

BALTIMORE CITY --- PUBLIC SCHOOLS

School Closures, Building Surplusing, and School Relocations

Approved on January 14, 2020, by the Baltimore City Board of School Commissioners. Decision issued on February 11, 2020.

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 2019, following the annual school portfolio review conducted in summer and fall 2019, the district recommended closing one traditional school at the end of the 2019-20 school year; closing one separate public day school when construction related to the Claremont School completes, no earlier than the end of the 2020-21 school year; and closing one transformation school. In addition, the district recommended that two school buildings be “surplused” out of the district’s buildings portfolio and returned to the City of Baltimore in 2020.

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 George W. F. McMechen High School when construction related to the Claremont School is completed, no sooner than summer 2021. McMechen students who have not transitioned out of the program and still need an LRE-F placement will be placed at either the William S. Baer School or Claremont School, which are both LRE-F schools. No new students will be placed at McMechen. The facility will be retained for potential swing use.
- Close NACA II Freedom and Democracy Academy at the end of the 2019-20 school year. Students in middle and high school will be supported in selecting a new middle or high school to meet their needs and interests. Retain the building for continued educational use.
- Close Sarah M. Roach Elementary School at the end of the 2019-20 school year and surplus the building to the City of Baltimore in summer 2020. The Mary E. Rodman zone will be expanded to encompass the Sarah M. Roach zone. Students will be re-zoned to Mary E. Rodman Elementary School, which will be opening in its new 21st century building for school year 2020-21.
- Surplus the Grove Park building as it will no longer be needed for educational purposes.

Public Engagement

Beginning at a public meeting on November 12, 2019, when the Board received the district's recommendations on school closures and building surplus, the district 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 held school-based meetings at each of the schools recommended for closure and/or surplus. These individual meetings, held between November 14 and 21, 2019, were designed to allow families, staff, and community members to provide feedback and ask questions of district staff regarding the closure or relocation recommendation for their school or the surplus of school buildings.

A formal, state-mandated public hearing on the recommendations was held on December 3, 2019, and a special Board session to hear public feedback was held on December 17, 2019. Both meetings 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 individual webpages of affected schools. 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. Copies of the report were available upon request from the Board Office and the district's Engagement Department.

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 two times, and were charged with providing written comments to City Schools' Chief Executive Officer (CEO) and staff regarding the proposed closure or relocation 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, surplus, and relocations until 5:00 p.m. on Friday, January 10, 2020. 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 12, 2019, was also posted on City Schools’ website, and on individual school web pages. The Board meeting itself was televised (on Education Channel 77) and streamed online.

Formal notice providing detailed information about the December 3 public hearing and December 17 special Board session were advertised in the November 13, 2019, 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, relocations, or surplus, 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 December 3 public hearing. 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 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, Building Surplus, and Relocations

Following are recommendations presented to the Board at its public meeting on November 12, 2019, as part of the annual school portfolio review.

School	Recommendation
George W.F. McMechen High School	Recommendation*: close when construction associated and/or for the facility that houses Claremont School is complete, no sooner than summer 2021; retain building for potential swing space use
NACA II Freedom and Democracy Academy	Close in summer 2020; retain building for swing space use
Sarah M. Roach Elementary School	Close in summer 2020; surplus building to the City of Baltimore in summer 2020
Grove Park building	Surplus in summer 2020

*Note that the recommendation was modified to clarify that the closure would occur when construction for the Claremont School completes, no sooner than summer 2021.

Board Vote

On January 14, 2020, beginning at 5:00 p.m., the Board held a public 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, the recommended buildings should be surplus 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

Seven of the nine Board voting members were in attendance at the January 14, 2020, meeting. The Board voted on the recommendations as follows.

School	Recommendation	Board Action	Vote
George W.F. McMechen High School	Original recommendation: Close in summer 2021; retain building for swing space use Revised recommendation: Close the McMechen program when construction related to and for the Claremont School completes, no sooner than summer 2021.	Adopted	7-0
NACA II Freedom and Democracy Academy	Close in summer 2020; retain building for swing space use	Adopted	7-0
Sarah M. Roach Elementary School	Close in summer 2020; surplus building to the City of Baltimore in summer 2020	Adopted	7-0
Grove Park Building	Surplus in summer 2020	Adopted	7-0

Specific details regarding the recommendations, the Board's decisions, and supporting rationale follow.

CLOSURES (with surplus where applicable)

George W.F. McMechen High School

4411 Garrison Boulevard

Baltimore, MD 21215

Summary

- George W.F. McMechen High School is a separate public day school that serves a small population of students with disabilities in grades 9 to 12 whose needs cannot be met in a general education setting.
- Districtwide enrollment in separate public day schools has been declining as district capacity has increased to meet students' needs at their home schools.
- The needs of McMechen students can be met at William S. Baer School or Claremont School, separate public day schools that serve populations similar to McMechen. All three schools serve students with severe cognitive impairments, sensory needs, or both, and all three provide the same level of support for students in LRE-F.
- The McMechen facility is too large for the school's enrollment, with a current 18% utilization rate. The low utilization makes the building ineligible for Capital Improvement Project (CIP) funding to address numerous concerns. Further, the building is an open space building, with few enclosed classrooms, and its design limitations also includes very few windows resulting in limited natural light.

School Data

For students in separate public day schools, progress is measured against IEP goals and toward readiness for life following high school. The school has a history of meeting IEP timelines and requirements. All students age 16 and above have IEPs that meet secondary transition requirements.

Students at separate public day schools take the Maryland Multi-State Alternate Assessment (MSAA), which assesses skills in English language arts and mathematics for students with significant cognitive disabilities in grades 3 through 8 and 11. The MSAA is based on alternate achievement standards derived from and aligned to the Maryland College and Career-Ready Standards. The overall goal of the MSAA is to make sure all students achieve increasingly higher academic outcomes and leave high school ready for post-school options. Students who receive consistent 3s and 4s on this assessment should be reviewed by the IEP team to determine if the alternative framework continues to be appropriate. Students at McMechen take the MSAA in their 11th-grade year. Per state reporting requirements, results are suppressed for reasons of confidentiality if a category or group of students has fewer than 10 test takers. Because of this,

MSAA results for McMechen students cannot be shared due to the small number of test takers in years 2016-17, 2017-18, and 2018-19.

School Climate	2014-15	2015-16	2016-17	2017-18	2018-19
Student attendance rate	92.7%	94.3%	92.0%	89.8%	88.0%
# of suspensions	0	0	0	0	2
# of expulsions	*	*	*	*	*
Maryland School Survey – Student (average score)	N/A	N/A	N/A	N/A	10
Maryland School Survey – Educator (average score)	N/A	N/A	N/A	N/A	8.7

NOTES: 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 MSDE end-of-year attendance file. For number of expulsions, data are suppressed if counts are below 10. MSDE implemented a statewide climate survey to students (in grades 5-11) and educators in SY 2018-19. Educator and Student school survey results range from 1 to 10. The survey scores for students and educators are used in Maryland’s accountability system. For more information on the survey visit <https://reportcard.msde.maryland.gov>.

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.

Grade	2015-16	2016-17	2017-18	2018-19	2019-20
9	3	8	4	9	12
10	6	4	14	5	9
11	2	6	3	15	5
12	44	34	32	17	24
Total	55	52	53	46	50

Recommendations

- **Original recommendation:**
Close in June 2021; retain building for swing space use
- **Revised recommendation:**
- Close when construction related to and for the Claremont School is complete, no earlier than summer 2021; retain building for future educational use.
- Students whose IEPs continue to require placement at a separate public day school will attend either the William S. Baer School or Claremont School, based on proximity to their homes and their specific academic needs.
- No new students will be placed at McMechen in the 1.5 years prior to closure. (Current students can remain through June 2021.) Staff will use the transition time to work with families on an individual basis to ensure appropriate placements for all students as of the 2021-22 school year.

Opportunities

- Provide students with improved facilities for learning. Claremont School is relocating to a new 21st-century building, scheduled for completion in time for the 2021-22 school year. The Baer School is scheduled to receive a new HVAC system and new elevator and has had other recent capital improvement projects, including new windows. Additionally, the Baer School's partnership board has invested in renovations to the building, including specialized therapeutic equipment, a music garden, a therapeutic swimming pool, a renovated playground, and bathroom upgrades.
- Improve students' access to community resources to support their transition plans. Once Claremont moves into its new facilities, students will have access to Career and Technology Education programming through co-location with Patterson High School. At Baer, students would have access to participate in learning-to-work experiences at Mondawmin Mall and Coppin State University.
- Ensure students continue to receive appropriate academic programs, services, and supports. District staff in the Office of Special Education will work with Claremont and Baer staff to prepare for the transition. Both programs currently offer the same level of support to students with an LRE-F designation as offered at McMechen, and both offer secondary programming.

Reasons for Closure

- Enrollment at separate public day schools across the district has been declining. The district does not need as many of these programs.
- McMechen serves fewer grade levels than other programs, and the needs of students in these grades can be met at other separate public day schools in the district.
- The McMechen building is large and has many problems that cannot be addressed through capital improvement funding because of low enrollment and low building utilization.

Board Action

On January 14, 2020, the Board voted in favor of the CEO's revised recommendation to close George W.F. McMechen when construction related to and for the Claremont School is complete, no earlier than summer 2021, and to retain the building for future educational use. 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 38 staff members at George W.F. McMechen High School, 24 are in positions for delivery of instruction.
- There are 50 students with disabilities at the school, ranging in age from 14 to 21 years old. All students receive special education and related services for greater than 50% of the day. As a separate public day school, the program does not house programs for students without disabilities. *

**Sources: Official September 30 student enrollment data*

Instruction

George W.F. McMechen High School utilizes district curricula aligned to the Maryland College and Career-Ready Standards. George W.F. McMechen teachers regularly participate in the professional learning opportunities that district staff provide. Additionally, the George W.F. McMechen program has the following offerings:

- Robotics
- Work-study program
- Transitional programs at the Center for Social Change and Chimes Learning for Life

Extracurricular Activities/Student Supports

- Special Olympics bowling, spring games, ice skating, swimming

Student Relocation

- Students still requiring an LRE-F placement under their IEPs would be enrolled in either the Baer School or Claremont School.

Racial Composition

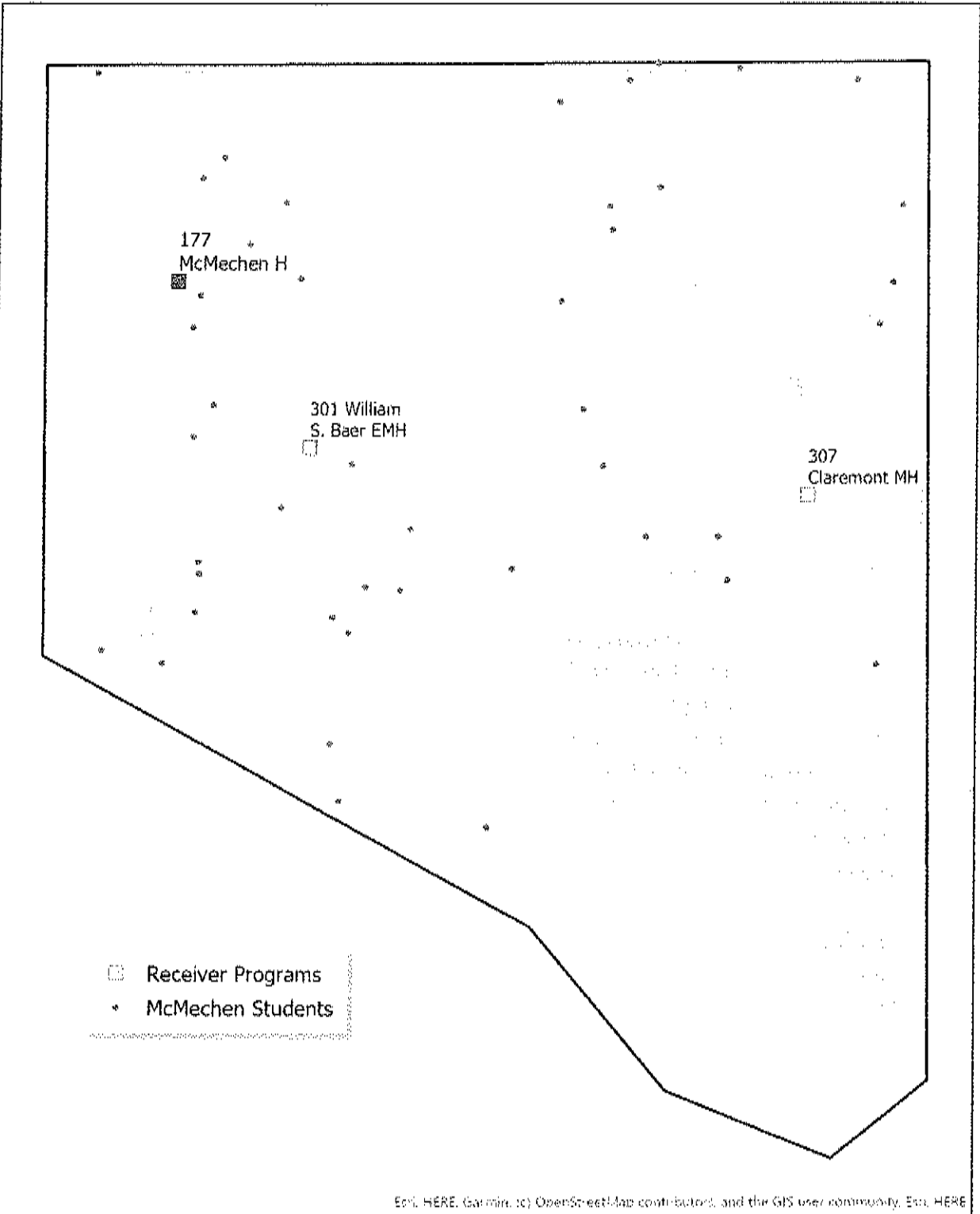
- The racial compositions of George W.F. McMechen, Claremont School, and William S. Baer School are similar, with each serving largely African American populations. William S. Baer School has a higher population of Latino/a students than George W.F. McMechen.

2018-19 School Year	African American	White	Hispanic	Asian/Pacific Islander	American Indian
George W.F. McMechen High School	84.8%	6.5%	4.3%	2.2%	0.0%
Claremont School	93.1%	3.4%	3.4%	0.0%	0.0%
William S. Baer School	76.7%	6.8%	13.6%	2.8%	0.0%

Student Transportation Considerations

- Students with disabilities receive transportation services if they are required as part of their Individualized Education Programs (IEPs) as a related service or if they are approved for specialized transportation due to some other status for the duration of each student's approved plan.

Distribution of George. W.F. McMechen High School Students



Esri, HERE, Garmin, (c) OpenStreetMap contributors, and the GIS user community, Esri, HERE

Facility Data

Type: Separate public day school	State-rated capacity: 250
Grades served: 9 to 12	Building utilization rate: 18% (2018-19)
Address: 4411 Garrison Blvd, 21215 Planning area: NW-B	Facility Condition Index*: 68% Educational Adequacy Score*: 56.8
Date constructed: 1953 (O); 1977 (A)	
Site size: 6.8 acres	
Building area: 100,728 sq. ft.	

** 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

- George W.F. McMechen High School is a separate public day school whose funding is directed primarily to “locked” positions – i.e., personnel who are centrally placed and centrally funded. For the 2019-20 school year, McMechen’s total funding is approximately \$3.5 million.

Community Feedback and Input, and District Response

- McMechen parents and community members expressed concerns about the affect of the transition on the fragile student population. With at least 1.5 years of planning time before the transition, district staff will work individually with each family to consider options and make the best placement based on student needs. Transition supports for families over the transition period will include: individual meetings; school-based and regional community-based meetings; tours and visits of each school to meet staff and become acclimated to the school space; and wraparound services for families. The Office of Special Education, Office of New Initiatives, the Schools Office and Office of Engagement will partner on this transition support.
- McMechen community members expressed concern about students having access to the same academic and extracurricular programs that currently support students at McMechen. Both Baer and Claremont are designated as LRE-F schools, serving students with similar needs as McMechen. Over the transition, district staff will work with all three schools to strengthen existing programs as well as to ensure that important programs that currently exist at McMechen, if they do not currently, will exist at both Baer and Claremont.
- Some McMechen community members expressed concern about longer bus rides for students. Over the transition, district staff will work with each family individually to consider placement options, taking transportation time into consideration. Baer is located

on the west side of Baltimore and the new Claremont building will be in east Baltimore. Currently, as illustrated in the map on page 10, McMechen students live in all four quadrants of Baltimore City.

- McMechen community members expressed concern about students having access to the same building amenities as they currently have in McMechen, including a pool, school store, and sensory room. The Baer School has 3 sensory rooms, 2 gyms, a vegetable garden, greenhouse, a therapy pool, teaching kitchen with washer and dryer, and a school store where students practice pre-employment skills. Students receive art and music therapy in addition to their core classes. Additionally, the Baer School has new windows, a new HVAC system, and new elevator. The new Claremont facility will have two sensory rooms, an art studio, instrumental music lab, school store, life skills lab, and its own outdoor space for students that cannot be accessed by Patterson High School students. Claremont will be occupying a complete school space that is wholly separate from Patterson, with its own entrance. Locked double doors will separate the Claremont space from the Patterson space in the new building.
- McMechen community members expressed concern about the name George McMechen and preserving this name and its legacy in the new schools. Staff informed the community that determining a way for the McMechen name to be honored and maintained, including, potentially, incorporating the name into one or both of the receiving schools, will be a part of the transition process.

Summary of the Board's Final Decision

- Based on the factors set forth herein, consideration of the CEO's recommendations, written and oral testimony of stakeholders, the portfolio review and school closure recommendation report, and various other documents, reports, and comments, George W.F. McMechen High School will close when construction related to and for the facility that houses the Claremont School is complete, no earlier than summer 2021. The building will be retained for future educational use.

NACA II Freedom and Democracy Academy
2500 E. Northern Parkway
Baltimore, MD 21214

Summary

- NACA II Freedom and Democracy Academy is a Transformation middle/high school operated by Northwood Appold Community Academy, Inc. It is located in the Professional Development Building, which is used for professional development and district offices in addition to housing school programs.

- As described in the report resulting from the district’s renewal process for charter and operator-run schools, the CEO has recommended that the contract to operate the school not be renewed.
- As described in the renewal report, the school received an overall rating of not effective in the areas of student achievement and financial management/governance and developing in climate.
- With respect to state-mandated PARCC assessments, NACA II’s performance has been consistently below the district average in each assessment area across multiple years. Within the renewal rubric, the school received ratings of not effective for three of the four absolute measures, math 6-8, English language arts (ELA) 6-8, and Algebra I, placing in the 19th, 4th and 14th percentiles respectively.
- Despite having relatively small cohorts of graduates, the school’s four-year cohort graduation rate has declined over the three years of data, and in 2018 fell to 66.7% of seniors who graduated within four years of entry to high school.
- Enrollment at the school has been consistently low over time and the school has required supplemental support to fund the program.

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 3-8 and for students in Algebra I and English 10. 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 available year. These results are based on all students who tested and received a valid scale score.

PARCC Results	2016-17		2017-18		2018-19	
	School	District	School	District	School	District
ELA proficiency (grades 6–8)	2.4%	16.2%	0.0%	18.8%	6.3%	21.8%
ELA (grades 6–8), mean scale score	701.2	715.9	695.8	717.8	700.7	720.6
Math proficiency (grades 6–8)	2.3%	8.6%	1.3%	10.9%	2.1%	10.7%
Math (grades 6–8), mean scale score	696.4	707.5	697.9	710.5	701.5	710.1
ELA 10 proficiency	6.8%	17.0%	4.8%	13.9%	5.3%	16.1%
ELA 10 mean scale score	688.7	704.7	691.7	702.4	697.4	705.5
Algebra I proficiency	0.0%	11.4%	1.7%	8.9%	1.3%	9.2%
Algebra I mean scale score	694.8	712.7	698.2	710.3	693.8	711.3

School Climate	2014-15	2015-16	2016-17	2017-18	2018-19
Student attendance rate	91.6%	88.3%	83.7%	82.4%	75.4%
# of suspensions	25	51	30	121	59
# of expulsions	*	*	*	*	*
Maryland School Survey – Middle Grades Student (average score)	N/A	N/A	N/A	N/A	1.3
Maryland School Survey – High School Grades Student (average score)	N/A	N/A	N/A	N/A	2.2
Maryland School Survey – Educator (average score)	N/A	N/A	N/A	N/A	3.7

NOTES: 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 MSDE end-of-year attendance file. For number of expulsions, data are suppressed if counts are below 10. MSDE implemented a statewide climate survey to students (in grades 5-11) and educators in SY 2018-19. Educator and Student school survey results range from 1 to 10. The survey scores for students and educators are used in Maryland's accountability system. For more information on the survey visit <https://reportcard.msde.maryland.gov>.

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.

Grade	2015-16	2016-17	2017-18	2018-19	2019-20
6	33	34	25	46	34
7	44	29	25	33	35
8	52	32	25	35	37
9	72	70	39	74	87
10	48	60	43	61	47
11	45	32	48	40	26
12	34	46	19	44	31
Total	328	303	224	333	297

Recommendations

- Close NACA II Freedom and Democracy Academy at the end of the 2019-20 school year.
- Retain the building for continued educational use.

Opportunities

- Improve students' chances for success by enabling them to choose from other schools that are higher performing and/or positioned for success because of sufficient enrollment and resulting per-pupil funding levels that can sustain robust academic programming.

Reasons for Closure

- City Schools recommends closing NACA II Freedom and Democracy Academy due to poor academic performance and the recommended nonrenewal of the operator.

Board Action

On January 14, 2020, the Board voted in favor of the CEO's recommendation to close NACA II Freedom and Democracy Academy as of summer 2020 and to surplus the building to the City of Baltimore at that time. 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 29 staff members at NACA II Freedom and Democracy Academy, 20 are in positions for delivery of instruction.
- There are 78 students with disabilities at the school; 24 students receive 80% or more of their education inside the general education classroom, 20 students receive 40–79% of their education inside the general education classroom, and 33 students receive less than 40% of their education inside the general education classroom.

**Sources: Unofficial September 30th Child Count as of December 9, 2019. These numbers could slightly change as a result of the MSDE data-cleansing process; final data anticipated Spring 2020. Data are suppressed if counts less than 10 for reasons of confidentiality.*

Instruction

NACA II Freedom and Democracy Academy is a transformation school that utilizes curricula aligned to the Maryland College and Career-Ready Standards, including Core Knowledge and Freedom and Democracy. Additionally, the program has the following unique offerings:

- Honors courses
- Intensive social-emotional learning site

Extracurricular Activities/Student Supports

- Club athletics
- Arts clubs
- Music
- Debate/civic engagement
- Science clubs
- Student government
- Community school

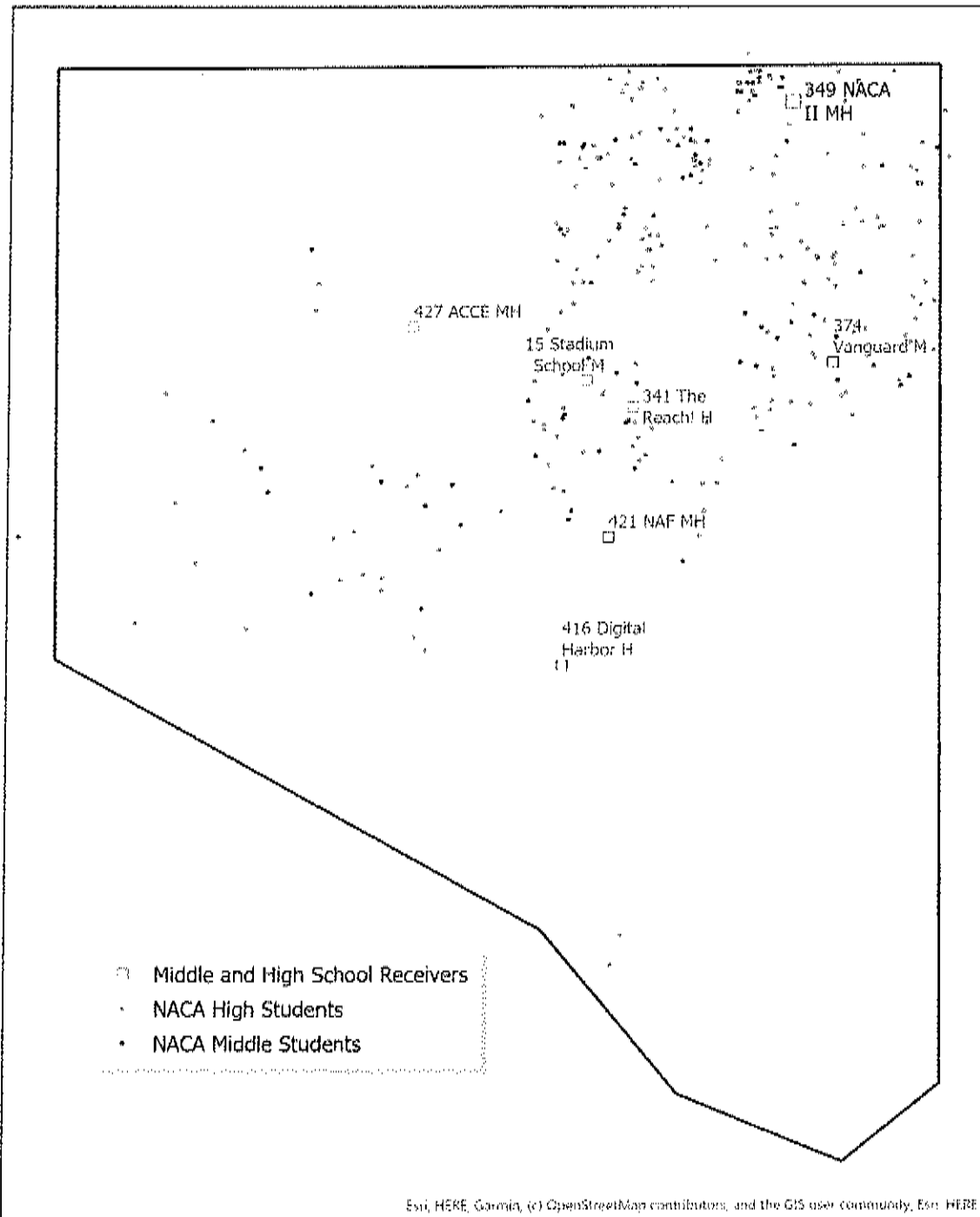
Student Relocation

- Under the City Schools recommendation to close NACA II Freedom and Democracy Academy, students will have a range of school options with available seats to choose from through the middle and 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.

<i>Potential Receiving School Options for NACA II Students</i>	Min. Available Seats* for MS	Min. Available Seats* for HS
Academy for College and Career Exploration	50	60
Digital Harbor High School	-	50
National Academy Foundation	30	50
The Reach! Partnership School	-	50
Stadium School	40	-
Vanguard Collegiate Middle School	50	-

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

NACA Freedom and Democracy Academy II Students SY1819



Date: 11/4/2019

0 1.5 3 Miles

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Racial Composition

- The racial and ethnic composition of students at NACA II Freedom and Democracy Academy is similar to composition at potential receiving schools, with all schools serving majority African American populations. Some of the potential receiving schools have higher populations of Latino/a students than NACA II Freedom and Democracy Academy.

2018-19 School Year	African American	White	Hispanic	Asian/Pacific Islander	American Indian
NACA II	97.6%	0.9%	1.2%	0.0%	0.0%
Academy for College and Career Exploration	88.2%	3.1%	6.8%	0.7%	0.2%
Digital Harbor High School	64.8%	7.4%	25.7%	1.8%	0.2%
National Academy Foundation	71.7%	1.9%	25.5%	0.9%	0.0%
The Reach! Partnership School	98.7%	0.4%	0.7%	0.0%	0.2%
Stadium School	95.5%	1.1%	3.1%	0.3%	0.0%
Vanguard Collegiate Middle School	89.0%	4.0%	3.5%	2.9%	0.0%

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 NACA Freedom and Democracy Academy 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 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.

Facility Data

Type: Transformation middle/high school	State-rated capacity: 1,595
Grades served: 6 to 12	Building utilization rate: 14% (2018-19)
Address: 2500 E. Northern Parkway, 21214 Planning area: NE A	Facility Condition Index*: 47.3% Educational Adequacy Score*: 60.1
Date constructed: 1971	
Site size: 7.00 acres	

Building area 298,325 sq. ft. (total for building)			
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**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

- NACA II Freedom and Democracy Academy’s budget for the 2019-20 fiscal year is approximately \$2.8 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 2020-21 school year.

Community Feedback and Input, and District Response

- NACA II Freedom and Democracy Academy community members asked what data was considered in making the non-renewal decision and when the district started to see a change in the school’s effectiveness. Staff explained the renewal rubric and recommendation process, including consideration of academics, climate and the operator’s financial management and governance of the school and how that review included a look at data over-time.
- NACA II Freedom and Democracy Academy community members asked about what will happen to staff and students if the Board approves the recommendation. Staff shared that Human Capital would meet with staff and support staff in finding other placements for the following year. Staff shared that the Office of Enrollment, Choice and Transfers would come to the school to meet with students and families and assist students and families in finding new schools for the following year.

Summary of the Board’s Final Decision

- Based on the factors set forth herein, consideration of the CEO’s recommendations, written and oral testimony of stakeholders, the portfolio review and school closure recommendation report, and various other documents, reports, and comments, NACA II Freedom and Democracy Academy will close effective summer 2020. The district will retain the building for future swing space use.

Sarah M. Roach Elementary School #73
 3434 Old Frederick Road
 Baltimore, MD 21229

Summary

- Sarah M. Roach Elementary School is a small school serving pre-k to grade 5 in west Baltimore. It is located near Mary E. Rodman Elementary School, another small elementary program.

- There are not enough students to sustain two elementary schools in the area. Sarah M. Roach is the smaller of the two programs and its enrollment has continued to decline over time with enrollment that has declined over time.
- Sarah M. Roach was recommended to close as a part of the 21st Century School Buildings Plan, with the school community merging with Mary E. Rodman in a newly renovated Mary E. Rodman building for the 2020-21 school year. Mary E. Rodman will serve students in an enlarged zone encompassing both the current Sarah M. Roach and Mary E. Rodman zones.

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 available year. These results are based on all students who tested and received a valid scale score.

PARCC Results	2016-17		2017-18		2018-19	
	School	District	School	District	School	District
Math proficiency (grades 3–5)	1.8%	15.6%	7.3%	16.9%	5.9%	17.1%
Math (grades 3–5), mean scale score	702.9	715.9	707.0	715.9	705.4	717.2
ELA proficiency (grades 3–5)	4.6%	14.2%	5.5%	16.5%	2.0%	17.9%
ELA (grades 3–5), mean scale score	692.7	712.4	695.6	713.9	696.0	715.4

School Climate	2014-15	2015-16	2016-17	2017-18	2018-19
Student attendance rate	89.3%	90.3%	89.2%	89.9%	89.7%
# of suspensions	5	28	1	11	4
# of expulsions	*	*	*	*	*
Maryland School Survey – Student (average score)	N/A	N/A	N/A	N/A	5.6
Maryland School Survey – Educator (average score)	N/A	N/A	N/A	N/A	8.1

NOTES: 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 MSDE end-of-year attendance file. For number of expulsions, data are suppressed if counts are below 10. MSDE implemented a statewide climate survey to students (in grades 5-11) and educators in SY 2018-19. Educator and Student school survey results range from 1 to 10. The survey scores for students and educators are used in Maryland’s accountability system. For more information on the survey visit <https://reportcard.msde.maryland.gov>.

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.

Grade	2015-16	2016-17	2017-18	2018-19	2019-20
Pre-k	23	23	24	24	23
K	31	33	32	34	24
1	39	34	34	35	27
2	33	44	28	30	30
3	42	42	39	32	28
4	33	43	38	30	25
5	40	36	39	36	28
Total	241	255	234	221	185

Recommendations

- Close Sarah M. Roach Elementary School at the end of the 2019-20 school year.
- Surplus the Sarah M. Roach building to the City of Baltimore in summer 2020.
- Expand the Mary E. Rodman Elementary School zone to include Sarah M. Roach’s zone.

Opportunities/ Potential Impact

- Improve students’ chances for success by enabling them to attend a school with sufficient per-student funding to sustain rich, robust, and varied educational programs.
- Improve students’ chances for success by enabling them to attend school in a newly renovated 21st-century building, maximizing the number of students who have access to these facilities. Schools in the 21st Century School Buildings Plan benefit from high-quality facilities and academic planning designed to improve student outcomes.

Reasons for Closure

- As part of the 21st Century School Buildings Plan, it was determined that this area of the city did not have sufficient students to support both Sarah M. Roach and Mary E. Rodman elementary schools.
- Because of its small number of students, Sarah M. Roach has limited resources to provide quality programming and does not have sufficient enrollment for long-term sustainability.

Board Action

On January 14, 2020, the Board voted in favor of the CEO's recommendation to close NACA II Freedom and Democracy Academy as of summer 2020 and to surplus the building to the City of Baltimore at that time. 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 Sarah M. Roach Elementary School, 14 are in positions for delivery of instruction.
- There are 16 students with disabilities at the school; 10 students receive 80% or more of their education inside the general education classroom, and fewer than 10 students receive either 40 to 79% or less than 40% of their education inside the general education classroom.
- Sarah M. Roach currently houses one pre-k classroom.

**Sources: Unofficial September 30th Child Count as of December 9, 2019. These numbers could slightly change as a result of the MSDE data-cleansing process; final data anticipated Spring 2020. Data are suppressed if counts less than 10 for reasons of confidentiality.*

Instruction

Sarah M. Roach Elementary School utilizes district curricula aligned to the Maryland College and Career-Ready Standards, including Wit and Wisdom, Eureka, and district-created proprietary curricula. Sarah M. Roach teachers regularly participate in the professional learning opportunities that district staff provide.

Extracurricular Activities/Student Supports

- Diamond on a Rise: Wrap-around services and out-of-school time programming
- Academic support through the West Hills Community Association
- Mount Saint Joseph Good News Club
- PIEL (Prevention and Intervention for Early Learners)

Student Relocation

- Under the City Schools recommendation to close Sarah M. Roach Elementary School, students would be automatically enrolled at Mary E. Rodman Elementary School as part of the expanded enrollment zone for the newly combined school.

Racial Composition

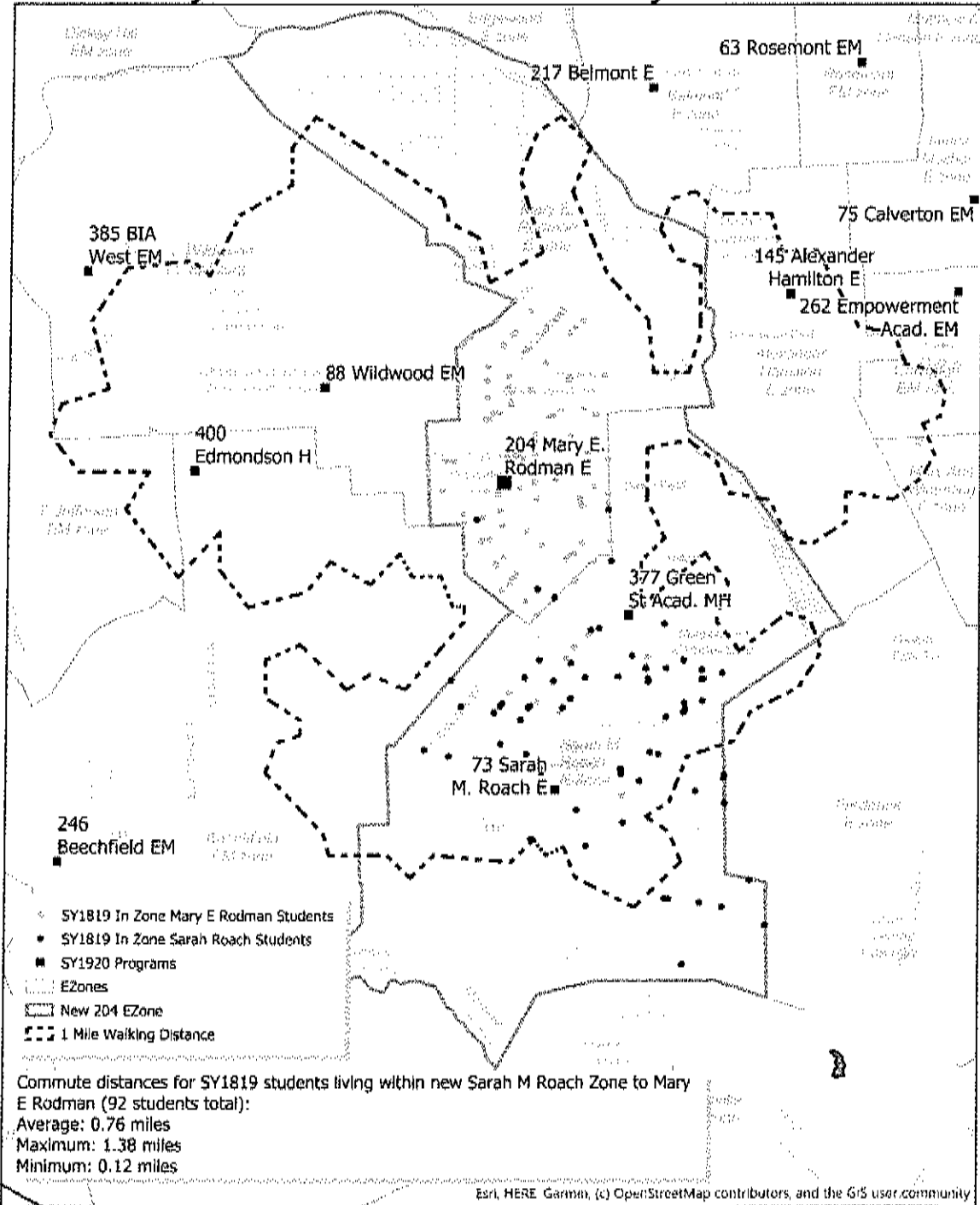
- Sarah M. Roach and Mary E. Rodman have similar racial compositions.

2018-19 School Year	African American	White	Hispanic	Asian/Pacific Islander	American Indian
Sarah M. Roach Elementary School	93.2%	2.7%	3.6%	0.0%	0.5%
Mary E. Rodman Elementary School	94.9%	0.7%	2.6%	0.4%	0.4%

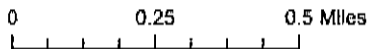
Student Transportation Considerations

- 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 for the duration noted in a student's approved plan.

New Mary E. Rodman Elementary Zone



Date: 1/16/2020



BALTIMORE CITY
PUBLIC SCHOOLS

Facility Data

Type: Traditional elementary school		State-rated capacity: 272	
Grades served: Pre-k to 5		Building utilization rate: 81% (2018-19)	
Address: 3434 Old Frederick Road, 21229		Facility Condition Index*: 68.5%	
Planning area: SW A		Educational Adequacy Score*: 60.1	
Date constructed: 1971 (O); 2008 (R)			
Site size: 2.90 acres			
Building area: 44,874 sq. ft.			

** 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

- Sarah M. Roach's budget for the 2019-20 fiscal year is approximately \$1.3 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 2020-21 school year.

Community Feedback and Input, and District Response

- Sarah M. Roach community members expressed concerns about the distance of the walk to Mary E. Rodman and safety in the neighborhood along the walking route. Students who live more than one mile from Mary E Rodman will receive bus transportation. The district will work with the city and other agencies to ensure that there is a mix of solutions for students who walk to school.
- Sarah M. Roach community members expressed concerns about losing the strong partnerships, programs, and traditions that support student and families at Sarah M. Roach. Staff from the 21st Century Schools office will work to ensure that the strong programs that are in place at both Mary E. Rodman and Sarah M. Roach are maintained in the combined school, and will facilitate continued meetings with both schools around how to create shared traditions.
- Sarah M. Roach community members asked whether Mary E. Rodman would be renamed to encompass both school communities. Staff responded that the district would work with both schools to ensure that the legacy of Sarah M. Roach is honored in the combined school, whether through renaming, naming a specific part of the building, or through other methods.

Summary of the Board's Final Decision

- Based on the factors set forth herein, consideration of the CEO's recommendations, written and oral testimony of stakeholders, the portfolio review and school closure recommendation report, and various other documents, reports, and comments, Sarah M. Roach Elementary School will close effective summer 2020. The Sarah M. Roach building will be surplus in summer 2020.

Recommendations to Surplus Buildings to the City of Baltimore

Grove Park Building
5545 Kennison Avenue
Baltimore, MD 21215

Recommendation

- Surplus the Grove Park building to the City of Baltimore in summer 2020.

Opportunities/Potential Impact

- Reduce excess district building capacity, thereby increasing the districtwide utilization rate and lowering maintenance costs.

Reasons for Surplus

- The Grove Park Elementary/Middle School program closed in summer 2018, merging with Calvin M. Rodwell Elementary/Middle School beginning in school year 2018-19.
- The Calvin M. Rodwell Elementary/Middle School program has been using the Grove Park building as a temporary location ("swing space") while its new building is under construction. Calvin M. Rodwell moved into its new building in January 2020. After this, the Grove Park building will no longer be needed for use as swing space.
- The district will no longer require the building for educational use.

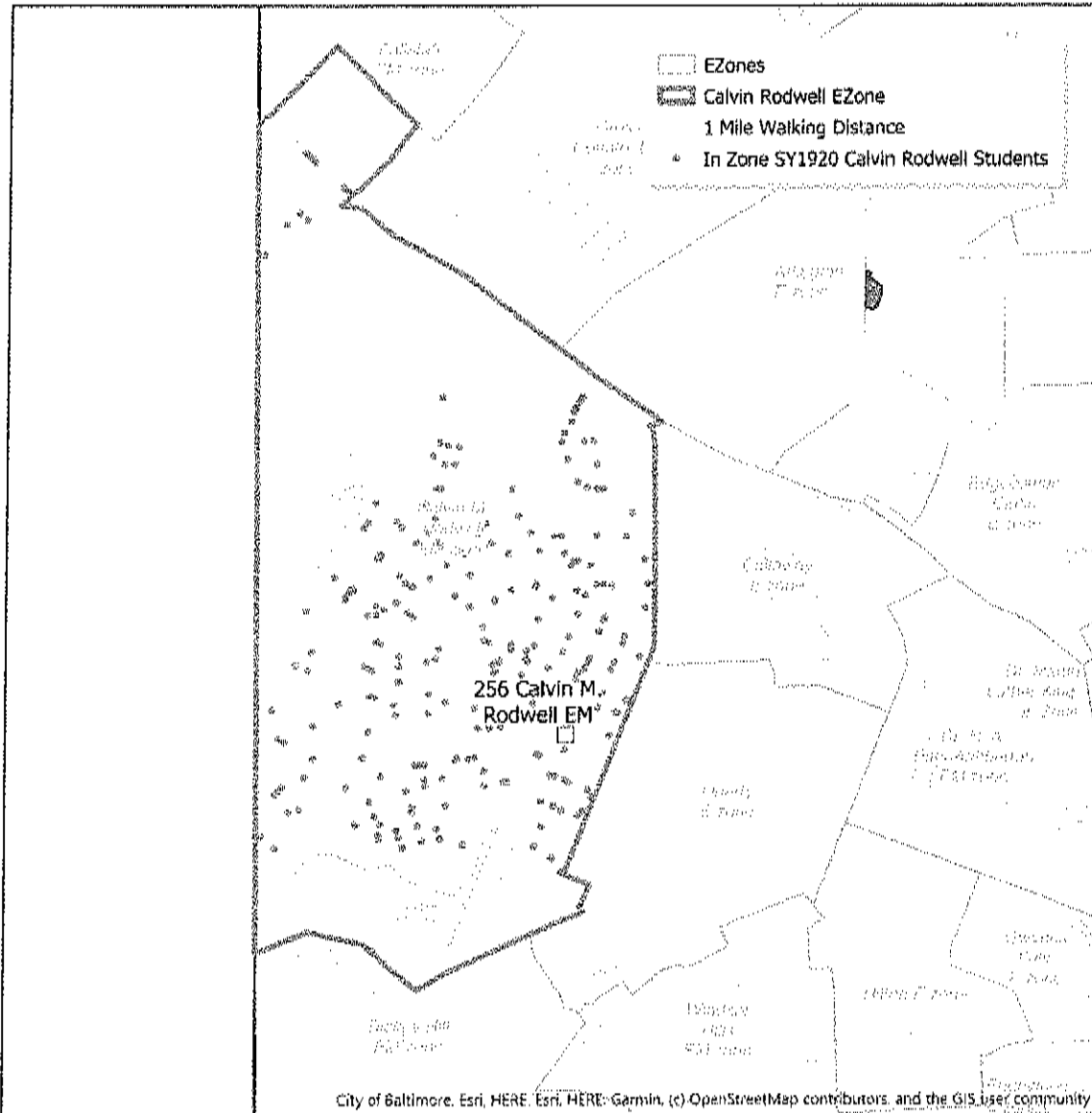
Educational Programs Affected

- Because Grove Park Elementary/Middle School closed in summer 2018 and merged with Calvin M. Rodwell in school year 2018-19, there are no educational programs affected.

Student Relocation

- Because Grove Park is a temporary swing location and does not house its own program, the surplus of the facility does not create student relocation considerations. As a result, there are no changes to transportation implications, racial composition data, or available receiving school options to be considered. These factors were considered in 2018 when Grove Park Elementary School closed and the program merged with Calvin M. Rodwell.

Calvin Rodwell Students SY1920



Date: 1/16/2020

0 0.5 1 Miles

BALTIMORE CITY
PUBLIC SCHOOLS

According to SY1920 Unofficial Student Data, there were 728 Calvin Rodwell Students. 498 were PK-5, and 230 were 6-8. 412 students live within the Calvin Rodwell EZone.

Commuting Distances for In-Zone students
 Average: 0.72
 Max: 2.24
 Min: 0.08

Facility Data

Type: Traditional	State-rated capacity: 331
Grades served: Pre-k to 8 (swing space)	Building utilization rate: n/a (swing space)
Address: 5545 Kennison Avenue, 21215 Planning area: NW-B	Facility Condition Index*: 68.70% Educational Adequacy Score*: 55
Date constructed: 1958 (O); 1970 (M)	
Site size: 5.17 acres	
Building area: 58,589 sq. ft.	

** 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

- Once the Grove Park building has been returned to the City of Baltimore for disposition, the district will eliminate expenses associated with its maintenance.

Community Feedback and Input, and District Response

- Community members expressed concern about what will happen to the Grove Park building once it is surplus. Staff members shared that the building would be under the control of the City of Baltimore once it has been surplus out of the district’s buildings portfolio. Staff from the City of Baltimore’s Department of Planning attended a community meeting on November 18, 2019, to share information and answer questions about the city’s community engagement process on determining use for school buildings that have been surplus to the City.
- Families of students who originally attended Grove Park Elementary expressed concern about the distance and safety of the walk from Grove Park to the new Calvin M. Rodwell building. Staff shared that in-zone elementary students who live more than a mile would receive corner to corner yellow bus transportation, and middle school students who live more than 1.5 miles will receive MTA passes. Staff also shared that the district is working with the City of Baltimore and other partner agencies to address safety issues along the walking route.


Summary of the Board’s Final Decision

- Based on the factors set forth herein, consideration of the CEO’s recommendations, written and oral testimony of stakeholders, the portfolio review and school closure recommendation report, and various other documents, reports, and comments, the Grove Park building will be surplus effective summer 2020.

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 11, 2020. 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.

2/3/20
Date


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