

Fairfield Public Schools

A Plan for Racial Balance

Plan Amendment

D R A F T

Stephen Tracy
Interim Superintendent
July 26, 2022

Introduction

The following amendment to the school district's *Plan for Racial Balance*, as originally approved on November 15, 2016, previously amended on April 6, 2017, and updated on October 26, 2021, is presented for consideration by the Fairfield Board of Education.

1. Engaging the community:

Date	Action
Between August 15 and September 30, 2022	Plan community conversations re: racial balance, academic excellence, and facility utilization.
Between October 1 and December 1, 2022	Conduct multiple community conversations re: racial balance, academic excellence and facility utilization.

The programmatic and attendance zone changes envisioned in this Plan Amendment will be of interest to families and staff members throughout the district. Therefore, the Board of Education and the Superintendent will initiate a series of community conversations on the subjects of racial balance, academic excellence and facility utilization in fall of 2022. Sessions will be conducted in various locations throughout the town, in both “in person” and “virtual” formats, with translation services available.

2. Equity Training for the Board of Education and District Staff

Date	Action
Between September 15 and December 15, 2022	Plan equity training workshops for presentation to the Board of Education and all district staff members.
Between February 1 and May 15, 2023	Conduct equity training workshops for the Board of Education and for all district staff members.

Achieving racial balance and educational equity throughout our school district will require a heightened level of understanding and commitment from our governing board, our district leadership, our school principals and faculty members. To that end, a series of educational equity training workshops for the Board of Education, school administrators and staff members will be developed during the fall semester of the 2022-23 school year, with implementation to begin during the winter and spring of 2023.

3. Improving School Climates for All Children:

Date	Action
By February 1, 2023	Conduct district-wide Equity Review

Simply moving students from one school to another is not a sufficient response to the challenges of racial and socio-economic equity and student success. The district must assure that all students are safe, loved and learning, regardless of the school that they attend. Therefore, by February 1, 2023, the Superintendent will review the steps that the district is currently taking to assure that all students are welcome and academically successful, regardless of the school to which they are assigned and will recommend improvements, as necessary. This equity review will address issues such as:

- effective instruction;
- assessment of academic progress;
- academic support services for students as needed;
- counseling services;
- service to multi-lingual learners;

- access to advanced courses;
- maintenance of positive school climate;
- staff selection; and
- professional development.

In a related effort, on June 24, 2022, the Board of Education adopted an update to its *District Improvement Plan* which calls for all students to:

- acknowledge, explore and value and importance of diversity;
- acquire an understanding and appreciation of other cultures; and
- engage in culturally responsive curriculum and develop a sense of belonging to the Fairfield Public School community in order to create more equitable opportunities and outcomes.

The Plan also calls on the district to:

- close the opportunity gap for underperforming subgroups;
- reduce barriers for admission to rigorous courses;
- participate in faculty recruitment, hiring and retention efforts to promote hiring practices that result in diverse groups of qualified candidates.

4. Redistricting:

Date	Action
By May 30, 2023	Superintendent presents redistricting plans for consideration to a committee of the Board of Education
By June 30, 2023	Superintendent and committee recommend redistricting plan to the full Board of Education
By October 30, 2023	Board of Education adopts redistricting plan.
August of 2024	New elementary attendance zones take effect.

Based on current projections presented by the Board of Education’s enrollment consultants, some of the district’s K-5 schools are expected to exceed building capacity while others are significantly below capacity. Redistricting of the district’s elementary school attendance zones may be required over the next few years to better utilize our facilities. The district will address the racial imbalance issue while addressing these facilities concerns.

The Superintendent will present district-wide redistricting plans which provide for a reduction in the disparity in racial composition between any one elementary school and the district-wide K-5 average to less than 15% to a committee of the Board of Education. The proposed plans may include the use of “pocket redistricting” with respect to planned new housing construction in the McKinley area. The Plan will assure that students currently receiving bilingual education services continue to receive such services, regardless of the school to which they are assigned. The Superintendent’s recommended plan will be presented to a committee of the Board of Education not later than May 30, 2023.

The Board of Education will consider the Superintendent’s recommendation along with any comments or recommendations that the committee may wish to make and will provide the public with an opportunity to comment on these plans.

Not later than October 30, 2023, the Board will adopt a redistricting plan providing for a reduction in the disparity in racial composition between any one elementary school and the district-wide K-5 average to less than 15%. New attendance districts will be effective as of the beginning of the 2024-25 school year.

5. Intra-District Magnet School:

Date	Action
January 1 to June 30, 2023	District staff explores the potential for the development of intra-district magnet school programs.
By October 1, 2023	Board of Education acts on Superintendent’s recommendation regarding desirability of launching one or more intra-district magnet school programs.
November 1, 2023, to March 1, 2024	If approved by the Board of Education, formal planning of magnet school options takes place.
By May 1, 2024	Detailed magnet school options presented to families.
By November 1, 2024	If approved by the Board of Education, magnet school options incorporated into 2025-26 operating budget.
By December 1, 2024	Student enrollment in magnet school programs conducted.
August of 2025	If minimal enrollment targets are achieved, intra-district magnet program commences operation.

During the spring of 2023, the district will explore the desirability of launching one or more intra-district magnet programs in the fall of 2025. By October 1 of 2023, the Superintendent will report the results of this work to the Board of Education and the Board will decide whether to proceed with program planning. Options to be considered to include:

- A Dual Language Magnet
- An International Baccalaureate Magnet

If approved by the Board of Education, detailed program planning for the magnet school program will take place between November 1, 2023, and March 1, 2024. Parents will be provided with detailed descriptions of magnet school options in the spring of 2024 and invited to enroll their children by December 1, 2024. If minimum enrollment targets are met, intra-district programs will commence operation in August of 2025.

It is difficult to predict the impact that a magnet school offering would have on the district's racial balance statistics, as participation would be determined by parent choices. The Board of Education will consider the development of a magnet school program primarily as a means of offering additional quality school options to all families, in the hope that they would consider enrolling their children in schools beyond their immediate neighborhoods.

Appendices

1. History
2. Elementary Building Capacities vs. Projected Enrollment for 2022-2023
3. Achievement Data by School & Race/Ethnicity
4. Attendance Data by School & Race/Ethnicity
5. Open Choice Enrollment

Appendix 1: History

Year	McKinley % Students of Color	District % Students of Color	Absolute Imbalance	Actions Taken That School Year
2010-11	43.47%	17.58%	25.89%	Opt-into McKinley Opt-out of McKinley
2011-12	45.70%	18.89%	26.81%	Opt-into McKinley Opt-out of McKinley
2012-13	43.41%	19.00%	24.41%	Opt-into McKinley Opt-out of McKinley
2013-14	45.85%	19.37%	26.48%	Opt-into McKinley
2014-15	49.10%	20.53%	28.57%	Opt-into McKinley
2015-16	47.90%	20.70%	27.20%	Opt-into McKinley
2016-17	53.23%	23.21%	30.02%	Opt-into McKinley Pre-K Program (Burr, Dwight)
2017-18	53.24%	24.85%	28.39%	Opt-into McKinley Pre-K Program (Burr, Stratfield)
2018-19	55.48%	25.63%	29.85%	Opt-into McKinley Pre-K Program (Burr, Stratfield) Increase Open Choice enrollment to 100
2019-20	55.61%	25.62%	29.98%	Opt-into McKinley Pre-K Program (Warde, Stratfield) Maintain Open Choice enrollment at 100
2020-21	56.65%	26.40%	30.25%	Opt-into McKinley Pre-K Program (Warde, Stratfield) Limit Open Choice enrollment to currently enrolled students (74)
2021-22	55.78%	26.55%	29.23%	Opt-into McKinley Pre-K Program (Warde, Stratfield) Increase Open Choice enrollment to 100

Appendix 2: Elementary Building Capacities vs. Projected Enrollment for 2022-2023

School	Year Built	Last Updated	Capacity ¹	2022-2023 Enrollment ²	Capacity vs. Enrollment	Utilization Rate
Burr	2004	N.A.	478	345	-133	72.2%
Dwight	1962	2000	378	249	-129	65.9%
Holland Hill	1956	2018	504	359	-145	71.2%
Jennings	1967	2002	365	258	-107	70.7%
McKinley	2003	N.A.	504	438	-66	86.9%
Mill Hill	1955	2021	415	378	-37	91.1%
North Stratfield	1961	2000	504	432	-72	85.7%
Osborn Hill	1958	2009	478	423	-55	88.5%
Riverfield	1959	2015	491	381	-110	77.6%
Sherman	1963	2012	462	391	-71	84.6%
Stratfield	1929	2011	480	334	-146	69.6%
Total			5,059	3,988	-1,071	78.8%

Notes:

1. Program capacity, after allowing for special programs.
2. Projected 2022-2023 enrollment, per June 28, 2022, report from SLAM.

Appendix 3: Achievement Data by School & Race/Ethnicity

Table 3A: Smarter Balance Assessment Proficiency for ELA & Math – Asian

School/Year	ELA % Proficient			Math % Proficient		
	2017-2018	2018-2019	2020-2021	2017-2018	2018-2019	2020-2021
Burr	67%	78%	87%	56%	78%	80%
Dwight	80%	83%	100%	80%	83%	83%
Holland Hill	89%	81%	100%	83%	81%	100%
Jennings	50%	63%	100%	50%	75%	88%
McKinley	87%	78%	72%	83%	87%	50%
Mill Hill	78%	69%	67%	78%	85%	92%
North Stratfield	88%	76%	71%	71%	76%	71%
Osborn Hill	86%	87%	85%	93%	87%	92%
Riverfield	80%	83%	100%	80%	83%	100%
Sherman	91%	100%	100%	82%	100%	75%
Stratfield	79%	91%	100%	86%	82%	67%

Table 3B: Smarter Balance Assessment Proficiency for ELA & Math – Black/African American

School/Year	ELA % Proficient			Math % Proficient		
	2017-2018	2018-2019	2020-2021	2017-2018	2018-2019	2020-2021
Burr	50%	67%	33%	50%	50%	33%
Dwight	67%	71%	40%	67%	71%	40%
Holland Hill	33%	0%	30%	0%	17%	50%
Jennings	43%	63%	60%	43%	75%	60%
McKinley	50%	73%	61%	70%	36%	35%
Mill Hill	75%	80%	100%	75%	80%	0%
North Stratfield	*	67%	50%	*	50%	17%
Osborn Hill	50%	100%	100%	75%	67%	100%
Riverfield	*	100%	100%	*	100%	100%
Sherman	100%	100%	0%	100%	100%	0%
Stratfield	0%	*	33%	0%	*	33%

Table 3C: Smarter Balance Assessment Proficiency for ELA & Math – Hispanic/Latinx

School/Year	ELA % Proficient			Math % Proficient		
	2017-2018	2018-2019	2020-2021	2017-2018	2018-2019	2020-2021
Burr	71%	75%	71%	79%	83%	71%
Dwight	88%	89%	71%	75%	78%	100%
Holland Hill	49%	53%	58%	47%	58%	52%
Jennings	78%	71%	79%	78%	64%	57%
McKinley	47%	58%	47%	46%	52%	36%
Mill Hill	40%	46%	57%	40%	36%	29%
North Stratfield	64%	80%	43%	57%	60%	33%
Osborn Hill	80%	64%	47%	60%	46%	47%
Riverfield	91%	93%	93%	82%	86%	93%
Sherman	67%	78%	100%	80%	78%	100%
Stratfield	53%	56%	43%	50%	39%	43%

Table 3D: Smarter Balance Assessment Proficiency for ELA & Math – Two or More Races

School/Year	ELA % Proficient			Math % Proficient		
	2017-2018	2018-2019	2020-2021	2017-2018	2018-2019	2020-2021
Burr	91%	83%	77%	82%	86%	77%
Dwight	100%	100%	90%	100%	100%	100%
Holland Hill	71%	78%	89%	57%	56%	78%
Jennings	75%	67%	100%	67%	75%	83%
McKinley	88%	67%	46%	75%	67%	64%
Mill Hill	75%	78%	88%	75%	89%	88%
North Stratfield	77%	78%	69%	77%	67%	62%
Osborn Hill	82%	89%	75%	91%	100%	83%
Riverfield	100%	56%	90%	75%	44%	100%
Sherman	100%	100%	100%	89%	93%	100%
Stratfield	92%	85%	60%	77%	69%	60%

Table 3E: Smarter Balance Assessment Proficiency for ELA & Math – White

School/Year	ELA % Proficient			Math % Proficient		
	2017-2018	2018-2019	2020-2021	2017-2018	2018-2019	2020-2021
Burr	85%	85%	80%	78%	79%	69%
Dwight	86%	84%	81%	81%	81%	86%
Holland Hill	74%	71%	72%	67%	70%	74%
Jennings	76%	75%	74%	77%	82%	72%
McKinley	67%	71%	54%	59%	63%	54%
Mill Hill	79%	81%	77%	74%	78%	66%
North Stratfield	79%	79%	77%	75%	71%	72%
Osborn Hill	81%	77%	81%	83%	78%	78%
Riverfield	83%	88%	82%	87%	83%	80%
Sherman	84%	90%	90%	86%	91%	84%
Stratfield	75%	75%	69%	66%	69%	59%

Appendix 4: Attendance Data by School & Race/Ethnicity

Note: Any rate that is represented by an asterisk (*) indicates that the number of students is so low that it requires data suppression to ensure confidentiality.

Table 4A: Chronic Absenteeism Rate – Asian

School/Year	Percent Chronically Absent			
	2017-2018	2018-2019	2019-2020	2020-2021
Burr	*	*	*	27.6
Dwight	*	*	*	*
Holland Hill	*	*	*	*
Jennings	*	*	*	*
McKinley	*	*	0	*
Mill Hill	0	*	*	0
North Stratfield	20.7	*	28	*
Osborn Hill	0	*	*	0
Riverfield	*	*	0	*
Sherman	0	0	*	*
Stratfield	0	*	*	0

Table 4B: Chronic Absenteeism Rate – Black/African American

School/Year	Percent Chronically Absent			
	2017-2018	2018-2019	2019-2020	2020-2021
Burr	0	*	*	*
Dwight	0	0	0	*
Holland Hill	*	0	0	*
Jennings	0	0	0	0
McKinley	*	*	*	17.1
Mill Hill	0	0	0	*
North Stratfield	*	0	*	*
Osborn Hill	0	0	*	0
Riverfield	0	*	0	0
Sherman	*	0	0	*
Stratfield	*	0	0	*

Table 4C: Chronic Absenteeism Rate – Hispanic/Latinx

School/Year	Percent Chronically Absent			
	2017-2018	2018-2019	2019-2020	2020-2021
Burr	*	*	*	*
Dwight	0	0	*	*
Holland Hill	9.7	*	8.5	19.7
Jennings	0	24.1	*	18.8
McKinley	*	*	9.7	30.3
Mill Hill	*	0	*	*
North Stratfield	*	*	*	*
Osborn Hill	0	*	*	*
Riverfield	*	*	*	*
Sherman	*	*	*	*
Stratfield	*	*	0	14.6

Table 4D: Chronic Absenteeism Rate – Two or More Races

School/Year	Percent Chronically Absent			
	2017-2018	2018-2019	2019-2020	2020-2021
Burr	*	*	*	*
Dwight	*	*	*	*
Holland Hill	*	0	*	*
Jennings	*	*	*	0
McKinley	0	0	*	*
Mill Hill	0	*	*	*
North Stratfield	*	0	*	*
Osborn Hill	0	*	*	*
Riverfield	*	0	0	0
Sherman	0	*	0	*
Stratfield	*	*	*	*

Table 4E: Chronic Absenteeism Rate – White

School/Year	Percent Chronically Absent			
	2017-2018	2018-2019	2019-2020	2020-2021
Burr	7.0	7.3	9.9	12.2
Dwight	*	*	7.1	15.3
Holland Hill	6.1	4.1	5.5	10
Jennings	3.2	3.6	4.2	*
McKinley	3.4	6.1	6.0	18.4
Mill Hill	*	*	4.5	*
North Stratfield	3.1	5	5.2	3.9
Osborn Hill	2.3	4.8	5.3	2.5
Riverfield	2.9	2.6	*	3.6
Sherman	3.0	5.3	7.2	8.0
Stratfield	3.4	3.6	4.7	8.5

Appendix 5: Open Choice Enrollment

Table 5A: Open choice seats across levels

School Level	2021-22 Enrollment	Open Seats for 2022-23	Total for 2022-23
Elementary	23	14	37
Middle	37	0	37
High	26	0	26
Total for 22-23SY	86	14	100

Table 5B: Open choice seat across elementary schools, by grade

School/Grade	K	1	2	3	4	5	Total
Burr	--	2	2	--	--	--	4
Dwight	--	2	2	--	--	1	5
Holland Hill	--	--	--	--	--	--	0
Jennings	--	--	2	2	--	--	4
McKinley	--	--	--	--	--	--	0
Mill Hill	--	--	--	2	2	--	4
North Stratfield	--	--	3	1	--	--	4
Osborn Hill	--	--	2	2	--	--	4
Riverfield	--	--	--	2	--	--	2
Sherman	--	2	--	--	4	--	6
Stratfield	--	2	2	--	--	--	4
Total	0	8	13	9	6	1	37