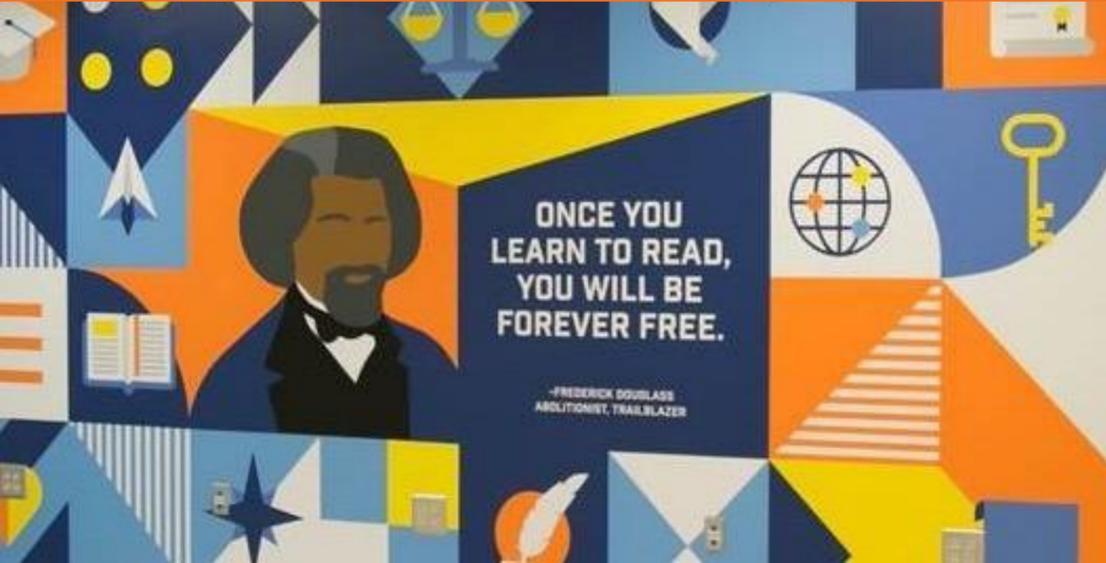


06.06.22



# Facilities Master Planning (FMP)

## Superintendent's Phase 1 Recommendation Update



## Purpose

Share our recommendation, feedback, and updates related to the future use of the Inman Facility

## Key Takeaways

APS is continuing to recommend a new K-5 elementary school for the Midtown Cluster. We are recommending small changes to boundaries and addressing concerns as part of the school planning process.

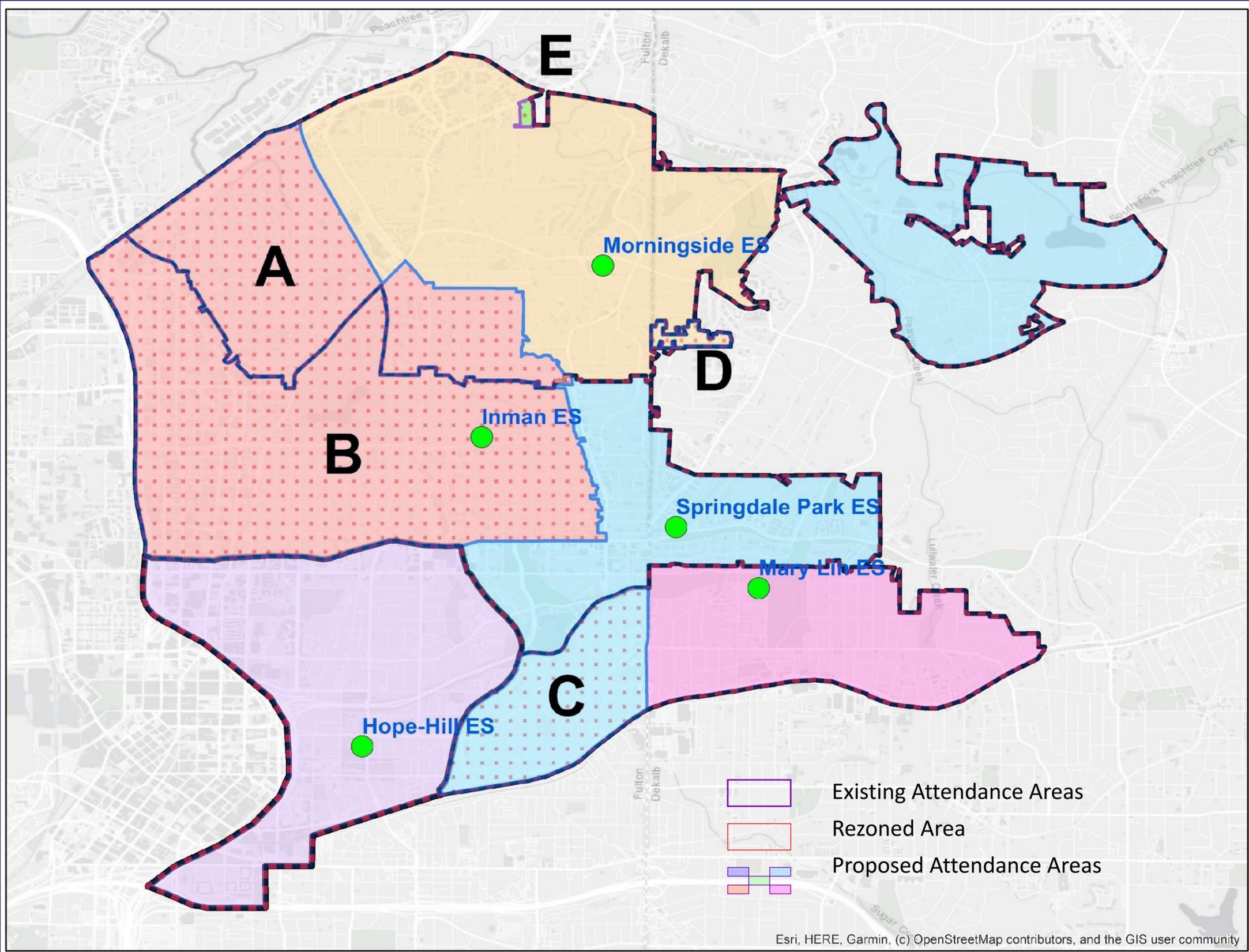


# Proposed Map & Attendance Boundaries

- Former Inman middle school to serve as a K-5 elementary school
- No change to the Hope Hill attendance area

School Zone lines are redrawn in the Midtown Cluster:

- A.** Move 170 students from Morningside ES to Inman ES
- B.** Move 493 students from Springdale Park ES to Inman ES.
- C.** Move 171 students from Mary-Lin ES to Springdale Park ES.
- D.** Move 9 students from Springdale ES to Morningside ES.
- E.** Move 0 current students from Morningside ES/Howard MS/Midtown HS to Garden Hills ES/Sutton MS/North Atlanta HS



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# Utilization Impact

- Morningside ES (103%→85%) and Springdale Park ES (106%→64%) will not be overcapacity
- Lower utilizations provide opportunity for enhanced programming including pre-kindergarten or administrative transfers
- Moving the Inman Park neighborhood (171 students) from Mary Lin ES to Springdale Park ES ensured all schools had more than 400 students

School	"As-Is"			Recommendation: Inman as K-5		
	Enrollment*	Capacity	Utilization	Enrollment	Enrollment Difference	Utilization
Hope-Hill ES (K-5)	408	497	82%	408	0	82%
Inman ES (K-5)	0	932	0%	663	+663	71%
Mary Lin ES (K-5)	625	758	82%	454	-171	60%
Morningside ES (K-5)	896	867	103%	735	-161	85%
Springdale Park ES (K-5)	801	758	106%	484	-317	64%

\* While the recommendation would be effective as of the 2023-24 SY, the enrollment numbers in the table reflect the projected 2026-27 SY

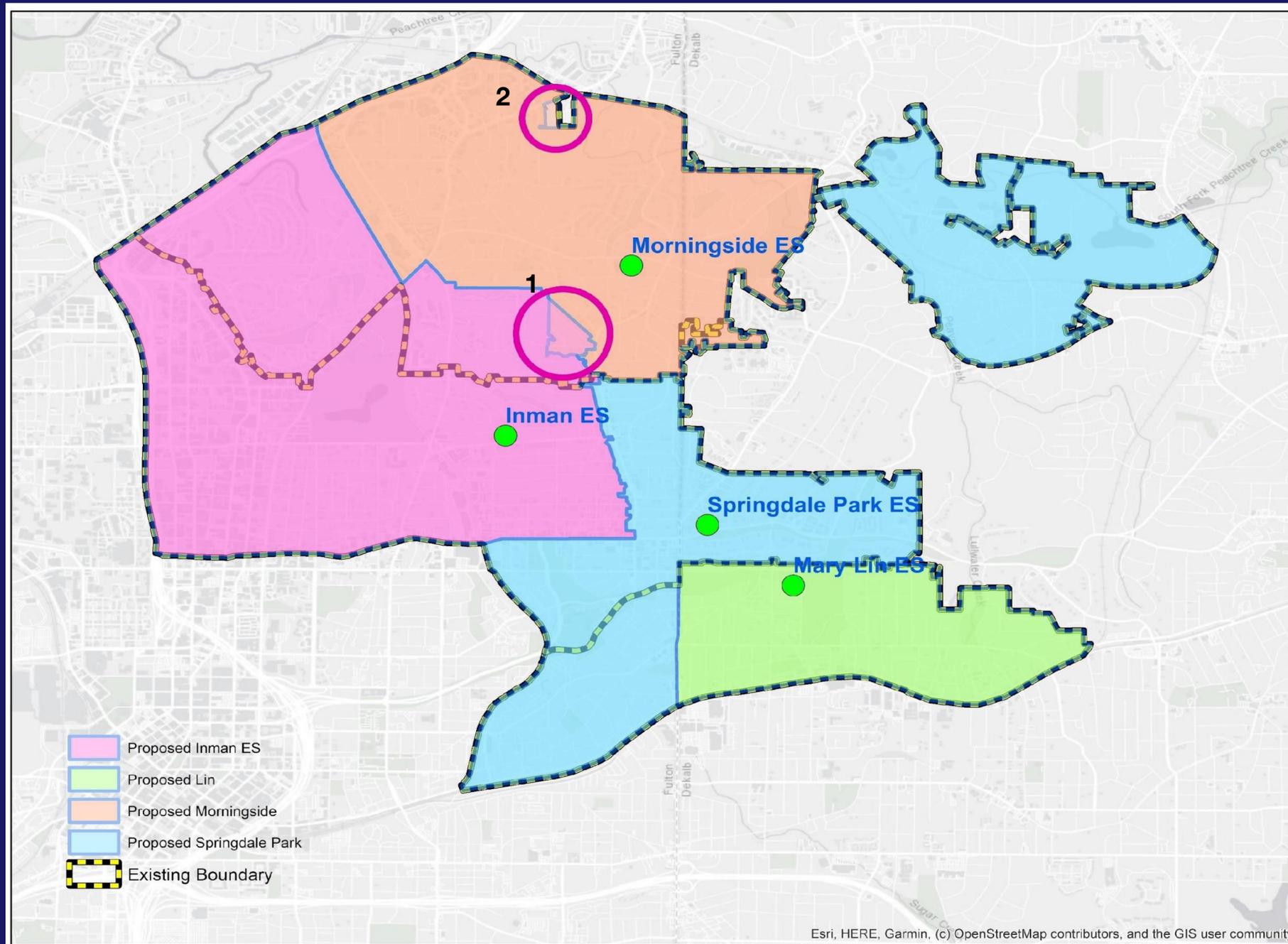
# Changes to the Recommendation



We are continuing to recommend a new K-5 in the Midtown Cluster. However, we are changing two attendance boundaries:

**We are still reviewing grandfathering and the process.**

Community members have supported grandfathering as a way for students to finish their elementary education, while also identifying the difficulty with opening a new school with expanded grandfathering. In addition, APS is reviewing sibling preference for Administrative Transfers.

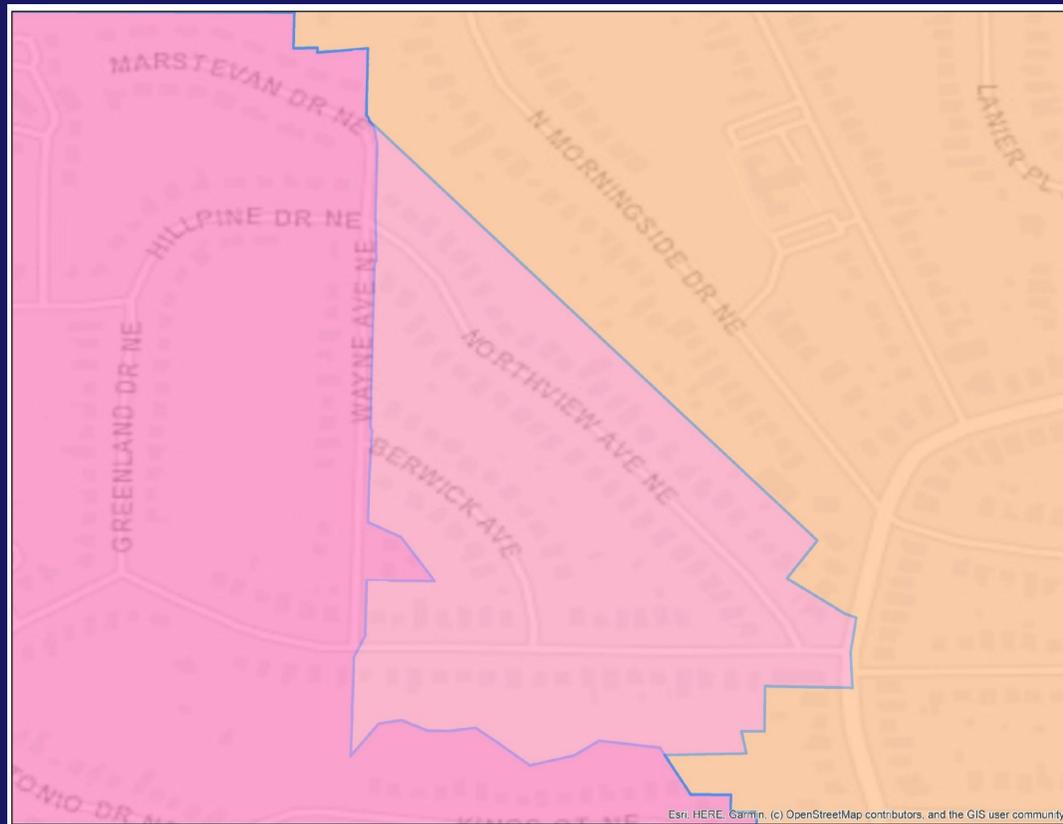


# Changes to the Recommendation



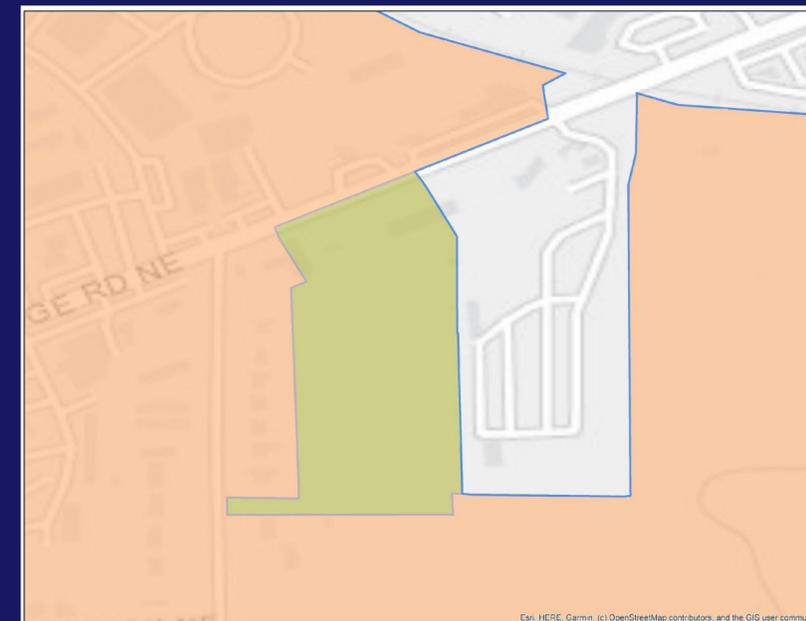
**1. Keep three streets in the Morningside ES attendance area** (not move to Inman ES): Berwick Ave NE, Northview Ave NE, and part of Courtenay Dr NE.

Why? These students are in the 1-mile walk-zone.  
Impact: Approximately 14 projected students



**2. Redistrict vacant parcel of land** (future 175-unit apartment complex) at 1941 Cheshire Bridge, from Morningside ES/Inman MS/Midtown HS to Garden Hills ES/Sutton MS/North Atlanta HS.

Why? Proactive measure to redistrict future students.  
Apartment next to this property (1965 Cheshire Bridge Rd) is currently zoned for the same schools (Garden Hills ES/Sutton MS/North Atlanta HS).  
Impact: No current students



# Major Themes

## 1 Long-range Planning Committee (2018-19)

### Address Existing Overcrowding

- Need small class sizes
- Crowded halls
- Limited parking
- Out of zone students
- Remove portable classrooms

### Prevent Future Overcrowding

- Class sizes too big
- **Not enough schools where kids are**
- Data trends still too new
- Politics & Fear
- **Traffic if rezoning is part of the solution**

### Address Impact of Overcrowding

- **Not reliable, timely, inconsistent transportation; routes too big; lost instructional time**
- Harder to keep safe; large classes; portables
- No room or class for gifted @ elem
- Limits on what can be offered

## 2 Surveys (2019-2020)

### APS Survey (n=469)

Which one priority is most important to you?

- **27% of respondents selected “Walkable Communities”**
- 20% of respondents selected “Address future Middle School and High School Capacity”
- 16% of respondents selected “Address Elementary School Capacity”
- 11% of respondents selected “Address Future Increases in Growth”

### Council of Intown Neighborhoods & Schools (CINS) Survey (n=1,083)

What should be the primary goal(s) to address capacity growth in the Grady Cluster?

- **45% of respondents ranked “Ensuring elementary schools are neighborhood schools (e.g., schools children can walk to)” as 1st /2nd priority**
- 37% of respondents ranked “Keeping all current schools in the Grady Cluster” as 1st /2nd priority
- 28% ranked “Providing equal opportunity to all students in the Grady Cluster” as 1st /2nd priority
- 24% ranked “Eliminate portables and secondary campuses (e.g., trailers and kindergarten annexes)” as 1st /2nd priority

## 3 4th/5th Grade Academy (2021)

- **Instability (caused by disruptions)**
- **Instability (caused by transitions)**
- Concern on Academic Benefit
- Staff Disruption
- **Transportation & Walkability**
- Long-term Capacity Not Solved
- Support for the 4/5

## 4 New K-5 (2022)

- **Long-term Elementary Capacity Solved**
- **Walkable Schools**
- **Split Neighborhoods**
- Potential space for pre-K
- **Instability (caused by disruptions)**
- Less Diversity at Some Schools
- Future Capacity Challenges at HS
- \* Explore Dual Campus Alternative

# Most Prevalent Feedback (2022): The Model

*Ground Ourselves in the Similarities between a K-5 & Dual Campus*



Both models

- are possible, which is why they both were presented for feedback
- relieve elementary capacity
- end with high-achieving schools supported by engaged communities
- see students moving from one school and/or building to another
- have benefits and challenges
- place a burden on some families, while leaving other families as is
- provide the funding needed for staffing and student success
- provide a level of stability and instability

# Two Primary Differences

## *Considerations for Our Recommendation*



Our recommendation **prioritizes** one aspect of these two foundational considerations. Implementing our recommendation will include strategies for maximizing one area while easing the impact of the other.

### Stability for Students

#### Long-term Stability

- *Elementary experience of future students*
- *Future enrollment and funding*

#### Short-term Stability

- *Reduce transitions for current students*
- *Maintain current high-performing schools*

### Walkability

#### Walkable Schools

- *Schools that are walkable*
- *School-centered communities*

#### Maintain Traditional Neighborhoods

- *Preserve historic neighborhood schools*
- *Strong partnerships & community support*

Transportation

# Prioritizing Long-term Stability

## Actions:

- Reduce elementary transitions
- Create balance across cluster schools
- Leverage expanded capacity
- Reduce transportation impact (cost, length of time on the bus, traffic)

## Reduce elementary transitions

- In this recommendation, ~800 students transition in 2023–24 school year (~168 students from MES remain at Inman). **In a dual campus, ~446 students will transition in 2023–24 to the 3–5 campus, and ~165 will transition to a new campus each year thereafter.**

## Create balance across cluster schools

- Five elementary schools with **enrollment between 400 and 735 students**. A dual campus scenario would have one school at 400 students and another at 990.

## Leverage expanded capacity

- Both scenarios provide **space for pre-K and administrative transfers**.

## Reduce transportation impact

- A K–5 will require **less funding, less buses, estimated shorter morning and afternoon travel time, and later pick-up/earlier drop-off times** than a dual campus (based on full staffing).

# Mitigation Strategies

## Actions to address Short-Term Instability:

- Delay opening until 2023–24
- Offer grandfathering
- Build on history of opening successful K–5 schools in the cluster
- Use 2022–23 as a planning year

## Delay opening until 2023–24

- Based on the concern for disruption, we **pushed the opening until 2023–24** (requiring both SPARK and MES to remain in their existing space/annex)

## Offer grandfathering

- **Rising third through fifth graders** in the 2023–24 school year (students who are currently 1st through 3rd graders) may continue their studies to completion at the school they are currently attending (without transportation services)

## Build on history of opening successful K–5 schools in the cluster

- Data shows that academic achievement was not impacted by the creation of SPARK, in fact the first 2 years of SPARK saw **100% of student meet or exceed proficiency in reading** (higher than existing schools).

## Use 2022–23 as a planning year

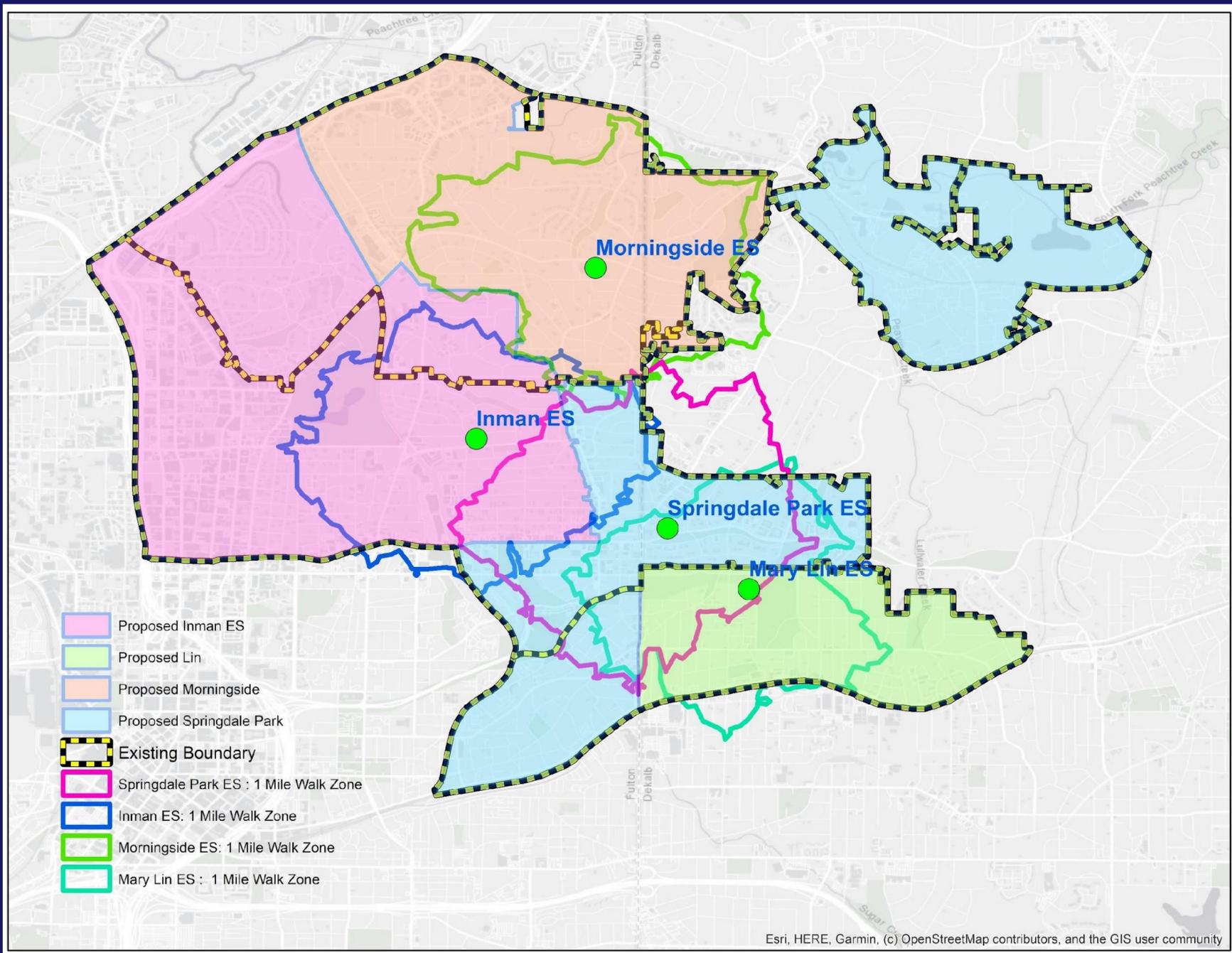
- We will have an entire school year to work collaboratively to **create another high-performing school in the cluster.**

# Walk Zones

Per APS Board Policy, walk zones are calculated at one mile for elementary school students. The Transportation Department is authorized to provide school bus transportation on an as-needed basis when safety hazards are identified and documented by the department.

APS' recommendation **increases the percent of students within the one mile walk zone for every impacted school.**

School	Current % of Students in the Walk Zone	Recommendation % of Students in the Walk Zone	Dual Campus % of Students in the Walk Zone
Inman	N/A	53.2%	47.6%
Lin	39.2%	52.0%	39.2%
Morningside	51.2%	62.0%	62.0%
Springdale Park	43.6%	59.3%	38.7%
Total (All Schools)	45.1%	56.9%	47.7%



Esri, HERE, Garmin, (c) OpenStreetMap contributors, and the GIS user community

# Creating Walkable Schools

## Actions

- Positively impact equity considerations
- Improve walkability
- Provide convenience and flexibility for families
- Create flexibility with future growth

## Mitigation Strategies

### Actions to address splitting neighborhoods:

- Collaborate with neighborhoods, foundations to address impact

### Positively impact equity considerations

- APS reviewed various K-5 models, dual campus model, and the 4th/5th Grade Academy. They found **all K-5 models more equitable** than dual campus or 4th/5th Grade Academy due to burden, commute times, cost, and transitions.

### Improve walkability

- **More students are within the walk zone** in the K-5 model (20% increase, 1212 in K-5 vs 1016 in the dual campus).

### Provide convenience & flexibility for families

- Families with multiple students **benefit from single pick-up, drop-off, aftercare**, etc.
- Families benefit from **convenience** and community-based schools.

### Create flexibility for future growth

- As disparate and unknown enrollment growth appears, rezoning schools prioritizing walk zones vs. traditional neighborhood boundaries **allow for flexible and even capacity**.

### Collaborate with neighborhoods, foundations to address impact

- Work with neighborhood groups, businesses, families, staff, and students to **address both the transition and future stability**.

# Transportation Impact Assessment



- New K-5 Elementary scenario will result in students having **shorter ride times and more time** to prepare for school
- Dual Campus (Shared Buses) have a **7am drop off** at Inman ES or SPARK ES (vs 7:15 am in other scenarios)
- Dual Campus- Multiple areas where **one sibling is riding the bus**, while another sibling is in the non-transport zone
- **New K-5 requires less buses and less funding** (14 buses @ \$574K) than current cost and Dual Campus Cost (Current: 24 buses @ \$984K, Dual Campus: 18 buses @ \$738K)

	Current*	<i>Recommended New K-5</i>	Dual Campus (Dedicated)	Dual Campus (Shared)**
Number of Riders	1,169	919	1,115	1,115
Total # of Buses	24	14	18	18
Average AM Travel Time	26 mins	16 mins	19 mins	23 mins
Average PM Travel Time	46 mins	36 mins	39 mins	58 mins
Average AM Pickup Time	6:49am	6:59am	6:56am	6:52am
Earliest AM Pickup Time	6:19am	6:40am	6:29am	6:19am
Latest PM Drop off Time	4:02 pm	3:36pm	3:41pm	3:52pm
Number of Walk-Zone Students	962	1,212	1,016	1,016

\*Current: Busing plan for the existing attendance areas for Morningside, SPARK, and Mary Lin

\*\* North Atlanta Split Campus use the Shared model

Disclaimer- Walk-zone will be determined case-by-case (safety hazards)

Disclaimer- Student Data is from SY2021-2022, zones to be implemented SY2023-2024

# Engagement



Following the May 2nd Board Meeting, we engaged through the following channels:

## **Two Community-wide Meetings**

Purpose: (1) Share the recommendation and rationale and (2) Receive feedback, specifically around the model, attendance boundaries, and grandfathering

- Virtual & In-Person

## **Twelve Focus Groups**

Purpose: Receive feedback, specifically around the model, attendance boundaries, and grandfathering

- Smaller groups allowed for more conversation and interaction
- Groups are intentionally mixed by neighborhood/school

## **Let's Talk**

Purpose: Provide opportunity for people to share their thoughts, ask questions, and engage conveniently

# Considerations based on Community Engagement



If moving forward with a new K-5,

- Hire a principal immediately
- Have a very clear plan on the staffing and start-up process
- Build community support and participation as soon as possible
- Address challenges with transportation
- Ensure the keys to SPARK's success is embedded in the new school (e.g. curriculum, STEM-focus, culture, teachers, administrators, etc)
- Address Inman Building facilities to ensure it is ready for young students
- Intentionally and actively support all schools and students impacted by the disruption
- Support student well-being

Shift to a Dual Campus

- Impacts less current students, who have faced tremendous disruption
- Doesn't impact Mary Lin students, keeping them whole as a community
- May provide for smoother academic transition when compared to starting a new school
- Creates less hiring and logistical impact than creating a new school

Move Morningside Boundaries

- Keep students currently in the walk zone of MES at MES (e.g. Northview, Hillpine)
- Rezone non-Morningside neighborhoods first (e.g. Piedmont Heights)

Move Springdale Park Boundaries (if a K-5)

- Rework the VaHi boundaries for a more even split of the neighborhood, while others like the current lines

Grandfathering

- Support for and against the expanded grandfathering (provides stability for some, but may cause chaos for others)

Keep Mary Lin Together

- Don't disrupt a third school to address the challenges of the other two
- Concerns on funding and diversity impact

# Addressing Concerns



## Starting a New Elementary School

- Hire a new principal
- Walk staff through the process
- Leverage dedicated project management and change management resources and staff
- Work with facilities and current MES stakeholders to address facility concerns
- Build internal and external planning committees
- Identify available additional funding for school start-ups

## High School Impact

- Review proposed solutions from the 2019 Long Range Planning Committee (eg. residency verification, alternative scheduling, use of existing space, duplicate programming)
- Discuss long-term solutions to district-wide challenges

# Addressing Concerns



## Budget Impacts on Existing Schools (Sample Proposed Budgets developed based on Current School Priorities)

### *Mary Lin*

- 171 students

Able to maintain similar non-personnel per pupil and average class sizes as current budget. May need to reduce some support staff (SST and/or Instructional coach) without additional transition funding.

### *Morningside*

- 161 students

Able to maintain similar non-personnel per pupil and average class sizes as current budget. May need to reduce EIP FTE to better align with the budget allocation and reduce equivalent of 1.0 specials FTE without additional transition funding.

### *Springdale Park*

- 317 students

Able to maintain similar non-personnel per pupil and average class sizes as current budget. May need to reduce 1.0 equivalent FTE for specials without additional transition funding.

# NEXT STEPS: Phase 1

## **Share Changes to the Recommendation (June)**

Following the June 6 Board Meeting, the Administration will share an update on changes made to the zone and continue engaging on grandfathering.

## **Develop the Transition Plan (Summer)**

APS will collaborate with internal and external communities to continue to build an implementation plan for the recommendation.

## **Explore Grandfathering and Impact (Summer TBD)**

APS will host additional focus groups to review grandfathering, administrative transfer process, and sibling preference.

## **Vote on the Recommendation (August)**

APS will present the recommendation and initial plan to the APS Board of Education. The Board will hold a vote on the recommendation in August.

## **Summer-Fall**

Continue engagement around the questions identified (Carver, Jackson, Midtown & Washington Clusters)

## NEXT STEPS: Phase 2

### **June 23rd Board Retreat:**

Discuss Property Parameters

### **June 23rd - August 10th:**

Communicate Property Parameters

### **August 11th Board Retreat:**

Present Phase 2 Scenarios and Property  
Share Engagement Plan

### **August - September:**

Engage on Phase 2 Scenarios and Property

### **October:**

Board First Read

### **November:**

Board Vote



# APPENDIX



**2017:** Board approves process for a long-range plan

**2018-2019:** Long-Range Planning Committee develops ideas to address overcrowding

**2019:** APS hired a team of consultants to help develop recommendations for the Facilities Master Plan.

**Over the past two years,** we have engaged the community on facilities planning, with a deep dive into the proposed scenarios over the past two months.

This consultant team submitted *their* final recommendations for Phase 1 on April 15th.

Our engagement provided a deeper understanding of the impact these decisions have on each school, neighborhood, family, and student. In developing these APS recommendations, **we focused on our shared values of excellence, equity, and engagement.**

## Background

# Community-wide Meetings

## Engagement

### Let's Talk

- Approximately 750 submissions since June 2021

### Surveys

- More than 200 specific survey responses from APS
- Additional survey responses from school-based surveys

#### Building Context

*October 2019*

- October 2 (Mays)
- October 16 (Sutton)
- October 17 (King)
- October 23 (District-wide)

#### Guardrails

*January 2020*

- January 8 (BEST/CSK)
- January 15 (Inman)
- January 16 (Therrell)
- January 22 (Washington)

#### Future Enrollment

*February 2020*

- February 5 (Mays)
- February 12 (Sutton)
- February 19 (King)
- February 20 (South Atlanta)
- February 25 (Inman)

#### Restart

*January 2022*

- January 25 (Virtual)

#### Scenarios

*March 2022*

- March 14 (Thomasville Heights)
- March 15 (Centennial)
- March 17 (Dunbar)
- March 19 (Midtown)
- March 29 (District-wide)

#### Board Retreats (5)

## GO Team Meetings

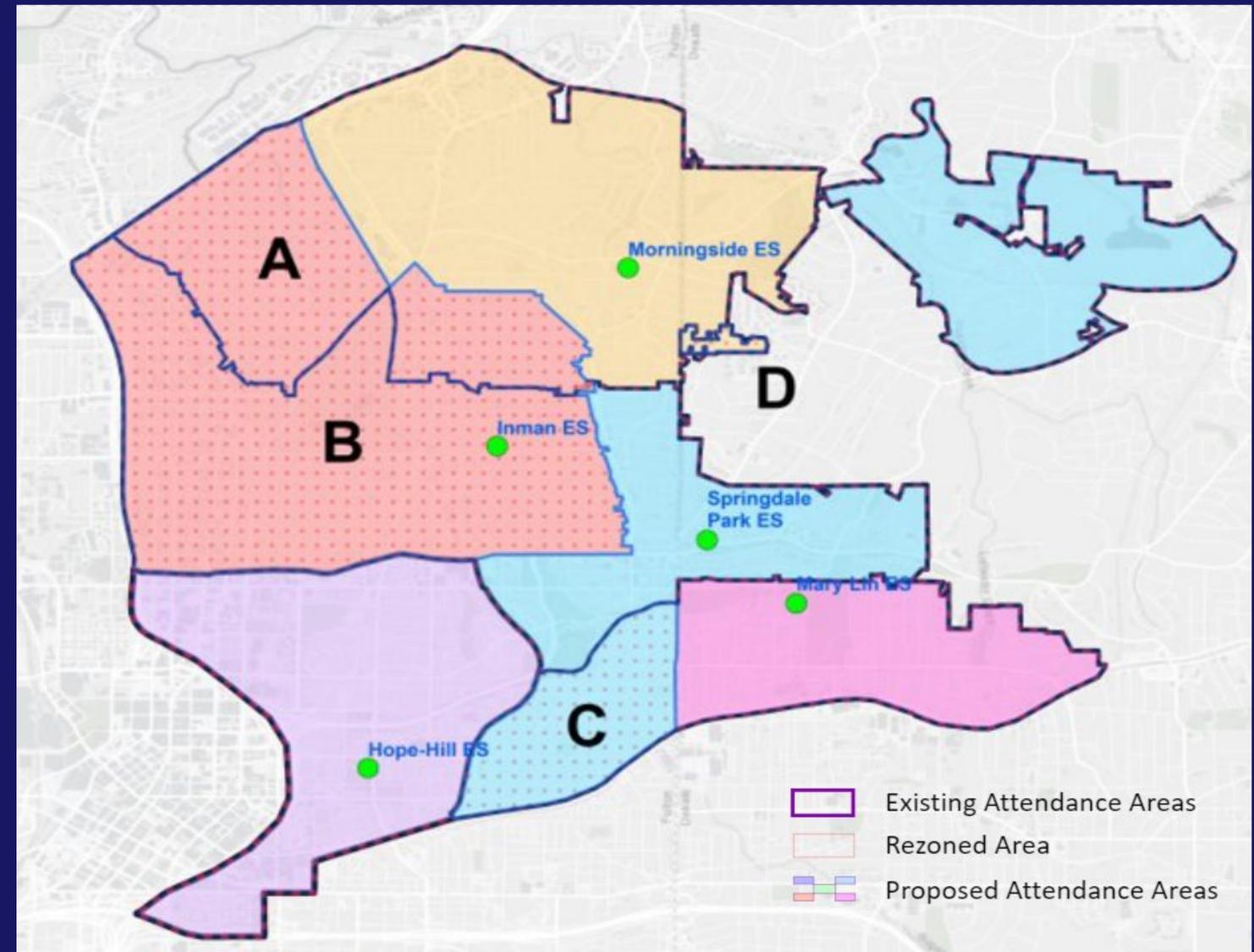
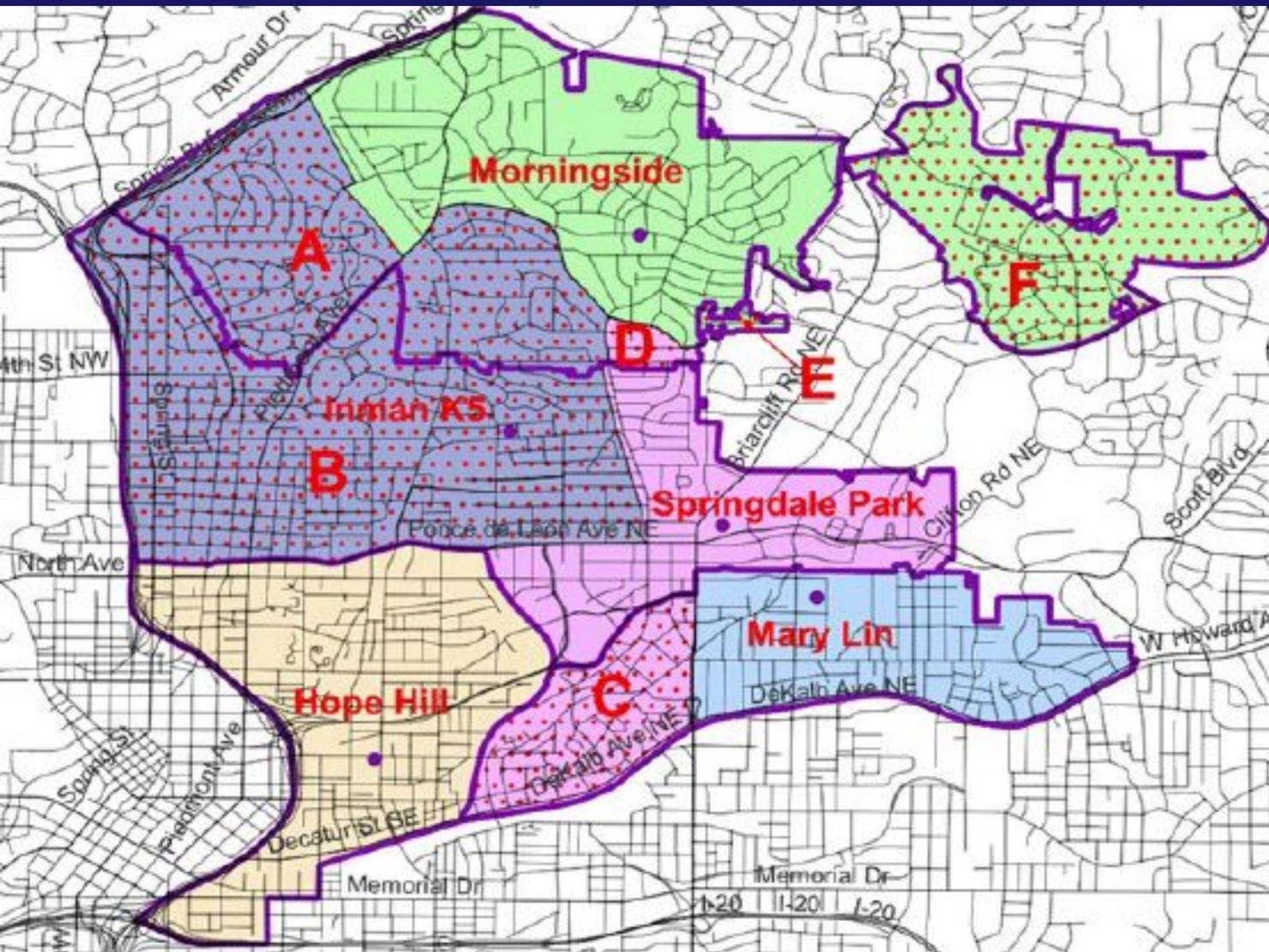
On Proposed Scenarios (March–April 2022)

- Midtown CAT (March 9)
- Midtown HS (March 14)
- Howard MS (March 15)
- Hollis Innovation (March 15)
- Price MS (March 17)
- Dunbar ES (March 17<sup>th</sup>)
- Centennial Academy (March 28)
- Springdale Park (April 12)
- Morningside (April 12)
- Booker T. Washington (April 13)
- Mary Lin (April 13)

# SIZEMORE CONSULTANT TEAM RECOMMENDATIONS

# MAY 2nd SUPERINTENDENT'S RECOMMENDATION

For School Year 2023-24, create a new K-5 at the Inman Facility and rezone neighborhoods to balance cluster elementary schools with updated attendance boundaries.



# Student Time on Bus (Current & Estimated based on the current 7:45am - 2:45pm bell schedule)

Estimated Pick Up & Ride Time Comparison SY2023-2024				
	Current Time	K-5 Schools	Dual Campus (Dedicated)	Dual Campus (Shared)
<b><u>Ansley Park</u></b>	Morningside ES	Inman ES	Inman & Spark ES	Inman & Spark ES
Prado & Prado NE	7:02 am (13mins)	7:03 am (12mins)	7:00 am SPARK (15mins)	6:29 AM
			7:05 am Inman (10mins)	Inman (31mins)
				SPARK (46mins)
<b><u>Inman Park</u></b>	Mary Lin ES	SPARK ES	Mary Lin ES	Mary Lin ES
Hale St NE & Lake Ave NE	7:00 am (15 mins)	6:52 AM (23 mins)	6:58 AM (17mins)	6:58 AM (17mins)
<b><u>Druid Hills</u></b>	SPARK ES	SPARK ES	Inman & Spark ES	Inman & Spark ES
1634 Ponce de Leon Ave NE	6:27 AM (48mins)	6:55:00 AM (20mins)	7:12 am SPARK (3mins)	6:44 AM
			7:00 am Inman (15mins)	Inman (16mins)
				SPARK (31mins)
<b><u>Midtown</u></b>	SPARK ES	Inman ES	Inman & Spark ES	Inman & Spark ES
5th St & Penn Ave	6:48 AM (27mins)	7:06 AM (9mins)	6:37 am SPARK (38mins)	6:28 AM
			6:35 am Inman (40mins)	Inman (32mins)
				SPARK (47ins)

# Historical Student Data

CCRPI over the past decade (not comparable across years, but can be compared across schools in a given year).

<b>School</b>	<b>2012 CCRPI</b>	<b>2013 CCRPI</b>	<b>2014 CCRPI</b>	<b>2015 CCRPI</b>	<b>2016 CCRPI</b>	<b>2017 CCRPI</b>	<b>2018 CCRPI</b>	<b>2019 CCRPI</b>
<b>Lin</b>	90.9	86.4	91.5	93.2	98.9	97.8	93.1	87.3
<b>Morningside</b>	93.7	96.1	94.1	98.2	96.5	94.7	97.8	96.7
<b>SPARK</b>	90.9	90.5	91.4	94.5	95.6	95.8	92.4	96.7

# Historical Student Data

Below is a chart of achievement (the focus at the time) during the early years.

4th Grade Reading (% Meets & Exceeds)

	2007	2008	2009	2010	2011	2012	2013
<b>Mary Lin</b>	92.9	95.8	97.5	98.0	100.0	98.8	98.7
<b>Morningside</b>	94.9	97.7	95.9	98.0	97.5	97.4	100.0
<b>Springdale Park</b>				100.0	100.0	96.4	100.0

4th Grade Math (% Meets & Exceeds)

	2007	2008	2009	2010	2011	2012	2013
<b>Mary Lin</b>	87.3	93.1	91.3	95.0	94.9	89.5	92.2
<b>Morningside</b>	87.5	90.2	92.5	92.9	97.5	93.0	100.0
<b>Springdale Park</b>				98.1	98.3	90.4	97.5