



CONNECTICUT

MODERATE PROFICIENCY AND LOW ACCESS

COMBINED NATIONAL OPPORTUNITY TO LEARN/PROFICIENCY STATE RANK: 11th

Opportunity to Learn Index Score: 32% (44th)

Percentage of Students at National Proficient Level or Above: 37% (Tied-5th)

Disadvantaged Student Group ¹	Opportunity to Learn (compared to White, non-Latino students)
Native American	92%
Black	33%
Latino	30%
Poverty (FARL) ²	30%

Connecticut’s Black, Latino and Native American students, combined, have less than a third of the opportunity to attend the state’s best-supported, best-performing schools than the state’s White, non-Latino students.³ A low-income student also has less than a third of the opportunity to learn of an average White, non-Latino student. But Connecticut ranks 11th among the states when the Opportunity to Learn of the state’s historically disadvantaged students is combined with a measure of educational quality.

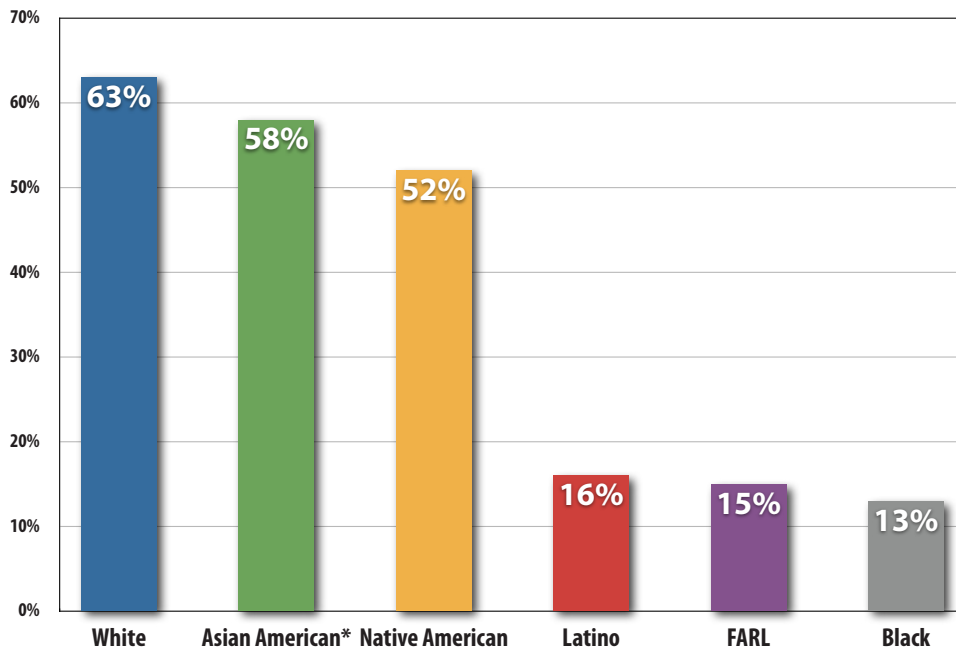
Opportunity to Learn Core Resource	Resource Access Rank
Access to High Quality Early Childhood Education ⁴	4th
Access to Highly Qualified Teachers ⁵	34th
Access to Instructional Materials ⁶	3rd
Access to College Preparatory Curriculum ⁷	34th

The key Opportunity to Learn resources used in this report are high quality early childhood education, highly effective teachers, well-funded instructional materials and a college preparatory curriculum. All students must have equitable access to key educational resources if they are to have equitable opportunities for success.

Key Research Findings: Connecticut is one of a group of states with average to high graduation rates, a comparatively low percentage of students from disadvantaged groups and comparatively high funding for instruction. Connecticut schools with greater percentages of teachers with Masters or higher degrees have more students scoring at the Proficient or Advanced level on Reading and Mathematics assessments. This effect is enhanced for Reading scores by smaller class sizes

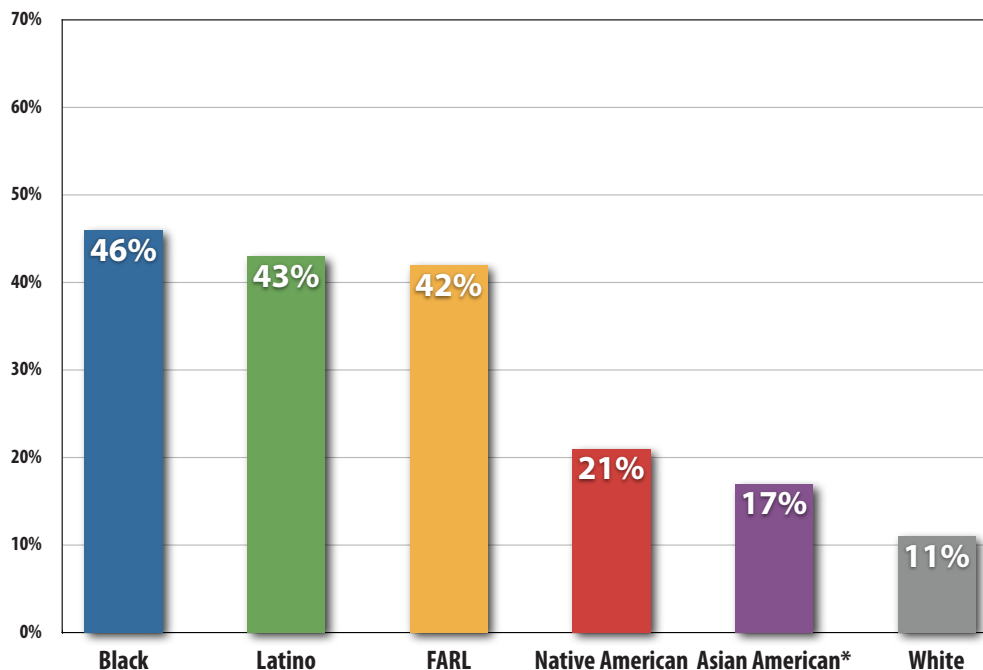
OPPORTUNITY FOR SUCCESS

Connecticut Student Access to Well-Resourced, High-Performing Schools



Native American, Asian American, Black, Latino and low-income students are more likely than White, non-Latino students in Connecticut to be disadvantaged by attending schools where they have little chance of becoming proficient in basic skills and graduating on time. Black, Latino and low-income students are four times as likely to find themselves in these schools than are White, non-Latino students.

Connecticut Students in Poorly-Resourced, Low-Performing Schools



* Performance for sub-groups of the Asian American populations (Hmong, Cambodian, etc.) varies drastically. Further federal and state disaggregation of data is needed to more accurately speak to performance results of Asian Americans.







Dividing the percentages of Native American, Black, Latino and low-income students in these “drop-out factories” by the percentage of White, non-Latino students in these schools gives us the comparative disadvantage of each group: (Higher numbers are worse: more of a disadvantage)

Group	Comparative Disadvantage
Native American students	190%
Asian American students*	155%
Black, non-Latino students	420%
Latino students	390%
Low income students	380%
Comparison is to all White, non-Latino students	100%

Taking steps to improve access to key resources, improving the teacher-to-student ratio and increasing the percentage of highly effective teachers in the state’s less effective schools will improve the Opportunity to Learn of the state’s minority and low-income students.

Economic Consequences⁸







Total Annual Economic Burden to Taxpayers Because of Inequity: \$881 million⁹

	Potential Return on School Improvement Investment	250%
	State Annual Total Lifetime Health Loss	\$173 million
	State Annual Crime-Related Loss	\$114 million
	State Tax Losses (Lifetime)	\$594 million
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	Annual Lost Lifetime Earnings (Difference attributable to high school graduation per annual cohort)	\$1.2 billion
	Net Annual Potential Revenue Increase from Equity (After deducting estimated cost of improving schools)	\$543 million

* Performance for sub-groups of the Asian American populations (Hmong, Cambodian, etc.) varies drastically. Further federal and state disaggregation of data is needed to more accurately speak to performance results of Asian Americans.

SOCIAL AND CIVIC CONSEQUENCES

Changes attributable to educational equalization with White, non-Latino students

	College Graduation (25 years of age +)¹⁰ Increase Expected Attributable to Equitable Access Black, Latino, Native American (total)	159%
	Employment¹¹ Increase Expected Attributable to Equitable Access With High School Diploma Further Increase with Bachelor's Degree	3% 5%
	Income¹² Increase Expected Attributable to Equitable Access With High School Diploma Further Increase with Bachelor's Degree	37% 68%
	Health¹³ Increase Expected Attributable to Equitable Access Black, non-Latino Latino	30% 31%
	Civic Engagement¹⁴ (National Election Participation) Increase Expected Attributable to Equitable Access	4%
	Incarceration¹⁵ <i>Decrease</i> Expected Attributable to Equitable Access to Education Black, non-Latino Latino	-87% -70%

¹ Enrollments (2005/6): Native American (35,393), Asian American (9,245), Black, non-Latino (6,151), Latino (5,648), White, non-Latino (76,851), FARRL (41,872).

² Students eligible for Free and Reduced Price Lunch. This measure is similar to the children living in poverty: Native American (32%), Asian American (20%), Black, non-Latino (N/A), Latino (24%), White, non-Latino (9%).

³ The NAEP percentage of all public school students scoring at or above proficiency for Grade 8 Reading is used as a proxy for system quality.

⁴ Access for 4-year-olds: NIEER Yearbook.

⁵ Ratio of disadvantaged to advantaged student access: State Consolidated Performance Reports for School Year 2004/5 in Peske, Heather G. and Kati Haycock: Teaching Inequality: How Poor and Minority Students are Shortchanged on Teacher Quality. The Education Trust, June 2006.

⁶ NCES.

⁷ Access to AP Math; USED/OCR.

⁸ Although 18th in access for 4-year-olds, the state is 3rd in Early Childhood Education spending.

⁹ Numbers are rounded.

¹⁰ U.S. Census, American Community Survey (ACS), 2006.

¹¹ ACS.

¹² ACS.

¹³ National Survey of Children's Health, Indicator 6.1. This report follows the practice of using the condition of health of White, non-Latinos as the baseline from which to measure the health of all groups. This is the meaning of the "100%," indicator. It does not mean that 100% of all White, non-Latinos are in good health. If the health of White, non-Latinos in a state were, in general, to improve (or deteriorate), the percentage indicators for historically disadvantaged groups would change proportionately.

¹⁴ Potential Civic Engagement is represented by national voting rates by educational attainment applied to adult educational attainment of the state. U.S. Census Bureau. Voting and Registration in the Election of November 2004; American Community Survey, Educational Attainment Adult Population. 2004 Voting Turnout Rate from United States Election Project: http://elections.gmu.edu/Turnout_2004G.html

¹⁵ Bureau of Justice Statistics, Special Report: Education and Correctional Populations, January 2003.