MEETING AGENDA

- Welcome & Introductions – 10 mins

- Presentation – 30 mins
  - Team Introduction
  - Enrollment Study
  - Data Overview
  - Guiding Principles
  - Timeline & Next Steps

- Small Group Discussion – 1 hr
  - Guiding Principles priorities

- Closing
BACKGROUND

Northeast Philadelphia

• Growth has been steadily increasing for the past 5 years at an average of 2% per year. This trend is expected to continue at the same rate for the next 5 years; this will cause an additional deficiency of 700 seats

• Experienced different rates of growth at JH Brown, Forrest, Holme, Mayfair, Meehan & Pollock
At a series of meetings over the summer the community was provided with options to address the increase in enrollment.

**As a result:**

- It was decided with community feedback to build a new K-8 school at the Lincoln/Meehan Campus.
  - Forrest will be truncated from K-6 to K-5; Students will attend the new school at 6th grade.
  - Brown, Holme and Pollock will be expanded from K-6 to K-8
  - Mayfair remains K-8.

- **Because we are building a new Elementary School an enrollment study is underway to project future enrollment and recommend a new boundary for the new school.**
THE PROJECT TEAM

COOPERATIVE STRATEGIES
Demographer / Planner

Tracy Richter, REFP/President, Cooperative Strategies Ohio Office

PORTFOLIO ASSOCIATES
Community Engagement / Outreach

Beverly Harper, Founder/President/CEO, Portfolio Associates

Alex Boyer, Associate Director, Cooperative Strategies
COOPERATIVE STRATEGIES

WHO ARE WE?

- Nearly 25 Years of Educational Planning
- 4 Recognized Educational Facility Professionals by the Council of Educational Facility Planners International
- National recognition as leaders in educational facility planning and for effective consensus-building activities
- Backgrounds in education, technology, facilitation, management, and city planning
- Conducting & coordinating projects in 48 states and District of Columbia
- Involvement in developing Educational Standards for Prototypical School Designs
- Over 300 Educational Specifications for elementary, middle and high school facilities
- Over 200 Facility Plans for urban, suburban, and rural communities
- Over 2,500 Enrollment Projections
- Development of planning standards for States, DODEA and Local Districts
ENROLLMENT STUDY
WHAT IS IT?

Comprehensive demographic study of Northeast Philadelphia (includes Mayfair, Tacony, Holmesburg, Torresdale, Winchester Park and Wissinoming neighborhoods)

Use that data in the creation of a new catchment area for the new K-8 School

Includes:
• Student & Population Demographics
• Capacity Study
• Enrollment Projections
  • Historical & projected trends
• Transportation & geographic analysis
• Community Engagement
  • Engage the community in the decision-making
  • Incorporating their feedback in the method used for redistricting and weighting their suggestions
  • Ensure new boundaries do not adversely impact any specific community and that diversity is maintained

The result will be a new catchment for the new school that will be presented to the Board and the Superintendent
• Using a systems level approach to boundaries
• Balancing the needs of an individual school community with the needs of the whole
• When we add a new school we have to draw a new boundary somewhere....
Historical Enrollment (2011 - 2018)

- Increased 2,095 total students
- Charter enrollment has increased from 19% of entire student population to 24%

### Historical Enrollment - NE Philadelphia Study Area

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<td>K</td>
<td>729</td>
<td>767</td>
<td>778</td>
<td>703</td>
<td>779</td>
<td>793</td>
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<td>861</td>
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<td>1</td>
<td>741</td>
<td>757</td>
<td>777</td>
<td>806</td>
<td>789</td>
<td>872</td>
<td>892</td>
<td>883</td>
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<td>2</td>
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<td>725</td>
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<td>774</td>
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<td>898</td>
<td>938</td>
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<td>3</td>
<td>671</td>
<td>726</td>
<td>717</td>
<td>788</td>
<td>799</td>
<td>853</td>
<td>874</td>
<td>940</td>
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<td>4</td>
<td>659</td>
<td>653</td>
<td>746</td>
<td>735</td>
<td>819</td>
<td>791</td>
<td>909</td>
<td>915</td>
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<td>5</td>
<td>694</td>
<td>672</td>
<td>659</td>
<td>736</td>
<td>794</td>
<td>853</td>
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<td>650</td>
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<td>874</td>
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<tr>
<td>Grand Total 6,132</td>
<td>6,334</td>
<td>6,496</td>
<td>6,570</td>
<td>7,065</td>
<td>7,262</td>
<td>7,783</td>
<td>8,227</td>
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Source: School District of Philadelphia

### Historical Enrollment - NE Philadelphia Study Area

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<tbody>
<tr>
<td>K - 5</td>
<td>4,228</td>
<td>4,300</td>
<td>4,449</td>
<td>4,542</td>
<td>4,828</td>
<td>4,971</td>
<td>5,264</td>
<td>5,519</td>
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<tr>
<td>6 - 8</td>
<td>1,904</td>
<td>2,034</td>
<td>2,047</td>
<td>2,028</td>
<td>2,237</td>
<td>2,291</td>
<td>2,521</td>
<td>2,708</td>
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<tr>
<td>K - 12</td>
<td>6,132</td>
<td>6,334</td>
<td>6,496</td>
<td>6,570</td>
<td>7,065</td>
<td>7,262</td>
<td>7,783</td>
<td>8,227</td>
</tr>
</tbody>
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Source: School District of Philadelphia

**Historical District vs Charter Enrollment**

- Charter enrollment includes some non-public alternative programs as well.
Student Demographics

- Over the last 7 years the proportion of Asian & Hispanic / Latino students have increased.

- The proportion of white students has decreased from 46.7% to 29.8%
Student Demographics

Total Student Density

- This map shows areas of higher and lower density of where students live in Northeast Philadelphia.
- This includes all students, Charter and District.
MAYFAIR ATTENDANCE AREA

Current attendance area is bound by:

- Ryan Ave to the Northeast
- Frankford Ave to the Southeast
- Unruh Ave to the South
- Roosevelt Blvd to the West
- Pennypack Park to the North
MAYFAIR ATTENDANCE AREA POPULATION

Total Students In Catchment

<table>
<thead>
<tr>
<th>Total Students</th>
<th>District</th>
<th>Other (Charter / Non-Public)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2,337</td>
<td>2,044</td>
<td>293</td>
</tr>
</tbody>
</table>

- **Transfer In** – Students who reside in another catchment but attend Mayfair
- **Transfer Out** – Students who reside in Mayfair Catchment but attend a different school
- **Live & Attend** – Students who live in the Mayfair Catchment and also attend Mayfair Elementary
Mayfair has seen significant enrollment growth over the last 10 years.

Growth is expected to continue for the next 5 years. Increasing to over 2,500 students.

**Previous investments:**
- Classroom addition completed in SY 2017-18 for K-1
- Opened space at Meehan to support K-1 for SY 18-19

<table>
<thead>
<tr>
<th>Year</th>
<th>Capacity</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>1,060</td>
<td>0</td>
</tr>
<tr>
<td>2010</td>
<td>1,060</td>
<td>0</td>
</tr>
<tr>
<td>2011</td>
<td>1,060</td>
<td>0</td>
</tr>
<tr>
<td>2012</td>
<td>1,060</td>
<td>0</td>
</tr>
<tr>
<td>2013</td>
<td>1,060</td>
<td>0</td>
</tr>
<tr>
<td>2014</td>
<td>1,060</td>
<td>0</td>
</tr>
<tr>
<td>2015</td>
<td>1,060</td>
<td>0</td>
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<tr>
<td>2016</td>
<td>1,060</td>
<td>0</td>
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<tr>
<td>2017</td>
<td>1,060</td>
<td>0</td>
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<tr>
<td>2018</td>
<td>1,060</td>
<td>0</td>
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<tr>
<td>2019</td>
<td>1,060</td>
<td>0</td>
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<tr>
<td>2020</td>
<td>1,060</td>
<td>0</td>
</tr>
<tr>
<td>2021</td>
<td>1,060</td>
<td>0</td>
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<tr>
<td>2022</td>
<td>1,060</td>
<td>0</td>
</tr>
<tr>
<td>2023</td>
<td>1,060</td>
<td>0</td>
</tr>
</tbody>
</table>

**Historical & Projected Enrollment (2009-2023)**

- Projected enrollment to exceed 2,500 students by 2023.
MEEHAN ATTENDANCE AREA

Current attendance area is bound by:

- Grant Ave to the North
- Delaware River to the East
- Princeton & Ryan Ave to the South
- Roosevelt Blvd to the West
## Meehan Attendance Area Population

### Total Students In Catchment

<table>
<thead>
<tr>
<th>Total Students</th>
<th>District</th>
<th>Other (Charter / Non-public)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,190</td>
<td>817</td>
<td>373</td>
</tr>
</tbody>
</table>

- **Transfer In** – Students who reside in another catchment but attend Meehan
- **Transfer Out** – Students who reside in Meehan Catchment but attend a different school
- **Live & Attend** – Students who live in the Meehan Catchment and also attend Meehan Middle School
Meehan has seen stable enrollment with a slight uptick in enrollment this year.

Currently K-1 support for Mayfair is utilizing some of the extra capacity at Meehan

**Previous investments:**
- Chiller Replacement ($1M)
- Fire Alarm Replacement ($500K)
• Using a systems level approach to boundaries

• Balancing the needs of an individual school community with the needs of the whole

• When we add a new school we have to draw a new boundary somewhere....
GUIDING PRINCIPLES

- In order to guide us on how to draw new attendance areas we need to know which parameters are most important.

- We will then take your feedback and measure our options on how well they meet these criteria.

- We have developed 5 Guiding Principles we would like your feedback on.
GUIDING PRINCIPLES

**Balance Utilization** - Balance utilization across the 5 elementary schools to relieve overcrowding and maintain an acceptable utilization level based on facility capacity.

**Minimize Future Disruption** - Minimize the need for future attendance area adjustments, where possible allow room for growth at each school.

**Walking Distance / Time** - Safety, convenience and efficiency of transportation, as well as student travel times, and current population patterns, should be considered in assigning students to elementary schools.

**Maintain Diversity** - Ensure new boundaries do not adversely impact any specific community, and diversity is maintained in each of the five existing schools as well as the newly created one.

**Safe Routes** - Promote safe routes to schools by limiting the number of natural and human-made physical boundaries students must cross to and from school and considering the availability of sidewalks.
IMPLICATIONS

• Some of these Principles will be in direct conflict with each other
• So consider how some of these guiding principles affect one another and which items are more important to you

• For example:
  ▪ You may be able to achieve balancing utilization perfectly across the northeast but this will be at the detriment to walking distance & time because you would have to send students to schools that have the capacity
  
  ▪ Also we may be able to impact less students now with a boundary change but this could be at the at the detriment of minimizing future impact because we haven't solved the growth and over crowding long-term
Redistricting Committee Meetings

Composed of 2 parents from each of the 5 elementary schools, community members and district staff.

Advisory role to review data and options and make a recommendation to the board

Members:

- Aida Carrasquillo - Forrest
- Charlene Giordano – Holme
- Courtney Voss – Councilman Henon’s Office
- Eladio Martinez - Brown
- Jacqueline Torres - Mayfair
- Jaleyne Jud - Pollock
- Lalai Larabi - Mayfair
- Larissa Klaven – City Planning Commission
- Patricia McNasby - Brown
- Sanaa Hassan - Pollock
- Sandra Ditro - Holme
- Yarielis Morales – Forrest

SDP Central offices:

- Joe Antonio - Superintendent’s Office
- Albery Corona - Superintendent’s Office
- Dr. Rhodes – Assistant Superintendent for Network 9,
- Jenna Monley - FACE
- Haniyyah Sharpe-Brown - Government Relations
- Tim Lambert - Grade and Space
- Mary Lee, Leigh Clark and Nicole Ward - Office of Capital Programs
NEXT STEPS

• Committee Meeting #2 – March 18th
  ▪ Take your feedback and present it to the redistricting committee
  ▪ With the help of the committee develop potential options for a new catchment area at second committee meeting

• Committee Meeting #3 – TBD
  ▪ Weigh options and decide on a final recommendation to the board

• Final Community Meetings – April 4th Tentative
  ▪ Present final recommendation
ACTIVITY
SMALL GROUP DISCUSSION

Group:

- **Read:** Read through each guiding principle and make sure that everyone at your table understands what they mean.

- **Discuss:** Discuss each one of the guiding principles for about 5 minutes each as a group, try to think about how they are related to school catchment areas.

- **Prioritize:** Discuss as a group if you were only allowed to select three of the 5 principles to prioritize which three would each person choose.

Individually:

- On the stickers you received, write “1” for your first choice, “2” for your second choice, and “3” for your third choice.

- Place each sticker on the corresponding Guiding Principle that is the most important to you (“1”), second most important (“2”), and third most important (“3”).
• Questions?

• Project Website: https://www.philasd.org/capitalprograms/newschoolonryanave/