







Connecticut

School Management	F	
Finance	C	
Staffing: Hiring & Evaluation	C	
Staffing: Removing Ineffective Teachers	C	
Data	C	
Pipeline to Postsecondary	C	
Technology	D	
State Reform Environment	?	
Gold Stars		

School Management. Connecticut does a dismal job managing its schools in a way that encourages thoughtful innovation. Ninety-one percent of teachers report that routine duties and paperwork interfere with their teaching, and only 29% of teachers like the way things are run at their school.

Finance. Overall, Connecticut gets a middling grade in this category. While the state earns a very low mark for the simplicity of its state funding mechanism, it receives an average score for the online accessibility of its financial data. Connecticut does not have a performance pay program for teachers.

Staffing: Hiring & Evaluation. Connecticut receives a mediocre mark for its teacher hiring and evaluation system. Only 8% of teachers enter the profession through an alternative certification program, compared with the national average of 13%. But the state does require incoming teachers to pass basic skills and subject-knowledge tests.

Staffing: Removing Ineffective Teachers. Connecticut receives an average score on the ability to remove poor-performing teachers from the classroom. Seventy-one percent of principals say that teacher unions or associations are a barrier to the removal of ineffective teachers, which is 10 percentage points above the national average of 61%. However, only 9% of principals report that finding a suitable replacement is a barrier to the removal of ineffective teachers.

Data. Connecticut gets a middling mark for its state data system. While the state provides educators with access to an interactive school-level database for analysis, Connecticut does not have a P-20 longitudinal data system.

Pipeline to Postsecondary. Connecticut receives a mediocre mark for its efforts to improve college and career readiness. Seventy percent of its schools report offering dual-enrollment programs, which allow students to earn high school and college credits simultaneously. That is 5 percentage points above the national average of 65%. However, the state does not require a college- and career-ready diploma.

Technology. Connecticut receives a poor grade in this category. The state has not established a virtual school and does not require technology testing for teachers. Connecticut also needs to significantly improve how it evaluates its return on investments in technology.

State Reform Environment. There are few reliable state-by-state data on local education advocacy and research efforts—a reflection of the lack of overall commitment to this issue. As a result, we are unable to issue a meaningful grade. However, the Connecticut Coalition for Achievement Now is a member of the forward-thinking Policy Innovators in Education Network, and the state supports common academic standards.
