

**Testing Reduction and Accountability Reform Legislation
2015 Session**

1 **Section 1 Statewide Testing:** Section 10-14n of the general statutes is repealed and the
2 following substituted in lieu thereof (*effective July 1, 2015*):

3 (a) As used in this section, (1) “mastery examination” means an examination or examinations,
4 approved by the State Board of Education unless otherwise specified in this section, that
5 measure essential and grade-appropriate skills, and overall academic growth in reading,
6 writing, mathematics or science; (2) “progress monitoring test” means a diagnostic and
7 performance appraisal that measures student skills and growth, is administered in less than 25
8 minutes and supports the curriculum and classroom instruction, and shall also serve as a
9 “mastery examination” as designated by the State Mastery Examination Board pursuant to
10 paragraphs (h) and (i), below.

11 (b) (1) For the school year commencing July 1, 2013, and each school year thereafter, each
12 student enrolled in grades three to eight, inclusive, and grade ten or eleven in any public school
13 shall, annually, in March or April, take a mastery examination in reading, writing and
14 mathematics. (2) For the school year commencing July 1, 2013, and each school year thereafter,
15 each student enrolled in grade five, eight, ten or eleven in any public school shall, annually, in
16 March or April, take a state-wide mastery examination in science.

17
18 (c) Mastery examinations pursuant to subsection (b) of this section shall be provided by and
19 administered under the supervision of the State Board of Education.

20
21 (d) The scores on each component of the mastery examination for each tenth or eleventh grade
22 student may be included on the permanent record and transcript of each such student who
23 takes such examination. For each tenth or eleventh grade student who meets or exceeds the
24 state-wide mastery goal level on any component of the mastery examination, a certification of
25 having met or exceeded such goal level shall be made on the permanent record and the
26 transcript of each such student and such student shall be issued a certificate of mastery for such
27 component. Each tenth or eleventh grade student who fails to meet the mastery goal level on
28 each component of said mastery examination may annually take or retake each such component
29 at its regular administration until such student scores at or above each such state-wide mastery
30 goal level or such student graduates or reaches age twenty-one.

31
32 (e) The results of mastery examinations shall be utilized as tools to diagnose and support the
33 academic needs of specific students.

34
35 (f) No public school may require achievement of a satisfactory score on a mastery examination,
36 or any subsequent retest on a component of such examination as the sole criterion of promotion
37 or graduation.

38
39 (g) There shall be a state mastery examination board which shall consist of the following
40 thirteen members: (1) four appointed by the governor, one of whom shall be an active member

41 serving on the State Board of Education, one of whom shall be an active member serving on the
42 State Technical High School System Board, one of whom shall represent the Connecticut
43 Association of School Superintendents, and one of whom shall be the parent of a child currently
44 attending a public school in Connecticut as recommended by that Connecticut Parent Teacher
45 Association; (2) the commissioner of the State Department of Education or the commissioner's
46 designee; (3) one appointed by the president pro tempore of the Senate who shall be a certified
47 teacher currently teaching in grades third through fifth, as recommended by the Connecticut
48 Education Association; (4) one appointed by the speaker of the House of Representatives who
49 shall be a certified teacher currently teaching in grades third through fifth, as recommended by
50 the Connecticut affiliate of the American Federation of Teachers; (5) one appointed by the
51 majority leader of the Senate who shall be a certified teacher currently teaching in grades sixth
52 through eighth, as recommended by the Connecticut affiliate of the American Federation of
53 Teachers; (6) one appointed by the majority leader of the House of Representatives who shall be
54 a certified teacher currently teaching in grades sixth through eighth, as recommended by the
55 Connecticut Education Association; (7) one appointed by the minority leader of the Senate who
56 shall be a certified teacher currently teaching in grades ninth through twelfth, as recommended
57 by the Connecticut Education Association; (8) one appointed by the minority leader of the
58 House of Representatives who shall be a certified teacher currently teaching in grades ninth
59 through twelfth, as recommended by the Connecticut affiliate of the American Federation of
60 Teachers; (9) one appointed by the Senate and House chairpersons of the committee of the
61 General Assembly having cognizance of matters relating to education who shall be a parent of a
62 child currently attending a public school in Connecticut, as recommended by the Connecticut
63 Parent Teacher Association; and (10) one appointed by the Senate and House ranking members
64 of the committee of the General Assembly having cognizance of matters relating to education
65 who shall be a faculty member at an accredited institution of higher education in the state who
66 has expertise in age and developmentally appropriate progress monitoring tests, as
67 recommended by the Connecticut chapter of the American Association of Colleges for Teachers.

68 (h) The state mastery examination board shall make recommendations to the state board of
69 education regarding the selection of state mastery examinations as described in paragraph (a)
70 above, and shall select and designate the state mastery examination for reading, writing and
71 mathematics on or before January 1, 2016, in concert with paragraph (i) below.

72 (i) (1) The state mastery examination board shall convene its first meeting on July 1, 2015, and on
73 or before January 1, 2016, shall file with the Commissioner of Education and the chairs and
74 ranking members of the legislature's Education Committee a report designating the statewide
75 progress monitoring test that shall serve as the mastery examination for each of the grades three
76 to eight, inclusive, in reading, writing and mathematics, and shall designate how the results of
77 such tests shall be reported and ensure that such results include for each grade in each district,
78 (A) a measure of standard growth percentile as evidenced by the first and third tests as
79 described in (i)(2) below; and (B) a measure of grade level equivalency as evidenced by the third
80 and final test as described in (i)(2) below. The board may select a single vendor for said progress
81 monitoring tests in grades three through eight, or different vendors per grade as long as one test
82 is administered statewide by the same vendor for each separate grade; (2) For the school year
83 commencing July 1, 2016, and each school year thereafter, the mastery examination for each
84 student enrolled in grades three to eight, inclusive in reading, writing and mathematics, shall be
85 a progress monitoring test delivered no less than three times per year as part of classroom

86 instruction. (3) The criteria used by the board to select the progress monitoring test described
87 above shall include but not be limited to, A) a test that best assists teachers in measuring
88 student academic growth and mastery of language arts or mathematics within and throughout
89 the same school year; B) a test that best supports and does not subtract time from classroom
90 instruction; and (C) a test that is developmentally and age appropriate for students. (4) The
91 board shall annually review the effectiveness and value of the test, particularly as to the criteria
92 in (3)(A), (B), and (C) above, and every other year shall vote as to whether to retain the test or to
93 replace it with a test that better meets said criteria.

94
95 (j) (1)For the school year commencing July 1, 2016, and each school year thereafter, a local
96 school district may, as an alternative to the mastery examination for students enrolled in grade
97 eleven, collaborate with the State Department of Education to institute a portfolio system of
98 assessment developed by teachers and administrators at the local level, that requires students to
99 demonstrate accomplishment in critical thinking, creative thinking, collaboration and
100 communication, reading comprehension, research writing skills, mathematical problem-solving
101 skills, self-direction, and community engagement. (2) The preceding sentence in paragraph (j)
102 (1), above, shall take effect upon and to the extent allowed by a federal waiver issued by the
103 United States Department of Education.

104
105 (k) Any kindergarten assessment tool developed pursuant to section 4 of Public Act 14-39, and
106 implemented or administered by the state department of education or the office of early
107 childhood, shall be non-standardized, developmentally appropriate, administered to students
108 in a developmentally appropriate manner and only at the discretion of a local or regional board
109 of education. Such assessment shall not be used as a measurement tool for accountability
110 purposes pursuant to section 10-223e.

111
112 (l) The Commissioner of Education shall prohibit the mandating and administration of
113 statewide standardized tests or assessments, in prekindergarten programs and kindergarten
114 through second grade, with the exception of that provided in paragraph (k) above. Nothing in
115 this paragraph shall prohibit districts and schools from pursuing additional assessments in
116 order to address the needs of students.

117
118 **Section 2 Statement of Purpose on Education in Connecticut:** Section 10-4a of the general
119 statutes is repealed and the following substituted in lieu thereof (*effective upon passage*):

120 (a) The State of Connecticut, along with local and regional school districts within its
121 jurisdiction, is responsible for the provision of substantially equal educational
122 opportunity, pursuant to Article eighth of the Constitution of the State of Connecticut
123 and subsection (b) of this statute. The State recognizes that all Connecticut students are
124 entitled to an educational opportunity that prepares them to participate in democratic
125 institutions, attain productive employment and to otherwise contribute to the state's
126 economy, or to progress on to higher education. The state also recognizes the duty of
127 public schools to address historical inequities experienced by students based on their
128 race, ethnicity, or national origin that continue to inhibit opportunity for many of the
129 state's children.

130

131 In pursuit of these objectives, the State of Connecticut, acting through its executive offices and
132 local and regional school districts, establishes the following guiding principles for its schools: to
133 provide all students the opportunity to maximize their critical thinking skills; employ creativity;
134 demonstrate an ability to collaborate and communicate effectively; exhibit self-direction in the
135 pursuit of continued learning and enrichment; and engage in civic, community, and global
136 interests and issues. The State of Connecticut is also committed to promoting learning
137 environments that are equitable, safe, welcoming, and engaging to students and their parents.

138 (b) For purposes of sections 10-4, 10-4b and 10-220, the educational interests of the state shall
139 include, but not be limited to, the guiding principles for the state defined in subsection (a) of
140 this statute, and the concern of the state that (1) each child shall have for the period prescribed
141 in the general statutes equal opportunity to receive a suitable program of educational
142 experiences; (2) each school district shall finance at a reasonable level at least equal to the
143 minimum budget requirement pursuant to the provisions of section 10-262i an educational
144 program designed to achieve this end; (3) in order to reduce racial, ethnic and economic
145 isolation, each school district shall provide educational opportunities for its students to interact
146 with students and teachers from other racial, ethnic, and economic backgrounds and may
147 provide such opportunities with students from other communities; and (4) the mandates in the
148 general statutes pertaining to education within the jurisdiction of the State Board of Education
149 be implemented.

150 **Section 3 (NEW) Commission on Student Learning and School Quality.**

151 (NEW) (*effective upon passage*) (a) There is established a commission on student learning and
152 school quality which shall consist of the following nineteen members: (1) five appointed by
153 the governor, one of whom shall be an active member serving on the State Technical High
154 School System Board, one of whom shall represent the business community in Connecticut, one
155 of whom shall represent the Connecticut Association of School Superintendents, one of whom
156 shall be a current member of a local or regional board of education, as recommended by the
157 Connecticut Association of Boards of Education, and one of whom shall be the parent of a child
158 currently attending a public school in Connecticut as recommended by the Connecticut Parent
159 Teacher Association; (2) the commissioner of the State Department of Education or the
160 commissioner's designee; (3) the chairperson of the state board of education, or a board member
161 designated by the chairperson; (4) two certified teachers appointed by the president pro
162 tempore of the Senate, one of whom shall be currently teaching in grades kindergarten through
163 second and one of whom shall be employed as a specialist in the area of English Language
164 Learning or Special Education, each as recommended by the Connecticut Education
165 Association; (5) two certified teachers appointed by the speaker of the House of
166 Representatives, one of whom shall be currently teaching in grades kindergarten through
167 second and one of whom shall be employed as a specialist in the area of English Language
168 Learning or Special Education, each as recommended by the Connecticut affiliate of the
169 American Federation of Teachers; (6) one appointed by the majority leader of the Senate who
170 shall be a certified teacher currently teaching in grades sixth through eighth, as recommended
171 by the Connecticut affiliate of the American Federation of Teachers; (7) one appointed by the
172 majority leader of the House of Representatives who shall be a certified teacher currently

173 teaching in grades sixth through eighth, as recommended by the Connecticut Education
174 Association; (8) one appointed by the minority leader of the Senate who shall be a certified
175 teacher currently teaching in grades ninth through twelfth, as recommended by the Connecticut
176 Education Association; (9) one appointed by the minority leader of the House of
177 Representatives who shall be a certified teacher currently teaching in a vocational technical high
178 school, as recommended by the Connecticut affiliate of the American Federation of Teachers;
179 (10) one appointed by the Senate chairperson of the committee of the General Assembly having
180 cognizance of matters relating to education who is a faculty member at an accredited institution
181 of higher education in the state who has expertise in measuring student performance using
182 multiple indicators; (11) one appointed by the House of Representative chairperson of the
183 committee of the General Assembly having cognizance of matters relating to education who
184 shall be a dean of an accredited school of education in the state as recommended by the
185 Connecticut chapter of the American Association of Colleges for Teachers; (12) one appointed
186 by the Senate ranking member of the committee of the General Assembly having cognizance of
187 matters relating to education, who shall be a public school administrator as recommended by
188 the Connecticut Association of School Administrators; and (13) one appointed by the House
189 chairperson of the committee of the General Assembly having cognizance of matters relating to
190 education, who shall be a public school administrator as recommended by the Connecticut
191 Federation of School Administrators.

192 (b) The commission shall develop and maintain a system for setting and monitoring high
193 standards in the provision of educational services by local and regional boards of education.
194 The commission shall: (1) determine expectations for students that are measurable, or that
195 demonstrate student performance in, the areas of promoting critical thinking skills, employing
196 creativity, demonstrating an ability to collaborate and communicate effectively, exhibiting self-
197 direction in the pursuit of continued learning and enrichment, and engaging in civic,
198 community, and global interests and issues, and that address achievement and opportunity
199 gaps that may exist in each area.

200 (2) adopt educational delivery standards and indicators that measure the ability of schools and
201 districts to maximize students' critical thinking skills, employ creativity, demonstrate an ability
202 to collaborate and communicate effectively, exhibit self-direction in the pursuit of continued
203 learning and enrichment, and engage in civic, community, and global interests and issues.

204 (3) adopt and make available to local and regional boards of education a validated process for
205 assessing school and district performance using educator reviews of practice, self-reflection
206 strategies, and neutral observers;

207 (4) produce a scoring system to be used by local and regional boards of education for the entire
208 student population and for subgroups of students that includes the following:

209 (A) An "indicator of critical thinking" to determine students' ability to evaluate and justify
210 problems and questions, analyze and interpret information and data, and synthesize and
211 apply knowledge.

212 (B) An “indicator of creativity” to determine students’ ability to utilize interdisciplinary
213 knowledge to address questions and challenges, simulate situations to estimate outcomes,
214 explore new innovative approaches to interests and issues, research and design or develop
215 new ideas.

216 (C) An “indicator of collaboration and communication” to determine students’ ability to
217 work in a group, suspend judgment pending the input of others, justifying and
218 contextualizing information depending on context and audience, and connecting and
219 applying information from various people and sources to accomplish a specific objective.

220 (D) An “indicator of self-direction” to determine students’ ability to pursue continued
221 learning and enrichment, determine and assess risks and rewards, reflect on progress of
222 learning and implications of new learning, persevere through obstacles and learn from
223 success and failures.

224 (E) An “indicator of civic engagement” to determine students’ ability to analyze issues
225 impacting the community, global systems, and humanity, participate in civic activities, and
226 examine, present, and critique issues from their own and multiple viewpoints.

227 (F) An “indicator of school climate and community engagement” based on school climate
228 surveys required pursuant to section 10-222d or other statistically validated school climate
229 surveys identified by the commission, and inclusive of feedback on other learning
230 conditions, and indicators of school safety, and parental and community engagement.

231 (G) An “indicator of resource equity,” which may be based on a needs assessment, if
232 available, and shall indicate the adequacy of resources available to the school to meet its
233 educational mission and the goals of each indicator in this subsection.

234 (H) “Indicators of annual mastery performance” based on statewide mastery examinations as
235 defined and identified in section 10-14n, and administered in compliance with federal law,
236 but no more than once per year or as provided for in section 10-14n, provided the results of
237 such assessments be used solely for the purpose for which they have been statistically
238 validated.

239 (I) “Indicators of student engagement ” based on attendance rates, graduation rates, and
240 other related rates of student engagement, persistence, and success identified and scored as
241 determined by the commission on student learning and school quality.

242 (5) convene its first meeting by September 15, 2015 and shall select co-chairpersons from among
243 its members. The commission shall meet regularly to produce a preliminary report to the
244 governor and the committee of the general assembly having cognizance over education, and the
245 commissioner of education by February 15, 2016 and shall release a report determining the final
246 scoring system, and related rationales for components of such system, by June 30, 2016 for use
247 in the 2016-17 school year.

248 (6) meet annually to review and revise the scoring system and to reconvene as necessary.

249 **Section 4 Revising the School Performance Index:** Subsection (a) of section 10-223e is
250 repealed and the following substituted in lieu thereof (*effective July 1, 2015*):

251 (a) As used in this section:

252 (1) "School performance index" means the weighted sum of [~~the subject performance indices~~
253 ~~for mathematics, reading, writing and science~~] indicators for critical thinking, creative
254 thinking, collaboration and communication, self-direction, resource equity, and school climate
255 and community engagement, resource equity, annual mastery performance assessments
256 conducted pursuant to section 10-14n, progress monitoring strategies, and demographic
257 performance indicators for the entire student population and for subgroups of students.

258 (2) "Critical thinking indicator" means the weighted sum of performance on measures of
259 students' ability to evaluate and justify problems and questions, analyze and interpret
260 information and data, and synthesize and apply knowledge and scored as determined by the
261 commission on student learning and school quality established pursuant to Section 2 of this
262 act. Such indicator shall account for 15% of the school performance index.

263 (3) "Creativity indicator" means the weighted sum of students' ability to utilize
264 interdisciplinary knowledge to address questions and challenges, simulate situations to
265 estimate outcomes, explore new innovative approaches to interests and issues, research and
266 design or develop new ideas and scored as determined by the commission on student learning
267 and school quality established pursuant to Section 2 of this act. Such indicator shall account for
268 15% of the school performance index.

269 (4) "Collaboration and communication indicator" means the weighted sum of students' ability
270 to work in a group, suspend judgment pending the input of others, justifying and
271 contextualizing information depending on context and audience, and connecting and applying
272 information from various people and sources to accomplish a specific objective and scored as
273 determined by the commission on student learning and school quality established pursuant to
274 Section 2 of this act. Such indicator shall account for 15% of the school performance index.

275 (5) "School climate and community engagement indicator" means the weighted sum of an
276 indicator developed based on school climate surveys required pursuant to section 10-222d, or a
277 similar statistically validated school climate survey, as determined by the commission on
278 student learning and school quality established pursuant to Section 2 of this act, and other
279 indicators of school safety, and parental and community engagement, and scored as
280 determined by such commission. Such indicator shall account for 15% of the school
281 performance index.

282 (6) "Resource equity indicator" means the weighted sum of an indicator determining the
283 adequacy of resources available for the school or district to meet its educational mission and
284 scored as determined by the commission on student learning and school quality established
285 pursuant to Section 2 of this act. Such indicator shall account for 15% of the school
286 performance index.

287 (7) "Annual mastery performance indicator" means the weighted sum of student performance
288 on statewide mastery examinations as defined and identified in section 10-14n, and
289 administered in compliance with federal law, as amended from time to time, but no more than
290 once per year or as provided for in section 10-14n, provided the results of such assessments be

291 used solely for the purpose for which they have been statistically validated and scored as
292 determined by the commission on student learning and school quality established pursuant to
293 Section 2 of this act. Such indicator shall account for 20% of the school performance index.

294 (8) “Student engagement indicator” means the weighted sum of students’ attendance rates,
295 graduation rates, and other related rates of student engagement, persistence, and success
296 identified and scored as determined by the commission on student learning and school quality
297 established pursuant to Section 2 of this act. Such indicator shall account for 5% of the school
298 performance index.

299 ~~[(2) “School subject performance index for mathematics” means the sum of the school mastery~~
300 ~~test data of record, as defined in section 10-262f, for mathematics weighted based on: (A) The~~
301 ~~percentage of students scoring below basic, (B) the percentage of students scoring at basic, (C)~~
302 ~~the percentage of students scoring at proficient, (D) the percentage of students scoring at goal,~~
303 ~~and (E) the percentage of students scoring at advanced, except that the State Board of Education~~
304 ~~may authorize the use of alternative versions of this formula at grade levels other than~~
305 ~~elementary grade levels.~~

306 ~~(3) “School subject performance index for reading” means the sum of the school mastery test~~
307 ~~data of record, as defined in section 10-262f, for reading weighted based on: (A) The percentage~~
308 ~~of students scoring below basic, (B) the percentage of students scoring at basic, (C) the~~
309 ~~percentage of students scoring at proficient, (D) the percentage of students scoring at goal, and~~
310 ~~(E) the percentage of students scoring at advanced, except that the State Board of Education~~
311 ~~may authorize the use of alternative versions of this formula at grade levels other than~~
312 ~~elementary grade levels.~~

313 ~~(4) “School subject performance index for writing” means the sum of the school mastery test~~
314 ~~data of record, as defined in section 10-262f, for writing weighted based on: (A) The percentage~~
315 ~~of students scoring below basic, (B) the percentage of students scoring at basic, (C) the~~
316 ~~percentage of students scoring at proficient, (D) the percentage of students scoring at goal, and~~
317 ~~(E) the percentage of students scoring at advanced, except that the State Board of Education~~
318 ~~may authorize the use of alternative versions of this formula at grade levels other than~~
319 ~~elementary grade levels.~~

320 ~~(5) “School subject performance index for science” means the sum of the school mastery test~~
321 ~~data of record, as defined in section 10-262f, for science weighted based on: (A) The percentage~~
322 ~~of students scoring below basic, (B) the percentage of students scoring at basic, (C) the~~
323 ~~percentage of students scoring at proficient, (D) the percentage of students scoring at goal, and~~
324 ~~(E) the percentage of students scoring at advanced, except that the State Board of Education~~
325 ~~may authorize the use of alternative versions of this formula at grade levels other than~~
326 ~~elementary grade levels.]~~

327 ~~[(6)]~~ (9) “Category five schools” means schools with the lowest performance as indicated by
328 factors set forth in the state-wide performance management and support plan, prepared
329 pursuant to subsection (b) of this section, that shall [may] include ~~[, but are not limited to,]~~
330 the school performance index, as amended by this act ~~[change in school performance index over~~
331 ~~time, growth in student achievement as measured by standardized assessments, and high~~

332 ~~school graduation and dropout rates for the entire student population and for subgroups of~~
333 ~~students].~~

334 ~~[(7)](10)~~ “Category four schools” means schools with the lowest performance other than
335 category five schools as indicated by factors set forth in the state-wide performance
336 management and support plan, prepared pursuant to subsection (b) of this section, that shall
337 ~~[may]~~ include~~[, but are not limited to,]~~ the school performance index, as amended by this act
338 ~~[change in school performance index over time, growth in student achievement as measured by~~
339 ~~standardized assessments, and high school graduation and dropout rates for the entire student~~
340 ~~population and for subgroups of students].~~

341 ~~[(8)](11)~~ “Category three schools” means schools with higher performance than category four
342 and five schools, but lower performance than category one and two schools as indicated by
343 factors set forth in the state-wide performance management and support plan, prepared
344 pursuant to subsection (b) of this section, that shall ~~[may]~~ include~~[, but are not limited to,]~~ the
345 school performance index, as amended by this act ~~[change in school performance index over~~
346 ~~time, growth in student achievement as measured by standardized assessments, and high~~
347 ~~school graduation and dropout rates for the entire student population and for subgroups of~~
348 ~~students].~~

349 ~~[(9)](12)~~ “Category two schools” means schools that have higher performance than category
350 three, category four and category five schools, but lower performance than category one schools
351 as indicated by factors set forth in the state-wide performance management and support plan,
352 prepared pursuant to subsection (b) of this section, that shall ~~[may]~~ include~~[, but are not limited~~
353 ~~to,]~~ the school performance index, as amended by this act ~~[change in school performance index~~
354 ~~over time, growth in student achievement as measured by standardized assessments, and high~~
355 ~~school graduation and dropout rates for the entire student population and for subgroups of~~
356 ~~students].~~

357 ~~[(10)](13)~~ “Category one schools” means schools that have the highest performance as indicated
358 by factors set forth in the state-wide performance management and support plan, prepared
359 pursuant to subsection (b) of this section, that shall ~~[may]~~ include~~[, but are not limited to,]~~ the
360 school performance index, as amended by this act ~~[change in school performance index over~~
361 ~~time, growth in student achievement as measured by standardized assessments, and high~~
362 ~~school graduation and dropout rates for the entire student population and for subgroups of~~
363 ~~students].~~

364 ~~[(11)](14)~~ “Focus schools” means schools that have a low performing subgroup of students
365 using measures of student academic achievement and growth in the aggregate or for such
366 subgroups over time, including any period of time prior to July 1, 2014.

367

368 **Section 5 Revising District Performance Index:** Subsection (a) of section 10-262u is repealed
369 and the following substituted in lieu thereof (*effective July 1, 2015*):

370 (a) As used in this section and section 10-262i:

371 (1) "Alliance district" means a school district that is in a town that is among the towns with
372 the lowest district performance indices.

373 (2) "District performance index" means the weighted sum of each district's school
374 performance indices as determined by the commission on student learning and school
375 quality established pursuant to Section 2 of this act [~~the district subject performance indices~~
376 ~~for mathematics, reading, writing and science~~].

377 (3) [~~"District subject performance index for mathematics" means thirty per cent multiplied~~
378 ~~by the sum of the mastery test data of record, as defined in section 10-262f, for a district for~~
379 ~~mathematics weighted as follows: (A) Zero for the percentage of students scoring below~~
380 ~~basic, (B) twenty five per cent for the percentage of students scoring at basic, (C) fifty per~~
381 ~~cent for the percentage of students scoring at proficient, (D) seventy five per cent for the~~
382 ~~percentage of students scoring at goal, and (E) one hundred per cent for the percentage of~~
383 ~~students scoring at advanced.~~

384 (4) [~~"District subject performance index for reading" means thirty per cent multiplied by the~~
385 ~~sum of the mastery test data of record, as defined in section 10-262f, for a district for reading~~
386 ~~weighted as follows: (A) Zero for the percentage of students scoring below basic, (B) twenty-~~
387 ~~five per cent for the percentage of students scoring at basic, (C) fifty per cent for the~~
388 ~~percentage of students scoring at proficient, (D) seventy five per cent for the percentage of~~
389 ~~students scoring at goal, and (E) one hundred per cent for the percentage of students scoring~~
390 ~~at advanced.~~

391 (5) [~~"District subject performance index for writing" means thirty per cent multiplied by the~~
392 ~~sum of the mastery test data of record, as defined in section 10-262f, for a district for writing~~
393 ~~weighted as follows: (A) Zero for the percentage of students scoring below basic, (B) twenty-~~
394 ~~five per cent for the percentage of students scoring at basic, (C) fifty per cent for the~~
395 ~~percentage of students scoring at proficient, (D) seventy five per cent for the percentage of~~
396 ~~students scoring at goal, and (E) one hundred per cent for the percentage of students scoring~~
397 ~~at advanced.~~

398 (6) [~~"District subject performance index for science" means ten per cent multiplied by the sum~~
399 ~~of the mastery test data of record, as defined in section 10-262f, for a district for science~~
400 ~~weighted as follows: (A) Zero for the percentage of students scoring below basic, (B) twenty-~~
401 ~~five per cent for the percentage of students scoring at basic, (C) fifty per cent for the~~
402 ~~percentage of students scoring at proficient, (D) seventy five per cent for the percentage of~~
403 ~~students scoring at goal, and (E) one hundred per cent for the percentage of students scoring~~
404 ~~at advanced.~~

405 (7) "Educational reform district" means a school district that is in a town that is among the
406 ten lowest district performance indices when all towns are ranked highest to lowest in
407 district performance indices scores.

408