



Report to the Connecticut Educator  
Preparation and Certification Board on  
Educator Preparation and Workforce Data

May 12, 2025

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## Introduction

Subsection (a) of Section 10-150d of the Connecticut General Statutes (C.G.S) requires the Connecticut Educator Preparation and Certification Board (CEPCB) to develop standards and proposals for regulations and legislation regarding the design and development of a state-wide data dashboard that enables longitudinal monitoring of educator workforce data. Subsection (b) of the same section requires the CEPCB to review state-specific data, including qualitative data on stakeholders' experiences and quantitative data from the Connecticut State Department of Education (CSDE) on educator vacancies, shortage areas and the educator preparation program dashboard.

Additionally, C.G.S. Section 10-146h requires the CSDE to report annually regarding the quality of teacher preparation programs including (1) the extent to which graduates of such teacher preparation programs help their students learn, (2) measures for assessing the classroom teaching performance of such graduates, (3) retention rates in the teaching profession of such graduates, (4) survey results from such graduates and the employers of such graduates regarding such teacher preparation programs, (5) data relating to the employment of such graduates in a teaching position, (6) certification issuance rates, including first-time pass rates for such graduates, and (7) recommendations regarding the recruitment of minority teachers and administrators. This report is also being submitted as fulfillment of this legislative requirement.

## Sources for Educator Data Analyses

CSDE receives educator preparation and workforce data from the following sources.

### Certification

The [Connecticut Educator Certification System \(CECS\)](#) is the one-stop portal for certified educators across the state. Individuals can use this system to: apply for, renew, or update certifications online; check the status of their application; update their profile and contact information; view their Connecticut certificates; request a duplicate copy of their certificate; and view their testing history. Every individual who establishes an account in this system is assigned a

unique educator identification number (EIN). The EIN remains the unique ID for the educator throughout their teaching career in Connecticut.

## **Employment**

All school districts and approved private special education providers report through the Educator Data System (EDS), information about the people occupying roles in their organization that require certification. EDS collects basic educator demographics (e.g., gender, race/ethnicity, educational background), dates of entry into and exit from the district, the role(s) being performed by the individual (e.g., teaching or non-classroom roles), the grade(s) they are teaching, the full time equivalent for each role assigned, and the start and end dates for that role. It should be noted that an individual can perform more than one role (e.g., 0.5 FTE Spanish teacher and 0.5 FTE French teacher). While the October 1 snapshot data are typically used for public reporting, districts are expected to keep EDS updated throughout the year as educators may enter and exit the district throughout the year.

## **Title II**

Title II of the Higher Education Act requires educator preparation programs (EPPs) to report data on all their candidates and identify which of their candidates are completers. For Connecticut, the student list data are collected by [ETS](#). The Title II student list reporting cycle opens to EPPs in September and closes in February. Once the resolution period for the prior year closes, the data are then processed and prepared by ETS and sent to the CSDE sometime in April.

## **Public School Information System (PSIS)**

PSIS is the student registration, enrollment, and demographic data collection system. School districts report every Connecticut public school student in PSIS where they are assigned a unique identification number called the state-assigned student identification number or SASID. A student retains their SASID from one year to the next, and from one school or district to the next.

## **Teacher Course Student (TCS)**

TCS collects data about the individual courses taken by Connecticut public school students, and the teachers who teach them. It is essentially the critical link between the unique student record i.e., the SASID, and the unique teacher record i.e., the EIN.

## Teacher Education and Mentoring (TEAM)

The TEAM program pairs every new classroom teacher with a trained mentor who provides support to the beginning teacher through the first years in the classroom. TEAM is a professional growth model that incorporates the CT Standards for Professional Learning and provides beginning teachers with multiple opportunities to reflect on their practice, analyze student data and outcomes, and identify areas for growth and improvement for their individual professional learning. The five team modules are: Classroom environment; Planning; Instruction; Assessment; and Professional responsibility. TEAM is required pursuant to C.G.S. Section 10-145o. The data system underlying the TEAM program is maintained by EASTCONN.

## What is EdSight?

EdSight is the CSDE's data warehouse and reporting portal. EdSight integrates student, educator, and organization data across space and time to create reports and metrics to help support decision-making. EdSight is NOT a data collection system. It brings together data that already exists in meaningful ways, analyzes those data, creates reports, and publishes them. Currently, as it pertains to educator data, EdSight integrates data from CECS, EDS, Title II, PSIS, and TCS to facilitate sophisticated longitudinal analyses. Data integrated and analyzed through the EdSight data warehouse are then reported publicly through the EdSight public portal at <https://edsight.ct.gov>.

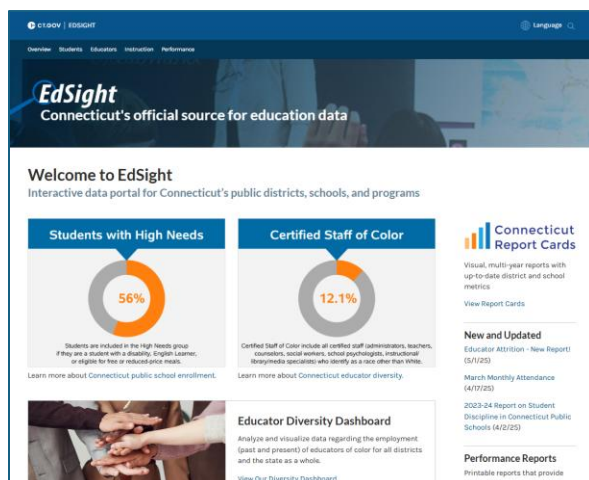


Figure 1 EdSight Home Page

EdSight also offers a secure portal for authorized users that allows them to view confidential individual-level data. This includes data about students and educators. While most of the over 4,000 users in EdSight Secure come from K-12 school districts and other private providers of services for K-12 students, a little over 50 users are from educator preparation programs (EPPs).

The wide array of reports and publications pertaining to educator data that are available on the EdSight public and secure portals are discussed in the next section.

## Reports

### Educator Workforce Data

EdSight features numerous reports that present data and information about Connecticut's educator workforce. Together these reports provide the quantitative workforce data referenced in subsections (a) and (b) of C.G.S. Section 10-150d.

The [FTE Staffing](#) levels report provides full-time equivalent (FTE) totals by staff assignment category and educator type for certified and non-certified staff at the state, district, and school levels from 2001-02 to the present (see Figure 2). All data are as of October 1 of the corresponding school year (i.e., the 2024-25 data are as of October 1, 2024, etc.).

FTE totals represent staff assigned to all grades, pre-kindergarten through grade 12. The data can also be broken down by district and school. See the [ReportNotes\\_StaffFTE.pdf](#) for list of specific assignments that are grouped into the assignment categories.

Year: <span>Trend</span>	District: <span>State of Connecticut</span>	Schools: <span></span>	Educator Type: <span>All</span>	Assignment Category: <span></span>	<span>Submit</span>
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**FTE Staffing Report - Trend**  
[Export .csv file](#)

District	Assignment Category	Educator Type	2020-21	2021-22	2022-23	2023-24	2024-25
State of Connecticut	Administrators, Coordinators and Department Chairs - District Central Office	Certified	1,082.9	1,186.5	1,260.7	1,266.7	1,261.4
	Administrators, Coordinators and Department Chairs - School Level	Certified	2,598.3	2,643.0	2,712.1	2,767.9	2,747.4
	Counselors, Social Workers, and School Psychologists	Certified	3,633.3	3,871.3	3,929.8	4,010.9	4,047.4
	General Education - Paraprofessional Instructional Assistants	Non-Certified	4,807.6	4,827.6	5,531.7	5,216.3	5,584.1
	General Education - Teachers and Instructors	Certified	35,412.9	35,851.2	35,620.7	35,613.7	35,288.4
	Instructional Specialists Who Support Teachers	Certified	2,326.8	2,542.3	2,638.6	2,618.5	2,596.4
	Library/Media - Specialists (Certified)	Certified	667.1	700.5	711.9	697.9	693.3
	Library/Media - Support Staff	Non-Certified	423.4	406.9	393.0	377.2	369.5
	Other Staff Providing Non-Instructional Services/Support	Certified/Non-Certified	26,406.6	25,905.9	26,500.2	28,898.2	29,801.8
	School Nurses	Non-Certified	1,351.8	1,385.7	1,405.5	1,400.9	1,438.2
	Special Education - Paraprofessional Instructional Assistants	Non-Certified	11,809.4	12,093.0	12,287.5	12,265.3	12,542.4
	Special Education - Teachers and Instructors	Certified	6,378.0	6,428.1	6,561.0	6,641.2	6,737.4

Figure 2 FTE Staffing Levels Report - State of Connecticut

The [Educator Vacancy Dashboard](#) presents data on educator vacancies in Connecticut Public School Districts. The data are collected from districts twice a year (i.e., August and February). **Vacant positions are budgeted positions that districts are actively working to fill.** This collection started during the pandemic and consistent data are reported starting August 2023.

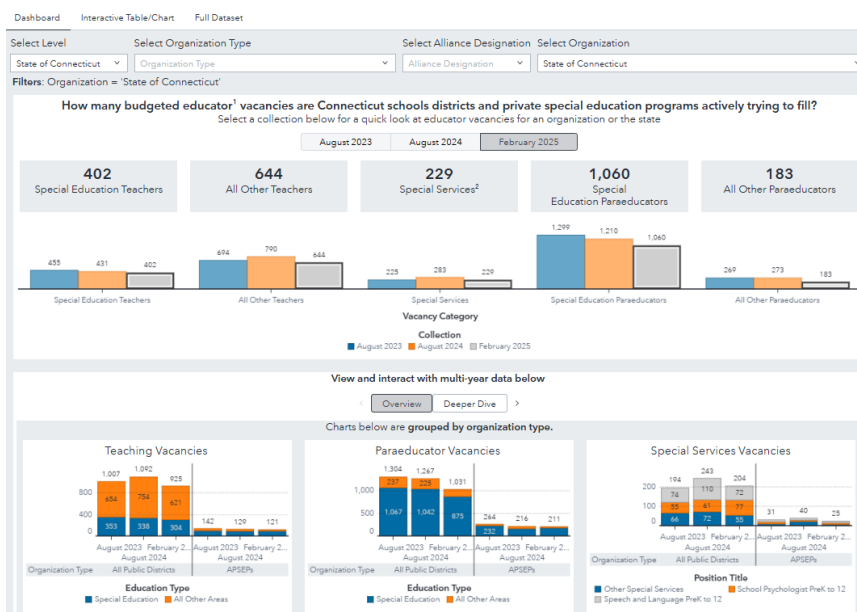


Figure 3 Educator Vacancy Dashboard

The new [Educator Attrition](#) dashboard presents the turnover rates of certified educators in Connecticut. Rates are presented for the following groups: **Classroom Teachers** (includes special education and general education teachers) and **All Certified Educators**. The classroom teacher turnover rate represents the percentage of classroom teachers in one year who were not in a teaching role in the next year. This report is designed to fulfill the requirements of [Public Act 23-159](#).

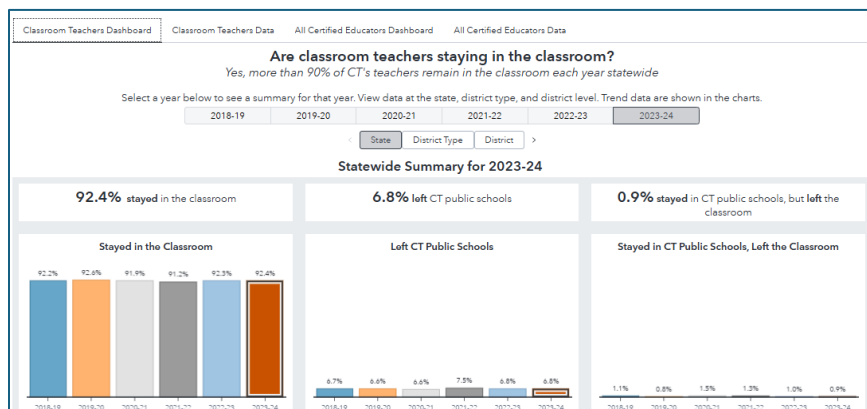


Figure 4 Educator Attrition Dashboard

The CSDE has been determining and establishing shortage areas at least since the late 1990s. The CSDE uses a combination of demand and supply data to identify and designate these shortage areas. Unlike other workforce data which are presented in dynamic EdSight reports, shortage areas are calculated based on trend analyses of various data sources. These include teacher job postings, Title II data of recent graduates from in-state teacher preparation programs, new endorsements for new teachers and additional endorsements for existing teachers, student-teacher ratios, and vacancy survey data. The [most recent analyses for determining the shortage areas](#) were completed in 2023 by the Boston University's Wheelock Educational Policy Center.

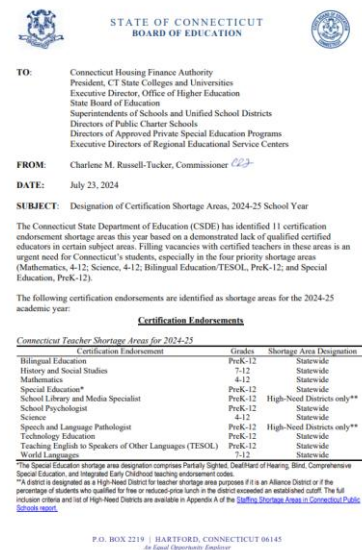


Figure 5 Commissioner Memo Designating Shortage Areas



The [Educator Diversity Dashboard](#) visualizes information about educators of color relative to the students of color in their districts. It allows users to compare district trends using column charts and compare annual rates using geographic representations.

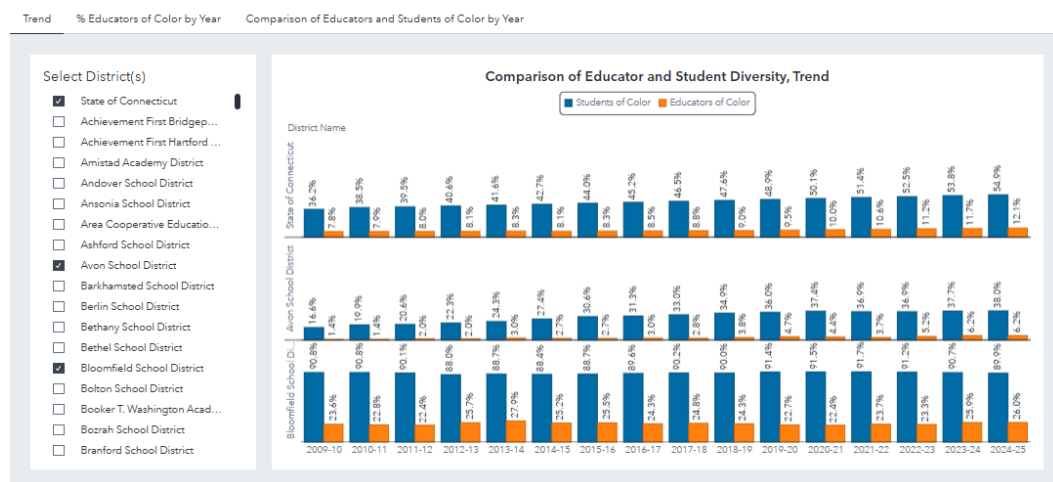


Figure 6 Educator Diversity Dashboard

The Educators with Active Certification Endorsements report in EdSight Secure provides all districts with a list of certifications held by educators in their district as well as all certified educators across the entire state. The CSDE provided easier access to these data to assist districts in strategic recruitment and hiring so that students get increased access to the most qualified educators.

The screenshot shows the "Educators With Active Endorsements" report. It includes a list of educators on the left and a table of endorsements on the right. The table has columns for "First Name", "Last Name", "Endorsements", and "Count". The "Endorsements" column lists various certification codes and their corresponding counts. For example, "013 - Elementary - Kindergarten through Grade 6" has a count of 16,543. The "Count" column shows the number of educators for each endorsement. The table also includes a "Total" row with a count of 88,323.

Figure 7 Educators with Active Endorsements

## Educator Preparation Data

The CSDE created the [Educator Preparation Provider \(EPP\) Dashboard](#) in response to the requirements outlined in C.G.S. 10-146h. There was no dedicated appropriation for the creation of this annual dashboard/report. The CSDE completed this unfunded requirement by creating a dynamic and interactive dashboard that is updated annually to satisfy the requirements of this section. Deriving the data necessary for this dashboard requires complex data matching across three disparate sources: The ETS Title II database, the CSDE's CECS certification system, and the CSDE's EDS employment system.

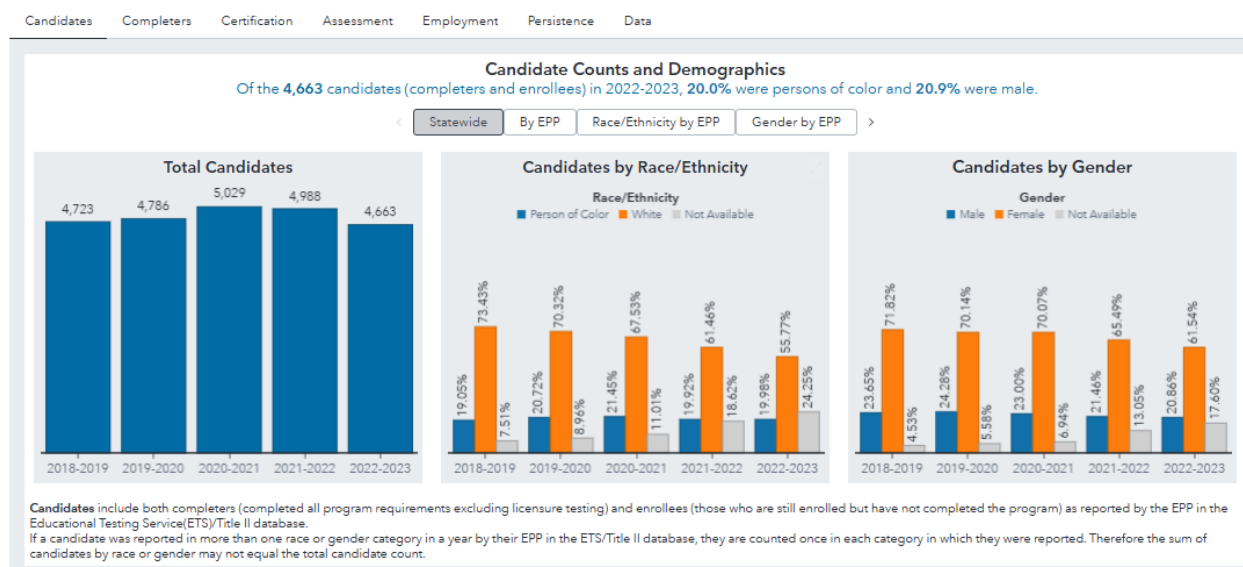


Figure 8 Educator Preparation Dashboard

Once the data are merged, the following metrics are generated for each EPP. When possible, data are disaggregated by race/ethnicity and gender.

1. The Number of Candidates (*Candidates are both program completers and enrollees (those who are still enrolled but have not completed the program)*)
2. The Number of Program Completers (*Program completers are individuals who have completed all EPP program requirements for the reporting year, but not including licensure testing, as reported by the EPP*)
3. Certification Issuance Rates (*Number and percentage of program completers in a reporting year that attained a Connecticut teaching certificate within one year of program completion*)

4. Licensure Assessment Best Pass Rates (*Best attempt pass rate for program completers in a reporting year who attempted licensure testing for these tests: Praxis II, Foundations of Reading Test, Early Childhood Test, ACTFL OPI and WPT Tests*)
5. Employment Rates (Year 1) (*Number and percentage of program completers in a reporting year employed in any Connecticut public school, including approved private special education programs, within one year after program completion*)
6. Employment Rates, Hard to Staff Schools (Year 1) (*Number and percentage of program completers in a reporting year employed in a public school in high need (Alliance) districts*)
7. Employment Persistence Rates (Years 2 and 4) (*Number and percentage of program completers in a reporting year in the field in the 2nd and 4th year of teaching or serving in a school leadership, administration or special service position in Connecticut*)

In addition to the public dashboard, EdSight Secure offers candidate-level data to the EPPs. In the secure portal, the data are not suppressed since it is only viewable by authorized users at the EPP. The EPP can view each of their candidates and completers, their test scores, their Connecticut certificates issued, and their employment post completion. Over 40 percent of program completers make their first attempt prior to the start of the final year of their EPP program. Therefore, the Best Attempt Pass Rate is presented publicly because it is a more accurate reflection of student performance on the licensure assessments after program completion while the First Attempt Pass is made available to EPPs only in EdSight Secure. Another important caveat when evaluating EPP outcomes is that many EPP completers teach in neighboring states and would therefore not be reflected in Connecticut certification or employment data.

## Challenges and Next Steps

C.G.S. Section 10-150d calls for the CEPCB to collect and review qualitative data on stakeholders' experiences. It is unclear who is included in the term "stakeholders." The Center for Connecticut Education Research Collaboration (CCERC) established by the CSDE commissioned a study on Teachers and Leaders to examine educators' perceptions regarding the effects of the COVID-19 pandemic, sources of strain and support in their current positions, and broad patterns of educator certification, shortage, and mobility. This study took a mixed methods approach, including surveys,

interviews with teachers and administrators and quantitative analyses of certification, shortage, and turnover data. The study has been nearly completed but is currently on hold because the U.S. Department of Education modified the liquidation extension period for COVID relief funds.

C.G.S 10-146h calls on the CSDE to report on the effectiveness of EPP graduates to help their students learn. One common approach to evaluating educator effectiveness is to assess the effect of teachers on student academic growth as measured on state summative standardized assessments i.e., the Smarter Balanced. This approach has significant limitations because when attempting to examine the relationship between the EPP of a teacher and their effectiveness at improving student test scores, one can only include teachers who teach students who are in the tested grades and subjects i.e., Grades 3-8 in English language arts and mathematics. This excludes teachers in many other critical areas (e.g., arts, music, science, social studies, high school subjects). Only focusing on ELA and mathematics teachers in the elementary middle grades significantly shrinks the number of EPP completers who can be included in these analyses, making this measure unsuitable for annual reporting. Therefore, the CSDE is partnering with Boston University's Wheelock Educational Policy Center to explore the feasibility of using multi-year data to conduct a controlled study on this subject. Results from this study are expected later in the 2025-26 school year. It should be noted that even if such an analysis is conducted, it will be limited to teacher effects on improving ELA and math and will not look at the range of non-tested and non-academic outcomes that may be impacted by the teacher and that are also important to student's long-term success in future education, work, and life.

C.G.S 10-146h also asks for survey results from graduates and the employers of such graduates regarding such teacher preparation programs. The TEAM data system implemented by EASTCONN collects feedback from EPP graduates on the TEAM modules and the extent to which their EPP was effective in preparing them in the five module areas. For a variety of reasons, these TEAM data may not be suitable for annual reporting and may best be used in a controlled study. Therefore, the CSDE is partnering with the Boston University's Wheelock Educational Policy Center to conduct a study that will evaluate the effectiveness of the TEAM program in preparing candidates for success in Connecticut's classroom. There is currently no appropriation for a separate employer survey.

## Summary

The CSDE publishes numerous reports that publicly display a range of indicators about Connecticut's educator workforce and educator preparation programs. When an indicator or data element is not suitable for public reporting, the CSDE has initiated evaluations and studies to generate the requisite information to inform decision making. These efforts have been completed without any additional appropriation. An additional appropriation will be necessary to collect and report annually on an employer survey.