



CONNECTICUT STATE DEPARTMENT OF EDUCATION

# Connecticut Association of Latino Administrators and Superintendents

**Miguel A. Cardona Ed.D.**  
**Commissioner of Education**

## #LearnGrowCT

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CONNECTICUT STATE DEPARTMENT OF EDUCATION

# *Public Education Opens Doors*

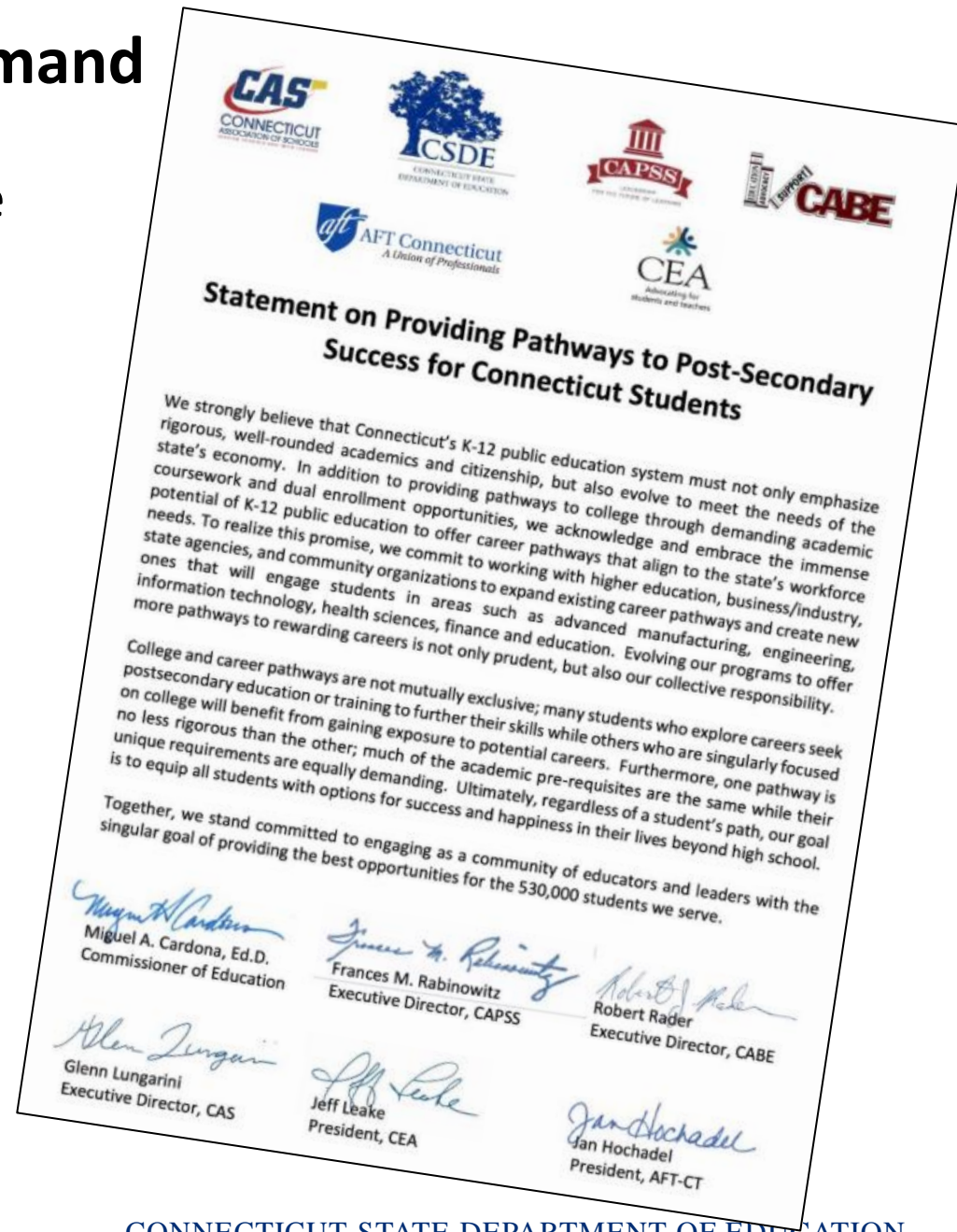
*Education is the Best Economic Driver in the State*

*Together We Will Determine CT's Growth*



# Partnering to meet the demand

- 71% CT grads enroll in college  
50% graduate
- 57% of CT FRL enroll  
25% graduate
- **Evolve** to meet the state's demands
- College and Career
- Prevent against **tracking**
- Alternatives
- **Partnerships** with colleges and business community



# *Learn Together, Grow Together*

*We Will Evolve Through Our Collective Capacity*



Chronic Absenteeism >

College and Career Readiness >

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The Connecticut State Department of Education (CSDE) launched its new Learn Together, Grow Together CT initiative to highlight districts addressing common issues and problems through innovative approaches, ideas and strategies that are producing successful outcomes. Learn Together, Grow Together CT will also promote these promising practices in district profiles inventoried on the CSDE website so that other district leaders and educators can connect with fellow districts and borrow, adapt and put to use these proven models in their own districts and schools. The initiative is part of

Learn Together, Grow Together CT will identify and promote the most exceptional strategies and connect district leaders and educators with colleagues around the state to learn what impact these approaches are having on the success of students, educators and district operations. Districts are encouraged to connect with their counterparts and share with CSDE their own promising practices to be highlighted through Learn Together, Grow Together CT.

For questions, comments or to share your own district's promising practices, please contact us at [SDE.LearnGrowCT@ct.gov](mailto:SDE.LearnGrowCT@ct.gov).

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College and Career Readiness >

Bristol >

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Learn Together, Grow Together CT

Innovative  
Promising Practices

## College and Career Readiness

### Bristol Expands College Readiness Options

Bristol has a long history of being a school district that is data-driven. When the CSDE implemented its Next Generation Accountability System with indicators focused on College and Career readiness, the leadership at Bristol went to work. They aligned their district goals to the state's accountability indicators and began partnering intensively with administrative teams and educators at both high schools to figure out ways to open up student enrollment in rigorous coursework like Advanced Placement (AP) and dual enrollment college classes. So how did they do it?

### Encourage and Support Educators to Innovate

To get some quick wins a few years ago, the district leadership conducted a review of the offerings at the two high schools. This revealed that there were several courses that could be articulated for college credit through UConn's Early College Experience (ECE) program. The district encouraged the high school principals and educators to identify courses that may be suitable for this purpose. Advanced



University of Connecticut  
Early College Experience

courses in world languages (e.g., Spanish IV) and biology were identified. Teachers worked through UConn's curriculum approval process and received the requisite training to begin offering these courses. Students now get UConn credit and high school credit for

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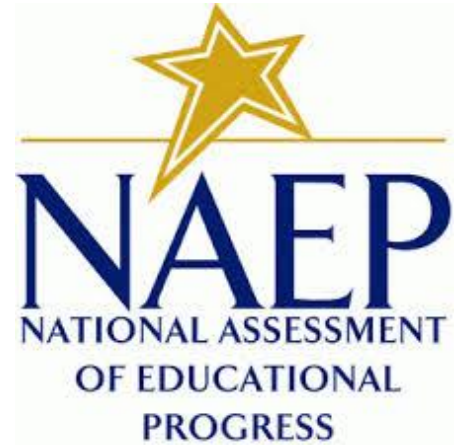
*Unapologetically Challenge Normalization of Failure*

*All Kids Deserve A Shot!*





# 40+ Years of NAEP (Nation's Report Card) Testing



- Significant gaps still exist
- Skin color and zip code are great determinants of success
- CT has among the greatest gaps in student achievement



# Black White Gap

**Figure 11.** Trend in NAEP reading average scores and score gaps for White and Black 17-year-old students



\* Significantly different ( $p < .05$ ) from 2012.

NOTE: Black includes African American. Race categories exclude Hispanic origin. Score gaps are calculated based on differences between unrounded average scores.



# Latino White Gap

**Figure 12.** Trend in NAEP reading average scores and score gaps for White and Hispanic 17-year-old students



\* Significantly different ( $p < .05$ ) from 2012.

NOTE: White excludes students of Hispanic origin. Hispanic includes Latino. Results are not available for Hispanic students in 1971 because Hispanic was not reported as a separate category at that time. Score gaps are calculated based on differences between unrounded average scores.

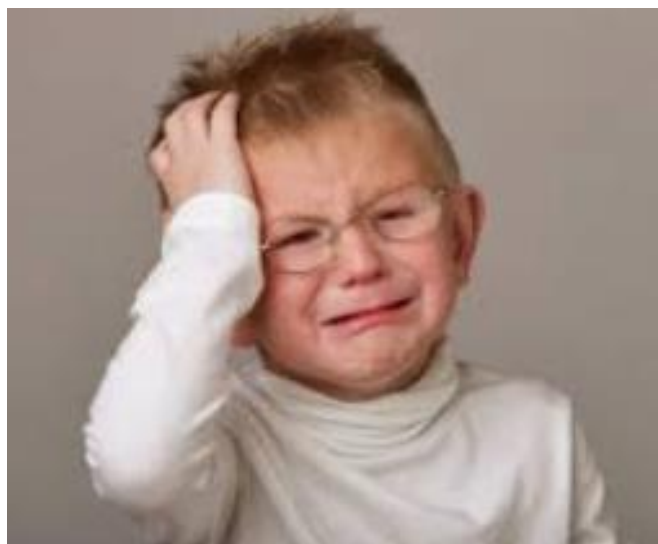


Good News!!!  
Gap is closing

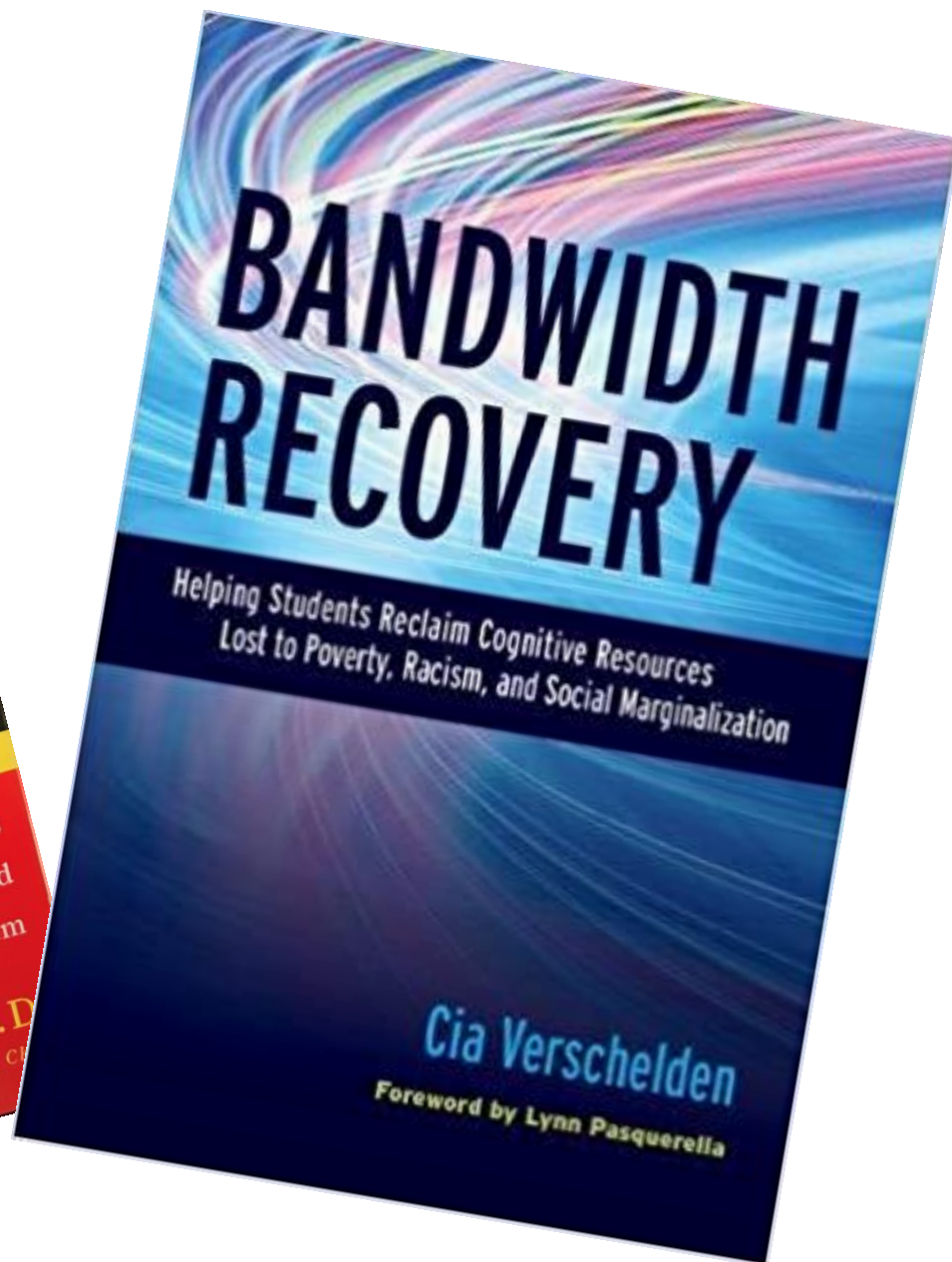
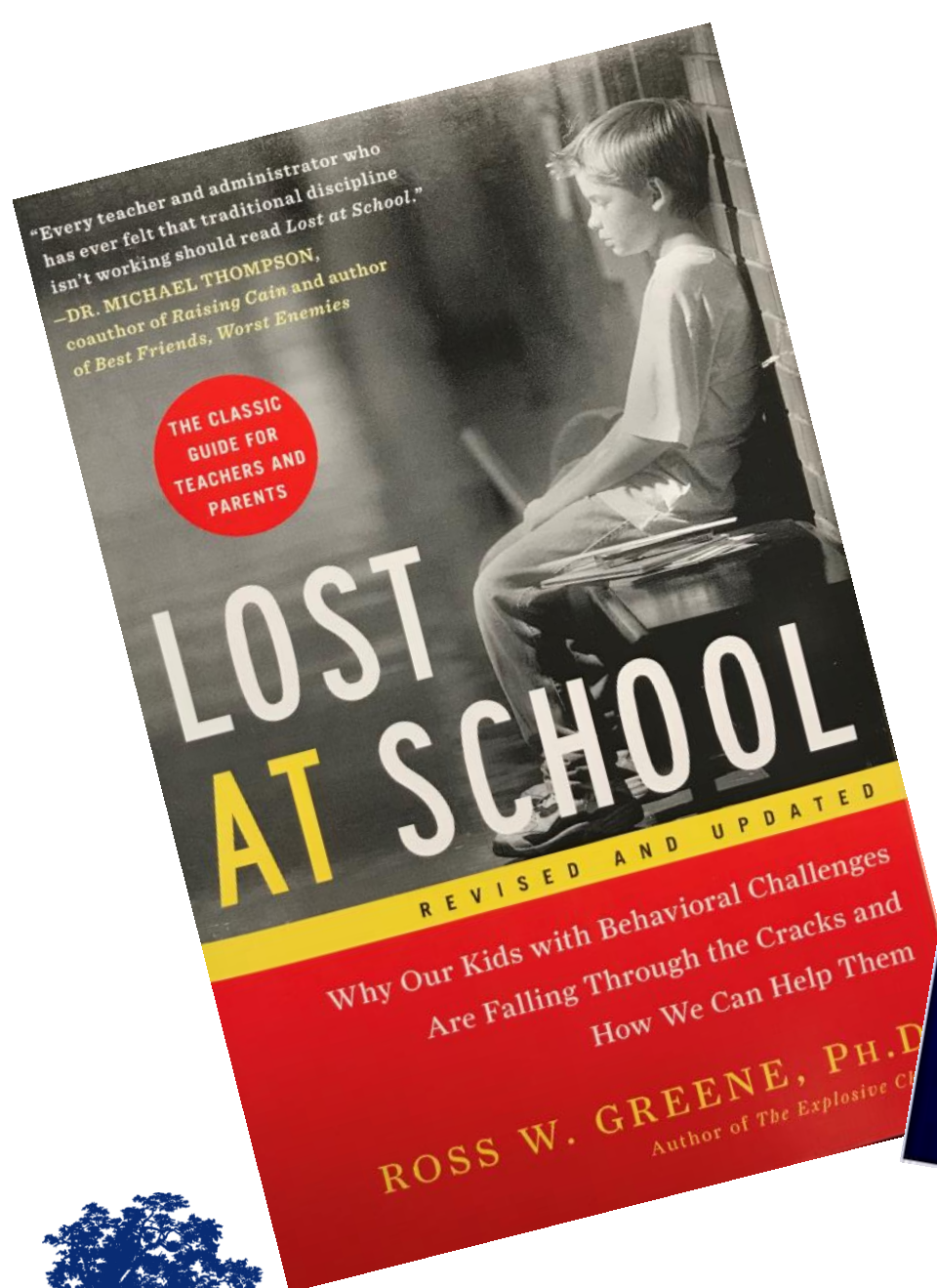


At this rate, they'll be gone in....

2060







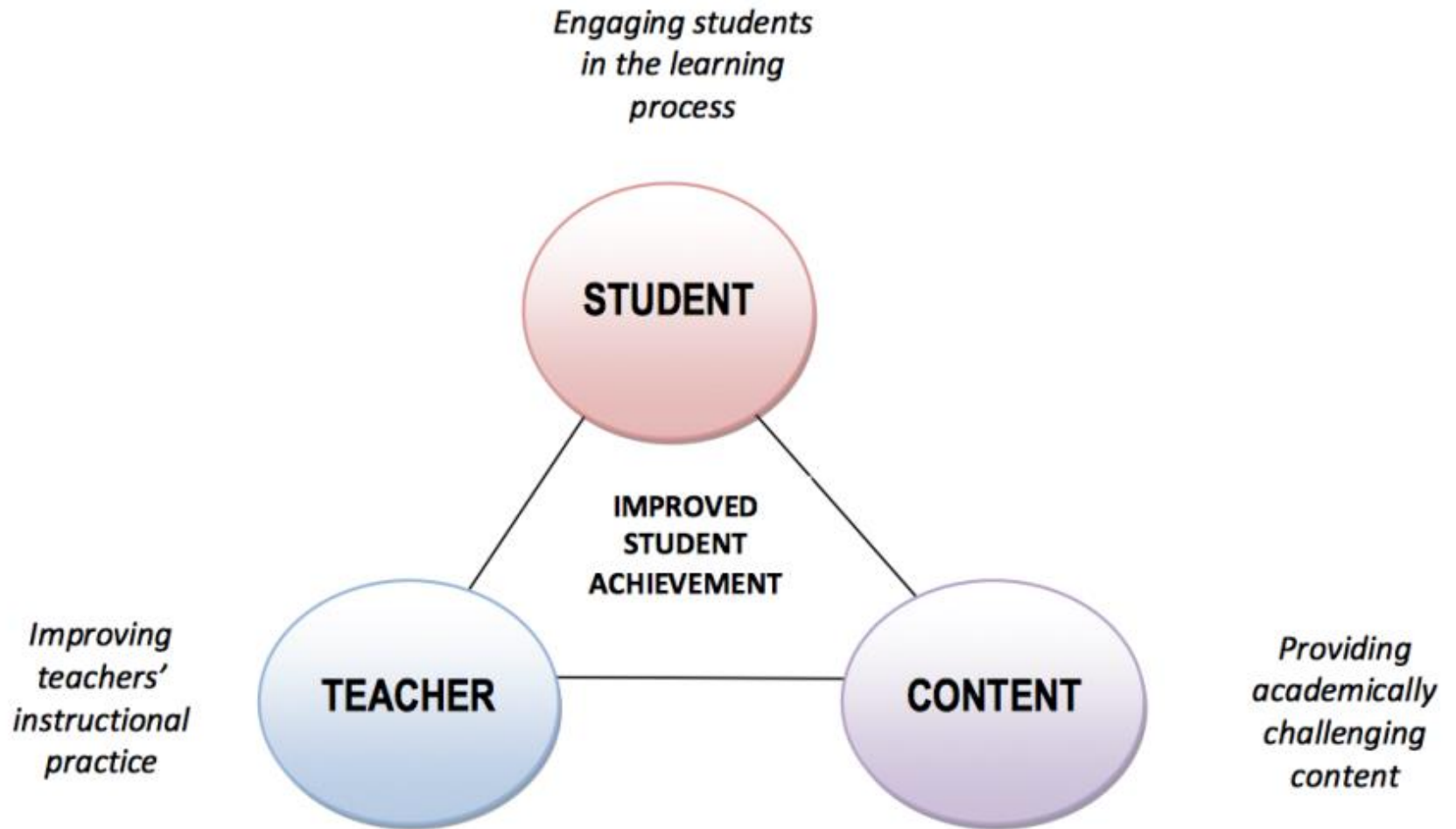


# *The Core is the Core*

*Educators, Students and Content Matter Most*



# THE INSTRUCTIONAL CORE

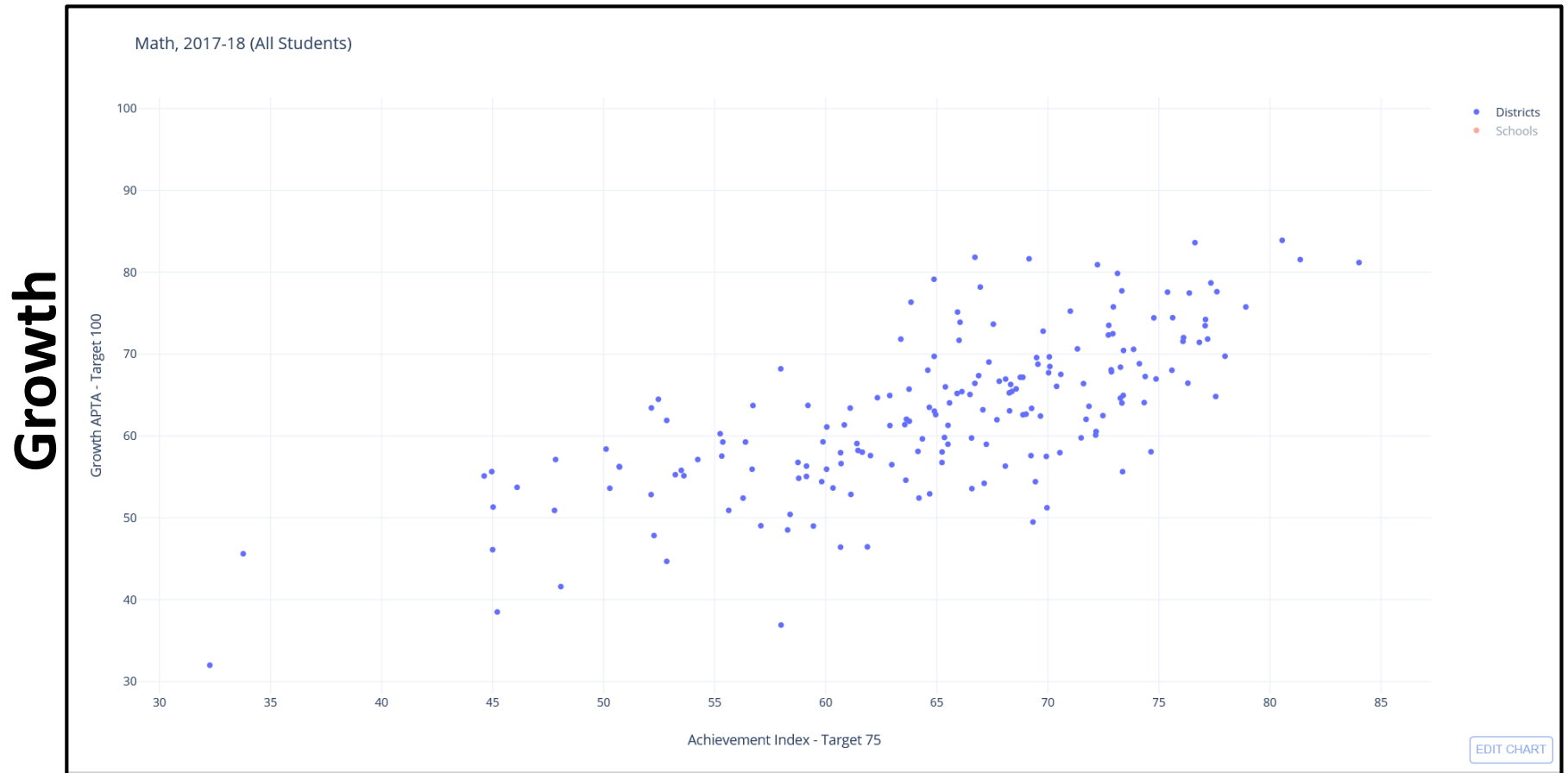


# Expanding the Core to Promote District Success

- Teaching
- Climate and Student Engagement
- Quality Curriculum
- *Board Governance*
- *Leadership*
- *Fiscal Health*
- *Equity lens*
- *other...*



# Achievement & Growth



## Achievement

# Content

- **Quality** curriculum matters
- Good teaching alone won't do it
- Gaps exist due to variation in quality materials/**low rigor**
- **Windows/Mirrors**



# *A Good Offense is the Best Defense*

*Together We Will Write the Narrative of CT Public Education*

- Promote best practices through social media
- Work collaboratively to lead throughout the state
- Provide support, guidance, and accountability where needed
- Have a good offense!







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Thanks to all who made today's Paraeducator Symposium a success! #CTParas received well-deserved recognition for providing the foundation needed for a safe, supportive learning environment that engages students & encourages them to realize their full potential in school & life!



 AFT Connecticut and 6 others





## Connecticut State Department of Education

48 mins · 🌐



We are very proud to congratulate Meghan Hatch-Geary; an outstanding educator from Regional School District #16 and our 2020 CT Teacher of the Year! Meghan is a shining example of why teaching is one of the most important professions in the world!

She demonstrates that inspiring teaching transcends the classroom through all she does to empower students to make their community better in and out of the school building....just look at the positive impact #WoodlandWorldwide has ha... See More



**Woodland Worldwide Strives to “Explore, Educate, Empower”**

In a school day dominated by Geometry, English, o...



**Woodland Worldwide Strives to “Explore, Educate, Empower”**

In a school day dominated b



# *Our Focus*

- 1. Create equitable outcomes for CT Students*
- 2. Improve Pathways to College and Careers*
- 3. Learn Together, Grow Together*
- 4. Focus on our Core*
- 5. Re-write our narrative- A Good Offense!*



# *Changes at the CSDE*

- 1. Deputy Commissioners*
- 2. Office of Strategic Partnership*
- 3. Director of Innovation and Partnerships*
- 4. Special Advisor to the Commissioner*
- 5. Equity and Language*



# *Latinos*

## **Hispanic/Latino Students: 136,756 (26%)**

- Over last 6 years, increase of 20,044 students - 15 percent growth (2013-14 to 2018-19)
  - Growth in enrollment mirrors growth of Hispanic population
  - Slower growth or a decline in enrollment for other ethnicities (EdSight).
- Promising Trends for Hispanic/Latino Students (must continue positive direction):
  - From 2013-14 to 2017-18, the four year graduation rate for Connecticut's Hispanic students has grown by nearly 5 percent.
  - From 2015-16 to now, number of Hispanic students meeting or exceeding benchmark in Math on Smarter Balanced increased by 6 percent.

## **CT's number of Hispanic/Latino educators**

- Increased from 3.5 percent (2103-14) to 3.8 percent (2018-19)
- Focus on increasing racial, ethnic and linguistic diversity of the state's teaching workforce



# *Support for English Learners*

## **Supports for ELs**

- About 8 percent (40,441 of 530,612) students are EL (Majority Spanish language; 80%)
  - Continued to grow even as our overall statewide student enrollment has declined (increased 2.3 percent from 2013-14 to 2018-19).
- ELs have multiple service needs – academic and non-academic; compared to other High Needs groups:
  - lower ELA achievement;
  - lower four year grad rate;
  - higher chronic absence (15.9% compared to 9.9% non-EL);
  - twice as likely as others to be eligible for free or reduced-price meals





# *Addressing EL Needs in CT*



# *CSDE and CALAS*

- Provide more meaningful, targeted support for districts to serve their EL population. Protect against the Ay Bendito! effect.
- Created new position (starting soon): Director of Equity and Language to oversee work of addressing and narrowing the significant gap in outcomes for EL students. (2015 legislation for greater oversight)
- CALAS as Lead Partner in supporting EL needs and district support/guidance around leading for ELs.
- Regularly scheduled meetings with CALAS Leadership to discuss proactive partnership strategies/needs





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# Gracias y Pa'lante!

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