Redistricting 101 Community Meeting

An overview of the redistricting process

Presented by:

Yngrid Jones-Huff, Deputy Chief, Operations

Brenan Stearns, Coordinator of Planning

Fulton County Schools
Where Students Come First

- **Introduction of Presenters**

Susan Romanick
Moderator,
Communications Mgr.

Yngrid Jones-Huff
Deputy Chief
Operations Officer

Brenan Stearns
Coordinator of
Planning

Mayte Lara
Program Manager
Language Assistance

- **Ground Rules**

Agenda for Today's Meeting

- **Redistricting 101 Presentation** (30 minutes)
  - Review purpose of redistricting
  - Review Policy AD - School Attendance Zones
  - Review redistricting data requirements
  - Review procedure for redistricting
    - Community meetings
    - Small group facilitation
    - Alternative and draft maps
    - Data tables
    - Approval
    - Notification

- **Opportunity for General Q&A** (remaining time)

- The process of establishing a school attendance boundary

- Every residential address in the FCS district is assigned an elementary, middle and high school
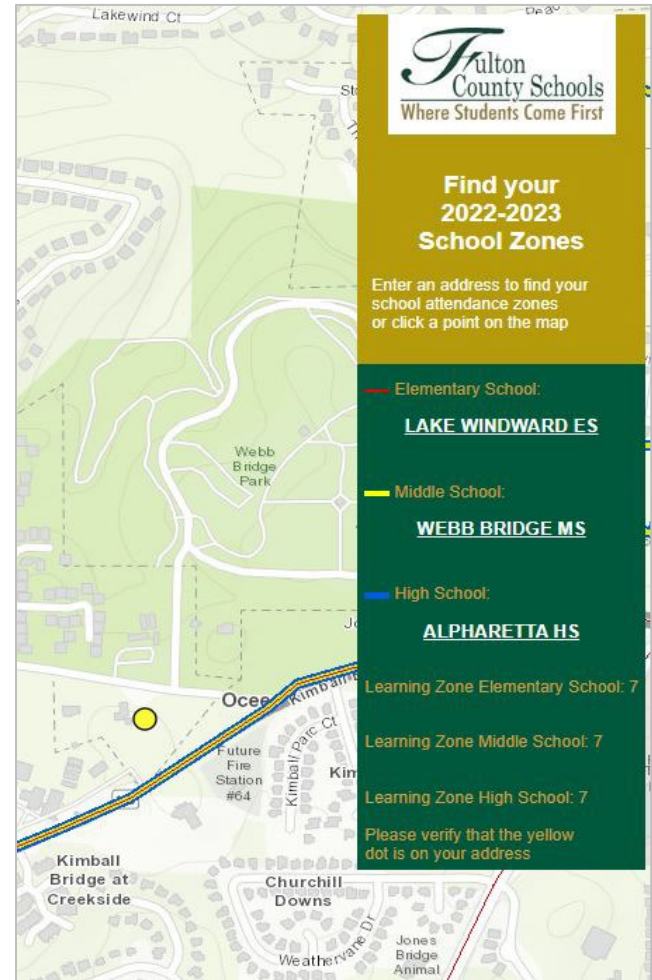
- New/replacement schools open

- Additions/major renovations open

- School closure/consolidation

- **Imbalance in enrollment**

Who Determines Scope of Redistricting?

- A recommendation is made to the School Board that a redistricting is needed

- If the Board concurs, staff identifies anticipated impacted communities

- In most cases, the scope is very broad to ensure all options are covered

- Passed in September 2000

- Defines primary and secondary criteria

- Establishes a procedure for revising school attendance zones

- Used in the planning and opening of 40+ new and replacement schools and three (3) school closures

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Primary criteria - based on data and logistics

- Geographic proximity

- Projected enrollment

- Capacity

(Students are not always assigned to their closest school – all three criteria must be considered and all students must be assigned.)

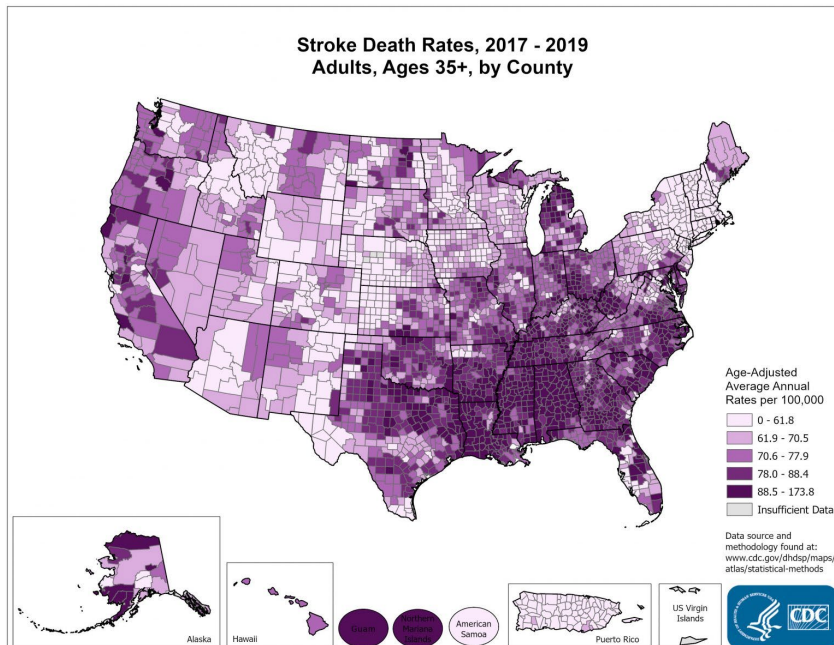**Secondary criteria -** **used when primary criteria offer more than one option for assignment**

- Traffic patterns

- Frequency of neighborhood rezonings

- School feeder alignment

- Balancing of special programs (i.e., TAG, ESOL, Special Needs)

How do you quantify and measure the criteria?

Geographic Information Systems - GIS

Stroke Death Rates, 2017 - 2019
Adults, Ages 35+, by County

Age-Adjusted
Average Annual
Rates per 100,000

0 - 61.8
61.9 - 70.5
70.6 - 77.9
78.0 - 88.4
88.5 - 173.8
Insufficient Data

Data source and
methodology found at:
www.cdc.gov/dhdsp/maps/
atlas/statistical-methods

Outsmarting Traffic, Together.
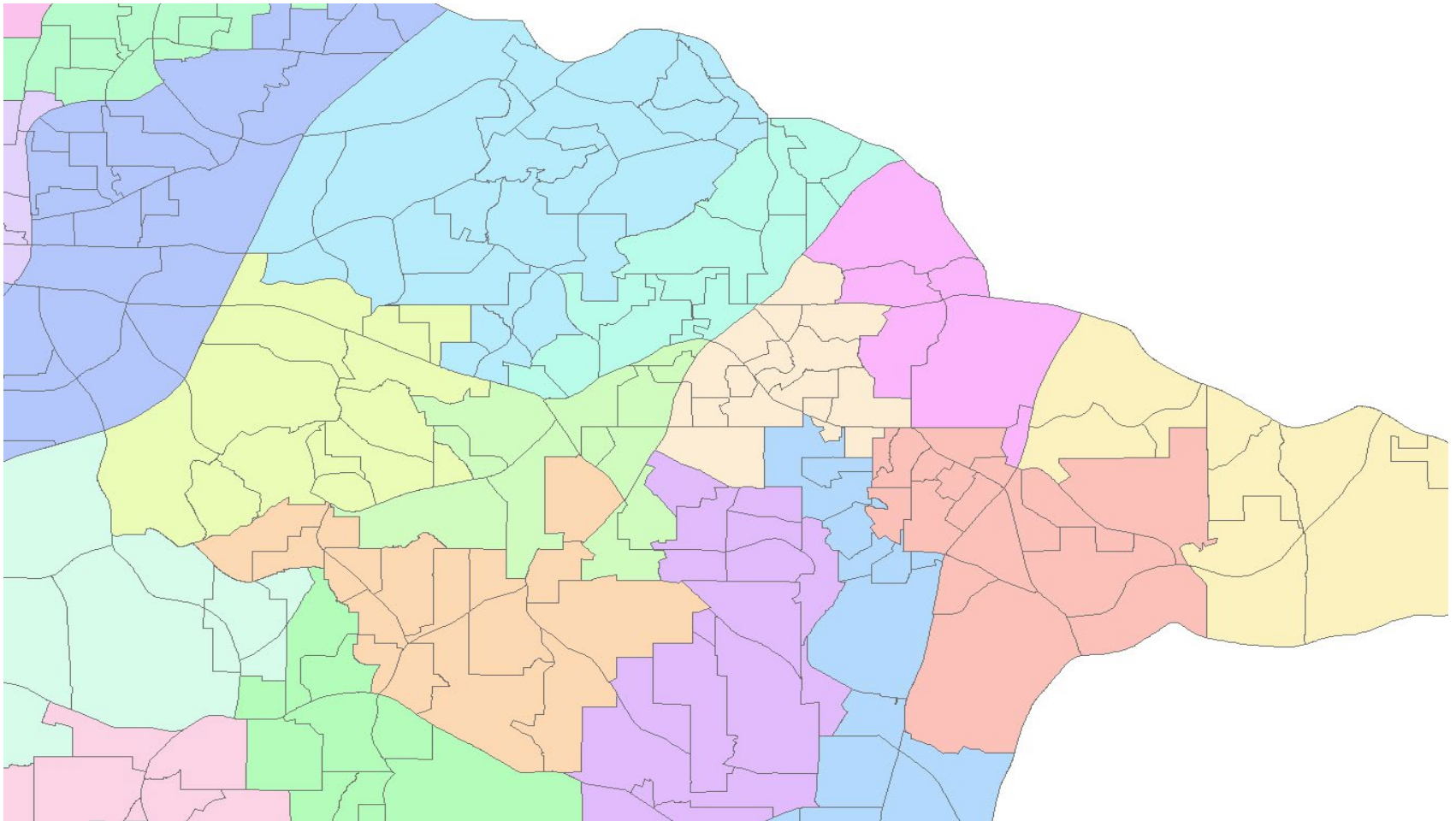
SchoolSite Pro

GIS-based tool that allows mapping and data analysis for school planning

- Enrollment projections

- Attendance boundary planning

- Cohort-based tool

- Residential development

- Student mobility rates

- Birth rates

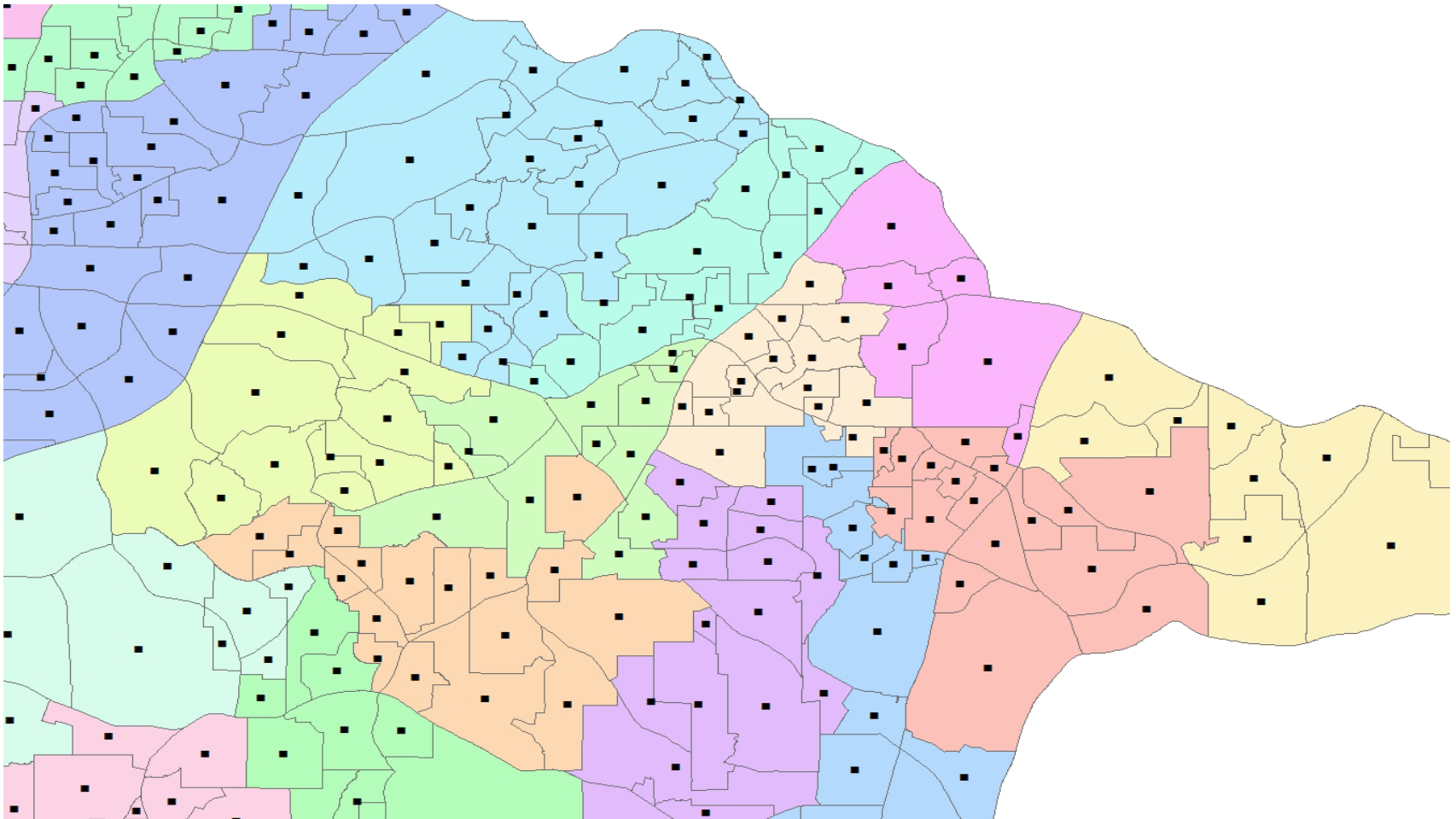**Study Area Maps-** Groupings of neighborhoods used to create attendance boundaries

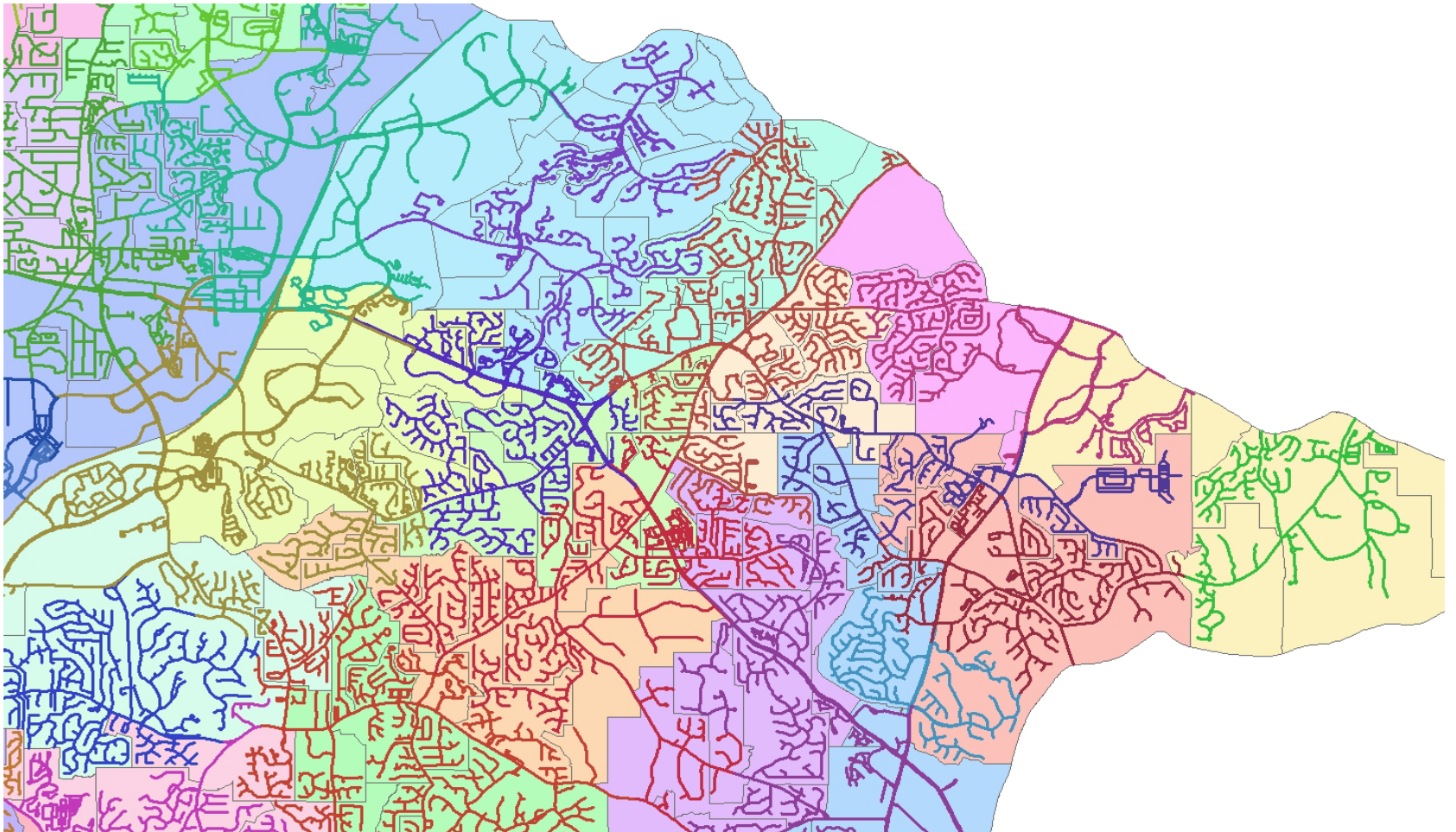**Study area centroid** - *Geographic center of every study area used for route analysis*

First, second and third closest school (by route network distance) is determined for each study area

Existing students are mapped to their residential address
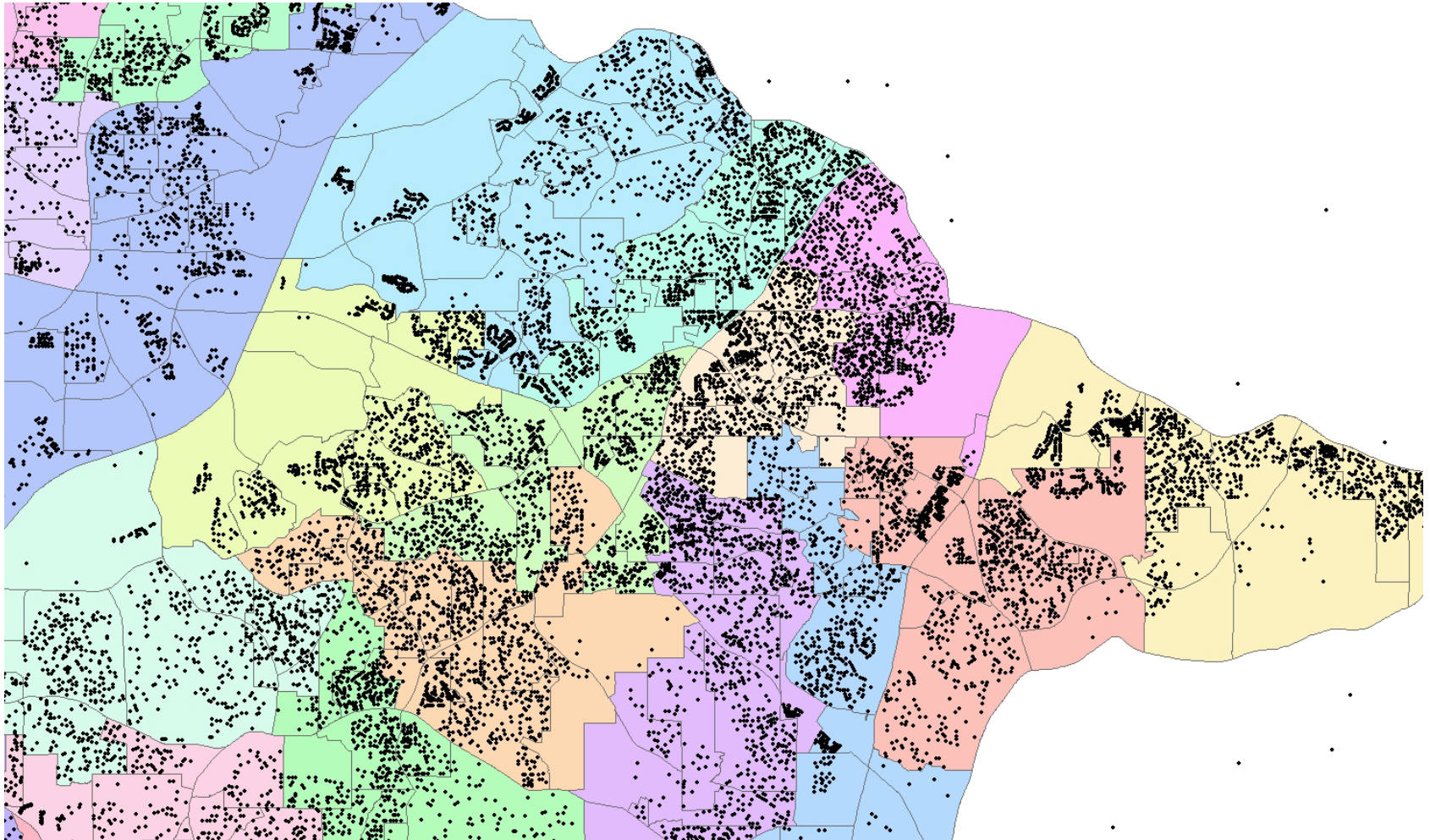
FCS Forecast Methodology

Historic Enrollment

- Regional Data Model
- Birth Factors
- Mobility Factors

Geocoded Students

- Pre-K classes
- Out-of-zone students
- Charter Schools

Residential Development

- Projected closings
- Student Yields

Preliminary Forecast

Principal feedback

Student Forecasts
(5-7 years out)
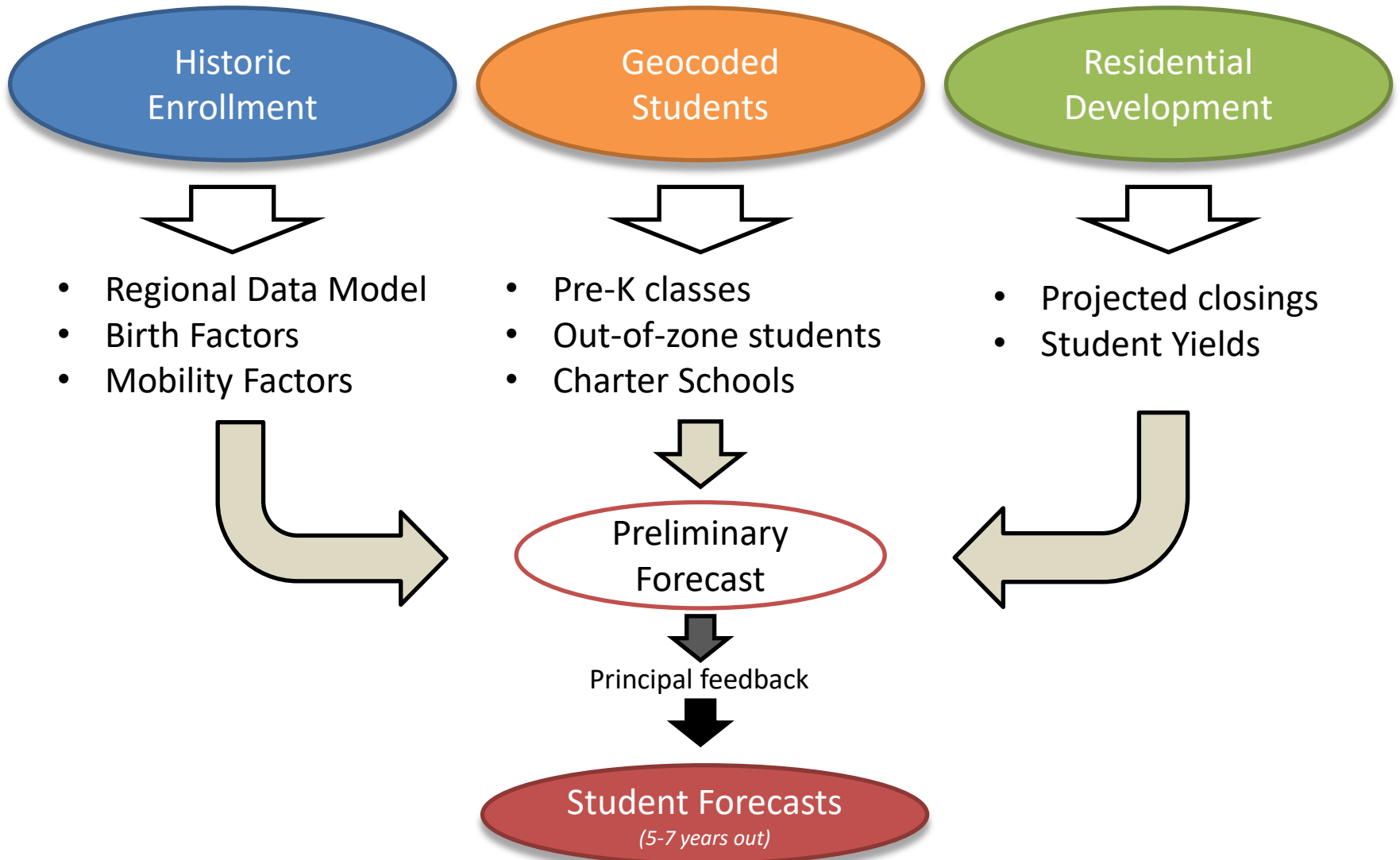
Historical Forecast Accuracy

School Year	First Month Enrollment	System Forecast	Difference	% Difference
2008-09	88,134	88,467	-333	-0.38%
2009-10	90,066	90,097	-31	-0.03%
2010-11	91,671	91,798	-127	-0.14%
2011-12	92,500	92,778	-278	-0.30%
2012-13	93,818	93,194	624	0.67%
2013-14	95,095	95,041	54	0.06%
2014-15	95,505	96,270	-765	-0.79%
2015-16	95,694	96,229	-535	-0.56%
2016-17	96,048	96,581	-533	-0.55%
2017-18	95,610	96,676	-1,066	-1.10%
2018-19	94,665	95,215	-550	-0.58%
2019-20	93,948	93,509	439	0.47%
2020-21	90,376	93,686	-3,310	-3.53%
2021-22	90,415	91,877	-1462	-1.59%

*Student enrollment projections impacted due to COVID19 pandemic

School Capacity – Classroom Space

- Number of classrooms in each building

- Projected enrollment

- Student-to-teacher ratio

- Special programs (i.e., TAG, ESOL, Special Needs)

School Capacity - Primary

Forecasted enrollment

Classroom need calcs

Instructional programs

Constants

Demand total

Demand – Supply=Need

ES Classroom Analysis - YEAR 2 (2023-24 or FY24)
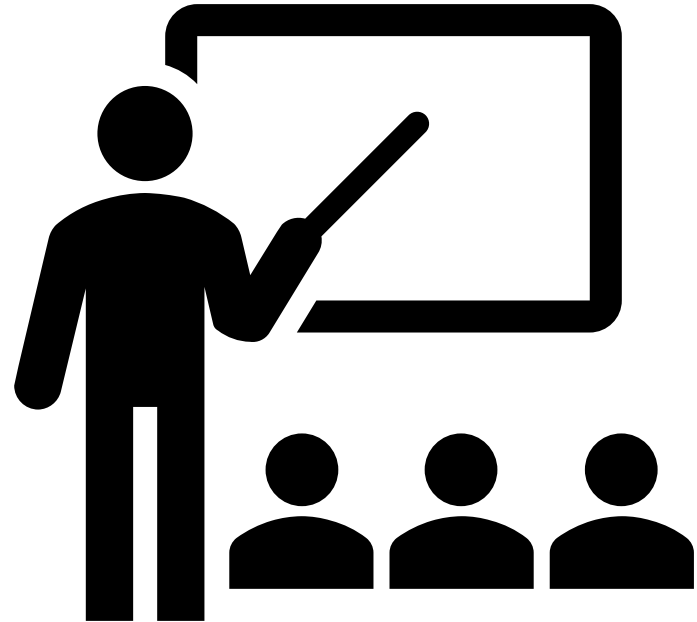
School: Dunwoody Springs ES   **School #:** 981

	SC	PK	KD	G1	G2	G3	G4	G5	TOTAL
20-day count	14	40	88	84	87	79	92	79	563
Avg. cr size			22.0	21.0	21.8	19.8	23.0	26.3	
Needed cr's			4	4	4	4	4	3	

CLASSROOM ANALYSIS

1. Projected General Ed CR Need — **23**

2. Instructional Programs (IP):	PK	EIP	ESOL	TAG	SPED	TITLE I
CR	2	2	2	2	9	2

Teachers: 5   4   **TOTAL IP** 19

COMMENTS:

3. Constants (subject area specialist and other constants) — **8**

Total CR demand: 50

Classrooms: 55   **Small areas** 0   **Total CR supply:** 55

CRNEED (w/o portables): -5

Portable units: 0   **CRs in portables** 0   **CRNEED (w/ portables):** -5

**Possible portable need:** -2.5

- Neighborhood study areas are the building blocks of attendance boundaries

- Future schools will be considered
  - Forward looking
  - Minimize the continuous shifting of neighborhoods

- Gather community feedback on secondary criteria and attendance boundary alternative and draft plans

Community Engagement

▸ Everyone participates equally

▸ All forums begin with a presentation

▸ Ensures continuity in the process

▸ Divided into smaller working groups

▸ Groups facilitated by trained staff

▸ Equity in the process

▸ Focused discussion on criteria
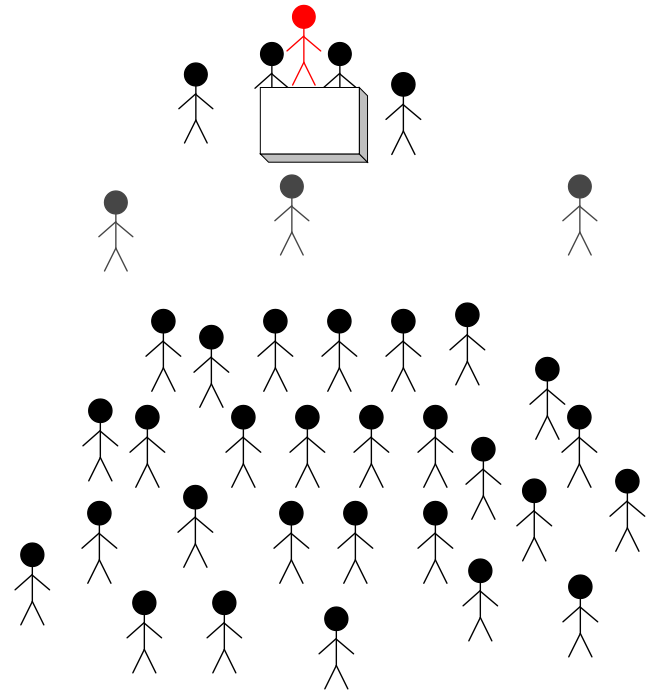
- Facilitators are objective participants

- Can only consider input related to the criteria

- School system commits to receiving and considering all appropriate input

- Staff must balance multiple perspectives and logistical limitations in developing plans, not all input can be accommodated

- Respect each others' opinions

- Please use QR code on agenda to submit questions

Round 1 Meeting Objective:
Collect community input within the board-approved criteria

- Study area maps will be available

- NO redistricting options will be presented

- Break-out session will focus on a series of questions

- Online forum available until midnight the following day

1. In terms of factors such as natural geographic barriers, homeowners' associations, and shared amenities such as common areas, youth teams or events, what neighborhood areas should remain together and why?

2. What traffic concerns do you have that may impact the safe and timely transportation of students to and from schools?

3. Are there any residential development trends or redevelopments in your area that may impact future school enrollment?

4. Have there been issue regarding multiple school rezonings in your area?

- Analyze Round 1 community feedback
  - Meeting comments
  - Online comments

- Develop alternative plan maps for Round 2 meeting in consultation with Operations and Academics leadership teams

Meeting Comments are:

- Collected by trained facilitators
- Directly related to the board-approved criteria
- Reviewed for appropriateness
- Published online
- Geocoded and analyzed
- Provided to the Board of Education

Online Comments are:

- Entered by user
- Not necessarily directly related to the criteria
- **NOT** reviewed for appropriateness
- **NOT** published online
- Geocoded and analyzed
- Often duplicative – form letters, emails
- Provided to the Board of Education

Comments are mapped by neighborhood grouping, intersection, or street categorized by board-approved criteria – pro/con

If Mountain Park ES would be eliminated from this plan. Then, a pro for Plan A would be that Roswell Station gets to stay at Roswell North to walk to school.

Roswell Station likes Plan A. Kids have the option to walk to Roswell North ES. They can not walk to Hwy 9 ES.

For Windsor Forrest and Whitehall, dangerous intersection (Hwy 9 and Hwy 92). Hwy 9 and Hwy 92 are natural boundaries.

Proximity for Spring Ridge and Windsor Forest has worsened. (2x distance)

Crown Park, Minhinette keeps us in neighborhood groupings.

Traffic patterns: Kids near Houze Way and in Darien Park will have to travel through intersection of Hwy 9 and Holcomb Bridge Rd. during the rush hour. Safety concern.

Geographically keeps kids across the street from Highway 9 ES at Roswell North ES

Crown Park/Old Place/Tower Park feeder alignment is consistent.

Wood Creek and Oaks apartments should go to Mimosa for proximity.

Stonebridge subdivision will not cross Holcomb Bridge Road (currently we do.)

Riverwood Apartments: Hwy 9 is far for volunteer parents. Mimosa is in walking distance.

Intersection of 400 and Holcomb Bridge extremely dangerous to have people cross

For Esther Jackson ES, crossing GA-400 is dangerous. On Holbomb Bridge Rd is dangerous too.

Note: Image above is from a previous redistricting and is for demonstration purposes only

Gray areas – study areas that could provide options for alternative assignments

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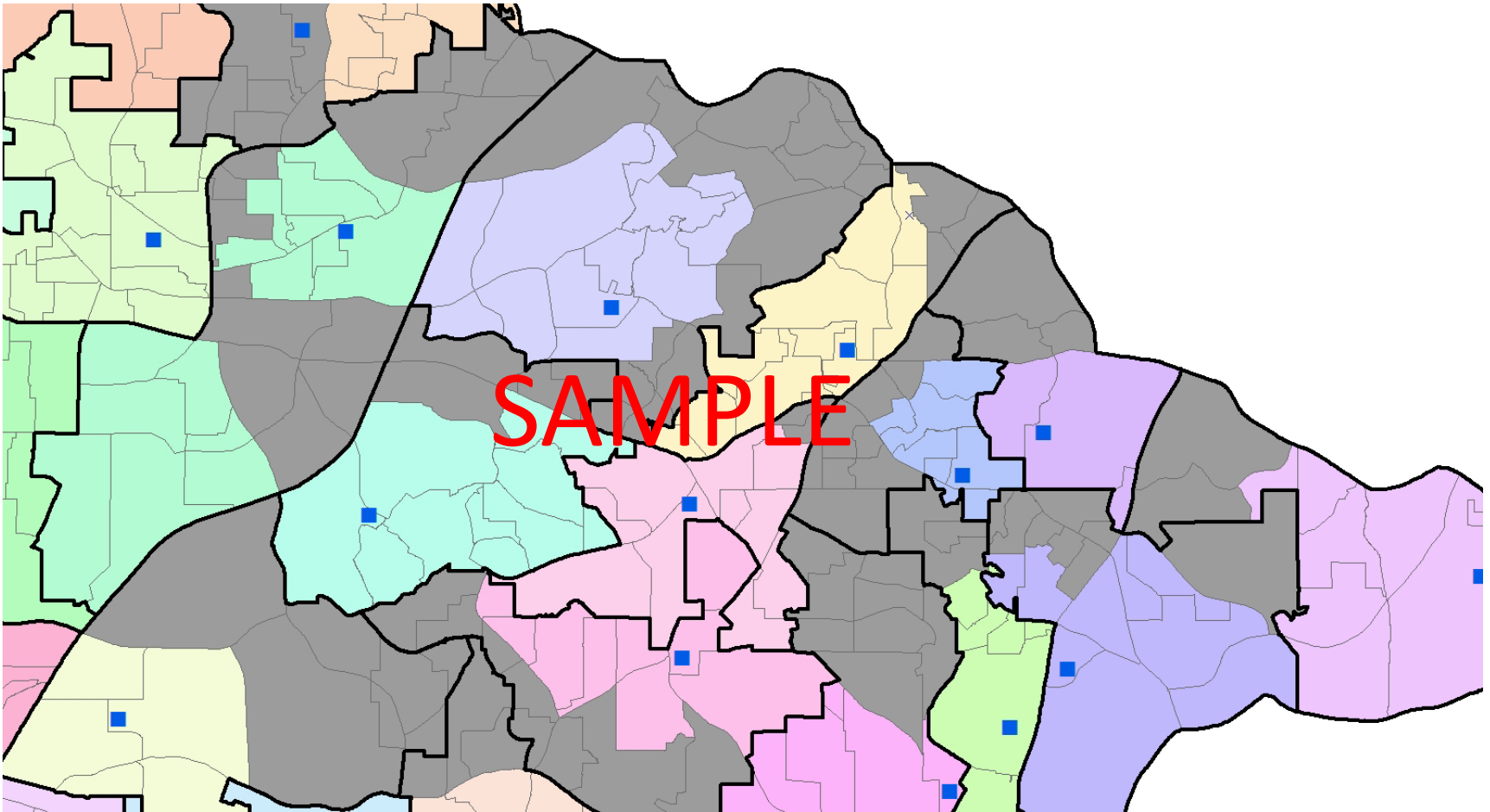
Round 2 Meeting Objective:

*Collect community input within the Board-approved criteria*

- Three (3) alternative maps will be presented for each level (elementary, middle and high)

- Data tables and feeder patterns will be shared

- Break-out session will focus on the pros/cons of each alternative plan – based on board-approved criteria

- Online forum available until midnight the following day

Alternative Plan Map Example – 3 options are typically provided
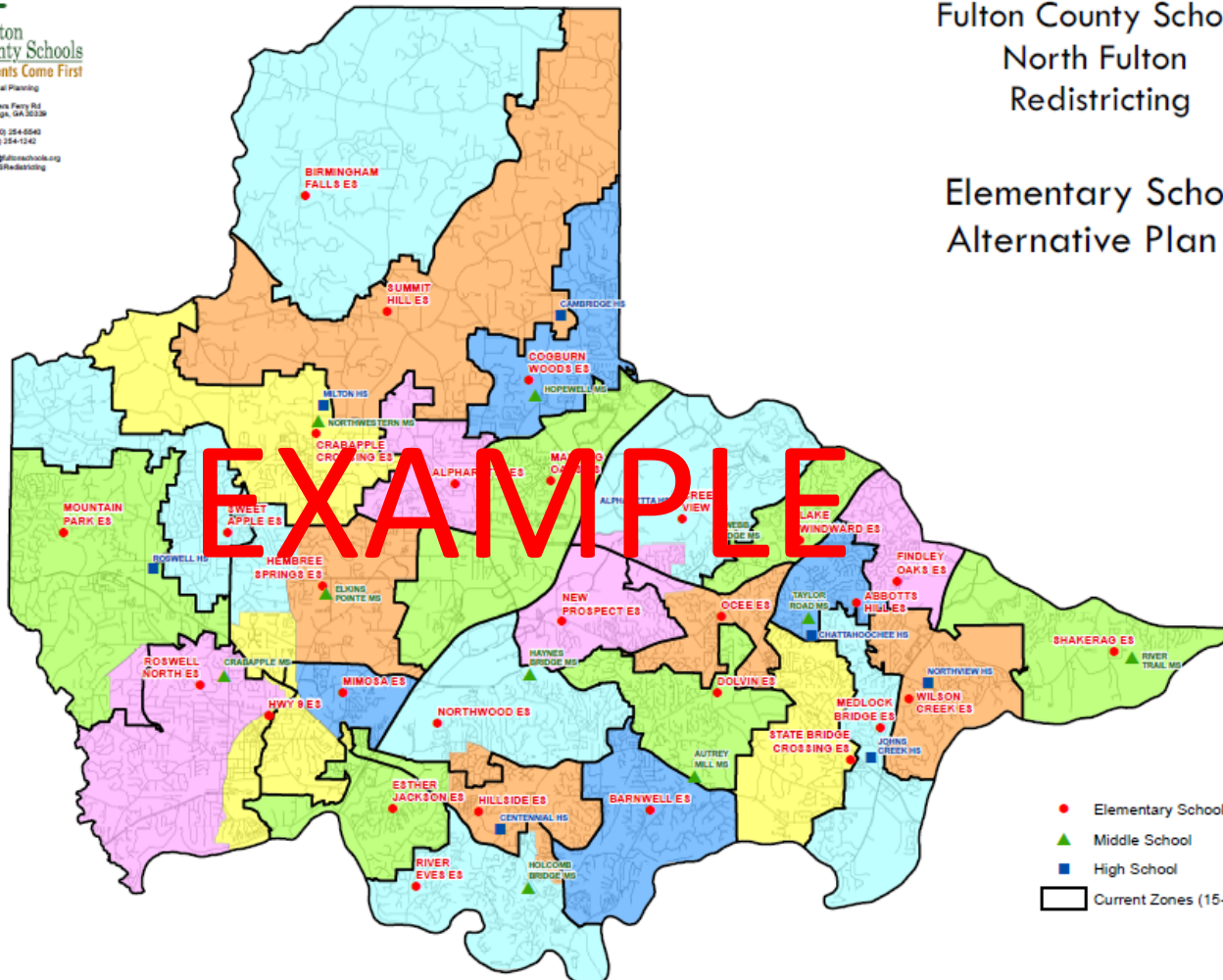
Redistricting Data Table

Alternative Plan data table example

Comparison of enrollment, forecast & classroom need data in Current (as-is) scenario vs. recommended plan

Current year → **Future years...**

CURRENT

School	GADOE Instructional Units / FTE	2015-16 Enrollment	2015-16 # CR Need Less Bldg.	2016-17 Projected	2016-17 # CR Need Less Bldg.	2017-18 Projected	2017-18 # CR Need Less Bldg.	2018-19 Projected	2018-19 # CR Need Less Bldg.
Bethune ES	52	697	-3	674	-3	654	-4	636	-6
Brookview ES	36	560	8	577	8	591	8	608	8
Campbell ES	59	885	9	885	10	898	9	895	8
Cliftondale ES	54	892	4	853	1	839	3	843	4
College Park ES	54	734	-6	740	-6	749	-5	748	-5
Derrick Rd ES site	0 / 54	0	0	0	0	0	0	0	0
Feldwood ES	55	814	3	793	3	796	2	778	2
Gullatt ES	35 / 54*	520	6	549	6	550	-13	564	-13
Heritage ES	55	836	10	890	12	917	12	943	13
Lewis, S.L. ES	44	585	3	605	4	611	4	639	5
Liberty Point ES		7		49	5	41	4	717	3
Renaissance ES	4	835		73	4	935	5	982	8
Stonewall Tell ES		1,170	8		8	1,295	21	1,361	23
Total	**605 / 678**	**9,285**	5	429	52	**9,576**	**46**	**9,714**	**50**

(*Note: Gullatt ES replacement school scheduled to open in 2017-18)

Surrounding schools

FINAL RECOMMENDATION

School	GADOE Instructional Units / FTE	2015-16 Enrollment	2015-16 # CR Need Less Bldg.	2016-17 Projected	2016-17 # CR Need Less Bldg.	2017-18 Projected	2017-18 # CR Need Less Bldg.	2018-19 Projected	2018-19 # CR Need Less Bldg.
Bethune ES	52	697	-3	743	-2	723	-2	703	-2
Brookview ES	36	560	8	555	7	569	7	586	7
Campbell ES	59	885	9	885	10	730	3	723	2
Cliftondale ES	54	892	4	766	1	760	-1	765	-1
College Park ES	54	734	-6	849	-1	866	0	877	0
Derrick Rd ES site	0 / 54	0	0	748	-1	785	0	848	3
Feldwood ES	55	814	3	793	3	796	2	778	2
Gullatt ES	35 / 54*	520	6	549	6	719	-2	737	-2
Heritage ES	55	836	10	711	6	729	2	746	3
Lewis, S.L. ES	44	585	3	605	4	611	4	639	5
Liberty Point ES	54	757	4	749	2	741	1	717	0
Renaissance ES	54	835	2	710	-2	750	-1	777	-1
Stonewall Tell ES	53	1,170	14	810	-1	841	-1	862	1
Total	**605 / 678**	**9,285**	**54**	**9,473**	**32**	**9,620**	**12**	**9,758**	**17**

(Notes: Area totals are greater than 'CURRENT' version due to inclusion of two anticipated PreK classrooms at the new school; Plan also anticipates one new PreK at Stonewall Tell ES)

EXAMPLE

* Note: Data table shown is from a previous redistricting and is for demonstration purposes only

- Analyze collected comments

- Develop draft plan map for Round 3 meeting in consultation with Operations and Academics leadership teams based on Board-approved criteria

Round 3 Meeting Objective:

Collect community input within the Board-approved criteria

- One (1) draft map will be presented for each level (elementary, middle and high)

- Data tables and feeder patterns will be shared

- Break-out session will focus on the pros/cons of the draft plan – based on board-approved criteria

- Online forum available until midnight the following day

- Analyze collected comments

- Develop final recommendation with Administrative Review Team (Operations and Academics)

- Present recommended plan to Board on November 8, 2022

- Board will review staff recommendations for attendance zone modifications

- Board receives community input based on the recommendation during November and December

- Board selects or adjusts attendance zone recommendation

- Board approves final attendance zones - December 15, 2022

Redistricting Notification/Options

- Approved attendance zone changes go into effect in 2023-24 school year

- Students impacted by redistricting will be notified in early 2023 at beginning of second semester

- The following impacted students can opt to stay at their home school *(no transportation provided)*
  - Elementary: Rising 5th graders
  - Middle School: Rising 8th graders
  - High School: Rising 10th, 11th, and 12th graders

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Where Students Come First

Operational Planning Redistricting website

- Public record

- Information and video of the process

- FAQ and Q&A

- Online community forum

www.fultonschools.org/redistricting

QR code to
FCS Redistricting website

Thank You for Attending!

Important Note

English

If you need this information in a different language, please send an email to *districtlanguageassistance@fultonschools.org.*

Spanish

Si usted necesita esta información en algún otro idioma por favor mande un email a: *districtlanguageassistance@fultonschools.org.*

Chinese 中文

如果您需要此信息的其他语言，请发送电子邮件至 *districtlanguageassistance@fultonschools.org.*

Korean 한국어

다른 언어로 이 정보가 필요하신 분은 , *districtlanguageassistance@fultonschools.org.* 로 이메일을 보내주세요.

Hindi

यदि आपको किसी अन्य भाषा पर यह जानकारी चाहिए, तो कृपया एक ईमेल भेजें *districtlanguageassistance@fultonschools.org.*

Portuguese

Caso necessite desta informação em uma língua diferente, por favor envie um e-mail para *districtlanguageassistance@fultonschools.org.*

Arabic

إذا كنتم بحاجة إلى هذه المعلومات بلغة مختلفة ، يرجى إرسال بريد إلكتروني إلى *districtlanguageassistance@fultonschools.org.*