



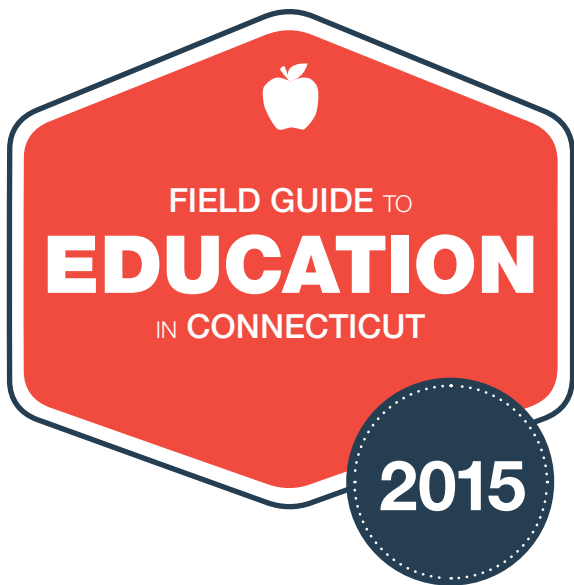
FIELD GUIDE TO
EDUCATION
IN CONNECTICUT

2015



GREAT SCHOOLS FOR ALL

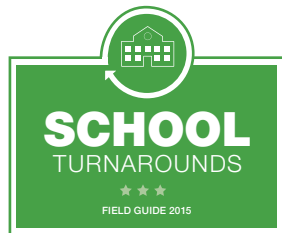
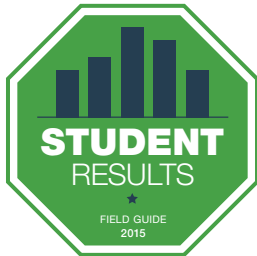
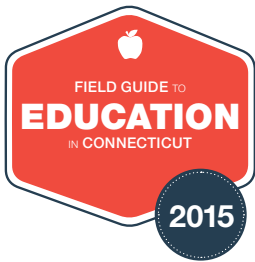
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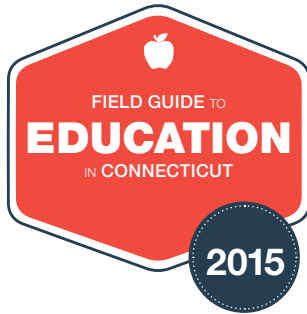









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FIELD GUIDE

CONNECTICUT

EDUCATION

LANDSCAPE

2015

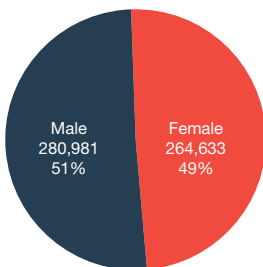




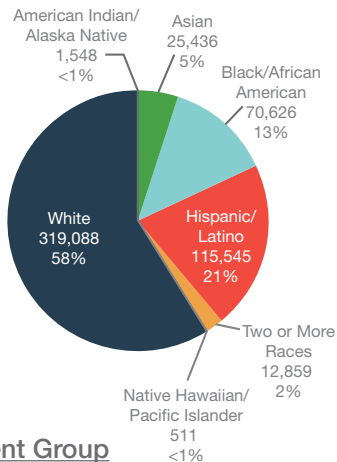
CT Public School Students, 2013-2014

Total Public School Students: 545,614

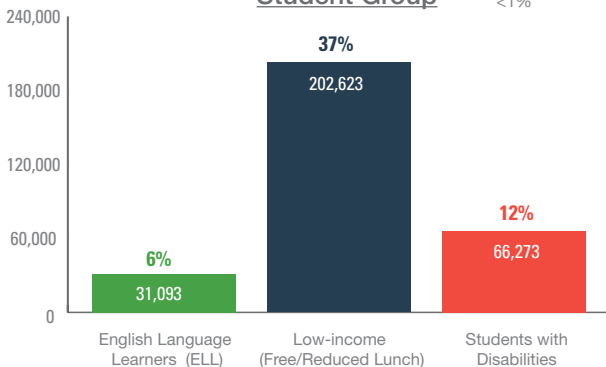
Gender



Race



Student Group



Note: Low-income is defined as students who are eligible for free or reduced lunch.

Source: Conn. State Dept. of Educ., Public District Enrollment by Race and Gender: 2013-2014, www.sde.ct.gov; Conn. Open Data, 2013-2014 Indicators of Educational Need by District, <https://data.ct.gov>.

Public School Types, 2013-2014

School Type ¹	Number of Schools
Traditional Public Schools	1,040
Regional Educational Service Centers (RESCs)	58
Technical High Schools	17
Public-Private Schools	3
State Agency Facilities	25
Charter Schools	18
Interdistrict Magnet Schools	80
Grade Level ²	Number of Schools
Pre-K Only	36
Elementary/Middle Schools (PK-8)	819
High Schools (9-12)	229
Combined Elementary/Middle & High Schools (PK-12 or 6-12)	77
Total³	1,161

Notes: 1) Each interdistrict magnet school is also included in either the traditional or RESC school count based on the school's operator. 2) The maximum grade range for each category is included in parentheses; schools may not have all grades that fall under each range. 3) Total only includes unique schools.

Source: Conn. State Dept. of Educ., The Condition of Education in Connecticut: 2013-2014, www.sde.ct.gov; Conn. Open Data, 2014 Education Directory, <https://data.ct.gov>.



School Districts, 2013-2014

District	Number of Students	Number of Districts	% of All Students
5,000 and Over	273,313	28	50%
3,000 - 4,999	114,510	29	21%
2,000 - 2,999	78,962	32	14%
1,000 - 1,999	44,336	30	8%
500 - 999	20,566	26	4%
Under 500	13,927	52	3%
Total	545,614	197	100%

Top Five Districts by Enrollment

District	Number of Students	% of All Students in CT
New Haven	21,304	3.9%
Hartford	21,250	3.9%
Bridgeport	20,710	3.8%
Waterbury	18,611	3.4%
Stamford	15,811	2.9%
Total	97,686	17.9%

Source: Conn. State Dept. of Educ., Public District Enrollment by Race and Gender: 2013-2014, www.sde.ct.gov.

School Options

Connecticut's public school options include charter schools, interdistrict magnet schools, agricultural science centers, technical high schools, and the Open Choice program.

Parents Demand School Options

- There were **more than 3,600 students** on waiting lists for charter schools in 2013-2014.
- In 2013-2014, **20,000 students applied for just 5,000 seats** in Hartford's magnet schools.

Public Charter Schools: High-Quality Options for Historically Underserved Student Populations

- Charter schools serve a predominantly low-income and minority population, reflecting the communities in which they are located. **More than 85%** of students in Connecticut's charter schools are Black/African American or Hispanic/Latino and **more than 70%** of charter school students are low-income.
- According to the State Department of Education, during the 2012-2013 school year, **86%** of Connecticut's charter schools outperformed their host district on the Connecticut Mastery Test (CMT) and **83%** on the Connecticut Academic Performance Test (CAPT).

Note: The Open Choice program allows urban students to attend public schools in nearby suburban towns, and suburban and rural students to attend public schools in a nearby urban center.

Source: Conn. State Dept. of Educ., Choose Success!, Nov. 2013, www.sde.ct.gov; Conn. State Dept. of Educ., 2015 Charter School Accountability & Renewal Presentation to the Connecticut State Board of Education, www.sde.ct.gov; Conn. State Dept. of Educ., 2014 Biennial Report on the Operation of Charter Schools in Connecticut, www.sde.ct.gov; Conn. State Dept. of Educ., 2012-2013 School & District Performance Reports, www.sde.ct.gov; Hartford Courant, Navigating the Magnet-Open Choice Lottery System, Nov. 2014, www.courant.com.



State Education Leadership

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Student Members (2)

MORE INFORMATION:

State Department of Education Website: www.sde.ct.gov

General Assembly Education Committee Website: www.cga.ct.gov/ED

Office of Early Childhood Website: www.ct.gov/oec

Note: Two non-voting student members are selected each year to serve a one-year term.

Source: Conn. State Dept. of Educ., State Department of Education Home, Apr. 2015, www.sde.ct.gov; Conn. State Dept. of Educ., State Board of Education Home, Apr. 2015, www.sde.ct.gov; Conn. Office of Early Childhood Home, Apr. 2015, <http://www.ct.gov/oec>.

State Education Leadership

GENERAL ASSEMBLY EDUCATION COMMITTEE LEADERSHIP

SENATE	HOUSE OF REPRESENTATIVES
Sen. Gayle Slossberg Co-Chair	Rep. Andrew Fleischmann Co-Chair
Sen. Toni Boucher Ranking Member	Rep. Gail Lavielle Ranking Member
Sen. Gary Winfield Vice Chair	Rep. Robert Sanchez Vice Chair

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Sen. Art Linares	Rep. André Bumgardner	Rep. Susan Johnson	Rep. Brandon McGee
Sen. Beth Bye	Rep. Juan Candelaria	Rep. Noreen Kokoruda	Rep. Patricia Billie Miller
Rep. Tim Ackert	Rep. Dan Carter	Rep. Timothy LeGeyt	Rep. Gayle Mulligan
Rep. Andre F. Baker	Rep. Michelle Cook	Rep. Roland Lemar	Rep. Jason Rojas
Rep. Sam Belsito	Rep. Jeff Currey	Rep. Kathleen McCarty	Rep. Pam Staneski
	Rep. Eric C. Berthel	Rep. Michael D'Agostino	Rep. Cristin McCarthy Vahey

Source: Conn. Gen. Assembly, Education Committee, <http://www.cga.ct.gov/ed>.



Overview of State Assessments

CMT & CAPT

Until 2013-2014, the state administered the Connecticut Mastery Test (CMT) for grades 3-8 and the Connecticut Academic Performance Test (CAPT) in 10th grade to assess Math, Reading, Writing, and Science in all public schools and districts statewide. The State Department of Education reports scores for schools and districts as the percentage of students scoring at one of five possible levels: advanced, goal, proficient, basic, and below basic. ConnCAN reports on the “goal” standard, which is more rigorous than “proficient” because “goal” is the state’s best estimate of students meeting or exceeding grade-level expectations.

Smarter Balanced Assessment

Created in 2009 and currently adopted by 43 states, the Common Core State Standards are a set of college and career ready standards for kindergarten through 12th grade in English Language Arts/Literacy and Mathematics. Connecticut adopted the Standards in 2010 and administered the Smarter Balanced assessment statewide in 2014-2015. The Smarter Balanced assessment is a comprehensive accountability measure aligned to the Common Core. The state requires all students to take the tests in grades 3-8 and in 11th grade to assess English Language Arts/Literacy and Math. In 2013-2014, approximately 90% of districts administered the Smarter Balanced field test in place of the CMT and CAPT for math and reading, but results are not yet available.

The most recent publicly available assessment data in math and reading is from the 2013 CMT and CAPT as reported in this publication.



Description of Assessments

Test Name	Grade Level	Subjects	Additional Information
National			
National Assessment of Educational Progress (NAEP)	4th, 8th, 12th Grades	Math, Reading, Science, Social Studies, and the Arts	www.nces.ed.gov/nationsreportcard
SAT	High School	Math, Reading, and Writing	www.sat.collegeboard.org
Advanced Placement Exams (AP)	High School	Math, Reading, Science, Social Studies, World Languages, and the Arts	www.apstudent.collegeboard.org
Connecticut			
Connecticut Mastery Test (CMT)	3rd-8th Grades	Reading, Math, Writing for all grades, Science for grades 5 and 8 only	www.sde.ct.gov www.cmtreports.com
Connecticut Academic Performance Test (CAPT)	10th Grade	Reading, Math, Writing, Science	www.sde.ct.gov www.captreports.com
Smarter Balanced Assessment (SBAC)	3rd-8th and 11th Grades	English Language Arts/Literacy, Math	www.smarterbalanced.org www.ctcorestandards.org

Source: Nat'l Assessment of Educ. Progress, <http://nces.ed.gov/nationsreportcard/about/>; SAT, <https://sat.collegeboard.org/about-tests/sat/faq>; Advanced Placement Exams, <https://apstudent.collegeboard.org/home>; Connecticut Mastery Test, www.sde.ct.gov; Connecticut Academic Performance Test, www.sde.ct.gov.

Student Results, 2013 NAEP

Subject	CT: Percent At or Above Proficient	Nationwide: Percent At or Above Proficient
4th Grade		
Math	45.1	41.3
Reading	42.6	34.0
8th Grade		
Math	37.1	34.4
Reading	45.1	34.3
12th Grade		
Math	32.5	24.6
Reading	49.5	36.0

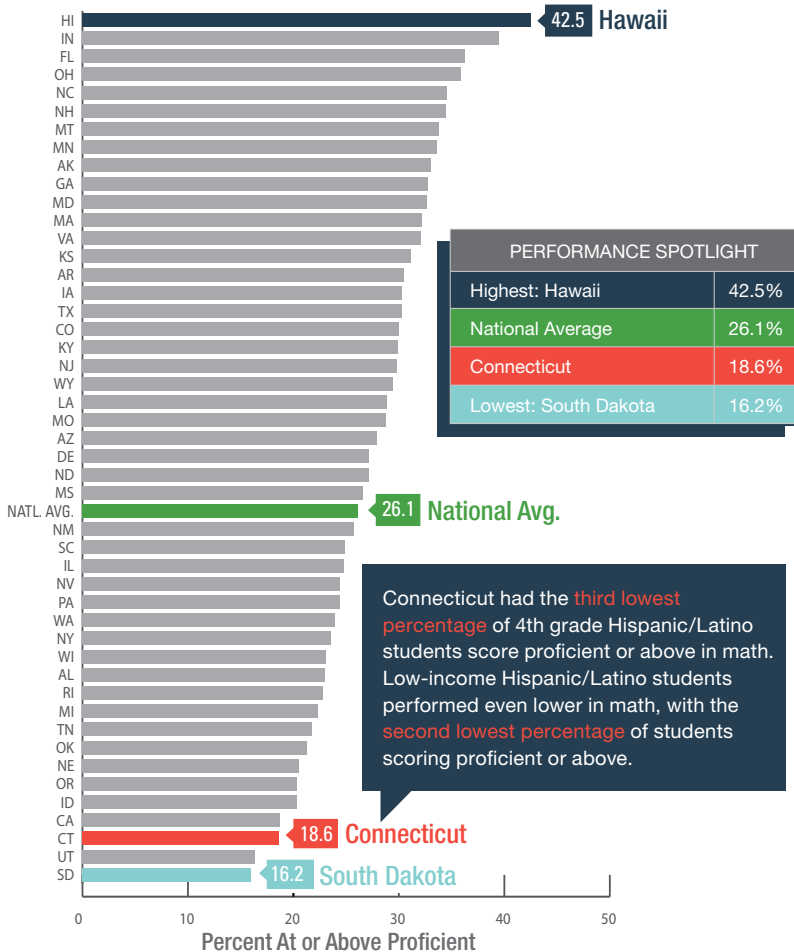
The overall percent of Connecticut students performing at or above proficient is higher than the national percentage in math and reading at all tested grade levels. However, students of color and low-income students lag behind other states' proficiency levels.

Note: Nationwide NAEP scores are those of public school students only.

Source: Nat'l Assessment of Educ. Progress (NAEP), 2013 NAEP Data Explorer, <http://nces.ed.gov/nationsreportcard/naepdata>.

Math Proficiency Rates, 2013 NAEP

4th Grade Math, Hispanic/Latino Students

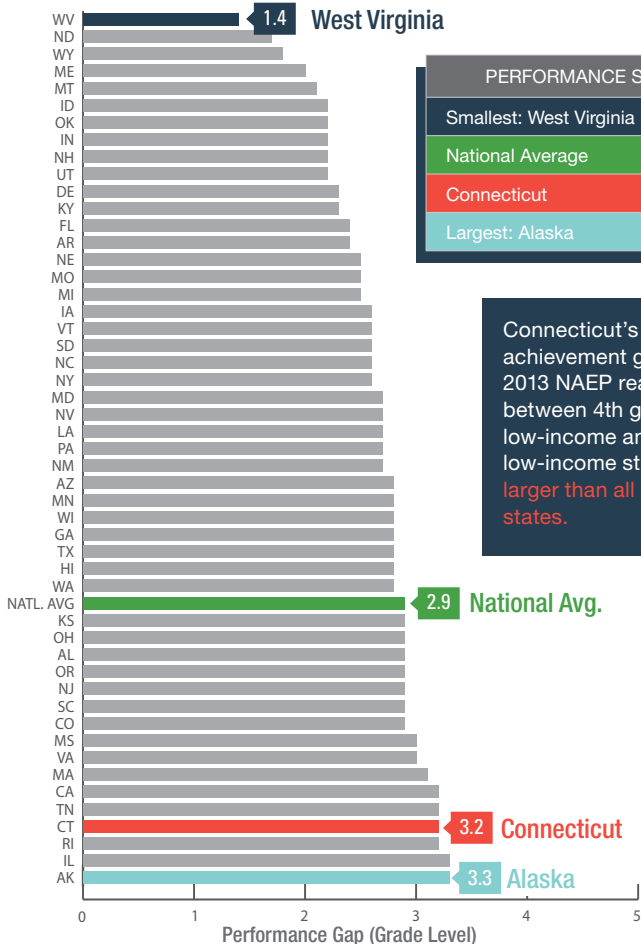


Note: Some states not included due to insufficient sample size. Low-income is defined as students who are eligible for free or reduced lunch.

Source: Nat'l Assessment of Educ. Progress (NAEP), 2013 NAEP Data Explorer, <http://nces.ed.gov/nationsreportcard/naepdata>.

Reading Achievement Gaps, 2013 NAEP

4th Grade Reading, Low-income & Non Low-income Students



PERFORMANCE SPOTLIGHT	
Smallest: West Virginia	1.4
National Average	2.9
Connecticut	3.2
Largest: Alaska	3.3

Connecticut's achievement gap on the 2013 NAEP reading test between 4th grade low-income and non low-income students is larger than all but four states.

Note: Grade levels are calculated using the general principle that 10 points on the NAEP equals one year of growth. Low-income is defined as students who are eligible for free or reduced lunch.

Source: Nat'l Assessment of Educ. Progress (NAEP), 2013 NAEP Data Explorer, <http://nces.ed.gov/nationsreportcard/naepdata>; ERIC, Validity Issues Involved in Cross-Grade Statements about NAEP Results, Jan. 2012, <http://eric.ed.gov>.



Connecticut Achievement Gaps, 2013 NAEP

Connecticut has some of the **largest achievement gaps** in the country, ranking in the bottom 10% or lower in **14 out of 22** measures.

Elementary/Middle School: **Largest gap** in 6 out of 16 measures.

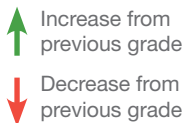
High School: **Largest gap** in 4 out of 6 measures.

Gap Between	4 th Grade Math	4 th Grade Reading	8 th Grade Math	8 th Grade Reading	12 th Grade Math	12 th Grade Reading
Low-income and Non-Low-income	LARGEST GAP	In bottom 8%	LARGEST GAP	LARGEST GAP	LARGEST GAP	LARGEST GAP
Black/African American and White	In bottom 9%	In bottom 16%	In bottom 16%	In bottom 33%	In bottom 30%	In top 30%
Hispanic/Latino and White	LARGEST GAP	In bottom 11%	LARGEST GAP	In bottom 7%	LARGEST GAP	LARGEST GAP
English Language Learners (ELL) and Non-ELL	In bottom 18%	In bottom 18%	LARGEST GAP	In bottom 6%	Not applicable	Not applicable

Note: Connecticut data is not reported for English Language Learner students on the 12th grade NAEP. Low-income is defined as students who are eligible for free or reduced lunch. For more information, visit www.conncan.org/standards.

Source: Nat'l Assessment of Educ. Progress (NAEP), 2013 NAEP Data Explorer, <http://nces.ed.gov/nationsreportcard/naepdata>.

Student Results, 2013 CMT & CAPT



CMT

Grade	Percent At or Above Goal (%)	
	Math	Reading
3	61.6	56.9
4	65.4	62.7
5	69.4	66.9
6	67.2	73.3
7	65.7	78.9
8	65.2	76.3

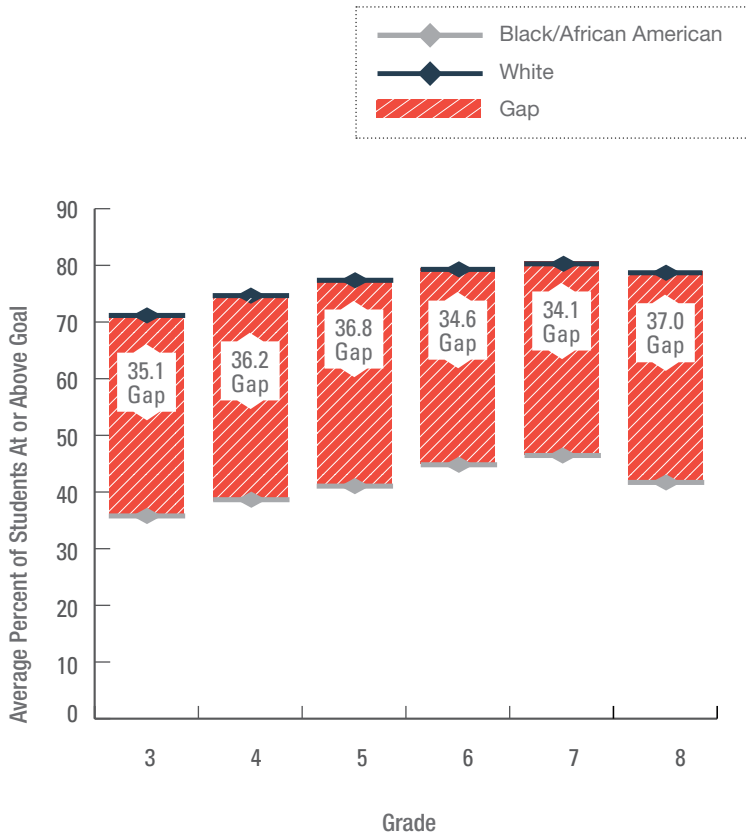
CAPT

Grade	Percent At or Above Goal (%)
Math	
10	52.6
Reading	
10	48.5

Note: For more information, visit www.conncan.org/standards.

Source: Conn. State Dept. of Educ., 2013 Data Interaction for CMT, www.cmtreports.com; Conn. State Dept. of Educ., 2013 Data Interaction for CAPT, www.captreports.com.

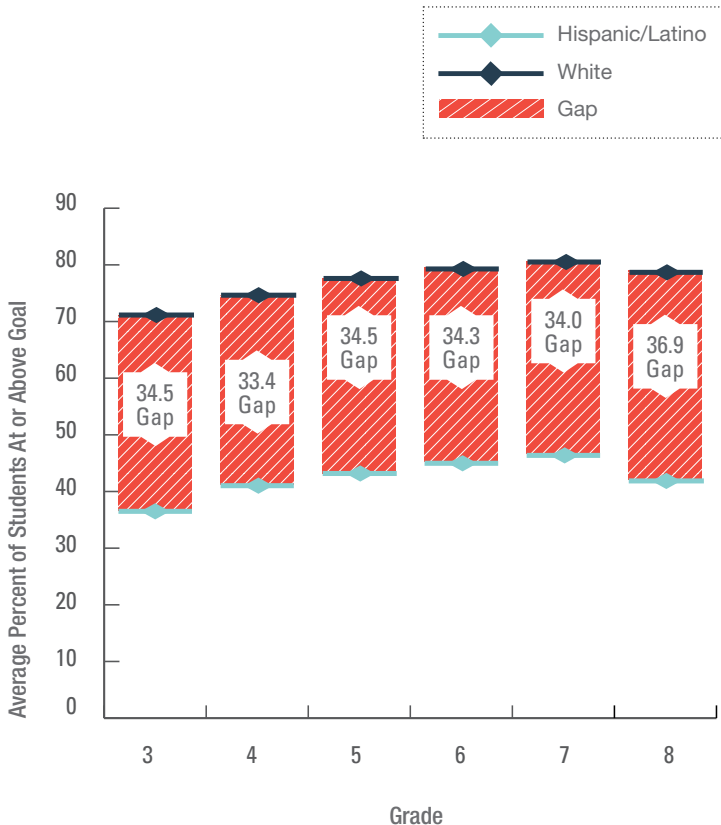
Student Results by Race, 2013 CMT



Note: Averages include all subjects at each tested grade level. Achievement gap refers to the disparity in educational outcomes between student groups, especially groups that differ by income level, race/ethnicity, or native language.

Source: Conn. State Dept. of Educ., 2013 Data Interaction for CMT, www.cmtreports.com.

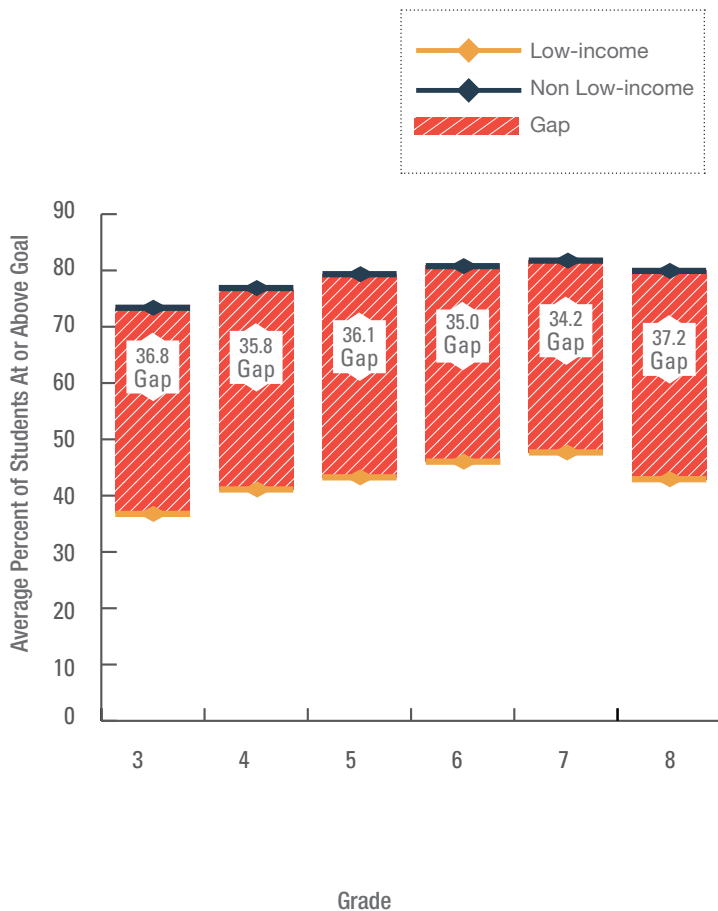
Student Results by Race, 2013 CMT



Note: Averages include all subjects at each tested grade level. Achievement gap refers to the disparity in educational outcomes between student groups, especially groups that differ by income level, race/ethnicity, or native language.

Source: Conn. State Dept. of Educ., 2013 Data Interaction for CMT, www.cmtreports.com.

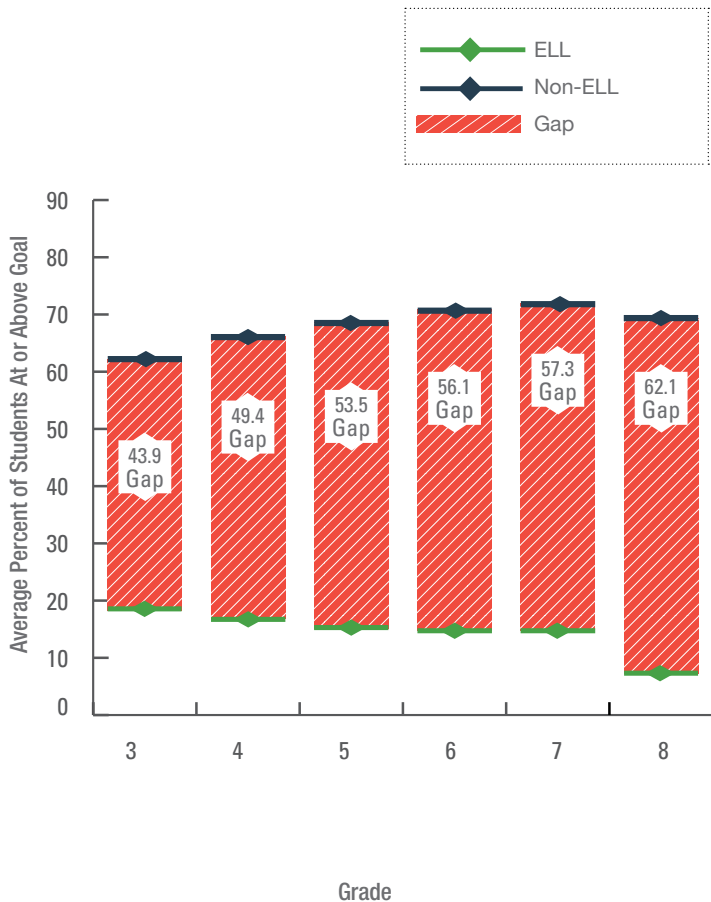
Student Results by Income Level, 2013 CMT



Note: Averages include all subjects at each tested grade level. Low-income is defined as students who are eligible for free or reduced lunch. Achievement gap refers to the disparity in educational outcomes between student groups, especially groups that differ by income level, race/ethnicity, or native language.

Source: Conn. State Dept. of Educ., 2013 Data Interaction for CMT, www.cmtreports.com.

Student Results by ELL Status, 2013 CMT

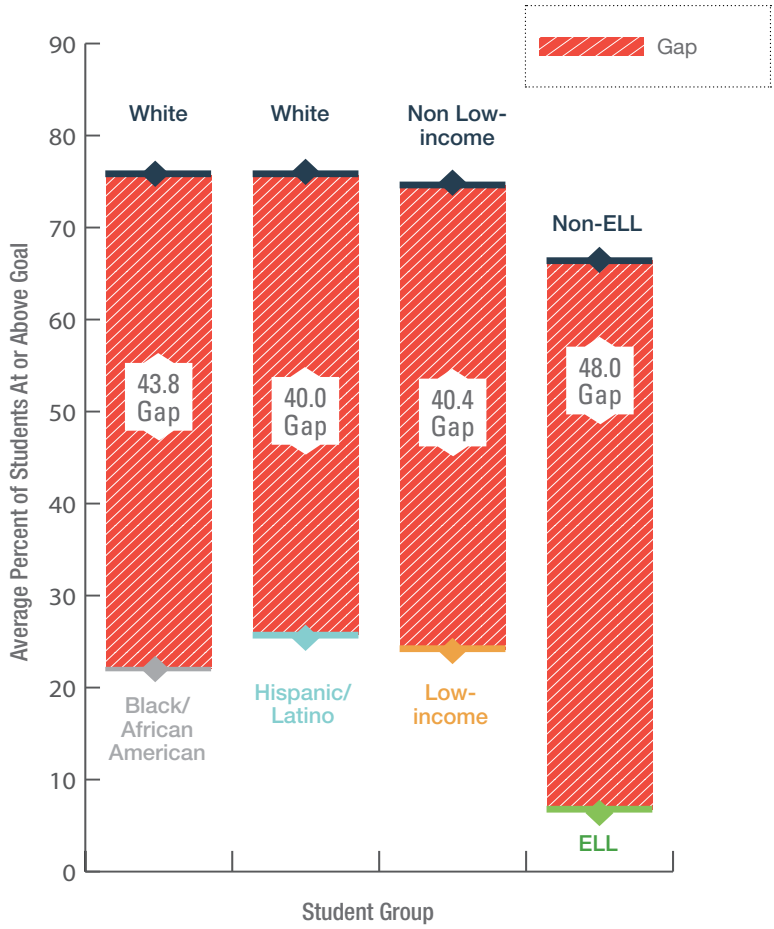


Note: Averages include all subjects at each tested grade level. English Language Learners is abbreviated as ELL. Achievement gap refers to the disparity in educational outcomes between student groups, especially groups that differ by income level, race/ethnicity, or native language.

Source: Conn. State Dept. of Educ., 2013 Data Interaction for CMT, www.cmtreports.com.



10th Grade Student Results 2013 CAPT



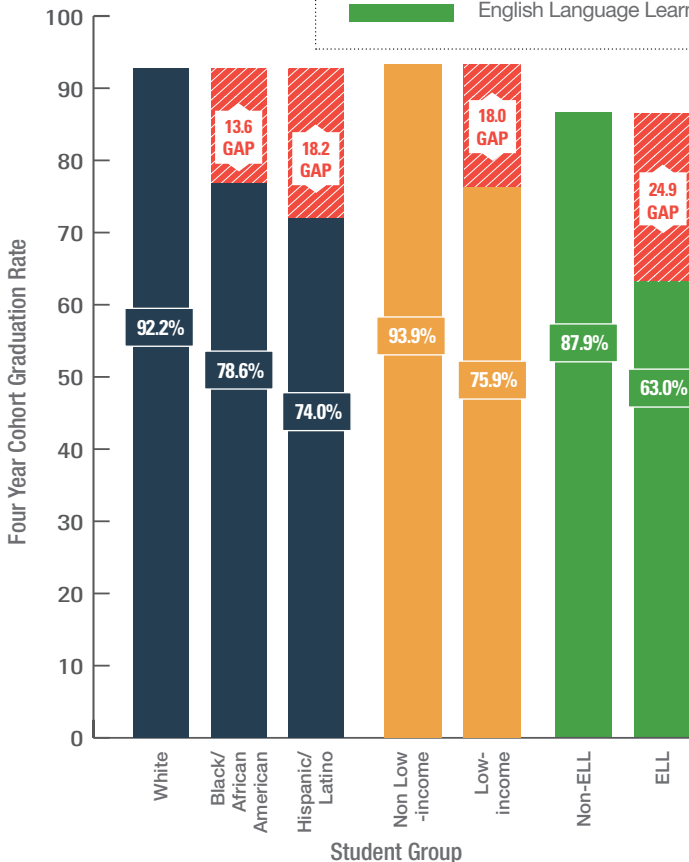
Note: Averages include all tested subjects on the CAPT. Low-income is defined as students who are eligible for free or reduced lunch. English Language Learners is abbreviated as ELL. Achievement gap refers to the disparity in educational outcomes between student groups, especially groups that differ by income level, race/ethnicity, or native language.

Source: Conn. State Dept. of Educ., 2013 Data Interaction for CAPT, www.captreports.com.

High School Graduation Gaps, Class of 2014

Overall Graduation Rate: 87%

- Race/ethnicity gaps
- Low-income gap
- English Language Learner gap

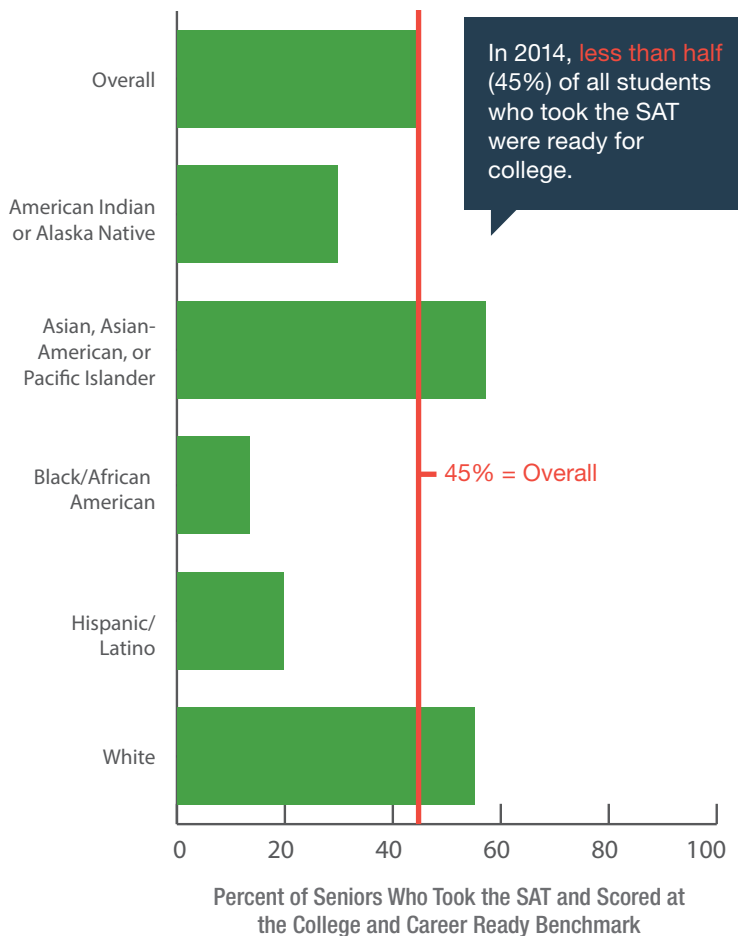


Note: Low-income is defined as students who are eligible for free or reduced lunch. English Language Learners is abbreviated as ELL. Achievement gap refers to the disparity in educational outcomes between student groups, especially groups that differ by income level, race/ethnicity, or native language.

Source: Conn. State Dept. of Educ., 2014 Four Year Cohort Graduation Data, www.sde.ct.gov.



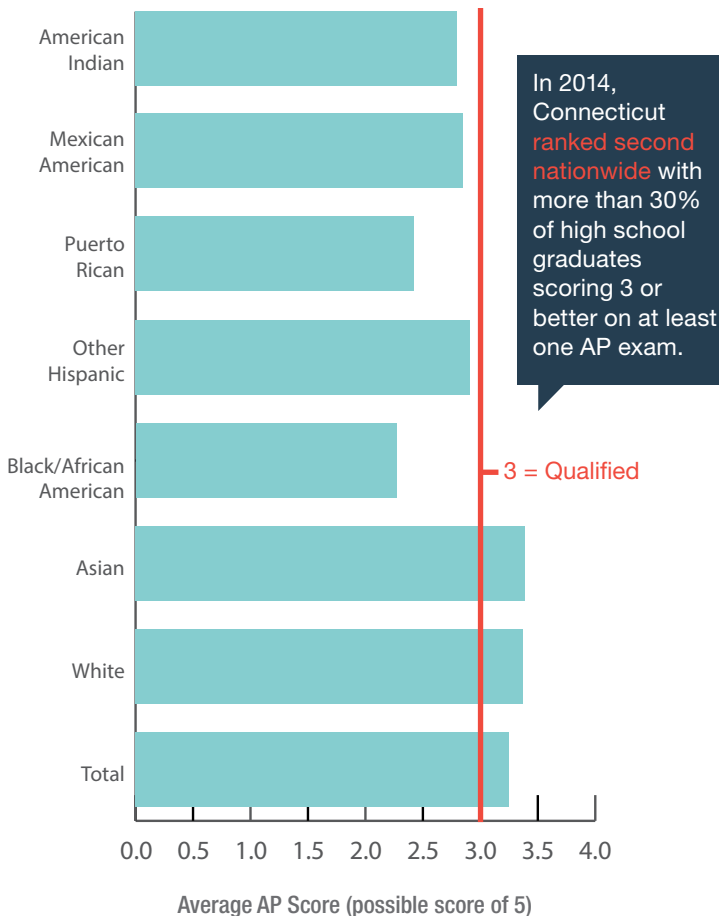
College Readiness Results by Race, 2014 SAT



Note: The College Board considers a composite score of 1550 (out of a possible 2400) as representative of college and career readiness because it indicates a likelihood of achieving a B- average or higher during the first year of college.

Source: Conn. State Dept. of Educ., The Condition of Education in Connecticut: 2013-2014, www.sde.ct.gov, College Board, SAT Data, <http://research.collegeboard.org>; College Board, 2015 About SAT Scores, <https://satscore.collegeboard.org>.

College Readiness Results by Race, 2014 AP



Note: "Qualified" signifies the ability to complete introductory-level course work in a particular college-level subject. Low-income is defined as students who are eligible for free or reduced lunch. English Language Learners is abbreviated as ELL.

Source: Conn. State Dept. of Educ., The Condition of Education in Connecticut: 2013-2014, www.sde.ct.gov, College Board, AP Data <http://research.collegeboard.org>; College Board, 2015 About AP Scores, <https://apscore.collegeboard.org>.



The Economic Impact

If 90% of Connecticut high school students from the Class of 2012 had graduated instead of 76% (an increase of 5,900 graduates), Connecticut would have **450 new jobs**

and:



\$9.7 million in increased annual auto sales



\$14 million in increased annual state/local tax revenues



\$57 million in increased annual spending



\$86 million in increased annual earnings



\$108 million in increased annual gross state product



\$293 million in increased home sales

Each icon represents \$20 million



Source: Alliance for Excellent Educ., Economic Benefits of Increasing the High School Graduation Rate for Public School Students in Connecticut, Oct. 2013, www.all4ed.org/publications.

High School Dropouts & Incarceration Costs

- **More than 75%** of the Connecticut inmate population is without a high school diploma or GED.
- **Nearly 40%** of inmates are between the ages of 14-30.

It costs Connecticut **more than twice** as much to incarcerate an individual than to educate one.

\$35,000

Annual Cost of Incarceration Per Inmate

vs.

\$15,000

Annual Per-Pupil Spending

High School Dropouts Cost Connecticut Billions

- A 5% increase in the state's male high school graduation rate would lead to approximately **\$141 million** in crime related savings.
- Dropouts of the Connecticut high school class of 2011 will lose more than **\$1.4 billion** in lifetime earnings because they lack a high school diploma.
- In 2013, high school dropouts age 25 and older in Connecticut were unemployed at a rate of **18%** compared to 4% with a bachelor's degree or higher.

Note: Annual per-inmate cost of incarceration and per-pupil spending is approximated based on data from the 2012-2013 fiscal and school years, respectively.

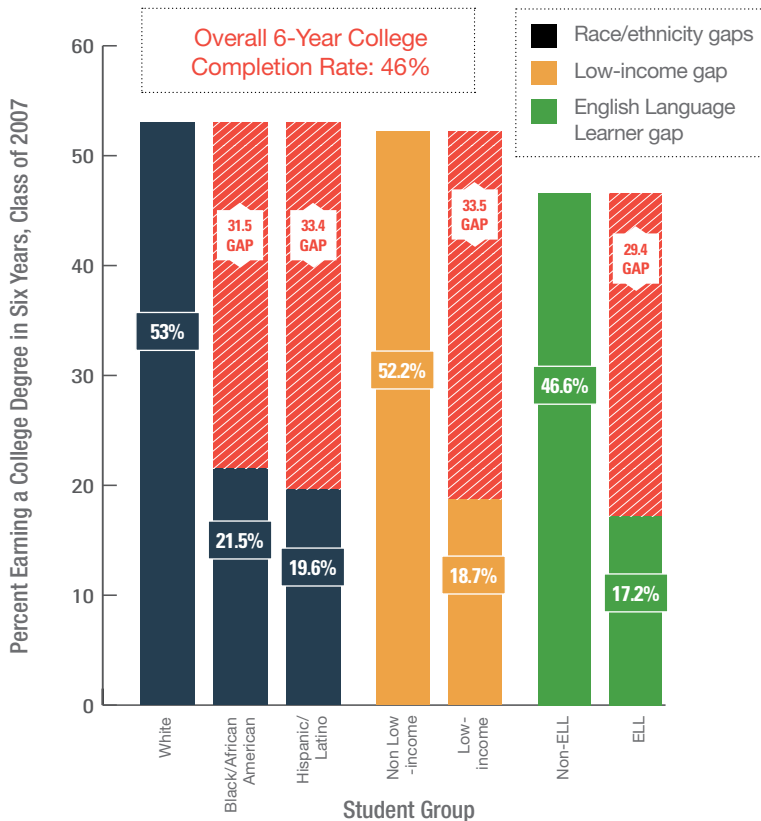
Source: Conn. Dept. of Corr., 2013 Annual Report, <http://www.ct.gov>; Conn. Dept. of Corr., Jan. 2015 Research Unit Monthly Statistics, <http://www.ct.gov>; Conn. State Dept. of Educ., 2012-2013 Bureau of Grants Management: NCEP, www.sde.ct.gov; Alliance for Excellent Educ., The High Cost of High School Dropouts: What the Nation Pays for Inadequate High Schools, Nov. 2011, www.all4ed.org; U.S. Census Bureau, 2013 Table S2301: Employment Status American Community Survey 5-Year Estimates, <http://factfinder.census.gov>; Alliance For Excellent Education, Saving Futures, Saving Dollars: The Impact of Education on Crime Reduction and Earnings, Sept. 2013, www.all4ed.org.



College Completion

Lack of college readiness increases the need for college remediation and creates dramatic gaps in college completion rates between student groups.

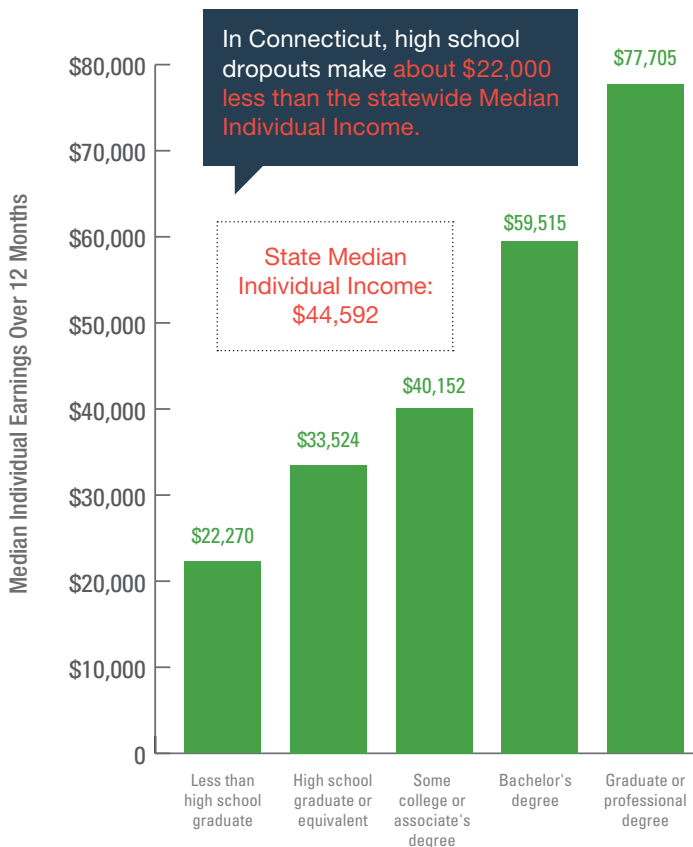
Overall, 48% of students from the 2010 graduating cohort who enrolled in CT Community Colleges or CT State Universities took remedial courses. **More than 64%** of minority, low-income, and ELL students needed remedial courses.



Source: Conn. State Dept. of Educ., 2014 College Entrance, Remediation, and Credit Earning: Results from P20WIN for the Graduation Cohort of 2010, www.sde.ct.gov; Conn. State Dept. of Educ., 2009-2012 College Enrollment, Persistence, and Graduation: Statewide Results, www.sde.ct.gov.

Income Levels by Education Level, 2013

By 2020, **70%** of Connecticut jobs will require some form of higher education.



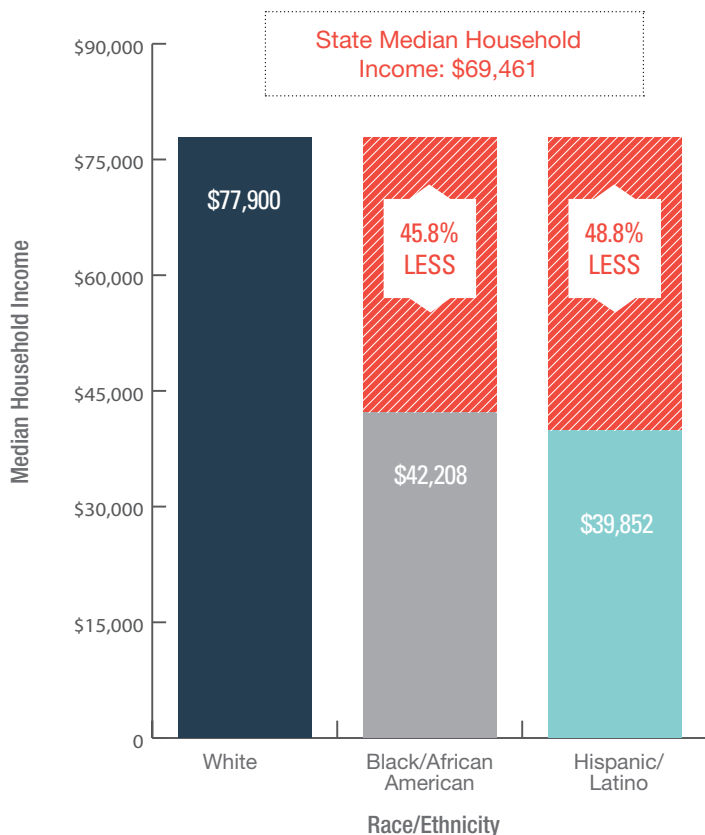
Note: Median individual income is reported for the population 25 years and over.

Source: U.S. Census Bureau, 2013 Table S2001: Earnings in the Past 12 Months American Community Survey 5-Year Estimates, <http://factfinder.census.gov>; Georgetown Univ., Recovery: Job Growth and Education Requirements Through 2020, June 2013, <http://cew.georgetown.edu>.



Achievement Gaps Lead to Earnings Gaps

Student achievement gaps mirror the earnings gap of Connecticut's adults.



Source: U.S. Census Bureau, 2013 Table S1903: Median Income in the Past 12 Months American Community Survey 5-Year Estimates, <http://factfinder.census.gov>.



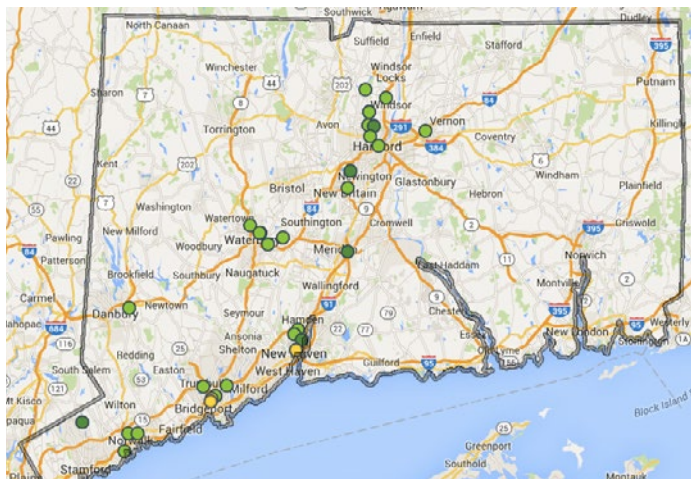


Overview

ConnCAN's School Report Cards project assigns letter grades to every Connecticut public school based on student achievement. Using data from the project, ConnCAN identifies Success Story schools, schools that provide a high-quality education to Connecticut's most underserved students regardless of race, wealth, or ZIP code.

To qualify, a school must enroll more minority students and more low-income students than the state average and at least one group (Black/African American, Latino/Hispanic, or low-income students) must perform above the overall state average. These schools must also ensure that the performance of one single group does not fall far below the rest of the students at their school, since all groups must receive a grade of "C" or higher.

Success Story Schools



School Grade Key: **A** **B** **C** **D** **F**

Note: Performance is measured by the Conn. State Dept. of Educ. School Performance Index (SPI) for the 2012-2013 school year. Low-income is defined as students who are eligible for free or reduced lunch. For more information, visit www.reportcards.conncan.org.

Success Story School List

Name of School	Type of School	Town
Elementary/Middle Schools		
Amistad Academy	Charter	New Haven
Carmen Arace Intermediate School	Traditional	Bloomfield
Carmen Arace Middle School	Traditional	Bloomfield
Eli Whitney School	Traditional	Stratford
Elm City College Preparatory School	Charter	New Haven
Engineering - Science University Magnet School	Magnet	New Haven
High Horizons Magnet School*	Magnet	Bridgeport
House of Arts Letters and Science (HALS) Academy*	Magnet	New Britain
Jefferson Magnet School	Magnet	Norwalk
Maloney Interdistrict Magnet School	Magnet	Waterbury
Medical Professions and Teacher Preparation Academy*	Magnet - CREC	Windsor
Metropolitan Learning Center	Magnet - CREC	Bloomfield
Montessori Magnet School	Magnet - CREC	Hartford
Multicultural Magnet School*	Magnet	Bridgeport
Nathan Hale Middle School	Traditional	Norwalk
Noah Webster Micro Society School	Magnet	Hartford

Note: An asterisk (*) denotes magnet schools with selective admissions. Engineering - Science Magnet School is part of New Haven Public Schools but is geographically located in Hamden. CREC stands for Capitol Region Education Council, a Regional Education Service Center (RESC) that operates interdistrict magnet schools in the Hartford metro region.

Source: ConnCAN, School Report Cards, www.reportcards.conncan.org/Success-Stories.

Success Story School List

Name of School	Type of School	Town
Elementary/Middle Schools		
Northend School	Traditional	New Britain
Odyssey Community School	Charter	Manchester
Park City Magnet School	Magnet	Bridgeport
Park City Prep Charter School	Charter	Bridgeport
Renzulli Academy	Magnet	Hartford
Rotella Interdistrict Magnet School	Magnet	Waterbury
Roton Middle School	Traditional	Norwalk
Scofield Middle School	Magnet	Stamford
Shelter Rock School	Traditional	Danbury
Thomas Hooker School	Traditional	Meriden
University of Hartford Multiple Intelligences Magnet School	Magnet - CREC	West Hartford
Waterbury Arts Magnet School (Middle)	Magnet	Waterbury
Wendell L. Cross School	Traditional	Waterbury
Worthington Hooker School	Traditional	New Haven
High Schools		
Amistad Academy	Charter	New Haven
W. F. Kaynor Technical High School	Technical High School	Waterbury

Note: An asterisk (*) denotes magnet schools with selective admissions. Students who attend middle school at Amistad Academy, Elm City College Preparatory, or Achievement First Bridgeport may attend Amistad Academy High School. CREC stands for Capitol Region Education Council, a Regional Education Service Center (RESC) that operates interdistrict magnet schools in the Hartford metro region.

Source: ConnCAN, School Report Cards, www.reportcards.conncan.org/Success-Stories.



CONNECTICUT



EDUCATOR

QUALITY



FIELD GUIDE 2015

Teacher & Administrator Profiles, 2012-2013

	Total Staff	% of Total	
GENERAL EDUCATION TEACHERS	Gender		
	Female	27,057	73.5%
	Male	9,766	26.5%
	Ethnicity		
	Black/African American	1,119	3.0%
	Asian	413	1.1%
	Hispanic/Latino	1,310	3.6%
	White	33,933	92.2%
	Native American	48	0.1%
	Experience		
	Average Number of Years of Experience	14	N/A
	Average Age	43	N/A
	Has at Least a Master's Degree	29,053	78.9%
	Total	36,823	100%
ADMINISTRATORS, COORDINATORS, AND DEPARTMENT CHAIRS	Gender		
	Female	1,897	58.5%
	Male	1,345	41.5%
	Ethnicity		
	Black/African American	258	8.0%
	Asian	20	0.6%
	Hispanic/Latino	122	3.8%
	White	2,838	87.5%
	Native American	4	0.1%
	Experience		
	Average Number of Years of Experience	22	N/A
	Average Age	50	N/A
	Has at Least a 6th Year Degree	1,913	59.0%
	Total	3,242	100%

Teacher Preparation, 2011-2012

Teacher Preparation Program	Total Number of Graduates	% of All Graduates
Southern Connecticut State University	270	12.9%
Central Connecticut State University	256	12.2%
University of Connecticut	209	10.0%
University of Bridgeport	189	9.0%
Sacred Heart University	183	8.7%
Alternate Route to Certification	151	7.2%
University of New Haven	132	6.3%
Eastern Connecticut State University	129	6.2%
Fairfield University	121	5.8%
Quinnipiac University	100	4.8%
Western Connecticut State University	86	4.1%
University of Saint Joseph	82	3.9%
Teach for America	72	3.4%
University of Hartford	68	3.3%
Connecticut College	22	1.1%
Charter Oak State College	11	0.5%
Mitchell College	6	0.3%
Albertus Magnus College	5	0.2%
Total	2,092	100%

(Previous page) Source: State Dept. of Educ., 2012-2013 CEDaR Data Tables Staff Count, <http://sdeportal.ct.gov>.

Source: Conn. State Dept. of Educ., 2011-2012 Teacher Preparation Program Data, obtained by direct request, www.sde.ct.gov.

Minority Teachers, 2012-2013

41%

Overall percent of minority students

8%

Overall percent of minority general education teachers

Districts with the highest percent of minority general education teachers:

Jumoke Academy	58.1%	Bridgeport	24.9%
New Beginnings Family Academy	29.6%	The Bridge Academy	23.5%
Achievement First Bridgeport Academy	26.5%	Hartford	22.8%
Bloomfield	26.5%	New London	21.8%
Achievement First Hartford Academy	25.0%	New Haven	21.3%

Note: Minority includes Asian, Black/African American, Hispanic/Latino, and Native American general education teachers. Public charter schools are each classified as one unique school district according to the Connecticut State Department of Education. Figures represent a total count of staff, not a Full-Time Equivalent (FTE) count.

Source: State Dept. of Educ., 2012-2013 CEDaR Data Tables Staff Count, <http://sdeportal.ct.gov>

Minority School & District Administrators, 2012-2013

12%

Overall percent of minority school and district administrators

Districts with the highest percent of minority administrators:

Jumoke Academy	100.0%	Bridgeport	46.1%
New Haven	56.1%	Bloomfield	41.2%
Park City Prep Charter School	50.0%	New London	36.8%
New Beginnings Family Academy	50.0%	Achievement First Hartford Academy	33.3%
Highville Charter School	50.0%	Integrated Day Charter School	33.3%
Hartford	49.6%	Norwalk	30.0%

64%

of districts have **ZERO** minority administrators

Note: Minority includes Asian, Black/African American, Hispanic/Latino, and Native American administrators, coordinators, and department chairs. Public charter schools are each classified as one unique school district according to the Connecticut State Department of Education. Figures represent a total count of staff, not a Full-Time Equivalent (FTE) count.

Source: State Dept. of Educ., 2012-2013 CEDaR Data Tables Staff Count, <http://sdeportal.ct.gov>.

Key Facts from Teacher Contracts, 2014-2015

Compensation:

- Salaries vary greatly across districts for teachers with similar degrees and experience levels. For example, the highest-possible salary for teachers with a master's degree varies by more than **\$36,000 per year** depending on the district.
- Connecticut teachers with a bachelor's degree make an average starting salary of **\$44,149**.
- On average, the highest salary for teachers is **\$89,757**.
- It takes an average of **14 years** to reach the highest salary step.

Job Performance:

- **Less than 5%** of school districts offer compensation based on a teacher's job performance.
- Seniority, not job effectiveness, remains the determining factor in **87%** of teacher layoff provisions.

Work Conditions:

- Teachers must contractually work an average of **186 days** per work year and **7 hours 14 minutes** per workday.
- The average class size is between **26 and 28** students, depending on the school level.
- **Nearly half (46%)** of districts tie a teacher's annual pay increases to job performance. In these districts, teachers may have their salary step increases withheld from one year to the next based on unsatisfactory performance.

Note: This average assumes no salary step freezes. A step freeze refers to an agreement between the district and the union to hold teacher salaries for a given school year or years. For more information, visit www.teachercontracts.conncan.org.

Source: ConnCAN, Teacher & Administrator Contract Database, www.contracts.conncan.org.



SCHOOL
FINANCE

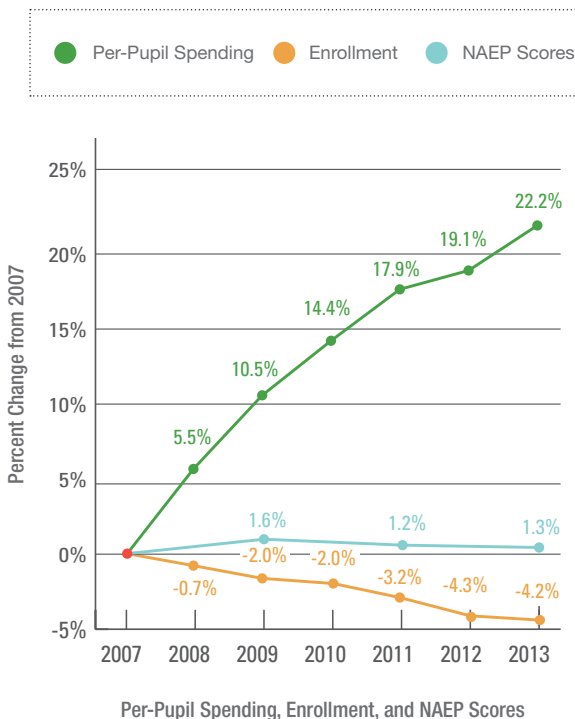


FIELD GUIDE
2015



Historical Spending Per Student, 2007-2013

Increased spending does not necessarily result in better outcomes. Despite declining enrollment and increases to education spending over time, Connecticut student achievement gaps consistently remain among the worst in the nation.



Note: NAEP scores included are math and reading for 4th and 8th grade.

Source: Conn. State Dept. of Educ., 2007-2013 Bureau of Grants Management, CT Public School Expenditures Report, www.sde.ct.gov; Conn. State Dept. of Educ., 2007-2013 CEDaR Enrollment Data, <http://sdeportal.ct.gov>; 2009, 2011, 2013 Nat'l Assessment of Educ. Progress (NAEP), CT State Profile, <http://nces.ed.gov/nationsreportcard/states>.

School Funding

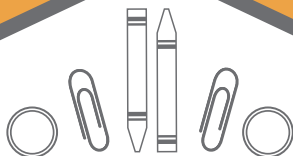
- In 2013-2014, Connecticut spent **\$8.4 billion** on elementary and secondary education.
- The average expenditure per pupil was **\$15,196** in 2013-2014.
- Public school expenditures vary greatly from district to district. For example, in 2013-2014, Bridgeport spent **\$13,883** per student, whereas Hartford spent **\$18,734**. Differing amounts of funding coming into the district, to some extent, determine towns' ability to spend on public education.
- Most statewide education revenue comes from local sources. In 2012-2013, the majority (52%) of statewide education revenue came from local sources (i.e. taxes), while about 43% came from the state and 5% from the federal government.
- Connecticut uses **11 different ways** to distribute per-pupil funding for public education.

The Education Cost Sharing (ECS) formula was originally designed to account for enrollment and town wealth to drive more funding to towns with greater student learning needs and less ability to raise local revenue. After years of flat funding and stop-loss provisions, the state is no longer using this formula.

- The ECS grant accounts for approximately 60% of state funding.
- The formula has been changed several times since it was created more than 25 years ago. These changes have caused significant inequities in school funding across the state.
- Students participating in public school choice programs aren't funded equitably or consistently because some programs (e.g. state charters and technical high schools) are left out of the ECS formula and because all students are funded differently depending on the school they attend.

Note: For more information, visit www.conncan.org/schoolfinance.

Source: Conn. State Dept. of Educ., The Condition of Education in Connecticut: 2013-2014, www.sde.ct.gov; Conn. State Dept. of Educ., Bureau of Grants Management Grant Calculations, Reports and Analyses, www.sde.ct.gov; Conn. State Dept. of Educ., 2015 Bureau of Grants Management Education Cost Sharing Entitlements, www.sde.ct.gov; Conn. Gen. Assembly, 2012 Office of Legislative Research Education Cost Sharing Formula, <http://www.cga.ct.gov/ed>; Conn. Gen. Assembly: 2013 Task Force to Study Education Funding Final Report, www.cga.ct.gov; Conn. Gen. Stat. § 10-65 (2015), Conn. Gen. Stat. § 10-66ee (2015), <http://www.cga.ct.gov/current/pub/titles.htm>.



EARLY
CHILDHOOD
EDUCATION

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2015



Early Childhood Education Matters

Without Early Childhood Education:

- Children from low-income families **are less likely to be read** to regularly, exposed to rich vocabulary, or taken to libraries and museums as compared to their middle class and more affluent peers.
- By age 3, children from low-income families have heard **30 million fewer words** than children from high-income families.
- Achievement gaps by race and ethnicity exist as early as kindergarten. **Up to 50%** of the Black/African American and White achievement gap at high school completion already exists before children start first grade and gaps by socioeconomic status are similarly large.

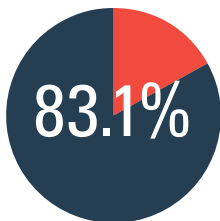
Long-Term Benefits:

- Studies show that students who attend preschool have higher IQ scores at age 5, higher educational achievement at age 14, and are **more likely to graduate from high school** than children who did not attend preschool.
- Children who attend preschool have **higher earnings** and are less likely to be on welfare or engaged in criminal activity as adults.
- Other benefits of early childhood education include **reduced teen pregnancy and tobacco use**.

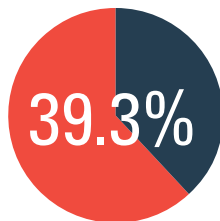
Source: Economic Policy Institute, Inequality at the Starting Gate, Nov. 2002, www.epi.org/publications; Brookes Publishing, Meaningful Differences in the Everyday Experiences of Young Children, 1995, <http://www.brookespublishing.com>; Brookings, The Black-White Test Score Gap, Aug. 1998, <http://www.brookings.edu>; Society for Research in Child Development, Investing in Our Future: The Evidence Base on Preschool Education, Oct. 2013, www.srcd.org; HighScope, Lifetime Effects: The HighScope Perry Preschool Study Through Age 40, 2005, www.highscope.org.



Early Childhood Education in Connecticut, 2012-2013



83.1% of Connecticut kindergarteners have Pre-K experience.



But only **39.3%** of all kindergarteners consistently demonstrate literacy skills on the Kindergarten Entrance Assessment.

Supporting early learning makes economic sense:

- Investments in early childhood programs yield significant long-term benefits. Research shows a potential **7-10% annual return** on initial public investments in preschool programs.
- Savings range between **\$2.62 to more than \$10** per every dollar spent on preschool programs.
- Every dollar spent on childcare in Connecticut yields **\$2 in increased economic activity** for the state.

Currently there is no integrated system that measures and reports on the quality of Connecticut preschools.

Source: Conn. State Dept. of Educ., 2012-2013 Percent of Kindergarten Students with PreK Experience, obtained by direct request, www.sde.ct.gov; Conn. State Dept. of Educ., 2012-2013 Kindergarten Inventory by District All Skills, obtained by direct request, www.sde.ct.gov; Heckman, Invest in Early Childhood Development: Reduce Deficits, Strengthen the Economy, Dec. 2012, <http://heckmanequation.org>; Reynolds, Arthur and Judy Temple, Cost-Effective Early Childhood Development Programs from Preschool to Third Grade, April 2008, www.annualreviews.org; RAND, The Economics of Investing in Universal Preschool in California, 2005, <http://www.rand.org>; Zhilin Liu, Rosaria Ribeiro and Mildred Warner, Child Care Multipliers: Analysis from Fifty States, Linking Economic Development and Child Care, Cornell University, 2004, www.cornell.edu.



SCHOOL

TURNAROUNDS



FIELD GUIDE 2015



Commissioner's Network

In 2012, the Connecticut General Assembly created the Commissioner's Network, a program designed to provide interventions and additional funding to improve the state's lowest-performing schools.

- The Network allows the Commissioner of Education to select and intervene in up to 25 of the state's lowest-performing schools.
- Schools in the Network apply to the State Board of Education to participate (in partnership with their district) and receive additional financial resources and school-level autonomy in exchange for increased accountability to the state. Schools in the Network remain part of their local district.
- Schools stay in the Network for 3 years and can remain for up to 5 years, in accordance with their approved turnaround plan, and then transition back to the local district's full control.
- So far, a total of \$35 million in state funding has been appropriated to the Network. Annual grants ranged from approximately \$420,000 to \$1.2 million per school for the 2014-2015 school year.

Today, the Network serves more than 9,000 students in 16 schools across 9 districts.

Note: Commissioner's Network schools are identified and funded by the state. School Improvement Grant (SIG) schools are identified by the state to receive federal funding and are not included in the count of Commissioner's Network schools above. For more information, visit www.conncan.org/turnarounds.

Source: Conn. State Dept. of Educ., Turnaround Office: The Commissioner's Network System of Supports, July 2014, www.sde.ct.gov.

Who Are We?

The Connecticut Coalition for Achievement Now (ConnCAN) believes that all of Connecticut's children deserve a high-quality education and works to change state and local policy to make that vision a reality. We conduct research and work with communities to inform and advocate for policies that will lead to excellent schools for all students. We are committed to promoting student-focused policies that ensure all students have equal opportunity and access to an excellent education.



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