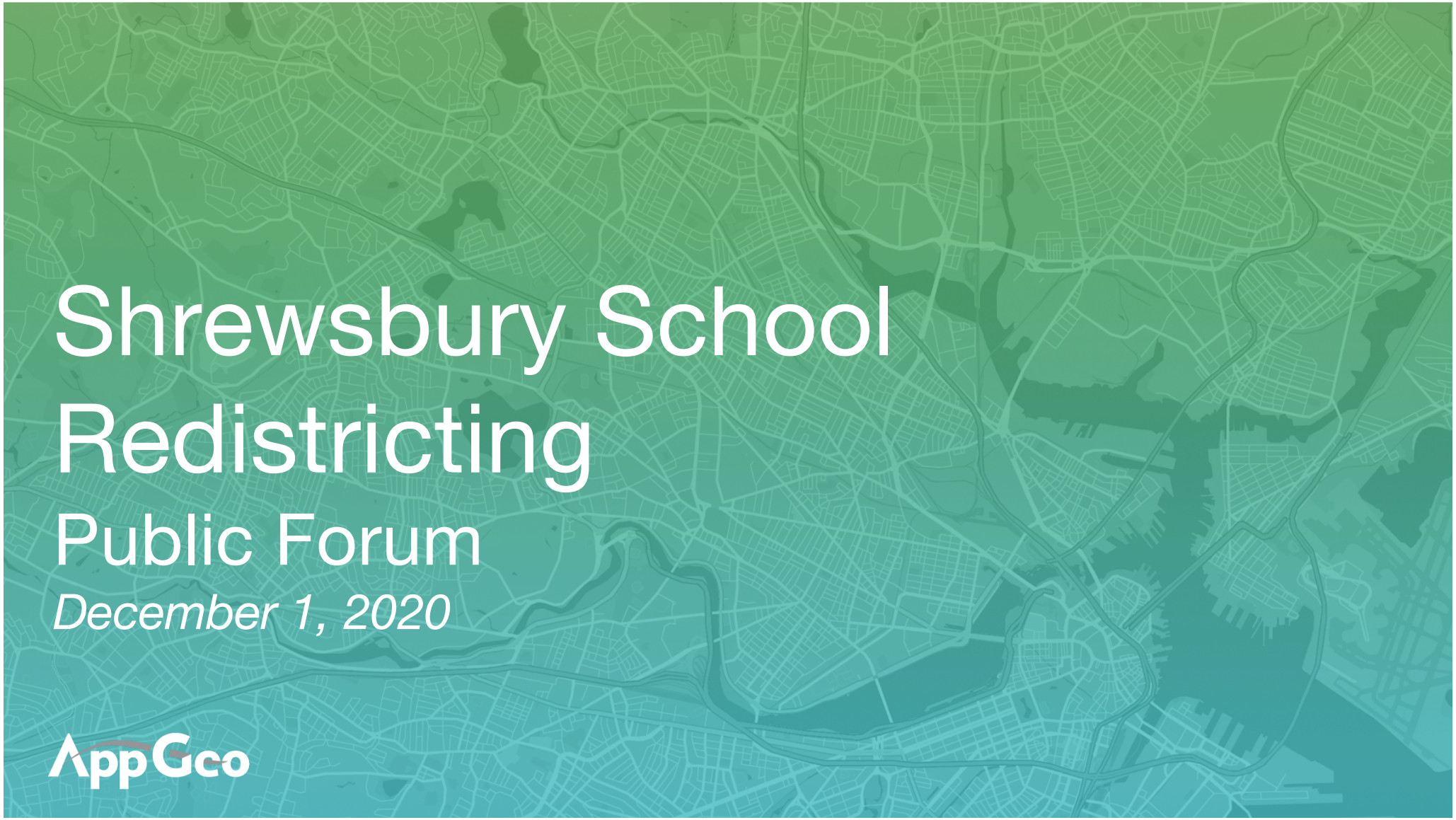
Shrewsbury School
Redistricting
Public Forum
December 1, 2020
AppGeo

Agenda

1. Introductions
2. Project Background
3. School Committee Guiding Principles
4. Redistricting & Demographic Process & Workflow
5. Student Distribution
6. Timeline/Next Steps
7. Questions/Feedback

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Introductions

The Redistricting Team

Shrewsbury School Committee Representatives

- Sandra Fryc, School Committee, Chairperson
- Jon Wensky, School Committee, Vice Chairperson

Shrewsbury Public School Staff

- Joe Sawyer, Superintendent of Schools
- Patrick Collins, Asst. Superintendent for Finance and Operations
- Tiffany Ostrander, Principal, Calvin Coolidge School
- Bryan Mabie, Principal, Spring Street School

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The Redistricting Team

Parent Representatives

- Shannon Creedon, Parent, Walter J. Paton School
- Rajesh Velagapudi, Parent, Floral Street School
- Christine Jasinski, Parent, Calvin Coolidge School
- Terrick Andey, Parent, Beal Early Childhood Center
- TBD, Parent, Spring Street School

AppGeo (Consultant)

- Kate Hickey, Principal in Charge
- Priya Sankalia, Project Manager
- Ashley Tardif, Geospatial Analyst

RLS Demographics (Consultant)

- Bob Scardamalia

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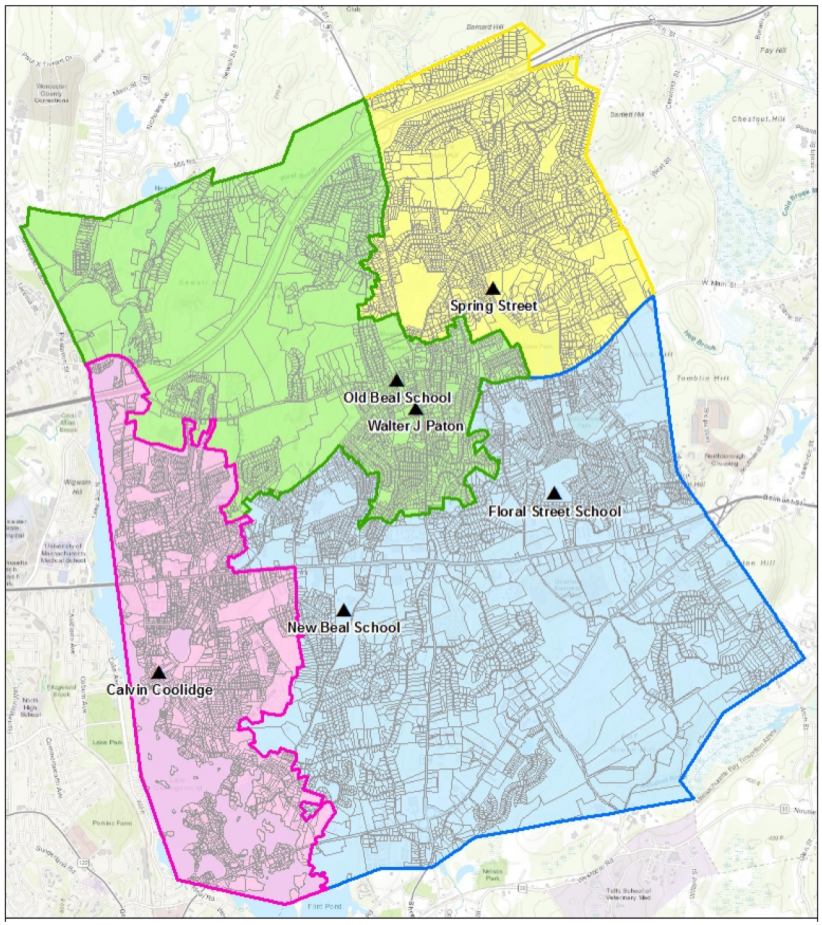
Project Background

Project Goals & Objectives

- Beal Early Childhood Center being replaced by a new 790 seat K-4 elementary school
- Realign all elementary schools into K-4 configuration
- Create scenarios to reduce enrollment at all elementary schools to relieve overcrowding and assign students to new Beal School
- Develop and use district projections to evaluate and adjust scenarios



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Why do we need a redistricting plan?

- Enrollment Growth
  - Historical and projected enrollment growth
- Overcrowded Schools/Lack of space for allied arts and specialized spaces
  - Spring, Paton, and Coolidge
- Providing access to full day kindergarten for all students
  - Only 24 Massachusetts schools districts don't have full day kindergarten for all of their students
- Planned new housing developments
  - Edgemere and The Pointe at Hills Farm
- New Beal under construction

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Capacity/Target

Current Configuration					Target Configuration			
School	***Core Classrooms***	***Actual Enrollment***	***Config***		***School***	***Core Classrooms***	***Target Enrollment***	***Config - K-4***
Coolidge	19	405	FDK-4		Coolidge	15	308	3 sections
Paton	16	362	FDK-4		Paton	15	308	3 sections
Spring	17	351	FDK-4		Spring	15	308	3 sections
Floral	32	723	1-4		Floral	30	608	6 sections
	Sub Total	**1841**				**Sub Total**	**1532**	
Beal ECC	13	311	HDK, FDK & 1		New Beal	40	790	8 sections
	Total	**2152**				**Total**	**2322**	

The target configuration projects enrollment growth out to 2025 with all classroom averages within school committee guidelines by grade level. This plan also provides a parity of spaces across all elementary schools.

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School Committee Guiding Principles

School Committee Guiding Principles

- **Ensure educational needs are met**
  - Student educational needs will be met regardless of school assignment.
- **Ensure availability of dedicated instructional spaces.**
  - Student population must be distributed so that each school has sufficient, appropriate, dedicated instructional spaces.
- **Emphasize “neighborhood school” approach.**
  - School assignments will be determined by drawing attendance zone boundaries and should emphasize a "neighborhood school" approach by prioritizing geographic proximity of home to school for walkability and efficient transportation, while keeping geographic entities intact. Neither a parental “school choice” model nor a lottery for school enrollment will be used.

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School Committee Guiding Principles

- **Consider student demographics**
  - Student demographics should be taken into account when redistricting school attendance zones.
- **Account for future development/growth in the plan**
  - Future potential population growth should be considered when establishing attendance zones.
- **Minimize change**
  - Changes of school assignments for existing students should be minimized to the greatest extent possible within the context of the other priorities.
- **Work with other district initiatives**
  - The redistricting process should work in concert with other district initiatives where possible.

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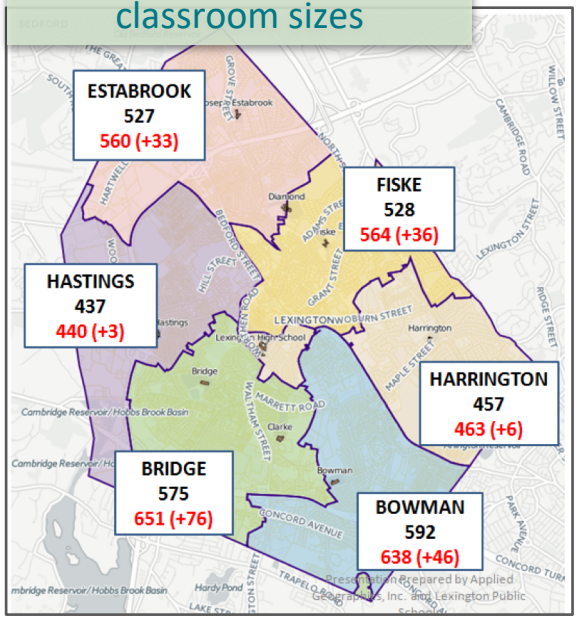
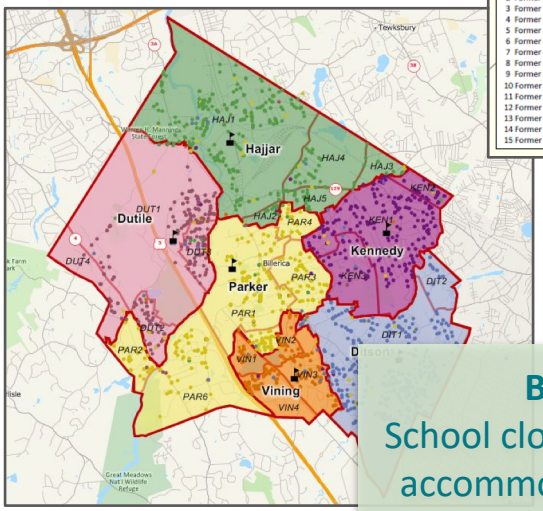
Redistricting Process & Workflow

AppGeo's Experience with MA School Districts

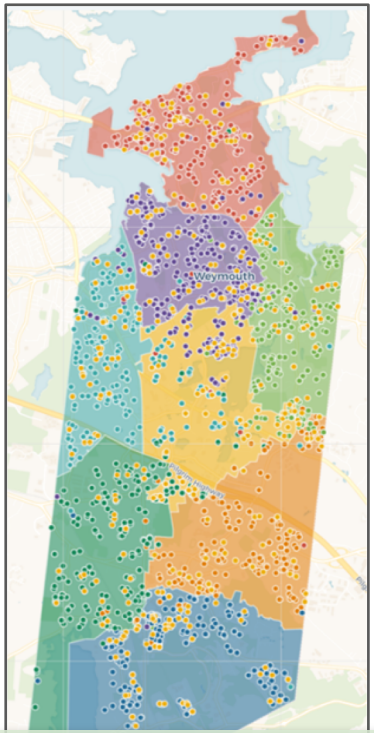
Lexington
Increased enrollment and need for balancing classroom sizes



Newton
New school opening needed to balance enrollment



Billerica
School closing, needed to accommodate students



Weymouth
Low enrollment; need a strategy for elementary and middle school configurations

Redistricting Analysis Workflow

Step 1:
Data gathering & analysis

Step 2:
Identifying discrete areas/components as scenario building blocks

Step 3:
Scenario building

Step 4: Scenario evaluation against Guiding Principles

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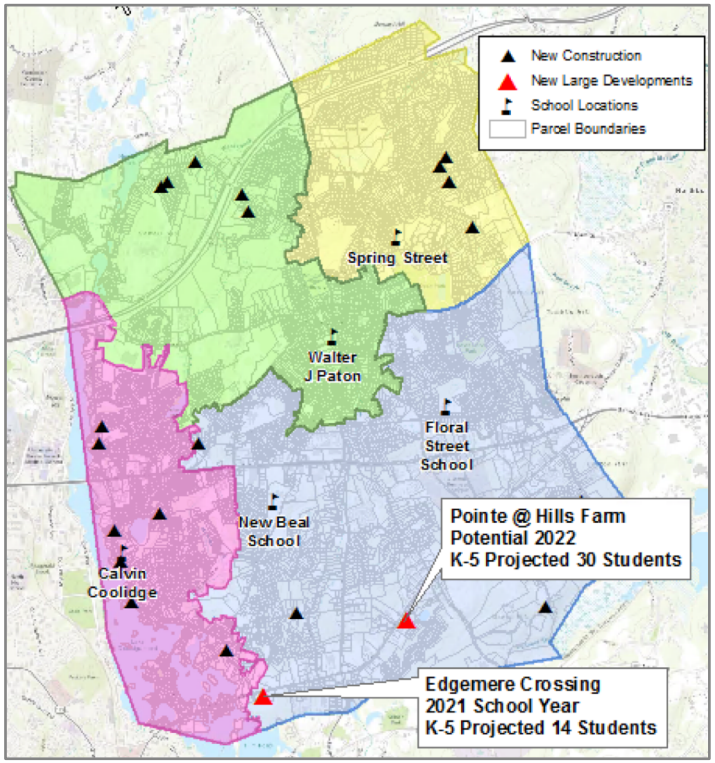
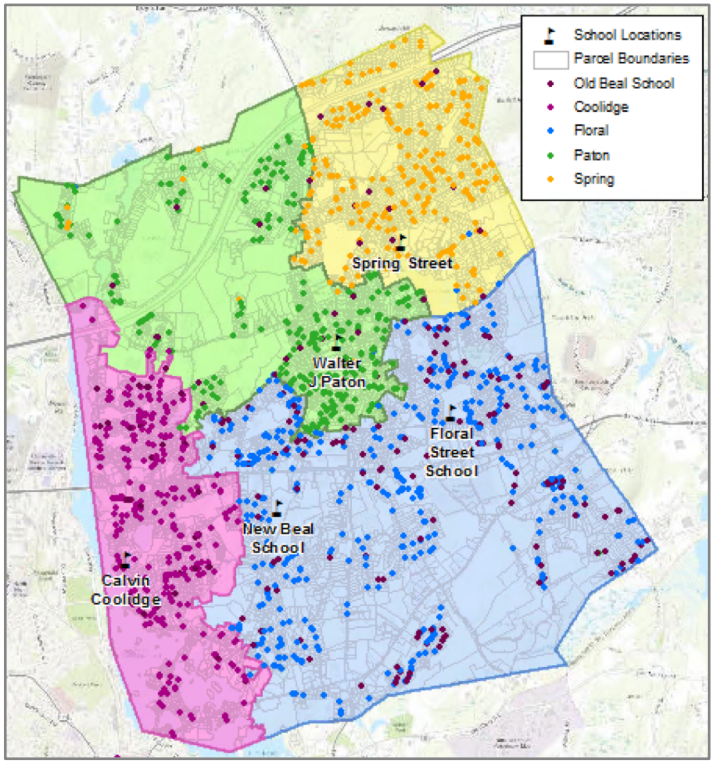
1. Data Gathering & Analysis

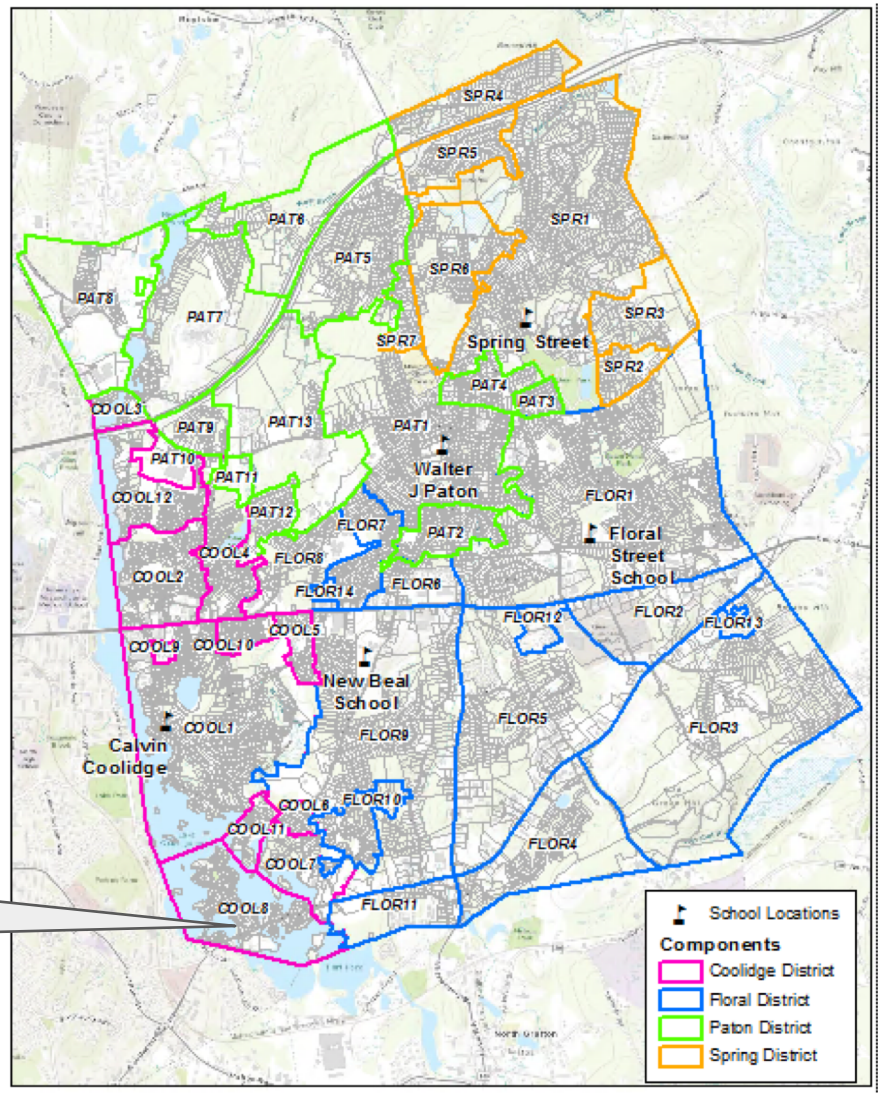
Current student locations were geocoded. Additional background information was mapped including planned developments, sale history, land use, student demographics etc.





2. Components as Scenario Building Blocks

- Components are building blocks or tools to build scenarios.
- These were built collaboratively with significant input from the District team, with intimate knowledge of the town.



For example, Edgemere is a component labeled "Coolidge 8"

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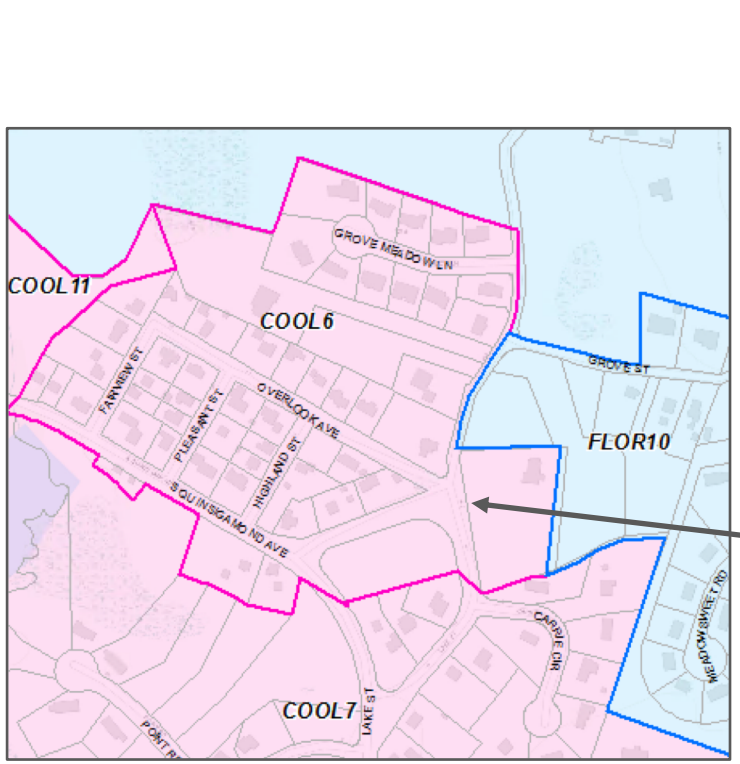
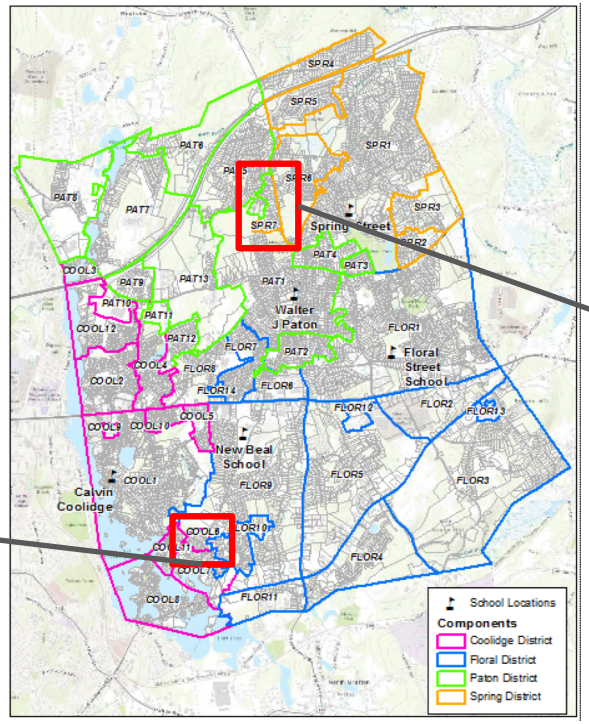
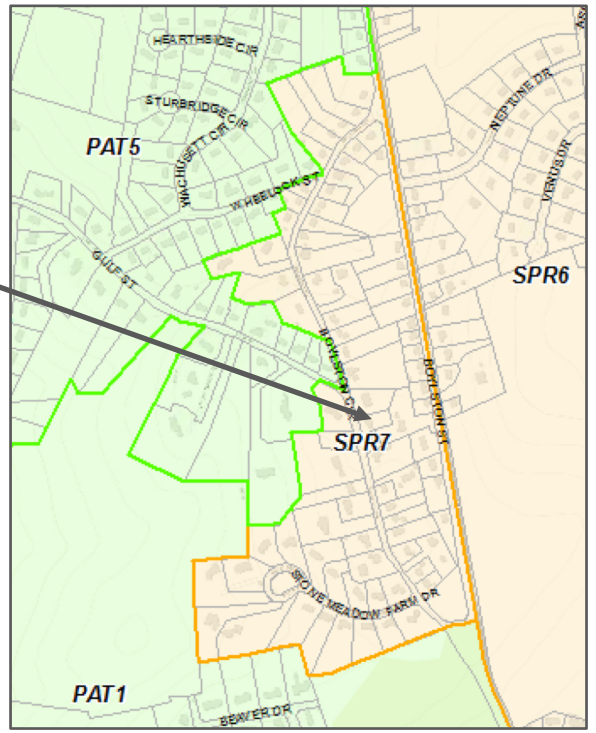
2. Components as Scenario Building Blocks

- Close attention was paid to neighborhoods and natural boundaries when building the components.
- A total of 46 components were built giving us greater flexibility



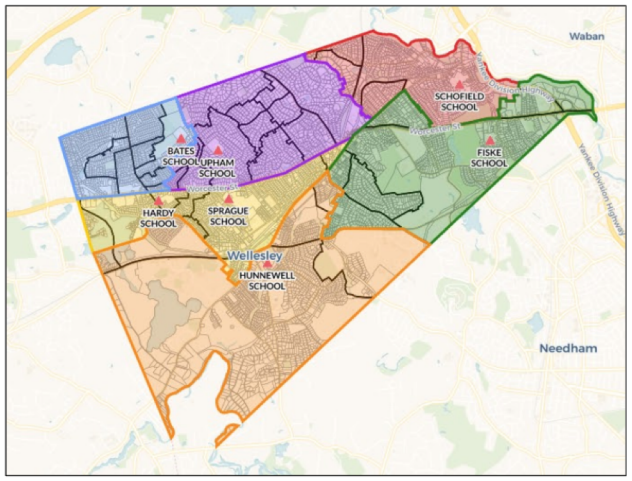




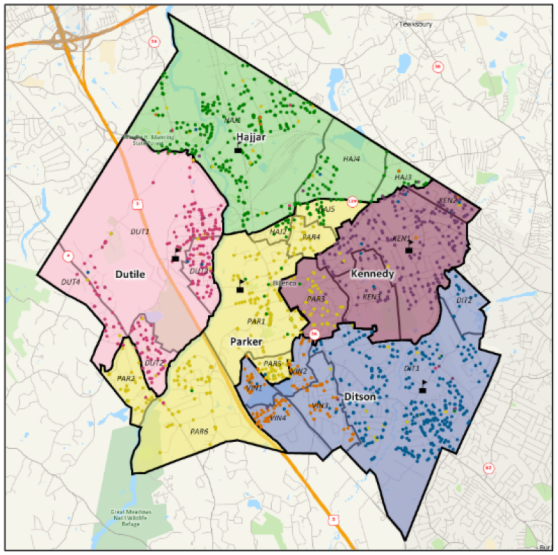
3. Scenario Building Process Example

Scenarios are being built collaboratively using the components. A scenario consists of new district boundaries created as a combination of components. Every scenario is presented with capacity and demographic information.

Upham Map 4



Scenario 1C: Elementary School



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Scenario Change and Scenario Totals - by Grade

District	K Change	1 Change	2 Change	3 Change	4 Change
Ditson	+12	+34	+32	+29	+29
Dutile	0	0	0	0	0
Hajjar	-7	-6	-6	-5	-3
Kennedy	+8	+8	+6	+16	+8
Parker	+2	+1	+1	-8	-1

District	Future Grade K	Future Grade 1	Future Grade 2	Future Grade 3	Future Grade 4
Ditson	96	107	121	111	126
Dutile	51	45	46	43	49
Hajjar	71	68	71	75	63
Kennedy	56	61	48	84	64
Parker	80	84	77	91	77

Scenario Totals - by District

District	K Thru 4	Total Capacity	Percent Capacity	Capacity with Modulars	% Capacity	% Low Income
Ditson	561	660	85%	---	---%	15%
Dutile	235	200	118%	300	78%	13%
Hajjar	348	420	83%	460	76%	15%
Kennedy	313	320	98%	340	92%	11%
Parker	409	480	85%	---	---%	15%

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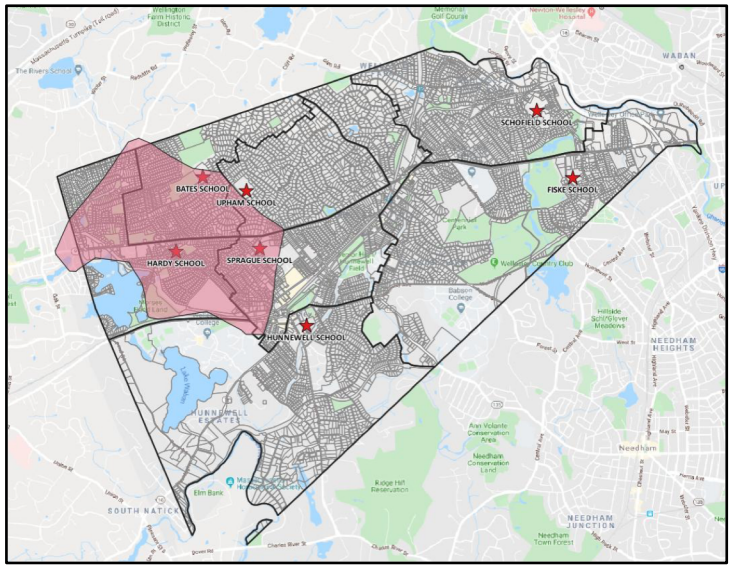
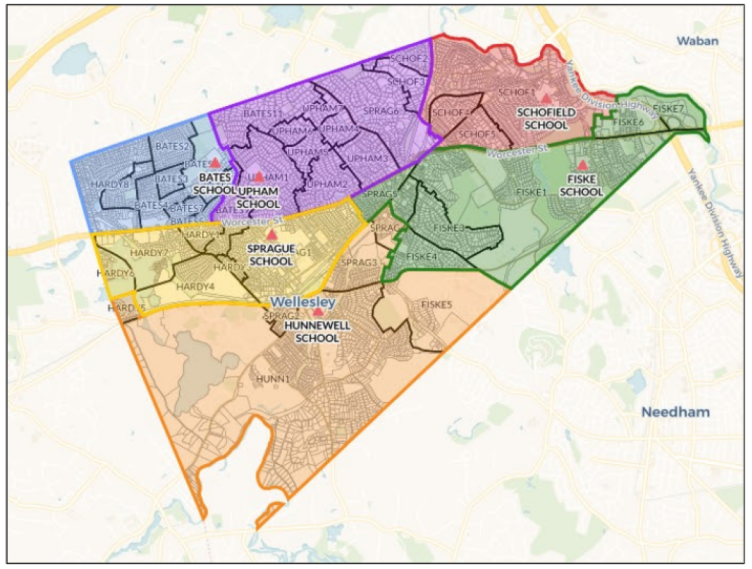
4. Scenario Evaluating Process

Each scenario is being evaluated against the ***school committee guiding principles***, by identifying pros and cons. Additional details including projections, changes by grade, walkability, drivability will be used for evaluation with a strong emphasis on ***keeping neighborhoods*** intact and ***balancing projected enrollment*** across all districts.





Upham Map 7

Residential Properties in Assigned District Under, 0.5, 1, and 2 miles from School

District	% Under 1/2 Mile	% Under 1 Mile	% Under 2 Miles
Bates	15%	54%	100%
Fiske	20%	30%	58%
Hunnewell	14%	70%	98%
Schofield	29%	84%	100%
Sprague	20%	69%	96%
Upham	12%	50%	93%

District	% Under 1/2 Mile	% Under 1 Mile	% Under 2 Miles
Current Scenario	22%	61%	90%
Scenario 5	17%	56%	91%
Scenario 6	17%	57%	93%
Scenario 7	**18%**	**58%**	**91%**

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Demographic Analysis Workflow

Step 1:
Compute demographic projections using wide variety of available data

Step 2:
Analyze fertility and migration patterns to develop cohort-component model for projecting population by five-year age group

Step 3:
Produce report of demographic analysis and provide grade level projection figures by district for redistricting analyses

Step 4:
Apply projection figures to scenarios developed in the redistricting workflow and evaluate and adjust scenarios

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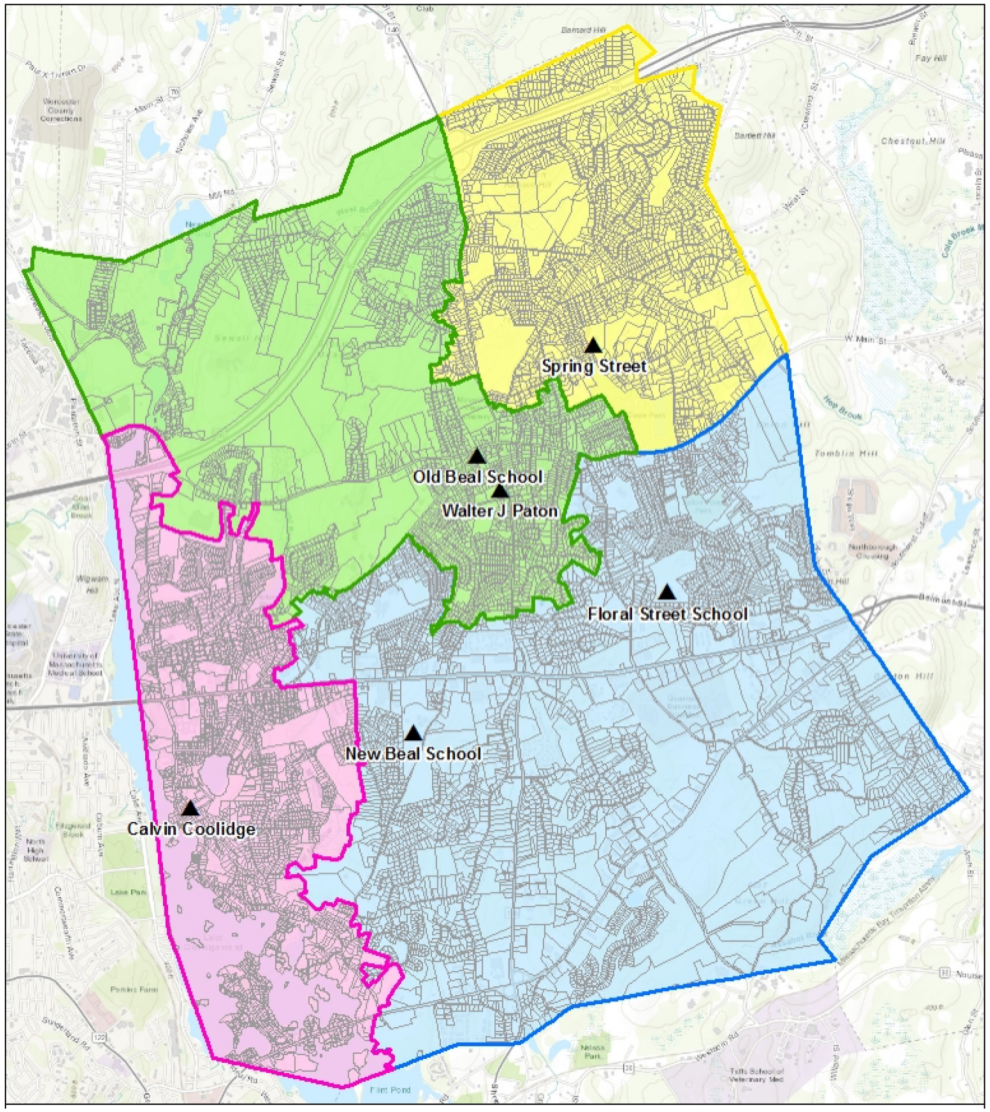
School Districts/ Student Distribution

Current Districts

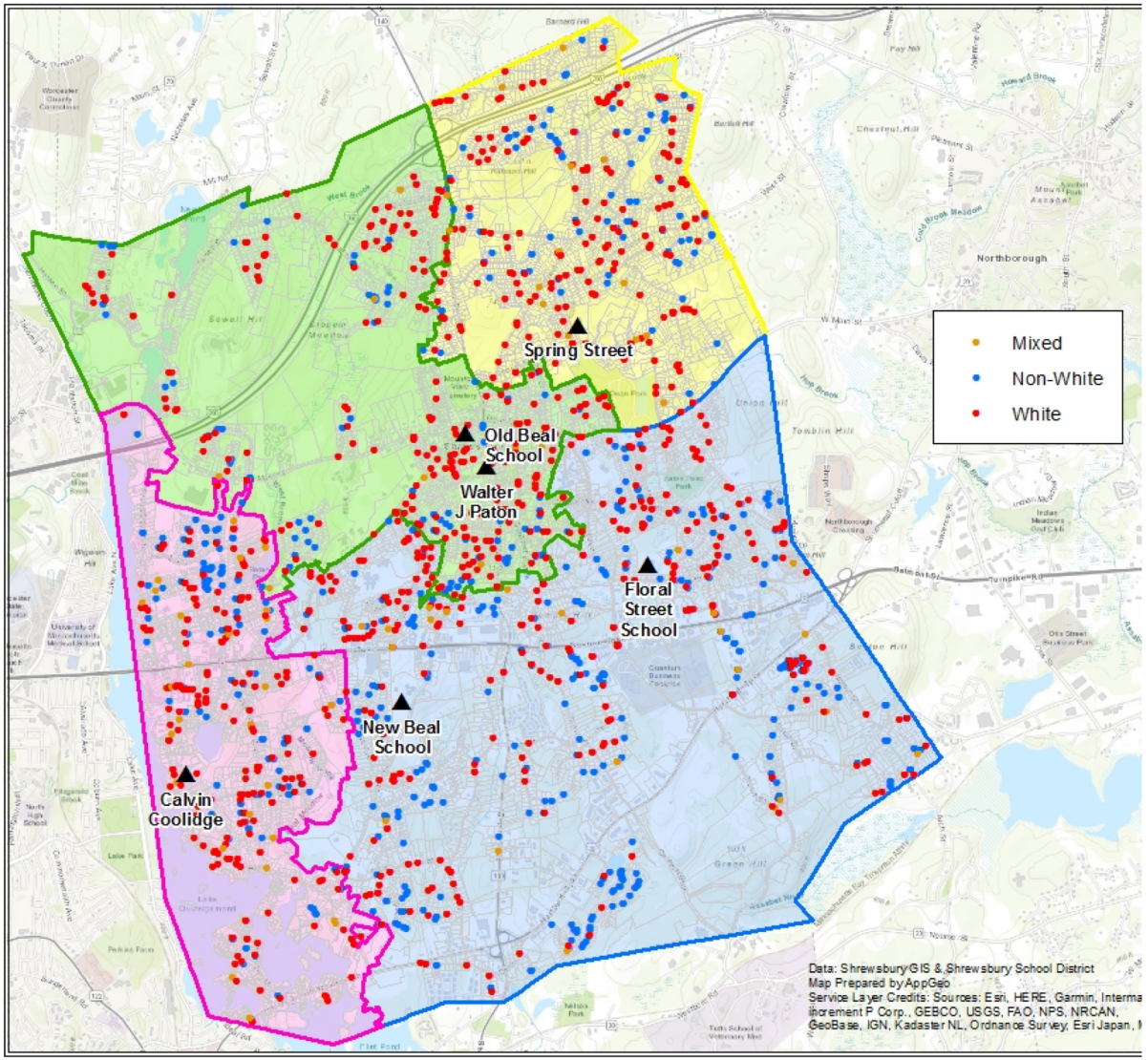
School	K Thru 4 Students
"Old" Beal	312
Coolidge	412
Floral	722
Paton	370
Spring	350



Students K-4 Racial/Ethnic Distribution

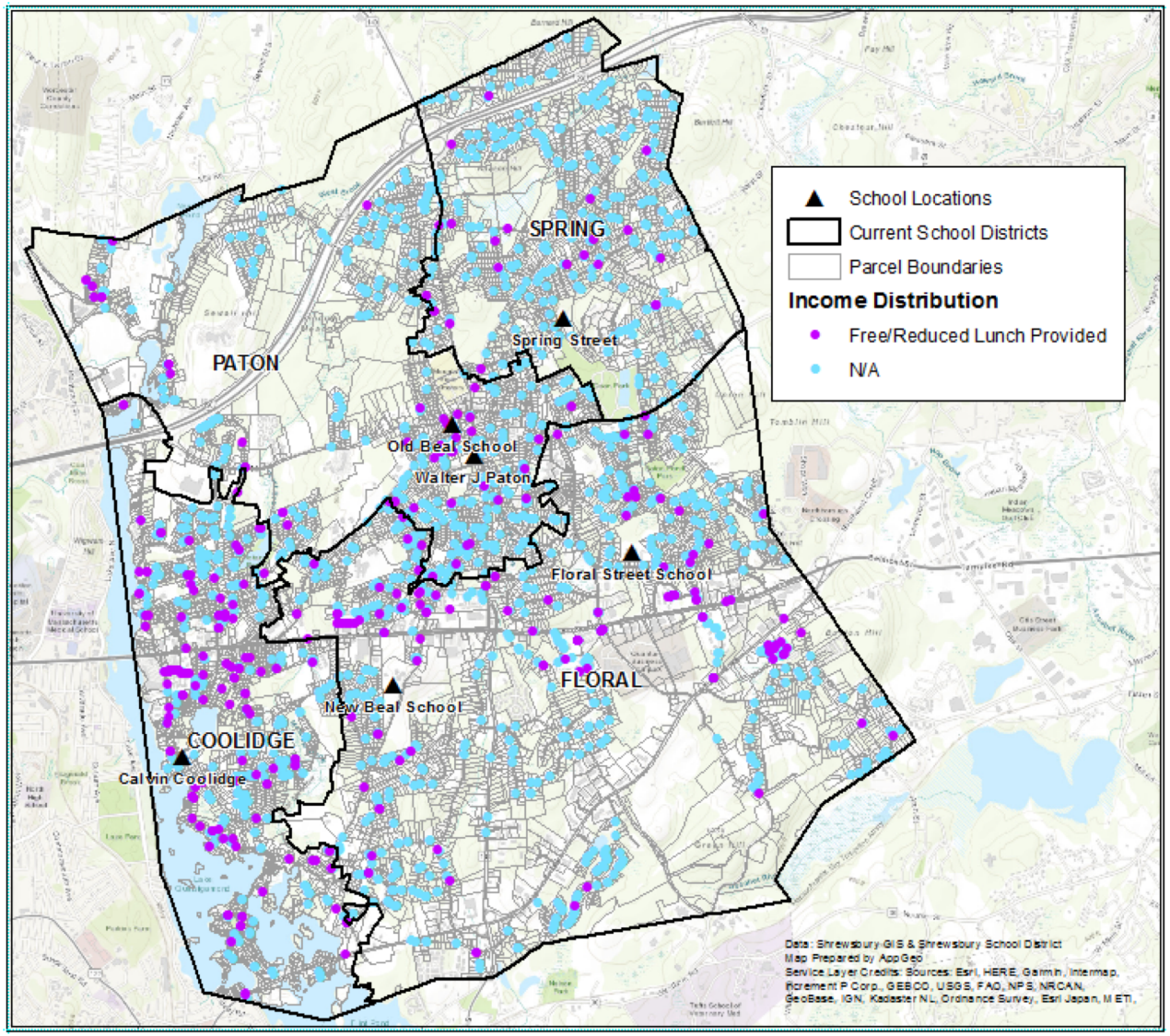
School	% White	% Non White	% Mixed
"Old" Beal	37%	60%	4%
Coolidge	53%	39%	8%
Floral	42%	54%	4%
Paton	72%	24%	3%
Spring	65%	29%	6%

White - includes only students listed as White/Non-Hispanic or White/Hispanic
Mixed - includes students listed in categories that have both White and Non-White designations.
Non-White - includes students with no White designation.



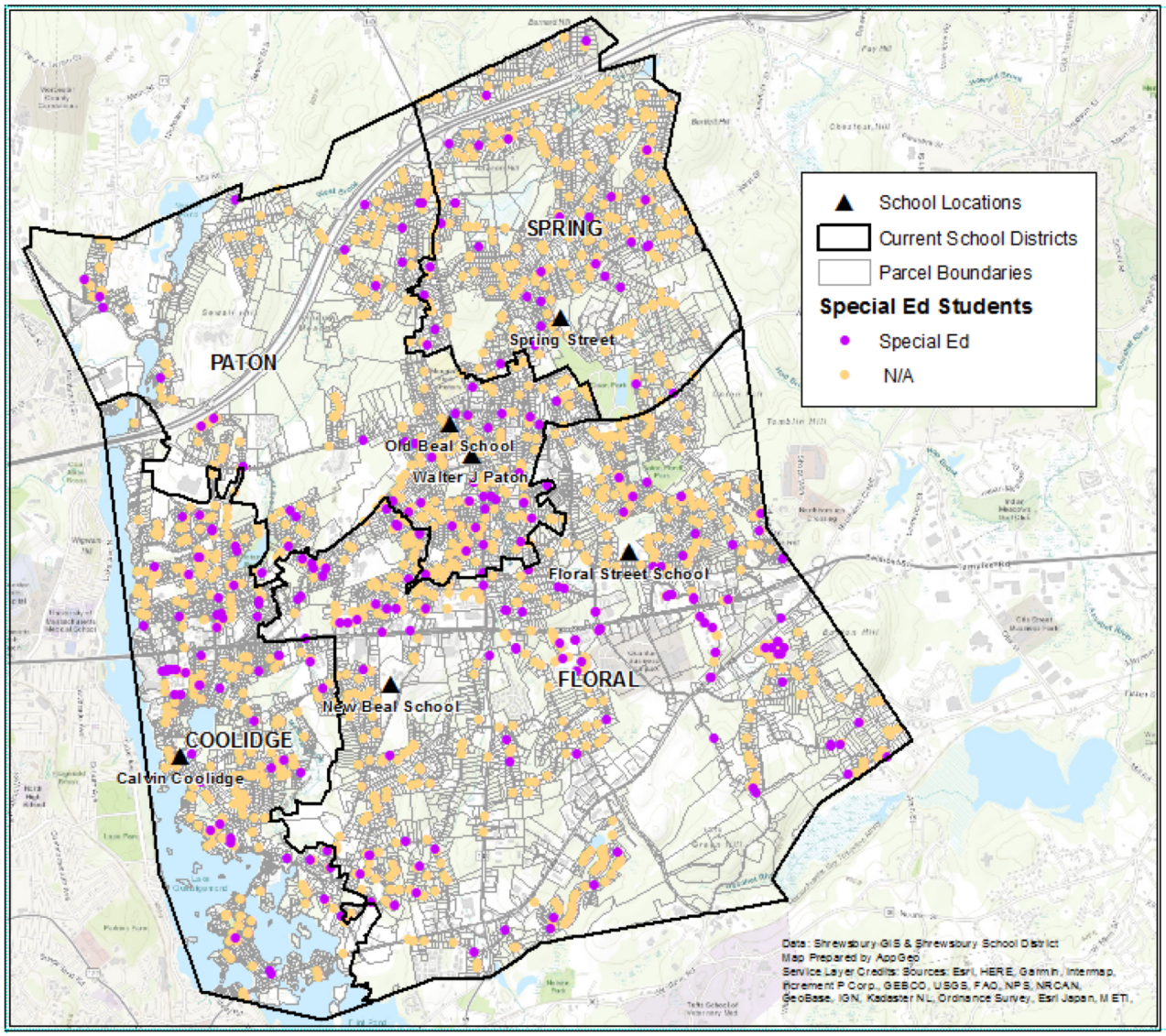
Students K-4 Income Distribution

School	% Free/Reduced Lunch
"Old" Beal	16%
Coolidge	32%
Floral	15%
Paton	11%
Spring	7%



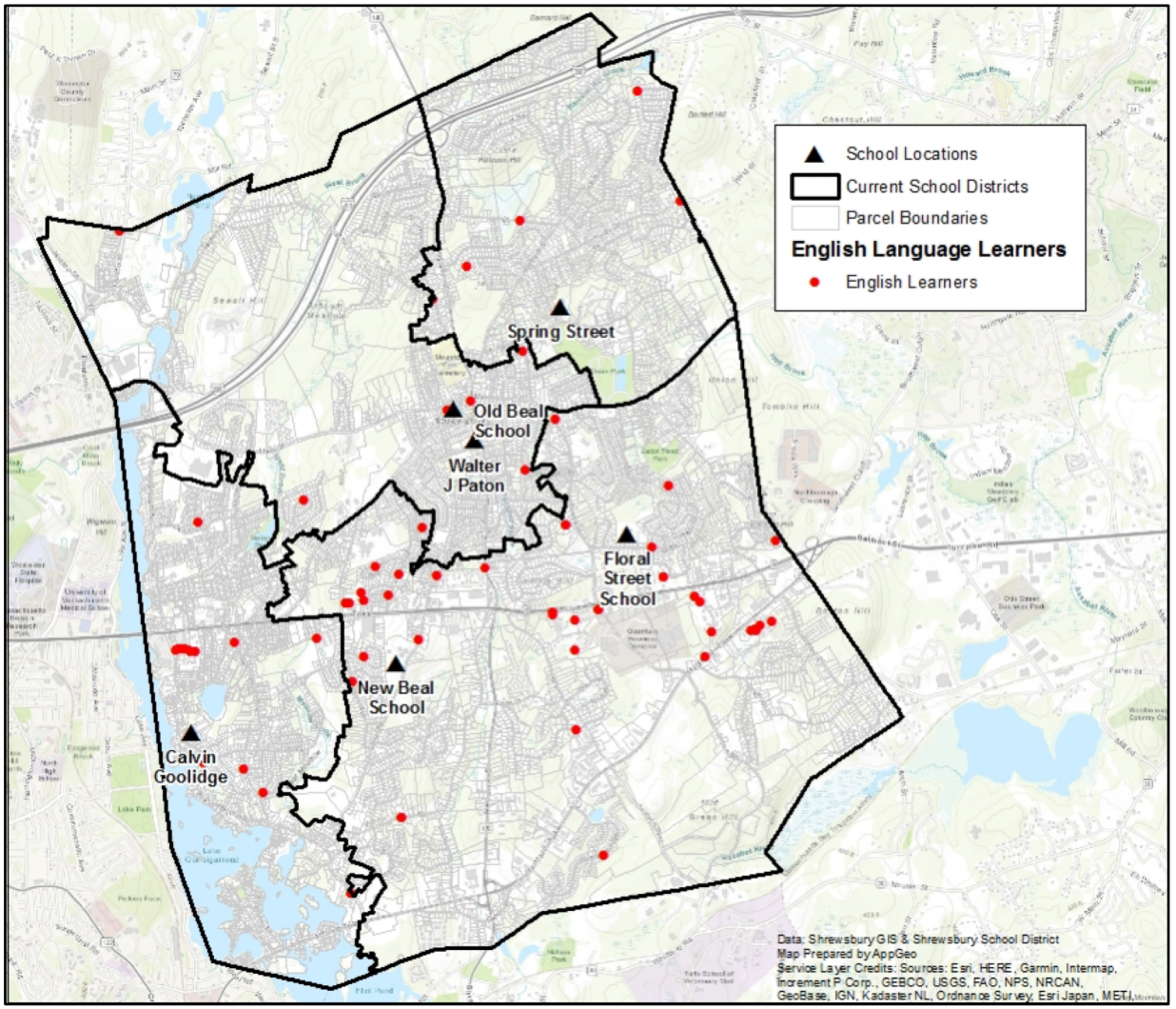
Students K-4 Special Education Distribution

School	% Special Education
"Old" Beal	13%
Coolidge	14%
Floral	11%
Paton	14%
Spring	9%



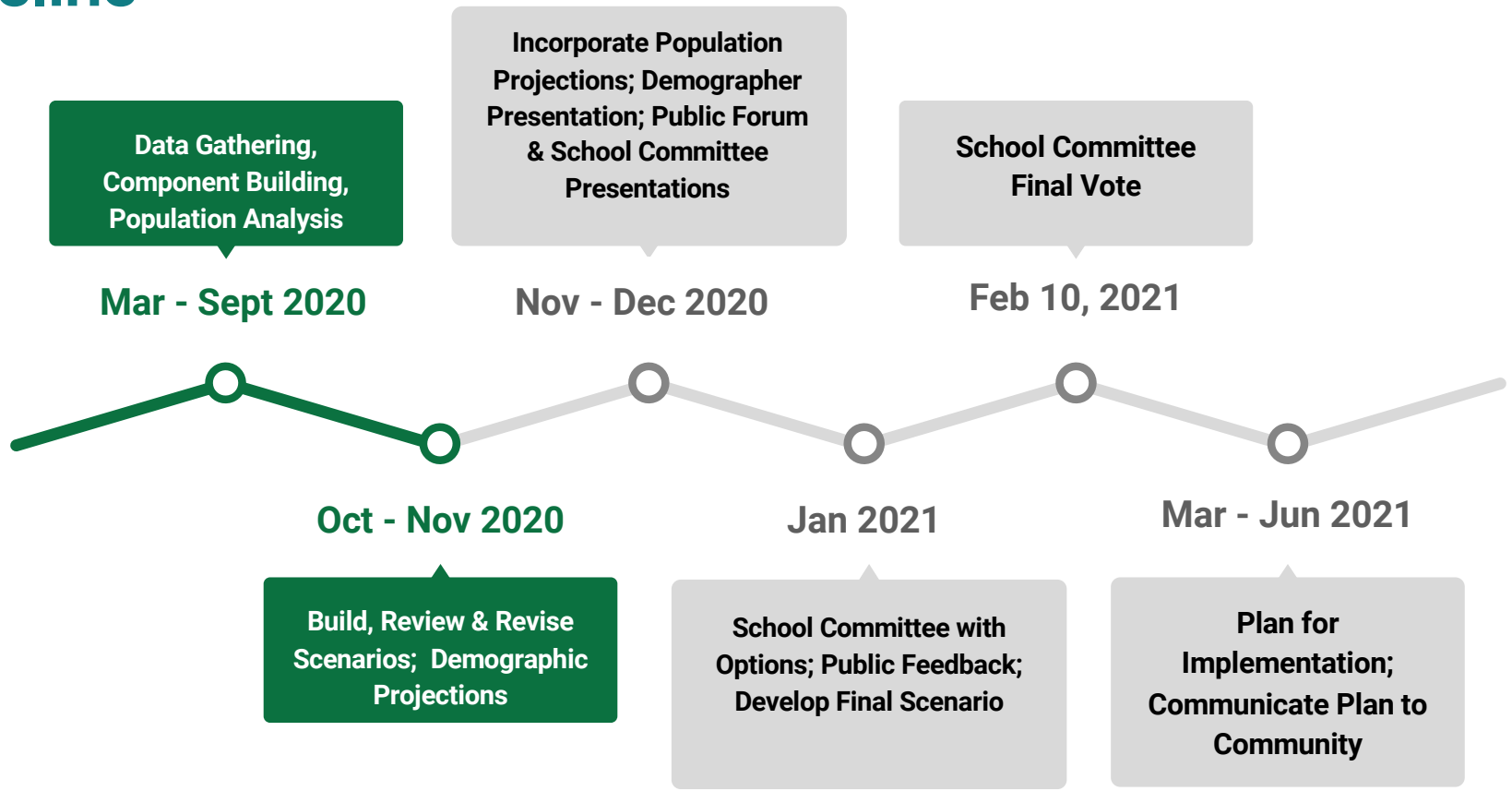
Students K-4 English Learning Distribution

School	% English Learners
"Old" Beal	1%
Coolidge	4%
Floral	5%
Paton	2%
Spring	1%



Timeline/Next Steps

Timeline



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Next Steps

- The Redistricting Committee with assistance of AppGeo will build several scenarios with Guiding Principles in mind.
- The demographer consultant will provide a report and projection of future enrollment growth.
- Next Virtual Public Forum - ***January 12, 2020 @ 7:00 PM***
  - The Redistricting Committee will present scenarios and solicit community feedback

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Questions?

Type in your questions and we will answer those that we can tonight.

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