Redistricting 101
Community Meeting
An overview of the redistricting process

Presented by:
Yngrid Jones-Huff, Deputy Chief, Operations
Brenan Stearns, Coordinator of Planning
Welcome!

• 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)
What is Redistricting/Rezoning?

• The process of establishing a school attendance boundary

• Every residential address in the FCS district is assigned an elementary, middle and high school
When Does Redistricting Take Place?

• 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
Policy AD – School Attendance Zones

• 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
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
- 62.9 - 75.8
- 76.9 - 89.8
- 89.9 - >172.8
- Insufficient Data

Data source and methodology located at www.cdc.gov/nchs/data/series/sr_09/sr09_316.pdf

Outsmarting Traffic, Together.

esri | THE SCIENCE OF WHERE™
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

<table>
<thead>
<tr>
<th>School Year</th>
<th>First Month Enrollment</th>
<th>System Forecast</th>
<th>Difference</th>
<th>% Difference</th>
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<tr>
<td>2008-09</td>
<td>88,134</td>
<td>88,467</td>
<td>-333</td>
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</tr>
<tr>
<td>2009-10</td>
<td>90,066</td>
<td>90,097</td>
<td>-31</td>
<td>-0.03%</td>
</tr>
<tr>
<td>2010-11</td>
<td>91,671</td>
<td>91,798</td>
<td>-127</td>
<td>-0.14%</td>
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<tr>
<td>2011-12</td>
<td>92,500</td>
<td>92,778</td>
<td>-278</td>
<td>-0.30%</td>
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<tr>
<td>2012-13</td>
<td>93,818</td>
<td>93,194</td>
<td>624</td>
<td>0.67%</td>
</tr>
<tr>
<td>2013-14</td>
<td>95,095</td>
<td>95,041</td>
<td>54</td>
<td>0.06%</td>
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<tr>
<td>2014-15</td>
<td>95,505</td>
<td>96,270</td>
<td>-765</td>
<td>-0.79%</td>
</tr>
<tr>
<td>2015-16</td>
<td>95,694</td>
<td>96,229</td>
<td>-535</td>
<td>-0.56%</td>
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<tr>
<td>2016-17</td>
<td>96,048</td>
<td>96,581</td>
<td>-533</td>
<td>-0.55%</td>
</tr>
<tr>
<td>2017-18</td>
<td>95,610</td>
<td>96,676</td>
<td>-1,066</td>
<td>-1.10%</td>
</tr>
<tr>
<td>2018-19</td>
<td>94,665</td>
<td>95,215</td>
<td>-550</td>
<td>-0.58%</td>
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<tr>
<td>2019-20</td>
<td>93,948</td>
<td>93,509</td>
<td>439</td>
<td>0.47%</td>
</tr>
<tr>
<td>2020-21</td>
<td>90,376</td>
<td>93,686</td>
<td>-3,310</td>
<td>-3.53%</td>
</tr>
<tr>
<td>2021-22</td>
<td>90,415</td>
<td>91,877</td>
<td>-1,462</td>
<td>-1.59%</td>
</tr>
</tbody>
</table>

*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)
### Forecasted Enrollment

<table>
<thead>
<tr>
<th>20-day count</th>
<th>SC</th>
<th>PK</th>
<th>KD</th>
<th>G1</th>
<th>G2</th>
<th>G3</th>
<th>G4</th>
<th>G5</th>
<th>TOTAL</th>
</tr>
</thead>
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<tr>
<td></td>
<td>14</td>
<td>40</td>
<td>88</td>
<td>84</td>
<td>87</td>
<td>79</td>
<td>92</td>
<td>79</td>
<td>563</td>
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</tbody>
</table>

**Avg. cr size**

<table>
<thead>
<tr>
<th></th>
<th>SC</th>
<th>PK</th>
<th>KD</th>
<th>G1</th>
<th>G2</th>
<th>G3</th>
<th>G4</th>
<th>G5</th>
<th>TOTAL</th>
</tr>
</thead>
</table>
| Demand – Supply=Need
Procedure AD – Attendance Zones

- 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
Process – Ground Rules

- 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?
After Round 1 - Redistricting

• 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, Minhnette keeps us in neighborhood groupings.
- Crown Park/Old Place/Tower Park feeder alignment is consistent.
- Geographically keeps kids across the street from Highway 9 ES at Roswell North ES.
- 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.
- 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 Holcomb 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
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
Comparison of enrollment, forecast & classroom need data in Current (as-is) scenario vs. recommended plan.

### Alternative Plan data table example

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

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
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<th></th>
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</thead>
<tbody>
<tr>
<td>Bethune ES</td>
<td>52</td>
<td>697</td>
<td>-3</td>
<td>674</td>
<td>-3</td>
<td>654</td>
<td>-4</td>
<td>636</td>
<td>-5</td>
<td>608</td>
<td>8</td>
<td>608</td>
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<tr>
<td>Brookview ES</td>
<td>36</td>
<td>560</td>
<td>8</td>
<td>577</td>
<td>8</td>
<td>591</td>
<td>9</td>
<td>629</td>
<td>9</td>
<td>636</td>
<td>3</td>
<td>636</td>
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<tr>
<td>Campbell ES</td>
<td>69</td>
<td>885</td>
<td>-10</td>
<td>885</td>
<td>-10</td>
<td>885</td>
<td>-10</td>
<td>885</td>
<td>-10</td>
<td>885</td>
<td>-10</td>
<td>885</td>
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<tr>
<td>Chisolms ES</td>
<td>84</td>
<td>892</td>
<td>-4</td>
<td>883</td>
<td>1</td>
<td>839</td>
<td>3</td>
<td>843</td>
<td>4</td>
<td>843</td>
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<td>College Park ES</td>
<td>54</td>
<td>734</td>
<td>-6</td>
<td>740</td>
<td>-6</td>
<td>749</td>
<td>-5</td>
<td>748</td>
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<td>748</td>
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<td>748</td>
</tr>
<tr>
<td>Deming Rd ES site</td>
<td>0/54</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Felwood ES</td>
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<td>3</td>
<td>793</td>
<td>3</td>
<td>795</td>
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<td>778</td>
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<td>778</td>
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<tr>
<td>Guillett ES</td>
<td>35.75a</td>
<td>540</td>
<td>3</td>
<td>549</td>
<td>9</td>
<td>550</td>
<td>13</td>
<td>566</td>
<td>13</td>
<td>566</td>
<td>13</td>
<td>566</td>
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<tr>
<td>Heritage ES</td>
<td>65</td>
<td>836</td>
<td>10</td>
<td>880</td>
<td>12</td>
<td>891</td>
<td>12</td>
<td>943</td>
<td>13</td>
<td>943</td>
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<tr>
<td>Lewis, S.L.E.S.</td>
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<td>3</td>
<td>605</td>
<td>4</td>
<td>611</td>
<td>4</td>
<td>639</td>
<td>5</td>
<td>639</td>
<td>5</td>
<td>639</td>
</tr>
<tr>
<td>Liberty Point ES</td>
<td>54</td>
<td>734</td>
<td>-6</td>
<td>740</td>
<td>-6</td>
<td>749</td>
<td>-5</td>
<td>748</td>
<td>-5</td>
<td>748</td>
<td>-5</td>
<td>748</td>
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<tr>
<td>Renaissance ES</td>
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<td>836</td>
<td>-10</td>
<td>885</td>
<td>-10</td>
<td>885</td>
<td>-10</td>
<td>885</td>
<td>-10</td>
<td>885</td>
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<td>885</td>
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<tr>
<td>Shinnston ES</td>
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<td>780</td>
<td>-1</td>
<td>777</td>
<td>-1</td>
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<tr>
<td>Total</td>
<td>605</td>
<td>678</td>
<td>62,385</td>
<td>42,725</td>
<td>54</td>
<td>9,576</td>
<td>46</td>
<td>9,714</td>
<td>50</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*(Note: Data table shown is from a previous redistricting and is for demonstration purposes only)*
After Round 2 - Redistricting

• 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 – Redistricting

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
After Round 3 - Redistricting

- 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
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 5\textsuperscript{th} graders
- Middle School: Rising 8\textsuperscript{th} graders
- High School: Rising 10\textsuperscript{th}, 11\textsuperscript{th}, and 12\textsuperscript{th} graders
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
districtlanguageassistance@fultonschools.org. إلى إلكتروني بريد إرسال برجي ، مختلفة بلغة المعلومات هذه إلى حاجة كنتم إذا