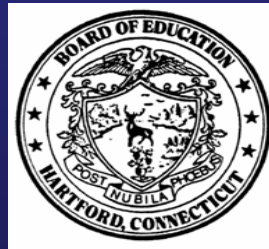# Hartford Board of Education
December 19, 2006

Workshop I: Visioning

Steven J. Adamowski, Ph.D.
Superintendent
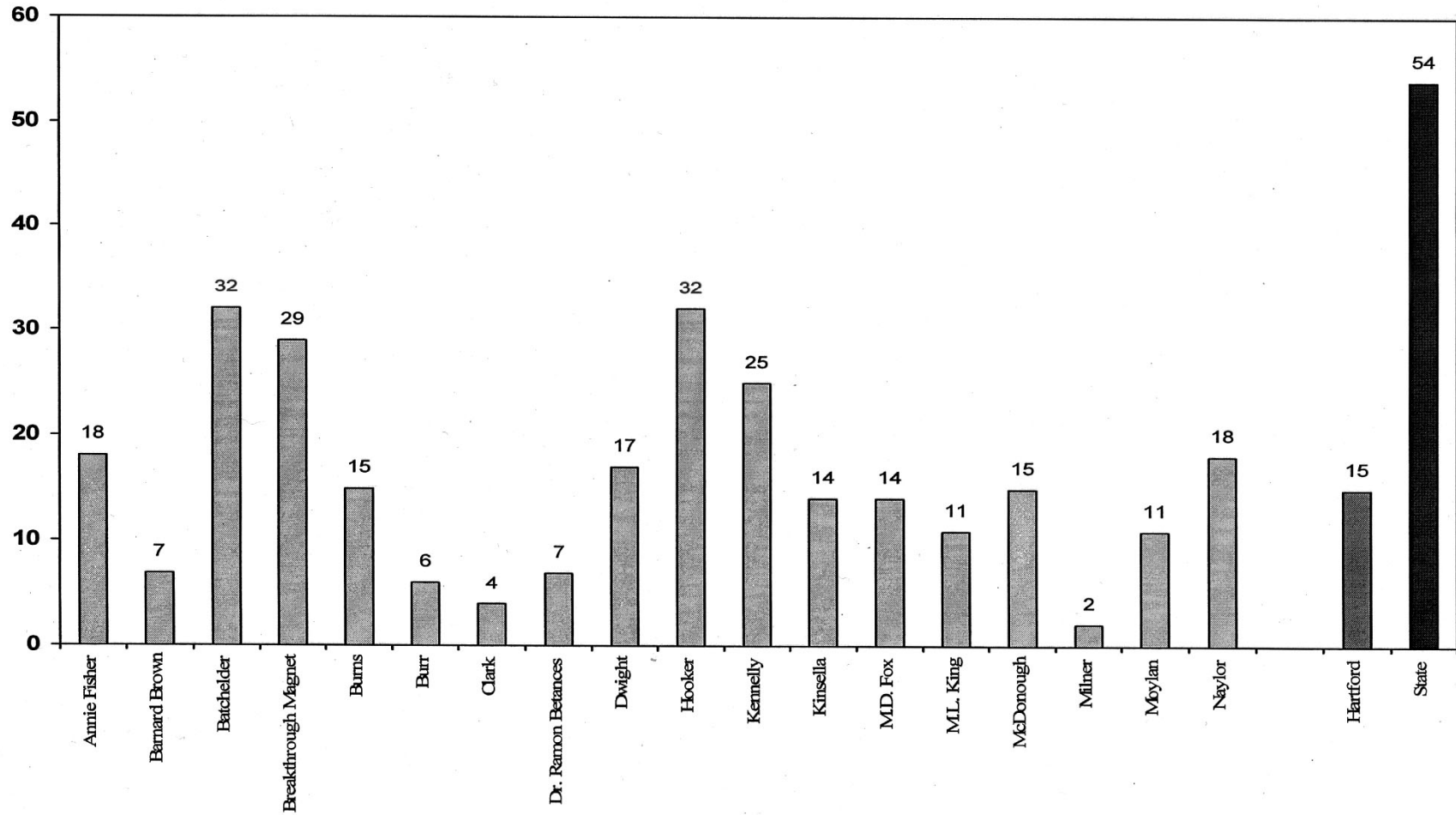
A. Hartford's Achievement Gap

1. Defining the Gap
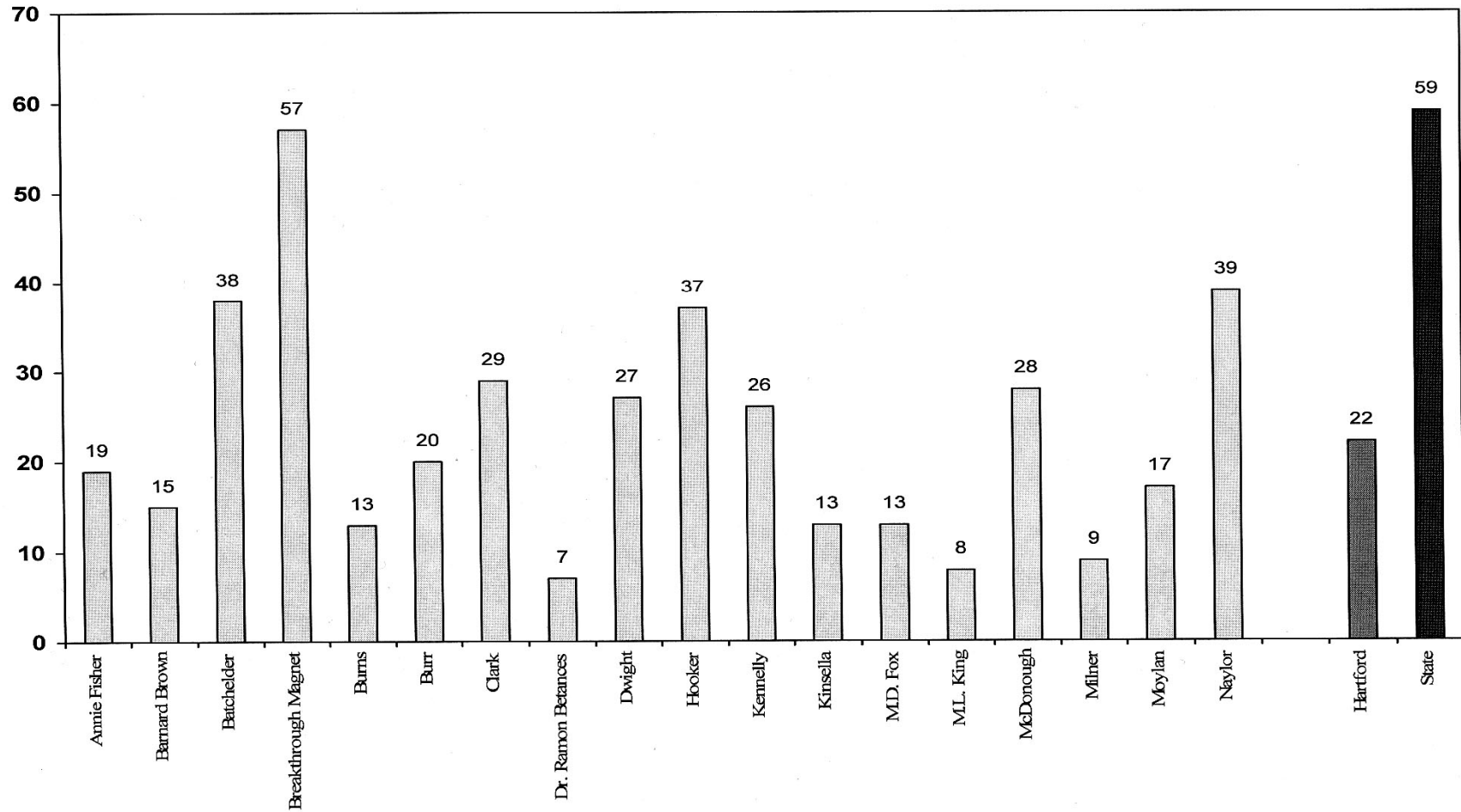
2. Key Measures

    – 3rd Grade Reading

    – 4th Grade Mathematics

    – 5th Grade Writing

    – 10th Grade Science

    – High School Completion

    – Post Secondary Participation

    – Reference Group Comparison

Connecticut Mastery Test – 2006
Percentage At or Above Goal
Grade 3 - Reading

Connecticut Mastery Test – 2006
Percentage At or Above Goal
Grade 4 - Mathematics

School	Percentage
Annie Fisher	19
Barnard Brown	15
Batchelder	38
Breakthrough Magnet	57
Burns	13
Burr	20
Clark	29
Dr. Ramon Betances	7
Dwight	27
Hooker	37
Kennelly	26
Kinsella	13
M.D. Fox	13
M.L. King	8
McDonough	28
Milner	9
Moylan	17
Naylor	39
Hartford	22
State	59

Connecticut Mastery Test – 2006
Percentage At or Above Goal
Grade 5 - Writing

School	Percentage
Annie Fisher	47
Barnard Brown	15
Batchelder	17
Breakthrough Magnet	39
Burns	15
Burr	50
Clark	28
Dr. Ramon Betances	6
Dwight	46
Hooker	15
Kennelly	46
Kinsella	12
M.D. Fox	23
M.L. King	38
McDonough	10
Milner	9
Moylan	30
Naylor	34
Hartford	29
State	65
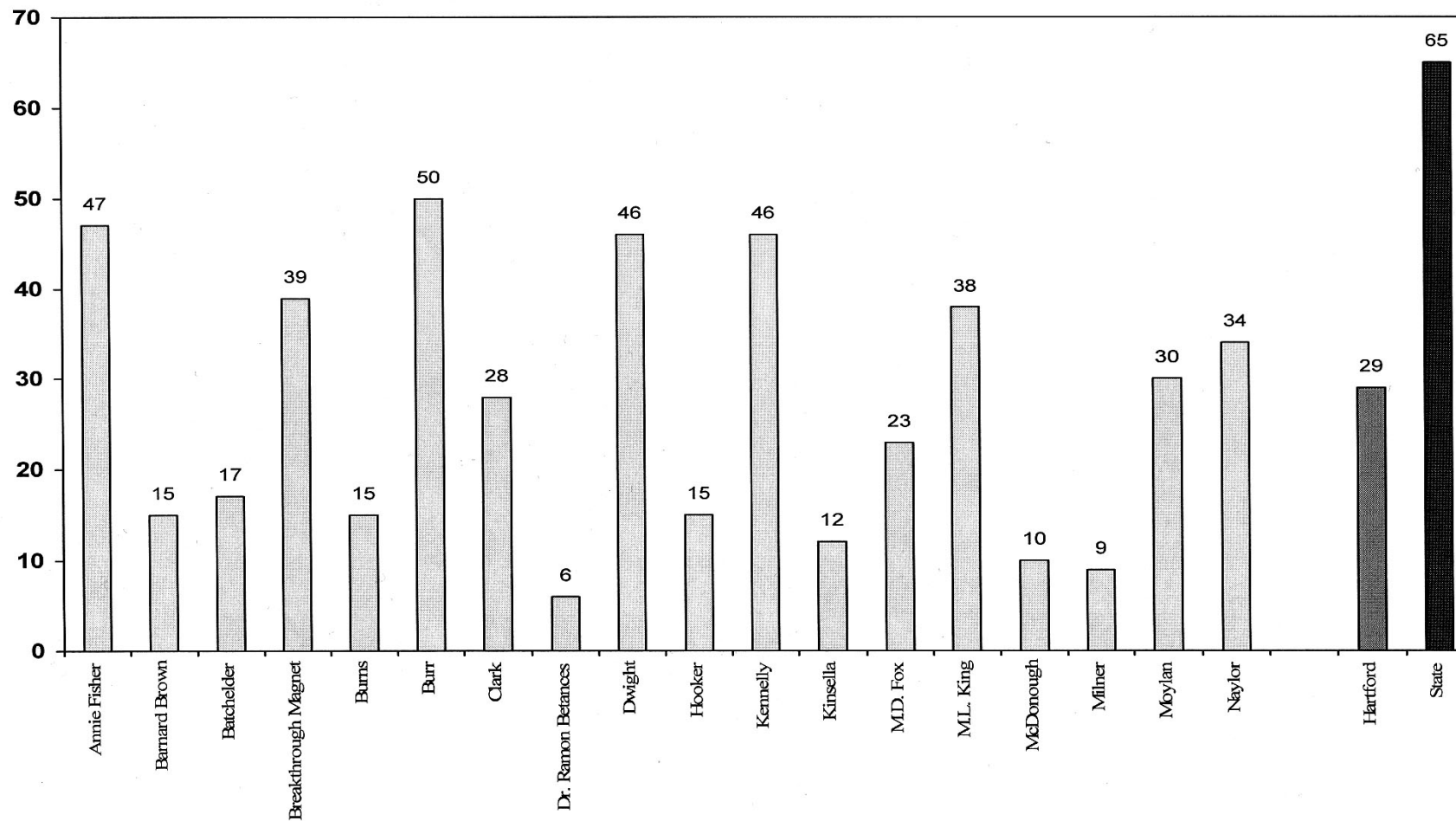
Connecticut Academic Performance Test – 2006
Percentage At or Above Goal
Grade 10 - Science

School	Percentage
Bulkeley	5
Hartford Public	3
Weaver	5
Greater Hartford Classical	2
Sports/Medical Science	20
Pathways to Tech.	19
University High	30
Capital Prep	4
Hartford	8
State	45
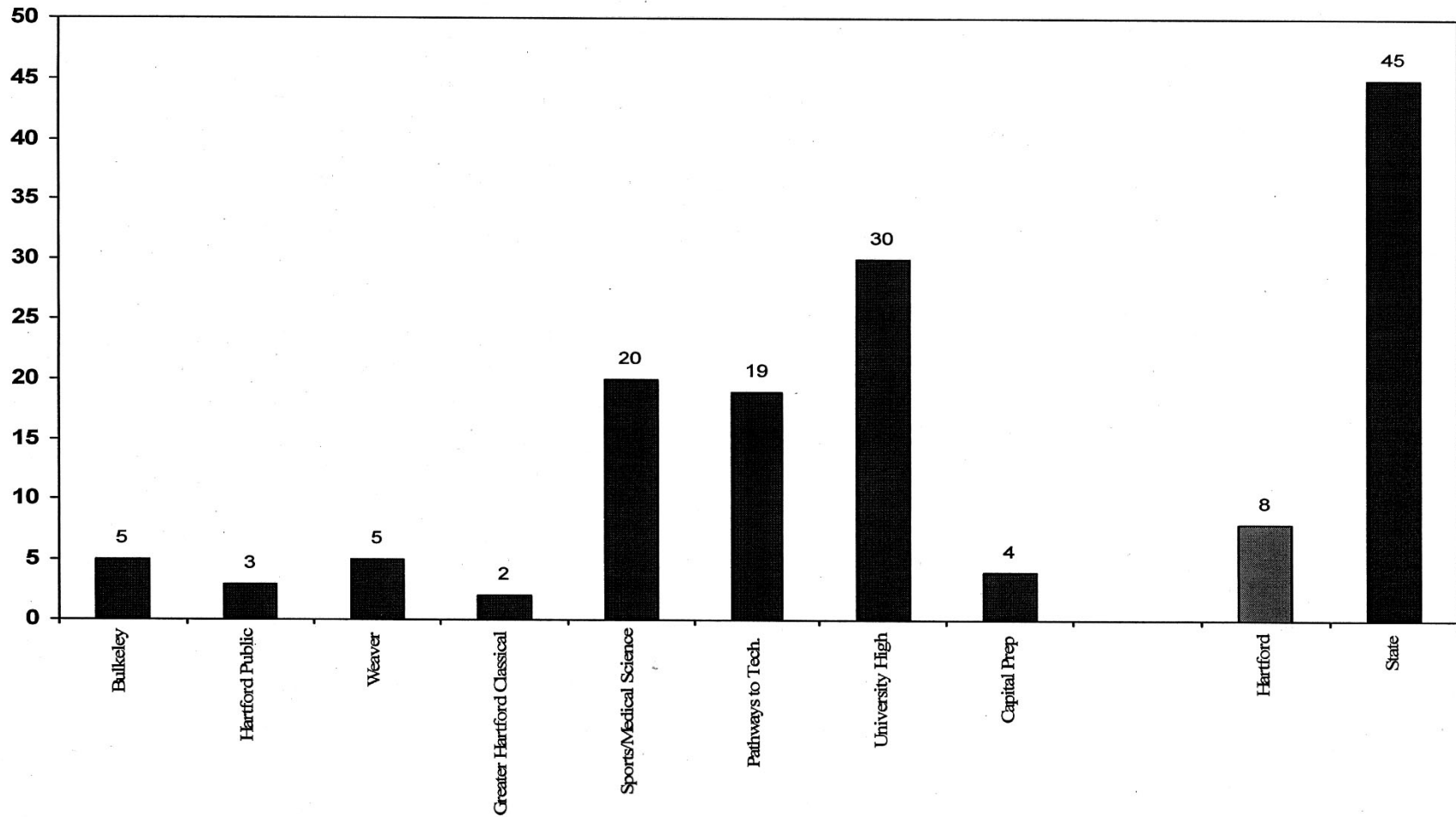
Hartford Public Schools Graduation Data 2002 to 2006
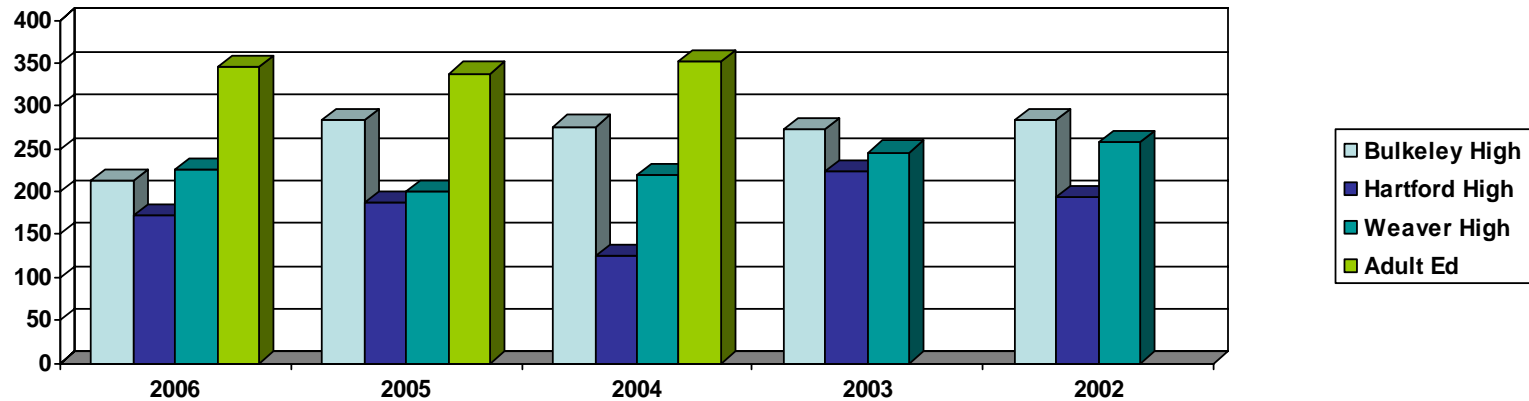
Number Graduating					
School	2006	2005	2004	2003	2002
Bulkeley High	212	283	276	272	283
Hartford High	173	187	126	224	193
Weaver High	226	200	219	246	258
Adult Education	345	338	351	n/a	n/a
Capital Prep	5				
Classical Magnet	24	21	45		
Pathways	20				
Sport and Medical	72	61	40	48	49
Total w/o Adult Ed.	**732**	**766***	**706**	**790**	**783**
TOTAL	**1077**	**1104**	**1057**		

* 766 includes 14 students who graduated from HTLA in 2005 when HTLA was considered a school, not a program.

High School Completion (Comprehensive High Schools)

- 'Official' HPS 2006 Dropout Rate: 6.1%
  (Compares to prior year State average of 1.8%)

- 2006 9th to 12th Grade Cohort Completion Rate: 29%

- What happened to 71% of High School Students?

2006 Graduates 2002-04 Cohort N=2,233	
Graduated	640 – 29%
Transferred Out of District	734 – 34%
Dropped Out	227 – 10%
Continue Enrollment	632 – 27%

Post Secondary Participation

	Hartford	State
Total	39%	82%
4 Year Institutions	19%	
2 Year Institutions	20%	

Reference Group Comparison

2006 Grade 4 CMT Reference Group

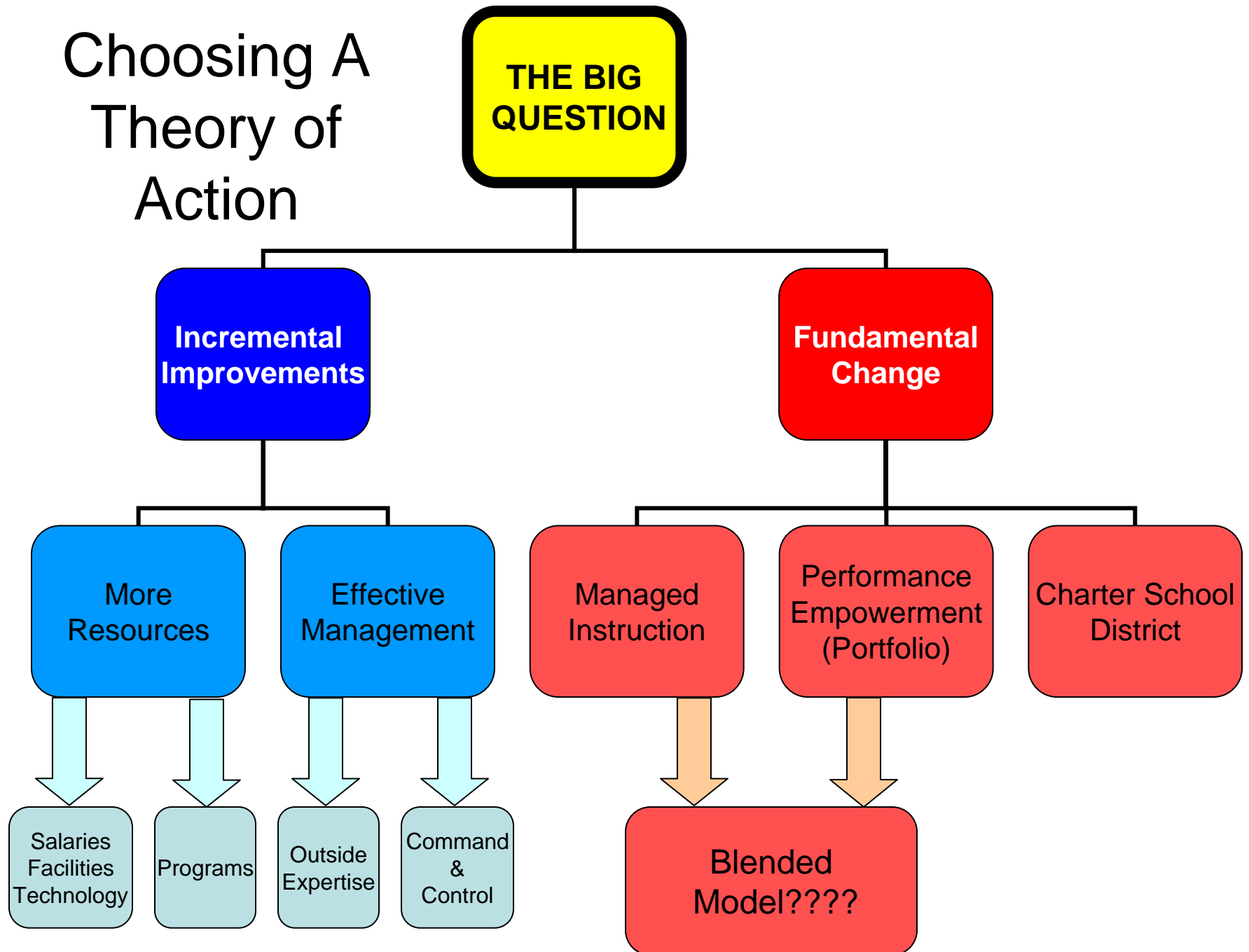| At or Above Goal	At or Above Proficient
Windham	Waterbury
Waterbury	New Haven
New Haven	New London
New London	Windham
New Britain	New Britain
Bridgeport	Bridgeport
Hartford	Hartford

B. Theory of Action

1.   Characteristics of Successful Urban School Districts

2.   Choosing a Theory of Action

3.   It is more important to have a Theory of Action and sustain it, than which one you have: District examples

4.   District Contextual Factors

5.   A 'Balanced' Theory of Action for Hartford Public Schools?

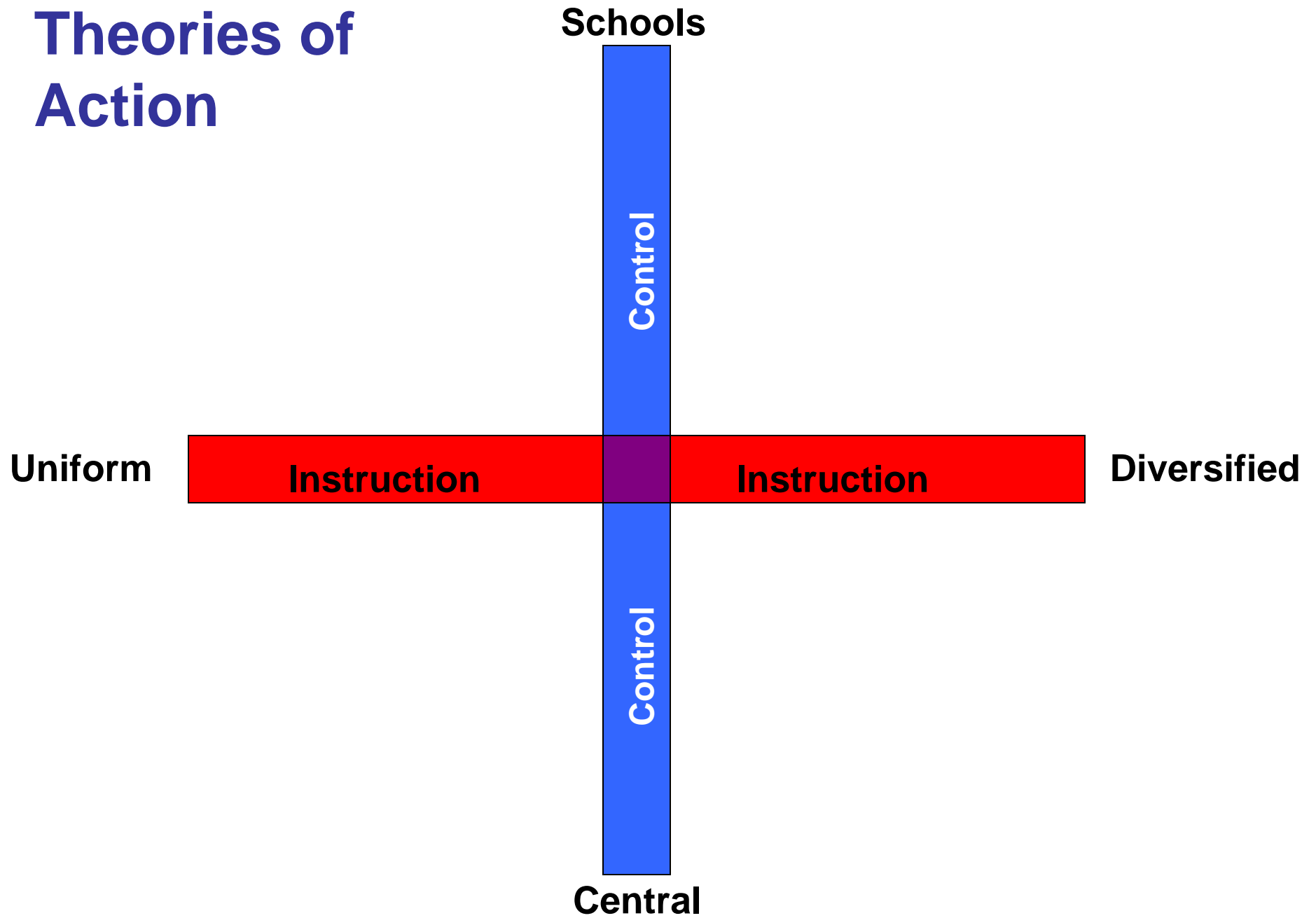6.   Applying a Balanced Theory of Action to Hartford Public Schools

Characteristics of Successful
Urban School Districts

- Effective, high-functioning governance
  - ~ *School Board*

- Dynamic, visionary leadership
  - ~ *Superintendent and staff*

- Relentless focus on high academic achievement for all students
  - ~ *Commitment to standards-based teaching and learning*
  - ~ *Particular focus on the achievement gap*

- Commitment to a consistent "theory of action" for change and reform
  - ~ *Focus on broad-based, dramatic improvement in the quality of instruction in all schools*
  - ~ *All district decision-making aligned around the theory of action*

Choosing A Theory of Action

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                          ┌─────────────┐
                          │  THE BIG    │
                          │  QUESTION   │
                          └──────┬──────┘
            ┌────────────────────┴────────────────────┐
  ┌─────────────────┐                        ┌─────────────────┐
  │   Incremental   │                        │   Fundamental   │
  │  Improvements   │                        │     Change      │
  └────────┬────────┘                        └────────┬────────┘
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Incremental Improvements

- More Resources
  - Salaries Facilities Technology
  - Programs
- Effective Management
  - Outside Expertise
  - Command & Control

Fundamental Change

- Managed Instruction
- Performance Empowerment (Portfolio)
- Charter School District

Managed Instruction → Blended Model????

Performance Empowerment (Portfolio) → Blended Model????

Theories of
Action

Schools

Control

Uniform   Instruction | Instruction   Diversified

Control

Central

District Examples

Districts that raised results using a consistent, coherent Theory of Action

Managed Instruction	Balanced	Performance Empowerment
San Diego	Boston	San Francisco
Norfolk	New York City	Seattle
Garden Grove		Milwaukee
Charlotte		Cincinnati
Long Beach		Sacramento
Austin		Houston

District Contextual Factors

Predisposition for a Theory of Action

Managed Instruction	Portfolio
•Student capacity constraints	•Excess student capacity
•Lower skilled staff	•Moderate/high skilled staff
•Relatively homogeneous student population	•Diverse student population
•History of successful central authority	•History of unsuccessful central authority
•Lots of intervention (i.e. failing) schools	•History of choice & alternative programs
•High student mobility	•Engaged community
•Desegregation issues	•Competitive marketplace
•Need for short-term impact	•Patience for long-term impact

School Improvement Matrix
Spring 2006 Connecticut Mastery Test (CMT)
Spring 2006 Connecticut Academic Performance Test (CAPT)

RATE OF IMPROVEMENT

	IMPROVING > 3.0	NO CHANGE TO MODERATE IMPROVEMENT +3.0 to -3.0	DECLINING < -3.0
GOAL RANGE	Breakthrough Magnet Hartford Magnet Middle		
PROFICIENT	Mary Hooker McDonough Pathways Sports and Medical Sciences Academy	Batchelder Capital Preparatory Magnet* Clark University High* Wish	Classical Magnet Dwight Kennelly Parkville Rawson Simpson-Waverly Webster
BELOW PROFICIENT		Kinsella Moylan Sanchez Twain Weaver High	Barnard Brown Betances Bulkeley High Burns Burr Fisher Fox Middle Hartford High M.D. Fox M.L. King Milner Naylor Quirk Middle SAND West Middle

RELATIVE PERFORMANCE

*Capital Preparatory and University High Magnet schools tested for the first time in Spring 2006.

Goal Range: Level 4 (Goal) and Level 5 (Advanced)

Proficient: Level 3

Below Proficient: Level 2 (Basic) and Level 1 (Below Basic)

C. Imperatives

1. Fundamental Priorities and the Basis for Measurable Targets

2. Planning Elements: Key Components

3. The Planning Cycle

1. Fundamental Priorities & the Basis for Measurable Targets

- Achieve the Connecticut State Average of Student Performance for proficiency in Reading

- Achieve the Connecticut State Average of Student Performance for proficiency in Mathematics

- Achieve the Connecticut State Average of Student Performance for proficiency in Science

- Reach the Connecticut State Average for post-secondary participation

- Increase the level of client and community satisfaction with PreK–12 education in our City

2. Having a Plan; Working the Plan; Sustaining the Plan
Key Components

<u>Mission</u> – Why we exist

<u>Vision</u> – A description of what we will be in the future that inspires hope and coalesce Individual effort.

<u>Theory of Action</u> – Organizational strategy for achieving the Vision around which major management systems are aligned.

<u>Imperatives</u> – Our fundamental priorities and the things we measure to determine our degree of success (measured by performance targets)

<u>Long Term Goals</u> – What we change or create in three years necessary to achieve our priorities within our theory of action.

<u>Short Term Goals</u> – What we will accomplish each year to incrementally achieve our long-term goals

<u>Annual Budget</u> – Funds our short-term goals on an annual basis

3. The Planning Cycle

Quarter 1 (January) -
Mid-Year review: implementation of annual goals

Quarter 2 (March) -
Review/Adjustment of long-term goals; set annual goals
for next school year; budget Implications

Quarter 3 (July) -
Review data on targets; evaluate accomplishment of
annual goals; evaluate Superintendent

Quarter 4 (October) -
Adjust targets; plan implementation of annual goals

D. A System of High Performing Distinctive Schools of Choice

1. An 'all choice' system of schools

2. Diverse Providers

3. Transportation Zones

4. Small Schools

1. Types of Choice Schools

A. Inter-district 'magnet' schools (70% city, 30% suburban ratio) determined by marketing studies of city and suburban parent preferences and employment forecasts

B. Intra-district choice schools (with neighborhood preference) determined by student needs, community context, parental interest, staff capacity, and success of national models.

2. Diverse Providers Strategy

A. District operated

B. District chartered

C. External providers or managers

D. Corporate/community partnerships

3. Transportation

A. Transportation Zones
   1. North
   2. Central
   3. South

B. Transportation provided within North and Central; South and Central

4. Small Schools

A. 450-650 for PK-8

B. 400-600 for 9-12

C. 350-450 for PK-5*

D. 600-800 for 7-12**

*Feeder Schools
** Receiving Schools

E. Greatest Levers; Biggest Issues

1. Greatest Levers

2. Biggest Issues

1. Greatest Levers

A. Teacher Quality

B. School Leadership

Compositional

Behavioral

C. Professional Development

D. Instructional Time
   - Calendar
   - Attendance
   - Flexible Time
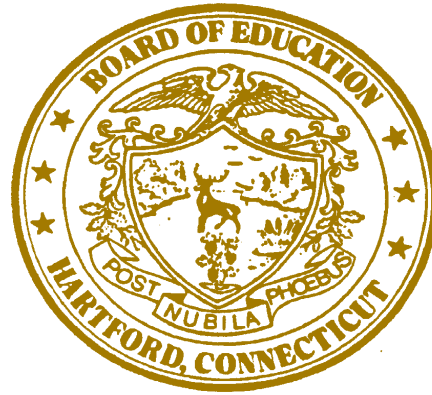
2. Biggest Issues

A. Early Literacy

B. High School Redesign

C. Student Support

Post Nubila Phoebus

"After the clouds – the sun"