Facilities Master Plan
Community Forum- Audience Polling

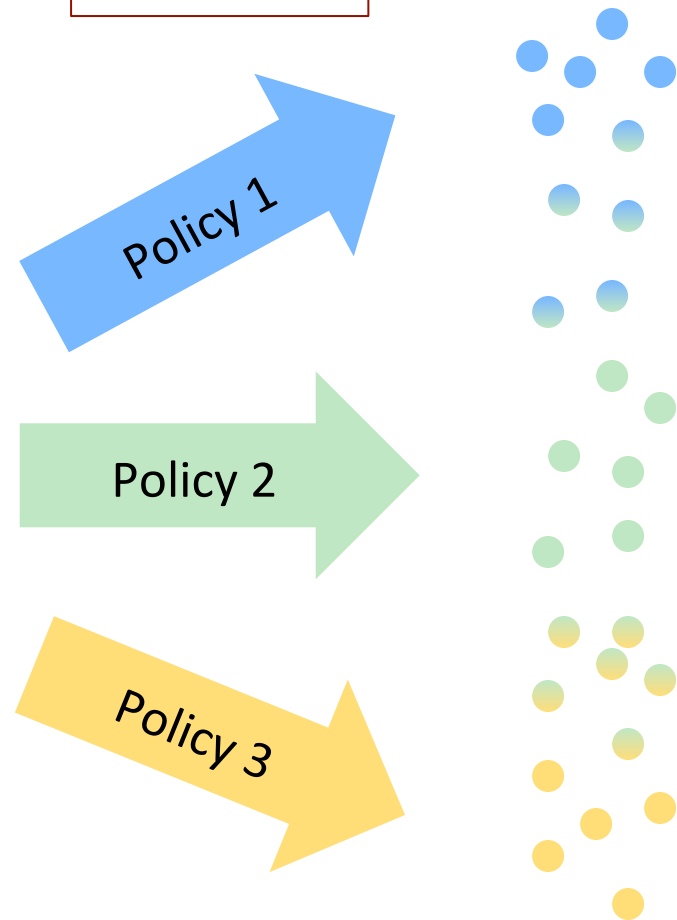September/October 2012

Your Role Today

FMP Criteria

- Building Condition & Adequacy
- Academic Performance
- Utilization
- Cost

Analysis Identifies Policies

Policies Highlight Closure Options

Policy 1

Policy 2

Policy 3

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Your Role Today

FMP Criteria

Stakeholders Provide Policy Guidance

Analysis Identifies Policies

Policies Highlight Closure Options

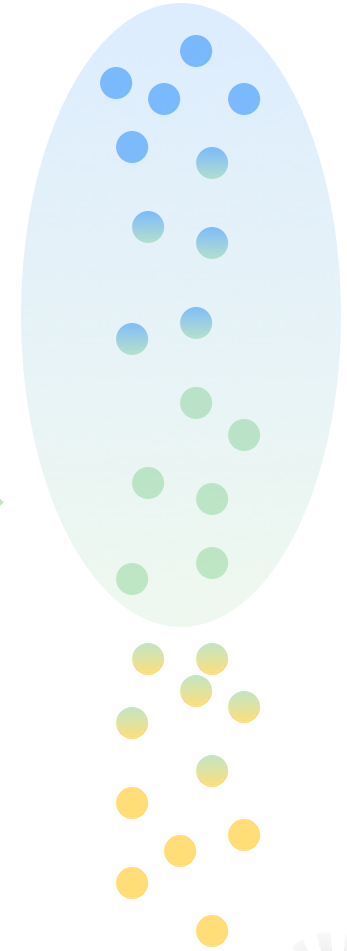- Building Condition & Adequacy
- Academic Performance
- Utilization
- Cost

Stakeholder Guidance

Policy 1

Policy 2

Policy 3

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Your Role Today

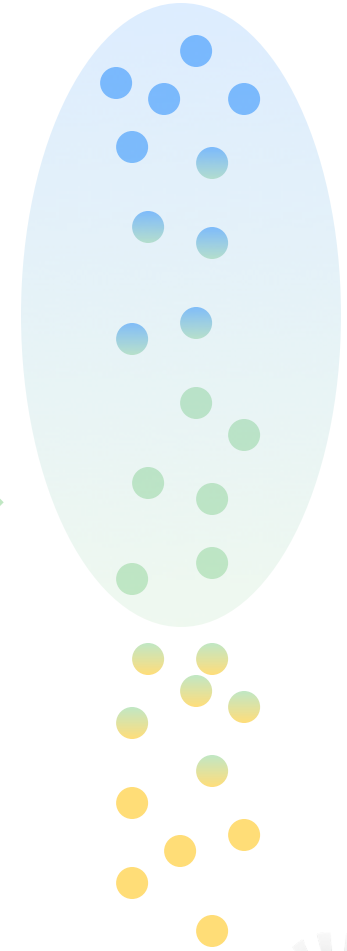| FMP Criteria | Stakeholders Provide Policy Guidance | Analysis Identifies Policies | SRC Makes Final Decisions |

- Building Condition & Adequacy
- Academic Performance
- Utilization
- Cost

Stakeholder Guidance

Policy 1

Policy 2

Policy 3

How You Can Provide Input

As an audience

- Hand held polling devices
- Broad policy questions

As a small group

- Roundtable discussions
- In-depth conversations

As an individual

- Evaluation forms
- SRC Action Meetings
- FMP Website, E-mail, or Hotline
- Future Community Meetings

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Which of the following best describes you?

0%   **A. Parent/Guardian**

0%   **B. Student**

0%   **C. Community Member/Interest Group**

0%   **D. District Staff**

0%   **E. School Staff**

0%   **F. Other**

Which of the following best describes the area the city in which you live?

0% **A. Northeast Philadelphia**

0% **B. Northwest Philadelphia**

0% **C. North Philadelphia**

0% **D. South Philadelphia**

0% **E. West Philadelphia**

0% **F. Center City**

0% **G. Southwest Philadelphia**

0% **H. Outside Philadelphia**

In what grade is your youngest (or only) child enrolled?

0% **A. Pre-K**

0% **B. K-2**

0% **C. 3-4**

0% **D. 5-6**

0% **E. 7-8**

0% **F. 9-10**

0% **G. 11-12**

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What type of school are you affiliated with?

0%   **A. District**

0%   **B. Charter**

0%   **C. Renaissance Charter**

0%   **D. Cyber-charter**

0%   **E. Parochial**

0%   **F. Private/Independent School**

0%   **G. Other**

0%   **H. More than one**

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Have you attended a previous public meeting concerning the Facilities Master Plan (FMP)?

0%   **A. Yes**

0%   **B. No**

0%   **C. I don't know**

FMP Engagement 2012 9_11v10.pptx

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Moving forward, how can the District <u>best</u> communicate information concerning the Facilities Master Plan (FMP)?

0%   **A. District Website**

0%   **B. Email**

0%   **C. Letter mailed to my home**

0%   **D. Community Meetings**

0%   **E. School Main Office**

0%   **F. Automated Phone Call**

0%   **G. I don't know**

Your Feedback is Needed

- Previous engagement identified issues important to stakeholders
- These issues are hard to quantify

- Key Issues:
    1. Importance of choice in school assignment
    2. The weight of academic performance as a criteria
    3. The preferred type of 6th-8th grade experience

- For Each Issue:
    1. Summarize the issue
    2. Illustrate closure options
    3. Ask for policy direction
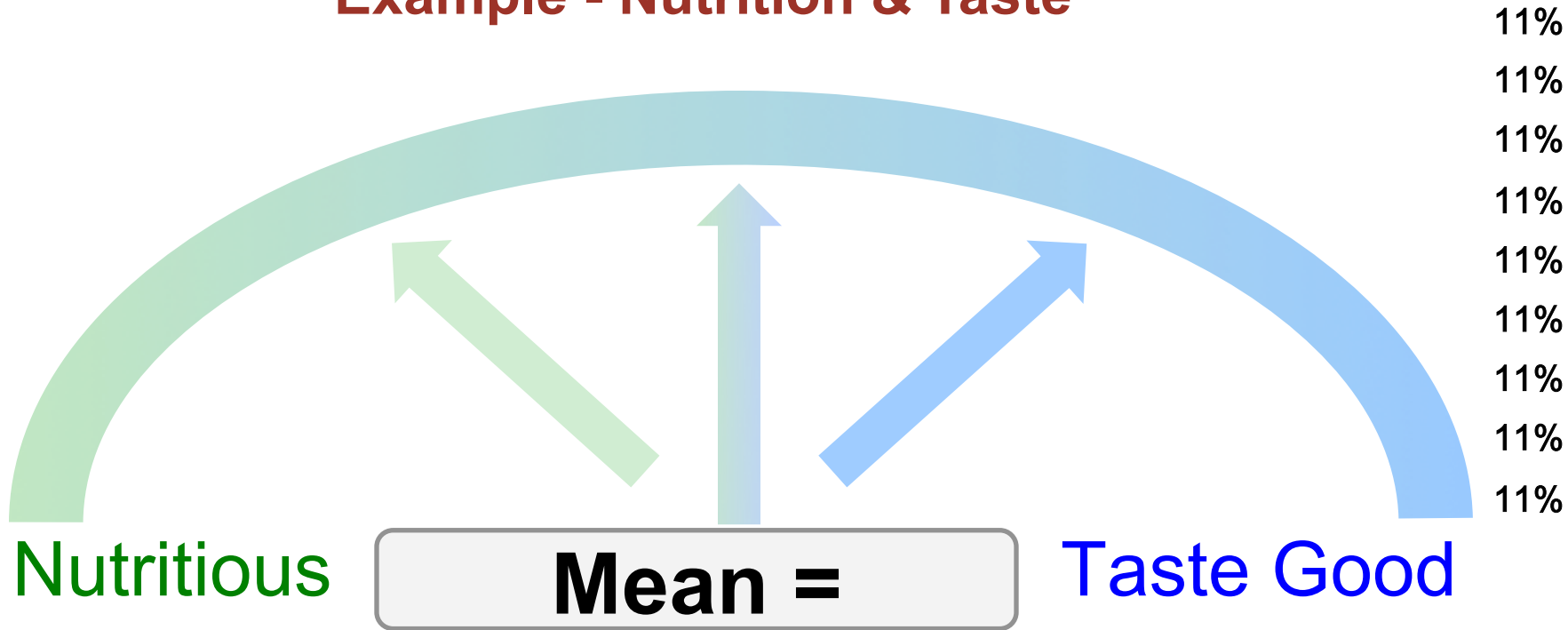
What Do We Mean By "Policy Direction"?

Objective 1   Objective 2

Difficult Decisions Often Require
Balancing Two Conflicting Objectives

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What Do We Mean By "Policy Direction"?

Objective 1
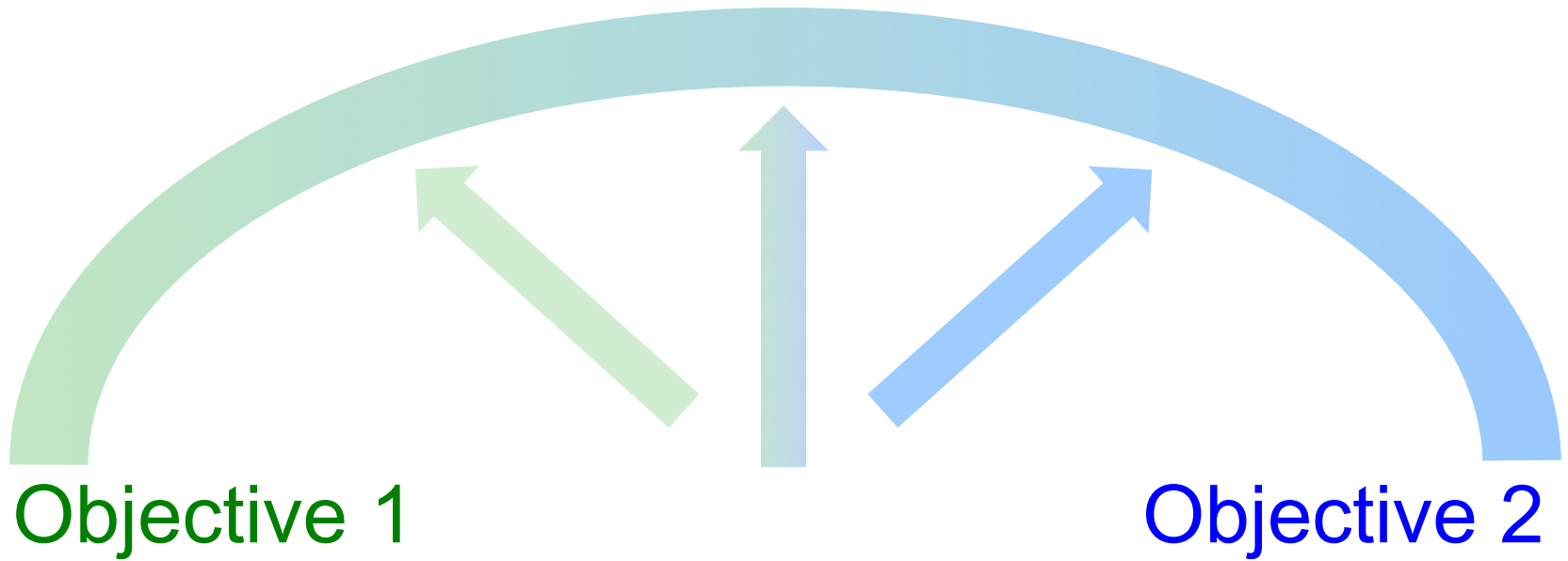
Objective 2

Solutions either find an equal balance,
or favor one objective over another

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Example - Nutrition & Taste

11%

11%

11%

11%

11%

11%

11%

11%

11%

Nutritious

Mean =

Taste Good

**I always eat foods that are nutritious, regardless of how good they taste
Select "1"**

**I tend to eat a balance of foods that taste good and are good for me
Select "5"**

**I always eat food that tastes good, even if it isn't good for me
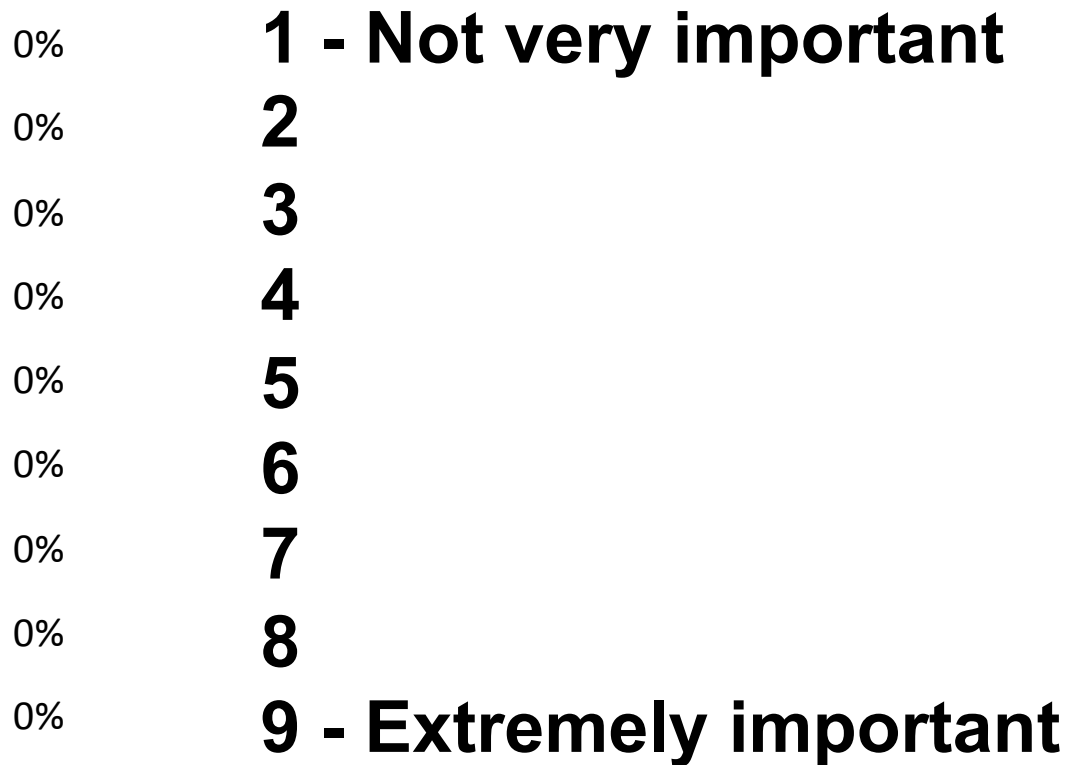Select "9"**

Issue 1: Choice in School Assignment

- Every student is assigned to a district school based on his/her address. Opportunities to attend district schools outside a student's neighborhood are available through transfer requests or criteria-based admissions.

- Students typically attend schools in their own neighborhood for K-8
- The majority of high school students attend schools other than their assigned neighborhood schools

- **Presently, half of our high schools are neighborhood schools, and half of our schools are criteria-based** *(e.g. Career & Technical, Performing Arts, Magnet)*

- **SDP wants to balance two competing interests:**

- 1: Access to a single set of pre-determined high-quality schools based on address
- 2: Access to multiple high-quality options that are not necessarily walkable

- **We want to know:**

- How important is having a pre-determined school assignment?
- How important is having choice for school assignments?
- Is it more important to have a neighborhood assignment for elementary and middle grades, and choice for high school?

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On a scale of 1 to 9, how important is it for 3<u>rd</u> graders to be able to walk to school?

0%   **1 - Not very important**

0%   **2**

0%   **3**

0%   **4**

0%   **5**

0%   **6**

0%   **7**

0%   **8**

0%   **9 - Extremely important**

On a scale of 1 to 9, how important is it for <u>6th graders</u> to be able to walk to school?

0%   **1 - Not very important**

0%   **2**

0%   **3**

0%   **4**

0%   **5**

0%   **6**

0%   **7**

0%   **8**

0%   **9 - Extremely important**

On a scale of 1 to 9, how important is it for 9<u>th</u> graders to be able to walk to school?

0%   **1 - Not very important**

0%   **2**

0%   **3**

0%   **4**

0%   **5**

0%   **6**

0%   **7**

0%   **8**

0%   **9 - Extremely important**

Example of Policy Alternatives

Student

High School A is under-used and in poor condition

A

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Example of Policy Alternatives

Student

High School A Closes

Example of Policy Alternatives

Assignment by Choice

Student

Neighborhood HS

Selective Enrollment HS

Career / Tech HS

Example of Policy Alternatives

Student

Assignment by Choice

Assignment by Address

Neighborhood HS

Selective Enrollment HS

Career / Tech HS

Selective Enrolment HS

Neighborhood HS

Career / Tech HS

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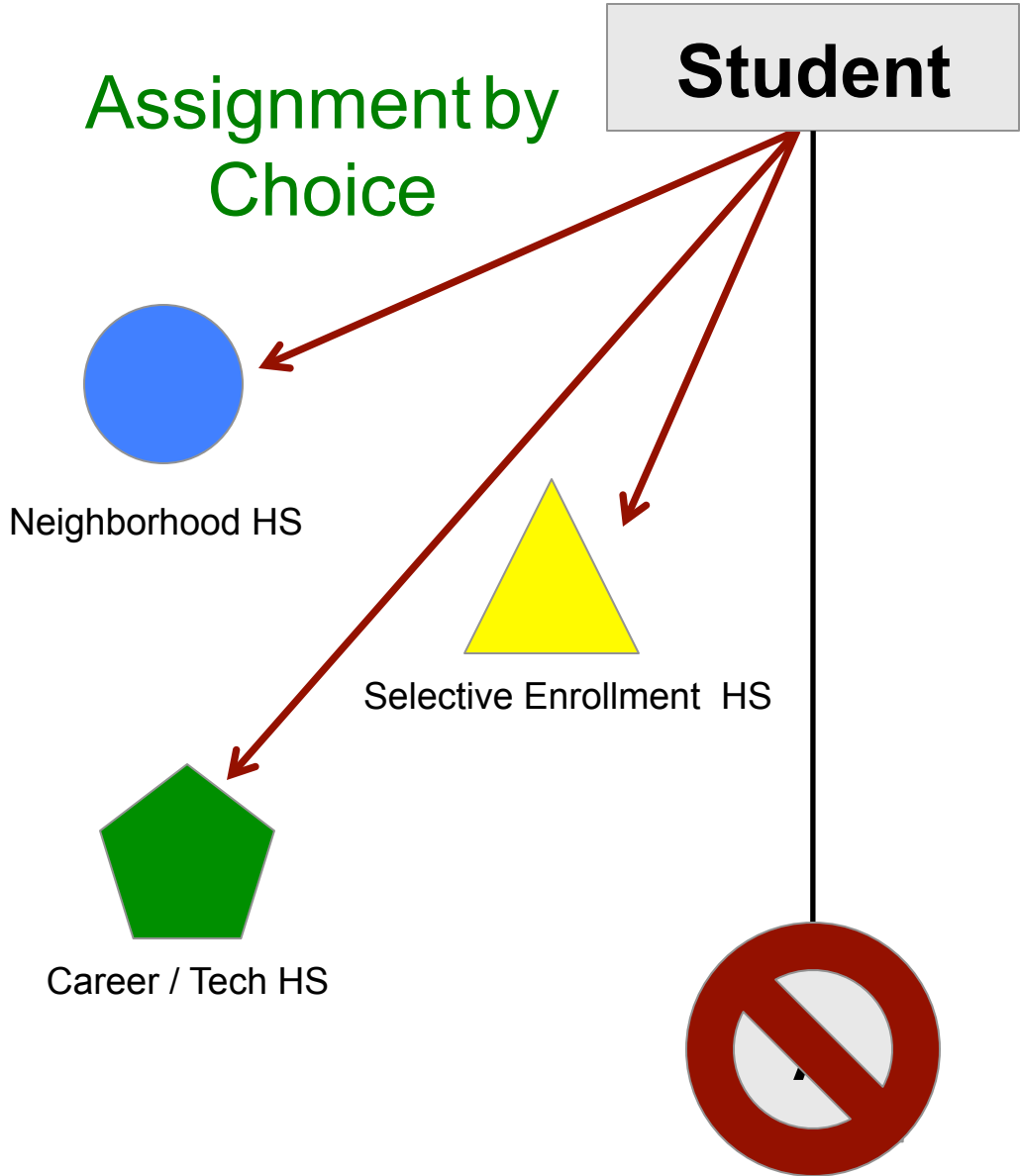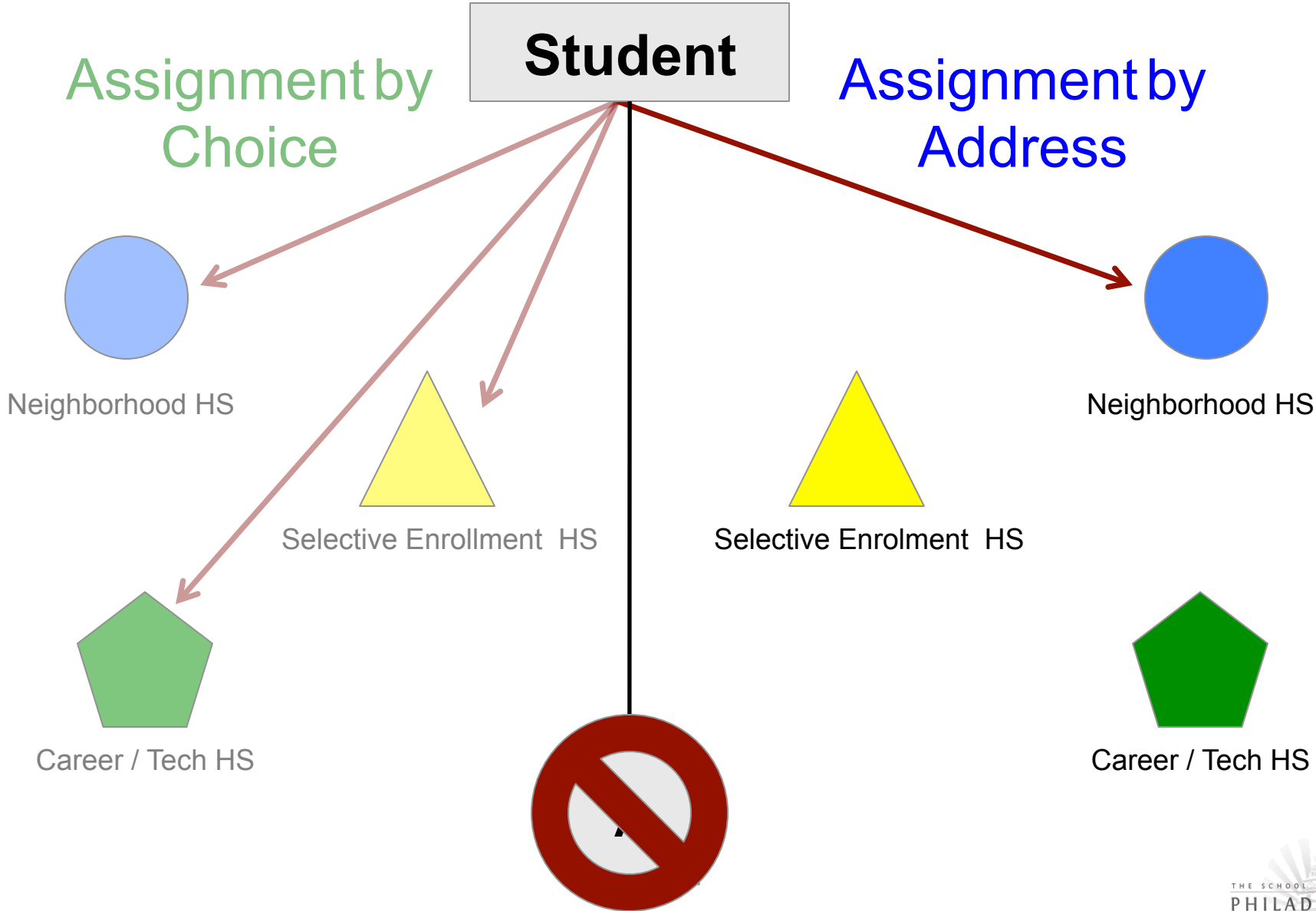
On a scale of 1 to 9, to what extent do you prefer pre-determined assignment?

11%
11%
11%
11%
11%
11%
11%
11%
11%

Mean =

1-Assignment by choice

9-Assignment by address
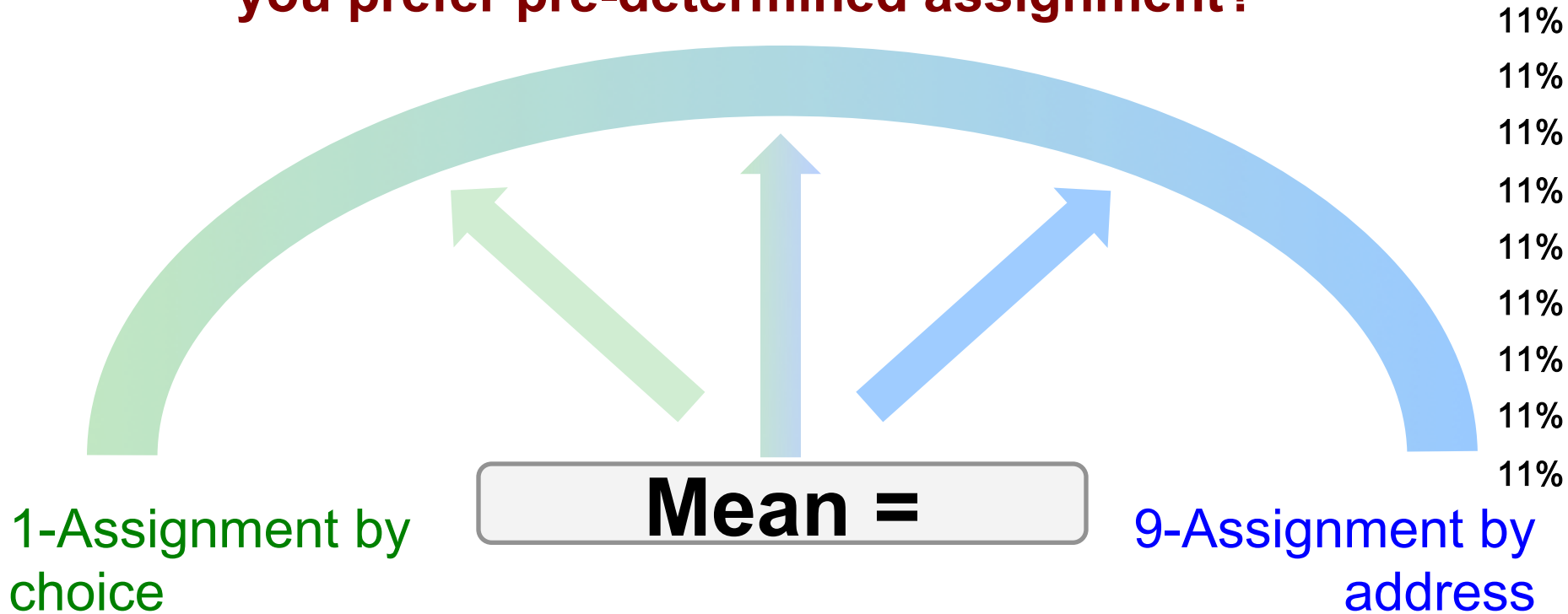
1: Having a high-quality neighborhood assignment is less important than having a range of high-quality options that might require travel

5: I want younger students assigned to high-quality neighborhood schools, but high school students can travel to access programs that they select

9: I don't need to have a range of options, I just want students assigned to a high-quality school in their neighborhood for all grades

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Issue 2: Weight of Academic Performance

- **SDP is considering several key factors as it considers a school for closure:**
  - The condition and age of the building
  - The extent to which enrollment at the building is at capacity
  - The academic performance of the school

- **SDP wants to invest in our best facilities <u>and</u> find opportunities to transition successful programs from buildings in poor condition to more modern facilities**

- **We want to know:**
  - Should high-performing programs remain in their current buildings, even if the facility is underutilized and in poor condition?
  - Under what conditions should we try to transition successful programs into better facilities?

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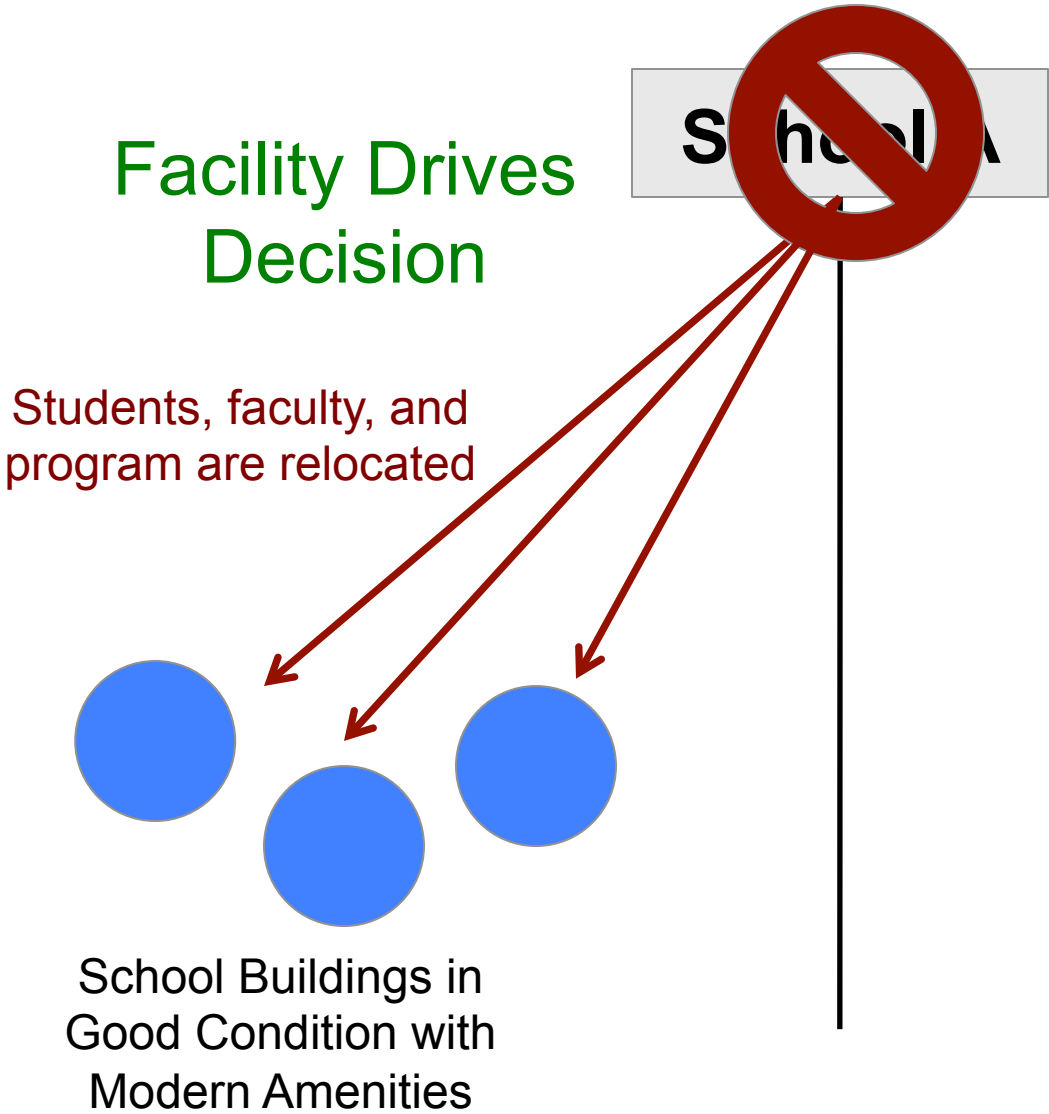# Which of the following do you think most contributes to the <u>academic success</u> of a school?

0% **A. The building, itself**

0% **B. SDP administration (Central Office)**

0% **C. The principals, teachers, and staff**

0% **D. The parents and community associated with the school**

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Which of the following do you think most contributes to the <u>poor academic performance</u> of a school?

0%   **A.**   **The building, itself**

0%   **B.**   **SDP administration (Central Office)**

0%   **C.**   **The principals, teachers, and staff**

0%   **D.**   **The parents and community associated with the school**

Example of Policy Alternatives

School A

School A is high-performing <u>program</u> with a <u>building</u> in poor condition with outdated amenities

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Example of Policy Alternatives

Facility Drives Decision

School A

Students, faculty, and program are relocated

School Buildings in Good Condition with Modern Amenities

Example of Policy Alternatives

Facility Drives Decision

School A

Performance Drives Decision

Students, faculty, and program are relocated
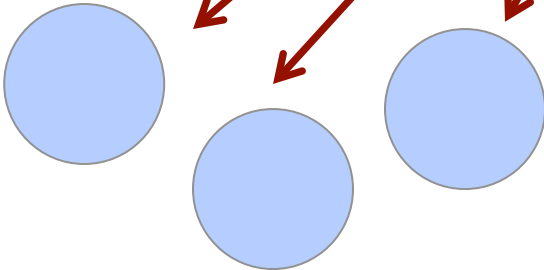
School Buildings in Good Condition with Modern Amenities
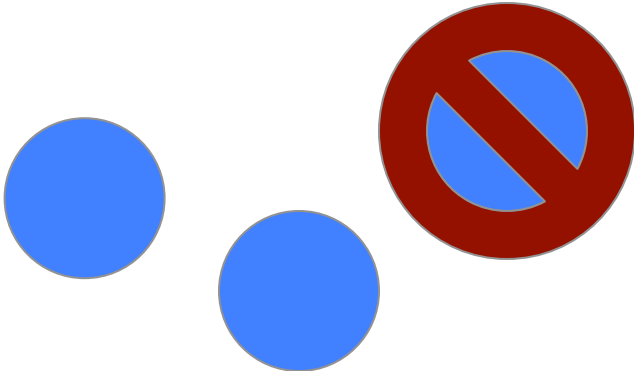
School Buildings in Good Condition with Modern Amenities

On a scale of 1 to 9, to what extent should academic performance drive closure decisions?

11%

11%

11%

11%

11%

11%

11%

11%

11%

1-Facility Drives Decision

Mean =

9-Performance Drives Decisions
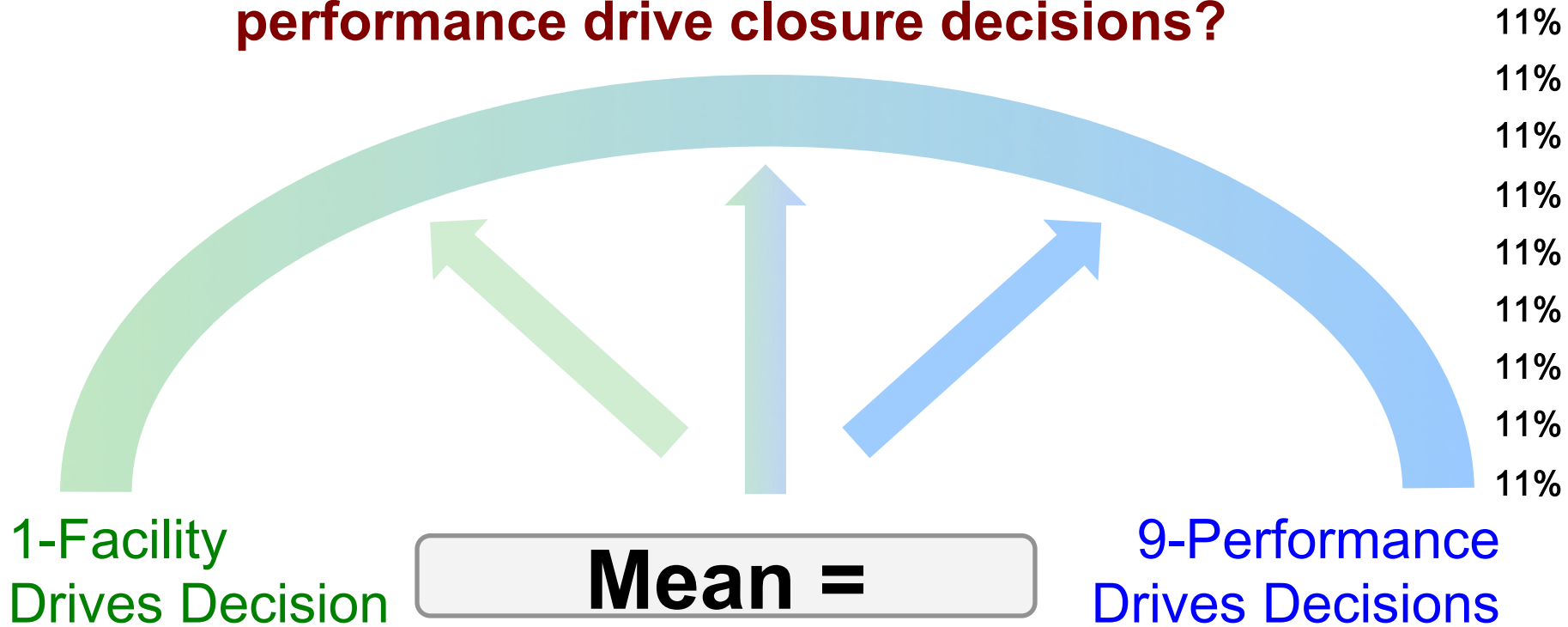
1: Buildings in poor condition should be closed, regardless of the success of their programs

5: Buildings in poor condition should be closed, but if they host strong programs, those programs should be protected and relocated

9: High quality programs should remain in their current buildings, even if those buildings are in poor condition and underutilized

Issue 3: Preferred 6th-8th Grade Experience

- **SDP students experience a diversity of "pathways"**

  - Some attend K-5 elementary schools, then 6-8 middle schools, then 9-12 high schools

  - Others attend K-8, then 9-12

- **The District faces a unique decision in the management of underutilized middle schools.**

  - Increase enrollment in the middle school by closing nearby K-8 and/or K-5 elementary schools

  - Convert middle school into a K-8 school by closing nearby K-5/K-6 elementary schools

  - Close the middle school. Convert nearby K-5/K-6 elementary schools into K-8 elementary schools, where possible

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Example of Policy Alternatives

Middle School A
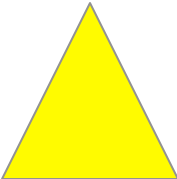
Middle School A is under-used

Example of Policy Alternatives
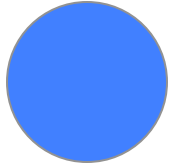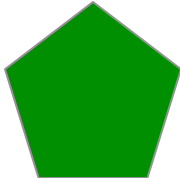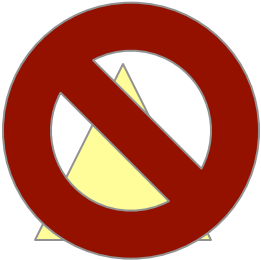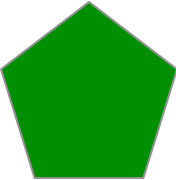
Focus on K-5, 6-8, 9-12

Middle School A

K-6

K-8

K-5

Example of Policy Alternatives

Focus on K-5, 6-8, 9-12

Middle School A

K-6

K-8

K-5

Example of Policy Alternatives

Middle School A

Focus on K-5, 6-8, 9-12

K-6

K-8

Older students move to Middle School A

K-5

Younger students move to K-5
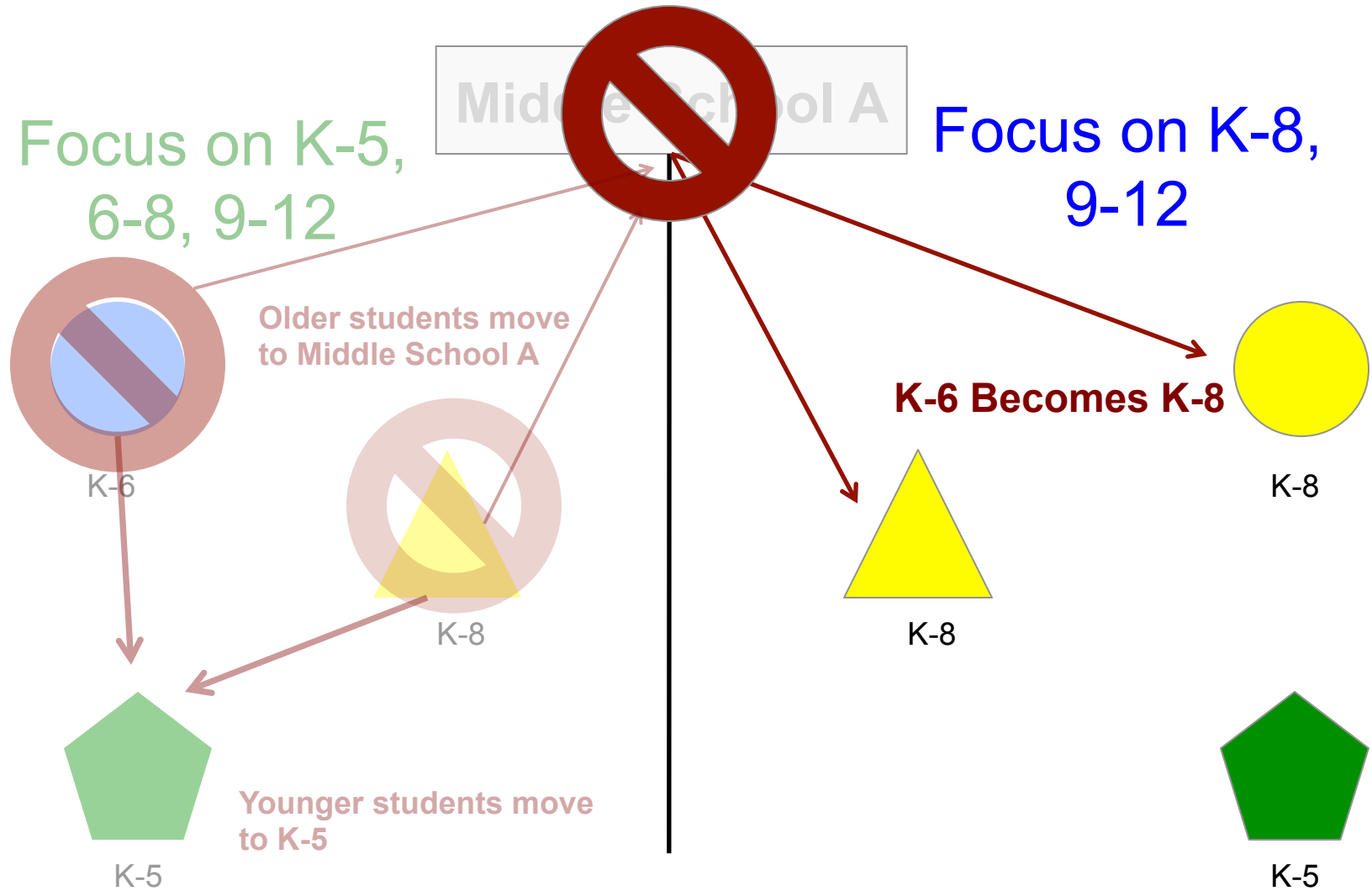
Example of Policy Alternatives

Middle School A

Focus on K-5, 6-8, 9-12

Focus on K-8, 9-12

K-6

Older students move to Middle School A

K-8

K-5

Younger students move to K-5

K-6

K-8

K-5

Example of Policy Alternatives

Focus on K-5, 6-8, 9-12

Middle School A

Focus on K-8, 9-12

Older students move to Middle School A

K-6

K-6 Becomes K-8

K-8

K-8

K-8

Younger students move to K-5

K-5

K-5
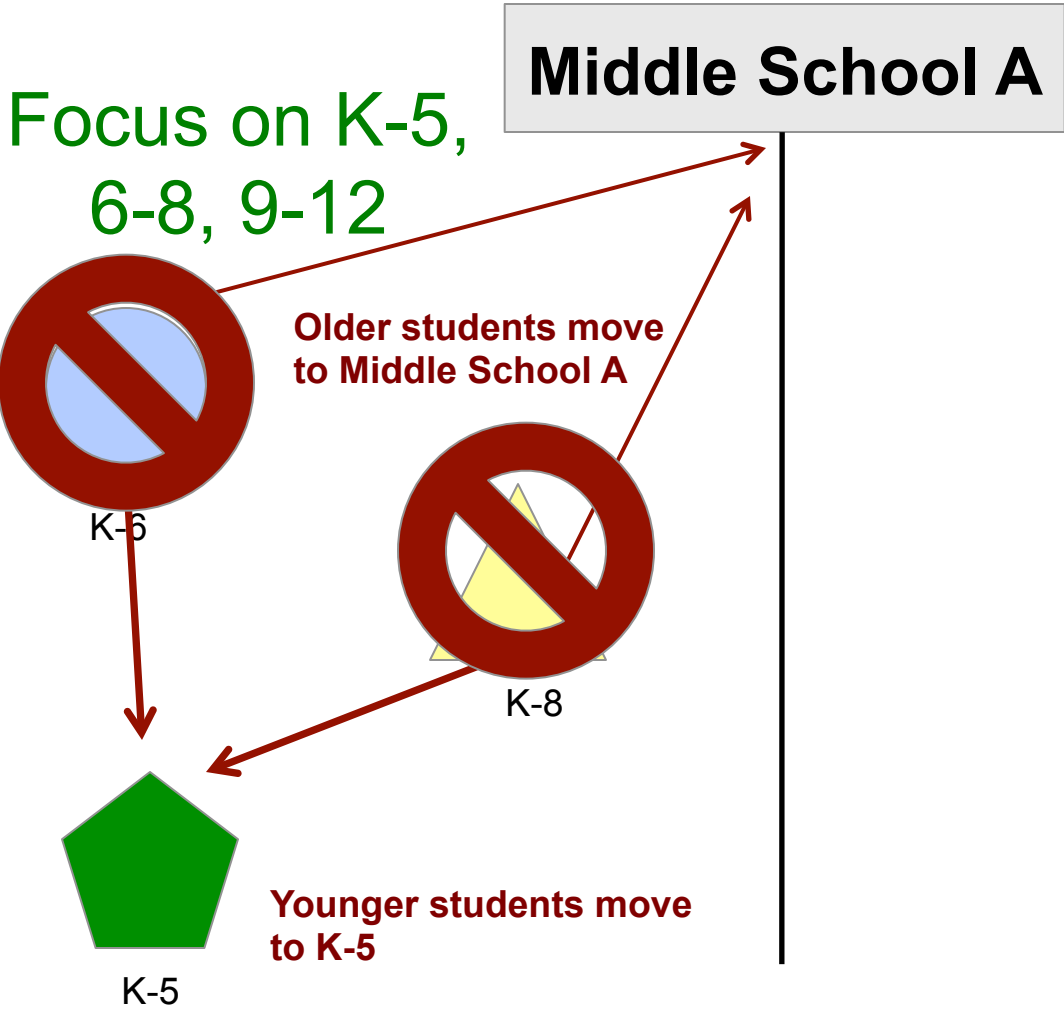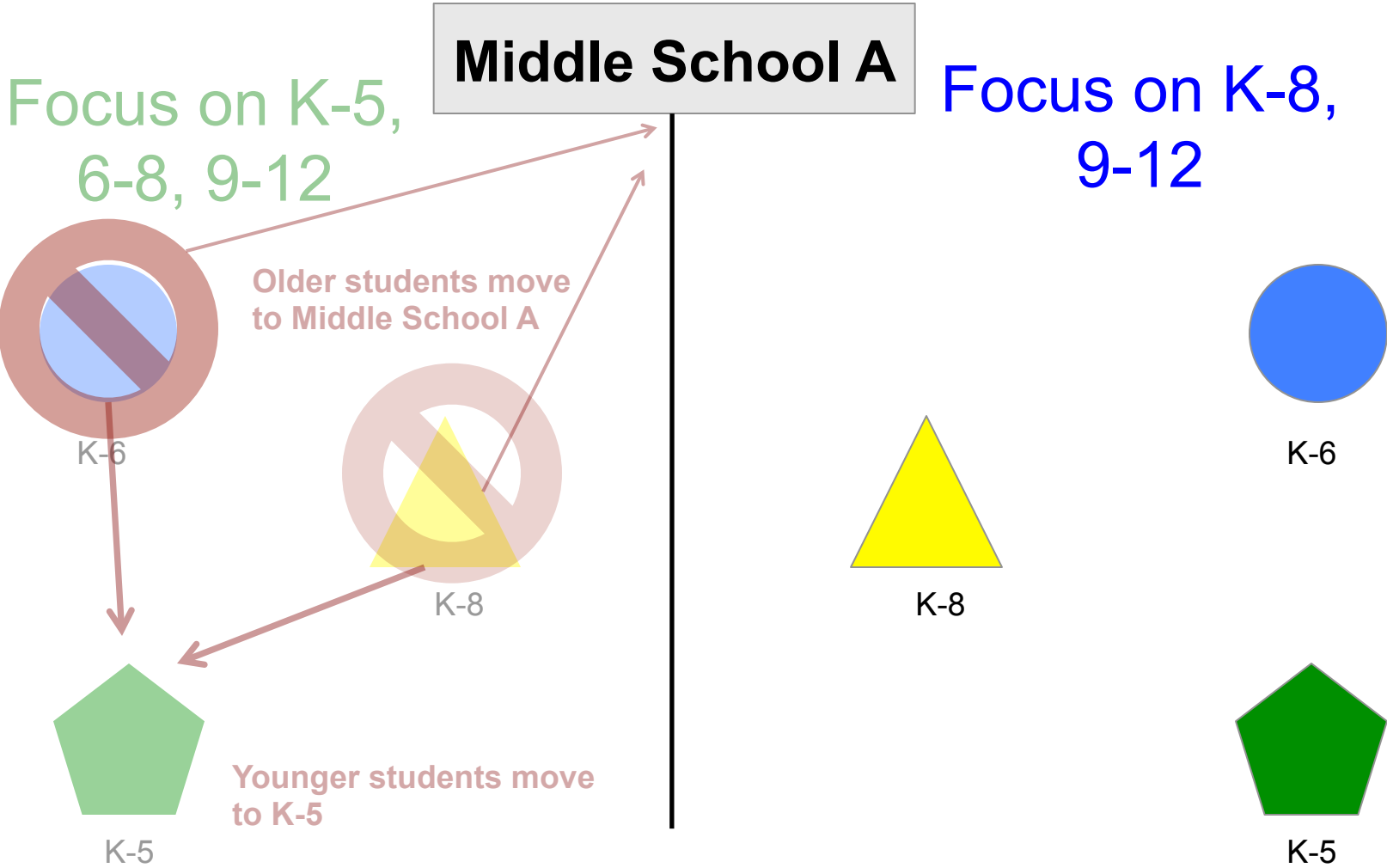
On a scale of 1-9, to what extent do you prefer a separate middle school experience?

11%
11%
11%
11%
11%
11%
11%
11%
11%

1-Focus on K-5, 6-8, 9-12

Mean =

9-Focus on K-8, 9-12
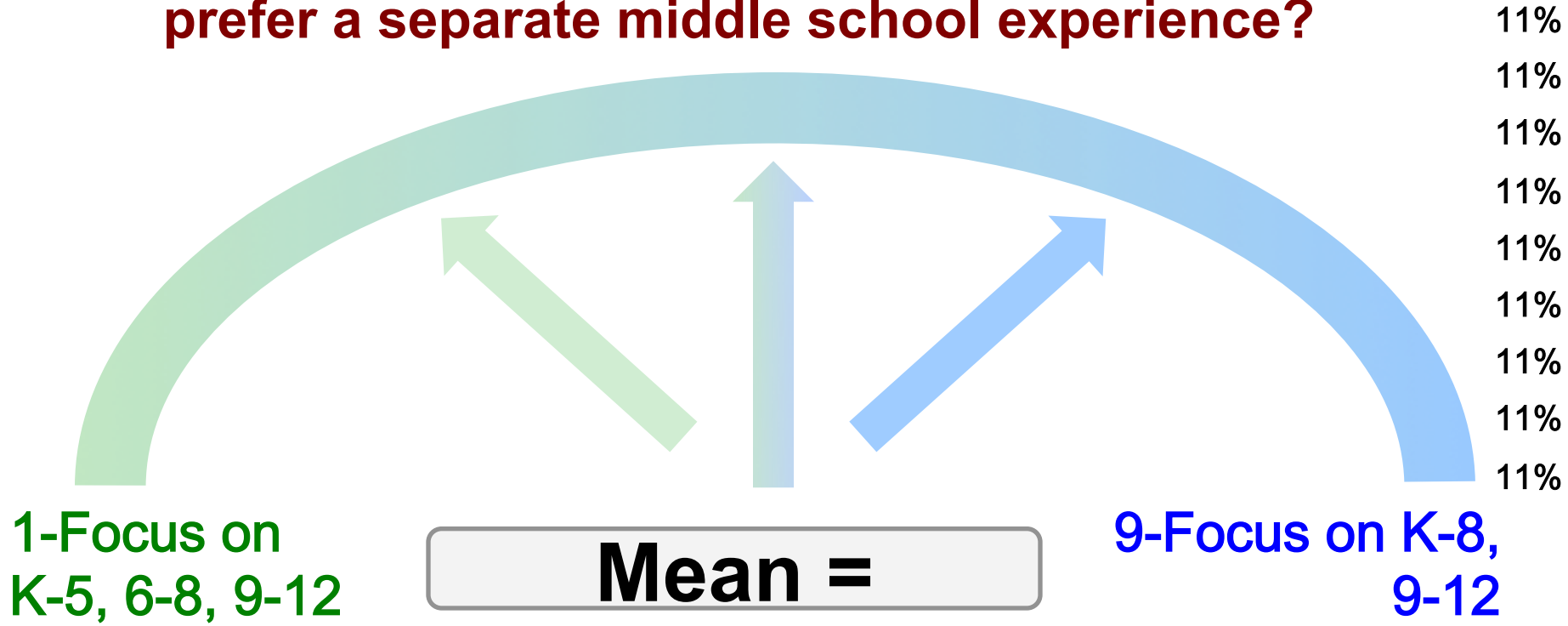
1: I prefer a K-5, 6-8, and 9-12 experience.

5: I prefer the District to make decisions about middle schools on a case-by-case basis.

9: I prefer a K-8 and 9-12 experience.

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Facilities Master Plan
Community Forum- Audience Polling

September/October 2012