



To: Westport Board of Education Members
From: Thomas Scarice, Superintendent of Schools
Re: December 7, 2020 Board of Education Meeting
Date: December 3, 2020

Provided below for Board consideration is an overview of the meeting agenda items for December 7, 2020. As we have done for previous meetings, the meeting will be held remotely with public access through live streaming and public comments and questions submitted electronically.

Discussion

1. Milone and MacBroom Enrollment Projections

Following the presentation of the enrollment projections from the New England School Development Council (NESDEC) at the November 16 meeting, a second analysis of enrollment projections will be provided by architectural consulting firm, Milone and MacBroom. You will see some variance in the projections between the two organizations, but there is a fair amount of consistency in the projections that should guide Board decisions in the upcoming budget year, and future years. This is likely due to similar, and “industry standard”, approaches related to tracking live births and projecting additional students moving into town based on historical trends. This information will serve the budget process well in planning classroom sections with the data that is available.

2. FY 2022 Preliminary Budget Discussions with Board of Finance, RTM Education Chair, and Finance Committee Chair

This item is an annual practice of initiating the budget process through a collaborative discussion with representatives from the Board of Finance and RTM. Board of Finance Chair, Brian Stern, has been invited to provide the Board of Education with an overview of the current town financial outlook.

3. Health Update

Director of Health Services, Sue Levasseur, will share the most up to date health data regarding positive COVID-19 cases and quarantined students and staff. Sue will also share modifications to our quarantining practices, which have been reviewed and supported by the Westport/Weston Health District (WWHD) and the district medical advisor, Dr. Norman Weinberger. In short, when possible, contact tracing efforts will endeavor to establish a more precise method of identifying “close contacts” (i.e. students and staff within 6 feet of a known positive case for an aggregate of 15 minutes and asked to self-quarantine). This modification is based on the data and experience of exposures since the start of the school year and the success we have experienced in preventing virus spread within the school buildings. As with prior exposures, each incidence will be addressed on a case by case basis as to ensure the efficacy of our practices.

Sue will also share the recent guideline changes to quarantine length by the Centers for Disease Control (CDC) which shorten the length of a quarantine period from 14 days to 10 days, while also permitting the use of a negative COVID-19 test to shorten the quarantine further to 7 days. This is a departure from previous guidance. It is possible that the Connecticut State Department of Public Health (DPH) will adopt these new guidelines. Local health districts (i.e. WWHD) will then be charged with subsequently considering implementing these guidelines.

4. Teaching and Learning Update

Assistant Superintendent of Teaching and Learning, Dr. Anthony Buono, will provide updates to the Board on the actions taken and planned in response to the recent Tri State Report, as well as plans to implement programming in the areas of Science and Social Studies at the K-5 level during the half day hybrid learning model. Additionally, Dr. Buono will share an overview of student performance in the areas of K-8 reading and math based on the recent administration of the NWEA universal assessment screen, Measures of Academic Progress (MAP). This assessment suite is administered three times a year to all students K-8. Dr. Buono will share his analysis and be joined by Coordinator of Elementary Curriculum, Ali Moran, and building administrators in this presentation.

5. Coleytown Middle School Update

Coleytown Middle School Building Committee Chair, Don O'Day, has been invited to provide the Board with an update on the committee's progress in transitioning the building back to the Board in anticipation of a reopening for student instruction on January 3, 2021. Coleytown Middle School Principal, Kris Szabo, will be in attendance to respond to any questions related to the transition time for students and staff once the building is returned to the Board.

6. Policy Committee update and First Reading of Policies

Policy Committee Chair, Karen Kleine, and Director of Human Resources and General Administration, John Bayers, will share recently reviewed draft committee policies, #1331 Smoke Free Environment" (revision) and #5141.4, "Child Sex Abuse and Assault Response Policy and Reporting" (new) for a first reading.

Discussion/Action

1. Ms. Klein and Mr. Bayers will present the second readings of policies #2260 "Policy Regarding Retention of Electronic Records and Information" (new) and #4111.3 "Plan for Minority Staff Recruitment" (revision) for Board action.

Westport Public Schools

Enrollment Projections

December 7, 2020



Enrollment Projection Update



Contents

Enrollment Projections

- Impact of Pandemic
- Projection Performance
- Birth Analysis and Projections
- Housing Trends and Multipliers
- Student Enrollment Trends & Projections
- Elementary & Middle School Trends & Projections



Impact of Pandemic

State Department of Education released an *Analysis of Preliminary Public School Enrollment* in November 2020. **Key statewide trends include:**

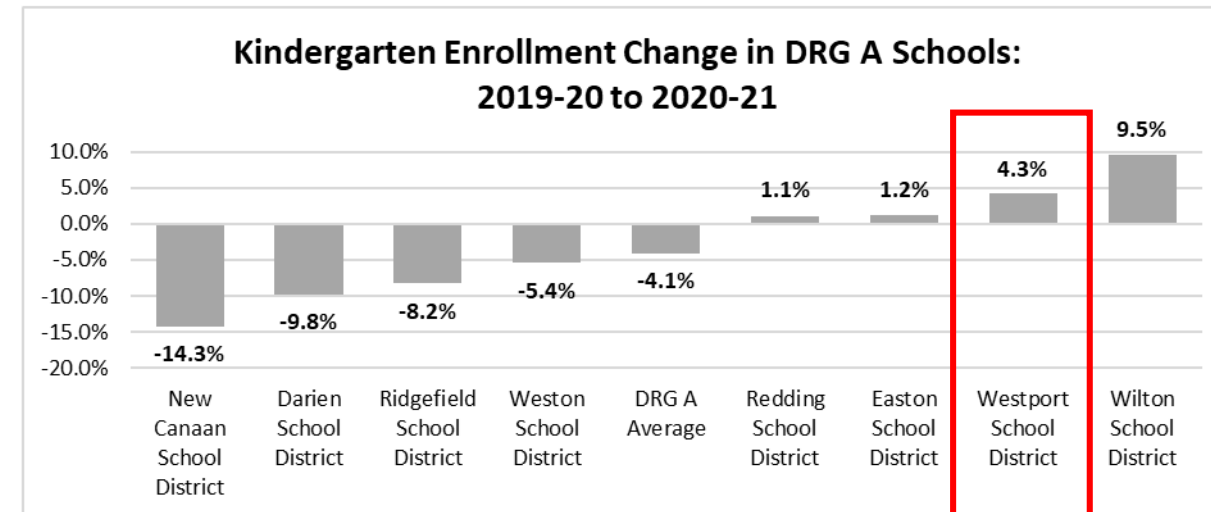
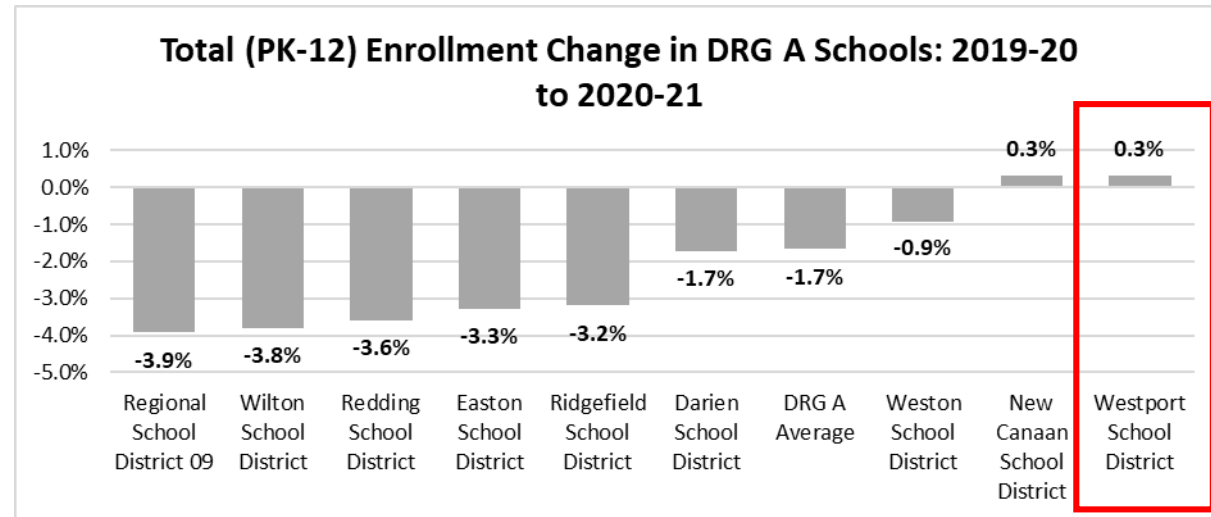
- **The greatest declines are seen in the earliest grades, which suggests that parents are choosing to delay the start of public schooling for their youngest children due to the COVID-19 pandemic**
- **Pre-K Enrollment declined by 20%** with the greatest decrease in Alliance Districts
- **Kindergarten enrollment fell by nearly 12%** since the 2019-20 school year
 - There was not a corresponding drop in births that explains this decrease. Much of this decline is surmised to be due to delayed entry
 - Only 34 districts saw a year-over-year increase in kindergarten enrollment
- Grades 1 through 7 all saw net out-migration. These grades typically see net in-migration
- **There is a six-fold increase in the number of students who are homeschooled** which has contributed to the net out-migration trend seen this year
- **There was about 20% drop in the number of new students enrolling in Connecticut Public Schools** indicating that fewer new students enrolled this year compared to recent years



Impact of Pandemic

DRG A Trends:

- Overall, PK-12 enrollment in DRG A districts decreased at about half of the rate observed statewide
- **Westport saw year-over-year PK-12 enrollment grow slightly, one of only 29 districts statewide to do so**
- Half of DRG A schools saw larger Kindergarten classes this year compared to last year. **Westport saw the second highest growth behind Wilton**
- Strong regional housing market and New York City out-migration has resulted in greater levels of in-migration into suburban Fairfield County districts



Projections Comparison

High Comparison	K	1	2	3	4	5	6	7	8	9	10	11	12	K to 5	6 to 8	9 to 12	Total
2020-21 Actual	340	359	381	401	360	411	376	410	422	432	443	457	470	2,252	1,208	1,802	5,262
2020-21 Projected (High)	348	347	368	381	349	406	363	422	417	436	450	455	477	2,199	1,202	1,818	5,219
Deviation	(8)	12	13	20	11	5	13	(12)	5	(4)	(7)	2	(7)	53	6	(16)	43
% Diff.	-2.3%	3.5%	3.5%	5.2%	3.2%	1.2%	3.6%	-2.8%	1.2%	-0.9%	-1.6%	0.4%	-1.5%	2.4%	0.5%	-0.9%	0.8%

Medium Comparison	K	1	2	3	4	5	6	7	8	9	10	11	12	K to 5	6 to 8	9 to 12	Total
2020-21 Actual	340	359	381	401	360	411	376	410	422	432	443	457	470	2,252	1,208	1,802	5,262
2020-21 Projected (Med)	332	345	369	381	350	406	364	422	416	437	450	454	477	2,183	1,202	1,818	5,203
Deviation	8	14	12	20	10	5	12	(12)	6	(5)	(7)	3	(7)	69	6	(16)	59
% Diff.	2.4%	4.1%	3.3%	5.2%	2.9%	1.2%	3.3%	-2.8%	1.4%	-1.1%	-1.6%	0.7%	-1.5%	3.2%	0.5%	-0.9%	1.1%

Low Comparison	K	1	2	3	4	5	6	7	8	9	10	11	12	K to 5	6 to 8	9 to 12	Total
2020-21 Actual	340	359	381	401	360	411	376	410	422	432	443	457	470	2,252	1,208	1,802	5,262
2020-21 Projected (Low)	315	342	369	381	351	406	364	422	415	438	449	453	476	2,164	1,201	1,816	5,181
Deviation	25	17	12	20	9	5	12	(12)	7	(6)	(6)	4	(6)	88	7	(14)	81
% Diff.	7.9%	5.0%	3.3%	5.2%	2.6%	1.2%	3.3%	-2.8%	1.7%	-1.4%	-1.3%	0.9%	-1.3%	4.1%	0.6%	-0.8%	1.6%

Source: Westport Public Schools. 2020-21 Actual Enrollment excludes students who attend non-WPS programs

- Actual 2020-21 enrollment is 59 students or 1.1% higher than the recommended medium model
- Greatest deviation in the lower elementary grades, which saw much higher levels of in-migration
- Actual 2020-21 enrollment exceeds all three projections models
 - K-12 enrollment deviated from projections by between 0.8% (High) to 1.6% (low)
 - K-5 enrollment deviated from projections by between 2.4% (High) to 4.1% (low)
- Actual 2020-21 K-12 enrollment is still trending slightly below 2018-19 projections, except at the elementary school level, which is trending slightly higher
 - Projections were revised downwards in 2019-20 due to anomalously low levels of in-migration



Projections Comparison by Elementary

School	Enroll	K	1	2	3	4	5	K-5
Coleytown	Actual	70	73	79	74	61	67	424
	Projected	57	76	74	73	59	69	408
	Difference	13	(3)	5	1	2	(2)	16
Green's Farms	Actual	72	67	68	69	69	73	418
	Projected	56	64	62	63	66	70	381
	Difference	16	3	6	6	3	3	37
King's Highway	Actual	66	73	76	74	82	80	451
	Projected	73	72	78	61	77	80	441
	Difference	(7)	1	(2)	13	5	0	10
Long Lots	Actual	80	82	85	112	81	114	554
	Projected	79	76	80	111	81	109	536
	Difference	1	6	5	1	0	5	18
Saugatuck	Actual	52	64	73	72	67	77	405
	Projected	67	57	75	73	67	78	417
	Difference	(15)	7	(2)	(1)	0	(1)	(12)
Total All Schools	Actual	340	359	381	401	360	411	2,252
	Projected	332	345	369	381	350	406	2,183
	Difference	8	14	12	20	10	5	69
% Difference		2.4%	4.1%	3.3%	5.2%	2.9%	1.2%	3.2%

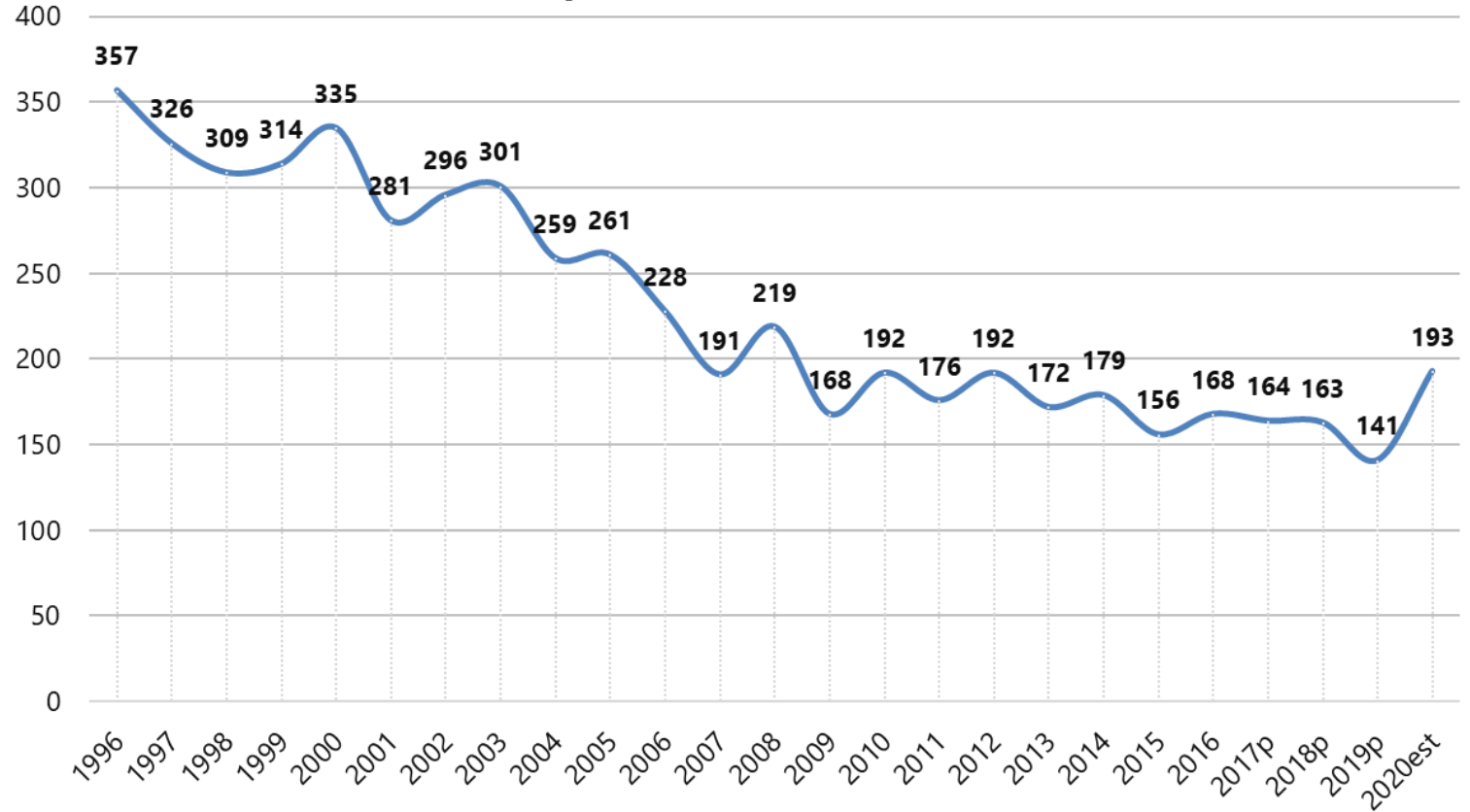
- Greens Farms was 37 students higher than forecasted – driven by larger kindergarten class and high levels of in-migration
- Coleytown, Long Lots, and Kings Highway also exceeded projections
 - Higher levels of in-migration across all schools and larger kindergarten class at Coleytown
- Saugatuck enrollment was lower than projected due to small kindergarten class
- Only a nominal number of elementary students withdrew to homeschool this year



Births

- Year-to-date births through June are highest since 2012. On pace for an estimated 193 births for the full year
- This year's abnormally large birth cohort follows an abnormally small cohort last year
- Since 2013, district has averaged just under 170 births annually

Westport Births, 1996 - 2020



Source: CT Dept. of Public Health (2020). *Birth records for 2017, 2018 and 2019 preliminary. 2017-2020 is estimated and adjusted for out of state births based on historic averages. Data for 2020 is estimated based on January to June YTD



Birth Projections

- Births typically correlate well with measures of local unemployment and housing market activity from the recent past
- Developed multiple regression model to predict future births based on current and lagged sales and local unemployment rate for high, medium, and low-growth scenarios
- Good model fit ($R^2 = 0.991$) and significance ($F < 0.001$)

Regression Equation:

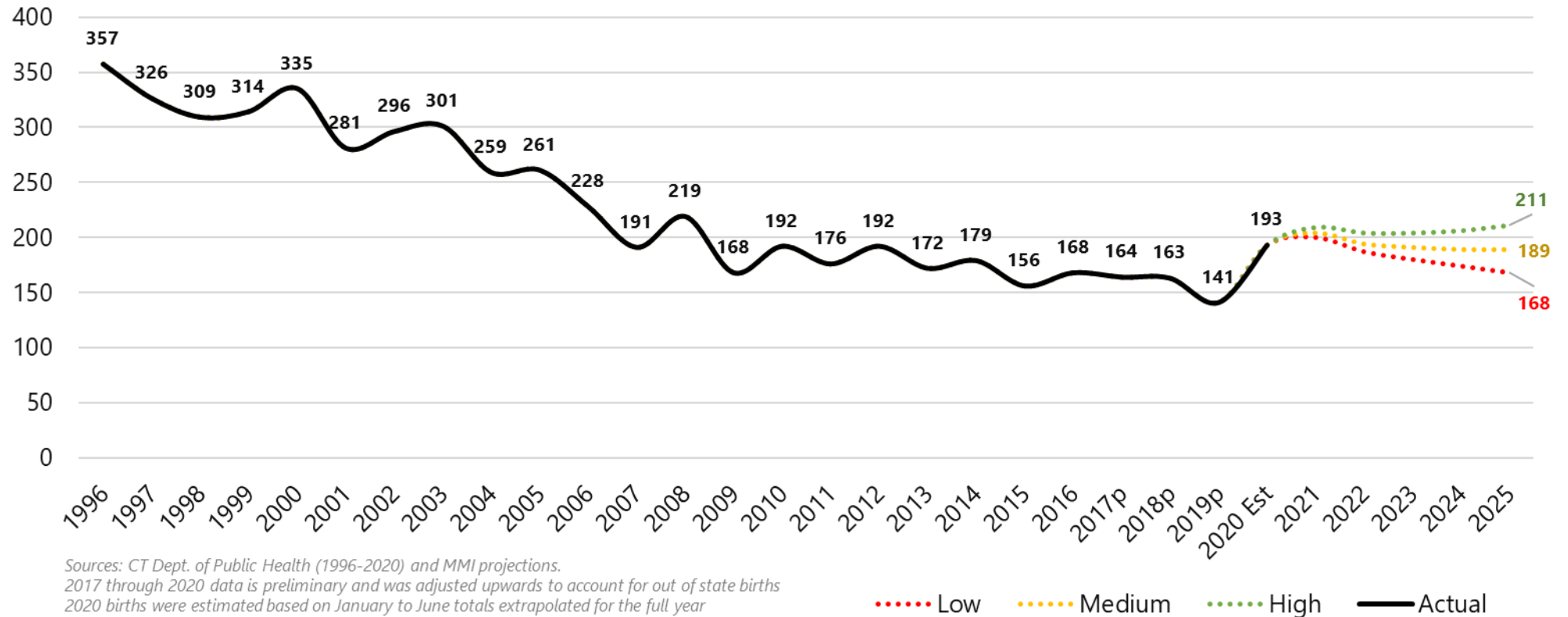
$$Births_Y = (UE_Y * 2.88) + (UE_{Y-2} * -4.48) + (Sales_Y * 0.14) + (Sales_{Y-2} * -0.03) + (Births_{Y-1} * 0.76)$$

<u>Scenario</u>	<u>Low</u>	<u>Medium</u>	<u>High</u>
<i>Local Unemployment</i>	5% - 5.2%	3.5% - 4.9%	2.5% - 4.7%
<i>Home Sales</i>	400 - 425	460 - 480	500 - 550
<i>Births</i>	168 - 200	189 - 204	204 - 211



Birth Projections

Actual and Projected Births, 1996 - 2025



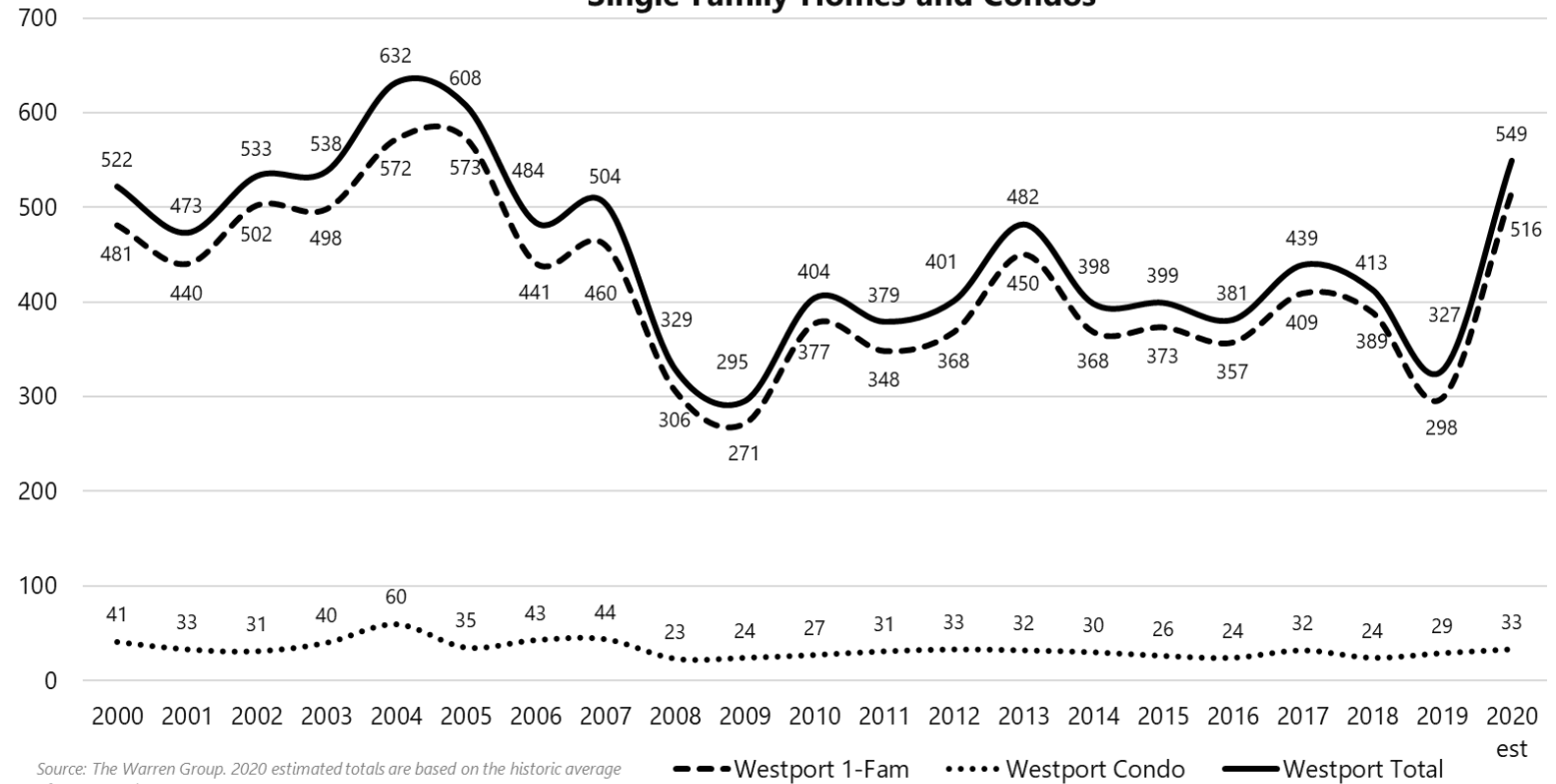
- The medium and high birth regression models project births remaining at elevated levels through 2025
- The low birth regression model projects births returning to levels seen from 2013 to 2018



Housing Market

- Year-to-date sales for 2020 are on pace to be the highest in recent memory at 549 for the full year, driven by single-family sales
- Large rebound in sales in 2020 follows very low sale year in 2019
- Evidence of outbound migration from New York City and a release of pent-up demand has resulted in a strong regional housing market

**Westport Housing Sales, 2000-2020 est.
Single Family Homes and Condos**



Source: The Warren Group. 2020 estimated totals are based on the historic average of Jan-Aug sales

--- Westport 1-Fam Westport Condo — Westport Total

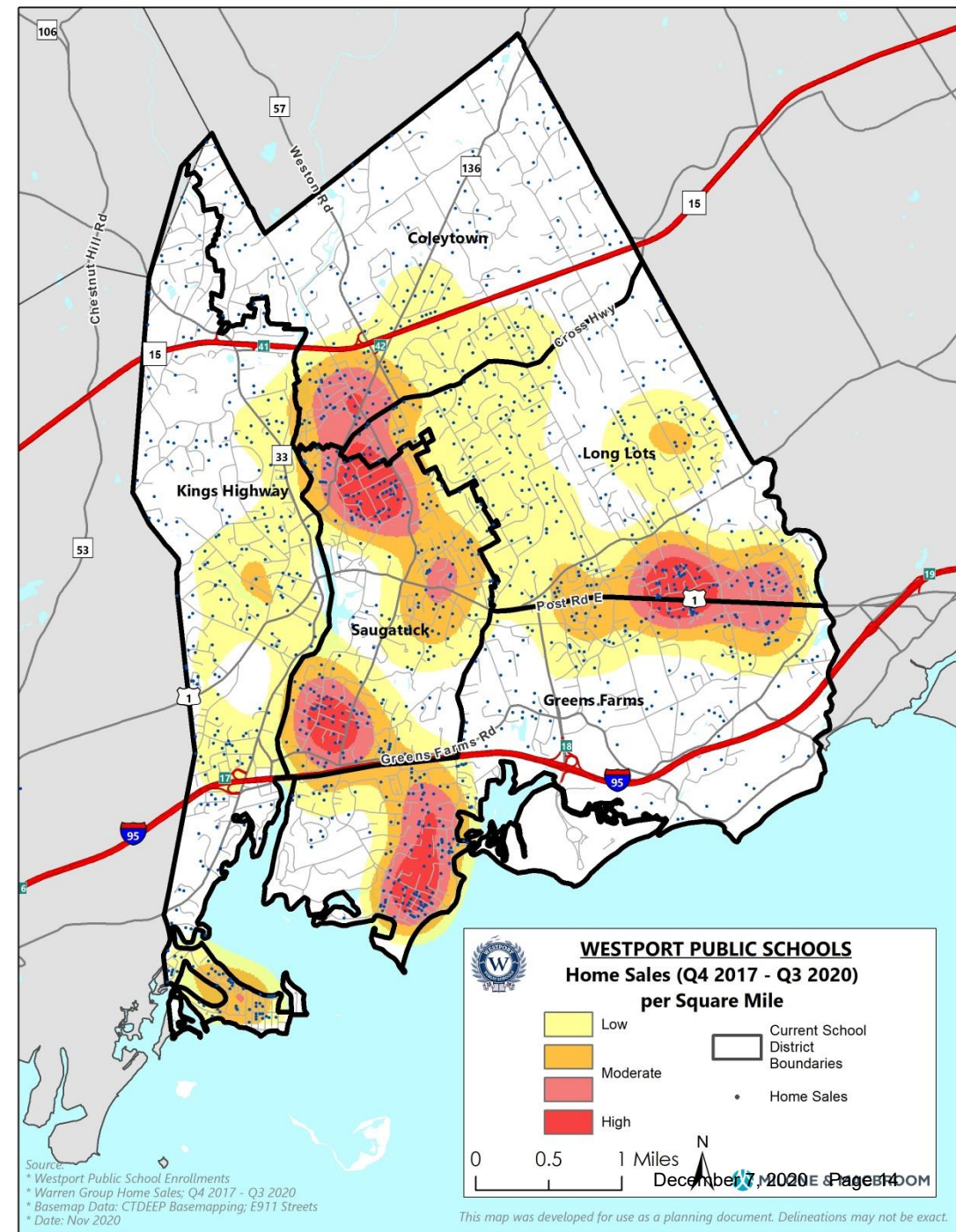


Home Sales

- The greatest density of recent home sales are located near Compo Cove, Route 1, and the neighborhoods around Compo Rd and Main St
- Historically, Long Lots and Greens Farms have the highest share of sales while Coleytown and Saugatuck have the lowest share of sales

Share of Home Sales, by Elementary District

School	2016	2017	2018	2019	2020 YTD	5-Year Avg
Coleytown	14.0%	15.2%	16.4%	16.8%	16.5%	15.8%
Greens Farms	24.1%	18.4%	21.4%	22.2%	22.5%	21.6%
Kings Highway	17.8%	21.1%	19.1%	23.6%	18.2%	19.9%
Long Lots	22.3%	27.3%	21.2%	22.2%	23.6%	23.5%
Saugatuck	21.8%	18.0%	21.9%	15.1%	19.3%	19.3%



Housing Market

Comparison of Median Single-Family Home Sale Prices: 2008 and 2020



Source: The Warren Group, 2020est (Jan-Aug)

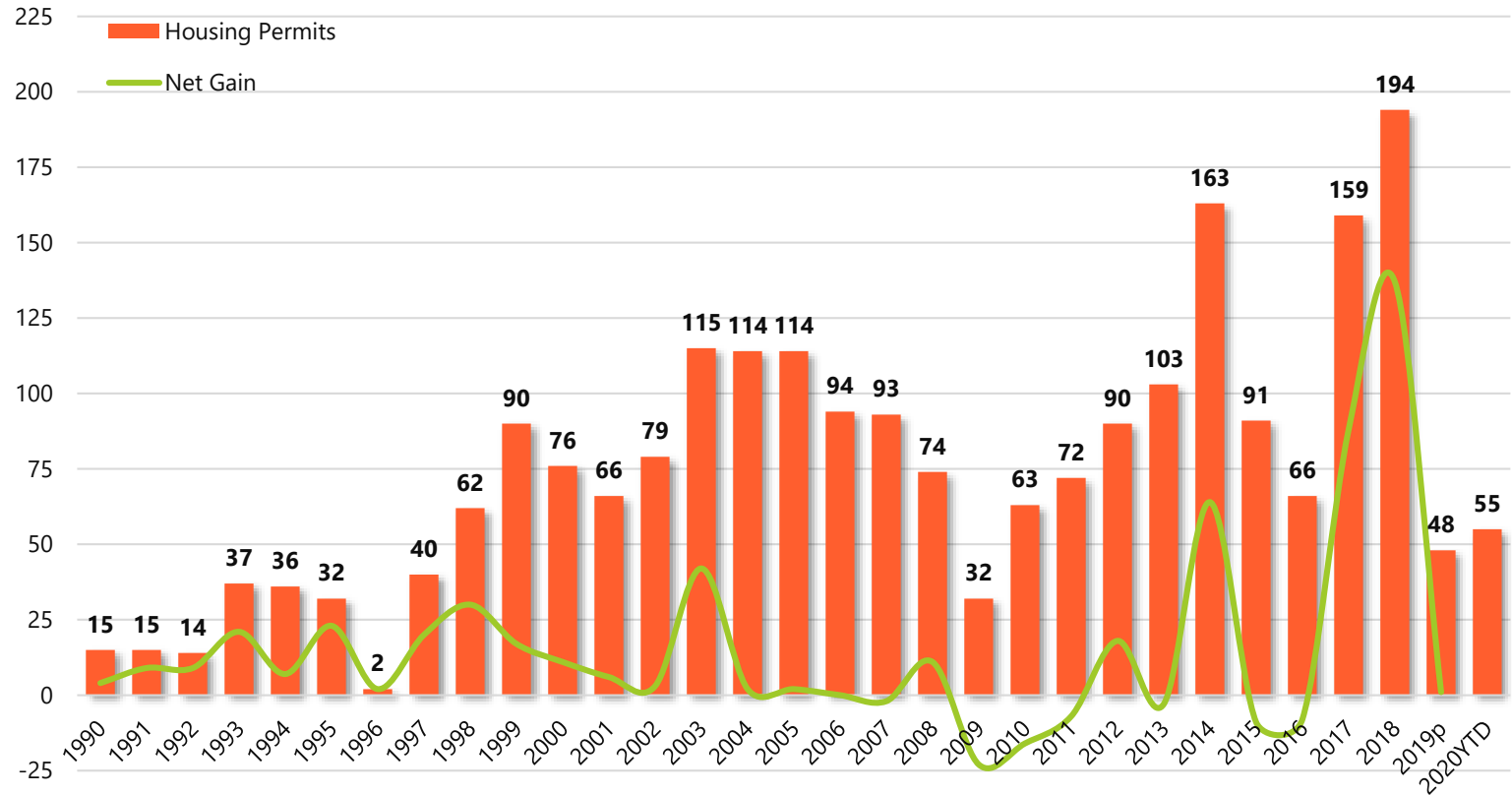
- 2020 YTD median single-family sale price has increased to \$1,250,000
- First year where median single-family sale price has surpassed peak sale prices from 2008
- Strong growth in the number of sales over \$1 million in 2020 both locally and regionally



Housing Trends

- Teardown/rebuilds predominate in a largely built-out community: since 2008, Westport has had near-zero or negative net growth in housing stock for all but four years
- Sizable net gains in 2017 and 2018 tied to new multi-family construction
- Year-to-date permits for 2020 are on pace for 55, a similar level as seen last year

Housing Permits 1990-2020 YTD



Source: DECD, 2020. 2020 YTD permits are through October. Demolition data is not available for 2020



Recent and Approved Housing

Address	Status	Total Units	Affordable Units	Approval Date
793 Post Road East	Constructed	28	6	3/15/2018
33 Elm Street	Constructed	4	1	3/15/2018
500 Main Street (Daybreak)	Constructed	9	0	6/14/2018
201 Main Street (Belden Place)	Constructed	14	3	4/23/2020
1480 Post Road East	Permitted	32	7	11/27/2019
41 Richmodville Avenue	Permitted	33	7	6/25/2020
553, 570 & 580 Riverside Ave/9 Ketchum St	Approved	17	3	10/17/2019
260 Riverside Avenue	Approved	9	2	10/8/2020
122 Wilton Road	Approved	19	6	10/22/2020
Post Road West/Lincoln Street/Cross Street	In Litigation	81	25	-
Hiawatha Lane	In Litigation	187	57	-

Source: Town of Westport Planning Department, November 2020

- Several small to moderate sized multi-family projects have been recently constructed, or are permitted/approved
 - Most have affordable component
- Two larger multi-family projects are currently in litigation



Recent and Approved Housing

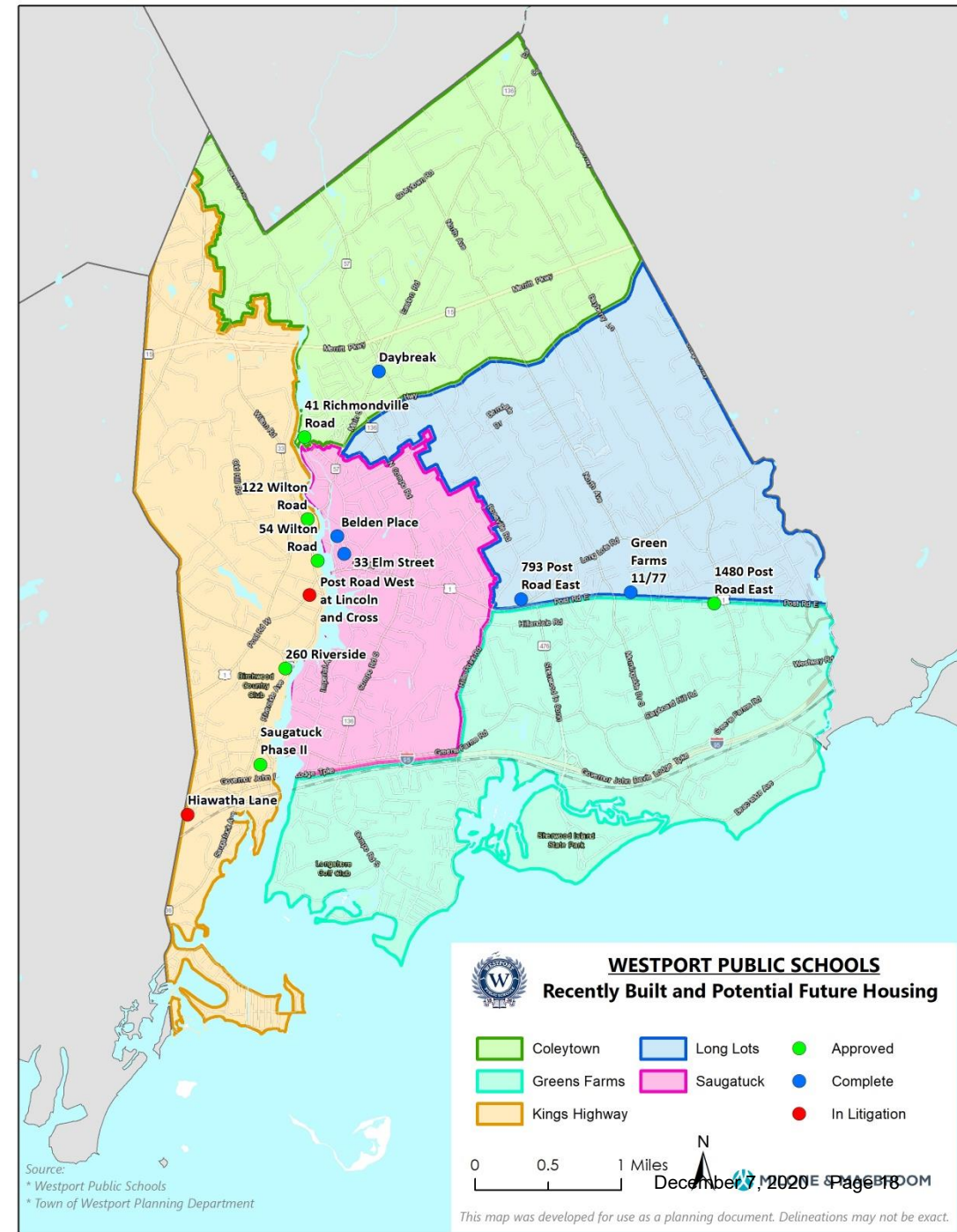
- Recent and approved housing is concentrated in Downtown Westport and the Post Road/Route 1 Corridor
- Student generation from future housing was estimated by examining enrollments in other condominium and apartment developments in Westport

Apartment Comps

Hales Court
Hidden Brook/Sasco Creek
Greens Farms 11/77

Condo Comps

Harvest Commons
Regents Park
Terra Nova Cir
793 Post Road East



Estimated Student Generation

Estimated Students Generated from Approved Housing Developments

Address	Status	Total Units	Estimated Student Generation			
			Elementary	Middle	High	Total
1480 Post Road East	Permitted	32	3	1	2	6
41 Richmodville Avenue	Permitted	33	3	1	2	6
553, 570 & 580 Riverside Ave/9 Ketchum St	Approved	17	1	1	1	3
260 Riverside Avenue	Approved	9	1	0	1	2
122 Wilton Road	Approved	19	2	1	1	4
Multipliers (Students per Unit)			0.081	0.034	0.063	0.178

Source: Town of Westport Planning Department, November 2020

Multipliers and student generation developed by MMI based on comparable apartment and condo properties in Westport

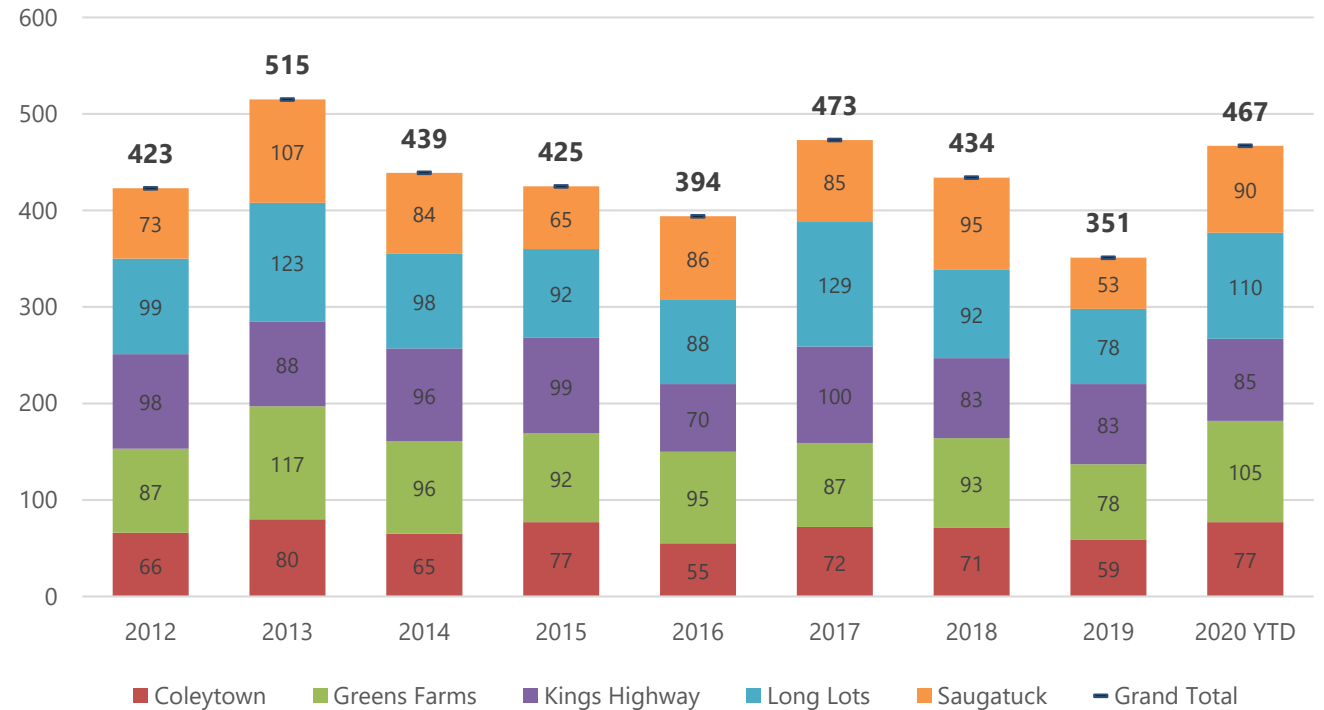
- Students generated from all approved/permitted housing developments are accounted for in the baseline projections
 - At full build-out, these developments are estimated to add 19 students to WPS
- Should the developments currently in litigation move forward, enrollment multipliers may need to be evaluated and added to the projections in future years
 - MMI developed enrollment estimates for the Hiawatha Development in February 2019, which can be used should that project move forward



Housing Market

- Anomalously low sales year for 2019
- Year-to-date home sales through August already exceed full year 2019 sales by 116 or 33%
- Overall, sales increased across each elementary school district in 2020
- Greatest increase in Saugatuck, Long Lots, and Greens Farms

Westport Home Sales by Elementary District
2012 to 2020YTD



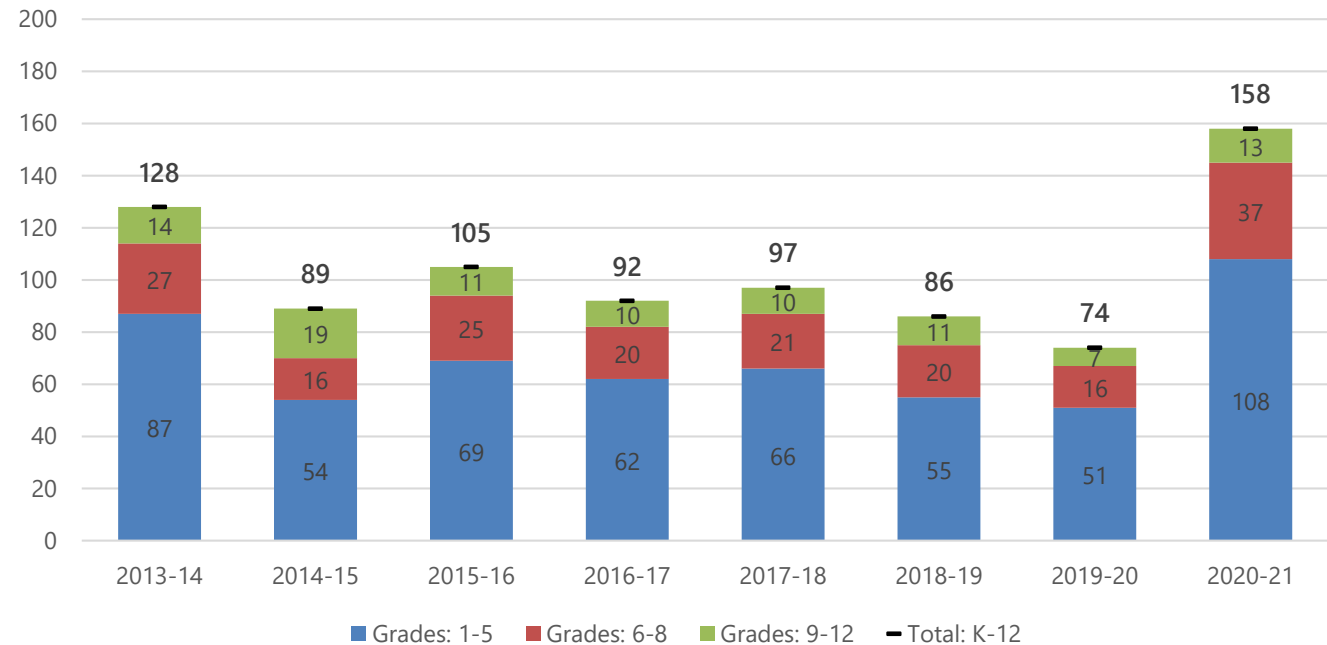
Source: Warren Group, 2020 is Jan-Aug not estimated. Note: By-District home sales totals differ slightly from town-wide totals due to differences in reporting methodology



Housing Market & Student Migration

- Matching of known home sales to students entering the system (unique ID not present in prior year) yields an estimate of students generated from housing turnover
- Elevated home sales has resulted in significant in-migration into the district, especially at the elementary level
- Number of students matched to home sales in 2020-21 is the highest in recent memory and is up 114% from 2019-20

New to District Students Attributed to the Prior Year's Home Sales (2013-14 to 2020-21)



Source: Westport Public Schools, Warren Group

To be counted as matching sale home must be sold between Q4 of previous year, and Q1-Q3 of current year

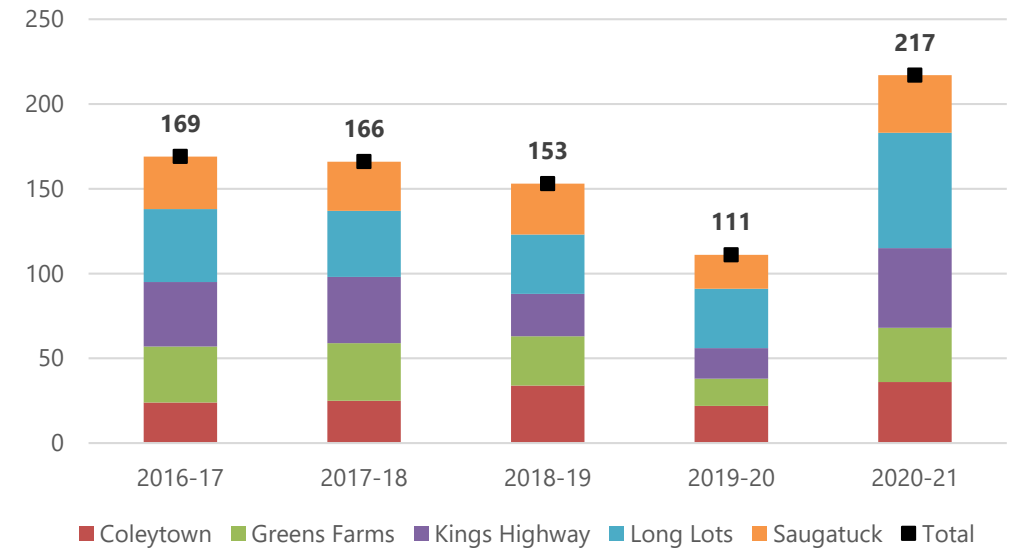


Elementary Student Migration

New-to-District Students by School (Grades 1-5)

School Name	2016-17	2017-18	2018-19	2019-20	2020-21
Coleytown	24	25	34	22	36
Greens Farms	33	34	29	16	32
Kings Highway	38	39	25	18	47
Long Lots	43	39	35	35	68
Saugatuck	31	29	30	20	34
Total	169	166	153	111	217

New-to-District Students (Grades 1-5)

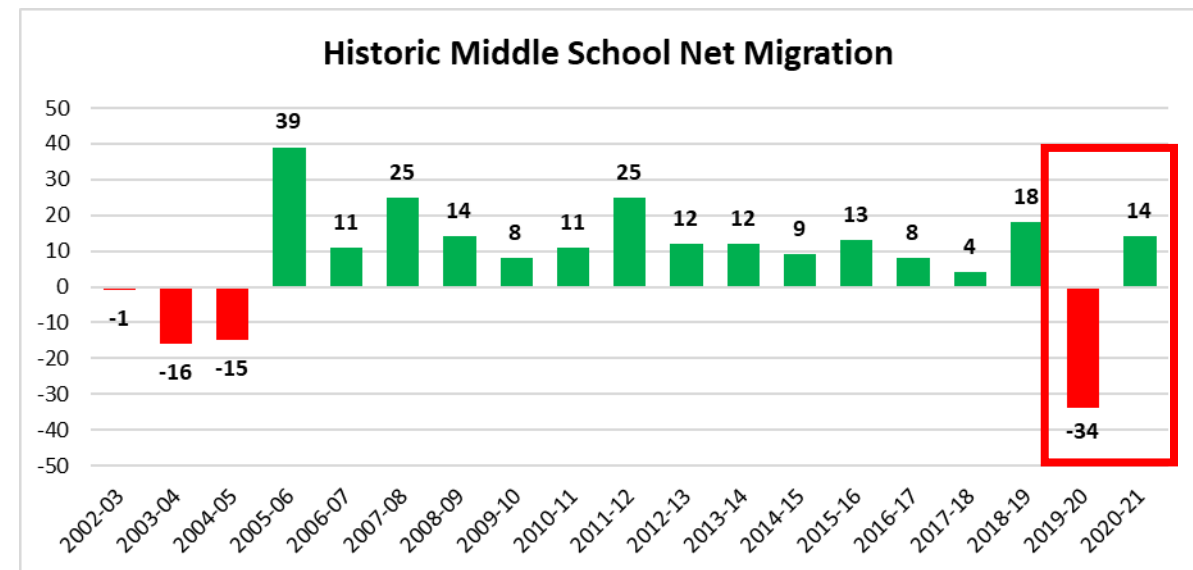
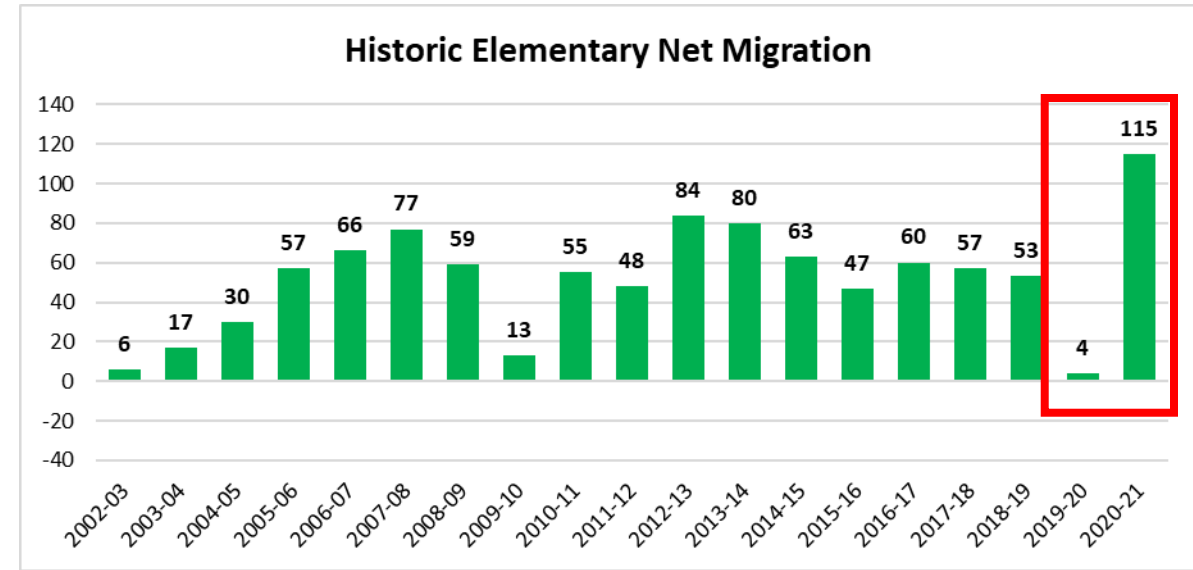


- 217 new to district students in grades 1 through 5 in 2020-21
 - About half of these students are tied to home sales over the prior twelve months
 - Rental housing and or transfers from private schools account for difference between total in-migration and in-migration from sales
- Number of new-to-district students in 2020-21 is nearly double the number seen last year and is significantly higher than the number seen from 2016-17 to 2018-19



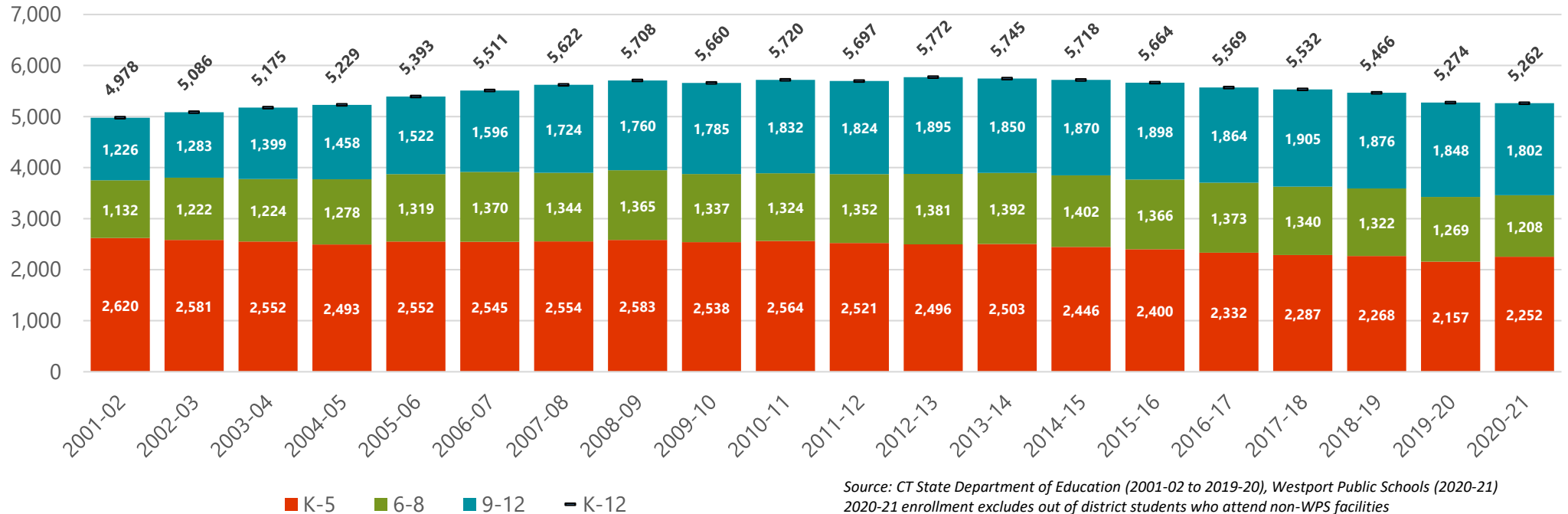
Net Migration

- Net migration includes both new-to-district students as well as student withdrawals
- 2020-21 elementary net migration of +115 students is the highest on record
 - Follows record low of just 4 students in 2019-20
- After experiencing a net out-migration of -34 students in 2019-20, middle school net migration has returned to historic levels for 2020-21



K-12 Historic Enrollments

Westport Public Schools Historic K-12 Enrollment
(2001-02 to 2020-21)

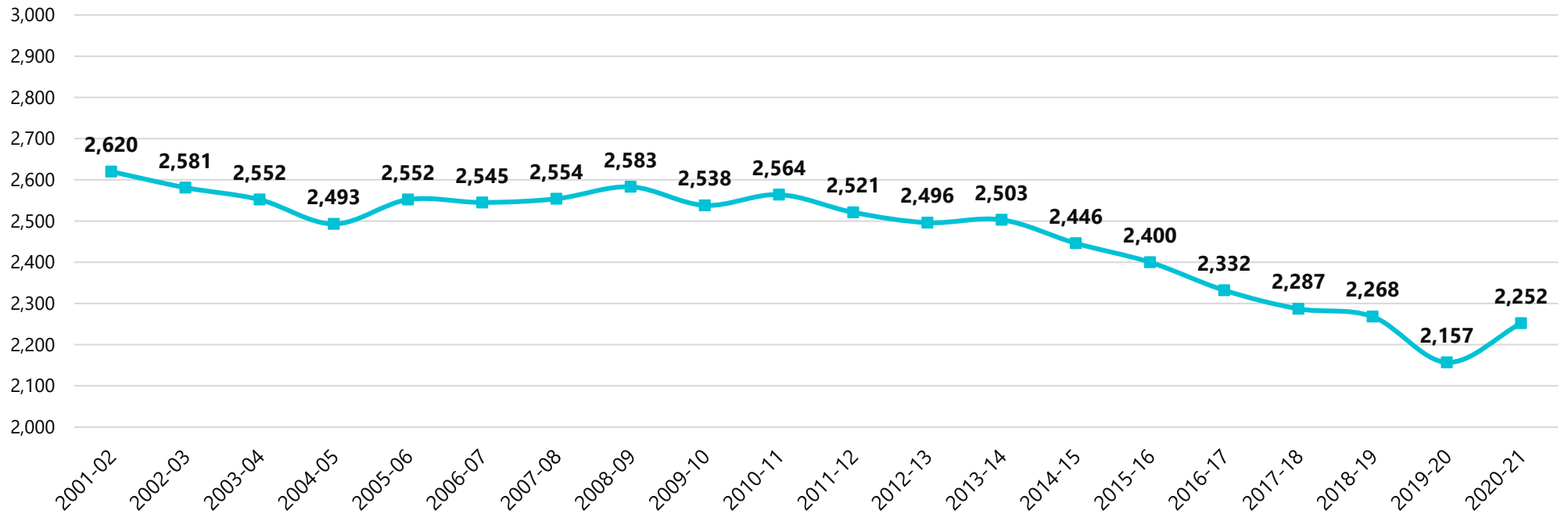


- Overall, enrollment was stable since the 2019-20 school year
- Elementary enrollment increased by 95 students or 4.4% since last year. Rebound follows a sharp decrease in 2019-20
- Middle school enrollment decreased by 61 students or -4.8%, driven by small 6th grade class
- High school enrollment decreased by 46 students or -2.5% as small 9th grade class replaces larger graduating class from last year



K-5 Historic Enrollments

Westport Public Schools Historic K-5 Enrollment
(2001-02 to 2020-21)



Source: CT State Department of Education (2001-02 to 2019-20), Westport Public Schools (2020-21)
2020-21 enrollment excludes out of district students who attend non-WPS facilities

- Elementary enrollment increased by 95 students or 4.4% since last year. Rebound follows a sharp decrease in 2019-20



Elem. By School Historic Enrollments

Historic Total Elementary (K-5) Enrollments
Westport Public Schools

Elementary School	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	5-Year Change	10-Year Change
Coleytown	480	447	451	410	404	371	369	381	391	424	5.0%	-11.7%
Greens Farms	453	452	446	455	411	418	417	398	370	418	1.7%	-7.7%
Kings Highway	468	486	498	498	485	490	463	470	445	451	-7.0%	-3.6%
Long Lots	598	583	578	560	560	545	540	538	511	554	-1.1%	-7.4%
Saugatuck	522	524	523	518	516	483	483	466	422	405	-21.5%	-22.4%

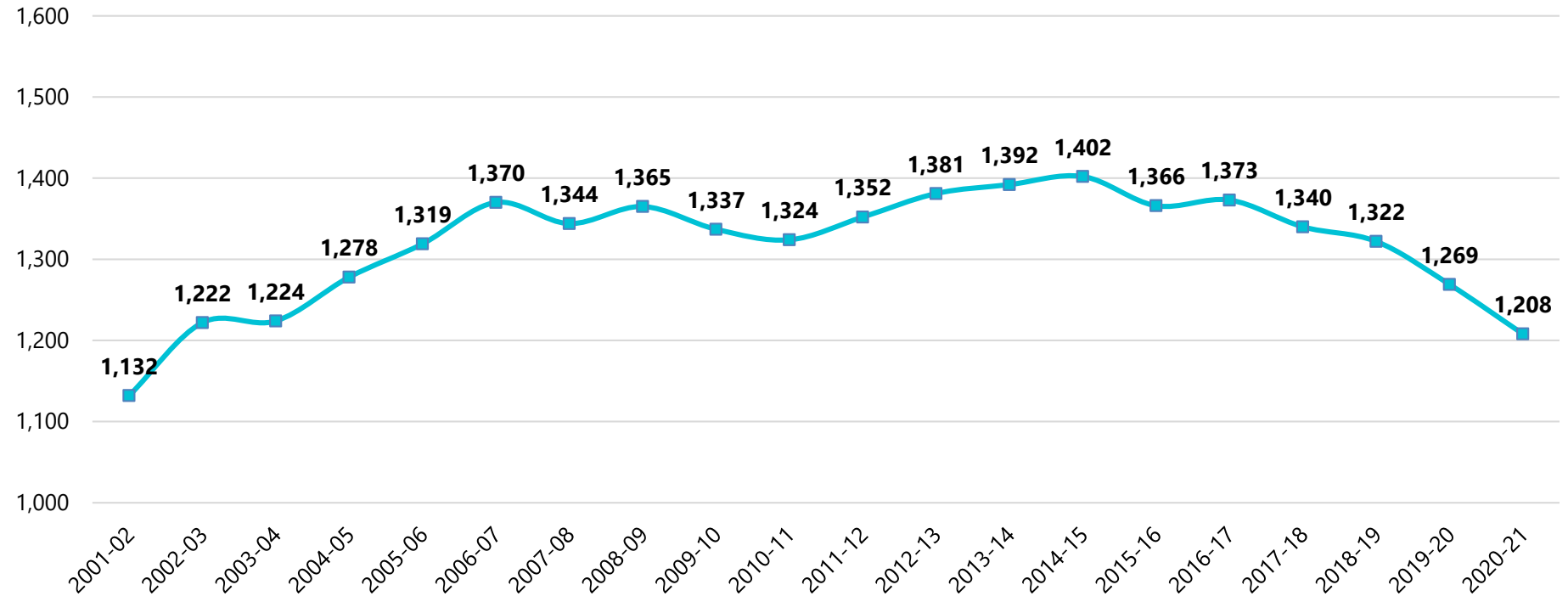
Excludes enrollment in the GFS and LLS intensive programs

- Elementary schools experienced their most recent enrollment peak in the early to mid 2010s
- Enrollment at Coleytown (5%) and Greens Farms (1.7%) have increased over the last five years
- Enrollment at Long Lots has generally stayed stable over the last five years
- Enrollment has continued to decrease at Kings Highway (-7%) and Saugatuck (-21.5%) over the last five years



6-8 Historic Enrollments

Westport Public Schools Historic 6-8 Enrollment
(2001-02 to 2020-21)



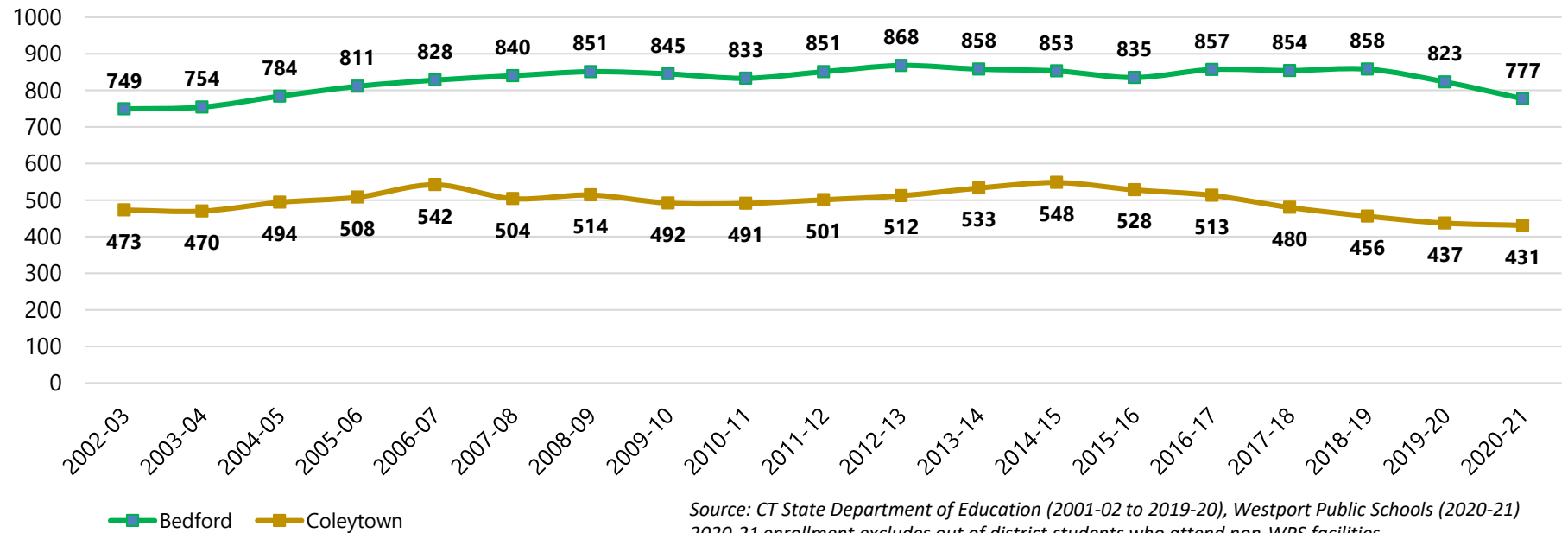
Source: CT State Department of Education (2001-02 to 2019-20), Westport Public Schools (2020-21)
2020-21 enrollment excludes out of district students who attend non-WPS facilities



- 6-8 enrollment experienced its historic peak during the 2014-15 school year and has decreased 13.8% since
- Decrease this year driven by small incoming 6th grade class

Mid. By School Historic Enrollments

Westport Middle (6-8) Enrollment by School
(2002-03 to 2020-21)



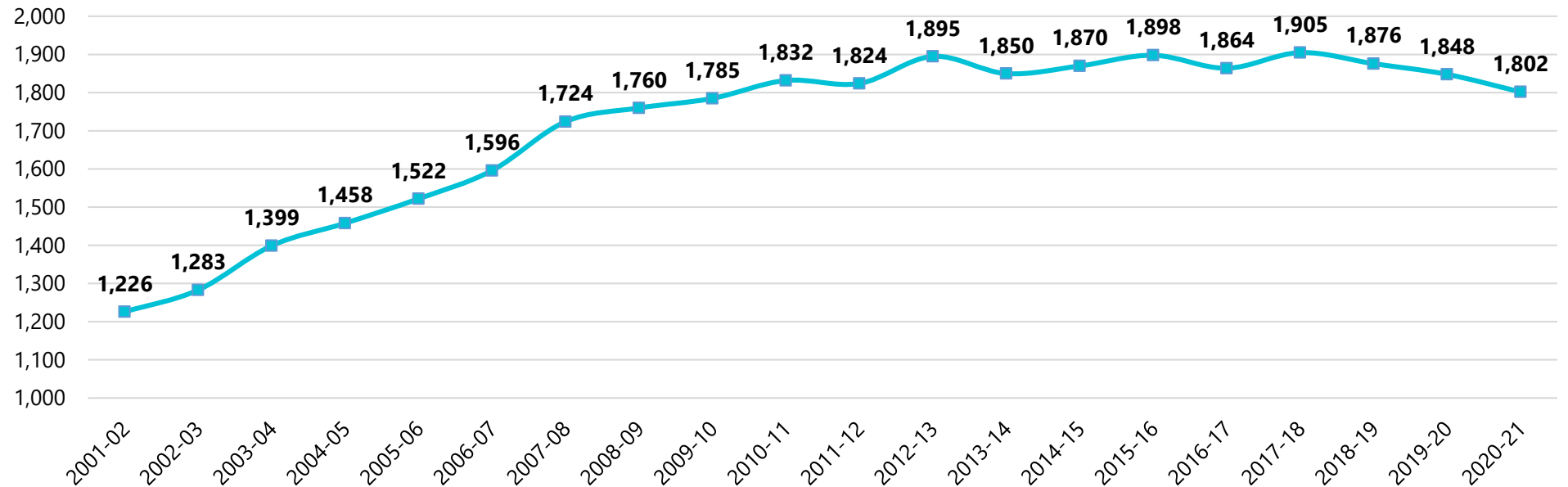
Source: CT State Department of Education (2001-02 to 2019-20), Westport Public Schools (2020-21)
2020-21 enrollment excludes out of district students who attend non-WPS facilities

- 2019-20 and 2020-21 enrollment data assigned to CMS based on address



9-12 Historic Enrollments

Westport Public Schools Historic 9-12 Enrollment
(2001-02 to 2020-21)



Source: CT State Department of Education (2001-02 to 2019-20), Westport Public Schools (2020-21)
2020-21 enrollment excludes out of district students who attend non-WPS facilities

- High school enrollment peaked at 1,905 students in 2017-18
- Since then it has decreased 103 students or -5.4% as smaller 9th grade classes replace larger graduating classes



Historic Enrollments

Westport Public School Enrollment History

Pre-Kindergarten to 12th Grade

School Year	Birth Year	Births	K	1	2	3	4	5	6	7	8	9	10	11	12	PK
2001-02	1996	357	418	447	433	467	422	433	396	394	342	354	329	273	270	29
2002-03	1997	326	388	442	442	430	464	415	421	404	397	350	346	319	268	40
2003-04	1998	309	369	412	439	446	422	464	416	413	395	404	337	344	314	49
2004-05	1999	314	375	396	430	435	445	412	465	403	410	387	400	327	344	51
2005-06	2000	335	414	400	410	438	438	452	427	480	412	420	389	392	321	55
2006-07	2001	281	379	443	415	435	434	439	461	419	490	406	426	384	380	59
2007-08	2002	296	371	418	462	422	443	438	449	464	431	488	412	434	390	56
2008-09	2003	301	408	412	430	465	433	435	449	445	471	437	484	411	428	56
2009-10	2004	259	377	430	404	442	464	421	448	444	445	466	435	474	410	56
2010-11	2005	261	392	402	441	421	462	446	436	445	443	463	467	433	469	55
2011-12	2006	228	355	400	421	442	430	473	460	436	456	464	461	471	428	39
2012-13	2007	191	364	389	421	431	453	438	479	463	439	481	471	470	473	46
2013-14	2008	219	365	387	403	435	450	463	446	484	462	442	479	466	463	41
2014-15	2009	168	343	390	408	416	449	440	468	445	489	473	442	482	473	54
2015-16	2010	192	347	346	406	419	427	455	440	470	456	493	479	438	488	50
2016-17	2011	176	327	373	361	423	414	434	450	452	471	465	493	468	438	54
2017-18	2012	192	332	347	387	370	432	419	437	448	455	480	463	490	472	66
2018-19	2013	172	347	350	358	400	374	439	431	433	458	465	478	445	488	73
2019-20	2014	179	324	355	369	348	401	360	422	412	435	451	469	479	449	70
2020-21	2015	156	340	359	381	401	360	411	376	410	422	432	443	457	470	72

Source: State Department of Education, CeDar, 2001-02 to 2006-07; EdSight Enrollment Counts 2007-08 to 2019-20; Westport Public Schools 2020-21

- Declining size of entering cohorts beginning in 2011-12 (ranging from 320 to 370)
- Larger kindergarten cohorts from prerecession era have matriculated through high school and are now being replaced by smaller cohorts
- Despite larger kindergarten class and high levels of elementary in-migration in 2020-21, elementary cohorts are still relatively small compared to historic trends



Projection Methodology

- The cohort survival methodology relies on observed data from the recent past in order to project the near future
- Persistency Ratios calculated from historic enrollment data to determine growth or loss in a class as it progresses through the school system
- Persistency Ratios account for the various external factors affecting enrollments: housing characteristics, residential development, economic conditions, student transfers in and out of system, and student mobility
- Changes in population, housing stock and tenure, and economic conditions help explain persistency ratios
- Recent instability in economic climate adds variability to enrollments, births, and residential mobility



Persistence Ratios

Kindergarten through 12th Grade Persistence Ratios by School Year
2002-2003 to 2020-21

Year	Birth-K	K-1	1-2	2-3	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11	11-12	Est. of Migration (1)
2002-03	1.1902	1.0574	0.9888	0.9931	0.9936	0.9834	0.9723	1.0202	1.0076	1.0234	0.9774	0.9696	0.9817	-0.6%
2003-04	1.1942	1.0619	0.9932	1.0090	0.9814	1.0000	1.0024	0.9810	0.9777	1.0176	0.9629	0.9942	0.9843	-0.8%
2004-05	1.1943	1.0732	1.0437	0.9909	0.9978	0.9763	1.0022	0.9688	0.9927	0.9797	0.9901	0.9703	1.0000	-0.4%
2005-06	1.2358	1.0667	1.0354	1.0186	1.0069	1.0157	1.0364	1.0323	1.0223	1.0244	1.0052	0.9800	0.9817	2.4%
2006-07	1.3488	1.0700	1.0375	1.0610	0.9909	1.0023	1.0199	0.9813	1.0208	0.9854	1.0143	0.9871	0.9694	1.6%
2007-08	1.2534	1.1029	1.0429	1.0169	1.0184	1.0092	1.0228	1.0065	1.0286	0.9959	1.0148	1.0188	1.0156	2.1%
2008-09	1.3555	1.1105	1.0287	1.0065	1.0261	0.9819	1.0251	0.9911	1.0151	1.0139	0.9918	0.9976	0.9862	1.0%
2009-10	1.4556	1.0539	0.9806	1.0279	0.9978	0.9723	1.0299	0.9889	1.0000	0.9894	0.9954	0.9793	0.9976	0.0%
2010-11	1.5019	1.0663	1.0256	1.0421	1.0452	0.9612	1.0356	0.9933	0.9977	1.0404	1.0021	0.9954	0.9895	1.3%
2011-12	1.5570	1.0204	1.0473	1.0023	1.0214	1.0238	1.0314	1.0000	1.0247	1.0474	0.9957	1.0086	0.9885	2.1%
2012-13	1.9058	1.0958	1.0525	1.0238	1.0249	1.0186	1.0127	1.0065	1.0069	1.0548	1.0151	1.0195	1.0042	2.0%
2013-14	1.6667	1.0632	1.0360	1.0333	1.0441	1.0221	1.0183	1.0104	0.9978	1.0068	0.9958	0.9894	0.9851	2.2%
2014-15	2.0417	1.0685	1.0543	1.0323	1.0322	0.9778	1.0108	0.9978	1.0103	1.0238	1.0000	1.0063	1.0150	1.5%
2015-16	1.8073	1.0087	1.0410	1.0270	1.0264	1.0134	1.0000	1.0043	1.0247	1.0082	1.0127	0.9910	1.0124	1.9%
2016-17	1.8580	1.0749	1.0434	1.0419	0.9881	1.0164	0.9890	1.0273	1.0021	1.0197	1.0000	0.9770	1.0000	1.4%
2017-18	1.7292	1.0612	1.0375	1.0249	1.0213	1.0121	1.0069	0.9956	1.0066	1.0191	0.9957	0.9939	1.0085	1.4%
2018-19	2.0174	1.0542	1.0317	1.0336	1.0108	1.0162	1.0286	0.9908	1.0223	1.0220	0.9958	0.9611	0.9959	1.9%
2019-20	1.8101	1.0231	1.0543	0.9721	1.0025	0.9626	0.9613	0.9559	1.0046	0.9847	1.0086	1.0021	1.0090	-1.4%
2020-21	2.1795	1.1080	1.0732	1.0867	1.0345	1.0249	1.0444	0.9716	1.0243	0.9931	0.9823	0.9744	0.9812	3.5%

Source: Calculated by MMI from State Department of Education, Public School Information System (2001-2019), Westport Public Schools (2020-21) enrollments, and CT Department of Public Health (CT DPH) Birth Data.

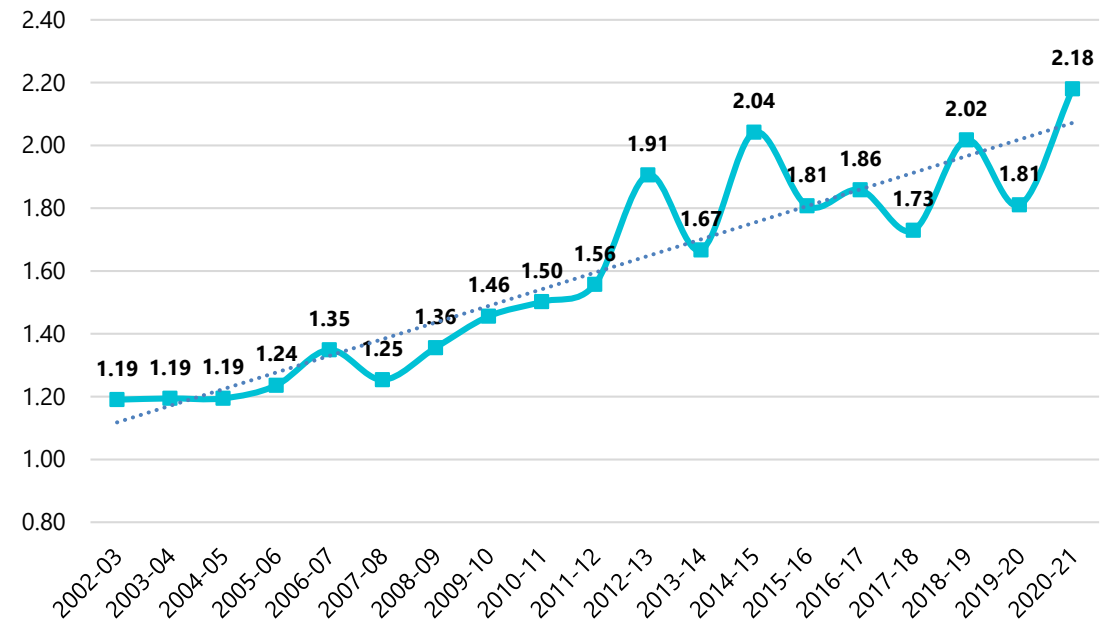
- Persistence ratios for 2020-21 indicate the highest levels of in-migration over the last twenty years
- Estimate of migration compares cohort in grades 2-8 with the same cohort in grades 1-7 the prior year
 - Between 2014-15 and 2018-19, estimate of migration averaged 1.6% annually
 - Decreased to -1.4% in 2019-20 – first negative estimate of migration since the early 2000s
 - Increased to 3.5% in 2020-21 – highest in recent memory



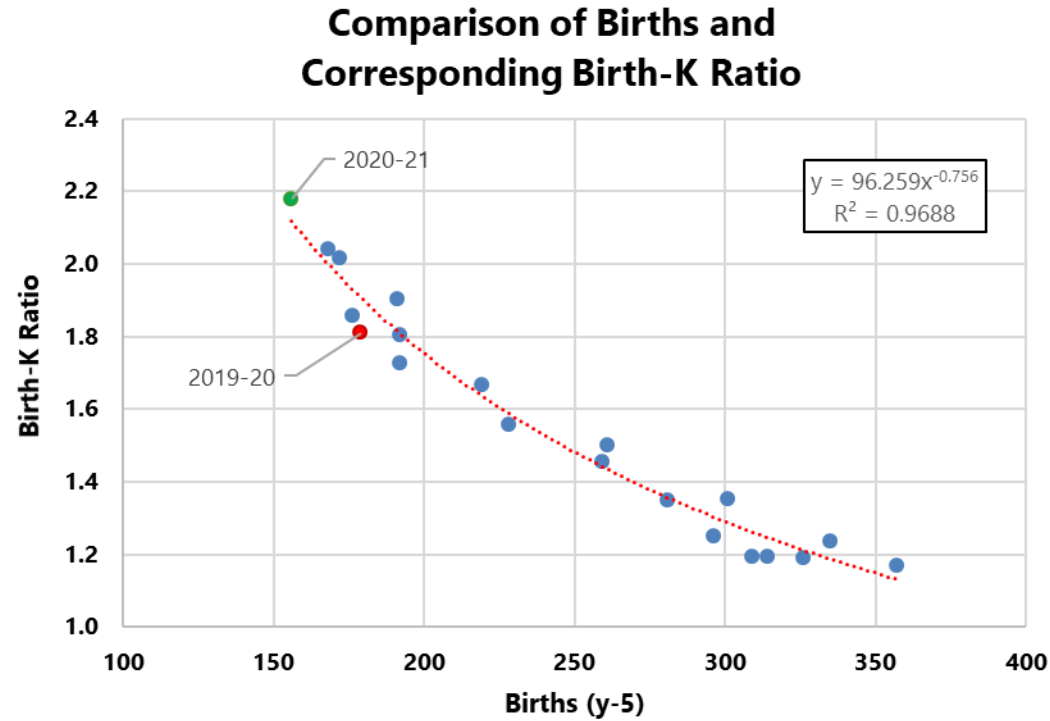
Persistence Ratios

- The Birth-K persistency ratio is a key component for projecting future Kindergarten
- As with many lower Fairfield County communities, Westport has experienced a rising Birth-K ratio since the onset of the Great Recession
- Westport's Birth-K has exhibited greater year-to-year fluctuations over the last five years than in previous decade

Westport Birth-K Ratio



Persistency Ratios

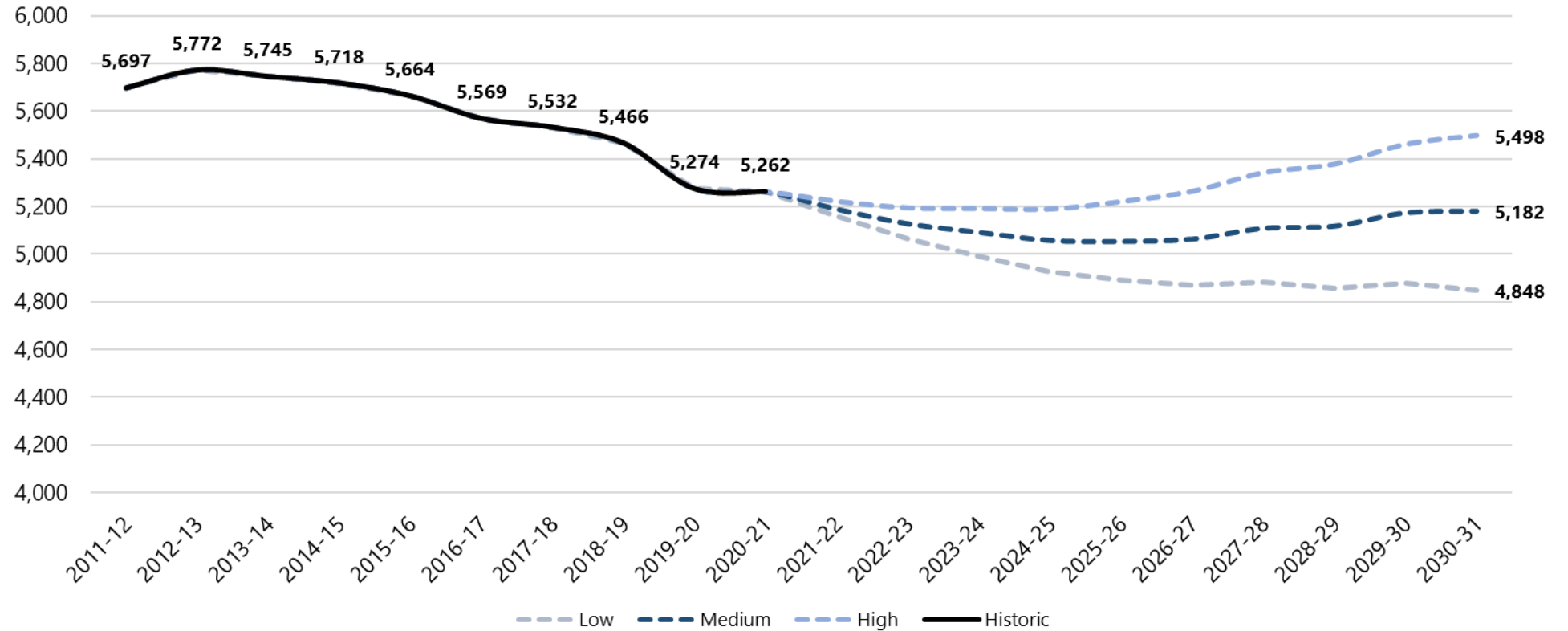


- A “best fit line” to represent the relationship between births (x) and historic birth-k ratios (y) yielded an R^2 value of 0.9688 and an equation of $y=96.259x^{-0.756}$
- Our “best fit line” guides the variable birth-k ratios



Districtwide Projections

Westport Public Schools Actual and Projected Districtwide (K-12) Enrollment: 2011-12 to 2030-31

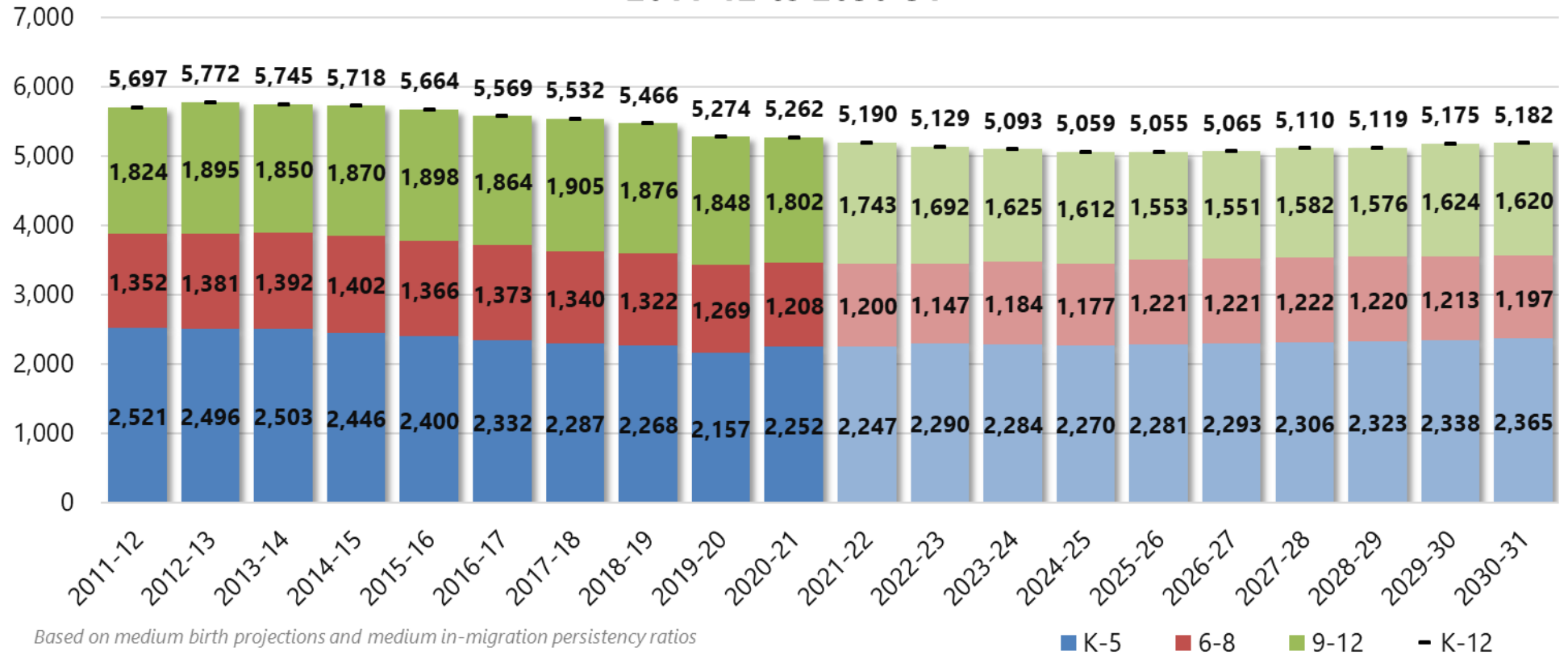


- High: Variable Birth-K Ratio escalated by 4%, Variable Persistency Ratios by Grade, High Birth Regression
- **Medium: Variable Birth-K Ratio, Variable Persistency Ratios by Grade, Medium Birth Regression**
- Low: Variable Birth-K Ratio deescalated by 4%, Variable Persistency Ratios by Grade, Low Birth Regression



Districtwide Projections

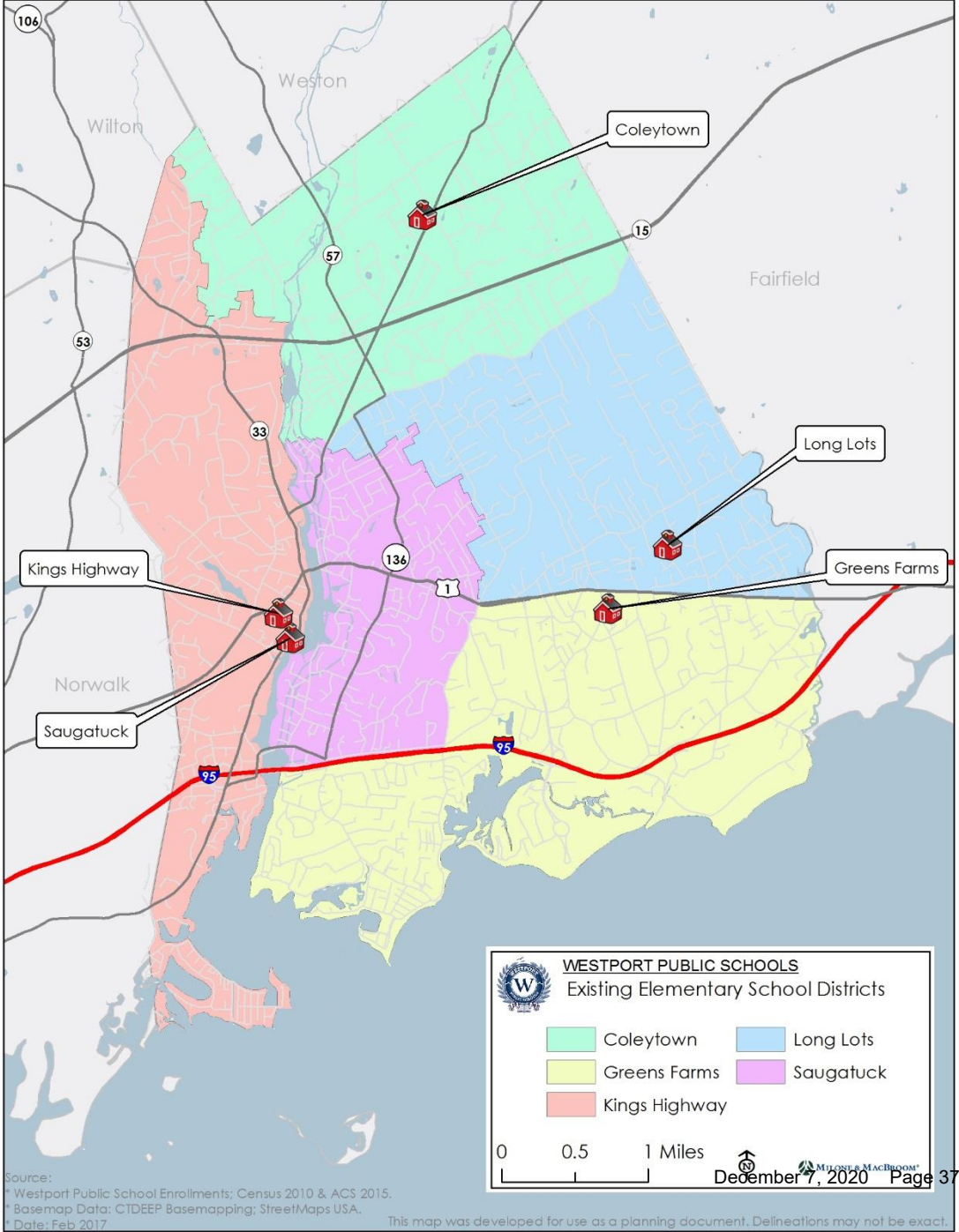
Historic and Projected K-12 Enrollment (Medium Scenario)
2011-12 to 2030-31



- Medium scenario depicts a continued decline in total enrollment over the next five years, primarily at the high school level as smaller cohorts move up to 9th grade
- K-12 enrollment projected to rebound beginning in 2026-27 primarily due to increasing elementary enrollment



Elementary Projections



Elementary School Projections

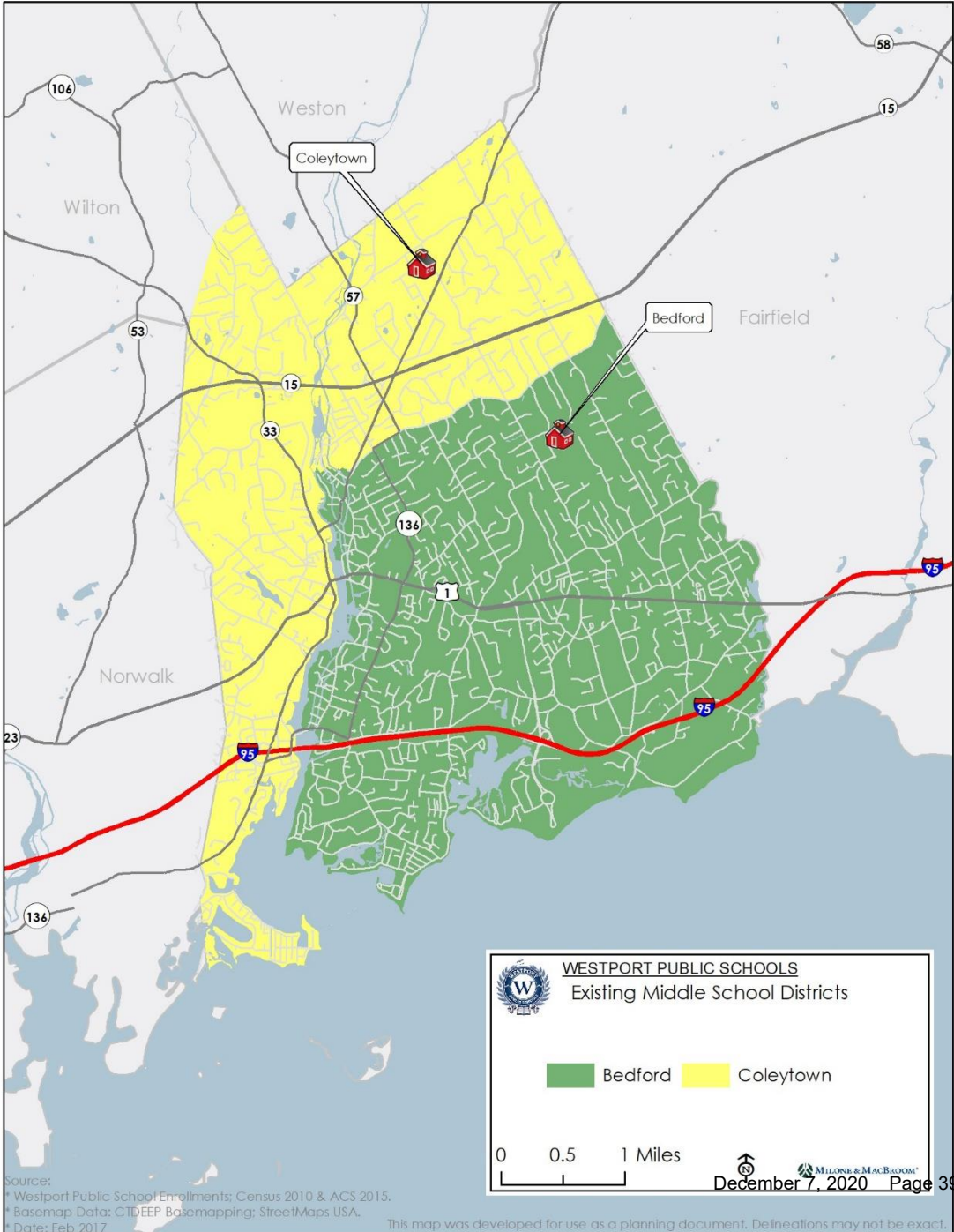
Actual and Projected Elementary School Enrollments: 2020-21 to 2030-31 (Medium Model)

School	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
Coleytown	424	435	452	454	445	439	436	438	441	443	447
Greens Farms	418	426	440	448	453	456	445	449	451	455	460
Kings Highway	451	450	446	451	451	452	463	466	470	473	479
Long Lots	554	541	556	538	537	545	545	547	552	556	563
Saugatuck	405	395	396	393	384	389	404	406	409	411	416
K-5 Total	2,252	2,247	2,290	2,284	2,270	2,281	2,293	2,306	2,323	2,338	2,365

- Medium scenario projects an increase at each elementary school over the next ten years. However, rate of growth varies by school:
 - Fastest growth projected at Greens Farms (10.0%), Kings Highway (6.2%), and Coleytown (5.4%)
 - Long Lots and Saugatuck are projected to decrease slightly over the next five years before growing modestly by 1.6% and 2.7%, respectively, through 2030-31

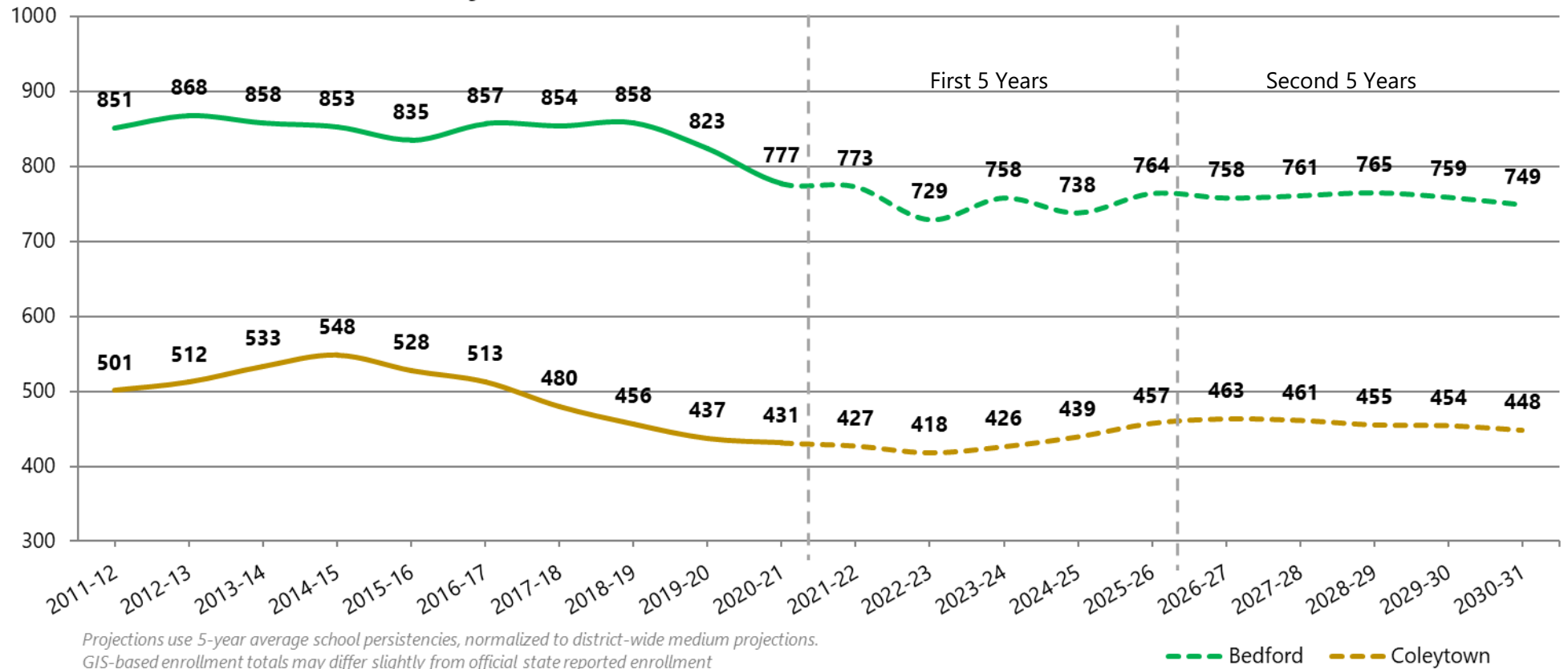


Middle School Projections



Middle School Projections

Actual and Projected Middle (6-8th) Enrollments (Medium Scenario)



- 2019-20 and 2020-21 middle school enrollment assigned to CMS based on student address
- Middle school enrollment projected to stay generally stable over the next ten years
 - CMS projected to grow slightly over the next five years before stabilizing at around 450 to 460 students



Projection Takeaways Districtwide

- Projections revised upwards due to strong housing market and in-migration rates
 - Recommended medium model assumes modest level of in-migration, strong housing market, and elevated births continue over the next ten years
 - Should current year housing and migration trends continue, high model may be more appropriate
- Overall K-12 enrollment is projected to decrease by 3.9% over the next five years and bottom out for the 2025-26 school year
 - Over the final five years of the projections, K-12 enrollment is projected to grow by 2.5%
- Elementary enrollments are projected to “bottom out” in 2021-22 before increasing by 5.3% over the final nine years of the projections
- Middle school enrollment is projected to stay relatively stable at between 1,150 and 1,250 students over the next ten years
- High school enrollment is projected to decrease by 13.9% through 2026-27 as smaller cohorts enter 9th grade
 - Enrollment projected to rebound slightly over the final four years of the projections as larger elementary and middle school cohorts begin moving up



Projection Takeaways School Specific

- Greens Farms, Coleytown and Kings Highway are projected to experience modest enrollment growth over the next ten years
- Long Lots and Saugatuck are projected to decrease slightly over the next five years before rebounding over the final five years of the projections
- Coleytown Middle School is projected to grow by 6% over the next five years before stabilizing at between 450 to 460 students
- Bedford Middle School is projected to decrease slowly over the next ten years



APPENDIX: Districtwide Projections Medium

Medium Districtwide Projections

School Year	Birth Year	Medium Births	K	1	2	3	4	5	6	7	8	9	10	11	12	PK	PK-12	K-12	K-5	6-8	9-12
2020-21	2015	156	340	359	381	401	360	411	376	410	422	432	443	457	470	72	5,334	5,262	2,252	1,208	1,802
2021-22	2016	168	336	364	381	396	409	361	413	372	415	427	428	433	455	72	5,262	5,190	2,247	1,200	1,743
2022-23	2017	164	334	360	386	396	404	410	363	408	376	420	423	418	431	72	5,201	5,129	2,290	1,147	1,692
2023-24	2018	163	334	358	382	401	404	405	412	359	413	380	416	413	416	72	5,165	5,093	2,284	1,184	1,625
2024-25	2019	141	322	358	379	397	409	405	407	407	363	418	377	406	411	72	5,131	5,059	2,270	1,177	1,612
2025-26	2020	193	348	345	379	394	405	410	407	402	412	367	414	368	404	72	5,127	5,055	2,281	1,221	1,553
2026-27	2021	204	352	373	366	394	402	406	412	402	407	417	364	404	366	72	5,137	5,065	2,293	1,221	1,551
2027-28	2022	194	348	377	395	381	402	403	408	407	407	412	413	355	402	72	5,182	5,110	2,306	1,222	1,582
2028-29	2023	191	347	373	400	411	389	403	405	403	412	412	408	403	353	72	5,191	5,119	2,323	1,220	1,576
2029-30	2024	189	346	372	395	416	419	390	405	400	408	417	408	398	401	72	5,247	5,175	2,338	1,213	1,624
2030-31	2025	189	346	370	394	411	424	420	392	400	405	413	413	398	396	72	5,254	5,182	2,365	1,197	1,620

Assumptions: Medium birth projections, variable BK, blended persistency ratios

1st 5-Year Change	-3.9%	-3.9%	1.3%	1.1%	-13.8%
2nd 5-Year Change	2.5%	2.5%	3.7%	-2.0%	4.3%

APPENDIX: Districtwide Projections High

High Districtwide Projections

School Year	Birth Year	High Births	K	1	2	3	4	5	6	7	8	9	10	11	12	PK	PK-12	K-12	K-5	6-8	9-12
2020-21	2015	156	340	359	381	401	360	411	376	410	422	432	443	457	470	72	5,334	5,262	2,252	1,208	1,802
2021-22	2016	168	350	365	376	399	410	366	422	371	417	425	430	435	456	72	5,294	5,222	2,266	1,210	1,746
2022-23	2017	164	347	376	382	394	408	417	376	416	378	420	424	422	435	72	5,267	5,195	2,324	1,170	1,701
2023-24	2018	163	347	373	394	400	403	415	428	371	423	381	419	416	422	72	5,264	5,192	2,332	1,222	1,638
2024-25	2019	141	335	373	391	413	409	410	426	422	378	426	380	411	416	72	5,262	5,190	2,331	1,226	1,633
2025-26	2020	193	362	360	391	410	422	416	421	420	429	381	425	373	411	72	5,293	5,221	2,361	1,270	1,590
2026-27	2021	209	369	389	377	410	419	429	427	415	427	432	380	417	373	72	5,336	5,264	2,393	1,269	1,602
2027-28	2022	204	366	396	407	395	419	426	440	421	422	430	430	373	417	72	5,414	5,342	2,409	1,283	1,650
2028-29	2023	204	366	393	415	427	404	426	437	434	428	425	428	422	373	72	5,450	5,378	2,431	1,299	1,648
2029-30	2024	206	367	393	412	435	436	411	437	431	442	431	424	420	422	72	5,533	5,461	2,454	1,310	1,697
2030-31	2025	211	369	394	412	432	445	444	422	431	439	445	429	416	420	72	5,570	5,498	2,496	1,292	1,710

Assumptions: High birth projections, variable BK escalated by 4%, blended persistency ratios

1st 5-Year Change	-0.8%	-0.8%	4.8%	5.1%	-11.8%
2nd 5-Year Change	5.2%	5.3%	5.7%	1.7%	7.5%

APPENDIX: Districtwide Projections Low

Low Districtwide Projections

School Year	Birth Year	Low Births	K	1	2	3	4	5	6	7	8	9	10	11	12	PK	PK-12	K-12	K-5	6-8	9-12
2020-21	2015	156	340	359	381	401	360	411	376	410	422	432	443	457	470	72	5,334	5,262	2,252	1,208	1,802
2021-22	2016	168	323	361	377	392	408	361	416	366	417	420	428	433	455	72	5,229	5,157	2,222	1,199	1,736
2022-23	2017	164	321	343	379	388	399	410	365	405	372	415	416	418	431	72	5,134	5,062	2,240	1,142	1,680
2023-24	2018	163	320	341	360	390	395	401	415	355	412	370	411	406	416	72	5,064	4,992	2,207	1,182	1,603
2024-25	2019	141	309	340	358	371	397	397	406	404	361	410	367	401	404	72	4,997	4,925	2,172	1,171	1,582
2025-26	2020	193	334	328	357	368	377	399	402	395	411	359	406	358	399	72	4,965	4,893	2,163	1,208	1,522
2026-27	2021	200	337	355	344	367	374	379	404	391	402	409	356	396	356	72	4,942	4,870	2,156	1,197	1,517
2027-28	2022	187	331	358	372	354	373	375	383	393	398	400	405	348	394	72	4,956	4,884	2,163	1,174	1,547
2028-29	2023	180	328	351	376	383	360	374	379	373	400	396	397	395	346	72	4,930	4,858	2,172	1,152	1,534
2029-30	2024	174	325	348	368	387	390	361	378	369	379	398	393	388	393	72	4,949	4,877	2,179	1,126	1,572
2030-31	2025	168	323	345	365	379	394	392	365	368	375	377	395	384	386	72	4,920	4,848	2,198	1,108	1,542

Assumptions: Low birth projections, variable BK de-escalated by 4%, blended persistency ratios

1st 5-Year Change	-6.9%	-7.0%	-4.0%	0.0%	-15.5%
2nd 5-Year Change	-0.9%	-0.9%	1.6%	-8.3%	1.3%

APPENDIX: Individual Elementary Projections

Actual and Projected Elementary School Enrollments: 2020-21 to 2030-31 (Medium Model)

School	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
Coleytown	424	435	452	454	445	439	436	438	441	443	447
Greens Farms	418	426	440	448	453	456	445	449	451	455	460
Kings Highway	451	450	446	451	451	452	463	466	470	473	479
Long Lots	554	541	556	538	537	545	545	547	552	556	563
Saugatuck	405	395	396	393	384	389	404	406	409	411	416
K-5 Total	2,252	2,247	2,290	2,284	2,270	2,281	2,293	2,306	2,323	2,338	2,365

APPENDIX: Individual Elementary Projections

Westport Public Schools Elementary School Enrollment Projections 2021-22							
School	K	1	2	3	4	5	K-5th
Coleytown	63	74	80	81	75	62	435
Green's Farms	61	80	72	71	73	69	426
King's Highway	73	68	76	79	73	81	450
Long Lots	77	88	86	90	118	82	541
Saugatuck	62	54	67	75	70	67	395
TOTAL	336	364	381	396	409	361	2,247

Westport Public Schools Elementary School Enrollment Projections 2025-26							
School	K	1	2	3	4	5	K-5th
Coleytown	65	64	73	75	77	85	439
Green's Farms	64	65	73	77	82	95	456
King's Highway	75	72	76	79	79	71	452
Long Lots	79	81	89	93	99	104	545
Saugatuck	65	63	68	70	68	55	389
TOTAL	348	345	379	394	405	410	2,281

Westport Public Schools Elementary School Enrollment Projections 2028-29							
School	K	1	2	3	4	5	K-5th
Coleytown	65	69	77	79	74	77	441
Green's Farms	63	71	77	81	79	80	451
King's Highway	75	77	81	83	76	78	470
Long Lots	79	88	94	96	95	100	552
Saugatuck	65	68	71	72	65	68	409
TOTAL	347	373	400	411	389	403	2,323

Westport Public Schools Elementary School Enrollment Projections 2022-23							
School	K	1	2	3	4	5	K-5th
Coleytown	62	67	81	83	83	76	452
Green's Farms	61	69	86	75	76	73	440
King's Highway	72	75	69	79	78	73	446
Long Lots	77	84	94	90	93	118	556
Saugatuck	62	65	56	69	74	70	396
TOTAL	334	360	386	396	404	410	2,290

Westport Public Schools Elementary School Enrollment Projections 2026-27							
School	K	1	2	3	4	5	K-5th
Coleytown	66	70	71	75	76	78	436
Green's Farms	64	71	69	76	83	82	445
King's Highway	76	77	74	79	78	79	463
Long Lots	81	87	86	94	97	100	545
Saugatuck	65	68	66	70	68	67	404
TOTAL	352	373	366	394	402	406	2,293

Westport Public Schools Elementary School Enrollment Projections 2029-30							
School	K	1	2	3	4	5	K-5th
Coleytown	64	69	76	79	80	75	443
Green's Farms	63	71	76	81	86	78	455
King's Highway	75	77	80	84	81	76	473
Long Lots	80	87	93	99	101	96	556
Saugatuck	64	68	70	73	71	65	411
TOTAL	346	372	395	416	419	390	2,338

Westport Public Schools Elementary School Enrollment Projections 2023-24							
School	K	1	2	3	4	5	K-5th
Coleytown	63	66	74	84	84	83	454
Green's Farms	60	69	74	90	80	75	448
King's Highway	72	74	78	73	77	77	451
Long Lots	76	84	89	97	96	96	538
Saugatuck	63	65	67	57	67	74	393
TOTAL	334	358	382	401	404	405	2,284

Westport Public Schools Elementary School Enrollment Projections 2027-28							
School	K	1	2	3	4	5	K-5th
Coleytown	65	70	77	72	77	77	438
Green's Farms	63	72	77	74	81	82	449
King's Highway	75	78	79	77	79	78	466
Long Lots	80	89	92	90	97	99	547
Saugatuck	65	68	70	68	68	67	406
TOTAL	348	377	395	381	402	403	2,306

Westport Public Schools Elementary School Enrollment Projections 2030-31							
School	K	1	2	3	4	5	K-5th
Coleytown	64	68	76	78	80	81	447
Green's Farms	63	70	76	80	86	85	460
King's Highway	75	77	80	83	83	81	479
Long Lots	80	88	92	97	104	102	563
Saugatuck	64	67	70	73	71	71	416
TOTAL	346	370	394	411	424	420	2,365

Westport Public Schools Elementary School Enrollment Projections 2024-25							
School	K	1	2	3	4	5	K-5th
Coleytown	60	66	73	76	85	85	445
Green's Farms	58	68	74	77	96	80	453
King's Highway	70	75	76	81	72	77	451
Long Lots	74	84	89	93	101	96	537
Saugatuck	60	65	67	70	55	67	384
TOTAL	322	358	379	397	409	405	2,270

APPENDIX: Individual Middle Projections

Actual and Projected Middle School Enrollments: 2020-21 to 2030-31 (Medium Model)

School	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
Bedford	777	773	729	758	738	764	758	761	765	759	749
Coleytown	431	427	418	426	439	457	463	461	455	454	448
Middle Total	1,208	1,200	1,147	1,184	1,177	1,221	1,221	1,222	1,220	1,213	1,197

APPENDIX: Individual Middle Projections

Bedford	6	7	8	Total
2020-21	238	264	275	777
2021-22	269	237	267	773
2022-23	222	267	240	729
2023-24	266	222	270	758
2024-25	250	264	224	738
2025-26	248	249	267	764
2026-27	259	247	252	758
2027-28	254	257	250	761
2028-29	253	252	260	765
2029-30	253	251	255	759
2030-31	244	251	254	749

Coleytown	6	7	8	Total
2020-21	138	146	147	431
2021-22	144	135	148	427
2022-23	141	141	136	418
2023-24	146	137	143	426
2024-25	157	143	139	439
2025-26	159	153	145	457
2026-27	153	155	155	463
2027-28	154	150	157	461
2028-29	152	151	152	455
2029-30	152	149	153	454
2030-31	148	149	151	448



Ali Moran
Coordinator of Elementary Curriculum
Telephone: 203-341-2409
Email: amoran@westportps.org

TO: Thomas Scarice, Superintendent of Schools
FROM: Ali Moran, Coordinator of Elementary Curriculum
SUBJECT: Science and Social Studies Curriculum for the Hybrid Model
DATE: November 30, 2020

Science & Social Studies Update

Background

The Westport Public Schools have adopted a half day, hybrid model for elementary students. Given the reduced instructional time in school, the district has prioritized literacy and mathematics instruction during the in-person hours. We recognize the importance of science and social studies curriculum and have been working to reintroduce some of the curriculum.

The following plan has been constructed in collaboration with the K-5 Science Coaches and the Social Studies Lesson Designer. It is designed for the current, hybrid model and will be reexamined should the district need to change course. The plan involves engaging students minimally while in-person, to preserve the focus on literacy and mathematics. Students will use their time outside of the in-person day to further explore topics. The instructional activities are intended to be open ended, exploratory, and engaging for students (and their families if they so choose).

Parent Communication

Parent letters will be drafted for each grade and each unit of study. The parent letter will be sent by the classroom teacher at the start of each unit.

Lesson Management

- Each unit will begin with an in-school (live or in person) inquiry based launch.
 - Science and social studies teachers will plan the launch.
 - Classroom teachers will facilitate the discussion and generation of student questions during *one math block*.
- Classroom teachers will assign subsequent lessons for *at home learning* via their Google Classroom pages.
- Each unit will end with an in-school (live or in person) inquiry closure.
 - Science and social studies teachers will plan the closure.

- Classroom teachers will facilitate a reflection on learning by revisiting initial questions and discussing what has been discovered and learned during *one math block*.

Curriculum Calendar

Science and Social Studies units have been added to the curriculum calendar. The calendar has been developed to avoid overlaps between science and social studies. In other words, grade levels will be in a science *or* social studies unit at a given time.

	K	1	2	3	4	5
Dec	SS: My Family	SS: School & Community Citizenship	Sci: 3 Little Pigs (New Unit)	Sci: Forces & Motion	(weather integrated literacy unit)	Sci: Mini Unit *Stars*
Jan	Becoming a Scientist (K)	Becoming a Scientist (1)	SS: Ideas About Gov. - Rights & Responsibilities	SS: The Story of Saugatuck & Local Government	SS: Regions	Sci: Pizza Farm
	Sci: Reaction Rockets	Sci: Sound				
Feb	SS: My School Community	SS: Communities on a Map	SS: People in Groups can Make a Difference	Sci: Survival Over Time	Sci: Sensory Processing	Sci: Dirty Water
		Sci: Plants	Sci: Earth Events (New Unit)	Sci: Similarities & Differences in Organisms	SS: Climate	
Mar	Sci: Plants & Animals	SS: Studying the Past	SS: How and Why we Remember the Past		Sci: Earth Over Time	SS: American Revolution
Apr		Sci: Plants	SS: How and Why we Remember the Past			
May	Sci: Weather	Sci: Animals	Sci: Koa Tree	SS: State Government	SS: Migration, Movement & Change	
Jun						



WESTPORT PUBLIC SCHOOLS

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TO: Westport Board of Education and Thomas Scarice, Superintendent of Schools
FROM: Dr. Anthony Buono, Assistant Superintendent of Teaching and Learning
SUBJECT: Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) Results
DATE: December 3, 2020

Background:

The elementary and middle schools have recently completed the Measures of Academic Progress (MAP). The MAP® Growth™ test from the Northwest Evaluation Association (NWEA®) fulfills the universal screening requirements by the State of Connecticut. NWEA™ is a global not-for-profit educational services organization located in Portland, Oregon. NWEA partners with over 3,500 educational organizations worldwide to provide research-based adaptive assessments, professional development, and research services.

Universal screening is the process of providing a brief assessment to all students to identify those who may experience lower than expected academic outcomes. Universal screening is one of the evaluation strategies we use to identify those students who may be at risk. MAP Growth tests adapt to student responses to measure skill levels. If a student answers a question correctly, the next question is more challenging. If students answer incorrectly, the next question is less challenging. The results provide a more complete picture of what students know and are ready to learn—whether it is on, above, or below grade level.

Because MAP Growth tests provide immediate and accurate information about each student's learning, it is easy for teachers to identify students with similar scores who are generally ready for instruction in similar skills and topics, and then plan instruction accordingly.

Although MAP results are helpful in identifying and understanding students strengths and growth areas, assessments of this nature represent one data point and are not the only source of data we use to evaluate our students' learning. In addition to the information garnered from standardized assessments of this nature, the district also utilizes a student's day-to-day performance to assist in understanding students' strengths and instructional needs. It is in these day-to-day assessments that teachers perhaps find the most "just in time" actionable and relevant data to guide instruction.

NWEA COVID19 Projections:

To provide preliminary estimates of the potential impacts of the extended pause of academic instruction during the coronavirus crisis, NWEA leverages research on summer loss and uses a national sample of over five million students in grades 3–8 who took MAP® Growth™ assessments in 2017–2018. NWEA examined how the observed typical average



growth trajectory by grade for students who completed a standard length school year compared to projections under two scenarios for the closures: a COVID-19 slide, in which students showed patterns of academic setbacks typical of summers throughout an extended closure and COVID-19 slowdown, in which students maintained the same level of academic achievement they had when schools were closed (modeled for simplicity as March 15, with school resuming in fall).

Provided below are national estimates of COVID-19 projections of the average academic growth trajectory by grade and for mathematics (Figure 1) and reading (Figure 2). In a typical year (shown as solid lines), average academic growth varies across the academic year (shown as the curved lines seen in some grades) and generally declines from the last day of school through the summer, with steeper declines in mathematics than in reading. The average within-year growth follows a quadratic trajectory across the 2017–2018 student sample^x, while the dashed line shows projected trajectories under a COVID slowdown, and dotted lines show projected trajectories under a COVID slide. Preliminary COVID slide estimates suggest students will return in fall 2020 with roughly 70% of the learning gains in reading relative to a typical school year. However, in mathematics, students are likely to show much smaller learning gains, returning with less than 50% of the learning gains and in some grades, nearly a full year behind what we would observe in normal conditions. Again, these forecasts are for national projections.

Figure 1. Mathematics forecast

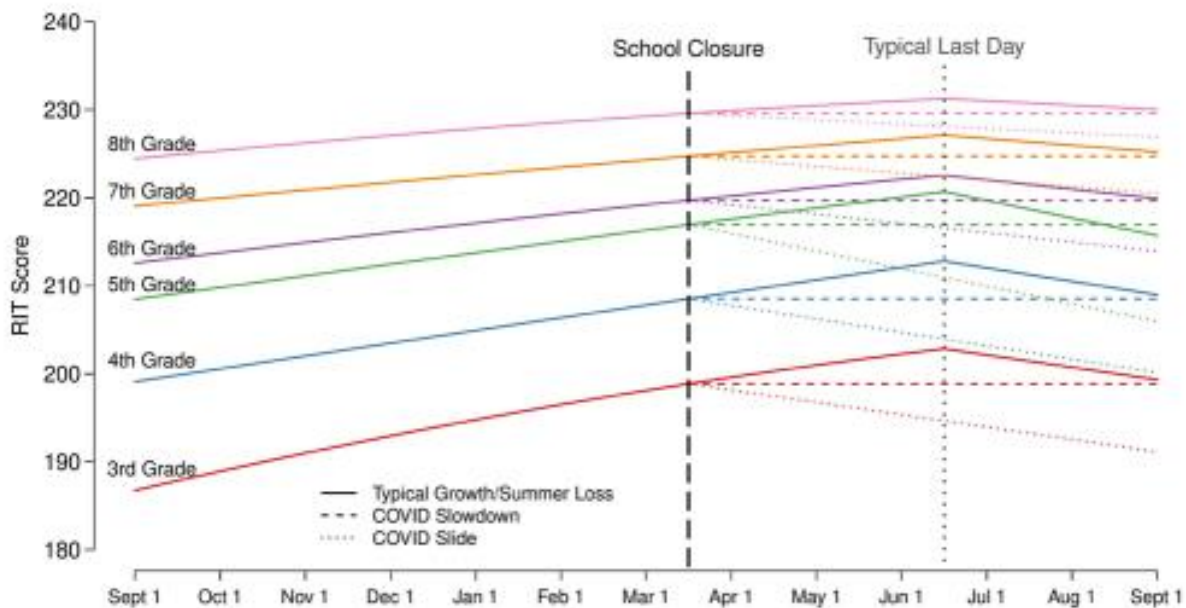
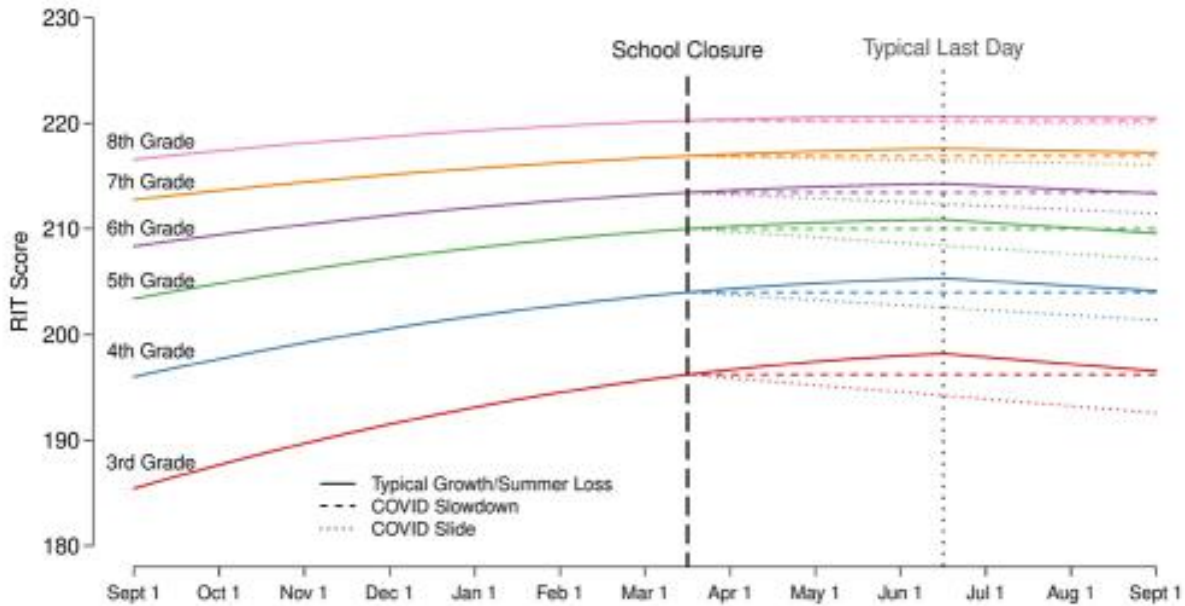




Figure 2. Reading forecast



Guiding Questions:

1. If and to what extent has student achievement changed across the period of interrupted learning?
2. Did interrupted learning have a greater impact on students in certain grades compared to others?
3. Did interrupted learning have a greater impact on certain content areas as compared to others?
4. Do we see differential achievement trends across student subgroups?



WESTPORT PUBLIC SCHOOLS

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Overall Results:

NWEA's RIT scale stands for Rasch Unit scale.

What are the characteristics of the RIT scales?

These RIT scales are stable, equal interval scales that use individual item difficulty values to measure student achievement independent of grade level (that is, across grades). "Equal interval" means that the difference between scores is the same regardless of whether a student is at the top, bottom, or middle of the RIT scale. "Stable" means that the scores on the same scale from different students, or from the same students at different times, can be directly compared, even though different sets of test items are administered. A RIT score also has the same meaning regardless of the grade or age of the student.

In summary, the RIT scale is:

- An achievement scale
- Accurate
- Equal interval
- Useful for measuring growth over time
- The same regardless of the grade or age of the student

MATH - MAP Growth				
Mean RIT Scores				
WPS Grade	National Mean	Fall 2018	Fall 2019	Fall 2020
K	139.6		148.4	152.0
1	160.1	165.4	171.5	168.6
2	175.0	191.3	187.0	185.4
3	188.5	196.8	198.4	193.7
4	199.6	210.2	212.7	206.1
5	209.1	221.6	224.0	219.6
6	214.8	229.8	226.9	224.9
7	220.2	234.3	239.1	232.1
8	224.9	245.5	243.4	245.1



READING - MAP Growth				
Mean RIT Scores				
WPS Grade	National Mean	Fall 2018	Fall 2019	Fall 2020
K	136.7		147.3	149.8
1	155.9		170.2	168.0
2	172.4	187.0	188.4	184.8
3	186.6	199.4	199.6	199.4
4	196.7	210.6	211.4	210.6
5	204.5	216.1	218.5	218.1
6	210.2	222.9	221.5	222.1
7	214.2	226.6	225.0	222.8
8	218.0	229.6	228.0	229.6

Findings:

- **Students are continuing to make academic progress.**
- **Westport’s mean RIT scores are consistently above the national mean.**
- **Average RIT scores are generally lower in the fall 2020 as compared to those in the fall of 2019.**
- **The overall results indicate student performance may have been impacted by COVID related disruptions.**



Percentage of Students Reaching or Exceeding Growth Targets:

Growth targets represent the average growth of students at various points of the RIT scale. If a student’s RIT score is 200. His/her growth target is equal to the performance of the average similarly situated student. In other words, they represent the growth of the proverbial "middle child" in the norming sample.

WPS Grade	Math		Reading	
	Met Fall to Fall Growth 2019	Met Fall to Fall Growth 2020	Met Fall to Fall Growth 2019	Met Fall to Fall Growth 2020
K	N/A	N/A	N/A	N/A
1	N/A	52.00%	N/A	61.00%
2	70.00%	46.00%	N/A	35.00%
3	23.00%*	31.00%*	37.00%*	48.00%*
4	80.00%	33.00%	65.00%	58.00%
5	75.00%	34.00%	59.00%	49.00%
6	52.00%	26.00%	53.00%	48.00%
7	66.00%	38.00%	43.00%	42.00%
8	63.00%	52.00%	44.00%	63.00%

Findings:

- These results indicate fewer students met their growth targets in fall of 2020 than in fall of 2019.
- Although collectively student growth is less than last year, there is evidence of student progress.
- Results indicate student performance has been more significantly impacted in mathematics than in reading.

***Calculations have been modified in 2020 in response to large discrepancies between the primary assessment K-2 and the 3-8 assessment.**



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Matched Cohorts - Follow color coding across the percentile bands to see changes with the same group of students from fall 2019 to 2020. Each cell represents the percentage of students in that performance band in a given grade/year.

MATH							READING						
	<40th		Avg		>60th			<40th		Avg		>60th	
	2019	2020	2019	2020	2019	2020		2019	2020	2019	2020	2019	2020
K	14%	7%	20%	12%	66%	82%	K	4%	4%	16%	23%	80%	73%
1	12%	16%	9%	17%	79%	67%	1	8%	10%	12%	15%	79%	74%
2	11%	9%	12%	17%	76%	73%	2	10%	9%	17%	12%	73%	79%
3	12%	24%	13%	23%	75%	52%	3	13%	12%	12%	14%	76%	74%
4	7%	21%	9%	22%	84%	56%	4	8%	8%	12%	12%	81%	79%
5	6%	15%	11%	19%	84%	66%	5	7%	7%	10%	12%	81%	79%
6	9%	9%	16%	21%	76%	71%	6	10%	9%	14%	14%	76%	76%
7	5%	11%	7%	18%	87%	70%	7	12%	18%	16%	15%	73%	68%
8	10%	7%	9%	11%	81%	83%	8	11%	10%	17%	14%	71%	75%



Average Cohort Percentile Rank from 2019 to 2020 (matched cohort) - A percentile rank indicates how well a student performed in comparison to the students in the specific norm group, for example, in the same grade and subject. A student's percentile rank indicates that the student scored as well as, or better than, the percent of students in the norm group. For example, a student scoring at the 35th percentile scored as well as, or better than, 35 percent of students in the norm group. It also means that 65 percent of the students in the norm group exceeded this score.

Mathematics

Cohort	Avg Percentile Rank 2019	Avg Percentile Rank 2020	Difference
Kindergarten to Grade 1	74.8	69.2	-5.6
Grade 1 to Grade 2	70.4	73.1	+2.7
Grade 2 to Grade 3	71.2	61.8	-9.4
Grade 3 to Grade 4	72.0	62.9	-9.1
Grade 4 to Grade 5	76.9	70.0	-6.9
Grade 5 to Grade 6	78.6	69.8	-8.8
Grade 6 to Grade 7	73.2	69.5	-3.7
Grade 7 to Grade 8	81.2	79.7	-1.5



Reading

Cohort	Avg Percentile Rank 2019	Avg Percentile Rank 2020	Difference
Kindergarten to Grade 1	69.5	75.4	+5.9
Grade 1 to Grade 2	70.6	74.7	+4.1
Grade 2 to Grade 3	70.3	72.9	+2.6
Grade 3 to Grade 4	72.9	75.1	+2.2
Grade 4 to Grade 5	76.1	75.3	-0.8
Grade 5 to Grade 6	76.5	72.8	-3.7
Grade 6 to Grade 7	72.5	66.1	-6.4
Grade 7 to Grade 8	70.7	71.5	+0.8

Findings:

- **In most of the elementary grades the average student made at least one year’s growth in reading.**
- **Mathematics performance appears to be more significantly impacted due to interrupted learning than reading.**
- **With the exception of 7th grade the average percentile rank in reading remained in the 70th percentile range for 2019 and 2020.**
- **The average percentile rank in math dropped for every cohort except for the cohort of students moving from grade 2 to 3.**
- **In mathematics, the growth of our highest performing students has been impacted.**

Current and Next Steps:

Elementary

- **Administrators and teachers are reviewing the results by grade level and classroom.**
- **Continue subgroup analysis of data.**
- **Students performing below the 40th percentile have been reviewed by the RTI Committee at each school.**
 - **Students may receive further evaluation to determine instructional needs.**
 - **Students may receive additional instruction from their classroom teacher and/or an interventionist.**



- **Special education teachers will review these results along with other data points (standardized and non-standardized assessments, curriculum based measures, performance on individual goals and objectives, etc.) to inform individual programming and instruction for each student on their caseload**
- **The overall results and findings, especially the more significant impact of COVID on math results, has been shared and discussed with teachers and building administrators.**
- **Small group instruction is maximized in the hybrid model, given the small class sizes.**
- **The addition of the WIN block (What I Need) provides teachers with additional time to target student needs. Professional development has been provided on effective uses of the WIN block.**
- **Common assessments across grades are administered and results are analyzed at the building and district level.**

Middle School:

- **Administrators have reviewed the results, and are sharing information with teachers at the district wide meetings.**
- **Continue subgroup and topical analysis of data.**
- **Students performing below the 40th percentile are being reviewed by the RTI team.**
 - **Students may receive further evaluation to determine instructional needs.**
 - **Students may receive additional instruction from an interventionist.**
- **Special education teachers will review these results along with other data points (standardized and non-standardized assessments, curriculum based measures, performance on individual goals and objectives, etc.) to inform individual programming and instruction for each student on their caseload**
- **The overall results and findings, especially the impact of COVID, will be discussed with teachers and building administrators. Additional interventions will be considered.**

Related News Report:

<https://www.npr.org/sections/coronavirus-live-updates/2020/12/01/938048852/some-good-news-student-reading-gains-are-steady-while-math-slows-down>

Community Relations

~~Smoke Free Environment~~ Prohibition Against Smoking

The Westport Board of Education ~~recognizes the deleterious health effect of smoking, and second-hand smoke. The Board also recognizes that adults should be providing positive role models for students. Therefore, the Board of Education prohibits any student or adult smoking on school property or at school-sponsored events at any time. The Board of Education is supportive of a system-wide educational campaign, about the harmfulness of smoking, and of programs of assistance to help smokers cure the habit.~~ (“Board”) prohibits smoking, including smoking using an electronic nicotine delivery system (e.g., e-cigarettes) or vapor product, within any of its schools, including any indoor facility owned or leased or contracted for, and utilized by the Board for the provision of routine or regular kindergarten, elementary, or secondary education or library services to children, or on the grounds of such school, or at any school-sponsored activity. For purposes of this policy, the term “electronic nicotine delivery system” shall mean an electronic device used in the delivery of nicotine or other substances to a person inhaling from the device and includes, but is not limited to, an electronic cigarette, electronic cigar, electronic cigarillo, electronic pipe or electronic hookah and any related device and any cartridge or other component of such device, including, but not limited to, electronic cigarette liquid. The term “vapor product” shall mean any product that employs a heating element, power source, electronic circuit or other electronic, chemical or mechanical means, regardless of shape or size, to produce a vapor that may or may not include nicotine and is inhaled by the user of such product. The term “school-sponsored activity” shall mean any activity sponsored, recognized or authorized by the Board and includes activities conducted on or off school property.

The Board further prohibits smoking including smoking using an electronic nicotine delivery system (e.g., e-cigarettes) or vapor product on the real property of any administrative office building by District employees. Real property means the land and all temporary and permanent structures comprising the district’s administrative office building(s) and includes, but is not limited to storage facilities and parking lots.

~~**Students:** Students are not permitted to smoke at any time, or be in possession of any tobacco products, or non-tobacco smoking products in school buildings, on school grounds, on school buses, vans or any school provided transportation, or at any school sponsored activity.~~

~~**Staff and Other Adults:** Staff and other adults are not permitted to smoke at any time in school buildings, on school grounds, on school buses, vans or any school provided transportation, or at any school sponsored activity. Smoking is prohibited in any offices assigned to, or public reception areas used by Board of Education personnel, and at public meetings held under the aegis of the Board of Education.~~

~~**Definition:** As used herein, “smoke” or “smoking” means the lighting or carrying of a lighted cigarette, cigar or pipe or similar device.~~

(cf. 1120 Board of Education Meetings)

(cf. 1330 Use of School Facilities)

(cf. 4118.~~231~~/4218.231 Employee Smoking, Drinking, and Use of Drugs on School Premises)

(cf. 5131.6 Drugs, Tobacco, and Alcohol)

Legal Reference: ~~Connecticut General Statutes~~

Public Act 19-13

Conn. Gen. Stat. § 10-233a(h)

Conn. Gen. Stat. § 19a-342 ~~Smoking prohibited in certain places. Signs required. Penalties.~~

Conn. Gen. Stat. § 19a-342a

Conn. Gen. Stat. § 53-344b

Pro-Children Act of 2001, Pub. L. 107-110, 115 Stat. 1174, 20 U.S.C. § 7183~~21a-242 Schedules of controlled substances.~~

Policy adopted:
Policy modified:
Amended:

April 4, 1997
August 20, 2001

WESTPORT PUBLIC SCHOOLS
Westport, Connecticut

Students

Reporting of Child Abuse, Neglect and Sexual Assault

The Board of Education (Board) recognizes its legal and ethical obligations in the reporting of suspected child abuse and neglect. Any person applying for employment with the Board shall submit to a record check of the Department of Children and Families Child Abuse and Neglect Registry before the person may be hired. Mandated reporters include all school employees, specifically Superintendent, administrators, teachers, substitute teachers, guidance counselors, school counselors, paraprofessionals, coaches of intramural and interscholastic athletics, as well as licensed nurses, physicians, psychologists and social workers and licensed behavior analysts either employed by the Board or working in one of the District schools, or any other person who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in District schools. Such individual(s) who have reasonable cause to suspect or believe that a child has been abused, neglected, placed in imminent risk of serious harm, or sexually assaulted by a school employee is required to report such abuse and/or neglect or risk and/or sexual assault.

A mandated reporter's suspicions may be based on factors including, but are not limited to, observations, allegations, facts by a child, victim or third party. Suspicion or belief does not require certainty or probable cause.

(cf. 4112.6/4212.6 – Personnel Records)

(cf. 5141.511 – Sexual Abuse Prevention and Education Program)

Legal Reference: Connecticut General Statutes

10-220a Inservice training. Professional development committees. Institutes for educators. Cooperating teacher program, regulations (as amended by PA 11-93)

10-221d Criminal history records check of school personnel. Fingerprinting. Termination or dismissal (as amended by PA 11-93)

10-221s Investigations of child abuse and neglect. Disciplinary action. (as amended by PA 16-188)

17a-28 Definitions. Confidentiality of and access to records; exceptions. Procedure for aggrieved persons. Regulations (as amended by PA 11-93)

17a-101 Protection of children from abuse. Mandated reporters. Educational and training program. Model mandated reporting policy. (as amended by PA 96-246, PA 00-220, PA 02-106, PA 03-168, PA 09-242, PA 11-93 and PA 15-205, PA 18-15 and PA 18-17)

17a-101a Report of abuse, neglect by or injury of child or imminent risk of serious harm to the child. Penalty for failure to report. Notification of Chief State's Attorney. (as amended by PA 02-106, PA 11-93, and PA 15-205, PA 18-15 and PA 18-17)
17a-102 Report of danger of abuse. (as amended by PA 02-106)

17a-101b Report by mandated reporters. Notification of law enforcement agency when allegation of sexual abuse or serious physical abuse. Notification of person in charge of institution, facility or school when a staff member suspected of abuse or neglect.

17a-101c Written or electronic report by mandated reporter.

[17a-101d Contents of reports.](#)

[17a-101e Employer prohibited from discriminating or retaliating against employee who makes a good faith report or testifies re child abuse or neglect. Immunity from civil or criminal liability. False report of child abuse. Referral to Office of the Chief State’s Attorney. Penalty.](#)

[17a-101g Classification and evaluation of reports. Determination of abuse or neglect of child. Investigation. Notice, entry of recommended finding. Referral to local law enforcement authority. Home visit. Removal of child in imminent risk of harm. Family assessment response program. Development of service plans and plans of care. Monitoring. Disclosure of information to community providers. Annual report.](#)

[17a-101i Abuse or neglect by school employees or staff member of public or private institution or facility providing care for children. Notice. Adoption of policy. Employee training program.](#)

[17a-101o School employee failure or delay in reporting child abuse or neglect. Policy re delayed report by mandated reporters.](#)

[17a-106 Cooperation in relation to prevention, identification and treatment of child abuse/neglect.](#)

[10-151 Teacher Tenure Act](#)

[DCF Policy 22-1-3 Mandated Reporter’s Failure to Report](#)

Policy adopted:

WESTPORT PUBLIC SCHOOLS
Westport, Connecticut

Administration

POLICY REGARDING RETENTION OF ELECTRONIC RECORDS AND INFORMATION

I. POLICY

The Board of Education (the “Board”) complies with all state and federal regulations regarding the retention, storage and destruction of electronic information and records. The Superintendent or his/her designee shall be responsible for developing and implementing administrative regulations concerning the retention, storage, and destruction of electronic information and the dissemination of such administrative regulations to all employees.

II. USE OF E-MAIL AND ELECTRONIC COMMUNICATIONS

The Board of Education provides computers, a computer network, including Internet access and an e-mail system, as well as any electronic devices that access the network such as wireless and/or portable electronic hand-held equipment that can be used for word processing, wireless Internet access, image capture and recording, sound recording, information transmitting and/or receiving, storing, etc. (including but not limited to, personal laptops, Smartphones, network access devices, Kindles, Nooks, cellular telephones, radios, walkmen, CD players, I-Pads or other tablet computers, walkie-talkies, Blackberries, personal data assistants, I-Phones, Androids and other electronic signaling devices), (referred to collectively as "the computer systems"), in order to enhance both the educational opportunities for our students and the business operations of the district.

Electronic messages sent by school officials and employees as part of their work and/or by using the district’s computer systems and/or network are not private communications and are potentially subject to disclosure. Employees must understand that the Board has reserved the right to conduct monitoring of these computer systems and may do so *despite* the assignment to individual employees of passwords for system security. Any password systems implemented by the District are designed solely to provide system security from unauthorized users, not to provide privacy to the individual system user.

The system's security aspects, message delete function and personal passwords may be bypassed for monitoring purposes. Therefore, employees must be aware that they should not have any expectation of personal privacy in the use of these computer systems. This provision applies to any and all uses of the District’s computer systems, including any incidental personal use permitted in accordance with the Board’s policy and regulations regarding computer use by employees.

Any retained messages may be retrieved as part of routine monitoring by the Board, an employee investigation or a formal discovery process as part of litigation. Employees should bear in mind

that e-mail messages may be retained at different locations within the computer network and that these messages are subject to retrieval. Consequently, employees should use discretion when using computers or other electronic technology to send, record or retain electronic communications and information.

III. RETENTION OF ELECTRONICALLY STORED INFORMATION

Electronic communications on District computers or electronic communication systems shall be retained only as long as necessary. The same record retention policy that applies to paper records applies to electronically stored information, including e-mail communications. Therefore, like paper records, the content and function of an electronic record, including e-mail communications, determines the retention period for that document. The District will comply with all of the minimum standards set forth in the Municipal Records Retention Schedules, as issued by the Office of the Public Records Administrator for the State of Connecticut.

In addition to the retention guidelines established by the Board and used by school district officials and employees, all school officials and employees have a duty to preserve all records and electronic information, including records and electronic information that might otherwise be deleted or destroyed, that relate to any matter that is currently in litigation or may be anticipated to involve future litigation.

Legal References:

Conn. Gen. Stat. §§ 1-200(5); 1-211; 1-213(b)(3)

Conn. Gen. Stat. § 7-109

Conn. Gen. Stat. § 11-8 et seq.

General Letters 96-2, and 2009-2 of the Public Records Administrator

Public Records Policy 01, *Digital Imaging*, of the Public Records Administrator (Aug. 2014)

Record Retention Schedules Towns, Municipalities and Boards of Education

Frequently Asked Questions about E-mail, CT Public Records Administrator, *available at* <https://ctstatelibrary.org/wpcontent/uploads/2015/05/EmailGuidelines.pdf>.

POLICY ADOPTED:

WESTPORT PUBLIC SCHOOLS
Westport, Connecticut

Personnel -- Certified/Non-Certified

Minority Recruitment Plan

Commitment Statement

~~A key goal of the Westport schools is to develop students who “believe in and value greater cooperation among different people and cultures in an increasingly interrelated world.” In pursuit of that goal, the Westport Public School System believes it is worthwhile to have a staff that is not only highly qualified, but also that reflects the diversity existing in our state and nation. Such diversity can provide students with learning opportunities and breadth of experience not otherwise accessible. This belief should be recognized in the recruitment, hiring, assignment and promotion, of all qualified personnel, both certified and non-certified. To that end, and in compliance with PA 98-252, we have developed the following minority recruitment plan.~~

In accordance with Sections 10-4a(3) and Section 10-220(a) of the Connecticut General Statutes, the Board of Education has developed the following written plan for minority educator recruitment:

Action Plan

~~All postings and advertising will continue to bear the statement: “Minorities are encouraged to apply.”~~

~~In addition to customary state, local and national media, recruitment advertising will be placed in media that are likely to be read by minority populations.~~

~~Recruitment material will continue to be sent to schools and colleges that are likely to have significant percentages of minority students. In addition, personal contacts will be established with the placement offices of these schools.~~

~~Recruitment flyers and brochures will be sent to the leadership of organizations in our area that are likely to have minority membership.~~

~~Through in-person recruitment by administrators and managers, we will make known our active interest in diversity.~~

~~We will inform our staff, parents and members of the general community of our interest in diversity and ask them to assist in our recruitment efforts through personal contacts.~~

~~The district will participate in area minority recruitment fairs whenever possible.~~

~~All recruitment, interviewing, hiring and assignment procedures shall comply with all Board policies and with state and federal non-discrimination regulations.~~

1. All recruiting sources will be informed in writing of the Board's non-discrimination policy.

2. The Board will develop contacts with local training and educational institutions, including those with high minority enrollments, to publicize job openings within the school district and to solicit referrals of qualified minority candidates.
3. The Board will develop contacts with local minority community organizations to publicize job openings within the school district and to solicit referrals of qualified minority candidates.
4. The Board will maintain, or expand, as appropriate, its help-wanted advertising to include print and/or broadcast media that is targeted to minorities.
5. The Board will participate in local job fairs, including those that are sponsored by the minority community organizations or otherwise targeted toward minorities.
6. The Board, or its designee, will maintain records documenting all actions taken pursuant to this plan, including correspondence with recruitment agencies and other referral sources, job fair brochures and advertising copy.
7. The Board will review on an annual basis the effectiveness of this plan in increasing minority applicant flow and attracting qualified candidates for employment.

P-4111.3(b)
4211.3

~~Personnel -- Certified/Non-Certified~~

~~Minority Recruitment Plan~~

~~Commitment Statement (continued)~~

Legal Reference: ~~Connecticut General Statutes~~

~~10-151 Employment of teachers. Notice and hearing on termination of contract.~~

~~10-153 Discrimination on account of marital status.~~

Connecticut General Statutes §10-4a (3)

Connecticut General Statutes §10-220 (a) Duties of Boards of Education. (as amended by PA 98-252)

Public Act 18-34, An Act Concerning Minority Teacher Recruitment and Retention

~~46a-60 Discriminatory employment practices prohibited.~~

Policy adopted: March 29, 1999
[Revised:](#)

WESTPORT PUBLIC SCHOOLS
Westport, Connecticut