

For Internal Use Only



**BALTIMORE CITY COUNCIL
EDUCATION, WORKFORCE, AND YOUTH
COMMITTEE**

Mission Statement

The Committee on Education, Workforce and Youth (EWY) is responsible for creating opportunities for our young people, ensuring economic opportunity and prosperity for Baltimore's workforce, and supporting our most vulnerable neighbors. The committee's areas of jurisdiction include public education, labor relations, workforce development, employment, public parks, recreation, and youth affairs. Issue areas include, but are not limited to: education, including adult education, higher education, workforce development, labor, senior affairs, veterans, childcare, accessibility and disability issues, recreation and parks, and historical landmarks.

**The Honorable Robert Stokes, Sr.
Chairman**

PUBLIC HEARING

**THURSDAY, FEBRUARY 17, 2022
10:00 AM**

VIRTUAL WEBEX MEETING

Legislative Oversight – LO #22-0021

Baltimore City Public Schools

CITY COUNCIL COMMITTEES

ECONOMIC AND COMMUNITY DEVELOPMENT (ECD)

Sharon Green Middleton, Chair
John Bullock – Vice Chair
Mark Conway
Ryan Dorsey
Antonio Glover
Odette Ramos
Robert Stokes
Staff: Jennifer Coates

WAYS AND MEANS (W&M)

Eric Costello, Chair
Kristerfer Burnett
Ryan Dorsey
Danielle McCray
Sharon Green Middleton
Isaac “Yitzy” Schleifer
Robert Stokes
Staff: Marguerite Currin

PUBLIC SAFETY AND GOVERNMENT OPERATIONS (SGO)

Mark Conway – Chair
Kristerfer Burnett
Zeke Cohen
Erick Costello
Antonio Glover
Phylicia Porter
Odette Ramos
Staff: Samuel Johnson

EDUCATION, WORKFORCE, AND YOUTH (EWY)

Robert Stokes – Chair
John Bullock
Zeke Cohen
Antonio Glover
Sharon Green Middleton
Phylicia Porter
James Torrence
Staff: Marguerite Currin

HEALTH, ENVIRONMENT, AND TECHNOLOGY (HET)

Danielle McCray – Chair
John Bullock
Mark Conway
Ryan Dorsey
Phylicia Porter
James Torrence
Isaac “Yitzy” Schleifer
Staff: Matthew Peters

RULES AND LEGISLATIVE OVERSIGHT (OVERSIGHT)

Isaac “Yitzy” Schleifer, Chair
Kristerfer Burnett
Mark Conway
Erick Costello
Sharon Green Middleton
Odette Ramos
James Torrence
Staff: Richard Krummerich

**LEGISLATIVE OVERSIGHT****Committee:** Education, Workforce, and Youth**LO 22-0021**

Baltimore City Public Schools (BCPS)

Purpose:

For the purpose of holding periodic hearings to review education and performance data for BCPS and to monitor the impact of the Pandemic on the progress of the Blueprint for Success.

Agencies/Organizations Reporting

Baltimore City Public Schools

Background

On February 17, 2022, the first of several scheduled hearings will be held. Representative(s) from the BCPS will come before the committee to discuss the above-referenced purpose clause.

Also attached are:¹

- Overview - Blueprint for Success – BCPS
- Overview – Annual Report -BCPS
- Annual Report – BCPS
- 2021-Annual Review of Schools Recommendations

Committee Staff: *Marguerite Murray Currin*

Date: February 14, 2022

Direct Inquiries to: (443) 984-3485

¹ Baltimore City Public Schools Website



Blueprint for Success

Our plan for building a generation of leaders

Baltimore's students are filled with talent, dreams, and enormous potential. Our responsibility is to help them develop the knowledge and skills they need to pursue the future that calls them. **Building a Generation: City Schools' Blueprint for Success** lays out how we are making that happen.

Based on research and conversations with hundreds of stakeholders, the blueprint focuses on three areas to help students reach their goals:

- Student wholeness
- Literacy
- Staff leadership

These areas go hand in hand: If students are motivated and excited about learning, have the skills to think critically, analyze deeply, and express themselves powerfully, and have adults around them who encourage them to persist and excel, they can progress toward high school graduation and postsecondary success.¹

¹ Baltimore City Public Schools Website

Overview - Annual Review

From a Portfolio Review to an Annual Review of Schools

City Schools' primary goal is to make sure that every student has 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 wherever their dreams will take them.

For over a decade, City Schools has used a "portfolio" strategy to review, discuss, plan, and implement recommendations for physical and programmatic developments that best foster student learning and professional growth and have called this process "Portfolio Review."

Words can be important indicators of what we value. While numeric data is an important component, consideration of the qualitative and lived experience of our school communities is essential to co-create quality schools for every child. Given we value a holistic approach we have decided not to call this process "Portfolio Review" any longer and for now are calling it the "Annual School Review". We have also continued to expand and shift the review process to be more inclusive and centered in the communities we serve. To learn more about this – please read the **Annual Review Report** - *see attached*.

The Annual Review results in a set of recommendations to the Board of School Commissioners each fall that can include:

- Creating new traditional schools
- Relocating schools
- Changing grade configuration at schools
- Renewing contracts or charters for schools run by external operators
- Amending the 21st Century Schools Buildings Program
- Closing schools¹

¹ Baltimore City Public Schools Website

School Closures and Building Surpluses

Approved on January 11, 2022, by the Baltimore City Board of School Commissioners. Decision issued on February 8, 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, and ensure that a range of school options exist in every area of the city and 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, 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. City Schools also recommended closing one traditional school, New Era Academy, at the end of school year 2022-23¹ and retention of the building. In addition, City Schools 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.

An additional closure and surplus report will be created as an addendum to this report for these school programs and buildings.

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.

Summary of the Recommendations

Closures with Building Surplus

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 end of school year 2022-23.

- 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.²

Closures and Retain Building

- Close New Era Academy at the end of school year 2022-23³ 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 programs relocate 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.

Public Engagement

Beginning at a public meeting on November 11, 2021, when the Board received the CEO's recommendations on school closures and building surplus, City Schools encouraged the public to

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.

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 the schools in this year's recommendations, including staff and community meetings at each school, meetings with partners of the schools and elected officials representing the schools. Staff also facilitated opportunities for members of the Board of School Commissioners to visit 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 20, 2022, were designed to allow families, staff, and community members to provide feedback and ask questions of City Schools staff regarding the recommendation for their school closure, relocation, and/or the surplus of school buildings.

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 were charged with providing written comments to the Board of School Commissioners, 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.

A formal, state-mandated public hearing 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 City Schools' 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 the City 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 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 7, 2022, for the votes that occurred on January 11, 2022, and Friday, January 21, 2022 for the votes that occurred on Friday, January 25. 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, including initial recommendations, was presented to the Board at its meeting on November 9, 2021 and 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 notices 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 surpluses, along with information about school-based meetings and opportunity to provide oral and written feedback, were emailed to families at affected schools 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 Schools' automated telephone directory system; and notice was shared with steering committee members.

Recommendations

The following recommendations were presented by City Schools' staff to the Board at its public meeting on November 11, 2021, as part of the Annual Review of Schools.

School	Recommendation
Dr. Bernard Harris Elementary School #250	Close at the end of the 2021-22 school year; surplus building in summer 2022
Eutaw-Marshburn Elementary School #11	Close at the end of the 2020-21 school year; surplus building in summer 2021
Steuart Hill Academic Academy #4	Close at the end of the 2021-22 school year; surplus building in summer 2022
New Era Academy #422	Revised Recommendation: Close at the end of the 2022-23 school year; retain the building ⁴
George W. F. McMechen High School Building #177	Surplus building in summer 2022

Board Vote

⁴ 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.

On January 11, 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 online in real time.

Code of Maryland Regulations

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

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

The Vote

Nine of the nine voting Board members attended the January 11, 2022 meeting. The Board votes on the recommendations are as follows.

School	Recommendation	Outcome	Board Vote
Dr. Bernard Harris Elementary School #250	Close at the end of the 2021-22 school year; surplus building in summer 2022	Vote postponed to the January 25, 2022 Board meeting	n/a
Eutaw-Marshburn Elementary School #11	Close at the end of the 2020-21 school year; surplus building in summer 2021	Vote postponed to the January 25, 2022 Board meeting	n/a
Steuart Hill Academic Academy #4	Close at the end of the 2021-22 school year; surplus building in summer 2022	Vote postponed to the January 25, 2022 Board meeting	n/a
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	Vote postponed to the January 25, 2022 Board meeting	n/a

	2022-23 school year; retain building		
George W.F. McMechen High School #177	Surplus building in summer 2022	Approve	In favor: 9 Opposed: 0 Abstain: 0 Absent: 0

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

George W.F. McMechen building #177

4411 Garrison Boulevard
Baltimore, MD 21215

Summary

- The George W.F. McMechen High School building is located in northwest Baltimore and currently houses George W.F. McMechen High School, a separate public day school serving students in grades 9-12.
- In 2020, the Board of School Commissioners approved the closure of George W. F. McMechen High school when construction on the new 21st century space for Claremont High School at the Patterson High School campus was complete and the facility was ready to receive students. Students from McMechen who still need an LRE-F placement will be enrolled in either the Baer School or Claremont High School based on individual need.
- The new 21st century space for Claremont High School will be ready for students in summer 2021, and after this, the George McMechen building will no longer be needed.

Recommendation

- Surplus the George McMechen building to the city of Baltimore in summer 2022 after it is no longer needed for educational purposes.

Opportunities/ Potential Impact

- Surplus the George W. F. McMechen facility which will no longer house a school program reduces excess district building capacity, thereby increasing the districtwide utilization rate and lowering maintenance costs.
- George W.F. McMechen was a prominent African American lawyer in Baltimore and was a prominent advocate for African American civil rights. Given the importance of this school name and desire to maintain the history of schools, staff will explore ways to honor the history and legacy of the McMechen program and name with the receiving schools and within City Schools' portfolio of schools.

Reasons for Surplus

- 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 the

McMechen students can be met at William S. Baer School or Claremont School, separate public day schools that serve populations similar to McMechen.

- Of the three buildings housing programs for separate public day school programs, the McMechen building is in the poorest condition. Its utilization has made it ineligible for Capital Improvement Project funding to address numerous concerns, and it is an open space building, with very few enclosed classrooms, and very few windows resulting in limited natural light.

Board Action

- On January 11, 2022, the Board voted in favor of the recommendation to surplus the George W.F. McMechen building in summer 2022 after it is no longer needed by the district for educational purposes. 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

**Factors such as educational programs affected, racial composition, available receiving school options, and student relocation considerations were considered when the Board voted in January 2020 to approve the closure of the George W.F. McMechen program when construction related to and for the Claremont facility is complete.*

Educational Programs Affected

- Of the **30** staff members at George W.F. McMechen High School, **15** are in positions for delivery of instruction.
- There are **36** 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. *
- Educational programs affected, student demographic data, and receiving school options were factored into the Board vote in January 2020 to approve the closure of the George W.F. McMechen program when construction related to and for the Claremont facility is complete. The details above are provided for context.

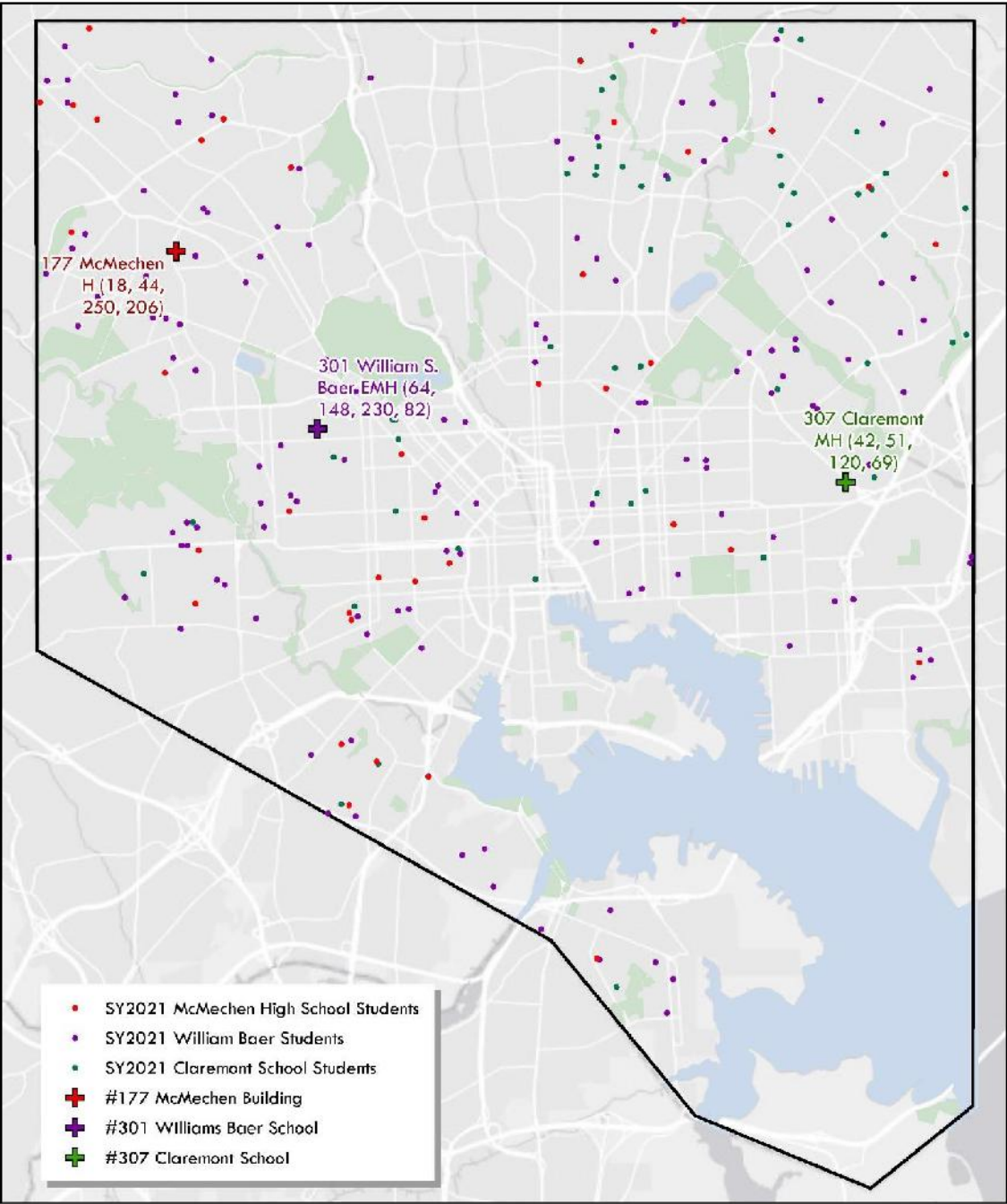
**Sources: Unofficial September 30 Child Count as of October 19, 2021. These numbers are expected to change as a result of the MSDE data-cleansing process; final data anticipated by January 2022.*

Student Relocation

- Students still requiring an LRE-F placement under their IEPs will be enrolled in either the Baer School or Claremont School based on individual need.

- Student relocation and transportation implications were factored into the Board vote in January 2020 to approve the closure of the George W.F. McMechen program when construction related to and for the Claremont facility is complete.

Proposed Surplus of 177 McMechen Building



N
0 0.5 1 2
Miles
Date: 9/30/2021

BALTIMORE CITY
PUBLIC SCHOOLS

Facility Information

Type: Separate public day school		State-rated capacity: 250
Grades served: 9 -12		Building utilization rate: 18% (SY 20-21)
Address: 4411 Garrison Blvd, 21215 Planning area: NW-B		
Date constructed: 1953 (O); 1977 (A)		
Site size: 6.8 acres		
Building area: 100,728 sq. ft.		

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 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 the purpose of 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.

Building Name	Site	Structure	Roof	Vertical Envelope	Interiors	HVAC	Plumbing	Electrical	Elevators	Fire
McMechen H	Fair	Fair	Fair	Fair	Fair	Poor	Fair	Fair	Fair	Fair

Financial Considerations

- 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 George W.F. McMechen 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 and Input, and District Response

- Members of the Garrison Hill community (the community that surrounds the school) had many questions and concerns about the process for how the city would determine the future use of the building. The community expressed a strong interest in being involved in the engagement around this and the discussions that will determine the future use of the building. Staff from the Baltimore City Department of Planning attended the steering committee meeting to answer questions and provide information on this process. Staff from

Baltimore City Planning collected the contact information of community members present at the steering committee meeting to ensure they are included in communication that will go out when the process starts.

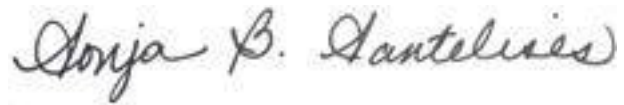
- The Garrison Hill community expressed concerns over the security of the building while it is vacant. City Schools staff shared that in the months after the school moves out prior to the building being turned over to the city, while the building is still in the district's possession, it will be monitored by City Schools' facilities and maintenance team and School Police. Baltimore City Department of Planning staff shared that when the building is in the city's possession, there is a designated contract security team that patrols the building on a regular schedule.
- Community members expressed concern for the wellbeing of McMechen students in transitioning to either Claremont or Baer. District office staff shared that they are already working with the McMechen school community and the leaders of all three schools on this transition and will continue to work with each family to ensure the school they are placed in best fits their students' educational needs. Opportunities for families to meet the principal and staff and visit the buildings of their receiving school will be made later this spring and over the summer.

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, the George W.F. McMechen building will be surplus to the city of Baltimore in summer 2022 after it is no longer needed for educational purposes.

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 8, 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.



February 8, 2022

Sonja Brookins Santelises, Ed.D.

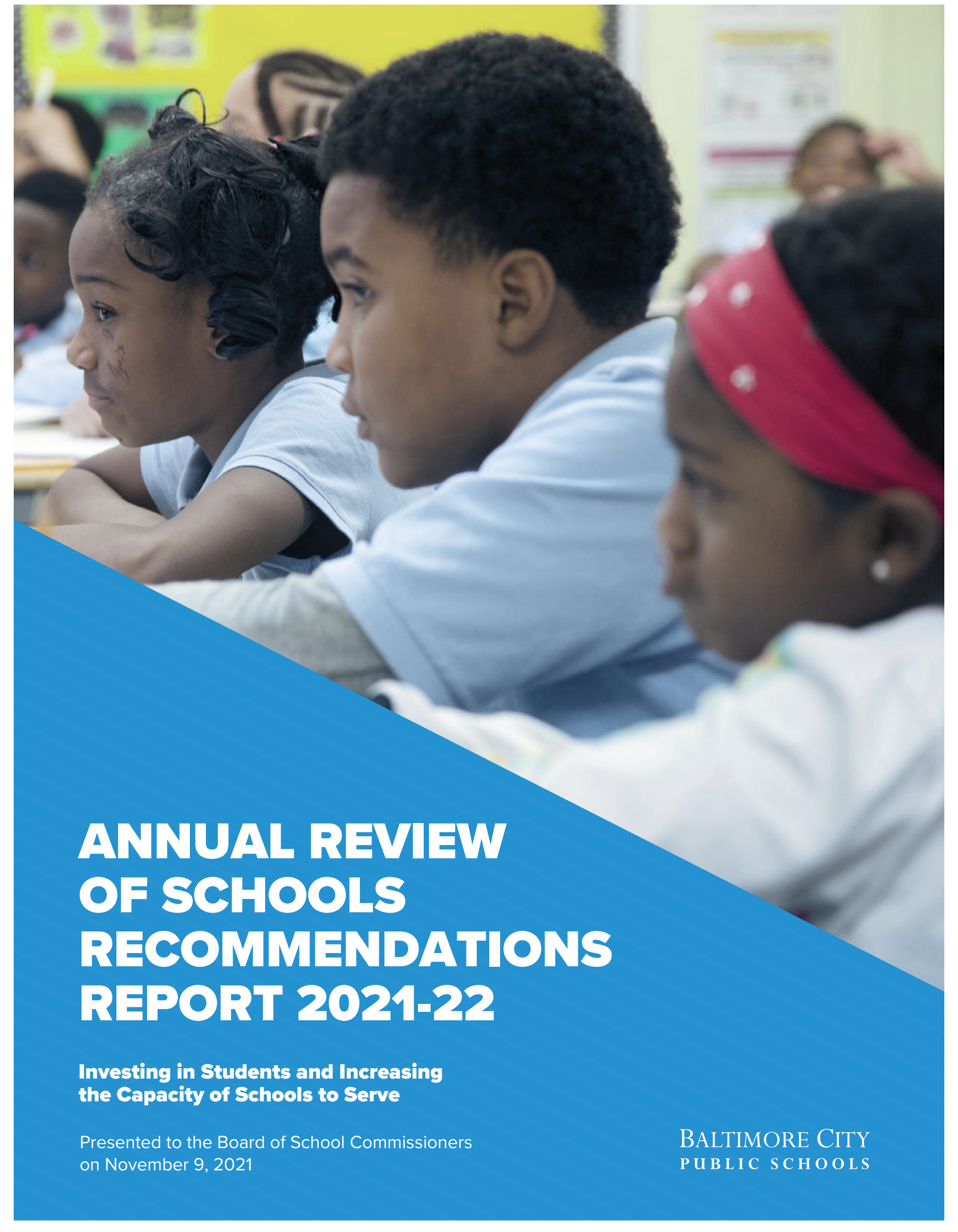
Chief Executive Officer, Baltimore
City Public School System, and
Secretary, Baltimore City Board of
School



February 8, 2022

Date

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



ANNUAL REVIEW OF SCHOOLS RECOMMENDATIONS REPORT 2021-22

**Investing in Students and Increasing
the Capacity of Schools to Serve**

Presented to the Board of School Commissioners
on November 9, 2021

**BALTIMORE CITY
PUBLIC SCHOOLS**



An Annual Review of Schools: Investing in Students and Increasing the Capacity of Schools to Serve

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.

Living up to this goal is challenging in an urban district and the Covid19 pandemic has only made this more difficult. It has resulted in increased academic gaps for students whose educations were disrupted and only partially addressed through virtual learning. Through the district's **Reconnect, Restore, Reimagine** plan we are deepening and improving our work with students and families as we head into recovery. To read the district's plan; you can find it here:

www.baltimorecityschools.org/triple-r-2021

City Schools has taken several other major steps to fight for the investments all of our students deserve, as well as using new and existing resources in strategic ways to benefit the maximum number of students.

Not only did the district advocate alongside our students, families, staff, partners and elected officials to demand **21st Century state of the art school buildings for all of our students**, resulting in **32 schools in 28 new or completely renovated facilities** (discussed more later in this report) and a second round of funding for an additional set of 21st Century Schools through the passage and legislative override of the governor's veto of **The Built to Learn Act of 2020 (HB1 / SB1)** in last year's legislative session, but we have also increased the district's capacity to use Capital Improvement Funds and new sources of funding for facilities to make desperately needed improvements to more school communities. Many of those investments are reflected in this year's Annual Review of Schools Recommendations. This in addition to the passage of the Blueprint for Maryland's Future (often referred to as Kirwan) will eventually provide more resources to students based on need which is another important step in the right direction.

Still the needs of our students and families are immediate. Thus, every year we have undergone a process to make difficult decisions that, in the end, with the limited resources we have, will improve our ability to offer the rich and varied educational programming our students deserve. While this process, **the Annual Review of Schools**, can result in a variety of

recommendations such as opening new traditional schools, reconfiguring grade spans in existing schools, merging school communities, relocating schools, the most challenging of these recommendations are those for school closure and/or facility surplus.



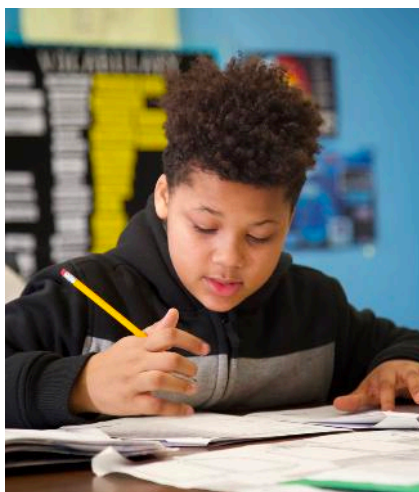
School programs and the facilities that house our schools are major institutions within our communities. The proposed closure of schools can feel like a major loss and many of the people who are served by and work at these schools experience a sense of grief. More than just places and spaces, they represent real caring relationships between community and staff. Students can feel a sense of betrayal of trust and worry about what a proposed closure means for their continued education, what is says about the education they have received and what the future will hold.

This is why the process we use involves not just the **quantitative and qualitative data** that district staff analyze in this process, **but also listening to and adjusting recommendations based on the impact, experiences, ideas and hopes expressed by our students and the communities we serve.** Evidence of this can be found in the record that shows changes in recommendations based on community input. Further, to ensure robust opportunities to provide input, the timeline by which this process takes place has been expanded from a formal process that once occurred over several weeks to one that lasts months and includes working with communities for a few years to support and drive any major transitions.

Schools that are part of the 21st Century School Buildings Plan already go through a multi-year community engagement and academic development process with the school community. Now, other schools that are part of the Annual Review recommendations **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.** Additionally, we have centered in the concept that if we have to take away an institution from a community because of its inability to fully serve students, we have to ensure that what remains in its place is of greater commitment, resources, and benefit to the communities that experience the loss. As you will see reflected in this year's and the past few years' processes, recommendations are coupled with investments in the proposed receiving schools' facilities and to ensure any newly combined schools can deliver rich and robust programming to students.

Additionally, City Schools staff have worked with school communities, partners and other city agencies to increase that investment by collaboratively solving other challenges. This can result in finding partners who can provide additional funding to improve the conditions of facilities, to address safe travel for students, and/or who can find or provide additional resources to fund other identified initiatives at these schools.

Further, as staff leading this work we continue to examine past practices and current practices in Baltimore and other places to figure out how to better serve communities. We continue to study the historical and political context that create the challenges in our schools and the communities in which they sit as our goal is to improve schools for families and to minimize harm.



21st Century School Buildings Plan

In most places that have needs like Baltimore, new school funding all too often goes to highly resourced communities. Here, we instead have made a commitment to investing first in school communities with more disparities than wealthier communities and that have *not* had access to the same amenities found in wealthier communities. **24 21st Century Schools from the initial funding are now open, growing from 15 schools last year, and more than 70% are in communities with lower community investments** based on City Schools Community Conditions Index (considers economic disparity, access to resources and neighborhood stability and safety).

By the end of this phase, 32 schools will be housed in 28 new or fully renovated facilities:

- 12 elementary schools
- 14 elementary/middle schools
- Two middle/high schools
- Four high schools

City Schools Community Conditions Index

Developed by City Schools Office of Facilities Planning in 2016-17, the Community Conditions Index in the Comprehensive Educational Facilities Master Plan is described as a composite index comprised of six socioeconomic indicators used to categorize Baltimore City communities based on three areas of equity:

- Economic disparity - (poverty rate, median household income)
- Access to resources - (availability of nearby healthy food options, access to a car)
- Neighborhood stability and safety (vacant property rate, violent crime)

The Community Conditions Index helps us visualize socioeconomic indicators that show the levels of social, financial, and asset investments within the various communities that make up our city. This allows us to see plainly where we have invested as a district and ensure that we focus investments in communities with lower access to resources and across school communities using an equity lens.

To learn more about the Community Conditions Index and City Schools Comprehensive Educational Master Plan visit:
www.baltimorecityschools.org/buildings.

Open 21st Century Schools and Community Conditions

#	Project Name	School Name	Grade Configuration	Other Schools and Programs Affected	Community Conditions Index
427	Robert Poole	Academy for College and Career Exploration (ACCE) Independence School Local I High	6-12		21
234	Arlington	Arlington Elementary School	Pre-k-5	Pimlico Elementary/Middle	9

164	Arundel	Arundel Elementary School	Pre-k-2	Carter G. Woodson Elementary/ Middle; Patapsco Elementary/ Middle; Cherry Hill Elementary/ Middle	9
124	Bay-Brook	Bay-Brook Elementary/ Middle	Pre-k-8	Curtis Bay Elementary/ Middle (grades 6-8)	11
144	James Mosher	Billie Holiday Elementary School (formerly Mosher Elementary School)	Pre-k-2	Alexander Hamilton Elementary/ Middle School; Calverton Elementary/ Middle School (grades pre-k -2)	9
256	Calvin M. Rodwell	Calvin M. Rodwell Elementary/ Middle School	Pre-k-8	Grove Park Elementary School	20
61	John Eager Howard	Dorothy I Height Elementary School	Pre-k-5	Westside Elementary; John Eager Howard Elementary	8
406	Forest Park	Forest Park High School	9-12	Northwestern High School	14
85	Fort Worthington	Fort Worthington Elementary/ Middle School	Pre-k-8	Lakewood Elementary; Dr. Rayner Browne Elementary/ Middle School	8
260	Frederick	Frederick Elementary School	Pre-k-5	Samuel Morse Elementary	8
213	Govans	Govans Elementary Schools	Pre-k-5	--	19
37	Harford Heights (William. C. March Campus)	Harford Heights Elementary School	Pre-k-5	--	8
427	Robert Poole	Independence Local I High	9-12	--	21
228	John Ruhrah	John Ruhrah Elementary Middle School	Pre-k-8	--	16
75	Calverton	Katherine Johnson Global Academy (formerly Calverton Elementary/ Middle School)	3-5	Alexander Hamilton Elementary/ Middle School; James Mosher Elementary School (grades 3-5)	9
313	Walter P. Carter	Lois T. Murray Elementary/ Middle School	1-8	--	13
204	Mary E. Rodman	Mary E. Rodman Elementary School	Pre-k-8	Sarah M. Roach Elementary	12
249	Medfield Heights	Medfield Heights Elementary School	Pre-k-5	--	21
223	Pimlico	Pimlico Elementary/ Middle School	Pre-k-8	Arlington Elementary/ Middle (grades 6-8); Dr. Martin Luther King Jr Elementary/ Middle (grades 6-8); Langston Hughes Elementary	9

314	Harford Heights (William. C. March Campus)	Sharp Leadenhall Elementary/Middle School	1-8	--	8
159	Cherry Hill	The Historic Cherry Hill Elementary/Middle School	3-8	Carter G. Woodson Elementary/Middle; Patapsco Elementary/Middle; Arundel Elementary	9
341	Lake Clifton Park	The REACH! Partnership School	9-12	--	16
134	Walter P. Carter	Walter P. Carter Elementary/Middles School	Pre-k-5	Guildford Elementary/Middle School	13
88	Lyndhurst	Wildwood Elementary/Middle School	Pre-k-8	Rognel Heights Elementary/Middle	13

Opening by Fall 2022

- Northwood Elementary School (January 2021)
- Montebello Elementary School (August 2022)
- Claremont High School (August 2022)



Next Phase of 21st Century School Buildings Plan – High School Strategy

In last year's legislative session, The Built to Learn Act of 2020 (HB1/SB1) was passed by the legislature, overriding the governor's veto during the 2021 state legislative session, and City Schools is expected to receive approximately \$420 million, which would allow us to build on the success of our existing 21st Century Schools initiative by funding Phase II – High School Strategy.

The additional facilities and schools expected to be improved with this funding are:

- Frederick Douglass building (explore creating a shared campus to house both Frederick Douglass High School and Joseph C. Briscoe Academy)
- Baltimore City College
- Western High School and Baltimore Polytechnic Institute

Strengthening Academics and Creating a 4-Year Career Readiness Strategic Plan

While we recognize recent successes for our high school students, including higher graduation rates, more college applications, and expanded access to Advanced Placement courses, students face increasingly daunting challenges. Enrollment and attendance are unacceptably low. Too often...

- 9th-grade students are not on track to graduate, based on their GPAs and course progression, and the effects of the Covid19 pandemic have only amplified this
- Too few of our graduates have the skills and preparation to secure the colleges and/or jobs they want
- Too few Career and Technical Education (CTE) programs are aligned with high-wage, high-skill jobs

As a result, ***too many of our high school graduates do not earn a livable wage, let alone a family-sustaining wage.***

We recognize that one of the key first steps to being on a path toward earning a family-sustaining wage remains earning a high school diploma. Research has shown that one of the major causes of students falling behind is students not receiving daily instruction supported by rich, rigorous grade-level content. This is why in 2021-22, City Schools will be working on adopting a **high-quality high school curriculum**, which, along with curriculum-based professional development, continuous improvement work, and culturally relevant learning opportunities, will strengthen the capacity of secondary teachers and school leaders to ensure students are experiencing a rich and rigorous curriculum aligned with grade-level standards.



Additionally, the Office of College and Career Readiness starting in 2019 began the work of assessing and evaluating our Career Technical Education (CTE) programs. Based on this deep review and informed by our partnership with the Education Strategy Group, the Fund for Educational Excellence's CTE Review, and deep engagement with students, teachers, school leaders, alumni, community members and industry experts, in March 2021, City Schools released a **four-year strategic career readiness plan**. The guiding vision for this is a system of career readiness that:

- Prepares students for an occupation that leads to a living wage;
- Provides relevant and rigorous curriculum and programming that is aligned to industry requirements;
- Ensures that our students have access to programming that meets their needs as diverse learners and is distributed across the city; and
- Uses our resources effectively and efficiently.

Why Focus Phase II 21st Century Funds on High Schools?

All of our students deserve the programs and facilities that enable them to reach their full potential and prepare them for academic and personal success. We will continue to fight for the funding that enables this. We must deploy our resources in ways that affect the most students across all communities, with robust and relevant programs and in environments most conducive to success.

High and Middle/High schools are city-wide, serve students across neighborhoods, and reach a large number of students from all across the city. Facilities that serve high school students are also significantly more expensive to fix than elementary and elementary/middle school facilities. For example, the district currently receives approximately \$29 million in Capital Improvement Funds total each year from the state. To repair just the systemic facilities needs at one high school, like Baltimore City College High School, for example, would cost over \$44 million. The disparity between the amount of annual capital funds we receive and the high cost of repairing large high schools makes addressing the facility needs of those schools virtually impossible through regular capital funds.

That's why we are focusing the next round of school renovation funds on middle/high and high schools. Doing so will maximize the number of City Schools students who have access to rigorous and relevant academic programs in safe, healthy environments that promote success.

The result of this work means that within the next four years, CTE seats at schools will increase from just over 6000 seats in 2019-20 to an expected 9,000 seats by 2023-24.

To learn more and review this plan, please visit: www.baltimorecityschools.org/cte-plan

Blueprint for Success – A Continued Commitment

Since Fall 2017, City Schools has been implementing the **Blueprint for Success**, a comprehensive approach to ensuring that all of our students have access to a high-quality education that meets their needs and interests, focused on three key areas:

- **Student wholeness** (supporting social and emotional learning, restorative practices, health and wellness services, and a well-rounded curriculum)
 - In addition to the individual and group services provided by social workers, psychologists, and counselors, six community-based partners are providing mental health clinicians to support 131 schools through the district's **Expanded Behavioral Health Program (ESBH)**. Similar to mental health clinics, this program provides prevention/early intervention, individual and group counseling and screening, and referral services for students who may need more intensive health care.
 - 38 schools have **Student Wholeness Specialists**; these school sites, called **intensive social-emotional learning sites**, support students with developing confidence, managing stress and emotions, negotiating conflict, and making responsible decisions. This added social-emotional support comes with designated student wholeness rooms for students to have an oasis of calm where they can speak with a caring adult and reflect on their feelings.
- **Literacy** (adoption of the Wit and Wisdom curriculum with its strong focus on writing, connections across the curriculum, integration of the arts, and clear connections to standards; hiring **literacy coaches**; and providing professional learning in teaching higher order literacy skills across content areas)
 - In 2019-20 there were 20 **literacy intensive sites**; this expanded to 39 schools in 2020-21. Literacy coaches at these sites provide both scholarly expertise and practitioner-based strategies to improve the work of teachers and schools. Additionally, these 39 schools extend their learning to support, mentor, and collaborate with their peers at other schools.
- **Leadership** (prioritizing leadership development and continuous professional growth to create a culture where staff and students alike know that learning is valued and celebrated)
 - In 2019-20, City Schools began implementing **Opportunity Culture** starting with a cohort of 3 schools (Hazelwood Elementary/Middle School, Holabird Elementary/Middle School, and Glenmount Elementary/Middle School) and six more schools in 2020-21 (Cecil Elementary, Dr. Bernard Harris, Sr. Elementary, Fort Worthington Elementary/Middle, Franklin Square Elementary, Mt. Royal Elementary/Middle and Pimlico Elementary/Middle).

To help close achievement and opportunity gaps, Opportunity Culture schools provide tailored development and support for excellent teachers to **lead from their seats**. These teachers support their teacher colleagues through collaboration and instructional coaching. For 2021-22, 11 additional schools have been added:

- Achievement Academy at Harbor City High
- Arlington Elementary
- Arundel Elementary
- Calvin M. Rodwell Elementary/Middle
- Commodore John Rodgers Elementary/Middle
- Federal Hill Preparatory Academy
- Hamilton Elementary/Middle
- The Historic Cherry Hill Elementary/Middle
- John Ruhrah Elementary/Middle
- KIPP Harmony Academy
- Park Heights Academy

To learn more about Opportunity Culture, please visit:

www.baltimorecityschools.org/development-teachers

- In 2018, City Schools made a **commitment to fully implement equitable practices** throughout the system by creating an equity taskforce, creating the Executive Director of Equity position reporting directly to the CEO, and developing an equity policy, which was adopted in June 2019. Since that time, City Schools **Equity Office** has been working to support leaders from the Board of School Commissioners to school-based staff to student fellows to ensure that across the district we are committed to changing and dismantling systems and structures that have intentionally created perpetuated racial inequities that prevent us from ensuring positive education outcomes for the children and families we serve.



○ In its third year, the Equity Office has expanded opportunities for level set training across the district, which develops a foundation in this work through the IRES (Introduction to Racial Equity Seminar). This ongoing professional learning includes school-based guidance in how to plan, implement, and evaluate strategies designed to promote and achieve racial equity. Within schools, newly established **School Equity Action Teams (SEATs)** are responsible for providing ongoing learning experiences to support the development of school-based staff in this work as they serve students and families.

Annual Review of Schools 2021-22: Summary of Recommendations Table

Recommendation	School / Building	Program	Building
Closures and Building Surplus	Steuart Hill Academic Academy	Close effective summer 2022	Surplus effective summer 2022
	Eutaw-Marshburn Elementary School	Close effective summer 2022	Surplus effective summer 2022
	Dr. Bernard Harris Elementary School	Close effective summer 2022	Surplus effective summer 2022
Closure / Retain Building	New Era Academy	Close effective summer 2022	Retain building
Relocation/ Retain Building	Claremont School	Relocate program to new 21st century space on the Patterson High School	Retain building
Operator Renewal	Baltimore Design School	3-year renewal	No new recommendation (building not owned by City Schools)
	Baltimore Montessori Public Charter School	3-year renewal	No new recommendation (building not owned by City Schools)
	The Belair-Edison School	3-year renewal	No new recommendation
	City Neighbors Charter School	3-year renewal	No new recommendation (building not owned by City Schools)
	City Neighbors Hamilton	3-year renewal	No new recommendation
	City Springs Elementary/ Middle School	3-year renewal	No new recommendation
	ConneXions: A Community Based Arts School	3-year renewal	No new recommendation
	Creative City Public Charter School	3-year renewal	No new recommendation (building not owned by City Schools)
	Elmer A. Henderson: A Johns Hopkins Partnership School	3-year renewal	No new recommendation (building not owned by City Schools)
	Frederick Elementary School	3-year renewal	No new recommendation
	Furman L. Templeton Preparatory Academy	3-year renewal	No new recommendation
	The Green School of Baltimore	3-year renewal	No new recommendation (building not owned by City Schools)

Recommendation	School / Building	Program	Building
	Independence School Local I	3-year renewal	No new recommendation
	Southwest Baltimore Charter School	3-year renewal	No new recommendation
Building Surplus	George W.F. McMechen High School building	n/a	Surplus in summer 2022
21 st Century Building Plan Amendments	Dr. Carter G. Woodson building	n/a	Remove from Exhibit 6
	Thurgood Marshall building	n/a	change surplus date from 2023 to 2025
	West Baltimore building	n/a	Change surplus date from summer 2022 to spring 2022, and add building to Exhibit 6

2021-22 Annual Review Recommendations Summary

Program Closures and Building Surpluses

Dr. Bernard Harris, Sr. Elementary School #250

Recommendation

Program: close the program in June 2022

Building: surplus the building to the city of Baltimore in summer 2022

Both Dr. Bernard Harris, Sr. Elementary School, a school in east Baltimore serving students in grades pre-kindergarten through grade 5, and nearby Johnston Square Elementary School, another elementary school serving the same grades, are small schools that have had low enrollment over the past several years and have struggled to be fiscally sustainable and offer robust, varied programming to students due to size. The Dr. Bernard Harris building is the poorer building of the two; once an open space building, it is now a partially enclosed space building with walls that do not reach the ceiling, sound that transmits easily between spaces, and very little natural light. The Johnston Square building has had more recent investments, including a new HVAC system that will be complete in summer 2022. Harford Heights Elementary School, another nearby elementary school serving the same grade bands, opened in its new 21st century building in fall 2021 and has space for additional students.

In order to improve academic programming offerings amongst the schools and to ensure students have access to facilities better able to support learning in healthy environments, the recommendation is to close the Dr. Bernard Harris, Sr. Elementary School and split the zone between Johnston Square and Harford Heights. This will increase student and family access to schools in better buildings with the capacity to have increased per-student funding to sustain rich, robust, and varied educational programs less than a mile from their homes.

Dr. Bernard Harris, Sr. was a nationally recognized Baltimore physician and a civic-minded member of the community, involved in many organizations. If the recommendation is approved, staff will work with the receiving school communities to find ways to continue to honor his legacy.

Eutaw-Marshburn Elementary School #11

Recommendation

Program: close the program in June 2022

Building: surplus the building to the city of Baltimore in summer 2022

The Eutaw-Marshburn building has serious structural weaknesses related to the exterior of the building, which causes frequent leaking and flooding. The building also needs a new HVAC system and new windows, which cannot be completed without addressing the structural issues. In addition to the facilities conditions, Eutaw-Marshburn is a small school that has had low enrollment overtime. Due to its small size, it has struggled to be financially sustainable and offer robust, varied programming for students. Eutaw-Marshburn is located near other elementary schools that have the capacity to serve more students: Dorothy I. Height Elementary School, which opened in its new 21st century building in 2018; The Historic Samuel Coleridge Taylor, a small elementary school in a building that has had many recent investments; and Furman Templeton Preparatory

Academy, a conversion charter school that has been in operation since 2011 and has had recent investments is set to receive additional investments this school year, 2021-22.

Eutaw-Marshburn is located near other elementary schools that have the capacity to serve more students: Dorothy I. Height Elementary School, which opened in its new 21st century building in 2018; The Historic Samuel Coleridge Taylor, a small elementary school in a building that has had many recent investments; and Furman Templeton Preparatory Academy, a conversion charter school that has been in operation since 2011, has had recent investments and is set to receive additional investments this school year, 2021-22.

Therefore, Eutaw-Marshburn is recommended to close, with students being re-zoned to either Dorothy I. Height, The Historic Samuel Coleridge Taylor, or Furman Templeton in order to improve the access for all of the students in the area to strong academic programming housed in health facilities that support learning.

Steuart Hill Academic Academy #04

Recommendation

Program: close the program in June 2022

Building: surplus building to city of Baltimore in summer 2022

Steuart Hill is a very small elementary program that has had declining enrollment over time. Due to its small size, the school has struggled to be able to provide robust academic programming for students and has received baseline supplemental funding. Supplemental funding is provided to schools who based on a mathematical formula, need additional funding to support basic programming; often this is not enough to relieve all of the challenges small schools face.

Additionally, the school is housed in a building in very poor condition in need of many facilities updates. Nearby Franklin Square Elementary/Middle School and Frederick Elementary School are two programs in buildings that are in better condition. The Franklin Square building has received many recent investments, and Frederick Elementary School opened in its 21st century building in 2017. Franklin Square is a community school with Bon Secours Works serving as its lead agency and it is an Opportunity Culture school (where teacher leaders with proven track records develop their colleagues to drive school improvement). Frederick Elementary School is a neighborhood charter school operated by Baltimore Curriculum Project (BCP). Neighborhood charter schools serve communities and enroll in-zone students in the same way as neighborhood schools. BCP is a proven operator that delivers strong programming to students and families.

It is recommended that the Steuart Hill program close at the end of school year 2021-22 and Steuart Hill students be rezoned to either Franklin Square Elementary/Middle School or Frederick Elementary School so that students and families across the three areas have access to improved programming in healthy learning environments. If approved, the Franklin Square and Frederick zones would be expanded to include the Steuart Hill zone.

New Era Academy #422

Recommendation

Program: close the program in June 2022

Building: retain the building

New Era Academy is one of the district'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 in very poor condition. 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. Due to the low utilization of the building, it is not eligible for state approval of Capital Improvement Funding to fix the challenges. While growth is expected in the south Baltimore communities that attend New Era, enrollment is not likely to change sufficiently enough to overcome the utilization issue for this building in the next 3-5 years and the severe conditions of the facility are immediate.

Due to the small size of the program, underutilization of the building, and the conditions of the building, New Era Academy is recommended to close at the end of school year 2021-22. If approved, students from the Cherry Hill, Maree G. Farring, Curtis Bay, Bay- Brook, Westport and Lakeland zones will be given preference at both Digital Harbor High School and Benjamin Franklin High School at Masonville Cove. The PTECH program and Seagoing CTE pathway at New Era would move to Digital Harbor High School, and the Army Junior Reserve Officers Training Corps (AJROTC) program would be moved to Benjamin Franklin High School.

Program Relocation

Claremont School #307

Recommendation

Program: Relocate program to its new space within the 21st Century Patterson building;

Building: retain the building

Claremont School is a separate public day school in southeast Baltimore serving students city-wide with Individual Education Plans (IEPs) that require LRE-F designation in grades 6-12. When practical, co-locating separate public day schools within specially designed campuses as co-locations with traditional schools with similar grade configurations, ensures all student groups are benefiting from the 21st Century School Buildings program and allows the district to address facility needs across school populations. Due to this and the poor condition of the Claremont facility, as a part of the 21st Century School Buildings Plan, in 2014-15 the Board of School Commissioners approved the movement of the Claremont program to the new 21st Century Patterson High School building. In 2018-19, the Board approved an extension of the use of the Claremont building to 2022 due to delays in construction on the Patterson building.

Claremont will be relocating into its new 21st century space on the campus of Patterson High School in summer 2022 and will open in its new space for school year 2022-23.

Operator Renewal

Baltimore Design School #382

Recommendation

Program: 3-year renewal

Building: No new recommendation (building not owned by City Schools)

Baltimore Design School is a Transformation school serving students in grades 6-12 in southeast Baltimore. It is operated by Baltimore Design School, Inc. Based on the recommendation of the Charter and Operator-led Schools Advisory Board, and the findings of the renewal review, City Schools' CEO recommends a three-year renewal of the operator's contract.

Baltimore Montessori Public Charter School #336

Recommendation

Program: 3-year renewal

Building: No new recommendation (building not owned by City Schools)

Baltimore Montessori Public Charter School is a charter school serving students in grades Pre-k through 8 in southeast Baltimore. It is operated by Baltimore Montessori, Inc. Based on the recommendation of the Charter and Operator-led Schools Advisory Board, and the findings of the renewal review, City Schools' CEO recommends a three-year renewal of the operator's contract.

The Belair-Edison School #231

Recommendation

Program: 3-year renewal

Building: No new recommendation

The Belair-Edison School is a charter school serving students in grades Pre-k through 8 in northeast Baltimore. It is operated by Belair-Edison School, LLC. Based on the recommendation of the Charter and Operator-led Schools Advisory Board, and the findings of the renewal review, City Schools' CEO recommends a three-year renewal of the operator's contract.

City Neighbors Charter School #326

Recommendation

Program: 3-year renewal

Building: No new recommendation (building not owned by City Schools)

City Neighbors Charter School is a charter school serving students in grades K through 8 in northeast Baltimore. It is operated by City Neighbors Charter School, Inc. Based on the recommendation of the Charter and Operator-led Schools Advisory Board, and the findings of the renewal review, City Schools' CEO recommends a three-year renewal of the operator's contract.

City Neighbors Hamilton #346

Recommendation

Program: 3-year renewal

Building: No new recommendation

City Neighbors Hamilton is a charter school serving students in grades K through 8 in northeast Baltimore. It is operated by City Neighbors Hamilton, Inc. Based on the recommendation of the Charter and Operator-led Schools Advisory Board, and the findings of the renewal review, City Schools' CEO recommends a three-year renewal of the operator's contract.

City Springs Elementary/Middle School #8

Recommendation

Program: 3-year renewal

Building: No new recommendation

City Springs Elementary/Middle School is a charter school serving students in grades Pre-k through 8 in southeast Baltimore. It is operated by Baltimore Curriculum Project. Based on the recommendation of the Charter and Operator-led Schools Advisory Board, and the findings of the renewal review, City Schools' CEO recommends a three-year renewal of the operator's contract.

ConneXions: A Community Based Arts School #325

Recommendation

Program: 3-year renewal

Building: No new recommendation

ConneXions: A Community Based Arts School is a charter school serving students in grades 6 through 12 in northwest Baltimore. It is operated by Baltimore Teacher Network. Based on the recommendation of the Charter and Operator-led Schools Advisory Board, and the findings of the renewal review, City Schools' CEO recommends a three-year renewal of the operator's contract.

Creative City Public Charter School #384

Recommendation

Program: 3-year renewal

Building: No new recommendation (building not owned by City Schools)

Creative City Public Charter School is a charter school serving students in grades K through 5 in northwest Baltimore. It is operated by Creative City Public Charter School Foundation, Inc. Based on the recommendation of the Charter and Operator-led Schools Advisory Board, and the findings of the renewal review, City Schools' CEO recommends a three-year renewal of the operator's contract.

Elmer A. Henderson: A Johns Hopkins Partnership School #368

Recommendation

Program: 3-year renewal

Building: No new recommendation (building not owned by City Schools)

Elmer A. Henderson: A Johns Hopkins Partnership School is a contract school serving students in grades Pre-k through 8 in southeast Baltimore. It is operated by East Baltimore Community School, Inc. Based on the recommendation of the Charter and Operator-led Schools Advisory Board, and the findings of the renewal review, City Schools' CEO recommends a three-year renewal of the operator's contract.

Frederick Elementary School #260

Recommendation

Program: 3-year renewal

Building: No new recommendation

Frederick Elementary School is a charter school serving students in grades Pre-k through 5 in southwest Baltimore. It is operated by Baltimore Curriculum Project. Based on the recommendation of the Charter and Operator-led Schools Advisory Board, and the findings of the renewal review, City Schools' CEO recommends a three-year renewal of the operator's contract.

Furman L. Templeton Preparatory Academy #125

Recommendation

Program: 3-year renewal

Building: No new recommendation

Furman L. Templeton Preparatory Academy is a charter school serving students in grades Pre-k through 5 in southwest Baltimore. It is operated by F.L. Templeton Preparatory Academy, Inc. Based on the recommendation of the Charter and Operator-led Schools Advisory Board, and the findings of the renewal review, City Schools' CEO recommends a three-year renewal of the operator's contract.

The Green School of Baltimore #332

Recommendation

Program: 3-year renewal

Building: No new recommendation (building not owned by City Schools)

The Green School of Baltimore is a charter school serving students in grades K through 5 in northeast Baltimore. It is operated by Experiential Environmental Education, Inc. Based on the recommendation of the Charter and Operator-led Schools Advisory Board, and the findings of the renewal review, City Schools' CEO recommends a three-year renewal of the operator's contract.

Independence School Local I High #333

Recommendation

Program: 3-year renewal

Building: No new recommendation

Independence School Local I High is a charter school serving students in grades 9 through 12 in northwest Baltimore. It is operated by Baltimore Teacher Network. Based on the recommendation of the Charter and Operator-led Schools Advisory Board, and the findings of the renewal review, City Schools' CEO recommends a three-year renewal of the operator's contract.

Southwest Baltimore Charter School #328

Recommendation

Program: 3-year renewal

Building: No new recommendation

Southwest Baltimore Charter School is a charter school serving students in grades K through 8 in southwest Baltimore. It is operated by Southwest Baltimore Charter School, Inc. Based on the recommendation of the Charter and Operator-led Schools Advisory Board, and the findings of the renewal review, City Schools' CEO recommends a three-year renewal of the operator's contract.

Recommendation for Building surplus

George W.F. McMechen High School Building

Recommendation

Program: N/A

Building: Surplus building to city of Baltimore in summer 2022

In 2020, the Board of School Commissioners voted to close the McMechen program when construction on the new 21st century Claremont School space at the Patterson campus completes, and this part of the building is ready to receive students. Claremont will move into its new building space in summer 2022. Students from McMechen who still need an LRE-F placement will be enrolled in either William S. Baer School or Claremont School based on individual student need starting in school year 2022-23. After this, the George McMechen building will no longer be needed for educational purposes.

Recommendations for buildings plan amendments

Dr. Carter G. Woodson Building

Recommendation

Program: N/A

Building: Retain in the district's portfolio and remove from Exhibit 6

The Carter G Woodson building was set to be surplus in summer 2022. However, its systems are connected to the Southside facility and cannot be surplus without systems separation which was not approved by the IAC for CIP funding. City Schools is exploring options for future educational use of the site. The site is being recommended to be removed from Exhibit 6 and retained in the district's portfolio.

Thurgood Marshall Building

Recommendation

Program: N/A

Building: Amend surplus date from summer 2023 to summer 2025

The Thurgood Marshall building is the temporary swing space for Furley Elementary School and Vanguard Collegiate Middle School while their permanent buildings undergo renovations/construction. The construction on these buildings is not expected to be complete until 2025, and therefore the Thurgood Marshall building will need to continue housing these programs until this time.

West Baltimore Building

Recommendation

Program: N/A

Building: Amend surplus date from summer 2022 to spring 2022 and add to Exhibit 6

In 2021, the Board approved the surplus of the West Baltimore building in summer 2022. As it is no longer being used for swing space, the district has no further educational uses for the building and can be surplus earlier than originally anticipated. The building will be added to Exhibit 6 in the place of the Dr. Carter G. Woodson building.

Appendix A

School Closure and Building Surplus Recommendation Reports Submitted to the Baltimore City Board of School Commissioners November 9, 2021, for Consideration as Part of the Annual School Review and Recommendations, 2021-22

The Baltimore City Board of School Commissioners (Board) will hold a state-mandated public hearing and a special session regarding schools recommended for closure and buildings scheduled for surplus out of the district's buildings portfolio. At these times, the public will also have the opportunity to comment on all recommendations from this year's Annual Review.

Public hearing

Thursday, December 2, 2021
7:30 to 9:30 p.m.

Special session for public testimony

Wednesday, December 15, 2021
6:30 to 8:30 p.m.

Due to the ongoing COVID-19 public health emergency, Board meetings are currently being held remotely. Please check the Board calendar or BoardDocs on the City Schools website for call-in information to observe the meetings. The opportunity for oral testimony will be closed after completion of the December 15 special session. The Board will also accept written comments until 5:00 p.m. on Friday, January 7, 2022. Please send your comments to the Baltimore City Board of School Commissioners, 200 E. North Avenue, Room 406, Baltimore, MD 21202, or email to portfoliorecommendations@bcps.k12.md.us. In order for the Board to legally accept written comments, the sender must fully identify him- or herself in the submission. The Board anticipates voting on the recommendations at its regularly scheduled public meeting on Tuesday, January 11, 2022, beginning at 5:00 p.m.

Recommendations to Close School Programs and Surplus Buildings

Dr. Bernard Harris, Sr. Elementary School #250

Summary

- Both Dr. Bernard Harris, Sr. Elementary School, a school in east Baltimore serving students in grades pre-kindergarten through grade 5, and nearby Johnston Square Elementary School, another elementary school serving the same grades, are small schools that have had low enrollment over the past several years and have struggled to be fiscally sustainable and offer robust, varied programming to students.
- Johnston Square is an intensive social emotional learning site and a community school with the Y of Central Maryland serving as its lead agency.
- Harford Heights Elementary School, another nearby elementary school serving the same grade bands, opened in its new 21st century building in fall 2021, and has space for additional students. It is a 100% Project School; schools that are part of the 100% Project Initiative have undergone continued professional learning focused on creating inclusive student-centered environments and improving outcomes for students. The school is also a community school with Child First Authority serving as its lead agency. Harford Heights has 2 Citywide elementary Pride programs for students with disabilities.
- The Dr. Bernard Harris building is a partially enclosed open space building, with walls that do not reach the ceiling, sound that is easily transmitted across spaces, and very little natural light. The Johnston Square building is in better shape to receive additional students. The facility has had a roof replacement and fire safety improvements in 2015 and is undergoing HVAC work that is set to complete in summer 2022.
- If approved, the closure of Dr. Bernard Harris would provide students and families access to schools with greater capacity to offer more robust academic programming housed in better facilities.
- If this recommendation is approved, the Johnston Square facility will also receive bathroom upgrades and beautification.

Recommendations

- 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 Johnston Square zone to include the portion of the Dr. Bernard Harris zone south of Preston St. and to expand the Harford Heights zone to include the remaining portion of the Dr. Bernard Harris zone north of Preston St.
- Surplus the Dr. Bernard Harris building to the city of Baltimore in summer 2022 after it is no longer needed for educational purposes.

Opportunities/ Potential Impact

- Splitting the Dr. Bernard Harris zone between Johnston Square and Harford Heights will increase student and family access to schools in better buildings with the capacity to have increased per-student funding to sustain rich, robust, and varied educational programs.

- Expanding the Harford Heights zone to include a portion of the Dr. Bernard Harris zone will increase the number of City Schools students with access to a 21st century building and its resources.
- If approved, surplus the Dr. Bernard Harris building reduces excess square footage in the district and reduces maintenance and utility costs.
- Dr. Bernard Harris, Sr. was a nationally recognized Baltimore physician and a civic-minded member of the community, involved in many organizations. If the recommendation is approved, staff will work with the receiving school communities to find ways to continue to honor his legacy.

Reasons for Closure

- Because of its small number of students, Dr. Bernard Harris Elementary School has limited resources to provide quality programming and does not have sufficient enrollment for long-term sustainability.

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 percentages 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.

PARCC Results	2016-2017		2017-2018		2018-2019	
	School	District	School	District	School	District
Math (grades 3–5), % meeting or exceeding expectations	≤5%	15.6%	≤5%	16.9%	≤5%	17.1%
Math (grades 3–5), mean scale score	703	716	702	716	704	717
ELA (grades 3–5), % meeting or exceeding expectations	≤5%	14.2%	≤5%	16.5%	≤5%	17.9%
ELA (grades 3–5), mean scale score	702	712	699	714	698	715

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.

School Climate	2016-17	2017-18	2018-19	2019-20*	2020-2021
Student attendance rate (%)	92.0%	91.5%	90.9%	91.0%	80.2%
# of Suspensions	31	*	10	*	*
# of Expulsions	*	*	*	*	*

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 the 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 was reported for the 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.

Grade	2017-18	2018-19	2019-20	2020-21	2021-22*
Pre-k	25	31	42	21	
K	53	35	44	44	
1	63	51	37	46	
2	54	51	46	35	
3	60	39	53	44	
4	57	52	39	53	
5	40	57	49	46	
Total	352	316	310	289	271

*Figure is unofficial September 30 enrollment used for 2021-22 funding adjustments, excluding pre-kindergarten students (where applicable). Official enrollment numbers are expected to differ as a result of the MSDE data-cleansing process; final data anticipated by December 2021.

Educational Programs Affected

- Of the **39** staff members at Dr. Bernard Harris Elementary School, **21** are in positions for delivery of instruction.
- There are 29 students with disabilities at the school; 59% of students receive 80% or more of their education inside the general education classroom and 41% 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.
- Dr. Bernard Harris Elementary School currently houses **two** pre-kindergarten classrooms.

**Sources: Unofficial September 30 Child Count as of 9/30/2021. 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

Dr. Bernard Harris Elementary School utilizes district 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

Extracurricular Activities/ Student Support

- Community School (Lead Agency: City Schools)
- Amplify Tutoring
- The Movement Team: family & student resources
- C & C Advocacy: Mental Health Services

Student Relocation

- Under the City Schools recommendation to close Dr. Bernard Harris Elementary School, students would be automatically re-zoned to either Johnston Square Elementary School for students who live south of Preston St. or Harford Heights Elementary School for student who live north of Preston St.

Racial Composition

- The racial composition for Dr. Bernard Harris Elementary School, Johnston Square Elementary School, and Harford Heights Elementary School, are similar, where more than 95% of students at all three schools are African American.

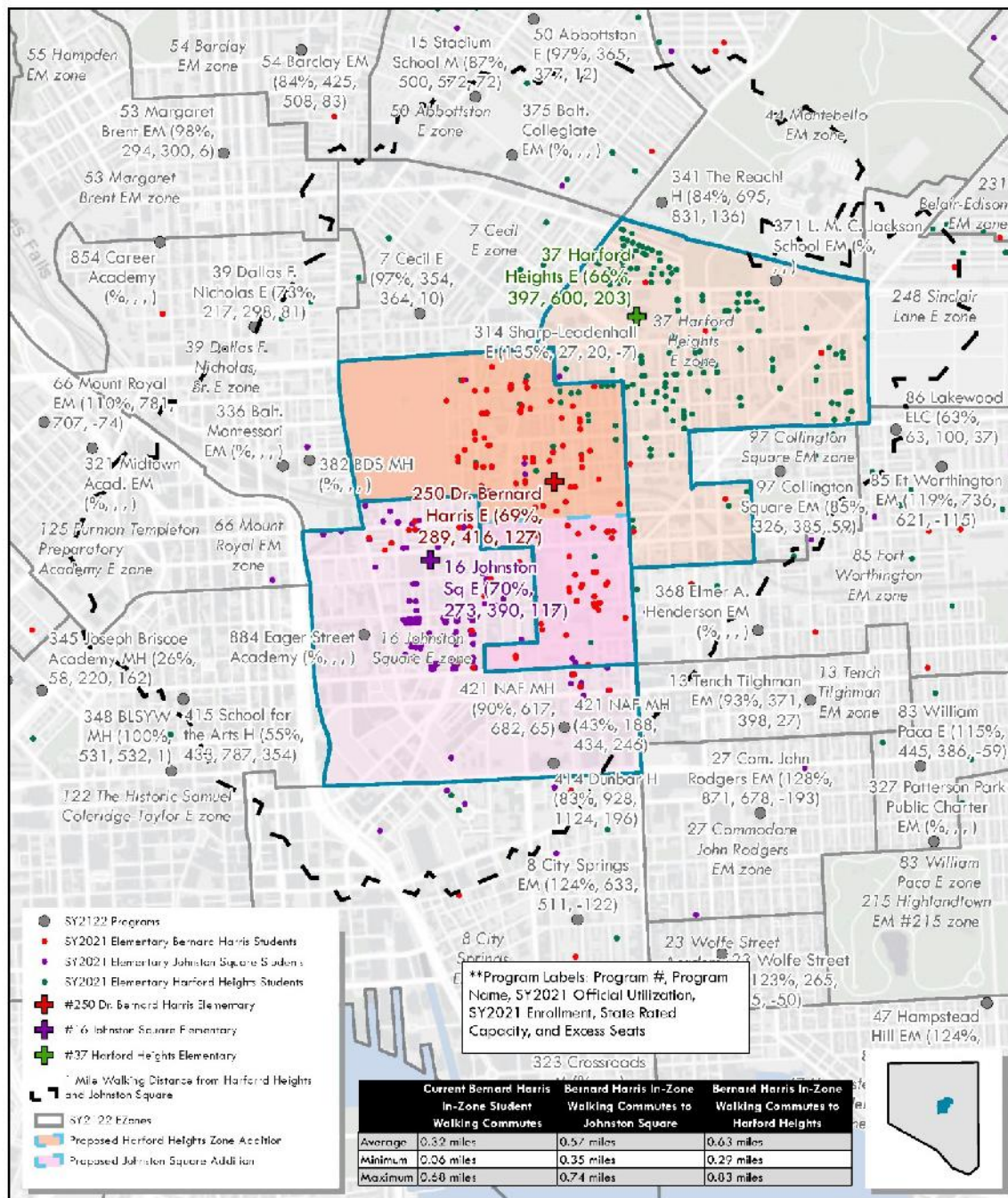
2020-21 School Year	% African American	% White	% Hispanic	% Asian/Pacific Islander	% American Indian	% Non-Hispanic Multi-Racial
Dr. Bernard Harris Elementary School	≥95%	≤5%	≤5%	≤5%	≤5%	≤5%
Johnston Square Elementary School	≥95%	≤5%	≤5%	≤5%	≤5%	≤5%
Harford Heights Elementary School	≥95%	≤5%	≤5%	≤5%	≤5%	≤5%

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 Bernard F. Harris Students



N
0 0.25 0.5 1 Miles
Date: 9/30/2021

BALTIMORE CITY
PUBLIC SCHOOLS

Facility Information

Type: Traditional elementary		State-rated capacity: 416
Grades served: PK – 5		Building utilization rate: 69% (SY 20-21)
Address: 1400 N. Caroline Street, 21213 Planning area: E		
Date constructed: 1971		
Site size: 2.7 acres		
Building area: 84,636 sq. ft.		

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 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 the purpose of 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.

Building Name	Site	Structure	Roof	Vertical Envelope	Interiors	HVAC	Plumbing	Electrical	Elevators	Fire
Dr. Bernard Harris Sr. E	Fair	Fair	Excellent	Fair	Fair	Fair	Fair	Fair	--	Fair

Financial Considerations

- Dr. Bernard Harris's projected budget for the 2021-22 fiscal year is \$2,168,988 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 that houses the school. Once the Dr. Bernard Harris building has been returned to the city of Baltimore for disposition, the district will eliminate its expenses associated with maintaining and operating the facility.

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 but which 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 poorer 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 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. If this recommendation is approved, the school would 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. If this recommendation is approved, the school would also receive bathroom upgrades and beautification. FL Templeton Preparatory Academy, Inc., the operator of the school since 2011, is currently undergoing renewal and is recommended to continue its contract.

- 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 and its resources.
- If approved, surplus the Eutaw-Marshburn building reduces excess square footage in the district 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.

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.

PARCC Results	2016-2017		2017-2018		2018-2019	
	School	District	School	District	School	District
Math (grades 3–5), meeting or exceeding expectations	9.5%	15.6%	5.5%	16.9%	5.2%	17.1%
Math (grades 3–5), mean scale score	707	716	702	716	704	717
ELA (grades 3–5), meeting or exceeding expectations	7.6%	14.2%	≤5%	16.5%	≤5%	17.9%
ELA (grades 3–5), mean scale score	700	712	697	714	696	715

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.

School Climate	2016-17	2017-18	2018-19	2019-20*	2020-2021
Student attendance rate (%)	93.1%	91.6%	89.5%	90.7%	89.0%
# of Suspensions	22	*	17	*	*
# of Expulsions	*	*	*	*	*

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.

Grade	2017-18	2018-19	2019-20	2020-21	2021-22*
Pre-k	42	27	31	10	
K	42	49	42	35	
1	49	39	47	38	
2	38	46	39	50	
3	42	30	49	40	
4	46	35	31	46	
5	37	33	32	29	
Total	296	259	271	248	192

*Figure is unofficial September 30 enrollment used for 2021-22 funding adjustments, excluding pre-kindergarten students (where applicable). Official enrollment numbers are expected to differ as a result of the MSDE data-cleansing process; final data anticipated by December 2021.

Educational Programs Affected

- Of the **42** staff members at Eutaw-Marshburn Elementary School, **24** are in positions for delivery of instruction.
- There are 24 students with disabilities at the school; 83% of students receive 80% or more 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 district 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.

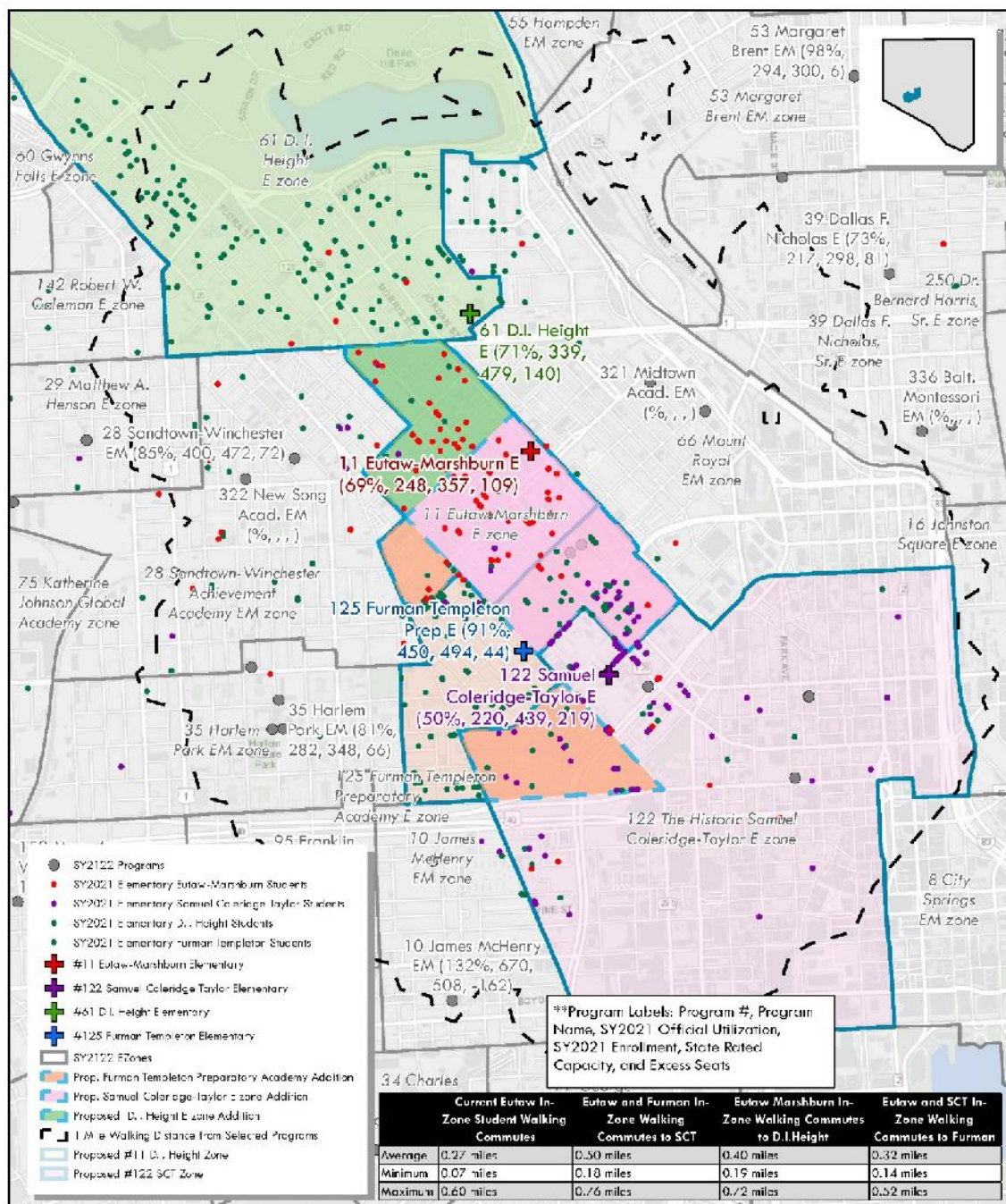
2020-21 School Year	% African American	% White	% Hispanic	% Asian/Pacific Islander	% American Indian	% Non-Hispanic Multi-Racial
Eutaw-Marshburn Elementary School	≥95%	≤5%	≤5%	≤5%	≤5%	≤5%
Dorothy I. Height Elementary School	≥95%	≤5%	≤5%	≤5%	≤5%	≤5%
Furman Templeton Elementary School	≥95%	≤5%	≤5%	≤5%	≤5%	≤5%
Samuel Coleridge Taylor Elementary	≥95%	≤5%	≤5%	≤5%	≤5%	≤5%

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



N
0 0.25 0.5 1 Miles
Date: 9/30/2021

BALTIMORE CITY
PUBLIC SCHOOLS

Facility Data

Type: Traditional elementary school		State-rated capacity: 357
Grades served: PK – 5		Building utilization rate: 69% (SY 20-21)
Address: 1624 Eutaw Place, 21217 Planning area: S		
Date constructed: 1966		
Site size: 3.6 acres		
Building area: 106,878 sq. ft.		

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 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.

Building Name	Site	Structure	Roof	Vertical Envelope	Interiors	HVAC	Plumbing	Electrical	Elevators	Fire
Eutaw-Marshburn	Fair	Fair	Good	Fair	Fair	Fair	Fair	Fair	Fair	Fair

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 it 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, the district will eliminate its expenses associated with maintaining and operating the facility.

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 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 buildings 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) is currently undergoing renewal and is recommended to continue in its contract. 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. If this recommendation is approved the school will also receive bathroom upgrades and beautification.

Recommendations

- 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 or Frederick Elementary School.
- Expand the zones for Franklin Square Elementary/Middle School to include the part of the Steuart Hill zone east of Gilmore St and expand the Frederick Elementary School to include the portion of the Steuart Hill Academic Academy zone west of Gilmore St.
- 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 splitting the Steuart Hill zone between Franklin Square and Frederick will allow families and students to benefit from school programs better able to offer rich, robust, and varied educational programs due to increased per-student funding.
- Expanding the Frederick Elementary School zone to include a portion of the Steuart Hill zone will increase the number of City Schools students with access to a 21st century building and its resources.
- If approved, surplusage the Steuart Hill building reduces excess square footage in the district and reduces maintenance and utility costs.

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.

PARCC Results	2016-2017		2017-2018		2018-2019	
	School	District	School	District	School	District
Math (grades 3–5), meeting or exceeding expectations	12.0%	15.6%	15.4%	16.9%	11.0%	17.1%
Math (grades 3–5), mean scale score	714	716	718	716	720	717
ELA (grades 3–5), meeting or exceeding expectations	7.0%	14.2%	6.0%	16.5%	11.0%	17.9%
ELA (grades 3–5), mean scale score	704	712	705	714	712	715

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.

School Climate	2016-17	2017-18	2018-19	2019-20*	2020-2021
Student attendance rate (%)	88.0%	91.4%	91.5%	91.3%	76.5%
# of Suspensions	*	*	*	*	*
# of Expulsions	*	*	*	*	*

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.

Grade	2017-18	2018-19	2019-20	2020-21	2021-22*
Pre-k	28	40	39	15	
K	43	30	42	35	
1	37	47	29	32	
2	48	39	45	19	
3	43	25	32	34	
4	37	33	25	28	
5	39	34	38	24	
Total	275	248	250	187	159

*Figure is unofficial September 30 enrollment used for 2021-22 **funding adjustments**, excluding pre-kindergarten students (where applicable). Official enrollment numbers are expected to differ as a result of the MSDE data-cleansing process; final data anticipated by December 2021.

Educational Programs Affected

- Of the **26** staff members at Stuart Hill Academic Academy, **16** are in positions for delivery of instruction.
- There are 22 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.*
- Stuart 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 district 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 have similar racial compositions. Steuart Hill and Frederick are slightly more diverse than Franklin Square, with a higher proportion of students who are white.

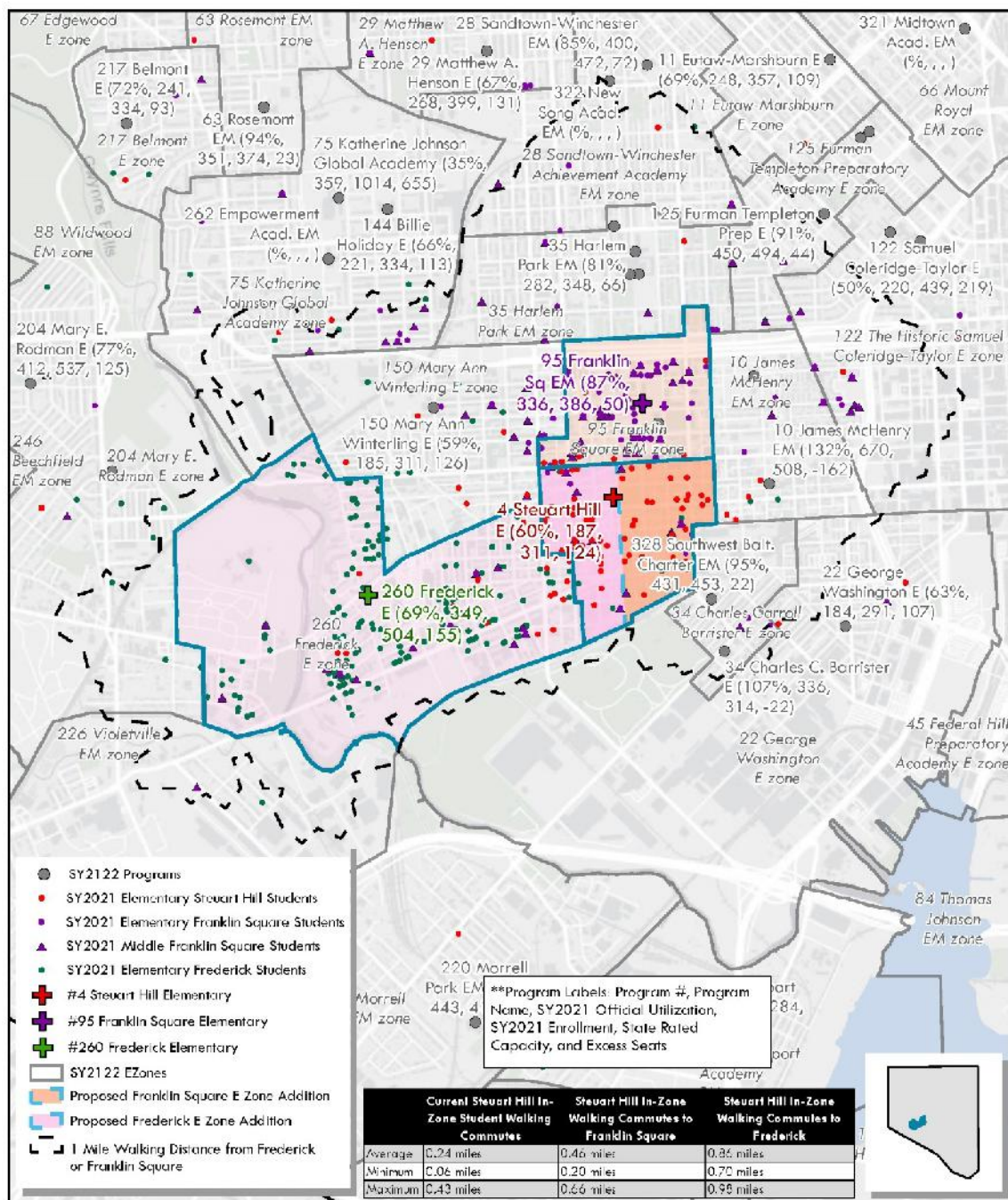
2020-21 School Year	% African American	% White	% Hispanic	% Asian/ Pacific Islander	% American Indian	% Non- Hispanic Multi- Racial
Steuart Hill Academic Academy	87%	7%	≤5%	≤5%	≤5%	≤5%
Franklin Square Elementary/Middle School	94%	≤5%	≤5%	≤5%	≤5%	≤5%
Frederick Elementary School	84%	6%	≤5%	≤5%	≤5%	≤5%

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 Steuart Hill Students



N
0 0.25 0.5 1 Miles
Date: 10/4/2021

BALTIMORE CITY
PUBLIC SCHOOLS

Facility Data

Type: Traditional elementary school		State-rated capacity: 311
Grades served: Pre-k – 5		Building utilization rate: 60% (20-21)
Address: 30 S. Gilmor Street, 21223 Planning area:		
Date constructed: 1969		
Site size: 2.26 acres		
Building area: 96,669 sq. ft.		

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 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.

Building Name	Site	Structure	Roof	Vertical Envelope	Interiors	HVAC	Plumbing	Electrical	Elevators	Fire
Steuart Hill E	Good	Fair	Poor	Good	Fair	Poor	Fair	Good	Fair	Good

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.

New Era Academy #422

Summary

- New Era Academy is one of the district'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 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 2021-22 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.

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 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.

PARCC Results	2016-2017		2017-2018		2018-2019	
	School	District	School	District	School	District
Algebra I, % meeting or exceeding expectations	≤5%	11.4%	≤5%	8.9%	≤5%	9.2%
Algebra I, mean scale score	693	713	690	710	698	711
ELA 10, % meeting or exceeding expectations	≤5%	17.0%	≤5%	13.9%	≤5%	16.1%
ELA 10, mean scale score	673	705	673	702	676	706

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	2016-17	2017-18	2018-19	2019-20	2020-21
4-year cohort graduation rate	63.9%	56.0	62.0%	46.6%	Unavailable *

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

School Climate	2016-17	2017-18	2018-19	2019-20*	2020-2021
Student attendance rate (%)	61.9%	64.3%	65.8%	79.2%	61.5%
# of Suspensions	98	46	55	77	*
# of Expulsions	*	*	*	*	*

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.

Grade	2017-18	2018-19	2019-20	2020-21	2021-22*
6	16				
7	17				
8	26				
9	87	124	138	142	
10	74	75	100	112	
11	65	49	54	92	
12	49	40	36	42	
Total	334	288	328	388	281

*Figure is unofficial September 30 enrollment used for 2021-22 funding adjustments, excluding pre-kindergarten students (where applicable). Official enrollment numbers are expected to differ as a result of the MSDE data-cleansing process; final data anticipated by December 2021.

Educational Programs Affected

- Of the **37** 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 district 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.

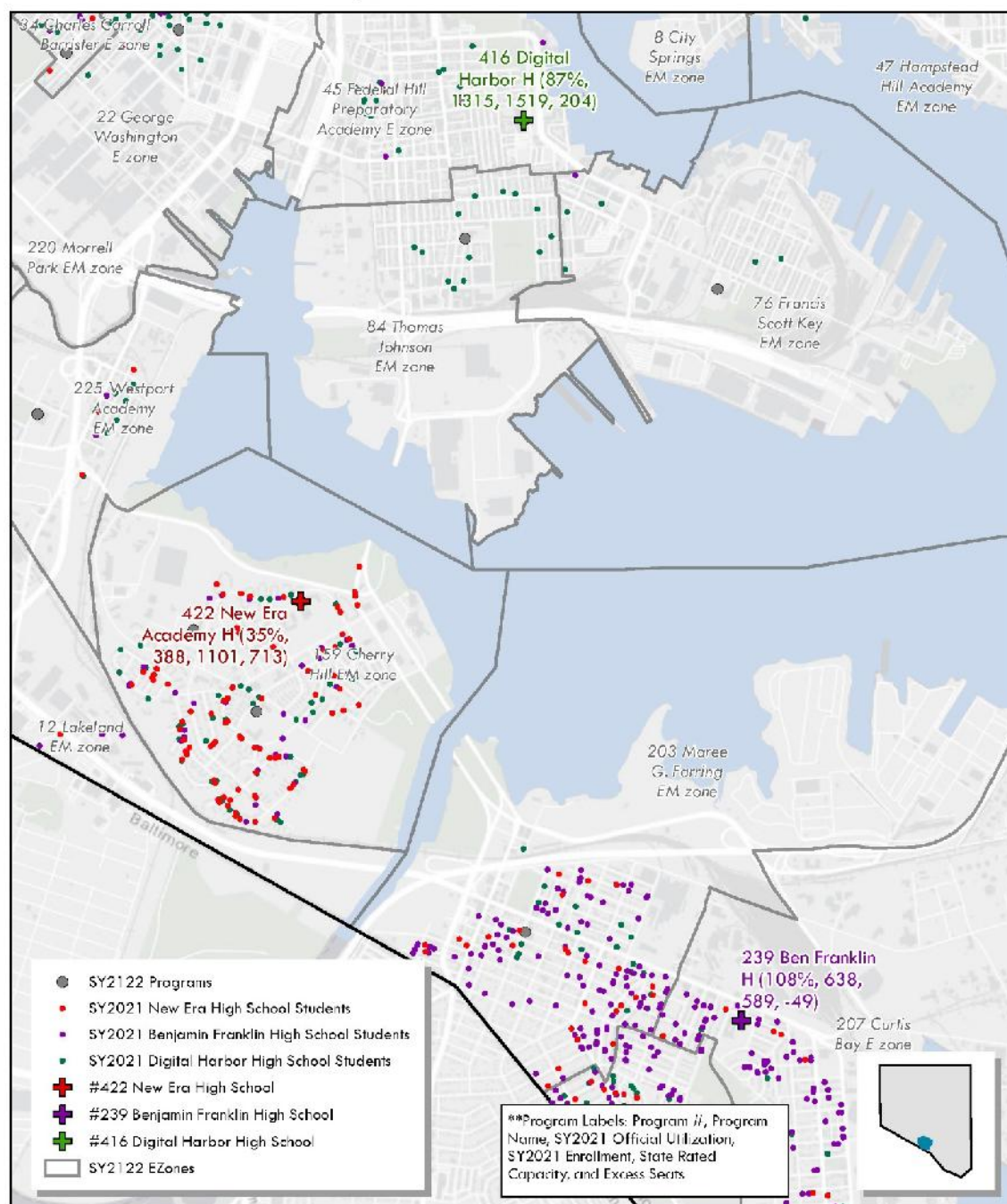
2020-21 School Year	% African American	% White	% Hispanic	% Asian/ Pacific Islander	% American Indian	% Non- Hispanic Multi-Racial
New Era Academy	60%	≤5%	36%	≤5%	≤5%	≤5%
Benjamin Franklin High School	38%	23%	36%	≤5%	≤5%	≤5%
Digital Harbor High School	64%	6%	28%	≤5%	≤5%	≤5%

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



Date: 9/30/2021

BALTIMORE CITY
PUBLIC SCHOOLS

Facility Information

Type: Traditional high school		State-rated capacity: 1 100
Grades served: 9-12		Building utilization rate: 30% (SY 20-21)
Address: 2700 Seamon Avenue, 21225 Planning area: S		
Date constructed: 1954 (o); 1966 (a); 2011 (r)		
Site size: 16.09 acres		
Building area: 164,490 acres		

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 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.

Building Name	Site	Structure	Roof	Vertical Envelope	Interiors	HVAC	Plumbing	Electrical	Elevators	Fire
Southside Bldg.	Fair	Good	Fair	Good	Fair	Good	Fair	Fair	Fair	Fair

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.

Recommendations to Surplus Buildings

George W.F. McMechen building

4411 Garrison Boulevard
Baltimore, MD 21215

Summary

- The George W.F. McMechen High School building is located in northwest Baltimore and currently houses George W.F. McMechen High School, a separate public day school serving students in grades 9-12.
- In 2020, the Board of School Commissioners approved the closure of George W. F. McMechen High school when construction on the new 21st century space for Claremont High School at the Patterson High School campus was complete and the facility was ready to receive students. Students from McMechen who still need an LRE-F placement will be enrolled in either the Baer School or Claremont High School based on individual need.
- The new 21st century space for Claremont High School will be ready for students in summer 2021, and after this, the George McMechen building will no longer be needed.

Recommendation

- Surplus the George McMechen building to the city of Baltimore in summer 2022 after it is no longer needed for educational purposes.

Opportunities/ Potential Impact

- Surplus the George W. F. McMechen facility which will no longer house a school program reduces excess district building capacity, thereby increasing the districtwide utilization rate and lowering maintenance costs.
- George W.F. McMechen was a prominent African American lawyer in Baltimore and was a prominent advocate for African American civil rights. Given the importance of this school name and desire to maintain the history of schools, staff will explore ways to honor the history and legacy of the McMechen program and name with the receiving schools and within the district's portfolio of schools.

Reasons for Surplus

- 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 the McMechen students can be met at William S. Baer School or Claremont School, separate public day schools that serve populations similar to McMechen.
- Of the three buildings housing programs for separate public day school programs, the McMechen building is in the poorest condition. Its utilization has made it ineligible for Capital Improvement Project funding to address numerous concerns, and it is an open space building, with very few enclosed classrooms, and very few windows resulting in limited natural light.

Educational Programs Affected

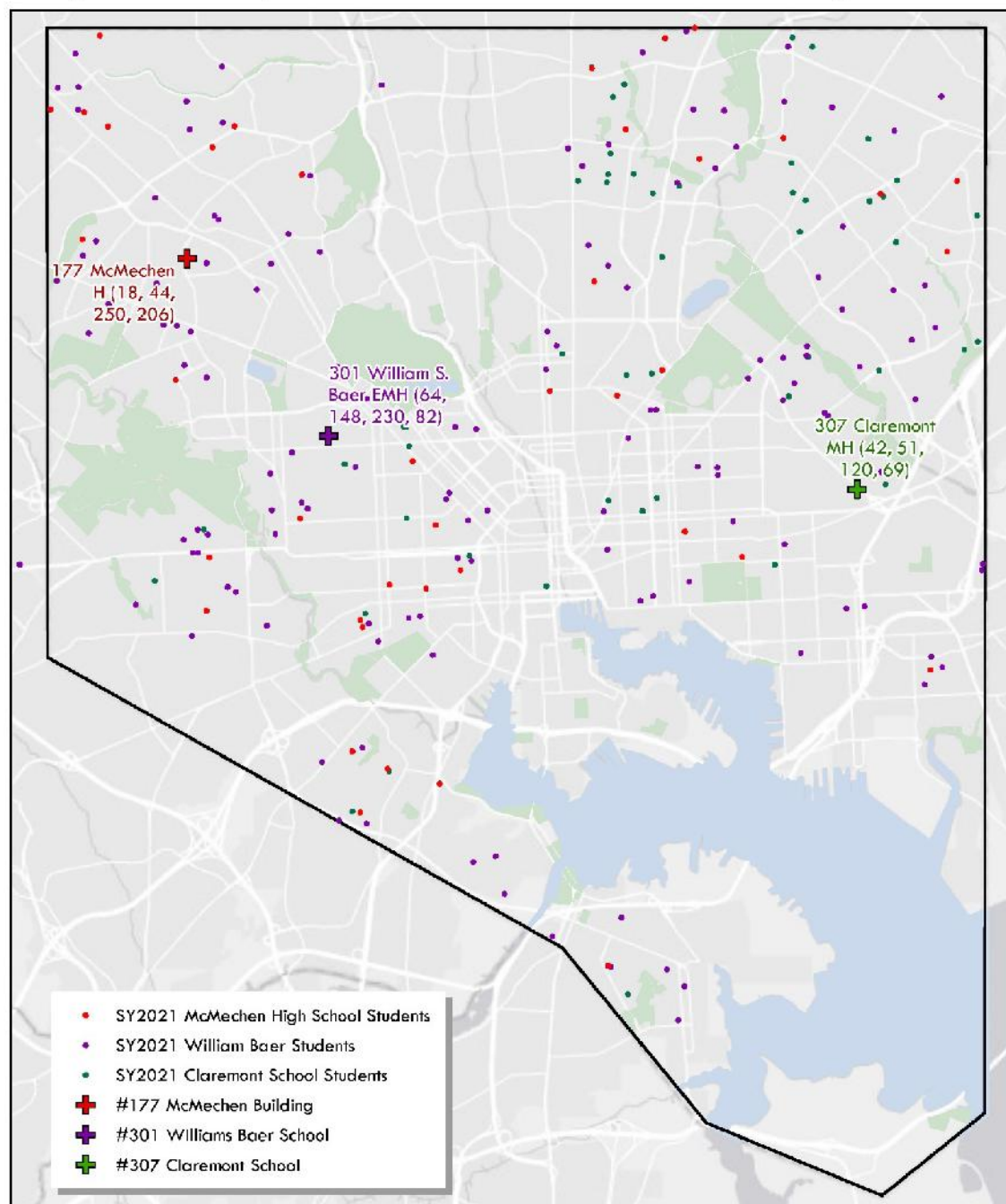
- Of the **30** staff members at George W.F. McMechen High School, **15** are in positions for delivery of instruction.
- There are 36 students with disabilities at the school, ranging in age from 14 to 21 years old. All students receive special education and related services for greater than 50% of the day. As a separate public day school, the program does not house programs for students without disabilities. *

Sources: Unofficial September 30 Child Count as of October 19, 2021. These numbers are expected to change as a result of the MSDE data-cleansing process; final data anticipated by January 2022.

Student Relocation

- Students still requiring an LRE-F placement under their IEPs will be enrolled in either the Baer School or Claremont School based on individual need.

Proposed Surplus of 177 McMechen Building



N
0 0.5 1 2 Miles
Date: 9/30/2021

BALTIMORE CITY
PUBLIC SCHOOLS

Facility Information

Type: Separate public day school		State-rated capacity: 250
Grades served: 9 -12		Building utilization rate: 18% (SY 20-21)
Address: 4411 Garrison Blvd, 21215 Planning area: NW-B		
Date constructed: 1953 (O); 1977 (A)		
Site size: 6.8 acres		
Building area: 100,728 sq. ft.		

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 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 the purpose of 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.

Building Name	Site	Structure	Roof	Vertical Envelope	Interiors	HVAC	Plumbing	Electrical	Elevators	Fire
McMechen H	Fair	Fair	Fair	Fair	Fair	Poor	Fair	Fair	Fair	Fair

Financial Considerations

- 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 George W.F. McMechen building has been returned to the city of Baltimore for disposition, the district will eliminate its expenses associated with maintaining and operating the facility.

Appendix B

New Charter School Openings for the 2021-22 School Year

Clay Hill Public Charter School

Configuration: Elementary/middle school (opened serving grades kindergarten through 3; will eventually serve grades kindergarten through 8)

Clay Hill Public Charter School (CHPCS) is an elementary/middle school operated by Patterson Park Public Charter School, Inc., replicating its current program Patterson Park Public Charter School located in southeast Baltimore. The school will eventually serve up to 540 students in grades kindergarten through 8. CHPCS's vision is focused on three key areas developing life-long learners, healthy families, and strong neighborhoods, recognizing that students' academic outcomes are impacted by factors outside of the classroom. Its mission is to provide a community-centered learning environment that values diversity and embraces a whole child approach to develop well-educated citizens.

Pimlico Elementary/Middle School

Configuration: Elementary/middle school (pre-k through 8)

Pimlico Elementary/Middle School is a conversion charter school operated by the Baltimore Curriculum Project. Pimlico moved into its renovated 21st Century building in 2019 and serves grades pre-K through 8. Pimlico's mission is, "with enthusiasm, patience, and dedication, all stakeholders in our 21st century learning community will create opportunities for students to explore ideas, develop their potential, and celebrate their growth as we prepare them to become college and career ready." BCP's academic model includes Direct Instruction reading programs, Core Knowledge and Eureka Math. The middle school program at Pimlico offers the district's first Health Science program in partnership with Sinai Hospital as well as honors courses and a Baltimore-specific community building and leadership development program called Leaders Go Places. Restorative Practices is also a core tenant of the program.

Appendix C

Operator Renewal Recommendation Reports

Purpose of the Report

The renewal report is a summary of findings and a resulting recommendation regarding renewal of the charter or contract for an operator-run school. To inform this recommendation, Baltimore City Public Schools collects and analyzes documentation including the school's renewal application, and an evaluation of the school's performance based on the renewal rubric, the School Effectiveness Review (SER) performed on site at each school and consideration of all other relevant information.

City Schools' renewal criteria are based on state law (§ 9-101, *et seq.*, MD. CODE ANN., EDUC.) and Baltimore City Board of School Commissioners' policy IHBJ and associated administrative regulations (IHBJ-RA and JFA-RA). The Board's policy requires that schools up for renewal be evaluated on multiple measures including, but not limited to, the following:

- **Student achievement**, constituting at least 50 percent of the renewal score and including measures such as schoolwide performance on state assessments, College and Career Readiness (for schools with high school grades), academic programming for special student populations, and a school's fidelity to its charter
- **School climate** (chronic absence, suspensions, enrollment trends, school choice data, and school survey results from parents, teachers, and students)
- **Financial management and governance** (annual audits, school budget submissions, grants management, board documentation; compliance/adherence with federal, state, and local laws, rules, and regulations)
- An overall finding of not effective in any of the key areas (Student Achievement, School Climate, or Financial Management/Governance) may be the basis of a non-renewal decision.

The renewal process is a component of City Schools' annual review of its schools, designed to ensure that students and families across the district have access to school options that meet their interests and needs. The framework was originally developed in 2011 by the Renewal Stakeholders Working Group (composed of school operators from a range of school types, Supporting Public Schools of Choice, and the Maryland Charter School Network) who worked to develop a methodology for evaluating the performance of operator-run schools. The result: a fair, transparent, and rigorous renewal framework that reflects schools' unique nature and innovative contributions to student achievement, used for the first time in the 2012-13 school year, and a process for reviewing and updating the framework each year.

At the conclusion of each year's renewal cycle, staff engages operators and other key stakeholders in a review of the process to identify areas for improvement that could be addressed while still maintaining a level of predictability for schools up for renewal in the following year.

The Process

Based on recommendation of staff and feedback from school operators and other stakeholders following the normal feedback and review cycle, the Baltimore City Board of School

Commissioners approved a modified renewal process for school year 2021-22. This modified process was designed to take into considerations the lingering impacts of the Covid19 pandemic on student data while still holding operators accountable to delivering strong programs for students. This year's process takes a focused look at data in the key areas (Student Achievement, School Climate and Effective Financial Management and Governance). Since the scope of certain data items like state assessments is limited, the Board approved modifications so that the only terms schools will be eligible for are either a three-year renewal term or non-renewal¹. Non-renewal recommendations will be considered for schools where the evidence indicates serious financial sustainability concerns, or inability to comply with critical state, federal and local guidelines that places students, staff or the district at risk. Thus, schools that earn a "Not Effective" rating in any of the following metrics will be recommended for non-renewal by the Charter and Operator-Led Schools Advisory Board to the CEO:

- Effective Programming for Students with Disabilities,
- Audit Content, Internal Controls,
- Operator Capacity, or
- Strategic Leadership/Governance (All of Domain 4 from SER).

If a school is considered for non-renewal based on any of these four metrics, the Board will also consider the school's record of renewal and academic performance, as measured in the Academic Success section of the renewal rubric, in making its renewal decision.

In addition to determining the renewal or non-renewal of a school's contract, the renewal process informs the Board and the public on the efficacy of school performance and practices, as well as helping identify areas for growth in schools' planning for their next contract term.

The revised process continues to use the following components:

- Renewal Rubric (Updated to reflect the above changes)
- Application for Renewal
- Data Tables prepared by City Schools
- School Effectiveness Review (Streamlined to include fewer key actions in metrics used in the School Climate section of the renewal rubric)

The process starts with a review by the Charter and Operator-led Advisory Board, whose members represent foundations, nonprofit organizations, school choice advocates, school operators, and district representatives; and whose function is to provide advice to the CEO on renewal and other issues as they relate to operator-led schools. In performing its review, the Advisory Board looks at all data and information, both quantitative and qualitative, to make sound recommendations to the CEO. After its review of the components above, the Advisory Board makes recommendations to City Schools' CEO on whether charters or contracts should be renewed. The CEO considers the recommendations and the quantitative and qualitative review, and then makes her own recommendation to the Board. In some instances, the nature or severity of an issue raised during the renewal process is serious enough to give it extra weight in formulating

¹ In the modified renewal process for 2021-22, schools will not be eligible for a 5-year term or 8-year "extended" term. However, the outcome of the 2021-22 renewal process will allow schools to earn progress towards an extended renewal term in the future. According to Board Policy IHBJ – Public Charter Schools, "A public charter school shall only be eligible for an extended renewal term if the school has two or more consecutive full renewals, including demonstrating quality programming for all student groups." For the 2021-22 renewal process, a school that receives "Meets Expectations", "Effective" or "Highly Effective" in each of the four metrics that could lead to non-renewal listed above, as well as "Effective" or "Highly Effective" in the overall Academics section, will be considered to have earned a full renewal for their progress towards an 8-year extended renewal in future renewal processes.

the renewal recommendation and, ultimately, the renewal decision, especially in instances where the issue affects the wellbeing of students, staff, or the district as a whole.

The ultimate decision on all operator renewals rests with the Board, which considers the recommendations and rationale of the CEO, the operator renewal report, testimony given at public Board meetings and work sessions, the contents of the official record and the factors listed in policy IHBJ and administrative regulation IHBJ-RA for charter schools, and policy FCA and administrative regulation FCA-RA for non-charter schools. This includes the Board's ability to consider prior partial renewal terms afforded to operators who have had serious challenges in the prior renewal that remain issues that continue to affect the wellbeing of students, staff, or the district as a whole based on evidence in this renewal process. In particular, as Policy IHBJ states, "[t]he Board may decide that a public charter school is not eligible for two consecutive partial renewals."

Actions	Timeline
Schools submit renewal applications	September 2, 2021
Charter and Operator-led Schools Advisory Board reviews renewal applications and makes recommendations to the CEO	September to October 2021
District presents recommendations to Board at public meeting	November 9, 2021
Work Session for operator to provide oral testimony to Board in a meeting open to the public	December 9, 2021
Board votes on renewal recommendations	January 11, 2022

Baltimore Design School #382

Operator: Baltimore Design School, Inc.

Configuration: Middle/High

Type: Transformation

Enrollment: 511²

Below is a summary of operator renewal findings. For more information, please see the school's full Renewal Report available on the district website at www.baltimorecityschools.org/opening-and-operating-charter-school-under-Charter-and-Operator-Renewal.

Recommendation

3-year renewal

Findings (Middle/High school rubric)

Category 1. Has the school followed sufficient financial management and governance practices? Has the school had challenges with meeting critical district, state or federal guidelines? Has the school delivered strong academic programming for students with disabilities that demonstrates a trajectory of growth? Has the school provided strategic leadership and governance?

² Enrollment figures are unofficial September 30 enrollment used for 2021-22 funding adjustments, excluding pre-k students (where applicable). Official enrollment numbers are expected to differ as a result of the MSDE data-cleansing process; final data anticipated by December 2021.

Sub-Category	Renewal Metric	City Schools Rating
1.1 Audit Content, Internal Controls	The extent to which the school's Independent Auditor's Reports offer unqualified opinions and no management points in each of the years of the charter term. The extent to which statements of cash flow and ratio of assets to liabilities indicate that the operator has strong performance on their short-term liquidity measure.	Meets Expectations
1.2 Effective Programming for Students with Disabilities	The extent to which the school has a demonstrated a strong trajectory of growth, is aware of its data and responsibilities to students with disabilities, does not have any gaps or has decreased gaps in the data as it relates to performance and climate metrics for students with disabilities over time, and has effectively and consistently implemented processes, interventions and strategies to support student outcomes over the course of the contract.	Effective
1.3 Operator Capacity	The extent to which the school has operated effectively, and the operator has consistently met all state, federal reporting requirements critical District or federal obligations and has not received any Notices of Concern or Notices of Reprimand during the contract period. (Evidence that may be considered includes compliance with state or federal reporting requirements, budget submissions and monitoring reports, quarterly reports, and the relative number, frequency and severity of Notices of Concern or Notices of Reprimand.)	Effective
1.4 Strategic Leadership/ Governance	School Effectiveness Review Score - Strategic Leadership	Effective
There is no overall rating for this section as each metric is considered individually.		

Category 2. Is the school an academic success?

Sub-Category	Renewal Metric	City Schools Rating
2.1 Absolute Student Achievement	Average Mean Scale Score PARCC ELA (grades 6-8)	Not Effective
	Average Mean Scale Score PARCC Math (grades 6-8)	Effective
	Average Mean Scale Score PARCC ELA 10	Highly Effective
	Average Mean Scale Score PARCC Algebra I	Highly Effective

2.2 Student Achievement Trend	Trend in Average Mean Scale Score PARCC ELA (grades 6-8)	Highly Effective
	Trend in Average Mean Scale Score PARCC Math (grades 6-8)	Highly Effective
	Trend in Average Mean Scale Score PARCC ELA 10	Not Effective
	Trend in Average Mean Scale Score PARCC Algebra I	Not Effective
2.3 Student Achievement Growth	Growth in Average Mean Scale Score PARCC ELA (grades 6-8)	Not Effective
	Growth in Average Mean Scale Score PARCC Math (grades 6-8)	Developing
2.4 College and Career Readiness	Participation and Success in indicators of college and career readiness; College Enrollment within 16 months of graduation	Highly Effective
2.5 Fidelity to Charter/ Application Overall	The extent to which the school has fully implemented the mission expressed in its charter application and this mission is clear to all stakeholders. The extent to which the school has delivered high quality programming for all student subgroups. The extent to which the school is gathering data to assess its efficacy and has effectively addressed any challenges evident in the data, particularly in the areas of subgroup performance, enrollment, student attendance, dropout rates, attrition and student choice data/school demand.	Effective
2.6 Student Graduation Rate: 4-Year Cohort Graduation Rate	Percent of diploma-track students who graduated from City Schools with their freshman-year cohort, averaged over school years 2018-2020	Highly Effective
Academics Overall Rating		Effective

Category 3. Does the school have a strong climate^{3?}

As part of the modified renewal process for 2021-22, Domains 1-3 of the School Effectiveness Review (SER), which are considered in the Climate section of the renewal rubric, were modified and abbreviated. These domains did not receive overall ratings and are summarized below. For more information on the efficacy of school practice in these domains please see the full SER report available on the district website at <https://www.baltimorecityschools.org/opening-and-operating-charter-school> under Charter and Operator Renewal.

Domain 1: Highly Effective Instruction		
Domain	Description	Rating
1.1	School leadership supports highly effective instruction.	Effective
1.2	Teachers use multiple data sources to adjust practice.	Not Rated
1.3	Teachers deliver highly effective instruction.	Developing
1.4	Teachers establish a classroom environment in which teaching, and learning can occur.	Not rated

Domain 2: Talented People		
Domain	Description	Rating
2.1	The school implements systems to select effective teachers and staff whose skills and beliefs meet the needs of the school.	Not Rated
2.2	The school develops teacher and staff capacity through individualized support and professional development.	Highly Effective

Domain 3: Vision and Engagement		
Domain	Description	Rating
3.1	The school has a clear vision and mission that promotes a student-centered, culturally relevant learning that prepares students for future	Effective
3.2	The school cultivates and sustains open communication and decision-making opportunities with families and the community.	Effective
3.3	The climate and culture of the school creates a welcoming learning environment that meets the academic, social, and emotional needs of each student.	Not Rated

Baltimore Montessori Public Charter School #336

Operator: Baltimore Montessori, Inc.

Configuration: Elementary/Middle

Type: Charter

Enrollment: 436⁴

Below is a summary of operator renewal findings. For more information, please see the school's full Renewal Report available on the district website at www.baltimorecityschools.org/opening-and-operating-charter-school under Charter and Operator Renewal.

Recommendation

3-year renewal

Findings (Elementary/Middle school rubric)

Category 1. Has the school followed sufficient financial management and governance practices? Has the school had challenges with meeting critical district, state or federal guidelines? Has the school delivered strong academic programming for students with disabilities that demonstrates a trajectory of growth? Has the school provided strategic leadership and governance?

Sub-Category	Renewal Metric	City Schools Rating
1.1 Audit Content, Internal Controls	The extent to which the school's Independent Auditor's Reports offer unqualified opinions and no management points in each of the years of the charter term. The extent to which statements of cash flow and ratio of assets to liabilities indicate that the operator has strong performance on their short-term liquidity	Developing
1.2 Effective Programming for Students with Disabilities	The extent to which the school has a demonstrated a strong trajectory of growth, is aware of its data and responsibilities to students with disabilities, does not have any gaps or has decreased gaps in the data as it relates to performance and climate metrics for students with disabilities over time, and has effectively and consistently implemented processes, interventions and strategies to support student outcomes over the course of the contract.	Effective

⁴ Enrollment figures are unofficial September 30 enrollment used for 2021-22 funding adjustments, excluding pre-k students (where applicable). Official enrollment numbers are expected to differ as a result of the MSDE data-cleansing process; final data anticipated by December 2021.

1.3 Operator Capacity	The extent to which the school has operated effectively, and the operator has consistently met all state, federal reporting requirements critical District or federal obligations and has not received any Notices of Concern or Notices of Reprimand during the contract period. (Evidence that may be considered includes compliance with state or federal reporting requirements, budget submissions and monitoring reports, quarterly reports, and the relative number, frequency and severity of Notices of Concern or Notices of Reprimand.)	Developing
1.4 Strategic Leadership/ Governance	School Effectiveness Review Score - Strategic Leadership	Effective
There is no overall rating for this section as each metric is considered individually.		

Category 2. Is the school an academic success?

Sub-Category	Renewal Metric	City Schools Rating
2.1 Absolute Student Achievement	Average Mean Scale Score PARCC ELA (grades 3-5)	Developing
	Average Mean Scale Score PARCC Math (grades 3-5)	Not Effective
	Average Mean Scale Score PARCC ELA (grades 6-8)	Not Effective
	Average Mean Scale Score PARCC Math (grades 6-8)	Not Effective
2.2 Student Achievement Trend	Trend in Average Mean Scale Score PARCC ELA (grades 3-5)	Highly Effective

	Trend in Average Mean Scale Score PARCC Math (grades 3-5)	Not Effective
	Trend in Average Mean Scale Score PARCC ELA (grades 6-8)	Not Effective
	Trend in Average Mean Scale Score PARCC Math (grades 6-8)	Not Effective
2.3 Student Achievement Growth	Growth in Average Mean Scale Score PARCC ELA (grades 3-5)	Highly Effective
	Growth in Average Mean Scale Score PARCC Math (grades 3-5)	Not Effective
	Growth in Average Mean Scale Score PARCC ELA (grades 6-8)	Effective
	Growth in Average Mean Scale Score PARCC Math (grades 6-8)	Effective

2.4 Fidelity to Charter/ Application Overall	The extent to which the school has fully implemented the mission expressed in its charter application and this mission is clear to all stakeholders. The extent to which the school has delivered high quality programming for all student subgroups. The extent to which the school is gathering data to assess its efficacy and has effectively addressed any challenges evident in the data, particularly in the areas of subgroup performance, enrollment, student attendance, dropout rates, attrition and student choice data/school demand.	Effective
2.5 Effective Programming for All Student Racial/Ethnic Groups	The extent to which the school has provided high quality programming for students in all racial/ethnic groups. The extent to which the school has instructional approaches, processes and practices in place that seek to ensure students in all groups achieve and to address gaps in achievement between student groups.	Developing
Academics Overall Rating		Developing

Category 3. Does the school have a strong climate?

As part of the modified renewal process for 2021-22, Domains 1-3 of the School Effectiveness Review (SER), which are considered in the Climate section of the renewal rubric, were modified and abbreviated. These domains did not receive overall ratings and are summarized below. For more information on the efficacy of school practice in these domains please see the full SER report available on the district website at <https://www.baltimorecityschools.org/opening-and-operating-charter-school> under Charter and Operator Renewal.

Domain 1: Highly Effective Instruction		
Domain	Description	Rating
1.1	School leadership supports highly effective instruction.	Developing
1.2	Teachers use multiple data sources to adjust practice.	Not Rated
1.3	Teachers deliver highly effective instruction.	Effective
1.4	Teachers establish a classroom environment in which teaching, and learning can occur.	Not rated

Domain 2: Talented People		
Domain	Description	Rating
2.1	The school implements systems to select effective teachers and staff whose skills and beliefs meet the needs of the school.	Not Rated
2.2	The school develops teacher and staff capacity through individualized support and professional development.	Effective

Domain 3: Vision and Engagement		
Domain	Description	Rating
3.1	The school has a clear vision and mission that promotes a student-centered, culturally relevant learning that prepares students for future	Effective
3.2	The school cultivates and sustains open communication and decision-making opportunities with families and the community.	Highly Effective
3.3	The climate and culture of the school creates a welcoming learning environment that meets the academic, social, and emotional needs of each student.	Not Rated

The Belair-Edison School #231

Operator: Belair-Edison School, LLC

Configuration: Elementary/Middle

Type: Charter

Enrollment: 979⁵

Below is a summary of operator renewal findings. For more information, please see the school's full Renewal Report available on the district website at www.baltimorecityschools.org/opening-and-operating-charter-school under Charter and Operator Renewal.

Recommendation

3-year renewal

⁵ Enrollment figures are unofficial September 30 enrollment used for 2021-22 funding adjustments, excluding pre-k students (where applicable). Official enrollment numbers are expected to differ as a result of the MSDE data-cleansing process; final data anticipated by December 2021.

Findings (Elementary school rubric⁶)

Category 1. Has the school followed sufficient financial management and governance practices? Has the school had challenges with meeting critical district, state or federal guidelines? Has the school delivered strong academic programming for students with disabilities that demonstrates a trajectory of growth? Has the school provided strategic leadership and governance?

Sub-Category	Renewal Metric	City Schools Rating
1.1 Audit Content, Internal Controls	The extent to which the school's Independent Auditor's Reports offer unqualified opinions and no management points in each of the years of the charter term. The extent to which statements of cash flow and ratio of assets to liabilities indicate that the operator has strong performance on their short-term liquidity measure.	Meets Expectations
1.2 Effective Programming for Students with Disabilities	The extent to which the school has a demonstrated a strong trajectory of growth, is aware of its data and responsibilities to students with disabilities, does not have any gaps or has decreased gaps in the data as it relates to performance and climate metrics for students with disabilities over time, and has effectively and consistently implemented processes, interventions and strategies to support student outcomes over the course of the contract.	Developing
1.3 Operator Capacity	The extent to which the school has operated effectively, and the operator has consistently met all state, federal reporting requirements critical District or federal obligations and has not received any Notices of Concern or Notices of Reprimand during the contract period. (Evidence that may be considered includes compliance with state or federal reporting requirements, budget submissions and monitoring reports, quarterly reports, and the relative number, frequency and severity of Notices of Concern or Notices of Reprimand.)	Effective
1.4 Strategic Leadership/ Governance	School Effectiveness Review Score - Strategic Leadership	Effective
There is no overall rating for this section as each metric is considered individually.		

Category 2. Is the school an academic success?

Sub-Category	Renewal Metric	City Schools Rating
2.1 Absolute Student Achievement	Average Mean Scale Score PARCC ELA (grades 3-5)	Not Effective
	Average Mean Scale Score PARCC Math (grades 3-5)	Not Effective

⁶ The Belair-Edison School is considered as an elementary school for the purposes of the renewal review because their merger with the Afya middle school program was not completed during the period looked at in the review.

2.2 Student Achievement Trend	Trend in Average Mean Scale Score PARCC ELA (grades 3-5)	Effective
	Trend in Average Mean Scale Score PARCC Math (grades 3-5)	Not Effective
2.3 Student Achievement Growth	Growth in Average Mean Scale Score PARCC ELA (grades 3-5)	Not Effective
2.3 Student Achievement Growth	Growth in Average Mean Scale Score PARCC Math (grades 3-5)	Not Effective
2.4 Fidelity to Charter/ Application Overall	The extent to which the school has fully implemented the mission expressed in its charter application and this mission is clear to all stakeholders. The extent to which the school has delivered high quality programming for all student subgroups. The extent to which the school is gathering data to assess its efficacy and has effectively addressed any challenges evident in the data, particularly in the areas of subgroup performance, enrollment, student attendance, dropout rates, attrition and student choice data/school demand.	Developing
Academics Overall Rating		Not Effective

Category 3. Does the school have a strong climate?

As part of the modified renewal process for 2021-22, Domains 1-3 of the School Effectiveness Review (SER), which are considered in the Climate section of the renewal rubric, were modified and abbreviated. These domains did not receive overall ratings and are summarized below. For more information on the efficacy of school practice in these domains please see the full SER report available on the district website at <https://www.baltimorecityschools.org/opening-and-operating-charter-school> under Charter and Operator Renewal.

Domain 1: Highly Effective Instruction		
Domain	Description	Rating
1.1	School leadership supports highly effective instruction.	Effective
1.2	Teachers use multiple data sources to adjust practice.	Not Rated
1.3	Teachers deliver highly effective instruction.	Developing
1.4	Teachers establish a classroom environment in which teaching, and learning can occur.	Not rated

Domain 2: Talented People		
Domain	Description	Rating
2.1	The school implements systems to select effective teachers and staff whose skills and beliefs meet the needs of the school.	Not Rated
2.2	The school develops teacher and staff capacity through individualized support and professional development.	Highly Effective

Domain 3: Vision and Engagement		
Domain	Description	Rating
3.1	The school has a clear vision and mission that promotes a student-centered, culturally relevant learning that prepares students for future	Effective
3.2	The school cultivates and sustains open communication and decision-making opportunities with families and the community.	Highly Effective
3.3	The climate and culture of the school creates a welcoming learning environment that meets the academic, social, and emotional needs of each student.	Not Rated

City Neighbors Charter School #326

Operator: City Neighbors Charter School, Inc.

Configuration: Elementary/Middle

Type: Charter

Enrollment: 232⁷

Below is a summary of operator renewal findings. For more information, please see the school's full Renewal Report available on the district website at www.baltimorecityschools.org/opening-and-operating-charter-school under Charter and Operator Renewal.

Recommendation

3-year renewal

⁷ Enrollment figures are unofficial September 30 enrollment used for 2021-22 funding adjustments, excluding pre-k students (where applicable). Official enrollment numbers are expected to differ as a result of the MSDE data-cleansing process; final data anticipated by December 2021.

Findings (Elementary/Middle school rubric)

Category 1. Has the school followed sufficient financial management and governance practices? Has the school had challenges with meeting critical district, state or federal guidelines? Has the school delivered strong academic programming for students with disabilities that demonstrates a trajectory of growth? Has the school provided strategic leadership and governance?

Sub-Category	Renewal Metric	City Schools Rating
1.1 Audit Content, Internal Controls	The extent to which the school's Independent Auditor's Reports offer unqualified opinions and no management points in each of the years of the charter term. The extent to which statements of cash flow and ratio of assets to liabilities indicate that the operator has strong performance on their short-term liquidity measure.	Meets Expectations
1.2 Effective Programming for Students with Disabilities	The extent to which the school has a demonstrated a strong trajectory of growth, is aware of its data and responsibilities to students with disabilities, does not have any gaps or has decreased gaps in the data as it relates to performance and climate metrics for students with disabilities over time, and has effectively and consistently implemented processes, interventions and strategies to support student outcomes over the course of the contract.	Effective
1.3 Operator Capacity	The extent to which the school has operated effectively, and the operator has consistently met all state, federal reporting requirements critical District or federal obligations and has not received any Notices of Concern or Notices of Reprimand during the contract period. (Evidence that may be considered includes compliance with state or federal reporting requirements, budget submissions and monitoring reports, quarterly reports, and the relative number, frequency and severity of Notices of Concern or Notices of Reprimand.)	Developing
1.4 Strategic Leadership/ Governance	School Effectiveness Review Score - Strategic Leadership	Highly Effective
There is no overall rating for this section as each metric is considered individually.		

Category 2. Is the school an academic success?

Sub-Category	Renewal Metric	City Schools Rating
2.1 Absolute Student Achievement	Average Mean Scale Score PARCC ELA (grades 3-5)	Not Effective
	Average Mean Scale Score PARCC Math (grades 3-5)	Not Effective
	Average Mean Scale Score PARCC ELA (grades 6-8)	Not Effective
	Average Mean Scale Score PARCC Math (grades 6-8)	Not Effective
2.2 Student Achievement Trend	Trend in Average Mean Scale Score PARCC ELA (grades 3-5)	Not Effective
	Trend in Average Mean Scale Score PARCC Math (grades 3-5)	Highly Effective
	Trend in Average Mean Scale Score PARCC ELA (grades 6-8)	Developing
	Trend in Average Mean Scale Score PARCC Math (grades 6-8)	Not Effective
2.3 Student Achievement Growth	Growth in Average Mean Scale Score PARCC ELA (grades 3-5)	Not Effective
	Growth in Average Mean Scale Score PARCC Math (grades 3-5)	Developing
	Growth in Average Mean Scale Score PARCC ELA (grades 6-8)	Highly Effective
	Growth in Average Mean Scale Score PARCC Math (grades 6-8)	Developing
2.4 Fidelity to Charter/ Application Overall	The extent to which the school has fully implemented the mission expressed in its charter application and this mission is clear to all stakeholders. The extent to which the school has delivered high quality programming for all student subgroups. The extent to which the school is gathering data to assess its efficacy and has effectively addressed any challenges evident in the data, particularly in the areas of subgroup performance, enrollment, student attendance, dropout rates, attrition and student choice data/school demand.	Effective

2.5 Effective Programming for All Student Racial/Ethnic Groups	The extent to which the school has provided high quality programming for students in all racial/ethnic groups. The extent to which the school has instructional approaches, processes and practices in place that seek to ensure students in all groups achieve and to address gaps in achievement between student groups.	Developing
Academics Overall Rating		Developing

Category 3. Does the school have a strong climate?

As part of the modified renewal process for 2021-22, Domains 1-3 of the School Effectiveness Review (SER), which are considered in the Climate section of the renewal rubric, were modified and abbreviated. These domains did not receive overall ratings and are summarized below. The SER for City Neighbors Charter School was conducting in SY2019-20 prior to the closure of schools due to Covid-19 and move to virtual learning. Therefore, this school received ratings for all Key Actions. For more information on the efficacy of school practice in these domains please see the full SER report available on the district website at <https://www.baltimorecityschools.org/opening-and-operating-charter-school> under Charter and Operator Renewal.

Domain 1: Highly Effective Instruction		
Domain	Description	Rating
1.1	School leadership supports highly effective instruction.	Effective
1.2	Teachers use multiple data sources to adjust practice.	Effective
1.3	Teachers deliver highly effective instruction.	Highly Effective
1.4	Teachers establish a classroom environment in which teaching, and learning can occur.	Highly Effective
Domain 2: Talented People		
Domain	Description	Rating
2.1	The school implements systems to select effective teachers and staff whose skills and beliefs meet the needs of the school.	Highly Effective
2.2	The school develops teacher and staff capacity through individualized support and professional development.	Effective
Domain 3: Vision and Engagement		
Domain	Description	Rating
3.1	The school has a clear vision and mission that promotes a student-centered, culturally relevant learning that prepares students for future	Effective

3.2	The school cultivates and sustains open communication and decision-making opportunities with families and the community.	Highly Effective
3.3	The climate and culture of the school creates a welcoming learning environment that meets the academic, social, and emotional needs of each student.	Effective

City Neighbors Hamilton #346

Operator: City Neighbors Hamilton, Inc.

Configuration: Elementary/Middle

Type: Charter

Enrollment: 231⁸

Below is a summary of operator renewal findings. For more information, please see the school's full Renewal Report available on the district website at www.baltimorecityschools.org/opening-and-operating-charter-school-under-Charter-and-Operator-Renewal.

Recommendation

3-year renewal

Findings (Elementary/Middle school rubric)

Category 1. Has the school followed sufficient financial management and governance practices? Has the school had challenges with meeting critical district, state or federal guidelines? Has the school delivered strong academic programming for students with disabilities that demonstrates a trajectory of growth? Has the school provided strategic leadership and governance?

Sub-Category	Renewal Metric	City Schools Rating
1.1 Audit Content, Internal Controls	The extent to which the school's Independent Auditor's Reports offer unqualified opinions and no management points in each of the years of the charter term. The extent to which statements of cash flow and ratio of assets to liabilities indicate that the operator has strong performance on their short-term liquidity measure.	Meets Expectations

⁸ Enrollment figures are unofficial September 30 enrollment used for 2021-22 funding adjustments, excluding pre-k students (where applicable). Official enrollment numbers are expected to differ as a result of the MSDE data-cleansing process; final data anticipated by December 2021.

1.2 Effective Programming for Students with Disabilities	The extent to which the school has a demonstrated a strong trajectory of growth, is aware of its data and responsibilities to students with disabilities, does not have any gaps or has decreased gaps in the data as it relates to performance and climate metrics for students with disabilities over time, and has effectively and consistently implemented processes, interventions and strategies to support student outcomes over the course of the contract.	Developing
1.3 Operator Capacity	The extent to which the school has operated effectively, and the operator has consistently met all state, federal reporting requirements critical District or federal obligations and has not received any Notices of Concern or Notices of Reprimand during the contract period. (Evidence that may be considered includes compliance with state or federal reporting requirements, budget submissions and monitoring reports, quarterly reports, and the relative number, frequency and severity of Notices of Concern or Notices of Reprimand.)	Effective
1.4 Strategic Leadership/ Governance	School Effectiveness Review Score - Strategic Leadership	Highly Effective
There is no overall rating for this section as each metric is considered individually.		

Category 2. Is the school an academic success?

Sub-Category	Renewal Metric	City Schools Rating
2.1 Absolute Student Achievement	Average Mean Scale Score PARCC ELA (grades 3-5)	Not Effective
	Average Mean Scale Score PARCC Math (grades 3-5)	Not Effective
	Average Mean Scale Score PARCC ELA (grades 6-8)	Not Effective
	Average Mean Scale Score PARCC Math (grades 6-8)	Developing
2.2 Student Achievement Trend	Trend in Average Mean Scale Score PARCC ELA (grades 3-5)	Not Effective
	Trend in Average Mean Scale Score PARCC Math (grades 3-5)	Not Effective
	Trend in Average Mean Scale Score PARCC ELA (grades 6-8)	Effective
	Trend in Average Mean Scale Score PARCC Math (grades 6-8)	Highly Effective

2.3 Student Achievement Growth	Growth in Average Mean Scale Score PARCC ELA (grades 3-5)	Developing
	Growth in Average Mean Scale Score PARCC Math (grades 3-5)	Highly Effective
	Growth in Average Mean Scale Score PARCC ELA (grades 6-8)	Not Effective
	Growth in Average Mean Scale Score PARCC Math (grades 6-8)	Developing
2.4 Fidelity to Charter/ Application Overall	The extent to which the school has fully implemented the mission expressed in its charter application and this mission is clear to all stakeholders. The extent to which the school has delivered high quality programming for all student subgroups. The extent to which the school is gathering data to assess its efficacy and has effectively addressed any challenges evident in the data, particularly in the areas of subgroup performance, enrollment, student attendance, dropout rates, attrition and student choice data/school demand.	Effective
2.5 Effective Programming for All Student Racial/Ethnic Groups	The extent to which the school has provided high quality programming for students in all racial/ethnic groups. The extent to which the school has instructional approaches, processes and practices in place that seek to ensure students in all groups achieve and to address gaps in achievement between student groups.	Developing
Academics Overall Rating		Developing

Category 3. Does the school have a strong climate?

As part of the modified renewal process for 2021-22, Domains 1-3 of the School Effectiveness Review (SER), which are considered in the Climate section of the renewal rubric, were modified and abbreviated. These domains did not receive overall ratings and are summarized below. For more information on the efficacy of school practice in these domains please see the full SER report available on the district website at <https://www.baltimorecityschools.org/opening-and-operating-charter-school> under Charter and Operator Renewal.

Domain 1: Highly Effective Instruction		
Domain	Description	Rating
1.1	School leadership supports highly effective instruction.	Effective
1.2	Teachers use multiple data sources to adjust practice.	Not Rated

1.3	Teachers deliver highly effective instruction.	Effective
1.4	Teachers establish a classroom environment in which teaching, and learning can occur.	Not rated

Domain 2: Talented People		
Domain	Description	Rating
2.1	The school implements systems to select effective teachers and staff whose skills and beliefs meet the needs of the school.	Not Rated
2.2	The school develops teacher and staff capacity through individualized support and professional development.	Effective

Domain 3: Vision and Engagement		
Domain	Description	Rating
3.1	The school has a clear vision and mission that promotes a student-centered, culturally relevant learning that prepares students for future	Highly Effective
3.2	The school cultivates and sustains open communication and decision-making opportunities with families and the community.	Highly Effective
3.3	The climate and culture of the school creates a welcoming learning environment that meets the academic, social, and emotional needs of each student.	Not Rated

City Springs Elementary/Middle School #8

Operator: Baltimore Curriculum Project

Configuration: Elementary/Middle

Type: Charter

Enrollment: 478⁹

Below is a summary of operator renewal findings. For more information, please see the school's full Renewal Report available on the district website at www.baltimorecityschools.org/opening-and-operating-charter-school-under-Charter-and-Operator-Renewal.

Recommendation

3-year renewal

⁹ Enrollment figures are unofficial September 30 enrollment used for 2021-22 funding adjustments, excluding pre-k students (where applicable). Official enrollment numbers are expected to differ as a result of the MSDE data-cleansing process; final data anticipated by December 2021.

Findings (Elementary/Middle school rubric)

Category 1. Has the school followed sufficient financial management and governance practices? Has the school had challenges with meeting critical district, state or federal guidelines? Has the school delivered strong academic programming for students with disabilities that demonstrates a trajectory of growth? Has the school provided strategic leadership and governance?

Sub-Category	Renewal Metric	City Schools Rating
1.1 Audit Content, Internal Controls	The extent to which the school's Independent Auditor's Reports offer unqualified opinions and no management points in each of the years of the charter term. The extent to which statements of cash flow and ratio of assets to liabilities indicate that the operator has strong performance on their short-term liquidity	Meets Expectations
1.2 Effective Programming for Students with Disabilities	The extent to which the school has a demonstrated a strong trajectory of growth, is aware of its data and responsibilities to students with disabilities, does not have any gaps or has decreased gaps in the data as it relates to performance and climate metrics for students with disabilities over time, and has effectively and consistently implemented processes, interventions and strategies to support student outcomes over the course of the contract.	Developing
1.3 Operator Capacity	The extent to which the school has operated effectively, and the operator has consistently met all state, federal reporting requirements critical District or federal obligations and has not received any Notices of Concern or Notices of Reprimand during the contract period. (Evidence that may be considered includes compliance with state or federal reporting requirements, budget submissions and monitoring reports, quarterly reports, and the relative number, frequency and severity of Notices of Concern or Notices of Reprimand.)	Effective
1.4 Strategic Leadership/ Governance	School Effectiveness Review Score - Strategic Leadership	Highly Effective
There is no overall rating for this section as each metric is considered individually.		

Category 2. Is the school an academic success?

Sub-Category	Renewal Metric	City Schools Rating
2.1 Absolute Student Achievement	Average Mean Scale Score PARCC ELA (grades 3-5)	Highly Effective
	Average Mean Scale Score PARCC Math (grades 3-5)	Effective
	Average Mean Scale Score PARCC ELA (grades 6-8)	Highly Effective
	Average Mean Scale Score PARCC Math (grades 6-8)	Developing
2.2 Student Achievement Trend	Trend in Average Mean Scale Score PARCC ELA (grades 3-5)	Effective
	Trend in Average Mean Scale Score PARCC Math (grades 3-5)	Highly Effective
	Trend in Average Mean Scale Score PARCC ELA (grades 6-8)	Developing
	Trend in Average Mean Scale Score PARCC Math (grades 6-8)	Not Effective
2.3 Student Achievement Growth	Growth in Average Mean Scale Score PARCC ELA (grades 3-5)	Developing
	Growth in Average Mean Scale Score PARCC Math (grades 3-5)	Developing
	Growth in Average Mean Scale Score PARCC ELA (grades 6-8)	Effective
	Growth in Average Mean Scale Score PARCC Math (grades 6-8)	Effective
2.4 Fidelity to Charter/ Application Overall	The extent to which the school has fully implemented the mission expressed in its charter application and this mission is clear to all stakeholders. The extent to which the school has delivered high quality programming for all student subgroups. The extent to which the school is gathering data to assess its efficacy and has effectively addressed any challenges evident in the data, particularly in the areas of subgroup performance, enrollment, student attendance, dropout rates, attrition and student choice data/school demand.	Effective
Academics Overall Rating		Effective

Category 3. Does the school have a strong climate?

As part of the modified renewal process for 2021-22, Domains 1-3 of the School Effectiveness Review (SER), which are considered in the Climate section of the renewal rubric, were modified and abbreviated. These domains did not receive overall ratings and are summarized below. For more information on the efficacy of school practice in these domains please see the full SER report available on the district website at <https://www.baltimorecityschools.org/opening-and-operating-charter-school> under Charter and Operator Renewal.

Domain 1: Highly Effective Instruction		
Domain	Description	Rating
1.1	School leadership supports highly effective instruction.	Highly Effective
1.2	Teachers use multiple data sources to adjust practice.	Not Rated
1.3	Teachers deliver highly effective instruction.	Developing
1.4	Teachers establish a classroom environment in which teaching, and learning can occur.	Not rated

Domain 2: Talented People		
Domain	Description	Rating
2.1	The school implements systems to select effective teachers and staff whose skills and beliefs meet the needs of the school.	Not Rated
2.2	The school develops teacher and staff capacity through individualized support and professional development.	Effective

Domain 3: Vision and Engagement		
Domain	Description	Rating
3.1	The school has a clear vision and mission that promotes a student-centered, culturally relevant learning that prepares students for future	Highly Effective
3.2	The school cultivates and sustains open communication and decision-making opportunities with families and the community.	Effective
3.3	The climate and culture of the school creates a welcoming learning environment that meets the academic, social, and emotional needs of each student.	Not Rated

ConneXions: A Community Based Arts School #325

Operator: Baltimore Teacher Network

Configuration: Middle/High

Type: Charter

Enrollment: 536¹⁰

Below is a summary of operator renewal findings. For more information, please see the school's full Renewal Report available on the district website at www.baltimorecityschools.org/opening-and-operating-charter-school-under-Charter-and-Operator-Renewal.

Recommendation

3-year renewal

Findings (Middle/High school rubric)

Category 1. Has the school followed sufficient financial management and governance practices? Has the school had challenges with meeting critical district, state or federal guidelines? Has the school delivered strong academic programming for students with disabilities that demonstrates a trajectory of growth? Has the school provided strategic leadership and governance?

Sub-Category	Renewal Metric	City Schools Rating
1.1 Audit Content, Internal Controls	The extent to which the school's Independent Auditor's Reports offer unqualified opinions and no management points in each of the years of the charter term. The extent to which statements of cash flow and ratio of assets to liabilities indicate that the operator has strong performance on their short-term liquidity measure.	Developing
1.2 Effective Programming for Students with Disabilities	The extent to which the school has a demonstrated a strong trajectory of growth, is aware of its data and responsibilities to students with disabilities, does not have any gaps or has decreased gaps in the data as it relates to performance and climate metrics for students with disabilities over time, and has effectively and consistently implemented processes, interventions and strategies to support student outcomes over the course of the contract.	Developing

¹⁰ Enrollment figures are unofficial September 30 enrollment used for 2021-22 funding adjustments, excluding pre-k students (where applicable). Official enrollment numbers are expected to differ as a result of the MSDE data-cleansing process; final data anticipated by December 2021.

1.3 Operator Capacity	The extent to which the school has operated effectively, and the operator has consistently met all state, federal reporting requirements critical District or federal obligations and has not received any Notices of Concern or Notices of Reprimand during the contract period. (Evidence that may be considered includes compliance with state or federal reporting requirements, budget submissions and monitoring reports, quarterly reports, and the relative number, frequency and severity of Notices of Concern or Notices of Reprimand.)	Developing
1.4 Strategic Leadership/ Governance	School Effectiveness Review Score - Strategic Leadership	Developing
There is no overall rating for this section as each metric is considered individually.		

Category 2. Is the school an academic success?

Sub-Category	Renewal Metric	City Schools Rating
2.1 Absolute Student Achievement	Average Mean Scale Score PARCC ELA (grades 6-8)	Not Effective
	Average Mean Scale Score PARCC Math (grades 6-8)	Developing
	Average Mean Scale Score PARCC ELA 10	Highly Effective
	Average Mean Scale Score PARCC Algebra I	Not Effective
2.2 Student Achievement Trend	Trend in Average Mean Scale Score PARCC ELA (grades 6-8)	Not Effective
	Trend in Average Mean Scale Score PARCC Math (grades 6-8)	Effective
	Trend in Average Mean Scale Score PARCC ELA 10	Highly Effective
	Trend in Average Mean Scale Score PARCC Algebra I	Not Effective
2.3 Student Achievement Growth	Growth in Average Mean Scale Score PARCC ELA (grades 6-8)	Not Effective
	Growth in Average Mean Scale Score PARCC Math (grades 6-8)	Not Effective
2.4 College and Career Readiness	Participation and Success in indicators of college and career readiness; College Enrollment within 16 months of graduation	Not Effective

2.5 Fidelity to Charter/ Application Overall	The extent to which the school has fully implemented the mission expressed in its charter application and this mission is clear to all stakeholders. The extent to which the school has delivered high quality programming for all student subgroups. The extent to which the school is gathering data to assess its efficacy and has effectively addressed any challenges evident in the data, particularly in the areas of subgroup performance, enrollment, student attendance, dropout rates, attrition and student choice data/school demand.	Developing
2.6 Student Graduation Rate: 4-Year Cohort Graduation Rate	Percent of diploma-track students who graduated from City Schools with their freshman-year cohort, averaged over school years 2018-2020	Not Effective
Academics Overall Rating		Not Effective

Category 3. Does the school have a strong climate?

As part of the modified renewal process for 2021-22, Domains 1-3 of the School Effectiveness Review (SER), which are considered in the Climate section of the renewal rubric, were modified and abbreviated. These domains did not receive overall ratings and are summarized below. For more information on the efficacy of school practice in these domains please see the full SER report available on the district website at <https://www.baltimorecityschools.org/opening-and-operating-charter-school> under Charter and Operator Renewal.

Domain 1: Highly Effective Instruction		
Domain	Description	Rating
1.1	School leadership supports highly effective instruction.	Effective
1.2	Teachers use multiple data sources to adjust practice.	Not Rated
1.3	Teachers deliver highly effective instruction.	Effective
1.4	Teachers establish a classroom environment in which teaching, and learning can occur.	Not rated

Domain 2: Talented People		
Domain	Description	Rating
2.1	The school implements systems to select effective teachers and staff whose skills and beliefs meet the needs of the school.	Not Rated
2.2	The school develops teacher and staff capacity through individualized support and professional development.	Effective

Domain 3: Vision and Engagement		
Domain	Description	Rating
3.1	The school has a clear vision and mission that promotes a student-centered, culturally relevant learning that prepares students for future	Effective
3.2	The school cultivates and sustains open communication and decision-making opportunities with families and the community.	Effective
3.3	The climate and culture of the school creates a welcoming learning environment that meets the academic, social, and emotional needs of each student.	Not Rated

Creative City Public Charter School #384

Operator: Creative City Public Charter School Foundation, Inc.

Configuration: Elementary

Type: Charter

Enrollment: 307¹¹

Below is a summary of operator renewal findings. For more information, please see the school's full Renewal Report available on the district website at www.baltimorecityschools.org/opening-and-operating-charter-school-under-Charter-and-Operator-Renewal.

Recommendation

3-year renewal

Findings (Elementary school rubric)

Category 1. Has the school followed sufficient financial management and governance practices? Has the school had challenges with meeting critical district, state or federal guidelines? Has the school delivered strong academic programming for students with disabilities that demonstrates a trajectory of growth? Has the school provided strategic leadership and governance?

Sub-Category	Renewal Metric	City Schools Rating
1.1 Audit Content, Internal Controls	The extent to which the school's Independent Auditor's Reports offer unqualified opinions and no management points in each of the years of the charter term. The extent to which statements of cash flow and ratio of assets to liabilities indicate that the operator has strong performance on their short-term liquidity measure.	Developing

¹¹ Enrollment figures are unofficial September 30 enrollment used for 2021-22 funding adjustments, excluding pre-k students (where applicable). Official enrollment numbers are expected to differ as a result of the MSDE data-cleansing process; final data anticipated by December 2021.

1.2 Effective Programming for Students with Disabilities	The extent to which the school has a demonstrated a strong trajectory of growth, is aware of its data and responsibilities to students with disabilities, does not have any gaps or has decreased gaps in the data as it relates to performance and climate metrics for students with disabilities over time, and has effectively and consistently implemented processes, interventions and strategies to support student outcomes over the course of the contract.	Developing
1.3 Operator Capacity	The extent to which the school has operated effectively, and the operator has consistently met all state, federal reporting requirements critical District or federal obligations and has not received any Notices of Concern or Notices of Reprimand during the contract period. (Evidence that may be considered includes compliance with state or federal reporting requirements, budget submissions and monitoring reports, quarterly reports, and the relative number, frequency and severity of Notices of Concern or Notices of Reprimand.)	Effective
1.4 Strategic Leadership/ Governance	School Effectiveness Review Score - Strategic Leadership	Effective
There is no overall rating for this section as each metric is considered individually.		

Category 2. Is the school an academic success?

Sub-Category	Renewal Metric	City Schools Rating
2.1 Absolute Student Achievement	Average Mean Scale Score PARCC ELA (grades 3-5)	Not Effective
	Average Mean Scale Score PARCC Math (grades 3-5)	Not Effective
2.2 Student Achievement Trend	Trend in Average Mean Scale Score PARCC ELA (grades 3-5)	Developing
	Trend in Average Mean Scale Score PARCC Math (grades 3-5)	Developing
2.3 Student Achievement Growth	Growth in Average Mean Scale Score PARCC ELA (grades 3-5)	Not Effective
	Growth in Average Mean Scale Score PARCC Math (grades 3-5)	Not Effective

2.4 Fidelity to Charter/ Application Overall	The extent to which the school has fully implemented the mission expressed in its charter application and this mission is clear to all stakeholders. The extent to which the school has delivered high quality programming for all student subgroups. The extent to which the school is gathering data to assess its efficacy and has effectively addressed any challenges evident in the data, particularly in the areas of subgroup performance, enrollment, student attendance, dropout rates, attrition and student choice data/school demand.	Not Effective
Academics Overall Rating		Not Effective

Category 3. Does the school have a strong climate?

As part of the modified renewal process for 2021-22, Domains 1-3 of the School Effectiveness Review (SER), which are considered in the Climate section of the renewal rubric, were modified and abbreviated. These domains did not receive overall ratings and are summarized below. For more information on the efficacy of school practice in these domains please see the full SER report available on the district website at <https://www.baltimorecityschools.org/opening-and-operating-charter-school> under Charter and Operator Renewal.

Domain 1: Highly Effective Instruction		
Domain	Description	Rating
1.1	School leadership supports highly effective instruction.	Developing
1.2	Teachers use multiple data sources to adjust practice.	Not Rated
1.3	Teachers deliver highly effective instruction.	Effective
1.4	Teachers establish a classroom environment in which teaching, and learning can occur.	Not rated

Domain 2: Talented People		
Domain	Description	Rating
2.1	The school implements systems to select effective teachers and staff whose skills and beliefs meet the needs of the school.	Not Rated
2.2	The school develops teacher and staff capacity through individualized support and professional development.	Effective

Domain 3: Vision and Engagement		
Domain	Description	Rating
3.1	The school has a clear vision and mission that promotes a student-centered, culturally relevant learning that prepares students for future success.	Effective
3.2	The school cultivates and sustains open communication and decision-making opportunities with families and the community.	Highly Effective
3.3	The climate and culture of the school creates a welcoming learning environment that meets the academic, social, and emotional needs of each student.	Not Rated

Elmer A. Henderson: A Johns Hopkins Partnership School #368

Operator: East Baltimore Community School, Inc.

Configuration: Elementary/Middle

Type: Contract

Enrollment: 581¹²

Below is a summary of operator renewal findings. For more information, please see the school's full Renewal Report available on the district website at www.baltimorecityschools.org/opening-and-operating-charter-school-under-Charter-and-Operator-Renewal.

Recommendation

3-year renewal

Findings (Elementary/Middle school rubric)

Category 1. Has the school followed sufficient financial management and governance practices? Has the school had challenges with meeting critical district, state or federal guidelines? Has the school delivered strong academic programming for students with disabilities that demonstrates a trajectory of growth? Has the school provided strategic leadership and governance?

Sub-Category	Renewal Metric	City Schools Rating
1.1 Audit Content, Internal Controls	The extent to which the school's Independent Auditor's Reports offer unqualified opinions and no management points in each of the years of the charter term. The extent to which statements of cash flow and ratio of assets to liabilities indicate that the operator has strong performance on their short-term liquidity measure.	Developing

¹² Enrollment figures are unofficial September 30 enrollment used for 2021-22 funding adjustments, excluding pre-k students (where applicable). Official enrollment numbers are expected to differ as a result of the MSDE data-cleansing process; final data anticipated by December 2021.

1.2 Effective Programming for Students with Disabilities	The extent to which the school has a demonstrated a strong trajectory of growth, is aware of its data and responsibilities to students with disabilities, does not have any gaps or has decreased gaps in the data as it relates to performance and climate metrics for students with disabilities over time, and has effectively and consistently implemented processes, interventions and strategies to support student outcomes over the course of the contract.	Developing
1.3 Operator Capacity	The extent to which the school has operated effectively, and the operator has consistently met all state, federal reporting requirements critical District or federal obligations and has not received any Notices of Concern or Notices of Reprimand during the contract period. (Evidence that may be considered includes compliance with state or federal reporting requirements, budget submissions and monitoring reports, quarterly reports, and the relative number, frequency and severity of Notices of Concern or Notices of Reprimand.)	Effective
1.4 Strategic Leadership/ Governance	School Effectiveness Review Score - Strategic Leadership	Highly Effective
There is no overall rating for this section as each metric is considered individually.		

Category 2. Is the school an academic success?

Sub-Category	Renewal Metric	City Schools Rating
2.1 Absolute Student Achievement	Average Mean Scale Score PARCC ELA (grades 3-5)	Highly Effective
	Average Mean Scale Score PARCC Math (grades 3-5)	Highly Effective
	Average Mean Scale Score PARCC ELA (grades 6-8)	Highly Effective
	Average Mean Scale Score PARCC Math (grades 6-8)	Not Effective
2.2 Student Achievement Trend	Trend in Average Mean Scale Score PARCC ELA (grades 3-5)	Highly Effective
	Trend in Average Mean Scale Score PARCC Math (grades 3-5)	Highly Effective
	Trend in Average Mean Scale Score PARCC ELA (grades 6-8)	Highly Effective
	Trend in Average Mean Scale Score PARCC Math (grades 6-8)	Developing

2.3 Student Achievement Growth	Growth in Average Mean Scale Score PARCC ELA (grades 3-5)	Effective
	Growth in Average Mean Scale Score PARCC Math (grades 3-5)	Not Effective
	Growth in Average Mean Scale Score PARCC ELA (grades 6-8)	Highly Effective
	Growth in Average Mean Scale Score PARCC Math (grades 6-8)	Highly Effective
2.4 Fidelity to Charter/ Application Overall	The extent to which the school has fully implemented the mission expressed in its charter application and this mission is clear to all stakeholders. The extent to which the school has delivered high quality programming for all student subgroups. The extent to which the school is gathering data to assess its efficacy and has effectively addressed any challenges evident in the data, particularly in the areas of subgroup performance, enrollment, student attendance, dropout rates, attrition and student choice data/school demand.	Effective
Academics Overall Rating		Effective

Category 3. Does the school have a strong climate?

As part of the modified renewal process for 2021-22, Domains 1-3 of the School Effectiveness Review (SER), which are considered in the Climate section of the renewal rubric, were modified and abbreviated. These domains did not receive overall ratings and are summarized below. For more information on the efficacy of school practice in these domains please see the full SER report available on the district website at <https://www.baltimorecityschools.org/opening-and-operating-charter-school> under Charter and Operator Renewal.

Domain 1: Highly Effective Instruction		
Domain	Description	Rating
1.1	School leadership supports highly effective instruction.	Effective
1.2	Teachers use multiple data sources to adjust practice.	Not Rated
1.3	Teachers deliver highly effective instruction.	Effective
1.4	Teachers establish a classroom environment in which teaching, and learning can occur.	Not rated

Domain 2: Talented People		
Domain	Description	Rating
2.1	The school implements systems to select effective teachers and staff whose skills and beliefs meet the needs of the school.	Not Rated
2.2	The school develops teacher and staff capacity through individualized support and professional development.	Effective

Domain 3: Vision and Engagement		
Domain	Description	Rating
3.1	The school has a clear vision and mission that promotes a student-centered, culturally relevant learning that prepares students for future	Effective
3.2	The school cultivates and sustains open communication and decision-making opportunities with families and the community.	Highly Effective
3.3	The climate and culture of the school creates a welcoming learning environment that meets the academic, social, and emotional needs of each student.	Not Rated

Frederick Elementary School #260

Operator: Baltimore Curriculum Project

Configuration: Elementary

Type: Charter

Enrollment: 296¹³

Below is a summary of operator renewal findings. For more information, please see the school's full Renewal Report available on the district website at www.baltimorecityschools.org/opening-and-operating-charter-school-under-Charter-and-Operator-Renewal.

Recommendation

3-year renewal

¹³ Enrollment figures are unofficial September 30 enrollment used for 2021-22 funding adjustments, excluding pre-k students (where applicable). Official enrollment numbers are expected to differ as a result of the MSDE data-cleansing process; final data anticipated by December 2021.

Findings (Elementary school rubric)

Category 1. Has the school followed sufficient financial management and governance practices? Has the school had challenges with meeting critical district, state or federal guidelines? Has the school delivered strong academic programming for students with disabilities that demonstrates a trajectory of growth? Has the school provided strategic leadership and governance?

Sub-Category	Renewal Metric	City Schools Rating
1.1 Audit Content, Internal Controls	The extent to which the school's Independent Auditor's Reports offer unqualified opinions and no management points in each of the years of the charter term. The extent to which statements of cash flow and ratio of assets to liabilities indicate that the operator has strong performance on their short-term liquidity	Meets Expectations
1.2 Effective Programming for Students with Disabilities	The extent to which the school has a demonstrated a strong trajectory of growth, is aware of its data and responsibilities to students with disabilities, does not have any gaps or has decreased gaps in the data as it relates to performance and climate metrics for students with disabilities over time, and has effectively and consistently implemented processes, interventions and strategies to support student outcomes over the course of the contract.	Developing
1.3 Operator Capacity	The extent to which the school has operated effectively, and the operator has consistently met all state, federal reporting requirements critical District or federal obligations and has not received any Notices of Concern or Notices of Reprimand during the contract period. (Evidence that may be considered includes compliance with state or federal reporting requirements, budget submissions and monitoring reports, quarterly reports, and the relative number, frequency and severity of Notices of Concern or Notices of Reprimand.)	Developing
1.4 Strategic Leadership/ Governance	School Effectiveness Review Score - Strategic Leadership	Highly Effective
There is no overall rating for this section as each metric is considered individually.		

Category 2. Is the school an academic success?

Sub-Category	Renewal Metric	City Schools Rating
2.1 Absolute Student Achievement	Average Mean Scale Score PARCC ELA (grades 3-5)	Highly Effective
	Average Mean Scale Score PARCC Math (grades 3-5)	Highly Effective

2.2 Student Achievement Trend	Trend in Average Mean Scale Score PARCC ELA (grades 3-5)	Not Rated
	Trend in Average Mean Scale Score PARCC Math (grades 3-5)	
2.3 Student Achievement Growth	Growth in Average Mean Scale Score PARCC ELA (grades 3-5)	
	Growth in Average Mean Scale Score PARCC Math (grades 3-5)	
2.4 Fidelity to Charter/ Application Overall	The extent to which the school has fully implemented the mission expressed in its charter application and this mission is clear to all stakeholders. The extent to which the school has delivered high quality programming for all student subgroups. The extent to which the school is gathering data to assess its efficacy and has effectively addressed any challenges evident in the data, particularly in the areas of subgroup performance, enrollment, student attendance, dropout rates, attrition and student choice data/school demand.	Effective
Academics Overall Rating		Effective

Category 3. Does the school have a strong climate?

As part of the modified renewal process for 2021-22, Domains 1-3 of the School Effectiveness Review (SER), which are considered in the Climate section of the renewal rubric, were modified and abbreviated. These domains did not receive overall ratings and are summarized below. For more information on the efficacy of school practice in these domains please see the full SER report available on the district website at <https://www.baltimorecityschools.org/opening-and-operating-charter-school> under Charter and Operator Renewal.

Domain 1: Highly Effective Instruction		
Domain	Description	Rating
1.1	School leadership supports highly effective instruction.	Highly Effective
1.2	Teachers use multiple data sources to adjust practice.	Not Rated
1.3	Teachers deliver highly effective instruction.	Highly Effective
1.4	Teachers establish a classroom environment in which teaching, and learning can occur.	Not rated

Domain 2: Talented People		
Domain	Description	Rating
2.1	The school implements systems to select effective teachers and staff whose skills and beliefs meet the needs of the school.	Not Rated
2.2	The school develops teacher and staff capacity through individualized support and professional development.	Highly Effective

Domain 3: Vision and Engagement		
Domain	Description	Rating
3.1	The school has a clear vision and mission that promotes a student-centered, culturally relevant learning that prepares students for future	Highly Effective
3.2	The school cultivates and sustains open communication and decision-making opportunities with families and the community.	Effective
3.3	The climate and culture of the school creates a welcoming learning environment that meets the academic, social, and emotional needs of each student.	Not Rated

Furman L. Templeton Preparatory Academy #125

Operator: F.L. Templeton Preparatory Academy, Inc.

Configuration: Elementary

Type: Charter

Enrollment: 369¹⁴

Below is a summary of operator renewal findings. For more information, please see the school's full Renewal Report available on the district website at www.baltimorecityschools.org/opening-and-operating-charter-school under Charter and Operator Renewal.

Recommendation

3-year renewal

¹⁴ Enrollment figures are unofficial September 30 enrollment used for 2021-22 funding adjustments, excluding pre-k students (where applicable). Official enrollment numbers are expected to differ as a result of the MSDE data-cleansing process; final data anticipated by December 2021.

Findings (Elementary school rubric)

Category 1. Has the school followed sufficient financial management and governance practices? Has the school had challenges with meeting critical district, state or federal guidelines? Has the school delivered strong academic programming for students with disabilities that demonstrates a trajectory of growth? Has the school provided strategic leadership and governance?

Sub-Category	Renewal Metric	City Schools Rating
1.1 Audit Content, Internal Controls	The extent to which the school's Independent Auditor's Reports offer unqualified opinions and no management points in each of the years of the charter term. The extent to which statements of cash flow and ratio of assets to liabilities indicate that the operator has strong performance on their short-term liquidity measure.	Developing
1.2 Effective Programming for Students with Disabilities	The extent to which the school has a demonstrated a strong trajectory of growth, is aware of its data and responsibilities to students with disabilities, does not have any gaps or has decreased gaps in the data as it relates to performance and climate metrics for students with disabilities over time, and has effectively and consistently implemented processes, interventions and strategies to support student outcomes over the course of the contract.	Effective
1.3 Operator Capacity	The extent to which the school has operated effectively, and the operator has consistently met all state, federal reporting requirements critical District or federal obligations and has not received any Notices of Concern or Notices of Reprimand during the contract period. (Evidence that may be considered includes compliance with state or federal reporting requirements, budget submissions and monitoring reports, quarterly reports, and the relative number, frequency and severity of Notices of Concern or Notices of Reprimand.)	Effective
1.4 Strategic Leadership/ Governance	School Effectiveness Review Score - Strategic Leadership	Effective
There is no overall rating for this section as each metric is considered individually.		

Category 2. Is the school an academic success?

Sub-Category	Renewal Metric	City Schools Rating
2.1 Absolute Student Achievement	Average Mean Scale Score PARCC ELA (grades 3-5)	Effective
	Average Mean Scale Score PARCC Math (grades 3-5)	Not Effective
2.2 Student Achievement Trend	Trend in Average Mean Scale Score PARCC ELA (grades 3-5)	Not Effective
	Trend in Average Mean Scale Score PARCC Math (grades 3-5)	Not Effective
2.3 Student Achievement Growth	Growth in Average Mean Scale Score PARCC ELA (grades 3-5)	Effective
	Growth in Average Mean Scale Score PARCC Math (grades 3-5)	Not Effective
2.4 Fidelity to Charter/ Application Overall	The extent to which the school has fully implemented the mission expressed in its charter application and this mission is clear to all stakeholders. The extent to which the school has delivered high quality programming for all student subgroups. The extent to which the school is gathering data to assess its efficacy and has effectively addressed any challenges evident in the data, particularly in the areas of subgroup performance, enrollment, student attendance, dropout rates, attrition and student choice data/school demand.	Developing
Academics Overall Rating		Developing

Category 3. Does the school have a strong climate?

As part of the modified renewal process for 2021-22, Domains 1-3 of the School Effectiveness Review (SER), which are considered in the Climate section of the renewal rubric, were modified and abbreviated. These domains did not receive overall ratings and are summarized below. For more information on the efficacy of school practice in these domains please see the full SER report available on the district website at <https://www.baltimorecityschools.org/opening-and-operating-charter-school> under Charter and Operator Renewal.

Domain 1: Highly Effective Instruction		
Domain	Description	Rating
1.1	School leadership supports highly effective instruction.	Effective
1.2	Teachers use multiple data sources to adjust practice.	Not Rated

1.3	Teachers deliver highly effective instruction.	Effective
1.4	Teachers establish a classroom environment in which teaching, and learning can occur.	Not rated

Domain 2: Talented People		
Domain	Description	Rating
2.1	The school implements systems to select effective teachers and staff whose skills and beliefs meet the needs of the school.	Not Rated
2.2	The school develops teacher and staff capacity through individualized support and professional development.	Highly Effective

Domain 3: Vision and Engagement		
Domain	Description	Rating
3.1	The school has a clear vision and mission that promotes a student-centered, culturally relevant learning that prepares students for future	Effective
3.2	The school cultivates and sustains open communication and decision-making opportunities with families and the community.	Highly Effective
3.3	The climate and culture of the school creates a welcoming learning environment that meets the academic, social, and emotional needs of each student.	Not Rated

The Green School of Baltimore #332

Operator: Experiential Environmental Education, Inc.

Configuration: Elementary

Type: Charter

Enrollment: 158¹⁵

Below is a summary of operator renewal findings. For more information, please see the school's full Renewal Report available on the district website at www.baltimorecityschools.org/opening-and-operating-charter-school under Charter and Operator Renewal.

Recommendation

3-year renewal

¹⁵ Enrollment figures are unofficial September 30 enrollment used for 2021-22 funding adjustments, excluding pre-k students (where applicable). Official enrollment numbers are expected to differ as a result of the MSDE data-cleansing process; final data anticipated by December 2021.

Findings (Elementary school rubric)

Category 1. Has the school followed sufficient financial management and governance practices? Has the school had challenges with meeting critical district, state or federal guidelines? Has the school delivered strong academic programming for students with disabilities that demonstrates a trajectory of growth? Has the school provided strategic leadership and governance?

Sub-Category	Renewal Metric	City Schools Rating
1.1 Audit Content, Internal Controls	The extent to which the school's Independent Auditor's Reports offer unqualified opinions and no management points in each of the years of the charter term. The extent to which statements of cash flow and ratio of assets to liabilities indicate that the operator has strong performance on their short-term liquidity measure.	Meets Expectations
1.2 Effective Programming for Students with Disabilities	The extent to which the school has a demonstrated a strong trajectory of growth, is aware of its data and responsibilities to students with disabilities, does not have any gaps or has decreased gaps in the data as it relates to performance and climate metrics for students with disabilities over time, and has effectively and consistently implemented processes, interventions and strategies to support student outcomes over the course of the contract.	Effective
1.3 Operator Capacity	The extent to which the school has operated effectively, and the operator has consistently met all state, federal reporting requirements critical District or federal obligations and has not received any Notices of Concern or Notices of Reprimand during the contract period. (Evidence that may be considered includes compliance with state or federal reporting requirements, budget submissions and monitoring reports, quarterly reports, and the relative number, frequency and severity of Notices of Concern or Notices of Reprimand.)	Effective
1.4 Strategic Leadership/ Governance	School Effectiveness Review Score - Strategic Leadership	Highly Effective
There is no overall rating for this section as each metric is considered individually.		

Category 2. Is the school an academic success?

Sub-Category	Renewal Metric	City Schools Rating
2.1 Absolute Student Achievement	Average Mean Scale Score PARCC ELA (grades 3-5)	Developing
	Average Mean Scale Score PARCC Math (grades 3-5)	Developing
2.2 Student Achievement Trend	Trend in Average Mean Scale Score PARCC ELA (grades 3-5)	Effective
	Trend in Average Mean Scale Score PARCC Math (grades 3-5)	Highly Effective
2.3 Student Achievement Growth	Growth in Average Mean Scale Score PARCC ELA (grades 3-5)	Effective
	Growth in Average Mean Scale Score PARCC Math (grades 3-5)	Highly Effective
2.4 Fidelity to Charter/ Application Overall	The extent to which the school has fully implemented the mission expressed in its charter application and this mission is clear to all stakeholders. The extent to which the school has delivered high quality programming for all student subgroups. The extent to which the school is gathering data to assess its efficacy and has effectively addressed any challenges evident in the data, particularly in the areas of subgroup performance, enrollment, student attendance, dropout rates, attrition and student choice data/school demand.	Effective
2.5 Effective Programming for All Student Racial/Ethnic Groups	The extent to which the school has provided high quality programming for students in all racial/ethnic groups. The extent to which the school has instructional approaches, processes and practices in place that seek to ensure students in all groups achieve and to address gaps in achievement between student groups.	Developing
Academics Overall Rating		Effective

Category 3. Does the school have a strong climate?

As part of the modified renewal process for 2021-22, Domains 1-3 of the School Effectiveness Review (SER), which are considered in the Climate section of the renewal rubric, were modified and abbreviated. These domains did not receive overall ratings and are summarized below. For more information on the efficacy of school practice in these domains please see the full SER report available on the district website at <https://www.baltimorecityschools.org/opening-and-operating-charter-school> under Charter and Operator Renewal.

Domain 1: Highly Effective Instruction		
Domain	Description	Rating
1.1	School leadership supports highly effective instruction.	Effective
1.2	Teachers use multiple data sources to adjust practice.	Not Rated
1.3	Teachers deliver highly effective instruction.	Effective
1.4	Teachers establish a classroom environment in which teaching, and learning can occur.	Not rated

Domain 2: Talented People		
Domain	Description	Rating
2.1	The school implements systems to select effective teachers and staff whose skills and beliefs meet the needs of the school.	Not Rated
2.2	The school develops teacher and staff capacity through individualized support and professional development.	Effective

Domain 3: Vision and Engagement		
Domain	Description	Rating
3.1	The school has a clear vision and mission that promotes a student-centered, culturally relevant learning that prepares students for future	Effective
3.2	The school cultivates and sustains open communication and decision-making opportunities with families and the community.	Effective
3.3	The climate and culture of the school creates a welcoming learning environment that meets the academic, social, and emotional needs of each student.	Not Rated

Independence School Local I High #333

Operator: Baltimore Teacher Network

Configuration: High

Type: Charter

Enrollment: 154¹⁶

Below is a summary of operator renewal findings. For more information, please see the school's full Renewal Report available on the district website at www.baltimorecityschools.org/opening-and-operating-charter-school-under-Charter-and-Operator-Renewal.

Recommendation

3-year renewal

Findings (High school rubric)

Category 1. Has the school followed sufficient financial management and governance practices? Has the school had challenges with meeting critical district, state or federal guidelines? Has the school delivered strong academic programming for students with disabilities that demonstrates a trajectory of growth? Has the school provided strategic leadership and governance?

Sub-Category	Renewal Metric	City Schools Rating
1.1 Audit Content, Internal Controls	The extent to which the school's Independent Auditor's Reports offer unqualified opinions and no management points in each of the years of the charter term. The extent to which statements of cash flow and ratio of assets to liabilities indicate that the operator has strong performance on their short-term liquidity measure.	Developing
1.2 Effective Programming for Students with Disabilities	The extent to which the school has a demonstrated a strong trajectory of growth, is aware of its data and responsibilities to students with disabilities, does not have any gaps or has decreased gaps in the data as it relates to performance and climate metrics for students with disabilities over time, and has effectively and consistently implemented processes, interventions and strategies to support student outcomes over the course of the contract.	Developing

¹⁶ Enrollment figures are unofficial September 30 enrollment used for 2021-22 funding adjustments, excluding pre-k students (where applicable). Official enrollment numbers are expected to differ as a result of the MSDE data-cleansing process; final data anticipated by December 2021.

1.3 Operator Capacity	The extent to which the school has operated effectively, and the operator has consistently met all state, federal reporting requirements critical District or federal obligations and has not received any Notices of Concern or Notices of Reprimand during the contract period. (Evidence that may be considered includes compliance with state or federal reporting requirements, budget submissions and monitoring reports, quarterly reports, and the relative number, frequency and severity of Notices of Concern or Notices of Reprimand.)	Developing
1.4 Strategic Leadership/ Governance	School Effectiveness Review Score - Strategic Leadership	Developing
There is no overall rating for this section as each metric is considered individually.		

Category 2. Is the school an academic success?

Sub-Category	Renewal Metric	City Schools Rating
2.1 Absolute Student Achievement	Average Mean Scale Score PARCC ELA 10	Not Effective
	Average Mean Scale Score PARCC Algebra I	Not Effective
2.2 Student Achievement Trend	Trend in Average Mean Scale Score PARCC ELA 10	Not Effective
	Trend in Average Mean Scale Score PARCC Algebra I	Not Effective
2.3 College and Career Readiness	Participation and Success in indicators of college and career readiness; College Enrollment within 16 months of graduation	Not Effective
2.4 Fidelity to Charter/ Application Overall	The extent to which the school has fully implemented the mission expressed in its charter application and this mission is clear to all stakeholders. The extent to which the school has delivered high quality programming for all student subgroups. The extent to which the school is gathering data to assess its efficacy and has effectively addressed any challenges evident in the data, particularly in the areas of subgroup performance, enrollment, student attendance, dropout rates, attrition and student choice data/school demand.	Developing
2.5 Student Graduation Rate: 4-Year Cohort Graduation Rate	Percent of diploma-track students who graduated from City Schools with their freshman-year cohort, averaged over school years 2018-2020	Not Effective
Academics Overall Rating		Not Effective

Category 3. Does the school have a strong climate?

As part of the modified renewal process for 2021-22, Domains 1-3 of the School Effectiveness Review (SER), which are considered in the Climate section of the renewal rubric, were modified and abbreviated. These domains did not receive overall ratings and are summarized below. For more information on the efficacy of school practice in these domains please see the full SER report available on the district website at <https://www.baltimorecityschools.org/opening-and-operating-charter-school-under-Charter-and-Operator-Renewal>.

Domain 1: Highly Effective Instruction		
Domain	Description	Rating
1.1	School leadership supports highly effective instruction.	Developing
1.2	Teachers use multiple data sources to adjust practice.	Not Rated
1.3	Teachers deliver highly effective instruction.	Effective
1.4	Teachers establish a classroom environment in which teaching, and learning can occur.	Not rated

Domain 2: Talented People		
Domain	Description	Rating
2.1	The school implements systems to select effective teachers and staff whose skills and beliefs meet the needs of the school.	Not Rated
2.2	The school develops teacher and staff capacity through individualized support and professional development.	Developing

Domain 3: Vision and Engagement		
Domain	Description	Rating
3.1	The school has a clear vision and mission that promotes a student-centered, culturally relevant learning that prepares students for future	Developing
3.2	The school cultivates and sustains open communication and decision-making opportunities with families and the community.	Developing
3.3	The climate and culture of the school creates a welcoming learning environment that meets the academic, social, and emotional needs of each student.	Not Rated

Southwest Baltimore Charter School #328

Operator: Southwest Baltimore Charter School, Inc.

Configuration: Elementary/Middle

Type: Charter

Enrollment: 401¹⁷

Below is a summary of operator renewal findings. For more information, please see the school's full Renewal Report available on the district website at www.baltimorecityschools.org/opening-and-operating-charter-school-under-Charter-and-Operator-Renewal.

Recommendation

3-year renewal

Findings (Elementary/Middle school rubric)

Category 1. Has the school followed sufficient financial management and governance practices? Has the school had challenges with meeting critical district, state or federal guidelines? Has the school delivered strong academic programming for students with disabilities that demonstrates a trajectory of growth? Has the school provided strategic leadership and governance?

Sub-Category	Renewal Metric	City Schools Rating
1.1 Audit Content, Internal Controls	The extent to which the school's Independent Auditor's Reports offer unqualified opinions and no management points in each of the years of the charter term. The extent to which statements of cash flow and ratio of assets to liabilities indicate that the operator has strong performance on their short-term liquidity measure.	Meets Expectations
1.2 Effective Programming for Students with Disabilities	The extent to which the school has a demonstrated a strong trajectory of growth, is aware of its data and responsibilities to students with disabilities, does not have any gaps or has decreased gaps in the data as it relates to performance and climate metrics for students with disabilities over time, and has effectively and consistently implemented processes, interventions and strategies to support student outcomes over the course of the contract.	Effective

¹⁷ Enrollment figures are unofficial September 30 enrollment used for 2021-22 funding adjustments, excluding pre-k students (where applicable). Official enrollment numbers are expected to differ as a result of the MSDE data-cleansing process; final data anticipated by December 2021.

1.3 Operator Capacity	The extent to which the school has operated effectively, and the operator has consistently met all state, federal reporting requirements critical District or federal obligations and has not received any Notices of Concern or Notices of Reprimand during the contract period. (Evidence that may be considered includes compliance with state or federal reporting requirements, budget submissions and monitoring reports, quarterly reports, and the relative number, frequency and severity of Notices of Concern or Notices of Reprimand.)	Effective
1.4 Strategic Leadership/ Governance	School Effectiveness Review Score - Strategic Leadership	Effective
There is no overall rating for this section as each metric is considered individually.		

Category 2. Is the school an academic success?

Sub-Category	Renewal Metric	City Schools Rating
2.1 Absolute Student Achievement	Average Mean Scale Score PARCC ELA (grades 3-5)	Not Effective
	Average Mean Scale Score PARCC Math (grades 3-5)	Not Effective
	Average Mean Scale Score PARCC ELA (grades 6-8)	Effective
	Average Mean Scale Score PARCC Math (grades 6-8)	Effective
2.2 Student Achievement Trend	Trend in Average Mean Scale Score PARCC ELA (grades 3-5)	Not Effective
	Trend in Average Mean Scale Score PARCC Math (grades 3-5)	Not Effective
	Trend in Average Mean Scale Score PARCC ELA (grades 6-8)	Highly Effective
	Trend in Average Mean Scale Score PARCC Math (grades 6-8)	Effective
2.3 Student Achievement Growth	Growth in Average Mean Scale Score PARCC ELA (grades 3-5)	Not Effective
	Growth in Average Mean Scale Score PARCC Math (grades 3-5)	Not Effective
	Growth in Average Mean Scale Score PARCC ELA (grades 6-8)	Developing
	Growth in Average Mean Scale Score PARCC Math (grades 6-8)	Highly Effective

2.4 Fidelity to Charter/ Application Overall	The extent to which the school has fully implemented the mission expressed in its charter application and this mission is clear to all stakeholders. The extent to which the school has delivered high quality programming for all student subgroups. The extent to which the school is gathering data to assess its efficacy and has effectively addressed any challenges evident in the data, particularly in the areas of subgroup performance, enrollment, student attendance, dropout rates, attrition and student choice data/school demand.	Developing
Academics Overall Rating		Developing

Category 3. Does the school have a strong climate?

As part of the modified renewal process for 2021-22, Domains 1-3 of the School Effectiveness Review (SER), which are considered in the Climate section of the renewal rubric, were modified and abbreviated. These domains did not receive overall ratings and are summarized below. For more information on the efficacy of school practice in these domains please see the full SER report available on the district website at <https://www.baltimorecityschools.org/opening-and-operating-charter-school> under Charter and Operator Renewal.

Domain 1: Highly Effective Instruction		
Domain	Description	Rating
1.1	School leadership supports highly effective instruction.	Effective
1.2	Teachers use multiple data sources to adjust practice.	Not Rated
1.3	Teachers deliver highly effective instruction.	Developing
1.4	Teachers establish a classroom environment in which teaching, and learning can occur.	Not rated

Domain 2: Talented People		
Domain	Description	Rating
2.1	The school implements systems to select effective teachers and staff whose skills and beliefs meet the needs of the school.	Not Rated
2.2	The school develops teacher and staff capacity through individualized support and professional development.	Effective

Domain 3: Vision and Engagement		
Domain	Description	Rating
3.1	The school has a clear vision and mission that promotes a student-centered, culturally relevant learning that prepares students for future success.	Effective
3.2	The school cultivates and sustains open communication and decision-making opportunities with families and the community.	Effective
3.3	The climate and culture of the school creates a welcoming learning environment that meets the academic, social, and emotional needs of each student.	Not Rated

Appendix D:

**Programs, Services, and Facilities at Proposed Receiving and Sending Schools for Schools
Proposed for Closure Under COMAR Process**

	Steuart Hill Academic Academy #04	Franklin Square Elementary/Middle School #95	Frederick Elementary School #260
Instructional Programs			
Visual Art	No	Yes	Yes
Physical Education	Yes	Yes	Yes
Music	Yes	Yes	Yes
Dance	No	No	No
Drama	No	No	No
ESOL	Yes	No	Yes
World Language	No	No	No
Before/After Programs	Yes	Yes	Yes
Community School	Yes	Yes	Yes
Title I Program	Yes	Yes	Yes
Personnel			
Classroom teacher	14	22.5	33
Paraeducator	2	3	3
Assistant Principal	0	1	1
Educational Associate/10mth	1	0	0
Educational Associate/12mth	0	0	0
IEP Team Associate	0	0.6	1
Social Worker	1	1	1
Guidance Counselor	0	0	0
School Psychologist	0.3	0.6	.5
Library/Media Specialist	0	0	1
Speech Pathologist	0.4	1	0.8
Total	18.7	29.7	41.3

	Steuart Hill Academic Academy #04	Franklin Square Elementary/Middle School #95	Frederick Elementary School #260
Facilities (indicate yes or no for each area)			
Gymnasium	Yes	Yes	Yes
Auditorium/Multipurpose Room	Yes	Yes	Yes
Library Media Center	No	Yes	Yes
Labs (indicate number of labs for each type)			
Designated Computer Lab (not incl CTE)	1	2	0
Science Lab	0	4	1
School Based Health Center	No	No	No
Active Community/Business Partnerships	Southwest Partnership; WombWork Productions; Literacy Connections; Diamonds on the Rise; PeacePlayers; Catholic Charities; Helping Boys Understand (HBU); MD Food Bank; BCPD Southern District; University of MD Office of Community Engagement	Bon Secours Community Works; Holistic Life Foundation; SAFE Alternative Foundation; Mindful Mentors; UMD Mental Health; Roberta's House; Parks and People; T.I.M.E.; MD Food Bank; Foster Grandparents; CURE Program; U of MD School of Social Work	Bon Secours Community Works; Baltimore City Health Department; THREAD; Leaders of a Beautiful Struggle; Next Generation Scholars; T.I.M.E.; Aveena Health Care; Truth to Power; Morgan State University; The BMore Academy; PRIDE Youth Services; The Ryan Institute
Citywide Special Education	N/A	N/A	N/A

	Eutaw-Marshburn Elementary School #11	Dorothy I. Height Elementary School #61	Dr. Samuel Coleridge Taylor #122	Furman Templeton Preparatory Academy #125
Instructional Programs				
Visual Art	No	Yes	Yes	Yes
Physical Education	Yes	Yes	Yes	Yes
Music	Yes	No	No	No
Dance	No	No	No	No
Drama	No	No	No	Yes
ESOL	No	No	No	No
World Language	No	No	No	No
Before/After Programs	Yes	Yes	Yes	Yes
Community School	Yes	Yes	Yes	Yes
Title I Program	Yes	Yes	Yes	Yes
Personnel				
Classroom teacher	21	24	16	30
Paraeducator	4	9	2	5
Assistant Principal	0	0	0	1
Educational Associate/10mth	2	1	1	1
Educational Associate/12mth	0	0	0	0
IEP Team Associate	1	1	0.4	1
Social Worker	1	1	1	1
Guidance Counselor	0	1	0	0
School Psychologist	0.4	0.5	0.5	0.6
Speech Pathologist	0	0.5	0.6	1
Library/Media Specialist	1	4.4	1	0
Grand Total	30.4	42.4	22.5	40.6
Facilities (indicate yes or no for each area)				
Gymnasium	Yes	Yes	Yes	Yes
Auditorium/Multipurpose	Yes	Yes	Yes	Yes
Library Media Center	Yes	Yes	Yes	Yes

	Eutaw- Marshburn Elementary School #11	Dorothy I. Height Elementary School #61	Dr. Samuel Coleridge Taylor #122	Furman Templeton Preparatory Academy #125
Labs (indicate number of labs for each type)				
Designated Computer Lab (not incl CTE)	1	1	1	1
Science Lab	0	1	0	0
School Based Health Center	No	No	No	No

	Eutaw-Marshburn Elementary School #11	Dorothy I. Height Elementary School #61	Dr. Samuel Coleridge Taylor #122	Furman Templeton Preparatory Academy #125
Active Community / Business Partnerships	University of Maryland Promise Heights; Head Start; Child First Authority after-school program; The Movement Team; All 4 One Tutoring; Brown Memorial Church; The Garden Baltimore Church; Payne Memorial Church; Leaders of Tomorrow Youth Center; MD Food Bank; Baltimore City Parks and Rec	Head Start; Judy Center; Child First Authority; WombWork Productions; Brown Memorial Tutoring; Girl Scouts of Central MD; Leaders of Tomorrow Youth Center; No Boundaries Coalition; Reservoir Hill Community Association; St Francis Neighborhood Center; University of MD School of Mental Health; Young Audiences; T.I.M.E. Organization; Jubilee Arts; Krieger Schechter Day School; Vision for Baltimore; Whitelock Community Farm; GEMS; Dovecote Café	Bell Excel; University of MD Promise Heights; YMCA Head Start; YMCA Afterschool; MD Food Bank; Foster Grandparents; Springboard Collaborative; Alpha Kappa Alpha Sorority, Inc.; Weinberg Library; Operation Warm; Urban Teachers; Family League	B'More for Healthy Babies; Baltimore City Health Department Healthy Homes Program, Lead Poisoning Prevention; Baltimore City Health Department Tobacco Free Program; Changing Turns Community Therapeutic Services; Child First Authority; Center for Urban Families; Coppin State University; Druid Hill YMCA; Fanukt Stability; Girl Scouts; Greater Baltimore Urban League; Green & Healthy Homes Initiatives; Hungry Harvest; Johns Hopkins Adopt A Family; Jubilee Arts; Just Juice It; Key Point Services; Life Renewal Services; Little Flowers Child Care; MD Food Bank
Citywide Special Education Programs	1 Let's Grow Pre-k/K	1 Let's Grow Pre-k/K 1 EL Deaf/Hard	None	1 Partners Pre-K

	Dr. Bernard Harris #250	Johnston Square #16	Harford Heights #37
Instructional Programs			
Visual Art	No	Yes	No
Physical Education	Yes	Yes	Yes
Music	Yes	Yes	Yes
Dance	No	No	No
Drama	No	No	No
ESOL	No	No	No
World Language	No	No	No
Before/After Programs	No	Yes	Yes
Community School	Yes	Yes	Yes
Title I Program	Yes	Yes	Yes
Personnel			
Classroom teacher	17.5	18	29
Paraeducator	2	6	7
Assistant Principal	1	1	1
Educational Associate/10mth	0	0	0
Educational Associate/12mth	0	0	0
IEP Team Associate	0.4	0.4	1
Social Worker	1	1	1
Guidance Counselor	0	0	0.5
School Psychologist	0.4	0.4	1.1
Speech Pathologist	0.6	0.4	1
Library/Media Specialist	0	0	1
Grand Total	22.9	27.2	42.6
Facilities (indicate yes or no for each area)			
Gymnasium	Yes	Yes	Yes
Auditorium/Multipurpose Room	Yes	Yes	Yes
Library Media Center	Yes	Yes	Yes

	Dr. Bernard Harris #250	Johnston Square #16	Harford Heights #37
Labs (indicate number of labs for each type)			
Designated Computer Lab (not incl CTE)	0	1	1
Science Lab	0	0	0
School Based Health Center	No	No	Yes
Active Community / Business Partnerships	The Movement Team; Zion Baptist Church; St. Vincent DePaul Head Start; St. Vincent DePaul Catholic Church; Knox Presbyterian Church; The People's Association of Oliver Community; C & C Advocacy; Calvin Scruggs Funeral Home; DTLR; Big Bills; The Tuerk House; Kapa Epsilon Psi Military Sorority	YMCA; Wish List Depot; Reading Partners; 6 th Branch; ReBuild Johnston Square Neighborhood Association; Goucher College; Church of the Redeemer; BUILD; Open Works; St. Francis Academy; Traveling Toddlers; Baltimore City Dept of Housing and Comm. Development; Enoch Pratt Library Orleans Branch	Child First Authority; Rising Sun Baptist Church; East Baltimore Community Church; Grace Fellowship Church; Weinberg Foundation; Keller Williams – Madison Mason Home Group; Weinberg Foundation
Citywide Special Education	None	None	2 EL PRIDE

	New Era Academy #422	Benjamin Franklin High School at Masonville Cove #239	Digital Harbor High School #416
Instructional Programs			
Visual Art	Yes	Yes	No
Physical Education	Yes	Yes	Yes
Music	No	No	Yes
Dance	No	No	No
Drama	No	No	No

	New Era Academy #422	Benjamin Franklin High School at Masonville Cove #239	Digital Harbor High School #416
CTE Programs	IT Networking Academy (Cisco) (sunsetting in school year 23-24); JROTC; Marine Science (Seagoing)	Computer & Information Sciences; Apprenticeship Maryland Program	Computer and Information Science; IT Networking Academy Interactive Media Production; Homeland Security and Emergency Preparedness - Information/Communications Technolog
Apex Online Credit	Yes	No	Yes
ESOL	Yes	Yes	Yes
World Language	Yes, Spanish	Yes, Spanish	Yes, Spanish & French
Before/After Programs	Yes	Yes	Yes
Sports* COVID-19 disrupted sports participation for most of school year 2020-21 and continuing into school year 2021-22; the sports listed here are sports that have been recently offered at each school but may not have been offered during the pandemic. Sports offerings can change from year to year based on student participation.	Baseball; Badminton; Boys & Girls Basketball; Cross Country; Football; Boys Soccer; Girls Soccer; Tennis; Track & Field	Boys & Girls Basketball; Badminton; Baseball; Cross Country; Dance; Football; Indoor Bocce; Indoor Track; Track & Field; Outdoor Bocce; Boys' Soccer; Softball; Volleyball; Tennis	Baseball; Badminton; Boys & Girls Basketball; Dance; Football; Indoor Track; Outdoor Bocce; Football; Boys & Girls Lacrosse; Volleyball; Softball; Swimming; Track & Field Wrestling; Indoor Bocce; Boys & Girls Soccer;
Community School	Yes	Yes	Yes
Title I Program	Yes	No	No
Personnel			
Classroom teacher	19.5	39	85
Paraeducator	1	6	6
Assistant Principal	0	3	4
Educational Associate/10mth	1	3	5
Educational Associate/12mth	0	1	0
IEP Team Associate	1	1	3
Social Worker	1	1	3
Guidance Counselor	1	2	5
School Psychologist	0.5	0.6	2.1
Speech Pathologist	0	0.4	0.4

	New Era Academy #422	Benjamin Franklin High School at Masonville Cove #239	Digital Harbor High School #416
Library/Media Specialist	0	0	1
Grand Total	25	57	114.5
Facilities (indicate yes or no for each area)			
Gymnasium	Yes	Yes	Yes
Auditorium/Multipurpose Room	Yes	Yes	Yes
Library Media Center	Yes	Yes	Yes
Labs (indicate number of labs for each type)			
Designated Computer Lab (not incl CTE)	1	0	0
Science Lab	2	2	2
School Based Health Center	Yes	No	Yes
Active Community / Business Partnerships (list all partnerships)	Keys 2 Success; Baltimore Port Alliance; Port of Baltimore; United States Coast Guard	United Way; Northrup Grumman; Building STEPS; Baltimore Compost Collective; Baltimore Port Alliance; BUILD; Central Maryland Area Health Education Center; City of Refuge Baltimore; Greater Baltimore Church; Greater Baybrook Alliance; JA Maryland; MD Food Bank; South Baltimore Learning Center	Pathway; THREAD; Fed Hill Neighborhood Association; The Morgan Group; SCUBA; Key Highway Neighborhood Association; Chesapeake Bay Foundation; Outward Bound; Planned Parenthood; Christ Church Harbor Apartments; Baltimore Inspiring Connections Outdoors Sierra Club
Citywide Special Education Programs	None	2 Life Skills	2 PRIDE

BOARD OF SCHOOL COMMISSIONERS

Johnette A. Richardson, Chair

Ronald S. McFadden, Vice-Chair

Dr. Michelle Harris Bondima

Dr. Durreyle Brooks

Linda Chinnia

Ateira M. Griffin

Dr. Martha James-Hassan

Vernon A. Reid

Shantell L. Roberts

Ezra Horwitz, Student Commissioner

Christian Gant, Esq., Board Executive Officer

For Baltimore City Public Schools'
nondiscrimination statement, please see
baltimorecityschools.org/notice-nondiscrimination

BALTIMORE CITY
PUBLIC SCHOOLS

