Shrewsbury School Redistricting
School Committee Presentation Jan 6, 2021

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## Covered Today

1. Current \& District Projections
2. Scenario Overview
3. Determining Future Capacity and Targets
4. Scenarios
a. Focus on Socio-Economic Equity
b. Focus on Geography
c. Balancing Guiding Principles
5. Timeline/Next Steps
6. Questions/Feedback

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## Current Districts

| School | Grade K | Grade 1 | Grade 2 | Grade 3 | Grade 4 |
| :--- | :---: | :---: | :---: | :---: | :---: |
| "Old" Beal | 244 | 68 | 0 | 0 | 0 |
| Coolidge | 39 | 82 | 97 | 118 | 76 |
| Floral | 0 | 121 | 174 | 206 | 221 |
| Paton | 38 | 82 | 92 | 70 | 88 |
| Spring | 41 | 80 | 70 | 79 | 80 |


|  |  | \% <br> Reduced <br> Lunch | \% White | \% Non <br> White | \% Mixed <br> Race |
| :--- | :---: | :---: | :---: | :---: | :---: |
| "Old" Beal | 312 | $16 \%$ | $37 \%$ | $60 \%$ | $4 \%$ |
| Coolidge | 412 | $32 \%$ | $53 \%$ | $39 \%$ | $8 \%$ |
| Floral | 722 | $15 \%$ | $42 \%$ | $54 \%$ | $4 \%$ |
| Paton | 370 | $11 \%$ | $72 \%$ | $24 \%$ | $3 \%$ |
| Spring | 350 | $7 \%$ | $65 \%$ | $29 \%$ | $6 \%$ |



## Current \& Projected (2030) Students

| School | Grade K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Total |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: |
| "Old" Beal | 244 | 68 | 0 | 0 | 0 | 312 |
| Coolidge | 39 | 82 | 97 | 118 | 76 | 412 |
| Floral | 0 | 121 | 174 | 206 | 221 | 722 |
| Paton | 38 | 82 | 92 | 70 | 88 | 370 |
| Spring | 41 | 80 | 70 | 79 | 80 | 350 |
| Total | 362 | 433 | 433 | 473 | 465 | $\mathbf{2 1 6 6}$ |


| School | Projected <br> K | Projected <br> Grade 1 | Projected <br> Grade 2 | Projected <br> Grade 3 | Projected <br> Grade 4 | Totals |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  | 454 |
| Coolidge |  | 95 | 94 | 95 | 93 | 377 |
| Floral |  | 206 | 201 | 196 | 196 | 799 |
| Paton |  | 83 | 90 | 91 | 94 | 358 |
| Spring |  | 75 | 76 | 77 | 78 | 306 |
| Total | 454 | 459 | 461 | 459 | 461 | $\mathbf{2 2 9 4}$ |

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## Scenario Overview

- The Redistricting Committee presents a total of 5 scenarios today
- Each scenario is presented with a lot of data
- Current student data and projected future enrollment
- Grade level breakdown
- Demographics
- The Redistricting Committee is not making any specific recommendations at this time
- Each scenario fulfills Guiding Principles to varying degrees
- There is no "perfect" scenario

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## Determining Future Enrollment Capacity and Targets

| ACCEPTABLE RANGE FOR FUTURE SCHOOL ENROLLMENTS |  |  |  |  |  |  |
| :--- | :--- | :---: | :---: | :---: | :---: | :---: |


| School Committee <br> Guidelines for Class Sizes |  |
| :---: | :---: |
| Kindergarten | $17-19$ |
| Gr. 1-2 | $20-22$ |
| Gr. 3-4 | $22-24$ |

Our projected K-4 enrollment for 20212022 is $\mathbf{2 , 1 2 6}$ so we will be below our target enrollments by design for the next few years and may have fewer \& varying number of sections as a result.

## ^^ppGeo

## Scenarios with Focus on SocioEconomic Equity

## Focus on Socio-Economic Equity - Pros \& Cons

- The committee spent significant time and effort trying to balance socioeconomic equity across the school districts
- Every scenario that was created was evaluated using this guiding principle
- Several scenarios were considered but the general consensus of the committee was to present this option for consideration


## PROS

- Bring the \% of Reduced Lunch Students to $30 \%$ - lowest of all scenarios
- Since COOL8 needed to be moved to get to this \% moving COOL2 and COOL12 makes a potential bus route instead of just moving COOL8
- Enrollment balanced


## CONS

- Some potential walkers to Coolidge will need transportation to New Beal
- FLOR13 bused students moved to New Beal
- Of all Scenarios this is on the higher end of students being displaced
 (718)
- Map not contiguous and looks very engineered


## Focus on Socio-Economic Equity

| School | Grade K | Grade 1 | Grade 2 | Grade 3 | Grade 4 |
| :--- | :---: | :---: | :---: | :---: | :---: |
| Coolidge | 48 | 57 | 64 | 71 | 52 |
| Floral | 115 | 120 | 101 | 113 | 126 |
| Paton | 37 | 62 | 66 | 51 | 75 |
| Spring | 47 | 65 | 58 | 67 | 63 |
| New Beal | 115 | 129 | 144 | 171 | 148 |


|  | Target <br> Enrollment | K Thru <br> $\mathbf{4}$ | \% Target <br> Enrollment | Reduced <br> Lunch | \% White | White | \% Mixed <br> Race |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Coolidge | 308 | 292 | $95 \%$ | $30 \%$ | $60 \%$ | $31 \%$ | $9 \%$ |
| Floral | 608 | 575 | $95 \%$ | $13 \%$ | $39 \%$ | $57 \%$ | $4 \%$ |
| Paton | 308 | 291 | $94 \%$ | $10 \%$ | $74 \%$ | $22 \%$ | $4 \%$ |
| Spring | 308 | 300 | $97 \%$ | $7 \%$ | $65 \%$ | $30 \%$ | $5 \%$ |
| New Beal | 790 | 707 | $89 \%$ | $19 \%$ | $45 \%$ | $51 \%$ | $4 \%$ |



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## Focus on Socio-Economic Equity

## Projected 2030

| School | Projected <br> Grade K | Projected <br> Grade 1 | Projected <br> Grade 2 | Projected <br> Grade 3 | Projected <br> Grade 4 |
| :--- | :---: | :---: | :---: | :---: | :---: |
| Coolidge | 61 | 64 | 63 | 59 | 60 |
| Floral | 145 | 130 | 115 | 108 | 113 |
| Paton | 46 | 62 | 65 | 63 | 79 |
| Spring | 59 | 61 | 63 | 66 | 62 |
| New Beal | 145 | 141 | 156 | 161 | 144 |


| School | Target Enrollment | K Thru 4 | Projected K <br> Thru 4 | \% Target Enrollment (+/-10\%) | \% <br> Projected <br> Target Enrollment (+/-10\%) |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Coolidge | 308 | 292 | 307 | 95\% | 100\% |
| Floral | 608 | 575 | 611 | 95\% | 100\% |
| Paton | 308 | 291 | 315 | 94\% | 102\% |
| Spring | 308 | 300 | 311 | 97\% | 101\% |
| New Beal | 790 | 707 | 747 | 89\% | 95\% |



Reference: Original Scenario 10; Socio-Economic Option 2

## Scenario with Focus on

 Geographically Compact \& Contiguous
## Geographically Compact \& Contiguous

Pros

- Geographically compact and contiguous
- Enrollment balanced

Cons

- Coolidge Reduced Lunch percentage remains similar to current ( $37 \%$ )
- Some Spring and Paton potential walkers moved
- To maintain compactness (PAT8 \& PAT7 stay in Paton), PAT14 walkers need to be moved to New Beal



## Geographically Compact \& Contiguous

| School | Grade K | Grade 1 | Grade 2 | Grade 3 | Grade 4 |
| :--- | :---: | :---: | :---: | :---: | :---: |
| Coolidge | 52 | 55 | 59 | 73 | 44 |
| Floral | 117 | 127 | 108 | 119 | 123 |
| Paton | 41 | 64 | 65 | 53 | 69 |
| Spring | 47 | 65 | 58 | 67 | 63 |
| New Beal | 105 | 122 | 143 | 161 | 165 |


|  | Target <br> Enrollment | K Thru <br> $\mathbf{4}$ | \% Target <br> Enrollment | \% <br> Reduced <br> Lunch | \% <br> White | \% Non <br> White | \% Mixed <br> Race |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Coolidge | 308 | 283 | $92 \%$ | $37 \%$ | $57 \%$ | $34 \%$ | $9 \%$ |
| Floral | 608 | 594 | $98 \%$ | $12 \%$ | $37 \%$ | $59 \%$ | $4 \%$ |
| Paton | 308 | 292 | $95 \%$ | $12 \%$ | $76 \%$ | $21 \%$ | $4 \%$ |
| Spring | 308 | 300 | $97 \%$ | $7 \%$ | $65 \%$ | $30 \%$ | $5 \%$ |
| New Beal | 790 | 696 | $88 \%$ | $17 \%$ | $48 \%$ | $48 \%$ | $4 \%$ |



## Reference: Original Scenario 3B

## Geographically Compact \& Contiguous

| School | Projected <br> Grade K | Projected <br> Grade 1 | Projected <br> Grade 2 | Projected <br> Grade 3 | Projected <br> Grade 4 |
| :--- | :---: | :---: | :---: | :---: | :---: |
| Coolidge | 65 | 62 | 58 | 60 | 54 |
| Floral | 147 | 137 | 123 | 114 | 110 |
| Paton | 50 | 64 | 64 | 66 | 72 |
| Spring | 59 | 61 | 63 | 66 | 62 |
| New Beal | 135 | 134 | 154 | 151 | 160 |


| School | Target <br> Enrollment | K Thru 4 | Projected K Thru 4 | \% Target Enrollment (+/-10\%) | $\begin{gathered} \text { \% Projected } \\ \text { Target } \\ \text { Enrollment (+/- } \\ 10 \%) \end{gathered}$ |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Coolidge | 308 | 283 | 299 | 92\% | 97\% |
| Floral | 608 | 594 | 631 | 98\% | 104\% |
| Paton | 308 | 292 | 316 | 95\% | 103\% |
| Spring | 308 | 300 | 311 | 97\% | 101\% |
| New Beal | 790 | 696 | 734 | 88\% | 93\% |



## Reference: Original Scenario 3B

## Scenarios Balancing All Guiding Principles

## Focus on Balancing Guiding Principles

 Option 1| School | Grade K | Grade 1 | Grade 2 | Grade 3 | Grade 4 |
| :--- | :---: | :---: | :---: | :---: | :---: |
| Coolidge | 46 | 52 | 61 | 76 | 51 |
| Floral | 113 | 120 | 99 | 111 | 121 |
| Paton | 37 | 62 | 66 | 51 | 75 |
| Spring | 50 | 68 | 61 | 71 | 66 |
| New Beal | 116 | 131 | 146 | 164 | 151 |


|  | Target <br> Enrollment | K Thru <br> $\mathbf{4}$ | \% Target <br> Enrollment | Reduced <br> Lunch | \% <br> White | \% Non <br> White | \% Mixed <br> Race |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Coolidge | 308 | 286 | $93 \%$ | $34 \%$ | $55 \%$ | $37 \%$ | $8 \%$ |
| Floral | 608 | 564 | $93 \%$ | $10 \%$ | $37 \%$ | $59 \%$ | $4 \%$ |
| Paton | 308 | 291 | $94 \%$ | $10 \%$ | $74 \%$ | $22 \%$ | $4 \%$ |
| Spring | 308 | 316 | $103 \%$ | $7 \%$ | $65 \%$ | $29 \%$ | $6 \%$ |
| New Beal | 790 | 708 | $90 \%$ | $20 \%$ | $49 \%$ | $47 \%$ | $5 \%$ |



Reference: Scenario 13

## Focus on Balancing Guiding Principles

## Option 1 - Projected 2030

| School | Projected <br> Grade K | Projected <br> Grade 1 | Projected <br> Grade 2 | Projected <br> Grade 3 | Projected <br> Grade 4 |
| :--- | :---: | :---: | :---: | :---: | :---: |
| Coolidge | 58 | 58 | 61 | 64 | 57 |
| Floral | 142 | 130 | 112 | 107 | 109 |
| Paton | 46 | 62 | 65 | 63 | 79 |
| Spring | 63 | 64 | 66 | 70 | 65 |
| New Beal | 147 | 144 | 158 | 153 | 148 |


| School | Target Enrollment | K Thru 4 | Projected K Thru 4 | \% Target Enrollment (+/-10\%) | \% Projected <br> Target <br> Enrollment (+/-10\%) |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Coolidge | 308 | 286 | 298 | 93\% | 97\% |
| Floral | 608 | 564 | 600 | 93\% | 99\% |
| Paton | 308 | 291 | 315 | 94\% | 102\% |
| Spring | 308 | 316 | 328 | 103\% | 106\% |
| New Beal | 790 | 708 | 750 | 90\% | 95\% |



## Reference: Scenario 13

## Focus on Balancing Guiding Principles

## Option 2

| School | Grade K | Grade 1 | Grade 2 | Grade 3 | Grade 4 |
| :--- | :---: | :---: | :---: | :---: | :---: |
| Coolidge | 46 | 52 | 61 | 76 | 51 |
| Floral | 125 | 136 | 117 | 130 | 136 |
| Paton | 37 | 62 | 66 | 51 | 75 |
| Spring | 50 | 68 | 61 | 71 | 66 |
| New Beal | 104 | 115 | 128 | 145 | 136 |


|  | Target <br> Enrollment | K Thru <br> $\mathbf{4}$ | \% Target <br> Enrollment | \% <br> Reduced <br> Lunch | \% <br> White | \% Non <br> White | \% Mixed <br> Race |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Coolidge | 308 | 286 | $93 \%$ | $34 \%$ | $55 \%$ | $37 \%$ | $8 \%$ |
| Floral | 608 | 644 | $106 \%$ | $11 \%$ | $35 \%$ | $62 \%$ | $4 \%$ |
| Paton | 308 | 291 | $94 \%$ | $10 \%$ | $74 \%$ | $22 \%$ | $4 \%$ |
| Spring | 308 | 316 | $103 \%$ | $7 \%$ | $65 \%$ | $29 \%$ | $6 \%$ |
| New Beal | 790 | 628 | $79 \%$ | $20 \%$ | $52 \%$ | $43 \%$ | $5 \%$ |



Reference: Scenario 14

## Focus on Balancing Guiding Principles

## Option 2 - Projected 2030

| School | Projected <br> Grade K | Projected <br> Grade 1 | Projected <br> Grade 2 | Projected <br> Grade 3 | Projected <br> Grade 4 |
| :--- | :---: | :---: | :---: | :---: | :---: |
| Coolidge | 58 | 58 | 61 | 64 | 57 |
| Floral | 157 | 147 | 133 | 125 | 122 |
| Paton | 46 | 62 | 65 | 63 | 79 |
| Spring | 63 | 64 | 66 | 70 | 65 |
| New Beal | 132 | 127 | 137 | 135 | 135 |


| School | Target Enrollment | K Thru 4 | Projected K Thru 4 | \% Target Enrollment (+/-10\%) | \% Projected <br> Target <br> Enrollment (+/-10\%) |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Coolidge | 308 | 286 | 298 | 93\% | 97\% |
| Floral | 608 | 644 | 684 | 106\% | 113\% |
| Paton | 308 | 291 | 315 | 94\% | 102\% |
| Spring | 308 | 316 | 328 | 103\% | 106\% |
| New Beal | 790 | 628 | 666 | 79\% | 84\% |



## Reference: Scenario 14

## Focus on Balancing Guiding Principles

## Option 3

| School | Grade K | Grade 1 | Grade 2 | Grade 3 | Grade 4 |
| :--- | :---: | :---: | :---: | :---: | :---: |
| Coolidge | 46 | 52 | 61 | 76 | 51 |
| Floral | 122 | 134 | 114 | 126 | 132 |
| Paton | 37 | 62 | 66 | 51 | 75 |
| Spring | 50 | 68 | 61 | 71 | 66 |
| New Beal | 107 | 117 | 131 | 149 | 140 |


|  | Target <br> Enrollment | K Thru <br> $\mathbf{4}$ | \% Target <br> Enrollment | Reduced <br> Lunch | \% <br> White | \% Non <br> White | \% Mixed <br> Race |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Coolidge | 308 | 286 | $93 \%$ | $34 \%$ | $55 \%$ | $37 \%$ | $8 \%$ |
| Floral | 608 | 628 | $103 \%$ | $11 \%$ | $34 \%$ | $62 \%$ | $4 \%$ |
| Paton | 308 | 291 | $94 \%$ | $10 \%$ | $74 \%$ | $22 \%$ | $4 \%$ |
| Spring | 308 | 316 | $103 \%$ | $7 \%$ | $65 \%$ | $29 \%$ | $6 \%$ |
| New Beal | 790 | 644 | $82 \%$ | $20 \%$ | $52 \%$ | $43 \%$ | $5 \%$ |



Reference: Scenario 15

## Focus on Balancing Guiding Principles

## Option 3 - Projected 2030

| School | Projected <br> Grade $\mathbf{K}$ | Projected <br> Grade $\mathbf{1}$ | Projected <br> Grade 2 | Projected <br> Grade 3 | Projected <br> Grade 4 |
| :--- | :---: | :---: | :---: | :---: | :---: |
| Coolidge | 58 | 58 | 61 | 64 | 57 |
| Floral | 153 | 145 | 130 | 120 | 118 |
| Paton | 46 | 62 | 65 | 63 | 79 |
| Spring | 63 | 64 | 66 | 70 | 65 |
| New Beal | 136 | 129 | 140 | 140 | 139 |


| School | Target Enrollment | K Thru 4 | Projected K Thru 4 | \% Target <br> Enrollment (+/-10\%) | $\begin{gathered} \text { \% Projected } \\ \text { Target } \\ \text { Enrollment (+/- } \\ 10 \%) \end{gathered}$ |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Coolidge | 308 | 286 | 298 | 93\% | 97\% |
| Floral | 608 | 628 | 666 | 103\% | 110\% |
| Paton | 308 | 291 | 315 | 94\% | 102\% |
| Spring | 308 | 316 | 328 | 103\% | 106\% |
| New Beal | 790 | 644 | 684 | 82\% | 87\% |



## Reference: Scenario 15

## Focus on Balancing Guiding Principles - Differences in Scenarios



PAT2 - Floral; FLOR13 - New Beal

|  | \% Target <br> Enrollment (+/- <br> 10\%) | \% Projected Target <br> Enrollment (+/-10\%) |
| :--- | :---: | :---: |
| Coolidge | $93 \%$ | $97 \%$ |
| Floral | $93 \%$ | $99 \%$ |
| Paton | $94 \%$ | $102 \%$ |
| Spring | $103 \%$ | $106 \%$ |
| New Beal | $90 \%$ | $95 \%$ |



PAT2 - Floral; FLOR13 - Floral

|  | \% Target <br> Enrollment (+/- <br> 10\%) | \% Projected Target <br> Enrollment (+/-10\%) |
| :--- | :---: | :---: |
| Coolidge | $93 \%$ | $97 \%$ |
| Floral | $106 \%$ | $113 \%$ |
| Paton | $94 \%$ | $102 \%$ |
| Spring | $103 \%$ | $106 \%$ |
| New Beal | $79 \%$ | $84 \%$ |



PAT2 - New Beal; FLOR13 - Floral

|  | \% Target <br> Enrollment (+/- <br> 10\%) | \% Projected Target <br> Enrollment (+/- <br> 10\%) |
| :--- | :---: | :---: |
| School | $93 \%$ | $97 \%$ |
| Coolidge | $103 \%$ | $110 \%$ |
| Floral | $94 \%$ | $102 \%$ |
| Paton | $103 \%$ | $106 \%$ |
| Spring | $82 \%$ | $87 \%$ |
| New Beal |  |  |

## Focus on Balancing Guiding Principles - Pros \& Cons



Showing here Option 3 of the Balancing Guiding Principles Options

## PROS

- Enrollment: Projected target enrollment balanced
- Neighborhood: Paton (PAT14), Coolidge (COOL8), and Spring (SPR3) walkers maintained in current zones
- Future Development: Capacity available at New Beal
- Minimize Change: Options 2 \& 3 have the least number of students displaced (667) of all scenarios considered
- Student demographics: Reduced lunch distribution maintained


## CONSIDERATIONS

- Potential longer commute for NorthWest Paton students
- Potential Paton walkers (PAT2) to Floral sent to New Beal
- Option 2 most contiguous for Floral but Floral at projected 113\%; Option 3 choice of moving PAT2 to New Beal balances Floral further


## Comparison of Student Displacement

| Scenario | Displaced <br> Students |
| :--- | :---: |
| Focus on Socio-Economic Equity | 718 |
| Geographically Compact \& Contiguous | 684 |
| Balancing Guiding Principles Option 1 | 721 |
| Balancing Guiding Principles Option 2 | 667 |
| Balancing Guiding Principles Option 3 | 667 |

*Displaced students are defined as those who would be attending a different school than currently. Current 312 Beal students have been excluded from the count.

## Timeline/Meeting Schedule

## January

- 1/6 School Committee update with a variety of specific options
- 1/12 Redistricting Committee hold a second virtual Community Forum to look at specific options and seek feedback
- 1/14 Redistricting Committee Meeting finalize pros/cons weighting of each option—show 2-3 options
- 1/20 Redistricting Committee final recommendation to School Committee
- 1/27 School Committee public hearing


## February

- 2/10 School Committee vote final plan


## March-June

- Communicate plan to our parent community


## August

- Implement plan as part of 2021-2022 school year re-opening


## Thank You!

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[^0]:    Reference: Original Scenario 10; Socio-Economic Option 2

