

Atlanta Public Schools FACILITIES MASTER PLAN Phase One Recommendations

Originally Submitted April 15, 2022.

Resubmitted April 22, 2022 to address grammar, spelling, and formatting.



Sizemore Group, LLC

TABLE of CONTENTS

1. Executive Summary.....	page 3
2. Background.....	page 7
3. Methodology and Guidelines.....	page 10
4. Findings and Recommendations.....	page 16
5. Appendix	page 30

1.Executive Summary

Background

The Atlanta Board of Education is seeking to optimize the usage and efficiency of all Atlanta Public School (APS) facilities. In 2019, the Atlanta Board of Education decided it was important to seek opportunities for optimizing the use of space and the efficiency of all APS facilities. Establishing strategic, system-wide goals as the basis for future construction expenditures and planned facilities improvements was prioritized. Similarly, establishing a community-wide engagement process to share issues of optimum facility size, use, and operational costs was made a priority.

In Summer of 2019, the Sizemore Group consulting team initiated that process. The team proceeded to complete the first three phases of the work and had proceeded into the Recommendations Phase when work was stopped by early 2020, in response to the COVID19. Work resumed in Fall of 2021 with a modified scope focused on providing an update of data to reflect current conditions. Key topics addressed were the effect of COVID, the most recent City of Atlanta Birth rates, and refinements to the Atlanta Regional Commission’s projections. Other updates included changes in facilities due to progress or completion of projects in design / construction.

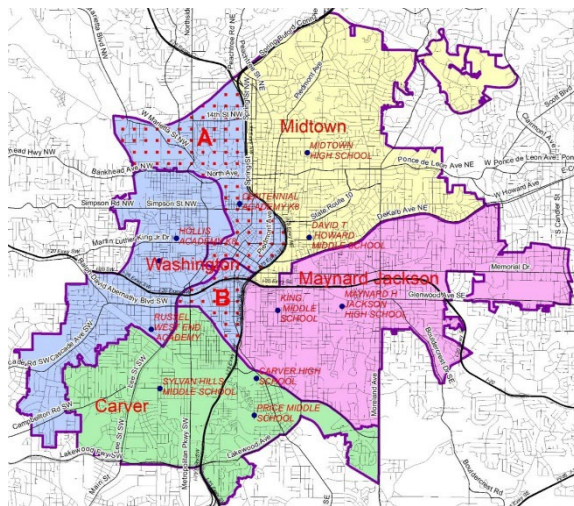
This document represents a record of the process and findings that led to the first round of recommendations.

Process	Findings
<pre> graph TD 1((1)) --> 2((2)) 2 --> 3((3)) 3 --> 4[Update Current & Projected Capacity – Fall 2021] 4 --> 5((4)) 5 --> 6((5)) 6 --> 7((6)) </pre>	<ul style="list-style-type: none"> Through 2031-32, the district has enough facility space to house the 2021-22 enrollment capacity, but it is not evenly distributed Growth rate is shifting from the current rate Growth is projected to be at a slightly slower rate than pre-COVID <p>Post COVID “norm” is still unknown Therefore, the plan needs to focus on:</p> <ul style="list-style-type: none"> Addressing the most immediate overcrowding conditions. This may include accelerating decisions that are critical in the next 2-3 years Establishing sound scenarios for implementation through 2026-27 Being Flexible – allow to adjust for the real post COVID norm <p>Setting a process for more frequent reviews and updates</p>

Recommendations

Following is the recommended scenario for Phase One, which is to be started in 2023-24. The recommended actions impact the **Midtown, Jackson, and Washington** clusters. This grouping is characterized by extremely uneven utilization among its Elementary, Middle and High Schools. As a note, the recommended scenario:

- Addresses school facilities, school and cluster boundaries and school enrollment only
- Maintains existing K-5, 6-8, 9-12 grade configurations
- Provides a roughly balanced utilization among the affected schools, while maintaining guidelines. School zone and cluster boundary are drawn along neighborhood boundaries and natural barriers such as major roads, where possible.
- Limits construction because sufficient capacity exists nearby



Middle School and High School Cluster Moves

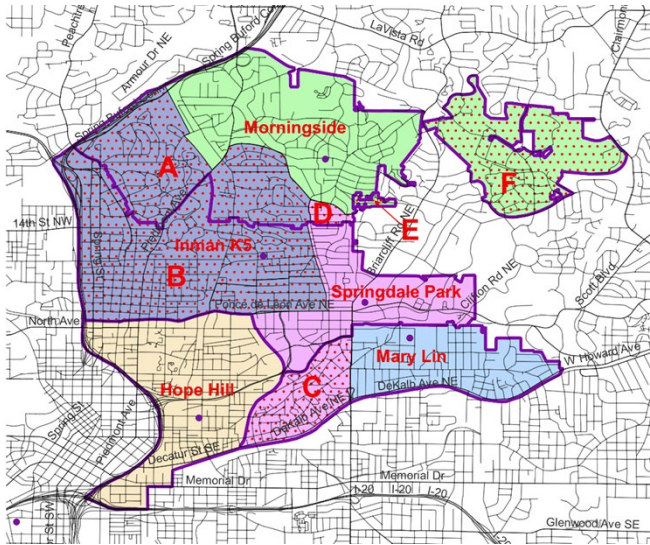
A: Redistrict Centennial attendance area from Midtown HS to Washington HS (affects 229 students).

B: Redistrict Dunbar attendance area from MLK MS (Jackson HS) to HJ Russell MS (Washington HS). (163 middle school students and 255 high school students are affected.)

Recommended High School and Middle School Utilization

Cluster	School	"As-Is" 2026-27 SY			Recommendation: Dunbar to Washington cluster, Centennial to Washington 2026-27 SY		
		Enrollment	Capacity	Utilization	Enrollment	Enrollment Diff	Utilization
Midtown	Midtown HS	1820	1700	107%	1591	-229	94%
Jackson	King MS	842	960	88%	679	-163	71%
	Maynard Jackson HS	1643	1513	109%	1388	-255	92%
Washington	HJ Russell MS	295	1194	25%	458	+163	38%
	Washington HS	810	1633	50%	1294	+484	79%

Note: The recommendation in the chart above reflects enrollment projected for 2026-27 SY. School lines are redrawn across Midtown, Jackson, and Washington clusters, during the 2023-24 school year.



Midtown Cluster Elementary Schools – 2023-24 SY:

- 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 234 students from Morningside, south and west along the Beltline from the Interstate 85 to Piedmont Ave. to the Inman facility. Then north on Piedmont to East Morningside, and southeast on North Morningside.

B: Move 493 students from the western portion of Springdale Park, north of Ponce De Leon and west of Highland Ave. to the Inman facility.

C: Move 171 students, from the whole of the Inman Park Neighborhood, west of Moreland Avenue in the Mary-Lin attendance area to Springdale Park.

D: Move 30 students from Morningside south of North Morningside and east of Highland to Springdale

E: Move 9 students from the isolated area north of Springdale to Morningside.

F: Move 14 students from the DeKalb County/Emory Annexed area (in Springdale zone) to Morningside.

Recommended Midtown Cluster Elementary School Utilization

Cluster	School	"As-Is" 2026-27 SY			Recommendation: Inman as K-5 2026-27 SY		
		Enrollment	Capacity	Utilization	Enrollment	Enrollment Difference	Utilization
Midtown	Hope-Hill ES (K-5)	408	497	82%	408	0	82%
	Inman ES (K-5)	0	932	0%	727	+727	74%
	Mary Lin ES (K-5)	625	758	82%	454	-171	60%
	Morningside ES (K-5)	896	867	103%	655	-241	76%
	Springdale Park ES (K-5)	801	758	106%	500	-301	66%

Note: The recommendation in the chart above reflects enrollment projected for 2026-27 SY. Changes are effective the 2023-24 school year.

Grandfathering

Rezoning will not take effect until the beginning of the 2023-24 school year. At that time, if a student is allowed by the grandfathering described below, and if they follow the requirements of Atlanta School Board Policy Document Regulation (JBCCA-R), they may be allowed to complete their studies at their prior, pre-rezoning school. Student transfer regulations are outlined in Board policy as defined in the following link:

<https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36031014&revid=jknjxTVzsLkdWrklyQ99TA==&ptid=amlgTZiB9plushNjl6WXhfiOQ==&secid=p6v70fD4K8ukRv6vtplusTtSg==&PG=6&IRP=0>

This regulation requires that the student register and apply to stay at their old school, and if there is sufficient capacity, and if they provide their own transportation, they may continue their education at the pre-rezoning facility. Sibling preference is not included in this grandfathering. Siblings can apply for Administrative Transfer if capacity exists.

Dunbar:

We recommend the students already enrolled in Martin Luther King Jr. Middle School (MLK Jr. MS) in the 2022-23 school year may complete their studies at MLK Jr. MS.

Jackson High School will have the capacity to allow the rising 11th and 12th graders in the 2023-24 school year to complete their High School experience at Jackson High School. If they all elect to complete high school at Jackson, the year 2023-24 is projected to have a 102% utilization for one year and after which the utilization rate is projected to fall below 100%. The principal will need to put in place administrative measures to ensure adequate capacity.

Centennial:

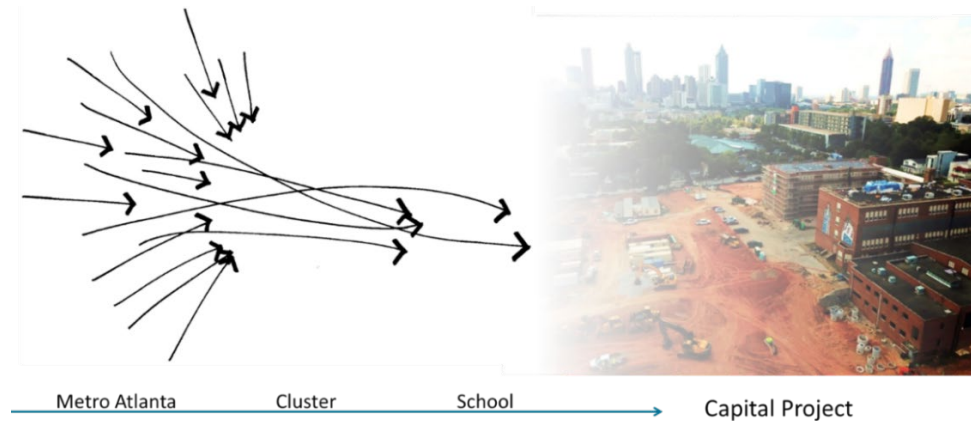
Midtown High School will have capacity to allow the rising 11th and 12th graders in the 2023-24 school year to complete their High School experience at Midtown High School.

Midtown Elementary Schools:

We recommend uniform grandfathering in the Midtown Cluster to avoid confusion between elementary schools. Our recommendation for the cluster is that rising third through fifth graders in the 2023-24 school year may continue their studies to completion at the school they are currently attending.

2. Background

Strategic Facilities Master Planning for APS



The intended product is a set of projects (schools) for upcoming funding. To provide the best physical solutions, the team considered:

1. Physical setting: Cluster, APS System and City of Atlanta.
2. Time: current and future (5 years, 10 years out) conditions

Beyond, this effort is also a process that engages others throughout and sets a model for how APS may continue to monitor, update, and recalibrate the use of space in order to meet their goals and needs.

Participants

The consultant team worked under the direction and supervision of APS Chief of Operations. A Facilities Master Plan Oversight Committee guided the daily process and included staff from facilities, as well as other key units of APS. Other APS units contributed by way of data, review, and comment throughout the process. At key information and decision-making points, the Atlanta Board of Education was engaged by way of retreats.

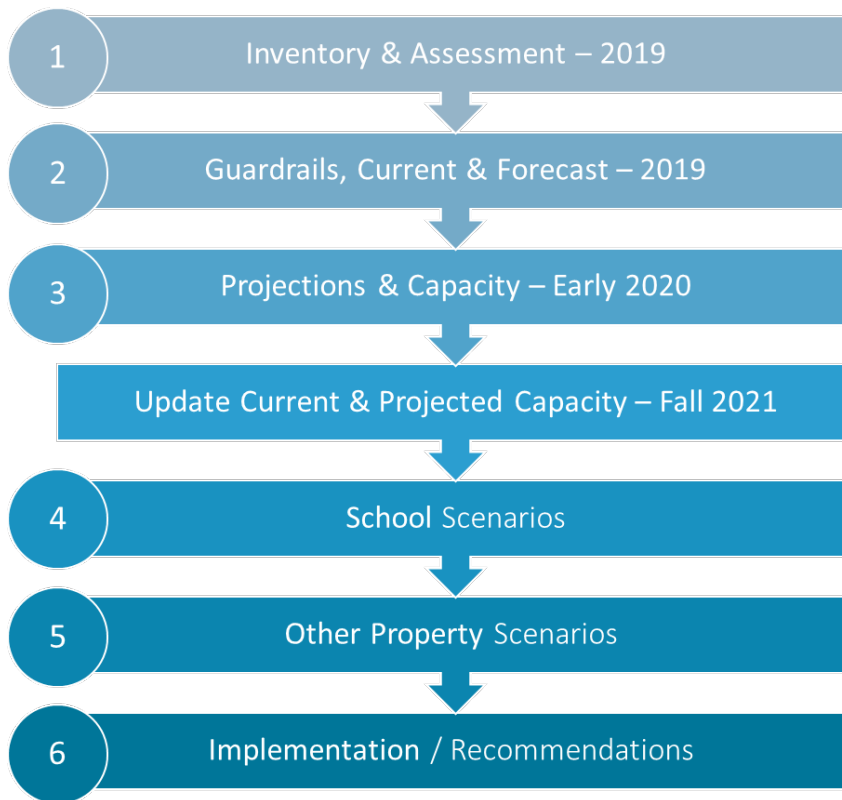
Member firms of the Consultant Team:

- Sizemore Group – prime firm, led in planning and management
- Koski Bleakley Advisory – led in demographic and housing assessment
- Sycamore – led in community engagement
- HLH Strategies – led in communication through early 2020

Community Engagement happened in a variety of means: face to face meetings, online forums, online surveys, question / answers, flyers, etc. Below is an approximation of the various sessions:

- 19 Community conversations
- 5 Board Retreats
- 2 Expanded Cabinet Meetings
- 2 Senior Cabinet Meetings

Scope and Flow



The Scope and Flow process is broken into 6 Phases:

1. **Inventory and Assessment** –Set Goals, gathered, and assessed existing conditions. Goals were set by way of engagement sessions with the Atlanta Board of Education. Data related to existing conditions was provided by APS staff and augmented by data gathered through City of Atlanta units, Atlanta Housing, Atlanta Regional Commission, and other industry sources.
2. **Guardrails, Current and Forecast** – Established methodology, definitions and guidelines for assessing the use of facility and forecasting enrollment. These were informed by industry and state standards and unique APS factors related to equity such as the SSF formula.
3. **Projections and Capacity** – Based on the above, each school’s capacity to meet current and future enrollment was established.
4. **School Scenarios** – Once future capacities were set, scenarios for how to optimize utilization were developed. These led to the first round of recommendations presented in this document.
5. **Other Property Scenarios** – *Forthcoming phase that will integrate the balance of the school recommendations with the use of other properties owned by APS.*
6. **Implementation** – *Forthcoming phase that will outline key steps for implementing all recommendations.*

Engagement and Communication

A Facilities Master Plan Oversight Committee guided the daily process and included staff from facilities and other key units of APS. Extended participation came from additional APS units who contributed by way of data, review and comment throughout the process. Early in the process, additional data gathered by engaging with external sources such as several City of Atlanta units, Atlanta Housing, Atlanta Regional Commission and others.

At key information and decision-making points, the Atlanta Board of Education was engaged by way of retreats. The process allowed for a feedback loop in each phase during which input from various groups was received and considered. Feedback started when each APS BoE retreat happened and was followed by community engagement sessions.

Community engagement happened in a variety of means: face to face meetings, online forums, online surveys, question and answers, flyers, etc. During the process, we had several opportunities to engage various groups by way of approximately:

- 19 community conversations
- 5 board retreats
- 2 expanded cabinet meetings
- 1 senior cabinet meeting



Facilities Master Plan Goals

Process is founded on the goals listed below. The goals were established early and speak to equity throughout. This Scope of Work of the Facilities Master Plan focuses on the third goal, which may be restated as: *The equitable distribution of instructional space within the facilities / sites*. The ultimate intent is to align all property use with space need. Master plan goals include:

- 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.

3.Methodology and Guidelines

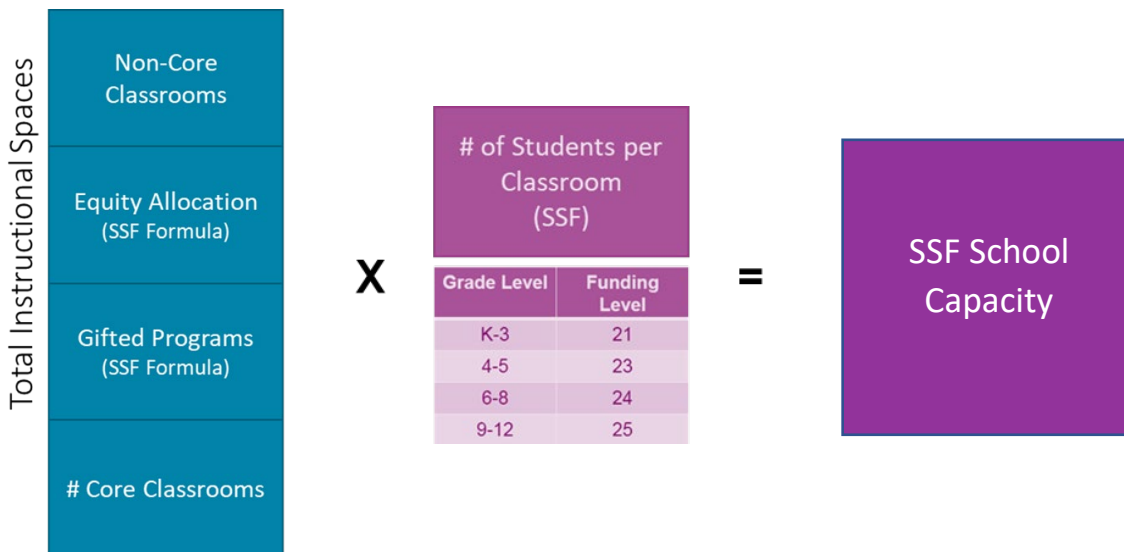
School Capacity

This methodology aims to address three things for every school:

Provide baseline – spaces that every school should have

Provide flexibility – giving some autonomy to schools

Address equity – provide extra space based on need for wrap-around services, etc.



The total number of Instructional Units remaining after excluding the Non-Core Classrooms, Equity Allocation (Psychological and Social support), and Gifted Programs is multiplied by the number of Students per Classroom. The number of Students per Classroom is determined using the Funding Level numbers used for each respective grade level.

Note: Capacity for Charter Schools is set by the specific charter agreement with APS.

SSF Methodology will require additional space for lower class size and wrap around services as compared to MAX Class Size Methodology

Non-Core Classrooms:

Elementary

Music (1), Art (1), Media (Computer Lab) (1), Science (1), Self-Contained Classroom (Varies), Gym (1), Media Center (1), Pre-K (Varies)

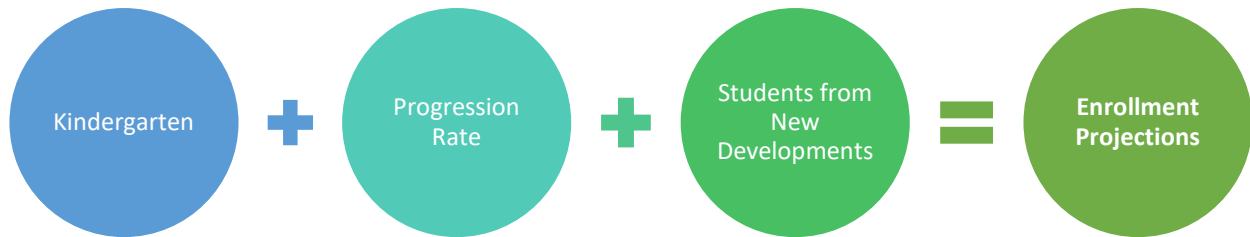
Middle School

Fine Arts Suite (4), CTAE labs (2), Gym (1), Health (2), Self-Contained Classroom (Varies), Auditorium (1), General Lab (1), Media Center (1)

High School

Competition Gym (1), Practice Gym (1), Health (2), JROTC Suite (2), Fine Arts Suite (Art, Music, etc.) (6), Self-Contained Classroom (Varies), Auditorium (1), CTAE Labs (3), Media Center

Enrollment Projections

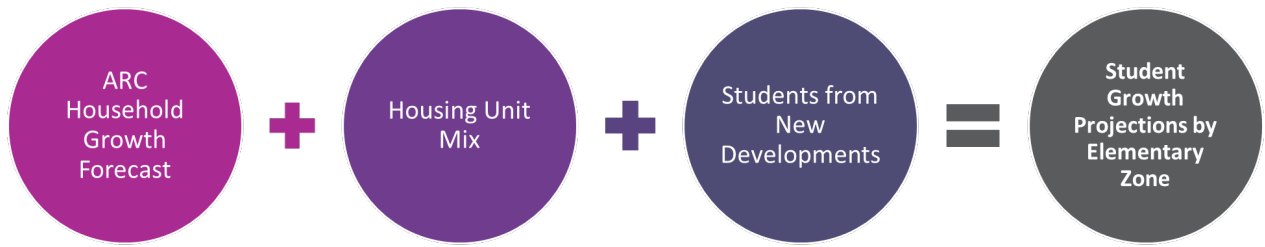


The Cohort Survival method was used to determine how students would progress from birth through high school graduation.

Birth rates for the last ten years for each elementary school zone were gathered from the Georgia Department of Vital Statistics and a ratio was created between the number of live births in that elementary school zone against the number of children that enrolled in kindergarten five years later.

Similar ratios were made for each successive grade to determine what proportion of each grade progressed to the next grade the following year. By using these ratios and applying them to children that are not yet in school, we forecasted the student enrollment of those that were born in the APS district.

This projection method does not include students that move into the area. For those students, we analyzed the students coming from new housing.

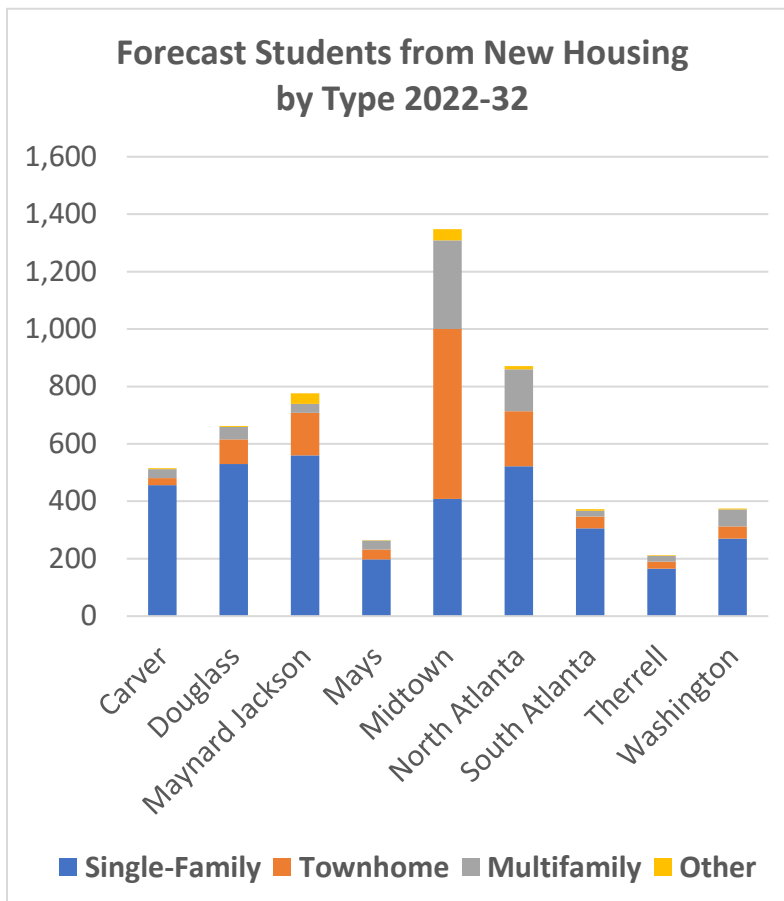


The ARC Household Growth forecast:

- Was annualized to 2032
- Was normalized to HS Clusters
- Assessed large, known, mixed income planned developments
- Provided annual growth projections for elementary zones

We then applied current Housing Unit Mix, with some modifications, to growth forecast. This provided Growth Projections for Elementary Zones by unit mix

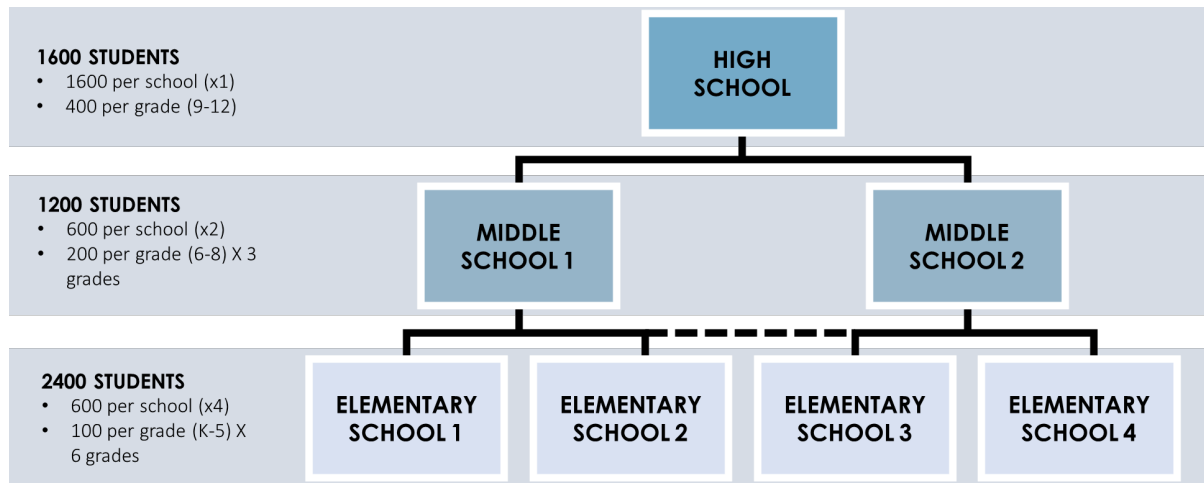
We determined current student population per housing unit type and applied it to Housing Unit Mix projections which were adjusted due to lower new housing student yield factors. The process described above yielded the Student Growth Projections by Elementary School Zone.



The clusters' (bottom of chart) student growth (vertical axis) is affected by the age and price of the housing units in that cluster. The clusters with the highest yield factors for multifamily units typically have multifamily housing stocks that are older with lower rents.

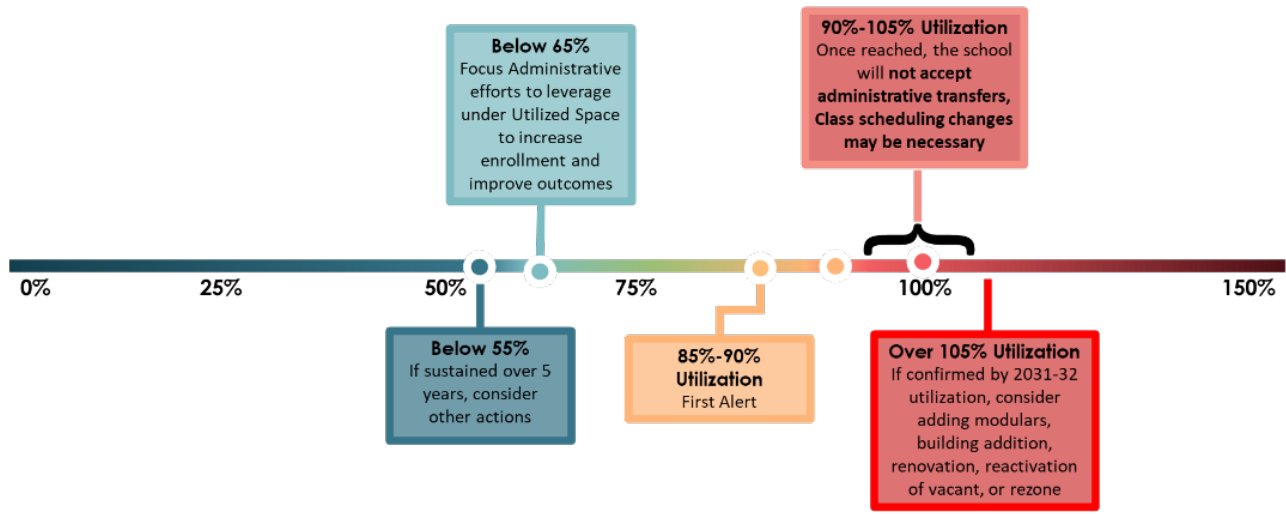
Currently, on average, one student comes from every ten apartments and from every three single-family homes and townhomes.

Feeder Pattern



The feeder pattern has been maintained. Designated elementary schools feed designated middle schools, which in turn feed the designated high school in each cluster. This means that when a high school becomes overcrowded, a middle school or an elementary school needs to be removed from the Cluster or the high school will continue to be overcrowded.

Triggers by Utilization



Recommended Actions by Utilization Triggers were established with the intent of managing changes in school capacity.

Triggers start at 90% to 105% utilization with a series of administrative actions that can be taken prior to the need for construction such as:

- **Elementary Schools:**
 - Terminate Administrative Transfers
 - Use floating Art & Music teachers
- **Middle & High Schools:**
 - Terminate Administrative Transfers
 - Floating Teachers
 - Full use of classroom during Planning Period

When utilization reaches 105%, considerations will include:

- Modular classrooms (if site will accommodate)
- Changing school zones within an existing cluster to shift enrollment from over-utilized schools to under-utilized schools
- Changing cluster boundaries
- Addition, renovation, re-activation of schools, new construction

Our Purpose

Recommendations will leverage opportunities to accommodate future enrollment within APS properties (active and inactive) with the ultimate objective of creating optimal learning within the physical and financial resources available.

Criteria and Considerations

Criteria:	Considerations:
Meet APS BoE Goals: Schools and Other Properties	Relieve Pressure at Schools over Capacity
Build Community	Boost Enrollment at under-capacity schools
Meet the FMP Guardrails: School and Site Capacity	Leverage Physical Boundaries: Neighborhoods, Roads, etc.
Incorporate Facility's Geographic Setting	Manage the Impact of Change
	Optimize 'feeder' (matriculation) pattern/flow from elementary through high school

Criteria:

- The BoE Goals, in the context of schools, properties and their communities / geographic setting.
- The guardrails set upfront: How we measure space use, capacity and how we determined enrollment.

Considerations:

- Priority is schools OVER capacity while simultaneously boosting enrollment.
- Leverage Physical boundaries: neighborhoods, roads
- Work within the context of grade configuration pattern – groups of elementary schools, middle schools, high schools and their combined capacity, today, 5 years, and 10 years out.
- Manage the impact of change forthcoming by monitoring certain utilization (capacity of a school versus how many are enrolled).

4. Findings and Recommendations

Findings:

- Through 2031-32, the district has enough facility space to house the 2031-32 enrollment capacity, but it is not evenly distributed.
- Growth rate is shifting from what it is today
- Growth is projected to be at a slightly slower rate than pre-COVID
- Post COVID “norm” is still unknown

Therefore, the plan needs to focus on:

- Addressing the most immediate overcrowding conditions which may include accelerating decisions that are critical in the next 2-3 years
- Establishing sound scenarios for implementation through 2026-27
- Being Flexible – allowing for adjustment for the real post COVID norm
- Setting a process for more frequent reviews and updates

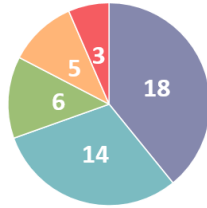
Elementary School Utilization – Current & Future

In the future, at same capacity:

1. More schools are underutilized.
2. Overall – better utilization across the district.
3. The Inman Facility will be used to resolve Elementary School overutilization.

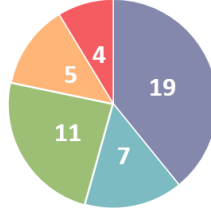
COLOR INDEX	
Red	Enrollment > 90% of Capacity
Orange	Enrollment between 75% - 90%
Green	Enrollment between 65% - 75%
Blue	Enrollment between 55% - 65%
Purple	Enrollment < 54%

2021-22
Utilization Rate for
Elementary Schools (SSF)



46 Total Elementary Schools in 2021-22

2026-27
Utilization Rate for
Elementary Schools (SSF)



46 Total Elementary Schools in 2026-27

Facilities Master Planning 54

By 2026-27:

There will be only four **elementary schools** that are overcrowded, and two of them are non-traditional schools, one conversion charter and the other a partnership school. In these schools the overcrowding will not become critical for a few years.

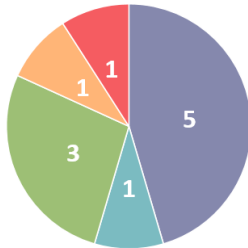
Middle School Utilization – Current and Future

In the future, at the same capacity:

1. More schools are underutilized.
2. Overall – more capacity across the district.

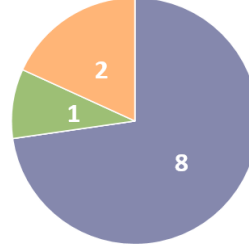
COLOR INDEX	
Red	Enrollment > 90% of Capacity
Orange	Enrollment between 75% - 90%
Green	Enrollment between 65% - 75%
Blue	Enrollment between 55% - 65%
Purple	Enrollment < 54%

2021-22
Utilization Rate for Middle Schools (SSF)



11 Total Middle Schools in 2021-22

2026-27
Utilization Rate for Middle Schools (SSF)



11 Total Middle Schools in 2026-27

Facilities Master Planning 59

Middle schools will have sufficient capacity.

High School Utilization – Current and Future

In the future, at the same capacity:

1. Two schools increase their overutilization.
2. Overall – More capacity at a greater number of High Schools.

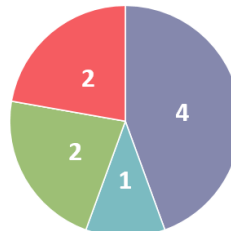
COLOR INDEX	
Red	Enrollment > 90% of Capacity
Orange	Enrollment between 75% - 90%
Green	Enrollment between 65% - 75%
Blue	Enrollment between 55% - 65%
Purple	Enrollment < 54%

2021-22
Utilization Rate for High Schools (SSF)



9 Total High Schools in 2021-22

2026-27
Utilization Rate for High Schools (SSF)



9 Total High Schools in 2026-27

Facilities Master Planning 64

Two **high schools** which are already nearing full capacity, will become overcrowded.

Recommendation

The following recommendation addresses only Phase One to be started in 2023-24. It includes Midtown, Jackson, Washington, and Carver as characterized by extremely uneven utilization among its Elementary, Middle, and High Schools.

This Recommendation:

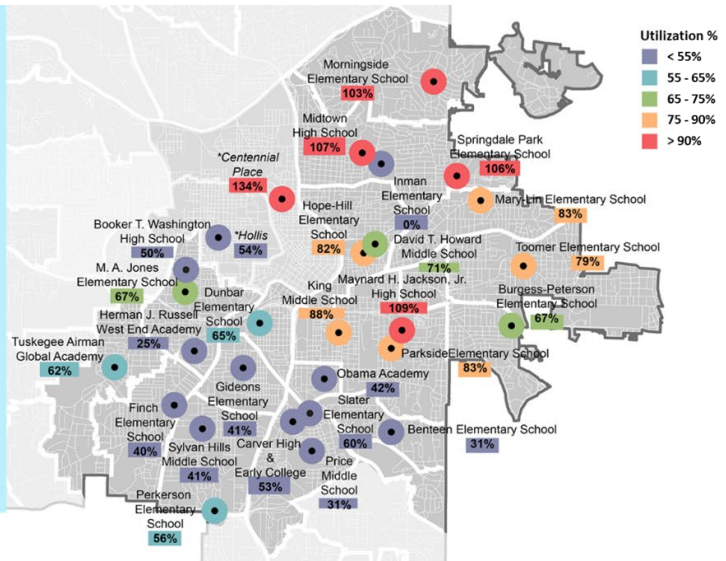
- Addresses school facilities, school and cluster boundaries, and school enrollment only
- Does not consider the teaching, course of study, and the specific allocation of resources within schools
- Maintains existing K-5, 6-8, 9-12 grade configurations
- Provides a roughly balanced utilization among the affected schools, while maintaining guidelines, school zone, and cluster zone lines along neighborhood boundaries and natural barriers such as major roads
- Limits construction because sufficient capacity exists nearby

Implementation of rezoning begins no earlier than 2023-2024 school year

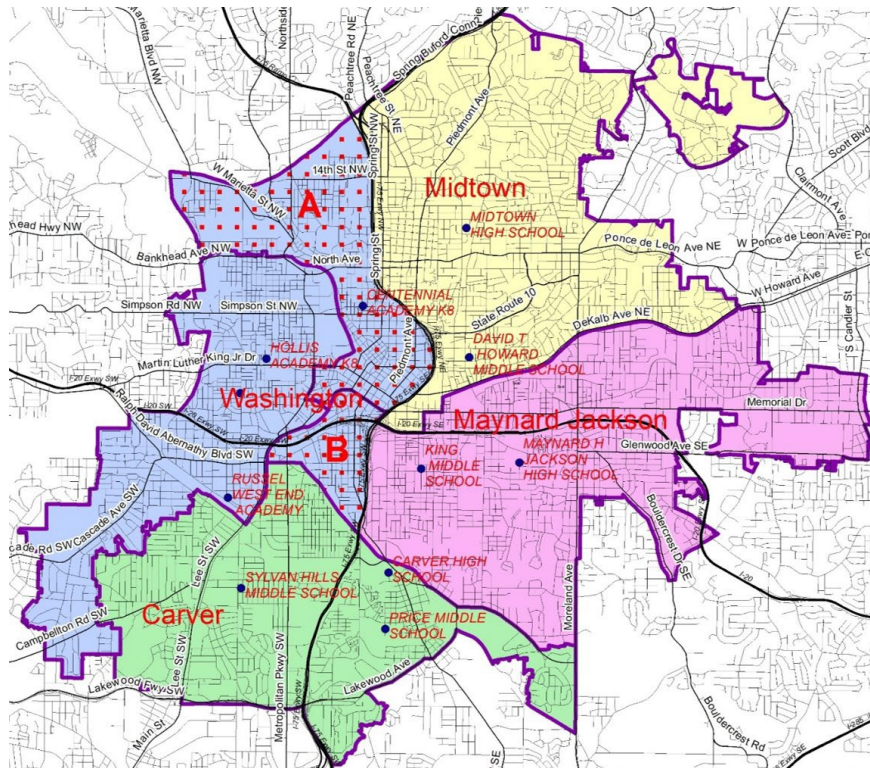
Midtown, Jackson, and Washington Clusters-- “Do Nothing” Utilization 2026-27

Future utilization, without changes to the facilities,

- Midtown Clusters have over utilization in both K-5 and K-8 schools
- Midtown and Jackson High Schools will become over utilized.
- Midtown High School site cannot accommodate additional construction or portable classrooms.
- Inman facility is vacant
- Underutilization in the Middle Schools in the Washington clusters.



Rezoning to Relieve High School Overcrowding



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

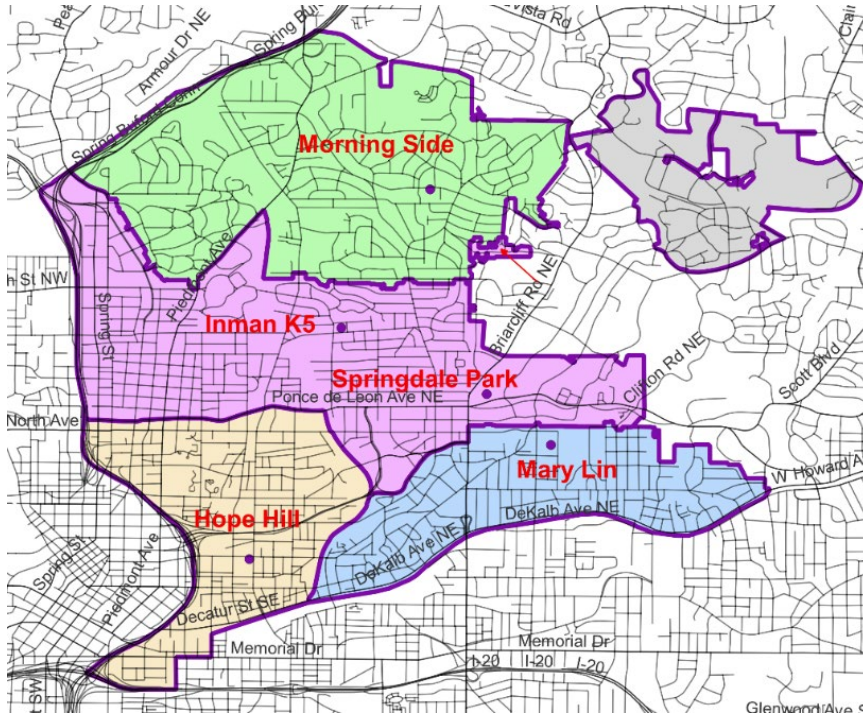
B: Redistrict Dunbar attendance area from MLK MS (Jackson HS) to HJ Russell MS (Washington HS). (163 middle school students and 255 high school students are affected.)

Recommended High School and Middle School Utilization

Cluster	School	"As-Is" 2026-27 SY			Recommendation: Dunbar to Washington cluster, Centennial to Washington 2026-27 SY		
		Enrollment	Capacity	Utilization	Enrollment	Enrollment Diff	Utilization
Midtown	Midtown HS	1820	1700	107%	1591	-229	94%
Jackson	King MS	842	960	88%	679	-163	71%
	Maynard Jackson HS	1643	1513	109%	1388	-255	92%
Washington	HJ Russell MS	295	1194	25%	458	+163	38%
	Washington HS	810	1633	50%	1294	+484	79%

Note: The recommendation in the chart above reflects enrollment projected for 2026-27 SY. School lines are redrawn across Midtown, Jackson, and Washington clusters, during the 2023-24 school year.

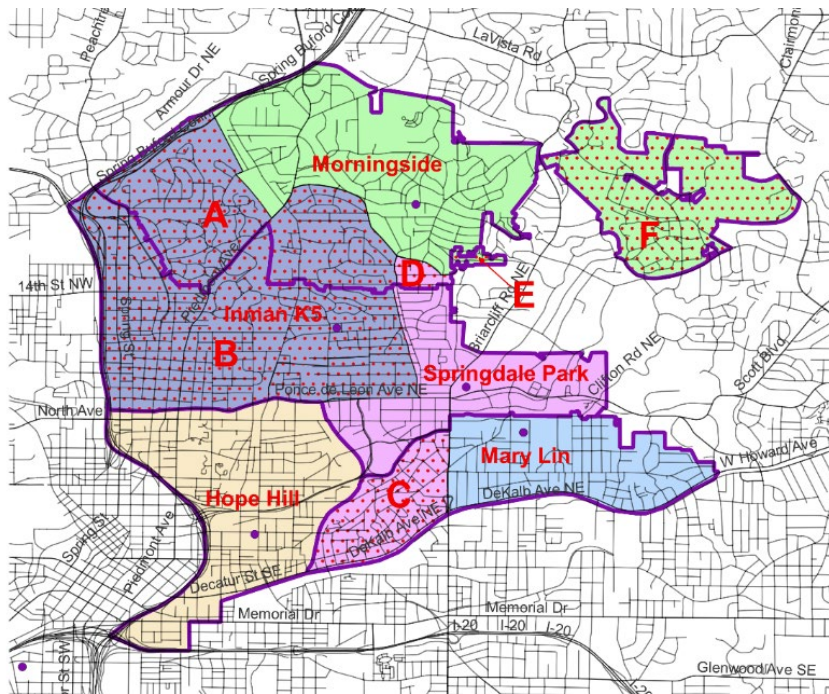
Existing Elementary School zoning in the Midtown Cluster



Midtown Cluster Elementary Schools – 2021-22 School Year:

- Former Inman Middle School facility is vacant
- Significant overcrowding is occurring and is projected to continue at Springdale ES and Morningside ES

Rezoning to Relieve Elementary School Overcrowding in the Midtown Cluster



Midtown Cluster Elementary Schools – 2023-24 School Year:

- 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 234 students from Morningside, south and west along the Beltline from the Interstate 85 to Piedmont Ave. to the Inman facility,

then north on Piedmont to East Morningside, and southeast on North Morningside.

B: Move 493 students from the western portion of Springdale Park, north of Ponce De Leon and west of Highland Ave. to the Inman facility.

C: Move 171 students, from the whole of the Inman Park Neighborhood, west of Moreland Avenue in the Mary-Lin attendance area to Springdale Park.

D: Move 30 students from Morningside south of North Morningside and east of Highland to Springdale

E: Move 9 students from the isolated area north of Springdale to Morningside.

F: Move 14 students from the DeKalb County/Emory Annexed area (in Springdale zone) to Morningside.

Recommended Midtown Cluster Elementary School Utilization

Cluster	School	"As-Is" 2026-27 SY			Recommendation: Inman as K-5 2026-27 SY		
		Enrollment	Capacity	Utilization	Enrollment	Enrollment Difference	Utilization
Midtown	Hope-Hill ES (K-5)	408	497	82%	408	0	82%
	Inman ES (K-5)	0	932	0%	727	+727	74%
	Mary Lin ES (K-5)	625	758	82%	454	-171	60%
	Morningside ES (K-5)	896	867	103%	655	-241	76%
	Springdale Park ES (K-5)	801	758	106%	500	-301	66%

Note: The recommendation in the chart above reflects enrollment projected for 2026-27 SY. Changes are effective the 2023-24 school year.

Grandfathering

Rezoning will not take effect until the beginning of the 2023-24 school year. At that time, if a student is allowed by the Grandfathering described below, and if they follow the requirements of Atlanta School Board Policy Document Regulation JBCCA-R, they may be allowed to complete their studies at their prior, pre-zoned school. Student Transfer regulations are defined in Board policy defined in the following link:

<https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36031014&revid=jknjxTVzsLkdWrklyQ99TA==&ptid=amlgTZiB9plushNjl6WXhfiOQ==&secid=p6v70fD4K8ukRv6vtplusTtSg==&PG=6&IRP=0>

This regulation requires that the student register and apply to stay at their old school, and if there is sufficient capacity, and they provide their own transportation, they may continue their education at the pre-rezoning facility.

Dunbar:

- Capacity exists to allow entering 6th, 7th and 8th grade students to complete their studies at MLK Jr. Middle School. The administration may find it best to make the rezoning changes uniformly by accepting upcoming 6th grade Dunbar students at Russell, and grandfathering only those students that have already started their Middle School attendance at MLK Jr. Middle School.
- Jackson HS will have the capacity to allow the upcoming 11th and 12th graders to complete their high school experience at Jackson High School. If they all elect to complete high school at Jackson, the year 2023-24 is projected to have a 102% utilization for one year, and after that, the utilization rate is projected to fall below 100%. The principal will need to put in place administrative measures to ensure adequate capacity.

Centennial:

- Midtown HS will have capacity to allow the upcoming 11th and 12th graders to complete their High School experience at Midtown High School.

Midtown Elementary Schools

- We recommend a uniform grandfathering in the Midtown Cluster to avoid confusion between elementary schools. Our recommendation for the cluster is that rising third through fifth graders in the year 2023-24 may continue their studies to completion at the school they are currently attending.
- There will be no school zone changes at **Hope-Hill**, sufficient capacity exists.
- **Mary Lin** has capacity and low potential for enrollment growth, as facility capacity exists.
- **Springdale Park** will be overcrowded if no changes are made. School Capacity exists to allow those students that are rising third through fifth graders in the 2023-2024 school year to complete their studies at the Springdale Park facility
- **Morningside** will be overcrowded if no changes are made. School capacity exists to allow those students that are rising Third through Fifth Graders in the 2023-2024 school year to complete their studies at the Morningside facility.

Phasing

Phase 1: 2023-2024 School Year Implementation

First Read: May 2022; Approval June 2022

District Wide:

- Schools that are projected to be at least 65% under capacity in 2026-27 will be monitored until 2025-26 to determine changes in utilization
- Administrative measures are taken to increase enrollment and improve outcomes
- Consider strengthening community while maintaining facility for educational purpose

Midtown/Washington/Carver/Jackson clusters

- K-5 for Midtown elementary schools and rezone as needed
- Redistrict MS/HS students in Dunbar to Washington cluster(s)
- Redistrict HS students in Centennial Academy attendance area from Midtown HS to Washington HS
- Monitor Forest Cove development for the return of students to Thomasville Heights

Conclusions

Over the course of the development of these recommendations Sizemore Group considered many and presented some alternative scenarios. The following is our rationale for the ultimate phase one recommendation.

Capacity Calculations: Sizemore Group recommends that a single metric be used for all schools dependent on the grade levels they are serving. APS Facilities calculates facilities capacity differently and the Department of Education calculates capacity a third way. The Sizemore Group capacity calculation was selected to provide an equitable assessment of each facility and still allow the principal for each school some flexibility for the use of those classrooms. To provide for equity rather than equality, Sizemore Group assigned additional non-core classrooms to schools with a greater number of disadvantaged students as determined by the SSF formulas in 2019-2020. The Sizemore Group method of determining capacity provides the same number of non-core spaces for many of the non-core educational functions despite school size. We feel this is an equitable and rational approach to capacity, and at the same time, it provides a disadvantage to larger schools which are nearing full capacity.

High School	Total IUs	Core Classrooms	SG Non-Core Classrooms	APS Facilities Core to Non-Core Ratio	SG Facilities Core to Non-Core Ratio	Sizemore Group Capacity
BEST/CSK*	63	45	18	71%	71%	1121
Therrell	78	55	23	78%	71%	1373
M.Jackson	81	61	20	74%	75%	1513
Carver	87	62	25	69%	71%	1550
S.Atlanta	88	65	23	88%	74%	1618
Washington	88	65	23	74%	74%	1633
Midtown	88	68	20	64%	77%	1700
Mays	100	79	21	80%	79%	1975
Douglass	106	85	21	80%	80%	2125
N.Atlanta	128	110	18	77%	86%	2600
* BEST/CSK is a multigrade 6-12 school. Only the 6-12 proportionate amount of the Facility was considered						

Dunbar recommendation to move from Jackson Cluster to Washington Cluster.

An elementary school zone must be moved out of the Jackson Cluster to accommodate future growth in that high school. Jackson is served by only one Middle School so there is no option for rezoning students at a middle school level. The Dunbar School Zone is the only Jackson Cluster elementary school on the west side of the Interstate Connector and a portion of the school zone is north of I-20. Therefore, either Russell MS or Sylvan MS has the best opportunity for incorporation of the Dunbar students. Ultimately, Russell MS and Washington HS were recommended. Strategically, Washington occupies a central location among the APS clusters, and it has the capacity to absorb additional students if the Midtown or Jackson Clusters (or even the North Atlanta cluster) continue to grow beyond their facilities' capacities. It is in an ideal location to act as "surge space" for the clusters around it as their enrollments grow.

Centennial recommendation to move from the Midtown Cluster to the Washington Cluster.

A school needs to be moved from the Midtown Cluster to accommodate expected growth at the Midtown High School facility. It will be least disruptive for most students to move to a middle school rather than an elementary school as there would be fewer transitions between schools to be made between grade levels. There are two middle schools providing students to Midtown High School: Centennial Charter (K-8) and Howard MS. About half of the students at Centennial live outside of the Centennial school zone and disperse to the High School of their native elementary school zone upon leaving Centennial. Of those students within the Centennial Zone, we recommend keeping the school zone intact so that they can complete their high school experience with the same cohorts which accompanied them through the elementary and middle school grades. Washington is much closer than North Atlanta High School, and North Atlanta High School is more nearly at capacity. By moving the entire zone to the Washington Cluster, it preserves the central position of Washington HS as “surge space” and enables greater flexibility for possible future additions to the cluster from the rapidly growing Midtown area, Jackson Cluster or North Atlanta Clusters.

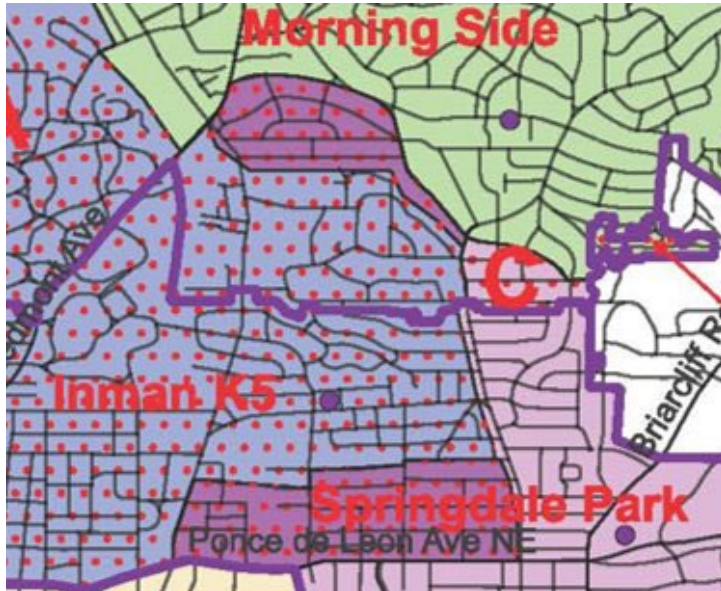
Midtown rezoning recommendations changed from the scenarios last presented to the public.

One scenario which we presented showed **Springdale as a K-3 and Inman as a 4-5**. We do not recommend this scenario for several reasons. Chief among them is that future planning would have fewer options available in the future with the grades split. Now our projections are only dependable for the five-year SPLOST period. Any future rezoning would need to balance the Facilities at both the K-3 and the 4-5 levels. In addition, the transportation times from the northwestern reaches of the school zone to Springdale would be substantial and pass through the Midtown area which frequently causes delays.

Several things became clear as Sizemore Group upon further study. In our original scenarios for Morningside Elementary School, we saw that we had lowered the diversity at Morningside and moved the area of greatest concentration of multi-family new development out of Morningside and into Inman. By moving the multi-family new development out of Morningside, we concentrated most of the anticipated growth in Inman and the growth at Morningside would be much slower than the current school zone's projected rate of growth. The southern Morningside school zone boundary currently, and in our previous scenarios, follows Amsterdam which is a relatively minor residential street. Once we included the northern section of the existing Morningside school boundary in a new school zone, a nearly comparable number of students needed to be moved out of the Morningside zone to provide capacity to the existing facility. We considered following the mid-point of the walking distance between Morningside and Inman. The streets most closely approximating that line are Yorkshire Road and Northveiw. While these streets most nearly represent a midline between the two elementary schools, they are relatively quiet, small residential streets. Nearby and closely mirroring the form of the central demising line are relatively major streets which carry major traffic: East Morningside and North Morningside. While we may have divided the school zones along the midline of the street, we chose to divide them along the back yards so that the houses that face the street all go to the same school for ease of transportation.

The east / west boundary between Springdale Park and Inman cut through the heart of the Virginia-Highlands Neighborhood and run along minor residential streets based on the number of students needed. By shifting these boundaries in a new configuration, we were able to incorporate almost all the Virginia-Highlands Neighborhood into the Inman Elementary School zone. The north / south boundary became Highland Avenue, which is a major commercial street for most of its length.

Both “rosey areas” in the image below are recommended as part of Inman K-5



The northern area of the two areas contains 44 students (K-5) and is defined on the north by:

East Morningside

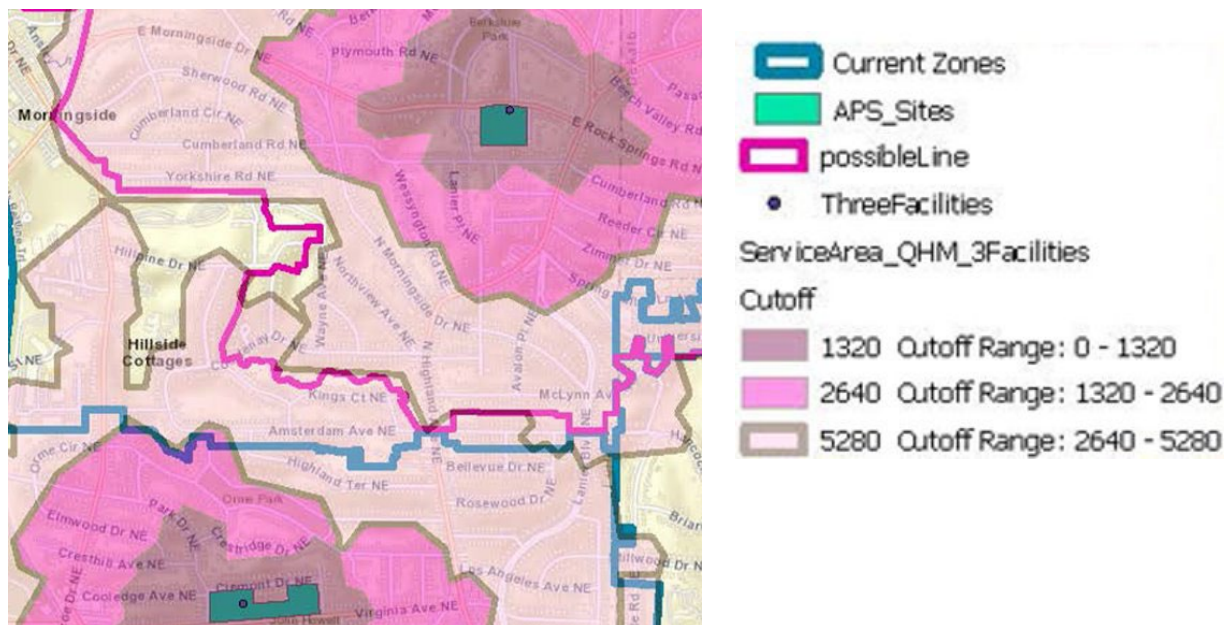


And

North Morningside



And on the south by the streets which most closely match the midline between Inman and Morningside:



Yorkshire Road



Northview Ave.



The southern “rosey area” incorporates the Virginia Highlands Neighborhood west of Highland Ave. This incorporates about 66 K-5 students from Springdale into Inman and incorporates most of the Inman Park Neighborhood.

Highland Avenue



Hope-Hill was maintained at its current boundary because it is a very small school which would lose state funding as it was made smaller.

Appendix

Grandfathering

King Middle School Utilization: Grandfathering Dunbar

King MS	Utilization (%) - Grandfathering 7 - 8th	Utilization (%) - Grandfathering 8th	Utilization (%) - without Grandfathering
2023-24	76%	68%	62%
2024-25	78%	70%	64%
2025-26		74%	68%
2026-27			68%

There is no capacity problem at MLK Jr. Middle School.

Jackson High School Utilization Grandfathering Dunbar

Contributing School Name - ES/K-8	Jackson HS	Utilization (%) - Grandfathering 10 - 12th	Utilization (%) - Grandfathering 11 - 12th	Utilization (%) - Grandfathering 12th	Utilization (%) - Grandfathering None
Dunbar ES	2023-24	106%	102%	99%	97%
Dunbar ES	2024-25		101%	98%	96%
Dunbar ES	2025-26			97%	95%
Dunbar ES	2026-27				96%

Grandfathering 11th and 12th Grades of Dunbar at Jackson will create a one-year overcrowding of 102% which will drop the following year, below 100%

Appendix

Grandfathering

Midtown High School Utilization: Grandfathering Centennial

Contributing School Name - ES/K-8	Midtown HS	Utilization (%) - Grandfathering 10 - 12th	Utilization (%) - Grandfathering 11 - 12th	Utilization (%) - Grandfathering 12th	Utilization (%) - Grandfathering None
Centennial K-8	2023-24	100%	96%	92%	88%
Centennial K-8	2024-25		101%	97%	93%
Centennial K-8	2025-26			96%	92%
Centennial K-8	2026-27				91%

Grandfathering the 11th and 12th grades of Centennial at Midtown HS will keep utilization rates below 100%

Appendix

Grandfathering

Midtown Elementary Schools

Morningside ES (Recommended Zone)	Utilization (%) - Grandfathering 1 - 5th	Utilization (%) - Grandfathering 2 -5th	Utilization (%) - Grandfathering 3 - 5th	Utilization (%) - Grandfathering 4 - 5th	Utilization (%) - Grandfathering 5th
2023-24	92%	89%	84%	80%	75%
2024-25		90%	84%	79%	75%
2025-26			85%	79%	75%
2026-27				83%	78%

Springdale Park ES (Recommended Zone)	Utilization (%) - Grandfathering 1 - 5th	Utilization (%) - Grandfathering 2 -5th	Utilization (%) - Grandfathering 3 - 5th	Utilization (%) - Grandfathering 4 - 5th	Utilization (%) - Grandfathering 5th
2023-24	116%	105%	95%	86%	74%
2024-25		108%	97%	88%	78%
2025-26			97%	87%	77%
2026-27				89%	79%

Note that there is a deviation of as much as 60 students in the 2026-27 enrollment due to differences in calculation methods and the small sample size of the data. The Springdale and Morningside facilities have the capacity to absorb this possible deviation in enrollment.