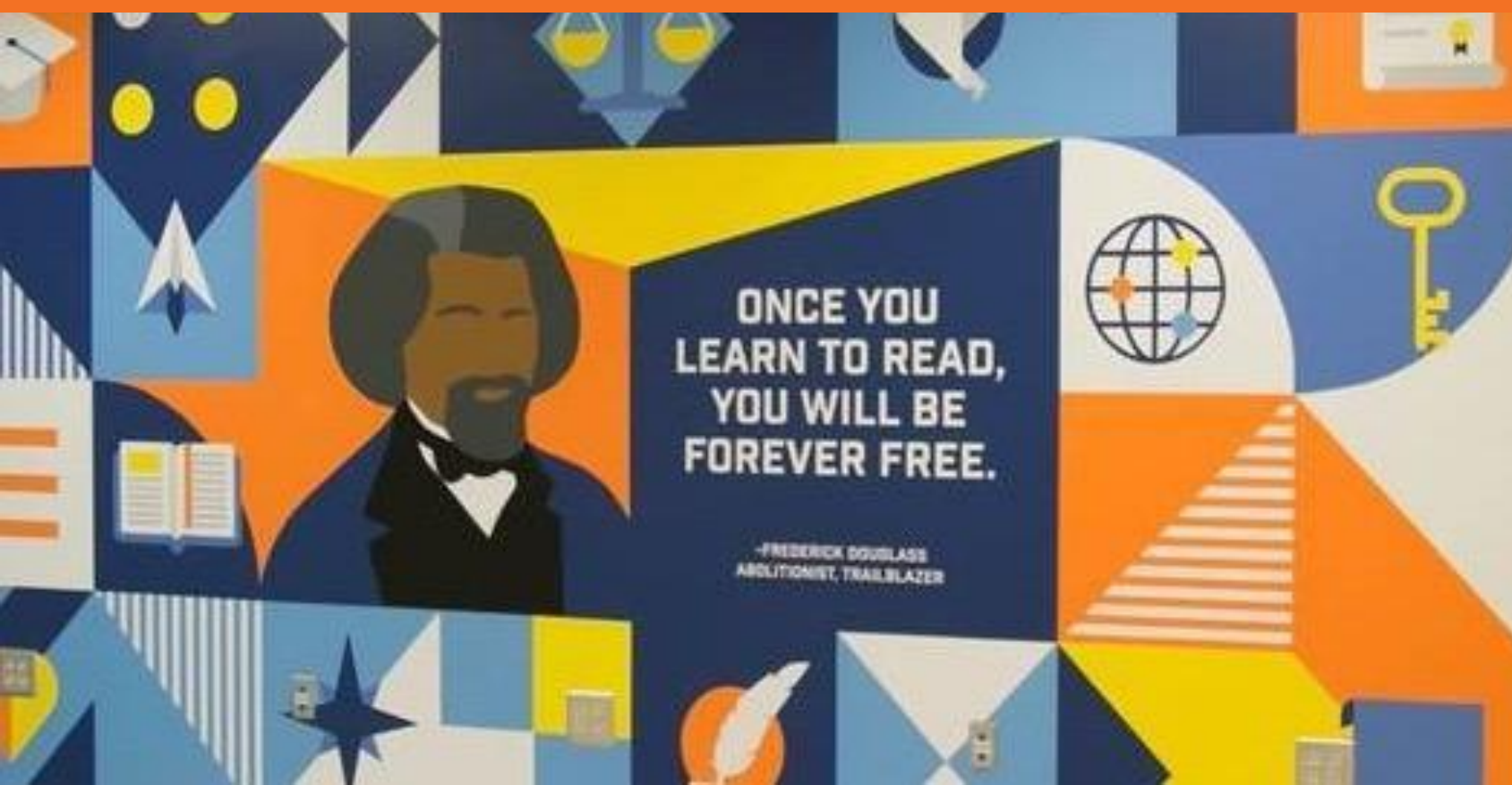


05.16.22



Facilities Master Planning (FMP)

Superintendent's Phase 1 Recommendations



Purpose

APS is recommending the **creation of a new K-5 at the Inman Facility** and rezoning neighborhoods to balance cluster elementary schools

1. Share our recommendation and rationale
2. Hear feedback and questions, specifically for:
 - a. What feedback do you have on our prioritizations?
 - b. Have the feedback themes been misinterpreted?
 - c. What suggestions do you have for implementation and/or mitigation?

How to Share

- a. Place in the Q&A Webinar
- b. Public Comment: Sign Up
- c. Let's Talk



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.

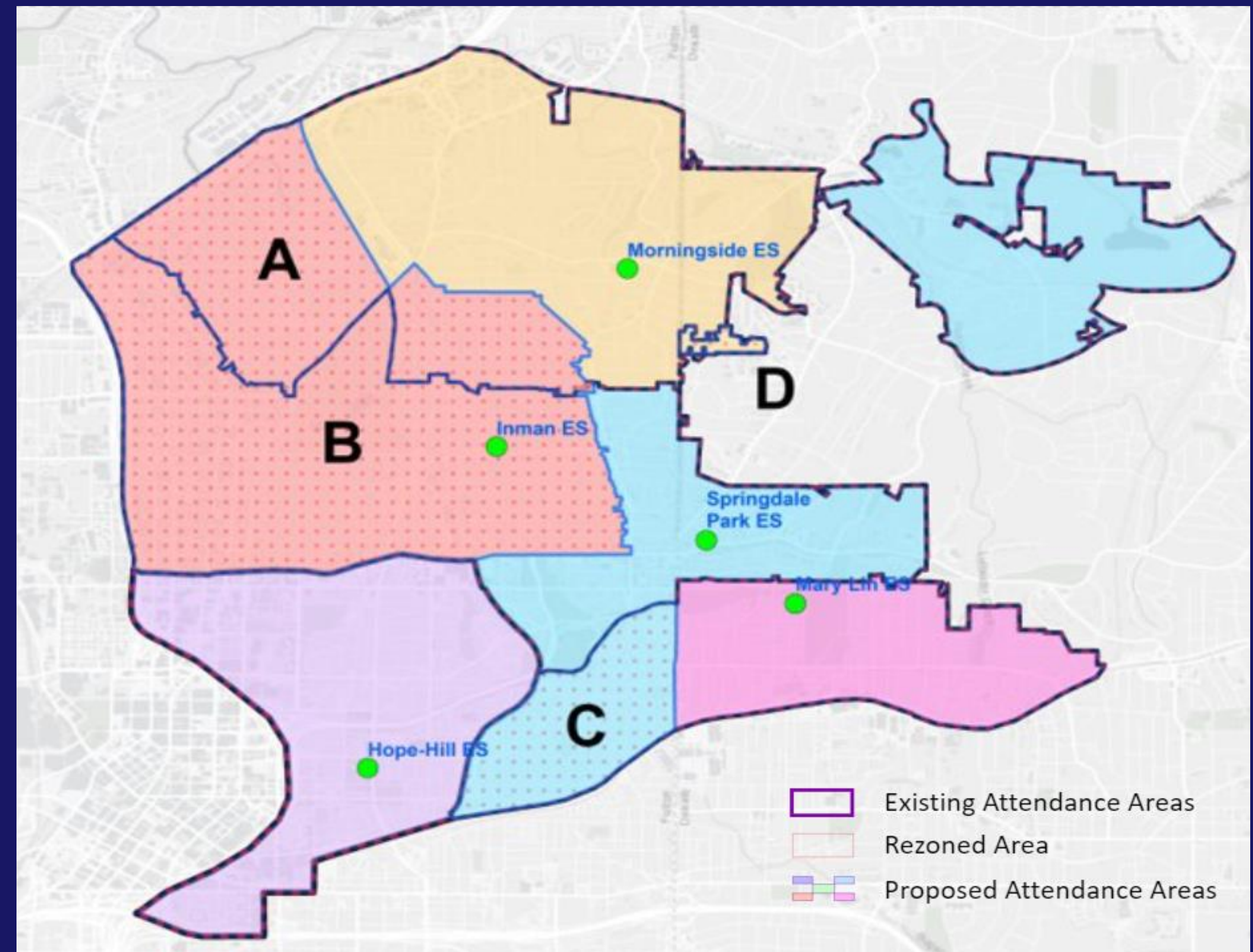
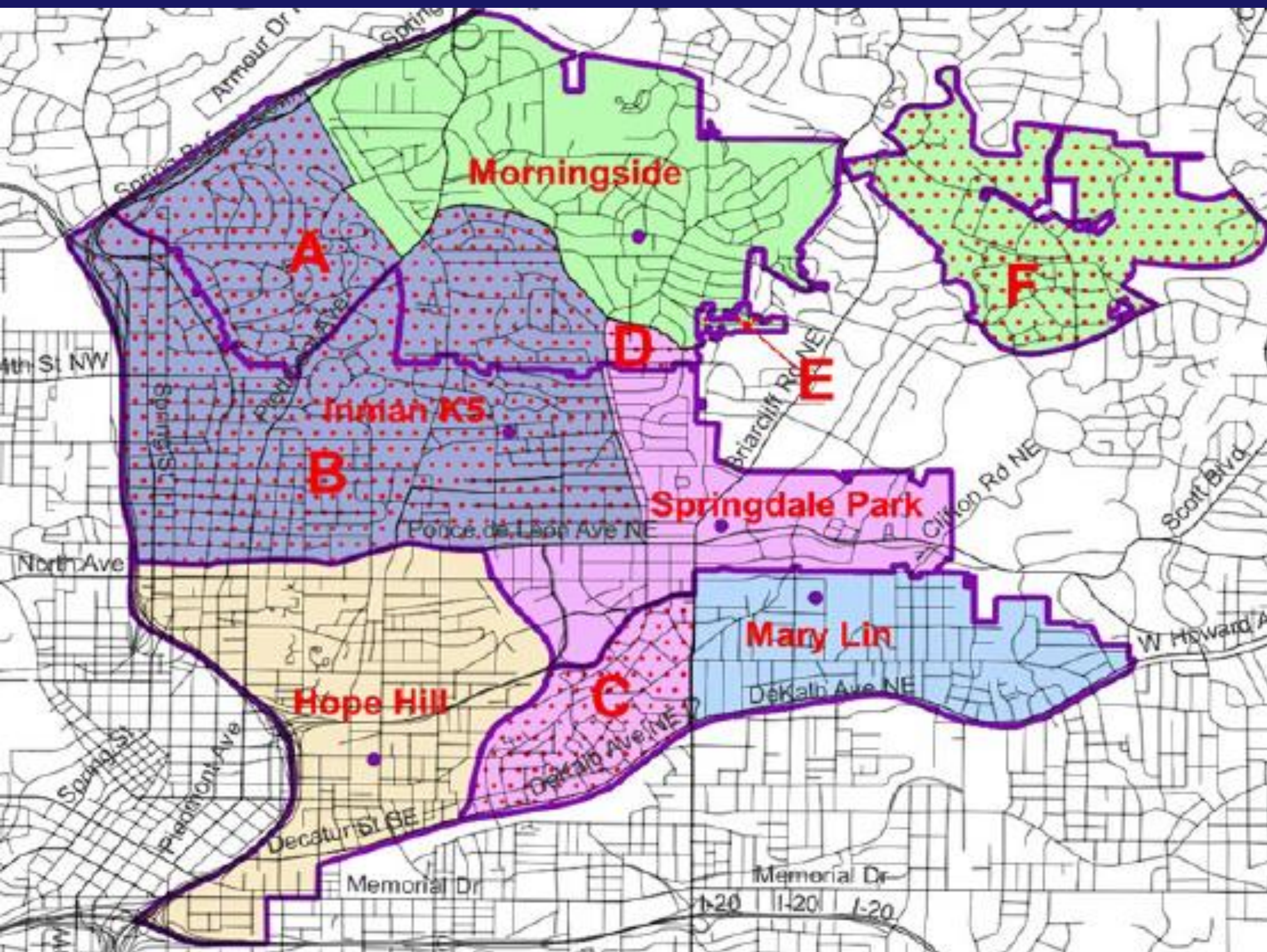
Our engagement provided a deeper understanding of the impact these decisions have on each school, neighborhood, family, and student. In developing these APS recommendations, **we focused on our shared values of excellence, equity, and engagement.**

Background

SIZEMORE CONSULTANT TEAM RECOMMENDATIONS

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.



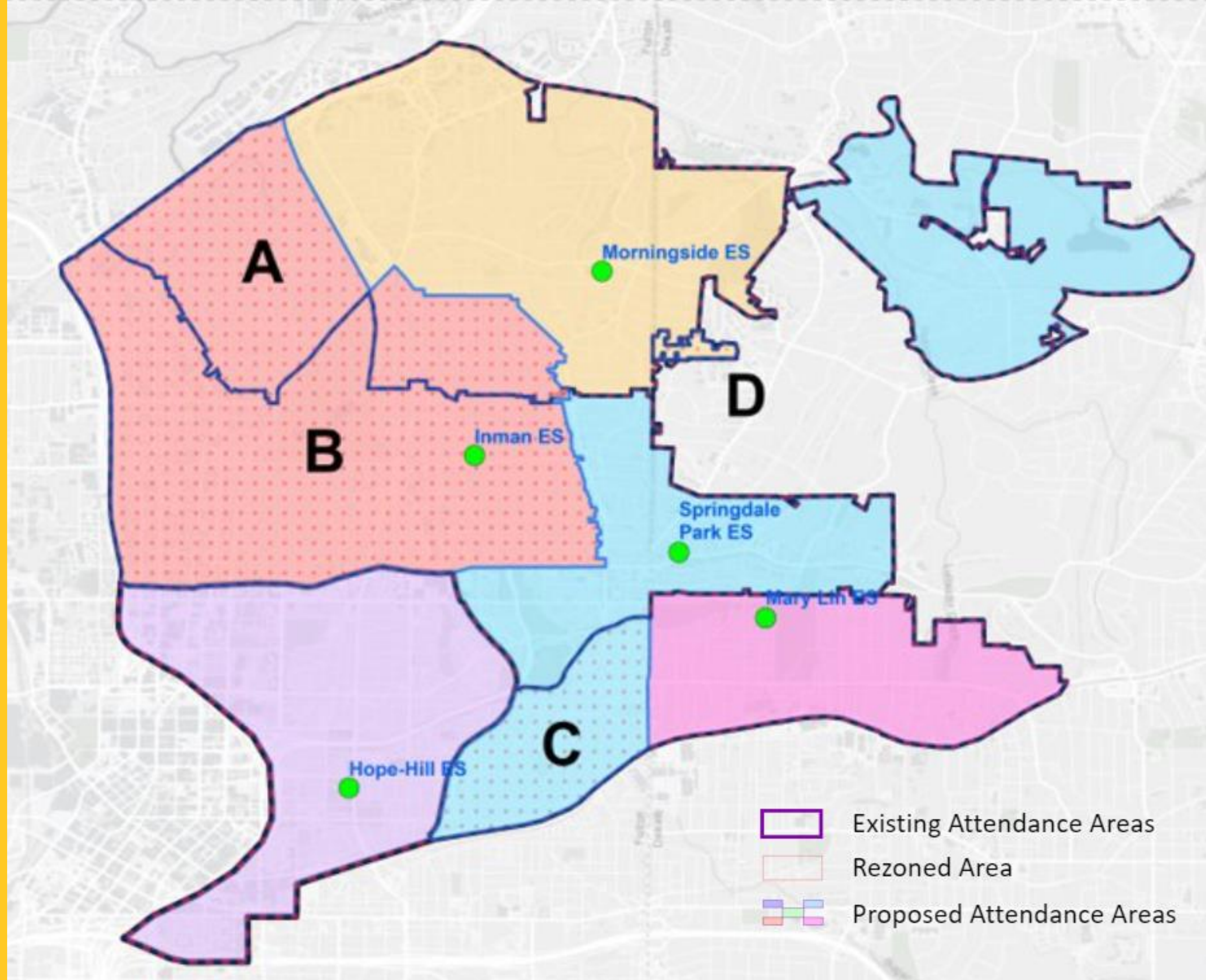
Proposed Map & Attendance Boundaries

- 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 184 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 (Inman Park neighborhood)
- D. Move 9 students from Springdale ES to Morningside ES

Numbers reflect students in 2026-27 SY



Utilization Impact

- Morningside ES (103%→83%) 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%	677	+677	73%
Mary Lin ES (K-5)	625	758	82%	454	-171	60%
Morningside ES (K-5)	896	867	103%	721	-175	83%
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



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

Community-wide Meetings

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) | • Centennial Academy (March 28) |
| • Midtown HS (March 14) | • Springdale Park (April 12) |
| • Howard MS (March 15) | • Morningside (April 12) |
| • Hollis Innovation (March 15) | • Booker T. Washington (April 13) |
| • Price MS (March 17) | • Mary Lin (April 13) |
| • Dunbar ES (March 17 th) | |

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

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

Our Ask

*In addition to specific feedback on attendance boundaries and grandfathering, we are specifically interested in your **feedback on our prioritization and strategies**. Our ask of you today is...*

1. What feedback do you have on our prioritizations?
2. Have the feedback themes been misinterpreted?
3. What suggestions do you have for implementation and/or mitigation?

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)

Feedback

How can we best implement these actions?

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 725 students**. A dual campus scenario would have one school at 400 students and another at more than 1,100.

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, shorter morning and afternoon travel time, and later pick-up/earlier drop-off times** than a dual campus

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

Feedback

What other mitigation actions should we consider?

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

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

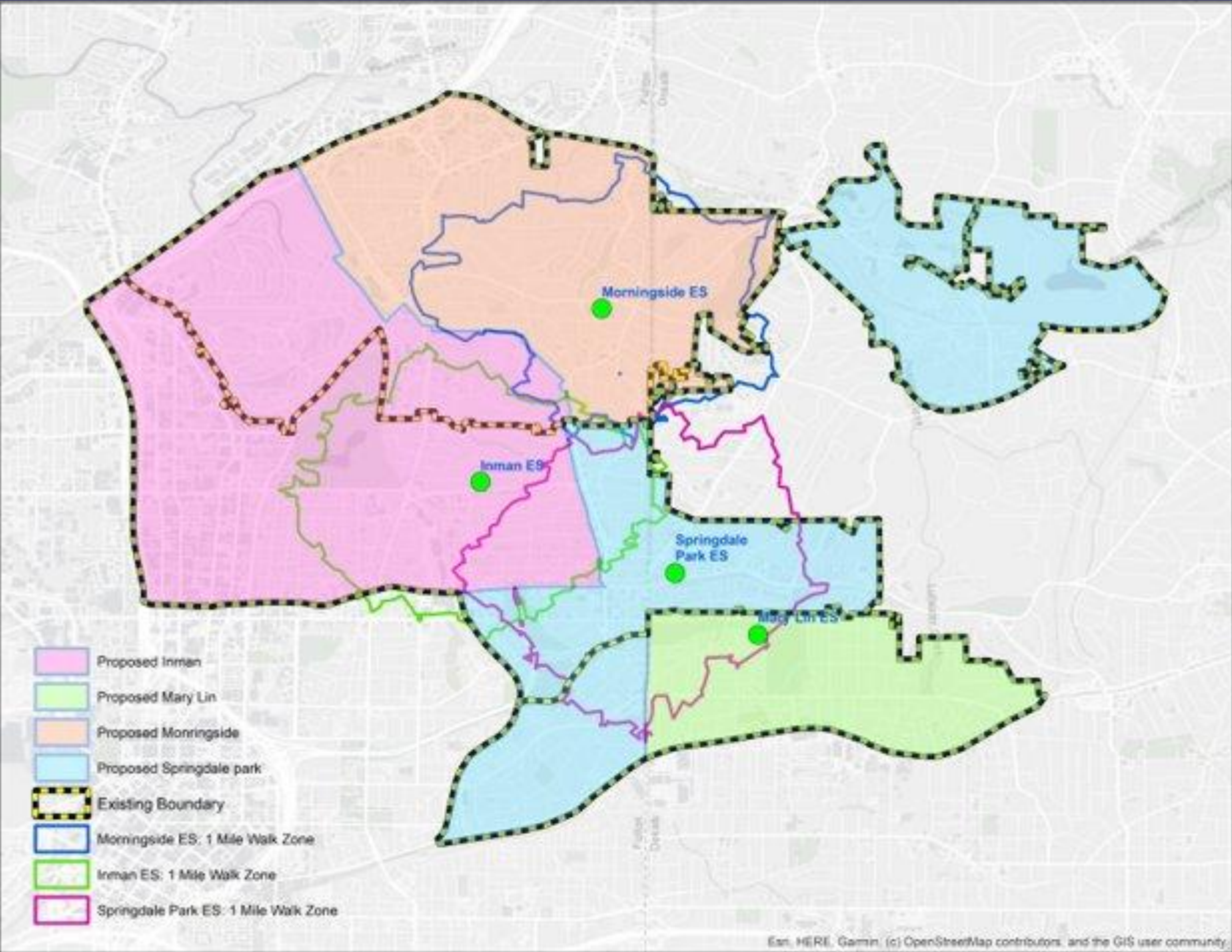
- We will have an entire school year to work collaboratively to **create another high-performing school in the cluster.**

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
Inman	N/A	52.2%
Lin	39.2%	52.0%
Morningside	51.2%	62.3%
Springdale Park	43.6%	59.5%
Total	45.1%	56.7%



In the Dual Campus proposal, **only 37.5%** of students will be in the walk zone

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, 1201 in K–5 vs 1005 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	1169	930	1126	1126
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	1201	1005	1005

*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

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

Student Time on Bus (Current & Estimated)

Estimated Pick Up & Ride Time Comparision SY2023-2024				
	Current Time	K-5 Schools	Dual Campus (Dedicated)	Dual Campus (Shared)
<u>Ansley Park</u>	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)
<u>Inman Park</u>	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)
<u>Druid Hills</u>	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)
<u>Midtown</u>	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)

NEXT STEPS

1. Engage on the Recommendation

1. Finalize Changes to the Recommendation

At the June 6 Board Meeting, the Administration will share an update on the engagement including any changes that may be recommended to the model, zone, or grandfathering.

1. Address Challenges to the Recommendation

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

1. Vote on the Recommendation

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

Engagement


Let's "Actually" Talk

 The Yellow Hat symbolizes brightness and optimism. Under this hat you explore the positives and probe for value and benefit. **How could both models (K-5, Dual Campus) benefit students and the Midtown Cluster?**

K-5

Dual Campus

 The risk management Black Hat spots difficulties where things might go wrong, with the intent to point out issues of risk with intent to overcome them. **What are your concerns about the potential for a new K-5? What does the district need to consider?**

 The Green Hat focuses on creativity; the possibilities, alternatives, and new ideas. It's an opportunity to express new concepts and new perceptions. **What creative approaches should the district and community use to address challenges or risks?**