

GREENWICH PUBLIC SCHOOLS
Greenwich, Connecticut

Title of Item: Discussion of Draft Racial Balance Plan

REQUEST FOR BOARD ACTION OR PRESENTATION OF INFORMATIONAL
ITEM

By: April 24, 2014

 Action Required

 X Informational Only

Submitted By: Dr. William McKersie and Mr. John Curtin

Position: Superintendent of Schools and Special Projects Manager BOE

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

 X
Yes

No

Synopsis of Proposal:

This document summarizes the work and analysis used to develop a revised Racial Balance Plan for the Greenwich Public Schools. The first section provides demographic and geographic context, reviews the status of the current magnet program, highlights key student achievement factors, presents the original charge by the Greenwich Board of Education to the Superintendent, summarizes the findings of demographic and survey research, outlines the preliminary plan and results of BOE and community discussions, and, ultimately, lists the primary elements of the adopted plan. The second section follows the plan requirements outlined in the Regulations of Connecticut State Agencies. The third section is an appendix of all documents essential to the work and analysis over the past twenty four months. The Appendix is available online at www.greenwichschools.org.

It is important to note that the District is now engaged in an iterative process of planning, implementation, review and revision as we address racial balance, student achievement and facility utilization issues. As such, this revised plan represents an update rather than a final product because the work is ongoing.

Recommended Action (if appropriate):

None

Greenwich Public Schools Revised Racial Balance Plan



Greenwich Board of Education

April 24, 2014

Introduction

This document summarizes the work and analysis used to develop a revised Racial Balance Plan for the Greenwich Public Schools. The first section provides demographic and geographic context, reviews the status of the current magnet program, highlights key student achievement factors, presents the original charge by the Greenwich Board of Education to the Superintendent, summarizes the findings of demographic and survey research, outlines the preliminary plan and results of BOE and community discussions, and, ultimately, lists the primary elements of the adopted plan. The second section follows the plan requirements outlined in the Regulations of Connecticut State Agencies. The third section is an appendix of all documents essential to the work and analysis over the past twenty four months. The Appendix is available online at www.greenwichschools.org.

It is important to note that the District is now engaged in an iterative process of planning, implementation, review and revision as we address racial balance, student achievement and facility utilization issues. As such, this revised plan represents an update rather than a final product because the work is ongoing.

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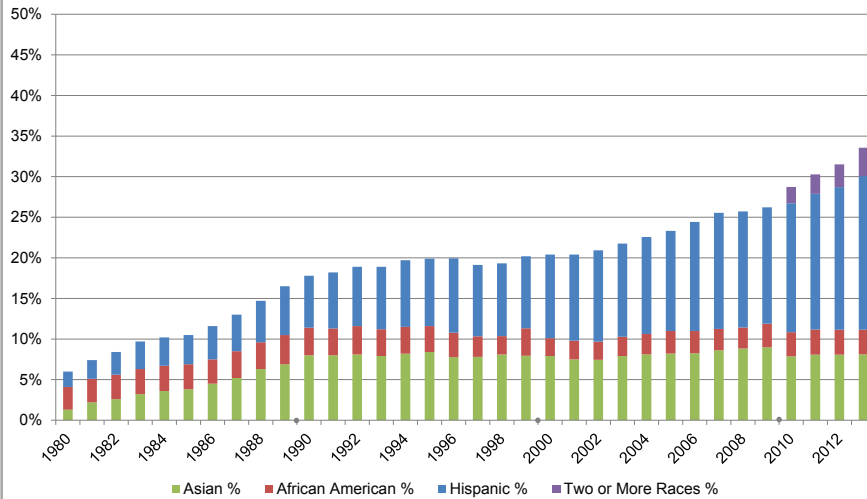
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Changing Demographic Patterns

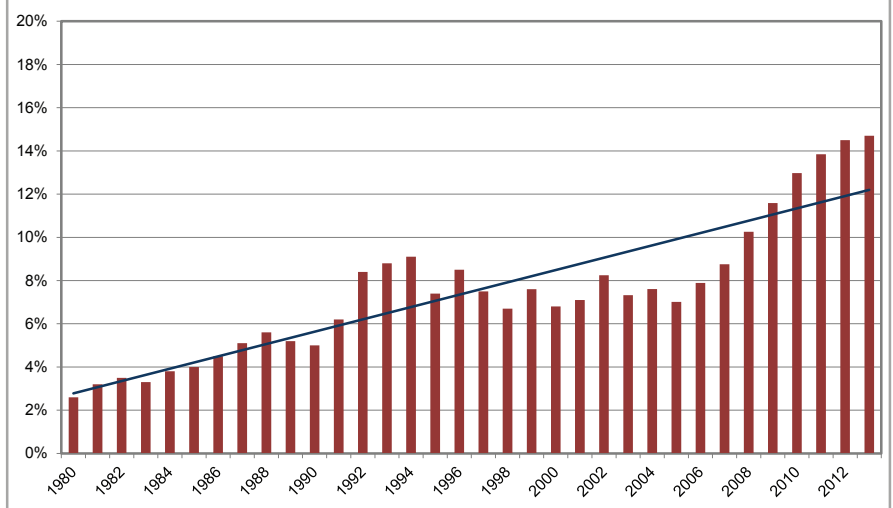
**Greenwich Public Schools
K-12 Minority Enrollment by Race/Ethnicity
1980 - 2013**



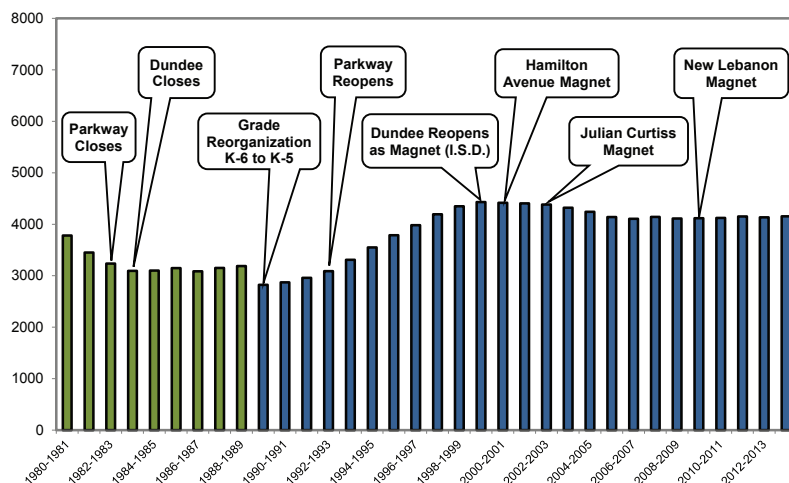
- From 1980 to 1989, minority enrollment increases from 6.0% to 16.5% driven by growth in the Asian and Hispanic populations.
- From 1989 to 2009, minority enrollment increases from 16.5% to 25.8% driven by growth in the Hispanic population.
- From 2009 to 2013, minority enrollment increases from 25.8% to 33.6% driven by growth in the Hispanic population and students identified as belonging to two or more racial groups (new Census category).
- Increases in racial and ethnic diversity are not distributed evenly across the elementary school attendance areas. Hamilton Avenue identified as racially imbalanced in 2000 and New Lebanon in 2006.

- Students qualifying for free or reduced price lunch come from families with incomes below a federally specified level which is adjusted annually for inflation.
- While the percentage of students qualifying has increased over the last thirty years, the spikes in the early nineties and since 2008 are likely due to economic recession.
- In 2013-2014, 55% of the students at Hamilton Avenue and 60% of the students at New Lebanon qualified for free or reduced price lunch as compared to 5% of the students in the District's eight non-Title 1 elementary schools.

**Greenwich Public Schools
Students Qualifying for Free or Reduced Price Lunch
1980 - 2013**

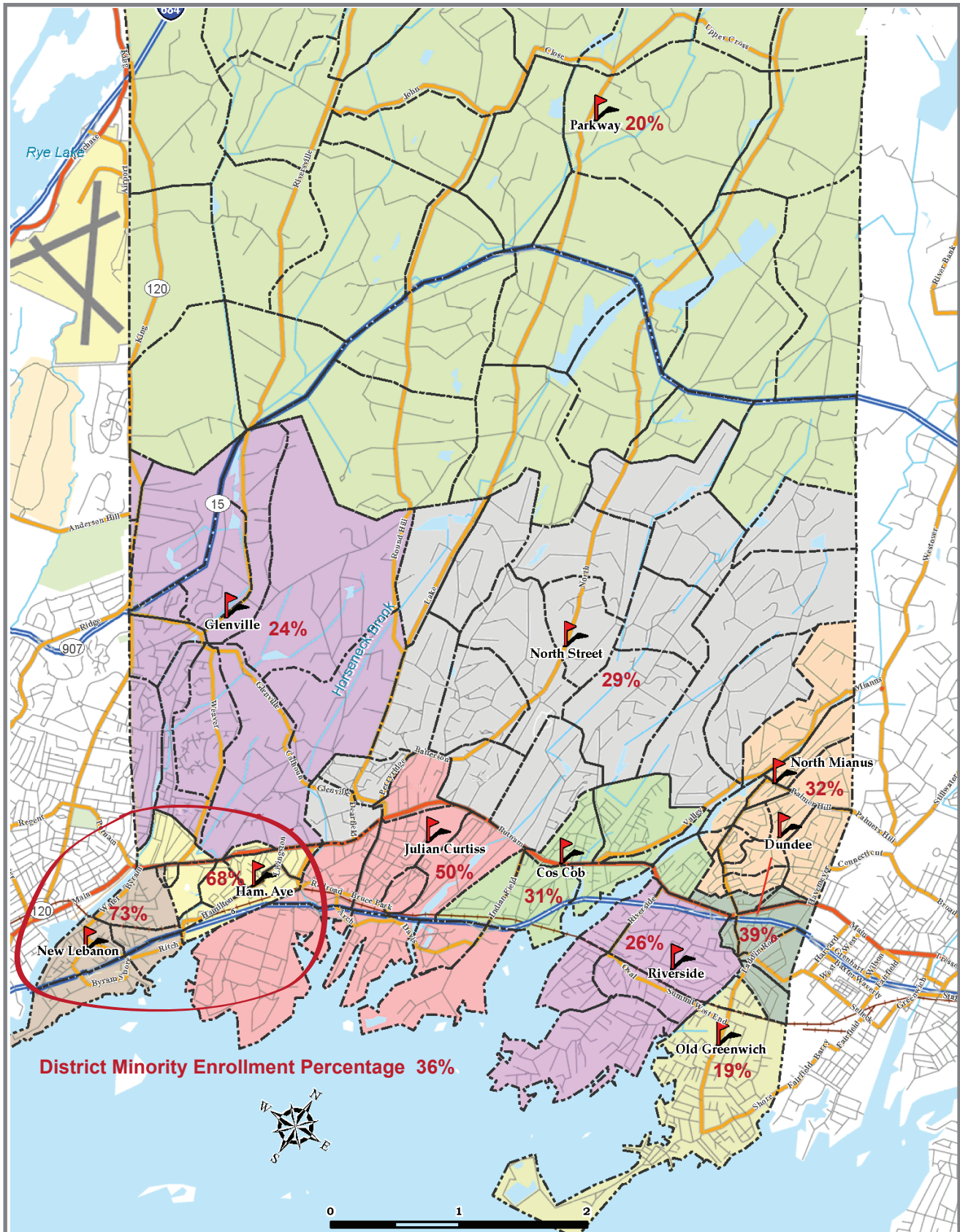


**Greenwich Public Schools
Changes in Elementary Configuration
1980 to 2013**



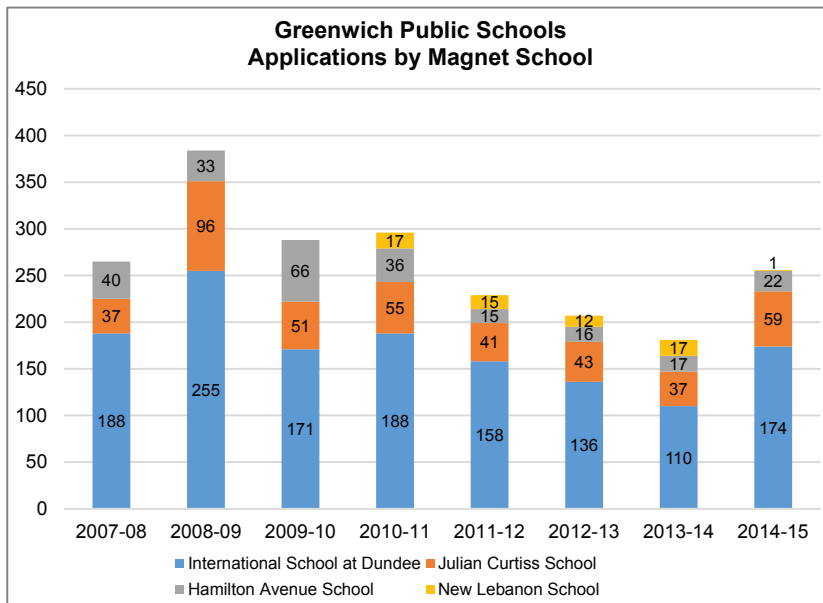
- From 1980 to 2000 changes in the configuration of elementary schools (closing and opening schools, grade reorganization) were driven by declining and increasing enrollment.
- From 2001 to 2013 changes in configuration (magnet program) were driven by facility utilization and racial balance.
- The additional space required by changes in program delivery (Full day Kindergarten, Prekindergarten, Special Education, English Language Learners, Gifted Education, Instrumental Music) has impacted capacity.
- Elementary building utilization averages 87% but ranges from a high of 115% to a low of 50%.

Elementary Attendance Areas



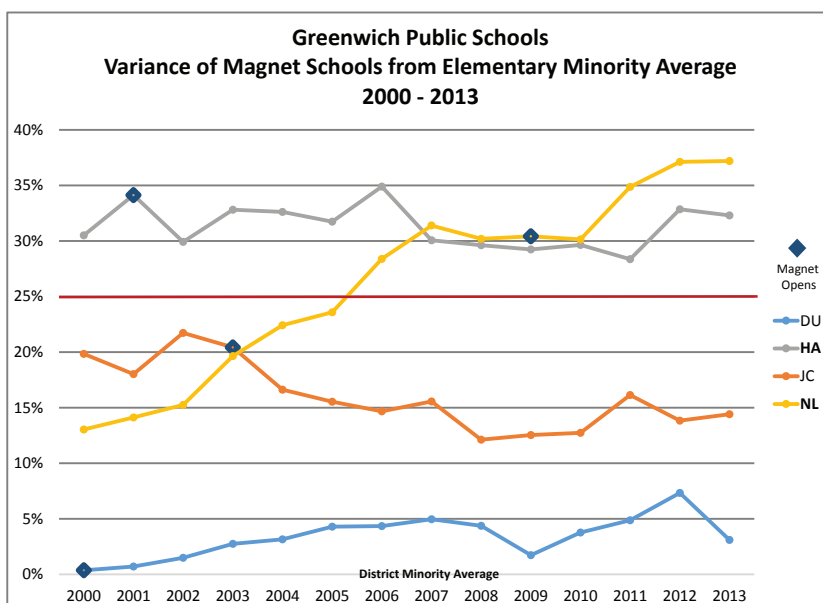
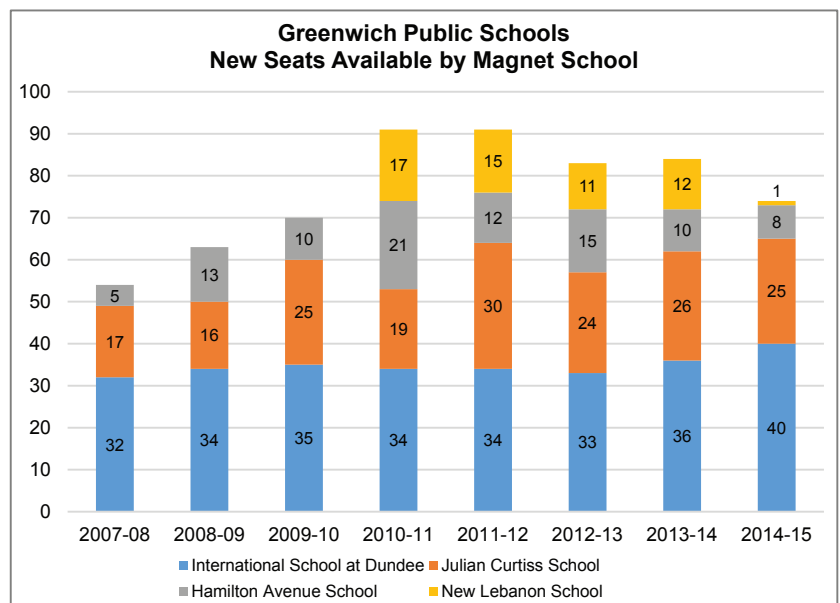
- Students are enrolled in neighborhood schools based on their residential address.
- There are four elementary schools that operate as “partial” magnet schools and accept students from outside their attendance area (Hamilton Avenue, Dundee, Julian Curtiss and New Lebanon).
- Neighborhood attendance area boundaries have not been changed for the last thirteen years.
- Hamilton Avenue School and New Lebanon School are racially imbalanced.

Current Magnet Program



- The magnet school lottery was centralized in 2007.
- With the exception of 2008-2009, the number of applicants has been relatively constant at International School at Dundee and Julian Curtiss.
- The number of applicants has declined at Hamilton Avenue and New Lebanon. Factors in this decline include the decoupling of the preschool from the K-5 magnet school at HA, the lack of a clear magnet theme at HA, increasing concentration of low income and minority students at HA and NL, and low academic performance at HA and NL relative to the other schools in the District.
- New Lebanon was closed to magnet applicants other than siblings in 2014-2015 due to rising attendance area enrollment.

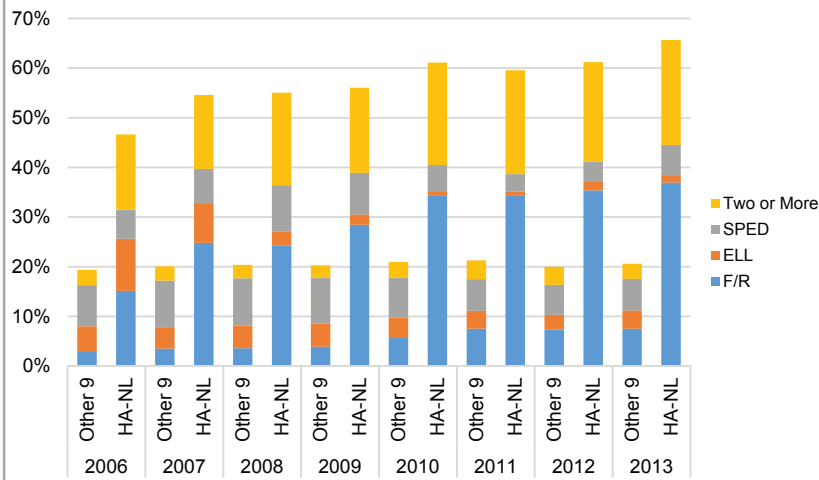
- While the number of new magnet seats remained relatively constant at International School at Dundee and Julian Curtiss, the number of new magnet seats available at Hamilton Avenue and New Lebanon declined from 38 in 2010-2011 to 9 in 2014-2015.
- GPS operates partial magnet schools with priority given to residents of the magnet school attendance area. Increases in the attendance area population reduce the number of magnet seats available.
- Students attending a magnet school outside of their neighborhood attendance area comprise 7% of total elementary enrollment (16% at HA, 41% at ISD, 16% at JC and 9% at NL).



- Racial balance is calculated as variance in the minority enrollment of a specific school from the district minority enrollment average. The threshold for racial imbalance is +/- 25% from the district average.
- The magnet program at ISD has successfully offset increases in the minority population within the school attendance area.
- With level minority enrollment from within the attendance area, the magnet program at JC has reduced variance from the District minority average to within 15%.
- The magnet program at HA has stabilized variance from the District minority average at level above the racial imbalance threshold.
- There are insufficient magnet seats at NL to offset the rapid increase of the attendance area minority population.

Student Achievement

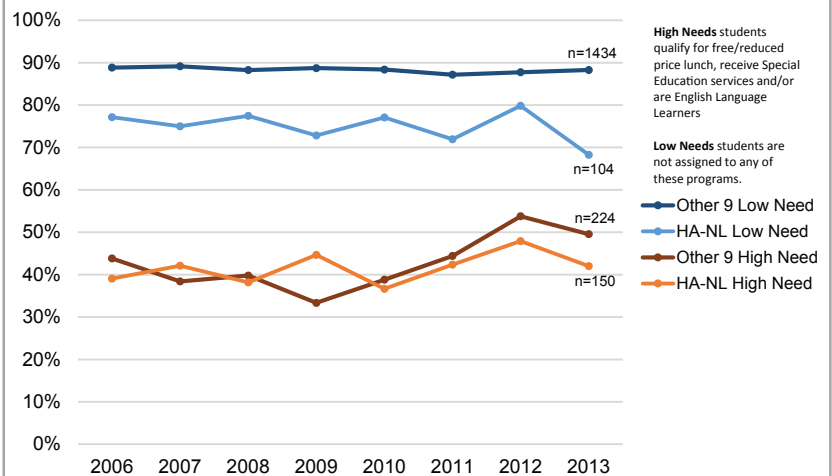
**Greenwich Public Schools
Connecticut Mastery Test
High Needs Students by Risk Factor
Grades 3 - 5**



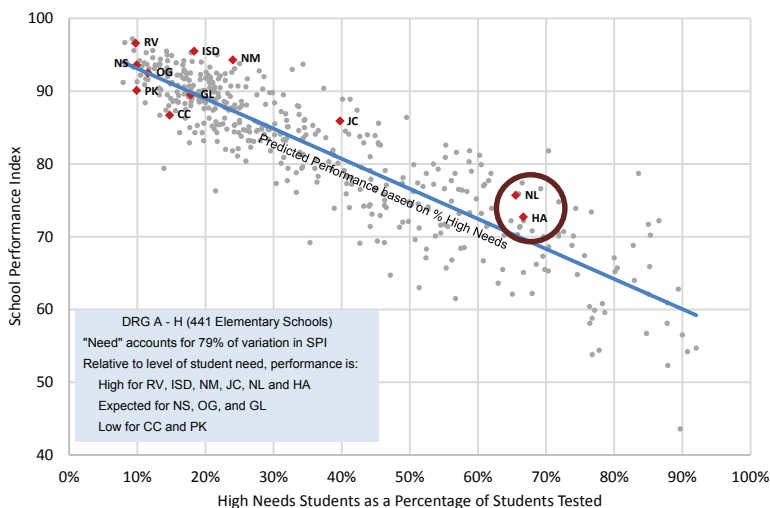
- Under the new Connecticut Accountability System “High Need” students are defined as qualifying for free or reduced price lunch, lacking English proficiency or requiring Special Education services.
- The percentage of high needs students has increased from 47% to 66% at Hamilton Avenue and New Lebanon.
- The percentage of high needs students has remained stable at 20% in the other nine elementary schools.
- It is far more likely for a high need student to have multiple risk factors at Hamilton Avenue or New Lebanon than in the other nine elementary schools.

- While closing somewhat over the last eight years, there is a significant gap in performance between “high need” students who qualify for free or reduced price lunch, have a learning disability and/or are English Language Learners and low need students.
- Low need students at Hamilton Avenue and New Lebanon consistently underperform low need students in the other elementary schools.
- High needs students at Hamilton Avenue and New Lebanon are much more likely to have multiple risk factors than high needs students at other schools.
- Despite the this difference in the level of need, high needs students perform at comparable levels across the District.

**Greenwich Public Schools
Connecticut Mastery Test
Scoring Goal or Above on Reading
Grades 3 - 5**



**Connecticut Mastery Test
School Performance Index vs % of High Needs Students
Elementary Schools 2012 - 2013**



- School Performance Index is an aggregate measure of student performance with 100 on the scale representing all students performing at goal on all sections of the Connecticut Mastery Test.
- The percentage of high needs students tested in a school is strongly correlated with the overall school performance index ($r^2=.794$).
- The percentage of high need students at Hamilton Avenue and New Lebanon is significantly higher than in other District schools.
- The SPI at Hamilton Avenue and New Lebanon is significantly below the SPI of other District schools.
- However, the performance of students at Hamilton Avenue and New Lebanon significantly exceeds predicted performance and is higher than most schools in Connecticut with a similar level of student need.

Timeline for Revising Racial Balance Plan

ID	Task Name	Start	Finish		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	11/7/2013	11/7/2013																					

Board of Education Charge to Superintendent

Context

- HA and NL cited for racial imbalance by SBOE
- 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 28
- Project work begins Feb
- Findings due to BOE on May 23

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)
- Enrollment and Facility Utilization Study (March 21)
- Recommended Options (June 6)
- SBOE Progress Report (July 10)

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.

Exploring Options: Research Findings

Facility Utilization and Racial Balance Study conducted by Milone and MacBroom

- It will not be possible to maintain the current K-5 educational program in as many as five schools without changing the elementary configuration, altering the program delivery model and/or raising class sizes.
- 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.
- 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 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.
- Resistricting to address facility utilization issues would require moving significantly fewer students.
- Addressing racial balance through choice would require major restructuring of the current partial magnet program, some redistricting and voluntary movement of a significant percentage of minority students out of Hamilton Avenue and New Lebanon.
- While there is sufficient space across the District to run a choice program, that space is not located in the areas with the highest projected increases in enrollment.

Parent Elementary Choice Survey conducted by Metis Associates

- 78% of the parents of GPS elementary students prefer to keep their child in a 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.
- A large majority of the respondents, however, support voluntary choice over any form of forced redistricting.
- When asked to choose a preferred theme, respondents identified the International School at Dundee model or STEM as their top choices.
- The feeder pattern from elementary to middle school is important to parents; about a third of survey respondents would consider a school outside of the neighborhood if it allowed their child to matriculate to the GPS middle school they prefer.
- 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.

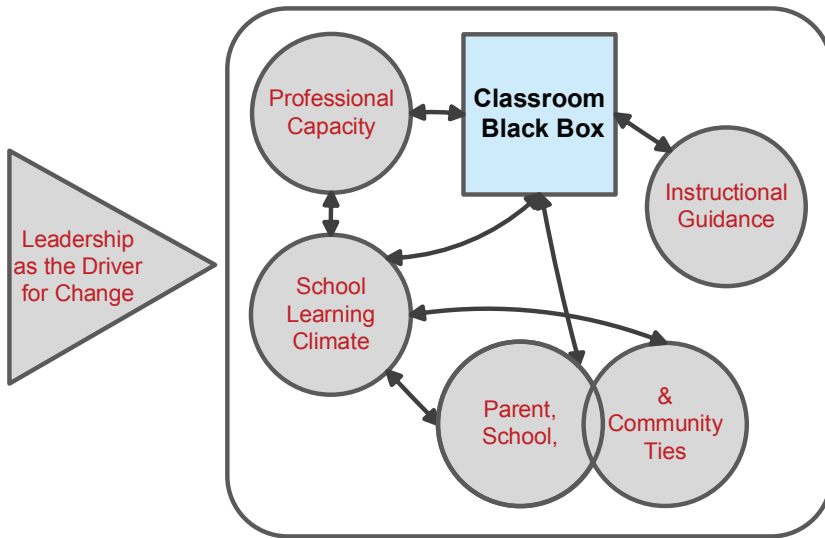
Developing a Community Consensus

- Neighborhood schools are highly valued for their capacity to provide a sense of community within a geographically diverse town.
- Involuntary movement of students to achieve racial balance has little or no support within Greenwich.
- Various choice options, including expanding or reconfiguring the current magnet program, have the potential to address facility utilization issues without significant redistricting.
- There is a small percentage of parents who would consider sending their children to a magnet school outside of their attendance area if transportation was provided and the magnet theme was attractive.
- Recent trends in parent choice within the existing magnet program are reinforcing rather than ameliorating racial imbalance.
- Whether choice can successfully address racial balance at Hamilton Avenue and New Lebanon is problematic given the number of students who would have to voluntarily move and current parental choice patterns.
- High needs students (free or reduced price lunch, English Language Learners, receiving Special Education services) are disproportionately African American and Latino.
- It is unlikely that moving high needs students to a more racially balanced school will, in and of itself, significantly close gaps in achievement.

Closing the Achievement Gap: School Equity Study

Study

- Using an empirically-validated framework developed by Anthony Bryk and his colleagues at the University of Chicago Consortium on School Research, the Connecticut Center for School Change conducted two day site visits at each of the four Title I schools.
- 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.



Findings

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.

The District is committed to developing, funding and implementing a multi-phase, multi-year plan that will address the root causes of under-achievement, enhance student engagement, expand opportunities for academic learning and close gaps in achievement.

New Lebanon School: Pre-Feasibility Study

Overview

At the October 10, 2013 Board of Education Work Session, the Board of Education authorized \$25,000 from the current operating budget to perform a limited focus study on New Lebanon Elementary School.

The Pre-Feasibility Study provides a “jump start” for the full Feasibility Study, which will be paid for by capital funds of \$100,000 (requested for FY 2014-2015). If capital funds are available, a Request for Proposals (RFP) will be released in the spring 2014 to begin July 1, 2014.

The purpose of the study was to identify expansion options at New Lebanon Elementary 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.

Findings

- 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 on present location. However, other site characteristics, such as steep slopes, place constraints on construction.
- 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 two options met the educational/program needs. One of these options requires swing space during construction.
- Both options would increase the number of seats available for magnet students to at least 25% of the total school enrollment.
- 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.

Revising the Racial Balance Plan

Superintendent's Proposal

August 29, 2013

- Expand network of magnet schools to underutilized schools (North Street and Parkway) with a focus on innovative programming
- Review and revise existing magnet programs with a focus on the magnet theme at Hamilton Avenue and closing gaps in achievement
- Provide a "hub" transportation system for selected magnet schools
- Renovate and expand New Lebanon School to accommodate increases in the attendance area population, preschool classes and additional magnet students
- Develop plan to better distribute students across middle schools (open Western Middle School as an IB Magnet)

Board Review and Public Engagement

August 29 – November 7, 2013

- Response to request for special school status
- Market research on school choice conducted by Metis Associates
- Planning process for two additional magnet schools with implementation timeline
- Consideration of choice at underutilized schools rather than magnets
- Public engagement with the North Street and Parkway communities over magnet and choice options
- Process for expanding New Lebanon School including the possibility of State reimbursement
- Residency verification of all students entering K-5 and Gr 9 to determine the extent to which overcrowding and racial imbalance are due to students illegally enrolled in school

Board Actions

November 7, 2013

- 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
- Open Western Middle School as an intradistrict partial magnet with International Baccalaureate theme
- Evaluate the current magnet selection process and rules to determine if they meet the District's current objectives and revise as necessary
- Consider opening seats at underutilized schools through a choice program, adding preschool sections at underutilized schools, and redesigning Hamilton Avenue and New Lebanon to comply with SDE definition of Unique School

Implementation Timeline

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	Closing Gaps in Achievement	12/20/2013	6/17/2016																				
2	BOE Allocates \$650,000 In the 2014-2015 Budget for Closing Gaps in Achievement	12/20/2013	12/20/2013																				
3	Study of Current Practice and Best Practice conducted by Connecticut Center for School Change	1/27/2014	4/3/2014																				
4	Develop Phase I of the Plan for Closing Gaps in Achievement	4/3/2014	8/20/2014																				
5	Develop Phase II of the Plan	6/6/2014	11/6/2014																				
6	Implement Phase I of the Plan	9/2/2014	6/19/2015																				
7	Board Discussion, Funding and Adoption of Phase II of the Plan	11/6/2014	12/18/2014																				
8	Implement Phase II of the Plan	9/1/2015	6/17/2016																				
9	Renovation and Expansion of New Lebanon School	10/10/2013	9/3/2018																				
10	Board Authorizes \$100,000 Pre-Feasibility Study	10/10/2013	10/10/2013																				
11	Development and Presentation of Pre-Feasibility Study by KSQ Architects	12/2/2013	3/20/2014																				
12	Feasibility Study, Formation of Building Committee and Funding	4/15/2014	6/30/2016																				
13	Renovation and Expansion of New Lebanon School	7/1/2016	9/3/2018																				

Greenwich Public Schools
Racial Balance Plan Requirements

The following outline 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 (Appendix, pp. 62) including definition of the problem
- b. Preliminary Data Analysis (Appendix, pp. 6 - 30)

Greenwich Public Schools
Racial Balance Plan Requirements

- 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 (Appendix, pp. 359 - 369)
 - 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 (Appendix, pp. 31 - 37)
 - ii. Exploration of Magnet School Themes, e.g. International Baccalaureate and Science, Technology, Engineering and Mathematics (appendix pp. 38 – 60)
 - iii. Detailed data analysis of the impact of selected options on current school attendance areas (Appendix, pp. 96 - 114)
 - d. Public Engagement
 - i. Listing of public engagement opportunities to discuss existing conditions and options (Appendix, p. 358)
 - e. Board of Education Consensus Building
 - i. Adoption of a framework for plan development (Appendix pp. 154 – 155)
 - f. Administration Proposal
 - i. Work Group – Summer 2013 (Appendix pp. 156 – 172)
 - ii. Presentation of Proposal (Appendix pp. 173 – 220)
 - g. Further data analysis including survey results on elementary school choice, impact of expanding magnet program to North Street and Parkway schools and report on residency verification (pp. 236 - 248)
 - h. Board Adoption of a Plan for Moving Forward
 - i. Public Forum (pp. 280 - 293)
 - ii. Further Consensus Building
 - iii. Authorized Actions and Actions to be Considered (pp. 349 - 352)
- 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 (Appendix pp. 63 - 95)

Greenwich Public Schools
Racial Balance Plan Requirements

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. 359 - 369)

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. 370 - 423)

Greenwich Public Schools
Racial Balance Plan Requirements

- b. Proposed School Closings
 - i. None (Appendix pp. 63 - 95)
- 6. Specific proposals for minimizing any disruptive effects of plan implementation**
 - a. Move Kindergarten offsite at New Lebanon until facility is expanded
 - 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 Section I: Summary p. 10
- 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. 485)
 - b. Sources of Funding by School from Board of Education 2014 - 2015 Budget Request (Appendix p. 486)
 - c. Supplemental Funds from Board of Education 2014-2015 Budget Request (Appendix, p. 487)
- 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. 424 - 483)

Greenwich Public Schools
Racial Balance Plan Requirements

From the outset, the BOE indicated it will make decisions that are in the best interest of our students and our District. The SBOE 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 racial balance, 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 Revised Racial Balance Plan

Date	Document	Purpose	Page(s)
Jun 11, 2012	Letter from Commissioner	<ul style="list-style-type: none"> • Request for plan revision 	p. 1
Oct 18, 2012	Racial Imbalance Update	<ul style="list-style-type: none"> • Summarize meetings with Commissioner Pryor • Tentative timeline for developing plan • Critical questions 	pp. 2 - 5
Oct 18, 2012	Demographic Data	<ul style="list-style-type: none"> • Enrollment Trends • Minority Percentage by Grade • Facility Utilization • Tuition students • Impact of current magnet program 	pp. 6 - 30
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. 31 - 37
Dec 6, 2012	Racial Imbalance Update	<ul style="list-style-type: none"> • Update on International Baccalaureate Program • Further information requested by Board 	pp. 38 - 60
Jan 28, 2013	Racial Balance Update	<ul style="list-style-type: none"> • Work Plan • Guidelines for Option Development 	pp. 61 - 62
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. 63 - 95
Jun 6, 2013	Enrollment, Facilities and Racial Imbalance: Milone & MacBroom Report on Options	<ul style="list-style-type: none"> • Preliminary Review of Options 	pp. 96 - 114
Jun 20, 2013	Facility Utilization and Racial Balance – Community Dialogue	<ul style="list-style-type: none"> • Frequently asked questions • Additional Data • Public Engagement Plan • Summary of Public Comment and Questions • Summary of Board Decisions and Revised Timeline 	pp. 115 - 155
Jul 30, 2013	Plan to Develop an Administration Proposal	<ul style="list-style-type: none"> • Outline proposal to draft a plan to address facility utilization and racial imbalance issues 	pp. 156 - 172
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 	pp. 173 - 220

Greenwich Public Schools Revised Racial Balance Plan

		<ul style="list-style-type: none"> ○ Renovate and expand New Lebanon School ○ Develop plan to better distribute students across middle schools (open Western Middle School as an IB Magnet) 	
Sep 12, 2013	Community Schools Plan	<ul style="list-style-type: none"> • Proposal to address facility utilization and racial imbalance issues drafted and submitted by two members of the Board of Education for consideration by the full Board 	pp. 221 - 235
Sep 12, 2013	Facility Utilization and Racial Balance Update	<ul style="list-style-type: none"> • Superintendent's response to questions posed by the Board at the August 29th presentation of the administration's proposal to address facility utilization and racial balance issues 	pp. 236 - 248
Sep 18, 2013	Letter from Board Chair Leslie Moriarty to Commissioner Stefan Pryor	<ul style="list-style-type: none"> • Request for clarification of the status of Hamilton Avenue School and New Lebanon School under the regulations for Unique Schools 	pp. 249
Sep 26, 2013	Status and Steps for Determining Board Plan for Addressing Achievement, Facility Utilization, and Racial Balance	<ul style="list-style-type: none"> • Summary of actions to date prepared by the Board of Education Chair • Update on New Lebanon School renovation 	pp. 250 - 265
Sep 26, 2013	Facility Utilization and Racial Balance Update	<ul style="list-style-type: none"> • Additional information requested by the Board of Education regarding the administration's proposal to address facility utilization and racial balance issues <ul style="list-style-type: none"> ○ Board Review and Public Engagement ○ Market Research on School Choice ○ Magnet Planning and Implementation ○ Expansion of New Lebanon School ○ Residency Verification of all students entering K-5 and Gr 9. 	pp. 266 - 279
Oct 8, 2013	Public Forum	<ul style="list-style-type: none"> • Presentation used as the basis for discussion at public forum 	pp. 280 - 293
Oct 8, 2013	Letter from Commissioner Stefan Pryor to Board Chair Leslie Moriarty	<ul style="list-style-type: none"> • Clarification of Unique School status 	pp. 294 - 295
Oct 10, 2013	Final Report of Metis Associates	<ul style="list-style-type: none"> • Complete report on elementary school choice survey including data tables and summary of focus groups 	pp. 296 - 337

Greenwich Public Schools Revised Racial Balance Plan

Oct 24, 2013	Further Discussion and Possible Action on Facility Utilization and Racial Balance	<ul style="list-style-type: none"> • Commissioner's response to request for unique school status • Proposal to open North Street School to choice students 	pp. 338 - 348
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 ○ 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 	pp. 349 - 352
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 • Facility utilization update for New Lebanon School 	pp. 353 - 357
	Public Engagement	<ul style="list-style-type: none"> • Dates of public engagement opportunities 	p. 358
	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. 359 - 369
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. 370 - 423
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. 424 - 483
	2014 - 2015 Budget	<ul style="list-style-type: none"> • Staffing model, per pupil expenditure and supplemental funds based on need 	pp. 484 - 487