

Support for the Temporary Regional School Study Committee on Advisability of Regionalization

Ansonia and Derby

February 11, 2019



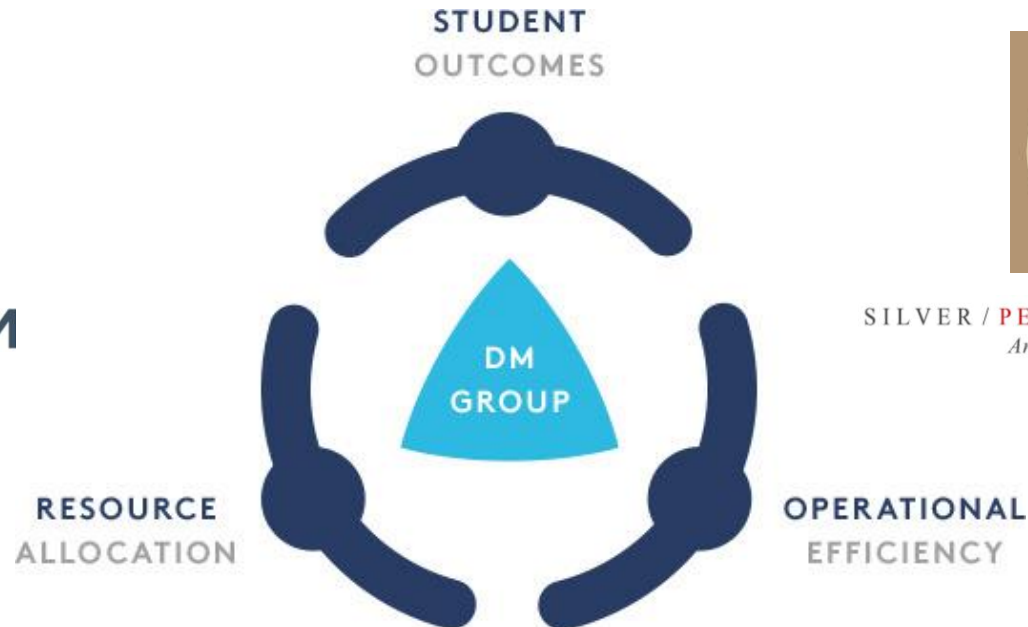
District Management Group | Helping Schools and Students Thrive

DMGroup is partnering with Milone & MacBroom and Silver / Petrucelli + Associates to support Ansonia and Derby's study.

Mission

DRAFT

DMGroup was founded in 2004 to help school districts address their most pressing and important challenges.



SILVER / PETRUCELLI + ASSOCIATES
Architects / Engineers / Interior Designers

DMGroup membership and client services are underpinned by three key aims: raise student achievement, improve operational efficiency, and allocate resources more effectively.



The DMGroup will work closely with the TRSSC throughout this process.

The DMGroup Team



Sam Ribnick

Senior Director
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Assistant: Sol Houser
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617-861-6145

Sam brings a combination of strategic management consulting and hands-on classroom teaching experience to his work at DMGroup. At DMGroup, he has worked with over 50 districts, leading strategic budgeting and long-term financial planning efforts, turnaround efforts in low-performing districts, program evaluations, and special education reviews.



Robbie Havdala

Director
rhavdala@dmgroupk12.com

Robbie brings experience working in the classroom and district central offices as a former special education teacher and senior director of student enrollment in Boston Public Schools. He has worked closely with clients to drive organization change management, improve outdated systems, and design policies that increase educational access for all students.



Simone Carpenter



















Senior Associate
scarpenter@dmgroupk12.com

Simone has experience working in education both in the classroom and in program evaluation and research. She has worked closely with clients supporting data collection and analysis of school and district budgets, special education services, specific district programming, and district operations.



DMGroup has partnered with hundreds of school districts across the US, helping these districts address their most pressing needs.

Selected DMGroup Partners

All Sizes of Districts	 Franklin West Supervisory Union 1,700 students Rural	 SPRING LAKE PARK SCHOOLS Proudly serving Blaine, Spring Lake Park & Fridley School Districts in Minnesota 5,000 Suburban	 The School District of SOUTH ORANGE & MAPLEWOOD 525 Academy Street • Maplewood, NJ 07040 6,800 Suburban	 School District 622 NORTH ST. PAUL MAPLEWOOD OAKDALE Ready for tomorrow 10,600 Gateway	 BOSTON Public Schools Focus on Children 55,000 Urban	 SHELBY COUNTY SCHOOLS Excellence since 1867 100,000 Urban
Nationwide Experience	 TUSD Delivering Excellence in Education Every Day Tucson Unified School District Arizona	 MINNEAPOLIS PUBLIC SCHOOLS Urban Education. Global Citizens. Minnesota	 Dallas Independent School District Texas	 SIOUX FALLS SCHOOL DISTRICT Sioux Falls, South Dakota South Dakota	 HOWARD COUNTY PUBLIC SCHOOL SYSTEM Maryland	 SHELTON PUBLIC SCHOOLS 1670 Connecticut
All Types of Districts	 GWINNETT COUNTY PUBLIC SCHOOLS	 WILMETTE Public Schools DISTRICT 39	 FAIRFAX COUNTY PUBLIC SCHOOLS	 HEB HURST • EULESS • BEDFORD Independent School District	 Aurora Public Schools	 The School District of Lancaster TOGETHER WE CAN

DMGroup brings best practices from across the country



DMGroup has worked with many districts in the state of Connecticut.

Selected DMGroup Engagements and Projects

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Special Education Projects



Other Consulting Projects



Members

39 Member Districts

**dmCouncil
Professional Learning
Community**

**12
Participating
Districts**



DMGroup has a track record of providing powerful analysis and support, guiding districts through regionalization and other key decisions.

Three Example Efforts

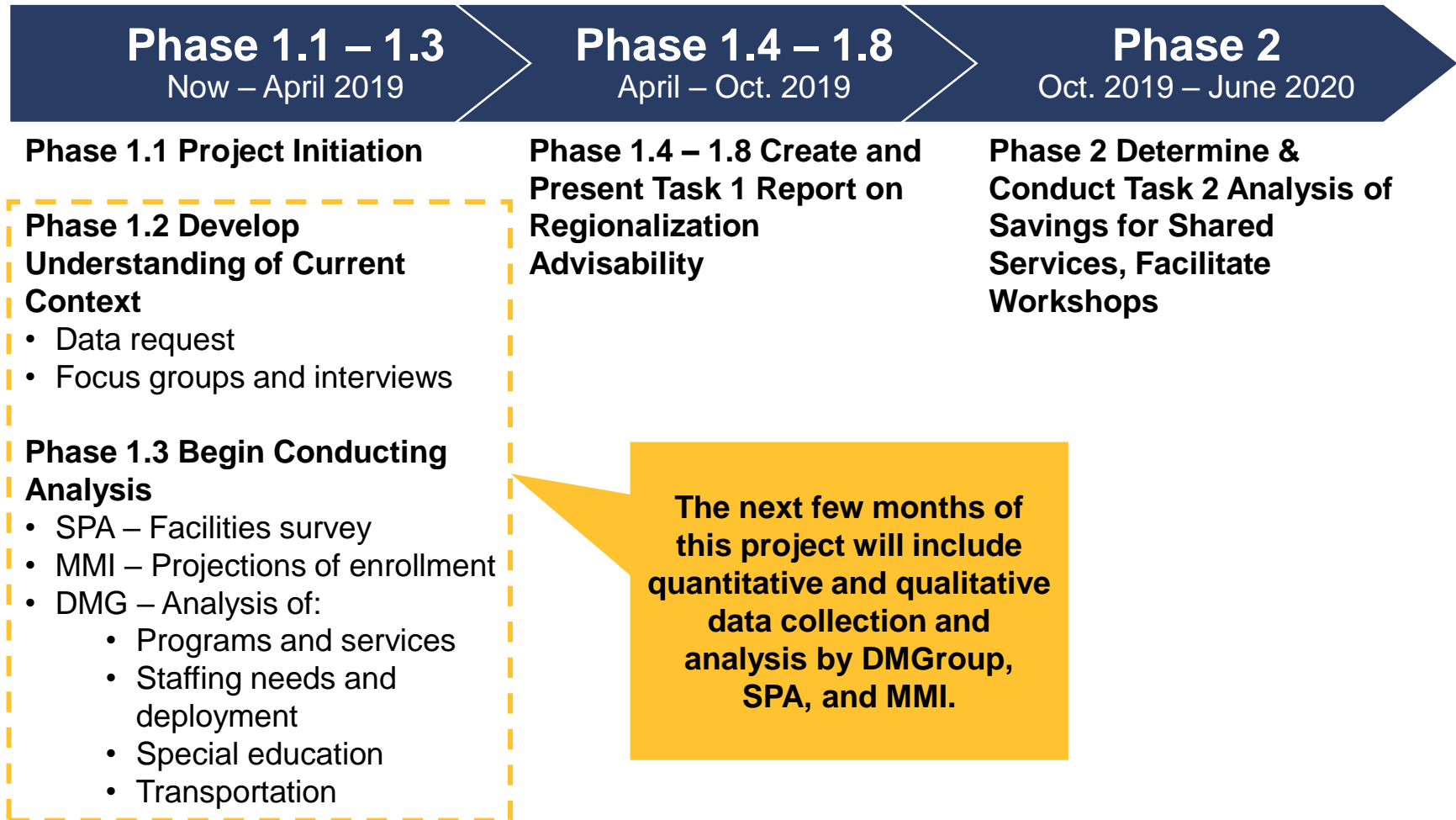
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Project	DMGroup Work	Objectives / Outcomes
Berkshire County Education Task Force	<ul style="list-style-type: none">Model education, operational, and financial outcomes for several Berkshire County regionalization scenarios.	<ul style="list-style-type: none">Education Task Force was able to vote on path forward informed by modeled outcomes.
Vermont State Education Agency	<ul style="list-style-type: none">Supporting the implementation of Act 46, pursuing the merger of small districts.Providing training and best practice structures for districts undergoing change.	<ul style="list-style-type: none">DMG-recommended best practices have been codified into Vermont law.Second wave of districts signed up for support.
Hamden	<ul style="list-style-type: none">Created dynamic financial model for the next 5 years, covering projections of revenues, expenditures, staffing and school closures.Facilitated workshops for board and town council to build understanding of financial implications of decisions.	<ul style="list-style-type: none">Helped district narrow the number of school closure scenarios toward a final decision.District retained DMG for a second year of support and further analysis.



DMGroup will lead a coordinated effort with MMI and SPA to complete the analysis and study within 18 months.

18 Month Workplan



Today and tomorrow, the DMGroup team is conducting focus groups and interviews with stakeholders in Derby and Ansonia.

Phase 1.2: Focus Groups & Interviews

Focus Group Participants:

- Board of Education Members
- Board of Alderman / City Council Members
- District Administrators
- School Administrators
- School Staff
- Students
- Parents & Community Members

Information from Focus Groups:

- What are some **potential benefits** to regionalizing Ansonia and Derby Public Schools?
- What are some **potential challenges** to regionalizing Ansonia and Derby Public Schools?
- What are some of the **academic, financial, and political implications** to regionalizing or not regionalizing Ansonia and Derby Public Schools?
- What are the **strengths and challenges** in each district?
- How could each district **benefit from shared services**?



DMGroup, MMI, and SPA are all gathering quantitative data to understand the academic and economic state of each district.

Phase 1.2-1.3: Quantitative Data Collection & Analysis

DMGroup Preliminary Data Request

- Historical & Projected Budget
- Capital Expenditure Projects
- District Policies
- Union Contracts
- Demographic & Enrollment Projections
- School Boundaries
- Grant Budgets
- School Site Budgets
- HR Data
- Academic Achievement Data
- Special Education Information

Information from Quantitative Analysis:

- Where are there **similarities and differences** across Ansonia and Derby Public Schools?
- What are the **programs and services** provided in each district?
- How are **staff deployed** within each district?
- What are the **financial implications** to regionalizing or not regionalizing Ansonia and Derby Public Schools, over the next 5 years?
- What are the **district policies** in each district that may impact the advisability of regionalizing?



Over the next 3-6 months, MMI will also collect and analyze data to understand enrollment and facilities in Ansonia and Derby Public Schools.

Phase 1.2 – 1.3: MMI

Over the next phases of work, MMI will...

1

Analyze demographic and housing trends in each community

2

Analyze enrollment trends from each school district

3

Prepare 10-year enrollment projections on a facility basis for each district

4

Review existing school sites to identify current issues in conditions, site circulation, parking, and recreational areas, and assess potential for future uses



Over the next 3-6 months, SPA will evaluate the facilities in Ansonia and Derby Public Schools.

Phase 1.2 – 1.3: SPA

Upcoming tasks for SPA:

- Review the primary goals with both districts and educators
- Integrate what's important to the community, always planning for the future in educational programs
- Gather existing condition drawings and schedule field visits of district buildings
- Evaluate existing conditions of the buildings and program accommodations
- Create list of facility needs and deficiencies
- Evaluation of shared use space potential – flexible rooms, multi-purpose spaces, Special Ed, STEM, etc.
- Prioritize needs and developed cost estimates



DMGroup will create a task 1 report, outlining the advisability of regionalizing Ansonia and Derby Public Schools, in comparison to the status quo.

Phase 1.4 – 1.8: Task 1 Report

Task 1 Report:

- Potential **efficiencies** of a regional district
- Areas of **potential savings** with the status quo and a regional district
- Potential **decisions for school districts** in the status quo and a regional district
- **Governance recommendations** related to a regional school district




Q & A



We will spend the remainder of the meeting completing an activity and engaging in discussion around your perspectives.

Activity Instructions

**District Management Group**

Helping Schools and Students Thrive
133 Federal Street, Boston, MA 02110
877-362-3500
www.dmggroupk12.com

Temporary Regional School Study Committee (TRSSC) Meeting

February 11, 2019 Meeting Worksheet

Name: _____

City Representing: _____

Assessing Your District & City

1. Overall, what do you feel are the three biggest strengths in your district?

1. _____

2. _____

3. _____

2. Overall, what do you feel are the three most pressing needs in your district?

1. _____

2. _____

3. _____

3. How might the school district and/or city of Ansonia / Derby (*Circle One*) benefit from regionalization? What challenges might the city and/or district face?

Benefits to regionalization:	Challenges to regionalization:

Activity Instructions:

1. Individually complete your worksheet
2. As a group, we will share out and discuss some of the more salient questions
3. *Please hand in your worksheet before leaving today's meeting*





District Management Group

Helping Schools and
Students Thrive

If you have any comments or questions about the contents of this document, please contact District Management Group:

Tel: (877) 362-3500

Email: info@dmgroupK12.com

Fax: (617) 249-0910

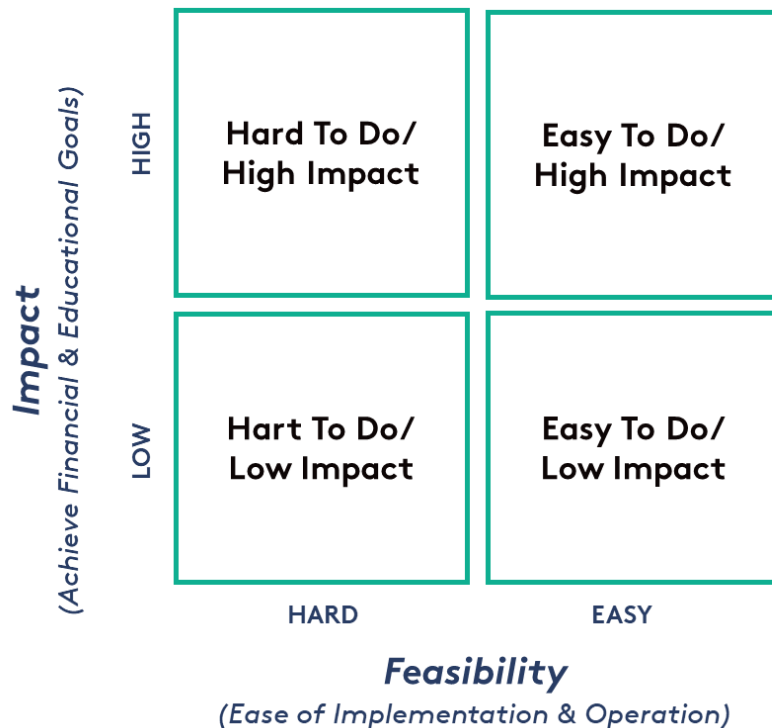
Web: www.dmgroupK12.com

Mail: 133 Federal Street, Boston, MA 02110



Example: Berkshire County worked with DMGroup to assess the impact of multiple possible regionalization decisions and scenarios.

Impact and Feasibility



Step #5: Assessing Impact

Educational Impact

DIMENSION			SCENARIOS					
			# 1 17 Districts (Status Quo)	# 2 3 Regional Modified Supervisory Unions	# 3 1 County-wide Modified Supervisory Union	# 4 3 Regional Districts	# 5 1 County-wide District	
EDUCATIONAL IMPACTS	GOAL #1: All students will have improved and more equitable access to - and opportunity for success in - high quality career pathways, enrichment and elective courses, and co-curricular activities.	1a	More specialized and focused academic leadership: more specialized leadership expertise and ability to focus a meaningful portion of one's work time on that specialization, e.g., mathematics, reading, Title I & Grants	Little	Some	Moderate	A lot	Maximum
		1b	Aligned curriculum across districts: curriculum is aligned vertically, horizontally and to state standards to facilitate within-district student transitions and cross-district school choice	Little	Little	Little	A lot	A lot
		1c	Aligned school schedules: to support shared staffing and distance learning	Little	Little	Little	A lot	A lot
		1d	Easier access to partnerships with third parties, e.g., colleges & universities, non-profits, collaboratives, vocational-technical schools	Little	Some	Moderate	A lot	Maximum
		1e	More shared staff for electives and career pathways to increase breadth	Little	Some	Some	A lot	A lot
		1f	More shared resources for co-curricular activities to increase breadth of offerings	Little	Some	Some	A lot	A lot
		1g	More supervision, professional development and coaching that is also more cost-effective	Little	Some	Moderate	A lot	Maximum
		1h	Increased job-alike collaboration	Little	Some	Moderate	A lot	Maximum
		1i	Increased cohort size to expand offerings	Little	Little	Little	A lot	A lot
		1j	More student and educator access to effective technology tools and distance learning through a shared technology platform and support	Little	Some	Moderate	A lot	Maximum
		1k	More equitable access to offerings	Little	Little	Little	Some	A lot



Example: Berkshire County used DMGroup's financial analysis to put forward its final recommendation about regionalization.

Financial Efficiency Analysis

Berkshire County Education Task Force
Impact on Spending for Select Areas

Potential Financial Impact		Scenario 1: No Change	Scenario #2: 3 Regional Modified Supervisory Unions	Scenario #3: 1 County-wide Modified Supervisory	Scenario #4: 3 Regional Districts	Scenario #5: 1 County-wide Regional District
1	Central Office: Superintendent and Assistant Superintendent	\$ -	\$ 860,000 - 1,100,000	\$ 1,100,000 - 1,300,000	\$ 860,000 - 1,100,000	\$ 1,200,000 - 1,500,000
2	Central Office: Non-Academic	\$ -	\$ 780,000 - 970,000	\$ 1,000,000 - 1,300,000	\$ 1,300,000 - 1,700,000	\$ 1,500,000 - 1,900,000
3	Central Office: Academic	\$ -	\$ 510,000 - 640,000	\$ 860,000 - 1,100,000	\$ 950,000 - 1,200,000	\$ 800,000 - 1,000,000
4	Transportation	\$ -	\$ 570,000 - 710,000	\$ 860,000 - 1,100,000	\$ 2,600,000 - 3,300,000	\$ 2,600,000 - 3,300,000
5	School Choice	\$ -	\$ -	\$ -	\$ -	\$ -
6	Food Services	\$ -	\$ 70,000 - 87,000	\$ 130,000 - 160,000	\$ 180,000 - 220,000	\$ 120,000 - 150,000
7	Substitute Teachers	\$ -	\$ -	\$ -	\$ -	\$ -
8	Legal	\$ -	\$ -	\$ -	\$ -	\$ -
9	Custodial	\$ -	\$ 210,000 - 260,000	\$ 260,000 - 330,000	\$ 210,000 - 260,000	\$ 260,000 - 330,000
10	Maintenance	\$ -	\$ 120,000 - 150,000	\$ 180,000 - 230,000	\$ 120,000 - 150,000	\$ 180,000 - 230,000
11	Student Support Services: Nursing, Guidance, ELL	\$ -	\$ -	\$ -	\$ -	\$ -
12	General Education Staffing	\$ -	\$ -	\$ -	\$ -	\$ -
13	Special Education	\$ -	\$ 77,000 - 96,000	\$ 77,000 - 96,000	\$ 150,000 - 190,000	\$ 150,000 - 190,000
* Total		\$ -	\$ 3,200,000 - 4,000,000	\$ 4,500,000 - 5,600,000	\$ 6,400,000 - 8,000,000	\$ 6,800,000 - 8,500,000

1 Future Consideration		
Managing class and cohort size to match target class size (with existing enrollment) of MA average.	MA state class size: 19.1 Berkshire class size: 16.3	\$12,000,000 - 15,000,000



In Hamden, DMGroup developed a flexible budget model that the district can refer to as a resource for future planning.

Example: Budget Projections

ASSURING EXCELLENCE IN EDUCATION STRATEGIC DECISIONS FOR FUTURE PLANNING

	18-19	19-20	20-21	21-22	22-23
LEA Revenue:	\$ 85,215,226	\$ 86,912,715	\$ 86,468,772	\$ 86,590,549	\$ 86,690,801
LEA Expenditures:	\$ 88,520,334	\$ 90,468,283	\$ 92,495,627	\$ 94,600,901	\$ 96,785,146
(Gap) / Surplus:	(\$3,305,108)	(\$3,555,568)	(\$6,026,854)	(\$8,010,352)	(\$10,094,345)

Certified Staff

General Education: Core, Non-Core (FTE)

Special Education (FTE)

Non-Certified Staff

General Education: Classroom Aides (FTE)

Special Education: Aides (FTE)

354	354	354	354	354
47	47	47	47	47
17	17	17	17	17
80	80	80	80	80

Scenario Assumptions

Hamden Public Schools will identify alternative scenarios reliant on both district-specific circumstances, as well as state and federal dynamics:

- What are the potential impacts of changing local, state, federal, and grant funding?
- Are there any pending capital projects?
- What will be the incremental changes in staff salaries?
- Is the district adding or removing schools?



Silver/Petrucelli & Associates of 47



12 Registered Architects | 6 Licensed Engineers | 2 NCIDQ Registered
Interior Designers | 2 CSI, CDT Accredited Specifications Writers
1 Building Official | 8 LEED accredited staff



SILVER/**PETRUCELLI**+ASSOCIATES
Architects / Engineers / Interior Designers

MMI Experience

- **More than 20 Facility Studies Over the Last 5 Years for School Systems Ranging from 800 – 21,000 Students**
 - Enrollment Projections
 - Redistricting and Reconfiguration Plans
 - Facility Master Plans
- **Regardless of School District Location or Size, Our Thorough Analysis of Various Demographic, Housing, and Real Estate Market Trends Has Resulted in Sound Projections and Sustaining Redistricting Plans**

