



Employee Executive Summary Report: Student Assignment Process Survey Data Analysis for DeKalb County School District (DCSD)

Introduction:

A total of 707 responses were recorded on the SAP Employee Input Survey using Sogolytics, the District's survey and evaluation platform. The survey results indicate that 67% of respondents do not have students in DCSD, while 33% do. This suggests that the majority of the surveyed population does not have direct student ties to DCSD, which may be relevant depending on the survey's context or purpose. Additionally, 76% of respondents live within the DCSD boundaries, and 24% do not. This shows that a significant majority (over three-quarters) of the survey participants are located within the DCSD boundaries, indicating that most respondents are part of the relevant geographic area.

Data Summary: Access and Opportunity (DCSD Survey)

Question Topics: Access and Opportunity in DeKalb County School District (DCSD)

Overview

Respondents were asked to rate their agreement with six statements related to access, opportunity, and equity in DCSD using a five-point scale:

- Strongly Agree
- Agree
- I Don't Know
- Disagree
- Strongly Disagree

Summary Table

Survey Question	Strongly Agree	Agree	I Don't Know	Disagree	Strongly Disagree
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4(a). DCSD: The current educational programs are equitable across DCSD.	6%	31%	10%	36%	17%
4(b). DCSD: Students' education quality varies depending on the school they attend in DCSD.	39%	47%	5%	7%	3%
4(c). DCSD: Educators are generally happy working for DCSD.	2%	41%	10%	34%	12%
4(d). DCSD: Educators support students with exceptionalities (SPED, EL) well.	15%	61%	4%	18%	3%
4(e). DCSD should review and update the school choice process.	28%	44%	19%	8%	1%
4(f). DCSD should create neighborhood boundaries even if there is little diversity.	14%	31%	18%	26%	11%

Key Insights

1. Perceptions of Equity

- Only 37% (Strongly Agree + Agree) believe educational programs are equitable.
- A larger share (53%) Disagree or Strongly Disagree that programs are equitable.

2. Variability in Education Quality

- A striking majority (86%) Agree or Strongly Agree that education quality varies across schools.

3. Educator Satisfaction

- Less than half (43%) Agree or Strongly Agree that educators are happy working for DCSD, while 46% Disagree or Strongly Disagree.

4. Support for Students with Exceptionalities

- 76% Agree or Strongly Agree that educators adequately support students with special needs or English learners.

5. School Choice Process

- Most respondents (72%) Agree or Strongly Agree that DCSD should review and update its school choice process.

6. Neighborhood Boundaries and Diversity

- Opinions are mixed on creating neighborhood boundaries with low diversity, with 45% supporting and 38% opposing the idea.

Overall Interpretation

- Respondents express concerns about equity and the consistency of educational quality within DCSD.
- There is strong support for reviewing the school choice process and positive perceptions of support for students with exceptionalities.
- Views are divided on educator satisfaction and the idea of drawing neighborhood boundaries without regard to diversity.

Data Summary: DCSD Boundaries and Buildings Survey

Topic: Community feedback on boundaries, buildings, and related priorities in the DeKalb County School District (DCSD).

Survey Structure

Respondents rated their agreement with five statements using a five-point scale:

- Strongly Agree
- Agree
- I Don't Know
- Disagree
- Strongly Disagree

Summary Table

Survey Statement	Strongly Agree	Agree	I Don't Know	Disagree	Strongly Disagree
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5(a). DCSD should create boundaries that ensure the most diversity.	18.7%	45.5%	10.9%	19.8%	5.1%
5(b). DCSD should prioritize building improvement funds for schools with the most need.	56.2%	37.9%	1.8%	3.4%	0.7%
5(c). DCSD should maximize high school clusters to balance enrollment.	25.3%	44.8%	18.1%	10.2%	1.6%
5(d). DCSD should balance boundaries to ensure the smallest class sizes.	48.1%	43.1%	3.4%	5.1%	0.3%
5(e). DCSD should reimagine schools to be fiscally responsible to projected declining enrollment.	21.2%	43.6%	19.9%	12.2%	3.1%

Key Insights

- Diversity in Boundaries:**
 64.2% (Strongly Agree + Agree) support creating boundaries to ensure more diversity, though about 25% disagree or strongly disagree.
 - Building Improvement Funding:**
 An overwhelming majority (94.1%) favor prioritizing improvement funds for schools with the most need.
 - Balancing Enrollment:**
 70.1% support maximizing high school clusters to balance enrollment, while nearly 18.1% are unsure.
 - Class Size Reduction:**
 91.2% support balancing boundaries to achieve the smallest class sizes.
 - Fiscal Responsibility and Declining Enrollment:**
 64.8% believe schools should be “reimagined” for fiscal responsibility given declining enrollment, but around one in five are unsure.
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Overall Takeaways

- **Strong Community Support:**
Most respondents agree on the principles of equity (both in diversity and funding), class size, and fiscal responsibility.
 - **Some Uncertainty:**
A sizable portion (“I Don’t Know” responses) appears when considering complex issues like declining enrollment and cluster-based enrollment balancing.
 - **Low Opposition:**
Few respondents strongly disagree with any of the proposed priorities.
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Data Summary: Family Perceptions in DCSD

Theme: Family perspectives on belonging, neighborhood connection, school diversity, and proximity of school boundaries in the DeKalb County School District (DCSD).

Survey Structure

Respondents rated their agreement with four statements using a five-point scale:

- Strongly Agree
- Agree
- I Don't Know
- Disagree
- Strongly Disagree

Summary Table

Survey Statement	Strongly Agree	Agree	I Don't Know	Disagree	Strongly Disagree
6(a). Families feel like they belong in their school community.	18.2%	52.9%	12.7%	13.2%	3.0%
6(b). Families feel connected to their school neighborhood.	19.8%	48.9%	13.0%	15.3%	3.0%
6(c). Schools with boundaries including diverse backgrounds are important for school success.	27.4%	49.8%	7.1%	13.4%	2.3%

6(d). Creating school boundaries close to students' homes is important for success and accessibility.	40.3%	47.9%	4.5%	6.4%	0.8%
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Key Insights

- Sense of Belonging:**
71% (Strongly Agree + Agree) of respondents feel families belong in their school community, though about 16% feel disconnected.
- Neighborhood Connection:**
69% feel connected to their school neighborhood, but a notable 18% do not.
- Importance of Diversity:**
77% believe having diverse backgrounds in school boundaries is important for school success, with only 15% in disagreement.
- Proximity Matters:**
An overwhelming 88% say boundaries close to students' homes are important for student success and family accessibility, with minimal disagreement (about 7%).

Overall Takeaways

- Broad Support:**
Families strongly support both diverse and local (proximity-based) school boundaries.
- Community Connection:**
Most families feel a sense of belonging and connection, though there is a meaningful minority that does not.
- Prioritizing Access:**
Proximity of school boundaries is the most unanimously supported factor for both success and accessibility.

Data Summary: DCSD Transportation Survey

Theme: Community perceptions about potential transportation-related changes in the DeKalb County School District (DCSD).

Survey Overview

Respondents rated their agreement with three proposed transportation solutions on a 5-point scale:

- Strongly Agree
- Agree
- I Don't Know
- Disagree
- Strongly Disagree

Survey Results Table

Survey Statement	Strongly Agree	Agree	I Don't Know	Disagree	Strongly Disagree
7(a). Redesigning boundaries for more walkability	24.3%	47.1%	12.0%	14.9%	1.7%
7(b). Redesigning school grade bands	12.6%	33.4%	27.6%	21.1%	5.4%
7(c). Changing start/end times to increase driver route efficiency	19.7%	36.1%	18.7%	21.2%	4.4%

Key Insights

1. Redesigning Boundaries for Walkability

- **Strong support:** 71.4% (Strongly Agree + Agree).
- **Low opposition:** Only 16.6% Disagree or Strongly Disagree.
- **Interpretation:** Most community members favor boundary changes to boost walkability.

2. Redesigning School Grade Bands

- **Mixed support:** 46.0% in favor, but 26.5% opposed.
- **High uncertainty:** 27.6% responded "I Don't Know."

- **Interpretation:** The community is divided or unsure about changing grade band structure.

3. Changing Start/End Times for Drivers

- **Moderate support:** 55.8% in favor, 25.6% opposed.
- **Some uncertainty:** 18.7% "I Don't Know."
- **Interpretation:** More than half of respondents would support schedule changes to improve route efficiency, but a significant portion are either opposed or unsure.

Overall Summary

- **Strong consensus exists for making school boundaries more walkable.**
 - **There is less agreement and more uncertainty about changing school grade bands or adjusting school start/end times for transportation efficiency.**
 - **Opposition to all proposals remains a minority, but a sizable group is unsure about the more complex changes.**
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Data Summary: DCSD School Choice Program Familiarity

Theme: Respondents' familiarity with various school choice programs in DeKalb County School District (DCSD).

Survey Structure

For each school choice program, respondents selected their level of familiarity:

- **Very Familiar**
- **Familiar**
- **Somewhat Familiar**
- **Not Certain**
- **Unfamiliar**

Results Summary Table

Program	Very Familiar	Familiar	Somewhat Familiar	Not Certain	Unfamiliar
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Dual Language Immersion (DLI)	15.3%	22.2%	26.9%	4.1%	31.5%
Early Learning Center	16.0%	28.1%	25.7%	3.3%	26.9%
High Achievers Magnet	31.1%	30.7%	20.1%	2.8%	15.3%
International Baccalaureate (IB)	19.5%	26.6%	24.2%	4.1%	25.6%
Montessori	12.0%	26.2%	29.3%	4.4%	28.1%
Special Interests Magnet	13.0%	27.7%	26.9%	4.0%	28.4%
Theme Schools	23.5%	30.8%	24.8%	2.8%	18.1%

Key Insights

1. **High Achievers Magnet and Theme Schools** stand out as the most familiar programs:
 - Over 61% of respondents are "Familiar" or "Very Familiar" with the High Achievers Magnet.
 - Nearly 55% are "Familiar" or "Very Familiar" with Theme Schools.
2. **Dual Language Immersion, Montessori, and Special Interests Magnet** programs have the highest levels of unfamiliarity:
 - About one-third of respondents are "Unfamiliar" with each of these programs.
3. **Early Learning Center and International Baccalaureate (IB):**
 - These programs have a more even distribution across familiarity levels, but about 40–45% of respondents are "Familiar" or "Very Familiar" with them.
4. **“Somewhat Familiar”** is a common selection across most programs, especially Montessori and DLI, indicating many respondents have some awareness but not deep knowledge.
5. **“Not Certain”** responses are consistently low (2.8%–4.4%) for all programs, indicating most respondents had at least some opinion regarding their familiarity with the programs.

Overall Summary

- **Highest Familiarity:** High Achievers Magnet and Theme Schools.
 - **Lowest Familiarity/Greatest Unfamiliarity:** Dual Language Immersion, Montessori, and Special Interests Magnet programs.
 - **General Awareness:** Most programs are at least somewhat familiar to a significant portion of respondents, though several have notable gaps in awareness.
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Data Summary: Initiatives and Special Programs/Schools Familiarity

Theme: Community familiarity with various DeKalb County School District (DCSD) initiatives and special programs.

Survey Structure

For each program or school, respondents rated their familiarity as:

- Very Familiar
 - Familiar
 - Somewhat Familiar
 - Not Certain
 - Unfamiliar
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Results Table (Proportion of Responses)

Program/Initiative	Very Familiar	Familiar	Somewhat Familiar	Not Certain	Unfamiliar
Career Technology Agriculture Education (CTAE)	17.8%	26.2%	21.8%	3.3%	31.0%
DeKalb Alternative School	20.7%	33.2%	23.6%	1.7%	20.8%
DeKalb Early College Academy	16.4%	28.7%	25.7%	2.1%	27.0%
DeKalb HS Tech - North/South	11.3%	19.8%	21.4%	2.7%	44.8%

Elizabeth Andrews HS	10.7%	23.5%	23.1%	3.7%	39.0%
Fambassadors	0.6%	3.7%	4.8%	6.9%	84.0%
Fernbank Science Center	32.8%	38.6%	18.7%	1.4%	8.5%
FLEX Academy	9.4%	20.7%	23.6%	4.6%	41.7%
International Student Center	18.5%	29.9%	27.3%	2.0%	22.3%
Parent Resource Centers	12.2%	26.1%	28.9%	3.7%	28.9%

Key Insights

High Familiarity

- **Fernbank Science Center** stands out, with 71.4% (“Very Familiar” or “Familiar”), and only 8.5% “Unfamiliar.”
- **DeKalb Alternative School** also shows strong awareness: 53.9% familiar or very familiar.

Moderate Awareness

- **International Student Center, DeKalb Early College Academy, and Parent Resource Centers:** Each has at least 40% responding as “Familiar” or “Very Familiar,” and roughly a quarter either “Somewhat Familiar” or “Unfamiliar.”

Low Familiarity/Greatest Unfamiliarity

- **Fambassadors:** 84% “Unfamiliar,” with very few having any level of familiarity.
- **Elizabeth Andrews HS, FLEX Academy, DeKalb HS Tech - North/South:** Over 39% “Unfamiliar” with each program and low “Very Familiar” responses.

Mixed Awareness

- **CTAE (Career Tech), Parent Resource Centers:** Responses distributed across all categories, suggesting uneven awareness.

Low Uncertainty

- “Not Certain” responses are generally low across all programs, with the highest being 6.9% for Fambassadors.
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Overall Summary

- **Majority familiarity:** Fernbank Science Center and DeKalb Alternative School are well known to the community.
- **Limited awareness:** Fambassadors, Elizabeth Andrews HS, and FLEX Academy show significant gaps in community awareness.
- **Even distribution:** Several programs have a spread of responses, indicating both strengths and opportunities for outreach.

Data Summary: Familiarity with Exceptional Education Programs

Theme: Community familiarity with specialized exceptional education schools and programs in the DeKalb County School District (DCSD).

Survey Structure

For each program, respondents rated their familiarity as:

- Very Familiar
- Familiar
- Somewhat Familiar
- Not Certain
- Unfamiliar

Results Table

Program/School	Very Familiar	Familiar	Somewhat Familiar	Not Certain	Unfamiliar
Coralwood Center	15.6%	25.6%	17.8%	2.0%	39.0%
Eagle Woods Academy	7.4%	13.9%	13.7%	3.7%	61.4%
Margaret Harris Comprehensive School	8.6%	16.1%	16.1%	3.4%	55.7%
Shadow Rock Center	10.0%	17.3%	16.7%	3.3%	52.8%
UHS at Laurel Heights	2.3%	6.6%	8.9%	4.5%	77.7%
Warren Technical School	9.8%	13.6%	19.7%	3.7%	53.3%

Key Insights

1. General Awareness

- **Coralwood Center** is the most recognized, with over 41% (“Familiar” or “Very Familiar”). Still, 39% are unfamiliar.
- All other programs have more than half of respondents marking “Unfamiliar.”

2. Greatest Unfamiliarity

- **UHS at Laurel Heights** (77.7% unfamiliar) and **Eagle Woods Academy** (61.4% unfamiliar) have the lowest awareness among respondents.

3. Moderate Awareness

- **Margaret Harris Comprehensive School, Shadow Rock Center, and Warren Technical School** have roughly 25–27% “Familiar” or “Very Familiar,” but over half of respondents are unfamiliar.

4. Uncertainty Is Low

- The “Not Certain” option was selected infrequently (2.0–4.5%), indicating most respondents formed clear opinions about their familiarity.

Overall Summary

- **Awareness Gap:** The majority of respondents are unfamiliar with most exceptional education programs in DCSD.
- **Coralwood Center** stands out with the highest community familiarity, but nearly 4 in 10 remain unaware of it.
- **Other programs** show significant opportunities for outreach and awareness-building, especially UHS at Laurel Heights and Eagle Woods Academy.

Data Summary: Employee Student Transfer Policy Satisfaction

Theme: Satisfaction with the DCSD policy allowing students of employees (in or out of district) to transfer.

Survey Structure

Respondents rated their satisfaction with the employee student transfer policy on a five-point scale:

- Very dissatisfied
- Dissatisfied
- Neither satisfied nor dissatisfied
- Satisfied
- Very satisfied

Survey Results

Response Category	Proportion
Very dissatisfied	2.5%
Dissatisfied	3.8%
Neither satisfied nor dissatisfied	42.7%
Satisfied	25.9%
Very satisfied	25.0%

Key Insights

- **Neutral/Mixed Views:** The largest share of respondents (42.7%) are neutral regarding the policy.
- **Overall Satisfaction:** 50.9% are satisfied or very satisfied with the policy.
- **Dissatisfaction:** Only 6.3% are dissatisfied or very dissatisfied.
- **Interpretation:** The employee student transfer policy is generally well-received, with more than half expressing satisfaction and very few expressing dissatisfaction. However, a significant portion (nearly 43%) of respondents do not feel strongly either way.

Data Summary: Student Assignment Process Value

Topic: Respondent agreement with making changes to the student assignment process for improved outcomes.

Survey Statement

- "A change to the student assignment process may be difficult but worth it to increase outcomes for students and families."

Response Distribution

Response Category	Proportion
Strongly Agree	25.5%
Agree	44.7%
Disagree	7.2%
Strongly Disagree	1.6%
I Do Not Know	21.1%

Key Insights

- **Broad Support:**
Over two-thirds of respondents (70.2%) agree or strongly agree that changes to the student assignment process—even if challenging—are worthwhile for better student and family outcomes.
- **Low Opposition:**
Only 8.8% (Disagree + Strongly Disagree) express opposition to making such changes.
- **Some Uncertainty:**
A notable 21.1% of respondents are unsure ("I Do Not Know"), indicating either a lack of information or uncertainty about the implications of changing the assignment process.

Summary

- There is strong support (majority agreement) for changes to the student assignment process if those changes can improve outcomes.
- Opposition is minimal, though more than one-fifth of respondents are undecided or lack enough information to state an opinion.

Data Summary: Work Structure Changes for Equitable Student Assignment

Topic: District staff willingness to accept changes in work structure to achieve a more equitable student assignment process.

Survey Statement

- "The district staff may experience changes to their work structure if this creates a more equitable student assignment process."

Response Breakdown

Response Category	Proportion (%)
Strongly Agree	16.3
Agree	49.4
Disagree	10.2
Strongly Disagree	4.0
I Do Not Know	20.2

Key Insights

- **Majority Support:**
Nearly two-thirds of respondents (65.7%) agree or strongly agree with potential work structure changes to support equity in student assignment.
- **Limited Opposition:**
Only 14.2% (Disagree + Strongly Disagree) are opposed to this idea.
- **Uncertainty:**
A notable 20.2% are unsure, indicating some respondents may need more information or context about the impact of such changes.

Summary

- **Broad support exists** for implementing changes to district staff work structure if it leads to greater equity in student assignments.
- **Opposition is relatively low**, and **one in five respondents are undecided**, reflecting either lack of familiarity or neutrality on the topic.

Data Summary: Historical Inequities and Student Assignment

Topic: Community perceptions on the impact of historic inequities on the student assignment process and the importance of addressing them.

Survey Statement

- "Historic inequities make it difficult to make changes in the student assignment process, but addressing these should be a priority."

Response Distribution

Response Category	Proportion (%)
Strongly Agree	31.5
Agree	43.6
Disagree	7.1
Strongly Disagree	2.1
I Do Not Know	15.7

Key Insights

- **Strong Support:**
A significant majority—**75.1%** (Strongly Agree + Agree)—believe that although historic inequities make changes challenging, it is important to prioritize addressing them in the student assignment process.
- **Low Opposition:**
Only **9.2%** (Disagree + Strongly Disagree) do not see addressing historic inequities as a priority.
- **Notable Uncertainty:**
15.7% of respondents are uncertain, indicating some need for more information or context.

Summary

- There is broad community agreement that addressing historic inequities should be a priority, despite the challenges these inequities present for the student assignment process.

- Very few respondents express disagreement, while a moderate proportion are unsure.