Connecticut Association of Latino Administrators and Superintendents

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Commissioner of Education

#LearnGrowCT

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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
Learn Together, Grow Together CT
Innovative Promising Practices

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.

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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 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 the same course, allowing them to take courses for transfer credit early in their high school career.

University of Connecticut
Early College Experience

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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

The White - Black score gap narrowed 27 points since 1971.

* 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

The White-Hispanic score gap narrowed about 20 points since 1975.

* 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

Engaging students in the learning process

STUDENT

IMPROVED STUDENT ACHIEVEMENT

TEACHER

CONTENT

Improving teachers' instructional practice

Providing academically challenging content
Expanding the Core to Promote District Success

• Teaching
• Climate and Student Engagement
• Quality Curriculum
• Board Governance
• Leadership
• Fiscal Health
• Equity lens
• other...
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!
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!
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 had... See More
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
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 (2013-14) 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
Gracias y Pa’lante!

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