The Diversity Gap
Exploring the Pace of Diversifying the Teacher Workforce in Connecticut

September 2022
Table of Contents

3  Executive Summary

5  Background

8  Connecticut’s Widening Diversity Gap

10 Diverse Districts and Teachers of Color

13 Signs of Improvement

15 Case Study - Manchester Public Schools
Executive Summary

Research has shown that when students of color are taught by teachers who look like them, they are held to higher expectations academically and are less likely to be suspended from school. In Connecticut, despite a significant commitment to diversifying the educator workforce, that effort has, unfortunately, not kept up with the rate at which the state is welcoming an increasingly diverse student population.

In May of 2021, Governor Ned Lamont announced that Connecticut had exceeded a 2017 goal set by the State Board of Education of increasing the number of educators of color by 10%. Over that period, the data show that 1,084 teachers of color were added to the statewide educator population.

Nevertheless, the data also show that the pace of those gains has not kept up with the rapidly increasing diversity of our student population.

In fact, although there may be more individual teachers of color in Connecticut today than five years ago, the demographic mismatch between teachers and students of color has actually grown steadily worse, not better.

Pace of Growing Diversity, Teachers vs. Students
This analysis explores the scope of this stubborn problem by comparing the demographic makeup of student and teacher populations within individual districts. We use the term "Diversity Gap" to compare teacher and student populations by looking at the percentage point difference between students and teachers of color.

Finding the “Diversity Gap”

\[
\text{Diversity Gap} = \text{\% Students of Color} - \text{\% Teachers of Color}
\]

This formula captures a mismatch between the racial demographics of student and teacher populations, allowing us to compare districts' staffing practices and identify where the need to diversify the teacher workforce is most acute.

By looking at the pace with which the Diversity Gaps in the state and public school districts have changed over time, we find that:

**Finding 1**

The Diversity Gap in Connecticut is growing steadily, not improving.

**Finding 2**

The Diversity Gap is most acute in the state's diverse public school districts. Students there often lack the opportunity to learn from representative role models.

A case study at the end of the analysis highlights one district, Manchester Public Schools, that is moving the needle on narrowing the Diversity Gap—and identifies successful programs that may be worthy of scaling or expanding statewide.
Background on Connecticut’s Minority Teacher Recruitment Efforts

According to a 2021 study from the Annenberg Institute at Brown University, having access to teachers of color is linked to positive academic, social-emotional, and behavioral student outcomes up to six years later. These results, which are thought to be largely driven by mindsets aligned to culturally responsive teaching, occur in both white students and students of color.\textsuperscript{iv}

In Connecticut, there has been a growing consensus that access to diverse teaching populations is a powerful policy lever for supporting students’ academic experiences. Students of color specifically deserve to see role models who look like and understand them. But regardless of a student’s race, access to teachers of color is associated with positive outcomes.\textsuperscript{v} Although not the subject of this paper, districts that are predominantly white should also be working to add diversity to their educator populations.

The legislature and the state have increasingly prioritized teacher diversity efforts because of the benefits to students of interacting with others of varied racial and ethnic backgrounds.

For example, the Connecticut legislature established a Minority Teacher Recruitment (MTR) Task Force, responsible for developing strategies to increase recruitment, preparation, and retention of minority teachers, in 2015.\textsuperscript{vi} The following year, a new MTR Policy Oversight Council was also created to advise the Commissioner of Education on this issue.\textsuperscript{vii} Legislation passed in future years refined these efforts even further.\textsuperscript{viii}
In 2021, the legislature passed a new Alliance District Teacher Loan Subsidy Program through the Connecticut Higher Education Supplemental Loan Authority (CHESLA). It will provide interest rate subsidies to teachers who commit to teaching in Connecticut's highest need districts, and one of its primary goals is to help diversify the teaching workforce.

The legislature also newly requires the Connecticut State Department of Education (CSDE) to withhold a portion of each Alliance District’s grant, which can then be sent back to the Alliance District specifically for expenses related to recruitment, certification, and hiring of minority teachers.

More recently, in the 2022 biennial budget, the state appropriated $1M for a Minority Teacher Scholarship within the CSDE, and $1.6M for a Minority Advancement Program out of the Connecticut Office of Higher Education.

In addition, the state and CSDE have invested in numerous other programs to increase teacher diversity over the years, including:

- EdKnowledge, a digital repository of research on MTR;
- TEACH Connecticut, a collaborative project between educator preparation programs and districts, designed to elevate the image of teaching;
- Collaboration for Effective Educator Development (CEEDAR), which examines culturally responsive practices;
- An MTR Incentive Program through the Office of Higher Education, which provides grants and stipends to students enrolled in educator preparation programs;
- A new $2M investment of state-level American Rescue Plan funds, dedicated to defraying certification-related costs for new educators;
- A RESC Alliance MTR Program to promote the teacher career pipeline;
- The Connecticut Teacher Residency Program, an alternate route to elementary certification that works with RESCs on minimizing barriers to certification and providing hands-on training;
- A Connecticut Housing Finance Authority effort aimed at minority teachers;
- Educators Rising Academy, a grow-your-own program that uses school chapters to expose high schoolers to the education field and feed the pipeline to teacher preparation programs; and
- NextGen Educators, which brings highly motivated college students seeking education degrees into the classroom several days a week with mentor teachers.

A lot of creative programming has also been taking place at the local level. This year, for instance, the Hartford Public School District has hired more than a dozen Puerto Rican teachers through a program called "Paso a Paso." It’s a recruitment strategy intended both to address shortages resulting from the pandemic and to create
cultural ties with students. Manchester Public Schools—a case study about which exists at the end of this analysis—has found ways to embed inclusiveness and equity across the district’s culture to make itself a more attractive workplace for teachers and students of color.

Unsurprisingly, research has shown that teachers of color are more likely to stay in culturally affirming environments that prioritize inclusion and respect. This means that to bridge the Diversity Gap, the state must make investments that will attract people of color to the teaching career; at the same time, however, both the state and local districts must build and broadcast a genuine commitment to cultural, linguistic, and racial inclusion if we want to retain these high-demand members of the educator workforce.
Connecticut’s Widening Diversity Gap

Finding 1 | The Diversity Gap in Connecticut is growing steadily, not improving.

Despite the state’s efforts to increase educator diversity over the years, gains in the number of diverse teachers have not kept up with the fast pace at which Connecticut’s student population is diversifying.

Connecticut is a welcoming place that has grown increasingly diverse over time. As shown in Figure 1 below, the percentage of non-white students has grown from 40.6% to 51.4% (10.8 percentage points) between the 2012-13 and 2021-22 school years. Over that same period of time, the population in teachers of color has grown from 8.1% to 10.6% (only 2.5 percentage points).

Figure 1
Pace of Growing Diversity, Teachers vs. Students
To illustrate how these gaps have grown, Figure 2 below shows the difference between the student of color and teacher of color populations in Connecticut over time. Larger differences indicate a wider mismatch between teacher and student diversity. Those mismatches have grown from 37.8 percentage points in 2017-18 to 40.8 percentage points in 2021-22.

*Figure 2*

The Diversity Gap Over Time (Percentage Point Difference)

When we measure Connecticut’s progress towards Minority Teacher Recruitment by comparing the gaps between the percentages of teachers and students of color, it becomes clear that the mismatch is growing wider over time.
Diverse Districts and Teachers of Color

Finding 2

The Diversity Gap is more acute in the state’s diverse public-school districts. Students there often lack the opportunity to learn from teachers who look like them.

We can also see Diversity Gaps at the district-level by subtracting the percentage of teachers of color from the percentage of students of color within each public school district.¹

When looking at the Diversity Gap, a zero-percentage point difference would signify a perfect match in the demographic makeup of student and teacher populations within a district, while a positive percentage point difference means that there is a smaller proportion of teachers of color than students of color in a given district.

Public school districts that have wide Diversity Gaps have teacher populations that are far less diverse than their student populations. (See Appendix A for a list of the twenty public school districts with the widest Diversity Gaps in our data set.)

East Hartford, for example, has a difference of 73.7 percentage points between the percentages of students and teachers of color. That’s the widest Diversity Gap we have analyzed. (See Figure 3 below.)

¹ Excluded from this analysis are districts with enrollment figures below 1,000 students.
Importantly, districts with more diverse populations also tend to have wider Diversity Gaps. In Figure 4 below, the scatterplot compares the percentage of students of color and the Diversity Gap within each district in our data set, finding a strong correlation coefficient of 0.96.

In other words, the more diverse a public school district is, the wider its Diversity Gaps tend to be. For instance, the student population in Hartford (in red in Figure 4) was 92.7% made up of students of color in the 2021-22 school year, but only 27.76% of its teachers were people of color. That's a Diversity Gap of 64.94 percentage points. In Waterbury (light blue in Figure 4), 87.13% of enrolled students were students of color; but only 16.23% of their teachers were teachers of color—a difference of over 70 percentage points.

Indeed, wide Diversity Gaps are common in the state’s most diverse public school districts. Listed in Figure 5 below are the ten districts that have student populations made up at least 86% of students of color. All of them have Diversity Gaps of at least 51 percentage points, some as high as over 70 percentage points.
## Figure 5
Diversity Gaps in the Most Diverse Public School Districts, 2021-22

<table>
<thead>
<tr>
<th>District</th>
<th>% SOC</th>
<th>Diversity Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>East Hartford School District</td>
<td>88.74</td>
<td>73.7</td>
</tr>
<tr>
<td>Waterbury School District</td>
<td>87.13</td>
<td>70.9</td>
</tr>
<tr>
<td>Bloomfield School District</td>
<td>91.23</td>
<td>67.56</td>
</tr>
<tr>
<td>New London School District</td>
<td>86.45</td>
<td>65.17</td>
</tr>
<tr>
<td>Hartford School District</td>
<td>92.7</td>
<td>64.94</td>
</tr>
<tr>
<td>Achievement First Bridgeport Academy District</td>
<td>98.28</td>
<td>61.57</td>
</tr>
<tr>
<td>New Haven School District</td>
<td>89.03</td>
<td>61.03</td>
</tr>
<tr>
<td>Bridgeport School District</td>
<td>90.4</td>
<td>60.94</td>
</tr>
<tr>
<td>Achievement First Hartford Academy District</td>
<td>99.64</td>
<td>54.11</td>
</tr>
<tr>
<td>Amistad Academy District</td>
<td>98.21</td>
<td>51.9</td>
</tr>
</tbody>
</table>

These data suggest that for students of color in diverse districts, who already face numerous other opportunity gaps, the missed chance to interact with educators who look like them is yet another type of educational inequity. It’s a unique disadvantage for these students—one that their peers in less diverse public school districts do not experience.
Signs of Improvement

The good news is that we can also see, over time, that some districts are narrowing their Diversity Gaps. Appendix B lists all of the public school districts in our data set that have shown improvement in their Diversity Gaps between the 2017-18 and 2021-22 school years.

These districts deserve to be commended for their efforts, which run counter to a statewide trend in which Diversity Gaps have widened.

In particular, there are 5 public school districts (Amistad Academy, Achievement First Hartford Academy, Norwich, Windsor, and Manchester) that:

- Have student populations that are at least 50% made up of students of color; and also
- Have managed to narrow their Diversity Gaps by at least 1 percentage point over the past 5 years.

(See Figure 6 below.)

A worthwhile area for further inquiry would be to learn from these districts about the strategies for increasing teacher diversity that they have found successful and that might be adopted statewide.

A case study at the end of this analysis provides some insight into one district’s efforts to move the needle on educator diversity and begin narrowing its Diversity Gap.
## Figure 6
Diverse Districts with Diversity Gaps That Have Narrowed Over Time

<table>
<thead>
<tr>
<th>District</th>
<th>Diversity Gap 2017-18</th>
<th>Diversity Gap 2021-22</th>
<th>Total Improvement (Percentage Points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amistad Academy District (charter)</td>
<td>-74.22</td>
<td>-51.9</td>
<td>22.32</td>
</tr>
<tr>
<td>Achievement First Hartford Academy District (charter)</td>
<td>-72.57</td>
<td>-54.11</td>
<td>18.46</td>
</tr>
<tr>
<td>Norwich School District</td>
<td>-65.1</td>
<td>-60.07</td>
<td>5.03</td>
</tr>
<tr>
<td>Windsor School District</td>
<td>-57.37</td>
<td>-53.53</td>
<td>3.84</td>
</tr>
<tr>
<td>Manchester School District</td>
<td>-53.44</td>
<td>-51.67</td>
<td>1.77</td>
</tr>
</tbody>
</table>
CASE STUDY
Manchester Public Schools: Closing the Diversity Gap

Manchester Public Schools, located in Hartford County, is a medium sized district in Connecticut with 6,199 students enrolled in the 2021-22 school year, of which 68.32% are students of color and 58.53% are eligible for free or reduced-price lunch. (Figures 7 and 8 below compare Manchester’s demographics to those of the state.)

In fact, Manchester falls within the top 25% of districts in our data set for the diversity of its student body. Moreover, as shown in Figure 9 below, the district has become increasingly diverse over time.

Longitudinal Racial Demographics of Students in Manchester Public Schools
Manchester Public Schools has responded to these demographics shifts with an earnest attempt to meet students’ human resources needs. As the student population has grown increasingly diverse, so has the teaching workforce in the district. (See Figure 10 on left below.)

Moreover, in contrast to statewide trends in which Diversity Gaps have grown wider over time, Manchester’s Diversity Gap gap has actually begun to narrow. Since the start of the pandemic in the 2019-20 school year, Manchester’s Diversity Gap has decreased by almost 2 full percentage points. (See Figure 11 above on right.)

Manchester Superintendent Matt Geary shares below about the strategies that have allowed for such success in diversifying the district’s educator workforce.

### Strategic Vision

As a starting point, Superintendent Geary makes clear that Manchester Public Schools’ teacher diversification results are no accident, but stem from deliberate implementation of the district’s priorities. The Talent section of Manchester’s District Improvement Plan calls for designing recruitment, hiring, retention, and professional growth strategies that will increase racial, ethnic, and linguistic diversity. One of the district’s explicit goals is to “strategically recruit candidates that are representative of student demographics of Manchester Public Schools.”
Manchester also has an Equity Policy\textsuperscript{xxvii} that calls for a racial equity analysis, which includes an ongoing review of "existing policies, programs, professional development and procedures." It requires the district to proactively pursue a more balanced teacher and administrator workforce through recruitment, employment, support, and retention.

But diversifying the workforce is not as simple as launching a program or initiative. "Recruitment and retention of diverse staff members needs to be perceived as embedded in everyday life at the workplace," Superintendent Geary notes. "We must all collectively create an inclusive workplace with a positive culture through personal and interpersonal growth and development related to race and culture."

**Recruitment**

According to Superintendent Geary, the district aims to have 40% of new hires represent the racial, ethnic, and linguistic diversity of the student body, with a goal of increasing the percentage of teachers of color by 2.5% annually. He views this as a cyclical challenge because students of color often need to see teachers of color as role models in order to be encouraged to eventually join the teaching workforce themselves as adults. But it’s also a cycle in which success therefore begets further success. Some of the district’s recruitment tactics include:

- **Reimbursing tuition costs for alternative routes to certification:** Manchester reimburses tuition for educators who currently have bachelor’s degrees and are seeking certification through alternative routes such as the Alternate Route to Certification (ARC) or the Relay Graduate School of Education. The district also provides release time and support for educators in such programs.

- **Reimbursing certified staff who gain endorsements in specific shortage areas:** In collaboration with Manchester’s teachers’ union, the district has developed contract language that reimburses teachers who wish to get certified in a shortage area for the cost of tuition. This has led to increased teaching staff in areas including World Language, Family and Consumer Science, and Teachers of English as a Second Language.

- **Recruitment from a wider net of states:** Manchester has been able to make the most of Connecticut’s interstate agreements and enhanced reciprocity efforts to recruit out-of-state educators from the District of Columbia; Maine; Massachusetts; New York; Puerto Rico; and Vermont.
Collaborating with teacher preparation programs to provide paid internships and summer school working opportunities: Manchester also currently partners with Central Connecticut State University through the state’s NextGen Educators program. It brings college students seeking education degrees into the classrooms to support students as building substitutes and paid summer interns. In addition, Manchester has collaborated with multiple institutions to hire master’s-level student teachers prior to completion of their preparation programs once they’ve met the requirements for a Durational Shortage Area Permit.

A grow-your-own program: Manchester Public Schools is working to expand access to a viable route to certification so that the district can target Manchester High School graduates and current employees who do not have a bachelor’s degree. The district and its legal advisors are collaborating in the hopes of providing opportunities for those who naturally create relationships with students to attain the necessary degree required for certification.

Retention

Manchester Public Schools’ philosophy of embedding equity into the everyday life of the district is also likely to impact retention. After all, the state of teachers’ working conditions is a primary factor driving whether they will stay in the profession. Manchester’s commitment manifests in the district’s induction of new teachers, support for teachers of color, ongoing professional development opportunities, attention to culturally relevant materials, careful refining of school culture, and resource allocation.

Induction: Manchester has created opportunities to support the entry of new teachers into the workforce by exposing them to a co-teaching environment, as well as an on-boarding process that includes mentorship.

BIPOC support: Teachers of color participate in BIPOC Affinity Spaces to ensure that they feel valued and heard. The spaces are led by BIPOC staff from each building who receive training and support from the district Wellness Specialist.

Professional development: All staff in Manchester Public Schools participate in anti-racism training and professional learning about how racism produces inequitable practices and outcomes, using the Manchester Equity Elements as a framework. Moreover, all instructional staff are trained in cultural awareness or culturally responsive pedagogy. The district also says it engages students, parents, families, and the community in this anti-racism and anti-discrimination work.
• **Culturally relevant materials**: Manchester seeks to provide instructional materials that reflect the district’s cultural and racial diversity, and it also examines all curriculum and materials for racial bias. School activities are also explicitly designed to provide opportunities for “cross-cultural and cross-racial interactions to foster respect” for diversity.

• **Culture**: The district also makes equitable treatment of students a pillar of its culture. For instance, Manchester addresses disparities in course participation (such as in APs) by requiring school staff to provide written explanations for their class recommendations, and by having school counselors oversee equitable processes for course sequencing. In addition, the district offers supplementary opportunities like tutoring or summer programming to help students move to higher level courses. For disciplinary policies, the district attempts to reduce racial disparities by engaging in restorative practices and actively monitoring data on all disciplinary actions.

• **Resources**: Manchester also signals its prioritization of equity through its investments. The district’s Equity Policy expressly says that Manchester must differentiate resource allocations to meet student needs, adding: “When those with the most marginalized identities are served well, the school district creates a healthier learning environment for everyone – because a school is only as equitable as those most marginalized experience it to be.”

By deeply ingraining inclusivity in its induction and support processes, professional development, material selection, school culture, and resource allocation—the district leadership and school board serve their students well, while also increasing the likelihood of retaining Manchester’s teachers of color.
Methodology:

The analysis in this brief is based on the most recent and complete information available as of its writing.

We have adopted the list of public school districts from the State Department of Education’s database, EdSight, excluding the following: Department of Aging and Disability Services; Department of Mental Health; Goodwin University Educational Services; “Shared Services;” Unified District #1; Unified District #2; Area Cooperative Educational Services; Connecticut Technical Education and Career System; Cooperative Education Services; EASTCONN; EdAdvance; Elm City Montessori; LEARN; Norwich Free Academy; Path Academy District; Stamford Academy District; Trailblazers Academy District; and the Woodstock Academy School District. Also excluded are districts with enrollments below 1,000 students.

To calculate demographic data for both teachers and students, we have tallied all non-white races, excluding the "not reported" category. To calculate the Diversity Gap, we have subtracted the percentage of teachers of color from the percentage of students of color within each district. We have produced this information for the school years 2017-18 through 2021-22.

Special thanks to Manchester Superintendent Matthew Geary for his willingness to share about the district's extraordinary efforts to diversify its educator workforce. Thanks also to Dr. Shuana Tucker—Chief Talent Officer for the Connecticut State Department of Education—and Steven Hernández—Executive Director of the Commission on Women, Children, Seniors, Equity & Opportunity—for reviewing this report and sharing their insights. Finally, we are incredibly grateful to Charles Barone, Victoria Fosdal, Nicholas Munyan-Penney, and Karina Sanchez—each of whom helped to analyze and edit this report.

Any errors or omissions in the final text are entirely our own.
### Appendix A - Twenty Public School Districts with the Widest Diversity Gaps

<table>
<thead>
<tr>
<th>District</th>
<th>% Teachers of Color 2021-22</th>
<th>% Students of Color 2021-22</th>
<th>Diversity Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>East Hartford School District</td>
<td>15.05</td>
<td>88.74</td>
<td>73.70</td>
</tr>
<tr>
<td>Waterbury School District</td>
<td>16.23</td>
<td>87.13</td>
<td>70.90</td>
</tr>
<tr>
<td>Bloomfield School District</td>
<td>23.67</td>
<td>91.23</td>
<td>67.56</td>
</tr>
<tr>
<td>Ansonia School District</td>
<td>6.19</td>
<td>72.49</td>
<td>66.30</td>
</tr>
<tr>
<td>West Haven School District</td>
<td>6.38</td>
<td>72.27</td>
<td>65.90</td>
</tr>
<tr>
<td>New London School District</td>
<td>21.28</td>
<td>86.45</td>
<td>65.17</td>
</tr>
<tr>
<td>Hartford School District</td>
<td>27.76</td>
<td>92.70</td>
<td>64.94</td>
</tr>
<tr>
<td>Meriden School District</td>
<td>11.94</td>
<td>76.81</td>
<td>64.87</td>
</tr>
<tr>
<td>Capitol Region Education Council</td>
<td>18.06</td>
<td>82.70</td>
<td>64.64</td>
</tr>
<tr>
<td>New Britain School District</td>
<td>20.87</td>
<td>84.71</td>
<td>63.84</td>
</tr>
<tr>
<td>Achievement First Bridgeport Academy District</td>
<td>36.71</td>
<td>98.28</td>
<td>61.57</td>
</tr>
<tr>
<td>Derby School District</td>
<td>4.27</td>
<td>65.53</td>
<td>61.26</td>
</tr>
<tr>
<td>New Haven School District</td>
<td>28.01</td>
<td>89.03</td>
<td>61.03</td>
</tr>
<tr>
<td>Bridgeport School District</td>
<td>29.46</td>
<td>90.40</td>
<td>60.94</td>
</tr>
<tr>
<td>Windham School District</td>
<td>17.96</td>
<td>78.79</td>
<td>60.83</td>
</tr>
<tr>
<td>Norwich School District</td>
<td>11.48</td>
<td>71.55</td>
<td>60.07</td>
</tr>
<tr>
<td>Danbury School District</td>
<td>15.23</td>
<td>75.13</td>
<td>59.91</td>
</tr>
<tr>
<td>Stratford School District</td>
<td>11.98</td>
<td>70.09</td>
<td>58.11</td>
</tr>
<tr>
<td>Hamden School District</td>
<td>11.92</td>
<td>69.02</td>
<td>57.11</td>
</tr>
<tr>
<td>Norwalk School District</td>
<td>20.64</td>
<td>75.49</td>
<td>54.85</td>
</tr>
</tbody>
</table>
## Appendix B – School Districts with Narrowing Diversity Gaps

<table>
<thead>
<tr>
<th>District</th>
<th>Diversity Gap 2017-18</th>
<th>Diversity Gap 2021-22</th>
<th>Total Improvement in Percentage Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amistad Academy District</td>
<td>74.22</td>
<td>51.9</td>
<td>22.32</td>
</tr>
<tr>
<td>Achievement First Hartford Academy District</td>
<td>72.57</td>
<td>54.11</td>
<td>18.46</td>
</tr>
<tr>
<td>Regional School District 19</td>
<td>28.7</td>
<td>17.15</td>
<td>11.55</td>
</tr>
<tr>
<td>Norwich School District</td>
<td>65.1</td>
<td>60.07</td>
<td>5.03</td>
</tr>
<tr>
<td>Canton School District</td>
<td>18.03</td>
<td>13.13</td>
<td>4.9</td>
</tr>
<tr>
<td>Windsor School District</td>
<td>57.37</td>
<td>53.53</td>
<td>3.84</td>
</tr>
<tr>
<td>Manchester School District</td>
<td>53.44</td>
<td>51.67</td>
<td>1.77</td>
</tr>
<tr>
<td>Ledyard School District</td>
<td>25.69</td>
<td>24.56</td>
<td>1.13</td>
</tr>
<tr>
<td>West Hartford School District</td>
<td>34.89</td>
<td>33.77</td>
<td>1.12</td>
</tr>
<tr>
<td>Farmington School District</td>
<td>33.41</td>
<td>32.77</td>
<td>0.64</td>
</tr>
<tr>
<td>Bridgeport School District</td>
<td>61.32</td>
<td>60.94</td>
<td>0.38</td>
</tr>
<tr>
<td>Cheshire School District</td>
<td>17.34</td>
<td>16.96</td>
<td>0.38</td>
</tr>
<tr>
<td>Achievement First Bridgeport Academy District</td>
<td>61.75</td>
<td>61.57</td>
<td>0.18</td>
</tr>
<tr>
<td>Granby School District</td>
<td>9.95</td>
<td>9.81</td>
<td>0.14</td>
</tr>
<tr>
<td>Somers School District</td>
<td>8.27</td>
<td>8.15</td>
<td>0.12</td>
</tr>
</tbody>
</table>


Ibid.


We adopted the list of public school districts from the State Department of Education’s database, EdSight, excluding the following: Department of Aging and Disability Services; Department of Mental Health; Goodwin.
University Educational Services; “Shared Services;” Unified District #1; Unified District #2; Area Cooperative Educational Services; Connecticut Technical Education and Career System; Cooperative Education Services; EASTCONN; EdAdvance; Elm City Montessori; LEARN; Norwich Free Academy; Path Academy District; Stamford Academy District; Trailblazers Academy District; and the Woodstock Academy School District. Also are excluded are districts with enrollments below 1,000 students.


xxvi Ibid.

xxvii Manchester Public Schools' Equity Policy - Emailed to ERN CT and Retrieved September 2022 at https://docs.google.com/document/d/1ayNkSpriE3u2OyitTQS4jIcW5cmMzUCYpbHCnNmuH4/edit?usp=sharing.

About ERN CT:
The state chapter of a national organization, Education Reform Now CT is a 501(c)(3) that operates as a think tank and policy advocate, promoting great educational opportunities and achievement for all by increasing equity, protecting civil rights, and strengthening the social safety net.