



Student Assignment Project (SAP)

Program Scenarios

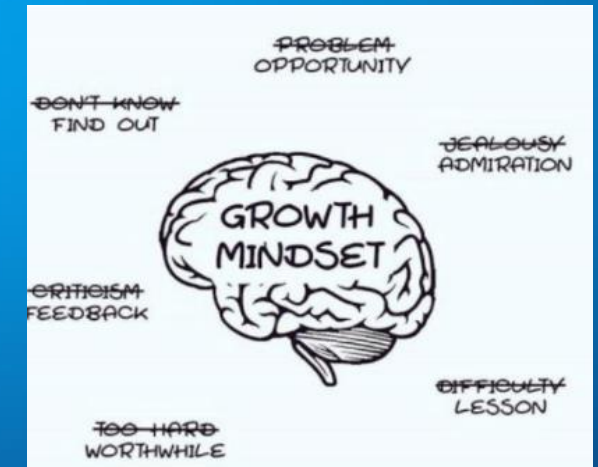
11/05/2025

Presented by: Sarita M. Smith



DeKalb County
School District

Meeting Norms



Today's Working Session Schedule

Agenda Item	Resources	Time Allotment
Welcome and Agenda	Slide 125 - 126	6:30 – 6:35 p.m.
Today's Goal	Slide 129	6:35 – 6:40 p.m.
Community Feedback and Myths	Slide 130 - 133	6:40 – 6:50 p.m.
Program Placement Concepts	Slide 134 - 142	6:50 – 7:20 p.m.
Working groups	Slide 143 - 144 Feedback form here HPM Dashboard here	7:20 – 8:20 p.m.
Scenario Evaluation Metrics	Slide 145 - 146	8:20 – 8:25 p.m.
Share Out	Slide 147 - 148	8:25 – 8:30 p.m.
What's Next	Slide 149 - 150	8:30 – 8:30 p.m.
Exit Ticket	Slide 151	



● Agenda

- ✓ Welcome and Agenda
- ✓ Today's Goal
- ✓ Community Feedback and Myths
- ✓ Program Placement Concepts
- ✓ Working Groups
- ✓ Metrics
- ✓ Share Out
- ✓ What's Next
- ✓ Exit Ticket

"Change is
inevitable.
Growth is
optional."

District Teams

Team 1

Carolyn Benson
Maria De la cruz
Travena Evegan
Emily Halevy
Teresa Hardy
Kimberly Hires
ReShanda Holland
Rhonda Hollis
Maxine Jenkins
Lisa Lake
Grant Martin
Linda Mcjunkin
Chelsea McKinney
Gayle Murray
Kalvin Watson
Glenyce Williams

Team 2

Kevin Alexander
Keydrick Barlow
Cathy Blakeney
David Felfoldi
Tinquila Hudson
Barbara Long
Megan McClendon
David McRae
Tambria Peeples
Zack Phillips
Marion Reeves
Ashley Stewart
Robyn Stewart-Amarra
Tanjala Wright

Team 3

Camisha Campbell
Cynthia Carter
Charlene Fletcher
Roger Henery
Kristin Jones
Angela Leach
Veronica Lopez-Delgado
Chantel Luncheon
Kirk Martin
Venola Mason
Amber Melendrez
Taelar Osei
Robin Reese
Lisa Scott
Maima Simmons
Tommy Travis
Sharquita Tuggle

Team 4

Randy Faigin
Eric Knight
Alfred Lopez
Keenia Mullen
Joscelyn O'Neal
Taneka Riley
Tiffany Russell
Rondereo Sidney
Carmen Smith
Terilyn Smith
Sonja Szubski
Everett Vance
Katina Watts

Team 5

Glenda Barner
Patrice Benton
David Cruz Vega
Stacy De Jesus
Nancy Kelly
Shrieka Mathis
Charlie McAdoo
Kaitlin Meade
Amber Melendrez
Lysa Moore
Eric Parker
Doug Rollins
Paula V. Tate
Malika Terry

District Teams

Team 6	Team 7	Team 8	Team 9	Team 10
Tabitha Barnette Monique Brown Latifat Cabirou Tarnisha Dent Jim Donofrio Ashley Little Yolanda Mahama Erin Peone Tameika Porter Jeff Rader David Sample Adam Shipp Stephanie Strobridge	Tremaine Afetorgbor Narvella Dial Felicia Evans Tonya Freeman Torra Hancock Erika Harris Luke Ingram April Roberson Crystal Roberts Quanesha Robinson Meghan Stevens Donna Troka Arian Williams Cherryl Young	JoAlveta Allen Kenya Asbill Simone Bright Aubrey Brooks Stephanie Byrd Cassandra Davis Will Hinton Kirk Lunde Kelly Mitchell Mary Novotny Frederico Rowe Myisha Washington-Hankins Dee Dee Westbrook	Tryphenna Bastian Lori Bolds Neal Christian Alison Clark Nakia Fowler Angela Holmes Sukisha Kilgore Nwandi Lawson Sarah Lee Dana Lee Sylvia Okoma Kathleen Rudd Maggie Tucker	Elizabeth Bell Stephanie Bialek Maria Damian Tracy Dawson Zikia Jones-Martin Latrese King Stephanie Klosik Angela Maki Jamie McCurley Margaret Redmond Keith Sagers Daniel Walker Malaika Washington LaTanya Wooley Amitenor Wright

Goal:

Provide guidance on program placement concepts and begin reviewing scenario evaluation metrics.



Community Feedback and Myths

Dispelling Myths

SAP Recommendations are being implemented Fall 2026

- SAP is not making any recommendations that will begin Fall 2026. Please refer to the timeline on the website.

SAP is recommending closing magnet schools and programs

- SAP is assuming all program remain based on the current enrollment trends and will make recommendations on program placement and the development of an evaluation system for school choice.

SAP committee member have been coerced into what the district wants

- The only guidance provided by the district was the SAP vision, number of consolidations, and to following the board policy. Staff members attend SAP meetings to provide context based on their areas of expertise and Ms. Smith is a facilitator of the project.

SAP committee members are not from the community

- SAP committee members represent many areas of the district and DeKalb community.

SAP has inaccurate data

- SAP is reviewing data from our student information system, planning department, the last comprehensive mater plan, school choice enrollment over time, private and charter school enrollment over time, research related to redistricting and programs, and much more. There is always a margin of error in data, but we do have enough data to know we are operating too many buildings, and our programs are not consistently offered or accessible to all families.

SAP is not concerned about the climate culture, and wellbeing of students

- Operating a more efficient school system will, over time, support all students in DCSD. Particularly, as it pertains to academic resources and services.

Community Feedback

1. Preserve Magnet and Gifted Programs (Kittredge, Wadsworth, DSA, Chamblee High Achievers)

- Parents and stakeholders overwhelmingly support keeping existing magnet and gifted programs intact.
- These programs are viewed as essential for academic excellence, equitable access for advanced learners, and DeKalb County's strong reputation.
- Families argue that dismantling or relocating them would drive high-achieving students and families out of the district.

2. Expand Successful Models Instead of Eliminating Them

- Rather than closing or reducing high-performing programs, parents urge DCSD to replicate their success in other schools.
- Suggestions include expanding Kittredge through 12th grade, strengthening Montessori options, and developing "sister" magnet schools across the county.

3. Ashford Park and Chamblee Cluster—Strong Opposition to Redistricting

- The most consistent feedback is to keep Ashford Park, Drew Valley, Brookhaven Fields, and surrounding neighborhoods together within the Chamblee cluster.
- Families have chosen homes, invested financially, and built community ties specifically for these schools.
- Many warn that breaking up this cluster will harm community trust, property values, and enrollment.

4. Prioritize Facility Expansion Over Boundary Changes

- Parents agree that overcrowding exists—especially at Ashford Park—but advocate for building additions, new facilities, or a split-campus model instead of redistricting.
- They cite Ashford Park's success as justification for investment, not disruption.



Community Feedback

5. Concern About Educational Quality and Equity

- Families fear that redistricting will move students from high-performing to lower-performing schools without clear plans to maintain quality.
- They demand data-driven assurances that academic standards, resources, and programs will remain equitable across schools.

6. Distrust in the Student Assignment Project (SAP) Process

- Parents express frustration that school quality, program outcomes, and community impact are not considered in SAP decision-making.
- They describe SAP as a “math problem with incomplete data,” lacking transparency, context, and parent collaboration.

7. Recognition of Strong School Communities

- Schools like Ashford Park, DSA, Wadsworth, and Montessori programs are praised for strong family engagement, teacher excellence, and positive cultures.
- Parents emphasize that these communities thrive due to years of collective volunteerism and investment, which could be lost through redistricting.

8. Financial and Tax Implications of Rezoning

- Families warn that rezoning high-value neighborhoods into lower-performing zones will lower property values, reduce tax revenue, and hurt DeKalb County’s fiscal health.
- They call for the district to assess the broader economic impact before making boundary decisions.

9. Call for Thoughtful, Collaborative, and Data-Driven Decision-Making

- Across all feedback, there is a clear plea for DCSD to pause, listen, and collaborate with parents, educators, and community members.
- Stakeholders want decisions grounded in comprehensive data, long-term planning, and genuine engagement—not reactive changes.



Program Placement Concepts

Independent Actions and Concept Assumptions

Independent Actions

The following facilities and programs will need to have some action take, but the impact will be independent from all other programmatic delivery methods.

- Highly Specialized Needs
 - Margaret Harris
 - Eagle Woods
 - Shadow Rock Center
 - Warren Tech
- International Student Center
- DECA
- Elizabeth Andrews
- FLEX

Concept Assumptions

All scenarios have the same:

- Programs offered
- Number of seats offered

Advanced Placement is standardized curriculum and is offered at all high schools with attendance areas based on interest.

Special Education: Accommodations are made to include special education students in every school. There are certain low-incidence programs that are located in special centers

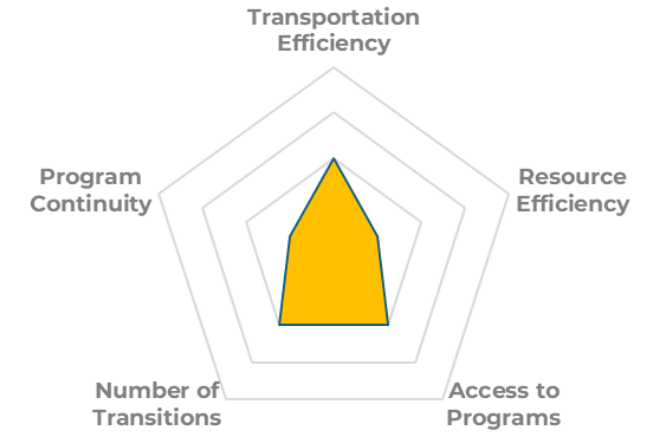


Status Quo

Current Status Quo: Some programs exist in schools with attendance areas; some programs are in dedicated facilities.

Examples of how programs are delivered

CTAE	Split into center North / South
Special Interest Magnet	Single districtwide centers (e.g. Arabia Mountain, DAA, DSA), not always centrally located. Some are embedded (e.g. Barack Obama, Evansdale)
High Achievers Magnet	North / South centers with both stand-alone (e.g. Kittredge, Wadsworth) and embedded facilities (e.g. SW DeKalb HS, Chapel Hill MS, Chamblee HS.
Theme	Stand-alone, unevenly distributed primarily in the southeast of the district (e.g. Narvie Harris, Marbut)
Early Learning	Two ELC's (North / South) and distributed among elementary schools
International Baccalaureate (IB)	Widely distributed and embedded in elementary, middle, and high schools (Midvale ES, Tucker MS, Tucker HS)
Dual Language Immersion	Widely distributed and embedded in select schools (e.g. Ashford Park, Rockbridge)
Montessori	Embedded in two elementaries, not well distributed (e.g. Briar Vista, Huntley Hills)



Concept A

Super-Regions with Equitable Distribution of Programs: No Programs in Stand-Alone Buildings

Examples of how programs are delivered

CTAE	Programming is divided among high schools with attendance boundaries to fulfill all program needs within the super-region
Special Interest Magnet	Select elementary, middle, and high schools in vertical alignment in schools with attendance boundaries within each super-region.
High Achievers Magnet	Select elementary, middle, and high schools in vertical alignment in schools with attendance boundaries within each super-region.
Theme	Select elementary, middle, and high schools in vertical alignment in schools with attendance boundaries within each super-region.
Early Learning	Included in all elementary schools with attendance boundaries, no stand-alone ELC's
International Baccalaureate (IB)	Select elementary, middle, and high schools in vertical alignment in schools with attendance boundaries within each super-region.
Dual Language Immersion	Select elementary, middle, and high schools in vertical alignment in schools with attendance boundaries within each super-region.
Montessori	Select elementary, middle, and high schools in vertical alignment in schools with attendance boundaries within each super-region.

FAQ:

What if I want to participate in a program not offered at my zoned school?

- Apply for a transfer within your super-region and transportation will be provided.

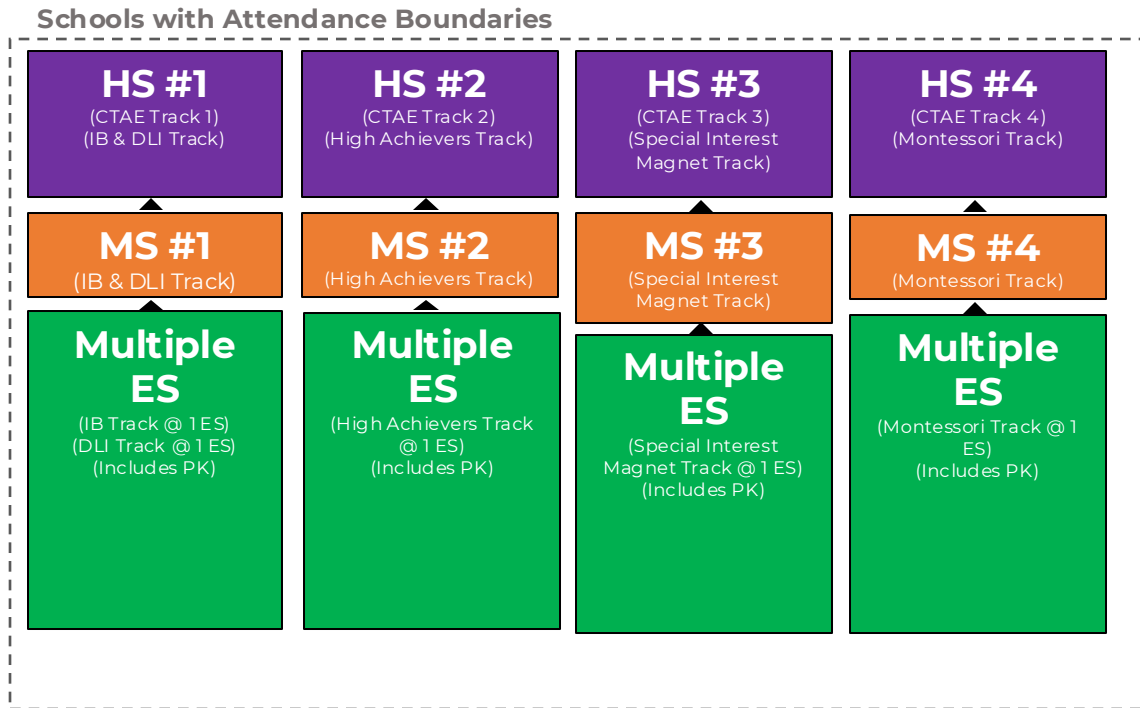
Is there a shuttle bus for half-day CTAE programs between the high schools in this concept?

- No, you would transfer to the high school with the program you desire. One of the challenges of this concept is that it limits students to participating in 1 CTAE track.

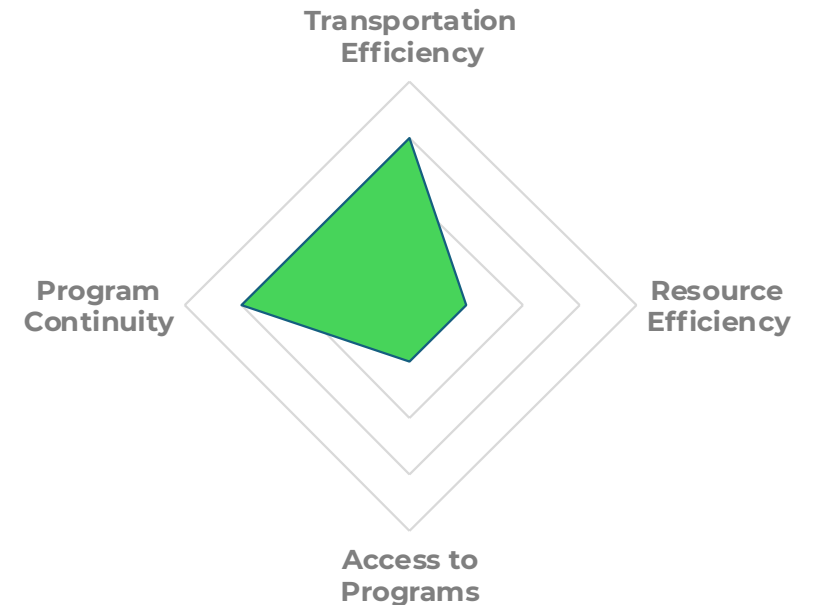
Concept A

Super-Regions with Equitable Distribution of Programs: No Programs in Stand-Alone Buildings

Example Feeder Pattern (One Super-Region)



Relative Metrics



Concept B

Super-Regions with Dedicated Special Program Facilities

Examples of how programs are delivered

CTAE	Programming is housed within one CTAE Center in each super-region.
Special Interest Magnet	Programming is housed in dedicated facilities within each super region. There will be multiple programs per facility.
High Achievers Magnet	Programming is housed in dedicated facilities within each super region. There will be multiple programs per facility.
Theme	Programming is housed in dedicated facilities within each super region. There will be multiple programs per facility.
Early Learning	Multiple Early Learning Centers in each super-region.
International Baccalaureate (IB)	Programming is housed in dedicated facilities within each super region. There will be multiple programs per facility.
Dual Language Immersion	Programming is housed in dedicated facilities within each super region. There will be multiple programs per facility.
Montessori	Programming is housed in dedicated facilities within each super region. There will be multiple programs per facility.

FAQ:

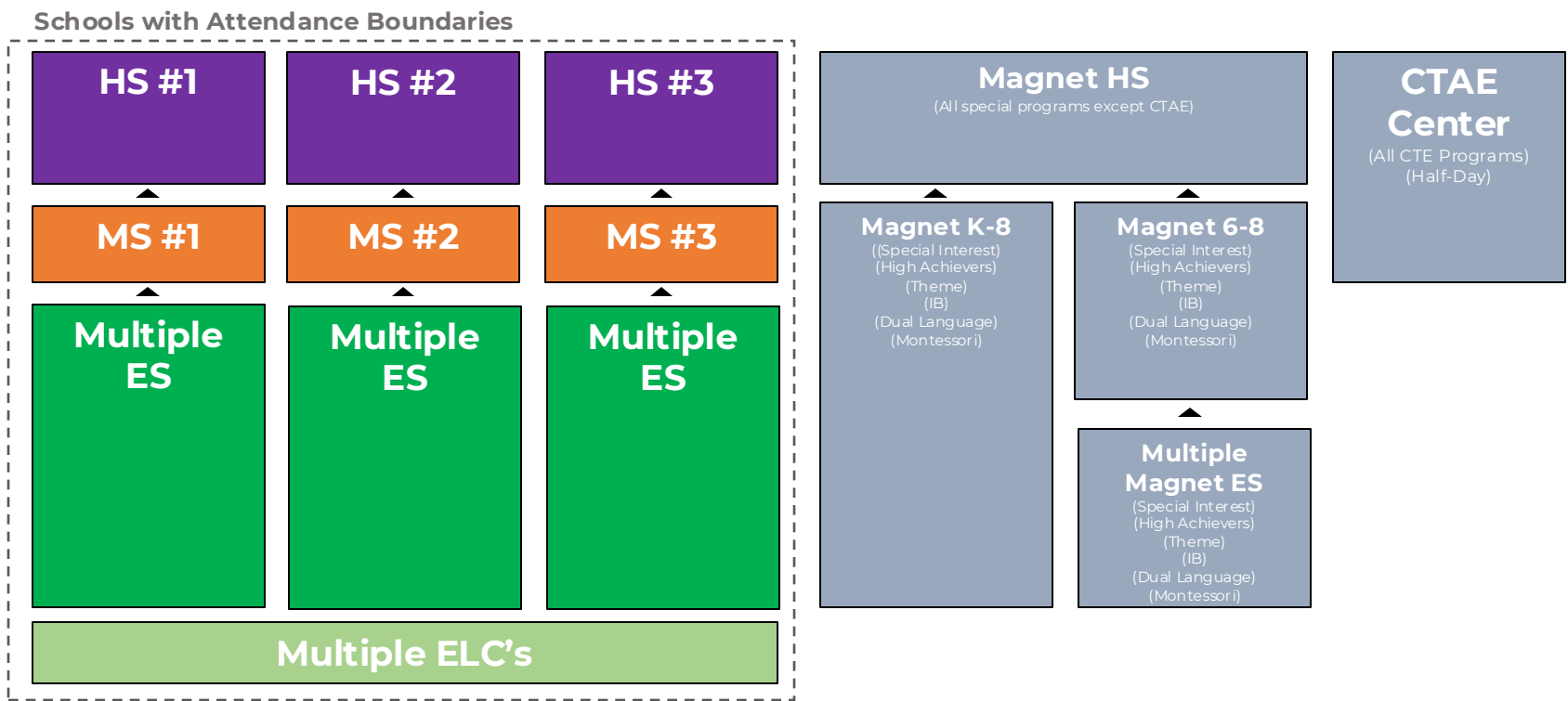
Will transportation be provided to magnet schools?

- Yes, but limited to your super-region, all programs will be available in each super-region.

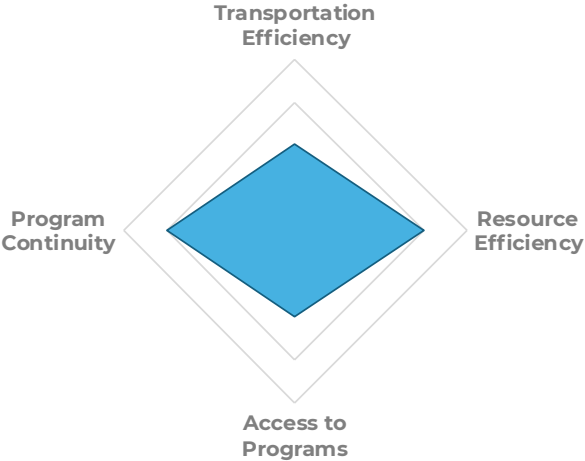
Concept B

Example Feeder Pattern (One Super-Region)

Super-Regions with Dedicated Special Program Facilities:



Relative Metrics



Concept C

Super-Region K-5's with 6-12 Thematic Pathways: All elementaries will have attendance boundaries and no special programming, except for DLI & Montessori. Students will choose a thematic pathway at 6th grade and that will continue through high school.

Examples of how programs are delivered

CTAE	Programming is housed in one 6-12 CTAE HS in each super-region.
Special Interest Magnet	6-12 thematic pathway chosen at 6 th grade.
High Achievers Magnet	6-12 thematic pathway chosen at 6 th grade.
Theme	6-12 thematic pathway chosen at 6 th grade.
Early Learning	Included in all elementary schools with attendance boundaries, no stand-alone ELC's
International Baccalaureate (IB)	6-12 thematic pathway chosen at 6 th grade.
Dual Language Immersion	Standalone PK-5 facilities that feed into 6-12 thematic pathways.
Montessori	Standalone PK-5 facilities that feed into 6-12 thematic pathways.

FAQ:

Are there attendance zones for middle and high schools?

- No, students choose a thematic pathway at 6th grade which determines which building they attend.

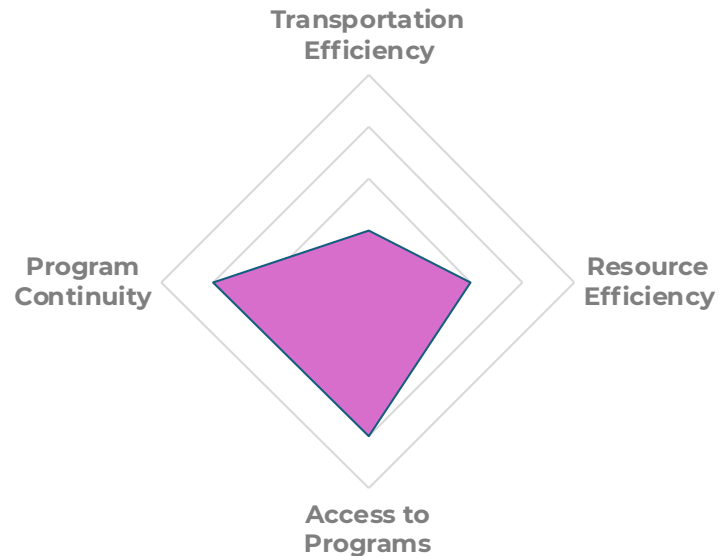
What if I do not want to participate in any special programming at secondary?

- Standard programming will be offered at all middle and high schools.

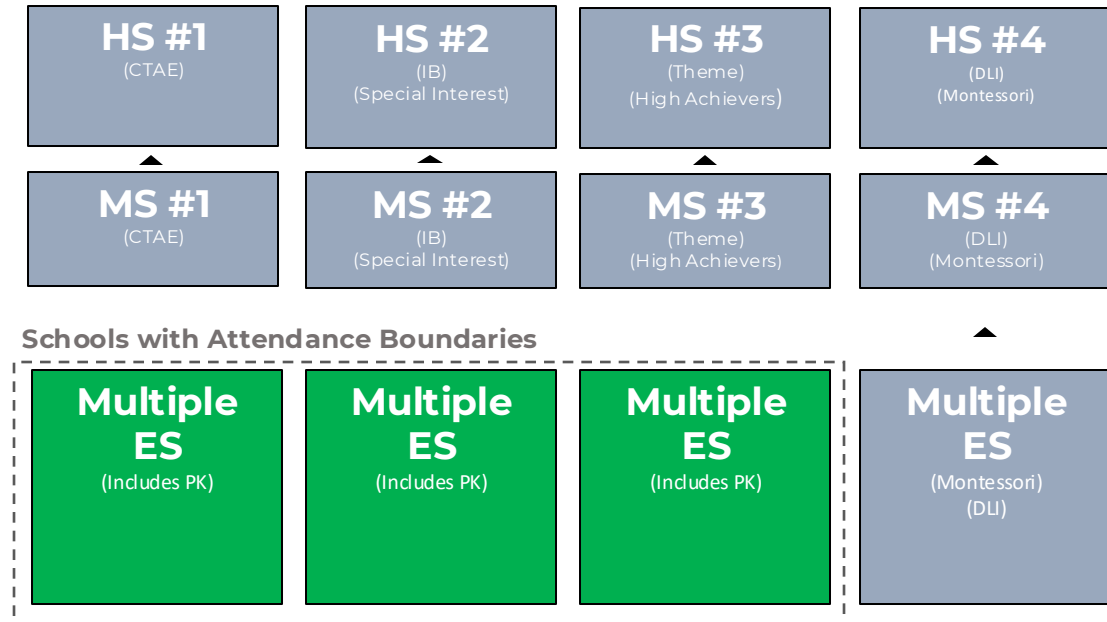
Concept C

Super-Region K-5's with 6-12 Thematic Pathways:
All elementaries will have boundaries and no special programming, except for DLI & Montessori.
Students will choose a thematic pathway at 6th grade and that will continue through high school.

Relative Metrics



Example Feeder Pattern (One Super-Region)





Thought Provoking Questions

Given that we have not realized the impact of carrying excess capacity. How do we best reduce it to allow more dollars to go into the classrooms?

What do you think are the biggest challenges to consolidating facilities? How do we clearly frame it for the community to foster productive conversations?



Share Out



Share Out

Please share your team's highlights from your data worksheets

- Team 7
- Team 3
- Team 9
- Team 1
- Team 5
- Team 10
- Team 2
- Team 8
- Team 6
- Team 4



What's Next

What's Next

SAP Committee Meeting

- ~~Wednesday, September 10th & 24th~~
- ~~October 8th & 22nd~~
- November 5th & 19th
- December 3rd & 10th

Virtual Community Town Hall Meetings

- ~~Saturday, October 25 @ 1:00pm~~
- ~~Tuesday, October 28 @ 6:30pm~~
- Saturday, December 13 @ 1:00pm
- Tuesday, December 16 @ 6:30pm

SAP Chats

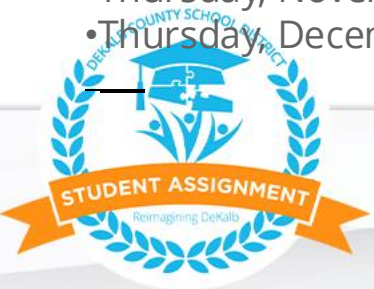
- ~~Thursday, October 9 @ 6:30pm~~
 - **This meeting was cancelled due to an emergency Board Meeting.**
- ~~Thursday, October 23 @ 6:30pm~~
- Thursday, November 6 @ 6:30pm
- Thursday, November 20 @ 6:30pm - **Operations/Planning/HPM Data Meeting**
- Thursday, December 4 @ 6:30pm

Homework

Scenario Evaluation Metrics



[Student Assignment Project \(SAP\)
Website](#)



Scenario Evaluation Metrics

Scenario Evaluation Metrics

Closest to
Neighboring
Schools

Lowest FCA
Score

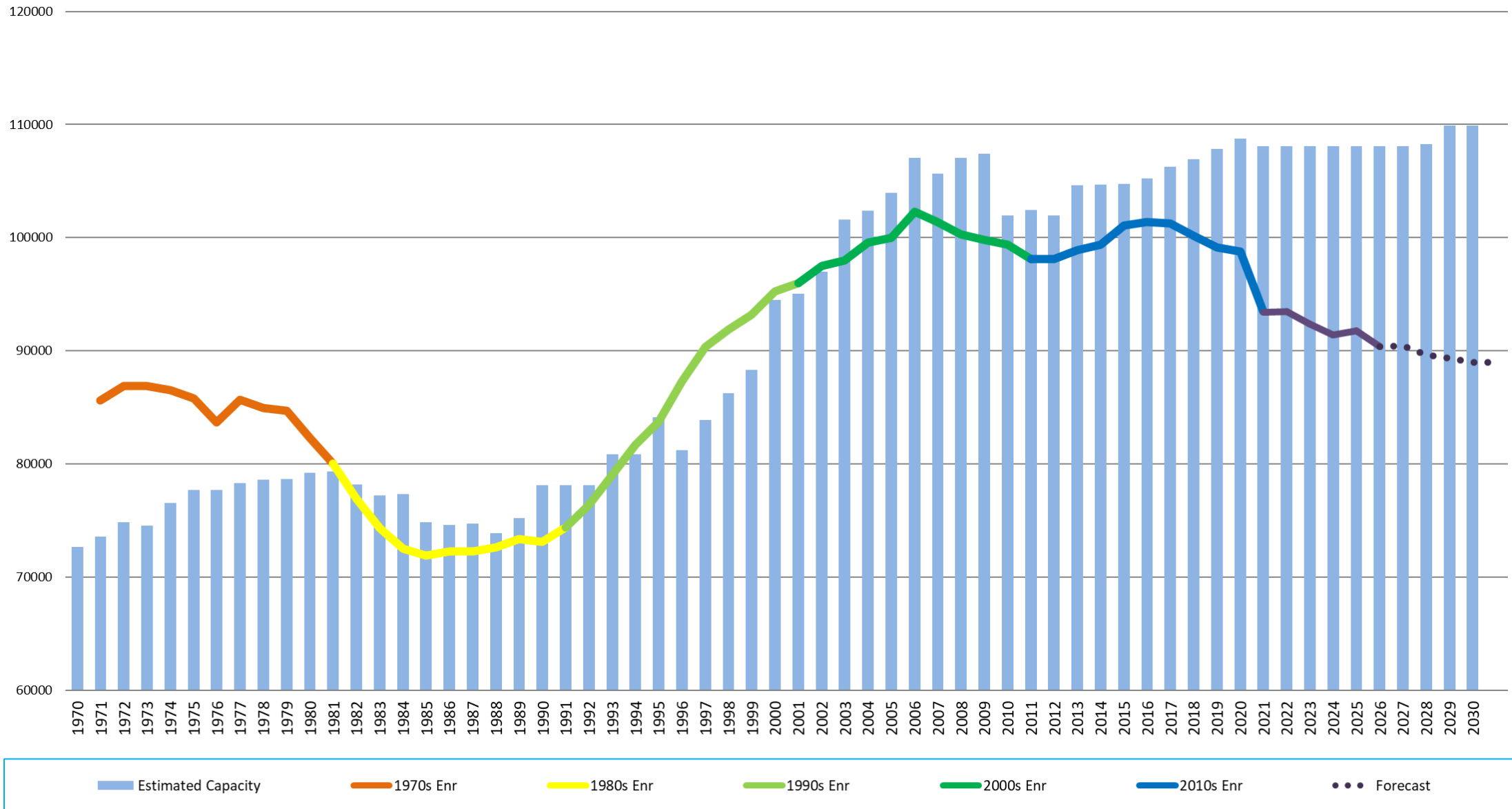
Lowest
Utilization

Smallest
Capacity

Lowest
Adequacy Score

Fewest
Students within
1-3 miles

Historical and Projected Capacity & Enrollment



-
- **EXIT Ticket**

SAP Committee Program Scenario Building Worksheet

