

Summary of Westport Public Schools Scenarios

The BoE's primary goal for redistricting is to improve the enrollment balance at both middle schools so that it can ensure the viability of each school and equity for all students.

Guiding Criteria

- Instructional Model: maintain a minimum of 2 teams per grade with 4 teachers per team at each of the middle schools.
- Utilization: promote reasonable balancing of enrollment of schools to avoid over-utilization or under-utilization of facilities.
- Proximity: keep distances traveled by students as short as possible. This may result in students going to first or second nearest school.
- Equity: provide access to the same resources and programming for all students.
- Sustainability: ensure long-term sustainability of plan – 5 & 10 years.
- Disruption: minimize impact to families by not having a split feeder pattern at any of the EIs.

Redistricting options are guided by and weighed against these criteria to evaluate their viability.

Split Feeder Pattern

This family of scenarios would maintain the existing elementary school district boundaries and modify the middle school feeder pattern to ensure balanced enrollments at the two middle schools. SES was determined by the demographers to be the most logical choice for a split feeder pattern due to its central location within town, general proximity to both middle schools, and lack of impacts to walking communities at BMS and CMS. Rising SES 5th graders would be split between CMS and BMS, resulting in a near 50-50 split of enrollments between the two middle school buildings. A split feeder pattern could be phased in over the course of three years, beginning with an incoming 6th grade class while the 7th and 8th grade classes are grandfathered.

Elementary School Redistricting

This family of scenarios sought to balance middle school enrollments by shifting additional elementary school students into CES and KHS (the two schools that feed into CMS). Relocating the Stepping Stones program out of CES opens up additional space that would allow CES to house additional elementary students in order to shift more students in CMS. While enrollment balance at the middle schools could be improved, this would result in imbalanced enrollment at the elementary school level. The greater the balance at the middle school level, the greater the imbalance at the elementary school level. The two schools that feed into CMS would be heavily utilized (over 100% utilization in some scenarios) while the three schools that feed into BMS would be underutilized (less than 70% in some scenarios). This family of scenarios has significant elementary redistricting impacts. In addition, an alternative location for the Stepping Stones program would need to be identified.

Modified Direct Feeder Pattern

This family of scenarios maintains the existing elementary school district boundaries and modifies the middle school feeder pattern. (Two schools matriculating to CMS, and three to BMS). Shifting a larger elementary building (LLS) into the CMS feeder pattern and shifting a smaller elementary building (KHS) into the BMS feeder improves enrollment balance at the middle school, but not enough to support two four-teacher teams at each building. This scenario has proximity/transportation issues and would impact the BMS and/or CMS walking communities.

Close an Elementary School

This family of scenarios tested the closure of an elementary building, consolidating the number of elementary buildings from five to four. It was determined that there is not enough capacity in the remaining four elementary school buildings to support the closure of an elementary school building. These options would only be feasible if the district added space to one of the remaining elementary school buildings.

Grade Reconfiguration

This family of options scenario would convert CMS to a 6th grade academy and BMS to a 7th and 8th grade academy. This could be implemented while maintaining existing elementary districts, or in conjunction with a small pocket redistricting.