

BALTIMORE CITY --- PUBLIC SCHOOLS

School Closures and Building Surplusing

Approved on December 13, 2016, by the Baltimore City Board of School Commissioners. Decision issued on January 13, 2017.

Baltimore City Public Schools (City Schools) is committed to ensuring that students at all grade levels and in all areas of the city have access to the programs, opportunities, and supports they need to advance toward high school graduation and success in college and career. Each year, City Schools conducts a review of its school portfolio to ensure that a range of school options exists in every area of the city and that all schools are doing the best job possible of positioning students to succeed. This annual review includes consideration of academic performance, the renewal process for charter and operator-run schools, and ongoing evaluation of school buildings to guide renovation and replacement under the 21st Century School Buildings Plan.

In November 2016, following the annual school portfolio review conducted in summer and fall 2016, the district recommended closing four low-performing or under-utilized schools at the end of the 2016-17 school year and one at the end of the 2017-18 school year. In addition, the district recommended that four school buildings be “surplused” out of the district’s buildings portfolio and returned to the City of Baltimore.

In compliance with the Code of Maryland Regulations (COMAR), the decision to close schools and to dispose of school buildings requires time and community input. Community engagement is a pillar of City Schools’ work, and the district therefore urged the public to provide input to inform the decision-making process and to help make sure necessary steps were being taken to meet the needs of students, families, and school communities.

The following report presents the details of the recommended school closures and building surplus, the public engagement process, and the Baltimore City Board of School Commissioners’ (the Board’s) decisions regarding the recommendations.

Summary of the Recommendations

- Close Northwestern High School effective summer 2017; non-graduating students can automatically attend Forest Park High School or participate in a school choice process to identify a new school for the coming school year. Surplus the Northwestern building to the City of Baltimore in summer 2019.
- Close Samuel F.B. Morse Elementary School effective summer 2017; students who are currently in pre-k to 4th grade will merge into the Frederick Elementary School community, while those currently in 5th grade will participate in the school choice process to select a middle school for next and subsequent school years. Surplus the Samuel F.B. Morse building to the City of Baltimore in summer 2017.
- Close Baltimore I.T. Academy effective summer 2017; students who are currently in 6th and 7th grades will participate in the choice process to select another middle school option for the 2017-18 school year, while those currently in 8th grade will participate in the school choice process to select a high school for next and subsequent years; Surplus the Chinquapin building to the City of Baltimore in summer 2021.
- Close Grove Park Elementary/Middle School effective summer 2018; beginning in the 2018-19 school year, students will merge with the nearby Calvin M. Rodwell school community.

Additionally, the Board was asked to consider closing Renaissance Academy effective summer 2017; subsequent to that initial recommendation, City Schools began to explore the possibility of relocating the school beginning in the 2017-18 school year, rather than closing it. To allow time

for the options to be fully considered, the Board has deferred voting on a decision regarding this school until January 24, 2017.

Public Engagement

Beginning at a special public meeting on November 9, 2016, when the Board received the district's recommendations on school closures and building surplus, the district has urged the public to provide input to inform decision making and to help make sure City Schools continues to take the necessary steps to meet the needs of its students, families, and school communities.

Taking the Recommendations to the Community

City Schools held school-based meetings at each of the schools recommended for closure. These individual meetings, held between November 14 and 21, 2016, were designed to allow families, staff, and community members to provide feedback and ask questions of district staff regarding the closure recommendation for their school or the surplus of school buildings.

A special Board session to hear public feedback was held on November 22, 2016, and a formal, state-mandated public hearing on the recommendations was held on November 29, 2016. Both meetings began at 6:00 p.m. and were held at City Schools' district office (200 E. North Avenue, Baltimore, MD 21202); both were broadcast on the district's cable television station (Education Channel 77, available through the Comcast cable service in Baltimore City) and streamed live on the Internet.

Prior to the community meetings at each school, City Schools released a report with its recommendations. Copies were provided to members of the Board and uploaded to the City Schools website and the websites of affected schools. The Mayor of Baltimore, along with city and state elected officials representing the districts of each affected school, was contacted about the recommendations and received a copy of the written report to review. A printed copy of the report was provided to affected schools to be available for review by the public. Copies of the report were available upon request from the Board Office and the district's Engagement Office.

In addition to the community meetings and the public hearings, school-based steering committees were created at each school proposed for closure. Each of the steering committees met one or two times, as decided by the committee, and was charged with providing written comments to City Schools' Chief Executive Officer and staff regarding the proposed closure of the steering committee's school. Members of the steering committees will continue to be engaged in the schools' transitions in the coming months.

The Board also accepted written comment or data on the proposed closures and surplus until 5:00 p.m. on Friday, December 9, 2016. Stakeholders were advised to send their comments to the Board via postal or electronic mail.

Notice

To inform the community about the portfolio review process and to encourage feedback on its recommendations, City Schools employed a variety of communication methods. As noted above, the report with initial recommendations that was presented to the Board at its meeting on November 9, 2016, was also posted on City Schools' website and individual school-based websites, with a link to the document provided on homepages. The Board meeting itself was televised (on Education Channel 77) and streamed online.

Formal notice providing detailed information about the November 22 special Board session and November 29 public hearing was advertised in the November 10, 2016, editions of two local newspapers, *The Baltimore Sun* and *The Daily Record*. The notice also included information about submitting written comment.

Copies of the formal notice and letters notifying families of the proposed school closures, along with information about school-based meetings and opportunity to provide written feedback, were sent home with students more than two weeks prior to the November 29 public hearing. The notice was also available in the written recommendations report, made available online and at affected schools, as noted above. Finally, automated telephone calls were made to families at all schools included in the recommendations to notify them of the special session and public hearing; email messages were sent to families for whom City Schools had working email addresses; information was provided via recorded message on the district's automated telephone directory system; and notice was shared with steering committee members.

Recommendations Regarding Closures and Building Surplusing

Following are the recommendations presented to the Board at its public meeting on November 9, 2016, as part of the annual school portfolio review.

School	Recommendation
Baltimore I.T. Academy	Close in summer 2017; surplus Chinquapin building to the City of Baltimore in summer 2021
Grove Park Elementary/Middle School	Close in summer 2018
Northwestern High School	Close in summer 2017; surplus building to the City of Baltimore in summer 2019
Renaissance Academy	Close in summer 2017 ¹
Samuel F.B. Morse Elementary School	Close in summer 2017; surplus building to the City of Baltimore in summer 2017

¹ Since its November 9 meeting, the Board has also been considering an alternative recommendation to relocate the program to another facility.

Board Vote

On December 13, 2016, beginning at 6:00 p.m., the Board held a regularly scheduled public business meeting at which it voted on the portfolio review recommendations. In accordance with standard procedures, this meeting was televised on Education Channel 77 and was streamed online in real time.

Code of Maryland Regulations

As required by COMAR, the Board considered these factors when voting on whether the recommended schools should be closed and the recommended buildings should be surplus to the city:

- Student enrollment trends
- Age or condition of school buildings
- Transportation
- Educational programs
- Racial composition of student body
- Financial considerations
- Student relocation
- Impact on community in geographic attendance area for school proposed to be closed and school or schools to which students would relocate

The Vote

All of the Board's nine voting members were in attendance at the December 13, 2016, meeting. The Board voted on the recommendations as follows.

School	Recommendation	Board Action	Vote
Baltimore I.T. Academy	Close in summer 2017; surplus Chinquapin building to the City of Baltimore in summer 2021	Adopted	9 in favor, none opposed, no recusals
Grove Park Elementary/Middle School	Close in summer 2018	Adopted	8 in favor, 1 opposed, no recusals
Northwestern High School	Close in summer 2017; surplus building to the City of Baltimore in summer 2019	Adopted	9 in favor, none opposed, no recusals
Renaissance Academy	Close or relocate program in summer 2017	Deferred	Vote will occur on January 24, 2017
Samuel F.B. Morse Elementary School	Close in summer 2017; surplus building to the City of Baltimore in summer 2017	Adopted	9 in favor, none opposed, no recusals

Specific details regarding the recommendations, the Board's decisions, and supporting rationale follow for Baltimore IT Academy (and Chinquapin building), Grove Park Elementary/Middle School, Northwestern High School (and building), and Samuel F.B. Morse Elementary School (and building); details regarding Renaissance Academy will be the subject of separate documentation, following the Board's January 24, 2017, vote regarding the recommendation for that school.

Baltimore I.T. Academy #378

(Chinquapin Building #46)
900 Woodbourne Avenue
Baltimore, MD 21212

Summary

- Baltimore I.T. Academy is located in northeast Baltimore with a program serving students in grades 6 to 8.
- Baltimore I.T. Academy shares the Chinquapin building with the Lillie May Carroll Jackson School, a charter school serving girls in grades 5 to 8, temporarily located in the building. The Chinquapin building is also designated as a temporary location for other schools included in the 21st Century School Buildings Plan.
- For a number of years, Baltimore I.T. Academy has not delivered strong outcomes for students and has not had a positive climate for teaching and learning. Despite provision of additional resources (for example, from school improvement grants and priority school funds), academic outcomes for students have remained consistently below the district mean.
- Enrollment has declined over time from 319 students in 2012-13 to 207 students in 2016-17.
- Overall, the district has excess capacity in dedicated middle schools (those serving only the middle grades, 6 to 8), with 2,365 seats. In 2015-16, there were only 1,006 students enrolled in these schools.

School Data

In 2012-13, students in Maryland were required to take Maryland School Assessments (MSAs), a set of criterion-referenced tests that measured proficiency on the Maryland reading and mathematics content standards in grade 3 through 8.

MSA Results*	2012-13	
	<u>School</u>	<u>District</u>
Math (grades 6–8)	36.2%	47.1%
Reading (grades 6–8)	52.1%	65.2%

* Values represent % of students demonstrating proficiency on the test

In 2014-15, PARCC assessments replaced MSAs for students in grades 3 to 8. These assessments are aligned to the Maryland College and Career-Ready Standards, which define the knowledge and skills students should master by the end of each grade in order to graduate from high school prepared to enter college and the workforce. City Schools began implementation of the new standards in 2012-13; by spring 2014, MSAs and other previously administered tests were no longer aligned with the teaching and learning students experienced during the school year. As a result, no data are provided for statewide testing for 2013-14.

PARCC Results*	2014-15		2015-16	
	<u>School</u>	<u>District</u>	<u>School</u>	<u>District</u>
Math (grades 6–8)	4.3%	7.8%	4.9%	8.2%
Math (grades 6–8), mean scale score	704.0	709.5	700.8	708.0
Reading (grades 6–8)	11.2%	16.1%	5.9%	14.8%
Reading (grades 6–8), mean scale score	710.0	716.5	702.9	715.2

*Percentage values represent students meeting or exceeding expectations (score of 4 or 5). Mean scale scores are displayed for grades 6–8 in aggregate for each available year. These results are based on all students who tested and received a valid scale score.

	2012-13	2013-14	2014-15	2015-16
Student attendance rate (%)*	94.8%	92.7%	88.4%	84.8%
School climate (as indicated by % positive student responses on annual school survey)	70.0%	49.5%	55.2%	57.8%

*Attendance rates are calculated by dividing the total number of days of attendance by the total number of days enrolled during the entire school year using the official Maryland State Department of Education (MSDE) end-of-year attendance file.

Enrollment History

Grade	2012-13	2013-14	2014-15	2015-16	2016-17
6	152	79	91	82	65
7	93	142	84	74	66
8	74	95	120	79	76
Total	319	316	295	235*	207

Total enrollment counts reflect the MSDE official enrollment file, which includes students enrolled on September 30 each year. This file is verified by MSDE prior to becoming the official enrollment count for the year.

*1 additional student was enrolled in 9th grade in 2015-16, bringing the total official enrollment to 236 that year.

Recommendations

- Close the Baltimore I.T. Academy program in summer 2017.
- In summer 2021, after completion of use as “swing space” (temporary location for schools included in the 21st Century School Buildings Plan), surplus the building to the City of Baltimore.

Opportunities

- Improve students’ chances for success by enabling them to choose from better performing school options.
- Reduce the district’s facilities inventory, reducing costs and maximizing efficiency for maintenance and other buildings-related expenses.

Reasons for Closure

- City Schools recommended closing Baltimore I.T. Academy due to persistent issues with academic achievement, climate, and low enrollment.

Board Action

On December 13, 2016, the Board voted unanimously in favor of the district’s recommendation to close Baltimore I.T. Academy as of summer 2017 and to surplus the Chinquapin building to the City of Baltimore in summer 2021. The Board’s decision gave consideration to the impact of the closing and surplus on the following factors:

- Student enrollment trends
- Age or condition of school buildings
- Transportation
- Educational programs
- Racial composition of student body
- Financial considerations
- Student relocation
- Impact on community in geographic attendance area for school proposed to be closed and school or schools to which students would relocate

Educational Programs Affected

- Of the 26 staff members at Baltimore I.T. Academy, 11 are in positions for delivery of instruction.
- There are 43 students with disabilities at the school; 22 students receive 80% or more of their education inside the general education classroom, 6 students receive 40-79% of their education inside the general education classroom, and 15 students receive less than 40% of their education inside the general education classroom.*

**Sources: District-reported official counts of students with disabilities and LRE, based on the 2016 Official Child Count file mapped back to the 2017 Maryland State Department of Education official enrollment file, which includes students enrolled on September 30, 2016.*

Instruction

- As at schools across the district, teachers are implementing curricula aligned to the Maryland College and Career-Ready Standards, and teachers are attending systemic professional development.
- The school has a .5 technology teacher.
- The school offers the Gateway to Technology program.

Extracurricular Activities/Student Supports

- Students can participate in robotics, step/dance, Green Club, Future Makers, and fashion.
- Students have access to tutors, after-care with supper, and student supports from Hope Health Systems.
- Baltimore I.T. Academy has partnerships with Towson University, the Naval Academy, and the Army Research Lab.

Student Relocation

- Under the Board’s decision to close Baltimore I.T. Academy, students will have a range of school options with available seats to choose from, including transformation schools, middle schools, elementary/middle schools, and charter schools. Entrance criteria will be applied for students interested in attending schools with eligibility restrictions.
- In addition to options available through the middle school choice process, students who live in a neighborhood with a “zoned” elementary/middle school or an elementary school that has a designated middle school can attend that school.

Receiving School Options	Min. Available Seats*
Friendship Academy of Engineering and Technology	50
Vanguard Collegiate Middle School	100
National Academy Foundation School	50
Academy for College and Career Exploration	40

** Only schools with 10 or more available seats are listed. All seat counts are estimates.*

Racial Composition

- There are no significant racial or ethnic differences in composition of student populations at Baltimore I.T. Academy and receiving schools.

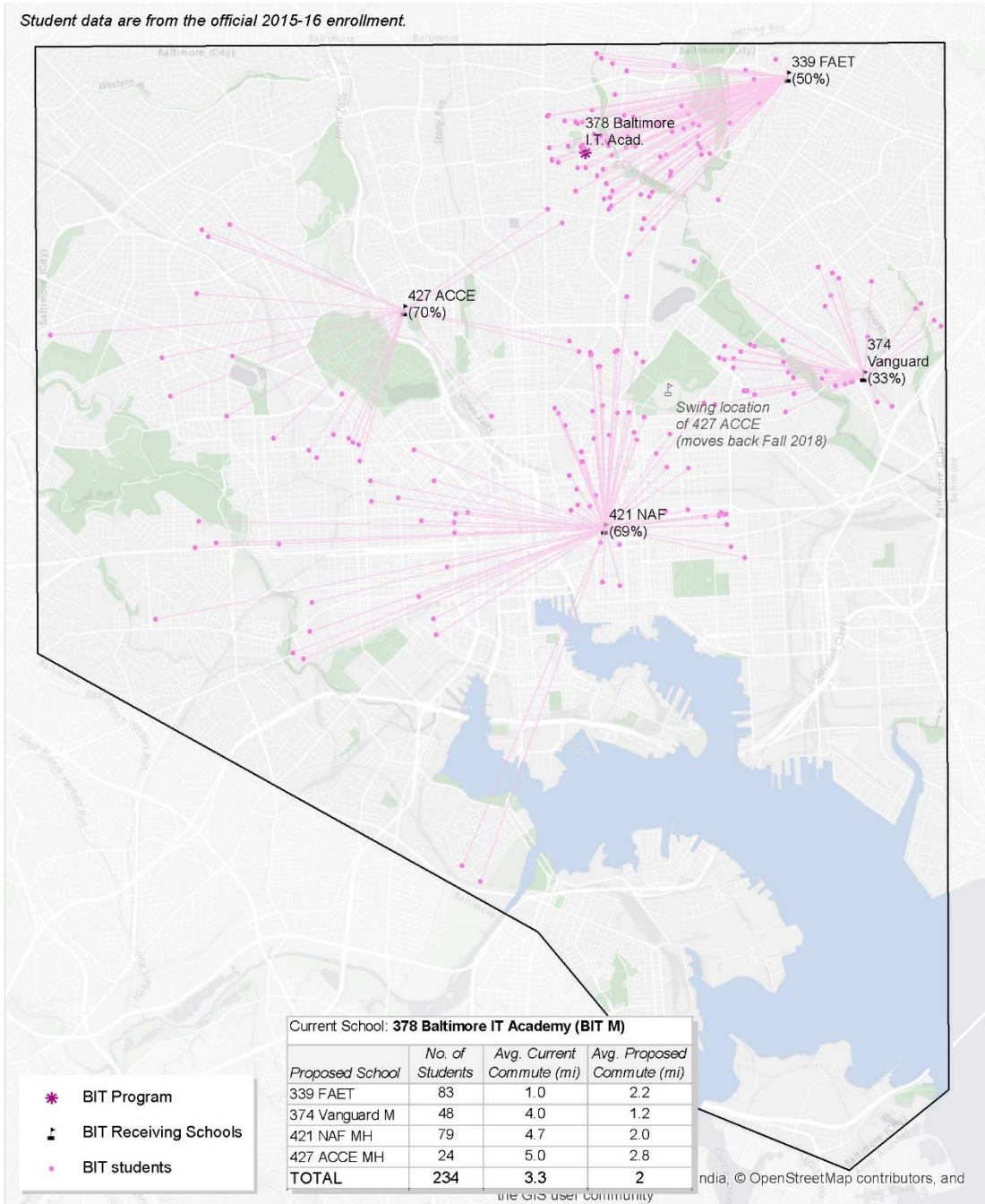
	% African American	% White	% Hispanic	% Asian/ Pacific Islander	% American Indian
Baltimore I.T. Academy	99.5%	0.5%	0.0%	0.0%	0.0%
Friendship Academy of Engineering and Technology	96.9%	1.5%	1.5%	0.0%	0.0%
Vanguard Collegiate Middle School	89.5%	3.3%	2.3%	2.8%	0.2%
National Academy Foundation School	86.1%	1.8%	11.0%	0.6%	0.6%
Academy for College and Career Exploration	93.5%	2.0%	4.3%	0.0%	0.2%

Source: District-reported official demographic data based on the 2017 Maryland State Department of Education enrollment file.

Student Transportation Considerations

- City Schools provides transportation assistance for secondary students who live more than 1.5 miles from their school. Transportation assistance for secondary students is in the form of Maryland Transit Administration (MTA) passes. Other transportation alternatives, such as yellow buses, are sometimes provided to students with disabilities and in other circumstances.
- Students with disabilities will receive transportation services as required by their Individualized Education Programs (IEPs).

Distribution of Baltimore I.T. Academy and Proposed Receiving Schools



Facility Data

Type: Middle school
Grades served: 5-8 (Baltimore IT Academy, grades 6-8; co-located Lillie May Carroll Jackson School, grades 5-8)
Address: 900 Woodbourne Ave., Baltimore 21212 (currently co-located with Lillie May Carroll Jackson School)
Planning area: North
Date constructed: 1955
Site size: 13.30 acres
Building area: 176,407 sq. ft.

State-rated capacity (entire building): 1,070
Building utilization rate (2015-16): 22%
Facility Condition Index*: 47.8%
Educational Adequacy Score*: 61.1

** These two measures are reported in the 2012 State of School Facilities report commissioned from Jacobs Project Management. The Facility Condition Index is an indicator of the building's condition derived by comparing the cost of renovating the existing building and the cost of constructing a new building of the same size; generally, a figure higher than 75% suggests new construction should be considered. An Educational Adequacy Score below 80 indicates that a building does not meet the standard for supporting excellent teaching and learning.*

Financial Considerations

- Baltimore I.T. Academy's budget for the 2016-17 fiscal year is approximately \$1.6 million in grants and general fund dollars. Dollars linked to schools through the Fair Student Funding model will follow students to the schools they attend in the 2017-18 school year.
- Since 2013, the building has had approximately \$3,466,000 in Capital Improvement Program (CIP) projects. The building has approximately \$2,516,000 in bond and lease debt.

Community Feedback and Input, and District Response

- Community members asked about the school choice process and how students and families can select the best middle school options for next year. Staff shared some information and responses to frequently asked questions about the process. Additionally, district staff will be available to meet individually with families at the school to provide advice on options and programming at schools of interest. If a student does not exercise the choice option to identify preferred schools, City Schools will place students based on location or space availability; additional factors considered students' individual needs, including services for students with disabilities.
- Community members asked about transportation to the schools students and families select for next year. Staff shared that eligible students will continue to receive MTA passes, as all secondary students receive passes if they reside more than 1.5 miles from their school.

Summary of the Board's Final Decision

- Based on the factors set forth herein, consideration of the district's recommendations, written and oral testimony of stakeholders, the portfolio review and school closure recommendation report, and various other documents, reports, and comments, Baltimore I.T. Academy will close effective summer 2017 and the Chinquapin building will be surplus to the City of Baltimore in summer 2021.

Grove Park Elementary/Middle School #224

5545 Kennison Avenue
Baltimore, MD 21215

Summary

- Grove Park Elementary/Middle School is located in northwest Baltimore with a program serving students in pre-kindergarten to grade 8.
- Because of low enrollment, Grove Park has for a number of years required supplemental funding to sustain programming.
- There are two schools within a mile of Grove Park that are being renovated under the 21st Century School Buildings Plan (Arlington Elementary/Middle School and Calvin M. Rodwell Elementary School).
- In 2014-15, the Board approved a change in Grove Park's and Calvin M. Rodwell's grade configurations: Grove Park was scheduled to convert to an elementary school in the 2019-20 school year, with students in grades 6 to 8 rezoned to a newly renovated Calvin M. Rodwell Elementary/Middle School.
- With the scheduled removal of middle grades, Grove Park is projected to have insufficient enrollment increase at the elementary grades and no more than 200 students in 2019-20, making it unable to support rich and varied programming in the future.

School Data

In 2012-13, students in Maryland were required to take Maryland School Assessments (MSAs), a set of criterion-referenced tests that measured proficiency on the Maryland reading and mathematics content standards in grade 3 through 8.

MSA Results*	2012-13	
	<u>School</u>	<u>District</u>
Math (grades 3–5)	49.5%	69.7%
Math (grades 6–8)	37.7%	47.1%
Reading (grades 3–5)	63.7%	70.3%
Reading (grades 6–8)	62.3%	65.2%

* Values represent % of students demonstrating proficiency on the test

In 2014-15, PARCC assessments replaced MSAs for students in grades 3 to 8. These assessments are aligned to the Maryland College and Career-Ready Standards, which define the knowledge and skills students should master by the end of each grade in order to graduate from high school prepared to enter college and the workforce. City Schools began implementation of the new standards in 2012-13; by spring 2014, MSAs and other previously administered tests were no longer aligned with the teaching and learning students experienced during the school year. As a result, no data are provided for statewide testing for 2013-14.

PARCC Results*	2014-15		2015-16	
	School	District	School	District
Math (grades 3–5)	4.5%	12.8%	16.8%	15.1%
Math (grades 3–5), mean scale score	708.3	715.2	720.2	715.2
Math (grades 6–8)	5.2%	7.8%	4.4%	8.2%
Math (grades 6–8), mean scale score	707.2	709.5	711.1	708.0
Reading (grades 3–5)	12.4%	15.2%	12.4%	12.7%
Reading (grades 3–5), mean scale score	713.3	716.5	713.4	711.5
Reading (grades 6–8)	20.8%	16.1%	23.1%	14.8%
Reading (grades 6–8), mean scale score	725.3	716.5	726.7	715.2

*Percentage values represent students meeting or exceeding expectations (score of 4 or 5). Mean scale scores are displayed for grades 3–5 and 6–8 in aggregate for each available year. These results are based on all students who tested and received a valid scale score.

	2012-13	2013-14	2014-15	2015-16
Student attendance rate (%)*	91.8%	92.4%	91.6%	92.4%
School climate (as indicated by % positive student responses on annual school survey)	57.5%	67.7%	68.7%	64.4%

*Attendance rates are calculated by dividing the total number of days of attendance by the total number of days enrolled during the entire school year using the official Maryland State Department of Education (MSDE) end-of-year attendance file.

Enrollment History

Grade	2012-13	2013-14	2014-15	2015-16	2016-17
Pre-k	42	20	23	19	23
K	34	37	26	23	28
1	42	42	29	24	33
2	36	33	38	32	26
3	27	34	34	32	36
4	26	34	35	30	32
5	34	30	25	24	29
6	39	29	31	30	30
7	43	34	31	34	35
8	25	47	40	33	32
Total	348	340	312	281	304

Total enrollment counts reflect MSDE's official enrollment file which includes students enrolled on September 30 each year. This file is verified by MSDE prior to becoming the official enrollment count for the year.

Recommendations

- Close the Grove Park Elementary/Middle School program in summer 2018.
- Expand the Calvin M. Rodwell Elementary/Middle School zone to include the current Grove Park zone, bringing the two school communities together in a temporary location and enabling them to move as one community into the new Calvin M. Rodwell building upon completion of construction.

- Retain the Grove Park building in the district’s buildings inventory for future use (including “swing space” for temporary relocation of school programs during construction of their buildings).

Opportunities

- Improve students’ chances for success by enabling them to attend a school with sufficient students to fund and sustain a rich, robust, and varied educational program.
- Enable students to attend a newly renovated 21st-century building, increasing the number of students with access to upgraded, modern facilities.

Reasons for Closure

- City Schools recommended closing Grove Park Elementary/Middle School because its low enrollment means that it is unsustainably small. Rezoning students to Calvin M. Rodwell Elementary/Middle School will provide access for students to a 21st-century building.

Board Action

On December 13, 2016, the Board voted in favor of the district’s recommendation to close Grove Park Elementary/Middle School as of summer 2018. The Board’s decision gave consideration to the impact of the closing on the following factors:

- Student enrollment trends
- Age or condition of school buildings
- Transportation
- Educational programs
- Racial composition of student body
- Financial considerations
- Student relocation
- Impact on community in geographic attendance area for school proposed to be closed and school or schools to which students would relocate

Educational Programs Affected

- Of the 35 staff members at Grove Park, 17 are in positions for delivery of instruction.
- There are 34 students with disabilities at the school; 19 students receive 80% or more of their education inside the general education classroom, 8 students receive 40-79% of their education inside the general education classroom, and 7 students receive less than 40% of their education inside the general education classroom.*
- Grove Park currently houses 1 pre-k classroom.

**Sources: District-reported official counts of students with disabilities and LRE, based on the 2016 Official Child Count file mapped back to the 2017 Maryland State Department of Education official enrollment file, which includes students enrolled on September 30, 2016.*

Instruction

- As at schools across the district, teachers are implementing curricula aligned to the Maryland College and Career-Ready Standards, and teachers are attending systemic professional development.

Extracurricular Activities/Student Supports

- Students can participate in band and a youth empowerment program.
- Students have access to STEM workshops, advisory, tutoring, and mental health counseling.
- Grove Park has partnerships with McDonald’s, Catholic Charities, MD Foster Grandparent Program, IBSS Corporation, and Khan Academy.

Student Relocation

- Under the Board’s decision to close Grove Park Elementary/Middle School, students will remain in their current location for the 2017-18 school year and then move into a temporary location with the Calvin M. Rodwell Elementary/Middle School community in 2018-19, while the new Calvin M. Rodwell building is being prepared for occupancy for the 2019-20 school year.

Racial Composition

- There are no significant differences in the racial/ethnic compositions of Grove Park Elementary/Middle School and Calvin M. Rodwell Elementary School.

	% African American	% White	% Hispanic	% Asian/ Pacific Islander	% American Indian
Grove Park Elementary/Middle School	95.1%	0.0%	2.6%	0.0%	1.3%
Calvin M. Rodwell Elementary School	97.1%	0.9%	2.0%	0.0%	0.0%

Source: District-reported official demographic data based on the 2017 Maryland State Department of Education enrollment file.

Student Transportation Considerations

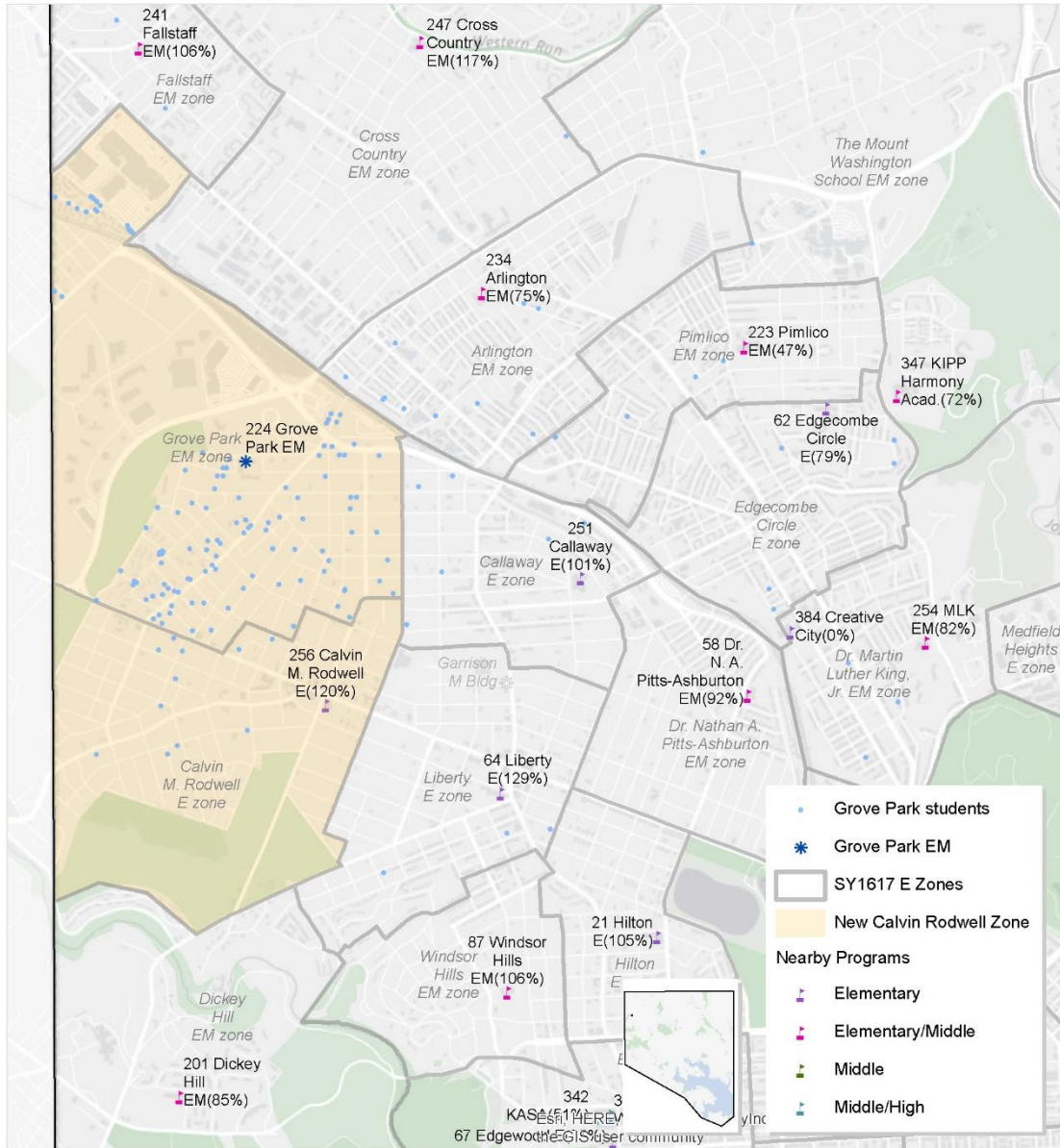
- City Schools provides yellow bus service for elementary students who live more than 1 mile from their neighborhood school. For middle school students, MTA passes are provided for those who live more than 1.5 miles from their neighborhood school.
- Students with disabilities will receive transportation services as required by their Individualized Education Programs (IEPs).

Distribution of Grove Park Elementary/Middle School Students

Student data are from the official 2015-16 enrollment and include pre-k students.

The 2015-16 avg. commute for Grove Park students living in the Grove Park school zone was 0.8 miles (ranges from 0.1 to 1.6 miles).
The new commute to Calvin Rodwell would result in an average commute of 1.1 miles (ranges from 0.3 to 2.35 miles).

Creative City Public Charter School is not located in a City Schools building; utilization is therefore recorded as 0%. Arlington will move into swing space at Garrison in fall 2018, and reconfigure from EM to E in fall 2019.



Facility Data

Type: Traditional elementary/middle school
Grades served: Pre-k to grade 8
Address: 5545 Kennison Ave., Baltimore 21215
Planning area: Northwest
Date constructed: 1958
Site size: 5.17 acres
Building area: 58,589 sq. ft.

State-rated capacity: 331
Building utilization rate (2015-16): 85%
Facility Condition Index*: 68.7%
Educational Adequacy Score*: 55.5

* These two measures are reported in the 2012 *State of School Facilities* report commissioned from Jacobs Project Management. The Facility Condition Index is an indicator of the building's condition derived by comparing the cost of renovating the existing building and the cost of constructing a new building of the same size; generally, a figure higher than 75% suggests new construction should be considered. An Educational Adequacy Score below 80 indicates that a building does not meet the standard for supporting excellent teaching and learning.

Financial Considerations

- Grove Park Elementary/Middle School's budget for the 2016-17 fiscal year is approximately \$2.1 million in grants and general fund dollars. Dollars linked to schools through the Fair Student Funding model will follow students to the schools they attend in the 2017-18 school year.

Community Feedback and Input, and District Response

- Community members shared questions and concerns about traffic, transportation, and safety for Grove Park students if the school should be closed and students zoned to attend Calvin Rodwell. Staff shared that if approved for closure, bus transportation to the swing location would be provided for the duration of construction; when Calvin Rodwell moves back to its renovated building, yellow bus service would be provided for elementary students who live more than 1 mile from the school and MTA passes would be provided for middle school students who live more than 1.5 miles from the school (in accordance with City Schools' practice for elementary and middle school students). In order to prepare for the move back to the Calvin Rodwell building, City Schools will study safety and traffic issues and work with Baltimore City and the community to provide safe travel routes for the students.
- In addition, community members asked about swing space location for Calvin Rodwell while the building is being renovated. Staff indicated that the district was considering two options.
- Community members asked about the process by which Grove Park was identified for closure rather than Calvin Rodwell. Staff shared that at the time the 21st Century School Buildings Plan was created, Calvin Rodwell was projected to have increasing enrollment and a utilization rate of 148.6% in 2016, which led to the school being prioritized early in the plan. Based on 2015-16 school year data, Calvin Rodwell is over-utilized with a 120% utilization rate. Grove Park is an unsustainably small school, and will become even smaller with the middle grades programming leaving in school year 2019-20. A comparison of census data from 2000 to 2010 indicates an aging population and a decrease in the number of families with school-aged children in the area. Current residential development plans for the area include only a housing development for senior citizens.
- Finally, community members asked about school and class sizes. Staff shared that Calvin Rodwell is being built to a more sustainable size that will accommodate both Grove Park and Calvin Rodwell students. Schools that have multiple classes at each grade level have larger

school budgets under City Schools' Fair Student Funding model, and therefore have more flexibility in resource allocation and greater ability to have smaller class sizes.

Summary of the Board's Final Decision

Based on the factors set forth herein, consideration of the district's recommendations, written and oral testimony of stakeholders, the portfolio review and school closure recommendation report, and various other documents, reports, and comments, Grove Park Elementary/Middle School will close effective summer 2018.

Northwestern High School #401

6900 Park Heights Avenue
Baltimore, MD 21215

Summary

- Northwestern High School is located in northwest Baltimore with a program serving students in grades 9 to 12.
- Forest Park High School is currently co-located with Northwestern High School in the Northwestern building, while the Forest Park building is renovated under the 21st Century School Buildings Plan.
- As part of the 21st Century School Buildings Plan, Northwestern is recommended to close and merge with Forest Park High School, moving together as one school community to the newly renovated Forest Park building in 2018-19.

School Data

The Maryland High School Assessments (HSAs) in English and algebra/data analysis measured individual student and school progress toward Maryland's High School Core Learning Goals. Passing HSAs in various subjects has been a graduation requirement.

HSA Results*	2012-13		2013-14		2014-15	
	School	District	School	District	School	District
English	43.0%	61.3%	38.2%	60.2%	26.6%	58.6%
Algebra	37.7%	62.6%	32.4%	60.7%	26.6%	58.5%

* Values represent the cumulative pass rate of 12th-grade students.

In 2014-15, HSAs began to be replaced by the more rigorous PARCC assessments, aligned to Maryland's College and Career-Ready Standards implemented in 2013-14. With the transition to new standards and new assessments, assessment requirements for graduation are changing, with students being required to pass either HSAs or PARCC depending on their date of entry to high school and dates of relevant course completion.

PARCC Results*	2015-16	
	School	District
English Language Arts (ELA) 10	1.4%	17.60%
ELA 10 mean scale score	681.6	707.0
ELA 11	2.4%	20.4%
ELA 11 mean scale score	696.1	716.9
Algebra (ALG) 01**	0.0%	14.3%
ALG 01 mean scale score**	696.9	714.7
ALG 02	0.0%	5.6%
ALG 02 mean scale score	673.6	691.5

* Percentage values represent students meeting or exceeding expectations (score of 4 or 5). These results are based on all students who tested and received a valid scale score.

** PARCC ALG 01 district scores include 8th-grade test-takers as well as students in high school grades (9-12).

	2012-13	2013-14	2014-15	2015-16
4-year cohort graduation rate	61.6%	60.5%	66.0%	Data not yet available
Student attendance rate (%)*	75.1%	72.3%	78.6%	71.8%
School climate (as indicated by % positive student responses on annual school survey)	55.4%	58.1%	n/a	56.0%

*Attendance rates are calculated by dividing the total number of days of attendance by the total number of days enrolled during the entire school year using the official Maryland State Department of Education (MSDE) end-of-year attendance file.

Enrollment History

Grade	2012-13	2013-14	2014-15	2015-16	2016-17
9	215	154	142	148	163
10	148	138	123	117	139
11	174	168	163	128	98
12	174	118	115	116	108
Total	711	578	543	509	508

Total enrollment counts reflect the MSDE official enrollment file, which includes students enrolled on September 30 each year. This file is verified by MSDE prior to becoming the official enrollment count for the year.

Recommendations

- Close the Northwestern High School program in summer 2017.
- Surplus the Northwestern building to the City of Baltimore in summer 2019.

Opportunities

- Closing Northwestern High School a year prior to the opening of the renovated Forest Park building will enable students from the two school communities to come together in a single program in the Northwestern building, prior to the move to the newly renovated 21st-century building at the Forest Park location.
- Closing one of two nearby high schools with low enrollment and creating a single, larger high school increases capacity to provide rich, robust, and varied programming at the high school level over the long term.
- The closure contributes to reducing excess high school seats in the district, and surplus the building contributes to increasing the district's overall building utilization rate.

Reasons for Closure

- City Schools recommended closing Northwestern High School due to excess high school seats in the area; proximity of students to the Forest Park building, which is being renovated as part of the 21st Century School Buildings Plan; and the opportunity created by merging the two high school communities to provide and sustain richer, more robust, and varied programming for students.

Board Action

On December 13, 2016, the Board voted unanimously in favor of the district's recommendation to close Northwestern High School effective summer 2017 and to surplus the building effective summer 2019. The Board's decision gave consideration to the impact of the closing and surplus on the following factors:

- Student enrollment trends

- Age or condition of school buildings
- Transportation
- Educational programs
- Racial composition of student body
- Financial considerations
- Student relocation
- Impact on community in geographic attendance area for school proposed to be closed and school or schools to which students would relocate

Educational Programs Affected

- Of the 57 staff members at Northwestern High School, 28 are in positions for delivery of instruction.
- There are 123 students with disabilities at the school; 58 students receive 80% or more of their education inside the general education classroom, 28 students receive 40–79% of their education inside the general education classroom, and 37 students receive less than 40% of their education inside the general education classroom.*
- Northwestern has 2.0 locked positions for ESOL (English for Speakers of Other Languages) teachers and a 1.0 locked position for an ESOL paraeducator to support the school’s population of English language learners.
- Northwestern currently hosts 2 Life Skills classrooms, each with 12 seats (for a total of 24 seats); there are currently 25 Life Skills students. There is also 1 PAL (Program for Autistic Learners) classroom, with 12 seats and 9 students currently enrolled. All of the students enrolled in these programs currently receive less than 40% of their education in the general education classroom.

**Sources: District-reported official counts of students with disabilities and LRE, based on the 2016 Official Child Count file mapped back to the 2017 Maryland State Department of Education official enrollment file, which includes students enrolled on September 30, 2016.*

Instruction

- As at schools across the district, teachers are implementing curricula aligned to the Maryland College and Career-Ready Standards, and teachers are attending systemic professional development.
- Career and Technology Education programs are offered in Interactive Media, IT Networking (CISCO), and Law and Leadership. (These programs will be available at Forest Park High School to ensure continued access for students.)

Extracurricular Activities/Student Supports

- Students can participate in varsity badminton, baseball, basketball, cross country, football, swimming and diving, tennis, track and field, volleyball, and wrestling; in some cases, Northwestern and Forest Park students are already competing as members of single, combined teams.
- Students can participate in band, cheerleading, chess, the National Honor Society, student government, and yearbook.
- Students have access to work-study programming, internships, and JROTC.
- The school has a partnership with the Northwestern Alumni Association.

Student Relocation

- Under the Board’s decision to close Northwestern High School, students will automatically have the opportunity to attend Forest Park High School.
- Students can also choose from a range of other school options with available seats, including transformation schools, charter schools, and high schools that offer a range of academic and career

preparation programs. Entrance criteria will be applied for students interested in transferring to schools with eligibility restrictions.

Racial Composition

- Northwestern and Forest Park high schools have similar populations of students, with the majority being of African American descent.
- Northwestern has a higher percentage of Hispanic students, at 10.0%.

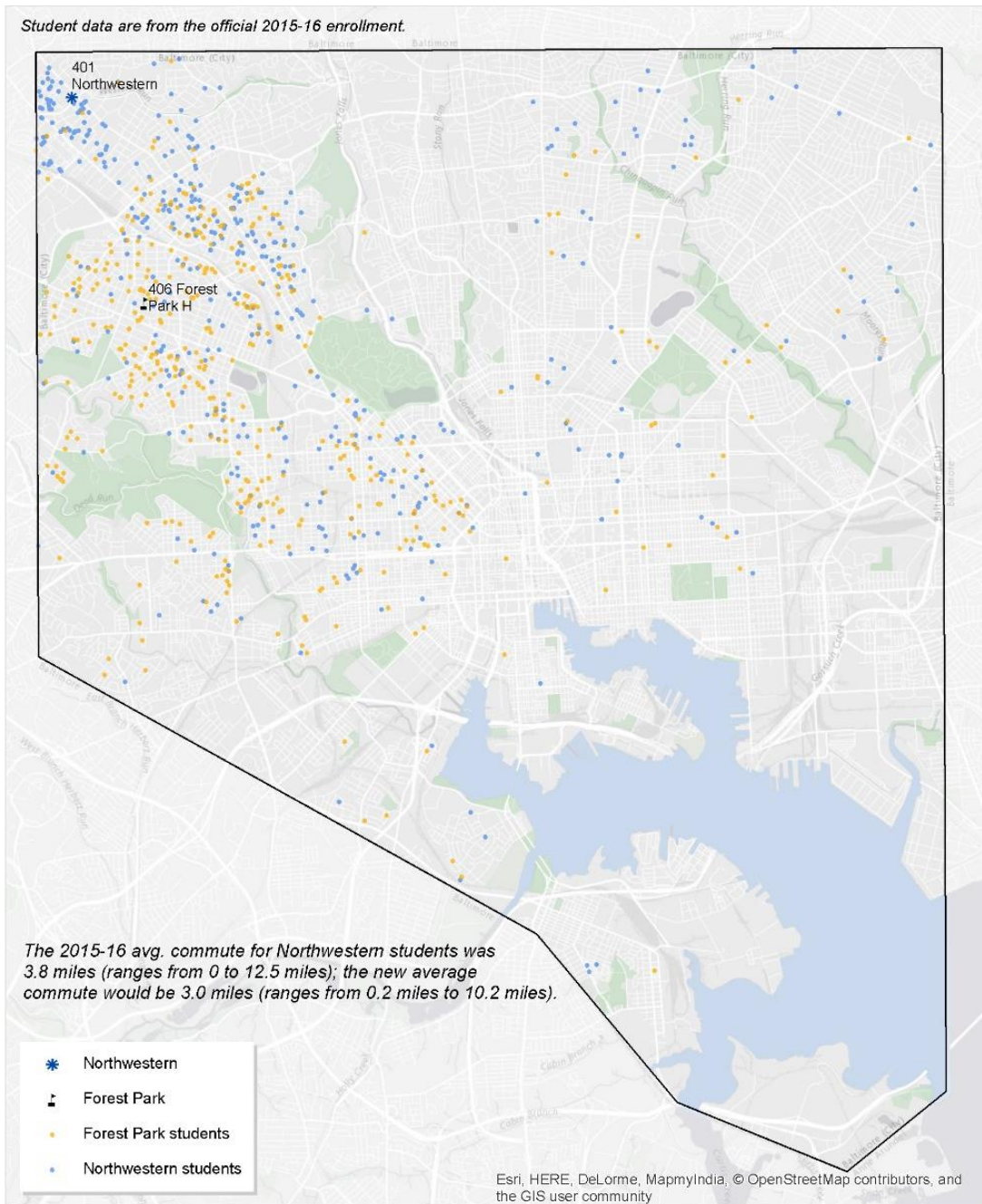
	% African American	% White	% Hispanic	% Asian/ Pacific Islander	% American Indian
Northwestern High School	86.4%	1.4%	10.0%	0.4%	0.0%
Forest Park High School	95.6%	1.3%	1.4%	0.2%	0.5%

Source: District-reported official demographic data based on the 2017 Maryland State Department of Education enrollment file.

Student Transportation Considerations

- City Schools provides transportation assistance for secondary students who live more than 1.5 miles from their school. Transportation assistance for secondary students is in the form of Maryland Transit Administration (MTA) passes. Other transportation alternatives, such as yellow buses, are sometimes provided to students with disabilities and in other circumstances.
- Students affected by the closure of Northwestern High School will be provided MTA passes to the various schools they attend, if those schools are 1.5 miles or more from their homes.
- Students with disabilities will receive transportation services if required by their Individualized Education Programs (IEPs).

Distribution of Northwestern and Forest Park High School Students



Facility Data

Type: Traditional high school
Grades served: 9–12
Address: 6900 Park Heights Ave., Baltimore 21215
(co-located in 2016-17 with Forest Park High School)
Planning area: Northwest
Date constructed: 1966
Site size: 16.20 acres
Building area: 307,200 sq. ft.

State-rated capacity: 1,535
Building utilization rate (2015-16): 33%
Facility Condition Index*: 62.8
Educational Adequacy Score*: 66.7

** These two measures are reported in the 2012 State of School Facilities report commissioned from Jacobs Project Management. The Facility Condition Index is an indicator of the building's condition derived by comparing the cost of renovating the existing building and the cost of constructing a new building of the same size; generally, a figure higher than 75% suggests new construction should be considered. An Educational Adequacy Score below 80 indicates that a building does not meet the standard for supporting excellent teaching and learning.*

Financial Considerations

- Northwestern High School's budget for the 2016-17 fiscal year is approximately \$4.3 million in grants and general fund dollars. Dollars linked to schools through the Fair Student Funding model will follow students to the schools they attend in the 2017-18 school year.
- Since 2013, the building has had close to \$10,000 in Capital Improvement Program (CIP) projects. The building has approximately \$679,000 in bond and lease debt.

Community Feedback and Input, and District Response

- Community members asked about the reason for the closure recommendation and for the decision to renovate Forest Park rather than Northwestern High School. Staff responded that Northwestern was considered for closure because City Schools has too many high school seats in the northwest part of the city compared to the number of students living there, and that an analysis of where students live in relation to both buildings shows that more students live closer to Forest Park.
- Community members shared concerns about the population of English learners at Northwestern High School, including the availability of ESOL teachers for the new program, transportation for English learners, and how former Northwestern students attending the new Forest Park building in the future can drop off younger siblings at nearby elementary schools. Staff shared that ESOL teachers are allocated according to where the student population is; therefore, if English learners attend Forest Park, the teachers will be allocated there. Support staff and ESOL teachers will work with English learners to assist with navigating any transportation issues. Finally, school support staff will work with students and families to brainstorm ideas for dropping off younger siblings.
- Community members also had questions about program offerings at the new school and building. CTE programming and the PRIDE program will be moving to the new Forest Park program. However, the Life Skills and PAL programs will be phased out due to increased need for these programs in other areas of the city.

Summary of the Board's Final Decision

Based on the factors set forth herein, consideration of the district's recommendations, written and oral testimony of stakeholders, the portfolio review and school closure recommendation report, and various other documents, reports, and comments, Northwestern High School will close effective summer 2017, and the building will be surplusd in summer 2019 to the City of Baltimore.

Samuel F.B. Morse Elementary School #98

424 S. Pulaski Street
Baltimore, MD 21223

Summary

- Samuel F.B. Morse Elementary School is located in southwest Baltimore with a program serving students in pre-kindergarten to grade 5.
- As part of the 21st Century School Buildings Plan, Samuel F.B. Morse Elementary School is recommended to close and merge with Frederick Elementary School, opening as a conversion charter school in a newly renovated Frederick building for the 2017-18 school year.
- The Samuel F.B. Morse building will be surplus to the City of Baltimore in summer 2017.

School Data

In 2012-13, students in Maryland were required to take Maryland School Assessments (MSAs), a set of criterion-referenced tests that measured proficiency on the Maryland reading and mathematics content standards in grade 3 through 8.

MSA Results*	2012-13	
	School	District
Math (grades 3–5)	46.5%	69.7%
Reading (grades 3–5)	43.8%	70.3%

* Values represent % of students demonstrating proficiency on the test

In 2014-15, PARCC assessments replaced MSAs for students in grades 3 to 8. These assessments are aligned to the Maryland College and Career-Ready Standards, which define the knowledge and skills students should master by the end of each grade in order to graduate from high school prepared to enter college and the workforce. City Schools began implementation of the new standards in 2012-13; by spring 2014, MSAs and other previously administered tests were no longer aligned with the teaching and learning students experienced during the school year. As a result, no data are provided for statewide testing for 2013-14.

PARCC Results*	2014-15		2015-16	
	School	District	School	District
Math (grades 3–5)	10.6%	12.8%	3.2%	15.1%
Math (grades 3–5), mean scale score	711.3	715.2	705.4	715.2
Reading (grades 3–5)	4.1%	15.2%	2.4%	12.7%
Reading (grades 3–5), mean scale score	704.0	716.5	703.5	711.5

* Percentage values represent students meeting or exceeding expectations (score of 4 or 5). Mean scale scores are displayed for grades 3–5 in aggregate for each available year. These results are based on all students who tested and received a valid scale score.

	2012-13	2013-14	2014-15	2015-16
Student attendance rate (%)*	90.4%	88.9%	87.1%	90.1%
School climate (as indicated by % positive student responses on annual school survey)	67.5%	66.8%	62.5%	66.8%

*Attendance rates are calculated by dividing the total number of days of attendance by the total number of days enrolled during the entire school year using the official Maryland State Department of Education (MSDE) end-of-year attendance file.

Enrollment History

Grade	2012-13	2013-14	2014-15	2015-16	2016-17
Pre-k	43	43	35	45	32
K	62	55	53	52	58
1	58	63	66	62	54
2	74	52	50	65	48
3	46	58	41	45	51
4	52	42	49	43	44
5	33	41	34	41	40
Total	368	354	328	353	327

Total enrollment counts reflect the MSDE official enrollment file, which includes students enrolled on September 30 each year. This file is verified by MSDE prior to becoming the official enrollment count for the year.

Recommendations

- Close the Samuel F.B. Morse Elementary School program and provide all current pre-k to 4th-grade students the opportunity to attend Frederick Elementary School, opening as a conversion charter school in a renovated building in the 2017-18 school year. (Students in 5th grade are participating in the school choice process to select from middle school options for the coming school year.)
- For students entering City Schools in 2017-18 or later, expand the Frederick Elementary enrollment zone to include the Samuel F.B. Morse zone.
- Surplus the Samuel F.B. Morse building to the City of Baltimore in summer 2017.

Opportunities

- Closing Samuel F.B. Morse Elementary School will improve students' opportunities for success by enabling them to attend a new 21st-century school with sufficient enrollment to support robust academic programming.

Reasons for Closure

- City Schools allocates resources to schools based on student enrollment. Because of its small number of students, Samuel F.B. Morse has limited resources to provide quality programming.
- City Schools recommended closing Samuel F.B. Morse Elementary School due to excess elementary seats in southwest Baltimore and the opportunity for students to attend a newly renovated school with sufficient space and enrollment to ensure robust academic programming.

Board Action

On December 13, 2016, the Board voted unanimously in favor of the district's recommendation to close Samuel F.B. Morse Elementary School and to surplus the building to the City of Baltimore as of summer 2017. The Board's decision gave consideration to the impact of the closing and surplus on the following factors:

- Student enrollment trends
- Age or condition of school buildings
- Transportation
- Educational programs
- Racial composition of student body
- Financial considerations
- Student relocation

- Impact on community in geographic attendance area for school proposed to be closed and school or schools to which students would relocate

Educational Programs Affected

- Of the 36 staff members at Samuel F.B. Morse Elementary School, 20 are in positions for delivery of instruction.
- There are 46 students with disabilities at the school; 24 students receive 80% or more of their education inside the general education classroom, and 19 students receive less than 40% of their education inside the general education classroom. (Three additional students are in other placements, including homebound.)*
- Samuel F.B. Morse includes 2 pre-k classrooms.

**Sources: District-reported official counts of students with disabilities and LRE, based on the 2016 Official Child Count file mapped back to the 2017 Maryland State Department of Education official enrollment file, which includes students enrolled on September 30, 2016.*

Instruction

- As at schools across the district, teachers are implementing curricula aligned to the Maryland College and Career-Ready Standards, and teachers are receiving systemic professional development.

Extracurricular Activities/Student Supports

- Students have access to tutoring and extracurricular activities managed by the City of Baltimore’s Recreation and Parks Department.
- The school has a partnership with Hope Health Systems.

Student Relocation

- Under the Board’s decision to close Samuel F.B. Morse Elementary School, the Frederick Elementary School zone will be expanded to include the former Samuel F.B. Morse zone. Samuel F.B. Morse Elementary School students can also choose to apply to charter and other schools.

Racial Composition

- The majority of students at both Samuel F.B. Morse Elementary School and Frederick Elementary School are of African American descent.

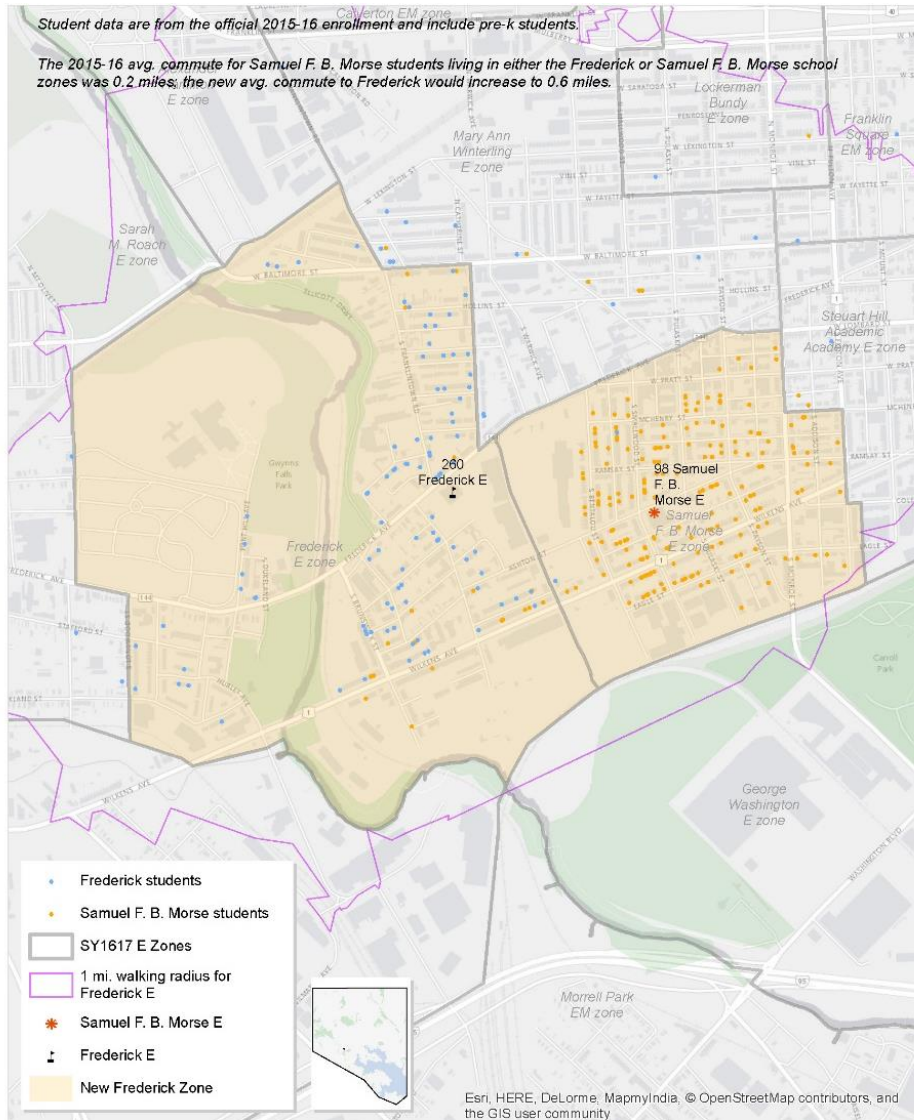
	% African American	% White	% Hispanic	% Asian/Pacific Islander	% American Indian
Samuel F.B. Morse Elementary School	81.0%	13.8%	3.7%	0.3%	0.3%
Frederick Elementary School	84.0%	10.3%	4.5%	0.0%	0.5%

Source: District-reported official demographic data based on the 2017 Maryland State Department of Education enrollment file.

Student Transportation Considerations

- City Schools provides yellow bus service for elementary students who live more than 1 mile from their neighborhood school.
- Students with disabilities will receive transportation services if required by their Individualized Education Programs (IEPs).

Distribution of Samuel F.B. Morse and Frederick Elementary School Students



Facility Data

Type: Traditional elementary school
Grades served: Pre-k to grade 5
Address: 424 South Pulaski St.,
Baltimore 21223
Planning area: South
Date constructed: 1979
Site size: 1.36 acres
Building area: 63,205 sq. ft.

State-rated capacity: 471
Building utilization rate (2015-16): 75%
Facility Condition Index*: 55.1

Educational Adequacy Score*: 58.5

** These two measures are reported in the 2012 State of School Facilities report commissioned from Jacobs Project Management. The Facility Condition Index is an indicator of the building's condition derived by comparing the cost of renovating the existing building and the cost of constructing a new building of the same size; generally, a figure higher than 75% suggests new construction should be considered. An Educational Adequacy Score below 80 indicates that a building does not meet the standard for supporting excellent teaching and learning.*

Financial Considerations

- Samuel F.B. Morse's budget for the 2016-17 fiscal year is approximately \$2.3 million in grants and general fund dollars. Dollars linked to schools through the Fair Student Funding model will follow students to the schools they attend in the 2017-18 school year.
- Since 2013, the building has had approximately \$138,000 in Capital Improvement Program (CIP) projects. The building has approximately \$218,000 in bond and lease debt.

Community Feedback and Input, and District Response

- Community members asked about the utilization and condition of the building and the decision to close Samuel F.B. Morse. Staff explained the method for determining the state-rated capacity (SRC) and utilization rate of the building, and shared that the 2015-16 enrollment was 353, the SRC was 471, and the utilization rate was 75%. In addition, staff shared that the larger review of neighborhood trends and school-level enrollment projections suggested that only one school was needed in the area. The choice to renovate Frederick instead of Samuel F.B. Morse was made because the Samuel Morse site was too constrained to renovate the building with an addition that would meet the needs of the combined populations. Finally, staff shared the condition of the various systems of the building.
- Community members asked questions about the renovation of Frederick and the costs associated with the project. Staff shared that the budget for the renovation is approximately \$30 million and that the purpose of the renovation is to provide students and community with a healthy, safe, efficient, and modern school building. The new building will have new systems, modern layouts, and shared-use spaces that support community interaction.
- Community members shared concerns about student safety on the walk to Frederick Elementary School. Staff shared that City Schools will study safety and traffic issues and work with Baltimore City and the community to provide safe travel for the students. City Schools provides yellow bus service for elementary students who live more than 1 mile from their neighborhood school.

Summary of the Board's Final Decision

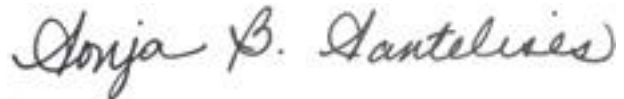
Based on the factors set forth herein, consideration of the district's recommendations, written and oral testimony of stakeholders, the portfolio review and school closure recommendation report, and various other documents, reports, and comments, Samuel F.B. Morse will close, and the building will be surplus, effective summer 2017.

Right to Appeal

An appeal may be taken to the Maryland State Board of Education within 30 calendar days of this written decision of the Baltimore City Board of School Commissioners. The Board issued this decision on January 13, 2017. The appeal should be sent to Office of the Attorney General, Maryland State Department of Education, Attn: Jackie La Fiandra/State Board Appeals, 200 St. Paul Place, 19th Floor, Baltimore, Maryland 21202.

January 13, 2017

Date



Sonja Brookins Santelises, Ed.D.
Chief Executive Officer, Baltimore
City Public School System, and
Secretary, Baltimore City Board of
School Commissioners