School Committee
Meeting Book

January 25, 2023
7:00 pm

Town Hall -100 Maple Avenue
Selectmen's Meeting Room

SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING

AGENDA
January 25, 2023 7:00pm
Town Hall—Selectmen's Meeting Room
100 Maple Avenue

Items   **Suggested time allotments**

I.   Public Participation   7:00-7:05

II.   Chairperson's Report & Members' Reports

III. Superintendent's Report

IV.   Time Scheduled Appointments:
      A. Proposed Changes to 2023-2024 School Day Start and End Times: Vote   7:05 – 7:40

V.   Curriculum
      A. SHS Program of Studies: Vote   7:40 – 7:50
      B. Class of 2022 Seal of Biliteracy: Report   7:50 – 8:10

VI.   Policy

VII. Finance & Operations
      A. Outcomes in Languages Other than English Grant: Vote   8:10 – 8:20
      B. Enrollment Projections for 2023-2024 School Year: Report 8:20 – 8:40

VIII. Old Business

IX.   New Business

X.   Approval of Minutes   8:40 – 8:45

XI.   Executive Session   8:45 – 9:00
      A. For the purpose of addressing G.L. c. 30A, § 21(a)(7) "[t]o comply with,
         or act under the authority of, any general or special law or federal
         grant-in-aid requirements" ("Purpose 7"), Open Meeting Law,
         G.L. c. 30A, §§ 22(f), (g) – for the purpose of reviewing, approving, and/or
         releasing executive session minutes.

B. For the purpose of addressing G.L. c. 30A, § 21(a)(3) "to discuss strategy with respect to collective bargaining or litigation if an open meeting may have a detrimental effect of the bargaining or litigating position of the public body and the chair so declares" ("Purpose 3") - the Shrewsbury Education Association Units A and/or B, the Shrewsbury Paraprofessional Association, and/or the Cafeteria Workers Association

C. For the purpose of addressing G.L. c. 30A, § 21(a)(2) "to conduct strategy sessions in preparation for negotiations with nonunion personnel or to conduct collective bargaining sessions or contract negotiations with nonunion personnel" – non-union administrators. ("Purpose 2")

XII.   Adjournment   9:00

Next regular meeting: February 15, 2023

SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING

ITEM NO: I   Public Participation   MEETING DATE: **01/25/23**

SPECIFIC STATEMENT OR QUESTION:
Will the School Committee hear thoughts and ideas from the public regarding the operations and the programs of the school system?

BACKGROUND INFORMATION:
Copies of the policy and procedure for Public Participation are available to the public at each School Committee meeting.

ITEM NO: II.   Chairperson's Report/Members' Reports

SPECIFIC STATEMENT OR QUESTION:
Will the School Committee hear a report from the Chairperson of the School Committee and other members of the School Committee who may wish to comment on school affairs?

BACKGROUND INFORMATION:
This agenda item provides an opportunity for the Chairperson and members of the Shrewsbury School Committee to comment on school affairs that are of interest to the community.

STAFF AVAILABLE FOR PRESENTATION:
School Committee Members
Ms. Lynsey Heffernan, Chairperson
Mr. Jason Palitsch, Vice Chairperson
Mr. Jon Wensky, Secretary
Ms. Erin Boucher, Committee Member
Ms Sandra Fryc, Committee Member

ITEM NO: III.   Superintendent's Report

SPECIFIC STATEMENT OR QUESTION:
Will the School Committee hear a report from Dr. Joseph M. Sawyer, Superintendent of Schools?

BACKGROUND INFORMATION:
This agenda item allows the Superintendent of the Shrewsbury Public Schools to comment informally on the programs and activities of the school system.

STAFF AVAILABLE FOR PRESENTATION:
Dr. Joseph M. Sawyer, Superintendent of Schools

ACTION RECOMMENDED FOR ITEMS I, II, & III:
That the School Committee accept the report and take such action as it deems in the best interest of the school system.

SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING

ITEM NO: IV. Time Scheduled Appointments: **MEETING DATE:**   **01/25/23**
          A. Proposed Changes to 2023-2024 School Day Start and End Times: Vote

BACKGROUND INFORMATION:

At the January 18 meeting of the School Committee, the Sleep Health Advisory Committee presented its consensus recommendation for a change in start and end times to the school day at each level next year. You can find their memorandum recommending the so-called "modified Option A" here.

Dr. Sawyer concurs with this consensus recommendation. A memorandum sharing his perspective will be provided under separate cover.

ACTION RECOMMENDED:

That the Committee vote to change the start and end times of the student academic day as presented in the "modified Option A" recommended by the Sleep Health Advisory Committee.

STAFF AVAILABLE FOR PRESENTATION:

Dr. Joseph Sawyer, Superintendent of Schools

ITEM NO: **V.**   **Curriculum**   MEETING DATE: **01/25/23**
         A. SHS Program of Studies: Vote

BACKGROUND INFORMATION:

The School Committee heard a presentation of proposed changes to the Program of Studies (POS) at its January 18, 2023, meeting. At that time, a memorandum from Mr. Bazydlo outlining proposed changes was provided for the Committee's review. The complete Program Of Studies will be provided under separate cover.

ACTION RECOMMENDED:

That the School Committee vote to approve the Shrewsbury High School 2023-2024 Program of Studies as presented.

STAFF & STUDENTS AVAILABLE FOR PRESENTATION:

Dr. Joseph M. Sawyer, Superintendent of Schools
Ms. Amy B. Clouter, Assistant Superintendent for Curriculum, Instruction, & Assessment

SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING

ITEM NO: **V.**   **Curriculum**   MEETING DATE: **01/25/23**
                 B. Class of 2022 Seal of Biliteracy: Report

BACKGROUND INFORMATION:

The first cohort of students from Shrewsbury Public Schools participated in the Seal of Biliteracy
Program in the second half of the 2021-22 academic year. Mr. Almeida will present information at the
meeting regarding how many students in the Class of 2022 attained this honor for various languages. A
detailed report is enclosed.

ACTION RECOMMENDED:

That the School Committee accept the report and take whatever steps it deems necessary in the interests
of the Shrewsbury Public Schools.

STAFF AVAILABLE FOR PRESENTATION:
Mr. Kenneth Almeida, Director of World Languages
Ms. Amy B. Clouter, Assistant Superintendent for Curriculum, Instruction, & Assessment

Proficiency in Languages Other Than English:
How Did the Shrewsbury High School Class of 2022 Perform in the Seal of Biliteracy?
Presented to the School Committee on January 25, 2023
By Kenneth A. Almeida
Director of World Languages Shrewsbury Public Schools

Summary:

The first cohort of students from Shrewsbury Public Schools participated in the Seal of

Biliteracy Program in the second half of the 2021-22 academic year. The results were reported

to the Massachusetts Department of Elementary and Secondary Education (DESE) via the

year-end Student Information Management System (SIMS) report. It is important to note that the

data on this report is slightly different than on the SIMS report for two reasons. The SIMS data

reported to DESE did not include students that qualified via results on Advanced Placement (AP)

exams, as that data was received after the SIMS reporting deadline. As a result, 15 additional

students have earned the Seal based on their AP scores. AP results also changed original

reporting for students who scored Intermediate High on the ACTFL Assessment of Performance

toward Proficiency in Languages (AAPPL) test but earned a 5 (*Advanced*) on the AP exam. This

resulted in three students receiving the Seal with Distinction who were originally reported as

earning the Seal. An inquiry was made to DESE regarding amending the originally reported

results but DESE does not allow for this. The World Language DESE representative advised that

districts award the Seal to those students whose results are received after the submission of the

SIMS report. In addition, students were awarded a Seal per language for which they met the

qualifying score. DESE only allows one Seal per student reported on SIMS data, regardless of

the number of languages other than English in which the student has received a rating of

Intermediate High or above. After consultation with other district leaders from the Eastern

Massachusetts Foreign Language Association, students were awarded a Seal per language in which they scored the appropriate ACTFL proficiency targets.

The Shrewsbury High School (SHS) Class of 2022 garnered a total of 47 Seal of Biliteracy awards. There were 137 applicants to the program, some of whom participated in more than one language. One-hundred and five (105) participants were World Language students enrolled in an SHS course and 32 were students who identified their home language as one other than English. Thirteen (13) languages were assessed. The largest group in World Languages was Spanish and in LOTE (Languages Other Than English) was Portuguese, with 50 and 11 students participating respectively. Consequently, those two languages were awarded the highest number of Seals in their categories - 17 World Language students earned the Seal in Spanish and six LOTE students were awarded the Seal in Portuguese.   In total, 31 World Language students earned the Seal accounting for 61.9% of all recipients, seven of whom earned the Seal with Distinction.   Sixteen (16) LOTE students earned the Seal accounting for 38% of the total recipients, four of whom earned the Seal with Distinction.

The LOTEs that earned the Seal with Distinction were Chinese (one student), Spanish (one student) and Tamil (two students). The World Languages making the Seal with Distinction were French (four students), Spanish (two students), and Chinese (one student). Preliminary AAPPL testing results in World Language students for the class of 2023 indicate a higher number of participants earning the Seal of Biliteracy through AAPPL testing, pending Massachusetts Comprehensive Assessment System (MCAS) data verification. Twenty-three (23) World Language students from the SHS Class of 2023 are estimated to earn the Seal of Biliteracy based on AAPPL test results, eight more than those receiving the Seal on the same assessment from the class of 2022, representing a 53% increase.   In addition, five students from the current

senior class have scored *Advanced* on the AAPPL test, qualifying them for the Seal with Distinction. It is worthwhile to note that these students from the class of 2023 were tested as juniors. Additional time and Professional Development for staff will be needed to adjust practices and curriculum in the SPS World Language Program to achieve higher levels of proficiency overall.

Overview of the Massachusetts Seal of Biliteracy Program

The Seal of Biliteracy Program in Massachusetts is one of the building blocks for the 2021 Massachusetts Curriculum Framework for World Languages. The Framework states that "All Massachusetts students should acquire a high level of linguistic and cultural proficiency in at least one world language. Proficiency in one or more world languages will empower students to use languages other than English to tell their own stories, understand the stories of others, and engage with their communities" (6).   The assessments available in World Languages assist in ensuring that districts' programs are highly effective according to the Guiding Principles of "including and benefiting all students; producing high levels of linguistic and cultural competency; and measuring linguistic proficiency" which are found in the Framework (11).

The Seal of Biliteracy is a key element of the Look Act, which Governor Baker enacted on November 22, 2017 (Massachusetts Department of Elementary and Secondary Education, 2020). Its implementation in the Commonwealth aims to:

- encourage students to study and master languages;
- certify attainment of biliteracy skills;
- recognize the value of language diversity;

- provide employers with a method of identifying people with language and biliteracy skills;

- provide universities with a method to recognize and give credit to applicants for the attainment of high-level skills in languages;

- prepare students with skills that will benefit them in the labor market and the global society; and

- strengthen intergroup communication and honor the multiple cultures and languages in a community.

For students to earn the Seal, they must meet all graduation requirements, demonstrate high levels of proficiency in English, and demonstrate high levels of proficiency in a language other than English. Students may indicate a status of "language-confirmed candidates" for the Seal of Biliteracy if they have met the English and the LOTE requirements, pending the completion of all graduation requirements. Students do not need to wait until their senior year to test in the LOTE. The English proficiency levels are determined by the grade 10 English Language Arts (ELA) MCAS scores. The minimum qualifying score for the Seal of Biliteracy is 472 (MCAS NextGen); for the Seal with Distinction, the minimum score is 507 (MCAS NextGen). Students that score between 455-471 on the MCAS may still qualify if they fulfill the requirements of an Educational Proficiency Plan and attain a minimum score (472) on an MCAS retake, or for English Language Learners (ELLs), take the Assessing Comprehension and Communication in English State to State (WIDA-ACCESS) exam and score 4.2 (overall) and 3.9 (composite literacy).

In addition to the high level of Proficiency in English, students must meet high standards in a LOTE. Students must attain the minimum level of *Intermediate-High* (or equivalent) on all relevant skills in the LOTE on an approved test or portfolio to earn the Seal of Biliteracy.   To earn the Seal with Distinction, students must score *Advanced-Low* (or equivalent) on all relevant skills in the LOTE on an approved test or portfolio. The relevant skills may vary according to whether the language is spoken or not, has a written representation, and/or is an ancient/classical language.

 This initiative is of equal importance to our heritage learners and speakers of languages other than English, as some state universities and community colleges are offering college credit for students who earn the Seal, as is done with Advanced Placement scores. In this way, English Language Learners can be awarded credit for their native language skills rather than being required to learn a language in addition to English. The Massachusetts Seal of Biliteracy creates more equitable schools by "recognizing all students' linguistic assets regardless of the language that students speak/sign" (Massachusetts Department of Elementary and Secondary Education, 2020).

Program Enrollment and Logistics

The two subsets of participants (World Language and LOTE homes) were enrolled in the program in a distinct manner. All World Language students enrolled in Intermediate Four, Five, and AP Modern Language courses, as well as those students in Latin Four and Five, were automatically entered into the program by the Director. Chinese, French, and Spanish students were given the AAPPL test. Latin students were administered the ACTFL Latin Interpretive Reading Assessment (ALIRA) test. Level Five and AP World Language courses took the tests in

February 2022. AP students took their corresponding AP exam in May. Level 4 students took the respective assessment in May/June as part of their final examination in their courses. Only the Interpretive Reading test counted towards their final examination.   The decision to include the Interpretive Reading test as the final examination was because all languages have this component as testing for the Seal. Furthermore, the results for level five students indicated that SPS students scored higher in this skill. Having data from a standardized ACTFL-based test will assist in targeting underperforming segments and curriculum design.
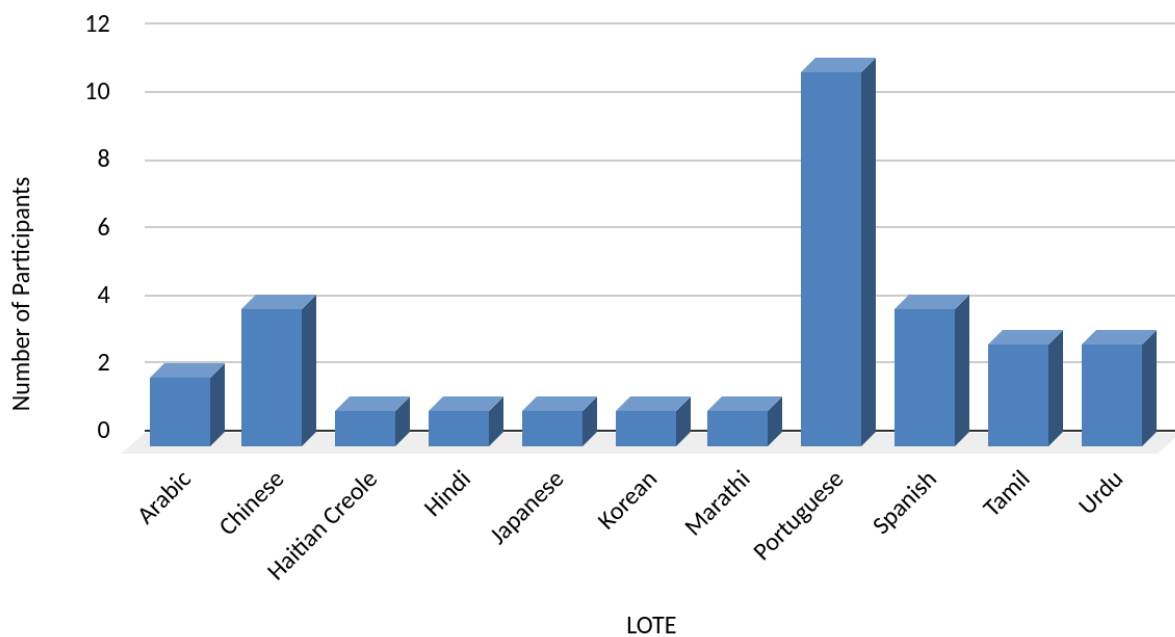
Students from LOTE homes were enrolled in the Seal of Biliteracy Program with the assistance of the English and ELE departments. Senior English/ELE teachers gave their students a language survey and an invitation to participate in the SEAL of Biliteracy Program. Once that data was collected, the director of World Languages had to find the DESE-approved proficiency assessments for those languages.   The majority of the languages were available in the AAPPL testing program. However, four of the languages needed to be assessed through other exams. Those exams were the ACTFL Oral Proficiency Interview (OPI) and Writing Proficiency Test (WPT) for Haitian Creole and Urdu, the Avant World Speak for Marathi, and the Aja Exam in Tamil. Students were excused during the academic day to take those exams. The Aja Tamil exam is only administered during the evening so the three participants were notified in advance.
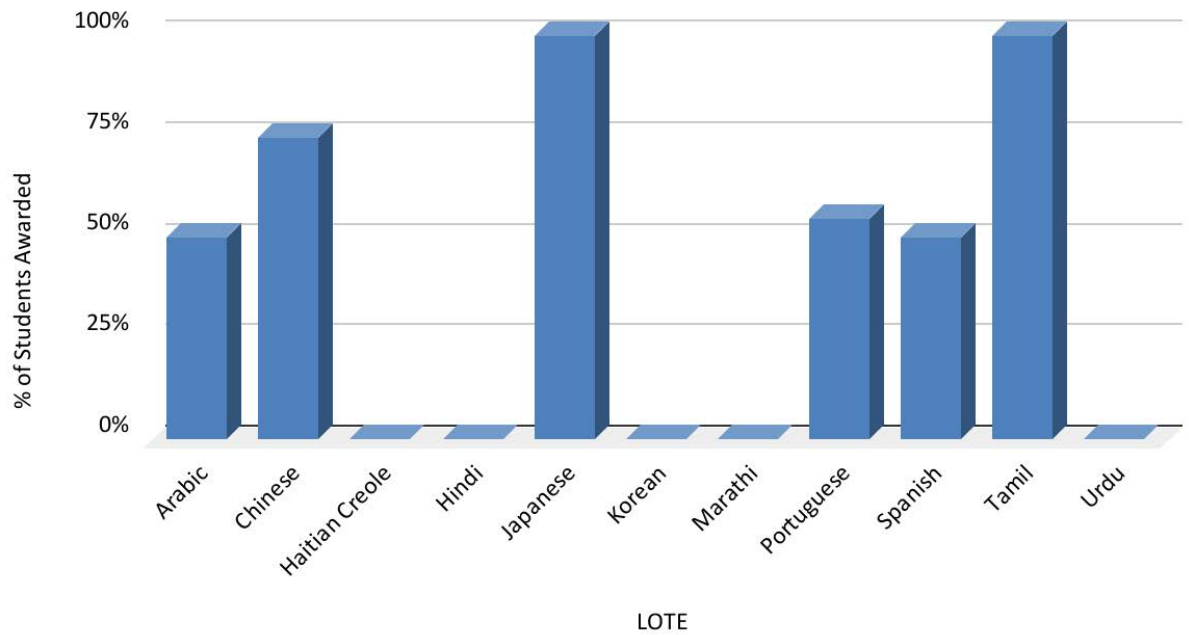
Test Data:

In order to understand the results and compare them with national averages, a distinction must be made between the two student subsets. As mentioned above, the cohort of participants was grouped by student type: World Language and students from LOTE homes. An analysis of the two subsets was conducted and its findings are detailed below.

For students from LOTE homes, 50% of the participants received the Seal of Biliteracy. Of those students, four received the Seal of Biliteracy with Distinction. This means that those students are at an advanced proficiency level in English and a LOTE. The LOTE earning the most Seals measured as the percentage of participants was Tamil with all of the participants awarded. Tamil was also the LOTE with the most students earning the Seal with Distinction. However, in terms of the Seal recipients by language, speakers of Portuguese were awarded the majority of the Seals of Biliteracy accounting for nearly 38% of the subset. It is important to note that 55% of students whose LOTE is Portuguese earned the Seal and this was the largest LOTE tested in the subset.

Number of Participants by LOTE

% of Students Awarded in Language (LOTE Students)

A bar chart titled "% of Students Awarded in Language (LOTE Students)" with the y-axis labeled "% of Students Awarded" ranging from 0% to 100% and the x-axis labeled "LOTE". Bars for each language:

- Arabic: ~45%
- Chinese: ~70%
- Haitian Creole: 0%
- Hindi: 0%
- Japanese: ~97%
- Korean: 0%
- Marathi: 0%
- Portuguese: ~50%
- Spanish: ~45%
- Tamil: ~97%
- Urdu: 0%

% of Total Recipients by Language (LOTE Students)

A pie chart titled "% of Total Recipients by Language (LOTE Students)":

- Arabic: 6.3%
- Chinese: 18.8%
- Japanese: 6.3%
- Portuguese: 37.5%
- Spanish: 12.5%
- Tamil: 18.8%
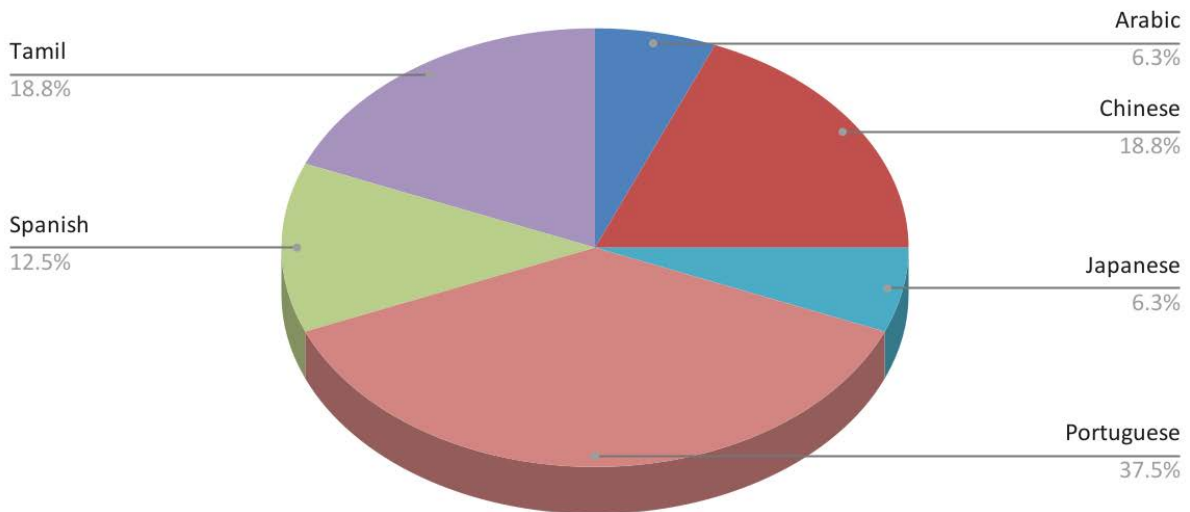
In the World Language subset, nearly 30% of participants (31 students) earned the Seal of Biliteracy. Of those students who earned the Seal, seven earned the Seal with Distinction.

However, had DESE fully waived the MCAS requirement, an additional student would have earned the Seal with Distinction. Nearly 55% of the total World Language Seal recipients were enrolled in an SHS Spanish class. In addition, the highest percentage of Seal recipients by language was also Spanish with 34% of all Spanish participants earning the Seal. French language students earned the highest number of Seals with Distinction (seven). The majority of those who did not receive the Seal of Biliteracy in a Modern Language via AAPPL testing missed it in one or two modes. Of those that missed the Seal in one mode, nearly 89% of them scored I4 with I5 being the qualifying score. Seventeen (17) of the 27 students missed the qualifying score in speaking and ten in writing. SHS World Language staff have analyzed these results and were encouraged to focus on those opportunities for higher student outcomes by adjusting practices to target improved speaking and writing scores.
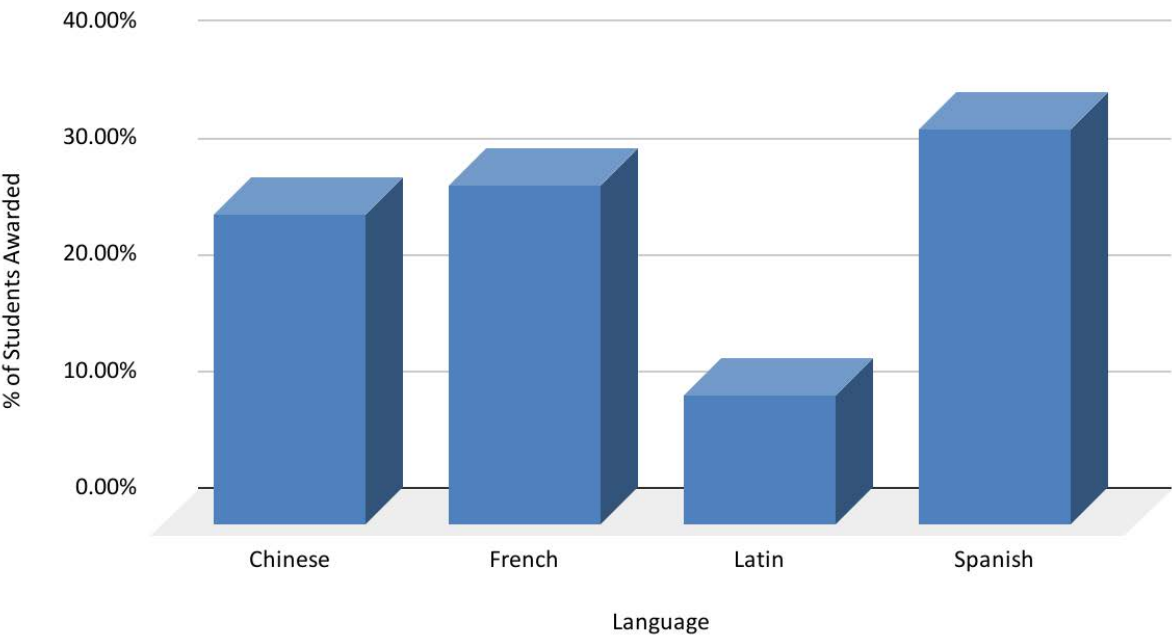
Number of Participants by Language
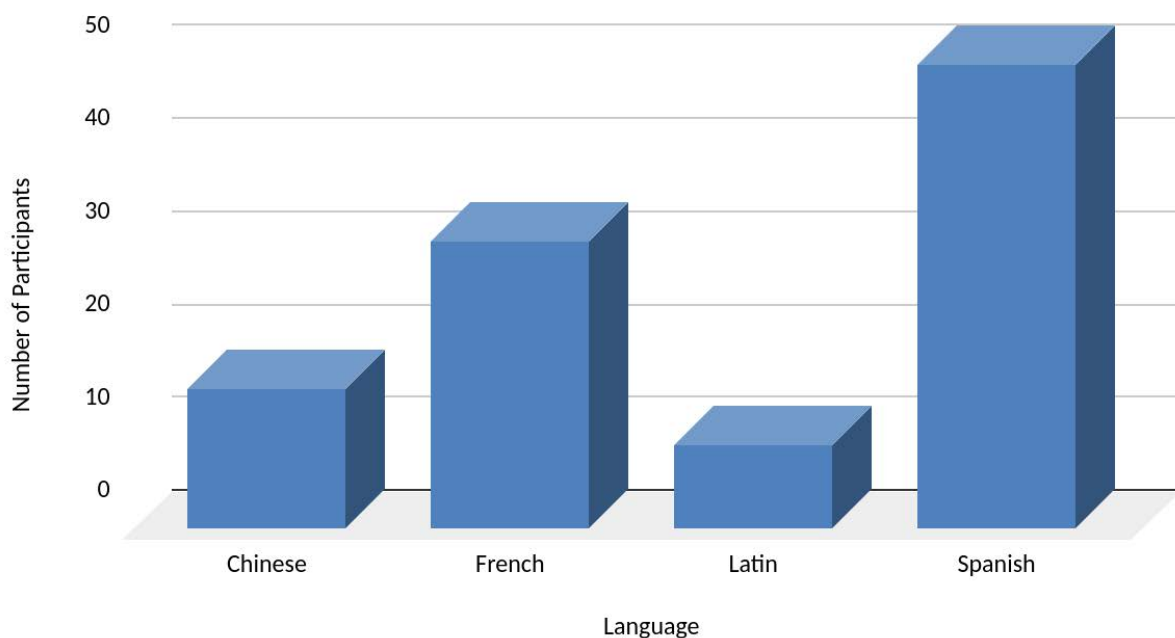
% of Students Awarded in Language (World Language Students)

% of Total Recipients By Language (World Language Students)

Chinese
12.9%

French
29.0%

Latin
3.2%
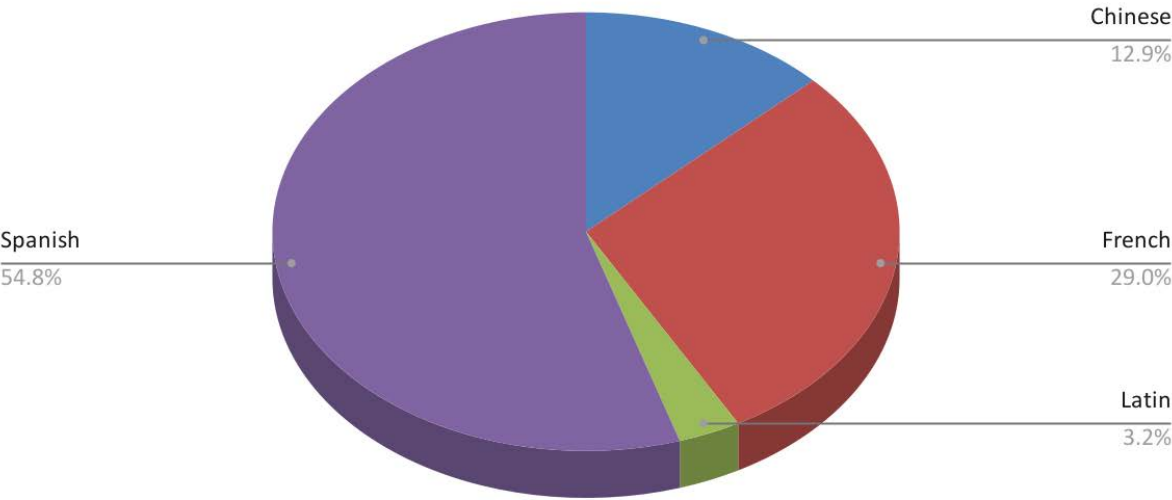
Spanish
54.8%

Actual Scores on Missing Mode Needed to Qualify

I2
3.7%

I3
7.4%

I4
88.9%
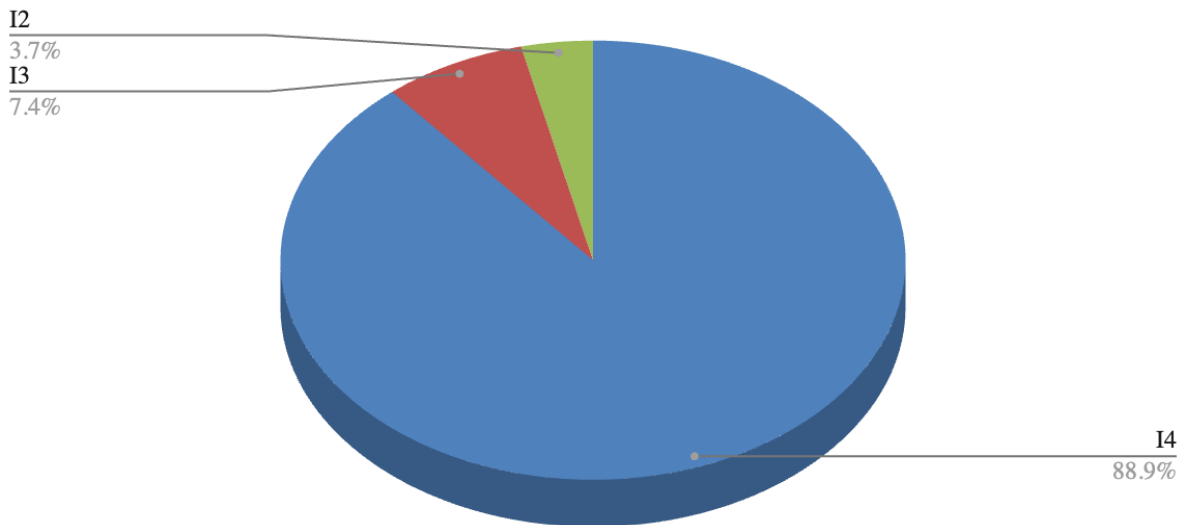
SPS World Language Students Compared Nationally:

The World Language subset of students participating in the Seal of Biliteracy in Chinese, French, and Spanish did well on the AAPPL test compared to all secondary school students nationally. This data analysis is not possible for the ALIRA test in Latin. Students in Chinese scored higher than the National Secondary School average in all modes except *Interpersonal*. Students in both French and Spanish scored higher than the National Secondary School average in all modes. It is important to note that the Quick Reference Guide for Languages with Diverse Written Representations (LDWR) from the Massachusetts World Language Curriculum Framework mentions that LDWR's such as Chinese, "require more time to learn than world languages that are more similar to English" (1). This likely explains the results of the Chinese AAPPL test. It is recommended that the Chinese language be introduced earlier in SPS in order to attain favorable results.

Shrewsbury High School
AAPPL National Report
10/2/2022

The following chart shows the average scores of Shrewsbury High School's Grade Level Secondary / High School students who took the Chinese AAPPL from 2/1/2022 to 3/12/2022 . The average score is presented for each mode of communication in relation to the national average for all students.

DATE RANGE	STUDENTS	LANGUAGES	GRADE LEVEL
2/1/2022 to 3/12/2022	All Students	Chinese	Secondary / High School
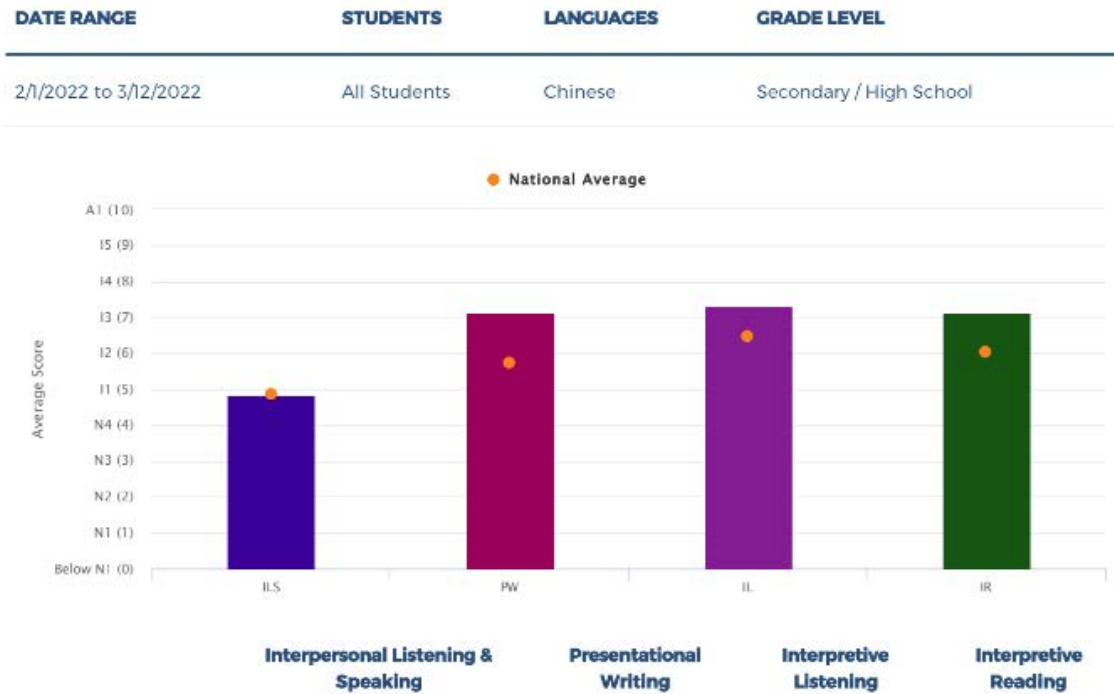
Shrewsbury High School
AAPPL National Report
10/2/2022

The following chart shows the average scores of Shrewsbury High School's Grade Level Secondary / High School students who took the French AAPPL from 2/1/2022 to 3/12/2022 . The average score is presented for each mode of communication in relation to the national average for all students.

DATE RANGE	STUDENTS	LANGUAGES	GRADE LEVEL
2/1/2022 to 3/12/2022	All Students	French	Secondary / High School

Average scores chart. ● National Average

Y-axis (Average Score): A1 (10), I5 (9), I4 (8), I3 (7), I2 (6), I1 (5), N4 (4), N3 (3), N2 (2), N1 (1), Below N1 (0)

X-axis categories:
- ILS — Interpersonal Listening & Speaking
- PW — Presentational Writing
- IL — Interpretive Listening
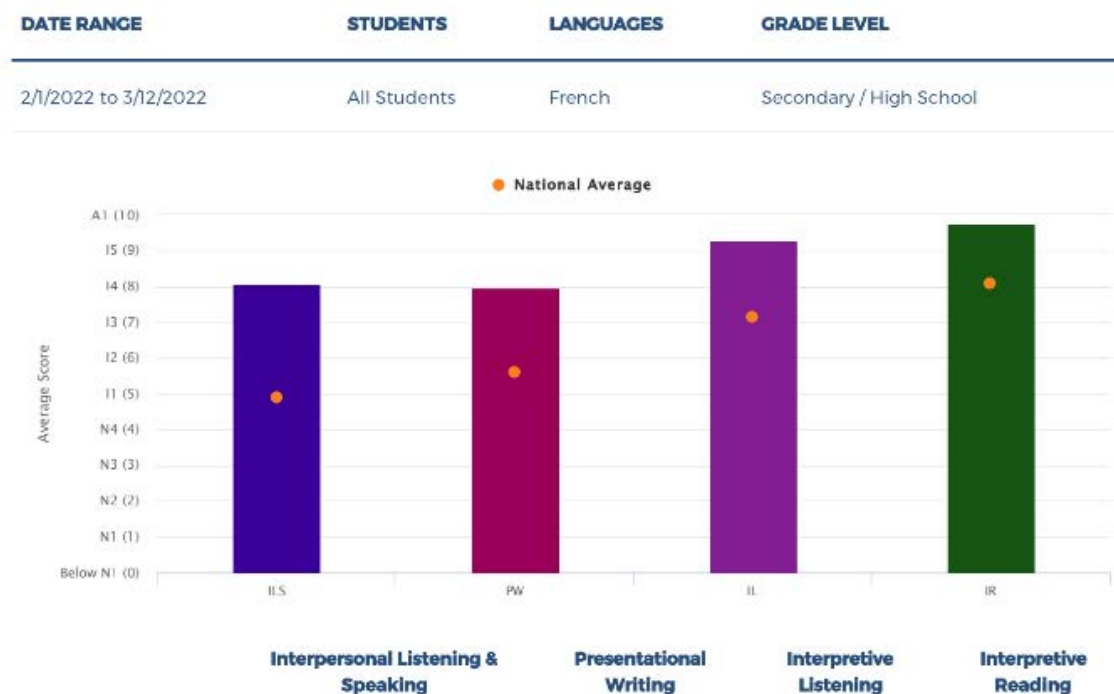- IR — Interpretive Reading

Shrewsbury High School
AAPPL National Report
10/2/2022

The following chart shows the average scores of Shrewsbury High School's Grade Level Secondary / High School students who took the Spanish AAPPL from 2/1/2022 to 3/12/2022 . The average score is presented for each mode of communication in relation to the national average for all students.
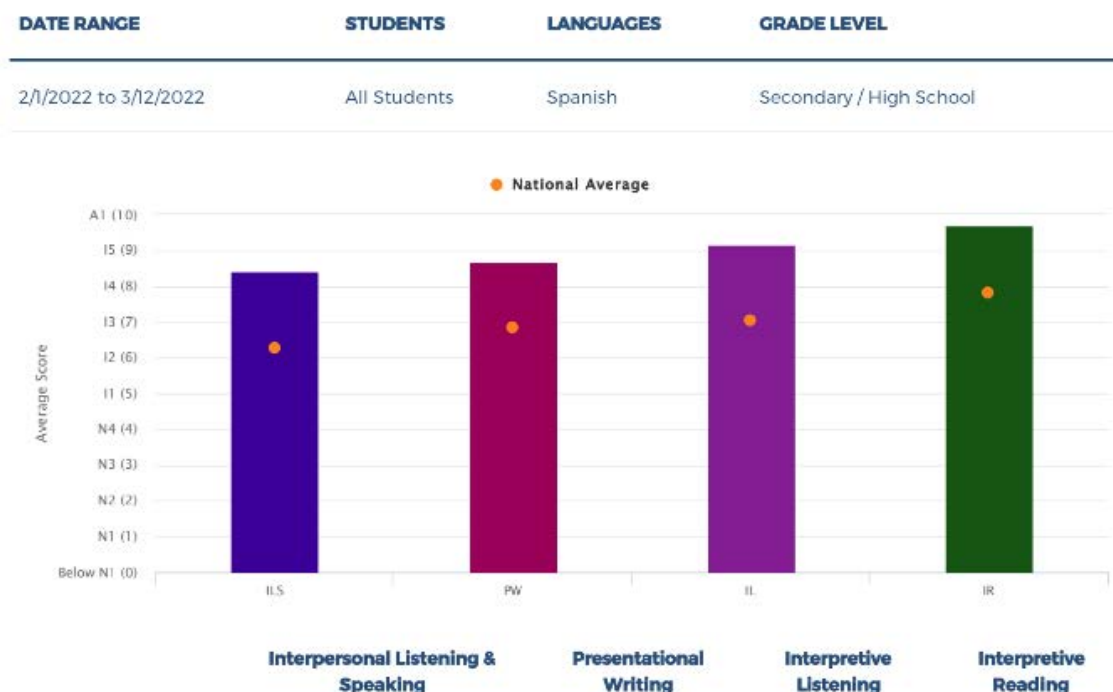
DATE RANGE	STUDENTS	LANGUAGES	GRADE LEVEL
2/1/2022 to 3/12/2022	All Students	Spanish	Secondary / High School

Action Steps:

The data from the first cohort of SPS students participating in the Seal of Biliteracy is promising. It shows that SPS students, regardless of their first language or class enrollment (i.e. AP versus A Level), are able to show high levels of linguistic proficiency in English and a Second Language.   Although World Language students earned the majority of the Seals (61.9% of the total), 50% of the LOTE participant subgroup earned the award versus 29.5% in World Language. The Seal of Biliteracy program directly relates to Critical Thinking & Content Mastery, Global Citizenship & Engagement, and Collaboration & Communication from SPS' *Portrait of A Graduate*. Additional funding to sustain SPS' participation in the Massachusetts

Seal of Biliteracy is crucial. It is recommended that the district allocate funds from its yearly budget in order to continue the Massachusetts World Language Curriculum Framework's mission of providing opportunities for linguistic proficiency in languages other than English. In addition, data obtained from the AAPPL test is necessary for the Professional Development of the World Language staff as well as curriculum.

Works Cited

Almeida, K. (2022). [Class of 2022 Unpublished]. Shrewsbury Public Schools.

Massachusetts Department of Elementary and Secondary Education. (2021). *2021 Massachusetts Curriculum Framework for World Languages*.

Massachusetts Department of Elementary and Secondary Education. (2021). *Supporting the World Languages Framework: Quick Reference Guide Languages with Diverse Written Representation.*

Massachusetts Department of Elementary and Secondary Education. (2020). *Seal of Biliteracy 101: An introduction to the Massachusetts Seal of Biliteracy* [Powerpoint Slides].

A Report of the Results of the Seal of Biliteracy for the Class of 2022

Kenneth A. Almeida
Director of World Languages

Numbers

137

47

34%

Proficiency in English

English Language Criteria:

- *MCAS- meeting or exceeding the proficient threshold on the ELA, grade 10 MCAS (score 472-500 Next Gen) (Including students having taken MCAS as a makeup in the 11 or 12 grade)
- ACCESS- ELL's must score 4.2 overall and 3.9 in composite literacy

*Students who earn a scaled score between 455 and 471 on ELA grade 10 Next Gen may satisfy the English language criteria if they fulfill the requirements of an Educational Proficiency Plan and attain a minimum score or level on a nationally recognized and readily available English proficiency assessment approved by DESE

Proficiency in a Language Other than English (LOTE)

ACTFL level Intermediate High Proficiency on approved assessment

AP Language and Culture or AP Literature and Culture minimum score of 4

ACTFL AAPPL Exam I-5 in all domains (Form B)

AP Latin minimum score of 4

ACTFL ALIRA Latin exam I-5

Seal with Distinction

ACTFL level Advanced-Low Proficiency on approved assessment

AP Language and Culture or AP Literature and Culture minimum score of 5

ACTFL AAPPL Exam A-1 in all domains (Form B)

AP Latin minimum score of 5

ACTFL ALIRA Latin exam A-1 in all domains

Portfolio-Based Alternative Evidence Method for Foreign Language

47 SHS 2022 Graduates…

"High functional and academic levels of proficiency in English and a foreign language… can function in those languages in authentic, real life situations"

Source:

Guidelines for Implementing the State Seal of Biliteracy Massachusetts Department of Elementary and Secondary Education, December, 2018, www.doe.mass.edu/ell/guidance/biliteracy.docx

Testing Groups

1. World Language Students (5/5H/AP)	2. Students of LOTE Homes (Seniors)
 ● AAPPL (ACTFL Assessment towards Performance in Proficiency in Languages) ● ALIRA (ACTFL Latin Interpretive Reading Assessment) ● AP Language and Culture Exams	 ● AAPPL (ACTFL Assessment towards Performance in Proficiency in Languages) ● OPI/WPT (ACTFL Oral Proficiency Interview and Writing Proficiency Test) ● AVANT World Speak ● AJA Exam in Tamil

Test Results

1. World Language Students (5/5H/AP)	2. Students of LOTE Homes (Seniors)
105 Participants 31 Seals 29.5% Success Rate	32 Participants 16 Seals 50% Success Rate

Seal Recipients as % of Student Type

LOTE Home
38.1%
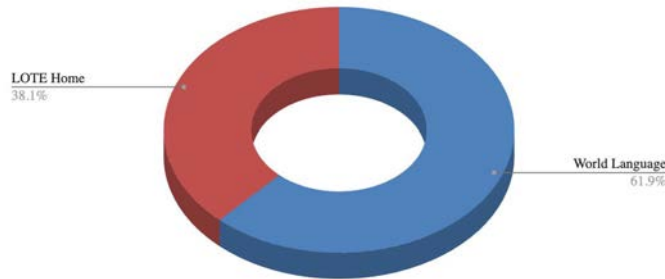
World Language
61.9%

World Language Student Results (31 Seals)

% of Total Recipients By Language (World Language Students)

Chinese 12.9%

French 29.0%

Latin 3.2%

Spanish 54.8%

Students Awarded in Each Language Group
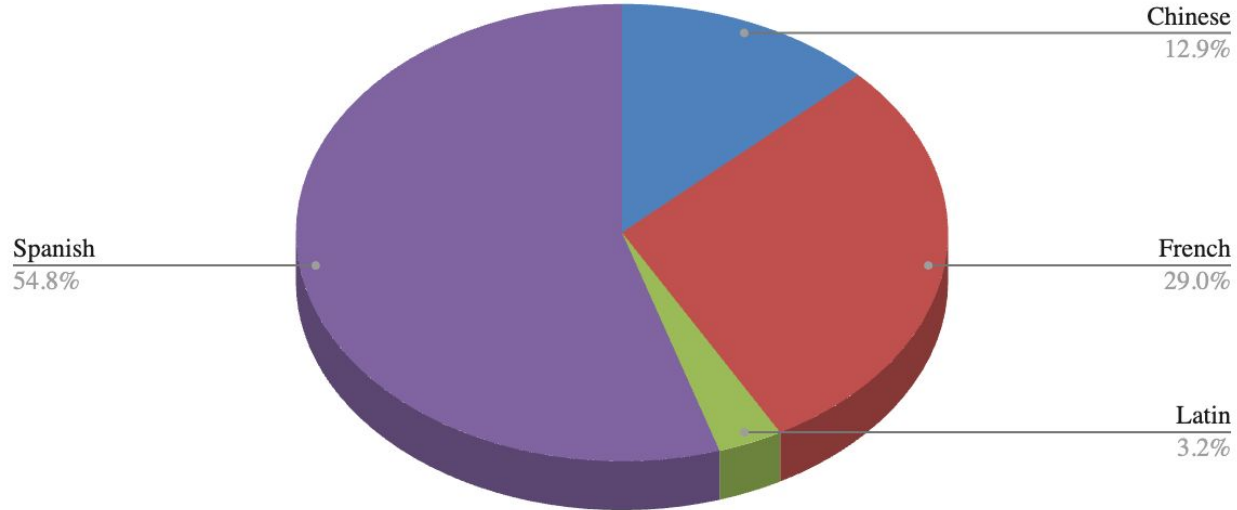
% of Students Awarded in Language (World Language Students)
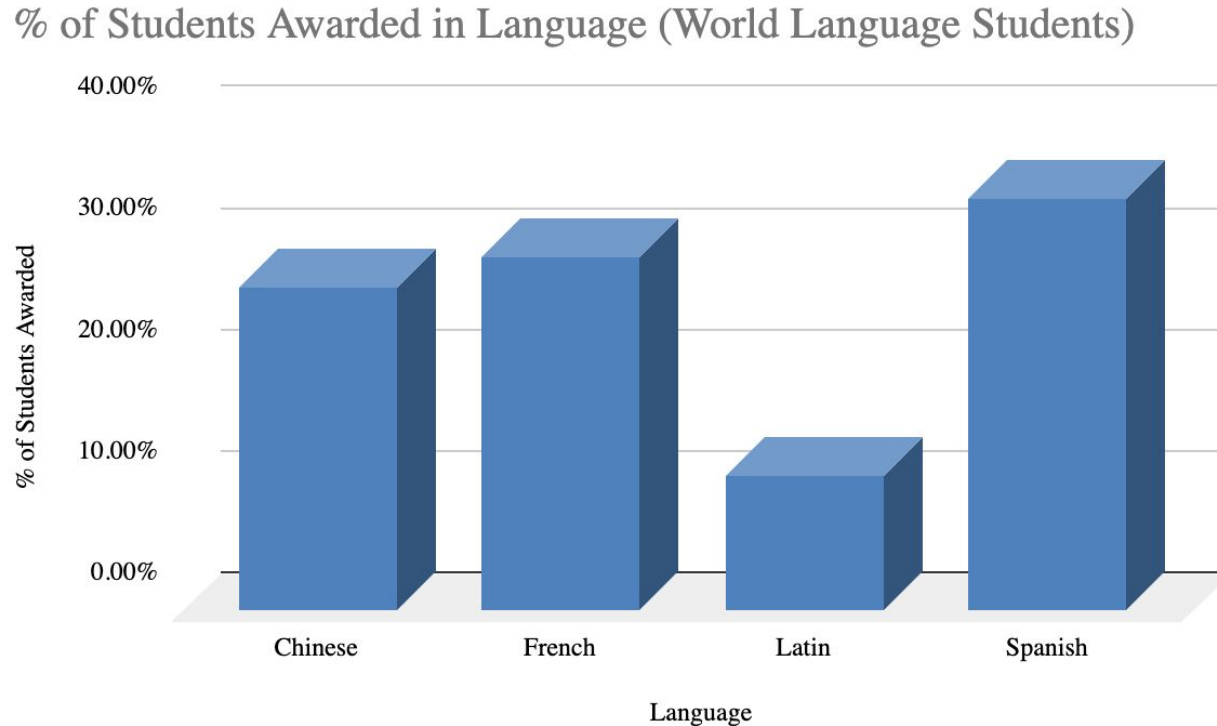
So Close!

89% of the students that missed the World Language requirement by 1 mode (4 total) on AAPPL Test scored I4 (Minimum needed I5)

LOTE Student Results (16 Seals)

% of Total Recipients by Language (LOTE Students)

Arabic 6.3%
Chinese 18.8%
Japanese 6.3%
Portuguese 37.5%
Spanish 12.5%
Tamil 18.8%
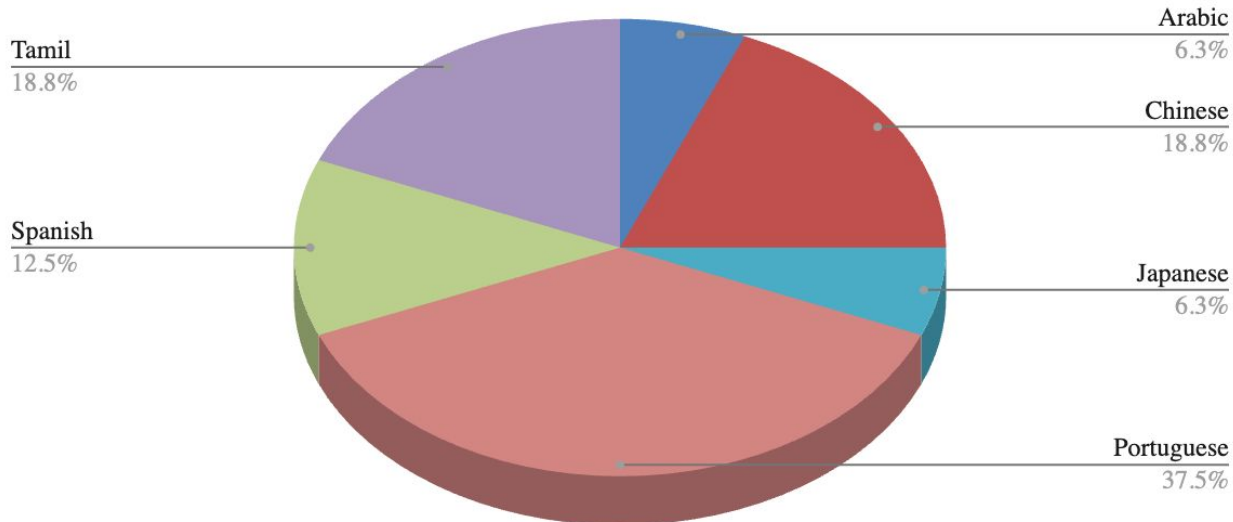
Students Awarded in Each Language Group

% of Students Awarded in Language (LOTE Students)
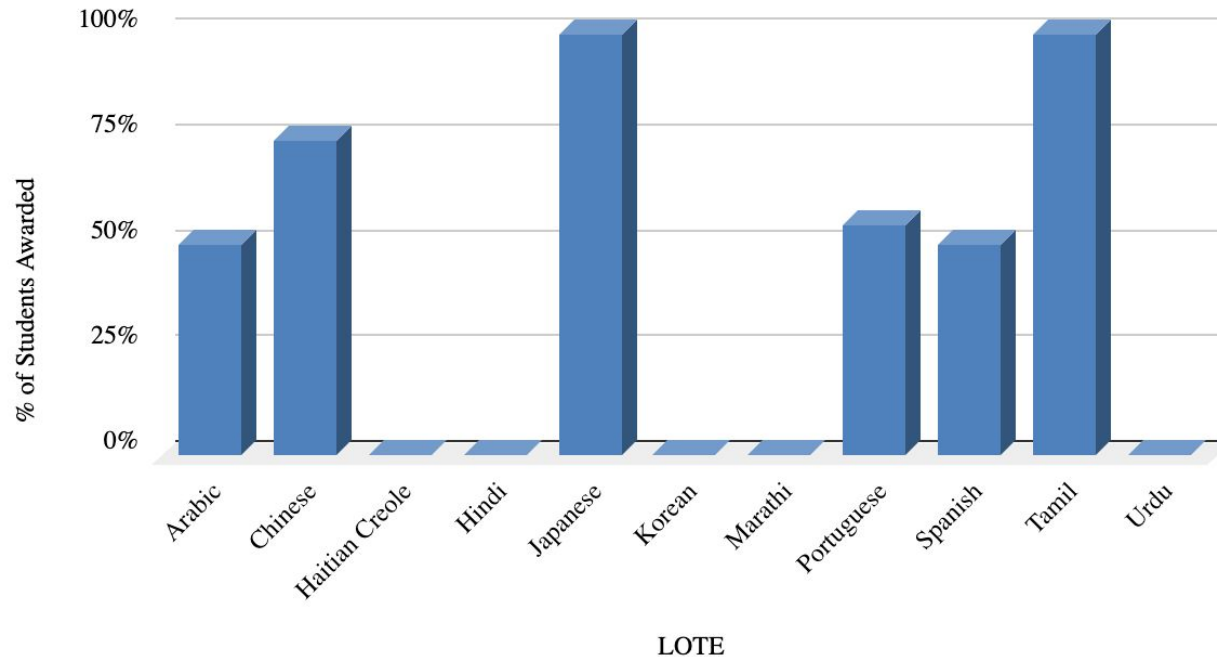
Seal with Distinction (Advanced Language Proficiency)

SSOB with Distinction
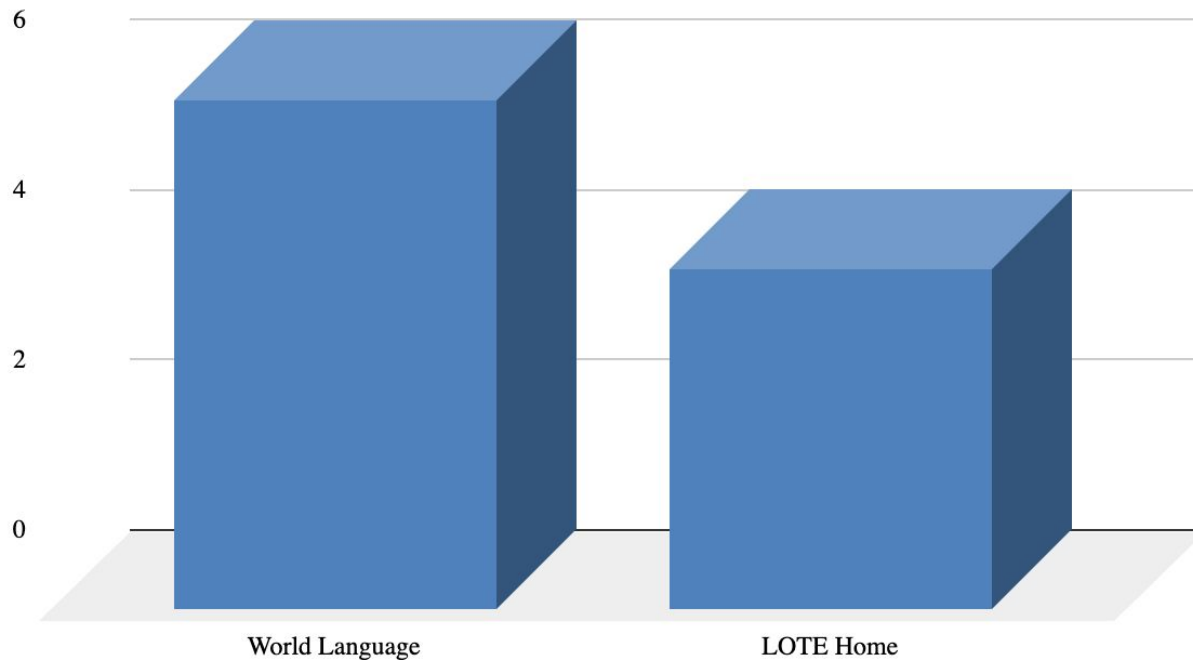
Reasons to be Proud

- English/ELA and ELE Educators
- World Language Educators
- STUDENTS! (M. C. D)

Opportunities

- Increase participation
- Offer testing in LOTE student segment junior <u>AND</u> senior year
- Include SSOB program on annual budget for sustainability
- Use data to set teaching targets and curriculum content
- Begin testing at earlier levels in World Language to collect data for students on IEP's

Questions?
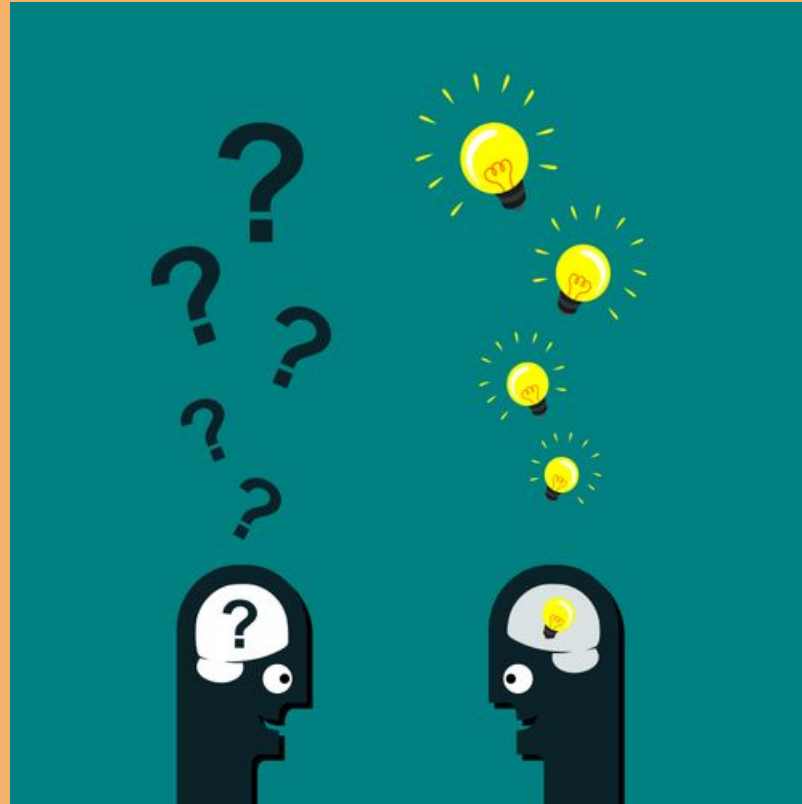
SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING

ITEM NO: **VI.   Policy**   MEETING DATE: **01/25/23**

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

COMMITTEE MEMBERS/STAFF AVAILABLE FOR PRESENTATION:

SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING

ITEM NO: **VII.   Finance & Operations**   MEETING DATE: **01/25/23**
                    A. Outcomes in Languages Other than English Grant: Vote

BACKGROUND INFORMATION:

The Seal of Biliteracy program requires approximately $10,000 in annual funding for the World
Languages Department, primarily to administer the required standardized tests in various languages to
determine whether students qualify for this honor.

Mr. Almeida was successful in procuring a competitive grant through the Massachusetts Department of
Elementary and Secondary Education that will cover the cost of the testing for the Seal of Biliteracy (see
report from previous agenda item).

ACTION RECOMMENDED:

That the Committee vote to accept the Fiscal Year 2023 Proficiency-Based Outcomes in Languages
Other than English Grant in the amount of $9,460 to be used for its intended purpose.

STAFF AVAILABLE FOR PRESENTATION:

Mr. Kenneth Almeida, Director of World Languages
Ms. Amy B. Clouter, Assistant Superintendent for Curriculum, Instruction, & Assessment

SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING

ITEM NO: **VII. Finance & Operations**   MEETING DATE: **01/25/23**
             B. Enrollment Projections for 2023-2024 School Year: Report

BACKGROUND INFORMATION:

Mr. Collins will provide information regarding enrollment projections for the district's student population in future years. The report includes information on historical and projected enrollment from the New England School Development Council and the Shrewsbury Town Manager's Office. This data is important for budget and future needs planning.

ACTION RECOMMENDED:

That the School Committee accept the report and take whatever steps it deems necessary in the interests of the Shrewsbury Public Schools.

STAFF AVAILABLE FOR PRESENTATION:

Mr. Patrick C. Collins, Assistant Superintendent for Finance and Operations

Shrewsbury Public Schools
Patrick C. Collins, Assistant Superintendent for Finance & Operations

20 January 2023

To: School Committee

Subj: ENROLLMENT PROJECTION REPORT

Background

Enrollment projections are an essential element in short and long-term school planning. We use enrollment projections for capital planning purposes and near-term class size and staff planning. In Shrewsbury, we receive each year an enrollment projection from the Town Manager's Office. That projection is a standard *cohort survival method* using a five-year average for each cohort survival ratio. In addition, as a member of the New England School Development Council [NESDEC] we receive an annual enrollment projection from them. They used a three-year cohort survival ratio for grades 1-12 and a 99% survival ratio for birth to kindergarten.

Highlights

Since the Town Manager's Projection does not include Preschool enrollment we will use K-12 enrollments for comparative purposes. The chart below depicts both K-12 projections at one-year and five-year intervals. The NESDEC and Town Manager projections show both a one and five-year decline.
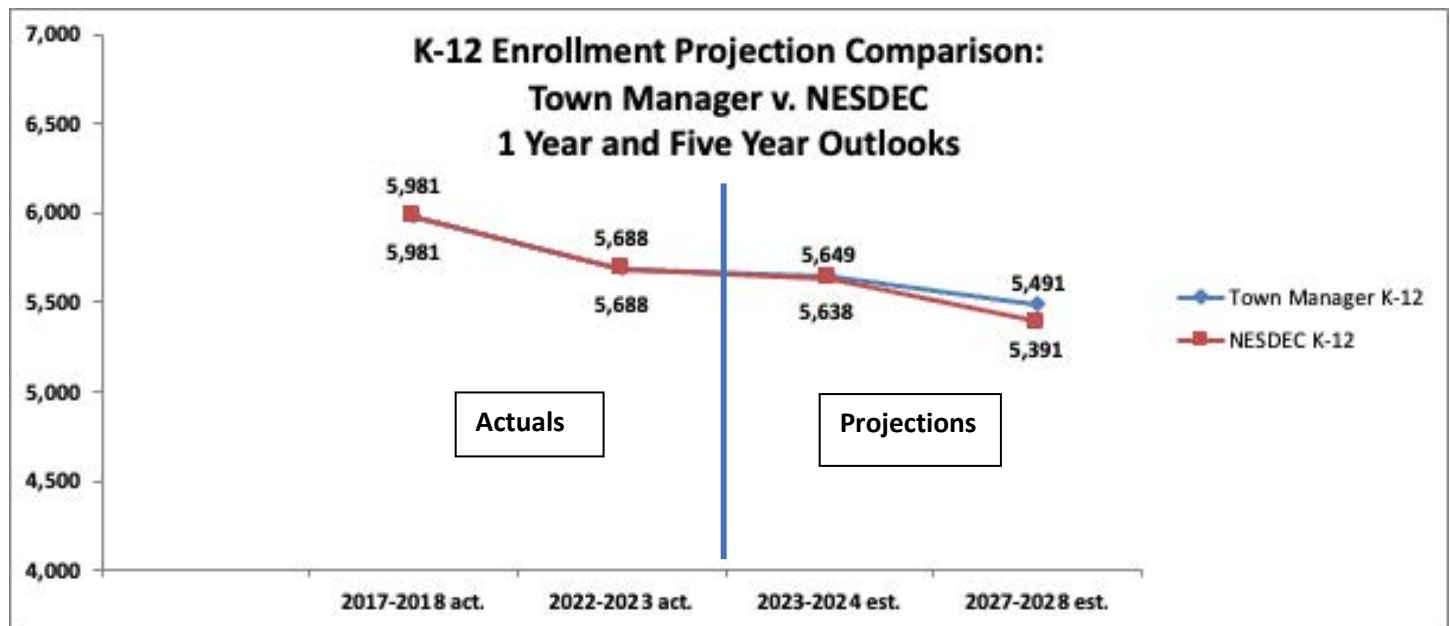
In the following charts we see the K-12 enrollment projections segmented by our current grade configuration. For planning purposes for the 2023-2024 school year, we have used the higher of the two projections for each grade level with the intent of avoiding "surprises" and also to safely plan for appropriate levels of teaching staff to ensure reasonable class sizes.

Shrewsbury Public Schools K-12 Enrollment Projection
Town Manager - Fall 2022

Legend: K-4, 5-6, 7-8, 9-12

	2017-2018 act.	2022-2023 act.	2023-2024 est.	2027-2028 est.
Total	5,981	5,688	5,649	5,491
9-12	1,832	1,821	1,805	1,738
7-8	1,009	944	975	850
5-6	966	948	899	875
K-4	2,174	1,975	1,970	2,028

Shrewsbury Public Schools K-12 Enrollment Projection
NESDEC - Fall 2022

Legend: K-4, 5-6, 7-8, 9-12

	2017-2018 act.	2022-2023 act.	2023-2024 est.	2027-2028 est.
Total	5,981	5,688	5,638	5,391
9-12	1,832	1,821	1,811	1,763
7-8	1,009	944	975	863
5-6	966	948	904	880
K-4	2,174	1,975	1,948	1,885

The grade by grade comparison of current [10/1/2022] enrollment and next year's projections [2023-2024] are shown in the chart below.

	10/1/2022 Enrollment		Town Manager Projected for SY 23-24	Change: 10/1/22 to SY 23-24		NESDEC Projected for SY 23-24	Change: 10/1/22 to SY 23-24
K	358		351	-7		330	-28
Gr. 1	372		415	43		412	40
Gr. 2	375		390	15		391	16
Gr. 3	425		380	-45		379	-46
Gr. 4	445		434	-11		436	-9
K-4	**1975**		**1970**	**-5**		**1948**	**-27**
Gr. 5	440		453	13		455	15
Gr. 6	508		446	-62		449	-59
Gr. 5 + Gr. 6	**948**		**899**	**-49**		**904**	**-44**
Gr. 7	465		509	44		509	44
Gr. 8	479		466	-13		466	-13
Gr. 7 + Gr. 8	**944**		**975**	**31**		**975**	**31**
Gr. 9	486		446	-40		450	-36
Gr. 10	452		486	34		486	34
Gr. 11	430		444	14		445	15
Gr. 12	453		429	-24		430	-23
Gr. 9-12	**1821**		**1805**	**-16**		**1811**	**-10**
Totals	**5688**		**5649**	**-39**		**5638**	**-50**

The detailed enrollment projections are included in a related Powerpoint presentation document that I will use to review the details at our upcoming meeting.

Projection Review

In the past, pre-pandemic, we had a very high degree of confidence in the one-year projections as both typically had a 99%+ degree of accuracy. We do know that the Coronavirus pandemic has clearly had an impact on enrollment in public schools across the nation and our state. This effect has clearly impacted the precision of previously completed enrollment projections. As done in the past, we have reviewed and shown in the chart below the projection from five years ago [2017] and compared that with our actual enrollment for the Fall 2022. Our actual enrollment has fallen short of both projections by 221-324 students for a variance of -3.9% to -5.7%.

Fall 2017 Projections for 2022 versus Actual Enrollment 2022

	K-4	5-6	7-8	9-12	Total K-12
Town Mgr. Office-Fall 2017 Projection for 2022	2,143	941	999	1,826	5,909
NESDEC-Fall 2017 Projection for 2022	2,122	976	1039	1,875	6,012
Actual Enrollment- Fall 2022	1,975	948	944	1,821	5,688
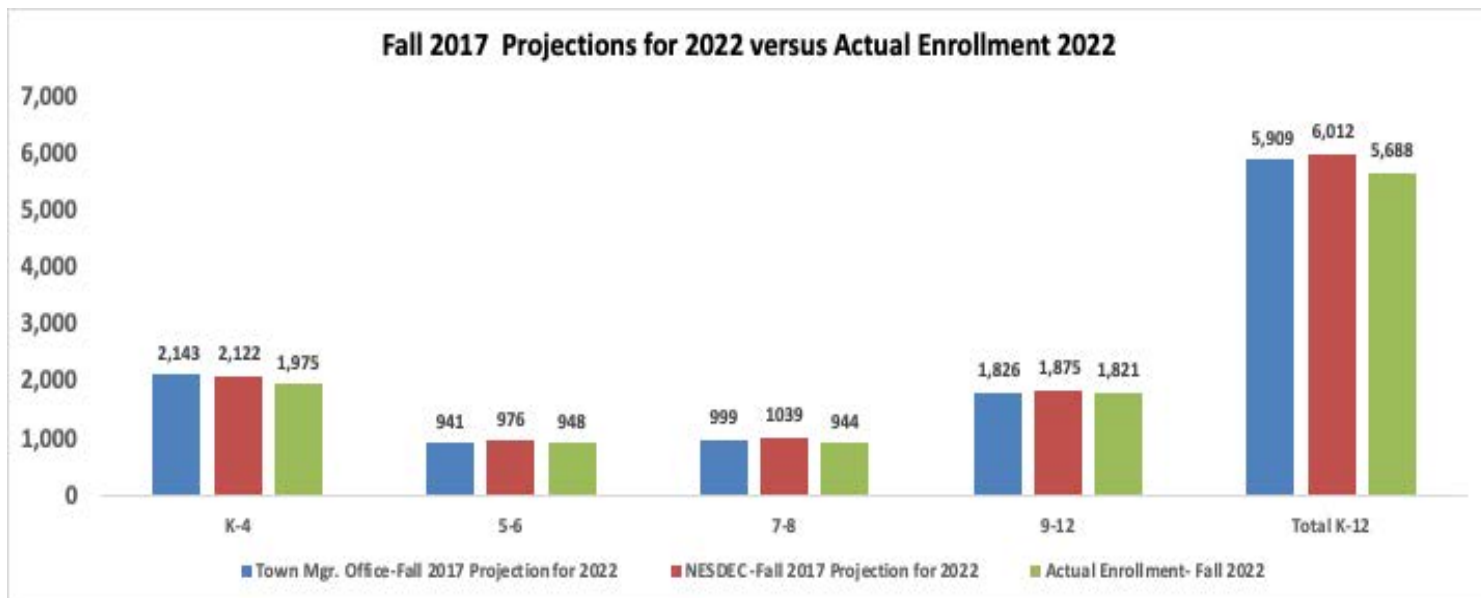
As a result of the unusually high shortfall, one place we have reviewed is the population of homeschooled students and one can see the uptick due to Covid in the chart on the following page. However, this accounts for only a small portion of the variance. So, it's unclear if the pandemic is having a longer lasting impact or if our incoming cohorts of students will be at a lower level than previously projected.

Homeschooled Children: Five Year Trend

10/1/2018	10/1/2019	10/1/2020	10/1/2021	10/1/2022
15	18	40	29	31
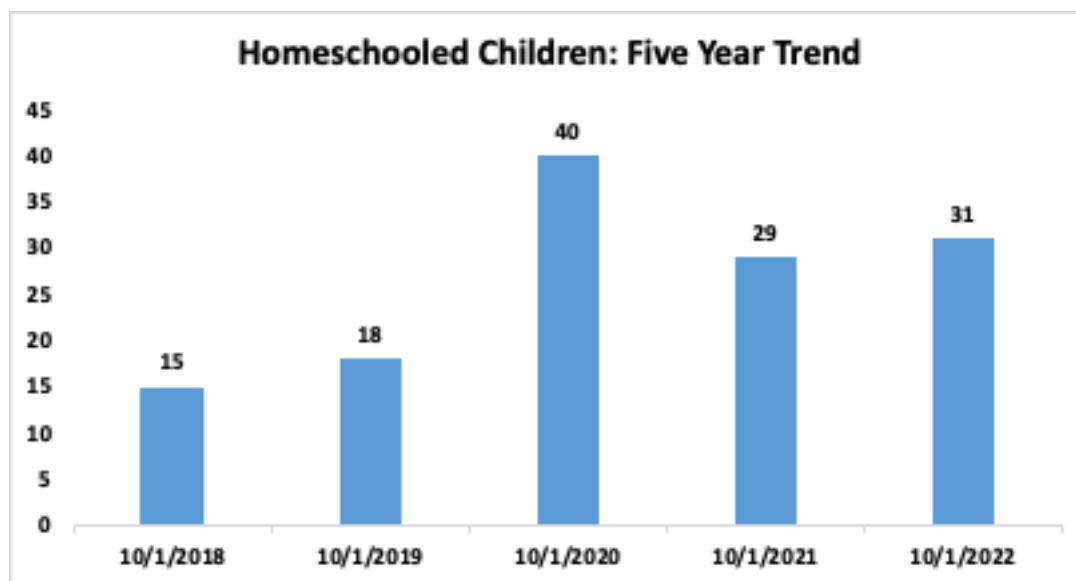
Another area of recent concern is enrollment of our Shrewsbury resident students at Assabet Valley Regional Technical High School. Due to a change in the admissions policy, very few students have been accepted in these past two years and that trend will continue. Shown below is a recent history of our grade 9-12 students attending Assabet and also the projection for the next four years which will likely bring enrollment to zero as existing students graduate each year and no new enrollments occur. This is a policy-level issue that the School Committee and administration have made several efforts to address and bring a remedy.

Assabet Valley Regional Technical High School Enrollment and Projection

Year	Enrollment
11-12	132
12-13	127
13-14	131
14-15	134
15-16	121
16-17	108
17-18	98
18-19	102
19-20	102
20-21	113
21-22	100
22-23	63
23-24	47
24-25	17
25-26	2
26-27	0

Actuals: 11-12 through 22-23
Projections: 23-24 through 26-27
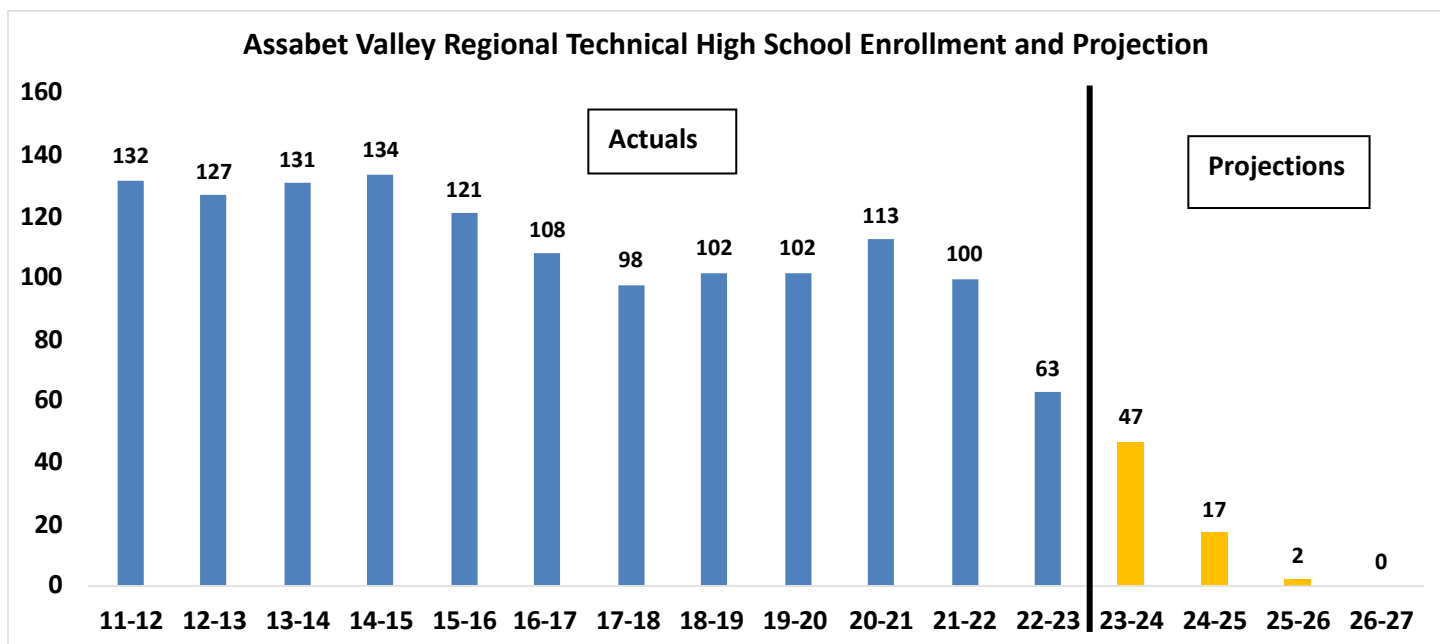
Summary

The enclosed enrollment projections allow us to complete our staff planning for the 2023-2024 school year. But the areas with highest potential variability in terms of enrollment are kindergarten, grade 1and grade 9.

We need to continue to be attentive to our high school population. With 1,821 current students we have significantly exceeded the design capacity of 1,475 and the current classroom utilization rate is 99%. As you know, the state has directed vocational/technical high schools to modify their admissions policies giving first priority admittance to students belonging to their member districts.

Finally, we are eager to engage with LPAA on an updated Prek-12 Capital Inventory and Assessment Study. This in-depth report will assess our current school space, its general condition, and match that with projected enrollment at all levels. This report ought to give us a roadmap to navigate our capital planning process for the future just as their 1997 report did for us. That report is expected to be completed in the coming weeks.

Shrewsbury Public Schools
Shrewsbury, MA

2022-23 Enrollment Projection Report

Table of Contents

Section	Page

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Enrollment Summary

The global pandemic continues to influence our nation's public health and economic stability in unpredictable ways. As such, it is still too early to identify many of the factors that could impact school enrollments. Over the past school year, we have seen fluctuations in the real estate market and job trends, which have impacted student attendance patterns. Moreover, during the past school year, we have seen how school enrollment patterns can differ substantially from one district to another, with some districts losing students while others experience an influx of students.

We are pleased to send you this report displaying the past, present, and projected enrollments for the District. These ten-year projections are designed to provide the District with yearly, up-to-date enrollment information that can be used by boards and administrators for effective planning and allocation of resources. Included in this report are graphs representing historical and projected grade-by-grade enrollments, as well as historical and projected enrollments in grade combinations. We have received the figures given to us by the District, and we assume that the method of collecting the enrollment data has been consistent from year to year.

Enrollment projections are more reliable in Years #1-4 in the future and less reliable in the "out-years." Projections six to ten years out may serve as a guide to future enrollments and are useful for planning purposes. In light of this, NESDEC has added a "Second Semester Refresher" enrollment projection at no cost to affiliates. (For more information please refer to the Reliability and Use of This Document section)

The NESDEC enrollment projection fell within 42 students of the K-12 total, 5,646 students projected vs. 5,688 enrolled. One variance of 45 students occurred at Kindergarten, 313 projected vs. 358 enrolled and another variance of 30 students at Grade 1, 402 projected vs. 372 enrolled. Ratios have been adjusted.

Births decreased by 37 from a previous ten-year average of 357 to a projected average of 320. In most districts, Grades 1-8 are very stable in enrollments. However, there have been increases in 7 of the 8 most recent years, leading to a net increase averaging 68 students per year.

Over the next three years, K-4 enrollments are projected to decrease by 62 students, Grades 5-6 enrollments are projected to decrease by 96 students, Grades 7-8 enrollments are projected to decrease by 28 students and Grades 9-12 enrollments are projected to increase by 16 students as students move through the grades.

Historical Enrollment

School District: Shrewsbury, MA

Historical Enrollment By Grade

Birth Year	Births*	School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-12	PK-12
2007	364	2012-13	262	364	416	447	474	458	524	465	474	466	408	421	417	412	0	5746	6008
2008	379	2013-14	250	392	399	450	452	480	462	518	490	471	420	406	419	401	0	5760	6010
2009	371	2014-15	234	346	430	430	462	467	487	469	529	478	432	423	409	419	0	5781	6015
2010	332	2015-16	239	355	425	446	439	474	472	500	480	547	413	441	411	403	0	5806	6045
2011	383	2016-17	232	388	418	459	460	462	487	490	511	492	513	428	441	410	0	5959	6191
2012	366	2017-18	237	355	424	437	476	482	464	502	493	516	451	513	429	439	0	5981	6218
2013	370	2018-19	243	351	424	447	454	494	490	468	511	495	460	447	501	428	0	5970	6213
2014	346	2019-20	220	363	426	439	469	455	493	502	478	514	470	469	452	501	0	6031	6251
2015	328	2020-21	110	287	407	434	430	484	473	491	502	483	459	480	470	464	0	5864	5974
2016	340	2021-22	164	343	339	417	429	427	484	469	481	498	459	450	464	461	0	5721	5885
2017	315	2022-23	203	358	372	375	425	445	440	508	465	479	486	452	430	453	2	5690	5893

*Birth data provided by Public Health Vital Records Departments in each state.

Historical Enrollment in Grade Combinations

Year	K-4	PK-4	K-5	K-6	K-8	5-8	5-6	7-8	9-12
2012-13	2159	2421	2683	3148	4088	1929	989	940	1658
2013-14	2173	2423	2635	3153	4114	1941	980	961	1646
2014-15	2135	2369	2622	3091	4098	1963	956	1007	1683
2015-16	2139	2378	2611	3111	4138	1999	972	1027	1668
2016-17	2187	2419	2674	3164	4167	1980	977	1003	1792
2017-18	2174	2411	2638	3140	4149	1975	966	1009	1832
2018-19	2170	2413	2660	3128	4134	1964	958	1006	1836
2019-20	2152	2372	2645	3147	4139	1987	995	992	1892
2020-21	2042	2152	2515	3006	3991	1949	964	985	1873
2021-22	1955	2119	2439	2908	3887	1932	953	979	1834
2022-23	1975	2178	2415	2923	3867	1892	948	944	1821

Historical Percentage Changes

Year	K-12	Diff.	%
2012-13	5746	0	0.0%
2013-14	5760	14	0.2%
2014-15	5781	21	0.4%
2015-16	5806	25	0.4%
2016-17	5959	153	2.6%
2017-18	5981	22	0.4%
2018-19	5970	-11	-0.2%
2019-20	6031	61	1.0%
2020-21	5864	-167	-2.8%
2021-22	5721	-143	-2.4%
2022-23	5690	-31	-0.5%
Change		-56	-1.0%

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Historical Enrollment

K-12, School Years 2012-13 to 2022-23
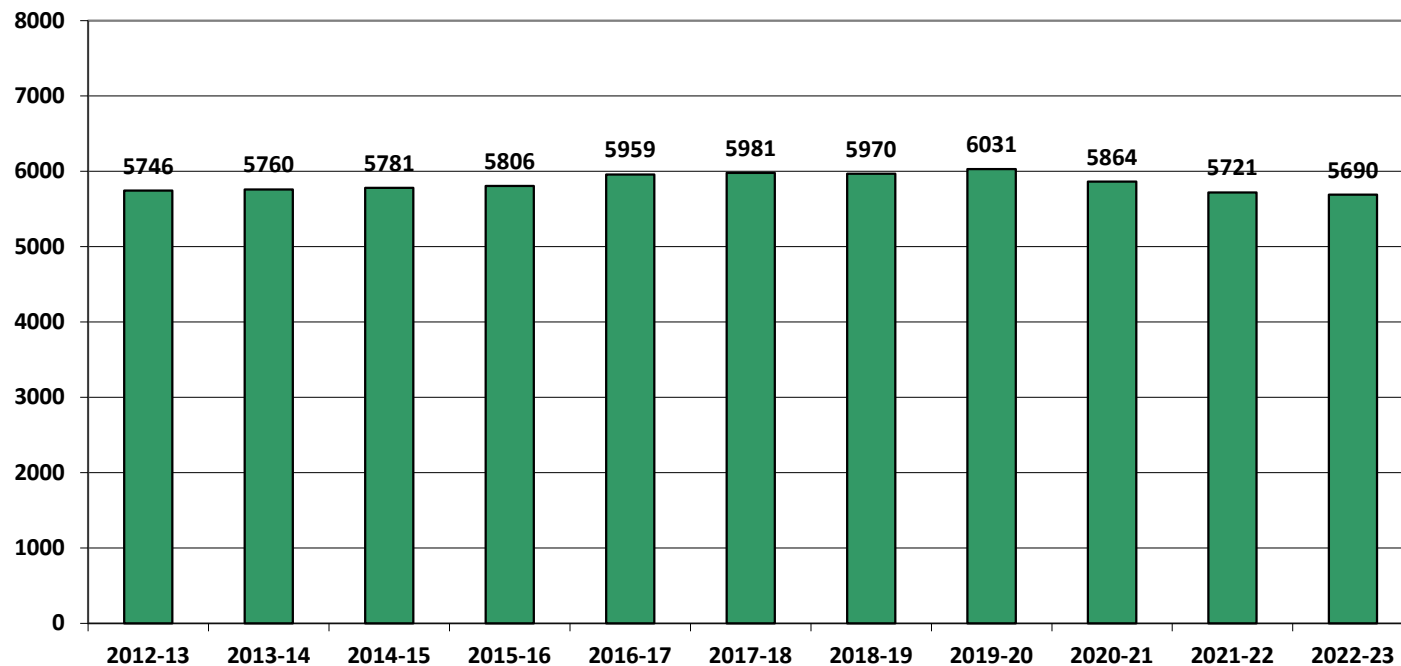
Projected Enrollment

School District: Shrewsbury, MA

11/20/2022

Enrollment Projections By Grade*

Birth Year	Births*		School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-12	PK-12
2017	315		2022-23	203	358	372	375	425	445	440	508	465	479	486	452	430	453	2	5690	5893
2018	328		2023-24	205	330	412	391	379	436	455	449	509	466	450	486	445	428	2	5638	5843
2019	354		2024-25	207	356	380	433	395	388	446	464	450	510	438	450	479	443	2	5634	5841
2020	261		2025-26	209	263	409	399	437	405	397	455	465	451	479	438	443	477	2	5520	5729
2021	345	(prov.)	2026-27	211	347	302	429	403	448	414	405	456	466	424	479	431	441	2	5447	5658
2022	321	(est.)	2027-28	213	323	399	317	433	413	458	422	406	457	438	424	472	429	2	5393	5606
2023	322	(est.)	2028-29	215	324	371	419	320	444	423	467	423	407	429	438	418	470	2	5355	5570
2024	320	(est.)	2029-30	217	323	373	389	423	328	454	431	468	424	382	429	431	416	2	5273	5490
2025	314	(est.)	2030-31	219	316	371	392	393	434	336	463	432	469	398	382	423	429	2	5240	5459
2026	324	(est.)	2031-32	221	327	363	389	396	403	444	343	464	433	441	398	376	421	2	5200	5421
2027	320	(est.)	2032-33	223	322	376	381	393	406	412	453	344	465	407	441	392	375	2	5169	5392

Note: Ungraded students (UNGR) often are high school students whose anticipated years of graduation are unknown, or students with special needs - UNGR not included in Grade Combinations for 7-12, 9-12, etc.

Based on an estimate of births   Based on children already born   Based on students already enrolled

*Birth data provided by Public Health Vital Records Departments in each state.
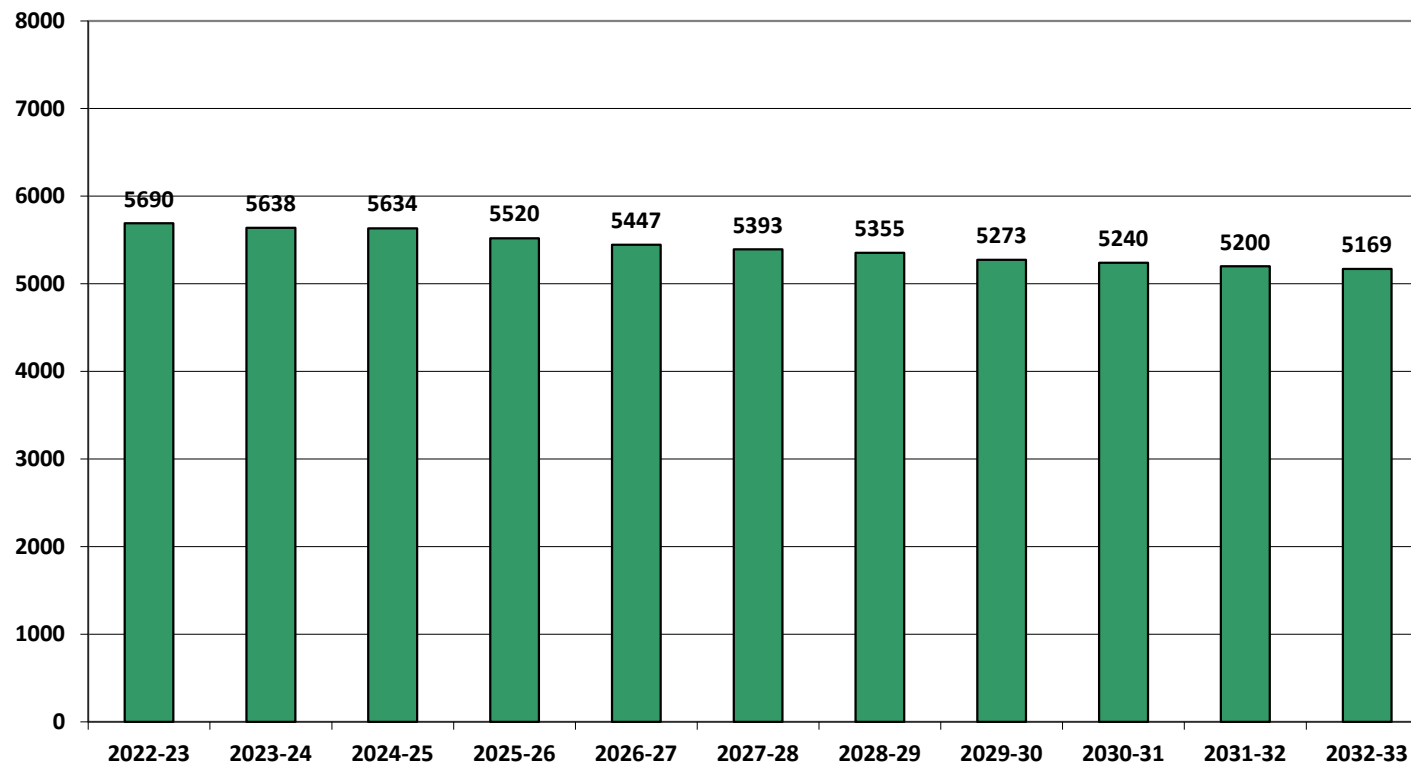
Projected Enrollment in Grade Combinations*

Year	K-4	PK-4	K-5	K-6	K-8	5-8	5-6	7-8	9-12
2022-23	1975	2178	2415	2923	3867	1892	948	944	1821
2023-24	1948	2153	2403	2852	3827	1879	904	975	1809
2024-25	1952	2159	2398	2862	3822	1870	910	960	1810
2025-26	1913	2122	2310	2765	3681	1768	852	916	1837
2026-27	1929	2140	2343	2748	3670	1741	819	922	1775
2027-28	1885	2098	2343	2765	3628	1743	880	863	1763
2028-29	1878	2093	2301	2768	3598	1720	890	830	1755
2029-30	1836	2053	2290	2721	3613	1777	885	892	1658
2030-31	1906	2125	2242	2705	3606	1700	799	901	1632
2031-32	1878	2099	2322	2665	3562	1684	787	897	1636
2032-33	1878	2101	2290	2743	3552	1674	865	809	1615

Projected Percentage Changes

Year	K-12	Diff.	%
2022-23	5690	0	0.0%
2023-24	5638	-52	-0.9%
2024-25	5634	-4	-0.1%
2025-26	5520	-114	-2.0%
2026-27	5447	-73	-1.3%
2027-28	5393	-54	-1.0%
2028-29	5355	-38	-0.7%
2029-30	5273	-82	-1.5%
2030-31	5240	-33	-0.6%
2031-32	5200	-40	-0.8%
2032-33	5169	-31	-0.6%
Change		**-521**	**-9.2%**

*Projections should be updated annually to reflect changes in in/out-migration of families, real estate sales, residential construction, births, and similar factors.

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Projected Enrollment

K-12, School Years 2022-23 to 2032-33

Historical & Projected Enrollment
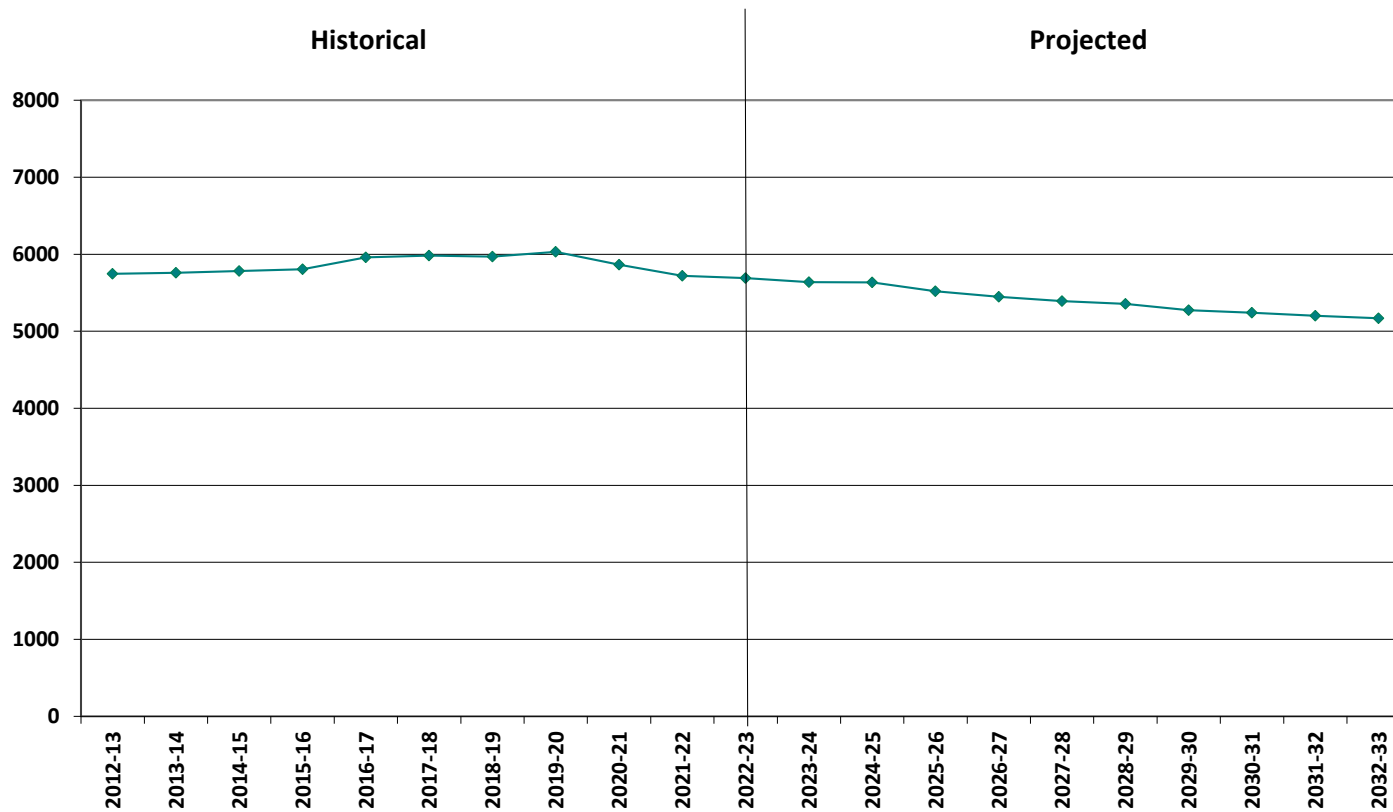
Historical & Projected Enrollments in Grade Combinations

Historical & Projected Enrollments in Grade Combinations

Historical | Projected

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33
9-12	1658	1646	1683	1668	1792	1832	1836	1892	1873	1834	1821	1809	1810	1837	1775	1763	1755	1658	1632	1636	1615
5-8	1929	1941	1963	1999	1980	1975	1964	1987	1949	1932	1892	1879	1870	1768	1741	1743	1720	1777	1700	1684	1674
K-4	2159	2173	2135	2139	2187	2174	2170	2152	2042	1955	1975	1948	1952	1913	1929	1885	1878	1836	1906	1878	1878

■ K-4   ■ 5-8   ■ 9-12

Birth-to-Kindergarten Relationship
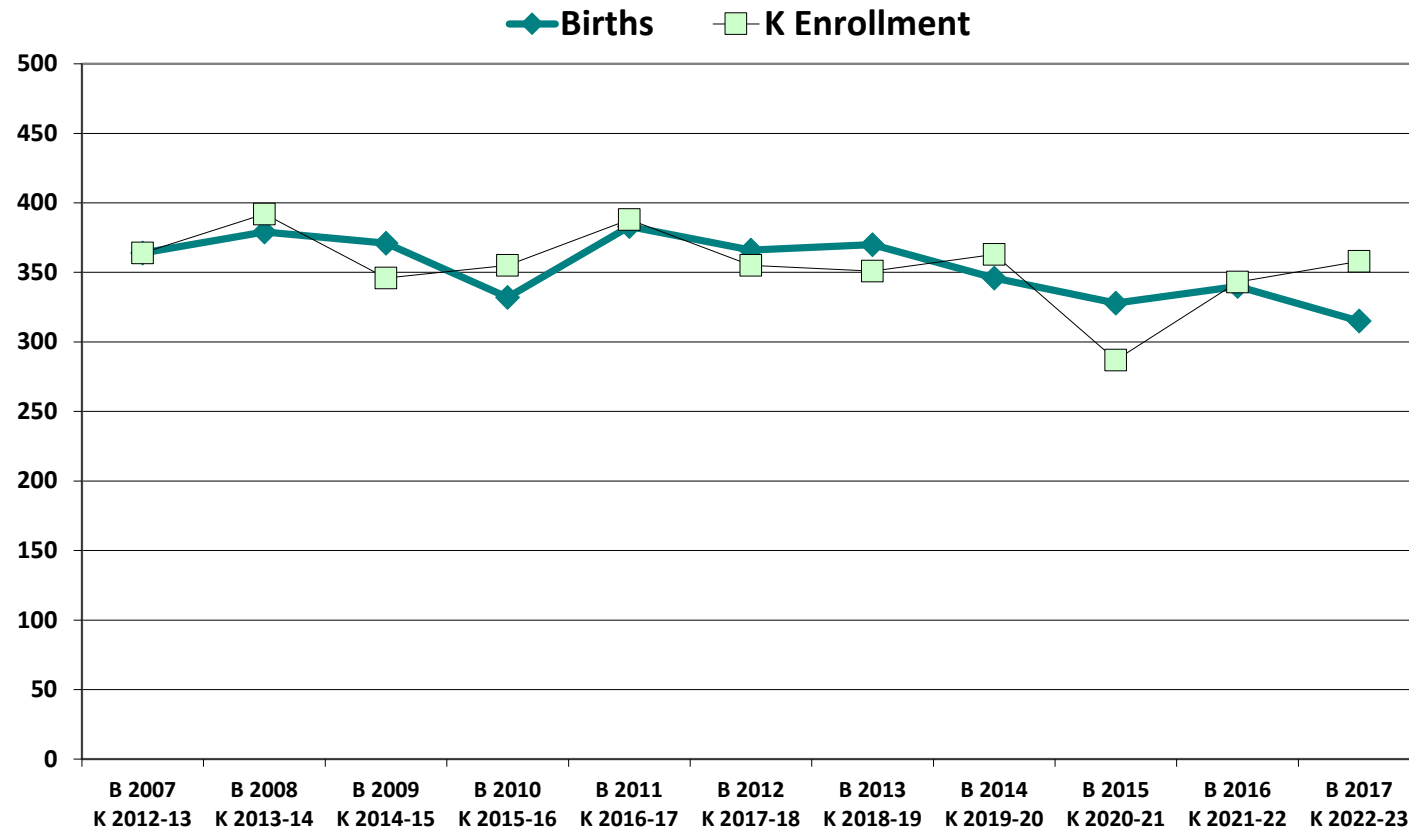
Additional Information

Building Permits Issued (Source: HUD)		
Year	Single-Family	Multi-Units
2012	66	4
2018	35	262
2019	34	318
2020	35	256
2021	40	328
2022	28 to date	213 to date

Enrollment History*	Career-Tech	Non-Public
Year	9-12 Total	K-12 Total
2012-13	127	865
2018-19	107	n/a
2019-20	103	330
2020-21	113	555
2021-22	96	553
2022-23	63	n/a

Residents in Non-Public Independent and Parochial Schools (General Education)*													
Jan. 1, 2022	K	1	2	3	4	5	6	7	8	9	10	11	12	K-12 TOTAL
	24	29	38	30	33	33	27	51	41	61	69	55	62	553

K-12 Home-Schooled Students*	
2022	31

K-12 Residents in Charter or Magnet Schools, or Choiced-out*	
2022	20

K-12 Special Education Outplaced Students*	
2022	62

K-12 Tuitioned-In, Choiced-In, & Other Non-Residents*	
2022	20

*The above data were provided by the District, with the exception of building permit data (provided by HUD).

"n/a" signifies that information was not provided by District.

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New England's PK-12 Enrollment Trends

From 2020 to 2030, the US Department of Education anticipates changes in PK-12 enrollment of -2.4% in the South, -6.5% in the West, -3.8% in the Midwest, -6.2% in the Northeast, and a total of -4.3% nationwide.

State	Fall 2020 PK - 12	Fall 2030 Projected	PK-12 Decline	% Change 2020-2030
CT	509,058	475,600	-33,458	-6.6%
ME	172,455	161,800	-10,655	-6.2%
MA	921,712	879,900	-41,812	-4.5%
NH	169,027	144,600	-24,427	-14.5%
RI	139,184	130,200	-8,984	-6.5%
VT	82,401	74,600	-7,801	-9.5%

Source: U.S. Department of Education, National Center for Education Statistics,
Enrollment In Public Schools fall 1990 to fall 2030 , Table 203.20, March 2022.

Although most New England Districts are seeing a decline in the number of births, NESDEC's experience indicates that the impact on enrollment varies from District to District. Almost half of New England Districts have been growing in PK-12 enrollment, and a similar number are declining (often in rural areas), with the other Districts remaining stable.

Reliability and Use of this Document

PROJECTION METHODOLOGY

Cohort component (survival) technique is a frequently used method of preparing enrollment forecasts. NESDEC uses this method, but modifies it in order to move away from forecasts that are wholly computer- or formula-driven. Such modification permits the incorporation of important, current district-specific information into the generation of enrollment forecasts (such as in/out-migration of students, resident births, HUD-reported building permits, etc.). Percentages are calculated from the historical enrollment data to determine a reliable percentage of increase or decrease in enrollment between any two grades. For example, if 100 students enrolled in Grade 1 in 2018-19 increased to 104 students in Grade 2 in 2019-20, the percentage of survival would be 104%, or a ratio of 1.04. Ratios are calculated between each pair of grades or years in school over several recent years.

After study and analysis of the historical ratios, and based upon a reasonable set of assumptions regarding births, migration rates, retention rates, etc., ratios most indicative of future growth patterns are determined for each pair of grades. The ratios thus selected are applied to the present enrollment statistics to project into future years. The ratios are the key factors in the reliability of the projections, assuming validity of the data at the starting point.

RELIABILITY OF ENROLLMENT PROJECTIONS

Projections can serve as useful guides to school administrators for educational planning. Enrollment projections are more reliable in Years #1-4 in the future and less reliable in the "out-years." Projections six to ten years out may serve as a guide to future enrollments and are useful for planning purposes, but they should be viewed as subject to change given the likelihood of potential shifts in underlying assumptions/trends, such as student migration, births as they relate to Kindergarten enrollment, and other factors.

Projections that are based upon **the children who already are in the district** (the current K-12 population only) will be the most reliable. The second level of reliability will be for those children already **born into the community but not yet old enough to be in school.** The least reliable category is the group for which an estimate must be made **to predict the number of births**, thereby adding additional uncertainty. See these three multi-colored groupings on the "Projected Enrollment" tab.

Annual updates allow for early identification of recent changes in historical trends. When the actual enrollment in a grade is significantly different (higher or lower) from the projected number, it is important (yet difficult) to determine whether this is a one-year aberration or whether a new trend may have begun. **In light of this possibility, NESDEC urges all school districts to have updated enrollment forecasts developed by NESDEC each October.** This service is available at no cost to affiliated school districts.

USING THIS INFORMATION ELECTRONICALLY

If you would like to extract the information contained in this report for your own documents or presentations, you can use screenshots, which can be inserted into PowerPoint slides, Word documents, etc. Because screenshots create graphics, the image is not editable. Please feel free to contact us if you need assistance in this matter, by phone (508-481-9444) or by email (ep@nesdec.org).

FY 2023
School Enrollment Projections

	k	1	2	3	4	k-4	5	6	5-6	7	8	7-8	9	10	11	12	9-12	TOTAL*
2002	407	442	483	442	488	2262	428	423	851	426	395	821	343	330	287	274	1234	5246
2003	398	484	464	480	464	2290	494	436	930	438	437	875	356	343	324	289	1312	5522
2004	384	449	489	464	504	2290	463	492	955	444	441	885	413	360	334	320	1427	5646
2005	394	452	466	502	466	2280	502	461	963	486	443	929	425	402	345	344	1516	5755
2006	378	440	468	452	507	2245	462	488	950	449	501	950	408	436	388	351	1583	5774
2007	376	439	454	482	454	2205	496	450	946	485	449	934	419	404	423	383	1629	5724
2008	342	476	456	459	478	2211	456	461	917	453	489	942	393	429	390	427	1639	5695
2009	348	426	493	465	459	2191	473	436	909	466	439	905	421	398	415	391	1625	5623
2010	372	429	448	515	472	2236	469	465	934	435	479	914	401	417	390	410	1618	5702
2011	341	429	457	464	516	2207	485	476	961	462	443	905	414	414	413	390	1631	5704
2012	364	416	447	474	458	2159	524	465	989	474	466	940	408	421	417	413	1659	5747
2013	392	399	450	452	480	2173	462	518	980	490	471	961	420	406	419	402	1647	5761
2014	346	430	430	462	467	2135	487	469	956	529	478	1007	432	423	409	420	1684	5782
2015	356	425	446	439	474	2140	472	500	972	480	547	1027	413	441	411	403	1668	5807
2016	388	418	459	460	463	2188	487	490	977	511	492	1003	513	428	441	410	1792	5960
2017	355	424	437	476	482	2174	464	502	966	493	516	1009	451	513	429	439	1832	5981
2018	351	424	447	454	494	2170	490	468	958	511	495	1006	460	447	501	429	1837	5971
2019	362	426	439	470	455	2152	493	502	995	478	514	992	470	469	452	501	1892	6031
2020	287	407	434	430	484	2042	473	491	964	502	483	985	459	480	470	464	1873	5864
2021	343	339	417	429	427	1955	484	469	953	481	498	979	459	450	464	461	1834	5721
2022	358	372	375	425	445	1975	440	508	948	465	479	944	486	452	430	453	1821	5688
2023	351	415	390	381	434	1970	453	446	899	509	466	975	446	486	444	429	1805	5648
2024	381	407	435	396	388	2007	441	459	900	447	510	957	434	446	477	443	1800	5664
2025	280	442	426	442	404	1994	395	447	842	460	448	908	475	434	438	476	1823	5566
2026	371	325	463	433	451	2042	411	401	811	448	461	909	417	475	426	437	1756	5518
2027	346	430	341	470	441	2028	458	416	875	401	449	850	429	417	467	425	1738	5491
2028	346	401	451	346	480	2023	449	465	913	417	402	819	418	429	410	465	1722	5478
2029	346	401	420	458	353	1978	488	455	943	466	418	884	375	418	422	408	1623	5427
2030	346	401	420	427	467	2061	359	494	853	456	466	922	390	375	411	420	1595	5431
2031	346	401	420	427	435	2029	475	364	839	495	457	952	435	389	368	409	1601	5421

Notes:

•2002-2022 are actual enrollments

• Assumed births for 2023-31 were calculated taking the average of the previous four years of recorded births.

SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING

ITEM NO: **VIII. Old Business**   MEETING DATE: **01/25/23**

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

MEMBERS/STAFF AVAILABLE FOR PRESENTATION:

SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING

ITEM NO: **IX.   New Business**   MEETING DATE: **01/25/23**

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

STAFF AVAILABLE FOR PRESENTATION:

SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING

ITEM NO: **X.   Approval of Minutes**   MEETING DATE: **01/25/23**

BACKGROUND INFORMATION:

The minutes from the School Committee Meeting held on January 18, 2023, will be provided under separate cover.

ACTION RECOMMENDED:

That the Committee accept the minutes from the School Committee Meeting held on January 18, 2023.

STAFF AVAILABLE FOR PRESENTATION:
Ms. Lynsey Heffernan, Chairperson
Mr. Jon Wensky, Secretary

**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **XI. Executive Session**   MEETING DATE: **01/25/23**
   A. **For the purpose of addressing G.L. c. 30A, § 21(a)(7) "[t]o comply with, or act under the authority of, any general or special law or federal grant-in-aid requirements" ("Purpose 7"), Open Meeting Law, G.L. c. 30A, §§ 22(f), (g) – for the purpose of reviewing, approving, and/or releasing executive session minutes.**
   B. **For the purpose of addressing G.L. c. 30A, § 21(a)(3) "to discuss strategy with respect to collective bargaining or litigation if an open meeting may have a detrimental effect of the bargaining or litigating position of the public body and the chair so declares" ("Purpose 3") - the Shrewsbury Education Association Units A and/or B, the Shrewsbury Paraprofessional Association, and/or the Cafeteria Workers Association**
   C. **For the purpose of addressing G.L. c. 30A, § 21(a)(2) "to conduct strategy sessions in preparation for negotiations with nonunion personnel or to conduct collective bargaining sessions or contract negotiations with nonunion personnel" – non-union administrators. ("Purpose 2")**

BACKGROUND INFORMATION:
Executive Session is warranted for these purposes.

ACTION RECOMMENDED:
Request a motion to adjourn to Executive Session:
A. For the purpose of addressing G.L. c. 30A, § 21(a)(7) "[t]o comply with, or act under the authority of, any general or special law or federal grant-in-aid requirements" ("Purpose 7"), Open Meeting Law, G.L. c. 30A, §§ 22(f), (g) – for the purpose of reviewing, approving, and/or releasing executive session minutes;
B. For the purpose of addressing G.L. c. 30A, § 21(a)(3) "to discuss strategy with respect to collective bargaining or litigation if an open meeting may have a detrimental effect of the bargaining or litigating position of the public body and the chair so declares" ("Purpose 3") - the Shrewsbury Education Association Units A and/or B, the Shrewsbury Paraprofessional Association, and/or the Cafeteria Workers Association; and
C. For the purpose of addressing G.L. c. 30A, § 21(a)(2) "to conduct strategy sessions in preparation for negotiations with nonunion personnel or to conduct collective bargaining sessions or contract negotiations with nonunion personnel" – non-union administrators. ("Purpose 2") where deliberation in an open meeting may have a detrimental effect on the bargaining position of the public body; and return to Open Session only for the purpose of adjourning for the evening.

STAFF AVAILABLE FOR PRESENTATION:
Dr. Joseph M. Sawyer, Superintendent of Schools
Mr. Patrick C. Collins, Assistant Superintendent for Finance and Operations

SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING

ITEM NO: **XII. Adjournment**