

Final Report: SAP Survey Round 1 Scenario

INTRODUCTION

Purpose of This Report

This report presents a comprehensive analysis of the Round 1 Facilities Scenario Survey, a key component of the DeKalb County School District's (DCSD) community feedback process. Developed by HL Strategy, an independent third-party firm, this analysis transforms raw community data into rigorous, thematic insights designed to guide District decision-making.

Following the survey's close on March 8, 2026, this document examines stakeholder participation, demographic trends, and overall community sentiment. As part of a series running through May 2026, this report ensures transparency in the Student Assignment Project (SAP) and is available to the public via the DCSD SAP website.

About the Student Assignment Project

Purpose of the DeKalb County School District Student Assignment Project

[The Student Assignment Project \(SAP\)](#) is a comprehensive, data-driven initiative designed to reimagine the DeKalb County School District's (DCSD) infrastructure and educational delivery. By holistically evaluating buildings, programs, and boundaries, the SAP aims to “balance enrollment, provide access to high-quality education and programs, and ensure proper building use.”

SAP Guiding Principles and The Role of Community Engagement

In February 2026, DCSD entered a critical phase in the SAP process, releasing the first iteration of scenarios, starting with facilities.

This phase of SAP is anchored by three guiding principles:

1. Ensure safe, high-quality, and fiscally responsible learning environments by establishing clear standards for building age and facility conditions.
2. Use consistent metrics to guide decisions on expansion, consolidation, or replication, ensuring long-term sustainability and efficiency.
3. Create and maintain safe, secure, and comfortable learning environments for all students.

Along with releasing the scenarios, the SAP “Facilities Scenario Survey” was launched to capture the feedback of all DCSD stakeholders—including families, district staff, and DeKalb County residents. This release served as the launch of an intentionally designed community engagement phase, which will take place from February - May 2026. In addition to the survey, DCSD will host a number of virtual and in-person community meetings across the district.

This process is designed to provide a qualitative layer to the district’s quantitative metrics, ensuring that decisions regarding school consolidations, boundaries, and program placements are informed by local context and community feedback.

The primary functions of this engagement include:

- **Data Validation:** Using community input to verify or challenge the practical application of proposed scenarios.
- **Information Transparency:** Providing a public record of the decision-making process to ensure that stakeholders have access to the same data used by the district.
- **Equity of Input:** Establishing a structured environment where feedback is collected from a broad geographic and demographic range.

SAP Survey Design and DCSD’s Guiding Principles

The SAP survey consists of eight questions designed to capture 1) respondent demographics to ensure diverse representation and 2) feedback on the proposed consolidation scenarios. Every response gathered during this feedback window will be part of this analysis.

This round of SAP survey questions includes:

1. Please indicate which schools your children attend.
2. Which best identifies you (Parent or guardian of a student, Community member, DCSD School Board Based Staff, DCSD District Level Staff, SAP Committee Member, Current DCSD Student, Other).
3. Please provide your zipcode.
4. Please share your feedback on the initial facilities scenario (consolidations).
5. Please share your feedback on the potential grade band scenarios. Please be specific to the schools or cluster you are referencing, along with the grade bands.
6. Do you believe that each cluster needs to have the same grade band?
 - a. Yes, they all need to be the same
 - b. No, they can be different based on needs or preferences
7. Which of the following grade bands do you think your cluster could benefit most from?
 - a. Traditional PK-5/ 6-8/ 9-12
 - b. PK-3/ 4-5/ 6-8/ 9-12
 - c. PK-3/ 4-5/ 6-12
 - d. PK-8/ 9 -12
 - e. Other (please specify)
8. Please provide any additional feedback to inform the next round of scenarios.

Community Feedback: SAP Survey Response Analysis

Methodology & Data Integrity

To maintain the highest standards of transparency and objectivity in the community engagement process, DCSD commissioned HL Strategy, an independent third-party firm, to analyze all community feedback collected through the SAP survey.

The integrity of the dataset was established through a multi-step validation process. To ensure accuracy and eliminate anomalies, the raw data set was pulled and audited at multiple intervals throughout the collection period. These datasets were cross-referenced against one another to identify and reconcile any duplicate entries or technical inconsistencies. By comparing these "snapshots" of data, the firm ensured a stable and reliable foundation for the final analysis.

Analytical Framework

HL Strategy utilized industry-standard qualitative and quantitative analytic tools to transform raw feedback into actionable insights. The methodology followed best practices in data science, including:

- **Thematic Coding:** Leveraging natural language processing (NLP) and manual oversight to categorize open-ended responses into key themes, ensuring that the "spirit" of community sentiment was accurately captured.
- **Trend & Sentiment Analysis:** Identifying recurring priorities and concerns across different demographics and geographic regions.
- **Engagement Audits:** Assessing the "health" of the data by analyzing completion rates, question-skipping patterns, and time-on-page metrics to ensure the responses reflected thoughtful participation.
- **Cross-Tabulation:** Segmenting data by community identifiers—such as school type (elementary, middle, high), geographic region, and stakeholder role—to pinpoint specific areas of concern and ensure that no single group's voice was disproportionately represented.

Feedback Themes

Survey Response Overview

To translate thousands of individual survey entries into actionable insights, this report identifies several **Feedback Themes** that dominated the community discourse. These themes represent the most frequently cited priorities among DCSD parents, staff, and residents, offering a clear picture of the values driving stakeholder feedback.

This thematic analysis is supported by **9,004 total respondents** who contributed more than **11,000 open-ended entries** across the survey.

By synthesizing these diverse perspectives into five core themes, this report ensures that the District's decision-making is grounded in a comprehensive and representative cross-section of the DCSD community.

Total Survey Respondents: 9,004

FREE TEXT RESPONSES

Question	Responses	Response Rate
Q4: Facilities Scenario Feedback	4,622	51.3%
Q5: Grade Band Scenario Feedback	3,691	41.0%
Q8: Additional Feedback	2,882	32.0%
TOTAL	11,195	

PARTICIPATION BY SCHOOL TYPE (Q1)

School Type	# of Schools	Total Selections	% of Selections
Elementary (ES)	73	7,217	53.7%
High (HS)	20	2,617	19.5%
Middle (MS)	19	1,990	14.8%
Other/Speciality	26	1,162	8.6%
Other (please specify)	—	450	3.3%
TOTAL	138	13,436	100%

TOP 5 SCHOOLS BY SELECTIONS

School	Selections	Type
Oak Grove Elementary	1,233	Elementary (ES)
Ashford Park Elementary	711	Elementary (ES)
Evansdale Elementary	605	Elementary (ES)
Lakeside High	598	High (HS)
Henderson Middle	442	Middle (MS)

Notes:

Respondents could select multiple schools in Q1

"Other/Specialty" includes

Engagement by School Level

Participation spanned the entire District, representing **138 different schools** and specialty centers. While feedback was received from all grade bands, the majority of school-level selections came from the Elementary School (ES) community:

- **Elementary (ES):** 53.7% of selections (7,217)
- **High School (HS):** 19.5% of selections (2,617)
- **Middle School (MS):** 14.8% of selections (1,990)
- **Other / Specialty:** 11.9% of selections (1,612)

Top Responding Communities

Certain school communities demonstrated particularly high levels of engagement. The five schools with the highest number of individual selections were:

1. **Oak Grove Elementary** (1,233 selections)
2. **Ashford Park Elementary** (711 selections)
3. **Evansdale Elementary** (605 selections)
4. **Lakeside High** (598 selections)
5. **Henderson Middle** (442 selections)

Qualitative Input Volume

Stakeholders took significant time to provide detailed feedback, particularly regarding specific planning scenarios. The response rates for the primary open-ended questions were:

- **Facilities Scenario Feedback (Q4):** 51.3% response rate (4,622 entries)
- **Grade Band Scenario Feedback (Q5):** 41.0% response rate (3,691 entries)
- **Additional Feedback (Q8):** 32.0% response rate (2,882 entries)

This high rate of open-ended participation provides a statistically significant foundation for the thematic analysis that follows.

Community Voices

What We Heard

Below, each theme is aligned with the district's established guiding principles and accompanied by direct quotes from survey respondents and accompanying sentiment.

Analysis of Key Feedback Themes

FIVE KEY THEMES FROM SURVEY RESPONSES

THEME 1: Enrollment Utilization and Capacity

Mentions	920
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By Question	Q4: 920
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Sentiment	Negative: 605 (66%) Neutral: 155 (17%) Positive: 160 (17%)
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Quote 1	<i>"Yes, we need to consolidate the schools. This generation does not have the same number of kids in families that they had 1-2 generations ago."</i>
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Quote 2	<i>"Don't touch the elementary schools, unless some are near empty."</i>
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THEME 2: Developmental Appropriateness of Grade Bands

Mentions	720
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By Question	Q5: 720
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Sentiment	Negative: 328 (46%) Neutral: 184 (26%) Positive: 207 (29%)
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Quote 1	<i>"I'm not super in love with the grade band scenarios either- developmentally, in the age of social media, having a 6-12 campus or a PK-8 campus poses social development issues. Additionally, the impact this may have on educator certification will be an issue..."</i>
Quote 2	<i>"I don't think grade banding is a good idea because of the different social emotional stages children are in based on their age. I don't believe that 6-8th graders should be in school with 9th-12th graders. I feel like it increases odds of bullying and lessens safety for students..."</i>

THEME 3: Flexible Grade Band Configuration

Mentions	699
By Question	Q5: 699
Sentiment	Negative: 213 (30%) Neutral: 293 (42%) Positive: 188 (27%)
Quote 1	<i>"I feel like the best option for our school would be rearranging the grade bands. The PK - three, four - five grade band option for our elementary school feels like it would have the best opportunity to keep our community connected while still accommodating the overcrowding issue ..."</i>
Quote 2	<i>"I believe that PK-8 models can be effective where schools have to be consolidated and transportation distance is challenging."</i>

THEME 4: School Community and Support

Mentions	651
By Question	Q4: 651
Sentiment	Negative: 346 (53%) Neutral: 48 (7%) Positive: 257 (39%)
Quote 1	<i>"Related to consolidation: communities need to remain whole. Consideration should also be given to grounds, space, traffic patterns and community."</i>
Quote 2	<i>"These elementary schools are often the heart of a community. Many of my kids' long-term friendships began in elementary school, and that was facilitated by their being able to easily connect with them after school and on weekends since we all lived close to the school."</i>

THEME 5: Facility Expansion and Capacity Constraints

Mentions	626
By Question	Q4: 626
Sentiment	Negative: 373 (60%) Neutral: 107 (17%) Positive: 146 (23%)

Quote 1 *"It would be helpful to clarify how schools will expand when there is limited land available. Will they build up?"*

Quote 2 *"Strong, stable elementary environments are important for students and communities, and I would like to better understand how this proposal supports long-term cluster planning...it would be helpful to see complete modeling on reassignment, receiving school enrollment and capacity, transportation, and feeder impacts before decisions are finalized."*

Q6: Grade Band Uniformity

Should each cluster have the same grade band?

No, they can be different 3,098 (61.1%)

Yes, they all need to be the same 1,976 (38.9%)

Notes:

Themes are auto-tagged from the survey platform. One response can have multiple theme tags. Response rates and completion vary for Q4, Q5, Q6, and Q7.

Q6 is a closed yes/no question included for context on grade band sentiment.

The qualitative analysis identified five primary themes that drove community dialogue. While these themes represent different aspects of the Student Assignment Project, they are united by a common thread: a desire for stability and a cautious approach toward structural changes.

1. Enrollment Utilization and Capacity (Theme 1)

This was the most prominent theme. It carries the highest negative sentiment (66%), reflecting significant community anxiety regarding school consolidation. While some respondents acknowledge the logistical need for consolidation in the face of shifting demographics, a clear majority expressed concern over the potential loss of elementary school hubs. Feedback under this theme emphasizes the need for **operational efficiency** and **strategic right-sizing**. Respondents frequently viewed the district through a "network lens," treating individual schools as interconnected nodes rather than isolated sites. The prevailing logic suggests that facilities decisions should be dictated by long-term demographic forecasting and utilization metrics.

For these stakeholders, the primary solution to capacity imbalance is a district-wide strategy involving boundary adjustments, feeder pattern realignments, and the consolidation of under-enrolled programs to ensure equitable resource allocation.

2. Perspectives on Grade Banding (Themes 2 & 3)

Community feedback on grade configurations is split between Developmental Appropriateness and Flexibility.

- **Developmental Concerns:** There is notable skepticism (46% negative) regarding the social and emotional impact of moving to models like PK-8 or specific split-grade bands.
- **Desire for Flexibility:** Theme 3 shows a higher "Neutral" sentiment (42%), suggesting that many stakeholders are open to rearranging grade bands *if* the specific scenario fits their unique school community. This aligns with the data from Q6, where a strong majority (61.1%) of respondents believe that clusters should be allowed to have different grade band structures rather than a "one-size-fits-all" uniform approach.

3. School Community and Support (Theme 4)

This theme highlights the "heart" of the feedback. Much of the sentiment here is protective. Stakeholders emphasized that schools are more than just buildings; they are the anchors of their neighborhoods. The relatively high positive sentiment in this category (39%) often stems from respondents advocating for their specific school's strengths and the importance of keeping communities whole during any redistricting or consolidation process.

4. Facility Expansion vs. Constraints (Theme 5)

When discussing physical buildings, the community leans toward renovation and expansion over closure. With 60% negative sentiment, respondents expressed frustration with current capacity constraints and voiced a preference for the District to "build up" existing successful sites rather than shifting students to different facilities.

This theme transitions the conversation from "where students should go", as seen in Theme 1, to "what a specific site can physically sustain." Feedback in this category centered on the **technical and logistical enabling conditions** required for facility expansion. Stakeholders expressed significant concern regarding the practical limits of existing footprints, particularly in land-locked or aging campuses.

Survey responses focused heavily on infrastructure constraints, including traffic circulation, bus staging logistics, and ADA compliance. Rather than discussing broad enrollment trends, these respondents evaluated the "real-world" friction of construction.

Key Demographic Sentiments

In addition to thematic categorization, this report incorporates **sentiment analysis** to provide a deeper layer of insight into the Round 1 feedback. While thematic analysis identifies *what* the community is discussing, sentiment analysis reveals *how* they feel about those topics. This distinction is critical; for example, two stakeholders may both address school consolidation, but their feedback may range from deep opposition to cautious support.

By examining these sentiment patterns, District leadership can identify which issues carry the most intensity, and where constructive dialogue is emerging. Furthermore, sentiment can serve as a barometer for community trust. Monitoring these trends allows the District to assess whether transparency and outreach efforts are successfully stabilizing public confidence or if specific concerns require more direct intervention.

Sentiment Framework

To ensure a rigorous and consistent analysis, feedback was categorized into three primary sentiment profiles:

- **Positive Sentiment:** Responses categorized as positive express support, optimism, or constructive agreement. These include endorsements of specific scenarios, acknowledgment of the necessity for change, or forward-looking suggestions that build upon the proposed frameworks.
- **Negative Sentiment:** Responses categorized as negative reflect opposition, concern, or dissatisfaction. This sentiment often manifests as direct objections to school closures, anxieties regarding student well-being, or critiques of the proposed decision-making process and its potential impact on local communities.
- **Neutral Sentiment:** Responses are classified as neutral when they provide factual observations, pose clarifying questions, or offer balanced perspectives without a clear emotional lean. A high volume of neutral sentiment often represents a "wait-and-see" approach, signaling an opportunity for the District to engage these stakeholders through proactive, evidence-based communication.

Sentiment Analysis Findings

The sentiment analysis of 10,924 coded responses reveals a community deeply engaged with, yet cautious about, the proposed facilities scenarios. The District's Net Sentiment stands at -23.4 percentage points, driven by a primary tension between localized concerns and the broader need for District-wide planning.

Sentiment By Community Role (Q2)

3,190 responses matched | Roles from raw survey data

Role	Total	Negative	Neutral	Positive	Net Sentiment
Parent or guardian of a student	2,043	1,053 (52%)	545 (27%)	445 (22%)	-29.8pp
Community Member	393	193 (49%)	130 (33%)	70 (18%)	-31.3pp
DCSD School-Based Staff	359	153 (43%)	126 (35%)	80 (22%)	-20.3pp
None	185	81 (44%)	60 (32%)	44 (24%)	-20.0pp
Other (please specify)	96	47 (49%)	36 (38%)	13 (14%)	-35.4pp
SAP Committee Member	60	21 (35%)	27 (45%)	12 (20%)	-15.0pp
DCSD District Level Staff	33	15 (45%)	9 (27%)	9 (27%)	-18.2pp
Current DCSD Student	21	7 (33%)	9 (43%)	5 (24%)	-9.5pp

Sentiment by School Level (Q1)

3,190 responses matched | School type from Q1 selections

School Level	Total	Negative	Neutral	Positive	Net Sentiment
Elementary	1587	789 (50%)	438 (28%)	360 (23%)	-27.0pp
Multiple Levels	749	403 (54%)	204 (27%)	142 (19%)	-34.8pp
Other/Not Specified	433	210 (48%)	146 (34%)	77 (18%)	-30.7pp
High	285	108 (38%)	109 (38%)	68 (24%)	-14.0pp
Middle	136	60 (44%)	45 (33%)	31 (23%)	-21.3pp

Sentiment by Zip Code (Q3) – Top 15 by Volume

10,800 responses matched to valid ZIP codes

ZIP Code	Total	Negative	Neutral	Positive	Net Sentiment
30345	1443	644 (45%)	420 (29%)	379 (26%)	-18.4pp
30033	1434	673 (47%)	436 (30%)	325 (23%)	-24.3pp
30338	1073	477 (44%)	363 (34%)	233 (22%)	-22.7pp
30319	1042	506 (49%)	295 (28%)	241 (23%)	-25.4pp
30340	878	449 (51%)	204 (23%)	225 (26%)	-25.5pp
30084	807	384 (48%)	213 (26%)	210 (26%)	-21.6pp
30341	804	356 (44%)	246 (31%)	202 (25%)	-19.2pp
30058	530	264 (50%)	177 (33%)	89 (17%)	-33.0pp
30032	333	141 (42%)	126 (38%)	66 (20%)	-22.5pp
30034	303	156 (51%)	95 (31%)	52 (17%)	-34.3pp
30038	250	116 (46%)	71 (28%)	63 (25%)	-21.2pp
30083	231	98 (42%)	75 (32%)	58 (25%)	-17.3pp
30360	225	99 (44%)	72 (32%)	54 (24%)	-20.0pp
30294	183	100 (55%)	64 (35%)	19 (10%)	-44.3pp
30087	172	79 (46%)	69 (40%)	24 (14%)	-32.0pp

Notes:

Net Sentiment = % Positive minus % Negative (higher = more positive)

Q2/Q1 match uses raw survey data subset; Q3 matches across full dataset

One respondent may have multiple sentiment entries across Q4, Q5, Q8

Overall Sentiment Distribution

- Negative (46.3%): Nearly half of all responses expressed concern or opposition, primarily centered on potential disruptions to school communities.
- Neutral (30.7%): A significant one-third of respondents provided balanced or inquisitive feedback. This represents a segment of the community that is seeking more information rather than expressing outright opposition.
- Positive (22.9%): Nearly a quarter of respondents expressed support or constructive agreement with the necessity of the Student Assignment Project.

Sentiment by Stakeholder Group

Analysis by community role shows that those most directly impacted by day-to-day changes feel the most apprehension:

- **Parents and Guardians:** This group represents the largest responding demographic and holds a -29.8pp Net Sentiment. Their feedback is characterized by high emotional intensity regarding student stability.
- **DCSD Staff:** School-based staff are notably more "Neutral" (35%) than parents, suggesting a more pragmatic perspective on the facilities challenges.
- **Students and Committee Members:** These groups showed the least negative sentiment. SAP Committee members, who have the most proximity to the project's data, held a 45% Neutral rate, indicating that increased context may lead to a more balanced outlook.

Geographic Sentiment Trends

The sentiment varies significantly by ZIP code, highlighting "hot spots" of concern:

- **Highest Concern:** ZIP codes 30294 (-44.3pp) and 30034 (-34.3pp) show the most concentrated negative sentiment.
- **Relative Stability:** ZIP codes 30083 (-17.3pp) and 30345 (-18.4pp) show higher levels of positive and neutral engagement.

School Level Variations

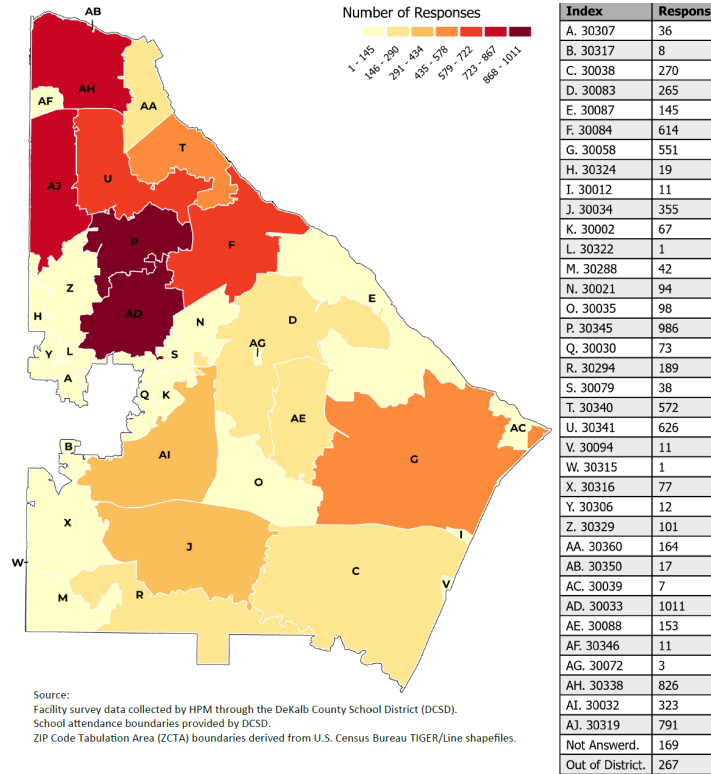
Elementary school stakeholders show a sharper negative lean (-27.0pp) compared to High School stakeholders (-14.0pp). This reflects the data seen in the thematic analysis: the community is far more protective of the "neighborhood school" model at the primary level.

Implications of "Neutral" Sentiment Distribution

With 30.7% of the total population (and up to 45% of some subgroups) falling into the Neutral category, there is a clear opportunity for the District. These stakeholders are not "hard no" votes; they are residents waiting for more data, clearer transparency, and evidence that their specific concerns have been heard. Additional engagement in Round 2 could help to provide greater clarity for this group.

Where We Heard it From

There were over **9,000 responses** to the SAP Round 1 Scenario survey. This “heat map” provides a snapshot of the district areas (categorized by zip codes) from which the most responses have come. The top respondent areas include zip codes: **30033, 30345, 30338, 30319, 30341, and 30084.**



Survey respondents by location
(utilizing zip code responses)

Analysis of Stakeholder Participation

Q2 Demographic Breakdown

Role / Identity	Responses	Percentage	Share of Total
Parent or guardian of a student	5478	0.659	66%
Community member	1207	0.1452	15%
DCSD School-Based Staff	961	0.1156	5%
Other (please specify)	421	0.0506	2%
Current DCSD Student	137	0.0165	1%
DCSD District Level Staff	72	0.0087	<1%
SAP Committee Member	37	0.0045	
TOTAL ANSWERED	8313		
SKIPPED	691		

TOTAL RESPONDENTS**9004****Key Observations:***Two-thirds of respondents are parents/guardians**School-based staff (12%) outnumber district staff (1%) by 13:1**Students represent only 1.7% — their voice is underrepresented**7.6% did not identify a role (skipped Q2)*

The survey reached a broad cross-section of the DCSD community, with 9,004 total respondents engaging in the demographic identification process. The participation data highlights a significant emphasis on the parent and guardian perspective, which accounts for **two-thirds of all respondents (66%)**. This primary stakeholder group is followed by community members at 15% and school-based staff at 12%.

While the survey successfully captured thousands of voices, the data suggests an opportunity for increased engagement with the student body in future rounds, as current DCSD students represented only 1.7% of the total participant share. Overall, with 8,313 individuals providing specific role identities, the dataset provides a statistically robust foundation for understanding how different roles within the community perceive the proposed SAP Round 1 Scenario.

School-Level Engagement**Top 10 Engaged Schools**

Rank	School	Type	Selections	% of Respondents	Engagement Bar
1	Oak Grove Elementary	ES	1233	0.1439	14.4%
2	Ashford Park Elementary	ES	711	0.083	8.3%
3	Evansdale Elementary	ES	605	0.0706	7.1%
4	Lakeside High	HS	598	0.0698	7.0%
5	Henderson Middle	MS	442	0.0516	5.2%
6	Vanderlyn Elementary	ES	415	0.0484	4.8%
7	Kittredge Magnet	Magnet	339	0.0396	4.0%

8	Chamblee High	HS	339	0.0396	4.0%
9	Chamblee Middle	MS	310	0.0362	3.6%
10	Dunwoody High	HS	259	0.0302	3.0%
TOTAL (Top 10)			5251	0.613	Top 10 schools account for 61% of all selections

Key Observations:

Oak Grove ES alone accounts for 14.4% of all selections — strongest engagement by far

6 of top 10 are Elementary schools — parents of younger children are most engaged

Top 3 are all Elementary, reflecting consolidation concern at that level

Northern DeKalb schools (Chamblee, Dunwoody, Lakeside) dominate the top 10

Only 1 Middle school (Henderson) cracks the top 5

8,566 respondents answered Q1; respondents could select multiple schools

Top 10 schools by selection volume (n=5,251). Total selections exceed the number of individual respondents (8,566) as participants were permitted to select multiple schools of interest. These ten campuses account for more than 60% of the total school-level engagement recorded in Round 1.

While the SAP Round 1 Scenario survey received feedback from across the district, participation was particularly concentrated among a core group of high-responding schools. The **top 10 most engaged schools account for 61.3% of all school-specific selections**, indicating that these communities are highly mobilized regarding potential facility and student assignment changes.

Key Findings in Community Participation

- **Elementary School Dominance:** Six of the top 10 schools are elementary campuses. Notably, the **top three—Oak Grove, Ashford Park, and Evansdale**—are all elementary schools, reinforcing the earlier finding that parents of younger children are the most active stakeholders in this process. Oak Grove Elementary alone represents a significant outlier in engagement, accounting for **14.4% of all total selections**.
- **Geographic Clustering:** There is a clear geographic trend in the high-response data. Schools in the northern region of the district—specifically within the **Chamblee, Dunwoody, and Lakeside clusters**—dominate the list.
- **Secondary School Representation:** Engagement at the secondary level is led by **Lakeside High School** (ranked 4th) and **Henderson Middle School** (ranked 5th).

Henderson is the only middle school to break into the top five, while high schools like Chamblee and Dunwoody maintain a strong presence in the top 10.

- **Specialized Interests:** The inclusion of **Kittredge Magnet** (ranked 7th) highlights that stakeholders of specialty and magnet programs are also closely monitoring how SAP scenarios may impact unique educational models within the district.

Scenario 1 Engagement & Representation Analysis

A focused analysis was conducted on the 35 schools specifically proposed for closure or repurposing within Scenario 1. While this group generated **5,178 total selections** (representing 61.5% of all survey activity), the distribution of that feedback is highly uneven, creating a significant disparity in how different communities are represented in the survey data.

ENGAGEMENT TIER SUMMARY			
Tier	Count	% of 35	Schools
Very High (200+)	6	17%	Oak Grove, Ashford Park, Evansdale, Vanderlyn, Midvale, Brockett
High (100-199)	10	29%	Lithonia, Cedar Grove, Henderson Mill, Redan, Robert Shaw, Cedar Grove +4 more
Moderate (50-99)	12	34%	Stoneview, Lithonia, Rock Chapel, Columbia, Miller Grove, Towers +6 more
Low (20-49)	7	20%	Woodridge, Flat Shoals, Canby Lane, Stone Mill, Stone Mountain, Mary McLeod Bethune +1 more

KEY REPRESENTATION METRICS		
Metric	Value	Significance
Total Scenario 1 selections	5,778	67.5% of all Q1 activity
Median selections per school	79	Half of Scenario 1 schools have fewer
Schools < 50 selections (Low/Critical)	7 of 35 (20%)	Insufficient representation for decisions
Top 4 schools share of selections	2,964 (51%)	Extreme concentration of engagement
Engagement ratio (highest to lowest)	1233 vs 27 (46x)	Massive gap in community voice

ALL 35 SCENARIO 1 SCHOOLS — RANKED BY ENGAGEMENT

Rank	School	Type	Selections	% of Q1 Resp.	Engagement Tier
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1	Oak Grove Elementary	ES	1233	Very High 14.39% (200+)
2	Ashford Park Elementary	ES	711	Very High 8.30% (200+)
3	Evansdale Elementary	ES	605	Very High 7.06% (200+)
4	Vanderlyn Elementary	ES	415	Very High 4.84% (200+)
5	Midvale Elementary	ES	241	Very High 2.81% (200+)
6	Brockett Elementary	ES	203	Very High 2.37% (200+)
7	Lithonia High	HS	187	2.18% High (100-199)
8	Cedar Grove High	HS	180	2.10% High (100-199)
9	Henderson Mill Elementary	ES	174	2.03% High (100-199)
10	Redan Elementary	ES	149	1.74% High (100-199)
11	Robert Shaw Elementary	ES	126	1.47% High (100-199)
12	Cedar Grove Middle	MS	126	1.47% High (100-199)
13	Cedar Grove Elementary	ES	114	1.33% High (100-199)
14	Champion Theme Middle	MS	114	1.33% High (100-199)
15	Kingsley Elementary	ES	110	1.28% High (100-199)
16	Bob Mathis Elementary	ES	102	1.19% High (100-199)
17	Stoneview Elementary	ES	92	Moderate 1.07% (50-99)
18	Lithonia	MS	79	0.92% Moderate

	Middle			(50-99)
19	Rock Chapel Elementary	ES	76	Moderate 0.89% (50-99)
20	Columbia Elementary	ES	71	Moderate 0.83% (50-99)
21	Miller Grove Middle	MS	65	Moderate 0.76% (50-99)
22	Towers High	HS	63	Moderate 0.74% (50-99)
23	McLendon Elementary	ES	56	Moderate 0.65% (50-99)
24	McNair Middle	MS	55	Moderate 0.64% (50-99)
25	McNair Discovery Learning Academy	Other	54	Moderate 0.63% (50-99)
26	Browns Mill Elementary	ES	52	Moderate 0.61% (50-99)
27	Kelley Lake Elementary	ES	52	Moderate 0.61% (50-99)
28	Toney Elementary	ES	50	Moderate 0.58% (50-99)
29	Woodridge Elementary	ES	45	0.53% Low (20-49)
30	Flat Shoals Elementary	ES	33	0.39% Low (20-49)
31	Canby Lane Elementary	ES	31	0.36% Low (20-49)
32	Stone Mill Elementary	ES	30	0.35% Low (20-49)
33	Stone Mountain Elementary	ES	29	0.34% Low (20-49)
34	Mary McLeod Bethune Middle	MS	28	0.33% Low (20-49)
35	Rowland Elementary	ES	27	0.32% Low (20-49)

REPRESENTATION BY SCHOOL TYPE

School Type	Schools in Scenario 1	Total Selections	Avg per School	Low/Critical
Elementary	25	4,827	193	6 (24%)
Middle	6	467	78	1 (17%)
High	3	430	143	0 (0%)
Other/Specialty	1	54	54	0 (0%)

UNDERREPRESENTED COMMUNITIES (< 50 selections)

These school communities face potential closure or repurposing but have minimal survey voice:

School	Selections	% of Respondents	Gap vs Median	Region
Rowland Elementary	27	0.32%	-52 below median	
Mary McLeod Bethune Middle	28	0.33%	-51 below median	
Stone Mountain Elementary	29	0.34%	-50 below median	
Stone Mill Elementary	30	0.35%	-49 below median	
Canby Lane Elementary	31	0.36%	-48 below median	
Flat Shoals Elementary	33	0.39%	-46 below median	
Woodridge Elementary	45	0.53%	-34 below median	

ANALYSIS & RECOMMENDATIONS

GEOGRAPHIC DISPARITY:

Most Low-engagement schools (Rowland, Stone Mountain, Stone Mill, Flat Shoals, Canby Lane, Woodridge) are in South DeKalb. These communities face the highest consolidation impact but have the weakest survey representation.

ENGAGEMENT CONCENTRATION:

The top 4 schools (Oak Grove, Ashford Park, Evansdale, Vanderlyn) account for 2,964 selections (51% of Scenario 1 total). These are primarily North DeKalb schools with highly organized parent communities.

SCHOOL TYPE IMBALANCE:

Elementary: 6 of 25 schools are Low/Critical

Middle: 1 of 6 schools are Low/Critical

High: All 3 HS have 50+ selections — better represented than ES/MS

Implications for the SAP Survey Feedback

The data reveals a high concentration of engagement among a small number of schools. The four highest-responding schools (Oak Grove, Ashford Park, Evansdale, and Vanderlyn) alone account for 51% of all selections within the Scenario 1 dataset.

In contrast, a "Low/Critical" engagement tier exists for 20% of Scenario 1 schools (7 total sites). The disparity is most evident when comparing the highest and lowest responding schools: **Oak Grove Elementary (1,233 selections) saw 46 times the engagement of Rowland Elementary (27 selections)**. This gap suggests that the current survey results may not fully capture the collective voice of all impacted communities.

Geographic and Demographic Underrepresentation

The analysis identifies a systemic geographic disparity in participation. Most of the schools in the "Low" engagement tier (fewer than 50 selections) are located in South DeKalb, including:

- Rowland Elementary
- Mary McLeod Bethune Middle School
- Stone Mountain Elementary
- Stone Mill Elementary
- Canby Lane Elementary
- Flat Shoals Elementary
- Woodridge Elementary

Because these communities face the potential impact of school closures or repurposing, the current lack of survey volume is insufficient for final decision-making on its own. It is crucial to recognize that underrepresentation within this single online survey instrument does not imply a lack of engagement from these groups in the broader, multi-layered SAP process. While the survey provides an important quantitative and qualitative snapshot, it is only one component of a comprehensive feedback loop led by DCSD that includes [in-person and virtual listening sessions](#), [digital resources](#), and [social media outreach](#).

A Multi-Layered Feedback Approach

Since the introduction of the Round 1 scenarios in February, the DCSD and its partner HPM have been systematically documenting the inquiries and concerns surfacing across all engagement channels. This effort ensures that even where digital survey participation may be lower, the specific concerns of those communities—particularly regarding equity in parts of the district—are captured and addressed.

From this collective dialogue, the District has identified **core areas of inquiry**. Detailed responses to these questions, along with recordings and in-person and virtual questions

from community engagement sessions, are maintained on the [SAP Feedback page](#), ensuring the community has a "live" resource as the project evolves. Key themes include:

- **Equity and Methodology:** Questions regarding how demographic and racial equity are centered in consolidation decisions and the specific data points used to select schools for repurposing.
- **Operational Impacts:** Concerns over enrollment forecasting accuracy, transportation safety, travel times, and the future of specialty programs (DLI, Magnet, CTAE).
- **Student and Staff Well-Being:** Inquiries into the developmental impact of grade-band changes, class sizes, teacher retention, and the protection of medically fragile students during transitions.
- **Facilities and Finance:** Questions regarding the fate of vacated buildings, the cost-benefit analysis of reinvestment, and why schools with recent ESPLOST improvements are included in consolidation scenarios.

SAP Round 2 Scenario 2

The feedback gathered in Round 1 of this process, from the various community engagements mentioned above, will be reviewed and used by HPM to refine and revise the next round of scenarios. For a look at next steps in the community engagement process, please refer to the following, **“What’s Next”**, section of this report.

What's Next

Upcoming Engagement Milestones

The initial round of community feedback has been concluded, and the resulting insights will undergo analysis and integration into the designed community engagement process. DCSD is scheduled to release the second iteration of its SAP scenarios to the public before the end of March. Concurrently with this public release, the district has scheduled a new series of regional and virtual feedback sessions to present refined facility scenarios and solicit direct stakeholder input:

- **Community Engagement Opportunities:** In addition to the SAP survey, district staff will host both virtual and in-person engagement sessions commencing March 23, 2026.
- **Monthly Insight Reports:** To maintain continuous transparency throughout the engagement period, analyses of community feedback, via the SAP survey, will be published on a monthly basis until the process's conclusion in May 2026. These reports, along with the complete raw datasets, will be accessible on the official SAP website.
- **Summer 2026:** Analysis of all community input and technical refinement of scenarios by the SAP Advisory Committee and district staff.
- **Late Fall 2026:** Presentation of final recommendations to the Board of Education. ***Note on Implementation:*** *No operational alterations will be enacted for the 2026-27 school year. Any board-approved changes will be implemented in a phased manner to minimize disruption to student learning.*