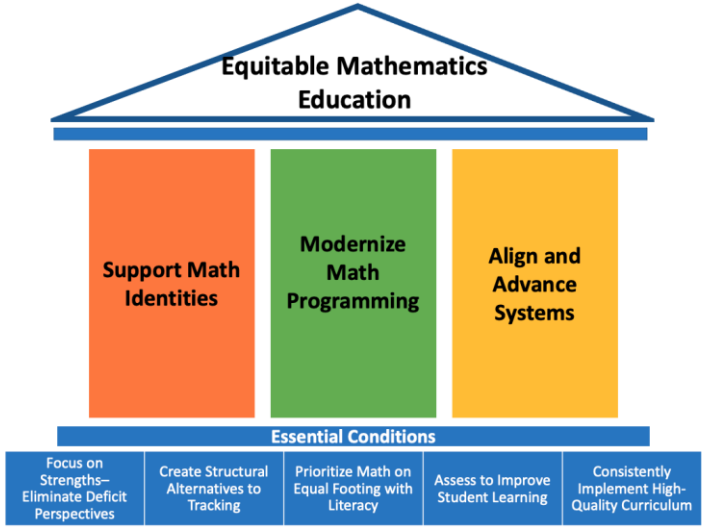
Fostering Equity in Mathematics

Performance Matters Forum 2022

Connecticut State Department of Education

Equity in Mathematics Education:

A Joint Position Statement for Connecticut



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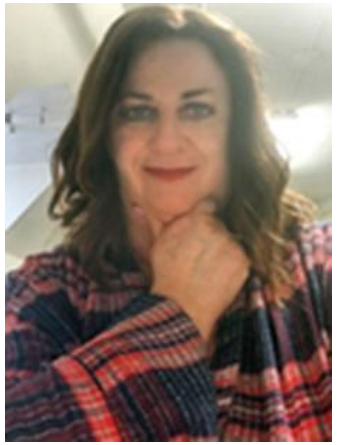

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Supporting the Why

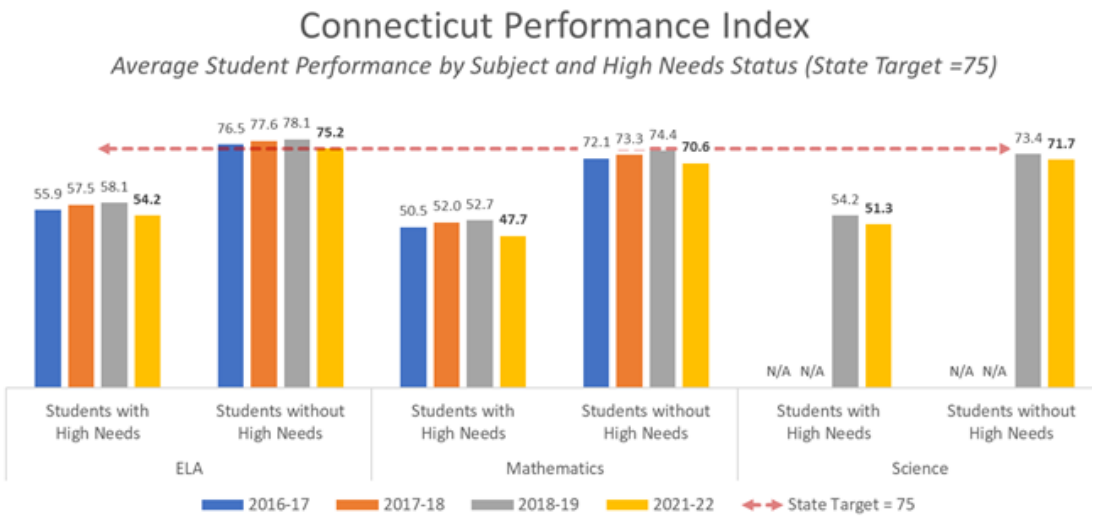
Poll Question

Where do you think we are with Equity in Mathematics Education in CT Right now?

Powered by Poll Everywhere

2022 Results

Performance Index



Growth

Academic Growth (Grades 4-8)

Average Percentage of Growth Target Achieved (Target = 100)

	English Language Arts (ELA)			Mathematics	
Grade	2018-19	2021-22		2018-19	2021-22
4	64.9	67.5↑		71.3	76.4↑
5	63.6	67.3↑		65.1	71.2↑
6	56.7	57.1↔		59.1	60.8↑
7	59.5	56.7↓		59.6	64.5↑
8	55.3	54.0↓		57.7	53.4↓

Smarter Balanced Performance

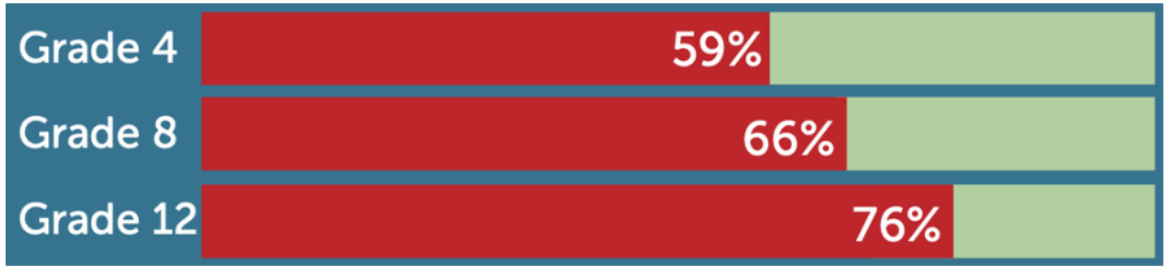
- Grades 4-5 estimated 2-3 months behind pre-pandemic results
- Grades 6-8 estimated to be a year or more behind in math

The Role of the State

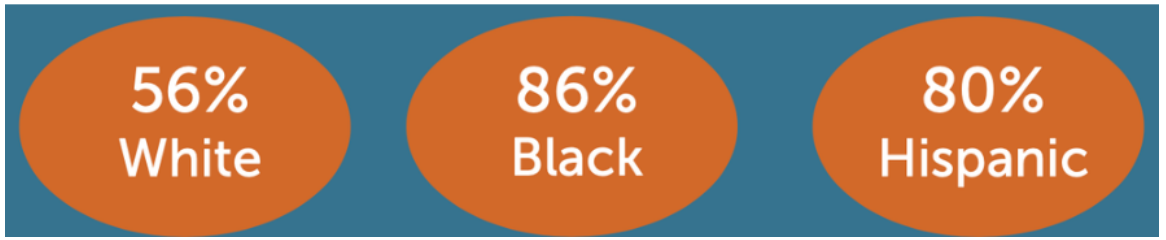
- Graduation Requirements
  - Minimum of 25 credits
  - Nine (9) credits in science, technology, engineering, and mathematics
- Next Generation Accountability System
  - Academic Achievement and Growth
  - Coursework and Exams for College Career Ready
  - Graduation rates

A Broader View

Percent of Students Not Meeting Minimum Math Proficiency Nationally



Percent of Students Scoring Below Proficient in Grade 8



- At Grade 8, 82% of National School Lunch Program students score below proficient, compared to 52% of students not in the Lunch Program
- At Grade 4, 83% of students with disabilities score below proficient. At Grade 8, this is 91% of students with disabilities.
- At Grade 4, 84% of English learners score below proficient. This is 95% in Grade 8 and 97% in Grade 12.

Source: The Nation's Report Card

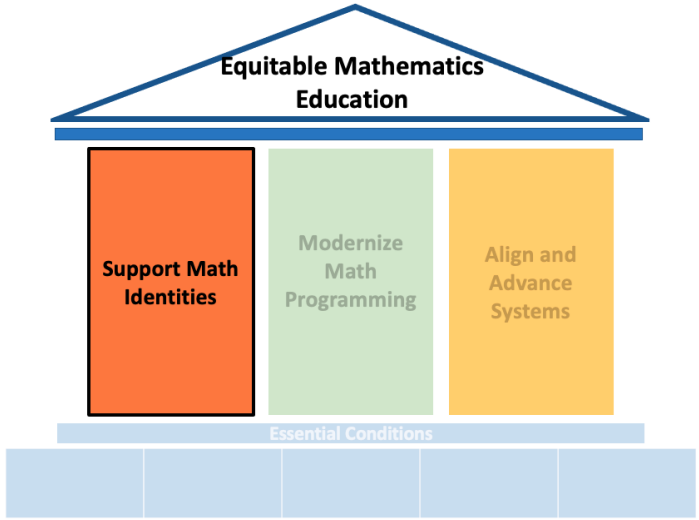
The Future of Jobs

Top 10 Skills of 2025

- Analytical thinking and innovation
- Active learning and learning strategies
- Complex problem-solving
- Critical thinking and analysis
- Creativity, originality, and initiative
- Leadership and social influence
- Technology use, monitoring and control
- Technology design and programming
- Resilience, stress tolerance and flexibility
- Reasoning, problem-solving and ideation

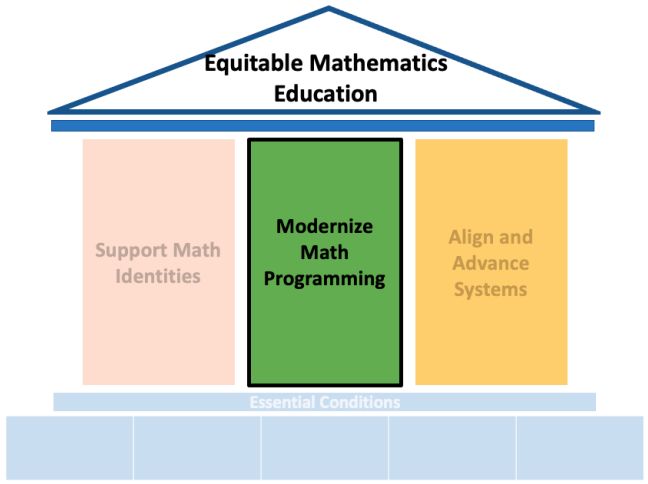
Source: Future of Jobs Report 2020, World Economic Forum.

Support Students' Mathematical Identities



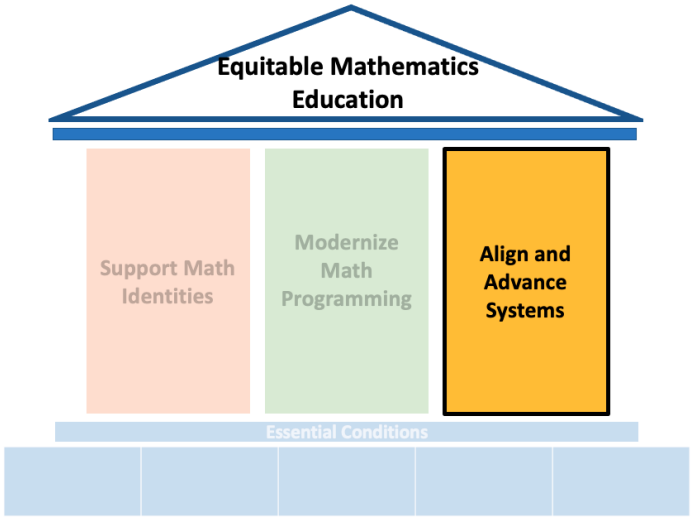
- Ensure that all students see themselves as capable math learners
- Create opportunities for student agency in all classroom
- Build from students' personal knowledge, experiences, and attitudes

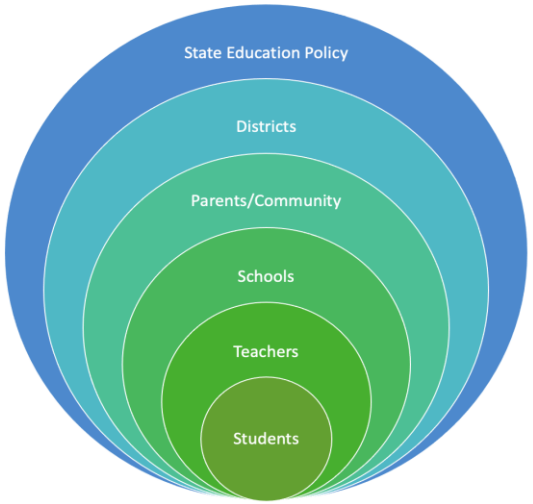
Modernize Math Programming



- Modernize content for 21st-century demands
- Enhance relevance for students
- Diversify offerings including pathways of courses

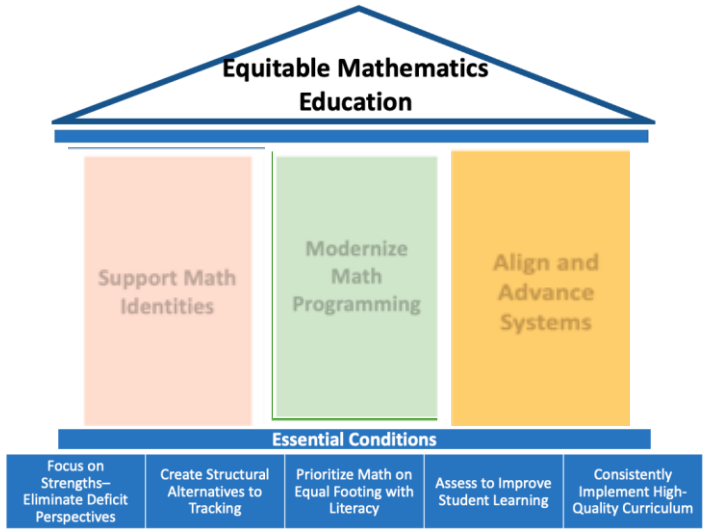
Align and Advance Systems





- Align assessment with instructional goals and pedagogy
- Collaborate to establish consistent vision among K-12, postsecondary, and state-level stakeholders
- Review and reform systems that sort students and limit opportunities and lower expectations

Essential Conditions



- Focus on Strengths – Eliminate Deficit Perspectives
- Create Structural Alternatives to Tracking
- Prioritize math on Equal Footing with Literacy
- Asses to Improve Student Learning
- Consistently Implement High-Quality Curriculum

Roundtable Protocol

- The Pillars
  - Each table for 15 minutes
  - Table leaders will share information about each pillar
  - Opportunity for Q&A related to that pillar
- The Essential Conditions
  - Two groups for 15 minutes
- Finish with a large group debrief

Debrief

Thank you

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