

THE
ROADMAP
TO CLOSING THE GAP



THE
ROADMAP

TO CLOSING THE GAP

2012



2020



OCTOBER 2012

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CONTENTS

INTRODUCTION	1
FOREWORD	1
THE ALLIANCE DISTRICTS	3
THE DESTINATION	4
THE LEGEND	8
THE ROADMAP	12
CONNECTICUT	12
ANSONIA	14
BLOOMFIELD	16
BRIDGEPORT	18
BRISTOL	20
DANBURY	22
DERBY	24
EAST HARTFORD	26
EAST HAVEN	28
EAST WINDSOR	30
HAMDEN	32
HARTFORD	34
KILLINGLY	36
MANCHESTER	38
MERIDEN	40
MIDDLETOWN	42
NAUGATUCK	44
NEW BRITAIN	46
NEW HAVEN	48
NEW LONDON	50
NORWALK	52
NORWICH	54
PUTNAM	56
STAMFORD	58
VERNON	60
WATERBURY	62
WEST HAVEN	64
WINCHESTER	66
WINDHAM	68
WINDSOR	70
WINDSOR LOCKS	72
CONCLUSION	74
FREQUENTLY ASKED QUESTIONS	75
METHODOLOGY	76



INTRODUCTION



FOREWORD FROM PATRICK RICCARDS, CONNCAN CEO

Too many of the state's students – particularly low-income, African-American, and Latino children – are achieving far below their potential. Consider these sobering facts:

- Six of every 10 low-income, African-American, and Latino/Hispanic third grade students in Connecticut cannot read at grade level, compared to three of every 10 White and non-low income third graders.¹
- Connecticut has the largest achievement gaps in the country. Across every subject and grade tested, low-income students consistently perform nearly **three grade levels behind** their non-low income peers.²
- Nearly four in 10 low-income Connecticut students do not graduate high school within four years, compared to only one in 10 non-low income students.³
- Although the average SAT scores for Connecticut's White and Asian students meet the College Board's college readiness benchmark score of 1550, African-American and Latino/Hispanic students' average scores are 200 points below that mark.⁴

The lack of progress made over the last five years—or more—is unacceptable. At this glacial pace, it will take 40 to 60 years to close the gaps at the elementary and middle school levels, and more than 100 years to close the gap at the high school level. We must accelerate the pace of improvement to ensure a bright future for children and for our state. We can't wait 100 years. We can't even wait 10 years. **We must close the gap by 2020.** We need to make sure that every Connecticut student who started kindergarten this year will go to high school in the state that closed the nation's worst achievement gap.

But how? The challenge seems daunting; yet it can be done. Schools around the country are showing that students can make tremendous strides—regardless of their race, income or zip code—with the right combination of bold leadership, smart use of resources, tight accountability, increased flexibility and choice, and a shared commitment to reform. A close, careful look at the data in Connecticut shows that it can be done here, too.

¹ Connecticut State Department of Education. 2011 CMT Results. <http://www.cmtreports.com>

² National Center for Education Statistics. 2011 NAEP Results. <http://nces.ed.gov/nationsreportcard/naepdata/>

³ Connecticut State Department of Education. "Nearly 1 in 5 Connecticut students does not complete high school in four years." 2011. http://www.sde.ct.gov/sde/lib/sde/pdf/pressroom/2011_graduation_rates.pdf

⁴ The College Board. "2011 College-Bound Seniors State Profile Report: Connecticut." http://professionals.collegeboard.com/profdownload/CT_11_03_03_01.pdf

So we offer you this report, The Roadmap, which breaks down the task before us into personal terms: **how many students, in each grade, in each subject need to improve each year to close the gap by 2020?** Our estimates show that only two of every 100 Connecticut students need to move from performing below grade level to on grade level each year from now until 2020. That number is about six of every 100 students in some of Connecticut's largest districts: Bridgeport, Hartford, and New Haven. These numbers immediately raise important questions. For example: what interventions and policy changes are needed to ensure that these children get the help they need, right now? Who are the local and school leaders responsible for ensuring that this happens, now? What is being done not only to achieve growth this year, but also to sustain it and to push the benchmark for achievement higher every year? How can families and advocates use this guide to hold everyone accountable for making progress?

At our current pace, it will take 40 to 60 years to close the gaps at the elementary and middle school levels, and more than 100 years to close the gap at the high school level.

Our students can't wait that long.

We must close the gap by 2020.

Make no mistake—closing the gap by 2020 will require a tremendous amount of hard work every day and every year. It is one thing to improve the outcomes for 2 percent of our students in one year; building on that growth for eight consecutive years will require a real departure from the status quo. It will require bold and systemic change. And it will take a shared commitment to making reform work. Defining our path forward will not be comfortable or easy, but a challenge like this always seems impossible—until it's done.

We offer The Roadmap as a call to action and a beacon of hope. The Roadmap shows what real progress to close the achievement gap could look like, and demonstrates that such progress is both

possible and achievable. The paths pursued by each school and district may differ, but all lead to the same goal: providing an excellent public education for all students. The Roadmap alone won't take us all the way to where public education in Connecticut needs to be, but it provides us with an important and clear starting point. Let's get to work.

THE ALLIANCE DISTRICTS

Connecticut's achievement gap is pervasive—it exists in every Connecticut school district. The challenge to **close the gap by 2020** is daunting. Where to begin? We must prioritize our resources and focus on a smart sequence of reforms. Connecticut already has begun this, by focusing on the 30 districts that make up the state's new Alliance District program. These districts educate nearly 40 percent of the state's students and the vast majority of the state's low-income and English Language Learner (ELL) students.⁵ Closing the gap in these districts will go a long way toward closing the state's total gap. It will require focus, determination, and hard work, but it all starts with a plan.

The Alliance Districts have a special partnership with the Connecticut State Department of Education (SDE). Nearly \$40 million in new funding is available to these districts, which they can receive based on SDE approval of their plans to implement reform strategies that are focused on improving student performance and closing the achievement gap. These multi-year plans must contain specific performance targets and objectives, and SDE approval of the plans each year will be based on how much progress the districts make toward these goals. This new relationship between the state and districts has the potential to increase transparency and to spark new collaboration and innovation. More importantly, the partnership offers a chance to dramatically improve systems that aren't working for thousands of students. If implemented well, this initiative will send a strong signal that business as usual won't cut it anymore: additional funding for education must be accompanied by assurances that these investments of scarce public dollars will go toward reforms that work for students.

It is crucial that the plans crafted by each of the Alliance Districts set ambitious targets that will put Connecticut on the path to **close the gap by 2020**.

The Roadmap not only describes what reaching this ambitious goal would look like for Connecticut as a whole in 2020, but also offers an example of how this progress would look in each of these districts, every year from now until 2020.

Alliance Districts:

- This initiative was established in 2012 as part of Public Act 12-116, a series of education reforms championed by Governor Malloy and passed by the Connecticut General Assembly. The Alliance Districts, identified as the 30 lowest-performing districts in the state, are eligible for nearly \$40 million in new funding to support their reform efforts.
- To receive this new funding, each district must obtain SDE approval of a plan to implement reform strategies that are focused on improving student performance and closing the achievement gap.

⁵ Connecticut Business & Industry Association Government Affairs. "Alliance Districts Big Part of State's School Reforms." June 14, 2012. http://gov.cbia.com/issues_policies/article/alliance-districts-big-part-of-states-school-reforms

THE DESTINATION

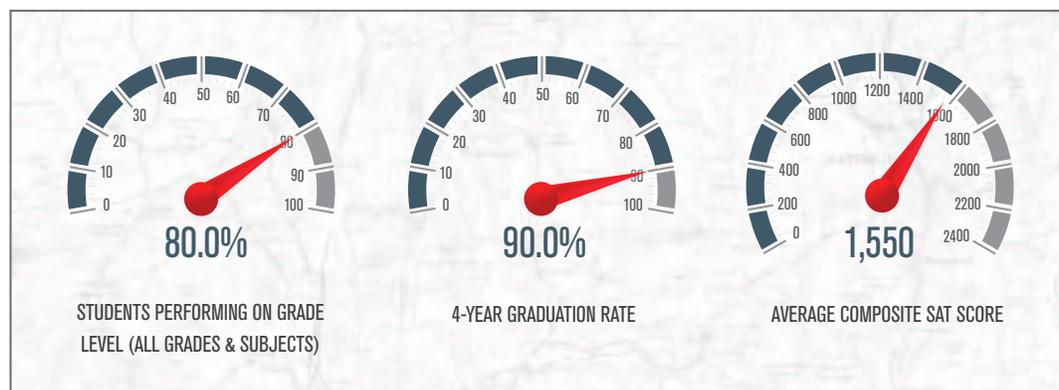
In May of this year, the U.S. Department of Education approved Connecticut's application for a waiver from the requirements of No Child Left Behind. Among the key priorities of this application was a goal to cut the state's achievement gap in half by 2018 for all schools and subgroups.⁶ This is an important benchmark, but we'd like to consider an even more ambitious goal for Connecticut:

Connecticut must move two of every 100 kids in the state from performing below grade level to performing at or above grade level every year. To break down this challenge, we put forward three central goals.

Eliminate the nation's worst achievement gap entirely by 2020.

A bold goal, yes. But it is a goal that our analysis shows is achievable. On a practical level, it means that Connecticut must move two of every 100 kids in the state from performing below grade level to performing at or above grade level every year. To break down this challenge, we put forward three central goals. We then show what the progress necessary to achieve these goals would look like. To close Connecticut's achievement gap, by 2020 we must ensure that:

- At least 80 percent of all student groups perform at or above grade-level expectations in all subjects.
- All student groups have a four-year graduation rate of at least 90 percent.
- The average SAT scores for all student subgroups in Connecticut meet or exceed the college-ready benchmark.



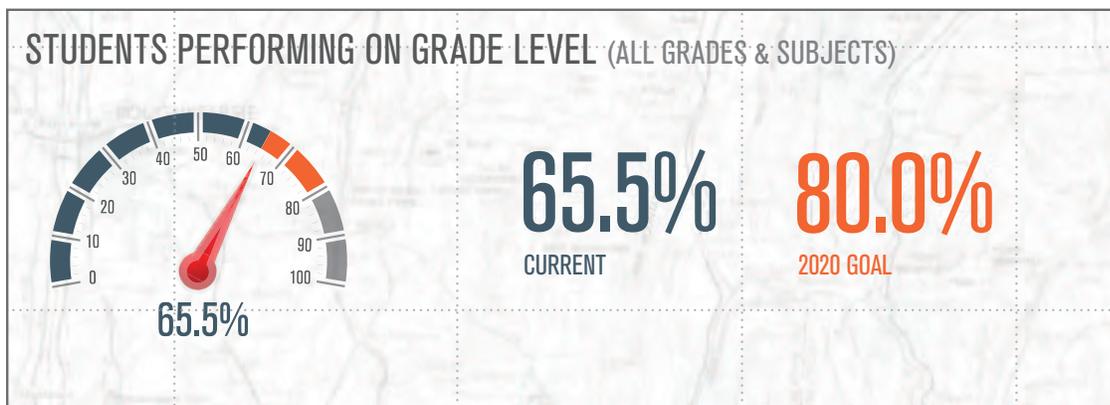
⁶Connecticut State Department of Education. "ESEA Flexibility Request: Connecticut." May 24, 2012. http://www.sde.ct.gov/sde/lib/sde/pdf/nclb/waiver/esea_flexibility_request_052412.pdf

ACADEMIC ACHIEVEMENT

The academic performance of Connecticut students is measured each year by the Connecticut Mastery Test (CMT) and Connecticut Academic Performance Test (CAPT). The CMT is given to students in grades 3 through 8; the CAPT is administered in grade 10. Both evaluate student performance in mathematics, reading, and writing in all grades, and science in grades 5, 8, and 10. While the CMT and CAPT will be replaced in 2015 by new assessments that will be aligned with the Common Core standards,⁷ Connecticut can use CMT and CAPT data as a baseline to set ambitious targets for improving student academic achievement.

The results of the CMT and CAPT consistently reveal large student achievement gaps. These include a more than 30 percentage point gap between low-income and non-low income students performing at Goal across grade levels.⁸ In practical terms, this means that while eight of every 10 White or non-low income students read or do math at or above grade level, only four of every 10 low-income or minority students can read or do math on grade level. The goal for Connecticut is clear: elevate the academic performance of all student groups to meet ambitious and realistic grade-level targets.

The Destination: Ensure that at least 80 percent of all student groups perform at or above grade-level in all subjects by 2020.



⁷ By 2015, the CMT and CAPT tests are scheduled to be replaced by new tests being developed by the Smarter-Balanced Assessment Consortium. <http://www.smarterbalanced.org/>

⁸ Connecticut State Department of Education. "2012 CMT, CAPT Results Show Some Increases, While Gaps in Achievement Persist." July 19, 2012.

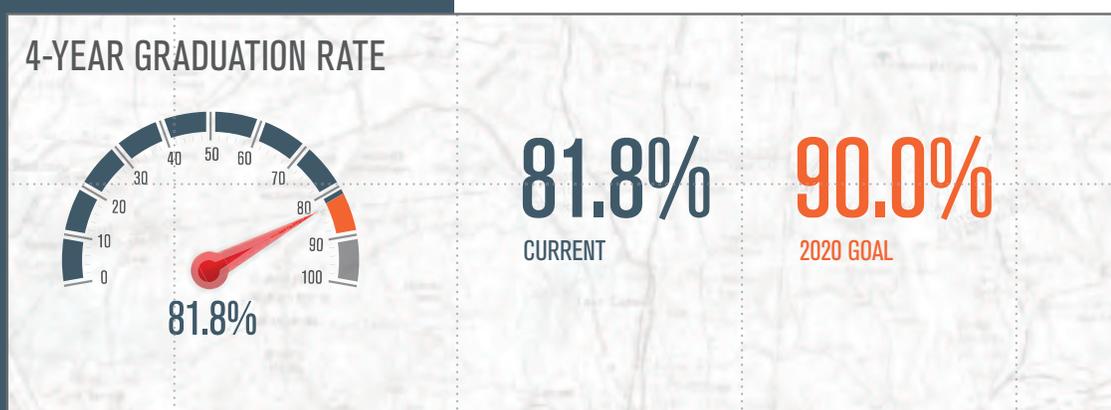
There are social and economic consequences for not preparing all students in Connecticut for college and careers:

- Dropouts of the Connecticut high school class of 2011 will lose more than \$1.4 billion in lifetime earnings because they lack a high school diploma.
- Each class of high school dropouts costs the state approximately \$155.4 MILLION in additional lifetime healthcare costs.
- College remedial courses for these students cost the state an estimated \$84 MILLION per year.
- A 5 percent increase in male high school graduation rates would add more than \$63 million to the state's economy each year by providing \$31.6 million in crime-related savings and almost \$31.7 million in additional earnings.¹⁰

HIGH SCHOOL COMPLETION

In today's economy, a high school degree is the bare minimum a student needs to access opportunities in the workforce. By 2018, 65 percent of jobs will require some form of post-secondary education.⁹ Right now, too many Connecticut students don't graduate from high school, and when they do, they're not ready for college or careers. While nearly 89 percent of Connecticut's White and Asian students complete high school in four years, only 68.7 of African-American students, 64 percent of Latino/Hispanic students, and 62.7 percent of low-income students finish high school in four years. Connecticut must close the graduation gap and ensure that all student groups achieve a four-year graduation rate of at least 90 percent.

The Destination: All student groups achieve a four-year graduation rate of at least 90 percent by 2020.



⁹ Georgetown Center on Education and the Workforce. "Projections of Jobs and Requirements Through 2018." 2010. <http://www9.georgetown.edu/grad/gppi/hpi/cew/pdfs/connecticut.pdf>

¹⁰ For more information, please refer to ConnCAN's Field Guide to Education in Connecticut. <http://conncan.org/sites/conncan.org/files/conncan-field-guide-web.pdf>

COLLEGE READINESS

Earning a high school diploma does not necessarily guarantee future success at a college or university. Today's students need to graduate with college-ready skills and knowledge that will allow them to excel in college-level courses without remediation.¹¹ Unfortunately, two of every three Connecticut students attending state colleges or universities currently require remedial coursework in reading or math.¹²

One commonly used measure of college-readiness is the SAT college admissions exam. While not every high school student in Connecticut will take this exam, it is still a strong indicator of how well-prepared students in a given district are for college-level work.¹³ A score of at least 1,550 (out of 2,400 possible points) means a student is scoring at the college-ready level.¹⁴ Connecticut's average SAT score (1,528) is just shy of that mark. A closer look, however, reveals tremendous gaps. White and Asian students currently score above the college-ready level, but African-American and Puerto Rican students fall 295 and 270 points short of being college-ready. Hispanic, Latino, and Mexican/Mexican-American students currently score roughly 170 points below the college-ready level. Connecticut must ensure that students from all backgrounds are prepared for college-level work.

The Destination: The average SAT scores for all student subgroups in Connecticut meet or exceed the college-ready benchmark by 2020.



¹¹ See ConnCAN's "Field Guide to Education in Connecticut" for more information. <http://conncan.org/sites/conncan.org/files/conncan-field-guide-web.pdf>

¹² Connecticut Board of Regents. "Connecticut College and Career Readiness Toolkit." 2011. <http://www.ctregents.org/files/pdfs/p20/p20-CT-Toolkit.pdf>

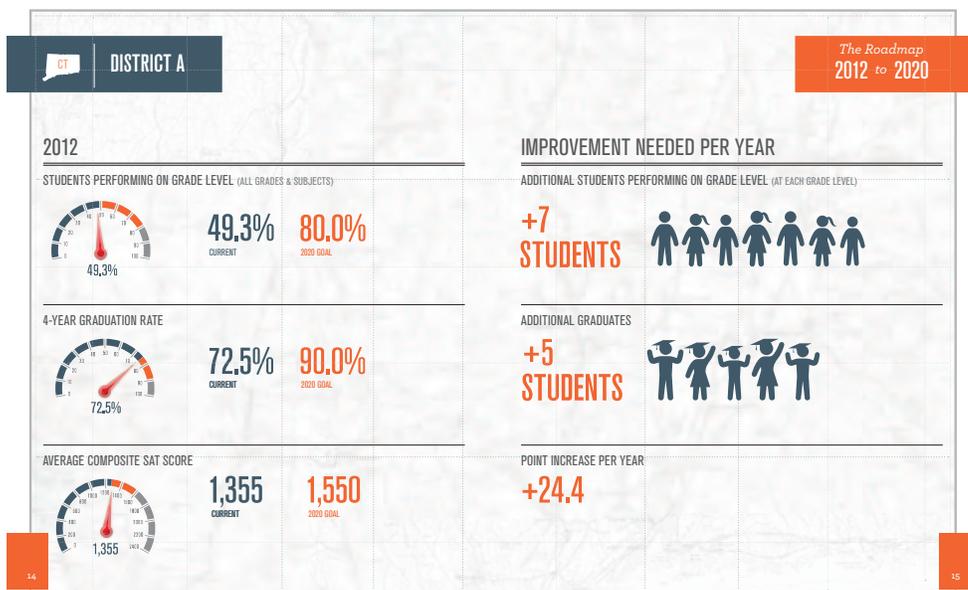
¹³ ConnCAN recognizes that in addition to improving average scores, districts must also improve their SAT participation rate.

¹⁴ The College Board's "SAT Benchmarks" study determined that a "college readiness" benchmark SAT score of 1550 indicates a 65 percent probability of earning a first-year GPA of 2.67 (B-) or higher. <http://professionals.collegeboard.com/profdownload/pdf/RR2011-5.pdf>

The goal of The Roadmap is to offer benchmarks to measure progress toward a critically important destination: closing the achievement gap by 2020. As you'll see in the following pages, what can appear to be an overwhelming challenge seems more achievable when it is broken down to the local level. The strategies and tools used to drive change may vary by district, but the end result of educational excellence should be the same.

THE LEGEND (HOW TO USE THE ROADMAP)

We offer district-by-district roadmaps to show what annual progress is required for Connecticut as a whole and for each of the Alliance Districts to close the achievement gap by 2020. Each district's roadmap provides a summary of the annual growth targets for academic achievement, high school completion, and college readiness. This summary can be found on the left side of a district's roadmap. The right side of a district's roadmap provides specific examples of how the gap can be closed in terms of annual growth of students performing at grade level, students graduating high school in four years, and SAT composite scores.



SAMPLE DISTRICT A (EXAMPLE TABLE FOR ONLINE APPENDIX)

This is a sample of detailed growth targets for each grade level and subject area, as well as graduation rates and SAT scores, that can be found in the online appendix, available at <http://conncan.org/sites/conncan.org/files/research/theroadmapappendix.pdf>.

CMT and CAPT Annual Growth Targets (in # of students)

Grade	Math	Reading	Writing	Science	Average
3	7	9	7		7
4	5	8	7		7
5	4	4	2	9	5
6	3	5	4		4
7	9	6	8		7
8	7	4	7	9	7
10	10	9	8	9	9
All Grades					7

High School Completion and College Readiness Targets

Metric	Current	Target	Annual Growth Target
4-Year Graduation Rate	72.5%	90%	+2.19% graduation rate
Graduates (4 Years)	178	221	+5 graduates
SAT Composite Score	1,355	1,550	+24.4 points



THE ROADMAP



THE ROADMAP

As you examine these sample projections for individual districts, you may find it useful to consider the following questions:

- What interventions and policy changes are needed to ensure that children in these districts get the help that they need, right now?
- Who are the local and school leaders responsible for ensuring that this happens now?
- What can you do to help, right now?
- What is being done not only to achieve growth this year, but also to sustain it and to push the benchmark for achievement higher every year?
- How can families and advocates use this guide to hold everyone accountable for making progress?

The goal moving forward is clear: to close the achievement gap by 2020 to ensure great public schools for all Connecticut children, regardless of race, family income, or zip code. All of our students have the ability to reach these goals, and they're counting on all of us to help them. It's now our time to rise to the challenge and give them that opportunity.



CONNECTICUT

2012

STUDENTS PERFORMING ON GRADE LEVEL (ALL GRADES & SUBJECTS)



65.5%
CURRENT

80.0%
2020 GOAL

4-YEAR GRADUATION RATE



81.8%
CURRENT

90.0%
2020 GOAL

AVERAGE COMPOSITE SAT SCORE



1,528
CURRENT

1,550
2020 GOAL

IMPROVEMENT NEEDED PER YEAR

ADDITIONAL STUDENTS PERFORMING ON GRADE LEVEL (AT EACH GRADE LEVEL)

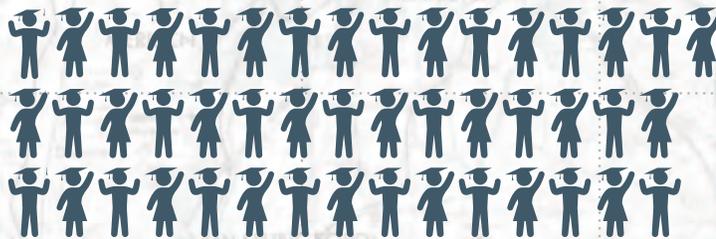
**+719
STUDENTS**



X 10

ADDITIONAL GRADUATES

**+456
STUDENTS**



X 10

POINT INCREASE PER YEAR

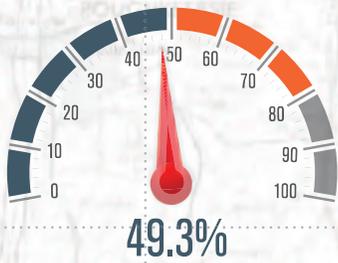
+2.8



ANSONIA

2012

STUDENTS PERFORMING ON GRADE LEVEL (ALL GRADES & SUBJECTS)



49.3%
CURRENT

80.0%
2020 GOAL

4-YEAR GRADUATION RATE



72.5%
CURRENT

90.0%
2020 GOAL

AVERAGE COMPOSITE SAT SCORE



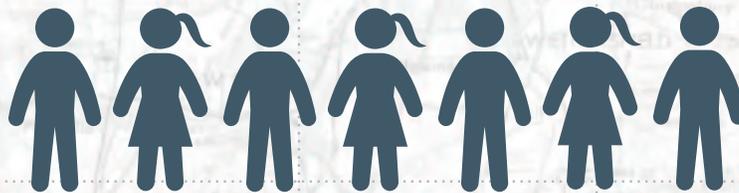
1,355
CURRENT

1,550
2020 GOAL

IMPROVEMENT NEEDED PER YEAR

ADDITIONAL STUDENTS PERFORMING ON GRADE LEVEL (AT EACH GRADE LEVEL)

+7
STUDENTS



ADDITIONAL GRADUATES

+5
STUDENTS



POINT INCREASE PER YEAR

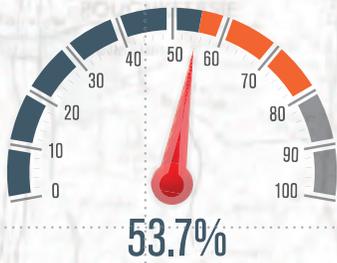
+24.4



BLOOMFIELD

2012

STUDENTS PERFORMING ON GRADE LEVEL (ALL GRADES & SUBJECTS)



53.7%
CURRENT

80.0%
2020 GOAL

4-YEAR GRADUATION RATE



76.7%
CURRENT

90.0%
2020 GOAL

AVERAGE COMPOSITE SAT SCORE



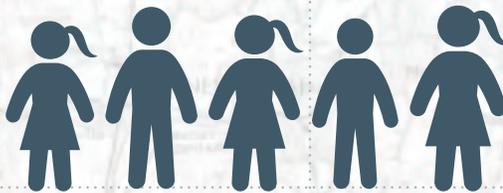
1,229
CURRENT

1,550
2020 GOAL

IMPROVEMENT NEEDED PER YEAR

ADDITIONAL STUDENTS PERFORMING ON GRADE LEVEL (AT EACH GRADE LEVEL)

+5
STUDENTS



ADDITIONAL GRADUATES

+3
STUDENTS



POINT INCREASE PER YEAR

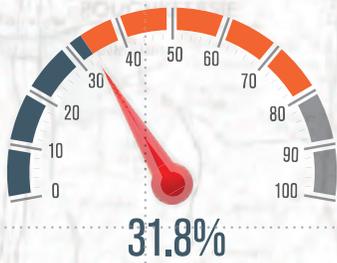
+40.1



BRIDGEPORT

2012

STUDENTS PERFORMING ON GRADE LEVEL (ALL GRADES & SUBJECTS)



31.8%
CURRENT

80.0%
2020 GOAL

4-YEAR GRADUATION RATE



55.5%
CURRENT

90.0%
2020 GOAL

AVERAGE COMPOSITE SAT SCORE



1,205
CURRENT

1,550
2020 GOAL

IMPROVEMENT NEEDED PER YEAR

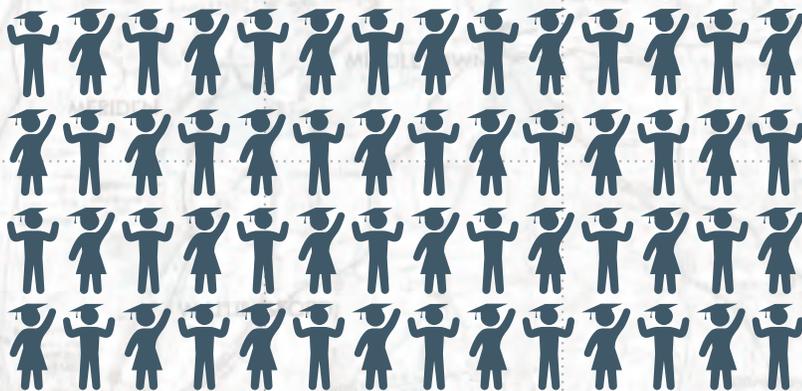
ADDITIONAL STUDENTS PERFORMING ON GRADE LEVEL (AT EACH GRADE LEVEL)

+82
STUDENTS



ADDITIONAL GRADUATES

+56
STUDENTS



POINT INCREASE PER YEAR

+43.1



BRISTOL

2012

STUDENTS PERFORMING ON GRADE LEVEL (ALL GRADES & SUBJECTS)



61.0%
CURRENT

80.0%
2020 GOAL

4-YEAR GRADUATION RATE



80.8%
CURRENT

90.0%
2020 GOAL

AVERAGE COMPOSITE SAT SCORE



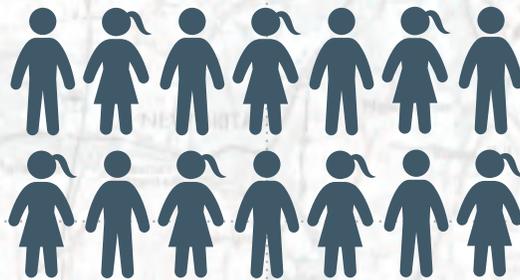
1,483
CURRENT

1,550
2020 GOAL

IMPROVEMENT NEEDED PER YEAR

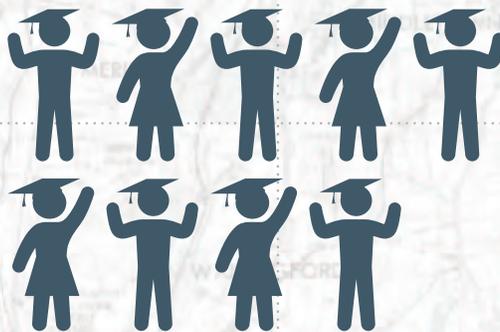
ADDITIONAL STUDENTS PERFORMING ON GRADE LEVEL (AT EACH GRADE LEVEL)

+14
STUDENTS



ADDITIONAL GRADUATES

+9
STUDENTS



POINT INCREASE PER YEAR

+8.4



DANBURY

2012

STUDENTS PERFORMING ON GRADE LEVEL (ALL GRADES & SUBJECTS)



57.0%
CURRENT

80.0%
2020 GOAL

4-YEAR GRADUATION RATE



74.7%
CURRENT

90.0%
2020 GOAL

AVERAGE COMPOSITE SAT SCORE



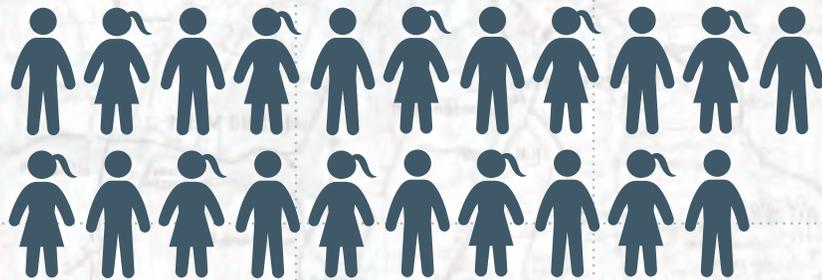
1,443
CURRENT

1,550
2020 GOAL

IMPROVEMENT NEEDED PER YEAR

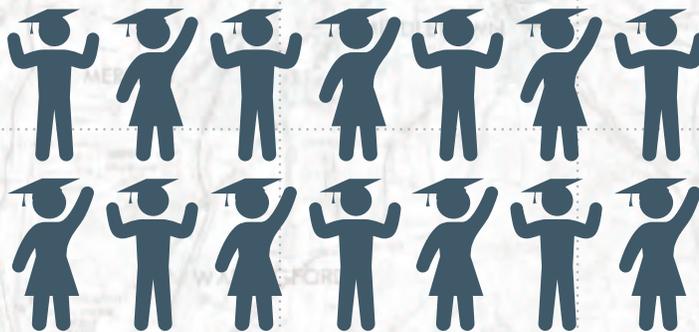
ADDITIONAL STUDENTS PERFORMING ON GRADE LEVEL (AT EACH GRADE LEVEL)

**+21
STUDENTS**



ADDITIONAL GRADUATES

**+14
STUDENTS**



POINT INCREASE PER YEAR

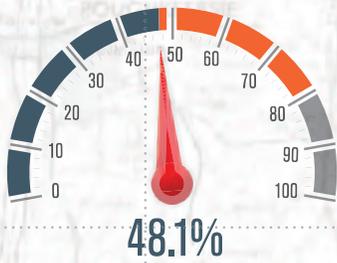
+13.4



DERBY

2012

STUDENTS PERFORMING ON GRADE LEVEL (ALL GRADES & SUBJECTS)



48.1%
CURRENT

80.0%
2020 GOAL

4-YEAR GRADUATION RATE



73.2%
CURRENT

90.0%
2020 GOAL

AVERAGE COMPOSITE SAT SCORE



1,345
CURRENT

1,550
2020 GOAL

IMPROVEMENT NEEDED PER YEAR

ADDITIONAL STUDENTS PERFORMING ON GRADE LEVEL (AT EACH GRADE LEVEL)

+4
STUDENTS



ADDITIONAL GRADUATES

+2
STUDENTS



POINT INCREASE PER YEAR

+25.6



EAST HARTFORD

2012

STUDENTS PERFORMING ON GRADE LEVEL (ALL GRADES & SUBJECTS)



39.3%
CURRENT

80.0%
2020 GOAL

4-YEAR GRADUATION RATE



74.0%
CURRENT

90.0%
2020 GOAL

AVERAGE COMPOSITE SAT SCORE



1,314
CURRENT

1,550
2020 GOAL

IMPROVEMENT NEEDED PER YEAR

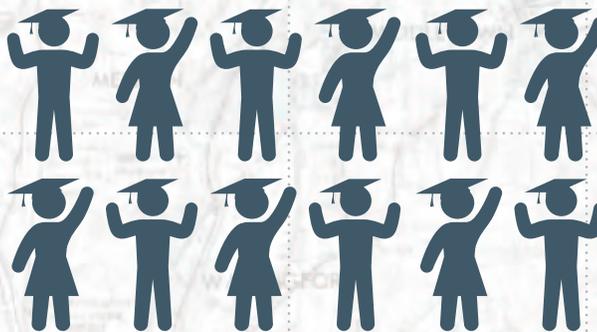
ADDITIONAL STUDENTS PERFORMING ON GRADE LEVEL (AT EACH GRADE LEVEL)

**+25
STUDENTS**



ADDITIONAL GRADUATES

**+12
STUDENTS**



POINT INCREASE PER YEAR

+29.5



EAST HAVEN

2012

STUDENTS PERFORMING ON GRADE LEVEL (ALL GRADES & SUBJECTS)



50.5%
CURRENT

80.0%
2020 GOAL

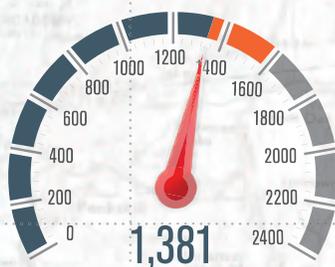
4-YEAR GRADUATION RATE



87.3%
CURRENT

90.0%
2020 GOAL

AVERAGE COMPOSITE SAT SCORE



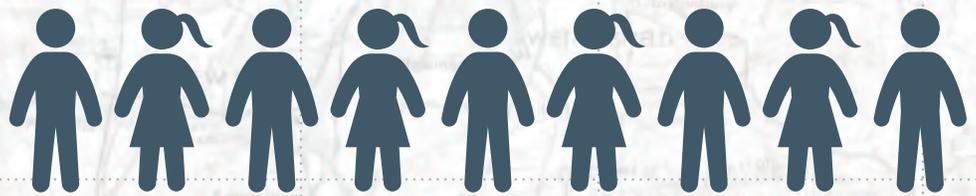
1,381
CURRENT

1,550
2020 GOAL

IMPROVEMENT NEEDED PER YEAR

ADDITIONAL STUDENTS PERFORMING ON GRADE LEVEL (AT EACH GRADE LEVEL)

+9
STUDENTS



ADDITIONAL GRADUATES

+1
STUDENT



POINT INCREASE PER YEAR

+21.2



EAST WINDSOR

2012

STUDENTS PERFORMING ON GRADE LEVEL (ALL GRADES & SUBJECTS)



59.7%
CURRENT

80.0%
2020 GOAL

4-YEAR GRADUATION RATE



86.5%
CURRENT

90.0%
2020 GOAL

AVERAGE COMPOSITE SAT SCORE



1,399
CURRENT

1,550
2020 GOAL

IMPROVEMENT NEEDED PER YEAR

ADDITIONAL STUDENTS PERFORMING ON GRADE LEVEL (AT EACH GRADE LEVEL)

+2
STUDENTS



ADDITIONAL GRADUATES

+1
STUDENT



POINT INCREASE PER YEAR

+18.9



HAMDEN

2012

STUDENTS PERFORMING ON GRADE LEVEL (ALL GRADES & SUBJECTS)



57.5%
CURRENT

80.0%
2020 GOAL

4-YEAR GRADUATION RATE



86.2%
CURRENT

90.0%
2020 GOAL

AVERAGE COMPOSITE SAT SCORE



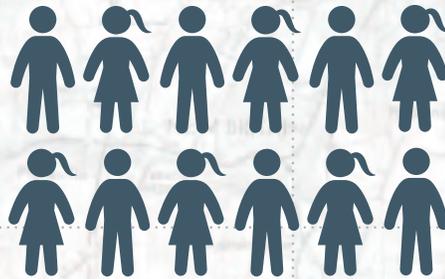
1,427
CURRENT

1,550
2020 GOAL

IMPROVEMENT NEEDED PER YEAR

ADDITIONAL STUDENTS PERFORMING ON GRADE LEVEL (AT EACH GRADE LEVEL)

+12
STUDENTS



ADDITIONAL GRADUATES

+2
STUDENTS



POINT INCREASE PER YEAR

+15.4



HARTFORD

2012

STUDENTS PERFORMING ON GRADE LEVEL (ALL GRADES & SUBJECTS)



35.3%
CURRENT

80.0%
2020 GOAL

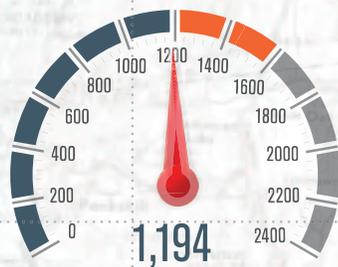
4-YEAR GRADUATION RATE



59.8%
CURRENT

90.0%
2020 GOAL

AVERAGE COMPOSITE SAT SCORE



1,194
CURRENT

1,550
2020 GOAL

IMPROVEMENT NEEDED PER YEAR

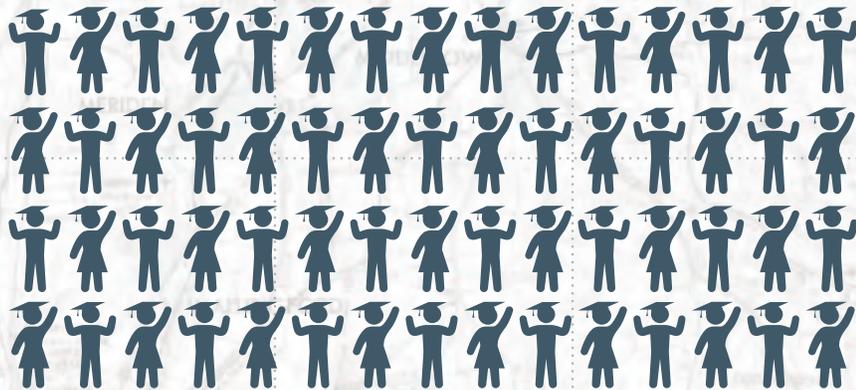
ADDITIONAL STUDENTS PERFORMING ON GRADE LEVEL (AT EACH GRADE LEVEL)

**+75
STUDENTS**



ADDITIONAL GRADUATES

**+60
STUDENTS**



POINT INCREASE PER YEAR

+44.5



KILLINGLY

2012

STUDENTS PERFORMING ON GRADE LEVEL (ALL GRADES & SUBJECTS)



55.9%
CURRENT

80.0%
2020 GOAL

4-YEAR GRADUATION RATE



67.5%
CURRENT

90.0%
2020 GOAL

AVERAGE COMPOSITE SAT SCORE



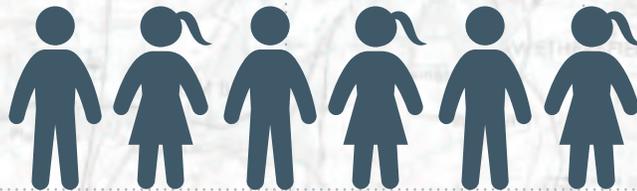
1,484
CURRENT

1,550
2020 GOAL

IMPROVEMENT NEEDED PER YEAR

ADDITIONAL STUDENTS PERFORMING ON GRADE LEVEL (AT EACH GRADE LEVEL)

+6
STUDENTS



ADDITIONAL GRADUATES

+7
STUDENTS



POINT INCREASE PER YEAR

+8.2



MANCHESTER

2012

STUDENTS PERFORMING ON GRADE LEVEL (ALL GRADES & SUBJECTS)



57.5%
CURRENT

80.0%
2020 GOAL

4-YEAR GRADUATION RATE



75.8%
CURRENT

90.0%
2020 GOAL

AVERAGE COMPOSITE SAT SCORE



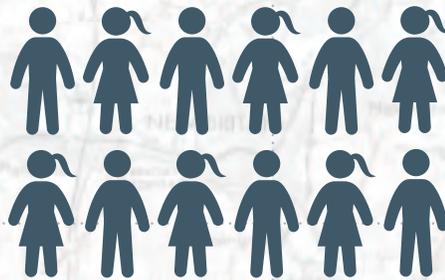
1,431
CURRENT

1,550
2020 GOAL

IMPROVEMENT NEEDED PER YEAR

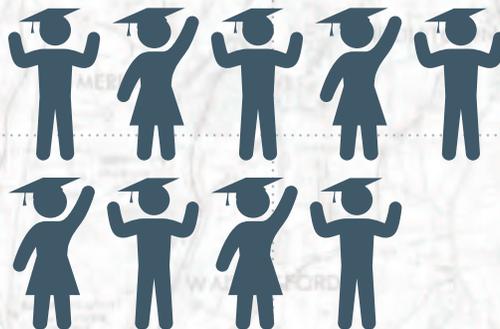
ADDITIONAL STUDENTS PERFORMING ON GRADE LEVEL (AT EACH GRADE LEVEL)

+12
STUDENTS



ADDITIONAL GRADUATES

+9
STUDENTS



POINT INCREASE PER YEAR

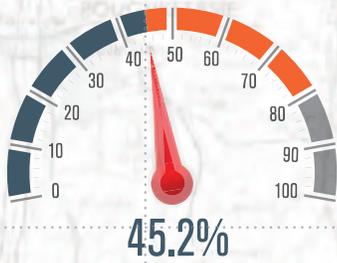
+14.9



MERIDEN

2012

STUDENTS PERFORMING ON GRADE LEVEL (ALL GRADES & SUBJECTS)



45.2%
CURRENT

80.0%
2020 GOAL

4-YEAR GRADUATION RATE



77.6%
CURRENT

90.0%
2020 GOAL

AVERAGE COMPOSITE SAT SCORE



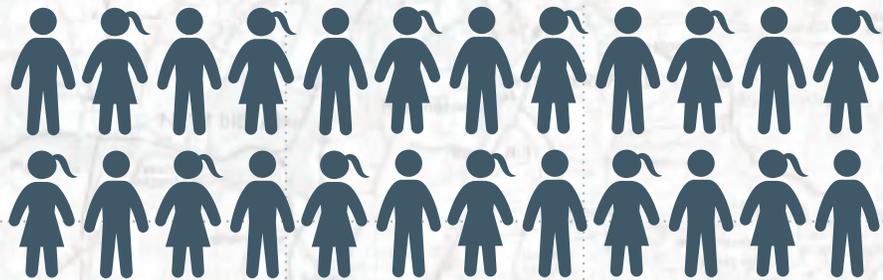
1,403
CURRENT

1,550
2020 GOAL

IMPROVEMENT NEEDED PER YEAR

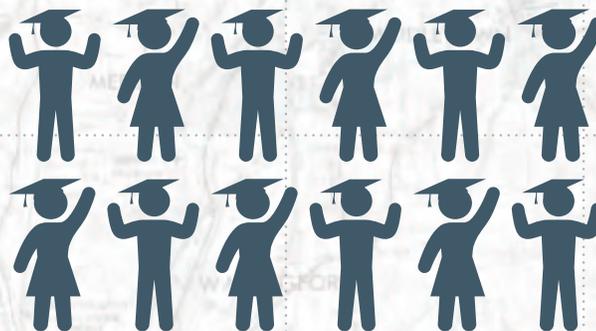
ADDITIONAL STUDENTS PERFORMING ON GRADE LEVEL (AT EACH GRADE LEVEL)

+24
STUDENTS



ADDITIONAL GRADUATES

+12
STUDENTS



POINT INCREASE PER YEAR

+18.3



MIDDLETOWN

2012

STUDENTS PERFORMING ON GRADE LEVEL (ALL GRADES & SUBJECTS)



58.9%
CURRENT

80.0%
2020 GOAL

4-YEAR GRADUATION RATE



79.4%
CURRENT

90.0%
2020 GOAL

AVERAGE COMPOSITE SAT SCORE



1,441
CURRENT

1,550
2020 GOAL

IMPROVEMENT NEEDED PER YEAR

ADDITIONAL STUDENTS PERFORMING ON GRADE LEVEL (AT EACH GRADE LEVEL)

+10
STUDENTS



ADDITIONAL GRADUATES

+5
STUDENTS



POINT INCREASE PER YEAR

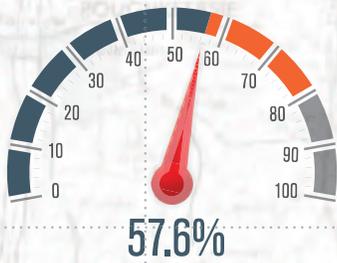
+13.6



NAUGATUCK

2012

STUDENTS PERFORMING ON GRADE LEVEL (ALL GRADES & SUBJECTS)



57.6%
CURRENT

80.0%
2020 GOAL

4-YEAR GRADUATION RATE



87.1%
CURRENT

90.0%
2020 GOAL

AVERAGE COMPOSITE SAT SCORE



1,429
CURRENT

1,550
2020 GOAL

IMPROVEMENT NEEDED PER YEAR

ADDITIONAL STUDENTS PERFORMING ON GRADE LEVEL (AT EACH GRADE LEVEL)

+9
STUDENTS



ADDITIONAL GRADUATES

+1
STUDENT



POINT INCREASE PER YEAR

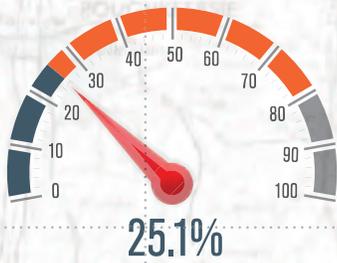
+15.1



NEW BRITAIN

2012

STUDENTS PERFORMING ON GRADE LEVEL (ALL GRADES & SUBJECTS)



25.1%
CURRENT

80.0%
2020 GOAL

4-YEAR GRADUATION RATE



55.7%
CURRENT

90.0%
2020 GOAL

AVERAGE COMPOSITE SAT SCORE



1,309
CURRENT

1,550
2020 GOAL

IMPROVEMENT NEEDED PER YEAR

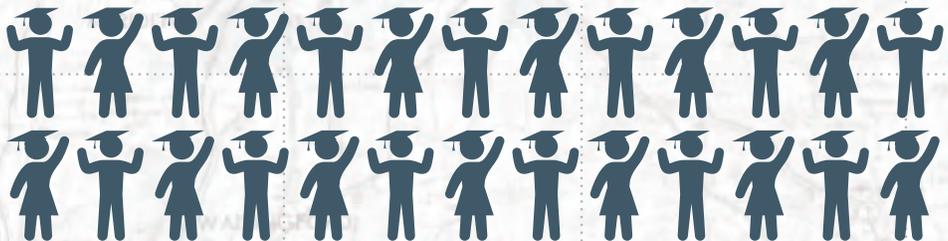
ADDITIONAL STUDENTS PERFORMING ON GRADE LEVEL (AT EACH GRADE LEVEL)

**+46
STUDENTS**



ADDITIONAL GRADUATES

**+26
STUDENTS**



POINT INCREASE PER YEAR

+30.1



NEW HAVEN

2012

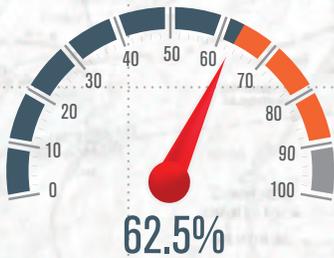
STUDENTS PERFORMING ON GRADE LEVEL (ALL GRADES & SUBJECTS)



39.5%
CURRENT

80.0%
2020 GOAL

4-YEAR GRADUATION RATE



62.5%
CURRENT

90.0%
2020 GOAL

AVERAGE COMPOSITE SAT SCORE



1,225
CURRENT

1,550
2020 GOAL

IMPROVEMENT NEEDED PER YEAR

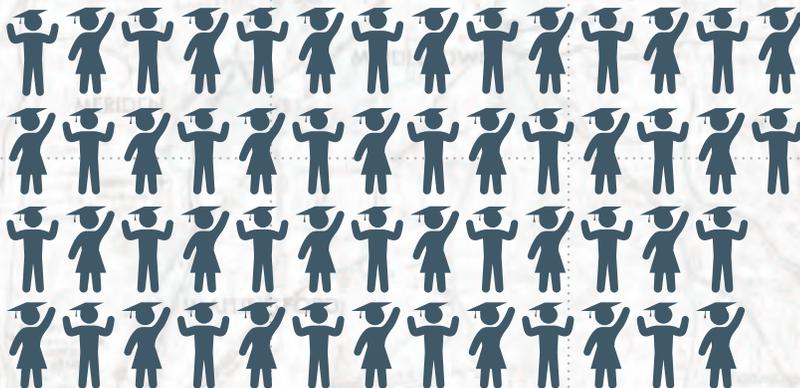
ADDITIONAL STUDENTS PERFORMING ON GRADE LEVEL (AT EACH GRADE LEVEL)

**+65
STUDENTS**



ADDITIONAL GRADUATES

**+54
STUDENTS**



POINT INCREASE PER YEAR

+40.7



NEW LONDON

2012

STUDENTS PERFORMING ON GRADE LEVEL (ALL GRADES & SUBJECTS)



37.7%
CURRENT

80.0%
2020 GOAL

4-YEAR GRADUATION RATE



63.9%
CURRENT

90.0%
2020 GOAL

AVERAGE COMPOSITE SAT SCORE



1,228
CURRENT

1,550
2020 GOAL

IMPROVEMENT NEEDED PER YEAR

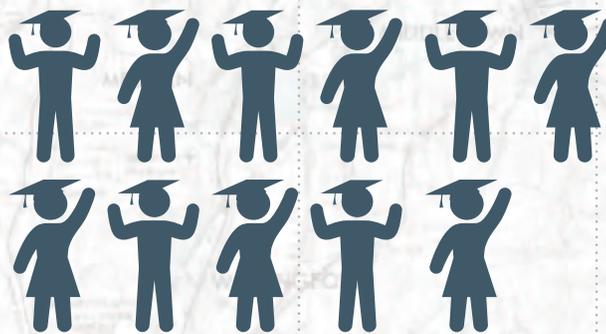
ADDITIONAL STUDENTS PERFORMING ON GRADE LEVEL (AT EACH GRADE LEVEL)

+10
STUDENTS



ADDITIONAL GRADUATES

+11
STUDENTS



POINT INCREASE PER YEAR

+40.2



NORWALK

2012

STUDENTS PERFORMING ON GRADE LEVEL (ALL GRADES & SUBJECTS)



59.5%
CURRENT

80.0%
2020 GOAL

4-YEAR GRADUATION RATE



83.6%
CURRENT

90.0%
2020 GOAL

AVERAGE COMPOSITE SAT SCORE



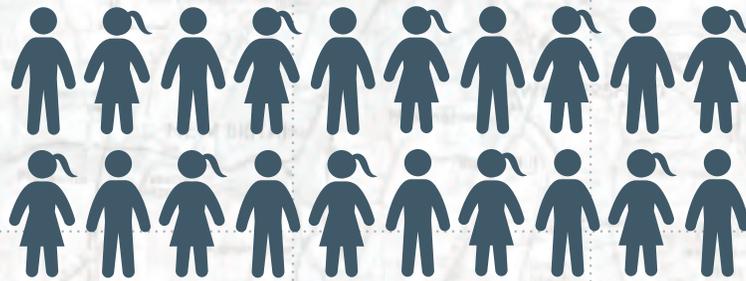
1,411
CURRENT

1,550
2020 GOAL

IMPROVEMENT NEEDED PER YEAR

ADDITIONAL STUDENTS PERFORMING ON GRADE LEVEL (AT EACH GRADE LEVEL)

+20
STUDENTS



ADDITIONAL GRADUATES

+7
STUDENTS



POINT INCREASE PER YEAR

+17.4



NORWICH

2012

STUDENTS PERFORMING ON GRADE LEVEL (ALL GRADES & SUBJECTS)



40.1%
CURRENT

80.0%
2020 GOAL

4-YEAR GRADUATION RATE



28.6%
CURRENT

90.0%
2020 GOAL

AVERAGE COMPOSITE SAT SCORE

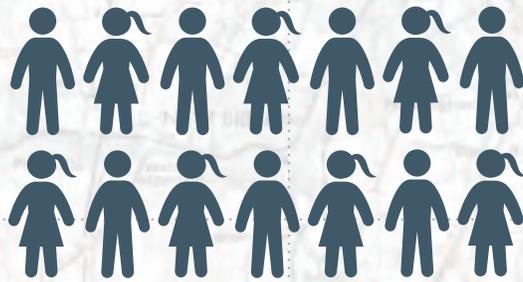
N/A
CURRENT

1,550
2020 GOAL

IMPROVEMENT NEEDED PER YEAR

ADDITIONAL STUDENTS PERFORMING ON GRADE LEVEL (AT EACH GRADE LEVEL)

+14
STUDENTS



ADDITIONAL GRADUATES

+3
STUDENTS



POINT INCREASE PER YEAR

N/A



PUTNAM

2012

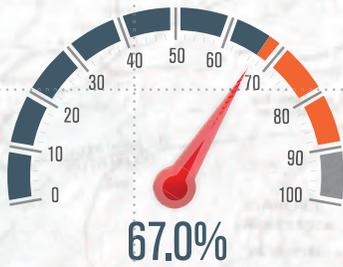
STUDENTS PERFORMING ON GRADE LEVEL (ALL GRADES & SUBJECTS)



53.1%
CURRENT

80.0%
2020 GOAL

4-YEAR GRADUATION RATE



67.0%
CURRENT

90.0%
2020 GOAL

AVERAGE COMPOSITE SAT SCORE



1,438
CURRENT

1,550
2020 GOAL

IMPROVEMENT NEEDED PER YEAR

ADDITIONAL STUDENTS PERFORMING ON GRADE LEVEL (AT EACH GRADE LEVEL)

+3
STUDENTS



ADDITIONAL GRADUATES

+2
STUDENTS



POINT INCREASE PER YEAR

+14.0



STAMFORD

2012

STUDENTS PERFORMING ON GRADE LEVEL (ALL GRADES & SUBJECTS)



58.8%
CURRENT

80.0%
2020 GOAL

4-YEAR GRADUATION RATE



82.2%
CURRENT

90.0%
2020 GOAL

AVERAGE COMPOSITE SAT SCORE



1,463
CURRENT

1,550
2020 GOAL

IMPROVEMENT NEEDED PER YEAR

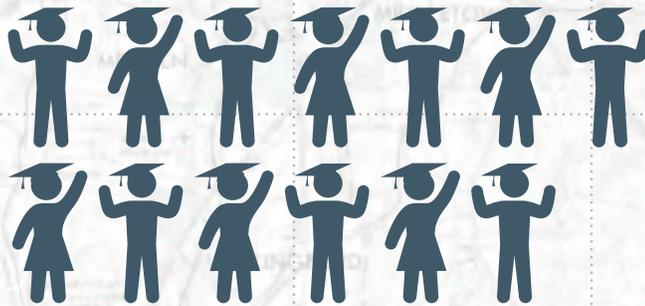
ADDITIONAL STUDENTS PERFORMING ON GRADE LEVEL (AT EACH GRADE LEVEL)

+28
STUDENTS



ADDITIONAL GRADUATES

+13
STUDENTS



POINT INCREASE PER YEAR

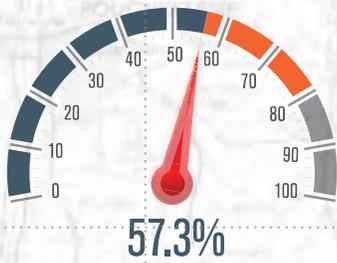
+10.9



VERNON

2012

STUDENTS PERFORMING ON GRADE LEVEL (ALL GRADES & SUBJECTS)



57.3%
CURRENT

80.0%
2020 GOAL

4-YEAR GRADUATION RATE



76.7%
CURRENT

90.0%
2020 GOAL

AVERAGE COMPOSITE SAT SCORE



1,488
CURRENT

1,550
2020 GOAL

IMPROVEMENT NEEDED PER YEAR

ADDITIONAL STUDENTS PERFORMING ON GRADE LEVEL (AT EACH GRADE LEVEL)

+7
STUDENTS



ADDITIONAL GRADUATES

+5
STUDENTS



POINT INCREASE PER YEAR

+7.8



WATERBURY

2012

STUDENTS PERFORMING ON GRADE LEVEL (ALL GRADES & SUBJECTS)



38.9%
CURRENT

80.0%
2020 GOAL

4-YEAR GRADUATION RATE



68.4%
CURRENT

90.0%
2020 GOAL

AVERAGE COMPOSITE SAT SCORE



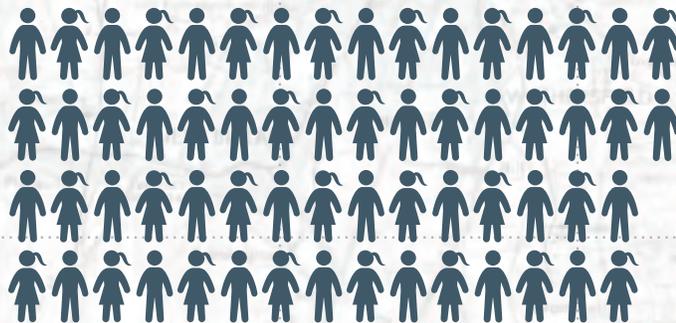
1,279
CURRENT

1,550
2020 GOAL

IMPROVEMENT NEEDED PER YEAR

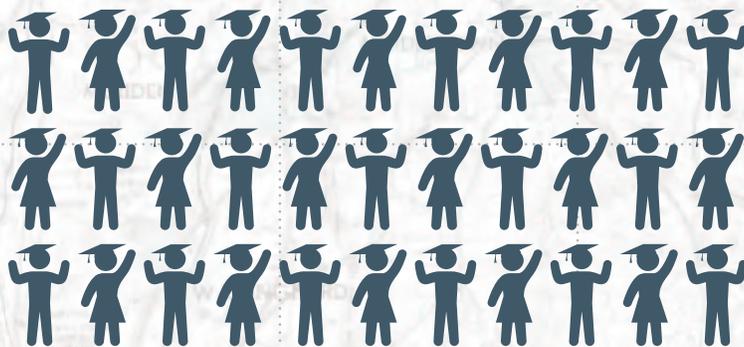
ADDITIONAL STUDENTS PERFORMING ON GRADE LEVEL (AT EACH GRADE LEVEL)

+62
STUDENTS



ADDITIONAL GRADUATES

+33
STUDENTS



POINT INCREASE PER YEAR

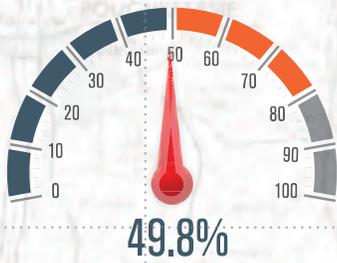
+33.9



WEST HAVEN

2012

STUDENTS PERFORMING ON GRADE LEVEL (ALL GRADES & SUBJECTS)



49.8%
CURRENT

80.0%
2020 GOAL

4-YEAR GRADUATION RATE



77.2%
CURRENT

90.0%
2020 GOAL

AVERAGE COMPOSITE SAT SCORE



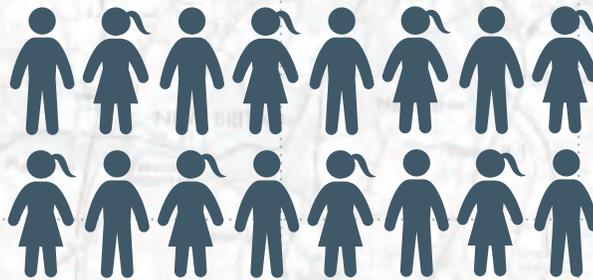
1,372
CURRENT

1,550
2020 GOAL

IMPROVEMENT NEEDED PER YEAR

ADDITIONAL STUDENTS PERFORMING ON GRADE LEVEL (AT EACH GRADE LEVEL)

**+16
STUDENTS**



ADDITIONAL GRADUATES

**+8
STUDENTS**



POINT INCREASE PER YEAR

+22.3



WINCHESTER

2012

STUDENTS PERFORMING ON GRADE LEVEL (ALL GRADES & SUBJECTS)



58.9%
CURRENT

80.0%
2020 GOAL

4-YEAR GRADUATION RATE

N/A

N/A
CURRENT

90.0%
2020 GOAL

AVERAGE COMPOSITE SAT SCORE

N/A

N/A
CURRENT

1,550
2020 GOAL

IMPROVEMENT NEEDED PER YEAR

ADDITIONAL STUDENTS PERFORMING ON GRADE LEVEL (AT EACH GRADE LEVEL)

+2
STUDENTS



ADDITIONAL GRADUATES

N/A

POINT INCREASE PER YEAR

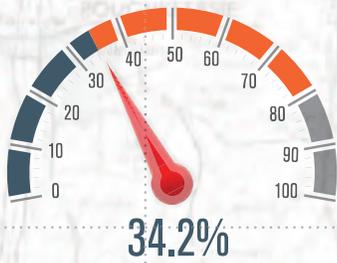
N/A



WINDHAM

2012

STUDENTS PERFORMING ON GRADE LEVEL (ALL GRADES & SUBJECTS)



34.2%
CURRENT

80.0%
2020 GOAL

4-YEAR GRADUATION RATE



62.8%
CURRENT

90.0%
2020 GOAL

AVERAGE COMPOSITE SAT SCORE



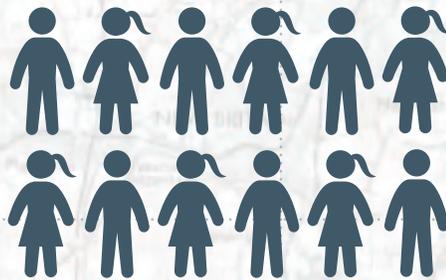
1,452
CURRENT

1,550
2020 GOAL

IMPROVEMENT NEEDED PER YEAR

ADDITIONAL STUDENTS PERFORMING ON GRADE LEVEL (AT EACH GRADE LEVEL)

+12
STUDENTS



ADDITIONAL GRADUATES

+7
STUDENTS



POINT INCREASE PER YEAR

+12.2



WINDSOR

2012

STUDENTS PERFORMING ON GRADE LEVEL (ALL GRADES & SUBJECTS)



61.4%

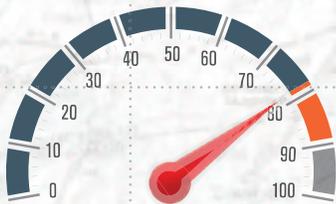
61.4%

CURRENT

80.0%

2020 GOAL

4-YEAR GRADUATION RATE



78.7%

78.7%

CURRENT

90.0%

2020 GOAL

AVERAGE COMPOSITE SAT SCORE



1,397

1,397

CURRENT

1,550

2020 GOAL

IMPROVEMENT NEEDED PER YEAR

ADDITIONAL STUDENTS PERFORMING ON GRADE LEVEL (AT EACH GRADE LEVEL)

+6
STUDENTS



ADDITIONAL GRADUATES

+5
STUDENTS



POINT INCREASE PER YEAR

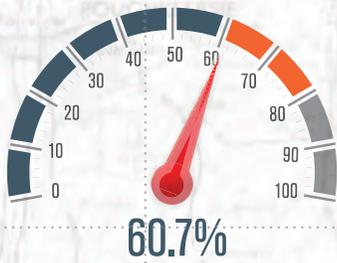
+19.1



WINDSOR LOCKS

2012

STUDENTS PERFORMING ON GRADE LEVEL (ALL GRADES & SUBJECTS)



60.7%
CURRENT

80.0%
2020 GOAL

4-YEAR GRADUATION RATE



89.0%
CURRENT

90.0%
2020 GOAL

AVERAGE COMPOSITE SAT SCORE



1,489
CURRENT

1,550
2020 GOAL

IMPROVEMENT NEEDED PER YEAR

ADDITIONAL STUDENTS PERFORMING ON GRADE LEVEL (AT EACH GRADE LEVEL)

+3
STUDENTS



ADDITIONAL GRADUATES

+1
STUDENT



POINT INCREASE PER YEAR

+7.7



CONCLUSION

In this Roadmap, we break down a daunting challenge—**closing the achievement gap by 2020**—into personal terms. We ask: **how many students, in each grade, in each subject need to improve each year to meet this goal?** We offer a sample of achievement benchmarks in thirty Connecticut towns. Although the achievement gap exists in every town in our state, these thirty towns receive a significant share of our public education dollars and educate the lion's share of our children of color and children in poverty. If we can meet this goal in these towns, we can meet—and surpass—these goals statewide.

We hope that you will use the Roadmap to ask critical questions. We also hope the Roadmap will serve as a call to action to all of us who share the responsibility for meeting this goal: parents and advocates, community and business leaders, teachers and principals, local and state leaders. Together, we can ensure that our worst-in-the-nation achievement gap is closed by the time today's kindergarten students reach high school.

Achieving these goals will not be easy: it will require bold leadership, systemic change, smart use of resources, a shared commitment to continued improvement, and very hard work. But this work can and must be done for the future of our state, our nation, and our students. Connecticut's children cannot wait another generation. They're counting on us to get it right, right now. This is our call to action. It's time to answer the call.

FREQUENTLY ASKED QUESTIONS

Q: Which districts participate in the Alliance District program?

A: Ansonia, Bloomfield, Bridgeport, Bristol, Danbury, Derby, East Hartford, East Haven, East Windsor, Hamden, Hartford, Killingly, Manchester, Meriden, Middletown, Naugatuck, New Britain, New Haven, New London, Norwalk, Norwich, Putnam, Stamford, Vernon, Waterbury, West Haven, Winchester, Windham, Windsor, and Windsor Locks.

Q: What requirements are Alliance Districts expected to meet?

A: Alliance Districts must create five-year reform plans that must be approved by the State Department of Education on an annual basis. The plans must outline how new Alliance District funds will lead to increased student achievement, and must include measurable objectives and goals. Progress toward these targets will be strongly considered in the SDE's evaluation of these plans in years 2-5.¹⁵

Q: Why does ConnCAN focus on the percentage of students at or above “Goal”?

A: ConnCAN uses the “Goal” standard on the CMT and CAPT to analyze results because it provides the state's best estimate of how many students are meeting or exceeding grade level expectations. According to the State Department of Education, a student scoring at the “Goal” level has the knowledge, skills, and critical thinking abilities that are “reasonable to expect of students” within that grade level.

Q: Where can I get more information on education in Connecticut?

A: ConnCAN offers many resources to make education information accessible and transparent, including our School Report Cards, Teacher Contract Database, and Field Guide to Education in Connecticut. For more information, please visit www.conncan.org

¹⁵ Connecticut State Board of Education. “Alliance District Guidelines.” July 11, 2012. http://www.sde.ct.gov/sde/lib/sde/pdf/alliance_districts/alliance_district_guidelines.pdf



METHODOLOGY

Our projections for closing Connecticut's achievement gap were calculated using publicly available data. All projections assume a stable cohort size based on the most recently available data. These calculations are not meant to be precise – they are illustrative of the work the Alliance Districts, and Connecticut as a state, must do in order to close the achievement gap by 2020.

CMT AND CAPT SCORES

For each subject at each tested grade level, we:

1. Determined the number of students performing at or above goal in 2012 by multiplying the percentage of students at or above Goal by the number of students tested.
2. Multiplied the number of tested students by 80 percent to determine the 2020 target.
3. Subtracted the current number of students at or above Goal from the 2020 target to determine the amount of total growth needed.
4. Divided the total growth needed by eight years to determine the annual growth target.

To determine the average annual growth target for a particular grade level, we averaged the subject-specific growth targets.

To determine the average annual growth target for a particular district, we averaged all of the grade-level average growth targets together.

GRADUATION RATES

To determine what it would take to bring the four-year graduation rate for each Alliance District up to 90 percent, we:

1. Subtracted the current graduation rate from the 2020 target of 90 percent to determine the amount of total improvement needed.
2. Divided the total improvement needed by eight years to determine the annual growth target.

GRADUATES

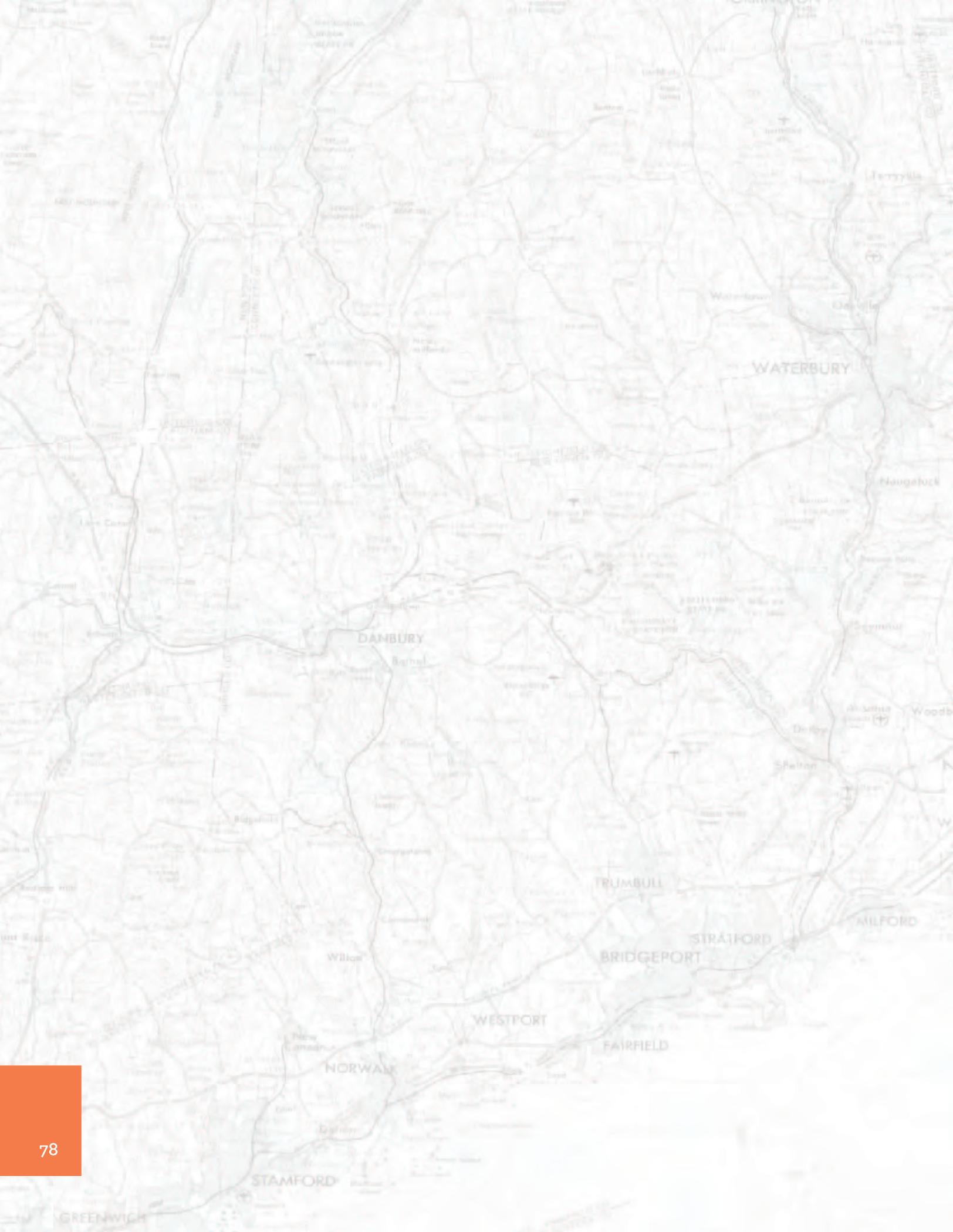
To determine what it would take to ensure that 90 percent of students in Alliance Districts complete high school in four years, we:

1. Multiplied the 2010 Four-Year Cohort Graduation rate by the 2010-2011 9th grade enrollment numbers to project the current number of students that will graduate in four years.
2. Multiplied the 2010-2011 9th grade enrollment numbers by 90 percent to determine the 2020 target number of graduates.
3. Subtracted the current projected number of graduates from the 2020 target number of graduates to determine the number of additional graduates needed.
4. Divided the total number of additional graduates needed by eight years to determine the annual growth target number of graduates.

SAT SCORES

To determine what it would take to bring the average SAT score for each Alliance District up to the College Board's college readiness target of 1550, we:

1. Subtracted the current average SAT score from the 2020 target of 1550 to determine the amount of total improvement needed.
2. Divided the total improvement needed by eight years to determine the annual growth target.



A light gray map of Connecticut serves as the background for the entire page. Major cities like Hartford, West Hartford, East Hartford, Manchester, Wethersfield, New Britain, Southington, Hamden, and New Haven are labeled. An orange banner is positioned in the top right corner.

The Roadmap
2012 to 2020

ABOUT CONNCAN

ConnCAN – the Connecticut Coalition for Achievement Now – is leading a movement to improve educational outcomes for Connecticut’s kids. We bring advocates, policy makers, parents, educators, and people like you together to change the system and give all kids access to great public schools.

Since 2005 we’ve been hard at work doing just that. And the opportunity has never been greater to fundamentally transform the way we deliver on the promise of a great public education.



[TWITTER.COM/CONNCAN](https://twitter.com/CONNCAN)



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