

GREENWICH PUBLIC SCHOOLS
Greenwich, Connecticut

Date of Meeting August 29, 2013

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 Dr. William McKersie

Position Superintendent

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

 X
Yes

No

Synopsis of Proposal:

The District administration is proposing a long-term and multifaceted solution to our facility utilization and racial balance challenges. The recommended solution is to manage enrollment through voluntary choice incentivized by innovative differences in school programs and learning models, rather than through mandated redistricting. The solution has four major parts, each of which will require a decision by the Board of Education:

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

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.

SECTION III: WORKPLAN

This work plan is organized around five major tasks. We delineate specific work and delivery dates within each of the five areas.

- I. Board Review and Public Engagement
- II. Market Research
- III. Magnet Planning & Implementation
- IV. Expansion of New Lebanon School
- V. Residency Verification

BOARD REVIEW AND PUBLIC ENGAGEMENT

- An iterative process using public engagement, research and development to address:
- Rationale and Approach
- Model Design
- Process for Magnet Lottery Guidelines
- Transportation
- Logistics, including marketing, communications and lottery timing
- Budget: R&D and ongoing expenses
- Potential Impact on FURB
- Potential Impact on Middle School Enrollment
- Budget Proposal for October approval to fund development of magnet models
- Budget projections for 2015-16 and ongoing costs
- Feasibility Study regarding New Lebanon Renovation
- Performance Measures

Task	Responsibility	Due Date	Status
Present Revised Preliminary Proposal to BOE for approval	McKersie	<ul style="list-style-type: none">• 8/26/13 to BOE• 8/27/13 Public Posting	In process
Public Hearing at BOE Meeting	McKersie	8/29/13	

Public Forum / Hearing in Spanish	McKersie, Ospina / Kail	9/3/13	
Update on Market Research/BOE review of FURB team work and public comment	McKersie	9/4/13 BOE Distribution	
Public Hearing at BOE Meeting	McKersie	9/12/13	
Update on Market Research and BOE review of FURB team work and public comment	McKersie	9/18/13 BOE Distribution	
Public Hearing at BOE Meeting	McKersie	9/26/13	
Update on Market Research; BOE vote on Proposal plan	McKersie	10/2/13 BOE Distribution	
Public Hearing at BOE Meeting	McKersie	10/10/13	
Proposal to CT State Board of Education	BOE/McKersie	TBD	
Updates on Design and Development from Magnet Coordinating Team and School Based Work Teams	McKersie	TBD	March 2014 is target date for magnet model selection

MARKET RESEARCH			
METIS to perform market research to assess elementary school community needs and interests and ability/readiness to choose neighborhood schools versus magnet models			
Task	Responsibility	Due Date	Status
Metis/Superintendent/FURB Team Conference calls to plan and guide focus group protocols	Metis/McKersie	8/19/13	In Process
Initiate Survey Research	Metis/McKersie	8/30/13	In Process
Initiate Focus Group Research	Metis/McKersie	9/3/13	
Metis Preliminary Report Based on Survey Research	Metis/McKersie	9/6/13	
Metis Final Report Based on Survey Research and Focus Groups	Metis/McKersie	9/23/13	

MAGNET PLANNING AND IMPLEMENTATION

Progress updates provided monthly to BOE through implementation Fall 2014

Task	Responsibility	Due Date	Status
<p>Establish school based work teams (to include parents and school faculty and administration) to address all proposal elements and open questions:</p> <ul style="list-style-type: none"> ✓ Learning Model/Magnet Themes ✓ Strengthening and coordination of existing magnets ✓ School Level Budget – Three Year Projection ✓ School Level Performance Management ✓ Integration of Digital Learning and other initiatives 	<p>School Based Teams (SBTs):</p> <ul style="list-style-type: none"> • North Street • Parkway • Existing Magnet Team 	9/30/13	Review with BOE
Prepare and Present process guidelines and objectives for School Based Teams	Magnets Coordinating Team	10/2013	Review with BOE
<p><u>Transportation</u></p> <ul style="list-style-type: none"> • Develop a system for transportation to and from magnet schools using a “hub” system rather than traditional bus stops. 	Magnets Coordinating Team	10/2013	Review with BOE
Evaluate Market Research and Develop School Based Research to Develop Understanding of interests and Preferences and Propose Options	School Based Work Teams	11/2013	Review with BOE
<p><u>Budgeting & Finances</u></p> <p>Develop a district-wide budget addressing three primary areas:</p> <ul style="list-style-type: none"> • A District level budget for implementing an educational outreach plan, hub transportation system and revised lottery system. • School budgets for of both developmental and ongoing costs, based on a Budget Template (see prototype in Appendix) 	<p>Magnets Coordinating Team</p> <p>School Based Work Teams</p>	12/2013	Review with BOE

<ul style="list-style-type: none"> New Lebanon Architectural and Engineering Study and New Lebanon Capital Improvement Plan Proposal 			
<u>Parent & Community Outreach</u> <ul style="list-style-type: none"> 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. 	Magnets Coordinating Team School Based Work Teams	12/2013	Review with BOE
<u>Multiple Performance Measurement System</u> Develop a performance measurement system: <ul style="list-style-type: none"> Design & Implementation Measures Innovation and Scale Measures Formative Measures of Student Outcomes Summative Measures of Student Outcomes 	Magnets Coordinating Team	12/2013	Review with BOE
Research, Develop and Test Options for Magnet Designs/Details with internal and external stakeholders	School Based Work Teams	12/13-3/14	Review with BOE
<u>Enrollment Management</u> <ul style="list-style-type: none"> 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 	Magnets Coordinating Team	01/2014	Review with BOE
Select and begin creation of magnet school for implementation academic year 2014-15	Magnets Coordinating Team with School Based Work Teams	3/14-9/14	Review with BOE

NEW LEBANON EXPANSION			
Task	Responsibility	Due Date	Status
Develop a plan to take advantage of the Connecticut Statutory provision for 80% reimbursement of building costs for "Diversity" schools.	Magnets Coordinating Team	10/2013	
Develop a CIP Proposal for the renovation of New Lebanon School would be developed in fall of 2014.	Branyan	9/2014	
Renovation of New Lebanon School		2013-2015	

RESIDENCY VERIFICATION			
Students Entering Grades K-5 and 9			
Task	Responsibility	Due Date	Status
Verification Process Implemented	Branyan	7/1-10/1	In Process
Weekly Status Update to Superintendent, BOE and Community	Branyan/McKersie	8/1-10/1	In Process
Contingency Planning for Non-Compliance as of 10/1/13 ✓ <u>Staff Changes</u> – Will be none. Contractually set for the 13-14 School Year ✓ <u>Class Size Changes</u> – Will be determined on case by case basis ✓ <u>Student Notice and Support</u> – Develop system for notifying families and students of removal from school in a positive way ✓ <u>Legal Review</u> – Review legality of all actions related to residency and school registration ✓ <u>Communications Plan</u> – Staff, Parents, BOE, Community	McKersie/Flanagan/Principals/ Eves	10/1	In Process

SECTION IV: FREQUENTLY ASKED QUESTIONS

1. How are actual enrollments running against projected enrollments by school? Will changes in actual enrollments substantially impact the five year enrollment projection presented last spring by Milone and MacBroom?

Using the Milone and MacBroom (M&M), actual enrollments exceed the projection at International School at Dundee, North Street, Parkway and Riverside. Actual enrollments are less than the projection at Cos Cob, Glenville, Hamilton Avenue, Julian Curtiss, New Lebanon, North Mianus and Old Greenwich (see appendix). Once enrollment has settled after the start of the school year, Milone and MacBroom will revise the five year enrollment projection and we will revisit our planning assumptions for addressing racial balance and facility utilization issues. It is important to remember that enrollment projections are planning tools and that greater variance can be expected in projections by school than in the overall district projection.

2. Has elementary residency verification impacted actual enrollments?

All students enrolled in Kindergarten verified residency as they registered. Kindergarten actual enrollment currently exceeds the M&M projection by 12 students. 72% of the students previously enrolled in the district (Grades 1-5 and Grade 9) have verified residency through August 26th. It is not possible to determine the impact of residency verification on actual enrollment until the verification process is complete on October 1st.

3. How many students need to move in order to address racial imbalance, facility underutilization and overcrowding?

In 2013-2014 approximately 150 students would have to move to achieve 90% to 95% facility utilization across all eleven elementary schools. Hamilton Avenue and New Lebanon would both met the statutory requirements for racial balance if 10 minority students moved to other schools and 10 non-minority students moved in as magnet students.

4. What would it cost to expand New Lebanon by two classrooms versus addressing overcrowding through redistricting? What are the time constraints of each approach?

Part of the proposal is to complete a conceptual architectural and engineering study of the facility at New Lebanon to explore the possibility of adding space (see page 12). Once that study is completed in December, we will have a better idea of what it would cost to renovate the school. It is important to note that as a racially imbalanced "Diversity School" New Lebanon would qualify for 80% reimbursement on renovation work. Milone and MacBroom developed three redistricting scenarios

to address overcrowding at New Lebanon (see page 10). Redistricting could be accomplished immediately and renovation would take three years.

5. What are the benefits or risks to one additional magnet school rather than two additional magnet schools in terms of innovation, achievement and resources? Would a system of choice schools without magnet components be preferable to magnet schools?

The proposal is to manage enrollment issues through choice. As such, it creates a magnet system using schools where enrollment in the school attendance zone is less than the capacity of the school. Both North Street and Parkway are significantly under enrolled at this time. A key to the success of the proposal is to make these seats available through a magnet school to students who are attending overcrowded or racially imbalanced schools.

Offering choice without the incentives of magnet programming would likely be unsuccessful in attracting the voluntary movement necessary to address facility utilization and racial balance issues.

6. How does this proposal to drive choice impact Middle School programming and choice for attending Middle School?

If each elementary school was operating at 90% to 95%, there would be an imbalance with Eastern utilized close to capacity and Western operating under capacity. Opening Western to magnet students would help address this imbalance (see page 10).

7. What is a partial magnet and how does it work? If you choose to opt out of your neighborhood magnet, how does that happen? What can you choose – any elementary or only magnets? Are you offered supports like transportation?

Partial magnet schools draw students from a set attendance area and accept magnet students from outside of the attendance area on a space available basis. Under the current guidelines, students attending a magnet school from within the magnet school attendance area may apply to magnet schools outside of their home attendance area. The current magnet school transportation policy is included in the magnet school guidelines. See:

http://www.greenwichschools.org/uploaded/district/pdfs/Magnet_Schools/2013_Application_Process/BOE_Magnet_Guidelines_1-10-13.pdf

8. Is it possible to project and include impact of transportation as part of a “choice” proposal?

The initial evaluation of transportation options is focusing on running a “hub” system that would transport students from overcrowded or racially imbalanced schools to the new magnets, North Street and Parkway (see page 12).

9. What innovations are envisioned through this proposal and what do these innovations look like? Where can we point to achievement gains in our current magnets?

The basic concepts surrounding innovation and choice are outlined on page 5. At this point it would be premature to discuss specific innovations prior to the formation of school work groups.

10. Will a multiple magnet model with a variety of designs increase system complexity and make it more difficult to lead and manage? How do you manage increasing system complexity while streamlining central office?

The network model described on page 4 moves in the direction of better defining the relationship between school and district management. The emerging model is one of instructional innovation at the school level within the framework of broader District Commitments. While this management model was not developed to accommodate magnet schools, its core principles are aligned with innovation at the school level.

11. What are the associated costs and supports needed when moving children into different schools in order to facilitate the social, emotional and academic transitions they experience?

Providing support for magnet students as they transition into a new school is part of the magnet planning process and will be presented in detail in October.

12. If we are focused on and successful in developing a solution that first and foremost addresses our achievement gap, will the state be more lenient?

The intent of the State Statute on racial imbalance is to address gaps in achievement. While we may not agree with the mechanism prescribed by the statute, we share the same concern. The guiding principles outlined on page 5 summarize our position on providing the best possible education for each student within the context of neighborhood schools and choice.

13. What is our commitment to existing magnets – supporting and strengthening them?

In addition to forming work groups at North Street and Parkway to develop new magnet schools, Hamilton Avenue, Julian Curtiss, ISD and New Lebanon will form work groups to review and revise the existing magnets.

SECTION V: APPENDICES

Greenwich Public Schools
Elementary Actual and Projected Enrollment (MM)
2013-2014

		K	GR 1	GR 2	GR 3	GR 4	GR 5	TOT
CC	Actual	82	93	67	75	58	66	441
	Projected	93	95	65	82	60	70	465
ISD	Actual	62	63	61	60	65	66	377
	Projected	50	63	64	60	67	62	366
GL	Actual	67	86	56	82	53	62	406
	Projected	71	85	68	87	59	61	431
HA	Actual	46	54	65	50	67	54	336
	Projected	52	52	63	53	69	56	345
JC	Actual	58	50	63	54	68	57	350
	Projected	61	54	63	60	62	55	355
NL	Actual	42	44	47	48	35	40	256
	Projected	48	47	50	48	42	38	273
NM	Actual	69	81	72	73	80	73	448
	Projected	84	89	67	79	85	76	480
NS	Actual	65	51	64	69	58	64	371
	Projected	58	48	63	69	62	62	362
OG	Actual	73	62	53	72	66	69	395
	Projected	68	67	53	75	68	68	399
PK	Actual	42	46	23	38	39	37	225
	Projected	30	38	23	43	38	39	211
RV	Actual	84	72	81	91	84	83	495
	Projected	63	65	74	86	82	85	455
K - 5	Actual	690	702	652	712	673	671	4100
	Projected	678	703	653	742	694	672	4142

Greenwich Public Schools
Residency Verification as of 8/26/13

Count of Students		Residency Verified	
School	Yes	No	Grand Total
Cos Cob School	331	110	441
Glenville School	311	94	405
Greenwich High School	617	41	658
Hamilton Avenue School	160	176	336
International School at Dundee	271	106	377
Julian Curtiss School	233	117	350
New Lebanon School	156	100	256
North Mianus School	350	98	448
North Street School	249	122	371
Old Greenwich School	267	128	395
Parkway School	155	70	225
Riverside School	344	151	495
Grand Total	3444	1313	4757

Count of Students		Residency Verified	
School	Yes	No	
Cos Cob School	75%	25%	
Glenville School	77%	23%	
Greenwich High School	94%	6%	
Hamilton Avenue School	48%	52%	
International School at Dundee	72%	28%	
Julian Curtiss School	67%	33%	
New Lebanon School	61%	39%	
North Mianus School	78%	22%	
North Street School	67%	33%	
Old Greenwich School	68%	32%	
Parkway School	69%	31%	
Riverside School	69%	31%	
Grand Total	72%	28%	

GHS Students not verified matriculating from:

CMS	13
EMS	2
WMS	13
New/other	13
Total	41

**FY 2014-2015 Budget Template for
Facility Utilization and Racial Balance**

	Description	Year 1 Expense (Developmental)	Reoccurring Cost (Ongoing)	Account Code
Staffing				
1				
2				
3				
	Sub-Total	\$ -	\$ -	
Professional Learning				
1				
2				
3				
	Sub-Total	\$ -	\$ -	
Consultants				
1				
2				
3				
	Sub-Total	\$ -	\$ -	
Materials/Textbooks				
1				
2				
3				
	Sub-Total	\$ -	\$ -	
Transportation				
1				
2				
3				
	Sub-Total	\$ -	\$ -	
Communication/Marketing				
1				
2				
3				
	Sub-Total	\$ -	\$ -	
Capital Improvements				
1				
2				
3				
	Sub-Total	\$ -	\$ -	
	TOTAL	\$ -	\$ -	



Comprehensive Enrollment Data & Facility Analysis

Additional Information

August 29, 2013



Introduction

- Targeted Number of Students for Voluntary Choice Slots at North Street and Parkway
- Targeted Number of Students for Reduction in Enrollments at Cos Cob, Glenville, Hamilton and New Lebanon
- PreK Analysis for Racial Balance
- Minor Redistricting for New Lebanon Enrollment Reduction with Minimal Student Movement
- Satellite Area Redistricting for New Lebanon Enrollment Reduction



North Street and Parkway



North Street and Parkway - Facilities

Current Program Deployment: North Street and Parkway Facilities				
School	Standard Rooms	Std. Rms Used for Specials	Std. Rms Used for PreK	K-5 Std. Room
North St	31	6	2	23
Parkway	25	6	3	16

- **North St loaded @ 19.5 = 449**
 - **Target (90%) = 404**
- **Parkway loaded @ 19.5 = 312**
 - **Target (90%) = 281**

- Based on Current Program Deployment – Each School Maintains Current Level of PreK and Specials Rooms- Not Counted Toward Utilization
- Based on Current Average Class Sizes of 19.5 Students

Student Loading to Achieve 90% Utilization							
School	K	1	2	3	4	5	K-5
North Street	67	67	67	67	67	67	404
Parkway	47	47	47	47	47	47	281
TOTAL	114	114	114	114	114	114	684

Number of Sections to Achieve 90% Utilization							
School	K	1	2	3	4	5	K-5
North Street	3.5	3.5	3.5	3.5	3.5	3.5	21
Parkway	2.4	2.4	2.4	2.4	2.4	2.4	14
TOTAL	6	6	6	6	6	6	35

- To attain 90% Utilization at North St would require 3 sections per grade with 3 “swing room” to accommodate enrollment bubbles.
- To attain 90% Utilization at Parkway would require 2 sections per grade with 2 “swing room” to accommodate enrollment bubbles.
- “Swing Rooms” may also accommodate PreK to attain targeted utilization.



North Street and Parkway – Additional Students

Projections of ADDITIONAL Students Needed to Achieve 90% Utilization in 2013-14							
School	K	1	2	3	4	5	K-5
North Street	9	19	4	-2	5	5	40
Parkway	17	9	24	4	9	8	71
TOTAL	26	28	28	2	14	13	111

Projections of ADDITIONAL Students Needed to Achieve 90% Utilization in 2017-18							
School	K	1	2	3	4	5	K-5
North Street	4	-6	20	13	20	29	80
Parkway	17	27	20	26	21	14	125
TOTAL	21	21	40	39	41	43	205

Projections of ADDITIONAL Students Needed to Achieve 90% Utilization in 2014-15							
School	K	1	2	3	4	5	K-5
North Street	4	11	22	8	1	9	55
Parkway	24	19	9	24	6	11	93
TOTAL	28	30	31	32	7	20	148

Projections of ADDITIONAL Students Needed to Achieve 90% Utilization in 2018-19							
School	K	1	2	3	4	5	K-5
North Street	4	6	-2	22	16	22	68
Parkway	18	20	27	20	27	23	135
TOTAL	22	26	25	42	43	45	203

Projections of ADDITIONAL Students Needed to Achieve 90% Utilization in 2015-16							
School	K	1	2	3	4	5	K-5
North Street	15	6	15	25	10	4	75
Parkway	17	26	20	9	26	9	107
TOTAL	32	32	35	34	36	13	182

Projections of ADDITIONAL Students Needed to Achieve 90% Utilization in 2019-20							
School	K	1	2	3	4	5	K-5
North Street	3	6	10	2	24	19	64
Parkway	19	21	20	27	21	28	136
TOTAL	22	27	30	29	45	47	200

Projections of ADDITIONAL Students Needed to Achieve 90% Utilization in 2016-17							
School	K	1	2	3	4	5	K-5
North Street	-9	17	10	18	27	13	76
Parkway	25	19	26	20	12	27	129
TOTAL	16	36	36	38	39	40	205

Projections of ADDITIONAL Students Needed to Achieve 90% Utilization in 2020-21							
School	K	1	2	3	4	5	K-5
North Street	3	5	10	13	5	27	63
Parkway	18	21	21	20	28	23	131
TOTAL	21	26	31	33	33	50	194

- Assumes Even Split Between Grades
- Currently Two Sections of PreK in North Street and Three Sections in Parkway Not Included Here



North Street and Parkway Student Needs

- North Street Needs Approximately an Additional 80 Students
- Parkway Needs Approximately an Additional 120 Students
- Implementation Affects Numbers
 - Phase In Additional Enrollments? Open to Younger Grades Only in Initial Years
 - When Implemented?
- PreK Impacts Utilization



North Street Phase-In

Potential for Phase In of Choice Programming – North Street

- Consider Adding 13 Students to Each of K, 1st and 2nd Grade Cohorts in 2014-15
- Less Likely to Get Older Students to Opt to Change Schools
- Through Subsequent Classes and Matriculation, Reach Full Choice Enrollment by 2017-18



Parkway Phase-In

Potential for Phase In of Choice Programming – Parkway

- Consider Adding 20 Students to Each of K, 1st and 2nd Grade Cohorts in 2014-15
- Less Likely to Get Older Students to Opt to Change Schools
- Through Subsequent Classes and Matriculation, Reach Full Choice Enrollment by 2017-18



Middle School Phase-In

Phase In of Choice Programming

- Enter Middle School System as 6th Graders in 2018-'19
- 7th Enter in 2019-'20, 8th Enter in '20-'21
- Through Matriculation, Reach Full Choice Enrollment by 2020-21

- 10 Additional Students/ Grade at Western
- 23 Additional Students/ Grade at Central



North Street & Parkway Phased-In Projections

Phased-In Open Choice Enrollment Projections 2017-18							
School	K	1	2	3	4	5	K-5
North Street	76	86	60	67	60	51	400
Parkway	50	40	47	41	46	53	277
TOTAL	126	126	107	108	106	104	677

89.1%

88.8%

Phased-In Open Choice Enrollment Projections 2017-18							
School	K	1	2	3	4	5	K-5
North Street	76	86	60	67	60	51	400
Parkway	50	40	47	41	46	53	277
TOTAL	126	126	107	108	106	104	677

89.1%

88.8%

Phased-In Open Choice Enrollment Projections 2018-19							
School	K	1	2	3	4	5	K-5
North Street	76	74	82	58	64	58	412
Parkway	49	47	40	47	40	44	267
TOTAL	125	121	122	105	104	102	679

91.8%

85.6%

Phased-In Open Choice Enrollment Projections 2018-19							
School	K	1	2	3	4	5	K-5
North Street	76	74	82	58	64	58	412
Parkway	49	47	40	47	40	44	267
TOTAL	125	121	122	105	104	102	679

91.8%

85.6%

Phased-In Open Choice Enrollment Projections 2019-20							
School	K	1	2	3	4	5	K-5
North Street	77	74	70	78	56	61	416
Parkway	48	46	47	40	46	39	266
TOTAL	125	120	117	118	102	100	682

92.7%

85.3%

Phased-In Open Choice Enrollment Projections 2019-20							
School	K	1	2	3	4	5	K-5
North Street	77	74	70	78	56	61	416
Parkway	48	46	47	40	46	39	266
TOTAL	125	120	117	118	102	100	682

92.7%

85.3%

Phased-In Open Choice Enrollment Projections 2020-21							
School	K	1	2	3	4	5	K-5
North Street	77	75	70	67	75	53	417
Parkway	49	46	46	47	39	44	271
TOTAL	126	121	116	114	114	97	688

92.9%

86.9%

Phased-In Open Choice Enrollment Projections 2020-21							
School	K	1	2	3	4	5	K-5
North Street	77	75	70	67	75	53	417
Parkway	49	46	46	47	39	44	271
TOTAL	126	121	116	114	114	97	688

92.9%

86.9%



Enrollment Reductions – Cos Cob, Glenville, Hamilton Ave and New Lebanon



Enrollment Reductions - Facilities

Current Program Deployment				
School	Standard Rooms	Std. Rms Used for Specials	Std. Rms Used for PreK	K-5 Std. Rooms Avail.
Cos Cob	29	6		23
Glenville	27	5		22
Ham Ave	29	5	4	20
New Lebanon	17	3		14

- **Cos Cob loaded @ 19.5 = 449**
 - **Target (90%) = 404**
- **Glenville loaded @ 19.5 = 429**
 - **Target (90%) = 386**
- **Ham Ave loaded @ 19.5 = 390**
 - **Target (90%) = 351**
- **New Leb loaded @ 19.5 = 273**
 - **Target (90%) = 246**

- Based on Current Average Class Sizes of 19.5 Students
- Based on Current Program Deployment – Each Maintains PreK and Specials Rooms- Not Counted Toward Utilization



Enrollment Reductions - Facilities

Student Loading to Achieve 90% Utilization								Number of Sections to Achieve 90% Utilization Under Current Average Class Sizes (19.5 Students)							
School	K	1	2	3	4	5	K-5	School	K	1	2	3	4	5	K-5
Cos Cob	67	67	67	67	67	67	402	Cos Cob	3.4	3.4	3.4	3.4	3.4	3.4	20
Glenville	64	64	64	64	64	64	384	Glenville	3.3	3.3	3.3	3.3	3.3	3.3	20
Hamilton Ave	59	59	59	59	59	59	354	Hamilton Ave	3.0	3.0	3.0	3.0	3.0	3.0	18
New Lebanon	41	41	41	41	41	41	246	New Lebanon	2.1	2.1	2.1	2.1	2.1	2.1	13
TOTAL	231	231	231	231	231	231	1,386	TOTAL	12	12	12	12	12	12	72

- 90% Utilization at Cos Cob requires 3 sections/grade with 2 “swing room” to accommodate enrollment bubbles.
- 90% Utilization at Glenville requires 2 sections/grade with 2 “swing room” to accommodate enrollment bubbles.
- 90% Utilization at Hamilton Ave requires 3 sections/grade
- 90% Utilization at New Leb requires 2 sections/grade with 1 “swing room” to accommodate enrollment bubbles.
- “Swing Rooms” may also accommodate PreK to attain targeted utilization.



Enrollment Reductions – Projected Number of Students to Reduce

Status Quo

Change in Students to Achieve 90% Utilization 2013-14							
School	K	1	2	3	4	5	K-5
Cos Cob	-26	-28	+2	-15	+7	-3	-63
Glenville	-7	-21	-4	-23	+5	+3	-47
Hamilton Ave	+7	+7	-4	+6	-10	+3	+9
New Lebanon	-7	-6	-9	-7	-1	+3	-27
TOTAL	-33	-48	-15	-39	+1	+6	-128

Change in Students to Achieve 90% Utilization 2017-18							
School	K	1	2	3	4	5	K-5
Cos Cob	-16	-15	-16	-16	-28	-31	-122
Glenville	-6	+1	-11	-6	-21	-38	-81
Hamilton Ave	-9	-2	-12	-10	+15	+11	-7
New Lebanon	-7	-6	-17	-20	-19	-12	-81
TOTAL	-38	-22	-56	-52	-53	-70	-291

Phase-In Complete

Begin Phase-In

Change in Students to Achieve 90% Utilization 2014-15							
School	K	1	2	3	4	5	K-5
Cos Cob	-10	-27	-32	+1	-12	+6	-74
Glenville	0	-6	-27	-7	-32	+5	-67
Hamilton Ave	-19	+10	+8	-1	+7	-12	-7
New Lebanon	-12	-11	-7	-10	-12	-1	-53
TOTAL	-41	-34	-58	-17	-49	-2	-201

Change in Students to Achieve 90% Utilization 2018-19							
School	K	1	2	3	4	5	K-5
Cos Cob	-15	-17	-19	-17	-12	-30	-110
Glenville	-4	-6	-3	-14	-13	-20	-60
Hamilton Ave	-7	-5	-2	-8	-8	+13	-17
New Lebanon	-6	-11	-7	-18	-26	-18	-86
TOTAL	-32	-39	-31	-57	-59	-55	-273

Change in Students to Achieve 90% Utilization 2015-16							
School	K	1	2	3	4	5	K-5
Cos Cob	-11	-11	-31	-34	+4	-13	-96
Glenville	-7	+1	-10	-30	-14	-32	-92
Hamilton Ave	-17	-14	+11	+11	0	+5	-4
New Lebanon	-11	-17	-13	-7	-15	-11	-74
TOTAL	-46	-41	-43	-60	-25	-51	-266

Change in Students to Achieve 90% Utilization 2019-20							
School	K	1	2	3	4	5	K-5
Cos Cob	-13	-16	-21	-20	-13	-13	-96
Glenville	-4	-4	-10	-6	-22	-12	-58
Hamilton Ave	-10	-3	-4	+1	-6	-10	-32
New Lebanon	-6	-11	-13	-7	-24	-25	-86
TOTAL	-33	-34	-48	-32	-65	-60	-272

Change in Students to Achieve 90% Utilization 2016-17							
School	K	1	2	3	4	5	K-5
Cos Cob	-13	-12	-15	-32	-29	+3	-98
Glenville	0	-7	-3	-13	-39	-13	-75
Hamilton Ave	-6	-12	-14	+13	+12	-2	-9
New Lebanon	-2	-16	-19	-13	-13	-15	-78
TOTAL	-21	-47	-51	-45	-69	-27	-260

Change in Students to Achieve 90% Utilization 2020-21							
School	K	1	2	3	4	5	K-5
Cos Cob	-13	-14	-20	-22	-16	-15	-100
Glenville	-4	-3	-8	-13	-13	-21	-62
Hamilton Ave	-8	-6	-3	-1	+3	-8	-23
New Lebanon	-5	-11	-12	-13	-13	-23	-77
TOTAL	-30	-34	-43	-49	-39	-67	-262



Enrollment Reductions - Summary

- **Cos Cob - Reduce Enrollments by Approximately 90 Students**
- **Glenville - Reduce Enrollments by Approximately 65 Students**



Enrollment Reductions + Preliminary Estimation of Racial Balance

- Hamilton Ave - Reduce Enrollments by Approximately 20 Students
- Hamilton Ave is 67% Minority
 - Estimated reduction 14 minority students
 - 260 Minority Students/389 Total Students = 66.8% Minority
- Assumes students opting for choice reflects current composition of student body



Enrollment Reductions + Preliminary Estimation of Racial Balance

- New Lebanon - Reduce Enrollments by Approximately 70 Students
- New Lebanon is 71% Minority (2012-13)
 - Estimated reduction 50 minority students
 - 136 Minority Students/191 Total Students = 71.2% Minority
- Assumes students opting for choice reflects current composition of student body
- Public survey to better determine split



Enrollment Reductions Phase In

Potential for Phase In of Choice Programming
Consider Adding Students to Each of K, 1st and
2nd Grade Cohorts in 2014-15

- Less Likely to Get Older Students to Opt to Change Schools
- Through Subsequent Classes and Matriculation, Reach Full Choice Enrollment by 2017-18



Enrollment Reductions Phase In

- **Cos Cob – Start with K-2 in 2014-15; 16 Per Cohort**
- **Glenville – Start with K-2 in 2014-15; 12 Per Cohort**
- **Hamilton Ave – Start with K-2 in 2014-15; 4 Per Cohort**
- **New Lebanon – Start with K-2 in 2014-15; 13 Per Cohort**



Middle School Phase-In

Phase In of Choice Programming

- Smaller classes enter Middle School System as 6th Graders in 2018-'19
- Smaller 7th Enter in 2019-'20, Smaller 8th Enter in '20-'21
- Through Matriculation, Reach Full Choice Enrollment by 2020-21
- Est. 16 Fewer Students/ Grade at Central
- Est. 29 Fewer Students/ Grade at Western



Phased-In Reduction Projections

Status
Quo

Projected Enrollments with Phased-In Reduction in 2013-14							
School	K	1	2	3	4	5	K-5
Cos Cob	93	95	65	82	60	70	465
Glenville	71	85	68	87	59	61	431
Hamilton Ave	52	52	63	53	69	56	345
New Lebanon	48	47	50	48	42	38	273
TOTAL	264	279	246	270	230	225	1,514

Projected Enrollments with Phased-In Reduction in 2017-18							
School	K	1	2	3	4	5	K-5
Cos Cob	67	66	67	67	79	82	428
Glenville	58	51	63	58	73	90	393
Hamilton Ave	64	57	67	65	40	44	337
New Lebanon	35	34	45	48	47	40	249
TOTAL	224	208	242	238	239	256	1,407

Phase-In
Complete

Begin
Phase-In

Projected Enrollments with Phased-In Reduction in 2014-15							
School	K	1	2	3	4	5	K-5
Cos Cob	61	78	83	66	79	61	428
Glenville	52	58	79	71	96	59	415
Hamilton Ave	74	45	47	60	52	71	349
New Lebanon	40	39	35	51	53	42	260
TOTAL	227	220	244	248	280	233	1,452

Projected Enrollments with Phased-In Reduction in 2018-19							
School	K	1	2	3	4	5	K-5
Cos Cob	66	68	70	68	63	81	416
Glenville	56	58	55	66	65	72	372
Hamilton Ave	62	60	57	63	63	42	347
New Lebanon	34	39	35	46	54	46	254
TOTAL	218	225	217	243	245	241	1,389

Projected Enrollments with Phased-In Reduction in 2015-16							
School	K	1	2	3	4	5	K-5
Cos Cob	62	62	82	85	63	80	434
Glenville	59	51	62	82	78	96	428
Hamilton Ave	72	69	44	44	59	54	342
New Lebanon	39	45	41	35	56	52	268
TOTAL	232	227	229	246	256	282	1,472

Projected Enrollments with Phased-In Reduction in 2019-20							
School	K	1	2	3	4	5	K-5
Cos Cob	64	67	72	71	64	64	402
Glenville	56	56	62	58	74	64	370
Hamilton Ave	65	58	59	54	61	65	362
New Lebanon	34	39	41	35	52	53	254
TOTAL	219	220	234	218	251	246	1,388

Projected Enrollments with Phased-In Reduction in 2016-17							
School	K	1	2	3	4	5	K-5
Cos Cob	64	63	66	83	80	64	420
Glenville	52	59	55	65	91	77	399
Hamilton Ave	61	67	69	42	43	61	343
New Lebanon	30	44	47	41	41	56	259
TOTAL	207	233	237	231	255	258	1,421

Projected Enrollments with Phased-In Reduction in 2020-21							
School	K	1	2	3	4	5	K-5
Cos Cob	64	65	71	73	67	66	406
Glenville	56	55	60	65	65	73	374
Hamilton Ave	63	61	58	56	52	63	353
New Lebanon	33	39	40	41	41	51	245
TOTAL	216	220	229	235	225	253	1,378



PreK Analysis



PreK Facilities

- Due to Building Requirements for PreK, the Following Facilities May Best Accommodate
 - Hamilton Avenue
 - New Lebanon
 - North Mianus
 - North Street
 - Old Greenwich
 - Parkway



PreK Enrollments

Greenwich PreK Enrollments

Year	PreK Total Enroll	PreK Minority	% Minority
2008-09	150	50	33.3%
2009-10	146	43	29.5%
2010-11	147	45	30.6%
2011-12	145	56	38.6%
2012-13	150	69	46.0%

- Assumes GPS to Continue to Offer 10 Sections of PreK – Approximately 150 Students



Current Racial Balance

2012-13 Enrollments						
	Total K-5	K-5 Minority	%	Total PreK-5	PreK-5 Minority	%
Cos Cob	434	129	29.72%	434	129	29.72%
Curtiss	344	165	47.97%	344	165	47.97%
Dundee	369	153	41.46%	369	153	41.46%
Glenville	407	97	23.83%	407	97	23.83%
Hamilton	353	240		409	274	66.99%
New Leb	261	186	71.26%	261	186	71.26%
North Mianus	465	129	27.74%	465	129	27.74%
North St	387	102		414	119	28.74%
Old Greenwich	395	59		425	71	16.71%
Parkway	239	40		272	45	16.54%
Riverside	482	112	23.24%	482	112	23.24%
PreK-5	4,282	1,480	34.56%			
K-5	4,136	1,412	34.14%			

= School with PreK



PreK Analysis Assumptions

- Without Considering Space Limitations
(Unable to Make Assumptions on Which Students Would Move Out to Free Space)
- Move All PreK to Least Racially Diverse and Most Racially Diverse Schools (New Lebanon and Parkway)
- Assume Even Split Between Two Schools
- Review Impact on District wide Racial Balance



PreK Movement for Racial Balance

2012-13 Enrollments						
	Total K-5	K-5 Minority	%	Total PreK-5	PreK-5 Minority	%
Cos Cob	434	129	29.72%	434	129	29.72%
Curtiss	344	165	47.97%	344	165	47.97%
Dundee	369	153	41.46%	369	153	41.46%
Glenville	407	97	23.83%	407	97	23.83%
Hamilton	353	240	67.99%	353	240	67.99%
New Leb	261	186		336	221	65.77%
North Mianus	465	129	27.74%	465	129	27.74%
North St	387	102	26.36%	387	102	26.36%
Old Greenwich	395	59	14.94%	395	59	14.94%
Parkway	239	40		314	74	23.57%
Riverside	482	112	23.24%	482	112	23.24%
PreK-5	4,286	1,481	34.55%			
K-5	4,136	1,412	34.14%			

 = School with PreK

- New Leb percent minority reduced by 5.5%. Still imbalanced.
- Parkway percent minority increased by 7%. No longer impending imbalance.



PreK Analysis for Racial Balance

- Minimal Impact on Racial Balance
- Existing Imbalances >30% Deviation From District wide Averages
- Only 150 PreK Students Total (3.5% of Total PreK-5 Enrollment); Less Than Half Minority
- Movement of Current and Planned PreK Enrollments Cannot Significantly Impact Racial Balance



Minor Redistricting



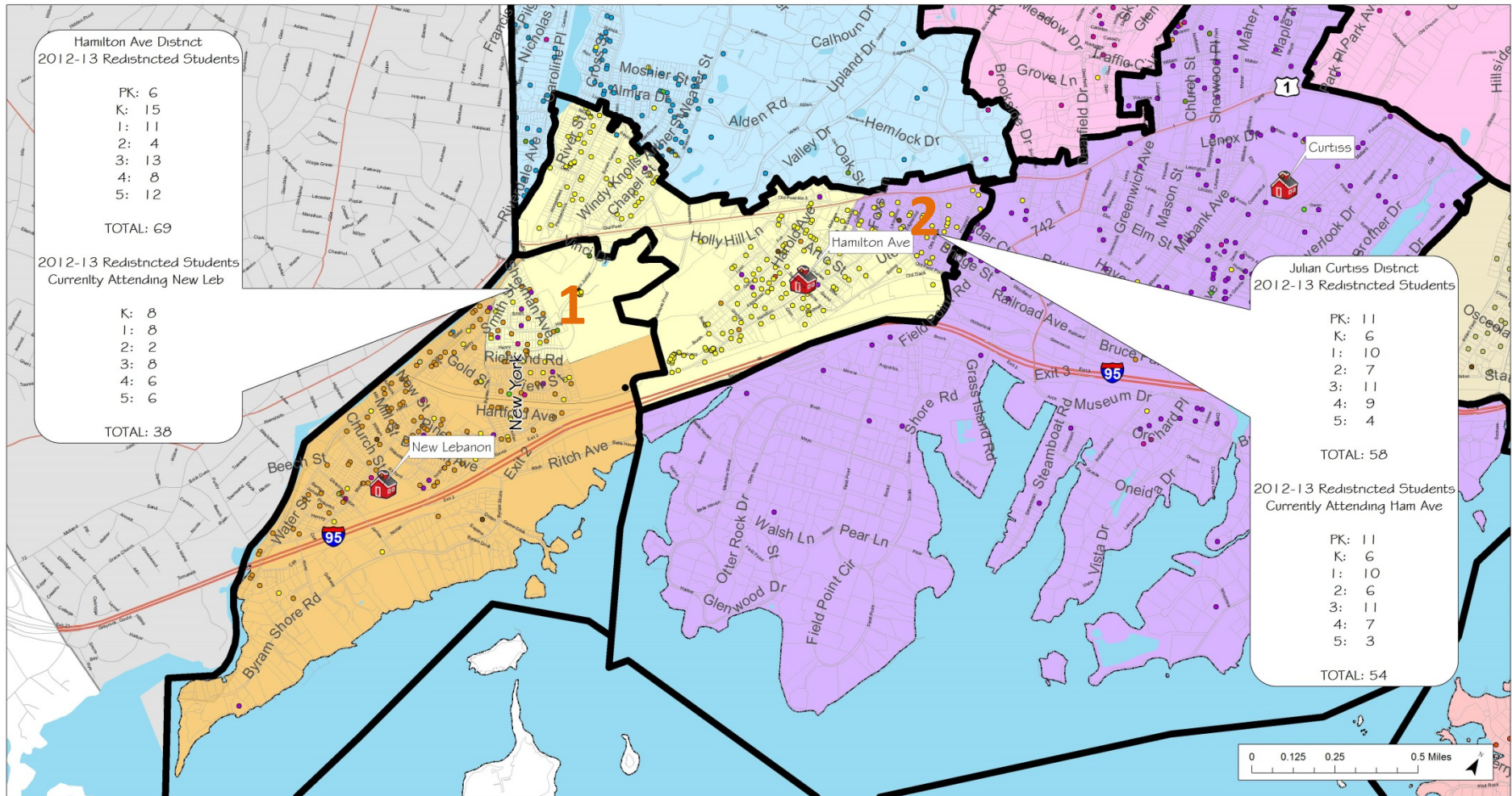
Proposed Minor Redistricting- New Leb-Ham Ave/ Ham Ave-Curtiss

Redistricting for Space Considerations at New Lebanon, Attempting to Move as Few Students As Possible

- Moves a Total of 92 Students Residing in Proposed Area (2012-13 PK-5 Enrollment)
 - 38 of 69 PK-5 Living in Proposed Area 1 attend New Leb
 - 54 PK-5 Students Living in Proposed Area 2 attend Hamilton Ave



Proposed Minor Redistricting- New Leb-Ham Ave/ Ham Ave-Curtiss



Greenwich Public Schools
Comprehensive Enrollment Data & Facility Analysis

Potential Redistricting
to Reduce New Lebanon
Enrollment

PK-5 Students and Districts

• Cos Cob	• North Mianus
• Dundee	• North Street
• Glenville	• Old Greenwich
• Hamilton Ave	• Parkway
• Curtiss	• Riverside
• New Lebanon	• 12-13 Elem. Boundaries

This map is intended for planning purposes only. Delineations may not be exact.

Sources:
* Parcel, Town of Greenwich, 2012.
* Base Map Data, CT DEEP, 2012.
* Streets, StreetMap USA, 2012.

August 2013





Proposed Minor Redistricting- New Leb-Ham Ave/ Ham Ave-Curtiss

Proposed Minor Redistricting, 2012-13 Enrollments, K-5							
	Total Students	Capacity	% Utilization	Minority Students	% Minority	Students Receiving Free and Reduced Lunch	% Free and Reduced Lunch
Hamilton Avenue School	348	390	89.2%	234	67.2%	189	54.3%
Julian Curtiss School	387	351	110.3%	198	51.2%	125	32.3%
New Lebanon School	223	273	81.7%	159	71.3%	133	59.6%

- Under the proposed scenario, Julian Curtiss would be over capacity
- Capacity concerns are alleviated at New Lebanon and Hamilton Ave
- Middle School Impacts 54 Students from Western to Central

* Not all redistricted students are expected to attend their re-assigned school



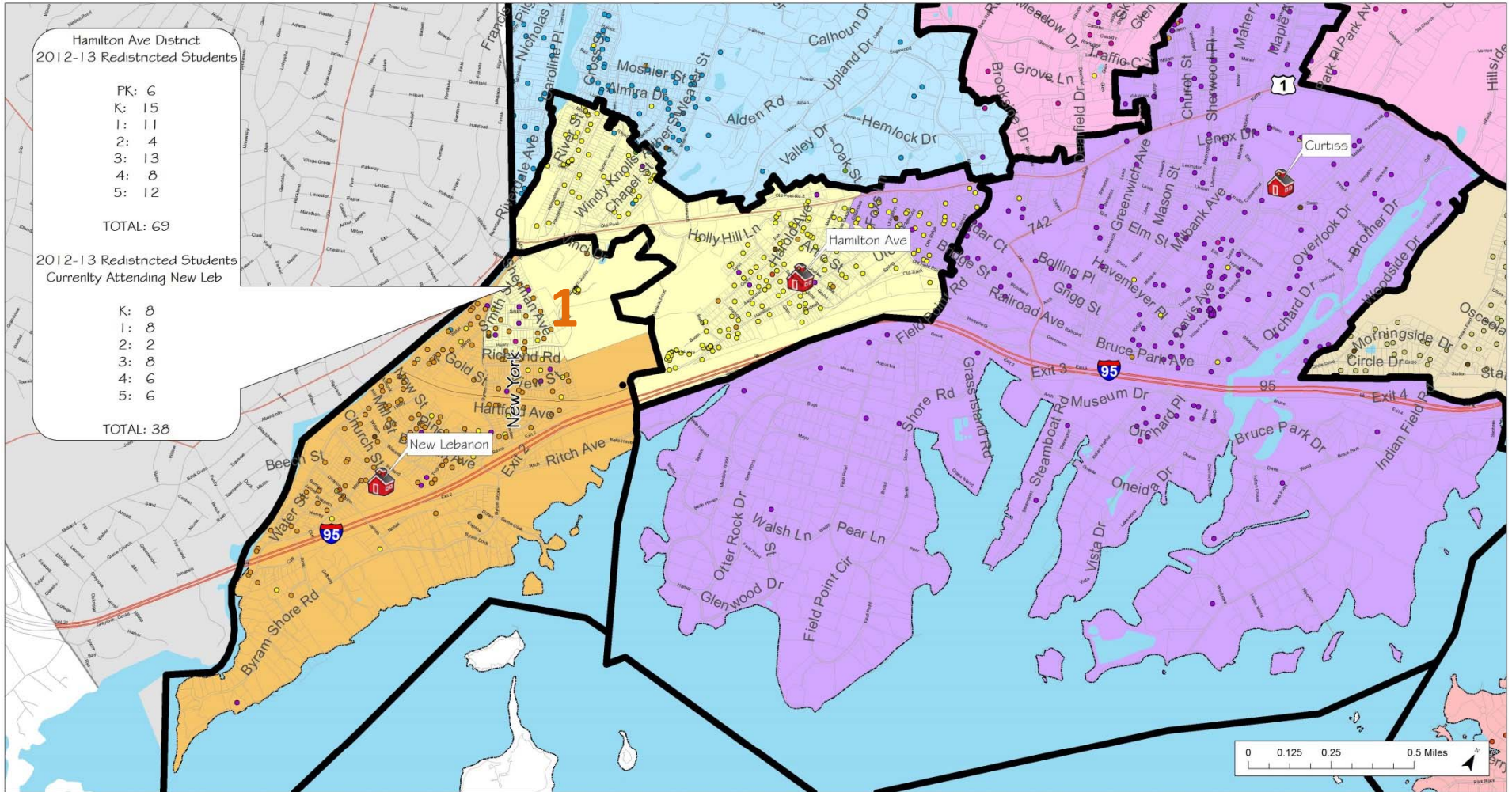
Proposed Minor Redistricting- New Leb- Ham Ave/ 2 PreK to North St

Redistricting / PreK Relocation for Space Considerations at New Lebanon, Attempting to Move as Few Students As Possible

- Moves a Total of 68 Students (2012-13 PK-5 Enrollment)
 - 38 New Lebanon Students living in Proposed Area 1 Redistricted to Hamilton Ave
 - 2 Sections (30 students) PreK Relocated from Hamilton Ave to North Street
- 2 Full Sized Classrooms Gained at Ham Ave = additional space for 39 Students
- Sufficient Space at North Space to Accommodate 2 Additional Sections of PreK



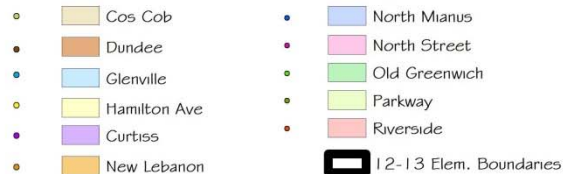
Proposed Minor Redistricting- New Leb- Ham Ave/ 2 PreK to North St



Greenwich Public Schools
Comprehensive Enrollment Data & Facility Analysis

Potential Redistricting
to Reduce New Lebanon
Enrollment

PK-5 Students and Districts



This map is intended for planning purposes only. Distinctions may not be exact.

Sources:
• Parcel: Town of Greenwich, 2012
• Base Map Data: CT DEEP, 2012
• Streets: StreetMap USA, 2012

August 2013





Proposed Minor Redistricting- New Leb- Ham Ave/ 2 PreK to North St

Proposed Minor Redistricting, 2012-13 Enrollments, K-5							
	Total Students	Capacity	% Utilization	Minority Students	% Minority	Students Receiving Free and Reduced Lunch	% Free and Reduced Lunch
Hamilton Avenue School	391	429	91.1%	267	68.3%	216	55.2%
North Street	387	409	94.6%	102	26.4%	8	2.1%
New Lebanon School	223	273	81.7%	159	71.3%	133	59.6%

- Hamilton Avenue utilization is relatively unchanged
- Sufficient Space at North Space to Accommodate 2 Additional Sections of PreK
- Capacity concerns are alleviated at New Lebanon
- No impact at Middle School Level= Movement w/in Western MS Feeder



Satellite Redistricting



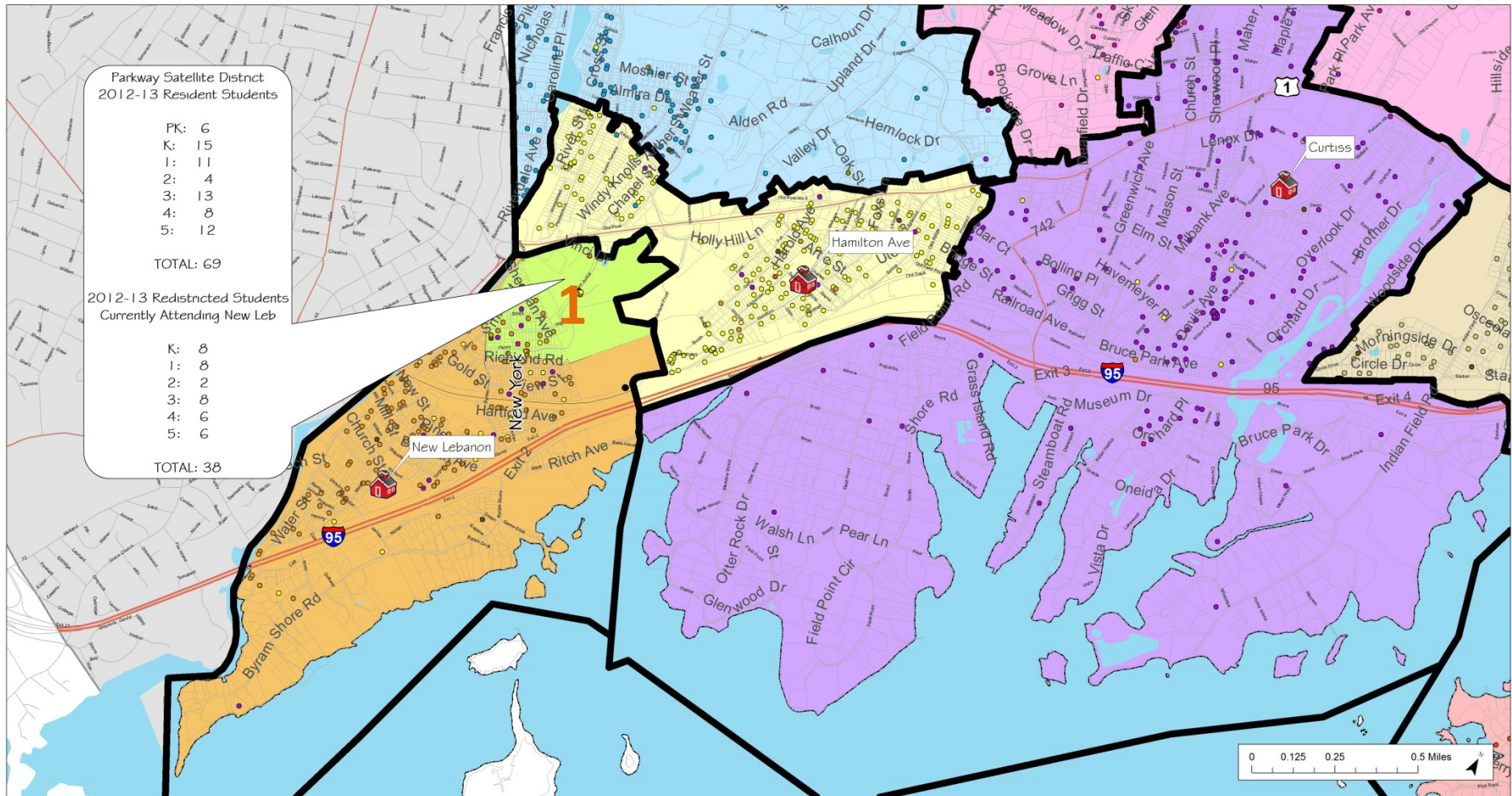
Satellite Redistricting

Redistricting for Space Considerations at New Lebanon, Using Satellite District to Move Fewest Students Possible

- 38 New Lebanon Students living in Proposed Area 1 Redistricted to Parkway



Satellite Redistricting



Greenwich Public Schools
Comprehensive Enrollment Data & Facility Analysis

Potential Redistricting
to Reduce New Lebanon
Enrollment

PK-5 Students and Districts



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Sources:
* Parcel Data, Town of Greenwich, 2012
* Base Map Data, CT DEEP, 2012
* Streets, StreetMap USA, 2012

August 2013





Satellite Redistricting– Parkway and New Lebanon Impacts

Proposed Minor Satellite Redistricting 2012-13 Enrollments, K-5							
	Total Students	Capacity	% Utilization	Minority Students	% Minority	Students Receiving Free and Reduced Lunch	% Free and Reduced Lunch
Parkway School	277	312	88.8%	67	24.2%	25	9.0%
New Lebanon School	223	273	81.7%	159	71.3%	133	59.6%

- Capacity concerns are alleviated at New Lebanon
- Sufficient Space at Parkway to Accommodate students
- No impact at Middle School Level - Assumes Western split remains at Parkway