Hartford Public Schools
District Accountability Policy

Purpose

To accomplish its Core Beliefs and Commitments and consistent with its Management Performance Theory of Action, the Board sets forth a District Accountability Policy that establishes measures and enforces standards for school performance. Through the application of a system of incentives and supports, all district schools will perform at or above the proficient level.

Definition

This Accountability Policy prescribes the following:

1. Student achievement measures to be used in determining school performance.
2. Classification of schools on the basis of their academic performance.
3. Differentiation of the District’s supervision of schools on the basis of their performance classification.

Scope of Policy

This policy applies to all schools operated by or affiliated with the Hartford Public Schools. This includes established, redesigned, repurposed and new school models.

Policy Components

1. Measures
   - Schools serving grades 3 through 8 will be measured on student achievement of Connecticut State Content Standards in the content areas of Reading, Math, Writing and Science as measured by the Connecticut Mastery Test (CMT).
   - Schools serving grade 10 will be measured on student achievement of Connecticut State Content Standards in the content areas of Reading, Math, Writing and Science as measured by the Connecticut Academic Performance Test (CAPT).
   - CMT and CAPT will be utilized to measure student achievement in schools serving both elementary and secondary grades or some combination thereof.
   - The District will develop alternate measures for schools exclusively serving grades K-3, 9, or 11-12.
   - The standard statistical measure of the Overall School Index (OSI) will be utilized to represent the overall performance level of each school based on student achievement in the four content areas at multiple grade levels. The OSI assigns a statistical weight to individual student performances which are combined to create a whole school summary statistic of school achievement.

2. Classification of Schools
Schools will be classified on the basis of the OSI and rate of improvement using the State Department of Education performance levels.

3. Differentiation of District Supervision of Schools

Applying the Board’s Managed Performance Empowerment (MPE) theory of action, the Superintendent will differentiate the supervision of schools on the basis of the school’s performance classification.

- Established schools that achieve at or above the Proficient Level will earn autonomy.
- New and redesigned schools will be granted autonomy at inception and must achieve a four point increase in their OSI each year until the Proficient Level is reached within three years of operation.

The Superintendent will develop a supervisory protocol for schools at or above the Proficient Level of student achievement that enables operational and programmatic autonomy. This autonomy will include the ability to allocate resources and make personnel decisions in accordance with state and federal law and contractual obligations. Autonomous Schools will establish School Governance Councils to ensure parent and staff involvement in shared decision-making in accordance with Board Policy on School Governance Councils (1210-A.)

Schools that perform below the OSI Proficient Level will receive district intervention. The Superintendent will establish at least one Intervention Team at the elementary and secondary levels for the purpose of providing an intensive level of supervision, support and direction to low-performing schools. Intervention teams will have prescriptive authority in management of the school including resource allocation, personnel and programmatic decisions.

Schools that perform below the OSI Proficient Level of student achievement and do not improve will be subject to redesign or repurposing as prescribed by Board Policy for School Redesign or Repurposing (6190).

4. Rewards and Recognition

The Board may provide incentives and recognition to the staff of schools who have been successful in advancing their school to a higher performance classification by improving student achievement.

Board Oversight

The Board directs the Superintendent to classify schools annually according to the provision of this policy. The Board will review detailed student performance data of each school relative to the provisions of this policy annually. Schools with performance below the OSI Proficient Level will report on their strategies to raise student achievement and results of formative student assessments directly to the Board at least twice annually.
<table>
<thead>
<tr>
<th>RELATIVE PERFORMANCE</th>
<th>2007 TO 2008 RATE OF IMPROVEMENT</th>
<th>Autonomous</th>
<th>Defined Autonomy</th>
<th>Intervention</th>
<th>Redesign</th>
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</thead>
<tbody>
<tr>
<td>Goal Range: OSI 70+</td>
<td>Improving &gt; + 3.0</td>
<td>Classical</td>
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<td></td>
<td>No Significant Change + 3.0 to - 3.0</td>
<td>Hartford Magnet Middle Capital Preparatory University High Sport and Medical Sciences †</td>
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<td>High Proficient: OSI 60 to 69</td>
<td>Declining &lt; - 3.0</td>
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<td></td>
<td>Webster †</td>
<td>Breakthrough Magnet Parkville</td>
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<td></td>
<td>Dwight †</td>
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<tr>
<td>Proficient: OSI 50 to 59</td>
<td>Pathways †</td>
<td>Rawson</td>
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<td>Hooker †</td>
<td>Kennelly</td>
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<td></td>
<td>Naylor †</td>
<td>Batchelder</td>
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<td></td>
<td>Wish †</td>
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<td></td>
<td>West Middle †</td>
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<tr>
<td></td>
<td>Fisher †</td>
<td></td>
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<td></td>
<td>Kinsella †</td>
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<tr>
<td>Below Proficient: OSI 40 to 49</td>
<td>M.D. Fox †</td>
<td>Simpson Waverly Bulkeley High Moylan Bellizzi Middle</td>
<td>Berr ‡</td>
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<td></td>
<td>McDonough †</td>
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<td></td>
<td>King †</td>
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<tr>
<td></td>
<td>Sanchez †</td>
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<tr>
<td>Substantially Below Proficient: OSI below 40</td>
<td>Weaver †</td>
<td>SAND</td>
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<td>Clark ‡</td>
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<tr>
<td></td>
<td>Hartford High †</td>
<td>Betances</td>
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<td>Fox Middle</td>
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<td></td>
<td>Miner †</td>
<td></td>
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<td>Bums</td>
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† Moved up one or more levels of autonomy
‡ Moved down one or more levels of autonomy
Instruction

Policy For School Redesign or Repurposing

Purpose

To accomplish its Core Beliefs and Commitments and consistent with its Theory of Action the Board sets forth a policy for School Redesign or Repurposing. This policy specifies the criteria for the redesign or repurposing of chronically low performing schools.

Definition

The Superintendent shall implement an accountability system that annually assesses the relative performance and rate of improvement of each school.

A school in the ‘Redesign’ category of this system is performing substantially below the proficient level as measured by an Overall School Index (OSI) below 40 and has failed to improve. A school in this category will be redesigned or repurposed for another school program.

Criteria

The Board will take action to redesign or repurpose schools that have performed substantially below the proficient level for two (2) consecutive years without improvement and/or have failed to make adequate yearly progress under the requirements of the No Child Left Behind Act (20.USC.Sec.6316) for five (5) consecutive years.

Timeline

The Board will direct the Superintendent to plan and implement the redesign or repurposing of any school meeting the criteria above by December 1st of any school year. Such schools shall cease to operate in their current form at the end of that school year, except for the purpose of transition or phase out in those instances where the new school model is initiated incrementally.

Process for Redesign

The process for redesign shall include the following:

1. Notification of parents and staff of the redesign school.
2. Engagement of the parents and community on design elements of the new school model that meet the academic needs and aspirations of the community for their children.
3. Reconstitution of the leadership, faculty and support staff through reassignment of current personnel and recruitment of personnel committed to the new school model.
4. Development of new school design specifications that describe the curricular content, methodological focus, operational features and other distinctive elements of the school and outline student and staff commitments and parental involvement.

5. An enrollment plan for the school which is consistent with the Board’s school choice plan for intra-district choice schools and advance the goals of the *Sheff v. O’Neill* settlement for inter-district choice schools.

The Board shall adopt the educational specifications for each redesigned school as recommended by the Superintendent of Schools prior to their implementation.

**Process for Repurposing**

Board action on the repurposing of school buildings shall be taken on specific recommendations of the Superintendent. Such recommendations shall give consideration to the following:

1. Implementation of the Board’s adopted framework for an ‘All Choice’ System of Schools.

2. Achievement of the goals of the *Sheff v. O’Neill* settlement to reduce racial and economic isolation.

3. Recommendations from school site-selection committees.

**Renaming of School Buildings**

To the extent practical, new schools will adopt in whole or part the names of the school buildings in which they operate. In those cases where a school redesign or repurposing calls for the renaming of all or part of a building, the Board will adhere to Naming of Facilities or Parts of Facilities Policy 3505 (a).

**Board Oversight**

The Board will review the performance of each school annually to determine its status and take action according to policy.