

# Final Report: Student Assignment Project Survey Round 2 Scenario

## INTRODUCTION

### Purpose of This Report

This report presents a comprehensive analysis of the Round 2 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 April 12, 2026, this document examines stakeholder participation, demographic trends, and overall community sentiment. This report is available to the public via the DCSD Student Assignment Project website.

### About the Student Assignment Project

*Purpose of the DeKalb County School District Student Assignment Project*

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

### *Student Assignment Project Guiding Principles and The Role of Community Engagement*

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

This phase 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.

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Along with releasing the scenarios, the Student Assignment Project “Facilities Scenario Survey” was launched to capture feedback from all DCSD stakeholders—including families, district staff, and DeKalb County residents. This release served as the launch of an intentionally designed community engagement phase. In addition to the survey, DCSD has hosted 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.

### *Student Assignment Project Survey Design and DCSD’s Guiding Principles*

The 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.

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**This round of 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. Based on what you see in Round 2, how can we improve to meet our goals?
5. Given that some schools are too small to expand, and others are under-capacity, how can SAP fairly place students, so everyone has access to highly resourced schools?
6. Which of the following do you think is the most important?
  - a. Improve programmatic offerings by reducing the number of high schools to increase enrollment at the remaining schools.
  - b. Maintain as many high school communities as possible by converting some to 6-12 / 7-12 schools. This shifts the need for consolidation down to the middle school level.
7. Which of the following is more desirable?
  - a. PK-8, 9-12: this will require consolidation of more high schools
  - b. PK-5, 6-12: this will preserve more high schools and require consolidation of middle schools
  - c. PK-6, 7-12: this may require some high school and middle school consolidation along with some elementary additions to house more students
8. Please provide any additional feedback to inform the next round of scenarios.

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# Survey Round 1 Feedback

Round 1 of the Student Assignment Project Survey included **9,004 total respondents** who contributed more than **11,000 open-ended entries** across the survey.

Those diverse perspectives were synthesized into five core themes:

Theme	Primary Sentiment	Core Takeaway
Enrollment Utilization & Capacity	66% Negative	High anxiety over consolidation; preference for data-backed "right-sizing."
Perspectives on Grade Banding	46% Negative / 42% Neutral	Resistance to PK-8 models; strong preference for cluster-level flexibility.
School Community & Support	39% Positive	High "protective" sentiment; schools viewed as neighborhood anchors.
Facility Expansion vs. Constraints	60% Negative	Frustration with site constraints; preference for renovation over closure.

## 1. Enrollment Utilization and Capacity (Theme 1)

This was the most prominent theme. It carried the highest negative sentiment (66%), reflecting significant community anxiety regarding school consolidation. While some respondents acknowledged 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 emphasized 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, utilization metrics and academic performance.

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.

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

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

- **Developmental Concerns:** There was 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 showed a higher "Neutral" sentiment (42%), suggesting that many stakeholders were open to rearranging grade bands *if* the specific scenario fit their unique school community. This aligned with the data from Q6, where a strong majority (61.1%) of respondents believed 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 highlighted the "heart" of the feedback. Much of the sentiment was "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 stemmed 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 overwhelmingly preferred 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 shift students to different facilities.

This theme transitioned 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 on 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.

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## *Sentiment Framework*

To ensure a rigorous and consistent analysis, feedback from the Round 1 survey 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.

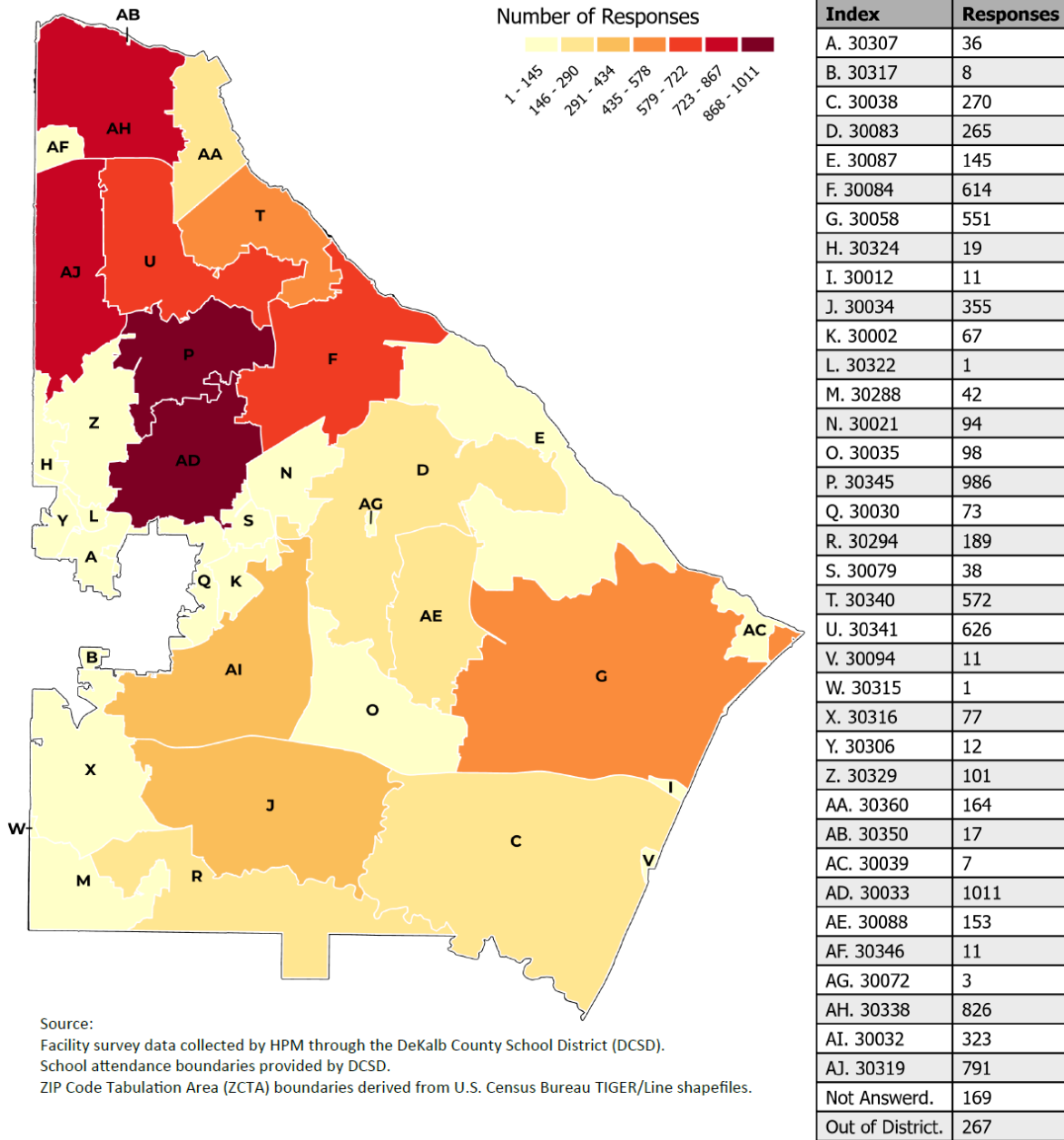
## *The Sentiment Landscape*

The Round 1 feedback revealed a community that is deeply engaged but cautious. The distribution of sentiment across all entries provided a baseline for how the District must communicate moving forward:

- Negative (46.3%) – The Challenge: Primarily focused on the "friction" of change—closures, redistricting, and loss of neighborhood identity.
- Neutral (30.7%) – The Opportunity: A massive segment of "Information Seekers." This group suggests that clarity on Round 2 scenarios could significantly shift overall community buy-in.
- Positive (22.9%) – The Foundation: Support for the necessity of the project and the long-term health of the District.

## Who We Heard From

### DeKalb County Schools Facility Survey Response Results



## 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)

You can read the full analysis of the Student Assignment Project Round 1 Scenario survey results on DCSD's website [here](#).

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## ***Student Assignment Project Round 2 Survey Design Based On Community Feedback From Round 1***

Following the publication of the Round 1 Report, the District in partnership with HPM remained engaged in active dialogue with stakeholders through community meetings. While the Round 1 survey provided a statistical foundation for the thematic analysis, subsequent in-person engagements highlighted a desire from the community for even greater clarity on how the intensity of sentiment and local nuances are captured as part of future scenario planning for the Student Assignment Project.

The District utilized this ongoing feedback to refine the Student Assignment Project community engagement process in the following ways:

- **Holistic Integration:** This report continues to synthesize feedback from the digital survey *only*. In addition to this survey analysis, District staff and HPM are also gathering insights from community meetings and regional work sessions. They are compiled and available on the [SAP website](#) and infused into the scenario planning process for future iterations. This is done to ensure that the qualitative "weight" of community concerns—even when expressed outside the survey platform—is reflected in the broader planning context.
- **Preserving Tonal Gravity:** The project team acknowledges that a thematic summary can sometimes appear clinical when compared to the lived urgency of community stakeholders. For the Round 2 analysis, we have placed an even greater emphasis on utilizing direct stakeholder language to ensure the seriousness of concerns regarding school identity and student transitions is conveyed with high fidelity.
- **Balancing Local and District-Wide Needs:** While specific regions or clusters may exhibit higher levels of survey engagement, the Student Assignment Project analysis remains committed to an equitable, district-wide lens. The goal of this reporting is to ensure all community voices are weighed with equal rigor to help inform decisions that serve all 90,000+ students in the DCSD.

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# Community Feedback: Student Assignment Project 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 Student Assignment Project survey for both rounds.

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.

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### ***Methodological Note: Evolution of Sentiment Analysis***

Readers of the [Final Report: SAP Survey Round 1](#) may notice a shift in how sentiment data is presented in this version. While the previous report included a more detailed breakdown of sentiment analysis by demographics, this analysis intentionally pivots to only using a theme-based sentiment model.

Upon reviewing the raw data for this phase, it became clear that broad automated labeling could not be performed with the necessary fidelity. We revised our approach for several key reasons:

- **Multi-layered Feedback:** The necessity of this shift is best illustrated by the multi-layered nature of community feedback in Round 2. A parent may express appreciation for overcrowding solutions while simultaneously voicing concern over a specific school closure (For example, *"I appreciate the district's effort to address overcrowding, but I'm deeply concerned about closing my neighborhood school and worried about longer bus rides."*) Under a traditional 'one-label' sentiment model, these conflicting sentiments cancel each other out or are reduced to a single, inaccurate data point. By analyzing these responses through a thematic lens, we preserve the nuance of the 'pro-con' feedback, ensuring that both the support for district goals and the specific concerns, and intensity of opposition of respondents are represented with fidelity.
- **Contextual Integrity:** Keywords like "support" or "close" carry vastly different meanings depending on whether a stakeholder is discussing a neighborhood school or a district-wide policy. By analyzing sentiment within specific themes, we ensure these words are weighted correctly.
- **Constructive vs. Critical Feedback:** This report seeks to distinguish between "negative" sentiment and "solution-oriented opposition." Highlighting the community's constructive alternatives provides the District with more actionable data.

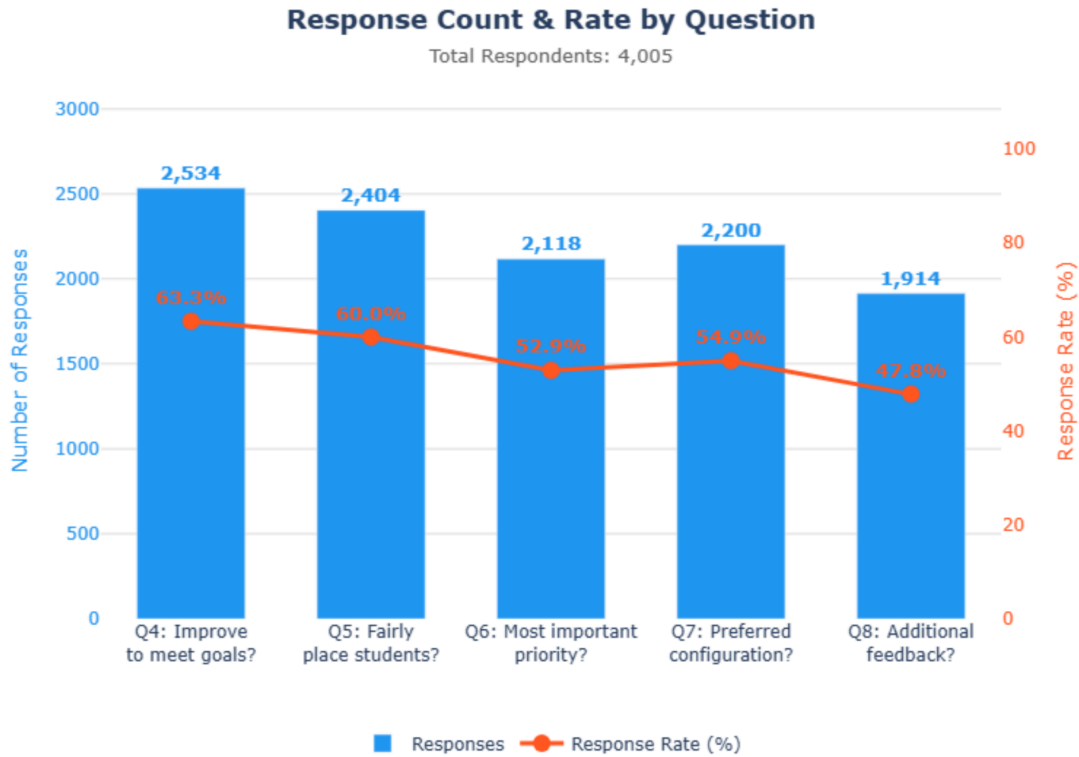
# Feedback Themes

## Survey Response Overview

This report synthesizes the perspectives of **4,005 respondents** into five core themes, ensuring that District decision-making is grounded in a representative cross-section of the DCSD community.

To provide a more complete picture of this feedback, the following section details the survey’s response rates and engagement trends. These metrics offer insight into the depth of stakeholder participation and the specific ways in which the community chose to make their voices heard.

## Survey Response Rate



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## *Survey Engagement & Participation Trends*

### **High Community Motivation**

Participation was notably strong, with **48% to 63%** of respondents engaging across all questions. A key highlight was the high response rate for open-ended questions (Q4 and Q5). In most surveys, people prefer quick multiple-choice options; here, respondents were more likely to write out their own thoughts than to pick from a list. This suggests a community that is deeply invested and eager to share specific, personal feedback.

### **The "Survey Fatigue" Factor**

As is common with longer surveys, we observed a steady decline in participation as respondents moved toward the end. Engagement dropped from a high of **63%** at the start to **48%** by the final question. This "survey fatigue" indicates that while initial interest is high, the length or complexity of the later sections may have caused some participants to drop off.

### **The Choice Gap**

There is a noticeable connection between those who felt unrepresented by the provided options and those who stopped answering. Roughly **47%** of respondents either selected "None" or skipped the later scenario-based questions. This aligns with the high engagement in the open-ended sections, suggesting that a significant segment of the community feels their preferred solutions were not reflected in the preset choices.

### **Strategic Takeaway**

The data shows a community that is highly motivated to speak but hesitant to endorse the specific scenarios presented. While the feedback is robust, the disconnect in the multiple-choice sections indicates that the current proposals may need further refinement to truly align with community expectations.

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## 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*

The qualitative analysis identified five primary themes that drove community dialogue. The top four themes are tightly clustered (representing 39–42% of responses), suggesting respondents are deeply concerned about the interconnected issues of keeping neighborhood schools, fair student placement, maintaining educational quality, and avoiding closures.

Many responses touch multiple themes simultaneously — for example, a parent opposing a school closure will often cite community impact, fairness, and program quality in the same response.

## 1. Neighborhood Integrity & Local Identity

Stakeholders view local schools as the primary anchors of community stability and home choice. Feedback centered on the erosion of "neighborhood-centric" living, with specific focus on:

- **Walkability & Proximity (208 mentions):** Families highlighted that their residential choices were predicated on proximity to specific school sites.
- **Domestic Disruption (200):** Significant concern regarding the logistics of split siblings and the splintering of established family routines.
- **Economic Impact (151):** Apprehension that facility changes or closures would negatively influence local property values.
- **Civic Engagement (61):** Concerns that increased distance would decrease PTA participation and the "volunteer capital" that sustains school success.

## 2. Systemic Equity & Boundary Transparency

This theme reflects a district-wide demand for a fair, data-driven approach to student assignment. Respondents prioritized equitable resource distribution over localized interests:

- **Equity & Universal Access (692 mentions):** The most dominant sub-theme; a call for high-quality programming to be available regardless of zip code.
- **Strategic Capacity Alignment (567):** "Frustration" regarding the imbalance between overcrowded facilities and underutilized sites.

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- **Zoning & Boundary Friction (341):** Direct opposition to reassigning students out of historically established clusters.
  - **Analytical Accuracy (115):** Stakeholder scrutiny of the underlying data, specifically regarding enrollment forecasting and site acreage.

### 3. Facility Continuity & Consolidation Resistance

Feedback in this category was “highly protective”, focusing on the preservation of existing school models and opposing a "mega-school" concept:

- **Opposition to Specific Closures (552 mentions):** Vocal and mobilized pleas to maintain operations at specific elementary and magnet sites.
- **Small-School Advocacy (163):** Arguments that smaller learning environments provide unique value and are being disproportionately targeted.
- **Scale & Density Concerns (101):** Anxiety that consolidation will lead to unmanageable campus populations and "institutional" rather than "communal" environments.
- **Repurposing Skepticism (88):** Doubts regarding the efficacy of converting established K-5 sites into Early Learning Centers.

### 4. Instructional Quality & Programmatic Stability

Beyond the physical buildings, the community is deeply concerned with the "human element" of the Student Assignment Project and the preservation of academic rigor:

- **Staff Retention & Continuity (971 mentions):** The highest sub-theme across the survey; a massive concern that instability will lead to an exodus of experienced educators.
- **Academic Integrity (687):** Fear that consolidation may dilute the performance standards of high-achieving schools.
- **Specialty & Magnet Protection (390):** Strong advocacy for maintaining programs, including Magnet, STEM, and Gifted tracks.
- **Grade Configuration & ELCs (369 total):** Active debate on the developmental appropriateness of PK-8 models versus traditional structures.

### 5. Operational Logistics & Transit Safety

Respondents evaluated the "real-world friction" of the proposed changes, focusing on the practical challenges of student movement and district infrastructure:

- **Congestion & Site Safety (258 mentions):** Concerns regarding the traffic impact of expanded school footprints on local residential streets.

- **Commute Extensions (88):** Strong opposition to increased travel times and the physical distance between home and school.
- **Transportation Reliability (88):** Queries regarding the District's logistical capacity to manage new bus routing and driver staffing.
- **Ancillary Logistics (35):** Concerns over the "ripple effect" on after-school care and carpool coordination.

## 1. Neighborhood Integrity & Local Identity




NEIGHBORHOOD ANALYSIS	
Attribute	Detail
Total Mentions	2858 (41.7% of open-ended responses)
Relevant Questions	Additional feedback for next round   How can SAP fairly place students?   How can we improve to meet our goals?
Overall Sentiment	<p>● Negative: 91.0% (2537)   ● Positive: 0.1% (2)   ● Neutral: 8.9% (249)</p>
Representative Quote	The proposed impact on Huntley Hills is a shame. Why put the students through relocation to another school for this? Why ruin the smaller community culture at Huntley Hills? It is a wonderful school as it is. My son had trouble adjusting to school early on, but is thriving and doing well socially and academically because he didn't get lost in the shuffle. Turning Huntley Hills into a 600 or more seat school will totally ruin the school and have an overall negative impact on the neighborhood.
Representative Quote	Please address the growing frustration of stakeholders. This process has been opaque and contradictory and parents who have expressed their concerns and presented concrete metrics contradicting the statements and numbers produced by SAP have been dismissed as emotional.
Representative Quote	North Dekalb schools need to be left alone, especially Oak Grove and Briarlake. Please do not expand Briarlake. Traffic in the area is already terrible. Expansion through adding trailers seems unsafe given the times we live in. Killing more trees to build will destroy our neighborhood and disrupt the wildlife. Busing kids into Briarlake will be bad for the environment.
Representative Quote	Questions 6 and 7 are both unnecessary harmful options. We strongly oppose closing schools in a thriving Lakeside cluster, which is experiencing growth and expansion of local employment. Losing seats is not appropriate.
Representative Quote	Difficult to weed through all of this. I'm more concerned about over-crowding in upper grades, loss of local elementary schools, and effect on home values.

## 2. Systemic Equity & Boundary Transparency

EQUITY ANALYSIS	
Attribute	Detail
Total Mentions	2817 (41.1% of open-ended responses)
Relevant Questions	How can we improve to meet our goals?   How can SAP fairly place students?   Additional feedback for next round
Overall Sentiment	<p> <span style="color: red;">●</span> Negative: 89.7% (2268)              <span style="color: green;">●</span> Positive: 0.2% (6)              <span style="color: gray;">●</span> Neutral: 10.0% (254)         </p>
Representative Quote	<p>I think it's OK to repurpose facilities by combining school populations that are under capacity with larger facilities; however, I do not agree with combining 6th- to 12th-graders in the same facility, which could lead to inappropriate contact among children ages 12 to 18 housed in the same school building. I think the district should reconsider combining middle school and high school schools leaving them separate. And find ways to repurpose the facilities for these populations.</p>
Representative Quote	<p>It is not clear what "our goals" are. My primary concerns are 1) equity across the district and 2) continued access to small, neighborhood-based elementary schools. I disagree completely with starting decision-making based on buildings. I have heard many concerns from stakeholders across the district about the lack of transparency in the process and the incentives HPM has to be involved. I do not think it should proceed unless these are addressed adequately.</p>
Representative Quote	<p>Keep Ashford Park open - closing will be disruptive for students and overwhelming for the already neighboring at capacity /over capacity schools. Expand Ashford Park - it has room. Can make a second story.</p>
Representative Quote	<p>Do more to study the reasons for the decline in enrollment, and then address those issues. I finally see young families with infants and young children moving into my older neighborhood. Many choose to live here because Evansdale Elementary offers the kind of elementary education experience they want their children to have when they reach school age. I would be sad to lose these families as neighbors, and DeKalb schools should be worried about losing these potential near-future students.</p>
Representative Quote	<p>I am very concerned about the educational impact of a PK-3 / 4-5 split in the Chamblee Cluster. This will divide elementary-age siblings into different campuses, significantly burdening parents. Splitting shared group resources, including playgrounds, PTO efforts and STEM lab areas, previously meant for full pK-6 will be detrimental. Children will be negatively affected by the rapid implementation of an untested PK-3 / 4-5 split that</p>

does not have a recent precedent for the DCSD north cluster. I am concerned that capital constraints will mean long-term construction projects may never be completed.

### 3. Instructional Quality & Programmatic Stability




QUALITY ANALYSIS	
Attribute	Detail
Total Mentions	2845 (41.5% of open-ended responses)
Relevant Questions	Additional feedback for next round   How can SAP fairly place students?   How can we improve to meet our goals?
Overall Sentiment	 Negative: 90.7% (2497)    Positive: 0.1% (3)    Neutral: 9.2% (254)
Representative Quote	6-12 only on the Southside is UNACCEPTABLE!!!!!! At this point we need to file a class action lawsuit against this school district. Where is the 4-5 schools for our area? Who on your committee from the Southside told you this was an acceptable plan? You can't teach our kids to read and do math now...this will further hurt them. That is why I never vote for SPLOST...it does not benefit Southside children.
Representative Quote	Numbers of students vary with time. History shows that the numbers in these smaller schools will grow again over time. Meanwhile the schools in the Lakeside Cluster are academically sound. DeKalb County has a 2 Billion Dollar Reserve that can be used to provide robust programs to campuses that are not academically sound. Why would you disrupt the campuses that ARE working academically? Help improve the failing schools but support these schools who are successful. One size does not fit all. In education, bigger is rarely better. Bigger means that children often fall through the cracks.
Representative Quote	There is a huge need to better serve both high performing students and special needs students. Today, special needs students are suffering because of the mix in standard classes even with a specific teacher to assist, and other students are constantly distracted and at times endangered because of this. Make use of these smaller schools to allocate students who would benefit from more specialized care. I don't want to segregate based on that, but the current system is failing them miserably - especially those with Behavior disorders.
Representative Quote	Given that my children would be rezoned to Dunwoody Elementary School in place of Vanderlyn in these scenarios, I'm not terribly concerned about them receiving a lower quality education... though I

am concerned that DES would quickly become overcrowded once the displaced Vanderlyn population is moved into that school.

I disagree with the premise that grade bands have to be adjusted to provide high quality programming for all of the district's students. Also, again this cannot happen on an all district level there needs to be cluster and area specific conversations without painting the whole district with a broad brush. Also we are not at all in favor of adjusting grade bands to have larger [gaps] in age and maturity level in the same school buildings. This is irresponsible and dismissive to the actual students to try and save a little bit of money.

Representative Quote

#### 4. Operational Logistics & Transit Safety

LOGISTICS ANALYSIS	
Attribute	Detail
Total Mentions	740 (10.8% of open-ended responses)
Relevant Questions	Additional feedback for next round   How can SAP fairly place students?   How can we improve to meet our goals?
Overall Sentiment	 Negative: 91.4% (663)    Positive: 0.1% (1)    Neutral: 8.4% (61)
Representative Quote	Very worried about Briarlake Elementary causing traffic issues. There are already problems and insufficient parking.
Representative Quote	Still concerned about traffic around Montgomery, which may be managed by more bus options at more reasonable times. I also want to understand the timelines better to ensure my kids (and we) don't experience constant change as they progress through elementary school. And finally, I want to have some assurances that school expansion actually will lead to more programming and no increase in class sizes.
Representative Quote	Prioritizing buildings before kids in the planning process is wrong. Lack of transparency and real community engagement are problems, and I'm concerned with HPM's track record. We need financial, transportation, and impact studies.
Representative Quote	Questions 6 and 7 are poorly written and should have another option. Please do not report these responses as what parents want when you ONLY offer choices based on flawed assumptions. Preserve neighborhood elementary schools. Improve transportation for middle and high school students - pay drivers more and improve your technology.

Representative Quote	Misguided practice of prioritizing buildings before kids in the planning process, Lack of transparency about factors determining school closures, Major concerns with HPM's track record with other districts, and Lack of financial, transportation, and impact studies to inform redistricting plans.
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## 5. Facility Continuity & Consolidation Resistance

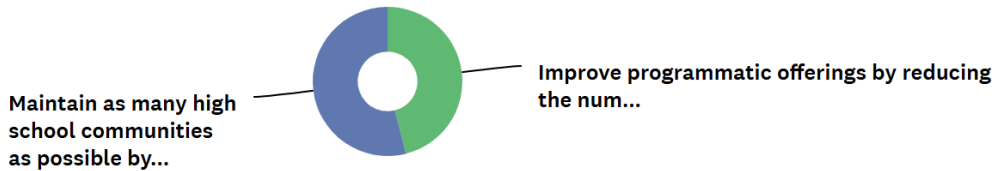
CONTINUITY ANALYSIS	
Attribute	Detail
Total Mentions	2702 (39.4% of open-ended responses)
Relevant Questions	Additional feedback for next round   How can SAP fairly place students?   How can we improve to meet our goals?
Overall Sentiment	<p> <span style="color: red;">●</span> Negative: 91.3% (2320)              <span style="color: green;">●</span> Positive: 0.3% (7)              <span style="color: gray;">●</span> Neutral: 8.4% (213)         </p>
Representative Quote	<p>Don't close high-performance schools. Why would you keep open a school that is failing its students? Obviously, the teachers and leadership are better at schools with high performance, and their model needs to be preserved and replicated.</p>
Representative Quote	<p>So I'm noticing we are finally calling it what it is, a redistricting. I'm glad we finally got there. We bought this house for \$1.5M specifically for the Ashford Park Elementary School. Now you want to close it? That doesn't work for me. I bought this house specifically to have my kids go to school at APES. I don't want them going to school with kids in a lower socioeconomic demographic, and I'm concerned about the value of the home now.</p>
Representative Quote	<p>Start over and look for other ways to save money first before uprooting the communities and destroying the people's home values. You won't have much of a tax base if people start to leave the county because they don't want to deal with this nonsense, or when more people choose to go to private schools because they don't want to deal with this.</p>
Representative Quote	<p>This process seems very rushed, and like it is done out of order. You need to look at more than just school buildings. Don't close high-achieving schools just to build on other schools. It seems like this will be a large waste of money. Any money you save from closing smaller buildings will be wasted by building onto other buildings. Also, we have not been shown that there will be any funding for these projects. Please do not decide to close schools before confirming funding.</p>
Representative Quote	<p>Please do not close our local elementary schools. Closing small,</p>

community-based schools and sending children to mega elementary schools seems like a good way to set our children up to fail. What research-based evidence indicates that students will succeed in these environments?

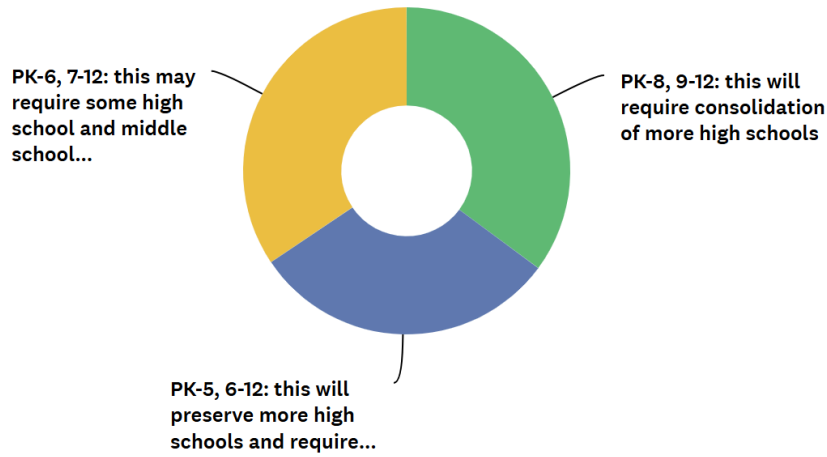
### Additional Insights

Beyond the five core themes, the survey captured community perspectives regarding high school structural priorities and preferred grade-level configurations. These results highlight a narrow preference for maintaining existing high school communities through middle school consolidation, while also revealing a significant division on the ideal grade-band model for the district.

Answered: 2,118 Skipped: 1,887



ANSWER CHOICES	RESPONSES
Improve programmatic offerings by reducing the number of high schools to increase enrollment at the remaining schools.	46.08% 976
Maintain as many high school communities as possible by converting some to 6-12 / 7-12 schools. This shifts the need for consolidation down to the middle school level.	53.92% 1,142
<b>TOTAL</b>	<b>2,118</b>

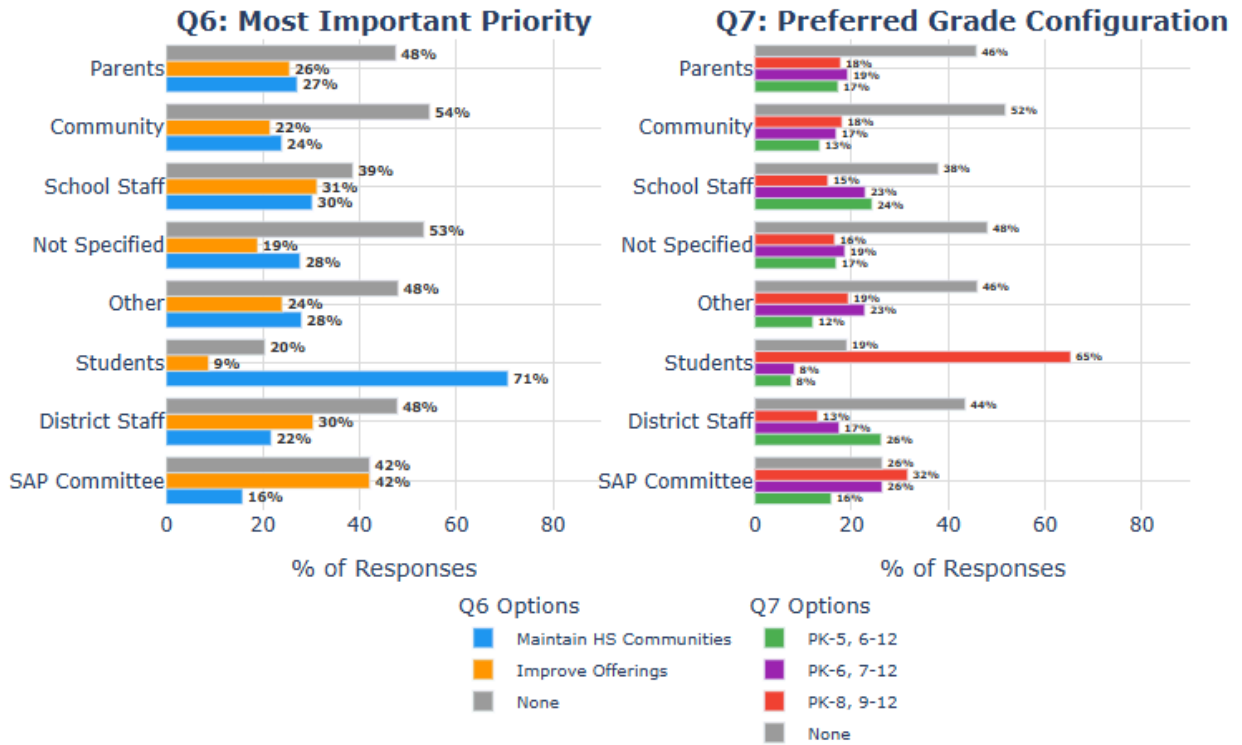


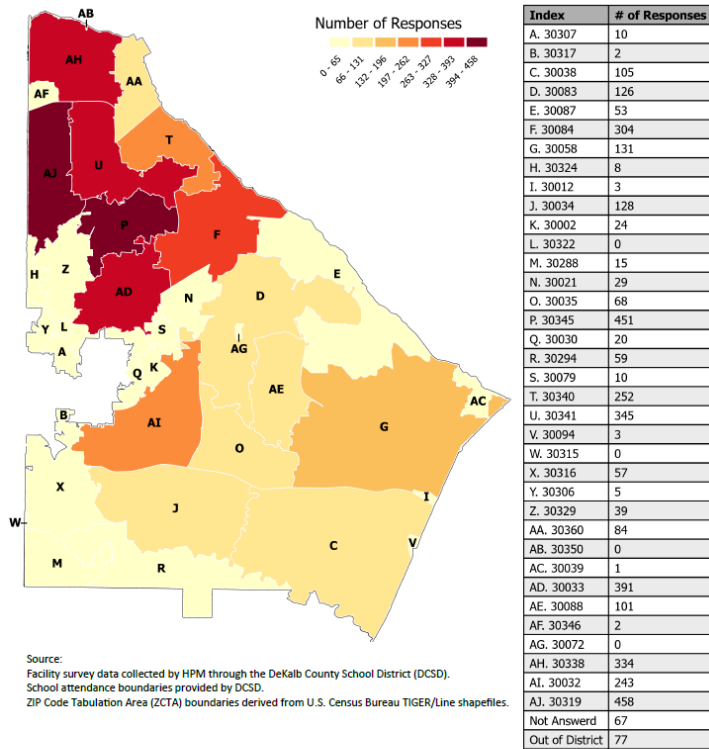
ANSWER CHOICES	RESPONSES
PK-8, 9-12: this will require consolidation of more high schools	35.14% 773
PK-5, 6-12: this will preserve more high schools and require consolidation of middle schools	30.45% 670
PK-6, 7-12: this may require some high school and middle school consolidation along with some elementary additions to house more students	34.41% 757
<b>TOTAL</b>	<b>2,200</b>

**Key takeaways at a glance:**

- Current DCSD Students are the strongest supporters of maintaining high school communities (70.7% in Q6)
- Student Assignment Project Committee Members lean toward reducing high schools (42.1%) — nearly opposite of students
- Parents — the largest group (2,577) — chose "None" most often (~47%), suggesting the provided options didn't resonate or that respondents in this group disagreed with the options provided.

## Q6 & Q7 Responses by Demographic





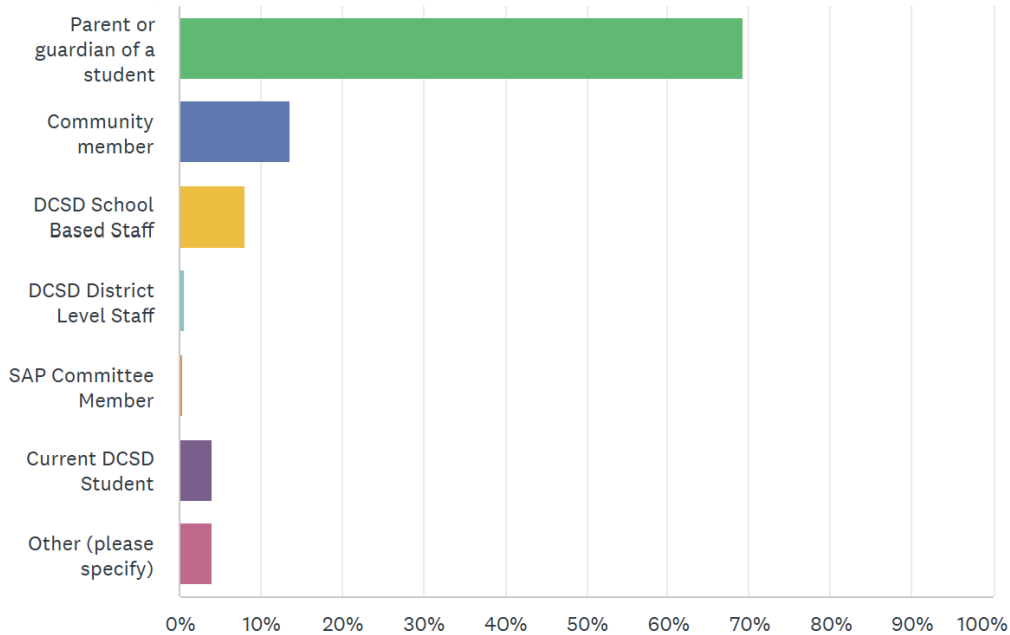
Survey respondents by location (utilizing zip code responses)

### Where We Heard it From

There were **6,582 total free-text responses** to the Student Assignment Project Round 2 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: **30319, 30345, 30033, 30341** and **30084**.

## Stakeholder Participation & Engagement Trends

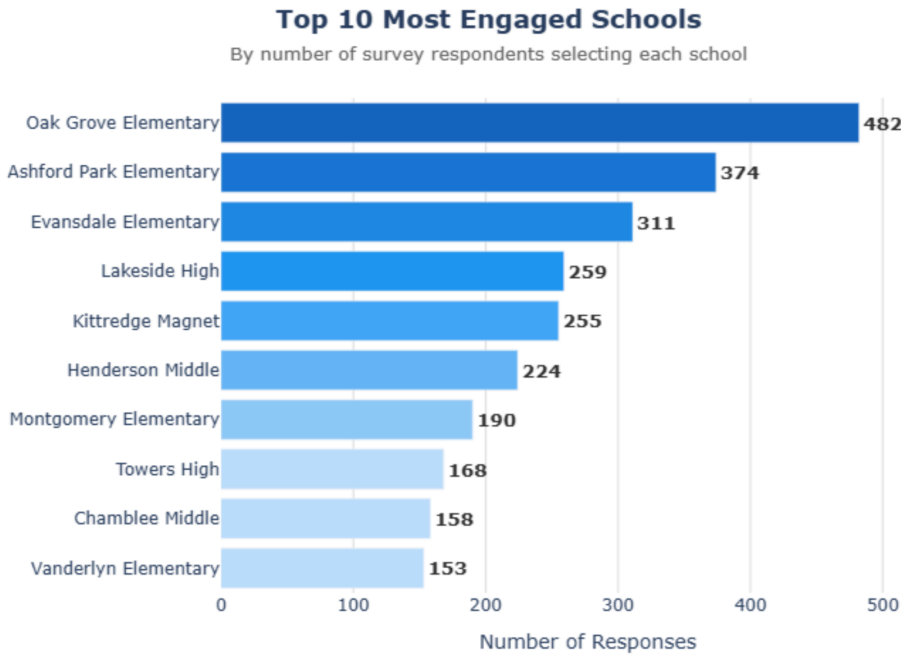
Answered: 3,720 Skipped: 285



The survey reached a broad cross-section of the DCSD community, with **4,005 total respondents** engaging in the demographic identification process. The participation data highlights a significant emphasis on the **parent and guardian perspective**, which accounts for approximately **70%** of all respondents. This primary stakeholder group is followed by **community members at 13.6%** and **school-based staff at 8.1%**.

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 roughly **4%** of the total participant share. Overall, with **3,720** individuals providing specific role identities, the dataset provides a key data point for understanding how different roles within the community perceive the proposed Student Assignment Project Round 2 Scenarios.

## School-Level Engagement



- **Oak Grove Elementary** leads by a wide margin with 482 responses
- **Ashford Park Elementary** (374) and **Evansdale Elementary** (311) round out the top three
- The top 10 is heavily elementary-focused (7 of 10), with only **Lakeside High**, **Towers High**, **Henderson Middle** and **Chamblee Middle** representing secondary schools
- While consolidation was a broader theme, the open-ended data reveals a concerted effort by respondents to voice strong opposition to the potential closure or conversion of **Oak Grove**, **Ashford Park**, **Evansdale**, **Vanderlyn** and **Midvale**, often citing these schools as essential community pillars

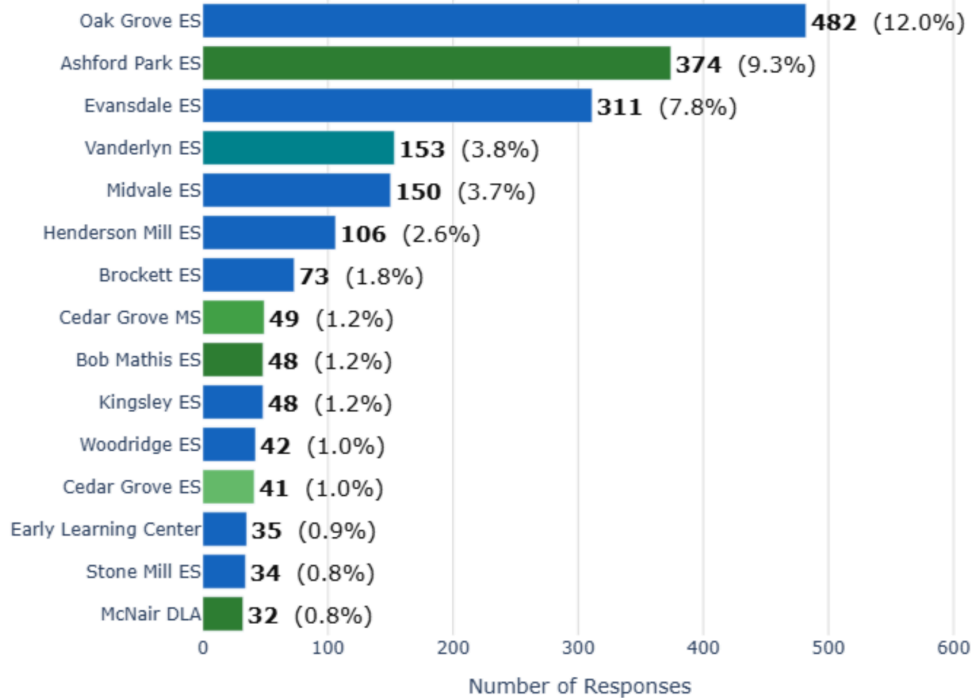
## Concentration of Feedback & Community Representation

### Engagement Among Affected Schools

Of the total participants, **2,281 respondents (57%)** identified as being part of families or staff directly associated with schools named in the Round 2 scenarios. While this indicates a high level of interest among those most impacted, the distribution of that engagement was highly uneven across the District.

## Survey Responses by Affected School

Top 15 schools represented in Round 2 Scenario by survey participation



### Primary Drivers of Feedback

Participation was heavily concentrated within a few specific school communities, which acted as significant outliers in the dataset.

- **Oak Grove ES:** Represented the most mobilized community with **482 responses (12.0% of total survey participation)**.
- **Ashford Park ES:** Contributed **374 responses (9.3%)**, reflecting strong engagement within the Chamblee cluster.
- **Evansdale ES:** Provided **311 responses (7.8%)**, serving as the leading voice for the Tucker cluster.

Notably, these **three schools alone** accounted for **51%** of all responses from affected schools, demonstrating a significant "volume representation" in the feedback received.

## The Representation Gap

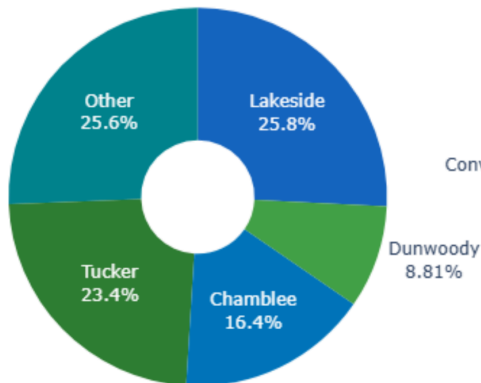
Conversely, a substantial number of schools listed in the Round 2 Scenario for potential “closure, repurposing or conversion” saw minimal community participation. **Seventeen out of the 28 affected schools** contributed fewer than 35 responses each (representing less than 1% of the total share). Participation was notably low in several communities, including:

- **McLendon ES** — 18 responses
- **Flat Shoals ES** — 17 responses
- **Toney ES** — 17 responses
- **Kelley Lake ES:** 13 responses
- **Stone Mountain ES:** 13 responses
- **Stone Mountain ES** — 13 responses
- **Rowland ES** — 14 responses

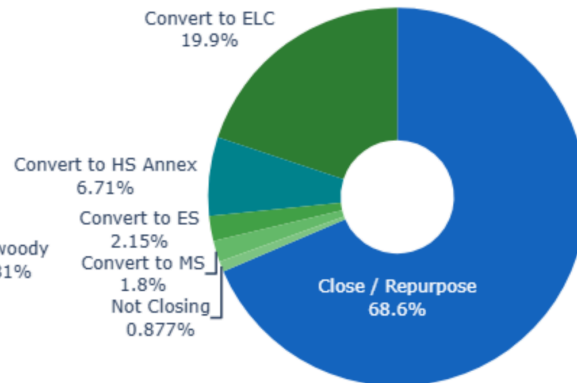
### Affected Schools Engagement Breakdown

Distribution by cluster and proposed action type

Responses by Cluster



Responses by Proposed Action



## Geographic and Cluster Disparities

The data reveals a stark geographic divide in engagement. The **Lakeside Cluster** (588 responses) and **Tucker Cluster** (534 responses) showed the highest levels of engagement. In contrast, schools within the **MLK, Columbia, McNair, and Stephenson clusters** remained significantly underrepresented in the survey data.

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## *Implications for the Student Assignment Project Survey Feedback*

The disparity in response rates raises important questions. The feedback themes are currently dominated by a few highly engaged communities in North DeKalb. Consequently, the results of this survey may not fully reflect the priorities or concerns of South DeKalb communities, where participation was considerably lower despite the shared impact of the proposed scenarios.

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 Student Assignment Project 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 launch of the community engagement process in February 2026, 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, academic performance, and community impact of potential school closures, 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.

## **What's Next**

The second round of community feedback has concluded, and the resulting insights will undergo analysis and integration into the designed community engagement process. Please visit DCSD's [SAP website](#) for more information.