Addendum to School Closures, Building Surplusing, and School Relocations

Addendum approved on January 25, 2022, by the Baltimore City Board of School Commissioners. Decision issued on February 24, 2022.
City Schools’ primary goal is to make sure that every student receives high-quality educational experiences that support their learning and their personal growth where our students will thrive and graduate from our high schools with the skills, knowledge, and understanding to succeed in college, careers, our community, and anywhere and everywhere their dreams will take them.

Each year City Schools undergoes a review of schools, a process to make difficult decisions that will improve our ability to offer the rich and varied educational programming our students deserve, ensure a range of school options exist in every area of the city, and confirm that all schools are able to do the best job possible of positioning students to succeed. This process, the Annual Review of Schools, includes a broad range of considerations, including programming, student achievement, school climate, financial management and governance (for schools managed by external operators, including charter schools), and quality of school buildings. While this process can result in a variety of recommendations, such as opening new traditional schools, reconfiguring grade spans in existing schools, merging school communities, relocating schools, and facility surplus, the most challenging of these recommendations are those for school closure.

Schools that are part of the Annual Review recommendations, and where the Board approves school closure and combining with other school communities, receive ongoing support through school transition to assist the school community with creating a shared identity, resolving concerns, and identifying potential partnerships and other supports to aid in school improvement.

On November 9, 2021, the Chief Executive Officer (“CEO”) of City Schools recommended closing three traditional schools at the end of school year 2021-22 and surplusing the buildings in summer 2022: Dr. Bernard Harris, Sr. Elementary School, Eutaw-Marshburn Elementary School, and Steuart Hill Academic Academy. The CEO also recommended closing one traditional school, New Era Academy, at the end of school year 2022-23 and retention of the building. In addition, the CEO recommended surplusing one additional school building, George W.F. McMechen High School, in summer 2022.

On January 11, 2022, the Board of School Commissioners voted on the 2021-22 Annual Recommendations Report. The votes for the recommendations to close the programs and surplus the buildings for Dr. Bernard Harris, Sr. Elementary School, Eutaw-Marshburn Elementary School, and Steuart Hill Academic Academy and the recommendation to close New Era and retain the building were postponed to the January 25, 2022 Board meeting. This report contains the results of those postponed votes. A separate report, released on February 8, 2022, contains the results of the George W.F. McMechen building recommendation.

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 City Schools 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.

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1 This recommendation was modified since it was originally presented in November 2021 to change the effective date from end of school year 2021-22 to the end of school year 2022-23.
The following report presents the details of the recommended school closures and building surplusing; the public engagement process; and the Baltimore City Board of School Commissioners’ (the Board’s) decisions regarding the recommendations.

Summary of the Recommendations

Closures with Building Surplus

- Close Dr. Bernard Harris, Sr. Elementary School at the end of school year 2021-22 and rezone students to either Johnston Square or Harford Heights. Expand the zones of Johnston Square and Harford Heights and split the Dr. Bernard Harris zone between these two schools. Surplus the Dr. Bernard Harris Building to the city of Baltimore in summer 2022 after it is no longer needed for educational purposes.

- Close Eutaw-Marshburn Elementary School at the end of school year 2021-22 and rezone students to either Dorothy I. Height Elementary School, The Historic Samuel Coleridge Taylor Elementary School, or Furman Templeton Preparatory Academy. Expand and adjust the zones of these schools to include divided portions of the Eutaw-Marshburn zone. Surplus the Eutaw-Marshburn Building to the city of Baltimore in summer 2022 when the building is no longer needed for educational purposes.

- Close the Steuart Hill Academic Academy program at the end of the 2021-22 school year and rezone students to Franklin Square Elementary/Middle School. Expand the zone for Franklin Square Elementary/Middle School to include the Steuart Hill zone. Create a 35% Geographic Attendance Area for Frederick Elementary School for the area that is currently the Steuart Hill zone. Surplus the Steuart Hill Building to the city of Baltimore in summer 2022 when the building is no longer needed for educational purposes.  

Closures and Retain Building

- Close New Era Academy at the end of school year 2022-23 and create preference for students from the Cherry Hill, Maree G. Farring, Curtis Bay, Bay Brook, Westport and Lakeland zones at Benjamin Franklin High School at Masonville Cove and Digital Harbor High School for the 2023-24 school year. Relocate the PTECH and Seagoing CTE pathway from New Era Academy to Digital Harbor High School. Relocate the Army Junior Reserve Officers Training Corps (AJROTC) program to Benjamin Franklin High School. Each of these program moves for the 2023-24 school year. Retain the Southside Building where the New Era program is housed.

Surplus

- Surplus the George W.F. McMechen Building in summer 2022 after it is no longer needed for educational purposes.

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2 This recommendation has been modified since originally presented in November 2021. The original recommendation included rezoning Steuart Hill students to either Frederick or Franklin Square and splitting the Steuart Hill zone between Frederick and Franklin Square. As discussed later in this report, the recommendation was modified based on community feedback during the public engagement process in fall and winter of 2021.

3 This recommendation has been modified since originally presented in November 2021. The timeline for the recommendation was revised in December 2021 so that the school closure would take effect at the end of school year 2022-23, rather than at the end of school year 2021-22 as originally presented.
Beginning at a public meeting on November 9, 2021, when the Board received the CEO’s recommendations on school closures and building surplusing, City Schools encouraged 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 staff facilitated over 60 meetings related to this year’s recommendations, including staff and community meetings at each school, focus groups with high school students at New Era, and meetings with partners of the schools and elected officials representing the schools. City Schools staff also facilitated, for members of the Board of School Commissioners, visits to each school recommended for closure. Based on feedback from each principal, community meetings at schools were held at a variety of times of day – morning, afternoon, and evening – and in a variety of formats: in-person, virtual, hybrid, and with interpretation where needed.

These meetings, held between November 11, 2021, and January 21, 2022, were designed to allow families, staff, and community members to provide feedback and ask questions of City Schools staff regarding the closure recommendation for their school and/or the surplusing of their school building.

In addition to the community meetings and the public hearings, school-based steering committees were created at each school proposed for closure, and each building proposed for surplus. Each of the steering committees met at least twice and was charged with providing written comments to City Schools’ Board of School Commissioners, CEO, and staff regarding the proposed closure or surplus of the steering committee’s school. Members of the steering committees will continue to be engaged in the schools’ transitions in the coming months.

A formal public hearing, mandated by COMAR, on the recommendations was held on December 2, 2021, and a special Board session to hear public feedback was held on December 15, 2021. As City Schools continues to address the challenges of the COVID-19 pandemic, both meetings were held virtually with the link to join posted on the City Schools website and emailed to families, staff, and partners at affected schools; both were broadcast on the City School’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 with a link to the report on each individual school’s web page. The Mayor of Baltimore, along with city and state elected officials representing the districts of each affected school, were contacted about the recommendations. A printed copy of the report was provided to affected schools to be available for review by the public and links to the report were shared by email and at community meetings for affected school communities. Copies of the report were also available upon request from the City Schools Office of New Initiatives.

The Board also accepted written comment or data on the proposed closures and surpluses until 5:00 p.m. on Friday, January 21, 2022. Stakeholders were advised to send their comments to the Board via postal or electronic mail.
Notice

To inform the community about the annual 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, 2021, was also posted on City Schools’ website and linked on individual school webpages. The Board meeting itself was televised (on Education Channel 77) and streamed online.

Formal notice providing detailed information about the December 2 public hearing and December 15 special Board session were advertised in the November 10, 2021, 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 or surplus, along with information about school-based meetings and opportunity to provide oral and written feedback, were sent home with students and emailed to families at affected schools with more than two weeks prior to the December 2 public hearing and linked on City Schools’ website. The notice was also available in the written recommendations report, which was made available online and at affected schools, as noted above. Finally, automated telephone calls were made, and text messages were sent 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 City School's automated telephone directory system; and notice was shared with steering committee members.

Recommendations Regarding Closures, Building Surplusing, and Relocations

Following are the CEO's initial recommendations presented to the Board at its public meeting on November 9, 2021, as part of the Annual Review of Schools.

<table>
<thead>
<tr>
<th>School</th>
<th>Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Bernard Harris Elementary School #250</td>
<td>Close at the end of the 2021-22 school year; surplus building in summer 2022</td>
</tr>
<tr>
<td>Eutaw-Marshburn Elementary School #11</td>
<td>Close at the end of the 2021-22 school year; surplus building in summer 2022</td>
</tr>
<tr>
<td>Steuart Hill Academic Academy #4</td>
<td>Close at the end of the 2021-22 school year; surplus building in summer 2022</td>
</tr>
<tr>
<td>New Era Academy #422</td>
<td><strong>Revised Recommendation:</strong> Close at the end of the 2022-23 school year; retain building</td>
</tr>
<tr>
<td>George W.F. McMicheen High School Building #177</td>
<td>Surplus building in summer 2022</td>
</tr>
</tbody>
</table>

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4 This recommendation was modified after originally presented in November 2021. The timeline for the recommendation was revised in December 2021 so that the school closure would take effect at the end of school year 2022-23, rather than at the end of school year 2021-22 as originally presented.
Board Vote

On January 25, 2022, beginning at 5:00 p.m., the Board held a public meeting at which it voted on the annual review recommendations. As City Schools continues to address the challenges of the COVID-19 pandemic, all Board meetings are held virtually at this time. In accordance with standard procedures, this meeting was televised on Education Channel 77 and was streamed live online.

Code of Maryland Regulations

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

- 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

Nine of the nine Board voting members attended the January 25, 2022 meeting. The Board votes on the recommendations are as follows. The recommendation to close Dr. Bernard Harris, Sr. Elementary School was rescinded by the CEO during the Board meeting, so the Board did not vote on this recommendation.

<table>
<thead>
<tr>
<th>School</th>
<th>Recommendation</th>
<th>Outcome</th>
<th>Board vote</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Bernard Harris Elementary School #250</td>
<td>Close at the end of the 2021-22 school year; surplus building in summer 2022</td>
<td>Recommendation rescinded</td>
<td>N/A</td>
</tr>
<tr>
<td>Eutaw-Marshburn Elementary School #11</td>
<td>Close at the end of the 2021-22 school year; surplus building in summer 2022</td>
<td>Approved with modification: close at end of 2022-23 school year and surplus building in summer 2023</td>
<td>In Favor-7 Absent-0 Abstain-0 Opposed-2</td>
</tr>
<tr>
<td>Steuart Hill Academic Academy #4</td>
<td>Close at the end of the 2021-22 school year; surplus building in summer 2022</td>
<td>Approved with modification: close at end of 2022-23 school</td>
<td>In Favor-8 Absent-0 Abstain-0 Opposed-1</td>
</tr>
</tbody>
</table>
Specific details regarding the recommendations, the Board’s decisions, and supporting rationale follow.

| New Era Academy #422 |  | Original Recommendation: Close at the end of the 2021-22 school year; retain building | Revised Recommendation: Close at the end of the 2022-23 school year; retain building | Approve revised recommendation: close at the end of school year 2022-23; retain building | In Favor-7  
Absent-0  
Abstain-0  
Opposed-2 |

|  |  |  |  |  |  |
Eutaw-Marshburn Elementary School #11

Summary

- Eutaw-Marshburn is an undersized elementary school that has had declining enrollment over time. Due to its small size, it has struggled to be financially sustainable and to offer robust, varied programming for students.

- Eutaw-Marshburn is located within less than a mile from three other elementary schools that serve the same grade bands in buildings that are in better condition and have also experienced declines in enrollment and/or have the capacity to serve additional students.

- Of the four schools, the Eutaw-Marshburn building is in the poorest condition. The Eutaw-Marshburn building has serious structural weaknesses related to the exterior of the building. The “skin” of the building, when it was originally designed, was not properly insulated, and this had led to frequent leaking within the building and a further weakening of the exterior structure over time. To remedy the situation, the entire exterior of the building “skin” would need to be replaced. The school also needs a new HVAC system and new windows, and these systems cannot be installed without the replacement of the skin. These expensive repairs would not enhance any of the interior spaces for students and staff who experience the building nor cure other issues with the building.

- The school is in proximity to Dorothy I. Height Elementary School which is a 21st Century Buildings Program school. The school has an arts integration focus and the capacity to serve additional students. It is also a restorative practice intensive site and a community school with Child First Authority as its lead agency. The school has a Judy Center and offers several citywide special education programs: Let’s Grow (which serves students with and without Individualized Education Programs (IEPs)), Early Learning Environment (which serves students with autism or developmental delays), a Deaf and Hard of Hearing program, and a Parent Infant Early Simulation program.

- The Historic Samuel Coleridge Taylor Elementary School is also located nearby. The school is an intensive literacy site and a community school. The building has had several facilities improvements including a Weinberg Library, new windows and doors, a new HVAC system and Fire and Safety improvements. The school has been slated to receive bathroom upgrades and beautification.

- Furman Templeton Preparatory Academy is also proximate to the school. It is a neighborhood charter school and a community school with the University of Maryland serving as its lead agency. It has a partnership with Head Start and has a Talent Mentoring Program (which provides elementary students with mentors from the University of Maryland who assist and encourage students to love STEM). It also has a citywide special education program called Partners which serves students with autism or developmental delays who would benefit from a full-inclusion setting. Its facility has received new windows, HVAC improvements, a new elevator and a new playground with soft play surfaces. The school will also be receiving a new roof. The school also is slated to receive bathroom upgrades and beautification. As a neighborhood charter school, the school has been operated by FL Templeton Preparatory Academy, Inc. since 2011. As part of the normal cycle of its contract, the operator underwent renewal during this process, and its contract was subsequently renewed following a Board vote.
If approved, the closure of Eutaw Marshburn would provide students and families access to schools with greater capacity to offer more robust academic programming housed in better facilities.

Recommendations

- Close Eutaw-Marshburn Elementary School at the end of school year 2021-22 and rezone students to either Dorothy I. Height Elementary School, The Historic Samuel Coleridge Taylor Elementary School, or Furman Templeton Preparatory Academy.

- Expand and adjust the Dorothy I. Height zone to include the portion of Eutaw-Marshburn's zone northwest of Laurens St.; expand the Samuel Coleridge Taylor zone to include the portions of Eutaw Marshburn's zone southeast of Laurens St. and portions of Furman Templeton zone directly below Eutaw Marshburn as depicted in the map on page 13; and expand the Furman Templeton zone to include portions of Eutaw-Marshburn's zone and Samuel Coleridge Taylor's zones southwest of Pennsylvania Ave. as depicted in the map on page 13.

- Surplus the Eutaw-Marshburn building to the city of Baltimore in summer 2022 when the building is no longer needed for educational purposes.

Opportunities/ Potential Impact

- Closing Eutaw-Marshburn and splitting the Eutaw-Marshburn zone between Dorothy I. Height, Samuel Coleridge Taylor, and Furman Templeton will increase student and family access to schools that are close to their homes, in better buildings, with the capacity to have increased per-student funding to sustain rich, robust, and varied educational programs.

- Expanding the Dorothy I. Height zone to include a portion of the Eutaw-Marshburn zone will increase the number of City Schools students with access to a 21st Century Building Program school and its resources.

- If approved, surplusing the Eutaw-Marshburn building reduces excess square footage in the school system and reduces maintenance and utility costs.

- Eutaw-Marshburn is named after Theresa Marshburn, a beloved crossing guard and community leader from the community. If the recommendation is approved, staff would work with the receiving schools to honor her name and legacy.

Board Action

- On January 25, 2022, the Board voted in favor of the recommendation to close Eutaw-Marshburn Elementary School, **with the modification that the timeline for closure take effect at the end of school year 2022-23**; to rezone students to either Dorothy I. Height Elementary School, Samuel Coleridge Taylor Elementary School, or Furman Templeton Preparatory Academy and expand and adjust the zones for these schools to include the Eutaw-Marshburn zone; and surplus the Eutaw-Marshburn building in **summer 2023**.

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
Reasons for Closure

- Because of its small number of students and declining enrollment over time, Eutaw-Marshburn has limited resources to provide quality programming and does not have sufficient enrollment for long-term sustainability.
- The Eutaw-Marshburn building is in poor condition in need of expensive repairs and major systems replacements. These facilities concerns prohibit long-term use of the building.

School Data

The statewide PARCC assessments aligned to Maryland’s College and Career-Ready Standards have been administered in both Math and English Language Arts (ELA) in grades 3 to 8. Values on PARCC tests represent percentage of students meeting or exceeding expectations (score of 4 or 5). Mean scale scores are displayed in aggregate for each year. These results are based on all students who tested and received a valid test score. PARCC was to transition to the MCAP test in 2019-20 but was not administered due to school closure connected to the COVID-19 pandemic.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Math (grades 3–5), meeting or exceeding expectations</td>
<td>9.5%</td>
<td>15.6%</td>
<td>5.5%</td>
</tr>
<tr>
<td>Math (grades 3–5), mean scale score</td>
<td>707</td>
<td>716</td>
<td>702</td>
</tr>
<tr>
<td>ELA (grades 3–5), meeting or exceeding expectations</td>
<td>7.6%</td>
<td>14.2%</td>
<td>≤5%</td>
</tr>
<tr>
<td>ELA (grades 3–5), mean scale score</td>
<td>700</td>
<td>712</td>
<td>697</td>
</tr>
</tbody>
</table>

Note: 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. When the percentage scores for a PARCC level are ≤5%, the exact percentages are not given, and the value is written as “≤5%” for reasons of confidentiality.

<table>
<thead>
<tr>
<th>School Climate</th>
<th>2016-17</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20*</th>
<th>2020-2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student attendance rate (%)</td>
<td>93.1%</td>
<td>91.6%</td>
<td>89.5%</td>
<td>90.7%</td>
<td>89.0%</td>
</tr>
<tr>
<td># of Suspensions</td>
<td>22</td>
<td>*</td>
<td>17</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td># of Expulsions</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
</tbody>
</table>

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 for all grades for the District.

*Attendance for 2019-20 is as of 3/13/20 due to COVID-19 pandemic and transition to distance learning. In SY 2020-21, instruction remained virtual for majority of SY 2020-21 to most students in the district. SY 2020-21 attendance captures a student’s attendance during synchronous or “live” virtual learning sessions as well as asynchronous learning. Attendance reported for full academic year, unlike in SY 2019-20. Additionally, due to COVID-19 and
instruction remaining largely virtual, suspension and expulsions counts decreased for the district (>20). With that in mind, data from 2019-20 should not be compared to previous or subsequent school years. For counts of suspension incidents and expulsion incidents, for reasons of confidentiality, outcomes with fewer than 10 students are reported as “*”.

Enrollment History
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.

<table>
<thead>
<tr>
<th>Grade</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
<th>2020-21</th>
<th>2021-22</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-k</td>
<td>42</td>
<td>27</td>
<td>31</td>
<td>10</td>
<td>34</td>
</tr>
<tr>
<td>K</td>
<td>42</td>
<td>49</td>
<td>42</td>
<td>35</td>
<td>34</td>
</tr>
<tr>
<td>1</td>
<td>49</td>
<td>39</td>
<td>47</td>
<td>38</td>
<td>31</td>
</tr>
<tr>
<td>2</td>
<td>38</td>
<td>46</td>
<td>39</td>
<td>50</td>
<td>28</td>
</tr>
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<td>3</td>
<td>42</td>
<td>30</td>
<td>49</td>
<td>40</td>
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<td>4</td>
<td>46</td>
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<td>31</td>
<td>46</td>
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<tr>
<td>5</td>
<td>37</td>
<td>33</td>
<td>32</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>Total</td>
<td>296</td>
<td>259</td>
<td>271</td>
<td>248</td>
<td>229</td>
</tr>
</tbody>
</table>

Educational Programs Affected
- Of the 42 staff members at Eutaw-Marshburn Elementary School, 22 are in positions for delivery of instruction.
- There are 26 students with disabilities at the school; 81% of students receive 80% or more of their education inside the general education classroom, and 19% of students receive either 40–79% of their education inside the general education classroom or less than 40% of their education inside the general education classroom.*
- Eutaw-Marshburn Elementary School currently houses two pre-kindergarten classrooms.

*Sources: Unofficial September 30 Child Count as of 10/19/2021. These numbers are expected to change as a result of the MSDE data-cleansing process; final data anticipated by mid-2022. Students enrolled in LRE Y and W are not included in the total. For reasons of confidentiality, data is suppressed for enrollment groups less than 10.

Please note: There has been an IDEA policy change that has the potential to impact data comparisons year-over-year. Historically, IDEA differentiated between LRE placements according to age: 3 to 5 yrs and 6 to 21 yrs. In 2020, a policy change occurred and now IDEA differentiates LRE placements according to grades instead of age. The group impacted the most by this change is five-year-old students in kindergarten.

Instruction
Eutaw Marshburn Elementary School utilizes City Schools curricula aligned to the Maryland College and Career-Ready Standards including Wit & Wisdom, Eureka, and district-created proprietary curricula. Teachers regularly participate in the professional learning opportunities that district staff provide. Additionally, the program has the following unique offerings listed below:
- Intensive Restorative Practices Site
- Let’s Grow Citywide Special Education Pre-K Program
Extracurricular Activities/ Student Support

- Community School (Lead Agency: University of MD, Promise Heights)
- Judy Center
- FEV Tutor: tutoring support
- Child First Authority after-school program
- The Movement Team: full-time behavior specialists and climate support
- Girl Scouts of Central MD
- Baltimore City State’s Attorney’s Office Great Expectations Program: provides programs for 4th and 5th grade students
- All 4 One Tutoring: tutoring services
- Continuous Growth: full-time behavior specialist
- Amplify Tutoring: literacy tutoring
- The Literacy Lab: literacy tutoring for K-4
- Leaders of Tomorrow Youth Center: full-time Art/STEAM teacher
- Maryland Food Bank: monthly grocery deliveries

Student Relocation

- Under the City Schools recommendation to close Eutaw-Marshburn, students would be automatically enrolled in Samuel Coleridge Taylor, Dorothy I. Height, or Furman Templeton Preparatory Academy as a part of the expanded zones for these schools.

Racial Composition

- Eutaw-Marshburn, Dorothy I. Height, Furman Templeton, and Samuel Coleridge Taylor all have similar racial compositions, with more than 95% of the student population African American.

<table>
<thead>
<tr>
<th>2021-22 School Year</th>
<th>% African American</th>
<th>% White</th>
<th>% Hispanic</th>
<th>% Asian/Pacific Islander</th>
<th>% American Indian</th>
<th>% Non-Hispanic Multi-Racial</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eutaw-Marshburn Elementary School</td>
<td>≥95%</td>
<td>≤5%</td>
<td>≤5%</td>
<td>≤5%</td>
<td>≤5%</td>
<td>≤5%</td>
</tr>
<tr>
<td>Dorothy I. Height Elementary School</td>
<td>≥95%</td>
<td>≤5%</td>
<td>≤5%</td>
<td>≤5%</td>
<td>≤5%</td>
<td>≤5%</td>
</tr>
<tr>
<td>Furman Templeton Elementary School</td>
<td>≥95%</td>
<td>≤5%</td>
<td>≤5%</td>
<td>≤5%</td>
<td>≤5%</td>
<td>≤5%</td>
</tr>
<tr>
<td>Samuel Coleridge Taylor Elementary School</td>
<td>≥95%</td>
<td>≤5%</td>
<td>≤5%</td>
<td>≤5%</td>
<td>≤5%</td>
<td>≤5%</td>
</tr>
</tbody>
</table>

When proportions are “≤5%” or “≥95%” the exact percentages are not given, and the value is written as “≤5%” or “≥95%” for reasons of confidentiality.

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 transportation services are required as part of their Individualized Education Programs (IEPs) as a related service. Additionally, general education students and students with disabilities approved as requiring specialized transportation due to some other status will continue to receive transportation services as noted in a student's approved plan.
Distribution of Eutaw-Marshburn Students

Date: 9/30/2021

**Program Labels**
- Program 1, Program 2, Program 3, Program 4, Program 5
- Program 1, Program 2, Program 3, Program 4, Program 5
- Program 1, Program 2, Program 3, Program 4, Program 5
- Program 1, Program 2, Program 3, Program 4, Program 5
- Program 1, Program 2, Program 3, Program 4, Program 5

**Baltimore City Public Schools**
Facility Data

<table>
<thead>
<tr>
<th>Facility Data</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Type</strong>: Traditional elementary school</td>
<td></td>
</tr>
<tr>
<td><strong>State-rated capacity</strong>: 357</td>
<td></td>
</tr>
<tr>
<td><strong>Grades served</strong>: PK – 5</td>
<td></td>
</tr>
<tr>
<td><strong>Building utilization rate</strong>: 64%</td>
<td></td>
</tr>
<tr>
<td><strong>(School Year 21-22)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Address</strong>: 1624 Eutaw Place, 21217</td>
<td></td>
</tr>
<tr>
<td><strong>Planning area</strong>: S</td>
<td></td>
</tr>
<tr>
<td><strong>Date constructed</strong>: 1966</td>
<td></td>
</tr>
<tr>
<td><strong>Site size</strong>: 3.6 acres</td>
<td></td>
</tr>
<tr>
<td><strong>Building area</strong>: 106,878 sq. ft.</td>
<td></td>
</tr>
</tbody>
</table>

Facilities Condition Assessment

Summarized in the table below are the conditions of the major building systems and components that were assessed as part of a 4-year Facility Condition Assessment (FCA) conducted by EMG from August 2016 through January 2020 of each educational facility owned by City Schools. The FCA is best used as a snapshot, from this four-year period, for capturing the condition of the major systems and components for each facility operated by City Schools. On an ongoing basis FCAs are compared against routine monitoring and day-to-day maintenance evaluations, known plant performance issues and capital funding availability to determine the extent and effectiveness of previous facility improvements. For more information on the condition ratings and definitions, please visit [baltimorecityschools.org/equipment-conditions](http://baltimorecityschools.org/equipment-conditions).

<table>
<thead>
<tr>
<th>Building Name</th>
<th>Site</th>
<th>Structure</th>
<th>Roof</th>
<th>Vertical Envelope</th>
<th>Interiors</th>
<th>HVAC</th>
<th>Plumbing</th>
<th>Electrical</th>
<th>Elevators</th>
<th>Fire</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eutaw-Marshburn</td>
<td>Fair</td>
<td>Fair</td>
<td>Good</td>
<td>Fair</td>
<td>Fair</td>
<td>Fair</td>
<td>Fair</td>
<td>Fair</td>
<td>Fair</td>
<td>Fair</td>
</tr>
</tbody>
</table>

Financial Considerations

- Eutaw-Marshburn’s budget for the 2021-22 fiscal year is $2,249,053 in grants and general fund dollars. Dollars linked to students through the Fair Student Funding model will follow students to the schools they attend in the 2022-23 school year.
- While the school building is being used for educational purposes, City Schools is responsible for the cost of utilities and maintenance associated with the building. Once the Eutaw-Marshburn building has been returned to the city of Baltimore for disposition, City Schools will eliminate its expenses associated with maintaining and operating the facility.

Community Feedback and Input, and District Response

- Some Eutaw-Marshburn parents shared that their children benefit from the small school setting and small class sizes at Eutaw-Marshburn, and they shared concerns about potential larger class sizes in a larger school setting. City Schools staff shared that by combining the schools as recommended, the school communities would still be small but more sustainably sized. Additionally, staff shared that schools that are undersized, tend to have larger class sizes than sustainably sized schools because schools that are too small often do not have enough resources to hire enough teachers to have multiple teachers per grade. When a school population is a healthy size, schools can afford enough teachers to keep class sizes reasonably sized and can afford to offer students increased access to resources like art, music, and PE so students experience these more often and with more specialization. Additionally, when a school is able to be more fully staffed, this helps support teacher collaboration and coaching, which leads to stronger instructional practice.
Staff shared that all of these are complex factors that are based on decisions school leaders make with their school communities in building the school budget and placing priorities on how to allocate resources.

- Some Eutaw-Marshburn parents and community members shared concerns about safety along the walking routes to the receiving schools and crossing major intersections such as North Avenue and Pennsylvania Avenue. Staff shared that there are currently 255 students who cross North Avenue to attend Dorothy I. Height Elementary School or Mt. Royal Elementary/Middle School. About 53% of those students are elementary students. Staff shared that additionally, as part of the implementation work, City Schools works with other agencies including the city’s Department of Transportation and Department of Planning to address traffic calming and safety along walk paths. City Schools staff had preliminary conversations prior to the Board vote with these agencies to look at how to make walking routes safer if the recommendation was approved. Potential solutions include: traffic calming along major roads, including installing flex posts to bump curbs out, shorten the crossing distance of intersections, and protect sidewalks and bike lanes; adjusting the timing of lights and changing traffic patterns along roadways and at major intersections to slow traffic; installing speed and red light cameras along major roads; and with the City determining best placements of crossing guards based on new intersections where students will be crossing. All of these solutions have been utilized in partnership with the Baltimore City Department of Transportation in the past when school communities have combined. City Schools staff will continue to work with these agencies and community partners on making walking routes safer for all students in the area.

- Community members raised questions about new residential developments in the neighborhood around Eutaw-Marshburn and whether those developments had been factored into the data considered for the recommendation. City Schools staff shared that these developments were considered in the analysis that led to annual review recommendations. City Schools is a choice district where, although families have designated zone schools for elementary or elementary/middle grades, they can still opt to go to other schools, if space permits. Many families use choice in the district. For this zone, in school year 2021-22, 42% of elementary students who live in the zone attend Eutaw-Marshburn. Given the complex nature of the factors and the decisions families make to choose elementary school options for their children, neighborhood trends and school enrollment trends need to be analyzed together. Staff analyze the number of students who live in a zone, the number of students living in a zone who choose to attend the zone school, and housing trends that could impact school-level enrollment, including new developments. Every year, City Schools staff identifies these residential developments using data from the Baltimore City Planning Department and data from the BNIA Real Estate Development Pipeline. This data includes a variety of variables such as tenure (rental, owner occupied), type of development (apartment, single family, multifamily), and number of units. City Schools uses this information along with historical counts of where students live in each area of the city to approximate the number of school aged children that could potentially come from planned residential developments or those under construction.

- Parents and community members asked many questions about the conditions of the building, cost to repair, and potential funding sources for the repairs. Responses provided by City Schools staff are outlined below.
• A structural assessment prepared by City Schools’ Director of Facilities Design and Construction, who is a structural engineer, was shared with the school steering committee. The assessment indicates that there is “significant structural failure occurring in the skin of the building.” The assessment details the conditions that have led to the structural failure and several photos demonstrating the severity of the cracking in the exterior and interior walls.

• City Schools staff shared that the cost of replacing the skin of the building, and installing the needed HVAC and new windows, is estimated to be approx. $19.5 million. This would be almost half of what the district receives each year in Capital Improvement Program (“CIP”) funds to cover projects across City Schools and would not address other systems needs or upgrade interior spaces used by teachers and students.

• Staff shared that a facilities project is considered a Capital Improvement Project (“CIP”) when the cost exceeds $200,000 and the lifespan is longer than 20 years. As CIP projects are prioritized across schools in the district and need to be approved by the state several years in advance, the earliest this work could be done is 2025, assuming the project is approved in the next CIP. However, most projects are not approved in the first year that they are submitted, and it could be several years before a project is approved. While the building is currently safe for the school to operate in, it will deteriorate further over time, and it may become unsafe before CIP funds would be approved. Additionally, given the low and declining enrollment of the school, it is a possibility that the project may not be approved by the state.

Summary of Board’s Final Decision

• Based on the factors set forth herein, consideration of the CEO’s recommendations, written and oral testimony of stakeholders, the annual review recommendations report, and the contents of the official record that includes various other documents, reports, and comments, Eutaw-Marshburn will close at the end of school year 2022-23 and students will be rezoned to either The Historic Samuel Coleridge Taylor Elementary School, Dorothy I. Height Elementary School, or Furman L. Templeton Preparatory Academy. The zones for these schools will be expanded and adjusted to include portions of the Eutaw-Marshburn zone. The Eutaw-Marshburn building will be surplused to the city of Baltimore in summer 2023 after it is no longer needed for educational purposes.

Steuart Hill Academic Academy #004

Summary

• Steuart Hill is a very small elementary program that has had declining enrollment over time, and due to its small size, it is less able to offer robust and varied academic programming for students; it is not sustainable long term.

• Steuart Hill is also housed in a building with poor conditions. The building suffers from foundation ground water issues stemming from a stream that runs under the building and that periodically floods into the school spaces. The facility also needs, in part: roof replacement, window replacement, and chimney replacement with masonry repair.
• Nearby, less than a mile from Steuart Hill, are Franklin Square Elementary/Middle School and Frederick Elementary School; these two school programs are housed in buildings that are in better condition and serve the same or similar grade bands as Steuart Hill, with available space for the Steuart Hill students.

• Frederick Elementary School is a neighborhood charter school operated by the Baltimore Curriculum Project and housed in a 21st Century School Buildings Program school. Core components of the school’s approach to learning include direct instruction and restorative practice. It is a community school with Bon Secours Community Works serving as its lead agency. Baltimore Curriculum Project (“BCP”), as part of its normal cycle of review, underwent operator renewal during this process, and its contract was approved to continue as part of a Board vote. While this is BCP’s first renewal for Frederick, the operator is an experienced operator of several neighborhood charter schools in the district and has a proven track record of improving outcomes for students and families.

• Franklin Square is a community school with Bon Secours Community Works serving as its lead agency. The school is also an opportunity culture school (where teacher leaders with provide track records drive school improvement), and it offers honors courses and Algebra. The facility that houses the school has had its roof and fire alarm replaced and is currently undergoing design for the replacement of its windows and HVAC system with installation set to begin summer 2022. Temporary cooling units will be installed within the facility until the HVAC project is complete. The school is also scheduled to receive health suite upgrades, bathroom upgrades and beautification.

**Recommendations**

- Close the Steuart Hill Academic Academy program at the end of the 2021-22 school year.

- Rezone students to Franklin Square Elementary/Middle School and expand the zone to include the Steuart Hill zone. Create a 35% Geographic Attendance Area for Frederick Elementary for the Steuart Hill zone.5

- Surplus the Steuart Hill building to the city of Baltimore in summer 2022 when the building is no longer needed for educational purposes.

**Opportunities/ Potential Impact**

- There is not sufficient enrollment in the area for all three programs to have the number of students needed to offer strong programming. Closing Steuart Hill and rezoning students to Franklin Square will allow families and students to benefit from a school program better able to offer rich, robust, and varied educational programs due to increased per-student funding.

- Creating a 35% Geographic Attendance Area (GAA) for Frederick Elementary School, a neighborhood charter school, for the Steuart Hill zone keeps Frederick Elementary as a neighborhood charter school, for the Steuart Hill zone keeps Frederick Elementary as a

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5 This recommendation was modified from the original at the January 25, 2022 Board meeting. The original recommendation presented on November 9, 2021 was to split the zone and rezone students to either Franklin Square Elementary/Middle School or Frederick Elementary School based on address and expand the zones of these schools to include the relevant portions of the Steuart Hill zone.
potential receiving school for interested Steuart Hill families. The GAA will provide greater likelihood for families living in the Steuart Hill zone of being accepted within the school and therefore will increase the number of City Schools students with access to a 21st Century Building Program school and its resources.

- The revised recommendation addresses concerns shared by the community about challenges students may experience on the walk path to Frederick, while also allowing families who are interested and may use other routes to still have access to Frederick. This also reflects consideration of the current bus driver shortage that continues to impact City Schools’ ability to transport students as the original recommendation considered the possibility of providing bus transportation.

- If approved, surplusing the Steuart Hill building reduces excess square footage in City Schools and reduces maintenance and utility costs.

Board Action

- On January 25, 2022, the Board voted in favor of the recommendation to close Steuart Hill Academic Academy, with the modification that the timeline for closure take effect at the end of school year 2022-23; to rezone students to Franklin Square Elementary/Middle School and expand the Franklin Square zone to include the Steuart Hill zone; to create a 35% Geographic Attendance Area for Frederick Elementary School for the Steuart Hill zone; and to surplus the Steuart Hill building in summer 2023. The Board’s decision gave consideration to the impact of the closing on the following factors:
  o Student enrollment trends
  o Age or condition of school buildings
  o Transportation
  o Educational programs
  o Racial composition of student body
  o Financial considerations
  o Student relocation
  o Impact on community in geographical attendance area for school proposed to be closed and schools to which students would relocate

Reasons for Closure

- Steuart Hill Academic Academy is a very small elementary program that has had continued declining enrollment over time and is housed in a facility with major challenges.
School Data
The statewide PARCC assessments aligned to Maryland’s College and Career-Ready Standards have been administered in both Math and English Language Arts (ELA) in grades 3 to 8. Values on PARCC tests represent percentage of students meeting or exceeding expectations (score of 4 or 5). Mean scale scores are displayed in aggregate for each year. These results are based on all students who tested and received a valid test score. PARCC was to transition to the MCAP test in 2019-20 but was not administered due to school closure connected to the COVID-19 pandemic.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Math (grades 3–5), meeting or exceeding expectations</td>
<td>12.0%</td>
<td>15.6%</td>
<td>15.4%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>16.9%</td>
<td>11.0%</td>
</tr>
<tr>
<td>Math (grades 3–5), mean scale score</td>
<td>714</td>
<td>716</td>
<td>718</td>
</tr>
<tr>
<td>ELA (grades 3–5), meeting or exceeding expectations</td>
<td>7.0%</td>
<td>14.2%</td>
<td>6.0%</td>
</tr>
<tr>
<td>ELA (grades 3–5), mean scale score</td>
<td>704</td>
<td>712</td>
<td>705</td>
</tr>
</tbody>
</table>

Note: 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. When the percentage scores for a PARCC level are ≤5%, the exact percentages are not given, and the value is written as "≤5%" for reasons of confidentiality.

<table>
<thead>
<tr>
<th>School Climate</th>
<th>2016-17</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20*</th>
<th>2020-2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student attendance rate (%)</td>
<td>88.0%</td>
<td>91.4%</td>
<td>91.5%</td>
<td>91.3%</td>
<td>76.5%</td>
</tr>
<tr>
<td># of Suspensions</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td># of Expulsions</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
</tbody>
</table>

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 for all grades for the District.

*Attendance for 2019-20 is as of 3/13/20 due to COVID-19 pandemic and transition to distance learning. In SY 2020-21, instruction remained virtual for majority of SY 2020-21 to most students in the district. SY 2020-21 attendance captures a student’s attendance during synchronous or “live” virtual learning sessions as well as asynchronous learning. Attendance reported for full academic year, unlike in SY 2019-20. Additionally, due to COVID-19 and instruction remaining largely virtual, suspension and expulsions counts decreased for the district (>20). With that in mind, data from 2019-20 should not be compared to previous or subsequent school years.

For counts of suspension incidents and expulsion incidents, for reasons of confidentiality, outcomes with fewer than 10 students are reported as “*”.
Enrollment History
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.

<table>
<thead>
<tr>
<th>Grade</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
<th>2020-21</th>
<th>2021-22</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-k</td>
<td>28</td>
<td>40</td>
<td>39</td>
<td>15</td>
<td>28</td>
</tr>
<tr>
<td>K</td>
<td>43</td>
<td>30</td>
<td>42</td>
<td>35</td>
<td>29</td>
</tr>
<tr>
<td>1</td>
<td>37</td>
<td>47</td>
<td>29</td>
<td>32</td>
<td>31</td>
</tr>
<tr>
<td>2</td>
<td>48</td>
<td>39</td>
<td>45</td>
<td>19</td>
<td>28</td>
</tr>
<tr>
<td>3</td>
<td>43</td>
<td>25</td>
<td>32</td>
<td>34</td>
<td>21</td>
</tr>
<tr>
<td>4</td>
<td>37</td>
<td>33</td>
<td>25</td>
<td>28</td>
<td>25</td>
</tr>
<tr>
<td>5</td>
<td>39</td>
<td>34</td>
<td>38</td>
<td>24</td>
<td>31</td>
</tr>
<tr>
<td>Total</td>
<td>275</td>
<td>248</td>
<td>250</td>
<td>187</td>
<td>193</td>
</tr>
</tbody>
</table>

Educational Programs Affected
- Of the 28 staff members at Steuart Hill Academic Academy, 16 are in positions for delivery of instruction.
- There are 24 students with disabilities at the school; greater than or equal to 95% of students receive 80% or more of their education inside the general education classroom.*
- Steuart Hill Academic Academy currently houses one pre-kindergarten classroom.

*Sources: Unofficial September 30 Child Count as of 10/19/2021. These numbers are expected to change as a result of the MSDE data-cleansing process; final data anticipated by mid-2022. Students enrolled in LRE Y and W are not included in the total. For reasons of confidentiality, enrollment groups less than 10 are suppressed.

Please note: There has been an IDEA policy change that has the potential to impact data comparisons year-over-year. Historically, IDEA differentiated between LRE placements according to age: 3 to 5 yrs and 6 to 21 yrs. In 2020, a policy change occurred and now IDEA differentiates LRE placements according to grades instead of age. The group impacted the most by this change is five-year-old students in kindergarten.

Instruction
Steuart Hill Academic Academy utilizes City Schools’ curricula aligned to the Maryland College and Career-Ready Standards including Wit & Wisdom, Eureka, and district-created proprietary curricula. Teachers regularly participate in the professional learning opportunities that district staff provide. Additionally, the program has the following unique offerings listed below:
- Intensive Social-Emotional Learning Site
- ESOL site

Extracurricular Activities / Student Supports
- Community School (Lead Agency: Southwest Partnership)
- Literacy Connections Daycare: before and after-care
- WombWorks Productions: provides performing arts instruction and programming
- Amplify Tutoring
- Diamonds on the Rise: behavioral support services
- PeacePlayers: after-school program
- Catholic Charities: Head Start program
- BCCC: ESL and GED services
- Helping Boys Understand (HBU): mentoring
- Maryland Food Bank: food pantry and monthly food deliveries

Student Relocation
- Under the City Schools recommendation to close Steuart Hill Academic Academy, students would be automatically enrolled in either Franklin Square Elementary/Middle School or Frederick Elementary School as a part of the expanded zones for these schools.

Racial Composition
- Steuart Hill, Franklin Square, and Frederick are all over 80% African American. Steuart Hill and Frederick are slightly more diverse than Franklin Square, with higher proportions of students who are Hispanic or white.

<table>
<thead>
<tr>
<th>2021-22 School Year</th>
<th>% African American</th>
<th>% White</th>
<th>% Hispanic</th>
<th>% Asian/Pacific Islander</th>
<th>% American Indian</th>
<th>% Non-Hispanic Multi-Racial</th>
</tr>
</thead>
<tbody>
<tr>
<td>Steuart Hill Academic Academy</td>
<td>83%</td>
<td>6%</td>
<td>8%</td>
<td>≤5%</td>
<td>≤5%</td>
<td>≤5%</td>
</tr>
<tr>
<td>Franklin Square Elementary/Middle School</td>
<td>≥95%</td>
<td>≤5%</td>
<td>≤5%</td>
<td>≤5%</td>
<td>≤5%</td>
<td>≤5%</td>
</tr>
<tr>
<td>Frederick Elementary School</td>
<td>85%</td>
<td>≤5%</td>
<td>6%</td>
<td>≤5%</td>
<td>≤5%</td>
<td>≤5%</td>
</tr>
</tbody>
</table>

When proportions are “≤5%” or “≥95%” the exact percentages are not given, and the value is written as “≤5%” or “≥95%” for reasons of confidentiality.

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 transportation services are required as part of their Individualized Education Programs (IEPs) as a related service. Additionally, general education students and students with disabilities approved as requiring specialized transportation due to some other status will continue to receive transportation services at noted in a student’s approved plan.
Facility Data

<table>
<thead>
<tr>
<th>Type</th>
<th>State-rated capacity: 311</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades served</td>
<td>Building utilization rate: 62% (21-22)</td>
</tr>
<tr>
<td>Address</td>
<td></td>
</tr>
<tr>
<td>Site</td>
<td></td>
</tr>
<tr>
<td>Planning area</td>
<td></td>
</tr>
<tr>
<td>Date constructed</td>
<td></td>
</tr>
<tr>
<td>Site size</td>
<td></td>
</tr>
<tr>
<td>Building area</td>
<td></td>
</tr>
</tbody>
</table>

Facilities Condition Assessment

Summarized in the table below are the conditions of the major building systems and components that were assessed as part of a 4-year Facility Condition Assessment (FCA) conducted by EMG from August 2016 through January 2020 of each educational facility owned by City Schools. The FCA is best used as a snapshot, from this four-year period, for capturing the condition of the major systems and components for each facility operated by City Schools. On an ongoing basis FCAs are compared against routine monitoring and day-to-day maintenance evaluations, known plant performance issues and capital funding availability to determine the extent and effectiveness of previous facility improvements. For more information on the condition ratings and definitions, please visit baltimorecityschools.org/equipment-conditions.

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<thead>
<tr>
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<th>Structure</th>
<th>Roof</th>
<th>Vertical Envelope</th>
<th>Interiors</th>
<th>HVAC</th>
<th>Plumbing</th>
<th>Electrical</th>
<th>Elevators</th>
<th>Fire</th>
</tr>
</thead>
<tbody>
<tr>
<td>Steuart Hill E</td>
<td>Good</td>
<td>Fair</td>
<td>Poor</td>
<td>Good</td>
<td>Fair</td>
<td>Poor</td>
<td>Fair</td>
<td>Good</td>
<td>Fair</td>
<td>Good</td>
</tr>
</tbody>
</table>

Financial Considerations

- Steuart Hill Academic Academy’s projected budget for the 2021-22 fiscal year is $1,500,263 in grants and general fund dollars. Dollars linked to students through the Fair Student Funding model will follow students to the schools they attend in the 2022-23 school year.
- While it is being used for educational purposes, City Schools is responsible for the cost of utilities and maintenance associated with the building. Once the Steuart Hill Academic Academy building has been returned to the city of Baltimore for disposition, the district will eliminate its expenses associated with maintaining and operating the facility.

Community Feedback, Input, and District Response

- Steuart Hill parents and community members shared concerns about the walk paths from Steuart Hill to Frederick and Franklin Square. Hearing this concern and acknowledging that the walk from the Steuart Hill zone to Frederick Elementary School crosses several major intersections and is more challenging than the proposed walking route in other recommendations this year or in the recent past, led to the change in the Steuart Hill recommendation. While providing bus transportation for students from the Steuart Hill zone to Frederick was considered by City Schools, there is currently a local and national shortage of bus drivers and this could impact City Schools’ ability to transport students as contemplated in the original recommended scenario. In addition, prior to the Board vote, City Schools staff had preliminary conversations with city agencies including the Department of Transportation and Department of Planning to look at how to make walking routes safer if the recommendation was approved. Potential solutions include:
traffic calming along major roads, including installing flex posts to bump curbs out, shorten the crossing distance of intersections, and protect sidewalks and bike lanes; adjusting the timing of lights and changing traffic patterns along roadways and at major intersections to slow traffic; installing speed and red light cameras along major roads; and utilizing crossing guards to ensure new intersections where students will be crossing are covered. These solutions have been utilized in partnership with the Baltimore City Department of Transportation in the past when school communities have combined. City Schools staff will continue to work with these agencies to make walking routes safer for all students in the community.

- Some community members pointed out the beautification projects that have been completed by partners in the Steuart Hill building, such as painting, carpet installation, and repairs in the auditorium, painting in the art room, providing furniture for a wellness room for teachers, and creating a community space for families. Community members shared that Steuart Hill is a hub for some in the community and provides resources for the families the schools serve. City Schools is truly grateful for the gifts and donations partners have made and the support partners have provided to Steuart Hill. City Schools staff shared that one goal with the transition process is to continue those strong community partnerships at the receiving schools, so that students and families feel a continuity of support from partners. It is hoped that the community partners who have invested in, volunteered at, and supported Steuart Hill will continue to support students and families from the community, in the receiving schools. Both Frederick and Franklin Square are community schools with full-time Community Schools Coordinators and many existing community partnerships.

- Community members shared that there is a growing English Learner (“EL”) population in southwest Baltimore, and this needs to be taken into consideration in enrollment projections for Steuart Hill. City Schools staff shared that this is included in the consideration, and while there is a growing EL population in this area, these families have historically and continue to choose to attend other schools. City Schools has made efforts to attract EL families to Steuart Hill over the years, including recently. ESOL staff have been added to the school to support the possibility of increased EL student population at the school along with outreach efforts, but these multi-year efforts have not been successful in changing the enrollment patterns at the school. This year, there is currently a .5 EL teacher at Steuart Hill serving 6 students. If the recommendation is approved, these students will be served at one of the receiving schools or another ESOL site. Overall, in school year 2021-22, only 27% of the 274 elementary students who live in the zone attend the school. Unlike most schools, students who live in the zone attend another school that is not their zone school, Charles Carroll Barrister Elementary School, at a higher rate than they attend Steuart Hill.

Summary of Board’s Final Decision

- Based on the factors set forth herein, consideration of the CEO’s recommendations, written and oral testimony of stakeholders, the annual review recommendations report, and the contents of the official record that includes various other documents, reports, and comments, Steuart Hill Academic Academy will close at the end of school year 2022-23 and students will be rezoned to Franklin Square Elementary/Middle School. The Franklin Square Elementary/Middle School zone will expand to include the Steuart Hill zone. A 35% Geographic Attendance Area for Frederick Elementary School for the Steuart Hill
zone will be created. The Steuart Hill building will be surplused to the city of Baltimore in summer 2023 after it is no longer needed for educational purposes.

New Era Academy #422

Summary

- New Era Academy is one of the school system's smallest high schools, which impacts its ability to provide comprehensive academic programming to its students.
- The Southside building, where New Era is housed, is failing. The HVAC system needs a full replacement, and other systems in the facility, including the roof, windows, exterior doors, and elevator, are past their life spans and in need of replacement. The school does not have air conditioning. Due to the low utilization of the building, it is not eligible for state approval for Capital Improvement Program (“CIP”) funding to fix these challenges.
- While there is expected future growth in this region of the city, the enrollment of New Era Academy continues to be low, and the facility challenges are more immediate preventing sustained long-term use of the existing facility.
- Both Digital Harbor High School and Ben Franklin High School at Masonville Cove are located close to the communities where students who attend New Era come from, and are housed in better facilities than New Era.
- Digital Harbor is a comprehensive high school housed in a building that was remodeled in 2005 and has air conditioning. The school is a community school and intensive literacy site. It has 2 Pride citywide special education programs. It offers a full complement of AP and Honors courses and several CTE pathways including: Computer and Information Science, IT Networking Academy, Interactive Media Production, and Homeland Security and Emergency Preparedness Information/ Communications Technology.
- Ben Franklin High School at Masonville Cove is a community school with the United Way of Central Maryland serving as its lead agency. The school offers Honors courses and the IT Networking Academy (CISCO) pathway. As part of the CTE plan approved last year, the school will also be offering CTE pathways in welding, carpentry, and electrical in the future. The school has 2 Life Skills citywide special education programs. It is housed in a partially air-conditioned facility with the remaining non-air-conditioned portions of the facility scheduled to be replaced. The school will also be getting its roof replaced. If this recommendation is approved, the facility will receive portables to increase its capacity to serve students as a temporary solution until a permanent addition to the facility can be approved as part of the Capital Improvement Plan.

Recommendations

- Close New Era Academy at the end of school year 2022-23 and create preference for students from the Cherry Hill, Maree G. Farring, Curtis Bay, Bay Brook, Westport and
Lakeland zones at Benjamin Franklin High School at Masonville Cove and Digital Harbor High School.  

- Relocate the PTECH and Seagoing CTE pathway from New Era Academy to Digital Harbor High School. Relocate the Army Junior Reserve Officers Training Corps (AJROTC) program to Benjamin Franklin High School.
- Retain the Southside building where the New Era program is housed.

**Opportunities/ Potential Impact**

- Closing New Era Academy and providing preference at Benjamin Franklin High School and Digital Harbor High School for students from this area will reserve seats at two high schools in better facilities with the capacity to provide and/or maintain academic and other offerings.
- If approved, staff will relocate the CTE pathways (AJROTC and Seagoing) and the PTECH program from New Era to Ben Franklin and Digital Harbor as described on p. 22 so students in these programs can continue in their pathways.

**Board Action**

- On January 25, 2022, the Board voted in favor of the recommendations to close New Era Academy at the end of school year 2022-23; create preference for students from the Cherry Hill, Maree G. Faring, Curtis Bay, Bay Brook, Westport, and Lakeland zones at Benjamin Franklin High School at Masonville Cove and Digital Harbor High School; relocate the PTECH and Seagoing CTE pathway from New Era Academy to Digital Harbor High School and relocate the AJROTC program to Benjamin Franklin; and retain the Southside building where the New Era program is housed.

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 geographical attendance area for school proposed to be closed and schools to which students would relocate

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6 This recommendation was revised in early December from the original. The original recommendation presented on November 9, 2021 was for the closure to take effect at the end of school year 2021-22.
Reasons for Closure
- Because of its low enrollment, New Era has limited resources to provide high quality programming and does not have sufficient enrollment for long-term stability.
- The Southside building, which houses New Era, is failing, and because of the building’s low utilization, Capital Improvement Program funds cannot be used to address the major systems repairs the building needs.

School Data
The statewide PARCC assessments aligned to Maryland’s College and Career-Ready Standards have been administered in both Math and English Language Arts (ELA) in grades 3 to 8. Values on PARCC tests represent percentage of students meeting or exceeding expectations (score of 4 or 5). Mean scale scores are displayed in aggregate for each year. These results are based on all students who tested and received a valid test score. PARCC was to transition to the MCAP test in 2019-20 but was not administered due to school closure connected to the COVID-19 pandemic.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>District</td>
<td>School</td>
<td>District</td>
</tr>
<tr>
<td>Algebra I, % meeting or exceeding expectations</td>
<td>≤5%</td>
<td>11.4%</td>
<td>≤5%</td>
</tr>
<tr>
<td>Algebra I, mean scale score</td>
<td>693</td>
<td>713</td>
<td>690</td>
</tr>
<tr>
<td>ELA 10, % meeting or exceeding expectations</td>
<td>≤5%</td>
<td>17.0%</td>
<td>≤5%</td>
</tr>
<tr>
<td>ELA 10, mean scale score</td>
<td>673</td>
<td>705</td>
<td>673</td>
</tr>
</tbody>
</table>

Note: When the percentage scores for a PARCC level are ≤5%, the exact percentages are not given, and the value is written as “≤5%” for reasons of confidentiality. When the number of test takers in the group are less than 10, value is written as “*” for reasons of confidentiality.

Graduation Rate

<table>
<thead>
<tr>
<th>4-year cohort graduation rate</th>
<th>2016-17</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
<th>2020-21</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>District</td>
<td>63.9%</td>
<td>56.0%</td>
<td>62.0%</td>
<td>46.6%</td>
<td>Unavailable*</td>
</tr>
</tbody>
</table>

*The official 2020-21 4-year cohort rate is expected to be released in winter 2022.

School Climate

<table>
<thead>
<tr>
<th>Student attendance rate (%)</th>
<th>2016-17</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20*</th>
<th>2020-2021</th>
</tr>
</thead>
<tbody>
<tr>
<td># of Suspensions</td>
<td>98</td>
<td>46</td>
<td>55</td>
<td>77</td>
<td>*</td>
</tr>
<tr>
<td># of Expulsions</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
</tbody>
</table>

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 for all grades for the District.

*Attendance for 2019-20 is as of 3/13/20 due to COVID-19 pandemic and transition to distance learning. In SY 2020-21, instruction remained virtual for majority of SY 2020-21 to most students in the district. SY 2020-21
attendance captures a student’s attendance during synchronous or “live” virtual learning sessions as well as asynchronous learning. Attendance reported for full academic year, unlike in SY 2019-20. Additionally, due to COVID-19 and instruction remaining largely virtual, suspension and expulsions counts decreased for the district (>20). With that in mind, data from 2019-20 should not be compared to previous or subsequent school years.

For counts of suspension incidents and expulsion incidents, for reasons of confidentiality, outcomes with fewer than 10 students are reported as “*”.

Enrollment History
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.

<table>
<thead>
<tr>
<th>Grade</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
<th>2020-21</th>
<th>2021-22</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>16</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>17</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>26</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>87</td>
<td>124</td>
<td>138</td>
<td>142</td>
<td>163</td>
</tr>
<tr>
<td>10</td>
<td>74</td>
<td>75</td>
<td>100</td>
<td>112</td>
<td>93</td>
</tr>
<tr>
<td>11</td>
<td>65</td>
<td>49</td>
<td>54</td>
<td>92</td>
<td>78</td>
</tr>
<tr>
<td>12</td>
<td>49</td>
<td>40</td>
<td>36</td>
<td>42</td>
<td>48</td>
</tr>
<tr>
<td>Total</td>
<td>334</td>
<td>288</td>
<td>328</td>
<td>388</td>
<td>382</td>
</tr>
</tbody>
</table>

Educational Programs Affected
- Of the 36 staff members at New Era Academy, 17 are in positions for delivery of instruction.
- There are 72 students with disabilities at the school; 57% of students receive 80% or more of their education inside the general education classroom and 43% of students receive 40–79% of their education inside the general education classroom or less than 40% of their education inside the general education classroom.

*Sources: Unofficial September 30 Child Count as of 10/19/2021. These numbers are expected to change as a result of the MSDE data-cleansing process; final data anticipated by mid-2022. Students enrolled in LRE Y and W are not included in the total.

Please note: There has been an IDEA policy change that has the potential to impact data comparisons year-over-year. Historically, IDEA differentiated between LRE placements according to age: 3 to 5 yrs and 6 to 21 yrs. In 2020, a policy change occurred and now IDEA differentiates LRE placements according to grades instead of age. The group impacted the most by this change is five-year-old students in kindergarten.

Instruction
City Schools high school programs utilize City Schools’ curricula aligned to Maryland College and Career-Ready Standards, including Eureka Math and district-created, proprietary curricula. The teachers regularly participate in the professional learning opportunities that district staff provide. Additionally, the New Era Academy program has the following unique offerings listed below:

- Army JROTC
- Literacy Intensive Learning Site
- P-TECH
- IT Networking Academy (CISCO)
- Seagoing/Maritime
Extracurricular Activities/ Student Supports
- Robotics
- Arts clubs
- FEV Tutors
- Sports: badminton, baseball, basketball, cross country, football, soccer, track, tennis, volleyball

Student Relocation
- Preference will be created for students from the Cherry Hill, Maree G. Farring, Curtis Bay, Bay-Brook, Westport and Lakeland zones at both Benjamin Franklin High School at Masonville Cove and Digital Harbor High School. This preference will provide students from these zones greater access to the high schools closest to their homes.

- Beyond this, students will have a range of school options with available seats to choose from through the high school choice process, including transformation schools, charter schools, and middle or 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
- New Era Academy, Benjamin Franklin High School, and Digital Harbor High School are all racially diverse high schools. New Era and Digital Harbor have majority African American populations and about a third of their respective student populations are Hispanic. Ben Franklin has a relatively equal distribution of African American, White, and Hispanic student populations.

<table>
<thead>
<tr>
<th>2021-22 School Year</th>
<th>% African American</th>
<th>% White</th>
<th>% Hispanic</th>
<th>% Asian/Pacific Islander</th>
<th>% American Indian</th>
<th>% Non-Hispanic Multi-Racial</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Era Academy</td>
<td>56%</td>
<td>≤5%</td>
<td>41%</td>
<td>≤5%</td>
<td>≤5%</td>
<td>≤5%</td>
</tr>
<tr>
<td>Benjamin Franklin High School</td>
<td>36%</td>
<td>20%</td>
<td>41%</td>
<td>≤5%</td>
<td>≤5%</td>
<td>≤5%</td>
</tr>
<tr>
<td>Digital Harbor High School</td>
<td>63%</td>
<td>6%</td>
<td>29%</td>
<td>≤5%</td>
<td>≤5%</td>
<td>≤5%</td>
</tr>
</tbody>
</table>

When proportions are “≤5%” or “≥95%” the exact percentages are not given, and the value is written as “≤5%” or “≥95%” for reasons of confidentiality.

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.

- Students affected by the closure of New Era Academy will be provided with MTA passes to the new schools they attend, if those schools are 1.5 miles or more from their homes.

- Students with disabilities will receive transportation services if transportation services are required as part of their Individualized Education Programs (IEPs) as a related service. Additionally, general education students and students with disabilities approved as
requiring specialized transportation due to some other status will continue to receive transportation services for the duration of the student’s approved plan.

Distribution of New Era Students
Facility Information

<table>
<thead>
<tr>
<th>Type: Traditional high school</th>
<th>State-rated capacity: 1100</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades served: 9-12</td>
<td>Building utilization rate: 35% (SY 21-22)</td>
</tr>
<tr>
<td>Address: 2700 Seamon Avenue, 21225</td>
<td>Planning area: S</td>
</tr>
<tr>
<td>Date constructed: 1954 (o); 1966 (a); 2011 (r)</td>
<td>Site size: 16.09 acres</td>
</tr>
<tr>
<td>Building area: 164,490 acres</td>
<td></td>
</tr>
</tbody>
</table>

Facilities Condition Assessment
Summarized in the table below are the conditions of the major building systems and components that were assessed as part of a 4-year Facility Condition Assessment (FCA) conducted by EMG from August 2016 through January 2020 of each educational facility owned by City Schools. The FCA is best used as a snapshot, from this four-year period, for capturing the condition of the major systems and components for each facility operated by City Schools. On an ongoing basis FCAs are compared against routine monitoring and day-to-day maintenance evaluations, known plant performance issues and capital funding availability to determine the extent and effectiveness of previous facility improvements. For more information on the condition ratings and definitions, please visit baltimorecityschools.org/equipment-conditions.

<table>
<thead>
<tr>
<th>Building Name</th>
<th>Site</th>
<th>Structure</th>
<th>Roof</th>
<th>Vertical Envelope</th>
<th>Interiors</th>
<th>HVAC</th>
<th>Plumbing</th>
<th>Electrical</th>
<th>Elevators</th>
<th>Fire</th>
</tr>
</thead>
<tbody>
<tr>
<td>Southside Bldg.</td>
<td>Fair</td>
<td>Good</td>
<td>Fair</td>
<td>Good</td>
<td>Fair</td>
<td>Good</td>
<td>Fair</td>
<td>Fair</td>
<td>Fair</td>
<td></td>
</tr>
</tbody>
</table>

Financial Considerations
- New Era Academy’s projected budget for the 2021-22 fiscal year is $2,245,799 in grants and general fund dollars. Dollars linked to students through the Fair Student Funding model will follow students to the schools they attend in the 2022-23 school year.

Community Feedback, Input, and District Response
- New Era community members asked why needed facilities improvements had not been made to the Southside building. While City Schools continues to make repairs and maintain the facility, the facility has needs that require capital funds to address. City Schools staff shared that to receive approval by the Inter Agency Commission (IAC) for Capital Improvement Program funds for school building projects, a school's utilization needs to be 65% or higher. The Southside building utilization is 35%, so City Schools cannot get approval to use capital funds to fix the failing heating system, install HVAC, or provide the many other needed systems upgrades. Without being able to use Capital Improvement Program funding, City Schools does not have the funds to make the needed improvements in the building.

- New Era community members asked whether a relocation was explored so that a high school option could remain in Cherry Hill. Staff shared that the possibility of relocation was explored, but there are currently not any buildings in the area that have the
appropriate spaces for the full high school program and are in suitable condition to house the school.

- Some community members expressed concerns regarding neighborhood conflicts that existed in the past between students from Cherry Hill and students from other neighborhoods, and they worry that New Era students would not be safe at other schools. Many community members believed that the majority of New Era students live in Cherry Hill. City Schools staff shared that wraparound supports will be provided to students transitioning into new school communities. Additionally, the majority of students who live in Cherry Hill (80%) attend high school in other communities and this has been the trend for the last ten years. Similarly, the majority of students (74%) who attend New Era, come from other communities.

- Some New Era students shared that while they did not select New Era as their first choice, they feel comfortable in the school because of the smaller high school environment where they have strong, supportive relationships with peers and staff. Some students expressed concerns about moving to a larger high school environment, like Digital Harbor. City Schools staff shared that if the recommendation is approved, it would work with all three school communities to build relationships with students, families, and staff from New Era, so that when students transition to the receiving schools in school year 2023-24, there would be familiar faces in the receiving schools who are ready to welcome the New Era students. Additionally, New Era staff will have priority to interview for positions that become available at Ben Franklin and Digital Harbor as a part of the increased student enrollment at these schools, so that ideally there will be some continuity among staff for the students. By moving the JROTC, PTECH, and Seagoing programs to Ben Franklin and Digital Harbor, students will be able to continue in these programs with their peers as cohorts at the receiving schools. Students, most of who live in other communities, will be provided with support and will be able to select other high schools if neither Digital Harbor nor Ben Franklin is a good fit.

- New Era community members expressed a strong desire to maintain a high school option in Cherry Hill as part of a larger community initiative. City Schools staff shared that City Schools recognizes the community’s desire for a high school and is holding onto the land for the Southside and Carter G. Woodson buildings to support the possibility. City Schools is working to create an Expression of Interest in partnership with Baltimore City and with input from the community, to solicit interest from developers or funders in the development of a portion of this land in exchange for the party providing funding for the development and construction of a new right-sized high school on the remaining parcel of land. This possibility is highly dependent on finding a funder/developer willing to take on the project; the soonest a new right-sized high school could be constructed in the community is 2026, and only if a funder/developer with interest is identified and has the funds to immediately provide to City Schools for construction of the high school. In the meantime, the current facility with its concerns cannot support students in its existing state until that time. Finally, City Schools staff shared there is a limited time for which the district could hold
onto the facilities and land, and that determination and timeline are based on City Schools’ determination of it its needed for educational use.

Summary of Board’s Final Decision

- Based on the factors set forth herein, consideration of the CEO’s recommendations, written and oral testimony of stakeholders, the annual review recommendations report, and the contents of the official record that includes various other documents, reports, and comments, New Era Academy will close at the end of school year 2022-23. Preference for students from the Cherry Hill, Maree G. Farring, Curtis Bay, Bay Brook, Westport and Lakeland zones will be created at Benjamin Franklin High School at Masonville Cove and Digital Harbor High School. The PTECH and Seagoing CTE pathway from New Era Academy will be relocated to Digital Harbor High School. The Army Junior Reserve Officers Training Corps (AJROTC) program will be relocated to Benjamin Franklin High School.

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 February 24, 2022. 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.

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

Date ______________________________
Christian Gant, Esq.
Board Executive, Baltimore City Board of School Commissioners

February 22, 2022