



Highlights of SB 458

Presentation to State Board of Education

May 17, 2012

Governor Malloy's December letter: 6 Principles of Education Reform

- **Principle 1:** Enhance families' access to high-quality early childhood education opportunities
- **Principle 2:** Authorize the intensive interventions and enable the supports necessary to turn around Connecticut's lowest-performing schools and districts
- **Principle 3:** Expand the availability of high-quality models, including traditional schools, magnets, charters and others
- **Principle 4:** Unleash innovation by removing red tape and other barriers to success, especially in high-performing schools and districts
- **Principle 5:** Ensure that our schools are home to the very best teachers and principals – working within a fair system that values skill and effectiveness over seniority and tenure
- **Principle 6:** Deliver more resources, targeted to districts with the greatest need – provided that they embrace key reforms that position our students for success

Principle #1: Enhance families' access to high-quality early childhood education opportunities

Principle 1: Early Childhood

- \$6.8 million for 1,000 new school readiness slots
 - 500 slots for the 10 educational reform districts: these are the 10 Priority School Readiness districts with lowest district performance indices (of the total 19)
 - 250 slots for the remaining nine Priority School District communities
 - 250 slots for Competitive School Readiness communities
- \$3.0 million in operating funding to develop a Tiered Quality Rating and Improvement System (T-QRIS)
- \$6 million in capital funding for T-QRIS implementation

Principle #2: Authorize the intensive interventions and enable the supports necessary to turn around Connecticut's lowest-performing schools and districts

Principle 2:

Commissioner's Network

- Schools to be identified for participation in the Network (up to 25 schools over the next 3 years)
- Process:
 - Turnaround Committee established at each school
 - An “operations and instructional audit” is conducted by SDE in consultation with the Turnaround Committee
 - Following the audit, the committee develops a turnaround plan
 - If consensus is reached, the plan is submitted to the State Board of Education for approval
 - If the local committee does not submit or develop a plan, or if it is deficient, the Commissioner may develop or modify the plan
 - State Board of Education may approve or reject turnaround plan
 - Plans are to be implemented by 2014-15 school year

Principle 2:

Commissioner's Network

- Role of Universities and RESCs
- High-performing non-profit organizations can run up to 6 of these schools
- Turnaround plans may include proposals changing the length of the school day and year, and the hiring and reassignment of teachers and administrators, among other items
- Modifications to collective bargaining agreements must be negotiated on an expedited basis that concludes, if necessary, in binding arbitration that places the “highest priority” on the educational interest of the state
- In some instances, only the financial impact of such modifications may be bargained

Principle 2:

K-3 Reading Program

- Expand the pilot reading program to an additional 5 schools
 - Intensive reading instruction will focus on a strategy for students reading below proficiency
 - 1 external literacy coach per school
 - 4 reading interventionists per school
 - Formative assessments and research-based interventions
 - Teacher and principal training in reading instruction
 - Summer school for students who are not proficient
- This bill puts a primary focus on early literacy.
- Increases quality of reading instruction by:
 - Integrating professional development in reading for teachers and principals
 - Requiring pre-service special education and reading specialists to take a reading test before teaching
 - Requiring K-3 teachers to take a practice reading test and to report results to SDE
- SDE will assist districts by:
 - Developing a statewide reading plan
 - Approving additional assessments and tools for K-3 students
 - Providing incentives for schools that significantly improve scores

Principle 2:

K-3 Reading Program

- SDE will assist with pre-kindergarten literacy experiences
 - Require sharing of information between pre-K and kindergarten regarding a child's language and vocabulary skills
 - Design and approve a pre-literacy higher education course for teachers in early childhood education programs

Principle #3: Expand the availability of high-quality models, including traditional schools, magnets, charters and others

Principle 3:

Additional Funding for Schools

- Agricultural Science Schools
 - The bill provides significant new funding (\$1,425,000 increase) for agricultural science schools, increasing the per students grants from \$1,355 per student to \$1,750
- Magnet Schools
 - \$2.5 million to increase non-Sheff magnet school reimbursement rates by about \$300 per student
- Technical High Schools
 - Additional \$1.5 million is included for new positions, site remediation and trade supplies

Principle 3:

Technical High School Policy Changes

- Creates a new 11-member governing board for the regional vocational-technical system
 - 4 Executives of Connecticut-based employers appointed by the Governor;
 - 5 members appointed by the State Board of Education; and,
 - Commissioners of Economic and Community Development and the Department of Labor Governor appoints the Chairperson, who serves as a nonvoting ex-officio member of the SBE, increasing SBE membership to 14.
- Requires the governing board and the Commissioner to make a joint recommendations to the SBE for appointment of the CTHSS Superintendent.
- Changes the name of the regional vocational-technical (V-T) schools to the technical high school system (CTHSS)

Principle 3:

Charter Schools

- Increases subsidies for state charter schools
 - FY 2013-\$10,500
 - FY 2014-\$11,000
 - FY 2015-\$11,500
- Funding for local charter schools begins in FY 2014
 - State Board of Education may authorize up to \$500,000 in start-up funds and grants of up to \$3,000 per student
 - Local board must implement staffing flexibility in consultation with bargaining unit to qualify for consideration for this funding

Principle 3:

Charter Schools

- The State Board of Education may grant approvals only to schools that are in a district with at least one school in the Commissioner's Network, or to schools in districts designated as low-achieving
- At least 2 of the next 4 charter schools approved by 2017 must specialize in dual language programs or language acquisition for English language learners

Principle 3:

Charter Schools Policy Changes

- When approving charter schools, the State Board of Education previously gave preference to schools located in priority districts, or districts that are 75% minority. Now, preference must also be given to schools whose primary purpose is:
 - Serving students:
 - With a history of low performance or behavioral and social difficulties
 - Receiving free or reduced lunch
 - Requiring special education
 - Who are English Language Learners
 - Who are of a single gender
 - Improving the academic performance of an existing school
- The Department of Education must also study opt-out lotteries and report to the General Assembly by 2014.

Principle #4: Unleash
innovation by removing red
tape and other barriers to
success, especially in high-
performing schools and
districts

Principle 4:

Red Tape Reduction

- The State Department will reduce the number of data forms it requires school districts to complete by one-third
- The Governor will soon announce the formation of a Red Tape Review Task Force that will propose ways for the State to reduce the regulatory burden on districts
- In Connecticut's ESEA waiver application, high-performing and high-progress schools are granted greater flexibility

Principle #5: Ensure that our schools are home to the very best teachers and principals – working within a fair system that values skill and effectiveness over seniority and tenure

Principle 5:

Teacher Evaluations and Support

- By July 1, 2012 the Department will present evaluation and support program guidelines to the State Board of Education for your consideration and adoption
 - These guidelines are being developed now, in consultation with PEAC on the basis of evaluation model working groups
- State Department of Education will pilot the evaluation model in 8-10 districts next school year
- Neag School of Education will evaluate the pilot program
- Upon full implementation, the State Department of Education will conduct an audit of several districts each year to ensure effective evaluations

Principle 5:

Teacher Evaluations and Support

- Professional development will no longer be based on CEU credits
 - Professional development will focus on individual needs, as informed by the evaluation results, and delivered in small-groups, through mentors and coaching, in a job-embedded approach
 - A new “Distinguished Educator” designation will be established for teachers who meet certain expectations, including performance requirements established by the Department
- Starting in September 2014, tenure will be earned on the basis of effective practice as informed by the evaluations
- Ineffectiveness has been added as a cause for dismissal, not merely incompetence
 - Determination of ineffectiveness will also be based on the evaluation results
- Dismissal will also be a more efficient process:
 - Hearings must be completed in 45 days, down from 74
 - Evidence and testimony must be limited to 12 hours
 - When dismissals are based on ineffectiveness, the hearing offer must address the question of whether the ratings were determined in accordance with the evaluation program and are reasonable

Principle #6: Deliver more resources, targeted to districts with the greatest need – provided that they embrace key reforms that position our students for success

Principle 6: Alliance Districts

- The 30 lowest performing districts are designated as Alliance Districts
- \$39.5 million in additional ECS funds is allocated for the Alliance Districts
- This funding will be granted to districts on approval of districts' plans to raise student achievement
- District plans will draw from a menu of potential options highlighted in the bill, as well as other strategies
- The State Board of Education may develop guidelines in administering these funds to districts

Principle 6:

Common Chart of Accounts

- SDE will develop a uniform system of accounting for school revenues and expenditures
- Starting in fiscal year 2015, each district will be required to implement this system and file annual reports
- This will allow the Department to accurately track and compare district spending and enhance accountability for parents and taxpayers
- Capital funding is allocated to pay for implementation

Principle 6:

Resources for Child and Family Health and Well Being

- Creates 10 new family resource centers and 20 new school-based health clinics, to be located in Alliance Districts
- Requires 20 minutes of physical exercise in each regular school day for students in kindergarten through grade 5

Budget Highlights

Initiative	Funding	Description
Education Cost Sharing Grant	\$50 million	About 80%, or \$40 million, will go to the 30 Alliance districts. In order to get this funding, these districts will have to provide SDE with education reform plans.
Charter Schools	\$8.1 million	In FY 2013, per student state charter school subsidies will increase from \$9,400 to \$10,500.
Commissioner's Network	\$7.5 million	A small number of low performing schools will become part of the Network in FY 2013.
Talent Development	\$7.5 million	\$2.5 million will be used for the teacher evaluation pilot.
Early Childhood	\$6.8 million	1,000 new school readiness slots

Budget Highlights cont.

Initiative	Funding	Description
Non- <i>Sheff</i> Magnet Schools	\$4.7 million	Increases non- <i>Sheff</i> magnet school subsidies by about \$300/student and increases reimbursement rates for additional schools.
School Readiness Quality	\$3.0 million	For the development of the tiered quality rating and improvement system (T-QRIS) for early childhood education.
K-3 Reading	\$2.7 million	To continue existing pilot programs and expand to other districts
<i>Sheff</i> Initiatives	\$4 million	To reduce racial isolation in Hartford region
Family Resource Centers	\$1.9 million	Ten new family resource centers will be established in Alliance districts in FY 2013.
Agricultural Science and Technology Programs	\$1.4 million	Increases per student grants from \$1,355 to \$1,750.
Other Initiatives	\$2.2 million	K-8 science program, wrap around services, regional cooperation, new/replicated schools, Bridges to Success, Youth Service Bureaus, school health coordinator pilot and parent university
TOTAL	\$99.8 million (includes \$4 million from current year and \$1 million in reallocated dollars)	