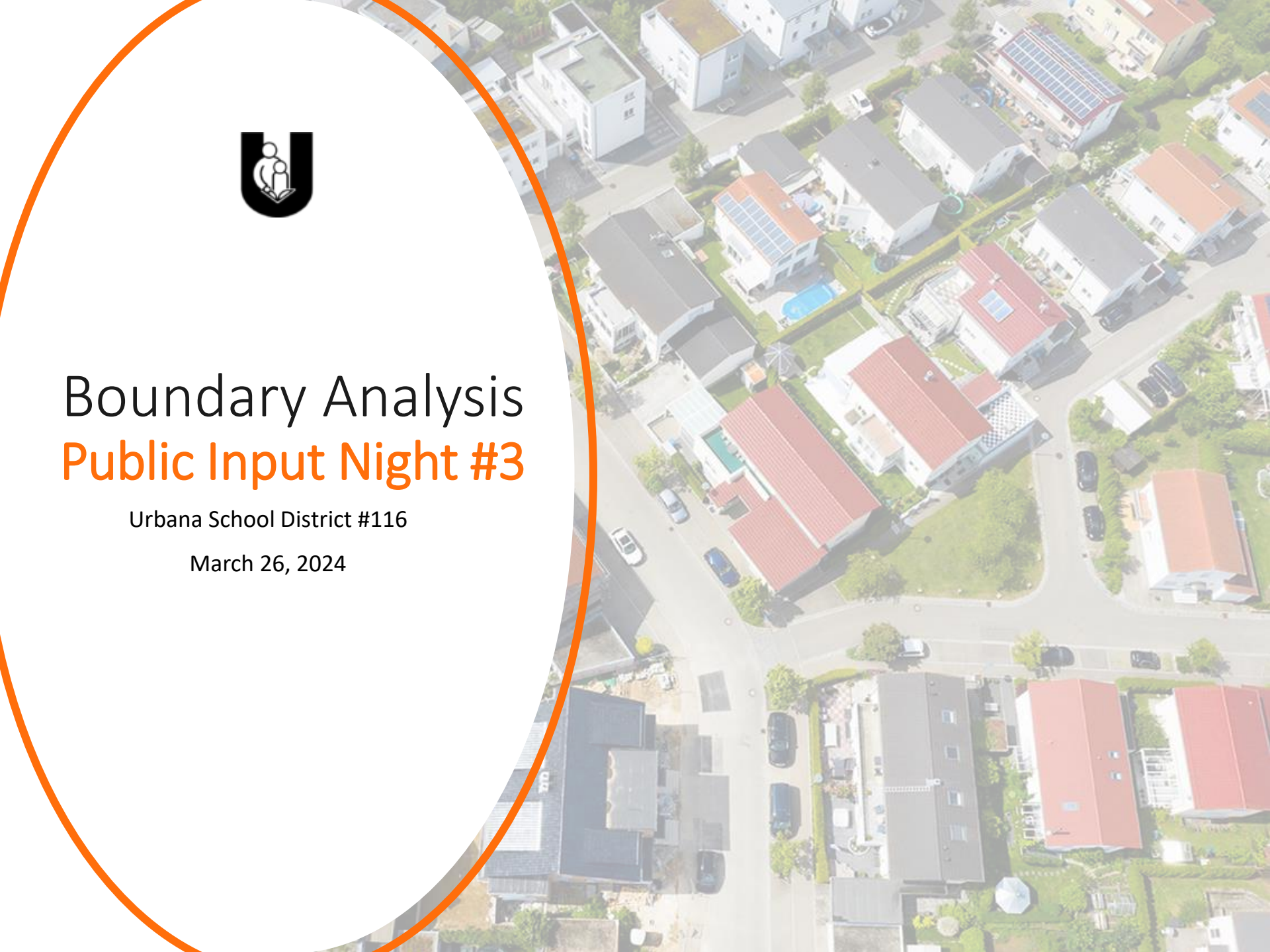




# Boundary Analysis Public Input Night #3

Urbana School District #116

March 26, 2024



# Meeting Agenda

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**District Welcome (Dr. Ivory-Tatum)**

**5:30 – 5:40pm**

**Presentation (RSP)**

**5:40 – 6:00pm**

- Boundary Process Overview**
- Enrollment Overview**
- Overview of Concepts presented at February Public Input**
  - ✓ **Current Boundary Information**
  - ✓ **Original Concept 1 Boundary Information**
  - ✓ **Original Concept 2 Boundary Information**
- Overview of Revisions to Concepts based on Public Input**
  - ✓ **Results of Public Input (Nights 1 & 2)**
  - ✓ **Revised Concept 1 Boundary Information**
  - ✓ **Revised Concept 2 Boundary Information**

**Public Input Opportunities**

**6:00 – 7:00pm**

- **6:00PM to 6:30PM Group Questions/Comments**
- **6:30PM to 7:00PM Small Group at Map Conversations**

**Thank you for your input and participation!**

## RSP Quick Facts:

- Founded in 2003
- Professional educational planning firm
- Expertise in multiple disciplines (GIS, Planning, Facilitation)
- Over 20 years of planning experience
- Over 80 years of education experience
- Over 20 years of GIS experience
- Projection accuracy of 97% or greater

## RSP Clients:

RSP was started with the desire and commitment to assist school districts in long-range planning.

RSP has served over **130** clients in:

- Arkansas
- Colorado
- Iowa
- Illinois
- Kansas
- Minnesota
- Missouri
- Nebraska
- North Dakota
- Oklahoma
- South Dakota
- Tennessee
- Wisconsin

## RSP Planning Team:

### Robert Schwarz, CEO

- Military, County, City, and School District Planner
- University of Kansas – Master of Urban Planning (MUP)
- American Institute of Certified Planners (AICP)
- Accredited Learning Environment Planner (ALEP)

### Ginna Wallace, Planner

- University of Kansas – Master of Urban Planning (MUP)
- American Institute of Certified Planners (AICP)

## RSP Recent Projects:

### Indian Prairie Community Unit School District 204

- Enrollment Analysis, 2023/24
- Boundary Analysis, 2021/22

### Rockford Public Schools 205

- Enrollment Analysis, 2022/23

### St. Charles Community Unit School District 303

- Enrollment Analysis, 2023/24
- Boundary Analysis, 2023/24

## Our Partners:



# Boundary Process Overview

# Boundary Analysis Process

## 3 Admin Meetings

## 3 Public Input Opportunities

*Includes three nights of public input and two electronic survey opportunities*

## 3 Board Meetings with RSP

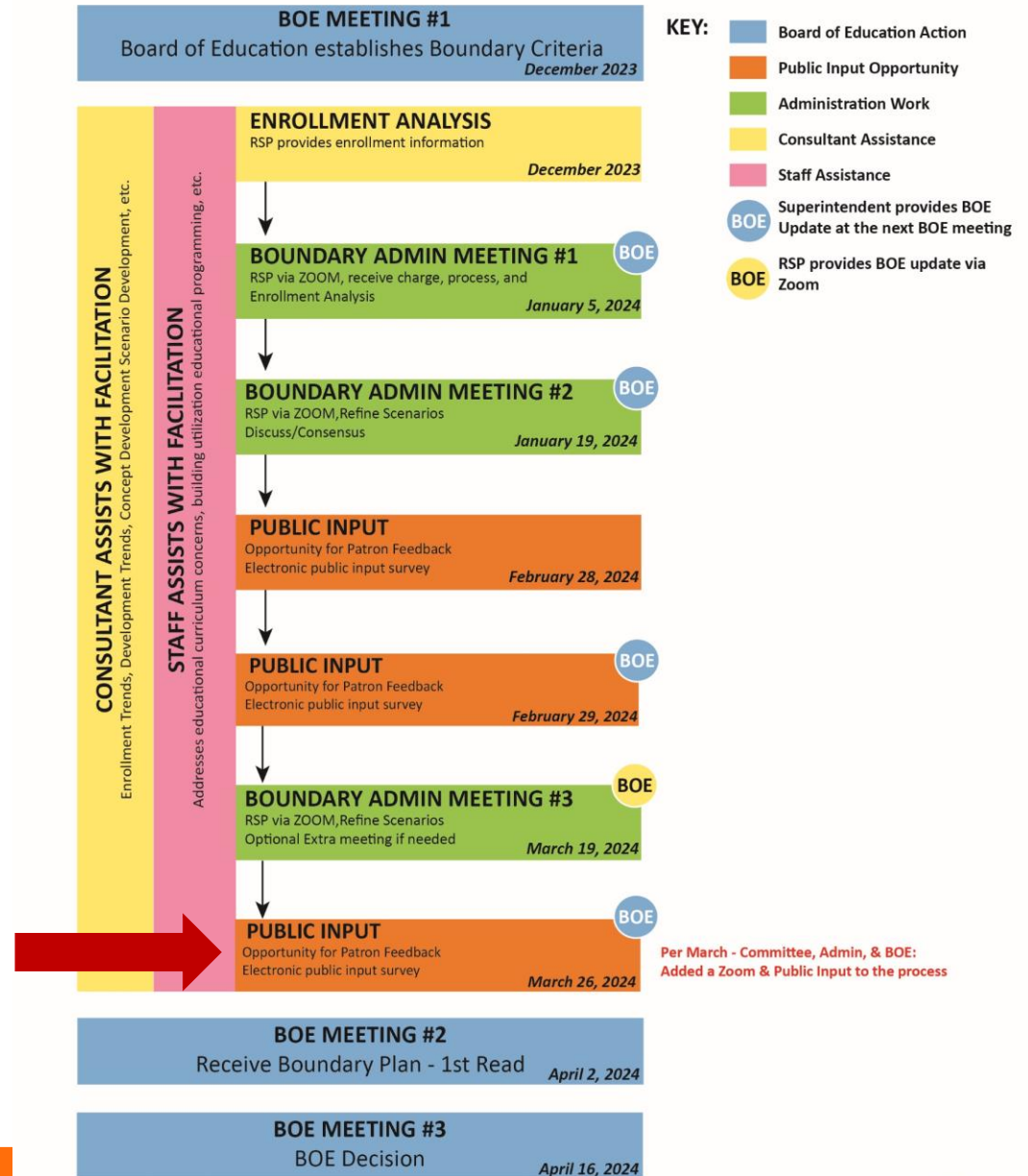
- Framework - December 5, 2023
- 1<sup>st</sup> Read – April 2, 2024
- Board Decision April 16, 2024

**Board adoption of new boundary plan: April 16, 2024**

# URBANA SCHOOL DISTRICT #116

## 2023/24 COMPREHENSIVE BOUNDARY PROCESS

Updated 03/20/24



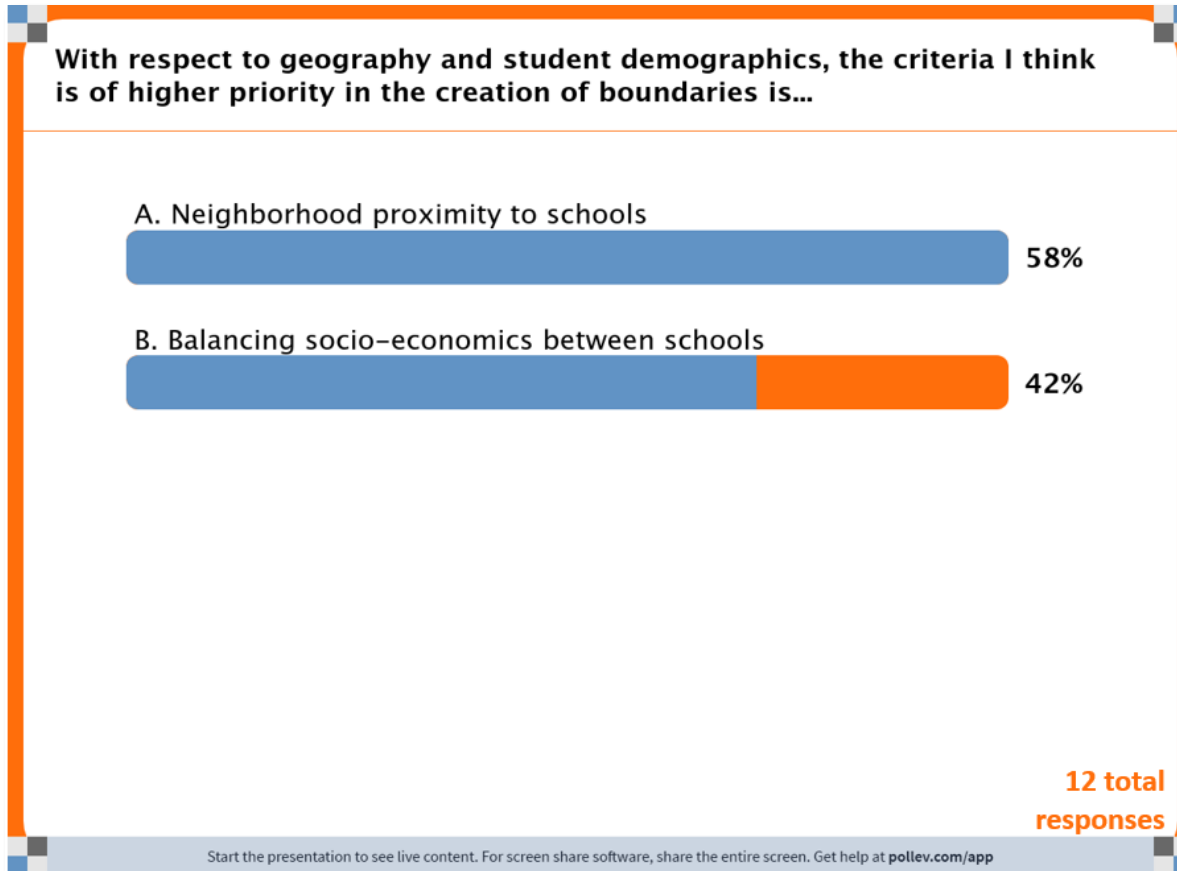
# Boundary Objectives

- Adjust elementary boundaries to relieve capacity challenges at:
  - Dr. Preston William Elementary School (highest priority)
  - Leal Elementary School
  - Thomas Paine Elementary School
- Board directive to prioritize creating neighborhood school attendance boundaries over balancing demographics between schools
- Dual Language program consolidated into one school (BOE Approved 01/09/24)
  - School selection made through this process
  - Dual Language school boundary would need to be readjusted to neighboring schools
- Balancing of neighborhood schools in any potential boundary adjustment
- Board directive to consider Thomas Paine and Yankee Ridge elementary schools as the Dual Language school (01/23/2024)
- Administration directive to provide options to combine French and Spanish Dual Language in the same building for the development of concepts (open for public input)
- All projections are based on where a student reside in relation to the attendance boundaries with exception to the allocation of students in French and Spanish ELL/ESL programs; and assignment of families who students attended Wiley Elementary School
- Board decision to reopen Wiley as a 6<sup>th</sup> grade center starting in 2025/26 (10/03/2023)



# BOE Meeting #1 Poll Results (Dec. 5, 2023)

- ❑ The board provided guidance that neighborhood proximity is a higher priority in creating attendance boundaries than balancing demographics between schools



# RSP Boundary Process Fast Facts

- BOE Approved Guidance
  - Creates the framework of the process
- ACE (Academic, Culture, Economics)
  - Relationship between all three pillars and the impact they have on each other
  - It is a framework that starts the larger facility planning discussion
  - Not focused on a physical building or space
  - Provides balance and prevents tunnel vision

Keeps everyone focused on what is important:  
**Students, Staff, Families, and Community**





# RSP Boundary Criteria (Alphabetical)

## The following are always to be considered:

- Exceptional education must take place at each facility in every option.
- The goal is to focus on Board of Education/District Administration goals and priorities, and provide for the educational need of each student

*Boundary Criteria establishes the methodology to analyze boundary concepts – all 9 criteria are important:*



### **Contiguous Attendance Areas**

*All portions of the boundary are physically adjacent, no disconnected islands within the boundary.*



### **Neighborhoods Intact**

*Boundaries that ensure neighborhoods are maintained in a school's attendance area.*



### **Demographic Considerations**

*Boundaries that seek some level of balanced socioeconomic indicators.*



### **Projected Enrollment/Building Utilization**

*Boundaries that focus on balancing enrollment, so each building is utilized efficiently while not projected to exceed target capacity for several years.*



### **Duration of Boundaries**

*Boundaries that anticipate future changes in enrollment and seek to make the boundary last as long as possible using forecasted data.*



### **Students Impacted by Boundary Change**

*Boundaries that minimize the number of current students that have to change schools.*



### **Fiscal Considerations (Capital Costs)**

*Ensure boundary changes minimize the need for additional construction projects until overall enrollment growth dictates.*



### **Transportation Considerations**

*Boundaries that consider transportation logistics including bus route efficiency and length of time students spend on bus.*



### **Fiscal Considerations (Operational Costs)**

*Boundaries that are planned to maximize district resources.*

# Enrollment Analysis Overview

# 100,000 Foot Perspective

## District enrollment to increase by 154 students by 2028/29

- Elementary enrollment to increase by 12 students by 2028/29
- Middle school enrollment to increase by 130 students by 2028/29
- High school enrollment to increase by 12 students by 2028/29

**Building capacity was provided by the district and analyzed in regard to projected enrollment. Capacity challenges are forecasted to be experienced in the next five years at:**

- Leal elementary school is currently over the target capacity and are projected continue be over the attend or reside capacity until 2028/29
- Dr. Preston Williams Elementary school is currently over the target capacity and are projected continue be over the attend or reside capacity until 2027/28
- Thomas Paine Elementary is projected to exceed the reside target capacity from 2024/25 to 2028/29 and exceed the attend target capacity from 2026/27 to 2028/29

## **Planned residential and economic growth is a main driver to future enrollment growth**

- In 2023, 70 single-family and 48 multi-family units were built
- Almost 1,200 residential units were identified for potential development over the next ten years
- Timing of infrastructure projects, floodplain, economic factors, and supply chain challenges are limitations to the speed of residential projects – RSP recommends monitoring these factors closely

# RSP Planning Areas Map

## URBANA SCHOOL DISTRICT #116

### Planning Areas-Detail

#### School List:

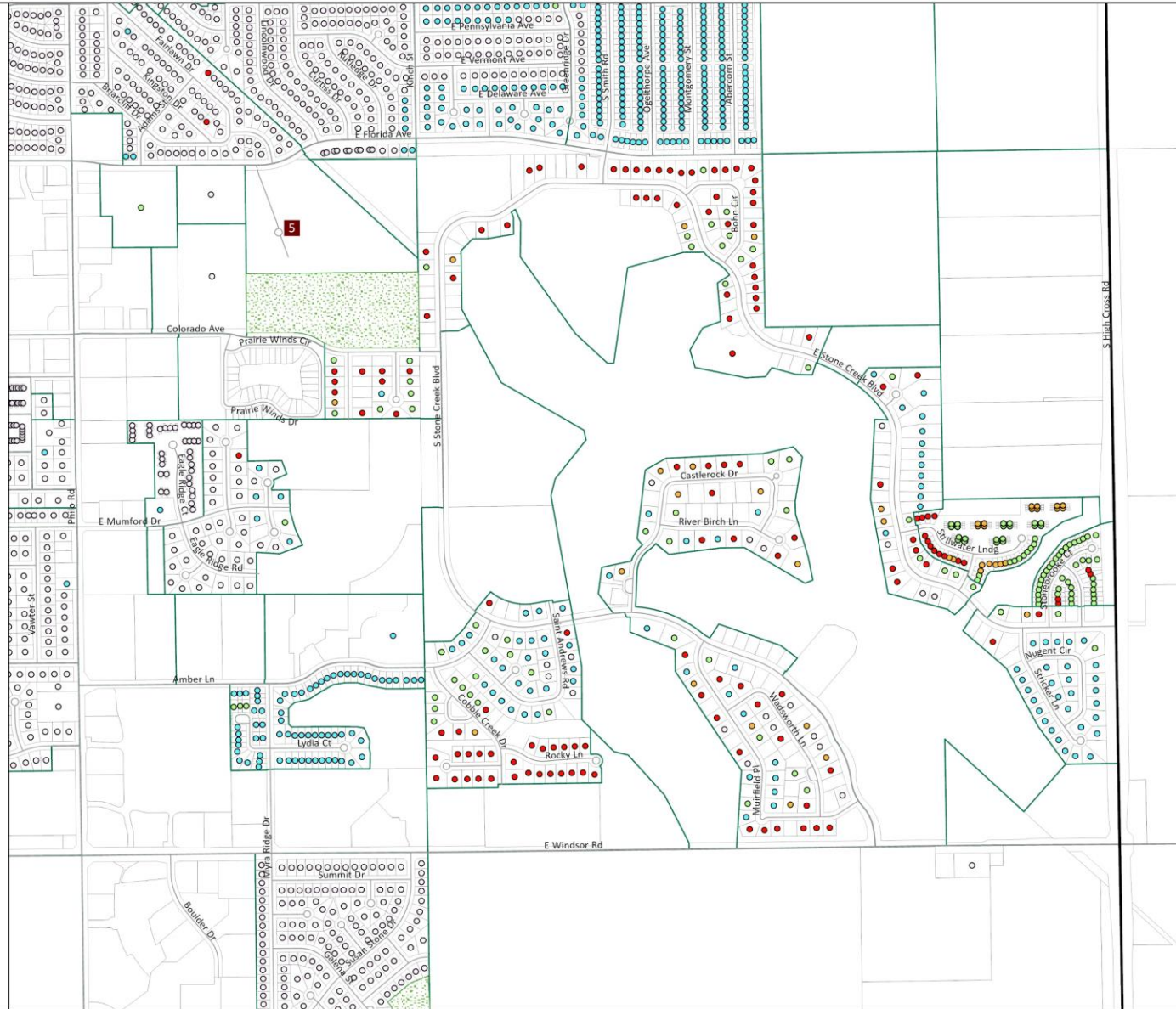
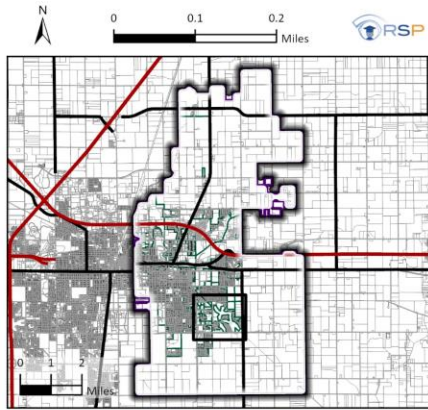
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7. Flossie Wiley School

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#### Year Built

- Before 2000
- 2001 to 2005
- 2006 to 2010
- 2011 to 2015
- After 2015



Map data provided by Champaign County, the City of Urbana, ESRI, U.S. Census, and Urbana School District 116. Map created by RSP & Associates in December 2023.

# Sophisticated Forecast Model

**Built-Out**  $S_{c,t,x} = S_{c-1,t-1,x} * GC$

Let:

- S = The number of students, either an actual count or a projected count
- x = A subscript denoting an attendance area in the School District
- c = Grade level
- t = Time (years)
- GC = Growth component either modeling enrollment increase or decrease based on historical information, expressed as a real number

**Developing**  $S_{c,t,x} = S_{c-1,t-1,x} + (BP_{t,x} * R_{c,x})$

Where:  $BP_{t,x} = \left( \frac{(CP_x)(BT_x)(A_x)}{\sum_x (CP_x)(BT_x)(A_x)} \right) * CT$

Let:

- S = The number of students, either an actual count or a projected count
- x = A subscript denoting an attendance area in School District
- c = Grade level
- t = Time (years)
- BP = Building permit forecast as given by the Building Permit Allocation Model (BPAM) model
- R<sub>c,x</sub> = Student Enrollment ratio of cohort c in planning area x
- CP = Capacity of a planning area as expressed by available housing units
- BT = Building history trend of planning area
- A = An index which models the likelihood of development
- CT = Building permit control total forecast

This is the **central focus** of everything RSP does.

The model is based on what is happening in a school district. The best data is statistically analyzed to provide an accurate enrollment forecast. The District will be able to use RSP's report and maps to better understand demographic trends, school utilization, and the timing of construction projects.



The SFM is...

- a social science... not an exact science; it identifies behavior trends to determine the propensity of them to be recreated
- valuable in how our team created and analyzes the geography at a planning area level for any commonality which while help produce an accurate forecast

Some variables examined for each planning area (but not limited to) are...

- natural cohort (district data)
- planning area subdivision lifecycle (a RSP variable)
- the value of homes (county assessor data)
- type of residential units like single-family, multi-family, townhome, mobile home, etc. (county assessor data)
- year units were built
- estimated female population (census data)
- estimated 0-4 population (census data)
- existing land use (county and city data)
- future land use (county and city data)
- capital improvement plan (county and city data)
- future development (county and city data)
- in-migration of students (district data) & out-migration of students (district data)

Each variable is analyzed as an indicator of the future student population:

-  Indicator of Student Growth
-  Indicator of Student Loss

# Understanding the Model

RSP Recommended to continually monitor the following indicators:

Enrollment may decrease more than forecasted if...	Enrollment may increase more than forecasted if...
⊖ Decreasing share of live births	⊕ Increasing share of live births
⊖ Current housing stock does not re-green (continues to age)	⊕ Current housing stock re-greens (turns over)
⊖ Housing development experiences minimal potential growth	⊕ Housing development experience more potential growth
⊖ Economic indicators challenge the ability for new homeowners and affordability aspects of the district	⊕ Economic indicators improve the ability for new homeowners and the affordability aspects of the district
⊖ Demographic shifts in community and/or surrounding communities	⊕ Demographic shifts in community and/or surrounding communities
⊖ Incoming Kindergarten class smaller than outgoing senior class	⊕ Incoming Kindergarten class larger than outgoing senior class

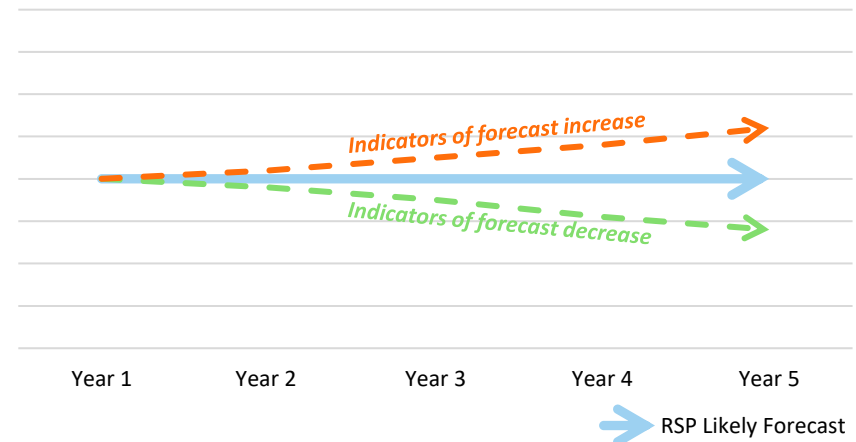
See graphic below to illustrate how the different variables may impact forecasted enrollment outlook:

## Main Takeaway:

- These factors are not all positive or negative. Each have a different impact on future outlooks.
- State education policy change may impact enrollment outlook. This analysis assumes policies will continue as they currently operate throughout the projection time frame.
- It is important to continue to monitor these factors – RSP modeling attempts to find the most likely outcome:

**The goal of this study is to help the board, administration, and public understand how to make the best decision for the students at the classroom level.**

## Example of Forecast Evolution







# Birth Rate Information

## Champaign County Live Births and Urbana Kindergarteners 5 Years Later

Calendar Year	# Live Births	Birth Change	% Birth Change	School Year	# Kdg	%Kdg of Live Births
2007	2,508		0.5%	2012/13	376	15.0%
2008	2,482	-26	-1.0%	2013/14	373	15.0%
2009	2,407	-75	-3.0%	2014/15	343	14.3%
2010	2,345	-62	-2.6%	2015/16	370	15.8%
2011	2,398	53	2.3%	2016/17	343	14.3%
2012	2,377	-21	-0.9%	2017/18	350	14.7%
2013	2,387	10	0.4%	2018/19	353	14.8%
2014	2,437	50	2.1%	2019/20	343	14.1%
2015	2,400	-37	-1.5%	2020/21	286	11.9%
2016	2,395	-5	-0.2%	2021/22	363	15.2%
2017	2,296	-99	-4.1%	2022/23	359	15.6%
2018	2,254	-42	-1.8%	2023/24	320	14.2%
2019	2,233	-21	-0.9%	2024/25	266	352
2020	2,107	-126	-5.6%	2025/26	251	332
2021	2,099	-8	-0.4%	2026/27	250	331
3-Year Average	2,146.3	-52				
3-Year Weighted Average	2,124.0	-49.5				

 Low Range  
 High Range

Source: Illinois Department of Public Health (IDPH) and Urbana School District 116

## Live Birth Observations

- Tracks the number of county live births and the corresponding number of kindergarten students in Urbana School District five years later
- The number of live births have been decreasing. This is consistent with national and state trends.
- 3-year average of 52 less live births per year
- Urbana School District enrolls around 15% of county live births per year
- As live births have been decreasing, kindergarten classes have been decreasing
- The kindergarten classes moving forward are forecasted to be between:
  - 250 to 266 students on the low end
  - 331 to 352 students on the high end

**Main Takeaway:** The decline of live births in the Champaign County can potentially result in smaller kindergarten classes. To keep similar or greater enrollment will require an increased in the market share of future kindergarten students. RSP recommends continuing to monitor this variable for more understanding on demographic trends as propensity of Champaign County live births enrolling in Urbana School District #116.

# Past Enrollment by Grade

## ILLINOIS SCHOOL DISTRICT - Dept of Education

### Enrollment By Grade

Year	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	K-12		
														Total	Change	% Change
2012/13	376	352	325	283	336	311	307	293	229	318	258	253	226	3,867		
2013/14	373	350	353	318	294	315	332	306	284	274	280	236	236	3,951	84	2.2%
2014/15	343	363	355	347	339	290	308	326	293	324	217	261	221	3,987	36	0.9%
2015/16	370	324	354	330	351	331	288	303	297	337	275	206	238	4,004	17	0.4%
2016/17	343	350	325	331	338	334	318	280	291	366	289	253	188	4,006	2	0.0%
2017/18	350	345	359	339	350	348	332	316	289	336	313	292	234	4,203	197	4.9%
2018/19	353	325	322	327	323	340	328	338	310	346	302	285	269	4,168	-35	-0.8%
2019/20	343	332	331	324	351	323	308	310	318	341	272	265	256	4,074	-94	-2.3%
2020/21	286	308	295	289	285	318	275	300	277	356	288	249	237	3,763	-311	-7.6%
2021/22	363	323	316	323	292	285	294	284	306	389	271	250	225	3,921	158	4.2%
2022/23	359	374	334	324	327	296	301	304	283	371	313	268	223	4,077	156	4.0%
2023/24	320	333	375	330	330	327	298	298	302	359	297	259	253	4,081	4	0.1%

Source: Illinois Department of Education and Urbana Schools (2012/13 to 2023/24)

### Observations:

- Largest K-12 class in 2023/24 – 2<sup>nd</sup> grade with 375 Students
- Smallest K-12 class in 2023/24 – 12<sup>th</sup> grade with 253 Students
- Graduating senior class is smaller than the incoming Kindergarten class which will increase total enrollment
- Largest historical increase was from 2016/17 to 2017/18 with increase of 4.9% (+197 students)
- Largest total enrollment since 2012/13 is 2017/18 with 4,203 Students
- 2023/24 has the largest grades since 2012/13 in: 2<sup>nd</sup> grade

# Cohort Student Change

## Enrollment Grade Change

From	To	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	K-12	
		1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	Change	% Change
2012/13	2013/14	-26	1	-7	11	-21	21	-1	-9	45	-38	-22	-17	84	2.0%
2013/14	2014/15	-10	5	-6	21	-4	-7	-6	-13	40	-57	-19	-15	36	0.8%
2014/15	2015/16	-19	-9	-25	4	-8	-2	-5	-29	44	-49	-11	-23	17	0.4%
2015/16	2016/17	-20	1	-23	8	-17	-13	-8	-12	69	-48	-22	-18	2	0.0%
2016/17	2017/18	2	9	14	19	10	-2	-2	9	45	-53	3	-19	197	4.6%
2017/18	2018/19	-25	-23	-32	-16	-10	-20	6	-6	57	-34	-28	-23	-35	-0.8%
2018/19	2019/20	-21	6	2	24	0	-32	-18	-20	31	-74	-37	-29	-94	-2.1%
2019/20	2020/21	-35	-37	-42	-39	-33	-48	-8	-33	38	-53	-23	-28	-311	-7.1%
2020/21	2021/22	37	8	28	3	0	-24	9	6	112	-85	-38	-24	158	4.0%
2021/22	2022/23	11	11	8	4	4	16	10	-1	65	-76	-3	-27	156	3.7%
2022/23	2023/24	-26	1	-4	6	0	2	-3	-2	76	-74	-54	-15	4	0.1%
3-Year Average		7.3	6.7	10.7	4.3	1.3	-2.0	5.3	1.0	84.3	-78.3	-31.7	-22.0	106.0	2.6%
3-Year Weighted Average		-3.2	5.5	5.3	4.8	1.3	2.3	3.3	-0.3	78.3	-76.5	-34.3	-20.5	80.3	1.9%

Source: Illinois Department of Education and Urbana Schools (2012/13 to 2023/24)

## Observations:

- Largest 3-year average K-12 class cohort increase – 8<sup>th</sup> to 9<sup>th</sup> grade **(+84.3)**
- Largest 3-year average K-12 class cohort decrease – 9<sup>th</sup> to 10<sup>th</sup> grade **(-78.3)**
- Overall percent change from previous year of 0.1% - increase of 4 students
- The high school cohorts tend to decrease year to year; 2023/24 saw a larger Kdg to 1<sup>st</sup> grade cohort loss this year than past years
- Instructional Modality will have to be monitored to determine if the students who are not attending the district still reside in the district and if or how many return to receive services in the future years

# Student Count Change Map

## URBANA SCHOOL DISTRICT #116

Student Count Change from 2019/20 to 2023/24 in  
Grades K-12

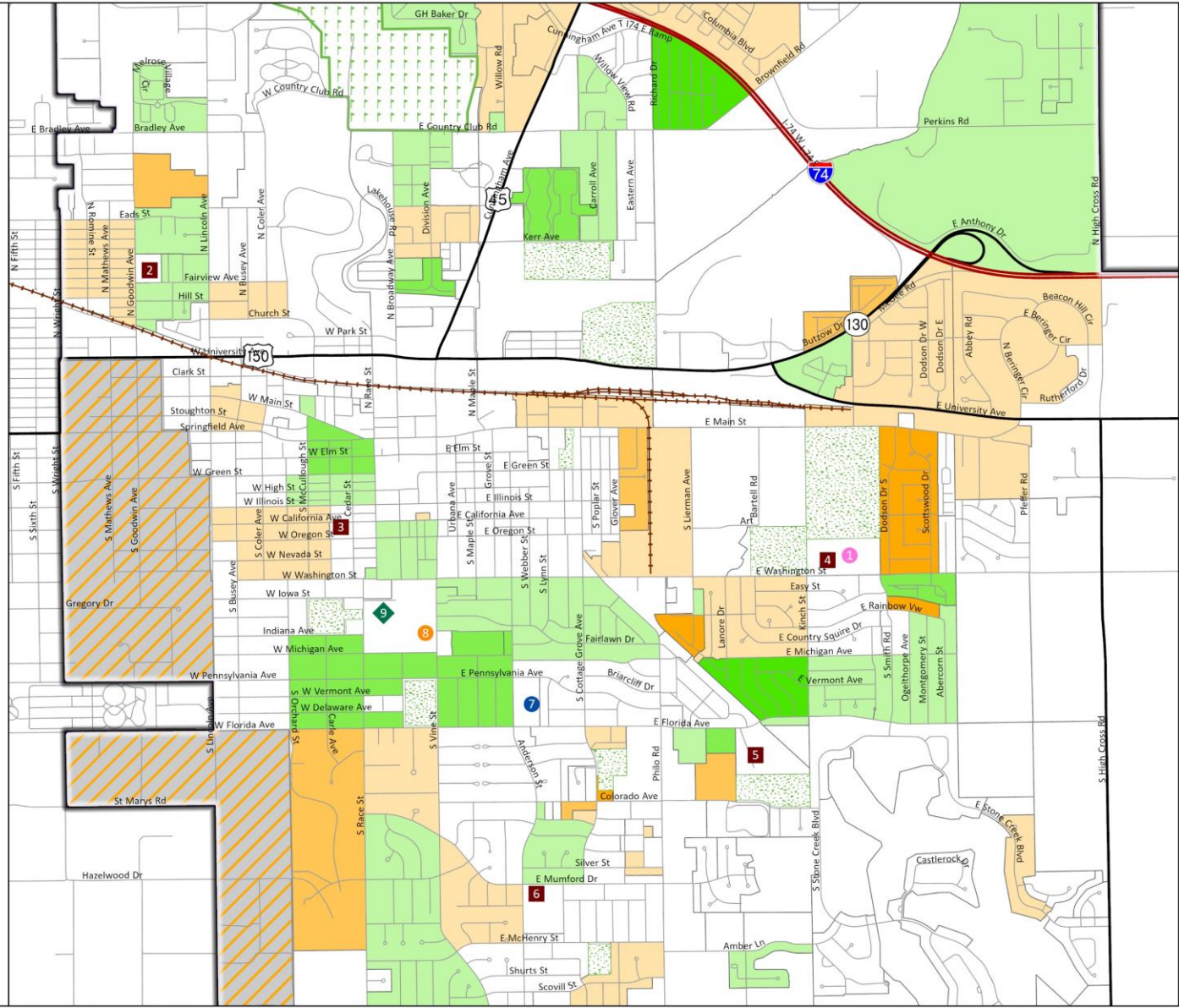
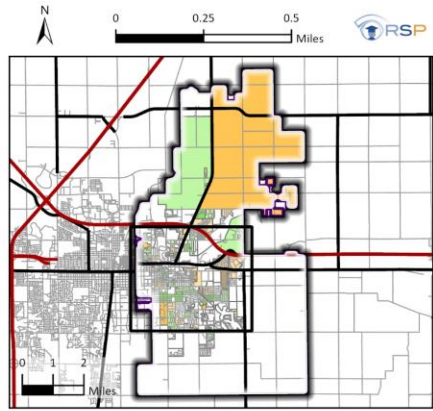
**School List:**

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- 2. ML King Jr Elementary
- 3. Leal Elementary
- 4. Dr. Preston L Williams Elementary
- 5. Thomas Paine Elementary
- 6. Yankee Ridge Elementary
- 7. Flossie Wiley School
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Count Change is the number of students in 2023/24 subtracted by the number in 2019/20 in each Planning Area.



Map data provided by Champaign County, the City of Urbana, ESRI, U.S. Census, and Urbana School District 116. Map created by RSP & Associates in December 2023.



# Student Density Heat Map

## URBANA SCHOOL DISTRICT #116

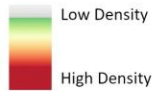
Student "Heat" Density in 2023/24 in Grades K-12

### School List:

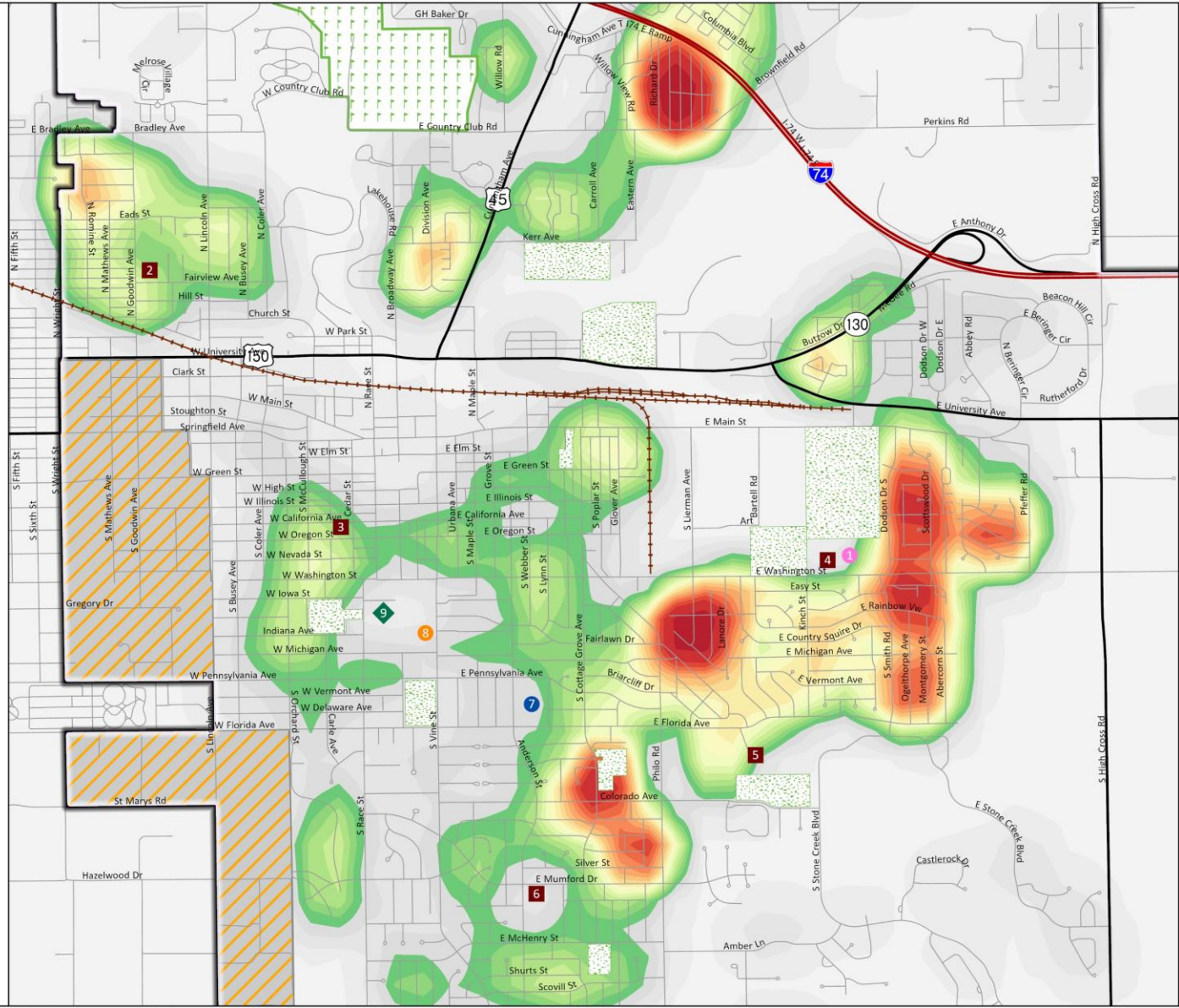
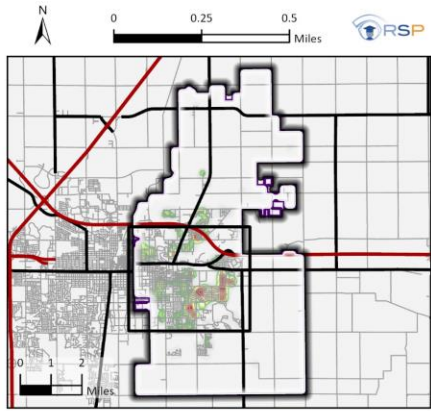
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### Student Density



Student "Heat" is determined by calculating the number of students that are clustered within close proximity of one another. Overlapping of points (2 or more students residing at the same address) are handled using a weighting of coincident points. This weighted data is calculated by relational distance, which helps to visually depict the areas of high student clustering.



Map data provided by Champaign County, the City of Urbana, ESRI, U.S. Census, and Urbana School District 116. Map created by RSP & Associates in December 2023.



# Median Home Value Map

## URBANA SCHOOL DISTRICT #116

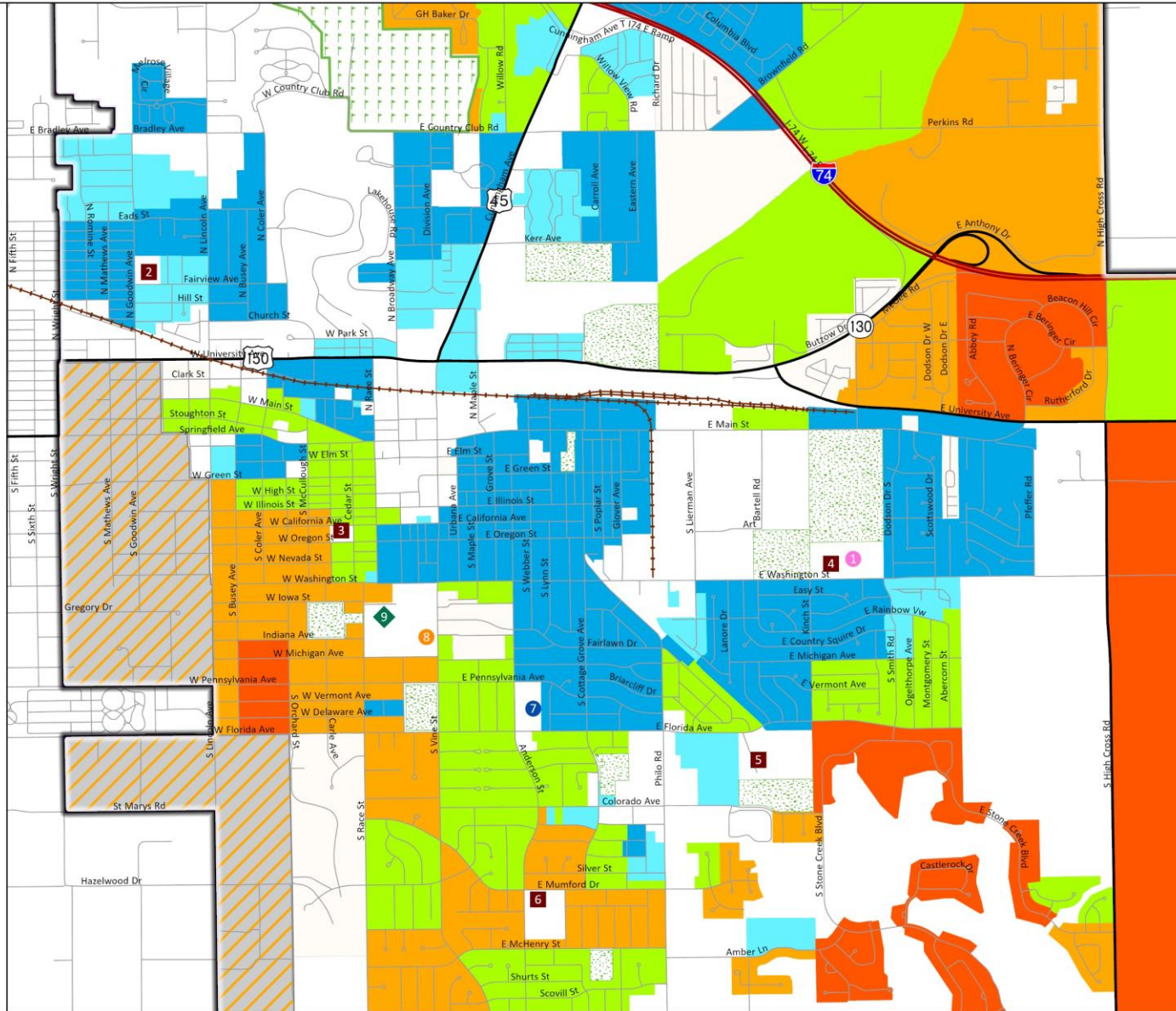
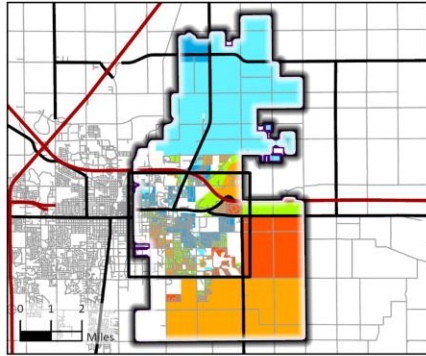
### Median Home Value

- School List:**
1. Urbana Early Childhood
  2. ML King Jr Elementary
  3. Leal Elementary
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- Median Home Value**
- No Residential Value
  - < \$75,000
  - \$75,000 to \$125,000
  - \$125,001 to \$200,000
  - \$200,001 to \$300,000
  - > \$300,000

Property values provided by Champaign County. Median Home Values displayed by planning area.



Map data provided by Champaign County, the City of Urbana, ESRI, U.S. Census, and Urbana School District 116. Map created by RSP & Associates in December 2023.



# Growth Area Map

## URBANA SCHOOL DISTRICT #116

### Growth Areas

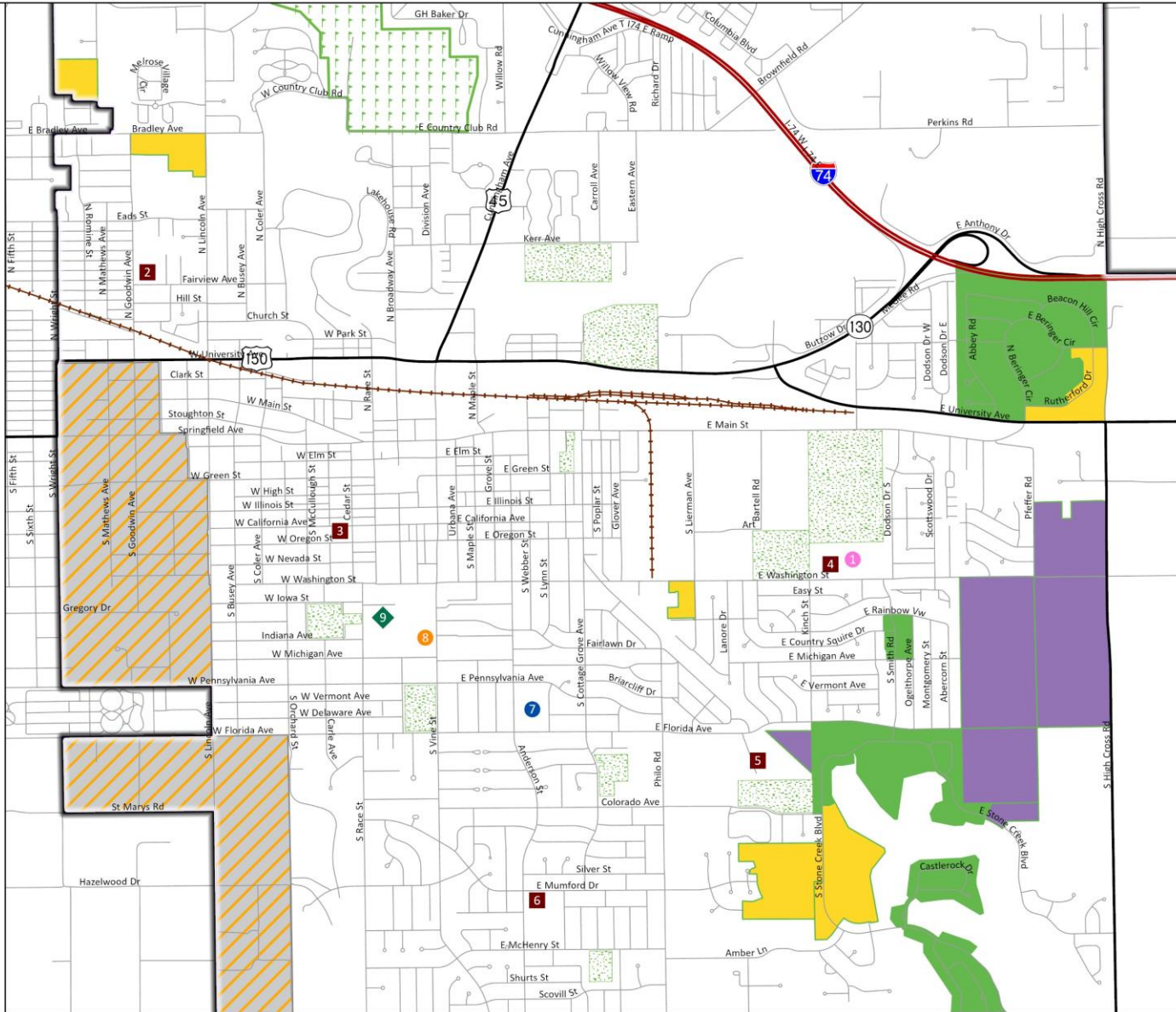
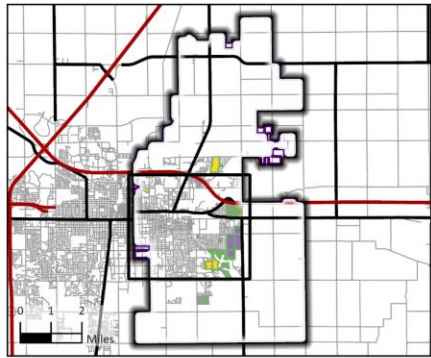
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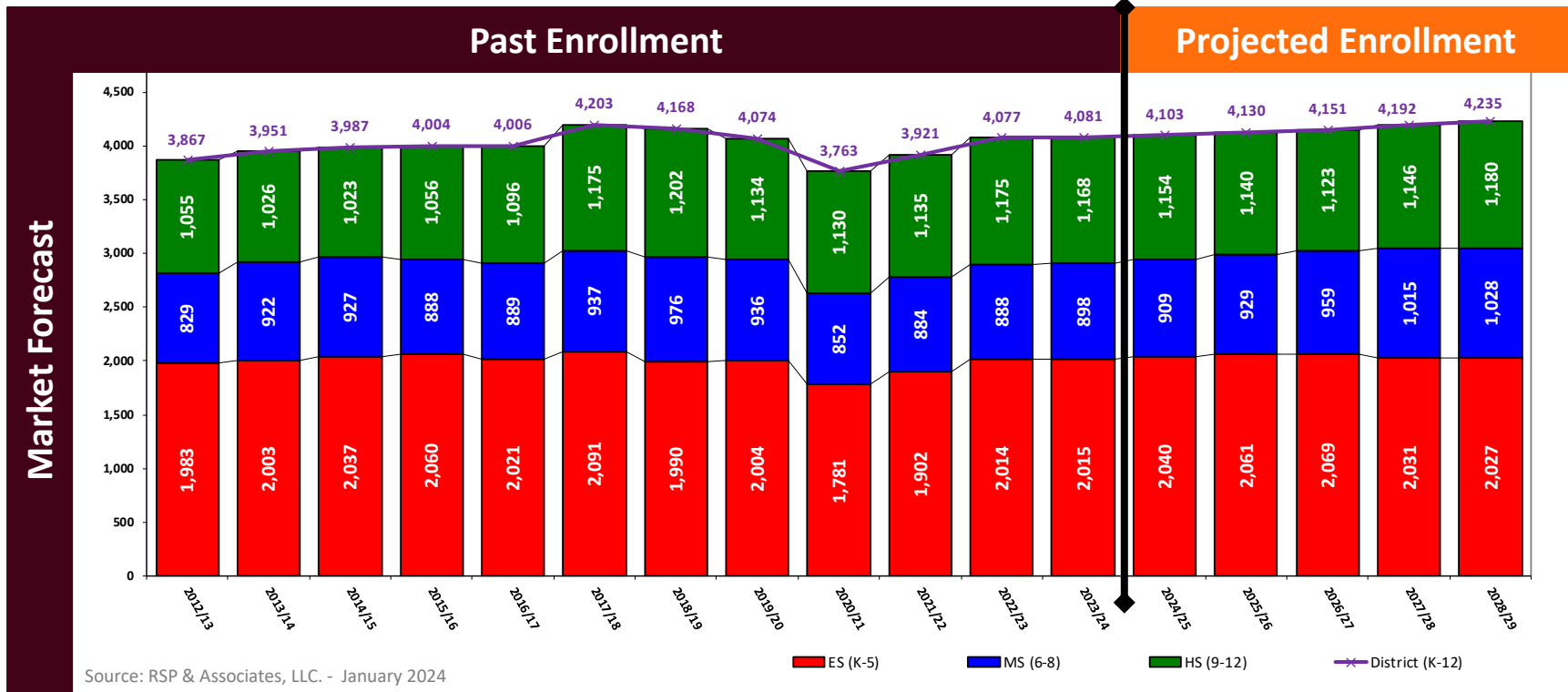
### Growth Areas

- Current
- 5 Year
- 10 Year



Map data provided by Champaign County, the City of Urbana, ESRI, U.S. Census, and Urbana School District 116. Map created by RSP & Associates in December 2023.

# Past, Current, & Future Enrollment



## Observations:

- The district is projected to increase by 154 students over the next five years, totaling 4,235 K-12<sup>th</sup> students in 2028/29
- Elementary school enrollment is projected to increase by 12 students, totaling 2,027 K-5<sup>th</sup> students in 2028/29
- Middle school enrollment is projected to increase by 130 students, totaling 1,028 6<sup>th</sup>-8<sup>th</sup> students in 2028/29
- High School enrollment is projected to increase by 12 students, totaling 1,180 9<sup>th</sup>-12<sup>th</sup> students in 2028/29

# Boundary Concepts Overview

Current Attendance  
Boundaries

Original Concept 1  
Attendance Boundaries

Original Concept 2  
Attendance Boundaries

**DISCLAIMER:** Projection table visuals have been updated from the February Public Input sessions to better reflect capacity and facility utilization.

# Current Elementary Boundary Map

## Urbana School District #116

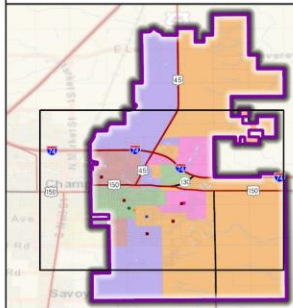
### Current Elementary School Attendance Areas

#### School List

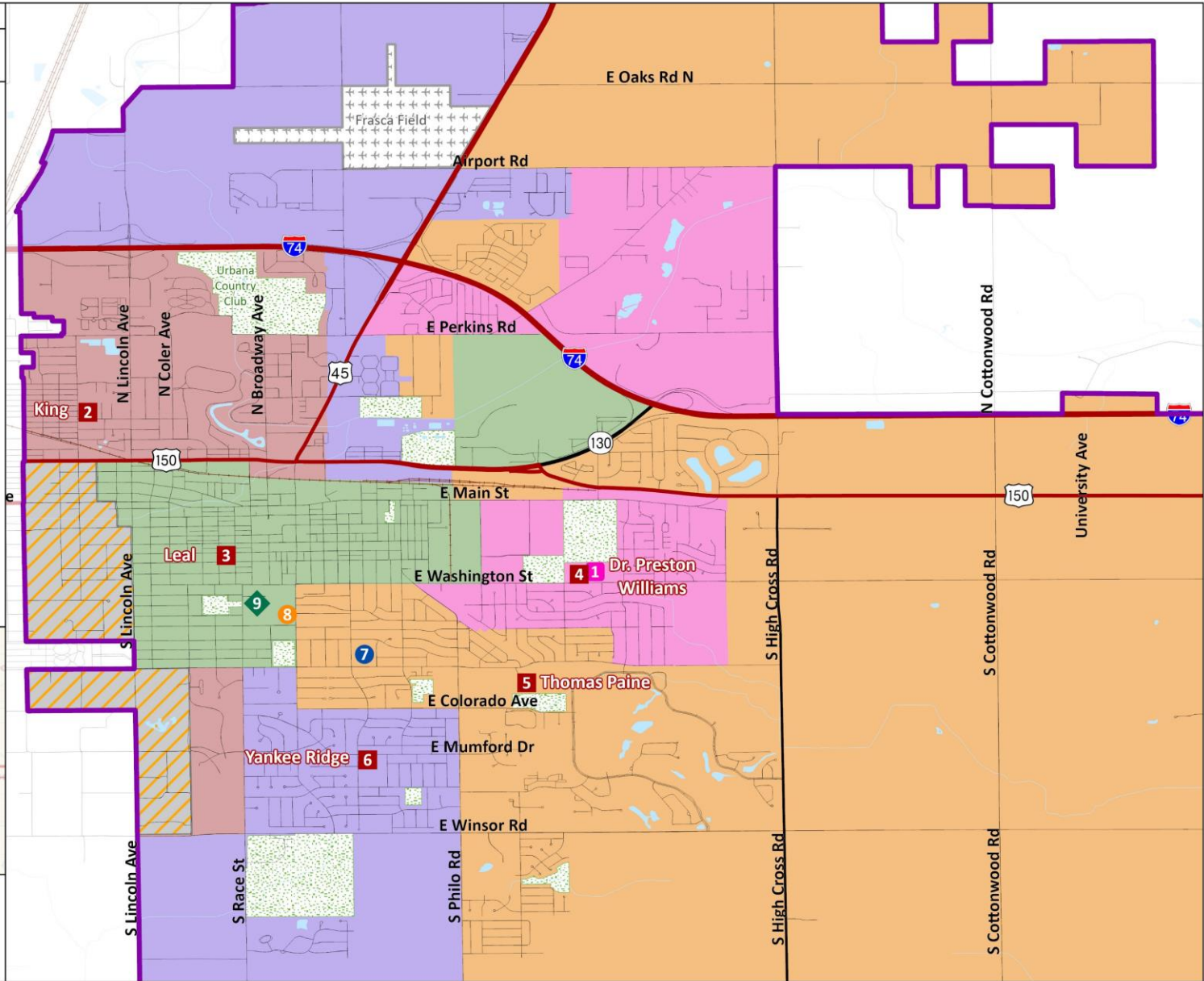
1. Urbana Early Childhood School
2. King Elementary School
3. Leal Elementary School
4. Dr. Preston Williams Elementary School
5. Thomas Paine Elementary School
6. Yankee Ridge Elementary School
7. Flossie Wiley 6th Grade Center
8. Urbana Middle School
9. Urbana High School

#### Legend

-  District Boundary
-  Early Childhood
-  Elementary School
-  6th Grade Center
-  Middle School
-  High School
-  Airport
-  University of Illinois
-  Park; Golf Course



Map data provided by Urbana School District #116, Cities of Urbana, Townships of Cunningham, Somer, Urbana, County of Champaign, the State of Illinois, ESRI, and Census Bureau. Map created by RSP & Associates in February 2024.





# Current Elementary Projections

Updated 03/22/24

Current School Projections	Capacity		Projections					Max Capacity Utilization %				
	Max	Target	2024/25	2025/26	2026/27	2027/28	2028/29	2024/25	2025/26	2026/27	2027/28	2028/29
2. King	453	340	270	274	276	280	290	59.6%	60.5%	60.9%	61.8%	64.0%
3. Leal	453	340	364	367	361	343	334	80.4%	81.0%	79.7%	75.7%	73.7%
4. Dr. Preston Williams	654	491	665	673	673	665	673	101.7%	102.9%	102.9%	101.7%	102.9%
5. Thomas Paine	604	453	396	416	429	430	426	65.6%	68.9%	71.0%	71.2%	70.5%
6. Yankee Ridge	629	472	345	331	330	313	304	54.8%	52.6%	52.5%	49.8%	48.3%
<b>Total</b>	<b>2,793</b>	<b>2,096</b>	<b>2,040</b>	<b>2,061</b>	<b>2,069</b>	<b>2,031</b>	<b>2,027</b>	<b>73.0%</b>	<b>73.8%</b>	<b>74.1%</b>	<b>72.7%</b>	<b>72.6%</b>

Utilization less than 70%

Utilization greater than 85%

Source: RSP & Associates, LLC. - January 2024

3/12/2024

**Notes:**

1. Projections have been adjusted to factor in dual language placement. ESL Intensive Program students go to King.
2. Projections have been adjusted to factor in Wiley students having option to attend a different school then where they reside.

Current Student Demographics (reside)	2023/24 Total K-5	Native American	Asian	African American	Hispanic	Pacific Islander	Two or More	White	FRL
King	283	1.1%	20.5%	50.9%	4.2%	0.0%	9.9%	13.4%	88.0%
Leal	372	2.7%	3.8%	10.8%	34.7%	0.0%	9.4%	38.7%	58.6%
Dr. Preston Williams	664	1.1%	0.6%	48.0%	25.6%	0.0%	8.6%	16.1%	85.4%
Thomas Paine	356	0.6%	3.9%	43.5%	4.8%	0.3%	14.0%	32.9%	69.9%
Yankee Ridge	340	0.9%	2.9%	42.4%	9.4%	0.0%	11.8%	32.6%	71.5%
<b>Total (K-5):</b>	<b>2,015</b>	<b>1.2%</b>	<b>5.0%</b>	<b>39.8%</b>	<b>17.9%</b>	<b>0.0%</b>	<b>10.4%</b>	<b>25.7%</b>	<b>75.7%</b>

**DISCLAIMER:**

- Capacity was provided by district administration; Target Capacity is 75% of the maximum capacity (see enrollment analysis)
- Total enrollment projections may differ between concepts and current due to program changes and rounding at the building level
- Student demographics of projected enrollment is not provided.
- Demographic tables provide a snapshot of current student data to compare between concept boundaries.
- Important to note the change in "Total Students" when comparing shifts in percentages.

Source: RSP & Associates

**Notes:**

1. Demographic analysis is based on 2023/24 student data by reside and adjusted for dual language and ESL intensive student assignment

**Observations:**

- Dr. Preston Williams' reside projections exceed the maximum and target capacity
- King and Yankee Ridge reside projections are less than 70% of the school capacity
- Current reside demographics provide by percentage of 2023/24 student population

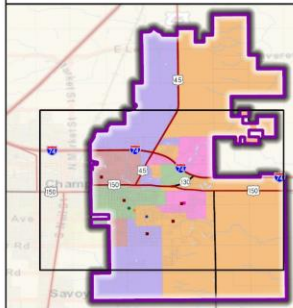
# K-5 Student Heat Map

## Urbana School District #116 2023/24 K-5 Student Heat Map

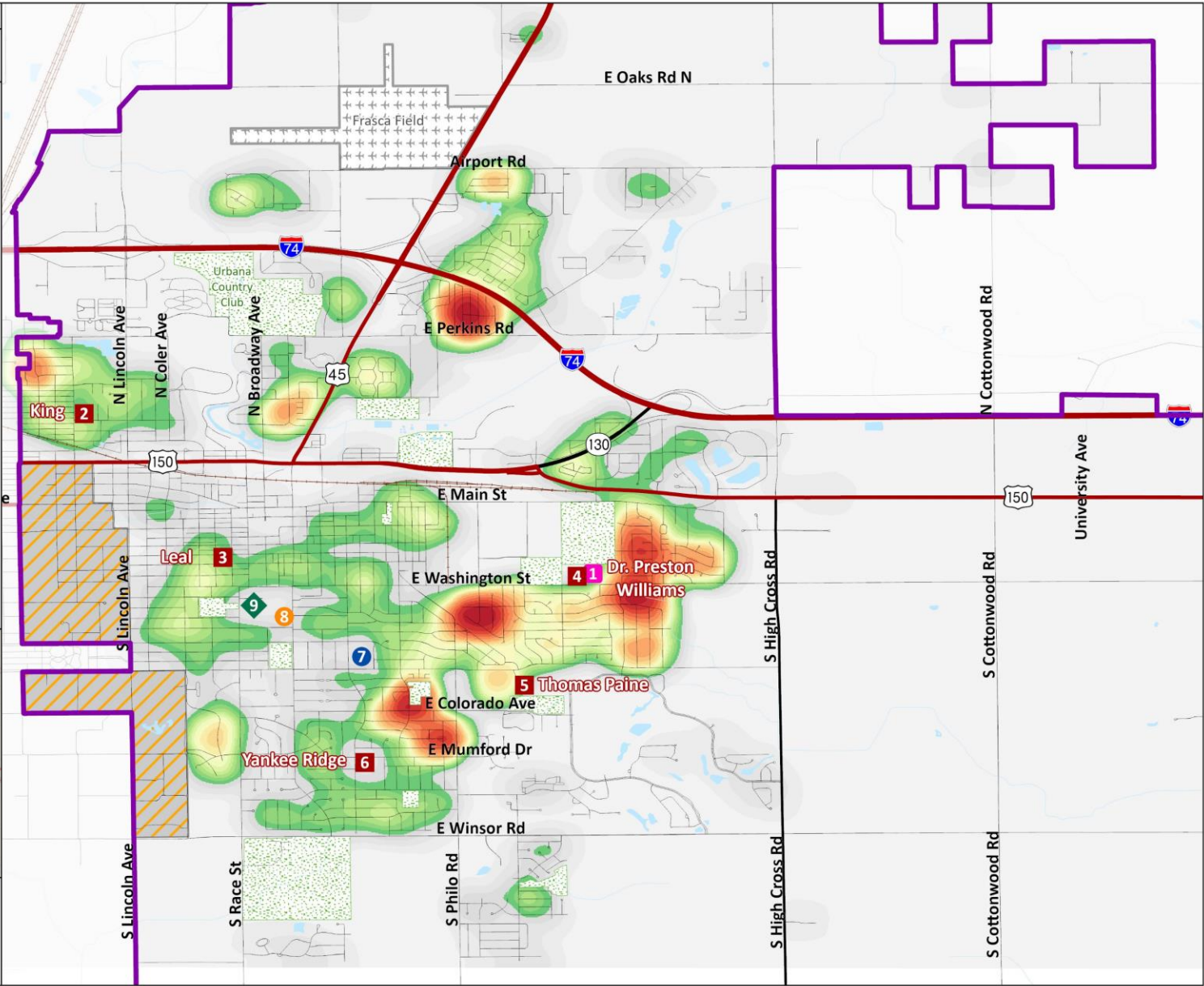
- School List**
1. Urbana Early Childhood School
  2. King Elementary School
  3. Leal Elementary School
  4. Dr. Preston Williams Elementary School
  5. Thomas Paine Elementary School
  6. Yankee Ridge Elementary School
  7. Flossie Wiley 6th Grade Center
  8. Urbana Middle School
  9. Urbana High School

- Legend**
- District Boundary
  - Early Childhood
  - Elementary School
  - 6th Grade Center
  - Middle School
  - High School
  - Airport
  - University of Illinois
  - Park; Golf Course

- Student Density**
- Low Density
  - High Density



Map data provided by Urbana School District #116, Cities of Urbana, Townships of Cunningham, Somer, Urbana, County of Champaign, the State of Illinois, ESRI, and Census Bureau. Map created by RSP & Associates in February 2024.





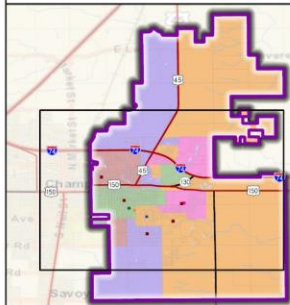
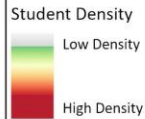
# Dual Language Student Heat Map (Spanish)

## Urbana School District #116

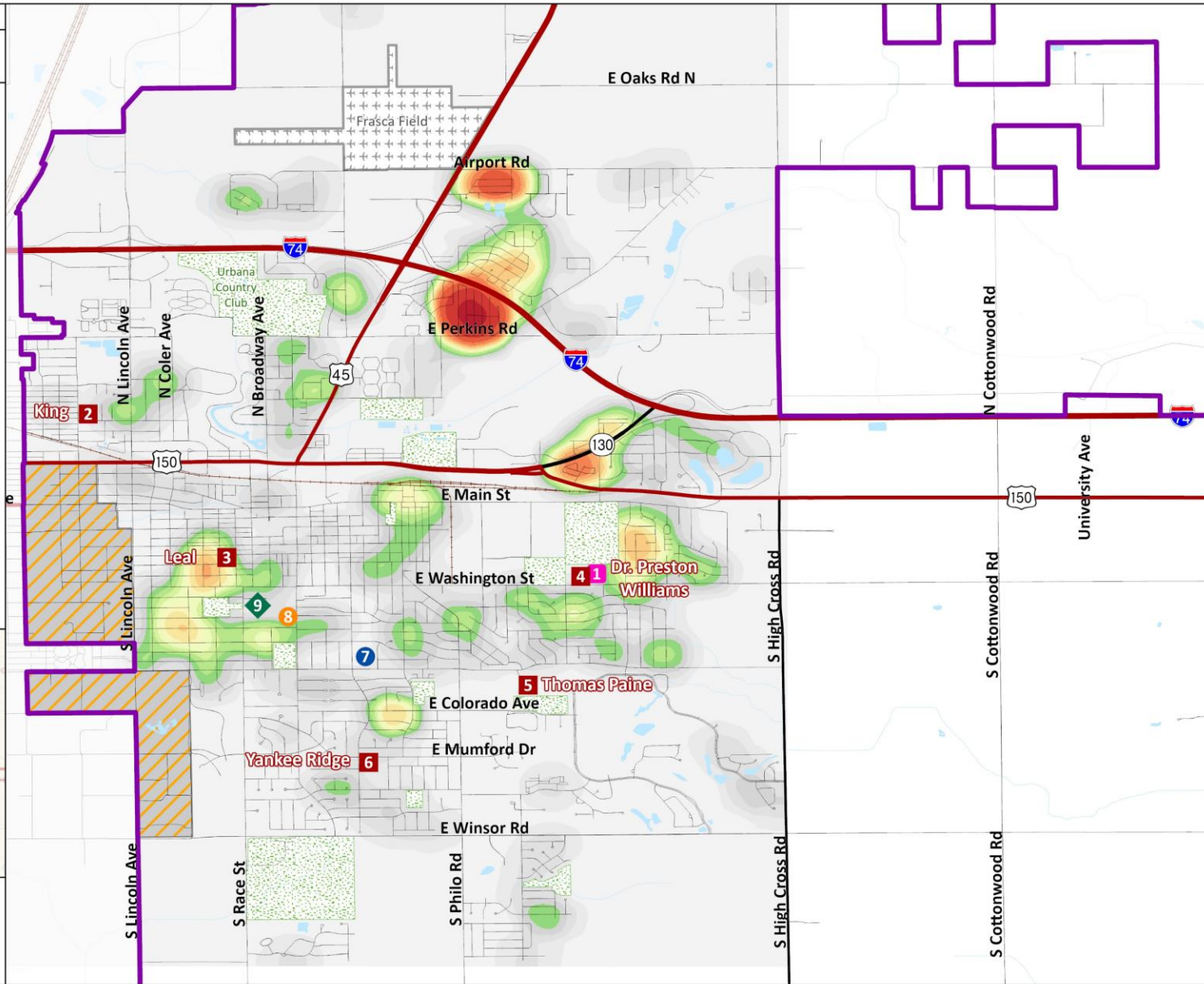
### 2023/24 Spanish Dual Language Heat Map

- School List**
1. Urbana Early Childhood School
  2. King Elementary School
  3. Leal Elementary School
  4. Dr. Preston Williams Elementary School
  5. Thomas Paine Elementary School
  6. Yankee Ridge Elementary School
  7. Flossie Wiley 6th Grade Center
  8. Urbana Middle School
  9. Urbana High School

- Legend**
- District Boundary
  - Early Childhood
  - Elementary School
  - 6th Grade Center
  - Middle School
  - High School
  - Airport
  - University of Illinois
  - Park; Golf Course



Map data provided by Urbana School District #116, Cities of Urbana, Townships of Cunningham, Somer, Urbana, County of Champaign, the State of Illinois, ESRI, and Census Bureau. Map created by RSP & Associates in February 2024.



DRAFT

# Concept 1

*Presented at February Public Input*

# Introduction to Concept 1

## Starting Point:

- Yankee Ridge Elementary transitions to Dual Language School (French and Spanish)
- Current Yankee Ridge boundary is redistributed to other schools
- Boundary islands are reduced creating more neighborhood centric boundaries
- Over-capacity challenges at Dr. Preston Williams are addressed

## Understanding the Projections:

- Projections adjust students with French and Spanish dual language designation to attend Yankee Ridge
- Number of students in dual-language program (463) is held constant for the next five years
- Other school projections are based on student reside with the following adjustments:
  - Students with ESL Intensive Programming remain at King Elementary
  - Past Wiley students that currently attend King, Leal, Dr. Preston Williams, and Thomas Paine remain at their specific schools. Wiley students that currently attend Yankee Ridge are moved into the school where they reside in concept.
- Capacity/utilization shading utilizes the max capacity
  - **Green:** Less than 70% of max capacity
  - **Orange:** Greater than 85% of max capacity
  - Any cells not shaded are within the target capacity range

*Note: Number of dual-language students is held constant the next five years due to challenges with projecting enrollment at the programming level. Both concepts allow for the program to have flexibility over the next five years.*

# DRAFT - Concept 1 Map

## Urbana School District #116

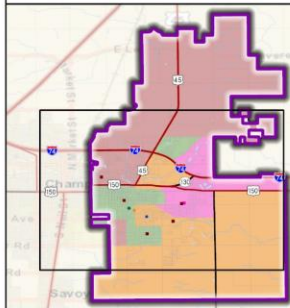
### Concept 1 Elementary School Attendance Areas

#### School List

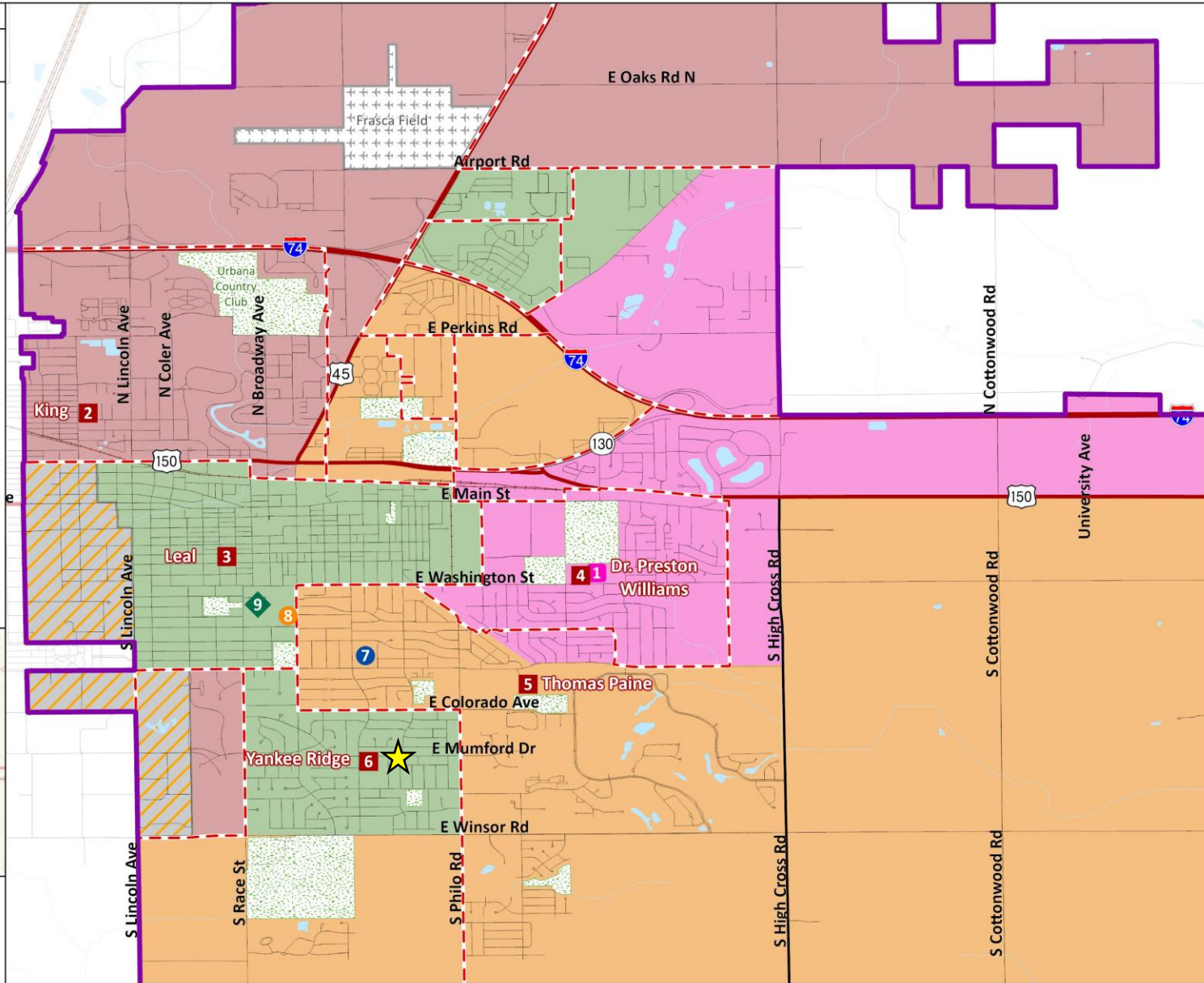
1. Urbana Early Childhood School
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#### Legend

- District Boundary
- Current Elementary Boundary
- Early Childhood
- Elementary School
- 6th Grade Center
- Middle School
- High School
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- University of Illinois
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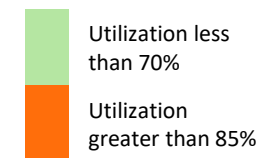
Map data provided by Urbana School District #116, Cities of Urbana, Townships of Cunningham, Somer, Urbana, County of Champaign, the State of Illinois, ESRI, and Census Bureau. Map created by RSP & Associates in February 2024.





# DRAFT - Concept 1 Projection Table

Concept 1 School Projections (Reside)	Capacity		Projections					Max Capacity %				
	Max	Target	2024/25	2025/26	2026/27	2027/28	2028/29	2024/25	2025/26	2026/27	2027/28	2028/29
2. King	453	340	344	350	349	356	367	75.9%	77.3%	77.0%	78.6%	81.0%
3. Leal	453	340	377	370	366	336	318	83.2%	81.7%	80.8%	74.2%	70.2%
4. Dr. Preston Williams	654	491	481	488	495	490	498	73.5%	74.6%	75.7%	74.9%	76.1%
5. Thomas Paine	604	453	373	388	397	388	383	61.8%	64.2%	65.7%	64.2%	63.4%
6. Yankee Ridge	629	472	463	463	463	463	463	73.6%	73.6%	73.6%	73.6%	73.6%
Total	2,793	2,096	2,038	2,059	2,070	2,033	2,029	73.0%	73.7%	74.1%	72.8%	72.6%



Source: RSP & Associates, LLC. - January 2024

1/18/2024

Notes:

1. Projections have been adjusted to factor in dual language placement. ESL Intensive Program students go to King. Concept 1 is shown with French and Spanish dual language going to Yankee Ridge.
2. Projections have been adjusted to factor in Wiley students having option to attend a different school than where they reside.
3. Projections do not factor in Wiley students who have been attending a different school that reside in a building that will become the dual language school

## Main Takeaway:

- All schools are reduced to below the max capacity and are near the target capacity (75%)
- Thomas Paine Elementary school is forecasted to be below 70% of the max capacity for the next five years
- Yankee Ridge as the Dual Language School (Spanish and French) would serve around 463 students (2023/24 student data held constant) utilizing around 74% of the building capacity

**DISCLAIMERS:**

- Capacity was provided by district administration; Target Capacity is 75% of the maximum capacity (see enrollment analysis)
- Total enrollment projections may differ between concepts and current due to program changes and rounding at the building level

# DRAFT - Concept 1 Analysis Tables

Students Impacted in Boundary Change:		Concept 1 Reside							
		King	Leal	Dr. Preston Williams	Thomas Paine	Yankee Ridge	K-4 SIBC	K-4 Reside Total	K-4 SIBC%
Current Reside	King	0	0	0	0	0	0	233	0.0%
	Leal	0	0	0	10	0	10	223	4.5%
	Dr. Preston Williams	0	10	0	33	0	43	523	8.2%
	Thomas Paine	5	28	54	0	0	87	380	22.9%
	Yankee Ridge	62	149	0	32	0	243	329	73.9%
	<b>Total (K-4):</b>	<b>67</b>	<b>187</b>	<b>54</b>	<b>75</b>	<b>0</b>	<b>383</b>	<b>1,688</b>	<b>22.7%</b>

Source: RSP & Associates

**DISCLAIMER:**

- Dual Language, ESL Intensive, and Wiley students not attending Yankee Ridge are not included in SIBC analysis as they will continue at their assigned schools.
- Past Wiley students that currently attend Yankee Ridge (41) are included in the school boundary they reside in (impact on students).
- The 2023/24 K-4<sup>th</sup> grade student totals are utilized in this analysis to illustrate a comparison of number of 2024/25 1-5<sup>th</sup> grade students impacted in each concept.

Concept 1 Student Demographics (reside)	2023/24 Total K-5	Native American	Asian	African American	Hispanic	Pacific Islander	Two or More	White	FRL
King	357	1.4%	16.2%	46.2%	6.2%	0.0%	13.2%	16.8%	87.1%
Leal	381	0.8%	5.5%	34.1%	7.3%	0.0%	12.6%	39.6%	62.5%
Dr. Preston Williams	484	0.2%	1.7%	64.5%	4.3%	0.0%	10.7%	18.6%	84.5%
Thomas Paine	330	0.9%	3.0%	42.1%	9.1%	0.3%	13.3%	31.2%	73.9%
Yankee Ridge	463	2.8%	0.6%	12.1%	55.9%	0.0%	4.1%	24.4%	70.0%
<b>Total (K-5):</b>	<b>2,015</b>	<b>1.2%</b>	<b>5.0%</b>	<b>39.8%</b>	<b>17.9%</b>	<b>0.0%</b>	<b>10.4%</b>	<b>25.7%</b>	<b>75.7%</b>

Source: RSP & Associates

**DISCLAIMER:**

- Student demographics of projected enrollment is not provided.
- Demographic tables provide a snapshot of current student data to compare between concept boundaries.
- Important to note the change in “Total Students” when comparing shifts in percentages.
- Adjustment for Wiley students were NOT included in demographic table. Complete demographic data for this student subset was not provided.

Notes:

1. Demographic analysis is based on 2023/24 student data by reside and adjusted for dual language and ESL intensive student assignment
2. Orange shading indicates when demographic percentage increases by more than 10% from the current demographic percentage
3. Green shading indicates when demographic percentage decreases by more than 10% from the current demographic percentage

## Main Takeaway:

- 383 K-4<sup>th</sup> grade students are potentially impacted in this concept (22.7% of population)
- 41 of the 383 K-4<sup>th</sup> grade students impacted were past Wiley students attending Yankee Ridge
- Race/Ethnicity percentages fluctuate by more than 10% with African American and Hispanic populations between Leal, Dr. Preston Williams and Yankee Ridge elementary schools

DRAFT

# Concept 2

*Presented at February Public Input*

# Introduction to Concept 2

## Starting Point:

- Thomas Paine Elementary transitions to Dual Language School (French and Spanish)
- Current Thomas Paine boundary is redistributed to other schools
- Boundary islands are reduced creating more neighborhood centric boundaries
- Over-capacity challenges at Dr. Preston Williams are addressed

## Understanding the Projections:

- Projections adjust students with French and Spanish dual language designation to attend Thomas Paine
- Number of students in dual-language program (463) is held constant for the next five years
- Other school projections are based on student reside with the following adjustments:
  - Students with ESL Intensive Programming remain at King Elementary
  - Past Wiley students that currently attend King, Leal, Dr. Preston Williams, and Yankee Ridge remain at their specific schools. Wiley students that currently attend Thomas Paine are moved into the school where they reside in concept.
- Capacity/utilization shading utilizes the max capacity
  - **Green:** Less than 70% of max capacity
  - **Orange:** Greater than 85% of max capacity
  - Any cells not shaded are within the target capacity range

*Note: Number of dual-language students is held constant the next five years due to challenges with projecting enrollment at the programming level. Both concepts allow for the program to have flexibility over the next five years.*



# DRAFT - Concept 2 Map

## Urbana School District #116

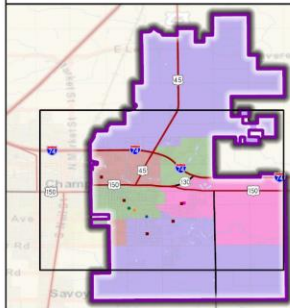
### Concept 2 Elementary School Attendance Areas

#### School List

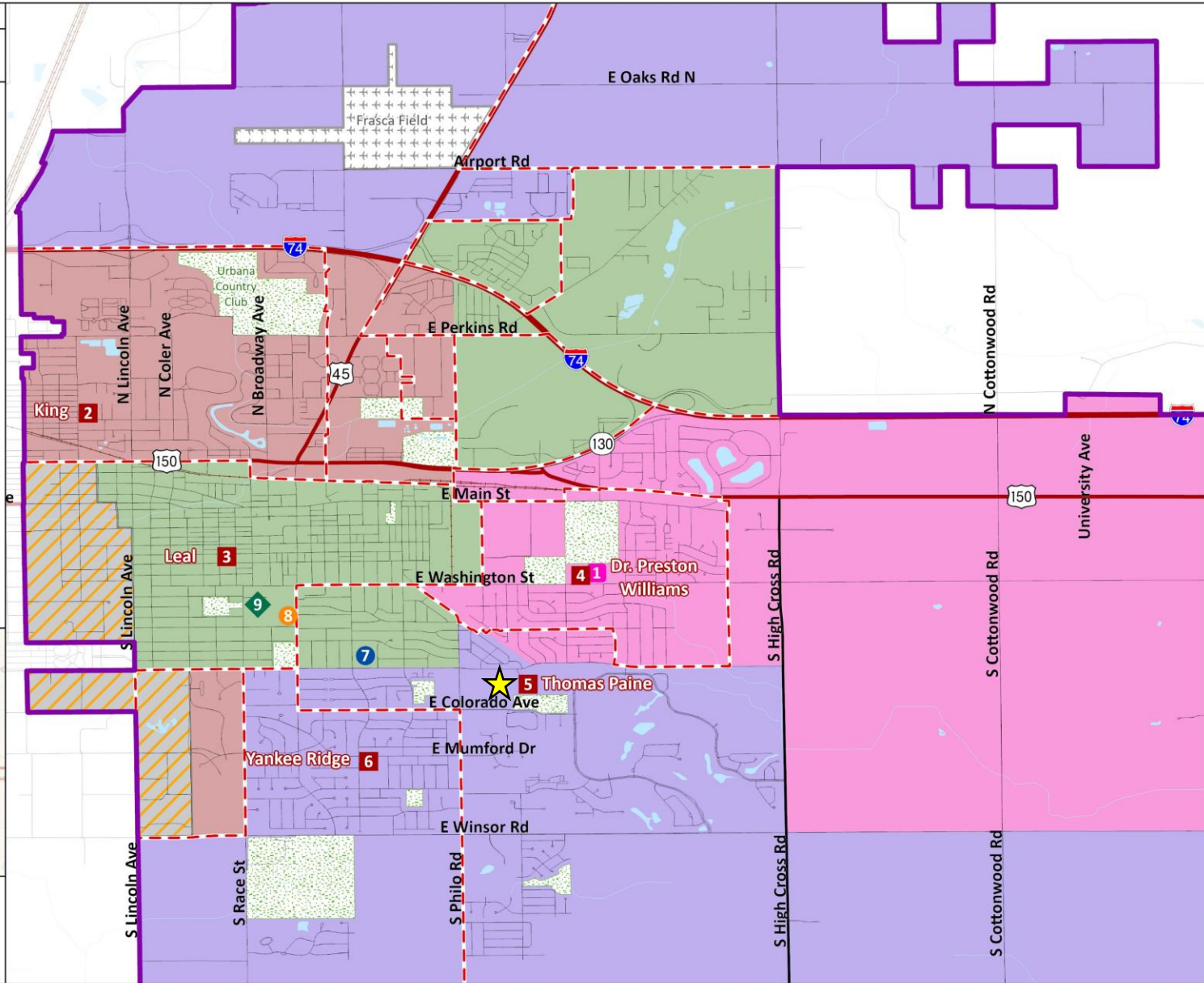
1. Urbana Early Childhood School
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4. Dr. Preston Williams Elementary School
5. Thomas Paine Elementary School
6. Yankee Ridge Elementary School
7. Flossie Wiley 6th Grade Center
8. Urbana Middle School
9. Urbana High School

#### Legend

- District Boundary
- Current Elementary Boundary
- Early Childhood
- Elementary School
- 6th Grade Center
- Middle School
- High School
- Airport
- University of Illinois
- Park; Golf Course

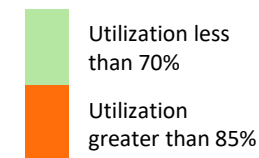


Map data provided by Urbana School District #116, Cities of Urbana, Townships of Cunningham, Somer, Urbana, County of Champaign, the State of Illinois, ESRI, and Census Bureau. Map created by RSP & Associates in February 2024.



# DRAFT - Concept 2 Projection Table

Concept 2 School Projections (Reside)	Capacity		Projections					Max Capacity %				
	Max	Target	2024/25	2025/26	2026/27	2027/28	2028/29	2024/25	2025/26	2026/27	2027/28	2028/29
2. King	453	340	309	314	322	325	338	68.2%	69.3%	71.1%	71.7%	74.6%
3. Leal	453	340	320	339	336	315	309	70.6%	74.8%	74.2%	69.5%	68.2%
4. Dr. Preston Williams	654	491	476	481	486	484	493	72.8%	73.5%	74.3%	74.0%	75.4%
5. Thomas Paine	604	453	463	463	463	463	463	76.7%	76.7%	76.7%	76.7%	76.7%
6. Yankee Ridge	629	472	468	465	462	444	424	74.4%	73.9%	73.4%	70.6%	67.4%
Total	2,793	2,096	2,036	2,062	2,069	2,031	2,027	72.9%	73.8%	74.1%	72.7%	72.6%



Source: RSP & Associates, LLC. - January 2024

1/19/2024

Notes:

1. Projections have been adjusted to factor in dual language placement. ESL Intensive Program students go to King. Concept 2 is shown with French and Spanish dual language going to Thomas Paine.
2. Projections have been adjusted to factor in Wiley students having option to attend a different school than where they reside.
3. Projections do not factor in Wiley students who have been attending a different school that reside in a building that will become the dual language school

## Main Takeaway:

- All schools are reduced to below the max capacity and are near the target capacity (75%)
- King, Leal, and Thomas Paine elementary schools are forecasted to be below 70% of the max capacity in at least one of the five projected years
- Thomas Paine as the Dual Language School would serve around 463 students (2023/24 student data held constant) utilizing around 77% of the building capacity

**DISCLAIMERS:**

- Capacity was provided by district administration; Target Capacity is 75% of the maximum capacity (see enrollment analysis)
- Total enrollment projections may differ between concepts and current due to program changes and rounding at the building level

# DRAFT - Concept 2 Analysis Tables

Students Impacted in Boundary Change:		Concept 2 Reside							
		King	Leal	Dr. Preston Williams	Thomas Paine	Yankee Ridge	K-4 SIBC	K-4 Reside Total	K-4 SIBC%
Current Reside	King	0	0	0	0	0	0	233	0.0%
	Leal	0	0	0	0	0	0	223	0.0%
	Dr. Preston Williams	6	43	0	0	0	49	523	9.4%
	Thomas Paine	26	92	55	0	155	328	380	86.3%
	Yankee Ridge	4	0	0	0	0	4	329	1.2%
	<b>Total (K-4):</b>	<b>36</b>	<b>135</b>	<b>55</b>	<b>0</b>	<b>155</b>	<b>381</b>	<b>1,688</b>	<b>22.6%</b>

Source: RSP & Associates

**DISCLAIMER:**

- Dual Language, ESL Intensive, and Wiley students not attending Thomas Paine are not included in SIBC analysis as they will continue at their assigned schools.
- Past Wiley students that currently attend Thomas Paine (115) are included in the school boundary they reside in (impact on students).
- The 2023/24 K-4<sup>th</sup> grade student totals are utilized in this analysis to illustrate a comparison of number of 2024/25 1-5<sup>th</sup> grade students impacted in each concept.

Concept 2 Student Demographics (reside)	2023/24 Total K-5	Native American	Asian	African American	Hispanic	Pacific Islander	Two or More	White	FRL
King	346	1.2%	17.1%	50.6%	4.0%	0.0%	11.8%	15.3%	86.4%
Leal	330	1.5%	4.5%	28.8%	10.9%	0.0%	12.7%	41.5%	66.1%
Dr. Preston Williams	476	0.2%	1.7%	64.9%	4.4%	0.0%	10.9%	17.9%	84.2%
Thomas Paine	463	2.8%	0.6%	12.1%	55.9%	0.0%	4.1%	24.4%	70.0%
Yankee Ridge	400	0.5%	3.8%	41.8%	7.5%	0.3%	14.0%	32.3%	71.0%
<b>Total (K-5):</b>	<b>2,015</b>	<b>1.2%</b>	<b>5.0%</b>	<b>39.8%</b>	<b>17.9%</b>	<b>0.0%</b>	<b>10.4%</b>	<b>25.7%</b>	<b>75.7%</b>

Source: RSP & Associates

**DISCLAIMER:**

- Student demographics of projected enrollment is not provided.
- Demographic tables provide a snapshot of current student data to compare between concept boundaries.
- Important to note the change in “Total Students” when comparing shifts in percentages.
- Adjustment for Wiley students were NOT included in demographic table. Complete demographic data for this student subset was not provided.

Notes:

1. Demographic analysis is based on 2023/24 student data by reside and adjusted for dual language and ESL intensive student assignment
2. Orange shading indicates when demographic percentage increases by more than 10% from the current demographic percentage
3. Green shading indicates when demographic percentage decreases by more than 10% from the current demographic percentage

## Main Takeaway:

- 381 K-4<sup>th</sup> grade students are potentially impacted in this concept (22.6% of population)
- 115 of the 381 K-4<sup>th</sup> grade students impacted were past Wiley students attending Thomas Paine
- Race/Ethnicity percentages fluctuate by more than 10% with African American and Hispanic populations between Leal, Dr. Preston Williams and Thomas Paine elementary schools

# Revised Boundary Concepts Overview

Public Input and Survey  
Results

Concept 1 Attendance  
Boundaries

*Illustrates updates from  
February Public Input*

Concept 2 Attendance  
Boundaries

*Illustrates updates from  
February Public Input*



# Public Input Results Includes In-Person and Survey

## **DISCLAIMERS:**

- ❑ The survey received 263 respondents – this is a small sample size to utilize as decision-making feedback. For comparison:
  - 43,951 people residing in district boundary (US Census, 2023)
  - 2,015 elementary students (Urbana School District 116, 2023/24)
- ❑ RSP recommends to use public input and survey results as an informational item knowing that the results may not be an accurate reflection of community input

# Public Input Feedback Themes (in-person events)

## Feedback Opportunities

- ✓ February 28<sup>th</sup> in-person event
- ✓ February 29<sup>th</sup> in-person event
- ✓ Survey opened February 28<sup>th</sup> and closed March 15<sup>th</sup>

## Discussion Themes from In-Person Events:

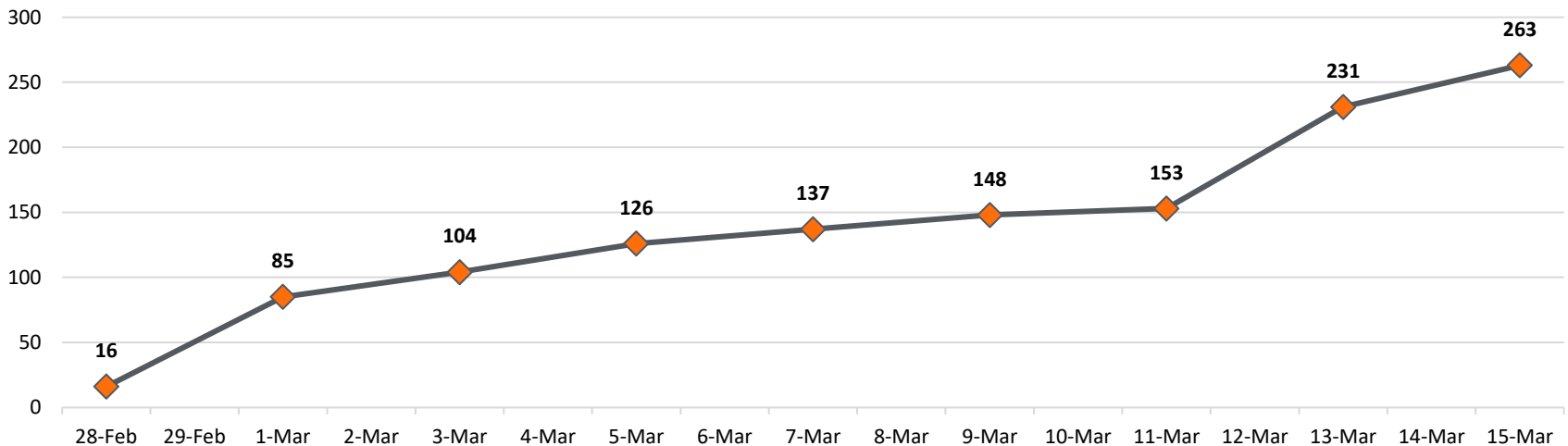
- Confirmation of projections took into account population, housing, and demographic change
- Use of Wiley as Dual Language Elementary
- Use of Wiley as regular Elementary (core programming)
- Future location of special education programming
- Comments about proximity of schools and neighborhood (if you can see the school site from your house, you should attend that school)
- Perception of district with proposed changes
- ESL Intensive Program building location and potential relocation

# Survey Activity Overview

## 263 Total Survey Respondents (progression over time survey open)

- ❑ Majority of responses indicated they are parents of current students
- ❑ Majority of responses indicated they identify with Leal, Thomas Paine, and/or Yankee Ridge elementary schools
- ❑ 17% of responses indicate they have current students involved with the Dual Language program

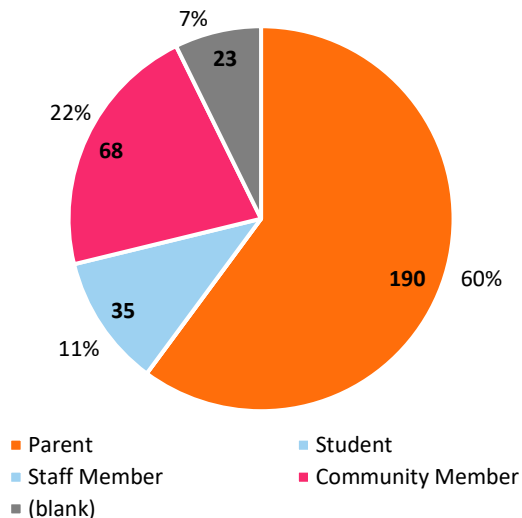
### Survey Traffic Over Time



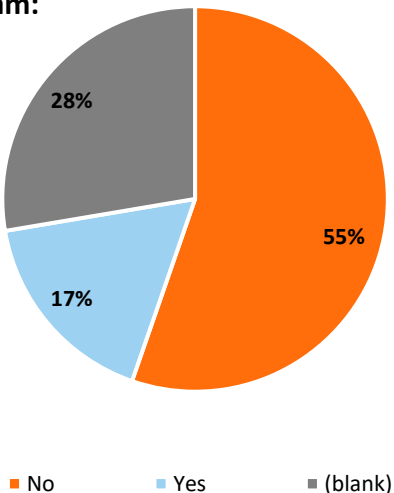
Source: MetroQuest Survey, 2024 – RSP & Associates

# Demographics of Survey Respondents

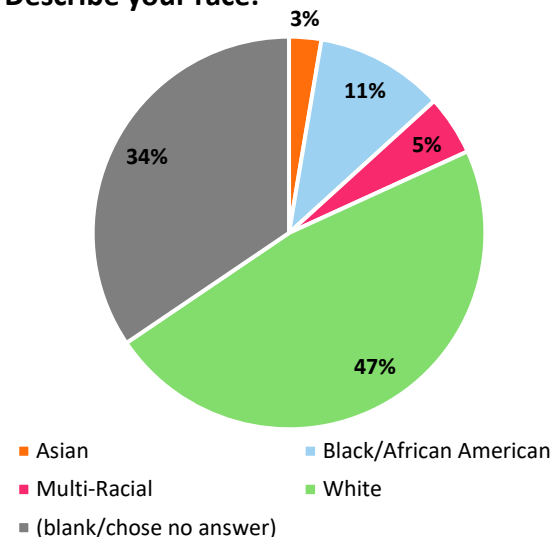
I am a (select all that apply):



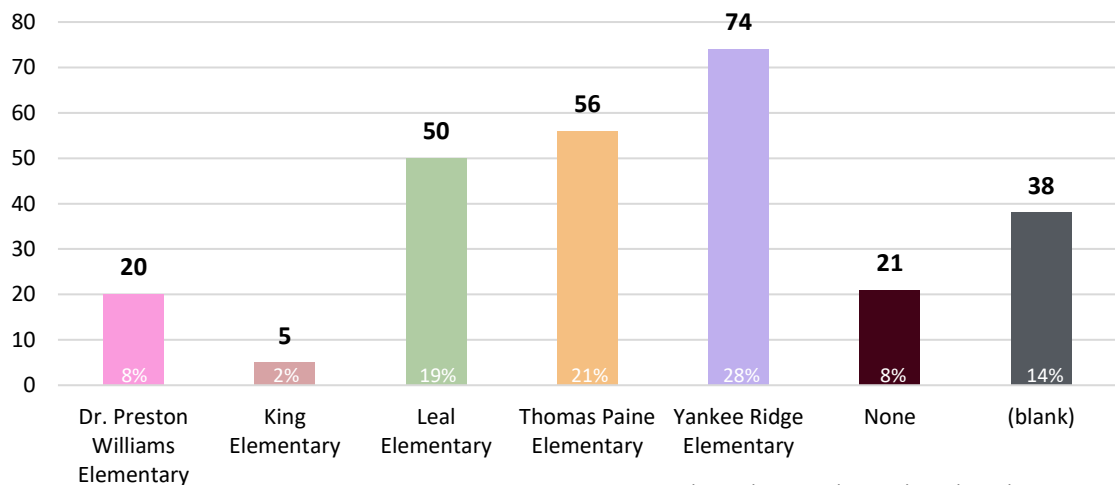
Has a student in Dual Language program:



Describe your race:

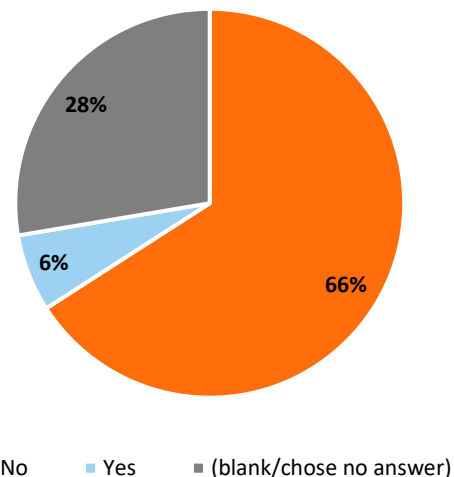


Which Elementary School do you identify with?



Note: Colors or bars match attendance boundaries on maps

Are you of Hispanic, Latino, or Spanish origin/ethnicity?



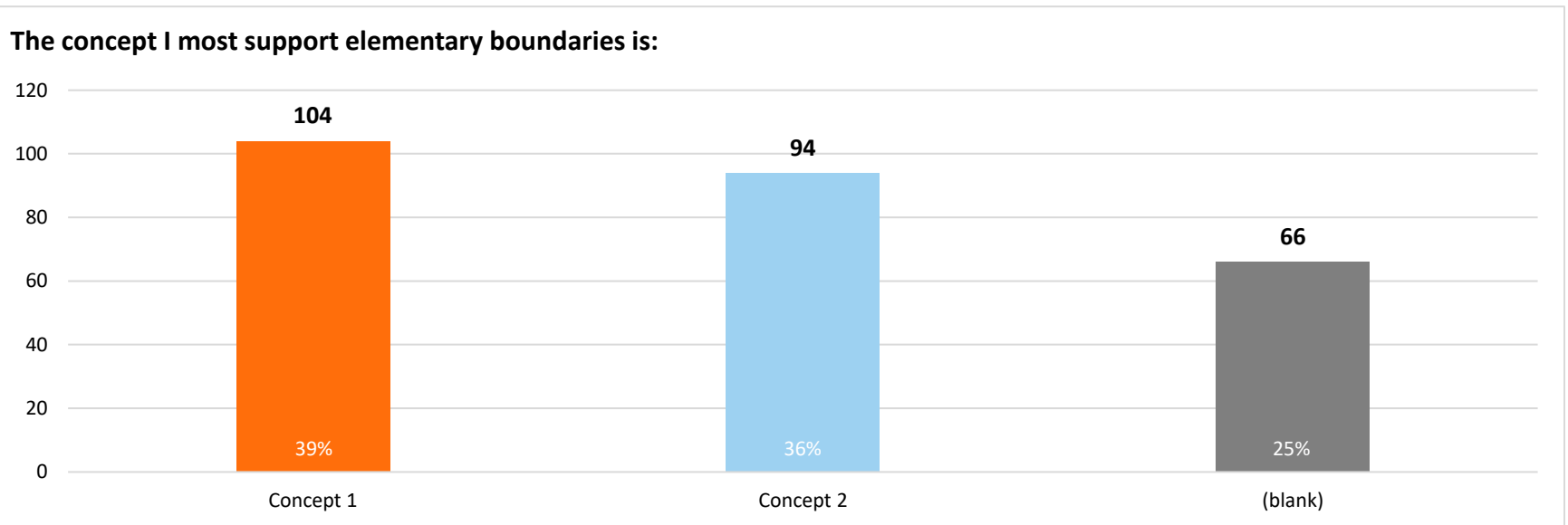
Source: MetroQuest Survey, 2024 – RSP & Associates

# Survey Results

✓ 263 Total Reponses

## Observations:

- ❑ Concept 1 had more support by survey respondents with 104 total votes (ten more votes than Concept 2)
- ❑ 66 respondents did not provide an answer to this question - *Unknown concept support*
- ❑ Due to the small sample size, there is a challenge with extracting statistical consensus from survey results



Source: MetroQuest Survey, 2024 – RSP & Associates

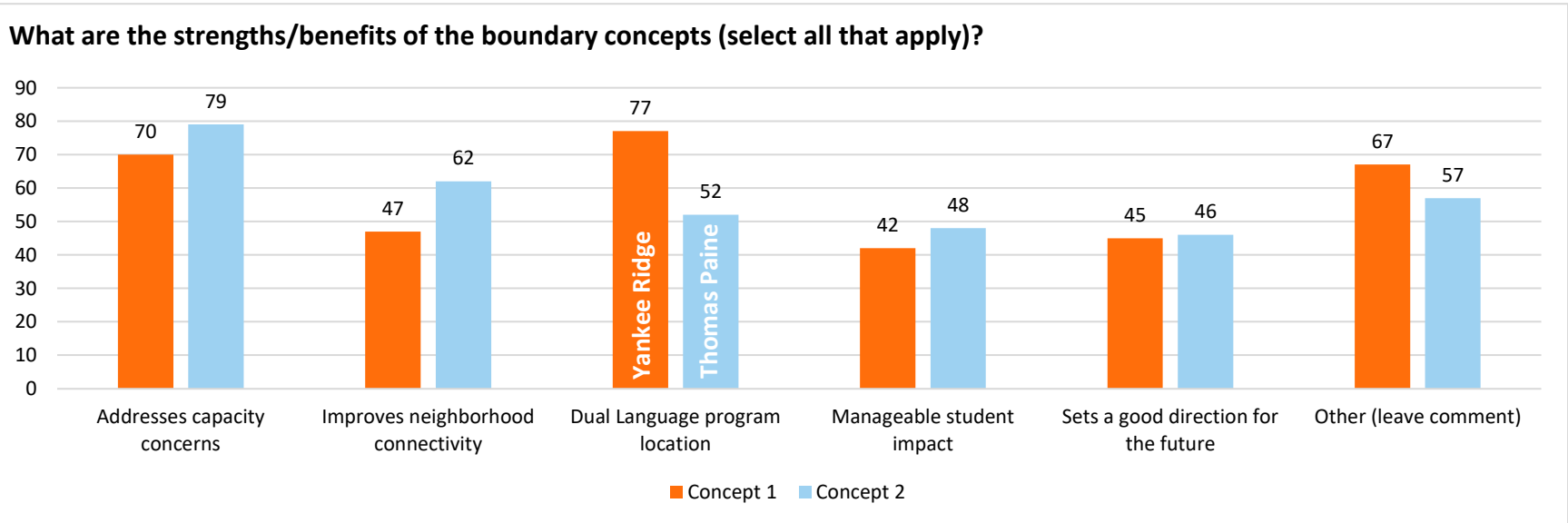


# Strengths/Benefits of Proposed Concepts

## Observations:

- Respondents indicated Concept 1 has more strengths/benefits in:
  - ✓ Dual Language program location at Yankee Ridge and left more in other comments
- Respondents indicated Concept 2 has more strengths/benefits in:
  - ✓ Addresses capacity concerns, improve neighborhood connectivity, manageable student impact, and sets a good direction for the future

*Note: Participants were asked to select from a list of items the potential strengths/benefits of each concept. They were allowed to select as many as apply and were not required to select any.*



Source: MetroQuest Survey, 2024 – RSP & Associates

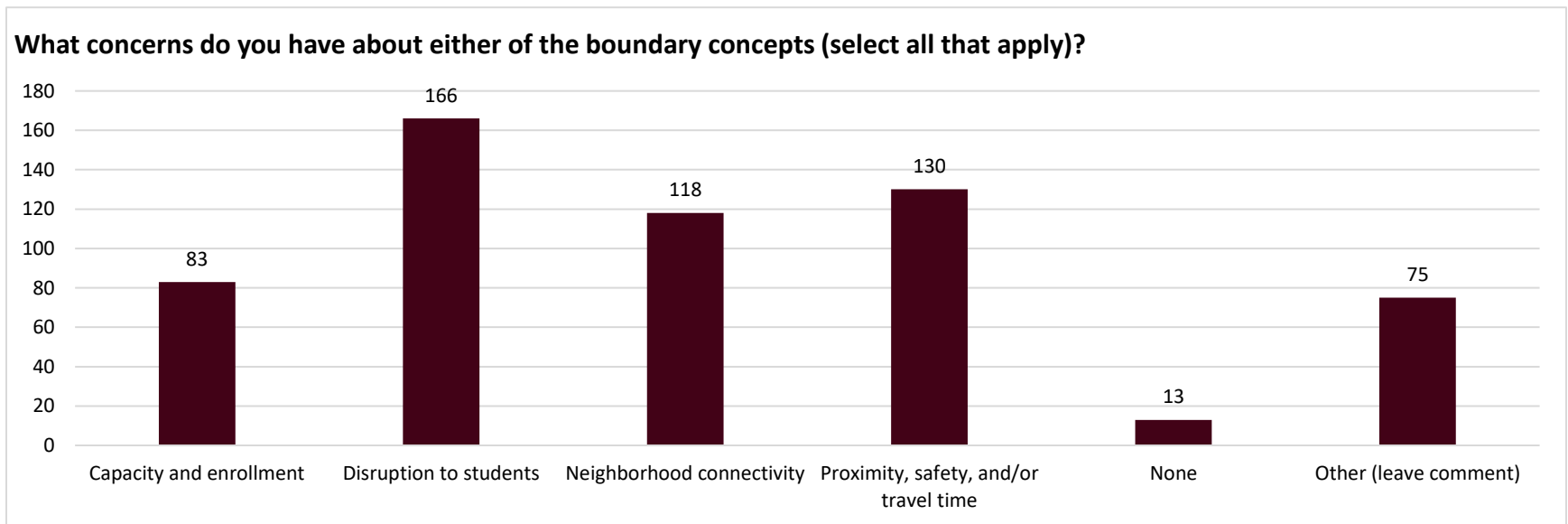
Note: Participants were allowed to select multiple options resulting in a greater total responses.

# Concerns of Proposed Concepts

## Observations:

- Respondents indicated that concerns with the concepts were greatest in:
  - ✓ Disruption to students
  - ✓ Proximity, safety, and/or travel time concerns
  - ✓ Neighborhood connectivity

*Note: Participants were asked to select from a list of items the potential concerns for BOTH concepts. They were allowed to select as many as apply and were not required to select any.*



Source: MetroQuest Survey, 2024 – RSP & Associates

Note: Participants were allowed to select multiple options resulting in a greater total responses.

# Survey Comment Themes

**Main Takeaway:** Based on the provided comments, it appears that there is mixed support for both Yankee Ridge and Thomas Paine as the location for the Dual Language (DL) program. Both schools have their advocates and detractors regarding hosting the Dual-Language program:

- **Disruption and displacement to current students/staff:**
  - Concerns about the disruption caused by moving students, particularly those who have already been displaced or promised stability; opposition to the relocation of children from their current schools
  - Critique of the plan's potential impact on students' well-being and academic achievement
  - Concerns about the effect of concepts on teacher retention and morale (rapid pace of changes)
  - Specific concerns about the relocation of specialized programs and classrooms for students with disabilities
- **Neighborhood schools:**
  - Resistance to the loss of neighborhood schools' expression of frustration at having chosen homes based on school proximity
  - Criticism of prioritizing Dual Language (DL) programs over maintaining neighborhood schools
- **Equity and socioeconomic distribution:**
  - Concerns about socioeconomic and racial inequalities within concepts
  - Criticism of the plan's potential impact on student diversity and neighborhood cohesion
- **Travel time and transportation:**
  - Concerns about increased travel time and transportation challenges for students (particularly for those in northern areas)
- **Lack of alternatives and community input:**
  - Frustration with the limited options presented and a perceived lack of community involvement in decision-making
  - Calls for exploring alternative solutions, greater collaboration between stakeholders, more comprehensive data analysis, and consideration of long-term consequences

*Note: Of 263 responses, 127 respondents provided comments in at least one of the comment opportunities (48%). There were 275 total comments received and analyzed from the survey (there were 6 different opportunities to provide comments).*

Source: MetroQuest Survey, 2024, Chat GPT – RSP & Associates

# Conclusion and Main Takeaway(s)

- ❑ **The sample size is relatively small to make a statistically definitive statement as to what concept is better:**
  - Concept 1 was slightly more favored than Concept 2
  - Request to investigate a revision to Concept 1 that re-establishes Thomas Paine northern boundary (area P)
  - Provide additional opportunity for public input and stakeholder involvement in this process
  - Continue to analyze benefits and challenges of Dual-Language school assignment – many challenges and benefits noted by public comment for either site chosen for program location
  
- ❑ **Many comments from public input (in-person and survey) request changes to boundary concepts that fall *outside* of the board guidelines for this process. Recommendation to continue working towards the solution based on the current board action:**
  - Wiley School to reopen as 6<sup>th</sup> grade center in 2025/26
  - District to consolidate Dual Language program in one school
  - District considering Dual Language program location at either Thomas Paine and Yankee Ridge schools
  - Preference to maintain neighborhood schools over balancing socioeconomics

*Note: Changes to items above would require Board action.*

## Revised Concept 1

### Revisions made after Public Input:

- Area P moved from Dr. Preston Williams to Thomas Paine
- Improved transportation and boundary visual along Hwy 150 between Leal and Thomas Paine (no student impact)



# Introduction to Concept 1

## Starting Point:

- Yankee Ridge Elementary transitions to Dual Language School (French and Spanish)
- Current Yankee Ridge boundary is redistributed to other schools
- Boundary islands are reduced creating more neighborhood centric boundaries
- Over-capacity challenges at Dr. Preston Williams are addressed

## Understanding the Projections:

- Projections adjust students with French and Spanish dual language designation to attend Yankee Ridge
- Number of students in dual-language program (463) is held constant for the next five years
- Other school projections are based on student reside with the following adjustments:
  - Students with ESL Intensive Programming remain at King Elementary
  - Past Wiley students that currently attend King, Leal, Dr. Preston Williams, and Thomas Paine remain at their specific schools. Wiley students that currently attend Yankee Ridge are moved into the school where they reside in concept.
- Capacity/utilization shading utilizes the max capacity
  - **Green:** Less than 70% of max capacity
  - **Orange:** Greater than 85% of max capacity
  - Any cells not shaded are within the target capacity range

*Note: Number of dual-language students is held constant the next five years due to challenges with projecting enrollment at the programming level. Both concepts allow for the program to have flexibility over the next five years.*

# DRAFT - Concept 1 Map

## Urbana School District #116

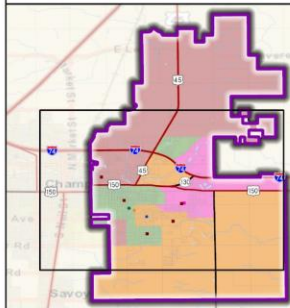
### Concept 1 Elementary School Attendance Areas

#### School List

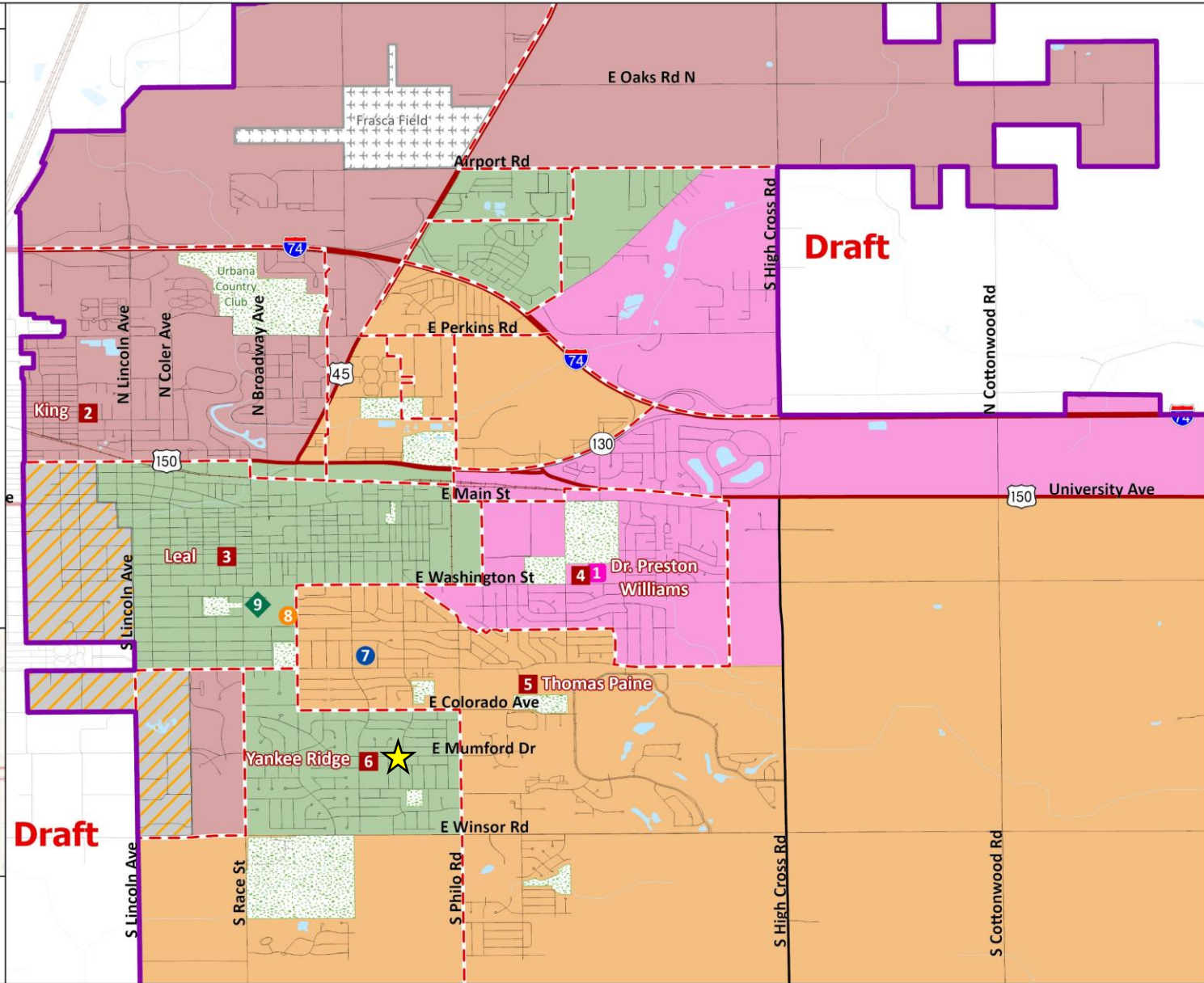
1. Urbana Early Childhood School
2. King Elementary School
3. Leal Elementary School
4. Dr. Preston Williams Elementary School
5. Thomas Paine Elementary School
6. Yankee Ridge Elementary School
7. Flossie Wiley 6th Grade Center
8. Urbana Middle School
9. Urbana High School

#### Legend

- District Boundary
- Current Elementary Boundary
- Early Childhood
- Elementary School
- 6th Grade Center
- Middle School
- High School
- Airport
- University of Illinois
- Park; Golf Course



Map data provided by Urbana School District #116, Cities of Urbana, Townships of Cunningham, Somer, Urbana, County of Champaign, the State of Illinois, ESRI, and Census Bureau. Map created by RSP & Associates in March 2024.



# DRAFT - Concept 1 Projection Table

Concept 1 School Projections	Capacity		Projections					Max Capacity Utilization %				
	Max	Target	2024/25	2025/26	2026/27	2027/28	2028/29	2024/25	2025/26	2026/27	2027/28	2028/29
2. King	453	340	344	350	349	356	367	75.9%	77.3%	77.0%	78.6%	81.0%
3. Leal	453	340	377	370	366	336	318	83.2%	81.7%	80.8%	74.2%	70.2%
4. Dr. Preston Williams	654	491	444	449	450	449	458	67.9%	68.7%	68.8%	68.7%	70.0%
5. Thomas Paine	604	453	410	427	441	429	421	67.9%	70.7%	73.0%	71.0%	69.7%
★ 6. Yankee Ridge	629	472	463	463	463	463	463	73.6%	73.6%	73.6%	73.6%	73.6%
Total	2,793	2,096	2,038	2,059	2,069	2,033	2,027	73.0%	73.7%	74.1%	72.8%	72.6%

Utilization less than 70%

Utilization greater than 85%

Source: RSP & Associates, LLC. - January 2024

3/22/2024

Notes:

1. Projections have been adjusted to factor in dual language placement. ESL Intensive Program students go to King. Concept 1 is shown with French and Spanish dual language going to Yankee Ridge.
2. Projections have been adjusted to factor in Wiley students having option to attend a different school than where they reside.
3. Projections do not factor in Wiley students who have been attending a different school that reside in a building that will become the dual language school

## Main Takeaway:

- All schools are reduced to below the max capacity and are near the target capacity (75%)
- Dr. Preston Williams Elementary school is forecasted to be below 70% of the max capacity from 2024/25 to 2027/28
- Yankee Ridge as the Dual Language School (Spanish and French) would serve around 463 students (2023/24 student data held constant) utilizing around 74% of the building capacity

**DISCLAIMERS:**

- Capacity was provided by district administration; Target Capacity is 75% of the maximum capacity (see enrollment analysis)
- Total enrollment projections may differ between concepts and current due to program changes and rounding at the building level

# DRAFT - Concept 1 Analysis Tables

Students Impacted in Boundary Change:		Concept 1 Reside							
		King	Leal	Dr. Preston Williams	Thomas Paine	Yankee Ridge	K-4 SIBC	K-4 Reside Total	K-4 SIBC%
Current Reside	King	0	0	0	0	0	0	233	0.0%
	Leal	0	0	0	10	0	10	223	4.5%
	Dr. Preston Williams	0	10	0	33	0	43	523	8.2%
	Thomas Paine	5	28	23	0	0	56	380	14.7%
	Yankee Ridge	62	149	0	32	0	243	329	73.9%
	<b>Total (K-4):</b>	67	187	23	75	0	352	1,688	20.9%

Source: RSP & Associates

3/22/2024

**DISCLAIMER:**

- Dual Language, ESL Intensive, and Wiley students not attending Yankee Ridge are not included in SIBC analysis as they will continue at their assigned schools.
- Past Wiley students that currently attend Yankee Ridge (41) are included in the school boundary they reside in (impact on students).
- The 2023/24 K-4<sup>th</sup> grade student totals are utilized in this analysis to illustrate a comparison of number of 2024/25 1-5<sup>th</sup> grade students impacted in each concept.

Concept 1 Student Demographics (reside)	2023/24 Total K-5	Native American	Asian	African American	Hispanic	Pacific Islander	Two or More	White	FRL
King	357	1.4%	16.2%	46.2%	6.2%	0.0%	13.2%	16.8%	87.1%
Leal	381	0.8%	5.5%	34.1%	7.3%	0.0%	12.6%	39.6%	62.5%
Dr. Preston Williams	443	0.2%	1.8%	65.5%	4.1%	0.0%	11.5%	16.9%	85.8%
Thomas Paine	371	0.8%	2.7%	43.4%	8.9%	0.3%	12.1%	31.8%	73.6%
Yankee Ridge	463	2.8%	0.6%	12.1%	55.9%	0.0%	4.1%	24.4%	70.0%
<b>Total (K-5):</b>	2,015	1.2%	5.0%	39.8%	17.9%	0.0%	10.4%	25.7%	75.7%

Source: RSP & Associates

3/22/2024

**DISCLAIMER:**

- Student demographics of projected enrollment is not provided.
- Demographic tables provide a snapshot of current student data to compare between concept boundaries.
- Important to note the change in “Total Students” when comparing shifts in percentages.
- Adjustment for Wiley students were NOT included in demographic table. Complete demographic data for this student subset was not provided.

Notes:

1. Demographic analysis is based on 2023/24 student data by reside and adjusted for dual language and ESL intensive student assignment
2. Orange shading indicates when demographic percentage increases by more than 10% from the current demographic percentage
3. Green shading indicates when demographic percentage decreases by more than 10% from the current demographic percentage

## Main Takeaway:

- 352 K-4<sup>th</sup> grade students are potentially impacted in this concept (20.9% of population)
- 41 of the 352 K-4<sup>th</sup> grade students impacted were past Wiley students attending Yankee Ridge
- Race/Ethnicity percentages fluctuate by more than 10% with African American and Hispanic populations between Leal, Dr. Preston Williams and Yankee Ridge elementary schools

## Revised Concept 2

Revisions made after Public Input:

- Improved transportation along Hwy 150 between Leal and Thomas Paine (no student impact)



# Introduction to Concept 2

## Starting Point:

- Thomas Paine Elementary transitions to Dual Language School (French and Spanish)
- Current Thomas Paine boundary is redistributed to other schools
- Boundary islands are reduced creating more neighborhood centric boundaries
- Over-capacity challenges at Dr. Preston Williams are addressed

## Understanding the Projections:

- Projections adjust students with French and Spanish dual language designation to attend Thomas Paine
- Number of students in dual-language program (463) is held constant for the next five years
- Other school projections are based on student reside with the following adjustments:
  - Students with ESL Intensive Programming remain at King Elementary
  - Past Wiley students that currently attend King, Leal, Dr. Preston Williams, and Yankee Ridge remain at their specific schools. Wiley students that currently attend Thomas Paine are moved into the school where they reside in concept.
- Capacity/utilization shading utilizes the max capacity
  - **Green:** Below 70% of max capacity
  - **Orange:** Above 85% of max capacity
  - Any cells not shaded are within the target capacity range

*Note: Number of dual-language students is held constant the next five years due to challenges with projecting enrollment at the programming level. Both concepts allow for the program to have flexibility over the next five years.*

# DRAFT - Concept 2 Map

## Urbana School District #116

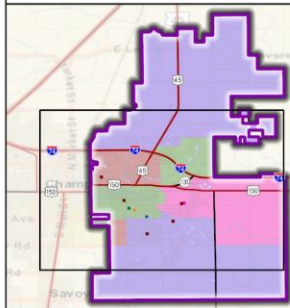
### Concept 2 Elementary School Attendance Areas

#### School List

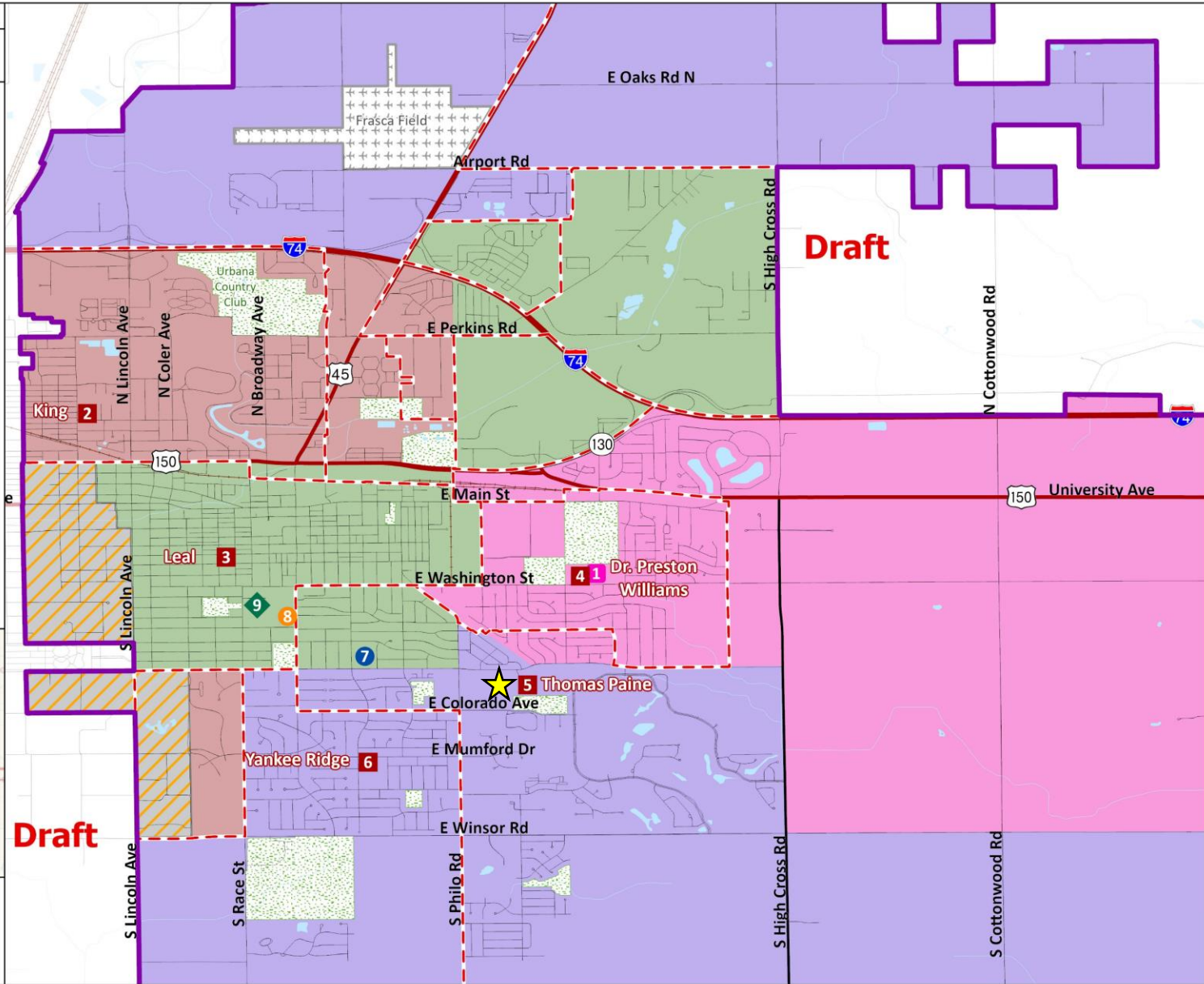
1. Urbana Early Childhood School
2. King Elementary School
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4. Dr. Preston Williams Elementary School
5. Thomas Paine Elementary School
6. Yankee Ridge Elementary School
7. Flossie Wiley 6th Grade Center
8. Urbana Middle School
9. Urbana High School

#### Legend

- District Boundary
- Current Elementary Boundary
- Early Childhood
- Elementary School
- 6th Grade Center
- Middle School
- High School
- Airport
- University of Illinois
- Park; Golf Course



Map data provided by Urbana School District #116, Cities of Urbana, Townships of Cunningham, Somer, Urbana, County of Champaign, the State of Illinois, ESRI, and Census Bureau. Map created by RSP & Associates in March 2024.



# DRAFT - Concept 2 Projection Table

Concept 2 School Projections	Capacity		Projections					Max Capacity Utilization %				
	Max	Target	2024/25	2025/26	2026/27	2027/28	2028/29	2024/25	2025/26	2026/27	2027/28	2028/29
2. King	453	340	309	314	322	325	338	68.2%	69.3%	71.1%	71.7%	74.6%
3. Leal	453	340	320	339	336	315	309	70.6%	74.8%	74.2%	69.5%	68.2%
4. Dr. Preston Williams	654	491	476	481	486	484	493	72.8%	73.5%	74.3%	74.0%	75.4%
5. Thomas Paine	604	453	463	463	463	463	463	76.7%	76.7%	76.7%	76.7%	76.7%
6. Yankee Ridge	629	472	468	465	462	444	424	74.4%	73.9%	73.4%	70.6%	67.4%
Total	2,793	2,096	2,036	2,062	2,069	2,031	2,027	72.9%	73.8%	74.1%	72.7%	72.6%

Utilization less than 70%

Utilization greater than 85%



Source: RSP & Associates, LLC. - January 2024

3/22/2024

Notes:

1. Projections have been adjusted to factor in dual language placement. ESL Intensive Program students go to King. Concept 2 is shown with French and Spanish dual language going to Thomas Paine.
2. Projections have been adjusted to factor in Wiley students having option to attend a different school than where they reside.
3. Projections do not factor in Wiley students who have been attending a different school that reside in a building that will become the dual language school

## Main Takeaway:

- All schools are reduced to below the max capacity and are near the target capacity (75%)
- King, Leal, and Thomas Paine elementary schools are forecasted to be below 70% of the max capacity in at least one of the five projected years
- Thomas Paine as the Dual Language School would serve around 463 students (2023/24 student data held constant) utilizing around 77% of the building capacity

**DISCLAIMERS:**

- Capacity was provided by district administration; Target Capacity is 75% of the maximum capacity (see enrollment analysis)
- Total enrollment projections may differ between concepts and current due to program changes and rounding at the building level

# DRAFT - Concept 2 Analysis Tables

Students Impacted in Boundary Change:		Concept 2 Reside							
		King	Leal	Dr. Preston Williams	Thomas Paine	Yankee Ridge	K-4 SIBC	K-4 Reside Total	K-4 SIBC%
Current Reside	King	0	0	0	0	0	0	233	0.0%
	Leal	0	0	0	0	0	0	223	0.0%
	Dr. Preston Williams	6	43	0	0	0	49	523	9.4%
	Thomas Paine	26	92	55	0	155	328	380	86.3%
	Yankee Ridge	4	0	0	0	0	4	329	1.2%
	<b>Total (K-4):</b>	<b>36</b>	<b>135</b>	<b>55</b>	<b>0</b>	<b>155</b>	<b>381</b>	<b>1,688</b>	<b>22.6%</b>

Source: RSP & Associates

**DISCLAIMER:**

- Dual Language, ESL Intensive, and Wiley students not attending Thomas Paine are not included in SIBC analysis as they will continue at their assigned schools.
- Past Wiley students that currently attend Thomas Paine (115) are included in the school boundary they reside in (impact on students).
- The 2023/24 K-4<sup>th</sup> grade student totals are utilized in this analysis to illustrate a comparison of number of 2024/25 1-5<sup>th</sup> grade students impacted in each concept.

Concept 2 Student Demographics (reside)	2023/24 Total K-5	Native American	Asian	African American	Hispanic	Pacific Islander	Two or More	White	FRL
King	346	1.2%	17.1%	50.6%	4.0%	0.0%	11.8%	15.3%	86.4%
Leal	330	1.5%	4.5%	28.8%	10.9%	0.0%	12.7%	41.5%	66.1%
Dr. Preston Williams	476	0.2%	1.7%	64.9%	4.4%	0.0%	10.9%	17.9%	84.2%
Thomas Paine	463	2.8%	0.6%	12.1%	55.9%	0.0%	4.1%	24.4%	70.0%
Yankee Ridge	400	0.5%	3.8%	41.8%	7.5%	0.3%	14.0%	32.3%	71.0%
<b>Total (K-5):</b>	<b>2,015</b>	<b>1.2%</b>	<b>5.0%</b>	<b>39.8%</b>	<b>17.9%</b>	<b>0.0%</b>	<b>10.4%</b>	<b>25.7%</b>	<b>75.7%</b>

Source: RSP & Associates

**DISCLAIMER:**

- Student demographics of projected enrollment is not provided.
- Demographic tables provide a snapshot of current student data to compare between concept boundaries.
- Important to note the change in “Total Students” when comparing shifts in percentages.
- Adjustment for Wiley students were NOT included in demographic table. Complete demographic data for this student subset was not provided.

Notes:

1. Demographic analysis is based on 2023/24 student data by reside and adjusted for dual language and ESL intensive student assignment
2. Orange shading indicates when demographic percentage increases by more than 10% from the current demographic percentage
3. Green shading indicates when demographic percentage decreases by more than 10% from the current demographic percentage

## Main Takeaway:

- 381 K-4<sup>th</sup> grade students are potentially impacted in this concept (22.6% of population)
- 115 of the 381 K-4<sup>th</sup> grade students impacted were past Wiley students attending Thomas Paine
- Race/Ethnicity percentages fluctuate by more than 10% with African American and Hispanic populations between Leal, Dr. Preston Williams and Thomas Paine elementary schools

# Conclusion

# Dual Language Comparison (High-Level Overview)

Programming of Students by Current Boundary:	Capacity		Residing Students		Total Students in Dual Language	Past Wiley Students (K-4) Attending:	Total K-5 Students (Residing)
	Max	Target	Fench Dual Language	Spanish Dual Language			
Yankee Ridge (Concept 1)	629	472	24	62	86	41	383
Thomas Paine (Concept 2)	604	453	9	87	96	115	441

Source: RSP & Associates

Note: An additional 18 Wiley students attend Thomas Paine that are not currently in the Thomas Paine boundary

## Pros/Cons of Dual Language School Assignment:

- ❑ **Concept 1: *If Yankee Ridge is selected as Dual Language School***
  - ✓ Yankee Ridge has a greater capacity indicating more flexibility in program growth - **PRO**
  - ✗ Less Dual Language students currently reside in Yankee Ridge (86) – **CON**
  - ✓ 41 past Wiley students currently attend Yankee Ridge (less students impacted twice) – **PRO**
  - ✓ Less total students reside in current boundary (students impacted if not Dual Language) – **PRO**
  - ✓ Currently houses French Dual Language program – **PRO**
  - ✓ Cross Categorical Special Education would remain at Thomas Paine – **PRO**
  
- ❑ **Concept 2: *If Thomas Paine is selected as Dual Language School***
  - ✗ Thomas Paine has a lower capacity indicating less flexibility for program growth - **CON**
  - ✓ More Dual Language students currently reside in Thomas Paine (96) – **PRO**
  - ✗ 115 past Wiley students currently attend Thomas Paine (more students impacted twice) – **CON**
  - ✗ More total students reside in current boundary (students impacted if not Dual Language) – **CON**
  - ✗ French Dual Language program would be relocated – **CON**

**DISCLAIMER:** Table includes a HIGH-LEVEL comparison between Yankee Ridge and Thomas Paine for variables associated with Dual-Language school. Table does NOT include all the differences between concepts but begins the discussion of comparing the boundary plans in relation to the boundary objectives.



# Concept Comparison (High-Level Overview)

Updated 03/22/24

Board Objectives and Current Boundary Situation	Concept 1 Attendance Boundaries	Concept 2 Attendance Boundaries
<p><b>Dual Language Program</b></p> <ul style="list-style-type: none"> <li>• Program currently split between DPW, TP, and YR elementary schools</li> <li>• 96 current DL students reside in TP</li> <li>• 86 current DL students reside in YR</li> </ul>	<ul style="list-style-type: none"> <li>• Yankee Ridge houses Dual Language programs (~463 students)</li> <li>• Yankee Ridge as Dual Language school would utilize 73.6% of capacity; more available space to grow the program</li> </ul>	<ul style="list-style-type: none"> <li>• Thomas Paine houses Dual Language program (~463 students)</li> <li>• Thomas Paine as Dual Language school would utilize 76.7% of capacity; less available space to grow the program</li> </ul>
<p><b>Projected Enrollment</b></p> <ul style="list-style-type: none"> <li>• Dr. Preston Williams boundary is over-utilized (101-103% utilization)</li> <li>• King, Thomas Paine, and Yankee Ridge boundary is under-utilized (&lt;70%)</li> </ul>	<ul style="list-style-type: none"> <li>• Schools are below the max capacity and near the capacity target of 75% utilization</li> <li>• DPW and Thomas Paine balanced with both schools around 70% utilization</li> </ul>	<ul style="list-style-type: none"> <li>• Schools are below the max capacity and near the capacity target of 75% utilization</li> <li>• DPW reduced to ~475-490 students</li> <li>• All schools balanced around 70% utilization</li> </ul>
<p><b>Students Impact</b></p>	<ul style="list-style-type: none"> <li>• 352 K-4 students impacted (20.9%)</li> <li>• 41 past Wiley students to be moved out of Yankee Ridge Elementary</li> </ul>	<ul style="list-style-type: none"> <li>• 381 K-4 students impacted (22.6%)</li> <li>• 115 past Wiley students to be moved out of Thomas Paine Elementary</li> </ul>
<p><b>Neighborhood Connectivity</b></p> <ul style="list-style-type: none"> <li>• Dual-Language students are split between three buildings</li> <li>• DPW students are over-flowed to other schools to address over-utilization</li> </ul>	<ul style="list-style-type: none"> <li>• Yankee Ridge houses Dual Language programs (~463 students)</li> <li>• DPW is reduced to a neighborhood-centric boundary addressing the need to over-flow students</li> </ul>	<ul style="list-style-type: none"> <li>• Thomas Paine houses Dual Language program (~463 students)</li> <li>• DPW is reduced to a neighborhood-centric boundary addressing the need to over-flow students</li> </ul>
<p><b>Student Demographics</b></p> <ul style="list-style-type: none"> <li>• King Elementary currently has the highest FRL percentage with 88%</li> </ul>	<ul style="list-style-type: none"> <li>• African American and Hispanic student population shifts by more than 10% at Leal, DPW, and Yankee Ridge</li> <li>• FRL percentages stay within 10% of current demographics</li> </ul>	<ul style="list-style-type: none"> <li>• African American and Hispanic student population shifts by more than 10% at Leal, DPW, and Thomas Paine</li> <li>• FRL percentages stay within 10% of current demographics</li> </ul>

**DISCLAIMER:** Table includes a HIGH-LEVEL comparison between the current situation and the concept attendance boundaries. Table does NOT include all the differences between concepts but begins the discussion of comparing the boundary plans in relation to the boundary objectives.

# Public Input Expectations

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## ☐ Opportunity to:

- Analyze maps and projection tables
- Analyze areas changing and the revisions from February Public Input
- Have questions answered
- Provide feedback on boundary concepts

**IMPORTANT:** There may be some questions that cannot be answered tonight. Including your questions in the survey will help district administration review all feedback.

# Providing Feedback:

## □ Verbal Feedback

- Provide feedback to representatives at each station
- Answer question when possible
- Representatives will be noting themes of feedback to provide to Board/Administration



## □ Written Feedback

- Provide feedback on the sticky notes provide at each station
- All notes will be recorded and provided to Board/Administration



## □ Electronic Feedback Survey (preferred)

- Best format to provide feedback to Board/Administration
- Scan QR codes at stations to access survey
- **Survey is open until April 1<sup>st</sup>**



# Next Steps

1. Continue collecting public input through survey: April 1, 2024
2. Board Meeting First Read on boundary recommendation: April 2, 2024
3. Board Meeting Boundary Decision: April 16, 2024

## URBANA SCHOOL DISTRICT #116 2023/24 COMPREHENSIVE BOUNDARY PROCESS

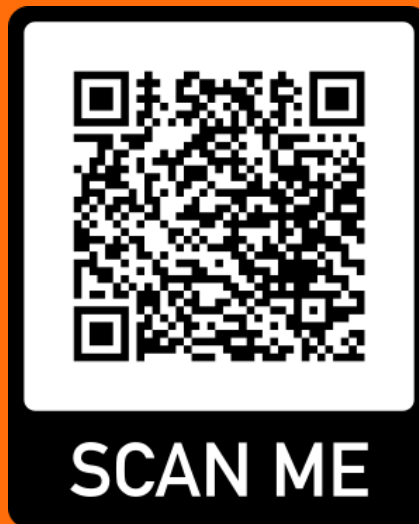


# Access the Survey (#2):

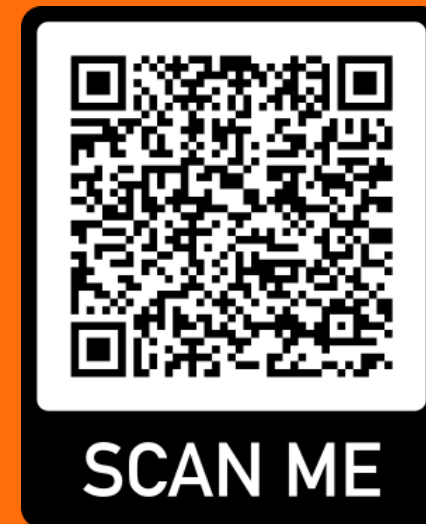
ENGLISH



SPANISH

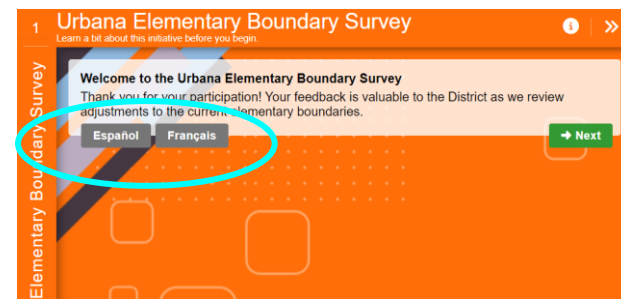


FRENCH



[Or CLICK HERE to access the survey:](#)

## Thank you for your input and participation!



*To switch between languages in the survey, see top left of Slide 1:*