



MEMORANDUM

TO: Dr. Olin and the Board of School Trustees
FROM: Mr. Jason Cary, Assistant Superintendent
Mr. Devon Marine, Director of Elementary Curriculum
Mrs. Robin LeClaire, Director of Support Services
DATE: Monday, March 10th, 2025

IREAD Update

All eligible 2nd and 3rd-grade students participated in IREAD testing the week of March 3rd. Preliminary results are expected to be received beginning March 10th, with final student results available April 28th. Once the preliminary results are received, principals will contact all families of students who did not pass the assessment to advise them of next academic steps. 3rd grade DNP students and 2nd-grade “at risk” students will receive an invitation to *GCReads!*, our summer programming focused on improving each attendee’s reading skills. All families will receive electronic correspondence of their child’s results.

Greenfield-Central will hold another testing session for all 2nd and 3rd-grade DNP students beginning May 12, 2025, to allow students another opportunity to demonstrate reading proficiency before summer school begins. Lastly, all 3rd-grade students who attend summer school will have a third opportunity to pass the IREAD assessment towards the conclusion of summer school.

The 2024-2025 IREAD results will be released publicly following the summer testing window. This release will include the final results from the spring and summer test administration.

Recommendation: Information only; no action needed at this time.

Grade Configuration / Potential Restructuring

Last month, I shared three questions we have been striving to answer as a leadership team in Greenfield-Central.

1. How do we create more effective and efficient space for preschool students in our school corporation?
2. Is there a better way to serve our students, particularly as we look at students in grades 4-6?
3. Are there operating efficiencies that can be achieved while also meeting our educational goals identified in Questions #1 and #2?

As we have reviewed the current structure of our schools, we have asked a lot of questions regarding the setting in which students learn best. Although a comprehensive review of educational research indicates there is no optimal grade configuration for schools, a vast majority of the literature indicates that students perform better (academically and behaviorally) when they stay in elementary schools for a longer period of time. This theme has pushed us to review our grade level structure from a historical perspective.

Over the last 56 years since the Greenfield-Central Community School Corporation was established, we have had a number of different grade level configurations. That being said, it should be noted that for most of our history, our elementary schools have served students from kindergarten through either 5th or 6th grade.

GCCSC made the transition to the current structure (K-3 elementary schools) in the fall of 2010. The corporation made that move primarily because we were experiencing a period of unparalleled growth in enrollment. More specifically, Greenfield-Central's average daily membership (ADM) increased from approximately 3,400 students in 1994 to 4,200 students in 2004. Student enrollment continued to increase each year until it peaked in 2011 at more than 4,600 students. Therefore, the change to remove 4th and 5th grade students from the elementary school setting was done primarily as a measure to create space in the four elementary schools being utilized in 2010.

The comprehensive demographic study that was conducted in 2004 projected that Greenfield-Central's enrollment would likely exceed 5,100 students by 2013. As a result, the community built a new junior high school and added approximately 30 classrooms at the high school between the years 2008 and 2010. For a myriad of reasons, that projection from the study never became our reality in Greenfield. As a

result, we now have elementary schools that are being utilized at a capacity that is far less than they were built to serve.

Over the last year, we have asked a few professional partners to take an objective look at the manner in which we are structured in Greenfield-Central. As a result, we are considering a number of changes. One consistent theme that continues to emerge in most of the suggested changes is the impetus to move fourth grade students back into the elementary school setting. Our administrative team wholeheartedly believes this move is in the best interest of nine and ten year old students, and we would like the board to thoughtfully reflect on this recommendation.

This move (keeping 4th grade students in the elementary school setting) would incur minimal cost to the school corporation, and it does not create any additional transitions for students. For example, current 3rd grade students at JBS could simply remain in their current school for one more year. We have the rooms available to accommodate such a change in all four of our elementary schools.

To be clear, this change would require us to move some current teachers from Greenfield Intermediate School and Maxwell Intermediate School to serve students in a different setting. However, we could provide professional development opportunities for the teachers impacted by such a change to alleviate much of the anxiety that a change of this nature might cause.

As I referenced earlier in this narrative, there are other organizational changes that we will likely recommend to the board in the coming months. Other changes would require more time to implement, and there would be some construction costs associated with those recommendations. This administrative team does not want to rush that conversation with the board, because we are lacking some of the data we have requested from our partners. We intend to bring additional recommendations to the board for consideration later in 2025.

Specific to the March board meeting, we would like to hear input from each board member regarding the potential move of 4th grade students back into the elementary school setting. The two primary questions for which we are seeking feedback are as follows:

1. How does the board feel about 4th grade students returning to (staying in) our elementary schools?
2. If the board is inclined to support the move of keeping 4th grade students in our elementary school settings, what is the appropriate time for us to make the change?

Before we move too far down this road, we covet your feedback and input. Your guidance will assist us with crafting the next steps in this process.

Recommendation: That the board share their input related to the two questions posed in the preceding paragraph.