



**Connecticut State Board of Education**

**Special Act 01-7**

**“An Act Concerning the Hartford School District”**

**MAY 2002**

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## ***INTRODUCTION***

The quarterly progress reports on the Hartford Public Schools provide information on the *reforms* that the district, schools and community partners are engaged in to improve the achievement of Hartford students. Quantitative indicators of student success are examined and presented, as are the findings from observations made during visits to schools and programs. Progress made pertaining to (a) Special Act 97-4 and the amendments to this act found in Special Act 01-7, Public Act 01-9 of the June Special Session (JSS) and Public Act 01-1(JSS), and (b) the goals of the State Board of Trustees are examined.

This report summarizes the most recent (1) improvements by the Hartford Public Schools to address the requirements of amendments to Special Act 97; (2) observations made during visits to Hartford schools and programs, and meetings with administrators, teachers, other district staff members and parents; and (3) data available on several aspects of the Hartford Public Schools. As in prior reports, areas of continuing and priority need are also highlighted.

### **I. REQUIREMENTS OF SPECIAL LEGISLATION**

This section of the quarterly report provides information concerning the activities of the State Board of Trustees, the superintendent and his administration, and business and community partners to address the requirements of Special Act 97-4, Special Act 01-7, Public Act 01-9(JSS) and Public Act 01-1(JSS).

#### **State Board of Trustees**

The members of the State Board of Trustees continue to hold two public meetings per month: a regular meeting to take action on board resolutions and to receive reports from Superintendent Amato and public comments, and an informational meeting to discuss areas that may assist the Trustees in their governing role. Their active involvement with the administration and municipal leaders in efforts to reform financial and operational structures continue to include serving on committees to address financial and facilities improvements, and conducting visits to the Hartford schools. A Parent and Community Involvement Committee was formed to improve communication between the Trustees and the larger Hartford community.

At regular monthly meetings, Board members receive reports from student representatives and the superintendent of schools. There is also an opportunity for public comment at these meetings. It would be helpful if every item on the Trustees' future agendas included a statement on the projected level of impact on student achievement or school improvement from prior years. The Hartford administration should consider establishing a practice of including these kinds of data when submitting major action items.

The Superintendent continues to submit regular reports on districtwide initiatives in accordance with the newly established board calendar (see Appendix A). The State Board of Trustees has discussed the findings from several of these reports during its informational meetings (e.g., the status of accreditation efforts, Connecticut Mastery Test results, actions taken to address the district's 2001-02 goals, and actions taken to address the operational audit recommendations). Although the reports on districtwide initiatives are substantive, several do not reference actions taken to address current board policies, special legislation concerning the Hartford schools or the recommendations made in these progress reports. In particular, the last progress report on the Hartford schools included this recommendation that should be incorporated into board procedures:

Both the State Board of Trustees and the Hartford administration continue to move from *developing* new academic and operational systems to *implementing* and *enhancing* these structures via multiple mechanisms. Central office officials, school administrators, teachers and support staff members review student data regularly to modify instruction and address student achievement goals. However, much of this important work regarding the assessment of student work and the reporting of these findings is not reflected in the district's annual report, nor is it part of the discussions held between the Trustees and the Superintendent at their regular meetings. **The State Board of Trustees recently instituted a monthly calendar of regular reports it plans to receive on each of its 10 initiatives. These reports should (a) clearly articulate the administration's actions to implement board policies, (b) record the financial and other resources used to complete goals, and (c) present data that demonstrate the progress of *all* students (i.e., students in general education, special education, bilingual education, alternative and adult education programs) in districtwide initiatives to improve academic and social growth. The State Board of Trustees should consider receiving and discussing student achievement data at each of its meetings as the data become available to school administrators and teachers.**

The Hartford administration began a districtwide data audit process in March 2002 to establish one official record for student, staff and financial data. The district's information technologies director is working with other department directors and is addressing the recommendation from the last progress report – that is, “to monitor the completeness of the data in the district's student information system to ensure that current information is reported for *all*

Hartford students, and that the central office and school-level support structure in place is appropriate to properly maintain the data system.”

Financial reports on the status of general funds are received on a monthly basis, and reports on the status of special funds continue to be received on a quarterly basis. Oral presentations on the status of district revenue and expenditures from federal, state and local funds should take place at regular monthly board meetings.

The accomplishments of the State Board of Trustees for the Hartford Public Schools are significant. The first group of individuals serving as the State Board of Trustees achieved the following from June 1997 to October 2000:

- met twice a month to accomplish the duties of a local board of education;
- revised board policies in all academic and operational areas;
- clarified the roles and responsibilities of the Hartford superintendent and the Hartford board of education;
- worked with the Advisory Council to appoint a new superintendent for the Hartford schools, Anthony S. Amato, to focus on curriculum and instruction;
- instituted a practice of adopting annual goals and objectives;
- worked with community, university and business leaders to support the Hartford Public Schools;
- worked directly with the Hartford City Council and the Hartford city manager through established committees to address fiscal and operational audit recommendations and improvements in school facilities;
- developed and reviewed proposed annual budgets; and
- using the special provisions in S.A. 97-4, revised all contractual agreements to give the highest priority to the educational interests of Hartford students.

The second group of individuals serving as the State Board of Trustees began its tenure in November 2000 and has continued to focus on the activities of the prior Board, as follows:

- addressing fiscal and facilities improvements through participation on the Operational Audit Steering Committee and the School Building Committee, and working collaboratively with the City Council, mayor, city manager and Hartford superintendent;
- developing and reviewing proposed annual budgets;
- adopting annual goals and objectives;
- revising contractual agreements due to expire;
- meeting twice a month to accomplish board duties and revise board policies as needed; and

- working with the Advisory Council on priority projects established by Council members and the superintendent.

In addition, as mentioned above, the second State Board of Trustees has begun to focus on enhancing parent and community involvement through its Parent and Community Involvement Committee and by attending Parent/Teacher Organization meetings. It also began to assess student success and school improvement from districtwide initiatives in curriculum and support services through a monthly reporting mechanism and the development of a tool to measure improvement across initiatives. The board chair has also discussed his interest in establishing a transition mechanism to a partially appointed, partially elected board in December 2002 by working with the Hartford community to establish criteria for new board members and to determine necessary training.

#### **Amendments to Special Act 97-4**

Amendments to Special Act 97-4 are found in Special Act 01-7, Public Act 01-9(JSS) and Public Act 01-1(JSS) (see summary in chart aligning Hartford initiatives with legislative requirements in Appendix A). The new statutes concerning the State Board of Trustees are summarized as follows:

1. The tenure of the current State Board of Trustees now extends until December 2002 to accomplish the main requirements pursuant to Special Act 97-4.
2. From December 2002 until December 2005, a partially appointed and partially elected Board of Trustees shall govern the Hartford Public Schools. During this period the Hartford school district will be managed by a board of education consisting of four elected members and three appointed members who are electors of the city of Hartford. The process for selecting the appointed board members was amended in Public Act 01-9(JSS), Section 96(b): the new provision requires that the appointments be made by the mayor of Hartford, in consultation with the Governor and the leadership of the General Assembly, and approved by the Hartford Court of Common Council. The elected members shall be elected at the election held in November 2002.

3. In December 2005, the Hartford Board of Education will be determined in accordance with the charter of the City of Hartford. This subject is currently under review by a new Charter Revision Commission.
4. For the fiscal years ending June 30, 2002, and June 30, 2003, the City of Hartford may use up to \$100,000 to contract to provide for training in the duties of membership on a board of education. Fifty thousand dollars of such amount shall not lapse on June 30, 2002, but shall be available for expenditure during the fiscal year ending June 30, 2003.
5. During the time that the State Board of Education monitors the Hartford Public Schools (now extended to December 2005 pursuant to Special Act 01-7), the State Board of Education may reject, for good cause, the appointment of any Hartford superintendent of schools within 30 days of such appointment. Special Act 01-7 includes a provision that the Commissioner of Education and the State Board of Education report on the operation of the Hartford school district and its progress on or before December 31, 2002, and continue to issue these reports on a semiannual basis until June 30, 2005.

Other provisions in Special Act 01-7 include:

- the continuation of Board responsibility to address the Hartford Improvement Plan, operations audit recommendations, accreditation of schools (and maintaining school accreditation), the long-range facilities plan and revised board policies;
- an extension of the Advisory Council's term until December 31, 2003;
- the continuation of City Council responsibilities in Special Act 97-4 regarding local share and services through the fiscal year ending June 30, 2004;
- the creation of a Hartford School Building Committee appointed by members of the Trustees and City Council to manage school construction projects, and a provision for the Committee to delegate management responsibilities to an external entity approved by the Commissioner of Education; and
- the continuation of the responsibilities of the Audit Steering Committee (current membership includes local auditors and members of the Hartford Court of Common Council, State Board of Trustees and corporate partners): to meet monthly (until December 2005) to prioritize and recommend projects to address operational audit and annual fiscal audit recommendations; to help to ensure that financial and operational controls for completed recommendations are established; to assist the Hartford district to formalize an internal audit process; to work with the Trustees and City Council to recommend a mechanism to effectively and efficiently complete facilities projects and the long-term plan; and to report on progress to the Trustees and City Council.

## Implementing the Hartford District Improvement Plan

During the process of establishing 2001-02 annual goals, the board and the administration considered the consolidation of the Commissioner of Education's 48 recommendations for school improvement, issued in November 1996, with current initiatives. The letter of correspondence dated January 4, 2002, (see Appendix A) includes the Commissioner's approval to modify two of the 48 recommendations and not take action on Recommendation #45 at this time. The district's 2001-02 goals and the alignment of these goals with the Commissioner's recommendations and state statutes are provided in Appendix A in the chart "Initiatives for Improving the Hartford Public Schools." Comments have been added to the Trustees's objectives listed in the chart to better understand the difference between the 2000-01 and 2001-02 objectives. In several cases, objectives have been added or modified this year to align with the Commissioner's recommendations; in other cases, the objectives have followed a continuous improvement cycle (e.g., action moving from piloting an initiative to implementing it).

A report was presented to the State Board of Trustees in March 2002 by the Hartford administration on the status of each of the district's objectives as listed in the annual goals document, *Actions to Improve the Hartford Public Schools* (both documents are attached in Appendix A). In the *Actions* report, the following framework was used to present each objective: a list of staff members assigned to the objective; a status designation (i.e., Standard Practice, Completed, In Progress, Under Review and Modification); expected outcomes for this year; major tasks and accomplishments completed by staff members and partners to achieve the desired outcomes; a timetable; methods of assessing, evaluating and reporting progress, including assessment results; associated costs; a list of partners involved; and comments related to achieving the expected outcomes.

The March 2002 status of each objective and the former status designation in 2000-01 are also provided in the *Initiatives* chart in Appendix A. Many accomplishments have taken place this year. Appendix B includes two items prepared by the Hartford administration: a **summary of district accomplishments** and an overview of initiatives that includes a one-page summary of general statistical information for

individual schools. Several activities to address the academic and social needs of students or the district as a whole include:

- literacy and numeracy initiatives across all schools (Success for All and Direct Instruction are nationally recognized reading programs) and a second literacy block established to focus on language arts and writing;
- an elementary kit-based science program in all schools and a social studies program piloted this year (full implementation across schools next year);
- monthly professional development offerings for teachers and principals;
- a new teacher evaluation instrument instituted this year that is aligned with state frameworks;
- dropout prevention programs in the high schools: Save Our Ninth Graders and Save Our Seniors;
- new school climate/student discipline models in several schools (e.g., Girls and Boys Town);
- more opportunities for students to use technology to improve academic outcomes: Compass Learning, Classroom, Inc., Fast Forward;
- board adoption of a technology plan for years 2001-04;
- board adoption of a Magnet School Plan;
- board adoption of a School Accountability Plan;
- full-day, preschool programs coordinated by the Hartford schools that include a literacy program (Curiosity Corner) that is the precursor to the Success for All program in Grades K-6;
- consideration of theme-based schools for intradistrict choice next year; and
- the completion of several code compliance and roof repair school facilities projects.

Although the district continues to sustain improvements, it was difficult to ascertain from the *Actions* report the specific, measurable expected outcomes for many of the 2001-02 objectives (the status of each objective in the report includes an “Expected Outcomes” section). Many process indicators that are necessary to establish change were outlined; the progress in individual schools or with student subpopulations was not always quantified. More information was provided, however, to quantify professional development offerings or to identify specific schools implementing certain initiatives. In many cases, the efforts of community, corporate and higher education partners were not incorporated into the “Expected Outcomes” section or specified in the “Major Tasks and Accomplishments” section of the *Actions* report.

As a way to provide additional school-level data to gauge the level of progress in many of the Trustees’s objectives, documentation that was developed by central office officials and/or

the State Department of Education will be included in the next quarterly progress report in fall 2002. This summary of achievement indicators will be organized using the initiative areas adopted by the State Board of Trustees (i.e., School and District Management and Accountability; Curriculum and Course Offerings; Instruction, Assessment and School Climate; Professional Development; Early Childhood; Technology; Student Support; Parent and Community Support; Fiscal Management; and Facilities Management). Many of the recommendations recorded in the last progress report for each of the initiative areas still require attention (see Appendix C).

A summary of district-level student performance indicators is provided in section two of this report (see page 19). Student performance indicators are presented for the Hartford district with comparisons to state averages. Data comparing results from 1996-97, the first year of state intervention in Hartford, to current data are also presented.

### **Mechanisms for Parent, Teacher and Community Involvement**

Several of the established mechanisms for parent, teacher and community involvement have continued in 2001-02.

- Literacy facilitators, who are certified teachers, continue to meet monthly with the district Success for All (SFA) coach, also a certified teacher, to refine the SFA program, examine student data in their respective schools and discuss concerns.
- Literacy teachers who help to coordinate literacy support services also meet regularly with the district's language arts coach.
- Faculty department meetings are held with the district's content specialists, including English-as-a-second language teachers and special education teachers.
- Members of the Hartford Federation of Teachers have formed committees with central office administrators to meet monthly and discuss elementary education initiatives and special education programs and services.
- School-based parent-teacher organizations (PTOs) and family resource aides provide local support for parent involvement.
- The PTO Presidents' Council continues to meet regularly with the Hartford superintendent and cabinet officials.
- The School-Community Partnership Committee of central office administrators and community and cultural organizations engaged in extended-day and extended-year programs meet monthly to coordinate efforts.
- The leadership of African and Caribbean American Parents of Children with Disabilities (AFCAMP) and Padres Abriendo Puertas (PAP, Parents Opening Doors) continues to work with the assistant superintendent of student support services to sponsor special education forums for parents and to discuss and resolve, through leadership meetings, specific concerns related to individual students and

broader priority issues.

- The Education Committee of the MetroHartford Chamber of Commerce and the Operational Audit Steering Committee meet regularly to support systemwide initiatives.

Other districtwide committees that meet annually and engage parents, teachers and administrators include the redistricting committee and the school discipline committee. The redistricting committee of teachers, administrators and parents began their work late this year due to a change in leadership at the central office level; the school discipline committee of similar membership did not continue to meet this year. Teacher forums sponsored by the Hartford Federation of Teachers were held to discuss student discipline concerns with central office administrators. Central office administrators are working in collaboration with union officials to design a new operational structure to address student discipline issues and make annual revisions in the district's code of discipline.

Future Hartford administration reports regarding the progress made to achieve district goals, and in particular board goals concerning parent and community support, should specify the efforts made by parent, community, corporate and cultural organizations working in partnership with the Hartford Public Schools (see January 4, 2002, letter of correspondence regarding the 48 Recommendations for School Improvement in Appendix A). The administration should also consider reporting on activities to support parent and community participation on school improvement teams in response to board policies concerning school improvement teams and "student-centered" parent involvement.

### **Advisory Council**

The reports provided in Appendix D describe the priority projects that the Advisory Council has been engaged in with the superintendent and the State Board of Trustees. Activities include examining Hartford's bilingual program, security measures and college preparatory options for students. Members of the State Board of Trustees, Superintendent Amato and the Advisory Council are considering whether existing policies or administrative regulations need to be revised as a result of Advisory Council findings from its examination of priority project areas. Administrators and teachers participate in council activities regularly; parent participation is not consistent.

### **Accreditation**

The Hartford administration has expanded oversight of the accreditation process through the efforts of a mentor principal and a central office official; both individuals successfully completed the accreditation process as principals of Hartford schools. The New England Association of Schools and Colleges (NEASC) and a regional education agency also provide

support and guidance. The progress report found in Appendix E, prepared by Hartford administrators, addresses the amendments to Special Act 97-4 concerning the development of a comprehensive accreditation process. The report provides information on the status of each cohort of schools going through the process, the status of preschool programs completing the self-study, the status of Hartford high schools, and the follow-up recommendations that three of the accredited elementary schools have outlined for school and central office action. To date, the following five schools have received initial accreditation: Simpson-Waverly, Kennelly, Barnard-Brown, Mary Hooker, and Mark Twain. M.D. Fox Elementary completed the process and welcomed a visiting committee recently.

Weaver High School recently received a report from the visiting committee that met with the Weaver school community in March 2002. The NEASC Commission on Public Secondary Schools will be meeting to make recommendations concerning the school's accreditation status. An overview of the visiting committee's findings is included in Appendix E.

Architects are reviewing the design plans for Hartford Public High School and are working with both the School Building Committee and Hartford Public's school-based advisory committee to comply with accreditation standards and NEASC recommendations.

Budgeted resources for Hartford's PK-12 accreditation process have been delineated in the progress report. It is recommended that a 2001-02 expenditure report disaggregated by school be included in the next summary.

## **Budget Development and Process**

The State Board of Trustees continues to receive monthly general fund financial reports and quarterly reports on the use of special funds. Budget allocation changes are provided monthly to the Trustees for board action. As financial and operational audits are completed, central office administrators have instituted a practice of submitting audit findings and corrective actions to the State Board of Trustees during regular monthly board meetings.

Members of the State Board of Trustees worked with the assistant superintendent for finance to determine key indicators for consideration at the board's annual budget workshop. Central office officials provided supplemental information requested by board members to clarify questions raised at the budget workshop.

Appendix F includes current general fund and special fund reports, audit findings and corrective actions, and the revisions made to the proposed 2002-03 budget, reflecting a zero percent increase from the prior year. The State Board of Trustees has expressed publicly, at its regular meetings and to the City Council, its concern that additional appropriations and special appropriations available in prior years have not been included in state and local proposed budgets for fiscal year 2002-03. The impact on students, teachers, schools and programs is outlined in the presentation materials provided in Appendix F.

To date, the State Board of Trustees has not received the final pass-through allocation from the City of Hartford for its current budget. Staff positions necessary to maintain special fund accounts were filled in March 2002; large special fund carryover balances should continue to be reviewed to ensure that schools appropriately expend all allocations that could lapse this year.

The revision and articulation of all financial procedures is almost complete. Central office staff members and school administrators continue to receive training regarding new systems and procedures. The budget module of the SmartStream financial system is currently not used for special funds; the district anticipates migration to this module in fiscal year 2002-03.

## **Fiscal and Operations Audit**

The Operational Audit Steering Committee (OASC), co-chaired by the majority leader of the City Council and the chair of the State Board of Trustees, continues to meet monthly and review progress made on priority projects to address the 98 recommendations from the 1997 fiscal and operations audit. The audit addresses 10 functional areas: financial management, budget and planning, procurement, information technology, special funds, warehouse facilities, payroll, facilities, enrollment management and human resources. On a quarterly basis, the committee reviews the status of all the recommendations and a presentation is made to the State Board of Trustees.

As of January 2002, 67 of the recommendations were completed, 17 were in progress, and 5 were under review. Nine recommendations are no longer considered relevant. A description of the status of each recommendation by functional area is provided in Appendix G. In January 2001, 50 of the recommendations had been completed, 32 were in progress, 7 were under review, 2 had not been prioritized, and 7 were no longer relevant. Recommendations designated as “in progress” have resources assigned and a timetable for completion; recommendations “under review” have not had resources allocated; and recommendations that are “not prioritized” either have prerequisite recommendations before changes can begin, or are of low priority.

Amendments to Special Act 97-4 have articulated the role and function of the committee to ensure that the remaining projects are completed and that controls are in place to maintain improvements to systems. A description of the status of priority projects, prepared by OASC staff members, is included in Appendix G. Current priority projects include the implementation of the SmartStream human resources/payroll module. Projects that continue to lack sufficient personnel and/or financial resources include the following: implementing the plan for a joint chart of accounts, installing SmartStream automated funds control and development of a human resources procedures manual. Development of a SmartStream support team of district/municipal employees is in process to build internal capacity to maintain the joint financial management system. District and municipal officials are currently interviewing candidates for these positions. District and municipal officials are also developing a plan to consolidate their information technology departments.

The duties of the City of Hartford’s Internal Audit Department have been extended to the Hartford Public Schools. An internal audit report concerning Hartford’s adult education program is provided in Appendix F. Current projects include reviewing the internal controls established by the district’s buildings and grounds department.

### **Long-Term Facilities Plan**

In spring and summer 2000, the State Board of Trustees received and approved the long-range facilities plan prepared by Jeter, Cook and Jepson Architects and the Hartford administration. The Hartford Court of Common Council formally adopted the plan and established a bond sale schedule for the plan (from 2002-2013) in November 2001 (see Appendix H). The former School Building Committee (SBC) of municipal and district leaders discussed the findings and recommendations in the long-range plan to relieve overcrowding in Hartford schools and to create a new grade structure: a PK through Grade 8 elementary school structure and the current Grade 9-12 secondary structure. The first four recommended construction projects are at Rawson, Naylor, Webster and Burr elementary schools. A \$75 million bond referendum passed in November 2000 to support the renovation of these schools.

Amendments to Special Act 97-4 included a provision for the creation of a Hartford School

Building Committee, appointed by members of the State Board of Trustees and the Hartford City Council, to manage school construction projects. By-laws have been established, and the committee instituted improvements in the change order process. Fiscal management of prior projects has improved with the support of an external accounting firm. Hartford progress payments from January 2001 to April 2002 for school construction projects total approximately \$22 million. Monthly financial reports on current projects provide expenditure information but continue to lack budgeted costs by category. Pertinent documentation is provided in Appendix H.

The School Building Committee has been considering the appointment of an external firm to provide program management services for the first four schools in the long-range plan and for the renovation of Hartford Public High School. Contract negotiations began in January 2002, and the Committee anticipates submitting a proposed contract for approval by the Commissioner in late May 2002. Progress has been slow on these projects since the passage of the bond referendum in November 2000. Completion of these and other school facilities projects is part of the improvement strategy for Hartford students outlined in the amendments to Special Act 97-4. An architectural firm is working with the School Building Committee, however, to review the construction plans for Hartford Public High School (see Appendix H).

The Operational Audit Steering Committee is discussing its new legislative responsibility articulated in the amendments to Special Act 97-4 (a) to recommend, in consultation with the State Board of Trustees and the Hartford City Council, a mechanism to effectively and efficiently complete school construction projects and to implement the long-range plan, and (b) to provide semiannual reports to the Trustees and the City Council on school construction projects.

## **Collective Bargaining**

The March 2002 status of contracts with the 11 unions representing Hartford Public Schools personnel is outlined in Appendix I. The major agreements with the Hartford Federation of Teachers - Local 1018, the Hartford Educational Support Personnel - Local 82, and the Hartford Principals and Supervisors Association - Local 22 have been ratified. In May 2002, the State Board of Trustees approved the proposed collective bargaining agreement with paraprofessional employees. According to the March 2002 update, 5 of the 11 agreements have expired; 2 other agreements are due to expire in June 2002; and the 4 identified above have been approved with 2004 or 2005 ending dates.

## **Legislative Program Review and Investigations Committee**

The staff of the Legislative Program Review and Investigations Committee conducted a study between March and December 1999 to ascertain the progress made by the State Board of Trustees in three areas: (1) addressing the requirements of Special Act 97-4; (2) improvements in administrative operations; and (3) oversight of the Hartford Public School System. The recommendations from the staff report concurred with the observations recorded in the quarterly reports to the Governor and the General Assembly.

Efforts by the district to address the staff recommendations are provided in the "Summary of Compliance with Staff Recommendations," prepared by the staff of the Legislative Program Review and Investigations Committee as part of its 2001 annual report on the Hartford study (see Appendix J). The recommendations and compliance designations are also listed in the *Initiatives* chart in Appendix A. To date, the only partially completed recommendation concerns the full implementation of the joint financial system, SmartStream, and the internal capacity to support the system.

## II. STUDENT PERFORMANCE INDICATORS

The chart below of student performance indicators compares Hartford's 1996-97 and 2000-01 data to statewide results. There are visible improvements in student achievement and a closing of the gap between Hartford and state averages, but this progress must still be seen in the context of the overall low level of Hartford student achievement.

### Change in Hartford Student Performance Indicators Since 1996-97

Indicator	Year	Most Current Year		Hartford as % of State	(1)	School Year 1996-97		
		Hartford	State			Hartford	State	Hartford as % of State
CMT Math 4, 6, 8: % at/above goal (2)	2001-02	30.9	59.2	52.2%	↑	18	56	32.1%
CMT Reading 4, 6, 8: % at/above goal (2)	2001-02	25.3	62.6	40.4%	↑	19	60	31.7%
CMT Writing 4, 6, 8: % at/above goal (2)	2001-02	35.7	60.0	59.5%	↑	25	52	48.1%
CAPT Math: % at/above Goal (2)	2000-01	8	44.6	17.9%	↔	6	42	14.3%
CAPT Science: % at/above Goal (2)	2000-01	7	43.4	16.1%	↔	6	35	17.1%
CAPT Reading/Language Arts: % at/above Goal (2)	2000-01	9	42.2	21.3%	↔	7	35	20.0%
CAPT Writing/Interdisciplinary: % at/above Goal (2)	2000-01	17	48.7	34.9%	↑	11	38	28.9%
Dropouts: 4-year Cohort Rate (3)	2001	22.9	11.4	200.9%	↑	44.1	15.7	280.9%
Dropouts: Annual 1-year Event Rate	2001	11.5	3.0	383.3%	↓	13.4	3.9	343.6%
% Graduates to Educational Activity	2001	75.0	79.1	94.8%	↑	65.6	75.6	86.8%
% Graduates Employed	2001	14.5	17.1	84.8%	↑	11.2	18.5	60.5%
Physical Fitness: Percent Passing all 4 Tests (2)	2000-01	18.5	34.2	54.1%	↔	15.3	28.1	54.4%
AP: % of Seniors Taking at Least One Exam	2001	8.8	16.3	53.7%	↑	3.1	11.8	26.2%
AP: % of Examinations Passed	2001	28.1	70.5	39.9%	↓	37.8	73.1	51.8%
SAT I Total Score	2001	754	1005	75.0%	↔	759	1008	75.3%
SAT I: Percent of Graduates Taking	2001	71.5	77.6	92.1%	↑	47.8	73.7	64.9%
Graduates with Credit in Algebra	2001	88.3	90.0	98.1%	↑	71.9	85.2	84.4%
Graduates with 3+ Credits in a World Language	2001	34.8	55.5	62.7%	↑	26.2	51.7	50.7%

NOTES: (1) An upward arrow indicates improvement of at least five percentage points relative to the state average.  
 (2) Comparisons of results are across two generations of the tests with some differences in the components.  
 (3) Some improvement due to better record keeping starting in 1996-97.

### III. AREAS OF CONTINUING NEED

Areas of continuing need are raised in each report to identify several of the broad categories where attention is still required.

- *Financial Resources for 2002-03.* The proposed Hartford Public Schools budget for the 2002-03 school year (see Appendix F) represents a significant concern for the State Board of Trustees, Superintendent Amato and staff members. State funds that supported a \$5 million supplemental grant have been eliminated – and while it is possible that the Education Cost Sharing (ECS) grant may increase by approximately \$5 million over 2001-02 figures, the potential exists for no increase in state aid. At the same time, the City of Hartford faces a major financial crisis in a 2001-02 deficit of approximately \$50 million that has resulted in dramatic proposed reductions in nonschool spending, while maintaining the same amount of local funds for the Hartford Public Schools (HPS) as in the prior year (per state statute). With HPS contracted salaries increasing, the potential of unchanged state and local revenues will require program reductions, the magnitude of which depends on final state funding estimates – yet to be determined.

Additional federal funds for 2002-03, estimated at approximately \$7 million more than 2001-02, will be available; however, these are categorical grants with specific purposes that must be supplementary and not used to supplant prior local and state funds.

- *Long-Range School Facilities Plan.* Amendments to Special Act 97-4 offer the Hartford School Building Committee, currently comprised of members of the State Board of Trustees and the Hartford Court of Common Council, a unique opportunity to expeditiously implement the long-range school facilities plan. Since the enactment of this legislation in July 2001, limited progress has taken place to begin construction on the first four schools in the plan and to complete the renovation of Hartford Public High School. It is anticipated by the School Building Committee that the selection of a program manager will assist with these efforts. Public comments presented at regular committee meetings focus primarily on the need to start construction at Rawson, Naylor, Burr and Webster schools, and to complete the school construction project at Hartford Public High School. Overall responsibility for Hartford's school construction projects is in the hands of this committee. **Further, in light of the Trustees' adoption of a new plan for interdistrict magnet schools in Hartford, and other new data since the adoption of the previous long-range facilities plan (in May 2000), the Trustees and the School Building Committee must update the long-range facilities plan and expect to do so every two years – based on the most recent experience and new information.**
- *Services to Students with Special Needs.* Although there have been improvements in the special education program in the Hartford Public Schools – for example, more professional development opportunities for special education teachers to use the general Hartford curriculum and gain a greater understanding of federal, state and local mandates for students with disabilities, and improved planning efforts to better define programs and services to students – specific concerns raised from visits to programs and schools continue to require immediate attention. Appendix K includes a summary of the district's

actions to address special education goals, compliance with the federal and state statutes, and State Department of Education and community concerns. The State Department of Education will continue to provide technical assistance to ensure appropriate services and high expectations for students with special needs.

- *New Ways to Strengthen Parent and Community Involvement in Support of Student Achievement.* The State Board of Trustees and the Hartford administration should continue to consider new ways to strengthen parent and community involvement in support of student achievement. The district should consider conducting a survey and developing focus groups to gauge the progress made to enact the research-based standards adopted by the board in its “student-centered” parent involvement policy. These standards concern: (1) communication between school and home; (2) promoting parenting skills; (3) parents assisting student learning; (4) developing opportunities for parents to volunteer in schools; (5) school decision-making and advocacy that affect children and families; and (6) collaborating with community resources to strengthen schools, families and student learning. Appendix L includes Hartford’s parent involvement policy and the district’s June 2001 analysis related to parent and community involvement standards. Improving student literacy, coordinating more tutoring and mentoring opportunities for students, and ensuring that parents and neighborhood organizations have meaningful roles in developing schoolwide initiatives via school improvement teams are important ways to strengthen a community spirit in support of student achievement.