



CONNECTICUT

State Report

While education serves many purposes, an academically-prepared workforce is more important than ever before to a state’s (and our nation’s) economy. The level of education demanded by today’s jobs, especially in the growing fields of science, technology, engineering, and mathematics (STEM), exceeds the supply of available workers. Attaining postsecondary credentials requires a rigorous K-12 academic foundation.

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High school graduation rates are increasing, but a high school diploma does not necessarily signify college and career readiness. Too few students graduate academically prepared for postsecondary success, as demonstrated by performance on college readiness assessments and/or completion of a rigorous core high school curriculum. Worse, indicators of students’ access to and performance in high school courses that would better prepare them for college and career are often not tracked by states.

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Graduates and their families believe that a high school diploma signifies that they have the skills and knowledge necessary to get additional training, join the military, or enroll in entry-level, credit-bearing courses in two- and four-year colleges. Indicators show, however, that many high school graduates are not college or career ready.

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Students begin to fall “off track” well before ninth grade. The National Assessment of Education Progress is the only national, comparable data showing U.S. student performance in 4th and 8th grade prior to entering high school.

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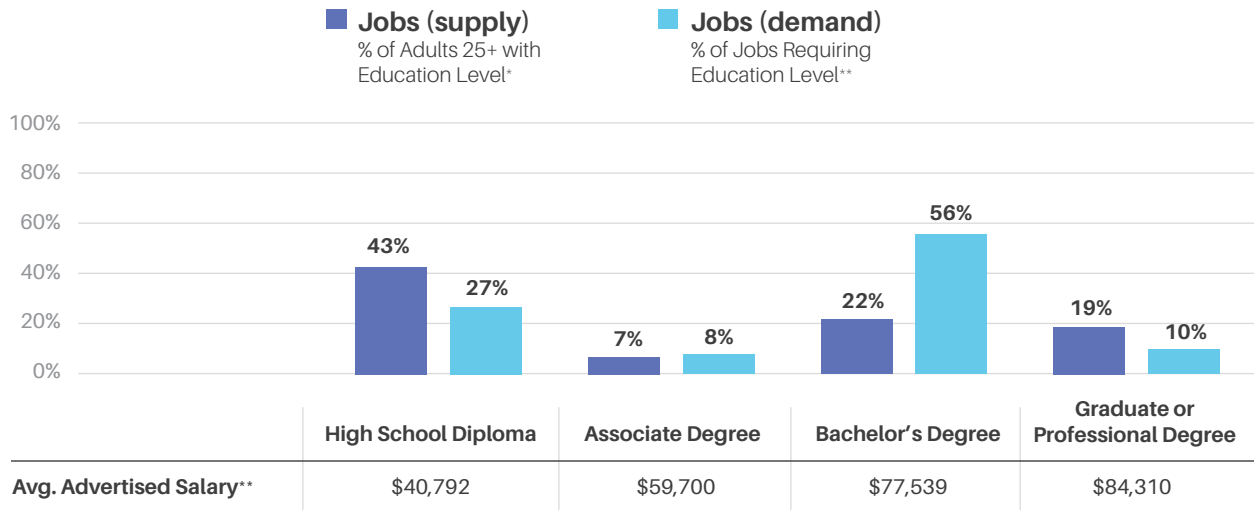
THE ECONOMIC IMPERATIVE

In today's knowledge-based economy, more jobs than ever require a postsecondary credential. Too often, though, the demand for educated workers outstrips the supply. The increasing demand for science, technology, engineering, and mathematics (STEM) jobs may, in part, explain the demand for workers to be more educated than ever before.

The economic indicators below show the importance of an educated workforce and the economic imperative for improving K-12 education so that all students graduate with a high school diploma that prepares them for college, careers, and life.

SUPPLY VS. DEMAND - DOES CONNECTICUT HAVE THE EDUCATED WORKFORCE NEEDED FOR TODAY'S JOBS?

As policymakers and leaders work to improve employment prospects for their workforce, it's important to take into account the education required for available jobs. The graph below provides a snapshot comparison of the supply of educated workers and the demand for education credentials within the current job market.



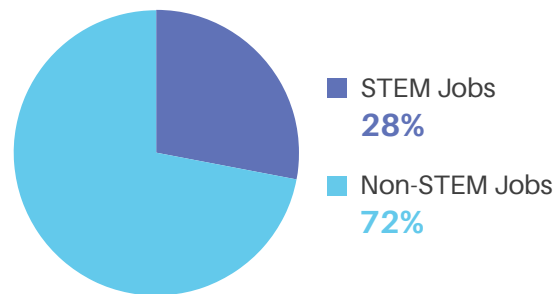
* 2013 American Community Survey data.

** Burning Glass Technologies job posting data, July 2014–June 2015.

COMPOSITION OF CONNECTICUT'S JOB MARKET

Jobs in STEM¹ fields are increasingly important to every state's economy. The graphs below demonstrate that STEM jobs represent a significant portion of the state's current job market, as well as the fact that STEM jobs are more likely than non-STEM jobs to require a bachelor's degree or more.

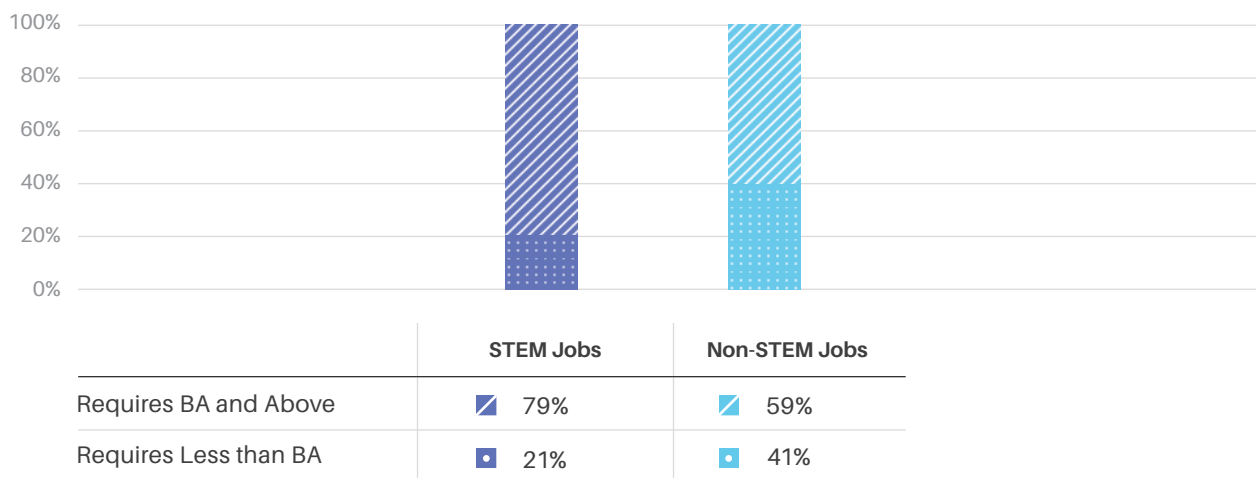
STEM and Non-STEM Jobs*



EDUCATION REQUIREMENTS FOR CONNECTICUT'S JOBS

As the STEM job market continues to grow, a rigorous K-12 education with a strong academic foundation and experiences that position them for successful transitions to the additional education and training needed for their selected career path.

STEM and Non-STEM Jobs*



¹ Definition of STEM jobs: The analysis takes a job seeker- and student-centric approach to defining STEM occupations and defines STEM jobs as those that have substantial mathematics and science requirements included within either the standard course of training or the specific qualifications requested in job postings. As a result, "STEM jobs" includes the following occupational areas: science, information technology, engineering, mathematics, and health care.

This approach contrasts with traditional methodologies, which tend to focus only on jobs that are primarily engaged in scientific, mathematical, or technological activity. Examples of jobs that are included in this analysis that are typically excluded from STEM jobs definitions: clinical health care roles that require job seekers to undertake substantial coursework in the biological sciences and a range of "analyst" jobs (such as logistics analysts and business intelligence analysts) that call for significant mathematics training.

* Burning Glass Technologies job posting data, July 2014–June 2015.

COLLEGE- AND CAREER-READY ASSESSMENT SCORE

This indicator reports the percentage of students who score at the college- and career-ready level on high school assessments anchored to college- and career-ready standards. These assessments include a performance level/cut score that provides high school students a clear signal regarding their readiness for first-year mathematics and English courses at postsecondary institutions and is used by colleges and universities for placement into first-year credit-bearing courses.

SAT PERFORMANCE: PERCENTAGE OF STUDENTS MEETING COLLEGE READINESS BENCHMARK

Connecticut reports the percentage of 11th grade students meeting the redesigned SAT's College and Career Readiness Benchmarks in Evidence-Based Reading and Writing (EBRW) and mathematics. All students in the cohort took the test.

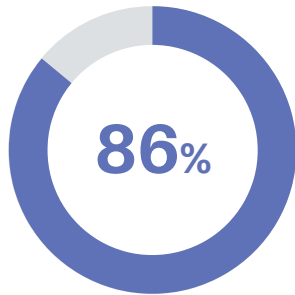
Percentage Meeting College Readiness Benchmark in 2015-16 by Subject

Participation Rate: 100%

	EBRW		MATH	
All Students		65%		39%
American Indian/Alaska Native		N/R		28%
Asian		79%		67%
Black		36%		12%
Hispanic		39%		16%
Native Hawaiian/Other Pacific Islander		N/R		N/R
White		77%		50%
Two or More Races		64%		33%
Low Income		39%		15%
Students with Disabilities		23%		8%
Limited English Proficient		4%		3%

STUDENTS ON TRACK TO GRADUATE BASED ON CREDIT ACCUMULATION

Timely credit accumulation is a leading indicator of students' progress toward high school graduation. This indicator shows the percentage of students who are on track to graduate based on the number of credits earned by the end of a particular grade.

























Percent of grade 9 students on track to graduate

All Students	86%
American Indian/Alaska Native	N/R
Asian	N/R
Black	N/R
Hispanic	N/R
Native Hawaiian/Other Pacific Islander	N/R
White	N/R
Two or More Races	N/R
Low Income	N/R
Students with Disabilities	N/R
Limited English Proficient	N/R

In 2014-15, Connecticut reported the percentage of 9th graders earning at least five full-year credits in the year as an indicator of students being on track to graduate.

ADJUSTED COHORT GRADUATION RATES

The adjusted cohort graduation rate indicates the percentage of 9th graders who graduate from high school in four years or less with a regular high school diploma. This percentage is calculated by dividing the number of graduating students by the number of students who entered high school four years earlier (adjusting for transfers in and out, émigrés, and deceased students). Five-year graduation rates are also reported where available.

	4-YEAR	5-YEAR	CLASS OF 2013-14	CLASS OF 2014-15
All Students			87%	87%
			89%	N/R
American Indian/Alaska Native			85%	87%
			87%	N/R
Asian			93%	95%
			95%	N/R
Black			79%	78%
			83%	N/R
Hispanic			74%	75%
			78%	N/R
Native Hawaiian/Other Pacific Islander			75%	72%
			75%	N/R
White			92%	93%
			94%	N/R
Two or More Races			84%	87%
			87%	N/R
Low Income			76%	76%
			80%	N/R
Students with Disabilities			65%	66%
			72%	N/R
Limited English Proficient			63%	67%
			69%	N/R

COLLEGE- AND CAREER-READY COURSEWORK COMPLETION

Graduation rate alone is often an insufficient indicator of students' readiness for life after high school because the classes and requirements to earn a diploma vary greatly across states. Every state, regardless of its graduation requirements, can and should also publicly report the percentage of the adjusted 9th grade cohort who complete a college- and career-ready course of study while in high school.

	■ CLASS OF 2013-14	■ CLASS OF 2014-15	
All Students			N/R
American Indian/Alaska Native			N/R
Asian			N/R
Black			N/R
Hispanic			N/R
Native Hawaiian/Other Pacific Islander			N/R
White			N/R
Two or More Races			N/R
Low Income			N/R
Students with Disabilities			N/R
Limited English Proficient			N/R

Connecticut does not define a college- and career-ready course of study that all students have access to, relying on students to know and take the courses they will need to graduate prepared. Without defining a college- and career-ready course of study at the state level, the state does not know how many students are graduating having completed rigorous coursework.

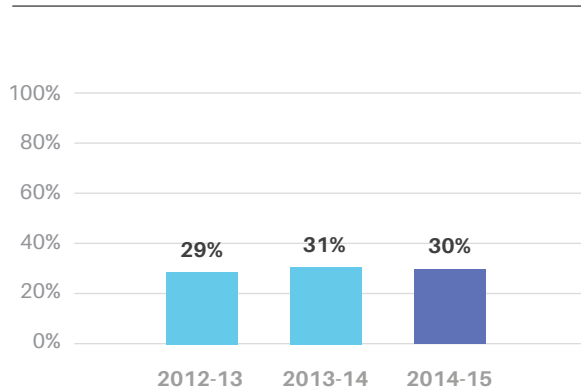
EARNING COLLEGE CREDITS WHILE IN HIGH SCHOOL

Students who earn college credits while in high school are more likely to enter college and succeed. This indicator reports the percentage of students that meet this benchmark.

PERCENTAGE OF STUDENTS EARNING A 3+ ON AN AP EXAM

Connecticut reports the percentage of high school graduates who scored a 3+ on an Advanced Placement (AP) exam in 2012-13, 2013-14, and 2014-15. The state does not report subgroup data.

Trend Over Time



All Students	30%
American Indian/Alaska Native	N/R
Asian	N/R
Black	N/R
Hispanic	N/R
Native Hawaiian/Other Pacific Islander	N/R
White	N/R
Two or More Races	N/R
Low Income	N/R
Students with Disabilities	N/R
Limited English Proficient	N/R

PERCENTAGE OF STUDENTS WHO HAVE COMPLETED COURSES FOR COLLEGE CREDIT

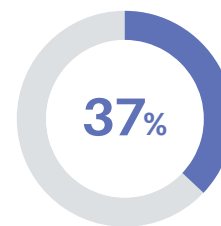
Connecticut reports the percentage of students in grades 11 & 12 in 2014 achieving CCR a benchmark on at least one of the following: Smarter Balanced 11th grade, SAT, ACT, Advanced Placement (AP) courses, or International Baccalaureate (IB) courses. The state does not report discrete data on students earning a 4+ on an IB exam or successful dual enrollment completion, or the reporting does not meet Achieve's criteria for these indicators.



Completed IB/Earned College Credit



Completed Dual Enrollment Courses for College Credit

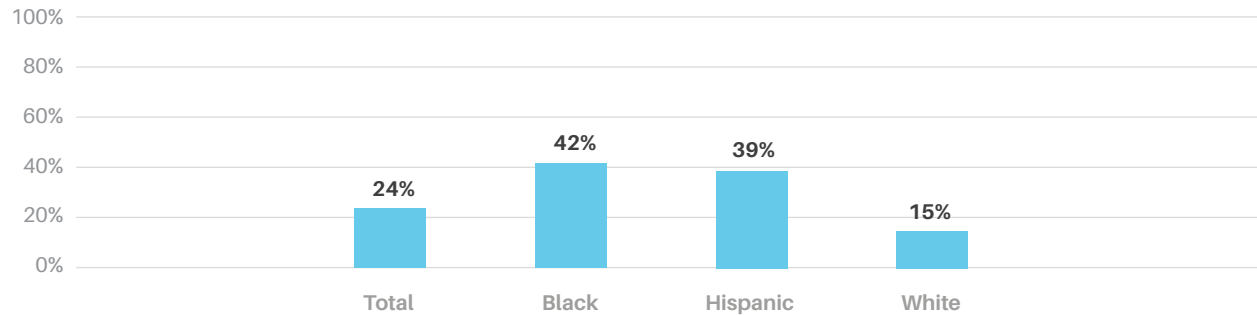


Met AP, IB, Dual Enrollment or Career-Technical Indicator

PREPAREDNESS FOR THE MILITARY

This indicator examines data from the U.S. Armed Forces enlistment examination and reveals the percentage of students who seek to enter the military but are not eligible to enter or are not prepared for higher-level education, training, and advancement opportunities offered by the U.S. Armed Forces.

Percentage Ineligible



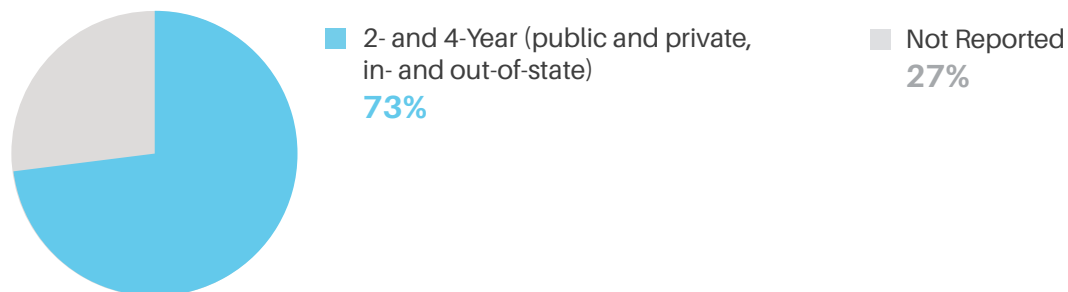
POSTSECONDARY ENROLLMENT

Enrollment in a postsecondary institution is the first step to degree attainment. This indicator reports the percentage of the state’s high school graduates who enter into postsecondary education. The extent of information reported varies based on whether data are available for in-state and out-of-state students along with whether data are available for two-year institutions, four-year institutions, or both.

PERCENTAGE OF STUDENTS ENROLLING IN POSTSECONDARY

Connecticut reports the percentage of high school graduates enrolling in two- and four-year, public and private institutions of higher education both in-state and out-of-state during the first year after high school graduation.

High School Graduates, Class of 2014



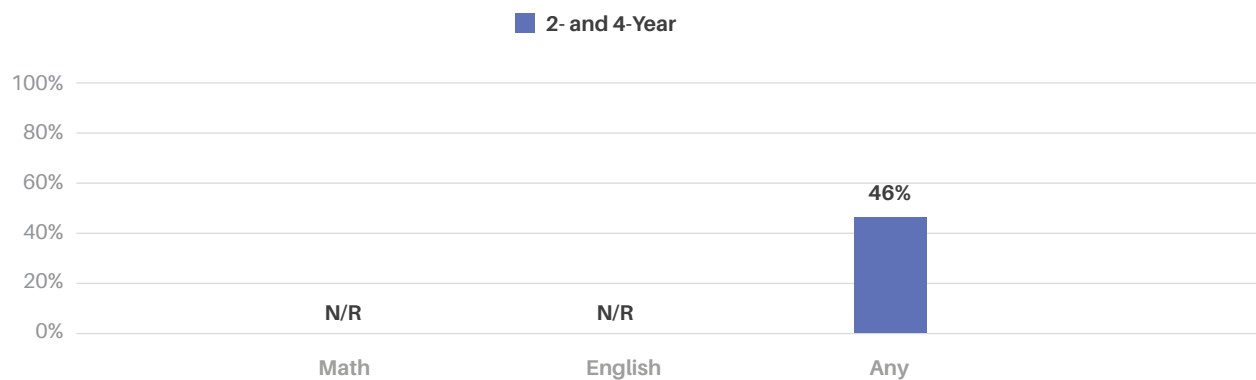
POSTSECONDARY REMEDIATION

Alarming numbers of students enter postsecondary institutions only to find out they need to enroll in — and pay for — remedial courses without earning college credit for these classes. This indicator reports the percentage of high school graduates who require postsecondary remediation.

PERCENTAGE OF STUDENTS IN REMEDIATION

Connecticut reports the percentage of the class of 2011 enrolled within 16 months and participating in at least one remediation course at the Connecticut State University System and Community Colleges.

Remediation by Institution Type and Subject Area



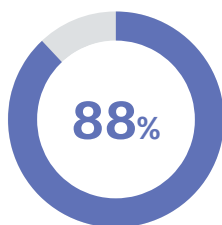
POSTSECONDARY PERSISTENCE

Too few students who start college ultimately earn a degree. This indicator reports the percentage of the state’s high school graduates who enroll in a postsecondary institution and complete at least one year of postsecondary education in a designated amount of time or return to postsecondary education for a consecutive year.

PERCENTAGE OF STUDENTS PERSISTING BEYOND THE FIRST YEAR

Connecticut reports the percentage of high school graduates who enroll in two- and four-year, public and private institutions of higher education both in state and out of state and persist for a second year of college the following fall.

High School Graduates, Class of 2014



2- and 4-Year
(public and private,
in- and out-of-state)

ACADEMIC PERFORMANCE OF ELEMENTARY AND MIDDLE SCHOOL STUDENTS

The National Assessment of Educational Progress (NAEP) monitors student achievement nationally and allows for comparisons across states. This indicator includes 4th and 8th grade reading and math results and 8th grade science results. Scale scores were rounded to the nearest whole number. Changes since 2005 were calculated based on differences between unrounded scale scores and then rounded to the nearest whole number.

GRADE 4

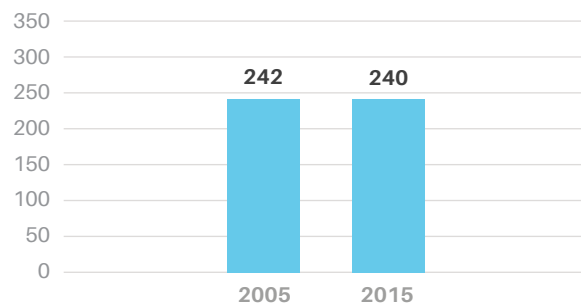
Percentage of Students Meeting Proficient or Advanced Benchmarks

	MATH - 2015	READING - 2015
All Students	41%	43%
American Indian/Alaska Native	N/R	N/R
Asian	66%	53%
Black	13%	15%
Hispanic	19%	22%
Native Hawaiian/Other Pacific Islander	N/R	N/R
White	52%	56%
Two or More Races	N/R	N/R
National School Lunch Program Eligible	17%	20%

Average Scale Score Changes - Math

Scale Score Change from 2005-2015

Change since 2005: ▼ 2



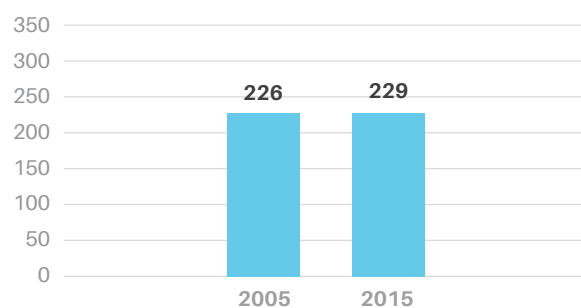
Change in Gaps: 2005-2015

Black-White	▼ 1
Hispanic-White	▼ 2
National School Lunch Program Eligible-Ineligible Students	▲ 1

Average Scale Score Changes - Reading

Scale Score Change from 2005-2015

Change since 2005: ▲ 3



Change in Gaps: 2005-2015

Black-White	▲ 1
Hispanic-White	▼ 2
National School Lunch Program Eligible-Ineligible Students	▼ 1

GRADE 8

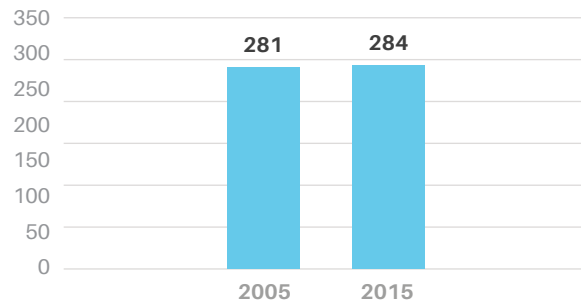
Percentage of Students Meeting Proficient or Advanced Benchmarks

	MATH - 2015	READING - 2015	SCIENCE - 2015
All Students	36%	43%	35%
American Indian/Alaska Native	N/R	N/R	N/R
Asian	59%	54%	52%
Black	12%	20%	12%
Hispanic	14%	23%	13%
Native Hawaiian/Other Pacific Islander	N/R	N/R	N/R
White	46%	53%	45%
Two or More Races	N/R	N/R	N/R
National School Lunch Program Eligible	13%	23%	15%

Average Scale Score Changes - Math

Scale Score Change from 2005-2015

Change since 2005: ▲ 3



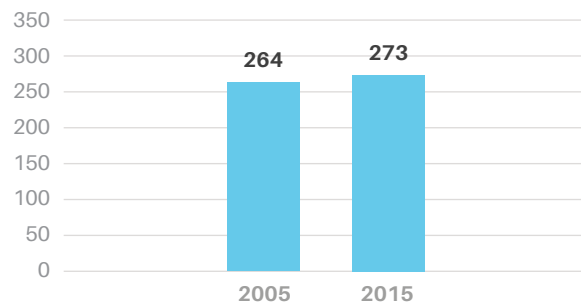
Change in Gaps: 2005-2015

Black-White	▼ 6
Hispanic-White	▼ 6
National School Lunch Program Eligible-Ineligible Students	▼ 2

Average Scale Score Changes - Reading

Scale Score Change from 2005-2015

Change since 2005: ▲ 9



Change in Gaps: 2005-2015

Black-White	▼ 1
Hispanic-White	▼ 2
National School Lunch Program Eligible-Ineligible Students	▼ 3

DATA SOURCES

METHODOLOGY

www.achieve.org/state-profiles

NATIONAL AND INDIVIDUAL STATE REPORTS

www.achieve.org/state-profiles

CCR PERFORMANCE ON AN ASSESSMENT - SAT

<http://edsight.ct.gov>

STUDENTS ON TRACK TO GRADUATE BASED ON CREDIT ACCUMULATION

http://www.sde.ct.gov/sde/lib/sde/pdf/evalresearch/next_generation_accountability_system_march_2016_sbe_presentation.pdf

COHORT GRADUATION RATE

<http://edsight.ct.gov/SASPortal/main.do>

EARNING COLLEGE CREDIT WHILE IN HIGH SCHOOL - AP

<http://edsight.ct.gov/relatedreports/Condition%20of%20Education%202014-15.pdf>

EARNING COLLEGE CREDIT WHILE IN HIGH SCHOOL - METAINDICATOR

http://www.sde.ct.gov/sde/lib/sde/pdf/evalresearch/next_generation_accountability_system_march_2016_sbe_presentation.pdf

PREPAREDNESS FOR THE MILITARY

http://edtrust.org/wp-content/uploads/2013/10/ASVAB_4.pdf

POSTSECONDARY ENROLLMENT

<http://edsight.ct.gov>

POSTSECONDARY REMEDIATION

<http://edsight.ct.gov/relatedreports/Credit%20Attainment%20and%20Remediation%20-%20Graduation%20Cohort%20of%202011.pdf>

POSTSECONDARY PERSISTENCE

<http://edsight.ct.gov/>