

Jackson Cluster Options

Scenarios

March 8, 2023



Annual Capacity Review Agenda & Purpose

Agenda

- Welcome
- Norms
- Timeline
- Scenario Overview
- Stakeholder Input
- Next Steps

Purpose

To receive specific feedback on the impact of the proposed scenarios addressing overcrowding

Annual Capacity Review Timeline 2023

Norms

- ✓ One Mic
- ✓ Center Impacts on Students & Families
- ✓ Listen to Learn not to Respond
- ✓ Others?

Engagement Matrix

Fall 2022 (High School Capacity Engagement): Collaborate

February 2023 (Data Overview): Inform

March – June 2023 (Scenarios & Recommendations): Consult & Involve



Inform

To provide the public with balanced and objective information to assist them in understanding the problems, alternatives, opportunities and/or solutions.

We will keep you informed.



Consult

To obtain feedback from public on analysis, alternatives and/or decisions.

We will keep you informed, listen to and acknowledge concerns and aspirations, and provide feedback on how public input influenced the decision. We will seek your feedback on drafts and proposals.



Involve

To work directly with the community throughout the process to ensure that public concerns and aspirations are consistently understood and considered.

We will work with you to ensure that your concerns and aspirations are directly reflected in the alternatives developed and provide feedback on how public input influenced the decision.



Collaborate

To partner with the community in each aspect of the decision including the development of alternatives and the identification of the preferred solution.

We will work together with you to formulate solutions and incorporate your advice and recommendations into the decisions to the maximum extent possible.



Empower

To place final decision making in the hands of the community.

We will implement what you decide.

What are we trying to do?

- Jackson High School is overcrowded
 - In 2025-2026, Jackson HS's utilization is projected to be 100%
- Our goal, when using rezoning, is to get to at least 90% (2024-2025).
- These scenarios include both rezoning and non-rezoning strategies.

Scenarios

- 1 Current Environment with Additional Enhancements and Innovations (No Rezoning)
- 2 Rezone Jackson HS to Carver HS; King MS to Price MS; Benteen ES & Obama ES to Slater ES; Parkside to Obama & Benteen

APS will convene a collaborative group to plan strategies and resources to support under-enrolled schools

1 Current Environment with Additional Enhancements and Innovations (No Rezoning)

Explore and collaborate with Jackson High School around the following potential strategies addressing...

Impact of Overcrowding

Innovation Review
(Office of Innovation, Improvement,
& Redesign)

Available Resources Identification
(eg. Additional staff to support
nutrition, front office, etc)

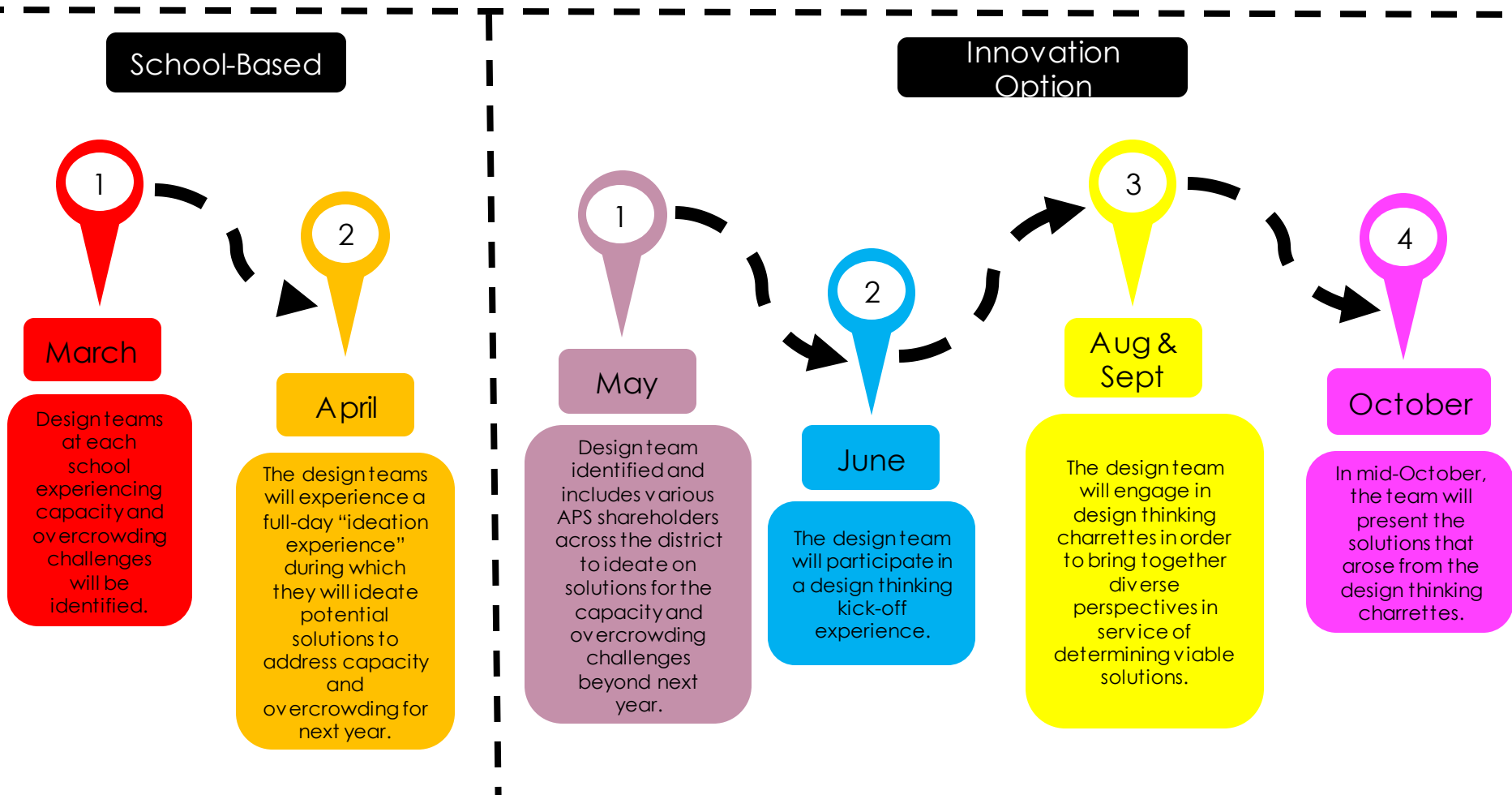
Utilization Rate

Additional Capacity Analysis
(eg. room usage modifications;
temporary space)

Residency Review to confirm in-
zone residency

1 Current Environment with Additional Enhancements and Innovations (No Rezoning)

Overcrowding Roadmaps: School-Based and Innovation Option Timelines



Board Policy AD: School Attendance Zones

The Board has a new policy (adopted January 9, 2023) which outlines criteria to consider when setting school attendance zones and making redistricting decisions:

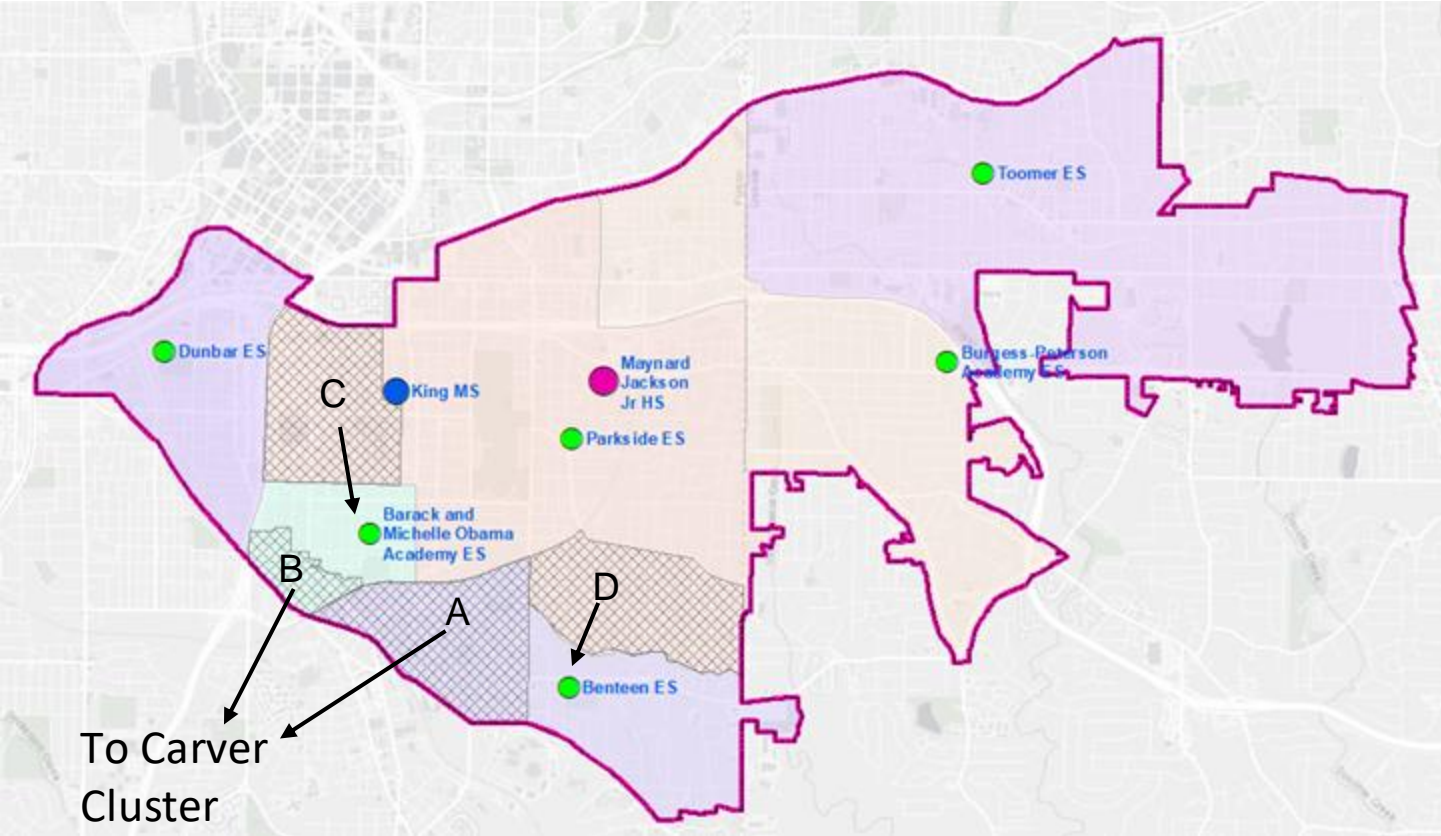
Also sets "legacy decisions" in policy: Rising 5th, 8th, 11th and 12th grade students will be given the option of remaining at their present school through the highest grade of that school, as long as they provide their own transportation.

- **Utilization** (the ratio of available core classroom capacity to projected enrollment)
- **Proximity** (distance to elementary school, middle school and high school, while maximizing the number of students assigned to a school who are within the walk zone)
- **Traffic and safety patterns** within a geographic school zone
- **Past rezoning decisions** impacting a school or community (same students redistricted in last three years)
- **Neighborhood cohesion**, as identified by the City of Atlanta
- **Equity impacts**, including, but not limited to, access to instructional programs
- These **criteria** may be in conflict/compete with each other, so we must **balance** the considerations.

2

Rezoning from Jackson to Carver Cluster and within Jackson Cluster

- Rezone portions of Jackson Cluster to Carver Cluster (75 HS students in portion of Benteen and BAMO)



Impacted Neighborhoods:

Chosewood Park* (A)
from Benteen/King/Jackson to Slater/Price/Carver

Peopletown* (B)
from BAMO/King/Jackson to Slater/Price/Carver

Summerhill (C)
from Parkside to BAMO

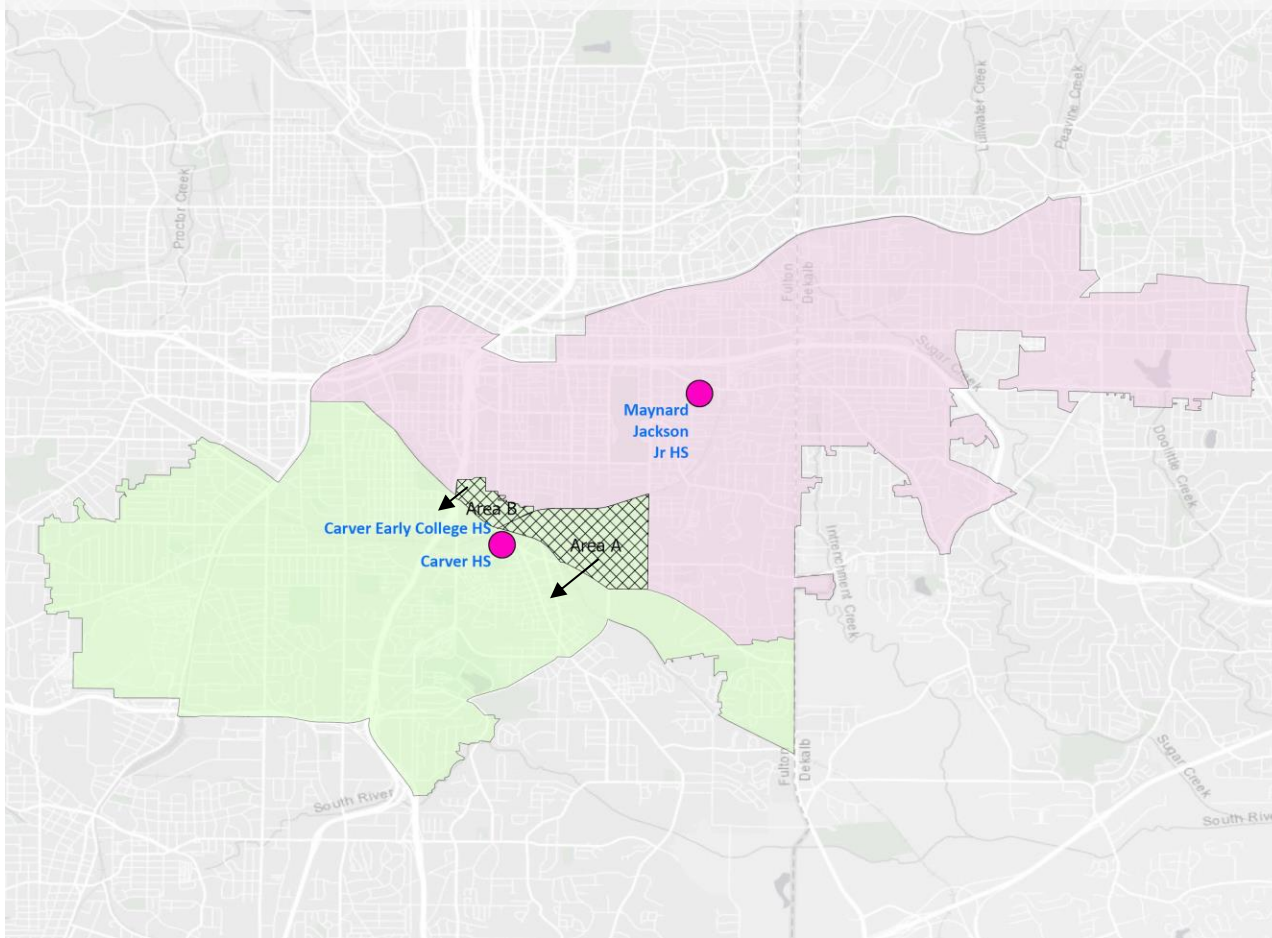
Boulevard Heights
Woodland Hills
State Facility (D)
from Parkside to Benteen

*Part of neighborhood

2

Rezoning from Jackson to Carver Cluster (HS)

- Rezone from Jackson HS to Carver HS (& Carver Early College) (75 HS students in portion of Benteen and BAMO)



Impacted Neighborhoods:

Chosewood Park* (A)
from Jackson to Carver

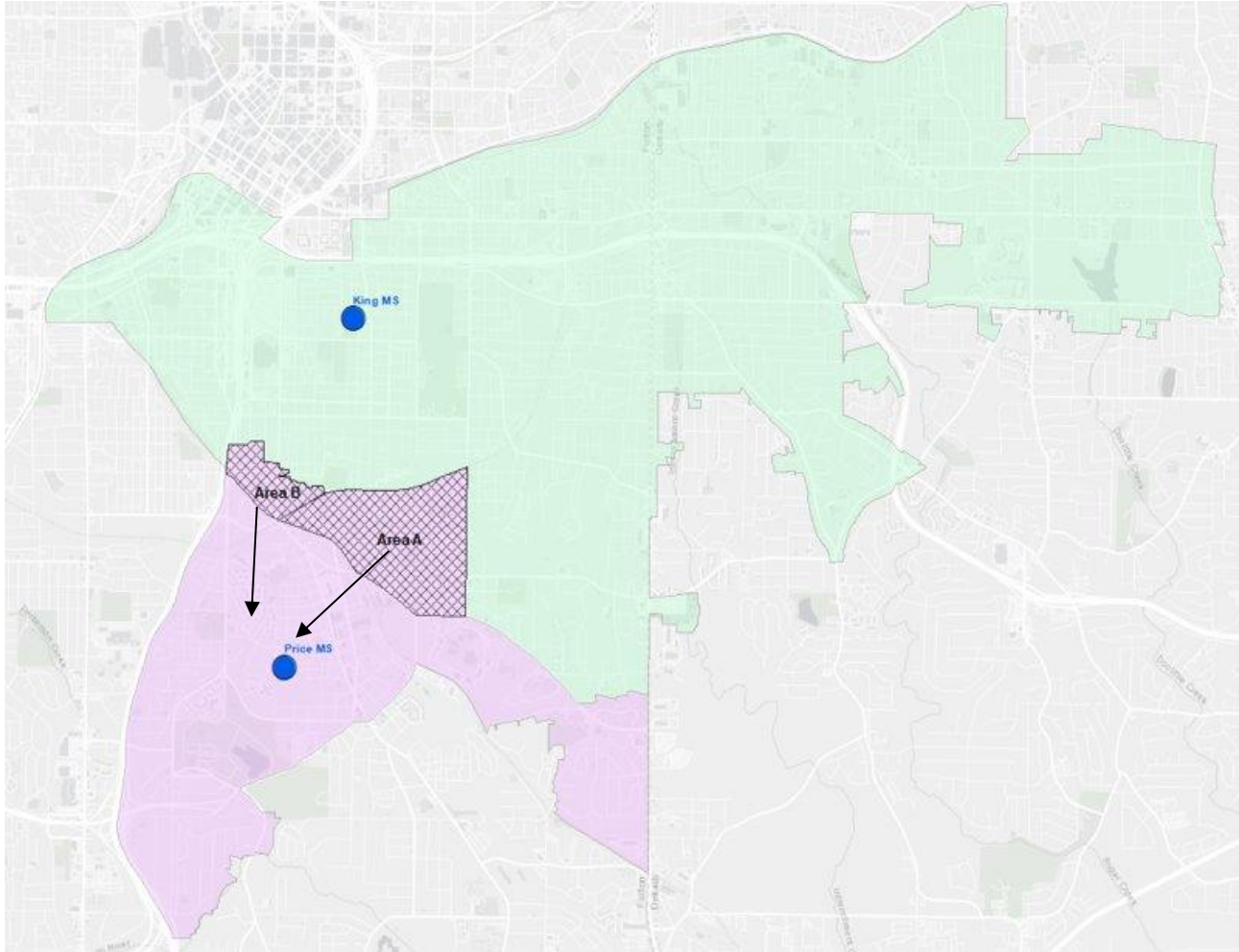
Peopletown* (B)
from Jackson to Carver

*Part of neighborhood

2

Rezoning from Jackson to Carver Cluster (MS)

- Rezone King MS (-26) to Price MS (+26) in portion of Benteen/Chosewood and BAMO/Peopletown



Impacted Neighborhoods:

Chosewood Park* (A)
from King to Price

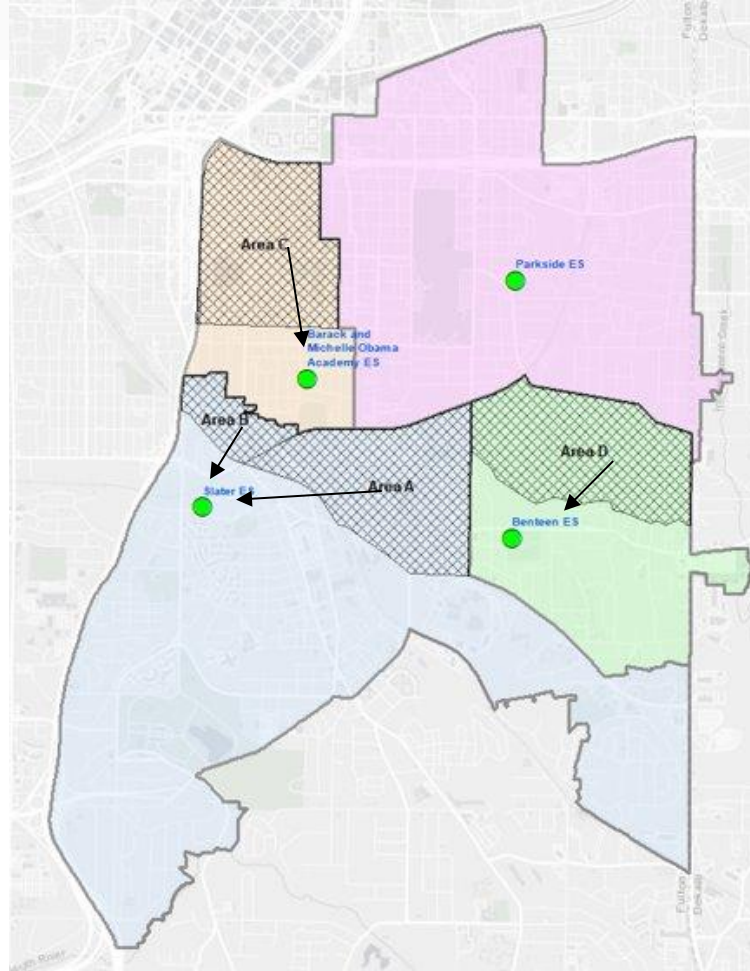
Peopletown* (B)
from King to Price

*Part of neighborhood

2

Rezoning from Jackson to Carver Cluster and within Jackson Cluster (ES)

- Rezone from Benteen (-44; A) and Obama (-24; B) to Slater (+68)
- Rezone from Parkside ES (-105) to Obama (+64; C) and Benteen (+41; D)



Impacted Neighborhoods:

Chosewood Park* (Area A)
from Benteen to Slater

Peopletown* (Area B)
from BAMO to Slater

Summerhill (Area C)
from Parkside to BAMO

Boulevard Heights
Woodland Hills
State Facility (Area D)
from Parkside to Benteen

*Part of neighborhood

2

Rezoning from Jackson to Carver Cluster and within Jackson Cluster

School	Cap	22-23 Enr	24-25 Enr	24-25 Do Nothing %Utiliz	Target to Reduce	24-25: Rezoning Diff Enr	24-25: Other Diff Enr*	Scenario 24-25 Enr	Scenario 24-25 %Utiliz
Jackson HS	1,500	1,474	1,500	100%	-150	-75	-75	1,350	90%
Carver HS + CEC HS	1,550	1,020	1,099	71%		+75	0	1,174	76%
King MS	888	818	815	92%		-26	0	789	89%
Price MS	936	283	238	25%		+26	0	264	28%
Obama ES	567	239	231	41%		+40	0	271	48%
Benteen ES	504	233	282	56%		-3	0	279	55%
Parkside ES	651	513	555	85%		-105	0	450	69%
Slater ES	672	507	487	72%		+68	0	555	83%

*Other measures (non-redistricting): Goal is to reduce 75 additional students by residency review and innovative measures at Jackson HS

Impact By Neighborhood

1

Current Environment with Additional Enhancements and Innovations (No Rezoning)

Overview

Explore and collaborate with Jackson High School around the following potential strategies:

- Innovation review to lessen the impact of overcrowding
- Review the potential of adding capacity
- Complete a residency review
- Review available resources to address identified negative impacts of overcrowding

2

Rezoning from Jackson to Carver Cluster and within Jackson Cluster

Overview

- Rezone portions of Jackson Cluster to Carver Cluster (some students who live in Benteen and BAMO zone)
- Balance Jackson Cluster elementary school enrollment
- Rezoning effective 2024-25
- Review available resources to support schools receiving additional students

Impacted Neighborhoods

- Portions of Chosewood Park (ES, MS, HS)
- Portions of Peoplestown (ES, MS, HS)
- Summerhill (ES only)
- Boulevard Heights (ES only)
- Woodland Hills (ES only)
- State Facility (ES only)

Scenario

Clarifying Questions

A clarifying question is asked to move towards a clearer understanding. Clarifying questions aim to avoid any confusion rather than to open new avenues of discussion.

Scenario Feedback

Engagement (Groups and Individual)

CLICK the link in the chat now so that you can access the group note catcher

In groups, stakeholders will provide input on...

- A. The pros & cons of the non-rezoning option
- B. Reactions to the rezoning scenario(s) based on three components of Board Policy AD

Considered as Part of Scenario Development

Utilization

Proximity

Past rezoning decisions

We need your feedback...

Traffic and safety patterns within a geographic school zone

Neighborhood cohesion, as identified by the City of Atlanta

Equity impacts, including, but not limited to, access to instructional programs

Overall Timeline

February

Data Overview

March

2-3 Scenarios per School

April

1 Draft Recommendation

May

Board First Read (if needed)

June

Board Second Read (if needed)

Any redistricting or rezoning recommended would not go into effect until Fall 2024.

February 15
Noon (virtual)
6pm (King MS)

March 8
Jackson Cluster
Noon (Virtual)
6pm (Jackson HS)

March 9
Midtown Cluster
Noon (Virtual)
6pm (Inman Auditorium)

March 15
Douglass Cluster
Noon (Virtual)
6pm (Woodson Park)

April 11-13
TBD
(Community Meetings)

April 17-21
TBD
(Outreach)

May 1
Board Meeting

June 5
Board Meeting

Exit Ticket

Exit Ticket:

Individually, stakeholders will rank the Board Policy AD criteria by matter of importance to them and will share their preferred scenario*

Complete the Exit Ticket [Here](#)



*Selecting a preferred scenario will not be seen as a vote. This information will be one piece of information highlighting the thoughts and preferences of the community.

Appendix

- Timeline
- Impacts of Scenario 2 (Socio-economic and race/ethnicity)
- Equity Impact Assessment Overview

Annual Capacity Review Timeline 2023

February – April: Public Feedback

- Based on the feedback from the community, a recommendation is made to the Superintendent and Senior cabinet in mid-April

May: Board First Read of Superintendent's Recommendation (if redistricting is needed)

- Superintendent presents the final recommendation to the board for their consideration
- Public has an opportunity to provide their comments to the administration and Board

June: Board Final Vote on Superintendent's Recommendation (if redistricting is needed)

- Board votes on the Superintendents recommendation

2

Impact of proposed rezoning from Jackson to Carver Cluster and within Jackson Cluster on Median HH Income & Lunch Status

- Change/number of students in each school that live in areas within median household income ranges
- Last column provides change in free/reduce lunch status

School	Less than \$35,000	Between \$35,000 and \$50,000	Between \$50,000 and \$75,000	Between \$75,000 and \$100,000	Between \$100,000 and \$150,000	Over \$150,000	Free & Reduced Lunch Status
Benteen ES	40 (No Change)	48 To 12 (-36)	8 (No Change)	123 To 160 (+37)	12 (No Change)	2 (No Change)	33% To 32.5% (-0.6)
Obama ES	82 To 70 (-12)	132 To 145 (+13)	10 (No Change)	9 To 44 (+35)	6 (No Change)	0	55.6% To 62.2% (+6.5)
Parkside ES	21 To 16 (-5)	20 To 1 (-19)	1 (No Change)	157 To 85 (-72)	314 (No Change)	0	48.3% To 44.4% (-4)
Slater ES	417 To 434 (+17)	26 To 68 (+42)	59 (No Change)	0	5 (No Change)	0	61.9% To 60.1% (-1.9)
King MS	211 To 201 (-10)	113 To 97 (-16)	49 (No Change)	297 (No Change)	148 (No Change)	0	49.5% To 49.7% (+0.2)
Price MS	230 To 240 (+10)	23 To 39 (+16)	30 (No Change)	0	0	0	61.8% To 60.2% (-1.6)
Carver + Carver Early	518 To 550 (+32)	264 To 305 (+41)	232 (No Change)	4 (No Change)	2 (No Change)	0	51.8% To 52.7% (+0.9)
Jackson HS	328 To 296 (-32)	194 To 153 (-41)	86 (No Change)	525 (No Change)	340 (No Change)	1 (No Change)	47.7% To 46.8% (-0.9)

Source: American Community Survey, 2021 (5-year, 2017-2021)

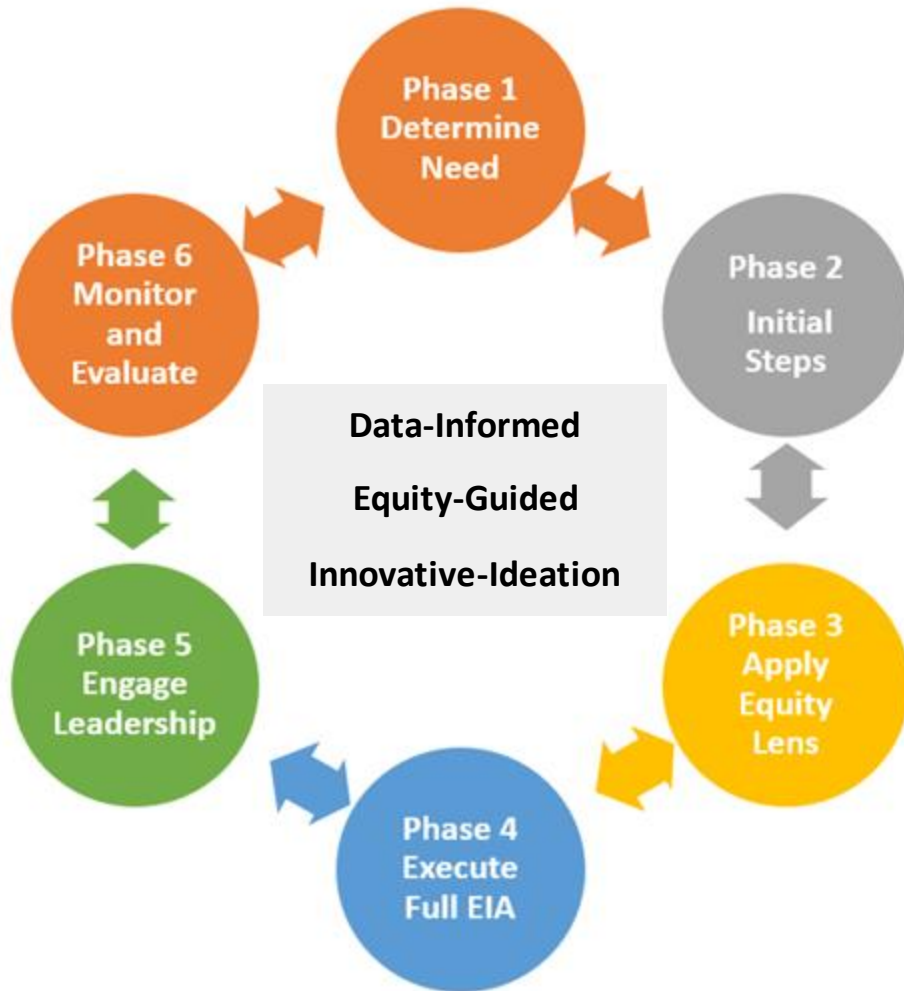
2

Rezoning from Jackson to Carver Cluster and within Jackson Cluster: Race and Ethnicity

School	Race / Ethnicity						
	Asian	Black	Hispanic	Indian	Multi	Pacific	White
Benteen ES	0% (No Change)	46.4% to 42.3% (-4.0)	30.5% to 28.6% (-1.8)	0.4% to 0.0% (-0.4)	7.7% to 8.1% (+0.4)	0% (No Change)	15% to 20.9% (+5.9)
Obama ES	0.8% to 0.7% (-0.1)	93.3% to 91.6% (-1.7)	0.4% to 0.7% (+0.3)	0.4% (No Change)	1.3% to 1.5% (+0.2)	0% (No Change)	3.8% to 5.1% (+1.3)
Parkside ES	1.4% to 1.7% (+0.3)	51.1% to 48.7% (-2.4)	5.5% to 4.8% (-0.7)	0% (No Change)	8.8% to 9.6% (+0.8)	0% (No Change)	33.3% to 35.3% (+1.9)
Slater ES	0% (No Change)	96.3% to 93.1% (-3.1)	2.2% to 3.9% (+1.7)	0% to 0.2% (+0.2)	1.4% to 1.8% (+0.4)	0.2% (No Change)	0% to 0.9% (+0.9)
King MS	0.9% (No Change)	74.6% to 74.5% (-0.1)	9% to 8.6% (-0.5)	0.2% to 0.3% (+0.01)	3.3% to 3.4% (+0.1)	0.1% (No Change)	11.9% to 12.2% (+0.4)
Price MS	0% (No Change)	96.5% to 94.8% (-1.6)	3.5% to 5.2% (+1.6)	0% (No Change)	0% (No Change)	0% (No Change)	0% (No Change)
Carver +	0% (No Change)	96.3% to 95.2% (-1.0)	2.5% to 3.2% (+0.7)	0.2% (No Change)	0.7% to 0.8% (+0.1)	0% (No Change)	0.3% to 0.5% (+0.3)
Carver Early	0.4% (No Change)	73.3% to 72.9% (-0.4)	7.4% to 7.1% (- 0.3)	0.1% (No Change)	2.4% (No Change)	0.1% (No Change)	16.3% to 16.9% (+0.6)

Race and ethnicity data is provided for informational purposes only and is not used in the development of proposed school attendance boundary changes.

Phases & Process: Equity Impact Assessment



Phase 1 - Determine Need (Fall 22): October 2022

Project was approved by district senior leadership to be added to the FY 23-24 draft Equity Impact Assessment Project Plan

Phase 2 - Initial Steps (Winter 22/Spring 23): Mid-End of March

1. Articulate the Problem

2. Data

3. Root Cause Analysis

4. Stakeholder Engagement

5. Initial Proposal

Phase 3 - Apply Equity Lens (Spring 23): End of March

Elevate equity-related tools, resources, research, best practices, and findings to incorporate in the decision-making process

Phases 4 - 6 Execute Full EIA, Engage Leadership, Monitor & Evaluate (Spring 23 - Spring 24): April 2023 - October 2023

Support with development of mitigation plans, metrics for addressing inequities, and innovation efforts as needed. Establish a progress monitoring schedule to assess equity impacts overtime

Note: The EIA is a continuous loop. To lead with equity, we must redesign our systems with equity in mind to produce the outcomes we hope to achieve for all students.

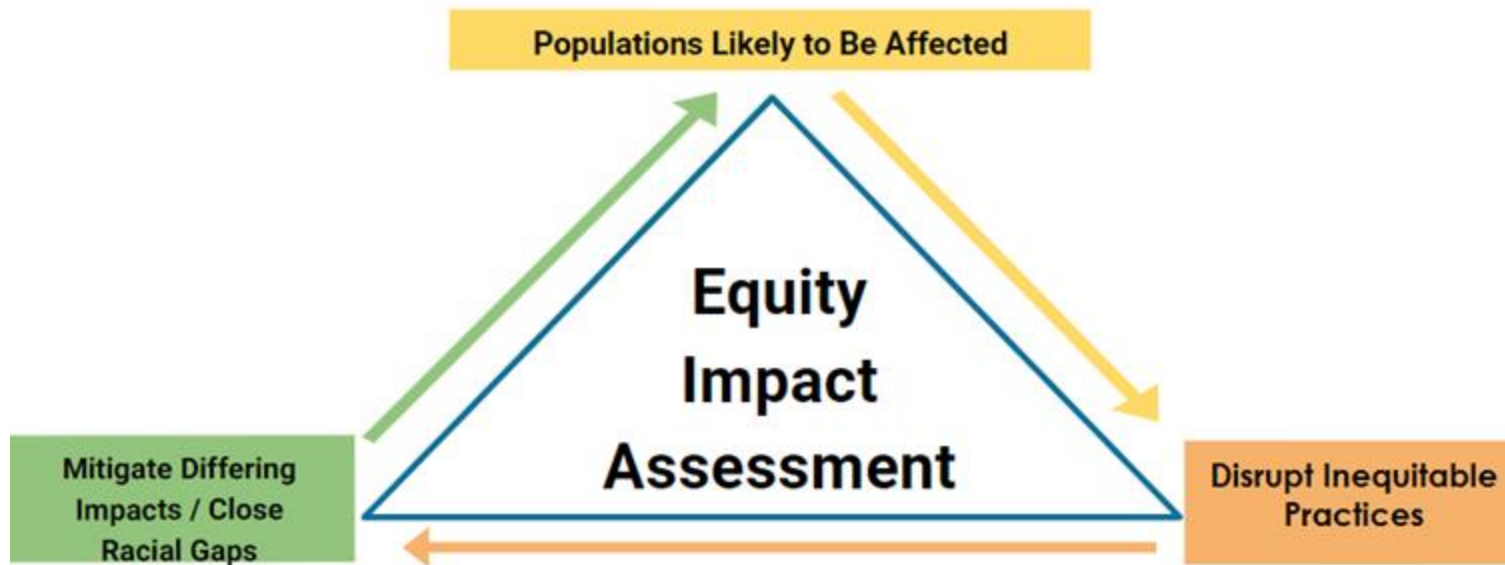
Overview: Equity Impact Assessment

What is an Equity Impact Assessment (EIA)?

The EIA helps leaders identify ways to embed equity-related tools, resources, research, best practices, and feedback from key stakeholders in their existing decision-making processes. However, EIAs will not prevent all inequities from occurring. In some cases, decisions may produce benefits and burdens for multiple stakeholders.

What is the benefit of an Equity Impact Assessment (EIA)?

The EIA promote diversity, equity, inclusion, and belonging mindsets, practices, and systems. It may assist with creating a culture where leaders pause to consider populations likely to be impacted, ways to disrupt inequitable practices, and plans to remove barriers and close racial gaps.



Note: The EIA is not designed to approve, deny, or amend project proposals. Approval, denial, or amendment of project proposals may be at the discretion of district senior leadership.