

State Board of Education Meeting  
July 10, 2013





# Community and School District Background

- Greenwich is a geographically large community (67.2 square miles) with most of the population concentrated along the Route 1 / I-95 corridor.
- The public schools system consists of seventeen schools located on sixteen sites (11 elementary, 3 middle, 1 high school and 2 alternative high school programs)
- 27% of Greenwich resident students enrolled in grades K – 12 attend private or parochial schools. At 73%, Greenwich has the lowest percentage of resident students attending public school of any town in Connecticut.
- Six of eleven elementary schools and two of three middle schools exceed the academic performance target set by the Connecticut State Department of Education (SPI=88). The remaining seven schools are within ten points of the target.



# Analysis of Existing Conditions

- The racially imbalanced schools (Hamilton Avenue and New Lebanon) are located in the most southwest corner of town, bordered by NY and Long Island Sound.
- Greenwich's 3 middle schools and 1 high school are in compliance (Western Middle School has an impending imbalance). All students have experience in diverse settings for the majority of their academic career.
- Resources are not equally allocated, with the two racially imbalanced schools receiving higher per pupil allocations based on academic need.
- Achievement of students qualifying for free or reduced lunch status is equal or higher at racially imbalanced schools than other elementary schools.
- Strong community support for maintaining our 11 neighborhood schools with no changes at elementary level among ALL parents.



# Progress to Date

- Citation for racial imbalance requiring revised plan (Jun 2012)
- Internal data analysis (Jul 2012 – Sep 2012)
- Presentation of preliminary data analysis to BOE (Oct 2012)
- Further data analysis and development of acceptable means to address facility utilization and racial imbalance (Nov 2012 – Jan 2013)
- Intensive demographic analysis and development of approaches with examples – Milone and MacBroom (Feb 2013 – May 2013)
- Public presentations (Board of Education meetings)
  - Presentation of demographic analysis (May 23, 2013)
  - Discussion of approaches with examples (Jun 6, 2013)
  - Sense of direction - approaches to develop into detailed options (Jun 20, 2013)



# Public Engagement

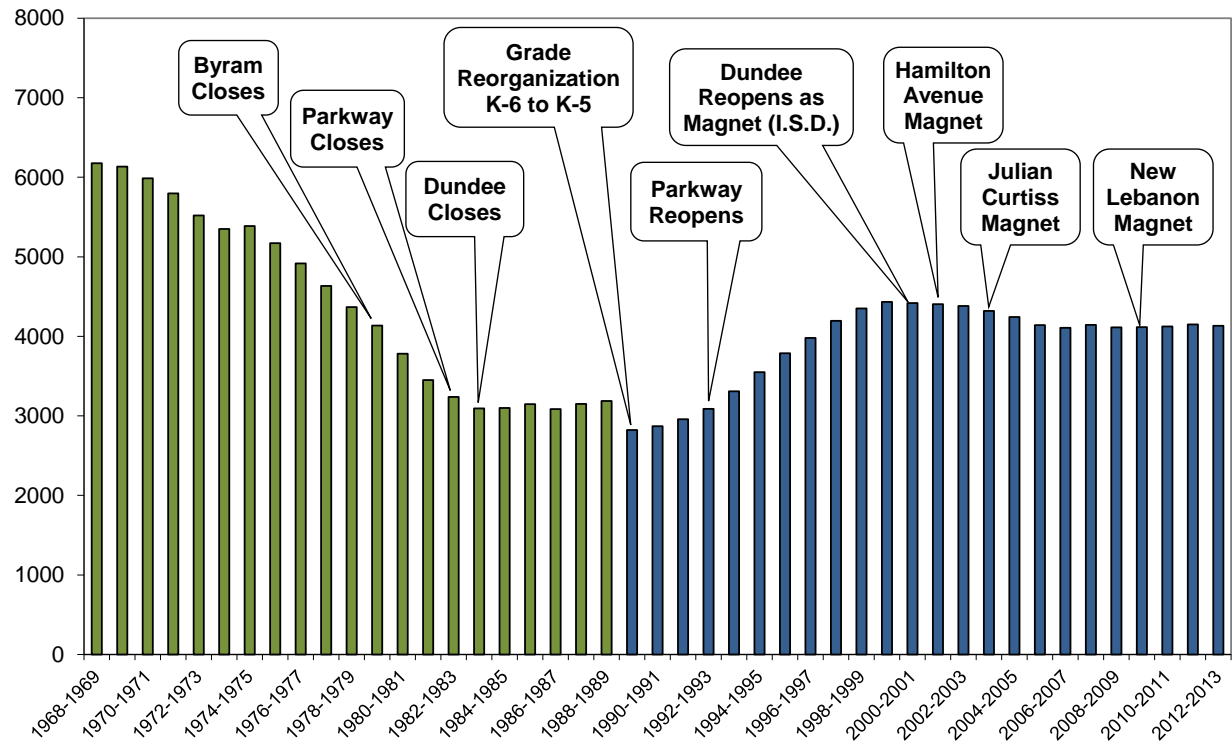
- All documents and tapes of presentations and forums are available for public review at:  
<http://www.greenwichschools.org/>
- Board Chair and Superintendent engaged in continuous public outreach with stakeholder groups since August
- Public opportunity to address Board at five public meetings between Oct 2012 and Jan 2013
- Three BOE meetings with major presentations in May and June (attendance over 1400 at June 6<sup>th</sup> & 20<sup>th</sup> meetings)
- Six public forums attended by 600 members of the public with over 100 speakers



# Changing Elementary Configuration

- From 1968 to 2000 changes in configuration driven by overall enrollment
- From 2001 to 2012 changes in configuration driven by facility utilization and racial balance
- Changes in program delivery (Special Education, English Language Learners, Gifted Education, Instrumental Music) have affected capacity

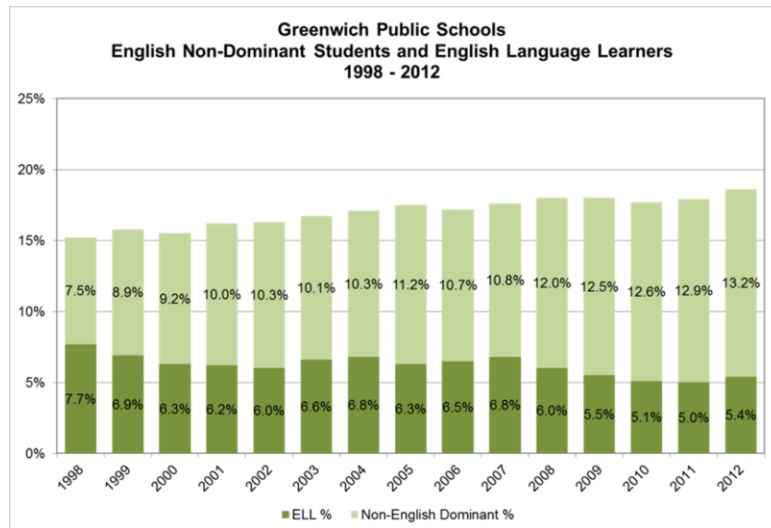
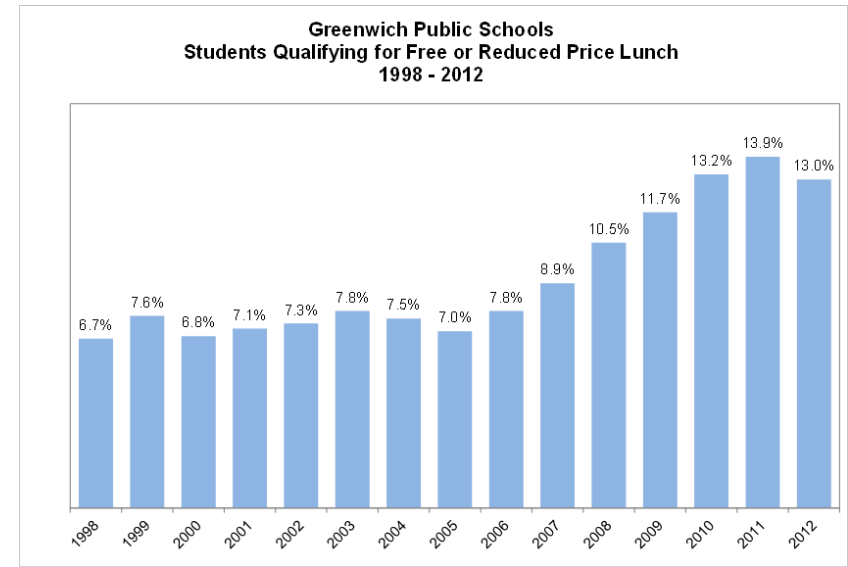
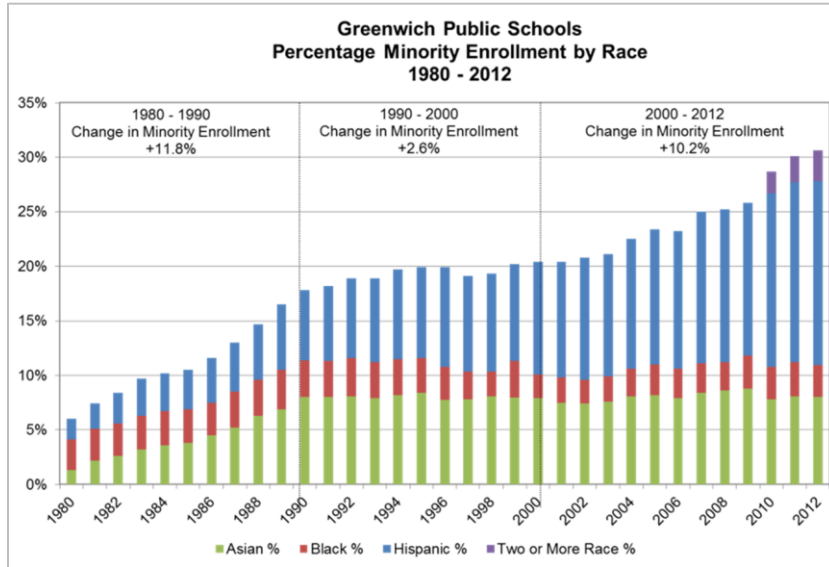
**Greenwich Public Schools  
Changes in Elementary Configuration  
1968 (Peak Enrollment) to 2012**







# Changing Demographic Patterns



## Indicators of Increasing Diversity

- Minority enrollment rose from 6% in 1980 to over 30% in 2012
- Students qualifying for free and reduced price lunch increased from 6.7% in 1998 to 13.0% in 2012.
- By 2012, almost one in five GPS students did not speak English as their first language.



# Resource Allocation

- Per pupil expenditures in Greenwich rank among the highest in the State of Connecticut (Source: CT SDE)
- Resources are allocated among the elementary schools in Greenwich based on student enrollment and the specific needs of the student population
- Instructional per pupil expenditures\* significantly exceed the District average at Hamilton Avenue School and New Lebanon School:

	2011-2012	2012-2013
Hamilton Avenue	\$15,257	\$16,073
New Lebanon	\$14,454	\$13,607
District Average	\$11,089	\$11,130

\* Instructional per pupil expenditures do not include benefits or the fixed costs of running an elementary school (administration, media staff, nursing staff, clerical staff, janitorial staff, utilities, facilities maintenance, transportation, and some special education costs).





# Monitoring Student Performance

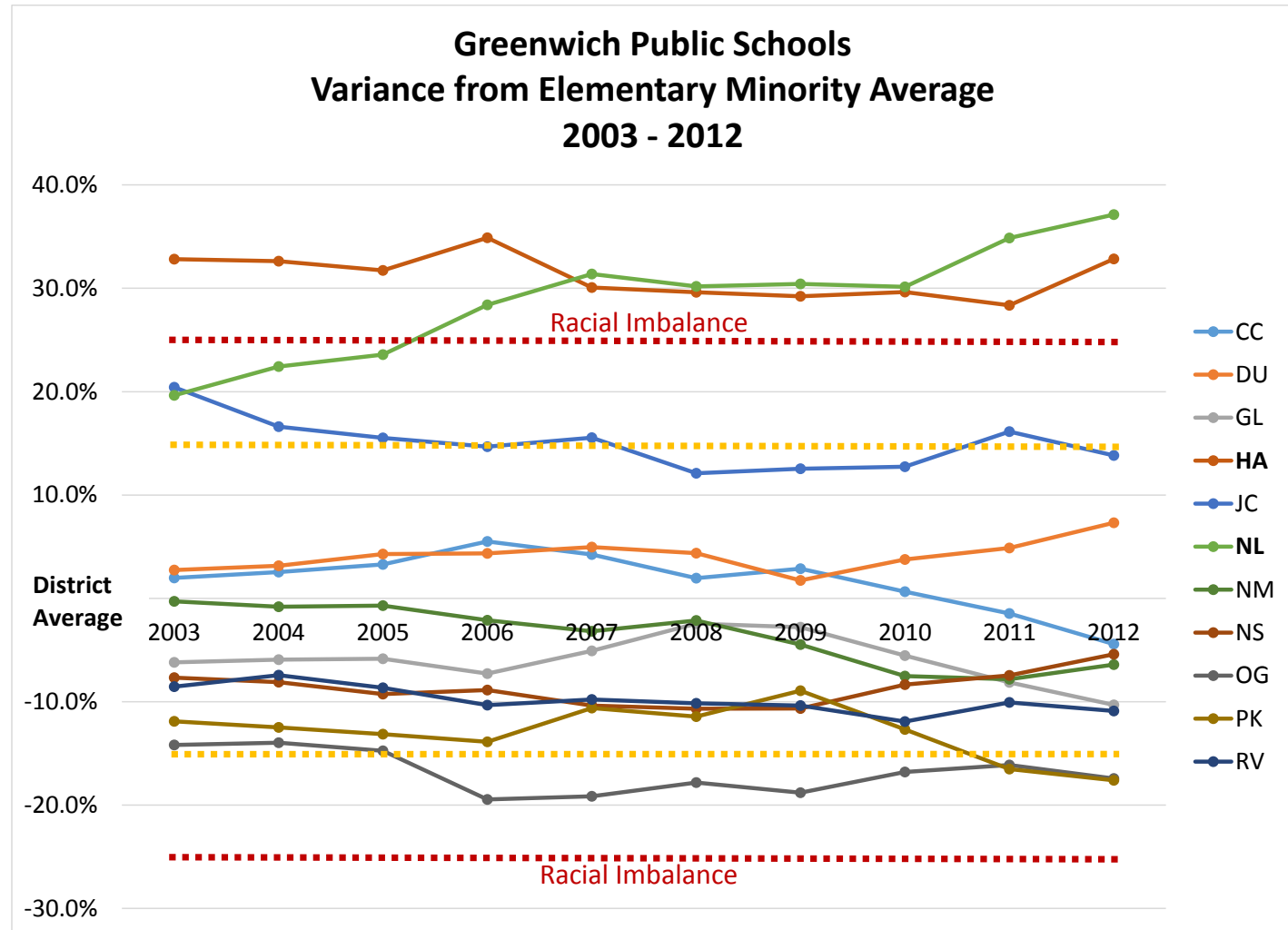
- African American and Hispanic students in racially imbalanced schools are more likely to score at the advanced level and less likely to score at the mastery or proficient levels in reading, writing and mathematics than students attending racially balanced schools.
- Students qualifying for free or reduced price lunch in racially imbalanced schools are more likely to score at the advanced level and equally likely to score at the mastery or proficient levels in reading, writing and mathematics than students attending racially balanced schools. (This finding runs counter to what national research would predict.)
- Full data tables available in Appendix: Tables 4a, 4b and 4c:

[http://www.greenwickschools.org/uploaded/district/pdfs/Racial Imbalance 2012-2013/FU-RB Frequently Asked Questions Updated 6-18-13 final for 6-20-13.pdf](http://www.greenwickschools.org/uploaded/district/pdfs/Racial%20Imbalance%202012-2013/FU-RB%20Frequently%20Asked%20Questions%20Updated%206-18-13%20final%20for%206-20-13.pdf)



# Racial Balance

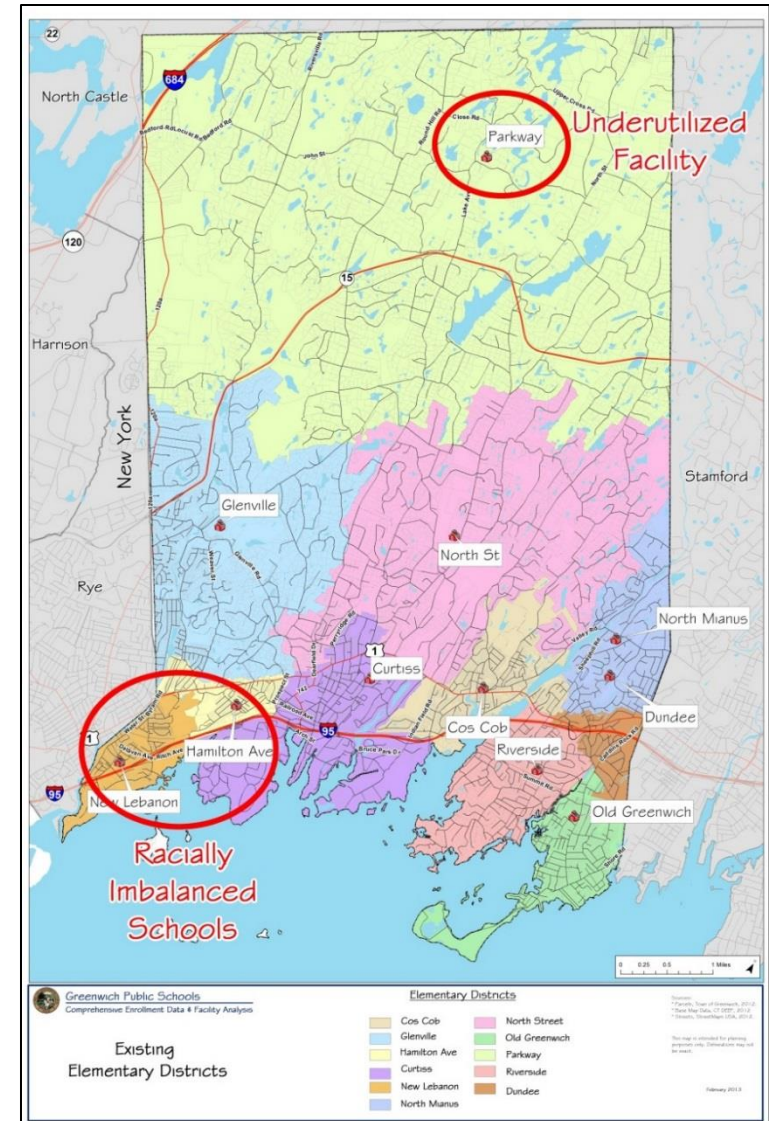
- HA and NL racially imbalanced (high minority and trending up)
- OG and PK pending racial imbalance (low minority and trending down)





# Elementary Facilities

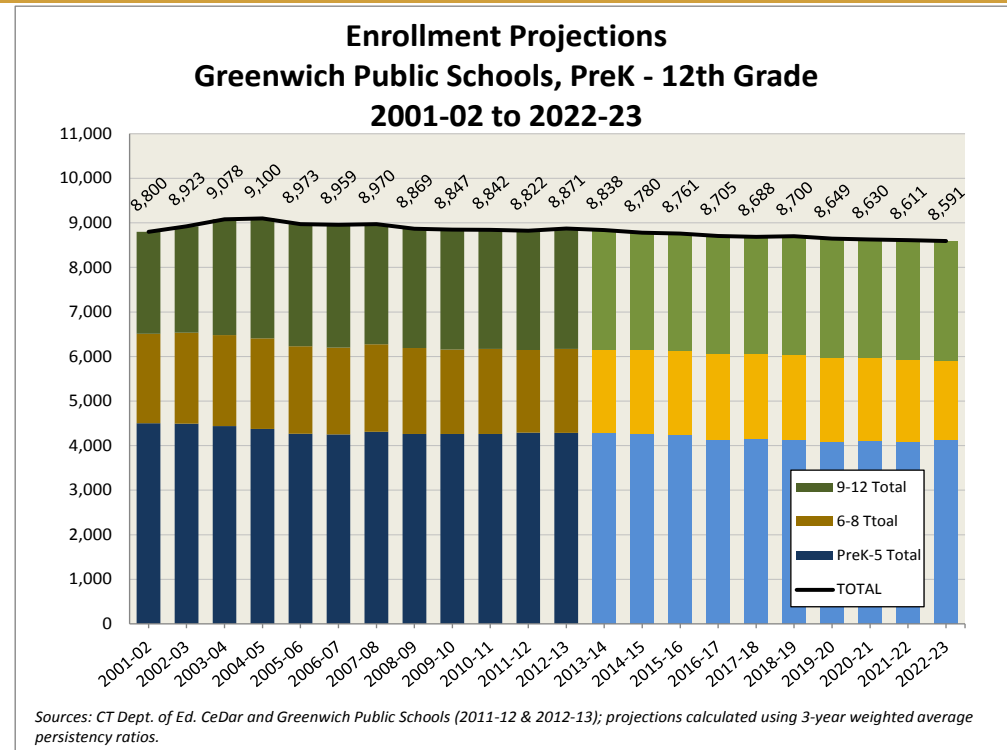
- Geographically large community (67 square miles, 11 elementary schools)
- School with least capacity experiencing enrollment increase
- Schools with racial imbalances are geographically isolated
- Difficult to redistrict for sustainable enrollment and racial balance
- Traffic congestion and distance make busing unattractive at elementary level





# PreK-12<sup>th</sup> Enrollment Projections

- Stable total enrollments, down only about 1% from 2005-08 peak; still above long-term median
- Existing magnet enrollments declining due to attendance zone population increases



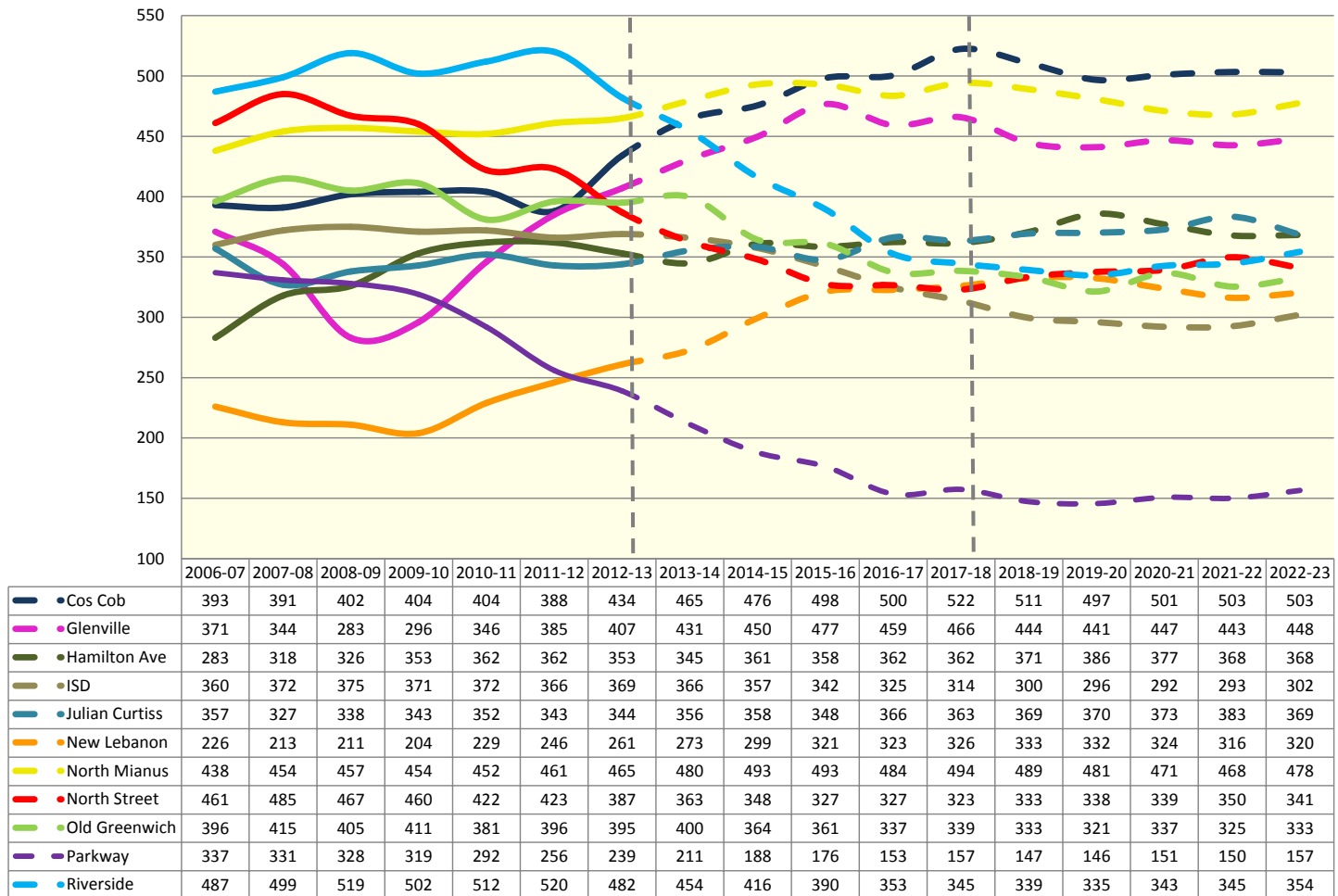
Magnet School	2010-11			2011-12			2012-13		
	Total K-5	Magnet K-5 Enroll	% Magnet Enroll	Total K-5	Magnet K-5 Enroll	% Magnet Enroll	Total K-5	Magnet K-5 Enroll	% Magnet Enroll
Curtiss	353	61	17.3%	343	59	17.2%	344	51	14.8%
Dundee	372	164	44.1%	366	153	41.8%	369	143	38.8%
Hamilton Ave	362	70	19.3%	362	66	18.2%	353	56	15.9%
New Lebanon	229	16	7.0%	246	23	9.3%	261	21	8.0%
<b>TOTAL</b>	<b>1,316</b>	<b>311</b>	<b>23.6%</b>	<b>1,317</b>	<b>301</b>	<b>22.9%</b>	<b>1,327</b>	<b>271</b>	<b>20.4%</b>



# Elementary Enrollment Patterns Findings

- Despite overall flat enrollment, there are potential shifts occurring among neighborhood attendance zones.
- Over the next five years, enrollment at Parkway is projected to decline to less than 50% of capacity.
- New Lebanon will be operating above capacity next year.
- Impact of recent economic trend on housing patterns is not yet clear.

**Greenwich Elementary Actual and Projected Enrollments  
2006-07 to 2022-23**

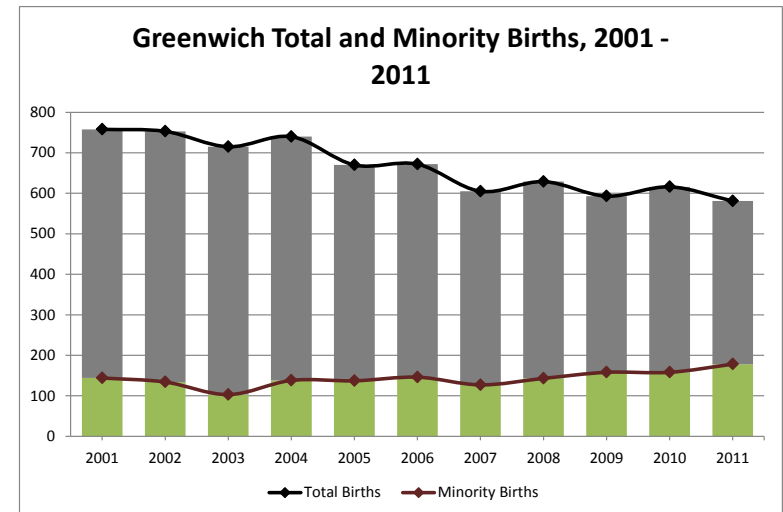
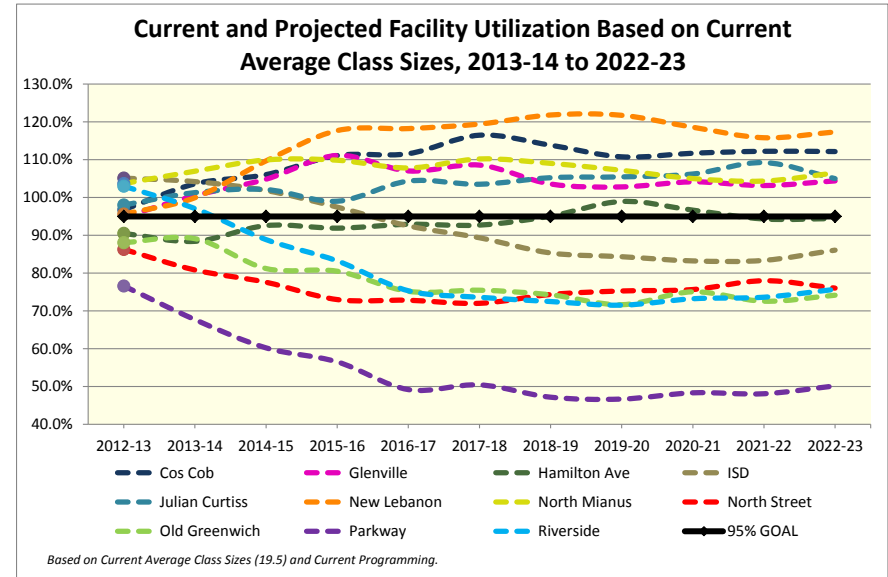


*Projections based on individual schools' 3-Year Average Persistency Ratios, normalized to district-wide projections.*



# K-5<sup>th</sup> Grade Enrollment Projections

- Demographic shifts projected to result in more facility under-utilization and overcrowding (Cos Cob, Glenville, New Lebanon enrollments increasing; North Street, Parkway and Riverside enrollments decreasing)
- Projection models need more years of data to confirm due to impact of economic downturn on housing trends.
- Student diversity increasing in New Lebanon and Hamilton Ave neighborhoods.







# Defining the Problem

## Facility Utilization

- 1 school over capacity, 2 schools near capacity, 3 schools under capacity.
- Recent economic trends have impacted housing trends which cast doubt on projection model accuracy. Need more time to track trends.

## Racial Imbalance

- Hamilton Avenue and New Lebanon continue to be cited for racial imbalance. Three additional schools have impending racial imbalances (OG, PK, WMS).
- Middle schools (2 of 3) and High School (1) provide racial balance.
- Due to increasing attendance area enrollment, fewer seats are available in the District magnet schools (HA, ISD, JC, NL)

## Achievement and Resources

- Racially imbalanced schools have higher per pupil resources than the district average based on the academic needs of the students.
- FRL students perform better on CMT at racially imbalanced schools than FRL students at other elementary schools.





# Board of Education Charge to Superintendent

In October 2012, the Board of Education charged the Superintendent with better defining the problem and developing a plan that:

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

Once a plan is developed to address identified problem, adopted by the Greenwich BOE, approved by the State BOE and funded by the Greenwich BOE/BET/RTM, it will be implemented during the 2014-2015 school year.



# Guiding Principles

- 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.



# Addressing Racial Balance and Facility Utilization

After extensive demographic analysis and public discussion, on June 20<sup>th</sup> the Board of Education identified the following acceptable means of approaching racial imbalance and facility utilization:

- Partial magnet using voluntary choice
- Partial magnet using voluntary choice and minimal redistricting
- Choice for students in overcrowded schools to move to under-utilized schools
- Minimal redistricting for facility utilization
- Explore legal challenge to State statute and/or regulations

The District will also do market research to determine what would achieve more voluntary movement.



## Next Steps

- Based on sense of direction from June 20, 2013 BOE meeting, Administration will develop detailed plans for acceptable options (July & Aug 2013)
- District to conduct one-time residency verification of all K-5 students (July - Oct 1 2013)
- Public discussion of proposed options (Aug, Sep, Oct 2013)
- Board of Education to vote on a plan on October 10, 2013, which will then be presented to State BOE
- Board of Education to request funding for 2014 plan implementation (Dec 2013)



# SUMMARY

## Analysis of conditions :

- Significant community support for current neighborhood school model with no forced redistricting.
- Geographic complexity of town (size, traffic congestion) and dispersion of schools support neighborhood model.
- Racial balance is an elementary school problem only; middle schools and high school are in compliance (WMS impending imbalance).
- Resource allocation and achievement results support current delivery model; though District is focused on ways to better address the persistent achievement gap.
- Recent economic downturn is still affecting housing market, which makes it more difficult to forecast enrollment trends with sufficient accuracy. Only one school is currently overcrowded.

## Next Steps:

- BOE is evaluating all alternatives to address facility utilization and racial balance issues. BOE will decide on best approach for our community at its October 10, 2013 BOE meeting.