2018

FIELD GUIDE

TO EDUCATION IN CONNECTICUT

GREAT SCHOOLS FOR ALL

CONNCAN

A strong economy depends on strong public schools. Some children in Connecticut are getting the excellent public education they need to succeed, while others — especially children in our most vulnerable communities — are still waiting for us to deliver on the promise of a high-quality public education.

In the meantime, our population is becoming more diverse, and good jobs require more education than they have in the past. Too few kids, — especially kids of color — who are our collective future, leave school ready to compete in the new economy, prepared for the demands of a 21st-century workforce.

Our state has made some progress, and bright spots across Connecticut show it is possible for schools to change lives. But, we must do more to secure a brighter future for our students and state. We need bold change now to expand opportunity and improve education. The future of our kids, our communities, and our economy depends on it.

Who are we?

The Connecticut Coalition for Achievement Now (ConnCAN) believes that all of Connecticut's children deserve a high-quality education. ConnCAN 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 children have equal opportunity and access to an excellent public education.

Contents

Key terms explained

The terms below are referenced throughout the Field Guide in data points, visuals, page titles, and more.

Charter schools	Under CT law, these are non-profit, tuition-free, public schools of choice subject to renewal every 5 years.
CPI	Consumer Price Index, used to adjust for inflation
CSDE	Connecticut State Department of Education
CT	Connecticut
Educator	Both teachers and administrators
EL(s)	English Learner(s)
ELA	English Language Arts/Literacy
FY	Fiscal year
High Needs	An unduplicated count of low-income, SWD, and EL students, as defined by CSDE
Low-income	Students who qualify for free or reduced-priced lunch
Magnet schools	Public schools of choice with different themes/specialties designed to increase diversity by serving students from multiple neighborhoods (intradistrict) or towns (interdistrict).
NAEP	National Assessment of Educational Progress
People of color	All racial and ethnic groups reported other than White
PTA	Percentage of Target Achieved, measures student growth on SBAC
RESC	Regional Educational Service Centers
SBAC	Smarter Balanced Assessment (Consortium)
SWD	Students with Disabilities
SY	School year

Page sources at the bottom of each page reflect overall author/agency and publication year.
For full citations and detailed methodology notes, see: **conncan.org/fieldguide**.

FIELD GUIDE TAKEAWAYS

Quick reference sheet

Where to find the standout college and career readiness facts and figures from the 2018 Field Guide

65% of children entering primary school today will have **jobs that don't yet exist**

SEE PAGE 16

By 2020, more than **70%** of Connecticut jobs will **require some education beyond high school**

SEE PAGE 9

Fewer than half of Connecticut high school graduates earn a postsecondary degree in 6 years, and **only 1 in 3 earn a degree in 4 years**

SEE PAGE 13

By 2020, nearly **1/3** of Connecticut's working-age population, and **nearly half of our youngest workers, will be people of color**

SEE PAGE 8

In Connecticut, **college graduates earn almost 3X** as much as high school dropouts each year

SEE PAGE 15

GREAT SCHOOLS FOR ALL
CONNCAN

Notes

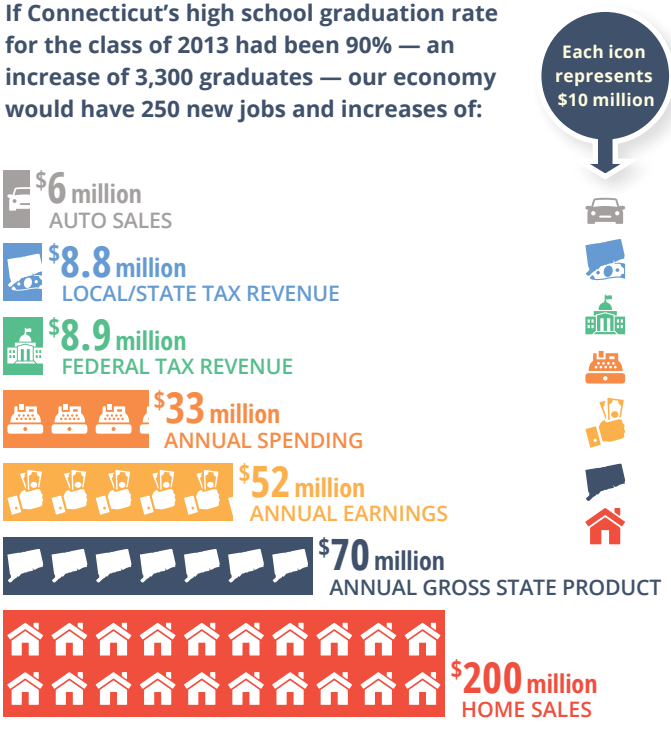
Is our state ready?

Improving education outcomes strengthens our economy

A strong economy depends on strong public schools.

If Connecticut student achievement on national assessments was on par with Massachusetts, our state's economy would gain an additional $422 billion — 159% of the state's current GDP.

If Connecticut's high school graduation rate for the class of 2013 had been 90% — an increase of 3,300 graduates — our economy would have 250 new jobs and increases of:



Notes: National Assessment of Educational Progress, or NAEP, see page 20 for more information; GDP stands for Gross Domestic Product, the monetary value of all the finished goods and services produced within a specific time period used to determine the economic performance of a specific state or country.

Sources: EducationNext (2016), Alliance for Excellent Education (2015).

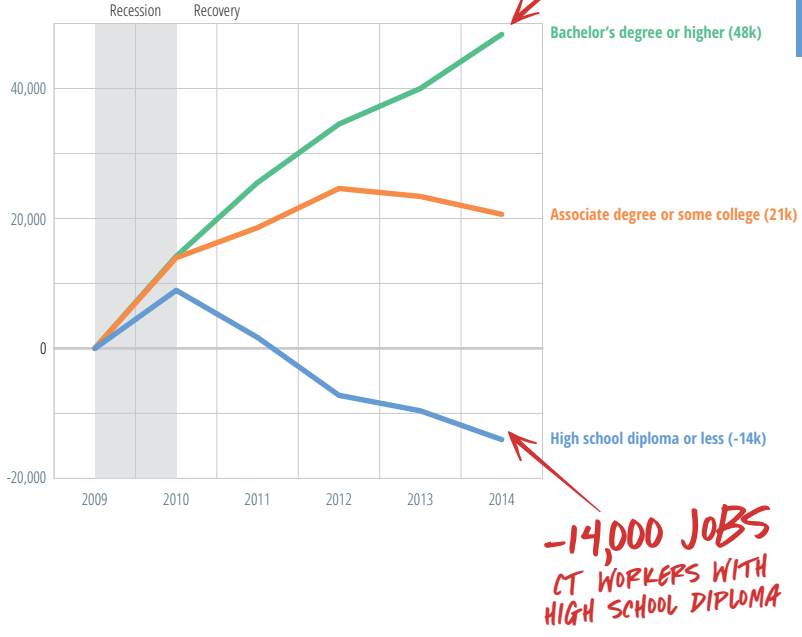
The new economy

For the first time in U.S. history, college graduates make up a larger share of the workforce than workers with a high school diploma or less.

Nationally, 99% of jobs created in the post-recession economy went to people with some college education.

+48,000 JOBS
CT WORKERS WITH BACHELOR'S DEGREE

Number of Connecticut jobs



-14,000 JOBS
CT WORKERS WITH HIGH SCHOOL DIPLOMA

Sources: Georgetown University (2016), Connecticut Mirror (2016).

The new workforce

Connecticut's population is growing more diverse, mirroring national trends.

Nationally...

By 2055, the U.S. will not have a single racial or ethnic majority.

More than 1/2 of the 83 million additional workers that the U.S. economy will need by 2030 will be people of color, and 80% of those workers will be either Black/African American or Hispanic/Latino.

In Connecticut...

By 2020, nearly 1/3 of Connecticut's working-age population, and nearly 1/2 of our youngest workers, will be people of color.

1/2 of our workforce will be people of color

Note: "Youngest workers" refers to those between the ages of 25-29.

Sources: Pew Research Center (2016), Center for American Progress (2014), Nellie Mae Education Foundation (2006).

Rising workforce demands

In today's economy, workers will need more than just a high school diploma to obtain good jobs.

By 2020, more than 70% of Connecticut jobs will require some education beyond high school.

9 OF THE 10 FASTEST-GROWING JOBS IN CT REQUIRE AT LEAST AN ASSOCIATE DEGREE

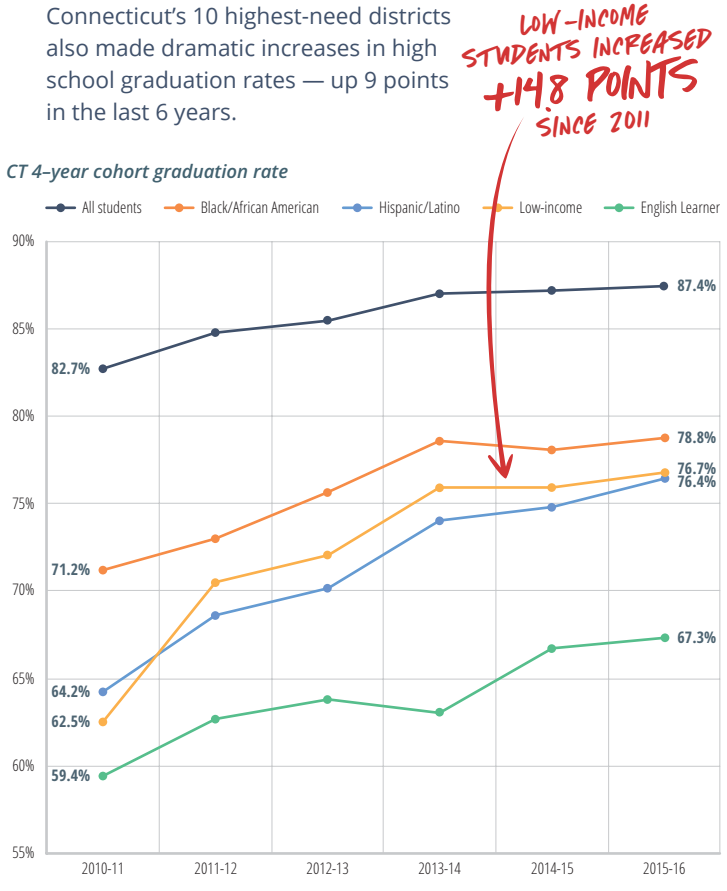
Rank	Fastest-growing occupations in CT	Education required	Employment projections (% change)	Annual wages
1	Statisticians	**Master's degree**	35.0	$110,438
2	Operations Research Analysts	**Bachelor's degree**	34.8	$87,765
3	Physical Therapist Assistants	**Associate degree**	29.0	$63,201
4	Physical Therapist Aides	**Short-term on-the-job training**	27.9	$32,951
5	Occupational Therapy Assistants	**Associate degree**	27.6	$64,177
6	Nurse Practitioners	**Master's degree**	25.5	$114,985
7	Web Developers	**Associate degree**	25.4	$74,905
8	Interpreters and Translators	**Bachelor's degree**	24.1	$51,321
9	Personal Finance Advisors	**Bachelor's degree**	24.1	$135,931
10	Computer Systems Analysts	**Bachelor's degree**	23.8	$95,958

Notes: *Employment Projections* reflect the change between 2014 and 2024; Annual wages based on mean wage in the 1st Quarter of 2017.
Sources: Georgetown University (2013), Connecticut Department of Labor (2016).

More students are graduating from high school

High school graduation rates are up for all students, including African American, Hispanic, and high needs students.

Connecticut's 10 highest-need districts also made dramatic increases in high school graduation rates — up 9 points in the last 6 years.



Notes: Opportunity Districts, or Education Reform Districts, are among the 10 lowest-performing in the state.
Sources: Office of Governor Malloy (2017), CSDE (2010-2016).

But not all our graduates are ready

Parents' hopes don't match reality, and far too many students are graduating high school unprepared for the challenges ahead.

- 86% of Connecticut parents report feeling very confident their child will graduate from high school and enroll in a 4-year college.
- 9 in 10 Connecticut students who enroll in college right out of high school return for sophomore year, but only 6 in 10 earn at least 1 year's worth of credit after spending 2 full years in college.

Out of 100 high school graduates from the class of 2010, 6 years later...

49 have earned a college degree

23 enrolled in college but dropped out

18 never enrolled in college

7 are still enrolled in college

2 have returned after dropping out

1 is starting college for the first time

Notes: Degree means an associate, bachelor's or higher; Credit-earning rate includes only CT high school students who enrolled in CT Public Universities or Community Colleges and earned 24 credits within 2 years of enrollment; College persistence (i.e. returning sophomores) and completion rates also include CT high school graduates in private and out-of-state institutions.

Sources: Benenson Strategy Group (2016), CSDE (2017, 2015).

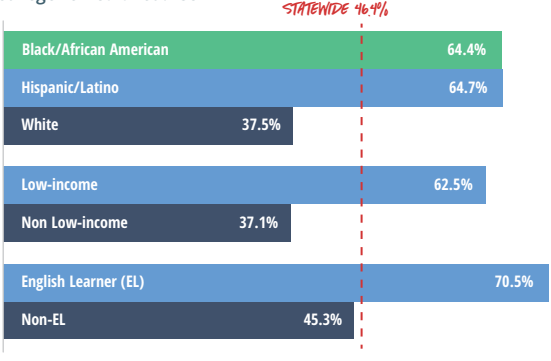
College readiness gaps

Far too many high school graduates of all backgrounds take remedial courses in college to learn content they should have learned in high school.

Across the nation, students and their families paid a combined $1.5 billion for college remedial coursework. This means students, families, and taxpayers are effectively paying for the same education twice: Once in high school and again in college.

SAME EDUCATION, PAID 2X

CT students in at least 1 college remedial course



74% MORE DROPOUTS

Students who need remedial coursework are 74% more likely to drop out of college than students who don't.

Notes: Graph includes only CT high school students who enrolled in CT Public Universities or Community Colleges; "Remedial students" means first-time full-time bachelor's degree-seeking students who take a developmental education course in the first year after high school.

Sources: Education Reform Now (2016), CSDE (2015).

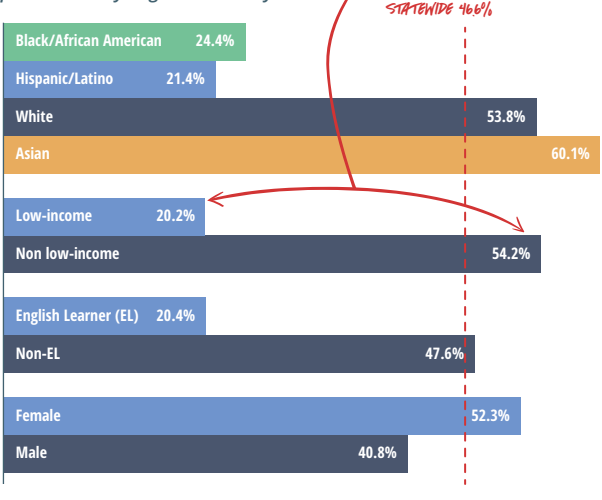
College completion gaps

Too few Connecticut students are ready to succeed in college, contributing to dramatic gaps in college completion.

Fewer than half of Connecticut high school graduates earn a postsecondary degree in 6 years, and only 1 in 3 earn a degree in 4 years.

34-POINT GAP BETWEEN LOW-INCOME AND NON-LOW-INCOME STUDENTS COMPLETING COLLEGE

CT high school graduates earning a postsecondary degree within 6 years



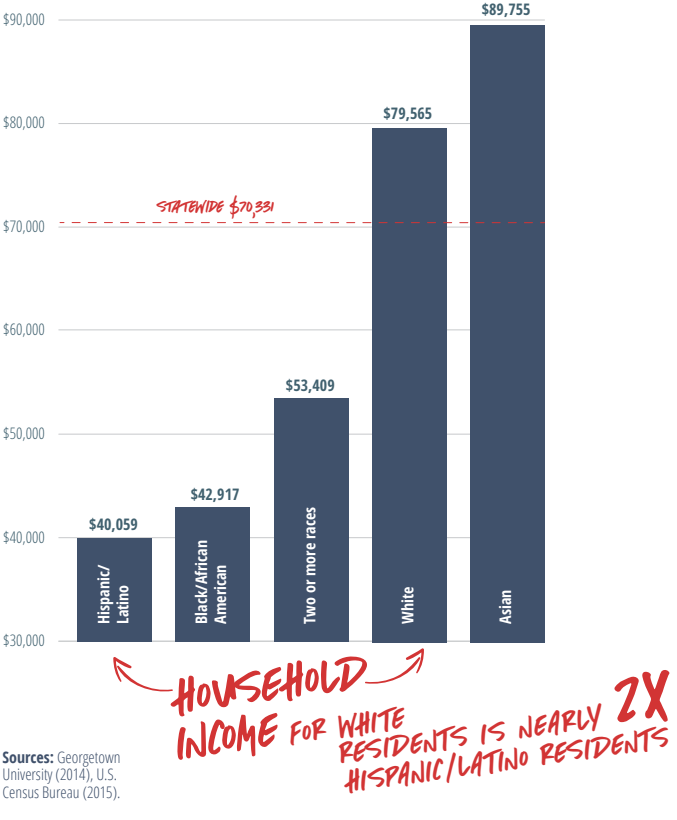
Note: Degree means an associate, bachelor's or higher.
Source: CSDE (2017, 2015).

Achievement gaps now, wage gaps later

Achievement gaps for students mirror earnings gaps for adults, even among the most highly educated workers.

On average, Black/African American and Hispanic/Latino adults with master's degrees have lower lifetime earnings than Whites with bachelor's degrees.

CT median income in 2015 inflation-adjusted dollars



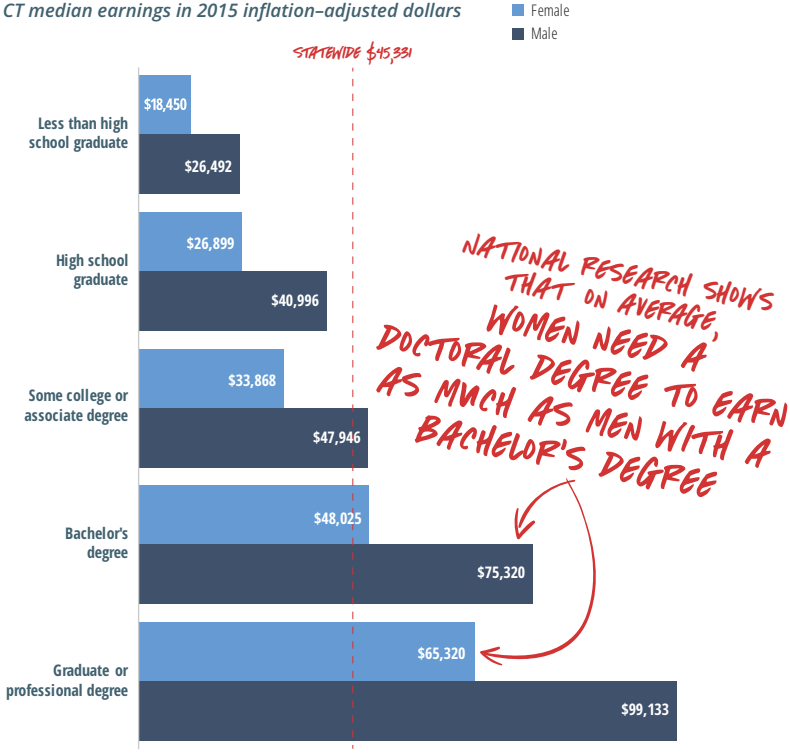
Sources: Georgetown University (2014), U.S. Census Bureau (2015).

Higher education means higher earnings

Workers with advanced degrees earn more. Increasing educational attainment is critical to our state's economic renewal.

In Connecticut, college graduates earn about 3x as much as high school dropouts.

CT median earnings in 2015 inflation–adjusted dollars



Notes: College graduates mean those with a bachelor's degree; Data reflects earnings in the past 12 months for population 25 years and older (with earnings).

Sources: U.S. Census Bureau (2015), Georgetown University (2014).

Jobs of the future

We are approaching an age of automation — with developments in robotics, artificial intelligence, and machine learning — and a growing shortage of job seekers with critical related skills.

8 OF 10 of Connecticut's fastest-growing careers requiring a bachelor's degree also require **deep knowledge in STEM.**

But, **FEWER THAN HALF of Connecticut high school students meet grade-level expectations** on state assessments in math and science.

65%
OF CHILDREN ENTERING PRIMARY SCHOOL TODAY
WILL HAVE JOBS THAT DON'T YET EXIST

Only **1%** of American workers **with a bachelor's** degree or higher **hold highly automatable jobs, compared to 50%** of workers **with less than a high school diploma.**

45% of the activities people are paid to perform today **could already be automated.**

Notes: STEM = science, technology, engineering, and math; Overall performance on high school state assessments: CAPT science, 10th grade (38.4% at/above goal); and SAT math, 11th grade (41.3% met/exceeded achievement standard).

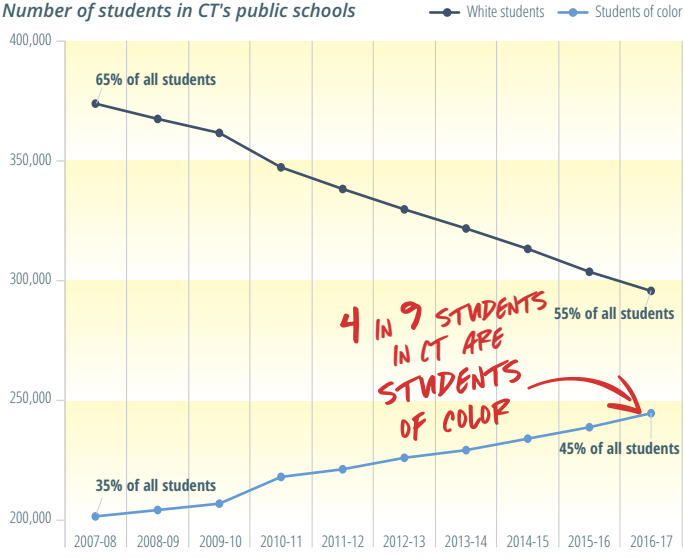
Sources: McKinsey & Company (2017, 2016), CSDE (2017), World Economic Forum (2016), Executive Office of President Obama (2016).

Are our students ready?

Our student population is changing

As Connecticut's population grows more diverse, so does the population of our schools.

In the past decade, overall public school enrollment has declined by 6%, while enrollment for students of color has increased by 21%.



2016-17 CT Public School Enrollment Total:

538,893 students

White: 54.7%
Hispanic/Latino: 24.0%
Black/African American: 12.9%
Asian: 5.1%
Two or More Races: 2.9%
Other: 0.4%

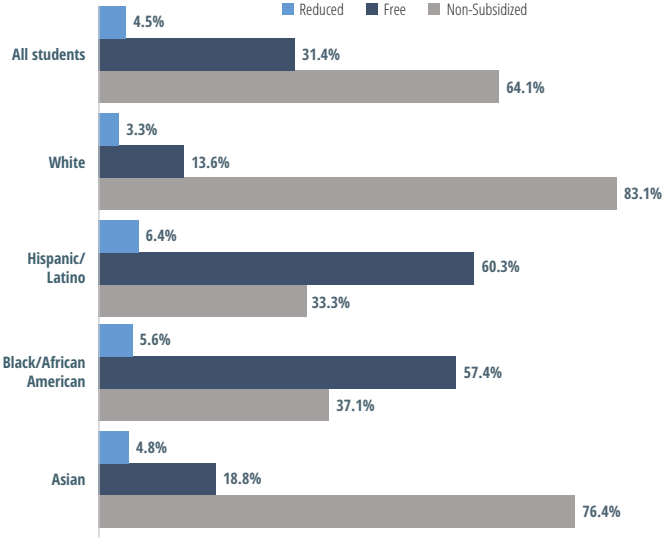
Note: *Other* means American Indian, Alaska Native, Native Hawaiian, or Other Pacific Islander.
Source: CSDE (2007-2017).

Our students' needs are changing

Connecticut students are diverse and increasingly high needs.

About 15% of Connecticut students speak 1 of 175 languages other than English as their primary language.

CT student eligibility for free & reduced lunch by race/ethnicity



In Connecticut, there are...

36,788 English Learners (ELs) = **6.8%** of students
+20.1% from 2010

77,026 Students With Disabilities (SWD) = **13.7%** of students
+14.3% from 2010

193,240 Low-income Students = **35.9%** of students
+0.4% from 2010

Notes: Eligibility for free or reduced-priced lunch is a proxy for low-income status, see Key Terms Explained page; Increase from 2010 means change in total number of students in each group.

Source: CSDE (2015, 2010-2017).

A new generation of student assessments

Connecticut uses assessments that focus on the knowledge, critical-thinking, and problem-solving skills vital in the 21st-century economy.

Assessment	Grade Level	Subjects	Additional Information
Annually required state assessments			
Smarter Balanced Assessment (SBAC)	Grades 3-8	English Language Arts (ELA), Math	smarterbalanced.org ctcorestandards.org
SAT	Grade 11	Evidence Based Reading/Writing, Math	collegeboard.org
Connecticut Mastery Test (CMT)	Grades 5, 8	Science	sde.ct.gov
Connecticut Academic Performance Test (CAPT)	Grade 10	Science	sde.ct.gov
Other national assessments			
National Assessment of Educational Progress (NAEP)	Grades 4, 8, 12	Reading, Writing, Math, Science, Social Studies, the Arts, Technology and Engineering Literacy (TEL), and more	nces.ed.gov
Advanced Placement (AP)	High School	English, Math, Science, Social Studies, the Arts, Computer Science, World Languages, and more	collegeboard.org

Notes: Implementation of new science assessments aligned with Next Generation Science Standards are expected in the 2018-19 school year; NAEP data reflects a state-representative sample of schools and students (usually, 2,500 students from 100 public schools per grade and subject); For more information about NAEP participation, see http://bit.ly/sampleselection.

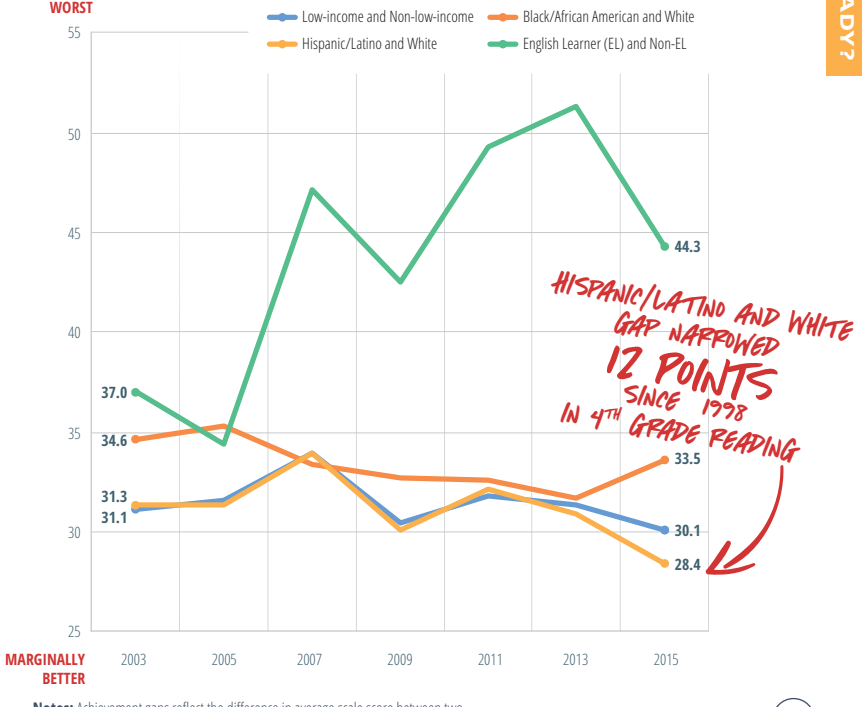
Sources: CSDE (2017), U.S. Department of Education (2017), College Board (2017).

NAEP: The Nation's Report Card

Even though more Connecticut students meet grade-level standards than the national average, fewer than half of our students are scoring at or above grade-level in math or reading.

Connecticut has made progress in closing achievement gaps in recent years, but proficiency rates remain unacceptably low for traditionally underserved student groups, like low-income students and students of color.

Average achievement gap between CT students 4th & 8th grade math & reading



Notes: Achievement gaps reflect the difference in average scale score between two student groups; To view ConnCAN's full NAEP analysis, see http://bit.ly/conncannaep.

Source: U.S. Department of Education (2015).

NAEP: Persistent achievement gaps

Despite recent progress in closing some gaps, Connecticut still has some of the largest achievement gaps in the country.

Bottom 5 CT ranks in the bottom 5 states in 10 out of 16 measures.

	CONNECTICUT'S NATIONAL RANKING			
NAEP **ACHIEVEMENT GAP** between:	4th grade **MATH**	4th grade **READING**	8th grade **MATH**	8th grade **READING**
Low-income and Non-low-income	3rd WORST	7th worst	WORST	10th worst
Black/African American and White	6th worst	3rd WORST	5th WORST	3rd WORST
Hispanic/Latino and White	2nd WORST	6th worst	WORST	4th WORST
English Learner (EL) and Non-EL	20 of 41	23 of 42	2nd WORST	5th WORST

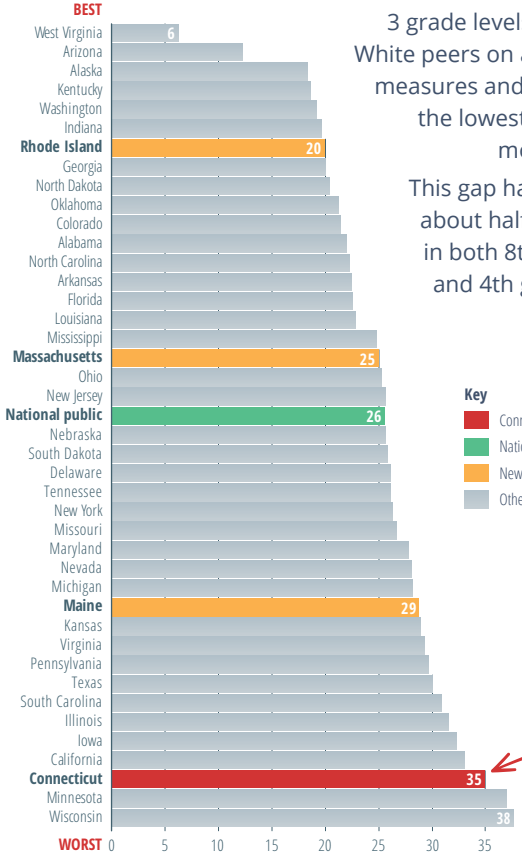
Notes: Ranks are calculated using a total number of states with data reported for each measure, which in some cases and groups is fewer than 50; Achievement gaps reflect the difference in average scale score between two student groups; To view ConnCAN's full NAEP analysis, see http://bit.ly/conncannaep.

Source: U.S. Department of Education (2015).

NAEP: Widening achievement gaps

Some of Connecticut's achievement gaps have widened.

Black/African American 4th grade reading achievement gap size by state



Connecticut's Black/African American students are at least 3 grade levels behind their White peers on all considered measures and score among the lowest in the U.S on most measures.

This gap has widened by about half a grade level in both 8th grade math and 4th grade reading since 2013.

Notes: Some states are not included due to insufficient sample size; Achievement gaps reflect the difference in average scale score between Black/African and White students; To view ConnCAN's full NAEP analysis, see http://bit.ly/conncannaep.

Source: U.S. Department of Education (2015).

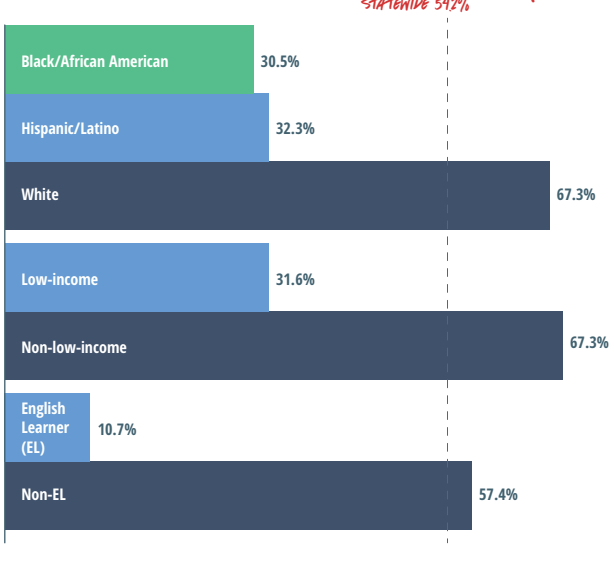
Raising the bar: SBAC ELA

Results show incremental progress and dramatic gaps in performance for the highest-need children.

- In the first 2 years of SBAC results, the percentage of Connecticut students meeting state standards increased by only +1.8 points in English Language Arts (ELA).
- Connecticut's state assessment results mirror NAEP results, with persistent achievement gaps for traditionally underserved students.

FEWER THAN 6 IN 10 STUDENTS ARE MEETING STANDARDS IN ELA

CT students meeting or exceededing SBAC ELA state standards



Notes: The Performance Task portion of the ELA assessment was discontinued in early 2016, so data reflected are based only on the computer-adaptive test (CAT) portion of the assessment; Graph reflects results for all tested grades 3-8 combined scoring at performance Levels 3 & 4.

Source: CSDE (2017).

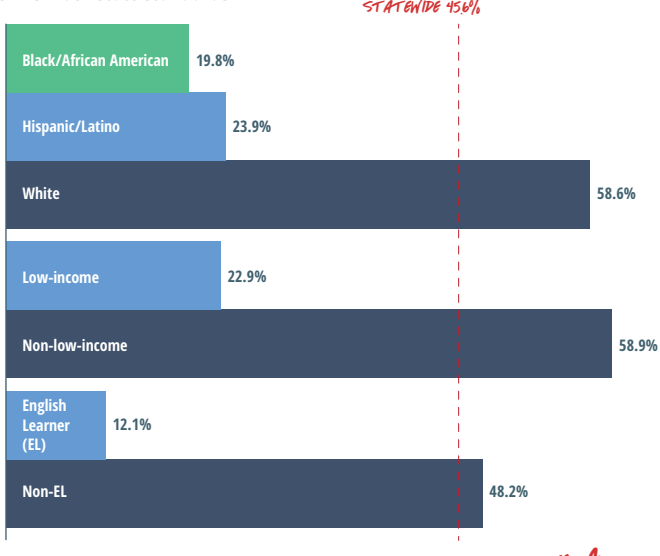
Raising the bar: SBAC math

Math results lag for all students, but 3 years of data show students are making steady progress.

Fewer students are meeting or exceeding state standards in math than in ELA across nearly all grades and student groups, similar to statewide SAT results.

FEWER THAN HALF OF STUDENTS ARE MEETING GRADE-LEVEL STANDARDS

CT students meeting or exceededing SBAC math state standards



DESPITE A +5.6 POINT INCREASE OVER THE PAST 2 YEARS

Note: For SAT results, see page 28.
Source: CSDE (2017).

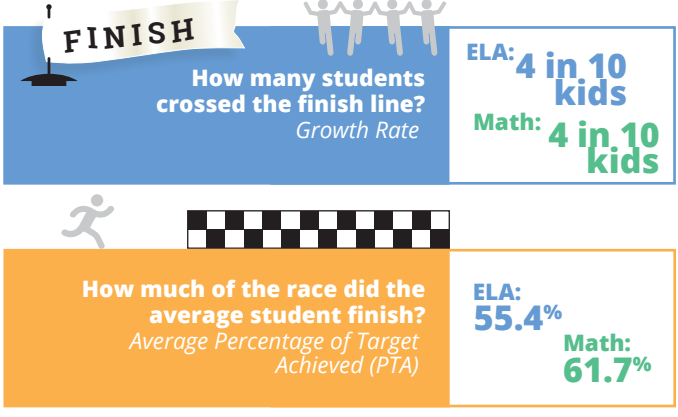
Measuring growth: SBAC student growth model

Connecticut's student growth model sets an expectation that all students improve each year based on ambitious, yet achievable, individual academic growth goals.

Connecticut's growth model measures the change in achievement score on SBAC for the same student from one grade to the next. The state measures growth in 2 ways:

1. Growth Rate: The percentage of students who met their growth targets.
2. Percentage of Target Achieved (PTA): The percentage of the growth target that the average student achieves.

In other words, if Connecticut children were running a race:



Notes: Results reflect overall performance for CT; The growth model uses matched student cohort growth data which means, for example, the change in achievement for a student in grade 3 in 2015-16 to grade 4 in 2016-17; Individual growth targets are set based on the achievement score range the student fell into during the previous year, and are not differently based on subgroup, so all students in an achievement range have the same growth amount expectation towards the highest possible score and achievement level; For more information, see http://bit.ly/studentgrowthmodel.

Source: CSDE (2017, 2016).

Measuring growth: Standout districts

Despite an overall bleak outlook, some districts are making progress towards high standards for students in poverty and offering hope.

Standout Districts: On average, Connecticut low-income students achieved only 53.5% of their growth targets in math. But some districts fared far better, proving what is possible when kids are held to high expectations and given the support they need to succeed.

These districts have the highest-average percentage of growth targets met for low-income students in math:

District	Average Percentage of Target Achieved (%)	District	Average Percentage of Target Achieved (%)
Large District Overall			
Large Low-income Population		**Small Low-income Population**	
Naugatuck	61.8	Guilford	74.7
West Haven	61.0	Ridgefield	72.6
Norwalk	60.6	Brookfield	70.1
Small District Overall			
Large Low-income Population		**Small Low-income Population**	
Capital Prep Harbor Charter	84.4	Region 18 (Lyme, Old Lyme)	83.2
Side By Side Charter	78.1	Voluntown	80.6
Griswold	73.3	Marlborough	79.7

Notes: *A Large District Overall* with a *Large Low-income Population* refers to districts with more than 2,000 students overall, more than 36% of whom are eligible for free- or reduced-price lunch. For additional methodology details, see conncan.org/fieldguide; Charter schools such as those on this page are considered separate school districts by the state of CT.

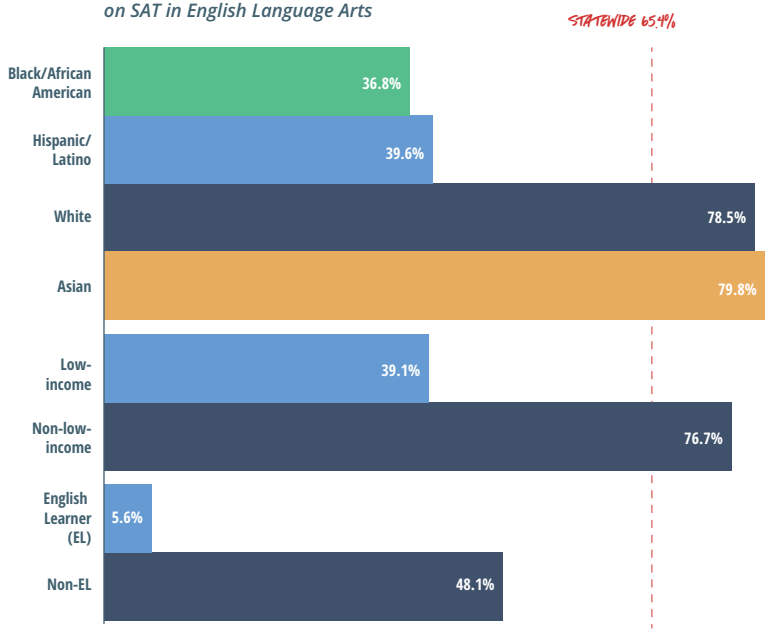
Source: CSDE (2017).

Raising the bar: SAT School Day

Beginning in 2016, all Connecticut 11th graders now take the newly redesigned SAT that more closely aligns with the skills and knowledge students need to be college- and career-ready.

Only 6 out of 10 Connecticut students are ready for college-level work in reading (65.4%), and fewer than 4 in 10 are ready for college-level work in math (41.3%).

CT students meeting College & Career Ready Benchmark on SAT in English Language Arts



Notes: A student has met or exceeded the College Board's College and Career Readiness Benchmark at level 3 or higher (on a scale of 1-4); This benchmark means a student has a 75% chance of earning at least a C in first-semester, credit-bearing college courses in the tested subject area; Non-EL data reflects performance at level 3 only as level 4 data was suppressed by CSDE to ensure confidentiality.

Source: CSDE (2017), College Board (2017).

Statewide improvements: Student-level gaps

AP exams, like SAT results, show that far too many students are unprepared for college, especially children of color.

Connecticut ranks 3rd nationwide for the percentage of high school graduates scoring 3 or better on at least one AP exam and second-most improved in the nation over the last decade.

Black/African American or Hispanic/Latino students represented nearly 20% of test takers, but fewer than 10% of those scoring a 5.

Average score on AP Exam for CT public school students

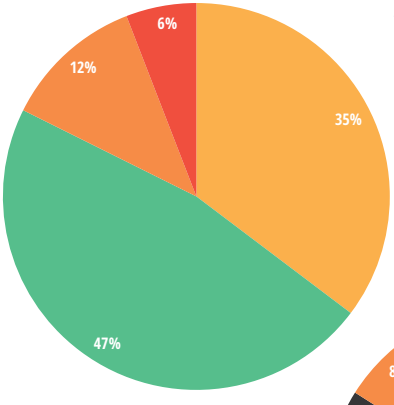
Notes: A score of 3 (qualified) means the ability to complete introductory-level course work in a particular college-level subject; Data represents average AP score (scale of 1-5) by race/ethnicity for all grades and subject areas of public school candidates; Due to a change in the collection and reporting of race/ethnicity data, prior years cannot be compared to 2015-16; For more information, see: collegeboard.org/apraceethnicity.

Sources: CSDE (2017), College Board (2017).

Measuring better: Next Generation Accountability

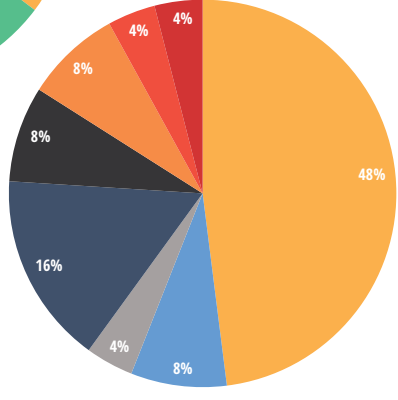
Connecticut's Next Generation Accountability System is a new, holistic approach to measuring overall school performance that moves beyond test scores alone.

Connecticut uses an Accountability Index to calculate a score from 0 to 100 for all schools and districts based on indicators that impact student learning and readiness for success in college and career.



Elementary School Indicator Weights

- Academic Achievement
- Academic Growth
- Chronic Absenteeism
- Physical Fitness



High School Indicator Weights

- Academic Achievement
- College and Career Readiness (Courses/Exams)
- Graduation – On Track in 9th Grade
- Graduation
- Postsecondary Entrance
- Chronic Absenteeism
- Physical Fitness
- Arts Access

Notes: Charts are illustrative examples for select common school levels, with some indicators grouped together into larger categories; See page 32 for complete list of all indicators and sub-indicators included in the system.

Source: CSDE (2017, 2016).

Measuring better: Schools of Distinction

Annually, the state identifies a group of schools as Schools of Distinction based on a variety of factors including overall performance and academic growth.

Of the 116 Schools of Distinction, 15 were recognized for the highest academic growth for High Needs students and are located in historically low-performing districts. Here's the overall performance for all students:

District	School Name	Overall Accountability Index
Danbury	Morris Street*	84.3
	Park Avenue*	79.8
	Ellsworth Avenue*	78.6
	South Street	77.3
	Hayestown Avenue	77.2
East Haven	Dominick H. Ferrara	77.7
Meriden	Thomas Hooker	84.3
	Casimir Pulaski	75.0
Naugatuck	Western*	78.8
New Haven	Conte/West Hills Magnet	73.0
Norwich	Thomas W. Mahan*	86.5
	Samuel Huntington	80.9
West Haven	Edith E. Mackrille	85.1
	Seth G. Haley	76.9
Windham	W. B. Sweeney*	77.8

Notes: *Historically low-performing* refers to the Alliance Districts, CT's lowest-performing districts; *These schools are also recognized for highest growth for all students; Highest academic growth for High Needs students means the top 10% of points earned on Smarter Balanced growth (Indicators 2b and 2d); Schools are disqualified if they have state-designated achievement gaps for performance or graduation rates, or if they have state assessment participation rates below 95%.

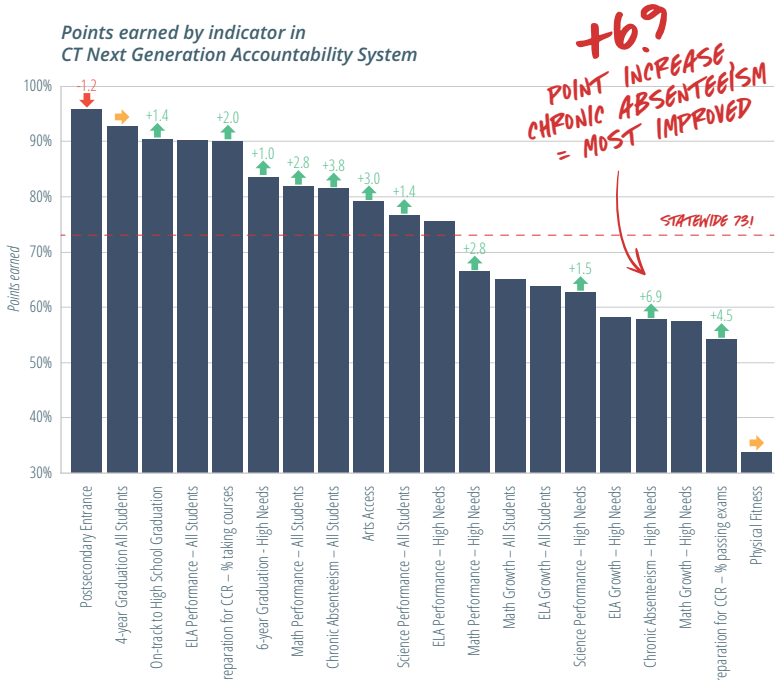
Source: CSDE (2016).

Measuring better: Results by indicator

Statewide, Next Generation Accountability System results suggest that the state excels on some indicators and must improve significantly on others.

During the first 2 years of the system, the state improved on nearly all indicators with available data.

Points earned by indicator in CT Next Generation Accountability System



Notes: CCR = College and career readiness; Data labels in the graph reference the change in percentage of points earned between the 2014-2015 and 2015-2016 school years where a valid comparison can be reported between the two years; Yellow arrow indicates a change of ±1 percentage point; ELA results are not comparable because the 2015-2016 results do not include the Performance Task exam component; Growth results reflect data for the Average Percentage of Target Achieved (PTA).

Source: CSDE (2016).

The price of empty desks

Connecticut's progress in reducing chronic student absenteeism means we are positioning more students for success.

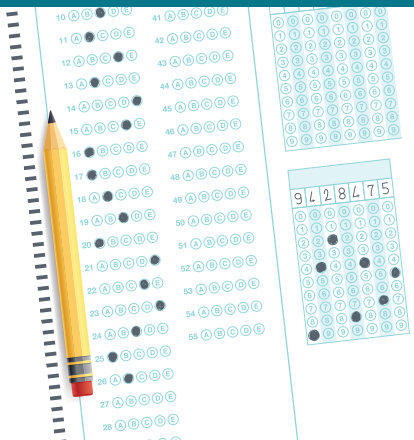
Students eligible for free lunch were chronically absent 3x more than students who were not.

3x more absent

Although the total number of chronically absent students has decreased more than 10% since 2012-13, they still account for nearly 10% of all enrolled students (over 50,000 children).

ATTENDANCE IS A BETTER INDICATOR THAN DROPOUT

By 9th grade, student **attendance** may be a better indicator of dropout than 8th grade test scores. 1 in every 8 high school freshmen in Connecticut is chronically absent.



Notes: Chronic absence is missing 10% or more of school (about 18 days a year or two days a month) for any reason, excused or unexcused, and including suspensions; Free lunch eligibility is used as an indicator of low socioeconomic status; For more information on how districts, schools, and community partners can work to improve student attendance, see: http://bit.ly/SDEchronicabsenteeism.

Source: CSDE (2017).

The high cost of dropping out

High school dropouts cost Connecticut almost 4 times more than other citizens on health care, corrections, and welfare programs and earn millions less in a lifetime than their college-going peers.

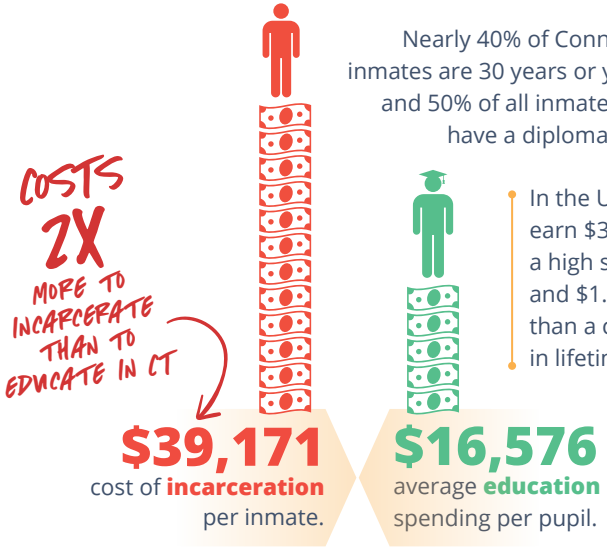
Dropouts cost Connecticut $900 million in lost revenue

$900 million in costs

Unemployment rates are nearly 4x as high for high school dropouts as they are for college graduates in Connecticut.

Nearly 40% of Connecticut's inmates are 30 years or younger, and 50% of all inmates do not have a diploma or GED.

In the U.S., dropouts earn $331,000 less than a high school graduate and $1.3 million less than a college graduate in lifetime earnings.



Notes: *College graduates* means those with a bachelor's degree; Annual cost of incarceration was CPI-adjusted to 2017 dollars; For more information about the average per-pupil spending, see: http://bit.ly/grantsbureau.

Sources: Parthenon-Ernst & Young Education Practice (2016), U.S. Census Bureau (2015), Georgetown University (2014), U.S. Department of Labor (2017), Connecticut Department of Correction (2017, 2015), CSDE (2017).

Intervening before it's too late

Dropping out does not happen without warning. Early warning signs indicate that nearly a quarter of Connecticut high school-age students are at-risk, but early re-engagement can turn things around.

25,000 disengaged youth

Enrolled in school but missing 25 or more days per year, 2+ suspensions or incarcerated/expelled, or 2+ failed courses per year

14,000 disconnected youth

Not enrolled in high school and have not transferred, graduated, or aged out.

Disengaged and disconnected youth are nearly 3x as likely to be boys of color.

EARLY WARNING SIGNS

ATTENDANCE	**1 in 4 disengaged students miss more than 1 day per week on average.**
MOBILITY	**21% of disengaged and 55% of disconnected youth have transferred schools at least once during high school.**
2-3 YEAR WINDOW	**...before disengaged students transition to become completely disconnected.**

4 in 10 8th graders enter high school already disengaged, but re-engagement is possible.

88% graduate high school in 4 years after **re-engaging** in 9th grade, while only...

...48% graduate if still **disengaged**

Notes: Missing more than 1 day per week on average equates to a student attendance rate that is lower than 75% or, 45 total days over the school year; Student mobility can be across school types, between districts, or different traditional schools within the same district; For more information on adolescent engagement with school and early indicators of dropout, see www.ctopportunityproject.org.

Source: Parthenon-Ernst & Young Education practice (2016).

Are our educators ready?

Our teachers and leaders

About 41,900 teachers and 3,600 leaders work in Connecticut's public schools.

The average **ACTIVE** teacher is 45 years old, with 14 years of service

The average **RETIRING** teacher is 63 years old, with 25 years of service

Out of every 100 school staff members in Connecticut:

46 are non-certified or non-instructional services and support staff

44 are teachers and instructors

4 are leaders

3 are counselors, social workers, or psychologists

3 are instructional or library/media specialists

Notes: "Teachers" includes certified general and special education teachers and instructors, not specialists/support staff; "Leaders" includes administrators, coordinators, and department chairs at the district central office and school levels; "retiring teacher" refers to new retirees only; all educator categories require certification unless otherwise specified.

Sources: CSDE (2016), Connecticut General Assembly (2016).

Educator diversity: In demand

Every child benefits from real connections to their educators. Research shows that students of color perform better on a variety of academic outcomes when taught by teachers of color.

About **45%** of Connecticut's public school **students are of color**...

+8 POINT INCREASE SINCE 2010

...yet fewer than **10%** of our **teachers and leaders are people of color** (8.3%).

+1/2 POINT INCREASE SINCE 2010

ZERO educators of color

About 1 in 5 school districts across Connecticut employ ZERO educators of color, and more than 3 in 5 school districts employ fewer than 5% educators of color.

Note: For examples of national research, see: http://bit.ly/eddiversity

Source: CSDE (2009-2016).

Educator diversity: Standout districts

Despite recent efforts to help diversify the educator workforce, we still have too few teachers and leaders of color.

14 school districts serve 15% or more students of color but do not employ a single teacher or administrator of color.

Only 22 districts employ 15% or more educators of color:

District name	District type	Total educators (#)	Educators of color (%)
Jumoke Academy	Charter	52	**44.2**
Bridgeport Achievement First	Charter	54	**33.3**
Elm City Montessori School	Charter	6	**33.3**
Achievement First Hartford Academy	Charter	112	**33.0**
Booker T. Washington Academy	Charter	16	**31.3**
Great Oaks Charter School	Charter	14	**28.6**
Stamford Charter School for Excellence	Charter	14	**28.6**
New Beginnings Inc Family Academy	Charter	43	**27.9**
Elm City College Preparatory School	Charter	49	**26.5**
Bloomfield	Traditional	231	**25.5**
Bridgeport	Traditional	1,708	**25.2**
Hartford	Traditional	1,986	**24.8**
New Haven	Traditional	2,054	**24.1**
Trailblazers Academy	Charter	18	**22.2**
Amistad Academy	Charter	111	**21.6**
The Bridge Academy	Charter	21	**19.0**
Park City Prep Charter School	Charter	22	**18.2**
New London	Traditional	307	**17.6**
Norwalk	Traditional	934	**16.4**
Unified School District #2	State agency	92	**16.3**
New Britain	Traditional	812	**15.1**
Windham	Traditional	366	**15.0**

HIGHEST

LOWEST

Source: CSDE (2016).

Preparing Connecticut teachers

Educator preparation programs that graduate the most candidates do not necessarily produce the most teachers.

Every teacher prep program in Connecticut, other than UConn, experienced a decline in graduates, between 2007 and 2015. UConn's program has grown by 21%.

Teacher Preparation Program	Total number of graduates 2014-15	Percent of all graduates 2014-15 (%)	Percent of all employed 2015-16 (%)
University of Connecticut*	223	12.5	15.7
Southern Connecticut State University	240	13.4	12.7
Central Connecticut State University	241	13.5	12.0
Sacred Heart University	162	9.1	9.2
University of Bridgeport	134	7.5	7.5
Alternate Route to Certification (ARC)*	99	5.5	7.2
University of Saint Joseph*	96	5.4	6.6
Eastern Connecticut State University	125	7.0	5.8
Teach for America (TFA)*	63	3.5	5.3
University of New Haven	97	5.4	5.0
Western Connecticut State University	62	3.5	3.8
Quinnipiac University	81	4.5	3.0
University of Hartford	86	4.8	2.7
Fairfield University	44	2.5	2.5
Charter Oak State College	24	1.3	1.0
Albertus Magnus College	1	0.1	0.1
Connecticut College	9	0.5	0.0
Mitchell College	1	0.1	0.0
Total	1,788	100%	100%

* *significantly higher share of employed teachers than graduates*

COMBINED, ARC AND TFA HAVE THE HIGHEST RATIO OF EMPLOYED EDUCATORS TO GRADUATES PRODUCED STATEWIDE.

Notes: Growth includes all programs with data available for all years 2007-2015; ARC and TFA data combined since both are alternative routes to certification; Significant refers to schools with more than 1 percentage point difference; Graduates means the total number of endorsements for Initial Educator and Temporary 90-Day Educator Certificates; Employed refers to candidates with certificates dated between 2007-2016 and also employed in CT public schools during 2015-16.

Source: CSDE (2007-2016).

Help wanted: Quality needed

The supply of certified teachers does not meet demands from schools, making it difficult for Connecticut school districts to fill needed vacancies with effective educators.

9 OF 10 WERE ALSO SHORTAGE AREAS IN 2016–17

Shortage Areas for 2017–18:

1 World Languages
2 Speech & Lang. Pathologist
3 Math, 7-12
4 Science, 7-12
5 Special Ed
6 Technology Ed.
7 Library Media
8 Bilingual Ed.
9 TESOL
10 Vo-Tech Subjects

6 of 10
unfilled positions at the start of each school year exist due to unqualified candidates.

The number of "minimally qualified" hires has **increased by 97% since 2010.**

2 of 3
"minimally qualified" hires are in designated shortage areas.

Each year, almost half of all subject areas have more certifications issued than open positions available, while there are fewer certifications in needed subjects:

Subject area	Certifications issued (#)	Positions open (#)	Supply & demand
History/Social Studies (7-12)	243	174	+ 69 oversupply
Health (PK-12)	120	56	+ 64 oversupply
Bilingual Education (PK-12)	12	39	- 27 UNDERSUPPLY
Math (7-12)	174	350	- 176 UNDERSUPPLY

Notes: TESOL = Teacher of English to Speakers of Other Languages; Vo-Tech Subjects refers to the Occupational Subject, Vocational Technical School endorsement; Certifications issued reflects the number of new or renewed certificates; Minimally qualified refers to candidates hired from an applicant pool of fewer than 20 which also received the lowest applicant pool rating; For more information on how CSDE determines annual shortage areas, see: http://bit.ly/shortageareas.

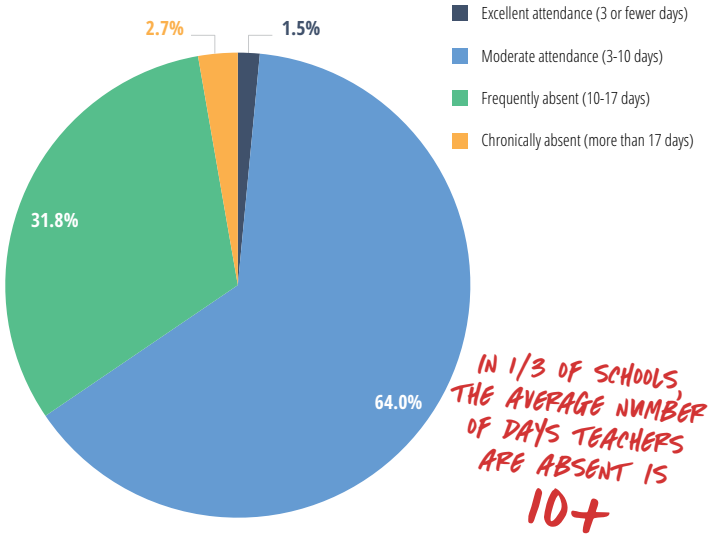
Source: CSDE (2017, 2015).

Educator attendance impacts student outcomes

Research shows that when teachers are absent 10 days — even for legitimate reasons or for professional development — there is a measurable, negative effect on student achievement.

High-need students are disproportionately affected: In Connecticut, 2 in 3 schools with chronically absent teachers also have above-average low-income student populations.

Average days absent for CT public schools



IN 1/3 OF SCHOOLS, THE AVERAGE NUMBER OF DAYS TEACHERS ARE ABSENT IS 10+

$1,800
per absent teacher

A national study shows districts like Hartford spend an average of at least $1,800 per teacher per year to pay for related expenses.

Notes: Methodology used to categorize and code Connecticut data is from the National Council on Teacher Quality's report: http://bit.ly/NCTQreport; "Days absent" is the average number of full-time equivalent days absent by school for classroom teachers only; Absences of 10+ consecutive days are not counted if teacher was replaced by an educator fully certified for the position.

Sources: National Council on Teacher Quality (2014), CSDE (2014).

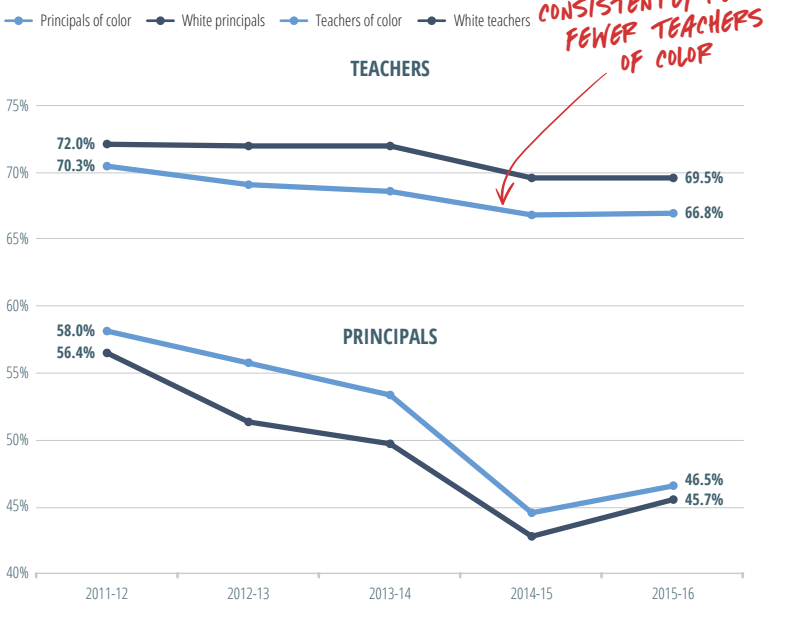
Educator retention

Connecticut districts struggle to keep educators, especially in high-poverty schools.

Fewer than half of principals and 7 in 10 teachers work in the same district as they did 5 years prior.

Teachers in high-poverty schools are twice as likely to change schools within 5 years as teachers in low-poverty schools.

CT educators who worked in the same district 5 years prior



Notes: *High-poverty schools* are in the quartile with the highest percentage of low-income and students of color in their district; Caution should be exercised when interpreting findings for administrators due to significantly smaller sample size than teachers; For more information, see: http://bit.ly/equityplan.

Source: CSDE (2016, 2015).

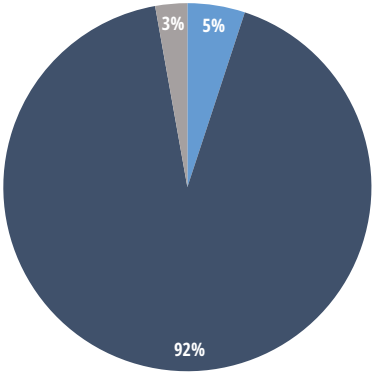
Recognizing effective educators

Very few districts offer compensation based on a teacher's effectiveness or rewards to teachers who work in high-need positions.

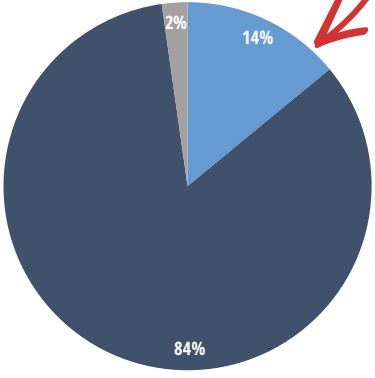
- Over 98% of teacher salary schedules in Connecticut are based solely on a teacher's academic degrees and years of service.
- Annual salary increases for teachers may be withheld for unsatisfactory performance in only about half of districts.

MOST OFTEN GRANTED AS ADDITIONAL STEPS ON THE SALARY SCHEDULE FOR TEACHERS FILLING STATE-DESIGNATED SHORTAGE AREAS

Do CT school districts offer performance or incentive-based pay?



*Do CT school districts offer hiring or pay incentives for teachers working in **'high-needs'** or **'hard-to-staff'** positions or schools?*



Yes No N/A

Notes: Data based on 2015-2016 collective bargaining agreements from all school districts in CT that have them; "Teacher salary schedules" does not include additional compensation such as stipends or bonuses; To learn more visit ConnCAN's Teacher & Administrator Contract Database: www.contracts.conncan.org.

Source: ConnCAN (2016).

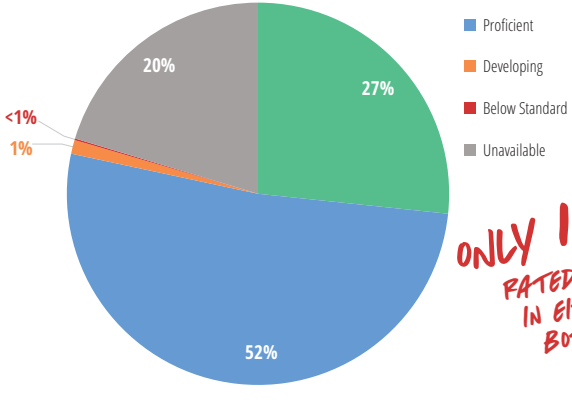
Evaluating and supporting educators

A growing body of research shows that teacher evaluations tied to multiple measures, including student achievement growth, can help improve the quality of teaching and learning.

Connecticut's **educator evaluation system** was developed by many stakeholders and includes multiple measures. Teachers are rated in 1 of 5 categories.

New Haven's system includes student achievement, with promising results: 91% of teachers marked as needing improvement in 2011-12 were **rated effective or better in 2013-14.**

CT Evaluation Ratings



ONLY 11 DISTRICTS RATED ANY TEACHERS IN EITHER OF THE 2 BOTTOM RATINGS

Notes: *Unavailable* refers to educator data that was suppressed by CSDE as well as educators not evaluated under the new model; To view the 11 districts with bottom ratings, see: http://bit.ly/tevaldata; CT's Performance Evaluation Advisory Council (PEAC) developed the evaluation framework and continues to meet to amend it. Student achievement on state assessments is not currently included in educator evaluations.; For examples of national research, see: http://bit.ly/conncaneval.

Source: CSDE (2017), New Haven Public Schools (2015), CT Mirror (2016).

Are our schools ready?

Connecticut's school districts

Over 200 school districts educate about 539,000 students across Connecticut.

3 in 10 districts in Connecticut serve fewer than 500 students each, in total accounting for **only 3%** of the entire public school population.

Total Students Served in CT	Total Districts (#)	Total Students (#)	Percent of all Students (%)	Percent of all Districts (%)
10,000 or more	10	152,791	28.4	4.9
5,000-9,999	17	116,477	21.6	8.4
3,000-4,999	27	107,512	20.0	13.3
1,000-2,999	66	128,438	23.8	32.5
500-999	23	18,130	3.4	11.3
Fewer than 500	60	15,545	2.9	29.6
Total	**203**	**538,893**	**100%**	**100%**

About 1 in 5 students attend school in 1 of Connecticut's 5 largest districts.

CT Districts	Total Students (#)	Percent of all Students (%)
New Haven	21,981	4.1
Bridgeport	21,222	3.9
Hartford	20,891	3.9
Waterbury	19,001	3.5
Stamford	16,100	3.0
Total	**99,195**	**18.4**

Source: CSDE (2017)

Connecticut's schools and programs

Connecticut has more than 1,000 public schools and nearly 400 public educational programs of varying sizes and types.

Out of every 10 schools, about 7 are elementary/middle schools, 2 are high schools, and 1 school serves a nontraditional grade range.

CT Schools	
School Type	Number of Schools
Traditional Public Schools	818
Magnet Schools	119
Regional Schools	55
State Agency Facilities	32
Public Charter Schools	24
Technical High Schools	17
Endowed and Incorporated Academies	3
Total	**1,068**

CT Educational Programs	
Program Type	Number of Programs
Special Education	241
Alternative	78
Pre-Kindergarten	45
Vocational/Technical	6
Part-time Magnet	4
Other	11
Total	**385**

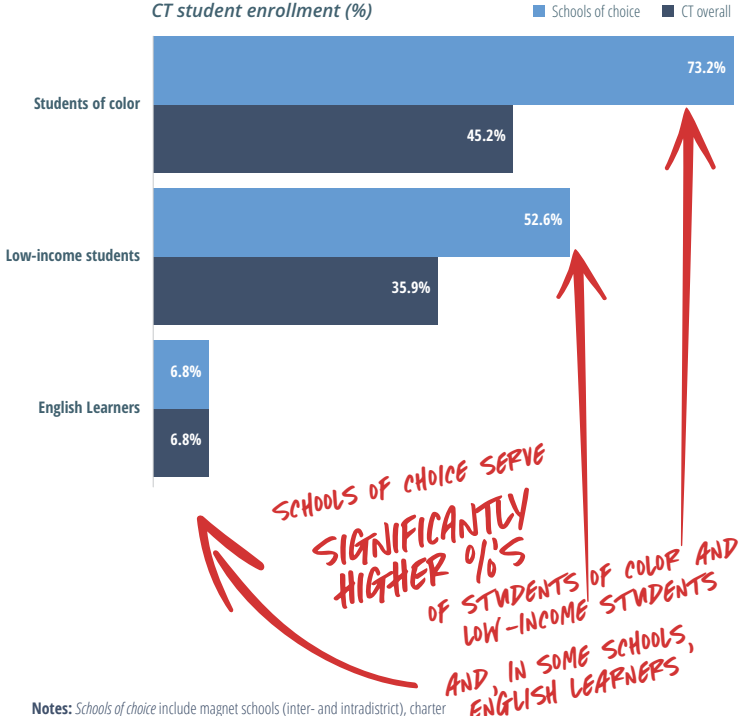
Notes: *Nontraditional grade range* Includes, but is not limited to, pre-K only, PK-12, and 6-12; *Magnet schools* include both inter- and intradistrict; For additional details on the types of schools and how programs were grouped here, see: conncan.org/fieldguide.

Source: CSDE (2017)

Quality public school options

In Connecticut, zip code and luck of the draw too often determine whether students have access to a quality public school, especially in our cities.

73,600 students are enrolled in **160 schools** of choice in 37 different communities across Connecticut — 14% of total public school enrollment.



Notes: *Schools of choice* include magnet schools (inter- and intradistrict), charter schools, and Technical High School System schools with available enrollment data (i.e., excludes other choice programs such as Open Choice, part-time magnet programs, vocational/technical programs, etc.); For more information about CT's choice programs, see: http://bit.ly/ctpublicschoolchoice.

Source: CSDE (2017, 2013).

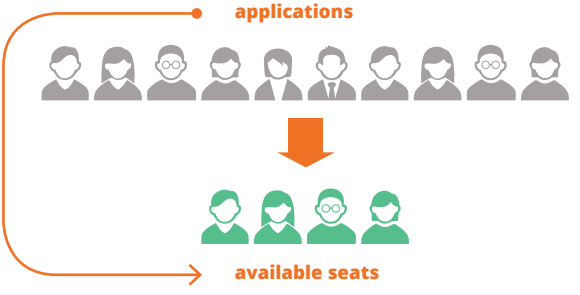
The high demand for choice

Miles-long waitlists prove that families are overwhelmingly demanding more quality public school options.

6,900 wait-listed students

For every 10 charter school students served, there are 7 more children on a waitlist — that's 6,900 wait-listed students.

Charters enroll about 9,600 total students.



4 in 10 odds

Of the more than 20,000 children who sought a seat in the Hartford regional magnet school lottery, only 7,700 children were offered enrollment.

This is a common experience.

Sources: Northeast Charter Schools Network (2017), CSDE (2017), CT Mirror (2016).

Delivering a world-class education

Quality public schools of choice are delivering strong results for our state's most vulnerable children.

Many of the top high schools in Connecticut, as rated by *U.S. News & World Report*'s "Best High Schools Rankings" are schools of choice:

- Amistad Academy, a New Haven public charter school, ranked #1 in Connecticut overall, #7 in charter high schools nationally, and #20 of all high schools in the U.S.
- 9 other public magnet and charter schools were nationally recognized by *U.S. News & World Report*.

Charter schools outperform their host districts:
83% in ELA and
78% in math on SBAC and
67% in math and
50% in ELA on the SAT.

Nationally, students enrolled in urban charter schools receive the equivalent of 40 additional days of learning growth in math, and 28 days in reading compared to peers in traditional public schools.

Nearby cities like Boston achieve even stronger results.

Notes: *U.S. News & World Report* ranked 2,609 and reviewed 20,487 schools overall; CT's nationally recognized high schools of choice are located in New Haven, Stamford, Hartford, Waterbury, East Hartford, and Manchester; SBAC calculations are based on percentage of students at/above Level 3 and SAT calculations based on average scores for all schools with data.

Sources: *U.S. News & World Report* (2017), CSDE (2017), Stanford University (2015).

Turnaround schools: At a glance

Too many Connecticut schools have been persistently underperforming for generations.

To address this, the Connecticut General Assembly created the Commissioner's Network in 2012, a state program designed to provide high-level interventions and additional funding to turn around our state's lowest-performing schools.

KIDS SERVED

Over **13,000 students** in **21 schools** across **10 districts**

STATE FUNDING

More than **$50 million** over 5 years

SCHOOL GRANTS

$40,000 to $880,000 annual school-level grants

Notes: Enrollment estimate and school count reflect all Network schools approved as of Oct. 2017, and individual school grants are only from schools in Network during 2016-2017 school year; Total state funding based on state allocations after rescissions and adjustments from the program's inception in 2012-2013 to 2016-2017; Data does not include Clark School, which closed due to facility health and safety concerns in 2015.

Sources: CSDE (2017), Connecticut General Assembly (2013-2017).

Turnaround schools: Results

So far, results from current efforts are mixed. Despite some improvements, we still have a long way to go to turn around our lowest-performing schools.

Standout Results: Lincoln-Bassett ranked second-highest in the state for High Needs student growth in math in 2016, and Briggs High in Norwalk has decreased chronic absenteeism by 11 points in 3 years — more than any Commissioner's Network school.

School Name	Host District	Joined Network	SBAC Growth: Average Percentage of Target Achieved (%)	
		Year	ELA (%)	Math (%)
Curiale	Bridgeport	2012	52.6	52.5
Milner	Hartford	2012	52.2	49.8
Stanton	Norwich	2012	56.3	55.4
Dunbar	Bridgeport	2013	36.3	42.3
DiLoreto	New Britain	2013	41.1	42.9
Walsh	Waterbury	2013	37.3	61.2
Windham Middle	Windham	2013	46.4	40.7
Marin	Bridgeport	2014	51.6	52.0
O'Brien	East Hartford	2014	65.6	56.5
Lincoln-Bassett	New Haven	2014	49.6	63.7
Uncas	Norwich	2014	64.9	56.7
East Hartford Middle	East Hartford	2015	49.5	47.8
Columbus	Bridgeport	2016	37.9	42.5
Clinton Avenue	New Haven	2016	60.3	39.1
Pearsons Middle	Winchester	2016	56.2	54.9
Connecticut			**55.4%**	**61.7%**

Notes: Red values indicate schools that outperformed the state in ELA or math growth. Growth rankings based on Average Percentage of Target Achieved (PTA) on SBAC for High Needs Students in math for all schools in the state with data reported; Data in table reflects Average PTA on SBAC for all students and grades for all schools in the Commissioner's Network in 2016-2017 with grades tested (i.e. 3-8); Data does not include Clark School, which closed due to facility health and safety concerns in 2015. For more information, see: http://www.conncan.org/turnarounds.

Source: CSDE (2012-2017).

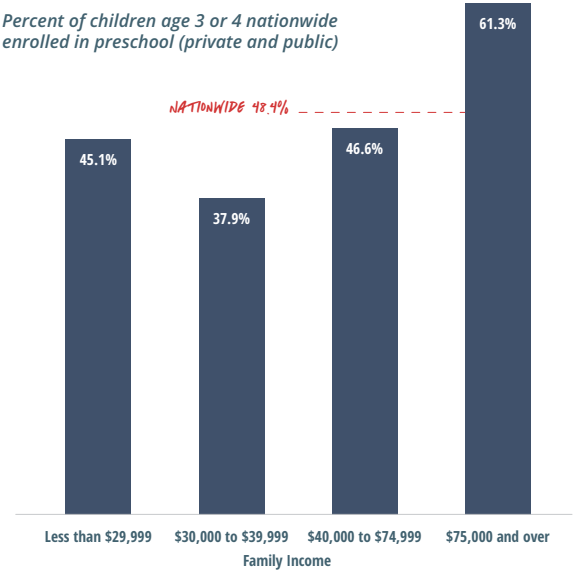
Starting early

High-quality early education helps reduce achievement gaps at kindergarten entry, but access to it is limited and unequal, especially for children in high-poverty districts.

While there are over 70,000 three- and four-year-olds in our state, only 1 in every 3 children are provided the opportunity to attend preschool.

1 in 3 kids have access

Percent of children age 3 or 4 nationwide enrolled in preschool (private and public)



Connecticut currently lacks a system to measure and report on the quality of early childhood providers, but it is working on developing and implementing a Quality Recognition and Improvement System (QRIS).

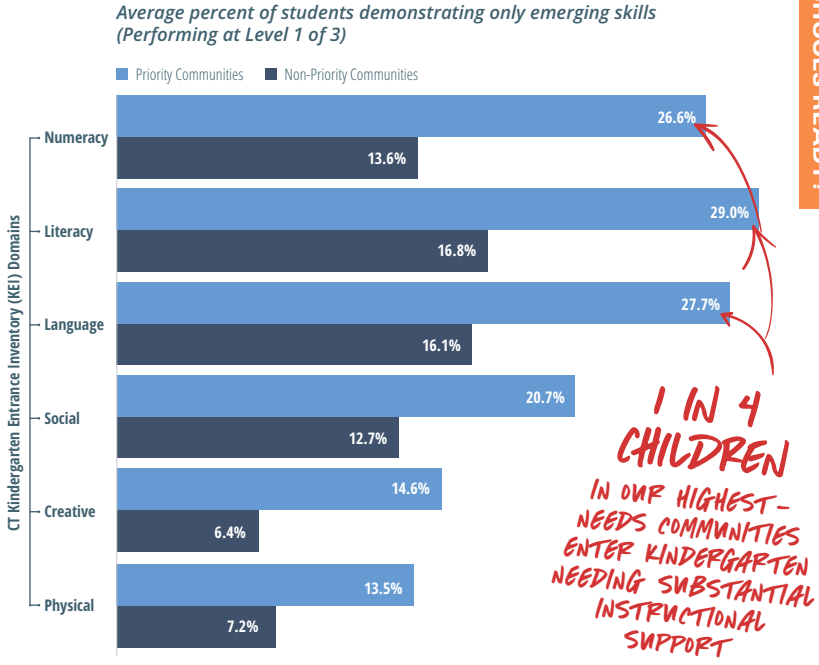
Note: To read profiles of selected early childhood programs across the U.S. with strong, independent evidence that the children served made meaningful learning gains, see: www.conncan.org/issues/Start-Early.

Sources: Center for American Progress (2016), Connecticut Department of Public Health (2010-2014), Rutgers University and University of California, Berkeley (2017), U.S. Census Bureau (2015).

Starting ready

By the time they enter kindergarten, children in poverty can be up to 12 months behind their more advantaged peers.

Children's academic abilities at kindergarten entry are strong predictors of their success as they progress through school.



A new Kindergarten Entrance Inventory (KEI) was developed, but it has yet to be fully implemented statewide.

Notes: Priority communities are so designated by the Connecticut Office of Early Childhood and are comprised of schools with 40% or more low-income students; The KEI provides a snapshot of skills students demonstrate at the beginning of the kindergarten year developed from the Connecticut Preschool Curriculum Framework and State Curriculum Standards for language arts and mathematics; Level 1 of 3 is the lowest performance category, students at this level require a large degree of instructional support.

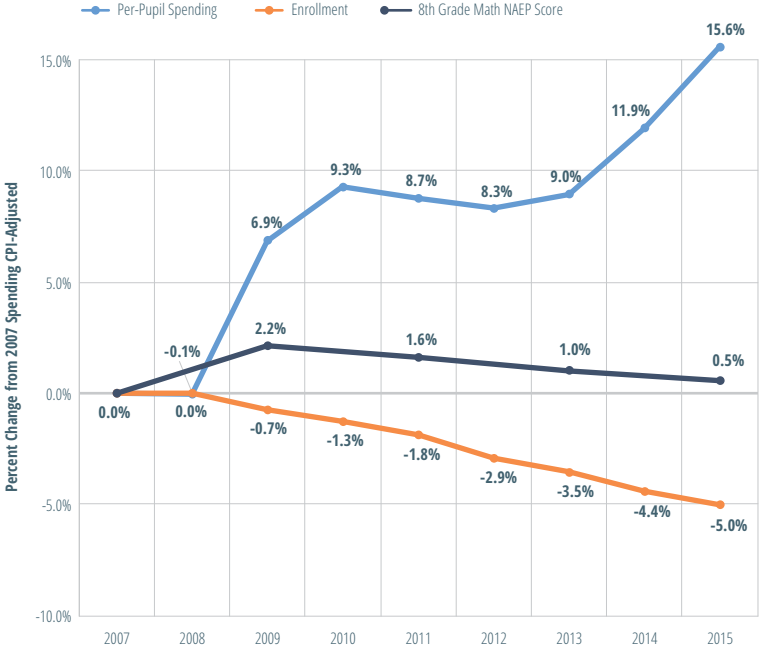
Sources: Center for American Progress (2016), ConnCAN (2015), CSDE (2013).

Does more spending = better outcomes?

Not necessarily. Even with declining student enrollment and increases in spending over time, Connecticut student achievement gaps remain among the worst in the nation.

Despite large budget deficits in recent years, Connecticut continually prioritizes public education, spending over $10 billion a year altogether and about $16,600 per student annually.

CT per-pupil spending, enrollment, and NAEP scores



Notes: Current funding per student based on October 2017 Net Current Expenditures Per Pupil (NCEP); Per-pupil spending CPI-adjusted to the same buying power as July 2015; Student enrollment for 2006-2007 is from the U.S. Department of Education due to lack of CSDE data availability.

Sources: CSDE (2006-2016), U.S. Department of Labor (2017), U.S. Department of Education (2006-2015).

CT education funding: A national outlier

The lack of a fair method to fund Connecticut's public schools means the foundation of our public education system is broken.

After about 30 revisions, reports from a task force and a commission, and the filing of 3 lawsuits since its introduction in 1988, the Education Cost Sharing (ECS) formula — Connecticut's main method for distributing state aid to districts — stopped being used in 2013.

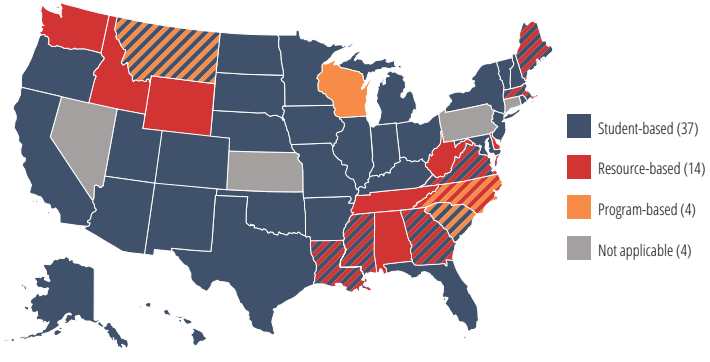
Connecticut is 1 of only 4 states in the U.S. that is not **using a funding formula,** and virtually all states with schools of choice, like public charter schools, have found a better way to fund them.

UPDATE: CT MADE SOME PROGRESS IN 2017, SEE BIT.LY/FUNDINGUPDATE FOR THE LATEST

SCHOOL FUNDING FORMULA TYPE

For more, see:

funded.edbuild.org



Notes: *Not Applicable* refers to states where funding formulas are suspended or non-existent; See definitions and details for each formula type on FundED site. Learn more about funding formulas overall in CT School Finance Project's Funding Formula Guidebook at: http://bit.ly/CTSFPGuidebook.

Sources: Connecticut School Finance Project (2016), EdBuild (2016).

Our broken funding system

Without a fair funding formula, students with similar learning needs are funded arbitrarily and very differently across towns and school types.

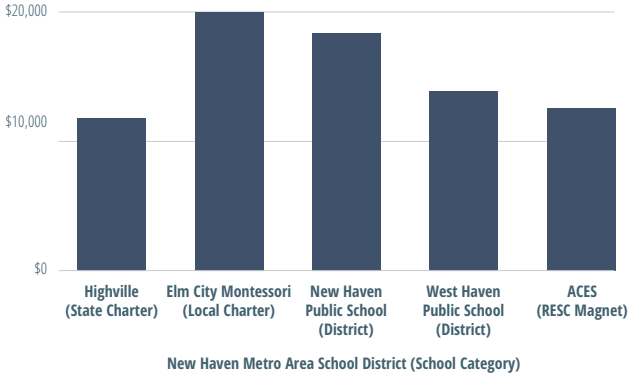
Problem: Funding levels aren't keeping pace with changes in student need and enrollment.

- Some districts are educating fewer students but receiving the same, or even increased, education aid. Student enrollment is declining across the state — in some towns, as much as a 10% decrease over a 3-year period — but hold harmless provisions have historically kept funding levels the same (or higher) from year to year.

Problem: Funding decisions are based on politics and school type, rather than student needs.

- There are more than 10 different funding formulas used, depending on what type of school a child attends, regardless of his or her learning needs.

2015-2016 Per-pupil expenditures



Notes: ACES: Area Cooperative Educational Services; RESC: Regional Education Service Center; For more information on formulas see: http://bit.ly/CTSFPforumulas.

Sources: CSDE (2010-2017), Connecticut School Finance Project (2017).

A fair and sustainable funding system

We must replace our inequitable and unfair funding methods with one consistent formula that fairly and sustainably allocates resources to all public schools.

A school funding formula should reflect the following 6 core principles, developed by a number of Connecticut's leading education organizations with Dr. Ken Wong of Brown University:

EQUITY: Student learning needs and enrollment should drive state and local funding. Students at all public schools, including schools of choice, should receive equitable state and local funding. Low-income students, students who are English Learners, and students who require special education services, should be funded according to their learning needs.

INNOVATION: The formula should incentivize innovative and efficient practices in support of mastery-based personalized learning.

COHERENCE: A single funding formula for all school types should replace the current ECS grant and the various additional per-pupil funding methods.

TRANSPARENCY: Schools and districts should be able to predict their annual funding from both state and local sources and funding levels should be grounded in verifiable and transparent data. The formula should be subject to periodic review of its effectiveness.

FAIRNESS: Education funding is a shared state and local responsibility. State aid for each community should be determined by a combination of factors, including multiple measures of property and income conditions, and concentration of low-income students.

ACCOUNTABILITY: State and local education funds should be used wisely, mindful of broader fiscal constraints in Connecticut, and districts should be accountable for how they use their financial resources. Education expenditures should be transparent and regularly reported so that spending can be compared across schools and districts.

Note: These principles were endorsed by the Connecticut State Board of Education on May 3, 2017. For the complete document, visit: http://bit.ly/fundingprinciples.

Sources: CABE, CAPSS, CAS, ConnCAN, CCER (2016).

State education leadership

Key
- Elected
- Appointed
- Hired

GOVERNOR DANNEL MALLOY (D)

CONNECTICUT STATE BOARD OF EDUCATION (CSBE)

Approves education policies, academic standards, and regulations recommended by CSDE and holds local school districts accountable for compliance.

Leadership: Allan Taylor, Chairperson. Estela López, Vice Chairperson.

Membership: 11 voting, 2 non-voting, and 2 student members.

CONNECTICUT STATE DEPARTMENT OF EDUCATION (CSDE)

Provides policy guidance and technical assistance, distributes education funding to districts and operates the Technical High School System.

Leadership: Dianna Wentzell, Commissioner of Education. Ellen Cohn, Deputy Commissioner.

TASK FORCES AND ADVISORY COUNCILS

Task Forces, Working Groups, and Advisory Councils such as Performance Evaluation Advisory Council (PEAC) and the Minority Teacher Recruitment Task Force provide research and guidance to the CSDE, CSBE, and CGA.

More information

State Department and Board of Education; Advisory Councils: **www.sde.ct.gov**

CGA Education Committee; Education Task Forces: **www.cga.ct.gov/ed**

State Board of Education Five-Year Plan (2016-21): **http://bit.ly/CSBEplan**

Sources: Connecticut General Assembly (2017), CSDE (2017, 2016).

CONNECTICUT GENERAL ASSEMBLY (CGA)

Serve on 1 of 26 available joint committees, propose bills, and pass legislation.
Democrats = (D), Republicans = (R)

SENATE

Leadership:

- Lieutenant Governor (Senate President): Nancy Wyman (D)
- President Pro Tempore: Martin Looney (D); Len Fasano (R)
- Democrat Majority Leader: Bob Duff
- Republican Deputy President Pro Tempore: Kevin Witkos

Membership: 36 total – 18 (D) and 18 (R)

APPROPRIATIONS COMMITTEE

Oversees matters relating to appropriations and the budgets of state agencies.

- Led by three co-chairs: Sen. Catherine Osten (D), Sen. Paul Formica (R), Rep. Toni Walker (D)

Membership: 52 total

HOUSE OF REPRESENTATIVES

Leadership:

- Speaker of the House: Joe Aresimowicz (D)
- Majority Leader: Matt Ritter (D)
- Minority Leader: Themis Klarides (R)

Membership: 151 total – 79 (D) and 72 (R)

EDUCATION COMMITTEE

Oversees matters relating to the CSDE and local and regional boards of education.

- Led by three co-chairs: Sen. Gayle Slossberg (D), Sen. Toni Boucher (R), Rep. Andrew Fleischmann (D)
- Vice Chairs: Robert Sanchez (D), Beth Bye (D), Heather Somers (R)

Membership: 36 total

Sources: CGA (2017), CSDE (2017).

For full citations and detailed methodology notes,
see: **conncan.org/fieldguide**

Are you ready?

At ConnCAN, we work to ENSURE ALL CONNECTICUT KIDS HAVE ACCESS TO A QUALITY EDUCATION. We know that we would not be able to achieve this goal without advocates like you. If any of the information you read in this Field Guide hit home, here are some ways you can get involved to help give every child the great education they need and deserve:

- Join our mailing list to stay updated on issues that impact our students: **conncan.org/get-involved/signup**.
- Volunteer for ConnCAN's Board Watch program, which holds local elected decision-makers accountable for good oversight of schools: **conncan.org/boardwatch**.
- Speak up and make your voice heard in the press by writing letters to the editors of local media outlets. Reach out to us for **a list of outlets and contact information**.
- Write your legislators to comment on the issues that matter most to you or testify at the state Capitol. ConnCAN can **help you connect with elected officials** and opportunities to testify at the Capitol in Hartford.
- Give every child access to a great education. Contribute at **conncan.org/give**.

TO FIND OUT MORE WAYS TO GET INVOLVED...

visit **www.conncan.org**

send an e-mail to **info@conncan.org**

or give us a call at **(203) 772-4017**

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