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 Huysope Avenue, Hartford, CT 06106. Topic: Communications Plan.
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

<table>
<thead>
<tr>
<th>Date</th>
<th>Total Enrollment</th>
<th>ELL</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 1, 2012</td>
<td>20,810</td>
<td>3,753</td>
<td>18%</td>
</tr>
<tr>
<td>September 27, 2013</td>
<td>20,313</td>
<td>3,526</td>
<td>17.4%</td>
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</table>

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)

- Spanish: 2812
- Karen: 135
- Serbo-Croatian: 67
- Nepali: 27
- Burmese: 25

Number of Students
Ell District Data – Achievement

District Performance Index

<table>
<thead>
<tr>
<th>State Assessment</th>
<th>DPI Overall</th>
<th>DPI ELL</th>
<th>Gap</th>
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<tr>
<td>CMT: DPI 2011-2012</td>
<td>56</td>
<td>33.6</td>
<td>22.4</td>
</tr>
<tr>
<td>CAPT: DPI 2011-2012</td>
<td>45</td>
<td>24.7</td>
<td>20.3</td>
</tr>
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</table>

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
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.

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.
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.

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.
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

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*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

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
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

Visits to Hartford SBHCs & Dental Clinics

Total Visits = 18,090

- Episodes: 8,077, 47%
- Physical Exams: 818, 5%
- Dental: 4,054, 22%
- Reproductive Health: 1,734, 10%
- Mental Health: 1,017, 9%
- Asthma/Resp: 1,245, 7%
Gender of All Enrollees at Hartford SBHCs

Total Enrollees – 7,435

- Male, 3,774, 51%
- Female, 3,661, 49%

Dental Clinics
### Dental Clinic Sites

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

Total Visits – 15,059

- Dental Exams, 7,043, 47%
- Dental Emergency, 632, 4%
- Dental Fissure Sealant, 1,549, 10%
- Dental Prophylaxis, 1,467, 10%
- Dental Restorations, 1,511, 10%
- Dental X-Rays, 2,837, 19%

Gender of All Enrollees at Hartford Dental Clinics

Total Enrollees – 9,663

- Male, 4,880, 52%
- Female, 4,683, 48%
### Expenses and Income for HPS SBHCs & Dental Clinics 2012-2013

<table>
<thead>
<tr>
<th></th>
<th>Income</th>
<th>Expenses</th>
<th>Net Earning</th>
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<tr>
<td></td>
<td>CT DPH Grant</td>
<td>3rd Party Reimbursements</td>
<td>Total</td>
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<tr>
<td>SBHC Clinics</td>
<td>$747,496</td>
<td>$515,226</td>
<td>$1,262,722</td>
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<tr>
<td>Dental Clinics</td>
<td>$176,240</td>
<td>$1,532,525</td>
<td>$1,708,765</td>
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<tr>
<td>Totals</td>
<td>$923,736</td>
<td>$2,047,751</td>
<td>$3,355,482</td>
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### Educational Hours Saved

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