

Quick Start Guide: The Update Process in Five Steps

We recommend that you read this guide in its entirety BEFORE starting your work.

The School District Review Program establishes the boundaries used in the income and poverty estimates used to determine Title I funding for school districts in your state. This guide will help you get started and most importantly, save you time by reducing unnecessary work. This guide will briefly go over the process of deciding how to update your school district boundaries.

Your CD includes general guidelines as well as a number of attachments. All participants should review the general guidelines but you will not need to read all of the attachments. This guide will help by telling you which attachments apply to your state's changes.

To begin, gather information on any changes to your school district boundaries since January 1, 2014. You may need to contact each school district and ask for their changes or for their updated maps. We suggest you also check with other state education officials, county planners or your state data center. They may know of good boundary sources or have the boundary data itself. The U.S. Census Bureau's latest school district boundary data (as of January 1, 2012) is available online using the Census Bureau's TIGERweb Map Viewer at:

<http://tigerweb.geo.census.gov/tigerweb>. This may be the easiest way for your local school districts to review the boundaries we currently have. See Attachment F for information on viewing boundaries online through the Census Bureau's TIGERweb and American FactFinder applications.

Next, you should determine which counties have changes to their school districts. You may know which counties have school districts with reported changes or you may need to use the MAF/TIGER Partnership Software (MTPS) or your own GIS to compare the Census Bureau boundaries to the boundaries sent to you by each school district to determine if there are updates. If you do need to use the MTPS to identify your school district changes, use attachment A to load the MTPS. At this time, you should only use the MTPS to view your updated files in comparison with the Census Bureau files. Do not begin to make changes at this time.

Here is an outline of the process you should follow for each county:

Step One: Determine changes to be submitted via submission log vs. MTPS and record the submission log changes. **Submission Log Step**

Step Two: Find your MTPS AREA changes (boundary changes, complex dissolutions, complex consolidations and new school districts.) **Steps**

Step Three: For these area changes, decide if you need to add a line or which existing line to use. **Using MTPS**

Step Four: Complete your boundary for all MTPS AREA changes.

Step Five: Work on any other minor boundary discrepancies.

We will now go over how to evaluate school district changes using a step by step technique that will save you time. Please, **DO NOT** just load your updated school district shapefile boundaries in the MTPS and draw in new lines. This will be time consuming and cause more work for you, and we may not be able to accept many of the updates.

There are two methods to submit school district changes to the Census Bureau. The submission log is an excel file used to report certain school district changes and is located on your Census Bureau data disk. The MTPS is software used to view and update school district geography. The method (submission log or MTPS) you use to report changes will depend on the type of change you are reporting. The chart below summarizes how various types of changes should be reported.

Step One: Determine which changes can be submitted through the submission log and which changes will be submitted using the MTPS. The following pages contain diagrams to help you determine the various types of school district changes. Use these as a guide to determine, for example, if your consolidation is simple or complex. This is important because you will report a simple consolidation using the submission log and a complex consolidation using the MTPS. Accordingly, you cannot begin your work until you determine what kind of change you have so that you can report it using the appropriate method. Table 1 below lists the types of changes, how to report them and where to find information about them in the guidelines.

Table 1: School District Changes and How to Report Them

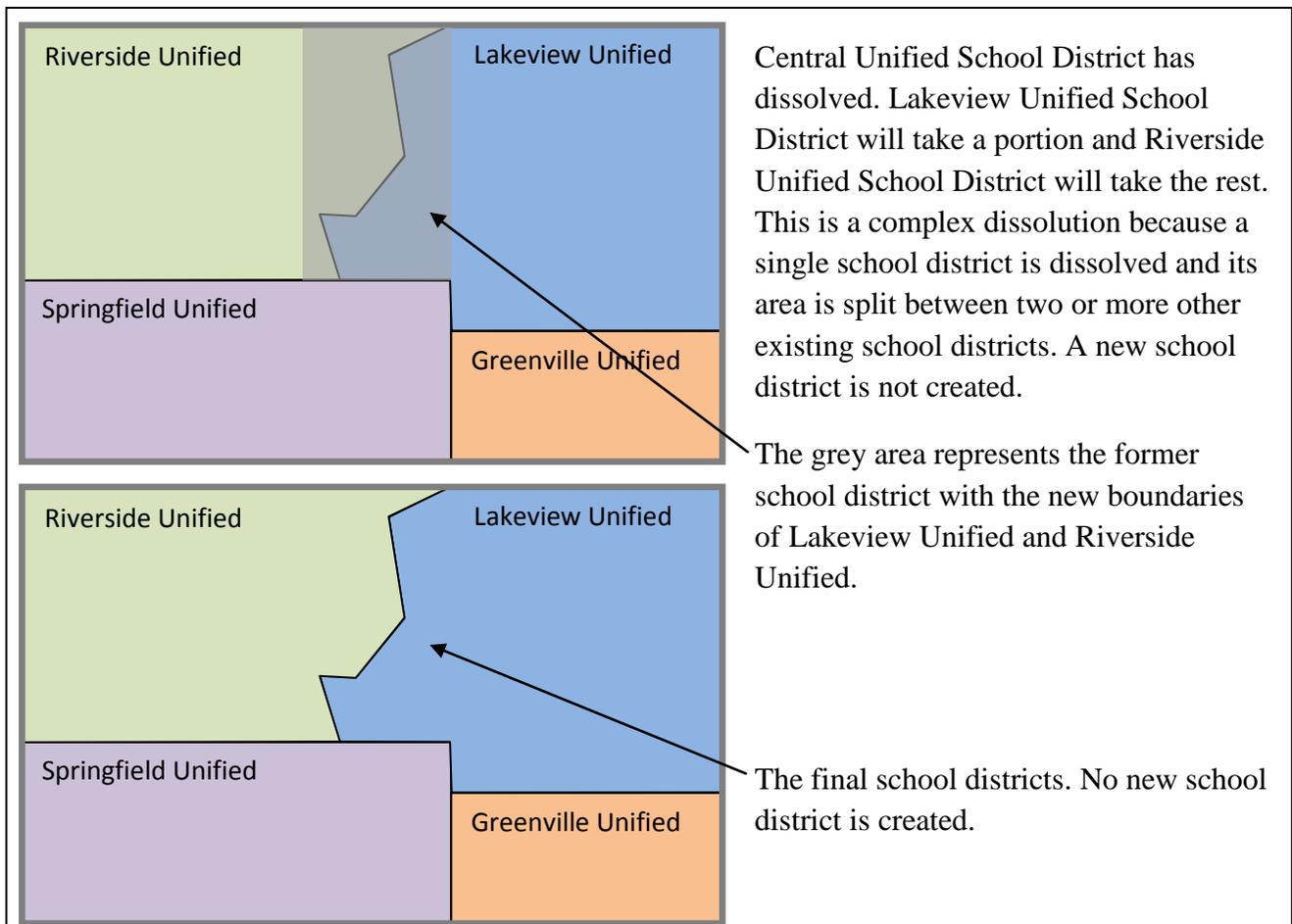
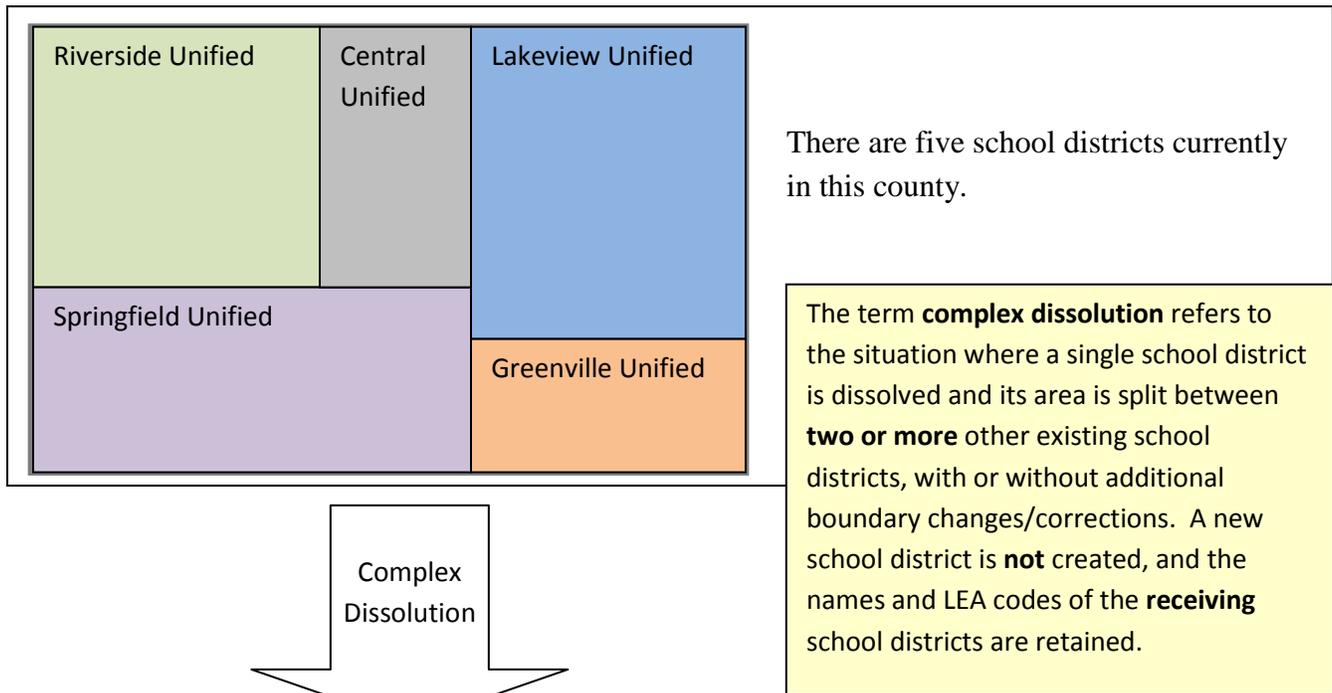
Type of Change	Report Using	In Guidelines
Boundary Change/Boundary Correction *	MTPS	Attachment A, page 16
Complex Consolidation *	MTPS	Attachment A, page 25
Complex Dissolution *	MTPS	Attachment A, page 22
Grade Range Change +	Submission Log	Attachment B
Level Change +	Submission Log	Attachment B
Name Change	Submission Log	Attachment B
New School District *	MTPS	Attachment A, page 28
Pseudo School District ^	Call Census Bureau	Attachment E
Simple Consolidation *	Submission Log	Attachment B
Simple Dissolution *	Submission Log	Attachment B

+ A **Grade Range Change** occurs when a school district changes the grades it covers, for example, changing from covering 9-12 to 7-12. A **Level Change** occurs when a school district changes classification, for example, changing from elementary to unified.

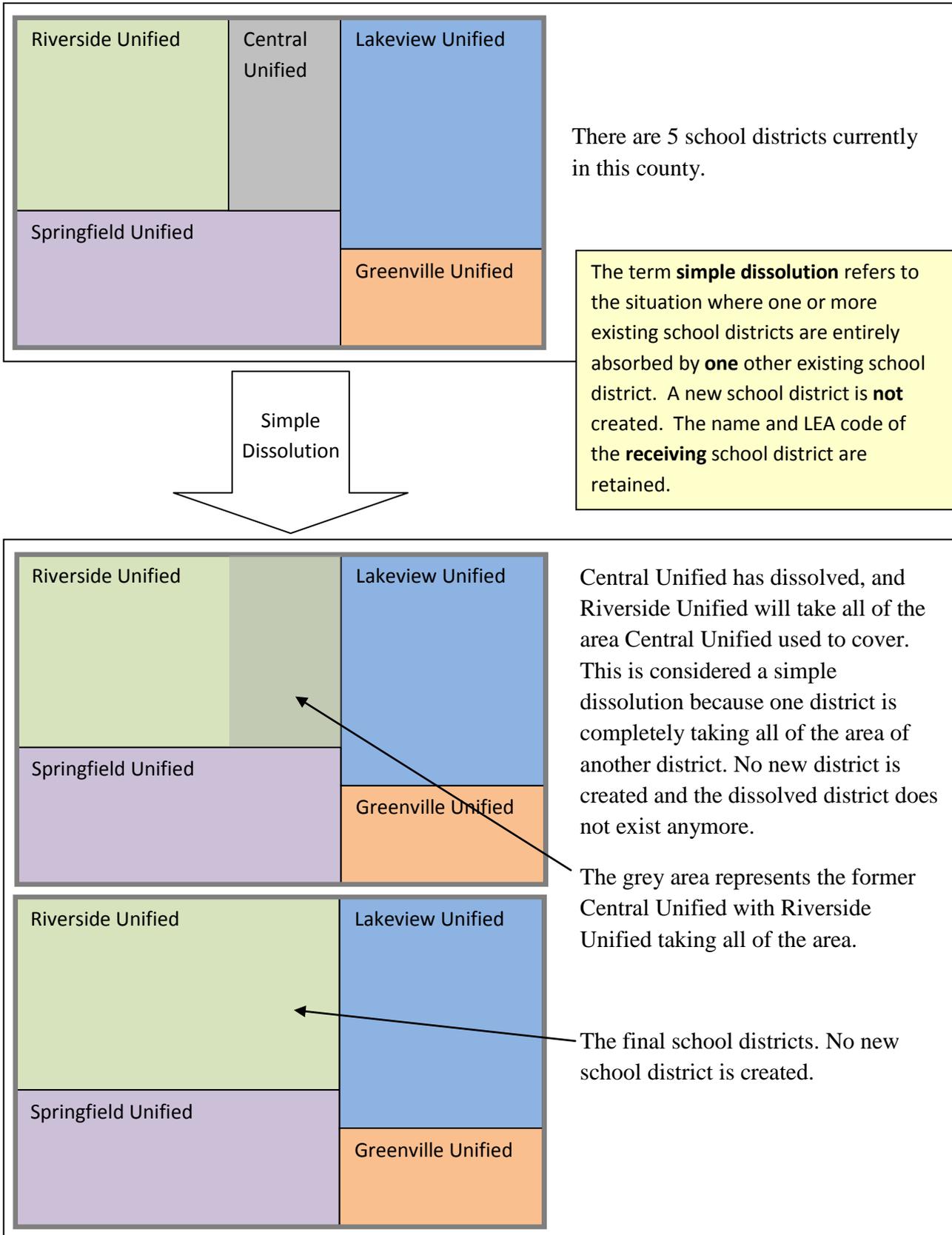
* **See the next six pages for examples of consolidations, dissolutions, boundary changes, and a new school district.**

^ **See attachment G for the definition of a Pseudo School District**

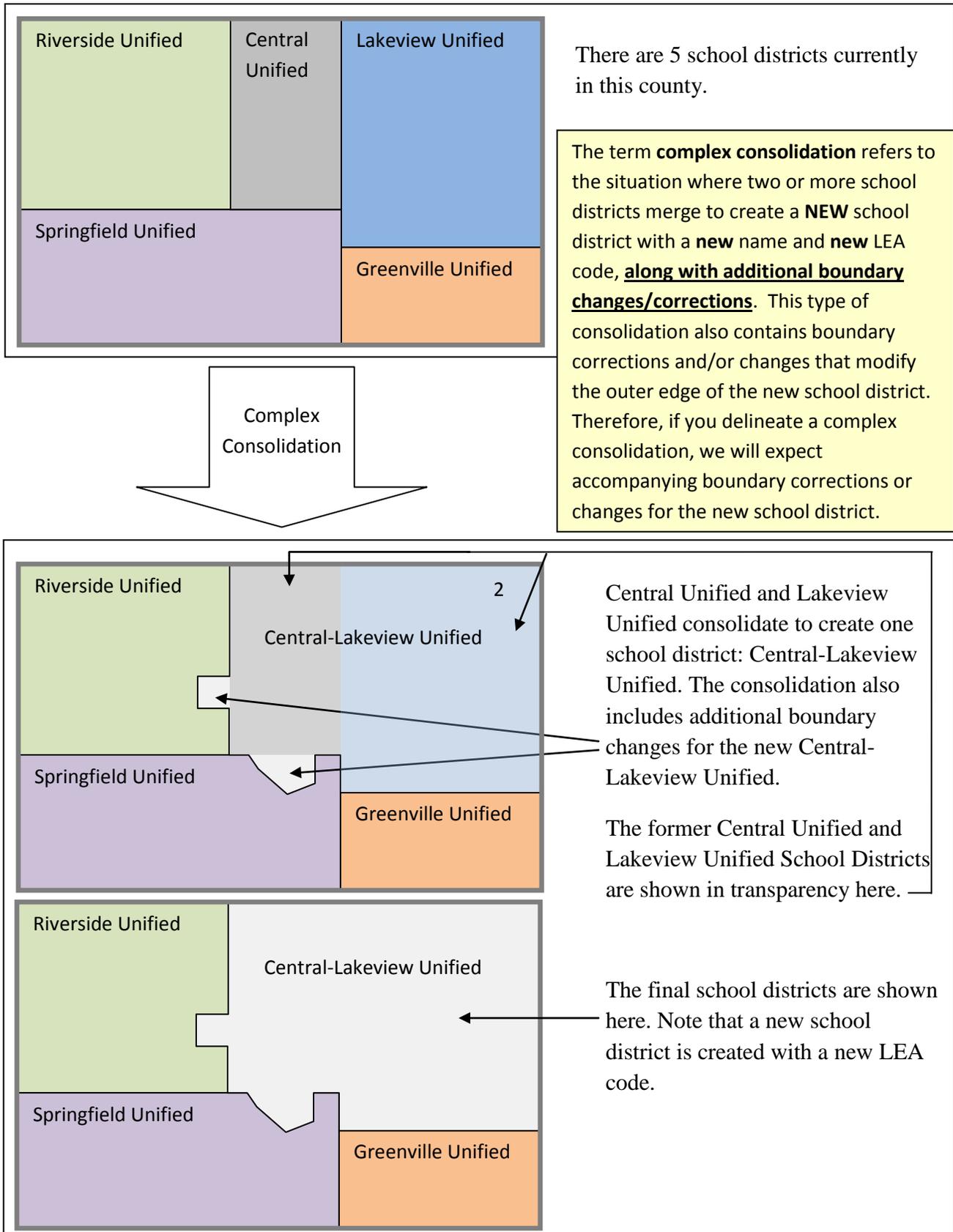
Complex Dissolution: for this type of change, use the MTPS



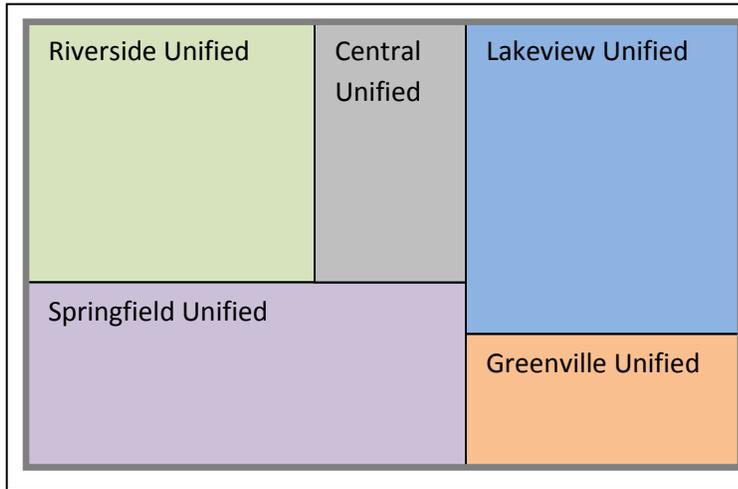
Simple Dissolution: for these types of changes, use the submission log



Complex Consolidation: for these types of changes, use the MTPS

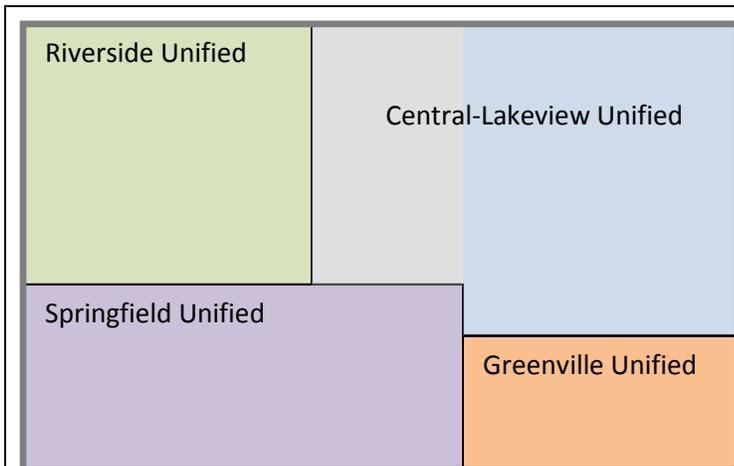
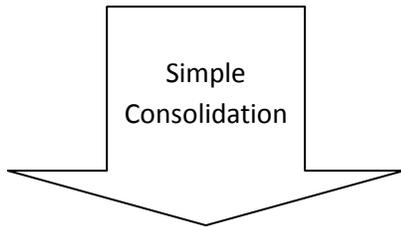


Simple Consolidation: for these types of changes, use the submission log

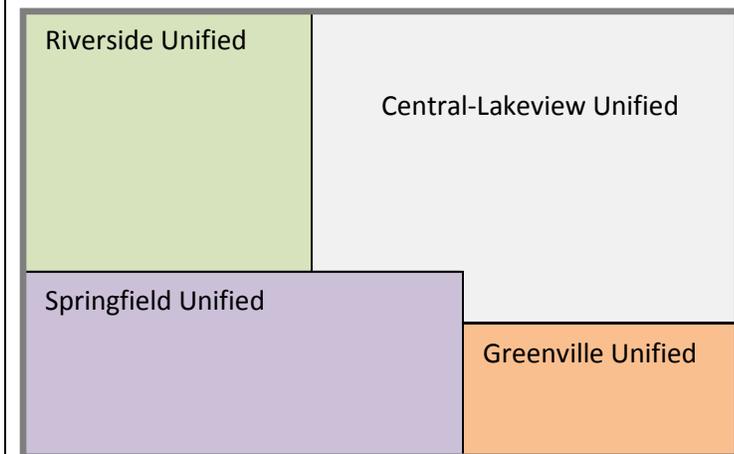


There are 5 school districts currently in this county.

The term **simple consolidation** refers to the situation where two or more school districts merge to create a **NEW** school district with a **new** name and **new** LEA code, with no additional boundary changes/corrections. There is no change in the overall boundaries of the former school districts.

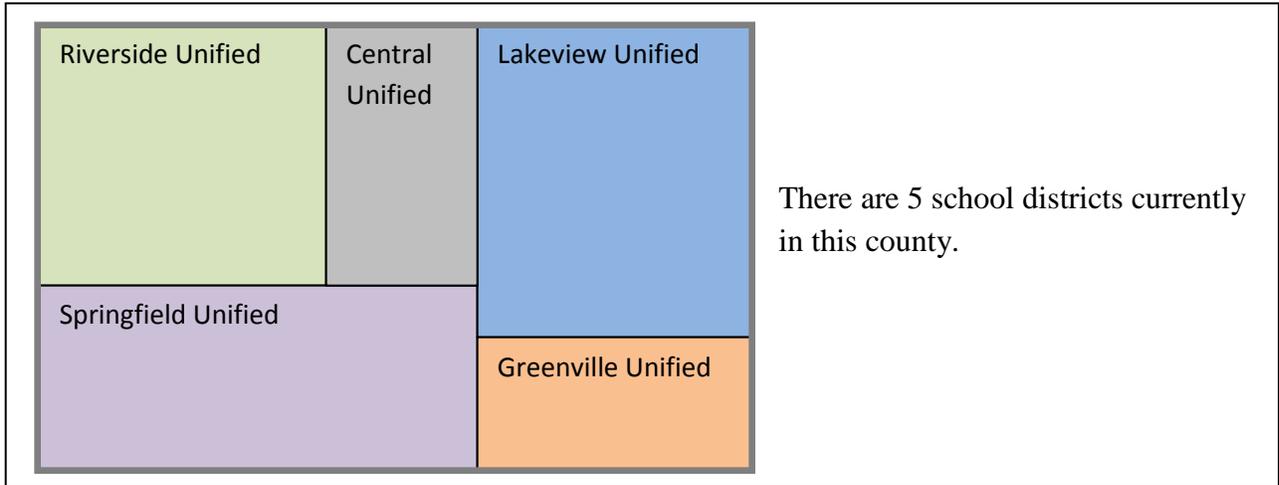


For a simple consolidation, Central Unified and Lakeview Unified consolidate to form a single school district. The outer boundaries of Central Unified and Lakeview Unified are not changed; the two districts have simply consolidated into one without any additional boundary corrections.

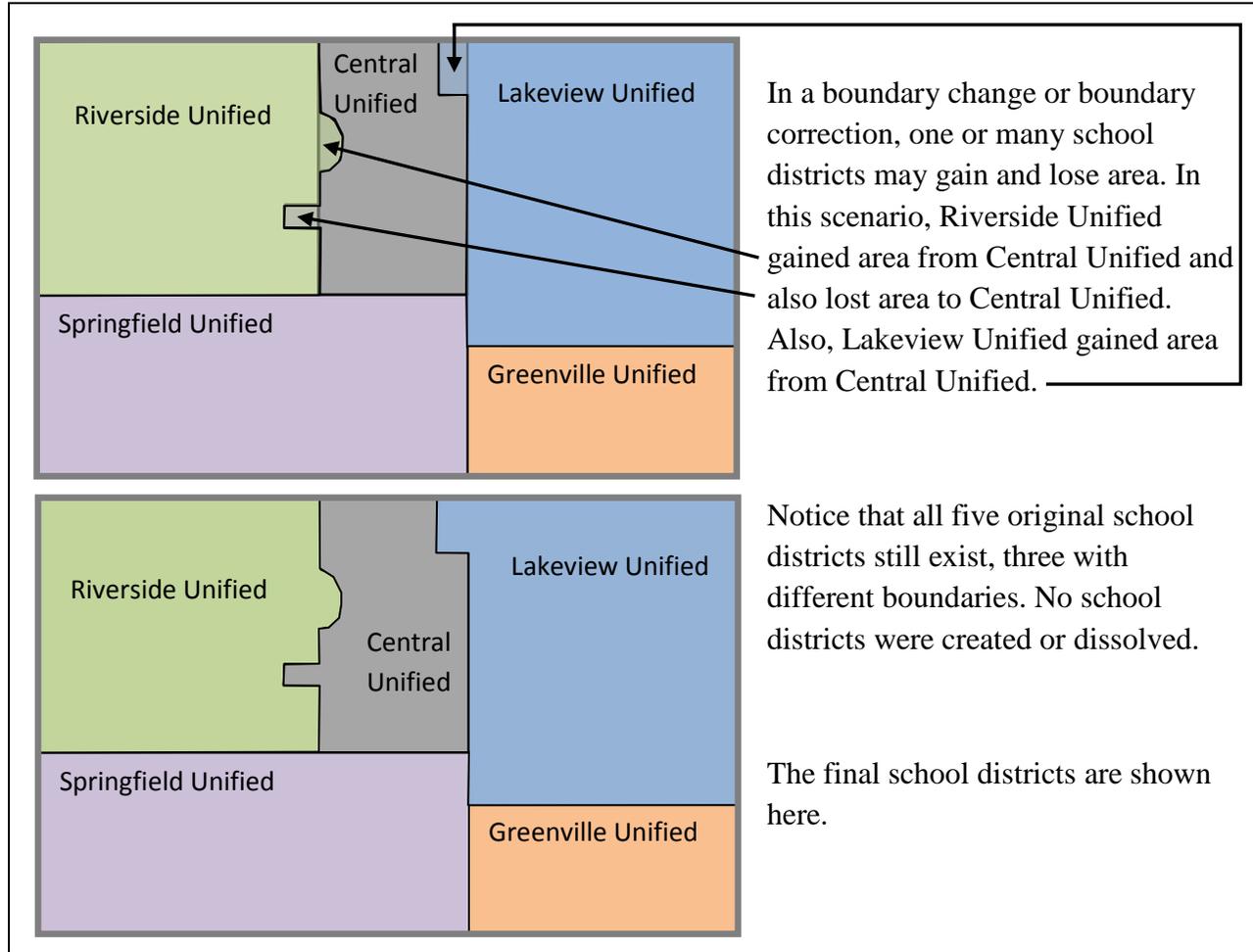
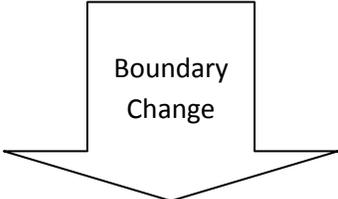


The final school districts are shown here. A new school district (and LEA) is created for the new Central-Lakeview Unified School District.

Boundary Correction: For these types of changes, use the MTPS



There are 5 school districts currently in this county.

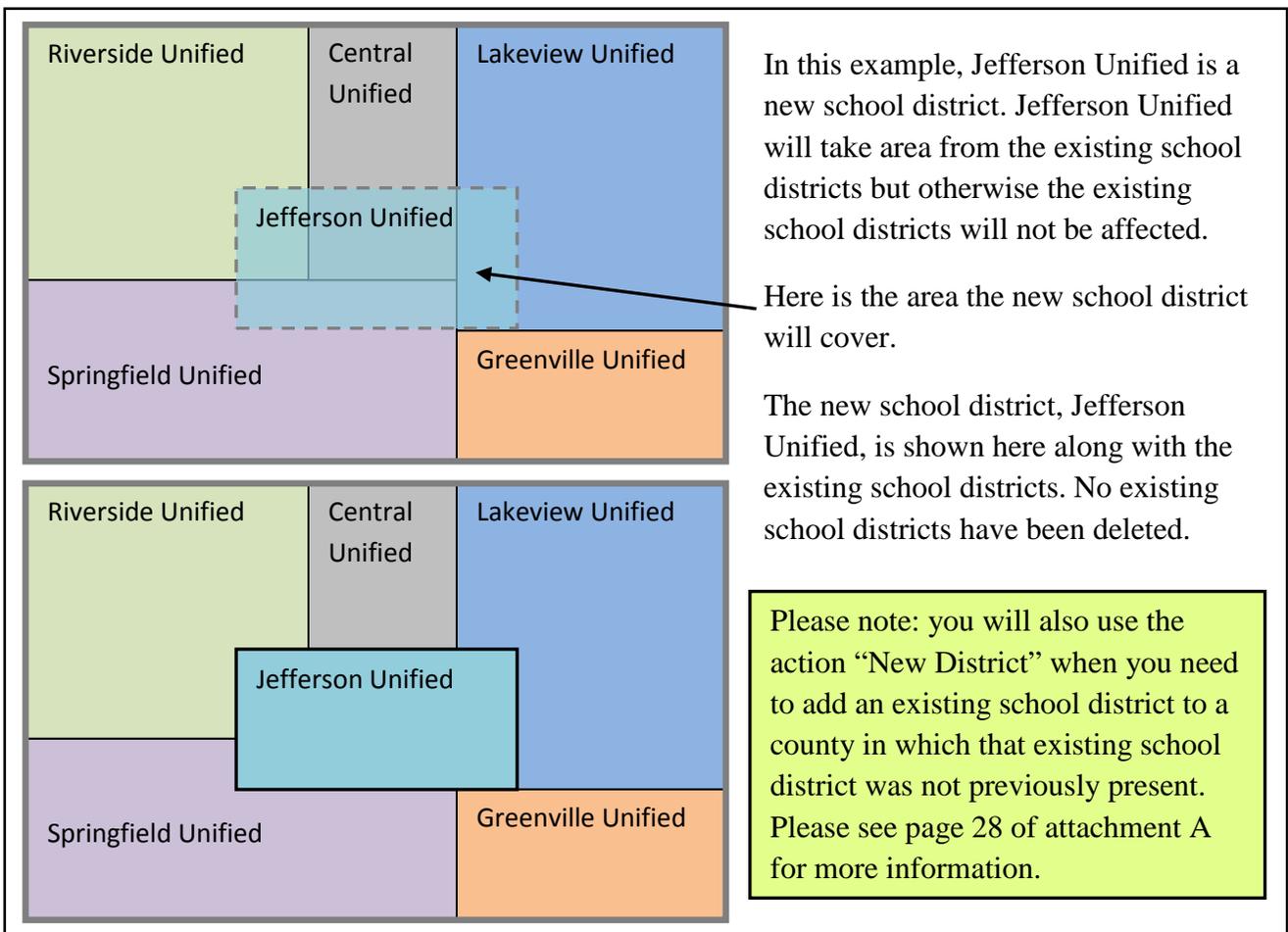
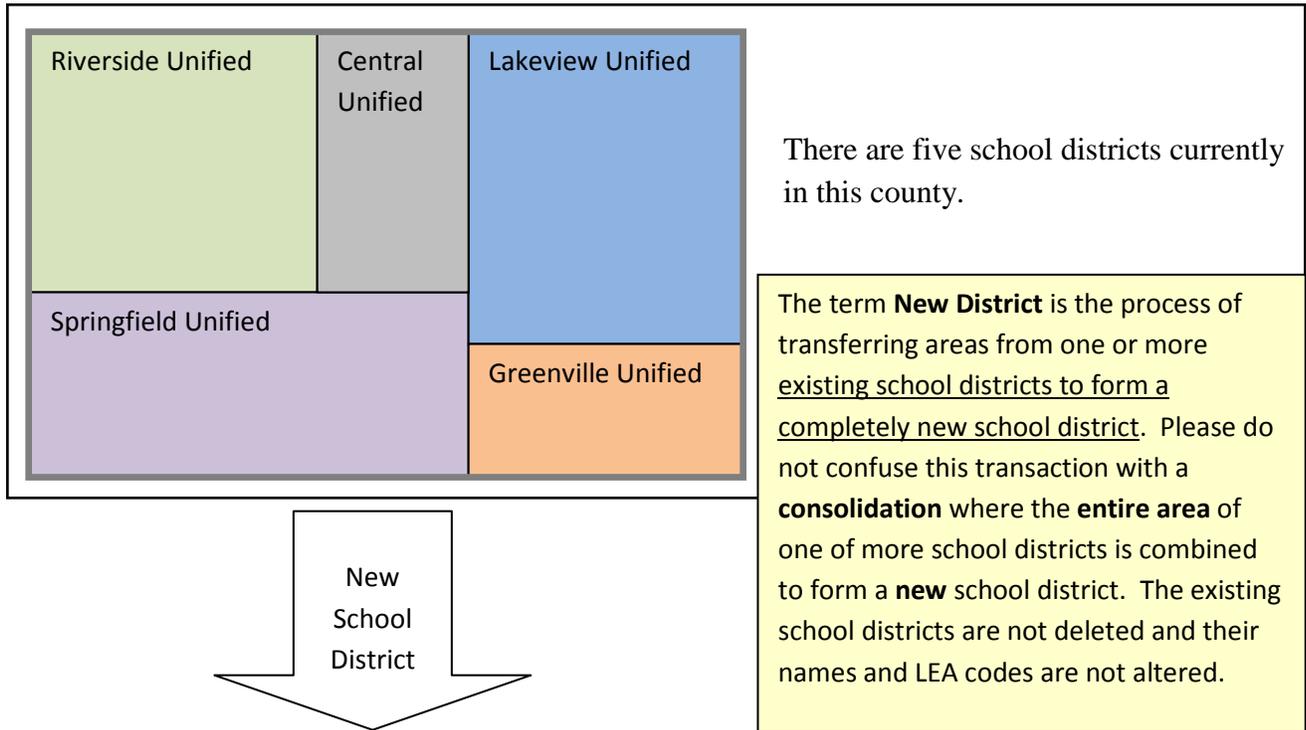


In a boundary change or boundary correction, one or many school districts may gain and lose area. In this scenario, Riverside Unified gained area from Central Unified and also lost area to Central Unified. Also, Lakeview Unified gained area from Central Unified.

Notice that all five original school districts still exist, three with different boundaries. No school districts were created or dissolved.

The final school districts are shown here.

New School District: For these types of changes, use the MTPS



Once you have determined the types of changes you need to report, you can use attachment B to report any changes appropriate for the submission log. If you have additional changes that need to be reported though the MTPS, please continue to step two.

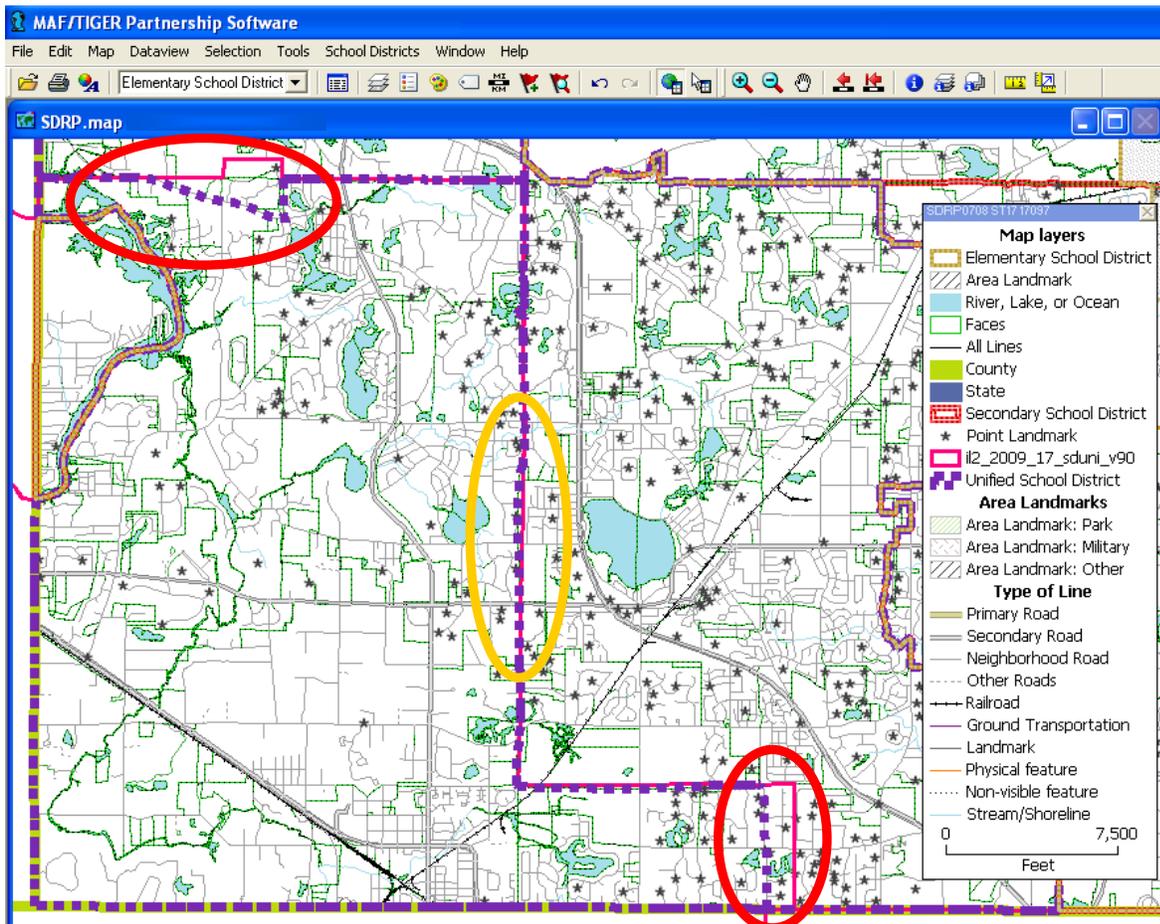
Step Two: Find your boundary and other area changes that are reported using the MTPS.

You may do this by looking at maps of your school districts or uploading a shapefile (or other GIS files) into the MTPS. (See attachment A for guidance.) You may notice many differences between the school districts in the MTPS and your shapefile or when comparing your maps to the MTPS. **Zoom to the significant changes first as shown below.**

For example, look at the **two areas circled in red** on the top and bottom of the screenshot. Notice how the local school district boundaries (symbolized by the pink line) differ noticeably from the purple Census Bureau school district boundaries.

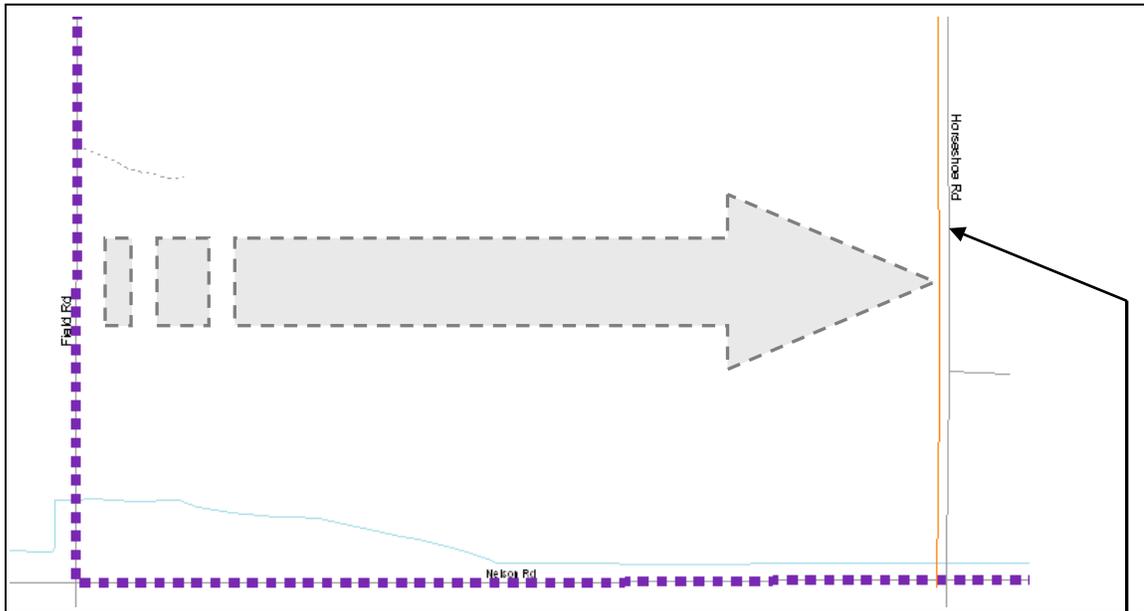
Now, look at the **area circled in yellow** in the middle: the two boundaries differ very slightly.

Concentrate first on the area changes like the ones circled in red. Once you have completed reporting all of those, you can evaluate the areas where the boundaries differ very slightly like the one circled in yellow below. **This will save you time and ensure better boundaries.**



Step Three: Decide if you will need to add a new line for your area boundary change.

Here is an example to show how to decide whether or not you need to add a new line for your new boundary:



Example: You need to move the boundary of the school district (shown in purple) to Horseshoe Road, near the orange line. Your shapefile, the orange line, shows the new boundary to be updated. Should you use Horseshoe Road as the boundary or add a line following your orange shapefile and use that new line as the boundary?

Consider the following questions in this order: (see the flowchart on the last page)

- 1) Which feature (in this case, road) should the school district boundary follow?** Your file should have details about the boundary, such as road name. If your files show the boundary on Horseshoe Road, then you should use the road as it appears in the Census Bureau’s shapefile in the MTPS, even if the road is spatially “off.” If you’re not sure what feature the boundary should follow or your files do not show Horseshoe Road as the boundary, move on to number two below.
- 2) Are there housing units between your boundary and the nearest feature?** In this case, are there housing units between your shapefile line, in orange, and Horseshoe Road? If yes, you should add a line following your shapefile but read attachment C for more guidance. Use imagery to help you determine if there’s housing. (Imagery is available in the MTPS; see attachment A.) If there are no housing units, move on to number three below.

3) Is the difference significant? This will depend on the geography of the area in question, but in general, differences of less than 30-40 feet are not significant when housing units are not present. Accordingly, if your boundary is less than 30 feet from Horseshoe Road, use Horseshoe Road as the boundary. If the distance is greater than 30 feet, add your own line to use as the boundary but read attachment C first. In very remote areas with sparse population, a difference of 60-75 feet is not significant.

If the guidelines in step three led you to add a line, add a line before moving on to step four. If not, move onto step four directly. See attachment C for information on how to correctly add a line. The Census Bureau will NOT make any feature (such as a road) modifications through the SDRP. See attachment C for more information.

Step Four: Make your boundary change. See Attachment A for information.

Repeat Steps one through four for every AREA change including boundary changes, complex consolidations, complex dissolutions and new school districts.

After you have completed all of the area changes for your counties, you may have time to work on minor boundary corrections. See the next page for step five and information on how to correct small differences between the Census Bureau's boundary files and your own.

Step Five: After you have completed all of your area changes, you may review small differences between your boundary and the Census Bureau's boundaries following these guidelines:

Example: While reviewing your file for changes, you notice the Census Bureau boundary (in purple) does not quite match your boundary (in orange). Does this mean you should submit this as a boundary correction?



Consider the following questions in this order:

- 1) Which feature (in this case, road) should the school district boundary follow?** Your file should have details about the boundary, such as road name. If your files show the boundary on Center Road, then you should leave the Census Bureau boundary as it is, even if the road is spatially “off” in comparison to your boundary. (For more information, see attachment C.) If you’re not sure what feature the boundary should follow or your files do not show Center Road as the boundary, move on to number two below.
- 2) Are there housing units between your boundary and the Census Bureau boundary?** In this case, are there housing units between your shapefile line (in orange) and Center Road? If yes, you should submit a change to the Census Bureau but read attachment C for more guidance. If there are no housing units, move on to number three below.
- 3) Is the difference significant?** This will depend on the geography of the area in question, but in general, differences of less than 30-40 feet are not significant when housing units are not present. Accordingly, if your boundary is less than 30 feet from Center Road, do not make any updates to the boundary. If the distance is greater than 30 feet, you will need to add your own line but read the attachment C for more guidance. In very remote areas with sparse population, a difference of 60-75 feet is not significant.

Decision Chart: Do you need to add a new line for your boundary?

