

**THE SCHOOL DISTRICT OF PHILADELPHIA
SCHOOL REFORM COMMISSION
Office of Capital Programs
440 North Broad Street, 3rd Floor – Suite 371
Philadelphia, PA 19130**

TELEPHONE: (215) 400-4730

Addendum No. 2

Comprehensive School Planning Review RFP - #51419

This Addendum, dated 29th of May 2019, shall modify and become part of the Contract Documents for the work of this project. Any items not mentioned herein, or affected by, shall be performed strictly in accordance with the original documents.

1. Are respondents required to exactly follow the proposed Cycle 1 timeline (p. 34) and prescribed number and type of meetings? For example, there is no Planning Committee options presentation included in the Cycle 1 timeline (p. 34) but there is a Planning Committee options presentation included in Cycles 2-4 (p. 35 under “September”), are consultants permitted to propose meetings with Planning Committee earlier (as suggested on pp. 5-6) during Cycle 1?
 - a. The final version of the RFP only has 29 pages, so the reference to a page 34 and 35 is not valid.
 - b. If we assume they are referring to the Attachment F "Timeline, Meetings, and Planning Committees", that schedule is a suggestion. As long as the consultant performs the minimum number of meetings necessary each cycle and that they have the deliverables for each cycle provided by [May 1st](#) each year, they can set the schedule. However, it is important to note that it will be difficult to have Planning Committee or Community Meetings during the summer months, the beginning or end of the school year (September and June, respectively), nor between [Thanksgiving](#) and the New Year.
2. Catchment areas – Has the District’s catchment areas for elementary schools been unchanged for the past five years? Does the District currently require children to attend the elementary building for their catchment area and has done so for the past five years
 - a. The District has geographic catchment areas for elementary schools. The District also has direct school-to-school feeders, no split feeders. So, technically, middle and high schools do not have catchments specific to themselves, but rather are a combination of the elementary school catchments that feed into their school. If an elementary school catchment changes, then technically the middle and high school compiled catchments have also changed. Similarly, if an elementary school's feeder changes from one middle school to another, the combined catchments that make up those middle schools has also changed. There have been multiple feeder changes over the last 5 years, but the last elementary catchment change was in 2013/14. While the District has a policy that students should attend their neighborhood school, there are many exceptions to that rule. Of students attending a neighborhood school, the average number coming from their catchment is 74%, 77% for elementary and K-8 schools. The elementary school with the highest percentage of neighborhood students is at 99%, while the school with the lowest has 10% of it's students from it's catchment.
3. Live birth data—What is the level of detail on births to be provided by the District -- by resident address at time of birth and/or home of mother?

- a. The District is provided live birth data from the City of Philadelphia. The data provided is the number of births by Census Tract. The data is compiled by the City to represent our school registration dates (September to August) in order to provide a direct relationship with students enrolling in kindergarten and 1st grade. Only a total is provided per Census Tract, per year, from 2003/04 to 2015/16. It is not provided by month. It would be the consultants responsibility to obtain additional information if necessary.
4. In the Deliverable section (p.4), 2a mentions a 5 year study period. Is this a typo? The rest of the RFP refers to a 10 year study period.
 - a. Page 4, # 2 refers to a trending analysis for the previous 5 years. The 10 years referenced in #3, #4, #5, etc refers to projections for the next 10 years
5. In the deliverables section (p. 4), 2.a mentions “transitions (school management)” and “transitions (geographic)”. Would you please provide a definition for each of these?
 - a. Transitions (school management) refers to a District school being converted to a Renaissance Charter or vice-versa, where the catchment and feeder pattern remain the same, but the management of the school changes. Transitions (geographic) refer to students moving in and out of an area
6. You mention this optimization should extend to Renaissance charters, traditional charters and non-public schools. Will you provide data for these schools? Will they be collected by SDP as part of the [June 2019 ‘SDP Data Gathering’](#) activity listed in the timeline (p. 26)?
 - a. The study is specific to neighborhood schools with catchments and/or a defined feeder pattern. All Renaissance Charter schools are neighborhood schools, so are part of the study. Traditional charters and District special admit and citywide schools have a direct impact on where students choose to attend, so will have a major impact on the study as well. The District has data on all publicly funded students; District, Renaissance Charter, or Traditional Charter. This information will be available to the consultants.
7. Before communities are engaged about the future of their local school, we think that it is necessary for the appropriate data to be analyzed; that data to be used to build a rigorous planning tool; and for a community engagement agenda to be developed around the planning tool. To pursue this approach, we think that it is necessary to take the first year to put these foundational elements in place before engaging in the study area specific work and community engagement. This approach would deviate from the timeline put forth in the RFP such that cycle 1 would start in year 2. Will proposals that deviate from the RFP timeline be considered?
 - a. The timeline, including Cycles and Study Areas, has been shared with the schools and communities. Several schools in Cycle 1 require immediate review due to ongoing utilization issues. Adherence to the Cycles and associated years is one of the measures used in consultant selection, see Section 7, Tab 6.
8. What GIS software is currently being utilized by the District (e.g., desktop, online, server)? Is there a preferred GIS file format for intermediate and final deliverables (i.e. shapefile vs. file geodatabase)?
 - a. The District currently utilizes ESRI software, ArcGIS Desktop Advanced, version 10.6. At this time, the District prefers geodatabases.
9. Under section 7 - Tab 4 - #7, the District states that software will be provided and utilized by the District. Per the requirements to use ESRI-based GIS software, does this software need to be compatible with the Districts ESRI Desktop/Server/Online accounts or can it be a standalone software provided to the District by the preferred consultant?
 - a. The District currently utilizes ESRI software, ArcGIS Desktop Advanced, version 10.6. The software is upgrade once or twice a year to the newest version. Any GIS work produced as

part of this project, and to be handed over to the District to be used in the future, will need to be utilized on the most recent version of ArcGIS Desktop. The District does not plan to purchase or maintain different GIS software.

10. Is it expected that student enrollment forecasting will need to be updated per year, over the four-year cycle, or just one time to inform the four years of planning cycles?
 - a. Forecasting is needed for the Study Areas associated with each Cycle. Therefore, the consultant should use the most recent data available when preparing for and during each Cycle, updating their models as new data becomes available.
11. Related to the question above, does the District prefer Oct. 2018 student data be used or is there a preference to wait until for the [October 2019](#) reporting period?
 - a. Typically, data is stored and updated in October for each school year. Projection data is available for [October 2019](#), but it is expected that in October, the consultant's models will be updated with actual data.
12. According to Attachment F - Timeline, Cycle 1 is scheduled to begin by [September 2019](#). Will the consultant therefore rely on the Districts' prior enrollment forecasts and forecasting components (e.g., live births, trends, development activity), or is it expected that a District-wide student enrollment forecast be completed prior to the start of Cycle 1?
 - a. The project will start in [July 2019](#). The consultants can use any data provided by the District, or that they generated or received from other sources, as part of their analysis. Cycle 1 has a total of 23 schools, so a District-wide enrollment projection is not necessary. However, the consultant should be prepared to analyze and have extensive geographic and enrollment trending results available for the analysis for the Study Areas associated with Cycle 1.
13. Who currently conducts student enrollment forecasting for the District? Are prior years of student enrollment forecasting reports available?
 - a. The Office of Enrollment Projections, a Division of Operations, currently performs enrollment projections. The annual reports are produced in February, but are for one year only. At the start of Cycle 1, projections for 2019/20 will be available upon request. Additionally, each year, in March, the projections will be made available
14. The District's proposed cycles and study areas are defined by High School feeders and are being analyzed independent of other study areas. Does the District anticipate any cross-study area coordination will be necessary to balance enrollment and facility capacities?
 - a. The Study Areas are generally defined by high school feeder patterns because they provided a logical breakdown of geographic areas across the city. There can be "cross-Study Area" analysis in order to identify optimal options. However, if schools outside of the Study Area are identified for potential inclusion, the Planning Committees and Community Meetings would need to reflect these additions. In such a case, the inclusion of additional schools would need to be identified early in the Cycle
15. Clarification

Community engagement and community meetings may require the use of translators. Consultant will provide translators as needed for any such community engagement or meetings as part of their basic scope of services at no additional cost.

-END OF ADDENDUM NO. 2-