



Hartford Board of Education  
Workshop Meeting – Tuesday, October 1, 2013

John C. Clark Jr. Elementary and Middle School,  
75 Clark Street, Hartford, CT 06120

AGENDA

- I. Call to Order (5:30 p.m.)
- II. Workshop Session
  - A. Presentation of Two Independent Reports of English Language Learners Practices
  - B. School Based Health Clinics
- II. Adjournment

Upcoming Board of Education Meetings

- BOE Regular Meeting: Tuesday, October 15 at 5:30 p.m. at Global Communications Academy IB, 85 Edwards Street, Hartford, CT 06120.
- BOE Special Meeting: Tuesday, October 22, 2013 at Sport and Medical Sciences Academy, 280 Huyshope Avenue, Hartford, CT 06106. Topic: Communications Plan.



## Board of Education Workshop

Tuesday, October 1, 2013

### English Language Learners and World Languages Two External Reports Findings and Recommendations

Eduardo V. Genao, Chief of Early Literacy and Parent Engagement  
 Kelvin Roldan, Chief Institutional Advancement Officer  
 Monica Quinones, Director of English Language Learner Services  
 Jane Swift, Chief Executive Officer - Middlebury Interactive Languages  
 Aline Germain-Rutherford, Chief Learning Officer - Middlebury Interactive Languages

## Key Assumptions



- In order to close the internal achievement gap between ELL and non-ELL students and the gap between HPS and the rest of the state, we must address the instructional needs of ELLs.
- We value, honor and incorporate, in our program of studies, the language and cultural diversity and richness of the Capital Region community.
- ELL services and supports will continue to be provided through our Managed Performance Empowerment Theory of Action and Portfolio structure.
- Our portfolio of schools will continue to include 2 language-based options: Latino Studies & Asian Studies.

## ELL District Data – K-12 Enrollment



Date	Total Enrollment	ELL	Percent
October 1, 2012	20,810	3,753	18%
September 27, 2013	20,313	3,526	17.4%

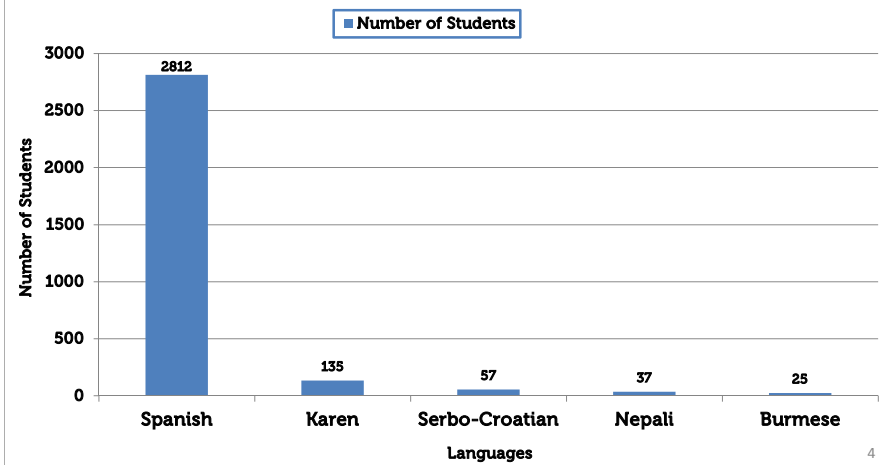
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## ELL District Data – Home Languages



Our students and their families speak a total of 86 languages at home.

Top five home languages (not including English)



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## ELL District Data – Achievement



### District Performance Index

State Assessment	DPI Overall	DPI ELL	Gap
CMT: DPI 2011-2012	56	33.6	22.4
CAPT: DPI 2011-2012	45	24.7	20.3

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## American Institutes for Research (AIR) ELL Report: Areas of Focus



The three AIR researchers read and analyzed district documents and data, held focus groups at the district and school levels, visited schools, and observed classes.

The AIR report focuses on the description of current policies and practices of our ELL program in the following areas:

- Program Administration
- Identification and Placement
- ELL Services
- ELL Supplemental Services
- Staffing
- Communicating with Parents and the Community
- Program Evaluation and Improvement

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## American Institutes for Research (AIR) ELL Report: Findings



- HPS has the highest number of ELLs of any district in the state, concentrated in 10 schools.
- Administrative and support structures were not sufficient to provide deep support to school's ELL needs. The Portfolio Team structure (including the addition of citywide and school-based ELL coaches) will strengthen ELL services.
- There is wide variation among schools in the implementation of identification, placement, and testing of ELL students, as well as the curriculum and instructional methods.
- There is need for improvement in Tier 1 instruction; fidelity of implementation of the general and ELL curricula; frequent and solid collaboration and learning between ESL and general education teachers; and homework and projects that help reinforce English acquisition.

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## American Institutes for Research (AIR) ELL Report: Findings (Continued)



- Only some schools are providing after-school tutoring, Saturday school, and summer school.
- HPS uses the Danielson Framework for teacher evaluation, but it does not provide guidelines to ensure that teachers are using best practices for ELLs.
- The district has resources for communicating with parents, including translators and the Language Line, but needs a comprehensive communication plan.
- The state provides School Performance Index (SPI) and Annual Measureable Achievement Objectives (AMAOs) disaggregated by ELL subgroup. HPS ELL students met 2 of the 3 AMAOs.

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## American Institutes for Research (AIR) ELL Report: Recommendations



- **Ensure that identification, placement, and testing procedures (including accommodations) are implemented uniformly across schools by training school staff and providing ongoing monitoring.**
- **Improve utilization of ESL staff across schools (caseloads, roles and responsibilities, collaboration with mainstream teachers and other specialists).**
- **Include ELL coaches in curriculum and professional development from “start to finish” to ensure scaffolds for ELLs (i.e. examining ELL data, examining curricular resources, implementing professional development, modeling and providing feedback for general education teachers).**
- **Develop guidelines for delineating ESL and bilingual support, identifying and publicizing exemplars.**
- **Explore dual language programs.**

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## American Institutes for Research (AIR) ELL Report: Recommendations (Cont.)



- **Implement effective supplemental practices and services, especially for ELLs who are not making adequate yearly progress.**
- **Enhance the Danielson Framework to include best practices for helping both mainstream and ELL specialists meet the needs of ELLs (similar to the Denver Public Schools’ Framework for Effective Teaching that holds all teachers accountable for effective instructional strategies for ELLs in all classrooms by making this a requirement to receive an Effective or Distinguished status).**
- **Create a consistent Total English Learner Subgroup that includes ELL and former ELL students to measure the effectiveness of instruction and monitor their progress through the grades.**
- **Develop and disseminate a comprehensive communication plan using the current district resources and structures for communication.**

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# Hartford Public Schools: World Language Audit Summary



## A two-part audit: World Language Program and Hartford Themed Schools



The visit included site-based interviews and observations at the following sites:

- Hartford Public High School, Academy of Nursing and Health Sciences
- Breakthrough II Magnet School
- Hartford Public Schools Administration Building
- Hartford Magnet Trinity College Academy
- Burns Latino Studies Academy
- Asian Studies Academy Dwight-Bellizzi

## Theme 1: Vision and Mission for World Languages in the Hartford Public Schools District



### Observation Summary:

- Eight-year vision and mission no longer administrator focus
- Weakened and confused vision for World Languages
- Diminished resource allocation for schools and world language classrooms

### Recommendations:

- Define, detail and communicate the mission and vision that HPS requires to achieve its goal of becoming a nationally recognized world language leader
- Establish leadership at the district level and all individual schools to accomplish this goal
- Create a short- and long-range plan for prioritizing resource allocation to all schools to accomplish the vision and mission
- Formulate a vision that incorporates the global aspects of the community

## Theme 2: Cohesion and articulation of programs



### Observation Summary:

- World language programs have increasingly evolved as “specials” and “electives” rather than core focus programs
- Resource and structure priorities, such as scheduling and staffing, prevent WL programs from being developed at school and district level
- Program lacks a cohesive and coherent WL assessment and program evaluation model

### Recommendations:

- Define a common, articulated world language curriculum for the district, P-12
- Clarify communication channels between district and schools, as well as among schools, and across content areas within schools
- Outline the development and implementation of appropriate professional development for administrators, school leadership and teaching staff at all schools



### Theme 3: Assessment



#### Observation Summary:

- Most teachers and administrators interviewed expressed an urgent concern regarding the lack of standardized tools for learning assessment, program assessment and instructional assessment

#### Recommendations:

- Create and implement a multi-dimensional assessment and evaluation plan to address program and teacher efficacy and student achievement

### Theme 4: Resources



#### Observation Summary:

- The audit team observed significant discrepancies among the different schools in the district in terms of staffing, and facility resources

#### Recommendations:

- Develop a district-wide and building-level implementation plan to provide a basic level of resources for every school, including a plan for shared resources
- Better leverage technology to offer new languages
- Partner with postsecondary teacher training programs to integrate sharing of innovative practices
- Use the multilingual community of parents and community members as a teaching/learning resource

## Theme 5: Professional Development



### Observation Summary:

- Professional development opportunities for world language teachers and administrators are not available on a regular basis, or difficult to attend because of scheduling and a lack of funding
- Large discrepancies between teachers' level of expertise in language pedagogy and classroom practices need to be addressed by an ongoing and easily accessible professional development program

### Recommendations:

- Create a continuum of regular and frequent professional development opportunities for world language teachers and teachers from other disciplines with financial and release time support
- Partner with higher education institutions

## Theme 6: ELL Student Population



### Observation Summary:

- HPS has a large ELL student population in need of developing Basic Interpersonal Communication Skills (BICS) in English, a Cognitive Academic Language Proficiency (CALP), as well as literacy skills both in English and in their first language

*"Speaking about the large population of EL learners and heritage language students, how can we bring these languages in the curriculum so that these languages and populations are valued?"*

### Recommendations:

- Develop a native language track for Hispanic students to support their academic achievement via a combination of a dual language program and articulated world language course offerings for heritage learners
- Develop world language courses for heritage learners

## Theme 7: Community Involvement



### Observation Summary:

- The audit team heard from various individuals throughout the district that languages, culture and global awareness are not valued; however, HPS has a wealth of resources available to it in the families, community members and students

### Recommendations:

- Optimize the integration of the plurilingual and multiethnic Hartford community to support avenues of success for the birth-through-adult learners
  - Implement a community relations campaign on the value of languages, especially as they relate to success in school
  - Develop a strategic plan for long term and continuous community involvement in the schools and in the district
  - Create a series of international events



Middlebury Interactive Languages welcomes the opportunity to further work with HPS leadership to support the district to attain their goals. We believe our joint efforts will produce innovative, effective options to support the recommendations outlined in this audit.

Thank you

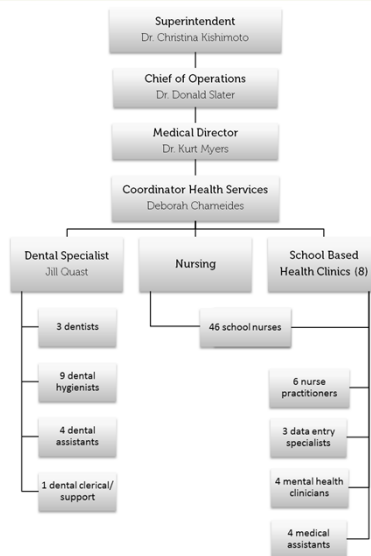


## Hartford Public Schools

### School Based Health Clinics & Dental Clinics



### Health Services Organizational Chart



## School Based Health Clinics



## School Based Health Clinic Sites

Asian Studies @ Dwight/Bellizzi	215 South Street
Bulkeley High School	300 Wethersfield Avenue
Clark Elementary School	75 Clark Street
Hartford Public High School	55 Forest Street
Journalism and Media Academy	150 Tower Avenue
MD Fox Elementary School	470 Maple Avenue
Sanchez Elementary School	276 Babcock Street
Culinary Arts Academy	415 Granby Street

## Services Available at Student Health Clinics



- General Health Services
- Counseling / Educational Services
- Dental Health Services

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## General Health Services



- Assessment & referral to community health systems
- Diagnosis & treatment of minor injuries, episodic illness
- Physical Examinations for sports, camp and as required for continued school attendance
- Reproductive Health Services
- Diagnosis and treatment of Sexually Transmitted Diseases including HIV testing and counseling
- Immunizations (vaccinations), Tuberculin skin tests
- Early, Periodic, Screening, Diagnosis, Treatment (EPSDT) - vision, hearing, scoliosis
- Pregnancy and pre-natal care referrals
- Laboratory services -
  - Hemoglobin (low blood),
  - Urine (bladder, kidney),
  - Strep and Diabetes (sugar) tests,
  - Pap Smear,
  - Tests for Sexually Transmitted Diseases, Gonorrhea, Chlamydia screen, Pregnancy and other appropriate tests
- Daily medical procedures - Medication Administration, GT feedings, catheterizations, dressing changes
- Assessment & Referral to local physician or student's primary health care provider

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## Counseling / Educational Services



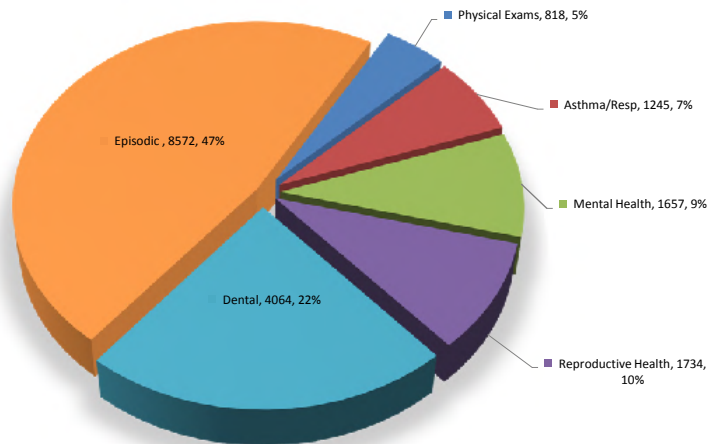
- Health Education
- Individual and Group Counseling
- Pregnancy Prevention
- Weight Reduction Programs
- Teen Parenting Education
- Nutrition Education
- Substance Abuse Prevention Programs
- Family Counseling
- STD /HIV Testing and Counseling
- Sex Education Counseling - including counseling for abstinence and sexually transmitted disease

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## Visits to Hartford SBHCs & Dental Clinics



Total Visits = 18,090

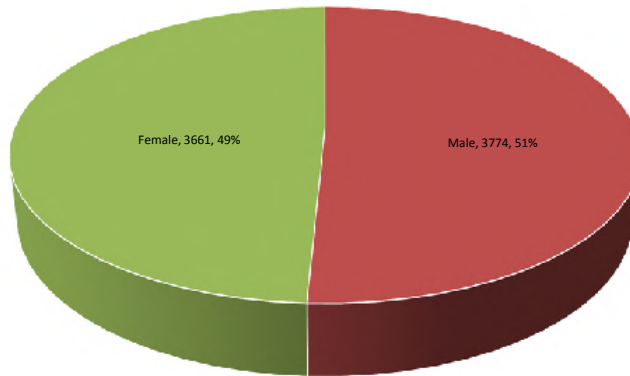


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### Gender of All Enrollees at Hartford SBHCs



Total Enrollees – 7,435



### Dental Clinics





## Dental Clinic Sites



Betances Elementary School	42 Charter Oak Avenue
Burns Latino Studies Academy	195 Putnam Street
Clark Elementary School	75 Clark Street
Kinsella Magnet School of Performing Arts	65 Van Block Avenue
McDonough Expeditionary Learning School	111 Hillside Avenue
Jumoke Academy at Milner	104 Vine Street
Martin L. King Elementary School	25 Ridgefield Street
Moylan Expeditionary Learning Academy	101 Catherine Street
Parkville Community School	1755 Park Street
Rawson Middle Grades Academy	280 Holcomb Street
Sanchez Elementary School	176 Babcock Street
America's Choice at Sand	1750 Main Street
Simpson-Waverly Elementary School	55 Waverly Street
Wish Elementary School	350 Barbour Street
Hartford Public High School	55 Forest Street
Molar Express	Mobile Dental Van

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## Dental Health Services



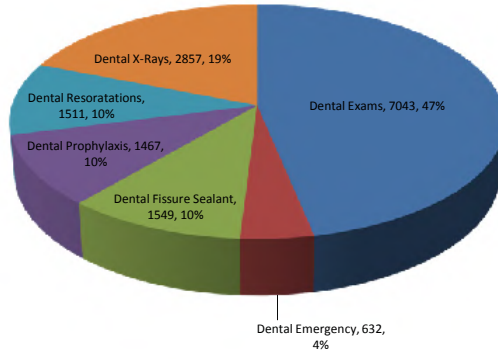
- Exams
- Cleaning teeth with fluoride treatments
- X-rays
- Sealants
- Fillings and extractions with local anesthesia
- Space maintainers
- Stainless steel crowns
- Root canals
- Emergency dental treatment
- Minor surgery

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### Visits to Hartford Dental Clinics



Total Visits – 15,059

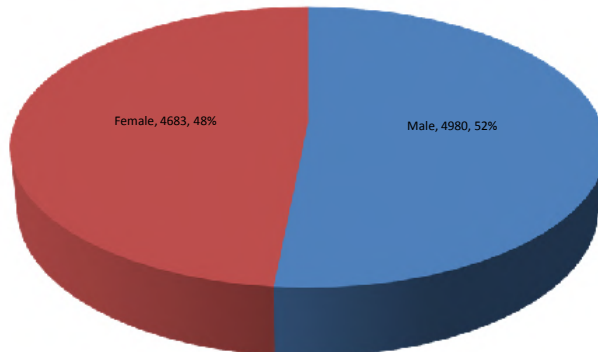


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### Gender of All Enrollees at Hartford Dental Clinics



Total Enrollees – 9,663



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Expenses and Income for HPS SBHCs & Dental Clinics 2012-2013



	Income			Expenses	Net Earning
	CT DPH Grant	3rd Party Reimbursements	Total		
SBHC Clinics	\$747,496	\$515,226	\$1,262,722	\$1,157,873	\$104,849
Dental Clinics	\$176,240	\$1,532,525	\$1,708,765	\$1,554,890	\$153,875
<b>Totals</b>	<b>\$923,736</b>	<b>\$2,047,751</b>	<b>\$3,355,482</b>	<b>\$3,096,758</b>	<b>\$258,724</b>

Educational Hours Saved



Program	Number of Visits	Hours per Visit at SBHC	Total Hours at SBHC	Hours per Visit at Outside Provider	Total Hours at Outside Provider
Dental	15,101.00	0.50	7,550.50	3.50	52,853.50
Medical	11,735.00	0.50	5,867.50	3.50	41,072.50
Behavioral Health	1,641.00	0.75	1,230.75	3.50	5,743.50
<b>Total Hours</b>			<b>14,648.75</b>		<b>99,669.50</b>
<b>Educational Hours saved Using SBHCs rather than Outside Provider</b>					<b>85,020.75</b>