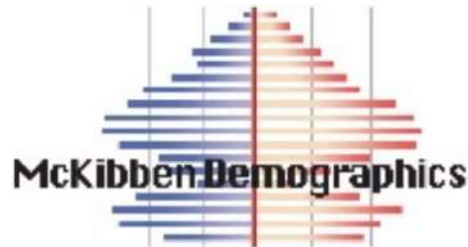


# **Student Realignment Study -Citizens Advisory Committee- Meeting 1**

**June 28, 2017**



## *Welcome and Introductions*

## *Who We Are*

### McKibben Demographic Research, LLC / Cropper GIS Consulting, LLC

K-12 school planning is our business and our passion. Our specialty is redistricting.

McKibben/Cropper works with K-12 school districts to:

- develop redistricting plans,
- facilitate community engagement,
- research, map and write demographic studies,
- prepare long-range facility master plans,
- author site feasibility studies,
- conduct & publish housing impact and yield factor studies, and
- provide GIS implementation & training.

### Recent Projects:

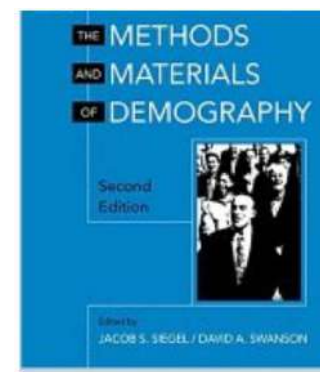
- Union County Public Schools, NC
- Brunswick County Public Schools, NC
- Richmond Public Schools, VA
- Henrico County Public Schools, VA
- Frederick County Public Schools, MD
- Baltimore County Public Schools, MD
- Alexandria City Public Schools, VA
- Meridian Public School District, MS
- Kershaw County School District, SC
- Calhoun County Public Schools, SC
- Akron Public Schools, OH



## Jerome McKibben, PhD

### Experience

- PhD in Demography, Bowling Green University
- Taught demography, statistics, sociology within US & Europe
- Served as a State Demographer of Indiana for 6 years
- Fulbright Scholar Award Recipient, Germany 2002
- Testified before state legislatures, courts, and the US Congress regarding census and population issues



### Notable Publications

- “School District Planning Needs and the 2010 Census”. *In Journal of Economic and Social Measurement*, Vol. 33, No. 2, May 2007
- “The Impact of Policy Changes on Forecasting for School Districts”. *Population Research and Policy Review*. Vol. 15, No.5, December 1996, P. 527-536
- “Race and Ethnicity.” *In Methods and Materials of Demography, Second Edition*. Edited by Jacob Siegel and David Swanson. Academic Press, Boston, March 2004
- “Population Distribution - Classification of Residence.” *In Methods and Materials of Demography, Second Edition*. Edited Jacob Siegel and David Swanson. Co-authored with Kimberly Faust. Academic Press, Boston, March 2004

## Matthew Cropper

- 20 years experience providing GIS mapping and analysis services to school districts and other clients.
- Manages and Facilitates K-12 redistricting and facility planning projects across the U.S.
- Expert consultant for U.S. Department of Justice, Civil Right's Division
- Published numerous papers about using GIS in master planning and educational planning.

1. Union County Public Schools is experiencing changes in enrollment as well as infrastructure to the county that have/will impact the district.
  - a) Charter school openings in the past several years have impacted enrollment in the public schools.
  - b) A bypass is currently under construction in the county, which will impact residential building settlement patterns.
2. Union County Public Schools is planning to add classroom additions to several schools throughout the county, which will be ready for the 2019-20 school year.
  - a) Western Union Elementary School – 8 classrooms
  - b) Porter Ridge Middle School – 15 classrooms
  - c) Monroe High School – 8 classrooms
  - d) Piedmont High School – 4 classrooms
  - e) Porter Ridge High School – 4 classrooms
  - f) Sun Valley High School – 10 classrooms
3. Neighborhood School Concept. The district wants to examine boundaries to ensure that students are assigned to the school closest to their home wherever possible.



1. To explore and develop student realignment options through a community-based process.
2. Focus on developing options that best meet the UCPS realignment criteria.
3. Full implementation of elementary, middle, and high school boundaries will be Fall 2019, which coincides with the opening of the various classroom additions.
  - a) Although the focus of the committee is to develop a plan for 2018-19, aspects of the plan may not be implemented until 2019-20

McKibben Demographics / Cropper GIS Consulting was hired by Union County Public Schools to facilitate and manage the project. Our firms are tasked to:

- A. Develop supporting materials to help facilitate the study, including the development of a 10-year enrollment forecast as well as a school capacity study.
- B. Facilitate a community-based process of developing a student realignment plan.
- C. Empower the community throughout the process.
- D. Leverage expertise to develop logical, efficient, and effective student realignment options with the committee.

### *Rules to Follow*

The Union County Public School Board has approved a set of criteria to follow when evaluating student realignment options. These are rules to follow when considering any potential attendance zone adjustment.

The realignment committee will be oriented on these criteria and will follow them as best as possible as they consider realignment options.

Realignment criteria are:

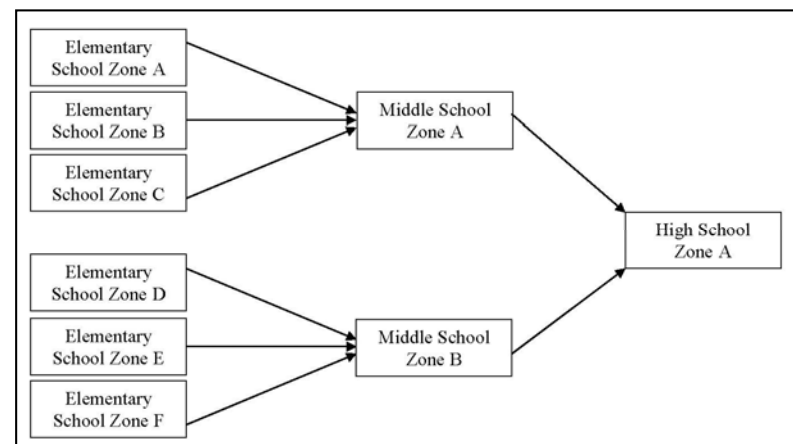
- **Maximize busing efficiencies in transportation of students**

Make every effort to account for transportation (school bus and car rider), parent commuting patterns, balance busing travel time, and costs.



- **Establish clear feeder patterns and continuity**

Make every effort to establish a clear feeder pattern system (especially from middle school to high school), although it may be necessary to split an elementary school to feed to two or more middle schools. Make every effort to divide a large enough population so students can continue to the next level with familiar faces.



### *Rules to Follow*

- **Balance school facility utilization**

Make every effort to have equitable utilization (where possible) across the district and in accordance with school capacities and funded allotment ratios in accordance with state law. Make efficient use of available space.

- **Account for future growth**

Allow for increasing attendance in high growth areas.

- **Allow for grandfathering**

Allow for a “no questions asked” grandfathering option for parents who do not feel it is in the best interest of their children to endure another move. (Source: BOE Resolution, December 6, 2016)

- **Minimize the impact on students**

Attempt to minimize the amount of students impacted when making boundary adjustments

### *Rules to Follow*

- **Make every effort to establish contiguous zones**

Avoid creating zones that are not connected to the primary attendance zone, where possible

- **Use major roads and natural boundaries wherever feasible to define attendance zones**

Minimize the amount of students who need to cross major roads and other barriers to maximize the safety and security of students, and optimize transportation efficiency by containing bus routes within natural boundaries wherever possible to avoid traffic delays and late arrivals.

All criteria are in no particular order or priority, and the best plan is one that touches on all criteria but does not focus solely on one element of the criteria

## *Project Approach*

McKibben/Cropper has identified four phases of a community-driven student realignment project for UCPS:

1. Data Collection
2. Data Analysis / Assimilation
3. Options Development
4. Committee and Public engagement



## 1. Data Collection



- School District– Official enrollment counts by school by grade, along with enrollment databases by address. Data/feedback regarding transportation, school locations, facility information. 2017-18 enrollment data will be collected in early October 2017.



- City / County Sources– Base GIS data (address pts, municipalities, subdivisions, existing and planned road networks, etc.)



- U.S. Census Bureau – 2010 Population/Housing data



- County level in/out migration data



- McKibben / Cropper were tasked to develop several key pieces of information to help facilitate the student realignment process. This includes:
  - 10-year Population and Enrollment Study by School by Grade
  - School Capacity Study

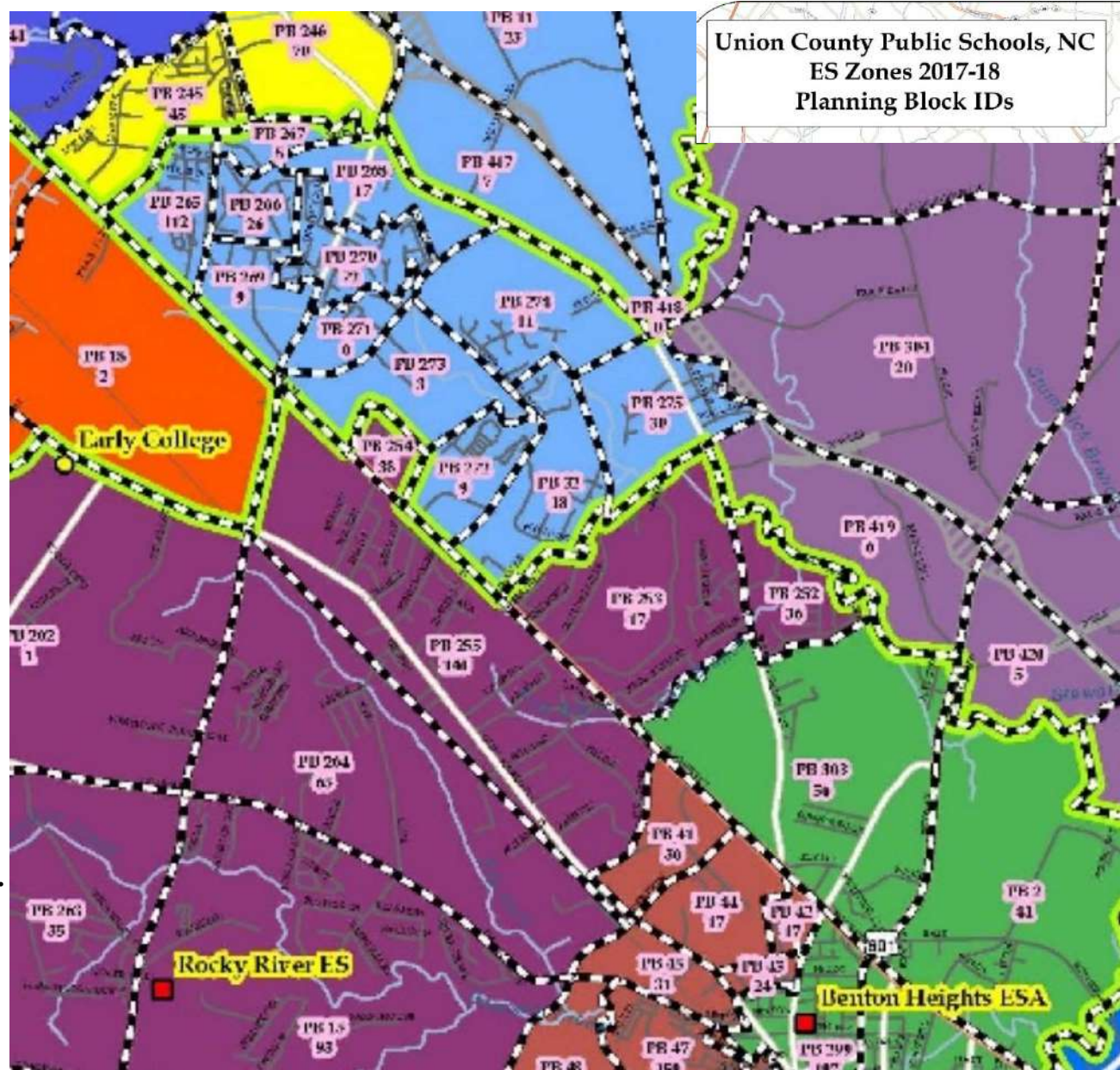
Results of the Demographic and Capacity Studies will be shared with the committee and public within the next few months.

- All data was incorporated into Geographic Information Systems (GIS) to enable quick, accurate, and efficient analysis, and also to help facilitate student realignment options.

## 2. Data Analysis / Assimilation

The use of planning blocks will be created to help the committee and public obtain an understanding of the impact on moving an area one way or the other.

Key data will be analyzed by these planning blocks, such as total number of students living within each block.

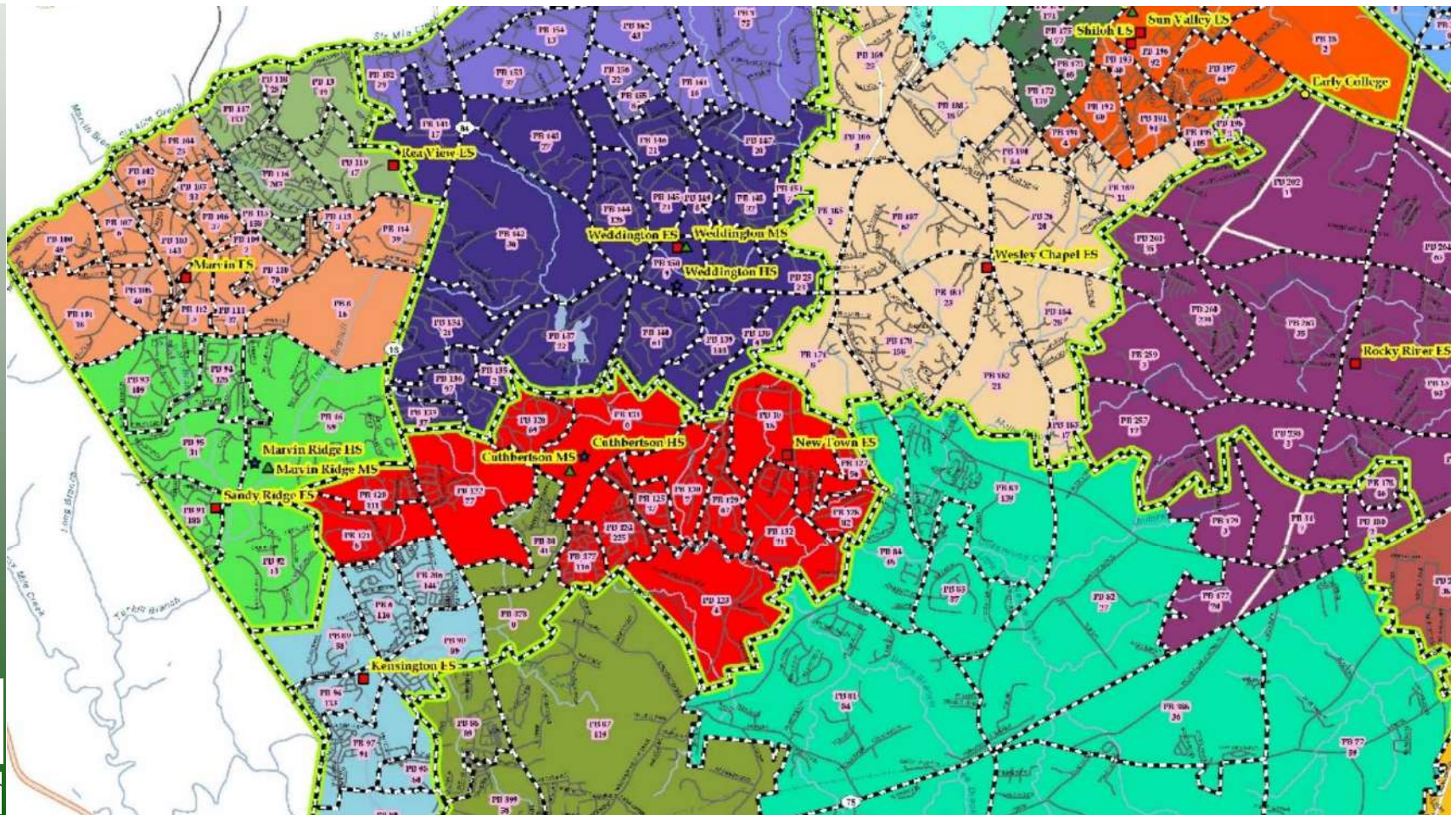




## 2. Data Analysis / Assimilation

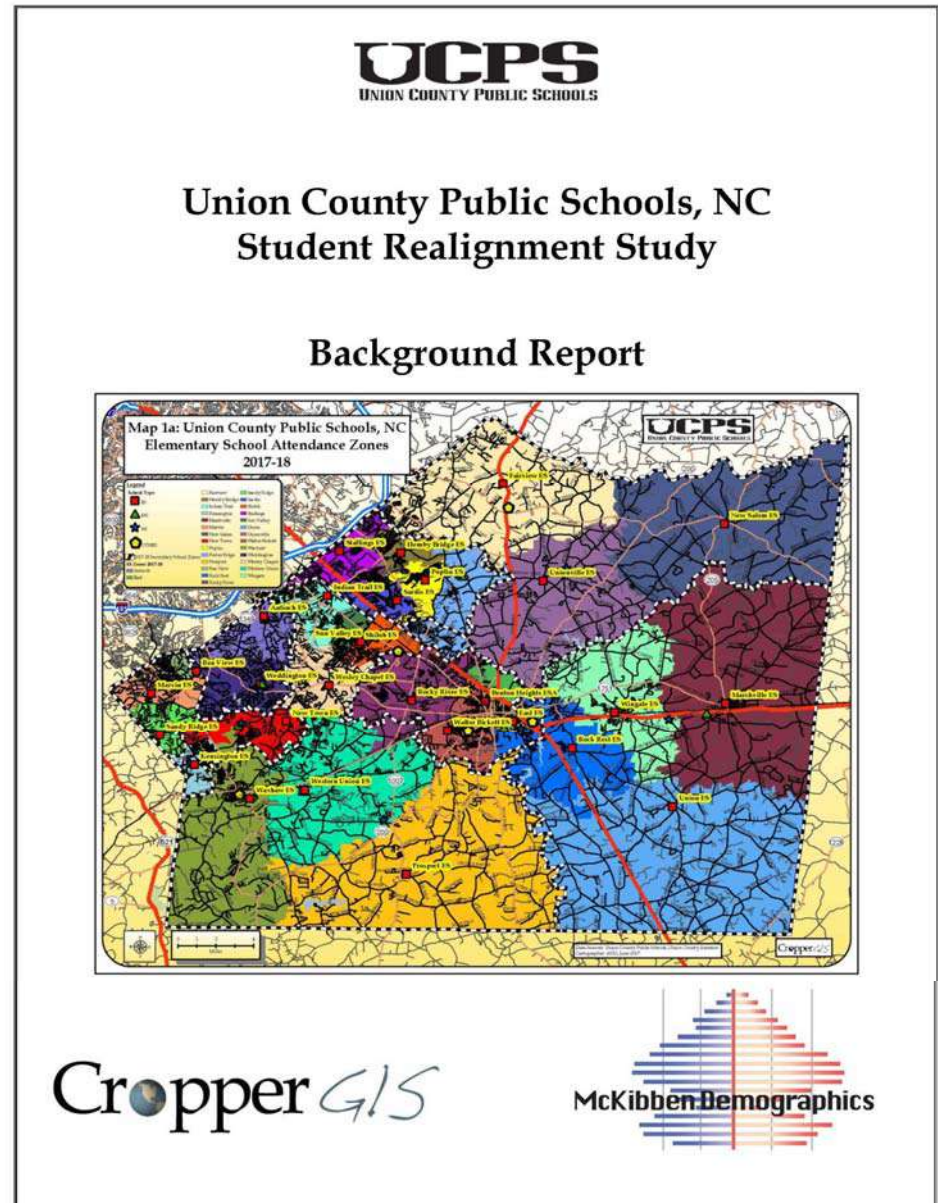
The use of planning blocks will be created to help the committee and public get an idea of the impact of moving an area one way or the other.

Key data will be analyzed by these planning blocks, such as total number of high school students



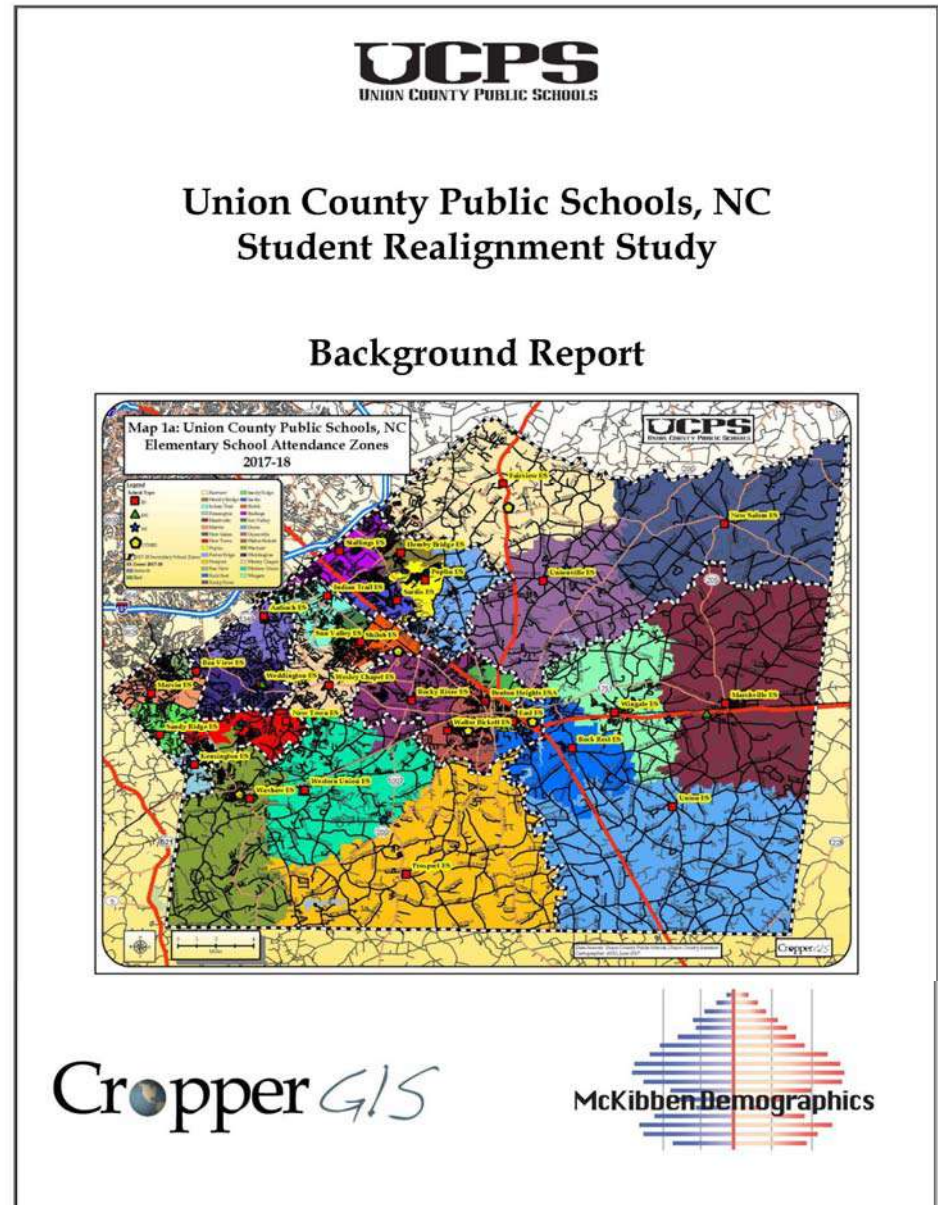


- Background Report Purpose:
  - To expand the knowledge of each committee member
  - To help committee members share a message that is consistent and accurate



Please be familiar with the entire report, and note some key sections:

- Key Objectives (p.1)
- Student Realignment Criteria (p.1-2)
- Stakeholder Roles and Responsibilities (p.3)
- Timeline (p.4)
- Maps (Appendix A)
- Live-Attend Analysis (Appendix B)



### Interpreting Live/Attend Matrices (p. 61)

- Helps understand where students live versus attend school currently.
- Read left to right to see enrolled, and look up to see where students live.
- Read top to bottom to see live-in counts, and then look left to see where students attend.

		Where 9-12th Students Live										
		Cuthbertson	Forest Hills	Marvin Ridge	Monroe	Parkwood	Piedmont	Porter Ridge	Sun Valley	Weddington	Out of District	Unmatched
		1500	1200	1612	1458	1438	1575	1861	1843	1313	23	11
Where 9-12th Students Attend	Cuthbertson HS	1541	1397	1	5	6	85	7	33	6		1
	Forest Hills HS	1036		1009		16	2	1	1		7	
	Marvin Ridge HS	1655	28	1	1557	2	8	1	1	7	45	2
	Monroe HS	1201		25		1155	7	3	3	3	4	1
	Parkwood HS	1167	3	1		6	1144		4	3	2	1
	Piedmont HS	1376		5		12	6	1332	10	5	1	4
	Porter Ridge HS	1757		1		9	2	63	1676	4		2
	Sun Valley HS	1460	1		1	34	2	14	16	1390	1	
	Weddington HS	1351	10		7	9	5		3	131	1184	2
	CATA	832	47	81	35	102	127	100	85	190	63	1
	Early College	333	10	39	3	77	36	51	43	68	6	
	South Providence School	65		27	1	20	8	2	4	2	1	
	Wolfe School	60	4	10	3	10	6	8	8	7	4	
Live In, Attend Out (9-12)			103	191	55	303	294	243	185	453	129	

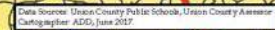






# Map review : Attendance Zone Maps

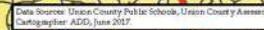
- 
- McKibben Demographics





# Map review : Attendance Zone Maps

- 
- McKibben Demographics

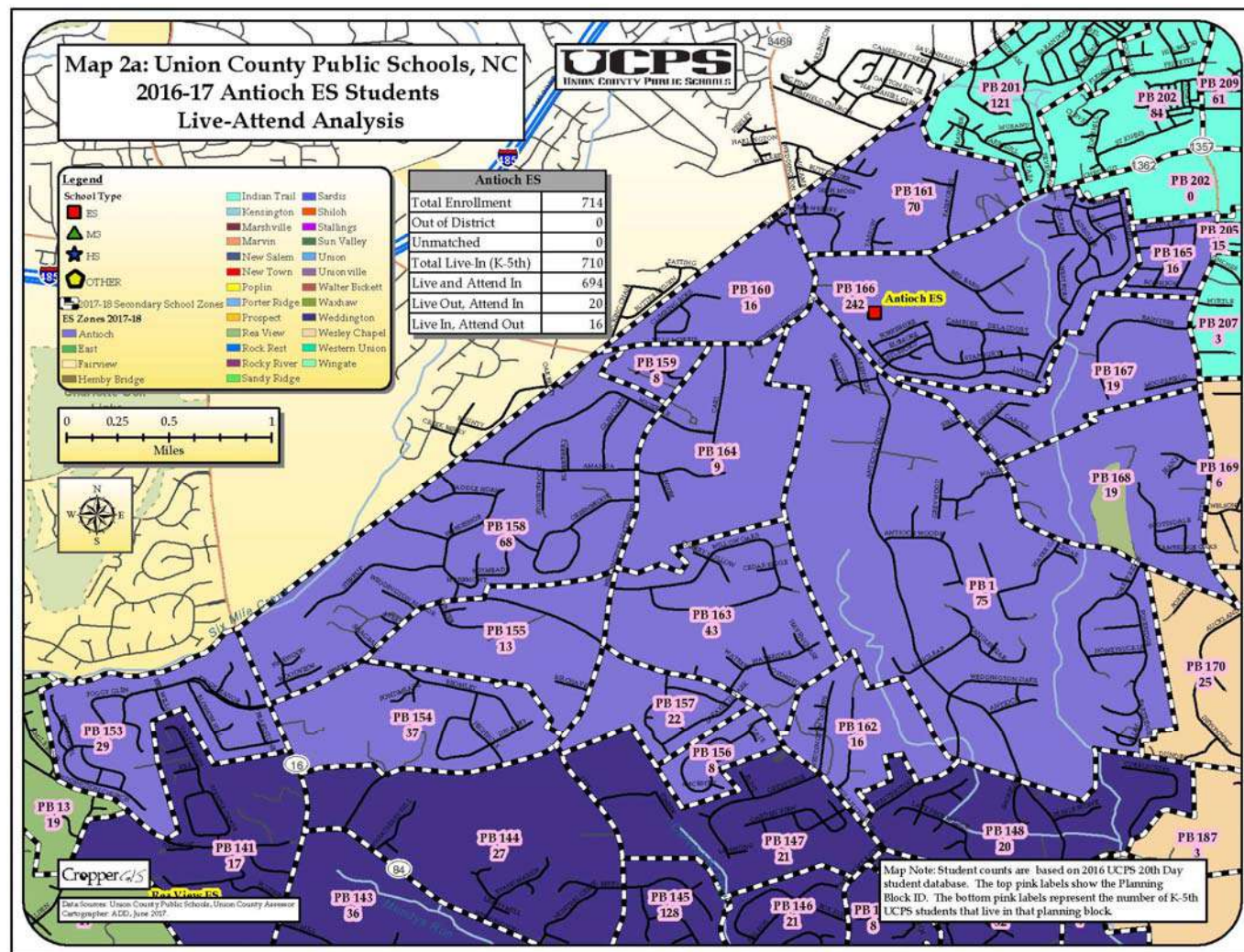




## 2. Data Analysis / Assimilation

### Map review : Live-Attend / Planning Block Maps

- A map has been created for each zoned school within the county. The map shows the schools attendance zone and planning blocks, including the number of students living within each block.
- There are also summary statistics showing student mobility (attend in/out)



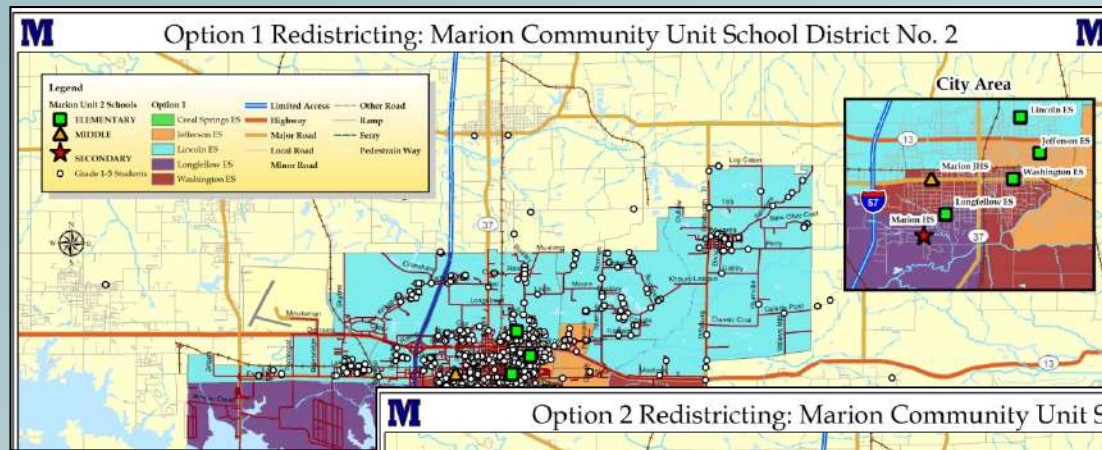
# Online Map

- An online map has been developed to further inform the committee and public on the work of the committee.
- Current zones and options can be viewed on the map.
- Other features can be turned on/off on the map, including planning blocks.
- Map is customizable, and can/will be updated during the process to show new options along with other information requested by the committee.
- Site can be viewed on any device, including mobile devices and tablets (with internet connection).
- Site address is:

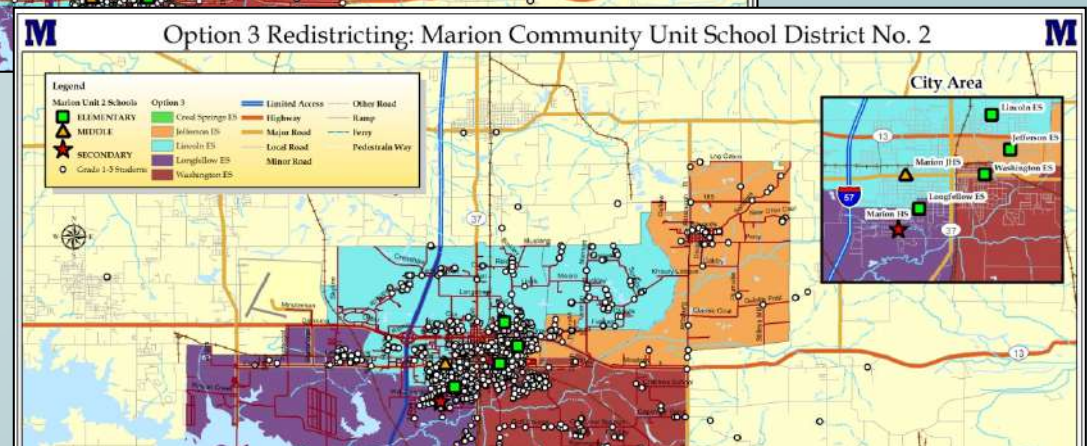
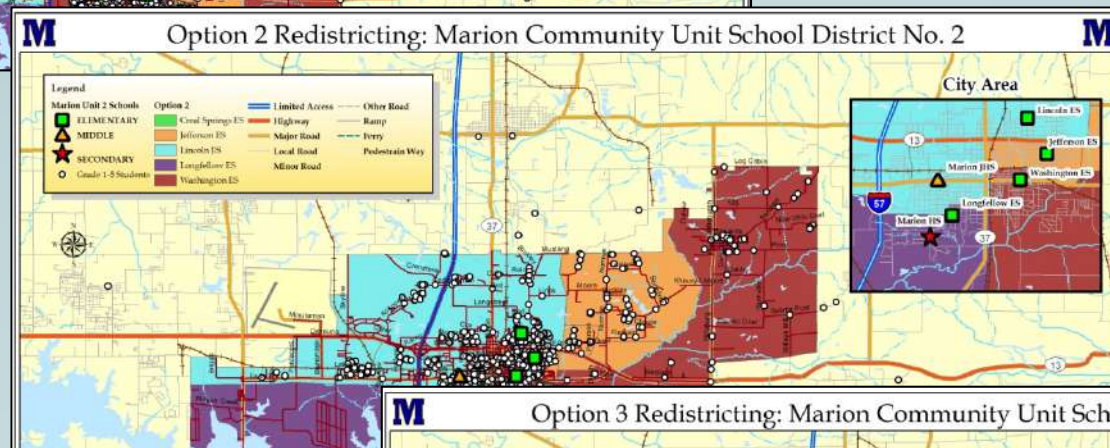
[www.croppermap.com/unioncounty](http://www.croppermap.com/unioncounty)



### 3. Options Development



To expedite the process and empower the community, it is best to begin with a series of baseline realignment options.

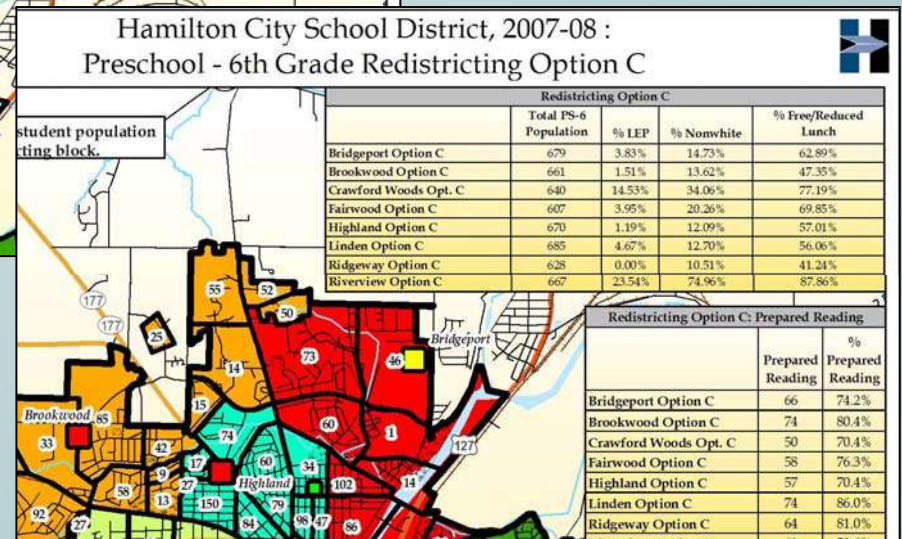
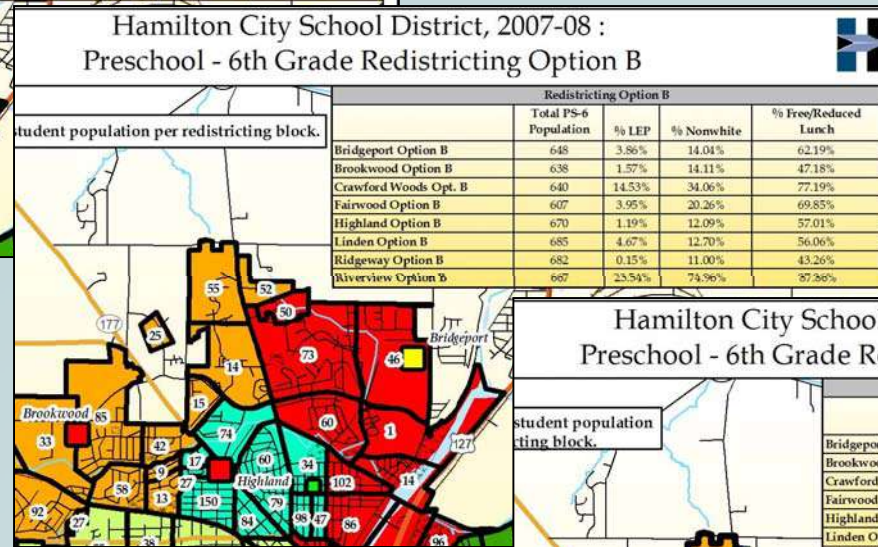
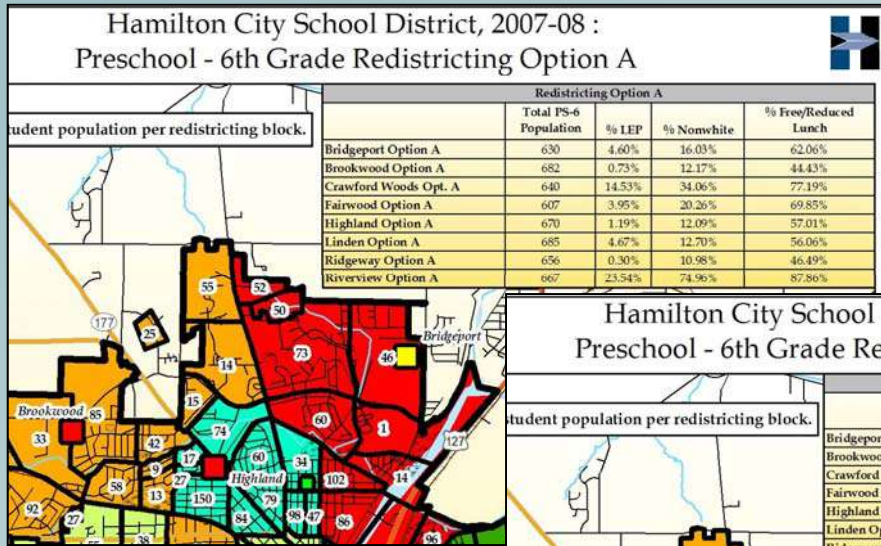


Baseline options will be shared with the committee at their 2<sup>nd</sup> meeting.



### 3. Options Development

Options will be developed with UCPS board approved realignment criteria in mind.



The committee may:

- Use or disregard baseline options.
- Improve upon the baseline options.
- Develop new options from scratch.

## 4. Committee and Public Engagement

The most important factor when redistricting is to keep all lines of communication open.

*Project Approach*



## 4. Committee and Public Engagement

### *Project Approach*

UCPS has formulated a 18-person committee that will work through drafting student realignment options. Selection of the citizens advisory committee was based on many factors including:

- Objectivity
- Geographic distribution based on home residence
- Ability to attend meetings per the project schedule



### Recommended Process & Timeline for Redistricting

	Apr. '17	May '17	June '17	July '17	Aug. '17	Sept. '17	Oct. '17	Nov. '17	Dec. '17	Jan. '18	Feb. '18
OBJECTIVE 1: School Capacity Study											
OBJECTIVE 2: Demographic Study											
OBJECTIVE 3: Redistricting Criteria / Guideline Development											
<b>OBJECTIVE 4: Redistricting</b>											
Data Collection											
Data Analysis / Assimilation											
Internal Logistics Planning with UCPS											
Background Report Development											
Baseline Options Development											
Public Information Session: Present Project Process, Criteria, Timeline, and Redistricting Objectives to Community. Information meeting to public, without public comments.			6/27								
Redistricting Meeting Series 1 - Orientation, Review of Background Report, and Planning Block Review/Markup			6/28								
Redistricting Meeting Series 2 - Introduction and Review of Baseline Options				7/26							
Redistricting Meeting Series 3 - Discuss Background Data & Options Development					8/9						
Redistricting Meeting Series 4 - Options Development, Prepare for Community Forum #2					8/30						
Public Input Session #1: Present Preliminary Redistricting Options to Community for Comment/Feedback						9/19					
Redistricting Meeting Series 5 - Review public input, continue options development							10/17				
Redistricting Meeting Series 6 - Continue Options Development								11/2			
Redistricting Meeting Series 7 - Options Development, prepare for Community Forum #3								11/30			
Public Input Session #2: Present Updated Redistricting Options to Community for Comment/Feedback									12/14		
Redistricting Meeting Series 8 - Finalize Recommendations & Prepare for Board Presentation										1/18	
Presentation of Final Recommendations to the Board of Education											TBD

# *Communication Logistics*

### Personal Information and Email

- Committee member names will be made public. No personal information of members will be released.
- Any emails you want to send to the whole committee can be sent to Cropper, and they will make sure the rest of the group receives it.
- All emails will be copied to UCPS.



*All communications  
are public record.*

### Questions

- Direct questions you are unable to answer to either UCPS or Cropper/McKibben.
- **UCPS student realignment process website!**
  - Helps to refer inquiring community to this website to answer questions about the student realignment process, schedule and a quantity of data and maps.
  - <http://www.ucps.k12.nc.us> and look for "Student Realignment Citizens Advisory Committee"
- Remember to refer to your Background Report.

**Contact Info:**

Cropper GIS

Matthew Cropper

[mcropper@croppergis.com](mailto:mcropper@croppergis.com)

614.451.1242

**UCPS Contact:**

Don Ogram

[Don.ogram@ucps.k12.nc.us](mailto:Don.ogram@ucps.k12.nc.us)

704.296.3160 ext. 6766

# Introducing SWOT Analysis

## SWOT Analysis

*Strength-Weaknesses-Opportunities-Threats Analysis* is a tool for investigation, decision making & brainstorming.

SWOT Analysis

The basis of SWOT Analysis is a simple four cornered grid.

<p><u>Strengths</u></p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	<p><u>Weaknesses</u></p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>
<p><u>Opportunities</u></p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	<p><u>Threats</u></p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>

### SWOT Analysis, continued

- First, we'll divide the committee into 3 groups. Record analysis on SWOT grid.
- We'll then share highlights of SWOT analysis with overall group.

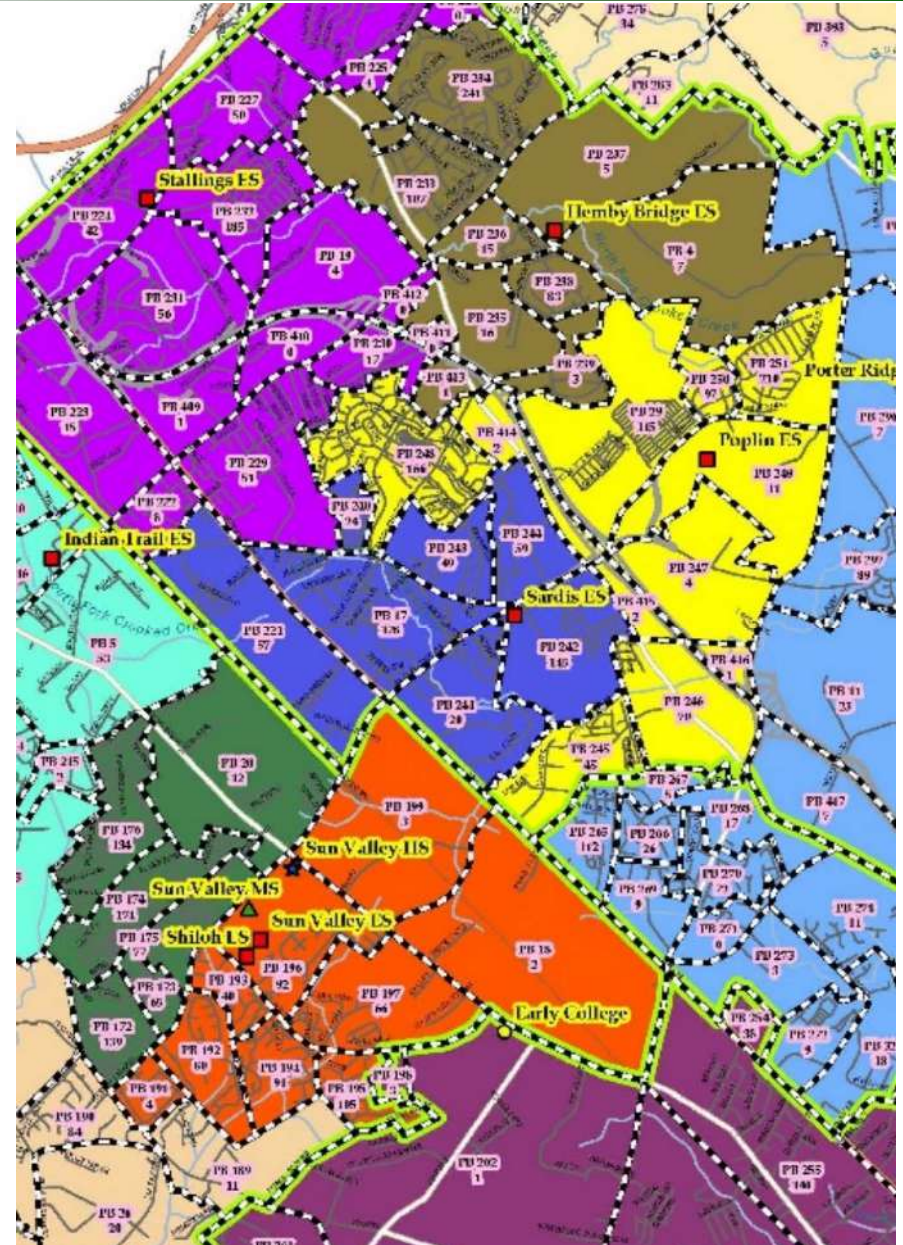
### SWOT Analysis Question:

What should the citizens advisory committee consider as it develops student realignment options for Union County Public Schools?



## Planning Block Exercise

- Review planning blocks
  - Each group will have a large planning block map
  - Groups will examine planning blocks, discuss boundary study considerations, and suggest adjustments if appropriate
  - Mark notes and observations directly on maps
  - After 15-20 minutes, small groups will report thoughts/observations to whole group



**Next Meeting is Wednesday, July 26<sup>th</sup>.**

**6pm @ Professional Development Center**