

# DeKalb County School District Learning Boundaries

1/29/25

Presented by: Student Assignment and Planning Department



**DeKalb County**  
School District



# ● Agenda

- ✓ Welcome and housekeeping
- ✓ Understand the vision and outcome
- ✓ Learn DCSD boundaries
- ✓ Understand the difference between redistricting and reimagining
- ✓ Explore opportunities and challenges related to boundaries
- ✓ Spend time with DCSD maps
- ✓ Share out
- ✓ What's next
- ✓ Complete exit ticket

# Today's Working Session Schedule

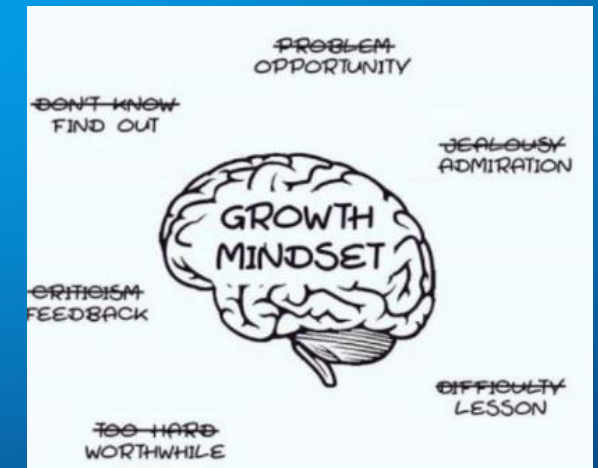
Agenda Item	Resources	Time Allotment
Welcome and housekeeping	Name tags at team's table	
Sessions visions and outcome	Slides	6:35 – 6:40 p.m.
<b>Learn DCSD boundaries</b>	Slide	6:40 – 7:00 p.m.
<b>Understand the difference between redistricting and reimagining</b>	Slides	7:00 – 7:05 p.m.
<b>Explore opportunities and challenges related to boundaries</b>	Slides	7:05 – 7:15 p.m.
Team working sessions	Maps and Worksheets	7:15 – 8:15 p.m.
Share out	Team 1; Team 5; Team 2; Team 4, Team 3 (2 min each)	8:15 – 8:25 p.m.
What's next	Slide	8:25 – 8:30 p.m.
Exit ticket	Slide	8:30 p.m.

# Mini Teams - SE

Team 1	Team 2	Team 3	Team 4	Team 5
Shirletta Adams	Natasha Ball	Tryphenna Bastian	Patrice Benton	Clarissa Blackmon
Micaela Blackwell	Cadedral Bryant	Cynthia Carter	Neal Christian	Tracy Dawson
Charlene Fletcher	Shakeia Ford	Kimberly Hires	Lashonda Linton	Stephanie Jenkins
Lisa Lake	Angela Leach	Bianca Lilly	Gayle Murray	Venola Mason
Shrieka Mathis	Amber Melendrez	Viola Merrell	Tameika Porter	Tilnisha P. Rosser
Stacy Rector	Xenia Redmond	April Roberson	Carmen Smith	Rondereo Sidney
Kathleen Rudd	Crystal Roberts	Quintiss Slaton		Ashley Stewart
Myra Turpin	Leenise Walker	Katina Watts		



# Meeting Norms



# Advisory Purpose and Non-Purpose

## Purpose

- **Serve as a critical thought partner in assessing systems related to buildings, boundaries, and programs.**
- Serve as a critical thought partner in assessing DCSD's current student assignment procedures and policies.
- Provide impartial recommendations suited to dismantling structural inequities.
- **Use data to make informed decisions and recommendations.**
- Recommend ways for DCSD to become fiscally efficient.
- Review and recommend ways to **reimagine** DCSD programs and offerings so all students have a quality education.
- Recommend boundaries, buildings, and programs suited for the current and projected enrollment.

## Non-Purpose of the Advisory

- To make **final decisions** regarding policy or standard operating procedures related to DCSD.
- **To determine the daily operations of schools or programs.**
- To direct DCSD to make specific changes within the purview of the Board of Education.
- **To make decisions that only impact your children or your community.**



# Vision and Outcome

## Vision

To reimagine DCSD by considering **programs**, **boundaries**, and **buildings holistically**, using data, and reviewing every 5 years to align with E-SPLOST.

This comprehensive planning process will help position **ALL** of our students upon graduation to **E**nroll, **E**mploy, engage in **E**ntrepreneurship, and **E**nlist.

## Outcome (this session)

To understand DCSD boundaries and the difference between redistricting and *reimagining* (Student Assignment).



# What Are Boundaries and Attendance Zones

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# Some Things to Ponder:

Almost all public school systems use geographic boundaries to assign students to school.

If boundaries are how we assign students to schools, there is a responsibility to review those often because families, communities, and needs change often.



## What is Redistricting?

Re-assignment of addresses from one attendance area to another to satisfy district goals according to Board Policy AD: School Attendance Areas



# Why Redistricting?

- Maximize the efficient use of facilities
- Avoid long-term use of portable classrooms
- Temporary relief for population bubbles or renovation/construction projects
- Tension towards primary criteria
- Why am I not assigned my closest school? The answer may be that your nearest school was overcrowded 15 years ago but is now way under capacity.
- New facilities or facility additions
- Minimize travel distance for students, and maximize opportunities to walk
- Equity

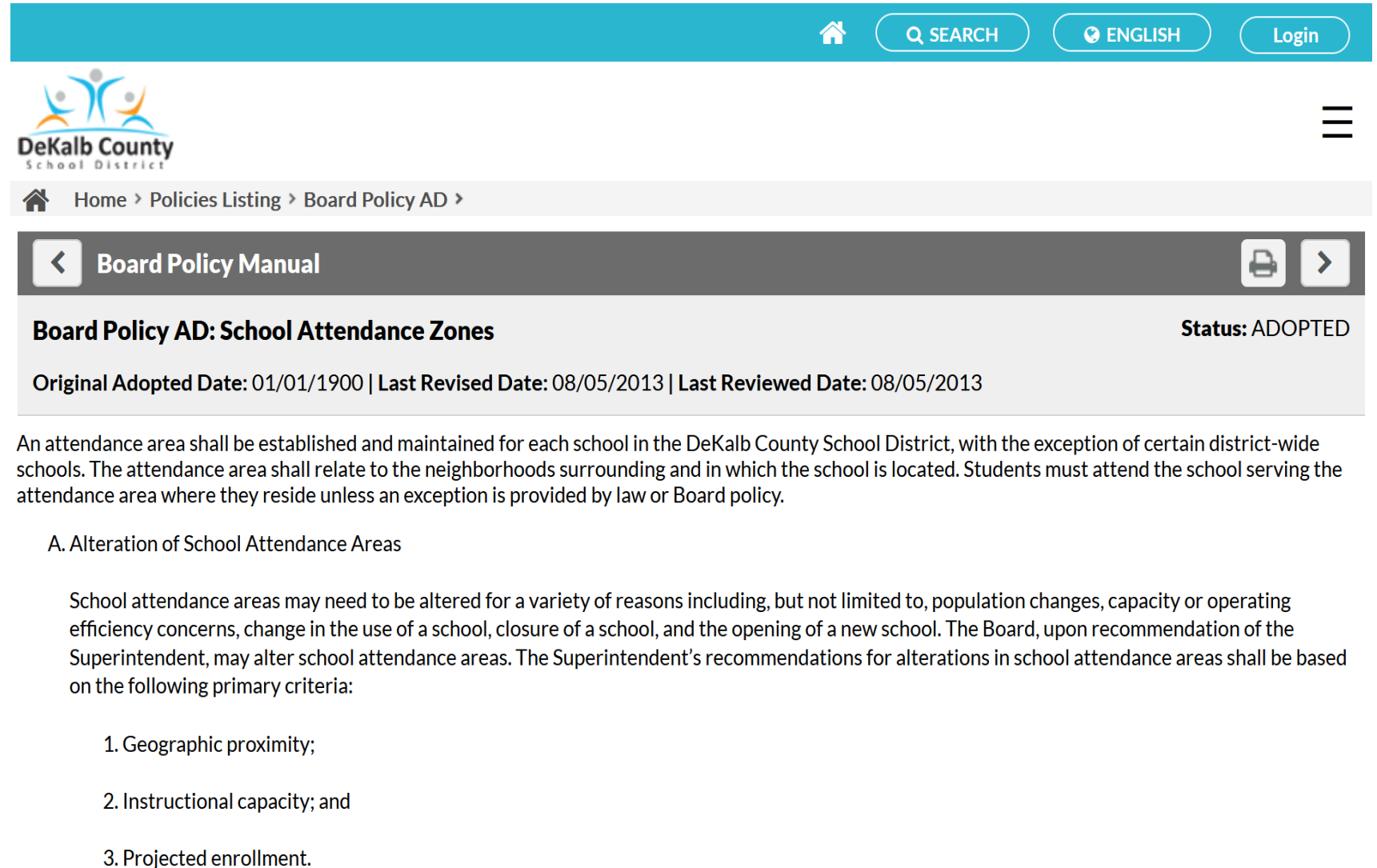
DCDS has also created redistricting alternatives such as programs, busing, and school choice.

# DCSD Redistricting Policy and Process

## Primary Criteria

- Proximity
- Capacity
- Enrollment

<https://shorturl.at/q26Nw>



The screenshot shows the DeKalb County School District website. The header includes a home icon, a search bar with the text "SEARCH", a language selector for "ENGLISH", and a "Login" button. The DeKalb County School District logo is visible. The breadcrumb trail reads "Home > Policies Listing > Board Policy AD >". The main content area is titled "Board Policy Manual" and includes a "Board Policy AD: School Attendance Zones" section with a status of "ADOPTED". The original adopted date is 01/01/1900, and the last revised and reviewed dates are 08/05/2013. The policy text states that an attendance area shall be established for each school, relating to the neighborhoods surrounding the school. It also includes a section for "Alteration of School Attendance Areas" which lists three primary criteria: 1. Geographic proximity; 2. Instructional capacity; and 3. Projected enrollment.

Home > Policies Listing > Board Policy AD >

Board Policy Manual

Board Policy AD: School Attendance Zones **Status: ADOPTED**

Original Adopted Date: 01/01/1900 | Last Revised Date: 08/05/2013 | Last Reviewed Date: 08/05/2013

An attendance area shall be established and maintained for each school in the DeKalb County School District, with the exception of certain district-wide schools. The attendance area shall relate to the neighborhoods surrounding and in which the school is located. Students must attend the school serving the attendance area where they reside unless an exception is provided by law or Board policy.

A. Alteration of School Attendance Areas

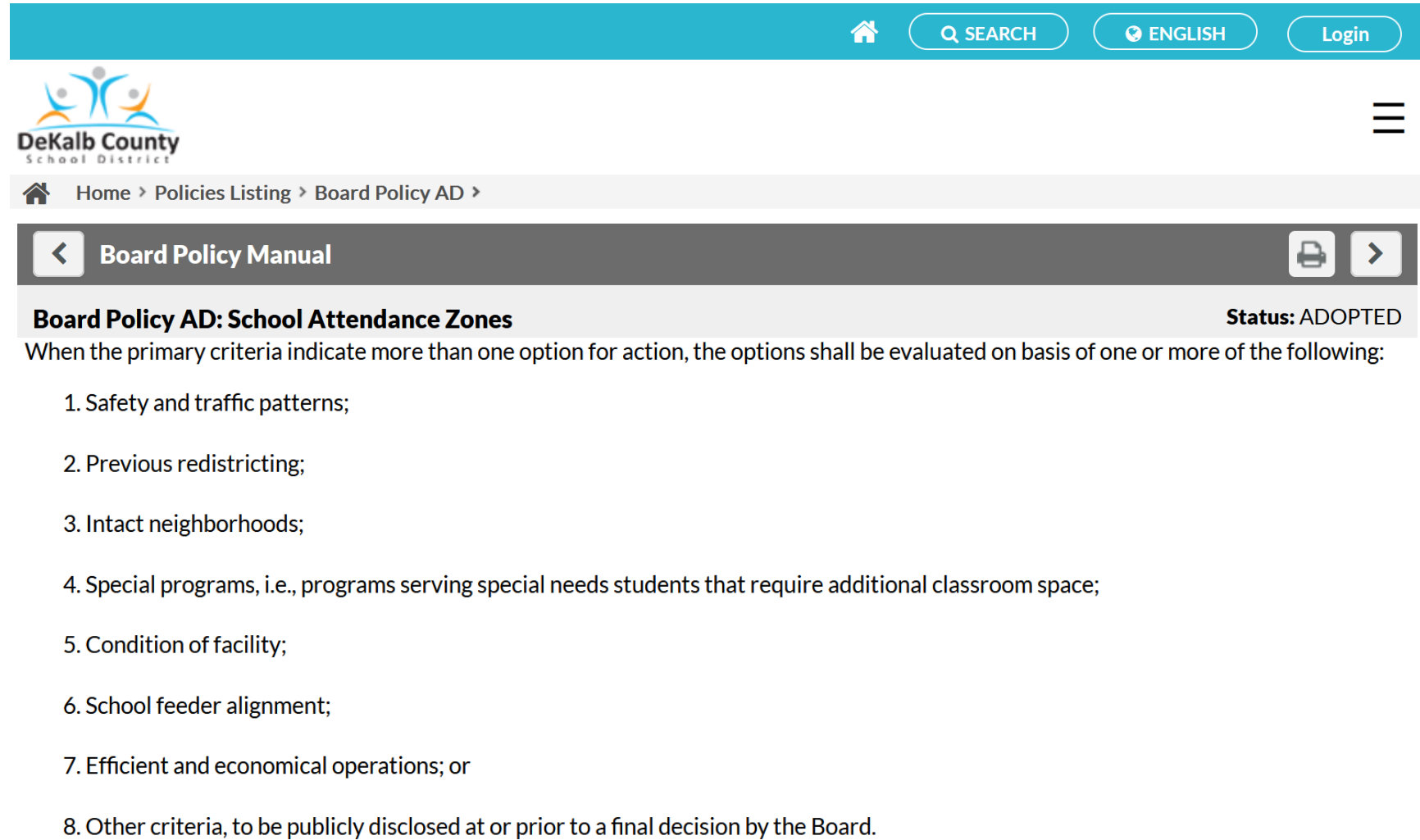
School attendance areas may need to be altered for a variety of reasons including, but not limited to, population changes, capacity or operating efficiency concerns, change in the use of a school, closure of a school, and the opening of a new school. The Board, upon recommendation of the Superintendent, may alter school attendance areas. The Superintendent's recommendations for alterations in school attendance areas shall be based on the following primary criteria:

1. Geographic proximity;
2. Instructional capacity; and
3. Projected enrollment.

# DCSD Redistricting Policy and Process

## Other Criteria

*apply only when  
the primary  
criteria point to  
multiple options*



The screenshot shows the DeKalb County School District website. The header includes a home icon, a search bar, an English language selector, and a login button. The main content area is titled "Board Policy Manual" and includes a breadcrumb trail: Home > Policies Listing > Board Policy AD >. The specific policy is "Board Policy AD: School Attendance Zones" with a status of "ADOPTED". The policy text states: "When the primary criteria indicate more than one option for action, the options shall be evaluated on basis of one or more of the following:" followed by a numbered list of eight criteria.

DeKalb County School District

Home > Policies Listing > Board Policy AD >

Board Policy Manual

**Board Policy AD: School Attendance Zones** **Status: ADOPTED**

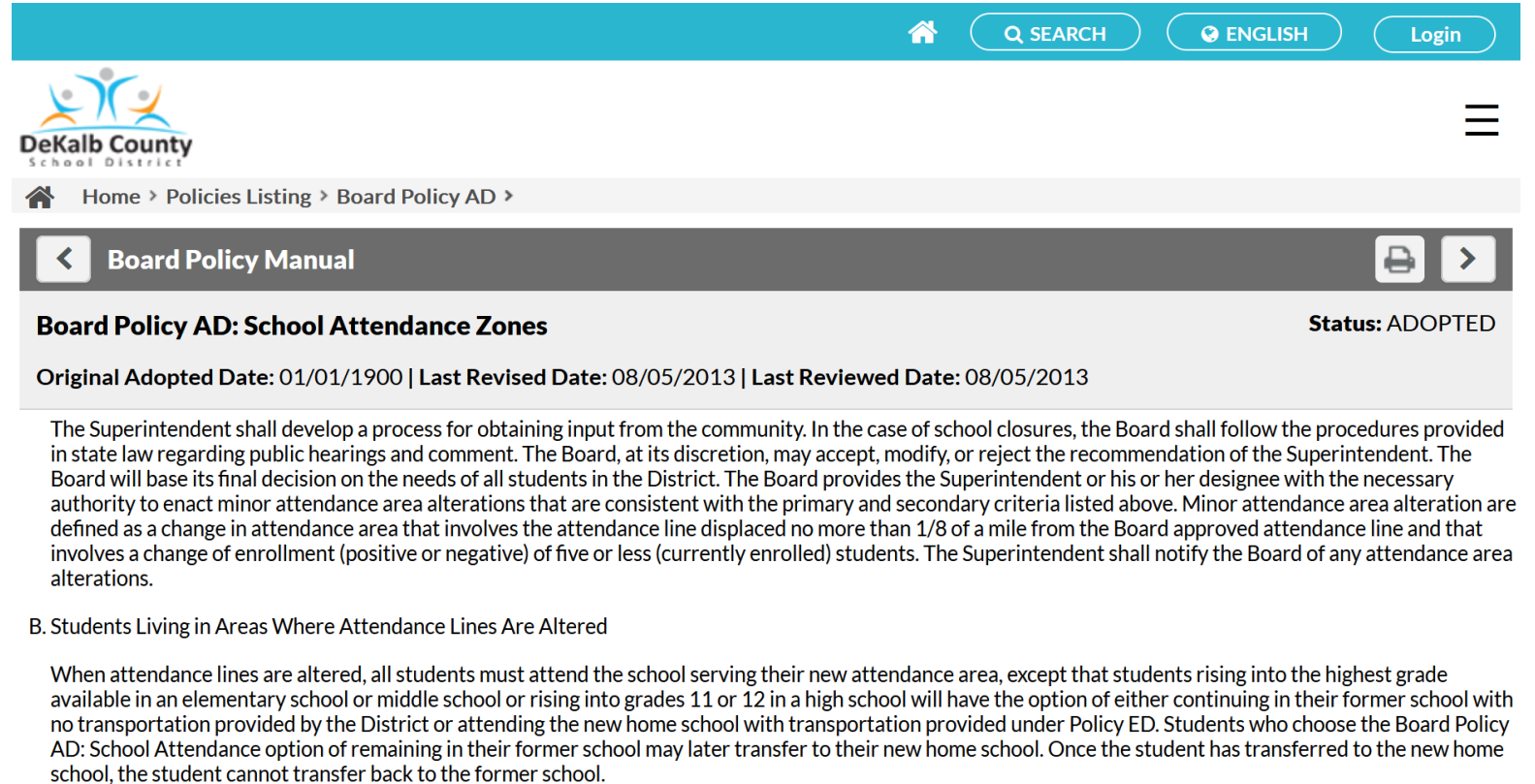
When the primary criteria indicate more than one option for action, the options shall be evaluated on basis of one or more of the following:

1. Safety and traffic patterns;
2. Previous redistricting;
3. Intact neighborhoods;
4. Special programs, i.e., programs serving special needs students that require additional classroom space;
5. Condition of facility;
6. School feeder alignment;
7. Efficient and economical operations; or
8. Other criteria, to be publicly disclosed at or prior to a final decision by the Board.

# DCSD Redistricting Policy and Process

## Choose to Remain

- ✓ *Rising, 5<sup>th</sup>, 8<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup> grade students will have the option to remain.*
- ✓ *However, no transportation will be provided.*



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<https://shorturl.at/q26Nw>

# 2000s DCSD Redistricting Timeline

Year	Description
2004	New Oak View ES & New Miller Grove HS
2007	New Flat Rock ES & New Princeton ES
2008	New Dunwoody ES & McNair DLA, Closed Nancy Creek ES, Forrest Hills ES, Leslie Steele ES, Terry Mill ES, Tilson ES, Wadsworth ES
2011 *	Districtwide Consolidation & Balancing: Closed Avondale HS, Avondale MS, Atherton ES, Glen Haven ES, Gresham Park ES, Medlock ES, Peachcrest ES, Sky Haven ES

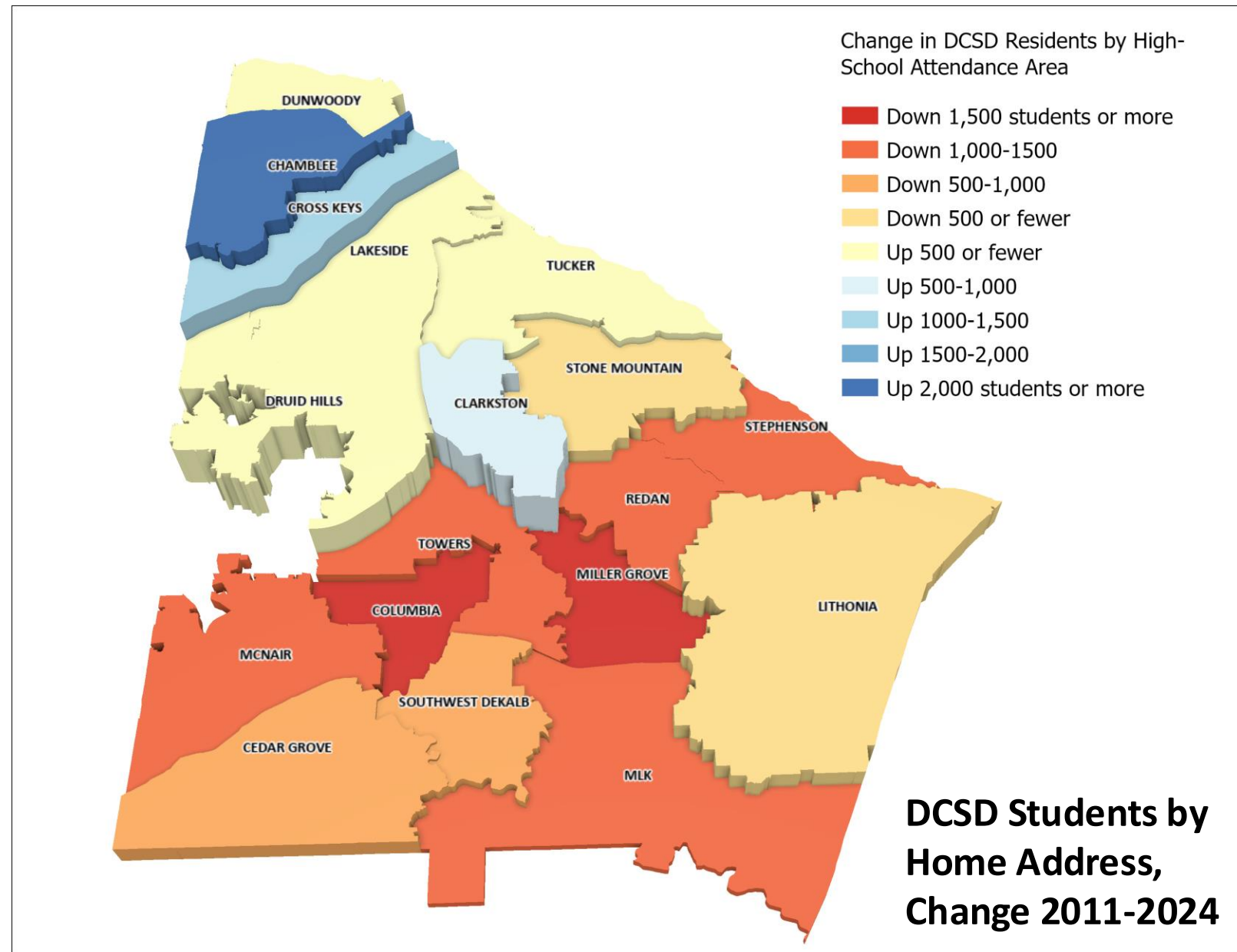
Year	Description
2014	New Peachcrest ES
2016	New Barack Obama EMST
2017	New Fernbank ES, Cross Keys Cluster Over-crowding, New (temp) John Lewis ES
2018	New Rockbridge ES & Clarkston Cluster Over-Crowding
2019	New John Lewis ES & Druid Hills Cluster Balancing
2020	New Austin ES & New Doraville ES & New Pleasantdale*
2022	Cary Reynolds to Nancy Creek, Sequoyah Annex

*Not an exhaustive list of changes. Year = effective year. Planning often occurs the year prior. \*No change approved for Pleasantdale in 2020.*

# The Current Need

Since 2011... There have been major changes on where students live

- Some clusters are sending many more students to DCSD schools.
- Some clusters are sending many fewer students to DCSD schools.
- Very few clusters have minor boundary changes.





# Redistricting to *Reimagining*

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# Some Things to Ponder:

DCSD redistricting efforts have often been in response to localized challenges and in a reactionary way.

If we redistrict more often as communities change, we will have fewer major shifts overall.



# What is The Difference Between Redistricting and Reimagining

## Redistricting

The process by which boundaries are redrawn in a school district.

- Enrollment trends (2-3 years in the future)
- Boundary lines
- Balancing enrollment
- Geographic proximity (transportation)

## *Reimagining*

The process by which boundaries, program, and buildings are rethought, reconsidered, and reconceived with stakeholders.

- Enrollment trends (2-3 years in the future)
- Boundary lines
- Balancing enrollment
- Geographic proximity
- Program review and locations
- Stakeholder and community voice and guidance
- Consolidation (impact on community)
- Triangulation of data, values, and impact

# Current Opportunities and Challenges

# Current Boundaries Opportunities

We are empowered to imagine DeKalb County School District as a new ecosystem, on the cutting edge of districts across the nation.

1. Reimagine grade bands in schools
2. Reimagine how we create boundaries (clusters vs. closest proximity schools)
3. School choice options for all (no boundaries)
4. Area boundaries (apply to schools within a specific area)

Since we have not completed a district-wide redistricting in almost 15 years, this provides us with a great opportunity to reimagine all of DCSD!

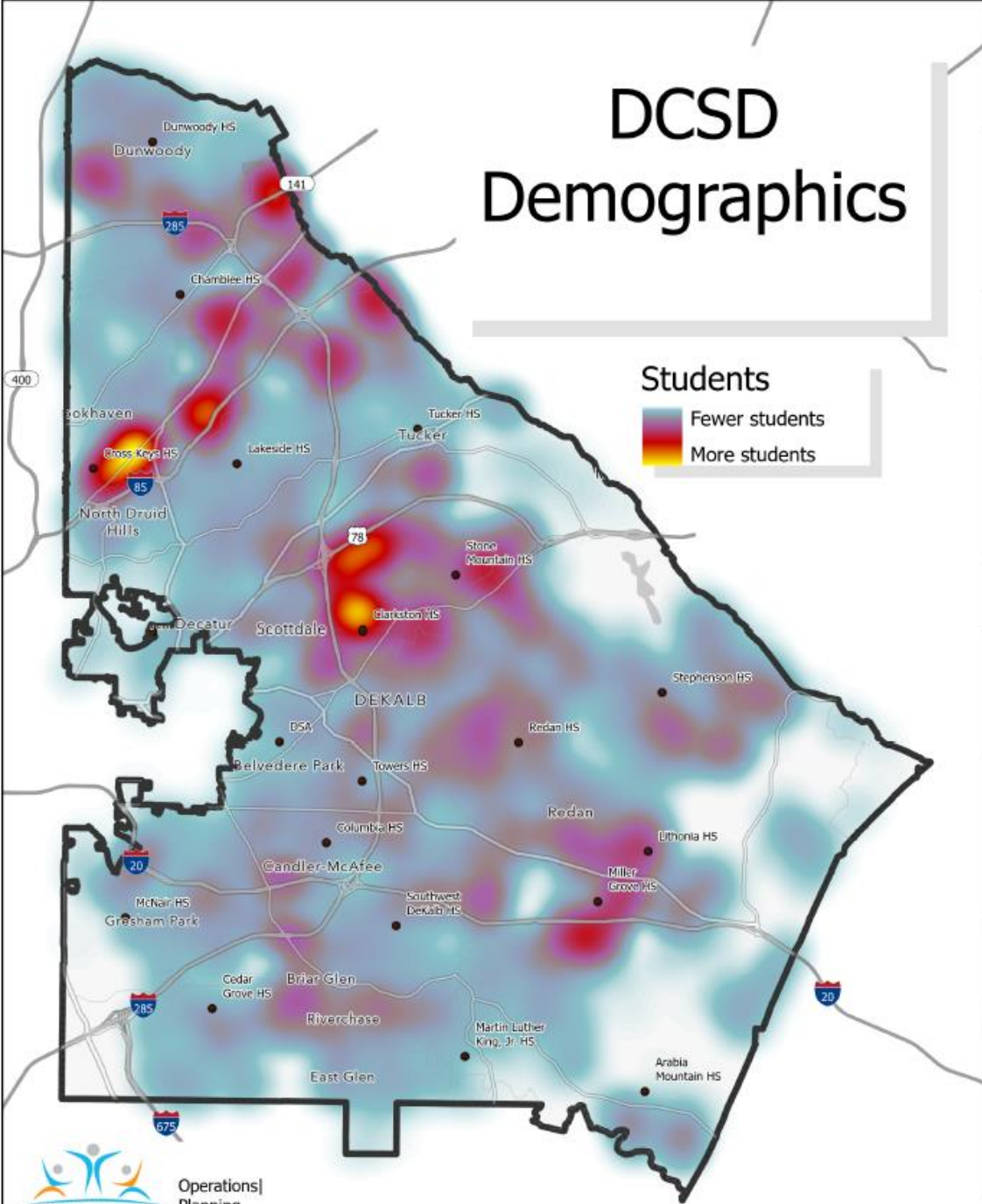
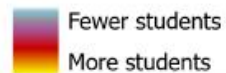
# Current Boundaries Challenges

If we organize geographically, we will consistently need to review and change our boundaries.

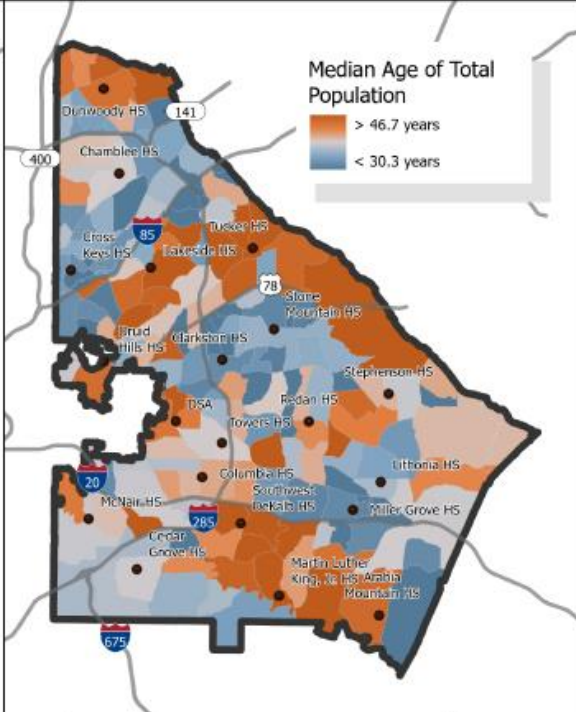
1. ~ 10K fewer students are currently enrolled (when we were at our peak)
  - If we were at our peak today, we would still have additional seats available
  - Last school year, we had ~20,000 open seats (~10K ES, ~5K MS, ~5K HS)
2. Clusters of overcrowded schools and clusters of underutilized schools
3. Projections not trending up for younger grades that will eventually become middle and high school students
4. DCSD has not done a holistic review of our boundaries in well over a decade
5. Inefficient attendance areas because they have always been that way, and we have not addressed it

# DCSD Demographics

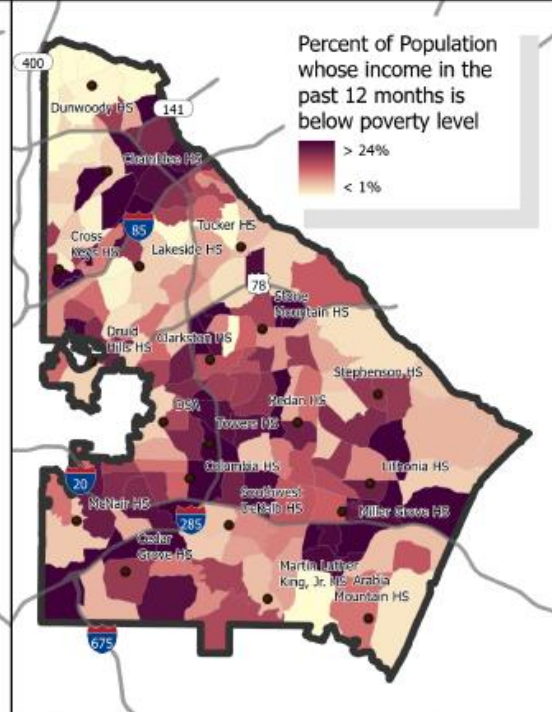
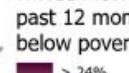
## Students



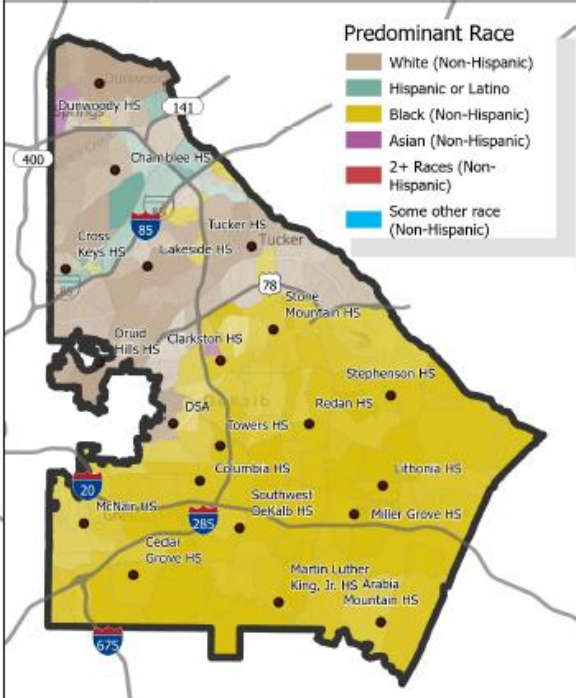
## Median Age of Total Population



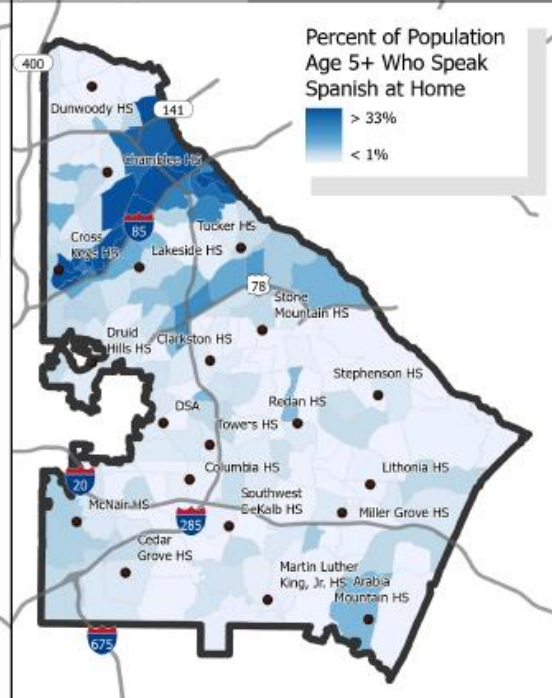
## Percent of Population whose income in the past 12 months is below poverty level



## Predominant Race



## Percent of Population Age 5+ Who Speak Spanish at Home



# Current Maps

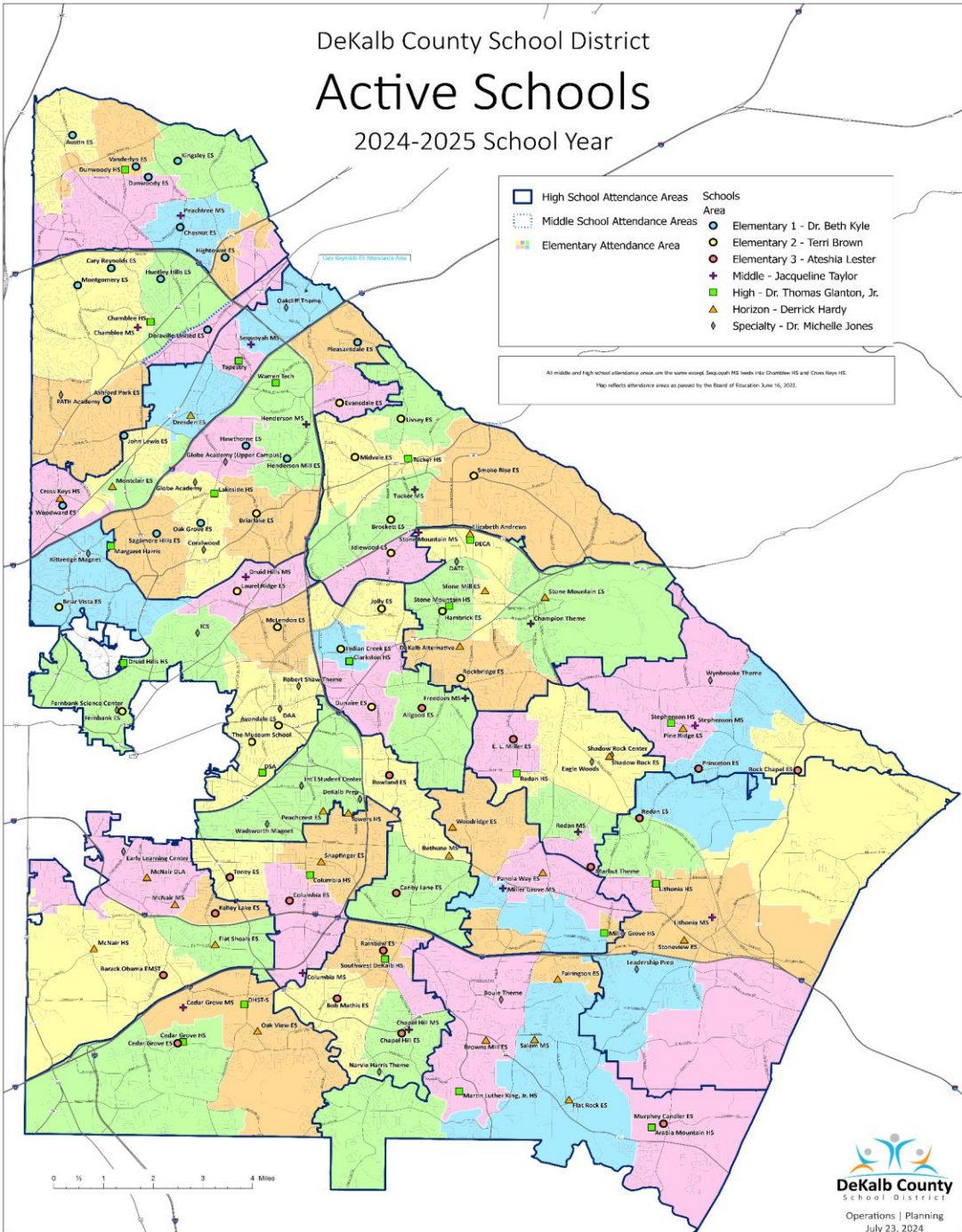
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# Current Attendance Area Map

Here is the active map of schools.

We have printed a map packet for each team to review.



# Feeders List



Full list of feeder schools [here](#)

The District has traditionally utilized one-to-one feeder schools.

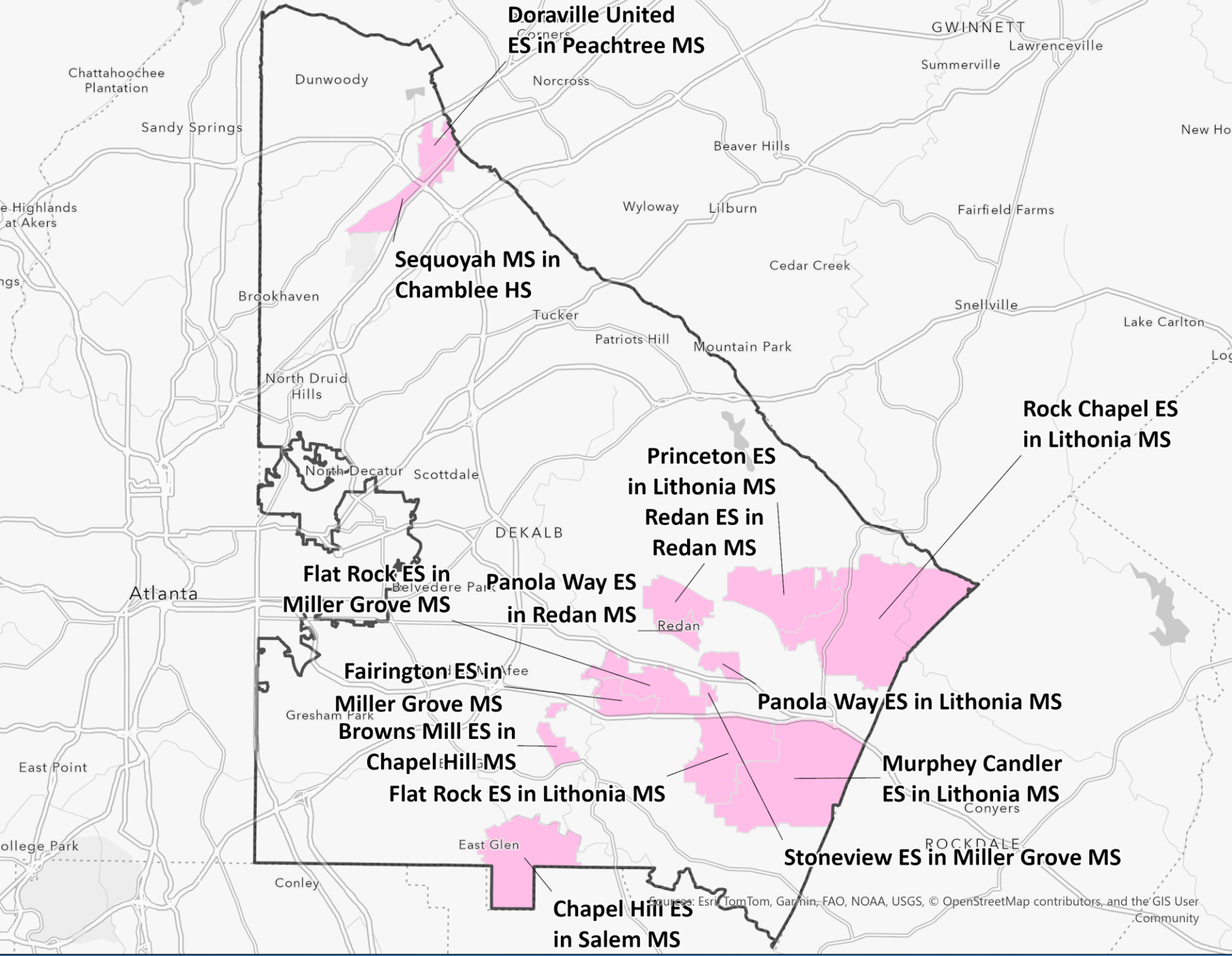
This preference has been applied in most areas; however, there is a clear difference in where split feeders are throughout the school district.

High School	Middle School	Elementary Schools
Cedar Grove HS	Cedar Grove MS	Cedar Grove ES
		Oak View ES
Chamblee HS	Chamblee MS	Ashford Park ES
	Sequoyah MS (split)	Huntley Hills ES Montgomery ES Doraville United ES (split)
Clarkston HS	Freedom MS	Allgood ES
		Dunaire ES
		Indian Creek ES
		Jolly ES
Columbia HS	Columbia MS	Columbia ES
		Snapfinger ES
		Toney ES
Cross Keys HS	Sequoyah MS (split)	Cary Reynolds ES
		Dresden ES
		John Lewis ES
		Montclair ES Woodward ES
Druid Hills HS	Druid Hills MS	Avondale ES
		Briar Vista ES
		Fernbank ES
		Laurel Ridge ES McLendon ES
Dunwoody HS	Peachtree MS	Austin ES
		Chesnut ES
		Doraville United ES (split)
		Dunwoody ES
		Hightower ES
		Kingsley ES Vanderlyn ES
Lakeside HS	Henderson MS	Briarlake ES
		Evansdale ES
		Hawthorne ES
		Henderson Mill ES
		Oak Grove ES
		Pleasantdale ES Sagamore Hills ES
Lithonia HS	Lithonia MS	Flat Rock ES (split)
		Murphey Candler ES (split)
		Panola Way ES (split)
		Princeton ES (split)
		Redan ES (split)
		Rock Chapel ES (split) Stoneview ES (split)

# Clusters and Feeder Patterns Cont.

The District has traditionally preferred one-to-one feeder schools.

This preference has been applied in most areas; however, there is a clear difference in where split feeders are throughout the school district.



# Boundary Reimagining Questions

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What are advantages and disadvantages of 1) one-to-one clusters with defined feeder school patterns and 2) no clusters with split feeders?

Imagine a district with no boundaries. What are the possibilities? What are the challenges? How would it work?

How can we support families in a reimagining process that feels supportive and maintains high education standards?

Feedback on the opportunities on slide 24?



# Values, Priorities, and Considerations

Determining our guiding principles and priorities will be one of the most important parts of this project. Once we do so, everything we recommend will be measured against them.

## GUIDING PRINCIPLES

A few things to consider when developing guiding principles and priorities

- Historical context
- What is important
- Who is impacted
- Who loses
- Who gains
- DeKalb's Miracles Framework
- DeKalb's vision and mission



# Glossary

## **Boundaries or Attendance Zones**

The geographically defined areas that determine which public school a student must attend based on their home address.

## **Clusters**

A group of schools that work together for educational or administrative purposes

## **Feeder Patterns**

The flow of schools that the students take as they progress through their education

## **Grade Bands**

A grouping of grades in a school—(example: K-5, 6-8, 9-12)

## **Projections**

Predictions of how many students a school district will have in the future





# Glossary

## **Redistricting**

The process by which boundaries are redrawn in a school districts.

## **Reimagining**

The process by which boundaries, program, and buildings are rethought, reconsidered, and reconceived with stakeholders.

## **School Choice**

School choice in the DeKalb County School District (DCSD) allows students to attend schools outside of their zoned district in which they enter a lottery based on qualifications.

## **Split Feeders**

Grouping of schools that transition to the next grade band in split cohorts.

## **Student Assignment**

Student Assignment is a process that aligns the values of the community and district to assign students to schools and programs, review boundary lines, and determine school opening or closing.



# What's Next?

## 1. Homework

- Check out DCSD's boundaries and maps [here](#).
- Begin thinking about guiding principles and priorities.

## 2. Next meetings

- Committee meeting of the whole is Wednesday, February 26, 2025, at AIC.



Connect with SAP and Ms. Smith  
[sap@dekalbschoolsga.org](mailto:sap@dekalbschoolsga.org)

Scan the QR or use link  
join



<https://forms.office.com/r/GzKx4MYN9h>

# EXIT Ticket

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# QUESTIONS

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