

Board of Education Regular Meeting 2021

Thursday, December 2, 2021 7:00 PM

BOE Meeting Access: BOE (12/2/21 at 7 p.m.) Web:

<https://zoom.us/j/97681581030> Dial In: (929) 205-6099 Meeting ID: 976 8158 1030, 3 Brush Hill Road, New Fairfield, CT 06812

I. CALL TO ORDER

II. PLEDGE OF ALLEGIANCE

III. APPROVAL OF THE MINUTES

III.A. November 18, 2021 - Regular

IV. APPROVAL OF THE AGENDA

V. NEW FAIRFIELD HIGH SCHOOL CONCERT CHOIR PRESENTATION

VI. PUBLIC PARTICIPATION -The Board welcomes public participation. Pursuant to our Board Policy, public participation is limited to no more than three (3) minutes per speaker and a total of no more than fifteen (15) minutes. People who wish to speak longer are encouraged to attend any and all related subcommittee meetings where most of the board's groundwork is done. We value your input, but due to these time limitations, we ask you to be concise and to observe the rules of common courtesy. [9320(a) of Board Bylaws]

VII. BOARD AND ADMINISTRATIVE COMMUNICATIONS

VII.A. Chairman's Report

VII.B. Superintendent's Report

VII.C. Student Representatives' Report

VII.D. Committee Reports

VII.D.1. Curriculum

VII.D.2. Special Education Ad Hoc

VII.E. Liaison Reports - none

VIII. INFORMATION ITEMS

VIII.A. K-5 STEAM/Library Media

VIII.B. COVID Update

VIII.C. New Course Proposals (*First Review*)

VIII.C.1. Advanced Music Technology

VIII.C.2. Black and Latino Studies

VIII.C.3. ECE Popular Music and Diversity in American Society

VIII.D. Board of Education Policies (*First Reading*)

VIII.D.1. Policy 6146 - Graduation Requirements

VIII.D.2. Bylaw 9320 - Board of Education Meetings

VIII.E. New Fairfield High School/Consolidated School Building Project Update

IX. ACTION ITEMS

IX.A. Personnel Report

IX.B. New Course Proposals

IX.B.1. Culinary Practicum

IX.B.2. Music Tech I

IX.C. Board of Education Policies

IX.C.1. Policy 1110.1 - Parent Involvement

IX.C.2. Policy 1110 - Communications with the Public

IX.C.3. Policy 4131 - Staff Development

IX.C.4. Policy 5112 - Ages of Attendance

IX.C.5. Policy 5141 - Student Health Services

IX.D. Open Choice

X. **PUBLIC PARTICIPATION** - The Board welcomes public participation. Pursuant to our Board Policy, public participation is limited to no more than three (3) minutes per speaker and a total of no more than fifteen (15) minutes. People who wish to speak longer are encouraged to attend any and all related subcommittee meetings where most of the board's groundwork is done. We value your input, but due to these time limitations, we ask you to be concise and to observe the rules of common courtesy.
[9320(a) of Board Bylaws]

XI. FUTURE AGENDA ITEMS

XII. BOARD MEMBER COMMENTS

XIII. EXECUTIVE SESSION FOR THE PURPOSE OF DISCUSSING NEW FAIRFIELD HIGH SCHOOL SECURITY

XIV. ADJOURNMENT

**NEW FAIRFIELD BOARD OF EDUCATION
NEW FAIRFIELD, CT**

The New Fairfield Board of Education held a regular meeting on Thursday, November 18, 2021, at 7:00 pm in the New Fairfield Community Room, 33 Route 37, New Fairfield, CT.

MINUTES – November 18, 2021

PRESENT: Dominic Cipollone (Chairman), Kathy Baker, Tim Blair, Greg Flanagan, Amy Johnson, Kimberly LaTourette, Samantha Mannion, Ed Sbordone and Stephanie Strazza

ABSENT: None

ALSO PRESENT: Superintendent of Schools Dr. Pat Cosentino, Assistant Superintendent of Schools Julie Luby, Director of Business and Operations Dr. Richard Sanzo, Director of Instructional Technology and Communications Dr. Karen Fildes, Pupil Personnel Director Katherine Matz, High School Principal James D’Amico, Director of Curriculum Alyce Misuraca, and Special Education Supervisor Melissa Busnel

I. CALL TO ORDER: Dominic Cipollone called the meeting to order at 7:01 p.m.

II. PLEDGE OF ALLEGIANCE

III. ELECTION OF NEW OFFICERS

MOTION: Samantha Mannion made a motion to have the election of officers via paper ballot. Kimberly LaTourette seconded the motion. **IN FAVOR:** Kathy Baker, Tim Blair, Dominic Cipollone, Greg Flanagan, Amy Johnson, Kimberly LaTourette, Samantha Mannion, Ed Sbordone and Stephanie Strazza

Greg Flanagan nominated Dominic Cipollone as Chairman of the Board of Education.

Samantha Mannion nominated Ed Sbordone as Chairman of the Board of Education.

IN FAVOR OF DOMINIC CIPOLLONE: Tim Blair, Dominic Cipollone, Greg Flanagan, Amy Johnson and Kimberly LaTourette

IN FAVOR OF ED SBORDONE: Kathy Baker, Samantha Mannion, Ed Sbordone, and Stephanie Strazza

Dominic Cipollone was elected Chairman of the Board of Education.

Dominic Cipollone nominated Greg Flanagan as Vice Chairman of the Board of Education.

Kathy Baker nominated Samantha Mannion as Vice Chairman of the Board of Education.

IN FAVOR OF GREG FLANAGAN: Tim Blair, Dominic Cipollone, Greg Flanagan, and Amy Johnson

IN FAVOR OF SAMANTHA MANNION: Kathy Baker, Kimberly LaTourette, Samantha Mannion, Ed Sbordone, and Stephanie Strazza

Samantha Mannion was elected Vice Chairman of the Board of Education.

Samantha Mannion nominated Kimberly LaTourette as Secretary of the Board of Education.

IN FAVOR: Kathy Baker, Tim Blair, Dominic Cipollone, Greg Flanagan, Amy Johnson, Kimberly LaTourette, Samantha Mannion, Ed Sbordone and Stephanie Strazza

Kimberly LaTourette was elected Secretary of the Board of Education.

IV. APPROVAL OF MINUTES

A. November 4, 2021- Regular meeting - approved by consensus

V. APPROVAL OF AGENDA - approved the consensus

VI. PUBLIC PARTICIPATION - State Representative Patrick Callahan reminded the Board of Education that he serves on the Education Committee in the Legislature and offered his help or support with anything the Board needs.

VII. BOARD AND ADMINISTRATIVE COMMUNICATIONS

A. Chairman's Report - Dominic Cipollone spoke of the following:

- Thanked everyone for his support for electing him Chairman of the Board of Education.
- Subcommittee assignments:
 - Special Education Ad Hoc - Kimberly LaTourette, Samantha Mannion, Ed Sbordone and Stephanie Strazza
 - Communications - Kathy Baker, Tim Blair, Kimberly LaTourette, and Ed Sbordone.
 - Business Operations - Greg Flanagan, Amy Johnson, Kimberly LaTourette, and Ed Sbordone.
 - Curriculum - Kathy Baker, Tim Blair, Greg Flanagan and Stephanie Strazza
 - Policy - Kathy Baker, Amy Johnson, Samantha Mannion, and Stephanie Strazza

B. Superintendent's Report - Superintendent of Schools Dr. Pat Cosentino spoke of the following:

- Welcomed new Board of Education members Tim Blair and Amy Johnson.
- Welcomed Student Representatives Grace DeMarco and Cayden Walker.
- Congratulated newly elected officers Dominic Cipollone, Samantha Mannion and Kimberly LaTourette.
- Wished good luck to the cast of the *Almost Maine* play at the high school.
- This will be the last in-person meeting until further notice due to technical difficulties.
- Wished everyone a Happy Thanksgiving.
- Thanked all the staff for all their hard work so far this school year.

C. Student Representative Report

Junior Representative Grace DeMarco gave a brief description of her background and thanked the Board for the opportunity to serve as Student Representative.

Senior Representative Cayden Walker spoke of the following:

- *Almost Maine* will be performed on Friday and Saturday, November 19th and 20th at 7:00 p.m.
- The Thanksgiving Candlewood Cup Football game against New Milford will be held on Wednesday, November 24th at 6:00 p.m. instead of Thanksgiving Day as originally scheduled.
- National Honor Society students are available to help with tutoring for any students.

D. Committee Reports

1. Business Operations/Resource Management - Ed Sbordone noted that this committee met on November 18th and discussed a monthly summary of budget vs. actual expenditures and encumbrances. There are no major budget concerns at this time. The School Lunch program is currently running at a \$43,000 surplus.

2. Policy - Samantha Mannion noted that this subcommittee met on November 17th. There are some policies on tonight's agenda for second reading.

E. Liaison Reports

1. Board of Finance - Ed Sbordone noted that the Board of Finance met on November 17th and:

- Introduced Olga Melnikov as the new Finance Director, and Mark Bennison, Thora Perkins and Claudia Willard as new BOF members, and Chris D'Esposito and Dave Coleman as new alternate members.
- The votes for a new chairman and clerk resulted in a tie. According to State Statute if no officers are elected 30 days after the election, the BOS will appoint the officers.
- A new BOF representative for the School Safety and Security Committee will be appointed to replace outgoing member Anthony Yorio.
- The calendar of meetings for 2022 was approved. The BOE and BOS will present their budget to the BOF on Saturday, March 5th.

2. Safety Committee - Ed Sbordone noted that this committee met on November 17th and discussed:

- Available Police officers will attend school evacuations.
- There are some student behavior issues with students on the bus. This is happening in surrounding towns as well.
- There was an update from the SRO and everything is going well.
- The Food Service has almost doubled since the beginning of COVID.
- There are 12 reported concussions among students. Six are due to school activities and six have occurred outside the schools.
- School Safety and Security has requested that doorstops be removed during evacuations and doors must be closed.
- The first pediatric COVID vaccine clinic was held on November 13th. Over 200 children received the vaccine.

VIII. INFORMATION ITEMS

A. Interventionists and Coaches

Director of Curriculum Alyce Misuraca gave a presentation regarding coaching and interventions as a way to close the achievement gap. This presentation focused on Consolidated School and Meeting House Hill School. She spoke of key actions for both literacy and math and the process for helping teachers.

B. COVID Update

Assistant Superintendent of Schools Julie Luby gave an update on the number of students on quarantine as of today. She noted that "Screen and Stay" has been established by the Governor which allows students exposed to COVID that are asymptomatic to remain in school. This only applies to exposures that occur either in school or on the bus. Ms. Luby compared the quarantine numbers as today to what they were since "Screen and Stay" has been put in place.

C. New Course Proposals (*Second Reading*)

1. Culinary Practicum
2. Music Tech I

D. Board of Education Policies (*Second Reading*)

1. Policy 1120 - Public Participation at Board of Education Meetings
2. Policy 0200 - Goals for the Public Schools
3. Policy 3542.43 - Charging Policy

4. Policy 4118.11/4218.11 - Nondiscrimination
5. Policy 5113 - Attendance/Excuses/Dismissal
6. Policy 5113.2 - Truancy
7. Policy 5131.911 - Hazing-Bullying
8. Policy 5141.3 - Health Assessments and Immunizations
9. Policy 6159 - Individualized Education Program/Special Education Program

E. NESDEC 2021-2022 Enrollment Projections

Dr. Cosentino spoke of the enrollment projections and noted that enrollment is expected to remain flat. She spoke of how projections are determined. The full report will be posted to the website.

F. New Fairfield High School/Consolidated School Building Project Update

Director of Business and Operations Dr. Richard Sanzo spoke of the progress of the building projects for both the CELA project and the new high school and noted the following:

- The traffic pattern at the high school is working nicely.
- Excavating of the foundation has begun and steel is being delivered for the high school.
- The steel has started to be erected for the CELA project. It is expected that the building will be completed by August 26, 2022, but since substantial work will be required after the completion, it is expected that the building will not be open for students until January 2023.

IX. ACTION ITEMS

A. Personnel Report

MOTION: Kathy Baker made a motion to recommend to the full Board the approval of the Personnel Report for November 11, 2021, as recommended by the administration. Greg Flanagan seconded the motion. **IN FAVOR:** Kathy Baker, Tim Blair, Dominic Cipollone, Greg Flanagan, Amy Johnson, Kimberly LaTourette, Samantha Mannion, Ed Sbordone and Stephanie Strazza

B. Board of Education 2022 Regular Meeting Dates

MOTION: Kathy Baker made a motion to recommend to the full Board the approval of the of the 2022 Board of Education Regular and Board of Education Subcommittee meeting dates as presented. Kimberly LaTourette seconded the motion. **IN FAVOR:** Kathy Baker, Tim Blair, Dominic Cipollone, Greg Flanagan, Amy Johnson, Kimberly LaTourette, Samantha Mannion, Ed Sbordone and Stephanie Strazza

X. PUBLIC PARTICIPATION

Kevin Ahern asked about the construction projects and his concerns regarding rumors that the projects are over budget. He also asked the Board to look into the possibility of no longer requiring masks in the schools.

Director of Business and Operations Dr. Richard Sanzo responded to Mr. Ahern's concerns and assured him that the school building projects are not over budget and explained the process for the budget contingency.

XI. FUTURE AGENDA ITEMS

- A Freedom of Information workshop will be planned for after the holidays.
- Open Choice will be discussed at a meeting in the near future.

XII. BOARD MEMBER COMMENTS

Tim Blair thanked the community for the opportunity to serve and is excited to get started. Stephanie Strazza welcomed Tim Blair and Amy Johnson and congratulated the new Board officers.

Kathy Baker wished everyone a Happy Thanksgiving.

Greg Flanagan welcomed Tim Blair and Amy Johnson and congratulated the new Board officers. Amy Johnson thanked the Board for their support and is excited to get started as a Board member. Kimberly LaTourette reminded everyone about upcoming Parks and Rec events including the Run for the Turkeys on November 20th, the Holiday Light Parade on November 27th and the Light contest in December. She welcomed Tim Blair and Amy Johnson. She thanked teachers for going above and beyond this school year and reminded teachers and administrators that the BOE is available for support if necessary.

Ed Sbordone welcomed Tim Blair and Amy Johnson and congratulated Dominic Cipollone, Samantha Mannion, and Kim LaTourette on their election as officers of the Board.

Samantha Mannion welcomed Tim Blair and Amy Johnson. She thanked State Representative Patrick Callahan for his offer to support the BOE. She wished everyone a Happy Thanksgiving. Dominic Cipollone thanked everyone for their support in electing him Chairman of the Board of Education. He wished everyone a Happy Thanksgiving.

XIII. ADJOURNMENT

MOTION: Greg Flanagan made a motion to adjourn the meeting at 8:20 p.m. Samantha Mannion seconded the motion. **IN FAVOR:** Kathy Baker, Tim Blair, Dominic Cipollone, Greg Flanagan, Amy Johnson, Kimberly LaTourette, Samantha Mannion, Ed Sbordone and Stephanie Strazza

Respectfully submitted,
Suzanne Kloos

Elementary STEAM and Library/Social Studies Program

New Fairfield Public Schools
Board of Education Meeting
December 2, 2021

Standards



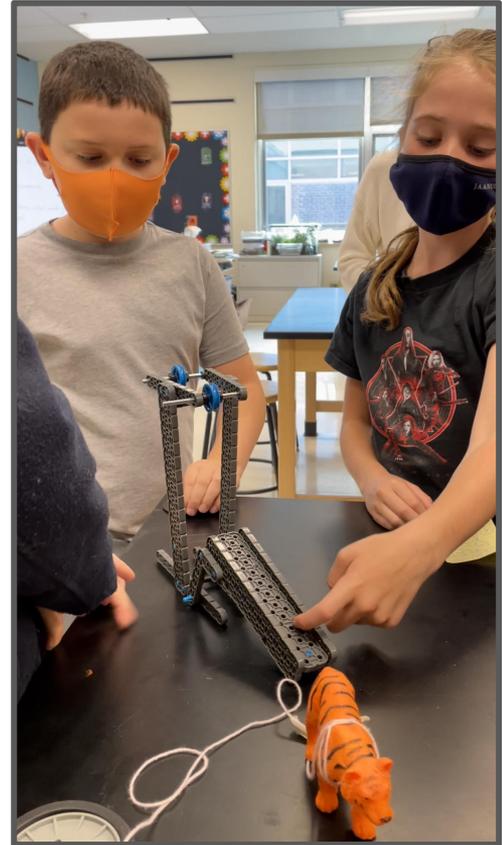
Knowledge Constructor

Research

- ❖ Teacher-curated sources
- ❖ “Actively explore real world problems” through research
- ❖ Investigations and the engineer process

Quest for truth

- ❖ Through peer review/critique, students build upon individual ideas



Computational Thinker

- ❖ Following the engineering design process, students think critically about how to design a solution to a real-world problem.
- ❖ Students Identify the problem, brainstorm and sketch solutions, identify materials, construct prototypes, analyze for effectiveness, and plan for redesign.



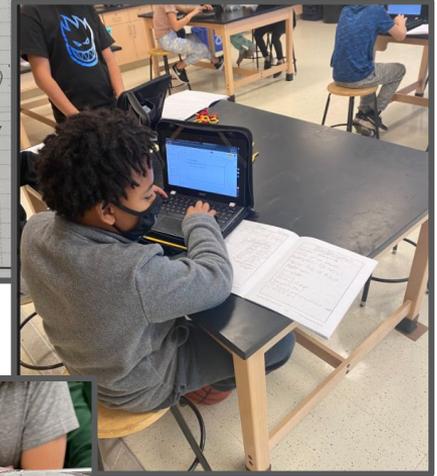
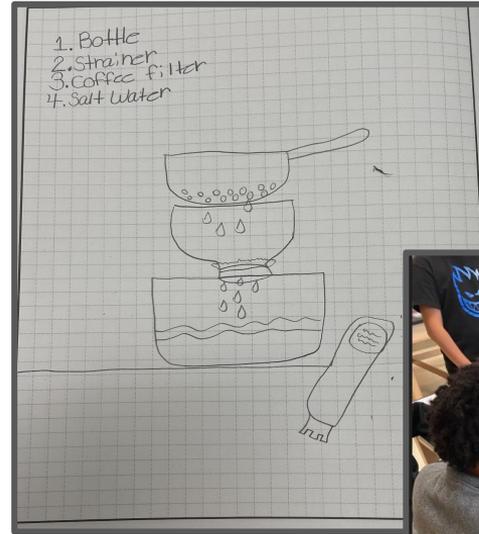
Innovative Designer

Engineering design process

- ❖ Students examine and investigate what others have done and innovate ways to make the design more efficient or streamlined

Goals

- ❖ Students develop learning goals and use those goals to guide their inquiry



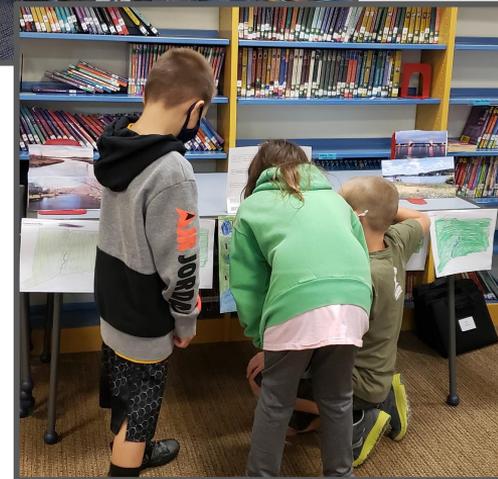
Empowered Learner

Student Choice

- ❖ Library book choice instills a love of reading
- ❖ Develop personal systems for note-taking
- ❖ Class works together to develop rubric for final project

Present learning in a variety of ways

- ❖ Student-created museum exhibits
- ❖ Demonstrations
- ❖ Presentations
- ❖ Small-group share



Digital Citizen

Understanding Information Literacy

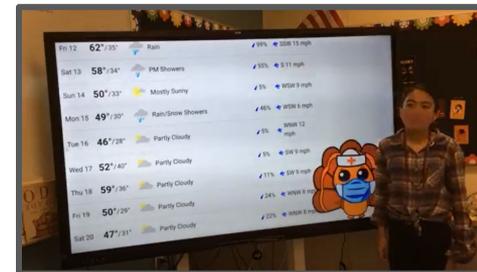
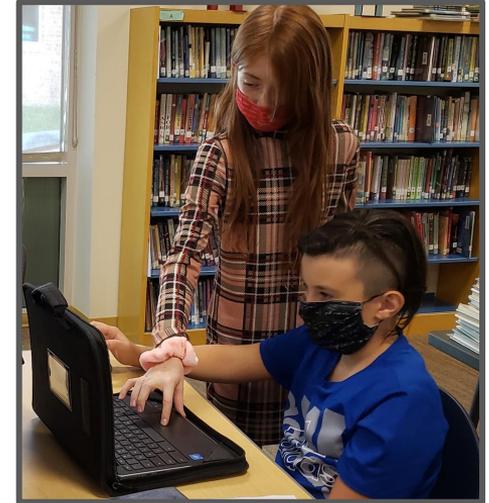
- ❖ Using Kathy Schrock's Guide to Citing Sources
- ❖ Giving credit to those whose work you've built upon
- ❖ Learning about plagiarism

Evaluating sources

- ❖ Deciding if a sources is useful
- ❖ Asking if it fact or opinion
- ❖ Exploring bias: Is there more than one side of the story?

News Crew:

- ❖ Writing, anchoring, and filming morning announcements for the school
- ❖ Students
 - Decide what to put out to the school community
 - Make decisions about what is important to our community
 - Manage their digital identity by modelling good behavior
 - Recognize that what is published is visible for all to see



Creative Communicator

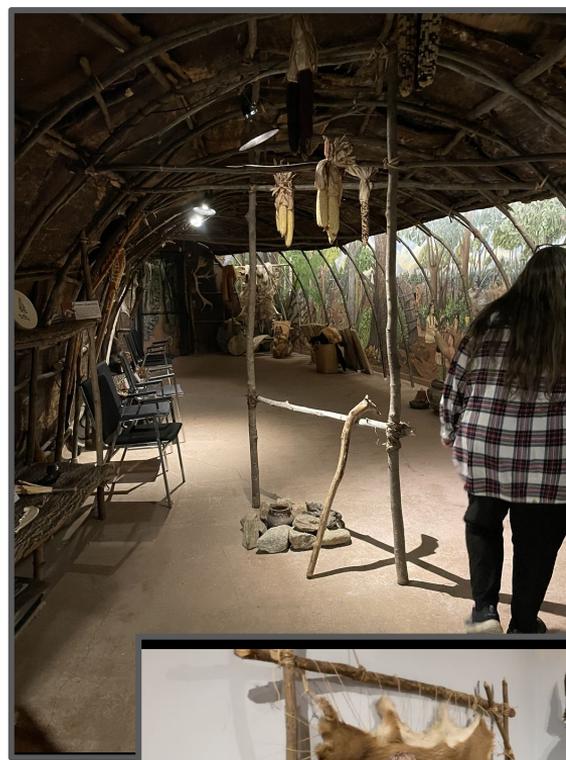
- ❖ Students choose an appropriate method to communicate their ideas.
- ❖ Our youngest learners practice communicating throughout the design process asking themselves:
 - Am I struggling or need advice?
 - Do I think I “have it” and want to try my idea out on an audience?
 - I am ready to communicate my thinking to someone and teach them about my methods.
- ❖ Students are open to suggestions for making work more fluid and clear
- ❖ Communicate findings in an investigation



Global Collaborator

STEAM and the Library are bridging community connections to:

- ❖ New Fairfield Public Library
- ❖ New Fairfield Historical Society
- ❖ Institute for American Indian Studies
- ❖ PTO



What else is happening?

Enrichment: Emerges based on the interests of the learners.

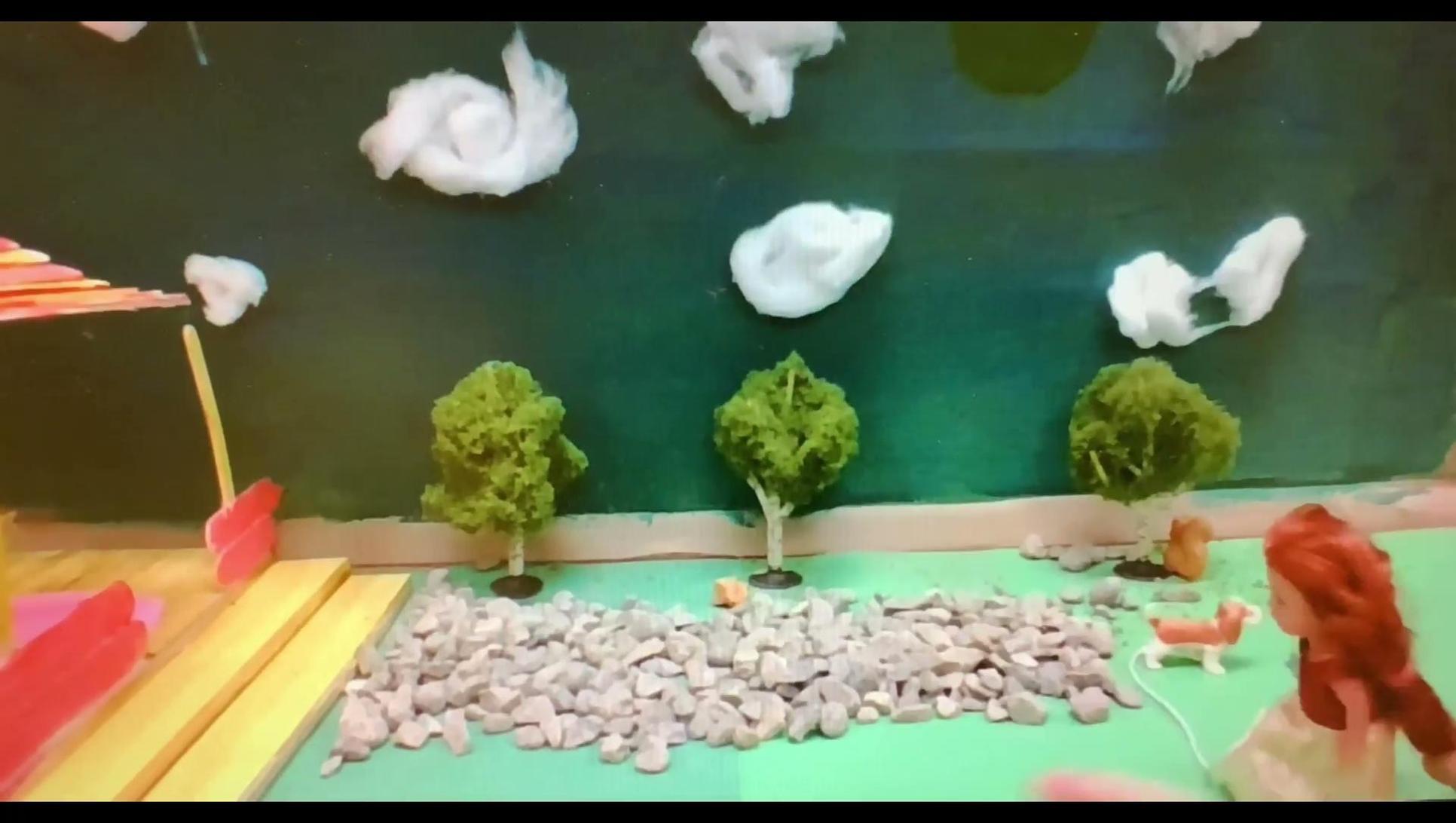
- ❖ Coding
- ❖ Stop Motion Animation
- ❖ Engineering a Trebuchet
- ❖ Film Editing in iMovie

**Library Collection Projects:
Working to improve environment with**

- ❖ Weeding project
- ❖ Preparing the space for the addition of K-2 books
- ❖ “Genre-fication” project



Thank you!



**New Fairfield Public Schools
New Course Proposal**

Directions:

Before completing this form, please discuss this proposal with the appropriate administrator(s) in your school. Complete this proposal form thoroughly, and attach any supporting documentation that would help the Board of Education's Curriculum Sub-Committee understand this proposal better. Be sure that you adhere to all deadlines, and be certain to acquire all required signatures. To ensure that a course can be properly planned for, if it is intended for a coming school year, please complete it by October 31. All other proposals can be forwarded at any time of the year.

Course Being Proposed: Advanced Music Technology

Proposal submitted by: Casey Hounsell

School: New Fairfield High School

1. Indicate the department/grade level in which this course/program will run.

Music Department/ Grades 9-12

2. Please indicate if the new course or instructional program is a semester-long or year long, and indicate the applicable grade levels. Please indicate the course level if applicable.

Advanced Music Technology will be a semester-long course open to all high school students who have completed Music Tech I (Grades 9-12) beginning with the 2022-2023 school year.

3. Please give the rationale for this proposal, and include its relationship to the past, current and future development of curricular offerings in New Fairfield.

This course will explore advanced topics in Music Technology and concentrate on "Real World" applications. Topics include but not limited to: Music Business, Music Production and Audio Engineering. Students will have the opportunity to reinforce and further develop their comprehensive musicianship skills. They will use their individual creativity and working knowledge of music and technology to create projects that build upon topics learned in Music Tech I. Students will learn and demonstrate composition techniques geared towards their individual interests and use production skills to perform their created works and audio recording techniques. Skills in keyboard, guitar, vocals, and any other necessary instruments will be acquired. Collaboration with community artists, organizations, and universities will be pursued to provide students real-world experiences with musical artists and production engineers.

4. Please indicate the target population for this proposal.

Advanced Music Technology aims to build upon the skills learned in Music Tech I. This class will attract students who have an interest in music technology and pursuing a career in production beyond the traditional band and choir setting. This program will continue to serve all

of the following: the student with no prior musical experience, for students who already study an instrument in the school system, for students who take private lessons, or for students who have learned about music or an instrument in a less formal fashion.

5. Please explain if this course or instructional program is an addition or a replacement for an existing course or program.

Advanced Music Technology will be an additional course offered within the music department. Advanced Music Technology explores the development and production of sound in a progressively rigorous curriculum to gain the skills to work in the music industry. Students will not only explore, but experience an engaging class that focuses on the creation, recording, mixing, performing, and production of music.

6. List any prerequisites for this course or instructional program.

All students interested in this class must take Music Tech I

7. Please write a short description of the new course or instructional program that would be suitable for the high school *Program of Studies* or for a curriculum document.

Prerequisite: Music Tech I with a grade of 80 or better. This semester-long course will build upon a student's understanding of music theory and fundamentals of using software and hardware tools for producing music. The class will stress application and creative content, using a series of project-based learning activities which includes student exposure to performing with electronic instruments and vocal recording, multi-track recording (both MIDI sequencing and live instruments), music arranging, and music history. This course is a hands-on, applied class delivering to students an experience with digital music and video editing/recording software applications: GarageBand (Digital Audio Editing Workstation) and iMovie (Video Editing).

8. Please list the long-term course or program goals that define the broad outcomes that this course or program seeks to help students achieve.

OBJECTIVES

- a. Apply concepts from physics and acoustics in practical situations to solve sound problems and/or achieve desired outcomes in both sound reinforcement and sound recording.
- b. Develop an understanding of the history and aesthetics of electronic music and demonstrate the effective use of both MIDI-based and non-MIDI hardware and software in the creation and production of electronic music.
- c. Evaluate merits of recording outcomes with an understanding of the technical goals and aesthetic considerations appropriate for a given genre. Distinguish specific audio career paths and the steps needed to become a successful profession in the audio industry.
- d. Develop advanced music production skills involving sequencing, editing, signal processing, mixing and sampling. Instruction is combined with practical application on a digital audio workstation.

9. Please indicate what topics, units, or material will be used to meet the long-term goals listed above. What assessment strategies will be used in this course or program? What are the unique components of this course or program content that make it a worthwhile addition for our students?

Topics/Unit Sequence

- a. Sound Reproduction
- b. Electronic Compositions
- c. Mashup and Podcasts
- d. Sight and Sound: Video and Film
- e. Personal Project

Assessments

- a. Students will create and submit multiple projects demonstrating their ability to effectively record, edit, and mix audio. Projects will include recorded and imported audio as well as MIDI sequences.
 - b. Students will demonstrate their knowledge of audio theory on mid-term and final exams as well as by the outcome of their projects.
 - c. Students will be required to critique the work of other students to help develop critical listening skills and the ability to communicate music production concepts.
 - d. Students will evaluate a live concert to demonstrate their understanding of how music production concepts translate to live sound reinforcement
10. Please enumerate the resources – both human and financial – that you anticipate will be needed to develop this course or program correctly. What impact would this proposal have on scheduling, staffing, and resources? Consider training, equipment, and space needs.

Computers for this class are currently in the iMac lab (103) at the high school. All applications for the class are currently installed on the computers (Garageband) or can be accessed through the internet. All additional equipment has already been purchased.

11. If this course will require a textbook, what is the title and cost estimate of a likely text?

No textbook is needed for this course.

12. What impact will this course/program proposal have upon other courses/programs currently being offered in the district?

This course will work closely with other classes in the district. Many of the skills learned in this course can be applied to other classes as a way to enhance projects and assignments with the help of technology. Projects and assignments they complete in other classes can also be used in Advanced Music Technology (podcast, sound effects, mixing). The possibilities are endless

when there is communication and collaboration between teachers. We will continue to create those opportunities for collaboration as the class progresses.

Signatures of those making this proposal:

Teacher

Date

Department Chair (if applicable)

Date



Principal



Date



Assistant Superintendent



Date

Sample Final Projects
By the end of the class, students will be able to...

Final Project Option #1

Students are going to submit a film scoring portfolio that contains 15 minutes of film scoring. This could be any combination of movie, TV, sports or video games.

15 minutes can be any number of individual videos. At least 3 videos must be submitted.

Criteria for Success

1. Original music composed by the student.
2. Loops and/or Keyboards. NO pre-recorded music.
3. ALL sound effects must be created. NO pre-recorded sound effects.
4. Show volume and pan changes - when and where is up to the student
5. Mix the final score of each video submitted. Mix = EQ, Effects, Volume, etc

Final Project Option #2

Create a 15 minute DJ Mashup. Mashup must include Loops & Samples of MP3's

Criteria for Success

1. MP3 Samples - NO LONGER THAN 15 seconds each
2. Loops- at least 15, as many after that as you want
3. EQ - You must show usage of EQ parameters
4. Volume - You must show usage of volume automation
5. Pan - You must show usage of Pan automation
6. Fades - You must show fade ins and fade outs
7. Audio Effects - You must use at least 3 audio effects
8. Sound Effects - are not included in the Loops count. Use as many as you want.

Final Project Option #3

Using the Careers in Music Business/Management website from the Berklee College of Music you are to select one career from the list to focus on. After selecting that career you are to create a Podcast - 10-15 minutes.

Criteria for Success

1. Overview of the career
2. History of the career
3. How has the career changed over the year
4. How has technology influenced the career
5. Salary
6. Famous people in the field
7. Interview - can you find someone to interview about the career?

New Fairfield Public Schools

New Course Proposal

Directions:

Before completing this form, please discuss this proposal with the appropriate administrator(s) in your school. Complete this proposal form thoroughly, and attach any supporting documentation that would help the Board of Education's Curriculum Sub-Committee understand this proposal better. Be sure that you adhere to all deadlines, and be certain to acquire all required signatures. To ensure that a course can be properly planned for, if it is intended for a coming school year, please complete it by October 31. All other proposals can be forwarded at any time of the year.

Course Being Proposed Black and Latino Studies

Proposal submitted by NFPS & NFHS Administration

School New Fairfield High School

1. Indicate the department/grade level in which this course/program will run.

This course will be open to grades 11 & 12 students at New Fairfield High School.

2. Please indicate if the new course or instructional program is a semester long or year long, and indicate the applicable grade levels. Please indicate the course level if applicable.

This is a new course that will be a full-year elective course for 11th and 12th grade students. This course will be offered at the College Preparatory level.

3. Please give the rationale for this proposal, and include its relationship to the past, current and future development of curricular offerings in New Fairfield.

In addition to being required by Connecticut Public Act No. 19-12, this course supports our ongoing efforts to offer a wide range of engaging elective courses to our students, and fosters an appreciation of different perspectives on the world in which they live and their development as Engaged Global Citizens.

4. Please indicate the target population for this proposal.

The target population for this course is any student who wishes to explore American History through the stories of African American/Black and Puerto Rican/Latino people in the United States.

5. Please explain if this course or instructional program is an addition or a replacement for an existing course or program.

This is an additional program at NFHS.

6. List any prerequisites for this course or instructional program.

This course will be open to juniors and seniors at New Fairfield High School who have earned credit in World History I and World History II. There are no other prerequisite courses.

7. Please write a short description of the new course or instructional program that would be suitable for the high school *Program of Studies* or for a curriculum document.

This course is an opportunity for students to explore accomplishments, struggles, intersections, perspectives, and collaborations of African American/Black and Puerto Rican/Latino people in the U.S. Students will examine how historical movements, legislation, and wars affected the citizenship rights of these groups and how they, both separately and together, worked to build U.S. cultural and economic wealth and create more just societies in local, national, and international contexts. Coursework will provide students with tools to identify historic and contemporary tensions around race and difference; map economic and racial disparities over time; strengthen their own identity development; and address bias in their communities.

8. Please list the long-term course or program goals that define the broad outcomes that this course or program seeks to help students achieve.

The African American/Black and Puerto Rican/Latino Course of Studies is a one credit, year-long elective in which students will consider the scope of African American/Black and Puerto Rican/ Latino contributions to U.S. history, society, economy, and culture. It utilizes Connecticut's Social Studies Framework themes and inquiry-based approach already familiar to social studies teachers to deliver a content rich and personalized learning experience. The course is an opportunity for students to explore accomplishments, struggles, intersections, perspectives, and collaborations of African American/Black and Puerto Rican/Latino people in the U.S.

Students will examine how historical movements, legislation, and wars affected the citizenship rights of these groups and how they, both separately and together, worked to build U.S. cultural and economic wealth and create more just societies in local, national, and international contexts. Coursework will provide students with tools to identify historic and contemporary tensions around race and difference; map economic and racial disparities over time; strengthen their own identity development; and address bias in their communities. This course will contribute to the critical consciousness and civic-mindedness competencies of a twenty-first century graduate, and ultimately facilitate students' interest in pursuing further ethnic, anthropology, or human rights studies in the future.

9. Please indicate what topics, units, or material will be used to meet the long-term goals listed above. What assessment strategies will be used in this course or program? What are the unique components of this course or program content that make it a worthwhile addition for our students?

A detailed description of course topics, scope and sequence, and alignment with Connecticut Social Studies Frameworks can be found at <https://files.serc.co/pa1912/20210701-CIT%20Bl.%20Curriculum%20-%20screen%20-%20v1.pdf>

10. Please enumerate the resources – both human and financial – that you anticipate will be needed to develop this course or program correctly. What impact would this proposal have on scheduling, staffing, and resources? Consider training, equipment and space needs.

This course will not require additional staffing and will be offered as an elective option within the Social Studies department at New Fairfield High School. Professional development and training is being supported by the CSDE and SERC for teachers and curriculum leaders in Connecticut.

11. If this course will require a textbook, what is the title and cost estimate of a likely text?

This course does not require a textbook. A wide range of web-based and database resources are available through the SERC curriculum documentation. A budget for supplemental materials has been included in the NFHS administration budget requests to the Superintendent.

12. What impact will this course/program proposal have upon other courses/programs currently being offered in the district?

This course will be an elective within the Social Studies offerings, and assuming flat staffing for the coming school year, the only impact on other programs will be the viability of courses based on student requests, and teachers having an increased number of different preparations.

Signatures of those making this proposal:

Teacher

Date

Department Chair (if applicable)

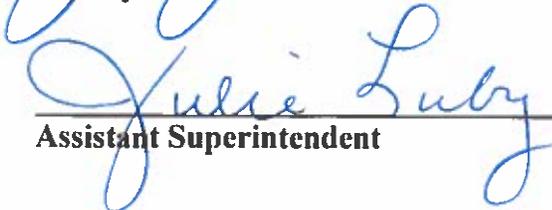
Date



Principal



Date



Assistant Superintendent



Date

New Fairfield Public Schools

New Course Proposal

Directions:

Before completing this form, please discuss this proposal with the appropriate administrator(s) in your school. Complete this proposal form thoroughly, and attach any supporting documentation that would help the Board of Education's Curriculum Sub-Committee understand this proposal better. Be sure that you adhere to all deadlines, and be certain to acquire all required signatures. To ensure that a course can be properly planned for, if it is intended for a coming school year, please complete it by October 31. All other proposals can be forwarded at any time of the year.

Course Being Proposed ECE Popular Music and Diversity in American Society

Proposal submitted by Andrew Gadwah and James D'Amico

School New Fairfield High School

1. Indicate the department/grade level in which this course/program will run.

Music Department/ Grades 9-12

2. Please indicate if the new course or instructional program is a semester long or year long, and indicate the applicable grade levels. Please indicate the course level if applicable.

ECE Popular Music and Diversity in American Society will be a semester-long course open to all high school students in grades 10-12 beginning with the 2022-2023 school year.

3. Please give the rationale for this proposal, and include its relationship to the past, current and future development of curricular offerings in New Fairfield.

This course fills multiple important needs at New Fairfield High School. It is important for the school to have expanded options for students in music, even if they do not play a musical instrument. This offering creates an additional opportunity for students to meet their arts requirement for graduation.

This course also represents the high school's goal to provide opportunities to earn college credit beyond AP courses. UConn ECE courses provide students with UConn credits and a UConn transcript, augmenting their college applications and offering a rigorous experience while in high school. This course is also an important piece of our school's college and career pathways programming. Students will earn credit for UConn's **MUSIC 1003: Popular Music and Diversity in American Society** course.

4. Please indicate the target population for this proposal.

This course is designed for students who have an interest in music and the essential role that music plays in American society. It is appropriate for both students who participate in musical ensembles and those who do not.

5. Please explain if this course or instructional program is an addition or a replacement for an existing course or program.

This course is an addition to the existing offerings within the music department.

6. List any prerequisites for this course or instructional program.

Students must be in tenth grade or higher, as the level of coursework is commensurate with earning college credit, and the faculty feels that having at least one year of high school studies completed will provide the best preparation for students. There are no other course prerequisites.

7. Please write a short description of the new course or instructional program that would be suitable for the high school *Program of Studies* or for a curriculum document.

ECE Popular Music and Diversity in American Society is an introduction to popular music and diversity in America: jazz, blues, Top-40 pop, rock, hip-hop, and other genres. This course examines American popular music within the historical and social context of 20th Century and contemporary American society.

This course will encourage you to think critically and creatively about popular music in relation to topics of diversity. We will study significant styles of American popular music, with a focus on select songs that exemplify their respective genres, and explore several recurring themes throughout the course, including:

- the role of popular music as it relates to race, ethnicity, gender, social class, generation, etc.
- the interaction of European American, African American, and Latin American traditions
- the influence of mass media and technology

8. Please list the long-term course or program goals that define the broad outcomes that this course or program seeks to help students achieve.

The course is intended to enhance students' enjoyment and understanding of the music they already know, as well as to introduce them to less familiar styles and genres. Students will develop critical listening skills and become more informed consumers of popular music.

9. Please indicate what topics, units, or material will be used to meet the long-term goals listed above. What assessment strategies will be used in this course or program? What are the unique components of this course or program content that make it a worthwhile addition for our students?

Learning methods will include classroom lectures and discussion, critical reading of primary sources representing diverse experiences, critical listening to audio and video recordings and other projects designed to share learning, complement and enrich the in-class experiences.

Students must take the UConn exam to receive college credit for the course.

10. Please enumerate the resources – both human and financial – that you anticipate will be needed to develop this course or program correctly. What impact would this proposal have on scheduling, staffing, and resources? Consider training, equipment and space needs.

This course will not require any special facilities or spaces, as it could be taught in a music room, or even a general use classroom if needed. Training and professional development are provided through the University of Connecticut, generally at no or low-cost to the school. As we re-imagine our music offerings to be accessible by a greater number of students, this course will complement our goals of offering semester-long classes with broad appeal and reduce the number of periods devoted to the concert choir and symphonic band, which are currently spread out over up to three periods. By using our human resources more effectively, we are able to expand our offerings with this course.

11. If this course will require a textbook, what is the title and cost estimate of a likely text?

The anticipated texts for this course are:

American Popular Music: From Minstrelsy to MP3, 6th Edition, by Larry Starr; Christopher Waterman with Brad Osborn. Oxford University Press. The approximate cost of this book is \$115.

The Pop, Rock, and Soul Reader: Histories and Debates 4th Edition, by David Brackett. Oxford University Press. The approximate cost of this book is \$50.

These titles have been included in the NFHS 2022-23 budget request to the Superintendent for up to 20 students.

12. What impact will this course/program proposal have upon other courses/programs currently being offered in the district?

This course will augment the program of the entire school by offering students a course that examines the contributions of Americans from different backgrounds to popular music. This course lends itself to collaborative projects with courses in social studies, English, and theater. We anticipate that this course will also generate interest in music classes from students who may not have considered musical studies as a part of their high school program, and that will also potentially generate interest in music technology courses.

4. Please indicate the target population for this proposal.

This course is designed for students who have an interest in music and the essential role that music plays in American society. It is appropriate for both students who participate in musical ensembles and those who do not.

5. Please explain if this course or instructional program is an addition or a replacement for an existing course or program.

This course is an addition to the existing offerings within the music department.

6. List any prerequisites for this course or instructional program.

Students must be in tenth grade or higher, as the level of coursework is commensurate with earning college credit, and the faculty feels that having at least one year of high school studies completed will provide the best preparation for students. There are no other course prerequisites.

7. Please write a short description of the new course or instructional program that would be suitable for the high school *Program of Studies* or for a curriculum document.

ECE Popular Music and Diversity in American Society is an introduction to popular music and diversity in America: jazz, blues, Top-40 pop, rock, hip-hop, and other genres. This course examines American popular music within the historical and social context of 20th Century and contemporary American society.

This course will encourage you to think critically and creatively about popular music in relation to topics of diversity. We will study significant styles of American popular music, with a focus on select songs that exemplify their respective genres, and explore several recurring themes throughout the course, including:

- the role of popular music as it relates to race, ethnicity, gender, social class, generation, etc.
- the interaction of European American, African American, and Latin American traditions
- the influence of mass media and technology

8. Please list the long-term course or program goals that define the broad outcomes that this course or program seeks to help students achieve.

The course is intended to enhance students' enjoyment and understanding of the music they already know, as well as to introduce them to less familiar styles and genres. Students will develop critical listening skills and become more informed consumers of popular music.

9. Please indicate what topics, units, or material will be used to meet the long-term goals listed above. What assessment strategies will be used in this course or program? What are the unique components of this course or program content that make it a worthwhile addition for our students?

Learning methods will include classroom lectures and discussion, critical reading of primary sources representing diverse experiences, critical listening to audio and video recordings and other projects designed to share learning, complement and enrich the in-class experiences.

Students must take the UConn exam to receive college credit for the course.

10. Please enumerate the resources – both human and financial – that you anticipate will be needed to develop this course or program correctly. What impact would this proposal have on scheduling, staffing, and resources? Consider training, equipment and space needs.

This course will not require any special facilities or spaces, as it could be taught in a music room, or even a general use classroom if needed. Training and professional development are provided through the University of Connecticut, generally at no or low-cost to the school. As we re-imagine our music offerings to be accessible by a greater number of students, this course will complement our goals of offering semester-long classes with broad appeal and reduce the number of periods devoted to the concert choir and symphonic band, which are currently spread out over up to three periods. By using our human resources more effectively, we are able to expand our offerings with this course.

11. If this course will require a textbook, what is the title and cost estimate of a likely text?

The anticipated texts for this course are:

American Popular Music: From Minstrelsy to MP3, 6th Edition, by Larry Starr; Christopher Waterman with Brad Osborn. Oxford University Press. The approximate cost of this book is \$115.

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These titles have been included in the NFHS 2022-23 budget request to the Superintendent for up to 20 students.

12. What impact will this course/program proposal have upon other courses/programs currently being offered in the district?

This course will augment the program of the entire school by offering students a course that examines the contributions of Americans from different backgrounds to popular music. This course lends itself to collaborative projects with courses in social studies, English, and theater. We anticipate that his course will also generate interest in music classes from students who may not have considered musical studies as a part of their high school program, and that will also potentially generate interest in music technology courses.

Signatures of those making this proposal:

Teacher

Date

Department Chair (if applicable)

Date



Principal

11/17/21

Date



Assistant Superintendent

11/17/21

Date

Existing policy with modification based on P.A. 21-199, Section 4.

Instruction

Graduation Requirements

Introduction

In order to graduate from New Fairfield High School a student must earn a minimum of 26 credits in grades 9 through 12 (unless exceptions have been made by a duly convened planning and placement team, or otherwise in accordance with C.G.S. section 10-221a) and must have met the credit distribution requirements. When students participate in the Senior Enrichment Experience (SEE) program, they will earn graduation credits for all courses in which they have earned a passing grade at the start of their involvement in the program. Students who earn a passing grade for college coursework at accredited universities may submit official transcripts to the high school principal for consideration for credit approval. Students must also meet three performance standards: English Language Arts, Mathematics, and Science. These standards define the areas of literacy that the New Fairfield Public School District feels all students should know and be able to do.

Credit Distribution Requirement for the Classes of 2019 - 2022:

- English 4 credits
- Mathematics 3 credits
- Social Studies 3 credits
(including at least ½ credit in
Civics or American Government)
- Science 3 credits
- Health/Physical Education 2 credits
- World Language 1 credit
- School and Community Service .5 credit
- Personal Finance .5 credit
- Fine/Applied Arts 2 credits*
- Capstone (including SEE Project) 1 credit
- Electives 6 credits

* One credit may be earned if a student takes two world languages for four (4) years.

Instruction

Graduation Requirements (continued)

Credit Distribution Requirement for the Class of 2023 and beyond:

• Humanities	9 credits
<i>English</i>	<i>4 credits</i>
<i>Social Studies</i>	<i>3 credits</i>
<i>*including 1 credit of United States History</i>	
<i>American Government</i>	<i>.5 credit</i>
<i>Fine & Performing Arts (FAPA)</i>	<i>1 credit</i>
<i>English, Social Studies, or FAPA*</i>	<i>.5 credit</i>
• STEM	9 credits
<i>Mathematics</i>	<i>3 credits</i>
<i>Science</i>	<i>3 credits</i>
<i>Career & Technical Education (CTE)</i>	<i>1 credit</i>
<i>Mathematics, Science, or CTE*</i>	<i>2 credits</i>
• Physical Education & Health	2 credits
<i>Physical Education & Wellness</i>	<i>1 credit</i>
<i>Health & Safety Education</i>	<i>1 credit</i>
• World Language	1 credit
• Personal Finance	.5 credit
• School & Community Service	.5 credit
• Senior Enrichment Experience /	1 credit
<i>Attributes of the Graduate</i>	
• Open Credits	3 credits

* If a student takes two world languages for four (4) years, one open credit in Humanities (English, Social Studies, or FAPA) or STEM (Mathematics, Science, or CTE) may be earned.

Per statute (C.G.S. 221a(f)) the determination of eligible credits is at the discretion of the Board of Education, provided the primary focus of the curriculum of eligible credits corresponds directly to the subject matter of the specified course requirements. The Board may permit a student to graduate during a period of expulsion if the Board determines the student has satisfactorily completed the necessary credits. The graduation requirements shall apply to any student requiring special education except when the Planning and Placement Team (PPT) determines the requirement not to be appropriate.

A credit shall consist of not less than the equivalent of a forty-minute class period for each school day of a school year except for a credit or part of a credit toward high school graduation earned (1) at an institution accredited by the Board of Regents for Higher Education or State Board of Education or regionally accredited, (2) through online coursework or (3) through a demonstration of mastery based on competency and performance standards, in accordance with guidelines adopted by the State Board of Education.

Instruction

Graduation Requirements (continued)

Academic Advancement Program

The Board of Education permits students in grades eleven and twelve to substitute (1) achievement of a passing score on an existing nationally recognized examination, approved by the State Department of Education, or series of examinations approved by the State Board of Education, (2) a cumulative grade point average determined by the State Board of Education and (3) at least three letters of recommendation from school professionals (defined in 10-66dd), for the required high school graduation requirement. The State Board of Education will issue an Academic Advancement Program Certificate to any student successfully completing such program. The Academic Advancement Program Certificate shall be considered in the same manner as a high school diploma for purposes of determining eligibility of a student for enrollment at a Connecticut public institution of higher education.

All students must carry seven classes each semester. Seniors may carry six classes and petition for early release if they have 20 credits, are in good academic standing and have the approval of their parents.

Diplomas of Distinction

The Board of Education recognizes students who exceed the credit requirements for graduation by rewarding a Diploma of Distinction based on the requirements set forth below.

Beginning with the Class of 2023, Diplomas of Distinction may also be earned by students who complete the requirements of College and Career Pathways, as defined in the New Fairfield High School Program of Studies.

Credit Distribution Requirement for Diploma of Distinction for the Classes of 2019 - 2022:

- English 4 credits
- Math 4 credits
- Science 4 credits
- Social Studies 3 credits
- World Languages 3 credits (in the same language at high school)
- Health & P.E. 2 credits
- Fine/Applied Arts 2 credits*
- School & Community Service .5 credit
- Personal Finance .5 credit
- Capstone (including SEE Project) 1 credit
- Additional 3, 4, or 5 weight elective .5 credit (during the senior year)
- Must earn a total of 26 credits

* One credit may be earned if a student takes two world languages for four (4) years.

Instruction

Graduation Requirements (continued)

Credit Distribution Requirement for Diploma of Academic Distinction for the Class of 2023 and beyond:

- | | |
|---|---|
| • Humanities | 9 credits |
| <i>English</i> | <i>4 credits</i> |
| <i>Social Studies</i> | <i>3 credits</i> |
| <i>*including 1 credit of United States History</i> | |
| <i>American Government</i> | <i>0.5 credit</i> |
| <i>Fine & Performing Arts (FAPA)</i> | <i>1 credit</i> |
| <i>English, Social Studies, or FAPA*</i> | <i>.5 credit</i> |
| • STEM | 9 credits |
| <i>Mathematics</i> | <i>4 credits</i> |
| <i>Science</i> | <i>4 credits</i> |
| <i>Career & Technical Education (CTE)*</i> | <i>1 credit</i> |
| • Physical Education & Health | 2 credits |
| <i>Physical Education & Wellness</i> | <i>1 credit</i> |
| <i>Health & Safety Education</i> | <i>1 credit</i> |
| • World Language | 3 credits (in the same language) |
| • Personal Finance | .5 credit |
| • School & Community Service | .5 credit |
| • Senior Enrichment Experience / | 1 credit |
| <i>Attributes of the Graduate</i> | |
| • Open Credits | 1 credit |

* If a student takes two world languages for four (4) years, one open credit in Humanities (English, Social Studies, or FAPA) or CTE may be earned.

To receive a Diploma with Highest Distinction a student in addition to all of the above, must complete the following:

For the Class of 2021 and 2022:

Earn a score in the top band of the Next Generation Science Assessment; and earn a 1280* on the SAT or a 26 Composite Score on the ACT.

*Equivalent to scoring in the top band of the SAT EBRW and Math sections as defined by Connecticut State Department of Education.

The Diploma of Highest Distinction will not be available beyond the Class of 2022.

Instruction

Graduation Requirements (continued)

Diplomas of Distinction in a College and Career Pathway for the Class of 2023 and beyond:

Students may earn a Diploma of Distinction in the following areas, to be designated as such on their official transcript:

Diploma of Allied Health Distinction
Diploma of Arts & Design Distinction

The requirements of College and Career Pathways shall be:

- Meeting the credit distribution requirements for graduation from New Fairfield High School
- Meeting the pathway-specific course requirements set forth in the New Fairfield High School Program of Studies, including a minimum of one course in which post-secondary credit may be earned
- Completion of 30 hours of work immersion in the college and career pathway area
- Participation in co-curricular activities as approved by the New Fairfield High School administration and school counseling office

District's Performance Standards

English Language Arts (ELA)

Definition:

Students should be able to communicate effectively in a variety of ways, both verbally and in writing. As part of this goal, students must demonstrate proficiency at reading a variety of materials and responding appropriately. This may include making connections between a variety of sources, using problem-solving strategies, and interpreting and evaluating information.

Objectives: The student will be able to:

- read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
- produce effective and well-grounded writing for a range of purpose and audiences.
- employ effective speaking and listening skills for a range of purposes and audiences.
- engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.

Assessment:

Students will take the Connecticut SAT School Day in Evidence-based Reading and Writing. If a student does not take the SAT, s/he must create a piece of writing that follows the Writing Process Model and produce a publishable, superior product. This writing sample will then be evaluated using a locally created assessment rubric.

Instruction

Graduation Requirements

District's Performance Standards

English Language Arts (ELA) (continued)

Implementation:

Students will have numerous opportunities in all English/Language Arts and Social Studies classes to produce writing samples using the Writing Process Model.

Assistance:

For assistance, students may go to the Learning Center, National Honor Society Tutorial Service, and/or receive one-on-one consultation with a classroom teacher.

Mathematics

Definition:

Students should become mathematical problem solvers, learn to communicate mathematically, learn to reason mathematically, learn to value mathematics, and become confident in their ability to do mathematics. While it is still important for students to be able to calculate and manipulate mathematical symbols, the focus is on technology and application of knowledge and skills.

Objectives: The student will be able to:

- explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.
- solve a range of well-posed problems in pure and applied mathematics, making productive use of knowledge and problem-solving strategies.
- clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.
- analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems.

Assessment:

Students will take the Connecticut SAT School Day. If a student does not take the SAT, s/he must meet one of the following criteria for the standard:

- Achieve a C+ or better in three math courses required for graduation, or
- Complete a performance based learning assessment demonstrating the above skills.

Instruction

Graduation Requirements

District's Performance Standards

Mathematics (continued)

Implementation:

Students will have numerous opportunities in all mathematics classes to complete performance-based learning assessment activities.

Assistance:

For assistance, students may go to the Learning Center, National Honor Society Tutorial Service, and/or receive one-on-one consultation with a classroom teacher.

Science

Definition:

To meet graduation requirements in science, the student will be able to master scientific methodology as a basis of inquiry for all problem solving and decision making challenges.

Objectives: The student will be able to:

- define a problem and identify dependent and independent variables.
- form a hypothesis after gathering information about the problem.
- design an experiment.
- collect data through quantitative and qualitative observation.
- use the data to support or disprove the hypothesis.
- use technology to present the data in accordance with meeting the district technology standard.

For the Class of 2020 and beyond:

Students will take the Next Generation Science Assessment. If a student does not take the Science State Mastery Assessment, s/he must meet one of the following criteria for the standard:

Assessment:

- Achieve a C+ or better in three science courses required for graduation, or
- Conduct a field-based research project, or
- Complete a science research project and presentation.

Instruction

Graduation Requirements

Science (continued)

Implementation:

Students will have numerous opportunities in all science activities to complete projects using the scientific method.

Assistance:

It is strongly recommended that students who are working on a field-based research project or science research project take a fourth year of science in order to work with a science teacher for help with his/her project. Students producing a field-based research project or science research project will use the Learning Center for mentoring in the implementation of their project.

Special Circumstances

- Transfer students – Consideration will be given to a student who transfers into New Fairfield after the first three years of high school.
- Special Education students – The IEP will outline the expected performance standards for a student in special education.
- 504 students – Considerations will be given to modifications provided by the appropriate 504 plan.
- The Board of Education shall award a high school diploma to any World War II veteran or veteran of the Korean Hostilities or Vietnam Era veteran requesting such diploma who left high school for military service as defined in the statutes.
- The Board of Education shall award a high school diploma to any person who (1) withdrew from high school prior to graduation to work in a job that assisted the war effort during World War II, December 7, 1941 to December 31, 1946, inclusive, (2) did not receive a diploma as a consequence of such work, and (3) has been a resident of the state for at least fifty (50) consecutive years.

Notification:

Of teachers:

In September of each school year, or as soon as the scores are available, the School Counseling Department will provide a list of juniors and seniors who have not met performance standards for graduation. This list will be sent to Department Heads of each specific subject area.

Instruction

Graduation Requirements (continued)

Notification:

Of students:

At the end of the year, the School Counseling Department will notify all juniors who have not met a performance standard for graduation. At the beginning of each school year, the School Counseling Department will notify seniors as to their status relative to the performance standard requirements for graduation. They will include the options available for the student. Successful completion of a performance standard will be included on the final report period of the junior year or on the first report period it is met in the senior year.

Of parent/guardian(s):

At the beginning of each school year, the School Counseling Department will notify, in writing, the parent(s)/guardian(s) of any senior who has not yet met one or more of the performance standards for graduation. Successful completion of a performance standard will be included on the final report period of the junior year or the first report period it is met in the senior year.

Appeals

- Students should submit their appeal to the Principal within 20 days of receiving their score. The appeal should include the rubric along with a statement explaining why the student feels the score is incorrect. An independent assessor will score the performance standard.
- The Chief Academic Officer or his/her designee will name the independent assessor.
- The outcome of this assessment will be sent to the Principal who will share this information with the student and parent(s)/guardian(s).

Connecticut Seal of Biliteracy

Commencing with the graduating class of 2018, and for each graduating class thereafter, the Board of Education, utilizing criteria established by the State Board of Education, may/shall affix the “Connecticut State Seal of Biliteracy” to a diploma awarded to a student who has achieved a high level of proficiency in English and one or more foreign languages. “Foreign language” means a world language other than English and includes American Sign Language and any other language spoken by a federally recognized Native American tribe. The Board of Education shall include on such student’s transcript a designation that the student received the “Connecticut Seal of Biliteracy.”

Instruction

Graduation Requirements (continued)

Student Success Plans

The Board shall create a student success plan for each enrolled student, beginning in grade six. Such plan shall include a ~~students'~~ student's career and academic choices in grades six to twelve, inclusive. Beginning in grade six, such student success plan shall provide evidence of career exploration in each grade including, but not limited to, careers in manufacturing. The Board shall utilize the Department of Education's issued and revised guidance regarding changes to such student's success ~~plans.~~ plan. In creating such student success ~~plans,~~ plan, consideration shall be given to career and academic choices in computer science, science, technology, engineering and mathematics.

On or after July 1, 2021, the student success ~~plans~~ plan shall be created, if possible, in collaboration with each student and the student's parent/guardian. On or after July 1, 2022, the student success ~~plans~~ plan shall, to the ~~extend~~ extent that it does not conflict with the career choices of the student or his/her parent/guardian, include an academic plan that is in compliance with the Board's challenging curriculum policy. *(Note: such policy is to be adopted by July 1, 2022)*

Legal Reference: Connecticut General Statutes

10-5 State high school diploma; "honors diploma." Payment of fees; exceptions. (as amended by PA 17-29)

10-5c Board examination series pilot program. Issuance of certificate (as amended by P.A. 13-247 and P.A. 14-230).

10-14n Statewide mastery examination. Conditions for reexamination. Limitation on use of test results.

10-16(1) Graduation exercises. (As amended by P.A. 96-108, An Act Concerning Student Use of Telecommunication Devices and the Appeals Establishment of Graduation Dates).

10-221a High school graduation requirements as amended by P.A. 08-138, P.A. 11-135, An Act Concerning Implementation Dates for Secondary School Reform, P.A. 13-57, An Act Concerning Honorary Diplomas for Vietnam Veterans, P.A. 13-122, An Act Concerning Minor Revisions to the Education Statutes and P.A. 13-247, Budget Implementer Bill, P.A. 15-237, An Act Concerning High School Graduation and P.A. 16-4(SS), section 310, P.A. 17-42, An Act Concerning Revisions to the High School Graduation Requirements, P.A. 17-29, An Act Concerning Connecticut's Seal of Biliteracy, P.A. 19-58 An Act Promoting Careers in Manufacturing to Public School Students and P.A. 21-199 Section 4, An Act Concerning Various Revisions to the Education Statutes.

P.A. 13-108, An Act Unleashing Innovation in Connecticut Schools.

P.A. 13-247, An Act Implementing Provisions of the State Budget.

Instruction

Graduation Requirements (continued)

Policy adopted: December 2, 2004
Policy revised: December 7, 2006
Policy revised: April 3, 2008
Policy revised: November 6, 2008
Policy revised: November 17, 2011
Policy revised: March 6, 2014
Policy revised: October 30, 2014
Policy revised: April 21, 2015
Policy revised: March 3, 2016
Policy revised: November 2, 2016
Policy revised: March 2, 2017
Policy revised: June 15, 2017
Policy revised: March 1, 2018
Policy revised: March 7, 2019
Policy revised: May 6, 2021
Policy revised:

NEW FAIRFIELD PUBLIC SCHOOLS
New Fairfield, Connecticut

MISSION STATEMENT

New Fairfield High School strives to provide a safe educational environment in which students *respect* the right for all to become *engaged* learners and responsible citizens who *belong, excel* and *lead* within a diverse society and changing world.

CORE VALUES & BELIEFS STATEMENT

New Fairfield High School is committed to all students achieving high academic standards and personal wellness, enabling continuous growth through authentic, flexible pathways. By prioritizing connectedness and compassion, we empower all members of our learning community to take ownership of our individual and collective development as we foster the *Attributes of the Graduate*.

ATTRIBUTES of the GRADUATE

(21st Century Learning Expectations)

<u>Critical Thinker</u>	<u>Problem Solver</u>	<u>Effective Communicator</u>	<u>Productive Citizen</u>
<i>Improves the quality of understanding by skillfully analyzing, assessing, and constructing new knowledge within different contexts.</i>	<i>Engages in the process and act of finding the best solution(s) to a difficult or complex issue.</i>	<i>Uses a variety of methods to communicate persuasively and effectively, including written, spoken, visual, or audio discourse, appropriate to task, purpose, and audience.</i>	<i>Actively participates, demonstrates, and contributes in the responsibilities related to classroom, community, state, national and global issues.</i>
A. Synthesize and make connections through analysis, interpretation, and evaluation of collected information, including prior knowledge from multiple disciplines.	A. Observe and evaluate situations in order to define problems and specify successful outcomes.	A. Organize and express thoughts and ideas in a concise and purposeful manner, supported by spoken and textual evidence and logic.	A. Demonstrate a commitment to personal and community health and wellness.
B. Construct, justify, and refute arguments using sound reasoning and evidence to draw conclusions.	B. Conduct background research to collect artifacts/information related to problem.	B. Use appropriate language and mode(s) of communication for the given audience, context and purpose.	B. Listen to, interact with and respect the varying perspectives of others.
C. Engage in the process of analyzing, reconsidering, and questioning understandings by considering different perspectives, biases, and opinions within a broad context of issues.	C. Generate possible solutions and use evidence to choose a solution(s).	C. Integrate and synthesize information gathered from multiple sources including active speaking and listening.	C. Recognize and demonstrate ethical values and behavior in both the academic environment and the greater communities.
	D. Develop and carry out a plan to implement the chosen solution(s).	D. Use the conventions of standard English language, including grammar, syntax, punctuation, and vocabulary.	D. Demonstrate digital responsibility appropriate to task.
	E. Evaluate the best solution and persevere in attempting to solve challenging problems.		E. Volunteer to enhance community life.

It is the goal of New Fairfield High School to develop multiple valid and reliable assessments along with the flexible pathways necessary for students to demonstrate the *Attributes of the Graduate*. At this time, attaining the *Attributes of the Graduate* is not a graduation requirement. However, it is the intention of the Board of Education to require attaining the *Attributes of the Graduate* prior to graduation in the future.

Bylaws of the Board

Board of Education Meetings

The Board of Education recognizes the need to conduct its regular monthly meeting in an efficient and timely manner to accomplish the purpose of the meeting and yet avoid late night sessions. The Board appreciates that avoiding late sessions is necessary to allow the public and press good access to, and understanding of, the Board's activities.

For the above reasons, meetings of the Board of Education shall end 3½ hours after the start time. A meeting may be extended only under extreme circumstances by a two-thirds vote. A majority vote may postpone unfinished agenda items to be handled at an additional special meeting, or at the next regular meeting.

The Board encourages public participation during the public comment portions of the meeting. The Chairperson reserves the right to limit public comment. Furthermore, the public is encouraged to attend the Board of Education subcommittee meetings where public discussion of issues is welcomed.

It is important that Board members and the public cooperate with the following guidelines:

1. Board meetings will start promptly at the stated time, or as soon as a quorum is present.
2. School program presentations will be limited to 15 minutes.
3. Speakers, Board of Education members and the public should observe rules of common etiquette. There will be no personal attacks on Board members and employees.
4. Each speaker, Board of Education and public, should try to speak directly to the point in as concise a manner as possible and should not repeat a previous comment. The Board welcomes public participation. Pursuant to our Board Policy, public participation is limited to no more than three (3) minutes per speaker and a total of no more than ~~fifteen (15)~~ **thirty (30)** minutes **total for the entire meeting**. Individuals who wish to speak longer are encouraged to attend any and all related subcommittee meetings where most of the board's groundwork is done. The board values public input, but due to these time limitations, asks individuals to be concise and to observe the rules of common courtesy. [9320(a) of Board By-laws]

Bylaws of the Board

Board of Education Meetings (continued)

5. Public comments are for the Board's information and do not necessarily require a reply at that time. If the Chairperson deems an immediate reply is in order, the Chairperson will select an appropriate Board person (i.e., Board member, school personnel) to reply.
6. When at all possible, public questions about personal school matters should be communicated directly to the involved teacher, principal, etc., before addressing them to the Board.

Bylaw adopted by the Board: June 23, 1999
Bylaw revised: May 3, 2007
Bylaw revised: April 1, 2021

NEW FAIRFIELD PUBLIC SCHOOLS
New Fairfield, Connecticut

New Fairfield Public Schools

New Course Proposal

Directions:

Before completing this form, please discuss this proposal with the appropriate administrator(s) in your school. Complete this proposal form thoroughly, and attach any supporting documentation that would help the Board of Education's Curriculum Sub-Committee understand this proposal better. Be sure that you adhere to all deadlines, and be certain to acquire all required signatures. To ensure that a course can be properly planned for, if it is intended for a coming school year, please complete it by October 31. All other proposals can be forwarded at any time of the year.

Course Being Proposed Culinary Practicum

Proposal submitted by Andrea Barkley

School High School

1. Indicate the department/grade level in which this course/program will run.

This course will run in the Family and Consumer Sciences Department for 11th and 12th grade students.

2. Please indicate if the new course or instructional program is a semester long or year long, and indicate the applicable grade levels. Please indicate the course level if applicable.

This course is a year long course with the option to take it as a semester course. This is for 11th and 12th grade students.

3. Please give the rationale for this proposal, and include its relationship to the past, current and future development of curricular offerings in New Fairfield.

This course will provide in-depth knowledge and workplace skills for students looking for career opportunities. This is an advanced course focusing on catering and event planning. Students will become SERVSAFE manager certified which is a requirement in any food establishment. This course is meant to be structured in a way that students can explore their likes and take ownership in their work. This course has been offered as an independent study option for the past three years. Student demand has grown over time to make this viable for a class. The previous students have learned about advanced food safety, menu creation, food marketing, ordering guidelines and catering. This new course

will also include national competitions through Family, Career and Community Leaders of America (FCCLA).

4. Please indicate the target population for this proposal.

The target population is all students who are interested in Culinary Arts, Catering and Event Planning as a career. Careers in culinary arts, catering and event planning include: Restaurant Executive Chef, Sous Chef, Line cook, Banquet Manager, Banquet Chef, Banquet Server, Catering Management, Event planner, Wedding planning, Hotel Food and Beverage Manager, Pastry Chef, Front of house management and many other options.

5. Please explain if this course or instructional program is an addition or a replacement for an existing course or program.

This instructional program is an addition to current options offered by the FACS Department. The intent is to develop a college and career mindset where students need to be self motivated, and prepared to be challenged by the foundation of large scale catering and client relations. This course has been run as an independent study option for the last three years.

6. List any prerequisites for this course or instructional program.

There are prerequisites of Culinary Arts 1 and 2. There will be approval by the Culinary Arts teacher and Guidance counselor needed. Students must have passed their prerequisites. The level of work is more challenging in this practicum.

7. Please write a short description of the new course or instructional program that would be suitable for the high school *Program of Studies* or for a curriculum document.

This applied education course offers students multiple options available in the Culinary Arts field. This course is designed to expand on skills learned in Culinary Arts 1 and 2. Students will create menus, order guides and manage the Rebel Cafe. Students will also meet with clients, create menus and promote catering events. This course is

recommended for students interested in a career in culinary arts, event planning or food service management.

8. Please list the long-term course or program goals that define the broad outcomes that this course or program seeks to help students achieve.

In the long-term, this course will help students find their passion in the food industry. The goals of this program are to promote the industry in a way that can connect to the community and future career goals. This program will have a partnership with Naugatuck Valley Community college for students to earn credits from course experiences.

9. Please indicate what topics, units, or material will be used to meet the long-term goals listed above. What assessment strategies will be used in this course or program? What are the unique components of this course or program content that make it a worthwhile addition for our students?

Topics and Units being covered in this course will include: menu writing, food marketing, customer service, hospitality in a cafe setting, catering sales vs. cafe sales, and sanitation.

10. Please enumerate the resources – both human and financial – that you anticipate will be needed to develop this course or program correctly. What impact would this proposal have on scheduling, staffing, and resources? Consider training, equipment and space needs.

If the program is popular, it may require additional personnel in the future. The food budget for the program will come from the current culinary budget and funds raised by the Rebel Cafe.

11. If this course will require a textbook, what is the title and cost estimate of a likely text?

The text, *The Culinary Professional* is already in the classroom. This is an online textbook with a companion website for resources.

12. What impact will this course/program proposal have upon other courses/programs currently being offered in the district?

This class may have an impact on the number of sections of the Culinary 1 and 2 classes being offered depending on staff in the future.

Signatures of those making this proposal:

Andrea Barkley
Teacher

10/18/21
Date

M. C. L. H.
Department Chair (if applicable)

10/18/21
Date

J. J. M.
Principal

10/17/21
Date

Julie Luby
Assistant Superintendent

10/20/21
Date

**New Fairfield Public Schools
New Course Proposal**

Directions:

Before completing this form, please discuss this proposal with the appropriate administrator(s) in your school. Complete this proposal form thoroughly, and attach any supporting documentation that would help the Board of Education's Curriculum Sub-Committee understand this proposal better. Be sure that you adhere to all deadlines, and be certain to acquire all required signatures. To ensure that a course can be properly planned for, if it is intended for a coming school year, please complete it by October 31. All other proposals can be forwarded at any time of the year.

Course Being Proposed: Music Tech I

Proposal submitted by: Casey Hounsell

School: New Fairfield High School

1. Indicate the department/grade level in which this course/program will run.

Music Department/ Grades 9-12

2. Please indicate if the new course or instructional program is a semester-long or year long, and indicate the applicable grade levels. Please indicate the course level if applicable.

Music Tech I will be a semester-long course open to all high school students (Grades 9-12) beginning spring semester 2022

3. Please give the rationale for this proposal, and include its relationship to the past, current and future development of curricular offerings in New Fairfield.

In today's 21st century, music education is a performing art as well as a technical career. As technology advances, music education expands. Music educators across the country are adapting by integrating music technology curricula into their music classes, or introducing separate classes focused on music technology entirely. Music technology is the application of technology, such as computers and software, to the creation and performance of music. Whether it is the use of sequencer and editing software, or electronic musical devices, musical technology and its definition expands as technology expands.

Music Tech I, and eventually Music Tech II, seeks to expand our student's musical taste and exposure while honoring their own musical interests. Students will be provided hands-on experience in order to gain a first-hand understanding of the cutting edge innovations that exist in music technology. They will be able to demonstrate how technology can be used to aid in the

recording and presentation of acoustic instruments as well as how electronic music can be produced or recorded.

4. Please indicate the target population for this proposal.

Music Tech I aims to introduce and foster the study and practice of where technology and music intersect. Music Tech I will be an additional opportunity to introduce students to music and performing arts beyond the traditional band and choir setting. This program can serve all of the following: the student with no prior musical experience, for students who already study an instrument in the school system, for students who take private lessons, or for students who have learned about music or an instrument in a less formal fashion.

5. Please explain if this course or instructional program is an addition or a replacement for an existing course or program.

Music Tech I will be an additional course offered within the music department. Music Tech I will reinforce topics covered in other music classes while also covering new topics and ideas. Topics covered include digital audio and MIDI theory, DAW signal flow and system requirements, MIDI sequencing, stereo mixing techniques, and the use of software-based virtual instruments and effects processors such as equalizers, compressors, and reverbs. Students will receive hands-on practice in digital music production through projects and class assignments.

6. List any prerequisites for this course or instructional program.

No prerequisites for this course. All students interested in this program are able to take this class.

7. Please write a short description of the new course or instructional program that would be suitable for the high school *Program of Studies* or for a curriculum document.

This introductory course is open to any student with the desire to learn about the ever-changing world of Music Technology. Students will explore the latest computer software and hardware along with analog and digital recording. Students will leave this course with a basic understanding of sound systems, recording techniques, and computer music.

8. Please list the long-term course or program goals that define the broad outcomes that this course or program seeks to help students achieve.

OBJECTIVES

- a. Discover how technology is used in the production of music. Discover how technology fits into the recording and production of non-electronic and electronic music.
 - b. Develop a conceptual and deep framework of knowledge and understanding surrounding the legal and ethical issues of digital music creation, sharing, distribution, and consumption.
 - c. Begin to understand the science of sound and sound transmission. Identify and explain the nature and behavior of sound as a mechanical wave and describe how sound may be transmitted via mechanical and electronic means.
 - d. Identify and explain the mechanics of sound reproduction and explore the history of recorded sound.
 - e. Acquire a foundation in electronic composition. Learn common methods of digital music composition.
 - f. Begin working with a professional-grade Digital Audio Workstation (DAW). Provide students with an overview of Garageband design, function, and features.
 - g. Understand and succeed in the process of matching sight to sound: pairing sound or music to video and film.
9. Please indicate what topics, units, or material will be used to meet the long-term goals listed above. What assessment strategies will be used in this course or program? What are the unique components of this course or program content that make it a worthwhile addition for our students?

Topics/Unit Sequence

- a. Garageband Basics (editing, recording)
- b. Science of Sound and Sound Transmission
- c. Sampling
- d. Sound Reproduction (Foley)
- e. Electronic Compositions
- f. Mashup and Podcasts
- g. Sight and Sound: Video and Film

Assessments

- a. Students will create and submit multiple projects demonstrating their ability to effectively record, edit, and mix audio. Projects will include recorded and imported audio as well as MIDI sequences.
- b. Students will demonstrate their knowledge of audio theory on mid-term and final exams as well as by the outcome of their projects.

- c. Students will be required to critique the work of other students to help develop critical listening skills and the ability to communicate music production concepts.
- d. Students will evaluate a live concert to demonstrate their understanding of how music production concepts translate to live sound reinforcement

10. Please enumerate the resources – both human and financial – that you anticipate will be needed to develop this course or program correctly. What impact would this proposal have on scheduling, staffing, and resources? Consider training, equipment, and space needs.

Computers for this class are currently in the iMac lab (103) at the high school. All applications for the class are currently installed on the computers (Garageband) or can be accessed through the internet. All additional equipment has already been purchased. Music Tech I will take place during 2A. All interested students will be compiled and in conjunction with the guidance counselors, they will adjust their schedules accordingly to fit them in. Any student who would like to take the class but can not fit it into their schedule can use the equipment during Rebel Block or independent study.

11. If this course will require a textbook, what is the title and cost estimate of a likely text?

No textbook is needed for this course.

12. What impact will this course/program proposal have upon other courses/programs currently being offered in the district?

This course will work closely with other classes in the district. Many of the skills learned in this course can be applied to other classes as a way to enhance projects and assignments with the help of technology. Projects and assignments they complete in other classes can also be used in Music Tech I (podcast, sound effects, mixing). The possibilities are endless when there is communication and collaboration between teachers. We will continue to create those opportunities for collaboration as the class progresses.

Signatures of those making this proposal:



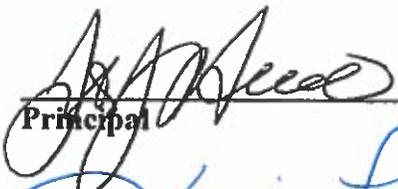
 Teacher

10/18/21

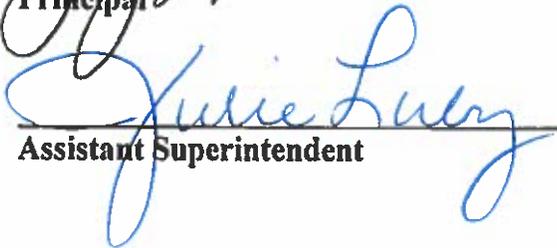
 Date

 Department Chair (if applicable)

 Date


Principal

10/18/21
Date


Assistant Superintendent

10/20/21
Date

Sample Final Projects
By the end of the class, students will be able to...

Final Project Option 1 - Podcast

Students will be able to create an 8-10 minute podcast on any topic of their choice.

Criteria for Success

- Original Script Introduction and Ending created by you
- Imported clips can only be 10 -15 seconds in length for each clip.
- Create a musical bed using loops and/or loops you record
- Narration must be recorded clearly.

Final Project Option 2- Music and Art

Students will be able to choose a piece of artwork and compose a piece of music that enhances the artwork

Criteria for Success

- 20 Loops or more, 5 of the 20 Loops must be originally recorded loops using the keyboard.
- Volume Changes Pan Changes
- Must be at least 3:00 (3 minutes) in length.
- Paper
 - Write a 1-2 page paper that includes the following: Information about the Painting, sculpture, etc. Why did you select this specific piece of Art? How does the music you created reflect your Art?

Final Project Option 3- Film and Sound Effects

Students will be able to create music and sound effects for a 5-minute movie clip.

Criteria for Success

- 20 Sound Effect or more, 5 of the 20 loops must be original recorded using the keyboard/recorded
- Additional 5 loops must be used to create environmental sound effects
- Volume Changes Pan Changes Audio Effects

Sample to consider. (State statute requires boards of education to adopt and implement policies and procedures to encourage parent-teacher communication.)

Community Relations

Communications with the Public

Parent Involvement

Considerable experience and related evidence indicates that meaningful involvement of parents, guardians, and other care-givers in the schooling of children improves the quality of education significantly. The Board of Education believes that closer connections of parents and others responsible for the home care of the children with our schools can result in enhanced academic performance, improved behavior, and reduced absenteeism.

Therefore, all parents, guardians, and caregivers of students enrolled in our school district are encouraged to take an active role in the education of their children.

Further, the Board of Education believes that the professional staff must take whatever steps are necessary to facilitate a broad variety of opportunities for parents to connect frequently with the schools in which their children are enrolled, and with the overall system. These steps should include the following:

- Parenting skills should be promoted and supported.
- Communication between home and school should be regular, two-way and meaningful. (Such communication may include monthly newsletters, electronic communications, required regular contact with all parents, two required flexible parent-teacher conferences for each school year and drop-in hours for parents, home visits and use of technology, including but not limited to, homework hotlines.
- Parents should play an integral role in assisting student learning.
- Parents should be welcome in every school and their support and assistance sought.
- Parent input should be sought regarding decisions that affect children and families.
- Community resources should be made available to strengthen school programs, family practices and student learning.
- The two required parent-teacher conferences per year, beginning July 1, 2021, and each school year thereafter, can be fulfilled by the District offering parents the option of attending any parent-teacher conference by the use of telephonic, video, or other conferencing platforms.
- An additional parent-teacher conference, in addition to the two required conferences shall be conducted during periods when the District provides remote learning for more than three consecutive weeks and one additional parent-teacher conference every six months thereafter for the duration of such period of remote learning.

Community Relations

Communications with the Public

Parent Involvement (continued)

The District will request from the parent/guardian of each student the name and contact information of an emergency contact person who may be contacted if the student's parent/guardian cannot be reached to schedule a parent-teacher conference required when the District is providing remote learning for a period of three consecutive weeks or more.

In situations in which the teacher is unable to contact a student's parent/guardian after three attempts to schedule the required parent-teacher conference during a period of remote learning provided by the District for three consecutive weeks or more, such teacher is directed to report such inability to the principal, school counselor, or other school administrator designated by the Board of Education. Such principal, counselor, or administrator is to contact the student's emergency contact to determine the student and family's health and safety.

The Board shall utilize the document developed by the State Department of Education (by 12/1/21) that provides information concerning educational, safety, mental health and food insecurity resources and programs available to students and their families.

The Superintendent will report annually to the Board of Education on parent involvement activities.

Legal Reference: Connecticut General Statutes

10-221(f) Boards of Education to prescribe rule(s), policies, and procedures as amended by PA 97-290, P.A. 10-111, and P.A. 21-46, An Act Concerning Social Equity and the Health, Safety, and Education of Children.

Policy adopted:

rev 7/10

rev 7/21

Community Relations

Communications with the Public

General

The Board of Education believes it is important to inform the public about school curriculum, programs, and activities so citizens can participate in these programs. Concurrently, the school staff, administration, and Board of Education should be aware of the community's goals and concerns for its children so they may be given consideration in curriculum, program, and activity revisions.

To this end, the Board supports and encourages various means such as publications, press releases, open houses, and other public events to disseminate school district information and to hear from the community.

Administration of the Community Relations Program

The School and Community Relations Program shall be a concurrent responsibility of the Board of Education and the Superintendent of Schools. The Superintendent of Schools shall work with members of the Board of Education, school staff, parents, and community volunteers to conduct an active and comprehensive informational program throughout the school district.

Staff members shall be kept informed of community relations efforts, and their support and participation in such efforts shall be sought.

News of Board of Education Meetings and Activities

The Board of Education believes in the widest possible dissemination of news concerning the school and shall cooperate fully with the press, radio, and television to assure that news coverage is complete, balanced, and accurate.

Board minutes shall be available in unapproved form, within seven days of a Board meeting, excluding Saturdays, Sundays, and legal holidays; a written record of Board votes shall be available for public inspection in the Superintendent's office within 48 hours of a Board meeting excluding Saturdays, Sundays, and legal holidays. (In determining the time herein, any day on which the Board office is closed shall also be excluded.)

It should be made clear to anyone wishing to review the minutes that they are unofficial until approved by the Board of Education.

Community Relations

Communications with the Public (continued)

Parent Involvement

~~The Board of Education believes that the education of children is a cooperative effort among the parents, school and community.~~

~~The Board believes as research demonstrates, that increased parent involvement improves student achievement. Parent involvement initiatives in the school system will accommodate diversity, be flexible and creative, promote effective two way communication, and offer opportunities for all parents to participate. The implementation of this policy is the responsibility of all district staff.~~

~~Each school will develop an annual plan for parent involvement activities. The plan of each school shall contain, but not be limited to, the fulfillment of the statutory requirement, of two flexible parent teacher conferences for each school year. It is expected that this will create opportunities for collaboration between and among schools. The Superintendent will report annually to the Board of Education on district and school parent involvement activities.~~

Legal Reference: Connecticut General Statutes

10-220 Duties of boards of education.

10-221(f) Boards of Education to prescribe rule(s), policies, and procedures as amended by PA 97-290 and by P.A. 10-111, An Act Concerning Education Reform in Connecticut.

Policy adopted: May 2, 2002
 Policy readopted: June 21, 2007
 Policy revised: November 4, 2010

NEW FAIRFIELD PUBLIC SCHOOLS
 New Fairfield, Connecticut

Existing policy with modification based on P.A. 21-46.

Personnel -- Certified

Staff Development

Staff development is viewed by the Board of Education as a continuous, systematic effort to improve education in this school district. In our rapidly changing society, teachers must review on an ongoing basis curricular content, teaching methods and materials, educational philosophy and goals, social change, and other topics relating to education.

Each certified employee shall annually participate in a program of professional development, of not fewer than eighteen hours in length, of which a preponderance is in a small group or individual group settings. The professional development program shall:

1. be a comprehensive, sustained and intensive approach to improving teacher and administrator effectiveness in increasing student knowledge achievement;
2. focus on refining and improving various effective teaching methods that are shared between and among educators;
3. foster collective responsibility for improved student performance;
4. be comprised of professional learning that is aligned with rigorous state student academic achievement standards, conducted at the school among educators and facilitated by principals, coaches, mentors and distinguished educators or other appropriate teachers, occurs frequently on an individual basis or among groups of teachers in a job-embedded process of continuous improvement, and includes a repository or best practices for teaching methods developed by educators within each school that is continuously available to such educators for comment and updating; and
5. include training in culturally responsive pedagogy and practice.

The principles and practices of social-emotional learning shall be integrated throughout the components of such program of professional development described in items 1 through 5 above.

Staff development experiences, made available by the Board directly, through a RESC, with another Board of Education or through a provider approved by the Commissioner, shall be consistent with any goals identified by the certified employees and the Board.

The Board believes that staff development experience should be comprehensive, sustained, and intensive enough to improve teacher and administrator effectiveness in raising student performance, and foster collective responsibility for improved student performance.

Personnel -- Certified

Staff Development (continued)

In order to ensure the continued development and improvement of staff performance and attitudes, the Board of Education requires that there shall be an organized staff development program for all certified personnel. The Board shall establish a Professional Development and Evaluation Committee, consisting of certified employees and including their union representatives, and other school personnel the Board deems appropriate. The duties of the committee shall include, but not be limited to, the development, evaluation and annual updating of a comprehensive local professional development plan for certified employees of the District. Such plan shall (1) be directly related to the educational goals proposed by the Board pursuant to C.G.S. 10-220(b), (2) be developed with full consideration of the priorities and needs related to **student social-emotional learning pursuant to C.G.S. 10-148a, as amended, and** student outcomes as determined by the State Board of Education, and (3) provide for the ongoing and systematic assessment and improvement of both teacher evaluation and professional development of the professional staff members of the Board, including personnel management and evaluation training or experience for administrators, **and (4) be related to regular and special student needs and may include provisions concerning career incentives and parent involvement.**

The members chosen by the Board to be on the Professional Development and Evaluation Committee shall serve at the pleasure of the Board.

Any such advisory committee assisting in or responsible for the planning of staff development activities shall take into consideration, at least the following:

- a. An assessment of immediate and long-term needs at these levels: district, building, and individual
- b. The identification of programs and activities suitable to meet these assessed needs

Furthermore, training opportunities for certified staff should be rich and varied. Special emphasis should be placed on preparing teachers and other school personnel to meet the needs of students with a wide range of academic, social, and emotional requirements and from diverse cultural and ethnic backgrounds. Staff development activities should also respond directly to the educational requisites of the student body.

Such in-service training program for certified staff shall provide information on (1) the nature and the relationship of drugs and alcohol to health and personality development and procedures for discouraging their abuse, (2) health and mental health risk reduction education that includes, but need not be limited to, the prevention of risk-taking behavior by children and the relationship of such behavior to substance abuse, pregnancy, sexually transmitted diseases, including HIV-infection and AIDS, violence, teen dating violence, domestic violence and child abuse, (3) school violence prevention, conflict resolution, the prevention of a response to youth suicide and the identification, prevention of and response to bullying, (4) cardiopulmonary resuscitation and other emergency life-saving procedures, (5) the requirements and obligations of a mandated reporter, and (6) the detection and recognition of evidence-based structured literacy interventions for students with dyslexia, as defined in CGS 10-3d.

Personnel -- Certified

Staff Development (continued)

Professional Development Pertaining to Human Trafficking

The Board, in compliance with PA 17-32, shall provide training pertaining to human trafficking to those staff members who have contact with students. These individuals must complete the initial educational training by July 1, 2018 and refresher training annually thereafter. New hires must complete the initial training within six months after their start date, or by July 1, 2018, whichever is later. This training shall use the training program, which includes a video presentation developed by the Department of Children and Families (DCF) pertaining to the awareness of human trafficking issues and how to accurately and promptly identify and report suspected human trafficking.

To encourage and support the Board's goal of promoting staff development:

1. The Board will establish an object of expenditure in the budget entitled Staff Development and will annually request justification for proposed expenditures in this account and will also, once a year, cause to have such staff development activities evaluated.
2. The Superintendent may provide the staff with opportunities in areas such as the following:
 - a. Released time and leaves of absence for travel and study
 - b. Visits to other classrooms and other schools
 - c. Conferences involving other personnel from the district, county, state, region or nation
 - d. Membership in committees
 - e. Training classes and workshops offered within the district
 - f. Further training in, or in cooperation with, institutions of higher learning, as provided by law
 - g. Professional library resources
 - h. Professional educational conferences
3. The Board encourages all certified personnel to participate in these activities.
4. The Board will allow any paraprofessional or noncertified employee of the District to participate, on a voluntary basis, in any in-service training program provided to certified staff on those topics mandated per C.G.S. 10-220a, subsection (a).

(cf. 4115 - Evaluation)

Personnel -- Certified

Staff Development (continued)

Legal Reference: Connecticut General Statutes

10-27 Exchange of professional personnel and students.

10-220a In-service training. (amended by PA 04-227, PA 08-160, June 19 Special Session, Public Act 09-1 and PA 10-91 and PA 12-116, An Act Concerning Educational Reform and PA 13-145, An Act Concerning Revision to the Education Reform Act of 2012, PA 17-37, PA 19-100 and PA 21-46).

10-153b Selection of teachers' representatives.

10-226f Coordinator of intergroup relations.

10-145b Teaching certificates.

10-148a Professional development (as amended by PA 17-37).

PA 17-32 An Act Concerning Human Trafficking.

PA 17-37 An Act Implementing the Recommendations of the Task Force on Professional Development and Inservice Training Requirements for Educators.

Policy adopted: June 1, 2006
Policy revised: September 16, 2010
Policy revised: November 17, 2011
Policy revised: November 21, 2013
Policy revised: March 1, 2018
Policy revised: December 5, 2019
Policy revised:

NEW FAIRFIELD PUBLIC SCHOOLS
New Fairfield, Connecticut

No change necessary.

Personnel -- Certified

Staff Development

The implementation of Board of Education policy 4131 necessitates, per Connecticut General Statute 10-220a, subsection (b), as amended, the development and implementation of professional development activities, for a minimum of eighteen hours annually. To meet this requirement, the administration will take the following steps:

- a. Establish a professional development committee, consisting of certified employees, including their union representatives, and other school personnel deemed appropriate. The required union representation on the committee must include at least one representative from the teachers' and administrators' unions. The committee will be responsible for, the development, evaluation and annual updating of a comprehensive local professional development plan, for certified staff.
- b. Professional development shall be consistent with any goals identified by the certified employees and the Board of Education. The plan will be directly related to the educational goals proposed by the Board pursuant to C.G.S. 10-220(b), and be developed in full consideration of the priorities and needs related to student outcomes.
- c. The members chosen by the Board to be on the Professional Development Committee shall serve at the pleasure of the Board.
- d. The preponderance of the planned professional development activities will be in a small group setting which must:
 1. be a comprehensive, sustained and intensive approach to improving teacher and administrator effectiveness in increasing student knowledge achievement;
 2. focus on refining and improving various effective teaching methods that are shared between and among educators;
 3. foster collective responsibility for improved student performance, and
 4. be comprised of professional learning that meets the following criteria:
 - is aligned with rigorous state student academic achievement standards;
 - conducted among educators and facilitated by principals, coaches, mentors, distinguished educators or other appropriate teachers;
 - occurs frequently on an individual basis or among groups of teachers in a job-embedded process of continuous improvement;
 - includes a repository or best practices for teaching methods developed by educators within each school that is continuously available to such educators for comment and updating; and
 - includes training in culturally responsive pedagogy and practice.

Personnel -- Certified

Staff Development (continued)

- e. The staff development experiences may be made available by the Board directly, or through a RESC, a cooperative arrangement with another Board of Education, or through a provider approved by the Commissioner.
- f. It is the responsibility of each teacher, in collaboration with his/her administrator, to identify and participate in appropriate professional development activities to address the needs identified in his/her annual evaluation. A log or other tracking method shall be created for the professional development that has been completed, subject to review and audit by the Connecticut State Department of Education.
- g. The time and location of professional development activities will be in accordance with an agreement between the Board of Education and the exclusive bargaining unit, or in the absence of such agreement or language pertaining to time and location, by a determination of the Board of Education.
- h. The professional development activities must be designed to:
 - 1. be comprehensive, sustained, and intensive enough to improve teacher and administrator effectiveness in raising student performance, and
 - 2. foster collective responsibility for improved student performance.
- i. The capabilities of certified staff to improve student learning will involve teacher review of curricular content, teaching methods and materials, educational philosophy and goals, social change and related topics.
- j. Professional development activities will include preparation to meet the needs of students of diverse cultural and ethnic backgrounds.
- k. Professional development activities should respond directly to the educational needs of the student body.
- l. The administration will prepare an annual professional development program budget for Board approval.
- m. The effectiveness of the professional development program will be assessed on an annual basis. Such assessment must indicate that the professional development activities:
 - 1. Were planned in response to identified needs;
 - 2. Were provided by qualified instructional personnel, as appropriate;
 - 3. Met the requirements for participation in the activity shared with participants before the commencement of the activity;
 - 4. Are evaluated in terms of effectiveness and contribution to the attainment of school and/or District goals.

Personnel -- Certified

Staff Development (continued)

- n. School administrators will communicate to individual educators their responsibility to participate in professional development activities agreed upon in the annual evaluation process.

NOTE: *The thrust of professional development focuses more on individual or small group job-embedded processes. School districts will need to evaluate the manner in which the data pertaining to the professional development program is managed and tracked. Previous methods used to track CEUs may be inadequate. Discussion is recommended with teachers to determine how best to document and track professional development activities in an efficient and accurate manner. Software programs should be investigated.*

Regulation approved:
Regulation revised:
Regulation revised:
Regulation reviewed

May 2, 2013
March 1, 2018
December 5, 2019

NEW FAIRFIELD PUBLIC SCHOOLS
New Fairfield, Connecticut

Connecticut General Statutes 10-220a - In-service Training

A. Required In-service Topics for Certified Personnel

1. Nature and the relationships of drugs and alcohol to health and personality development and procedures for discouraging their abuse.
2. Health and mental health risk reduction education including, but not limited to the prevention of risk-taking behavior by children and the relationship of such behavior to substance abuse, pregnancy, sexually transmitted diseases, including HIV-infection and AIDS, violence, teen dating violence, domestic violence and child abuse.
3. School violence prevention and conflict resolution and the prevention of and response to youth suicide and the identification and prevention of bullying and response to bullying, as defined in 10-222d, subsection (a) as amended. (Boards that implement an evidence-based model approach approved by the SDE are not required to provide in-service training on the identification and prevention of and response to prevention of bullying.)
4. Cardiopulmonary resuscitation and other emergency life-saving procedures.
5. Requirements and obligations of a mandated reporter regarding reporting of child abuse and neglect.
6. Training in the detection and recognition of, and evidence-based structured literacy interventions for, students with dyslexia.
7. Training in the awareness of human trafficking issues.
8. Culturally responsive pedagogy and practice.

B. Optional In-Service Topics for Certified Personnel

The State Department of Education, within available appropriates and utilizing available materials, shall make the following subject matter available to boards of education:

- Holocaust and genocide education and awareness
- African-American and black studies (required commencing July 1, 2021)
- Puerto-Rican and Latino studies (required commencing July 1, 2021)
- Native American History
- Personal Financial Management
- The historical events surrounding the Great Famine in Ireland
- Domestic violence and teen dating violence (optional materials for required training)
- Mental health first aid training (optional materials for required training)
- Trauma-informed practices for the school setting to enable teachers, administrators and pupil personnel to more adequately respond to students with mental, emotional or behavioral health needs
- Second language acquisition, including, but not limited to, language development and cultural responsive pedagogy
- Topics approved by the State Board of Education upon the request of local or regional boards of education as part of in-service training programs pursuant to CGS 10-220a, section 3.

NOTE: The Board may include any of the items listed above (Section B) in its in-service training program, pursuant to CGS 10-220a.

Existing policy with modification base on P.A. 21-86.

Students

Ages of Attendance

In accordance with Connecticut General Statute 10-186, the Board of Education shall provide education for all persons, residing in the District, five years of age and older, having attained age five on or before the first day of January of any school year, and under twenty-one years of age who is not a graduate of a high school or vocational school, except as provided in Connecticut General Statutes 10-233c and 10-233d. **For purposes of establishing the residency of a child of a member of the armed forces, as defined in C.G.S. 27-103, and who is seeking enrollment in a district school, in which such child is not yet a resident, the Board shall accept the military orders directing such member to Connecticut or any other documents from the armed forces indicating the transfer of such member to Connecticut as proof of residency in the District.**

Additionally, according to Connecticut General Statute 10-76d (b2), special education will be provided for children who have attained the age of three and who have been identified as being in need of special education, and whose educational potential will be irreparably diminished without special education.

Parents and those who have the control of children five years of age and over and under eighteen years of age, are obligated by Connecticut law to require their children to attend public day school or its equivalent in the district in which such child resides, unless such child is a high school graduate or the parent or person having control of such child is able to show that the child is elsewhere receiving equivalent instruction in the studies taught in the public schools. The parent or person having control of a child seventeen years of age must consent to such child's withdrawal from school. The parent or person shall exercise this option by personally appearing at the school district office to sign a withdrawal form. Such form shall include an attestation from a guidance counselor, school counselor or school administrator that this district has provided the parent or person with information on the educational opportunities available in the school system and in the community.

The enrollment process shall be focused on obtaining only the information deemed necessary to establish residency and age. The District shall not request other information as a condition of enrollment or state in its policies or on its websites or otherwise, that other information is required to enroll children. The District shall immediately enroll a homeless child and allow such student to attend school even if the student is unable to produce records normally required for enrollment. Additional data collection may occur, but it must be completed in such a manner that does not interfere with the enrollment of a child in school.

The parent or person having control of a child five years of age shall have the option of not sending the child to school until the child is six years of age. The parent or person having control of a child six years of age shall have the option of not sending the child to school until the child is seven years of age.

Students

Ages of Attendance (continued)

The parent or person having control shall exercise such option by personally appearing at the school district office and signing an option form. The district shall provide the parent or person with information on the educational opportunities available in the school system.

The District, when determining residency, shall not request documentation of citizenship or immigration status of a child or the child's parents/guardians. The Board believes such documentation is not relevant to establishing residency.

In the establishment of residency, the Board will accept such documentation as, but not limited to, a lease agreement, mortgage document, property tax record, rent receipt, home owners insurance, current utility bill, current proof of government benefits, CT driver's license, automobile registration or insurance. An Affidavit of Residence, properly executed, shall also be acceptable.

The above requirements are not to serve as barriers to immediate enrollment of students, designated as homeless or foster children as required by the Every Student Succeeds Act (ESSA) and the McKinney-Vento Act as amended by the ESSA. The District shall work with the local child welfare agency, the school last attended, or other relevant agencies to obtain necessary enrollment documentation. The District shall immediately enroll a homeless student and allow such student to attend school even if the student is unable to produce records normally required for enrollment.

The parent/guardian of any child who is denied admission to school, or an emancipated minor, a student eighteen years of age or older, a homeless child or youth, or an unaccompanied youth who is denied schooling, or an agent or officer charged with the enforcement of attendance laws may request, in writing, a hearing by the Board of Education. Such hearing may be conducted by the entire Board of Education, or by a subcommittee of three Board members, or by a local impartial hearing Board of one or more persons not members of the Board of Education.

A child who has attained the age of seventeen and who has voluntarily terminated enrollment with parental consent in the district's schools and subsequently seeks readmission may be denied readmission for up to ninety school days from the date of such termination unless such child seeks readmission to the District not later than ten (10) school days after such termination in which case the Board shall provide school accommodations to such child not later than three school days after such child seeks readmission.

A child who has attained the age of nineteen or older may be placed in an alternative school program or other suitable educational program if he/she cannot acquire a sufficient number of credits for graduation by age twenty-one.

(cf. 5111 - Admission/Placement)

(cf. 5112 - Ages of Attendance)

(cf. 6146 - Graduation Requirements)

Students

Ages of Attendance (continued)

Legal Reference: Connecticut General Statutes
4-176e to 4-180a Agency hearings.
4-181a Contested cases. Reconsideration. Modifications.
10-15 Towns to maintain schools
10-15c Discrimination in public schools prohibited. School attendance by five-year-olds
10-76a - 10-76g re special education
10-184 Duties of parents (re mandatory schooling for children ages five to sixteen, inclusive) as amended by PA-98-243, and PA 00-157
10-186 Duties of local and regional boards of education re school attendance. Hearings. (as amended by P.A. 19-179)
P.A. 19-179 An Act Concerning Homeless Students' Access to Education.
P.A. 21-86 An Act Concerning the Enrollment of Children of Members of the Armed Forces in Public Schools and the Establishment of a Purple Star School Program.
Appeals to State Board. Establishment of hearing board.
“Guidance for Connecticut School Districts: Enrollment Process and Practice,” State Department of Education, December 2019.
10-233a - 10-233f Inclusive; re: suspend, expel, removal of pupils
10-233c Suspension of pupils
10-233d Expulsion of pupils
State Board of Education Regulations
10-76a-1 General definitions (c) (d) (q) (t)

Policy adopted: March 21, 2002
Policy readopted: June 16, 2005
Policy revised: March 5, 2020
Policy revised: November 4, 2020
Policy revised:

NEW FAIRFIELD PUBLIC SCHOOLS
New Fairfield, Connecticut

Existing policy with modification based on P.A. 21-6.

Students

Student Health Services

School District Medical Advisor

The Board of Education shall appoint a school district medical advisor and appropriate medical support service personnel including nurses.

School health efforts shall be directed toward detection and prevention of health problems and to emergency treatment, including the following student health services:

1. Appraising the health status of student and school personnel;
2. Counseling students, parents, and others concerning the findings of health examination;
3. Encouraging correction of defects;
4. Helping prevent and control disease;
5. Providing emergency care for student injury and sudden illness;
6. Maintaining school health records.

Health Records

There shall be a health record for each student enrolled in the school district which will be maintained in the school nurse's room. For the purposes of confidentiality, records will be treated in the same manner as the student's cumulative academic record.

Student health records are covered by the Family Educational Rights and Privacy Act (FERPA) and are exempt from the Health Insurance Portability Accountability Act (HIPAA) privacy rule. However, it is recognized that obtaining medical information from health care providers will require schools to have proper authorization and to inform parents that such information once released by health care providers is no longer protected under HIPAA but is covered under FERPA.

Regular Health Assessments

Prior to enrollment in kindergarten, each child shall have a health assessment by one of the following medical personnel of the parents or guardians choosing to ascertain whether the student has any physical disability or other health problem tending to prevent him or her from receiving the full benefit of school work and to ascertain whether such school work should be modified in order to prevent injury to the student or to secure for the student a suitable program of education:

1. a legally qualified physician;
2. a physician's assistant licensed in Connecticut;
3. a school medical advisor;
4. a legally qualified practitioner of medicine, an advanced practice registered nurse or a physician assistant stationed at any military base.

Students

Student Health Services (continued)

Regular Health Assessments (continued)

Such health assessment shall include:

1. Physical examination which shall include hematocrit or hemoglobin tests, height, weight, and blood pressure, and a chronic disease assessment which shall include, but not be limited to, asthma;
2. Updating of immunizations required under C.G.S. 10-204a as periodically amended;
3. Vision, hearing, postural, and gross dental screening;
4. Testing for tuberculosis and sickle cell anemia or Cooley's Anemia, (if required by the school district medical advisor);
5. Any other information including a health history as the physician believes to be necessary and appropriate.

Health assessments shall also be required in grades 6 and in grade 10 by a legally qualified physician of each student's parents or guardians own choosing, or by the school medical advisor, or the advisor's designee, to ascertain whether a student has any physical disability or other health problem. Such health assessments shall include:

1. Physical examination which shall include hematocrit or hemoglobin tests, height, weight, and blood pressure, and a chronic disease assessment which shall include, but not be limited to, asthma;
2. Updating of immunizations required under C.G.S. 10-204a and the Department of Public Health, Public Health Code, 10-204a-2a, 10-204-3a and 10-204a-4;
3. Vision, hearing, postural, and gross dental screening;
4. Testing for tuberculosis and sickle cell anemia or Cooley's Anemia, (if required by the school district medical advisor);
5. Any other information including a health history as the physician believes to be necessary and appropriate.

Students

Student Health Services (continued)

Regular Health Assessments (continued)

A child will not be allowed, as the case may be, to begin or continue in district schools unless health assessments are performed as required. Students transferring into the district must provide evidence of required Connecticut vaccinations, immunizations, and health assessments at enrollment and prior to school attendance.

Health assessments will be provided by the school medical advisor or the advisor's designee without charge to all students whose parents or guardians meet the eligibility requirement of free and reduced priced meals under the National School Lunch Program or for free milk under the special milk program.

Health assessment results and recommendations signed by the examining physician or authorized medical personnel shall be recorded on forms provided by the Connecticut State Board of Education and kept on file in the school the student attends. Upon written authorization from the student's parent or guardian, original cumulative health records shall be sent to the chief administrative officer of the school district to which such student moves and a true copy of the student's cumulative health records maintained with the student's academic records. If the student moves outside of Connecticut, a true copy will be sent to that school, and the original will be kept in our district. The Superintendent of Schools, or designee, shall notify parents of any health-related problems detected in health assessments and shall make reasonable efforts to assure that further testing and treatment is provided, including advice on obtaining such required testing or treatment.

Students who are in violation of Board requirements for health assessments and immunizations will be excluded from school after appropriate parental notice and warning.

Vision Screening

All students in grades K, 1, 3, 4 and 5 will be screened using a Snellen chart, or equivalent screening, by the school nurse or school health aide. **An equivalent screening device or an automated vision screening device may be used for such vision screening.** Additional vision screening will also be conducted in response to appropriate requests from parents/guardians or professionals working with the student in question. Results will be recorded in the student's health record on forms supplied by the Connecticut State Board of Education, and the superintendent shall cause a written notice to be given to the parent or guardian of each student found to have any defect of vision or disease of the eyes, with a brief statement describing such defect or disease.

As necessary, special educational provisions shall be made for students with disabling conditions.

Students

Student Health Services (continued)

Hearing Screening

All students will be screened for possible hearing impairments in grades K, 1, 3, 4, 5 and grade 8. Additional audiometric screening will be conducted in response to appropriate requests from parents/guardians or professionals working with the student. Results will be recorded in the student's health record on forms supplied by the Connecticut State Board of Education, and the Superintendent shall cause a written notice to be given to the parent or guardian of each student found to have any defect of vision or disease of the eyes, with a brief statement describing such defect or disease.

As necessary, special educational provisions shall be made for students with disabling conditions.

Postural Screening

School nurses will screen all female students in grades 5 and 7 and male students in grades 8 or 9 for scoliosis or other postural problems. Additional postural screening will also be conducted in response to appropriate requests from parents/guardians or professionals working with the student. Results will be recorded in the student's health record on forms supplied by the Connecticut State Board of Education, and the Superintendent shall cause a written notice to be given to the parent or guardian of each student found to have any postural defect of problem, with a brief statement describing such defect or disease.

As necessary, special educational provisions shall be made for students with disabling conditions.

Student Medical Care at School

Student medical problems and emergencies are outlined in Categories I through IV in administrative regulation #5143. Schools **School** personnel are responsible for the immediate care necessary for a student whose sickness or injury occurs on the school premises during school hours or in school-sponsored and supervised activities. Depending upon specific circumstances, Category V issues may also be considered emergencies by attending school personnel.

Schools shall maintain files of emergency information cards for each student. If a child's injury requires immediate care, the parent or guardian will be called by telephone by the nurse, the building principal, or other personnel designated by the principal, and will be advised of the student's condition. When immediate medical or dental attention is indicated, and when parents or guardians cannot be reached, the student will be transported to the nearest hospital unless otherwise indicated on the student's Emergency Information card. In this event, the family physician/dentist and school district medical advisor will be notified of school district actions.

Students

Student Health Services (continued)

Oral Health Assessments

Parents are encouraged to have oral health assessments for their child(ren) prior to public school enrollment, in grade 6 or 7, and in grade 9 or 10. Such assessment may be conducted by a dentist, dental hygienist, physician, physician assistant (PA), or an advanced practice registered nurse (APRN), if he or she is trained in conducting such assessments as part of a DPH-approved training program. When conducted by a dentist the oral assessment must include a dental examination. If another such provider conducts the assessment, it must include a visual screening and risk assessment.

Parent/guardian consent is required prior to the oral health assessment. The assessment is to be made in the presence of the parent/guardian or another school employee. The parent/guardian must receive prior written notice and have a reasonable opportunity to opt his/her child out of the assessment, be present at the assessment, or provide for the assessment himself or herself.

A child's public school enrollment continued attendance shall not be denied for his/her failure to receive the oral health assessment.

The District may host a free oral health assessment event at which a qualified provider performs such oral health assessments. Parents/guardians will be given prior notice of such a free screening event providing the parents/guardians the opportunity to opt their children out of the assessment event. If the parent/guardian does not do so, the child must receive an assessment free of charge. The child is prohibited by the legislation from receiving any dental treatment as part of the assessment event without the parent's/guardian's informed consent.

The results of an oral health assessment shall be recorded on forms supplied by the State Board of Education. The provider performing the assessment must completely fill out and sign the form. Recommendations by the provider shall be in writing. For any child who receives an oral health assessment, the results must be included in the child's cumulative health record.

Appropriate school health personnel shall review the assessment results. If it is determined that a child needs further testing or treatment, the Superintendent shall give written notice to the child's parent/guardian and make reasonable efforts to ensure that further testing or treatment is provided. Such efforts include determining whether the parent/guardian obtained the necessary testing or treatment for the child and, if not, advising the parent or guardian on how to do so. The results of the further testing or treatment must be recorded on the assessment forms and reviewed by school health personnel.

As with other school health assessments no records of oral health assessments may be open to public inspection; and each provider who conducts an assessment for a child seeking to enroll in a public school must provide the assessment results to the school district's designated representative and a representative of the child.

Students

Student Health Services

(cf. 5142 - Student Safety)
(cf. 5141.4 - Child Abuse and Neglect)
(cf. 5141.5 - Suicide Prevention)
(cf. 6142.1 - Family Life and Sex Education)
(cf. 6145.2 - Interscholastic/Intramural Athletics)
(cf. 6171 - Special Education)

Legal Reference: Connecticut General Statutes

10-203 Sanitation.

10-204a Required immunizations, as amended by PA 15-174, PA 15-242 and PA 21-6.

10-204c Immunity from liability.

10-205 Appointment of school medical advisors.

10-206 Health assessments, as amended by PA 07-58, PA 11-179 and PA 18-168.

10-206a Free health assessments.

10-207 Duties of medical advisers.

10-208 Exemption from examination or treatment.

10-208a Physical activity of student restricted; boards to honor notice.

10-209 Records not to be public.

10-210 Notice of disease to be given parent or guardian.

10-212 School nurses and nurse practitioners.

10-212a Administration of medicines by school personnel.

10-213 Dental hygienists.

10-214 Vision, audiometric and postural screening: When required; notification of parents re defects; record of results. (As amended by PA 96-229 An Act Concerning Scoliosis Screening)

Students

Student Health Services

Legal Reference: Connecticut General Statutes (continued)

10-214a Eye protective devices.

10-214b Compliance report by local or regional board of education.

10-217a Health services for children in private nonprofit schools. Payments from the state, towns in which children reside and private nonprofit schools.

Department of Public Health, Public Health Code – 10-204a-2a, 10-204a-3a and 10-204a-4.

PA 18-168 An Act Concerning the Department of Public Health's Recommendations Regarding Various Revisions to the Public Health Statutes, Sections 7-9, 539 & 540.

Federal Family Educational Rights and Privacy Act of 1974 (section 438 of the General Education Provisions Act, as amended, added by section 513 of P.L. 93-568, codified at 20 U.S.C. 1232g).

42 U.S.C. 1320d-1320d-8, P.L. 104-191, Health Insurance Portability and Accountability Act of 1996 (HIPAA)

Policy adopted: August 7, 2003
Policy readopted: June 16, 2005
Policy revised: March 15, 2012
Policy revised: December 17, 2015
Policy revised: December 6, 2018
Policy revised:

NEW FAIRFIELD PUBLIC SCHOOLS
New Fairfield, Connecticut

Introduction

Connecticut operates a number of school choice programs, including magnet schools, technical high schools, vocational agricultural centers, charter schools, endowed private schools^A, designated high schools^B, and the Open Choice program.^{1,2} This policy brief focuses solely on the Open Choice program, and discusses its objectives, history, administration, and funding.

Open Choice is a program in which Connecticut students can attend schools in local public school districts outside the community in which they reside. Connecticut's statutes currently allow for districts in the Hartford, Bridgeport, New Haven, and New London areas to send and receive students from participating districts in their respective region.^{3,C}

Overseen by the Connecticut State Department of Education (CSDE), the primary purpose of the Open Choice program is to reduce racial, ethnic, and economic isolation for students in Connecticut's local public schools.⁴ Additionally, the Open Choice program's objectives include improving academic achievement and providing a choice of educational programs.⁵

Through the Open Choice program, receiving districts elect to offer seats to students from statutorily designated sending districts. The Regional Education Service Center (RESC) that represents the district with available Open Choice seats determines the eligibility and the feasibility for that district to receive Open Choice students.⁶ The State provides a financial incentive to local and regional boards of education that elect to receive students through the Open Choice program.⁷

In fiscal year 2018, 49 local school districts and more than 3,000 students participated in the Open Choice program.⁸

^A Connecticut has three endowed academies currently in operation (Gilbert School, Norwich Free Academy, and Woodstock Academy). With state approval, an endowed academy may serve as a town's public high school with the sending town's board of education paying the tuition costs for its students to attend the academy.

Conn. Gen. Statutes ch. 164, § 10-34.

Sullivan, M. (2016). *Models of Public High School Education in Connecticut* (2016-R-0155). Hartford, CT: Connecticut General Assembly, Office of Legislative Research. Retrieved from <https://www.cga.ct.gov/2016/rpt/pdf/2016-R-0155.pdf>.

^B "Designated high schools" are high schools that a Connecticut local public school district allows its high school age students to attend if the district does not maintain a high school. The sending district's board of education pays the tuition costs for their resident students attending the designated high schools.

Conn. Gen. Statutes ch. 164, § 10-33.

^C For the Open Choice program, a district's "region" refers to its respective Regional Educational Service Center (RESC). Connecticut is divided into six RESCs that are outlined at http://www.crec.org/docs/7056/Map_with_logos_2017.pdf.

Program History

The origin of the Open Choice program can be traced back to 1966 when Connecticut implemented an interdistrict choice program called Project Concern.⁹ Project Concern developed out of growing awareness of racial imbalances and concentrated poverty between Connecticut's suburban towns and its cities.¹⁰ Under Project Concern, a group of randomly selected students from Hartford Public Schools were sent to suburban school districts that volunteered to participate in the program. These school districts were: Bolton, Farmington, Glastonbury, Plainville, and Simsbury.¹¹

Initially, this effort was met with strong opposition from local officials in most surrounding suburban towns who were concerned the program would infringe on local autonomy and questioned the effects Hartford students would have in on their schools.¹² Eventually, these districts volunteered to receive students from Hartford.¹³ The progress of the students participating in the program was extensively tracked. Robert Crain, sociologist and lead researcher of Project Concern, reported that Hartford students who attended suburban schools were less likely to drop out of school, and were more likely to socialize with people of other races.¹⁴ These initial successes led to 10 additional suburban districts^D participating in the program.¹⁵

Between 1966-1969, approximately eight percent of Hartford students participated in the experimental phase of Project Concern. However, in 1993 the plaintiffs in the Connecticut Supreme Court Case *Sheff v. O'Neill*, which concerned racial segregation in public schools in the Hartford area, argued the program did not do enough to reduce racial segregation.¹⁶ In 1996, the Court ruled in favor of the plaintiffs finding Hartford's public schools racially segregated and in violation of the Connecticut Constitution's anti-segregation provision.¹⁷ The Court ordered the State of Connecticut to take remedial measures but deferred to the Connecticut General Assembly to develop a constitutional remedy.¹⁸

In response to the Court's 1996 ruling in *Sheff v. O'Neill*, the General Assembly passed Conn. Acts 97-290, which formally established the current Open Choice program and included provisions for the creation of magnet schools and the construction of additional public charter schools.¹⁹

Program Eligibility and Student Participation

The Open Choice program is available to students living in the Hartford, New Haven, Bridgeport, and New London^E regions. Students living in these areas may attend school in a participating suburban town in their respective region, and suburban students can elect to attend a school in one of the four identified cities.²⁰

^D The 10 additional districts were Granby, Canton, Windsor, South Windsor, Avon, West Hartford, East Hartford, Manchester, Wethersfield, and Newington.

^E Although allowed by state statute, no New London area students currently participate in the Open Choice program.

Conn. Gen. Statutes ch. 172, § 10-266aa.

However, for the purposes of reducing segregation, the proportion of non-racial minority^F students from Hartford, New Haven, Bridgeport, and New London attending school in another district may not exceed the proportion of non-racial minority students attending school in the sending districts.^{21,G} If the proportion of non-racial minority students in a sending district decreases, the commissioner of the CSDE has the authority to withhold state grants.²²

Once admitted into the Open Choice program, students must be allowed to continue their education in the receiving district until they graduate high school. In addition, students participating in the Open Choice program are considered residents of the towns in which they attend school for the purposes of statewide mastery testing.²³

Receiving districts are empowered to determine whether they will participate in Open Choice and how many seats they will make available to for the program.²⁴ If student demand for participation in the program exceeds available seats, the RESCs operate regional lotteries to determine participation.^{25,H} Lotteries are weighted to preserve or increase racial, ethnic, and economic diversity among the participating districts.²⁶ Additionally, in all lotteries, priority is given to students who have siblings in the program, and to students who would otherwise attend a school that has lost its accreditation by the New England Association of Schools and Colleges or a school that has been identified under the definitions of the federal No Child Left Behind Act as in need of improvement.^{27,I} Furthermore, a student in the same region as a Priority School District may attend a school in the Priority School District, provided the student's attendance does not increase the racial, ethnic, and economic segregation of the Priority School District.²⁸

Program Administration

The CSDE administers the Open Choice grant program, and provides administrative support to RESCs to facilitate their oversight of the Open Choice program.²⁹ State statute allows RESCs to determine the feasibility of participation for a given district in its region, and to consider available transportation options, funding, and available seats

^F For the Open Choice program, "racial minorities" are statutorily defined as "those whose race is defined as other than white, or whose ethnicity is defined as Hispanic or Latino by the federal Office of Management and Budget for use by the Bureau of Census of the United States Department of Commerce."

Conn. Gen. Statutes ch. 172, § 10-266aa.

Conn. Gen. Statutes ch. 172, § 10-226a.

^G "Receiving district" refers to any school district that accepts students participating in the Open Choice program. "Sending district" refers to any district that sends students it would legally be responsible for educating to another district.

Conn. Gen. Statutes ch. 172, § 10-266aa.

^H In the Hartford region, Open Choice selection is included in the Regional School Choice Office lottery, operated by the CSDE, which also includes all magnet schools operating to further the goal of the *Sheff v. O'Neill* stipulated agreements.

Conn. Gen. Statutes ch. 172, § 10-266aa.

^I The federal No Child Left Behind Act was replaced in 2015 by the Every Student Succeeds Act, however, the relevant Connecticut General Statute (Conn. Gen. Statutes ch. 172, § 10-266aa) has not been updated and currently references the No Child Left Behind Act.

Every Student Succeeds Act, Pub. L. No. 114-95, 129 Stat. 1802 (2015).

when making this determination. RESCs also place Open Choice students in receiving districts and oversee the placement lotteries when there are more student applications to the program than there are available seats.³⁰

Process of District Participation

Connecticut statutes only allow for districts in the Hartford, New Haven, Bridgeport, and New London regions to participate in the Open Choice program and there are no further provisions that allow for additional regions to participate.³¹

Currently, there are 49 school districts participating in the Open Choice program.³² If a district elects to receive students through the Open Choice program, the district must determine the number of available seats it has available for participating students. Connecticut's statutes do not specify who in a district is responsible for deciding whether or not to receive students through the Open Choice program, nor do the state statutes explicitly require approval from the receiving district's local or regional board of education.³³

Available seats are reported to the RESC to which the receiving district belongs. The RESC determines which districts are close enough to the sending district to receive students through the Open Choice program, and whether or not there are sufficient transportation funds in place to transport students from the sending district.³⁴ RESCs have the authority to approve new districts to receive students through the Open Choice program, with consideration to available transportation, which is largely funded through per-pupil state grants.³⁵

Funding

The CSDE distributes grants on a tiered, per-pupil basis to the local or regional boards of education that receive students through the Open Choice program. The grant amount is determined based on the percentage of Open Choice students in the receiving district's total enrollment. The per-pupil grant amount increases as the percentage of Open Choice students in the receiving district increases.³⁶ These grants are intended to incentivize greater Open Choice participation by increasing the per-pupil grant as districts increase available seats as a percent of total enrollment.³⁷

For the purpose of calculating the Education Cost Sharing (ECS) grant, the sending and receiving school districts split the ECS allocation for each student participating in the Open Choice program. This is achieved by decreasing the aggregate resident student count by one half of a student for the sending district, and increasing the aggregate resident student count by one half of a student for the receiving district, for each Open Choice student.³⁸ Figure 1 below details the funding tiers for the per-pupil grants based off of Open Choice enrollment percentages.

Figure 1³⁹

Open Choice Enrollment Percentage and Corresponding Grant Amounts Per Pupil	
Percent of Receiving District's Total Enrollment Who are Open Choice Participants	Per-pupil Grant Amount to District Receiving Open Choice Students
Less than 2%	\$3,000
2% to less than 3%	\$4,000
3% to less than 4%	\$6,000
Greater than 4%	\$8,000

Additionally, beyond the base grant amounts, a district with a total enrollment of more than 4,000 students can receive a \$6,000 per-pupil allocation for a given year if the district has increased its Open Choice enrollment by more than 50 percent over the previous fiscal year.⁴⁰ This \$6,000 per-pupil grant is a one-time incentive and districts do not receive the additional funding in the following year unless they again increase their seat allocation.⁴¹

Within available appropriations, the total amount of money received by a district receiving students through the Open Choice program is the per-pupil grant amount based on enrollment, multiplied by the district's number of Open Choice students, plus an additional per-pupil entitlement if the district has at least 10 Open Choice students in a given school.⁴² The additional entitlement is derived from the total appropriation for the Open Choice program, which is then distributed proportionally on a per-pupil basis. In FY 2018, this appropriation was \$500,000, and it is codified at \$500,000 within available appropriations.⁴³ Additionally, Hartford is eligible to receive additional grants from the CSDE for the purposes of allowing Hartford students to participate in Open Choice preschool and all-day kindergarten programs.⁴⁴

Furthermore, sending districts are responsible for additional costs associated with Open Choice students' special education services. Specifically, the sending district is responsible for the difference between the reasonable cost of special education and the Open Choice grant amount.⁴⁵

Please see Figure 4 in the Appendix for Open Choice grant calculations for each receiving district in Connecticut.

The State of Connecticut also provides grants on a per-pupil basis for the purposes of funding transportation costs for Open Choice. Per statute, all RESCs except for the Capitol Region Education Council (CREC) receive \$1,300 per pupil for transporting Open Choice students. CREC receives \$2,000 per pupil for student transportation in support of the *Sheff v. O'Neill* stipulated agreement.⁴⁶ Under the *Sheff v. O'Neill* agreement, CREC is also eligible to receive supplemental grants within available appropriations.⁴⁷

Figure 2 below shows the total Open Choice enrollment in each region, and the total state grant allocation to each RESC to support Open Choice in FY 2017.

Figure 2⁴⁸

FY 2017 Open Choice Grant Payments to Individual RESCs
(not including ECS Funds or per-pupil Open Choice enrollment grants)

RESC	Open Choice Region	Open Choice Enrollment	Open Choice Transportation	Administering Open Choice	Open Choice Support Programs	Open Choice Summer School	Open Choice Kindergarten	Total
Grant ID			11000-17053-82059-2017	11000-17053-82045-2017	11000-17053-82159-2017	11000-17053-82065-2017	11000-17053-82162-2017	
Capitol Region Education Services (CREC)	Hartford	2,340	\$12,223,214	\$539,762	\$345,771	\$300,000	\$2,276,702	\$15,685,449
Cooperative Educational Services (C.E.S.)	Bridgeport	260	\$1,178,475	\$129,234	\$0	\$0	\$0	\$1,307,709
Area Cooperative Education Services (ACES)	New Haven	455	\$2,293,563	\$181,005	\$0	\$0	\$0	\$2,474,568
LEARN	New London	0	\$0	\$0	\$0	\$0	\$0	\$0
Total		3,055	\$15,695,252	\$850,001	\$345,771	\$300,000	\$2,276,702	\$19,467,726

Appendix

The graph below details the total appropriation to the Open Choice program by fiscal year. The appropriation is the sum of the per-pupil incentive grants allocated to the participating districts and the allocations to the RESCs. There are no ECS funds included in this grant.

Figure 3⁴⁹

Total Open Choice Grant Appropriation and Statewide Open Choice Enrollment by Fiscal Year

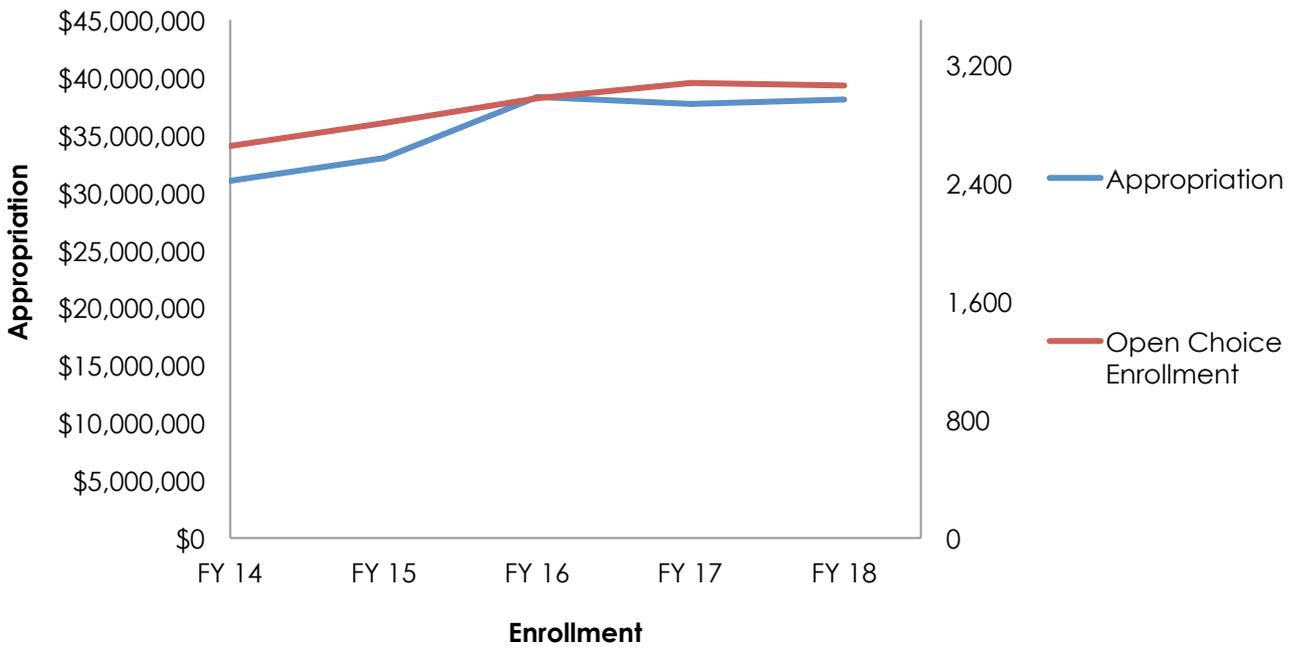


Figure 4^{50,J}

Total District Open Choice Grant to each Receiving District, FY 2018

Town	Total Open Choice Students	Receiving District Enrollment	Open Choice Enrollment %	Grant Per Student	Students Eligible for Additional Entitlement	Additional Entitlement	Total Open Choice Allocation
Ansonia	11	2,283	0.48%	\$3,000	10	\$1,948	\$34,948
Avon	131	3,208	4.08%	\$8,000	131	\$25,516	\$1,073,516
Berlin	92	2,783	3.31%	\$6,000	85	\$16,556	\$568,556
Bethany	5	364	1.37%	\$3,000	0	\$0	\$15,000
Bolton	53	808	6.56%	\$8,000	53	\$10,323	\$434,323
Branford	55	2,901	1.90%	\$3,000	50	\$9,739	\$174,739
Bridgeport	26	20,729	0.13%	\$3,000	26	\$5,064	\$83,064
Canton	111	1,601	6.93%	\$8,000	111	\$21,621	\$909,621
Cheshire	37	4,284	0.86%	\$3,000	12	\$2,337	\$113,337
Cromwell	73	1,963	3.72%	\$6,000	73	\$14,219	\$452,219
East Granby	49	840	5.83%	\$8,000	41	\$7,986	\$399,986
East Haven	16	2,853	0.56%	\$3,000	0	\$0	\$48,000
Easton	21	904	2.32%	\$4,000	13	\$2,532	\$86,532
East Windsor	48	1,071	4.48%	\$8,000	48	\$9,349	\$393,349
Ellington	83	2,685	3.09%	\$6,000	76	\$14,803	\$512,803
Enfield	115	5,188	2.22%	\$4,000	103	\$20,062	\$480,062
Fairfield	65	9,928	0.65%	\$3,000	34	\$6,623	\$201,623
Farmington	134	4,098	3.27%	\$6,000	134	\$26,101	\$830,101
Glastonbury	62	5,905	1.05%	\$3,000	51	\$9,934	\$195,934
Granby	79	1,866	4.23%	\$8,000	79	\$15,388	\$647,388
Hamden	2	5,362	0.04%	\$3,000	0	\$0	\$6,000
Hartford	132	19,563	0.67%	\$3,000	107	\$20,841	\$416,841
Milford	40	5,751	0.70%	\$3,000	14	\$2,727	\$122,727
New Haven	179	21,433	0.84%	\$3,000	162	\$31,554	\$568,554
Newington	93	4,055	2.29%	\$4,000	77	\$14,998	\$386,998
North Branford	26	1,777	1.46%	\$3,000	17	\$3,311	\$81,311
North Haven	40	3,136	1.28%	\$3,000	27	\$5,259	\$125,259
Orange	7	1,173	0.60%	\$3,000	0	\$0	\$21,000
Plainville	122	2,364	5.16%	\$8,000	122	\$23,763	\$999,763
Portland	58	1,312	4.42%	\$8,000	40	\$7,791	\$471,791
Rocky Hill	33	2,700	1.22%	\$3,000	24	\$4,675	\$103,675
Simsbury	165	4,082	4.04%	\$8,000	165	\$32,139	\$1,352,139
Somers	20	1,432	1.40%	\$3,000	0	\$0	\$60,000
Southington	92	6,463	1.42%	\$3,000	67	\$13,050	\$289,050

^J These amounts exclude the ECS grant allocation associated with increasing the receiving district's resident student count by half of a student.

Town	Total Open Choice Students	Receiving District Enrollment	Open Choice Enrollment %	Grant Per Student	Students Eligible for Additional Entitlement	Additional Entitlement	Total Open Choice Allocation
South Windsor	132	4,236	3.12%	\$6,000	123	\$23,958	\$815,958
Suffield	72	2,207	3.26%	\$6,000	72	\$14,024	\$446,024
Tolland	4	2,443	0.16%	\$3,000	0	\$0	\$12,000
Trumbull	55	6,717	0.82%	\$3,000	10	\$1,948	\$166,948
Vernon	2	3,086	0.06%	\$3,000	0	\$0	\$6,000
Wallingford	6	5,824	0.10%	\$3,000	0	\$0	\$18,000
West Hartford	196	9,679	2.03%	\$4,000	192	\$37,398	\$821,398
Weston	27	2,329	1.16%	\$3,000	11	\$2,143	\$83,143
Westport	62	5,572	1.11%	\$3,000	16	\$3,117	\$189,117
Wethersfield	92	3,577	2.57%	\$4,000	81	\$15,777	\$383,777
Windsor Locks	96	1,549	6.20%	\$8,000	96	\$18,699	\$786,699
Woodbridge	14	830	1.69%	\$3,000	14	\$2,727	\$44,727
District No. 5	17	2,197	0.77%	\$3,000	0	\$0	\$51,000
District No. 9	4	893	0.45%	\$3,000	0	\$0	\$12,000
District No. 10	1	2,335	0.04%	\$3,000	0	\$0	\$3,000
Total	3,055	210,399	N/A	N/A	2,567	\$500,000	\$16,500,000

Endnotes

¹ Connecticut State Department of Education. (n.d.). Public School Choice In Connecticut. Retrieved from <http://portal.ct.gov/SDE/School-Choice/CT-School-Choice/Public-School-Choice-in-Connecticut>.

² Sullivan, M. (2016). *Models of Public High School Education in Connecticut* (2016-R-0155). Hartford, CT: Connecticut General Assembly, Office of Legislative Research. Retrieved from <https://www.cga.ct.gov/2016/rpt/pdf/2016-R-0155.pdf>.

³ Conn. Gen. Statutes ch. 172, § 10-266aa.

⁴ Ibid.

⁵ Ibid.

⁶ Ibid.

⁷ Ibid.

⁸ Connecticut State Department of Education, Bureau of Fiscal Services. (2018). *2017-18 Open Choice Attendance Grant*. Hartford, CT: Author. Retrieved from http://portal.ct.gov/-/media/SDE/Grants-Management/Report1/opench_PDF.pdf?la=en.

⁹ Gurren, A. (2013, April 10). Connecticut Takes the Wheel on Education Reform: Project Concern. *ConnecticutHistory.org*. Retrieved from <https://connecticuthistory.org/connecticut-takes-the-wheel-on-education-reform-project-concern/>.

¹⁰ Ibid.

¹¹ Ibid.

¹² Judson, G. (1993, February 1). When Good Will Is Not Enough; Desegregation Project at Heart of Hartford Schools Suit. *The New York Times*. Retrieved from <https://www.nytimes.com/1993/02/01/nyregion/when-good-will-not-enough-desegregation-project-heart-hartford-school-suit.html?pagewanted=all&src=pm>.

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¹⁴ Ibid.

¹⁵ Dougherty, J., & contributors. (2017). *On the Line: How Schooling, Housing, and Civil Rights Shaped Hartford and Its Suburbs*. Trinity College, book-in-progress. Retrieved from <http://ontheline.trincoll.edu>.

¹⁶ Gurren, A. (2013, April 10). Connecticut Takes the Wheel on Education Reform: Project Concern. *ConnecticutHistory.org*. Retrieved from <https://connecticuthistory.org/connecticut-takes-the-wheel-on-education-reform-project-concern/>.

¹⁷ *Sheff v. O'Neill*, 238 Conn. 1, 678 A.2d 1267 (1996).

¹⁸ Ibid.

¹⁹ Conn. Acts 97-290.

²⁰ Conn. Gen. Statutes ch. 172, § 10-266aa.

²¹ Ibid.

²² Ibid.

²³ Ibid.

²⁴ Ibid.

²⁵ Ibid.

²⁶ Ibid.

²⁷ Ibid.

²⁸ Ibid.

²⁹ Ibid.

³⁰ Ibid.

³¹ Ibid.

³² Connecticut State Department of Education, Bureau of Fiscal Services. (2018). *2017-18 Open Choice Attendance Grant*. Hartford, CT: Author. Retrieved from http://portal.ct.gov/-/media/SDE/Grants-Management/Report1/opench_PDF.pdf?la=en.

³³ Conn. Gen. Statutes ch. 172, § 10-266aa.

³⁴ Ibid.

³⁵ Ibid.

³⁶ Ibid.

³⁷ Ibid.

³⁸ Ibid.

³⁹ Ibid.

⁴⁰ Ibid.

⁴¹ Ibid.

⁴² Ibid.

⁴³ Connecticut State Department of Education. (2018). *2017-18 Open Choice Grant Payment*. Available from <https://www.csde.state.ct.us/public/dgm/grantreports1/HPayMain.aspx>.

⁴⁴ Conn. Gen. Statutes ch. 172, § 10-266aa.

⁴⁵ Ibid.

⁴⁶ Conn. Gen. Statutes ch. 172, § 10-264i.

⁴⁷ Ibid.

⁴⁸ Connecticut State Department of Education, Bureau of Fiscal Services. (2018). *2017-18 Open Choice Attendance Grant*. Hartford, CT: Author. Retrieved from http://portal.ct.gov/-/media/SDE/Grants-Management/Report1/opench_PDF.pdf?la=en.

⁴⁹ State of Connecticut, Office of the State Comptroller. (2018). Line-Item: Open Choice Program. Available from <http://openbudget.ct.gov/#!/year/2018/operating/0/program/Open+Choice+Program/0/departement?vis=barChart>.

⁵⁰ Connecticut State Department of Education, Bureau of Fiscal Services. (2018). *2017-18 Open Choice Attendance Grant*. Hartford, CT: Author. Retrieved from http://portal.ct.gov/-/media/SDE/Grants-Management/Report1/opench_PDF.pdf?la=en.

18415 Sec. 401. Section 10-266aa of the general statutes is repealed and the
18416 following is substituted in lieu thereof (*Effective July 1, 2021*):

18417 (a) As used in this section:

18418 (1) "Receiving district" means any school district that accepts students
18419 under the program established pursuant to this section;

18420 (2) "Sending district" means any school district that sends students it
18421 would otherwise be legally responsible for educating to another school
18422 district under the program; and

18423 (3) "Minority students" means students who are "pupils of racial
18424 minorities", as defined in section 10-226a.

18425 (b) There is established, within available appropriations, an
18426 interdistrict public school attendance program. The purpose of the
18427 program shall be to: (1) Improve academic achievement; (2) reduce
18428 racial, ethnic and economic isolation or preserve racial and ethnic
18429 balance; and (3) provide a choice of educational programs. The
18430 Department of Education shall provide oversight for the program,
18431 including the setting of reasonable limits for the transportation of
18432 students participating in the program, and may provide for the
18433 incremental expansion of the program for the school year commencing
18434 in 2000 for each town required to participate in the program pursuant
18435 to subsection (c) of this section.

18436 (c) The program shall be phased in as provided in this subsection. (1)
18437 For the school year commencing in 1998, and for each school year
18438 thereafter, the program shall be in operation in the Hartford, New
18439 Haven and Bridgeport regions. The Hartford program shall operate as
18440 a continuation of the program described in section 10-266j. Students
18441 who reside in Hartford, New Haven or Bridgeport may attend school in
18442 another school district in the region and students who reside in such
18443 other school districts may attend school in Hartford, New Haven or
18444 Bridgeport, provided, beginning with the 2001-2002 school year, the

18445 proportion of students who are not minority students to the total
18446 number of students leaving Hartford, Bridgeport or New Haven to
18447 participate in the program shall not be greater than the proportion of
18448 students who were not minority students in the prior school year to the
18449 total number of students enrolled in Hartford, Bridgeport or New
18450 Haven in the prior school year. The regional educational service center
18451 operating the program shall make program participation decisions in
18452 accordance with the requirements of this subdivision. (2) For the school
18453 year commencing in 2000, and for each school year thereafter, the
18454 program shall be in operation in New London, provided beginning with
18455 the 2001-2002 school year, the proportion of students who are not
18456 minority students to the total number of students leaving New London
18457 to participate in the program shall not be greater than the proportion of
18458 students who were not minority students in the prior year to the total
18459 number of students enrolled in New London in the prior school year.
18460 The regional educational service center operating the program shall
18461 make program participation decisions in accordance with this
18462 subdivision. (3) The Department of Education may provide, within
18463 available appropriations, grants for the fiscal year ending June 30, 2003,
18464 to the remaining regional educational service centers to assist school
18465 districts in planning for a voluntary program of student enrollment in
18466 every priority school district, pursuant to section 10-266p, which is
18467 interested in participating in accordance with this subdivision. For the
18468 school year commencing in 2003, and for each school year thereafter, the
18469 voluntary enrollment program may be in operation in every priority
18470 school district in the state. Students from other school districts in the
18471 area of a priority school district, as determined by the regional
18472 educational service center pursuant to subsection (d) of this section, may
18473 attend school in the priority school district, provided such students
18474 bring racial, ethnic and economic diversity to the priority school district
18475 and do not increase the racial, ethnic and economic isolation in the
18476 priority school district. (4) For the school year commencing July 1, 2022,
18477 there shall be a pilot program in operation in Danbury and Norwalk.
18478 The pilot program shall serve (A) up to fifty students who reside in

18479 Danbury, and such students may attend school in the school districts for
18480 the towns of New Fairfield, Brookfield, Bethel, Ridgefield and Redding,
18481 and (B) up to fifty students who reside in Norwalk, and such students
18482 may attend school in the school districts for the towns of Darien, New
18483 Canaan, Wilton, Weston and Westport. School districts which receive
18484 students from Danbury and Norwalk under the pilot program during
18485 the school year commencing July 1, 2022, shall allow such students to
18486 attend school in the district until they graduate from high school.

18487 (d) School districts which received students from New London under
18488 the program during the [2000-2001] school year commencing July 1,
18489 2000, shall allow such students to attend school in the district until they
18490 graduate from high school. The attendance of such students in such
18491 program shall not be supported by grants pursuant to subsections (f)
18492 and (g) of this section but shall be supported, in the same amounts as
18493 provided for in said subsections, by interdistrict cooperative grants
18494 pursuant to section 10-74d to the regional educational service centers
18495 operating such programs.

18496 (e) Once the program is in operation in the region served by a
18497 regional educational service center pursuant to subsection (c) of this
18498 section, the Department of Education shall provide an annual grant to
18499 such regional educational service center to assist school districts in its
18500 area in administering the program and to provide staff to assist students
18501 participating in the program to make the transition to a new school and
18502 to act as a liaison between the parents of such students and the new
18503 school district. Each regional educational service center shall determine
18504 which school districts in its area are located close enough to a priority
18505 school district to make participation in the program feasible in terms of
18506 student transportation pursuant to subsection (f) of this section,
18507 provided any student participating in the program prior to July 1, 1999,
18508 shall be allowed to continue to attend the same school such student
18509 attended prior to said date in the receiving district until the student
18510 completes the highest grade in such school. If there are more students
18511 who seek to attend school in a receiving district than there are spaces

18512 available, the regional educational service center shall assist the school
18513 district in determining attendance by the use of a lottery or lotteries
18514 designed to preserve or increase racial, ethnic and economic diversity,
18515 except that the regional educational service center shall give preference
18516 to siblings and to students who would otherwise attend a school that
18517 has lost its accreditation by the New England Association of Schools and
18518 Colleges or has been identified as in need of improvement pursuant to
18519 the No Child Left Behind Act, P.L. 107-110. The admission policies shall
18520 be consistent with section 10-15c and this section. No receiving district
18521 shall recruit students under the program for athletic or extracurricular
18522 purposes. Each receiving district shall allow out-of-district students it
18523 accepts to attend school in the district until they graduate from high
18524 school.

18525 (f) The Department of Education shall provide grants to regional
18526 educational service centers or local or regional boards of education for
18527 the reasonable cost of transportation for students participating in the
18528 program. For the fiscal [years ending June 30, 2015, to June 30, 2017,
18529 inclusive] year ending June 30, 2022, and each fiscal year thereafter, the
18530 department shall provide such grants within available appropriations,
18531 provided the state-wide average of such grants does not exceed an
18532 amount equal to three thousand two hundred fifty dollars for each
18533 student transported, except that the Commissioner of Education may
18534 grant to regional educational service centers or local or regional boards
18535 of education additional sums from funds remaining in the
18536 appropriation for such transportation services if needed to offset
18537 transportation costs that exceed such maximum amount. The regional
18538 educational service centers shall provide reasonable transportation
18539 services to high school students who wish to participate in supervised
18540 extracurricular activities. For purposes of this section, the number of
18541 students transported shall be determined on October first of each fiscal
18542 year.

18543 (g) (1) Except as provided in [subdivision] subdivisions (2) and (3) of
18544 this subsection, the Department of Education shall provide, within

18545 available appropriations, an annual grant to the local or regional board
18546 of education for each receiving district in an amount not to exceed two
18547 thousand five hundred dollars for each out-of-district student who
18548 attends school in the receiving district under the program.

18549 (2) For the fiscal year ending June 30, 2013, and each fiscal year
18550 thereafter, the department shall provide, within available
18551 appropriations, an annual grant to the local or regional board of
18552 education for each receiving district if one of the following conditions
18553 are met as follows: (A) Three thousand dollars for each out-of-district
18554 student who attends school in the receiving district under the program
18555 if the number of such out-of-district students is less than two per cent of
18556 the total student population of such receiving district, (B) four thousand
18557 dollars for each out-of-district student who attends school in the
18558 receiving district under the program if the number of such out-of-
18559 district students is greater than or equal to two per cent but less than
18560 three per cent of the total student population of such receiving district,
18561 (C) six thousand dollars for each out-of-district student who attends
18562 school in the receiving district under the program if the number of such
18563 out-of-district students is greater than or equal to three per cent but less
18564 than four per cent of the total student population of such receiving
18565 district, (D) six thousand dollars for each out-of-district student who
18566 attends school in the receiving district under the program if the
18567 Commissioner of Education determines that the receiving district has an
18568 enrollment of greater than four thousand students and has increased the
18569 number of students in the program by at least fifty per cent from the
18570 previous fiscal year, or (E) eight thousand dollars for each out-of-district
18571 student who attends school in the receiving district under the program
18572 if the number of such out-of-district students is greater than or equal to
18573 four per cent of the total student population of such receiving district.

18574 (3) (A) For the fiscal year ending June 30, 2023, the department shall
18575 provide a grant to the local or regional board of education for each
18576 receiving district described in subdivision (4) of subsection (c) of this
18577 section in an amount of four thousand dollars for each out-of-district

18578 student who resides in Danbury or Norwalk and attends school in the
18579 receiving district under the pilot program.

18580 (B) For the fiscal year ending June 30, 2024, and each fiscal year
18581 thereafter, the department shall provide an annual grant to the local or
18582 regional board of education for each receiving district described in
18583 subdivision (4) of subsection (c) of this section for each out-of-district
18584 student who resides in Danbury or Norwalk and attends school in the
18585 receiving district under the pilot program in accordance with the
18586 provisions of subdivisions (1) and (2) of this subsection.

18587 (C) Not later than January 1, 2025, the department shall submit a
18588 report on the pilot program in operation in Danbury and Norwalk,
18589 pursuant to subdivision (4) of subsection (c) of this section, to the joint
18590 standing committees of the General Assembly having cognizance of
18591 matters relating to education and appropriations, in accordance with the
18592 provisions of section 11-4a. Such report shall include, but need not be
18593 limited to, the total number of students participating in the pilot
18594 program, the number of students from each town participating in the
18595 pilot program, the total amount of the grant paid under the pilot
18596 program and the amount of the grant paid to each town participating in
18597 the pilot program.

18598 [(3)] (4) Each town which receives funds pursuant to this subsection
18599 shall make such funds available to its local or regional board of
18600 education in supplement to any other local appropriation, other state or
18601 federal grant or other revenue to which the local or regional board of
18602 education is entitled.

18603 (h) Notwithstanding any provision of this chapter, each sending
18604 district and each receiving district shall divide the number of children
18605 participating in the program who reside in such district or attend school
18606 in such district by two for purposes of the counts for subdivision (22) of
18607 section 10-262f and subdivision (2) of subsection (a) of section 10-261.

18608 (i) In the case of an out-of-district student who requires special

18609 education and related services, the sending district shall pay the
18610 receiving district an amount equal to the difference between the
18611 reasonable cost of providing such special education and related services
18612 to such student and the amount received by the receiving district
18613 pursuant to subsection (g) of this section and in the case of students
18614 participating pursuant to subsection (d) of this section, the per pupil
18615 amount received pursuant to section 10-74d. The sending district shall
18616 be eligible for reimbursement pursuant to section 10-76g.

18617 (j) Nothing in this section shall prohibit school districts from charging
18618 tuition to other school districts that do not have a high school pursuant
18619 to section 10-33.

18620 (k) On or before March first of each year, the Commissioner of
18621 Education shall determine if the enrollment in the program pursuant to
18622 subsection (c) of this section for the fiscal year is below the number of
18623 students for which funds were appropriated. If the commissioner
18624 determines that the enrollment is below such number, the additional
18625 funds shall not lapse but shall be used by the commissioner in
18626 accordance with this subsection.

18627 (1) Any amount up to five hundred thousand dollars of such
18628 nonlapsing funds shall be used for supplemental grants to receiving
18629 districts on a pro rata basis for each out-of-district student in the
18630 program pursuant to subsection (c) of this section who attends the same
18631 school in the receiving district as at least nine other such out-of-district
18632 students, not to exceed one thousand dollars per student.

18633 (2) Any amount of such nonlapsing funds equal to or greater than
18634 five hundred thousand dollars, but less than one million dollars, shall
18635 be used for supplemental grants, in an amount determined by the
18636 commissioner, on a pro rata basis to receiving districts that report to the
18637 commissioner on or before March first of the current school year that the
18638 number of out-of-district students enrolled in such receiving district is
18639 greater than the number of out-of-district students enrolled in such

18640 receiving district from the previous school year.

18641 (3) Any remaining nonlapsing funds shall be used by the
18642 commissioner to increase enrollment in the interdistrict public school
18643 attendance program described in this section.

18644 (l) For purposes of the state-wide mastery examinations under
18645 section 10-14n, students participating in the program established
18646 pursuant to this section shall be considered residents of the school
18647 district in which they attend school.

18648 (m) Within available appropriations, the commissioner may make
18649 grants to regional education service centers which provide summer
18650 school educational programs approved by the commissioner to students
18651 participating in the program.

18652 (n) The Commissioner of Education may provide grants for children
18653 in the Hartford program described in this section to participate in
18654 preschool and all day kindergarten programs. In addition to the subsidy
18655 provided to the receiving district for educational services, such grants
18656 may be used for the provision of before and after-school care and
18657 remedial services for the preschool and kindergarten students
18658 participating in the program.

18659 (o) Within available appropriations, the commissioner may make
18660 grants for academic student support for programs pursuant to this
18661 section that assist the state in meeting [the goals of the 2008 stipulation
18662 and order for Milo Sheff, et al. v. William A. O'Neill, et al., as extended,
18663 or the goals of the 2013 stipulation and order for Milo Sheff, et al. v.
18664 William A. O'Neill, et al., as extended, as determined by the
18665 commissioner] its obligations pursuant to the decision in Sheff v.
18666 O'Neill, 238 Conn. 1 (1996), or any related stipulation or order in effect,
18667 as determined by the Commissioner of Education.

18668 Sec. 402. Section 10-17g of the general statutes is repealed and the
18669 following is substituted in lieu thereof (*Effective July 1, 2021*):

EVALUATING THE ACADEMIC PERFORMANCE OF CHOICE PROGRAMS IN CONNECTICUT:

A Pretest-Posttest Evaluation Using Matched
Multiple Quasi-Control Comparison Groups



Connecticut State Department of Education
March 2015

EVALUATING THE ACADEMIC PERFORMANCE OF CHOICE PROGRAMS IN CONNECTICUT:

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Multiple Quasi-Control Comparison Groups



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March 2015

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PREFACE

The Connecticut State Department of Education commissioned this evaluation to study if Choice programs were effective in raising academic achievement. Conducting an analysis of educational program outcomes is an inherently complex endeavor. This study also serves to illustrate the limitations of commonly drawn inferences made using annual assessment results. The CSDE appreciates the passion, commitment, and dedication of its former employee, Dr. Richard Mooney, for his continued partnership in designing and conducting this study.

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The State Department of Education wishes to acknowledge former Commissioner of Education Stefan Pryor and Chief Operating Officer Charlene Russell-Tucker for supporting the efforts required to conduct this study. We also wish to recognize the invaluable contributions made by Dr. Richard Mooney, former State Department of Education staff member, who served as principal investigator. We thank him for his continued partnership on this project. We acknowledge Ajit Gopalakrishnan, Interim Chief Performance Officer; Mark Linabury, chief of the Bureau of Choice Programs; and education consultant Dr. Kenneth Imperato, also of the Choice bureau, for their contributions to this project, as well. In addition, we thank Drs. Mohamed Dirir and Norma Sinclair from the Academic Office's Psychometric Analysis and Support Unit for sharing their expertise and for helping shape this project.

We also wish to extend special thanks to Professor H. Swaminathan of Connecticut's Neag School of Education for his review of the methodology for this analysis and helpful critique of the findings and interpretations.

EXECUTIVE SUMMARY

Public charter schools, interdistrict magnet schools, and the Open Choice program are collectively called Choice programs. One of their key missions is to improve educational outcomes of historically underperforming students from Connecticut’s urban public schools. This analysis examines the academic growth and outcome performance based on the Connecticut Mastery Tests (CMT) for Choice program attendees from Connecticut’s four largest cities—Bridgeport, Hartford, New Haven, and Waterbury—over a two-year period (2010 to 2012).

To conduct the most effective examination of ex post facto or pre-existing data where random assignment is either impossible or unethical (Murnane, R.J. and Willett, J.B., 2011), 30 stratified random samples of quasi-controls were generated from the co-present population of CMT test-takers. Then, the academic results for urban Choice program attendees were compared with results from the 30 samples. To counter known biasing influences such as higher baseline test performance, these quasi-control samples were matched with their respective Choice program “treatment group” on baseline test performance as well as on student background characteristics known to be related to test performance (Behuniak, P., Mooney, R. F., Cloud, R., 1990).

Results for each Choice program group and its respective quasi-control groups were tracked and compared longitudinally for the same students in two grade cohorts:

1. Grade 3 in 2010 to Grade 5 in 2012
2. Grade 6 in 2010 to Grade 8 in 2012

The use of longitudinal data allows us to ascribe academic performance gains over time to the educational interventions that have taken place; additionally, comparing gains achieved by the Choice program groups to their respective quasi-control groups enables us to control for gains that might have occurred naturally due to student maturation.

In the Grades 3 to 5 cohort, the analysis reveals statistically meaningful gains at or above the CMT Proficient level in interdistrict magnet schools operated by regional educational service centers (RESCs) and for the Open Choice program, and nearly statistically meaningful gains at or above the CMT Goal level for the RESC-operated interdistrict magnet schools.

In the Grades 6 to 8 cohort, public charter schools alone showed statistically meaningful gains at or above Proficient *and* Goal levels on the CMT.

This study remains an ex post facto, or “after the fact” analysis, thus not allowing causal attribution of the program outcomes. Hence, in practice it cannot be said with certainty that clones of these Choice programs, or an exportation of specific pedagogical techniques and strategies used, will necessarily ensure similar performance successes for urban students in general.

INTRODUCTION

Public charter schools, interdistrict magnet schools, and the Open Choice program are collectively called Choice programs. One of their key missions is to improve educational outcomes of historically underperforming students from Connecticut's urban public schools. The purpose of this evaluation is to answer a specific question: Are Connecticut's Choice programs succeeding in helping urban students (i.e., students from Connecticut's major cities of Bridgeport, Hartford, New Haven, and Waterbury) to close the academic achievement gap by enabling them to make greater academic gains as compared with peers who did not participate in these programs?

Four distinct Choice programs will be evaluated separately: public charter schools, interdistrict magnet schools operated by regional educational service centers (RESCs), interdistrict magnet schools operated by local school districts, and the Open Choice program. The academic outcomes used for this evaluation were based on results from the Connecticut Mastery Test (CMT).

Statement of the Problem: The central challenge in this study is that the performance of students attending these Choice programs tends not to be representative of the general urban population. As compared with neighborhood peers, urban students who choose to attend Choice program schools tend to reflect higher performance at baseline on standardized academic assessments. They also may differ in terms of background characteristics that are known to predict better test performance; for instance, Choice program attendees tend to have fewer special education students (SPED) or English language learner students (ELL). In order to conduct a fair, balanced, and meaningful evaluation, the key concern is to find an appropriate comparison group. So, who are the comparable peers?

DESIGN AND METHODOLOGY

Overview: To evaluate Choice programs in a fair, unbiased way, a carefully considered methodology is critical. The attribution of cause remains a major obstacle in the evaluation of any study where the treatment has occurred in the past (Campbell, D.T. and Stanley, J.C., 1963). A study that takes place after the fact is technically known as an ex post facto study. A traditional experimental research design using random assignment of subjects to an experimental and a control group prior to the treatment intervention is the only legitimate way to claim causal inference. Nevertheless, it is important to recognize the need for more effective examinations of ex post facto studies—as in the case of this Choice program evaluation—where random assignment is either impossible or unethical (Murnane, R.J. and Willett, J.B., 2011). Hence, we seek to conduct the best possible investigations, and draw the best possible conclusions despite the inherent limitations of ex post facto research. In other words, we should strive to do post hoc investigations in the spirit of sound scientific inquiry in spite of the fact that true causal conclusions are not possible.

Back in 1972, Harvard statisticians Frederick Mosteller and Senator Daniel Patrick Moynihan expressed frustration with the conclusions of the famous Coleman Report. They called for “better research designs” and “representative prospective longitudinal data in order to understand more comprehensively the impacts on children of investments in schooling” (Murnane, R.J. and Willett, J. B, 2011, p.6). Therefore, a good first step is to use pretest-posttest longitudinal academic assessment data. Measuring growth over time allows us to ascribe any performance gains to the educational interventions that have taken place from time 1 to time 2. A pretest-posttest only design is shown in figure 1:

Figure 1: Pretest-Posttest Only Design

O1 X O2, where

- O1 = pretest group performance
- X = treatment, i.e., Choice program
- O2 = posttest group performance

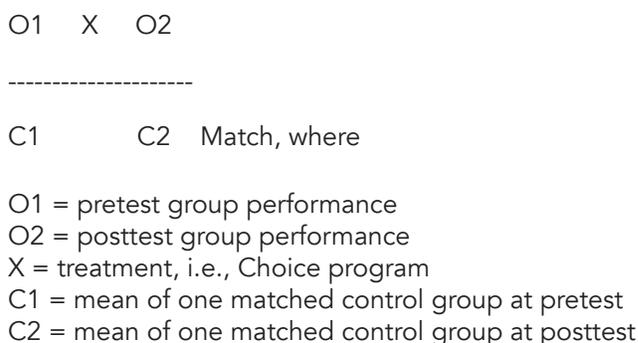
Such a pretest-posttest design has important benefits over single-point-in-time studies because academic test-score gains can be directly attributed to educational teaching and learning that occurred during the period of study. While this design is preferable to a static or single-point-in-time analysis, one important limitation is that it does not control for student maturation (Campbell, D.T. and Stanley, J.C., 1963). Maturation refers to the relative educational test performance gains of students who attended a regular neighborhood school and did not attend a Choice program. Thus, it becomes impossible to tell what academic test performance gains might have occurred for Choice program attendees had they not received any treatment intervention. Therefore, to better understand what normal gains might have occurred without any intervention, an untreated and unbiased control group is needed.

Matching: Although a true random control group cannot be obtained after the fact, the next best option is to define a matched group of students who possess comparable academic achievement and background characteristics at baseline. We can do this by identifying student test-takers who are very similar to choice program attendees at baseline based on standardized test performance and performance related background characteristics. We can then use this information to track their performance and compare those results to Choice program attendees at outcome. Such a sample is intended to reflect a meaningful “quasi-control” comparison group.

Thus, in order to counter known biasing influences such as higher educational skills and abilities at baseline, the quasi-control group must be matched with the Choice treatment group on both baseline test performance and background characteristics known to be related to test performance.

To improve on the pretest-posttest only design (shown in figure 1), a matched quasi-control group can be added to help control for these known biasing influences and the maturational effects. Because it is not a true experimental design with random assignment to experimental and control groups prior to the introduction of the experimental intervention, it is known as a “quasi experimental” design (Campbell, D.T. and Stanley, J.C., 1963). Figure 2 (below) displays the structure of the pretest-posttest design with the addition of a matched quasi-control group:

Figure 2: Pretest-Posttest Quasi-Control Group Design



The dotted line in figure 2 represents the fact that the treatment and control groups, although matched across critical attributes, are nonetheless not randomly assigned to treatment and control groups *prior* to the treatment intervention. This design is more powerful than the pretest-posttest only design shown in figure 1, but still cannot explain other possible underlying causal differences between students who opt to enlist in the Choice programs and those who do not—for example, student motivational factors.

While this design does not support causal interpretations concerning program outcomes, the addition of a matched quasi-control group nevertheless strengthens the pretest-posttest only design significantly because it allows for comparisons between the treatment group and untreated students with similar performance and background characteristics. It provides a meaningful lower-bound expectation of the outcome performance of very similar matched students who did not enter a choice program, *provided* the control group is a sufficiently valid representation of the treatment group at baseline.

Finally, we need a way to identify meaningful performance differences at outcome between the Choice program attendees and the quasi-control group. While many true experimental studies are faulted for basing conclusions on tiny samples that are insufficient to achieve statistical significance, an equally important practical problem in ex post facto studies is that comparisons can be identified as significant, regardless of their practical or substantive meaning, due to large samples. Technically, this somewhat obscure statistical problem is known as “inflation of the type 1 error rate.” This very real technical problem occurs when researchers apply standard statistical tests intended for true experimental studies based on random samples to studies of large extant groups (Henkel, R.E., 1976).

What this means in practice is that the application of standard statistical tests can increase the potential for finding “statistical significance” even when such differences are trivial or not meaningful. Thus, ex post facto evaluations such as this Choice study, which has relatively large groups, can yield false-positive findings if standard statistical tests are applied. While these problems may seem exotic to the nontechnical reader, they are nevertheless legitimate and have been cited in critiques of recent national investigations of charter school performance (see Maul, A. and McClelland, A., 2013).

To resolve these problems, a novel strategy employed in this study is to use “matched *multiple* quasi-control groups” rather than just one matched quasi-control group. Thirty stratified random samples of students were selected from the regular test-taking population of CMT archives that match both the overall test performance *and* performance related background characteristics of each individual Choice program group. Figure 3 (below) shows the diagram of the design used in this study. It differs from figure 2 only because it uses *multiple* matched quasi-control samples. These are identified by the number “30” in parentheses after each representation of the matched quasi-control groups (see figure 3).

Figure 3: Pretest Posttest Design with Multiple Quasi-Control Groups Design

O1 X O2

C1(30) C2(30) Match, where

O1 = pretest group performance

O2 = posttest group performance

X = intervention, i.e., a Choice program

C1(30) = means of 30 matched control groups at pretest

C2(30) = means of 30 matched control groups at posttest

This approach has two critical benefits. First, it stabilizes the performance estimates for students in the general population who share the same performance and performance-related background characteristics for each of the Choice group comparisons; these estimates in total—the grand mean obtained from the assembled distribution of 30 means—best reflects the true population mean *and* provides a greater degree of stability for the performance estimates. Second, having 30 sample means rather than just one describes the empirical sampling error and, therefore, provides a practical and meaningful empirical benchmark of expected performance for students of similar background and ability against which to compare specific treatment group outcomes. The range of those sample means will be normally distributed, regardless of the shape of the parent distributions from which the samples were derived (Kerlinger, F.N., 1973). By establishing a predetermined cutoff value on the sample distribution at outcome and without resorting to standard statistical procedures, the two groups—those who attend the Choice programs and those who do not—can be compared with statistical rigor, while avoiding the type 1 error rate problem.

Stated differently, the matched quasi-control groups can thus be considered “virtual peers” and their performance at outcome will help level the playing field so that comparisons between treatment and controls can be both fair *and* meaningful. The virtual peers established at baseline are tracked co-presently over the same grade levels and time as the Choice program attendees and used to compare the relative test performance results at outcome or posttest. The specific detailed steps for obtaining the virtual peer samples are presented in appendix A.

Operational Definitions:

Cohorts: This study is based on a longitudinal matched pretest-posttest quasi-experimental design using two matched cohorts of students. Cohort 1 includes students in the Choice programs from pretest at Grade 3 in 2010 to posttest at Grade 5 in 2012. Cohort 2 includes students in the Choice programs from pretest at Grade 6 in 2010 to posttest at Grade 8 in 2012.

Dependent Measures: All student results reported in this study will be based strictly on matched student test records from 2010 to 2012 with valid pretest and posttest CMT results. Given that mobility tends to occur more frequently among urban students, this study moderately under-represents this group. Because the achievement gap affects both mathematics and reading performance, the dependent measure for this study is based on combining the results from both of these CMT tests. Thus, to achieve proficiency (which is achievement level 3 of 5), a student must be at or above the Proficient level in *both* mathematics *and* reading, abbreviated as MARD. Similarly, to achieve Goal level performance (which is achievement level 4 of 5), a student must be at or above the Goal level of performance in *both* mathematics *and* reading. Each program assessment will therefore be based on change in the percentage of students who have achieved these performance levels (henceforth referred to as Proficient and Goal) in both reading and math.

Performance over Time: To measure academic gains, it is first necessary to assess performance over time (Behuniak, P., Mooney, R.F. and Cloud, R., 1990). That is, to ascribe program gains or losses to academic treatments that have taken place, first baseline performance must be established and then, after a period of treatment—for example, membership in a specific Choice program—performance must be evaluated again at outcome. Only then is it possible to ascribe the educational activities from the treatment to the performance of the treatment group at outcome. For this analysis, student performance on the CMT is tracked from 2010 to 2012.

Achievement Gap: For this study, the achievement gap is defined as the academic test performance differential between urban and nonurban students. This achievement gap has been a critical issue for educators in Connecticut and throughout the country (Behuniak et al., 1990). For this study, the achievement gap is operationalized as a specific score range obtained from the test results stored in the CMT archives. The lower-bound estimate of the achievement gap is based on the longitudinal matched urban achievement results from the CMT for students who attended the same local school in the target districts at pretest in 2010 and posttest in 2012. The corresponding upper-bound estimate of the achievement gap is based on the summary test performance outcomes for all nonurban students (i.e., excluding students from all seven of Connecticut's largest cities) with valid CMT test results who attended the same school for the pretest/posttest period.

Hypotheses: A hypothesis is a formal assertion written in the form of a question that is central to the evaluation of a specifically defined research outcome. In this case, the hypothesis focuses on the determination of whether the Choice programs help students demonstrate better academic gains at outcome and achieve higher academic performance on MARD at posttest, over and above the benefits of attending a traditional urban neighborhood school.

A statistical test is fundamentally rooted in sampling theory and incorporates a concept known as the standard error. The standard error is a measure of variability that takes into account normal sample fluctuations.

Thus, if a particular experimental outcome exceeds the results of the control groups at posttest this in itself may not be meaningful, but if the difference also exceeds the extreme range of the empirical sampling error then the finding is considered statistically robust or “significant.” In this evaluation, the interpretation that a particular finding is “statistically meaningful” describes cases where a particular Choice program exceeds the benchmark expectations or distribution of mean outcomes for the quasi-control groups.

There are two statistical tests of central importance in this study:

Hypothesis 1: Gains Test

Do the treatment gains at outcome exceed control gains in a statistically meaningful way? These gains¹ are diagrammed in the hypotheses depicted below. This hypothesis asks whether the treatment gains from baseline to outcome ($T2 - T1$) exceed quasi-control gains at outcome ($C2 - C1$).

Ho 1: $T2 - T1 \leq C2 - C1$ (Treatment gains are less than or equal to Control gains)

Ha 1: $T2 - T1 > C2 - C1$ (Treatment gains exceed Control gains)

Hypothesis 2: Outcome Test

Does the MARD performance of the treatment group exceed the control group at outcome? This answers the question: how did Choice program students perform at posttest compared with virtual peers who remained in their local neighborhood schools? This hypothesis and the alternative hypothesis are shown below.

Ho 2: $T2 \leq C2$ (Treatment outcome is less than or equal to Control outcome)

Ha 2: $T2 > C2$ (Treatment outcome exceeds Control outcome)

1. It should be noted that the pretest and the posttest measures based on CMT results (MARD) are derived from tests of different levels of difficulty (grade levels), and in this case the test performance levels have not been vertically equated on the measures of interest (i.e., mathematics and reading). The content of the tests reflects increasing pedagogical expectations from the lower to the higher grades. That said, this gains test is a good, practical way to measure student gains from grade to grade based on the Proficient and Goal levels. For example, if the percentage of students who are at or above the Proficient level at pretest are greater at posttest, and they exceed quasi-control peer samples by a meaningful extent, then this argues that academic growth has occurred for the treatment group over and above the expected growth for the quasi-control peers.

Statistical Analysis: Due to limitations related to ex post facto research designs, classical statistical tests are generally not appropriate for comparing group performance (Henkel, R.D., 1976). Instead, a novel strategy developed in this analysis is to use empirical tests using the empirical overall sample average and the empirical standard error of 30 quasi-control matched samples to determine statistical meaningfulness. An overriding principle of this study is to conduct all the statistical tests using the most conservative procedures. Hence, all tests will be conducted as if the comparisons at pretest and posttest are independent, and the p value² will be set at two standard deviations, which reflects the 95th percentile point of the normal null distribution of deviates. Thus, without resorting to the usual statistical procedures, the groups who attended the Choice programs and those who did not can be compared with statistical rigor. A detailed explanation of the empirical statistical testing approach is included in appendix B.

Reattribution: To counter the argument that Choice programs may be driving away lower performing students in order to bolster their test scores, the outcome scores of students who leave the Choice programs and go on to attend other Connecticut schools and take valid CMT tests in mathematics and reading are reattributed to the Choice programs at outcome. Unless the leavers are very high or very low performing at posttest (i.e., biased), this should have a neutral influence on outcome performance. Students who cannot be traced to Connecticut public schools will be regarded as cases of normal attrition. This approach is intended to be consistent with the overarching policy of conservative performance assessment decisions in this study. See appendix C for the attrition rates and the students reattributed.

2. P value is the probability or level of significance for rejecting a null hypothesis. In this instance, if a choice program evidences gains that are two standard deviations greater than the gains evidenced by the 30 quasi-control matched samples, then one can conclude with high confidence that the gains of the choice program were not by chance.

FINDINGS AND INTERPRETATIONS

The purpose of this report was to compare each of the Choice programs in order to determine their relative effectiveness at closing the achievement gap for students in Bridgeport, Hartford, New Haven, and Waterbury. Importantly, both the direct observation of the performance scores and gap indicators, as well as the development of statistical cut scores based on virtual peer samples converged and were in agreement in this analysis. A more detailed and technical discussion of the results is contained in appendix D.

Cohort 1 Findings: For cohort 1 (Grade 3 2010 to Grade 5 2012) the RESC magnet group performed best at closing the gap at both the Proficient level and the Goal level compared with the other Choice programs. The RESC magnet group made statistically meaningful gains over time of 25.4% at the Proficient level from pretest to posttest that exceeded the standard set by the virtual peer samples. In absolute terms, the RESC magnet group score at outcome was 83.6% at Proficient, coming to within -1.6% of closing the posttest achievement gap at the Proficient level on MARD.

Table 1. Cohort 1 CMT Growth (Grades 3 to 5) at Proficient level

	N	% Proficient on 2010 CMT	2010 gap %	% Proficient on 2012 CMT	2012 gap %	Change in % Proficient
Nonurban schools	18,318	78.9	--	85.2	--	6.3
Urban students						
Urban schools (non-Choice)	2,496	43.9	-35.0	48.3	-36.9	4.4
Public charter schools	184	63.6	-15.3	58.2	-27.0	-5.4
Magnet schools operated by local districts	353	48.4	-30.5	58.1	-27.1	9.7
Magnet schools operated by RESCs	55	58.2	-20.7	83.6†	-1.6	25.4†
Open Choice program	89	47.2	-31.7	66.3‡	-18.9	19.1†

† Exceeds empirical cut value ‡ Near empirical cut value

Furthermore, performance for the RESC magnet group at the higher Goal level of achievement was also very nearly statistically meaningful, attaining an absolute score of 56.4% at Goal and an absolute gap closure to within -14.9% of the majority for closing the gap at Goal (see Table 2). This reflects a substantial gain in goal performance of 21.9% for the RESC magnets. Goal level achievement is particularly important, because it demonstrates a higher level of learning and understanding.

The Open Choice group exceeded the statistical cut off compared with their virtual peer samples in terms of performance gains over time, which were 19.1% in absolute terms from pretest to posttest at the Proficient level (see Table 1). Open Choice also performed well for cohort 1 in terms of closing the gap at the Proficient level—although not doing as well as the RESC magnets. The Open Choice students very nearly exceeded the statistical cutoff value for the virtual peer samples in terms of overall MARD performance at posttest by achieving 66.3% of the students at the Proficient level. None of the other Choice programs met or exceeded these performance results for cohort 1. These findings are interpreted to mean that urban students in cohort 1 benefited more from the RESC magnet and Open Choice programs than from the other Choice programs based on MARD performance at outcome. The Open Choice program did not achieve a statistically meaningful level of performance at the Goal level for cohort 1.

Table 2. Cohort 1 CMT Growth (Grades 3 to 5) at Goal level

	N	% Goal on 2010 CMT	2010 gap %	% Goal on 2012 CMT	2012 gap %	Change in % Goal
Nonurban schools	18,318	59.1	--	71.3	--	12.2
Urban students						
Urban schools (non-Choice)	2,496	21.6	-37.5	29.8	-41.5	8.2
Public charter schools	184	39.7	-19.4	41.3	-30.0	1.6
Magnet schools operated by local districts	353	26.6	-32.5	38.0	-33.3	11.4
Magnet schools operated by RESCs	55	34.5	-24.6	56.4†	-14.9	21.9†
Open Choice program	89	24.7	-34.4	36.0	-35.3	11.3

† Near empirical cut value

An overall caution in interpreting the findings in cohort 1 is to bear in mind that the statistically meaningful findings for RESC magnet and Open Choice programs were based on rather small groups of urban attendees. The sample size of the programs was taken into account by the quasi-control statistical sampling procedure that was used, so this in no way reflects on the meaningfulness or robustness of the findings themselves. Nevertheless, as a practical consideration it has to be taken into account that smaller sized groups of urban students could potentially have received specialized educational support or interventions that might not be possible were these programs replicated to include larger numbers of urban students.

A second consideration in interpreting these cohort 1 results is to point out that the Open Choice program does not reflect a single unified educational program, but is actually a kind of omnibus “treatment” that allows urban students to volunteer to attend nonurban schools. Another confounding factor is that the number of urban students attending each individual school varies from school to school. Each school, therefore, may have somewhat different approaches to teaching and learning as well as variable levels of educational support and interventions. Again as a practical consideration, it is therefore difficult to say whether the Open Choice option can be precisely replicated or if the program would have the same successes if these schools had larger numbers of urban students in Grades 3 through 5.

Cohort 2 Findings: For cohort 2 (Grade 6 2010 to Grade 8 2012), the results demonstrate that public charter schools did best at closing the gap both at the Proficient level and at the Goal level on MARD by a statistically meaningful margin. Gains at Proficient for the charters in cohort 2 were 8.0%, widely outperforming the other Choice programs (see Table 3). The charter schools in cohort 2 posted an absolute performance score of 81.3% at the Proficient level at posttest and also demonstrated an absolute Proficient level gap closure of within -9.5% at posttest compared with the nonurban majority. These findings exceeded the empirical cut value for the virtual peer samples at posttest and also in terms of performance gains over time.

Table 3. Cohort 2 CMT Growth (Grades 6 to 8) at Proficient level

	N	% Proficient on 2010 CMT	2010 gap %	% Proficient on 2012 CMT	2012 gap %	Change in % Proficient
Nonurban schools	19,246	89.0	--	90.8	--	1.8
Urban students						
Urban schools (non-Choice)	2,352	61.3	-27.7	59.6	-31.2	-1.7
Public charter schools	326	73.3	-15.7	81.3†	-9.5	8.0†
Magnet schools operated by local districts	512	69.9	-19.1	69.3	-21.5	-0.6
Magnet schools operated by RESCs	96	75.0	-14.0	75.0	-15.8	0.0
Open Choice program	76	72.4	-16.6	75.0	-15.8	2.6

† Exceeds empirical cut value

Even more importantly, the performance at the higher Goal level showed that the public charter schools demonstrated a higher level of learning and understanding compared with the other Choice programs in cohort 2 (see Table 4). Gains at Goal for the charters in cohort 2 (10.7%) were even higher than that at Proficient (8.0%), again widely outperforming the other Choice programs. The absolute Goal performance on MARD was 60.1% at Goal, demonstrating a performance gap closure at the Goal level at posttest of -15.1% compared with the nonurban majority. This is nearly two or more times better than any of the other Choice programs at Goal for cohort 2. Furthermore, none of the other Choice programs approached a statistically meaningful outcome for cohort 2 at either the Proficient or Goal levels on MARD. This is interpreted to mean that the urban students in public charter schools benefitted more than urban students in the other Choice programs and therefore may be assumed to be better prepared for the academic demands of high school.

Table 4. Cohort 2 CMT Growth (Grades 6 to 8) at Goal level

	N	% Goal on 2010 CMT	2010 gap %	% Goal on 2012 CMT	2012 gap %	Change in % Goal
Nonurban schools	19,246	73.6	--	75.2	--	1.6
Urban students						
Urban schools (non-Choice)	2,352	37.8	-35.8	32.9	-42.3	-4.9
Public charter schools	326	49.4	-24.2	60.1†	-15.1	10.7†
Magnet schools operated by local districts	512	39.5	-34.1	34.2	-41.0	-5.3
Magnet schools operated by RESCs	96	42.7	-30.9	45.8	-29.4	3.1
Open Choice program	76	40.8	-32.8	31.6	-43.6	-9.2

† Exceeds empirical cut value

Interaction Effects for Cohorts 1 and 2: The inconsistent findings between cohort 1 and cohort 2 are puzzling. In research, this is known as an interaction effect. Once again, it is important to note that these findings showed a convergence of results for the descriptive test performance scores—such as in absolute performance terms at Proficient or Goal or on the gap closure index—as well as in terms of the findings for the empirical cut-value technique based on comparisons with random samples of matched quasi-control peers. Therefore, it seems that these overall findings support an interpretation of meaningful program performance differences. More investigations are required to draw conclusions about this interaction effect confidently. One possible explanation for the disparity is that strategies that work best for the younger students in cohort 1 may not be as effective for the slightly more mature students in cohort 2, and vice versa. Nevertheless, this is conjecture. Closer examination of these circumstances and a more complete understanding of the teaching methods and support environment would be helpful in interpreting these phenomena.

How can this study be used? This analysis provides an important benchmark for evaluating Connecticut’s Choice programs. The methodology provided several ways to view performance comparisons, as well as including an innovative method of comparing program performance results at outcome to the results of matched multiple samples of quasi-control peers. These quasi-controls, or virtual peer samples, were derived from selecting matched random samples at pretest, tracking them over the same time as the treatment group, and comparing those findings at posttest with the Choice program attendees. The purpose of the quasi-controls is thus to adjust or control for baseline performance disparities or bias among the Choice programs and to provide a way to estimate the benefits of natural maturation for nonprogram attendees during the period of study (i.e., from 2010 to 2012).

This study demonstrates that pretest-posttest comparisons are clearly a superior method over traditional single-point-in-time or cross-sectional analyses for evaluating program effectiveness. Second, using matched multiple quasi-controls appears to be a useful enhancement to the traditional pretest-posttest quasi-experimental design.

Empirically determined performance benchmarks provide a useful way to compare the relative performance of the matched cohorts to help interpret the influence of normal student maturation effects and also to help determine robust and statistically meaningful program differences at outcome while controlling for type 1 errors. Short of employing true experimental designs with random assignment of subjects to treatment and control groups, replications of the analysis across different times would be a useful way of confirming the findings in this report.

Note that this study does not attend to other intangible gains that may be derived from attendance at these programs, including benefits to students that are not measured by the CMT. More needs to be known about the potential benefits of these programs beyond the limits of academic test performance alone.

A more detailed follow-up, school-level analysis of the best-performing programs is needed to determine the relative stability of these findings from school to school because higher overall program performance generally does not ensure that all schools are applying the model equally well. A school-level study can determine in more detail precisely what specific pedagogical or programmatic methods yield the observed performance gains in the better performing programs.

CONCLUDING OBSERVATIONS

This study examined the achievement of urban students from Bridgeport, Hartford, New Haven, and Waterbury attending Connecticut's Choice programs from 2010 to 2012 from several different perspectives. The primary finding is that urban students in cohort 1 (Grade 3 2010 to Grade 5 2012) benefitted more in terms of MARD test gains and performance at outcome from the RESC magnet schools at the Proficient level. These results in terms of absolute gap closure were consistent with comparisons with mean performance results for matched groups of virtual peer samples.

The Open Choice program also benefitted cohort 1 students on MARD at the Proficient level only in terms of performance gains. The RESC magnet program achieved near statistically meaningful performance at the Goal level as well. While demonstrating good performance gains and gap closure at the Proficient level is important, Goal level achievement is interpreted as reflecting a higher level of learning and understanding. It was noted that both of these programs are relatively small compared with some of the other Choice programs and, furthermore, that the Open Choice program actually reflects a broad diversity of treatments because each receiving school may be quite different. These issues raise questions about the broader applicability of these models.

In addition, the urban students in cohort 2 (Grade 6 2010 to Grade 8 2012) benefitted more from public charter schools both in terms of performance gains and absolute gap closure at Proficient as well as at Goal on MARD, and also exceeded the cut value established by the combined performance of matched groups of randomly selected peers. The charter performance effects at outcome demonstrated statistically meaningful performance outcomes at the Goal level of achievement, reflecting a substantially higher level of learning and understanding than achievement at the Proficient level. This is notably important for urban students because the middle school years are a gateway to high school, and this is the critical period urban students tend to decline in academic performance as compared with their nonurban peers.

An important caveat is that this study remains an *ex post facto* or "after the fact" analysis, thus prohibiting causal attribution for these program outcomes. This may in turn affect program transferability. Therefore, it cannot be said with certainty, for example, that clones of these choice programs, or a piecemeal exportation of the pedagogical techniques and strategies used, will necessarily ensure similar performance successes for urban students generally. Validation of these findings by identifying key elements of the programs and randomly assigning some or all of these programmatic or pedagogical methods of these programs to other urban schools would be a very helpful way to crosscheck these results further.

Also note that the Choice programs vary widely in terms of students' test performance at baseline compared with the neighborhood urban target districts examined in this study. Nevertheless, regardless of the causal reasons behind these baseline performance disparities, higher overall group performance at baseline was not always shown to result in better performance at outcome. Therefore, selecting students for admission to Choice programs based solely on better baseline achievement should not be considered a substitute for effective teaching and learning strategies.

This study is an example of a longitudinal pretest posttest study of student performance that compares the same students from time 1 to time 2. This study built on and extended the work of a prior report (Behuniak et al., 1990) by not only examining student performance over time, but also using several novel and innovative strategies for examining, reporting, and interpreting student performance. These include the development of absolute gap indicators as well as the development of a newly developed statistical test strategy based on empirical student performance of matched cohorts of students with similar baseline performance

and performance-related characteristics. This study therefore represents a new standard for innovation and thoroughness regarding the evaluation of programs designed to improve student performance.

Although this work provides a very important perspective on urban student performance in the various Choice programs, it is equally important to consider a number of issues not included in this study as these findings are reviewed and considered. For instance, while all the Choice programs showed improved performance over the students who remained in their urban local schools, these differences were not always statistically meaningful after taking into account baseline test performance and normal maturational effects using quasi-control groups, but may still have important long term benefits for urban student attendees above and beyond test performance alone.

In addition, apart from test performance outcomes alone, it is also important to take into account other practical considerations that could not be included in this study but which may also affect student achievement in the longer term. For example, the Choice programs may have many important long-term benefits for student participants, including social integration factors and elements other than academic test performance as measured on the CMT. Finally, in interpreting these results, keep in mind that prior program experience in the Choice programs occurring before the measured periods of cohort 1 and cohort 2 may help to explain cases of higher test performance at baseline.

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**APPENDIX A — QUASI-CONTROL SELECTION AND MATCHED TEST
PERFORMANCE COMPARISONS ON PRETEST IN MATH AND READING (MARD)**

Cohort 1 Grades 3 to 5

Title	sampcnt	mard_n	prespedpct	preellpct	prelunchpc	minorpct	preedfac	presocfac	premardp
1.0 CITIES OUT	--	18318	5.8	4.0	19.6	20.2	9.5	17.8	78.9
2.0 LOCAL DIST	--	2496	3.6	14.3	93.0	86.3	17.4	85.0	43.9
3.0 CHARTER DIST	--	184	1.6	1.1	68.5	98.4	2.7	97.3	63.6
3.1 RANDOM	373	185	1.6	1.1	71.5	97.9	2.7	97.9	60.4
4.0 MAG NOT RESC	--	353	2.5	7.9	81.3	82.7	10.5	80.7	48.4
4.1 RAND	132	349	2.6	8.0	68.5	88.2	10.6	88.0	51.6
5.0 MAG RESC	--	55	3.6	0.0	45.5	92.7	3.6	92.7	58.2
5.1 RAND	704	55	3.6	0.0	56.6	93.6	3.6	93.5	57.8
6.0 OPEN CHOICE	--	89	6.7	2.2	68.5	94.4	7.9	94.4	47.2
6.1 RAND	63	93	6.5	2.2	70.5	93.2	8.6	93.1	48.4

Cohort 2 Grades 6 to 8

Title	sampcnt	mard_n	prespedpct	preellpct	prelunchpc	minorpct	preedfac	presocfac	premardp
1.0 CITIES OUT	--	19246	7.1	1.8	17.3	16.4	8.8	14.4	89.0
2.0 LOCAL DIST	--	2352	4.3	11.4	90.6	85.8	15.2	84.3	61.3
3.0 CHARTER DIST	--	326	3.1	5.2	73.9	99.4	8.0	99.4	73.3
3.1 RANDOM	86	351	2.8	4.8	72.2	96.8	7.7	96.7	69.6
4.0 MAG NOT RESC	--	512	2.3	7.0	84.8	93.0	9.4	91.8	69.9
4.1 RAND	57	532	2.3	6.8	71.9	94.6	9.0	94.4	67.9
5.0 MAG RESC	--	96	2.1	5.2	62.5	88.5	5.2	88.5	75.0
5.1 RAND	59	95	2.1	5.3	68.3	93.9	7.4	93.8	73.3
6.0 OPEN CHOICE	--	76	14.5	3.9	57.9	93.4	17.1	93.4	72.4
6.1 RAND	46	88	12.5	3.4	63.0	85.8	15.9	85.6	71.2

Specific Steps for Determining the Stratified Virtual Peer Samples — The test-performance-related background characteristics for population and random sample groups for the Grades 3 to 5 cohorts and the Grades 6 to 8 cohorts are displayed above. The key to this strategy lies in the ability to obtain fair representation of the quasi-control group performance and background characteristics at baseline in order to properly assess the performance outcome of quasi-control peers who did not attend the Choice programs. The challenge is to tailor the quasi-control groups to each of the experimental or Choice program groups that received the educational treatments because each program had somewhat different combinations of baseline performance and background characteristics that could influence performance at outcome. The problem is that the total census distribution of test scores also reflects the students' background social disadvantage factors. Specifically, this means that the urban students as a subpopulation tend to have lower than average test scores as well as higher socio-economic factors. Therefore, selecting on social disadvantage factors tends to limit the range of test scores and selecting on test scores limits the range of social disadvantage factors.

This range restriction or sampling problem was resolved using a stratified sampling technique that blended both univariate and multivariate sampling techniques. Univariate sampling means simply that examinees were selected for a single trait, whereas multivariate sampling means that examinees were selected on multiple traits simultaneously. By combining these two strategies, it is possible to select quasi-control groups based on key background traits effectively. First, because the Choice program samples had relatively few students with disabilities as compared with the urban subsample generally, these two groups were randomly sampled from the general population as if they were independent, univariate samples. For example, if 1% of a given Choice program group were special education students, then an equivalent 1% of special education students who were not Choice program attendees were randomly sampled from the general population and retained. A similar univariate subsample of English language learners were also randomly obtained from the general population.

After obtaining the two small samples of students with disabilities and English language learners, and retaining those, a much larger multivariate sample of students who were either jointly or independently either eligible for free/reduced-priced school lunch and/or from minority racial/ethnic backgrounds was randomly sampled from the general population. This was the largest sample because it reflected the majority of the subset of urban Choice program attendees. The reason for doing this sample jointly is to more accurately reflect the reality that most urban students attending the Choice programs are either minority, school-lunch eligible, or both. Next, another relatively small group of nonminority, non-school lunch students was also sampled from the general population. In the last step, all four of these random subsamples were combined together to create one complete, random quasi-control group "candidate" sample. This candidate sample was then tested and compared with the true Choice program group. If the baseline test performance for the candidate quasi-control group was within 5% of the true Choice program group test performance and the background characteristics were within 15% of the true program group background characteristics, then the summarized candidate results are retained. If the criteria are not met, the results are discarded and another random sample sequence begins. The process continues until 30 summarized samples are obtained.

APPENDIX B – STATISTICAL TESTING APPROACH

Empirical Statistical Testing: The multiple quasi-control matched group samples used in this study are intended to establish a concrete and meaningful statistical performance benchmark in order to fairly assess the relative test performance of the Choice program participants at outcome or posttest. That is, each of the random sample quasi-control groups that are matched or tailored to each of the four individual Choice program groups at pretest become, in effect, a test-performance benchmark of virtual urban peers. Then by tracking these same quasi-control sample groups from pretest to posttest, the summarized results of the test performance for the quasi-control groups therefore provide a valid and meaningful point of comparison for each of the appropriate Choice program test results at outcome.

A related issue has to do with determining a proper statistical test for deciding whether a Choice group has meaningful performance increases on the CMT over and above the matched quasi-control groups at outcome. Using normal statistical tests for ex post facto analyses of census data such as this is improper because these tests are based on the assumption of random assignment at baseline (Henkel, 1976). This leads to two problems: First, the distributional assumptions required in classical statistical analysis may not be appropriate and, second, larger groups tend to be found “statistically significant” due purely to the precision of the statistic. “[F]inding or failing to find a significant result is often more a function of sample size than the intrinsic truth or falsity of the null hypothesis” (Henkel, p. 82, 1976). These are problems with statistical tests per se, but they are concerns relevant to the proper interpretation of the findings of an ex post facto analysis when employing classical statistical tests.

To resolve these issues, a novel strategy is employed in this analysis. Instead of sampling just one group of quasi-control “peers” 30 valid or viable samples of peer groups were sampled from the CMT archives for each group comparison of interest. Each one of these was subsequently summarized and compiled for each Choice program comparison. That is, the results for each viable sample were first individually summarized at the group level and then those summarized results were compiled together and summarized again. This process has two purposes: First, this compilation of summarized results serves to stabilize the outcome performance for the benchmark comparison groups. Second, it also provides a “null” performance distribution, which can be used to establish a robust empirical estimate of sampling error, while avoiding well-known problems associated with using traditional inferential statistics for census data.

Choosing an Appropriate Cut-Score Value: In order to decide whether a Choice program performance difference exceeds the matched null distribution, a cut value needs to be determined. Although the random samples may or may not be normally distributed, sampling theory dictates that the averaged and compiled performance levels derived from the 30 random samples of quasi-control test takers should be. Accordingly, a cutoff value of two standard deviations from the mean of the Proficient or Goal scores was selected. This choice is based on the expectation that the properties of the normal distribution can be evoked when the n-count for the number of samples is 30. Thus, although the Proficient or Goal performance of the individual sample groups may not be normally distributed, the means of the performance distributions should be. Therefore, 2 standard deviations reflect a very stringent benchmark standard that corresponds to exceeding approximately the 95th percentile of the one-tailed normal z-score distribution (Ferguson F.N. 1973). Thus, without resorting to the usual statistical testing procedures using theoretical distributions, the matched treatment and control groups can be compared with statistical rigor.

Interpretation of Statistical Cut Values: What this cut-score value means in practice is that if a Choice group performance is in the lower or middle range of the “null” distribution, then the findings imply that the program performance is not meaningfully different from the peers, but if the Choice group performance is at the extreme outer limit of this “null” distribution, then the findings imply that those results are so extreme that we say that they are probably from a completely different population. Thus, we can think of each Choice program assessment as a comparison of that single outcome to a distribution of outcomes for 30 same-sized groups of comparable controls, so the notion of a sampling distribution of these 30 samples is relevant.

Exceeding this cut value compared with a normal z-score distribution reflects a conservative, robust, and meaningful way to detect performance differences at outcome for the Choice programs over and above equivalent samples of students who did not attend the Choice programs. The advantages of this model are two: First, it attempts to take into account the critical issue of differential baseline test performance for the Choice program groups due to selection bias. Second, it provides a benchmark performance level at outcome that helps to control for or explain the effects of student maturation over time.

In summary, the proper understanding and interpretation of the benefits of the random peer group results in this study is that the statistical cut value measure establishes what might be called a lower-bound performance expectation at outcome for assessing Choice program effects, although this model does not control for the hidden effects of confounding factors such as student motivation. Also, because this study is not a true experimental design with random assignment of subjects to treatment and controls at baseline, it is not possible to attribute cause to the observed program effects. Hence, if one or more of the Choice programs are observed to be effective at closing the gap in this study, this alone will not be sufficient proof that transferring these strategies to other schools and educational programs is necessarily going to lead to similar positive findings in the future.

Statistical Analyses: To assess the above hypotheses for the four Choice program options, student performance outcomes based on the combined MARD performance metric will be investigated in multiple ways. These include examining baseline percentage at Proficient and Goal, outcome percentage at Proficient and Goal, and percentage of gains over time (the difference between pretest and posttest performance) for each of the programs.

Descriptive Comparisons: The first and most fundamental descriptive index in this analysis is the degree to which these programs help students from Bridgeport, Hartford, New Haven, and Waterbury close the achievement gap in an absolute sense. This statistic will be presented directly by subtracting the performance group outcome to the upper-bound estimate of the gap. This will express in absolute terms the percentage that remains between the program performance result and the gap target index. The index reflects an upper-bound performance expectation that will always be in the negative unless a Choice program result exceeds the overall nonurban (see equation 1, below).

Equation 1: Descriptive Gap Index

$$\text{Gap index} = \text{PostMARD } i - \text{UpperBoundGap (Cities Out)}, i = 1,2,3,4 .$$

Next the gain index for each of the four Choice programs will be examined. Normally, a dependent pretest-posttest analysis will compare each individual student’s score at pretest and posttest, which is the most sensitive way to detect change. However, this test is more conservative because it will compare

independent pretest-posttest gains. The pretest and the posttest measures based on CMT results (MARD) are derived from tests of different levels of difficulty (grade levels) and in this case the test performance levels have not been vertically equated on the measures of interest (i.e., mathematics and reading). The content of the tests reflect increasing pedagogical expectations from the lower to the higher grades. That said, this gains test is a good, practical way to measure student gains from grade to grade based on the Proficiency and Goal levels in a relative way. For example, if the percentage of students who are at or above the Proficient level at pretest is greater at posttest, and they exceed quasi-control peer samples by a meaningful extent, then this argues that academic growth has occurred for the treatment group over and above the expected growth for the quasi-control peers. Accordingly, the raw gains are calculated for each program as follows (see equation 2, below):

Equation 2: Descriptive Gain Index

$$\text{Gain index} = \text{PstMARD } i - \text{PreMARD } i, i = 1,2,3,4 .$$

Cut-value Comparisons: Equation 3 (below) describes the cut value for the outcome test comparing actual performance of the Choice groups to the virtual peer results. These tests mirror the descriptive tests above, except that they compare the actual posttest results for the Choice programs to the matched results for the 30 samples of virtual peers. Accordingly, this comparison to the null distribution reflects the combined results for the matched and combined virtual program groups. This allows the cut value to be more representative of the population for these particular test-takers and also makes it possible to assess a meaningful standard error derived from the 30 samples. Therefore, the cut values represent a meaningful and robust statistical comparison at outcome.

Equation 3: Empirical Benchmark Outcome Test

$$\text{Cut value} = \text{Avg}(\text{PostMARDRand}) + 2.0 \times (\text{SD}(\text{PostRand } i)), i = 1,2,3,4 .$$

Besides the direct outcome comparison at posttest, we are also interested in the relative gains of the Choice groups over time. To do this, we compare the pretest results for each group with the average group difference from the posttest outcome scores on MARD, and compare those quasi-control group independent gain findings to the Choice group's independent gains for the same period (see equation 4, below):

Equation 4: Empirical Benchmark Gain Test

$$\text{Cut value} = \text{Avg}(\text{PostMARDRand}) - \text{Avg}(\text{PreMARDRand}) + 2.0 \times \{ \text{SD}(\text{PreMARDRand } i) + \text{SD}(\text{PostMARDRand } i) / 2 \}, i = 1,2,3,4 .$$

Note that this test for independent groups is less sensitive (more conservative) than the two sample gains test, where the error term is 2 standard deviations of the gains rather than the pooled total group standard deviation.

APPENDIX C — ATTRITION COUNTS BY CHOICE PROGRAM

Grades 3 to 5 Cohort

Program	Attrition <i>n</i>	MARD_ <i>n</i>	% Attrition
3.0 CHARTER	18	184	9.8%
4.0 MAG NOT RESC	12	353	3.4%
5.0 MAG RESC	*	55	*
6.0 OPEN CHOICE	*	89	*

Grades 6 to 8 Cohort

Program	Attrition <i>n</i>	MARD_ <i>n</i>	% Attrition
3.0 CHARTER	25	326	7.7%
4.0 MAG NOTRESC	21	512	4.1%
5.0 MAG RESC	*	96	*
6.0 OPEN CHOICE	*	76	*

*Attrition *n* is less than 6; therefore, *n* and % attrition suppressed to protect student confidentiality.

APPENDIX D — DETAILED DISCUSSION OF RESULTS

Descriptive Comparisons: Each of the following four results tables will present the descriptive analysis for each population parameter and the cut-value comparisons as appropriate. The tables include the performance of the state as a whole (excluding the seven major Connecticut cities) to provide an upper-bound estimate of the performance gap based on MARD. The lower-bound estimate will be based on MARD performance for the four targeted districts of Bridgeport, Hartford, New Haven, and Waterbury. These indices will be calculated both at pretest and posttest. Next the summary population performance for the local schools in the four urban districts is presented, which will provide a lower-bound estimate of the performance gap.

The individual programs that were analyzed were the public charter schools, the non-RESC magnet schools, the RESC magnet schools, and finally the Open Choice program results. To reduce the size of the tables, the percentage of special education and English language learner program attendees will be combined into one index called Education Factors. A second index called Social Factors will combine the percentage of students who are minorities and/or those eligible for free or reduced priced meals.

Quasi-Control Comparisons: The total sample count in each table representing the four Choice program assessment findings reflects the total number of samples needed to obtain 30 viable quasi-control group comparison samples (see table 5). Samples of the virtual peers met the following criteria: First, they must have been within 15% of the school-lunch eligibility percentage for each specific Choice program at baseline, and second their baseline Proficient level scores had to be within 5% of the baseline test performance results on the combined mathematics and reading results (i.e., MARD).

The results for the virtual peers are reported immediately following each listing of the Choice program group results. Samples that do not meet these criteria for inclusion in the comparison groups will be counted but not included in any outcome comparisons. The reason for counting the total number of samples taken is to provide a way to gauge the relative degree of difficulty in obtaining viable random samples. The larger the total number of samples, the more difficult it was to obtain 30 viable samples. This can occur, for example, when the baseline program selects a high percentage of students with higher baseline performance on MARD.

Student performance outcomes based on the combined MARD performance metric will be investigated in multiple ways: Baseline percentage at Proficient and Goal, Outcome percentage at Proficient and Goal, Percentage of Gains over time (the difference between pretest and posttest), and relative Percentage Closing the Achievement Gap. A key descriptive index in this analysis is the degree to which these programs help students from Bridgeport, Hartford, New Haven, and Waterbury close the achievement gap in an absolute sense. This statistic will be presented directly, subtracting the performance group outcome to the upper-bound estimate of the gap. This will express in absolute terms the percentage that remains between the program performance result and the gap target index. This index will always be in the negative, unless Choice program results exceed the results for the nonurban majority.

Cohort 1 Results: Table 5 (below) displays the pretest/posttest results for cohort 1 for Grade 3 2010 to Grade 5 2012 at the Proficient level or higher. The chief benefit of a pretest-posttest analysis is that it better enables us to ascribe observed change to academic program effects, without confounding the findings with the test results from outgoing or incoming students. Hence, all students reported in table 5 had valid test results on the CMT mathematics and reading subtests (MARD) in Grade 3 and also in Grade 5. In addition, two different kinds of results are displayed in each table: census results and empirical random sample results.

The whole number rows in each table display the pretest-posttest census results for all valid MARD test-takers for the appropriate performance level. Thus, row 1.0 shows the findings for all Connecticut's students excluding the seven major cities while row 2.0 shows the combined results for the four target urban districts (Bridgeport, Hartford, New Haven, and Waterbury). The decimalized rows list the findings for the combined, randomly selected quasi-control groups, which are matched to each individual Choice program group. Thus, row 3.0 describes the census charter results and row 3.1 describes the results for the combined 30 quasi-control samples that are matched to the census charter group.

Besides the performance scores listed in table 5, descriptive performance-related background characteristics are also listed for each group. For this analysis, the critical performance related background factors have been combined for compactness. (More detailed descriptions for each of the key data elements are described in appendix A.) Hence, in table 5 the column labeled SocFac, or social factors, describes the percentage of students in each row listing with both minority status and/or eligible for the School Lunch Program.

The column labeled EdFac, or educational factors, shows corresponding percentage of students who are special education and/or English language learners. The baseline test results on table 5 are labeled Prof1 and display the combined percentage of students meeting or exceeding proficiency on both the mathematics and reading CMT subtests in Grade 3 of 2010. The field labeled Prof2 corresponds to MARD test results for the same students at Proficient or higher at outcome in Grade 5 of 2012. The column labeled ProfGain describes the difference between Prof1 and Prof2 group scores, which is an indicator of relative gain.

The absolute gap closure index on table 5 is labeled Gap1 at pretest and Gap2 at posttest. This is the percentage difference between each Choice program performance on MARD at each test-reporting level compared with the overall statewide performance for nonurban students in Connecticut. These indicators are calculated for both the Proficient level or higher in table 5 and for Goal level or higher in table 6 for cohort 1. The "Valid N" is the record count for those students with valid results in both subtests who remained in the same school from the pretest to the posttest. Line 1 reflects the overall statewide results for the nonurban students and reflects the upper-bound limit or target goal for the gap indicator.

The results for each Choice program group will be followed by the results for a matched sample results found in the decimalized rows.

Recall that the matched sample is the summary of 30 subsamples, matched on relative baseline MARD performance and on the four background characteristics of interest (i.e., school lunch eligibility, minority status, special education status plus English language learner status). The relative comparability of these groups is reflected on both the education factors and the social factors indices as well as on pretest MARD performance.

The Samp_n field denotes the total number of samples required to obtain 30 viable samples where the background parameters were held to within 15% of the true population parameter of the Choice program and the baseline test performance at pretest were held to within 5% of the true population parameter of the Choice program. The higher the Samp_n, therefore, the more difficult it was to obtain 30 viable samples. What this means in practical terms is that higher Samp_n counts reflect a higher degree of difficulty in finding sample matches that are closely matched to the census choice program groups. This occurs most typically when the program groups enroll students of higher baseline performance compared with expected performance level of the four target districts.

Row 1.0 of table 5 labeled Cities Out displays the overall results for nonurban Connecticut test-takers at the Proficient level (or higher) on MARD. Row 1.0 provides the background and performance information for the group ($n = 18,318$) who had valid test results from pretest of Grade 3 of 2010 to posttest in Grade 5 in 2012. The education factors for this group is 9.5% and the social factors is 17.8%. Pretest proficiency is at 78.9% and posttest proficiency is 85.2%, a proficiency gain of 6.3% (see ProfGain). The results for the target districts of Bridgeport, Hartford, New Haven, and Waterbury ($n = 2,496$), excluding Choice program participants, shows 17.4% of these students have education factors and 85.0% have social factors.

More importantly, table 5 also reveals the widely disproportionate academic performance disparities between the urban target districts and non-urban students in Connecticut. Row 1.0 reflects the nonurban students and thus corresponds to the upper boundary of the academic performance gap on MARD, while row 2.0 reflects the target urban districts described in the lower boundary. The column labeled Prof1 shows the Proficient level or higher performance for the Grades 3 to 5 cohort at Grade 3 in 2010. Row 1.0 shows the nonurban results at Proficient level or higher performance on MARD and for Grade 3 students in 2010, which is nearly 80% (78.9%) for most Connecticut students. Meanwhile for the target districts in row 2.0, the Prof1 result shows that only a little less than half (43.9%) of the urban target district students achieve proficiency at pretest. This reflects a performance gap of -35.0% at pretest (see Gap1 on table 5).

Prof2 in table 5 corresponds to Prof1 and shows the posttest or outcome performance on MARD two years later for the same students tracked over time at Grade 5 of 2012. Here the overall statewide performance on MARD for nonurban students has gone up from 78.9% at pretest in Grade 3 of 2010 to 85.2% at Grade 5 in 2010, a performance gain of 6.3% from Grade 3 to Grade 5 (see ProfGain in table 5). For Connecticut's urban target group, the posttest performance is up from 43.9% in Grade 3 of 2010 to 48.3% proficiency or higher by Grade 5 of 2012 (see Prof2 of table 5), and the performance gap has actually increased to -36.9% (see Gap2 of table 5).

This disparity on the achievement gap has grown worse at posttest because the gains for the targeted urban students have only grown by 4.4% for the urban target group in row 2.0, compared with 6.3% for the nonurban students displayed in row 1.0. Taken as a whole, these performance disparities reflect a troubling situation, which is that not only are the target urban students behind academically as early as Grade 3, but that that gap has increased after two years.

Rows 3.0, 4.0, 5.0, and 6.0 describe the census population results for students from the targeted four urban districts attending the Choice programs. For example, row 3.0 is the results for the 184 urban students from the target districts who had valid pretest and posttest results on MARD who attended the same charter school from Grade 3 of 2010 to Grade 5 of 2012; it also includes the exited students who were reattributed (appendix C). These students reported 2.7% of the group had education factors while 97.3% had social factors. Therefore, the urban charter attendees from Bridgeport, Hartford, New Haven, and Waterbury had fewer education factors than the student peers attending local schools but about the same level of social factors (97.9% versus 97.3%). Notably, these urban charter students were much better performers on MARD at pretest, performing at 63.6% Proficient at pretest compared with urban peers who only scored at 43.9% at pretest. Hence the performance gap at pretest (i.e., see Gap1 on table 5) is only -15.3% versus -35.0% for the local urban school attendees (see Local).

The posttest gap of -36.9% (see Gap2 of row 1.0, LOCAL DIST, table 5) for the LOCAL DIST group performance is lower than any of the Choice programs, suggesting that all the programs are beneficial to some degree. However, at outcome the posttest charter performance drops to 58.2% for a proficiency gain of

-5.4% on MARD, hence showing an increase in the proficiency gap as compared with the rest of the state of -27.0% at posttest (from -15.3 at pretest). Table 5 also displays the results for the matched random charter samples in row 3.1. Note that it took 373 samples to obtain 30 valid comparison samples for the charter group (see table 5, row 3.1 RANDOM). This reflects the relative difficulty of finding students with background characteristics at pretest sufficiently similar to the urban charter students who also had similar pretest scores on MARD at Proficient. In addition, the relative performance at proficiency for the quasi-control peer was only 60.4% for the random samples compared with 63.6% Proficient for charter students.

This finding is interpreted to reflect the fact that it was difficult to obtain 30 valid random samples of students with about 2.7% EdFac and 97.3% SocFac and comparable test performance characteristics. Nevertheless, although the random samples had lower performance at baseline compared with the charter students, at outcome the random quasi-control group did better than the charter students, achieving 64.6% Proficient on MARD at posttest versus 58.2% for the charter group.

This means that while the charter student group did better than the local urban students at posttest, this outcome performance was not statistically meaningful after taking into account the high relative baseline performance and the particular background composition of the charter group at baseline compared with the results for the charter matched random samples (see table 5, row 3.1). In more detail, the charter random samples had an outcome score of 64.6% Proficient (see table 5, row 3.0 column Prof2) with a standard deviation of 2.5% (see StdPst in table 5). Therefore, by looking at the Proficient population parameter of 64.6% for the charters, the expected outcome performance comparison cutoff score derived from the results of the quasi-random yields a comparison benchmark of 69.6% (see table 5, row 3.1, PostCut), which is over 10% above the charter Prof2 Proficient level of 58.2%.

Empirical Cut-Value Assessment for Table 5: Thus the charter population group for the Grades 3 to 5 cohort would have to have achieved a population outcome score over 69.6% at Proficient or higher on MARD to have met or exceeded the statistical cutoff level. Unfortunately, the charter schools performance on MARD at posttest was below this cut value (58.2%), and hence these results are not meaningfully different from the quasi-control outcome after taking into account the random fluctuations of the sample groups. Furthermore, the gains cutoff for meaningful departure from the empirical random samples for the charters is 8.5% (see GainCut in table 5) but the actual population gains were only -5.4% (see ProfGain in table 5). We can therefore conclude that the urban charter attendees would not exceed the expected cutoff scores on performance gains on MARD.

The results for the non-RESC magnets displayed in row 4.0 of table 5 show that these students performed only slightly higher at baseline compared with the LOCAL DIST students (see row 2.0 of table 5). The baseline results on the MARD at Proficient show 48.4% Proficient for the non-RESC magnets compared with 43.9% Proficient for the LOCAL DIST results. Therefore, the non-RESC magnet group at baseline was far more consistent with local student performance than the charter group. This is also reflected in the background characteristics for this group.

Table 5: Cohort 1 Proficient Level or Higher (Grade 3 2010 to Grade 5 2012)

Title	Samp_n	MARD_n	EdFac	SocFac	Prof1	StdPre	Gap1	Prof2	Gap2	StdPst	PstCut	ProfGain	GainCut
1.0 CITIES OUT	--	18318	9.5	17.8	78.9	--	--	85.2	--	--	--	6.3	--
2.0 LOCAL DIST	--	2496	17.4	85.0	43.9	--	-35.0	48.3	-36.9	--	--	4.4	--
3.0 CHARTER DIST	--	184	2.7	97.3	63.6	--	-15.3	58.2	-27.0	--	--	-5.4	--
3.1 RANDOM	373	185	2.7	97.9	60.4	1.7	-18.5	64.6	-20.6	2.5	69.6	4.2*	8.5
4.0 MAG NOT RESC	--	353	10.5	80.7	48.4	--	-30.5	58.1	-27.1	--	--	9.7	--
4.1 RANDOM	132	349	10.6	88.0	51.6	1.4	-27.3	59.6	-25.6	1.7	63.0	8.0	11.1
5.0 MAG RESC	--	55	3.6	92.7	58.2	--	-20.7	83.6†	-1.6	--	--	25.4†	--
5.1 RANDOM	704	55	3.6	93.5	57.8	2.2	-21.1	65.0	-20.2	4.7	74.4	7.2	14.1
6.0 OPEN CHOICE	--	89	7.9	94.4	47.2	--	-31.7	66.3‡	-18.9	--	--	19.1†	--
6.1 RANDOM	63	93	8.6	93.1	48.4	2.0	-30.5	57.7	-27.5	4.5	66.7	9.3	15.8

† Exceeds empirical cut value

‡ Near empirical cut value

* Figures not exact due to rounding

The EdFac index is 10.5% for the MAG NOT RESC program compared with 17.4% for the LOCAL DIST students. However, SocFac is somewhat

lower at 80.7% for MAG NOT RESC compared with 85.0% for the LOCAL DIST students. Nevertheless, this better balance of baseline conditions more closely reflects the overall profile of the target urban districts as a group. This is also reflected in the smaller number of random samples needed to achieve a viable group of 30 samples, which is 132 for the MAG NOT RESC random group (see row 4.1 in table 5) versus nearly triple that ($\text{Samp}_n = 373$) needed for the charter random group (see row 3.1 of table 5).

Despite a baseline profile for MAG NOT RESC group that is more consistent with urban students generally (see row 4.0 of table 5), the PstCut estimated cutoff score for the random groups is 63.0%, while the performance for the MAG NOT RESC group was below this cut point at 58.1%. Hence, these results are also not statistically meaningful after taking into consideration the statistical cut point. As for the gain score cut-point comparison, the pretest to posttest Proficient gains for MAG NOT RESC were 9.7% (see table 5, row 4.0, ProfGain), which did not exceed the estimated cutoff value of 11.1% for the random quasi-control samples (see row 4.1 of table 5, GainCut), and again, this was not a statistically meaningful gain on proficiency. As was the case with the charters analysis for cohort 1, the MAG NOT RESC group also did not demonstrate sufficient performance increases at posttest on proficiency to overcome the GainCut level.

However, the picture is sharply different for the MAG RESC group displayed on row 5.0 of table 5. The MAG RESC group performance shows a meaningful departure from the cut value at posttest as well as on performance gains. The posttest cutoff score (PstCut) was 74.4% for the random samples (see table 5, row 5.1) and this was exceeded by the MAG RESC group performance of 83.6%. Notably, a substantial 704 samples were required to obtain 30 valid random samples matching the MAG RESC group's baseline performance of 58.2%.

Once again, this difficulty of obtaining 30 viable samples of students with MARD performance above the expected for students with a level of social and educational factors for the program group is explained by the fact that most urban students in the target districts are achieving at only 43.9% proficiency on average (see row 2.0, LOCAL DIST Prof1). Therefore, finding 30 random samples of students from the general population who match the profiles reflected by the MAG RESC students required many samples to be discarded.

The gains for the MAG RESC are substantial at 25.4% at proficiency (compare table 5, row 5.1, GainCut versus row 5.0, MAG RESC, ProfGain), and exceed the gains of all the Choice programs compared in table 5. In addition, these gains exceed the expected random quasi-control group gains cutoff at 14.1% and therefore can be considered statistically meaningful. This impressive level of performance gains can also be observed in the Gap2 column of table 5 for this program, which shows that MAG RESC came to within -1.6% of closing the gap completely (see table 5, row 5.0, Gap2), a result that exceeds all the cohort 1 Choice programs displayed on table 5. One drawback of this impressive performance for the MAG RESC group was that it had only 55 urban students (see table 5, MARD_n). That is, with such a small subgroup of urban students in the group, it is also possible that special resources could be brought to bear that might not be available for larger numbers of students.

The Open Choice program also performed favorably at the Proficient level from Grade 3 of 2010 to Grade 5 of 2012 (see table 5, rows 6.0 and 6.1). Baseline profiles compared favorably to the LOCAL DIST profiles, particularly for the baseline proficiency results on MARD (47.2% proficiency at baseline compared with 43.9% for the LOCAL DIST group). Posttest results were nearly statistically meaningful for the Open Choice group, where the random group cutoff of 66.7% at posttest was nearly exceeded by a score of 66.3% Proficient (See table 5, row 6.0, OPEN CHOICE, Prof2 and row 6.1, RANDOM PstCut).

Furthermore, the gains results for the Open Choice program group were 19.1%, which was beyond the cutoff of 15.8% for the quasi-control groups (see table 5, row 6.0, OPEN CHOICE ProfGain versus row 6.1, GainCut). It is noteworthy that only 63 samples were required to obtain 30 viable samples for the Open Choice random group. This is interpreted to reflect that the lower baseline or pretest Proficient level of 47.2% for the Open Choice students is more consistent with students reflecting the background profiles exhibited by the LOCAL DIST's MARD proficiency of 43.9% (see table 5, row 6.0 versus row 2.0). This suggests that the pretest performance and background characteristics are a better match for the Open Choice students for the urban population compared with those of some of the other programs.

Table 6 reflects the same students' performance but at the Goal level rather than at the Proficient level. Note however that the performance matching for the groups only occurred at baseline proficiency. Table 6 shows that the LOCAL DIST Goal performance at pretest in Grade 3 is only 21.6% on the MARD composite index. This means that only 21.6% of the local urban students in Bridgeport, Hartford, New Haven, and Waterbury with matching valid test results from Grade 3 of 2010 to Grade 5 of 2012 met or exceeded the Goal level in both mathematics and reading on the CMT in 2010.

The pretest gap for LOCALDIST students as a group is -37.5%, which is the highest pretest gap although Open Choice approaches this at -34.4% and MAG NOT RESC at -32.5%. In other words, these programs appear to be reflections of the true LOCAL DIST population than the other Choice programs. Meanwhile, the posttest gap for the LOCAL DIST group is -41.5% with a goal of 29.8%, which is lower than all the Choice programs. Hence, the implication is that all of the Choice programs are beneficial to urban students.

Continuing to look at the column describing the pretest Gap in table 6, it is evident that the charter group in line 4.0 have the lowest baseline gap at -19.4%, but this gap has increased at posttest to -30.0%, indicating that performance ground is being lost. MAG RESC has the second smallest pretest gap at -24.6% but has the lowest gap performance at posttest, which is -14.9%.

Table 6: Cohort 1 Goal Level or Higher (Grade 3 2010 to Grade 5 2012)

Title	Samp	MARD	EdFac	SocFac	Goal1	StdPre	Gap1	Goal2	Gap2	StdPst	Cut2	Goalgain	gaincut
1.0 CITIES OUT	--	18318	9.5	17.8	59.1	--	--	71.3	--	--	--	12.2	--
2.0 LOCAL DIST	--	2496	17.4	85.0	21.6	--	-37.5	29.8	-41.5	--	--	8.2	--
3.0 CHARTER	--	184	2.7	97.3	39.7	--	-19.4	41.3	-30.0	--	--	1.6	--
3.1 RANDOM	373	185	2.7	97.9	32.5	2.8	-26.6	43.7	-27.6	2.5	48.7	11.3	16.6
4.0 MAG NOT RESC	--	353	10.5	80.7	26.6	--	-32.5	38.0	-33.3	--	--	11.4	--
4.1 RAND	132	349	10.6	88.0	28.9	1.7	-30.3	39.9	-31.4	2.0	43.9	11.1	14.8
5.0 MAG RESC	--	55	3.6	92.7	34.5	--	-24.6	56.4†	-14.9	--	--	21.9†	--
5.1 RAND	704	55	3.6	93.5	34.3	5.4	-24.8	45.8	-25.5	5.4	56.6	11.5	22.3
6.0 OPEN CHOICE	--	89	7.9	94.4	24.7	--	-34.4	36.0	-35.3	--	--	11.3	--
6.1 RAND	63	93	8.6	93.1	26.5	3.3	-32.6	37.6	-33.7	3.9	45.4	11.1	18.3

† Near empirical cut value

Empirical Cut-Value Assessment for Table 6: Table 6 shows no statistically meaningful posttest findings at Goal, implying that performance at Goal was not enhanced by any of the Choice programs over the matched quasi-random groups. However, the MAG RESC program performed at 56.4%, which is nearly exceeding the posttest cutoff value of 56.6% (see table 6, row 5.0, Goal2” and row 5.0, RAND, Cut2). This can also be observed by looking at the gap closure index, which is substantially the lowest of all the Choice programs at -14.9%, meaning that the Goal performance for MAG RESC is within 15% of closing the gap at goal. In addition, the performance gains from Grade 3 to Grade 5 for MAG RESC are also nearly exceeding the cut value (see table 6). The performance result is 21.9% gains for the MAG RESC group, while the cutoff point is 22.3%. Therefore, the MAG RESC program has been found to yield statistically meaningful posttest outcome and gains at Proficient (see table 5) and nearly statistically meaningful outcome and gains at the Goal level (see table 6).

Cohort 2 Results: Table 7 compares Proficient level performance for the Grade 6 2010 to Grade 8 2012 cohort. This cohort is of particular importance because it leads up to the critical high school years. Students who perform better during this period can potentially be better prepared for the more challenging curricular demands of high school. The pretest performance gap between 1.0 CITIES OUT ($n = 19,246$) and LOCAL DIST ($n = 2,352$) is -27.7% meaning that, all other things held equal, the LOCAL DIST schools are nearly 30% below the majority of Connecticut nonurban schools on the combined reading and mathematics performance (MARD).

Furthermore, comparing these same students at posttest in Grade 8, observe that the MARD gap increases to -31.2%, meaning that the performance gap actually increases slightly during the critical pre-high school Grades of 6 to 8. In addition, the education factors are much higher in the four target districts of Bridgeport, Hartford, New Haven, and Waterbury at 15.2% compared with 8.8% for the nonurban districts (see table 7, rows 1.0 and 2.0). Similarly, the social factors that reflect a combination of minority status and school lunch program eligibility are 84.3% of the four target district students compared with only 14.4% for the nonurban students. Again, this reflects a wide disparity between urban student populations and the nonurban student majority in Connecticut.

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Table 7: Cohort 2 Proficient Level or Higher (Grade 6 2010 to Grade 8 2012)

Title	Sampn	MARD	EdFac	SocFac	Prof1	StdPre	Gap1	Prof2	Gap2	StdPst	Cut2	Profgain	gaincut
1.0 CITIES OUT	--	19246	8.8	14.4	89.0	--	--	90.8	--	--	--	1.8	--
2.0 LOCAL DIST	--	2352	15.2	84.3	61.3	--	-27.7	59.6	-31.2	--	--	-1.7	--
3.0 CHARTER	--	326	8.0	99.4	73.3	--	-15.7	81.3†	-9.5	--	--	8.0†	--
3.1 RANDOM	86	351	7.7	96.7	69.6	1.0	-19.4	69.3	-21.5	2.1	73.5	-0.3	2.8
4.0 MAG NOT RESC	--	512	9.4	91.8	69.9	--	-19.1	69.3	-21.5	--	--	-0.6	--
4.1 RANDOM	57	532	9.0	94.4	67.9	1.4	-21.1	68.6	-22.2	1.6	71.8	0.7	3.7
5.0 MAG RESC	--	96	5.2	88.5	75.0	--	-14.0	75.0	-15.8	--	--	0.0	--
5.1 RANDOM	59	95	7.4	93.8	73.3	1.9	-15.7	73.3	-17.5	4.4	82.1	0.0	6.3
6.0 OPEN CHOICE	--	76	17.1	93.4	72.4	--	-16.6	75.0	-15.8	--	--	2.6	--
6.1 RANDOM	46	88	15.9	85.6	71.2	2.5	-17.8	71.3	-19.6*	3.4	78.1	0.1	6.0

† Exceeds empirical cut value

* Figures not exact due to rounding

Note that these background circumstances shown in table 7 are quite similar to the results for cohort 1 displayed in tables 5 and 6. Most of the Choice programs continue to exhibit lower than expected educational factors. The exceptions are the Open Choice program at 17.1% EdFac compared with 15.2% for the LOCAL DIST group and, to a lesser extent, the MAG NOT RESC program at 9.4% (see table 7).

The gap index in table 7 is once again a good descriptive indicator of relative differential performance status at pretest as well as posttest for cohort 2, just as it was for cohort 1. However it is apparent from examining the pretest gap (Gap1) that there is considerable variability in baseline performance among the Grades 6 to 8 Choice programs, just as was the case for cohort 1, and once again, none of these programs is performing on MARD as poorly as the LOCAL DIST target neighborhood urban schools, which indicate a baseline gap of nearly 30% (-27.7% see table 7, row 2.0, Gap1).

It is evident from this discussion that the baseline performance for students attending choice programs is typically higher than their peers who attend schools in their home districts, although this could once again be related to prior program exposure. As we found in the Grades 3 to 5 performance comparisons for cohort 1, the charter and MAG RESC programs have the best pretest performance on MARD at Proficient. The charter schools had a baseline gap score of -15.7% and the MAG RESC group posts the lowest gap pretest score at -14.0% Proficient.

The posttest gap indicator in table 7 tells a different story. First, the difference in scores for the Choice programs are much better than those of the LOCAL DIST posttest gap performance at -31.2%, implying that all the Choice programs are making gains or maintaining performance for their students (see table 7, row 2.0, Gap2). Compared with that standard, the posttest gap is lowest for the charter group at -9.5%, which is a substantial departure from any of the other Choice programs (see table 7, row 3.0, Gap2). Both MAG RESC and Open Choice are tied for the next best posttest gap performance at -15.8% (see table 7). By comparison, MAG NOT RESC program is lagging behind the other Choice programs, showing a posttest gap of -21.5% below the nonurban majority group.

Empirical Cut Value Assessment for Table 7: The dramatic findings for table 7 show the charter schools to be statistically meaningful on the Proficient level, both at posttest and also in terms of performance gains for the Grade 6 2010 to Grade 8 2012 Cohort. The charter random group predicts an outcome or posttest score of 73.5% Proficient taking into account the standard error for the 30 matched random sample comparison groups. Meanwhile, the charter school results stand at 81.3% Proficient at posttest (see table 7), and thus the findings are statistically meaningful. None of the other programs demonstrated a meaningful departure from the empirical cut value at posttest for cohort 2. In addition, the charter group also posted statistically meaningful pretest-posttest gains of 8.0%, where the random comparison group predicted 2.8% gains after taking into account the standard error.

Table 8 (below) presents the findings for the Grades 6 to 8 cohort results at Goal. Note that the pretest gap at the Goal level for charters is lowest among all Choice programs at -24.2%, but that the posttest gap is a relatively dramatic -15.1%. The other posttest gap results for the remaining Choice programs are approximately twice as low on the gap indicator, with the next best score posted by MAG RESC at -29.4%. This presents an important piece of information. It says that the charter schools are not only achieving well at the Proficient level, but in addition program attendees are also doing much better than the other Choice programs at closing the gap at the Goal level.

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Table 8: Cohort 2 Goal Level or Higher (Grade 6 2010 to Grade 8 2012)

Title	SAmpn	MARD	EdFac	SocFac	Goal1	StdPre	Gap1	Goal2	Gap2	StdPst	Cut2	Goalgain	gaincut
1.0 CITIES OUT	--	19246	8.8	14.4	73.6	--	--	75.2	--	--	--	1.6	--
2.0 LOCAL DIST	--	2352	15.2	84.3	37.8	--	-35.8	32.9	-42.3	--	--	-4.9	--
3.0 CHARTER	--	326	8.0	99.4	49.4	--	-24.2	60.1†	-15.1	--	--	10.7†	--
3.1 RANDOM	86	351	7.7	96.7	42.6	2.3	-31.0	40.9	-34.3	2.4	45.7	-1.7	3.0
4.0 MAG NOT RESC	--	512	9.4	91.8	39.5	--	-34.1	34.2	-41.0	--	--	-5.3	--
4.1 RAND	57	532	9.0	94.4	42.1	1.8	-31.5	41.0	-34.2	1.5	44.0	-1.1	2.2
5.0 MAG RESC	--	96	5.2	88.5	42.7	--	-30.9	45.8	-29.4	--	--	3.1	--
5.1 RAND	59	95	7.4	93.8	47.3	3.8	-26.3	45.0	-30.2	4.9	54.8	-2.3	6.4
6.0 OPEN CHOICE	--	76	17.1	93.4	40.8	--	-32.8	31.6	-43.6	--	--	-9.2	--
6.1 RAND	46	88	15.9	85.6	43.5	4.6	-30.1	43.8	-31.5*	4.7	53.2	0.3	9.6

† Exceeds empirical cut value

* Figures not exact due to rounding

Empirical Cut Value Assessment for Table 8: Again, the posttest Goal results exceed the empirical cut value for the charter schools only (see table 8, rows 3.0 and 3.1). The expected performance based on the 30 random samples matched to the charter group at baseline and including the standard error is 45.7% at Goal, compared with 60.1% at Goal for the charter schools' performance at posttest. This is approximately double the expected outcome for the LOCAL DIST urban Cohort as a whole at 32.9% (see row 2.0 at Goal 2) and 20 to 30 percentage points above all the other Choice programs. Most notable is the fact that at Goal, the gains at posttest for the charter group are 10.7% (see table 8, row 3.0, GoalGain), which also exceeds in a statistically meaningful way the expected outcome for the random samples at 3.0% (see table 8, row 3.1, GoalGain). Hence, the charter group has obtained a meaningful departure from the empirical cut values at posttest and for both the Proficient and Goal levels.

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What is Open Choice?

The Open Choice program was established by legislation in 1997 and is intended to reduce racial, ethnic, and economic isolation among students. Through Open Choice, students in the C.E.S. region who are Bridgeport residents have the opportunity to attend school in participating school districts when space is available, and students in surrounding towns have the opportunity to attend school in Bridgeport (Hartford and New Haven have similar programs). Open Choice is funded by the State Department of Education.

What are the purposes of the program?

To improve academic performance; to reduce racial, ethnic and economic isolation; and to provide a choice of educational programs.

What role does the Regional Educational Service Center (RESC) play in this program?

The RESC manages the acceptance and placement process, provides transportation services, and provides as needed support to schools and families. [[CGS § 10-266aa \(c\)](#)]

How do students enroll in the Open Choice Program?

Applications for students entering grades PK-12 are available from mid-January through mid-March for the upcoming school year.

Preschool and Kindergarten participation depends heavily on the models of instructional delivery employed by districts. Transportation is complicated by varied models (e.g., full-day every day, partial day every day, full-day some days, ...)

How are spaces for students determined?

Participating districts are determined by the feasibility of transportation between the sending district and the receiving district. The RESC coordinates with the superintendents in participating districts each spring to confirm what openings they will offer for the upcoming year. Open Choice is a voluntary program, so a district can offer as few or as many openings as they choose.

How are students chosen for the openings that are offered?

Once the RESC determines openings for a grade level, a random number generator is used to rank order the applicants for that grade level, and offer the opening to the parents based on the ordering.

How long do students remain in the Open Choice Program?

Once enrolled in Open Choice, a student has the same rights and responsibilities as any other student enrolled in the school, and they are treated in the same manner as any other student. They remain with the district until they graduate, unless they move from the urban community. In that case they enroll in the schools in their new town.

How are students transported to school?

The RESC receives transportation funding from the state, and the coordinator for Open Choice works with the contracted bus company and the families to provide bus service. Since students are not generally from one neighborhood, students usually receive bus service to and from their home address. [[CGS § 10-266aa \(f\)](#)]

Can Open Choice students participate in athletic and/or extra-curricular activities?

Open Choice students may participate in athletic and/or extra-curricular activities with the same conditions and responsibilities that a resident student would have. Transportation for athletics and extra-curricular activities is not provided by the RESC.

What if a student requires special education services?

If the costs are below the student grant, the receiving district pays the cost. If the costs are over the grant, the sending district is billed for and pays the cost. [[CGS § 10-266aa \(i\)](#)]

How is student discipline addressed?

Open Choice students are students of the receiving district and are subject to the same behavioral expectations as resident students.

Can an Open Choice student be “returned” to the sending district?

No. Open Choice students are students of the receiving district, and they remain with the district until they graduate, unless they move from the urban community.

What are the costs to the district?

There is no direct cost to the district. The receiving district receives a grant of \$3,000 per Open Choice student per year which may be used to cover unusual costs. The per student grant rises as the number of Open Choice students as a percentage of the district student population increases [[CGS §10-266aa \(g\)\(2\)](#)]

Enrollment	Lower %	Upper %	% INCR	\$/Student
N/A	0.0	1.99	N/A	\$3000
N/A	2.0	2.99	N/A	\$4000
N/A	3.0	3.99	N/A	\$6000
4000	N/A	N/A	50	\$6000
N/A	4.0	N/A	N/A	\$8000

What does current participation look like in Connecticut districts?

According to 2018-2019 data released by the Connecticut State Department of Education, **47** districts participate in the Open Choice Program.

Of the 47 participating districts, the average percentage of Open Choice students compared to October 1 district enrollment is **2.34%** (maximum = 7.76% [East Windsor]; minimum = 0.03% [Vernon]). **Twenty-six (26)** districts are reimbursed at the \$3000/student rate; **Seven (7)** at the \$4000/student rate; **Four (4)** at the \$6000/student rate; and, **Ten (10)** at the \$8000/student rate.

What is the Supplemental Reimbursement?

Supplemental funding is built into the annual Open Choice appropriation in accordance with [CGS §10-266aa \(k\)\(1\)](#). In 2018-2019, this amount was approximately \$192 per student for districts with at least ten (10) Open Choice students in the same school.

What happens to the district ECS funding?

For each Open Choice participant, the sending district receives 50% of its regular per-student ECS grant, while the receiving district receives 50% of its regular per-student ECS grant.

How are Open Choice students considered with regards to State Testing?

Open Choice students are considered to be residents of the receiving district in all respects, including reporting as it applies to state-wide mastery examinations [[CGS §10-266aa \(l\)](#)].

Does the sending district pay tuition to the receiving district?

No.

What if a student moves from the sending district (and not into the receiving district)?

Student residency issues would be addressed for an Open Choice student just as they would for any other student in the receiving district.

Sec. 10-266aa. State-wide interdistrict public school attendance program. (a) As used in this section:

(1) “Receiving district” means any school district that accepts students under the program established pursuant to this section;

(2) “Sending district” means any school district that sends students it would otherwise be legally responsible for educating to another school district under the program; and

(3) “Minority students” means students who are “pupils of racial minorities”, as defined in section 10-226a.

(b) There is established, within available appropriations, an interdistrict public school attendance program. The purpose of the program shall be to: (1) Improve academic achievement; (2) reduce racial, ethnic and economic isolation or preserve racial and ethnic balance; and (3) provide a choice of educational programs. The Department of Education shall provide oversight for the program, including the setting of reasonable limits for the transportation of students participating in the program, and may provide for the incremental expansion of the program for the school year commencing in 2000 for each town required to participate in the program pursuant to subsection (c) of this section.

(c) The program shall be phased in as provided in this subsection. (1) For the school year commencing in 1998, and for each school year thereafter, the program shall be in operation in the Hartford, New Haven and Bridgeport regions. The Hartford program shall operate as a continuation of the program described in section 10-266j. Students who reside in Hartford, New Haven or Bridgeport may attend school in another school district in the region and students who reside in such other school districts may attend school in Hartford, New Haven or Bridgeport, provided, beginning with the 2001-2002 school year, the proportion of students who are not minority students to the total number of students leaving Hartford, Bridgeport or New Haven to participate in the program shall not be greater than the proportion of students who were not minority students in the prior school year to the total number of students enrolled in Hartford, Bridgeport or New Haven in the prior school year. The regional educational service center operating the program shall make program participation decisions in accordance with the requirements of this subdivision. (2) For the school year commencing in 2000, and for each school year thereafter, the program shall be in operation in New London, provided beginning with the 2001-2002 school year, the proportion of students who are not minority students to the total number of students leaving New London to participate in the program shall not be greater than the proportion of students who were not minority students in the prior year to the total number of students enrolled in New London in the prior school year. The regional educational service center operating the program shall

make program participation decisions in accordance with this subdivision. (3) The Department of Education may provide, within available appropriations, grants for the fiscal year ending June 30, 2003, to the remaining regional educational service centers to assist school districts in planning for a voluntary program of student enrollment in every priority school district, pursuant to section 10-266p, which is interested in participating in accordance with this subdivision. For the school year commencing in 2003, and for each school year thereafter, the voluntary enrollment program may be in operation in every priority school district in the state. Students from other school districts in the area of a priority school district, as determined by the regional educational service center pursuant to subsection (d) of this section, may attend school in the priority school district, provided such students bring racial, ethnic and economic diversity to the priority school district and do not increase the racial, ethnic and economic isolation in the priority school district.

(d) School districts which received students from New London under the program during the 2000-2001 school year shall allow such students to attend school in the district until they graduate from high school. The attendance of such students in such program shall not be supported by grants pursuant to subsections (f) and (g) of this section but shall be supported, in the same amounts as provided for in said subsections, by interdistrict cooperative grants pursuant to section 10-74d to the regional educational service centers operating such programs.

(e) Once the program is in operation in the region served by a regional educational service center pursuant to subsection (c) of this section, the Department of Education shall provide an annual grant to such regional educational service center to assist school districts in its area in administering the program and to provide staff to assist students participating in the program to make the transition to a new school and to act as a liaison between the parents of such students and the new school district. Each regional educational service center shall determine which school districts in its area are located close enough to a priority school district to make participation in the program feasible in terms of student transportation pursuant to subsection (f) of this section, provided any student participating in the program prior to July 1, 1999, shall be allowed to continue to attend the same school such student attended prior to said date in the receiving district until the student completes the highest grade in such school. If there are more students who seek to attend school in a receiving district than there are spaces available, the regional educational service center shall assist the school district in determining attendance by the use of a lottery or lotteries designed to preserve or increase racial, ethnic and economic diversity, except that the regional educational service center shall give preference to siblings and to students who would otherwise attend a school that has lost its accreditation by the New England Association of Schools and Colleges or has been identified as in need of improvement pursuant to the No Child Left Behind Act, P.L. 107-110. The admission policies shall be consistent

with section 10-15c and this section. No receiving district shall recruit students under the program for athletic or extracurricular purposes. Each receiving district shall allow out-of-district students it accepts to attend school in the district until they graduate from high school.

(f) The Department of Education shall provide grants to regional educational service centers or local or regional boards of education for the reasonable cost of transportation for students participating in the program. For the fiscal years ending June 30, 2015, to June 30, 2017, inclusive, the department shall provide such grants within available appropriations, provided the state-wide average of such grants does not exceed an amount equal to three thousand two hundred fifty dollars for each student transported, except that the Commissioner of Education may grant to regional educational service centers or local or regional boards of education additional sums from funds remaining in the appropriation for such transportation services if needed to offset transportation costs that exceed such maximum amount. The regional educational service centers shall provide reasonable transportation services to high school students who wish to participate in supervised extracurricular activities. For purposes of this section, the number of students transported shall be determined on October first of each fiscal year.

(g) (1) Except as provided in subdivision (2) of this subsection, the Department of Education shall provide, within available appropriations, an annual grant to the local or regional board of education for each receiving district in an amount not to exceed two thousand five hundred dollars for each out-of-district student who attends school in the receiving district under the program.

(2) For the fiscal year ending June 30, 2013, and each fiscal year thereafter, the department shall provide, within available appropriations, an annual grant to the local or regional board of education for each receiving district if one of the following conditions are met as follows: (A) Three thousand dollars for each out-of-district student who attends school in the receiving district under the program if the number of such out-of-district students is less than two per cent of the total student population of such receiving district, (B) four thousand dollars for each out-of-district student who attends school in the receiving district under the program if the number of such out-of-district students is greater than or equal to two per cent but less than three per cent of the total student population of such receiving district, (C) six thousand dollars for each out-of-district student who attends school in the receiving district under the program if the number of such out-of-district students is greater than or equal to three per cent but less than four per cent of the total student population of such receiving district, (D) six thousand dollars for each out-of-district student who attends school in the receiving district under the program if the Commissioner of Education determines that the receiving district has an enrollment of greater than four thousand students and has increased the number of students in the program by at least fifty per cent from the

previous fiscal year, or (E) eight thousand dollars for each out-of-district student who attends school in the receiving district under the program if the number of such out-of-district students is greater than or equal to four per cent of the total student population of such receiving district.

(3) Each town which receives funds pursuant to this subsection shall make such funds available to its local or regional board of education in supplement to any other local appropriation, other state or federal grant or other revenue to which the local or regional board of education is entitled.

(h) Notwithstanding any provision of this chapter, each sending district and each receiving district shall divide the number of children participating in the program who reside in such district or attend school in such district by two for purposes of the counts for subdivision (22) of section 10-262f and subdivision (2) of subsection (a) of section 10-261.

(i) In the case of an out-of-district student who requires special education and related services, the sending district shall pay the receiving district an amount equal to the difference between the reasonable cost of providing such special education and related services to such student and the amount received by the receiving district pursuant to subsection (g) of this section and in the case of students participating pursuant to subsection (d) of this section, the per pupil amount received pursuant to section 10-74d. The sending district shall be eligible for reimbursement pursuant to section 10-76g.

(j) Nothing in this section shall prohibit school districts from charging tuition to other school districts that do not have a high school pursuant to section 10-33.

(k) On or before March first of each year, the Commissioner of Education shall determine if the enrollment in the program pursuant to subsection (c) of this section for the fiscal year is below the number of students for which funds were appropriated. If the commissioner determines that the enrollment is below such number, the additional funds shall not lapse but shall be used by the commissioner in accordance with this subsection.

(1) Any amount up to five hundred thousand dollars of such nonlapsing funds shall be used for supplemental grants to receiving districts on a pro rata basis for each out-of-district student in the program pursuant to subsection (c) of this section who attends the same school in the receiving district as at least nine other such out-of-district students, not to exceed one thousand dollars per student.

(2) Any amount of such nonlapsing funds equal to or greater than five hundred thousand dollars, but less than one million dollars, shall be used for supplemental grants, in an amount determined by the commissioner, on a pro rata basis to receiving

districts that report to the commissioner on or before March first of the current school year that the number of out-of-district students enrolled in such receiving district is greater than the number of out-of-district students enrolled in such receiving district from the previous school year.

(3) Any remaining nonlapsing funds shall be used by the commissioner to increase enrollment in the interdistrict public school attendance program described in this section.

(l) For purposes of the state-wide mastery examinations under section 10-14n, students participating in the program established pursuant to this section shall be considered residents of the school district in which they attend school.

(m) Within available appropriations, the commissioner may make grants to regional education service centers which provide summer school educational programs approved by the commissioner to students participating in the program.

(n) The Commissioner of Education may provide grants for children in the Hartford program described in this section to participate in preschool and all day kindergarten programs. In addition to the subsidy provided to the receiving district for educational services, such grants may be used for the provision of before and after-school care and remedial services for the preschool and kindergarten students participating in the program.

(o) Within available appropriations, the commissioner may make grants for academic student support for programs pursuant to this section that assist the state in meeting the goals of the 2008 stipulation and order for Milo Sheff, et al. v. William A. O'Neill, et al., as extended, or the goals of the 2013 stipulation and order for Milo Sheff, et al. v. William A. O'Neill, et al., as extended, as determined by the commissioner.

07/15/21

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