DeKalb County School District™

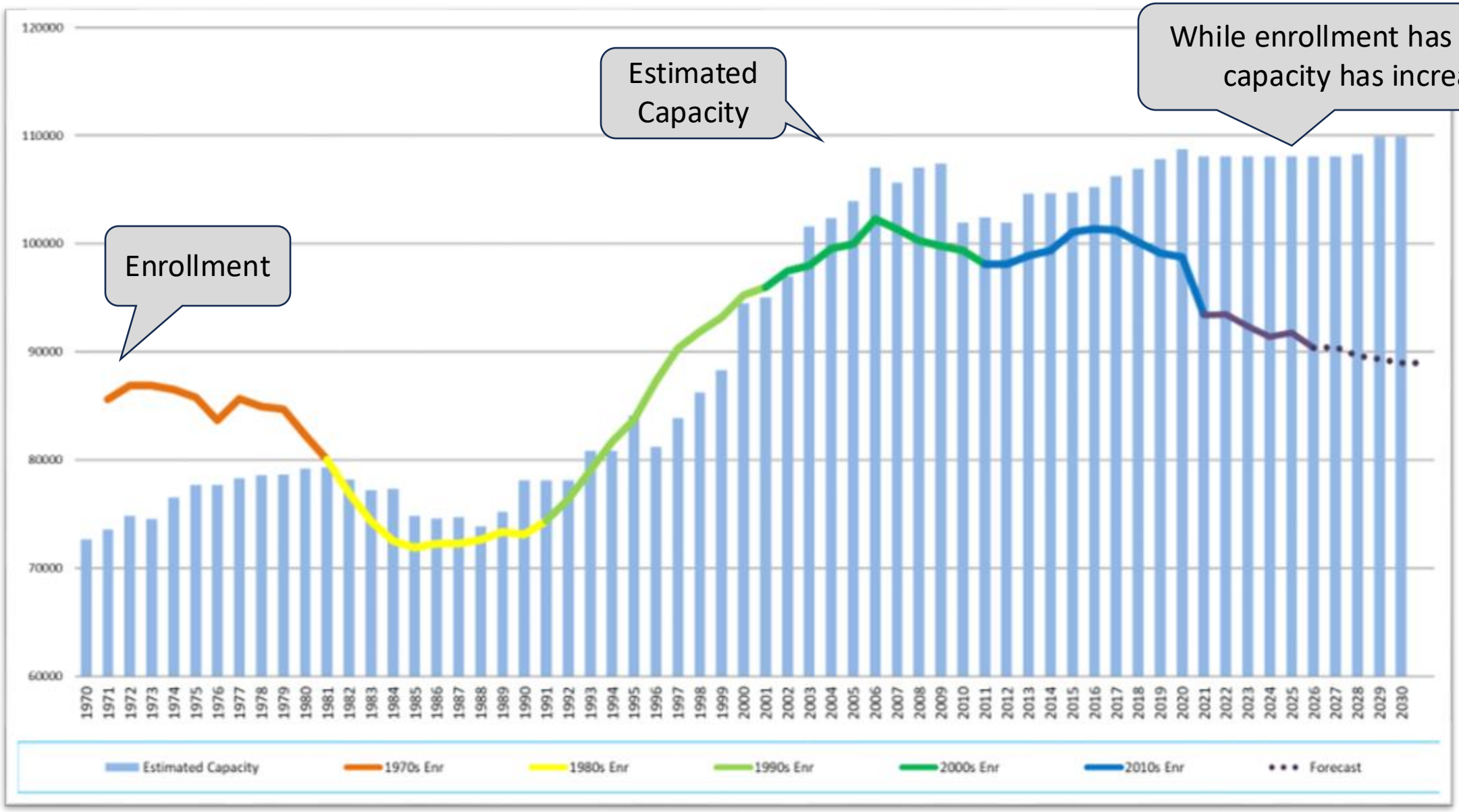
DeKalb County School District SAP Update (Scenarios and Metrics)

January 21, 2026 | Board Retreat

Presented By Dr. Weaver, Tracy Richter and Sarita Smith

The Current Situation

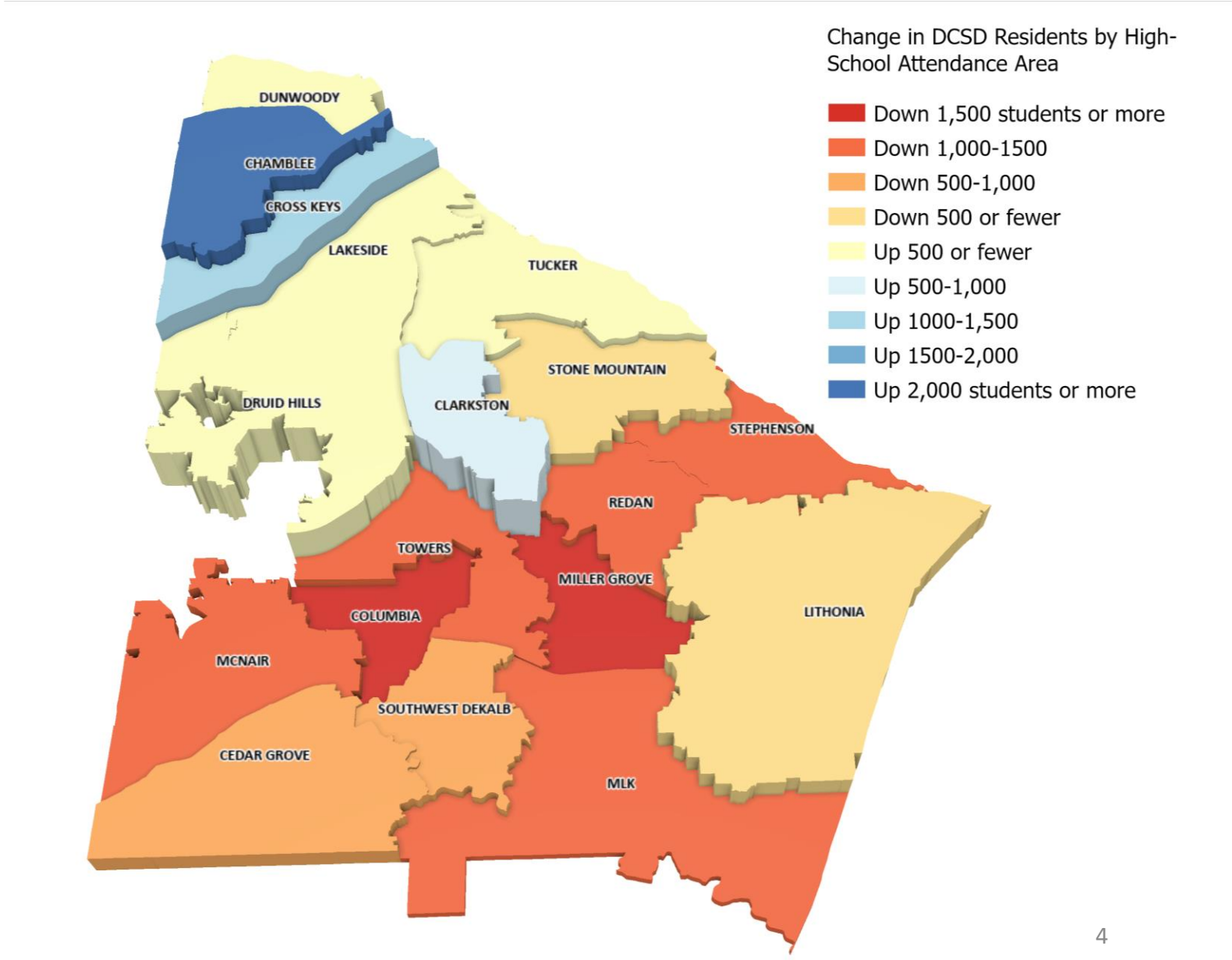
Historical Context



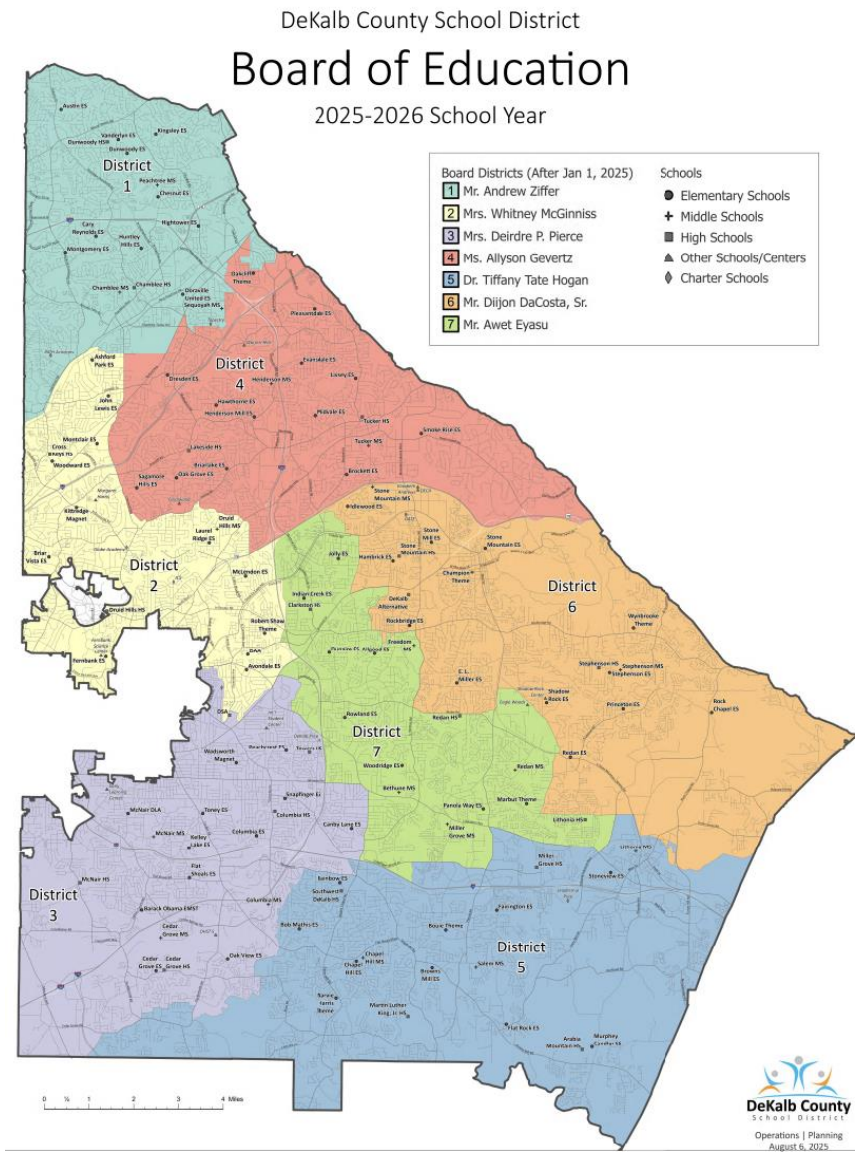
DCSD Students by Home Address, Change 2011-2025

Since 2011, student residency patterns have changed substantially.

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



Excess Seats by Board District



Board District	Total Utilization	Total Available Seats
District 1	89.7%	1,545
District 2	92.2%	931
District 3	59.2%	7,530
District 4	93.3%	942
District 5	69.2%	5,542
District 6	71.1%	4,597
District 7	73.7%	4,063
Total	76.9%	25,150

- More than 50% of available seats are in **Districts 3 and 5**
- Includes capacity for additions and new construction currently in progress

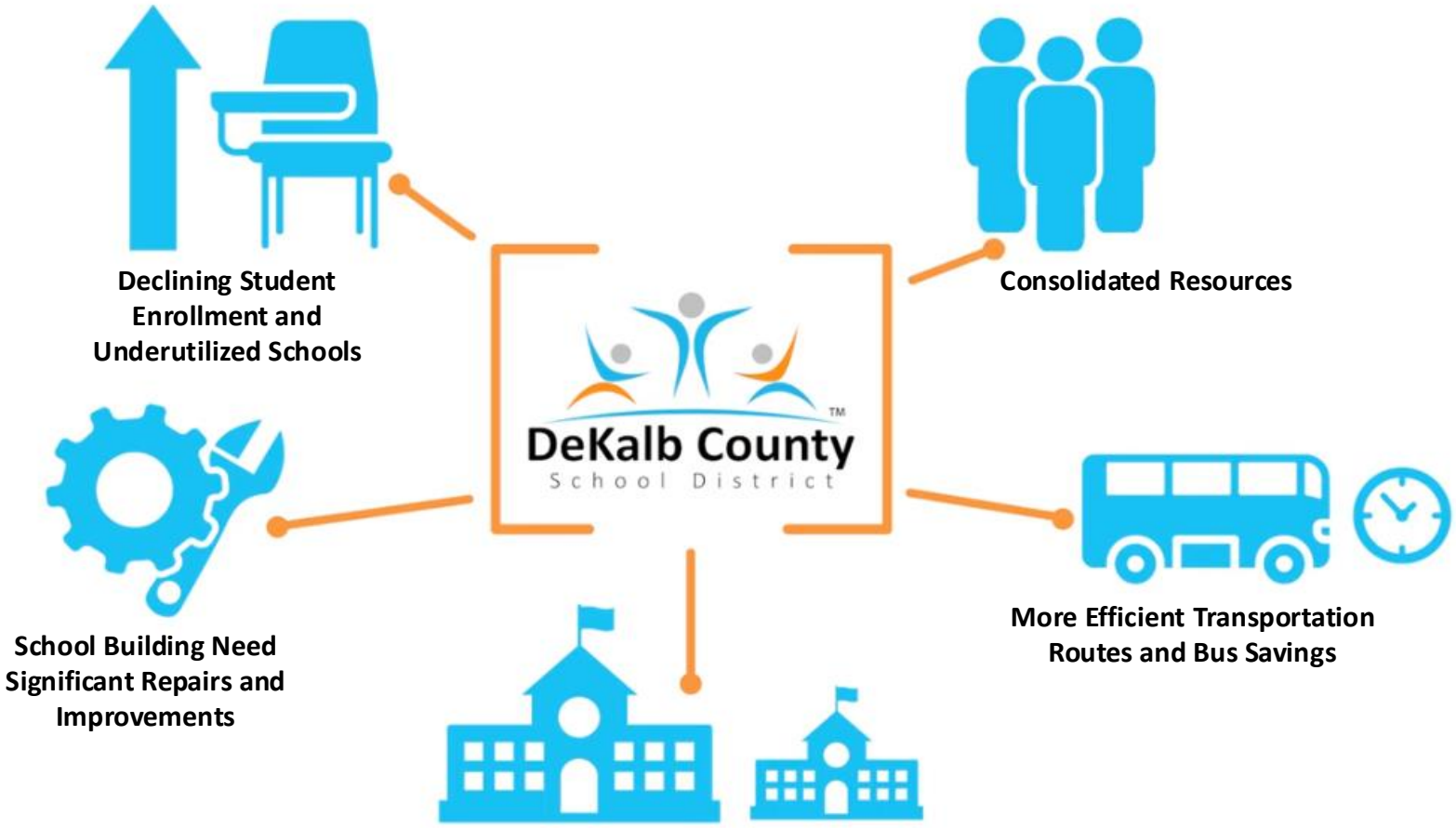
The Opportunity

SAP Vision

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

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

Five Reasons Why



Examples of Possible Improved Student Outcomes

- Improved support for diverse learner needs through more intentional differentiation and targeted interventions.
- Enhanced access to instructional and student-support resources as balanced capacity allows schools to more effectively utilize spaces, staff, and materials.
- Increased investment in educators and specialized staff, expanding academic, social-emotional, and behavioral supports for students.
- Reduced student commute times with schools located closer to home, leading to less time on buses and more time for learning, rest, and family engagement.
- Greater instructional continuity as educators spend less time traveling between sites and more time engaged directly in classrooms supporting students.

Educational Efficiency

Capital Cost Avoidance

Average Building Repair Cost by Grade Level

- Reducing the number of facilities that DCSD operates as school allows the district to **avoid the costs** of maintaining these buildings
- Dollars can be **reprioritized** to high priority projects

Grade Level	Average Building Repair Cost (2030)	
Elementary	$	6,709,158
Middle	$	12,967,781
High	$	20,186,492

Operational Cost Avoidance

When the district operates fewer schools, administrative overhead costs reduce. The number of teachers remains relatively consistent regardless of the number of facilities; the cost avoidance is realized through administrative and other non-instructional staff.

- This staff can reduce over time through natural attrition.
- The potential cost avoidance can range from $1M to $3M per school per year. Elementary closures would be closer to $1M and middle and high school closures would be closer to $3M.
- Dollars can be reallocated for additional instructional staff.

Below Minimum Program State Funding Elementary School

Enrollment ≤ 450:

Fully Funded

Principal

Half Nurse

District Subsidized

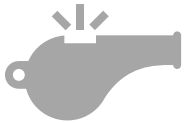
Half
Assistant Principal

Media Specialist

Guidance

Art Teacher

Music Teacher



P.E. Teacher

"The goal of District funds is program enhancement over program subsidy."

**Example Only*

Minimum Program State Funding Elementary School

Enrollment ≥ 450:

Fully Funded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Half
Assistant Principal


Half Nurse


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Art Teacher


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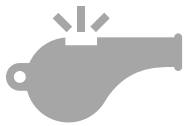
District Subsidized


Music Teacher


P.E. Teacher

**Example Only*

Development of Scenarios

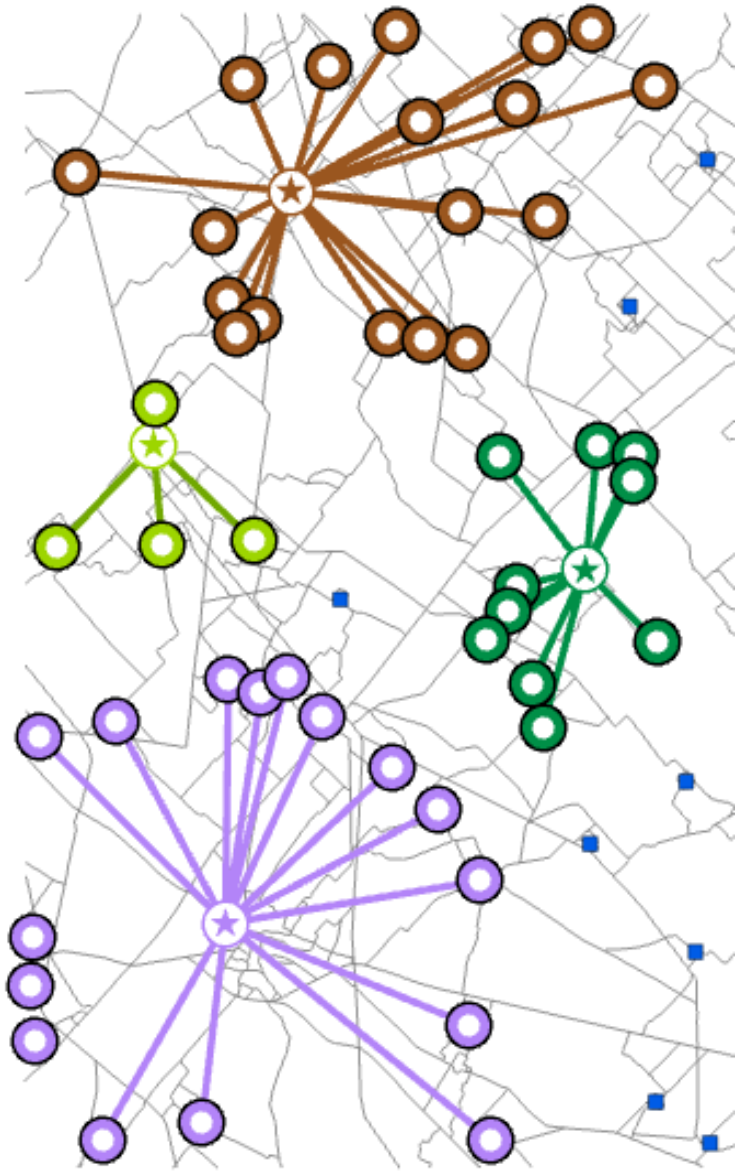
Development of Scenarios

Parameters used to develop scenarios

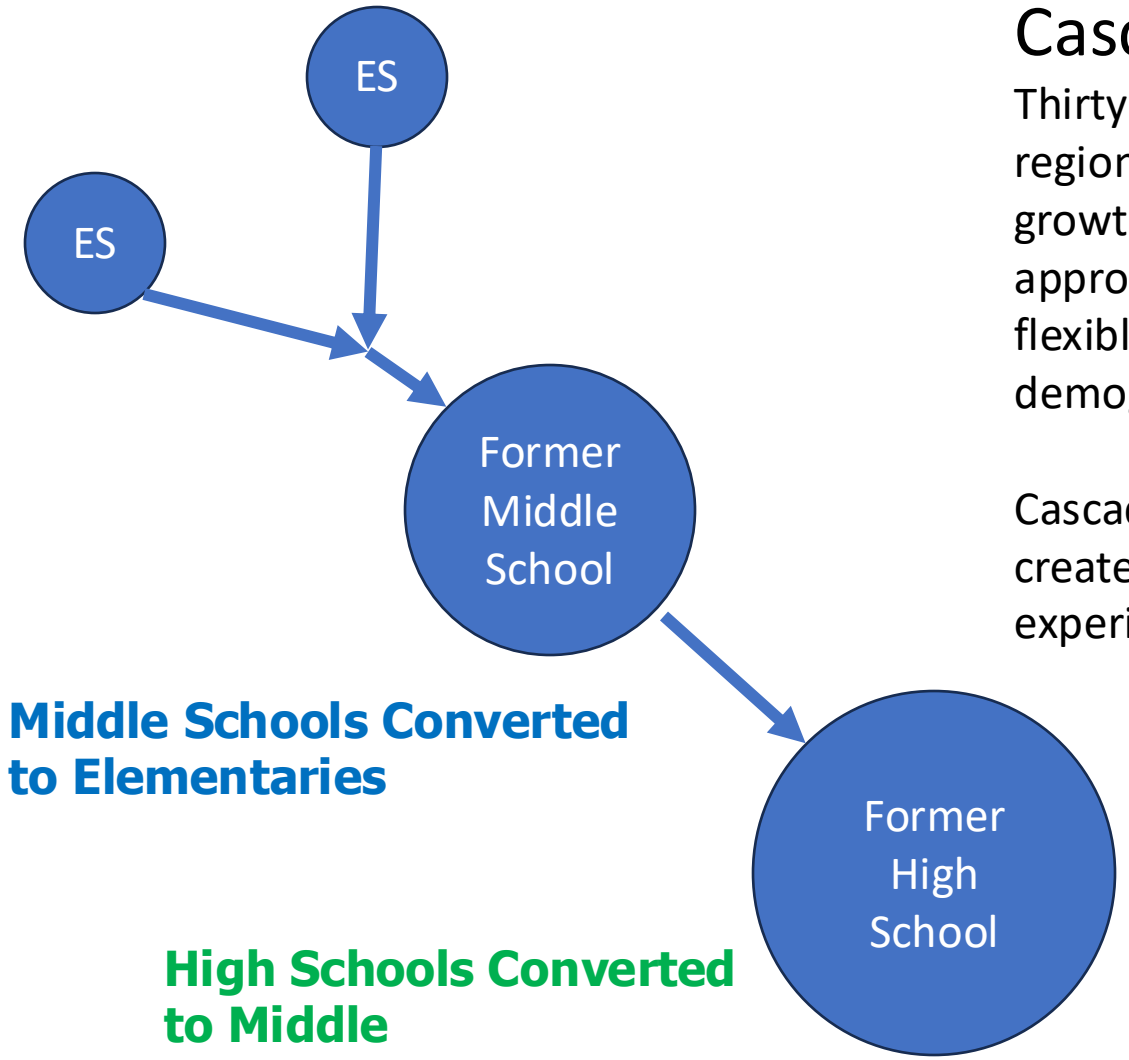
- Proximity of facility locations to student centers
- Proximity of facilities to other facilities
- Educational Adequacy (includes capacity)
- Cascading to use our best buildings with the most capacity
- Recent investment in facilities

Important Consideration

- When thinking geographically, everything is impacted by everything else. This means when you take a school offline, you need to re-evaluate the impacts on the entire system.



Scenario Considerations - Cascading



Middle Schools Converted to Elementaries

High Schools Converted to Middle

Cascading Use Defined:

Thirty years ago, district growth was concentrated in the southern region, and facilities were built to accommodate that demand. Today, growth has shifted to the northern region. Implementing a cascading approach in the south allows the district to maintain a strong and flexible portfolio of buildings while remaining responsive to future demographic or programmatic changes.

Cascading use also supports long-term planning for future growth and creates opportunities for a more dynamic and engaging school experience, particularly for elementary and middle school students.

Changes will be implemented gradually over 6-8 years connected to the long-range facility plan.

Facility Planning (Scenario) Evaluation Metrics

Proximity (Facility to Facility)

- Distance to Neighboring Schools

Buildings

- Capacity
- Adequacy
- Condition

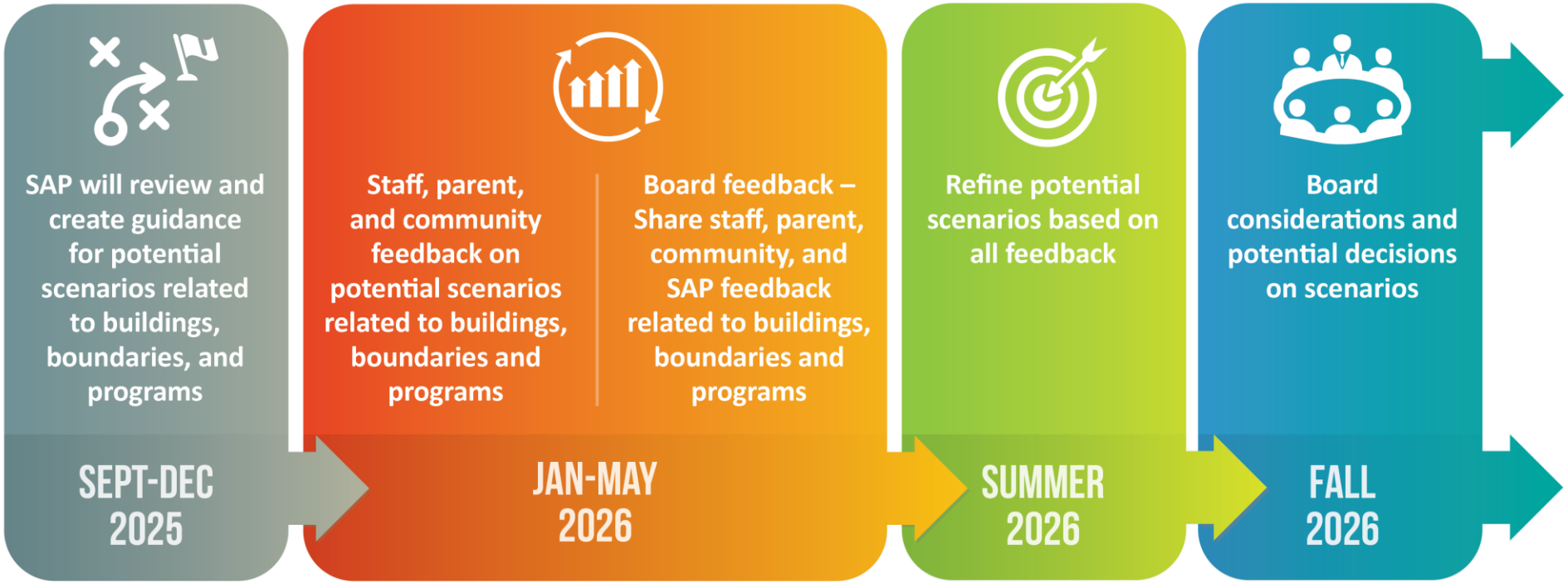
Enrollment

- Forecasted Utilization
- Forecasted Students within 1 mile (ES) and 1.5 mile (MS & HS)

Community Input, Timeline, and Next Steps

Expanded Student Assignment Project Timeline

January 7, 2026



Next Steps & Internal and External Feedback

Month	HPM Facilitated Community Meetings	Board Meeting	SAP Committee Meetings
Jan	N/A	1.12.26 1.21.26 Board retreat	1.14.26 Process metrics and initial scenarios
Feb	1 in-person & Virtual (noon) 2.23.26- - 2.26.26 N/C/SE/SW	2.9.26	2.11.26 (6-9 pm) Use metrics to process scenarios
Mar	1 in-person & Virtual (noon) 3.23.26 - 3.26.26 N/C/SE/SW	3.9.26	Embedded in community meetings
Apr	Area Meetings Focused on Underrepresented Communities -Led by AS and EA teams	4.20.26	Embedded in community meetings
May	Last round	5.11.26	TBD (before May 11th) Review board and community feedback and next steps (Fall 26)

Consistent Messaging Is Key

Phases of The Project – SAP, HPM, and DCSD Operations

Sep 2024 – Fall 2026
- Intentional and consistent SAP Committee Engagement

Sep 2025 – Jan 2026
- SAP's engagement, work, and guidance shared with DCSD planning and HPM to develop scenarios

Jan 2026 – May 2026
- HPM will lead and facilitate the building scenario iterative community engagement process

May 2026 – Aug 2026
- HPM, DCSD Planning, and SAP Leadership will develop boundary and program placement options

Sep 2026 – Nov 2026
- SAP will reconvene to review the boundary and program placement options and analyze through our metrics
- HPM will lead and facilitate the boundary and program placement options iterative community engagement process

Dec 2026 - SAP Final options shared with the Board for action

DEKALB COUNTY SCHOOL DISTRICT

STUDENT ASSIGNMENT PROJECT

Reimagining DeKalb