I. Call to Order (5:30 p.m.)

II. Workshop Session
   A. Hartford Performs

II. Adjournment

Upcoming Board of Education Meeting

*** BOE Regular Meeting: Tuesday, December 17 at 5:30 p.m. at Sarah J. Rawson School, 260 Holcomb Street, Hartford, Connecticut 06112. ***
Hartford Performs

Our Vision
Hartford is a community where the arts are integral to students' academic development fostering 21st century leaders, creative thinkers and problem-solvers.

Our Mission
To ensure that all Hartford Public School students have access to quality arts education delivered through in-school teaching staff in partnership with the City's vibrant arts community.

HPS Task Force 2009

Hartford Performs 2013
Program Design when Fully Implemented

Greatest impact, engagement, support when all three are delivered

- In School Arts Instruction
- Arts Integration
- Out of School Time Arts Programming

$400,000 3 year study

HBOE
Bringing it home to Hartford

Robert Warren
Executive Director, Hartford Performs

What we mean by Arts Integration – A Continuum

"Arts Integration is an approach to teaching in which students construct and demonstrate understanding through an art form. Students engage in a creative process which connects an art form and another subject area and meets evolving objectives in both."

– The John F. Kennedy Center for the Performing Arts
Current Highlights

**Arts Integration**
26 schools, 103 arts providers, 198 programs, 11,846 Hartford Public School students being served

**In-School Support**
Professional development training for 905 teachers, Saturday Studios offered to 26 principals

**Early Start - Summer Arts Literacy**
18 schools – 22 classrooms

... in addition to in-school arts instruction not instead of ...
Growth Model

**FULL PROGRAM**

- **Arts Integration** All Schools
- **Out of School** 50% Implemented
- **Arts Integration** All Schools
- **In School** Support Implemented
- **Arts Integration** 24 Schools
- **Design Out of School Time Plan**
- **Arts Integration** 18 Schools
- **Design In School Support Plan**
- **Arts Integration** 6 Schools

**Schools We Currently Serve**

<table>
<thead>
<tr>
<th>School (all grades)</th>
<th>2013 OSI</th>
<th>Rate Chronic Absence</th>
<th>School (all grades)</th>
<th>2013 OSI</th>
<th>Rate Chronic Absence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Renzulli</td>
<td>88.9</td>
<td>14.7%</td>
<td>Parkville</td>
<td>58.8</td>
<td>25.0%</td>
</tr>
<tr>
<td>Moyle Montessori</td>
<td>n/a</td>
<td>30.7</td>
<td>Global Communications</td>
<td>58.6</td>
<td>21.2%</td>
</tr>
<tr>
<td>Noah Webster</td>
<td>87.8</td>
<td>11.4%</td>
<td>Breakthrough II</td>
<td>58.6</td>
<td>23.0%</td>
</tr>
<tr>
<td>Annie Fisher STEM</td>
<td>87.7</td>
<td>6.5%</td>
<td>Kennebunk</td>
<td>55.7</td>
<td>22.9%</td>
</tr>
<tr>
<td>Achievement First</td>
<td>84.1</td>
<td>n/a</td>
<td>Wollaston-Waverly</td>
<td>54.4</td>
<td>31.7%</td>
</tr>
<tr>
<td>Hartford Magnet Trinity</td>
<td>80.9</td>
<td>5.4%</td>
<td>Mt. King</td>
<td>53.7</td>
<td>26.9%</td>
</tr>
<tr>
<td>Classical Magnet</td>
<td>80.3</td>
<td>4.2%</td>
<td>Moyle Expeditionary</td>
<td>53.2</td>
<td>29.2%</td>
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<tr>
<td>Kinsella Performing Arts</td>
<td>78.3</td>
<td>12.3%</td>
<td>Naylor</td>
<td>53.3</td>
<td>17.8%</td>
</tr>
<tr>
<td>Sports Medical Sciences</td>
<td>78.0</td>
<td>15.7%</td>
<td>Sanchez</td>
<td>51.4</td>
<td>33.3%</td>
</tr>
<tr>
<td>Annie Fisher Montessori</td>
<td>77.4</td>
<td>23.2%</td>
<td>Batchelder</td>
<td>49.8</td>
<td>25.6%</td>
</tr>
<tr>
<td>Breakthrough I</td>
<td>76.1</td>
<td>6.3%</td>
<td>Burr</td>
<td>49.1</td>
<td>21.4%</td>
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<tr>
<td>Mary Hooker Environmental Sci</td>
<td>75.2</td>
<td>10.0%</td>
<td>Wish</td>
<td>47.4</td>
<td>31.5%</td>
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<tr>
<td>Capital Prep</td>
<td>71.5</td>
<td>6.9%</td>
<td>Clark</td>
<td>46.3</td>
<td>49.6%</td>
</tr>
<tr>
<td>West Middle School</td>
<td>64.7</td>
<td>22.8%</td>
<td>SAND</td>
<td>45.6</td>
<td>41.3%</td>
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<tr>
<td>Lawson</td>
<td>60.9</td>
<td>16.3%</td>
<td>MD Fox</td>
<td>43.8</td>
<td>21.7%</td>
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<tr>
<td>Betances</td>
<td>n/a</td>
<td>26.1%</td>
<td>Allan Studies Bellizzi</td>
<td>42.6</td>
<td>9.1%</td>
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<tr>
<td>McDonough</td>
<td>37.4</td>
<td>38.2%</td>
<td>Miner</td>
<td>35.3</td>
<td>32.2%</td>
</tr>
<tr>
<td>Burns</td>
<td>30.8</td>
<td>47.7%</td>
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</table>

We serve 19 of the 22 lowest performing elementary schools, and 8 of the 10 schools with highest rates of chronic absence.

The Evaluation Study

• Public Consulting Group (PCG) partnered with Hartford Performs to complete a three-year, collaborative evaluation of program implementation and IMPACT.

• Mixed Methods Study:
  o Qualitative: Surveys, site visits, case studies, interviews, observations, program data, documents
  o Quantitative: Student performance, demographics, and attendance data

• Impact Themes:
  1. Growth of Hartford Performs system
  2. Quality assurance
  3. Impact on Hartford Public Schools teachers
  4. Impact on Hartford Public Schools students
1. Growth of Hartford Performs System

- Increase in number of schools and students served each year
- On target with Multi-Year Plan
- Ahead of schedule for out-of-school time initiatives: Summer Arts Literacy
- Variety of programs increased: curricular content, cultural focus, and media
- Concerted effort to assure arts providers are racially and ethnically diverse

![Graph showing growth in schools and students served](image1)

- **Hartford Performs increased student access to the arts:**
  - 94% of principals, 95% of teachers, and 97% of arts providers agreed
  - More than half of students (56%) indicated that 2012–2013 was the first time that they had visited the museum or performing arts institution

> “For my students, the experience is priceless. They live minutes away from the Athenaeum and the Bushnell, but without Hartford Performs, would most likely never get to either.”

[Kindergarten Teacher]
2. Quality Assurance

- Program offerings:
  - Vetted: carefully by a selection committee for connection to CCSS
  - Varied: music, visual arts, theatre, and dance
  - Programs support curricular goals and needs of students:
    - 93% of teachers and 94% of principals agreed

- Professional development:
  - Teachers
  - Arts Providers
  - Principals

“[Hartford Performs is] highly recommended... artists and programs have been uniformly high quality and well thought out.”
[Principal]

3. Impact on Hartford Public Schools Teachers

- Hartford Performs professional development changed teachers’ approach to teaching: two-thirds (65%) agreed
- Hartford Performs arts experiences helped integrate the arts into teaching other subject areas: four out of five (84%) agreed
- Almost all principals (94%) expect arts-integrated instruction

“Students have been taught new and creative methods in which to express mathematics... We have carried out more hands-on math projects which involve artistic vision.” [Grade 6 Teacher]

“The [Hartford Performs] model is exceptional, where the teacher is changed by the experience with the student, [which] allows the teacher to observe the students’ interaction with the art.” [Principal]
4. Impact on Hartford Public Schools Students

Teachers and Principals agreed that:

- **Hartford Performs** helps students develop 21st century skills: teamwork skills, analytical skills, and communication and presentation skills (self-expression)

- **Hartford Performs** activities foster curiosity and imagination, engagement in learning, and working cooperatively

![Figure 7. Teachers' Perceptions of Hartford Performs' Impact on Students' Life Skills (N=230)](image)

<table>
<thead>
<tr>
<th>Strongly Disagree/Disagree</th>
<th>Agree/Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</table>

![Figure 8. Students' Perceptions of In-Class Arts Experiences (N=466)](image)

<table>
<thead>
<tr>
<th>Strongly Disagree/Disagree</th>
<th>Agree/Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

- What students say: **Hartford Performs** activities foster trying new things; teamwork; self-expression; and developing communication skills.

  “[The arts activity] taught me how to be more open and comfortable performing in front of a group of people and learning things I never knew about.”  
  [8th Grade Student]

  “It [arts activity] taught me how to work as a team... and also how to share my ideas and work with other students that I do not get along with.”  
  [6th Grade Student]
Analyses of Student Performance: Literacy

Participation in Hartford Performs associated with:
• Better gains in reading for ELLs, over one year, as measured by the DRA2
• Better performance, over one year, by students receiving special education services on the CMT Writing test
• Improved reading, over one year, as measured by the DRA2

Cumulative Impact on Student Reading Performance (2010–2013)

• Positive impact on CMT Reading scores for students who have been in Hartford Performs schools for two and three years, compared with their peers who have not.

• Better performance, over three years, by students receiving special education services in Hartford Performs schools on the CMT Reading test than students in non-participating schools.
Hartford Performs: The Next Three Years...

Funding to date-$2.2 million

<table>
<thead>
<tr>
<th></th>
<th>Prudential Foundation</th>
<th>Hartford Board of Education</th>
<th>Hartford Foundation for Public Giving</th>
<th>Travelers Foundation</th>
<th>In-Kind Contributions from Partners</th>
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<tbody>
<tr>
<td>2013-2014</td>
<td>$100,000</td>
<td>$400,000</td>
<td>$125,000</td>
<td>$40,000*</td>
<td>$500,000+</td>
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<td>2012-2013</td>
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<td>$400,000</td>
<td>$150,000</td>
<td>$40,000</td>
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<tr>
<td>2011-2012</td>
<td>$50,000</td>
<td>$400,000</td>
<td></td>
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<td>2010-2011</td>
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<td>2009</td>
<td>$50,000</td>
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*Invited to re-apply for $40k+ in April 2014
**Focal points for continued growth with our students:**

- Pilot programs for Expansion into High School
- Parental Involvement
- Pre-School engagement
- Summer Learning
- Expanding services for English Language Learners
- Provide additional support for Special Education Teachers and Students
- Secure Additional Funding