



## The School District of Philadelphia

Board of Education  
Action Item Questions and Responses  
March 27, 2025

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Action Item Questions	Submitted by:	Response
<b>2). Contract with Thread, Inc. for Dropout Prevention Support for Students Facing Significant Opportunity and Achievement Gaps (\$100,000)</b> <ol style="list-style-type: none"><li>1. Was there an expectation for the District to make financial investments when the partnership began?</li><li>2. What were the expectations set at the beginning?</li><li>3. Have you done a cost analysis for services SDP is providing?</li></ol>	Board Member Stern	<ol style="list-style-type: none"><li>1. It is not unusual for funders to request that the District demonstrate a vested interest in a partnership by making a financial contribution. Considering Thread's programming will represent a \$10.8 million investment in dropout prevention, the District's \$100,000 commitment represents 0.93% of philanthropic contributions.</li><li>2. At the outset, Thread initiated conversations with funders with the goal of raising funding for program costs. As part of these efforts, funders requested that the District provide a minimal financial contribution to demonstrate commitment to the program.</li><li>3. Outside of the District's \$100,000 contribution, there are no additional costs associated with Thread's programming. The work related to Thread's program</li></ol>

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		<p>implementation will fall within the current capacity of District staff. In the Baltimore City Public School District (BCPS) where Thread currently operates, first-year high school students with GPAs below 1.0 graduate at a rate of 6%. However, BCPS students enrolled in Thread, despite having an average incoming GPA of 0.76, have an overall graduation rate of 74%.</p>
<p><b>3) Submission of Comprehensive Plan to the Pennsylvania Department of Education (2025-2028)</b></p> <p>1. What are the key highlights of the comprehensive plan in comparison to the last submitted plan - please be sure to include any changes or new initiatives that have been included?</p>	Board Member Novales	<p>1. The previous LEA plan (2022-2025) was submitted during Dr. Watlington's first year as Superintendent, and was therefore prior to the release of <i>Accelerate Philly</i>. That plan addressed the Board Goal metrics, but it didn't quite address all of the current priorities outlined by the Conditions for Success metrics. The 2025-2028 plan more directly addresses the Conditions for Success metrics, as evidenced by the inclusion of an Attendance action plan and an On-Track for Graduation action plan. These components were not part of the 2022-2025 plan.</p> <p>2. The 2025-2028 plan does still maintain a focus on the Board Goal metrics through the inclusion of the Professional Learning Communities (PLC) strategy. The plan also</p>



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		<p>outlines the district's work on establishing safe, supportive schools by highlighting our Tier 1 climate work via Positive Behavior Interventions &amp; Supports (PBIS) and Relationships First strategy implementation.</p>
<p><b>13). Contract with Mobilease Modular Space, Inc. for Modular Classroom at Lincoln High School (\$10,971,900)</b></p> <p>1. How long will we use Modular Spaces as a solution at this school as well as at other schools?</p>	Board Member Lam	<p>1. Modular units offer a faster solution to accommodate growing student enrollment. They reduce the time frame compared to conventional design, bid, and build methods, quickly providing the needed space for students. At Lincoln High School, the modular units will be a permanent structure, chosen as a cost-effective way to address the immediate need for additional classroom capacity due to over-enrollment. These units can also be repurposed in the future to meet the District's enrollment needs at other schools.</p>
<p><b>17. Settlement of Claim and Contract with Vicinity Energy, Philadelphia, Inc. - Steam Heat (\$7,100,000)</b></p> <p>1. How much longer do we expect the need to utilize steam energy? 2. How much on average is it costing the district to have steam energy at the school rather than a more efficient solution?</p>	Board Member Lam	<p>1. Masterman and Franklin Learning Center are currently using the steam loop system and both schools require a significant Capital Improvement Project for mechanical upgrades. The cost of a major HVAC renovation is estimated to range from \$15 million to \$25 million per school, with an expected completion timeline of 3 to 4 years.</p>



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<p><b>21. Contract w/ Various Vendors - Transformative Professional Development &amp; Coaching (\$3,000,000) – Added 3.12.2025</b></p> <ol style="list-style-type: none"> <li>1. Is this vendor receiving a legacy contract? If so, when was the contract first established? What have been the documented outcomes for this vendor? How has the vendor's outcomes aligned with the current needs of the District versus when the contract was first established? Do their services align with the Board's current mission, vision, and strategic plan?</li> <li>2. If the vendor contract is not a legacy contract, how will the District work to</li> </ol>		<ol style="list-style-type: none"> <li>2. The annual cost for steam heat across both schools is approximately \$570,000. Alternatives to steam are:               <ol style="list-style-type: none"> <li>a. Oil,</li> <li>b. Electric</li> <li>c. Natural gas</li> </ol>               Natural gas is the most cost-effective and efficient option. The annual cost for natural gas in two buildings of similar size is estimated at \$211,000. Any alternative solution would necessitate a substantial capital investment for mechanical upgrades.             </li> </ol>
<ol style="list-style-type: none"> <li>21. Contract w/ Various Vendors - Transformative Professional Development &amp; Coaching (\$3,000,000) – Added 3.12.2025</li> </ol>	<p>President Streater</p>	<ol style="list-style-type: none"> <li>1. No, these will not be legacy contracts. While some of the vendors may have had contracts with the District for prior engagements, all of the vendors listed were qualified through RFP NG10533, which was designed specifically for District-wide coaching and development opportunities.</li> <li>2. Recognizing that central office leaders, school leaders, teachers, staff, and families have the most intimate knowledge of their students' unique needs and school contexts, the District will develop cross-functional teams to partner with schools and vendors to conduct comprehensive needs assessments. These assessments will utilize a combination</li> </ol>



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measure the vendor's success and ensure that the vendor is meeting and producing outcomes that align with the District's current needs?		of District data, school data, program data, and feedback from various stakeholders to inform the development of personalized goals, objectives, and expected outcomes for each school and/or office. This approach, which places agency at the school level, directly supports the District's strategic focus on schools as the unit of change. At the end of each school year, the vendors will compile a detailed Analysis and Outcomes Report for the leadership teams, analyzing progress toward goals, highlighting successes and challenges, and offering recommendations for future improvements. This data-driven approach will ensure accountability and continuous improvement in our efforts to support student success.
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