



**National
Urban League**

State: Connecticut

ESSA State Plan Equity Report Card

As part of our Equity & Excellence Project (EEP), the National Urban League has reviewed the Every Student Succeeds Act (ESSA) Consolidated State Plans for 36 states and the District of Columbia where we have Urban League affiliates. Under ESSA, the U.S. Department of Education tasked each state with developing a consolidated, streamlined set of requirements for states to address in their plans and submit for federal approval. All plans were approved as of September 2018. These plans provide a preliminary indicator of how states intend to implement the new law and represent a blueprint for state- and district-level decisions that will work to move each state from promise to practice during implementation.

During our analysis, we assessed how well states incorporated equity into their plans and developed a series of report cards that use a green-yellow-red highlight system to rate the plans on 12 Equity Indicators including: early childhood learning, supports for struggling schools, and resource equity. These indicators were selected based on the evidence demonstrating their effectiveness for advancing equity and excellence for vulnerable students in our nation's public schools.

These report cards do not constitute an assessment or analysis of a state's school system. Rather, they identify the extent to which states have included the 12 equity indicators in their ESSA plans. Each state's ranking was determined based on its weighted average performances across each of our 12 equity indicators. Extra weight was placed on those areas that the National Urban League believes are especially critical to advancing equity—subgroup performance, supports, and interventions for struggling schools and for resource equity.

We believe these Consolidated State Plans are a reflection of each state's priorities and represent a road map that will guide a state's investments in districts, schools and communities. We hope that the absence of information in a state's plan is not an indication of its commitment to these education equity priorities and we remain optimistic that states and districts will continue to adopt these 12 equity levers into their plans as they move into implementation.

For more information on our findings, please read our executive summary and full report on naturbanleague.org.



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Plan Approved: August 4, 2017; Link to full text can be found [here](#)

| Equity Indicators | NUL Score |
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| <p>1. Goals and Indicators</p> <ul style="list-style-type: none"> Connecticut has a long-term goal of 70% of students proficient in reading and math by 2030; Note: the state’s plan lacks targets for students meeting grade-level standards. The state uses 12 indicators including: Chronic absenteeism; participation rate on annual assessments, and physical fitness for all schools; college- and career-readiness course work (Advanced Placement (AP)/ International Baccalaureate (IB)/dual enrollment; career and technical education (CTE); or workplace experience “courses,”) and exams (SAT, ACT, AP, IB), 9th grade on track, postsecondary enrollment, and arts access for high schools. Inconclusive evidence for two School Quality and Student Success (SQSS) measures (physical fitness and arts access). | <input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor |
| <p>2. Equity and Excellence at Scale</p> <ul style="list-style-type: none"> Subgroup performance accounts for 41% of school rating index through a super subgroup called the “high needs group” — low income students, English learners, or students with a disability. The “high needs group” makes it difficult to assess subgroup data at a more granular level and may not be in compliance with ESSA law. Distributing data this way risks masking the performance of Latinos and black students and therefore risks having their unique needs ignored. N-size for accountability is 20 students which risks excluding some students. | <input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor |
| <p>3. Supports & Interventions for Struggling Schools</p> <ul style="list-style-type: none"> The Connecticut State Department of Education’s (CSDE) definition of a consistently underperforming subgroup (as any subgroup in any school that is in the bottom 1 percent of all schools statewide on all 12 indicators in the accountability system) is not meaningfully different from “additional targeted support and improvement” (ATSI) and risks narrowing the group of schools identified for ATSI by selecting them exclusively from schools identified for “targeted support and improvement” (TSI). | <input type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input checked="" type="checkbox"/> Poor |
| <p>4. Resource Equity</p> <ul style="list-style-type: none"> The CSDE’s plan includes a resource equity indicator in its accountability index. The career readiness course work indicator measures access and success in AP, IB, CTE and workplace experience courses. | <input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor |
| <p>5. Educator Equity</p> <ul style="list-style-type: none"> The CSDE’s plan includes the rates, and the differences in rates, of low income and minority students who are taught by inexperienced and out-of-field teachers. However, data on “ineffectiveness” is not currently collected at the state level. The CSDE’s plan should include targets and timelines for eliminating differences in rates. | <input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor |



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| <ul style="list-style-type: none"> The CSDE prioritizes efforts to build a robust pipeline of qualified educators to fill persistent shortage areas and to increase the racial, ethnic, and linguistic diversity of Connecticut’s educator workforce. | |
| <p>6. Stakeholder Engagement</p> <ul style="list-style-type: none"> ESSA Plans were developed in consultation with parents, families, and communities, including civil rights organizations and community-based organizations representing underserved communities such as the Urban League of Greater Hartford and the Urban League of Southwest Connecticut. The CSDE has developed a plan for continued engagement during implementation. | <input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor |
| <p>7. Breaking the School to Prison Pipeline</p> <ul style="list-style-type: none"> The CSDE is designing the Next Generation Student Support System that will provide supports to Title I local education agencies (LEA) to promote safe and healthy schools, including evidenced based practices in Reducing exclusionary discipline through restorative justice practices. The CSDE should consider adding school discipline rates as a measures of school climate and safety in its statewide accountability system. | <input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor |
| <p>8. Equitable Access to Early Childhood Learning</p> <ul style="list-style-type: none"> The CSDE articulates how Title I funding, if allocated towards early childhood by the school district, would be used to support, coordinate, and integrate services, and ensure services comply with Head Start performance standards | <input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor |
| <p>9. Equitable Implementation of College and Career Standards</p> <ul style="list-style-type: none"> The CSDE includes a college readiness indicator in their accountability system that measures outcomes in AP/IB, CTE and other college readiness courses. Connecticut’s plan provides no credit for untested students and schools that do not meet a 95% participation for all students, or any subgroup. If schools test that would otherwise receive a level 1 or 2 rating (the top ratings out of 5), fail to meet the 95% participation rate, their score will drop one level. | <input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor |
| <p>10. Out of School Time Learning</p> <ul style="list-style-type: none"> The CSDE uses Title IV Part B funds to increase student opportunities to learn through learning time innovations such as extending learning time and after school programs. The CSDE should consider including out of school time learning as an allowable use of Title I funds for school improvement. | <input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor |
| <p>11. Equitable Access to High Quality Curricula</p> <ul style="list-style-type: none"> Connecticut’s accountability system includes school and district indicators that capture rigorous course taking such as Indicator 12—access to the arts, and Indicator 5—enrollment in Advanced Placement, International Baccalaureate, career and technical education and college dual enrollment courses. The CSDE is developing a tiered system of supports around key focus areas including social and emotional learning (SEL), to maximize students’ learning potential. | <input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor |
| <p>12. Clear Reporting and Transparent Data Systems That Are Easy to Understand</p> <ul style="list-style-type: none"> The CSDE reports academic achievement status, graduation rates, and English | <input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient |



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| <p>language proficiency in aggregate and for specific student groups, at the schools and district level and on an annual basis. It also provides a summary of several metrics including suspension/expulsion, expenditures, achievement, accountability, graduation, and college readiness.</p> <ul style="list-style-type: none">• School ratings are based on a 0-100 index score. | <input type="checkbox"/> Poor |
| Overall Rating | Sufficient |