

Town Income and Student Accommodations in CT School Districts

Daniel DeVault

Introduction

- Inequalities between school district incomes contribute to achievement gaps between advantaged and disadvantaged students (Owens, 2018)
- Accommodations are only available to students with an IEP or Section 504 Plan (Connecticut State Department of Education, 2025).
- However, students from more privileged backgrounds are more likely to receive certain accommodations without adequate evidence of need (Lovett, 2021).

Research Question

- Is there a correlation between the percentage of students across grade levels in Connecticut who receive accommodations on the ELA or math component of statewide testing and the median income of their school district?

Method

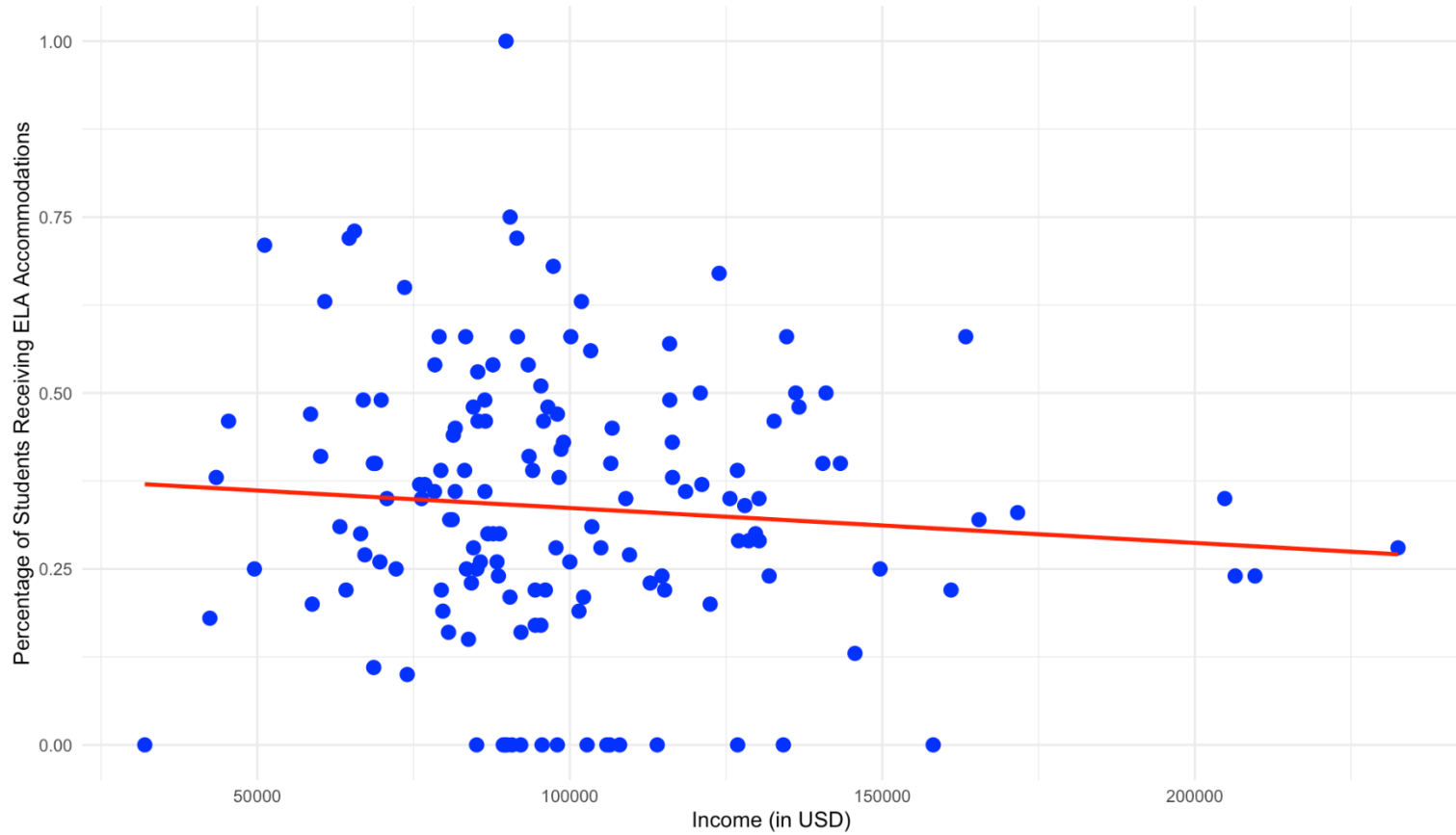
- Downloaded the 2023-24 Accommodation report from the Connecticut EdSight website
- Removed specialized and regional school districts, resulting in 149 remaining school districts
- Added the most recent median town income data from data available on the US Census Bureau website
- Separated data into two spreadsheets based on accommodation type
- Imported data into RStudio
- Completed two correlation analyses in RStudio

Results

- ELA Accommodations
 - Median town income (N = 149): \$93,467
 - Total percentage receiving accommodations: 34.3%
 - Correlation coefficient: -0.084

Results

Correlation Between Income and the Percentage of Students Receiving ELA Accommodations

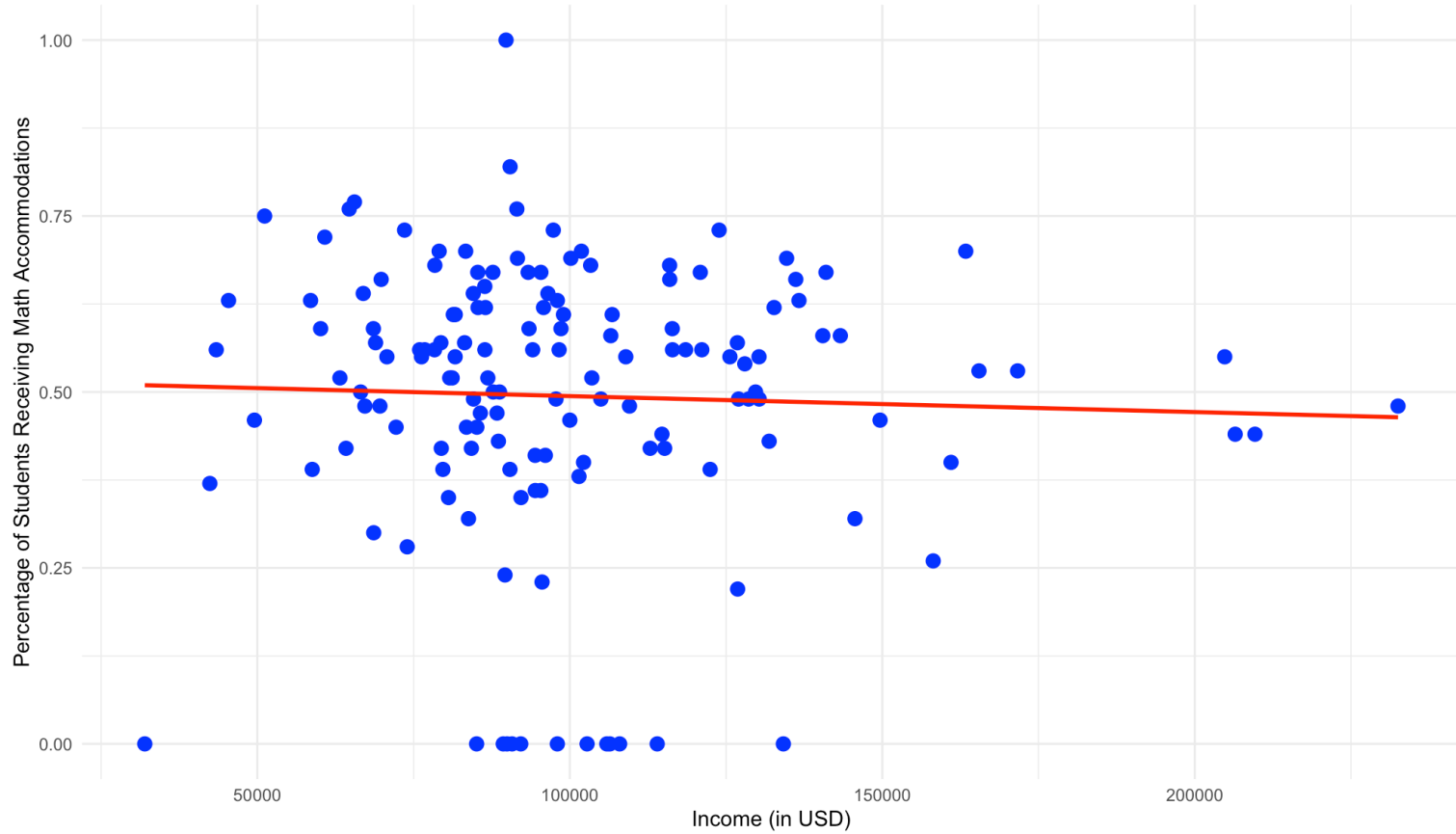


Results

- Math Accommodations
 - Median town income (N = 149): \$93,467
 - Total percentage receiving accommodations: 55.9%
 - Correlation coefficient: -0.037

Results

Correlation Between Income and the Percentage of Students Receiving Math Accommodations



Discussion

- Negligible correlations found between accommodation percentage on both tests and town income.
- Interesting data points:
 - A town below the median income (Union) had 100% of eligible students receive accommodations for both ELA and Math
 - Several school districts under and over the median income reported that none of their students received accommodations on statewide testing.

Limitations and Next Steps

- The percentage of students receiving accommodations varied widely across grade level, future research should examine potential correlations when controlling for grade level.
- The percentage of students receiving accommodations also varied widely between schools within school districts, so future research may examine differences in the student bodies of those schools.

References

Accessibility Chart. (2025, April 4). Connecticut State Department of Education.

<https://ct.portal.cambiumast.com/resource-item/en/accessibility-chart>

Lovett, B. J. (2021). Educational Accommodations for Students With Disabilities: Two Equity-Related Concerns. *Frontiers in Education*, 6.

<https://doi.org/10.3389/feduc.2021.795266>

Owens, A. (2018). Income Segregation between School Districts and Inequality in Students' Achievement. *Sociology of Education*, 91(1), 1–27.

<https://doi.org/10.1177/0038040717741180>