accordance with this section shall be reduced proportionately if the total of such grants in such year exceeds the amount appropriated for the purposes of this section for such year.

§ 10-217a. Health services for children in private nonprofit schools. Payments from the state, towns in which children reside and private nonprofit schools

(a) Each town or regional school district which provides health services for children attending its public schools in any grade, from kindergarten to twelve, inclusive, shall provide the same health services for children in such grades attending private nonprofit schools therein, when a majority

of the children attending such schools are residents of the state of Connecticut. Any such town or district may also provide such services for children in prekindergarten programs in such private nonprofit schools when a majority of the children attending such schools are residents of the state of Connecticut. Such determination shall be based on the percentage of resident pupils enrolled in such school on October first, or the full school day immediately preceding such date, during the school year next prior to that in which the health services are to be provided. The provisions of this section shall not be construed to require a town or district to provide such services to any child who is not a resident of this state. Such health services shall include the services of a school physician, school nurse and dental hygienist, provided such health services shall not include special education services which, if provided to public school students, would be eligible for reimbursement pursuant to section 10-76g. For purposes of this section, a resident is a person with continuous and permanent physical presence within the state, except that temporary absences for short periods of time shall not affect the establishment of residency.

(b) Any town or regional school district providing such services for children attending such private schools shall be reimbursed by the state for a percentage of the amount paid from local tax revenues for such services as follows:

(1) The percentage of the amount paid from local tax revenues for such services reimbursed to a local board of education shall be determined by (A) ranking each town in the state in descending order from one to one hundred sixty-nine according to such town's adjusted equalized net grand list per capita, as defined in section 10-261; (B) based upon such ranking, (i) for reimbursement paid in the fiscal year ending June 30, 1990, a percentage of not less than forty-five or more than ninety shall be determined for each town on a continuous scale, except that for any town in which the number of children under the temporary family assistance program, as defined in subdivision (17) of section 10-262f, is greater than one per cent of the total population of the town, as defined in subdivision (7) of subsection (a) of section 10-261, the percentage shall be not less than eighty, (ii) for reimbursement paid in the fiscal years ending June 30, 1991, to June 30, 2001, inclusive, a percentage of not less than ten or more than ninety shall be determined for each town on a continuous scale, except that for any town in which the number of children under the temporary family assistance program, as defined in subdivision (17) of section 10-262f, is greater than one per cent of the total population of the town, as defined in subdivision (7) of subsection (a) of section 10-261, and for any town which has a wealth rank greater than thirty when towns are ranked pursuant to subparagraph (A) of this subdivision and which provides such services to greater than one thousand five hundred children who are not residents of the town, the percentage shall be not less than eighty, and (iii) for reimbursement paid in the fiscal year ending June 30, 2002, and each fiscal year thereafter, a percentage of not less than ten or more than ninety shall be determined for each town on a continuous scale, except that for any town in which the number of children under the temporary family assistance program, as defined in subdivision (17) of section 10-262f, for the fiscal year ending June 30, 1997, was greater than one per cent of the total population of the town, as defined in subdivision (7) of subsection (a) of section 10-261, for the fiscal year ending June 30, 1997, and for any town which has a wealth rank greater than thirty when towns are ranked pursuant to subparagraph (A) of this subdivision and which provides such services to greater than one thousand five hundred children who are not residents of the town, the percentage shall be not less than eighty.

(2) The percentage of the amount paid from local tax revenues for such services reimbursed to a regional board of education shall be determined by its ranking. Such ranking shall be determined by (A) multiplying the total population, as defined in section 10-261, of each town in the district by such town's ranking, as determined in subdivision (1) of this subsection, (B) adding together the figures determined under subparagraph (A) of this subdivision, and (C) dividing the total computed under subparagraph (B) of this subdivision by the total population of all towns in the district. The ranking of each regional board of education shall be rounded to the next higher whole number and each such board shall receive the same reimbursement percentage as would a town with the same rank.

(c) Any town or regional school district which provides such services shall file an application for such reimbursement not later than the September fifteenth following the fiscal year in which the services were provided on a form to be provided by the State Board of Education. Payment shall be made not later than the following January fifteenth.

§ 10-262i. Grant payments. Expenditures for educational purposes only, exception. Prohibition against supplanting local funding. Minimum budget requirement. Penalty

(a) For the fiscal year ending June 30, 1990, and for each fiscal year thereafter, each town shall be paid a grant equal to the amount the town is entitled to receive under the provisions of section 10-262h, as calculated using the data of record as of the December first prior to the fiscal year such grant is to be paid, adjusted for the difference between the final entitlement for the prior fiscal year and the preliminary entitlement for such fiscal year as calculated using the data of record as of the December first prior to the fiscal year when such grant was paid.

(b) The amount due each town pursuant to the provisions of subsection (a) of this section shall be paid by the Comptroller, upon certification of the Commissioner of Education, to the treasurer of each town entitled to such aid in installments during the fiscal year as follows: Twenty-five per cent of the grant in October, twenty-five per cent of the grant in January and the balance of the grant in April. The balance of the grant due towns under the provisions of this subsection shall be paid in March rather than April to any town which has not adopted the uniform fiscal year and which would not otherwise receive such final payment within the fiscal year of such town.

(c) All aid distributed to a town pursuant to the provisions of this section shall be expended for educational purposes only and shall be expended upon the authorization of the local or regional board of education. For the fiscal year ending June 30, 1999, and each fiscal year thereafter, if a town receives an increase in funds pursuant to this section over the amount it received for the prior fiscal year such increase shall not be used to supplant local funding for educational purposes. The budgeted appropriation for education in any town receiving an increase in funds pursuant to this section shall be not less than the amount appropriated for education for the prior year plus such increase in funds.

(d) For the fiscal years ending June 30, 2010, and June 30, 2011, the budgeted appropriation for education shall be no less than the budgeted appropriation for education for the fiscal year ending June 30, 2009, minus any reductions made pursuant to section 19 of public act 09-1 of the June 19 special session.

(e) Notwithstanding the provisions of subsection (c) of this section, for the fiscal years ending June 30, 2008, and June 30, 2009, the budgeted appropriation for education in any town receiving an increase in funds pursuant to this section shall be not less than the amount appropriated for education for the prior year plus the percentage of such increase in funds as determined under subsection (f) of this section.

(f) (1) Except as provided for in subdivisions (2), (3) and (4) of this subsection, the percentage of the increase in aid pursuant to this section applicable under subsection (e) shall be the average of the results of (A) (i) a town's current program expenditures per resident student pursuant to subdivision (36) of section 10-262f, subtracted from the highest current program expenditures per resident student in this state, (ii) divided by the difference between the highest current program expenditures per resident student in this state and the lowest current program expenditures per resident student in this state, (iii) multiplied by thirty per cent, (iv) plus fifty percentage points, (B) (i) a town's wealth pursuant to subdivision (26) of section 10-262f, subtracted from the wealth of the town with the highest wealth of all towns in this state, (ii) divided by the difference between the wealth of the town with the highest wealth of all towns in this state and the wealth of the town with the lowest wealth of all towns in this state, (iii) multiplied by thirty per cent, (iv) plus fifty percentage points, and (C) (i) a town's grant mastery percentage pursuant to subdivision (12) of section 10-262f, subtracted from one, subtracted from one minus the grant mastery percentage of the town with the highest grant mastery percentage in this state, (ii) divided by the difference between one minus the grant mastery percentage of the town with the highest grant mastery percentage in this state and one minus the grant mastery percentage of the town with the lowest grant mastery percentage in this state, (iii) multiplied by thirty per cent, (iv) plus fifty percentage points.

(2) For the fiscal year ending June 30, 2009, any town whose school district is in its third year or more of being identified as in need of improvement pursuant to section 10-223e, and has failed to make adequate yearly progress in mathematics or reading at the whole district level, the percentage determined pursuant to subdivision (1) of this subsection for such town shall be increased by an additional twenty percentage points.

(3) For the fiscal year ending June 30, 2010, any town whose school district is in its third year or more of being identified as in need of improvement pursuant to section 10-223e, and has failed to make adequate yearly progress in mathematics or reading at the whole district level, the percentage of the increase in aid pursuant to this section applicable under subsection (e) of this section shall be the percentage of the increase determined under subdivision (1) of this section for such town, plus twenty percentage points, or eighty per cent, whichever is greater.

(4) Notwithstanding the provisions of this section, for the fiscal year ending June 30, 2008, and each fiscal year thereafter, any town that (A) is a member of a regional school district that serves only grades seven to twelve, inclusive, or grades nine to twelve, inclusive, (B) appropriates at least the minimum percentage of increase in aid pursuant to the provisions of this section, and (C) has a reduced assessment from the previous fiscal year for students enrolled in such regional school district, excluding debt service for such students, shall be considered to be in compliance with the provisions of this section.

(5) Notwithstanding any provision of the general statutes, charter, special act or home rule ordinance, on or before September 15, 2007, for the fiscal year ending June 30, 2008, a town may request the Commissioner of Education to defer a portion of the town's increase in aid over the prior fiscal year pursuant to this section to be expended in the subsequent fiscal year. If the commissioner approves such request, the deferred amount shall be credited to the increase in aid for the fiscal year ending June 30, 2009, rather than the fiscal year ending June 30, 2008. Such funds shall be expended in the fiscal year ending June 30, 2009, in accordance with the provisions of this section. In no case shall a town be allowed to defer increases in aid required to be spent for education as a result of failure to make adequate yearly progress in accordance with the provisions of subdivisions (2) and (3) of this subsection.

(g) Upon a determination by the State Board of Education that a town or kindergarten to grade twelve, inclusive, regional school district failed in any fiscal year to meet the requirements pursuant to subsection (c), (d) or (e) of this section, the town or kindergarten to grade twelve, inclusive, regional school district shall forfeit an amount equal to two times the amount of the shortfall. The amount so forfeited shall be withheld by the Department of Education from the grant payable to the town in the second fiscal year immediately following such failure by deducting such amount from the town's equalization aid grant payment pursuant to this section, except that in the case of a kindergarten to grade twelve, inclusive, regional school district, the amount so forfeited shall be withheld by the Department of Education from the grants payable pursuant to this section to the towns which are members of such regional school district. The amounts deducted from such grants to each member town shall be proportional to the number of resident students in each member town. Notwithstanding the provisions of this subsection, the State Board of Education may waive such forfeiture upon agreement with the town or kindergarten to grade twelve, inclusive, regional school district that the town or kindergarten to grade twelve, inclusive, regional school district shall increase its budgeted appropriation for education during the fiscal year in which the forfeiture would occur by an amount not less than the amount of said forfeiture or for other good cause shown. Any additional funds budgeted pursuant to such an agreement shall not be included in a district's budgeted appropriation for education for the purpose of establishing any future minimum budget requirement.

§ 10-264*l*. Grants for the operation of interdistrict magnet school programs. Transportation. Special education

(a) The Department of Education shall, within available appropriations, establish a grant program (1) to assist (A) local and regional boards of education, (B) regional educational service centers, (C) the Board of Trustees of the Community-Technical Colleges on behalf of Quinebaug Valley Community College, and (D) cooperative arrangements pursuant to section 10-158a, and (2) in assisting the state in meeting the goals of the 2008 stipulation and order for Milo Sheff, et al. v. William A. O'Neill, et al., as determined by the Commissioner of Education, to assist (A) the Board of Trustees of the Community-Technical Colleges on behalf of a regional community-technical college, (B) the Board of Trustees of the Connecticut State University System on behalf of a state university, (C) the Board of Trustees of The University of Connecticut on behalf of the university, (D) the board of governors for an independent college or university, as defined in section 10a-37, or the equivalent of such a board, on behalf of the independent college or university, and (E) any other third-party not-for-profit corporation approved by the commissioner

with the operation of interdistrict magnet school programs. All interdistrict magnet schools shall be operated in conformance with the same laws and regulations applicable to public schools. For the purposes of this section "an interdistrict magnet school program" means a program which (i) supports racial, ethnic and economic diversity, (ii) offers a special and high quality curriculum, and (iii) requires students who are enrolled to attend at least half-time. An interdistrict magnet school program does not include a regional agricultural science and technology school, a regional vocational-technical school or a regional special education center. On and after July 1, 2000, the governing authority for each interdistrict magnet school program that is in operation prior to July 1, 2005, shall restrict the number of students that may enroll in the program from a participating district to eighty per cent of the total enrollment of the program. The governing authority for each interdistrict magnet school program that begins operations on or after July 1, 2005, shall restrict the number of students that may enroll in the program from a participating district to seventy-five per cent of the total enrollment of the program, and maintain such a school enrollment that at least twenty-five per cent but not more than seventy-five per cent of the students enrolled are pupils of racial minorities, as defined in section 10-226a.

(b) (1) Applications for interdistrict magnet school program operating grants awarded pursuant to this section shall be submitted annually to the Commissioner of Education at such time and in such manner as the commissioner prescribes, except that on and after July 1, 2009, applications for such operating grants for new interdistrict magnet schools, other than those that the commissioner determines will assist the state in meeting the goals of the 2008 stipulation and order for Milo Sheff, et al. v. William A. O'Neill, et al., shall not be accepted until the commissioner develops a comprehensive state-wide interdistrict magnet school plan. The commissioner shall submit such comprehensive state-wide interdistrict magnet school plan on or before January 1, 2011, to the joint standing committee of the General Assembly having cognizance of matters relating to education.

(2) In determining whether an application shall be approved and funds awarded pursuant to this section, the commissioner shall consider, but such consideration shall not be limited to: (A) Whether the program offered by the school is likely to increase student achievement; (B) whether the program is likely to reduce racial, ethnic and economic isolation; (C) the percentage of the student enrollment in the program from each participating district; and (D) the proposed operating budget and the sources of funding for the interdistrict magnet school. For a magnet school not operated by a local or regional board of education, the commissioner shall only approve a proposed operating budget that, on a per pupil basis, does not exceed the maximum allowable threshold established in accordance with this subdivision. The maximum allowable threshold shall be an amount equal to one hundred twenty per cent of the state average of the quotient obtained by dividing net current expenditures, as defined in section 10-261, by average daily membership, as defined in said section, for the fiscal year two years prior to the fiscal year for which the operating grant is requested. The Department of Education shall establish the maximum allowable threshold no later than December fifteenth of the fiscal year prior to the fiscal year for which the operating grant is requested. If requested by an applicant that is not a local or regional board of education, the commissioner may approve a proposed operating budget that exceeds the maximum allowable threshold if the commissioner determines that there are extraordinary programmatic needs. In the case of an interdistrict magnet school that will assist the state in meeting the goals of the 2008 stipulation and order for Milo Sheff, et al. v. William

A. O'Neill, et al., as determined by the commissioner, the commissioner shall also consider whether the school is meeting the desegregation standards set forth in said stipulation and order. If such school has not met the desegregation standards by the second year of operation, it shall not be entitled to receive a grant pursuant to this section unless the commissioner finds that it is appropriate to award a grant for an additional year or years for purposes of compliance with said stipulation and order. If requested by the commissioner, the applicant shall meet with the commissioner or the commissioner's designee to discuss the budget and sources of funding.

(3) Except as provided in this section, the commissioner shall not award a grant to a program that is in operation prior to July 1, 2005, if more than eighty per cent of its total enrollment is from one school district, except that the commissioner may award a grant for good cause, for any one year, on behalf of an otherwise eligible magnet school program, if more than eighty per cent of the total enrollment is from one district. The commissioner shall not award a grant to a program that begins operations on or after July 1, 2005, if more than seventy-five per cent of its total enrollment is from one school district or if less than twenty-five or more than seventy-five per cent of the students enrolled are pupils of racial minorities, as defined in section 10-226a, except that the commissioner may award a grant for good cause, for one year, on behalf of an otherwise eligible interdistrict magnet school program, if more than seventy-five per cent of the total enrollment is from one district or less than twenty-five or more than seventy-five per cent of the students enrolled are pupils of racial minorities. The commissioner may not award grants pursuant to such an exception for a second consecutive year except as provided for in the 2008 stipulation for Milo Sheff, et al. v. William A. O'Neill, et al., as determined by the commissioner.

(j) After accommodating students from participating districts in accordance with an approved enrollment agreement, an interdistrict magnet school operator that has unused student capacity may enroll directly into its program any interested student. A student from a district that is not participating in an interdistrict magnet school or the interdistrict student attendance program pursuant to section 10-266aa to an extent determined by the Commissioner of Education shall be given preference. The local or regional board of education otherwise responsible for educating such student shall contribute funds to support the operation of the interdistrict magnet school in an amount equal to the per student tuition, if any, charged to participating districts.

§ 10-266m. Transportation grants

(a) A local or regional board of education providing transportation in accordance with the provisions of sections 10-54, 10-66ee, 10-97, 10-158a, 10-273a, 10-277 and 10-281 shall be reimbursed for a percentage of such transportation costs as follows:

(1) The percentage of pupil transportation costs reimbursed to a local board of education shall be determined by (A) ranking each town in the state in descending order from one to one hundred sixty-nine according to such town's adjusted equalized net grand list per capita, as defined in section 10-261; (B) based upon such ranking, and notwithstanding the provisions of section 2-32a, (i) except as otherwise provided in this subparagraph, a percentage of zero shall be assigned to towns ranked from one to thirteen and a percentage of not less than zero nor more than sixty shall be determined for the towns ranked from fourteen to one hundred sixty-nine on a continuous scale, except that any such percentage shall be increased by twenty percentage points

in accordance with section 10-97, where applicable, and (ii) for the fiscal year ending June 30, 1997, and for each fiscal year thereafter, a percentage of zero shall be assigned to towns ranked from one to seventeen and a percentage of not less than zero nor more than sixty shall be determined for the towns ranked from eighteen to one hundred sixty-nine on a continuous scale.

(2) The percentage of pupil transportation costs reimbursed to a regional board of education shall be determined by its ranking. Such ranking shall be determined by (A) multiplying the total population, as defined in section 10-261, of each town in the district by such town's ranking, as determined in subdivision (1) of this section, (B) adding together the figures determined under subparagraph (A) of this subdivision, and (C) dividing the total computed under subparagraph (B) of this subdivision by the total population of all towns in the district. The ranking of each regional board of education shall be rounded to the next higher whole number and each such board shall receive the same reimbursement percentage as would a town with the same rank, provided such percentage shall be increased in the case of a secondary regional school district by an additional five percentage points and, in the case of any other regional school district by an additional ten percentage points.

(3) Notwithstanding the provisions of subdivisions (1) and (2) of this section, for the fiscal year ending June 30, 1997, and for each fiscal year thereafter, no local or regional board of education shall receive a grant of less than one thousand dollars.

(4) Notwithstanding the provisions of this section, for the fiscal years ending June 30, 2004, to June 30, 2011, inclusive, the amount of transportation grants payable to local or regional boards of education shall be reduced proportionately if the total of such grants in such year exceeds the amount appropriated for such grants for such year.

(5) Notwithstanding the provisions of this section, the Commissioner of Education may provide grants, within available appropriations, in an amount not to exceed two thousand dollars per pupil, to local and regional boards of education and regional educational service centers that transport (A) out-of-district students to technical high schools located in Hartford, or (B) Hartford students attending a technical high school or a regional agricultural science and technology education center outside of the district, to assist the state in meeting the goals of the 2008 stipulation and order for Milo Sheff, et al. v. William A. O'Neill, et al., as determined by the commissioner, for the costs associated with such transportation.

(b) A cooperative arrangement established pursuant to section 10-158a which provides transportation in accordance with said section shall be reimbursed for a percentage of such transportation costs in accordance with its ranking pursuant to this subsection. The ranking shall be determined by (1) multiplying the total population, as defined in section 10-261, of each town in the cooperative arrangement by such town's ranking as determined pursuant to subsection (a) of this section, (2) adding such products, and (3) dividing such sum by the total population of all towns in the cooperative arrangement. The ranking of each cooperative arrangement shall be rounded to the next higher whole number and each cooperative arrangement shall receive the same reimbursement percentage as a town with the same rank.

Sec. 10-266p. Priority school district grant program. (a) The State Board of Education shall administer a priority school district grant program to assist certain school districts to improve student achievement and enhance educational opportunities. The grant program shall include the priority school district portions of the grant programs established pursuant to sections 10-16p, 10-265f, 10-265m and 10-266t. The grant program and its component parts shall be for school districts in (1) the eight towns in the state with the largest population, based on the most recent federal decennial census, (2) towns which rank for the first fiscal year of each biennium from one to eleven when all towns are ranked in descending order from one to one hundred sixty-nine based on the number of children under the temporary family assistance program, as defined in subdivision (17) of section 10-262f, plus the mastery count of the town, as defined in subdivision (13) of section 10-262f, and (3) towns which rank for the first fiscal year of each biennium one to eleven when all towns are ranked in descending order from one to one hundred sixty-nine based on the ratio of the number of children under the temporary family assistance program as so defined to the resident students of such town, as defined in subdivision (22) of section 10-262f, plus the grant mastery percentage of the town, as defined in subdivision (12) of section 10-262f. The State Board of Education shall utilize the categorical grant program established under this section and sections 10-266q and 10-266r and other educational resources of the state to work cooperatively with such school districts during any school year to improve their educational programs or to provide early childhood education or early reading intervention programs. The component parts of the grant shall be allocated according to the provisions of sections 10-16p, 10-265f, 10-265m and 10-266t. Subject to the provisions of subsection (c) of section 10-276a, the State Board of Education shall allocate one million dollars to each of the eight towns described in subdivision (1) of this subsection and five hundred thousand dollars to each of the towns described in subdivisions (2) and (3) of this subsection, except the towns described in subdivision (1) of this subsection shall not receive any additional allocation if they are also described in subdivision (2) or (3) of this subsection.

(b) Notwithstanding the provisions of subsection (a) of this section, any town which received a grant pursuant to this section for the fiscal year ending June 30, 1999, and which does not qualify for a grant pursuant to subsection (a) of this section for the fiscal year ending June 30, 2000, shall receive grants for the fiscal years ending June 30, 2000, June 30, 2001, and June 30, 2002, in amounts determined in accordance with this subsection. (1) For the fiscal year ending June 30, 2000, in an amount equal to the difference between (A) the amount of the grant such town received pursuant to this section for the fiscal year ending June 30, 1999, and (B) an amount equal to twenty-five per cent of the difference between (i) the amount of the grant such town received pursuant to this section for the fiscal year ending June 30, 1999, and (ii) the amount of the grants received by transitional school districts pursuant to section 10-263c. (2) For the fiscal year ending June 30, 2001, in an amount equal to the difference between (A) the amount of the grant such town received pursuant to this section for the fiscal year ending June 30, 1999, and (B) an amount equal to fifty per cent of the difference between (i) the amount of the grant such town received pursuant to this section for the fiscal year ending June 30, 1999, and (ii) the amount of the grants received by transitional school districts pursuant to section 10-263c. (3) For the fiscal year ending June 30, 2002, in an amount equal to the difference between (A) the amount of the grant such town received pursuant to this section for the fiscal year ending June 30, 1999, and (B) an amount equal to seventy-five per cent of the difference between (i) the amount of the grant such town received pursuant to this section for the fiscal year ending June

30, 1999, and (ii) the amount of the grants received by transitional school districts pursuant to section 10-263c.

(c) In addition to the amount allocated pursuant to subsection (a) of this section, for the fiscal year ending June 30, 1997, and each fiscal year thereafter, the State Board of Education shall allocate (1) seven hundred fifty thousand dollars to each town which ranks from one to three, inclusive, in population pursuant to subdivision (1) of said subsection (a) and three hundred thirty-four thousand dollars to each town which ranks from four to eight, inclusive, in population pursuant to said subdivision and (2) one hundred eighty thousand dollars to each of the towns described in subdivisions (2) and (3) of said subsection (a), except that the towns described in subdivision (1) of said subsection (a) shall not receive any additional allocation pursuant to subdivision (2) of this subsection if they are also described in subdivision (2) or (3) of said subsection (a).

(d) In addition to the amounts allocated pursuant to subsections (a) and (c) of this section, the State Board of Education shall allocate a share, in the same proportion as the total amount allocated pursuant to said subsections, of two million five hundred thousand dollars for the fiscal year ending June 30, 1998, and three million dollars for the fiscal year ending June 30, 1999, and each fiscal year thereafter, to each of the towns receiving a grant pursuant to this section.

(e) In addition to the amounts allocated pursuant to subsections (a), (c) and (d) of this section, for the fiscal year ending June 30, 2005, and each fiscal year thereafter, the State Board of Education shall allocate (1) one million five hundred thousand dollars to the town which ranks one in population pursuant to subdivision (1) of said subsection (a), (2) one million dollars to each town which ranks from two to four, inclusive, in population pursuant to said subdivision (1), (3) six hundred thousand dollars to the town which ranks five in population pursuant to said subdivision (1), (4) five hundred thousand dollars to each town which ranks from six to eight, inclusive, in population pursuant to said subdivision (1), and (5) two hundred fifty thousand dollars to each of the towns described in subdivisions (2) and (3) of said subsection (a), except that the towns described in subdivision (1) of said subsection (a) shall not receive any additional allocation pursuant to subdivision (5) of this subsection if they are also described in subdivision (2) or (3) of said subsection (a).

(f) In addition to the amounts allocated in subsection (a), and subsections (c) to (e), inclusive, of this section, for the fiscal year ending June 30, 2006, the State Board of Education shall allocate two million thirty-nine thousand six hundred eighty-six dollars to the towns that rank one to three, inclusive, in population pursuant to subdivision (1) of said subsection (a), and for the fiscal years ending June 30, 2007, to June 30, 2011, the State Board of Education shall allocate two million six hundred ten thousand seven hundred ninety-eight dollars to the towns that rank one to three, inclusive, in population pursuant to subdivision (1) of said subsection (a).

(g) In addition to the amounts allocated in subsection (a) and subsections (c) to (f), inclusive, of this section, for the fiscal year ending June 30, 2009, and each fiscal year thereafter, the State Board of Education shall allocate three million seven hundred forty thousand five hundred seventy-three dollars as follows: Each priority school district shall receive an allocation based on the ratio of the amount it is eligible to receive pursuant to subsection (a) and subsections (c) to

(f), inclusive, of this section to the total amount all priority school districts are eligible to receive pursuant to said subsection (a) and said subsections (c) to (f), inclusive.

(h) Notwithstanding the provisions of this section, for the fiscal year ending June 30, 2008, and for each fiscal year thereafter, no town receiving a grant pursuant to this section shall receive a grant that is in an amount that is less than one hundred fifty dollars per pupil. For the purposes of this subsection, the amount of the grant on a per pupil basis shall be determined by dividing the total amount that a town receives for a grant under this section by the number of resident students, as defined in subdivision (22) of section 10-262f, of the local or regional school district for which the town receives a grant under this section.

(i) In addition to the amounts allocated in subsection (a) and subsections (c) to (h), inclusive, of this section, for the fiscal year ending June 30, 2008, and each fiscal year thereafter, the State Board of Education shall allocate six hundred fifty thousand dollars to the town ranked sixth when all towns are ranked from highest to lowest in population, based on the most recent federal decennial census.

Sec. 10-266t. Grants for extended school building hours for academic enrichment and support and recreation programs. (a) The Commissioner of Education shall award grants annually, in accordance with this section and section 10-266u, to local and regional boards of education identified as priority school districts pursuant to section 10-266p. In addition, for the fiscal years ending June 30, 2000, and June 30, 2001, the commissioner shall provide a grant to any local or regional board of education in a town which does not qualify for a grant pursuant to subsection (a) of section 10-266p for said fiscal years but does qualify for a grant pursuant to subsection (b) of said section for said fiscal years. The grants shall provide funds for extended school building hours for public schools in such districts for academic enrichment and support, and recreation programs for students in the districts. Such programs may be conducted in buildings other than public school buildings, provided the board of education is able to demonstrate to the commissioner that the facility in which the program will be run can adequately support the academic goals of the program and a plan is in place to provide adequate academic instruction.

(b) The Commissioner of Education shall provide a grant estimate annually to each priority school district. The estimated grant shall be calculated as follows: Each district's average daily membership, as defined in subdivision (2) of section 10-261, divided by the total of all priority school districts' average daily membership, multiplied by the amount appropriated for the grant program minus the amounts specified in subsections (a) and (b) of section 10-266u.

(c) (1) Annually, each such district shall file a grant application with the Commissioner of Education, in such form and at such time as he prescribes. The application shall identify the local distribution of funds by school and operator, with program specification, hours and days of operation.

(2) Each such district shall solicit applications for individual school programs, on a competitive basis, from town and nonprofit agencies, prioritize the applications and select applications for funding within the total grant amount allocated to the district. District decisions to fund individual school programs shall be based on specified criteria including: (A) Total hours

of operation, (B) number of students served, (C) total student hours of service, (D) total program cost, (E) estimate of volunteer hours, or other sources of support, (F) community involvement, commitment and support, (G) nonduplication of existing services, (H) needs of the student body of the school, (I) unique qualities of the proposal and (J) responsiveness to the requirements of this section and section 10-266u. Each district shall submit to the commissioner all proposals received as part of its grant application and documentation of the review and ranking process for such proposals.

(3) Grants to individual school programs shall be limited to a range of twenty to eighty thousand dollars per school, based on school enrollment.

(d) Each district, shall: (1) Demonstrate, in its grant application, that a district-wide and school building needs assessment was conducted, including an inventory of existing academic enrichment and support, and recreational opportunities available during nonschool hours both within and outside of school buildings; (2) ensure equal program access for all students and necessary accommodations and support for students with disabilities; (3) provide a summer component, unless it is able to document that sufficient summer opportunity already exists; (4) include in its application a schedule and total number of hours that it determines to be reasonable and sufficient for individual school programs; (5) support no less than ten per cent of the cost of the total district-wide extended school building hours program and provide documentation of local dollars or in-kind contributions, or both; and (6) contract for the direct operation of the program, unless it is able to document that no providers are interested or able to provide a cost efficient program.

(e) All programs funded pursuant to this section shall: (1) Offer both academic enrichment and support and recreation experiences, (2) be open to all resident students in the district, (3) be designed to ensure communication with the child's teacher and ties to the regular school curriculum, (4) be clearly articulated with structured and specified experiences for children but able to accommodate the irregular participation of any one child, (5) provide for community involvement, (6) investigate the use of the National Service Corps, (7) coordinate operations and activities with existing programs and the agencies which operate such programs, (8) provide for parent involvement in program planning and the use of parents as advisers and volunteers, and (9) provide for business involvement or sponsorship. Programs within a district may vary in terms of times of operation and nature of the program. All programs which operate in a public school shall have access to existing special facilities and equipment in the public school and shall have the written endorsement of the school principal and superintendent of schools for the school district.

(f) Grant funds may be used to hire personnel to provide for the instruction and supervision of children and for necessary support costs such as food, program supplies, equipment and materials, direct cost of building maintenance, personnel supervision and transportation but shall not be used for indirect costs.

(g) The Commissioner of Education may negotiate the contents of a district's grant application or refuse to authorize a grant if he finds the proposal costs are not reasonable or necessary or the selection of specific local building programs over others was not justified by the

process and the data.

(h) Notwithstanding subsections (d) and (e) of this section, a school district may charge fees for participation in after-school academic enrichment, support or recreational programs, provided the fees are calculated on a sliding scale based on ability to pay and no fee exceeds seventy-five per cent of the average cost of participation. No school district may exclude a student from participation in such after-school academic enrichment, support and recreational programs due to inability to pay a fee.

§ 10-266w. School breakfast grant program

(a) For each fiscal year, each local and regional board of education having at least one school building designated as a severe need school, as defined by federal law governing school nutrition programs, in the fiscal year two years prior to the grant year, shall be eligible to receive a grant to assist in providing school breakfasts to all students in each eligible severe need school, provided any local or regional board having at least one school building so designated shall participate in the federal school breakfast program on behalf of all severe need schools in the district with grades eight or under in which at least eighty per cent of the lunches served are served to students who are eligible for free or reduced price lunches pursuant to federal law and regulations.

(b) Grants under this section shall be contingent on documented direct costs of a school breakfast program which exceed the federal aid and cash income received by a school breakfast program. Eligible boards of education shall submit applications, on behalf of each of their severe need schools, for grants under this section to the Commissioner of Education. Applications shall be submitted in such form and at such times as the commissioner shall prescribe.

(c) Within the limits of available funds, the amount to which each eligible local or regional board of education is entitled for each fiscal year under this section shall be the sum of (1) three thousand dollars for each severe need school in the school district which provides a school breakfast program prorated per one hundred eighty days of the school year; and (2) ten cents per breakfast served in each severe need school. If the amount due eligible boards of education exceeds the amount of funds available, the grants calculated under subdivision (2) of this subsection shall be reduced proportionately. In each fiscal year, grants calculated under subdivision (1) of this subsection shall be paid in October, and grants calculated under subdivision (2) of this subsection shall be paid in equal installments in January and May. Based on verification of the data used to calculate such grants, any underpayment or overpayment may be calculated and adjusted by the Department of Education in any subsequent year's grant.

(d) Each local and regional board of education participating in the grant program shall prepare a financial statement of expenditures which shall be submitted to the department on or before September first of the fiscal year immediately following each fiscal year in which the school district participates in the grant program. If the commissioner finds that any school breakfast grant recipient uses such grant for purposes which are not in conformity with the purposes of this section, the commissioner may require repayment of the grant to the state.

Sec. 10-266aa. State-wide interdistrict public school attendance program. (a) As used in this section:

(1) "Receiving district" means any school district that accepts students under the program established pursuant to this section;

(2) "Sending district" means any school district that sends students it would otherwise be legally responsible for educating to another school district under the program; and

(3) "Minority students" means students who are "pupils of racial minorities", as defined in section 10-226a.

(b) There is established, within available appropriations, an interdistrict public school attendance program. The purpose of the program shall be to: (1) Improve academic achievement; (2) reduce racial, ethnic and economic isolation or preserve racial and ethnic balance; and (3) provide a choice of educational programs for students enrolled in the public schools. The Department of Education shall provide oversight for the program, including the setting of reasonable limits for the transportation of students participating in the program, and may provide for the incremental expansion of the program for the school year commencing in 2000 for each town required to participate in the program pursuant to subsection (c) of this section.

(c) The program shall be phased in as provided in this subsection. (1) For the school year commencing in 1998, and for each school year thereafter, the program shall be in operation in the Hartford, New Haven and Bridgeport regions. The Hartford program shall operate as a continuation of the program described in section 10-266j. Students who reside in Hartford, New Haven or Bridgeport may attend school in another school district in the region and students who reside in such other school districts may attend school in Hartford, New Haven or Bridgeport, provided, beginning with the 2001-2002 school year, the proportion of students who are not minority students to the total number of students leaving Hartford, Bridgeport or New Haven to participate in the program shall not be greater than the proportion of students who were not minority students in the prior school year to the total number of students enrolled in Hartford, Bridgeport or New Haven in the prior school year. The regional educational service center operating the program shall make program participation decisions in accordance with the requirements of this subdivision. (2) For the school year commencing in 2000, and for each school year thereafter, the program shall be in operation in New London, provided beginning with the 2001-2002 school year, the proportion of students who are not minority students to the total number of students leaving New London to participate in the program shall not be greater than the proportion of students who were not minority students in the prior year to the total number of students enrolled in New London in the prior school year. The regional educational service center operating the program shall make program participation decisions in accordance with this subdivision. (3) The Department of Education may provide, within available appropriations, grants for the fiscal year ending June 30, 2003, to the remaining regional educational service centers to assist school districts in planning for a voluntary program of student enrollment in every priority school district, pursuant to section 10-266p, which is interested in participating in accordance with this subdivision. For the school year commencing in 2003, and for each school year thereafter, the voluntary enrollment program may be in

operation in every priority school district in the state. Students from other school districts in the area of a priority school district, as determined by the regional educational service center pursuant to subsection (d) of this section, may attend school in the priority school district, provided such students bring racial, ethnic and economic diversity to the priority school district and do not increase the racial, ethnic and economic isolation in the priority school district.

(d) School districts which received students from New London under the program during the 2000-2001 school year shall allow such students to attend school in the district until they graduate from high school. The attendance of such students in such program shall not be supported by grants pursuant to subsections (f) and (g) of this section but shall be supported, in the same amounts as provided for in said subsections, by interdistrict cooperative grants pursuant to section 10-74d to the regional educational service centers operating such programs.

(e) Once the program is in operation in the region served by a regional educational service center pursuant to subsection (c) of this section, the Department of Education shall provide an annual grant to such regional educational service center to assist school districts in its area in administering the program and to provide staff to assist students participating in the program to make the transition to a new school and to act as a liaison between the parents of such students and the new school district. Each regional educational service center shall determine which school districts in its area are located close enough to a priority school district to make participation in the program feasible in terms of student transportation pursuant to subsection (f) of this section, provided any student participating in the program prior to July 1, 1999, shall be allowed to continue to attend the same school such student attended prior to said date in the receiving district until the student completes the highest grade in such school. Each regional educational service center shall convene, annually, a meeting of representatives of such school districts in order for such school districts to report, by March thirty-first, the number of spaces available for the following school year for out-of-district students under the program. Annually, each regional educational service center shall provide a count of such spaces to the Department of Education by April fifteenth. If there are more students who seek to attend school in a receiving district than there are spaces available, the regional educational service center shall assist the school district in determining attendance by the use of a lottery or lotteries designed to preserve or increase racial, ethnic and economic diversity, except that the regional educational service center shall give preference to siblings and to students who would otherwise attend a school that has lost its accreditation by the New England Association of Schools and Colleges or has been identified as in need of improvement pursuant to the No Child Left Behind Act, P.L. 107-110. The admission policies shall be consistent with section 10-15c and this section. No receiving district shall recruit students under the program for athletic or extracurricular purposes. Each receiving district shall allow out-of-district students it accepts to attend school in the district until they graduate from high school.

(f) The Department of Education shall provide grants to regional educational service centers or local or regional boards of education for the reasonable cost of transportation for students participating in the program. For the fiscal year ending June 30, 2003, and each fiscal year thereafter, the department shall provide such grants within available appropriations, provided the state-wide average of such grants does not exceed an amount equal to three thousand two hundred fifty dollars for each student transported, except that the Commissioner of Education

may grant to regional educational service centers additional sums from funds remaining in the appropriation for such transportation services if needed to offset transportation costs that exceed such maximum amount. The regional educational service centers shall provide reasonable transportation services to high school students who wish to participate in supervised extracurricular activities. For purposes of this section, the number of students transported shall be determined on September first of each fiscal year.

(g) The Department of Education shall provide, within available appropriations, an annual grant to the local or regional board of education for each receiving district in an amount not to exceed two thousand five hundred dollars for each out-of-district student who attends school in the receiving district under the program. Each town which receives funds pursuant to this subsection shall make such funds available to its local or regional board of education in supplement to any other local appropriation, other state or federal grant or other revenue to which the local or regional board of education is entitled.

(h) Notwithstanding any provision of this chapter, each sending district and each receiving district shall divide the number of children participating in the program who reside in such district or attend school in such district by two for purposes of the counts for subdivision (22) of section 10-262f and subdivision (2) of subsection (a) of section 10-261.

(i) In the case of an out-of-district student who requires special education and related services, the sending district shall pay the receiving district an amount equal to the difference between the reasonable cost of providing such special education and related services to such student and the amount received by the receiving district pursuant to subsection (g) of this section and in the case of students participating pursuant to subsection (d) of this section, the per pupil amount received pursuant to section 10-74d. The sending district shall be eligible for reimbursement pursuant to section 10-76g.

(j) Nothing in this section shall prohibit school districts from charging tuition to other school districts that do not have a high school pursuant to section 10-33.

(k) On or before October fifteenth of each year, the Commissioner of Education shall determine if the enrollment in the program pursuant to subsection (c) of this section for the fiscal year is below the number of students for which funds were appropriated. If the commissioner determines that the enrollment is below such number, the additional funds shall not lapse but shall be used by the commissioner in accordance with this subsection. (1) Any amount up to five hundred thousand dollars of such nonlapsing funds shall be used for supplemental grants to receiving districts on a pro rata basis for each out-of-district student in the program pursuant to subsection (c) of this section who attends the same school in the receiving district as at least nine other such out-of-district students, not to exceed one thousand dollars per student. (2) Any remaining nonlapsing funds shall be used for interdistrict cooperative grants pursuant to section 10-74d.

(l) For purposes of the state-wide mastery examinations under section 10-14n, students participating in the program established pursuant to this section shall be considered residents of the school district in which they attend school.

(m) Within available appropriations, the commissioner may make grants to regional education service centers which provide summer school educational programs approved by the commissioner to students participating in the program.

(n) The Commissioner of Education may provide grants for children in the Hartford program described in this section to participate in preschool and all day kindergarten programs. In addition to the subsidy provided to the receiving district for educational services, such grants may be used for the provision of before and after-school care and remedial services for the preschool and kindergarten students participating in the program.

(o) Within available appropriations, the commissioner may make grants for academic student support for programs pursuant to this section that assist the state in meeting the goals of the 2008 stipulation and order for Milo Sheff, et al. v. William A. O'Neill, et al., as determined by the commissioner.

§ 10-285a. Percentage determination for school building project grants

(a) The percentage of school building project grant money a local board of education may be eligible to receive, under the provisions of section 10-286 shall be determined as follows: (1) Each town shall be ranked in descending order from one to one hundred sixty-nine according to such town's adjusted equalized net grand list per capita, as defined in section 10-261; (2) based upon such ranking, a percentage of not less than forty nor more than eighty shall be determined for each town on a continuous scale, except that for school building projects authorized by the General Assembly during the fiscal year ending June 30, 1991, for all such projects so authorized thereafter and for grants approved pursuant to subsection (b) of section 10-283 for which application is made on and after July 1, 1991, the percentage of school building project grant money a local board of education may be eligible to receive, under the provisions of section 10-286 shall be determined as follows: (A) Each town shall be ranked in descending order from one to one hundred sixty-nine according to such town's adjusted equalized net grand list per capita, as defined in section 10-261; (B) based upon such ranking, a percentage of not less than twenty nor more than eighty shall be determined for each town on a continuous scale.

(b) The percentage of school building project grant money a regional board of education may be eligible to receive under the provisions of section 10-286 shall be determined by its ranking. Such ranking shall be determined by (1) multiplying the total population, as defined in section 10-261, of each town in the district by such town's ranking, as determined in subsection (a) of this section, (2) adding together the figures determined under subdivision (1) of this subsection, and (3) dividing the total computed under subdivision (2) of this subsection by the total population of all towns in the district. The ranking of each regional board of education shall be rounded to the next higher whole number and each such board shall receive the same reimbursement percentage as would a town with the same rank plus ten per cent, except that no such percentage shall exceed eighty-five per cent.

(c) The percentage of school building project grant money a regional educational service center may be eligible to receive shall be determined by its ranking. Such ranking shall be determined by (1) multiplying the population of each member town in the regional educational service center

by such town's ranking, as determined in subsection (a) of this section; (2) adding together the figures for each town determined under subdivision (1) of this subsection, and (3) dividing the total computed under subdivision (2) of this subsection by the total population of all member towns in the regional educational service center. The ranking of each regional educational service center shall be rounded to the next higher whole number and each such center shall receive the same reimbursement percentage as would a town with the same rank.

(d) The percentage of school building project grant money a cooperative arrangement pursuant to section 10-158a, may be eligible to receive shall be determined by its ranking. Such ranking shall be determined by (1) multiplying the total population, as defined in section 10-261, of each town in the cooperative arrangement by such town's ranking, as determined in subsection (a) of this section, (2) adding the products determined under subdivision (1) of this subsection, and (3) dividing the total computed under subdivision (2) of this subsection by the total population of all towns in the cooperative arrangement. The ranking of each cooperative arrangement shall be rounded to the next higher whole number and each such cooperative arrangement shall receive the same reimbursement percentage as would a town with the same rank plus ten percentage points.

(e) If an elementary school building project for a new building or for the expansion of an existing building includes space for a school readiness program, the percentage determined pursuant to this section shall be increased by five percentage points, but shall not exceed one hundred per cent, for the portion of the building used primarily for such purpose. Recipient districts shall maintain full-day preschool enrollment for at least ten years.

(f) The percentage determined pursuant to this section for a school building project grant for the expansion, alteration or renovation of an existing public school building to convert such building for use as a lighthouse school, as defined in section 10-266cc, shall be increased by ten percentage points.

(g) The percentage determined pursuant to this section for a school building project grant shall be increased by the percentage of the total projected enrollment of the school attributable to the number of spaces made available for out-of-district students participating in the program established pursuant to section 10-266aa, provided the maximum increase shall not exceed ten percentage points.

(h) Subject to the provisions of section 10-285d, if an elementary school building project for a school in a priority school district or for a priority school is necessary in order to offer a full-day kindergarten program or a full-day preschool program or to reduce class size pursuant to section 10-265f, the percentage determined pursuant to this section shall be increased by ten percentage points for the portion of the building used primarily for such full-day kindergarten program, full-day preschool program or such reduced size classes. Recipient districts that receive an increase pursuant to this subsection in support of a full-day preschool program, shall maintain full-day preschool enrollment for at least ten years.

(i) For all projects authorized on or after July 1, 2007, all attorneys' fees and court costs related to litigation shall be eligible for state school construction grant assistance only if the grant applicant is the prevailing party in any such litigation.

PUBLIC SCHOOL CHOICE IN CONNECTICUT 2010–2011

A Guide for Students and Their Families

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Connecticut State Department of Education

CONNECTICUT STATE
DEPARTMENT OF EDUCATION

Mark K. McQuillan, Commissioner

George A. Coleman, Deputy Commissioner

Division of Family and Student Support Services

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PUBLIC SCHOOL CHOICE IN CONNECTICUT 2010–2011

A Guide for Students and Their Families

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A Message from Commissioner of Education Mark K. McQuillan

Dear Connecticut Resident:

Traditionally, students attend school in the district (town) where they live, but the option to choose other educational alternatives has been part of state policy for decades. High school students also have had the option of attending a Connecticut technical high school (formerly known as regional vocational-technical schools) or a regional agriculture science and technology education center (formerly known as regional vocational agriculture centers) since the 1950s. Since 1966, Connecticut urban students have attended suburban schools under a program called Project Concern. In 1991, the range of educational options expanded with the opening of the first regional magnet school in New London. Connecticut's first charter schools opened in 1997. In 1998-99, Project Concern was replaced by the Open Choice program, which provides for two-way movement of urban and suburban students in the regions surrounding Connecticut's three largest cities.

On July 9, 1996, in *Milo Sheff, et al. v. William A. O'Neill, et al.*, the Connecticut State Supreme Court held that students in the City of Hartford attended public schools that were racially, ethnically and economically isolated, in violation of the Connecticut Constitution. The court urged the state to take prompt steps to remedy the violation. To date, measures taken by the state include a variety of high quality, accessible, reduced-isolation educational options for Hartford-resident minority students. These options include:

- open choice;
- interdistrict magnet schools;
- state technical high schools;
- charter schools;
- regional agriculture science and technology education centers; and
- interdistrict cooperative grant programming.

To assist the state in meeting its constitutional obligations, a special *Sheff* office was created within the Connecticut State Department of Education (CSDE) to direct and oversee the state's Comprehensive Management Plan for integrating the Hartford Public Schools. Additionally, the CSDE established and funds a Regional School Choice Office in Hartford to provide information to families and facilitate collaborative efforts between the state and its partners to achieve the *Sheff* goal of high quality, integrated educational opportunities in the Greater Hartford region.

The Connecticut State Board of Education initiated a public information program to inform parents and students of the choices available to them. This book is part of that outreach program. Partners in this effort are the state's six regional educational service centers, 61 magnet schools and 18 charter schools. There are 16 diploma-granting technical high schools throughout the state. There is also one two-year school in Bristol that has combined programs with local high schools. In addition, there are 19 regional agriculture science and technology education centers. Each agency or school holds information sessions to provide written information and answer questions about the choices available. More information is available on the CSDE Web site: http://www.ct.gov/sde.

This book is designed to give you and your child or children information about the educational choices now available in Connecticut. Information on each option is provided. For each option, there are answers to a set of basic questions about the operation of the schools or program. For Open Choice, the regional educational service centers responsible for administering the program are listed. For the other options, listings include the names, addresses and brief descriptions of the schools. These descriptions are just the beginning.

If you are a parent/guardian or student in the Greater Hartford region and wish to obtain information about and an application for *Sheff* charter schools, interdistrict magnets, technical high schools, regional agriculture science and technology education centers, or Open Choice, please contact the Regional School Choice Office at 860-757-6188 or visit their Web site at http://www.choiceeducation.org. You may also obtain a paper application from the Regional School Choice Office at: The Learning Corridor, 43 Vernon Street, Hartford, CT, on weekdays, from 8 a.m. to 4 p.m.

We hope this information helps you to determine which educational options are best for your children.

Sincerely yours,

Mark K. McQuillan
Commissioner of Education

Connecticut State Board of Education
Hartford

Position Statement on Public School Choice

October 7, 2009

The Connecticut State Board of Education is committed to closing the achievement gap and ensuring that every student has the opportunity to access high-quality programs based on his or her educational needs and interests. This commitment is realized in schools that offer challenging, relevant and rigorous curriculum and instruction, and a creative and flexible environment that values each student's unique abilities, talents, interests and learning styles regardless of racial, ethnic or economic backgrounds.

By offering all students and their families public school choices among a range of high-quality educational programs and settings, we believe our educational system will maximize the opportunity for each student to achieve his or her highest potential. The state successfully utilizes public school choice options as tools to reduce racial, ethnic and economic isolation. In addition to benefitting students statewide, public school choice has been an effective tool in reducing racial, ethnic and economic isolation in the Hartford region consistent with the court settlement in *Milo Sheff, et al. v. William A. O'Neill, et al.*

No single curriculum, educational model or pedagogy is best for all students. Rather, in its quest to deliver high-quality public education to every student, each local or regional board of education must consider a combination of educationally sound practices and approaches which are tailored to meet all students' strengths and needs. The State Board of Education encourages each local or regional school board to utilize existing statutory authority to increase school and program opportunities by providing a wider selection of rigorous and culturally relevant educational experiences within and across school districts for all students. Also, parents and students are encouraged to explore public school choice programming through local or regional school districts, Regional Educational Service Centers (RESCs), the Regional School Choice Office serving the Hartford region and the Connecticut State Department of Education.

Public school choice programs have been found to directly and positively impact levels of parental involvement and student attendance, achievement, motivation and community engagement. In addition, public school choice programs have increasingly engaged in partnerships with public or independent institutions of higher education, including community colleges, to prepare students for postsecondary educational opportunities.

The State Board of Education supports efforts to offer the following public school choice options: interdistrict magnet schools, public charter schools, open choice, interdistrict cooperative grant programs, state technical high schools, and regional agricultural science and technology education centers.

Public school choice programs are an integral component of the state's public school system. The Connecticut State Board of Education believes the wide variety of public school choice programs offered in the state further increases opportunities for all students to learn in a manner that is customized to their needs, interests and abilities.

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CHARTER SCHOOLS

References below indicate schools operating Early Childhood Programs

PK3 = 3-year-old pre-kindergarten
(child is 3 years old by December 31, 2010)

PK4 = 4-year-old pre-kindergarten
(child is 4 years old by December 31, 2010)

K = Kindergarten
(child is 5 years old by December 31, 2010)

CHARTER SCHOOLS

[Q & A]

What are the purposes of charter schools?
Charter schools (1) improve academic achievement; (2) provide for educational innovation; (3) provide vehicles for the reduction of racial, ethnic and economic isolation; and (4) provide a choice of public education programs for students and parents.

What is a charter school?
A charter school is a public nonsectarian school organized as a nonprofit corporation and operated independently of a local or regional board of education. Charters are granted by the State Board of Education and schools may enroll students in Grades PK-12 as established in their charters.

Who Is eligible to attend?
Charter schools are open to all students, but the charter may limit the geographic areas from which students may attend. The charter school holds a lottery if there are more applicants than spaces available. Districts are required to give charter school personnel access to schools for recruiting purposes.

Who pays for these schools? Will the parent have to pay tuition for the student?
Parents do not pay tuition to send their child to a charter school. Operating costs for state charter schools are funded through a state grant of $9,300 per student enrolled in the school. Charter schools are also eligible for federal and state competitive grants, including a federal charter school start-up grant.

How will my child get to school?
The local or regional board of education where the charter school is located must provide transportation for students attending the charter school who live in the district. Parents of students who live out of the district where the charter is located may need to provide transportation for their child if the charter school does not.

Does the school provide for the needs of special education students?
Yes. In the case of a charter school, the responsibility for holding the planning and placement team (PPT) meeting belongs to the district where the student lives. The charter school is responsible for ensuring that the student receives the services required by the student's individualized educational program (IEP), whether those services are provided by the charter school or by the school district in which the student lives. For more information, review the *Students with Disabilities & Parental Choice in Connecticut* guide.

Whom do I contact to enroll my child in a charter school?
Contact the charter school directly (see the list on the following pages). For information on new charter schools, call the State Department of Education Charter School Office at 860-713-6574.

If you are a parent or student in the *Sheff v. O'Neill* region and are interested in attending a magnet school, a technical high school or a regional agricultural science and technology education center in the region or the Open Choice program you should contact the Regional School Choice Office at 860-757-6188 or visit their Web site: http://www.choiceeducation.org.

BRIDGEPORT

Achievement First Bridgeport Academy
Debon Lewis, Principal
Achievement First Bridgeport Academy
529 Noble Ave.
Bridgeport, CT 06608
Tel. 203-333-9128
Fax 203-333-9142
Web site: http://www.achievementfirst.org/schools/connecticut-schools/bridgeport-middle/about/

Achievement First Bridgeport Academy is a rigorous, college preparatory public charter school serving middle school students from the Bridgeport community. The school's program is built on elements of the culture and academic curriculum developed at Amistad Academy. The school is focused on academic and social growth, with college graduation at the core of its mission. There are high expectations for student conduct and academic growth which fosters a culture of success in which achievement is valued and "cool." Students feel safe in this positive environment which allows them to become more self-aware and poised individuals. There are ample learning opportunities because of extended instructional days, small-group instruction, after-school tutoring and a mandatory Summer Academy.

Grades: 5-8 | Enrollment: 235 | Opening Date: Fall 2007

The Bridge Academy
Timothy Dutton, Director
The Bridge Academy
401 Kossuth St.
Bridgeport, CT 06608
Tel. 203-336-9999
Fax 203-336-9852
Web site: http://www.bridgeacademy.org/main/

The Bridge Academy provides a college preparatory curriculum designed to overcome the problems found in the inner city. The school's goals are met through parental involvement; a mentor program with professionals from the Bridgeport business community; an introduction to the world outside Bridgeport that includes the arts; and a small enrollment that fosters a sense of community and self-respect.

Grades: 7-12 | Enrollment: 260 | Opening Date: Fall 1997

New Beginnings Family Academy
Paul Whyte, Principal
New Beginnings Family Academy
184 Garden St.
Bridgeport, CT 06605
Tel. 203-384-2897
Fax 203-384-2898
Web site: http://www.nbfacademy.org/

New Beginnings Family Academy (NBFA) provides each student with a superior education that creates high academic achievement and the intellectual foundation to make sound, ethical judgments. The Academy accomplishes this mission in an environment of innovation and cooperation among the whole school community. NBFA operates an extended-day and extended-year program that keeps students in school nine hours a day, 11 months a year. A full-time family relations coordinator ensures that NBFA parents receive the highest level of customer services.

Grades: K-8 | Enrollment: 360 | Opening Date: Fall 2002

Park City Prep Charter School
Bruce Ravage, Executive Director
Park City Prep Charter School
510 Barnum Ave. (2nd floor)
Bridgeport, CT 06608
Tel. 203-953-3766
Fax 203-953-3771
Web site: http://www.parkcityprep.org/

Park City Prep's mission is to promote academic excellence and foster interest and competence in math, science and technology among students from under-performing schools and from communities historically underrepresented in the fields of science and technology. Civic and personal responsibility will be instilled through an integrated curriculum that emphasizes the social, economic and political ramifications of scientific research and discovery. Students will develop an appreciation for the contribution science has made in shaping history and improving our lives. Through a rigorous and stimulating, science-oriented curriculum, students will develop the discipline and higher-order thinking skills to prepare them for advanced-level courses in high school, as well as cultivate in them an interest in pursuing future careers in the fields of science and technology.

Grades: 6-8 | Enrollment: 240 | Opening Date: Fall 2006

HAMDEN

Highville Charter School, Inc.
Bill Troy, Director
Highville Charter School, Inc.
130 Leederhill Dr.
Hamden, CT 06517
Tel. 203-287-0528
Fax 203-287-0693
Web site: http://highvillecharterschool.org/

The Highville Charter School provides the Newhallville (New Haven) and Highwood (Hamden) communities with a PK-8 school with a global studies curriculum. The school incorporates the arts and foreign languages as a means to teach the basic skills as well as the higher-order thinking skills. The Highville School is developed in partnership with three area colleges and seeks to serve as a professional development model school. The school serves as a center for cultural, health, athletic and educational programs and workshops for the community.

Grades: PK-8 | Enrollment: 300 | Opening Date: Fall 1998

HARTFORD

Achievement First Hartford Academy
Jeffrey House, Executive Director
395 Lyme St.
Hartford, CT 06112
Tel. 860-695-5280
Fax 860-242-6457
Web site:
http://www.achievementfirst.org/schools/connecticut-schools/hartford-elementary/about/

Achievement First Hartford Academy's mission is to accelerate the learning of students so they achieve academic breakthroughs in the skills essential for success in high school, college and life. To develop students who take responsibility for themselves, their school, and their community by living up to the school's REACH (respect, enthusiasm, achievement, citizenship and hard work) values. A high-expectations educational model includes a challenging core curriculum, the ongoing use of diagnostic assessments, an extended school day and year, and a performance-based system for promotion.

Grades: K-3 and 5-7 | Enrollment: 415 | Opening Date: Fall 2008

Charter School for Young Children on Asylum Hill
Andrea Einhorn, Principal
1283 Asylum Ave.
Hartford, CT 06105
Tel. 860-231-7800
Fax 860-231-7236
Web site: http://www.crec.org/magnetschools/schools/charter/index.php

The Charter School for Young Children on Asylum Hill is an innovative school that focuses on developing children's vocabulary and literacy skills through hands-on, inquiry-based experiences. Children enjoy a myriad of activities that are structured to increase a child's natural inquisitiveness and love of learning. Each child's interests and skills are considered in the planning and creation of the classroom environment and instruction. The school is located in a setting that enhances learning in a natural environment. CREC, St. Joseph's College and the Asylum Hill Congregational Church have joined together to create this school that is used to train new teachers in how to provide a high-quality education to young children.

Grades: PK3-Grade 2 | Enrollment: 205 | Opening Date: Fall 2008

Jumoke Academy Charter Schools
Dr. Michael M. Sharpe, Chief Executive Director
Jumoke Academy Elementary School
250 Blue Hills Ave.
Hartford, CT 06112
Tel. 860-527-0575
Fax 860-525-7758
Web site: http://jumokeacademy.org/

Jumoke Academy Honors Middle School
Doreen Crawford, Principal
339 Blue Hills Ave.
Hartford, CT 06112
Tel. 860-527-0575 x130
Fax 860-243-3081

Jumoke Academy's goal is to prepare children to compete in the global marketplace by achieving high academic and social excellence. Students are required to maintain full participation in a rigorous academic program that develops their critical thinking skills and mastery of grade appropriate math, reading, writing and science. Jumoke Academy maintains a strong partnership with its parents, community members and local universities. Among the school's objectives are teaching all children a foreign language, technology/library science and arts literacy.

Steps to Prep (PK Program) 250 Blue Hills Ave.
Jumoke Academy (Grades K-5) 250 Blue Hills Ave.
Jumoke Academy Honors (Grades 6-8) 339 Blue Hills Ave.
Grades: PK-8 | Enrollment: 432 | Opening Date: Fall 1997

MANCHESTER

Odyssey Community School
Elaine Stancliffe, Executive Director
Odyssey Community School
579 West Middle Turnpike
Manchester, CT 06040
Tel. 860-645-1234
Fax 860-533-0324
Web site: http://www.odysseyschool.org/

Odyssey Community School provides an exemplary education in a community that nurtures the unique mind and heart of each child. Our students are taught to think clearly, learn independently, consume information wisely, communicate effectively in a variety of media, and understand the power of technology in society. Holding students accountable to high standards of behavior, families and teachers work together to help them become responsible citizens of strong, compassionate character who know themselves well. Graduates will be eager to continue learning and committed to improving the communities in which they live.

Grades: 4-8 | Enrollment: 180 | Opening Date: Fall 1997

NEW HAVEN

Amistad Academy
Tisha Markette, Principal
Amistad Academy – Elementary
540 Ella T. Grasso Blvd., Building 2
New Haven, CT 06519
Tel. 203-772-2166
Fax 203-772-2520
Web site:
http://www.achievementfirst.org/schools/connecticut-schools/amistad-elementary/about/

Matt Taylor, Executive Director
Amistad Academy – Middle School
407 James St.
New Haven, CT 06513
Tel. 203-773-0390
Fax 203-773-0364
Web site: http://www.achievementfirst.org/schools/connecticut-schools/

Jeff Sudmyer, Director
Amistad Academy – High School
49 Prince St.
New Haven, CT 06519
Tel. 203-772-1092
Fax 203-772-1784
Web site: http://www.achievementfirst.org/schools/connecticut-schools/amistad-high/aechs/

Amistad Academy's mission is to accelerate the learning of students so they achieve academic breakthroughs in the skills essential for success in high school, college and life, and to develop students who take responsibility for themselves, their school, and their community by living up to the school's REACH (respect, enthusiasm, achievement, citizenship and hard work) values. A high-expectations educational model includes a challenging core curriculum, the ongoing use of diagnostic assessments, an extended school day and year, and a performance-based system for promotion. Amistad Academy's CMT scores consistency top the state averages, rivaling the finest school districts in the state. Amistad Academy is the flagship school of the Achievement First network of schools.

Grades: K-12 | Enrollment: 756 | Opening Date: Fall 1999

Elm City College Preparatory School
Morgan Barth, Director
Elm City College Preparatory-Elementary School
240 Greene St.
New Haven, CT 06511
Tel. 203-498-0702
Fax 203-498-0712
Web site:
http://www.achievementfirst.org/schools/connecticut-schools/elm-city-elementary/about/

Marc Michaelson, Director
Elm City College Preparatory-Middle School
794 Dixwell Ave.
New Haven, CT 06511
Tel. 203-772-5332
Fax 203-772-3641
Web site: http://www.achievementfirst.org/schools/connecticut-schools/elm-city-middle/about/

Jeff Sudmyer, Director
Elm City College Preparatory – High School
49 Prince St.
New Haven, CT 06519
Tel. 203-772-1092
Fax 203-772-1784
Web site: http://www.achievementfirst.org/schools/connecticut-schools/amistad-high/aechs/

Elm City College Preparatory School exists to strengthen the academic and character skills needed for all students to excel in the top tier of high schools and colleges, to achieve success in a competitive world, and to serve as the next generation of leaders in their communities. A high-expectations educational model includes a challenging core curriculum, the ongoing use of diagnostic assessments, an extended school day and year, and a performance-based system for promotion. Elm City College Prep has a positive, structured school climate in which all students are taught to always demonstrate exemplary behavior and live up to the school's REACH (respect, enthusiasm, achievement, citizenship and hard work) values. Elm City College Prep is part of the Achievement First network of schools.

Grades: K-11 | Enrollment: 551 | Opening Date: Fall 2004

Common Ground High School
Lizanne Cox, Director
Common Ground High School
New Haven Ecology Project
358 Springside Ave.
New Haven, CT 06515
Tel. 203-389-0823
Fax 203-389-7458
Web site: http://www.nhep.com/

Common Ground is a comprehensive college preparatory high school featuring an environmental studies theme. The school is located on a 20-acre site within the city of New Haven, surrounded by the 1500-acre West Rock Ridge State Park. The site includes a working demonstration farm. This unique location and campus allow students to study the natural environment, organic food production and environmental justice issues that affect local communities. Challenging courses in all key academic disciplines engage students in authentic learning through projects, research, literature and investigation. Interested, high-performing students complete in an advanced Environmental Honors Program and take college classes during junior and senior years.

Grades: 9-12 | Enrollment: 155 | Opening Date: Fall 1997

NEW LONDON

Interdistrict School for Arts and Communication
Dr. Lloyd Johnson, Interim Director
Interdistrict School for Arts and Communication
190 Governor Winthrop Blvd.
New London, CT 06320
Tel. 860-447-1003
Fax 860-447-0470
Web site: http://isaacschool.org/

The Interdistrict School for Arts and Communication (ISAAC) is a regional center for interdisciplinary learning. ISAAC's holistic approach to education features an academically rigorous curriculum whose various disciplines are integrated through the arts and modern communication skills. The curriculum supports a learning community that is both multicultural and multilingual, based on a framework of knowledge, skills and awareness. With its small and diverse student body, it strives to be a model for the reduction of racial isolation.

Grades: 6-8 | Enrollment: 180 | Opening Date: Fall 1997

NORWICH

Integrated Day Charter School
Anna James, Director
Integrated Day Charter School
68 Thermos Ave.
Norwich, CT 06360
Tel. 860-892-1900
Fax 860-892-1902
Web site: http://www.idcs.org/

The Integrated Day program is an alternative program that adheres to a developmental approach. The teaching methods differ dramatically from those used in the conventional classroom. The underlying philosophy of the program recognizes that to be actively involved and truly engaged, a learner must have input into both the content of the learning and the process by which the knowledge is acquired. Specific areas of concentration include individual research, parental involvement, social curriculum, multi-age grouping, personal goal setting and assessment, sense of community and an extended schedule.

Grades: PK-8 | Enrollment: 330 | Opening Date: Fall 1997

SOUTH NORWALK

Side by Side Community School
Matthew Nittoly, Director
Side by Side Community School
10 Chestnut St.
South Norwalk, CT 06854
Tel. 203-857-0306
Fax 203-838-2666
Web site: http://sidebysideschool.org/

The mission of the Side by Side Community School is to create a multiracial learning environment for urban and suburban children and their families that ensures every child succeeds and every voice is heard. The school addresses all factors that affect achievement. It houses a Family Center using the 21st Century School model developed by Edward Zigler at Yale University. As a professional development model school, Side by Side is committed to perfecting the art and craft of teaching. Its philosophy of social justice drives its interdisciplinary curriculum. As a training site for interns, it serves as a model for child-centered, interactive instruction in a diverse setting.

Grades: PK-8 | Enrollment: 236 | Opening Date: Fall 1997

STAMFORD

Stamford Academy

Clark Callahan, Director
Stamford Academy
229 North St.
Stamford, CT 06092
Tel. 203-324-6300
Fax 203-324-6310
Web site: http://stamfordacademy.org/

The mission of Stamford Academy is to create a positive, challenging and responsive learning environment for high school students who have not succeeded in a traditional setting. Students will complete required coursework in language arts, mathematics, civics and science, as well as electives that will prepare them for higher education. Stamford Academy provides a "bridge to college" as well as providing opportunities to develop the requisite skills for successfully entering the job market. The staff collects and monitors data regarding individual academic, social, emotional, behavioral and career goals, to determine student programming and targeted remediation. Opportunities to practice citizenship and responsibility will be developed as students participate actively in school, home and community.

Grades: 9-12 | Enrollment: 135 | Opening Date: Fall 2004

Trailblazers Academy

Michael McGuire, Director
Trailblazers Academy
83 Lockwood Ave.
Stamford, CT 06902
Tel. 203-977-5690
Fax 203-977-5688
Web site: http://trailblazersacademy.org/

The mission of Trailblazers Academy is to hold all students to high academic expectations. While maintaining small classes and fostering positive relationships, the school builds a strong academic foundation for each student by emphasizing core subjects, basic skills and character development.

Grades: 6-8 | Enrollment: 164 | Opening Date: Fall 1999

WINSTED

Explorations Charter School
Gail Srebnik, Executive Director
Explorations Charter School
The Brian J. O'Neil Building
71 Spencer St.
Winsted, CT 06098
Tel. 860-738-9070
Fax 860-738-9092
Web site: http://explorationscs.com/

The mission of the Explorations Charter School is to cultivate a positive attitude toward lifelong learning in an experiential, nontraditional educational setting. Students participate in experiential educational activities such as career explorations and adventure education in addition to their individual course work. Supportive experiential activities are emphasized; tutoring and counseling are provided regularly; and students are encouraged to participate in a partnership to earn tuition-free community college credit while attending high school. Students must be present 90 percent of the time and pass 80 percent of their course work to participate. Explorations adheres to its strict attendance, admissions and academic contracts.

Grades: 10-12 | Enrollment: 85 | Opening Date: Fall 1997

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INTERDISTRICT MAGNET SCHOOLS

References below indicate schools operating Early Childhood Programs

PK3 = 3-year-old pre-kindergarten
(child is 3 years old by December 31, 2010)

PK4 = 4-year-old pre-kindergarten
(child is 4 years old by December 31, 2010)

K = Kindergarten
(child is 5 years old by December 31, 2010)

INTERDISTRICT MAGNET SCHOOLS

[Q & A]

What are the purposes of these schools?
The purposes of interdistrict magnet schools are to reduce, eliminate or prevent the racial, ethnic or economic isolation of public school students while offering a high-quality curriculum that supports educational improvement. Magnet schools offer programs in Grades PK-12.

What is a magnet school?
A magnet school is a publicly funded school operated by a local or regional school district, regional educational service center or by cooperative agreement involving two or more districts. In addition, the Board of Trustees of the Community Technical Colleges, on behalf of Manchester and Quinebaug Valley Community Colleges and Goodwin College, are eligible operators of magnet schools.

To help the state meet the goals of the 2008 stipulation and order for *Sheff v. O'Neill*, eligible operators of magnet schools include community-technical colleges, the Connecticut State University System, the University of Connecticut, independent colleges or universities, and any third-party, not-for-profit corporation approved by the Commissioner of Education.

Each magnet school has an educational theme or focus. Students choose to enroll based on interest in the school's theme. The performing arts, college preparation, science, technology and Japanese studies are examples of the wide range of magnet school themes serving elementary, middle and high school students.

Who is eligible to attend?
All students in the school districts participating in the magnet school program are eligible. Districts may limit the number of participants and must hold a lottery if there are more applicants than spaces available. No student may be denied enrollment because of race, ethnicity or disability.

What is magnet school parent choice?
Operators of interdistrict magnet schools may enroll students from districts not participating in the school or in the Open Choice program if they have seats available. Parents are urged to contact the magnet school operator to learn more about this option.

Who pays for these schools? Will the parent have to pay tuition for the student?
Operating costs are funded through (1) state grants; (2) contributions from local boards of education; (3) federal grants; (4) corporate contributions; and, (5) in some limited cases, tuition paid by the parent.

How will my child get to school?
The district where the school is located must provide transportation for resident students. Magnet schools or participating school districts receive state grants if they choose to transport out-of-district students, but are not required to do so. Nonparticipating school districts are not required to provide transportation to students enrolled in magnet schools. However, state law allows any school district

to apply for state reimbursements for magnet school transportation should it elect to provide transportation.

Does the school provide for the needs of special education students?
Yes. The responsibility for holding planning and placement team (PPT) meetings belongs to the district where the student lives. The magnet school is responsible for ensuring that the student receives the services required by the student's individualized education program (IEP), whether those services are provided by the magnet school or by the school district in which the student resides. For more information, review the *Students with Disabilities & Parental Choice in Connecticut* guide.

Whom do I contact to enroll my child in a magnet school?
Contact the magnet school you are interested in and arrange for an appointment to see the school. If you like the school, ask for an enrollment packet. For information on new magnet schools, call the State Department of Education Magnet School Office at 860-713-6575.

If you are a parent or student in the *Sheff v. O'Neill* region and are interested in attending a magnet school, a technical high school or a regional agricultural science and technology education center in the region or the Open Choice program you should contact the Regional School Choice Office at 860-757-6188 or visit their Web site: http://www.choiceeducation.org.

AVON

Reggio Magnet School of the Arts
Josephine DiPietro-Smith, Principal
Reggio Magnet School of the Arts
150 Fisher Dr.
Avon, CT 06001
Tel. 860-674-8549
Fax 860-674-8544
Web site: http://www.crec.org/magnetschools/schools/reggio/index.php
Grades: PK3-Grade 2 Enrollment: 220

Participating Districts: Avon, Berlin, Bristol, Burlington, Canton, Collinsville, East Hartford, Farmington, Hartford, New Britain, New Hartford, Newington, Simsbury, South Windsor, Southington, Tariffville, Torrington, Unionville, West Hartford, Wethersfield, Windsor, Wolcott

This program emphasizes a project-based approach to learning the four guiding principles: children must have some control over the direction of their learning; children must be able to learn through experiences of touching, moving, listening, seeing and hearing; children have a relationship with other children and with material items in the world that they must be allowed to explore; and children must have endless ways and opportunities to express themselves. Parents are viewed as partners, collaborators and advocates for their children. Teachers respect parents as each child's first teacher and involve parents in every aspect of the curriculum. This school is managed by CREC.

BLOOMFIELD

Big Picture High School
Patricia Hymes, Principal
Big Picture High School
44-2 Griffin Rd. South
Bloomfield, CT 06002
Tel. 860-769-6600
Fax 860-769-6605
Web site: http://www.bigpicture.org/
Grades: 9-11 Enrollment: 110

Participating Districts: Avon, Bloomfield, Canton, East Granby, Enfield, Granby, Newington, Simsbury

Big Picture High School is a magnet school operated by the Bloomfield Public Schools. This state-of-the-art technical facility provides students with an individualized learning program that is customized based on their interests or passions. Learning plans include midwifery, lawn care, veterinary, surgery, criminal law, acting, early childhood education, automotive sales, auto mechanics and much more. Big Picture High School offers an academic curriculum that includes obtaining six college credits; three during the junior year and three during the senior year. Students are assigned a laptop, which they use daily as they strengthen their technical skills. Big Picture High School has established alliances with Capital Community Technical College, the University of Connecticut, Western New England College, Goodwin College the Connecticut State Police, Bloomfield Police Department, the 4-H Club at Auer Farm and Hopmeadow Animal Hospital.

Metropolitan Learning Center for Global and International Studies
Anne McKernan, Principal
Metropolitan Learning Center for Global and International Studies
1551 Blue Hills Ave.
Bloomfield, CT 06002
Tel. 860-242-7834 ext. 3672
Fax 860-242-0732
Web site: http://www.crec.org/mlc
Grades: 6-12 Enrollment: 768

Participating Districts: Bloomfield, East Windsor, Enfield, Hartford, Windsor, Windsor Locks

The Metropolitan Learning Center (MLC) offers students in Grades 6-12 an integrated curriculum that prepares students to become productive citizens in an interconnected world. The curriculum emphasizes cultural, economic, environmental, political and social connections across nations. Students acquire problem solving, effective communication and technological skills needed for success at the university level and in the knowledge-based global economy. Extensive travel and study abroad opportunities serve to enhance students' classroom experience. College-level course work is available through extensive Advanced Placement course offerings, partnerships with community colleges, and online collaboration with institutions of higher learning. MLC is housed in a state-of-the art facility featuring wireless Internet connectivity and Smart Boards in each classroom.

Wintonbury Early Childhood Magnet School
Jenna Tenore, Principal
Wintonbury Early Childhood Magnet School
44 Brown St.
Bloomfield, CT 06002
Tel. 860-769-5510
Web site: http://wintonburymagnet.com/
Grades: PK-K Enrollment: 272

Participating Districts: Avon, Bloomfield, East Granby, Granby, Simsbury, West Hartford

The Wintonbury Early Childhood Magnet School (WECMS) is an early childhood educational facility. WECMS features an early literacy and inquiry-based curriculum, enhanced through an ongoing educational link with the Auer Farm in Bloomfield. Students will have opportunities to visit the farm on a regular basis during the school year. This new, state-of-the-art facility was designed specifically to meet the needs of young learners. Specialized learning features include a greenhouse, a children's kitchen and three outdoor learning areas. Curriculum is aligned with state benchmarks and standards. Enrollment will be limited to PK for the 2009-10 school year and will expand to full capacity to include kindergarten for the 2010-11 school year.

BRIDGEPORT

Six to Six Interdistrict Magnet School (A program of Cooperative Educational Services**)**
Christopher Labelle, Principal
Six to Six Interdistrict Magnet & Thurgood Marshall Middle School for Social Justice
601 Pearl Harbor St.
Bridgeport, CT 06610
Tel. 203-330-6775
Fax 203-330-6781
Web site: http://www.ces.k12.ct.us/page.cfm?p=2513
Grades: PK-Grade 8 Enrollment: 466

Participating Districts: Bridgeport, Fairfield, Monroe, Stratford, Trumbull

Six to Six Interdistrict Magnet School, which includes the Thurgood Marshall Middle School for Social Justice, is a unique educational setting where high academic standards facilitate the development of lifelong learners, problem solvers and independent thinkers. Our preschool through eighth-grade school has evolved into a science, math and technology magnet school through the 2007 U.S. Department of Education Magnet Schools Assistance Project grant. All students in K-8 participate in inquiry-based science activities through partnerships with the Maritime Aquarium at Norwalk, Discovery Museum, Eli Whitney Museum, NASA and the Jason Project. Students do scientific research with educators from both facilities to improve their science literacy and understanding of the world around them. Technology is integrated throughout the school through the use of laptop computer labs and Smart Board technology.

DANBURY

Western Connecticut Academy of International Studies Elementary Magnet School
Helena Nitowski, Principal
Western Connecticut Academy of International Studies Elementary Magnet School
201 University Blvd.
Danbury, CT 06810
Tel. 203-778-7462
Fax 203-778-7467
Web site: http://www.danbury.k12.ct.us/elemweb/aisweb/site/Welcome.html
Grades: K-5 Enrollment: 381

Participating Districts: Brookfield, Danbury, New Fairfield, New Milford, Newtown, Redding

The Western Connecticut Academy of International Studies Elementary Magnet School is a school of global studies. It is located in a new, state-of-the-art facility in Danbury, adjacent to the campus of Western Connecticut State University. The school provides students with a unique, global perspective of the environment, the arts, communication, oral histories, peacemaking and peacekeeping. This magnet school offers a full, comprehensive elementary school curriculum that emphasizes high academic standards. Students have access to the latest instructional technologies and are exposed to the Spanish language and cultures. In addition to its four partnering school systems, Western Connecticut Academy of International Studies Elementary Magnet School will have alliances through Western Connecticut State University, Smithsonian Institution and the Jane Goodall Institute, providing students with a rich variety of experiences specifically designed for young learners.

EAST HARTFORD

The Connecticut IB Academy
Art Arpin, Principal
Connecticut IB Academy
857 Forbes St.
East Hartford, CT 06118
Tel. 860-622-5590
Fax 860-622-5555
Web site: http://www.cibanet.org/page.cfm?p=4136
Grades: 9-12 Enrollment: 188

Participating Districts: Bolton, East Hartford, Ellington, Hartford, Manchester, Somers, Vernon, Regional School District 8

The Connecticut International Baccalaureate Academy offers students an international alternative to conventional college preparatory curriculums. The academy is designed to meet the needs of self-directed students who have an interest in contributing significantly to international understanding. The demanding four-year curriculum includes core subjects in mathematics, the sciences and the humanities, and course offerings and learning expectations not commonly seen in public high schools. The academy follows a program established by the International Baccalaureate Organization, which is committed to establishing international standards of quality and excellence in education.

Connecticut River Academy at Goodwin College
Alan Kramer, Magnet School Initiatives
One Riverside Drive
East Hartford, CT 06118
Tel. 860-913-2032
E-mail: akramer@goodwin.edu
Web site: http://www.goodwin.edu/magnetschools/
Grades: 9-10 Enrollment: 240 for school year 2010-11

Participating Districts: Contact school for an updated list of participating school districts.

The Connecticut River Academy is an early college high school operated by Goodwin College on our new campus in East Hartford. When the school is fully enrolled, it will serve 480 students in Grades 9-12. Located beside the Connecticut River, the academy's environmental science focus includes river studies; land, water and air quality; plant and animal growth; human ecology; and renewable energy. Students in Grades 9-12 have the opportunity to work directly with college faculty and can take credit-bearing college courses starting in Grade 11. Internships are available with technology-based corporations, including experiences in developing technologies with the Connecticut Center for Advanced Technology. Learning at the academy is project-based and tied to real-world skills, including programs with many institutions throughout Greater Hartford and across the state. The academy's extended-day program provides time for additional learning opportunities for students.

International Magnet School for Global Citizenship
Cindy Rigling, Principal
International Magnet School for Global Citizenship
656 Silver Ln.
East Hartford, CT 06118
Tel. 860-895-9114
Web site: http://www.crec.org/magnetschools/schools/international/index.php
Grades: PK3-Grade 2. Enrollment: 190 The school will serve students up to Grade 3 in future years.

Participating Districts: Contact school for an updated list of participating school districts.

This program aims to develop inquiring, knowledgeable and caring young people who help create a better and more peaceful world through intercultural understanding and respect. Students are encouraged to become active, compassionate and lifelong learners who understand the world from a global perspective. The school provides a tuition-free school day program to preschool to Grade 1 students. This school is managed by CREC.

The school includes the following special features: fosters the development of the whole child via a transdisciplinary program of international study; embodies a well-rounded curriculum that enables every child to achieve the skills necessary to be successful lifelong learners and responsible global citizens; curriculum framework consists of five essential elements: concepts, skills, knowledge, attitudes and actions, which are woven through six themes of global significance; and second language will be offered beginning at age 7.

East Hartford-Glastonbury Elementary Magnet School
Glen J. Peterson, Principal
East Hartford-Glastonbury Elementary Magnet School
305 May Rd.
East Hartford, CT 06118
Tel. 860-622-5400
Fax 860-622-5419
Web site: http://www.crec.org/magnetschools/schools/ehgems/index.php
Grades: K-5 Enrollment: 270

Participating Districts: East Hartford, Glastonbury

The East Hartford-Glastonbury Elementary Magnet School focuses on science, technology and global education. The school is managed by the Capitol Region Education Council. It features two laboratories: a physical science lab that includes resources to study topics such as robotics, the solar system, aeronautics and inventions, and a life science lab that houses small animals, fresh and saltwater aquariums, and a planting center. Through high-speed Internet connections in every classroom, students share their science investigations and information about themselves with children across the U.S. and in other countries. Japanese language and culture classes are offered at all grade levels. The integrated and thematic curriculum is built around the language arts and mathematics. Instruction emphasizes an inquiry-based discovery approach designed to stimulate students' higher-level thinking.

Two Rivers Magnet Middle School
Jean Privatera, Principal
Two Rivers Magnet Middle School
337 East River Dr.
East Hartford, CT 06108
Tel. 860-290-5320
Fax 860-509-3609
Web site: http://www.crec.org/magnetschools/schools/tworivers/index.php
Grades: 6-8 Enrollment: 635

Participating Districts: East Hartford, Glastonbury, Hartford, Manchester, South Windsor

This school, which serves Grades 6 to 8, offers a comprehensive middle school program using state-of-the-art technology to emphasize an inquiry-based approach to science. The school's unique location on the banks of the Connecticut and Hockanum Rivers in East Hartford provides a living laboratory for exploratory science programs and allows the interdistrict magnet school to bring together students from five communities. This school is managed by CREC.

ENFIELD

CREC Public Safety Academy
Ryan Donlon, Principal
CREC Public Safety Academy
227 Brainard Rd.
Enfield, CT 06082
Tel. 860-253-0274
Fax 860-253-0406
Web site: http://www.crec.org/magnetschools/schools/publicsafety/index.php
Grades: 6-11. The school will serve students in Grade 12 in the future. Enrollment: 235

Participating Districts: Contact school for an updated list of participating school districts.

The CREC Public Safety Academy provides an innovative learning environment that helps students develop the values, self-discipline and skills needed to achieve success in college or in the career of their choice. The academy offers academic curriculum, hands-on experiences and field training that will result in further education or a career in the field of law enforcement, firefighting, emergency medical services, public safety communications, corrections, homeland security or other public service-oriented careers. Through partnerships with municipal, state and federal emergency agencies, academy students receive hands-on training along with a high-quality academic curriculum. The academy gives students in Grade 11 the opportunity to take college-level courses as the first step to obtaining a degree in their chosen field of study. This school is managed by CREC.

HAMDEN

Hyde Leadership Interdistrict Magnet High School

John Russell, Principal
Hyde Leadership Interdistrict Magnet High School
306 Circular Ave.
Hamden, CT 06514
Tel. 203-946-8121
Fax 203-946-6161
Web site: http://www.nhps.net/hydeschool
Grades: 9-12 Enrollment: 220

Participating Districts: Amity Regional, Ansonia, Beacon Falls, Bethany, Branford, Cheshire, Clinton, Derby, East Haven, Guilford, Hamden, Madison, Middletown, Milford, Naugatuck, New Haven, North Branford, North Haven, Orange, Oxford, Seymour, Shelton, Southbury, Stratford, Wallingford, Waterbury, Westbrook, West Haven, Wolcott, Woodbridge

The Hyde Leadership School is unique because it is the only "Character First" school in the Greater New Haven area. The core philosophy is based on five principles: potential, destiny, conscience, truth and brother's keeper. The school strives to reflect these principles in all facets of the program, including academics, community service, athletics, job programs for seniors and performing arts. Commitment to this character development concept by administrators, teachers, students and parents enables all to achieve personal excellence and fulfillment in life.

New Haven Academy Interdistrict Magnet

Gregory Baldwin, Principal
New Haven Academy Interdistrict Magnet
444 Orange St.
New Haven, CT 06511
Tel. 203-946-8995
Fax 203-946-8428
Web site: http://www.nhps.net/newhavenacademy
Grades: 9-12 Enrollment: 260

Participating Districts: Ansonia, Bethany, Branford, Cheshire, Clinton, Derby, East Haven, Guilford, Hamden, Madison, Milford, New Haven, North Branford, North Haven, Oxford, Shelton, Stratford, Wallingford, West Haven, Wolcott, Regional School District 5

New Haven Academy provides a rigorous education that prepares all students to succeed in college and become active citizens who are able to make informed decisions about their lives and their communities. We work to build a racially, ethnically and economically diverse student body, provide individual attention for every student, and guide students through the difficult transition from middle school to high school. Our graduates will be independent thinkers who ask critical questions and who develop and defend their own ideas. The academy is a learning community in which all members — staff, students and parents — know each other well. Our magnet theme is an international program titled Facing History and Ourselves, a curriculum that engages adolescents in citizenship education and encourages adolescents and adults to examine profound ethical questions about history, decision making, prejudice and violence.

Wintergreen Interdistrict Magnet School (An ACES School**)**
Sharyn Esdaile, Principal
Wintergreen Interdistrict Magnet School
670 Wintergreen Ave.
Hamden, CT 06514
Tel. 203-281-9668
Fax 203-281-7946
Web site: http://www.wintergreenschool.org/home.html
Grades: K-8 Enrollment: 642

Participating Districts: Hamden, New Haven, Wallingford, Woodbridge

The Wintergreen Interdistrict Magnet School, administered by Area Cooperative Educational Services (ACES), offers a comprehensive liberal arts education with featured learning opportunities in the content areas as well as world languages (Spanish), visual and performing arts, and health and physical fitness. This program uses a variety of teaching methods and instructional strategies that respond to different learning styles, including the integration of technology. Students in select grades receive laptops as part of ACES *one2one* initiative. In addition to enhancing the curriculum through the infusion of multicultural studies, major instructional approaches include project-based experiential learning, cooperative learning, community service and independent explorations. The Wintergreen community is dedicated to nurturing individual strengths by dignifying diversity, encouraging model citizenship and creating lifelong learners.

HARTFORD

Breakthrough Magnet School
Norma Neumann-Johnson, Principal
Breakthrough Magnet School
290 Brookfield St.
Hartford, CT 06106
Tel. 860-695-5700
Fax 860-722-6817
Web site: http://breakthrough9.tripod.com
Grades: PK3-Grade 8 Enrollment: 344

Participating Districts: Contact school for an updated list of participating school districts.

B.R.I.C.K. character education theme raises student awareness in five major areas: B — To change Breakdowns to Breakthroughs by applying problem solving strategies. R — To take Responsibility for being the author of one's life by mastering one's self-talk and subsequent actions. I — To understand how Integrity (keeping one's word) empowers relationships and goals. C — To increase Contributing to others within the classroom, school and community. K — To increase one's Knowledge in all areas to better inform one's choices.

The school includes the following special features: interdisciplinary curriculum that celebrates the rich international and ethnic diversity of the student body; student electronic portfolios; foreign language study (Spanish); strong unified arts program including visual arts, music, physical education and technology; and laptops for middle school students.

Capital Preparatory Magnet School
Dr. Stephen Perry, Principal
Capital Preparatory Magnet School
950 Main St., Room 305
Hartford, CT 06103
Tel. 860-695-9800
Fax 860-722-8520
Web site: http://capitalprep.org/
Grades: 6-12 Enrollment: 282

Participating Districts: Contact school for an updated list of participating school districts.

The Capital Preparatory Magnet School provides a student-centered approach to an early college education, with an emphasis on social justice. As both learning and social justice are lifelong pursuits, students will attend classes year-round. The Capital Preparatory Magnet School and Capital Community College are building a family education center to support intellectual enrichment for the entire family, from toddlers to adult learners. The Capital Preparatory Magnet School at Capital Community College is built on the paradigm and success of the Connecticut Collegiate Awareness Program (ConnCAP), which has produced a 100 percent four-year college placement of low-income, first generation students since its inception in 1998.

CREC Medical Professions and Teacher Preparation Academy
Joe Townsley, Ed.D.
CREC Coordinator of Magnet School Development
Tel. 860-509-3633
Web site: http://www.crec.org/magnetschools/index.php
Grades Served: The Academy is scheduled to open for 2010-11 serving students in Grade 9 and will serve students in Grades 9-12 in future years.

Participating Districts: Contact school for an updated list of participating school districts.

The CREC Medical Professions and Teacher Preparation Academy is a partnership between CREC, St. Francis Hospital and the University of Hartford. The unique dual themes of the magnet school will provide students strong academic and personal leadership preparation that will lead to a career in either the medical/health professions or PK-12 teaching. The strong partnerships with health care professionals and public school and university-level educators will provide a wide array of opportunities for internships and mentorships. This school is managed by CREC.

Classical Magnet School
Timothy J. Sullivan, Jr., Principal
Classical Magnet School
85 Woodland St.
Hartford, CT 06105
Tel. 860-695-9100
Fax 860-722-6449
Web site: http://www.classicalmagnet.org/
Grades: 6-12 Enrollment: 726

Participating Districts: Contact school for an updated list of participating school districts.

Classical Magnet School provides highly motivated students with the opportunity to engage in a rigorous liberal arts curriculum firmly rooted in the classics. The faculty prepares students for success in the most competitive colleges and universities in the nation upon completion of their course of study. All students carry a full course load of Latin, English, history, math and science for each of their seven years in the school. Teachers use the Paideia method of instruction, which places the responsibility for learning on the students.

Greater Hartford Academy of the Arts
Eric Bernstein, Principal
Greater Hartford Academy of the Arts
15 Vernon St.
Hartford, CT 06106
Tel. 860-757-6315
Fax 860-757-6382
Web site: http://www.crec.org/magnetschools/index.php
Grades: 9-12 Enrollment: 785

Participating Districts: Avon, East Windsor, Enfield, Farmington, Granby, Hartford, Manchester, Meriden, Middletown, New Britain, Newington, Plainville, Regional School Districts 4, 10, 13, 19, Rocky Hill, Simsbury, Suffield, Vernon, Waterbury, West Hartford, Wethersfield, Winchester, Windsor, Windsor Locks

The Greater Hartford Academy of the Arts (GHAA), established in 1985 by CREC, is an interdistrict magnet high school focused on the arts. GHAA serves up to 700 students each year in Grades 9-12 from the 53 school districts in the CREC region and beyond. The program is designed to prepare students to pursue postsecondary studies and professional careers in creative writing, dance, instrumental music, theater, musical theater, technical theater, visual arts, voice, and InterArts, an interdisciplinary major encompassing multiple art forms. This school is managed by CREC.

Greater Hartford Academy of Mathematics and Science
Eric Bernstein, Principal
Greater Hartford Academy of Mathematics and Science
15 Vernon St.
Hartford, CT 06106
Tel. 860-757-6315
Fax 860-757-6399
Web site: http://www.crec.org/magnetschools/index.php
Grades: 9-11, Full Day; 9-12 Half Day Enrollment: 300

Participating Districts: Avon, Bloomfield, Canton, Farmington, Granby, Hartford, Manchester, New Britain, Newington, Regional School District 8, Rocky Hill, Simsbury, Southington, Suffield, Tolland, Wethersfield, Windsor

The Greater Hartford Academy of Mathematics and Science provides students with exciting scientific experiences through unique teaching methods and the use of state-of-the-art technology. These activities are designed to motivate students toward higher levels of achievement in the natural sciences. Real world applications of science connect students to the technological and societal impacts of science and integrate concepts of math into scientific exploration. The ability to make connections between mathematics and science empowers students with knowledge, confidence and motivation to extend them beyond the classroom. This school is managed by CREC.

Hartford Magnet Middle School
Sally A. Biggs, Principal
Hartford Magnet Middle School
53 Vernon St.
Hartford, CT 06106
Tel. 860-695-7201
Fax 860-722-6954
Web site: http://www.magneteducation.org/HartfordMagnetMiddleSchool.php
Grades: 6-8 Enrollment: 636

Participating Districts: Contact school for an updated list of participating school districts.

Hartford Magnet Middle School offers highly motivated students a rigorous core academic program with a focus on the arts and sciences. The school program fosters the development of critical thinking and analytical skills through inquiry. The science curriculum helps students explore the world around them and their responsibility in making it a better place to live. The arts program facilitates development of focus, attention to detail, imagination and judgment. Additionally, the arts program fosters teamwork, self-discipline and problem solving. Hartford Magnet Middle School partners include Greater Hartford Academy of the Performing Arts, Trinity College, the Hartford Stage Company, Hartford Hospital and Connecticut Children's Medical Center to provide students with a wide array of learning and enrichment activities.

Mary Hooker Environmental Studies Magnet School
R. Montanez-Pitre, Principal
Mary Hooker Environmental Studies Magnet School
200 Sherbrooke Avenue
Hartford, CT 06106
Tel. 860-695-3760
Web site: http://www.choiceeducation.org
Grades: PK4–Grade 8

Participating Districts: Contact school for an updated list of participating school districts.

This comprehensive program includes studies in Atmosphere Investigation, Hydrology Investigation, Soil Investigation, Land Cover/Biology Investigation, Phenology Investigation and Global Positioning Systems (GPS). An outdoor nature center that encompasses a trail system and an amphitheater provides opportunities for students to perform outdoor experiments throughout the four seasons. These studies prepare students for future scientific research, which can lead to careers in environmental studies, medicine and technology.

The school includes the following special features: brand new, state-of-the-art building; students will use a butterfly vivarium and a brand new weather station; ability to communicate with scientists around the world via Internet video conferencing; interactive science theater will further enhance environmental studies learning with 3D projection software; and students will learn to provide for and take care of the plants and animals in our new pond ecosystem.

Montessori Magnet School at Annie Fisher
John Freeman, Principal
Montessori Magnet School at Annie Fisher
280 Plainfield St.
Harford, CT 06112
Tel. 860-695-3560
Fax 860-722-8089
Web site: http://www.magneteducation.org/MontessoriElementaryMagnetSchool.php
Grades: PK3-Grade 4 Enrollment: 148

Participating Districts: Contact school for an updated list of participating school districts.

The Montessori Magnet School at Annie Fisher is based on the highly successful educational methods of Dr. Maria Montessori. Children in Montessori classes learn at their own individual pace and according to their own choice of activities from a wide array of hands on materials. Lessons emphasize learning through all five senses and encourage manipulative exploration. Learning is an exciting process of discovery, leading to concentration, motivation, self-discipline and a lifelong love of learning. Classrooms are multi-age with three age groupings: Primary ages 3-6, Lower Elementary ages 6-9, and Upper elementary ages 9-12. Our multi-age communities encourage spontaneous sharing of knowledge by older children with the younger children in a caring and respectful manner. Students must turn 3 by December 31 of the entry year.

Montessori Magnet School
Jackie Cossentino, Principal
Montessori Magnet School
1460 Broad St.
Hartford, CT 06106
Tel. 860-757-6117
Fax 860-757-6144
Web site: http://www.magneteducation.org/MontessoriMagnetSchool.php
Grades: PK3-Grade 6 Enrollment: 346

Participating Districts: Bloomfield, Ellington, Hartford, Manchester, Windsor

CREC's Montessori Magnet School (MMS) is an interdistrict public Montessori Magnet School. The school offers a traditional Montessori education for children ages 3-12. Students must turn 3 by December 31 of the entry year. Twice named a School of Excellence by Magnet Schools of America, CREC's MMS serves as a national model of authentic public Montessori schooling. The school realizes its guiding principles of respect, independence, curiosity and diversity through nurturing an exceptionally vibrant school culture. Strong partnerships with parents, teachers, students and the wider community are cultivated in an atmosphere that blends high challenge with loving support. This school is managed by CREC.

Noah Webster MicroSociety Magnet School
Dolores Cole, Principal
Noah Webster MicroSociety Magnet School
5 Cone St.
Hartford, CT 06105
Tel. 860-695-5380
Fax 860-722-8786
Web site: http://www.magneteducation.org/NoahWebsterMicro-SocietyMagnetSchool.php
Grades: PK3-Grade 8 Enrollment: 620

Participating Districts: Contact school for an updated list of participating school districts.

The MicroSociety Magnet School is an innovative school reform model of education that puts meaningful work into the experience of childhood. In this model, teachers, students, parents and community partners work together to build a functioning, miniature, real-world society inside the school facility. Following the example and guidance of adults, young people discover the rules of justice and the functions of money, markets and property. They are taught the skills to become entrepreneurs who produce goods and provide services. They learn how to apply technology, develop government and social agencies, and create cultural and arts organizations. Each student is supported in finding his or her unique role.

Pathways to Technology Magnet High School
Steven Dellinger-Pate, Principal
Pathways to Technology Magnet High School
184 Windsor Ave.
Windsor, CT 06095
Tel. 860-695-9450
Fax 860-722-6439
Web site: http://www.pathwaystotechnology.com/
Grades: 9-12 Enrollment: 350

Participating Districts: Contact school for an updated list of participating school districts.

Pathways to Technology Magnet High School will empower its diverse community of students to become fully active participants in our global, technology-driven society. Students will acquire technological and critical thinking skills, and will develop a sense of personal and social responsibility that will enable them to successfully compete in the growing, fast-paced and rapidly changing world economy. We are looking for students who are college-bound and wish to pursue careers in technology-related fields. Computer technology is incorporated into the core subjects of English, science, social studies, mathematics and world languages. Students must strive to become a Pathways Professional: someone who has demonstrated the ability to be a good scholar, leader and citizen.

Richard J. Kinsella Magnet School of Performing Arts
Pamela Totten-Alvarado, Principal
Richard J. Kinsella Magnet School of Performing Arts
65 Van Block Ave.
Hartford, CT 06106
Tel. 860-695-4140
Fax 860-522-0004
Web site: http://www.kmspa.org/
Grades: PK4-Grade 8 Enrollment: 560

Participating Districts: Contact school for an updated list of participating school districts.

This unique school provides all students the opportunity to develop their skills through the performing arts, not just for art's sake, but as a vehicle to deliver academic content. Kinsella is a data-driven decision making school focusing on individual student progress, assessment and achievement with high academic expectations. This philosophy integrates comprehensive training, cultural exposure and arts integration as a means to develop a child socially, linguistically and cognitively through a broad variety of hands-on experiences. All students can experience playing a musical instrument, creation through stagecraft arts and content learning via drama, dance, and movement. This process fosters student problem solving and critical thinking skills, and encourages individual learning so that students arrive at conclusions independently.

Sport and Medical Sciences Academy
John Laverty, Principal
Sport and Medical Sciences Academy
280 Huyshope Ave.
Hartford, CT 06106
Tel. 860-695-6900
Fax 860-722-8017
Web site: http://sportandmedicalsciences.org/
Grades: 6-12 Enrollment: 614

Participating Districts: Contact school for an updated list of participating school districts.

The Sport and Medical Sciences Academy (SMSA) is a college preparatory middle and high school focusing on medical and sport sciences. Students receive a rigorous language arts, mathematics and science foundation. Several college credit programs are offered both through the University of Connecticut Early College Experience Model and through Capital Community College. SMSA high school students can earn up to 30 free college credits. Students experience a student staff mentoring program (10:1), middle and high school athletics, Connecticut Interscholastic Athletic Conference (CIAC) clubs and an SAT Preparatory Academy. SMSA instills four core beliefs — discipline, respect, dedication and responsibility — into each student's educational experience.

STEM Magnet School at Annie Fisher
John Freeman, Principal
STEM Magnet School at Annie Fisher
395 Lyme St.
Harford, CT 06112
Grades: K-8
Please contact the Regional School Choice Office at 860-757-6188 for more information about this school.

The STEM School at Annie Fisher will open its new, state-of-the-art facility in the fall of 2010 and will be focused on science, technology, engineering and mathematics (STEM). Its students will receive a rigorous, well-rounded education with science and math instruction, early engineering experiences and technology integrated across the curriculum. The school will be designed for students who enjoy challenges and investigating the world around them. Teachers will use an innovative, hands-on curriculum to involve the children in asking questions, finding answers to real world issues and designing solutions. With exposure to an engineering curriculum, the students will work on projects that allow them to creatively design and build, putting into practice their math, science, reading and communication skills.

University High School of Science and Engineering
Eric Rice, Principal
University High School of Science and Engineering
351 Mark Twain Dr.
Hartford, CT 06112
Tel. 860-695-9020
Fax 860-722-6408
Web site: http://www.uhsse.org/
Grades: 9-12 Enrollment: 404

Participating Districts: Contact school for an updated list of participating school districts.

The University High School of Science and Engineering (UHSSE) features a partnership with the University of Hartford. The school maintains a rigorous, interdisciplinary curriculum with a strong foundation in science, technology, engineering and math. At UHSSE, we encourage personal growth, integrity, team building and community service so our students become strong contributing members of both the local community and the global technological society. The school prepares graduates to pursue further education and careers in a range of scientific, engineering and technology fields. A new, state-of-the-art building opened on the University of Hartford campus last fall.

University of Hartford Magnet School
Dr. Elaina Brachman, Principal
University of Hartford Magnet School
196 Bloomfield Ave.
West Hartford, CT 06117
Tel. 860-236-2899
Fax 860-236-2062
Web site: http://www.crec.org/magnetschools/schools/uofh/index.php
Grades: PK3-Grade 5 Enrollment: 435

Participating Districts: Avon, Bloomfield, Farmington, Hartford, Simsbury, West Hartford, Wethersfield

The University of Hartford Magnet School's (UHMS) mission is to ensure that all students meet high standards and develop their full potential in traditional and expanded academic areas, as defined by Dr. Howard Gardner's theory of multiple intelligences. UHMS is founded on the belief that each of these eight distinct types of intelligences including linguistic, logical-mathematical, spatial, musical, bodily-kinesthetic, interpersonal, intrapersonal and naturalistic has importance in a child's life. UHMS will help all students develop their basic skills by presenting a strong PK-Grade 5 curriculum that is aligned with the State of Connecticut's curriculum frameworks and is advanced and enhanced by the skills and enthusiasm of a dedicated staff. This school is managed by CREC.

KILLINGLY

Quinebaug Valley Middle College High School
Gino LoRicco, Principal
Quinebaug Valley Middle College High School
742 Upper Maple St.
Danielson, CT 06239
Tel. 860-412-7400, 860-412-7401
Fax 860-412-7388
Web site: http://www.eastconn.org/QVMCHS/index.htm
Grades: 10-12 Enrollment: 70

Participating Districts: Killingly, Plainfield, Putnam, Thompson, Windham, Woodstock

Quinebaug Valley Middle College High School (QVMCHS), managed by EASTCONN, offers capable, nontraditional learners in Grades 10-12 an innovative educational option in a unique, state-of-the-art, community college setting in Danielson. This innovative magnet school, housed on the Quinebaug Valley Community College campus, offers students "the college experience" through a rigorous and creative academic program that allows them to attend classes at the community college, while concurrently completing their high school education. QVMCHS students excel in an environment where high expectations and academic achievement flourish in small classes taught by caring teachers. There is an emphasis on community service and bolstering students' skills through real-world projects. QVMCHS also provides an integrated focus on literacy, contextual learning, student engagement and innovation. Students may select from a broad range of college courses, including degree programs in allied health, engineering, studio arts, computer networking, and classes in philosophy, conflict resolution and anthropology.

MANCHESTER

Great Path Academy at Manchester Community College
Thomas M. Danehy, Principal
Great Path Academy at Manchester Community College
60 Bidwell Street, MS #20
Manchester, CT 06045
Tel. 860-512-3700
Fax 860-512-3701
Web site: http://www.crec.org/magnetschools/schools/greatpath/index.php
Grades: 10-12 Enrollment: 310

Participating Districts: Bolton, Coventry, East Hartford, Glastonbury, Granby, Hartford, Manchester, Tolland

Great Path Academy (GPA), a middle college high school, provides an innovative learning environment that supports students in developing the values, self-discipline, work habits, and academic and life skills needed to achieve success. Students at GPA are fully immersed into the college community and are encouraged to accelerate their postsecondary studies by supplementing their high school program with college coursework. A new building was constructed on the college campus for the 2008-09 school year. The school is managed by CREC.

MERIDEN

ACES Thomas Edison Middle School

Karen S. Habeggar, Principal
ACES Thomas Edison Middle School
1355 North Broad St.
Meriden, CT 06450
Tel. 203-639-8403
Fax 203-639-8323
Web site: http://www.aces.org/schools/magnet/tems.aspx
Grades: 6-8 Enrollment: 755

Participating Districts: Madison, Meriden, Middletown, Wallingford, Regional District 13

Thomas Edison Middle School, a program of Area Cooperative Educational Services (ACES), offers a full middle school program, emphasizing science, mathematics and technology as vehicles to integrate the study of all disciplines and to problem-solve in an increasingly complicated world. The curriculum is based on the Understanding by Design (ubd) model and allows both students and teachers to be inquiry-based learners and instructors in a constructivist setting. Music, art, physical education, technology education, health and computers support the academic core. Technology is an integral aspect of student learning, with a multimedia production studio and an initiative providing each student and teacher with a laptop computer. Families and students are encouraged to participate in after-school activities in multiple areas.

NEW HAVEN

ACES Educational Center for the Arts

Alice L. Schilling, Interim
ACES Educational Center for the Arts
55 Audubon St.
New Haven, CT 06510
Tel. 203-777-5451
Fax 203-782-3596
Web site: http://www.aces.org/schools/magnet/eca.aspx
Grades: 9-12 Enrollment: 313

Participating Districts: Ansonia, Branford, Cheshire, East Haven, Guilford, Hamden, Madison, Meriden, Milford, New Haven, North Haven, Seymour, Shelton, Trumbull, Wallingford, West Haven, Regional School District.5

The Educational Center for the Arts, a program of Area Cooperative Educational Services (ACES), offers programs in dance, instrumental and vocal music, creative writing, theater and visual arts. The curriculum is designed to develop student talent by placing students in courses or projects where they work as artists with a professional artists/teachers to achieve a balance in developing technical skills, imagination and critical thinking skills. Students attend from Monday through Thursday from 1- 4 p.m.

Barnard Environmental Studies Magnet School
Michael Crocco, Principal
Barnard Environmental Studies Magnet School
170 Derby Ave.
New Haven, CT 06511
Tel. 203-691-3500
Fax 203-946-8658
Web site: http://schools.nhps.net/barnard/
Grades: PK-7 Enrollment: 558

Participating Districts: Ansonia, Bethany, Branford, Cheshire, Clinton, Derby, East Haven, Guilford, Hamden, Madison, Milford, Naugatuck, New Haven, North Branford, North Haven, Orange, Oxford, Seymour, Shelton, Stratford, Wallingford, West Haven, Wolcott, Woodbridge

At Barnard Environmental Studies Magnet School, environmental studies are the connecting web that weaves throughout the curriculum. Students discover that learning is like a healthy ecosystem, where all parts are important and ideas and concepts build and depend on each other. Barnard will foster values and feelings of concern for humans and the environment, and provide motivation for participating in the protection of both. Barnard will use the strength of diversity to develop a family of active learners. Barnard students also will benefit from innovative curriculum approaches, including outdoor learning, participation in community projects and cooperative group work.

Benjamin Jepson Nongraded Interdistrict Magnet Elementary School
Peggy Pelley, Principal
Benjamin Jepson Nongraded Interdistrict Magnet Elementary School
15 Lexington Ave.
New Haven, CT 06513
Tel. 203-691-2300
Fax 203-691-2305
Web site: http://www.nhps.net/node/428
Grades: PK-8 Enrollment: 535

Participating Districts: Branford, Cheshire, East Haven, Guilford, Hamden, Milford, New Haven, North Branford, Oxford, West Haven

Benjamin Jepson provides a multicultural environment and a curriculum that creates opportunities to solve problems and creatively express ideas and concepts. Cooperation in learning is emphasized and shared by all members of the Jepson community. Key elements are (1) nongraded — children work together in flexible multi-age groupings; (2) child-centered — each child's unique abilities are recognized and nurtured; and (3) curriculum — a literature-based program is used to teach reading, central themes are developed and implemented as part of the social studies and science curriculums, and a hands-on approach is used in teaching math and science.

Betsy Ross Arts Magnet Middle School
Peggy Moore, Principal
Betsy Ross Arts Magnet Middle School
150 Kimberly Ave.
New Haven, CT 06519
Tel. 203-946-8974
Fax 203-946-5824
Web site: http://www.nhps.net/betsyrossmagnet
Grades: 5-8 Enrollment: 500

Participating Districts: Ansonia, Branford, Clinton, Derby, East Haven, Guilford, Hamden, Milford, New Haven, North Branford, North Haven, Orange, Oxford, Shelton, Wallingford, West Haven, Wolcott, Woodbridge

Betsy Ross Arts Magnet Middle School provides students with an integrated approach to learning. The school's philosophy asserts that the skills of the artist are key to the development of successful students both academically and artistically. The school helps students make connections between the disciplines and understand how one art form builds on another, simultaneously enhancing academic performance. Arts programs include dance, music, visual arts, photography, drama and video. Teachers of academic classes (which include language arts, math, social studies, science and foreign languages) are encouraged to integrate art into their individual disciplines.

Cooperative Arts and Humanities High School
Dolores Garcia-Blocker, Principal
Cooperative Arts and Humanities High School
177 College St.
New Haven, CT 06510
Tel. 203-691-2400
Fax 203-691-2404
Web site: http://www.nhps.net/Coop
Grades: 9-12 Enrollment: 590

Participating Districts: Ansonia, Bethany, Branford, Cheshire, Clinton, East Haven, Guilford, Hamden, Milford, Naugatuck, New Haven, North Branford, North Haven, Orange, Oxford, Seymour, Shelton, Stratford, Wallingford, West Haven, Wolcott, Woodbridge, Regional School District 5

"The Co-op" provides a curriculum that encourages all forms of creative exploration, broadens individual talent and allows maximum flexibility. The curriculum is strategically planned and integrated equally between the arts and academic disciplines, resulting in a quality, arts-focused curriculum within the context of a comprehensive college preparatory program. Students participate in challenging academic and creative endeavors, which include Advanced Placement and honors courses. Special features include interdisciplinary partnerships with Yale University; educational partnerships at all the neighboring colleges, universities and museums; independent study and seminar programs; national student organizations; visiting and performing artist master classes; guest lecture series; and weekly enrichment activities.

Davis Street Arts & Academics Interdistrict Magnet School
Lola Nathan, Principal
Davis Street Arts & Academics Interdistrict Magnet School
130 Orchard St.
New Haven, CT 06519
Tel. 203-946-8660
Fax 203-946-7776
Web site: http://www.nhps.net/davisschool
Grades: PK-5 Enrollment: 468

Participating Districts: Ansonia, Bethany, Branford, Cheshire, Clinton, East Haven, Guilford, Hamden, Madison, Milford, Naugatuck, New Haven, North Branford, North Haven, Oxford, Shelton, Wallingford, West Haven, Wolcott, Regional School District 5

The Davis Street School is a preschool through Grade 5 academically integrated magnet school. Through its focus on child-centered learning, its interactive philosophy of involving parents in studies in various thematic units, laptop computer program and support of literacy in a variety of curricular areas, the school presents itself as a modern, 21st century system of education. Davis School looks to the future, constantly evaluating and assessing its needs and possibilities, and working toward new goals. Children who attend the school become enveloped in its academic excellence and pride, graduating with the skills to succeed in an ever-changing world.

High School in the Community Magnet School
Sheryl Hershonik, Principal
High School in the Community Magnet School
175 Water St.
New Haven, CT 06511
Tel. 203-946-7022
Fax 203-946-7132
Web site: http://schools.nhps.net/hsc/
Grades: 9-12 Enrollment: 350

Participating Districts: Branford, Cheshire, East Haven, Guilford, Hamden, Madison, Milford, New Haven, North Haven, Shelton, Wallingford, West Haven, Regional School District 5

High School in the Community (HSC) is a student-focused learning community dedicated to developing ethically responsible and intellectually competent citizens. Students and teachers collaborate to create programs focusing on each student's abilities, talents, gifts and strengths. We encourage student involvement in service learning opportunities both inside and outside HSC. Weekly development and academic guidance sessions provide time for intensive mentoring relationships between students and teachers. The faculty strives to establish and maintain challenging academic standards, diverse instructional practices, and competent, creative and up-to-date integration of technology.

Hill Regional Career High School
Michael Ceraso, Principal
Hill Regional Career High School
140 Legion Ave.
New Haven, CT 06519
Tel. 203-946-5845
Fax 203-946-5949
Web site: http://schools.nhps.net/career/
Grades: 9-12 Enrollment: 720

Participating Districts: Ansonia, Bethany, Branford, Cheshire, Clinton, Derby, East Haven, Guilford, Hamden, Milford, Naugatuck, New Haven, North Branford, North Haven, Oxford, Seymour, Shelton, Wallingford, West Haven, Wolcott, Regional School District 5

Hill Regional Career High School provides a challenging curriculum aligned with national, state and district standards as well as career exploration programs to prepare students for entry into the fields of business/technology and health/science. Through the efforts of local colleges and partnerships with Yale University Schools of Medicine and Nursing, Yale-New Haven Hospital, Southern Connecticut State University's nursing program, and local businesses and financial institutions, students are encouraged to pursue postsecondary studies and use professional skills learned as they enter a global economy.

John C. Daniels School of International Communication
Gina Wells, Principal
John C. Daniels School of International Communication
569 Congress Ave.
New Haven, CT 06519
Tel. 203-691-3600
Fax 203-946-3605
Web site: http://www.johncdaniels.org/
Grades: PK-8 Enrollment: 250

Participating Districts: Amity Regional, Ansonia, Beacon Falls,, Bethany, Branford, Cheshire, Clinton, Derby, East Haven, Guilford, Hamden, Madison, Middletown, Milford, Naugatuck, North Branford, North Haven, Orange, Oxford, Seymour, Shelton, Southbury, Stratford, Wallingford, Waterbury, Westbrook, West Haven, Wolcott, Woodbridge

John C. Daniels School of International Communication incorporates elements of international communication in all subject areas in order expand students' knowledge about the world's diverse countries and people so that they are equipped and empowered to communicate effectively with each other and across cultures. Students are provided with multiple and varied opportunities through the use of technology and the arts to apply their knowledge and skills in connecting with people around the world and in their own backyards. Daniels is a PK-8 dual-language school instructing all students in English and Spanish, and introducing Grades 7 and 8 students to Mandarin Chinese.

King/Robinson IB Magnet School
Iline Tracey, Principal
King/Robinson IB Magnet School
150 Fournier St.
New Haven, CT 06511
Tel. 203-691-2700
Fax 203-691-2786
Web site:
http://teacherweb.com/CT/KingRobinsonMagnetSchool/LibraryMediaCenter/index.html
Grades: PK-8 Enrollment: 270

Participating Districts: Ansonia, Bethany, Branford, Cheshire, Clinton, Derby, East Haven, Guilford, Hamden, Madison, Milford, Naugatuck, New Haven, North Branford, North Haven, Orange, Oxford, Seymour, Shelton, Stratford, Wallingford, West Haven, Wolcott, Woodbridge

Jackie Robinson Middle and Martin Luther King Elementary schools merged into a PK-8 program in the new state-of-the-art Jackie Robinson School building. The mission is to develop healthy adolescents and assist them in the acquisition of critical thinking skills, knowledge and positive attitudes for lifelong learning. The curriculum emphasizes literacy and world languages (Spanish, French and Latin) as well as the New Haven comprehensive curriculum. Students will have exposure to two or more world languages and a host of experiences in the fine arts before high school. Through the Comprehensive Arts Program, students will have opportunities to participate in projects that incorporate the literary arts, dance, music, drama, visual arts and storytelling. Jackie Robinson offers before, after and Saturday school programs to all its students and neighborhood children. Summer school is offered as enrichment.

L.W. Beecher Museum Magnet School of Arts and Sciences
Kathy Russell Beck, Principal
L.W. Beecher Museum Magnet School of Arts and Sciences
100 Jewell St.
New Haven, CT 06515
Tel. 203-691-3800
Fax 203-691-3805
Web site: http://schools.nhps.net/beecher/
Grades: PK-8 Enrollment: 200

Participating Districts: Amity Regional, Ansonia, Beacon Falls,, Bethany, Branford, Cheshire, Clinton, Derby, East Haven, Guilford, Hamden, Madison, Middletown, Milford, Naugatuck, North Branford, North Haven, Orange, Oxford, Seymour, Shelton, Southbury, Stratford, Wallingford, Waterbury, Westbrook, West Haven, Wolcott, Woodbridge

L.W. Beecher Museum Magnet School of Arts and Sciences has formed partnerships with renowned museums in New Haven. Museum educators, artists and scientists visit the school and introduce students to museum collections featuring history, science, technology and the arts. Teachers use original documents, artifacts and other primary sources to make class lessons more relevant and to allow children to form their own connections and discoveries. For example, Grade 4 students might learn about Native American daily life by visiting the Mashantucket Pequot Museum, or by examining native plants, insects and habitats familiar to Connecticut's

indigenous peoples at the West Rock Nature Center. Beecher takes a "hands-on approach" to learning, to help students explore, apply and create knowledge in both individual and group projects. Students present their conclusions through exhibitions, reports and publications. During schoolwide exhibitions, classrooms become museums and students become museum guides. Through the creation of exhibits, children develop organization and presentation skills and learn to recognize quality content and effective communication.

Mauro-Sheridan Science, Technology & Communications Interdistrict Magnet School
Denise Coles-Cross, Principal
Mauro-Sheridan Science, Technology & Communications Interdistrict Magnet School
191 Fountain St.
New Haven, CT 06515
Tel. 203-946-5970
Fax 203-946-7341
Web site:
http://teacherweb.com/CT/MauroSheridanInterdistrictMagnet/SchoolHomePage/sdhp1.aspx
Grades: PK-8 Enrollment: 620

Participating Districts: Amity Regional, Ansonia, Beacon Falls, Bethany, Branford, Cheshire, Clinton, Derby, East Haven, Guilford, Hamden, Madison, Meriden, Middletown, Milford, Naugatuck, New Haven, North Branford, North Haven, Orange, Oxford, Seymour, Shelton, Southbury, Stratford, Wallingford, Waterbury, Westbrook, West Haven, Wolcott, Woodbridge

The Mauro-Sheridan Science, Technology & Communications Interdistrict Magnet School is operated by the New Haven Public Schools. It integrates school, home and community to foster academic excellence and social responsibility. The school places a special emphasis on science and math embedded in a strong language arts program. The state-of-the-art facility uses the science and technology labs, among other spaces, to integrate academics across all content areas. Key features include the forensic science program, the national weather station, the NASA Explorer School designation, various technology labs, and an instrumental/electronic music classroom. Technology is used as a tool to enhance all levels of communication and information throughout all disciplines. For example, video conferencing equipment provides opportunities for distance learning in all content areas. The school's themes are integrated into real-life applications through computer-based research, technology, live video broadcasts, computer graphics and animation, and robotics. Partnerships abound, including Hamilton Sundstrand, NASA, Yale, Southern Connecticut State and Quinnipiac universities, the FBI, and various local and state businesses and corporations.

Metropolitan Business Academy Magnet School
Cassandra Burgess, Principal
Metropolitan Business Academy Magnet School
495 Blake St.
New Haven, CT 06515
Tel. 203-946-6731
Fax 203-946-5314
Web site: http://www.nhps.net/MetropolitanBusiness
Grades: 9-12 Enrollment: 400

Participating Districts: Ansonia, Bethany, Branford, Cheshire, Clinton, Derby, East Haven, Guilford, Hamden, Madison, Milford, New Haven, North Branford, North Haven, Oxford, Shelton, Stratford, Wallingford, West Haven, Wolcott, Regional School District 5

The mission of the Metropolitan Business Academy Magnet School is to provide opportunities for integrating academic and occupation-related instruction in the areas of entrepreneurial arts and sciences. The goal is to prepare its students to manage and own business enterprises in a 21st century global economy. Students will gain an understanding of successful business practices, including finance, investment, research and development, quality control, growth, sales and returns of investments. Partnerships and mentor programs with local business will provide connections between school and work.

MicroSociety Interdistrict Magnet School
Laura Lynn, Principal
MicroSociety Interdistrict Magnet School
311 Valley St.
New Haven, CT 06515
Tel. 203-946-7761
Fax 203-946-5794
Web site: http://www.nhps.net/MicroSociety
Grades: PK-8 Enrollment: 258

Participating Districts: Ansonia, Bethany, Branford, Cheshire, Clinton, Derby, East Haven, Guilford, Hamden, Madison, Milford, New Haven, North Branford, North Haven, Oxford, Shelton, Stratford, Wallingford, West Haven, Wolcott, Regional School District 5

MicroSociety Magnet School involves all students, kindergarten through Grade 8, in real-world learning experiences. In our community of "Microville," our citizens create a microcosm of society within the school where real-world learning is aligned with the district's standards-based curriculum. The MicroSociety program enhances community involvement, builds self-esteem and motivation, and develops character. Students have direct experiences involving the economy, the judicial system, managing businesses and serving in public agencies. The entire school engages in the development of microsociety business ventures and agencies.

Ross-Woodward Magnet School of Classical Studies
Cheryl Brown, Principal
Ross-Woodward Magnet School of Classical Studies
185 Barnes Ave.
New Haven, CT 06513
Tel. 203-691-3100
Fax 203- 691-3170
Web site: http://schools.nhps.net/Quinnipiac/
Grades: PK-8 Enrollment: 290

Participating Districts: Amity Regional, Ansonia, Beacon Falls, Bethany, Branford, Cheshire, Clinton, Derby, East Haven, Guilford, Hamden, Madison, Middletown, Milford, Naugatuck, North Branford, North Haven, Orange, Oxford, Seymour, Shelton, Southbury, Stratford, Wallingford, Waterbury, Westbrook, West Haven, Wolcott, Woodbridge

Ross-Woodward Magnet School of Classical Studies is a magnet school in partnership with 29 school districts. The school places an emphasis on the classical, liberal arts tradition of educating the whole child. Ross-Woodward Magnet School of Classical Studies supports a rigorous classical curriculum. Students engage in studies of great works over time. The school's goal is to graduate students who possess knowledge and understanding of world history and the lessons history provides for determining the future. Ross-Woodward Magnet School of Classical Studies serves as a bridge between the past, present and future.

Science and Engineering University Magnet School
Dr. Marjorie Edmonds-Lloyd, Principal
Science and Engineering University Magnet School
22 Gold St.
New Haven, CT 06519
Tel. 203-946-8828
Fax 203-946-5662
Web site: http://schools.nhps.net/IDM/SEU/index.asp
Grades: 6-12 Enrollment: 176

Participating Districts: Amity Regional, Ansonia, Bethany, Branford, Cheshire, Clinton, Derby, East Haven, Guilford, Hamden, Madison, Meriden, Milford, Monroe, Naugatuck, New Haven, North Branford, North Haven, Oxford, Seymour, Shelton, Stratford, Wallingford, West Haven, Wolcott, Woodbridge

The Science and Engineering University Magnet School, in partnership with the University of New Haven School of Engineering and Applied Science, offers enhanced math, science and technology classes designed to train middle and high school students for tomorrow's workplace. The curriculum is based on a nationally recognized program called Project Lead the Way that makes math and science relevant for students by engaging in hands-on, real-world projects. Students come to understand how the skills they are learning in the classroom can be applied in everyday life. The rigorous math/science curriculum prepares graduates for college and careers in scientific, engineering and technological fields.

NEW LONDON

Dual Language Arts Academy/La Academia de Las Artes Bilingüe
Richard Virgin, Principal
Dual Language Arts Academy/La Academia de Las Artes Bilingüe
134 William St.
New London, CT 06320
Tel. 860-443-0461
Fax 860-443-0468
Web site: http://www.languageandartsacademy.org/
Grades: 6-8 Enrollment: 80

Participating Districts: New London, Waterford

The mission of the Dual Language Arts Academy is to provide an enrichment program dedicated to building a student body that is bilingual, biliterate and multicultural. This is achieved by providing a comprehensive arts-enriched core curriculum that enables students to enhance their understanding of academic content, themselves and the world by embracing the arts and their potential to influence communication, culture and creativity. The integration of the arts is a major component of the school that is committed to the performing, culinary and visual arts. The arts provide a balance among verbal, analytical and intuitive experiences, while promoting an awareness and appreciation of cultural and historical diversity.

Regional Multicultural Magnet School
Paul Carolan, Principal
Regional Multicultural Magnet School
One Bulkeley Place
New London, CT 06320
Tel. 860-437-7775
Fax 860-437-1585
Web site: http://www.rmms.k12.ct.us/
Grades: K-5 Enrollment: 520

Participating Districts: East Haddam, East Lyme, Groton, Ledyard, Montville, New London, North Stonington, Preston, Salem, Stonington, Waterford, Regional School District 18

The Regional Multicultural Magnet School (RMMS) is an elementary (K-5) public school of choice located in New London. Its ethnically and socioeconomically diverse student body comes from 12 communities in southeastern Connecticut. The instructional program features a multicultural curriculum, emphasizes inquiry and provides hands-on learning experiences. As a Responsive Classroom school, RMMS values the social curriculum as much as the academic curriculum. Students are taught respect and learn to value diversity. All students receive instruction in speaking Spanish. In addition, about one-fifth of the student body is enrolled in the dual language (Spanish/English) immersion program.

Science & Technology Magnet High School of Southeastern Connecticut
Louis E. Allen, Jr., Principal
Science & Technology Magnet High School of Southeastern Connecticut
490 Jefferson Ave.
New London, CT 06320
Tel. 860-437-6414
Fax 860-439-7774
Web site: http://www.nlstmhs.org/
Grades: 9-12 Enrollment: 320

Participating Districts: Lisbon, New London, Waterford

The mission of Science & Technology Magnet High School of Southeastern Connecticut is to enable unprecedented understanding of our world through exploration and discovery. The school offers learning modules in health science and biotechnology, information technology, applied physics and engineering, and environmental science, providing students with access to careers and higher education opportunities in areas such as pathology, physiology, bacteriology, nutrition and genetics. The focus on science and technology is supported by integrated language arts, mathematics and history curriculums. Inquiry and project-based instruction are emphasized.

NORTH BRANFORD

ACES Collaborative Alternative Magnet School for Leadership
Maureen L. Bransfield, Principal
ACES Collaborative Alternative Magnet School for Leadership
26 Old Post Rd.
Northford, CT 06472
Tel. 203-484-9501
Fax 203-484-9585
Web site: http://www.aces.org/schools/magnet/cams.aspx
Grades: 7-12 Enrollment: 120

Participating Districts: Branford, Hamden, Meriden, Middletown, New Haven, North Branford, North Haven

The Collaborative Alternative Magnet School, a program of Area Cooperative Educational Services (ACES), was developed to meet the needs of students who have not been successful in traditional middle and high schools. Students range widely in academic ability. Classes are characterized by their small size and active learning; students cite caring and supportive staff members and challenging work as reasons for their success. Improved self-esteem and celebration of diversity are two additional areas of emphasis. Goals for middle school students include preparation to return to their home high schools. For high school students, goals include graduating from high school with a plan for additional study or work.

NORWALK

Center for Global Studies at Brien McMahon High School
Roslynne McCarthy, Principal
Center for Global Studies at Brien McMahon High School
300 Highland Ave.
Norwalk, CT 06854
Tel. 203-852-9488
Fax 203-854-0832
Web site: http://www.centerglobalstudies.org/index_new.html
Grades: 9-12 Enrollment: 295

Participating Districts: Bethel, Bridgeport, Darien, Fairfield, Milford, Monroe, New Canaan, Norwalk, Ridgefield, Stamford, Stratford, Trumbull, Weston, Westport, Wilton

The Center for Global Studies (CGS) provides students with an opportunity to study the Chinese, Japanese and Middle Eastern cultures through courses in language, literature and history at Brien McMahon High School. The core curriculum includes Chinese, Japanese and Arabic language study. In the literature courses, students are provided with a survey of world literature titles that have universal thematic connections. Through Chinese, Japanese and Middle Eastern history courses, students explore the social, political and economic dynamics of these cultures. Additional courses required by students' home schools are met through Brien McMahon High School's mainstream classes. In March, CGS hosts Japanese high school students who stay with CGS families and attend classes in the magnet school and Brien McMahon. Each May, CGS students travel to Japan for a two-week home-stay and study tour. The home-stay component matches students with Japanese families and host brothers and sisters, while they attend classes in Japanese high schools. In April, CGS students travel to China for a similar experience there.

STAMFORD

Academy of Information Technology and Engineering
Paul L. Gross, Principal
Academy of Information Technology and Engineering
411 High Ridge Rd.
Stamford, CT 06905
Tel. 203-977-4336
Fax 203-977-6638
Web site: http://ait.echalk.com/home.aspx
Grades: 9-12 Enrollment: 700

Participating Districts: Darien, Greenwich, New Canaan, Norwalk, Ridgefield, Stamford

The Academy of Information Technology & Engineering (AITE) is a Stamford interdistrict magnet high school attracting students interested in a college preparatory education involving the integration of information technology in academic and elective courses. AITE's courses provide students with an academic environment in which essential information technology and communication skills, knowledge and understandings are emphasized. All students and faculty members are provided with tablet laptop computers for use in school and at home. AITE is a "STEM" school in which the technology focus, built around a core elective program of

information technology and pre-engineering courses, is not just for those students with particular interests in these fields. The emphasis on technology represents a strategy for making lifelong learners out of our students. All core content courses are taught at the college preparatory level, and there is a full complement of honors, Advanced Placement, early college experience classes associated with UConn and NCC, and a wide variety of virtual high school courses available. All students are required to complete a minimum of four-year sequences in English, social studies, mathematics, science and a world language. AITE offers Spanish, French, Latin, Russian, Mandarin Chinese and Arabic.

Rogers International School
Cathy Cummings, Principal
Rogers International School
202 Blachley Rd.
Stamford, CT 06902
Tel. 203-977-4560
Web site: http://stamfordpublicschools.org/content/64/167/1441.aspx
Grades: K-8 Enrollment: 308

Participating Districts: Bridgeport, Darien, Fairfield, Monroe, New Canaan, Norwalk, Ridgefield, Stamford, Stratford, Trumbull, Weston, Westport, Wilton, C.E.S.

Rogers International School in Stamford opened its doors in September 2009 to kindergarten through Grade 6 students. The school is open to students in districts in lower Fairfield County through an application and lottery selection process. To accommodate the daycare needs of its students and their commuting parents, the school will have an elective "six (a.m.) to six (p.m.)" component so children will be cared for by the same staff members who will provide their instruction during the school day. The instructional program integrates the International Baccalaureate Program philosophy, with an environmental focus throughout all grades. The Learners' Profile of the International Baccalaureate Program are inquirers, thinkers, communicators, risk-takers, knowledgeable, principled, caring, open-minded, well balanced and reflective. Students will read, write and apply scientific and mathematical procedures while conducting meaningful research and investigations. Spanish language instruction also will be provided in all classes, kindergarten through Grade 6. The Rogers International School is scheduled to grow into Grades 7 and 8 in subsequent years.

TRUMBULL

Academy for the Performing Arts (A Program of Cooperative Educational Services**)**
Dr. Mark Ribbens, Principal
Academy for the Performing Arts
23 Oakview Dr.
Trumbull, CT 06611
Tel. 203-365-8857
Fax 203-374-2123
Web site: http://www.ces.k12.ct.us/
Grades: 9-12 Enrollment: 30

Participating Districts: Darien, Greenwich, New Canaan, Norwalk, Ridgefield, Stamford, Wilton

Academy for the Performing Arts (APA) is a part-time magnet high school serving students in Grades 9-12. APA's students represent the diversity of Greater Norwalk. Students attend their local public high schools in the morning and APA Monday through Thursday from 1:30 p.m. to 4:30 p.m. Elective high school credits, which may be applied toward graduation requirements at the discretion of the sending school district, are earned at the school through the study of dance, theater, musical theater, film/video production and some creative script writing. These classes, taught by professional artists, provide a broad understanding of the history and criticism of the arts through interdisciplinary study. APA's performing arts training program is designed to prepare students to pursue professional careers and postsecondary studies.

Regional Center for the Arts (A Program of Cooperative Educational Services**)**
Dr. Mark Ribbens, Principal
Regional Center for the Arts
23 Oakview Dr.
Trumbull, CT 06611
Tel. 203-365-8857
Fax 203-374-2123
Web site: http://www.ces.k12.ct.us/
Grades: 9-12 Enrollment: 215

Participating Districts: Bridgeport, Fairfield, Monroe, Shelton, Stratford, Trumbull and other Fairfield County towns

Regional Center for the Arts (RCA) is a part-time performing arts magnet high school serving students in Grades 9-12. RCA's student body reflects the diversity of Greater Bridgeport. Students attend their local public high schools in the morning and attend RCA Monday through Thursday from 1:30 p.m. to 4:30 p.m. Elective high school credits, which may be applied toward graduation requirements at the discretion of the sending school district, are earned at the school through the study of dance, theater, musical theater, film/video production and some creative script writing. These classes, taught by professional artists, provide a broad understanding of the history and criticism of the arts through interdisciplinary study. RCA's performing arts training program is designed to prepare students to pursue professional careers and postsecondary studies.

WATERBURY

Maloney Interdistrict Magnet School
Maryann Thompson, Principal
Maloney Interdistrict Magnet School
233 South Elm St.
Waterbury, CT 06706
Tel. 203-574-8162
Fax 203-574-8389
Web site: http://teacherweb.com/CT/MaloneyMagnetSchool/Maloney/index.html
Grades: PK-5 Enrollment: 637

Participating Districts: Plymouth, Thomaston, Waterbury, Wolcott

Maloney Interdistrict Magnet School offers an integrated multicultural curriculum and science/technology curriculum using the school's state-of-the-art technology. Our diverse child-centered setting offers students a Japanese language program. Maloney Magnet also provides full-day prekindergarten and kindergarten programs, a before- and after school program and services for students with hearing impairments.

Rotella Interdistrict Magnet School
Gina L. Calabrese, Principal
Rotella Interdistrict Magnet School
380 Pierpont Rd.
Waterbury, CT 06705
Tel. 203-574-8168
Fax 203-574-8045
Web site: http://www.waterbury.k12.ct.us/rot/
Grades: PK-5 Enrollment: 620

Participating Districts: Bristol, Cheshire, Monroe, Naugatuck, Newtown, Plymouth/Terryville, Thomaston, Waterbury, Watertown, Wolcott

Rotella Magnet School has been named a 2009 Magnet School of Excellence by the Magnet Schools of America (MSA). In 2007, our school was awarded the Dr. Ronald P. Simpson Distinguished Merit Award by MSA. This is the top award for magnet schools in the nation. Rotella was eligible after being named a Magnet School of Excellence by MSA. This is the top category of awards given. It is based on a commitment to high academic standards, curriculum innovation, successful desegregation/diversity efforts, and the consistent delivery of quality services to all stakeholders.

All students in Grades PK-5 are provided with a challenging academic program integrated with the fine arts. Children are inspired to reach beyond the parameters of a traditional public school education and embrace the world community through the universal language of artistic expression. The Rotella after-school and summer programs incorporate both academic and arts-enrichment components.

Waterbury Arts Magnet School
Elizabeth S. McGrath, Principal
Waterbury Arts Magnet School
16 South Elm St.
Waterbury, CT 06706
Tel. 203-573-6300
Fax 203-573-6325
Web site: http://www.waterbury.k12.ct.us/wam/
Grades: 6-12 Enrollment: 800

Participating Districts**:** Naugatuck, Plymouth, Thomaston, Waterbury, Wolcott, Regional School, District 15

The Waterbury Arts Magnet School is a comprehensive middle school/high school in which a strong academic curriculum is enriched by both extensive and intensive experiences in the visual and performing arts. The school is connected to and students work closely with the newly redesigned Palace Theater. A wide range of Advanced Placement courses is offered in the arts and academic fields, and students may study at the adjacent University of Connecticut branch. Students participate in internships with professional arts organizations in the area, and many students work professionally in their chosen arts field while enrolled at the school.

WATERFORD

The Friendship School
Kathleen Suprin, Principal
The Friendship School
24 Rope Ferry Rd.
Waterford, CT 06385
Tel. 860-447-4049
Fax 860-447-4056
Web site: http://thefriendshipschool.org/
Grades: PK-K Enrollment: 493

Participating Districts: New London, Waterford

The Early Childhood Learning Center, The Friendship School, is a model urban-suburban collaborative effort between New London and Waterford and administered by LEARN, the regional educational service center for southeastern Connecticut. Its mission is to ensure that all enrolled preschool and kindergarten children will acquire the readiness skills to be active members of a diverse learning community, and that their families will be informed advocates who will be actively involved in the development and education of their children. Natural inclusion of children with identified special needs occurs in every classroom. Full-day family-friendly learning opportunities are available, as well as out-of-school-time care options.

WILLIMANTIC

ACT Performing Arts Magnet High School
Tracy Goodell-Pelletier, Principal
ACT Performing Arts Magnet High School
896 Main St.
Willimantic, CT 06226
Tel. 860-465-5636 x2040
Fax 860-465-8115
Web site: http://www.eastconn.org/
Grades: 9-12 Enrollment: 118

Participating Districts: EASTCONN region

ACT Performing Arts Magnet High School is managed by EASTCONN, serving students in Grades 9-12. ACT offers part-day and full-day options. Part-day students attend their home districts and come to ACT in the afternoon for arts courses. Full-day students receive comprehensive core academics and are joined in the afternoon by our part-day students. ACT's classes include performance, theater production, dance, creative writing and audio/video production. Core academic instruction at ACT emphasizes individual learning styles and acquisition of CAPT skills through the arts. The ACT facility features four performance areas, state-of-the-art production shops, two dance instruction areas, writing labs, video editing suites and more. ACT is a program for those with a strong interest in or talent for the arts.

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OPEN CHOICE

OPEN CHOICE

[Q & A]

What are the purposes of the Open Choice program?
Open Choice is an interdistrict public school program intended to improve academic achievement; reduce racial, ethnic and economic isolation; and provide a choice of educational programs for public school students.

How does the Open Choice program operate?
The Open Choice program allows urban students to attend public schools in nearby suburban towns. It also allows suburban and rural students to attend public schools in a nearby urban center. Enrollments are offered by school districts on a space-available basis. Lotteries are used to place students when there are more applicants than spaces available. The program includes Hartford, Bridgeport, New Haven and their surrounding school districts.

Who is eligible to attend?
For the 2010-11 school year, participation is open on an equal basis to all students, including students with disabilities, attending public schools in Hartford, Bridgeport, New Haven and their surrounding districts. Interested parents should contact the regional educational service center serving their region for the latest information.

Who pays for this program? Will the parent have to pay tuition for the student?
The state pays a grant of $2,500 per student enrolled in the program to the receiving districts. There is no tuition cost to parents.

How will my child get to school?
Transportation costs are paid by the state. Arrangements are made by the regional educational service center serving the area. This also applies to students with disabilities unless transportation is considered a related service and is required by the student's individualized education program (IEP).

Does the program provide for the needs of special education students?
Yes. A portion of extra costs is paid by the receiving district and the remainder is paid by the district where the student lives. The responsibility for holding planning and placement team (PPT) meetings and developing an IEP belongs to the receiving district. For more information, review the *Students with Disabilities & Parental Choice in Connecticut* guide.

Whom do I contact to enroll my child in this program?
Call the regional educational service center nearest your home or closest to the largest city in your region for information about the status of the program in your region and an application packet.

For general questions, contact the State Department of Education, Bureau of Choice Programs, at 860-713-6561.

If you are a parent or student in the *Sheff v. O'Neill* region and are interested in attending a magnet school, a technical high school or a regional agricultural science and technology education center in the region or the Open Choice program you should contact the Regional School Choice Office at 860-757-6188 or visit their Web site: http://www.choiceeducation.org.

BRIDGEPORT AREA

Cooperative Educational Services (CES)
Dr. Mark Ribbens
23 Oakview Dr.
Trumbull, CT 06611
Tel. 203-365-8857
Fax 203-374-2123
ribbensm@ces.k12.ct.us

HARTFORD AREA

Capitol Region Education Council (CREC)
Nessa Oram
34 Sequassen St.
Hartford, CT 06106
Tel. 860-524-4014
Fax 860-509-3653
noram@crec.org

NEW HAVEN AREA

Area Cooperative Educational Services (ACES)
Lynn Bailey
350 State St.
North Haven, CT 06473
Tel. 203-498-6843
Fax 203-498-6891
lbailey@aces.org

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REGIONAL AGRICULTURAL SCIENCE AND TECHNOLOGY EDUCATION CENTERS

REGIONAL AGRICULTURAL SCIENCE AND TECHNOLOGY EDUCATION CENTERS

[Q & A]

What are the purposes of these centers?
The centers prepare students for careers in the environmental, natural resources and agriculture fields. The program is hands-on and combines rigorous academics, occupational skill development and a work-based component. Each student's abilities, talents and interests are developed through a diverse learning environment in 19 regional agricultural science and technology education centers located across the state.

What is a regional agricultural science and technology education center?
Regional agricultural science and technology education centers prepare students for entry-level employment or higher education in the fields of agriculture, aquaculture, horticulture and the environment as part of their high school program. Local or regional boards of education may be designated as regional centers if approved by the State Board of Education.

Who is eligible to attend?
Any student interested in a career in an agriculture-related field is eligible. Any school district that does not provide agricultural instruction must designate a school or schools for its students to attend.

Who pays for these schools? Will the parent have to pay tuition for the student?
The state pays each center a per-student grant for each student enrolled. The district where the student lives pays tuition to the district operating the center. There is no tuition cost to parents.

How will my child get to school?
The district where the student lives must pay the reasonable and necessary cost to transport the student.

Does the school provide for the needs of special education students?
Yes. The special education costs are the responsibility of the district where the student lives. The responsibility for holding planning and placement team (PPT) meetings also belongs to the district where the student lives. For more information, review the *Students with Disabilities & Parental Choice in Connecticut* guide.

Whom do I contact to enroll my child in one of these centers?
Contact your local board of education for information. If your local high school does not offer agricultural instruction, the district must designate a school or schools for its students to attend. Your local board of education office will have information on applying to the school operating the center.

If you are a parent or student in the *Sheff v. O'Neill* region and are interested in attending a magnet school, a technical high school or a regional agricultural science and technology education center in the region or the Open Choice program you should contact the Regional School Choice Office at 860-757-6188 or visit their Web site: http://www.choiceeducation.org.

REGIONAL AGRICULTURAL SCIENCE AND TECHNOLOGY EDUCATION CENTERS — GRADES 9-12

The agricultural science and technology education program serves secondary students in full- and shared-time programs. Each program, located at a comprehensive high school, includes instruction in agricultural science and technology education. The purpose is to prepare individuals for entry-level employment or higher education and to develop leadership skills in the field of agriculture. Each program includes instruction in plant and animal science, agricultural mechanics, aquaculture, agribusiness, natural resources and the environment. The agricultural science and technology education program includes interrelated components such as classroom instruction, laboratory experience and supervised agricultural work experience.

Bloomfield High School Regional Agricultural Science and Technology Center
Jaunice Edwards
Harris Regional Agricultural Science and Technology Center
5 Huckleberry Ln.
Bloomfield, CT 06002-3190
Tel. 860-286-2630, ext. 141
Fax 860-242-0331
Enrollment: 103

Bridgeport Regional Aquaculture Science and Technology Center
John J. Curtis
Bridgeport Regional Aquaculture Science and Technology Center
60 St. Stephen Rd.
Bridgeport, CT 06605
Tel. 203-576-7608
Fax 203-576-7064
Enrollment: 364

Ellis Clark Regional Agricultural Science and Technology Center
William Davenport
Ellis Clark Regional Agricultural Science and Technology Center
5 Minortown Rd.
Woodbury, CT 06798
Tel. 203-266-4038
Fax 203-263-5495
Enrollment: 316

Glastonbury High School Regional Agricultural Science and Technology Center
Dale Schutt
Glastonbury High School Regional Agricultural Science and Technology Center
330 Hubbard St.
Glastonbury, CT 06033
Tel. 860-652-7227
Fax 860-682-1462
Enrollment: 57

Housatonic Valley Regional High Agricultural Science and Technology Center
Karen Davenport
Housatonic Valley Regional High Agricultural Science and Technology Center
246 Warren Turnpike
Falls Village, CT 06031
Tel. 860-824-5123, ext. 357
Fax 860-824-1085
Enrollment: 152

Killingly High School Regional Agricultural Science and Technology Center
Douglas Butterfield
Killingly High School Regional Agricultural Science and Technology Center
79 Westfield Ave.
Danielson, CT 06239
Tel. 860-779-6675
Fax 860-774-6474
Enrollment: 110

Ledyard High School Regional Agricultural Science and Technology Center
Shelly Roy
Ledyard High School Regional Agricultural Science and Technology Center
24 Gallup Hill Rd.
Ledyard, CT 06339
Tel: 860-464-9600, ext. 127
Fax 860-464-1990
Enrollment: 217

Lyman Hall High School Regional Agricultural Science and Technology Center
Wilford Schultz
Lyman Hall High School Regional Agricultural Science and Technology Center
70 Pond Hill Rd.
Wallingford, CT 06492
Tel: 203-294-5382
Fax 203-294-5353
Enrollment: 211

Lyman Memorial High School Regional Agricultural Science and Technology Center
Stephen Salisbury / Brenda Mihaliak
Lyman Memorial High School Regional Agricultural Science and Technology Center
917 Exeter Rd.
Lebanon, CT 06249
Tel. 860-642-7759
Fax 860-642-3521
Enrollment: 111

Middletown High School Regional Agricultural Science and Technology Center
Rebecca Isaacson
Middletown High School Regional Agricultural Science and Technology Center
200 LaRosa Ln.
Middletown, CT 06457
Tel. 860-704-4599
Fax 860-347-9916
Enrollment: 116

New Haven Regional Aquaculture/Agricultural Science and Technology Center
Timothy Visel
New Haven Regional Aquaculture/Agricultural Science and Technology Center
60 South Water St.
New Haven, CT 06519
Tel. 203-946-7106
Fax 203-946-6156
Enrollment: 332

Northwestern Regional High School Regional Agricultural Science and Technology Center
Mia Haaland
Northwestern Regional High School Regional Agricultural Science and Technology Center
100 Battistoni Dr.
Winsted, CT 06098
Tel. 860-379-9013
Fax 860-738-0646
Enrollment: 91

Rockville High School Regional Agricultural Science and Technology Center
Karen Fitzpatrick
Rockville High School Regional Agricultural Science and Technology Center
70 Loveland Hill
Rockville, CT 06066
Tel. 860-870-6197
Fax 860-870-6314
Enrollment: 81

E.O. Smith High School Regional Agricultural Science and Technology Center
James Pomeroy
E.O. Smith High School Regional Agricultural Science and Technology Center
1235 Storrs Rd.
Storrs, CT 06268
Tel. 860-487-0528
Fax: 860-487-1106
Enrollment: 107

Southington High School Regional Agricultural Science and Technology Center
Marion Stannard
Southington High School Regional Agricultural Science and Technology Center
720 Pleasant St.
Southington, CT 06489
Tel. 860-628-3229, ext. 352
Fax 860-628-3397
Enrollment: 120

Suffield High School Regional Agricultural Science and Technology Center
B. Harrison Griffin
Suffield High School Regional Agricultural Science and Technology Center
1060 Sheldon St.
West Suffield, CT 06093
Tel. 860-668-3817
Fax 860-668-3178
Enrollment: 156

Trumbull High School Regional Agricultural Science and Technology Center
Pamela Berlekovic
Trumbull High School Regional Agricultural Science and Technology Center
536 Daniels Farm Rd.
Trumbull, CT 06611-2052
Tel. 203-452-4200
Fax 203-452-4211
Enrollment: 192

Stamford Regional Agricultural Science and Technology Center
Matthew Lisy
Stamford Regional Agricultural Science and Technology Center
125 Roxbury Rd.
Stamford, CT 06902
Tel. 203-977-2747
Fax 203-977-5065
Enrollment: 65

Wamogo Regional High School Regional Agricultural Science and Technology Center
Charles Rowland
Wamogo Regional High School Agricultural Science and Technology Center
98 Wamogo Rd.
Litchfield, CT 06759
Tel. 860-567-6649
Fax 860-567-7428
Enrollment: 142

(b)(6)

CONNECTICUT TECHNICAL HIGH SCHOOLS

CONNECTICUT TECHNICAL HIGH SCHOOLS

[Q & A]

What is a technical high school?
Connecticut's technical high schools provide students with academic and technical education leading to a high school diploma and specific technical skills. There are 16 diploma-granting technical high schools throughout the state. There is also one two-year school in Bristol that has combined programs with local high schools.

What are the purposes of these schools?
Technical high schools allow students in Grades 9-12 to learn technical skills while earning a high school diploma. There are 29 technical offerings, with students selecting an area of specialization after participating in a ninth-grade technical exploratory program. Connecticut technical high school students are prepared to attend two- or four-year colleges after graduation, and they also acquire skills in the trades and technologies to prepare them for the world of work. Opportunities to earn college credit during the high school years through Tech Prep programs with community colleges also are available.

Who is eligible to attend?
Any student who lives in Connecticut may apply to any technical high school. Each technical high school serves a geographic area and makes presentations to eighth-graders in the area. The application process includes a review of students' grades, attendance, test scores, extracurricular activities and a student written statement. Most of Connecticut's technical high schools have waiting lists. Students are encouraged to apply early.

What are the programs of study?
The Connecticut technical high school integrated curriculum provides courses of study in all the required high school academics and, at the same time, provides technical training in the following career areas: Advanced Manufacturing; Architectural Drafting; Automotive Collision Repair; Automotive Technology; Baking; Carpentry; Bio-Environmental Technology; Computer-Aided Drafting and Design; Culinary Arts; Diesel and Heating Equipment Repair; Early Care and Education; Electrical; Electromechanical; Electronics Technology; Fashion Design; General Drafting and Design; Graphics Design; Marketing, Merchandising and Entrepreneurship; Hairdressing and Barbering; Health Technologies; Heating, Ventilation and Air Conditioning; Hospitality and Customer Service Management; Information Systems Technology; Manufacturing Technology; Plumbing, Cooling and Heating; Pre-Electrical Engineering and Electronics; and Welding and Metal Fabricator Masonry.

Who pays for these schools? Will parents have to pay tuition for students?
Operating costs are funded through the State Department of Education's budget. There is no tuition cost to parents.

How will my child get to school?
The school district where the student lives is required to provide transportation to and from the technical high school.

Do these schools provide for the needs of special education students?
Yes. As in any public school, services are provided as directed by the planning and placement team (PPT). For more information, review the *Students with Disabilities & Parental Choice in Connecticut* guide.

Can my son or daughter participate in varsity or intramural sports, clubs and other extracurricular activities?
Yes. Connecticut's technical high schools offer a full range of sports and other extracurricular activities.

Where can I get more information? How does one apply?
Students and parents are encouraged to contact the nearest technical high school and arrange for a visit. Schools conduct open houses and other events. Students may apply directly to the technical high school for admission. Further information about each school and online applications are available at www.cttech.org, or you may call 1-800-U-CAN-TECH.

If you are a parent or student in the *Sheff v. O'Neill* region and are interested in attending a magnet school, a technical high school or a regional agricultural science and technology education center in the region or the Open Choice program you should contact the Regional School Choice Office at 860-757-6188 or visit their Web site: http://www.choiceeducation.org.

CONNECTICUT TECHNICAL HIGH SCHOOLS — Grades 9-12
The mission of the Connecticut Technical High School System is to provide a unique and rigorous high school learning environment that:

- Ensures both student academic success and trade/technology mastery and instills a zest for lifelong learning;
- Prepares students for postsecondary education, including apprenticeships and immediate productive employment; and
- Responds to employers' and industries' current, emerging and changing global work force needs and expectations through business/school partnerships.

Henry Abbott Technical High School
Jerry Salese, Principal
Henry Abbott Technical High School
21 Hayestown Ave.
Danbury, CT 06810
Tel. 203-797-4460
Fax 203-797-4382
Web site: http://www.cttech.org/ABBOTT/index.htm
Enrollment: 671

Program Offerings: Automotive Collision Repair and Refinishing; Automotive Technology; Carpentry; Computer-Aided Drafting and Design; Culinary Arts; Electrical; Electronics Technology; Graphics Technology; Hairdressing/Barbering; Heating, Ventilation and Air Conditioning; Manufacturing Technology; Plumbing and Heating

Bristol Technical Education Center
Alexander Fermeglia, Principal
Bristol Technical Education Center
431 Minor St.
Bristol, CT 06010
Tel. 860-584-8433
Fax 860-584-0795
Web site: http://www.cttech.org/bristol/index.htm
Enrollment: 117

Program Offerings: Automotive Technology; Culinary Arts; Electronics; Heating, Ventilation and Air Conditioning; Manufacturing Technology; Welding and Metal Fabrication

Bullard-Havens Technical High School
Joseph LaVorgna, Principal
Bullard-Havens Technical High School
500 Palisade Ave.
Bridgeport, CT 06610
Tel. 203-579-6333
Fax 203-579-6904
Web site: http://www.cttech.org/bullard-havens/index.htm
Enrollment: 886

Program Offerings: Automotive Technology; Baking; Carpentry; Computer-Aided Drafting and Design; Culinary Arts; Early Care and Education; Electrical; Electronics Technology; Fashion Design; General Drafting and Design; Graphics Technology; Hairdressing/Barbering; Information Systems Technology; Manufacturing Technology; Masonry; Plumbing and Heating

Howell Cheney Technical High School
Robert Sartoris, Principal
Howell Cheney Technical High School
791 West Middle Turnpike
Manchester, CT 06040
Tel. 860-649-5396
Fax 860-649-5263
Web site: http://www.cttech.org/CHENEY/index.htm
Enrollment: 623

Program Offerings: Automotive Technology; Carpentry; Computer-Aided Drafting and Design; Culinary Arts; Diesel and Heavy Duty Equipment Repair; Electrical; Electronics Technology; Heating, Ventilation and Air Conditioning; Information Systems Technology; Manufacturing Technology; Welding and Metal Fabrication

H.H. Ellis Technical High School
Brian K. Mignault, Sr., Principal
H.H. Ellis Technical High School
613 Upper Maple St.
Danielson, CT 06239
Tel. 860-774-8511
Fax 860-779-1563
Web site: http://www.cttech.org/ellis/index.htm
Enrollment: 566

Program Offerings: Architectural Drafting; Automotive Collision Repair and Refinishing; Automotive Technology; Carpentry; Electrical; Electronics Technology; Hairdressing/Barbering; Manufacturing Technology; Masonry; Plumbing and Heating

E.C. Goodwin Technical High School
Mary Moran, Principal
E.C. Goodwin Technical High School
735 Slater Rd.
New Britain, CT 06053
Tel. 860-827-7736
Fax 860-827-7862
Web site: http://www.cttech.org/GOODWIN/index.htm
Enrollment: 549

Program Offerings: Automotive Technology; Carpentry; Computer-Aided Drafting and Design; Culinary Arts; Electrical; Electronics Technology; Graphics Technology; Hairdressing/Barbering; Heating, Ventilation and Air Conditioning; Manufacturing Technology; Plumbing and Heating

Ella T. Grasso Southeastern Technical High School
Kerry Bell, Principal
Ella T. Grasso Southeastern Technical High School
189 Fort Hill Rd.
Groton, CT 06340
Tel. 860-441-0305
Fax 860-446-9895
Web site: http://www.cttech.org/GRASSO/index.htm
Enrollment: 592

Program Offerings: Automotive Collision Repair and Refinishing; Automotive Technology; Bioscience and Environmental Technology; Carpentry; Computer-Aided Drafting and Design; Culinary Arts; Electrical; Electronics Technology; Hairdressing/Barbering; Hospitality and Customer Service; Information Systems Technology; Plumbing and Heating

W.F. Kaynor Technical High School
Lisa Hylwa, Principal
W.F. Kaynor Technical High School
43 Tompkins St.
Waterbury, CT 06708
Tel. 203-596-4302
Fax 203-596-4308
Web site: http://www.cttech.org/KAYNOR/index.htm
Enrollment: 738

Program Offerings: Automotive Collision Repair and Refinishing; Automotive Technology; Carpentry; Computer-Aided Drafting and Design; Culinary Arts; Electrical; Electronics Technology; Fashion Design; Hairdressing/Barbering; Manufacturing Technology; Plumbing and Heating

Norwich Technical High School
Nikitoula Menounos, Principal
Norwich Technical High School
590 New London Turnpike
Norwich, CT 06360
Tel. 860-889-8453
Fax 860-886-4632
Web site: http://www.cttech.org/norwich/index.htm
Enrollment: 556

Program Offerings: Automotive Technology; Carpentry; Culinary Arts; Computer-Aided Drafting and Design; Electrical; Pre-Electrical Engineering and Electronics Technology; Graphics Technology; Hairdressing/Barbering; Health Technology; Heating, Ventilation and Air Conditioning; Plumbing and Heating; Retail Management and Entrepreneurship

Emmett O'Brien Technical High School
Lorella Lebouthillier, Principal
Emmett O'Brien Technical High School
141 Prindle Ave.
Ansonia, CT 06401
Tel. 203-732-1800
Fax 203-735-6236
Web site: http://www.cttech.org/OBRIEN/index.htm
Enrollment: 514

Program Offerings: Automotive Technology; Carpentry; Computer-Aided Drafting and Design; Culinary Arts; Electrical; Electronics Technology; Hairdressing/Barbering; Heating, Ventilation and Air Conditioning; Manufacturing Technology; Plumbing and Heating

Platt Technical High School
Gene LaPorta, Principal
Platt Technical High School
600 Orange Ave.
Milford, CT 06460
Tel. 203-783-5300
Fax 203-783-3970
Web site: http://www.cttech.org/platt/index.htm
Enrollment: 880

Program Offerings: Architectural Drafting; Automotive Collision Repair and Refinishing; Automotive Technology; Carpentry; Computer-Aided Drafting and Design; Culinary Arts; Electrical; Electromechanical Technology; Electronics Technology; Hairdressing/Barbering; Heating, Ventilation and Air Conditioning; Information Systems Technology; Manufacturing Technology; Plumbing and Heating

A.I. Prince Technical High School
William Chaffin, Principal
A.I. Prince Technical High School
401 Flatbush Ave.
Hartford, CT 06106
Tel. 860-951-7112, ext. 302
Fax 860-951-1529
Web site: http://www.cttech.org/PRINCE/index.htm
Enrollment: 687

Program Offerings: Advanced Manufacturing; Automotive Collision Repair and Refinishing; Automotive Technology; Carpentry; Culinary Arts; Electrical; Fashion Design; Graphics Technology; Hairdressing/Barbering; Information Systems Technology; Masonry; Plumbing and Heating

Vinal Technical High School
Bridget Heston, Principal
Vinal Technical High School
60 Daniels St.
Middletown, CT 06457
Tel. 860-344-7100
Fax 860-344-2622
Web site: http://www.cttech.org/VINAL/index.htm
Enrollment: 607

Program Offerings: Automotive Collision Repair and Refinishing; Automotive Technology; Carpentry; Computer-Aided Drafting and Design; Culinary Arts; Electrical; Electromechanical Technology; Hairdressing/Barbering; Heating, Ventilation and Air Conditioning; Information Systems Technology; Manufacturing Technology

Eli Whitney Technical High School
Steven Anderson, Principal
Eli Whitney Technical High School
71 Jones Rd.
Hamden, CT 06514
Tel. 203-397-4031
Fax 203-397-4129
Web site: http://www.cttech.org/WHITNEY/index.htm
Enrollment: 512

Program Offerings: Automotive Technology; Carpentry; Computer-Aided Drafting and Design; Culinary Arts; Electrical; Fashion Design; Graphics Technology; Hairdressing/Barbering; Health Technology; Manufacturing Technology; Plumbing and Heating

H.C. Wilcox Technical High School
Richard Cavallaro, Principal
H.C. Wilcox Technical High School
298 Oregon Rd.
Meriden, CT 06450
Tel. 203-238-6260
Fax 203-238-6602
Web site: http://www.cttech.org/WILCOX/index.htm
Enrollment: 781

Program Offerings: Automotive Technology; Carpentry; Culinary Arts; Electrical; Electronics Technology; Graphics Technology; Hairdressing/Barbering; Health Technology; Heating, Ventilation and Air Conditioning; Information Systems Technology; Manufacturing Technology; Plumbing and Heating

Windham Technical High School
Kirk Murad, Principal
Windham Technical High School
210 Birch St.
Willimantic, CT 06226
Tel. 860-456-3879
Fax 860-450-0630
Web site: http://www.cttech.org/WINDHAM/index.htm
Enrollment: 558

Program Offerings: Architectural Drafting; Automotive Technology; Carpentry; Culinary Arts; Electrical; Electronics Technology; Health Technology; Heating, Ventilation and Air Conditioning; Manufacturing Technology

Oliver Wolcott Technical High School
Robert Axon, Principal
Oliver Wolcott Technical High School
75 Oliver St.
Torrington, CT 06790
Tel. 860-496-5300
Fax 860-496-9022
Web site: http://www.cttech.org/WOLCOTT/index.htm
Enrollment: 764

Program Offerings: Automotive Collision Repair and Refinishing; Automotive Technology; Carpentry; Computer-Aided Drafting and Design; Culinary Arts; Electrical; Electronics Technology; Graphics Technology; Hairdressing/Barbering; Health Technology; Manufacturing Technology; Plumbing, Heating and Cooling

J.M. Wright Technical High School
The State Department of Education has suspended operations at J.M. Wright for two years to study options for restructuring.

STATE OF CONNECTICUT

M. Jodi Rell, Governor

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Connecticut General Statutes on Charter Schools
Appendix (F)(2)(b)

§ 10-66aa. Charter schools: Definitions

As used in sections 10-66aa to 10-66ff, inclusive, and sections 10-66hh to 10-66kk, inclusive:

(1) "Charter school" means a public, nonsectarian school which is (A) established under a charter granted pursuant to section 10-66bb, (B) organized as a nonprofit entity under state law, (C) a public agency for purposes of the Freedom of Information Act, as defined in section 1-200, and (D) operated independently of any local or regional board of education in accordance with the terms of its charter and the provisions of sections 10-66aa to 10-66ff, inclusive, provided no member or employee of a governing council of a charter school shall have a personal or financial interest in the assets, real or personal, of the school;

(2) "Local charter school" means a public school or part of a public school that is converted into a charter school and is approved by the local or regional board of education of the school district in which it is located and by the State Board of Education pursuant to subsection (e) of section 10-66bb; and

(3) "State charter school" means a new public school approved by the State Board of Education pursuant to subsection (f) of section 10-66bb.

§ 10-66bb. Application process and requirements. Charter renewal. Probation. Revocation

(a) On and after July 1, 1997, the State Board of Education may grant, within available appropriations, charters for local and state charter schools in accordance with this section.

(b) Any person, association, corporation, organization or other entity, public or independent institution of higher education, local or regional board of education or two or more boards of education cooperatively, or regional educational service center may apply to the Commissioner of Education, at such time and in such manner as the commissioner prescribes, to establish a charter school, provided no nonpublic elementary or secondary school may be established as a charter school and no parent or group of parents providing home instruction may establish a charter school for such instruction.

(c) The State Board of Education shall review, annually, all applications and grant charters in accordance with subsection (f) of this section. (1) Except as provided for in subdivision (2) of this subsection, no state charter school shall enroll (A) (i) more than two hundred fifty students, or (ii) in the case of a kindergarten to grade eight, inclusive, school, more than three hundred students, or (B) twenty-five per cent of the enrollment of the school district in which the state charter school is to be located, whichever is less. (2) In the case of a state charter school found by the State Board of Education to have a demonstrated record of achievement, such school may, upon application to and approval by said board, enroll up to eighty-five students per grade, if within available appropriations. The State Board of Education shall give preference to applicants for charter schools that will serve students who reside in a priority school district pursuant to section 10-266p or in a district in which seventy-five per cent or more of the enrolled students are members of racial or ethnic minorities and to applicants for state charter schools that will be located at a work-site or that are institutions of higher education. In determining whether to grant a charter, the State Board of Education shall consider the effect of the proposed charter school on the reduction of racial, ethnic and economic isolation in the region in which it is to be located, the regional distribution of charter schools in the

state and the potential of over-concentration of charter schools within a school district or in contiguous school districts.

(d) Applications pursuant to this section shall include a description of: (1) The mission, purpose and any specialized focus of the proposed charter school; (2) the interest in the community for the establishment of the charter school;(3) the school governance and procedures for the establishment of a governing council that (A) includes (i) teachers and parents and guardians of students enrolled in the school, and (ii) the chairperson of the local or regional board of education of the town in which the charter school is located and which has jurisdiction over a school that resembles the approximate grade configuration of the charter school, or the designee of such chairperson, provided such designee is a member of the board of education or the superintendent of schools for the school district, and (B) is responsible for the oversight of charter school operations, provided no member or employee of the governing council may have a personal or financial interest in the assets, real or personal, of the school; (4) the financial plan for operation of the school, provided no application fees or other fees for attendance, except as provided in this section, may be charged; (5) the educational program, instructional methodology and services to be offered to students; (6) the number and qualifications of teachers and administrators to be employed in the school; (7) the organization of the school in terms of the ages or grades to be taught and the total estimated enrollment of the school; (8) the student admission criteria and procedures to (A) ensure effective public information, (B) ensure open access on a space available basis, (C) promote a diverse student body, and (D) ensure that the school complies with the provisions of section 10-15c and that it does not discriminate on the basis of disability, athletic performance or proficiency in the English language, provided the school may limit enrollment to a particular grade level or specialized educational focus and, if there is not space available for all students seeking enrollment, the school may give preference to siblings but shall otherwise determine enrollment by a lottery; (9) a means to assess student performance that includes participation in state-wide mastery examinations pursuant to chapter 163c; (10) procedures for teacher evaluation and professional development for teachers and administrators; (11) the provision of school facilities, pupil transportation and student health and welfare services; (12) procedures to encourage involvement by parents and guardians of enrolled students in student learning, school activities and school decision-making; (13) document efforts to increase the racial and ethnic diversity of staff; and (14) a five-year plan to sustain the maintenance and operation of the school. Subject to the provisions of subsection (b) of section 10-66dd, an application may include, or a charter school may file, requests to waive provisions of the general statutes and regulations not required by sections 10-66aa to 10-66ff, inclusive, and which are within the jurisdiction of the State Board of Education.

(e) An application for the establishment of a local charter school shall be submitted to the local or regional board of education of the school district in which the local charter school is to be located for approval pursuant to this subsection. The local or regional board of education shall: (1) Review the application; (2) hold a public hearing in the school district on such application; (3) survey teachers and parents in the school district to determine if there is sufficient interest in the establishment and operation of the local charter school; and (4) vote on a complete application not later than sixty days after the date of receipt of such application. Such board of education may approve the application by a majority vote of the members of the board present and voting at a regular or special meeting of the board called for such purpose. If the application is approved, the board shall forward the application to the State Board of Education. The State Board of Education shall vote on the application not later than seventy-five days after the date of receipt of such application. Subject to the provisions of subsection (c) of this section, the State Board of Education may approve the application and grant the charter for the local charter school or reject such application by a majority vote of the members of the

state board present and voting at a regular or special meeting of the state board called for such purpose. The State Board of Education may condition the opening of such school on the school's meeting certain conditions determined by the Commissioner of Education to be necessary and may authorize the commissioner to release the charter when the commissioner determines such conditions are met. The state board may grant the charter for the local charter school for a period of time of up to five years and may allow the applicant to delay its opening for a period of up to one school year in order for the applicant to fully prepare to provide appropriate instructional services.

(f) An application for the establishment of a state charter school shall be (1) submitted to the State Board of Education for approval in accordance with the provisions of this subsection, and (2) filed with the local or regional board of education in the school district in which the charter school is to be located. The state board shall: (A) Review such application; (B) hold a public hearing on such application in the school district in which such state charter school is to be located; (C) solicit and review comments on the application from the local or regional board of education for the school district in which such charter school is to be located and from the local or regional boards of education for school districts that are contiguous to the district in which such school is to be located; and (D) vote on a complete application not later than seventy-five days after the date of receipt of such application. The State Board of Education may approve an application and grant the charter for the state charter school by a majority vote of the members of the state board present and voting at a regular or special meeting of the state board called for such purpose. The State Board of Education may condition the opening of such school on the school's meeting certain conditions determined by the Commissioner of Education to be necessary and may authorize the commissioner to release the charter when the commissioner determines such conditions are met. Charters shall be granted for a period of time of up to five years and may allow the applicant to delay its opening for a period of up to one school year in order for the applicant to fully prepare to provide appropriate instructional services.

(g) Charters may be renewed, upon application, in accordance with the provisions of this section for the granting of such charters. Upon application for such renewal, the State Board of Education may commission an independent appraisal of the performance of the charter school that includes, but is not limited to, an evaluation of the school's compliance with the provisions of this section. The State Board of Education shall consider the results of any such appraisal in determining whether to renew such charter. The State Board of Education may deny an application for the renewal of a charter if (1) student progress has not been sufficiently demonstrated, as determined by the commissioner, (2) the governing council has not been sufficiently responsible for the operation of the school or has misused or spent public funds in a manner that is detrimental to the educational interests of the students attending the charter school, or (3) the school has not been in compliance with applicable laws and regulations. If the State Board of Education does not renew a charter, it shall notify the governing council of the charter school of the reasons for such nonrenewal.

(h) The Commissioner of Education may at any time place a charter school on probation if (1) the school has failed to (A) adequately demonstrate student progress, as determined by the commissioner, (B) comply with the terms of its charter or with applicable laws and regulations, (C) achieve measurable progress in reducing racial, ethnic and economic isolation, or (D) maintain its nonsectarian status, or (2) the governing council has demonstrated an inability to provide effective leadership to oversee the operation of the charter school or has not ensured that public funds are expended prudently or in a manner required by law. If a charter school is placed on probation, the commissioner shall provide written notice to the charter school of the reasons for such placement, not later than five days after the placement, and shall require the charter school to file with the Department of Education a corrective action plan acceptable to the commissioner not later than

thirty-five days from the date of such placement. The charter school shall implement a corrective action plan accepted by the commissioner not later than thirty days after the date of such acceptance. The commissioner may impose any additional terms of probation on the school that the commissioner deems necessary to protect the educational or financial interests of the state. The charter school shall comply with any such additional terms not later than thirty days after the date of their imposition. The commissioner shall determine the length of time of the probationary period, which may be up to one year, provided the commissioner may extend such period, for up to one additional year, if the commissioner deems it necessary. In the event that the charter school does not file or implement the corrective action plan within the required time period or does not comply with any additional terms within the required time period, the Commissioner of Education may withhold grant funds from the school until the plan is fully implemented or the school complies with the terms of probation, provided the commissioner may extend the time period for such implementation and compliance for good cause shown. Whenever a charter school is placed on probation, the commissioner shall notify the parents or guardians of students attending the school of the probationary status of the school and the reasons for such status. During the term of probation, the commissioner may require the school to file interim reports concerning any matter the commissioner deems relevant to the probationary status of the school, including financial reports or statements. No charter school on probation may increase its student enrollment or engage in the recruitment of new students without the consent of the commissioner.

(i) The State Board of Education may revoke a charter if a charter school has failed to: (1) Comply with the terms of probation, including the failure to file or implement a corrective action plan; (2) demonstrate satisfactory student progress, as determined by the commissioner; (3) comply with the terms of its charter or applicable laws and regulations; or (4) manage its public funds in a prudent or legal manner. Unless an emergency exists, prior to revoking a charter, the State Board of Education shall provide the governing council of the charter school with a written notice of the reasons for the revocation, including the identification of specific incidents of noncompliance with the law, regulation or charter or other matters warranting revocation of the charter. It shall also provide the governing council with the opportunity to demonstrate compliance with all requirements for the retention of its charter by providing the State Board of Education or a subcommittee of the board, as determined by the State Board of Education, with a written or oral presentation. Such presentation shall include an opportunity for the governing council to present documentary and testimonial evidence to refute the facts cited by the State Board of Education for the proposed revocation or in justification of its activities. Such opportunity shall not constitute a contested case within the meaning of chapter 54. The State Board of Education shall determine, not later than thirty days after the date of an oral presentation or receipt of a written presentation, whether and when the charter shall be revoked and notify the governing council of the decision and the reasons therefor. A decision to revoke a charter shall not constitute a final decision for purposes of chapter 54. In the event an emergency exists in which the commissioner finds that there is imminent harm to the students attending a charter school, the State Board of Education may immediately revoke the charter of the school, provided the notice concerning the reasons for the revocation is sent to the governing council not later than ten days after the date of revocation and the governing council is provided an opportunity to make a presentation to the board not later than twenty days from the date of such notice.

§ 10-66cc. School profile. Report

(a) The governing council of a charter school shall submit annually, to the Commissioner of Education, a school profile as described in subsection (c) of section 10-220.

(b) The governing council of each charter school shall submit annually, to the Commissioner of Education, at such time and in such manner as the commissioner prescribes, and, in the case of a local charter school, to the local or regional board of education for the school district in which the school is located, a report on the condition of the school, including (1) the educational progress of students in the school, (2) the financial condition of the school, including a certified audit statement of all revenues from public and private sources and expenditures, (3) accomplishment of the mission, purpose and any specialized focus of the charter school, (4) the racial and ethnic composition of the student body and efforts taken to increase the racial and ethnic diversity of the student body, and (5) best practices employed by the school that contribute significantly to the academic success of students.

§ 10-66dd. School professionals employed in charter schools. Charter schools subject to laws governing public schools; exceptions; waivers

(a) For purposes of this section, "school professional" means any school teacher, administrator or other personnel certified by the State Board of Education pursuant to section 10-145b.

(b)(1) Subject to the provisions of this subsection and except as may be waived pursuant to subsection (d) of section 10-66bb, charter schools shall be subject to all federal and state laws governing public schools.

(2) At least one-half of the persons providing instruction or pupil services in a charter school shall possess the proper certificate other than (A) a certificate issued pursuant to subdivision (1) of subsection (c) of section 10-145b, or (B) a temporary certificate issued pursuant to subsection (c) of section 10-145f on the day the school begins operation and the remaining persons shall possess a certificate issued pursuant to said subdivision (1) or such temporary certificate on such day.

(3) The commissioner may not waive the provisions of chapters 163c and 169 and sections 10-15c, 10-153a to 10-153g, inclusive, 10-153i, 10-153j, 10-153m and 10-292.

(4) The state charter school governing council shall act as a board of education for purposes of collective bargaining. The school professionals employed by a local charter school shall be members of the appropriate bargaining unit for the local or regional school district in which the local charter school is located and shall be subject to the same collective bargaining agreement as the school professionals employed by said district. A majority of those employed or to be employed in the local charter school and a majority of the members of the governing council of the local charter school may modify, in writing, such collective bargaining agreement, consistent with the terms and conditions of the approved charter, for purposes of employment in the charter school.

(c) School professionals employed by a local or regional board of education shall be entitled to a two-year leave of absence, without compensation, in order to be employed in a charter school provided such leave shall be extended upon request for an additional two years. At any time during or upon the completion of such a leave of absence, a school professional may return to work in the school district in the position in which he was previously employed or a comparable position. Such leave of absence shall not be deemed to be an interruption of service for purposes of seniority and teachers' retirement, except that time may not be accrued for purposes of attaining tenure. A school professional who is not on such a leave of absence and is employed for forty school months of full-time continuous employment by the charter school and is subsequently employed by a local or regional board of education shall attain tenure after the completion of twenty school months of full-time continuous employment by such board of education in accordance with section 10-151.

(d) An otherwise qualified school professional employed in a charter school may participate in the state teacher retirement system under chapter 167a on the same basis as if such professional were employed by a local or regional board of education. The governing council of a charter school shall make the contributions, as defined in subdivision (7) of section 10-183b for such professional.

§ 10-66ee. Charter school funding. Special education students. Transportation. Contracts

(a) For the purposes of education equalization aid under section 10-262h a student enrolled (1) in a local charter school shall be considered a student enrolled in the school district in which such student resides, and (2) in a state charter school shall not be considered a student enrolled in the school district in which such student resides.

(b) The local board of education of the school district in which a student enrolled in a local charter school resides shall pay, annually, in accordance with its charter, to the fiscal authority for the charter school for each such student the amount specified in its charter, including the reasonable special education costs of students requiring special education. The board of education shall be eligible for reimbursement for such special education costs pursuant to section 10-76g.

(c) (1) The state shall pay in accordance with this subsection, to the fiscal authority for a state charter school for each student enrolled in such school, for the fiscal year ending June 30, 2006, seven thousand six hundred twenty-five dollars, for the fiscal year ending June 30, 2007, eight thousand dollars, for the fiscal year ending June 30, 2008, eight thousand six hundred fifty dollars, for the fiscal year ending June 30, 2009, and each fiscal year thereafter, nine thousand three hundred dollars. Such payments shall be made as follows: Twenty-five per cent of the amount not later than July fifteenth and September fifteenth based on estimated student enrollment on May first, and twenty-five per cent of the amount not later than January fifteenth and the remaining amount not later than April fifteenth, each based on student enrollment on October first. If the total amount appropriated for grants pursuant to this subdivision exceeds eight thousand six hundred fifty dollars per student for the fiscal year ending June 30, 2008, and exceeds nine thousand three hundred dollars for the fiscal year ending June 30, 2009, the amount of such grants payable per student shall be increased proportionately, except that such per student increase shall not exceed seventy dollars. Any amount of such appropriation remaining after such per student increase may be used by the Department of Education for supplemental grants to interdistrict magnet schools pursuant to subdivision (2) of subsection (c) of section 10-264*l* to pay for a portion of the audit required pursuant to section 10-66*ll*, to pay for expenses incurred by the Department of Education to ensure the continuity of a charter school where required by a court of competent jurisdiction and, in consultation with the Secretary of the Office of Policy and Management, to pay expenses incurred in the creation of a school pursuant to section 10-74g. For the fiscal year ending June 30, 2005, such increase shall be limited to one hundred ten dollars per student. (2) In the case of a student identified as requiring special education, the school district in which the student resides shall: (A) Hold the planning and placement team meeting for such student and shall invite representatives from the charter school to participate in such meeting; and (B) pay the state charter school, on a quarterly basis, an amount equal to the difference between the reasonable cost of educating such student and the sum of the amount received by the state charter school for such student pursuant to subdivision (1) of this subsection and amounts received from other state, federal, local or private sources calculated on a per pupil basis. Such school district shall be eligible for reimbursement pursuant to section 10-76g. The charter school a student requiring special education attends shall be responsible for ensuring that such student receives the services mandated by the student's individualized education program whether such services are provided by the charter school or by the school district in which the student resides.

(d) On or before October fifteenth of the fiscal years beginning July 1, 2001, and July 1, 2002, the Commissioner of Education shall determine if the enrollment in the program for the fiscal year is below the number of students for which funds were appropriated. If the commissioner determines that the enrollment is below such number, the additional funds shall not lapse but shall be used by the commissioner for (1) grants for interdistrict cooperative programs pursuant to section 10-74d, (2) grants for open choice programs pursuant to section 10-266aa, or (3) grants for interdistrict magnet schools pursuant to section 10-264*l*.

(e) Notwithstanding any provision of the general statutes to the contrary, if at the end of a fiscal year amounts received by a state charter school, pursuant to subdivision (1) of subsection (c) of this section, are unexpended, the charter school (1) may use, for the expenses of the charter school for the following fiscal year, up to ten per cent of such amounts, and (2) may (A) create a reserve fund to finance a specific capital or equipment purchase or another specified project as may be approved by the commissioner, and (B) deposit into such fund up to five per cent of such amounts.

(f) The local or regional board of education of the school district in which the charter school is located shall provide transportation services for students of the charter school who reside in such school district pursuant to section 10-273a unless the charter school makes other arrangements for such transportation. Any local or regional board of education may provide transportation services to a student attending a charter school outside of the district in which the student resides and, if it elects to provide such transportation, shall be reimbursed pursuant to section 10-266m for the reasonable costs of such transportation. Any local or regional board of education providing transportation services under this subsection may suspend such services in accordance with the provisions of section 10-233c. The parent or guardian of any student denied the transportation services required to be provided pursuant to this subsection may appeal such denial in the manner provided in sections 10-186 and 10-187.

(g) Charter schools shall be eligible to the same extent as boards of education for any grant for special education, competitive state grants and grants pursuant to sections 10-17g and 10-266w.

(h) If the commissioner finds that any charter school uses a grant under this section for a purpose that is inconsistent with the provisions of this part, the commissioner may require repayment of such grant to the state.

(i) Charter schools shall receive, in accordance with federal law and regulations, any federal funds available for the education of any pupils attending public schools.

(j) The governing council of a charter school may (1) contract or enter into other agreements for purposes of administrative or other support services, transportation, plant services or leasing facilities or equipment, and (2) receive and expend private funds or public funds, including funds from local or regional boards of education and funds received by local charter schools for out-of-district students, for school purposes.

(k) If in any fiscal year, more than one new state charter school is approved pursuant to section 10-66bb and is awaiting funding pursuant to the provisions of this section, the State Board of Education shall determine which school is funded first based on a consideration of the following factors in order of importance as follows: (1) Whether the applicant has a demonstrated record of academic success by students, (2) whether the school is located in a school district with a demonstrated need for student improvement, and (3) whether the applicant has plans concerning the preparedness of facilities, staffing and outreach to students.

(*l*) Within available appropriations, the state may provide a grant in an amount not to exceed seventy-five thousand dollars to any newly approved state charter school that assists the state in meeting the goals of the 2008 stipulation and order for Milo Sheff, et al. v. William A. O'Neill, et al., as determined by the Commissioner of Education, for start-up costs associated with the new charter school program.

(m) Charter schools may, to the same extent as local and regional boards of education, enter into cooperative arrangements as described in section 10-158a, provided such arrangements are approved by the Commissioner of Education. Any state charter school participating in a cooperative arrangement under this subsection shall maintain its status as a state charter school and not be excused from any obligations pursuant to sections 10-66aa to 10-66*ll*, inclusive.

§ 10-66ff. Powers. Liability limited. Participation in Short-Term Investment Fund

(a) Each charter school may (1) sue and be sued, (2) purchase, receive, hold and convey real and personal property for school purposes, and (3) borrow money for such purposes.

(b) The state, a local or regional board of education or the applicant for a charter school shall have no liability for the acts, omissions, debts or other obligations of such charter school, except as may be provided in an agreement or contract with such charter school.

(c) Charter schools established pursuant to sections 10-66aa to 10-66gg, inclusive, shall be eligible to invest in participation certificates of the Short-Term Investment Fund administered by the State Treasurer pursuant to sections 3-27a to 3-27f, inclusive.

§ 10-66gg. Report to General Assembly

Within available appropriations, the Commissioner of Education shall annually, review and report, in accordance with the provisions of section 11-4a, on the operation of such charter schools as may be established pursuant to sections 10-66aa to 10-66ff, inclusive, to the joint standing committee of the General Assembly having cognizance of matters relating to education. Such report shall include: (1) Recommendations for any statutory changes that would facilitate expansion in the number of charter schools; (2) a compilation of school profiles pursuant to section 10-66cc; (3) an assessment of the adequacy of funding pursuant to section 10-66ee, and (4) the adequacy and availability of suitable facilities for such schools.

§ 10-66hh. Program to assist charter schools with capital expenses

(a) For the fiscal years ending June 30, 2008, and June 30, 2009, the Commissioner of Education shall establish, within available bond authorizations, a grant program to assist state charter schools in financing (1) school building projects, as defined in section 10-282, (2) general improvements to school buildings, as defined in subsection (a) of section 10-265h, and (3) repayment of debt incurred for school building projects. The governing authorities of such state charter schools may apply for such grants to the Department of Education at such time and in such manner as the commissioner prescribes. The commissioner shall give preference to applications that provide for matching funds from nonstate sources.

(b) All final calculations for grant awards pursuant to this section in an amount equal to or greater than two hundred fifty thousand dollars shall include a computation of the state grant amount amortized on a straight line basis over a ten-year period. Any state charter school which abandons, sells, leases, demolishes or otherwise redirects the use of a school building which benefited from such a grant award during such amortization period, including repayment of debt for the purchase,

renovation or improvement of the building, shall refund to the state the unamortized balance of the state grant remaining as of the date that the abandonment, sale, lease, demolition or redirection occurred. The amortization period shall begin on the date the grant award is paid. A state charter school required to make a refund to the state pursuant to this subsection may request forgiveness of such refund if the building is redirected for public use.

§ 10-66ii. Report on best practices employed by charter schools

The Department of Education shall, annually, publish a report on all of the best practices reported by governing councils of charter schools pursuant to subdivision (5) of subsection (b) of section 10-66cc and distribute a copy of such report to each public school superintendent and the governing council of each charter school.

§ 10-66jj. Bond authorization for program to assist charter schools with capital expenses

(a) For the purposes described in subsection (b) of this section, the State Bond Commission shall have the power, from time to time, to authorize the issuance of bonds of the state in one or more series and in principal amounts not exceeding in the aggregate twenty million dollars, provided five million dollars of said authorization shall be effective July 1, 2008.

(b) The proceeds of the sale of said bonds, to the extent of the amount stated in subsection (a) of this section, shall be used by the Department of Education for the purpose of grants pursuant to section 10-66hh.

(c) All provisions of section 3-20, or the exercise of any right or power granted thereby, which are not inconsistent with the provisions of this section are hereby adopted and shall apply to all bonds authorized by the State Bond Commission pursuant to this section, and temporary notes in anticipation of the money to be derived from the sale of any such bonds so authorized may be issued in accordance with said section 3-20 and from time to time renewed. Such bonds shall mature at such time or times not exceeding twenty years from their respective dates as may be provided in or pursuant to the resolution or resolutions of the State Bond Commission authorizing such bonds. None of said bonds shall be authorized except upon a finding by the State Bond Commission that there has been filed with it a request for such authorization which is signed by or on behalf of the Secretary of the Office of Policy and Management and states such terms and conditions as said commission, in its discretion, may require. Said bonds issued pursuant to this section shall be general obligations of the state and the full faith and credit of the state of Connecticut are pledged for the payment of the principal of and interest on said bonds as the same become due, and accordingly and as part of the contract of the state with the holders of said bonds, appropriation of all amounts necessary for punctual payment of such principal and interest is hereby made, and the State Treasurer shall pay such principal and interest as the same become due.

§ 10-66kk. Governing council. Internet posting of meeting schedules, agendas and minutes. Membership

(a) The governing council of each state charter school shall post on any Internet web site that the council operates the (1) schedule, (2) agenda, and (3) minutes of each meeting, including any meeting of subcommittees of the governing council.

(b) The membership of the governing council of each state charter school shall meet the requirements concerning such membership set forth in the provisions of subdivision (3) of subsection (d) of section 10-66bb at the time of application for a state charter and at all other times.

§ 10-66*ll*. Random audits of charter schools

Annually, the commissioner shall randomly select one state charter school, as defined in subdivision (3) of section 10-66aa, to be subject to a comprehensive financial audit conducted by an auditor selected by the Commissioner of Education. Except as provided for in subsection (c) of section 10-66ee, the charter school shall be responsible for all costs associated with the audit conducted pursuant to the provisions of this section.

§ 10-262n. Grants to improve the use of technology in schools

(a) The Department of Education shall administer, within available appropriations, a program to assist local and regional school districts to improve the use of information technology in their schools. Under the program, the department shall provide grants to local and regional boards of education and may provide other forms of assistance such as the provision of purchasing under state-wide contracts with the Department of Information Technology. Grant funds may be used for: (1) Wiring and wireless connectivity, (2) the purchase or leasing of computers, and (3) interactive software and the purchase and installation of software filters.

(b) Local and regional boards of education shall apply to the department for grants at such time and in such manner as the Commissioner of Education prescribes. In order to be eligible for a grant, a local or regional board of education shall: (1) Have a technology plan that was developed or updated during the three-year period preceding the date of application for grant funds and, once the Commission for Educational Technology develops the long-range plan required pursuant to subdivision (5) of subsection (c) of section 4d-80, the local technology plan shall be consistent with such long-range plan, (2) provide that each school and superintendent's office be able to communicate with the Department of Education using the Internet, (3) present evidence that it has applied or will apply for a grant from the federal Universal Service Fund, and (4) submit a plan for the expenditure of grant funds in accordance with subsection (c) of this section.

(c) The plan for the expenditure of grant funds shall: (1) Establish clear goals and a strategy for using telecommunications and information technology to improve education, (2) include a professional development strategy to ensure that teachers know how to use the new technologies to improve education, (3) include an assessment of the telecommunication services, hardware, software and other services that will be needed to improve education, (4) provide for a sufficient budget to acquire and maintain the hardware, software, professional development and other services that will be needed to implement the strategy for improved education, (5) include an evaluation process that enables the school to monitor progress towards the specified goals and make adjustments in response to new developments and opportunities as they arise. The plan developed pursuant to this subsection shall be submitted to the department with the grant application.

(d) (1) Each school district shall be eligible to receive a minimum grant under the program as follows: (A) Each school district in towns ranked from one to one hundred thirteen, inclusive, when all towns are ranked in ascending order from one to one hundred sixty-nine based on town wealth, as defined in subdivision (26) of section 10-262f, shall be eligible to receive a minimum grant in the amount of thirty thousand dollars, and (B) each school district in towns ranked from one hundred fourteen to one hundred sixty-nine, inclusive, when all towns are ranked in ascending order from one to one hundred sixty-nine based on town wealth, as defined in subdivision (26) of section 10-262f, shall be eligible to receive a minimum grant under the program in the amount of fifteen thousand dollars. Such minimum grant may be increased for certain school districts pursuant to subdivision (4) of this subsection. (2) The department shall use (A) one hundred thousand dollars of the amount appropriated for purposes of this section for the vocational-technical schools for wiring and other

technology initiatives at such schools, and (B) fifty thousand dollars of the amount appropriated for purposes of this section for technology grants to state charter schools. The amount of the grant each state charter school receives shall be based on the number of students enrolled in the school. (3) The department may retain up to one per cent of the amount appropriated for purposes of this section for coordination, program evaluation and administration. (4) Any remaining appropriated funds shall be used to increase the grants to (A) priority school districts pursuant to section 10-266p, (B) transitional school districts pursuant to section 10-263c, and (C) school districts in towns ranked from one to eighty-five, inclusive, when all towns are ranked in ascending order from one to one hundred sixty-nine based on town wealth, as defined in section 10-262f. Each such school district shall receive an amount based on the ratio of the number of resident students, as defined in said section 10-262f, in such school district to the total number of resident students in all such school districts.

§ 10-282. Definitions (For Chapter 173: School Building Projects)
As used in this chapter, section 10-65 and section 10-76e:

(3) "School building project", except as used in section 10-289, means (A) the construction, purchase, extension, replacement, renovation or major alteration of a building to be used for public school purposes, including the equipping and furnishing of any such construction, purchase, extension, replacement, renovation or major alteration, the improvement of land therefor, or the improvement of the site of an existing building for public school purposes, but shall not include the cost of a site, except as provided in subsection (b) of section 10-286d; (B) the construction and equipping and furnishing of any such construction of any building which the towns of Norwich, Winchester and Woodstock may provide by lease or otherwise for use by the Norwich Free Academy, Gilbert School and Woodstock Academy, respectively, in furnishing education for public school pupils under the provisions of section 10-34; and (C) the addition to, renovation of and equipping and furnishing of any such addition to or renovation of any building which may be leased, upon the approval of the Commissioner of Education, to any local or regional board of education for a term of twenty years or more for use by such local or regional board in furnishing education of public school pupils;

V.A.

CONNECTICUT STATE BOARD OF EDUCATION
Hartford

TO BE PROPOSED:
March 3, 2010

RESOLVED, That the State Board of Education approves the proposal to form an Ad Hoc Committee to Study Funding for Public School Choice Programs, including the charge and appointments to said committee, as described in the Commissioner's March 3, 2010, memorandum, as amended, titled, "Proposal to Form Ad Hoc Committee to Study Funding for Public School Choice Programs," and directs the Commissioner to take the necessary action.

Approved, as amended, by a vote of 9:0 this third day of March, Two Thousand Ten.

Signed: _____
Mark K. McQuillan, Secretary

CONNECTICUT STATE BOARD OF EDUCATION
Hartford

TO: State Board of Education

FROM: Mark K. McQuillan, Commissioner of Education

DATE: February 22, 2010

SUBJECT: Ad Hoc Committee to Study Magnet School and Charter School Funding

The Legislation and Bylaws Committee recommends the formation of an Ad Hoc Committee to study and recommend changes to current models used to fund students in Connecticut public education, whether at state charter schools, magnet schools, regional vocational-agriculture schools, district schools including through the OPEN Choice program, and technical high schools. The aim of this study shall be to consider alternative, more equitable ways to fund these students and to propose legislation that will remedy the weaknesses now identified in the State's public school financing system for choice.

Statement of the Problem and Charge to the Committee

The variety, complexity, and sheer number of statutes governing charter and magnet schools are a growing concern for municipal leaders everywhere in Connecticut, particularly those in the State's urban centers. The allocation formulas used to fund choice schools are not only difficult to understand, but they also fail to work as *system* based on a coherent philosophy or set of organizing principles. In times of economic crisis, critics argue, laws that have been in place since 1995 and amended almost every year thereafter are no longer serving the public good. By common agreement, the system professing to support public school choice is broken, unfair, and inadequately funded.

The list of perceived grievances is long. The City of Hartford, critics complain, receives more money than other cities because of the 2008 *Sheff v. O'Neill* stipulated agreement--even cities like Bridgeport and New Haven whose level of poverty approaches Hartford's. Superintendents in the Hartford region argue that, in the past three years, the State has abruptly changed the rules for implementing *Sheff* without providing adequate funding for transportation and tuition reimbursements to implement the agreement. Policy analysts and legislators further contend that magnet school construction in the Hartford region has run its course and is now dramatically undercutting whatever funding could be used to promote inter-district Choice, the least costly of all programs aimed at reducing racial isolation. And in the midst of this debate, charter leaders claim that their issues have been crowded out and that the opportunity to expand state charter schools in Connecticut will happen only when charter funding law is changed to allow local tax dollars to "follow" students whose parents choose to enroll them in a charter school outside their own district. Students in the technical high school system depend on annual appropriations in the state budget that are far less influenced by the concerns of students and parents using the schools and, unlike municipal appropriations to boards of education, are subject to line item control both before and after appropriation under the state budget process.

Each of these concerns connects to the other, and, as a whole, all speak to the larger problem of finding a comprehensive solution that is based on common principles and assumptions. The prevailing belief is that until these basic principles can be at least identified and captured in new legislation, Connecticut will stand little chance of finding a better way to fund these important public school choices. It is to this end that the Ad Hoc Committee will be convened and charged with researching and recommending new funding models all of Connecticut's public school choice programs.

Objectives

The objectives of the Ad Hoc Committee shall be to:

1. Identify and hire one or more national experts to study Connecticut's public financing laws for public school choice and to compare these laws with others in states where magnets and charter schools have shown strong evidence of successfully boosting student achievement
2. Examine the strengths and limitations of national funding models based on weighted student financing formulas (i.e., "the money follows the child.");
3. Investigate and analyze the impacts of systems that are less dependent on local property taxes as a major source of revenue for supporting choice;
4. Review and discuss these studies with an eye toward developing a new legislative and policy framework for funding public school choice.
5. Identify common principles and assumptions to guide the creation of this framework
6. Propose recommendations leading to legislation that will provide a balanced, coherent system for funding public schools statewide founded on choice.

Deliverables

The Ad Hoc Committee shall submit the following products to State Board of Education:

1. A comparative analysis of Connecticut's magnet and charter statutes as compared to 3-5 other states, preferably in the New England Region
2. A summary of what the current research says about the effects of laws supporting weighted student financing in boosting student achievement and providing equal access to students living in poverty
3. A comparative analysis of Connecticut and other states relative to the state's total contribution to public school funding, compared to the contributions of local municipalities
4. A declaration of the common principles and assumptions that will guide the recommendations for legislative reform
5. A report to the Board of Education recommending proposals and/or funding models that achieve the stated purposes of Goal 6; and a timeline for achieving those recommendations over the next five years.

Timeline

1. The Committee shall hold its first organizational meeting on or before April 15, 2010, and establish a schedule of monthly meetings to complete its work before December 1, 2010.
2. The Committee shall engage the consultant services of a scholar or outside expert on or before May 1, 2010.

3. The Committee shall present deliverables 1-3 to the State Board of Education at its regular meeting in July, 2010.
4. The Committee shall complete its statement of principles and assumptions by July 30, 2010.
5. With the assistance of its consultant, the Committee shall complete by November 15, 2010 a report for the State Board of Education, outlining its recommendations for legislative reform in the areas identified.
6. The Committee shall present its report to the State Board of Education at its regularly scheduled meeting in December 2010.

Committee Composition

The Ad Hoc Committee shall consist of 16 members, listed below. These members, and the Co-Chairs of the Committee, shall be appointed by the Chairperson of the State Board of Education.

1. Chairperson of the State Board of Education;
2. Chairperson of the Legislation and Bylaws Committee of the State Board of Education;
3. One member of the Legislation and Bylaws Committee of the State Board of Education;
4. Commissioner of Education;
5. Three members of the General Assembly;
6. The President of the Connecticut Business and Industry Association or designee;
7. The Executive Director of Connecticut Association of School Business Officials or designee;
8. Executive Director of Connecticut Association of Public School Superintendents or designee;
9. Executive Director of Connecticut Association of Boards of Education or designee;
10. Executive Director of the Connecticut Conference of Municipalities or designee;
11. Executive Director of the Connecticut Education Association or designee;
12. Executive Director of the American Federation of Teachers or designee;
13. Executive Director of ConnCAN; and
14. Secretary, Office of Policy and Management or his designee.

Authority

The Ad Hoc Committee shall serve in an advisory capacity to the State Board of Education, and shall be granted an operating budget of up to $25,000 for the purposes of conducting research and preparing reports. At the discretion of the chairperson, committee members may be divided into work groups to complete the tasks identified above and report back to the committee of the whole, following deadlines established by the chair.

Table: High-Need Student Population in Charter Schools

School District		Total Enrollment*	Race				Free or Reduced Lunch Eligibility			
			Non-white		White		Yes		No	
			Count	*Percent*	*Count*	*Percent*	*Count*	*Percent*	*Count*	*Percent*
Bridgeport	Public Schools	20,156	18,427	91.4%	1,729	8.6%	19,838	98.4%	318	1.6%
Bridgeport	Charter Schools	1,103	1,088	98.6%	15	1.4%	779	70.6%	324	29.4%
Hartford	Public Schools	21,215	19,655	92.6%	1,560	7.4%	19,660	92.7%	1,555	7.3%
Hartford	Charter Schools	1,057	1,005	95.1%	52	4.9%	684	64.7%	373	35.3%
New Haven	Public Schools	19,853	17,257	86.9%	2,596	13.1%	13,843	69.7%	6,010	30.3%
New Haven	Charter Schools	1,754	1,703	97.1%	51	2.9%	1,169	66.6%	585	33.4%

District		Total Enrollment*	English Language Learners				Special Education Students			
			Yes		No		Yes		No	
			Count	*Percent*	*Count*	*Percent*	*Count*	*Percent*	*Count*	*Percent*
Bridgeport	Public Schools	20,156	2,646	13.1%	17,510	86.9%	2,465	12.2%	17,691	87.8%
Bridgeport	Charter Schools	1,103	24	2.2%	1,079	97.8%	89	8.1%	1,014	91.9%
Hartford	Public Schools	21,215	3,671	17.3%	17,544	82.7%	2,723	12.8%	18,492	87.2%
Hartford	Charter Schools	1,057	23	2.2%	1,034	97.8%	52	4.9%	1,005	95.1%
New Haven	Public Schools	19,853	2,412	12.1%	17,441	87.9%	2,016	10.2%	17,837	89.8%
New Haven	Charter Schools	1,754	143	8.2%	1,611	91.8%	66	3.8%	1,688	96.2%

*October 1, 2009 Enrollment as reported in PSIS, as at January 6, 2010
Unaudited and not final

Connecticut General Statutes on Magnet Schools and Compact Schools
Appendix F-2(e)

§ 10-74g. CommPACT schools

A local or regional board of education may, through agreement with the organizations designated or elected as the exclusive representatives of the teachers' and administrators' units, as defined in section 10-153b, for the teachers and administrators employed by such board, create a CommPACT school. The board shall permit the school autonomy in governance, budgeting and curriculum. The school shall be managed collaboratively by the superintendent of the school district and a governing board comprised of representatives of the school and of the teachers' and administrators' units, community leaders and parents and guardians of students who attend the school.

§ 10-264h. Grants for capital expenditures for interdistrict magnet school facilities

(a) (1) For the fiscal year ending June 30, 1996, until the fiscal year ending June 30, 2003, a local or regional board of education, regional educational service center or a cooperative arrangement pursuant to section 10-158a for purposes of an interdistrict magnet school may be eligible for reimbursement up to the full reasonable cost of any capital expenditure for the purchase, construction, extension, replacement, leasing or major alteration of interdistrict magnet school facilities, including any expenditure for the purchase of equipment, in accordance with this section. (A) For the fiscal year ending June 30, 2004, and each fiscal year thereafter, such entities, and (B) for the fiscal year ending June 30, 2008, and each fiscal year thereafter, the following entities that operate an interdistrict magnet school that assists the state in meeting the goals of the 2008 stipulation and order for Milo Sheff, et al. v. William A. O'Neill, et al., as determined by the commissioner: (i) The Board of Trustees of the Community-Technical Colleges on behalf of a regional community-technical college, (ii) the Board of Trustees of the Connecticut State University System on behalf of a state university, (iii) the Board of Trustees for The University of Connecticut on behalf of the university, (iv) the board of governors for an independent college or university, as defined in section 10a-37, or the equivalent of such a board, on behalf of the independent college or university, and (v) any other third-party not-for-profit corporation approved by the commissioner may be eligible for reimbursement up to ninety-five per cent of such cost. To be eligible for reimbursement under this section a magnet school construction project shall meet the requirements for a school building project established in chapter 173, except that the Commissioner of Education may waive any requirement in such chapter for good cause. On and after July 1, 1997, the commissioner shall approve only applications for reimbursement under this section that he finds will reduce racial, ethnic and economic isolation. On and after July 1, 2009, applications for reimbursement under this section for the construction of new interdistrict magnet schools shall not be accepted until the commissioner develops a comprehensive state-wide interdistrict magnet school plan, in accordance with the provisions of subdivision (1) of subsection (b) of section 10-264*l*, unless the commissioner determines that such construction will assist the state in meeting the goals of the 2008 stipulation and order for Milo Sheff, et al. v. William A. O'Neill, et al.

(2) (A) Not later than July 1, 2007, the Commissioner of Education and the president of the Connecticut Science Center, Inc. shall enter into a memorandum of understanding establishing the parameters within which the center shall operate as and be given the status of a state-wide magnet science learning center. Upon achieving such status, the Connecticut Science Center, Inc. shall be eligible to apply for, in accordance with the provisions of subparagraph (B) of this subdivision, a grant of reimbursement of ninety-five per cent of any expenditures for the construction, replacement, alteration or repair of its facilities, including the reasonable and

necessary costs for major exhibits. The Connecticut Science Center, Inc. may fund its five per cent share of expenditures from private contributions.

(B) To be eligible to receive a grant pursuant to this subdivision, the Connecticut Science Center, Inc. shall file an application with the Commissioner of Education in such form and manner as the commissioner prescribes. Construction projects at the magnet science learning center shall meet the requirements of chapter 173, except that the commissioner may waive any requirements in such chapter for good cause.

(b) Subject to the provisions of subsection (a) of this section, the applicant shall receive current payments of scheduled estimated eligible project costs for the facility, provided (1) the applicant files an application for a school building project, in accordance with section 10-283 by the date prescribed by the commissioner, (2) final plans and specifications for the project are approved pursuant to sections 10-291 and 10-292, and (3) such district submits to the commissioner, in such form as the commissioner prescribes, and the commissioner approves a plan for the operation of the facility which includes, but need not be limited to: A description of the educational programs to be offered, the completion date for the project, an estimated budget for the operation of the facility, written commitments for participation from the districts that will participate in the school and an analysis of the effect of the program on the reduction of racial, ethnic and economic isolation. The commissioner shall notify the secretary of the State Bond Commission when the provisions of subdivisions (1) and (3) of this subsection have been met. Upon application to the Commissioner of Education, compliance with the provisions of subdivisions (1) and (3) of this subsection and after authorization by the General Assembly pursuant to section 10-283, the applicant shall be eligible to receive progress payments in accordance with the provisions of section 10-287i.

(c) (1) If the school building ceases to be used as an interdistrict magnet school facility and the grant was provided for the purchase or construction of the facility, the commissioner shall determine whether (A) title to the building and any legal interest in appurtenant land shall revert to the state or (B) the school district shall reimburse the state an amount equal to the difference between the amount received pursuant to this section and the amount the district would have been eligible to receive based on the percentage determined pursuant to section 10-285a multiplied by the estimated eligible project costs. (2) If the school building ceases to be used as an interdistrict magnet school facility and the grant was provided for the extension or major alteration of the facility, the school district shall reimburse the state the amount determined in accordance with subparagraph (b) of subdivision (1) of this subsection. A school district receiving a request for reimbursement pursuant to this subdivision shall reimburse the state not later than the close of the fiscal year following the year in which the request is made. If the school district fails to so reimburse the state, the Department of Education may withhold such amount from the total sum which is paid from the state treasury to such school district or the town in which it is located or, in the case of a regional school district, the towns which comprise the school district. If the amount paid from the state treasury is less than the amount due, the department may refer the matter to the Department of Administrative Services for collection.

(d) The commissioner shall provide for a final audit of all project expenditures pursuant to this section and may require repayment of any ineligible expenditures.

§ 10-264*l*. Grants for the operation of interdistrict magnet school programs. Transportation. Special education

(a) The Department of Education shall, within available appropriations, establish a grant program (1) to assist (A) local and regional boards of education, (B) regional educational service centers,

(C) the Board of Trustees of the Community-Technical Colleges on behalf of Quinebaug Valley Community College, and (D) cooperative arrangements pursuant to section 10-158a, and (2) in assisting the state in meeting the goals of the 2008 stipulation and order for Milo Sheff, et al. v. William A. O'Neill, et al., as determined by the Commissioner of Education, to assist (A) the Board of Trustees of the Community-Technical Colleges on behalf of a regional community-technical college, (B) the Board of Trustees of the Connecticut State University System on behalf of a state university, (C) the Board of Trustees of The University of Connecticut on behalf of the university, (D) the board of governors for an independent college or university, as defined in section 10a-37, or the equivalent of such a board, on behalf of the independent college or university, and (E) any other third-party not-for-profit corporation approved by the commissioner with the operation of interdistrict magnet school programs. All interdistrict magnet schools shall be operated in conformance with the same laws and regulations applicable to public schools. For the purposes of this section "an interdistrict magnet school program" means a program which (i) supports racial, ethnic and economic diversity, (ii) offers a special and high quality curriculum, and (iii) requires students who are enrolled to attend at least half-time. An interdistrict magnet school program does not include a regional agricultural science and technology school, a regional vocational-technical school or a regional special education center. On and after July 1, 2000, the governing authority for each interdistrict magnet school program that is in operation prior to July 1, 2005, shall restrict the number of students that may enroll in the program from a participating district to eighty per cent of the total enrollment of the program. The governing authority for each interdistrict magnet school program that begins operations on or after July 1, 2005, shall restrict the number of students that may enroll in the program from a participating district to seventy-five per cent of the total enrollment of the program, and maintain such a school enrollment that at least twenty-five per cent but not more than seventy-five per cent of the students enrolled are pupils of racial minorities, as defined in section 10-226a.

(b) (1) Applications for interdistrict magnet school program operating grants awarded pursuant to this section shall be submitted annually to the Commissioner of Education at such time and in such manner as the commissioner prescribes, except that on and after July 1, 2009, applications for such operating grants for new interdistrict magnet schools, other than those that the commissioner determines will assist the state in meeting the goals of the 2008 stipulation and order for Milo Sheff, et al. v. William A. O'Neill, et al., shall not be accepted until the commissioner develops a comprehensive state-wide interdistrict magnet school plan. The commissioner shall submit such comprehensive state-wide interdistrict magnet school plan on or before January 1, 2011, to the joint standing committee of the General Assembly having cognizance of matters relating to education.

(2) In determining whether an application shall be approved and funds awarded pursuant to this section, the commissioner shall consider, but such consideration shall not be limited to: (A) Whether the program offered by the school is likely to increase student achievement; (B) whether the program is likely to reduce racial, ethnic and economic isolation; (C) the percentage of the student enrollment in the program from each participating district; and (D) the proposed operating budget and the sources of funding for the interdistrict magnet school. For a magnet school not operated by a local or regional board of education, the commissioner shall only approve a proposed operating budget that, on a per pupil basis, does not exceed the maximum allowable threshold established in accordance with this subdivision. The maximum allowable threshold shall be an amount equal to one hundred twenty per cent of the state average of the quotient obtained by dividing net current expenditures, as defined in section 10-261, by average daily membership, as defined in said section, for the fiscal year two years prior to the fiscal year for which the operating grant is requested. The Department of Education shall establish the

maximum allowable threshold no later than December fifteenth of the fiscal year prior to the fiscal year for which the operating grant is requested. If requested by an applicant that is not a local or regional board of education, the commissioner may approve a proposed operating budget that exceeds the maximum allowable threshold if the commissioner determines that there are extraordinary programmatic needs. In the case of an interdistrict magnet school that will assist the state in meeting the goals of the 2008 stipulation and order for Milo Sheff, et al. v. William A. O'Neill, et al., as determined by the commissioner, the commissioner shall also consider whether the school is meeting the desegregation standards set forth in said stipulation and order. If such school has not met the desegregation standards by the second year of operation, it shall not be entitled to receive a grant pursuant to this section unless the commissioner finds that it is appropriate to award a grant for an additional year or years for purposes of compliance with said stipulation and order. If requested by the commissioner, the applicant shall meet with the commissioner or the commissioner's designee to discuss the budget and sources of funding.

(3) Except as provided in this section, the commissioner shall not award a grant to a program that is in operation prior to July 1, 2005, if more than eighty per cent of its total enrollment is from one school district, except that the commissioner may award a grant for good cause, for any one year, on behalf of an otherwise eligible magnet school program, if more than eighty per cent of the total enrollment is from one district. The commissioner shall not award a grant to a program that begins operations on or after July 1, 2005, if more than seventy-five per cent of its total enrollment is from one school district or if less than twenty-five or more than seventy-five per cent of the students enrolled are pupils of racial minorities, as defined in section 10-226a, except that the commissioner may award a grant for good cause, for one year, on behalf of an otherwise eligible interdistrict magnet school program, if more than seventy-five per cent of the total enrollment is from one district or less than twenty-five or more than seventy-five per cent of the students enrolled are pupils of racial minorities. The commissioner may not award grants pursuant to such an exception for a second consecutive year except as provided for in the 2008 stipulation for Milo Sheff, et al. v. William A. O'Neill, et al., as determined by the commissioner.

(j) After accommodating students from participating districts in accordance with an approved enrollment agreement, an interdistrict magnet school operator that has unused student capacity may enroll directly into its program any interested student. A student from a district that is not participating in an interdistrict magnet school or the interdistrict student attendance program pursuant to section 10-266aa to an extent determined by the Commissioner of Education shall be given preference. The local or regional board of education otherwise responsible for educating such student shall contribute funds to support the operation of the interdistrict magnet school in an amount equal to the per student tuition, if any, charged to participating districts.

Connecticut General Statutes for Other Significant Reforms
Appendix (F)(3)(a)

Sec. 10-16o. Development of network of school readiness programs. The state shall encourage the development of a network of school readiness programs pursuant to sections 10-16p to 10-16r, inclusive, 10-16u and 17b-749a in order to:

(1) Provide open access for children to quality programs that promote the health and safety of children and prepare them for formal schooling;

(2) Provide opportunities for parents to choose among affordable and accredited programs;

(3) Encourage coordination and cooperation among programs and prevent the duplication of services;

(4) Recognize the specific service needs and unique resources available to particular municipalities and provide flexibility in the implementation of programs;

(5) Prevent or minimize the potential for developmental delay in children prior to their reaching the age of five;

(6) Enhance federally funded school readiness programs;

(7) Strengthen the family through: (A) Encouragement of parental involvement in a child's development and education; and (B) enhancement of a family's capacity to meet the special needs of the children, including children with disabilities;

(8) Reduce educational costs by decreasing the need for special education services for school age children and to avoid grade repetition;

(9) Assure that children with disabilities are integrated into programs available to children who are not disabled; and

(10) Improve the availability and quality of school readiness programs and their coordination with the services of child care providers.

Sec. 10-16p. Definitions. Lead agency for school readiness; standards. Grant programs. (a) As used in sections 10-16o to 10-16s, inclusive, 10-16u, 17b-749a and 17b-749c:

(1) "School readiness program" means a nonsectarian program that (A) meets the standards set by the department pursuant to subsection (b) of this section and the requirements of section 10-16q, and (B) provides a developmentally appropriate learning experience of not less than four hundred fifty hours and one hundred eighty days for eligible children, except as provided in subsection (d) of section 10-16q;

(2) "Eligible children" means children three and four years of age and children five years of age who are not eligible to enroll in school pursuant to section 10-15c, or who are eligible to enroll in school and will attend a school readiness program pursuant to section 10-16t;

(3) "Priority school" means a school in which forty per cent or more of the lunches served are served to students who are eligible for free or reduced price lunches pursuant to federal law and regulations, excluding such a school located in a priority school district pursuant to section 10-266p or in a former priority school district receiving a grant pursuant to subsection (c) of this section and, on and after July 1, 2001, excluding such a school in a transitional school district receiving a grant pursuant to section 10-16u;

(4) "Severe need school" means a school in a priority school district pursuant to section 10-266p or in a former priority school district in which forty per cent or more of the lunches served are served to students who are eligible for free or reduced price lunches;

(5) "Accredited" means accredited by the National Association for the Education of Young Children, a Head Start on-site program review instrument or a successor instrument pursuant to federal regulations, or otherwise meeting such criteria as may be established by the commissioner, in consultation with the Commissioner of Social Services, unless the context otherwise requires;

(6) "Year-round" means fifty weeks per year, except as provided in subsection (d) of section 10-16q;

(7) "Commissioner" means the Commissioner of Education; and

(8) "Department" means the Department of Education.

(b) The Department of Education shall be the lead agency for school readiness. For purposes of this section and section 10-16u, school readiness program providers eligible for funding from the Department of Education shall include local and regional boards of education, regional educational service centers, family resource centers and providers of child day care centers, as defined in section 19a-77, Head Start programs, preschool programs and other programs that meet such standards established by the Commissioner of Education. The department shall establish standards for school readiness programs. The standards may include, but need not be limited to, guidelines for staff-child interactions, curriculum content, including preliteracy development, lesson plans, parent involvement, staff qualifications and training, transition to school and administration. The department shall develop age-appropriate developmental skills and goals for children attending such programs. The commissioner, in consultation with the Commissioners of Higher Education and Social Services and other appropriate entities, shall develop a continuing education training program for the staff of school readiness programs. For purposes of this section, prior to July 1, 2015, "staff qualifications" means there is in each classroom an individual who has at least the following: (1) A credential issued by an organization approved by the Commissioner of Education and nine credits or more, and on and after July 1, 2005, twelve credits or more, in early childhood education or child development from an institution of higher education accredited by the Board of Governors of Higher Education or regionally accredited; (2) an associate's degree with nine credits or more, and on and after July 1, 2005, twelve credits or more, in early childhood education or child development from such an institution; (3) a four-year degree with nine credits or more, and on and after July 1, 2005, twelve credits or more, in early childhood education or child development from such an institution; or (4) certification pursuant to section 10-145b with an endorsement in early childhood education or special education, and on and after July 1, 2015, "staff qualifications" means there is in each classroom an individual who has at least the following: (A) A bachelor's degree in early childhood education or childhood development, or in a related field approved by the Commissioner of Education from an institution of higher education accredited by the Board of Governors of Higher Education or regionally accredited; or (B) certification pursuant to section 10-145b with an endorsement in early childhood education or special education.

(c) The Commissioner of Education, in consultation with the Commissioner of Social Services, shall establish a grant program to provide spaces in accredited school readiness programs for eligible children who reside in priority school districts pursuant to section 10-266p or in former priority school districts as provided in this subsection. Under the program, the grant shall be provided, in accordance with this section, to the town in which such priority school district or former priority school district is located. Eligibility shall be determined for a five-year period based on an applicant's designation as a priority school district for the initial year of application, except that if a

school district that receives a grant pursuant to this subsection is no longer designated as a priority school district at the end of such five-year period, such former priority school district shall continue to be eligible to receive a grant pursuant to this subsection. Grant awards shall be made annually contingent upon available funding and a satisfactory annual evaluation. The chief elected official of such town and the superintendent of schools for such priority school district or former priority school district shall submit a plan for the expenditure of grant funds and responses to the local request for proposal process to the Departments of Education and Social Services. The departments shall jointly review such plans and shall each approve the portion of such plan within its jurisdiction for funding. The plan shall: (1) Be developed in consultation with the local or regional school readiness council established pursuant to section 10-16r; (2) be based on a needs and resource assessment; (3) provide for the issuance of requests for proposals for providers of accredited school readiness programs, provided, after the initial requests for proposals, facilities that have been approved to operate a child care program financed through the Connecticut Health and Education Facilities Authority and have received a commitment for debt service from the Department of Social Services pursuant to section 17b-749i, are exempt from the requirement for issuance of annual requests for proposals; and (4) identify the need for funding pursuant to section 17b-749a in order to extend the hours and days of operation of school readiness programs in order to provide child day care services for children attending such programs.

(d) (1) The Commissioner of Education, in consultation with the Commissioner of Social Services, shall establish a competitive grant program to provide spaces in accredited school readiness programs for eligible children who reside (A) in an area served by a priority school or a former priority school as provided for in subdivision (2) of this subsection, (B) in a town ranked one to fifty when all towns are ranked in ascending order according to town wealth, as defined in subdivision (26) of section 10-262f, whose school district is not a priority school district pursuant to section 10-266p, or (C) in a town formerly a town described in subparagraph (B) of this subdivision, as provided for in said subdivision (2). A town in which a priority school is located, a regional school readiness council, pursuant to subsection (c) of section 10-16r, for a region in which such a school is located or a town described in subparagraph (B) of this subdivision may apply for such a grant in an amount not to exceed one hundred seven thousand dollars per priority school or town. Eligibility shall be determined for a five-year period based on an applicant's designation as having a priority school or being a town described in subparagraph (B) of this subdivision for the initial year of application. Grant awards shall be made annually contingent upon available funding and a satisfactory annual evaluation. The chief elected official of such town and the superintendent of schools of the school district or the regional school readiness council shall submit a plan, as described in subsection (c) of this section, for the expenditure of such grant funds to the Department of Education. In awarding grants pursuant to this subsection, the commissioner shall give preference to applications submitted by regional school readiness councils and may, within available appropriations, provide a grant in excess of one hundred seven thousand dollars to towns with two or more priority schools in such district. A town or regional school readiness council awarded a grant pursuant to this subsection shall use the funds to purchase spaces for such children from providers of accredited school readiness programs.

(2) (A) Commencing with the fiscal year ending June 30, 2005, if a town received a grant pursuant to subdivision (1) of this subsection and is no longer eligible to receive such a grant, the town may receive a phase-out grant for each of the three fiscal years following the fiscal year such town received its final grant pursuant to subdivision (1) of this subsection.

(B) The amount of such phase-out grants shall be determined as follows: (i) For the first fiscal year following the fiscal year such town received its final grant pursuant to subdivision (1) of this subsection, in an amount that does not exceed seventy-five per cent of the grant amount such town

received for the town or school's final year of eligibility pursuant to subdivision (1) of this subsection; (ii) for the second fiscal year following the fiscal year such town received its final grant pursuant to subdivision (1) of this subsection, in an amount that does not exceed fifty per cent of the grant amount such town received for the town's or school's final year of eligibility pursuant to subdivision (1) of this subsection; (iii) for the third fiscal year following the fiscal year such town received its final grant pursuant to subdivision (1) of this subsection, in an amount that does not exceed twenty-five per cent of the grant amount such town received for the town's or school's final year of eligibility pursuant to subdivision (1) of this subsection.

(e) (1) For the fiscal year ending June 30, 2009, and each fiscal year thereafter, priority school districts and former priority school districts shall receive grants based on the sum of the products obtained by (A) multiplying the district's number of contracted slots on March thirtieth of the fiscal year prior to the fiscal year in which the grant is to be paid, by the per child cost pursuant to subdivision (2) of subsection (b) of section 10-16q, except that such per child cost shall be reduced for slots that are less than year-round, and (B) multiplying the number of additional or decreased slots the districts have requested for the fiscal year in which the grant is to be paid by the per child cost pursuant to subdivision (2) of subsection (b) of said section 10-16q, except such per child cost shall be reduced for slots that are less than year-round. If said sum exceeds the available appropriation, such number of requested additional slots shall be reduced, as determined by the Commissioner of Education, to stay within the available appropriation.

(2) If funds appropriated for the purposes of subsection (c) of this section are not expended, the Commissioner of Education may use such unexpended funds to support local school readiness programs. The commissioner may use such funds for purposes including, but not limited to, (A) assisting local school readiness programs in meeting and maintaining accreditation requirements, (B) providing training in implementing the preschool assessment and curriculum frameworks, including training to enhance literacy teaching skills, (C) developing a state-wide preschool curriculum, (D) developing student assessments for students in grades kindergarten to two, inclusive, (E) developing and implementing best practices for parents in supporting preschool and kindergarten student learning, (F) developing and implementing strategies for children to transition from preschool to kindergarten, (G) providing for professional development, including assisting in career ladder advancement, for school readiness staff, and (H) providing supplemental grants to other towns that are eligible for grants pursuant to subsection (c) of this section.

(3) Notwithstanding subdivision (2) of this subsection, for the fiscal years ending June 30, 2008, to June 30, 2011, inclusive, the Department of Education may retain up to one hundred ninety-eight thousand two hundred dollars of the amount appropriated for purposes of this section for coordination, program evaluation and administration.

(f) Any school readiness program that receives funds pursuant to this section or section 10-16u shall not discriminate on the basis of race, color, national origin, gender, religion or disability. For purposes of this section, a nonsectarian program means any public or private school readiness program that is not violative of the Establishment Clause of the Constitution of the State of Connecticut or the Establishment Clause of the Constitution of the United States of America.

(g) Subject to the provisions of this subsection, no funds received by a town pursuant to subsection (c) or (d) of this section or section 10-16u shall be used to supplant federal, state or local funding received by such town for early childhood education, provided a town may use an amount determined in accordance with this subsection for coordination, program evaluation and administration. Such amount shall be at least twenty-five thousand dollars but not more than seventy-five thousand dollars and shall be determined by the Department of Education, in consultation with the Department of Social Services, based on the school readiness grant award

allocated to the town pursuant to subsection (c) or (d) of this section or section 10-16u and the number of operating sites for coordination, program evaluation and administration. Such amount shall be increased by an amount equal to local funding provided for early childhood education coordination, program evaluation and administration, not to exceed twenty-five thousand dollars. Each town that receives a grant pursuant to said subsection (c) or (d) or section 10-16u shall designate a person to be responsible for such coordination, program evaluation and administration and to act as a liaison between the town and the Departments of Education and Social Services. Each school readiness program that receives funds pursuant to this section or section 10-16u shall provide information to the department or the school readiness council, as requested, that is necessary for purposes of any school readiness program evaluation.

(h) For the first three years a town receives grants pursuant to this section, such grants may be used, with the approval of the commissioner, to prepare a facility or staff for operating a school readiness program and shall be adjusted based on the number of days of operation of a school readiness program if a shorter term of operation is approved by the commissioner.

(i) A town may use grant funds to purchase spaces for eligible children who reside in such town at an accredited school readiness program located in another town. A regional school readiness council may use grant funds to purchase spaces for eligible children who reside in the region covered by the council at an accredited school readiness program located outside such region.

(j) Children enrolled in school readiness programs funded pursuant to this section shall not be counted (1) as resident students for purposes of subdivision (22) of section 10-262f, or (2) in the determination of average daily membership pursuant to subdivision (2) of subsection (a) of section 10-261.

(k) Up to two per cent of the amount of the appropriation for this section may be allocated to the competitive grant program pursuant to subsection (d) of this section. The determination of the amount of such allocation shall be made on or before August first.

Sec. 10-16q. School readiness program requirements. Per child cost limitation. Sliding fee scale. Waiver from schedule requirements. (a) Each school readiness program shall include: (1) A plan for collaboration with other community programs and services, including public libraries, and for coordination of resources in order to facilitate full-day and year-round child care and education programs for children of working parents and parents in education or training programs; (2) parent involvement, parenting education and outreach; (3) (A) record-keeping policies that require documentation of the name and address of each child's doctor, primary care provider and health insurance company and information on whether the child is immunized and has had health screens pursuant to the federal Early and Periodic Screening, Diagnostic and Treatment Services Program under 42 USC 1396d, and (B) referrals for health services, including referrals for appropriate immunizations and screenings; (4) a plan for the incorporation of appropriate preliteracy practices and teacher training in such practices; (5) nutrition services; (6) referrals to family literacy programs that incorporate adult basic education and provide for the promotion of literacy through access to public library services; (7) admission policies that promote enrollment of children from different racial, ethnic and economic backgrounds and from other communities; (8) a plan of transition for participating children from the school readiness program to kindergarten and provide for the transfer of records from the program to the kindergarten program; (9) a plan for professional development for staff, including, but not limited to, training (A) in preliteracy skills development, and (B) designed to assure respect for racial and ethnic diversity; (10) a sliding fee scale for families participating in the program pursuant to section 17b-749d; and (11) an annual evaluation of the effectiveness of the program. On and after July 1, 2000, school readiness programs shall use the assessment measures developed pursuant to section 10-16s in conducting their annual evaluations.

(b) (1) For the fiscal year ending June 30, 2006, the per child cost of the Department of Education school readiness component of the program offered by a school readiness provider shall not exceed six thousand six hundred fifty dollars.

(2) For the fiscal year ending June 30, 2009, and each fiscal year thereafter, the per child cost of the Department of Education school readiness program offered by a school readiness provider shall not exceed eight thousand three hundred forty-six dollars.

(3) Notwithstanding the provisions of subsection (e) of section 10-16p, the Department of Education shall not provide funding to any school readiness provider that (A) on or before January 1, 2004, first entered into a contract with a town to provide school readiness services pursuant to this section and is not accredited on January 1, 2007, or (B) after January 1, 2004, first entered into a contract with a town to provide school readiness services pursuant to this section and does not become accredited by the date three years after the date on which the provider first entered into such a contract, except that the Commissioner of Education may grant an extension of time for a school readiness program to become accredited or reaccredited, provided (i) prior to such extension, the Department of Education conducts an on-site assessment of any such program and maintains a report of such assessment completed in a uniform manner, as prescribed by the commissioner, that includes a list of conditions such program must fulfill to become accredited or reaccredited, (ii) the program is licensed by the Department of Public Health if required to be licensed by chapter 368a, (iii) the program has a corrective action plan that shall be prescribed by and monitored by the Commissioner of Education, and (iv) the program meets such other conditions as may be prescribed by the commissioner. During the period of such extension, such program shall be eligible for funding pursuant to said section 10-16p.

(4) A school readiness provider may provide child day care services and the cost of such child day care services shall not be subject to such per child cost limitation.

(c) A local or regional board of education may implement a sliding fee scale for the cost of services provided to children enrolled in a school readiness program.

(d) A town or school readiness council may file a waiver application to the Department of Education on forms provided by the department for the purpose of seeking approval of a school readiness schedule that varies from the minimum hours and number of days provided for in subdivision (1) of subsection (a) of section 10-16p or from the definition of a year-round program pursuant to subdivision (7) of said subsection (a). The Department of Education may, in consultation with the Department of Social Services, approve any such waiver if the departments find that the proposed schedule meets the purposes set forth in the provisions of section 10-16o concerning the development of school readiness programs and maximizes available dollars to serve more children or address community needs.

Sec. 10-16q. School readiness program requirements. Per child cost limitation. Sliding fee scale. Waiver from schedule requirements. (a) Each school readiness program shall include: (1) A plan for collaboration with other community programs and services, including public libraries, and for coordination of resources in order to facilitate full-day and year-round child care and education programs for children of working parents and parents in education or training programs; (2) parent involvement, parenting education and outreach; (3) (A) record-keeping policies that require documentation of the name and address of each child's doctor, primary care provider and health insurance company and information on whether the child is immunized and has had health screens pursuant to the federal Early and Periodic Screening, Diagnostic and Treatment Services Program under 42 USC 1396d, and (B) referrals for health services, including referrals for appropriate immunizations and screenings; (4) a plan for the incorporation of appropriate preliteracy practices

and teacher training in such practices; (5) nutrition services; (6) referrals to family literacy programs that incorporate adult basic education and provide for the promotion of literacy through access to public library services; (7) admission policies that promote enrollment of children from different racial, ethnic and economic backgrounds and from other communities; (8) a plan of transition for participating children from the school readiness program to kindergarten and provide for the transfer of records from the program to the kindergarten program; (9) a plan for professional development for staff, including, but not limited to, training (A) in preliteracy skills development, and (B) designed to assure respect for racial and ethnic diversity; (10) a sliding fee scale for families participating in the program pursuant to section 17b-749d; and (11) an annual evaluation of the effectiveness of the program. On and after July 1, 2000, school readiness programs shall use the assessment measures developed pursuant to section 10-16s in conducting their annual evaluations.

(b) (1) For the fiscal year ending June 30, 2006, the per child cost of the Department of Education school readiness component of the program offered by a school readiness provider shall not exceed six thousand six hundred fifty dollars.

(2) For fiscal year ending June 30, 2009, the per child cost of the Department of Education school readiness program offered by a school readiness provider shall not exceed eight thousand three hundred forty-six dollars.

(3) Notwithstanding the provisions of subsection (e) of section 10-16p, the Department of Education shall not provide funding to any school readiness provider that (A) on or before January 1, 2004, first entered into a contract with a town to provide school readiness services pursuant to this section and is not accredited on January 1, 2007, or (B) after January 1, 2004, first entered into a contract with a town to provide school readiness services pursuant to this section and does not become accredited by the date three years after the date on which the provider first entered into such a contract, except that the Commissioner of Education may grant an extension of time for a school readiness program to become accredited or reaccredited, provided (i) prior to such extension, the Department of Education conducts an on-site assessment of any such program and maintains a report of such assessment completed in a uniform manner, as prescribed by the commissioner, that includes a list of conditions such program must fulfill to become accredited or reaccredited, (ii) the program is licensed by the Department of Public Health if required to be licensed by chapter 368a, (iii) the program has a corrective action plan that shall be prescribed by and monitored by the Commissioner of Education, and (iv) the program meets such other conditions as may be prescribed by the commissioner. During the period of such extension, such program shall be eligible for funding pursuant to said section 10-16p.

(4) A school readiness provider may provide child day care services and the cost of such child day care services shall not be subject to such per child cost limitation.

(c) A local or regional board of education may implement a sliding fee scale for the cost of services provided to children enrolled in a school readiness program.

(d) A town or school readiness council may file a waiver application to the Department of Education on forms provided by the department for the purpose of seeking approval of a school readiness schedule that varies from the minimum hours and number of days provided for in subdivision (1) of subsection (a) of section 10-16p or from the definition of a year-round program pursuant to subdivision (7) of said subsection (a). The Department of Education may, in consultation with the Department of Social Services, approve any such waiver if the departments find that the proposed schedule meets the purposes set forth in the provisions of section 10-16o concerning the development of school readiness programs and maximizes available dollars to serve more children or address community needs.

Sec. 10-16r. Local school readiness councils; duties. Regional school readiness councils. (a) A town seeking to apply for a grant pursuant to subsection (c) of section 10-16p or section 10-16u shall convene a local school readiness council or shall establish a regional school readiness council pursuant to subsection (c) of this section. Any other town may convene such a council. The chief elected official of the town or, in the case of a regional school district, the chief elected officials of the towns in the school district and the superintendent of schools for the school district shall jointly appoint and convene such council. Each school readiness council shall be composed of: (1) The chief elected official, or the official's designee; (2) the superintendent of schools, or a management level staff person as the superintendent's designee; (3) parents; (4) representatives from local programs such as Head Start, family resource centers, nonprofit and for-profit child day care centers, group day care homes, prekindergarten and nursery schools, and family day care home providers; (5) a representative from a health care provider in the community; and (6) other representatives from the community who provide services to children. The chief elected official shall designate the chairperson of the school readiness council.

(b) The local school readiness council shall: (1) Make recommendations to the chief elected official and the superintendent of schools on issues relating to school readiness, including any applications for grants pursuant to sections 10-16p, 10-16u, 17b-749a and 17b-749c; (2) foster partnerships among providers of school readiness programs; (3) assist in the identification of (A) the need for school readiness programs and the number of children not being served by such a program, and (B) for priority school districts pursuant to section 10-266p, the number of children not being served by such a program and the estimated operating cost of providing universal school readiness to eligible children in such districts who are not being served; (4) submit biannual reports to the Department of Education on the number and location of school readiness spaces, estimates of future needs, and the factors identified pursuant to subdivision (3) of this subsection; (5) cooperate with the department in any program evaluation and, on and after July 1, 2000, use measures developed pursuant to section 10-16s for purposes of evaluating the effectiveness of school readiness programs; (6) identify existing and prospective resources and services available to children and families; (7) facilitate the coordination of the delivery of services to children and families, including (A) referral procedures, and (B) before and after-school child care for children attending kindergarten programs; (8) exchange information with other councils, the community and organizations serving the needs of children and families; (9) make recommendations to school officials concerning transition from school readiness programs to kindergarten; and (10) encourage public participation.

(c) Two or more towns or school districts and appropriate representatives of groups or entities interested in early childhood education in a region may establish a regional school readiness council. If a priority school is located in at least one of such school districts, the regional school readiness council may apply for a grant pursuant to subsection (d) of section 10-16p. The regional school readiness council may perform the duties outlined in subdivisions (2) to (10), inclusive, of subsection (b) of this section.

Sec. 10-16s. Interagency agreement on school readiness. Assessment measures. (a) The Commissioners of Education and Social Services shall develop an agreement to define the duties and responsibilities of their departments concerning school readiness programs. The commissioners shall consult with other affected state agencies. The agreement shall include, but not be limited to, a multiyear interagency agreement to establish and implement an integrated school readiness plan. Functions to be described and responsibilities to be undertaken by the two departments shall be delineated in the agreement. On or before January 1, 2010, and annually thereafter, the Commissioners of Education and Social Services shall submit such agreement, in accordance with the provisions of section 11-4a, to the Early Childhood Education Cabinet, established pursuant to section 10-16z, and to the joint standing committees of the General Assembly having cognizance of

matters relating to education and human services.

(b) On or before January 1, 2008, the commissioners shall adopt assessment measures of school readiness programs for use by such programs in conducting their annual evaluations pursuant to section 10-16q. The commissioners may adopt the assessment measures used for Head Start programs.

Sec. 10-16t. Participation by five-year-olds in school readiness programs. A local school readiness council may elect to reserve up to five per cent of the spaces in its school readiness programs for children who are five years of age and are eligible to attend school pursuant to section 10-15c. Such children shall only be eligible to participate in the school readiness program if they have been in the program for at least one year and the parent or legal guardian of such a child, the school readiness program provider and the local or regional school district in which the child would otherwise be attending school agree that the child is not ready for kindergarten.

Sec. 10-16u. Grants for school readiness programs in transitional school districts. For the fiscal year ending June 30, 2002, and each fiscal year thereafter, the Commissioner of Education, in consultation with the Commissioner of Social Services, shall provide grants, within available appropriations, to eligible school readiness program providers pursuant to subsection (b) of section 10-16p to provide spaces in accredited school readiness programs for eligible children who reside in transitional school districts pursuant to section 10-263c, except for transitional school districts eligible for grants pursuant to subsection (c) of section 10-16p. Under the program, the grant shall be provided to the town in which such transitional school district is located. Eligibility shall be determined for a five-year period based on a school district's designation as a transitional school district in the initial year of application, except that grants pursuant to this section shall not be provided for transitional school districts eligible for grants pursuant to subsection (c) of said section 10-16p. Grant awards shall be made annually contingent upon available funding and a satisfactory annual evaluation. The chief elected official of such town and the superintendent of schools for such transitional school district shall submit a plan for the expenditure of grant funds and responses to the local request for proposal process to the Departments of Education and Social Services. The departments shall jointly review such plans and shall each approve the portion of such plan within its jurisdiction for funding. The plan shall meet the requirements specified in subsection (c) of said section 10-16p.

Appendix: Connecticut STEM Magnet Schools

Currently Operating STEM Magnet Schools

- East Hartford/Glastonbury Elementary Magnet for Science, Technology & Global Education
- Two Rivers Middle School Science and Technology Magnet
- Hartford Science, Technology, the Arts Magnet Middle School
- Sport and Medical Sciences Academy
- University High School for Science and Engineering
- STEM at Annie Fisher
- Greater Hartford Academy of Math and Science
- Mary M Hooker Environmental Studies
- Pathways to Technology
- Hill Regional Career HS for Business/Technology & Health Sciences
- Mauro/Sheridan Communications and Technology
- Barnard Environmental Magnet
- Beecher Magnet for Arts and Sciences
- Engineering and Science University Magnet
- Thomas Edison Middle School of Science, Math and Technology
- Six-to-Six Magnet of Social Justice, Science, and Math
- Academy of Information Technology and Engineering
- Maloney Inter-district Magnet School of Science and Languages
- Science & Technology Magnet High School of SE Connecticut

Scheduled to open in 2010:

- Connecticut River Academy of Environmental Science
- Science and Technology Magnet
- Physical Science, Mathematics and Aerospace Magnet
- Zoological Studies and Applied Biology Magnet
- Information Technologies in a Digital World Magnet
- Marine Science High School of SE Connecticut
- Environmental and Cultural Studies Magnet
- Environmental Magnet High School