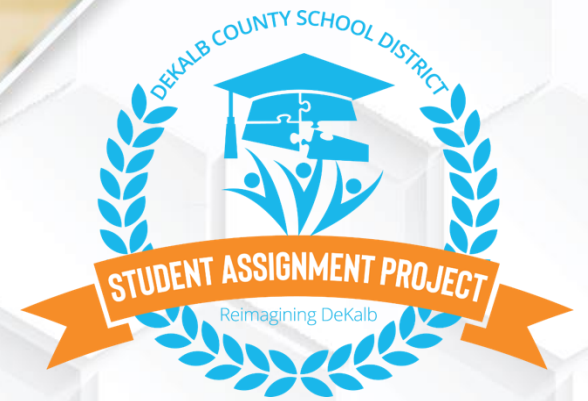




DeKalb County School District December SAP Update

Presented by: Sarita Smith & Hans
Williams



DeKalb County
School District

Vision

To reimagine DCSD by considering **buildings**, **boundaries**, and **programs** 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.

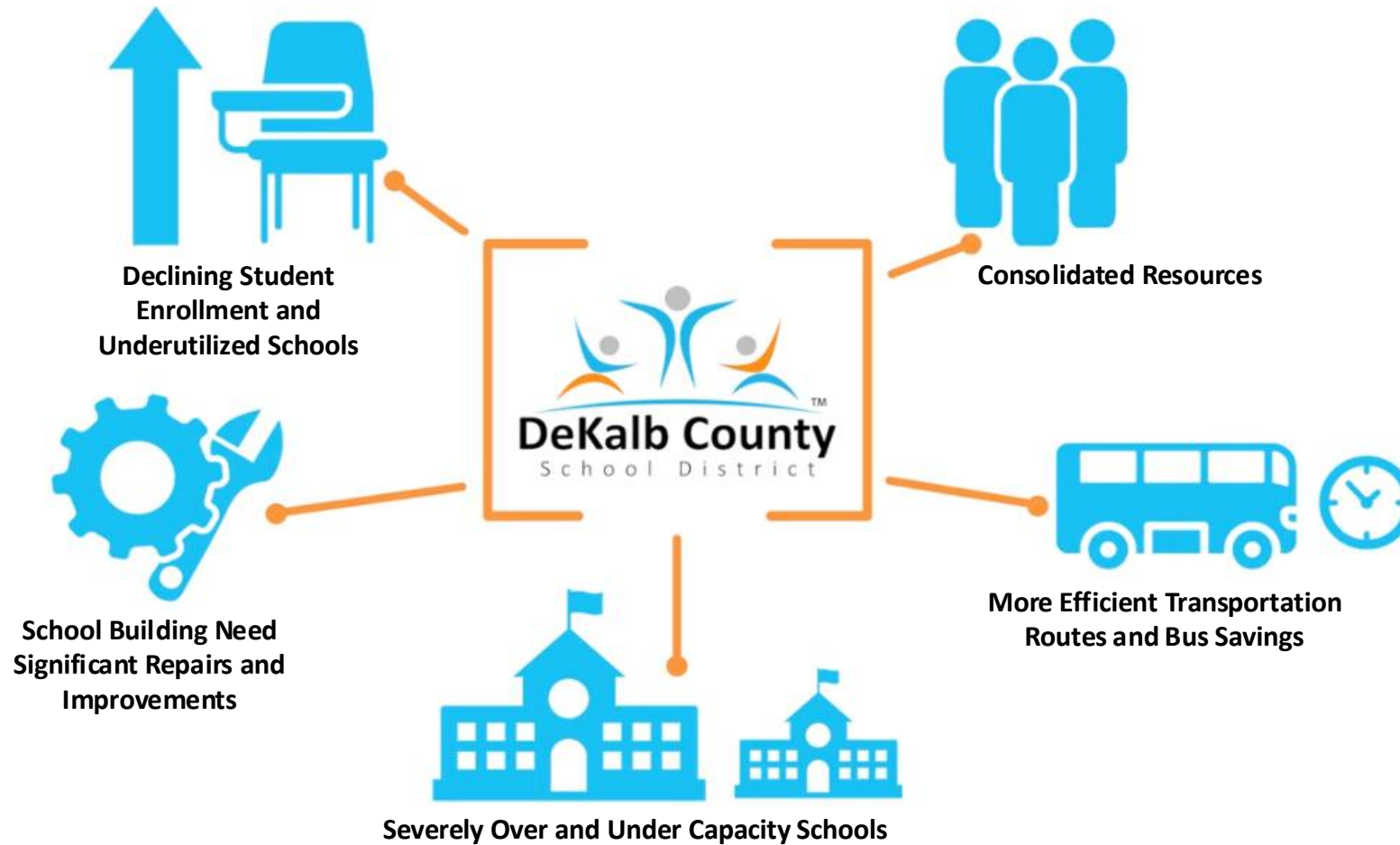
Non-Purpose of the Advisory

- 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



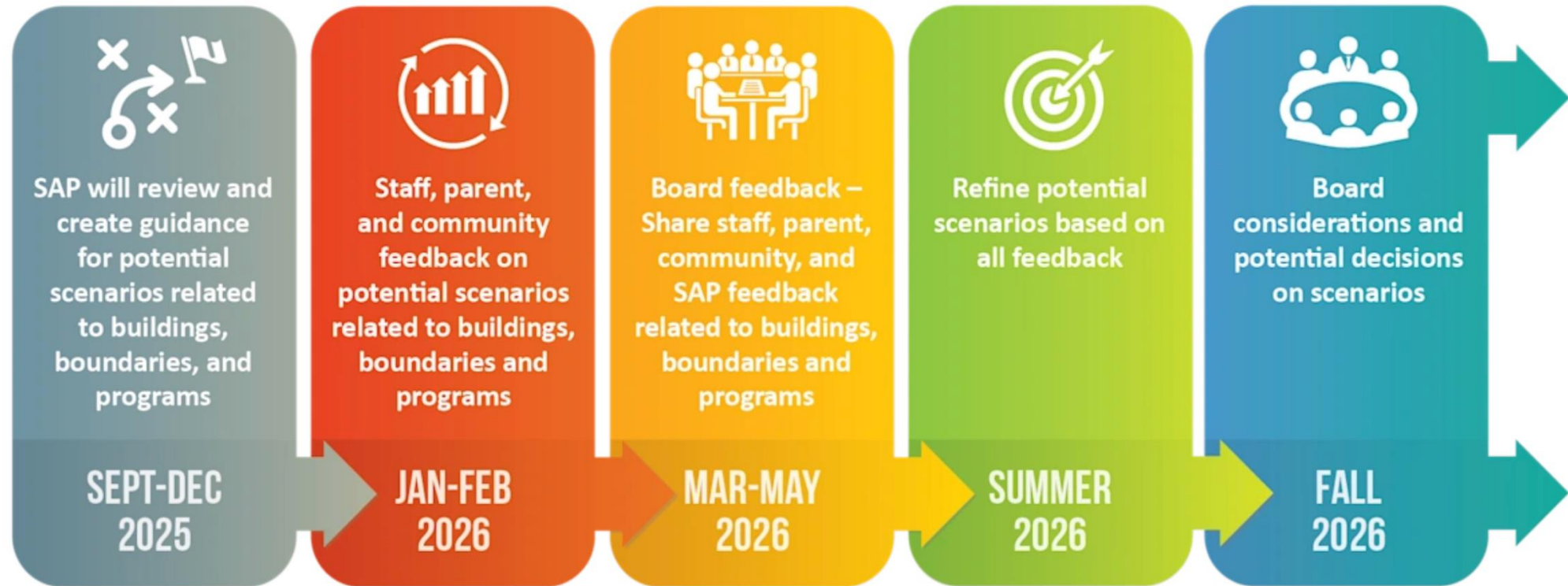
Five Reasons Why



Timeline

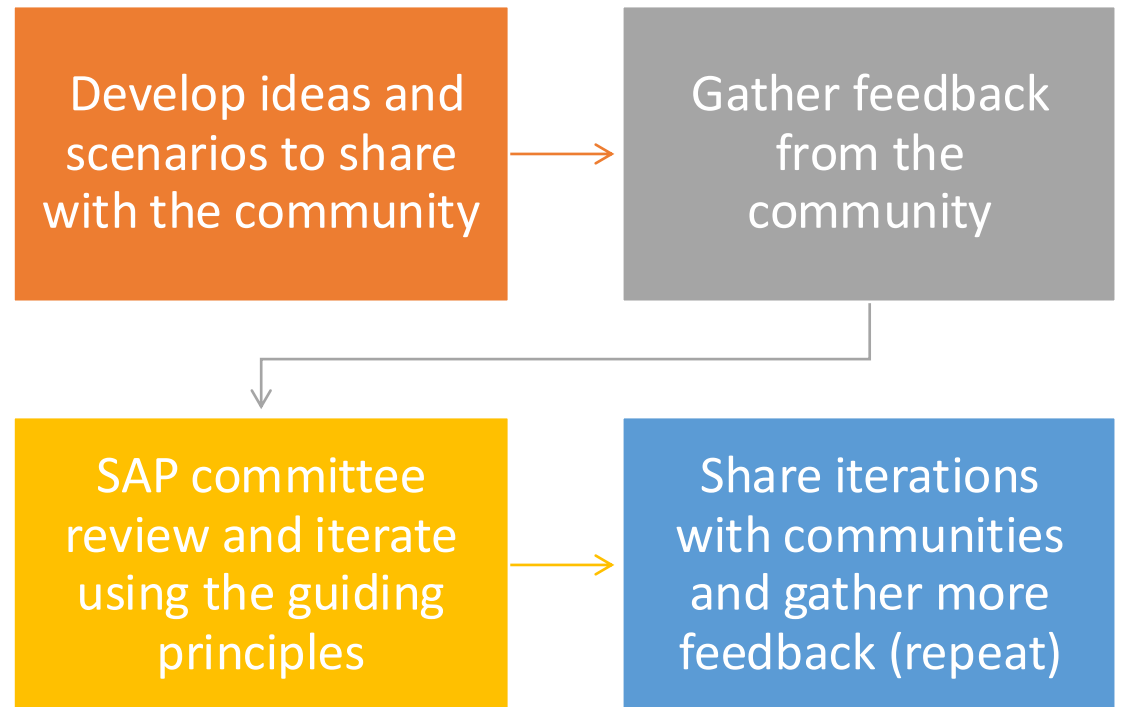
Expanded Student Assignment Project Timeline

November 7, 2025





Community Engagement Iterative Process



Goals of this meeting:

Determine primary and secondary evaluation metrics.

Determine if there are any metrics we should not use or should add?



Here is what you should know about evaluation metrics

- The metrics were created from best practices, SAP feedback, and SAP guiding principles.
- All schools' data for all metrics can be found on a new sortable table.
- There is no **ONE** metric that determines which school may be consolidated, repurposed, or renovated.

Facility Planning (Scenario) Evaluation Metrics

Proximity (Facility to Facility)

- Distance to Neighboring Schools

Buildings

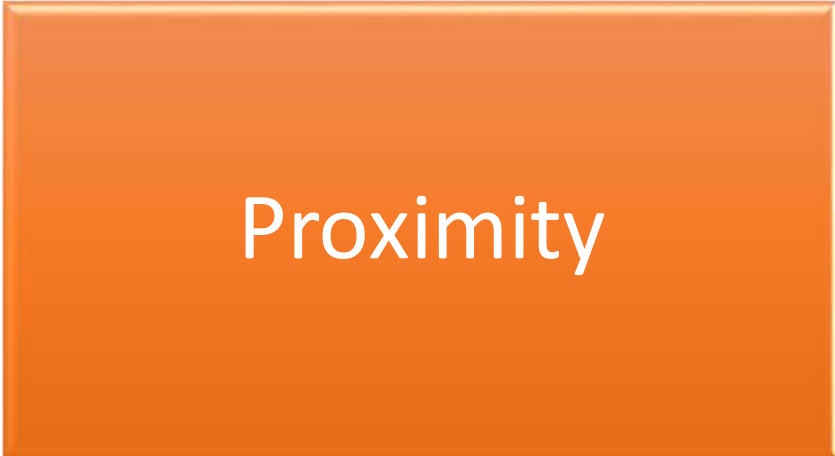
- Capacity
- Adequacy
- Condition

Enrollment (Students to Facility)

- Forecasted Utilization
- Forecasted Students within 1 mile (ES) and 1.5 mile (MS & HS)

Scenario Evaluation Metrics

*We are looking closely at how **convenient** and **efficient** our school locations are for our community.....*

A solid orange rectangular box with a thin yellow border, containing the word "Proximity" in white text.

Proximity

Scenario Evaluation Metrics

*We want to maximize the use of our best and most **efficient** school buildings.*



Buildings

Scenario Evaluation Metrics

*We need to be **smart and proactive** about where our students are now and where they will be in the future.*



Enrollment

Other Metrics

***Are there
other metrics
that should be
considered?***



Scenario Evaluation Metrics Exercise

Small Group Work:

- Facilitator from HPM will operate the metrics worksheet.
- Reviews scores by school, grade level, etc.
- Intended to generate discussion about the metrics
- NOT intended to rank schools or determine which schools may be consolidated, repurposed, or renovated

School	Distance to Neighboring Schools	Capacity	Max Adequacy Score	FCA 2030	Forecasted Utilization	Forecast 1 and 1.5 mile 2030
Arabia Mountain HS	6.5	1,581	85%	90%	65%	124
Cedar Grove HS	5.0	1,271	71%	86%	70%	165
Chamblee HS	3.7	1,705	88%	91%	85%	739
Clarkston HS	4.0	1,333	78%	83%	85%	1028
Columbia HS	3.6	1,426	82%	80%	37%	200
Cross Keys HS	4.5	1,400	100%	100%	85%	666
Druid Hills HS	5.1	1,395	69%	80%	85%	150
DSA	4.2	744	60%	84%	39%	340
Dunwoody HS	5.7	1,550	84%	81%	85%	484
Lakeside HS	4.2	1,705	88%	85%	85%	315
Lithonia HS	3.5	1,426	80%	88%	85%	556
Martin Luther King Jr HS	5.6	2,046	87%	88%	54%	126
McNair HS	5.7	1,674	73%	85%	31%	118
Miller Grove HS	4.1	1,860	89%	85%	42%	447
Redan HS	4.6	1,736	89%	86%	51%	542
Sequoyah HS	4.0	1,600	100%	100%	90%	246
Southwest DeKalb HS	3.6	1,922	92%	86%	57%	366
Stephenson HS	5.1	2,077	89%	81%	53%	269
Stone Mountain HS	4.0	1,209	66%	81%	85%	668
Towers HS	3.5	1,302	78%	84%	63%	372
Tucker HS	4.6	1,736	86%	91%	85%	497

THIS IS NOT A LIST OF SCHOOLS FOR CLOSURES.

Community Feedback

DSA must remain a stand-alone school:

DeKalb School of the Arts is DCSD's highest-performing high school and only comprehensive performing arts program; dismantling or embedding it would undermine a proven, successful model.

Specialized expertise cannot be replicated:

High-level performing arts education requires specialized faculty with professional experience, advanced degrees, and mentorship capacity that cannot be realistically or equitably duplicated across multiple neighborhood schools.

Facilities are essential, not optional:

Professional theaters, studios, rehearsal spaces, and technical facilities are core instructional needs for DSA and would be prohibitively expensive to recreate at multiple sites.

Immersive arts community drives student success:

DSA's culture of acceptance, creative expression, and peer support allows arts-focused students to thrive in ways they often cannot in traditional school settings.

Integrated curriculum is critical:

DSA's extended arts blocks, flexible rehearsals, and arts-aligned academics are central to student achievement and would not survive in an embedded or "track" model.

Community Feedback

SAP recommendations lack supporting data:

Families consistently note that SAP has not presented program performance data, research, or feasibility analyses showing embedded models would perform as well as stand-alone programs.

Disruption harms students and families:

Rezoning, redistricting, or dissolving successful programs would destabilize students—especially those nearing transitions—and risk driving engaged families out of the district.

Neighborhood schools and choice programs matter:

Longstanding community schools and magnet/choice programs strengthen enrollment, diversity, and family engagement and should be preserved rather than altered.

Trust, transparency, and communication are lacking:

Parents express concern about limited transparency, missing meeting records, unclear decision-making, and unresolved issues such as discipline and staffing.

Successful models should be strengthened, not dismantled:

The dominant message is to invest in what works—support and expand high-performing schools like DSA and replicate best practices elsewhere rather than breaking them apart.

SAP Feedback

Strong consensus that these should be PRIMARY metrics:

- Building Utilization
- Facility Condition & Adequacy
- School Capacity
- Program Alignment

These form the “non-negotiable” foundation for any scenario.

Access & Opportunity should cut across all metrics, including:

- Facility quality
- Program access
- Resource distribution
- Neighborhood impact
- Student demographics

Repeated emphasis: Decisions should not disproportionately burden families with fewer resources.

Programs: Alignment Over Concentration

- Mixed views on moving programs
- Strong support for:
 - **Replicating effective programs districtwide**
 - Limiting standalone programs to **specialized student needs**
- Concern that high-achiever magnets can drain neighborhood schools

Neighborhood & Community Cohesion

- Schools should support:
 - Parent engagement
 - Walkability
 - Reasonable commute times
- Closures or consolidations should consider ripple effects on nearby schools

Community Feedback



What's Next

Community Meetings

- The SAP internal team is in the process of planning all winter and spring community meetings.

SAP Committee Meeting

- Follow up evaluation metrics committee meeting January 14, 2026
- The SAP internal team is planning the winter and spring meeting schedule. This meeting cadence will complement the community meetings.



Student Assignment Project (SAP)
Website

