

**GREENWICH PUBLIC SCHOOLS
MONITORING REPORT
PROGRAM, SERVICES AND CURRICULUM (E-001)
SEPTEMBER 2005**

I hereby present my monitoring report on the District Ends Policy “Program, Services and Curriculum.” I certify that the information contained in this report is accurate.

Signed: _____
(Larry Leverett, Superintendent of Schools)

Date: September 1, 2005

BROADEST POLICY PROVISION:

The District shall offer a comprehensive educational program that leads to the achievement of the District Mission and Vision and also meets or exceeds the requirements of State and Federal legislation. The program will be delivered in a manner that assures consistency and comparability of services within schools and across the District and is organized around the developmental needs of students.

SUPERINTENDENT’S INTERPRETATION:

A critical dimension of a quality educational program is the extent to which it offers courses, activities, experiences and instruction tailored to the particular needs of each student. The District recognizes its responsibility to educate all students to their highest academic potential. To this ultimate end, the district engages in a continuous process of needs assessment, program review and revision, professional learning and allocation of resources.

POLICY PROVISIONS:

1. *The District shall provide learning programs including Business Education, Family and Consumer Sciences, Health, Mathematics, Media Services, Music, Physical Education, Reading and Language Arts, Science, Social Studies, Technology, Theater Arts, Visual Arts and World Languages. The District shall provide other learning programs and opportunities including Advanced Learning Program (talented and gifted education), Continuing Education, Magnet Schools, Student Activities, Student Athletics, Summer School and Work Experience.*

Superintendent’s Interpretation:

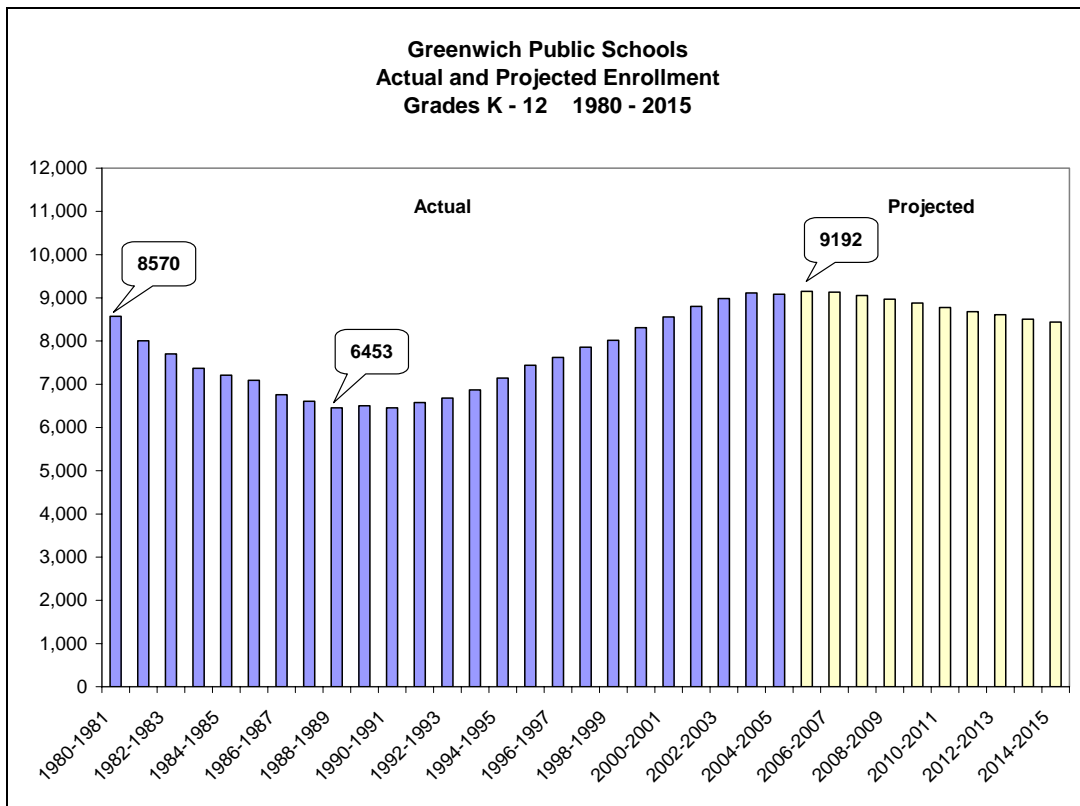
The diversity of our student population requires that a comprehensive learning program be maintained in all schools. This learning program must meet the needs of all students and comply with statutory requirements. All learning programs articulate specific outcomes for students through a concise statement of learner goals. Student achievement is reported through the monitoring report for E-003 “Academic Mastery and Whole Student Development – Assessment Standards.” Resources are allocated to learning programs with consideration given to student needs and achievement, changes in enrollment, and statutory / policy mandates. The Greenwich Board of Education is

ultimately responsible to the citizens of Greenwich for delivering an excellent education to all students at a reasonable cost to the taxpayer.

Data:

The program offerings of the Greenwich Public Schools are in compliance with Connecticut General Statutes regarding school curriculum (CGS 10-16b, 10-18, and 10-19) and federal statutes (No Child Left Behind Act and Elementary and Secondary Education Act). Learner goals for each program are contained in the body of Ends Policy E-001. Elementary programs are implemented in all eleven elementary schools and middle school programs are implemented in all three middle schools.

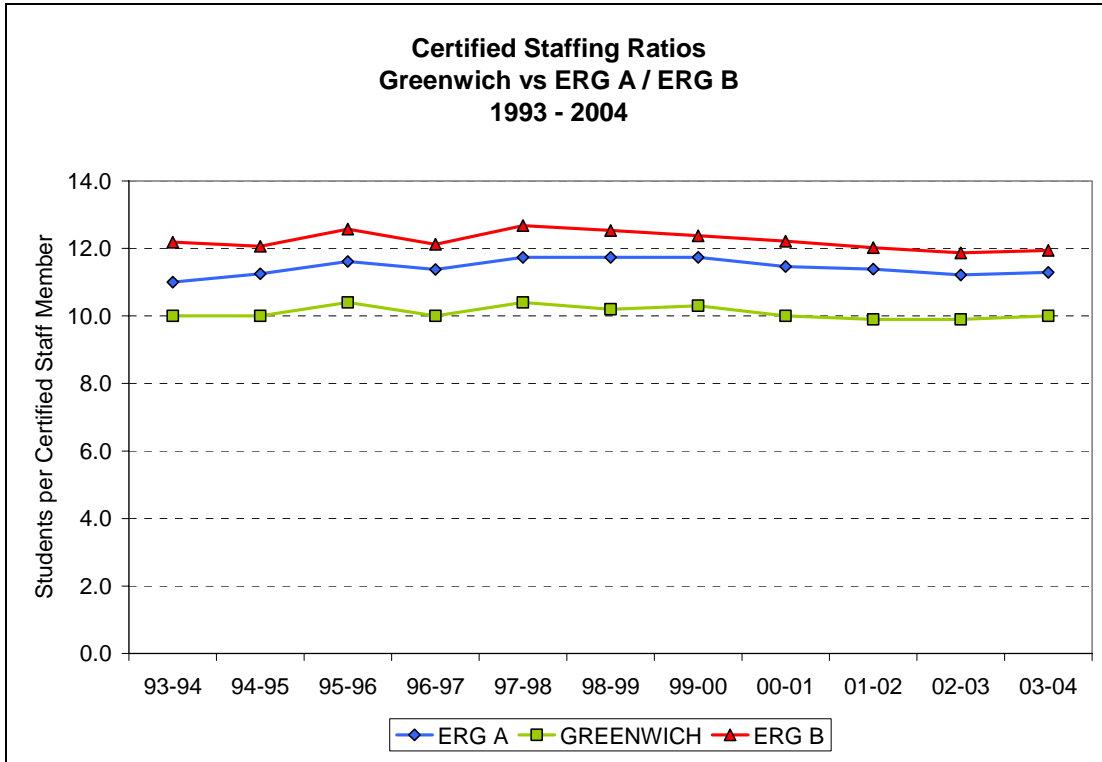
Changes in student enrollment trends will have implications for the resources required to maintain the educational program of the Greenwich Public Schools.



Over the last twenty years, enrollment has increased by approximately 40%. In 2004-2005, actual enrollment was under the enrollment projection and lower than the actual enrollment for the previous school year. This potentially signals a change in the established enrollment pattern with the student population projected to level off and then gradually decline over the next ten years.

While enrollment has increased over the last twenty years, the ratio of students to certified staff members (all certificated staff members including administrators,

classroom teachers, and support staff such as school psychologists or media specialists) has remained relatively constant:



While the number of certified staff employed by the Greenwich Public Schools increased from 671.3 in 1993-1994 to 902.4 in 2005-2006, this increase has been in direct proportion to the number of students enrolled in the school system. The maintenance of a constant staffing ratio is aligned with the philosophy of the town budget guidelines. Over the last four years, the Board of Estimate and Taxation has issued guidelines at the beginning of the budget cycle that provide for a cost of living increase and, in the case of the Board of Education, an adjustment based on student enrollment. The guidelines codify “reasonable cost to the taxpayer” from the perspective of town government. Since staff costs represent approximately 80% of the Board of Education budget, there is a close relationship between budget and staffing.

The linkage between certified staffing and enrollment will affect the way the District allocates resources in the future. In order to maintain a constant staffing ratio, it will be necessary to reduce certified staff as enrollment declines over the next ten years. The District will be challenged to continue to provide the same level of programming and services as economies of scale reverse with the shift in the enrollment trend. For example, certain staffing levels, such as building administration or the need to staff each elementary media center with a media specialist, are fixed. In periods of increasing enrollment, the fixed components of staffing become more “efficient” and, under a constant ratio, allow for the staffing of new initiatives. Over the last ten years, the

District has been able to respond to changing needs by adding a fifth house at the high school, providing teacher coaches at each building, extending the World Languages program into elementary school, and staffing an early literacy improvement while maintaining a constant student to staff ratio. As enrollment declines over the next ten years, fixed staffing will become less efficient placing pressure on the variable components of staffing such as classroom teachers. Evaluation and redesign will become increasingly important means of finding the resources necessary to maintain the quality of the educational program and respond to emerging challenges.

I report compliance with this provision of the Ends Policy.

2. *The District shall develop and implement an excellent, research-based curriculum for all program offerings. Curriculum reviews of both General Learning Programs and Other Learning programs and Opportunities will be periodic and systematic. All curriculum reviews shall address how student achievement will improve as a result of the proposed revisions, revised curriculum objectives and learner goal, compliance with Board standards for curriculum review, recommendations for textbooks and materials, professional learning needed to successfully implement the revisions, and the cost of implementation. The District will present proposed course additions and deletions for Board approval.*

Superintendent's Interpretation:

Curriculum standards are outlined in the policy and include that the curriculum be consistent for all students across the district, content-rich and important to learn, rigorous, specific, measurable, aligned with state and national standards, sequenced within the year and from year to year, simply and clearly worded, made available to parents, adapted to the differing learning needs of students, and prioritized and selected giving consideration to instructional time constraints. Furthermore, the process for curriculum review and revision must be periodic and systematic, driven by an analysis of student achievement data, target specific areas of improvement, and include input from both internal (parents, teachers, administrators, students) and external (community members and Board of Education) stakeholders.

The staff will produce the following deliverables: 1) At the beginning of the review, a specific timetable outlining the sequence of activities with specific completion dates and estimated budget (written report), 2) Upon completion of student achievement data analysis, standards benchmarking and stakeholder survey analysis; recommended areas of focus for revision (written report discussed at a Board of Education work session), and 3) Recommended curricular revisions (written report submitted for discussion at a Board of Education work session and approval at a Board of Education regular business meeting. Final staff recommendations for curriculum revision must include specific targets for improving student performance, a learner goal and objectives that adhere to the standards outlined in policy, recommendations for textbooks and materials, a professional learning

plan outlining the staff training necessary to implement the curriculum, and a detailed accounting of the costs of implementing the curriculum.

Data:

The following schedule details a learning program review cycle over the next six years. In developing this schedule, consideration was given to some of the issues that arose during the previous cycle with overlapping reviews in core academic areas at the elementary level. While many of the reviews extended over three years during the first cycle, the second cycle of reviews are projected to be completed in two years.

**Program Offerings and Curriculum Review Schedule
2005 - 2010**

R = Curriculum review and revision of learner goal and objectives
I = Implementation of revised objectives, piloting of instructional materials and development of assessments

Program	Level	05-06	06-07	07-08	08-09	09-10	10-11
Advanced Learning Program	K - 8					R	I
Business Education	9 - 12					R	I
Continuing / Adult Education		R	I				
Family and Consumer Science	6 - 12						R
Health	K - 12				R	I	
Mathematics	K - 12	R	I				R
Media Services	K - 12			R	I		
Music	K - 12				R	I	
Physical Education	K - 12		R	I			
Pupil Personnel Services	K - 12	R	I				
Reading and Language Arts	K - 12		R	I			
Science	K - 12				R	I	
Social Studies	K - 12			R	I		
Technology	6 - 12			R	I		
Theater Arts	9 - 12		R	I			
Visual Arts	K - 12						R
World Languages	3 – 12*	I				R	I

* World Languages programs extends to grades K – 5 in the three magnet elementary schools

Reviews of Continuing/Adult Education and Pupil Personnel Services scheduled for the 2005-2006 school year will focus on service delivery rather than curriculum objectives. An independent study of the Special Education program is currently being conducted by MGT Associates, and the results of the study will be discussed at the Board of Education

work session on November 3, 2005. A report on the reorganization of Continuing Education and Adult Education will be submitted to the Board of Education in January 2006. Timetables and cost estimates for the curriculum reviews scheduled for the 2006-2007 school year (Physical Education, Reading/Language Arts and Theater Arts) will be completed as part of the budget review process in the fall of 2005.

In addition to scheduling, a number of issues emerged during the first round of curriculum reviews that should be addressed in future reviews. Given that the learner goals were developed over a six-year time period by different groups of staff, there is some lack of consistency of language. This will be addressed by developing a set of standards for learner goals. The standards will be applied as learning programs come up for review over the next six years. A second issue concerns the increase in the number of objectives during the first round of curriculum reviews. At the elementary level in the core academic areas, teachers have been challenged to complete the curriculum within the instructional time allocations. Even as we have gained experience implementing the new curriculum, the sheer number of objectives continues to be a problem for teachers in grades three through five. In addition, while the curriculum specifies what students need to learn, it provides little guidance to the teacher as to an instructional approach or the relative importance of objectives. A staff work group has been charged to develop a new format for curriculum that includes essential questions, prioritized objectives, assured learning experiences, resources for differentiation, and assessment. Over the summer of 2005, existing Language Arts, Science and Social Studies objectives in grades three through five will be reorganized using this format. The new format will make the objectives more “teachable” for both the new and experienced teacher and will be fully compliant with the Ends policy regarding curriculum development. This summer work will be shared with the Board of Education in the fall in a written report.

The Mathematics and World Language curricula were scheduled for review during the 2004-2005 school year. The Mathematics review began in January of 2004 with the analysis of curricular strengths and weaknesses relative to student performance data and “best practice” programs at the state and national level. The revised curriculum was completed and approved at the May 2005 Board of Education meeting for Kindergarten through fifth grade. The K – 5 curriculum will be implemented in phases over the next two school years beginning with K – 2 in 2005-2006. The review of the grade 6 – 12 curriculum is scheduled for completion by May 2006. The curriculum document that was presented to the Board of Education in the spring was not fully compliant with the ends policy. Specifically, the final document did not include a full discussion of student achievement data and future student performance targets. This omission will be corrected when the review is completed in the spring of 2006. The revised grades 6 – 12 mathematics curriculum is scheduled for review in a Board of Education work session on April 27, 2006 and for Board of Education adoption on May 25, 2006. The World Language review focused on grades 6 – 8 and followed up on the implementation of a district-wide elementary World Language curriculum during the 2004-2005 school year. The 6 – 8 program was approved at the May 2005 Board of Education meeting. World Language is scheduled to be reviewed again in 2009-2010. At that time, the impact of

implementing the elementary program should be more apparent as students who started a second language in fourth grade will be entering high school.

Finally, the procedures outlined in the policy for curriculum review do not generally apply to programs listed under Other Learning Programs and Opportunities. It is recommended that this issue be addressed when the policy is reviewed. At this time, the Superintendent will provide the Board with a draft procedure on the review of “non-curricular” programs. In the interim, “reviews” focused on service delivery have been scheduled for the 2005-2006 school year for Special Education and Continuing/Adult Education.

I report progress towards compliance with this provision of the Ends Policy.

3. *The District shall provide pupil personnel service programs including Guidance, Occupational and Physical Therapy, Psychological Services, School Social Work, Special Education, Speech and Language, and Student Health Services.*

Superintendent’s Interpretation:

The district provides pupil personnel and special education services to every school/program to insure that supports are provided in two ways: to respond to the mandated service requirements specified on IDEIA (Individual with Disabilities Education Improvement Act) eligible students’ Individual Educational Plans (IEPs) and students with disabilities identified under Section 504 of the Rehabilitation Act; and to give schools resources to provide early intervention and assistance to students experiencing difficulty in academic achievement, social, motor and communication skills. Additionally, each school provides school nursing services to insure a safe and healthy school environment for all students. The goal of these services is to insure that every student has the supports and services necessary to fully participate in all aspects of the school experience and to reach their maximum academic potential while complying with all state and federal mandates.

Data:

**PPS Program Offerings
2004-2005**

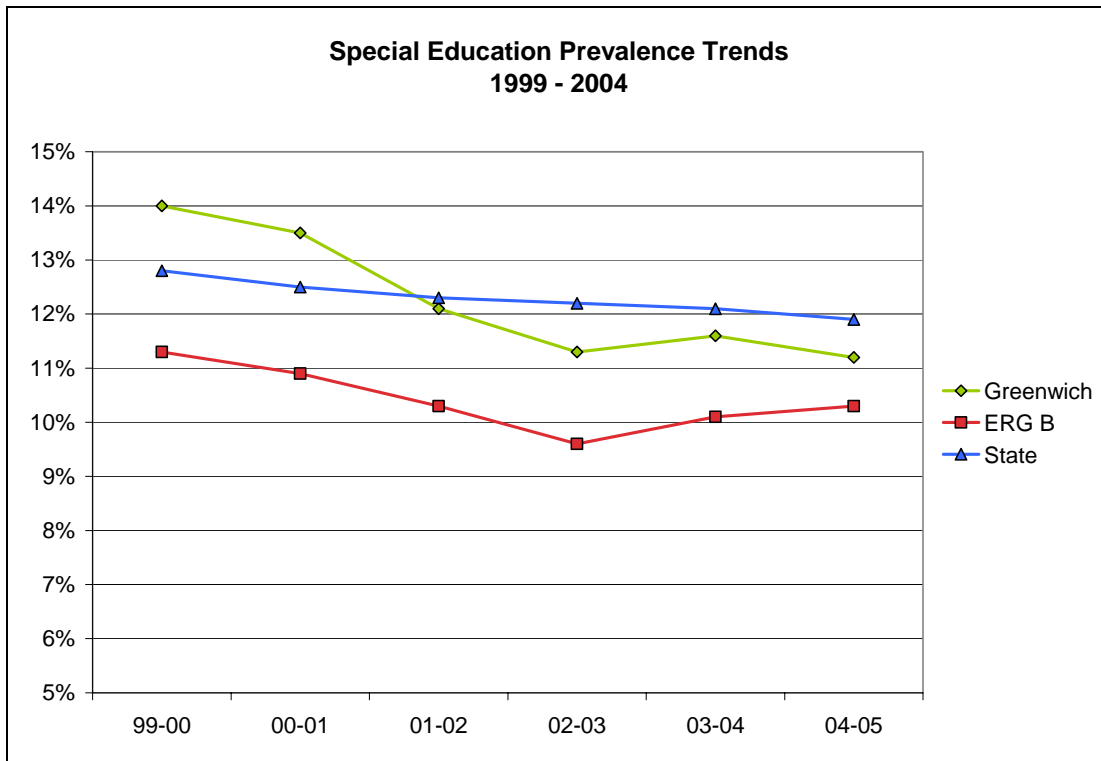
Service/Support Staff	Preliminary Budget *	PreK	Staff K - 5	Staff 6 - 8	Staff 9 - 12	Staff Dist./ Adm
Guidance Counseling	2,193,876	0	0	9	16.3	1**
Psychology	1,445,741	1.5	8.3	3	4.6	3
Social Work	1,118,339	0	3.3	3	5.2	1
Speech Therapy	1,094,132	4.2	10.6	3	2	2
Special Education	13,635,047	0	27.1	18.3	27.2	10.8

Service/Support Staff	Preliminary Budget *	PreK	Staff K - 5	Staff 6 - 8	Staff 9 - 12	Staff Dist./Adm
PreSchool	1,231,720	10	0	0	0	.7
Alternative High School	377,726	0	0	0	3.5	1
Paraprofessionals	*	20	77.5	30	33	0
School Nursing Services	1,101,591	***	11	3	3	2

* Reflects projected budget, not actuals, and does not include grant funds (IDEA and BESB) although the number of staff includes staff funded through grants

** 1.0 Guidance Director

The supports and services in Greenwich are in compliance with IDEIA as determined through the State Education Department's Focused Monitoring program (FM). The data is also available, through the SED, regarding the district's compliance with the requirements of the P.J. et al class action as described in the SED's statewide compliance maps. The district provides an annual report on the work of the three, cluster-based evaluation teams who conduct all initial evaluations, K-8, for IDEIA eligibility. The SED produces an annual district summary comparing Greenwich to the state and ERG B in areas used to identify targets for Focused Monitoring such as disproportionality of identification based on race and gender, identification rate, graduation rate, suspension and expulsion rate, time with non-disabled peers, as well as in program implementation areas such as staffing, expenditures and out-of-district placement rates.



The preliminary data in areas identified for either Focused Monitoring or P.J. compliance include the following:

Profile Table Data from Preliminary Report for 2004-2005	Greenwich	ERG B	State
Home School Attendance for Students with Disabilities (P.J. and FM)	93.5%	92.6%	85.5%
Extracurricular Participation for Students with Disabilities (P.J.)	53.8%	34.7%	31.6%
Special Education Graduation Rate (FM)	77.2%		63.0%
Special Education Students –Out-of-school suspension (FM)	3.2%		7.2%
Special Education Students –Expulsion (FM)	.3%		.2%

I report compliance with this provision of the Ends Policy.