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Hartford
Public
Schools



BOARD OF EDUCATION MEETING

January 22, 2024

7:00 PM

Motivations to pursue further education





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SUPERINTENDENT'S UPDATE

Thomas Anderson

January 22, 2024



VISION

Schools that are the
Pride of our
Community

MISSION

To deliver a high-quality
learning experience for
Every Child, Every Day



CORE BELIEFS



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Expectations
Matter

Effort
Matters

Competence
Matters

Solutions
Matter

Relationships
Matter

Results
Matter



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SUPERINTENDENT'S *Key Items*

- Recognition / Spotlight
- Partnership for Literacy
- 2024 Legislative Priorities
- General Items: Expectations
- Kindergarten Reminder





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RECOGNITION AND CELEBRATORY POINTS



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EHPS STAFF SPOTLIGHT

SARAH LUPIEN

Acceleration Specialist

Norris Elementary School





THE
KIDS BOOK HOME
COMPANY.

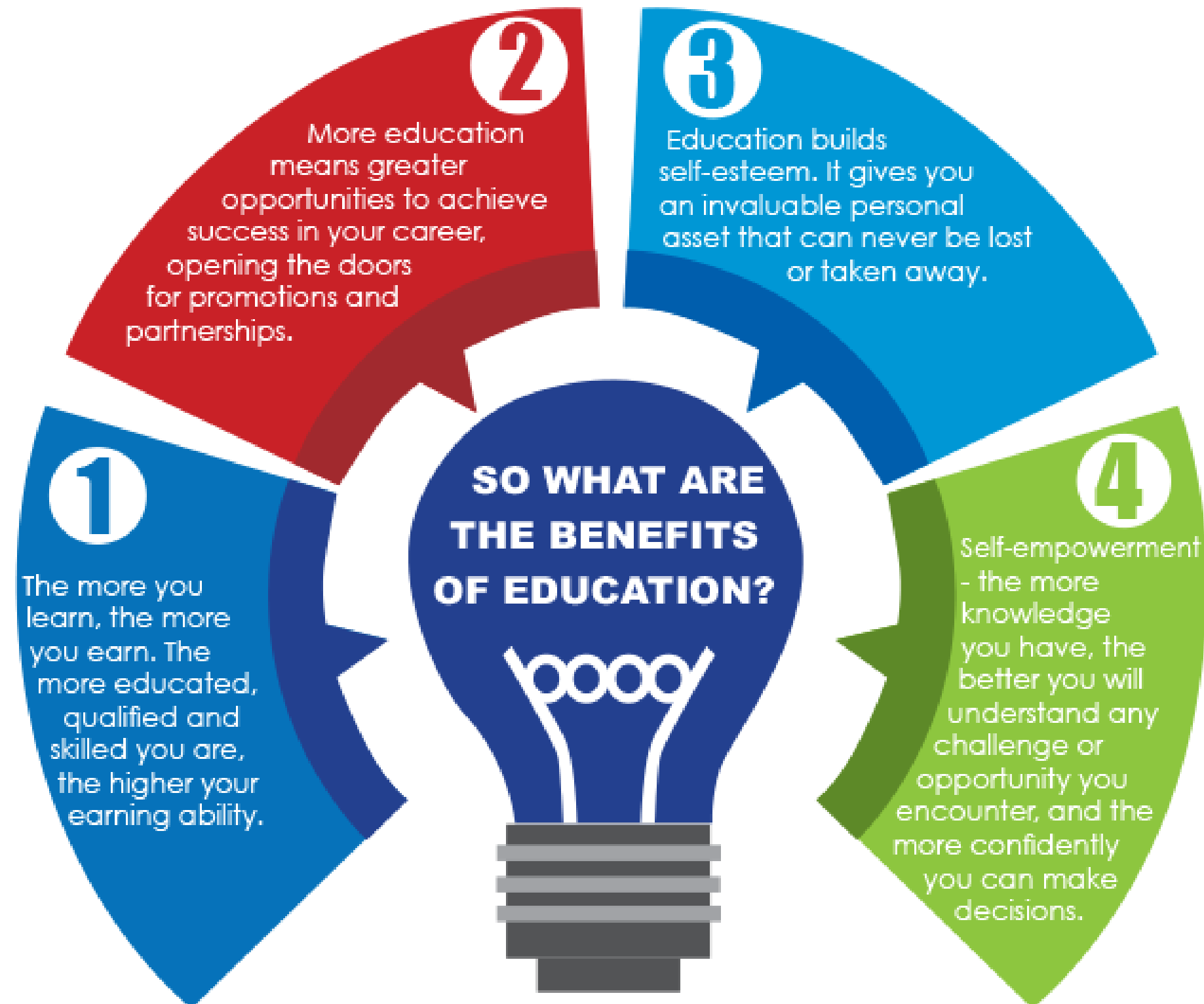
Some proven benefits of reading:

- Improved Vocabulary and Communication
- Skills Increased Imagination and Creativity
- Improved Concentration and Memory
- Better Understanding Of Cause and Effect
- Improved Writing Skills
- Enhanced Critical Thinking Skills
- Greater Empathy & Compassion For Others





PARENT ENGAGEMENT / PARTNERSHIP



Our Commitment to PreK-5 LITERACY

We are committed to evidence-based reading instruction PreK through Grade 5

- Being a proficient reader has an impact on a student's entire education and future opportunities
- We are committed to providing efficient, research-based reading instruction for every student
- We are committed to ongoing professional learning and support that builds capacity for excellence in literacy instruction, growth, and achievement

Supporting the classroom at home . . .

The Simple View of Reading



(Gough & Tunmer, 1986; Hoover & Gough, 1990)

<https://www.sadlier.com/school/ela-blog/phonics-and-the-science-of-reading>

- Most reading difficulties can be prevented in young students – *intensive training: phonemic awareness, phonic decoding training, and repeated practice*

KEY

- Teaching whole word memorization is limited
- Learning phonics empowers students exponentially
 - *“If a child memorizes ten words, then the child can read ten words. But, if the child can learn the sounds of ten letters, the child can read...” (Martin Kozloff)*
- 350 three-sound words, 4,320 four-sound words, 21,650 five-sound words

Reading development can be divided into three stages:

- **Identifying letters and sounds**

- Letter-sound knowledge is essential for both phonic decoding and sight-word learning
- Early phonological awareness skills enable the development of letter-sound knowledge

- **Phonic decoding**

- The more automatic and fluid, the more cognitive space students have for vocabulary comprehension

- **Orthographic mapping**

- Process when unfamiliar words become automatic sight words
- How students develop a sight word bank for accurate and automatic word retrieval



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Literacy Priority (Reading)

Comprehension is the ultimate goal for reading!

High-focus and intensity on foundational skill development and automaticity

- ALWAYS includes wide reading options
- Opportunities to grow knowledge, vocabulary, interest and engagement

Many Strands Are Woven into Skilled Reading

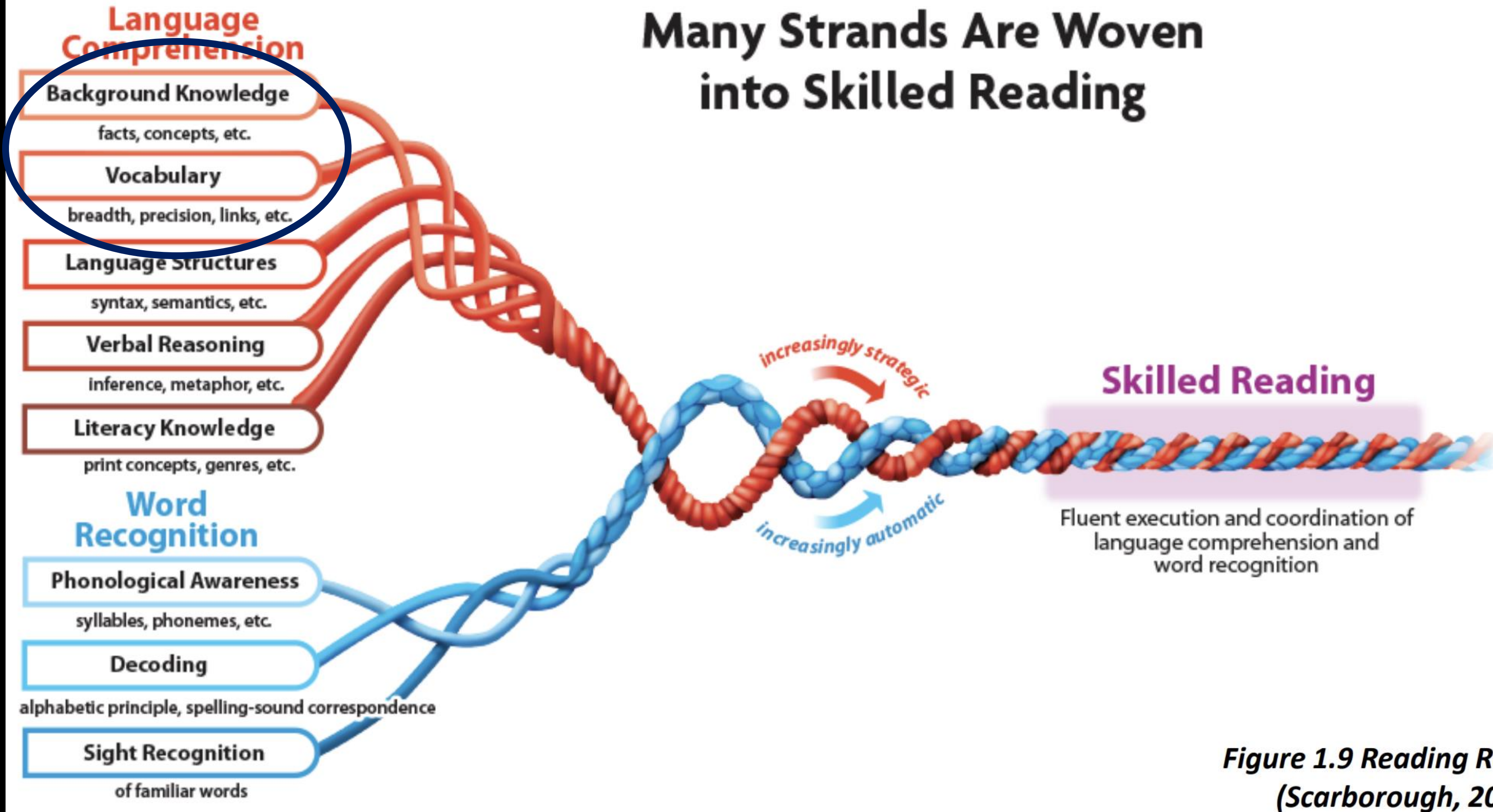


Figure 1.9 Reading Rope
(Scarborough, 2001)

LEGISLATIVE PRIORITY

Support the passage and implementation of a Student-Centered Funding System

Rationale/Purpose: Over the past several legislative sessions, multiple bills have been proposed that have included revisions to the Educational Cost Sharing (ECS) formula with the intention of making CT's funding system equitable and adequate for all students

- *HB5283, EHPS asks the East Hartford Delegation to actively work to regain the interest and support of the CT legislature in the 2024 session to pass a Student-Centered Funding System*

There has been progress and significant revisions to the Educational Cost Sharing (ECS) formula for the 2024-2025 school year

- Although we have targeted needs, the student-centered funding formula would benefit **ALL students**, provide greater fiscal stability, and be a long-term solution to CT's educational funding system
- It is our recommendation to fully implement the Student-Centered Funding System³⁰

Objective I

Align state support to student need: First developed in 1990, the [Education Cost Sharing \(ECS\) formula](#) was designed to provide how the state supplemented city and town educational funding.

- After over 30 years of modifications, it continues to be the formula for educational aid
- Formula based in property tax/resident income – causes most economically challenged cities/towns to invest the least in education
- Recent funding increases (Alliance Grant) have been absorbed into operational programming (i.e., teacher salaries: K-4) as the district has mitigated small annual budget increases
- Financial challenge: student needs continue to outpace the allocated resources
- Over 75% of EHPS students are identified as high needs students which includes students with disabilities, English Learners or those eligible for free/reduced-price meals
- Since 2018, the number of English Language (EL) learners (increased by 36% to an all-time high of 15%)
- EHPS has seen its highest number (22%) of students receiving special education services
- *Student-Centered Funding System*, would correct this imbalance (address the misalignment between financial support and student need) - establish equity and adequacy in how funding is allocated for all students

Objective II

Disentangle local districts from court mandated tuition payments: *The 1996 Sheff v. O'Neil Supreme Court Decision called for the development of a state funded magnet system to desegregate Hartford Public Schools.*

- Settlement prompted a process of partially funding tuitions while mandating sending towns provide the balance of payment
- Successive settlements have increased seats and schools to the region (tuition obligation has increased)
- EHPS is situated in the heart of the Sheff region and deeply affects our financial obligation
- FY25 budget includes a projection of over \$7M in tuition payments for more than 1,000 students
- Manage escalating tuition costs
- Obligation of paying tuitions for students attending magnet schools would shift to the state and provide relief
- Disentangle EHPS mandated tuition payments to reinvest funds into our schools

Objective III

Special Education Excess Cost Grant and Regulatory Oversight of Private Special Education Programs

Mandate a capped cost policy and oversight to ensure that private special education programs maintain high-quality standards and fees not to exceed more than 2% annually

- Actions will allow school districts to anticipate costs regarding fiscal predictability
- Fully fund the ECS Grant; implement a 2% annual cost cap to ensure greater budget predictability
- Students special education needs have risen: 11% of student population to 17%
- Proportion of local education expenses for special education (increased: 20% to 30%)
- New judicial ruling: special education services extend until age 22
- Increased #/cost of Out of District/private placements and pandemic impact contribute to increased costs

Recommendations include:

- Fully funding the Excess Cost grant using the most recent data available
- Would help enhance the future trajectory for all children in East Hartford Public Schools

Aligned with other similar districts across the state

Fully Fund Pre-Kindergarten 4 to Address the Access Gap Created by Public Act 23-208

Public Act 23-208 changed the kindergarten entry age from age 5 at January 1 to age 5 by September 1 of the entry year, and requires implementation in all districts by September of 2024.

This policy change impacts:

- Staffing, certification, space allocation, and access to full-time academic programming
- In large urban communities, this change in access to kindergarten prior to turning 5 years old, creates an additional barrier to full day academic and social programs for families and children

Teacher Recruitment and Retention

Comprehensive policy approach to recruit, retain, and stabilize teacher shortages within urban and Alliance districts

- Urban school districts face intense challenges to recruit and retain high quality educators. The workforce shortage has directly impacted urban education at an unprecedented rate. General teacher shortages in mathematics, science, world languages, and special education

Accountability and Ownership



Accountability

- Extrinsic motivation
- Imposed by others
- Metric-driven
- Promotes short-term thinking
- Rewarding goals

Managers hold people accountable



Ownership

- Intrinsic motivation
- Personal choice
- Purpose-driven
- Focus on long-term results
- Rewarding behavior

People feel they own their work

Go hand in hand but are different.

Ownership is the motivation, increasing responsibility for the outcome.

by Gustavo Razzetti - Fearless Culture

School transportation is a necessary service and priority resource to many of our families

The safety of both students and staff is critical

- Although transportation is required, there will be accountability for behavior that is disrespectful and/or puts others in danger
- Consequences will range but will include students losing bus privileges for a period of time or permanently depending on the severity and frequency of the infraction



REMINDER

Kindergarten Regular Registration Opens: February 1, 2024

For the 2024-2025 school year:

- Children must turn 5 on or before September 1, 2024 to start kindergarten.
 - Children who turn 5 after September 1 must apply for a waiver by May 15, 2024.

For the 2025-2026 school year:

- Children must turn 5 on or before September 1, 2025 to start kindergarten.
 - Children who turn 5 between September 2 and September 30, 2025 must apply for a waiver by March 30, 2025.
 - Children will be given an assessment to determine kindergarten readiness.
 - All children turning 5 after September 30, 2025 will now enter kindergarten in the 2026-2027 school year.

QUESTIONS / COMMENTS



THANK YOU

