A Report from the Connecticut Commission on Educational Achievement

Every child should have a chance to be exceptional. Without exception.

A plan to help close Connecticut's achievement gap.

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The goal: a great education. Not for some students. Not for most students. For all students.

Connecticut's public school system is at a crossroads. The test scores of our low-income students are significantly lower than the state's non-low-income students. This occurs despite the fact that our students overall score among the top five states in national math and reading tests. This gap between low-income and non-low-income students' scores is called the achievement gap and Connecticut's is the largest of any state in the country. Taking action to help close this gap needs to be an economic and moral imperative for our state.

Closing the gap is critical for a number of reasons, from strengthening the futures of our students to improving the state's economy. So much so that Governor M. Jodi Rell appointed the Connecticut Commission on Educational Achievement. Comprised of a bipartisan group of business and philanthropic leaders, the Commission had a clear mandate: recommend specific ways to help close the achievement gap.

What is the gap?

It's the difference in educational performance between Connecticut's low-income and non-low-income students. This gap disproportionately affects minority students, primarily African-American and Latino children. **In national progress tests given to 4th and 8th graders, results showed that low-income students in Connecticut performed at dramatically lower levels than non-low-income students—sometimes up to three grade levels behind.**

Why Connecticut has the largest achievement gap in the U.S.

Low income correlates with low levels of academic achievement. In Connecticut we have some of the wealthiest towns in the country as well as some of the poorest. This disparity in income contributes to the achievement gap. But it is not all a result of income differences.

When compared to low-income students from other states, Connecticut's low-income students score in the bottom third on some key assessments.

There are other factors that contribute to the achievement gap, pointing to the need for reform of the pre-K–12 education system. These include: a lack of accountability throughout our system, not setting high expectations for all of our students, the need for more effective teachers and school leaders—especially in low-income areas, inefficient and opaque ways of funding education, and complacency with chronically low-achieving schools.

The gap's impact.

Consider this: Many low-achieving students drop out of school, forfeiting the knowledge they need to join a skilled workforce. Those who finish high school and go on to post-secondary education earn twice as much as dropouts and are far less likely to be unemployed. The difference in the net fiscal contributions of a high school graduate vs. a high school dropout in Connecticut is $518,000 over that person's lifetime. Clearly, closing the achievement gap would improve Connecticut's economy and quality of life. For all of us.

The achievement gap affects us all:

Not enough students graduate with skills to succeed in college and careers

State unemployment increases

It's harder to attract businesses that need skilled labor

High school dropouts are incarcerated at three times the rate of graduates

For each class of high school dropouts $155 million more in lifetime healthcare costs

More than $500,000 in net fiscal lifetime benefits to government is lost from a high school dropout compared to a graduate

Source: Alliance for Excellent Education. Connecticut State Card. August 2009. http://www.all4ed.org/about the crisis/schools/state information/connecticut.

Source: Sum, Andrew. Center for Labor Market Studies, Northeastern University (2009). The Fiscal Consequences of Dropping Out of School and Failing to Complete Years of Post-Secondary Schooling in Connecticut.

Our recommendations.

These recommendations amount to a 10-year plan to improve Connecticut's pre-K–12 education. If implemented, they will significantly close the achievement gap. Many of them will also help raise the education achievement of all our students, whatever their circumstances. Here's how we can help close the achievement gap:

1| Demand accountability.

Strengthen state leadership and drive accountability for educational change.

— Let the new Governor lead the charge. Significant gains in closing the gap will begin with him

— Appoint independent and innovative thinkers to the State Board of Education

— Establish a Secretary of Education who is appointed by and reports directly to the Governor

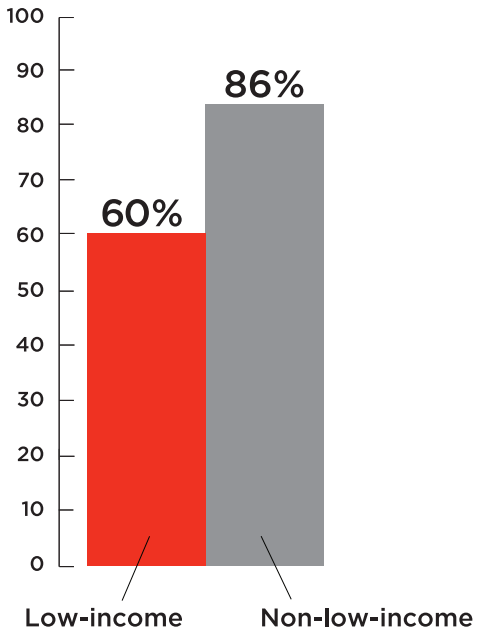
— Establish a new Commissioner of Early Childhood Education and Care

— Restructure the State Department of Education to ensure quality throughout the state's educational system and a focus on low-achieving schools

— Create an outside entity to track and report reform progress

— Develop a high-quality statewide data system that tracks student progress

Connecticut's Four-Year High School Graduation Rate, Class of 2009



Source: Connecticut State Department of Education, Press Release March 23, 2010.

2| High expectations.

Set high expectations for all students. Provide curricula and support so all students can reach them.

— Increase access to pre-K and Kindergarten

— Continuously use creative ways to involve parents

— Align statewide curricula to higher standards

— Identify and support low-achieving students early through extended learning time and tutoring

— Measure student progress with greater frequency

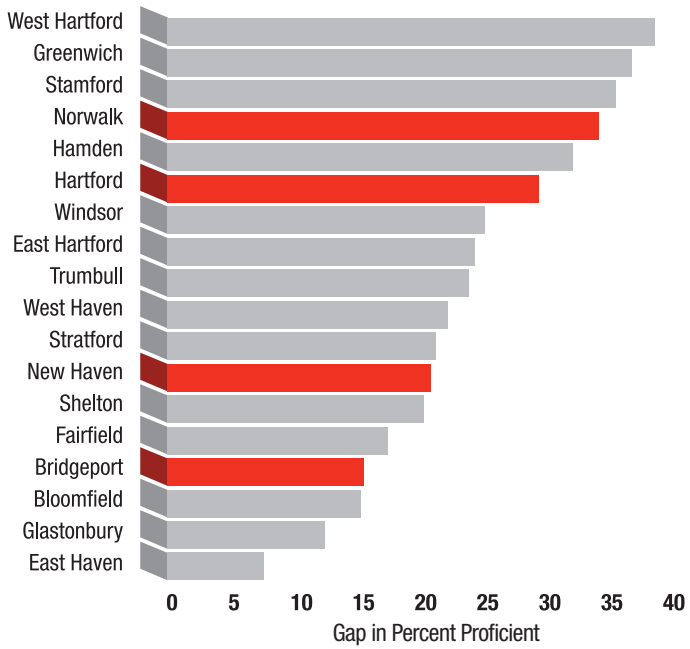
— Require high school students to pass the Connecticut Academic Performance Test (CAPT) to graduate

3| Foster leadership.

Attract, develop and empower the most effective leaders for our schools.

- Recruit, train and develop effective leaders
- Create programs that train administrators to be effective in low-achieving schools
- Train principals in new evaluation and data systems
- Hold principals accountable for reaching student achievement goals
- Require student achievement goals to be part of superintendent evaluations

The Gap in Grade 4 Reading Proficiency Exists All Over the State



Source: CT SDE (2010). CMT Data for Grade 4 Reading. Shows the difference in percent scoring at proficient and above between low-income students and non-low-income students.

The misconception: It's an urban thing.

The achievement gap exists in every part of Connecticut—urban, suburban and rural. In fact, some of our wealthiest towns have achievement gaps larger than those of the Hartford and New Haven school districts.

4| Excellent teaching.

Ensure students, especially low-income students, have well-trained and highly effective teachers with professional development opportunities.

— Provide teacher candidates with more in-classroom training

— Refine teacher certification requirements to better prepare teachers

— Encourage alternative routes to becoming a teacher

— Hold teacher preparation programs accountable for producing effective teachers

— Institute state-of-the-art data systems for evaluating, developing and supporting teachers

— Focus on professional development throughout teachers' careers

— Recognize and reward outstanding teachers through a new career ladder and with school, group or individual performance bonuses

— Require effective teaching to gain, and retain, tenure

— In layoff decisions, give less weight to seniority by including teacher effectiveness and other factors

— Attract more effective teachers to the most challenged schools

5| Invest intelligently.

Provide an effective and transparent way of funding public education.

— Develop a new weighted student Educational Cost Sharing formula to be phased in over 3-5 years

— Over time have money follow the child to the public school of his or her choice

— Increase transparency so we understand how we are spending our money

— Encourage school districts to share services and save money

— Step up efforts to seek outside grants

6| Turnaround schools.

Improve our lowest-achieving schools through greater authority, accountability and more time for learning.

— Establish a School Turnaround Office with the authority to aggressively intervene in the lowest-achieving schools

— Adopt a multi-tier framework that defines support from and accountability to the School Turnaround Office

— Provide greater authority to principals and district administrators to remove barriers to change

— Grant significant latitude to form charter, magnet and other innovative schools

— Maximize in-school learning time and extend the learning day or year as necessary

Goals for a State of Achievement.

The Commission's goals are that within a decade:

Connecticut will largely eliminate the gaps in achievement between low-income and non-low-income students on the 4th and 8th grade Connecticut Mastery Tests and in high school graduation rates.

Connecticut will have one of the smallest achievement gaps in the nation and will be the highest-achieving state overall based on rankings on the 4th and 8th grade National Assessment of Educational Progress (NAEP).

Moving toward what's possible—as quickly as possible.

The achievement gap in Connecticut is a crisis in our state's classrooms. Yet it's a crisis with a resolution in sight. Our recommendations can have a significant impact on turning the current situation around and helping close the achievement gap. Undoubtedly, there will be debate. But we believe everyone—policymakers, teachers, administrators, elected officials, business and community leaders, and especially parents and students—will be able to agree on one thing. There's no time to lose. The time for action is now. It's about our children, their futures and ours.

Learn more—and make it happen.

How you can help close the achievement gap:

— Call or email your state legislators and the new Governor to find out how they are supporting efforts to help improve achievement for all Connecticut students.

— Ask your school principal, superintendent and board of education leaders what they are doing to close the achievement gap.

— Urge local community organizations like parent/teacher associations or the Chambers of Commerce to get involved in closing the achievement gap.

— As parents, support your child's schoolwork and meet with his or her teacher.

— Learn more by visiting our Web site: www.ctachieve.org.

Introduction.

Overall, Connecticut public school students perform extremely well on national tests. However, Connecticut has the largest "achievement gap" among all 50 states.[1] This gap refers to the difference between the test scores in reading and mathematics of public school students who are from low-income families compared with those from more affluent circumstances. Alarmingly, our 4th and 8th grade low-income students are—on average—about three grade levels behind non-low-income students in reading and math.[2] And, this past spring just 60% of our low-income high school students graduated from high school.[3]

This gap is not only a tragedy for the children affected, it also impacts the state's unemployment rate, the quality of our workforce and the net fiscal contributions to our government.[4] These have a negative impact on Connecticut's economy and competitiveness.

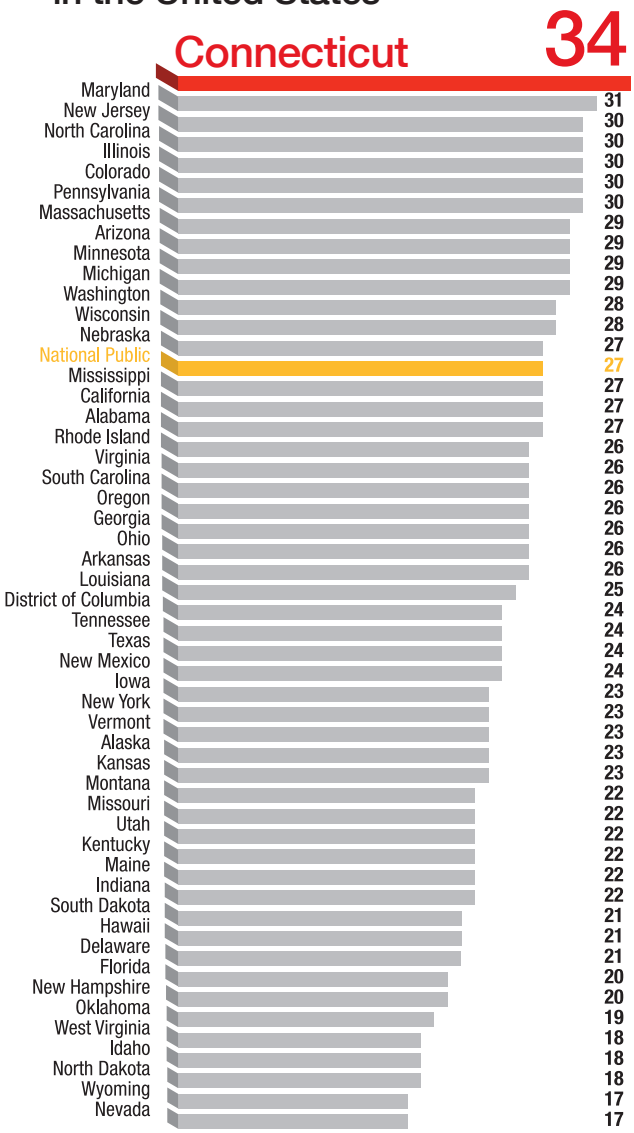
In March 2010, Connecticut Governor M. Jodi Rell established the Connecticut Commission on Educational Achievement, an 11-member group of business and philanthropic leaders, to examine why this gap is so large and to recommend ways to help close it.

The Commission held six public hearings across the state, met with more than 150 educational experts and practitioners, convened over 40 commission and subcommittee meetings, visited Connecticut schools and traveled to three other states to learn about successful reform efforts. In addition, Commission members and staff extensively reviewed research studies and policy papers.

This report makes a series of strong recommendations to improve student achievement. They include changing the state governance structure, creating high expectations from the start, and strengthening school and district leadership. They also include attracting and retaining effective teachers, addressing school finance issues and restructuring low-achieving schools.

The Commission has taken a "no excuses" approach to its work. Members of the Commission believe that all of our students can achieve academically and that pre-K–12 education must be reformed to include accountability throughout the system to accomplish this goal.

The Largest Achievement Gap in the United States



Source: U.S. Department of Education, NAEP Data Explorer. http://nces.ed.gov/nationsreportcard/naepdata/

Note: Chart shows average scale score gap between low-income students and non-low-income students on the 2009 National Assessment of Educational Progress (NAEP) for 8th Grade Math.

Connecticut's education achievement gap.

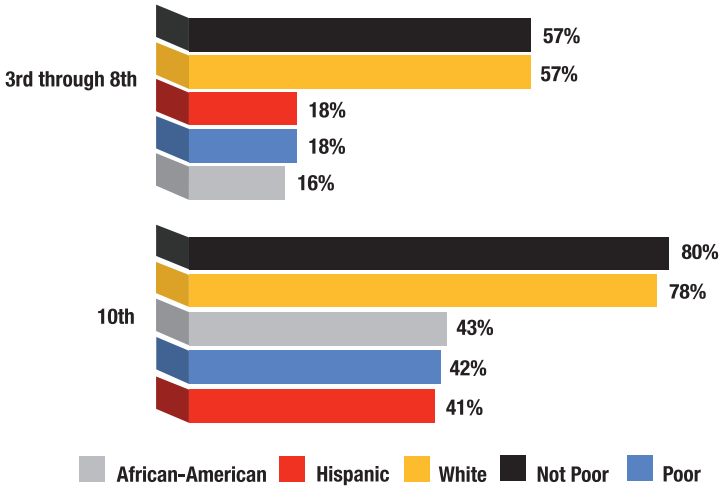
Eight Key Facts about pre-K–12 Education in Connecticut

1 | On average, Connecticut 4th and 8th graders score among the top five states on the National Assessment of Educational Progress tests of mathematics and reading, but a significant gap exists between the achievement of low-income students and others. Sadly, African-American and Hispanic students are disproportionately affected by these gaps.[5]

On the NAEP, the gap between Connecticut's low-income students and their non-low-income in-state peers is the largest of any state in the nation. Our low-income students also perform poorly compared to low-income students from other states, where they rank in the bottom third of states in mathematics in grades 4 and 8.[6]

2 | On Connecticut's own assessments, the Connecticut Mastery Test (CMT) and Connecticut Academic Performance Test (CAPT), low-income students score

CT Students at Goal in Reading CMT & CAPT, Spring 2010



Source: Connecticut CVNT Online Reports. Data Interaction for Connecticut Master Test, 4th Generation. Retrieved from www.ctreports.com.

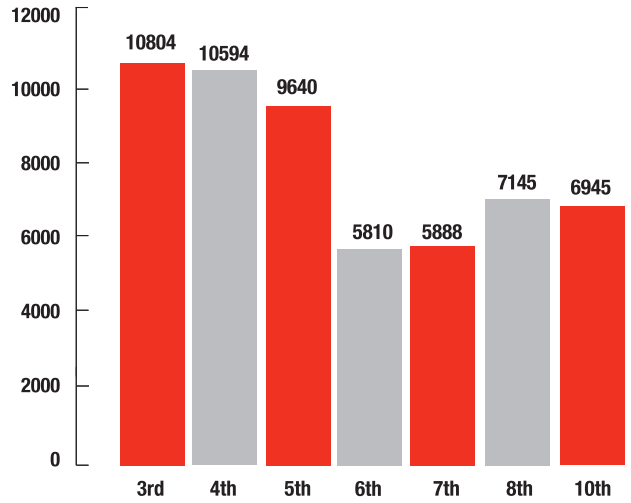
only half as well as their non-low-income peers.[7] These gaps appear as early as the 3rd grade and continue through the 10th grade, across all subjects tested.

In reading, 42% of 3rd through 8th grade low-income students score at the goal level compared with 80% of their more affluent peers. Among 10th graders, just 18% score at the goal level compared with 57% of their peers.[8]

3 | Connecticut's achievement gap is also apparent in the state's high school graduation rates.

Only 60% of low-income students graduated from high school in 2009 compared with 86% of their more affluent peers.[9]

Number of Low-Achieving Students (Basic/Below) in the State on 2010 CMT & CAPT in Reading



Source: Connecticut CVNT Online Reports. Data Interaction for Connecticut Master Test, 4th Generation. Retrieved from www.ctreports.com.

4 | Whether low-income or not, too many Connecticut students are struggling in such core subjects as reading and math. Low-achieving students are those who score at the lowest levels; that is, below the proficient level on the CMT and the CAPT.

As one example, among the 238,468 3rd through 8th graders who took the CMT in reading in 2010, 20% scored at the lowest levels.[10]

This means that nearly 50,000 elementary and middle school students are not reading at grade level, and some are very far behind. By the 10th grade, nearly 7,000 students are still reading at the most basic level.[11]

5 | While we tend to think about this as an urban problem, the achievement gap lives in nearly all of Connecticut's towns and cities.

In fact, some of our wealthiest suburban communities have larger achievement gaps than Bridgeport, Hartford and New Haven.[12]

6 | Connecticut's learning gap begins early, is evident as students enter kindergarten and continues into post-secondary education.

Only about 40% of entering kindergartners are fully ready for school learning[13] and more than half of all Connecticut students entering our public two- and four-year colleges require immediate remediation in mathematics or English.[14] In 2005, for example, over 19,000 entering freshman with a Connecticut high school degree required remediation.[15]

7 | Some schools and districts are making progress in improving the academic competence of our low-achieving students, but change has been generally slow and in small increments.

Over the past six years, the percentage of low-income students who performed at the highest levels (that is, at goal or above) has increased only about 1% each year.[16]

8 | Compared with students from other countries, the performance of American students overall is mixed.

In mathematics, we rank 25th out of 30 participating Organization for Economic Cooperation and Development (OECD) countries. In science, we rank 21st out of these 30 countries. Countries whose students outscore the United States include Finland, Canada, Japan, South Korea and Sweden.[17]

Why does this matter?

First, this is a tragedy for low-income children, primarily African-American and Hispanic students, who are disproportionately affected. Many go into the world from our public school system without the skills necessary to succeed and face a troubling personal future.

Second, if Connecticut is to retain and improve its economic competitiveness, our low-income students must dramatically increase their competence in reading, math and science.

Third, if Connecticut is to regain and maintain high-wage jobs, it will be increasingly reliant on an educated work force.[18] If the achievement gap continues, Connecticut's employers will be further challenged to find a quality workforce, causing them to export jobs, and it will be more difficult to attract new businesses to the state. This will lower the state's GDP, net tax revenues and competitiveness.

Fourth, the costs of educational failure are huge. Over the long term, high school dropouts earn less, have lower lifetime earnings and are more likely to be unemployed.[19] They are more likely to commit crimes and rely on government health care and other public services, such as food stamps and housing assistance.[20] High school dropouts are also more likely to become teen parents, have children who drop out and thus perpetuate the cycle of school failure.[21] There are short-term costs as well.[22]

Conversely, high school graduates and those with post-secondary education and training contribute more to the social and economic well-being of the state than do high school dropouts. They are more likely to raise healthier, better-educated children and to engage in the civic life of their communities.[23] There is also an enormous fiscal benefit to the State of Connecticut for increasing the number of high school graduates, each of whom contribute about $518,000 more in net tax contributions over government subsidies during their lifetimes than do high school dropouts.[24]

The bottom line? In the last year or so, we have made some progress in closing the achievement gap, but there is a long way to go. If we fail to raise the accomplishments of our low-achieving students, Connecticut's future will be imperiled.[25]

Eight reasons for our large achievement gap.

How did Connecticut get here, with an achievement gap larger than that of all other states, and a ranking near the bottom among all states for low-income students? There are several factors at work here, each contributing to our current situation.

1 | Lower academic achievement correlates with lower income, and we have many communities that are economically challenged but also many wealthy communities. This difference in economic levels contributes to the large achievement gap.

Connecticut is a very wealthy state with some exceedingly prosperous towns like Greenwich, Avon and New Canaan. It is also home to a cluster of very poor cities. These include Bridgeport, Hartford and New Haven, which are among the poorest 100 cities in the nation based on the percentage of children living at or below the Federal Poverty Level (FPL).[26] We also have some very poor rural communities, like Windham.

2 | The number of children living in low-income families is increasing. This trend is important because without dramatic intervention in our schools, the numbers of low-achieving students could also increase as poverty grows.

Our schools measure the number of low income students through enrollment in the federal Free and Reduced Price Meals (FRPM) program. An income of $40,793 for a family of four qualifies a student for reduced-price meals.[27] Over the past two years, student enrollment in the FRPM program grew from 28.5% to 33.7%.[28] In October 2009, just over 181,500 public school K–12 students were enrolled in the FRPM program.[29]

3 | Average scores mask important differences among groups of students.

On average, Connecticut students score among the best in the country, and that has enabled us to overlook important achievement differences among groups of our students. When these achievement gaps were identified, we viewed them as a concern for some Connecticut communities (specifically our urban centers) but not for all.

4 | We are the "land of steady habits." Our inertia has left many students attending low-achieving schools for long periods of time.

In 2007, the Connecticut General Assembly passed significant accountability legislation intended to give the State Department of Education much more authority to intervene in low-achieving school districts.[30] These laws were expanded again in 2008 and 2010; however, only a small number of these actions and sanctions have been used.[31]

This means that many students have continued to attend schools with poor achievement records. Among the 18 lowest-achieving schools in Connecticut, two-thirds (12) have been low-achieving for six or more years;[32] 120 other low-achieving schools have been low-achieving for five or more years.[33]

5 | We know that the singlemost important factor in students' school success is having effective teachers.[34] The second is access to highly effective school principals. Connecticut has not taken strong action to assure that highly effective teachers and principals work in our lowest-achieving schools.

Connecticut's public school systems employ about 43,500 K–12 teachers statewide.[35] Connecticut's inability to link data on student achievement with data on these teachers limits our ability to identify highly effective teachers. Likewise, hiring and retaining highly effective teachers in our lowest-achieving districts has likely been hampered by local contract provisions[36] and the absence of a career track based on the demonstration of competence rather than time on the job and accumulated education course credits.

Finally, we haven't paid adequate attention to the important role of school principals in supporting teacher performance,[37] nor have we developed an effective framework for the preparation of principals to serve in our lowest-performing schools."[38]

6 | We still have many children waiting for high-quality preschool and full-day kindergarten, known to be effective to help prevent failure later in school.

Recently, the Governor's Early Childhood Research and Policy Council estimated that about 9,000 low-income three- and four-year olds statewide do not yet have access to preschool.[39] Children who do not have strong language and learning skills by the end of kindergarten are often the ones who have 3rd grade achievement problems that persist throughout their high school years.[40]

7 | We have not set a high bar in terms of high school graduation.

New high school graduation requirements will go into effect for students who begin as freshmen in 2014.[41] Nevertheless, Connecticut continues to allow graduation from high school without requiring a specific level of achievement on the 10th grade CAPT.

8 | We spend a lot on education but don't know enough about where the money really goes.

Connecticut spends more than $7.2 billion to operate its local school systems.[42] This is more than the amount that 46 other states spend on a per-pupil basis.[43] Yet there is inadequate transparency and public understanding of what that funding actually buys and whether some of these funds might be used in different ways to advance the performance of students, teachers and schools.

Moving to solutions.

Acknowledging some work underway.

Over the past few years, Connecticut's educators and policymakers developed a plan for secondary education reform.[44] Much of this plan and other important reforms were enacted by the Connecticut General Assembly in May 2010 as part of Public Act 10-111. Meanwhile, major reform efforts were carried out in New Haven, Hartford and other districts throughout the state.

In addition, Connecticut has already been working as a partner with other states to adopt new, higher learning standards that define what all students in public K–12 systems are expected to know and be able to do. The new learning standards are called the Common Core Standards.[45] Finally, a coalition of African-American and Hispanic parents and legislators launched a campaign calling attention to minority-student achievement gaps and aggressively seeking a broader role for parents in school decision-making.

Commission goals for student achievement.

With this report, the Connecticut Commission on Educational Achievement proposes a set of goals to help close the state's educational achievement gap over the next decade, beginning with the 2011-2012 school year.

Goal 1: Connecticut will largely eliminate the achievement gap between low-income and non-low-income students on the 4th and 8th grade Connecticut Mastery Tests and on high school graduation rates.

Goal 2: Connecticut will have one of the smallest achievement gaps in the nation and will be the highest-achieving state overall based on rankings on the 4th and 8th grade National Assessment of Educational Progress (NAEP).

Recommendations.

The Commission has organized its recommendations into six categories for action:

1 | **Demand accountability.**
Strengthen state leadership and drive accountability for educational change.

2 | **High expectations.**
Set high expectations for all students. Provide curricula and support so all students can reach them.

3 | **Foster leadership.**
Attract, develop and empower the most effective leaders for our schools.

4 | **Excellent teaching.**
Ensure students, especially low-income students, have well-trained and highly effective teachers with professional development opportunities.

5 | **Invest intelligently.**
Provide an effective and transparent way of funding public education.

6 | **Turnaround schools.**
Improve our lowest-achieving schools through greater authority, accountability and more time for learning.

Demand accountability.

Strengthen state leadership and drive accountability for educational change.

Leadership matters.

The Governor must install a strong reform-oriented leadership team that will include a reorganization of pre-K–12 educational leadership in Connecticut.

1 | Create a new Secretary of Education who will also serve as a member of the State Board of Education (SBOE). The Secretary shall report directly to the Governor and shall, with senior leadership reporting to him/her, be held responsible for results.

2 | Under the Secretary shall be the Commissioner of a reconstituted State Department of Education (SDE), a new Commissioner of Early Childhood Education and Care and the Commissioner of Higher Education.

3 | The new Commissioner of Early Childhood Education and Care shall direct the creation of a single early childhood agency to include early intervention, early care and early education functions now resident across state agencies, which will be reorganized into this new agency. The Commissioner will also serve as the chair of the Early Childhood Education Cabinet.

4 | Below the Commissioner of K–12 education, create two new offices whose heads will report directly to the Commissioner, and that will reorganize existing functions. One office shall lead school turnaround efforts and one shall supervise all educator preparation functions.

5 | Appoint strong and innovative leaders to the State Board of Education who are held accountable for narrowing the achievement gap. The SBOE should be resourced appropriately.

Why This Recommendation Is Necessary

Leadership matters at all levels, but the educational crisis facing Connecticut will require the next Governor to lead the agenda for dramatic improvement in student achievement. Connecticut operates its system of K–12 public education in a disjointed manner and without accountability to the Governor. In addition, responsibility for early childhood education and care programs is dispersed across four state agencies (SDE, the Department of Social Services, Department of Public Health and Department of Developmental Services). Responsibility for the preparation of teachers and principals is dispersed between the SDE and the Connecticut Department of Higher Education. There is inadequate strategic planning and coordination between these two state departments and Connecticut's State Schools of Education, which are supervised by the State University system and the University of Connecticut.

Further, the State Board of Education needs strong members with a diverse range of experience, including leaders from the business and philanthropic sectors. The SBOE is not currently held accountable for narrowing the achievement gap. It has no professional staff support. In February, the new Governor may make seven State Board of Education appointments, including the chairperson. This provides a tremendous opportunity to assemble a Board that is willing to take bold actions to narrow the achievement gap.

Appointment of the new Secretary of Education and restructuring the educational management system, as recommended here, will ensure higher levels of accountability and leadership for student achievement.

Actions Required

— Governor to hire a senior education advisor within his office until legislation is passed creating a Secretary of Education

— Governor to make strong appointments to the State Board of Education

— Governor to propose legislation to:

  • Create new Department of Early Childhood Education and Care

  • The Commissioners of Early Childhood Education, K — 12 and Higher Education shall report to the new Secretary of Education

  • SBOE approval for new offices in SDE to reorganize existing functions to oversee school turnarounds and educator preparation

Public accountability through outside eyes.

There is a critical need for an entity outside of government to track reform progress, document and share best practices, and report regularly to the public. This entity shall be directed by a diverse group of leaders, including business and philanthropic leaders, parents and educators.

Why This Recommendation Is Necessary

Outside organizations can be critically important to help a state advance school reform and make meaningful progress to reduce achievement gaps. The SDE's slow progress in addressing achievement gaps, despite more than 15 years of data, clearly shows that an inside-only strategy can benefit from public reporting and challenge on the reform progress.

Action Required

— Establish external entity with sufficient staff support and resources to analyze data, monitor policy and progress, and report regularly

Data counts: Providing the data to inform and drive decisions.

Significantly improve data collection and analysis and public reporting to support Connecticut's education accountability process and to address pre-K–12 achievement gaps and challenges.

Why This Recommendation Is Necessary

The state will be unable to accomplish many of the bold strategies for education reform in this plan without a well-functioning, responsive data system that captures individual student progress over time. Additional data reporting requirements were added by the General Assembly in 2010,[46] but funding for education data systems at both the state and local levels remains problematic. In addition, districts have requested that the state support a more uniform and efficient approach to data collection and analysis and reporting.[47]

Actions Required

— Speed up the development of data systems required to support the new evaluation systems and provide public data on overall teacher and principal effectiveness barring individual names

— Adopt a uniform data collection and dissemination format to measure effectiveness of all teacher preparation programs

— Ensure state data system replaces the need for districts to maintain their own separate systems

— Collect data to support the new multi-tier accountability system described under Lowest-Achieving Schools

— Improve data collection to support the expansion of high-quality preschool programs

— Improve ease of online data access for all levels of stakeholders, from parents to policy makers

High expectations.

Set high expectations for all students. Provide high-quality curricula and support so all students can reach them.

Expand high-quality preschool and full-day kindergarten to ensure school readiness.

Continue the efforts of Governor Rell on behalf of early education. Provide sufficient funding for all low-income three- and four-year olds statewide to attend a high-quality preschool program, with new funding structured as "scholarships." Require all-day kindergarten for all students in districts that have the lowest-achieving 5% of elementary schools.

The SDE will assess and report annually to the public on the quality and effectiveness of all preschool programs receiving government funding and those not receiving funding that request a rating. Programs rated as ineffective will not be eligible for further funding until satisfactory improvements are made.

Why This Recommendation Is Necessary

A robust body of research reveals solid short- and long-term benefits from high-quality preschool and all-day kindergarten.[48] Preschool is especially critical for low-income children, because they are often not exposed to the same early stimuli that enable early-age cognitive and social development. While all students benefit from high-quality preschool, it is essential for low-income

students and provides the largest fiscal return on investment.[49] With roughly 40% of Connecticut's entering kindergarteners demonstrating full readiness for school,[50] there is a demonstrable need for high-quality preschool and a more substantial kindergarten experience.

Low-income children who attend preschool are less likely to need remedial help, less likely to be held back, and more likely to graduate from high school.[51] Recent estimates suggest that about 9,000 low-income three- and four-year olds statewide do not yet have access to preschool.[52] To help parents choose high-quality preschool programs, the state has proposed—but has not implemented—a quality rating system for programs providing early care and early education.[53] In addition to quality, however, program effectiveness is also important. At the present time, little information is available about how effective specific programs are in preparing preschoolers for kindergarten. Further evaluation of current preschool programs is required to identify those that are most effective at helping low-income students become fully school-ready.[54]

Research similarly finds positive advantages for full-day kindergarten, especially for low-income and other disadvantaged students. Students in full-day programs show greater progress in reading and mathematics and greater gains in social skills, independent learning and productivity. In addition, effective full-day kindergarten programs enable students who enter behind to make up a significant amount of learning as compared to students who attend half-day programs.[55]

Actions Required

— Legislation is necessary to require all-day kindergarten in districts that have the lowest-achieving 5% of elementary schools

— Legislation and funding are required to provide all low-income students with scholarships for pre-K

Maximize the power of parental involvement.

Establish an SDE program, with philanthropic aid, to provide small competitive grants for low-achieving school districts to develop innovative, effective strategies for involving parents in the education of their children, and publicize what works.[56]

Why This Recommendation Is Necessary

Parents are children's first teachers and their early actions and expectations set the framework for school attitudes, behavior and skill development.[57] In addition, research has shown that parental involvement leads to better academic achievement. It also promotes more positive attitudes about school and learning, lowers special education placements and increases graduation rates.[58] The state currently funds many programs that aim to support the expansion of parental involvement but with little coordination to determine what works best in obtaining high levels of parent participation. Recent legislation authorizes parent-teacher governance councils in low-achieving schools, in which parents will play a much larger and more powerful role in school decision-making.[59] In addition, the philanthropic sector has made substantial investments in supporting parental engagement in the state's lowest-income districts,[60] but there is no SDE competitive small grant program for low-achieving districts.

Action Required

— SDE will establish a program of small, competitive grants through reallocated, new or philanthropic funds and publicize the successful programs

Align statewide curricula to high standards.

Accelerate the process by which curricula, aligned with the national Common Core Standards and new high school graduation requirements, are available to all districts. Require curricula to be aligned for the lowest-achieving 5% of schools.

Why This Recommendation Is Necessary

Connecticut K–12 curriculum frameworks now in use are aligned to old standards, and school districts can choose any curriculum from any source,[61] leading to substantial variation. The national Common Core Standards were adopted by the SBOE in July 2010. In order to teach content aligned to the newly adopted standards, all districts should employ the most effective curricula available. Connecticut will be able to benefit from curriculum materials aligned to the Common Core Standards that are expected to become rapidly available nationwide.[62] Attention must be paid to curricula in use in low-achieving schools. At the present time, these schools are not subject to a standardized review of their curricula by SDE to ensure that students are receiving the best available learning tools. The SDE website can serve as a gateway to model curricula that have been reviewed by the department to ensure quality and alignment.

Actions Required

— SBOE must act upon its authority to audit curricular materials and practices in schools designated as low-achieving[63] and require the use of acceptable materials where they are not in use

— SDE must review and select curricula and related materials aligned to the Common Core Standards to make available online to districts

Identify and support low-achieving students early in their academic careers.

Require academic remediation for every student who is far behind academically. These opportunities may include summer school, extended day programs, in-school tutoring or Saturday academies. Partnerships with the private sector, including philanthropic and community organizations, are encouraged to help develop and implement these programs.

1 | Require that all students in grades 1 and 2 with assessment scores that indicate they are far behind in reading or math and in grades 3 through 5 with CMT scores below basic in reading or mathematics participate in a customized learning experience inclusive of summer school options.

2 | Require students in grades 6 through 11 with any two risk factors, including scoring below basic on the CMT or CAPT in reading or math, excessive absences, very low GPA or course failure participate in a customized learning experience inclusive of summer school options.

3 | Align extended learning time with the school-year academic curriculum, require measurement of student progress and ensure that summer school teachers are effective.

Why This Recommendation Is Necessary

Research shows that low-achieving students can be helped through early intervention and maximizing learning time. Effective programs are tied to students' schoolwork and supplement rather than repeat classroom instruction. They are also offered as early as possible when it is clear that students are losing ground, and are paced to accelerate learning. Effective extended learning programs are regularly monitored to ensure that "extra time and help are working."[64]

Summer school programs can themselves make up for much of the low-income students' predictable summer learning losses.[65] Summer school and academic enrichment are authorized by statute already and are provided by some districts for certain students;[66] however, student participation in these programs is not generally required. In addition, there is no consolidated reporting on total funding, number of students enrolled, or the effectiveness of current extended learning time, after-school programs or partnerships with outside community organizations that support learning.

Action Required

— Enact legislation requiring that students who are far behind academically attend summer school and/or attend other approved extended learning programs

Measure student progress frequently.

Ensure multiple opportunities for assessment and that students and parents know about progress and challenges on an ongoing basis.

1 | Support teachers in the use of Connecticut's Benchmark Assessment System (CBAS).

2 | Align state-developed English and mathematics benchmark assessments[67] to the Common Core Standards and develop assessments for additional grades and subjects.

3 | Require the lowest-achieving 5% of schools to administer these state-developed assessments three times per year.

4 | Make student CMT and CAPT scores available to school districts and teachers within 45 days of the assessment date.

Why This Recommendation Is Necessary

Data from ongoing assessments can provide educators and parents with valuable information on student growth several times a year. Teachers can then tailor instruction and student support quickly and effectively. Connecticut's Benchmark Assessment System (CBAS) has been developed for mathematics and reading in grades 3 through 8 and is freely available to local school districts[68] but has not yet been widely used to monitor student growth.[69]

Currently, individual student CMT and CAPT results are typically not available to districts and parents until the end of the school year. Because assessment data should be used for making instructional decisions, timely release of CMT and CAPT scores would allow teachers and principals to act on the information while students are still enrolled.

Actions Required

— SDE must ensure timely release of CMT and CAPT scores

— SDE must build out the CBAS to cover missing grades and subjects and align with Common Core Standards[70]

— In order to require the use of CBAS in the lowest-achieving 5% of schools, SBOE must act upon its authority to establish instructional and learning environment benchmarks for low-achieving schools[71]

Set high expectations for what students should know and be able to do.

Require all high school students to pass the CAPT before being awarded a high school diploma.

1 | Identify students early who may not pass the CAPT and provide remedial help.

2 | Students who do not achieve a passing score as determined by the SBOE will be supported with in-school remediation and extended learning opportunities to successfully retake these assessments.

Why This Recommendation Is Necessary

In order to be sure that high school graduates are well prepared for college and the workforce, we need to know they have mastered the skills and content necessary for success. With over 50% of high school graduates who enroll in Connecticut's two- and four-year state college system requiring remedial courses in mathematics and/or English, this is clearly not the case.[72]

Currently, Connecticut administers a 10th grade assessment (the CAPT) in mathematics, reading, science and writing to all public school students annually. There is no statewide requirement that students score at a certain level on the CAPT to graduate. A high-quality, rigorous set of assessments required for graduation, coupled with support and multiple options to retake the assessments as needed, will ensure that Connecticut students who graduate will possess a high degree of college and career readiness.

Actions Required

— Enact legislation to require passing CAPT scores to graduate high school

— Provide resources for academic support of pre-CAPT early intervention, as well as retakes of the CAPT

Foster leadership.

Attract, develop and empower the most effective leaders for our schools.

Broaden the pool of Connecticut school and district leaders.

Recruit an expanded corps of diverse school and district leaders.

1 | Actively recruit effective school and district leaders from other states and grant automatic reciprocity.

2 | Create administrator Alternative Route to Certification (ARC) programs for individuals with varied professional backgrounds that have appropriate instructional leadership experience.

3 | Partner with the private sector to develop urban school leaders, including creation of an Urban Leadership ARC and expansion of Connecticut's Urban School Leaders Fellowship.

Why This Recommendation Is Necessary

The second most important factor in student achievement (after teacher effectiveness) is educational leadership.[73] The SDE has identified "an urgent need for highly effective administrators in high-need schools, a need that is not being met by existing preparation and recruitment strategies."[74] Beyond this immediate need, it is likely that many current school administrators will retire over the coming five to ten years, resulting in even higher demand for exceptional leaders. In 2008-09, the average age of administrators was 51 years and 38% were over age 55.[75]

Although authorized to establish reciprocity agreements with other states, the SDE has not done so.[76] Nor does the state have ARC programs to prepare school administrators, although new legislation in 2010 has now specifically authorized this.[77]

Actions Required

— The Commissioner of Education should use the legislative authority granted to waive certification requirements for experienced out-of-state superintendents[78]

— Legislation is required to grant automatic reciprocity for principals and to open Alternate Route to Certification programs for principals to individuals with backgrounds other than education

Reform the process of administrator preparation, certification and support.

Reform the certification process for superintendents and principals to stress educator instructional leadership qualities, meaningful evaluations, field experiences and the assignment of highly effective mentors.

1 | Align preparation courses to these new requirements.

2 | Provide an induction year complete with a mentor and professional development based on the needs of the school/district.

3 | Provide a specialization strand that provides explicit training and work experience in improving urban/turnaround schools and districts.

Why This Recommendation Is Necessary

Low-achieving districts have a difficult time retaining teachers. A recent Connecticut study reveals that the primary reason teachers leave their schools is "poor leadership." Principals are largely responsible for ensuring positive working environments…but principals interviewed for the study could identify few formal support mechanisms and little or no ongoing training in the strategies necessary to help retain teachers.[79]

Significant reform is required in the preparation and support of school administrators, particularly for those charged with school turnaround efforts in low-achieving districts. There is wide variation in curriculum and coursework required across school administrator preparation programs,[80] including the amount of time focused on how to best support the instructional process.[81] The differences in program quality are evident in the average first-time pass rates on the Connecticut Administrator Test, which range from 60 to 97% among the state's eight programs.[82]

Actions Required

— Changing certification regulations requires Commissioner, SBOE and Attorney General (AG) approval, as well as a legislative regulatory review

— SBOE must approve programs to include an urban/turnaround school specialization strand

Extensively train existing principals in new evaluation systems.

Train principals in the use of the new student and teacher data systems as well as new evaluation systems with ample opportunities for practice.

Why This Recommendation Is Necessary

Teacher evaluations must be fair and consistent. For teacher evaluation programs with a strong focus on student growth to be valid, school principals must be skilled in both the growth data systems and the evaluation processes.[83] Professional development and training for principals in teacher evaluations varies district to district. Recent legislation requires the SBOE to develop a statewide information system to track and report student, teacher, school and district performance data and establish guidelines for a model teacher evaluation program that includes multiple indicators of student academic growth by July 1, 2013.[84] In order to effectively use these systems, school principals will require training in these new methods.[85]

Action Required

— Reallocate current administrator professional development dollars to ensure they are well prepared to use the new data and teacher evaluation systems

Hold school leaders accountable.

Require principals to develop annual goals regarding student achievement and other indicators and hold them accountable to meeting them.

1 | Principal compensation should be based on meeting their annual goals.

2 | Additional compensation should be offered for highly effective principals who agree to transfer to the lowest-achieving schools.

Why This Recommendation Is Necessary

Connecticut statutes do not require principals to develop or be held accountable for achieving annual goals, nor to have principals' compensation be based on demonstrated student achievement.[86] An exception to this is the Thompson School District, which recently adopted a performance-based pay system for school leaders.[87] Currently, the state does not offer incentives to attract highly effective school leaders to low-achieving schools.[88]

Actions Required

— Legislative change is necessary to require principal evaluations be tied to annual goals based on student performance

— Funding is required to offer incentives to highly effective principals who transfer to low-achieving schools

Once a person assumes a school principal or assistant principal role, tenure should no longer be applicable.

Collective bargaining should not be permitted for administrators in such management positions.

Why This Recommendation Is Necessary

As management positions, principals and assistant principals should not have access to the protections and collective bargaining rights of a unionized position and tenure. Administrators below the rank of superintendent are currently included within the jurisdiction of the Teacher Tenure Act.[89] As a result, administrators and even assistant superintendents can achieve tenure just as teachers do.[90] Additionally, while administrators are "teachers" under the Teacher Tenure Act, they are also members of the separate "administrators' unit."[91] The Connecticut Federation of School Administrators currently represents over 1,200 school administrators and supervisors.[92]

Action Required

— Legislation is necessary to modify administrator tenure and union regulations

Let district leaders run the system.

Boards of Education should develop policies and budgets and should hire the superintendent.

Train Boards of Education (BOEs) and hold them accountable for policy, budget decision-making, and the hiring and evaluation of superintendents. Managing the operations of the school district, including hiring and evaluating other school personnel, is the responsibility of the superintendent.

1 | Boards of Education members should be required to undergo training at least once on the role of the Board and effective governance practices.

2 | Annual student performance goals should be set by the superintendent, approved by the board and reported to the public.

Why This Recommendation Is Necessary

Currently, BOE members are not required to undergo formal training on the role of the BOE and effective governance practices. Recognizing the importance of the BOE role in school reform, the Connecticut Association of Boards of Education (CABE) and SDE are collaboratively training five local BOEs on the Roles of Boards of Education in an Accountability Era, which has received extremely positive feedback from BOE members and superintendents.[93] Inexpensive training programs are available.[94]

Regulations currently stipulate that a local BOE hires a superintendent, who has "executive authority over the school system and the responsibility for its supervision."[95] Although the board may transfer its ability to hire teachers and other personnel to the superintendent,[96] some boards retain this authority, leaving the superintendent with minimal control over the adults responsible for student results.[97] The BOE evaluates the performance of the superintendent based on mutually agreed upon guidelines and criteria which may or may not be made public and do not have to include annual goals for student progress.

Actions Required

— SBOE must act upon its authority to require that members of Boards of Education undergo training[98]

— Legislation is necessary to require annual goals based on student performance as part of superintendent evaluations

Excellent teaching.

Ensure students, especially low-income students, have well-trained and highly effective teachers with effective professional development opportunities.

Improve the process and outcomes of teacher preparation programs.

Restructure teacher preparation programs so that candidates demonstrate content knowledge and instructional skills in order to graduate with teaching degrees.

1 | Refine teacher certification requirements to ensure all pre-K–12 teachers have acquired the content knowledge and skills to be effective, especially with low-achieving students. Provide clear coursework guidelines and expectations and require all elementary and special education teachers to pass the Foundations of Reading and Math assessments.

2 | Require teacher candidates to have more in-classroom field experiences and practical courses with at least one field experience in a high-poverty school with an effective

teacher. Model some graduate teacher licensing programs after yearlong urban teacher residency programs to better prepare them to work in high-poverty settings.

3 | Improve the quality and diversity in teacher preparation programs while meeting teacher shortage area demands. Increase the growth of teacher Alternative Route to Certification (ARC) programs.

4 | Require a uniform format for reporting data on students and graduates of all teacher preparation programs to the SDE and the public annually. Revoke the approval of teacher preparation programs that do not produce enough effective teachers.

Why This Recommendation Is Necessary

Teacher preparation programs must prepare all teacher candidates with the knowledge and skills they need to be effective in the classroom. The four areas of teacher preparation in Connecticut, outlined below, continue to be of considerable concern.

The first area of concern is the teaching of reading and math in elementary grades. Teacher candidate results from the Foundations of Reading Assessment show that many are unprepared to teach reading.[99] This may occur, in part, because Connecticut elementary teacher certification regulations permit great program discretion in both general academic and professional education courses.[100] We do not know the preparation level of elementary teacher candidates for math because it is not assessed. Providing all elementary and special education teacher candidates with standardized and rigorous coursework, assessed by required Foundations of Reading and Math assessments, would prepare them to better meet the learning needs of students.

The second area is job-embedded field experiences. Connecticut teacher preparation field experience requirements vary widely across teacher preparation programs.[101] Urban teacher residency programs with intensive field experience requirements such as Boston's and Chicago's have demonstrated that their graduates not only feel better prepared to be successful teachers, but remain in urban classrooms longer.[102] Modeling some graduate teacher licensing programs after longer duration urban residency programs will provide the system with a supply of teachers better qualified to work in these settings.

The third area is teacher shortages in some content areas. To curb the excessive production of elementary teachers and encourage teacher candidates to teach in content shortage areas, SDE should limit the enrollment in elementary certification programs to the most highly qualified applicants. SDE should partner with philanthropic organizations[103] to support programs in attracting teachers into content shortage areas. Basing program approval on effectiveness measures would encourage and attract additional ARC programs with a demonstrated ability to produce highly effective teachers, especially in content shortage areas.

Finally, except for minimal test data, teacher preparation programs are not required to report specific data on the qualifications or effectiveness of their graduates.[104] A transparent system of reporting will reveal which programs are producing effective teachers that also remain in teaching. This data will be useful in several other ways: to inform the SBOE on which teacher preparation programs to expand or close, to inform aspiring teachers about effective preparation programs, and to assist schools and districts in making hiring decisions.

Actions Required

— The SBOE must strengthen and act aggressively on its teacher preparation program approval and allow effectiveness measures to substitute for NCATE standards in approving some ARC programs

— The SDE/SBOE must actively pursue partnerships with philanthropic and other organizations to expand teacher preparation options

— Changing certification regulations requires Commissioner, BOE and AG approval, as well as a legislative regulatory review

Weight teacher evaluation towards student achievement.

Require school districts to institute a teacher evaluation system in which preponderant weight is given to growth in student achievement, in addition to other factors such as classroom practice observations and lesson planning.

1 | Student achievement measures may include variables besides assessment scores, such as demonstrated learning on a project. These evaluation systems should be linked to pay, placement and opportunities for advancement and dismissal.

2 | Institute K–12 data systems capable of linking student, teacher, course and administrative data for use in instructional improvement and performance evaluation. Provide incentives to support districts in utilizing these systems prior to 2013.

3 | These systems must include protections from arbitrary dismissals.

4 | Should workforce reductions be necessary in addition to seniority, teacher effectiveness and evidence of successful training in a school's special theme and instructional needs must also be considered. These decisions must be made at the school level, not the district level.

Why This Recommendation Is Necessary

Connecticut does not currently require the use of student achievement data in teacher evaluations, yet it is a central tenet of current federal education policy and is increasingly accepted as a means of improving both teaching and student achievement.[105] There is also evidence that teachers themselves find the current system of performance appraisal unsatisfactory.[106] Recent legislation requires the SBOE to establish guidelines for districts on a model teacher evaluation program and provide guidance on the use of multiple indicators of student academic growth in teacher evaluations by July 1, 2013.[107] It does not require that the new evaluation systems give student achievement either significant or preponderant weight in teacher evaluation decisions.[108]

Actions Required

— Legislation and changes in institutional practice are necessary to require all school districts have teacher evaluation systems with a preponderant weight given to student growth

— Legislation is necessary to require variables besides seniority to be used in teacher layoff decisions and as part of teacher contracts and to require seniority to be school-based

Keep effective teachers teaching.

Compensate, support and develop teachers throughout their careers to improve instructional practice and student achievement.

1 | Provide teachers with opportunities for effective mentoring, professional development and collaboration to improve instructional practice. Adequate funding must be provided.

2 | Restructure teacher compensation to include career levels with increasing pay and performance bonuses. Career levels shall be attained via a rigorous evaluation process, which includes data on student growth, classroom practice, lesson preparation and planning, and other factors. A career ladder with up to five levels, ranging from novice through intermediate to master teacher, is recommended. Base pay shall be determined by career level. Bonus pay for teachers may be based on school, group and/or individual performance.

Why This Recommendation Is Necessary

High-quality professional development is critical to maximizing the effectiveness of teachers. Connecticut spends significant dollars on professional development each year, but there is no statewide process of collecting data on its quality or impact. Mentoring, coupled with time for teachers to collaborate, provides them with feedback on how to improve their instructional practice and teach their students.[109]

Connecticut does not currently have a requirement to structure teacher compensation using a combination of career levels and effectiveness bonuses. Current compensation systems do not distinguish between an effective and an ineffective teacher.[110] As a result, the only way for a teacher to advance and increase compensation beyond the set salary schedule is to leave and teach in a more affluent school or district, accrue additional degrees or certifications, or become a school administrator.

If teacher compensation were based on a combination of earned career levels and compensation bonuses, districts would be better able to keep and develop teacher talent. If this were adopted, it would incentivize teachers to continually improve their instructional practices and to accept additional leadership or professional teacher responsibilities. Several districts and states are creating career ladders for teachers.[111]

Action Required

— Enact legislation requiring a career ladder framework with an aligned base pay and bonus compensation system

Relate teacher tenure to effectiveness.

Demonstrated teaching effectiveness must be at the heart of tenure decisions. Tenure should not be a barrier to the removal of ineffective teachers.

1 | The ability of school districts to impose additional training requirements and to terminate ineffective teachers must be tied to teacher evaluations, with the preponderant emphasis on student achievement and without regard to how long a teacher has been teaching.

2 | Grant teachers a specific period of time for improvement based on an individualized professional improvement plan as part of this process.

3 | Revise the standards and process for dismissal to permit timely action and contract termination, unless such action is arbitrary, with student needs as a dominant component.

Why This Recommendation Is Necessary

State policy must ensure all students have effective teachers in the classroom. Tenure should be granted only to teachers who have earned the distinction of being effective. Currently, teachers are granted tenure after four years, not necessarily because they are deemed effective. Today's tenure termination policy is aimed at the removal

of incompetent teachers, not ineffective teachers, and the process is lengthy. involving multiple hearings and appeals.[112] The process needs to be streamlined further to permit the timely removal of ineffective teachers.

Actions Required

— Enact legislation to modify the Teacher Tenure Act so that it permits removal of ineffective teachers in a timely manner

— Legislation is necessary to revise the standards for dismissal to include student needs as a dominant component

Get highly effective teachers to the most challenged schools.

Ensure that the lowest-achieving schools can attract and retain highly effective teachers. Hold school districts accountable for implementing plans to recruit, develop and retain highly effective teachers and place them in low-achieving schools.

1 | Provide additional support and mentoring for teachers in these districts to improve instructional practice.

2 | The state should partner with philanthropic organizations to offer financial incentives to facilitate the process. Philanthropic organizations and businesses must be permitted to participate in strengthening the teaching force in these districts.

3 | Report data on the distribution of teachers by effectiveness to the public without the use of individual names.

4 | Require that teachers inform their school districts of their intent to retire or resign at the end of the school year by March or receive a financial penalty. This will not apply in instances of emergency or illness.

Why This Recommendation Is Necessary

Research shows that the most important factor in students' academic success is the quality of their teachers.[113] The lowest-achieving schools require highly effective teachers, those with a proven track record of helping students cover more than one year's content in one year of schooling.[114] Connecticut does not yet have systems in place for identifying highly effective teachers, but current data on district staffing vacancies suggests that incentives will be required to recruit and retain these teachers in the lowest achieving schools. In 2009-2010, the state's neediest districts entered the school year with a 16% vacancy rate compared with a 2% vacancy rate in districts with the lowest need.[115]

Under current local policies, teachers may retire with little advance notice to their schools and districts.[116] Telling districts of a decision to leave at the very end of a school year places that district at a disadvantage in hiring a talented replacement. A recent Connecticut report found that school districts benefit from recruiting and hiring for teacher vacancies earlier in the school year, as the quality of the applicant pool is greater.[117] Since the greatest "outflow" of teachers is from lower-achieving school districts, their hiring burden is greater with the majority of hires occurring over the summer.[118]

Actions Required

— Increase the types of incentives proven to be effective in recruiting and retaining highly effective teachers

— Legislation is necessary to guarantee that philanthropic assistance can be used for this purpose in any district

— Legislation requiring the earlier notice of plans to leave is necessary

Invest intelligently.

Provide an effective and transparent way of funding public education.

Redeploy education cost sharing grants.

Develop a new weighted student funding formula to distribute Education Cost Sharing (ECS) grants within the existing pool of budgeted funds.

1 | Phase in new funding formula over 3-5 years.

2 | This funding formula will apply to all public schools including charters and magnets.

3 | Overtime, allow "money to follow the child."

Why This Recommendation Is Necessary

In this time of fiscal constraint, it is critical that we allocate the funds we have to best meet student needs. Connecticut's schools are funded without ensuring that students with the same needs consistently receive the same level of funding, regardless of the public school they attend. The majority of Connecticut's state education funds are distributed through the approximately $1.9 billion Education Cost Sharing (ECS) grants.[119] Originally, the amount of ECS funding received by districts was intended to take into account students' needs and the wealth of the city or town.[120] Due to years of alterations, caps and other adjustments, the ECS formula now has little correlation with the actual costs to educate a child.[121] As a result, many schools and districts both affluent and poor feel they are not receiving their fair share of funding.

Adding to this confusion, public schools of choice, such as magnet schools, charter schools and technical schools, are funded by separate categorical or line item funding streams in the state budget. As an example, charter schools receive grants of $9,300[122] per student from the state through separate annual state appropriations while, in many cases, the state continues to allocate ECS funds to the school districts where these children reside. Although charter schools receive substantially less than the state average per pupil expenditure of $13,109,[123] the sending district is still fiscally responsible for student services such as transportation and special education.

Using existing overall funds presently available for ECS, the formula needs to be redesigned to ensure schools and districts receive their proportionate share for the needs of their students.[124] A weighted student funding formula puts students, not systems, at the center of all funding decisions. This new funding system provides students with a consistent dollar amount that reflects their needs and can follow them to any public school rather than being trapped in schools that may not be serving them well.[125] It eliminates the double funding for charter and magnet schools, but would require charter schools to pay for costs such as transportation and special education, just as traditional public schools do.

A new weighted student funding formula should be developed after an SDE commissioned study determines the appropriate level of foundational funding necessary to educate all students. The new formula should also factor in research on the appropriate level of weights for different student needs (i.e., free and reduced lunch status, Special Needs, English Language Learner). It should be configured so that a portion of funding remains in the district for districtwide costs such as administrative and operational costs. The new formula should be phased in over 3-5 years to give schools and districts time to adjust to the changes in their budgets without too much disruption. Once a formula is decided upon, it should be reviewed periodically, but not subject to an annual process of tinkering. This funding mechanism will be an enormous shift for school and district leaders, but it is not impossible. Other states and districts across the country are moving to a weighted student funding formula.[126]

Actions Required

— Develop a new weighted student funding formula to distribute ECS grants

— Legislation is necessary to make changes to the ECS formula

Reallocate categorized funds.

Examine existing categorical grants for effectiveness and reallocate them towards specific efforts aimed at improving achievement for low-income students.

There are more than 30 state categorical grants for education totaling $600 million.[127] While some of these grants can only be used for specific purposes, some of the grants related to low-performing schools are quite flexible with their uses,[128] leaving the state without minimal information on how these funds are used and whether they are effective. The state must review the current deployment of categorical grants for current uses and effectiveness and the possibility of reallocation.

Action Required

— SDE must examine the use of current categorical funds for effectiveness

Let's understand how we are spending our money.

Revise the process of tracking education expenditures to improve transparency and public accountability.

1 | Adopt a standard, common chart of accounts statewide to allow per-pupil expenditures to be reported at the state, district and school levels.

2 | Reviews of district should regularly include a component to determine how funds are distributed to individual schools and programs and a system for analyzing effectiveness of programs funded.

Why This Recommendation Is Necessary

At any point in time, but particularly when dollars are scarce and budget cuts are looming, we need to know exactly how money is spent to compare spending practices across districts and evaluate the effectiveness of our investments. Public data describing how education funds are utilized is difficult to access and is not available at the school level.[129] Clear, consistent and comparable data on per-pupil expenditures at the school, district and state levels is critical to understanding whether state funds appropriately address student need and school results. Currently, school district expenditures are audited annually as part of municipality audits, but the audits do not include adequate information on individual schools.[130] In addition, the absence of such data at the district level can result in funding that is not properly distributed across schools within a district.[131]

Without clear, comparable financial data that can be easily accessed by the general public, it is not possible to

determine which costs most impact student outcomes. We need transparent and consistent information about how money is spent to make better decisions about current and future spending. The bottom line is this: Connecticut spends more than 46 other states on a per-pupil basis.[132] Yet we have the largest achievement gap in the nation.[133] To correct this situation we must know how we are spending our funds.

Action Required

— Legislative changes are necessary to require a common chart of accounts with school-level information

Finding cost efficiencies and additional funds can stretch our dollars.

Encourage school districts to consolidate various operations and/or share services.

1 | Commission pilot programs and an independent study to demonstrate how districts could benefit from various levels of shared services or consolidation.

2 | Offer training on the specific benefits of shared services or consolidation for boards of education and district leaders.

Why This Recommendation Is Necessary

There are 166 school districts in Connecticut ranging in enrollment from under 100 to over 20,000 students. The average per-pupil expenditure in the 20 smallest districts was $16,231 or almost 24% higher than the state average of $13,109.[134] This points to the differential attributable to the absence of cost efficiencies in operating many smaller districts.

Local control is a point of pride for many state citizens and policy makers, but there clearly are fiscal benefits to sharing services or even consolidating districts. Districts can be surveyed to assess the best approach for the introduction of a shared service model. SDE should review the roughly $2.7 billion expended statewide on district-level administration, employee benefits, plant operations, and transportation for potential savings.[135] Even a 2% savings on these district expenditures could result in savings of over $50 million a year that can be used for other educational needs.

Actions Required

— Pilot programs on shared service models overseen by SDE

— SDE should direct a consulting study of how districts can benefit from shared services

More federal and private grants.

Redouble efforts to gain federal and private grants to drive excellence in our schools

Why This Recommendation Is Necessary

With a looming budget deficit and a simultaneous need to ensure all students meet high expectations, we should diversify our funding sources. The SDE does not currently have a person in charge of searching and applying for grants, but has several people from several departments looking for funding opportunities.[136] The recommendations contained in this report should provide many opportunities for us to be more competitive in seeking grant funding for reform projects.

Action Required

— Designate a person with a record of grant-writing success within or contracted to SDE to look and apply for funding opportunities

Turnaround schools.

Improve our lowest-achieving schools through greater authority, accountability and more time for learning.

Transform failing schools through restructuring, innovation and competition.

Enact comprehensive and bold turnaround strategies for the lowest-achieving 5% of schools as part of a new accountability and intervention framework.

1 | Provide superintendents and principals with authority on staffing, scheduling and funding by removing barriers that inhibit dramatic change.[137]

2 | Build accountability for transforming schools at district/school leadership levels with clearly articulated commitments from and accountability to the SDE School Turnaround Office.

3 | Grant significant latitude to form charter, magnet and other innovative school models in partnership with external organizations with a demonstrated record of effective school improvement.

Why This Recommendation Is Necessary

Connecticut must be bold and strategic in turning around the lowest-achieving 5% of schools. However, with 120 schools on the federal "In Need of Improvement" list for five years or more,[138] it does not have a strong track

record.[139] There are several reasons for the state's slow progress. First, many local contracts set conditions that likely hamper significant turnaround efforts.[140] Second, many of the strongest legal actions available to the state to intervene in chronically low-achieving schools have not been employed.[141] Third, superintendents and school principals have not been granted the autonomy, authority and responsibility to overcome barriers to rapid and dramatic change. Finally, although student performance in charter and magnet schools often exceeds that of other students in the district in which they are located,[142] expansion of these models has been slow.

While 14 of the state's 18 worst achieving schools were recently required to adopt a formal school turnaround model to receive federal School Improvement Grants,[143] there are still many low-achieving schools that have been languishing for too long.[144] Recent legislation has created a ripe environment for school turnarounds by eliminating some of the barriers to charter expansion, authorizing new or reconstituted "innovation schools" and creating school governance councils made up of parent representatives.[145] Connecticut must aggressively use these new opportunities and create others to turnaround the state's lowest-achieving 5% of schools.

Actions Required

— Legislation is required to provide superintendents and local boards of education the authority required to advance some of these strategies

— Create a multi-tiered intervention and accountability framework as outlined in our recommendations. Align new authority at the superintendent level to this framework

— Financial resources for the turnaround of the lowest-achieving schools should be leveraged to maximize change

Build a new framework for transforming failing schools.

Within the next year, adopt a new multi-tiered accountability and intervention framework to ensure that all schools and districts have the support they need to attain high student achievement.

1 | Classify schools and districts based on student growth and achievement factors as well as attendance, graduation rates and other indicators of student need and success.

2 | Hold both the state and district accountable at each intervention level.

3 | Define increased intervention authority and oversight over districts and schools in the lowest tiers of the framework.

4 | Ensure that there is a clear analysis of what additional student support will be required, including access to in-school and/or community-based social and health services.

Why This Recommendation Is Necessary

Connecticut needs to support all schools and districts based on their needs while holding them accountable for improving student achievement. Other states, including Massachusetts and Maryland, have developed or are piloting multi-tiered intervention and accountability models effective in differentiating school and district achievement and need. The Massachusetts five-tier model differentiates all schools and districts by achievement and outlines interventions in the lower tiers.[146]

Although SDE employs a professional development and coaching model for school improvement called the Connecticut Accountability for Learning Initiative (CALI), the state does not operate with a multi-tiered intervention framework. Districts participating in CALI must develop data-driven, multi-year district and school improvement plans and set student achievement targets; however, the state does not have a clearly defined action plan to hold schools or districts accountable for demonstrating improvement or achieving these specific achievement goals.[147]

Actions Required

— SDE must develop and adopt a new intervention and accountability framework

— Allocate funds to implement the new framework beginning with the 2011-2012 school year

Provide new leadership at the state level.

Establish a School Turnaround Office with the authority and the mandate to intervene aggressively in low-achieving schools and districts. Consolidate all SDE activities related to interventions and accountability for the lowest-achieving schools as part of this new office.

1 | Create a new Turnaround Office that reports to the Commissioner. The Turnaround Office will have discretion over hiring decisions and the authority to contract out for staffing and support needs.

3 | Authorize the Turnaround Office to create public-private partnerships to increase capacity, innovation and financial support for school transformation.

3 | Re-evaluate the effectiveness of the School Turnaround Office every three years.

Why This Recommendation Is Necessary

Connecticut presently lacks a highly placed centralized authority to direct, support and monitor expanding efforts to turn around low-achieving schools. Responsibility for oversight of the 14 federally funded "turnaround schools" is currently combined into a Bureau that is lodged three levels below the Office of the Commissioner. In addition, no senior leader in the agency has been assigned accountability for the cohort of low-achieving students statewide. In recognition of the challenges and complexity of leading school turnarounds, states and cities such as Colorado, Maryland, New York City and Chicago have developed Turnaround Offices to manage this work.[148] School turnaround offices can provide the conditions and capacity for rapid school improvement, while maintaining a single focus on improving student achievement.[149]

Actions Required

— Restructure SDE to create a Turnaround Office and a high-level authority to lead it

— Grant the Turnaround Office the authority and the mandate to work in low-achieving schools and districts

Maximize learning time in school and through extended learning opportunities for low-achieving students.

Maximize instructional time in the existing school day and provide the authority to lengthen the school day and school year for the lowest-achieving 5% of schools.

Why This Recommendation Is Necessary

Maximizing instructional time for low-achieving students is fundamental to improving student achievement. Under state law, public schools must be open for a minimum of just 180 days each school year.[150] Some Connecticut superintendents of schools have specifically asked for the authority to expand the school day and school year,[151] but only the 14 federal "turnaround schools" must provide for extended learning time for their students. Research has shown that providing extended learning time, including summer learning, can remediate learning deficits for low-income students.[152]

Additionally, students must attend school to benefit from the school experience. Chronic absences contribute to early reading challenges and eventually lead to secondary school failure.[153] Yet Connecticut lacks consistent action around student absences.[154]

Actions Required

— The Commissioner of Education and the SBOE must act upon their existing authority to extend the school day or year for the lowest-achieving schools

— Provide program support and analysis to superintendents and principals in the lowest-achieving schools about time structure, use and management to enhance instruction

— Provide fiscal support to address the additional costs of extending the school day or school year, after each school has provided a plan for the use of added time

— Identify students who are truants and engage with parents to develop a plan that assures high levels of attendance

Conclusion.

Today Connecticut has the largest achievement gap in the nation between low-income students and the rest of their peers. Working to close this gap is an economic and moral imperative. It is critical to the young people impacted, whose lives will forever be altered by their school experiences. It is an absolute necessity to ensure a healthy future for our state.

Although this marks the end of a journey for the Commission, it is the beginning of a ten-year plan to substantially reform education in Connecticut so that every student, regardless of his/her circumstances, has access to a great education. This reform plan will require the courageous actions of elected officials, educators, business and community leaders, parents, students and all concerned citizens. But the rewards are worth it—for everyone. We must join together in this ambitious effort to create an exciting future for all children and the competitive success of our state.

Introduction and Connecticut's Educations Achievement Gap Endnotes

1 *Source: National Assessment of Educational Progress (2009). Retrieved from http://nces.ed.gov/nationsreportcard/*

2 *Source: National Assessment of Educational Progress (2009). Retrieved from http://nces.ed.gov/nationsreportcard/*

3 *Source: Connecticut State Department of Education. Press release. March 23, 2010. Retrieved from www.sde.ct.gov/sde/lib/sde/pdf/pressroom/new_graduate_data.pdf*

4 *Source: Sum, Andrew (2009). Center for Labor Market Studies, Northeastern University The Fiscal Consequences of Dropping Out of High School and Failing to Complete Additional Years of Post-Secondary Schooling in Connecticut.*

5 *Source: Data Interaction for Connecticut Mastery Test, 4th Generation and Connecticut Aptitude Test, 3rd Generation. Retrieved from www.ctreports.com Note: The lowest levels of performance are called "basic or below basic." The next level of performance is called "proficient." The highest levels of performance are called "at goal or above goal." Low-income students are defined as coming from families at or below 185% of the Federal Poverty Level.*

6 *Source: National Assessment of Educational Progress (2009). Retrieved from http://nces.ed.gov/nationsreportcard/*

7 *Source: Data Interaction for Connecticut Mastery Test, 4th Generation and Connecticut Aptitude Test, 3rd Generation. Retrieved from www.ctreports.com*

8 *Source: Data Interaction for Connecticut Mastery Test, 4th Generation and Connecticut Aptitude Test, 3rd Generation. Retrieved from www.ctreports.com*

9 *Source: Connecticut State Department of Education, Press Release. March 23, 2010. Retrieved from www.sde.ct.gov/sde/lib/sde/pdf/pressroom/new_graduate_data.*

10 *Source: Data Interaction for Connecticut Mastery Test, 4th Generation. Retrieved from www.ctreports.com*

11 *Source: Data Interaction for Connecticut Aptitude Test, 3rd Generation. Retrieved from www.ctreports.com*

12 *Source: Data Interaction for Connecticut Mastery Test, 4th Generation. Retrieved from www.ctreports.com*

13 *Source: Connecticut State Department of Education. Fall Kindergarten Inventory Results for 2009. Provided by the Bureau Chief for Data Collection, Research and Evaluation. October 4, 2010.*

14 *Source: Connecticut Department of Higher Education. Email communication with the Commissioner. October 5, 2010. Note: Approximately 75% of full time freshmen students in CT community colleges test as needing remedial math and/or English. 65% of full time freshmen CSU students enroll in remedial or developmental math and/or English courses.*

15 *Source: Connecticut State Department of Education (2008). Secondary School Reform, a PowerPoint presentation by Education Commissioner Mark McQuillan and State Board of Education member Dr. Jay Voss. Retrieved from http://www.sde.ct.gov/sde/lib/sde/powerpointpresentations/Commish/SecSchReformPPTMaster.ppt*

16 *Source: Connecticut State Department of Education (2010). Phase 2 Race to the Top Application, Section A: State Success Factors. Retrieved from http://www.sde.ct.gov/sde/lib/sde/pdf/arra/ct_rttt_application.pdf*

17 *Source: NCES. PISA 2006 Results. Retrieved from http://nces.ed.gov/surveys/pisa/*

18 *Source: The Connecticut Economic Resource Center (2008). 2008 Research and Policy Conference. Connecticut 2020: Fiscal Implications of Economic and Demographic Change. November. Retrieved from http://www.cerc.com/Content/Connecticut_2020_Fiscal_Implications_of_Economic_and_Demographic_Change.asp*

19 *Source: Sum, Andrew (2009). Center for Labor Market Studies, Northeastern University The Fiscal Consequences of Dropping Out of High School and Failing to Complete Additional Years of Post-Secondary Schooling in Connecticut.*

20 *Note: There is extensive literature on the economic challenges of being a high school dropout. See: The High Cost of Dropouts: What the Nation Pays for Inadequate High Schools produced by the Alliance for Excellent Education. http://www.all4ed.org/files/HighCost.pdf. See also, Silent Crisis: Large Numbers of Youth Are Not Completing High School, published by US House of Representatives (undated), and Invest in Early Education Now, Spend Less on Prison Later, prepared by Fight Crime, Invest in Kids. http://www.fightcrime.org/state/2009/reports/invest-early-education-now-spend-less-prison-later.*

21 *Source: Alliance for Excellent Education (2009). The High Cost of High School Dropouts. August. Retrieved from http://www.all4ed.org/files/HighCost.pdf.*

22 *Source: Connecticut State Department of Education (2008). Secondary School Reform, a PowerPoint presentation by Education Commissioner Mark McQuillan and State Board of Education member Dr. Jay Voss. Retrieved from http://www.sde.ct.gov/sde/lib/sde/powerpointpresentations/Commish/SecSchReformPPTMaster.ppt. Note: see college recommendation rates.*

23 *Source: Alliance for Excellent Education (2009). The High Cost of High School Dropouts. August. Retrieved from http://www.all4ed.org/files/HighCost.pdf.*

24 *Source: Sum, Andrew (2009). Center for Labor Market Studies, Northeastern University The Fiscal Consequences of Dropping Out of High School and Failing to Complete Additional Years of Post-Secondary Schooling in Connecticut. Note: Across the United States, the lifetime fiscal contribution difference between high school graduates and dropouts is about $305,000. In this time of fiscal stress for Connecticut, this difference of more than $200,000 underlines the importance of increasing the number of well-prepared high school graduates as the net fiscal benefits are far greater in Connecticut than the rest of the country. http://www.capitalworkforce.org/youth_jobs/documents/091109FiscalImpacts.pdf*

25 *Source: Connecticut Department of Economic and Community (2009). Connecticut's Economic Strategic Plan. Development. September. Retrieved from http://www.ct.gov/ecd/lib/ecd/connecticut_esp-final.pdf. Note: In 2009, Connecticut published its most recent "Economic Strategic Plan." This report states: "The workforce is aging, as talented young workers are leaving the state and population and job growth are stagnating. [...] Connecticut has experienced a large and growing income disparity that impacts the need for healthcare and social services. Poor academic performance in urban schools portends a workforce less prepared to fill the shoes of those retiring and those leaving." Pg. 26.*

26 *Source: CT Voices for Children (2007). Child Poverty in 2006: How Do Connecticut Cities Measure Up? September. Retrieved from http://www.ctkidslink.org/publications/econ07ctpovertyranking.pdf. Note: In 2000, Hartford was ranked as the 2nd poorest city of 100,000 or more in America, based on the percent of children living below the Federal Poverty Level. New Haven ranked 28th, Bridgeport 69th, Waterbury 80th, and Stamford 205th. In 2006, the child poverty level of five other cities exceeded Hartford and its ranking dropped from 2nd worse to 6th worse in the nation.*

27 *Source: United State Department of Agriculture. Food and Nutrition Services. Income Eligibility Guidelines. SY 2010 - 2011 Income Eligibility Guidelines. Retrieved from http://www.fns.usda.gov/cnd/governance/notices/iegs/IEGs10-11.htm.*

28 *Source: Connecticut Department of Education CEDaR website. Connecticut 2007-2008 Program Enrollment- Free/Reduced Lunch. Retrieved from http://sdeportal.ct.gov/Cedar/WEB/ct_report/StateProgramEnrollmentreportviewer.aspx*

29 *Source: Email Communication with the Connecticut State Department of Education ARRA Accountability Officer and Coordinator. August 31, 2010.*

30 *Source: Connecticut General Assembly, General Statutes of Connecticut. Sec. 10-1223e. Note: Connecticut General Statutes Section 10-223e defines the authority and actions first provided in 2007 and expanded in 2008 and 2010.*

31 *Source: Connecticut State Department of Education (2010). Connecticut's Race to the Top Application for Phase 2 Funding, Section E "Turning Around the Lowest Achieving Schools," Pg. 230-233. June. Retrieved from http://www.sde.ct.gov/sde/lib/sde/pdf/arra/ct_rttt_application_section_e.pdf. Note: Connecticut's Race to the Top Phase 2 application documents actions taken as compared with actions that could have been taken under accountability statutes.*

32 *Source: CT State Department of Education (2010). List of Schools Eligible for School Improvement Grants. Retrieved from http://www.sde.ct.gov/sde/cwp/view.asp?a=2703&Q=322312*

33 *Source: Connecticut State Department of Education (2010). Connecticut Elementary and Middle and Schools Identified as "In Need of Improvement," 2009-2010 School Year. Retrieved from http://www.sde.ct.gov/sde/lib/sde/pdf/pressroom/2010_CT_Public_Elem_Middle_Schools_YearofImprovement.pdf and Connecticut State Department of Education. High Schools Identified as "In Need of Improvement," 2009-2010 School Year. Retrieved from http://www.sde.ct.gov/sde/lib/sde/pdf/pressroom/2010_CT_Public_High_Schools_YearofImprovement.pdf*

34 *Source: United State Department of Education (2009). Race to the Top Program Executive Summary. Pg.12. Retrieved from http://www2.ed.gov/programs/racetothetop/executive-summary.pdf. Note: "Effective" is defined by US Department of Education as teachers and principals are those whose students make one year of academic progress in one year of schooling. Highly effective teacher and principals are those who make 1.5 years of academic progress in one year of schooling. Source: Eric A. Hanushek & Steven G. Rivkin (2006). Teacher Quality. The Handbook of the Economics of Education. Retrieved from <http://edpro.stanford.edu/hanushek/admin/pages/files/uploads/HESEDU2018.pdf> See also: Hearther R. Jordan, Robert L. Mendro & Dash Weersinghe (1997). Teacher Effects and Long Term Achievement: A Report on Research in Progress. Dallas Public Schools.*

35 *Source: Connecticut State Department of Education (2010). Connecticut's Race to the Top Application for Phase 2 Funding, Section A "State Success Factors." Pg. 11. June. Retrieved from http://www.sde.ct.gov/sde/lib/sde/pdf/arra/ct_rttt_application_section_a.pdf.*

36 *Source: The New Teacher Project (2005). Unintended consequences: The Case for Reforming the Staffing Rules in Urban Teachers Union Contracts. See also: National Council on Teacher Quality. Human Capital in Hartford Public Schools: Rethinking how to Attract, Develop and Retain Effective Teachers. May 2009. www.nctq.org/p/publications/docs/nctq_hartford_human_capital.pdf*

37 *Source: Reichardt, Robert et.al. (2008). Overwhelmed and Out: Principals, District Policy, and Teachers. Connecticut Center for School Change.*

38 *Note: Connecticut has no Alternative Route to Certification for school principals in operation. In addition, the state has not established a method for identifying "effective" or highly effective principals. Finally, it will take until 2013 for the State to complete student growth models and related data systems that will enable a determination of effectiveness principals (and teachers).*

39 *Source: Governor's Early Childhood Research and Policy Council (February 2009). Note: Rebased estimates of preschool need and cost.*

40 *Source: National Institute for Early Education Research. (May 2010). Do Effects of Early Child Care Extend to Age 15 Years? Results from the NICHD Study of Early Child Care and Youth Development. Retrieved from http://nieer.org/pdf/Effects_of_Early_Child_Care_Extend_to_Age_15.pdf.*

41 *Source: Connecticut General Assembly. (2010). Public Act 10-111 "An Act Concerning Education Reform in Connecticut". Retrieved from http://www.cga.ct.gov/2010/ACT/Pa/pdf/2010PA-00111-R00SB-00438-PA.pdf*

42 *Source: Connecticut State Department of Education (for 2008-2009). Retrieved from http://www.sde.ct.gov/sde/cwp/view.asp?a=2635&q=322588. Note: This number reflects the amount of money spent in school districts. It does not account for expenses such as the state's contribution for educator retirement benefits, school construction, or the cost to operate the State Department of Education. If these costs are factored in, the number is almost $10 billion.*

43 *Source: National Center for Education Statistics (2010). Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2007-08 (Fiscal Year, 2008). Retrieved from http://nces.ed.gov/pubs2010/2010326.pdf*

44 *Source: Connecticut State Department of Education (undated). Secondary School Reform in Connecticut. Retrieved from www.sde.ct.gov/sde/cwp/view.asp?a=2702&Q=322264*

45 *Source: Common Core State Standards Initiative (undated). Retrieved from www.corestandards.org/*

Demand Accountability Endnotes

46 *Source: Connecticut General Assembly. (2010). Public Act 10-111 "An Act Concerning Education Reform in Connecticut". Sec. 3(c). Retrieved from http://www.cga.ct.gov/2010/ACT/Pa/pdf/2010PA-00111-R00SB-00438-PA.pdf Note: These include: (a) tracking and reporting data related to student, teacher, school and district performance for use in evaluating teachers and principals; (b) include student data on parent education level, primary home language, student transcripts, attendance and mobility, and entry to kindergarten readiness; (c) include teacher data on credentials, preparation programs completed, certification levels and endorsement areas along with teacher performance assessments related to "effectiveness" criteria; (d) include school district data on student enrollment in and graduation from post-secondary education. In addition, the SDE must develop means for access to and data sharing with the data systems of higher education in the state. The new law also requires the Commissioner of Education to report by July 1, 2011 (and annually thereafter) to the General Assembly on progress in implementing these changes, specifying those data elements completed and those remaining to be added by July 1, 2013. Note: Connecticut is falling behind other states in its data system elements. For more information, see: Data Quality Campaign (2010). State Survey Profile. Retrieved from http://www.dataqualitycampaign.org/survey/states/CT*

47 *Source: Connecticut State Department of Education (March 31, 2010). Notes for Facilitated Breakout: CT's RTTT Phase II Stakeholders Meeting—Longitudinal Data Systems.*

High Expectations Endnotes

48 *Source: The Pew Center on the States (2010). The Case for Pre-K in Educational Reforms: A Summary of Program Evaluation Findings. Retrieved from www.preknow.org/documents/thecaseforprek_april2010.pdf. Note: For a list of studies showing both the short-term and long-term benefits of PK, see: http://www.promisingpractices.net/programs_outcome_area.asp?outcomeid=4*

49 *Source: National Institute for Early Education Research, Rutgers University (2009). Providing Preschool Education for All 4-Year-Olds: Lessons from Six State Journeys. Retrieved from http://nieer.org/resources/policybriefs/19.pdf*

50 *Source: Connecticut State Department of Education (October 4, 2010). Fall Kindergarten Inventory Results for 2009. Provided by the Bureau Chief for Data Collection, Research and Evaluation.*

51 *Note: For a list of studies showing both the short-term and long-term benefits of Pre-K, see: http://www.promisingpractices.net/programs_outcome_area.asp?outcomeid=4*

52 *Source: Governor's Early Childhood Research and Policy Council (February 2009). Rebased estimates of preschool need and cost.*

53 *Source: Recommendations for a Connecticut Quality Rating and Improvement System, adopted by the Connecticut Early Childhood Education Cabinet (2008).*

54 *Source: Action for Bridgeport Community Development, Inc. (2008). Assessment of Children's Developmental Progress: Early Learning Program 2007-2008.*

55 *Source: ERIC. Recent research on All day Kindergarten. Retrieved from www.education.com/reference/article/Ref_Recent_Research_All/-. See also: Full day or Half day? The Kindergarten Conundrum, online at – www.education.com*

56 *Note: A report on the effectiveness of these grants must be completed prior to any recommendation to continue, modify or expand state funding. Successful approaches will be shared with all school districts.*

57 *Source: Harvard Center on the Developing Child (2010). How Early Experiences Get Into the Body: A Biodevelopmental Framework. Retrieved from http://developingchild.harvard.edu/library/multimedia/interactive_features/biodevelopmental-framework///developingchild.harvard.edu/library/multimedia/interactive_features/biodevelopmental-framework/*

58 *Source: Urban Education (2005). A Meta-Analysis of the Relation of Parental Involvement to Urban Elementary School Student Academic Achievement. See also: Urban Education (2007). The Relationship between Parental Involvement and Urban Secondary School Student Achievement: A Meta-Analysis.*

59 *Source: Connecticut General Assembly. (2010). Public Act 10-111 "An Act Concerning Education Reform in Connecticut". Sec. 21(g). Retrieved from http://www.cga.ct.gov/2010/ACT/Pa/pdf/2010PA-00111-R00SB-00438-PA.pdf*

60 *Note: An excellent philanthropic resource on parental engagement in Connecticut is the William Caspar Graustein Memorial Fund. See information about the Discovery Initiative at – www.wcgmf.org*

61 *Note: The most current information on Connecticut's curriculum frameworks is online at—www.sde.ct.gov/sde/cwp/view.asp?a=2618&q=320954*

62 *Note: See the Common Core Curriculum Mapping Project, online at—www.commoncore.org. See also: Curriculum Producers Work to Reflect New Standards, Ed Week.*

63 *Note: The authority of the Connecticut State Department of Education to review and act on local district curricula is granted in Connecticut General Statutes 10-223(e) and Public Act 10-111.*

64 *Source: North Central Educational Regional Laboratory (NCREL). Critical Issue: Beyond Social Promotion and Retention—Five Strategies to Help Students Succeed. Retrieved from www.ncrel.org/sdrs/areas/issues/students/atrisk/at800.htm*

65 *Source: Terzian, M., K. A. Moore, and K. Hamilton. 2009. Effective and promising summer learning programs and approaches for economically-disadvantaged children and youth: A white paper for the Wallace Foundation. Washington, D.C.: Child Trends. Retrieved from: http://www.wallacefoundation.org/KnowledgeCenter/KnowledgeTopics/CurrentAreasofFocus/Out-Of-SchoolLearning/Documents/Effective-and-Promising-Summer-Learning-Programs.pdf*

66 *Source: Connecticut General Assembly, General Statutes of Connecticut. Sec. 10-265f. Early reading success grant program. Sec. 10-265g. Summer reading programs required for priority school districts. Evaluation of student reading level. Personal reading plans. Sec. 10-265m. Grants for summer school programs in priority school districts.*

67 *Source: Regional Educational Laboratory Northeast and Islands. What are Benchmark Assessments and How Do They Work? Retrieved from www.relnei.org/newsletters.php?nlid=19&nlapno=6. Note: Benchmarks assessments are "are tests administered throughout the school year to give teachers immediate, formative feedback on how their students are performing."*

68 *Source: Connecticut State Department of Education (2009). Commissioner's Circular Letter C-5. Retrieved from www.sde.ct.gov/sde/lib/sde/pdf/circ/circ09-10/C5.pdf*

69 *Source: Connecticut State Department of Education (September 7, 2010). Data provided by a Consultant with the Education Psychometrics and Applied Research, Bureau of Student Assessment. Note: In 2009-2010, over half the districts used CBAS at one level or another.*

70 *Note: While Connecticut may choose to create missing assessment frameworks for grades 1-2 and 9-12, national content assessments aligned to the Common Core Standards will be available to all states. Connecticut is participating in one of the two national consortia designing these assessments. For more information, go to-- www.k12.wa.us/smarter/*

71 *Note: Connecticut General Statute10-223(e) authorizes the SDE to require local boards of education to implement model curriculum, including but not limited to recommended textbooks, materials and supplies approved by the SDE.*

72 *Source: Connecticut Department of Higher Education. Email communication with the Commissioner. October 5, 2010. Note: Approximately 75% of full time freshmen students in CT community colleges test as needing remedial math and/or English. 65% of full time freshmen CSU students enroll in remedial or developmental math and/or English courses.*

Foster Leadership Endnotes

73 *Source: Connecticut Center for School Change (2008). Overwhelmed and Out: Principals, District Policy, and Teacher Retention. Pg. i. Retrieved from www.ctschoolchange.org/pdf/res-Overwhelmed.pdf*

74 *Source: Connecticut State Department of Education (2010). Connecticut's Race to the Top Application for Phase 2 Funding. Pg. 139. Retrieved from http://www.sde.ct.gov/sde/lib/sde/pdf/arra/ct_rttt_application_section_e.pdf.*

75 *Source: Connecticut State Department of Education (2009). Administrators: Education, Experience and Demographics. Retrieved from http://sdeportal.ct.gov/Cedar/WEB/ct_report/StateStaffReport.aspx*

76 *Source: Connecticut General Assembly (2009). Public Act 09-1. "An Act Concerning Educator Certification and Professional Development and Other Education Issues." Retrieved from www.cga.ct.gov/.../ACT/.../2009PA-00001-R00HB-06901SS2-PA.htm and National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement. Connecticut Status. Retrieved from http://www.nasdtec.org/document.php . Note: Connecticut does not currently participate in the interstate agreement for administrators.*

77 *Source: Connecticut General Assembly. (2010). Public Act 10-111 "An Act Concerning Education Reform in Connecticut". Sec. 1. Retrieved from http://www.cga.ct.gov/2010/ACT/Pa/pdf/2010PA-00111-R00SB-00438-PA.pdf*

78 *Source: Connecticut General Assembly. (2010). Public Act 10-111 "An Act Concerning Education Reform in Connecticut". Sec. 2(c). Retrieved from http://www.cga.ct.gov/2010/ACT/Pa/pdf/2010PA-00111-R00SB-00438-PA.pdf*

79 *Source: Connecticut Center for School Change (2008). Overwhelmed and Out: Principals, District Policy, and Teacher Retention. Pg. 1. Retrieved from www.ctschoolchange.org/pdf/res-Overwhelmed.pdf*

80 *Source: Connecticut State Department of Education (2010). Guide to Approved Educator Preparation Programs in Connecticut. Retrieved from http://www.sde.ct.gov/sde/lib/sde/PDF/Cert/guides/ap_ed_prep_prgms.pdf*

81 *Source: Independent analysis based on responses from administrator prep programs. Ryan Colwell, Commission Intern, July 2010. Note: New certification regulations, to be implemented in 2014, will require a full-time supervised internship, but with the option to substitute 40 months o teaching for this requirement.*

82 *Connecticut State Department of Education. (October 7, 2010). Connecticut Administrator Test. Performance Status Report. First-time Pass Rates, 2007-2010. Data provided by a Consultant for the Bureau of Educator Standards and Certification.*

83 *Source: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Using student achievement data to support instructional decision making. Retrieved from http://educationnorthwest.org/webfm_send/1035*

84 *Source: Connecticut General Assembly. (2010). Public Act 10-111 "An Act Concerning Education Reform in Connecticut". Sec. 3(c) and 4(c). Retrieved from http://www.cga.ct.gov/2010/ACT/Pa/pdf/2010PA-00111-R00SB-00438-PA.pdf*

85 *Note: Conn. Gen. Stat. 10-145a(l)(1)(i) requires superintendents and other administrators to receive at least fifteen hours of training on teacher evaluation pursuant to as part of the mandatory ninety hours of CEU activities during each five-year period.*

86 *Source: Connecticut General Assembly, General Statutes of Connecticut. Sec. 10-151b.*

87 *Source: Thompson school board ties administrator bonuses to results. Norwich Bulletin. September 14, 2010. Retrieved from http://www.norwichbulletin.com/communities/x1032445963/Thompson-school-board-ties-administrator-bonuses-to-results*

88 *Source: Connecticut State Department of Education (2010). Connecticut's Race to the Top Application for Phase 2 Funding, Section E "Turning Around the Lowest Achieving Schools," Pg. 145. Retrieved from http://www.sde.ct.gov/sde/lib/sde/pdf/arra/ct_rttt_application_section_e.pdf.*

89 *Source: Connecticut General Assembly, General Statutes of Connecticut. Sec. 10-151.*

90 *Source: Mooney, Thomas B (2008). A Practical Guide to Connecticut School Law. Connecticut Association of Boards of Education. Pg. 223*

91 *Source: Mooney, Thomas B (2008). A Practical Guide to Connecticut School Law. Connecticut Association of Boards of Education. Pg. 248*

92 *Source: Connecticut Federation of School Administrators (2010) Our Services. January STATEment Newsletter. Pg. 1. Retrieved from http://www.ct-fsa.org/news.htm.*

93 *Source: Connecticut State Department of Education (2010). Connecticut's Race to the Top Application for Phase 2 Funding, Section E "Turning Around the Lowest Achieving Schools," Pg. 234. June. Retrieved from http://www.sde.ct.gov/sde/lib/sde/pdf/arra/ct_rttt_application_section_e.pdf.*

94 *Source: Connecticut Association of Boards of Education. Discussion. September 24, 2010. Note: New board member orientation is $70 for members, $210 for non-members.*

95 *Source: Connecticut General Assembly, General Statutes of Connecticut. Sec. 10-157.*

96 *Source: Connecticut General Assembly, General Statutes of Connecticut. Sec. 10-151.*

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98 *Source: Connecticut General Assembly, General Statutes of Connecticut. Sec. 10-223e(c)(2)(m).*

Excellent Teaching Endnotes

99 *Source: Connecticut State Department of Education.(November 2009). Foundations of Reading Pass Rates as of 11-3-2009. See also Reading exam still an obstacle for would-be teachers. CTMirror.com. September 9, 2010. http://ctmirror.com/story/7654/exam-trips-prospective-teachers-90810.*

100 *Source: Connecticut State Department of Education. Regulations of the State Board of Education. Regulations Concerning State Educator Certificates, Permits and Authorizations. Retrieved from http://www.sde.ct.gov/sde/lib/sde/PDF/Cert/regulations/regulations1.pdf*

101 *Source: Independent analysis based on responses from the Deans of teacher preparation programs. Kara Chesal, Commission Intern.*

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102 *Source: Boston Teacher Residency. Boston Teacher Residency Impact. Retrieved from http://www.bostonteacherresidency.org/btr-impact. Note: For example, while the national retention rate for urban teachers within the first three years is 50%, 87% of Boston Urban Teacher Residency graduates are still teaching in Boston Public Schools after three years.*

103 *Source: The Woodrow Wilson Teaching Fellowships. Retrieved from http://www.wwteachingfellowship.org/.*

Note: States such as Michigan and Ohio have partnered with the Woodrow Wilson National Fellowship Foundation to identify cost effective means of attracting new talent into subject shortage areas and low-income urban and rural schools.

104 *Source: Connecticut State Department of Education. Email communication with a Consultant and Program Coordinator from the Bureau of Educator Standards and Certification. October 6, 2010.*

105 *Source: U.S. Department of Education (November 2009). Race to the Top Program Executive Summary.. Pg. 4. Retrieved from www2.ed.gov/programs/racetothetop/executive-summary.pdf*

106 *Source: The New Teacher Project (2010). Preliminary Data Findings: Evaluation Process Preferences and Administrator Capacity for New Haven Public Schools.*

107 *Source: Connecticut General Assembly. (2010). Public Act 10-111 "An Act Concerning Education Reform in Connecticut". Retrieved from http://www.cga.ct.gov/2010/ACT/Pa/pdf/2010PA-00111-R00SB-00438-PA.pdf*

108 *Note: For more information on what new teacher evaluation systems should include, see: The New Teacher Project (2010). Teacher Evaluation 2.0. Retrieved from: http://www.tntp.org/files/Teacher-Evaluation-Oct10F.pdf*

109 *Source: Darling-Hammond, Linda et al (2009). National Staff Development Council. Professional Learning in the Learning Profession: A Status Report on Teacher Development in the United States and Abroad. Retrieved from http://www.srnleads.org/resources/publications/pdf/nsdc_profdev_short_report.pdf . See also: Kardos, S. M., & Johnson, S. M. (2007). On their own and presumed expert: New teachers' experiences with their colleagues. Teachers College Record, 109 (12) at http://www.tcrecord.org/content.asp?contentid=12812*

110 *Note: An exception to this is New Haven's teacher evaluation model where teachers with high effectiveness ratings are eligible for additional teacher leadership positions.*

111 *Sources: Innovations in Teaching: Creating Professional Pathways for Alabama Teachers. Georgia Master Teachers at http://www.gamasterteachers.org and Master Teacher Program. White Paper, Douglas County Schools.*

112 *Source: Lohman, Judith. Office of Legislative Research, Connecticut General Assembly (April 22, 2002). Report: 2002-R-0469 Teacher Tenure Law. Retrieved from http://www.cga.ct.gov/2002/olrdata/ed/rpt/2002-r-0469.htm.*

113 *Source: Eric A. Hanushek & Steven G. Rivkin (2006). Teacher Quality. The Handbook of the Economics of Education. Retrieved from http://edpro.stanford.edu/hanushek/admin/pages/files/uploads/HESEDU2018.pdf See also: Hearther R. Jordan, Robert L. Mendro & Dash Weersinghe (1997). Teacher Effects and Long Term Achievement: A Report on Research in Progress. Dallas Public Schools. http://www.dallasisd.org/eval/research/articles/Jordan-Teacher-Effects-on-Longitudinal-Student-Achievement-1997.pdf*

114 *Source: U.S. Department of Education. Race to the Top Program Executive Summary.. November 2009. Pg. 12. Retrieved from www2.ed.gov/programs/racetothetop/executive-summary.pdf . See definition of highly effective teacher.*

115 *Source: Connecticut State Department of Education (June, 2010). Connecticut's Race to the Top Application for Phase 2 Funding, Section E "Turning Around the Lowest Achieving Schools," Pg. 176. Retrieved from http://www.sde.ct.gov/sde/lib/sde/pdf/arra/ct_rttt_application.pdf. Note: These vacancies force districts to resort to filling these positions with short-term substitutes, cancelling courses and redistributing students and employing temporary teachers, none of which are conducive to high-quality instruction.*

116 *Source: State of Connecticut Teachers Retirement Board. Retrieved from http://www.ct.gov/trb/cwp/view.asp?a=1580&Q=272138&trbPNavCtr=|#41403. Note: Current state policy only requires those who are planning to retire on July 1 to file an Application for Retirement benefits by June 30, in order to begin receiving benefits in July.*

117 *Source: Reichardt, R. & Arnold, M. (2006). In Search of Quality: Recruiting, Hiring, and Supporting Teachers (Technical Report). Connecticut Center for School Change. Retrieved from http://www.ctschoolchange.org/pdf/res-Technical-study.pdf*

118 *Source: Reichardt, R. & Arnold, M. (2006). In Search of Quality: Recruiting, Hiring, and Supporting Teachers (Technical Report). Connecticut Center for School Change. Retrieved from http://www.ctschoolchange.org/pdf/res-Technical-study.pdf*

Invest Intelligently Endnotes

119 *Source: Connecticut State Department of Education. Division of Finance and Internal Operations. Education Cost Sharing (ECS) Grant Program (2008-2009). Retrieved from http://www.sde.ct.gov/sde/lib/sde/PDF/dgm/report1/merecsgd.pdf.*

120 *Source: Connecticut State Department of Education (2009). Division of Finance and Internal Operations. Education Cost Sharing (ECS) Grant Program (2008-2009). Retrieved from http://www.sde.ct.gov/sde/lib/sde/PDF/dgm/report1/merecsgd.pdf.*

121 *Source: Connecticut General Assembly. (October 2004). OLR Research Report: 2004-R-0815. Education Cost Sharing Formula. Retrieved from http://search.cga.state.ct.us/dtSearch_lpa.html*

122 *Source: Connecticut General Assembly, Connecticut General Statutes. Section 10-66ee and Connecticut State Department of Education. Communication with the Chief Financial Officer. ECS Overview meeting and meeting documents. May 10, 2010.*

123 *Source: Connecticut State Department of Education. Bureau of Grants Management. 2008-09 Net Current Expenditures (NCE) per Pupil. Retrieved from http://www.sde.ct.gov/sde/lib/sde/PDF/dgm/report1/cpse2009/nceadm.pdf . Note: updated figures for 2008-2009 NCEP is $13,111.*

124 *Source: Reason Foundation. (2009). Weighted Student Formula Yearbook 2009. Retrieved from http://reason.org/files/wsf/yearbook.pdf. Note: Hartford Public Schools is an excellent example of weighted student funding at work. Weighted student funding has made per-pupil spending more equitable at the school level. Prior to 2008, half of Hartford's schools spent $4,000-$7,000 per student while the other half spent between $7,000 and $18,000 per student. Hartford also has a more transparent funding process: the district publishes detailed school-level budgets that report student populations at each school, as well as the funds generated by each group of students and student performance data. Other cities that have implemented weighted student funding include New York City, Baltimore, and Boston Pilot Schools.*

125 *Source: Thomas B. Fordham Institute. (2006). Fund the Child: Tackling Inequity and Antiquity in School Finance. http://www.edexcellence.net/doc/FundtheChild062706.pdf.*

126 *Source: Reason Foundation. (2009). Weighted Student Formula Yearbook 2009. Retreieved from http://reason.org/files/wsf/yearbook.pdf.*

127 *Source: Connecticut State Department of Education. Communication with the Chief Financial Officer. ECS Overview meeting and related documents. May 10, 2010.*

128 *Source: Connecticut General Assembly, Connecticut General Statutes. Section 10-16p. Note: The language of the priority school grants statute grants maximum latitude to the districts receiving the grants to use as necessary.*

129 *Note: Commission analysis of available fiscal data on Connecticut State Department of Education CEDaR website. Retrieved from http://sdeportal.ct.gov/Cedar/WEB/ct_report/CedarHome.aspx? and Connecticut State Department of Education. School-level data, Email communication with a consultant with the Bureau of Data Collection, Research and Evaluation. July 12, 2010.*

130 *Note: Commission analysis of available fiscal data on Connecticut State Department of Education CEDaR website. Retrieved from http://sdeportal.ct.gov/Cedar/WEB/ct_report/CedarHome.aspx?.*

131 *Source: The Education Trust. (2006). Funding Gaps. Retrieved from http://www.edtrust.org/sites/edtrust.org/files/publications/files/FundingGap2006.pdf. Note: One source of inequitable funding within a district is the practice of salary averaging. There is ample evidence that the practice of reporting teacher salaries based on a district average rate rather than the actual salaries of teachers in an individual school can account for large discrepancies in funding between high-poverty and low-poverty schools. This is because high-poverty schools tend to have less experienced (and therefore cheaper) teachers than schools with more affluent student populations.*
This study profiles gaps in New York City schools. See Also: The Education Trust. (2010). Close the Hidden Funding Gaps in Our Schools. Retrieved from http://www.edtrust.org/sites/edtrust.org/files/publications/files/Hidden%20Funding%20Gaps_0.pdf.

132 *Source: National Center for Education Statistics (May 2010). Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2007-08 (Fiscal Year 2008). Retrieved from http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2010326*

133 *Source: National Assessment of Educational Progress. Retrieved from http://nces.ed.gov/nationsreportcard/.*

134 *Source: Connecticut State Department of Education. Bureau of Grants Management. 2008-09 Net Current Expenditures (NCE) per Pupil. Retrieved from http://www.sde.ct.gov/sde/lib/sde/PDF/dgm/report1/cpse2009/nceadm.pdf . Note: an excel sheet is also available on the website for analyses.*

135 *Source: Analysis of state expenditures. Robert Brewer. Presented to Commission members on September 28, 2010.*

136 *Source: Connecticut State Department of Education. Phone communication with the Chief Financial Officer. August 12, 2010.*

Turnaround Schools Endnotes

137 *Note: This authority must include greater flexibility to close and reopen schools, make staffing changes with relief from collective bargaining agreements, use funds more flexibly, and make scheduling and program changes like expanding the school day or school year.*

138 *Source: Connecticut State Department of Education (2010). Connecticut Elementary and Middle and Schools Identified as "In Need of Improvement," 2009-2010 School Year. Retrieved from http://www.sde.ct.gov/sde/lib/sde/pdf/pressroom/2010_CT_Public_Elem_Middle_Schools_YearofImprovement.pdf. See also Connecticut High Schools Identified as "In Need of Improvement," 2009-2010 School Year. Retrieved from http://www.sde.ct.gov/sde/lib/sde/pdf/pressroom/2010_CT_Public_High_Schools_YearofImprovement.pdf*

139 *Source: Connecticut State Department of Education. (2010). List of Connecticut's Persistently Lowest-Achieving Schools: Tier I, II, and III Schools. Retrieved from http://www.sde.ct.gov/sde/cwp/view.asp?a=2703&Q=322312*

140 *Source: The New Teacher Project (2005). Unintended consequences: The Case for Reforming the Staffing Rules in Urban Teachers Union Contracts. See also: National Council on Teacher Quality. Human Capital in Hartford Public Schools: Rethinking how to Attract, Develop and Retain Effective Teachers. May 2009. www.nctq.org/p/publications/docs/nctq_hartford_human_capital.pdf See also Connecticut General Assembly. General Statutes of Connecticut. Sec. 10-151 & Sec. 10-157. Retrieved from http://www.cga.ct.gov/2009/pub/title10.htm.*

141 *Source: Connecticut State Department of Education (2010). Connecticut's Race to the Top Application for Phase 2 Funding. Pg. 230-233. Retrieved from http://www.sde.ct.gov/sde/lib/sde/pdf/arra/ct_rttt_application.pdf.*

142 *Source: Connecticut State Department of Education (2010). Connecticut's Race to the Top Application for Phase 2 Funding. Pg. 269. Retrieved from http://www.sde.ct.gov/sde/lib/sde/pdf/arra/ct_rttt_application.pdf.*

143 *Source: Connecticut State Department of Education (2010). School Improvement Grant Awards by School. Retrieved from http://www.sde.ct.gov/sde/cwp/view.asp?a=2703&Q=322312. Note: SIG grants total $24,461,137 over the next three years. These 18 elementary and secondary schools represent the lowest 5% among low-achieving Title 1 schools. In addition, the SDE also identified 5 non-Title I high schools as among the lowest of low-achieving schools.*

144 *Source: Connecticut State Department of Education. (2010). List of Connecticut's Persistently Lowest-Achieving Schools: Tier I, II, and III Schools. Retrieved from http://www.sde.ct.gov/sde/cwp/view.asp?a=2703&Q=322312*

145 *Source: Connecticut General Assembly. (2010). Public Act 10-111, An Act Concerning Education Reform in Connecticut. Sec. 21. Retrieved from http://www.cga.ct.gov/2010/ACT/Pa/pdf/2010PA-00111-R00SB-00438-PA.pdf*

146 *Source: Massachusetts Department of Elementary and Secondary Education. The Framework for District Accountability and Assistance. http://www.doe.mass.edu/sda/framework/default.html. See also: School Improvement in Maryland. How does Maryland implement Adequate Yearly Progress? Comparison of Current NCLB Categories with Proposed Differentiated Accountability Designations. Table 2. http://mdk12.org/assessments/ayp/index_c.html*

147 *Source: Connecticut State Department of Education. Communication with the Bureau Chief and Consultant of the Bureau of Accountability and School Improvement. August 17, 2010 and October 7, 2010. See also Connecticut Accountability for Learning Initiative (CALI). http://www.sde.ct.gov/sde/cwp/view.asp?a=2618&Q=321754.*

148 *Source: Mass Insight. (2010). School Turnaround Models: Emerging Turnaround Strategies and Results. School Turnaround Group. Retrieved from http://www.massinsight.org/publications/stg-resources/112/.*

149 *Source: Center on Innovation and Improvement. (2009) Handbook of Effective Implementation of School Improvement Grants. Perlman, C., & Redding, S. Retrieved from www.centerii.org/handbook/*

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154 *Source: Connecticut General Assembly. General Statutes of Connecticut. Sec. 10-198a. Retrieved from http://www.cga.ct.gov/2009/pub/title10.htm*

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Connecticut Commission
on Educational Achievement

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