

Master Plan Update 6

April 28, 2008

Contents

Introduction: The Cleveland Metropolitan School District’s Board of Education is now expected to vote June 24 on a revision of the Master Plan the will decide the type and location of schools available to generations of Cleveland’s children. **Page 2**

Community Engagement: The KnowledgeWorks Foundation asserts that “people are much more likely to support what they have helped create.” The BAC agrees. The District has made progress on all fronts, but improvements are needed. **Page 2**

Community Forums, Page 3

Core Teams, Page 6

Web Site, Page 6

West Side Story: The current Master Plan proposal appears not to provide for sufficient high school capacity, especially on Cleveland’s West Side and specifically at John Marshall and Lincoln-West. **Page 8**

Illustrations, Pages 15-16

Conclusion: Improvements made in the community-engagement process provide District residents with the chance to play a meaningful part in the development of their schools. **Page 10**

Master Plan Update Review: Excerpts from previous BAC reports:
Enrollment is the key. The Administration’s proposal. Options. A question of balance. Future uncertainties. How much will it cost? **Pages 11-13**

Appendix: Pages 14-16

Introduction

The Cleveland Metropolitan School District's Board of Education is expected to vote June 24 on a revision of the Master Plan that will govern the type and location of schools available to generations of Cleveland children.

Community forums were held in February and March at which District residents could voice their likes and dislikes about the District Administration's proposal for the revision, and more forums are promised for May.

Revision of the Master Plan is required by the Ohio School Facilities Commission (OSFC) to adjust for a steep drop in enrollment that the OSFC expects to continue. The plan's next phase, Segment 5, cannot begin until a revision is adopted by both the Board and the OSFC, which pays 68 percent of the program's basic costs.

Besides deciding whether schools will be renovated, replaced or simply maintained, how big they will be, and when the work will be done, the Master Plan ultimately will determine how much the District will have to spend and therefore how much additional local tax money will be needed to complete the program.

Because of the plan's importance to the community's future, the BAC has advocated that the Administration sponsor a thorough, authentic effort to engage the community in the decision making. This report will again focus on the engagement process and ways in which it could be improved.

The Bond Accountability Commission has analyzed and explained the Administration's Master Plan proposal in our Master Plan Updates 4, 5 and 6. Those reports are available at <http://www.cmsdnet.net/administration/BAC.htm> on the District's Web site or by request to the BAC at (216) 987-3309 or by emailing bondaccountability@hotmail.com.

The adequacy of high school capacity in two West Side academic neighborhoods remains a serious concern, and this report again deals with that issue.

Community Engagement

The OSFC recommends the KnowledgeWorks Foundation, an Ohio-based organization dedicated to improving all aspects of public education, as a source of advice on involving communities in decision-making about their schools. Here's what it has to say about community engagement:

"Whereas some people refer to community engagement as a way to achieve "buy-in" from community members on plans that have already been developed or decisions that have already been made, KnowledgeWorks Foundation defines community engagement quite differently. ... The Foundation has adopted the term "authentic community engagement" to describe community engagement that creates ownership rather than 'buy-in.' Authentic community engagement is not about informing people, but educating community members so that they can make informed decisions." ("Community Engagement Guide" (KnowledgeWorks Foundation, June 2005)

In advocating involvement by community members in decision-making about their schools, the Foundation asserts that "people are much more likely to support what they have helped create." We agree, and we have included these quotations in our past

reports. We do so again here because they convey good advice about a philosophy that would improve the District Administration's community engagement program.

Community Forums

The Administration held two community-wide forums last Fall -- one the West Side and one on the East Side -- that included an initial presentation and discussion of its proposal for a revised, 10-segment Master Plan. Meetings scheduled for October at each school had to be canceled. The rescheduled meetings were held Feb. 20. A follow-up round was held April 10 at each major high school. The elementary schools were each combined into a meeting at one of 10 "academic neighborhood" high schools.

The Administration has said that additional school forums will be held in May -- two on the West Side and two on the East Side -- and that follow-up meetings will be held at individual schools "as needed." To date, the May forums have not been scheduled.

To avoid the problems of last-minute notification that occurred in the last round, the May meeting schedule should be set and published as soon as possible. This would allow citizen comments to be considered by the Administration and available to the Board for its meetings in June. The Administration plans to ask the Board to vote on the Master Plan at its business meeting on June 24. That means the Administration will probably submit its proposal at the Board's work session at 6:30 p.m. June 10 in the Board of Education Administration Building, 1380 East Sixth Street. The District's chief executive said the Board needs to vote by the end of June because the OSFC needs the plan before the end of its fiscal year.

The June target for Board approval of a revised Master Plan is six months later than the previously announced target and nearly a year later than the Administration's initial goal. The latest delays were designed to allow time for meaningful community engagement.

In the April forums, each meeting at the neighborhood high schools was to include an introductory session with a video message from the chief executive, a general discussion with all attendees, and breakout sessions for each of the constituent elementary schools. Minutes and attendance were to be taken, and the Administration's project team is to compile these minutes and present a report to the chief executive.

Representatives of the BAC attended selected April 10 forums. Based on those experiences and other research, as well as the overriding philosophy that authentic community engagement will improve the program and public support for it, we offer the following observations:

Minutes and attendance lists from the Feb. 20 meetings should be posted on the District's Web site, so that others may review the opinions expressed. That way, members of separate neighborhoods can find out what others are thinking about the program and can judge whether the Administration's final proposal to the Board is reflective of these opinions.

For the same reasons, the minutes and attendance lists from the April 10 meetings should be posted as well, along with the project team's summary report to the chief executive.

We continue to believe that the District's approach to advertising the forums fails adequately to reach the community at large. As with the February meetings, the CMSD

effort for the April meetings seemed to consist primarily of a poster on the District Web site and letters sent by school principals to the homes of students, either via the students or mail.

All Cleveland citizens, not just parents of current students, have a vested interest in the success of this program. School principals are ill equipped to handle the larger task.

Some examples:

- One attendee in the John Marshall academic neighborhood complained that she had just received notice of the meeting in that day's mail.
- Only two parents attended the East Tech forum. At Lincoln-West, representing the largest academic neighborhood in the city, only about 50 people attended, including administrators and teachers. About 40 attended at John Adams.
- At the Cleveland School of the Arts, the principal said she purposely had not sent out flyers advertising the Master Plan meeting, opting instead to schedule a concert by students and requiring parent attendance. About half of the 40 or parents left after the concert, though the Master Plan meeting was to follow (perhaps their children had homework to do). The adequacy of this approach is obvious for a school that is a community-wide asset.
- Too many attendees said that they had only learned about the forums from an op-ed article sent by the BAC as a public service to The Plain Dealer, the Northeast News, the Call and Post, and the West Side Sun (We thank these papers for their cooperation.). As we said in our February report, wider outreach could be accomplished through posters at local food markets, churches and libraries, door-to-door solicitation, and requests for local pastors to spread the word, as well as advertisements or requests for public service announcements in various news media.

The Administration began working on this proposal at least a year ago. Community engagement on the Master Plan should have started then. At this late stage, the discussions at the February and April forums were far too general. Too often, residents asking specific questions were told that their issues could be discussed at later meetings or that their issue could be dealt with in future revisions of the Master Plan.

- At the John Marshall meeting, members of City Council as well as other attendees were clearly frustrated by lack of answers to their questions about adequacy of planned high school space on the West Side (an issue discussed elsewhere in this report), and even about the identity of the schools currently being planned for Segment 5, which will begin soon after the Board votes on the Master Plan.

The messages delivered at the forums were not entirely consistent or complete, which could lead to confusion or frustration about what is being planned.

- The East Tech moderator, when asked how the District decides whether to renovate or replace a school, could not answer because it was not on his sheet of frequently asked questions.
- The audience at John Marshall was told that the Administration had not decided whether to build a new Marshall, perhaps on the site of the athletic field, or renovate the current structure, or, if renovation were chosen, what to do with the

Marshall students during construction. The audience at Lincoln-West was told, in response to a question about renovating Marshall as a landmark, that the Administration wants to build a new school on current Marshall property, as announced last September.

- The audiences at Marshall and Lincoln-West both asked questions about the adequacy of planned West Side high school space, and both were told that the Administration is disputing enrollment projections that don't allow OSFC co-funding of enough high school space. A more complete answer would have been that even the insufficient space being proposed is more than the OSFC currently will co-fund, meaning that if the OSFC does not relent, the announced plans will have to be curtailed district-wide or the District will have to bear the extra cost on its own, as the BAC has reported. Audiences were not told that the Master Plan budget contains a cushion that appears large enough to build the quietly abandoned West Side Relief High School or to build a new Marshall much larger than currently proposed, also reported by the BAC.
- Forum-goers were told that the Administration had not decided where to build Max Hayes High School, even though it is listed in the official Master Plan proposal as a Segment 5 school. Max Hayes was outlined as a new school for 800 students, either at a District-owned site on West 65th Street or elsewhere in a partnership with "other institutions." How can the public be expected to assess the proposal when it doesn't know where the alternative sites are?
- The Cleveland School of the Arts principal did not show the video from the chief executive but said any parents who wanted to borrow it could ask their children to bring home a copy. Although the Master Plan is a district-wide strategy, the principal told those in attendance that they need only be concerned with CSA.

Other items of interest:

- A number of questioners at the forums expressed concern about mixing older children with younger ones in the K-8 format. Some principals seemed unaware that the Administration's plan calls for each of the 10 academic neighborhoods to have at least one larger K-8 suitable for transformation to a middle school or junior high.
- At the School of the Arts, the principal said the school would be included in Segment 5 but that the students would remain at the current school for next school year during planning. During construction, the CSA students would go to school at Harry E. Davis, near East 105th Street and Superior Avenue, she said, eliciting boos and many angry comments. She said she had been meeting with architects who she thought were going to be the designers of the school, but said she couldn't remember the name of the firm. She said that after the architect was chosen formally, she would convene a Core Team of parents to work together to determine the custom needs of the school, which would be incorporated into the architect's plans. She said that much of the money to be spent on the new CSA would have to be generated by the Friends of CSA organization, because the OSFC would not fund the school's special needs.

Core Teams

Core Teams are supposed to be the community's representatives watching over each school, working with design and construction professionals.

As a number of school supporters have lamented, the old Core Team process at all schools was allowed to lapse in many cases. It just stopped, an industrial advocate of Max Hayes recently observed.

In January, however, the Administration directed school principals to recruit new Core Teams for the Segment 4 schools to advise the District on school design and monitor construction. Team members are expected to relay concerns from the community to District officials and the school facilities project team, and to relay news about developments in the program back to the community.

In the case of Segment 4, the process began about a year late, and it needs improvements, but it is still an advancement that with modifications now being promised should be continued for all future segments of the construction program.

The Administration promises to initiate the Core Team process for the future segments in a timely manner, so that stakeholders can have more impact on school-design decisions.

Responsibility for the Core Team process was assigned to each school principal. The principal was to identify and recruit members of the Core Team and schedule meetings. That has worked with limited success so far for 10 of the 11 Segment 4 schools. The problem with the 11th school, the planned Thomas Jefferson, is that there is no school, the old Jefferson having been previously closed, and therefore no principal. The Administration has reported that it is still working on identifying a Jefferson Core Team.

Most Core Teams recruited for Segment 4 consist of the City Council member and a community development corporation representative for the school's area, some teachers and school administrators, and a representative or two of the Student Parent Organization.

Most Segment 4 Core Teams listed on the District's Web site have very few parents and no non-parent neighborhood residents other than some church representatives in some cases. Some are lopsided with teachers or other school employees.

The Administration recently acknowledged this and ordered that principals recruit at least six parents for each Core Team as well as residents of each school's immediate neighborhood.

In addition Core Team meetings should be scheduled at times more accessible to people who work during the day.

Web Site

The Administration launched its Building Program Website at <http://www.cmsdnet.net/NewSchools/> on Feb. 20, 2008. It provides updated information on the program, which had not been available from the District online since the summer of 2006. And the site provides much background information never previously provided online by the District. Some observations about the Web site:

- The main page has a link titled “School Segments.” A click on this link displays a list of the 10 construction segments proposed by the Administration. A click on each listed school in turn displays a page with a rough outline of the proposal for that school. Another click on a link at the bottom of that page, titled “Original Building Pictures – Taken 2001 and 2002,” displays some pictures as well as a cursory assessment of the building’s condition at that time. We believe that detailed assessments should be posted as well, because the pictures and information posted do not give viewers the whole story about conditions inside the building. Also, no pictures or assessments are posted for some schools, so those need to be completed.
- For Segment 4 schools, the above page also includes a listing of the Core Team members, but there is no contact information other than for the school principal. Members of the community should not be forced to go through the principal to contact their representatives on the Core Team.
- For Segments 3 and 4, the page has artist’s renderings of the school that is under construction or being planned.
- The site’s main menu also includes a link titled “Monthly Construction Report.” A click on this link displays a portion of the program Construction Manager’s report that outlines the latest developments at each school in each active program segment. However, as of April 23, the link still displayed the report for February. The March report has been available since April 9. To provide an effective service to the community, the latest reports must be posted promptly.
- The main menu also includes a link called “Bond Accountability Commission,” which leads to a page that allows viewers to click on and read every report issued by the BAC since April 2007, including reports on the program’s Master Plan, detailed updates on the program’s progress and budget performance, and reports on community inclusion in workforce participation and contracting. The page also posts announcements of BAC meetings.
- A menu link titled “Community Engagement Template” outlines the Administration’s new strategy for forming and operating school-specific Core Teams at the beginning of each program segment as liaison between the community and District. Another menu link, “Community Forums,” announces meetings at which citizens can express opinions about the program.
- A Facilities Directory, found elsewhere on the District’s main Web site, has not been updated since summer 2006. It contains incomplete and incorrect information about the building program, and we again recommend that it be updated or deleted.
- At the request of Board of Education members, the Administration says it is working on posting maps of the program’s 10 academic neighborhoods, minutes of Core Team meetings and community forum, and contract bidding information. The minutes of the January Core Team meetings, a responsibility of the school principals, are still not available.

West Side Story

Plainly stated, the current Master Plan proposal appears not to provide for sufficient high school capacity, especially on Cleveland's West Side and specifically at John Marshall and Lincoln-West.

The Administration has cited co-funding limitations imposed by the OSFC, which are based on high school enrollment projections produced by an OSFC consultant. The consultant forecasts a steep decline in high school enrollment by the target date of 2015, based on such trends as long-term Cleveland population decline, historic dropout/withdrawal rates, the huge increase in K-8 charter school enrollment (now about 20,000 in the CMSD area), and current enrollment in private/parochial high schools.

The Administration is challenging those assumptions and the OSFC policy, which have the affect of forcing the District to postpone high school construction until the later segments; otherwise, a high school built now to OSFC specifications would be far too small to accommodate the current enrollment. In fact, the Master Plan proposal, inadequate as it may be for high schools, already calls for more high school space than the OSFC will co-fund.

There are sound reasons for challenging the OSFC's high school forecasts: For one, there is no guarantee that the organizations operating charter K-8s will open high schools to accommodate the graduating elementary students; for another, the financial status of parochial schools is tenuous, so there is no guarantee that all will continue to operate; and with numerous promising academic initiatives under way in the District, the historic dropout/withdrawal rates may be significantly reduced.

If the OSFC, which pays for 68% of basic program costs, changed its policy or adjusts the forecast, the District would be able to build more high school capacity. But since there is no guarantee that the OSFC will do so, it would be prudent to make the best of the situation by matching co-funded high school space to population densities and, if necessary, recalculating the program's financial needs to provide adequate capacity, even if it meant using only District money to do so. The current Master Plan proposal does not adequately deal with this scenario.

The current plan is based on the concept of 10 academic neighborhoods, each anchored by a comprehensive high school: Collinwood, East, East Tech, Glenville, Adams, John F. Kennedy, Rhodes, South, Marshall and Lincoln-West. The proposal groups elementary schools around the nearest high school, though some elementary schools feed more than one neighborhood high school.

By several methods of mathematical analysis, either Marshall and Lincoln-West as planned will be significantly too small, or the other neighborhood high schools will be too large. In either case, the adjoining Marshall and Lincoln-West neighborhoods would not have the same relationship of co-funded elementary school space to available high school space as the District's other academic neighborhoods. (See chart, **Page 16**)

Another, best-case formula provides high school space for every K-8 graduate without accounting for high school dropouts or withdrawals. Applying that formula to all 10 academic neighborhoods as planned finds Marshall and Lincoln-West far out of line with the others. (See chart, **Page 15**)

The OSFC forecasts high school enrollment district-wide, not by school; it is up to the District to distribute the enrollment among its schools as it deems best. However, the current co-funded Master Plan proposal does not reflect the relative enrollment stability of the West Side. The West Side comprehensive high school enrollment has actually risen 14.2 percent over the last 10 years, while the East Side enrollment has fallen 22.3 percent. Yet the co-funded plan envisions similar rates of decline over the next seven years for both.

Enrollment at academic neighborhood high schools

School	Enrollment 1997-98	Enrollment Jan. 2008	% Change	Master Plan for year 2015	% Change, 2008-15
Collinwood	1220	987	-19.1%	(1849***)	
East	1053	711	-32.5%	(1466***)	
East Tech	1248	764	-38.8%	1300	
Glenville	1320	1383	4.8%	1150	
Adams*	1208	1262	4.5%	1335	
JFK	1353	908	-32.9%	750	
South	1579	966	-38.8%	750	
East Side MP Total	8981	6981	-22.3%	5285	-24.3%
Marshall**	1787	2037	13.4%	1200	
Lincoln-West	1232	1414	14.8%	1350	
Rhodes	1242	1416	14.0%	1005	
West Side MP Total	4261	4867	14.2%	3555	-27.0%

*Adams total for 1997-98 is from John Hay

**Marshall total for Jan. 2008 includes overflow at Carl Shuler

***This is the current capacity, Collinwood and East are not co-funded in the Master Plan; each would get \$5 million in repairs funded by local-only tax money.

District planners said they allotted extra space to East Tech and Glenville to provide students from the Collinwood and East neighborhoods to attend there if they choose. And in fact the Master Plan provides for only 39.1 percent of the current East Side high school population if Collinwood and East were to be closed. The Administration's solution for the East Side is to exclude Collinwood and East from the co-funded Master Plan but to give each \$5 million in renovations using only local tax money and keep them open as long as they are needed.

A similar solution is not proposed for the West Side, but there are options that the District could consider:

- Restore the plan for a West Side Relief High School. The original Master Plan called for a school for 1,600 students. The Administration bought land for the school on West 65th Street and Walworth Run, between Marshall and Lincoln-West. The school had been planned for Segment 3, but the idea was dropped in 2006. Such a school could add up to \$30 million to the District's program tab if OSFC rules remain unchanged, although contingency funds in the proposed budget may be sufficient to cover that.
- Build Marshall larger than now planned. That would ease some of the potential overcrowding but probably would not eliminate the problem. A West Side Relief school would probably still be needed, but it could be much smaller.

- Build a combination Max Hayes-West Side Relief on the West 65th site. The size of the site would limit the advantage of this option and might not accommodate athletic fields, too.
- Develop Carl Shuler High School. Shuler currently has about 350 "overflow" students from Marshall, and current plans are to maintain Shuler until no longer needed. If a new Marshall were built for 1,200 as currently proposed, one could expect that Shuler would be needed for a long time. Its capacity is listed as 700 students. So if Shuler will have to remain open anyway, that raises the option of reinventing the school as a specialized academy, such as one of the new Science, Technology, Engineering and Math (STEM) school or perhaps an accelerated-studies or information-technology academy. That would take some of the load off all three West Side comprehensive high schools as well as provide an attractive, easily accessible option for West Side children. Again, it might not eliminate the need for a West Side Relief, but it would reduce the needed size.

These are only some of the options that might alleviate future problems on the West Side. Any solution should address the question of timing as well. For instance building a West Side Relief in Segment 5 would provide swing space for Lincoln-West or Marshall students during renovation of their schools. A solution also should consider siting and timing of the Max Hayes vocational school. Will it be built on West 65th, near downtown, or perhaps on the vacant industrial land along Detroit Avenue or Berea Road?

Conclusion

Lest anyone get the wrong idea from the analysis on the preceding pages, the BAC regards the CMSD school facilities program as a great opportunity for the people of Cleveland, a once-in-lifetime chance to create schools on par with those in far-wealthier suburbs and to have the state pick up two-thirds of the cost.

We offer these criticisms and suggestions to help make the program as good as it can be. In doing so, we hope to increase the popular support that is so necessary for the program's success. That's why we have dedicated this report to the critical issues of community engagement and prudent master planning.

We urge all concerned citizens to take advantage of community forums in May to learn more, ask questions and express their concerns. Anyone can reach the Administration directly at (216) 574-8413 (voicemail) with questions or comments. When the schools in Segment 5 are identified, anyone can volunteer to serve on the Core Teams that will guide the schools to completion.

In coming years the Master Plan will have to be revised again, perhaps because of resurgent enrollment, perhaps because of further declines. Ongoing dialogue will make the outcome better in either case.

The Bond Accountability Commission will continue to monitor the process and help make residents' concerns heard. To further understand the Master Plan revision and the overall school facilities program, read the BAC's previous series of Master Plan

Updates, excerpts of which are included below, and Program Progress Updates on the District's Web site at <http://www.cmsdnet.net/administration/BAC.htm> .

For ideas on improved community engagement, see the KnowledgeWorks Web site at <http://kwfdn.org/>.

Master Plan Update Review

Enrollment is the key – The Ohio School Facilities Commission (OSFC), which pays for 68 percent of the basic program cost, decides the amount of school space that it will co-fund using a formula based on the enrollment projected for the end of construction, in 2015. The latest projection is for about 41,000 students, some 31,000 fewer than when the facilities program was launched in 2002. That means the OSFC will co-fund renovation or replacement of substantially fewer schools than the 11 originally planned.

The OSFC will commission another enrollment projection in 2008 which, like the previous ones, will take into account past enrollment, dropout and withdrawal rates, city population, birth rates and other demographic factors as well as current enrollment. That means the Master Plan might have to be adjusted again.

The Administration's proposal – The plan calls for 69 new or renovated elementary schools (including one that would be combined with the School of the Arts high school), seven new high schools and five renovated high schools. Each of 10 academic neighborhoods would have at least one larger elementary school suitable for transformation into a junior high if the District abandons the PreK-8 format.

The plan calls for 10 construction segments. The original plan had nine. The first four are completed or under way. Most of the elementary schools would be built new, rather than renovated, and most would be smaller than those they would replace.

Most high schools would be in Segments 8 through 10. However, the \$335 million from Issue 14, approved for the program by voters in May 2001, will run out in Segment 7, meaning that work on the elementary and high schools in Segments 8-10 will depend on approval of more tax money. Last Fall's decision to install extra security features, including metal detectors, at all schools may mean that some Segment 7 work might have to be cut for lack of funds as well.

The plan assumes that the OSFC will co-fund more high school space than current enrollment projections allow. Unless the OSFC changes its rules, the extra high school space will be co-funded only if the District is able to curtail the steep enrollment declines of recent years. Otherwise, some high school plans may have to be cut.

Outside the co-funded program, 39 schools would be only maintained. These include some schools that were not even included in the 2002 plan and a number that are being maintained only as swing space, that is, schools to accommodate students displaced by construction projects.

Six high schools would be maintained only, and two others, Collinwood and East, would receive a total of \$10 million in improvements beyond routine maintenance, funded only by local taxes.

The maintain-only schools may be closed after several years if their enrollments do not increase. Closed schools may be demolished, sold, or donated for a community purpose.

A list of segment and maintain-only schools follows this report.

The Administration has calculated a need for \$217 million in additional local tax money to match the OSFC contribution for the co-funded portion of the program and for local-only, Locally Funded Initiative (LFI), work that is not supported by the OSFC. The Administration has offered conditional assurances that the \$217 million is sufficient to complete the work as proposed, including any demolitions that are needed. Conditions that could cause the extra money to be insufficient include the above-noted high school space assumptions as well as program rule changes by the OSFC, unforeseen spikes in construction-cost inflation, or a substantial increase in projected enrollment.

According to the project team, voter approval of the \$217 million would not increase the tax rate being collected from property owners at the time of the vote, but it would extend the collection period.

Options -- The basic options for disposition of schools is to replace them with new ones, totally renovate them, only maintain them, or close them and perhaps demolish them. The Administration has focused its plan on building new elementary schools that are closer to the OSFC's minimum size of 350 students rather than on renovating existing schools, which tend to be larger. The smaller size would permit co-funding of more schools and better geographical balance while minimizing transportation costs.

The maintain-only schools would maximize neighborhood coverage for as long as possible, but they would not fulfill the vision of a top-quality school environment for every child. If enrollment continues to decline as predicted, the District simply will not need all of these schools, and keeping them open will cause unnecessary operational expenses.

Demolitions of maintain-only schools probably would not occur until Segment 10 (2012-2015).

A question of balance – The District can maximize neighborhood coverage and geographic balance and minimize spending by matching chosen school locations with student population densities. Landmark schools pose a thorny problem for planners in this regard because they tend to be too large to properly reflect expectations of declining enrollment. They end up either costing a lot of unmatched LFI money or using up co-funded enrollment capacity that is needed elsewhere in the District. It is likely that some landmark schools will be neither renovated nor replaced, but only maintained until they can no longer be used.

Future uncertainties – The school projects proposed for Segments 8, 9 and 10 are not assured. First, voters must approve additional tax money if they are to be

possible. And even if they do, enrollment could decline faster than currently projected, suggesting that the OSFC, after new projections are done, might not co-fund some of the schools.

Also, the Administration's Master Plan proposal is contingent on gaining city approval to replace or alter a number of landmark schools: Audubon, Wilbur Wright, Watterson Lake, William Cullen Bryant, Joseph M. Gallagher, Tremont, and Luiz Munoz Marin. Residents in the areas of these and some Segment 9 schools should be aware that what is proposed might not occur.

City planners may prevent the proposed demolitions. If that happens, the District would be forced to either simply maintain these schools or to renovate them at larger co-funded capacities than currently planned. Consequently, the Administration warns that some school projects proposed for Segment 9 may also not occur, because the co-funded capacity that would make them possible would have been used up in renovating the landmark schools.

The elementary schools in Segments 8-10 are generally those that the Administration deems as least necessary or in least need of major repairs.

How much will it cost? -- Estimates in 2002 that the total project would cost \$1.574 billion for 111 schools had a fatal flaw: They did not allow for construction cost inflation, even though the program was to last at least 13 years, so they underestimated the actual cost by at least several hundred million dollars.

This time, a more experienced administration has made an effort to accurately estimate co-funded construction and LFI costs, and it has factored those estimates for inflation at the rate of 5 percent a year for Segments 7 through 10. It also did not allocate what it put at \$29.4 million in expected revenue from interest and government technology subsidies, and the interest and subsidies may total substantially more than that.

In short, the Administration's calculation that it needs \$217 million in additional tax money to execute Segments 8 through 10 as proposed appears adequate.

The proposed segments – Page 14

Contact us:

James G. Darr, BAC administrator

(216) 987-3309

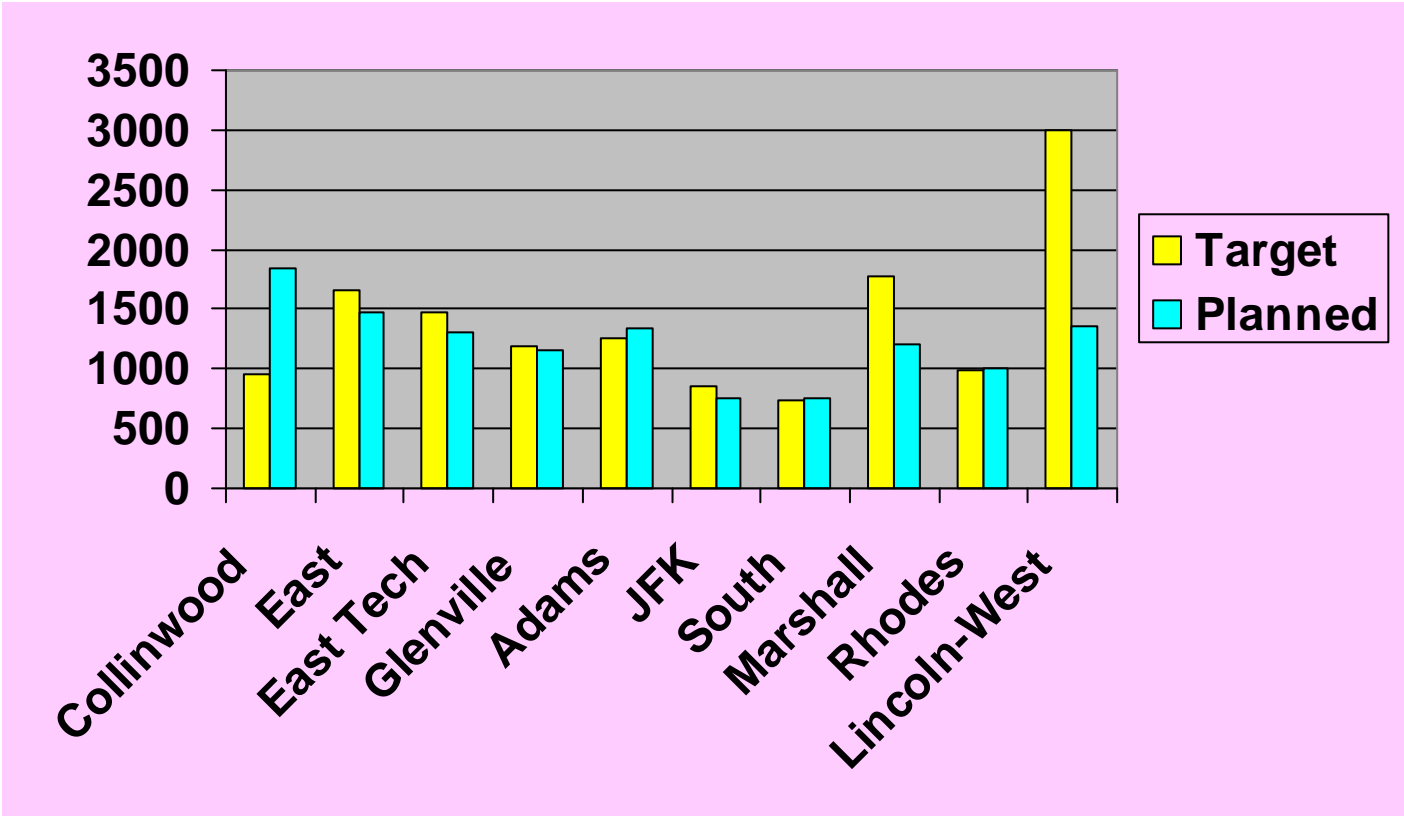
bondaccountability@hotmail.com

fax: (216) 987-4303

Cleveland Metropolitan School District Master Plan Proposal

Building	Enroll	Scope	<i>Segment 4 Fall 06 -Fall 09</i>			<i>Segment 7 Spring 09-Spring 12</i>		
Segment 1			Adlai Stevenson	450	New	Almira	450	New
Andrew J Rickoff	720	New	Anton Grdina	540	New	Brooklawn	350	New
Memorial	631	New	Audubon	450	New	Denison	540	New
Miles Park	650	New	Charles Dickens	450	New	Forest Hill Parkway	350	New
Riverside	436	New	Charles H. Lake	400	New	Miles	350	New
John Hay	1,232	Renovate	Euclid Park	351	New	Paul Revere	350	New
Warm, Safe, Dry		Improve	George Washington Carver	450	New	Watterson Lake	350	New
East High gym		Renovate	Mound	450	New	William Cullen Bryant	400	Reno/add
Successtech	400	Renovate	Nathan Hale	400	New	<i>Subtotal</i>	3,140	
John Adams	1,335	New	Robert H. Jamison	450	New			
Subtotal	5,404		Thomas Jefferson	785	New	<i>Segment 8 Spring 10-13</i>		
			Subtotal	5,176		Clara E. Westropp	540	New
Segment 2						Clark	540	Reno/Add
Daniel E. Morgan	480	New	<i>Segment 5 Summer 07- Spring 10</i>			Stokes to Dike Site	350	New
Franklin D. Roosevelt	1,115	Renovate	Charles A. Mooney	450	New	Joseph M. Gallagher	720	New
Hannah Gibbons	351	New	Dike @CSA	450	CSA	Marion-Sterling	490	Reno/add
Mary B. Martin	490	Renovate	Emile B. deSauze	350	New	Orchard School of Science	350	New
Mary M. Bethune	500	Reno/Add	Louisa May Alcott	192	Reno	Glenville	1,150	New
Warner	570	New	Max Hayes	800	New	Marshall	1,206	New
James Rhodes	1,005	Renovate	School of the Arts	550	New	Subtotal	5,346	
Subtotal	4,511		Subtotal	2,792				
Segment 3			<i>Segment 6 Spring 08-Spring 11</i>			<i>Segment 9 spring 11-14</i>		
Artemus Ward	450	New	Alexander Graham Bell	350	New	Waverly	400	New
Burher	350	New	Case	375	Reno	Benjamin Franklin	500	New
East Clark	450	New	White at Empire	350	New	Bolton	350	Reno
Garfield	426	New	Giddings	350	New	Iowa-Maple	350	New
Harvey Rice	450	New	Gracemount	540	New	McKinley	350	New
Patrick Henry	450	New	H. Barbara Booker	450	New	Walton	400	New
Robinson G. Jones	450	New	Paul L. Dunbar	350	New	Lincoln-West	1,363	Reno
Wade Park	501	New	Scranton	350	Reno/ad	East Tech	1,350	Reno
Willson	574	New	Wilbur Wright	540	new	Tremont	350	New
Subtotal	4,101		Woodland Hills	350	New	Subtotal	5,413	
			Subtotal	4,005				
The Bold Schools in 5-9 need council action to unlandmark								
The Italic Schools need OSFC action in order to allow for right sizing								
Maintain-only K-8 and high schools			<i>Segment 10 Spring 12-15</i>					
Raper	Hart		Buckeye-Woodland	350	New			
Landis	Roth		Luiz Munoz Marin	720	New			
Agassiz	Eliot		Kennedy	750	New			
Spellacy	Orr		South	750	New			
Mt. Pleasant	Fullerton		Collinwood, East	0	Improve			
Baker	Davis		Marion C. Seltzer	423	Reno/Add			
Perry	Longfellow		William Rainey Harper	350	New			
Fulton	Rockefeller		Willow	350	New			
Sunbeam	Pasteur		Subtotal	3,693				
Union	Owens		TOTAL	43,581				
Kentucky	Halle		K-8 space not allocated	150				
Clement	Collinwood HS							
Ginn	East HS							
MacArthur	Shuler HS							
Valley View	Addams HS							
Howe	MLK HS							
Ireland	Young 6-12							
Cranwood	Ginn Academy (Health Careers)							
Benesch	G. Morgan HS							
Empire								

Ideal high school enrollment capacity vs. planned capacity – CMSD Master Plan proposal



Note: Target formula adds co-funded enrollment for K-8s, divides sum by 9 (for 9 grades) to yield an average number of students per grade, and then multiplies that average by 4 (for four high school grades). Target is “ideal” because it does not account for dropouts and withdrawals that occur during the high school years. Thus the planned high school capacity should be somewhat less than the ideal target.

Comparison of co-funded enrollment for K-8s to planned enrollment for neighborhood high schools – CMSD Master Plan proposal

