ACCELERATING EQUITY THROUGH ORGANIZATIONAL EXCELLENCE

Hartford Public Schools

Restructuring Recommendations and Opportunities

December 19, 2017

Reimagining and restructuring for improved student outcomes
Objectives

- Review implications for HPS’ network of schools coming out of the comprehensive study
- Outline the superintendent’s recommendations for the District Model for Excellence
- Discuss resource implications and outstanding questions for Board consideration
We must act now to address persistent challenges

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

“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

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

By making these changes...

Convert PK-8 schools into PK-5 and 6-8 schools

Create an ES, MS and HS to serve every Hartford community

Ensure every school serves as a community school

Sustainably sized and structured schools

...we support these outcomes:

• More enrichment options
• Better conditions for teacher professional learning

• More equitable access to schools
• Clear pathways to graduation
• More students in better facilities

• Deeper community partnerships
• More services for our students
• Welcoming school environments

• More flexibility within schools
• More resources for programs
• Improved operational efficiency
While school reconfiguration is essential, it is only one part of our strategy

To ensure Great Teaching and Learning in practice, structural changes must be paired with:

• **Outside-the-box school designs** that improve the way schools use their resources to support students
• **Sustained support for school leaders and teachers** to help them grow
• **Dialogue with families and communities** to continue to improve our district over time

Once we make these structural changes, HPS can engage regional partners to develop a broader strategy that creates opportunity for all students.
We must continue to evaluate our plan in the face of changing student enrollment.

Source: Oct 1st snapshot data from 2014-15 to 2017-18; excludes Birth to Three and PK Special Education.
If implemented, some students would change school programs and locations

15,393 (78%) students would have the option to stay in their current programs

1,833 (9%) students are enrolled in programs that would move to a different location

2,487 (13%) students would move to a different program and location

100% of displaced students are guaranteed seats in another school with their full grade cohort*

72% of displaced students are guaranteed seats within their current zone

96% of displaced students move into schools with similar or higher-quality facilities

*This assumes some % of zone 4 students elect to attend a new dual language program.
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.
For these students, we have ideas to help foster a smooth transition

- 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 6th 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
Objectives

- Review implications for HPS’ network of schools coming out of the comprehensive study
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The board will continue this discussion on January 2nd in a workshop session.
HPS students currently attend a mix of neighborhood elementary, middle, PK8, K12, and high schools.

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

Source: HPS enrollment and facilities data, Oct 1, 2017 snapshot; ERS analysis.
Small PK8 schools can come with significant tradeoffs, including limited elective offerings.

- **Homeroom Teacher**
- **Elective Teacher**

### Example Current PK8

<table>
<thead>
<tr>
<th>PK</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
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<tbody>
<tr>
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</table>

### ES Model

<table>
<thead>
<tr>
<th>PK</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
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</table>

### MS Model

<table>
<thead>
<tr>
<th>6</th>
<th>7</th>
<th>8</th>
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</thead>
<tbody>
<tr>
<td>![Teacher Icon]</td>
<td>![Teacher Icon]</td>
<td>![Teacher Icon]</td>
</tr>
</tbody>
</table>

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

Model for Excellence

Non-Negotiables

- ✔ Elementary
- ✔ Access

Legend

- Green: ES
- Yellow: HS
- Red: K12
- Purple: PK8
- Blue: 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

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

Source: HPS enrollment and facilities data, Oct 1, 2017 snapshot; ERS analysis.
There are currently four neighborhood high schools

*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

*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**

**Elementary Schools**
- North:
  - Rawson
  - West Middle
  - SAND
  - Wish
  - Global Communications

- South East:
  - Asian Studies
  - Naylor/CCSU
  - M.D. Fox

- South West:
  - Burns Latino
  - EL @ Moylan
  - Parkville
  - Sanchez
  - Kennelly

**Middle Schools**
- MLK
- Milner
- Burr
- McDonough

**High Schools**
- Weaver
- Bulkeley
- HPHS

*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*
Objectives

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1. Neighborhood
   - Middle
   - Elementary
   - High

2. Magnet
   - Co-location
   - Other strategies
Hartford operates 19 magnet schools

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

<table>
<thead>
<tr>
<th>Option</th>
<th>Impact on access for...</th>
<th>Fiscal impact on HPS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Suburban students</td>
<td>Hartford students</td>
</tr>
<tr>
<td>1. Move to ES/MS Model</td>
<td>Displacement of students, potential compliance issue</td>
<td>Alignment with neighborhood school pathways</td>
</tr>
<tr>
<td>2. Recruit &amp; retain suburban families</td>
<td>No change</td>
<td>Small increase in access</td>
</tr>
<tr>
<td>3. Change status to open choice</td>
<td>Risk of voluntary attrition</td>
<td>Modest increase in access</td>
</tr>
<tr>
<td>4. Change status to neighborhood</td>
<td>Loss of access</td>
<td>Significant increase in access, risk of voluntary attrition</td>
</tr>
<tr>
<td>5. Discontinue programs</td>
<td>Loss of access</td>
<td>Loss of access</td>
</tr>
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The board will discuss these options on January 2nd in a workshop session.
Objectives

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Reinvesting resources
Timeline
What next?
What could HPS look like in 2022?

*Data compares future state HPS to 13-14 data from other Connecticut districts from the comprehensive study. Data excludes the two Montessori Magnets that are currently co-located but that are likely to be moved from their current location and Clark which is not currently housing any students.

Source: HPS enrollment and facilities data, Oct 1, 2017 snapshot; ERS analysis.
What could HPS look like in 2022?

- **Great Teaching & Learning in Every School**
  - **Pathways**: Clear pathways from pre-K through 12th grade in all neighborhoods
- **Safe & Equitable Access to Great Schools & Pathways**
  - **Facilities quality**: 1,400 more students in our highest-quality (rated 1 or 2) facilities, No seats in our lowest-rated (level 5) facilities
  - **Access to resources**: 5 campuses with co-located magnet and neighborhood schools
  - **Middle-grades**: Conditions for a stronger grade 6-8 experience, including transition supports and strategically sized grades
- **Expanded Family & Community Partnerships**
  - **Number of schools**: Reduced the number of schools to be more in line with peers
  - **Utilization**: 70% of students in schools with greater than 85% utilization
- **Fiscal Sustainability**
  - **$15M in resources newly available for investments in our students**
Implementing the District Model for Excellence would release $4M from the operation of 12 facilities...

*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

K  📚  📚  📚
1  📚  📚  📚
2  📚  📚  📚
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4  📚  📚  📚
5  📚  📚  📚

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

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

$11M consists of $10M from teacher staffing ratios and $1M from instructional coaches and vice principals
Source: HPS enrollment and facilities data, Oct 1, 2017 snapshot; 2016-17 HPS General Ledger data; ERS analysis.
Combined, the $15M would support high priority investments in students

<table>
<thead>
<tr>
<th>EXAMPLES OF INVESTMENTS</th>
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<tbody>
<tr>
<td>Additional non-classroom time for teachers to plan and collaborate</td>
</tr>
<tr>
<td>Greater breadth of health, wellness, and enrichment offerings in MS and HS</td>
</tr>
<tr>
<td>Extended school day and year learning opportunities</td>
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<tr>
<td>Targeted small group sizes and intervention time for struggling students</td>
</tr>
<tr>
<td>Increased resources and opportunities to earn college credit and participate in career development</td>
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<tr>
<td>Advisory time for all students to support social-emotional learning</td>
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</tbody>
</table>
These recommendations create the structures required to address our challenges.

<table>
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<th>...we support these outcomes:</th>
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<td>• More resources for programs</td>
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<td>• Improved operational efficiency</td>
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</tbody>
</table>
The biggest reconfiguration changes would take place over the next three years

<table>
<thead>
<tr>
<th>June 2018</th>
<th>June 2019</th>
<th>June 2020</th>
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</thead>
<tbody>
<tr>
<td>• Breakthrough North reconfigures</td>
<td>• Burns reconfigures</td>
<td>• Asian Studies reconfigures</td>
</tr>
<tr>
<td>• Rawson reconfigures</td>
<td>• Wish reconfigures</td>
<td>• Burr reconfigures (Middle School)</td>
</tr>
<tr>
<td>• MLK reconfigures and relocates</td>
<td>• SAND reconfigures</td>
<td>• Global reconfigures</td>
</tr>
<tr>
<td>• High School, Inc. relocates</td>
<td>• Milner reconfigures and relocates</td>
<td>• Naylor reconfigures</td>
</tr>
<tr>
<td>• Montessori relocates</td>
<td>• High School, Inc., JMA, and Kinsella 9-12 relocates</td>
<td>• West Middle reconfigures</td>
</tr>
<tr>
<td>• Batchelder closes</td>
<td>• CCCMA closes</td>
<td>• Betances STEM relocates</td>
</tr>
<tr>
<td>• Simpson-Waverly closes</td>
<td>• Culinary closes</td>
<td>• Breakthrough North relocates</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Central Office relocates</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• MLK MS relocates</td>
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<tr>
<td></td>
<td></td>
<td>• Pre-K Magnet relocates</td>
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<tr>
<td></td>
<td></td>
<td>• Renzulli relocates</td>
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<tr>
<td></td>
<td></td>
<td>• MD Fox offers Dual Language</td>
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<tr>
<td></td>
<td>• Weaver Campus Opens</td>
<td></td>
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<tr>
<td></td>
<td>• Milner Middle School Building Opens</td>
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The Path Ahead

District Model for Excellence

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)

Reimagining and Restructuring for Improved Student Outcomes
## Upcoming Sessions

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>January 2</td>
<td>BOE Workshop: District Model for Excellence</td>
</tr>
<tr>
<td>January 9</td>
<td>Special Meeting: District Public Hearing</td>
</tr>
<tr>
<td>January 11 and 18</td>
<td>Community Conversations</td>
</tr>
<tr>
<td>January 10-22</td>
<td>School-based Public Hearings</td>
</tr>
<tr>
<td>January 23</td>
<td>Regular BOE – Consideration and Vote</td>
</tr>
</tbody>
</table>

All sessions, locations, and snow dates will be posted to the HPS website.