



Westborough Elementary Schools Redistricting

Nov 18th, 2025
Strategic Working Group



Who are we? DillingerRAD is a non-profit group from Connecticut. We help schools and state education groups with hard problems. We use data to make sure our solutions are fair, lasting, and help everyone.



Why are we here? To help Westborough School District change attendance zones (borders) for the 3 elementary schools

Fales ES is the newest elementary school (2021) but has the lowest enrollment (281 vs 383) and most available space (~60% utilization)

Agenda

Updates

Capacity

Survey

Factors Affecting Redistricting

Enrollment

SPED/LEP

Low Income

Spatial

Housing

Scenario Creation

Approaches

Next Steps

Scenarios

School Committee

Questions

Updates: Capacity

The Challenge: Elementary school capacity data was obsolete.

The Solution: The Dillinger Team, District leadership, and Principals conducted a comprehensive, room-by-room site audit to determine **functional capacity** based on current educational needs.

	Armstrong	Fales	Hastings
K	5	5	5
1	5	5	4
2	5	5	5
3	5	5	4
Additional GenEd Rooms	1	2	1
SPED	1	1	2
Total Rooms	21/1	22/1	19/2
Total Student Capacity	$462 + 8 = 470$	$462 + 8 = 470$	$418 + 16 = 434$

Considerations:

1. Max GenEd class size: 22 students
2. Max severe SPED class size: 8 students
3. Additional rooms that house SPED/EL pullouts are not included

Updates: Interactive Web App

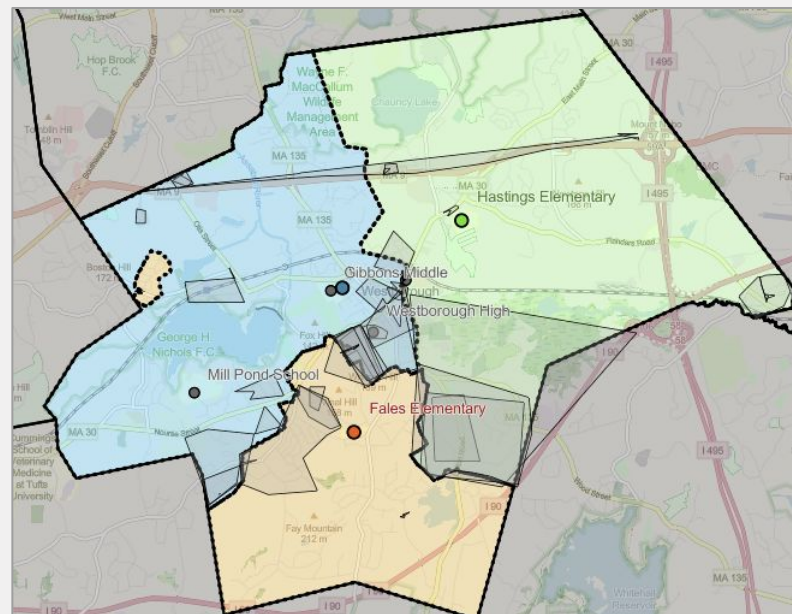
Community Participation: As of 11.19.25 we have received 21 responses:

General Takeaways:

- 7 recommendations of areas to shift to Fales
- 7 indicating areas of traffic & walk concerns
- 7 varied comments around equity, low income, and significant geographical locations

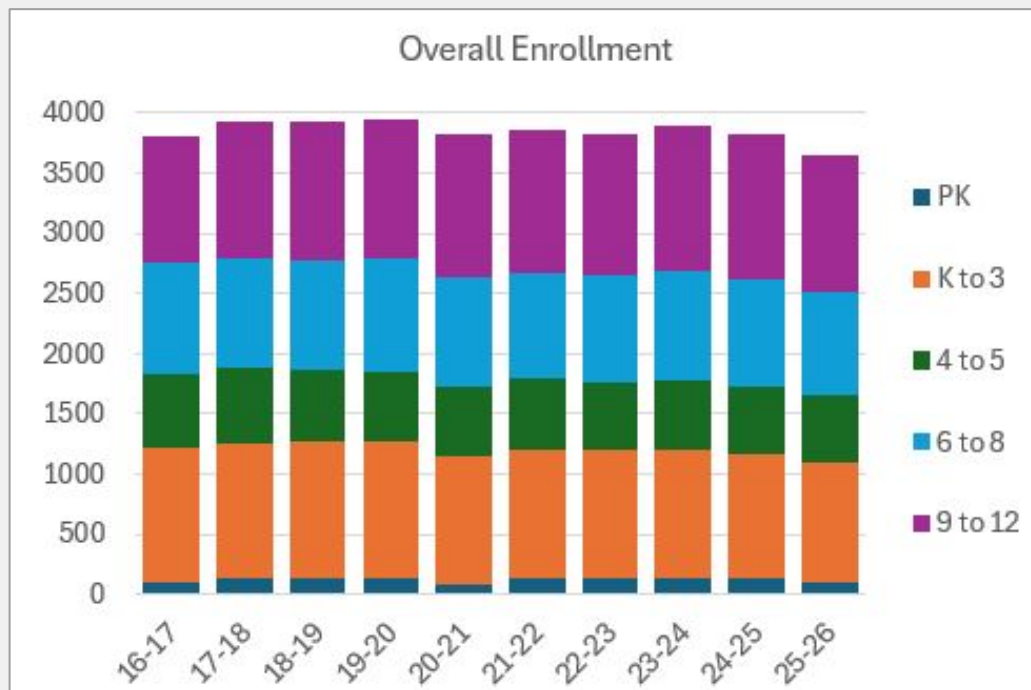
Take our Survey!

- [Link](#)



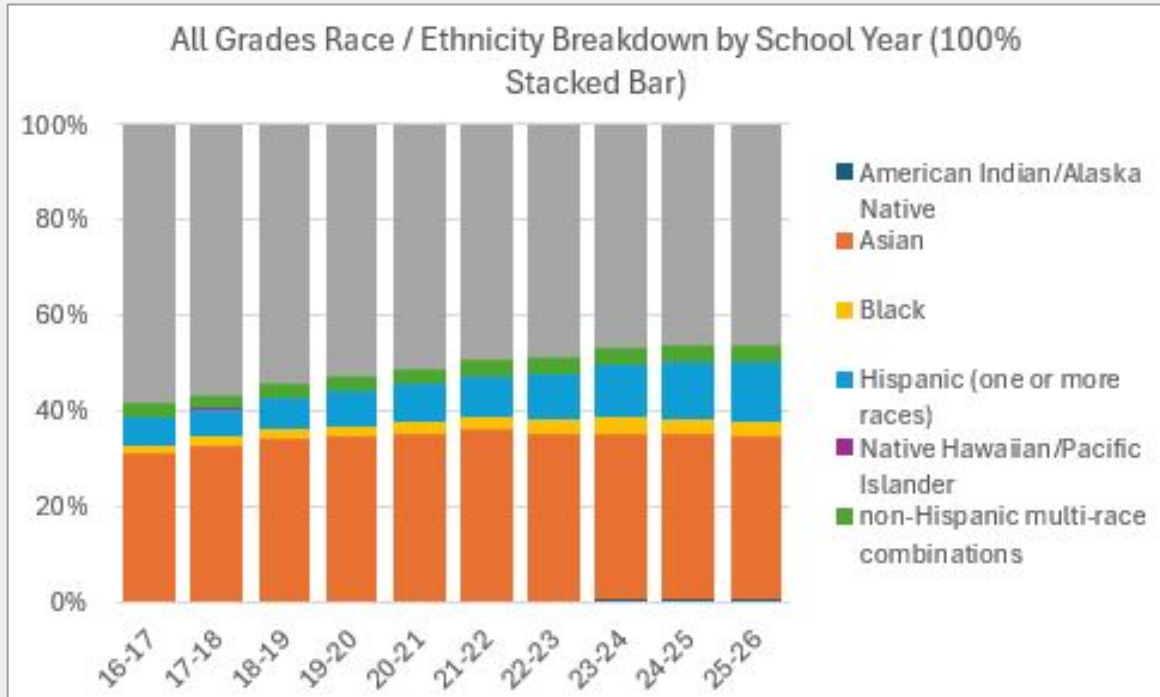
Factors: Enrollment

Overall enrollment has **decreased ~4%** over the last decade



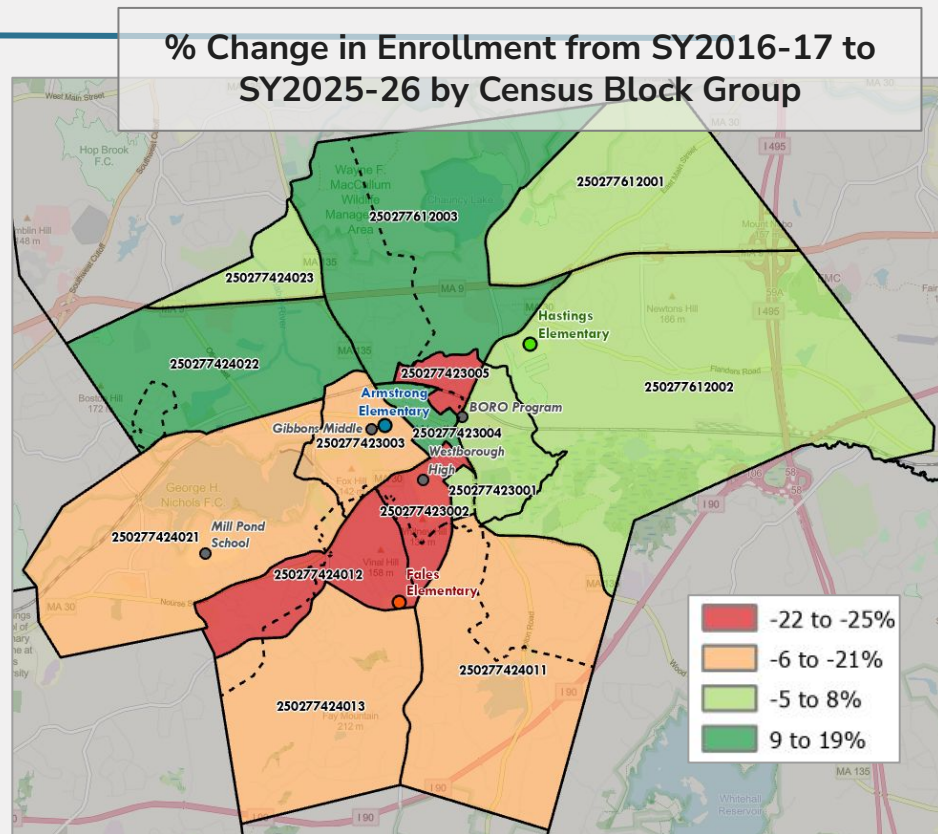
Factors: Enrollment

Racial/ethnic makeup of the student body has shifted over time



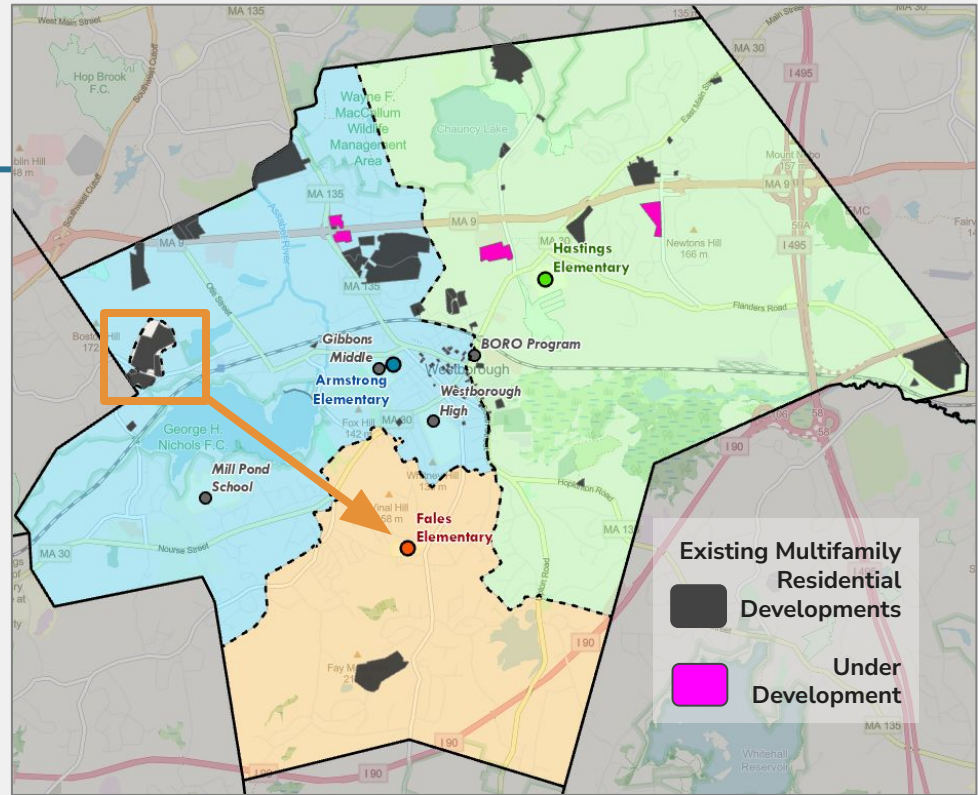
Factors: Spatial

- Enrollment has slightly decreased, but not at a consistent rate across the District
- Largest increases are in downtown area and northern areas that contain multifamily residential developments
- Largest decreases are seen SW of the downtown in single family home zoning areas, and near Heritage Hall condominiums (central Westborough)



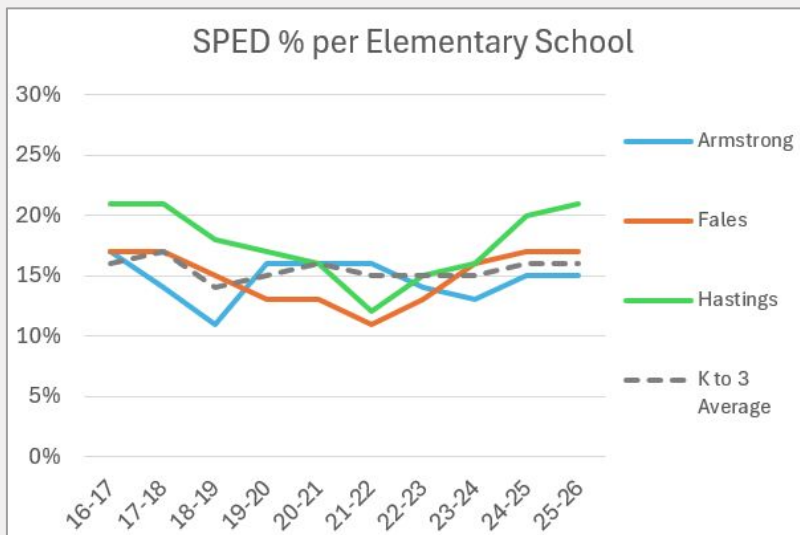
Factors: Housing

- We know major multifamily residential developments* are where many of the students live, making up 23 → 31% of where students live over the last decade.
- Satellite Boundaries: District has implemented this concept since 2014 for Westborough Village → Fales
- Estimated student yield from new developments may impact boundary scenarios

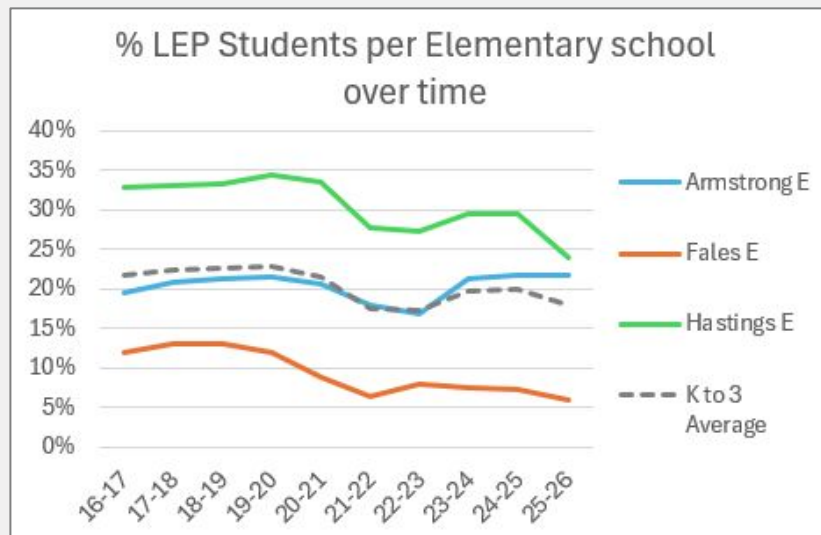


**multifamily apartment complexes or condo developments that house >20 students. 12 total exist across the District. 4 currently under development.*

Factors: SPED & LEP



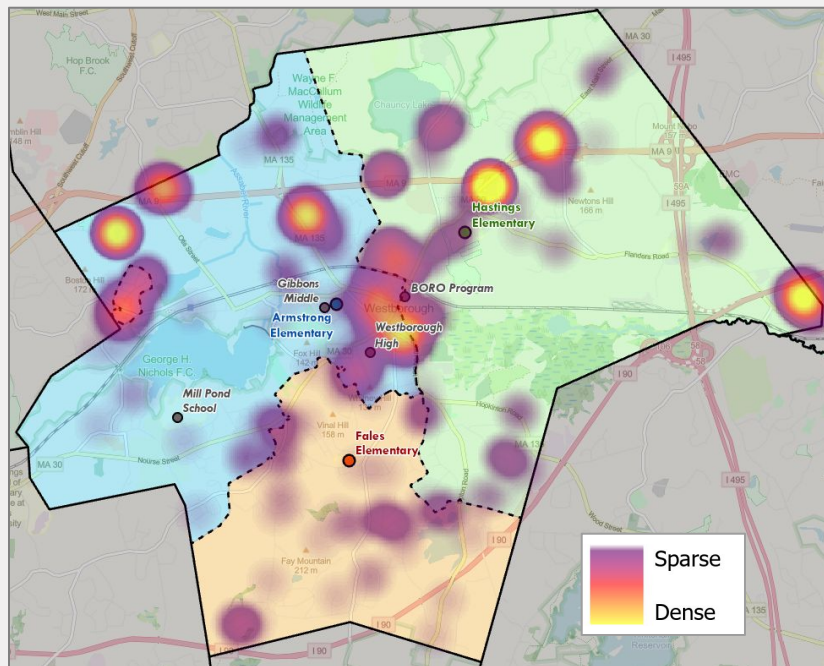
The % of SPED students in the district has remained consistent (~15%) but does vary by school



WPS is a diverse district: x different languages spoken. 4% decrease over time, different rates per school

Factors: Socioeconomic

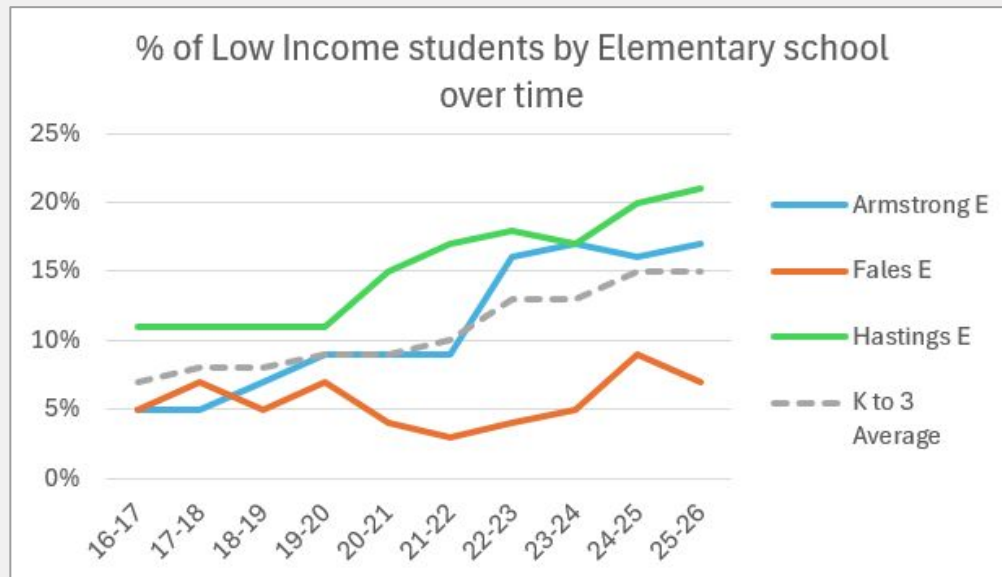
- As a district, the % of low 'income' students has increased almost 10 percentage points in the last decade
- 'Low income' student concentrations are mainly in downtown area + specific multifamily apartment complexes



[DESE calculates](#) based on a student's participation in one or more of the following state-administered programs: the Supplemental Nutrition Assistance Program (SNAP); the Transitional Assistance for Families with Dependent Children (TAFDC); the Department of Children and Families' (DCF) foster care program; expanded MassHealth (Medicaid) up to 185% of the federal poverty level, as well as students identified by districts as homeless.

Factors: Socioeconomic

- 'Low Income' distribution is not consistent across K to 3 schools
- Fales has remained steady ~7%
- Armstrong at 17% (+12%)
- Hastings historically highest at 21% (+11%)



Low Income indicators are [reported to the Mass Dept of Education](#) 3x a year (October, March, and June). For the purpose of this enrollment study, we are considering a student as "ever low income" if they were marked as such on any of the three timestamps within a given school year.

Scenario Creation: Small Group

Directions (10 mins):

1. Break up into 3 small groups
2. Utilize Interactive map to take notes and input feedback
3. Debrief & discuss with large group

[Link](#)



Adjusting Standard Boundaries

Input:

1. What criteria should we consider when assessing a boundary adjustment?
2. Are there existing boundaries that should be considered for adjustment?

Satellite Attendance Zones

Input:

1. What criteria should we consider when assessing a satellite zone?
2. Are there particular areas that we should prioritize and review?

Relocating Students to Fales

Input:

1. What would have to be true to only move students from Armstrong/Hastings to Fales?

Next Steps

- Scenario Creation: 11/20 through 12/3
- School Committee: 12/3
- Community Input & Meeting: 12/8 - 12/19

Questions?