

# ACCELERATING EQUITY THROUGH ORGANIZATIONAL EXCELLENCE

**Hartford Board of Education Workshop**  
***District Model for Excellence Discussion: Recommendations and Implications***

January 8, 2018



*Reimagining and restructuring for improved student outcomes*

# Objectives



**Review recommendations**



**1**

**Overview**

**2**

**Rationale**



**Discuss magnet school opportunities and implications**



**Review next steps**

## We must act now to address persistent challenges

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- Deep **student needs** in HPS call for a network of schools that is equipped to meet every learner where they are
- Persistently **low student performance** requires a redesign of schools to better support student learning
- **Declining enrollment** requires HPS to adjust the cost structures of its system while increasing efforts to retain families in all of its schools (both magnet and neighborhood)

# This moment is an opportunity to lay the groundwork for improved student outcomes in HPS

## PLANNING AND COMMUNICATION TIMELINE

### INPUT AND DATA GATHERING

#### COMPREHENSIVE STUDY:

Report is generated to establish common fact base on current state and highlight opportunities for consideration.  
(October-November)



### FEEDBACK

#### DISTRICT MODELS FOR EXCELLENCE:

Superintendent presents model and restructuring plan; feedback is gathered throughout the community.  
(December-January)

### DECISION

#### DISTRICT MODEL PLAN ADOPTION:

The Board of Education considers all community feedback, and votes on first year actions.  
(January)

### IMPLEMENTATION

#### STRATEGIC SCHOOL DESIGN PLANNING:

Establish teams to plan for and implement Year 1 of new district model and support schools in transition.  
(January - June)



# Implementation

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## IMPLEMENTATION

### STRATEGIC SCHOOL DESIGN PLANNING:

Establish teams to  
plan for and implement  
Year 1 of new district  
model and support  
schools in transition.  
(January - June)

- Strategic School Design Teams
  - Collaborative
  - Plan for programming and resources
  - Ensure structures and conditions are in place
- Transition Teams
  - Collaborative
  - Support all aspects
  - Build relationships and sense of community



We have heard the  
priorities of students,  
educators, parents, and  
community members

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“

A great school looks at **each child individually** and is able to support the needs and talents of that child. -HPS Teacher

”

“

Schools must be an asset and **stabilizing force** in every Hartford child's neighborhood. -HPS Community Member

”

“

A great school is where children achieve and learn to their **potential**. -HPS Parent

”

“

A great school has full time **teams of teachers**... The whole team comes together to **create one team**. -HPS Student

”

# And we have been guided by these four principles in the creation of a new District Model for Excellence



## Great Teaching & Learning in Every School:

*All schools will have the resources, staff and district support they need to invest in the essentials of great Teaching & Learning, including standards-aligned, culturally responsive curricula and instruction*



## Safe & Equitable Access to Great Schools & Pathways:

*All students will have safe, convenient and equitable access to great schools and pathways in their own community, regardless of the neighborhood they are from*



## Expanded Family & Community Partnerships:

*HPS will leverage the entire Hartford community in a coherent effort to drive student success through learning-focused partnerships that support the whole child*



## Fiscal Sustainability:

*HPS' network of schools will be structurally and financially sustainable in the near- and long-term*

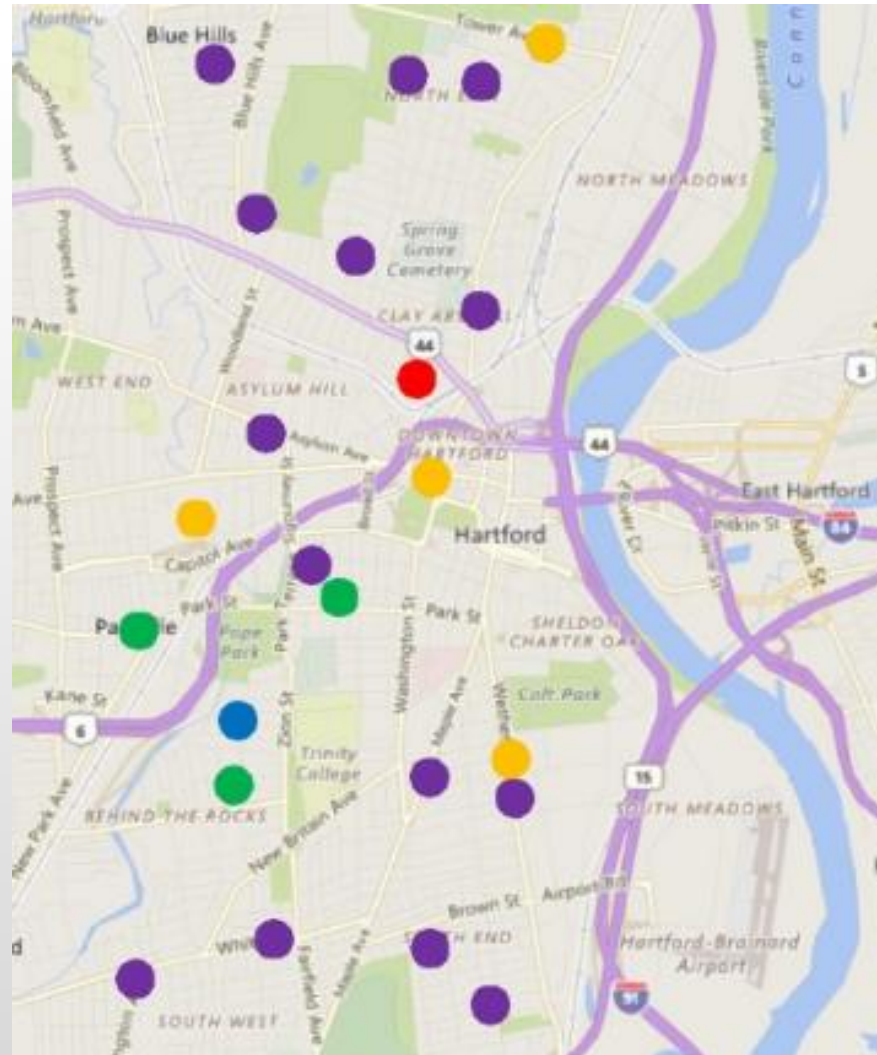
# We have laid out the non-negotiable elements of the District Model for Excellence



| GUIDING PRINCIPLES                                  | Non-Negotiables                                                              |                                                                                                                       |                                                                                                           |
|-----------------------------------------------------|------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
|                                                     | Programmatic                                                                 | Practice                                                                                                              | Operational                                                                                               |
|                                                     | Non-Negotiables                                                              | Non-Negotiables                                                                                                       | Non-Negotiables                                                                                           |
| Great Teaching & Learning in Every School           | <b>Elementary</b><br>Intense Literacy & Numeracy Instruction                 | <b>Community</b><br>Every school is a community school.                                                               | <b>Capacity</b><br>Operate schools at a financially healthy and strategic capacity.                       |
| Expanded Family & Community Partnerships            | <b>Middle</b><br>Middle Grades Programming                                   | <b>Collaboration</b><br>Adult learning culture.                                                                       | <b>Pathways</b><br>Coherent and logical grade configurations.                                             |
| Safe & Equitable Access to Great Schools & Pathways | <b>High</b><br>College Prep & Career Development                             | <b>Partnership</b><br>Framework aligning partner and community-based supports to school priorities and student needs. | <b>Access</b><br>Ensure every student has access to high quality seats and adequate resources year-round. |
| Fiscal Sustainability                               | <b>Health &amp; Wellness</b><br>Athletic, Enrichment, and Arts Opportunities |                                                                                                                       |                                                                                                           |

# Restructuring Recommendations: Our Current State

## Current State

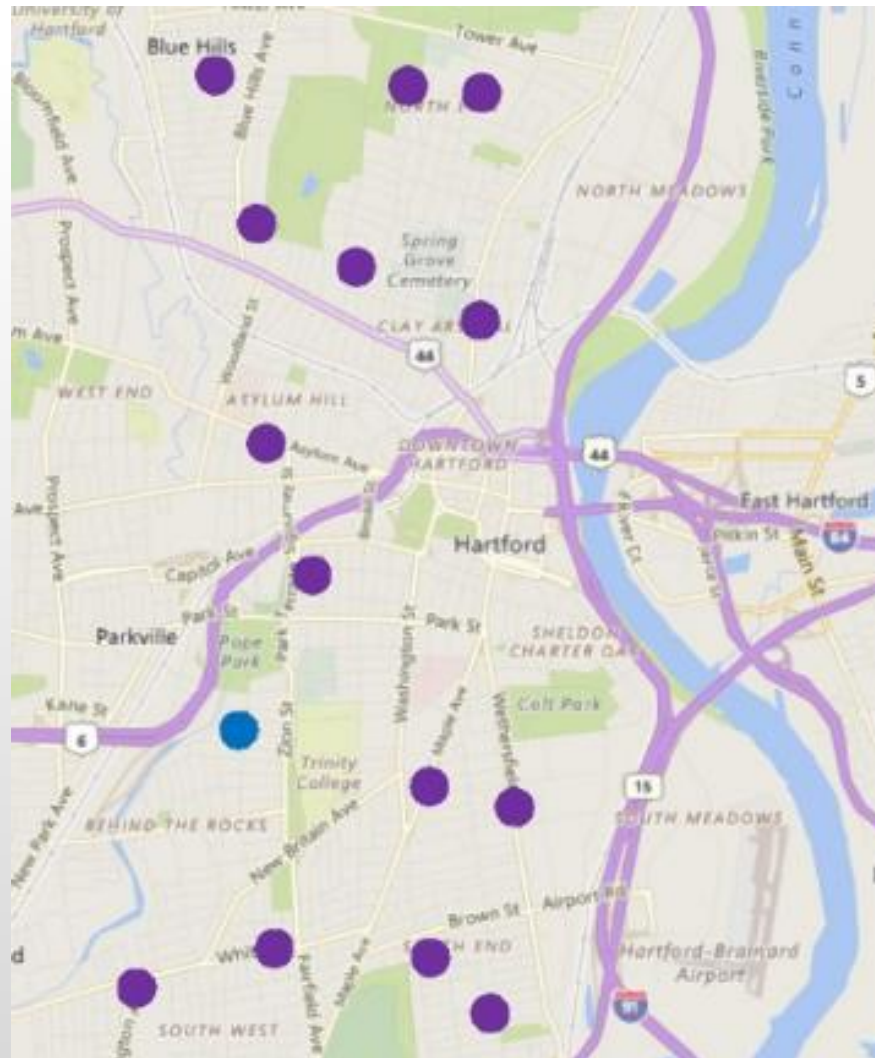


## Legend

- ES
- HS
- K12
- PK8
- MS

# More than 80% of neighborhood middle-grade students attend a PK8 school

## Current State



### Legend

- ES
- HS
- K12
- PK8
- MS

### Average PreK-5 grade size

- › 50 students per grade

### Average 6-8 grade size

- › 44 students per grade

# Small PK8 schools can come with significant tradeoffs, including limited elective offerings

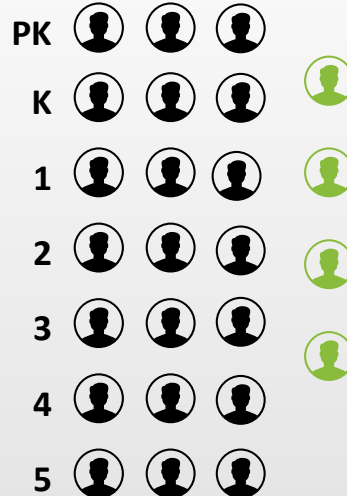
 = Homeroom Teacher

 = Elective Teacher

## Example Current PK8



## ES Model



## MS Model



## Change will bring us:

- › Opportunities for teacher collaboration
- › Conditions for more rigorous instruction
- › More elective options
- › Conditions for improved adult culture
- › Bigger sports teams
- › More clubs and activity options

## Non-Negotiables



- ✓ Community
- ✓ Collaboration
- ✓ Health & Wellness

*Assumes a staffing ratio of 1:5 for elective teachers to homeroom teachers in both current and end states.*

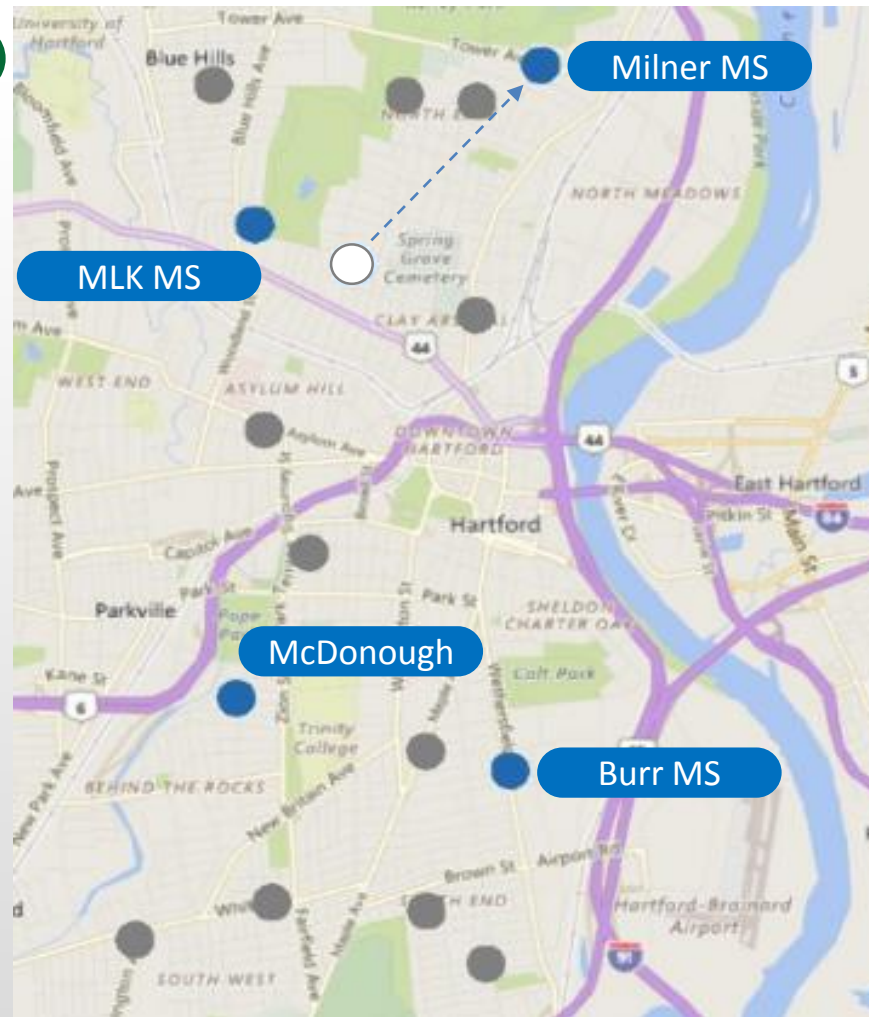
# In the new network, we recommend operating four dedicated middle schools, one in each zone

## Model for Excellence

### Non-Negotiables



- ✓ Middle
- ✓ Access



### Legend

- ES
- HS
- K12
- PK8
- MS

### Average 6-8 grade size

- › From 44 to 128 students per grade

### % of 6-8 students in strategic grade sizes\*

- › From 0% to 55% of 6-8 students

\*Strategic defined as greater than 125 students per grade

Note: This data is representative of the new district model applied to current enrollment levels. Renzulli MS not included as it is not a traditional pathway for HPS students.

Source: HPS enrollment and facilities data, Oct 1, 2017 snapshot; ERS analysis.

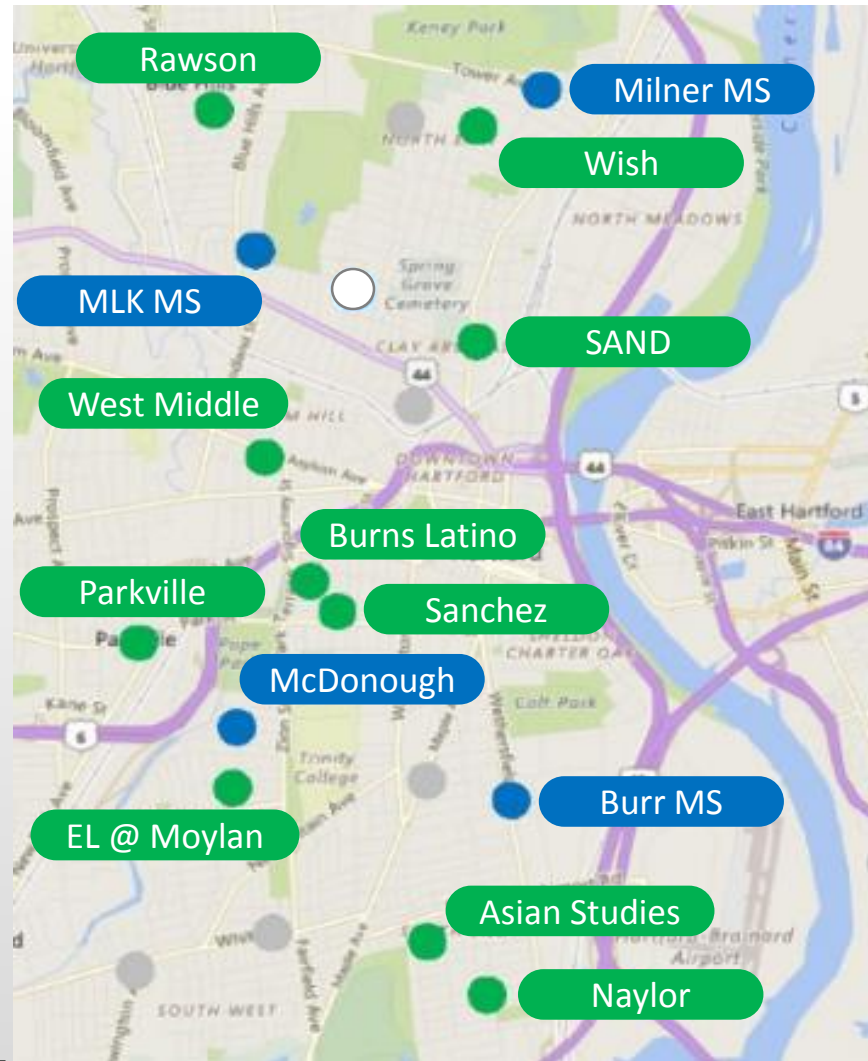
# We would also expand our current PreK-5 model to all zones

## Model for Excellence

### Non-Negotiables



- ✓ Elementary
- ✓ Access



### Legend

- ES
- HS
- K12
- PK8
- MS

### Average PK-5 grade size

- › From 50 to 70 students per grade

### % of PK-5 students in strategic grade sizes\*

- › From 15% to 45% of PK-5 students

\*Strategic grade size defined as greater than 75

Note: This data is representative of the new district model applied to current enrollment levels.

Source: HPS enrollment and facilities data, Oct 1, 2017 snapshot; ERS analysis.

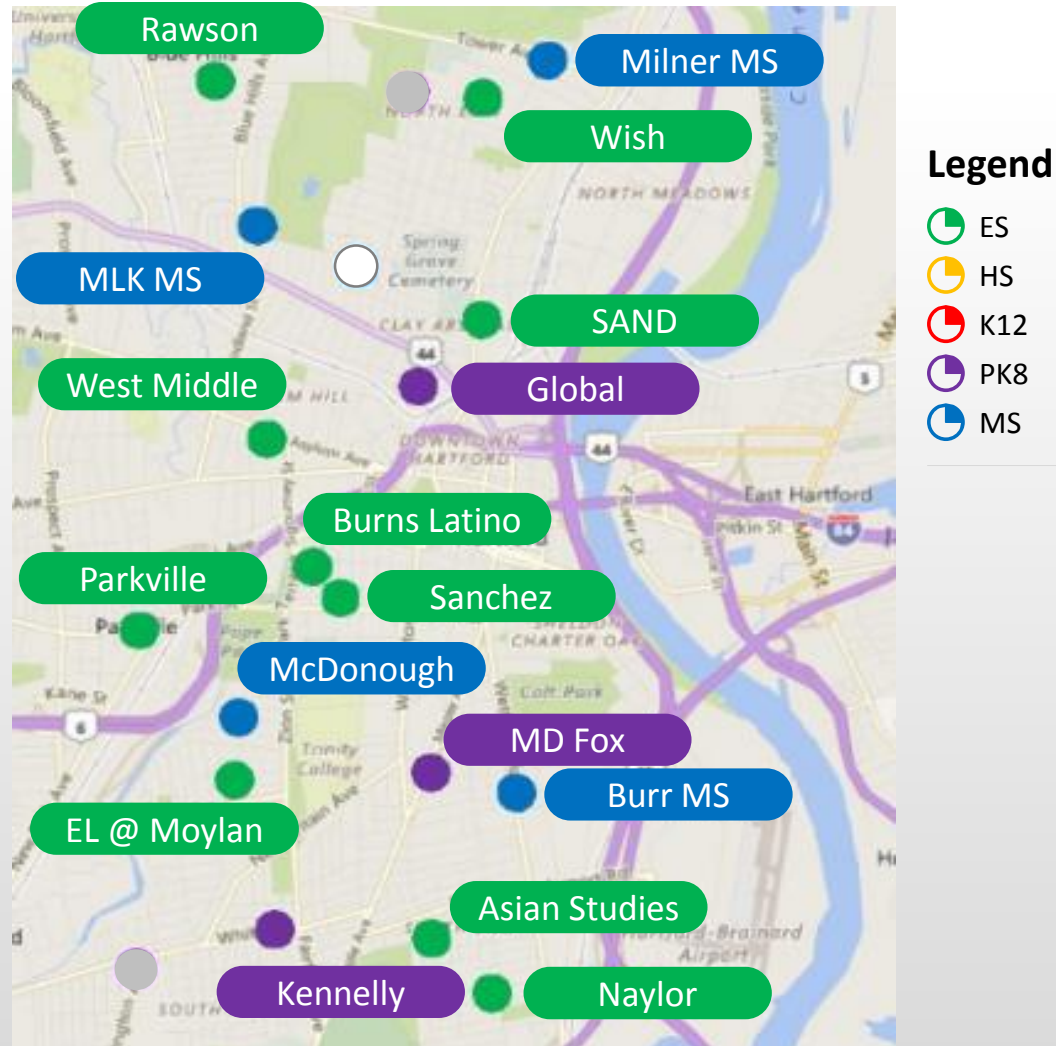
# Students would continue to have access to three neighborhood PK8s across the district

## Model for Excellence

### Non-Negotiables

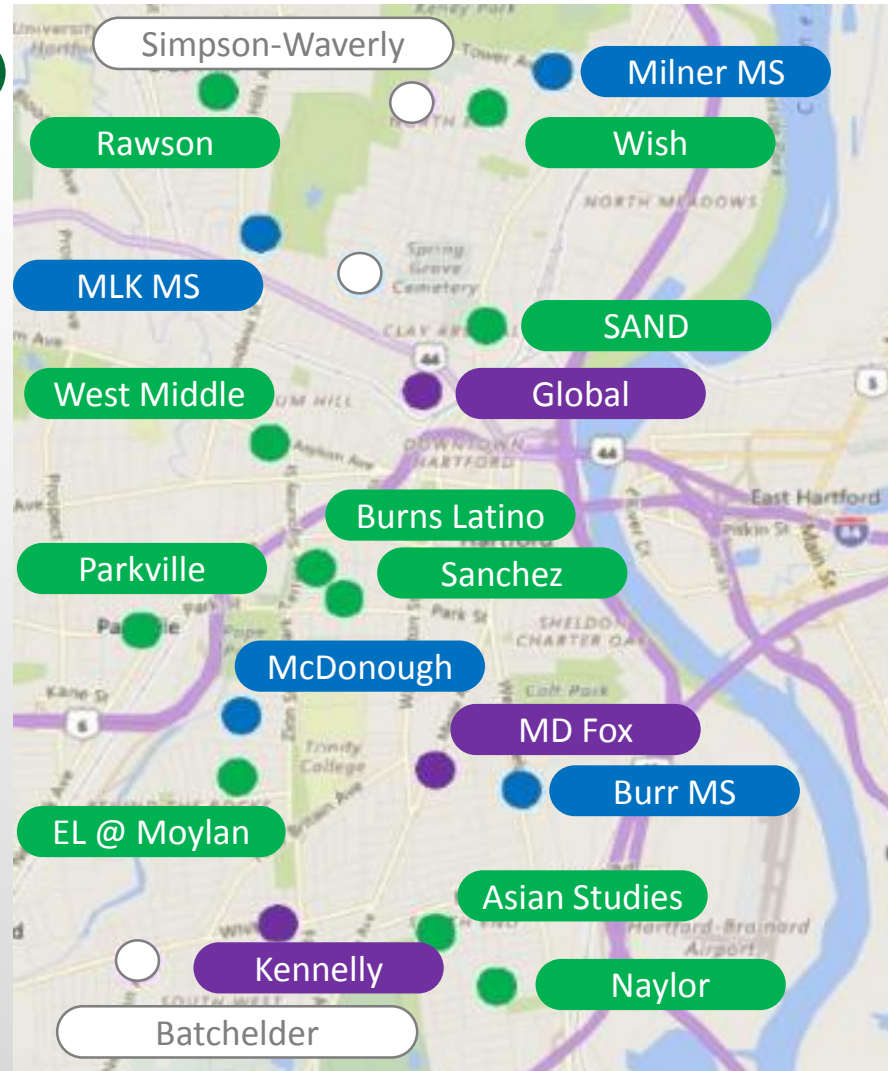


✓ Access



# We recommend discontinuing two programs at the end of school year 2017-18

## Model for Excellence



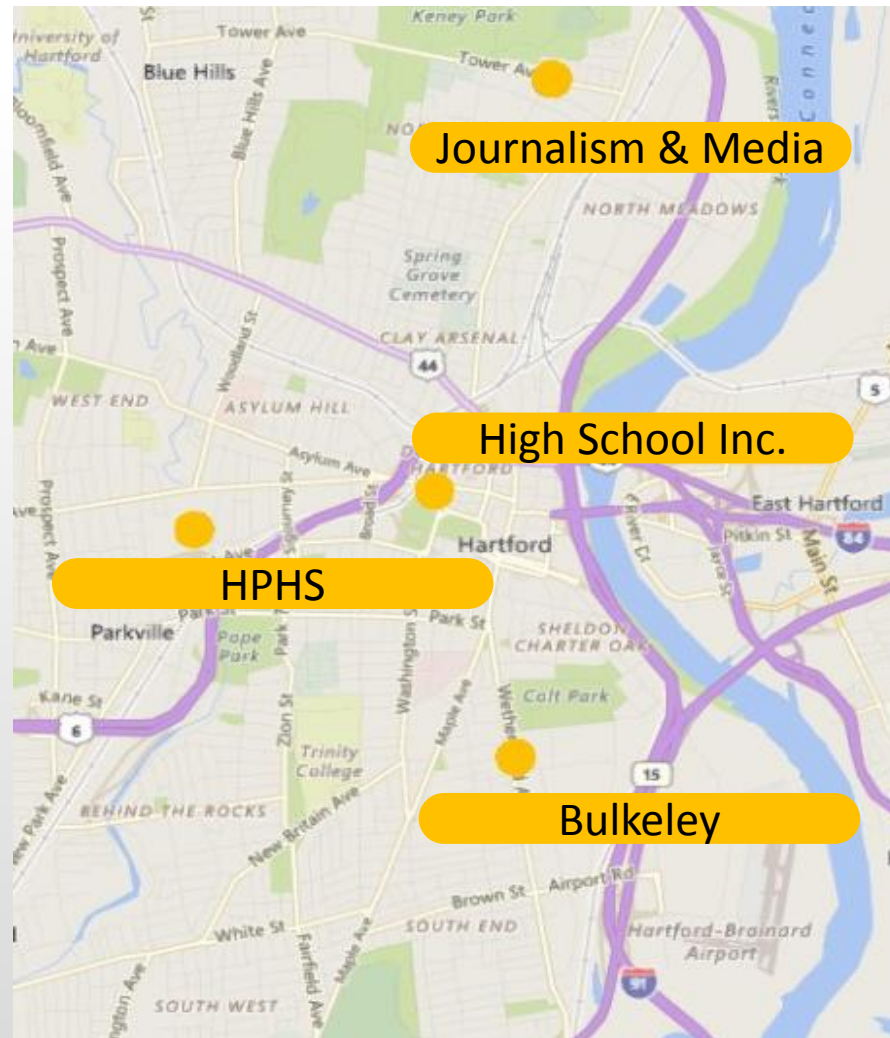
## Legend

- ES
- HS
- K12
- PK8
- MS

I recommend we honor and preserve the names of all closed schools in the future model.

# There are currently four neighborhood high schools

## Current State



## Legend

- ES
- HS
- K12
- PK8
- MS

## Average 9-12 grade size

› 118 students per grade

*\*New Visions and Opportunity High are two alternative programs that also serve grade 9-12 students, but are not traditional pathways for Hartford students; Culinary Arts is no longer admitting students as it is being phased out*  
Source: HPS enrollment and facilities data, Oct 1, 2017 snapshot; ERS analysis.

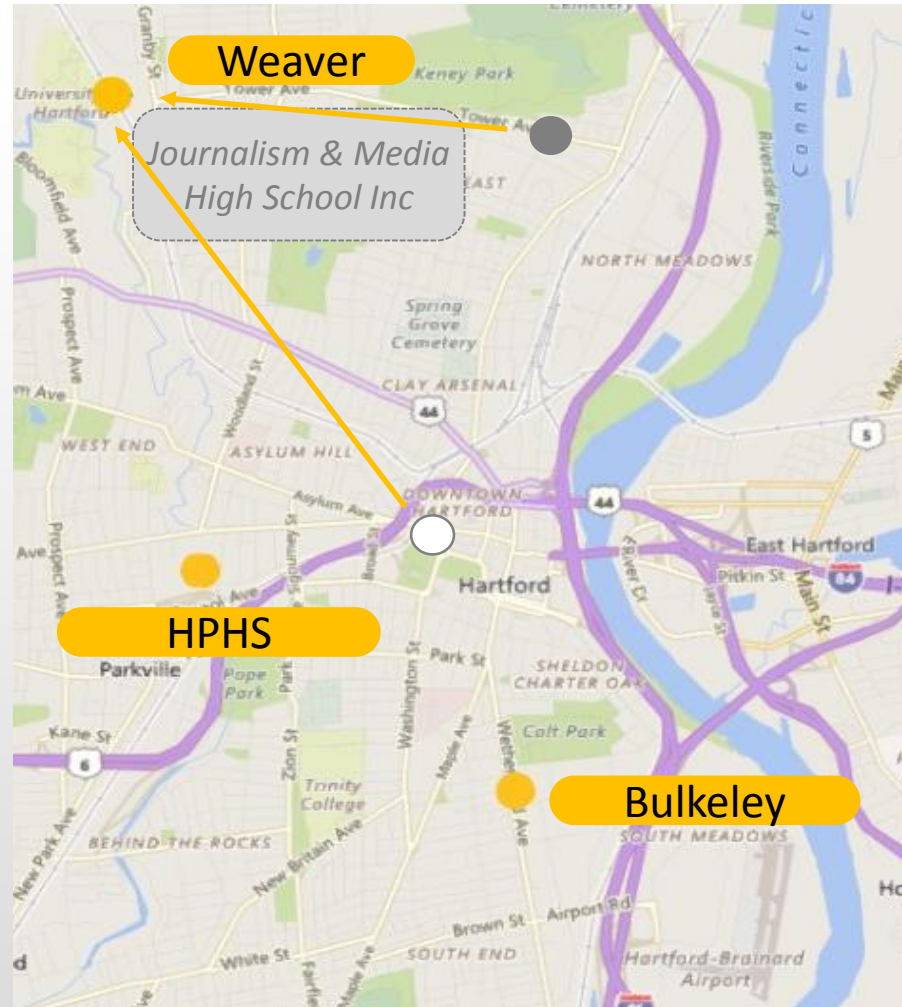
# By consolidating two programs, we could create a new high school in North Hartford

## Model for Excellence

### Non-Negotiables



- ✓ High
- ✓ Access



### Legend

- ES
- HS
- K12
- PK8
- MS

### Average 9-12 grade size

- › From 118 to 202 students per grade

*\*New Visions and Opportunity High are two alternative programs that also serve grade 9-12 students, but are not traditional pathways for Hartford students; Culinary Arts is no longer admitting students as it is being phased out*  
*Note: This data is representative of the new district model applied to current enrollment levels.*  
*Source: HPS enrollment and facilities data, Oct 1, 2017 snapshot; ERS analysis.*

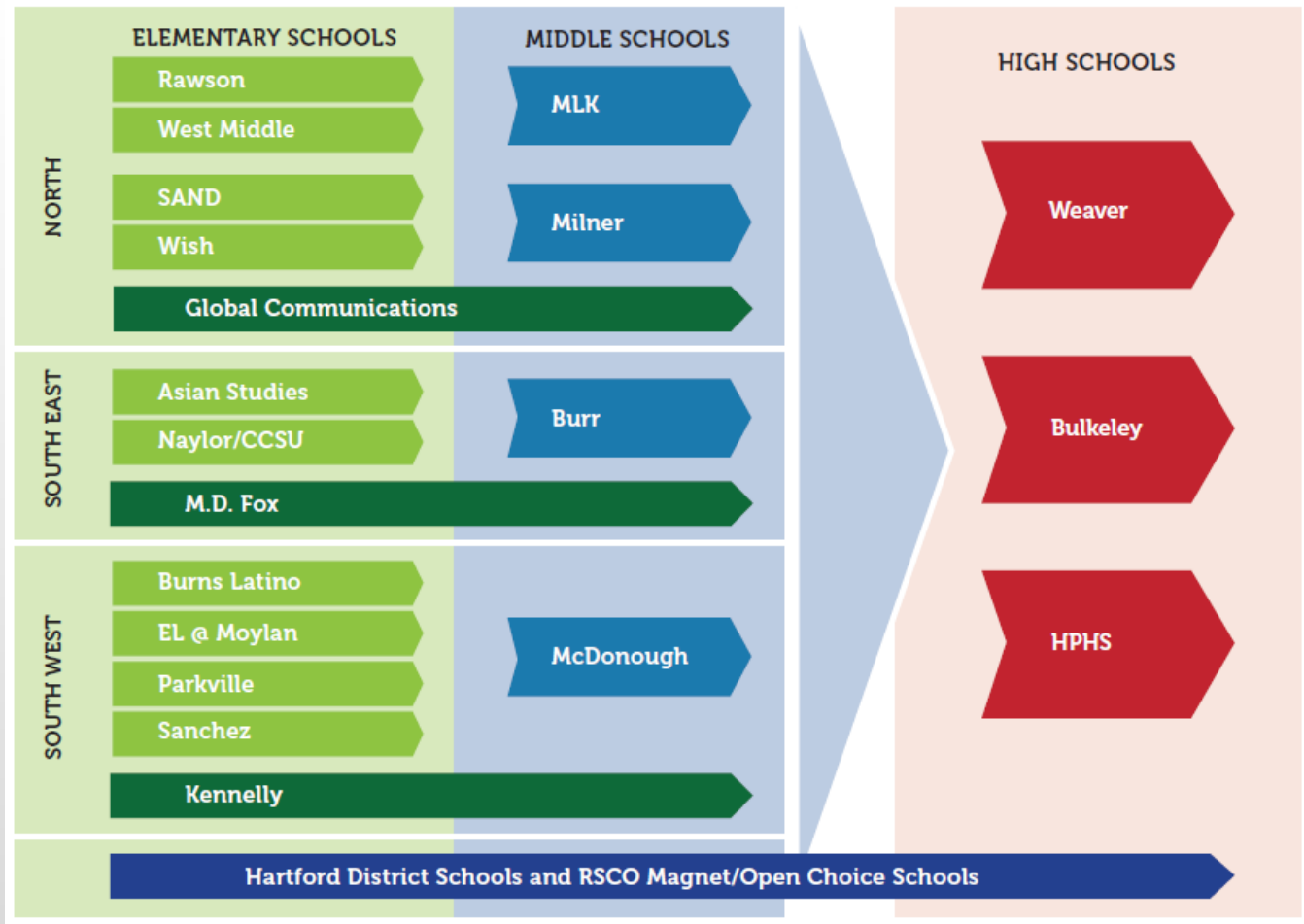
# By 2020, we would have clearer pathways for all students in our neighborhood schools

## Model for Excellence

### Non-Negotiables



✓ Pathways

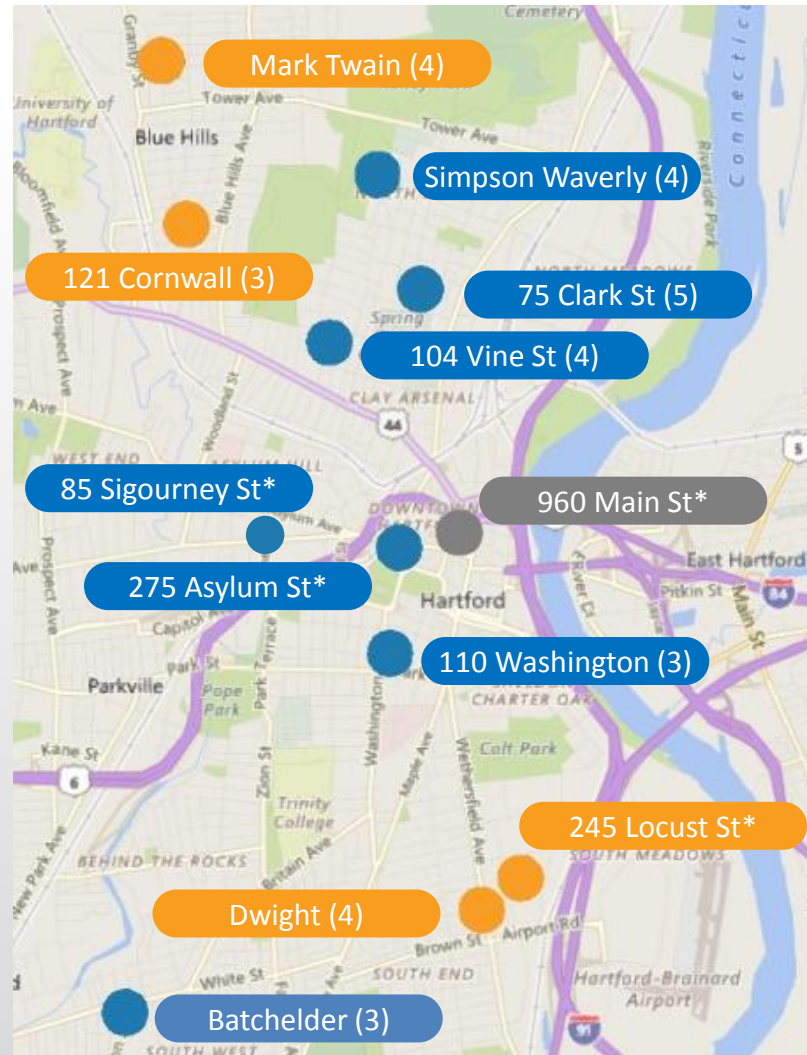


\*Depicts only traditional pathways, does not include New Visions, Opportunity High or High Roads.

Note: Size of shapes is not representative of enrollment of school

# Implementing the District Model for Excellence would release \$4M from the operation of 12 facilities...

## Model for Excellence



## Legend

- Magnet
- Neighborhood
- District Office

## Facility Quality

- Higher Quality
- Lower Quality

## District-wide utilization

- › From 68% to 82% of seats filled

## # of 4 and 5 ranked facilities in the district

- › From 10 to 4 buildings

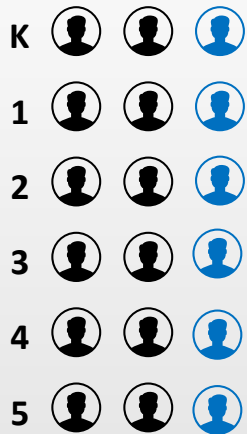
\*Leased facility

\$4M consists of \$2M in Utilities and Building Maintenance, \$1M in administrative staff, and \$1M in other school based staff

Source: HPS enrollment and facilities data, Oct 1, 2017 snapshot; ERS analysis.

# ...and \$11M from staffing that would be reallocated towards higher impact assignments

If we increase the number of students in schools and grades...



...then schools could be staffed more strategically to support our priorities



Class sizes and other instructional staffing ratios closer to targets (\$10M)



Instructional Coach and Vice Principal staffing ratios closer to targets (\$1M)

# Combined, the \$15M would support high priority investments in students

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## EXAMPLES OF INVESTMENTS



Additional non-classroom time for teachers to plan and collaborate



Greater breadth of health, wellness, and enrichment offerings in MS and HS



Extended school day and year learning opportunities



Targeted small group sizes and intervention time for struggling students



Increased resources and opportunities to earn college credit and participate in career development



Advisory time for all students to support social-emotional learning

# The biggest reconfiguration changes would take place over the next three years

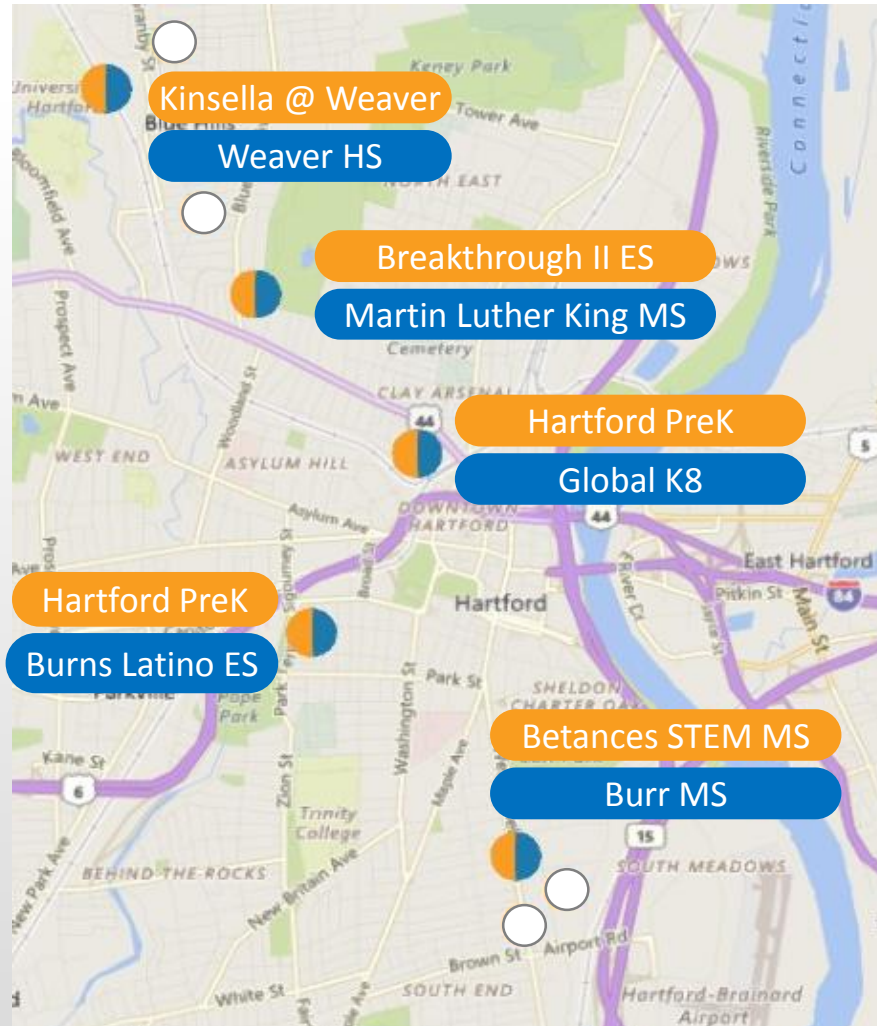
| June 2018                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | June 2019                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | June 2020                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Breakthrough North reconfigures               <ul style="list-style-type: none"> <li>• Rawson reconfigures</li> </ul> </li> <li>• MLK reconfigures and relocates               <ul style="list-style-type: none"> <li>• High School, Inc. relocates                   <ul style="list-style-type: none"> <li>• Montessori relocates                       <ul style="list-style-type: none"> <li>• Batchelder closes</li> </ul> </li> </ul> </li> <li>• Simpson-Waverly closes</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Burns reconfigures               <ul style="list-style-type: none"> <li>• Wish reconfigures</li> <li>• SAND reconfigures</li> </ul> </li> <li>• Milner reconfigures and relocates               <ul style="list-style-type: none"> <li>• High School, Inc., JMA, and Kinsella 9-12 relocates                   <ul style="list-style-type: none"> <li>• CCCMA closes</li> <li>• Culinary closes</li> </ul> </li> </ul> </li> <li>• Weaver Campus Opens</li> <li>• Milner Middle School Building Opens</li> </ul> | <ul style="list-style-type: none"> <li>• Asian Studies reconfigures</li> <li>• Burr reconfigures (Middle School)               <ul style="list-style-type: none"> <li>• Global reconfigures</li> <li>• Naylor reconfigures</li> </ul> </li> <li>• West Middle reconfigures               <ul style="list-style-type: none"> <li>• Betances STEM relocates</li> </ul> </li> <li>• Breakthrough North relocates               <ul style="list-style-type: none"> <li>• Central Office relocates                   <ul style="list-style-type: none"> <li>• MLK MS relocates</li> </ul> </li> <li>• Pre-K Magnet relocates                   <ul style="list-style-type: none"> <li>• Renzulli relocates</li> </ul> </li> </ul> </li> <li>• MD Fox offers Dual Language</li> <li>• Pre-K Magnet at Burns Opens</li> <li>• MLK Campus Opens</li> </ul> |

# By co-locating magnets with neighborhood schools, we could improve access to facilities quality and resources

## Model for Excellence



✓ Access



## Legend

- Magnet
- Neighborhood

## # of magnet students in top ranked facilities\*

- › From 11,000 to 13,000 students

## Opportunities

- › Shared athletic facilities
- › Extracurricular clubs
- › Community school resources

\*Top ranked facilities defined as receiving a ranking of 1 or 2 on the 2014 study of Hartford facilities.

Note: Data excludes the two Montessori Magnets that are currently co-located but that are likely to be moved from their current location. This data is representative of the new district model applied to current enrollment levels.

Source: HPS enrollment and facilities data, Oct 1, 2017 snapshot; ERS analysis.

# Basis for Recommendations

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- Two driving factors
  - Comprehensive Study
  - Community Input
- Different from past approaches
  - Not formulaic
  - Not based on performance alone
  - Not based on narrow metrics
- Comprehensive Rationale
  - Alignment with comprehensive study, community priorities, the guiding principles, and our non-negotiables
  - Saturation of seat access
  - Number of students and families affected
  - Availability of alternate seats
  - Level of building utilization
  - Condition of facilities
  - Availability of resources

# Objectives



**Review recommendations**



**Discuss magnet school  
opportunities and implications**



**1**

**Current State**

**2**

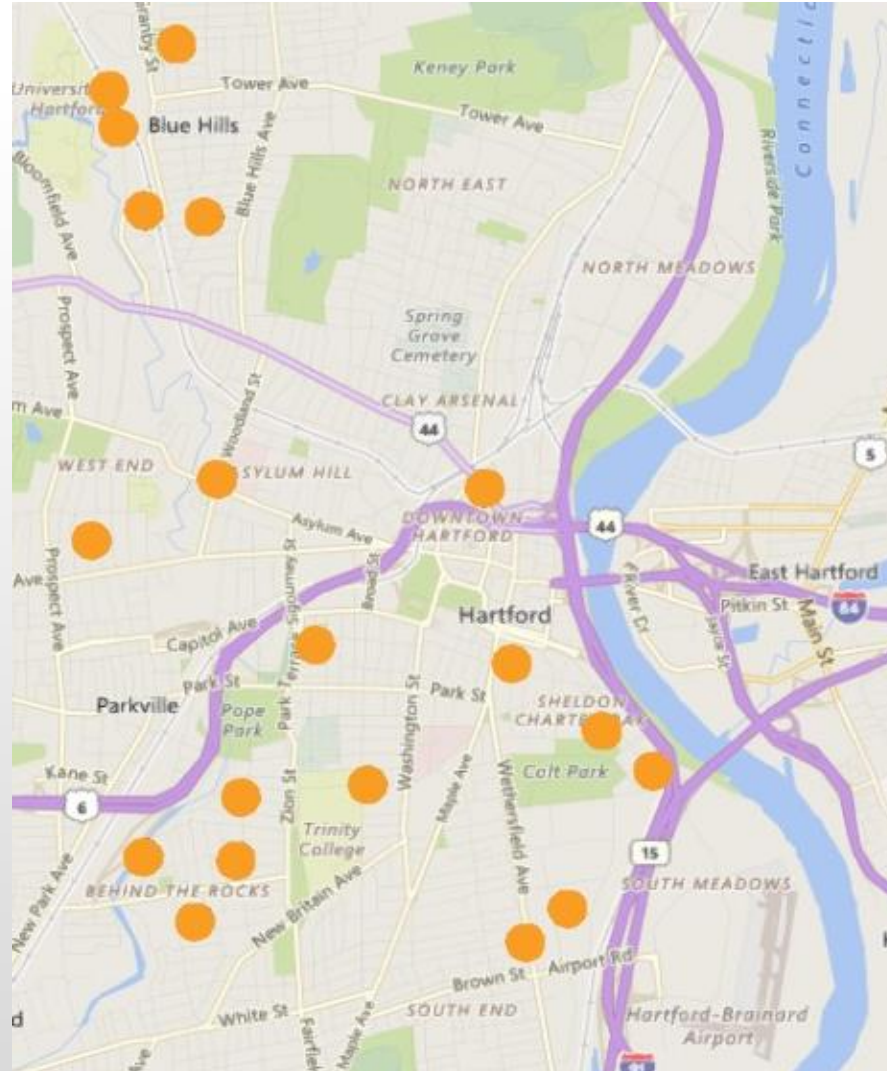
**Trends**



**Review next steps**

# Hartford operates 19 magnet schools

## Current State



## Legend

-  Magnet
-  Neighborhood

*\*Does not include Great Path or Pathways Academy of Technology and Design which are located outside the city of Hartford*  
Source: HPS enrollment and facilities data, Oct 1, 2017 snapshot; ERS analysis.

# To apply the Guiding Principles to more magnet schools, we must weigh tradeoffs of five options

|    |                                             | Impact on access for...                              |                                                             |                                        |
|----|---------------------------------------------|------------------------------------------------------|-------------------------------------------------------------|----------------------------------------|
|    |                                             | Suburban students                                    | Hartford students                                           | Fiscal impact on HPS                   |
| 1. | Move to ES/MS Model                         | Displacement of students, potential compliance issue | Alignment with neighborhood school pathways                 | None                                   |
| 2. | Recruit & retain reduced isolation students | No change                                            | Small increase in access                                    | + \$13K per suburban student enrolled  |
| 3. | Change status to open choice                | Risk of voluntary attrition                          | Modest increase in access                                   | - \$10K per suburban student enrolled  |
| 4. | Change status to neighborhood               | Loss of access                                       | Significant increase in access, risk of voluntary attrition | - \$13K per displaced suburban student |
| 5. | Discontinue programs                        | Loss of access                                       | Loss of access                                              | - \$13K per suburban student displaced |

# Overview of SY2017-18 HPS Magnet schools

| School Level    | # of Schools | Total Enrollment | Average % Reduced Isolation** |
|-----------------|--------------|------------------|-------------------------------|
| Early Childhood | 1            | 155              | 50%                           |
| ES              | 2            | 693              | 34%                           |
| MS              | 1            | 287              | 25%                           |
| HS              | 2*           | 873              | 33%                           |
| SS (6-12)       | 3            | 2,295            | 25%                           |
| K12             | 2            | 1,369            | 20%                           |
| K8              | 6            | 2,588            | 31%                           |
| <b>Total</b>    | <b>17*</b>   | <b>8,260</b>     | <b>29%</b>                    |

*\*Excludes Capital Community College Magnet and Great Path Academy which are excluded in further analysis*

*\*\*Flat average across schools – not weighted by student enrollment*

*Source: HPS enrollment and facilities data, Oct 1, 2017 snapshot, ERS analysis*

# Summary slide of District Model for Excellence proposed shifts

| District Model of Excellence Shift | Total schools shifting |        |
|------------------------------------|------------------------|--------|
|                                    | Neighborhood           | Magnet |
| Grade Configuration K8 to ES       | 7                      | 1      |
| Grade Configuration K8 to MS       | 3                      | 0      |
| Grade Configuration K12 to K8      | 1                      | 0      |
| Change of Location                 | 5*                     | 5**    |
| Closure                            | 3                      | 1      |
| No Shift                           | 9                      | 13     |

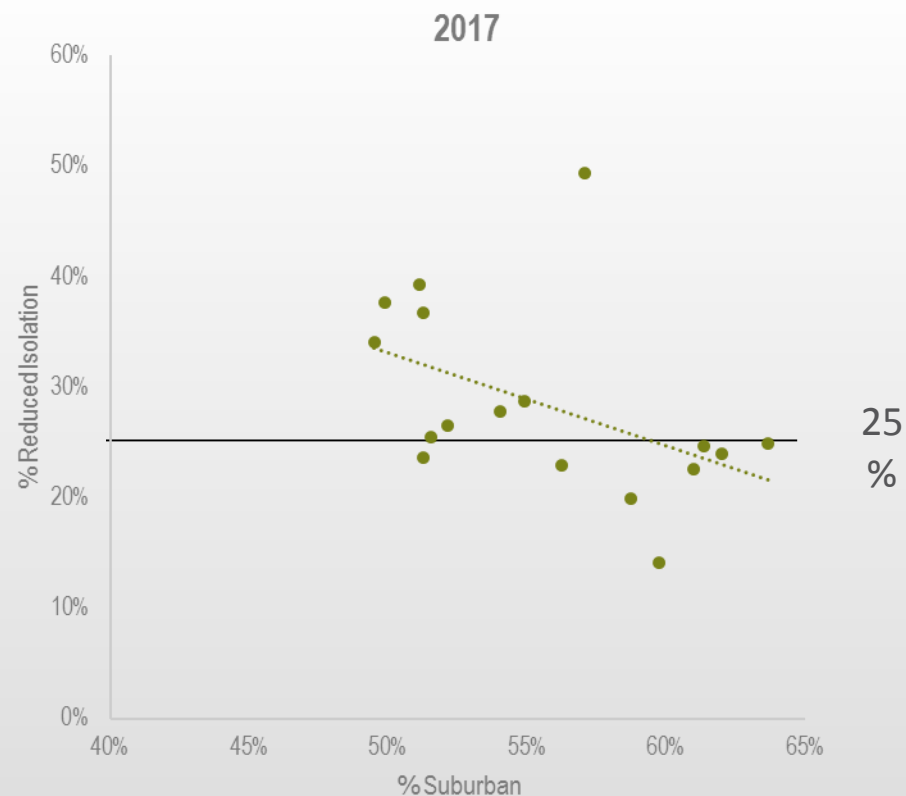
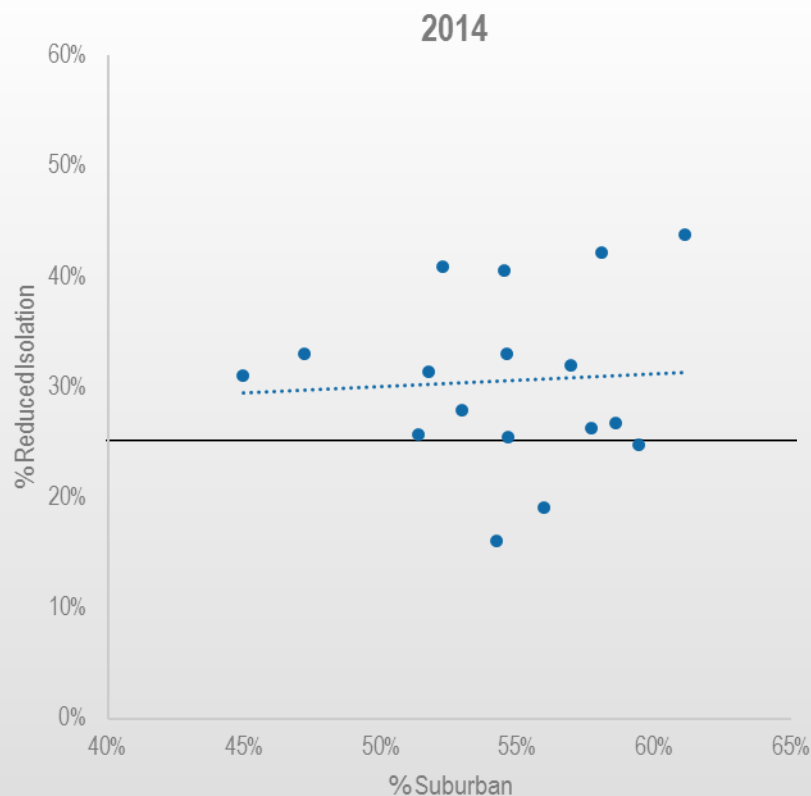
*\*Double counts Milner which has both a grade configuration change and a location change;*

*\*\*Double counts Breakthrough II Magnet which has both a grade configuration change and a location change; counts Kinsella and Montessori Magnet each as one school, despite split locations*

*Source: HPS enrollment and facilities data, Oct 1, 2017 snapshot, ERS analysis*

# The relationship between suburban and Reduced Isolation student populations has eroded since 2014

% Suburban by % Reduced Isolation



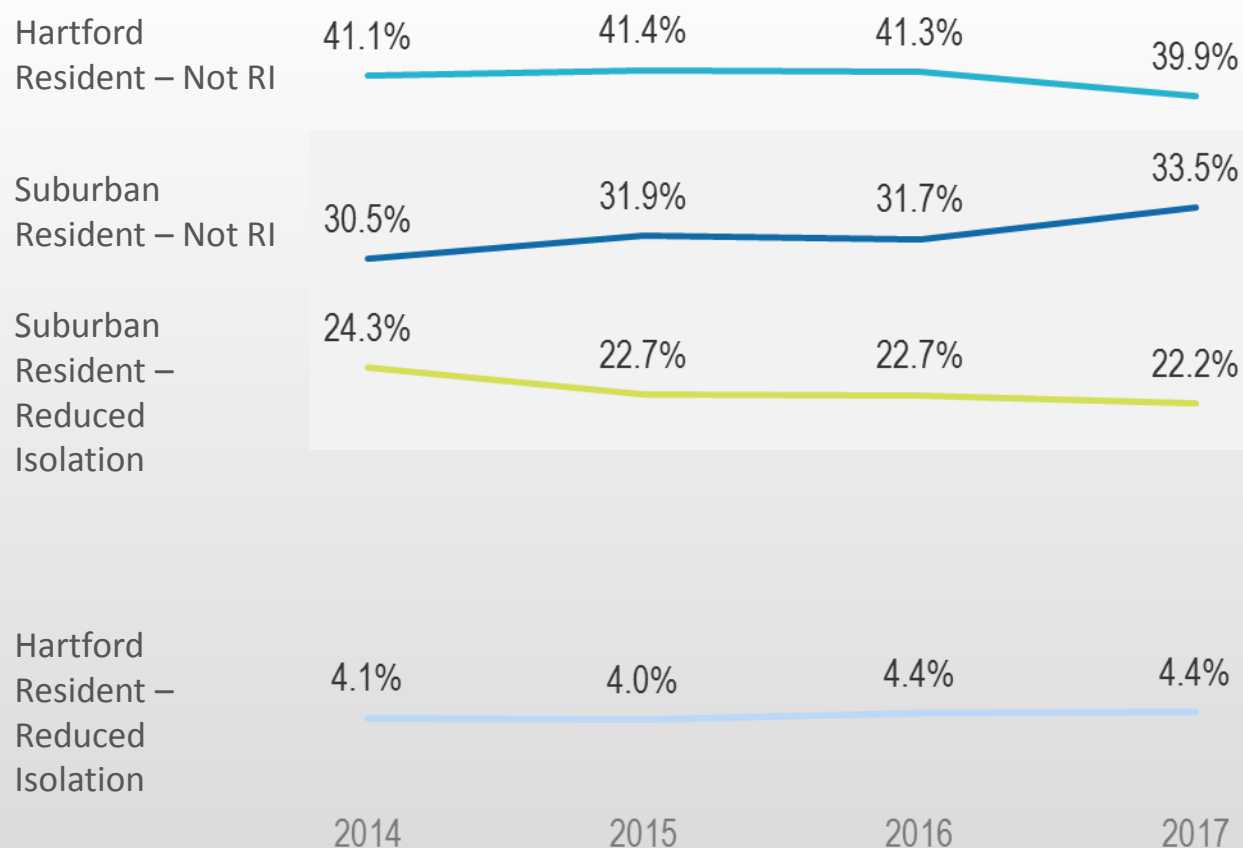
*Note: Excludes Capital Community College Magnet, Great Path Academy, High School Inc, and Journalism and Media Academy*  
*Source: HPS enrollment and facilities data, Oct 1 snapshots from 2014 to 2017, ERS analysis*

# 2017 rates of suburban and reduced isolation enrollment in all magnets

| School Name                                       | % Suburban | % Reduced Isolation |
|---------------------------------------------------|------------|---------------------|
| Betances Early Reading Lab School                 | 49%        | 34%                 |
| Montessori Magnet School at Fisher School         | 50%        | 38%                 |
| STEM Magnet School at Annie Fisher                | 51%        | 39%                 |
| University High School of Science and Engineering | 51%        | 37%                 |
| Hartford Magnet Trinity College Academy           | 51%        | 24%                 |
| Pathways Academy of Technology and Design         | 52%        | 26%                 |
| Sport and Medical Sciences Academy                | 52%        | 27%                 |
| Environmental Sciences Magnet at Hooker School    | 54%        | 28%                 |
| Montessori Magnet at Moylan School                | 55%        | 29%                 |
| STEM Magnet School at Betances                    | 56%        | 23%                 |
| Hartford PreKindergarten Magnet School            | 57%        | 49%                 |
| Classical Magnet School                           | 59%        | 20%                 |
| Capital Preparatory Magnet School                 | 60%        | 14%                 |
| Webster MicroSociety School                       | 61%        | 23%                 |
| Kinsella Magnet School of Performing Arts         | 61%        | 25%                 |
| Breakthrough Magnet School                        | 62%        | 24%                 |
| Breakthrough II Magnet School                     | 64%        | 25%                 |

# As the proportion of suburban Reduced Isolation students has declined, fewer Hartford students are placed in Magnet schools

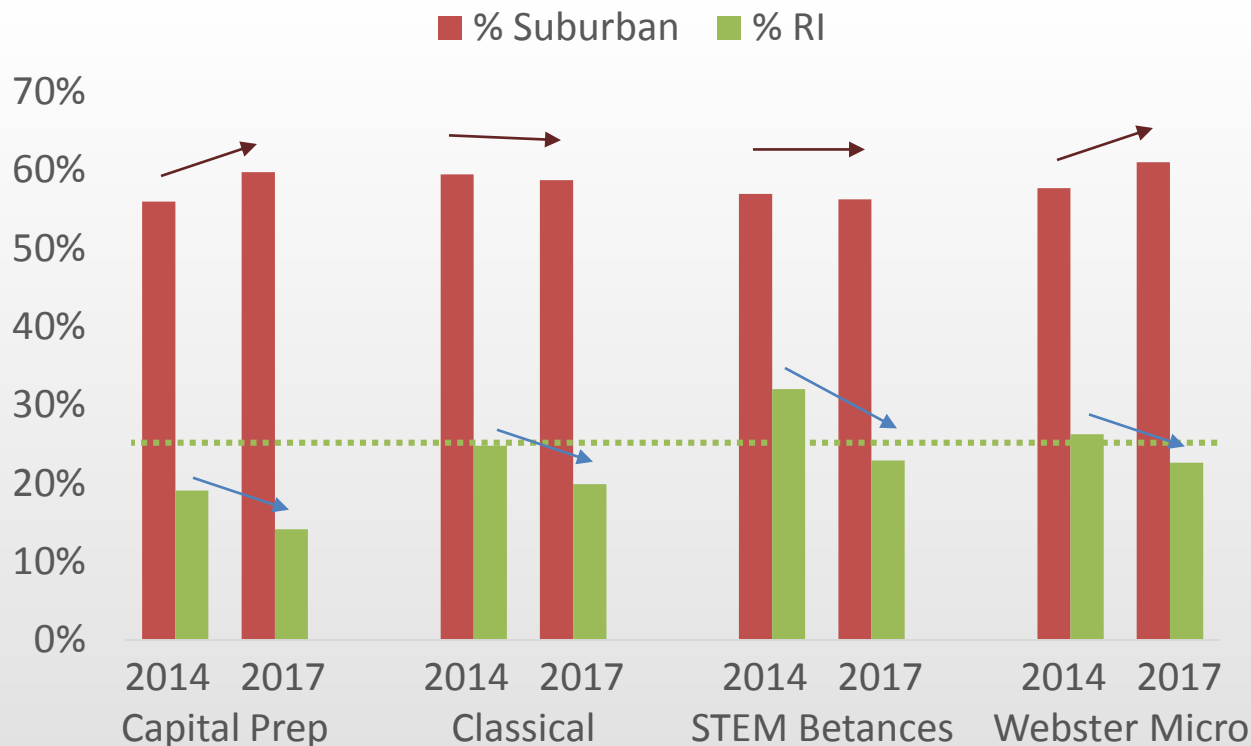
Magnet School Composition of Students by Residence and Reduced Isolation Status



Reduced Isolation students represent a minority and shrinking proportion of Suburban students in Hartford Magnet schools

# Four schools are out of compliance while still recruiting heavily from the suburbs

## Schools that are currently out of compliance



In an effort to increase the proportion of R/I students, these schools have reduced overall enrollment and left seats unfilled

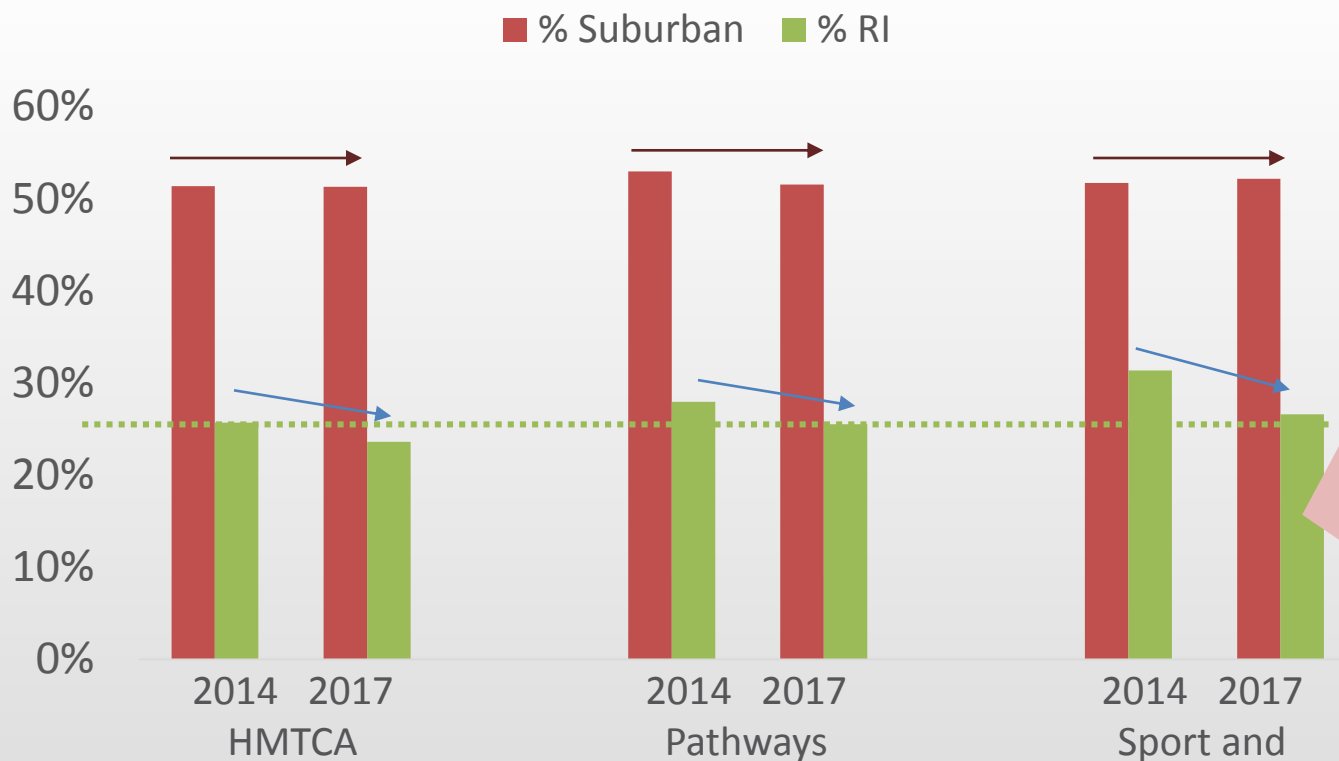
|                  |      |      |       |      |
|------------------|------|------|-------|------|
| Δ enroll, 14-17  | -27% | -25% | +14%* | -10% |
| 2017 Utilization | 86%  | 75%  | 68%   | 82%  |

\* Enrollment increased from 253 in 2014 to 375 in 2016 (+48%), then declined to 288 in 2017 (-23%)

Source: HPS enrollment and facilities data, Oct 1 snapshots from 2014 to 2017, ERS analysis

# Three magnet schools have maintained ~25% RI over the past four years with about 50% suburban enrollment

~50% Suburban and ~25% Reduced Isolation Magnet Schools



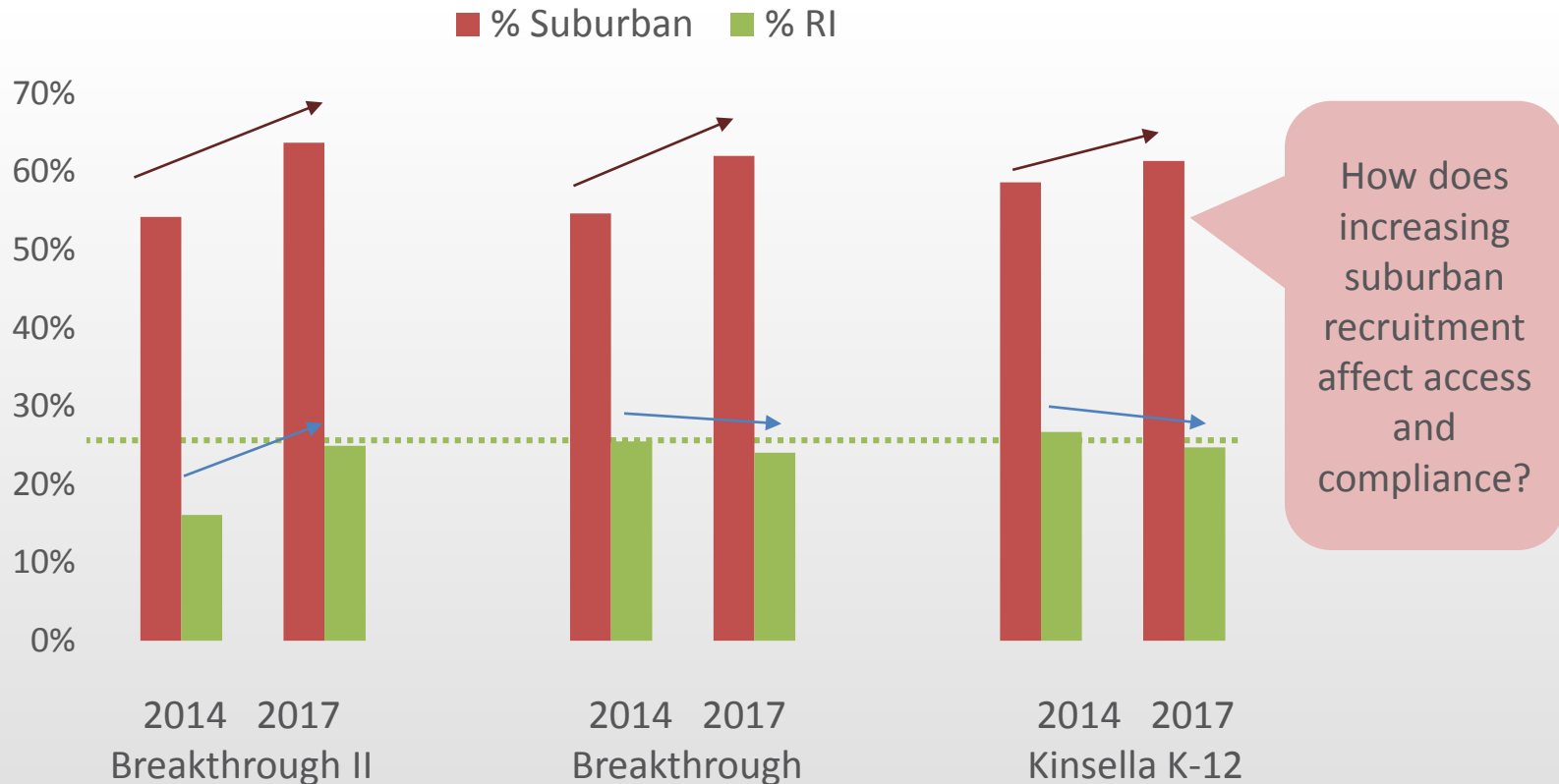
How can these schools stay in compliance without reducing access for Hartford students?

|                  |     |     |     |
|------------------|-----|-----|-----|
| Δ enroll, 14-17  | 7%  | 16% | 0%  |
| 2017 Utilization | 99% | 99% | 93% |

Source: HPS enrollment and facilities data, Oct 1 snapshots from 2014 to 2017, ERS analysis

# Some magnet schools are enrolling more than 60% suburban residents

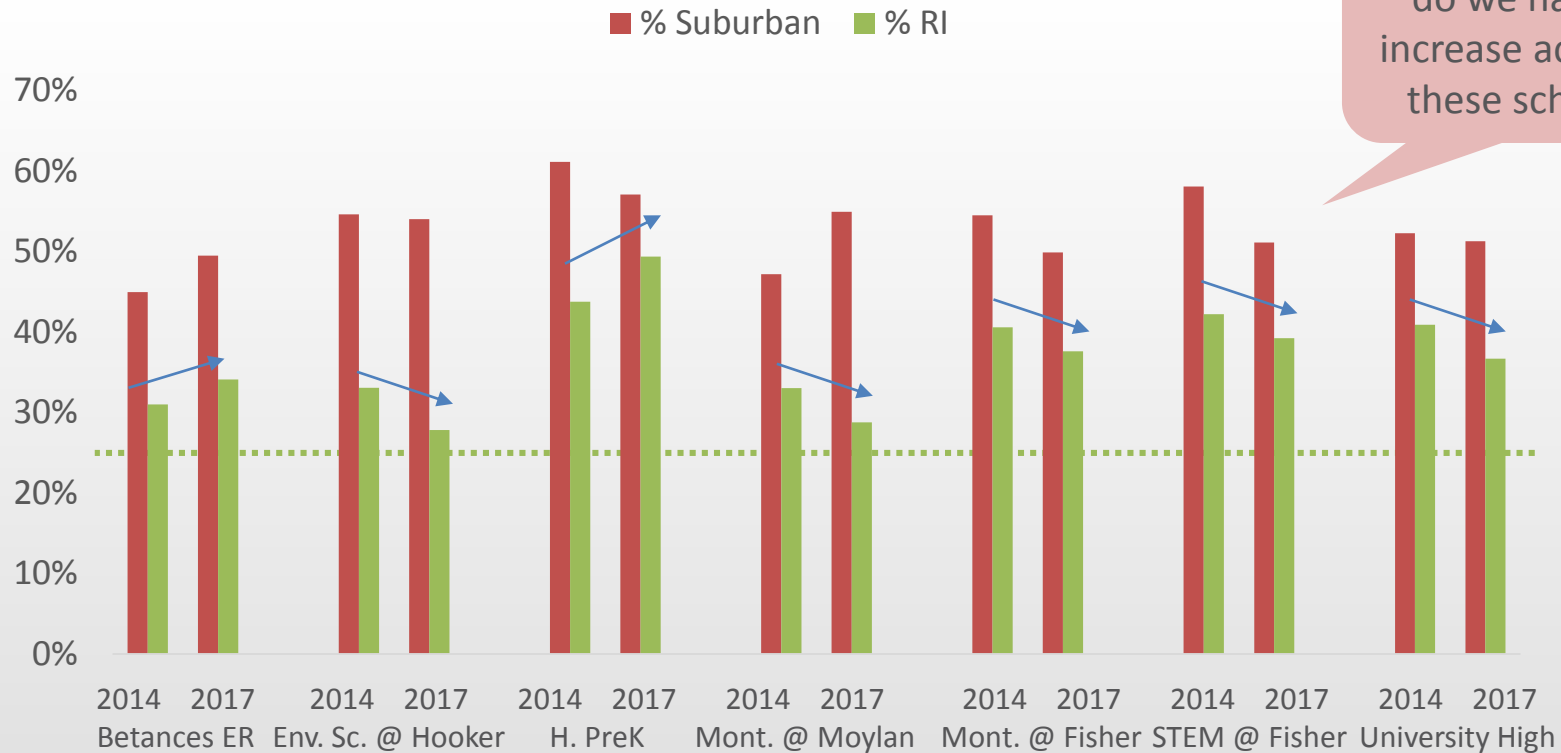
## >60% Suburban Magnet Schools



|                  |     |      |               |
|------------------|-----|------|---------------|
| Δ enroll, 14-17  | 1%  | 0%   | 0%            |
| 2017 Utilization | 60% | 108% | 94% (K8 only) |

# Some magnet schools have greater than 25% reduced isolation students

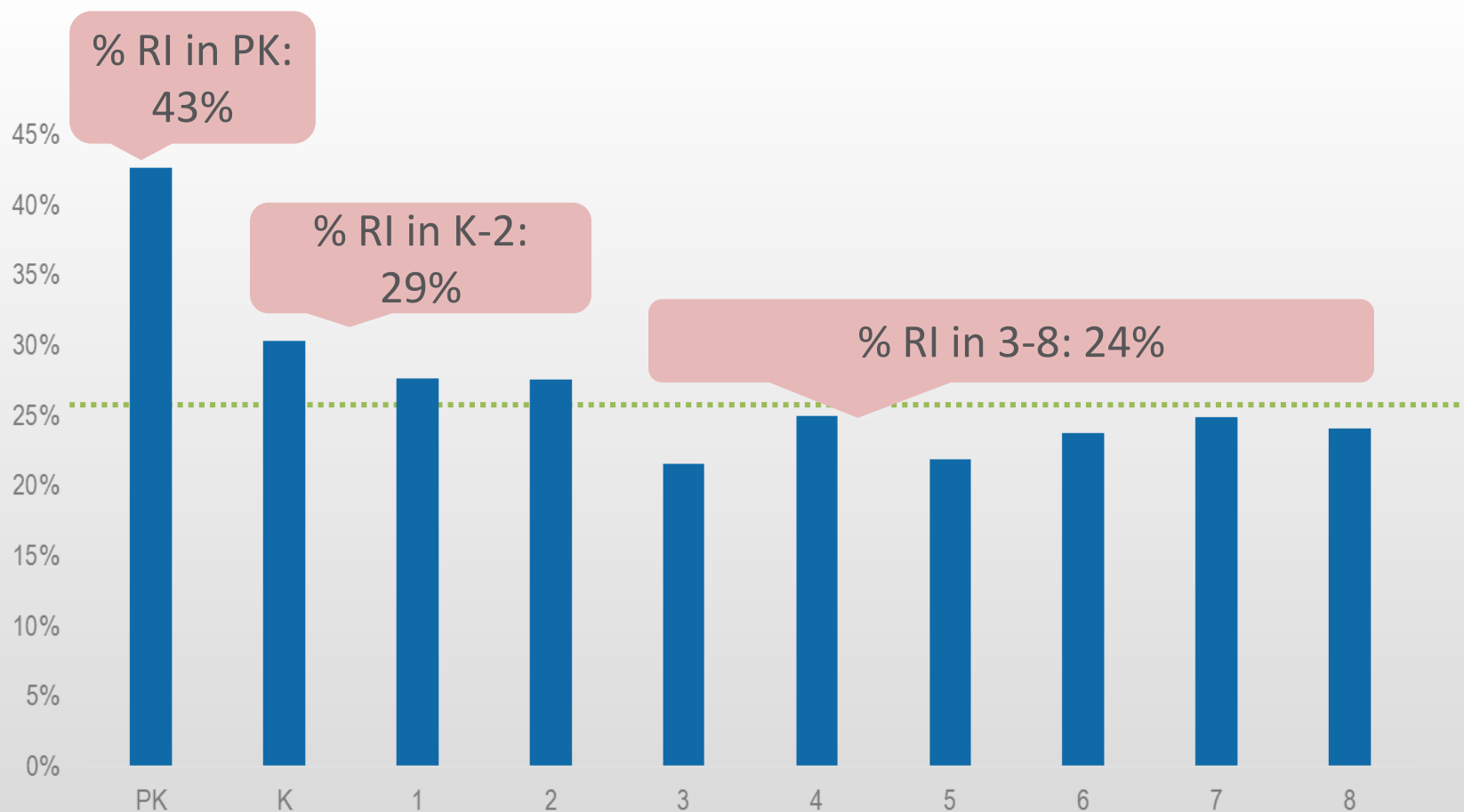
## >25% Reduced Isolation Magnet Schools



|                 |     |     |     |     |     |     |      |
|-----------------|-----|-----|-----|-----|-----|-----|------|
| Δ enroll, 14-17 | 34% | 0%  | 8%  | 44% | 6%  | 1%  | 4%   |
| 2017 Util.      | 92% | 93% | 78% | 85% | 94% | 94% | 110% |

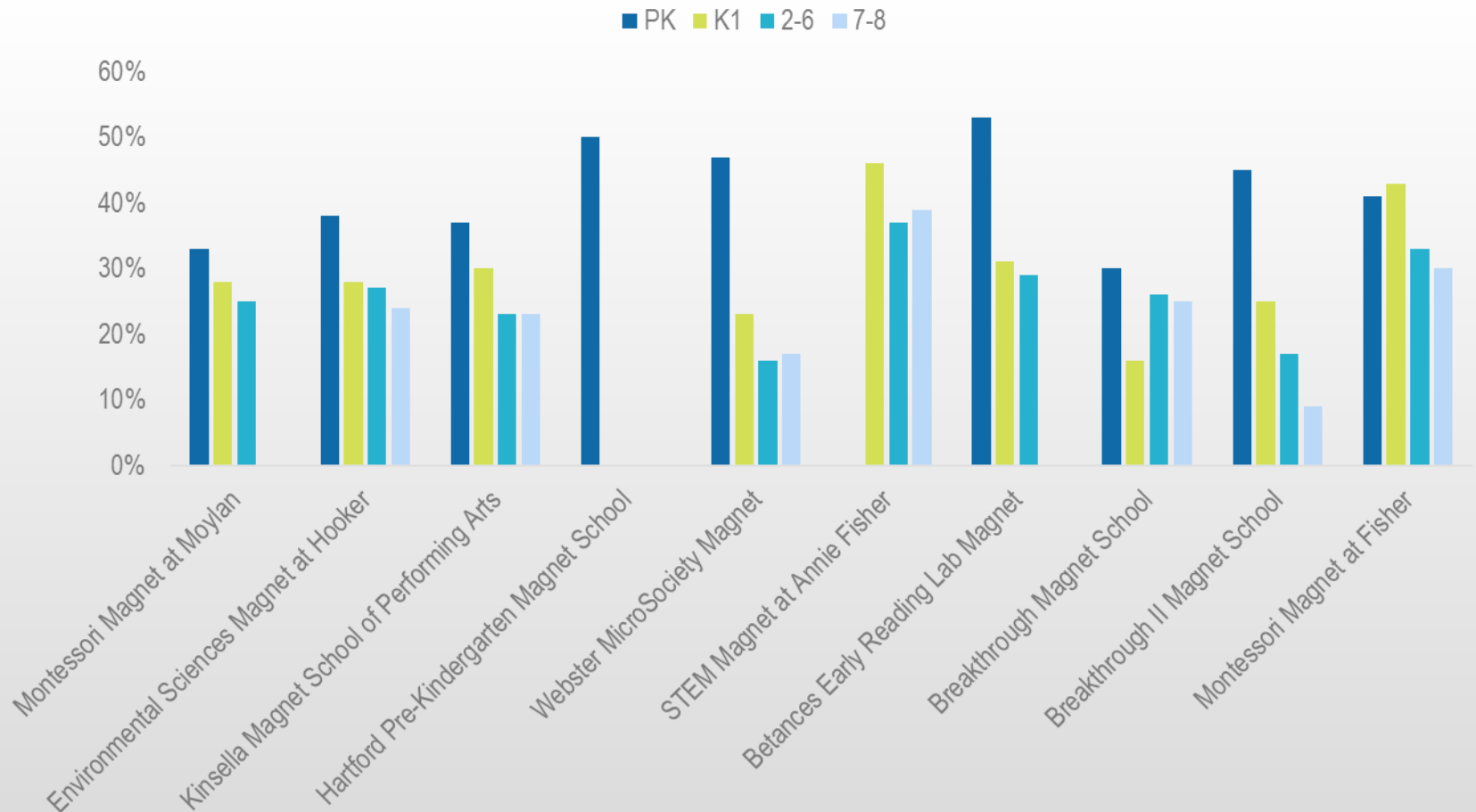
# Free PreK for suburban students enables HPS magnet schools to reach the compliance threshold

% Reduced Isolation in Magnet Schools with PreK or K



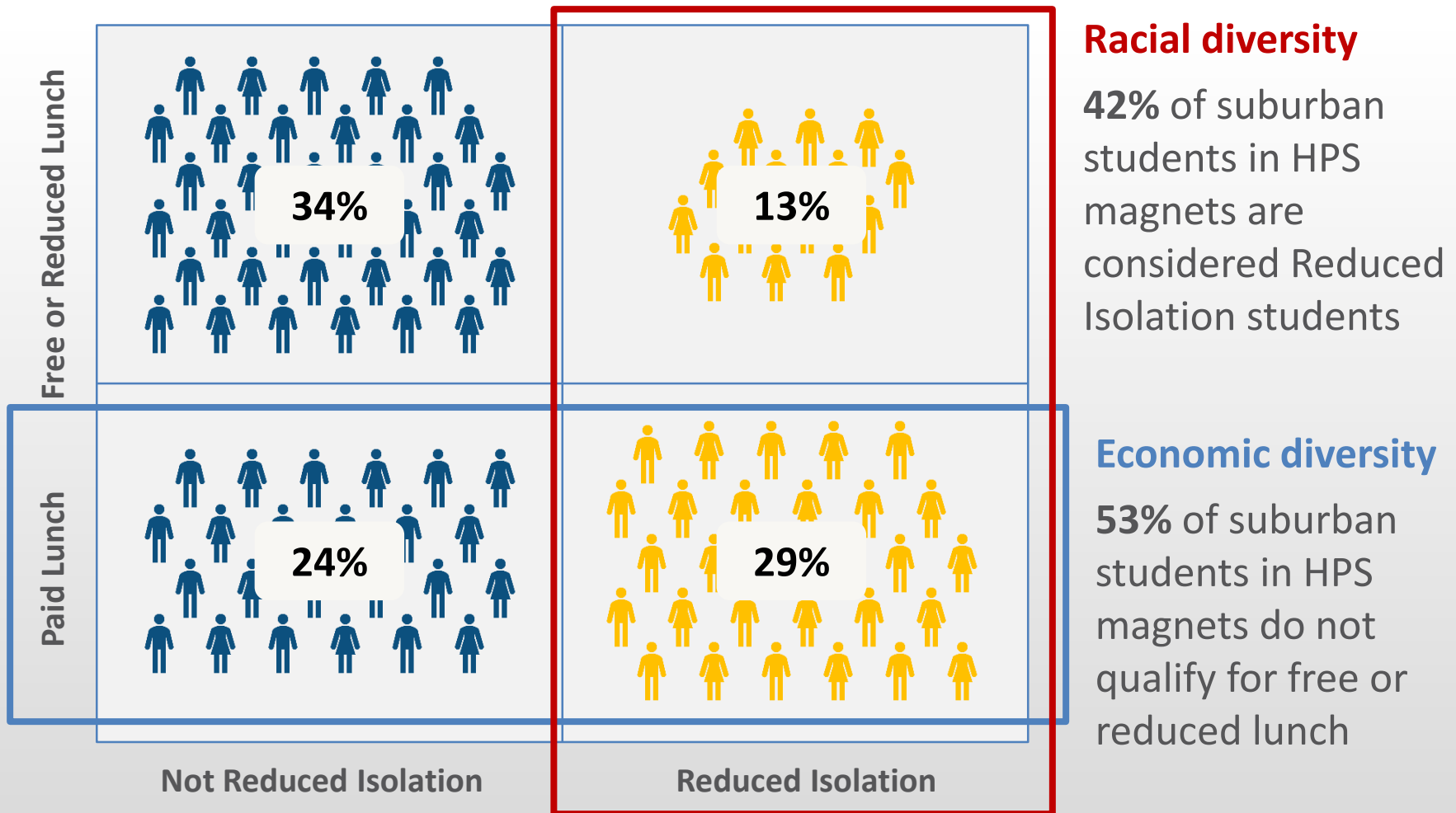
# Detailed school by school grade band analysis

Reduced Isolation % by Grade Level in Magnets with PreK



# By one measure, there is more economic diversity than racial diversity among suburban students in HPS Magnet schools

Suburban Magnet School Enrollment, 2015-16\*



# Objectives

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- ✓ Review recommendations
- ✓ Discuss magnet school opportunities and implications

✓ Review next steps

1

**Our  
Commitment**

2

**Upcoming  
Activities**

# Our Commitment

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- Continue to look at data and implications
- Plan for smooth and supportive transitions
- Ensure our efforts put neighborhood schools and students at the center



**Our Commitment:** To create a network of excellent schools that provides high-quality educational experiences and opportunities for every student.

# Implementation

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## IMPLEMENTATION

### STRATEGIC SCHOOL DESIGN PLANNING:

Establish teams to  
plan for and implement  
Year 1 of new district  
model and support  
schools in transition.  
(January - June)

- Strategic School Design Teams
  - Collaborative
  - Plan for programming and resources
  - Ensure structures and conditions are in place
- Transition Teams
  - Collaborative
  - Support all aspects
  - Build relationships and sense of community

# For staff, students, and families, we have ideas to help foster a smooth transition

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- School tours and open houses for families new to a school program
- Summer “bridge” opportunities for families and staff
- Peer mentors and shadowing for incoming students
- Small-group advisory and non-departmentalized classes for students in 6<sup>th</sup> grade
- Teacher-run transition teams to coordinate supports and help engage families
- Staff collaboration *between* schools to ensure transitioning students’ needs are known and supported

# Upcoming Sessions

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January 8, 2018  
BOE Workshop  
5:30 pm  
Location: SAND

January 9, 2018\*  
District Public Hearing  
5:30  
Location: Bulkeley High School

January 10, 2018\*  
Public Hearing  
5:30 pm  
Location: CCCMA at Capital Prep

January 11, 2018 (Snow Date: January 16)  
Community Conversation  
10:00 am – 12:00 pm  
Location: Glory Chapel

January 16, 2018\*  
Public Hearing  
5:30 pm  
Location: Simpson-Waverly

January 17, 2018\*  
Public Hearing  
5:30 pm  
Location: Batchelder

January 18, 2018 (Snow Date: January 19)  
Community Conversation  
5:30 pm – 7:30 pm  
Location: Arroyo Recreation Center

January 23, 2018 (Snow Date: January 25)  
BOE Regular Meeting  
5:30 pm  
Location: Naylor

\*Public Hearing Snow Dates: January 11,  
22, 23, 24