



COOPERATIVE
STRATEGIES

COMPLETE FINANCIAL & DEMOGRAPHIC PLANNING FOR EDUCATION

SCHOOL DISTRICT OF PHILADELPHIA

**POLLOCK & HOLME SCHOOL SPECIFIC
MEETING**

MARCH 6TH, 2019



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

BACKGROUND

PREVIOUS MEETINGS



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



Alex Boyer, Associate Director,
Cooperative Strategies

PORTFOLIO ASSOCIATES

Community Engagement / Outreach



Beverly Harper, Founder/President/CEO,
Portfolio Associates

COOPERATIVE STRATEGIES

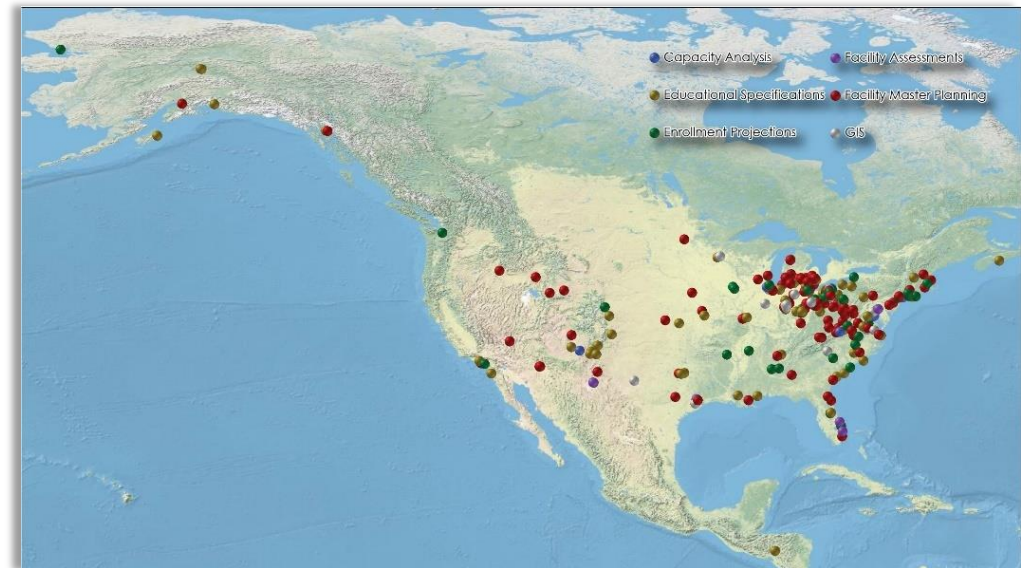
WHO ARE WE?



- 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:

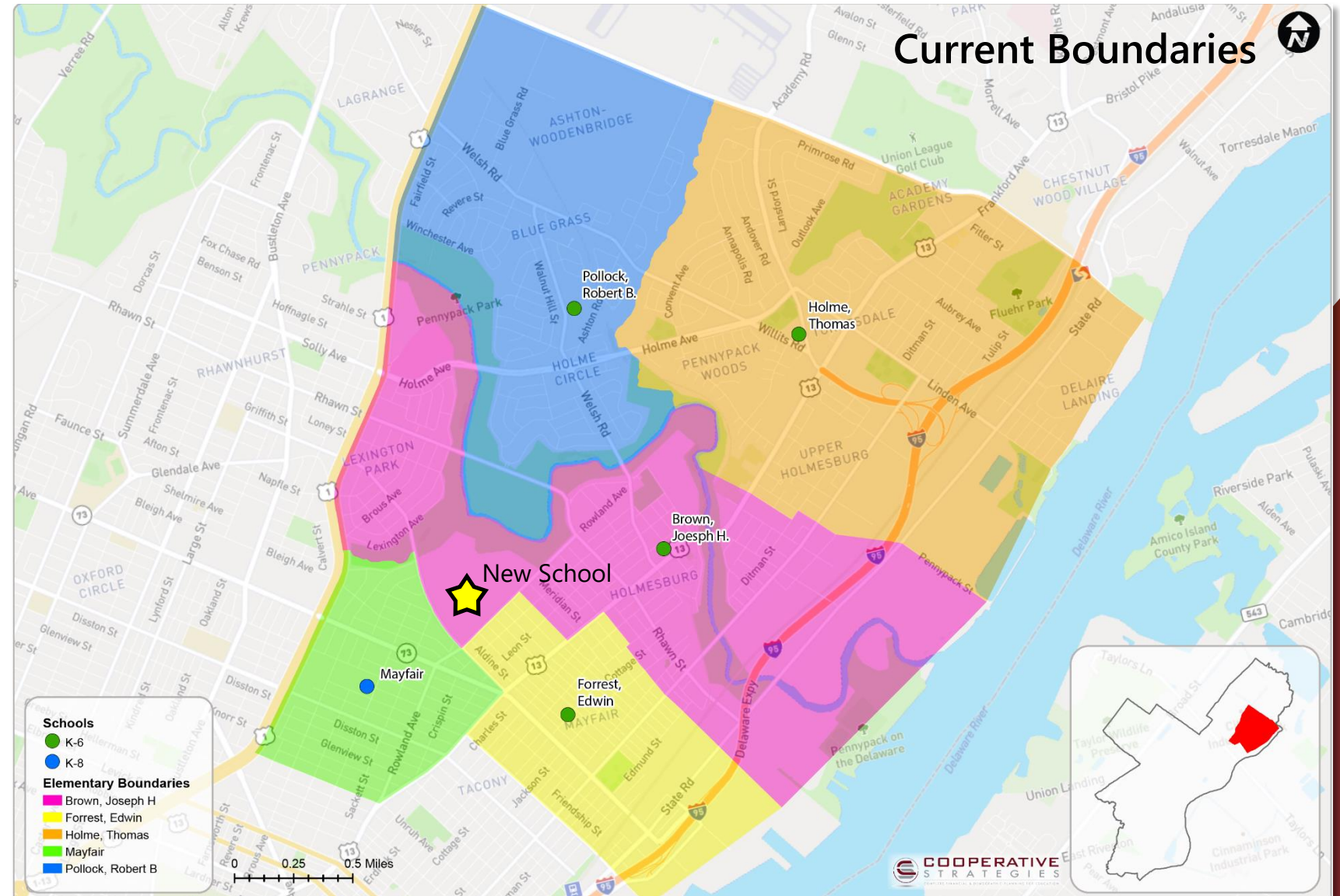
- Student & Population Demographics
- Capacity Study
- Enrollment Projections
 - Historical & projected trends
- Transportation & geographic analysis
- Community Engagement
 - Engage the community in the decision-making
 - Incorporating their feedback in the method used for redistricting and weighting 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

OVERVIEW



- 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....



ENROLLMENT



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

Grade	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
K	729	767	778	703	779	793	822	861
1	741	757	777	806	789	872	892	883
2	734	725	772	774	848	809	898	938
3	671	726	717	788	799	853	874	940
4	659	653	746	735	819	791	909	915
5	694	672	659	736	794	853	869	982
6	650	742	703	671	809	811	900	956
7	640	640	686	672	710	768	815	878
8	614	652	658	685	718	712	806	874
Grand Total	6,132	6,334	6,496	6,570	7,065	7,262	7,785	8,227

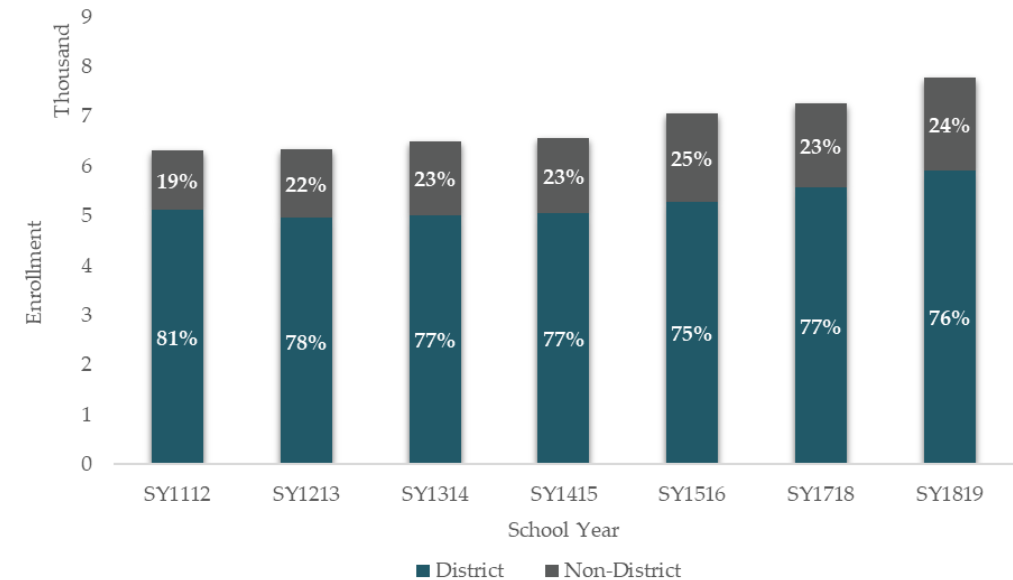
Source: School District of Philadelphia

Historical Enrollment - NE Philadelphia Study Area

Grade	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
K - 5	4,228	4,300	4,449	4,542	4,828	4,971	5,264	5,519
6 - 8	1,904	2,034	2,047	2,028	2,237	2,291	2,521	2,708
K - 12	6,132	6,334	6,496	6,570	7,065	7,262	7,785	8,227

Source: School District of Philadelphia

Historical District vs Charter Enrollment



**Charter enrollment includes some non-public alternative programs as well

STUDENT DEMOGRAPHICS



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%

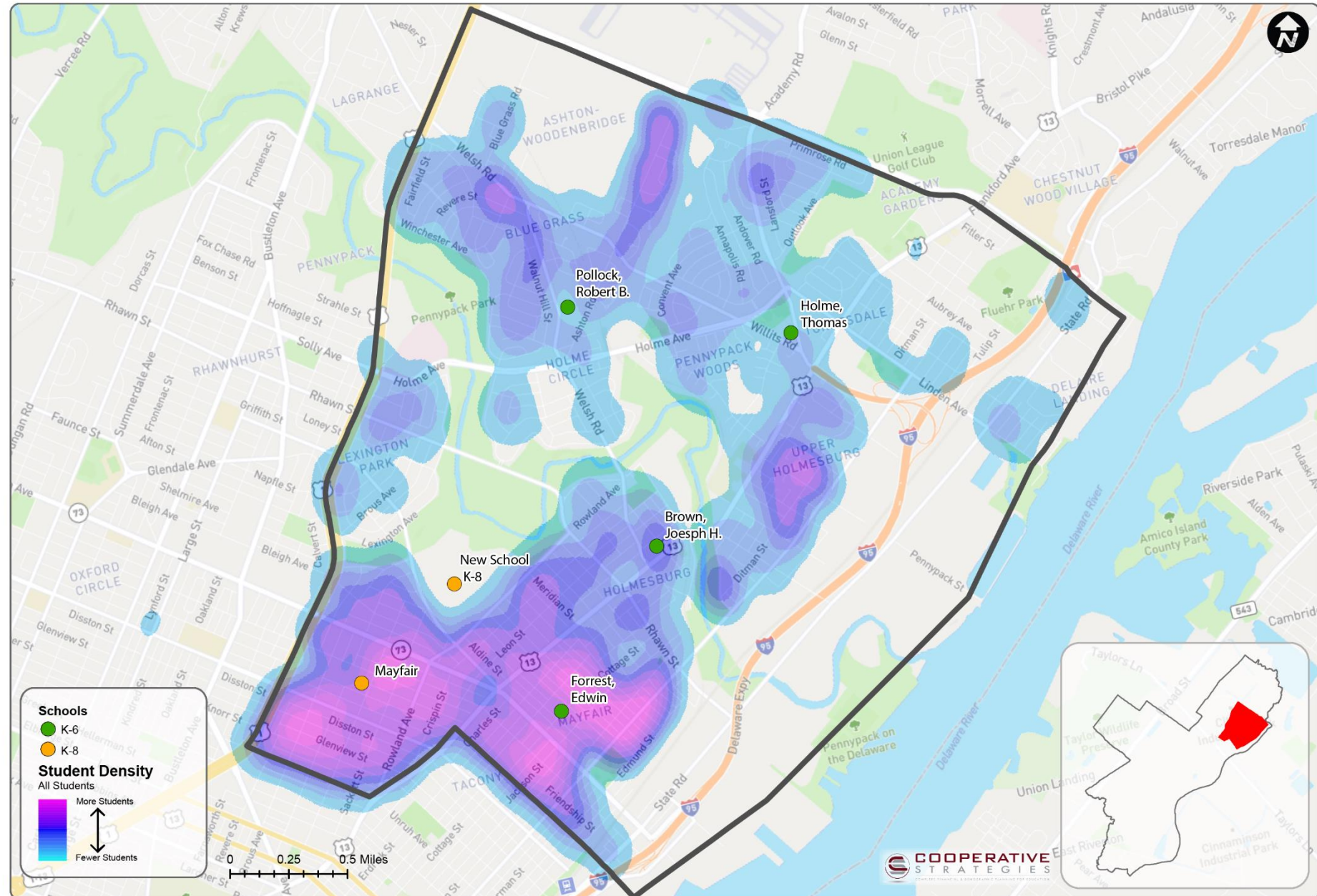
**Students in the Northeast by Race
SY2011 - SY2018**

Race	% of Total Population		Student Count Change	
	2011	2018		Count Difference
American Indian / Alaska Native	0.2%	0.2%	▼	-1
Asian	7.5%	11.7%	▲	489
Black / African American	23.1%	25.0%	▲	593
Hispanic / Latino	14.2%	23.2%	▲	1,013
Multi Racial / Other	8.3%	10.1%	▲	306
Native Hawaiian / Other Pacific Islander	0.0%	0.1%	▲	8
White	46.7%	29.8%	▼	-506

Source: School District of Philadelphia

Student Demographics Total Student Density

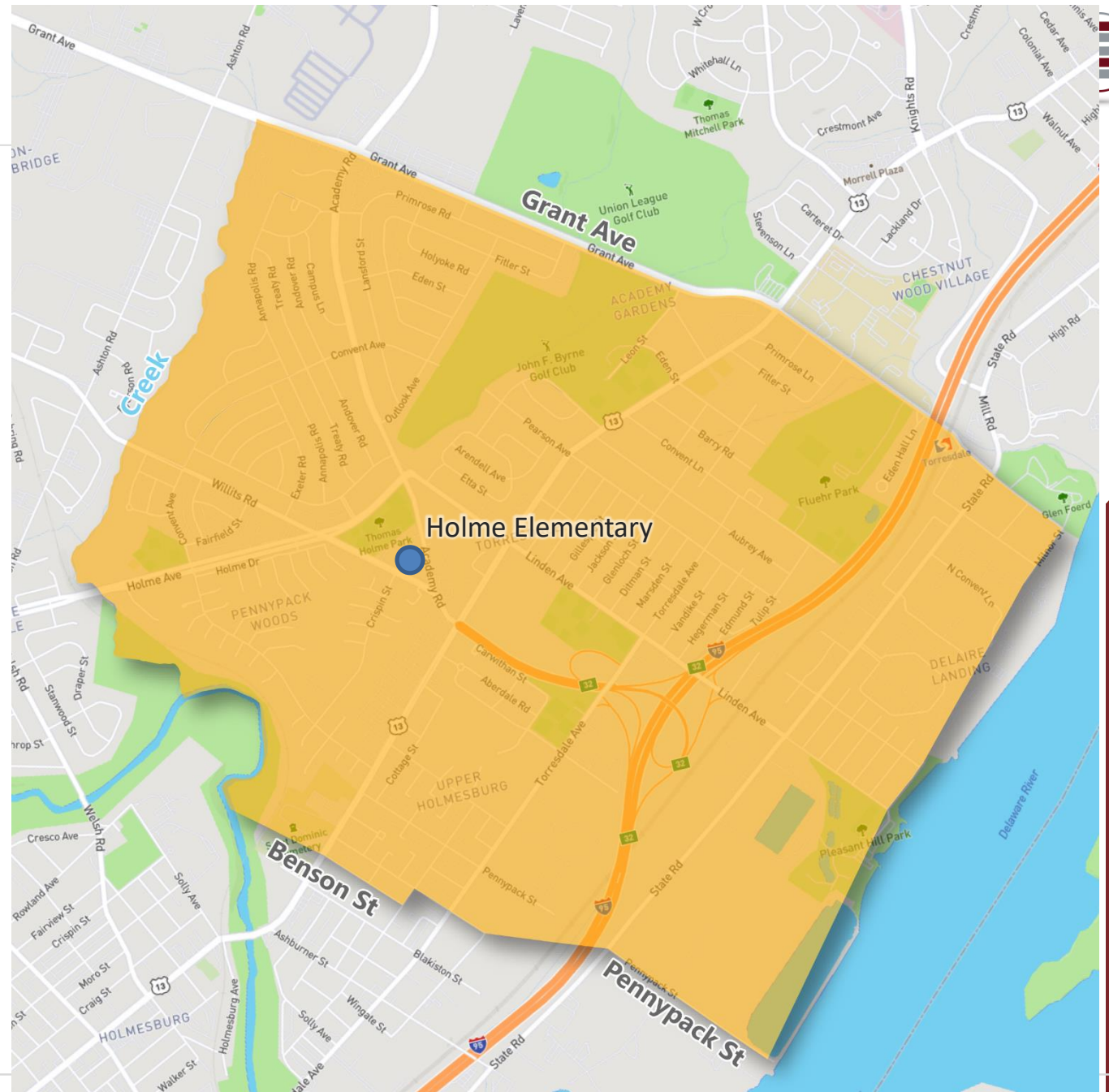
- This map shows areas of higher and lower density of where students live in Northeast Philadelphia.
- This includes all students, Charter and District.



HOLME ATTENDANCE AREA

Current attendance area is bound by:

- Grant Ave to the North
- Delaware River to the East
- Pennypack St to the South
- Benson St to the Southwest

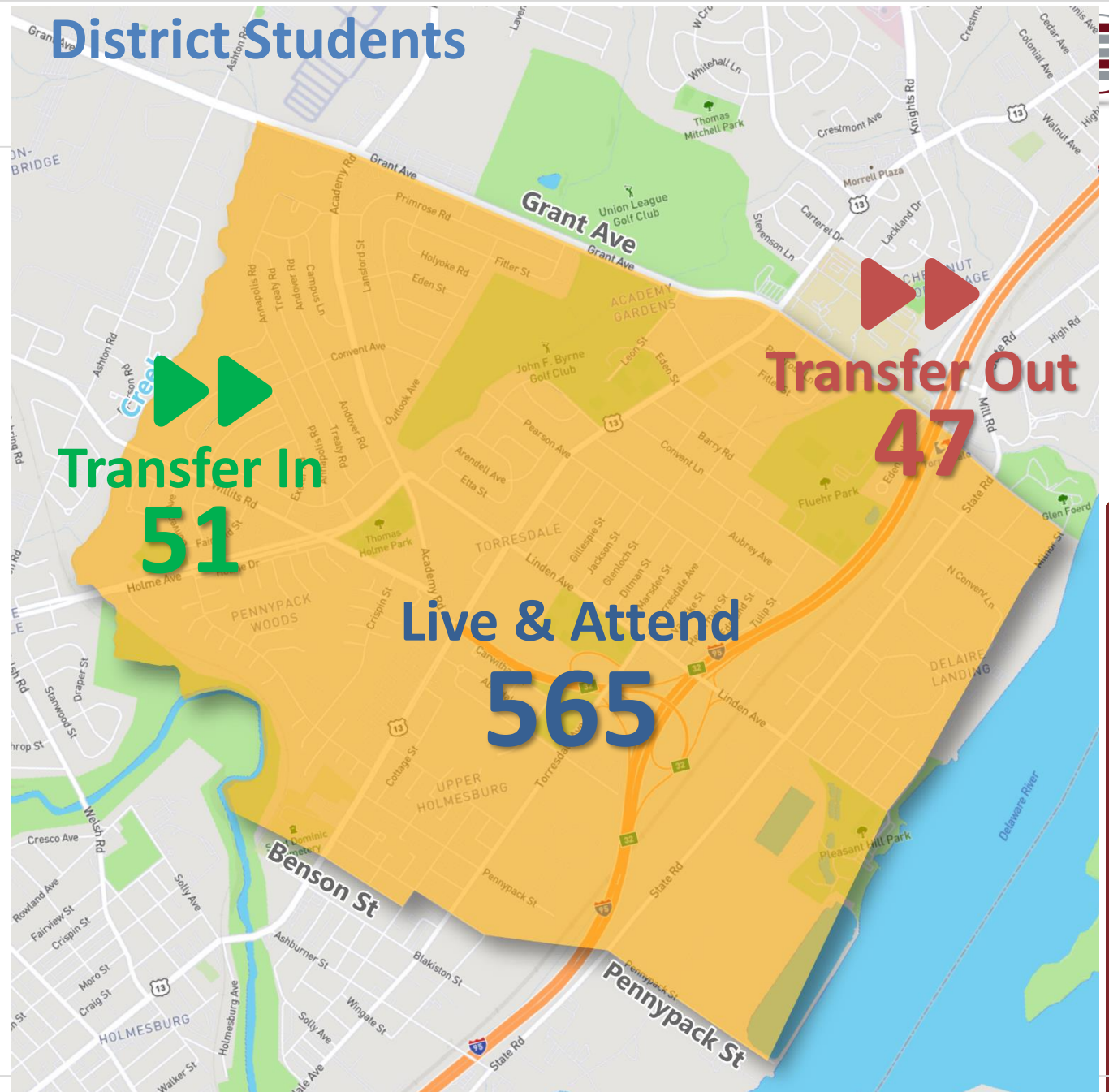


HOLME ATTENDANCE AREA POPULATION

Total Students In Catchment

Total Students	District	Other (Charter / Non-Public)
906	612	294

- **Transfer In** – Students who reside in another catchment but attend Holme
- **Transfer Out** – Students who reside in Holme Catchment but attend a different school
- **Live & Attend** – Students who live in the Holme Catchment and also attend Holme Elementary



HOLME ELEMENTARY

DATA



Grades
K-6*

Capacity
835

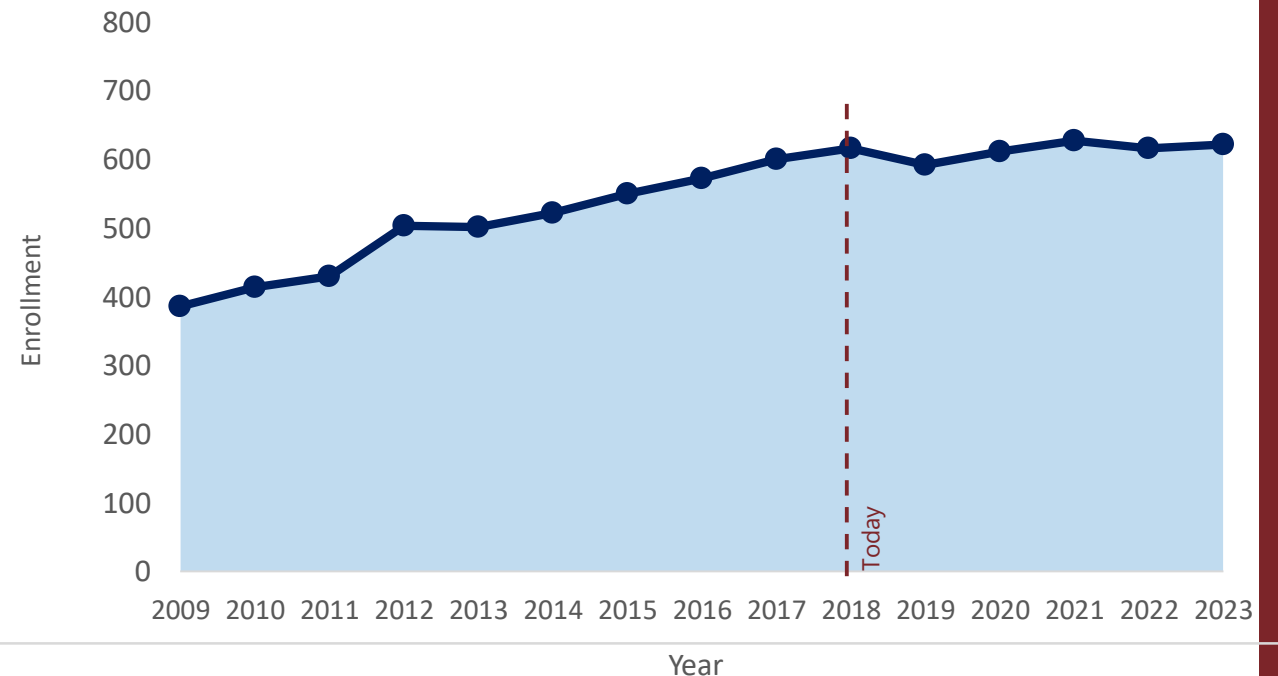
Enrollment
616

Holme has seen enrollment growth over the last 10 years

Growth is expected to continue for the next 5 years.

*Currently K-6 Grades but will be changing to K-8

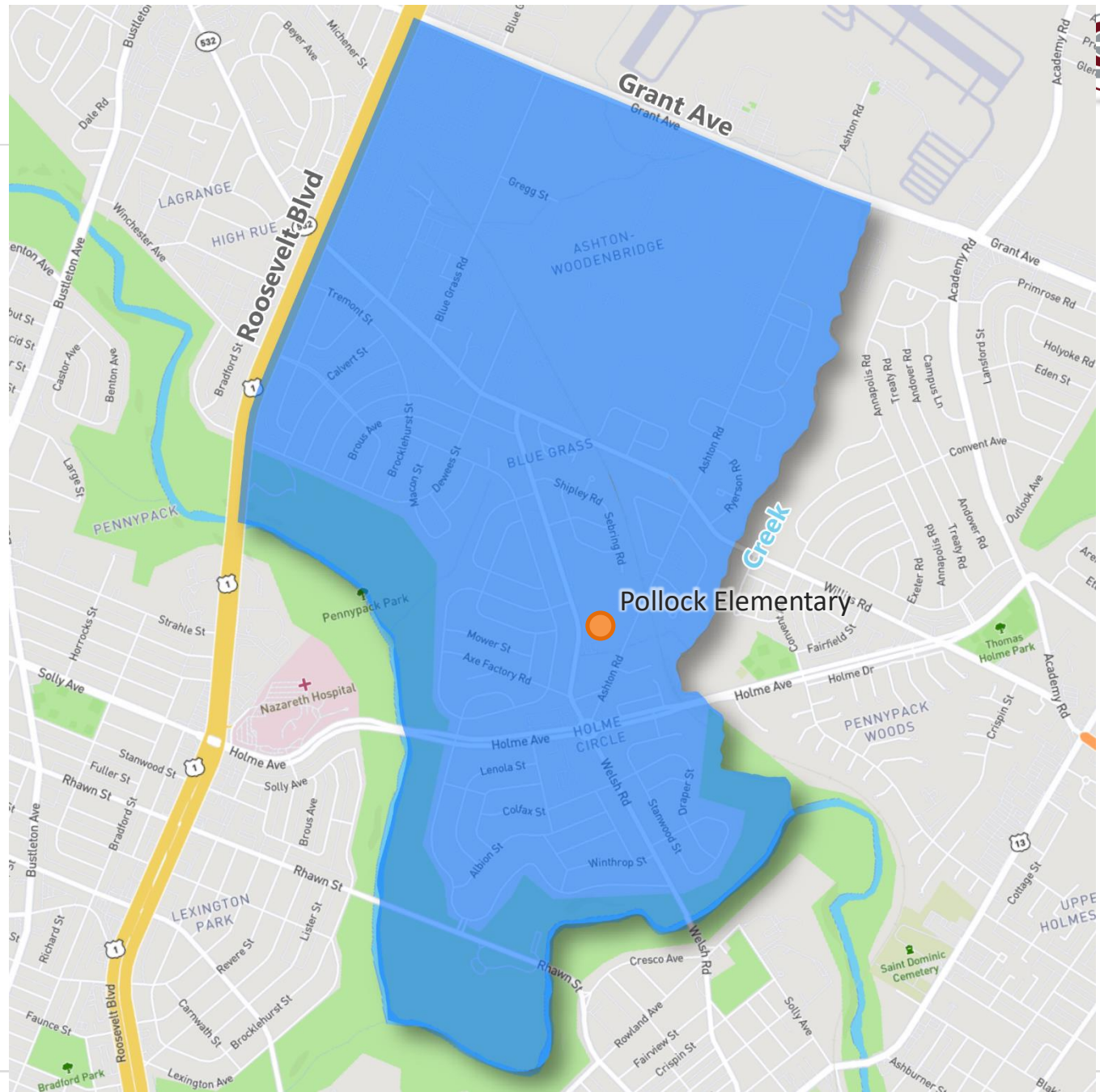
Historical & Projected Enrollment (2009-2023)



POLLOCK ATTENDANCE AREA

Current attendance area is bound by:

- Grant Ave to the North
- Creek to the East
- Pennypack Park to the South
- Roosevelt Blvd Ave to the West



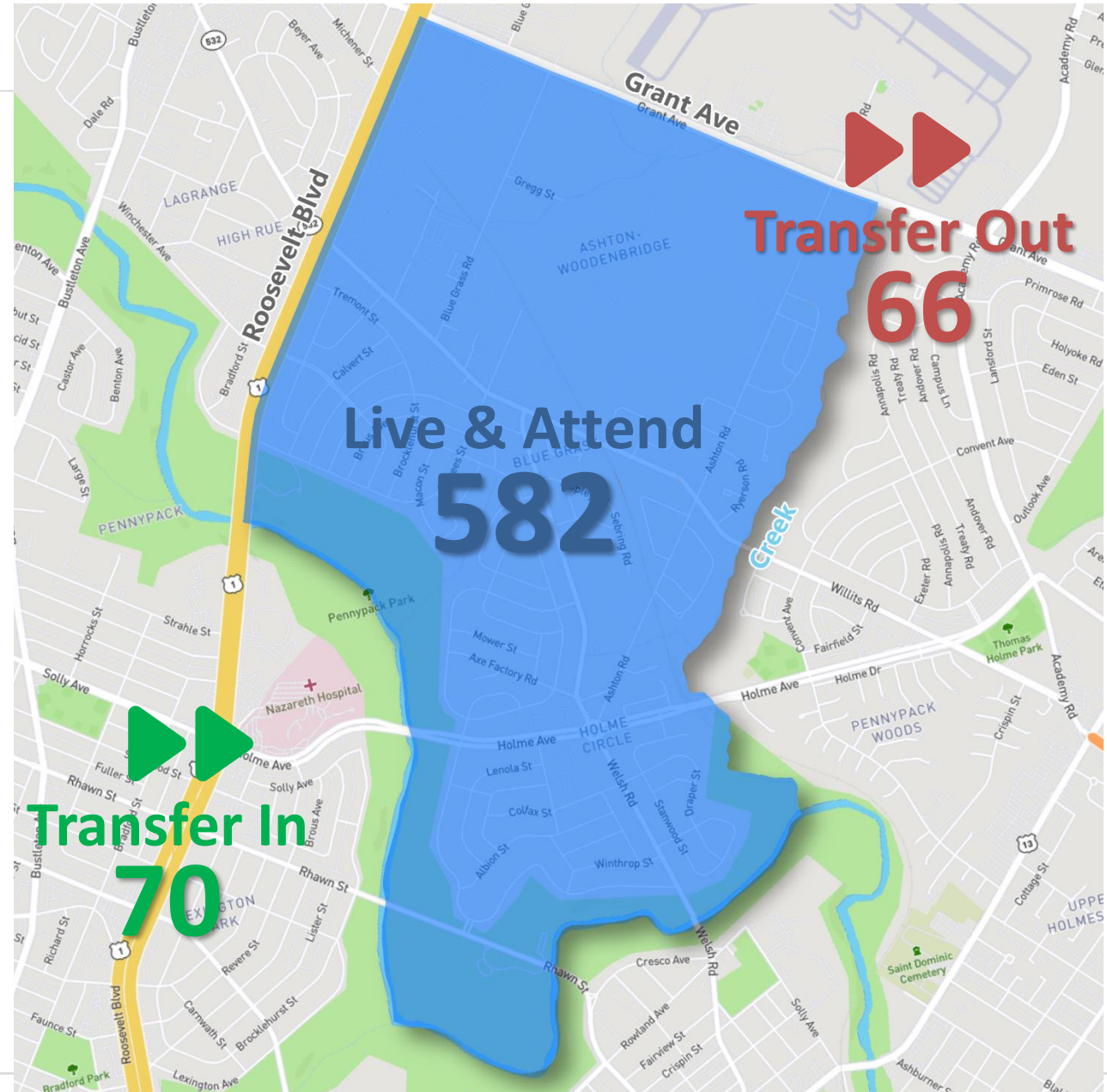
POLLOCK ATTENDANCE AREA POPULATION

Total Students In Catchment

Total Students	District	Other (Charter / Non-public)
889	648	241

- **Transfer In** – Students who reside in another catchment but attend Pollock
- **Transfer Out** – Students who reside in Pollock Catchment but attend a different school
- **Live & Attend** – Students who live in the Pollock Catchment and also attend Pollock Elementary School

District Students



POLLOCK ELEMENTARY



DATA

Grades
K-6*

Capacity
690

Enrollment
652

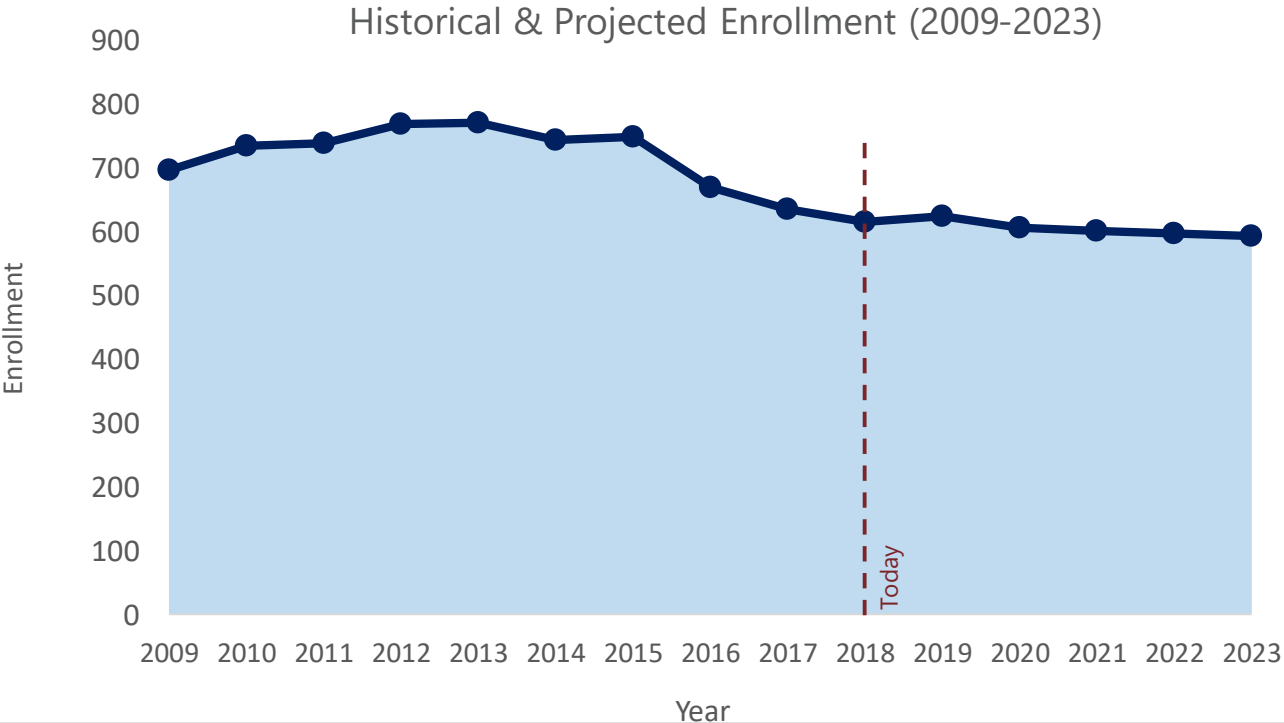
Pollock has seen flat to declining enrollment through the last 10 years. The declining enrollment trend has specifically occurred in the most recent three years

Slight decline in enrollment is expected to continue over the next 5 years

*Currently K-6 Grades but will be changing to K-8

Previous investments:

- Retaining Wall (\$ 1M)



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 detriment of **minimizing future impact** because we haven't solved the growth and over crowding long-term

PROJECT TIMELINE

REDISTRICTING COMMITTEE



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:

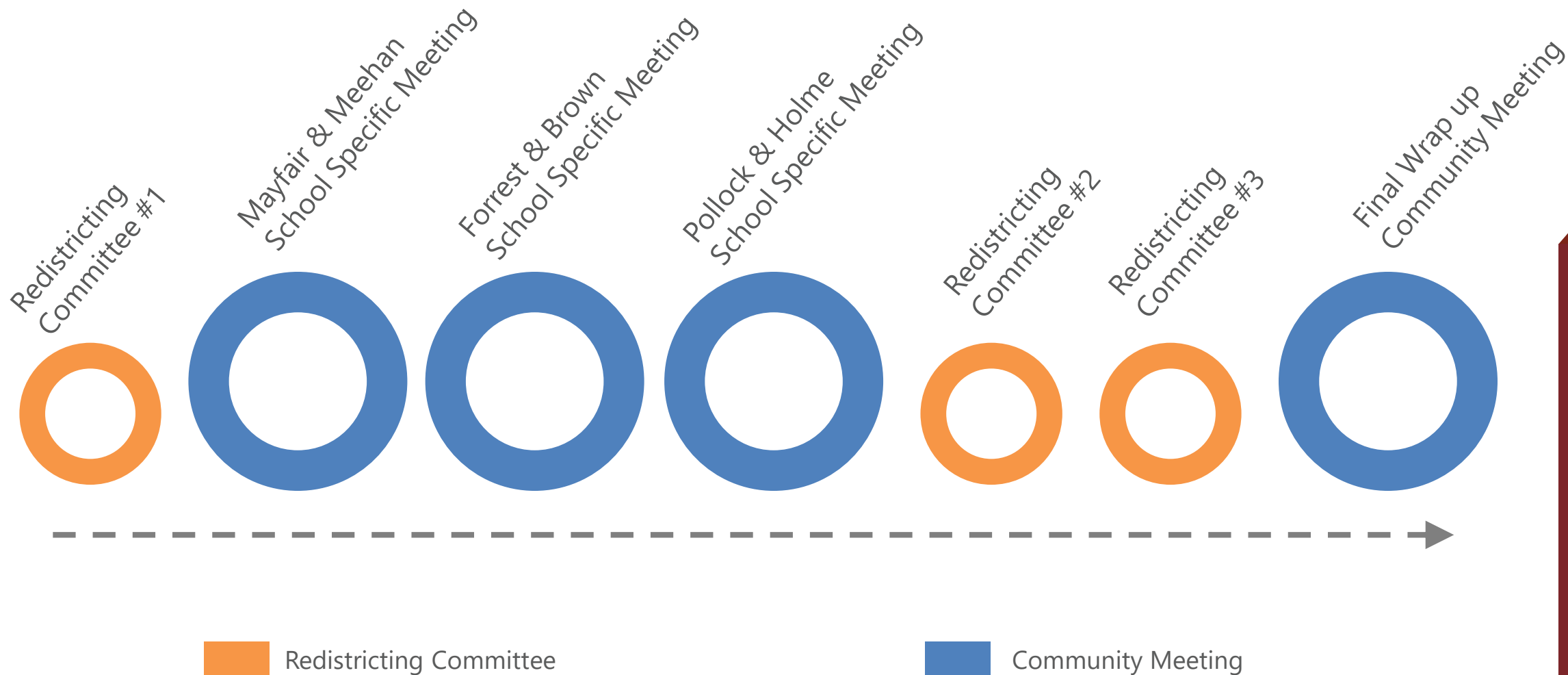
- Aida Carrasquillo - Forrest
- Charlene Giordano – Holme
- Courtney Voss – Councilman Henon’s Office
- Eladio Martinez - Brown
- Jacqueline Torres - Mayfair
- Jaleyne Jud - Pollock
- Lalai Larabi - Mayfair
- Larissa Klaven – City Planning Commission
- Patricia McNasby - Brown
- Sanaa Hassan - Pollock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



PROJECT TIMELINE





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

- Questions?
- Project Website: <https://www.philasd.org/capitalprograms/newschoolonryanave/>