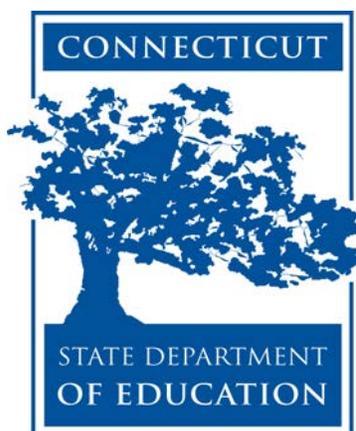


Connecticut Department of Education



At a Glance

GEORGE A. COLEMAN, Commissioner (acting)

Vacant, Deputy Commissioner

Established - 1838

Statutory authority - Sec. 10-3 (1949), Revised (1969) Sec. 10-3a CGS and Sec. 10-4(a) CGS

Central office - 165 Capitol Avenue, Hartford, CT

Number of employees - 1,783

Recurring operating expenses - \$2,439,116,102

Capital outlay - \$7,833,172

Value of real property - \$669,414,338

Number of full-time secondary students - 10,453

Number of part-time adult-student registrations - 2,682

Organizational structure - See attached organizational chart

Mission

The Connecticut State Board of Education will provide leadership that promotes an educational system supporting all learners in reaching their full potential.

Statutory Responsibility

Under Sec. 10-3a of the Conn. Gen. Statutes, the Department of Education is the administrative arm of the State Board of Education, which is responsible for implementing the educational interests of the state from preschool through Grade 12.

Under Sec. 10-4(a) of the Conn. Gen. Statutes, the State Board of Education provides leadership and promotes the improvement of education in the state. Specific functions carried out by the Department of Education include leadership and communication with the state's 166 school districts, 18 charter schools and six regional educational service centers; research, planning, evaluation, educational technology (including telecommunications); the publishing of guides to curriculum development and other technical assistance materials; the presentation of workshops and other professional development for educators and leaders; teacher and administrator certification; oversight of teacher preparation programs; data collection and analysis; and the administration of annual standardized assessments.

Connecticut's 13-member State Board of Education is responsible for "general supervision and control of the educational interests of the state, which interests shall include preschool, elementary and secondary education, special education, vocational education and adult education." Sec. 10-4(a) further defines the educational interests of the state as including ". . . the concern of the state that (1) each child shall have for the period prescribed in the general statutes equal opportunity to receive a suitable program of educational experiences. . ."

The State Board also serves as the board of education for the Connecticut Technical High School System (CTHSS).

Members of the State Board are appointed to four-year terms by the Governor, subject to the approval of the General Assembly.

A Superior Education for Connecticut's 21st Century Learners, the State Board of Education's comprehensive plan for 2006-11, serves as a guide for the Board's legislative and budget proposals for the PK-12 system. The plan's objectives and strategies focus on the following three goals: high academic achievement by all students in reading, writing, math and science; high-quality preschool education for all students; and secondary school reform.

The Department, through technical support and funding, helps to ensure equal educational opportunity and excellence in education for all Connecticut students — about 570,500 in prekindergarten through Grade 12. The State Board and Department of Education protect the educational interests of the state by providing leadership and service to the 166 school districts and to the teacher preparation programs at Connecticut's public and private higher education institutions. Included among the Department's many partners are parent and teacher groups; the six regional educational service centers; nonpublic schools; public and independent colleges and universities; and the Connecticut Departments of Children and Families, Developmental Services, and Corrections.

The Connecticut State Department of Education (CSDE) consists of four divisions, 12 bureaus, seven offices, and the technical high school system. Specific definitions and descriptions of many of their responsibilities are as follows.

I. Division of Assessment, Research and Technology

The Division has responsibility for all state and federally required student testing and data collections. The Division provides complete and accurate information to schools and districts to inform their decisions to improving teaching, increasing learning and enhancing the educational experiences of all students in the state's public schools. In addition, the Division conducts research to direct public policy decisions and inform its constituents in the districts, other state agencies, the legislature and the research community about the issues affecting the state's public

schools. Finally, the Division is responsible for the development of the state longitudinal data system, the Department's information technology infrastructure and that of the state's Technical High Schools.

A. Bureau of Student Assessment

The bureau manages the development, administration, scoring and reporting of the results of the Connecticut Mastery Test (CMT) and Connecticut Academic Performance Test (CAPT), the CMT and CAPT Modified Assessment System (MAS), CMT and CAPT Skills Checklists and the Connecticut Kindergarten Inventories. The bureau also coordinates the statewide participation of districts in the administration of the National Assessment of Educational Progress (NAEP); is developing and administering online benchmark assessments for Grades 3 through 8 in mathematics, reading, writing and Algebra I; and conducts ongoing research to improve the quality of its assessment system. The primary responsibilities of the bureau are to develop valid and reliable assessments of student academic performance for the state's public school testing programs and to produce complete, accurate and timely reports of testing results that can be used to inform public school personnel and other stakeholders in their efforts to improve teaching and increase student learning. To this end, the bureau provides comprehensible student academic performance data, analyses and reports to schools, districts, parents, other state education agencies and the public to inform decisions pertaining to curriculum and instruction. Finally, the bureau is responsible for the analysis of student assessment and other educational data to comply with federal No Child Left Behind (NCLB) reporting requirements, special education settlement requirements, and ad hoc requests to support proposed legislation or litigations against the state.

B. Bureau of Data Collection, Research and Evaluation

The overall goal of the bureau is to increase learning opportunities and enhance educational experiences for Connecticut public school students through the collection, analysis, reporting and distribution of educational data. The bureau provides empirical data to the state and U.S. Department of Education, local and regional school districts, as well as the public, to inform the educational decision-making process. The bureau oversees the collection of data through the Public School Information System and specific Web-based applications. The bureau has developed data warehouse applications in order to permit constituents access to the CSDE's existing data files so they may more effectively examine questions about schools and districts in the state. It manages the Institute of Educational Sciences grants and the contract to develop a longitudinal data system to accurately track public school student performance over time, as well as to begin planning for the sharing of PK-12 and higher education data. Finally, bureau staff members produce documents such as the Strategic School Profiles and the Condition of Education, which state law requires, and develops research bulletins, data bulletins and other information that documents the State Board's three goals and informs the public education community.

C. Bureau of Information Technology

The Bureau of Information Technology is a new addition to the Division of Assessment, Research and Technology as of July 2009. The bureau has 13 staff members in the central office in Hartford and nine local area network (LAN) techs who are part of the bureau but stationed in the Connecticut Technical High School System. The bureau's staff members

fulfill two primary responsibilities for the Department. The first is to provide technical support to all units in the Department, including the CTHSS. The bureau coordinates and oversees the implementation of the technology infrastructure associated with the CTHSS's renovation projects, and serves as a resource to the 169 local school districts in the implementation and use of hardware and software to support their programs and work in meeting the Department's goals. The second responsibility is to develop customized applications to support the Department in collecting and disseminating data that state and federal statutes require. The bureau also shares responsibility for developing the longitudinal data system to track public school student performance over time, provides constituents with tools to interact with the data and promotes emerging technologies to keep the Department current with ever-changing technologies. Finally, the bureau works with the Department of Information Technology (DOIT) on agency projects and statewide technology initiatives, such as Internet filtering and mobile device security.

II. Division of Family and Student Support Services

A. Bureau of Health/Nutrition, Family Services and Adult Education

Children's social, emotional, mental and physical health greatly affects learning and achievement. The Bureau of Health/Nutrition, Family Services and Adult Education focuses on major initiatives in these areas. Beneficiaries of this work include local education agencies, child and adult care centers, emergency shelters, daycare homes, adult education programs, school health and mental health professionals, business and community members, families, community-based organizations, and other educationally and health-related state and local agencies.

1. Nutrition and physical activity initiatives include wellness policy development concerning nutrition and physical activity; implementation of the Healthy Food Certification Program to ensure only healthy foods are sold to students; promotion of nutritional programs, such as school lunch and breakfast programs, Fresh Fruit and Vegetable Program, which offers free fruits and vegetables to low-income elementary aged children, and child and adult care food programs. Other strategies to address the mental and physical health needs of students include developing guidance, revising regulations, providing trainings, promoting a coordinated and systematic approach to school health, and offering technical assistance in the areas of school health/school nursing services, health and physical education, mental health and safe school environments. These strategies along with dissemination of research and evidence-based practices are aimed at assisting local district capacity to address and minimize these nonacademic barriers to learning.
2. Family services initiatives that the bureau is responsible for include the following:
 - a) Administration of state and federal after-school programs and federally funded 21st Century Learning Center grants: After school programs (state and 21st Century Community Learning Centers) provide academic enrichment such as hands-on science or technology programs and activities to support student learning and development. Located in schools and community-based organizations, they provide services such as tutoring and mentoring, homework help, community service opportunities, as well as music, arts, sports and cultural activities. Programs also help working parents by providing a safe environment for students.

- b)* Family Learning Initiative: The State Department of Education's Family Learning Initiative works to expand, strengthen and coordinate family literacy services in the state. It was designed to promote the literacy of both parents and children as a learning team. Family Literacy exists in all families and occurs naturally during day-to-day routines to help adults and children get things done (like using drawings or written words to communicate ideas; keeping records; making lists; or sharing stories and messages through reading, writing and conversation).
 - c)* Family Resource Centers: The Bureau of Health/Nutrition, Family Services and Adult Education administers the state funded Family Resource Centers throughout the state. The Connecticut Family Resource Center concept promotes comprehensive, integrated, community-based systems of family support and child development services located in public school buildings. This model is based on the "Schools of the 21st Century" concept developed by Dr. Edward Zigler of Yale University. Family Resource Centers provide access, within a community, to a broad continuum of early childhood and family support services, which foster the optimal development of children and families.
 - d)* Homeless Education/McKinney-Vento Homeless Education Act: The bureau administers the federal McKinney-Vento Homeless Assistance Act, which requires all school districts to ensure access to public education for children and youth experiencing homelessness and ensure success in school once enrolled. This includes ensuring choice of school; offering comparable services; ensuring that state or local policies must not keep homeless children from attending school; and that homeless children must not be segregated.
 - e)* School-Family-Community Partnerships: School-Family-Community Partnerships (SFCP) help educators, parents and community members develop partnerships by providing training, workshops, newsletters, books, videos and other resources. The project is designed to promote policies and programs at the local level and to increase public awareness of the positive impact of partnerships on student learning. Led by the State Department of Education, the State Education Resource Center (SERC) and CT Parents Plus of the United Way of Connecticut, this project has been working to increase family and community involvement since 1995.
 - f)* Youth Service Bureaus: The CSDE administers the state funded grant to various communities across the state. These local communities began to develop youth service bureaus in the 1960s as a response to a growing number of issues affecting youths. Currently, the role of Youth Service Bureaus (YSBs) has been broadened to include both advocacy and coordination of a comprehensive service delivery system for youth with the goal of diverting youths from the court system.
3. Conn. Gen. Statutes Sec. 10-67–10-73(d) require that adult education services be provided by local school districts, free of charge, to any adult 16 years of age or older who is not enrolled in a public elementary or secondary school program. Adult education programs assist Connecticut's educationally and economically disadvantaged residents in obtaining the knowledge and skills necessary for enhancing employment, earning a secondary credential, becoming full partners in their child's education, entering postsecondary education and achieving self-sufficiency. Instructional programs in basic

literacy skills, English language acquisition, citizenship, secondary school completion, and/or preparation for the high school equivalency exam are offered. Over 70 providers, including Connecticut school districts, community and faith-based organizations and other agencies, provide adult education services using a combination of local, state and federal funds.

Participation and performance data reveal that over 31,000 learners were served statewide. Of these, 46 percent attended English as a Second Language (ESL) classes. A majority of learners in basic education and ESL classes made significant gains in basic skills competency attainment, and over 5,400 individuals earned a secondary school diploma. Sixty percent entered employment and over 80 percent retained their employment after leaving adult education. Learners entering employment earned about \$6,000 more on an annualized basis than when they started adult education.

The CSDE implements the General Educational Development (GED) testing program in 23 test centers across Connecticut. This testing program enables more than 5,000 adults annually to take the GED Tests; around 3,000 pass the GED Tests and receive a State of Connecticut High School Diploma. The CSDE supports the statewide testing program by providing the full array of services that includes registration, scheduling, rosters and answer sheets to testing centers, scoring, transcript development and results dissemination. The CSDE also responds to nearly 7,000 GED diploma verification requests annually and provides extensive phone customer service to Connecticut residents.

In addition, the Connecticut Adult Virtual High School (CT AVHS) enables local providers of adult education to extend their Adult High School Credit Diploma Program (AHSCDP) and General Educational Development (GED) preparation services by offering online learning opportunities to Connecticut residents.

Local school districts and other eligible agencies providing mandated adult education programs are reimbursed by the State Department of Education on a cost-sharing, sliding scale based on the relative wealth of a district.

B. Bureau of Special Education

Special education and related services are required by federal and state law. These laws are intended to ensure that students with disabilities are provided a free and appropriate public education in the least restrictive environment in accordance with their individual needs. In Connecticut, the special education system is based on the federal special education law, the Individuals with Disabilities Education Improvement Act (IDEA) and its implementing regulations, in combination with the state's special education law, Connecticut General Statutes Section 10-76a to 10-76h and the implementing regulations. The Bureau of Special Education continues to target the needs of students with disabilities in areas such as early childhood education, inclusive practices, positive approaches to behavior and closing the academic achievement gap.

C. Bureau of Choice Programs

Choice programs provide an opportunity for all Connecticut students and their families to make public school choices among a range of high-quality educational programs and settings. Public school choice programs maximize the opportunity for each student to

achieve his or her highest potential by offering challenging, relevant and rigorous curriculum and instruction. In addition, these programs provide a creative and flexible environment that values each student's unique abilities, talents, interests and learning styles. Increasing student achievement and reducing racial, ethnic and economic isolation are major goals of these programs, which aim to close the achievement gap and ensure that every student has the opportunity to succeed.

III. Division of Finance and Internal Operations

A. Bureau of Fiscal Services

The Bureau of Fiscal Services is responsible for the design, maintenance and management of all the major financial activities of the agency, including accounting, budget, spending plans, payments and purchasing. It provides developmental and systems assistance to the department in the area of information management, audit review and internal control systems. The bureau performs the functions required to record and report the financial transactions associated with all funds received and dispersed by the agency. In addition, it provides fiscal support and guidance to all operating divisions and the Connecticut Technical High School System. Further responsibilities include the reporting of the agency's fiscal performance and the promotion of prudent business practices that are consistent with state laws, regulations and policies. The bureau also manages departmental operations such as travel, inventory, mail, duplicating, leases, vehicles and telephones.

B. Bureau of Grants Management

The Bureau of Grants Management assists the Department in meeting its goals of achieving resource equity and equality of opportunity among the state's school districts. The bureau calculates and pays each town, school district, RESC and other eligible agency their share of over \$3 billion of state and federal grants in aid for education. The bureau is responsible for management of the Department's cash management system, manages grant balances through the preparation of the Department's grant appropriation budget, procures bond funds through the State Bond Commission, and prepares Status of Grants Reports. In addition, the bureau collects student, financial and statistical data for use in grant calculations and monitoring compliance with state and federal mandates and reporting requirements. Various reports are prepared including Estimated Local Revenues, Historical Grant Payments, and State/Local/Federal Education Expenditures. The bureau also provides a vast amount of technical assistance to school business managers and town finance officers.

C. Bureau of Human Resources

The Bureau of Human Resources manages employee/labor relations, payroll, staff recruitment and professional development for the central office and the Connecticut Technical High School System. Employee/labor relations activities include contract negotiation and interpretation, discipline, grievance, arbitration, discrimination complaints, Family Medical Leave Act/medical issues, employee assistance program, employee mediation, career counseling, classification and compensation, coordination of employee evaluations and employee retention. Payroll activities include the timely processing of biweekly paychecks and employee health insurance, retirements, payroll deductions, longevity, and collective bargaining increases. The bureau is responsible for position management, position counts, refills, funding issues and recruitment. Professional

development activities include succession planning, employee orientation and technical training.

D. Bureau of School Facilities

The Bureau of School Facilities (BSF) manages the school construction grant program, which currently consists of approximately 600 active projects. This represents \$8.9 billion in construction costs and \$2.9 billion in outstanding state grants. During fiscal year 2010-11, BSF provided approximately \$370 million in grant assistance for the construction and renovation of Connecticut's public schools. This office also provided technical assistance with the federally mandated inspection of state schools for compliance with federal accessibility regulations. BSF reviewed architectural plans and specifications for over 135 construction project phases for compliance with various state and federal codes and regulations. Data regarding the condition of Connecticut's public school facilities were collected, analyzed and published as required by statute. It should be noted that the majority of the BSF functions were transferred to the newly created Department of Construction Services effective July 1, 2011.

IV. Division of Teaching, Learning and Instructional Leadership

The Division of Teaching, Learning and Instructional Leadership supports all three of the State Board of Education's priorities: high-quality preschool education for all students; high academic achievement of all students in reading, writing, mathematics and science; and high school reform, so all students graduate and are prepared for learning and careers in a competitive global economy. This support is provided in a variety of ways through three bureaus.

A. Bureau of Teaching and Learning

The Bureau of Teaching and Learning's major responsibilities are directly aligned with the three priority areas outlined in the State Board of Education's Five-Year Comprehensive Plan. To meet these three priority areas, the bureau provides funding and standards for high-quality preschool education for 3- and 4-year olds living in high-need districts; provides ongoing systematic professional development in the use of the Preschool Curriculum Framework (PCF) and Preschool Assessment Framework (PAF) to ensure all early childhood educators have the knowledge and skills to prepare children for future school success; collaborates with higher education to prepare a high-quality early childhood education workforce; establishes teaching and learning standards in all content areas and domains, prekindergarten through Grade 12, and provides professional development and technical assistance to districts and community programs to ensure effective instruction; and provides graduation requirements that reflect the skills necessary for college and career readiness. The bureau oversees and administers over \$400 million dollars in federal and state funds to support these priority areas. The bureau also works in collaboration with the Bureau of Student Assessment to ensure that common core standards are provided to local education agencies with training and technical assistance to ensure fidelity of implementation. They provide the curriculum development guide for districts to self-assess priority areas for development and implementation and will pair CSDE consultants with district curriculum coordinators to use the Connecticut Walkthrough Protocol, a powerful tool to inform improvement planning, fidelity of implementation of curriculum and standards and identification of promising practices, particularly in science, technology and mathematics instruction.

B. Bureau of Educator Standards and Certification

1. Educator Certification: The central work of the Bureau of Educator Standards and Certification continues to be the processing of new applications for educator certification, and renewing or advancing existing certificates through the certification continuum. The goal of this work is to ensure that only well-qualified educators are authorized to serve in Connecticut public school classrooms as quickly as possible.

Over 27,000 applications were received in the 2010-11 fiscal year. The bureau continues to improve the new online Connecticut Educator Certification System (CECS), which allows a greater percentage of applicants to submit applications and/or fees online. It also facilitates electronic correspondence, nearly eliminating the need to send letters by U.S. mail to ask for additional documentation of credentials. This has resulted in sharply reduced paper and postage costs both for the state and for educators. The improved web access has eliminated the need to print forms and other documents. As the system is improved, it has become easier for educators to navigate. It is easier and quicker to apply than ever before, and the Bureau's efficiency in processing applications has also improved. Over 60 percent of applications available on the CECS are now received electronically.

In addition, the CECS has enormously improved access to information by educators, districts and parents. A public online look-up allows anyone to instantly and automatically receive an answer to a Freedom of Information Act (FOIA) request regarding an educator's certification status. Over 60,000 requests have been answered through this public look up system since implementation in March 2009, over 31,000 of those in the 2010-11 fiscal year.

2. Beginning Educator Mentoring Program: Conn. Gen. Statutes Sec. 10-145o called for the establishment of a "teacher education and mentoring program that includes guided teacher support and coaching and the completion of instructional modules" for all beginning teachers. This was the first year of implementation of the new Teacher Education And Mentoring Program (TEAM). Through individualized and ongoing coaching, beginning teachers have benefitted from the strong support provided as they develop and become more effective teachers. But ultimately, Connecticut's students are the intended beneficiaries collectively of the resulting improvements in effective teaching practices.

To ensure that beginning teachers receive quality support and guidance, all mentors are trained according to specific guidelines for the TEAM Program's professional growth module process and principles of good coaching. Additional training is provided to administrators and district facilitators who support teachers in the program and to educators who are trained to review the reflection papers produced by beginning teachers. Technical support is provided to districts to assist with the implementation of the program.

In this first year, the bureau developed a four-step professional growth process for each professional growth module. Staff also developed a data system for local and regional school districts to access resources and record-keeping tools to manage the TEAM program at the local level, as well as for beginning teachers and mentors to document the professional growth process. Bureau staff trained over 8,600 mentors, as well as over

1,400 educators to review the reflection papers submitted by beginning teachers. Approximately 4,600 beginning teachers were mentored and supported during this first year.

The bureau is in the process of gauging the effectiveness of current methods through the analysis of survey data received from all participants — beginning teachers, mentors, district facilitators, administrators and reviewers. Bureau staff members are also collecting data to evaluate the impact of the program on student learning and on the retention of teachers. Because the 2010-11 school year was the first implementation year of TEAM, these data are not yet available. However, it is expected that TEAM will result in more valuable mentoring on effective teaching practices, increased communication between veteran and beginning teachers, and will lead to greater job satisfaction and teacher retention for both veteran and beginning educators.

3. Educator Assessment: The Bureau of Educator Standards and Certification is also responsible for researching and choosing the appropriate educator assessments for new candidates for certification in academic areas. Whether new tests are required in specific disciplines, such as reading or mathematics, or old tests are revised and updated by the testing companies that provide them, Bureau staff research which of the new tests provide the best assessment tool, and organize the process for setting a cut score for Connecticut educators. In the 2010-11 fiscal year, new Praxis tests have been adopted to replace old tests being retired in the areas of physical education, technology education, secondary English, visual arts, business education and special education. In the case of art, English and physical education, a single test has been adopted to replace two or even three previous tests. This results in time and cost savings for educators, and helps get qualified educators into classrooms more quickly.

The bureau also worked this year to effectively implement two initiatives that facilitate transfer of well-qualified educators into Connecticut from other states. Recognizing that there are multiple ways to demonstrate subject area competence, new legislation allows achievement of high standards on testing, teaching experience or subject area academics to waive some requirements, in order to ease the path for the most qualified educators to become certified in this state, especially in shortage areas.

First, in accordance with Public Act 09-01, candidates for Connecticut certification in designated shortage areas may now substitute the achievement of an excellence score on the required subject area assessment in place of the required subject area major or subject area coursework in their initial request for certification. Excellence scores may also be accepted in lieu of content area coursework required for a cross-endorsement. Educator preparation programs also have the option to accept an excellence score in lieu of a subject area major or minimum subject area coursework requirement at their discretion. This benefits both educators coming into Connecticut from other states and current Connecticut educators seeking additional endorsements by increasing their options for demonstrating qualifications, and speeding up the process for getting into the shortage area classrooms where they are needed.

In addition, out-of-state teachers and administrators may now be exempted from Connecticut assessment requirements if they hold a valid certificate in another state *and* have either three years of recent successful and appropriate experience in the same out-

of-state school system; *or* a master's degree in the academic subject area for which certification is being requested. To date, almost 800 certificates have been issued with testing exemptions, significantly reducing the time and effort required from these educators to become fully certified in Connecticut, and ultimately getting them into the classrooms where they are needed more quickly.

4. Revised Educator Regulations: The Bureau of Educator Standards and Certification continued to lead the long-term initiative to update and revise educator certification regulations and guidelines. Proposed revisions have been updated to take new legislation and changing circumstances into account. These revisions have been reviewed by a variety of advisory committees with representation from educators, higher education institutions, professional organizations, parents and students. The goals of this initiative are to improve teacher preparation and professional development of educators to ensure that educators are trained to meet the needs of the diverse learners in today's classrooms, staff schools — especially those in urban districts — with highly qualified educators, and to expand the opportunities for educators to become educational leaders. It is hoped that regulations will be passed that will result in benefits to all stakeholders. Higher education institutions will benefit from standards and guidelines based on current best practices; educators will benefit from more effective teacher preparation programs; students will benefit from more effective teachers.
5. Accreditation of Educator Preparation Programs: There are 23 institutions of higher education and alternate routes in Connecticut with state-approved educator preparation programs. Each of these institutions must seek program approval by the state board of education every five years. Each also has the option of seeking national accreditation through the National Council for Accreditation of Teacher Education (NCATE), in addition to state program approval. The Bureau of Educator Standards and Certification is responsible for reviewing each of the programs at the 23 separate institutions, and for planning site visits and coordinating national accreditation with NCATE. In the fiscal year 2010-11, the Bureau organized and conducted review of 65 programs at four separate institutions.

The bureau's program approval staff continuously reviews and revises program approval and accreditation procedures to improve the consistency, reliability and validity of results. This year, new state program approval procedures were developed to more closely align with new national models of accreditation. This benefits higher education institutions by eliminating the need for unnecessary and burdensome duplicative efforts to establish that both state and national standards have been met. In addition, educators and ultimately students will benefit from more effective preparation programs based on current models.

6. Develop Educator Evaluation Guidelines: Working with statutorily defined stakeholders, the bureau is leading efforts to develop educator evaluation guidelines that emphasize student learning and growth as the basis for the professional appraisal. Clear guidelines based on fair assessment of student outcomes, taking into account individual populations and circumstances will benefit educators by encouraging reflection on progress and areas for professional growth.

C. Bureau of Accountability and Improvement

This bureau leads the Connecticut Accountability for Learning Initiative (CALI) and guides local education agency participation in CALI. The bureau supports local education agencies to institute a three tiered accountability system of district, school and instructional-level data teams which create professional learning communities that focus on improving instructional practices, evaluating the effectiveness of the practices on student achievement, eliminating ineffective practices and showcasing promising practices. The major activities of the bureau can be organized into four main areas of work: 1) the Connecticut Accountability for Learning Initiative (CALI); 2) monitoring of school and district compliance with federal and state legislation in the areas of equity and safety; 3) administering grants to support improved outcomes for students in historically low performing schools and districts; and 4) sponsoring work in the area of formative assessment, specifically in the typically under-represented areas of early childhood and the arts.

V. Office of Legal and Governmental Affairs

The Office of Legal and Governmental Affairs serves as general counsel to the State Board of Education, the Commissioner and Deputy Commissioner and the Department in general. The office further serves as the Department's legislative liaison with the General Assembly and acts as liaison with the Office of the Attorney General with regard to pending litigation, such as *Sheff v. O'Neill*. The office also administers statutorily required functions, including but not limited to the Teacher Negotiation Act.

VI. Regional School Choice Office

The Regional School Choice Office (RSCO) serves families interested in public school choice options in the Greater Hartford Region. Dedicated and knowledgeable RSCO staff members provide information and assistance to parents and students exploring a wide-range of prekindergarten through Grade 12 educational opportunities. The goal of the RSCO staff is to provide families with the information they need to make timely and informed decisions about their student's public school choice options given the child's age and interests. Hartford and suburban students in the Greater Hartford Region may apply to an interdistrict magnet school, charter school, technical high school or regional agriscience and technology program. Public school students also may apply to the Open Choice Program.

VII. Office of Internal Audit

The Office of Internal Audit works to ensure that education dollars reach intended recipients and serve intended purposes. It also ensures that funds and programs funded by the Department are protected from fraud, waste, and abuse.

VIII. Connecticut Technical High Schools

The Connecticut Technical High School System (CTHSS) consists of 16 high schools, one satellite school, one technical education center and two post graduate schools for aviation maintenance technicians. CTHSS is the state's largest high school system serving 10,453 undergraduates and has 2,682 adult-student registrations in postgraduate and apprenticeship programs.

CTHSS has continued its mission by contributing to Connecticut's economic vitality and economic self-sufficiency by bolstering the size and quality of Connecticut's skilled workforce. In response to current and emerging employer and industry workforce needs, the CTHSS prepares students for both postsecondary education and licensed apprenticeships or immediate

productive employment. For the last two years, the CTHSS served a population that is 55 percent white and 45 percent minority, 37 percent female and 63 percent male. Improvements toward the integration of academic and trade technology preparation more fully prepare students for both career and college transition. Students participate in college career pathways programs, earning college credit while attending tech schools.

Trade technologies are reauthorized in accordance with Department of Labor occupational outlook data and reflect emerging technological advances such as Green technology efficiencies. The CTHSS Green Technologies Initiatives Program was made possible through outside funding sources. No state funds were used in providing Green Initiatives Technologies Training, and the infusion of the additional proposed Connecticut Clean Energy Fund & Connecticut Energy Efficiency Fund (CEEF) Grants will allow for an expansion to six schools and provide the much needed diagnostic and troubleshooting equipment to perform repairs and service on both photovoltaic and solar thermal systems required, which will allow for training for the Solar Service industry. The CTHSS along with the CEEF is committed to developing and expanding the charging infrastructure across the state and will be using the electric vehicle chargers that are compatible with plug-in hybrid and electric cars.

Since 1999, the National Science Foundation (NSF) has been awarding the GK-12 (Graduate STEM Fellows in K-12 Education) grants to universities across the nation. In 2010, The UCONN School of Engineering was awarded and begun a partnership with eight technical high schools, including A.I. Prince Technical High in Hartford. Through the GK-12 program, UCONN graduate students are able to present science, technology, engineering and mathematics, (STEM), to classrooms through hands-on and exciting activities.

The PowerSchool Student Information System is used across the district and new for 2010-11 was the PowerSchool Parent Portal Web application, which provides parents and students with the opportunity to see via the internet all information that is currently posted by instructors (which may include completed or incomplete homework assignments, grades for projects, tests, quizzes, attendance and discipline data as well as teacher comments).

Public Service

Connecticut is engaged in a major fiscal and programmatic commitment to strengthen the foundation of the state's education system. The goal is educational equity and excellence, and the Education Cost Sharing Grant is the major fiscal tool. In FY2009-10, through this one grant alone, \$1.89 billion has been provided to towns in order to further equalize their capacity to fund their schools.

The effectiveness of public education in Connecticut is assessed in many ways. Key to measuring and improving the academic performance of students is the Connecticut Mastery Test (CMT), administered annually to about 255,000 students in Grades 3 through 8, and the Connecticut Academic Performance Test (CAPT), administered each year to about 43,000 high school sophomores. CMT testing is conducted in mathematics, language arts, reading and writing in Grades 3 through 8 and in science in Grades 5 and 8 only, while the CAPT assesses high school students in mathematics, science, interdisciplinary reading and interdisciplinary writing.

Supporting Connecticut's efforts to improve school performance and student achievement continued to be a top agency priority. Technical assistance and support in a wide range of areas were provided by individuals throughout the Department. Areas of focus included preschool, family

literacy, school readiness, Even Start, an adult high school diploma initiative, improving services for students with disabilities, Early Reading Success Institute, gifted and talented students, the Teacher Education and Mentoring Program (TEAM) for the induction of new teachers, teacher certification, school improvement and school facilities.

The Department established the Connecticut Accountability for Learning Initiative (CALI) in 2004 to provide professional development and coaching to accelerate the learning of all students and to close the achievement gap. This work provides evidence that schools with high rates of poverty and high percentages of ethnic minorities in their student populations can achieve high academic performance. When CALI began, districts receiving federal Title I funds and schools identified as in need of improvement under the No Child Left Behind (NCLB) act were offered training and technical assistance on a voluntary basis. In July 2007, the passage of state accountability legislation significantly strengthened this work. The legislation required the Department to identify low-achieving schools and districts for intensified supervision and direction by the State Board of Education. In 2007-08, the Department identified 12 such districts and the schools within those districts that were in year three or greater in need of improvement at the whole district level in reading, math, or both, using NCLB criteria. Three additional districts were identified in the 2008-09 school year. These 15 districts are now referred to as partner districts. In the 2010-11 school year, three new partner districts were identified. These districts are receiving access to the same extensive array of activities and opportunities to support accountability and improvements to the quality of teaching and learning as the original 15 partner districts.

The Bureau of Health/Nutrition, Family Services and Adult Education's public service efforts include improved and timelier communications through the use of listservs, Web-based information and electronic communications; development of resources and guides; implementation of Web-based reporting and electronic registrations whenever possible; continuous analysis of professional development (PD) offerings by monitoring and revising PD based on evaluations; conducting Web-based and online learning opportunities; and development of results-based accountability templates to document program's needs, effectiveness, and recommendations to improve services or service delivery.

Improvements/Achievements 2010-11

Student Assessment

Improved student achievement is the agency's intense and consistent focus. Spring 2011 was the sixth administration of the Fourth-Generation Connecticut Mastery Test (CMT). Students in Grades 3 through 8 were tested in mathematics, reading and writing as required by state and federal legislation, and students in Grades 5 and 8 were tested in science. Results showed that about 68 percent of these students achieved the state goal in reading and mathematics, compared with 64 percent in writing and 62 percent in science. Results showed a trend of improving student performance in reading, writing and mathematics since the new generation test was introduced in 2006, and in science since it was first tested in 2008. Compared with 2010, Connecticut's elementary and middle school students remained constant on their performance at the Goal level in all content areas and at all grade levels tested, except for Grade 7 writing in 2011.

CMT performance gaps persist by ethnicity, with white students outperforming black and Hispanic students, and Asian students outperforming white students by a smaller margin. Economically disadvantaged students, as measured by eligibility for free and reduced-price meals, continue to

perform substantially lower than their advantaged counterparts do. There were notable across-the-board improvements in student performance, including somewhat larger gains by minority and economically disadvantaged students. These gains help to close Connecticut's large achievement gaps. There remain, however, larger percentage-point gaps in performance among racial and economic groups.

The Connecticut Academic Performance Test (CAPT) assesses Grade 10 student achievement in mathematics, science, reading and writing. Spring 2011 marked the fifth administration of the Third-Generation CAPT. About 45 to 50 percent of Grade 10 students scored at or above Goal on mathematics, science and reading in 2011, and about 60 percent scored at Goal in writing. Between 2007 and 2011, the percentage of students scoring at or above Goal increased for mathematics, science and writing, and remained flat for reading. Results of the 2011 CAPT show an improvement over 2010 in the percentage of Grade 10 students scoring at or above the Proficient and Goal levels in all content areas except reading. Decreases have been seen in the achievement gap between white students and their black and Hispanic counterparts since the baseline year of 2007. New federal ethnicity/race codes were introduced in 2010–11, so this year will serve as a baseline for future subgroup comparisons. Additionally, students who receive free or reduced-price meals have made impressive gains in all four content areas compared to last year and to the baseline year of 2007. The Department has established a statewide system of intensive and sustained support and improvement for Title I local educational agencies and schools: the Connecticut Accountability for Learning Initiative (CALI). The goal of this system is to increase the opportunity for all students served by these agencies and schools to meet the state's academic content standards and student academic achievement standards as measured by increased proficiency on both the CMT and CAPT. The data suggest that the supports provided for districts via CALI are beginning to make a difference in outcomes for students. At the same time, the statewide system of professional development and technical assistance continues to be refined and expanded to better meet the needs of schools and districts.

CMT and CAPT data are available to educators and the public on the <http://www.ctreports.com> Web site by district, school, grade and for subgroups of students.

Information Technology

The Bureau of Information Technology (BIT) supports technology application development and infrastructure operations for the State Department of Education. With over 70 applications currently supported and with several new applications planned for the coming year, the application development team is involved in all stages of development, deployment and support of key business systems. The BIT infrastructure operations team designs, deploys and supports the computing infrastructure of the agency, which includes two central office locations (Hartford and Middletown) and the 18 technical high schools located throughout the state. In conjunction with the Bureau of Data Collections, Research and Evaluation, the BIT team is in the process of completing a key project to improve the State Longitudinal Data System (SLDS). The following are projects completed this year, projects that are in progress and projects being planned for the coming year.

Completed:

- The Teacher Education and Mentoring module development for the Certified Staff Data application.
- The End-of-School-Year Report, Fall Hiring Survey and Graduating Class Report system upgrades.

- The development of the new Regional School Choice Office Lottery Online Application.
- The design and initial code for the linkage phase of the new Teacher, Course, Student application.
- The network upgrade for the State Office Building and three technical high schools.
- The installation or reimaging of 7,000 computers within the technical high schools.
- The installation of the Moodle system, which is used by teachers to create online learning Web sites.
- The rollout of Apple iPod Touch devices for special education students within the technical high schools.
- The deployment of a new Helpdesk System for the technical high schools.
- The technology setup for the Regional School Choice Office move to the State Office Building.

In progress:

- The campus wireless implementation for student mobile computing for all technical high schools.
- Enhancements to the new Regional School Choice Office Lottery Online Application.
- The PowerSchool Student Information System upgrade and network re-engineering at Prince Tech.
- The creation of a case management and reporting module for the new SLDS application.
- Enhancements to the Disciplinary Offense, Due Process, Special Education Application & Collections, Early Childhood Outcome, Non-Public School, Career & Technical Education and Directory Manager systems.

Being Planned:

- A pilot for a PK-20 system linking student data from prekindergarten through postsecondary to the workforce.
- A pilot to link real-time data between the school districts and the state Student Information System.
- A refresh of the state longitudinal data system hardware, which is hosted at the Department of Information Technology.
- A direct certification system for child nutrition linking the National School Lunch Program to the Department of Social Services

Connecticut Technical High School System

Connecticut's Technical High School System (CTHSS) continued to provide public education services to over 10,600 secondary school students statewide. As part of the curriculum, students are engaged in real-world work experiences that often also serve the public in other ways as students are also taught the importance of giving back to their communities.

Following are examples of the many educational/community service activities:

The CTHSS held over 40 blood drives across the district with two **Goodwin Tech** students and one **Whitney Tech** student receiving scholarships for their participation. **Norwich Tech** won Bob's Furniture/Red Cross Blood Drive (most pints of blood donated). Sponsoring five blood drives, **Windham Tech** also received an award from the American Red Cross for being in the top 10 percent of all high schools in Connecticut for pints of blood collected per blood drive. **Abbott Tech's** National Honor Society held a book fair and had a cleanup day at Hatters Park in Danbury.

Abbott Tech's Hairdressing, Cosmetology, and Barbering Department provided free haircuts and manicures to students at a nearby elementary school and provided free haircuts to local senior centers. **Abbott Tech** worked with third grade students from Shelter Rock Elementary School on a "History of Danbury" project. **Abbott Tech** collaborated with the William Knight Foundation to provide educational opportunities to area youth. **Bristol Tech** students held two food drives and worked at Terryville Food Pantry unloading other donations and stocking shelves. **Bristol Tech's** Welding students designed and built baseball equipment racks for dugouts at eight Little League fields in Plainville. **Bullard Havens Tech** students have sponsored clothing drives and food drives for local food pantries. **Bullard Havens Tech's** Student Ambassadors visit the Bishop Curtis home to spend time with the elderly, and the hairdressing students visit a retirement home weekly to offer salon services to the senior citizens. **Bullard Havens Tech** students have also raised money for the Breast Cancer Awareness Foundation. **Cheney Tech** students, faculty and staff volunteered time to assist with Rebuilding America. The Diesel and Heavy Equipment Repair students at **Cheney** work with the National Guard to service and repair vehicles used overseas. The Diesel shop also performed safety inspections on the fleet of CTHSS student transportation buses. The **Cheney Tech** National Honors Society collaborates with MARC to provide social opportunities for its members and **Cheney** students mentor Verplank elementary school students on a regular basis. **Ellis Tech's** Skills USA students cooked and served Thanksgiving dinner to local area senior citizens. **Ellis Tech** also hosted an annual Senior Health Expo. **Ellis Tech's** School Climate Committee sponsored a military appreciation week, and the Plumbing students volunteered many hours of service for Habitat for Humanity. **Goodwin Tech's** Hairdressing, Barbering, and Cosmetology department has made numerous trips to local convalescent centers to provide manicures and pedicures to residents. Additionally, these students participated in the TRIAD Senior Expo and exposition of community services available to senior citizens. **Goodwin Tech's** National Honor Society has also participated in Heifer International and purchased livestock for underprivileged people in developing countries. **Grasso Tech** bioscience students partnered with the Ledge Light Health District to examine the social, political, economic, and environmental conditions that affect area health. **Grasso Tech** students baked for the homeless and donated 1,653 pounds of food in the Great American Food Drive. **Grasso's** Interact Club collected for Haiti and collected over 100 hats, coats and gloves for the homeless in New London. **Grasso students** also collected donations for holiday care packages for troops in Afghanistan and Iraq. **Grasso Tech** carpentry students helped renovate a childcare facility that services low-income families. **Kaynor Tech** students and faculty sponsored "Passionate About Pink Day," "Daffodil Days" and "St. Baldrick's Day" to raise local awareness and support to help cancer patients. **Kaynor Tech's** Student Ambassadors for Leadership and Literacy read to children at the Waterbury Community School and visit local senior citizens. **Kaynor Tech** students volunteered in the Waterbury Community Garden Project. **Kaynor Tech's** National Honor Society raised donations for food and basic supplies for locals in need. Twice a month, **Norwich Tech** students read books to third graders at Mahan Elementary. The staff of **Norwich Tech** donated 50 food baskets to needy families at Christmas and participated in "Paint the Town Pink" awareness program for Breast Cancer with Backus Hospital. DECA students organized "Teens for Jeans" Program and MDA Shamrock sales to benefit Muscular Dystrophy. **Norwich Tech's** Skills USA served Thanksgiving dinner to local seniors. **Norwich Tech's** Student Council organized an "Everything Drive" for the South Eastern Women's Shelter. **O'Brien Tech** students collaborated with the Valley United Way to design and build a new Harvest House. **O'Brien Tech** students went to Prendergast Elementary School to mentor students in Math and Reading. **O'Brien Tech** held a holiday dinner for the elderly and homeless, and sold daffodils for the Connecticut Chapter of the

Cancer Society raising \$1,945. **O'Brien Tech** went "Pink" for Breast Cancer awareness and collected \$763, as well as collecting needed items for our Troops. **Platt Tech** hosted "Hoops for Heart" and a "Pink Panther Day" for breast cancer research. **Platt Tech** students collected 10,000 non-perishable food items for the local food bank, fed 135 disadvantaged community members a Thanksgiving meal, and provided 102 Christmas gifts for Toys for Tots. **Platt Tech** students also restored an historic Civil War era cannon for the Milford Historical Society. **Platt Tech** received a top award in the United Way State Employee charitable giving campaign. **Prince Tech** ran a clothing drive for Haiti relief. **Prince Tech's** Skills USA/ ECOS Club cleaned up the nature trail at Mary Hooker School. **Prince Tech** culinary students also prepared and served a sit-down Thanksgiving meal for 200 elderly citizens in conjunction with the Warburton Church. **Vinal Tech** hosted a book drive for local kids, a food drive for a local shelter and a clothing drive. **Vinal Tech** also ran an anti-bullying workshop for local middle schools. **Whitney Tech** students went to the New Haven Maritime Center to donate ornaments, decorate and display "Trees of Hope" which benefits the Ronald McDonald House of New Haven. **Whitney Tech** ninth-graders sent holiday wishes to troops in Afghanistan, and Skills USA did five fundraisers for Autism Awareness. **Whitney Tech** and Girl Scouts collected toiletries for the homeless. **Wilcox Tech** carpentry students worked throughout the school year to design and construct 18 cabins and sleeping bunks for the Boy Scouts of America summer camp in Moodus. **Wilcox Tech's** Interact Club raised \$163 for polio vaccine for underdeveloped countries, collected donations and organized 65 holiday stockings for troops in Iraq, and also collected 620 children's books for distribution in Meriden and Wallingford. **Wilcox Tech's** Skills USA participated in the "Meriden Penguin Plunge" raising \$2,450 for Special Olympics and won the "Rockin' Schoolhouse" award. **Windham Tech** teamed with **Ellis Tech** and **Norwich Tech** in a food drive donating over 8,000 pounds of food to local shelters. **Wolcott Tech** senior mentors participated in the November read aloud for the chamber of commerce visiting a local elementary school and reading to kindergartners. **Wolcott Tech** holds an annual community thanksgiving dinner for over 300 shut-ins and 100 in the school, and a coat drive. **Wolcott Tech** hosts an annual breakfast with Santa for disadvantaged kids who had a holiday celebration with breakfast, gifts, music, and horse drawn carriage rides. **Wolcott Tech** also did a food drive for the local food bank when their storage room was flooded.

Educational Quality and Equity: Sheff v. O'Neill

With the July 1, 2007, expiration of the Phase I Stipulation and Order in *Sheff v. O'Neill*, the state and the plaintiffs entered into an agreement known as the Phase II Stipulation and Order, which was approved by the court on June 11, 2008. The Phase II term shall be from the date of its execution to June 30, 2013, and may extend to include school year 2013-14 by agreement of the parties. The goal of Phase II is by Year 5 of the Stipulation to meet at least 80 percent of Hartford-minority students' demand for a reduced-isolation setting. If this level is not attained, the state will not be in breach of the agreement if a minimum of 41 percent or approximately 9,400 of Hartford-resident minority students are in a reduced-isolation educational setting by Year 5.

The state met the percentage goals of the first two years of the agreement, which measured compliance based on the percentage of Hartford resident minority students enrolled in a reduced-isolation educational setting. This year was a transition year to a demand-based method of calculating compliance, therefore, there was no specific percentage requirement that the state needed to meet. However, internal calculations show that the state continues to make progress toward the goal of increasing the number of Hartford resident minority students enrolled in a

reduced-isolation educational setting. Approximately, 5,400 students are attending interdistrict magnet schools, suburban schools through Open Choice, technical high schools, and agricultural science and technology programs that meet the Sheff integration standard.

For the 2011-12 school year (or Year 4), the state transitions to the demand compliance analysis and must meet at least 65 percent of demand by Hartford resident minority students for seats in a reduced-isolation setting as a preliminary benchmark. Demand is measured through a formula, which uses data provided through the application, placement, and waitlist processes maintained by the Regional School Choice Office. Failure to meet 65 percent of demand in Year 4 will require the State to amend the Comprehensive Management Plan to plan additional capacity. For the 2012-2013 school year (or Year 5), the demand goal increases to 80 percent.

Communications with School Districts

The Department of Education communicates regularly with superintendents, principals, test coordinators and other education officials in Connecticut's 166 public school districts, 1,120 public schools and six regional education service centers. To save paper, postage and staff time, the Department has developed, maintained, and employed a Web-based, superintendent e-mail system and a principals' listserv system. It is estimated that the savings in postage, supplies and staff time totals more than \$100,000 per year while providing greater efficiency in communications. In addition, the Department has made the transition from printed publications to Web-based publications and has continued to upgrade its Web site and educational databases in both content and accessibility.

Health/Nutrition, Family Services and Adult Education

- Developed *Action Guide for Childcare for Nutrition and Physical Activity Policies*.
- Promoting Physically Active Learning through professional development, resource development and information dissemination.
- Conducted focused professional development regarding HIV/STD/pregnancy prevention.
- Implemented two federal funded grants to prevent teen pregnancy and support parenting and pregnant teens.
- Supported nine pilot school districts to demonstration the school-level capacity to implement coordinated health and wellness programs within schools.
- Created and issued monthly Coordinated School Health and School Nurse E-Bulletins, which included resources, grant opportunities, professional development offerings and other useful information for school and community professionals and families.
- Created Web-based, online learning opportunities and expanded the Cadre(s) of Trainers to build capacity to offer PD.
- Provided oversight, resources, training and guidance documents for the newly required School Governance Councils.
- Coordinated the administration of the Connecticut School Health Survey, which provides data on higher risk behaviors, and protective factors of students in Grades 6 to 12.
- Worked collaboratively with national partners to align Adult Education Standards with national Common Core State Standards
- Expanded computer-based testing in adult education.

- Designed and implemented an integrated basic education and skills training project in two adult education programs that will accelerate learner growth in basic skills competency through contextualized instruction while simultaneously helping learners to attain an industry recognized credential.

Secondary School Reform

The State Department of Education has begun the process to reform Connecticut's secondary schools and bring to students new supports, new experiences and more rigorous graduation requirements. The passage of Public Act No. 10-111, *An Act Concerning Education Reform in Connecticut*, in July 2010 called for significant changes to public education in Connecticut. Among these are student success plans; a capstone project for high school seniors; increased high school graduation requirements; model curriculum in math, science and English language arts; a teacher evaluation program; and expansion of the statewide public school information system. Some of these reforms have been delayed due to the economic recession.

Information Reported as Required by State Statute

The State of Connecticut Department of Education is committed to a policy of equal opportunity/affirmative action for all qualified persons. The Department of Education does not discriminate in any employment practice, education program, or educational activity on the basis of race, color, religious creed, sex, age, national origin, ancestry, marital status, sexual orientation, disability (including, but not limited to, intellectual disability, past or present history of mental disability, physical disability or learning disability), genetic information, or any other basis prohibited by Connecticut state and/or federal nondiscrimination laws. The Department of Education does not unlawfully discriminate in employment and licensing against qualified persons with a prior criminal conviction.

The Office of Affirmative Action and Equal Employment Opportunity, under the direction of the Commissioner, is responsible for ensuring the agency's compliance with a wide variety of federal and state laws and department policies that address equal employment and education. Activities related to the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act include investigating grievances, determining and documenting reasonable accommodations, and visiting work sites. The office also investigates complaints in the areas of employment practice, sexual harassment, disability/handicap and age/sex under Title VII of the Civil Rights Act.

During this reporting period, the Department had eighty-five (85) hires. Twenty-eight (28) White Males, forty-seven (47) White Females, two (2) Black Males, two (2) Black Females, three (3) Hispanic Males and three (3) Hispanic Females. Of the eighty-five (85) hires, the Department hired 49 goal candidates, which consisted of four (4) White Males, forty (40) White Females, one (1) Black Male, one (1) Black Female, one (1) Hispanic Male and two (2) Hispanic Females. In addition, there were twenty-nine (29) promotions during the reporting period, which included thirteen (13) White Males, fourteen (14) White Females and two (2) Black Males. Of these promotions, twelve (12) went to goal candidates.

ORGANIZATION CHART FOR THE STATE DEPARTMENT OF EDUCATION

