



NEW HAVEN PUBLIC SCHOOLS

New Haven Public Schools

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Equitable Staffing Guidelines For Multilingual Learners Success

February 6, 2023

STRATEGIC PLAN : SY 2020-2024



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Core Values

We believe...

- 1 Equitable opportunities** create the foundation necessary for every child to succeed
- 2 A culture of continuous improvement** will ensure that all staff are learners and reflective practitioners
- 3 High expectations** and standards are necessary to prepare students for college and career
- 4 Collaboration** and partnerships with families and the New Haven community will enhance learning and achievement



Mission

To provide all students in New Haven Public Schools with personalized, authentic, and engaging learning experiences through creativity, exploration, innovation, critical thinking, problem-solving, and high quality instruction. To foster a culture of continuous improvement through collaborative partnerships with staff, families, and the New Haven community. To support students' growth and development by utilizing the Whole Child Framework.

Vision

Our vision is to be a premier urban school district that ensures access to equitable opportunities and successful outcomes for all students as they prepare for college, career, and life.

Priority Areas for 2020-2024

- | | |
|--|--------------------------------|
| 1 Academic Learning | 2 Culture & Climate |
| 3 Youth & Family Engagement | 4 Talented Educators |
| 5 Operational Efficiencies | |

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Goal 2

High Achievement for all Learners

If we take the necessary steps to close the opportunity gaps for students with disabilities, English Learners, and students with low-incomes, we will increase the graduation rate among students.

By 2024 80% of students will demonstrate grade-level proficiency in literacy, math, and science.

By 2024 English Learners will achieve 80 percent of their Literacy and Oral growth targets on average on the LAS Links.

By 2024 the 6-year graduation rate for high-needs subgroups will increase to 85%.

By 2024 the gap between the high needs and non-high needs subgroups will decrease to less than 10 points in ELA, Math, and Science performance indices.

Goal 5

Unwavering Commitment to Equity, Growth and Progress

If all district stakeholders participate in a cycle of continuous improvement with the focus on high expectations and the equitable distribution of resources, then we will assure that all children will receive a quality education with a variety of experiences and outcomes.

By 2024 All schools will participate in a full implementation of a transparent budget process that reflects equitable distribution of resources.

Changing Demographics



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- NHPS general enrollment is decreasing, but the number of Multilingual Learners is increasing.
- 22% or, more than 1 in 5 NHPS students is a Multilingual Learner.
- We accept students throughout the year, so October enrollment does not represent true total enrollment.

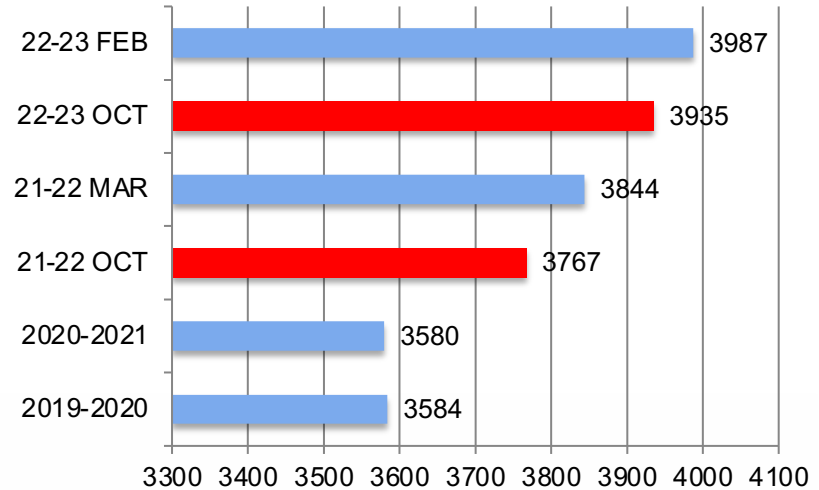
Growth in Multilingual Learners 2017 to 2023



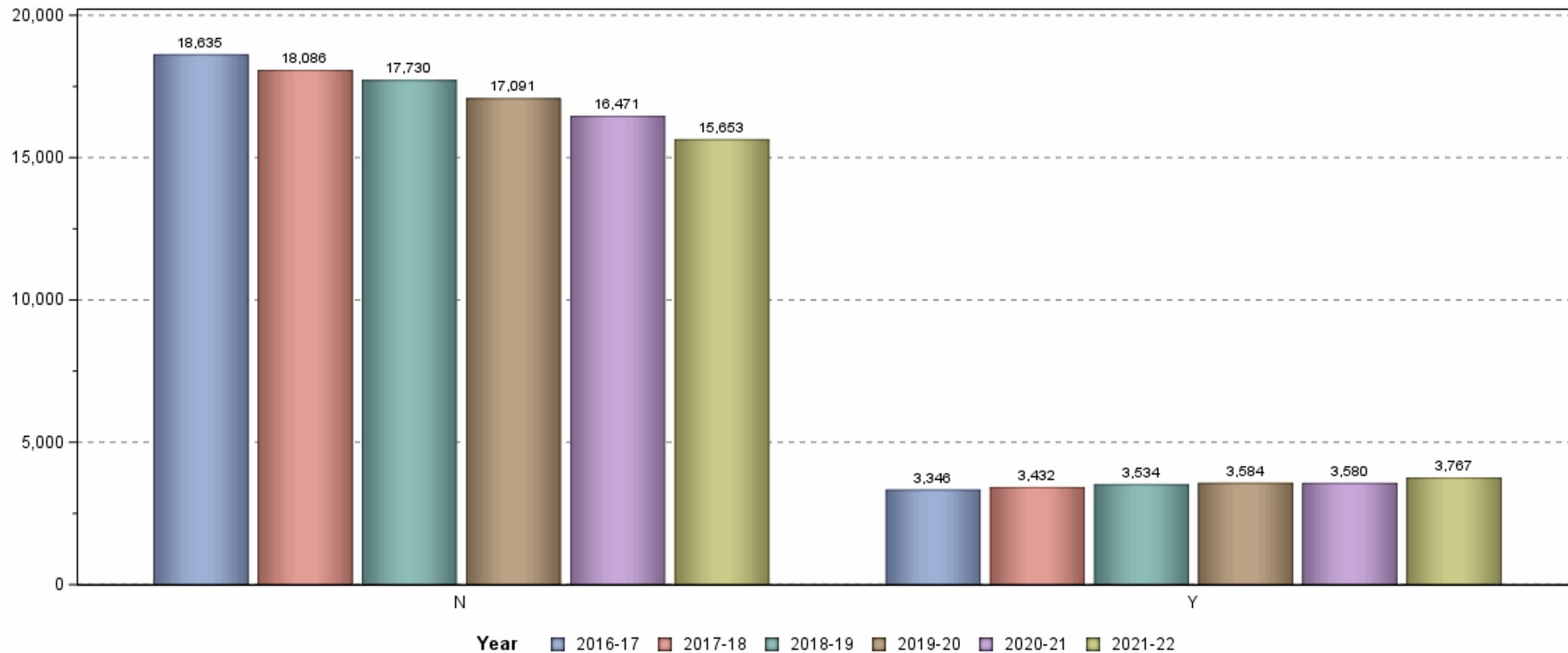
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Public School Enrollment Trend
Student Counts by English Learner Status and Year
 New Haven School District
[Export .csv file](#)

English Learner Status	Year					
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
No	18,635	18,086	17,730	17,091	16,471	15,653
Yes	3,346	3,432	3,534	3,584	3,580	3,767
Total	21,981	21,518	21,264	20,675	20,051	19,420



Enrollment Trend: New Haven School District
 Subgroup = English Learner Status

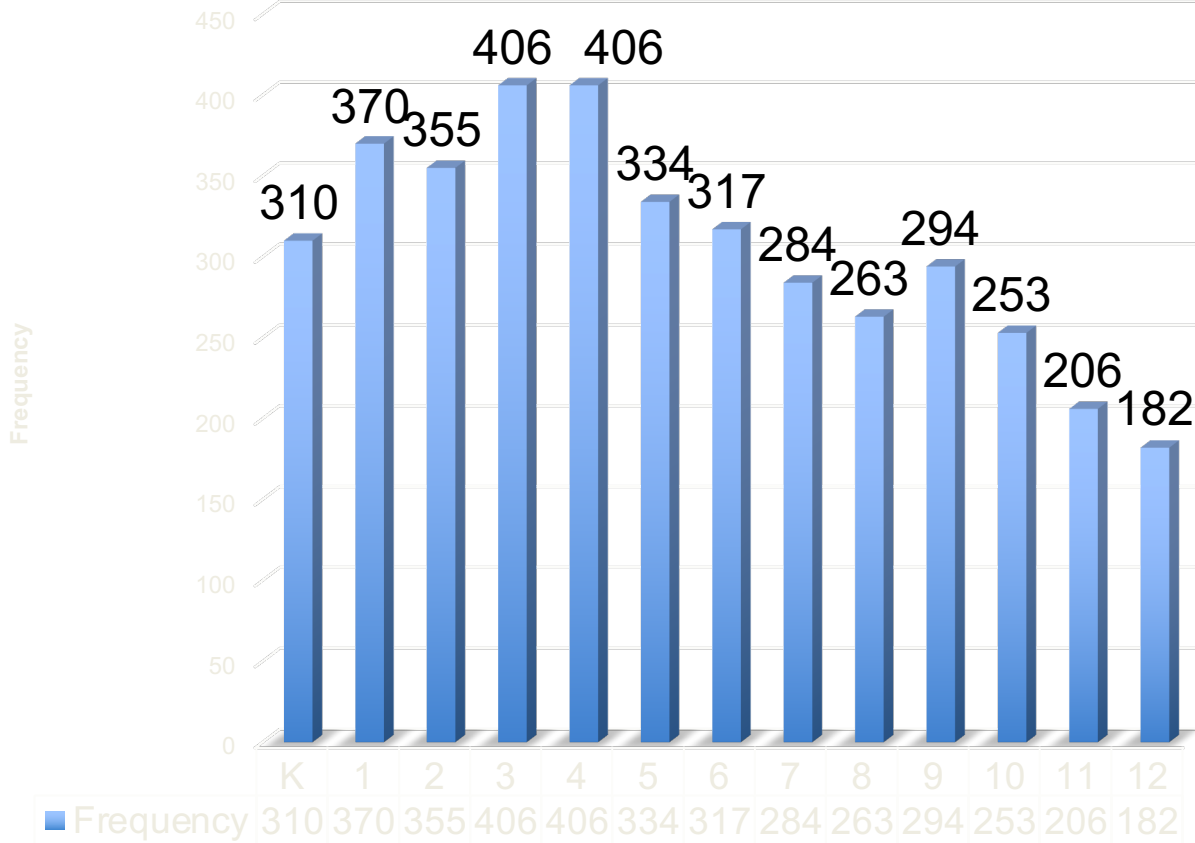


Multilingual Learners (ML) Counts by Grade Level



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Student Enrollment in District	19,326
Multilingual Learners	3,987 (22%) K-12



70 different languages (district)
 54 different countries

- 82% Spanish
- 9.4 % Pashto
- 2.3 % Arabic
- .8 % Dari
- .6 % Turkish
- .5% Mandarin

14.1% (n=563) of MLs are also identified as special education

Fed Ethnicity:

- Latino 81.6% (n=3,125)
- Non-Latino 18.4% (n=704)

Enrolled in bilingual/dual 32.5% (n = 1,292)

Changing Demographics in NHPS



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- 13 of our schools serve over 75% of our MLs.
- 17% of our total MLs are newcomers.
- There has been an increase of 26% of newcomers from the average of the prior 2 years.
- Growing population of SLIFE students, primarily from Afghanistan and Central America.
- Unaccompanied minors and students experiencing family separation continue to make up a portion of this population.

Subgroups Within Multilingual Population



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- Newcomers
- Developing MLs
- Long term MLs
- MLs with disabilities
- SLIFE
- Former MLs

Subgroups Within Multilingual Population



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- **Newcomers:** Students who have been in our schools for three years or less and are.
- **Developing ML:** Students who have received ML services for 4 to 6 years.
- Long term ML: Students who have completed at least six years of services and continue to require services.
- **ML Students with Disabilities:** MLs served by an Individualized Education Plan (IEP). An IEP team determines a student's eligibility for special education services and the language in which special education services are delivered.
- **Students with Limited or Interrupted Formal Education (SLIFE):** MLs who have attended schools in the U.S. for less than twelve months and who have limited or interrupted education.
- **Former ML:** A Former ML student who was identified as an ML and has met the criteria for exiting ML status. Upon exiting ELL status, Former MLs must be tracked for two years.

12 High Incidence Schools (20%+)



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SCHOOL	Students	Percent ML
FAME	459	0.60
Fair Haven	721	0.57
Truman	503	0.57
Martinez	492	0.48
Hill Central	437	0.48
Clinton	466	0.47
JC Daniels	496	0.37

SCHOOL	Students	Percent ML
Clemente	428	0.31
Obama	327	0.31
Barnard	457	0.27
Cross	1,644	0.27
Hillhouse	1,138	0.23

12 Middle Incidence Schools (10-20% MLs)



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School	Students	Percent ML
Bishop Woods	441	0.16
Conte	588	0.15
East Rock	477	0.15
W Hooker	369	0.14
AL Troup	424	0.14
Celentano	391	0.14
Nathan Hale	540	0.13

School	Students	Percent ML
Ross Woodward	604	0.12
Benjamin Jepson	501	0.12
MBA	404	0.12
Career	640	0.12
King Robinson	428	0.10

12 Low-Incidence Schools (Under 9% MLs)



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School	Students	Percent ML
HSC	281	0.09
Edgewood	404	0.08
Riverside	96	0.08
Betsy Ross Arts	328	0.08
Beecher	481	0.07
Sound	338	0.07
Wexler Grant	273	0.06

School	Students	Percent ML
Lincoln Bassett	270	0.05
NH Academy	326	0.05
Co-op	555	0.05
Brennan Rogers	284	0.03
Davis St	483	0.02



Staffing Recommendations & Gap Analysis: Schools With An ESOL Program Only

Gap Analysis: Some K-8 Schools Are Appropriately Staffed



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School	Current ESOL Teaching Staff	Recommendation Using New Guidelines	Gap / Unmet ESOL Staffing Needs
Brennan Rogers	0.2	0.16	No
Davis	0.2	0.18	No
Lincoln Bassett	0.3	0.26	No
Nathan Hale	1	1.18	No
Wexler Grant	0.2	0.26	No
Worthington Hooker	1	0.94	No

Gap Analysis: Many K-8 Schools Offer Some ESOL Support, But Caseloads Are Too Large or Tutors Are Only Supports



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School	Actual ESOL Staff	New Guidelines	Gap / Unmet Needs
Jepson	0.8	1.2	0.4 Teacher
Mauro Sheridan	0.6	0.8	0.2 Teacher
Riverside	0	0.2	0.2 Teacher
Ross Woodward	1	1.4	0.4 Teacher
King Robinson	0.6	0.8	0.2 Teacher
Bishop Woods	0.8	1.4	0.6 Teacher
Conte	1	1.6	0.6 Teacher

School	Actual ESOL Staff	New Guidelines	Gap / Unmet Needs
East Rock	1	1.4	0.4 Teacher
Edgewood	0	0.6	0.6 Teacher
Beecher	0	0.8	0.8 Teacher
Celentano	0.4	1	0.6 Teacher
Barnard	2	2.4	0.4 Teacher 1 ML Coach
Clemente	2	2.6	0.6 Teacher 1 ML Coach
TOTAL	10.2	16.2	6 Teachers 2 ML Coaches

Gap Analysis: Most High Schools Served By Part-Time Tutors Only

School	Actual ESOL Teaching Staff	Recommendation Using New Guidelines	Gap / Unmet ESOL Staffing Needs
New Haven Academy	0	0.5	0.5 Teacher
Co-Op	0	0.5	0.5 Teacher
ESUMS	0	0.5	0.5 Teacher
HSC	0	0.5	0.5 Teacher
Sound School	0	0.5	0.5 Teacher
Metro	0	1	1 Teacher
TOTAL	0	3.5	3.5

Gap Analysis: Acute Needs In Larger High Schools



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School	Actual ESOL Teaching Staff	Recommendation Using New Guidelines	Gap / Unmet ESOL Staffing Needs
Career	1	1.5	.5 Teachers
James Hillhouse	4	6	2 Teachers 1 ML Coach
Wilbur Cross	6	9	3 Teachers 1 ML Coach
Total	11	16.5	5.5 Teachers 2 ML Coaches

Why School-based ML Coaches?



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Effective coaches “work in ongoing ways in a single school, so that they might develop substantive, ongoing relationships not only with teachers but also with principals.... Research suggests that in those schools where teachers’ instruction improves, teachers of varying expertise work collaboratively toward a set of common goals.... learning to teach for increased equity and intellectual rigor.” -Kane & Rosenquist, 2018

Why School-based ML Coaches?



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- Ongoing, embedded professional learning rather than "one shot" workshops
- A high level of instructional support and a culture of shared learning can increase teacher retention in hard-to-staff schools
- Coaches maintain a consistent focus on instruction and development of a high level of expertise in all staff, leading to higher student achievement
- Equitable decisions are made with ML voice front and center in school decision-making (SSST, Child Study Teams, School Leadership, etc.)

Staffing Guidelines Recommendations



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Position	K-8	High School
Multilingual Coaches	1 per school with over 20% of the student population identified as MLs.	1 per school with over 20% of the student population identified as MLs
Bilingual Classroom Teachers	1 per classroom, according to teachers' contract	4 per 125 MLs in core subject areas of Language Arts, Math, Science, and Social Studies
ESOL Teachers, Dual Language Program	1 per 65 MLs	1 per 50 MLs
ESOL Teachers, ESL Program	1 per 50 MLs. One additional teacher should be assigned when there are more than 40 newcomer students.	1 per 50 MLs. One additional teacher should be assigned when there are more than 30 newcomer students.

Recommended Time Allocations for ELD* Instruction Per Week



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	K-1	2-3	4-5	6-8	9-12
Level 1	1 hr. 45 min	3 hr. 10 min	6 hrs. 15 min	9 hrs. and 10 min	9 hrs. and 10 min
Level 2	1 hr. 45 min	3 hr. 10 min	6 hrs. 15 min	6 hrs. 15 min	6 hrs. 15 min
Level 3	52 min	1 hr. 15 min	1 hr. 45 min	4 hrs. and 20 min	4 hrs. and 20 min
Level 4	0	1 hr. 15 min	1 hr. 15 min	1 hr., 45 min	1 hr., 45 min
Level 5	0	0	0	0	0
Newcomer	1 hr. 45 min	4 hrs. and 20 min	6 hrs. 15 min	9 hrs. and 10 min	9 hrs. and 10 min
SLIFE	N/A	N/A	6 hrs.	9 hrs. and 10 min	9 hrs. and 10 min
Dually Identified Sped MLs	Individualized, 1 hr 15 min +	Individualized, 1 hr 15 min +	Individualized, 1 hr 15 min +	Individualized, 1 hr 15 min +	Individualized, 1 hr 15 min +

*ELD: English Language Development

TESOL Gap Analysis By School



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School	Total MLs	Ratio	Proposed FTE based on Ratio	Total # Newcomers	Proposed Newcomers FTE	Actual FTE TESOL	Gap
Augusta Lewis Troup School	59	50	1.1	16		1.0	0.1
Barack H. Obama Magnet University School	101	65	1.5	13		0.8	0.7
Barnard Environmental Magnet School	124	50	2.4	28		2.0	0.4
Benjamin Jepson Magnet School	61	50	1.2	0		0.8	0.4
Betsy Ross Arts Magnet School	25	50	0.5	1		0.4	0.1
Bishop Woods Architecture & Design Academy	71	50	1.4	6		1.0	0.4
Brennan-Rogers: Art of Comm & Media Magnet	8	50	0.2	0		0.2	0.0
Celentano Bio Tech Health and Medical Magnet	54	50	1.0	6		0.4	0.6
Clinton Avenue School	221	65	3.4	54	1	1.0	3.4
Conte West Hills Magnet: Exp. & Innovation	91	50	1.7	14		1.0	0.7
Cooperative Arts & Humanities Magnet High School	25	50	0.5	2		0.0	0.5
Davis Academy for Arts & Design Innovation	10	50	0.2	0		0.2	0.0
East Rock Community Magnet School	70	50	1.3	6		1.0	0.3
Edgewood Magnet School	34	50	0.6	3		0.0	0.6
Engineering & Science University Magnet School	29	50	0.6	1		0.0	0.6
Fair Haven School	412	65	6.2	88	1	5.0	2.2
Family Academy of Multilingual Exploration	279	65	4.3	44	1	0.8	4.5
High School In The Community	26	50	0.5	1		0.0	0.5
Hill Central Music Academy	208	65	3.1	21		1.0	2.1
Hill Regional Career Magnet High School	74	50	1.4	5		1.0	0.4
James Hillhouse Comprehensive High School	257	50	5.0	102	1	4.0	2.0
John C. Daniels School of Internat Comm	186	65	2.9	22		1.0	1.9
John S. Martinez Sea and Sky STEM Magnet School	238	65	3.6	8		1.0	2.6
King Robinson Magnet: An IB World School	42	50	0.8	5		0.6	0.2
L.W. Beecher Museum School of Arts and Sciences	35	50	0.7	5		0.0	0.7
Lincoln-Bassett School	14	50	0.3	1		0.2	0.1
Mauro-Sheridan Science, Tech & Comm Magnet	48	50	1.0	2		0.6	0.4
Metropolitan Business Academy	48	50	1.0	2		0.0	1.0
Nathan Hale School	68	50	1.4	1		1.0	0.4
New Haven Academy	15	50	0.3	1		0.0	0.3
Riverside Education Academy Magnet High School	8	50	0.2	0		0.0	0.2
Roberto Clemente Leadership Academy	133	50	2.6	27		2.0	0.6
Ross Woodward Classical Studies Magnet School	74	50	1.5	2		1.0	0.5
Sound School	24	50	0.5	1		0.0	0.5
Truman School	290	65	4.4	49	1	1.0	4.4
Wexler/Grant Community School	17	50	0.3	1		0.2	0.1
Wilbur Cross Comprehensive High School	442	50	8.7	106	1	6.0	3.7
Worthington Hooker School	51	50	1.0	16		1.0	0.0
TOTAL	3972		69.1	660		37.2	37.9

Budget Implications By School: TESOL & Coaches



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School	Total ML	Ratio	Proposed FTE based on Ratio	Total # Newcomer	Proposed Newcomers FTE	Actual FTE TESOL	Gap	Proposed FTE ML Coach	To Fill Gap	ML Coach Cost	Total Cost
Augusta Lewis Troup School	59	50	1.1	16		1.0	0.1	0.5	\$6,000.00	\$37,500.00	\$43,500.00
Barack H. Obama Magnet University School	101	65	1.5	13		0.8	0.7	1.0	\$55,384.62	\$75,000.00	\$130,384.62
Barnard Environmental Magnet School	124	50	2.4	28		2.0	0.4	1.0	\$31,500.00	\$75,000.00	\$106,500.00
Benjamin Jepson Magnet School	61	50	1.2	0		0.8	0.4	0.5	\$28,500.00	\$37,500.00	\$66,000.00
Betsy Ross Arts Magnet School	25	50	0.5	1		0.4	0.1		\$7,500.00	\$0.00	\$7,500.00
Bishop Woods Architecture & Design Academy	71	50	1.4	6		1.0	0.4	0.5	\$28,500.00	\$37,500.00	\$66,000.00
Brennan-Rogers: Art of Comm & Media Magnet School	8	50	0.2	0		0.2	0.0		(\$3,000.00)	\$0.00	(\$3,000.00)
Celentano Bio Tech Health and Medical Magnet School	54	50	1.0	6		0.4	0.6	0.5	\$42,000.00	\$37,500.00	\$79,500.00
Clinton Avenue School	221	65	3.4	54	1	1.0	3.4	1.0	\$255,000.00	\$75,000.00	\$330,000.00
Conte West Hills Magnet: Exp. & Innovation	91	50	1.7	14		1.0	0.7	0.5	\$54,000.00	\$37,500.00	\$91,500.00
Cooperative Arts & Humanities Magnet High School	25	50	0.5	2		0.0	0.5		\$37,500.00	\$0.00	\$37,500.00
Davis Academy for Arts & Design Innovation	10	50	0.2	0		0.2	0.0		(\$1,500.00)	\$0.00	(\$1,500.00)
East Rock Community Magnet School	70	50	1.3	6		1.0	0.3	0.5	\$25,500.00	\$37,500.00	\$63,000.00
Edgewood Magnet School	34	50	0.6	3		0.0	0.6		\$45,000.00	\$0.00	\$45,000.00
Engineering & Science University Magnet School	29	50	0.6	1		0.0	0.6		\$42,000.00	\$0.00	\$42,000.00
Fair Haven School	412	65	6.2	88	1	5.0	2.2	1.0	\$165,000.00	\$75,000.00	\$240,000.00
Family Academy of Multilingual Exploration	279	65	4.3	44	1	0.8	4.5	1.0	\$337,500.00	\$75,000.00	\$412,500.00
High School In The Community	26	50	0.5	1		0.0	0.5		\$37,500.00	\$0.00	\$37,500.00
Hill Central Music Academy	208	65	3.1	21		1.0	2.1	1.0	\$156,923.08	\$75,000.00	\$231,923.08
Hill Regional Career Magnet High School	74	50	1.4	5		1.0	0.4	0.6	\$31,500.00	\$45,000.00	\$76,500.00
James Hillhouse Comprehensive High School	257	50	5.0	102	1	4.0	2.0	1.0	\$150,000.00	\$75,000.00	\$225,000.00
John C. Daniels School of Internat Comm	186	65	2.9	22		1.0	1.9	1.0	\$139,615.38	\$75,000.00	\$214,615.38
John S. Martinez Sea and Sky STEM Magnet School	238	65	3.6	8		1.0	2.6	1.0	\$196,153.85	\$75,000.00	\$271,153.85
King Robinson Magnet: An IB World School	42	50	0.8	5		0.6	0.2	0.5	\$18,000.00	\$37,500.00	\$55,500.00
L.W. Beecher Museum School of Arts and Sciences	35	50	0.7	5		0.0	0.7		\$52,500.00	\$0.00	\$52,500.00
Lincoln-Bassett School	14	50	0.3	1		0.2	0.1		\$6,000.00	\$0.00	\$6,000.00
Mauro-Sheridan Science, Tech & Comm Magnet School	48	50	1.0	2		0.6	0.4		\$27,000.00	\$0.00	\$27,000.00
Metropolitan Business Academy	48	50	1.0	2		0.0	1.0	0.5	\$72,000.00	\$37,500.00	\$109,500.00
Nathan Hale School	68	50	1.4	1		1.0	0.4	0.5	\$27,000.00	\$37,500.00	\$64,500.00
New Haven Academy	15	50	0.3	1		0.0	0.3		\$22,500.00	\$0.00	\$22,500.00
Riverside Education Academy Magnet High School	8	50	0.2	0		0.0	0.2		\$12,000.00	\$0.00	\$12,000.00
Roberto Clemente Leadership Academy	133	50	2.6	27		2.0	0.6	1.0	\$46,500.00	\$75,000.00	\$121,500.00
Ross Woodward Classical Studies Magnet School	74	50	1.5	2		1.0	0.5		\$36,000.00	\$0.00	\$36,000.00
Sound School	24	50	0.5	1		0.0	0.5		\$36,000.00	\$0.00	\$36,000.00
Truman School	290	65	4.4	49	1	1.0	4.4	1.0	\$330,000.00	\$75,000.00	\$405,000.00
Wexler/Grant Community School	17	50	0.3	1		0.2	0.1		\$10,500.00	\$0.00	\$10,500.00
Wilbur Cross Comprehensive High School	442	50	8.7	106	1	6.0	3.7	1.0	\$277,500.00	\$75,000.00	\$352,500.00
Worthington Hooker School	51	50	1.0	16		1.0	0.0	0.5	\$1,500.00	\$37,500.00	\$39,000.00
TOTAL	3972		69.1	660		37.2	37.9	17.6	\$2,843,076.92	\$1,320,000.00	\$4,163,076.92

Total Staff Needed



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Based on the staffing guidelines recommendations that take into consideration:

- Teacher to student ratio;
- Percentage of ML students, and
- Number of newcomers enrolled at a given school

We need an additional 38 ESOL teachers and 18 ML coaches to address the district's needs

Budget Implications



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- ❑ Increase ML high school graduation rates
- ❑ Increase language development in all domains of language (writing, reading, listening, speaking) for all students in the district
- ❑ Increase English language service for all the children who are enrolled in the district
- ❑ Increase a high level of instructional support to increase positive student outcome and teacher retention.

- Investing in filling the gap on those schools with non- certified personnel
- Placing resources to fill the gap on those schools that service 75% of MLs
- Adding ML coaches in schools with > 20%
- Newcomer welcoming center for families
- Program for long term ML students

- Determine the staffing gap aligned to time allocations based on individual learners proficiency levels
- Determine the staffing gap to address the needs of mandated bilingual schools
- Support teacher recruitment to fill required positions
- Move to staffing model over 3 years
- Monitor for equity of service across schools