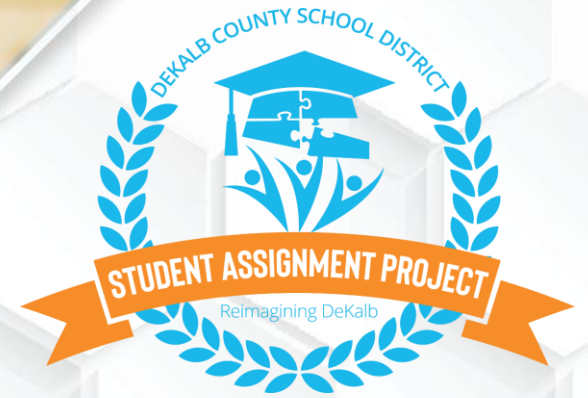




DeKalb County School District D3 Town Hall SAP Update

12/16/25



DeKalb County
School District

Vision

To reimagine DCSD by considering **programs**, **boundaries**, and **buildings** holistically, using data, and reviewing every 5 years to align with E-SPLOST.

This comprehensive planning process will help position **ALL** our students upon graduation to **E**nroll, **E**mploy, engage in **E**ntrepreneurship, or **E**nlist.



SAP Advisory Purpose and Non-Purpose

Purpose

- **Serve as a critical thought partner in assessing systems related to buildings, boundaries, and programs.**
- Serve as a critical thought partner in assessing DCSD's current student assignment procedures and policies.
- Provide impartial recommendations suited to dismantling structural inequities.
- **Use data to make informed decisions and recommendations.**
- Recommend ways for DCSD to become fiscally efficient.
- Review and recommend ways to **reimagine** DCSD programs and offerings so that all students have a quality education.
- Recommend boundaries, buildings, and programs suited for the current and projected enrollment.

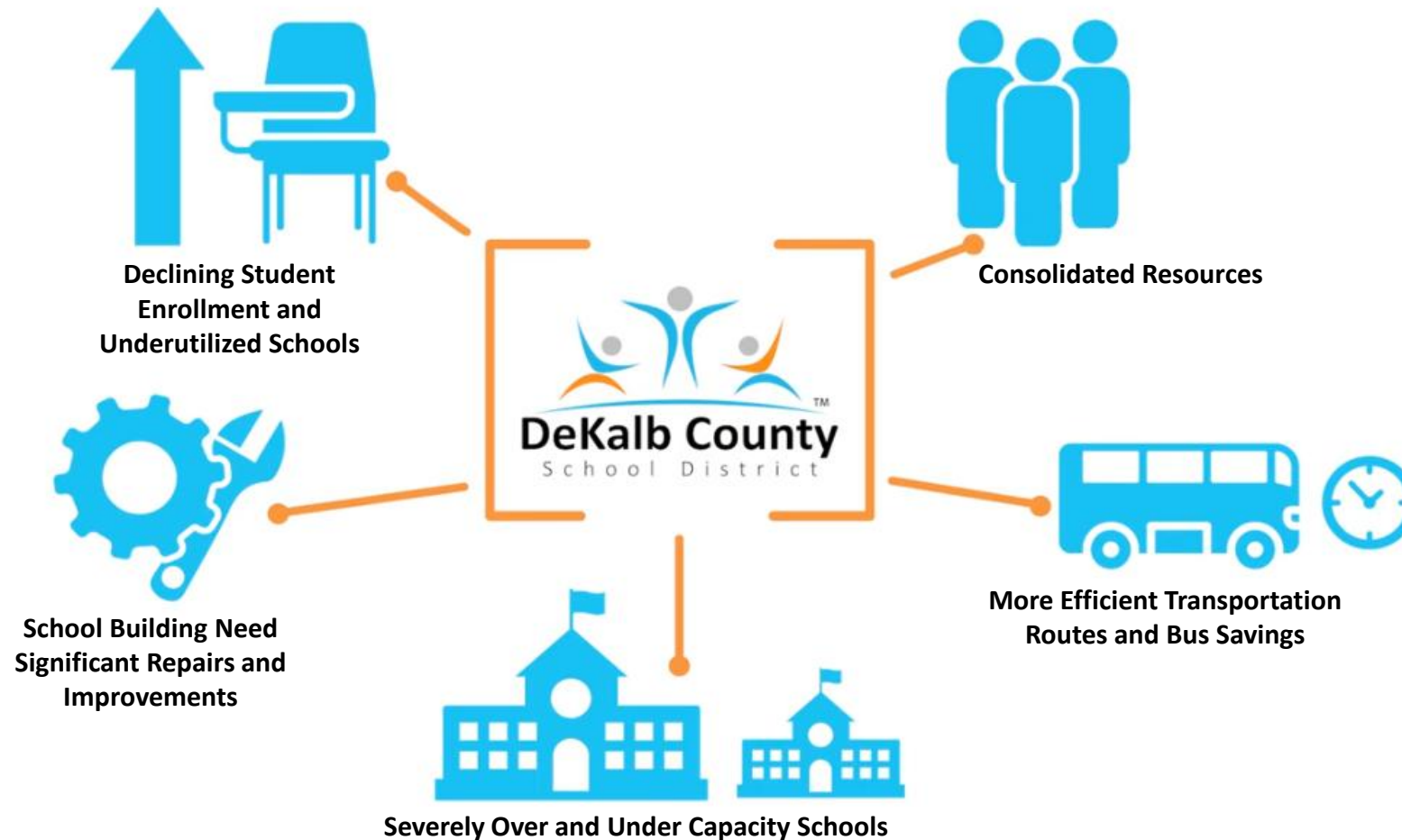
Non-Purpose of the Advisory

- To make **final decisions** regarding policy or standard operating procedures related to DCSD.
- **To determine the daily operations of schools or programs.**
- To direct DCSD to make specific changes within the purview of the Board of Education.
- **To make decisions that only impact specific children or communities.**

SAP is the WHAT not
the HOW



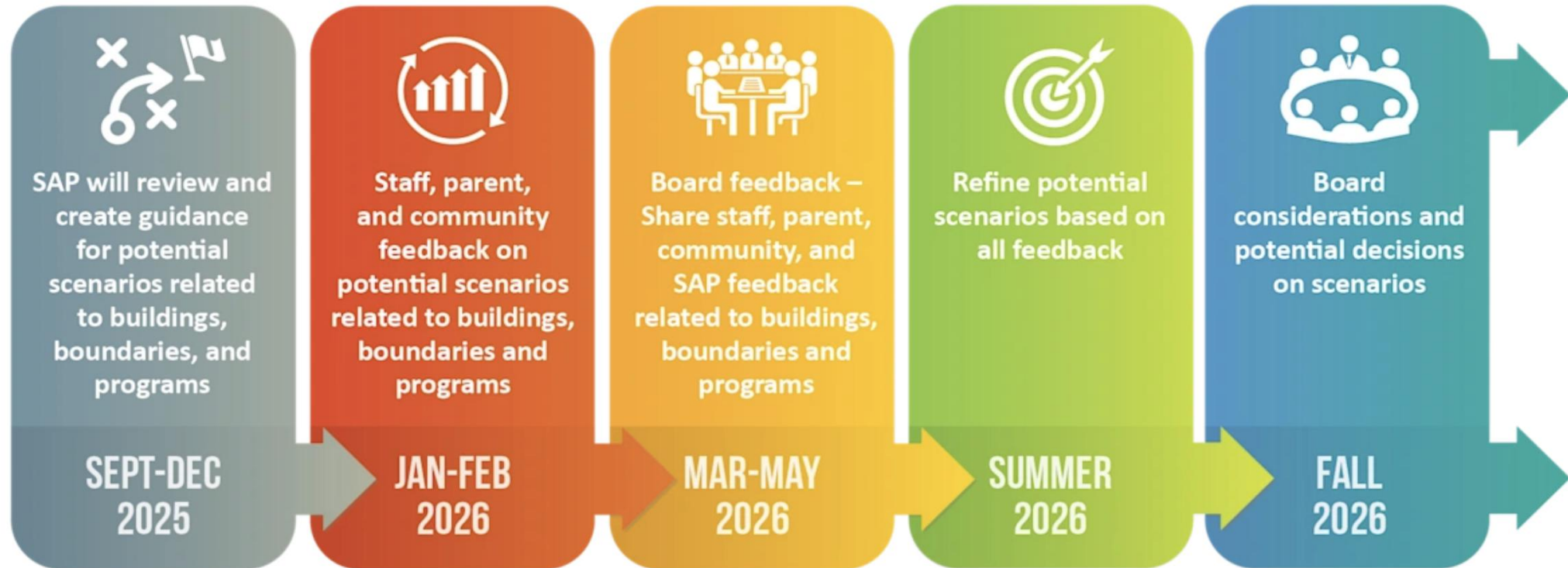
Five Reasons Why



Timeline

Expanded Student Assignment Project Timeline

November 7, 2025



SAP November Meeting Goals

Provide guidance on program placement concepts.

Understanding the data related to SAP and the HPM Dashboard.

Begin processing the program scenario metrics.



SAP Feedback 11/19/2025

Question 1: Do we have sufficient data to determine where programs should be placed?

(40% yes / 60% no)

- ✓ We have similar programs in stand-alone buildings and program
- ✓ We have data related to school choice program enrollment, waitlist, and locations (heat maps)
- ✓ Program evaluation is desired to move a program
- ✓ A desire to have assessment of embedded vs stand-alone programs related to culture and climate and effectiveness
- ✓ Instructional capacity to scale
- ✓ If a program moved, what would the impact be on demand and desire

Question 2: Do we have sufficient data to determine how many schools should be consolidated based on current enrollment and projections? (56% yes/ 44% no)

- ✓ We have enrollment over decades
- ✓ We know where students live vs. where they attend school
- ✓ We know we have way more capacity than students
- ✓ Lived perception vs data is hard to reconcile
- ✓ Anxiety around the personal impact to families (human factor)
- ✓ A desire for a cost saving goal or a number of building closure goal

The exit survey revealed that 86% of the committee better understands the enrollment, capacity, facility adequacy, and facility condition.

The committee is split on moving programs.

Community Feedback

School Capacity, Boundaries, and Equity Concerns

- Strong concerns about overcrowding at Ashford Park, unbalanced enrollment created by specialized programs, and boundary decisions that have historically favored more affluent, whiter communities at the expense of others (e.g., John Lewis ES, Buford Hwy corridor, South DeKalb).

Support for Keeping Neighborhoods and Communities Intact

- Many families strongly want to remain zoned for their current schools (especially Ashford Park, Drew Valley, Brookhaven Fields, Avondale, and Brookhaven Village).
- Repeated requests not to fracture cohesive neighborhoods or move communities without compelling benefit.

Magnet, Choice, and High Achiever Program Protection

- Intense concern about maintaining the Chamblee High School magnet, Kittredge Magnet School, and high achiever pathways.
- Fear that moving, scaling, or altering these programs will reduce quality, harm student relationships, and undermine college readiness opportunities.

Concerns With German Immersion (GI) at Ashford Park

- Parents feel the GI program no longer serves the local community, contributes to overcrowding, and should be relocated or re-evaluated.
- Families want data on how many GI students live in-zone and how many would remain if relocated.

Need for More Programs, Supports, and Equity in Services

- Requests for:
 - More gifted/high-achiever programming
 - Support for ADHD, behavior intervention, and literacy (including dyslexia-specific programs)
 - Expanded bilingual, dual-language, and culturally responsive curricula
 - After-school resources, parent education programs, and more communication between schools and families

Community Feedback

Strong Call for Investment in Under-Resourced Schools (Especially South DeKalb & Buford Hwy Corridor)

- Repeated statements that South DeKalb schools are neglected.
- Middle school needed in Clarkston.
- Demand for equity in programs and facilities, not only new schools in areas experiencing gentrification.

Transportation, Infrastructure, and Facility Concerns

- Need for improved internet reliability, updated buildings, fewer trailers, and clearer bus system communication.
- Requests for modernized facilities across the district, not isolated to select clusters.

Engagement, Transparency, and Responsiveness Issues

- Parents express frustration with poor communication, lack of responsiveness from schools and the district, and feeling excluded from decisions.
- Desire for SAP transparency, especially around redistricting timelines and temporary relocation plans.

Spanish-Speaking Community Themes

- Requests for:
 - More educational programs (especially for younger grades)
 - More Latino teachers and culturally competent staff
 - Better Spanish-language communication
 - Safety, building improvements, and more resources for families
 - Support for parents to help children with homework
 - Transportation improvements
- Many express appreciation for communication but want deeper, more equitable inclusion.

Community Feedback

Small Group Community Meeting Feedback

Southwest DeKalb Collation

- **Community Trust & Engagement:** Families feel disconnected from schools due to complex volunteer processes, unaddressed concerns, and limited communication; parents want genuine inclusion, not token incentives.
- **Equity & Access:** South DeKalb residents perceive disparities in resources, support, and opportunities compared to other areas, driving frustration and community mobility.
- **Student Belonging & Safety:** Students remain in schools where they feel safe, welcomed, and connected—highlighting the importance of positive school culture.
- **Leadership & Communication:** Community members call for stronger advocacy from elected officials and clearer, more accessible information from the district to rebuild confidence and trust.

PAC

- **Communication:** Members are excited and ready to share SAP possibilities with their schools and communities.

Superintendent Advisory Committee (Exceptional Education)

- The district should consider more specialized schools (ex: dyslexia)
- The committee would like to ensure the loudest voices aren't driving decisions
- Exceptional education representation needed to develop new programs

**** We also attended Board Chair DaCosta's Town Hall and Indian Creek Community Meeting**

Community Engagement Iterative Process



Stay Informed and Connected

SAP Website:

<https://www.dekalbschoolsga.org/division/access-opportunity/Student-Assignment/SAP>

Community Feedback

