

Greenwich Public Schools Revised Racial Balance Plan



Greenwich Board of Education

**Submitted to the Connecticut
State Board of Education**

June 11, 2014

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Stefan Pryor
Commissioner of Education
State of Connecticut
State Board of Education
P.O. Box 2219
Hartford, CT 06145

Dear Commissioner Pryor:

The Greenwich Board of Education submits the following plan to address racial balance within the District. The goal of the plan is to continue to stabilize racial balance at New Lebanon and Hamilton Avenue Schools by: 1) Attracting more magnet students from the rest of the District through improving the academic performance in both schools and enhancing the magnet program at Hamilton Avenue School, and 2) Increasing capacity at New Lebanon School for additional magnet students from other attendance areas while accommodating the increasing enrollment numbers in the attendance area. The plan reflects the District's focus on our key priorities: raising the achievement of all students, addressing gaps in achievement among student subgroups, and balancing facility utilization across all eleven elementary schools.

The rationale for this approach emerged over 18 months of data gathering, analysis, and community discussion. The Greenwich Board of Education is committed to achievement for all students. During its research and discussion, the Board committed to actions that will have a positive impact on academic achievement and racial balance. After numerous public forums, discussions and deliberations, we have achieved a community consensus around the following understandings. These understandings form the basis for the Board's plan going forward:

- Greenwich deliberately chose to build a single, large high school (approximately 2,700 students) that all public school students in the community attend. Our high school students have the benefit of a diverse student body and a rich array of challenging programs.
- The three feeder middle schools are racially balanced.
- The eleven neighborhood elementary schools are highly valued for their capacity to provide a sense of community. Neighborhood schools are overwhelmingly supported by parents across the town.
- Greenwich is a large district (67.2 square miles) with 16 educational facilities, extended bus routes and congestion along the I-95/Post Road corridor where most of the town's population is concentrated. Transporting students outside of their neighborhood elementary attendance area would require young children to be transported longer distances, posing challenges for parents to be involved with their student's education.

- Rapid increases in the number of school age children residing within the New Lebanon School attendance area created overcrowding issues that impact the number of magnet students able to attend this school. This population trend was not anticipated when New Lebanon School was first designated a magnet school in 2007.
- Involuntary movement of students to achieve racial balance through redistricting has very little support in Greenwich.
- The current magnet program is a contributing factor to promoting racial balance in two of four magnet schools, Julian Curtiss School and The International School at Dundee. The other two magnet schools -Hamilton Ave and New Lebanon have not been as successful in attracting magnet students to date for a variety of reasons.
- Expanding and/or reconfiguring the current magnet program at Hamilton Avenue School should have the potential to address racial balance and facility utilization issues.
- Notwithstanding strong neighborhood school support, there is a significant percentage (28%) of elementary school parent survey respondents, who would consider sending their children to a magnet school outside of their attendance area if the educational opportunities were attractive.
- High needs students (free or reduced price lunch, English Language Learners, receiving Special Education services) are disproportionately African American and Hispanic. Academic achievement is a key priority for the Greenwich Board of Education and in the best interests of minority students. It is unlikely that moving high needs students to a more racially balanced school would, in and of itself, significantly close gaps in achievement.
- The Greenwich Board of Education and Administration came to consensus in early September 2012 that any and all work by the Greenwich Public Schools on racial imbalance should first and foremost seek to raise student achievement and narrow the achievement gap for high needs sub groups.

Further background information and the steps taken to revise the plan are contained in the appendices. This plan builds off the plan submitted in 2007. What is proposed is a long term, sustainable and multifaceted approach to addressing recent and future demographic trends and closing gaps in achievement among student subgroups. In addressing these issues the needs of the Greenwich Public Schools (GPS) Community and the values of the constituents in various neighborhoods need to be considered. Hamilton Avenue and New Lebanon function not only as learning centers, but also as community centers for the residents of the respective attendance areas.

With consistent and effective implementation of the above strategies, the Greenwich Board of Education firmly believes it will move toward improved racial balance in our schools.

Sincerely,

Barbara O'Neill

Chair, Greenwich Board of Education

Revised Racial Balance Plan Summary

The revised Greenwich Public Schools Racial Balance Plan has several elements based on our understanding of the issue and our desire to provide the best possible education for all students. The revised plan builds off the plan submitted in 2007 that included four magnet elementary schools, (Hamilton Avenue, International School at Dundee, Julian Curtiss and New Lebanon), and New Lebanon School being named an IB school. What follows is a long term, sustainable and multifaceted approach to addressing recent demographic trends and closing gaps in achievement among student subgroups:

1. Implement programs and services focused on accelerating achievement for all students while narrowing the achievement gap at New Lebanon, Hamilton Avenue and Julian Curtiss Schools, three of our four magnet schools that are all Title I schools. Programs to be targeted are: K-3 reading, technology to personalize instruction, data to drive instruction, programs to increase parent involvement and other strategies focused on achievement. It would be expected that this programming would make the three Title I magnet schools more attractive for new magnet families. Planning for these new programs has already begun with \$650,000 budgeted funds to continue development of programs with implementation during the 2014-15 school year.
2. Renovate and expand New Lebanon School to create additional magnet seats to, serve the increasing neighborhood enrollment and support a 21st century learning environment. In order for a magnet program at New Lebanon School to work, it is essential the facility be upgraded to provide sufficient number of classrooms and support spaces for all programs. This renovation and expansion are key components of the proposed plan.
3. Implement and market a new magnet theme for Hamilton Avenue School, rebuilt in 2008, that will accelerate academic achievement. This modification will allow a sharper focus on achievement for all students and provide a strong attraction for additional magnet students.
4. Aggressively promote the newly created Middle Years International Baccalaureate (IB) magnet program at Western Middle School. Greenwich students have the opportunity to experience the IB primary years program at two of Greenwich's magnet schools – New Lebanon School and The International School at Dundee. Continuing this program into middle school is expected to encourage more families to choose to be a magnet family at both the elementary and secondary levels.
5. Modify the rules for the existing magnet school programs to encourage more voluntary movement within the District

Background

The plan addresses three issues that the District is facing:

Racial Imbalance: New Lebanon and Hamilton Ave Schools have been cited by the State for racial imbalance.

Achievement Gap: There is a significant and persistent disparity in academic performance among student sub groups.

Overcrowded/Underutilized Schools: Greenwich has schools ranging in facility utilization from 69% to 108% with the variance projected to increase over the next ten years.

From the beginning, the Board of Education viewed these issues as related and pursued an integrated solution. After several months of in-depth analysis, in January 2013, the Greenwich Board of Education directed the Superintendent to develop a plan to address racial balance issues in the District. Presentations to the Board provided historical background, existing conditions, a definition of the problem, opportunities for stakeholder input, exploration of possible options for addressing facility utilization and racial balance issues.

Two major approaches to addressing these issues emerged from an initial review of the data: 1) redistricting students and 2) voluntary movement of students through parent choice programs. It became apparent through Board discussion and public forums that redistricting is not a viable solution in Greenwich because:

- More than 20% of students would have to be transported from their neighborhood school to another school and, given the rapidly changing demographics of the town, racial balance and facility issues would be resolved for only a year or two.
- Given the limited building capacity and diverse populations at Hamilton Avenue and New Lebanon Schools, the required movement of students to achieve racial balance would disproportionately impact Hispanic and African American students.
- There is little or no support within a community that strongly supports neighborhood schools for redistricting to achieve racial balance or optimal facility utilization. This is as true in Hamilton Avenue and New Lebanon communities as it is in Riverside or Parkway.
- The increased cost of transporting students greater distances to schools outside of their neighborhood would impact the funds available for academic programs.
- Moving students from school to school, in and of itself, does not address the need to raise academic achievement for all students and close gaps in achievement among subgroups of students.

The revised plan focuses on parent choice as an approach to racial balance and facility utilization issues with an emphasis on programs that will increase student achievement.

Context of the Plan

The GPS Mission, Vision of the Graduate and Strategic Vision for the Future create the context and articulate the outcomes for which the proposed solutions for racial imbalance were developed.

The **Mission of the Greenwich Public Schools** is:

- To educate all students to the highest levels of academic achievement;
- To enable them to reach and expand their potential; and
- To prepare them to become productive, responsible, ethical, creative and compassionate members of society.

The Vision of the Graduate

The Greenwich Public Schools are committed to preparing students to function effectively in an interdependent global community. The vision of a graduate who is college and career ready outlines the broad capacities we seek to develop in our students:

- Academic
 - Master a core body of knowledge,
 - Pose and pursue substantive questions,
 - Critically interpret, evaluate and synthesize information,
 - Explore, define and solve complex problems, and
 - Generate innovative, creative ideas and products.
- Personal
 - Be responsible for their own mental and physical health,
 - Conduct themselves in an ethical and responsible manner,
 - Recognize and respect other cultural contexts and points of view,
 - Pursue their unique interests, passions and curiosities, and
 - Respond to failures and successes with reflection and resilience.
- Interpersonal
 - Communicate effectively for a given purpose,
 - Advocate for ideas, causes and actions,
 - Collaborate with others to produce a unified work and/or heightened understanding, and
 - Contribute to community through dialogue, service and/or leadership.

GPS Mission Alignment

The GPS plan provides an opportunity to develop magnet themes that will align with and advance the mission of the GPS schools, the Vision of the Graduate, and our strategic vision for academic achievement in Greenwich. A priority will be coordinating the plan with our related initiatives in personalized and digital learning--so that GPS has a coherent, interactive system of school innovation.

Strategic Priorities for Greenwich Public Schools

The overarching goal within the GPS is to transform teaching and learning for the needs of the 21st century. We have four critical areas of focus:

- Adoption of the Common Core and Next Generation Science Standards
- Transition to personalized instruction through digital learning strategies
- Evaluation by multiple measures of progress
- Innovation, research and development that bring best practices to scale

Our priorities will be addressed through approaches on the District level (digital learning and personalized learning initiatives) as well as within specific efforts in individual schools (magnet models, digital learning pilots and personalized learning initiatives).

Steps Taken to Revise the Plan

The work of revising the Greenwich Racial Balance Plan was organized around eight major tasks including:

- A. Board Review and Public Engagement
- B. Research: A major theme across the solution categories is the need for comprehensive analysis of several technical questions central to any racial balance solution:
 - o Demographics, School Capacity and Enrollment Projections
 - o Market Research on Parent Choice
- C. Magnet Planning & Implementation
- D. Expansion of New Lebanon School
- E. Residency Verification
- F. Modify Magnet School Guidelines
- G. Providing Transportation to Magnet Students at New Lebanon and Hamilton Avenue
- H. Closing Gaps in Achievement among Student Subgroups
 - o District Data Study
 - o School Equity Study

A. Board Review and Public Engagement

The public engagement process included hearings, forums, small group meetings, online feedback, taped airings of the Board meetings, hearings and forums (available online), and documents translated into Spanish and posted to the GPS web site. The summary of comments, questions and suggestions reflected below are derived from all of the public comment settings.

Public Hearings/Forums:

Since the May 23, 2013 Board of Education Meeting, seven public hearings or forums were held in order to provide the public with an opportunity to comment and ask questions. The forums were held primarily at the secondary schools in order to provide ample space, and to provide ease of access geographically.

Online Public Comment:

The Board/District provided an opportunity for members of the public to submit comments online. To date, 120 entries have been received.

Small Group Discussions:

In addition to the Public Hearings and Forums, the administration met with small groups, including GPS Leadership, GPS teacher representatives, PTA Council, Elected Officials, Community Organizations, Greenwich Association of Realtors, and members of the press. There were at least 14 such meetings.

Additional Public Engagement Efforts:

All Board Meetings and all but one Public Forum on the topic of Facility Utilization & Racial Balance were taped and are available on GPS--TV (GPS Web Site).

Parentlink, eMail, Web Site & Press Notices and Reminders: The schedule of Board Meetings and Public Comment Opportunities and reminders was promoted via Parentlink (sent to approximately 86% of GPS families) and Friday Folders, eMail to Community Leaders (Elected Officials, PTA Council, etc.), GPS Staff, and media. The schedule also appeared on the GPS Web Calendar and in the section of the web site dedicated to this topic.

Documents on Web and copied – Access to the Board documents on Facility Utilization & Racial Balance were posted to the web site. Copies were made available at each of the hearings, forums and small group meetings.

Spanish Translations – Key documents were translated into Spanish and posted to the GPS Web Site. Copies of the translated documents were made available at the public forums. Three of the public forums offered Spanish translation services. The District also conducted a forum in Spanish with English translation.

B. Research

Demographics, School Capacity and Enrollment Projections – Facility Utilization and Racial Balance Study:

Milone & MacBroom, Inc. were hired based on an RFP to do an in-depth analysis of Greenwich demographics to provide background information on which to base a discussion of racial balance and facility utilization. They analyzed demographic trends and housing stock enrollment forecasts by elementary attendance areas using federal, state, local and private sources of information. This information allowed the Board and community to consider the impact of various options for improving racial balance and efficiently utilizing facilities. Key findings are as follows:

- The current system of magnet schools and elementary attendance areas is insufficient to address overall facility utilization issues and racial imbalance at New Lebanon and Hamilton Avenue Schools.
- Given the projected high utilization of the eleven elementary schools over the next 5 to 10 years, it is not advisable to close an elementary school.
- Redistricting to racially balance enrollment at Hamilton Avenue and New Lebanon Schools would require moving 900 students to new schools (22% of total elementary enrollment), compromise neighborhood attendance areas,

increase transportation costs and student time on buses, and be unlikely to work for more than two years given shifting demographic patterns.

- Addressing racial balance through voluntary choice would require major restructuring of the current magnet program, some redistricting and voluntary movement of a significant percentage of minority students out of Hamilton Avenue and New Lebanon Schools.

Market Research - Parent Choice Survey:

GPS hired Metis Associates to conduct research on elementary school choice through the administration of a survey (79% response rate) to parents of all elementary school students in the District and six focus groups with a sample of GPS elementary school parents. The survey was developed collaboratively with GPS administration and was administered online and in paper format from August 20 through September 5, 2013. Focus groups were conducted on September 18, 23, and 24, 2013. Major findings from the parent survey and focus groups include:

- 73% of the respondents “definitely prefer” to keep their child(ren) in their neighborhood school and another 10% would “probably prefer” their neighborhood school, even if given the option of school choice.
- Parents said they prefer neighborhood schools because they help foster a strong sense of community and parental involvement.
- Some parents are frustrated that the District is considering school choice as a means to address both the facility utilization and racial balance issues, and they are skeptical that school choice is a viable solution to the issues.
- An overwhelming majority of the respondents, however, support voluntary choice over any form of forced redistricting.
- When asked to choose a preferred theme, respondents identified i) STEM, ii) International Baccalaureate or iii) a school that benefits from a partnership with a college, university or other outside agency as their top choices.
- Many respondents indicated that bus transportation to and from school is an absolute necessity for their family; however, many focus group respondents thought that the District should use resources for educational purposes rather than providing buses for children to attend non-neighborhood schools.

C. Magnet Planning and Implementation

The magnet program worked successfully to address facility utilization issues in the eastern end of town (ISD) and racial balance issues at Julian Curtiss School (aided by changing demographics within the attendance area).

The magnet program has been less successful at achieving racial balance at New Lebanon or Hamilton Avenue Schools. When New Lebanon and Hamilton Avenue Schools were reconstituted as magnet schools, enrollment was declining within their

attendance areas, and there were a sufficient number of magnet seats to potentially achieve racial balance within the definition of the state statute.

A number of factors combined to limit the success of the Hamilton Avenue and New Lebanon magnets: 1) enrollment began to grow within the school attendance areas limiting the number of magnet seats and 2) minority enrollment growth within the HA and NL attendance areas was higher than the District average making it impossible to achieve racial balance given the reduction in magnet seats. In addition, the magnet theme at Hamilton Avenue School was designed around the needs of students in the local attendance area (reduced class size in Kindergarten and Grade 1, Suzuki music program, Prekindergarten) rather than to attract parents and students from outside of the attendance area.

During the 2014-2015 school year, Hamilton Avenue School was a pilot school for the District Digital Learning Environment (DLE) which seeks to transform teaching and learning through i) the deployment of devices for every student and staff member; ii) the implementation of new data and curriculum management systems; and iii) intensive professional development. With a focus on using technology to accelerate learning and close gaps in achievement among student subgroups, the staff at Hamilton Avenue:

- Participated in the selection of an appropriate device (IPad) and learning applications,
- Received training in the use of the device to monitor student progress, access learning resources, individualize instruction, differentiate the process and product of student work, and enhance communication between teacher and student and among students,
- received one-on-one coaching from a world-renown educational technology-focused consulting firm (November Learning),
- Revised curriculum, units of study and lesson plans to reflect the unique capabilities of digital learning, and
- Integrated the daily use of the device into the classroom learning environment.

The first half of the school year was spent selecting the device, training staff in the use of the device and revising curriculum to capitalize on the capability of the device to transform instructional practice. Teachers received their devices in December so that they could become comfortable with the new technology before they were expected to use it with students. In February, devices were distributed to students and work began on integrating their daily use into the classroom learning environment. Ongoing professional development has provided teachers with a forum to share their ideas and successes while providing additional support. While it is early in the implementation, teachers and students are working together to transform the learning environment at Hamilton Avenue. We have just begun to tap the potential of this initiative to improve learning outcomes for all students.

With the implementation of a digital learning environment underway at Hamilton Avenue, the focus will shift during the 2014-2015 school year to developing a new magnet theme for the school. During the fall of 2014 we will engage in an inclusive process to select a theme that will leverage the work with digital learning and increase the attractiveness of the magnet. The theme will be identified and communicated to parents prior to the magnet application period (Jan-Feb 2015). The theme will be implemented beginning with the 2015-2016 school year.

D. New Lebanon School Expansion

As a result of the Milone and MacBroom study, the District administration sought funds to explore renovating and expanding New Lebanon School. Initial analysis found that adding two classrooms, as was considered this spring, would be insufficient to provide effective and equitable educational programming. It also would not accommodate the anticipated growth in enrollment on the western end of Greenwich. The renovation and expansion would help reduce growing enrollment pressures on Hamilton Avenue and Glenville Schools while allowing for more magnet students at New Lebanon School.

At the October 10, 2013 Board of Education Work Session, the Board of Education authorized \$25,000 from the FY 2013-2014 operating budget to perform a limited focus study on New Lebanon School. This Pre-Feasibility Study provided a “jump start” for the full Feasibility Study funded via recently approved \$100,000 allocation in the FY 2014-2015 capital budget. A Request for Proposals (RFP) was released in the spring 2014 to begin July 1, 2014. The purpose of the Pre-Feasibility Study was to identify expansion options at New Lebanon School. In preparing the study, KSQ (District’s architect) met numerous times with the Superintendent, Managing Director of Operations, Director of Facilities, and New Lebanon School Principal. Key findings of the Pre-Feasibility Study include:

- The benchmark analysis shows New Lebanon School is below average as compared to all District elementary schools in numerous site features, classroom inventory and all core common areas.
- Preliminary Planning & Zoning review suggests that there is sufficient floor area ratio to expand in present location. However, other site characteristics, such as steep slopes, place constraints on construction.
- The maximum square footage calculation, potential state reimbursement, and draft educational specifications are based on the current grade configuration (e.g. no Prekindergarten). Any modifications to, for example, grade configuration will adjust calculations.
- Five options were reviewed. Only two options meet the educational/program needs. One of these options requires swing space during construction.
- Both of these options would increase the number of seats available for magnet students from other attendance areas.

- Independent cost analysis estimates construction costs between \$29.9M to \$34.7M. Estimates do not include architect/design fees. Cost estimates will change as design progresses.
- Construction schedule anticipates start date of July 2016 with 18-24 month construction window, depending on the option selected. Estimated completion date is January/June 2018.

E. Residency Verification

The BOE authorized the residency verification of all students in Kindergarten through fifth grade for the 2013-2014 school year by October 1, 2013. The purpose was to confirm that all enrolled elementary students were eligible to attend the Greenwich public schools and that the Board is using accurate data to make decisions regarding facility utilization and racial balance.

This Kindergarten through fifth grade residency verification process began on July 1, 2013 and was completed by October 1, 2013. No families were found to be out of compliance with the District's residency requirements.

F. Modify Magnet School Guidelines

Changes to the magnet school guidelines for the 2014-2015 magnet school lottery included opening Western Middle School as an International Baccalaureate magnet school, imposing a moratorium on new magnet students at New Lebanon School due to overcrowding and a lack of magnet seats, increasing the priority status of magnet applicants from the New Lebanon attendance area, limiting the middle school choice of magnet students attending an elementary magnet school outside of their home middle school attendance area, and limiting the choice of tuition students (children of town employees) to underutilized elementary schools.

These short term measures are designed to temporarily alleviate overcrowding at New Lebanon School while the facility is being renovated and expanded as well as control the movement of students through the magnet and tuition program that is negatively impacting racial balance. We are engaged in long term review and revision of the magnet school guidelines that will be implemented when a renovated and expanded New Lebanon comes back online as a viable magnet school.

G. Providing Transportation to Magnet Students at New Lebanon and Hamilton Avenue

The Metis Survey on Elementary Parent Choice indicated that "Almost a third of the survey respondents (32%) indicated that bus transportation, either door-to-door (22%), from a central location (5%), or any other bus transportation (4%) was absolutely necessary for their family, meaning that they would not consider sending their child to the school unless it was offered." Under the current District procedure and magnet school guidelines, transportation is already provided to Hamilton Avenue and New Lebanon magnet students residing in the western part of town. The Board of Education has authorized the administration to consider providing transportation to Hamilton Avenue and New Lebanon magnet students residing

outside of the western part of town in accordance with student demand and prudent fiscal management beginning with the 2015-2016 school year. Expanding access to transportation will increase the attractiveness of the magnets and make the schools more accessible to families residing outside of the western part of town.

H. Closing Gaps in Achievement among Student Subgroups

District Data Study

The District created a profile of students performing below goal on the Connecticut Mastery Test (CMT) as a first step in identifying the root causes of underperformance. For the purposes of this analysis, students were divided into subgroups by both demographic categories and need factors. Demographic categories include gender and race/ethnicity. Assuming that the ability to do well on standardized tests is evenly distributed across the population, differences based solely on demographic categories should have no impact on student performance. Need factors, on the other hand, are correlated through extensive research to student performance. Students who are not proficient in English or have a disability that is impacting their learning would be expected to perform at a lower level on standardized tests. The impact of family income on academic performance is, perhaps less well understood, but similarly well documented.

Given the differences in student performance by need factor, the nature of the impact of the need factor on learning is critical to our strategies for closing gaps in achievement. This analysis also includes an additional need factor comprised of students who exhibit two or more need factors. Students with no need factors allow us to do a controlled comparison of the differences in performance among demographic categories. A limitation of this study is the potential existence of need factors including parent education level, age within the grade level cohort and differences in income above the poverty level. Preliminary findings include:

- 69% of the students performing below goal have one or more identified needs.
- There are significant differences in the percentage of students performing below goal based on need factors. 93% of the students with two or more need factors performed below goal as compared to 9% of the students with no need factors.
- 40% of students enrolled in Title I schools perform below goal as compared to 14% in the Non-Title I schools. 48% of the total number of students performing below goal in the District are enrolled in the four Title I schools.
- The performance of students with need factors is roughly comparable between the Title I schools and the Non-Title I schools with the exception of students qualifying for Special Education services (90% below goal in Title I schools to 59% below goal in the Non-Title I schools).

- 6% of the students with no need factors enrolled in Non-Title I schools perform below goal as compared to 19% of students with no need factors enrolled in Title I schools.
- Black and Hispanic students are more likely than Asian or White students to perform below goal. While the differences in performance by race/ethnicity are reduced when controlling for need factors, 27% of Black students and 14% of Hispanic students with no need factors perform below goal as compared with 8% of White students and 5% of Asian students.
- Males are more likely than females to score below goal (23% to 18%). This gap remains constant even when controlling for need (9% of males with no need factors to 7% of females with no need factors).

This analysis served as the basis for forming a committee to develop a comprehensive plan to close gaps in achievement and retaining the Connecticut Center for School Change (CCSC) to conduct an outside audit of the District's practices.

School Equity Study:

CCSC is a statewide, non-profit organization with a mission to help all districts teach all students to achieve at high standards. They support comprehensive K-12 educational reform through technical assistance, leadership development programs, conferences and seminars, research and application of best practices. CCSC was retained by the District to conduct an audit of current practice in the four Greenwich schools that receive Title I funding (Hamilton Avenue, Julian Curtiss, New Lebanon and Western Middle Schools).

Using an empirically validated framework developed by Anthony Bryk and his colleagues at the University of Chicago Consortium on School Research, CCSC conducted two day site visits at each of the four Title I schools. The purpose of these visits was to understand the impact of current efforts to close achievement gaps and to compare current efforts with known best practice strategies for gap closing. The recommendations presented by CCSC to the Board of Education at the April 4, 2014 Board Meeting include:

- Create affordable, high-quality preschool to reduce the preparation gap,
- Expand learning time beyond the normal school day and in summer to accelerate learning,
- Increase intellectual rigor demanded of students within classrooms,
- Strengthen data systems and data usage to track critical questions relative to accelerating learning, and
- Create comprehensive parent and community engagement strategies.

The District is committed to developing, funding and implementing a multi-phase, multi-year plan that will address the root causes of underachievement, enhance

student engagement, expand opportunities for academic learning and close gaps in achievement.

Phase I of the plan will be implemented during the 2014-2015 school year and includes improvement plans in the Title I schools which focus on increasing the engagement of students in cognitively complex tasks. Hamilton Avenue will develop a new magnet theme which builds on their implementation of a digital learning environment. At the District level, work groups will be formed make recommendations on the improvement of preschool, extended day / extended year, and community engagement programs.

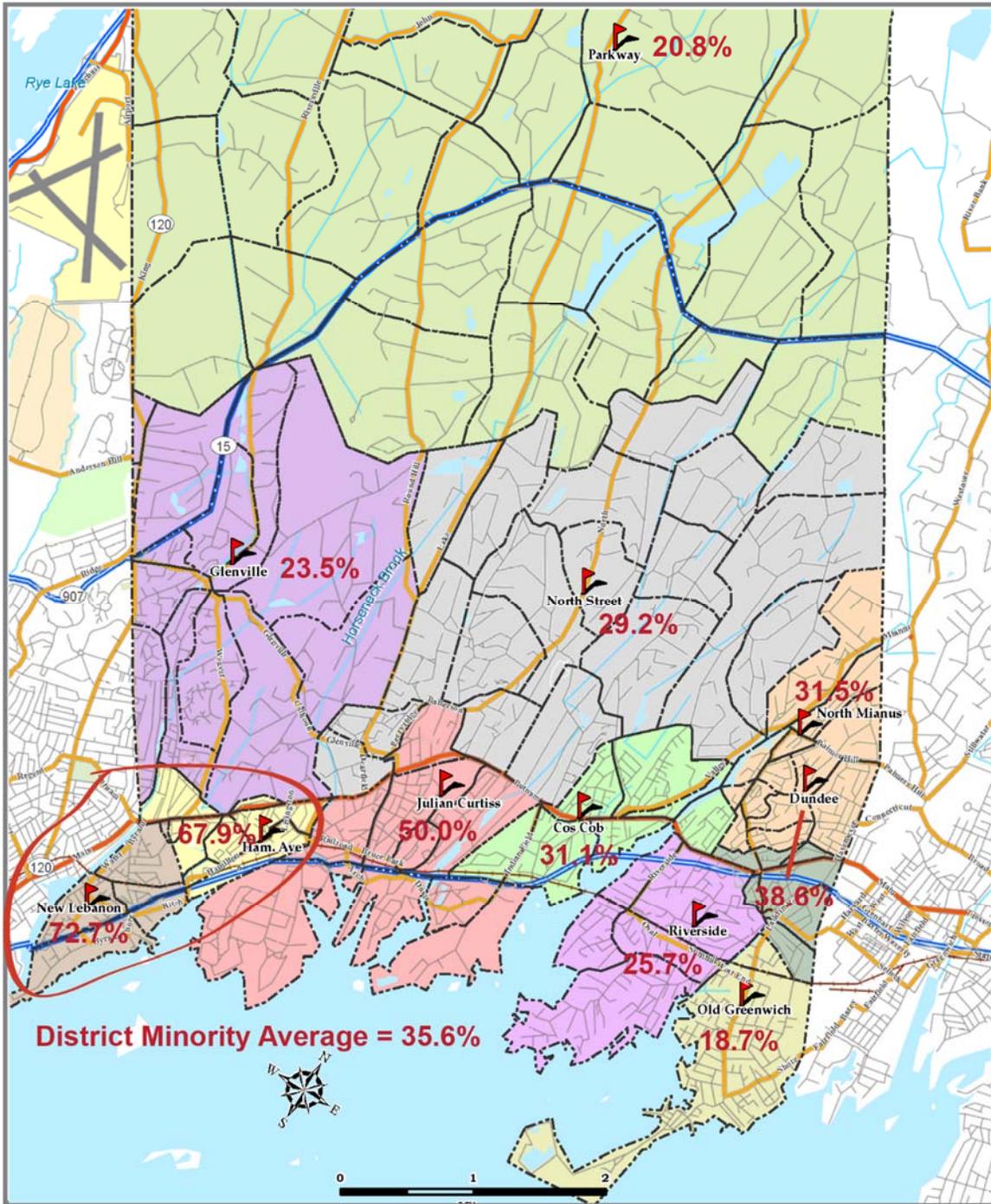
Phase II of the plan starting in 2015-2016 will provide access to additional magnet seats. Hamilton Avenue has the capacity in Kindergarten and the District is developing plans and educational specifications to add capacity at New Lebanon pre-Kindergarten through grade five.

Conclusion

From the beginning, improving academic achievement was at the forefront of the Board of Education's consideration of ways to resolve the racial balance and facility utilization issue. It is our firm belief that improved academic performance at Hamilton Avenue and New Lebanon will be the significant factor in attracting magnet families to these schools. Through our Achievement Gap workgroup guided by the Connecticut Center for School Change, we are already taking measures to narrow the achievement gap between student subgroups across the district. In addition, our proposed plan calls for strengthening the magnet school program at Hamilton Avenue School and providing for additional magnet seats at New Lebanon IB School, which is currently overcrowded.

This revised racial balance plan emerged over eighteen months of data gathering, analysis, numerous well attended community forums, discussions between the Board of Education, the Administration, the PTAs and other community leaders. At times, the discussion has been challenging. Adopting a course of action designed to solely balance the number of students enrolled in each elementary school by race/ethnicity or optimize the use of our elementary buildings generated a significant amount of controversy within the community; controversy that is a distraction from our primary purpose: to provide the best possible education for each and every student enrolled in the Greenwich Public Schools. Guided by this purpose, we have achieved a working consensus around a revised racial balance plan that we believe has community support, that will result in improved racial balance as families outside the catchment area will be more likely to choose a high performing school, with a compelling magnet theme and which has sufficient capacity to accept students outside of the neighborhood catchment area.

Elementary Attendance Areas



Distance and Travel Time

	HA	GL	NL	CC	JC	NS	PW	ISD	NM	OG	RV
HA		3.0/10	1.6/6	3.5/15	1.8/13	3.3/20	7.0/29	5.3/25	5.8/23	5.6/27	5.4/25
NL	1.6/6	3.2/10		5.2/20	3.2/18	5.3/21	8.4/28	6.5/30	6.5/27	7/28	6.8/25

miles/minutes (does not include traffic)

Timeline for Revising Racial Balance Plan

ID	Task Name	Start	Finish	Q2 12		Q3 12				Q4 12				Q1 13			Q2 13			Q3 13				Q4 13			
				Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec					
1	State Citation	6/11/2012	6/11/2012	◆																							
2	Preliminary Data Analysis	6/11/2012	10/11/2012	◆																							
3	Community Outreach around Defining the Issue	9/3/2012	11/30/2012	◆																							
4	BOE discussion of Data and Approach	10/18/2012	1/21/2013	◆																							
5	BOE Charge to Superintendent	1/28/2013	1/28/2013	◆																							
6	Consultant Enrollment / Facility Study	2/5/2013	5/21/2013	◆																							
7	Presentation of Enrollment / Facility Study	5/28/2013	5/28/2013	◆																							
8	Presentation and Discussion of Options	6/4/2013	6/20/2013	◆																							
9	Meetings with Key Stakeholders and Public Forums	5/23/2013	6/20/2013	◆																							
10	BOE Directs Superintendent to Refine Option(s)	6/20/2013	6/20/2013	◆																							
11	Summer Workgroup Develops Option	7/2/2013	8/21/2013	◆																							
12	Progress Report to State BOE	7/15/2013	7/15/2013	◆																							
13	Presentation of Option to BOE	8/29/2013	8/29/2013	◆																							
14	BOE Discussion of Option and Additional Data (facility impact and parent survey)	8/29/2013	10/24/2013	◆																							
15	Meetings with Key Stakeholders and Public Forums	8/29/2013	10/10/2013	◆																							
16	BOE Approves Approach to Raise Achievement, Efficiently Use Facilities and Improve Racial Balance	1/9/2014	1/9/2014	◆																							

Timeline for Implementing Revised Racial Balance Plan

ID	Task Name	Start	Finish	2013	2014				2015				2016				2017				2018			
				Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	
1	BOE Allocates \$650,000 In the 2014-2015 Budget for Closing Gaps in Achievement	12/20/2013	12/20/2013	◆																				
2	Study of Current Practice and Best Practice conducted by Connecticut Center for School Change	1/27/2014	4/3/2014	◆																				
3	Develop and implement Phase I of the Plan for Closing Gaps in Achievement	4/3/2014	6/19/2015	◆																				
4	Develop and implement Phase II of the Plan to Close Gaps in Achievement	6/6/2014	6/17/2016	◆																				
5	Board Authorizes \$25,000 for New Lebanon Pre-Feasibility Study	10/10/2013	10/10/2013	◆																				
6	Development and Presentation of NL Pre-Feasibility Study by KSQ Architects	12/2/2013	3/20/2014	◆																				
7	NL Feasibility Study, Formation of Building Committee and Funding	4/15/2014	6/30/2016	◆																				
8	Renovation and Expansion of New Lebanon School	7/1/2016	9/3/2018	◆																				
9	Revise Magnet Guidelines	12/18/2013	6/19/2015	◆																				
10	Plan and Provide Transportation for Hamilton Avenue and New Lebanon Magnet Students (2015-2016)	6/5/2014	6/17/2016	◆																				
11	Develop new magnet theme at Hamilton Avenue focusing on academic achievement	10/2/2013	1/2/2015	◆																				
12	Implement new magnet theme at Hamilton Avenue	8/28/2015	6/17/2016	◆																				

Racial Balance Plan Requirements

The following section responds to the requirements for a racial balance plan contained in Section 10-226e-5 (c) of the Regulations of Connecticut State Agencies. Documents referred to in the outline may be found in the appendix attached to the end of this report. Requirements set forth in the regulations are in **bold print**.

1. Board of education policy statement addressing racial imbalance in the school district

“In compliance with federal and state law, the Superintendent affirms the Greenwich Public Schools’ practice of equal educational opportunity for all students and prohibits discrimination because of race, color, religious creed, age, marital status, national origin, sex, sexual orientation, learning disability, mental retardation and mental disability, or physical disability in district educational programs and activities, including, but not limited to course offerings, athletic programs, guidance and counseling, and tests and procedures. To the maximum extent possible an intensive affirmative action program shall be an integral part of educational policies and programs.” (Greenwich Public Schools, Procedure L – 001.10 - Equal Opportunity)

“In considering changes to the attendance districts, educational factors, **racial balance** and economic efficiencies will be prime considerations. Educational and socio-economic factors shall take precedence over all other factors.” (Greenwich Public Schools, Procedure E–051.13 - School Attendance Districts)

“The District endorses the concept of neighborhood schools in which students attend elementary and middle schools close to their homes as defined by attendance areas. Attendance areas will be determined based on the factors listed in Procedure E-051.13. The District also recognizes the necessity of providing flexibility within the school system to meet the needs of individual families, to alleviate potential overcrowding at individual schools, and to **achieve improved racial balances within schools**. Therefore, the Superintendent may designate certain schools as magnet schools. A magnet school will be defined as one drawing students from its own attendance area and from other designated districts. A magnet school may choose a theme or specialty as a means of enhancing student achievement and of attracting other students to attend. In determining the number of spaces available in a magnet school, the Superintendent will ensure that students enrolled in the magnet school will be allowed to remain until they complete the terminal grade in that building.” (Greenwich Public Schools, Procedure E – 051.15 – Magnet Schools and Enrollment Distribution among Schools)

2. Description of the process the board of education undertook to prepare the plan:

- a. Charge to the Superintendent
 - i. Guidelines for option development (p. 28) including definition of the problem
- b. Preliminary Data Analysis (pp. 29 - 38)

- i. Impact of current magnet program on racial balance
- ii. Current and future demographic trends
- iii. Impact of demographic trends on facility utilization and racial balance
- iv. Student achievement trends at racially imbalanced schools (pp. 39 - 49)
- c. Option Development
 - i. Identification of potential options for consideration including Full magnet schools, partial magnet schools, local autonomous schools, full or partial redistricting, grade reorganization, controlled choice and providing transportation to magnet or choice students (pp. 50 - 55)
 - ii. Detailed data analysis of the impact of selected options on current school attendance areas (pp. 56 - 72)
- d. Public Engagement
 - i. Listing of public engagement opportunities to discuss existing conditions and options (p. 73)
- e. Board of Education Consensus Building
 - i. Adoption of a framework for plan development (pp. 74 – 75)
- f. Administration Proposal
 - i. Presentation of Proposal (pp. 76 – 90)
- g. Board Adoption of a Plan for Moving Forward
 - i. Authorized Actions and Actions to be Considered (pp. 91 - 93)
 - ii. Decision to Submit an Amended Plan (pp. 94 - 96)

3. Presentation and analysis of relevant data including

- a. Analysis of the conditions that have caused or are creating racial imbalance**
 - i. Milone and MacBroom May 23, 2013 analysis of existing conditions (pp. 97 - 101)
- b. Analysis of student achievement in the cited school(s) as compared to other schools in the district**
 - i. Charts prepared for achievement gap work specific to Hamilton Avenue and New Lebanon School (pp. 39 - 49)
- c. Projection of the racial composition of the public schools in the district for the subsequent five year period under the proposed plan**
 - i. Given current demographic trends, the uncertainty inherent in enrollment projections and the moratorium on accepting new magnet students at New Lebanon School, it is difficult to quantify projected racial composition at

Hamilton Avenue and New Lebanon over the next five years. The plan focuses on creating conditions (e.g. improving achievement at the magnet schools as an attractor for potential magnet students and expanding capacity at New Lebanon School) that would foster improved racial balance. Our approach is one of monitoring and adjusting as conditions change.

4. Proposed methods for eliminating racial imbalance and for preventing its recurrence in the school district

a. Actions taken by BOE:

- i. Continue magnet program at Hamilton Avenue, International School at Dundee and Julian Curtiss Schools with a moratorium on accepting new magnet students at New Lebanon School
- ii. Authorize feasibility study to expand New Lebanon School
- iii. Evaluate alternative magnet themes for Hamilton Avenue School
- iv. Direct Superintendent to focus on closing gaps in achievement
- v. Authorize Western Middle School as an intradistrict partial magnet
- vi. Evaluate the current magnet selection process and rules to determine if they meet the District's current objectives.

b. Possible actions to be considered:

- i. Open seats at underutilized schools through a choice program
- ii. Add preschool sections at underutilized schools
- iii. Redesign Hamilton Avenue and New Lebanon to comply with SDE definition of Unique School

5. Identification of proposed school construction and school closings

a. Proposed School Construction

- i. Expansion of New Lebanon to accommodate resident population and expand the number of magnet seats available (pp. 102 - 103)

b. Proposed School Closings

- i. None

6. Specific proposals for minimizing any disruptive effects of plan implementation

a. Move Kindergarten offsite at New Lebanon until facility is expanded (pp. 104 - 105)

- b. Ongoing public outreach through public forums at Board of Education meetings, updates to PTA and inclusion in planning process as magnet school programs are reviewed and revised

- c. Periodic staff updates and opportunities to participate in achievement gap work and the review and revision of magnet school programs

7. Provisions for monitoring plan implementation and evaluation of plan effectiveness

- a. Quarterly updates to Board of Education on progress implemented the plan
- b. Annual report on the magnet school placement process including number of applicants, seats available and impact on racial balance
- c. Inclusion in the annual enrollment report of trend data (actual and projected) regarding racial balance

8. Timetable for completion of each step in the plan and for the implementation of the plan as a whole

- a. See page 19

9. Demonstration that school district resources have been equitably allocated among the schools within the district

- a. Staffing Model from Board of Education 2014 - 2015 Budget Request (Appendix, p. 106)
- b. Sources of Funding by School from Board of Education 2014 - 2015 Budget Request (Appendix p. 107)
- c. Supplemental Funds from Board of Education 2014-2015 Budget Request (Appendix, p. 108)

10. Demonstration that any disparity in student achievement levels among schools is being addressed and a description of the methods being used to decrease the disparity

- a. Funding Phase I of the Achievement Gap Initiative in the 2014 – 2015 Board of Education Budget proposal
- b. Report of Committee to Close Gaps in Student Achievement to the Board of Education, April 3, 2014 (Appendix, pp. 109 - 112)

Appendix

Documents Supporting Revised Racial Balance Plan

Process

Date	Document	Purpose	Page(s)
Jan 28, 2013	Racial Balance Update	<ul style="list-style-type: none"> Guidelines for Option Development 	p. 28
Oct 18, 2012	Demographic Data	<ul style="list-style-type: none"> Enrollment Trends Facility Utilization Impact of current magnet program 	pp. 29 - 38
	Student Achievement	<ul style="list-style-type: none"> Disaggregated CMT Test Scores for Hamilton Avenue and New Lebanon Schools Scaled Score charts comparing the performance of high need and low need students Regression study using the percentage of high need students to predict SPI 	pp. 39 - 49
Nov 1, 2012	Potential Strategies to Address Racial Imbalance	<ul style="list-style-type: none"> Board discussion of the range of options to address racial imbalance 	pp. 50 - 55
Jun 6, 2013	Enrollment, Facilities and Racial Imbalance: Milone & MacBroom Report on Options	<ul style="list-style-type: none"> Preliminary Review of Options 	pp. 56 - 72
	Public Engagement	<ul style="list-style-type: none"> Dates of public engagement opportunities 	p. 73
Jun 20, 2013	Summary of June 6 th BOE Meeting	<ul style="list-style-type: none"> Board Decisions to date and Revised Timeline 	pp. 74 - 75
Aug 29, 2013	Administration Proposal to Address Facility Utilization and Racial Imbalance Issues	<ul style="list-style-type: none"> Outline a comprehensive approach to address issues by: <ul style="list-style-type: none"> Expanding network of magnet schools Review and revise existing magnet programs Renovate and expand New Lebanon School Develop plan to better distribute students across middle schools (open Western Middle School as an IB Magnet) 	pp. 76 - 90
Nov 7, 2013	Discussion and Possible Action on Next Steps to Address Facility Utilization and Racial Balance	<ul style="list-style-type: none"> Summary of meeting between representatives of the Greenwich BOE and the State Department of Education Actions taken by BOE: <ul style="list-style-type: none"> Authorize feasibility study to expand New Lebanon School Evaluate alternative magnet themes for Hamilton Avenue School Direct Superintendent to focus on closing gaps in achievement Authorize Western Middle School as an intradistrict partial magnet 	pp. 91 - 93

		<ul style="list-style-type: none"> ○ Evaluate the current magnet selection process and rules to determine if they meet the District's current objectives. ● Possible actions to be considered: <ul style="list-style-type: none"> ○ Open seats at underutilized schools through a choice program ○ Add preschool sections at underutilized schools ● Redesign Hamilton Avenue and New Lebanon to comply with SDE definition of Unique School 	
Jan 9, 2014	Facility Utilization and Racial Balance Update	<ul style="list-style-type: none"> ● Decision to submit an amended plan to address racial imbalance 	pp. 94 - 96

Relevant Data

Date	Document	Purpose	Page(s)
May 23, 2013	Enrollment, Facilities and Racial Imbalance: Milone & MacBroom Report on Existing Conditions	<ul style="list-style-type: none"> ● Board Charge ● Demographics ● Housing Trends ● Enrollment Trends ● Projected Enrollment ● Facility Utilization ● Definition of the Problem 	pp. 97 - 101
	Student Achievement	<ul style="list-style-type: none"> ● Disaggregated CMT Test Scores for Hamilton Avenue and New Lebanon Schools ● Scaled Score charts comparing the performance of high need and low need students ● Regression study using the percentage of high need students to predict SPI 	pp. 39 - 49

School Construction

Date	Document	Purpose	Page(s)
Mar 20, 2014	New Lebanon Expansion Pre-Feasibility Study	<ul style="list-style-type: none"> ● Report of the District's architect on the feasibility of expanding New Lebanon School on its current site 	pp. 102 - 103
Feb 19, 2014	New Lebanon 2014-2015	<ul style="list-style-type: none"> ● Plan to relocate Kindergarten offsite until the completion of construction 	pp. 104 - 105

Equitable Allocation of Resources

Date	Document	Purpose	Page(s)
	2014 - 2015 Budget	<ul style="list-style-type: none"> ● Staffing model, per pupil expenditure and supplemental funds based on need 	pp. 106 - 108

Addressing Disparities in Achievement

Date	Document	Purpose	Page(s)
Apr 3, 2014	School Equity Study	<ul style="list-style-type: none">• Report by the Connecticut Center for School Change on site visits to the District's four Title I schools	pp. 109 - 112

Greenwich Public Schools

Progress Report on Developing a Plan to Increase Student Achievement and Improve Racial Balance

Context

- HA and NL cited for racial imbalance by SBE
- Diversity within the HA and NL attendance areas increasing at a faster rate than the district
- Enrollment within the HA and NL attendance areas is increasing limiting the number of available magnet seats
- Existing magnet seats are increasingly being filled by siblings
- The net impact of the current magnet program at HA and NL has been neutral
- Given facility limitations, it is impossible to racially balance HA and NL under the current magnet program

Acceptable Means

- Full magnet schools
- Partial magnet schools
- Local autonomous schools
- Full or Partial redistricting
- Grade reorganization
- Controlled choice
- Provide transportation to magnet or choice students

Enrollment and Facility Utilization Study

- RFP issued before December break
- Vendor selected week of Jan 14
- Project work begins Jan 21
- Findings due to BOE on March 21

Option Development

Develop two to four options for consideration by the Board of Education

All options must not fail to:

- Address the objectives identified by the BOE
- Comply with legal guidelines set by the State and Federal Governments
- Include input from stakeholders
- Account for the enrollment trends and facility utilization patterns outlined in the consultant study
- Be submitted for consideration at the June 6 BOE Work Session

Objectives

- Increase Academic Achievement
- Account for Enrollment Trends and Efficiently Use Facilities
- Improve Racial Balance

Deliverables

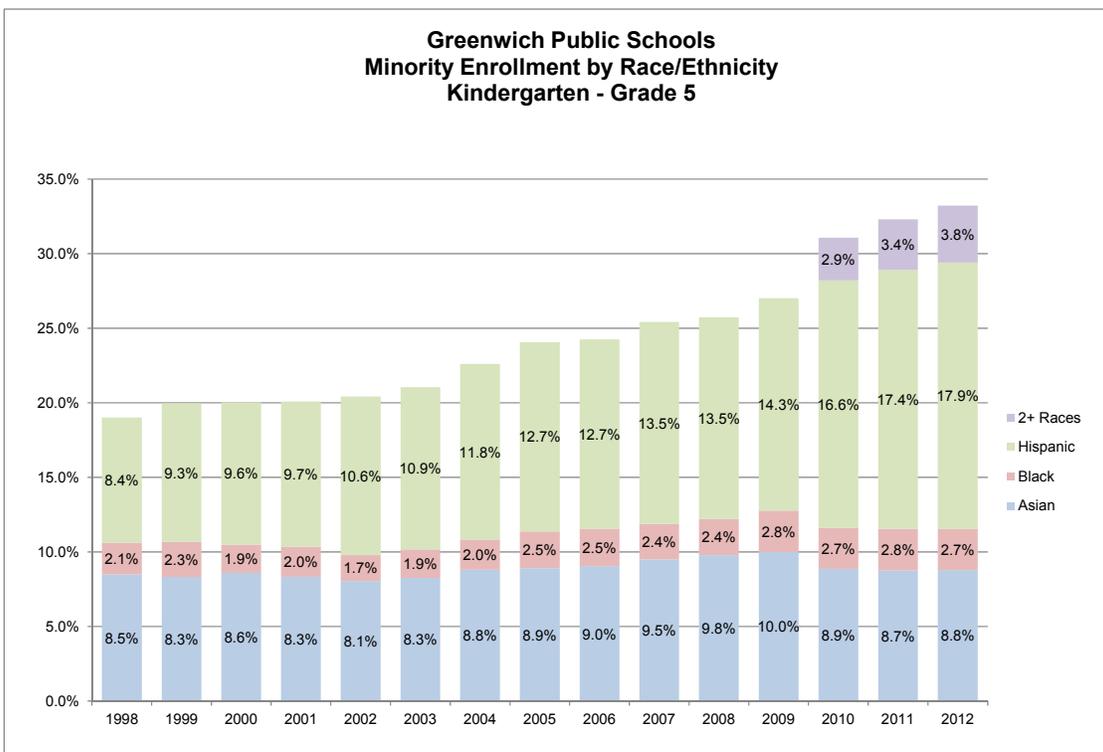
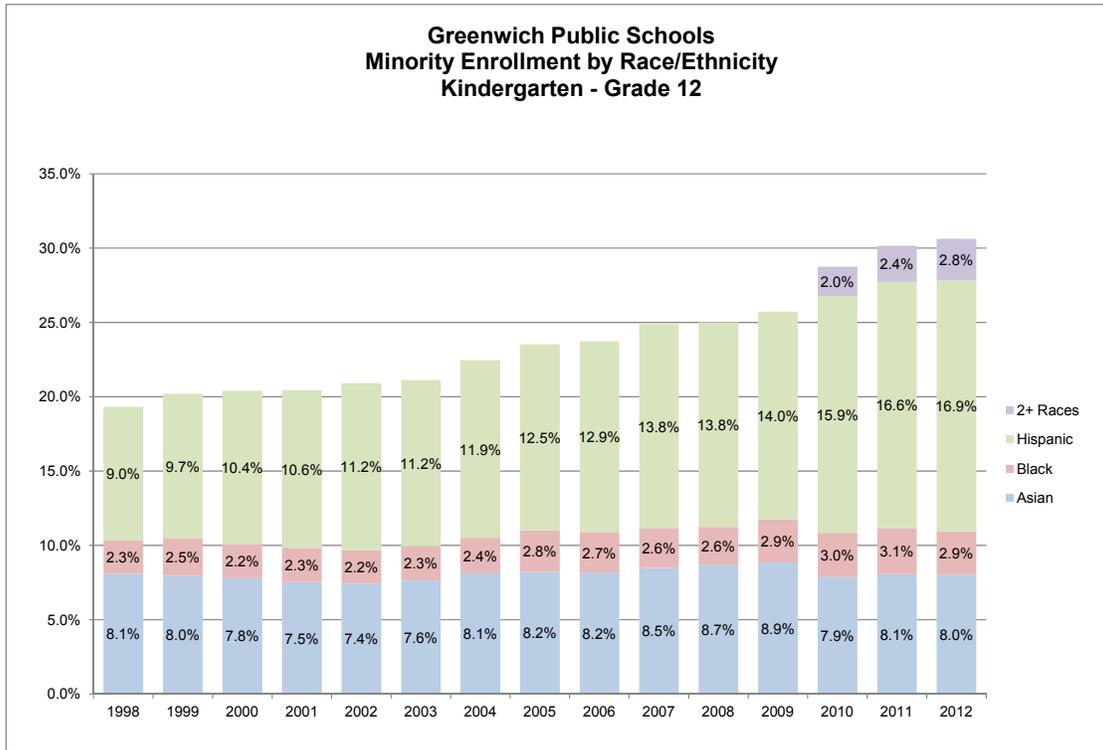
- Superintendent updates at BOE business meetings (ongoing)
- SBOE Progress Report (March 7)
- Enrollment and Facility Utilization Study (March 21)
- Recommended Options (June 6)

Unacceptable Means

- State authorized charter school or interdistrict magnet school
- Option or magnet lottery guidelines that identify any “protected class” or clearly defined subgroup
- Filling available seats with out of district tuition students who are not the children of Town of Greenwich employees.

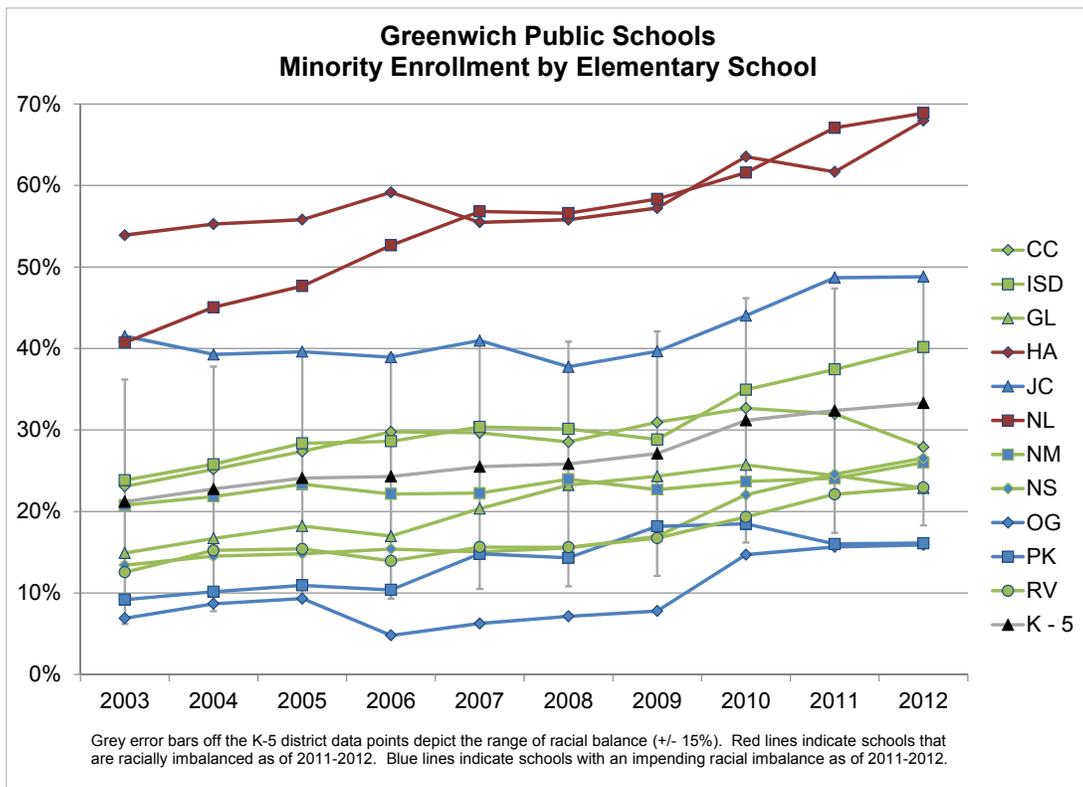
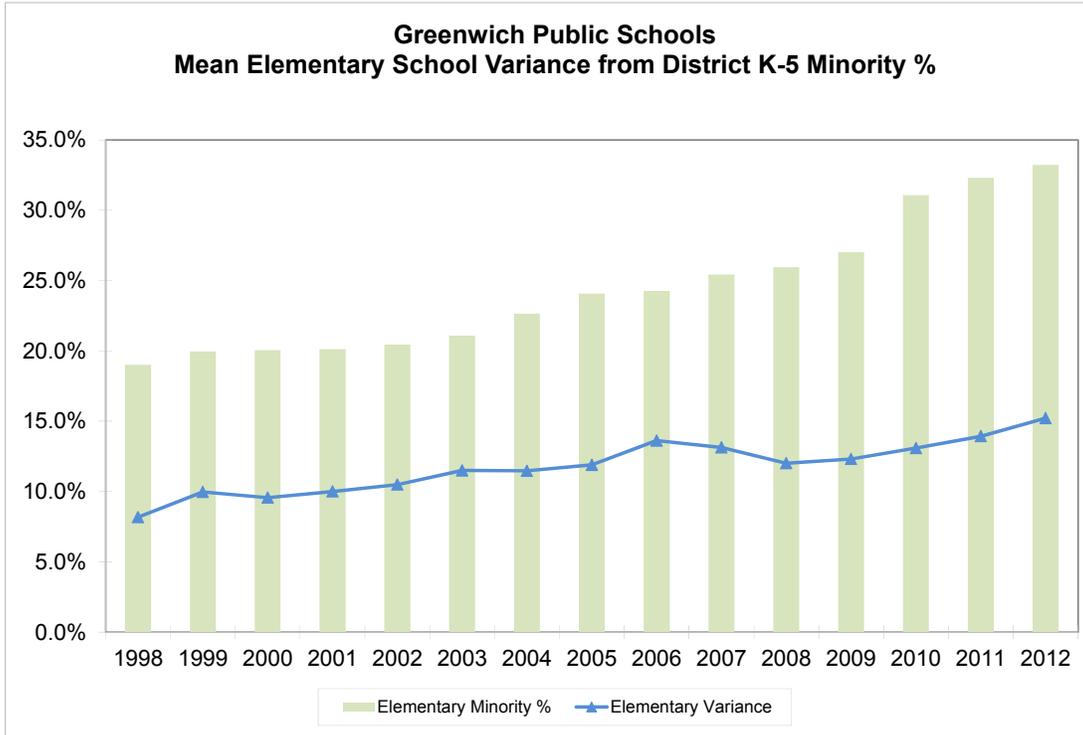
Greenwich Public Schools Minority Enrollment 1998 - 2012

Over the last fifteen years, minority enrollment in the Greenwich Public Schools increased from 19.3% to 30.6%. Hispanic students account for most of the increase. In 2010, a minority category of two or more races was added by the Connecticut State Department of Education. Given that minority enrollment in the elementary grades is higher than minority enrollment in the upper grades, the district minority enrollment will continue to trend higher in the near term.



Greenwich Public Schools Variance in Minority Enrollment

The Connecticut State Department of Education determines racial imbalance by examining the variance between a school's minority enrollment and the district minority enrollment. The chart below depicts the relationship between mean minority enrollment and mean variance in minority enrollment. As the variance increases, it is more likely that schools will be identified as racially imbalanced or having a pending racial imbalance (see second chart).



**Greenwich Public Schools
K-5 Minority Enrollment and Class Size by School**

	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Enrollment	416	417	402	393	391	403	404	404	388	405
CC Minority Enrollment	23.1%	25.2%	27.4%	29.8%	29.7%	28.5%	30.9%	32.7%	32.0%	27.9%
Mean Class Size	19.8	20.9	21.2	21.8	20.6	21.2	21.3	20.2	19.4	20.3
Enrollment	323	345	349	360	372	375	371	372	366	356
DU Minority Enrollment	23.8%	25.8%	28.4%	28.6%	30.4%	30.1%	28.8%	34.9%	37.4%	40.2%
Mean Class Size	19.0	19.2	19.4	20.0	20.7	20.8	20.6	20.7	20.3	19.8
Enrollment	436	437	384	371	344	284	296	346	385	402
GL Minority Enrollment	14.9%	16.7%	18.2%	17.0%	20.3%	23.2%	24.3%	25.7%	24.4%	22.9%
Mean Class Size	19.8	19.9	19.2	19.5	19.1	18.9	19.7	19.2	19.3	19.1
Enrollment	269	266	258	284	319	328	353	362	360	337
HA Minority Enrollment	53.9%	55.3%	55.8%	59.2%	55.5%	55.8%	57.2%	63.5%	61.7%	68.0%
Mean Class Size	19.2	19.0	18.4	18.9	18.8	17.3	17.7	18.1	17.1	17.7
Enrollment	330	354	356	357	327	339	343	352	343	336
JC Minority Enrollment	41.5%	39.3%	39.6%	38.9%	41.0%	37.8%	39.7%	44.0%	48.7%	48.8%
Mean Class Size	19.4	20.8	19.8	19.8	19.2	18.8	19.1	18.5	18.1	17.7
Enrollment	248	233	235	226	213	212	204	229	246	241
NL Minority Enrollment	40.7%	45.1%	47.7%	52.7%	56.8%	56.6%	58.3%	61.6%	67.1%	68.9%
Mean Class Size	17.7	17.9	18.1	17.4	17.8	17.7	18.5	19.1	18.9	17.2
Enrollment	452	435	428	438	454	459	454	452	461	442
NM Minority Enrollment	20.8%	21.8%	23.4%	22.1%	22.2%	24.0%	22.7%	23.7%	24.1%	26.0%
Mean Class Size	20.5	19.8	20.4	20.9	20.6	20.0	19.7	18.8	19.2	19.2
Enrollment	492	475	466	461	485	470	460	422	423	392
NS Minority Enrollment	13.4%	14.5%	14.8%	15.4%	15.1%	15.5%	17.0%	22.0%	24.6%	26.5%
Mean Class Size	19.7	20.7	20.3	20.0	21.1	20.4	20.9	20.1	21.2	19.6
Enrollment	420	415	397	396	415	406	411	381	396	371
OG Minority Enrollment	6.9%	8.7%	9.3%	4.8%	6.3%	7.1%	7.8%	14.7%	15.7%	15.9%
Mean Class Size	20.0	20.8	19.9	20.8	20.8	20.3	20.6	19.1	19.8	19.5
Enrollment	435	423	384	337	331	328	319	292	256	242
PK Minority Enrollment	9.2%	10.2%	10.9%	10.4%	14.8%	14.3%	18.2%	18.5%	16.0%	16.1%
Mean Class Size	19.8	21.2	19.2	18.7	20.7	19.3	18.8	19.5	19.7	18.6
Enrollment	462	473	480	488	499	519	502	512	520	488
RV Minority Enrollment	12.6%	15.2%	15.4%	13.9%	15.6%	15.6%	16.7%	19.3%	22.1%	23.0%
Mean Class Size	20.1	19.7	20.0	21.2	20.8	20.8	20.9	20.5	20.8	19.5
Enrollment	4283	4273	4139	4111	4150	4123	4117	4124	4144	4012
K - 5 Minority Enrollment	21.2%	22.8%	24.1%	24.3%	25.5%	25.8%	27.1%	31.2%	32.4%	33.3%
Mean Class Size	19.6	20.1	19.7	20.1	20.1	19.7	19.9	19.5	19.5	19.0

**Greenwich Public Schools
K-12 Minority Enrollment by School
1996 - 2012**

	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
CC	22.5%	20.3%	20.6%	18.5%	19.6%	19.7%	22.8%	23.1%	25.2%	27.4%	29.8%	29.7%	28.5%	30.9%	32.7%	32.0%	27.9%
DU					20.4%	20.8%	21.9%	23.8%	25.8%	28.4%	28.6%	30.4%	30.1%	28.8%	34.9%	37.4%	40.2%
GL	13.2%	16.4%	15.8%	14.1%	14.9%	13.5%	14.6%	14.9%	16.7%	18.2%	17.0%	20.3%	23.2%	24.3%	25.7%	24.4%	22.9%
HA	43.8%	46.3%	45.7%	52.6%	50.6%	54.2%	50.4%	53.9%	55.3%	55.8%	59.2%	55.5%	55.8%	57.2%	63.5%	61.7%	68.0%
JC	35.6%	30.4%	32.4%	37.5%	39.9%	38.1%	42.2%	41.5%	39.3%	39.6%	38.9%	41.0%	37.8%	39.7%	44.0%	48.7%	48.8%
NL	22.4%	22.1%	26.8%	31.9%	33.1%	34.2%	35.7%	40.7%	45.1%	47.7%	52.7%	56.8%	56.6%	58.3%	61.6%	67.1%	68.9%
NM	21.7%	19.4%	18.5%	18.8%	18.1%	19.3%	19.9%	20.8%	21.8%	23.4%	22.1%	22.2%	24.0%	22.7%	23.7%	24.1%	26.0%
NS	13.1%	11.4%	12.9%	14.9%	14.0%	13.4%	12.4%	13.4%	14.5%	14.8%	15.4%	15.1%	15.5%	17.0%	22.0%	24.6%	26.5%
OG	17.3%	15.1%	15.5%	15.7%	11.2%	9.1%	6.7%	6.9%	8.7%	9.3%	4.8%	6.3%	7.1%	7.8%	14.7%	15.7%	15.9%
PK	9.6%	10.4%	9.6%	10.4%	9.9%	11.3%	9.7%	9.2%	10.2%	10.9%	10.4%	14.8%	14.3%	18.2%	18.5%	16.0%	16.1%
RV	12.5%	9.9%	9.3%	10.1%	11.4%	11.7%	14.8%	12.6%	15.2%	15.4%	13.9%	15.6%	15.6%	16.7%	19.3%	22.1%	23.0%
K - 5	20.1%	19.0%	19.0%	20.0%	20.1%	20.1%	20.4%	21.1%	22.6%	24.1%	24.3%	25.4%	25.7%	27.0%	31.1%	32.3%	33.2%
CMS	21.1%	22.4%	21.7%	20.1%	19.5%	20.7%	23.1%	20.1%	22.3%	22.8%	23.7%	23.2%	23.1%	22.2%	24.8%	28.1%	27.5%
EMS	18.1%	14.8%	13.5%	13.1%	12.1%	12.2%	12.4%	14.2%	14.9%	14.0%	13.7%	16.3%	17.5%	18.2%	19.2%	21.7%	22.4%
WMS	21.8%	22.5%	24.9%	28.4%	29.8%	28.8%	31.0%	29.1%	34.1%	35.2%	38.2%	37.0%	38.9%	42.9%	43.6%	47.2%	45.5%
6 - 8	20.2%	19.7%	19.9%	20.5%	20.3%	20.4%	21.9%	20.8%	23.2%	23.0%	23.9%	24.3%	24.9%	25.9%	27.3%	30.3%	30.1%
GHS	19.4%	19.1%	19.6%	20.5%	21.3%	21.1%	20.9%	21.5%	21.7%	23.1%	22.8%	24.5%	23.9%	23.7%	25.4%	26.7%	27.1%
District	19.9%	19.1%	19.3%	20.2%	20.4%	20.4%	20.9%	21.1%	22.5%	23.5%	23.7%	24.9%	25.0%	25.7%	28.8%	30.2%	30.6%

 Impending Racial Imbalance (+/-15%)

 Racial Imbalance (+/- 25%)

Greenwich Public Schools

Minority Enrollment Trends at Schools with Racial Imbalance or Impending Racial Imbalance

Schools that vary +/- 15% to 24% from the district grade level minority percentage are cited as having an impending racial imbalance by the Connecticut Department of Education. Schools with a minority enrollment that is +/- 25% from the district grade level minority percentage are cited as racially imbalanced, and the district is required to file a plan with the SDE to address this imbalance.



*

* Enrollment data from 1998 to 2011 is as of October 1st. Enrollment data from 2012 is as of July 30, 2012.

**Greenwich Public Schools
Elementary Building Utilization @ 19.5 Students per Class
2012 - 2017**

School	CAPACITY				2012 - 2013		2013 - 2014		2014 - 2015		2015 - 2016		2016 - 2017		2017 - 2018		
	Standard Rooms	Less Specials	Less PreK	Adjusted Total	K - 5 Capacity	K - 5 Enroll	Building Utilization										
Cos Cob	29	6	0	23	449	434	96.8%	452	100.8%	473	105.5%	507	113.0%	514	114.6%	539	120.2%
ISD	20	2	0	18	351	366	104.3%	369	105.1%	367	104.6%	363	103.4%	366	104.3%	364	103.7%
Glenville	27	5	0	22	429	409	95.3%	435	101.4%	461	107.5%	491	114.5%	485	113.1%	502	117.0%
Hamilton Avenue	29	5	4	20	354	352	99.4%	349	98.6%	345	97.5%	326	92.1%	324	91.5%	316	89.3%
Julian Curtiss	22	4	0	18	351	344	98.0%	351	100.0%	353	100.6%	348	99.1%	347	98.9%	339	96.6%
New Lebanon	17	3	0	14	273	261	95.6%	267	97.8%	284	104.0%	298	109.2%	301	110.3%	301	110.3%
North Mianus	28	5	0	23	449	465	103.7%	472	105.2%	481	107.2%	483	107.7%	487	108.6%	496	110.6%
North Street	31	6	2	23	449	387	86.3%	366	81.6%	350	78.0%	337	75.1%	318	70.9%	308	68.7%
Old Greenwich	31	6	2	23	449	395	88.1%	396	88.3%	384	85.6%	375	83.6%	360	80.3%	366	81.6%
Parkway	25	6	3	16	312	239	76.6%	218	69.9%	209	67.0%	204	65.4%	196	62.8%	205	65.7%
Riverside	28	4	0	24	468	481	102.8%	461	98.5%	440	94.0%	425	90.8%	405	86.5%	402	85.9%
District	287	52	11	224	4332	4133	95.4%	4136	95.5%	4147	95.7%	4157	96.0%	4103	94.7%	4138	95.5%

Notes: Capacity is based on an average class size of **19.5 students** which is average class size across the 11 elementary building in 2012-2013. The total number of standard classrooms is based on rooms which are at least 600 square feet. Up to six classrooms are used for specials based on the current District standard even though not all schools have and use this number of spaces. The capacity for the Hamilton Avenue School assumes eight K-1 sections @ 15 students. Enrollment at the District's four magnet schools (ISD, Julian Curtiss, Hamilton Avenue and New Lebanon) includes current and projected magnet students. PreKindergarten is projected to remain constant at 10 sections over the next five years. An increase in PreKindergarten sections would reduce the classrooms available for K-5. The location of PreKindergarten sections is subject to change based on shifts in K-5 enrollment.

Greenwich Public Schools
Elementary Building Utilization @ 22 Students per Class
2012 - 2017

School	CAPACITY				2012 - 2013		2013 - 2014		2014 - 2015		2015 - 2016		2016 - 2017		2017 - 2018		
	Standard Rooms	Less Specials	Less PreK	Adjusted Total	K - 5 Capacity	K - 5 Enroll	Building Utilization										
Cos Cob	29	6	0	23	506	434	85.8%	452	89.3%	473	93.5%	507	100.2%	514	101.6%	539	106.5%
ISD	20	2	0	18	396	366	92.4%	369	93.2%	367	92.7%	363	91.7%	366	92.4%	364	91.9%
Glenville	27	5	0	22	484	409	84.5%	435	89.9%	461	95.2%	491	101.4%	485	100.2%	502	103.7%
Hamilton Avenue	29	5	4	20	384	352	91.7%	349	90.9%	345	89.8%	326	84.9%	324	84.4%	316	82.3%
Julian Curtiss	22	4	0	18	396	344	86.9%	351	88.6%	353	89.1%	348	87.9%	347	87.6%	339	85.6%
New Lebanon	17	3	0	14	308	261	84.7%	267	86.7%	284	92.2%	298	96.8%	301	97.7%	301	97.7%
North Mianus	28	5	0	23	506	465	91.9%	472	93.3%	481	95.1%	483	95.5%	487	96.2%	496	98.0%
North Street	31	6	2	23	506	387	76.5%	366	72.3%	350	69.2%	337	66.6%	318	62.8%	308	60.9%
Old Greenwich	31	6	2	23	506	395	78.1%	396	78.3%	384	75.9%	375	74.1%	360	71.1%	366	72.3%
Parkway	25	6	3	16	352	239	67.9%	218	61.9%	209	59.4%	204	58.0%	196	55.7%	205	58.2%
Riverside	28	4	0	24	528	481	91.1%	461	87.3%	440	83.3%	425	80.5%	405	76.7%	402	76.1%
District	287	52	11	224	4872	4133	84.8%	4136	84.9%	4147	85.1%	4157	85.3%	4103	84.2%	4138	84.9%

Notes: Capacity is based on an average class size of **22 students** which is the **midpoint** of the current class size guidelines. Target utilization rate in order to maintain current class size is **85% to 95%**. The total number of standard classrooms is based on rooms which are at least 600 square feet. Up to six classrooms are used for specials based on the current District standard even though not all schools have and use this number of spaces. The capacity for the Hamilton Avenue School assumes eight K-1 sections @ 15 students. Enrollment at the District's four magnet schools (ISD, Julian Curtiss, Hamilton Avenue and New Lebanon) includes current and projected magnet students. PreKindergarten is projected to remain constant at 10 sections over the next five years. An increase in PreKindergarten sections would reduce the classrooms available for K-5. The location of PreKindergarten sections is subject to change based on shifts in K-5 enrollment.

Racial Imbalance in the Hamilton Avenue and New Lebanon Attendance Areas

Changing Demographics of the Attendance Areas

The variance between the district minority percentage and Hamilton Avenue and New Lebanon attendance areas, as predicted over the next five years (see table below), will only continue to increase. While the district is expected to increase its minority percentage, it is predicted that much of the increase will continue to occur in the H.A. and N.L. attendance areas, furthering the problem with racial imbalance at these two schools.

Year	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18
District Minority %	25.8%	26.7%	28.1%	31.2%	32.9%	33.3%	35.5%	37.5%	39.1%	40.5%	42.2%
HA Minority %	58.6%	56.8%	58.4%	64.6%	64.2%	68.6%	69.7%	73.2%	75.8%	77.8%	80.9%
HA Variance*	32.8%	30.1%	30.3%	33.4%	31.3%	35.3%	34.1%	35.7%	36.6%	37.3%	38.6%
NL Minority %	54.2%	54.1%	58.1%	61.5%	68.1%	65.9%	70.7%	74.4%	77.1%	79.8%	82.2%
NL Variance*	28.4%	27.4%	30.0%	30.3%	35.2%	32.6%	35.1%	36.9%	38.0%	39.3%	40.0%

*Variance must be below 25% for a school to be considered racially balanced

Impact of the Current Magnet Program on Racial Imbalance

The attached tables display the racial disaggregation of students living in the attendance area, moving from the attendance area to another school through the magnet program, moving from another attendance area into the school through the magnet program and the resulting school enrollment for both Hamilton Avenue and New Lebanon.

For the 2012-2013 school year, it would take the addition of 43 white students to New Lebanon and 54 white students to Hamilton Avenue to bring the minority percentage below the upper limit of racial imbalance for the district (25% + district average of 33.3% = 58.3%). The addition of these students would exceed the schools' maximum capacities of 264 and 384 students by 23 students and 11 students respectively. Based on past experience, it is unreasonable to expect all future magnet students to be white. Using the ratio of white to minority magnet students from 2012-2013, 406 additional magnet students would be needed to racially balance New Lebanon and 694 additional magnet students would be needed to racially balance Hamilton Avenue.

It is unlikely that the magnet program as it is currently construed will racially balance either New Lebanon or Hamilton Avenue. Without adding capacity to the schools, increasing the attractiveness of the magnet, and revising the procedures that govern the selection lottery, the magnet program will not succeed in voluntarily moving a sufficient number of students to racially balance either school.

Hamilton Avenue School

Students Residing in HA Attendance Area Enrolled in Public School

Race	07-08	08-09	09-10	10-11	11-12	12-13
Asian	20	16	17	20	18	23
Black	33	29	35	39	33	34
Hispanic	114	117	136	155	148	148
Indian				1	1	1
Two Races					17	17
White	118	123	134	118	121	102
TOT	285	285	322	333	338	325
Minority Percentage	58.6%	56.8%	58.4%	64.6%	64.2%	68.6%

HA Resident Students Enrolled in Public Schools Outside Attendance Area

Race	07-08	08-09	09-10	10-11	11-12	12-13
Asian	2	2	3	1	3	6
Black	5	5	2	1	4	3
Hispanic	20	18	14	4	10	12
Indian						
Two Races						
White	26	29	24	12	11	15
TOT	53	54	43	18	28	36
Minority Percentage	50.9%	46.3%	44.2%	33.3%	60.7%	58.3%

Students Residing Outside Attendance Area Enrolled at HA

Race	07-08	08-09	09-10	10-11	11-12	12-13
Asian	8	7	8	7	7	3
Black	8	10	5	3	2	2
Hispanic	27	30	27	15	22	18
Indian						
Two Races					4	5
White	46	48	38	29	25	24
TOT	89	95	78	54	60	52
Minority Percentage	48.3%	49.5%	51.3%	46.3%	58.3%	53.8%

Students Enrolled at HA

Race	07-08	08-09	09-10	10-11	11-12	12-13
Asian	26	21	22	26	22	20
Black	36	34	38	41	31	33
Hispanic	122	129	149	166	160	154
Indian				1	1	1
Two Races					21	22
White	138	143	149	135	135	111
TOT	322	327	358	369	370	341
Minority Percentage	57.1%	56.3%	58.4%	63.4%	63.5%	67.4%

Minority Impact	-1.5%	-0.6%	0.0%	-1.1%	-0.7%	-1.2%
District Percentage	25.8%	26.7%	28.1%	31.2%	32.9%	33.3%
Differential	31.3%	29.6%	30.3%	32.2%	30.6%	34.2%

New Lebanon School

Students Residing in NL Attendance Area Enrolled in Public School

Race	07-08	08-09	09-10	10-11	11-12	12-13
Asian	11	9	11	13	12	9
Black	13	12	12	20	21	13
Hispanic	105	111	117	131	147	151
Indian	1			2	2	
Two Races					6	5
White	110	112	101	104	88	92
TOT	240	244	241	270	276	270
Minority Percentage	54.2%	54.1%	58.1%	61.5%	68.1%	65.9%

NL Resident Students Enrolled in Public Schools Outside Attendance Area

Race	07-08	08-09	09-10	10-11	11-12	12-13
Asian	6	3	3	2	5	4
Black	6	5	2	3	2	1
Hispanic	21	19	17	12	19	16
Indian						
Two Races					3	2
White	36	32	30	20	17	26
TOT	69	59	52	37	46	49
Minority Percentage	47.8%	45.8%	42.3%	45.9%	63.0%	46.9%

Students Residing Outside Attendance Area Enrolled at NL

Race	07-08	08-09	09-10	10-11	11-12	12-13
Asian	5	5	3		1	
Black	2	2		1	4	4
Hispanic	13	10	9	2	8	8
Indian						
Two Races						
White	9	8	9	3	9	11
TOT	29	25	21	6	22	23
Minority Percentage	69.0%	68.0%	57.1%	50.0%	59.1%	52.2%

Students Enrolled at NL

Race	07-08	08-09	09-10	10-11	11-12	12-13
Asian	10	11	11	11	8	5
Black	9	9	10	18	23	16
Hispanic	97	102	109	121	136	143
Indian	1			2	2	
2					3	3
White	83	88	80	87	80	77
TOT	200	210	210	239	252	244

Minority Percentage	58.5%	58.1%	61.9%	63.6%	68.3%	68.4%
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Minority Impact	4.3%	4.0%	3.8%	2.1%	0.1%	2.5%
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District Percentage	25.8%	26.7%	28.1%	31.2%	32.9%	33.3%
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Differential	32.7%	31.4%	33.8%	32.4%	35.4%	35.2%
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Greenwich Public Schools
CMT Reading by Student Subgroup
Hamilton Avenue Grades 3 - 5

		2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
All Groups	Students Tested	116	132	158	147	145
	Advanced	14.6%	12.1%	16.5%	19.8%	15.8%
	Goal	56.0%	53.7%	53.1%	59.1%	49.6%
	Proficient	76.7%	71.1%	67.0%	76.1%	73.2%
Asian	Students Tested	7	9	12	12	10
	Advanced	28.5%	33.2%	33.5%	33.8%	29.5%
	Goal	100.0%	66.8%	75.1%	58.3%	60.2%
	Proficient	100.0%	77.8%	83.4%	83.1%	80.3%
Black	Students Tested	14	12	16	17	24
	Advanced	21.4%	16.8%	19.1%	29.7%	17.0%
	Goal	57.2%	49.6%	49.8%	64.7%	49.9%
	Proficient	85.8%	66.1%	68.5%	76.5%	79.4%
Hispanic	Students Tested	44	53	69	68	61
	Advanced	4.5%	0.0%	4.4%	10.3%	13.0%
	Goal	41.0%	45.3%	44.9%	50.0%	44.0%
	Proficient	63.7%	62.3%	59.5%	69.1%	68.8%
White	Students Tested	51	58	61	50	50
	Advanced	19.6%	18.9%	26.2%	25.9%	15.9%
	Goal	62.7%	60.2%	58.9%	69.8%	54.0%
	Proficient	82.3%	79.2%	72.0%	83.8%	74.2%
Female	Students Tested	63	68	86	82	80
	Advanced	15.8%	10.3%	18.6%	23.4%	16.2%
	Goal	55.5%	58.8%	58.1%	62.2%	54.7%
	Proficient	76.2%	79.4%	69.8%	78.1%	80.1%
Male	Students Tested	53	64	72	65	65
	Advanced	13.2%	14.0%	14.0%	15.2%	15.4%
	Goal	56.7%	48.3%	47.1%	55.2%	43.2%
	Proficient	77.4%	62.4%	63.7%	73.7%	64.7%
SPED	Students Tested	6	7	20	6	7
	Advanced	0.0%	14.2%	0.0%	0.0%	0.0%
	Goal	33.3%	42.8%	9.9%	16.6%	0.0%
	Proficient	66.6%	57.0%	19.8%	33.3%	0.0%
ALP	Students Tested	26	20	29	31	27
	Advanced	46.2%	59.9%	58.7%	67.8%	59.2%
	Goal	84.6%	95.0%	100.0%	100.0%	96.3%
	Proficient	96.2%	100.0%	100.0%	100.0%	100.0%
ELL	Students Tested	12	14	14	15	13
	Advanced	0.0%	0.0%	0.0%	0.0%	0.0%
	Goal	8.4%	7.0%	7.1%	6.9%	15.6%
	Proficient	41.7%	28.6%	43.0%	27.1%	46.4%
F/R Lunch	Students Tested	55	63	76	78	80
	Advanced	3.6%	3.3%	5.4%	7.7%	8.7%
	Goal	41.8%	34.9%	43.3%	47.3%	42.3%
	Proficient	67.3%	60.2%	59.2%	66.6%	67.5%

Greenwich Public Schools
CMT Writing by Student Subgroup
Hamilton Avenue Grades 3 - 5

		2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
All Groups	Students Tested	137	151	164	164	171
	Advanced	12.4%	17.3%	21.5%	18.9%	18.1%
	Goal	56.9%	60.2%	61.0%	62.2%	52.4%
	Proficient	81.8%	82.0%	86.6%	84.8%	78.9%
Asian	Students Tested	7	9	12	12	10
	Advanced	14.2%	44.2%	58.7%	16.3%	39.6%
	Goal	100.0%	77.8%	83.4%	67.2%	59.6%
	Proficient	100.0%	88.8%	100.0%	100.0%	90.0%
Black	Students Tested	22	16	17	17	26
	Advanced	13.7%	18.8%	23.7%	35.7%	15.5%
	Goal	54.4%	49.8%	64.6%	82.5%	50.0%
	Proficient	68.3%	62.4%	82.1%	94.3%	84.4%
Hispanic	Students Tested	50	64	71	75	77
	Advanced	4.0%	12.7%	12.9%	15.9%	12.8%
	Goal	52.0%	56.3%	59.1%	55.9%	51.5%
	Proficient	82.0%	81.2%	87.4%	84.0%	76.5%
White	Students Tested	58	62	64	60	58
	Advanced	18.9%	17.7%	23.4%	18.3%	22.5%
	Goal	56.8%	64.5%	57.8%	63.3%	53.6%
	Proficient	84.5%	87.1%	84.4%	80.0%	77.7%
Female	Students Tested	70	76	89	87	92
	Advanced	21.4%	19.8%	24.9%	25.3%	22.7%
	Goal	62.8%	71.1%	69.8%	70.2%	63.9%
	Proficient	88.6%	86.8%	91.1%	94.3%	88.0%
Male	Students Tested	67	75	75	77	79
	Advanced	3.0%	14.7%	17.4%	11.7%	12.7%
	Goal	50.7%	49.3%	50.5%	53.2%	39.1%
	Proficient	74.6%	77.2%	81.2%	74.1%	68.4%
SPED	Students Tested	26	25	26	23	33
	Advanced	3.8%	0.0%	0.0%	0.0%	0.0%
	Goal	7.7%	8.0%	7.6%	8.6%	6.0%
	Proficient	30.7%	43.9%	50.0%	21.4%	21.1%
ALP	Students Tested	27	20	29	31	27
	Advanced	40.7%	40.0%	58.8%	61.3%	44.6%
	Goal	92.6%	100.0%	93.2%	96.8%	96.4%
	Proficient	100.0%	100.0%	100.0%	100.0%	100.0%
ELL	Students Tested	13	16	15	17	17
	Advanced	0.0%	6.2%	0.0%	0.0%	6.1%
	Goal	46.2%	43.9%	39.8%	29.9%	23.6%
	Proficient	69.3%	74.9%	93.4%	77.0%	71.0%
F/R Lunch	Students Tested	70	78	81	89	96
	Advanced	5.7%	14.2%	11.2%	13.4%	9.3%
	Goal	48.5%	50.0%	49.4%	57.3%	48.6%
	Proficient	74.4%	75.5%	81.5%	79.9%	76.0%

Greenwich Public Schools
CMT Mathematics by Student Subgroup
Hamilton Avenue Grades 3 - 5

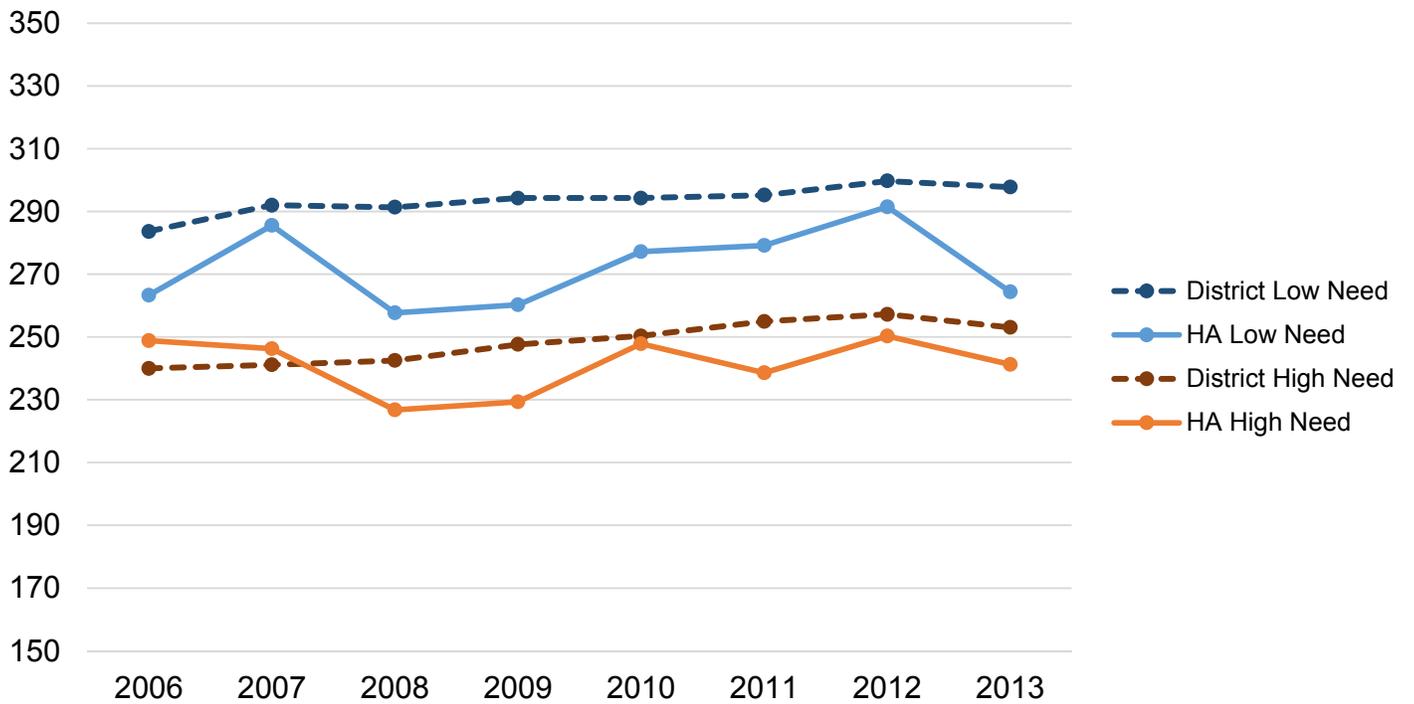
		2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
All Groups	Students Tested	123	135	161	154	157
	Advanced	16.3%	27.4%	26.1%	28.6%	15.9%
	Goal	48.8%	64.4%	57.1%	63.0%	52.2%
	Proficient	70.7%	86.7%	82.0%	84.4%	80.9%
Asian	Students Tested	7	9	12	12	10
	Advanced	28.6%	55.6%	58.3%	41.7%	40.0%
	Goal	85.7%	77.8%	91.7%	91.7%	50.0%
	Proficient	100.0%	88.9%	100.0%	91.7%	100.0%
Black	Students Tested	14	12	17	17	24
	Advanced	0.0%	16.7%	23.5%	41.2%	12.5%
	Goal	42.9%	41.7%	41.2%	64.7%	50.0%
	Proficient	71.4%	66.7%	70.6%	76.5%	66.7%
Hispanic	Students Tested	46	57	70	70	70
	Advanced	8.7%	15.8%	15.7%	18.6%	10.0%
	Goal	37.0%	52.6%	47.1%	52.9%	51.4%
	Proficient	63.0%	80.7%	75.7%	82.9%	80.0%
White	Students Tested	56	57	62	55	53
	Advanced	25.0%	36.8%	32.3%	34.5%	20.8%
	Goal	55.4%	78.9%	66.1%	69.1%	54.7%
	Proficient	73.2%	96.5%	88.7%	87.3%	84.9%
Female	Students Tested	64	68	87	84	84
	Advanced	12.5%	26.5%	27.6%	26.2%	14.3%
	Goal	42.2%	69.1%	62.1%	63.1%	53.6%
	Proficient	67.2%	89.7%	82.8%	86.9%	84.5%
Male	Students Tested	59	67	74	70	73
	Advanced	20.3%	28.4%	24.3%	31.4%	17.8%
	Goal	55.9%	59.7%	51.4%	62.9%	50.7%
	Proficient	74.6%	83.6%	81.1%	81.4%	76.7%
SPED	Students Tested	11	9	21	11	14
	Advanced	9.1%	0.0%	0.0%	0.0%	0.0%
	Goal	27.3%	33.3%	9.5%	27.3%	14.3%
	Proficient	45.5%	77.8%	42.9%	36.4%	57.1%
ALP	Students Tested	27	20	29	31	27
	Advanced	44.4%	75.0%	75.9%	90.3%	74.1%
	Goal	96.3%	100.0%	89.7%	96.8%	96.3%
	Proficient	100.0%	100.0%	100.0%	100.0%	100.0%
ELL	Students Tested	12	15	16	16	20
	Advanced	0.0%	6.7%	0.0%	12.5%	0.0%
	Goal	16.7%	26.7%	12.5%	37.5%	15.0%
	Proficient	33.3%	66.7%	62.5%	68.8%	45.0%
F/R Lunch	Students Tested	58	65	78	81	90
	Advanced	3.4%	16.9%	11.5%	19.8%	10.0%
	Goal	37.9%	52.3%	44.9%	49.4%	46.7%
	Proficient	67.2%	84.6%	75.6%	81.5%	76.7%

**Greenwich Public Schools
CMT Science by Student Subgroup
Hamilton Avenue Grade 5**

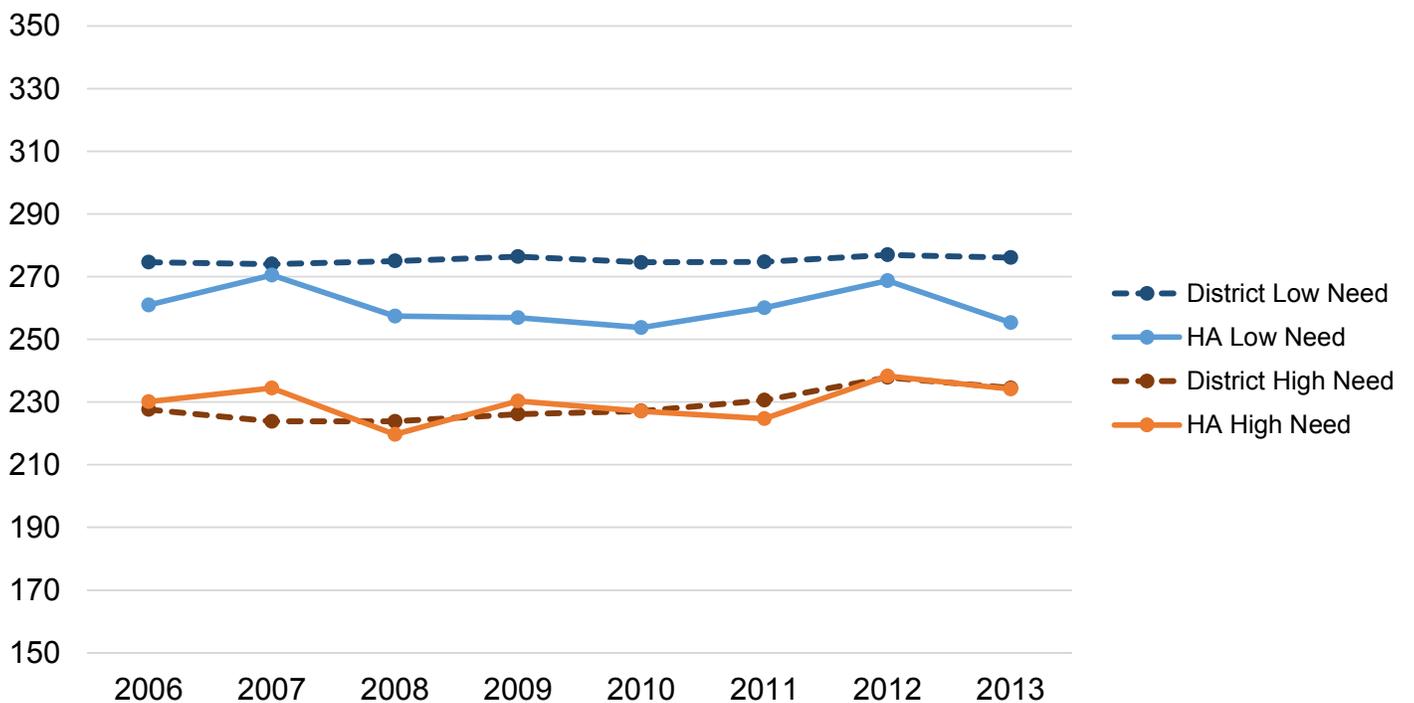
		2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
All Groups	Students Tested	50	48	49	59	54
	Advanced	8.0%	2.1%	10.4%	16.9%	16.6%
	Goal	47.9%	37.5%	42.8%	69.3%	53.4%
	Proficient	80.0%	72.8%	61.3%	88.2%	79.3%
Asian	Students Tested	4	2	3	6	3
	Advanced	0.0%	0.0%	34.5%	32.8%	32.4%
	Goal	49.8%	48.7%	67.6%	66.8%	67.2%
	Proficient	100.0%	48.7%	100.0%	83.6%	100.0%
Black	Students Tested	8	7	8	3	8
	Advanced	0.0%	0.0%	25.0%	67.8%	0.0%
	Goal	37.4%	14.4%	37.2%	100.0%	49.6%
	Proficient	87.6%	42.8%	49.5%	100.0%	74.7%
Hispanic	Students Tested	17	17	26	23	22
	Advanced	0.0%	0.0%	0.0%	8.6%	18.2%
	Goal	29.5%	23.8%	38.3%	56.4%	54.0%
	Proficient	58.9%	76.5%	54.0%	87.0%	72.4%
White	Students Tested	21	22	12	27	21
	Advanced	19.0%	4.5%	17.1%	14.7%	18.9%
	Goal	66.6%	54.5%	50.1%	77.5%	52.2%
	Proficient	90.3%	81.8%	75.3%	89.0%	85.3%
Female	Students Tested	26	28	23	32	27
	Advanced	7.7%	3.5%	13.2%	15.7%	18.5%
	Goal	49.9%	39.4%	30.4%	75.0%	58.9%
	Proficient	80.7%	78.5%	52.3%	93.8%	81.1%
Male	Students Tested	24	20	26	27	27
	Advanced	8.3%	0.0%	8.0%	18.4%	14.7%
	Goal	45.8%	34.7%	53.8%	62.7%	47.9%
	Proficient	79.2%	64.8%	69.2%	81.6%	77.5%
SPED	Students Tested	9	9	13	6	11
	Advanced	11.1%	0.0%	8.0%	0.0%	0.0%
	Goal	22.2%	11.1%	15.6%	16.6%	26.5%
	Proficient	66.7%	22.2%	30.9%	33.3%	63.0%
ALP	Students Tested	15	6	11	14	8
	Advanced	26.6%	16.7%	36.7%	64.0%	61.8%
	Goal	86.7%	100.0%	90.5%	100.0%	100.0%
	Proficient	93.3%	100.0%	100.0%	100.0%	100.0%
ELL	Students Tested	4	3	8	4	5
	Advanced	0.0%	0.0%	0.0%	0.0%	0.0%
	Goal	0.0%	0.0%	24.6%	0.0%	40.3%
	Proficient	25.3%	100.0%	37.5%	50.9%	59.3%
F/R Lunch	Students Tested	27	21	29	29	28
	Advanced	0.0%	0.0%	3.6%	10.4%	7.2%
	Goal	25.9%	24.1%	31.0%	48.3%	53.2%
	Proficient	74.1%	76.4%	58.9%	82.9%	63.8%

Hamilton Avenue School

Connecticut Mastery Test Mathematics Scaled Scores Grades 3 - 5



Connecticut Mastery Test Reading Scaled Scores Grades 3 - 5



**Greenwich Public Schools
CMT Reading by Student Subgroup
New Lebanon Grades 3 - 5**

		2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
All Groups	Students Tested	90	84	100	111	109
	Advanced	15.5%	11.9%	21.9%	20.5%	16.3%
	Goal	62.2%	55.7%	58.9%	65.3%	56.5%
	Proficient	81.1%	70.0%	76.9%	82.7%	72.1%
Asian	Students Tested	5	4	3	4	3
	Advanced	20.0%	0.0%	66.7%	25.1%	67.1%
	Goal	40.0%	75.0%	66.7%	75.0%	67.1%
	Proficient	100.0%	75.0%	100.0%	75.0%	67.1%
Black	Students Tested	6	5	8	15	7
	Advanced	16.6%	0.0%	12.6%	6.6%	0.0%
	Goal	49.9%	19.7%	37.3%	46.1%	42.3%
	Proficient	49.9%	80.1%	61.4%	79.8%	56.4%
Hispanic	Students Tested	41	46	51	51	59
	Advanced	2.4%	0.0%	5.9%	9.7%	10.1%
	Goal	48.7%	41.1%	41.2%	52.9%	42.2%
	Proficient	75.5%	56.2%	64.8%	70.5%	62.4%
White	Students Tested	38	29	38	41	40
	Advanced	28.9%	34.5%	42.0%	38.8%	24.7%
	Goal	81.6%	82.7%	86.8%	87.4%	79.8%
	Proficient	89.5%	89.6%	94.6%	100.0%	89.9%
Female	Students Tested	45	45	52	53	43
	Advanced	22.2%	8.9%	23.1%	26.1%	18.3%
	Goal	66.7%	57.7%	61.4%	65.4%	67.1%
	Proficient	86.7%	73.1%	76.6%	84.6%	83.2%
Male	Students Tested	45	39	48	58	66
	Advanced	8.9%	15.3%	20.7%	15.3%	15.1%
	Goal	57.7%	53.5%	56.2%	65.3%	49.6%
	Proficient	75.5%	66.4%	77.1%	81.0%	64.9%
SPED	Students Tested	7	5	5	5	4
	Advanced	14.3%	0.0%	0.0%	0.0%	0.0%
	Goal	14.3%	0.0%	19.9%	19.6%	24.5%
	Proficient	28.6%	19.9%	40.2%	39.2%	75.4%
ALP	Students Tested	22	20	29	28	23
	Advanced	54.6%	45.1%	58.9%	57.2%	56.4%
	Goal	100.0%	100.0%	89.7%	100.0%	100.0%
	Proficient	100.0%	100.0%	96.6%	100.0%	100.0%
ELL	Students Tested	10	10	10	19	14
	Advanced	0.0%	0.0%	0.0%	0.0%	0.0%
	Goal	39.8%	19.7%	0.0%	16.0%	7.3%
	Proficient	59.7%	39.4%	40.0%	47.4%	21.3%
F/R Lunch	Students Tested	33	49	59	58	62
	Advanced	9.1%	4.0%	10.1%	15.3%	6.4%
	Goal	54.5%	38.5%	44.1%	51.4%	43.3%
	Proficient	72.8%	52.7%	66.1%	72.3%	62.5%

**Greenwich Public Schools
CMT Writing by Student Subgroup
New Lebanon Grades 3 - 5**

		2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
All Groups	Students Tested	97	91	111	122	122
	Advanced	21.6%	20.8%	12.6%	17.9%	14.6%
	Goal	64.9%	63.6%	63.1%	64.7%	63.9%
	Proficient	83.5%	84.6%	78.4%	87.0%	85.2%
Asian	Students Tested	5	4	3	4	3
	Advanced	0.0%	75.0%	33.3%	25.1%	33.2%
	Goal	80.0%	100.0%	100.0%	50.0%	67.1%
	Proficient	100.0%	100.0%	100.0%	75.0%	67.1%
Black	Students Tested	6	6	10	16	9
	Advanced	49.9%	0.0%	0.0%	12.2%	33.0%
	Goal	49.9%	33.1%	49.5%	62.3%	44.4%
	Proficient	83.4%	67.0%	70.2%	87.7%	77.7%
Hispanic	Students Tested	47	51	58	59	68
	Advanced	8.5%	9.7%	8.6%	13.6%	8.8%
	Goal	55.2%	54.7%	53.6%	52.7%	58.9%
	Proficient	78.7%	76.4%	72.6%	81.5%	82.4%
White	Students Tested	39	30	40	43	42
	Advanced	35.9%	36.8%	20.0%	25.5%	18.9%
	Goal	76.9%	80.0%	77.5%	83.7%	76.2%
	Proficient	87.2%	100.0%	87.4%	95.4%	92.7%
Female	Students Tested	48	48	55	56	46
	Advanced	27.0%	29.1%	19.9%	26.5%	21.7%
	Goal	77.0%	70.7%	72.6%	78.6%	84.6%
	Proficient	85.4%	85.3%	89.0%	94.6%	97.9%
Male	Students Tested	49	43	56	66	76
	Advanced	16.3%	11.5%	5.4%	10.6%	10.4%
	Goal	53.0%	55.6%	53.7%	52.9%	51.3%
	Proficient	81.6%	83.7%	68.0%	80.5%	77.5%
SPED	Students Tested	14	12	16	16	17
	Advanced	0.0%	0.0%	6.2%	6.2%	5.7%
	Goal	14.4%	8.3%	18.7%	12.3%	23.6%
	Proficient	35.8%	33.2%	43.9%	44.3%	41.2%
ALP	Students Tested	22	20	29	28	23
	Advanced	50.0%	50.1%	24.1%	39.3%	39.2%
	Goal	90.9%	95.0%	96.5%	92.9%	100.0%
	Proficient	100.0%	100.0%	100.0%	100.0%	100.0%
ELL	Students Tested	13	13	16	23	20
	Advanced	0.0%	0.0%	6.4%	0.0%	0.0%
	Goal	30.7%	30.7%	18.8%	35.4%	30.6%
	Proficient	69.2%	69.1%	37.7%	65.8%	60.6%
F/R Lunch	Students Tested	36	54	69	67	74
	Advanced	11.1%	16.5%	10.0%	17.8%	13.5%
	Goal	61.1%	55.4%	55.2%	60.0%	55.4%
	Proficient	83.3%	79.6%	72.6%	82.4%	79.8%

Greenwich Public Schools
CMT Mathematics by Student Subgroup
New Lebanon Grades 3 - 5

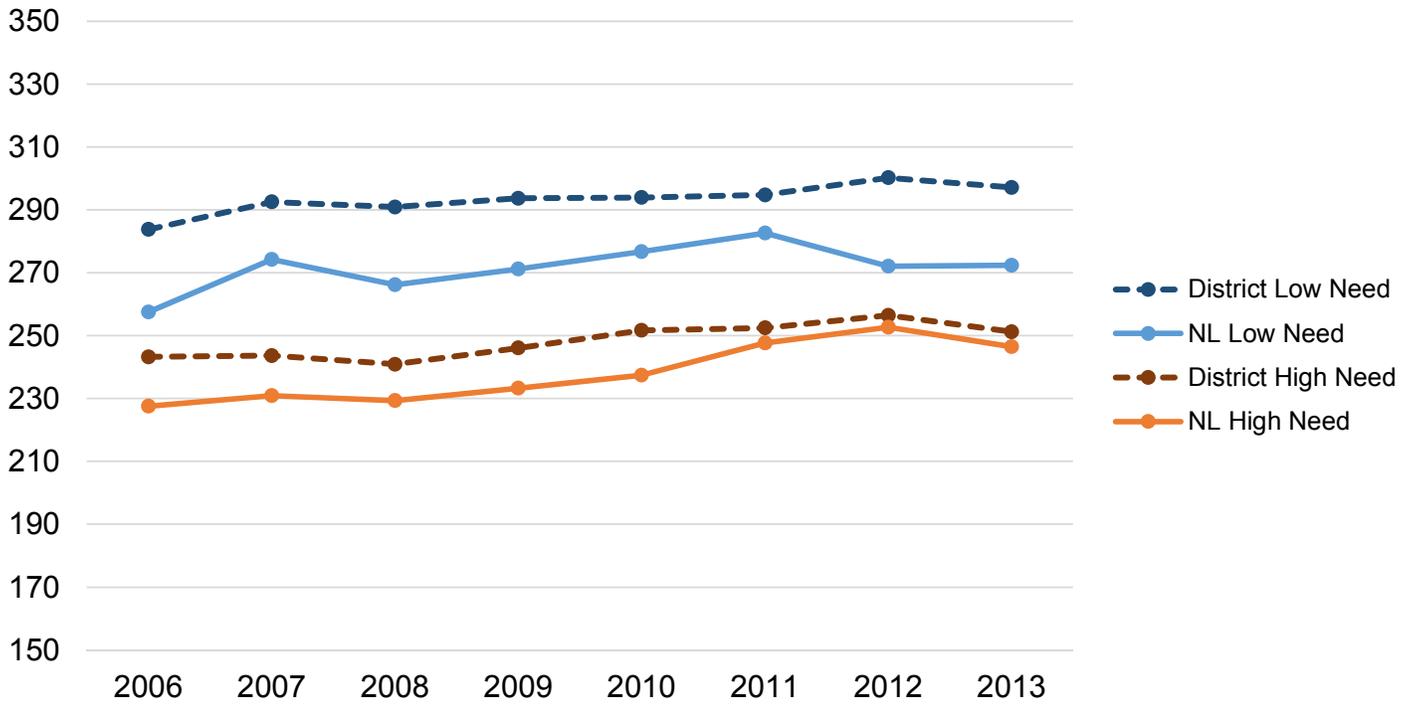
		2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
All Groups	Students Tested	92	86	104	117	112
	Advanced	21.7%	19.8%	25.0%	19.7%	23.2%
	Goal	54.3%	52.3%	66.3%	62.4%	57.1%
	Proficient	84.8%	77.9%	81.7%	85.5%	83.9%
Asian	Students Tested	5	4	3	4	4
	Advanced	0.0%	25.0%	66.7%	50.0%	50.0%
	Goal	20.0%	100.0%	100.0%	75.0%	75.0%
	Proficient	60.0%	100.0%	100.0%	75.0%	75.0%
Black	Students Tested	6	5	9	15	7
	Advanced	16.7%	0.0%	11.1%	13.3%	14.3%
	Goal	33.3%	0.0%	22.2%	40.0%	28.6%
	Proficient	66.7%	40.0%	55.6%	80.0%	57.1%
Hispanic	Students Tested	43	48	54	56	61
	Advanced	18.6%	8.3%	11.1%	12.5%	11.5%
	Goal	51.2%	43.8%	55.6%	53.6%	42.6%
	Proficient	83.7%	68.8%	74.1%	78.6%	78.7%
White	Students Tested	38	29	38	42	40
	Advanced	28.9%	41.4%	44.7%	28.6%	40.0%
	Goal	65.8%	69.0%	89.5%	81.0%	82.5%
	Proficient	92.1%	96.6%	97.4%	97.6%	97.5%
Female	Students Tested	47	47	54	55	46
	Advanced	21.3%	14.9%	24.1%	16.4%	23.9%
	Goal	55.3%	46.8%	57.4%	58.2%	63.0%
	Proficient	87.2%	76.6%	74.1%	85.5%	93.5%
Male	Students Tested	45	39	50	62	66
	Advanced	22.2%	25.6%	26.0%	22.6%	22.7%
	Goal	53.3%	59.0%	76.0%	66.1%	53.0%
	Proficient	82.2%	79.5%	90.0%	85.5%	77.3%
SPED	Students Tested	8	7	7	9	6
	Advanced	0.0%	0.0%	14.3%	11.1%	16.7%
	Goal	25.0%	14.3%	42.9%	33.3%	33.3%
	Proficient	62.5%	28.6%	42.9%	55.6%	66.7%
ALP	Students Tested	22	20	29	28	23
	Advanced	63.6%	70.0%	65.5%	57.1%	65.2%
	Goal	100.0%	100.0%	100.0%	92.9%	87.0%
	Proficient	100.0%	100.0%	100.0%	100.0%	100.0%
ELL	Students Tested	12	12	13	23	17
	Advanced	8.3%	0.0%	0.0%	4.3%	5.9%
	Goal	50.0%	33.3%	30.8%	43.5%	17.6%
	Proficient	75.0%	58.3%	53.8%	65.2%	58.8%
F/R Lunch	Students Tested	34	50	63	63	64
	Advanced	8.8%	14.0%	15.9%	14.3%	14.1%
	Goal	41.2%	46.0%	55.6%	58.7%	45.3%
	Proficient	70.6%	74.0%	76.2%	81.0%	75.0%

Greenwich Public Schools
CMT Science by Student Subgroup
New Lebanon Grade 5

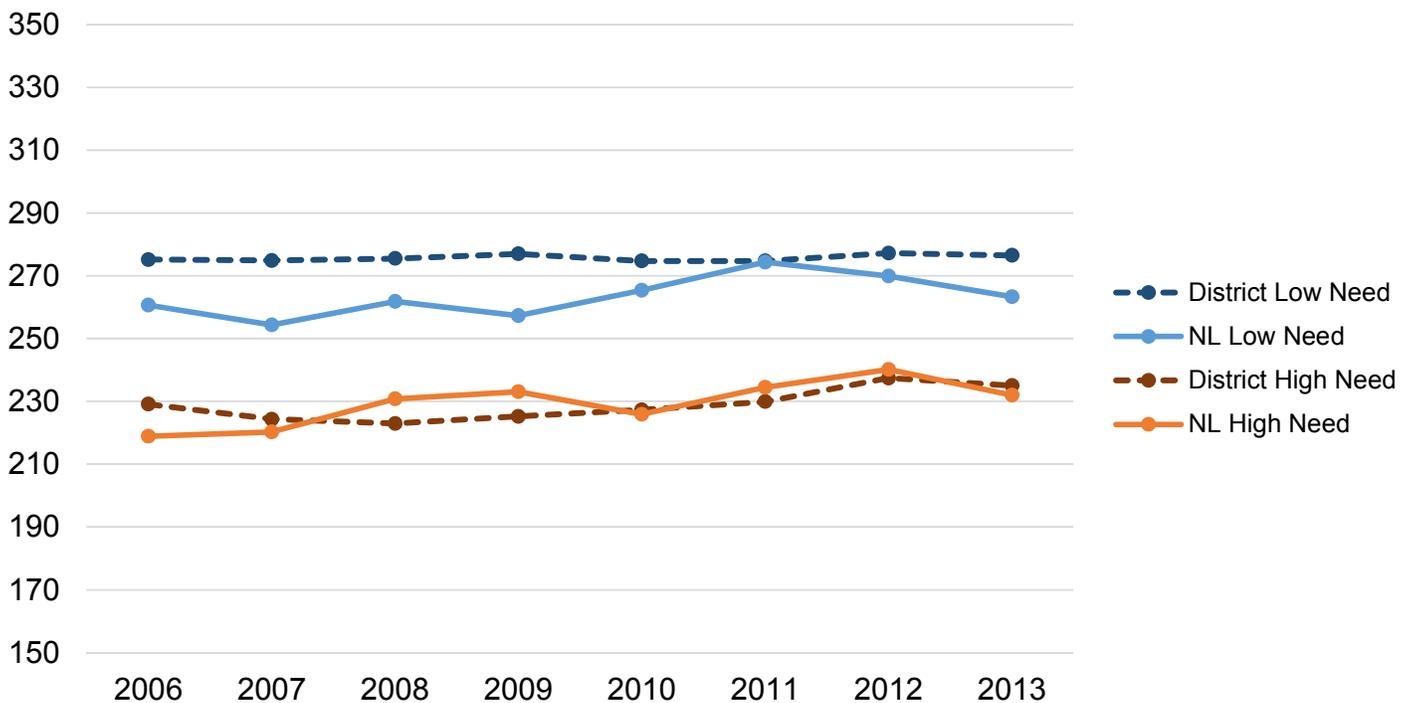
		2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
All Groups	Students Tested	43	28	28	42	45
	Advanced	9.3%	14.2%	7.0%	16.5%	6.6%
	Goal	48.8%	35.5%	39.2%	51.9%	48.6%
	Proficient	81.4%	85.7%	82.1%	75.8%	73.2%
Asian	Students Tested	2	1		2	
	Advanced	0.0%	0.0%		0.0%	
	Goal	0.0%	0.0%		50.0%	
	Proficient	100.0%	100.0%		100.0%	
Black	Students Tested	4		2	9	4
	Advanced	25.0%		0.0%	0.0%	0.0%
	Goal	25.0%		0.0%	21.5%	25.0%
	Proficient	75.1%		49.7%	55.2%	74.4%
Hispanic	Students Tested	17	18	20	20	24
	Advanced	0.0%	0.0%	0.0%	10.2%	0.0%
	Goal	35.3%	27.5%	34.8%	50.1%	33.5%
	Proficient	70.5%	77.8%	80.0%	69.8%	58.4%
White	Students Tested	20	9	6	11	17
	Advanced	15.0%	44.4%	33.0%	45.1%	17.6%
	Goal	70.0%	55.6%	66.9%	81.5%	76.2%
	Proficient	90.0%	100.0%	100.0%	100.0%	94.2%
Female	Students Tested	20	13	13	21	19
	Advanced	10.0%	15.3%	0.0%	4.9%	10.3%
	Goal	40.0%	38.2%	46.0%	42.2%	62.7%
	Proficient	80.0%	84.4%	76.6%	61.4%	84.1%
Male	Students Tested	23	15	15	21	26
	Advanced	8.7%	13.2%	13.1%	28.2%	3.8%
	Goal	56.5%	33.1%	33.2%	61.6%	38.3%
	Proficient	82.5%	86.8%	86.9%	90.2%	65.3%
SPED	Students Tested	7	5	4	4	7
	Advanced	0.0%	0.0%	0.0%	0.0%	0.0%
	Goal	14.3%	0.0%	24.9%	0.0%	14.2%
	Proficient	28.6%	60.1%	75.1%	24.8%	42.8%
ALP	Students Tested	10	7	6	11	10
	Advanced	30.0%	57.1%	33.3%	45.7%	29.8%
	Goal	90.0%	85.7%	100.0%	90.9%	100.0%
	Proficient	100.0%	100.0%	100.0%	100.0%	100.0%
ELL	Students Tested	4	3	4	3	9
	Advanced	0.0%	0.0%	0.0%	0.0%	0.0%
	Goal	0.0%	32.9%	0.0%	0.0%	22.5%
	Proficient	49.9%	65.8%	51.1%	0.0%	33.3%
F/R Lunch	Students Tested	8	17	19	23	26
	Advanced	0.0%	0.0%	5.2%	12.9%	0.0%
	Goal	25.0%	29.1%	31.4%	43.2%	26.7%
	Proficient	74.9%	82.3%	79.0%	64.8%	57.5%

New Lebanon School

Connecticut Mastery Test Mathematics Scaled Scores Grades 3 - 5



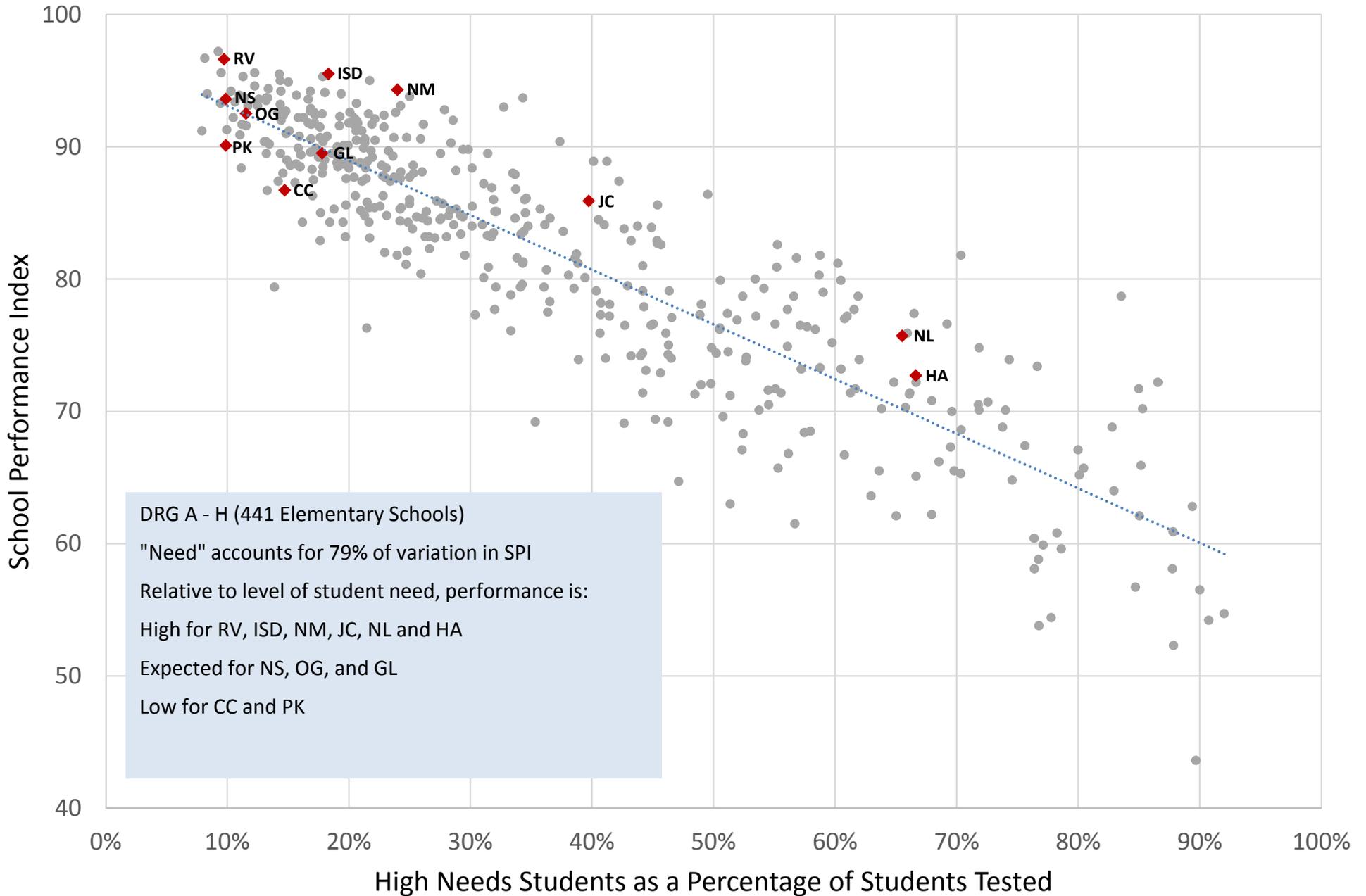
Connecticut Mastery Test Reading Scaled Scores Grades 3 - 5



Connecticut Mastery Test

School Performance Index vs % of High Needs Students

Elementary Schools 2012 - 2013



October 26, 2012

To: Board of Education, Greenwich Public Schools
From: William S. McKersie, Ph.D., Superintendent
RE: Update #2 on “Improving Student Learning and Racial Balance”

Background

The Board of Education had an extensive discussion about Racial Balance at the October 18, 2012 BOE Work Session. The discussion addressed three major areas:

1. Summary of conclusions from two recent meetings between Commissioner Stefan Pryor and Dr. McKersie
2. Review of demographic, enrollment and facility usage data
3. Introduction of the known universe of solutions Modify existing magnets
 - a) Establish and/or modify new magnets
 - b) Controlled choice in a region or district-wide
 - c) School closing
 - d) Redistricting (attendance zone modification)
 - e) Charter schools
 - f) Contract schools
 - g) Compact schools

Based on the October 18 discussion, the BOE requested that the GPS Administration provided additional analysis on the known universe of solutions at the November 1, 2012 BOE Meeting.

Analysis of Solutions

The GPS Administration examined seven potential solutions to the district’s racial imbalance problem. The solutions track to the set discussed in the October 18 BOE meeting, but have been reorganized into categories to make analysis and discussion more effective. It is important to note that the solutions represent the full universe of known options and reflect no prioritization by the GPS Administration. The solution categories include:

1. Magnet Schools – Both full and partial magnets
2. Autonomous Schools – Including charter schools, contract schools and compact schools
3. Redistricting – Including school closings
4. Grade Reorganization – Added as an option based on BOE discussion
5. Controlled Choice
6. Out of District Tuition – Added as an option based on BOE discussion
7. Combined Solution – Developing an approach drawing on one or more of the preceding options

For each solution category, the analysis provides a brief description, lists related costs, highlights likely impact on student learning, and notes a set of pros and cons. The analysis does not list numeric data; the review is qualitative.

One Next Step: Addressing Technical Questions

A major theme across the solution categories is the need for comprehensive analysis of several technical questions. Central to any racial balance solution, they also are a factor for the GPS more generally. They include:

- Demographics
- Housing
- Enrollment Patterns and Projections
- Classroom Facilities
- School Choice Plans
- Transportation
- Budget Implications

These issues are well understood as key factors by the GPS Board and Administration. We have data for each area and a good deal of preliminary analysis. However, we lack the technical capacity and dedicated personnel to develop a viable plan. Conversations with Dr. Evan Pitkoff of the Cooperative Educational Services (CES) and potential consultants have generated several possible approaches to advancing the GPS's data and analysis with intensive work by external experts. As a result, the Administration plans to develop and release an RFP to select a consultant team that can provide comprehensive analysis of these critical issues. We would welcome the BOE's comments on this necessary and timely next step.

Greenwich Public Schools
Range of Options for Improving Student Learning and Increasing Racial Balance
(Includes Full Range of Known Options without Prioritization)

Option	Description	Related Costs	Impact on Racial Balance	Impact on Student Learning	Pros	Cons
Magnet Schools	<p>Redistribute students across attendance areas through a voluntary application process where parents are provided with an opportunity to send their child to either a neighborhood school or a theme-based magnet school (e.g., I.B., S.T.E.M., Arts, Foreign Language Immersion).</p> <ul style="list-style-type: none"> • Full magnets do not have attendance areas and draw all of their students through the application/lottery process (would require extensive redistricting in Greenwich) • Partial magnets fill the available seats in a “neighborhood school” after all of the students living in the attendance area have been accommodated (current model) 	<ul style="list-style-type: none"> • Demographic, enrollment and facility consulting • Theme exploration and development • Theme based staffing • Theme based equipment and/or instructional materials • Accreditation fees • Professional learning • Management of marketing and application process • Extended school day • Transportation 	<ul style="list-style-type: none"> • Since movement to a magnet school is voluntary and selection is not based on race, possibilities range from improving racial balance to increasing racial imbalance • Current magnet plan “weights” the chances of students by the demographics of their home attendance area and the “probability” that an applicant from that attendance area will improve the racial balance of the magnet school 	<ul style="list-style-type: none"> • Dependent on the focus of the magnet theme and its implementation • Many magnet themes seek to engage students in interdisciplinary, higher order critical thinking that is aligned with Common Core standards or the District Vision of the Graduate but will not necessarily be measured by current mandated assessments 	<ul style="list-style-type: none"> • Movement is voluntary • Provides parents with choice (neighborhood versus magnet) • Entails minimal or no redistricting • Depending on how magnet schools are implemented, protects the concept of traditional neighborhood schools • Potential to create “schools of innovation” where instructional approaches and frameworks can be piloted and evaluated before being implemented across the entire district 	<ul style="list-style-type: none"> • No guarantee that a magnet program will improve racial balance • In partial magnet schools, increased enrollment within the neighborhood attendance area decreases available magnet seats • Depending on the magnet theme, the costs can be significant compared to the other options • Extended period of time is required to develop and implement a new magnet school • Could create the perception of inequality between magnet and non-magnet schools (per pupil expenditure, special programs or additional educational opportunities) • If magnet program is superior, why is it not being implemented across the entire district? • Full magnets potentially undermine community agency support and partnerships with schools (may eliminate schools as neighborhood centers and partners)

Greenwich Public Schools
Range of Options for Improving Student Learning and Increasing Racial Balance
(Includes Full Range of Known Options without Prioritization)

Option	Description	Related Costs	Impact on Racial Balance	Impact on Student Learning	Pros	Cons
Autonomous Schools (local “charter” school)	Board of Education enters into a contract or compact with an outside organization (teachers’ union, university, not-for-profit, or private contractor) to run one or more of the district’s schools.	<ul style="list-style-type: none"> • Demographic, enrollment and facility consulting • Legal assistance in developing request for proposal (RFP) and executing contract 	<ul style="list-style-type: none"> • Negligible unless combined with another option such as magnet schools or controlled choice 	<ul style="list-style-type: none"> • Research is mixed on the impact of autonomous public schools on student achievement (e.g., charter schools) • In the evaluation of autonomous schools, it is difficult to control for the self-selection by students (parents) 	<ul style="list-style-type: none"> • Potentially lowers per pupil costs • Introduces an entrepreneurial element into a “closed” system, which may promote a greater range of successful teaching and learning approaches 	<ul style="list-style-type: none"> • Increases the complexity of District oversight by Board of Education • Legal ramifications of operating an autonomous school and meeting statutory requirements • Potentially undermines community agency support and partnerships with schools (may eliminate schools as neighborhood centers and partners)
Redistricting	<p>Redraw attendance areas to balance student demographics among schools (e.g., race/ethnicity or free/reduced price lunch).</p> <ul style="list-style-type: none"> • Full redistricting achieves racial balance by reconfiguring school attendance areas • Partial redistricting could be used to increase available seats in existing magnet schools • Closing a school could be used to create space for a full magnet school 	<ul style="list-style-type: none"> • Demographic, enrollment and facility consulting • Transportation 	<ul style="list-style-type: none"> • Achieves racial balance or any other population distribution objective (by Federal law, redistricting must not disproportionately impact minority students) 	<ul style="list-style-type: none"> • Does moving a student from one school to another school improve student achievement provided the curriculum, resources and quality of instruction are equivalent from school to school? 	<ul style="list-style-type: none"> • Option most likely to succeed in increasing racial balance among schools 	<ul style="list-style-type: none"> • Involuntary with high potential for public or legal controversy • Full redistricting to achieve racial balance would impact all schools and up to one quarter of elementary students • Difficult to redistrict for racial balance and maintain traditional neighborhood schools • Future changes in demographics may force additional redistricting to maintain racial balance • Creates instability in the real estate market

Greenwich Public Schools
Range of Options for Improving Student Learning and Increasing Racial Balance
(Includes Full Range of Known Options without Prioritization)

Option	Description	Related Costs	Impact on Racial Balance	Impact on Student Learning	Pros	Cons
Grade Reorganization	Reconstitute two or more elementary and/or middle schools into a new grade configuration (e.g., K-8, K-2 and 3-5 or K-4 and 5-8).	<ul style="list-style-type: none"> • Demographic, enrollment and facility consulting • Transportation 	<ul style="list-style-type: none"> • Depending on which schools were paired, combined attendance area could substantially improve racial balance 	<ul style="list-style-type: none"> • Potentially addresses the achievement “dip” during the transition from elementary to middle school 	<ul style="list-style-type: none"> • Primary/intermediate model would reduce variance in class size by increasing number of sections of a grade in one building 	<ul style="list-style-type: none"> • Increased transportation costs • Disproportionately impacts some school communities
Controlled Choice	Upon registering in the school district, parents indicate 1 st , 2 nd , and 3 rd choice schools. Student is assigned to one of those three choices. In the case where the number of students applying exceeds the number of seats in a school, a lottery would be used to determine pupil assignment.	<ul style="list-style-type: none"> • Demographic, enrollment and facility consulting • management of marketing and application process • transportation 	<ul style="list-style-type: none"> • Theoretically would increase racial balance because every parent is required to make a choice 	<ul style="list-style-type: none"> • While not increasing overall achievement, could reduce the variance in achievement from school to school 	<ul style="list-style-type: none"> • Efficiently distributes students across schools reducing or eliminating variance in class size • Provides parents with choice (albeit limited choice) • If “grandfathered” would take years to improve racial balance 	<ul style="list-style-type: none"> • Has the potential to significantly increase the cost and complexity of transportation • Eliminates neighborhood schools • If not “grandfathered” would impact every elementary student and family in the district • Potentially undermines community agency support and partnerships with schools (may eliminate schools as neighborhood centers and partners)
Out of District Tuition	Fill available seats in any school by lifting the Board of Education moratorium on admitting tuition students who reside outside of Greenwich and are not town employees.	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • Depends on the location of available seats and the race of the tuition student 	<ul style="list-style-type: none"> • Negligible 	<ul style="list-style-type: none"> • Generate revenue for the town and school district from “unused” capacity 	<ul style="list-style-type: none"> • Does not focus on either improving achievement and/or increasing racial balance

Greenwich Public Schools
Range of Options for Improving Student Learning and Increasing Racial Balance
(Includes Full Range of Known Options without Prioritization)

Option	Description	Related Costs	Impact on Racial Balance	Impact on Student Learning	Pros	Cons
Combined Options	<p>The probability that any of these options will succeed in increasing racial balance is improved by selectively combining them together.</p> <p>For example:</p> <p>Partial Magnet Option</p> <ul style="list-style-type: none"> • Create space in existing magnets by moving selected fifth grades into middle school and adjusting attendance boundaries • Strengthen magnet themes (S.T.E.M., university affiliation?) • Offer onsite extended day programs at magnet schools • Create an early childhood center in a K-4 school with the option for out of attendance area prekindergarten students to continue in that school • Fill magnets seats that are available after the application/lottery process with out of district tuition students • Open Western Middle School to magnet students • Provide transportation to all prekindergarten centers and magnet students 					

Critical Questions:

A number of critical questions already are known, each of which will have to be addressed in the planning and development process. The GPS Administration is keeping a running list of the most significant questions:

1. What will be the budget implications in the coming academic year (2013-14) and how will we accurately include them in the budget by December 2012 (well before planning is completed)?
2. What will be the elements of a school choice program to ensure it is efficient, effective and allows for both neighborhood and district-wide enrollment preferences?
3. To what extent will any new solution serve to attract students to and from the areas that are now racially isolated?
4. Which option provides the longest-term solution?
5. What is the most effective and efficient process for the Board of Education to select a new approach to racial balance?
6. What is the most effective and efficient way to include parent and community involvement in the process?
7. In identifying potential solutions, to what extent is the Board of Education using multiple measures of student learning to judge the merits of an option?
8. What is the most effective process for developing a comprehensive facility usage and enrollment management plan?
9. How will the Board of Education manage interactions with the State Board of Education regarding the timing for developing and implementing solutions?
10. To what extent will pending Federal legal cases about race-based enrollment and school choice programs affect the state statute?



Comprehensive Enrollment Data & Facility Analysis

Preliminary Review of Alternative Options

June 6, 2013



1



Milone & MacBroom, Inc.

School Planning Work in Past Two Years:

- Stamford CT Public Schools – 10-Year Enrollment & Space Utilization Study (ongoing)
- Milford Public Schools – Long Range Plan (ongoing)
- New Milford Public Schools – Long Range Plan & Redistricting (ongoing)
- Region 15 Schools - Long Range Plan & Redistricting (adopted)
- Groton CT Public Schools – System-wide Redistricting & Racial Balance Plan (adopted)
- Bristol CT Public Schools - System-wide Redistricting (adopted & implemented)
- Manchester CT Public Schools – Consolidation & Elementary Redistricting (adopted & implemented)
- Hamden CT Public Schools – “Pocket” Redistricting & Racial Balance Plan (adopted & implemented)
- Hartford CT Public Schools – Enrollment Projections through 2019-20
- Waterbury CT Public Schools – Enrollment Projections through 2018-19



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2



Guiding Principles Review

- Provide the best possible education to every student enrolled in the Greenwich Public Schools.
- Maintain the current elementary program delivery model and average class size.
- Operate the school system as efficiently as possible within statutory mandates and guidelines.
- Minimize changes to the neighborhood attendance areas and the amount of time it takes to transport students to and from school.



Sample Planning Criteria

- Students Currently Walking to School Remain Walkers
- Ensure Feeder Patterns to Middle/High Schools Remain the Same
- Adhere to Natural Boundaries
- Minimize Student Travel Time and Transportation Costs
- Meet Enrollment Balancing Objectives for At Least Five Years
- Where Possible, Grandfathering of Students Should be Considered



Greenwich Planning Criteria

- Existing Conditions Analysis, Public Input and Sample Criteria May Spur Revisions/ Additions to Planning Criteria
- Criteria Are the Yardsticks Against Which Options Are Measured



Introduction to Alternatives

NOT A PROPOSAL OR PLAN

- ❖ Conceptual Review of Three Board of Ed Identified Options
- ❖ Conceptual Review of One Additional Option (Reconfiguration/ Paired Schools)



Introduction to Alternatives

- ❖ **Intended to Guide Discussion, and Obtain Feedback and Direction from the Board of Ed**
 - ❖ **Focus on Mechanism of Option and Potential for Meeting Objectives**
 - ❖ **Specific Plans to Be Explored Later, If Board Decides to Further Pursue An Option**



Option 1: Full Redistricting

Criteria Provided by Administration:

- **95% Targeted Utilization in Each Elementary Building**
- **Racial Balance Within +/- 15% of District**
- **Minimal Number of Students Moved**
- **Contiguous Attendance Areas and Logical Boundaries**



Option 1: Full Redistricting

- Prepared Two Different Scenarios to Gauge Potential of Mechanism
 - How Many Students Affected
 - How Difficult to Maintain Contiguous Boundaries
 - Potential Enrollment Balancing Performance



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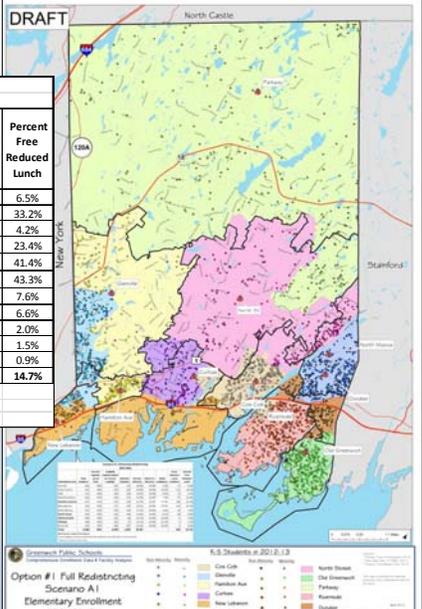


Option 1: Full Redistricting

Scenario A

Scenario A1- Elementary Redistricting 2012-2013									
Attendance Area	Total Students	Percent Capacity, w/out PreK	Available Capacity Under Current Loading*	Minority Students	Percent Minority	District % Minority	Racial Imbalance	Free/ Reduced Lunch Students	Percent Free Reduced Lunch
Cos Cob	416	94%	441	112	26.9%	34.6%	-7.6%	27	6.5%
Julian Curtiss	337	94%	359	165	49.0%	34.6%	14.4%	112	33.2%
ISAD	312	86%	363	106	34.0%	34.6%	-0.6%	13	4.2%
Glenville School	415	95%	438	174	41.9%	34.6%	-7.4%	97	23.4%
Hamilton Avenue	457	92%	435	239	52.3%	35.0%	17.3%	189	41.4%
New Lebanon	263	96%	275	159	60.5%	34.6%	25.9%	114	43.3%
North Mianus	437	95%	459	164	37.5%	34.6%	3.0%	33	7.6%
North Street	423	92%	432	109	25.8%	35.0%	-9.2%	28	6.6%
Old Greenwich	443	96%	432	89	20.1%	35.0%	-14.9%	9	2.0%
Parkway	336	93%	326	73	21.7%	35.0%	-13.2%	5	1.5%
Riverside	443	92%	484	107	24.2%	34.6%	-10.4%	4	0.9%
Total	4,282	93%	4,444	1,497	35.0%			631	14.7%

DRAFT



Greenwich Public Schools
K-5 Students in 2012-13

Option #1 Full Redistricting
Scenario A1
Elementary Enrollment
(2012-13)

Bold Schools contain PreK Students
 Current Magnet students and Non-Resident Students were left at their current schools
 *PreK=15, K-1=18, 2-4=21, 5=22





Option 1: Full Redistricting

Scenario A

- Approximately 850 Elementary Students Moved
- Achieves Better Overall Enrollment Balancing
- Hamilton Ave no longer imbalanced
- Does Not Achieve Racial Balance at New Lebanon


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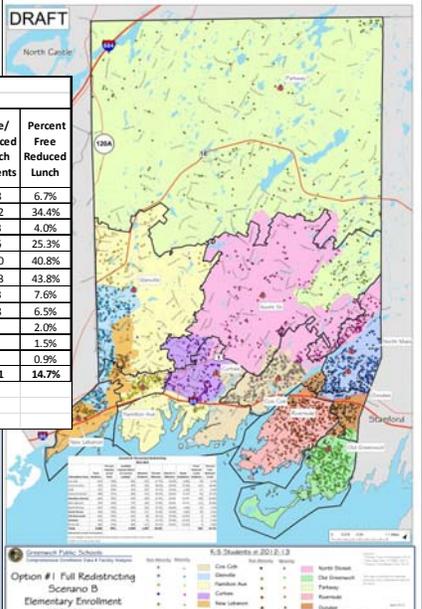


Option 1: Full Redistricting

Scenario B

Scenario B- Elementary Redistricting 2012-2013									
Attendance Area	Total Students	Percent Capacity, w/out PreK	Available Capacity Based on Current Loading*	Minority Students	Percent Minority	District % Minority	Racial Imbalance	Free/ Reduced Lunch Students	Percent Free Reduced Lunch
Cos Cob	415	94%	441	115	27.7%	34.6%	-6.8%	28	6.7%
Julian Curtiss	326	91%	359	163	50.0%	34.6%	15.4%	112	34.4%
ISAD	327	90%	363	107	32.7%	34.6%	-1.8%	13	4.0%
Glenville School	380	87%	438	174	45.8%	34.6%	11.2%	96	25.3%
Hamilton Avenue	466	94%	435	240	51.5%	35.0%	16.5%	190	40.8%
New Lebanon	258	94%	275	149	57.8%	34.6%	23.2%	113	43.8%
North Mianus	437	95%	459	164	37.5%	34.6%	3.0%	33	7.6%
North Street	434	94%	432	111	25.6%	35.0%	-9.4%	28	6.5%
Old Greenwich	443	96%	432	89	20.1%	35.0%	-14.9%	9	2.0%
Parkway	336	93%	326	73	21.7%	35.0%	-13.2%	5	1.5%
Riverside	460	95%	484	112	24.3%	34.6%	-10.2%	4	0.9%
Total	4,282	93%	4,444	1,497	35.0%			631	14.7%

DRAFT



Elementary Public Schools
2012-2013
Option #1 Full Redistricting
Scenario B
Elementary Enrollment
(2012-13)

Current Magnet students and Non-Resident Students were left at their current schools

*PreK: 15, K-1-18, 2-4-21, 5-22





Option 1: Full Redistricting

Scenario B

- Approximately 900 Elementary Students Moved
- Improves Enrollment Balancing
- Hamilton Ave no longer imbalanced
- Racial Balance at New Lebanon 1.8% below threshold – may not be sustainable.



Option 1 Findings

- ❖ Difficult to Achieve Sustainable Racial Balance with Current Facility Locations and Capacities
- ❖ Significant Numbers of Students Would Be Impacted (21%)
- ❖ Analysis Does Not Include Impact of Parents Opting Out of System Due to Redistricting



Option 2: District-Wide Choice

Criteria Provided by Administration:

- Upon Registration, Parents Choose 1st, 2nd and 3rd Choice Schools
- Students Assigned, Or Win Seat in Choice School Through Lottery
- Students Not Placed in Choice School, Randomly Assigned Based on Space



Option 2: District-Wide Choice

- Full Exploration of This Option Requires Extensive Survey Work to Understand Potential:
 - Magnet Theme Preferences
 - Geographic Preferences



Option 2 Considerations

- **Community Likely to Have Strong Geographic Preference for Neighborhood Schools**
- **Would Require Development of Highly Attractive Magnet Programs**
- **May Rely on Administration to Place Significant Numbers of Children to Achieve Enrollment Balance**
- **Significant Transportation Impacts**
- **May Not Result in Racial Balance**



Option 3: Partial Magnets

Criteria Provided by Administration:

- **Options for Either Neighborhood School, Magnet School (IB or STEM)**
 - **Dismantle Curtiss and Hamilton Ave Magnet Programs**
 - **Parent Selection, Lottery and/or Administrative Placement Based on Space Considerations**
- * Added “Zonal Choice” Option to Criteria**

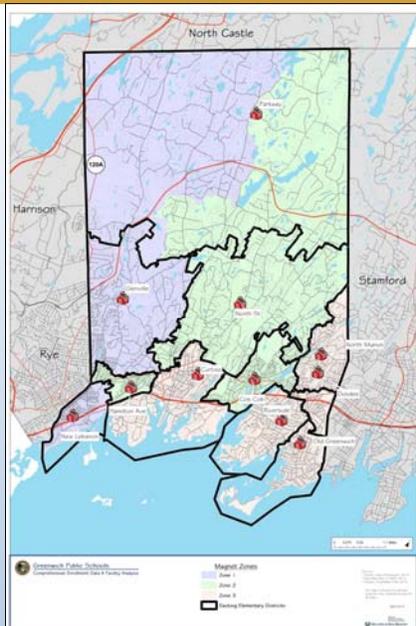


Option 3: Partial Magnets

- Three Partial Magnets: New Lebanon, North Street and ISD
- One in Each of Three Elementary Magnet Zones Based on Enrollment Patterns, Capacity and Geography
- Assume PK Sited at One School per Zone
- Depends on Creating a “Draw” Through Magnet Programming
- Will Need to Examine Cross-Zone Placement and Policies



Potential Magnet Zones





Potential Zones for Three Magnets

<u>ZONE 1</u>	<u>ZONE 2</u>	<u>ZONE 3</u>
New Leb Glenville Western Part of Parkway (Follows Middle School Split)	Ham Ave North Cos Cob Eastern Part of Parkway (Follows Middle School Split)	Curtiss Riverside Old Greenwich ISD North Mianus
Total Students: 855 Total Minority: 330 % Minority: 38.60%	Total Students: 1,259 Total Minority: 480 % Minority: 38.13%	Total Students: 1,948 Total Minority: 587 % Minority: 30.13%

*Includes placement of K-5 only – requires siting of PK.
Does not include cross-zone attendance options.*



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Magnet Zone 1

New Lebanon Magnet

**Schools Retain Neighborhood District Boundaries
 Parkway Splits Magnet Zones
 100 Seats at New Lebanon to Be Filled by Zone 1 Magnet
 Students**

**Preference Areas for Magnet Students from Northern Glenville
District and Parkway**

Magnet's Neighborhood District: 302 Total K-5 Students, 203 Minority (67.22%)

Students in Magnet Preference Areas: 201 Total K-5, 27 Minority (13.43%)

**Would Require 129 New Lebanon Students to Opt for "Zonal Choice"
or Be Placed Into Glenville or Parkway**

*May Want to Consider Glenville as Zone Magnet (Higher Capacity and Central in Zone) and Change Magnet Preference Areas



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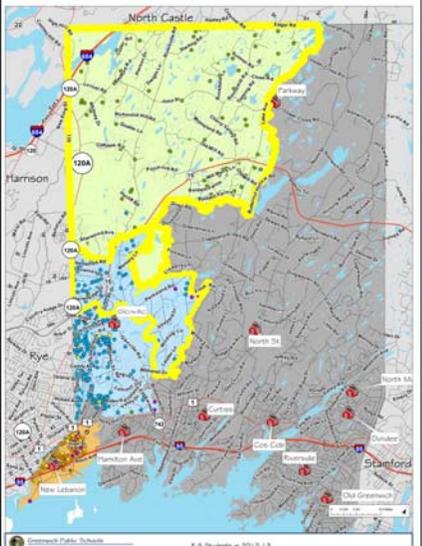
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Zone 1 Magnet Preference Areas

New Lebanon is Zone Magnet

**201 Total K-5 Students
27 Minority (13.43%)
In Magnet Preference Areas**



**Greenwich Public Schools
Comprehensive Enrollment Study & Feasibility Analysis**

K-5 Students in 2012-13

**Preliminary Options
Magnet Zone 1
Magnet Preference Areas**

2012 Magnet Zone 1 K-5

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Magnet Zone 2

North Street Magnet

Schools Retain Neighborhood District Boundaries, But Parkway Splits Magnet Zones

**235 Seats at North Street to Be Filled by Zone 2 Magnet Students
Preference Given to Magnet Students from Hamilton Ave and Cos Cob**

Magnet's Neighborhood District: 393 Total K-5 Students, 103 Minority (26.21%)

Students in Preference Areas: 753 Total K-5, 355 Minority (47.14%)

Would Require 179 North Street Students to Opt for Zonal Choice or Be Placed In Other Zone 2 Schools, Preferably Parkway

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Zone 2 Magnet Preference Areas

North Street is Zone Magnet

753 Total K-5 Students
355 Minority (47.14%)
In Magnet Preference Areas

The map displays the geographic layout of Zone 2 Magnet Preference Areas. It includes major roads like I-95, I-295, and I-76, and various school zones. A legend at the bottom right identifies 'Magnet Preference Areas' in yellow and 'Magnet Zone 2' in pink. The map also shows 'K-5 Students in 2012-13' with a color-coded legend for different schools: Elm Gate, Franklin Ave, North Street, Old Greenwich, and Parkside.

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Magnet Zone 3

ISD Magnet

115 Seats at ISD to Be Filled by Zone 3 Magnet Students
Preference Given to Magnet Students from Old Greenwich

Neighborhood District: 224 Total K-5 Students, 110 Minority (49.11%)

Students in Preference Area: 293 Total K-5, 73 Minority (24.91%)

Would Require Some Movement of Students from Curtiss Into Old Greenwich, Riverside Or North Mianus Through "Zonal Choice"

MILONE & MACBROOM

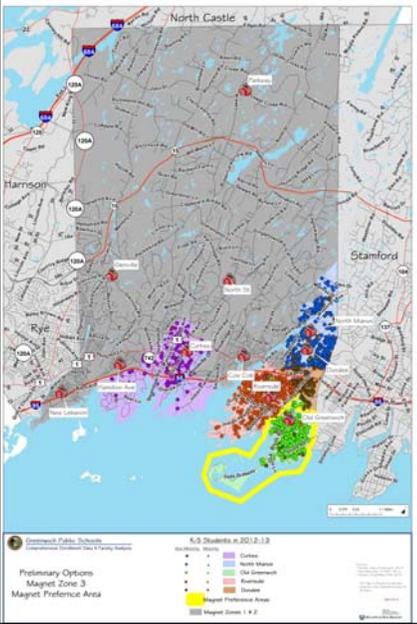
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Zone 3 Magnet Preference Area

Dundee is Zone Magnet

**293 Total K-5 Students
73 Minority (24.91%)
In Magnet Preference Area**



The map displays the Zone 3 Magnet Preference Area in green, located in the southern part of the district near the water. Other school zones are color-coded: purple for Dundee, blue for North Castle, and orange for Stamford. A legend at the bottom identifies the Magnet Preference Area and Magnet Zones 1 & 2. The map also shows major roads like I-95 and I-295, and various school locations marked with red dots.

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Option 3 Considerations

- ❖ **Requires Highly Attractive Magnet Programming in Appropriate Locations with Adequate Capacity**
- ❖ **No Neighborhood School Redistricting Required**
- ❖ **Onus on Administration to Assign Students If Magnet and Choice Options Are Not Attractive to Parents**
- ❖ **Able to Achieve Better Enrollment and Racial Balance Through Larger, More Successful Magnets**

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Option 4: Reconfiguration

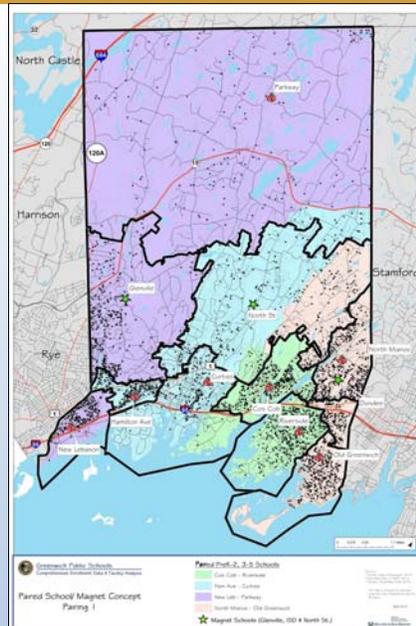
Additional Option Developed by Consultant

- Three K-5 Intradistrict Magnets
- Remaining Schools Reconfigured to PreK-2nd and 3rd-5th Grades
- Redistricting to Better Balance Enrollments and Reflect Paired School Districts
- Relies on Highly Attractive Magnet Programming



Reconfiguration/Pairing A

- K-5 Full Magnets:
 - Glenville
 - ISD
 - North Street
- Sister School Pairings:
 - Cos Cob-Riverside
 - Hamilton-Curtiss
 - New Lebanon-Parkway
 - North Mianus-Old Greenwich





Pairing A: 2012-13 Enrollments

2012-13 Enrollment Snapshot - Pairing Option 1

Paired Schools	Total Students Residing in Paired District	District Capacity			Minority Students		Free/ Reduced Lunch Students		Excess Enrollment	
		PreK-2	3-5	Total	#	%	#	%	#	% of Total
Riverside (PreK-2)	517	468	449	917	137	26.50%	29	5.61%	49	9.48%
Cos Cob (3-5)	494				130	26.32%	25	5.06%	45	9.11%
Ham Ave (PreK-2)	455	390	351	741	237	52.09%	147	32.31%	65	14.29%
Curtiss (3-5)	426				205	48.12%	153	35.92%	75	17.61%
Parkway (PreK-2)	540	312	273	585	214	39.63%	107	19.81%	228	42.22%
New Lebanon (3-5)	445				147	33.03%	99	22.25%	172	38.65%
Old Greenwich (PreK-2)	726	449	449	898	228	31.40%	33	4.55%	277	38.15%
North Mianus (3-5)	683				183	26.79%	29	4.25%	234	34.26%
TOTAL	4,286			2,224					1,096	25.57%

Districtwide PreK-2 % Minority: 36.46%

Districtwide 3-5 % Minority: 32.47%

K-5 Magnet Schools	Capacity
Glenville	429
ISD	351
North Street	449
TOTAL	1,229



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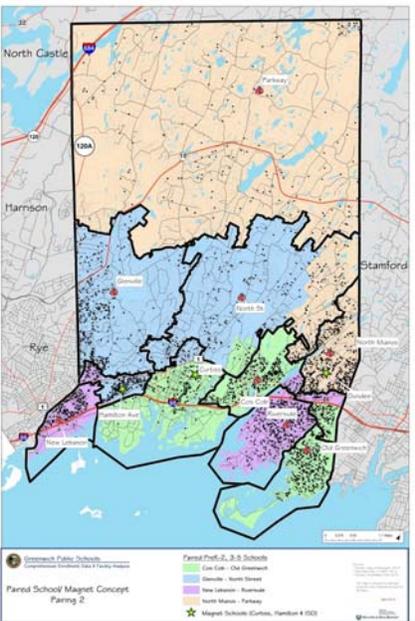
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Reconfiguration/Pairing B

- **K-5 Full Magnets:**
 - Curtiss
 - Hamilton Ave
 - ISD

- **Sister School Pairings:**
 - Cos Cob-Old Greenwich
 - Glenville-North Street
 - New Lebanon-Riverside
 - North Mianus-Parkway





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Pairing B: 2012-13 Enrollments

2012-13 Enrollment Snapshot - Pairing Option 2										
Paired Schools	Total Students Residing in Paired District	District Capacity			Minority Students		Free/ Reduced Lunch Students		Excess Enrollment	
		PreK-2	3-5	Total	#	%	#	%	#	% of Total
Old Greenwich (PreK-2)	692	449	449	898	219	31.65%	73	10.55%	243	35.12%
Cos Cob (3-5)	638				190	29.78%	77	12.07%	189	29.62%
North Mianus (PreK-2)	483	449	312	761	136	28.16%	15	3.11%	34	7.04%
Parkway (3-5)	469				107	22.81%	13	2.77%	157	33.48%
Riverside (PreK-2)	513	468	273	741	235	45.81%	118	23.00%	45	8.77%
New Lebanon (3-5)	485				196	40.41%	109	22.47%	212	43.71%
North Steet (PreK-2)	550	449	429	878	226	41.09%	110	20.00%	101	18.36%
Glenville (3-5)	456				172	37.72%	107	23.46%	27	5.92%
TOTAL	4,286			3,278					1,008	23.52%

Districtwide PreK-2 % Minority: 36.46%
 Districtwide 3-5 % Minority: 32.47%

K-5 Magnet Schools	Capacity
Curtiss	351
Hamilton Ave	390
ISD	351
TOTAL	1,092



Option 4 Considerations

- ❖ Requires Highly Attractive Magnet Programming in Appropriate Locations with Adequate Capacity
- ❖ Less Reliance on Administrative Placement of Students, Provided Successful Magnet Programs
- ❖ Paired Districts Facilitates Achieving Sustainable Racial Balance by Enlarging Districts



GREENWICH PUBLIC SCHOOLS
Public Engagement for Facilities Utilization and Racial Balance

Date	Time	Location	Public Engagement Opportunity
5/23/13	1:00 pm	Central Office	<ul style="list-style-type: none"> • New Lebanon & Hamilton Avenue Principals & PTA Presidents
	6:00 pm 7:00 pm	Central Middle School Central Middle School	<ul style="list-style-type: none"> • Press Briefing • BOE Meeting Public Hearing
5/28/13	8:30 am		<ul style="list-style-type: none"> • Elected Officials
5/29/13	10:00 am 3:00 pm	Central Office Greenwich High School	<ul style="list-style-type: none"> • PTAC/PTA Presidents • Teachers Advisory Committee
5/30/13	7:00 pm	Central Middle School	<ul style="list-style-type: none"> • Public Forum
5/31/13	9:15 am	Greenwich High School	<ul style="list-style-type: none"> • Greenwich Association of Realtors
6/3/13	7:00 pm	Western Middle School	<ul style="list-style-type: none"> • NLS/HAS Parents & Staff (Translated & Childcare)
June	Various	Building Based	<ul style="list-style-type: none"> • Meetings with Individual Principals
6/6/13	1:00 pm	Central Office	<ul style="list-style-type: none"> • Meet w/NLS & HAS Principals & PTA Presidents
	6:00 pm	Greenwich High School	<ul style="list-style-type: none"> • Press Briefing
	7:00 pm	Greenwich High School	<ul style="list-style-type: none"> • BOE Work Session Public Hearing
6/10/13	12:00 pm	Central Office	<ul style="list-style-type: none"> • Youth Services Council – Community Organizations
6/11/13	6:30 pm	Western Middle School	<ul style="list-style-type: none"> • New Lebanon & Hamilton Avenue Parents & Staff
	7:30 pm	Western Middle School	<ul style="list-style-type: none"> • Public Forum
6/12/13	8:30 am	Central Office	<ul style="list-style-type: none"> • Elected Officials
	12:30 pm	Town Hall Cone Room	<ul style="list-style-type: none"> • PTAC/PTA Presidents
6/14/13	11:00 am	Town Hall Meeting Room	<ul style="list-style-type: none"> • Public Forum
6/17/13	11:00 am	Town Hall Meeting Room	<ul style="list-style-type: none"> • Greenwich Association of Realtors
6/19/13	7:00 pm	Eastern Middle School	<ul style="list-style-type: none"> • Public Forum
6/20/13	7:00 pm	Greenwich High School	<ul style="list-style-type: none"> • BOE Meeting Public Hearing
7/15/13	10:00 am	Hartford	<ul style="list-style-type: none"> • Update State Board of Education
7/30/13	7:00 pm	Cos Cob School	<ul style="list-style-type: none"> • BOE Meeting Proposed Plan Progress Update
8/29/13	1:00 pm	Central Office	<ul style="list-style-type: none"> • New Lebanon, Hamilton Avenue, North Street & Parkway principals and PTA representatives
	6:00 pm	Greenwich High School	<ul style="list-style-type: none"> • Press Briefing
	7:00 pm	Greenwich High School	<ul style="list-style-type: none"> • BOE Meeting Public Hearing
9/3/13	7:00 pm	Hamilton Avenue School	<ul style="list-style-type: none"> • Public Forum in Spanish with Childcare
9/12/13	7:00 pm	Greenwich High School	<ul style="list-style-type: none"> • BOE Meeting Public Hearing
9/17/13	9:00 am	Central Office	<ul style="list-style-type: none"> • Elected Officials
9/19/13	11:00 am	Town Hall Cone Room	<ul style="list-style-type: none"> • PTA Council
9/24/13	12:30 pm	Town Hall Cone Room	<ul style="list-style-type: none"> • Youth Services Council
9/25/13	10:00 am	Town Hall Cone Room	<ul style="list-style-type: none"> • Greenwich Association of Realtors
9/26/13	7:00 pm	Greenwich High School	<ul style="list-style-type: none"> • BOE Meeting Public Hearing
10/8/13	7:00 pm	Central Middle School	<ul style="list-style-type: none"> • BOE Presentation and Public Forum
10/10/13	7:00 pm	Central Middle School	<ul style="list-style-type: none"> • BOE Meeting Public Hearing

**GREENWICH BOARD OF EDUCATION
GREENWICH PUBLIC SCHOOLS
Greenwich, CT**

**A Summary of June 20th Board of Education Decisions and Timeline
On Facilities Utilization and Racial Balance Issues**

Introduction

In October 2012, the Board of Education identified the need to develop a plan to address overcrowded schools, under-utilized schools and racial balance issues in the District. An extensive enrollment and demographic data analysis has been conducted and presented at several meetings. These included nine Public Forums and 14 small group sessions to gather input from stakeholders on the conceptual options.

SUMMARY OF DECISIONS

At its June 20, 2013 meeting, the Board of Education took action on identifying acceptable methods to address the issues and next steps. These next steps will be executed concurrently.

Methods to Address Facility Utilization and Racial Balance

All Board members indicated a preference for developing plans that relied on choice, giving parents the decision on whether to change from their neighborhood school to attend a different school.

The BOE approved the development of several detailed plans to address these issues utilizing the following methods, which can be used independently or in combination:

- Partial magnet using only voluntary choice *
- Partial magnet using voluntary choice and some redistricting *
- Choice for students attending crowded schools to move to under-utilized schools
- Minimal redistricting for purposes of facility utilization
- Expand New Lebanon School

* A partial magnet school has a student body comprised of students from the designated neighborhood attendance area as well as students from other attendance areas who apply to attend. Greenwich currently operates four partial magnet schools.

Market Research

The Board voted to engage an outside firm to conduct market research with Greenwich families on what features and elements would attract families to a partial magnet; e.g., transportation policies, themes like IB, STEM, 6 to 6, language immersion.

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Greenwich, CT**

Residency Verification

The BOE authorized the residency verification of all students in Kindergarten through 5th grade for the 2013-2014 school year by October 1, 2013. The purpose is to confirm that all enrolled elementary students are eligible to attend the Greenwich public schools and that the Board is using accurate data to make decisions regarding facility utilization and racial balance.

The Greenwich Public Schools' standard process requires five documents to verify eligibility to register for school – photo ID, notarized affidavit of parent/guardianship, two utility bills, proof of homeowner (mortgage, property tax bill or deed) or lessee (current lease) . The Town's Beach Pass application process only requires two proofs of residency,

This Kindergarten through fifth grade residency verification process will begin on July 1st and will be completed by October 1, 2013. Families will be notified with more details via ParentLink (telephone and email.)

Legal Challenge

The Board confirmed it is continuing to evaluate the potential for a legal challenge to the State statute and regulations regarding racial balance. The Board also confirmed its intent to work with the State Department of Education and State Board of Education on alternative ways to implement the regulations in Greenwich, including using the unique schools designation identified in the regulations.

TIMELINE

The Administration will develop specific plans for presentation at the BOE's August 29th meeting. The plans will include information on description of option, school locations, program elements necessary for success, impact on objectives, number of students impacted, middle school implications, impact on existing magnets, staffing, pros/cons, and costs.

The Board has scheduled the following meetings to address this issue:

Tuesday, July 30 (Site TBD, 7pm):	BOE meeting to review progress
Thursday, August 29 (GHS, 7pm):	Public comment, BOE review of options
Thursday, September 12 (GHS, 7pm):	Public comment, continuation of BOE review
Thursday, September 26 (GHS, 7pm):	Public comment, continuation of BOE review
Thursday, October 10 (CMS, 7pm):	Public comment; BOE vote

Greenwich Public Schools

Proposal to Utilize Facilities Efficiently,
Improve Racial Balance and Close the
Achievement Gap

Board of Education Meeting
August 29, 2013

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SECTION I: INTRODUCTION, PROBLEM STATEMENT AND CONTEXT

INTRODUCTION

In developing a proposed solution for addressing facility utilization and racial balance issues in the GPS, we intend to turn what could be a negative situation into a major opportunity for fresh and vital work to advance the academic, social and civic outcomes for all students. To paraphrase the calls from other major education leaders across the United States, we need to redesign the GPS to create a system of schools that meets every child where he or she is. Greenwich has the opportunity to tailor the education we offer, rather than mass produce it. We need a new understanding of child development and educational purpose from early childhood onward. Our schools should not be constrained by boundaries of time and space that narrow our curriculum and limit our aspirations. We should harness technology to accelerate and personalize learning. And, we need to compensate for the vast enrichment differences that attach to home lives and experiences.

PROBLEM STATEMENT

The proposal will address three issues that the District is facing:

- **Racial Imbalance:** We want to improve racial balance in all schools with immediate attention to the student populations at Hamilton Avenue and New Lebanon Schools.
- **Overcrowded/Underutilized Schools:** We want to alleviate facility overcrowding and underutilization by establishing a fluid and flexible mechanism for enrollment management based on choice opportunities for families.
- **Achievement Gaps:** We want to sustain and strengthen academic performance for all students as we reduce the current achievement gap for elementary school children across the district.

What follows is a long term, sustainable and multifaceted approach to addressing these issues. This document intentionally is a “working plan.” It presents the key strategic and structural elements of the plan. Operational and school-level details will be developed once the BOE has reviewed this proposal and set direction for the next phase of work. As is explained in Section Two of this document, the District administration is ready to activate a district-wide and school level design, implementation and evaluation process once the BOE concurs on the direction.

SETTING THE CONTEXT: The Larger Educational Opportunity

In addressing the facility utilization, racial balance and achievement gap issues, it is important to understand the context within which the proposal is presented. *We believe that the best solutions to our most immediate problems must first and foremost serve*

the educational needs of our students. Therefore, we propose a solution in which all endeavors in the District to improve student outcomes are considered.

Mission

The Mission of the Greenwich Public Schools is to educate all students to the highest level of academic achievement, to enable them to reach and expand their potential and to prepare them to become productive, responsible, ethical, creative and compassionate members of society.

Vision of the Graduate

The Vision of the Graduate outlines the capacities that, in addition to acquiring a core body of knowledge, each student is expected to develop by the time they graduate from Greenwich High School. These capacities were identified by a cross role group of members of the Greenwich Community with feedback from the broader community, after careful research into the attributes necessary for students' success in college and career. See –

<http://www.greenwickschools.org/page.cfm?p=61>

Call to Action: Transforming Teaching and Learning

In preparing today's students for the college experiences and career opportunities of tomorrow, it is imperative that we transform the traditional models of teaching and learning. The digital age has provided continuous and widespread access to information. Educators must expand instructional strategies to teach all students how to access, apply and synthesize information and use their knowledge to solve complex problems.

GPS District Commitments:

The District administration has identified specific commitments in areas such as standards, curriculum, resources, pedagogical models, and student outcome measures that are intended to serve every student. These commitments ensure a consistency of experience for every student. They are as follows:

1. Standards

- Common Core
- Next Generation Science Standards

2. GPS Curriculum

- Synthesis of the Common Core Standards in all content areas
- Math Program

- Scope and Sequence of content, enduring understandings, essential questions, concepts and skills taught in particular disciplines or cross disciplines

3. Teaching Resources and Pedagogical Models

- Digital learning as a tool for Personalized Learning
- Universal Design for Learning
- Comprehensive Literacy
- Math Workshop
- Inclusion/Response to Intervention
- Middle School Model

4. Student Outcomes

- Vision of the Graduate
- Board Goals
- Identified Learning Targets
- Formative Assessments
- Summative Assessments
- Performance Assessments

Fundamental to our District Commitments is the Common Core. The Common Core State Standards (CCSS) provide an internationally benchmarked and nationally consistent framework for describing what students must know or be able to do in preparation for college and work success. Districts across the county, including Greenwich, are aligning curricula and identifying models for learning that meet and exceed these standards. For Greenwich, the Common Core Standards are the base line for our students. The Greenwich curriculum, teaching modalities, and instructional and extra-curricular experiences are designed to deliver outcomes that go well beyond the Common Core Standards.

Reorganizing for Excellence: The Network Model

The District administration has established a new organizational design – a Network Model. We are distributing decision making to the buildings within a model where problem solving is achieved through collaboration and the application of specific knowledge across the schools. Schools will access central administration for support

where and when needed. We intend to spark innovation and opportunities for choice at the building level in identifying the professional learning needs, instructional practices, staffing and other resources that are geared to meet the needs of individual students represented within a given network.

Strategic Focus: Innovation and Choice – An Organizing Framework

Our Call to Action for transforming teaching and learning will be achieved with a strategic focus on fostering a capacity for *innovation* and opportunities for *choice* within a set of District Commitments.

- "Innovation involves implementing something new that adds value or quantifiable gain for student learning, typically through collaborative efforts."
 - We want to expand from differentiating our instruction to personalization of learning by providing multiple resources to students and teachers and strengthening our priority work by using a blend of approaches in order to ultimately "raise the bar, and plug the gap."
- Choice involves creating the conditions for families, students, and GPS professionals to make decisions that personalize learning.
 - For families and students, it means picking from a broader set of school options.
 - For GPS professionals, it means having the flexibility within a set of district-wide commitments to choose the optimal instructional approaches for their school and students.

Innovation and choice as a strategic, organizing framework will offer Greenwich residents a system of schools in which students can access high quality learning environments that best align with their needs and interests. It will also foster a system of schools in which successful new and innovative practices can be easily shared, replicated and scaled.

Guiding Principles – Facility Utilization and Racial Balance

The District administration views the challenges surrounding facility utilization and racial balance as an opportunity to pursue strategies that support our strategic focus of innovation and choice. The proposal outlined in this document is grounded in four guiding principles, developed in response to the broadly expressed viewpoints of our Board, our leadership and faculty, and most importantly, our community:

- We value and respect **neighborhood schools**
- We value and respect **choice for all** students and families, recognizing there is no "one size fits all" for education.

- We value **access to the best individualized educational opportunities** for all students, wherever they are located in the system.
- We have a responsibility to innovate and set the standard for **world class education** in Greenwich.

Leadership Commitment

It is essential to note that GPS's principals have come together over the summer to voice unanimous support for "Innovation and Choice" as an organizing strategic framework. We know that leadership consensus is an essential prerequisite to meaningful change and improvement.

SECTION II: APPROACH AND SCOPE OF WORK

APPROACH

The District administration is proposing a long-term and multifaceted solution to our facility utilization and racial balance challenges. This section presents the solution and the scope of work.

The solution is to manage enrollment through voluntary choice incentivized by innovative differences in school programs or learning models, rather than through mandated redistricting. The solution has four major parts:

- Add two additional partial magnet schools (North Street and Parkway) to the existing network of four partial magnet schools (Hamilton Avenue, International School at Dundee, Julian Curtiss and New Lebanon School).
 - Develop magnet framework at North Street and Parkway during the 2013-2014 school year and begin implementation in September 2014.
- Review and revise the existing magnet programs with changes to be implemented in September 2014.
- Renovate New Lebanon School and expand the number of standard classrooms
- Develop and implement plans for better distribution of enrollment across the District's three middle schools
 - Consider opening Western Middle School as an International Baccalaureate Magnet School
 - Consider modifying the split of Parkway students between Western and Central Middle Schools

This section outlines the proposed solution with special attention to:

- A Rationale
- The Impact on Students
- Scope of Work, including
 - Leadership Teams for Research & Development
 - Parent & Community Outreach
 - Enrollment Management
 - Transportation
 - New Lebanon Renovation
 - Multiple Performance Measures
 - Budgeting & Financing

It is essential to remember that this is a “working plan.” The key elements of the plan are presented. However, details will be developed once the BOE has reviewed this proposal and set direction for the next phase of work. In several of the design areas, key “research and development questions” are listed as examples of critical work to be completed. The District administration is ready to activate a district-wide and school level design, implementation and evaluation process once the BOE concurs on the direction.

Rationale

There are two approaches to managing enrollment issues: 1) periodic adjustment of school attendance areas through redistricting, or 2) providing managed choice through a magnet program. Managed choice is the District administration’s preferred option, based on careful consideration of BOE, staff, parent and community feedback. We are enthusiastic about the benefits of a robust managed choice program for sparking innovation, driving educational excellence, and creating flexibility in enrollment management across the GPS. We must note, however, that in the short term, the more efficient and cost effective mode of enrollment management would be traditional redistricting.

- **Innovation and Personalization of Learning:** Instructional innovation at the school level within the overarching GPS District Commitments is a key strategy for raising achievement for all students while closing the gaps in achievement among students. Magnet programs allow schools to more formally differentiate

instructional models to meet the needs of a specific population. Parent choice allows for a better match between student learning styles and the instructional model. Successful innovations can be scaled to the district level.

- **Sustainable, Long Term Solution to Enrollment Management:** In addition to meeting a strong community preference for voluntary rather than mandated movement, a magnet system based on choice would be more flexible in managing changing enrollment patterns. While the five year enrollment trends projected in the spring still hold, the rate at which the population is shifting among the elementary attendance areas may be slower than expected (see Appendix 1: 2013-2014 Projected versus Actual Enrollment). A magnet choice system implemented through a lottery gives us the flexibility to adjust to demographic shifts as they happen. Mandated redistricting is a static solution that can only be adjusted through further redistricting.
- **Expansion of New Lebanon:** While adding space at New Lebanon School seems counterintuitive given the projected slight decline in overall elementary population, the additional capacity would alleviate projected overcrowding at NL and open up magnet seats. It would also address the inefficiency inherent in running an elementary school with two sections per grade. Adding space to the overall elementary network would also provide additional flexibility when trying to balance enrollments and ameliorate the projected overcrowding in schools located in the southwestern corner of town (New Lebanon, Hamilton Avenue and Glenville).

Impact on Students

The District administration, with the assistance of Milone and MacBroom (Appendix 1) analyzed a series of technical questions central to the impact of any solution on students and schools. The key questions considered:

1. North Street and Parkway Schools – What is the number of students required in each facility to operate at 90 percent capacity? What would be the available capacity for neighborhood versus magnet students in each school?
2. Hamilton Avenue School – What would be the number of students required to move to other schools to improve racial balance while optimizing facility utilization?
3. New Lebanon School – What would be the number of students required to move to other schools to alleviate overcrowding and improve racial balance?
4. Cos Cob School – What would be the number of students required to move to other schools to alleviate overcrowding concerns?

5. Glenville School – What would be the number of students required to move to other schools to alleviate overcrowding concerns?
6. Transportation Scenarios –What would be the various options and costs for providing transportation between Hamilton Avenue and North Street/Parkway Schools, as well as between New Lebanon and North Street/Parkway Schools?
7. Minimal Redistricting for New Lebanon – What would be a redistricting scenario to alleviate overcrowding at NL with minimal movement of students?
8. PreK Analysis – What would the effects on racial balance of different approaches to the location of PreK programs?

The District administration also is working with Milone and MacBroom to standardize our methodology and system for enrollment projection. **A strong lesson from the last several months of work on facility utilization and racial balance is that the GPS needs to have a systematic and periodically reviewed process for Enrollment Management.**

Key findings from the analysis of these eight questions are presented below. Readers can find the full analysis compiled by Milone and MacBroom in Appendix 1.

- Findings Regarding Racial Balance:
 - As is to be expected, , the impact of expanding the magnet program on racial balance at Hamilton Avenue and New Lebanon is dependent upon the number of students of color from those schools who choose to attend magnet schools outside of their home attendance area.
 - The renovation of New Lebanon School would open additional magnet seats and provide the opportunity to address racial balance at the school by movement both in and out.
 - Even the relocation of all preschool sections from their current locations to the most racially imbalanced schools (New Lebanon and Parkway) would not have a substantial impact on racial imbalance (see: Appendix 1, Milone and MacBroom, slides 22 – 28).
- Findings Regarding Facility Utilization:
 - Assuming the enrollment projection holds, approximately 250 students need to move from Cos Cob, Glenville, Hamilton Avenue and New Lebanon to North Street and Parkway in order to achieve the target of 90% to 95% utilization at all elementary schools by the fall of 2017 (see Appendix 1, Milone and MacBroom, slides 3 to 21).

- In the immediate term (2014-2015 academic year) overcrowding at New Lebanon could be addressed through limited redistricting affecting 38 to 92 students depending on the option (see: Milone and MacBroom, slides 29 to 39)
- Findings Regarding Middle Schools
 - If all elementary schools are operating at 90% to 95% of capacity and the elementary feeder pattern remains the same, the middle schools will operate within capacity (i.e., Eastern close to capacity and Western below capacity).
 - Consider resetting middle school placement based on home attendance area at the end of middle school and opening Western Middle School to magnet students with the International Baccalaureate Middle Years Program as a magnet feature. We would potentially have to run additional hub buses from the eastern part of town to Western Middle School.

SCOPE OF WORK

The District administration's proposed solution requires us to address the following issues in order to successfully plan and execute across the system and in individual schools.

Leadership Teams for Research and Development

Magnet work groups with member representation (staff, parents and community) will be formed to ensure an inclusive approach to developing successful magnet schools and a system for choice:

- Form a District work group (Magnet Coordinating Team) to develop plans for:
 - Parent & Community Outreach on Choice Options
 - Hub Transportation
 - Lottery Administration
 - Middle School Enrollment and Magnet School Implications
- Magnet school work groups (School Based Teams) to identify program elements and learning models that would encourage parents to voluntarily move from their neighborhood school to a magnet school:

- Assess learning needs of target population (both students residing within the school attendance area and potential magnet students).
- Research innovative practices and school design models.
- Use survey data to develop a magnet student profile
- Research & Development Questions:
 1. Would the magnet program at Parkway and North Street be phased in one grade at a time or open to all grades simultaneously?
 2. What are the specific elements of the magnet programs at North Street and Parkway?
 3. Is it possible to resolve the middle school feeder pattern that splits the Parkway attendance area between Central and Western?
 4. What options will teachers have to transfer to or from the new magnet schools?

Parent & Community Outreach on Choice Options

- A successful system of schools in which innovation and choice is the organizing framework requires a community that is educated and informed regarding the respective options, the benefits and the supports available to individual students. Effective and proactive communication, education and outreach strategies must be developed and implemented across the community to equip parents and educators with the information they need to determine what school best meets the needs of the student.
- Develop and implement a sustained magnet school marketing plan so that parents can make an informed choice between their neighborhood school and a magnet school.

Enrollment Management

- Revise the timing of magnet school open houses and the magnet school lottery to better anticipate enrollment patterns and balance enrollment.
- Revise the guidelines for the magnet school lotteries to:
 - Require registration in the student's home school prior to applying for admission to a magnet school.
 - Give every student potential access to a magnet school.

- Weight the lottery chances of students applying from schools at or above capacity to magnet schools.
- Weight the lottery chances of students to achieve a better balance of diversity (qualification for free or reduced price lunch / dominant language).
- Research & Development Questions:
 - When developing a more comprehensive approach to enrollment management is it possible to find permanent “homes” for preschool sections?

Transportation

- Provide transportation to and from magnet schools using a “hub” system rather than traditional bus stops. The hub system would be selective in that it would provide transportation based on the priorities for redistributing students.
 - Transportation to and from magnet schools would continue to operate under the current District procedure.
 - A hub transportation system would be added from the western and central parts of town to Parkway and North Street to facilitate movement from racially imbalanced and/or overcrowded schools to the new magnet schools.

New Lebanon Renovation

- The District administration has concluded for educational and enrollment reasons that New Lebanon School requires renovation. Adding two classrooms, as was considered this spring, now is deemed insufficient. The rest of the school would still be too small for effective and equitable educational programming. It also would not alleviate the anticipated growth in enrollment on the western end of Greenwich. A larger school would help reduce pressures on Hamilton Avenue and Glenville Schools. It also would allow for more magnet students.
- The District administration proposes an Architectural and Engineering Feasibility Study to analyze the potential of expansion on the New Lebanon site. The study would be completed by December 2013.
- The District administration proposes developing a plan to take advantage of the Connecticut Statutory provision for 80% reimbursement of building costs for “Diversity” schools. Any capital improvements at New Lebanon, as a racially imbalanced school, qualify for 80% reimbursement from the State. If a new building is pursued, this would require formal establishment of a Building Committee and adherence to all Town of Greenwich requirements for facility development and construction.

- Two key considerations:
 - How to provide appropriate education space for New Lebanon students prior to the renovation?
 - How to manage the relocation of New Lebanon students during renovation?
- A Capital Improvement Proposal (CIP) for the renovation of New Lebanon School would be developed in fall of 2014.
- Research & Development Questions:
 1. Where will students from New Lebanon be placed during the renovation?
 2. What impact would relocation of these students have on the magnet program?
 3. What impact will a renovated facility for New Lebanon have on the magnet choice program for both incoming and outgoing students?

Multiple Performance Measures

All work in the GPS must be gauged through a systematic set of multiple performance measures. While the particular measures may vary based on initiative, in all cases they must include a cohesive set of process and outcome indicators. We are overdue in establishing a multiple measure system. We now intend to develop such a system through the Digital Learning Initiative and the effort to address facility utilization and racial balance.

The performance measures for the expanded magnet program will be similar to those being developed for the Digital Learning Environment initiative in terms of combining process and outcome measures. For expansion of school choice, four sets of measures are paramount:

- Design & Implementation Measures: Develop indicators of the effectiveness of the process of designing and implementing magnet options. These would be benchmarks measures of work and actions that should lead to effective establishment of expanded and higher quality magnets.
- Innovation and Scale Measures: Develop a measure of innovation that would include the numbers and types of innovative practices, the impact of those practices on student learning and the scalability across the District.
- Formative Measures: Develop measures that focus on interim student academic performance.

- Summative Measures: Develop student outcome measures that parallel the goals of an expanded magnet program.
 - For consideration: The percentage of minority students in each elementary school will be within 25% of the district average by September 2016.
 - For consideration: All elementary schools will operate at 90% to 95% of capacity by September 2016.
 - For consideration: Reduce the gap in academic achievement between students who qualify for free and reduced price lunch and students who do not qualify for free and reduced price lunch in grades three through five by 50% by spring 2017 as measured by SBAC language arts and mathematics using assessment data from spring 2014 as a baseline.
- Research & Development Questions:
 1. How can we measure innovation?
 2. What interim measures will be used to track the progress of the expanded magnet program?

Budget and Financing

The District administration will develop by mid-October a district-wide budget addressing three primary areas:

- A District work group will develop a budget for implementing an educational outreach plan, hub transportation system and revised lottery system.
- School work groups will develop a budget for both developmental and ongoing costs, based on a Budget Template (see prototype in Appendix 2).
- New Lebanon Architectural and Engineering Study and New Lebanon Capital Improvement Plan Proposal.

GREENWICH PUBLIC SCHOOLS
Greenwich, Connecticut

Date of Meeting November 7, 2013

Title of Item: Discussion and Possible Action on Next Steps to Address Facility Utilization and Racial Balance

REQUEST FOR BOARD ACTION OR PRESENTATION OF INFORMATION ITEMS

Action required

Informational only

Submitted By Ms. Leslie Moriarty

Position Board Chair

I will be present at Board Meeting to explain if called upon

Yes

No

Synopsis of Proposal:

This agenda item is to identify the next steps for addressing facility utilization and racial balance. At its October 24, 2013 meeting, the Board of Education (BOE) voted to try to reach a mutually acceptable resolution with the State Department of Education (SDE). The BOE asked its representative to meet with the SDE to understand the process and expectations. The

(continued on the next page)

Recommended Action (if appropriate)

None

following information was shared at that meeting (summary document attached):

1. The SDE indicated Greenwich should submit a plan that will stabilize and begin to improve the racial balance in two of its schools.
2. The SDE indicated it will primarily evaluate the plan on its impact on the racial statistics since that is the basis of the Statute. SDE would want to see proposed actions that permit the SDE to reasonably project that the plan will stabilize the trends and possibly start improving them. The criteria in developing the plan should be the following: does it positively impact racial balance.
3. The SDE confirmed its interpretation of the Unique Schools section of the regulations as applying to only schools with no attendance zone. All other schools, even those designated as Unique Schools, would be included in the racial balance list and fall under the Commissioner's oversight. The Commissioner would request a plan, either formal or informal, addressing the racial balance statistics as a condition of continued status as a Unique School.

For its next steps, the Greenwich BOE needs to determine its response to the SDE. The BOE has already taken action to address issues that will improve the achievement and operations of our District. These actions are also expected to have a positive impact on racial balance. These actions are all based on the Board's support for neighborhood schools and parent choice. The BOE voted to do the following:

1. Conduct a feasibility study for the renovation and/or expansion of New Lebanon School. The issues to be studied include defining what are the needs for the school's facilities to support a 21st century learning environment that accommodates the programs and services needed for the forecast enrollment. As part of the study, consideration will be given to the impact of accommodating additional magnet students as well as the needs of the neighborhood students.
2. Evaluate alternate magnet themes at Hamilton Avenue School. The Board is interested in developing an identifiable unifying theme that supports academic achievement. This modification will allow a sharper focus on achievement of all students and have the potential of attracting additional magnet students.
3. Focus on the achievement gap with differentiated programming and services. The entire district will benefit if the performance of the underperforming students show greater than average growth. The efforts taken to address these needs to date, while showing some efficacy, have not yielded enough sustained progress. The Board wants to better support the staff and students by evaluating and implementing proven strategies. It would be expected that this programming would make three of the current magnet schools more attractive for new magnet families.
4. Add Western Middle School as an intradistrict partial magnet school offering the International Baccalaureate (IB) program. Greenwich students have the opportunity to

experience the IB primary years program at two of Greenwich's magnet schools -- New Lebanon School or International School at Dundee. The ability to continue this program into the middle years may encourage more families to choose to be a magnet family at both the elementary and secondary levels.

5. Evaluate the current magnet selection process and rules to determine if they meet the District's current objectives. The evaluation is to include the identification of changes that would result in greater movement for racial balance and facility utilization.

From the outset, the BOE indicated it will make decisions that are in the best interest of our students and our District. The Board needs to determine two things: (a) will the combined impact of these actions be sufficient to meet the meet SDE criteria of stabilizing and improving the current racial imbalance, and (b) does the BOE believe it is in the District's interest to consider an additional action to encourage more movement. The Board can consider, at a minimum, options previously identified:

- Open seats at underutilized schools (one or more of the three schools that have 5 year projections of lower enrollment than capacity -- North Street School, Old Greenwich School, or Parkway School). This can be done as a school of choice (no theme) or a magnet school (theme). This would provide more choice, assist with facility utilization and impact racial balance. Issues surrounding transportation, lottery protocol, caps per grade, middle school designation, costs and other factors would need to be considered.
- Add preschool sections at an underutilized school to create movement with the idea that some of those children will stay in that school for their elementary years. This option assists the Board with its early literacy goals while also impacting racial balance. Issues surrounding transportation, lottery protocol, caps per grade, middle school designation, costs and other factors would need to be considered.
- Determine actions necessary for New Lebanon School and Hamilton Avenue School to more closely comply with the SDE working definition of a unique school.

Possible Next Steps

- From the outset, the BOE indicated it will make decisions that are in the best interest of our students and our District. The BOE will need to determine if it believes the actions taken to date are sufficient to meet the SDE's stated standard of stabilizing the racial trends and possibly improving them. If not, the BOE will need to determine what else is needed to develop a credible plan.
- If the BOE believes more is needed for a plan to meet the SDE's stated goal of stabilizing and possibly improving the trend, it can request the Superintendent identify and develop an additional element to be part of the actions already taken by the Board, which together would comprise a racial balance plan. Such recommendations should be developed with the involvement of parents and staff.

GREENWICH PUBLIC SCHOOLS
Greenwich, Connecticut

Date of Meeting January 9, 2014

Title of Item: Facility Utilization and Racial Balance Update

REQUEST FOR BOARD ACTION OR PRESENTATION OF INFORMATION
ITEMS

 Action required

 X Informational only

Submitted By Ms. Barbara O'Neill

Position Board Chairman

I will be present at Board Meeting to explain if called upon

 X
Yes

No

Synopsis of Proposal:

Recommended Action (if appropriate)

Synopsis of Proposal:

The purpose of this agenda item is to determine the Board's next steps in addressing facility utilization and racial balance challenges. The Board has undertaken an extensive effort over the past year to evaluate the alternatives to address the State's letter that Greenwich Public Schools are out of compliance with the State regulation on racial balance and the over-capacity issue at New Lebanon School.

The Board of Education, (BOE) at the October 24, 2013 meeting voted it was in their best interest to try to reach a mutually acceptable resolution with the State Department of Education (SDE). Based on conversations with the SDE, the State is expecting Greenwich BOE to respond to their request for an amended plan which may credibly be expected, at a minimum, to stabilize and, hopefully, to improve the statistics.

The Greenwich Board of Education has already voted on certain actions, which may comprise some or all of an amended plan. These actions reinforced the Board's commitment to support neighborhood schools, prioritize academic achievement and have a positive impact on racial balance

These decisions are:

1. Evaluate potential magnet themes at Hamilton Avenue School that develop an identifiable unifying theme supporting academic achievement. This modification will allow a sharper focus on achievement of all students and have the potential of attracting additional magnet students. The Administration is to complete this work by March 30, 2014.
2. Evaluate programs and services focused on the achievement gap and achievement for all students at New Lebanon, Hamilton Avenue and Julian Curtiss Schools. Programs to be targeted are: K-3 reading, technology to personalize instruction, data to drive instruction, programs to increase parent involvement and other strategies focused on achievement. It would be expected that this programming would make three of the current magnet schools more attractive for new magnet families. The Administration is to complete this work by March 30, 2014.
3. Add Western Middle School with its middle years International Baccalaureate program as a partial magnet school for all students in the district. Greenwich students have the opportunity to experience the IB primary years program at two of Greenwich's magnet schools New Lebanon School or International School at Dundee. The ability to continue this program into the middle years may encourage more families to choose to be a magnet family at both the elementary and secondary levels.
4. Evaluate renovation and/or expansion of New Lebanon School to create additional magnet seats, serve the increasing neighborhood enrollment and support a 21st century learning environment. As part of the study, consideration will be given to the impact of accommodating additional magnet students as well as the needs of the neighborhood students. If this action is part of an approved racial balance plan, then the project may qualify for 80% State reimbursement of eligible construction costs. The funding for the feasibility study is included in the 2014-15 capital budget. The Administration was also

asked to identify the short-term strategies to address over-crowding at New Lebanon School by February 20, 2014.

5. Evaluate the rules surrounding the existing magnet school program, including transportation, middle school assignment and lottery protocols. At the December 19, 2013 meeting, there was a discussion of the draft of the lottery protocol. The discussion concluded with a decision to have the administration re- look at the suggested revisions.

There were also some ideas discussed as possible additional elements if the Board believes it needs to augment strategies to address facility utilization and/or racial balance. These include modifying the current elementary choice options to some or all under-utilized schools, additional changes to the rules for magnet schools, and expanding preschool in under-utilized schools.

NEXT STEPS

There are several activities underway to address academic achievement and the short term and long term impacts of over-crowding at New Lebanon School. The Board will have an opportunity to discuss this work in the coming months.

The BOE from the beginning of this process has affirmed it will make decisions that are in the best interest of our students and our District. The Board needs to determine its response to the State for racial balance. Based on Board decisions to date, the remaining options include:

1. To submit an amended plan or not
2. Submit an amended plan that asserts unique school status for New Lebanon and Hamilton Avenue Schools and describes all approaches to address racial balance. These actions would include the existing and recently approved actions.
3. Submit an amended plan that asserts unique school status for New Lebanon and Hamilton Avenue Schools and describes all approaches to address racial balance. These approaches would include existing and recently approved actions to address racial balance and would include an additional element or elements to those already decided by the Board. The Board needs to identify the goal for these additional elements (e.g., more opportunity for movement). If this is the selected path, it is suggested that the Board task the Administration with identifying alternate proposals using an inclusive process that involves parents and staff with its development.

GREENWICH PUBLIC SCHOOLS
Greenwich, Connecticut

Title of Item: Discussion of Enrollment, Facilities and Racial Imbalance

REQUEST FOR BOARD ACTION OR PRESENTATION OF INFORMATIONAL ITEM

By: May 23, 2013

Action Required

Informational Only

Submitted By: Dr. William McKersie

Position: Superintendent of Schools

We will be present at Board meeting to explain if called upon:

Yes

No

Synopsis of Proposal:

In January 2013, the Board of Education directed the Superintendent to develop a plan to address facility utilization and racial balance issues in the District. The attached executive summary and PowerPoint focus on historical background, existing conditions and defining the problem. A second presentation on June 6th will explore possible options for addressing facility utilization and racial balance issues. After opportunities for stakeholder input, the Board of Education will set a sense of direction for further option development at their June 20th meeting.

Recommended Action (if appropriate):

Greenwich Public Schools

Comprehensive Enrollment and Facility Utilization Analysis

In January 2013, the Board of Education directed the Superintendent to develop a plan to address facility utilization and racial balance issues in the District. The following document is intended as a companion to the Power Point presented to the Board of Education on May 23, 2013 at a public meeting. The presentation on May 23rd focuses on historical background, existing conditions and defining the problem. A second presentation on June 6th will explore possible options for addressing facility utilization and racial balance issues. After opportunities for stakeholder input, the Board of Education will set a sense of direction for further option development at their June 20th meeting.

BACKGROUND

While the overall population of Greenwich remained stable over the last 45 years, both the number and the diversity of the students served by the Greenwich Public Schools changed significantly:

- From 1968 to 1986, elementary enrollment declined from 6,177 students to 3,085 students. Three of twelve elementary schools were closed (Byram, Parkway and Dundee) and the neighborhood attendance areas of the remaining nine schools were adjusted.
- From 1987 to 1999, as elementary enrollment increased from 3,085 to 4,432 students, sixth grade was moved into middle school and Parkway and Dundee (I.S.D.) were reopened.
- While elementary enrollment has been relatively stable over the last fifteen years, the student population has become significantly more diverse with that diversity concentrated in particular school attendance areas. The State Board of Education cited first Hamilton Avenue School and then New Lebanon School for racial imbalance under State statute requiring remediation plans. At the same time, shifts in enrollment among the school attendance areas resulted in overcrowding in some schools and underutilization in other schools.
- With the opening of International School at Dundee in 2000, the District implemented a system of partial magnet schools to address facility utilization issues and racial balance while maintaining the existing boundaries of neighborhood schools. Three additional schools (Hamilton Avenue, Julian Curtiss, and New Lebanon) were reconfigured into magnet schools.

Board of Education Charge

In May of 2012, the State Board of Education cited Hamilton Avenue and New Lebanon for continuing racial imbalance. Preliminary analysis conducted by District staff during the summer and fall of 2012 concluded that the current magnet program was insufficient to address racial imbalance at these two schools. In addition, there were early indicators of future overcrowding (primary grade enrollments exceeding projections) at a number of elementary schools (Glenville, Cos Cob and New Lebanon).

Greenwich Public Schools

Comprehensive Enrollment and Facility Utilization Analysis

In January 2013, the Board of Education charged the Superintendent to develop a plan that:

- Increases Academic Achievement
- Accounts for Enrollment Trends and Efficient Use of Facilities
- Improves Racial Balance Among Schools

The plan is to be developed with input from stakeholders and implemented in the 2014-2015 school year. Given the complex nature of accurately defining the problem and developing long term, workable solutions, the District retained a consultant, Milone and MacBroom, to assist in the analysis of existing conditions and the development of a plan.

EXISTING CONDITIONS ANALYSIS

Milone & MacBroom, Inc. analyzed demographic and housing trends, characteristics and forecasts because these factors are crucial to the school planning process. Using federal, state, local and private sources of information, the analysis informs enrollment projections and helps the school district to plan accordingly. Key findings are as follows:

Demographics

- Though population increased through the 1990s, Greenwich's total population was flat from 2000 to 2010 at about 61,100.
- U.S. Census indicates School-aged population (ages 5-17) increased 12.2% from 2000 to 2010; however some elementary districts, such as Riverside, experienced much larger increases in this cohort.
- Women of child-bearing age (ages 18-39) decreased 15% overall, because of this lower birth rates are anticipated to continue.
- Annual births have declined from approximately 700-750 in the early 2000s to around 600 annually.
- Greenwich's population is highly concentrated around the I-95/Route 1 corridors.
- The number of housing units Increased 4.6% from 2000 to 2010.
- Greater increase in housing units versus population indicates shrinking household sizes.

Housing

- Housing construction in Greenwich is down since the mid-2000s, however, the number of annual housing sales have begun to rebound from 2009 low.
- Areas with rental housing stock are concentrated in Curtiss, Hamilton, and New Lebanon school districts.
- Significant new housing development is not anticipated within the next few years; housing turnover is more important to maintaining enrollment levels.

Greenwich Public Schools

Comprehensive Enrollment and Facility Utilization Analysis

Enrollment Trends

- Enrollments increased significantly through the 1990s, but have remained very stable through the 2000s.
- Total PreK-12 enrollments are down about 1% from average total enrollments of 2005-06 to 2007-08.
- Elementary and high school enrollments have remained stable the last several years, while middle school enrollments have declined about 4% since 2007-08.
- Enrollment in Greenwich's magnet programs has decreased over the last three years.
- Four elementary schools (Hamilton Avenue, New Lebanon, Old Greenwich, and Parkway) expected to be identified by the State Department of Education for 2012-13 racial imbalance.

Projected Enrollment

- Total enrollments are projected to remain very stable at all levels, declining only 2.8% over the next decade.
- Enrollment projections for individual elementary schools show increasing disparities across schools with some increasing significantly (Cos Cob, Glenville, New Lebanon), while others decrease significantly (North Street, Parkway and Riverside).
- The enrollment projections prepared assume that current levels of private school enrollments persist.

Facility Utilization

- District-wide elementary facility utilization is projected to remain between 90% and 95% over the next ten years.
- However, individual school utilization rates are projected to increasingly deviate, both above and below the 95% targeted utilization rate.
- Facility utilization projections assume maintaining the current average class size (19.5 students per class) and program delivery model (dedicated instructional spaces in each elementary school for art, general music, performing music, special education, advanced learners, and English language learners).

DEFINING THE PROBLEM

Over the next five to ten years, it will not be possible to maintain the K-5 educational program and operate within statutory mandates and guidelines without changing the current configuration elementary attendance areas and magnet schools or altering the program delivery model and raising class sizes:

- By 2017-2018, five schools will be operating 10% over targeted utilization (95% of capacity). New Lebanon and Cos Cob are projected to be operating 20%

Greenwich Public Schools Comprehensive Enrollment and Facility Utilization Analysis

above targeted capacity. Our ability to deliver the educational program and maintain current class size in these schools will be significantly compromised.

- Four schools will be operating at 20% below targeted utilization. Parkway is projected to be operating at 50% of targeted utilization. Low utilization rates are inherently inefficient.
- Given the projected increase in minority enrollment within the Hamilton Avenue and New Lebanon attendance areas relative to the District, these schools will continue to be cited as racially imbalanced by the State Department of Education.
- The current magnet school program is insufficient to address overall facility utilization issues and racial imbalance at New Lebanon and Hamilton Avenue.
- Given the projected high overall utilization of the network of eleven elementary schools over the next 5 to 10 years (90.3% to 94.8% of capacity), it is not advisable to close an elementary school.

- The maximum square feet calculation, potential state reimbursement, and draft education specification is based on the current grade configuration (e.g. no PreK). Any modifications to grade configuration will adjust calculations, etc.
- Five options were reviewed. Only Options C and D meet education/program needs. Options A-C requires swing space during construction.
- Independent cost analysis estimates construction costs between \$29.9M to \$34.7M. Estimates do not include architect/design fees. Cost estimates will change as design progresses.
- Construction schedule anticipates start date of July 2016 with 18-24 month construction window, depending on option. Estimated completion date is January/June 2018.

Next Steps

There are major next steps identified at the close of the study. Some steps of note are:

- Create master project schedule.
- To be eligible for the 80% Diversity Grant reimbursement, the Board of Education will need to include additional magnet seats at New Lebanon in Greenwich's plan to address identified racial imbalances submitted to the State of CT.
- Release RFP for Full Feasibility Study.
- Exploring timing of creation of Building Committee.

Recommend Action

None at this time.

GREENWICH PUBLIC SCHOOLS
Greenwich, CT

New Lebanon School
FACILITY UTILIZATION UPDATE FOR 2014-2015 SCHOOL YEAR
February 19, 2014

New Lebanon School's (NLS) Kindergarten will be held at the Byram Archibald Neighborhood Center (BANC) for at least the 2014-2015 school year. NLS Kindergarten students will begin each school day at BANC for their academic classes, and will then take a school bus to NLS for the second half of their day for lunch, recess and specials (FLES, art, music, physical education, and media).

This solution:

- ensures that current NLS Kindergarten-4th Grade students maintain their elementary school experience at the New Lebanon School facility,
- frees up three classrooms to address the projected enrollment needs for Grade 1-5 in 2014-2015, and
- creates a safe and appropriate learning environment for our incoming Kindergarten students, while maintaining a connection to the New Lebanon School facility.

The District would like to acknowledge BANC's Board of Trustees for their cooperation and support in securing this location for our students.

NLS has 14 classrooms and the projected enrollment for 2014-2015 will require 16 classrooms. After nine years of declining enrollment, New Lebanon School has experienced increasing enrollment since 2010 – 2011. NLS is projected to continue this increasing trend through at least 2015-2016, at which point it is expected to stabilize. Based on expected enrollment of 276 students for the next school year, three classes of Kindergarten will be held at BANC in 2014-2015. This will provide adequate space for the 12 sections projected for grades 1-5 at NLS in 2014-2015, leaving two classrooms available for instruction in the Advanced Learning Program (ALP), Special Education (SpEd), English Language Learning (ELL), and Reading.

District and school administrators explored multiple options. We have arrived at the most viable solution for providing for the educational needs of all K-5 NLS students and maintaining class size guidelines, in a fiscally responsible manner.

SHORT AND LONG TERM NEW LEBANON SCHOOL FACILITY PLANS

A number of steps have been taken to address the facility utilization needs for NLS in both the short and long term:

2013-2014 School Year:

- The K-5 enrollment this year filled all 14 available classrooms at NLS. Based on class size guidelines, enrollment in two grades -- 1st and 3rd – warranted two additional sections. As a short-term solution, two instructional aides were provided at each grade level to create more favorable ratios of teachers to students.
- The Board of Education approved a Pre-Feasibility Study (\$25,000), which is nearly completed, and will be presented in March 2014. This study will provide a square footage analysis as well as offer local and state benchmarks for high quality school facilities.
- The Board of Education approved \$100,000 in the 2014-2015 Capital Plan for a Feasibility Study to be conducted in the Summer of 2014. This study will provide a deeper facility analysis and begin to develop options for addressing facility needs.
- District administration developed a short-term solution-- Kindergarten at BANC-- to address 2014-2015 facility needs.

2014-2015 School Year:

- Kindergarten students are located BANC, freeing up three classrooms at NLS

- Feasibility study will be conducted for long-term building project
- Pending Board of Education approval, the District will implement viable solutions to meet facility needs for 2015-2016.

2014-2015 NEW LEBANON SCHOOL KINDERGARTEN AT BANC

District and school administration have worked together to create a safe and appropriate educational setting for NLS Kindergarteners in the 2014-2015 school year. The following information provides an overview of a number of considerations and solutions that have been developed for implementing this plan. It is not intended to be an exhaustive list.

School Day Schedule (Note: This schedule is similar to the current K schedule at NLS):	
Breakfast Program	will be provided at BANC
Morning	the school day will begin at 8:15, with academic classes running until 12:15
Transportation (mid-day)	students will be transported by school bus from BANC to NLS daily from 12:20 - 12:30p.m.
Recess	will be held at NLS from 12:40 - 1:00 p.m.
Lunch	will be held at NLS from 1:00 - 1:30 p.m.
Specials	will be held at NLS (FLES, art, music, physical education, and media)
After School	students will be dismissed from NLS, following standard practices
Other Considerations:	
Student Need Supports/Accommodations:	certified staff and support staff will deliver instructional and support services as needed at the BANC facility (SpEd, ELL, Reading, mental health services, etc.)
Administrator Oversight	NLS Principal and Assistant Principal will schedule regular visits to the BANC site. A Lead Teacher at BANC will be responsible for communications and operational coordination.
Nursing	NLS Nurse will cover nursing needs at BANC
Clerical Support:	will be provided while students are at the BANC facility, providing clerical support and monitoring visitors to the building
Custodial Services	will be provided
Materials and Resources	will be moved from NLS to BANC
Phones & Technology	(phones, computers, smart boards, copier, etc.) all telephone and technology needs will be accommodated and comparable to those in the current Kindergarten classrooms.
Security	BANC has security cameras, locked doors and buzz-in system similar to NLS

“The Byram Archibald Neighborhood Center (BANC) is a community resource that serves Byram and the western section of Greenwich CT. Its purpose is to provide a safe and structured environment to the young people of Greenwich. Through its various programs, including after-school, summer camps and sports teams, BANC offers a safe haven to do homework, learn social skills and be part of a team.

The BANC center was donated to the Byram community in 1977 by Marie Athlie Archibald. Built in 1920, the center has served as a candy factory and a Masonic temple until being renovated in 1981 into its current neighborhood center form. Several renovations have taken place since and the BANC center is a real community center that serves hundreds of local children.”

<http://www.bancgreenwich.org/>

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Contact: Kim Eves, Director of Communications
 Greenwich Public Schools
 203-625-7415 or kim_eves@greenwich.k12.ct.us
www.greenwickschools.org

Student-Based Resource Allocation: Staffing

There are currently three basic models used to allocate *certified* staff K-12. All three are used concurrently.

1. *Grade-level enrollment-based model:* (all levels) Toward the goal of achieving desired class sizes within the guidelines: regular classroom teachers; art, music, physical education, foreign language in the elementary school (FLES).
 - a. The projected/*estimated* number of elementary class sections is calculated by dividing the total elementary enrollment by 20. The results of this calculation are then compared against the “zero-based” approach of allocating sections based on the projected/actual enrollment by grade level by school.
 - b. The projected/estimated number of FTE (full time equivalent) required for art, music and physical education teachers at the elementary level is calculated by multiplying the number of sections in a school by the number of periods a week the program is offered. A third factor in this equation, of course, is the number of minutes a week the program meets. This will yield the total number of special area teachers allocated to an individual elementary school. It should be noted that these formulas are developed to ensure that the appropriate number of periods of art, music, and physical education, are offered for each section within each elementary school. The formulas can be increased or decreased depending upon the number of sections of specials needed or any changes in the length of the periods of those specials. Travel time is added for teachers who are split between schools.
 - c. At the three Title I schools (Hamilton Ave., Julian Curtiss, New Lebanon) the practice has been to round up when determining the number of K-2 sections toward the goal of lower class sizes. In some instances this results in an additional section.
 - d. The three Title I schools may also receive supplemental staffing funded through the Consolidated Grant (ESEA, Title I, etc.)
 - e. The four magnet schools (Hamilton Ave., Julian Curtiss, IS Dundee, New Lebanon) receive additional FLES staffing for the magnet program, which extends language instruction to grades K-2. Hamilton Ave. also receives supplemental staffing for the Suzuki program.
 - f. The current model for Hamilton Ave. uses a lower class size of 15 for grades K-1.
 - g. Elementary principals may informally use student need profiles as a factor in determining class sizes at a particular grade level.
 - h. The middle school model is based on deploying one certified staff member for every 14.8 students at Central and Eastern, and 14.6 students at Western. Based on the expectation that instructional programs are comparable, any variances in class size are the result of scheduling. Scheduling difficulties can also result in small staffing adjustments.
 - i. The high school model is based on deploying one certified staff member for every 15.6 students. Variances in class size are the result of course selection and scheduling.
2. *Grade-level standards for program needs:* psychologist, guidance counselor, social worker, nurse, advanced learning program (elementary), library media specialist, instructional coaches, and learning facilitators.
3. *Grade level standards for student needs:* English as a Second Language, Title I, special education teachers and instructional support staff (speech and language, etc.). Staff may be funded through the local appropriation and from federal IDEA and other grants.

Note: Some positions use a hybrid of two or more of the models. An example of this is the Literacy Specialists: The Literacy Specialist/Coach is allocated based upon the specific needs of the students at each school. The Literacy Specialist, works directly with children; The Literacy Coach, works directly with faculty. In the past, assignments of these coaches/specialists have ranged from 0.9 to 3.0 per school depending upon specific student and teacher needs.

Greenwich Public Schools
2014-2015 Per Pupil Allocation from all Revenue Sources

School	2014-2015			2013-2014			2012-2013	Total	Estimated Per Pupil Expenditure	
	Enroll	School Budget	Fixed Building Costs	Grant: Title 1	Grant: Title 2	Grant: Title 3 / Perkins	Grant: IDEA			Gifts
CC	456	\$ 4,908,781	\$ (461,141)		\$ 6,551	\$ 2,744	\$ 20,161	\$ 70,266	\$ 4,547,362	\$ 9,972
GL	415	\$ 4,095,074	\$ (458,646)		\$ 5,962	\$ 2,497	\$ 168,349	\$ 46,863	\$ 3,860,099	\$ 9,301
HA	339	\$ 5,473,068	\$ (445,442)	\$245,346	\$ 4,870	\$ 2,040	\$ 164,988	\$ 35,198	\$ 5,480,069	\$ 16,165
ISD	371	\$ 4,241,882	\$ (462,296)		\$ 5,330	\$ 2,232	\$ 91,403	\$ 100,731	\$ 3,979,283	\$ 10,726
JC	339	\$ 4,517,984	\$ (451,257)	\$151,487	\$ 4,870	\$ 2,040	\$ 14,988	\$ 40,748	\$ 4,280,860	\$ 12,628
NL	276	\$ 4,197,390	\$ (406,699)	\$171,095	\$ 3,965	\$ 1,661	\$ 162,203	\$ 24,071	\$ 4,153,686	\$ 15,050
NM	455	\$ 5,145,876	\$ (466,167)		\$ 6,537	\$ 30,727	\$ 95,117	\$ 75,100	\$ 4,887,190	\$ 10,741
NS	356	\$ 4,766,723	\$ (468,085)		\$ 5,115	\$ 2,142	\$ 128,240	\$ 83,086	\$ 4,517,221	\$ 12,689
OG	370	\$ 4,644,787	\$ (468,085)		\$ 5,316	\$ 2,226	\$ 23,859	\$ 73,759	\$ 4,281,862	\$ 11,573
PK	213	\$ 2,964,765	\$ (408,949)		\$ 3,060	\$ 1,282	\$ 103,168	\$ 72,532	\$ 2,735,857	\$ 12,844
RV	478	\$ 4,836,752	\$ (463,407)		\$ 6,867	\$ 2,876	\$ 21,134	\$ 109,224	\$ 4,513,447	\$ 9,442
K - 5	4068	\$ 49,793,082	\$ (4,960,174)	\$567,928	\$ 58,443	\$ 52,467	\$ 993,611	\$ 731,578	\$ 47,236,935	\$ 11,612
CMS	589	\$ 7,033,154	\$ (668,861)		\$ 8,462	\$ 3,544	\$ 326,042	\$ 58,336	\$ 6,760,677	\$ 11,478
EMS	804	\$ 8,432,747	\$ (689,579)		\$ 11,551	\$ 4,838	\$ 35,548	\$ 59,199	\$ 7,854,303	\$ 9,769
WMS	520	\$ 6,437,726	\$ (690,445)	\$226,754	\$ 7,471	\$ 3,129	\$ 97,991	\$ 52,271	\$ 6,134,897	\$ 11,798
6 - 8	1913	\$ 21,903,627	\$ (2,048,885)	\$226,754	\$ 27,483	\$ 11,511	\$ 459,581	\$ 169,806	\$ 20,749,877	\$ 10,847
GHS	2576	\$ 34,656,784	\$ (2,388,515)	\$ -	\$ 37,008	\$ 104,309	\$ 488,894	\$ 231,110	\$ 33,129,590	\$ 12,861
K - 12	8557	\$ 106,353,493	\$ (9,397,574)	\$794,682	\$122,935	\$ 168,287	\$ 1,942,086	\$1,132,494	\$ 101,116,403	\$ 11,817

Note: Shaded columns are estimates only. State of CT has not released final allocation numbers.

Greenwich Public Schools
Supplemental Funds for Students Performing Below Standard
2014-2015 Based on Spring 2013 Testing

Sch	Level	Math	Reading	Total	Funds	Total \$
CC	Proficient	16	9	25	\$2,500	
	Basic	7	4	11	\$1,925	
	Below Basic	7	17	24	\$6,000	\$10,425
GL	Proficient	11	7	18	\$1,800	
	Basic	2	2	4	\$700	
	Below Basic	2	6	8	\$2,000	\$4,500
HA	Proficient	31	22	53	\$5,300	
	Basic	10	17	27	\$4,725	
	Below Basic	11	13	24	\$6,000	\$16,025
ISD	Proficient	8	6	14	\$1,400	
	Basic	1	1	2	\$350	
	Below Basic	1	3	4	\$1,000	\$2,750
JC	Proficient	16	13	29	\$2,900	
	Basic	7	5	12	\$2,100	
	Below Basic	5	10	15	\$3,750	\$8,750
NL	Proficient	19	9	28	\$2,800	
	Basic	12	11	23	\$4,025	
	Below Basic	5	16	21	\$5,250	\$12,075
NM	Proficient	7	4	11	\$1,100	
	Basic	2	2	4	\$700	
	Below Basic	1	4	5	\$1,250	\$3,050
NS	Proficient	10	7	17	\$1,700	
	Basic	0	3	3	\$525	
	Below Basic	3	3	6	\$1,500	\$3,725
OG	Proficient	8	7	15	\$1,500	
	Basic	4	3	7	\$1,225	
	Below Basic	2	4	6	\$1,500	\$4,225
PK	Proficient	7	3	10	\$1,000	
	Basic	3	4	7	\$1,225	
	Below Basic	1	4	5	\$1,250	\$3,475
RV	Proficient	4	4	8	\$800	
	Basic	1	1	2	\$350	
	Below Basic	2	2	4	\$1,000	\$2,150
CMS	Proficient	34	22	56	\$5,600	
	Basic	15	12	27	\$4,725	
	Below Basic	7	22	29	\$7,250	\$17,575
EMS	Proficient	13	6	19	\$1,900	
	Basic	5	4	9	\$1,575	
	Below Basic	2	10	12	\$3,000	\$6,475
WMS	Proficient	42	46	88	\$8,800	
	Basic	35	25	60	\$10,500	
	Below Basic	11	17	28	\$7,000	\$26,300
GHS	Proficient	65	78	143	\$14,300	
	Basic	21	18	39	\$6,825	
	Below Basic	20	10	30	\$7,500	\$28,625

Proficient	\$100.00
Basic	\$175.00
Below Basic	\$250.00
Total	\$150,125.00

Note: Count based on students who are below goal in both math and reading.

Closing the Achievement Gap A Report to the Greenwich Board of Education Executive Summary

Attached is a printout of the PowerPoint deck that will be the basis for the Achievement Gap Report at the April 3rd workshop meeting. The printout is provided as background reading; at the meeting, we will be presenting an edited version for discussion.

The Center for School Change was engaged as an external partner because it has worked directly with districts attempting to close gaps and raise achievement. Staff members have extensive experience as central office administrators, principals and teachers in urban, suburban and rural districts in Connecticut and across the nation. The Center's executive director, Andrew Lachman, came to the Center after serving for 13 years as one of the senior advisors on policy and program development to former superintendents Anthony J. Alvarado and Elaine Fink in Manhattan's Community School District 2. Deputy director Richard Lemons, in his work with the Education Trust, the Institute for Urban School Improvement (UConn) and the Harvard Change Leadership Group, has partnered directly with districts and schools to audit current conditions, understand systemic problems, craft strategic plans and implement targeted interventions on behalf of closing achievement gaps.

The Center has worked closely with Superintendent McKersie and the Achievement Gap Workgroup to design an iterative inquiry process to address the district's needs. In the course of the project thus far, we have analyzed both local and national evidence, organizing our findings in an evidence-based conceptual framework.

Research Regarding the Achievement Gap

The printout provides an overview of current research regarding the achievement gap. The achievement gap refers to any significant and persistent disparity in academic performance between different cohorts of students. Given the increasing inequality in our society, it is noteworthy that the income achievement gap is now considerably larger than the racial gap, a reversal of the pattern 50 years ago (see slides 5-15, pages 3-8).

The Center conducted a review of national data, research and best practices regarding the strategies implemented by schools and districts that have successfully closed gaps. These schools – be they “90-90-90”, “Dispelling the Myth” or “It's Being Done” schools – prove that educational performance need not be a function of poverty. Instead, education can be the solution to poverty. The evidence from these schools and districts clearly demonstrates that closing gaps is achievable and that it is within a district's and school's power to develop a comprehensive approach for dramatic achievement gains in schools with high concentrations of low-income students (see slides 16-22, pages 8-11 and slides 52-53, pages 25-26).

School Equity Studies

Pursuant to the RFP, the Center conducted school equity studies at the four Title I schools (Julian Curtiss, Hamilton Avenue, New Lebanon, and Western Middle School). These schools are the lowest performing schools in the district (see slides 25-28, pages 13-14). The purpose of these studies was to understand the impact of current efforts to close achievement gaps and to compare current efforts with known best practice strategies for gap closing. We reviewed performance data and artifacts; interviewed administrators, staff and parents; and observed classrooms and small group interventions. We shared the results of the school equity studies with the schools' leadership teams and the district's Achievement Gap Workgroup.

In the PowerPoint, cross-school findings are organized using the empirically-tested Essentials of School Improvement framework developed by Professor Anthony Bryk and his colleagues at the University of Chicago Consortium on Chicago School Research. Bryk's framework posits five essentials that impact the instructional core: the interactions of teachers, students and content that occur in the classroom. The Five Essentials are: Professional Capacity (human resources and professional development); School Learning Climate (order and safety, student-teacher relationships); Parent, School and Community Ties (outreach, cultural competency, community services); Instructional Guidance (curriculum frameworks, activities, tools); and Leadership as the Driver for Change (see slides 35-51, pages 18-26).

Findings

Our review of the research literature and best gap-closing practices point to potential strategies for addressing Greenwich's persistent achievement gap. Lessons learned about what it takes to improve and sustain high performance for all students include a sense of urgency and willingness to do whatever it takes; clear, shared and high expectations for each and every child; improved quality of teaching and learning in all classrooms; targeted interventions to accelerate students not meeting standards; extended learning time; high-quality pre-school; comprehensive supportive services; and increased family engagement.

Based on our analysis of the four target schools and our review of the effective strategies employed across the country, the Center has highlighted strategic opportunities that map onto the Bryk framework and that Greenwich Public Schools should consider:

- Create affordable, high-quality preschool to reduce the preparation gap
- Expand learning time beyond the normal school day and in summer to accelerate learning
- Increase intellectual rigor demanded of students within classrooms
- Strengthen data systems and data usage to track critical questions relative to accelerating learning
- Create comprehensive parent and community engagement strategies
- Consider strategies that can reduce concentration effects.

These strategic opportunities are not suggested as silver bullets. They would need to be developed and implemented recognizing the community context and the local circumstances, assets and challenges.

Conclusion

Much has been written recently about the growing inequality in our country and the economic and social impacts of the "tale of two cities." The persistent achievement gaps in the Greenwich

Public Schools have consequences for individual life outcomes (lack of college or career training, unemployment, poverty, poor physical and mental health, incarceration) and for our society and economy (reduced productivity, crime, government services, budget deficits). While much of the achievement gap may be caused by issues arising before and beyond the control of districts and schools, poverty and zip codes should not determine a child's destiny. As our report indicates, districts and schools – including the Greenwich Public Schools – do have the means, the tools, and the ability to address and close the achievement gap.

We look forward to the discussion at the April 3 meeting.