



Governor Ned Lamont

Fact Sheet: 2026 Legislative Proposal

HOUSE BILL 5034

AN ACT REDUCING TESTING BURDENS AND ENHANCING THE MATH CURRICULUM

The Current Situation

The State assessment is a high-quality broad measure. It tells us how our students are performing and growing academically. Districts sometimes use other broad assessments that are redundant. They are also not designed to support instruction. Educators need more focused assessments that provide actionable information for use in the classroom. The state provides free, short assessments and other instructional resources that are more focused and can be used in place of broad, commercial tests. Educators can also benefit from professional learning on how to use these assessments more effectively. Additionally, EdSight Secure offers a wealth of longitudinal student data on a near real-time basis that can be used along with prior testing data to support students.

Connecticut has invested heavily in early literacy, and there is an opportunity to provide comparable support for mathematics. A coherent progression from early numeracy through high school mathematics builds strong K–8 foundations, and ultimately prepares students for advanced mathematics, data analysis, and financial literacy essential for college, careers, and civic engagement.

Governor Lamont's Solution

The State Department of Education (SDE) will establish an incentive program for districts that limit the time students spend on broad assessments during the year, integrate state-provided interim and formative assessment tools into the local curriculum in a manner that supports ongoing instructional



improvement, and increases teacher competency in the formative assessment process. Additionally, SDE will provide guidance to local and regional boards of education on effective strategies for reducing discretionary local assessments among school districts.

After consultation with the working group established in Public Act 24-45, SDE may submit a waiver request to the United States Secretary of Education to modify its high school accountability model so that it can reduce the weight for the academic achievement indicator and increase the weight for other college and career-oriented indicators.

CSDE will, in consultation with stakeholders, redesign Connecticut's high school mathematics pathways to prepare students for relevant postsecondary careers. Math pathways may include STEM, data science and statistics, quantitative reasoning, and workforce and applied mathematics. The Department will also, in consultation with the Connecticut Certification Board, develop guidelines for the role of mathematics specialists in supporting mathematics intervention in schools.

In partnership with stakeholders, CSDE will also develop a list of professional development providers to support the implementation of high-quality mathematics instruction and explore the feasibility of launching MathConn, a professional learning series for educators.