A photograph of a school computer lab. In the foreground, several students are seated at desks, each with a computer monitor and wearing headphones, suggesting they are practicing listening or speaking exercises. The students are seen from behind. In the background, a classroom is visible with more students at desks and a teacher. A sign on the wall in the background says "CREATE". The overall scene is dimly lit, with the text overlaid in white.

Atlanta Public Schools FACILITIES MASTER PLANNING

March 29, 2022

Agenda

1. Background
2. What We Heard
3. Common Questions
4. Next Steps

Facilities Master Plan Goals

The planning for this project is guided by these goals:

To equitably create innovative, sustainable, flexible, and efficient environments.

To equitably provide quality schools that align facility and academic objectives to strengthen communities.

To equitably distribute instructional space among facilities.

To equitably align property use, disposition, and acquisition with APS values and priorities while exploring alternative opportunities for the usage of facilities.

Criteria & Considerations

Criteria:

Meet APS BoE Goals: Schools and Other Properties

Build Community

Meet the FMP Guardrails: School and Site Capacity

Incorporate Facility's Geographic Setting

Considerations:

Relieve Pressure at Schools over Capacity

Boost Enrollment at under-capacity schools

Leverage Physical Boundaries: Neighborhoods, Roads, etc.

Manage the Impact of Change

Optimize 'feeder' (matriculation) pattern/flow from elementary through high school

Key Points

- **Enrollment Decline Across the District:** Loss of 2,000 students since Fall 2019
- **Capacity Availability:** Overall, APS has capacity in facilities across the district
- **Capacity Disparity:** That capacity availability is distributed unevenly
- **Rapid Change:** Enrollment Growth and the distribution pattern is changing rapidly (COVID, births, household make-up)
- **Future Enrollment Disparity:** Future enrollment is distributed unevenly (some gains, some losses)

Key Objective of the Facilities Master Planning Process is to align Facility Capacity with Future Enrollment

From Defining the Problem to Scenarios

The following Scenarios have been divided into four sets of Clusters based on the interrelated nature of their issues, or on the similarity of their issues. Each grouping has a Recommended Scenario and an Alternate Scenario:

1. **North Atlanta, South Atlanta, and Therrell** are grouped together and characterized by generally low utilization in their school facilities.
2. **Douglass Cluster** is characterized by a mixed and uneven distribution of Utilization among its school facilities with Woodson Park nearing full utilization while other schools have lower utilization.
3. **Mays Cluster** is characterized by over utilization in a group of elementary schools which are expected to experience continued growth.
4. **Midtown, Jackson, Washington and Carver** are characterized by extremely uneven utilization among its Elementary Schools, Middle Schools and High Schools.

Phase I Scenarios (School Year 2023-2024)

Midtown/Washington/Carver/Jackson Clusters

Dunbar: Redistrict Dunbar attendance area from MLK MS (Jackson HS) to Price MS (Carver Cluster HS) or Russell MS (Washington HS) (163 Middle School students affected and 255 High School students).

Centennial: Redistrict Centennial attendance area from Midtown HS to Washington HS (affects 229 students).

Midtown Elementary: Two Scenarios: (1) New K-5: Former Inman Middle School to serve as a K-5 elementary school, rezone to accommodate, or (2) Dual Campus: Springdale Park Facility is a K-2, with the Inman Facility as a 3-5 annex, rezone to accommodate

Engagement and Communication

Community-wide Meetings

- March 10th (District-wide)
- March 14th (Thomasville Heights ES)
- March 15th (Centennial Academy)
- March 17th (Dunbar ES)
- March 19th (Midtown Cluster)
- March 29th (District-wide)

Let's Talk

- Approximately 125 Submissions

Surveys

- More than 150 specific survey responses

GO Team Meeting Feedback

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

Dunbar Zone Redistricting

Potential Scenario Benefits

- Support Under Capacity Schools
- Address Jackson HS Over Capacity

Potential Scenario Challenges

- Dunbar Students, generally
- Less Diversity at King/Jackson
- Walkability/Attendance
- Safety/Gangs

Additional Feedback

- Process should be more inclusive and proactive
- The Cluster should focus on greater challenges than overcrowding
- Pittsburg and Summerhill shouldn't be split
- Bring Crim or Coan back online
- Consider Sylvan Hills, rather than Price (Purpose Built)

Dunbar Zone Redistricting

Why can't we reopen closed schools?

We can reopen closed schools; however, there is a surplus of middle and high school capacity in APS, including the clusters next door (Carver and Washington) to the Jackson cluster.

Why weren't other schools considered for rezoning?

Dunbar was considered because of its unique geographic characteristics, primarily its proximity to Washington HS and distance from Jackson HS, as well as the only elementary attendance area in the Jackson cluster that is west of the downtown connector.

Dunbar Zone Redistricting

How do we ensure all schools are high-performing?

2021-2026 Board Goals



GOAL 1: LITERACY
PROFICIENCY



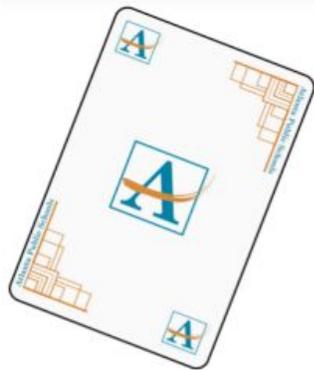
GOAL 2: NUMERACY
PROFICIENCY



GOAL 3: POST-GRADUATION
PREPAREDNESS



GOAL 4: COLLEGE AND
CAREER READINESS



Accountability
Continuous Improvement
Equity
Support



Dunbar Zone Redistricting

What lens are we using for equity?

An equity lens is the process of **paying disciplined attention to historically marginalized populations** (race, ethnicity, ability, gender, etc.) while analyzing problems, looking for solutions and defining success. Application of an equity lens helps to illuminate disparate outcomes, patterns of disadvantage, and root causes.

1. **Address the issues of over-utilization and over-capacity at several of our schools.**
2. Look at the **student demographic shifts within each scenario** to determine if the shift on any one student demographic subgroup (race, Student with a Disability, gender, etc.) would be significant enough to warrant further analysis of equity impact.
3. Work with APS leadership and community stakeholders to address equity impact.

Centennial Zone Redistricting

Potential Scenario Benefits

- Reduction of Students at Midtown HS
- Increase of Students to Washington HS

Potential Scenario Challenges

- Students pulled from “higher performing” school to “lower performing” school
- Impact to Diversity at Midtown HS
- Homeowners

Additional Feedback

- More engagement is needed. Ensure our voice is heard.
- Review other options, like rezoning to North Atlanta
- Rezone other areas out of Midtown Cluster to address diversity challenges
- Ensure rezoning shifts students to equally performing schools
- Improve academic performance across all schools to create less disparity

Centennial Zone Redistricting

Are other options being explored to redistrict out of Midtown HS, such as redistricting any of the cluster schools on the North or East sides of the connector?

No. North Atlanta HS and Jackson HS do not have the capacity to take in additional students.

What are the options for residents who are opposed to being rezoned to a different cluster?

Before a recommendation is voted on by the APS Board of Education, continue to share your feedback through the survey, Let's Talk, and your board members.

If the rezoning takes place and you choose not to attend your new zoned school, families can request administrative transfers to any school with less than 90% capacity.

Centennial Zone Redistricting

What is the plan for ensuring educational equity between the clusters and schools?

Role of Center for Equity + Social Justice (CESJ)

Collaborating with district leaders, who are responsible for ensuring educational equity, as thought-partners

Engaging district leaders as accountability partners

Supporting district leaders in measuring progress toward achieving equity, conducting root cause analyses for any patterns of disadvantage and disparate impact, and in authentically engaging diverse stakeholders in the decision and deliberation making process.

This year, several equity audits have been conducted and it is the CESJ's hope that the data from these will be used to develop a plan to ensure educational equity between the clusters and schools.

Data

We will ensure equity by triangulating multiple forms of student data to inform decision making.

- Student Achievement/ Growth data (i.e. MAP, student grades)
- Demographic data
- School process data (i.e. attendance, discipline)

Midtown Elementary Schools

Potential Scenario Benefits

- Schools are no longer overcrowded
- Students who do not change schools
- Long-term solutions for elementary
- Potential space for pre-K

Potential Scenario Challenges

- Students shifting schools, particularly older grades
- Less diversity at some schools
- Future capacity challenges at HS
- Split neighborhoods

Additional Feedback

- Grandfathering is requested
- Diversity and Transportation should be taken into consideration
- Street lines should be reviewed and adjusted
- Request from Home Park/Howell Station to be zoned for K-5

Our community has shown that we can tackle any challenge in front of us and leave these places in a significantly better place than we found.

Midtown Elementary Schools

K-5 Option

Benefits

- Increased walkability, less bus time
- Long-term solution
- Cohesive elementary experience
- Diverse age exposure/experience
- Smaller school

Challenges

- Hiring new staff, administration
- Logistics of bringing a new school online
- Time to build community
- Split neighborhoods

Dual Campus Option

Benefits

- Creates stability and continuity of an existing school community
- Less staff/administration impact
- Keeps VaHi together
- Keeps Inman Park at Mary Lin

Challenges

- North areas rezoned to a dual campus is logistically difficult
- Difficulty with siblings at different campuses
- Becomes largest elementary school

Midtown Elementary Schools

Will diversity be taken into account?

Several factors were considered by the consultants in drawing the proposed attendance area lines: proximity to school facility, using major roads as boundaries where possible, and keeping neighborhoods intact where possible. Sometimes one factor took higher precedence over another, but the consultants tried to balance each factor as they developed the new lines.

How were the lines drawn and neighborhoods split?

Several factors were considered by the consultants in drawing the proposed attendance area lines: proximity to school facility, using major roads as boundaries where possible, and keeping neighborhoods intact where possible. Sometimes one factor took higher precedence over another, but the consultants tried to balance each factor as they developed the new lines.

Midtown Elementary Schools

Will we be back here in 5 years?

The consultants have suggested that since we are still in the tail-end of the latest COVID wave, we do not know the new norms for student enrollment post-COVID. The future population of Atlanta, driven by affordability of housing, post-COVID patterns, and new housing growth, will determine our need to revisit the idea of making shifts in facility usage. APS monitors annual enrollment to keep tabs on localized population and school enrollment trends.

If students from the Centennial Academy zone are redistricted to the Washington Cluster, Midtown HS is projected to be 94% full in 5 years. Programmatic changes are recommended for those schools between 90%-105% capacity (eg. Administrative Transfers • Floating Teachers • Full use of classroom during Planning Period)

Why does Inman Park need to be moved?

In Scenario 1 for Midtown Elementary Schools, if the Inman neighborhood stays at Mary Lin the utilizations across the Cluster would be as follows: Springdale 42%; Inman 69%, Morningside 78%, Mary Lin 82%, Hope Hill 82%.

Next Steps

Since the first community meeting, internally, APS has been reviewing the impact these scenarios have on students, schools, and communities.

March - April 15th: Community Engagement

We will continue receiving community engagement until April 15th. This includes multiple GO Team meetings the week of April 11-15.

April 15th: Sizemore Group Final Recommendation

The Sizemore group will submit their final recommendation to APS

April 15th - April 29th: Draft APS Recommendation

APS will review Sizemore's final recommendation along with additional community engagement to develop recommendations for the May Board Meeting (First Read)

May 2nd: Board First Read

May 2nd - June 3rd: Community Engagement

Continue to receive feedback on the APS recommendations

June 6th: Board Vote