

# VII.F.

## Connecticut State Board of Education Hartford

**To Be Proposed:**  
May 1, 2024

**Resolved,** That the State Board of Education, pursuant to Section 10-4(b) of the Connecticut General Statutes, receives *The Condition of Education in Connecticut (2022-23)* and directs the Commissioner to take the necessary action.

Approved by a vote of \_\_\_\_\_, this first day of May, Two Thousand Twenty-Four.

Signed: \_\_\_\_\_  
Charlene M. Russell-Tucker, Secretary  
State Board of Education

**Connecticut State Board of Education  
Hartford**

**TO:** State Board of Education  
**FROM:** Charlene M. Russell-Tucker, Commissioner of Education  
**DATE:** May 1, 2024  
**SUBJECT:** The Condition of Education in Connecticut 2022-23

*Executive Summary*

Please find attached the 2022-23 report entitled *The Condition of Education in Connecticut*. This report presents indicators that describe the progress of the public education system, the characteristics of its students and educators, and student performance on key indicators of student engagement and student readiness for college and careers. It is required by Section 10-4(b) of the Connecticut General Statutes and will be forwarded to the Office of the Governor and the General Assembly.

The condition of education in Connecticut remains mixed. There are some bright spots, some improving trends, and continued areas for improvement. Here are some key highlights:

- Connecticut's student enrollment has held at approximately 513,000 since 2020-21. The enrollment is increasingly diverse (i.e., 52.5 percent are students of color) and with greater educational needs (i.e., 17.1 percent are students with disabilities and 9.7 percent of students are English learners/Multilingual learners). Adult education enrollment increased by 22 percent from 2021-22 to 2022-23, the second consecutive year of over 20 percent growth, though enrollment still lags pre-pandemic years.
- The racial/ethnic composition of the educator workforce is increasingly diverse. The percentage of educators of color has increased from 8.7 percent (around 4,616 educators) in 2017-18 to 11.2 percent (6,021 educators) in 2022-23 and 11.7 percent (6,314 educators) in 2023-24. The number of full-time-equivalent certified staff grew from 2021-22 to 2022-23, with the largest increases (by percent) in central office administration, paraeducators who support teachers instructionally, and special education teachers.
- The chronic absenteeism rate dropped from 23.7 percent in 2021-22 to 20 percent in 2022-23. The chronic absenteeism rates decreased the most for Black/African American and Hispanic/Latino students, though these groups still demonstrate higher chronic absenteeism rates than students from other racial/ethnic backgrounds. Chronic absenteeism rates for all student groups remain significantly higher than their pre-pandemic levels. It is encouraging to note that in 2023-24, the preliminary chronic absenteeism rate as of March 2024 is lower at 18.9 percent.

- Academic achievement improved in mathematics and science while the improvement in English language arts (ELA) was mixed. Across the grades, proficiency rates trail pre-pandemic levels by about six to nine percentage points in ELA, about four to seven percentage points in mathematics, and about one to five percentage points in science.
- Over the past decade, the four-year high school cohort graduation rates for students who are Black/African American, Hispanic/Latino, students with disabilities, eligible for free meals, and EL/MLs have increased at a rate that is greater than that of the state average. However, the graduation rates dropped slightly for the first time from 89.6 percent for the cohort of 2021 to 88.9 percent for the cohort of 2022. An area needing continued focus is the percentage of Grade 9 students who are on-track to graduate, which has declined for the third year in a row.
- More 11<sup>th</sup> and 12<sup>th</sup> grade students are taking college-and-career readiness courses than ever before (90.4 percent). The percent of 11<sup>th</sup> and 12<sup>th</sup> grade students meeting benchmark on a college and career readiness exam – SAT, ACT, Advanced Placement (AP) or International Baccalaureate (IB) – or earning three or more dual credits increased from 43.5 percent in 2021-22 to 44.3 percent in 2022-23.
- College enrollment rates continued to decline to 66.1 percent for the class of 2022, though the rate of decline slowed from the dramatic decrease in 2020. College graduation rates, six years after high school completion, declined slightly from 49.2 percent for the class of 2016 to 48.2 percent for the class of 2017.

The CSDE continues to use these data to take several proactive steps that advance learning acceleration and equity of access in academic recovery. For example:

- [K-8 model curricula](#) that provides free access to high-quality curricula and instructional resources along with aligned professional development opportunities;
- [Science of Reading \(SOR\) Masterclass](#) – a statewide professional learning opportunity to develop local capacity for evidence-based reading;
- around 300 short [interim block assessments](#) in ELA, math, and science that are provided at no cost to districts to monitor student learning throughout the year;
- [nearly \\$11.5 million to expand high-dosage mathematics tutoring in 46 districts](#) in grades 6-9;
- actionable data through EdSight Secure that provides authorized district staff with longitudinal information about students who are doing well and others who may need added support;
- more than \$13 million in grants to provide [summer enrichment opportunities](#) to children during the summers of 2023 and 2024;
- \$3.8 million awarded to 89 districts through the [Dual Credit Expansion Grant](#) to increase the percentage of students earning college credit in high school;
- ongoing implementation of the [Learner Engagement and Attendance Program \(LEAP\)](#) – a supportive home visitation model that has been proven to improve student attendance;
- a [FAFSA Challenge initiative](#) to encourage FAFSA completion that provides schools with mini-grants, training sessions, and supports;

- [\\$3 million initiative in partnership](#) with the Department of Labor to create a new teacher Registered Apprenticeship Program, offer more paraeducator fairs, and expand existing high school “grow-your-own” programs;
- [\\$5.9 Million State Personnel Development Grant \(SPDG\)](#) to improve educational outcomes for students with disabilities;
- [more than 4.5 million in grants to 48 districts](#) to support the delivery of mental health services for students during the summer months;
- \$4 million in ARP ESSER funds for the [Connecticut Educator Support Funds Initiative](#) that is helping Connecticut teachers with classroom expenses; and
- [the “No Matter What” campaign](#) to highlight resources available for students experiencing homelessness and housing instability.

The efficacy of several of the above-mentioned projects will be evaluated by the [Center for Connecticut Education Research Collaboration \(CCERC\)](#) – a ground-breaking, first-of-its-kind research collaborative of public and private universities across Connecticut.

Prepared by: \_\_\_\_\_  
 Dr. Samuel Kamin, Associate Education Consultant  
 Performance Office

Approved by: \_\_\_\_\_  
 Ajit Gopalakrishnan, Chief Performance Officer



# THE CONDITION OF EDUCATION IN CONNECTICUT

2022-23

*The Condition of Education in Connecticut* is the Connecticut State Department of Education's (CSDE) yearly status report on public education in the state. It fulfills the requirements under Section 10-4(b) of the Connecticut General Statutes.

## FOREWORD

*The Condition of Education in Connecticut* is the Connecticut State Department of Education's (CSDE) yearly status report on public education in the state. It presents indicators that describe the progress of the public education system, the characteristics of its students and educators, and student outcomes on key indicators of student engagement and student readiness for college and careers.

Equity and excellence are the cornerstones of the State Board of Education's comprehensive plan for public education: [Every Student Prepared for Learning, Life, and Work Beyond School: The Comprehensive Plan for Education 2023-2028 \(ct.gov\)](#). Therefore, this report disaggregates data on several of the indicators to separately highlight the experiences and outcomes of students from historically under-performing groups like students with disabilities, English learners/multilingual learners, students from low-income families, and students of color.

The effects of the COVID-19 pandemic continue to be evidenced in several indicators within this report. To support an equitable and accelerated recovery from this pandemic, Connecticut has seen the infusion of approximately **\$1.7 billion**. The vast majority (around 90 percent) of these funds have been distributed as grants to districts. The CSDE is using the remaining funds to invest in a broad range of activities to further support districts through the recovery and learning acceleration process. Please see the Executive Summary for a brief overview of investments.

Please also visit our data portal, EdSight, at <https://edsight.ct.gov> for additional information about students, educators, instruction, resources, and performance of schools, districts, and the state.

Charlene M. Russell-Tucker, Commissioner  
Connecticut State Department of Education

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## EXECUTIVE SUMMARY

The condition of education in Connecticut remains mixed. There are some bright spots, some improving trends, and continued areas for improvement. Here are some key highlights:

- Connecticut’s student enrollment has held at approximately 513,000 since 2020-21. The enrollment is increasingly diverse (i.e., 52.5 percent are students of color) and with greater educational needs (i.e., 17.1 percent are students with disabilities and 9.7 percent of students are English learners/Multilingual learners). Adult education enrollment increased by 22 percent from 2021-22 to 2022-23, the second consecutive year of over 20 percent growth, though enrollment still lags pre-pandemic years.
- The racial/ethnic composition of the educator workforce is increasingly diverse. The percentage of educators of color has increased from 8.7 percent (around 4,616 educators) in 2017-18 to 11.2 percent (6,021 educators) in 2022-23 and 11.7 percent (6,314 educators) in 2023-24. The number of full-time-equivalent certified staff grew from 2021-22 to 2022-23, with the largest increases (by percent) in central office administration, paraeducators who support teachers instructionally, and special education teachers.
- The chronic absenteeism rate dropped from 23.7 percent in 2021-22 to 20 percent in 2022-23. The chronic absenteeism rates decreased the most for Black/African American and Hispanic/Latino students, though these groups still demonstrate higher chronic absenteeism rates than students from other racial/ethnic backgrounds. Chronic absenteeism rates for all student groups remain significantly higher than their pre-pandemic levels. It is encouraging to note that in 2023-24, the preliminary chronic absenteeism rate as of March 2024 is lower at 18.9 percent.
- Academic achievement improved in mathematics and science while the improvement in English language arts (ELA) was mixed. Across the grades, proficiency rates trail pre-pandemic levels by about six to nine percentage points in ELA, about four to seven percentage points in mathematics, and about one to five percentage points in science.
- Over the past decade, the four-year high school cohort graduation rates for students who are Black/African American, Hispanic/Latino, students with disabilities, eligible for free meals, and EL/MLs have increased at a rate that is greater than that of the state average. However, the graduation rates dropped slightly for the first time from 89.6 percent for the cohort of 2021 to 88.9 percent for the cohort of 2022. An area needing continued focus is the percentage of Grade 9 students who are on-track to graduate, which has declined for the third year in a row.
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- College enrollment rates continued to decline to 66.1 percent for the class of 2022, though the rate of decline slowed from the dramatic decrease in 2020. College graduation rates, six years after high school completion, declined slightly from 49.2 percent for the class of 2016 to 48.2 percent for the class of 2017.

The CSDE continues to use these data to take several proactive steps that advance learning acceleration and equity of access in academic recovery. For example:

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- [the “No Matter What” campaign](#) to highlight resources available for students experiencing homelessness and housing instability.

## THE EDUCATION SYSTEM

### Districts, Schools, Programs, and Adult Education Providers

Public education in Connecticut is provided to students in prekindergarten to Grade 12 through many types of school districts. These include local and regional boards of education, regional educational service centers (RESC), public charter districts, the Connecticut Technical Education and Career System, Endowed Academies, and state agencies. These school districts deliver their educational services to students through regular schools, specialized programs, and outplacements to private facilities.

*Table 1: Number of Schools by Type of Organization 2022-23*

<b>Organization Type</b>	<b>Number of Schools</b>
Public Schools in Local and Regional Districts	937
Regional Educational Service Center Schools	25
Public Charter Schools	21
Connecticut Technical Education and Career System Schools	17
Endowed Academies	3
State Agency Facilities	29
College Affiliated Schools	2
<b>Total Number of Schools</b>	<b>1,034</b>

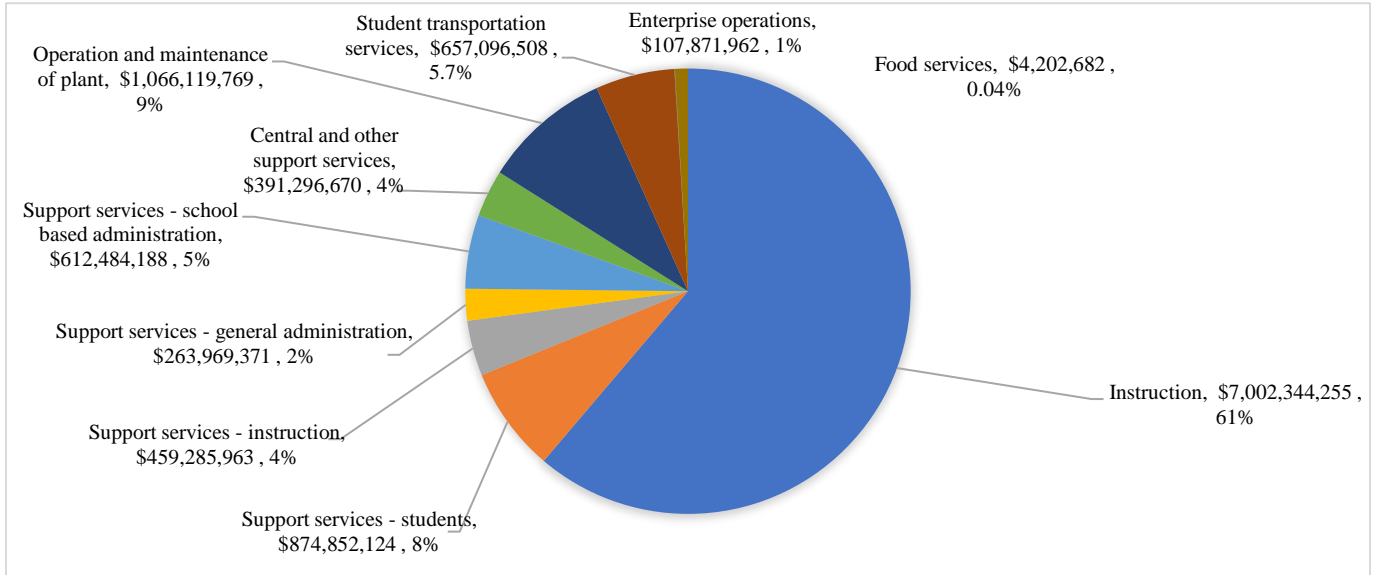
Of the 1,034 schools, 796 are elementary and/or middle schools and 238 are high schools. In addition to these 1,034 schools, 484 specialized programs provide targeted services. The vast majority of these programs are designed for special education students (338), alternative/credit recovery (78), or prekindergarten (39).

In addition to PK-12 education, adult education programs are also provided to residents in all towns across Connecticut through 37 local school district providers, three regional educational service centers, 15 community/faith-based organizations, and one state agency.

## Expenditures

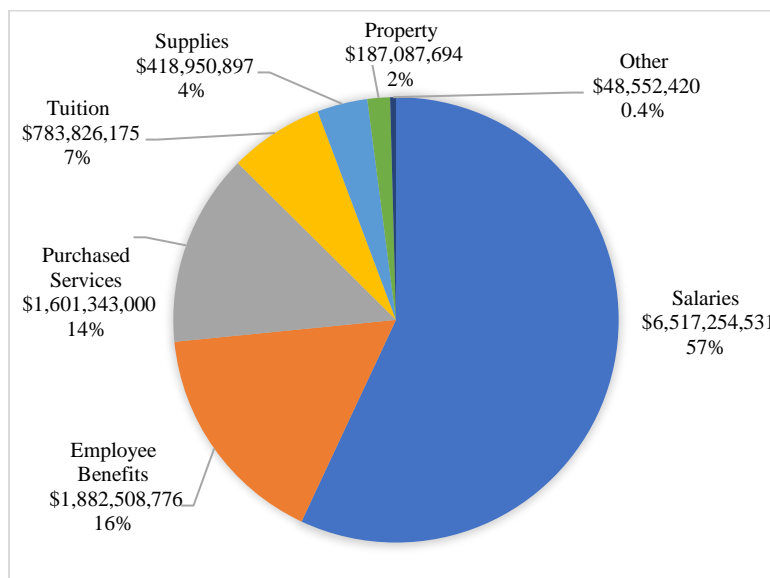
In 2022-23, the [state's overall school expenditures](#) (excluding investments in land, buildings, and debt) totaled approximately \$11.4 billion, a small increase over 2021-22. Instruction (Figure 1) represented a majority of the total expenditures; nearly 61 cents out of every education dollar were devoted to this area.

**Figure 1: Expenditures by Function, 2022-23**



All spending areas increased year-over-year in comparison to 2021-22 spending, with the biggest dollar increases in Instruction (Figure 1) and Salaries (Figure 2). Based on percentage, the largest increase was in Food Services (Figure 1) compared to 2021-22, although this represents a very small proportion of overall spending (less than a half percent).

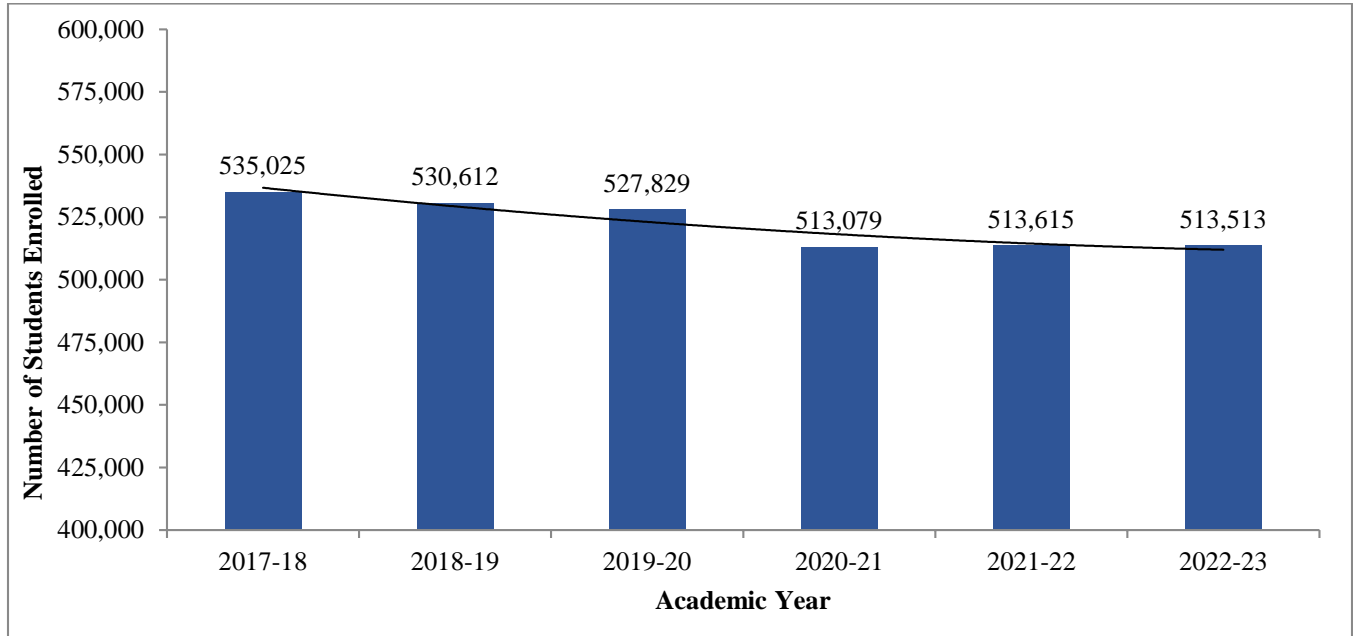
**Figure 2: Expenditures by Object, 2022-23**



## Public School Enrollment

In 2022-23, [total enrollment](#) was nearly identical to that in 2021-22 (a decrease of .02 percent). This is the second consecutive year of enrollment either growing or holding close to steady after a long trend of annual enrollment decreases of .5 percent or more over the last decade. The 2022-23 enrollment of 513,513 was also just over four percent lower than the 2017-18 enrollment of 535,025.

*Figure 3: Connecticut Public School Enrollment (PK-12)*

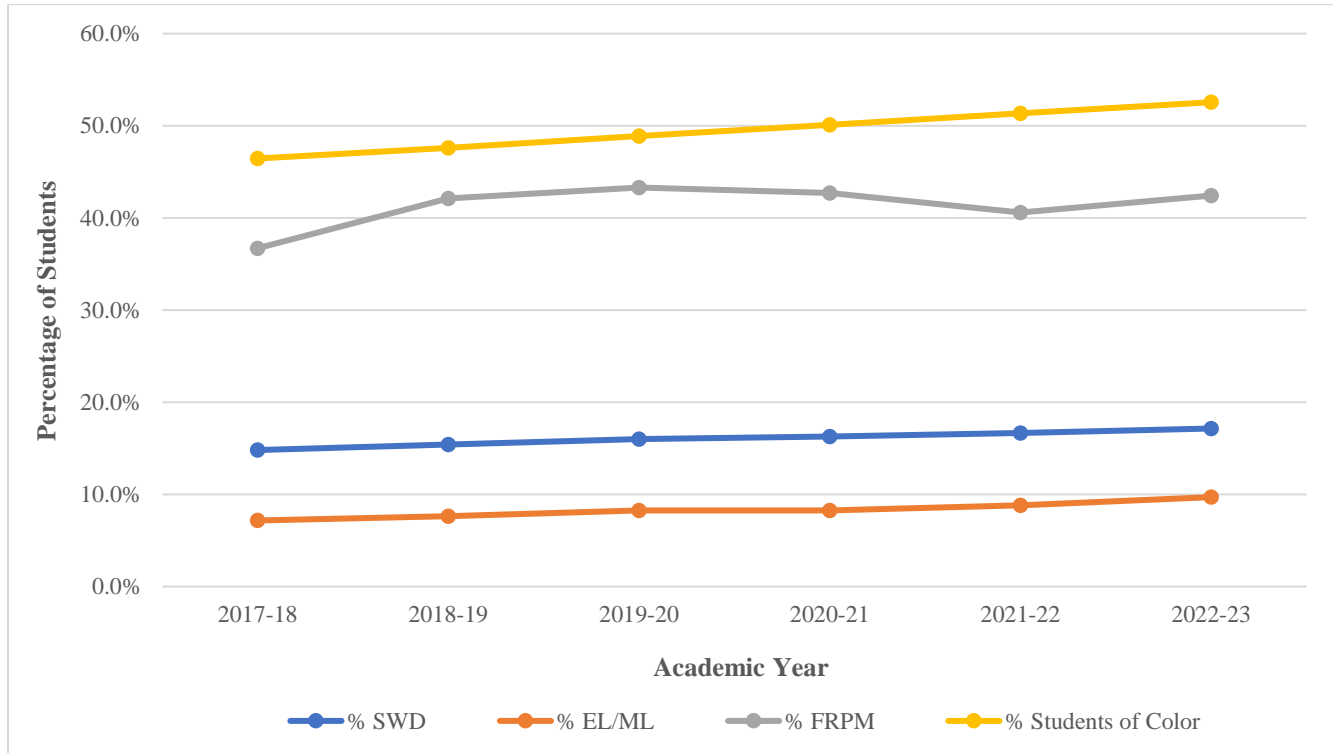


Early grades had the largest growth in enrollment. In particular, public pre-kindergarten enrollment increased by 7 percent since 2021-22 (1,248 students) and 24 percent since 2020-21. Kindergarten enrollment fell slightly in the last year (3 percent), but there was an increase of 8 percent in grade 1. Other grades had mixed trends, but overall enrollment in elementary grades increased by 0.1 percent while enrollment in high school decreased by 0.4 percent from 2021-22. Given the long-term downward trend, stabilization or slight increases in current enrollment in early grades may signify a return to pre-pandemic enrollment levels in the long run.

## Student Demographics and Characteristics

An increasing proportion of public-school students (PK-12) come from diverse racial/ethnic backgrounds. The percentage of students of color has increased from 46.4 percent in 2017-18 to 52.5 percent in 2022-23 (269,849 students). Increases occurred in the percentage of students with disabilities (SWD) for the tenth year in a row with 17.1 percent of students now receiving special education and related services (88,060 students). Students who are English learners/Multilingual learners (EL/ML) account for 9.7 percent of the student population (49,833 students), an increase of a full percentage point since 2021-22. The percentage of students eligible for free- or reduced-price meals (FRPM) increased in 2022-23 to 42.42 percent after a decrease from 2020-21 to 2021-22 (217,852 students). This may be due to the decline in the completion of household meal applications because districts provided free meals to all students during the pandemic.

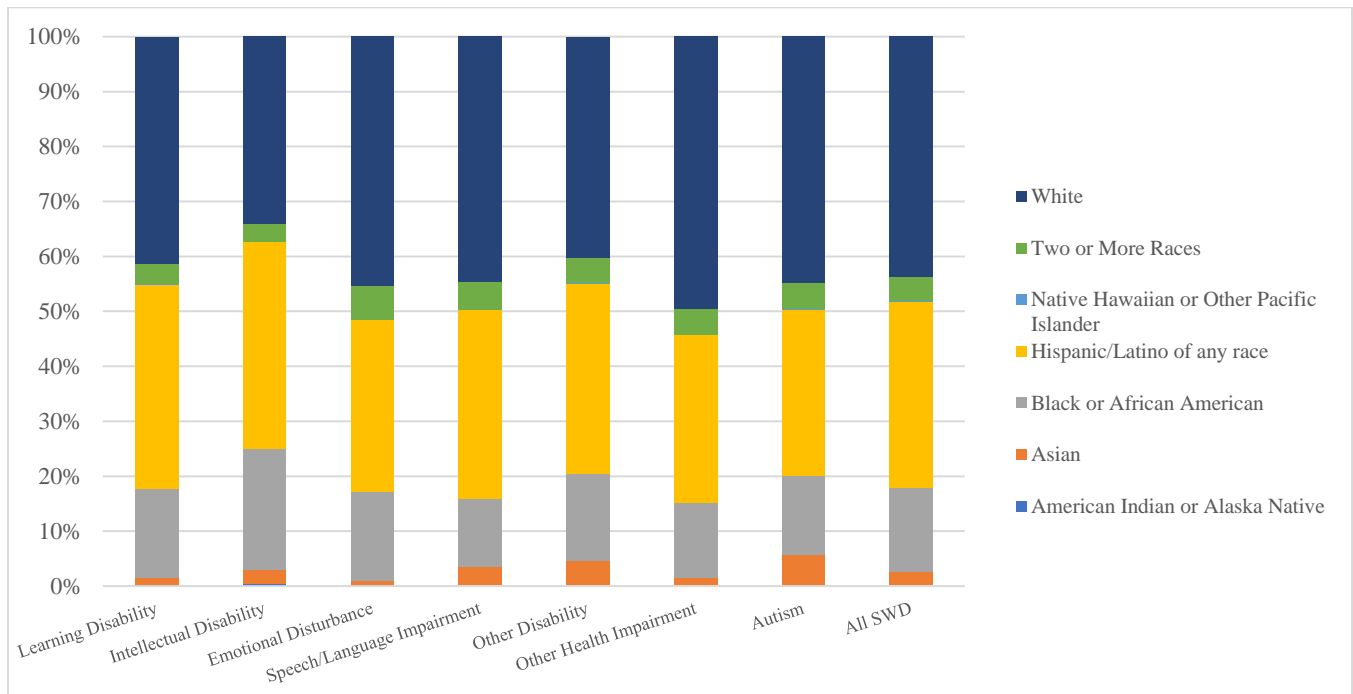
*Figure 4: Student Demographics and Characteristics*



## Special Education by Race/Ethnicity

The Individuals with Disabilities Education Act (IDEA) requires the CSDE to investigate disproportionality based on race/ethnicity in the identification of students with disabilities at two levels. First, districts are monitored for disproportionate representation on an annual basis and second, districts are assessed for significant disproportionality for all students with disabilities ages three through 21 over the course of three years. Disproportionate representation requires a district review of policies, practices and procedures contributing to over-representation by race/ethnicity. Significant disproportionality requires the redirection of federal IDEA funds to address the identified disproportionality after three years of identification without substantial improvement. Below are the state level data used to assess disproportionality. At the state level, Black students were approximately twice as likely as their non-Black peers to be identified with intellectual disabilities.

**Figure 5: Percentage of Students with Disabilities, Ages 3-21:  
Disability Type by Race/Ethnicity, 2022-23**



## Languages Spoken at Home among English Learners/Multilingual Learners (EL/ML)

In the 2022-23 school year, Connecticut's English learners/Multilingual learners (EL/MLs) spoke 147 different non-English languages. The 15 most prevalent non-English languages among EL/MLs in Grades PK-12 are listed below. Last year, speakers of Ukrainian increased by 227, more than double its prevalence. Speakers of Pashto increased by 218, a 58 percent increase over 2022.

*Table 2: 15 Most Prevalent Non-English Languages Spoken at Home among EL/MLs, 2022-23*

Language	Number of EL/MLs
Spanish	35,915
Portuguese	3,778
Arabic	1,286
Creole-Haitian	769
Mandarin	642
Pashto	594
Albanian	513
Urdu	508
Polish	506
Ukrainian	368
Bengali	304
Vietnamese	285
Russian	276
Turkish	257
French	241

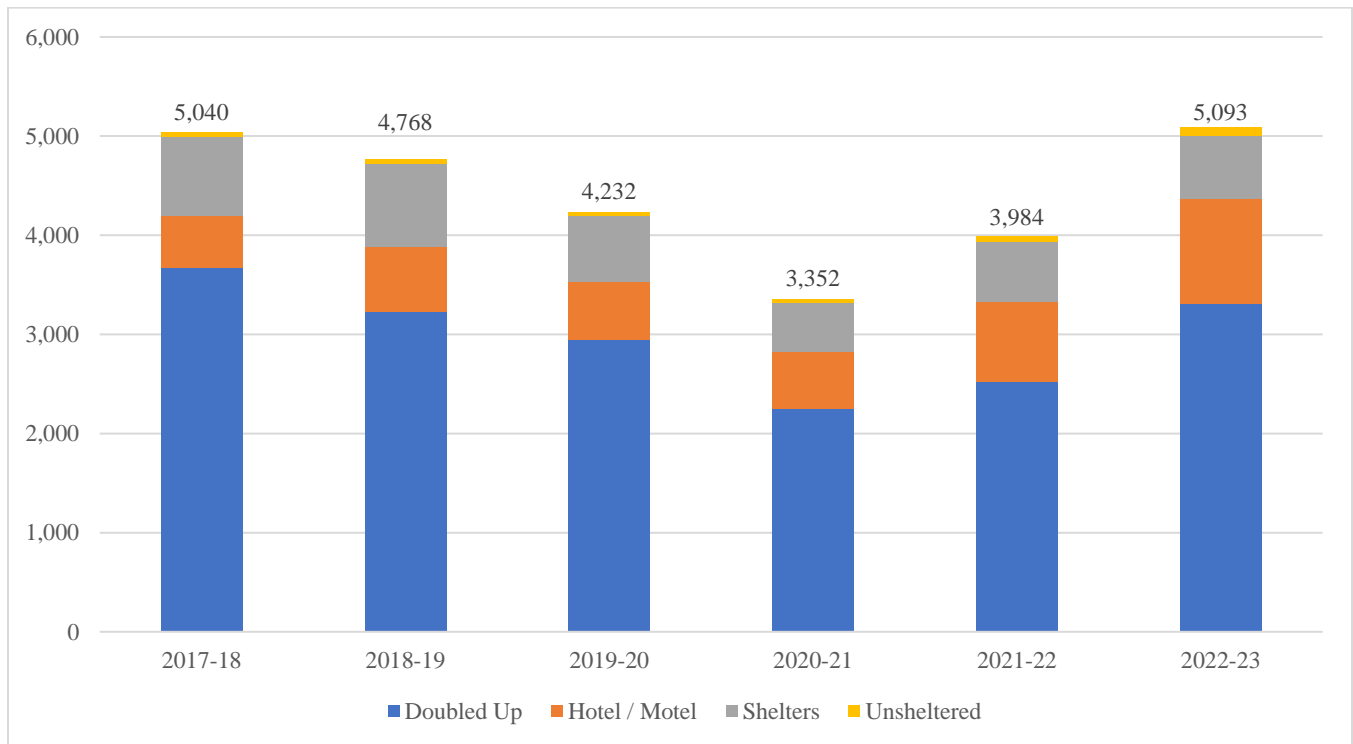
While most districts had to accommodate only a few languages, there were 51 districts whose EL/MLs spoke 20 or more different non-English languages, including Hartford and New Haven each of whom serve students speaking over 50 unique languages at home. Schools that have 20 or more students who are not proficient in English and speak the same language, are required to offer a program of bilingual instruction in the following school year.

## Students Experiencing Homelessness

The federal [McKinney-Vento Act](#) defines students experiencing homeless as individuals who lack a fixed, regular, and adequate nighttime residence. The CSDE tracks the number of students experiencing homelessness. These data are crucial as historically students experiencing homelessness are less likely to graduate from high school, are less likely to achieve proficiency on state assessments, and are disproportionately from historically marginalized groups including students of color, students with disabilities, and EL/MLs ([see these data on the EdSight dashboard](#)). While the number of students experiencing homelessness was dropping consistently through the peak of the COVID pandemic, the numbers are once again on the rise. A consistent majority of students experiencing homelessness are “doubled up,” or sharing housing due to the loss of housing, economic hardship, or another reason.

The CSDE maintains an active commitment to educate all children, regardless of their housing situation. More information on these policies is available at the [No Matter What, School is for Everyone webpage](#).

**Figure 6: Number of Students Experiencing Homelessness**

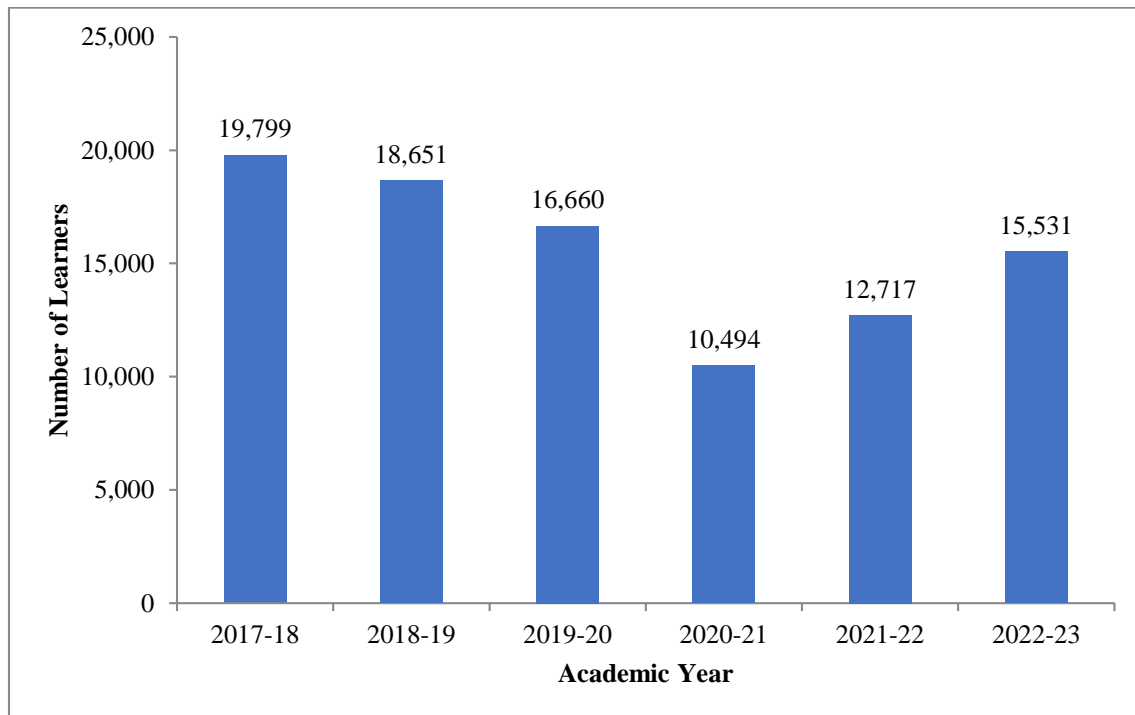




## Adult Education Enrollment

Connecticut's [adult education programs](#) operate in their local communities to assist adults in obtaining the knowledge and skills necessary for employment, self-sufficiency, and citizenship; becoming full partners in the educational development of their own children; and completing their secondary school education. Connecticut law requires that adult education services be provided by local school districts free of charge to any adult, 17 years of age or older, who is not enrolled in a public elementary or secondary school program. In 2022-23, Connecticut programs served 15,531 adult learners, a 22 percent increase in enrollment compared to 2021-22. Despite this increase and last year's increase, the adult education enrollment has declined an average of about four percent per year over the past six years and totals less than half the enrollment numbers of 2009-10.

*Figure 7: Adult Education Enrollment*

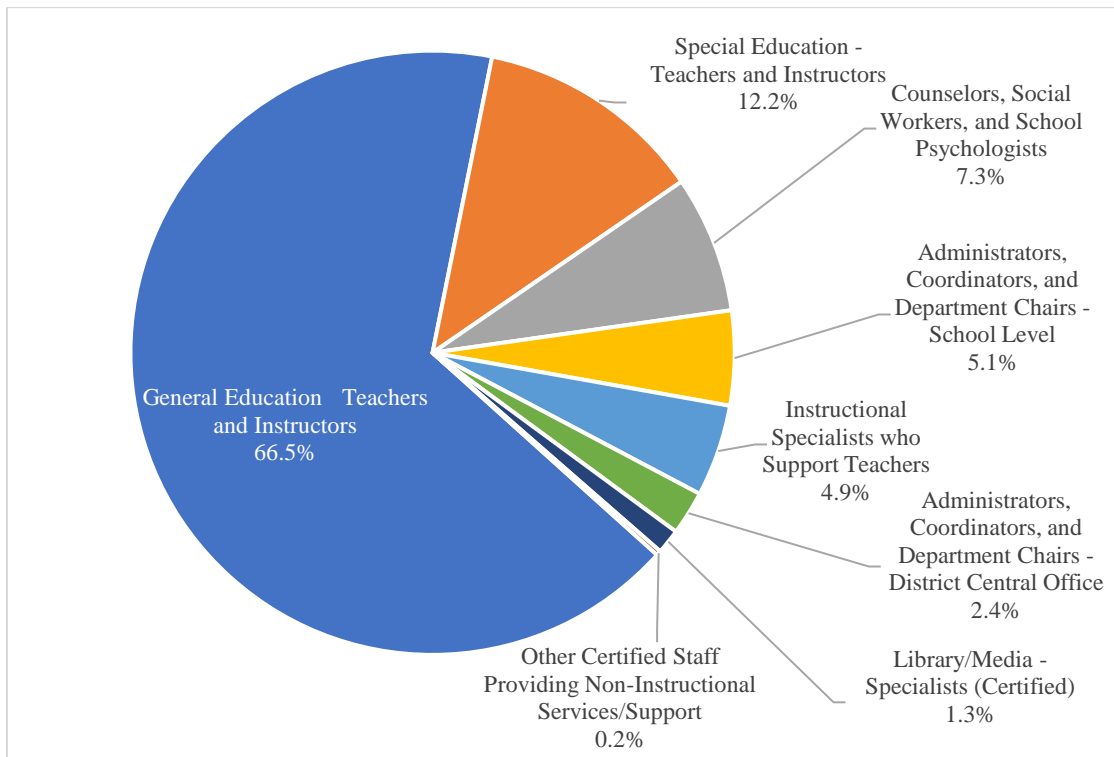


# EDUCATORS

## Capacity

General education and special education teachers constitute 78.7 percent of [full-time equivalent \(FTE\) certified staff](#). The total general education teacher/instructor FTE decreased slightly this year for the first time since 2019-20. The FTE of staff providing both instructional and non-instructional support to students and teachers continues to grow. Of note in 2022-23, the FTE for administrators in central office increased by 6.3 percent, and instructional specialists who support teachers increased by 3.8 percent. The number of other certified staff providing non-instructional services or support increased by 3.7 percent, and the number of counselors, social workers, and school psychologists increased by 1.5 percent. Regarding longer-term trends, total certified staff have increased roughly 3 percent over the last six years; most of this increase is within special education teachers/instructors, instructional specialists, counselors/social workers/school psychologists, and central office administrators (8.3 percent, 15.9 percent, 14 percent, and 20.4 percent, respectively). The number of general education teachers was relatively steady over this same time period.

**Figure 8: Certified Staff Full-time Equivalent by Role Type: 2022-23**

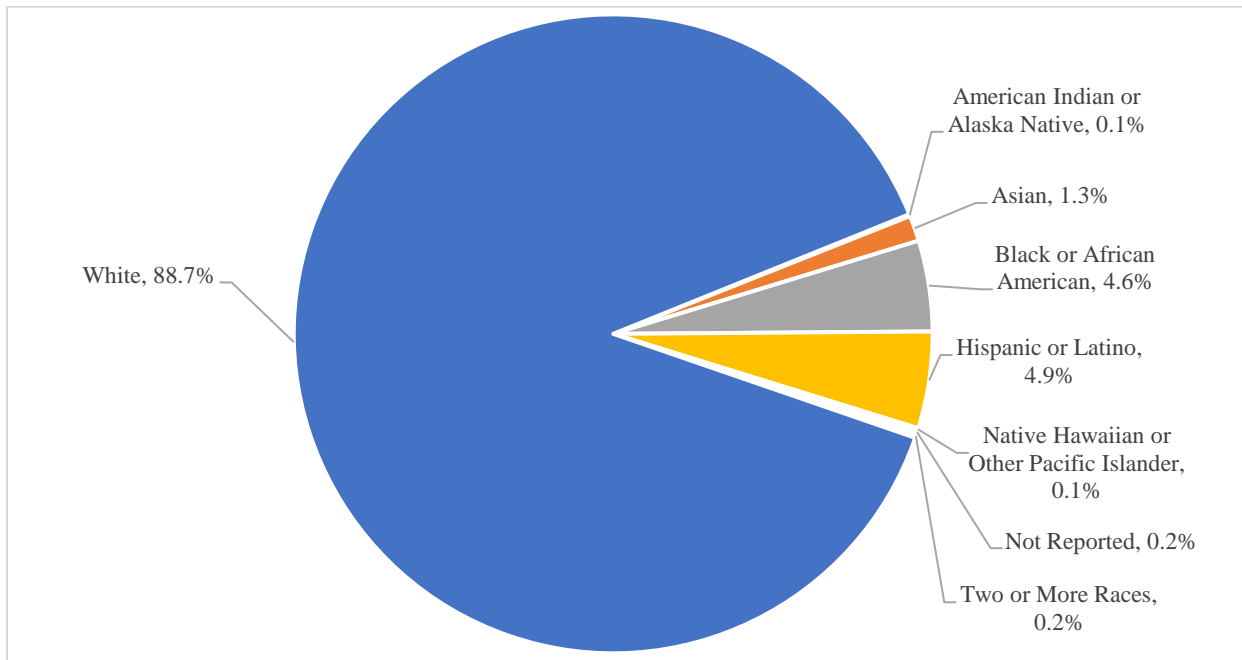


Full-time equivalent (FTE) is derived by dividing the amount of time a person works by the time required for a corresponding full-time position. A full-time position is considered to be 1.0 FTE. For example, a teacher who works two of the five days per week would be a 0.4 FTE (2 days/5 days = 0.4 of full time or 0.4 FTE).

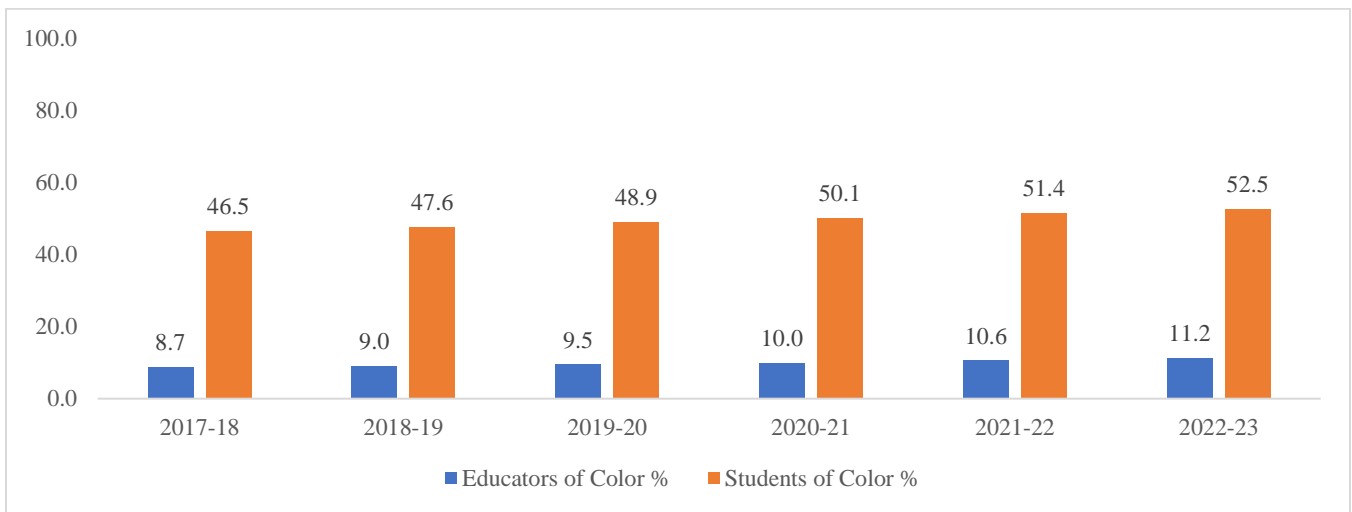
## Demographics

Connecticut’s student population continues to increase in diversity, with students of color comprising 52.5 percent of the total student body. Additionally, [the diversity of Connecticut’s staff is increasing](#), albeit not at the same rate as the student population, with 11.2 percent of certified school staff identifying as educators of color. The percentage of educators of color has increased slowly over the past six years from 8.7 percent (around 4,600 educators) in 2017-18 to 11.2 percent (around 6,000 educators) in 2022-23.

**Figure 9: Percentage of Certified Staff by Race/Ethnicity, 2022-23**



**Figure 10: Percentage of Students and Staff of Color (Trend)**

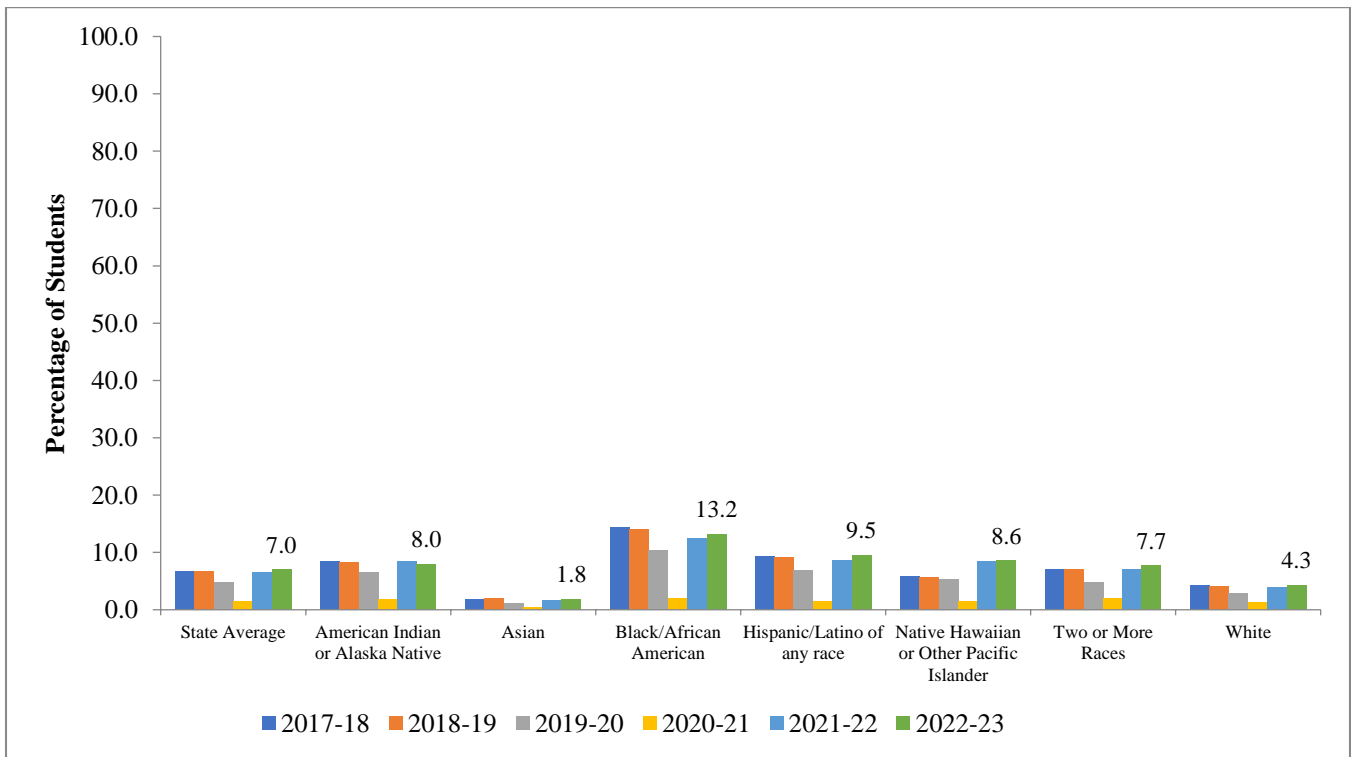


# SCHOOL DISCIPLINE AND ATTENDANCE

## School Discipline

Districts are required to report to the CSDE [all disciplinary incidents](#) that result in any of the following: In-School Suspension (ISS), Out-of-School Suspension (OSS), Bus Suspensions, and Expulsions (EXP). In addition, offenses classified as “serious” and all incidents involving alcohol, drugs, or weapons must be reported regardless of the type of sanction imposed. All bullying incidents must also be reported regardless of sanction. Suspension rates increased slightly to 7.0 percent from a 2021-22 rate of 6.5 percent. While the COVID-19 pandemic greatly skewed the discipline statistics downward in 2020-21, the 2022-23 suspension rate is roughly in line with the five years prior to the pandemic. While Black/African American students are suspended at substantially higher rates than students of other races/ethnicities, Hispanic/Latino students had the largest single year increase of almost a full percentage point. The CSDE groups districts into four tiers based on rates of suspension/expulsion to provide a system of supports and targeted action planning. The [2022-23 tiers available on EdSight](#) will be used to identify districts needing state support.

*Figure 11: Percentage of Students Suspended by Race/Ethnicity*

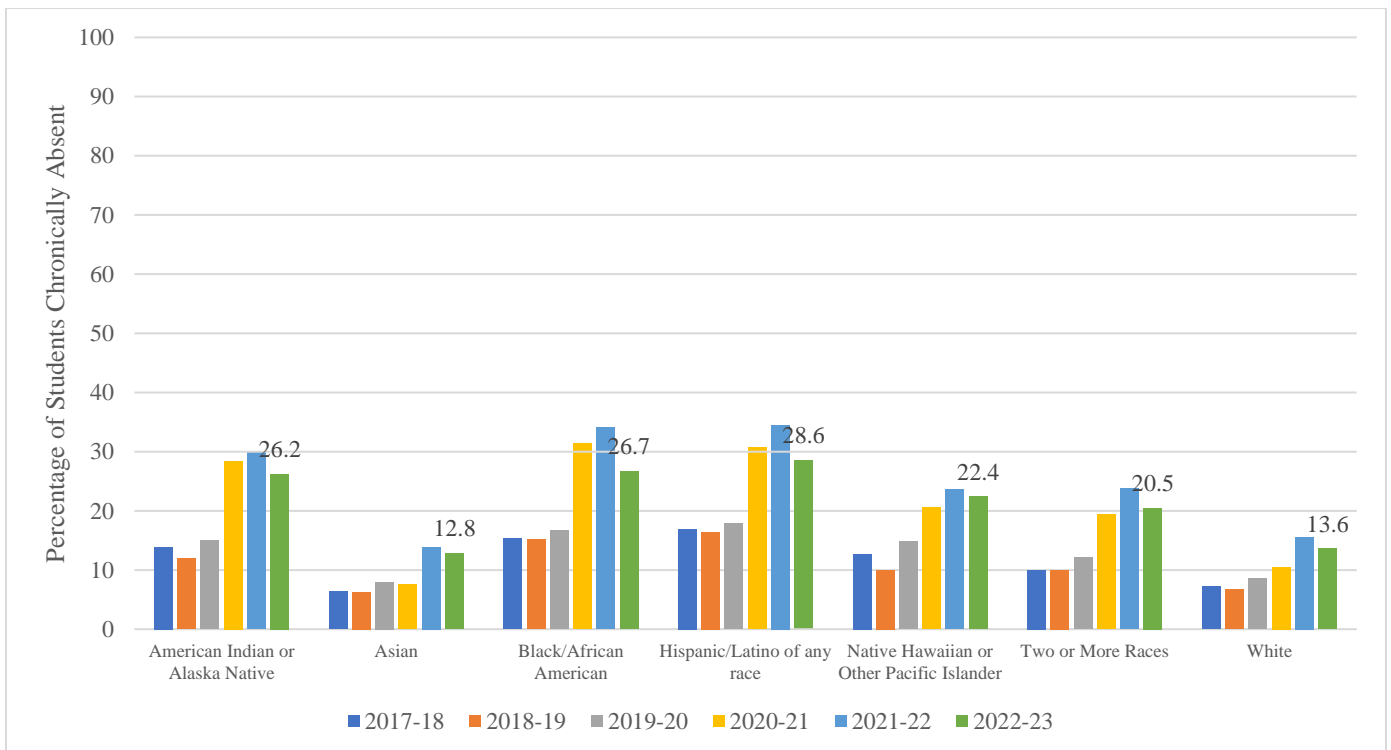


## Chronic Absenteeism

Chronic absenteeism is defined as missing 10 percent or greater of the total number of days enrolled in the school year for any reason. It includes both excused and unexcused absences. [Several research studies](#) have highlighted the association of chronic absenteeism with a negative effect on student academic achievement and rates of high school graduation. Chronic absenteeism is also an indicator in Connecticut’s Next Generation Accountability System. CSDE also tracks and reports attendance on a monthly basis; these data are available via the [EdSight Attendance Dashboard](#).

Connecticut’s statewide chronic absenteeism rate for students in Grades K-12 declined by 3.7 percentage points from 23.7 percent in 2021-22 to 20 percent in 2022-23; this translates to approximately 18,000 more students attending school regularly in 2022-23 as compared to in 2021-22. Students with high needs continue to demonstrate high rates of chronic absenteeism, although all groups saw declines since last year (students eligible for free lunch, 32.3 percent – a 6.3 percentage point decrease; students with disabilities, 30.1 percent – a 4.4 percentage point decrease; and EL/MLs, 26.6 percent – a 6.1 percentage point decrease from 2021-22 levels). These rates are still well above pre-pandemic levels but demonstrate year-over-year progress.

**Figure 12: Percentage of Students Chronically Absent by Race/Ethnicity**

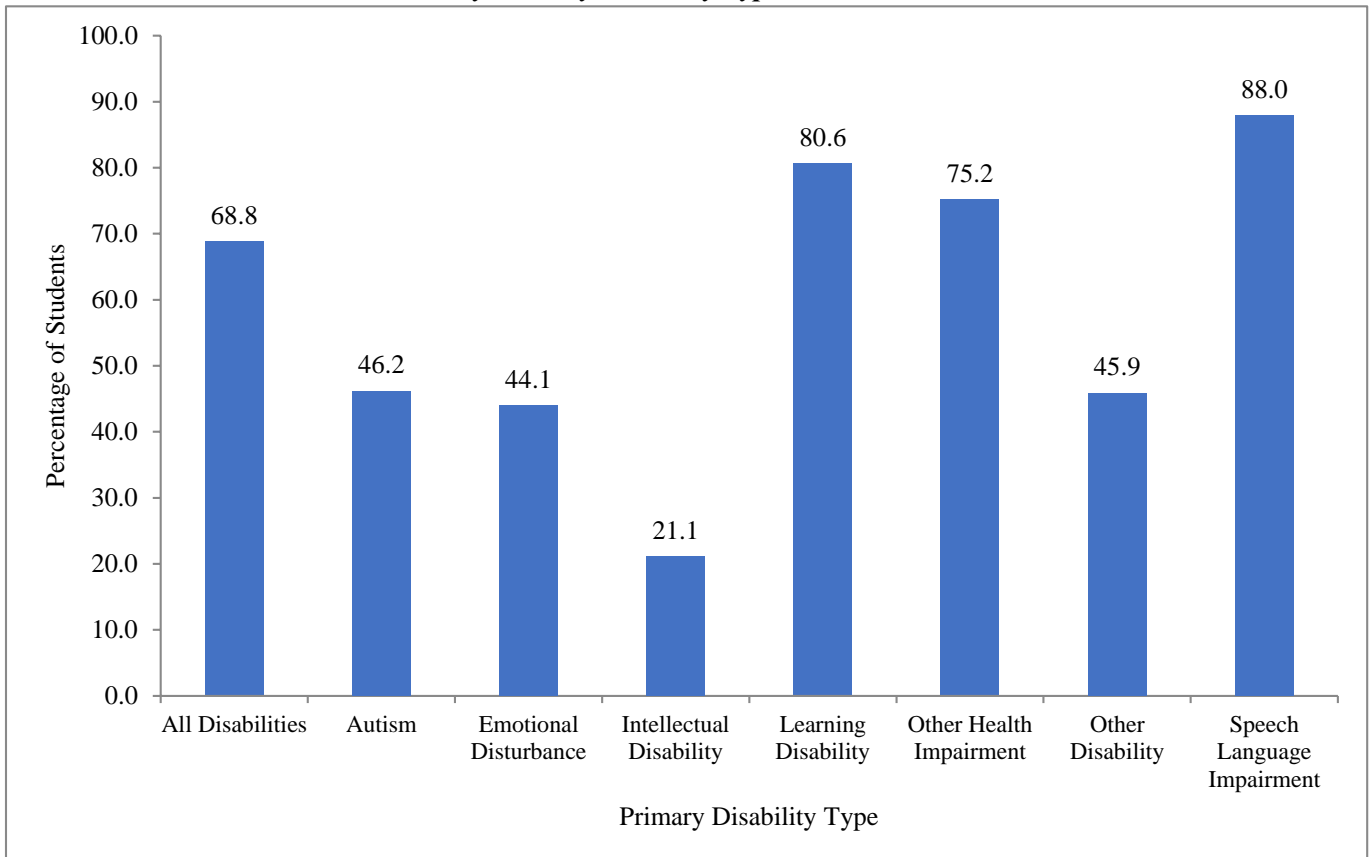


# INSTRUCTION

## Time Students with Disabilities Spent with Nondisabled Peers

For students with disabilities, [time spent with nondisabled peers](#) is an important indicator of access to the general education curriculum. It is also a demonstration of students being educated in their least restrictive setting; this complies with the federal Individuals with Disabilities Education Act (IDEA) requirement that students with disabilities be educated with their nondisabled peers to the maximum extent appropriate. While 68.8 percent of all students with disabilities spent at least 80 percent of their time with nondisabled peers, there is significant variation across the primary disability types. Of all students with an intellectual disability, only 21.1 percent spent at least 80 percent of their time with nondisabled peers as compared to 80.6 percent of students with a learning disability. Similarly, 44 percent of students with an emotional disturbance spent at least 80 percent of their time with nondisabled peers, compared to 88 percent of students with a speech or language impairment.

**Figure 13: Percent of Students (K-12) who Spend 80-100% of Time with Nondisabled Peers by Primary Disability Type, 2022-23**



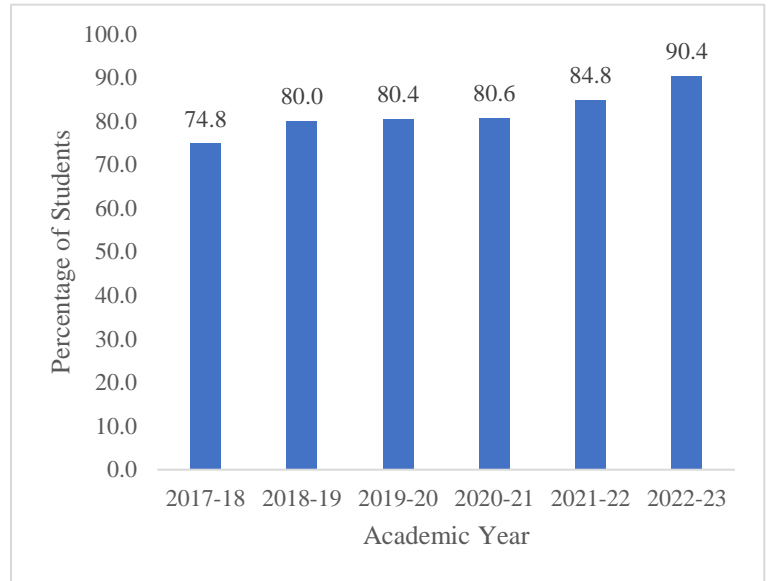
## Participation in College-and-Career Readiness Coursework

Indicator 5 of Connecticut’s [Next Generation Accountability System](#) evaluates the extent to which students participate in rigorous coursework during high school. In recognition of the diverse pathways of our students, the CSDE evaluates the percentage of students in 11<sup>th</sup> and 12<sup>th</sup> grade who participated in at least two courses in one of the following options during high school:

- two courses in Advanced Placement, International Baccalaureate, and/or dual enrollment;
- two courses in one of seventeen career-technical education categories; or
- two workplace experience courses in any area.

Over 90 percent of 11<sup>th</sup> and 12<sup>th</sup> graders are participating in college-and-career (CCR) ready coursework.

**Figure 14: Percentage of 11<sup>th</sup> and 12<sup>th</sup> Grade Students taking CCR Coursework**

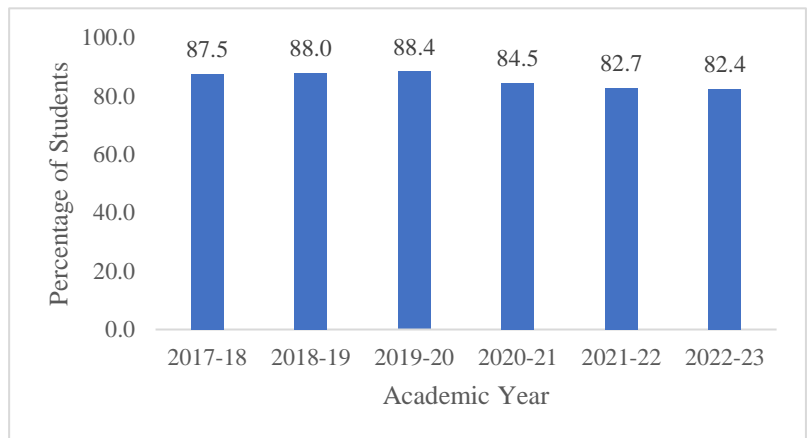


## On-Track to High School Graduation

Ninth grade is a critical year for success in high school. The [University of Chicago’s Consortium on Chicago School Research](#) states that students who are on-track in 9<sup>th</sup> grade “are more than three and one-half times more likely to graduate from high school in four years than off-track students.”

Indicator 7 of Connecticut’s [Next Generation Accountability System](#) evaluates the extent to which students are on-track in Grade 9. The on-track to graduation percentage declined again in 2022-23 and was the lowest in the past seven years. Declining attendance, lower 7<sup>th</sup> and 8<sup>th</sup> grade performance, and an increase in required credits from five to six likely impact 9<sup>th</sup> grade credit attainment and on-track rates.

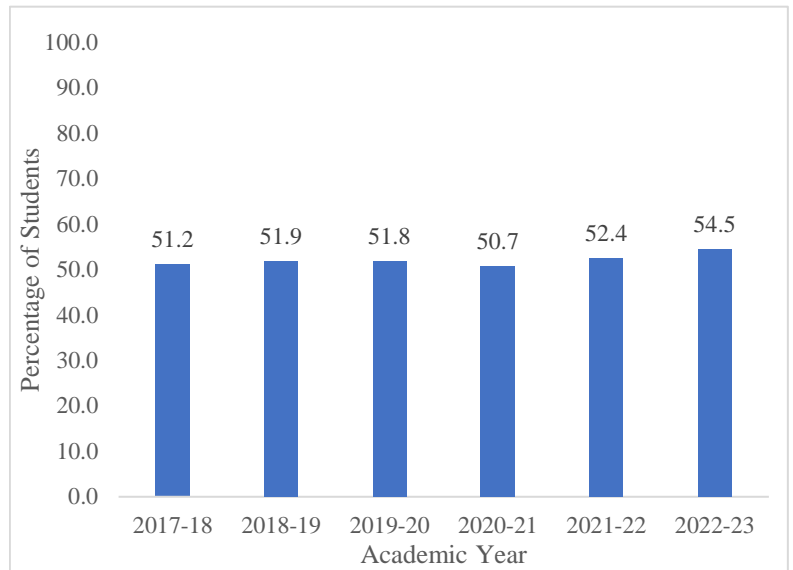
**Figure 15: Percentage of Students On-Track in Grade 9**



## Access to the Arts

The arts are an integral component of the comprehensive curriculum provided to all Connecticut students. For accountability purposes, the CSDE evaluates the percentage of students in grades 9 through 12 who participated in at least one dance, theater, music, or visual arts course during the school year. This metric is Indicator 12 of Connecticut’s [Next Generation Accountability System](#) and there was a slight increase in 2022-23. This is the highest the Access to the Arts metric has been since the adoption of the Next Gen system in 2015.

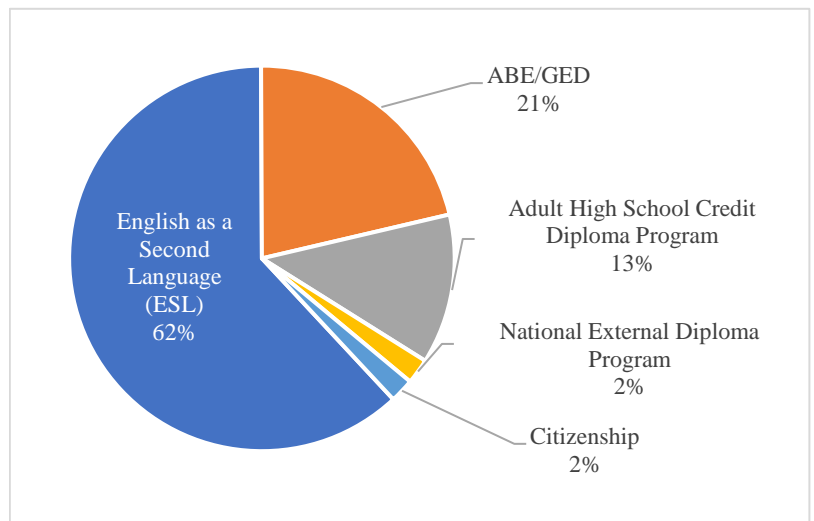
**Figure 16: Percentage of Students in Grades 9 – 12 taking at least one Arts Course**



## Adult Education Program Participation

Adult learners participate in one of the following state-mandated adult education instructional programs: citizenship preparation; English as a second language (ESL); adult basic education (ABE); or one of three secondary school completion programs (i.e., General Educational Development [GED], Adult High School Credit Diploma, or National External Diploma). In the 2022-23 school year, enrollment in ESL programs increased to 9,610, a 38.3 percent increase (2,663 students) over the 2021-22 school year.

**Figure 17: Adult Education Enrollment by Program Type 2022-23**





# PERFORMANCE

## Statewide Next Generation Accountability Report

These statistics represent the results from Connecticut's [Next Generation Accountability System](#) for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a district/school is preparing its students for success in college, careers, and life. The CSDE did not report Next Generation Accountability System results for the 2019-20 and 2020-21 school years as a result of the global pandemic.

*Table 3: Statewide Accountability Indicator Trend*

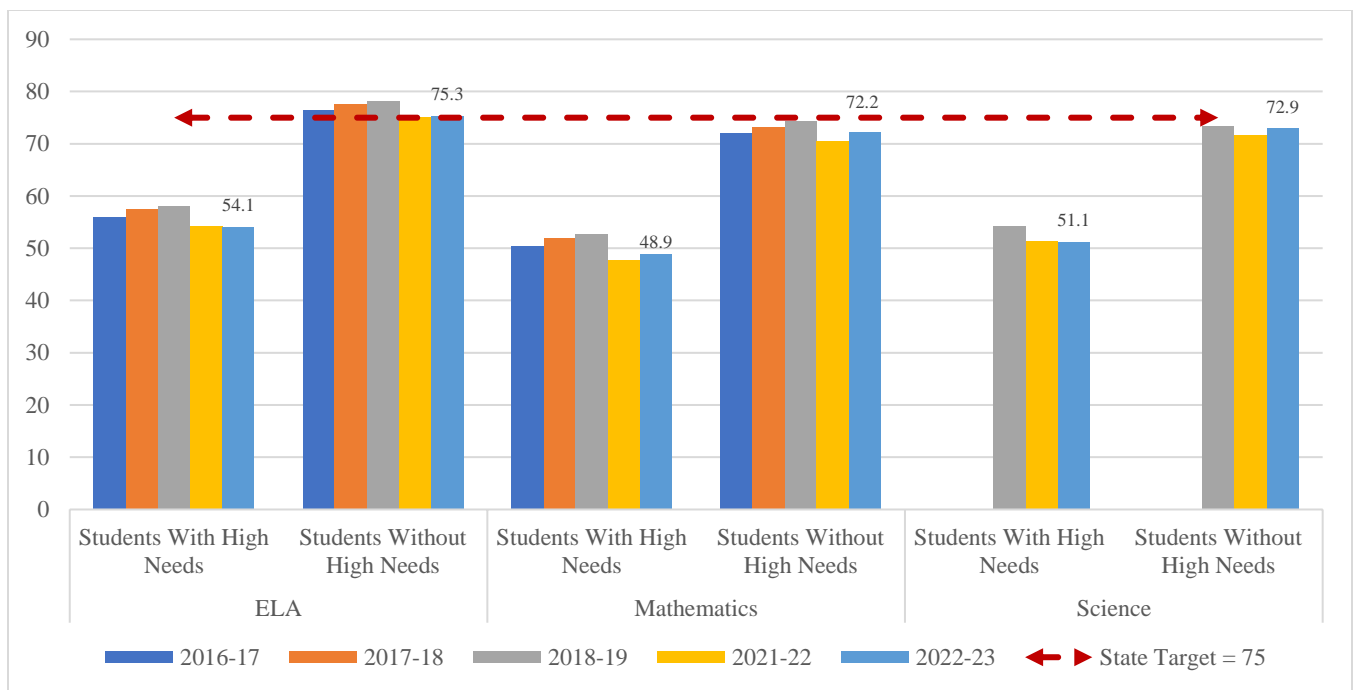
	Indicator	2016-17	2017-18	2018-19	2021-22	2022-23
1a.	ELA Performance Index – All Students	67.1	67.6	67.7	64.2	63.9
1b.	ELA Performance Index – High Needs Students	55.9	57.5	58.1	54.2	54.1
1c.	Math Performance Index – All Students	62.2	62.7	63.1	58.6	59.7
1d.	Math Performance Index – High Needs Students	50.5	52.0	52.7	47.7	48.9
1e.	Science Performance Index – All Students			63.8	61.4	61.6
1f.	Science Performance Index – High Needs Students			54.2	51.3	51.1
2a.	ELA Avg. Percentage of Growth Target Achieved – All Students	55.4%	60.7%	59.9%	60.4%	57.2%
2b.	ELA Avg. Perc. of Growth Target Achieved – High Needs Students	49.8%	55.6%	55.1%	56.2%	52.5%
2c.	Math Avg. Perc. of Growth Target Achieved – All Students	61.7%	61.9%	62.5%	65.2%	61.8%
2d.	Math Avg. Perc. of Growth Target Achieved – High Needs Students	53.7%	55.4%	55.2%	59.1%	55.5%
2e.	Progress Toward English Proficiency – Literacy			60.0%	64.9%	55.3%
2f.	Progress Toward English Proficiency – Oral			52.1%	57.4%	56.1%
4a.	Chronic Absenteeism – All Students	9.9%	10.7%	10.4%	23.7%	20.0%
4b.	Chronic Absenteeism – High Needs Students	15.8%	16.6%	16.1%	34.0%	28.5%
5	Preparation for College and Career Readiness – % taking courses	70.7%	74.8%	80.0%	84.8%	90.4%
6	Preparation for College and Career Readiness – % passing exams	43.5%	44.8%	42.6%	43.5%	44.3%
7	On-track to High School Graduation	87.8%	87.5%	88.0%	82.7%	82.4%
8	4-year Graduation - All Students	87.4%	87.9%	88.3%	89.6%	88.9%
9	6-year Graduation - High Needs Students	82.0%	81.8%	83.3%	85.2%	85.6%
10	Postsecondary Entrance	72.0%	70.9%	70.9%	66.1%	66.1%
11	Physical Fitness	51.6%	50.1%	52.9%	45.8%	45.5%
12	Arts Access	50.5%	51.2%	51.9%	52.4%	54.5%
	<b>Accountability Index</b>	<b>73.2</b>	<b>74.9</b>	<b>74.2</b>	<b>69.7</b>	<b>69.3</b>

Note: The NGSS Science assessment was adopted for the 2018-19 school year; prior results are not shown.

## Student Achievement and Growth through the Pandemic

Though all schools consistently offered full-time in-person learning in 2022-23, schools are still working to recover from the educational and social-emotional challenges presented by the COVID-19 pandemic. Student and staff illnesses and the resulting quarantines and isolations caused significant learning disruptions during 2019-20 and 2020-21. The [Performance Index](#) – the best measure of overall average achievement in a content area – was increasing prior to the pandemic but achievement in 2022-23 is still below the three most recent pre-pandemic years. This is true for students with high needs (i.e., EL/MLs, students with disabilities and/or students from low-income families) and those without high needs, thus illustrating the widespread impact of the pandemic on student achievement. However, growth in mathematics for all students suggests optimism that the pre-pandemic growth trends can resume.

**Figure 18: Connecticut Performance Index  
Average Student Performance by Subject and High Needs Status**



The rate of academic growth in 2022-23 was lower than 2021-22 and, in some cases, lower than pre-pandemic levels. Academic growth measures the pace of student learning in one school year. It is estimated that students in grades 4 and 5 may be 2-3 months behind their expected performance had there not been a pandemic. In the middle school grades (6 through 8) students may be 5-7 months behind in ELA and a year or more behind in math.

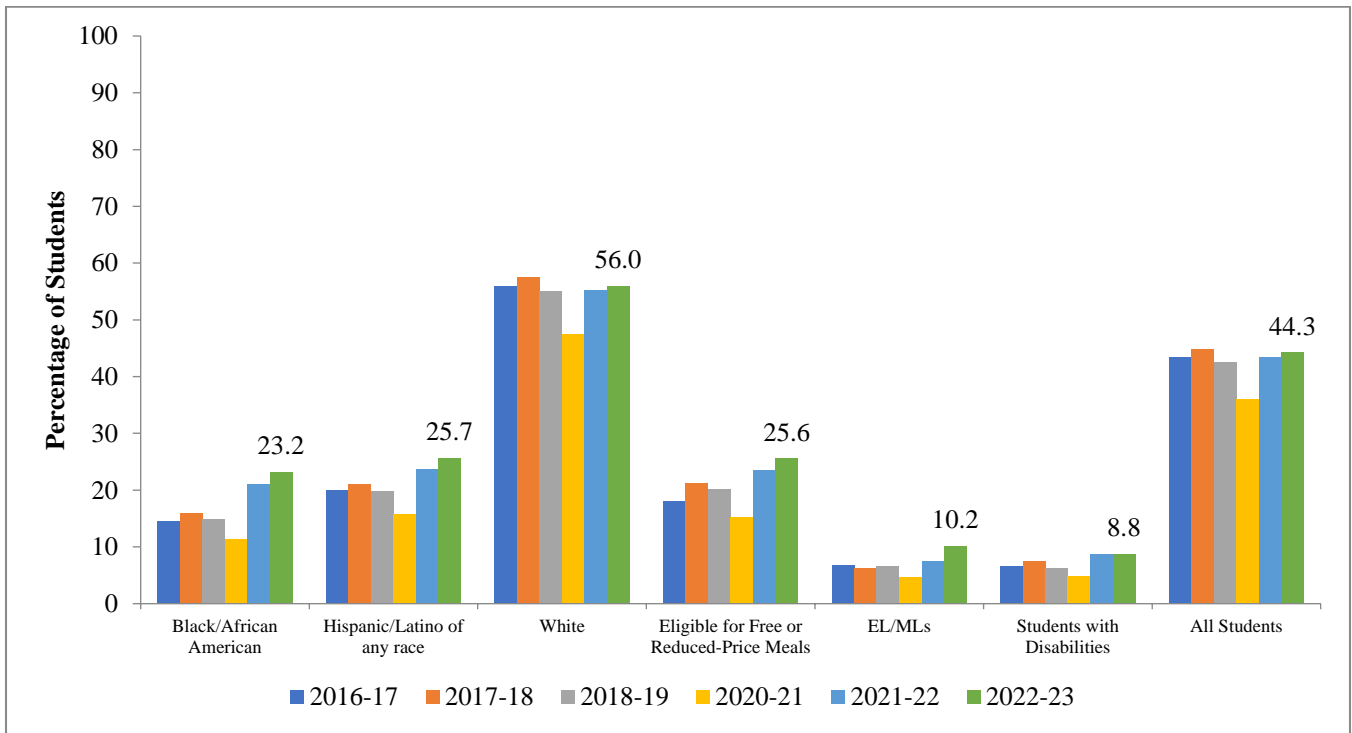
**Table 4: Academic Growth (Grades 4-8)**  
*Average Percentage of Growth Target Achieved*

Grade	English Language Arts			Mathematics		
	2018-19	2021-22	2022-23	2018-19	2021-22	2022-23
4	64.9	67.5	65.1	71.3	76.4	73.0
5	63.6	67.3	62.3	65.1	71.2	65.7
6	56.7	57.1	53.7	59.1	60.8	57.5
7	59.5	56.7	53.5	59.6	64.5	60.2
8	55.3	54.0	51.9	57.7	53.4	53.3

## Postsecondary Readiness

The graph below shows the percentage of 11th and 12th graders who met the [College and Career Readiness](#) benchmark on any of the following exams: SAT, CT SAT School Day, ACT, Advanced Placement (AP), or International Baccalaureate (IB), *or* earned three or more non-remedial college credits through dual credit coursework. This metric is Indicator 6 of the Next Generation Accountability System. Overall, 44.3 percent of Connecticut 11<sup>th</sup> and 12<sup>th</sup> graders in 2022-23 met a college and career readiness standard on any of the aforementioned exams or courses. This continues a two-year pattern of recovery after the substantial decline during the COVID-19 pandemic (36.0 percent in 2020-21 and 42.6 percent in 2018-19). All noted student groups have both surpassed 2018-19 rates and show improvement over last year.

**Figure 19: Percentage of 11<sup>th</sup> and 12<sup>th</sup> Graders Meeting Benchmark on a College and Career Readiness Exam**

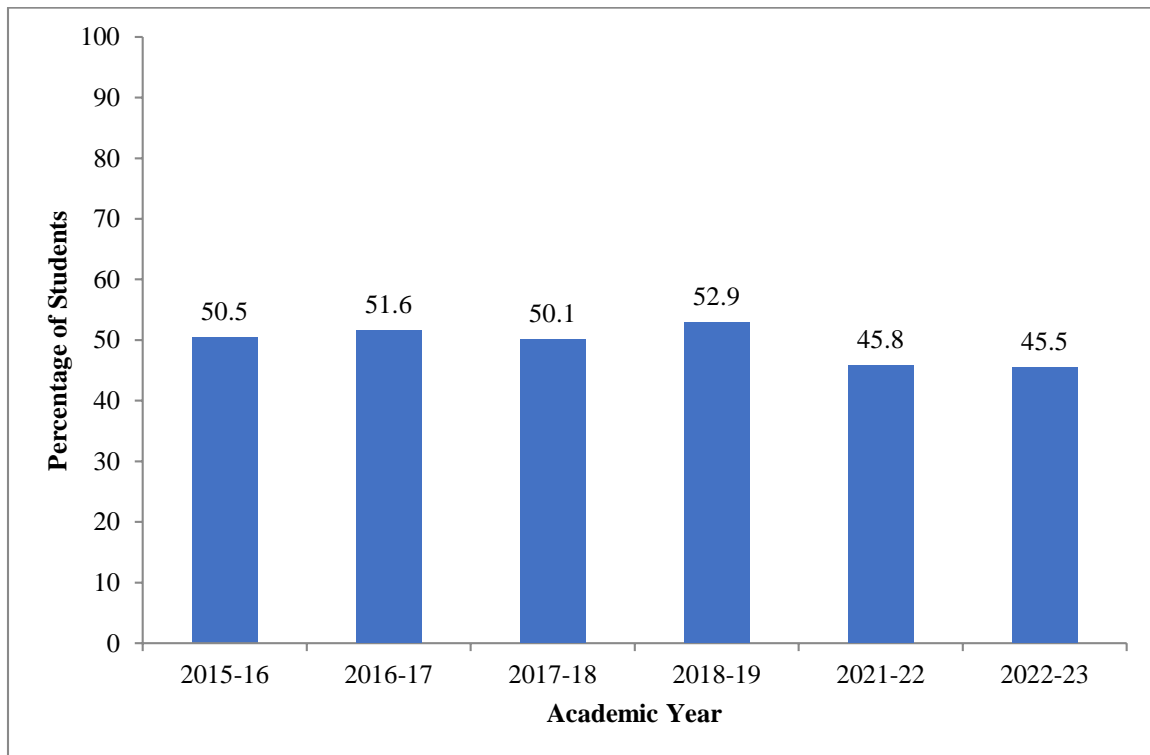


Note: 2019-20 data are not available due to the COVID-19 pandemic.

## Physical Fitness

The [Connecticut Physical Fitness Assessment](#) program includes a variety of health-related physical fitness tests designed to assess muscle strength, muscular endurance, flexibility, and cardiovascular fitness. Criterion-referenced standards associated with good health are used rather than the previously applied normative standards. Statewide, 45.5 percent of students in the tested grades (4, 6, 8 and once in high school) met the “Health Fitness Zone” standard on all four assessments in 2022-23. This is a slight decrease from last year, and a larger decrease from the pre-pandemic level of 52.9 percent. The largest declines were evidenced in the aerobic capacity assessment in high school, with notable gains of above 2.5 percentage points in grade 4 assessments. This metric, which also considers the participation rate in the Fitness Assessments, is Indicator 11 of Connecticut’s Next Generation Accountability System.

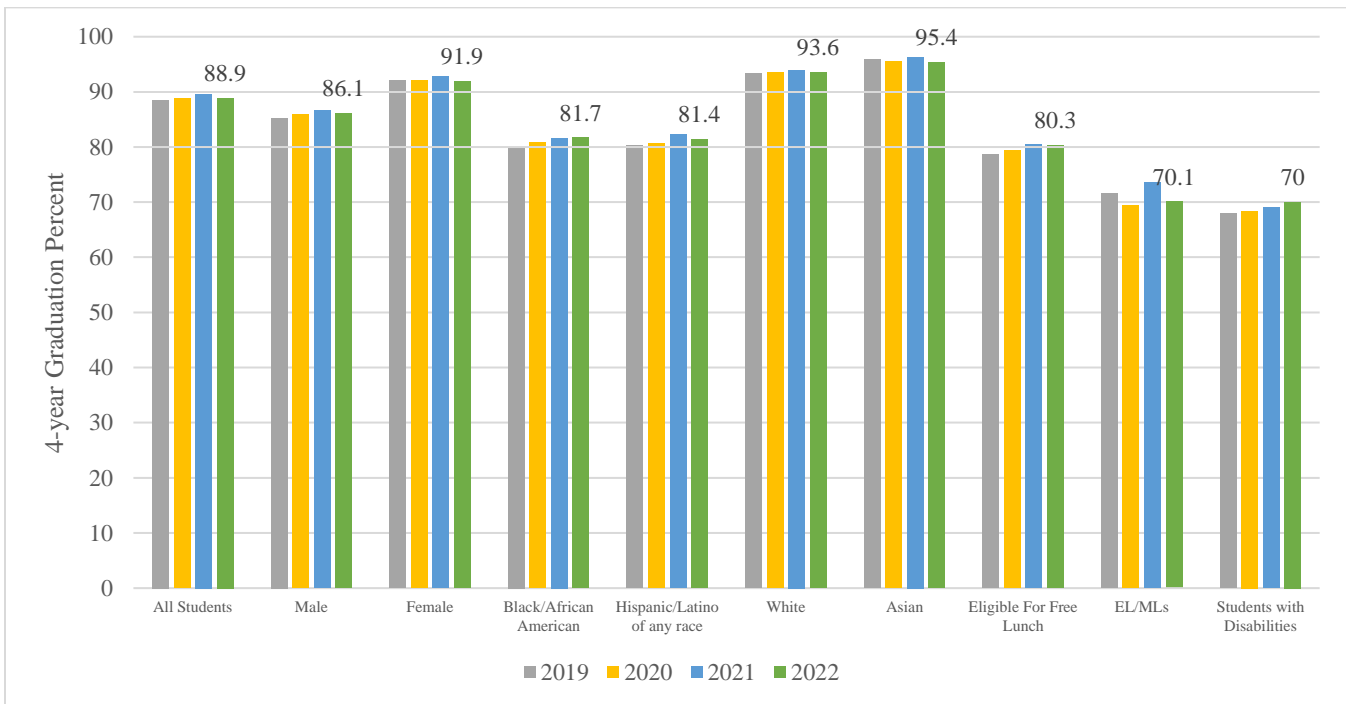
**Figure 20: Percentage of Students Reaching Health Standard of CT Physical Fitness Assessment**



## High School Graduation Rates

The [four-year graduation cohort rate](#) is the percentage of first-time ninth graders who graduate in four years or less with a regular high school diploma. Connecticut’s four-year graduation rate has increased from 88.5 percent for the cohort of 2019 to 88.9 percent for the graduate cohort of 2022 but showed the first year-over-year decline from 89.6 percent for the cohort of 2021. Over the past decade, the graduation rates for students who are Black/African American, Hispanic/Latino, students with disabilities, eligible for free meals, and EL/MLs have increased at a rate that is greater than that of the state average.

**Figure 21: Four-Year Graduation Rate Trend by Student Group**



Some students benefit from having an extra year or two to complete high school. They may be English learners/Multilingual learners who came to this country in high school, or students with disabilities receiving transition services. For these students, the six-year graduation rate serves as an important measure of high school success (see table below).

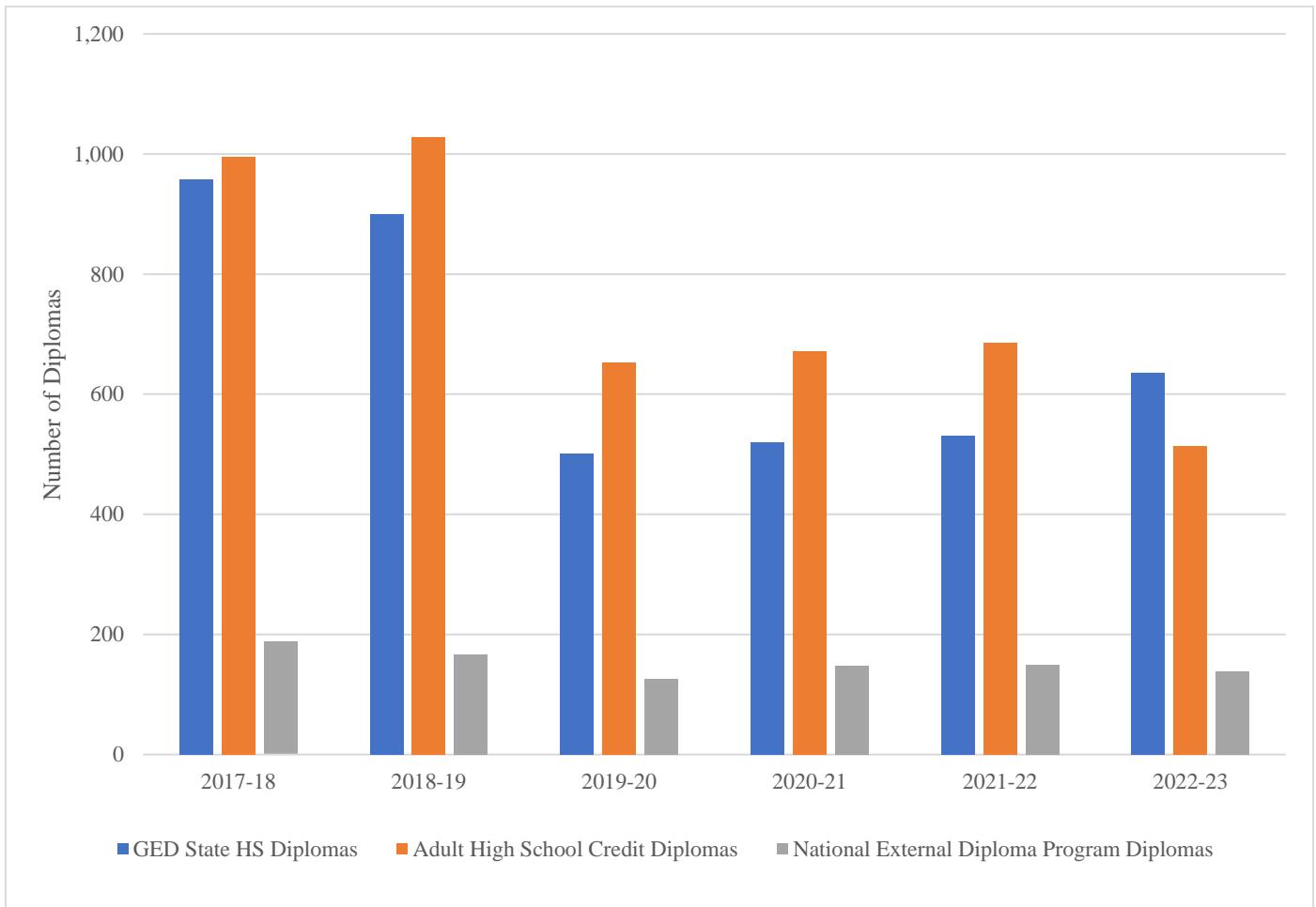
**Table 5: Four- and Six-year Graduation Rates for the 2020 Graduation Cohort**

Category	4-Year	6-Year
All Students	88.8	91.5
English learners/Multilingual Learners	69.4	77.1
Students with Disabilities	68.4	76.8
Eligible for Free Lunch	79.4	84.1

## Adult Education Diplomas Granted

Connecticut offers three pathways for adult learners to attain a high school diploma: (1) pass the General Educational Development (GED) Tests; (2) earn adult education credits toward an adult high school diploma; or (3) demonstrate 100 percent mastery on the National External Diploma Program (NEDP) assessments. In 2022-23, a total of 1,287 individuals earned diplomas through these adult education pathways. Earning a diploma through adult education enables individuals to pursue postsecondary education/training opportunities and participate more fully in Connecticut’s workforce.

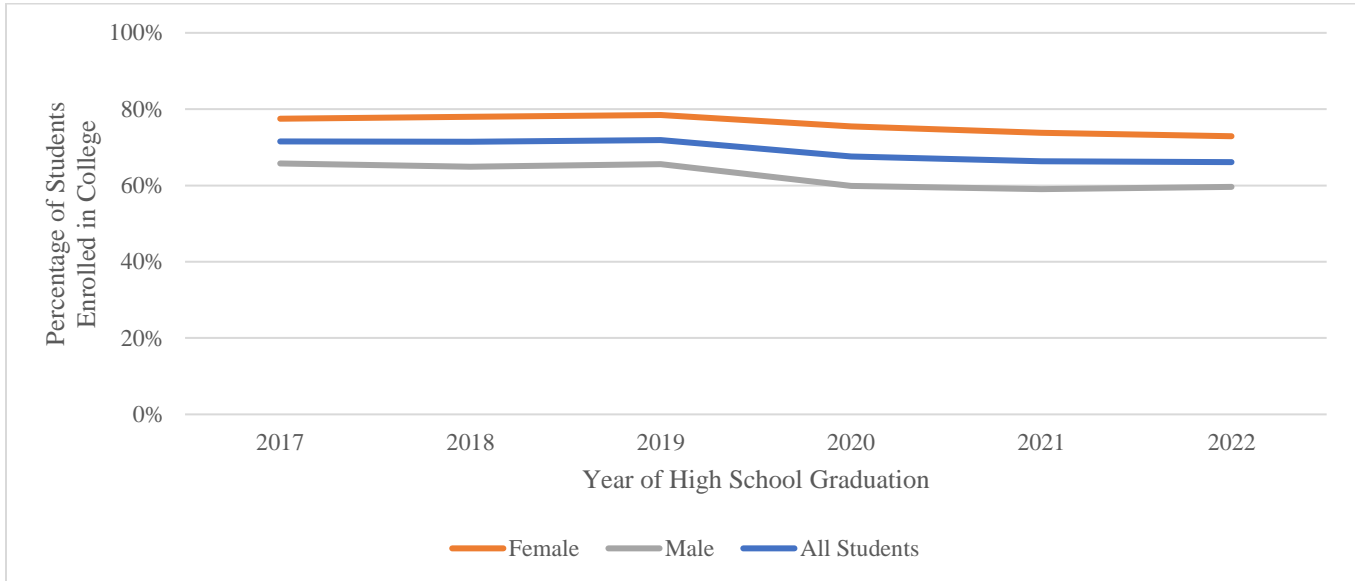
*Figure 22: Adult Education Diplomas by Type*



## College Enrollment

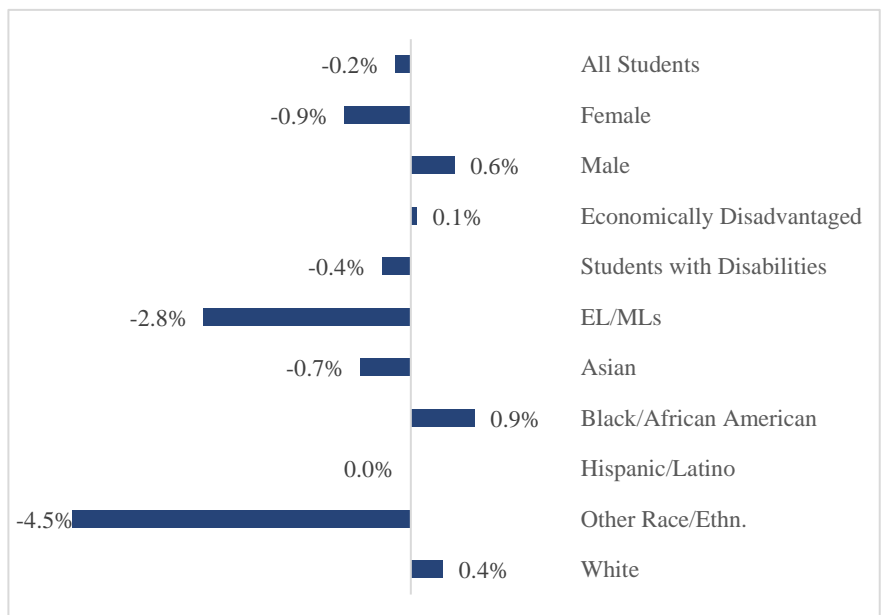
After many years of stability, the [college enrollment rates](#) for the public high school graduating class of 2022 declined slightly for the third year in a row from 66.3 percent for the class of 2021 to 66.1 percent for the class of 2022. These rates remain lower than pre-COVID levels which were steady around 71 percent.

**Figure 23: Percentage of High School Graduates Who Enroll in College in the First Year after High School**



College enrollment for EL/MLs and those identifying as “Other Race/Ethnicity” dropped last year. Asian student enrollment dropped as well, but still outpaced other student groups with an enrollment rate of 85.5 percent. College enrollment rates among Black/African American students increased by 0.9 percentage points. Female college enrollment rates dropped by 0.9 percentage points. While male enrollment increased, female enrollment still exceeds male enrollment by over 13 percentage points (72.9 percent vs. 59.6 percent).

**Figure 24: College Enrollment Rates of the High School Class of 2022: Change from Previous Year**

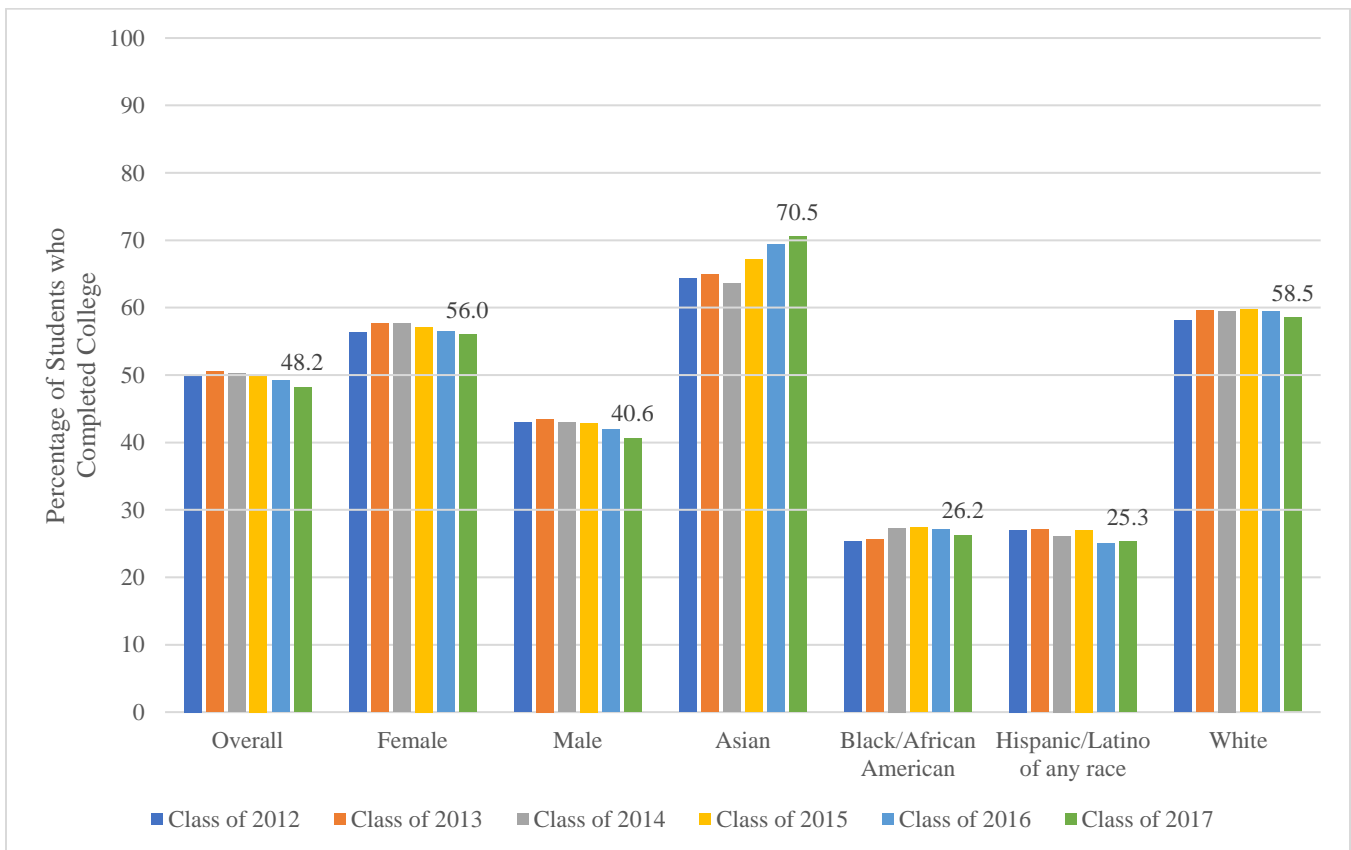




## College Completion

A slightly lower proportion (48.2 percent) of the class of 2017 [graduated college](#) in six years as compared to the class of 2016 (49.2 percent), marking the fourth straight year of decline in this measure. The college completion rate for females decreased slightly from 56.5 percent for 2016 graduates to 56.0 percent of 2017 graduates, while the corresponding rates for males saw a decrease from 41.9 percent to 40.6 percent for the class of 2016. The college completion rate for students who identified as Black/African American decreased by 0.9 percentage points for the class of 2017 (26.2 percent) as compared to the class of 2015 (27.1 percent). Six-year college completion rates also decreased at the same rate for White students (59.4 to 58.5 percent). Asian students and Hispanic/Latino students each had an increased rate; for Asian students, an increase of 1.2 percentage points (from 69.3 to 70.5), and for Hispanic/Latino students, an increase of 0.3 percentage points (25.0 to 25.3).

**Figure 25: Percentage of High School Graduates Earning a College Degree in Six Years or Less**

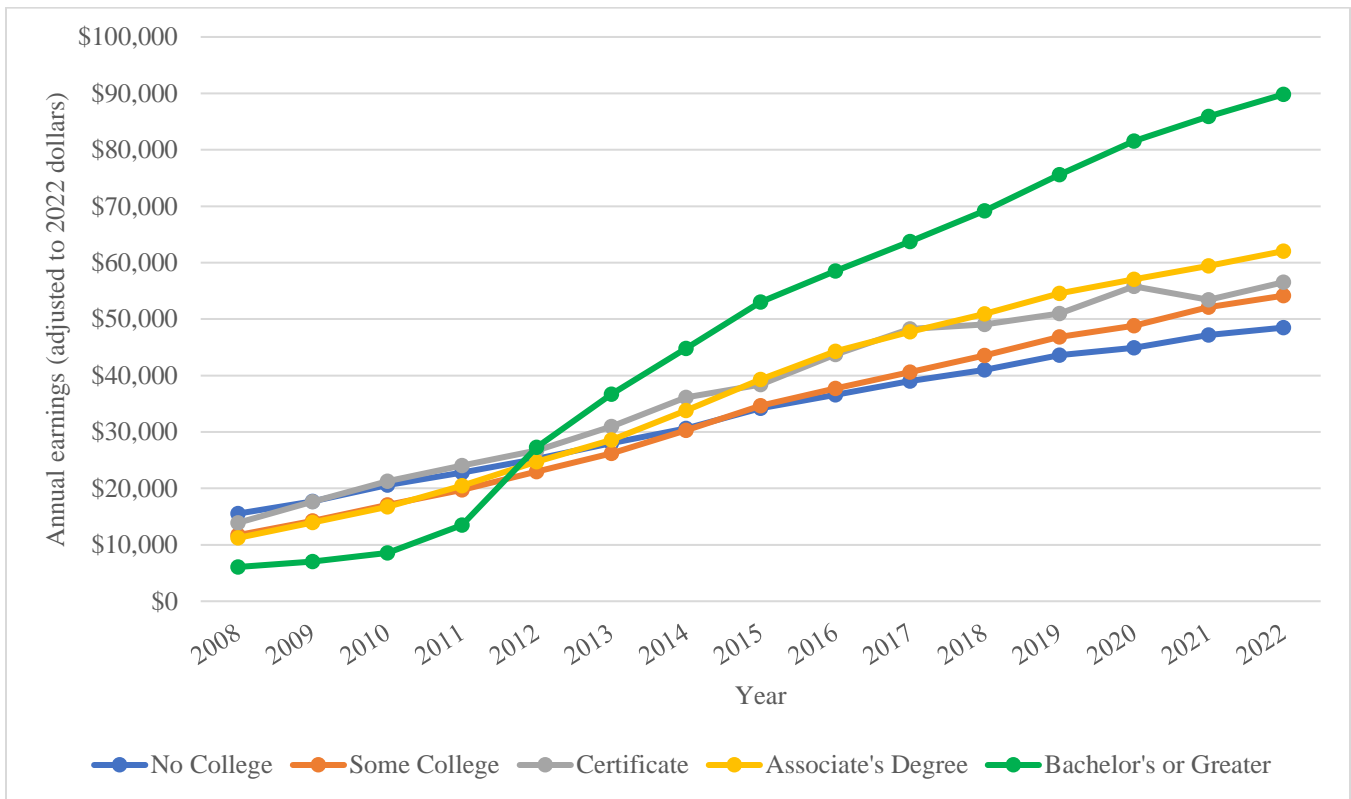


## Postsecondary Earnings

The CSDE, in partnership with the Department of Labor (DOL) via the [Preschool through 20 and Workforce Information Network \(P20WIN\)](#) collaborative, now reports the earnings of high school graduates after they leave high school in the [Postsecondary and Labor and Earnings dashboard](#). This report details mean earnings for all Connecticut’s high school graduates who work in-state after they graduate. The online report includes a variety of ways to disaggregate the data, including by college completion status, demographic categories, and industry of employment.

On average, those with a four-year (or higher) degree earn substantially more than those with shorter-term degrees or certificates beginning at or around the sixth year after graduation. This gap increases over time. These gaps are presented for 2007’s high school graduates below but persist across graduation cohorts.

**Figure 26: Postsecondary Earnings for 2007’s High School Graduates by College Credential Earned**



More detailed notes on this report, including specific data definitions and inclusion/exclusion criteria, are available on [EdSight](#) in the [report notes](#).

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