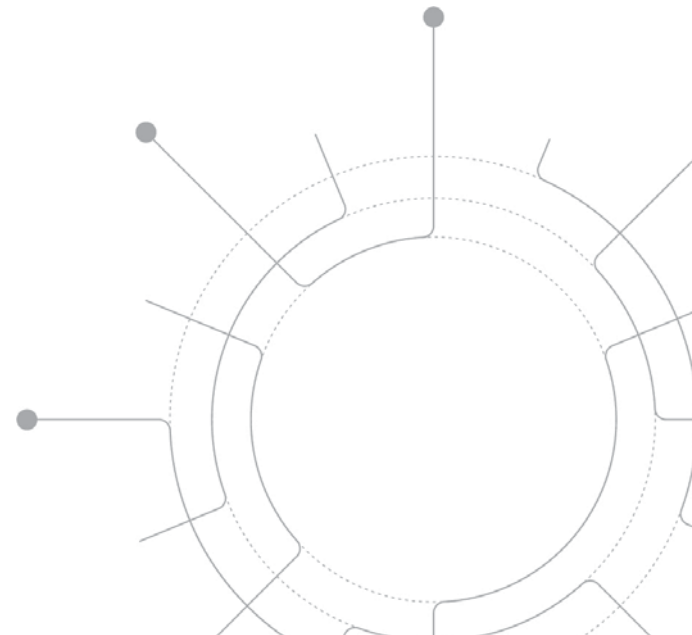




LONG-TERM SCHOOL PLAN

Board of Education Retreat
Day Two

June 8, 2019



Agenda for June 8th Board Retreat

June 8, 2019 Discussion Draft

- Ground today's discussion in underlying context, overarching goal, data metrics, and process that has guided the Long-Term Planning effort (25 minutes)
- Provide overview of recommendations and impact on equity and efficiency (15 minutes)
- Discuss rationale and remaining questions on **Group 1 Recommendations: Close program and building** (20 minutes)
- Discuss rationale and remaining questions on **Group 3 Recommendations: Build or renovate building** (20 minutes)
- Break (30 minutes)
- Discuss rationale and remaining questions on **Group 2 Recommendations: Relocate program to existing modernized building** (100 minutes)
- Align on final recommendations to be shared with the Board on June 11th (15 minutes)
- Outline forward-looking timeline (15 minutes)

Agenda mapped to binder content

Agenda item	Time	Additional relevant binder materials
Ground today's discussion in underlying context, overarching goal, data metrics, and process that has guided the Long-Term Planning effort	25 minutes	<ul style="list-style-type: none">• Citywide Analysis Summary• Phase 1 Feedback Summary• Phase 2 Feedback Summary
Provide overview of recommendations and impact on equity and efficiency	15 minutes	<ul style="list-style-type: none">• N/A
Discuss rationale and remaining questions on group 1 recommendations: Close program and building	20 minutes	<ul style="list-style-type: none">• Southeast Regional Analysis• Northeast Regional Analysis
Discuss rationale and remaining questions on group 3 recommendations: Build or renovate building	20 minutes	<ul style="list-style-type: none">• West Regional Analysis• Near West Regional Analysis• Southwest Regional Analysis
Discuss rationale and remaining questions, including potential alternative recommendations, on group 2 recommendations: Relocate program to existing modernized building	100 minutes	<ul style="list-style-type: none">• Southwest Regional Analysis• Northeast Regional Analysis• Near West Regional Analysis• East Regional Analysis
Align on final recommendations to be shared with the Board on June 11 th	15 minutes	<ul style="list-style-type: none">• N/A
Outline forward-looking timeline	15 minutes	<ul style="list-style-type: none">• N/A

**Underlying context, overarching goal, data metrics,
and process that has guided the Long-Term
Planning effort**

Context for Long-Term School Planning Effort

- Since 2002, the District has **built or substantially renovated more than 40 buildings.**
- There have been **changes in OFCC funding, construction costs, enrollment trends, and population patterns** since the last Master Facilities Plan revision in 2014.
 - As a result of shifts in population and enrollment, many **buildings are under capacity.**
 - The **number of open seats** has made it hard to maintain quality academic programs across the system without costly subsidies.
 - **Aging buildings** require replacement or extensive repair.
- To be responsive to **requests from the Board and the Bond Accountability Commission to take a fresh look at our Plan**, we have launched a process through which the Master Facilities Plan will become the District's "Long-Term School Plan".
- Beyond tweaking the existing Master Facilities Plan, this process will allow us to **align and integrate our academic *and* facilities decisions.**

The Long-Term School Plan Recommendations will be informed by the Citywide Analysis and Stakeholder Input

Citywide Analysis



Academic Quality



Enrollment & Choice



Program Viability



Building Use & Condition



Stakeholder Input

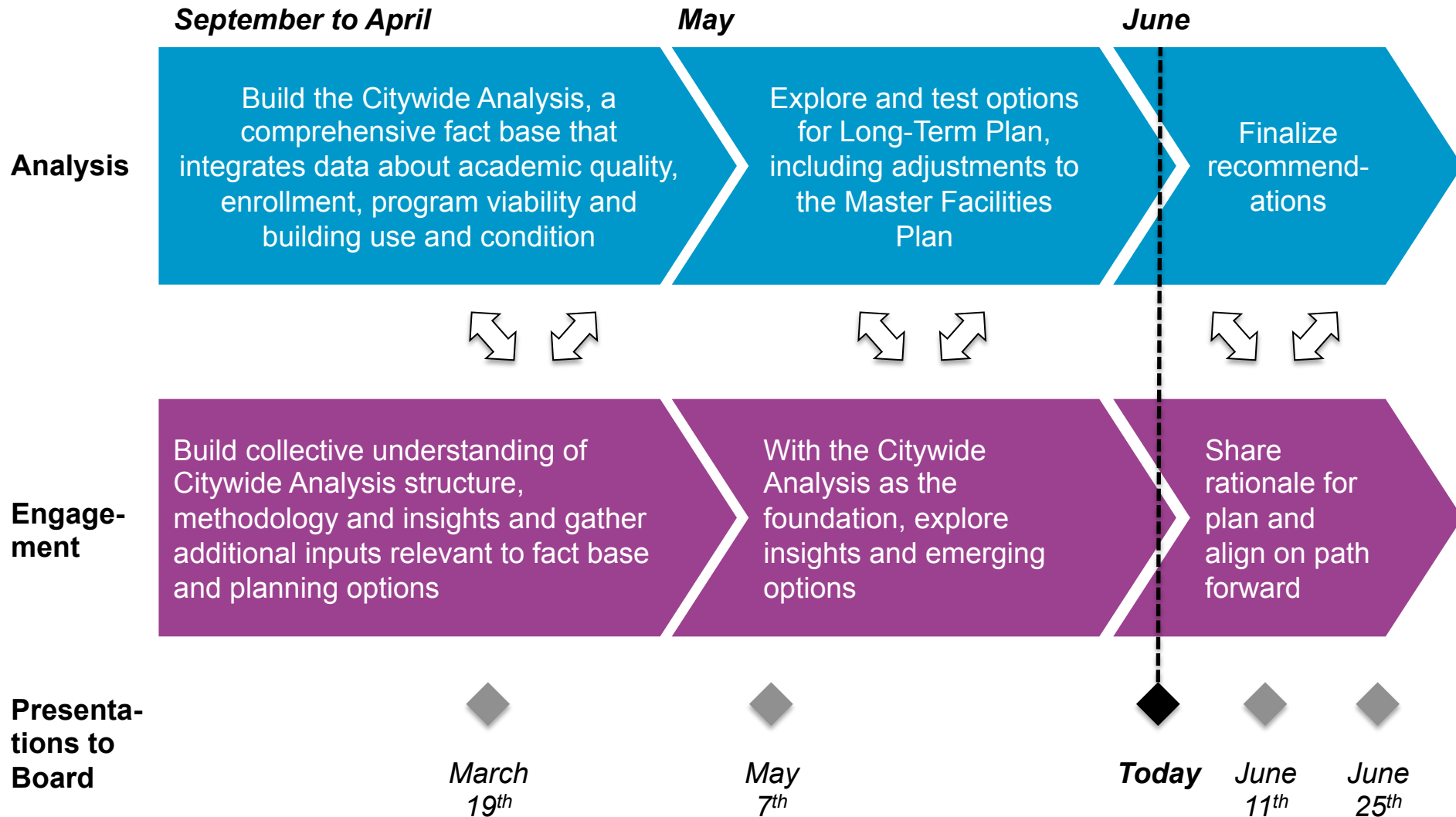


Long-Term School Plan Recommendations

- ✓ School program redesign
- ✓ Enrollment strategies
- ✓ School program consolidation or closure
- ✓ New building construction
- ✓ Building renovation
- ✓ Building closure
- ✓ Other

We are now in the final phase of the effort to build out a Long-Term School Plan

June 8, 2019 Discussion Draft



The Citywide Analysis builds upon previous analysis and planning efforts

June 8, 2019 Discussion Draft

The fact base builds upon earlier citywide analyses, such as the IFF Report and the previous Master Facilities Plan, while introducing several new components.

Sector Agnostic

The Citywide Analysis is intended as a shared resource for Cleveland and includes data for District schools, charter schools (partnered, sponsored and unaffiliated), as well as private/parochial schools, where available.

Holistic Analysis at Multiple “Altitudes”

The Citywide Analysis aggregates and analyzes academic quality, enrollment, financial viability and building use data for K-8 and high schools at three levels: citywide, region, and school and/or building level.

Updated Inputs with Regular Refresh

Much has occurred since 2014, when the Master Facilities Plan was approved and the IFF Report was released. It is time to refresh our collective fact base. The Citywide Analysis utilizes the latest available, validated data, including new Ohio State School Report Card data. Looking ahead, the intent is to regularly refresh the analysis to ensure it is current and relevant.

Forward-Looking

The Citywide Analysis incorporates a long-term enrollment forecast by region through 2023 to account for neighborhood-level changes and known macro-economic factors such as housing and birth rates.

The Citywide Analysis is organized around four key metrics

Academic Quality



- School report card grades¹
- Trend of student performance over the last three years

Enrollment and Choice



- Historical and forecast enrollment trends
- Attendance patterns across District, charter and private schools

Program Viability



- Financial sustainability of District schools based on enrollment thresholds²

Building Use and Condition



- Proportion of the building that is being used by students, accounting for spaces used for special populations and 21st century learning
- Condition of the school building

¹ While the Ohio Department of Education School Report Card Grades are a multi-dimensional measure of a school's academic performance, they do not tell the whole story of school's performance without careful review of the underlying data and other factors that shape a quality educational experience for students.

² This metric is only applied to CMSD-operated schools, as each charter operator determines their own thresholds for program viability

We are committed to ensuring that all students have access to the best possible education our improving system can provide, while also achieving the efficiency that taxpayers deserve

**Academic
Quality**



**Enrollment
and Choice**



**Program
Viability**



**Building
Use and
Condition**



Equity

How can this plan enable the District to serve the most students **with high quality academic programs in modernized buildings?**



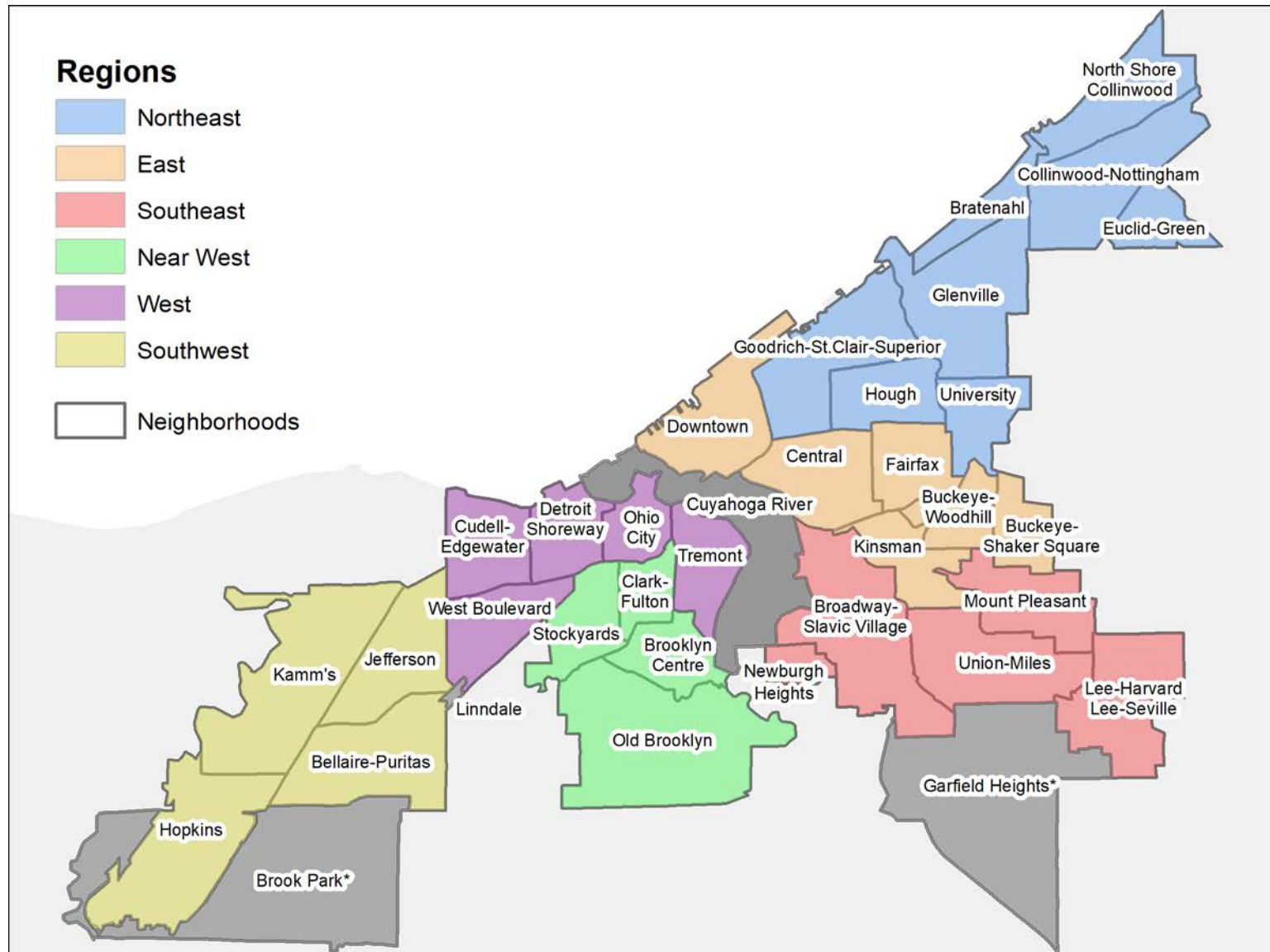
Efficiency

How can this plan help us **deploy our limited resources most effectively** on behalf of the students we serve?



We have intentionally taken a Cleveland-wide and regional lens in building out the Citywide Analysis

June 8, 2019 Discussion Draft



* Portions of Brook Park (precinct 3A.02) and Garfield Heights (precincts 1B and 1C) are part of CMSD

Citywide Analysis Key Takeaways

Academic Quality



- 26% of K-8 students, or more than 10,000 out of 38,000, attend an A, B or C-rated school. 19% of high school students, or roughly 2,800 of 14,000, attend an A, B or C school.
- Quality access is higher for west side residents for K-8 and east side residents for high school.

Enrollment and Choice



- By 2022-23, K-8 enrollment is forecast to decline 3.9% while high school is forecast to increase by 0.7%. Northeast and Near West are the regions with the largest declines.
- 45% of K-8 students and 43% of high school students residing in Cleveland attend a charter or private school.

Program Viability







- For District K-8 programs, 51% are below the minimum enrollment target of 360 students and 78% are below the desired enrollment level of 450 students.
- 79% of District high school programs are below the minimum viable target of 400 students and 95% are below the desired enrollment level of 500 students.

Building Use and Condition



- There are 7,500 unused K-8 seats in District buildings and 9,000 excess high school seats. Reported charter capacity points to more than 3,000 additional empty K-8 seats.
- 65% of District K-8 enrollment and approximately 57% of District high school enrollment is in buildings constructed or renovated since 2002.

Citywide summary: K-8 regional performance against 4 key metrics – District only

Region	 Academic Quality	 Enrollment Forecast	 Program Viability	 Building Use and Condition
Northeast	25% (↑)	-8.5%	19%	59%
East	0% (→)	-2.2%	33%	80%
Southeast	12% (→)	-2.7%	62%	78%
Near West	15% (↑)	-7.9%	64%	87%
West	27% (↑)	0.1%	71%	64%
Southwest	55% (↑)	3.4%	63%	98%

Metric	2018 Report Card % K-8 Enrollment A, B, C (3-year average trend ¹)	2022-23 vs. 2017-18 Forecast K-8 Student Population Change	2017-18 K-8 Schools above 360 ²	2017-18 Adjusted Capacity Utilization ³
School set	District Only	District Only	District Only	District Only
Key	> 80% = Green 51 to 80% = Yellow 31 to 50% = Orange ≤ 30% = Red (>0.5 = improving 0.5 to -0.5 = flat <-0.5 = declining)	≥ 5% = Green 0 to 4% = Yellow -1 to -4% = Orange ≤ -5% = Red	> 80% = Green 71 to 80% = Yellow 61 to 70% = Orange ≤ 60% = Red	>80% = Green 71 to 80% = Yellow 61 to 70% = Orange ≤ 60% = Red

¹ Based on weighted average of PI and K-3 literacy performance trend of schools in region

² A minimum enrollment threshold of 360 students was determined based off of the required enrollment to allow for the baseline desired teaching and learning experience of 2 classrooms of 20 students per grade level for grades K to 8

³ Adjusted capacity utilization takes into account the current usage of classrooms for special populations, including Pre-K and Special Education

What do the Citywide Analysis Key Takeaways mean for us today?

- We need to keep a **laser-like focus on school quality**. This need is supported by our data and feedback from the community. It reminds us that each action we take needs to align with the goal of dramatically improving student outcomes.
- We have **too many schools and too many buildings given our current and forecast student population**.
 - The District has the equivalent of around 16 K-8 schools' worth of unused space in school buildings we are operating today.
 - Similarly, to get every K-8 school to desired enrollment viability, we would operate 17 fewer school programs than we do today.
- We are facing **funding challenges at the K-8 level**.
 - While 13 buildings were potential candidates for construction or renovation in the 2014 Master Facilities Plan, there are only enough Issue 4 funds for about five K-8 buildings.
- Although not a focus for today, yet was a part of the community presentation, the **high school landscape will also present an opportunity for action**:
 - Approximately 40% of District high school seats are unused.
 - More than 40% of high school students are served in buildings pre-dating 2002.
 - Only 5% of schools are above desired viability targets; to get every high school to desired enrollment viability, we would operate 12-17 fewer high school programs than we do today.

Deep dive on engagement

June 8, 2019 Discussion Draft

March – April Community Engagement

- 545+** Participants in 7 regional meetings held in April
- 360** Feedback forms submitted (from meetings)
- 11** Other web forms and direct emails received
- 9,509** Visits to the QualitySchoolsforCLEkids.org website since launch
- 170** Visits per day between 03/19 and 05/13
- 20+** Briefings held to share fact base and methodology

May Community Engagement

- 250+** Participants in 6 regional meetings held in May/June
- 192** Feedback forms submitted (from meetings)
- 95** Other web forms and direct emails received
- 5,285** Visits to the QualitySchoolsforCLEkids.org website since recommendations posted
- 330** Visits per day between 05/14 and 05/29
- 20+** Briefings held to share recommendations and supporting rationale



Summary of Stakeholder Input from April Engagement

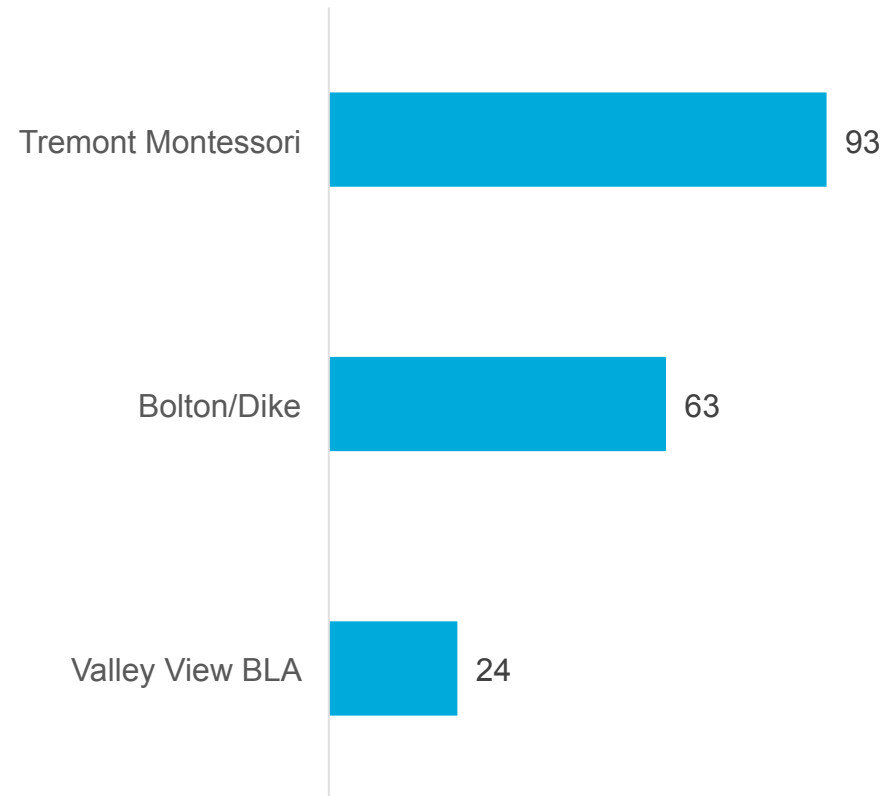
- Over 500 community members participated in person in regional meetings in April, and many others participated virtually via QualitySchoolsforCLEkids.org.
- Through a close review of the over 300 feedback forms submitted, several common themes emerged. Specifically, stakeholders shared:
 - **Improving quality is a top priority** and should be the ultimate driver of the Long-Term School Plan.
 - ***Suggestions on how we should think about the work to improve quality and equity of access, included***
 - **Draw on what is working** within and beyond the District.
 - **Enrich student experience** through more offerings and supports, including leveraging community partners.
 - **Be more strategic about recruiting and retaining students**, including helping parents understand and take advantage of their school options.
 - **Get creative and make necessary tradeoffs**—like closing programs or buildings— when it means more resources for better student outcomes.
 - Stakeholders also suggested important ways we could **deepen the Citywide Analysis** in the future and **strengthen the engagement process**, input we are actively incorporating into our work now and in the future.
- All feedback forms submitted are available at QualitySchoolsforCLEkids.org.

Summary of Stakeholder Input from May Engagement

June 8, 2019 Discussion Draft

- Over 250 community members participated in person in regional meetings in May, and many others participated virtually via QualitySchoolsforCLEkids.org.
- Through meeting feedback forms, emails, and online submissions nearly 300 individuals provided written input on the recommendations.
- The majority of comments mentioned at least one of three schools: Tremont Montessori, Bolton/Dike, and Valley View Boys Leadership Academy.
- All feedback forms submitted are available at QualitySchoolsforCLEkids.org.

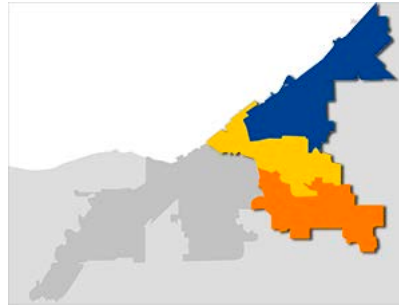
Number of written comments by school



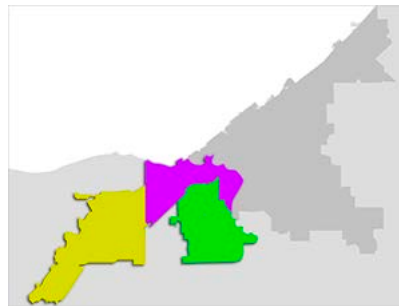
The final decisions about building plans must be informed by previous investments, current resource constraints and shifting enrollment patterns



- 43 of the 67 District K-8 schools are now in new renovated buildings.
- There are 24 buildings that have not been newly built or renovated since 2002.

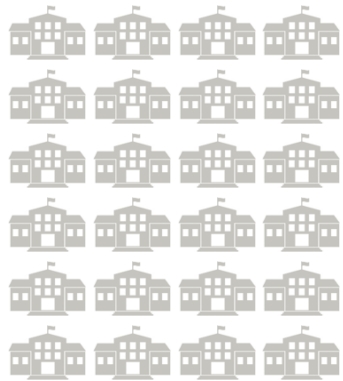


- 28 K-8 schools on the east side have been newly constructed or renovated since 2002.
- This equates to 76% of CMSD's K-8 schools on the east side.
- Enrollment forecasts suggest that the **east side will have ~2,500 excess seats** in new or renovated K-8 buildings in 2022-2023.



- 15 K-8 schools on the west side have been newly constructed or renovated since 2002.
- This equates to 50% of CMSD's K-8 schools on the west side.
- Enrollment forecasts suggest that the **west side will need ~5,000 seats** in new or renovated K-8 buildings in 2022-2023.

We faced hard decisions about new building plans and sought to maximize the best outcomes for students across Cleveland



24 K-8 buildings have not been newly built or renovated since 2002, 13 of which were previously part of segments 8/9 of the 2014 Master Facilities Plan.



~5 K-8 schools can be built or renovated with remaining capital funds given reductions in state funding and increases in construction costs out of the 24 that have not been newly built or renovated since 2002.

While constrained in the number of new buildings, 94% of students enrolled in segment 8/9 schools will be served in a new or renovated building as a result of the Long-Term School Plan recommendations.






Full set of emerging recommendations

Recommended school actions will impact over 5,000 students in 16 schools across Cleveland

School actions	Description	Scope of impact
1) Close program and building	<ul style="list-style-type: none"> Close the academic programs and buildings of lower-performing schools with low enrollment in older buildings 	<ul style="list-style-type: none"> ~900 students 4 schools <ul style="list-style-type: none"> Willow Iowa-Maple Michael R White Case
2) Relocate program to existing modernized building	<ul style="list-style-type: none"> Relocate academic program from older buildings into existing, modernized buildings 	<ul style="list-style-type: none"> ~1,500 students 5 schools <ul style="list-style-type: none"> *Kenneth Clement and Valley View Boys Leadership Academies (consolidation) *Tremont Montessori Dike School of the Arts and Bolton (consolidation)
3) Build or renovate building	<ul style="list-style-type: none"> Construct or renovate older buildings to meet future enrollment demand in the region 	<ul style="list-style-type: none"> ~3,000 students 7 schools <ul style="list-style-type: none"> Clark and Walton (consolidation and new building) Denison and Charles A Mooney (consolidation and new building) Joseph M Gallagher (renovation) Marion C Seltzer (new building) Douglas MacArthur Girls Leadership Academy (new building)

*NOTE: There is a stakeholder engagement process that is planned to occur in SY19-20 in which the ideal locations for these relocated programs will be determined

The recommended school actions maximize equity through resource efficiency

	Guiding question	Key metrics	Quantifying impact of an action
Equity	How can this plan enable the District to serve the most students with high quality academic programs in modernized buildings ?	 Academic Quality  Building Condition	11% reduction in students attending D or F-rated District K-8 schools 20%-point increase in students served in new/renovated buildings, resulting in 85% of District K-8 students served in new/renovated buildings
Efficiency	How can this plan help us deploy our limited resources most effectively on behalf of the students we serve?	 Program Viability  Building Use  Resources required	18% increase in average enrollment size of District K-8 schools 10% increase in utilization of District K-8 buildings Estimated \$44M in capital investments (pending OFCC matching funds) Estimated \$10.5M in potential operational savings

High Level Timeline

June 8, 2019 Discussion Draft

2019			2020				2021	
Apr-Jun	Jul-Sep	Oct-Dec	Jan-Mar	Apr-Jun	Jul-Sep	Oct-Dec	Jan-Mar	Apr-Jun
SY 18-19	SY 19-20				SY 20-21			

Rec's

- Prepare and release recommendations
- Engage with communities for feedback
- Review feedback and recommendations with Board



June 25th
Board Vote

Implementation Planning

- Engage and support families at impacted schools
- Confirm construction timelines / scope
- Identify swing spaces
- Determine relocation sites

Implement School Actions

- Continue engaging and supporting families through school transitions
- Relocate schools to swing spaces
- Begin renovations / new construction

Today

Group 1 Recommendations: Close program and building

1) Recommended school action: Close program and building

Rationale for recommendation

- While school closure is never an easy choice, there are select instances in which it can be the right action for students and the District as whole.
- The Citywide Analysis made it clear that our District is operating too many schools and buildings, especially in the Northeast and Southeast.
- Closing the programs and buildings in which they operate will allow the District to redirect savings in support of stronger outcomes for students.

Characteristics of schools that are strong candidates for program and building closure



Academic Quality

- Schools rated D or F



Enrollment & Choice

- Low enrollment
- Negative enrollment trend
- Alternative schools nearby that are equally or better performing and/or in better facilities



Program Viability

- Enrollment below minimum viability target of 360
- School is located in region where enrollment is forecast to decline



Building Use & Condition

- Building pre-dates 2002 construction campaign and has unused capacity
- Building may be expensive to maintain or challenging in other key ways
- Buildings nearby have capacity to accommodate students

Schools of focus

- There are four schools with data that supports program and building closure:
 - Willow
 - Iowa-Maple
 - Michael R White
 - Case
- These four schools are rated D or F with enrollment below viability and are located in older buildings, with significant unused capacity or capacity constraints.
- All four are located proximate to schools with available capacity and most of the nearby available capacity is in buildings that are new or renovated since 2002.

1) Recommended school action: Close program and building

1a) School of focus: Willow

What the FACTS told us



Academic Quality

- D-rated school



Enrollment & Choice

- 205 K-8 students enrolled in SY 17-18
- Negative enrollment trend
- 27% of students reside within a mile, one of the lowest rates for schools in the region
- Many students come from the south and live close to C-rated Mound; Broadway Academy, a C-rated charter, is also nearby



Program Viability

- Enrollment far below viability targets
- Lowest enrollment of any K-8 school in the region



Building Use & Condition

- Small, older building
- Geographically isolated location with low student-age population near the campus
- Adequate open seats in new buildings in the region to serve students, many of whom live closer to other CMSD campuses



What YOU told us

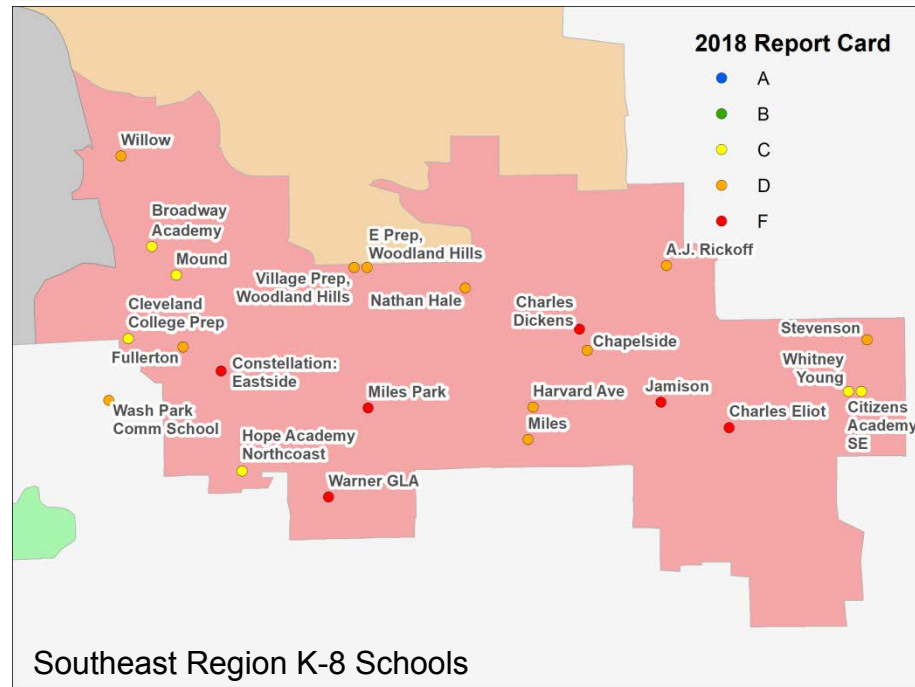
Willow is over capacity...with a D grade and does not seem to be improving and...not in a new building. Would seem that serious decisions need to be made about Willow.

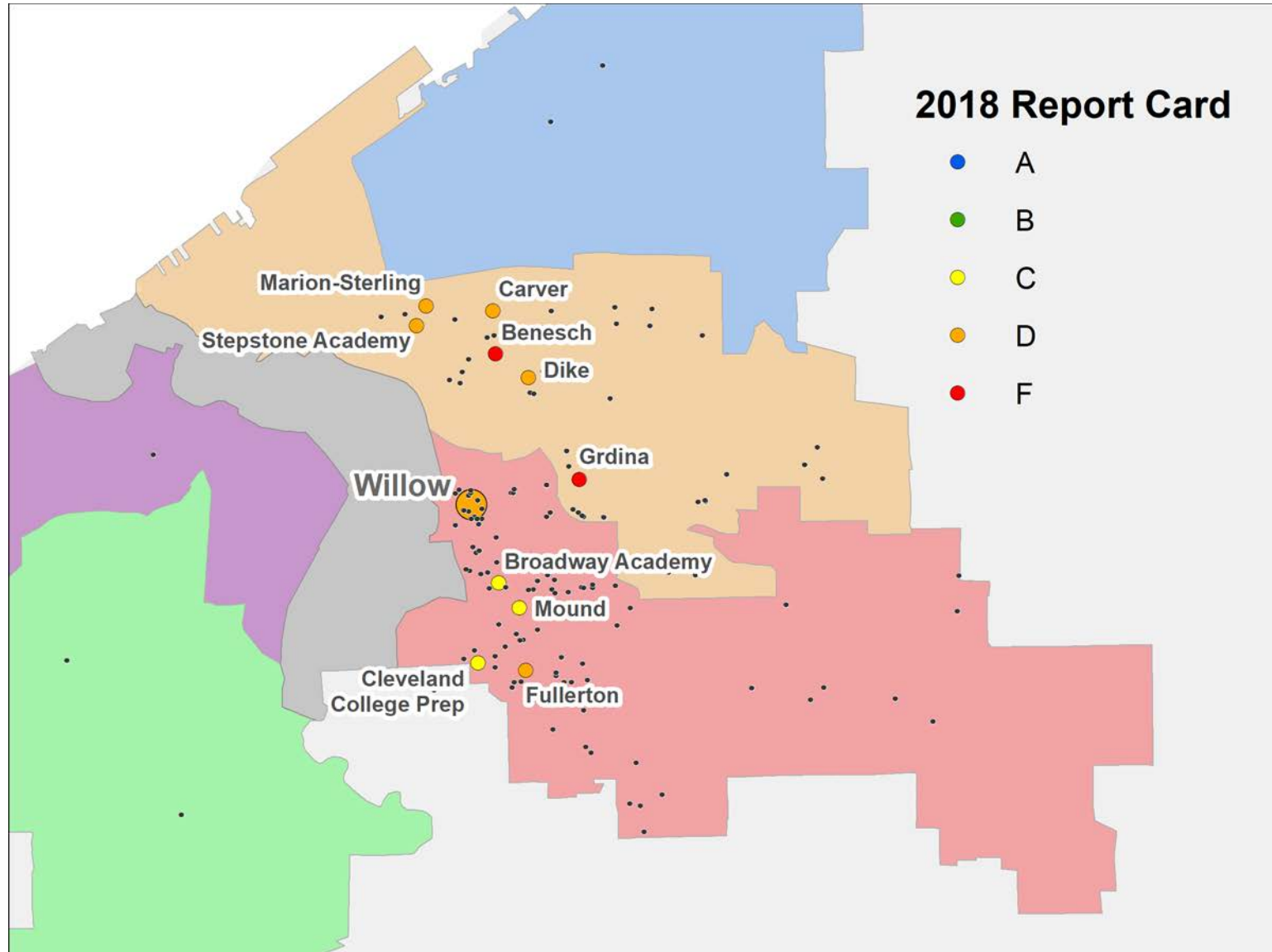
April 5, 2019

Older buildings are not updated, which affects learning, testing, and academics.

April 5, 2019

Willow- over capacity in an area with lower residency. It seem to be a mismatch. School score are not warranting that type of numbers
April 5, 2019





1) Recommended school action: Close program and building

1b) School of focus: Iowa-Maple

What the FACTS told us



Academic Quality

- F-rated school



Enrollment & Choice

- 229 K-8 students enrolled in SY 17-18
- Negative enrollment trend
- Located close to multiple schools with comparable or better performance, all in modernized buildings (East Clark, FDR, Patrick Henry) and Citizens Academy East charter school



Program Viability

- Enrollment far below viability targets
- Regional enrollment forecast to decline another 8% over the next five years, creating ongoing enrollment challenges



Building Use & Condition

- Older building with significant maintenance challenges and 44% of current building capacity in use today
- Adequate open seats in existing new buildings in the region to serve students



What YOU told us

Close low performing schools with low enrollment.
April 13, 2019

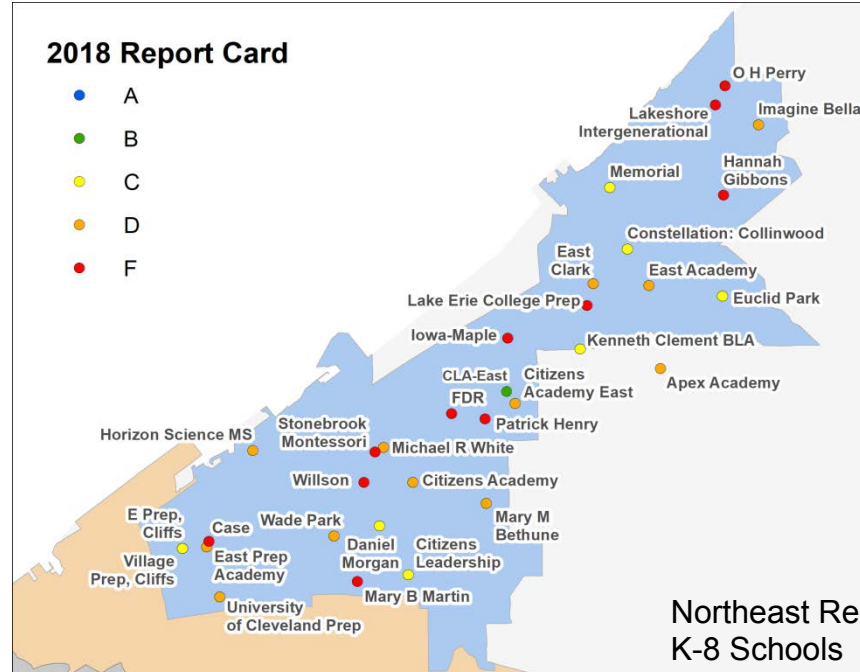
Ok to combine / close if the stuff associated with viability actually happens.
April 13, 2019

Oversaturated - too many schools, decrease no. of schools.
April 13, 2019

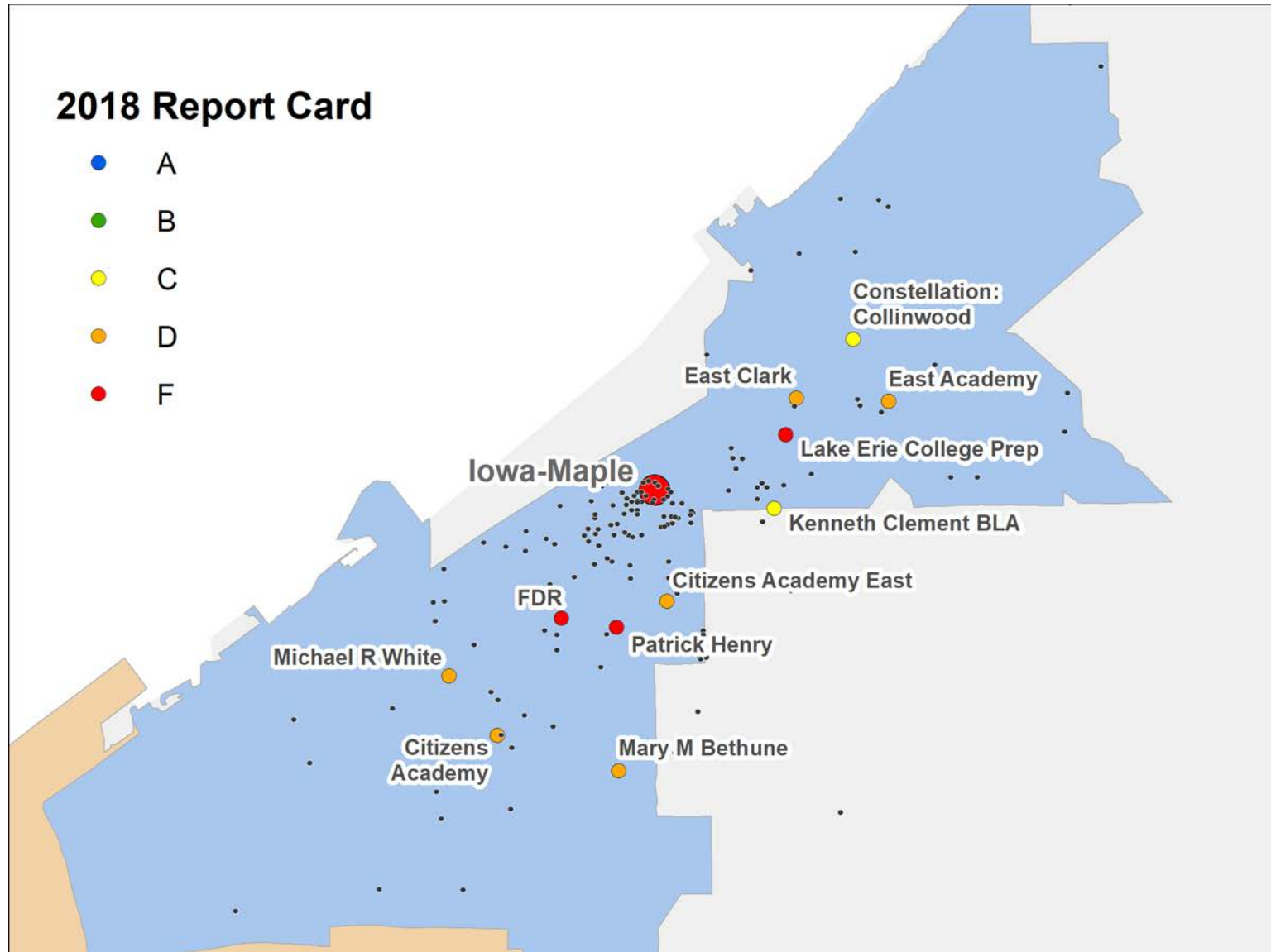
If we are losing students according to current data and projected trends, it seems as though we have too many schools open.
April 13, 2019

2018 Report Card

- A
- B
- C
- D
- F



Northeast Region
K-8 Schools



1) Recommended school action: Close program and building

1c) School of focus: Michael R White

What the FACTS told us



Academic Quality

- D-rated school



Enrollment & Choice

- 204 K-8 students enrolled in SY 17-18
- Negative enrollment trend
- Mary M Bethune is closest school with comparable performance in modernized building, with C-rated Daniel E Morgan located across MLK Drive
- Citizens Academy, a C-rated charter, is also located nearby



Program Viability

- Enrollment far below viability targets
- Regional enrollment forecast to decline another 8% over the next five years, creating ongoing enrollment challenges



Building Use & Condition

- Older building with significant maintenance challenges and 35% of current building capacity in use today
- Adequate open seats in existing new buildings in the region to serve students



What YOU told us

Close low performing schools with low enrollment.
April 13, 2019

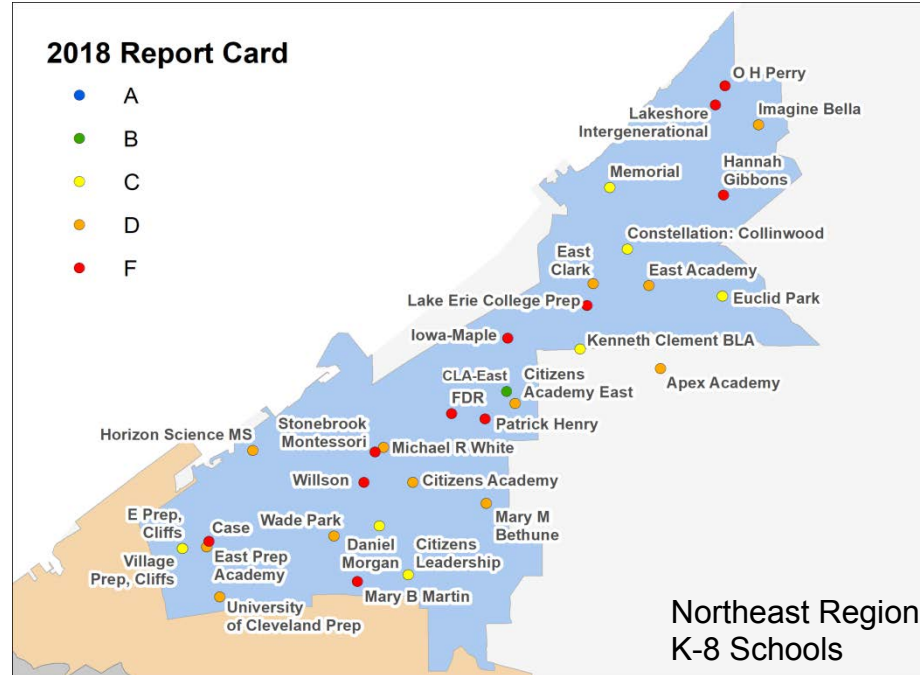
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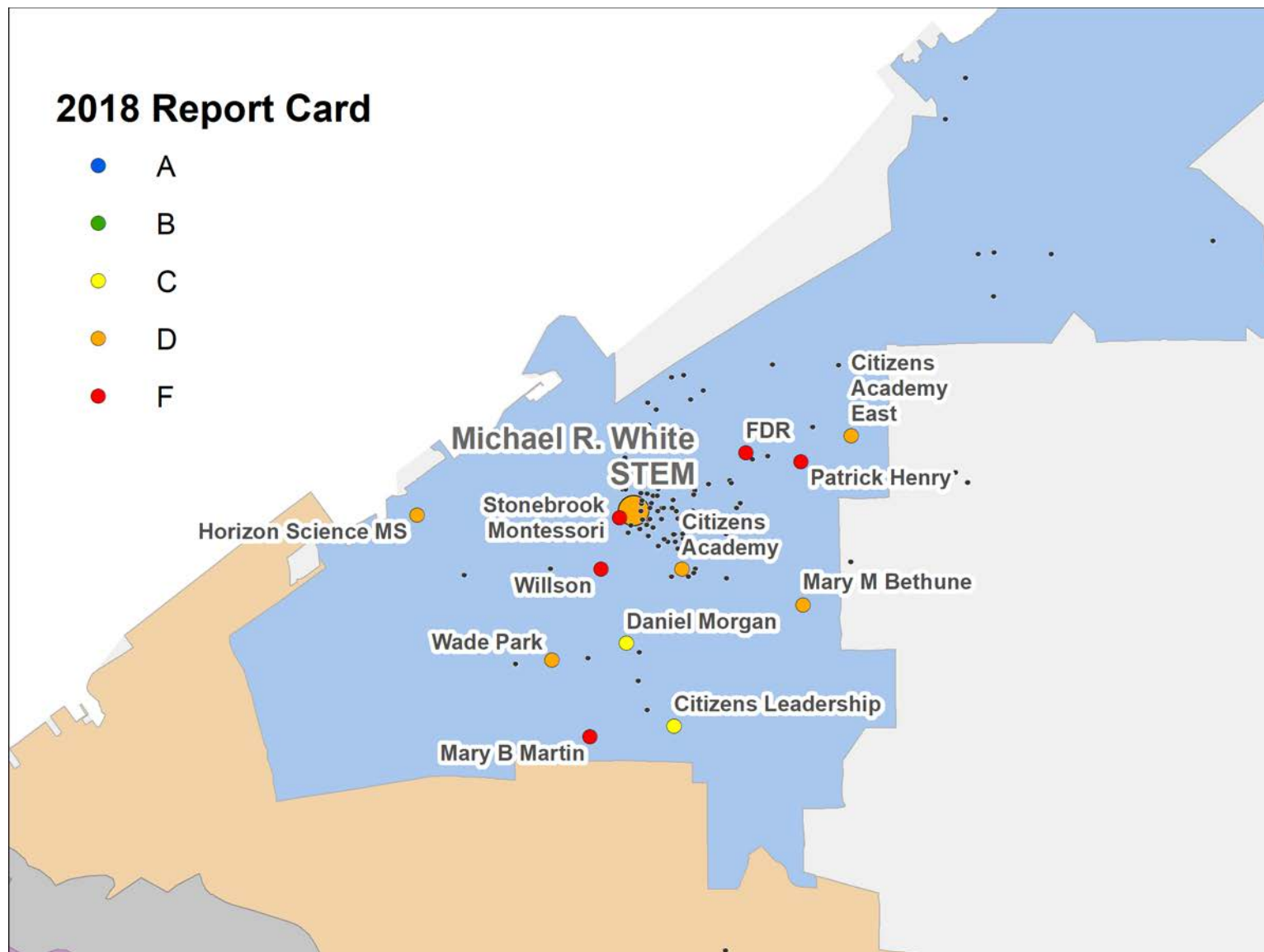
If we are losing students according to current data and projected trends, it seems as though we have too many schools open.
April 13, 2019

2018 Report Card

- A
- B
- C
- D
- F



Northeast Region
K-8 Schools



1) Recommended school action: Close program and building

1d) School of focus: Case

What the FACTS told us



Academic Quality

- D-rated school

Enrollment & Choice

- 273 K-8 students enrolled in SY 17-18
- Flat enrollment trend
- 38% students enrolled live within a mile
- Located close to Wade Park, Daniel E Morgan, and Campus International, all schools with comparable or higher performance in modernized buildings
- Village Prep/E Prep and Citizens Leadership are C-rated nearby charters



Program Viability

- Enrollment far below viability targets
- Regional enrollment forecast to decline another 8% over the next five years, creating ongoing enrollment challenges



Building Use & Condition

- Older building with significant maintenance challenges and 50% of current building capacity in use today
- Adequate open seats in existing new buildings in the region to serve students



What YOU told us

Close low performing schools with low enrollment.
April 13, 2019

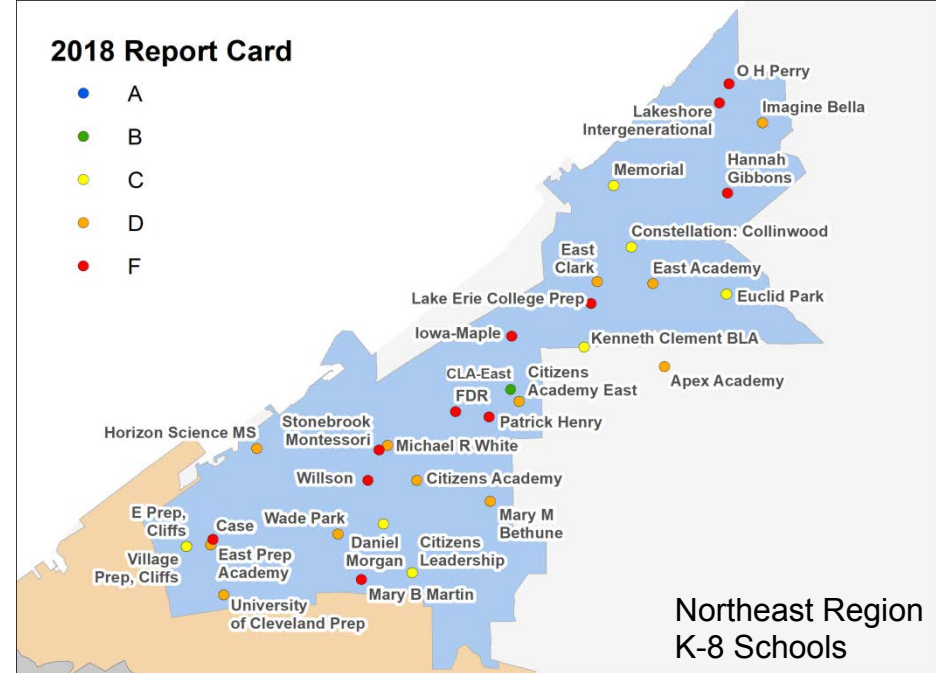
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April 13, 2019

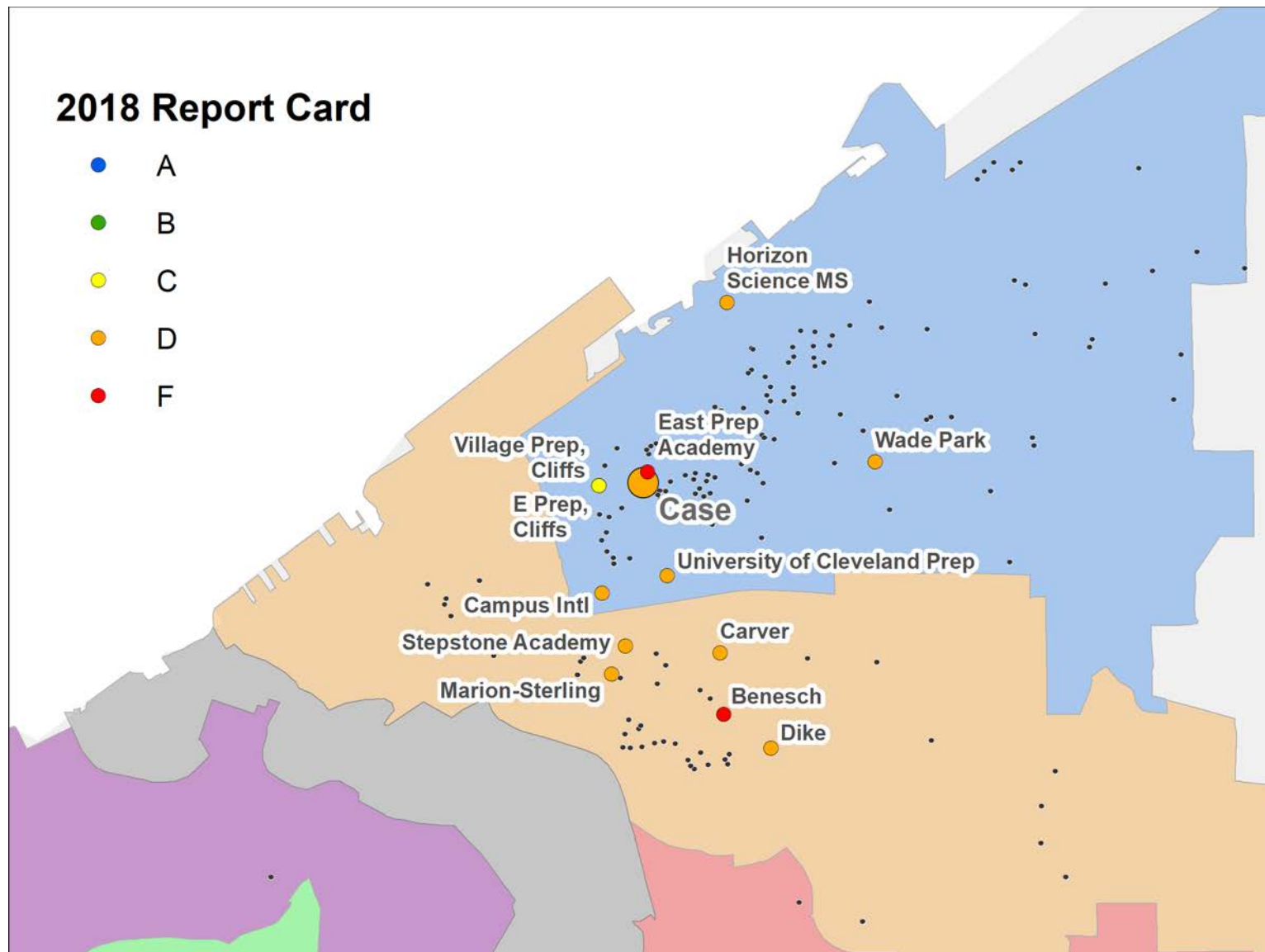
Oversaturated - too many schools, decrease no. of schools.
April 13, 2019

If we are losing students according to current data and projected trends, it seems as though we have too many schools open.
April 13, 2019

2018 Report Card

- A
- B
- C
- D
- F





Group 3 Recommendations: Build or renovate building

3) Recommended school action: Build or renovate building

Rationale for recommendation

- Our commitment is to educate students in 21st century learning environments and close older facilities.
- The Citywide Analysis has identified schools operating in older facilities located in regions where their capacity is needed to meet future enrollment forecasts.
- Renovating or rebuilding buildings will allow CMSD to operate an efficient set of schools.

Characteristics of schools that are strong candidates for new or renovated building



Academic Quality

- Schools rated C or higher



Enrollment & Choice

- Large enrollment
- Flat or positive enrollment trend



Program Viability

- Enrollment above 360, or preferably, 450 students
- School is located in a region where enrollment is forecast to be flat or increasing



Building Use & Condition

- Buildings pre-date 2002 construction campaign
- Building may be expensive to maintain or challenging in other key ways
- New or renovated buildings nearby do not have enough capacity to accommodate students

Schools of focus

- There are seven schools, which will transition to five with two consolidations, with data that best supports a new or renovated building:
 - a) **Clark and Walton**
 - b) **Denison and Charles A Mooney**
 - c) **Joseph M Gallagher**
 - d) **Marion C Seltzer**
 - e) **Douglas MacArthur Girls Leadership Academy**
- When comparing capacity to forecast enrollment, all are needed to meet future enrollment demand in their regions.

3) Recommended school action: Build or renovate building

3a) Schools of focus: Clark and Walton (new building with consolidation)

What the FACTS told us



Academic Quality

- Clark is C-rated; one of the highest performing CMSD schools in the region
- Walton is F-rated



Enrollment & Choice

- 561 K-8 students enrolled in SY 17-18 at Clark
- 267 K-8 students enrolled in SY 17-18 Walton with a negative enrollment trend



Program Viability

- Clark's enrollment is well above viability targets
- Walton's enrollment is far below viability; lowest enrollment in the region



Building Use & Condition

- Both schools are in large, older buildings
- Clark's enrollment exceeds adjusted capacity figures, resulting in a fully utilized building, while Walton has 42% of current building capacity in use today
- Clark is part of the previous Facilities Plan for segments 8/9



What YOU told us

With Clark being at a C grade on the report card (sic). I believe if the school was expanded and made bigger with more accessible parking that it would benefit the students as well as faculty and parents.

April 6, 2019

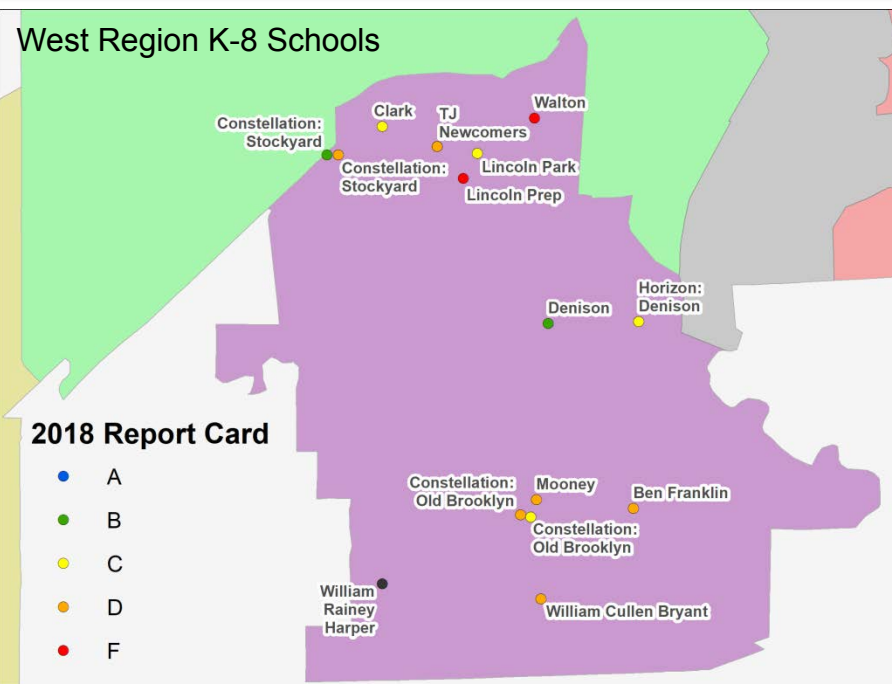
Walton students could be better served elsewhere...

April 6, 2019

Build/renovate schools in higher use school areas

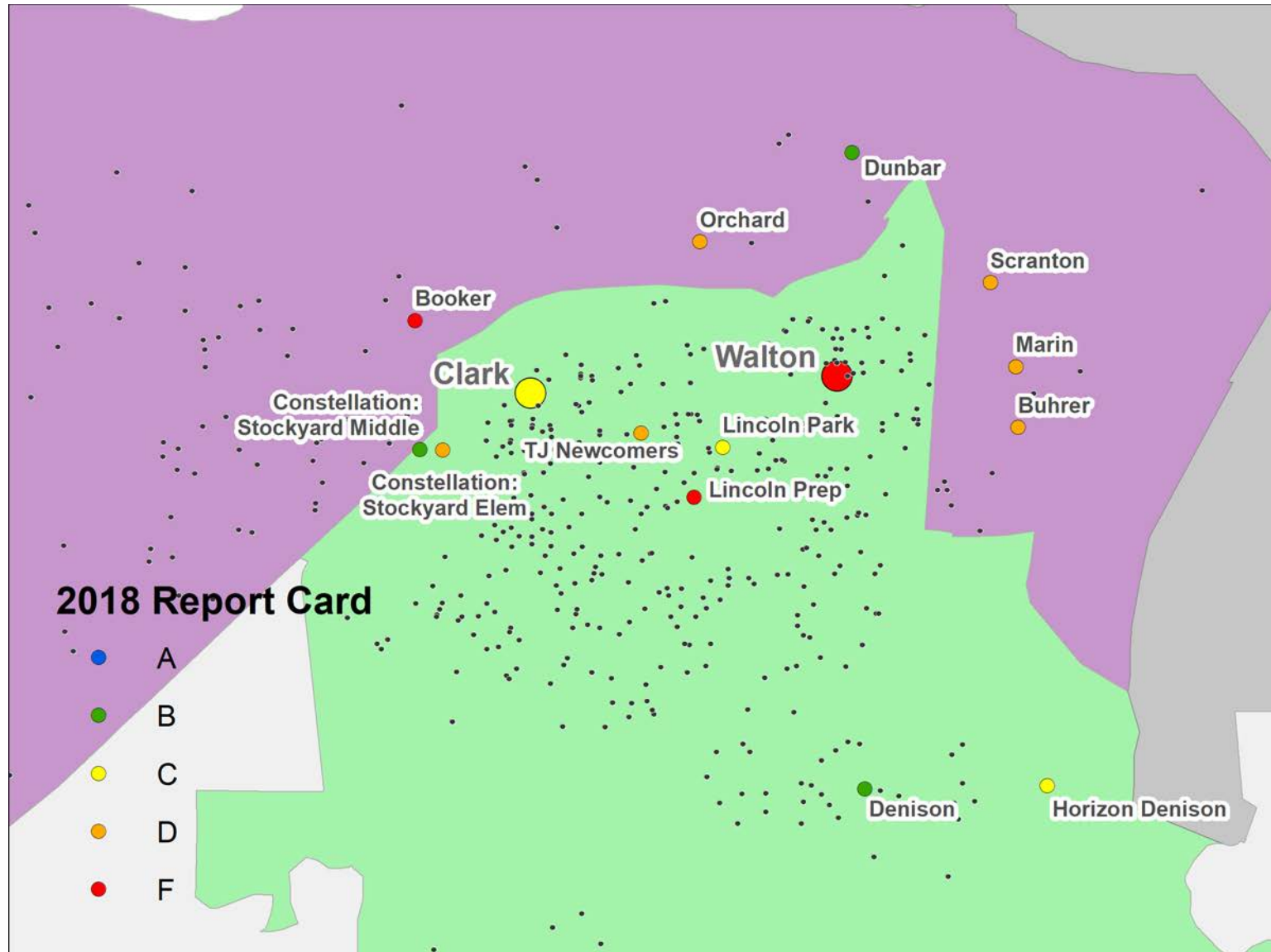
April 6, 2019

West Region K-8 Schools



Clark and Walton

June 8, 2019 Discussion Draft



3) Recommended school action: Build or renovate building

3b) Schools of focus: Denison and Charles A Mooney (new building with consolidation)

What the FACTS told us



Academic Quality

- Denison is B-rated and Mooney is D-rated



Enrollment & Choice

- 304 K-8 students enrolled in SY 17-18 at Denison, with 62% residing within a mile of the school
- 429 K-8 students enrolled in SY 17-18 at Mooney, with 56% residing within a mile of the school
- Enrollment forecast suggests region will maintain current student enrollment



Program Viability

- Denison's enrollment falls short of minimum viability; together the schools could serve a viable student population



Building Use & Condition

- Denison's building is old, geographically isolated and seen as a deterrent to families
- Mooney's building is large and old; it is located within one mile of two other neighborhood schools—Benjamin Franklin and William Cullen Bryant and a third specialty program at the new William Rainey Harper



What YOU told us

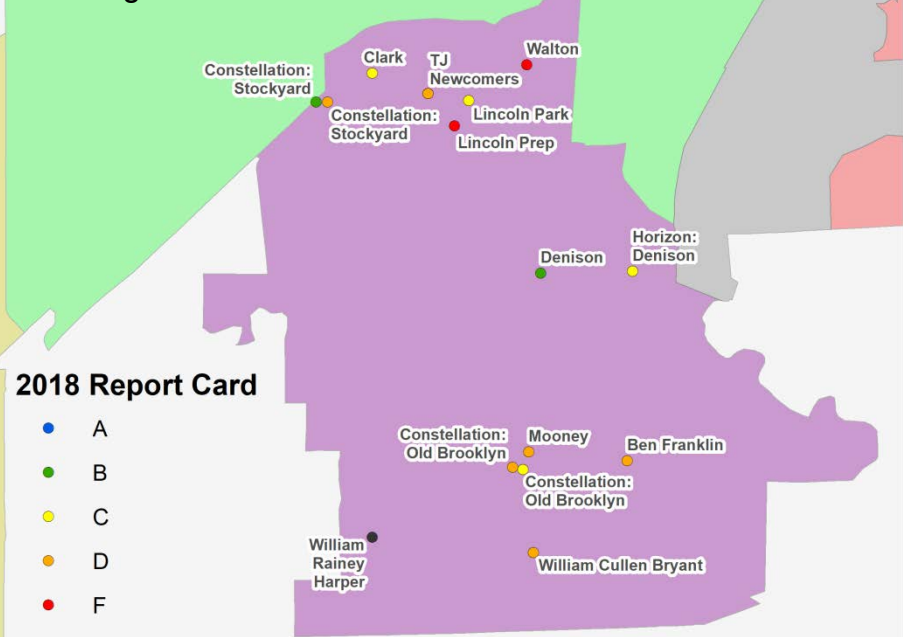
Denison deserves investment and a more suitable building
April 6, 2019

Build/renovate schools in higher use school areas
April 6, 2019

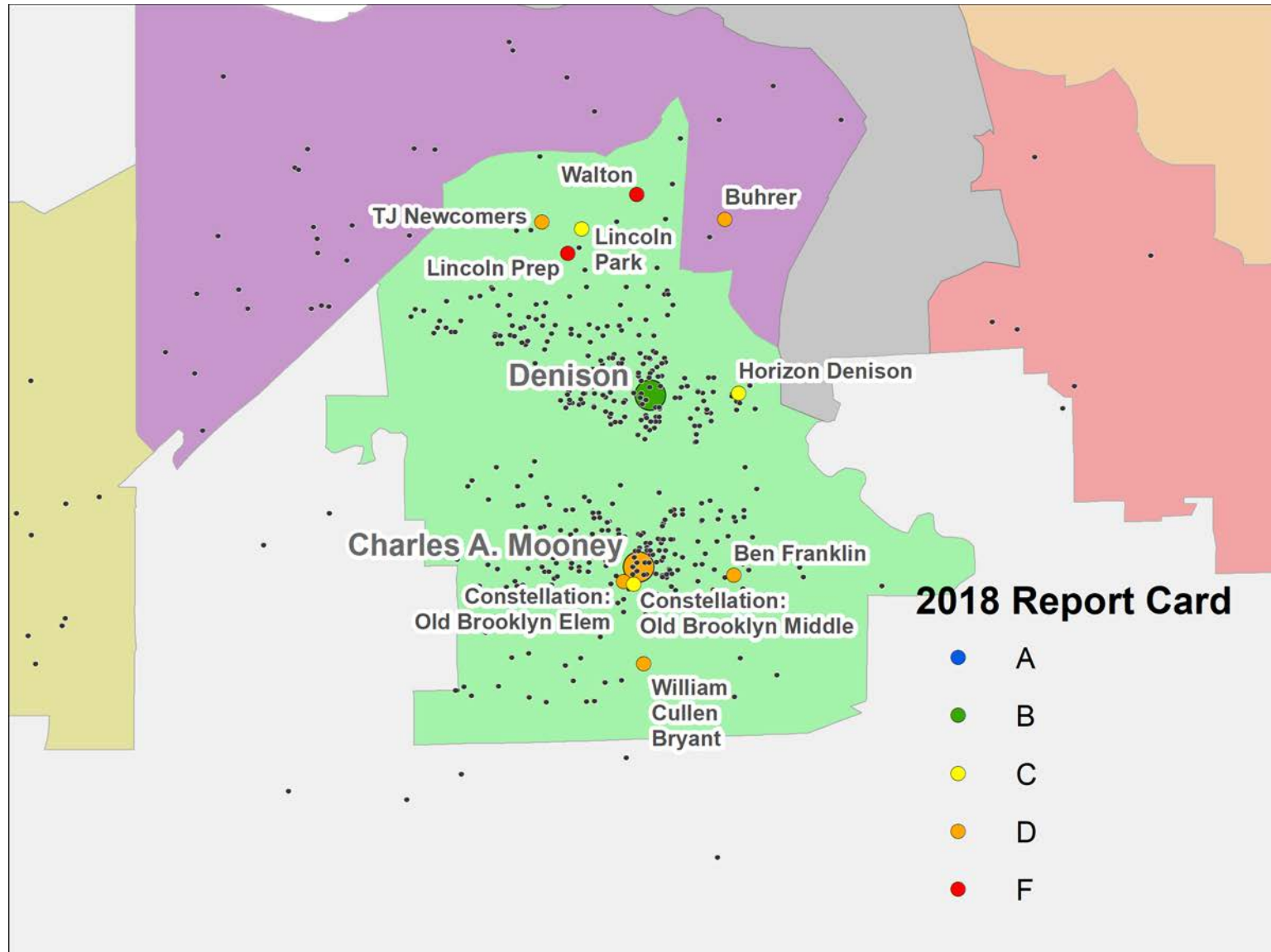
Look at schools with a B rating and continue to help them sustain or improve.
April 6, 2019

Older buildings need repairs - (sic) i.e. Denison neglected
April 6, 2019

West Region K-8 Schools



Denison and Charles A Mooney



3) Recommended school action: Build or renovate building

3c) School of focus: Joseph M Gallagher (renovation)

What the FACTS told us



Academic Quality

- D-rated school



Enrollment & Choice

- 710 K-8 students enrolled in SY 17-18
- Positive enrollment trend despite recent regional enrollment declines



Program Viability

- Enrollment well above viability targets and is the largest of any school on the west side
- Regional enrollment is forecast to decline, though current enrollment above 700 suggests continued viability



Building Use & Condition

- Large, older building
- Enrollment exceeds adjusted capacity figures, resulting in a fully utilized building
- Part of previous Facilities Plan for segments 8/9



What YOU told us

School with largest K-8 enrollment is still waiting [to be] renovated.

April 6, 2019

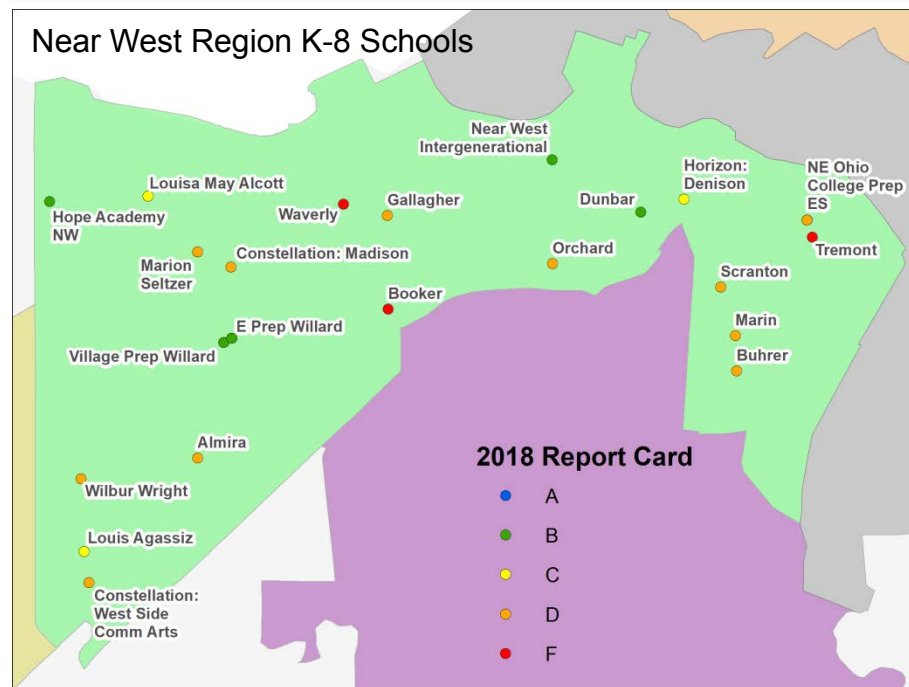
Gallagher is >100% enrollment and suffering from severe lack of investment.

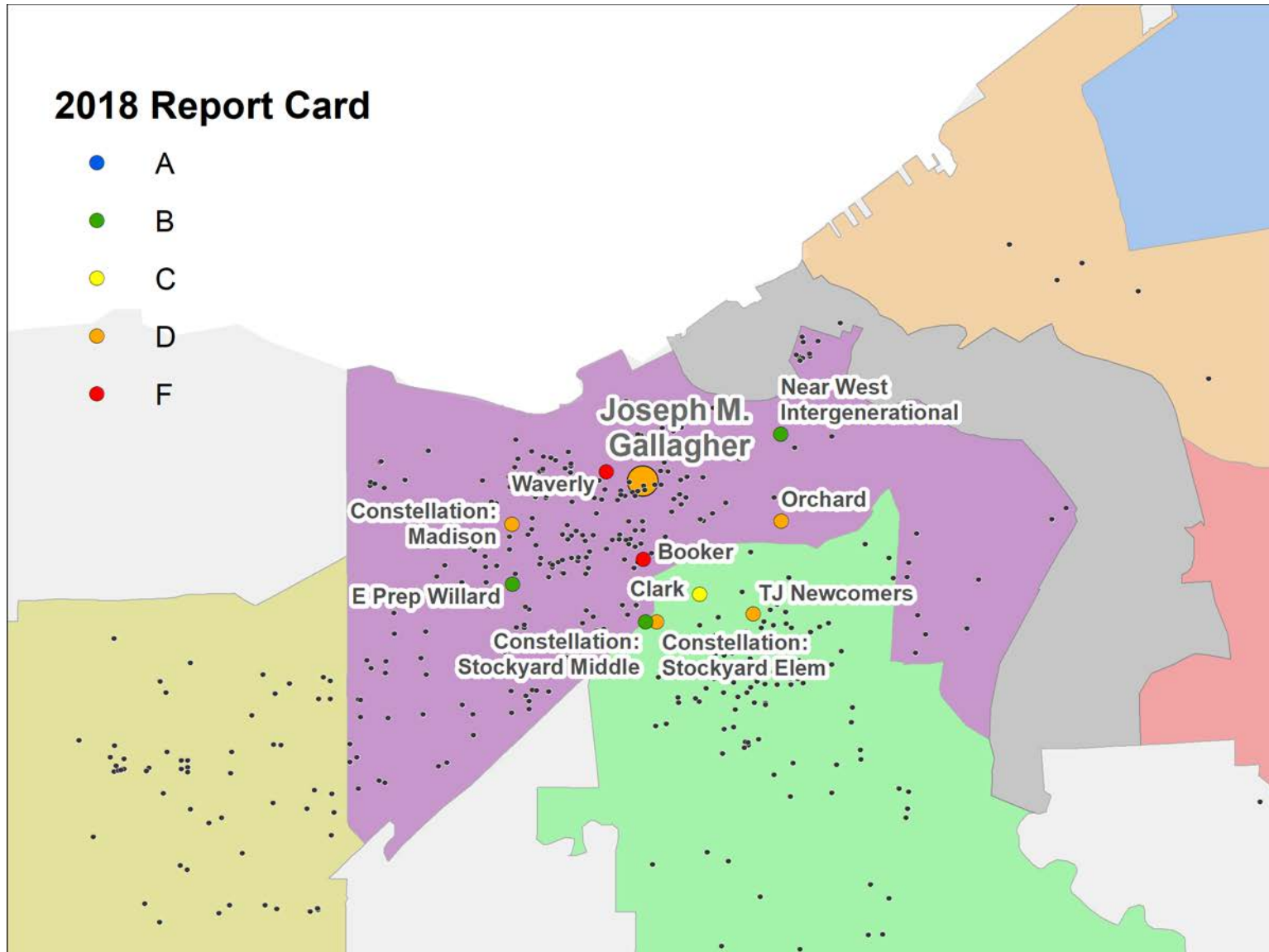
April 18, 2019

Unique schools like Gallagher that serve special populations should receive support in terms of building renovations and upgrades.

April 18, 2019

Near West Region K-8 Schools





3) Recommended school action: Build or renovate building

3d) School of focus: Marion C Seltzer (new building)

What the FACTS told us



Academic Quality

- D-rated school



Enrollment & Choice

- 384 K-8 students enrolled in SY 17-18
- Positive enrollment trend despite recent regional enrollment declines



Program Viability

- Enrollment is above minimum viability targets
- Positive enrollment trend may help the school maintain viability despite regional enrollment forecast declines



Building Use & Condition

- Larger, older building
- 90% adjusted capacity utilization
- Only District K-8 school in the western part of region north of I-90
- Part of previous Facilities Plan for segments 8/9



What YOU told us

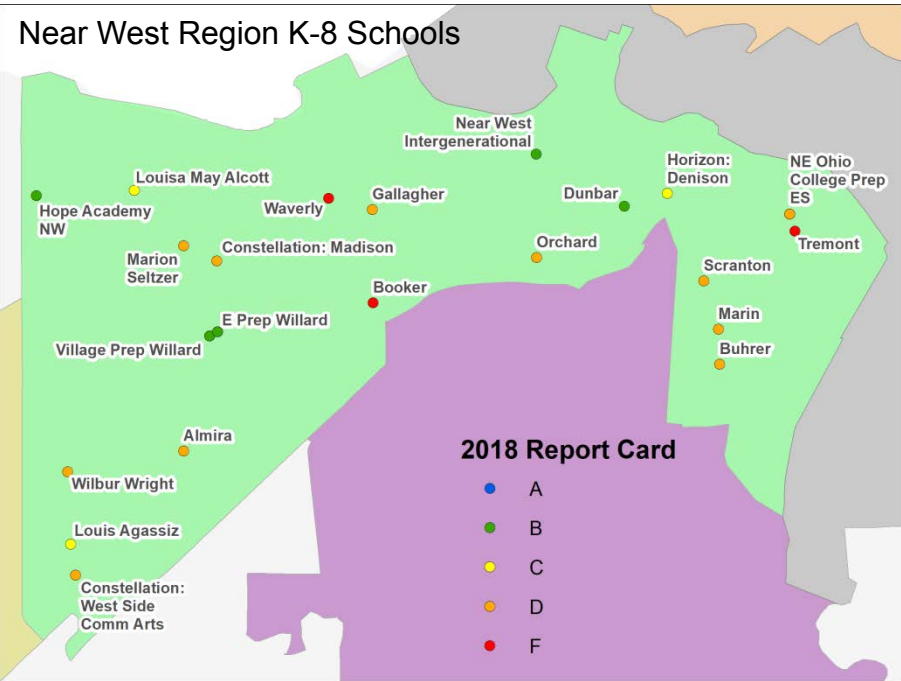
Please think about how the physical condition of Marion C Seltzer. Imagine how a renovation or rebuild of Marion C Seltzer would impact the community's perception of our quality

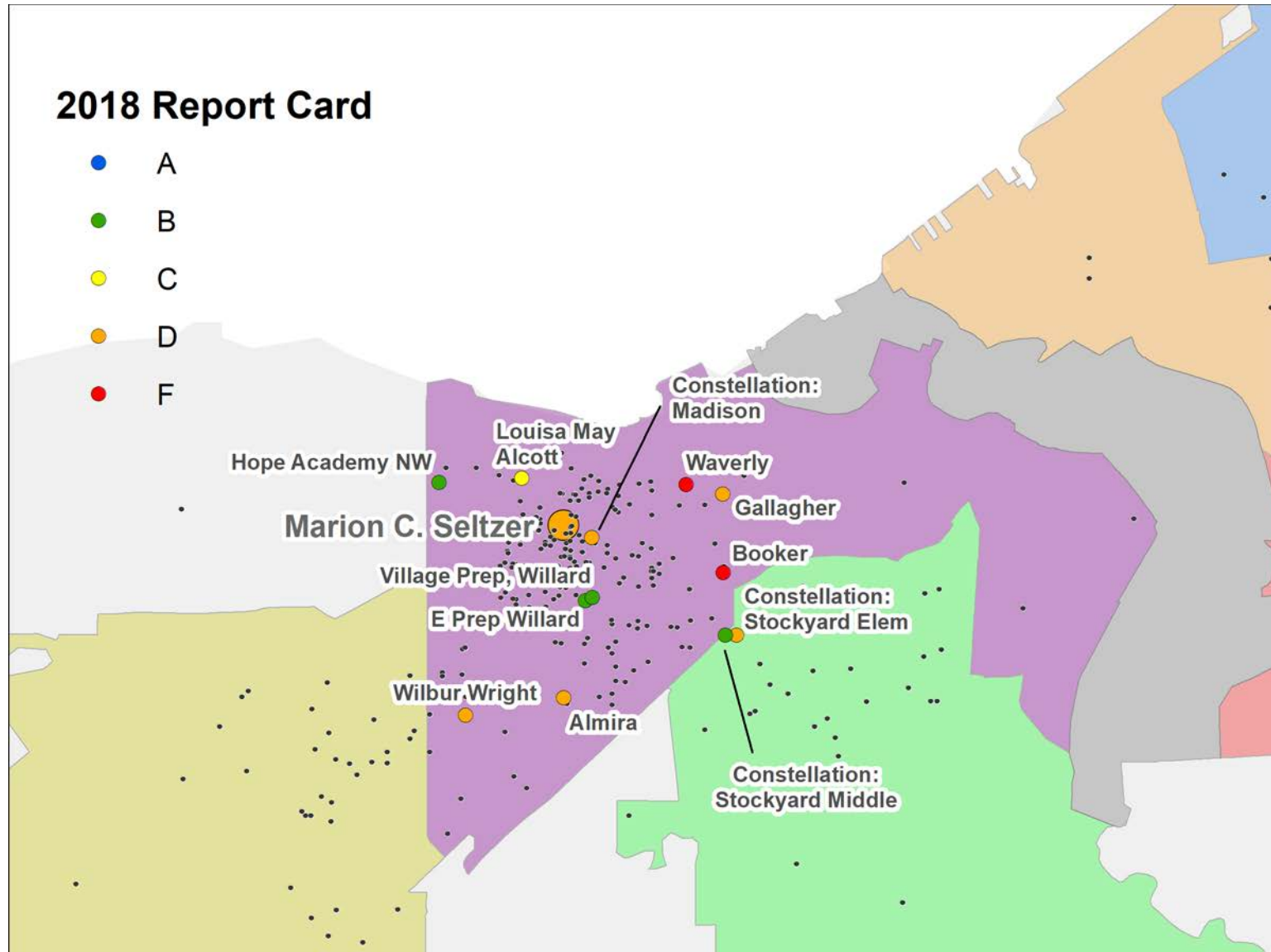
April 11, 2019

Marion Seltzer is in need of a new school.

April 11, 2019

Near West Region K-8 Schools





3) Recommended school action: Build or renovate building

3e) School of focus: Douglas MacArthur Girls Leadership Academy (new building)

What the FACTS told us



Academic Quality

- C-rated school



Enrollment & Choice

- 325 K-8 students enrolled in SY 17-18
- Positive enrollment trend



Program Viability

- Douglas MacArthur's enrollment is currently below minimum viability
- Southwest has the largest forecast enrollment growth of any region, suggesting that enrollment may increase in the future



Building Use & Condition

- Small, older building that relies on modular classrooms to meet classroom needs
- Regional enrollment already exceeds adjusted capacity in the Southwest region and with forecast growth, MacArthur is key to meeting future enrollment demand
- Part of previous Facilities Plan for segments 8/9



What YOU told us

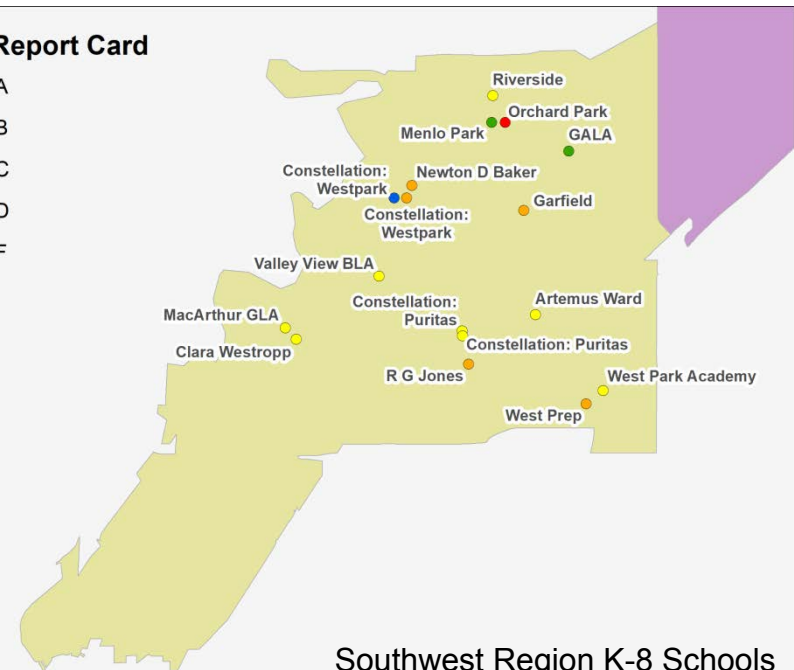
Douglas MacArthur has a C+ and we had the most growth in PI last year
April 17, 2019

DMGLA: we have outgrown our space! Parents and children are drawn to the newer buildings with current technology and facilities that accommodate the needs of the students. Full size gym, science rooms, computer labs. Our students have to travel to trailers for specials in the rain, snow, ice. It is not safe. April 17, 2019

Good academics at Douglas MacArthur - we need more space! Trailers not conducive to small children walking in Cleveland weather in winter!
April 17, 2019

2018 Report Card

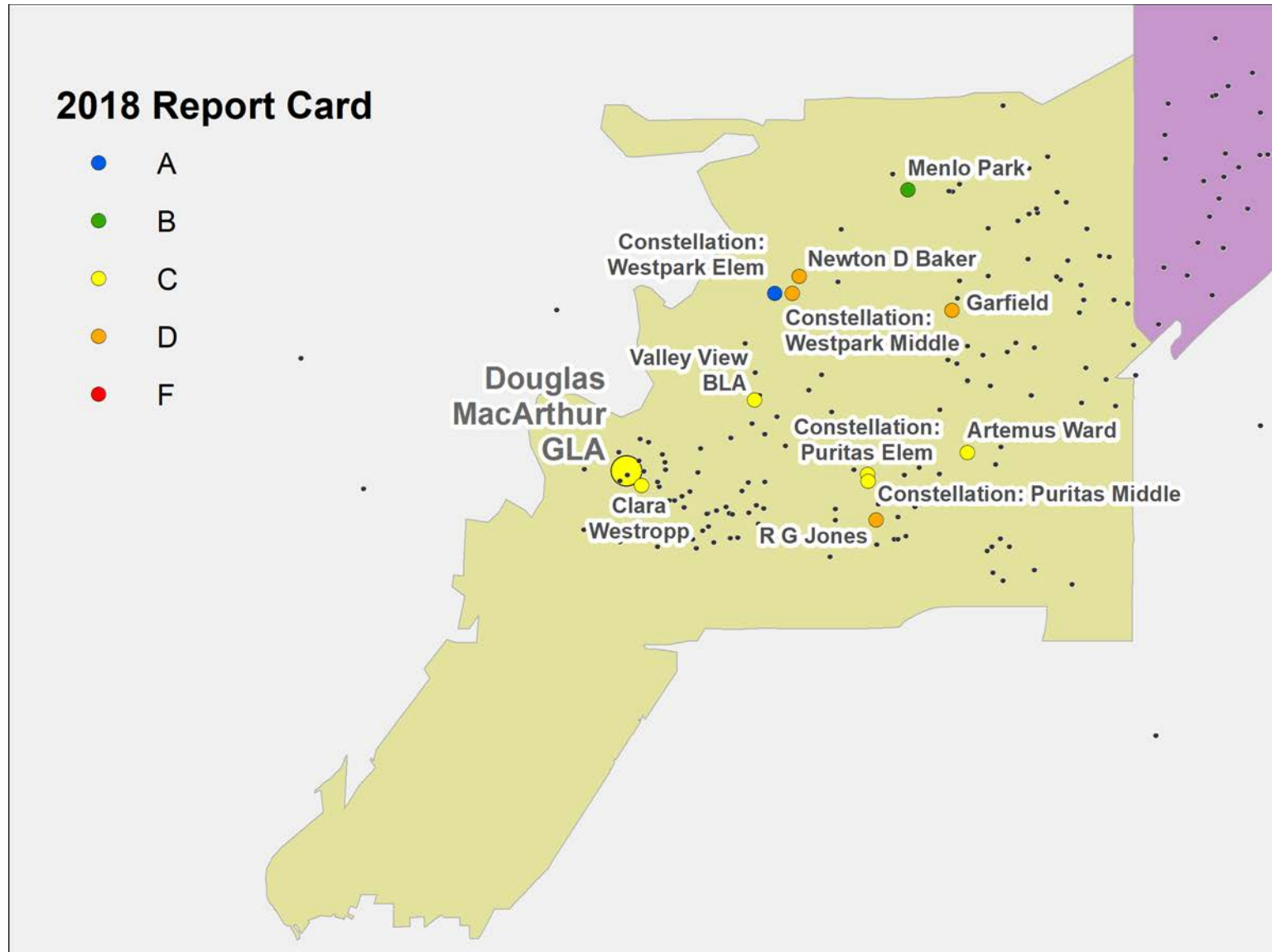
- A
- B
- C
- D
- F



Southwest Region K-8 Schools

Douglas MacArthur GLA

June 8, 2019 Discussion Draft



BREAK and CHECK-OUT 30 MINUTES

Group 2 Recommendations, including potential adjustments and alternative recommendations: Relocate program to existing modernized building

Questions to consider in evaluating potential recommendation alternatives

- What is the impact of alternative options on equity and efficiency? How might adjustments in the package of recommendations change the impact?
- Do the alternative options create realistic opportunities to better maximize impact for more students?
- Do the alternative options create realistic opportunities to use both capital and operating resources more efficiently on behalf of more students?
- What data from the Citywide Analysis and stakeholder input supports the alternative options (e.g., how do enrollment forecasts and school enrollment trends support the case for alternatives)?

2) Recommended school action: Relocate program to existing modernized building

Rationale for recommendation

- Our District is proud of the compelling K-8 school models available to our families and intends to continue to nurture the quality of those programs and ensure maximum access to interested families.
- Given resource constraints due to decreased state funding and rising construction costs, we must prioritize among the remaining segments of the Master Facilities Plan.
- Fortunately, there are existing modernized buildings that could serve as relocation sites for programs currently in old buildings.
- School models that are drawing students from across the District are far better candidates for relocation than neighborhood schools that draw the majority of students from directly around the school.

Characteristics of schools that are strong candidates for program relocation



Academic Quality

- School rated C or better or with unique and promising specialty programming



Enrollment & Choice

- Vast majority of enrolled students do not reside within a mile of the school
- Many students are already utilizing District-provided transportation



Program Viability

- Data suggests a relocated school could hit enrollment viability targets



Building Use & Condition

- Building pre-dates 2002 construction campaign and has unused capacity
- Building may be expensive to maintain or challenging in other key ways
- Existing new/renovated buildings are available to house relocated program

Schools of focus

- There are five schools with data that supports program relocation:
 - *Kenneth W Clement and Valley View Boys Leadership Academies**
 - *Tremont Montessori**
 - Dike School of the Arts and Bolton**
- These five schools, which will transition to three with two consolidations, all have unique school models and currently serve students from well beyond their current neighborhoods.
- All schools are currently in old, challenging buildings and could get access to modernized space by relocating.

*NOTE: There is a stakeholder engagement process that is planned to occur in SY19-20 in which the ideal locations for these relocated programs will be determined

2) Recommended school action: *Relocate program to existing modernized building

2a) Schools of focus: Kenneth Clement & Valley View Boys Leadership Academies (consolidation)

What the FACTS told us



Academic Quality

- Both schools are C-rated



Enrollment & Choice

- 163 K-8 students enrolled in SY 17-18 at Kenneth Clement; 174 at Valley View
- 17% of Kenneth Clement and 19% of Valley View students live within a mile
- 99% of Kenneth Clement's enrollment is from the east side, while 93% of Valley View's is west side



Program Viability

- Both are well below viability targets with flat enrollment trend, well behind enrollment at the girls leadership academies
- Given current locations and two programs, it is unlikely that they would approach minimum enrollment viability



Building Use & Condition

- Both schools are in older buildings
- Valley View is part of the previous Facilities Plan for segments 8/9



What YOU told us

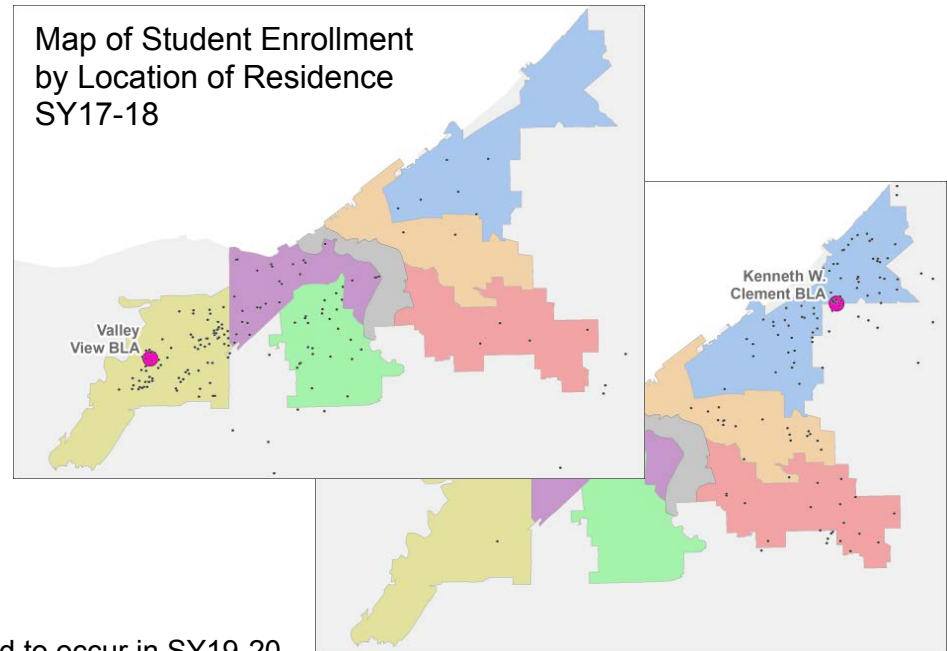
The capacity of the Valley View program/building is not set up to be viable. Since it needs a rebuild anyways, move it to a swing site to see if enrollment goes up before we build a new building or get rid of the program.

April 17, 2019

Combine KCBLA and Valley View. Provide them with a new building in a central location. This will increase enrollment for both schools and Clement is showing an increasing trend.

April 13, 2019

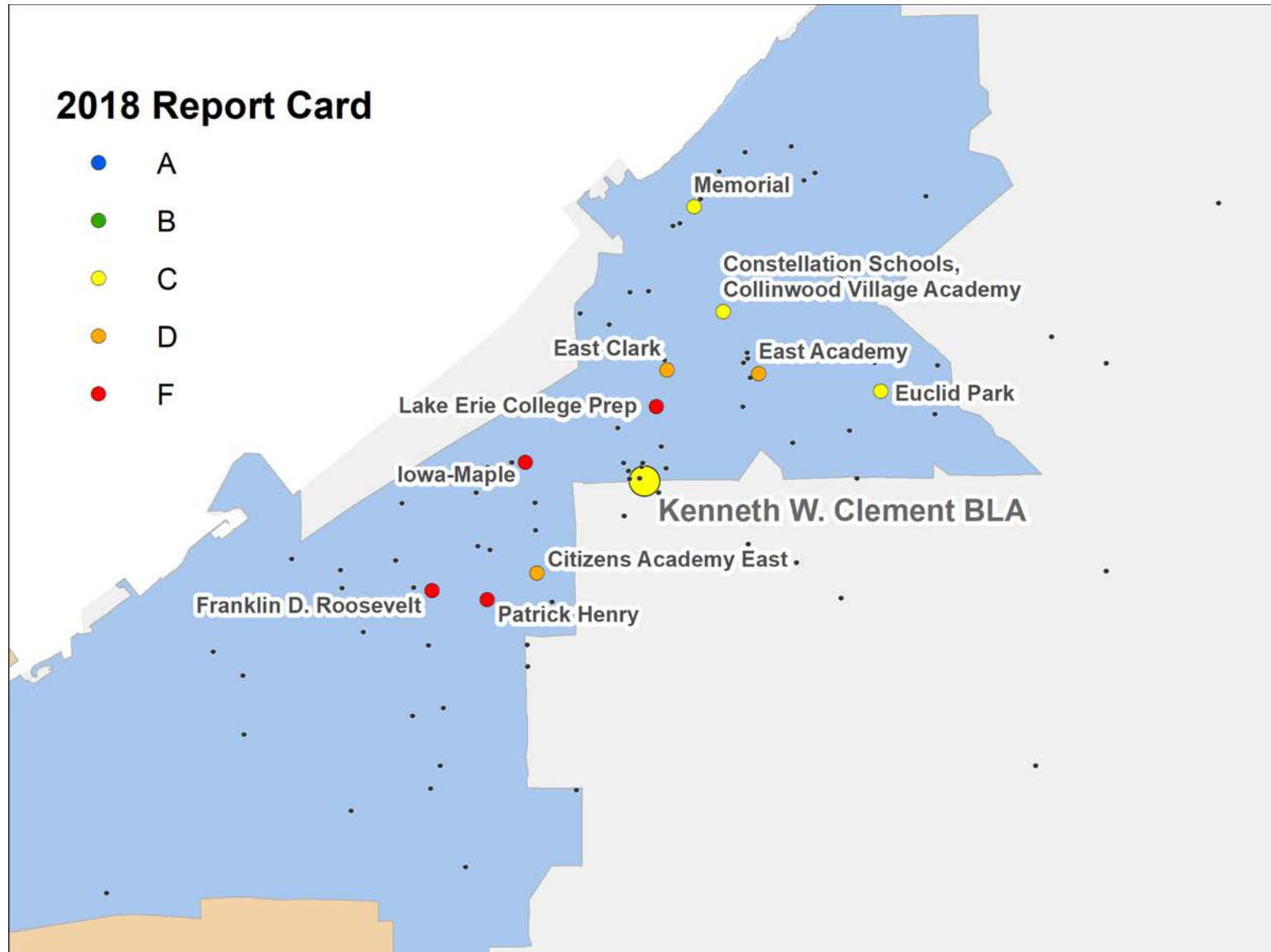
Map of Student Enrollment by Location of Residence SY17-18



*NOTE: There is a stakeholder engagement process that is planned to occur in SY19-20 in which the ideal locations for these relocated programs will be determined

Kenneth W Clement BLA

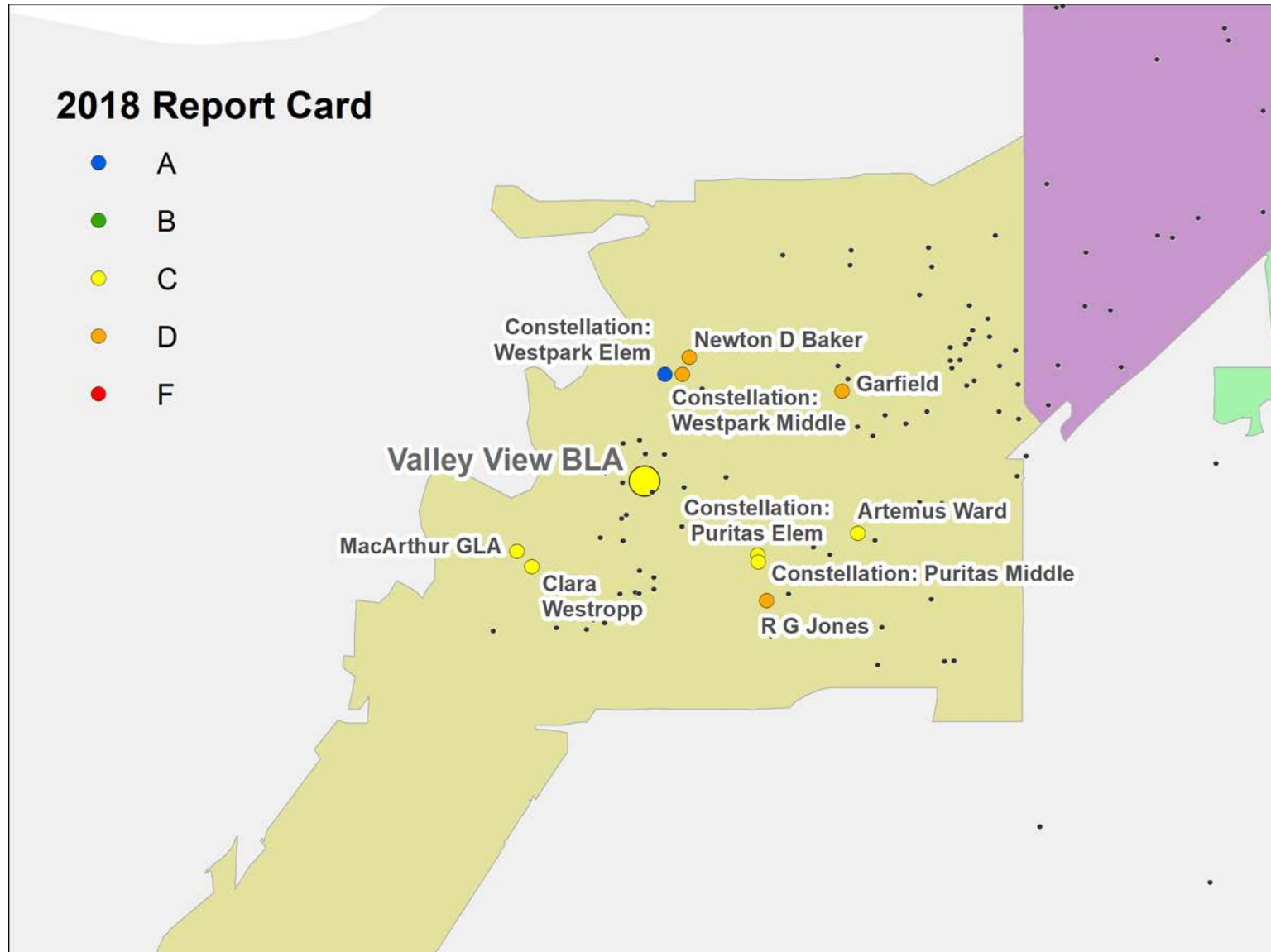
June 8, 2019 Discussion Draft



SOURCE: 2017-18 school locations with 2018 ODE Overall Report Card Grade ; 2017-18 geo-coded enrollment data

Valley View BLA

June 8, 2019 Discussion Draft



SOURCE: 2017-18 school locations with 2018 ODE Overall Report Card Grade ; 2017-18 geo-coded enrollment data

Deep dive on May feedback* received on Boys Leadership Academies

- Concerns exist regarding the **unknown future location** of the Boys Leadership Academy

Moving Valley View is not a viable option... We don't want to bus our boys across town.

Don't want our sons to be bused... it's too far from our home.

- Concerns exist regarding the **potential culture impact** of a larger consolidated program

I fear that this wonderful community will be demolished when consolidation happens.

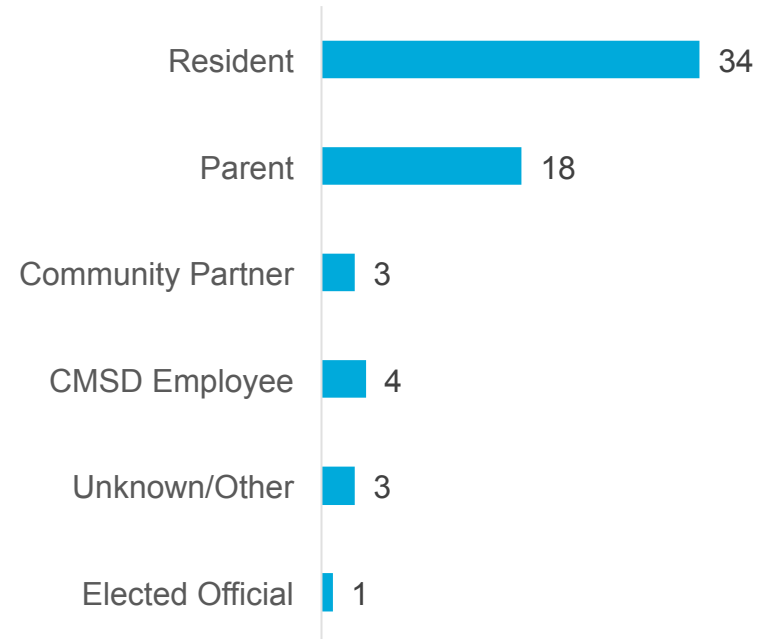
Valley View is a family and that's why it works.

- Concerns exist regarding the **future use of the current Valley View building/land**

Abandoned building in Valley View... the neighborhood disintegrates.

If they close it (VVBLA), what will it become? Empty building? Charter school?

Comments by role (total number of comments: 63)



* Note: additional detailed feedback can be found in your binder

Potential Alternative Options for Boys Leadership Academies

Option	Things you would have to believe	Pros	Cons	Open questions
<p><i>Current recommendation:</i></p> <p>Consolidate two programs into a single location in an existing modernized building on the east side</p>	<ul style="list-style-type: none"> A new location (plus transportation support) can be found that attracts at least some portion of both BLA student populations and new students in order to achieve enrollment viability 	<ul style="list-style-type: none"> Addresses two schools significantly below enrollment viability (requiring \$715k in budget assistance for 2018-19) by consolidating into 1 program Vacates two older buildings and repurposes an under-utilized existing modernized building 	<ul style="list-style-type: none"> Risk of any location not attracting enough families to reach viability 	<ul style="list-style-type: none"> What is the risk that even with consolidation and a modernized building, there will not be enough students to reach enrollment viability for the BLA? What existing new facility locations will serve as a draw for families from further away, even with transportation?
<p><i>Alternative option 1:</i></p> <p>Close both buildings and programs</p>	<ul style="list-style-type: none"> Despite significant investment, there is not sufficient demand for BLA to achieve viability, regardless of location and transportation support 	<ul style="list-style-type: none"> Closes two of the smallest K-8 schools in the district and allows for reinvesting \$715K in budget assistance towards viable schools Reassigns students into more modern buildings while reducing the potential capital costs of maintaining older buildings 	<ul style="list-style-type: none"> Creates gender academy imbalance due to viability of two GLA options 	<ul style="list-style-type: none"> What is the next best alternative to continued investment in these school models? (On a per student basis, is continued or increased investment warranted in light of alternatives?)

Potential Alternative Options for Boys Leadership Academies

Option	Things you would have to believe	Pros	Cons	Open questions
<p><i>Alternative option 2:</i></p> <p>Build enough space at new MacArthur to accommodate a single, consolidated BLA to be co-located with MacArthur GLA</p>	<ul style="list-style-type: none"> A consolidated program in a new, west-side facility will give BLA the greatest opportunity towards reaching viability 	<ul style="list-style-type: none"> Captures operating cost benefits of a consolidated BLA Relocates students into a new facility 	<ul style="list-style-type: none"> Would expand the scope of the MacArthur project with roughly \$7M in added cost Unknown impact on the integrity of the gender model with a BLA / GLA co-location 	<ul style="list-style-type: none"> What resources are available to fund the expansion of a new, shared campus to include Valley View? If the boys academy were to close due to continued low enrollment, would capacity be adequate to support a second viable program on the site, given the GLA model?
<p><i>Alternative option 3:</i></p> <p>Move Clement into an existing, modernized east side building while maintaining Valley View in their existing campus</p>	<ul style="list-style-type: none"> A new, existing east side location can be found that attracts a large portion of Clement students and new students in order to achieve enrollment viability 	<ul style="list-style-type: none"> Relocates east side students into a newer facility Closes older building Operates BLA on each side of the city 	<ul style="list-style-type: none"> It is unlikely that either program will approach viability given two locations, which necessitates on-going budget assistance Valley View students remain in an older facility 	<ul style="list-style-type: none"> What is the long term plan for Valley View given that it remains in an older facility with very low enrollment? What enrollment growth is needed to continue investing in Kenneth Clement?
<p><i>Alternative option 4:</i></p> <p>Maintain both programs in existing locations</p>	<ul style="list-style-type: none"> The value of maintaining an all boys model for both east and west side families is greater than the alternative uses of resources required to do so (subsidizing two schools significantly below enrollment viability; maintaining two older facilities) 	<ul style="list-style-type: none"> Operates BLA on each side of the city Continues to invest in BLA as a program model 	<ul style="list-style-type: none"> It is unlikely that either program will approach viability given two locations, which necessitates on-going budget assistance Students remain in an older facilities, which run the risk of capital investment needs to address facility challenges 	<ul style="list-style-type: none"> What level of viability is CMSD going to continue to fund across two locations if enrollment does not increase?

2) Recommended school action: *Relocate program to existing modernized building

2b) School of focus: Tremont Montessori

What the FACTS told us



Academic Quality

- F-rated school
- Intention to pursue Montessori certification and ensure significant performance improvement



Enrollment & Choice

- 491 K-8 students enrolled in SY 17-18
- School draws enrollment from across Cleveland (45% from east side; 55% from west side), with 11% of enrolled students living within a mile, the second lowest % of CMSD's 67 K-8 schools



Program Viability

- Enrollment exceeds minimum and desired viability targets



Building Use & Condition

- Large, older building
- Part of previous Facilities Plan for segments 8/9

*NOTE: There is a stakeholder engagement process that is planned to occur in SY19-20 in which the ideal locations for these relocated programs will be determined



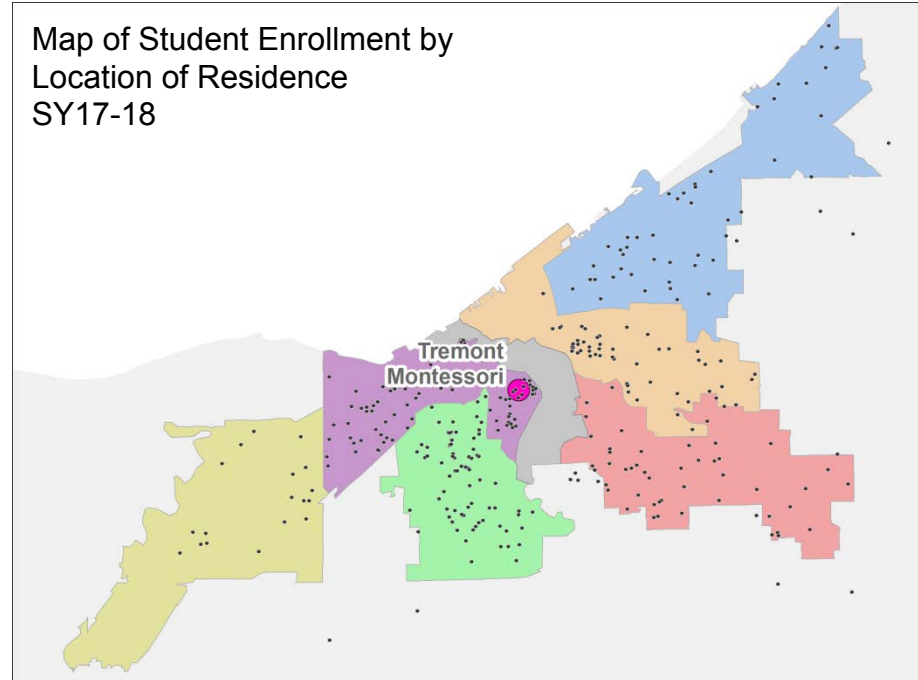
What YOU told us

Tremont Montessori is in high demand for students but is in great need for a proper safe building.
April 11, 2019

Need to rebuild or relocate those westside schools (K-8) that are attracting students or demonstrating stability that already meet 360 level at K-8.
April 11, 2019

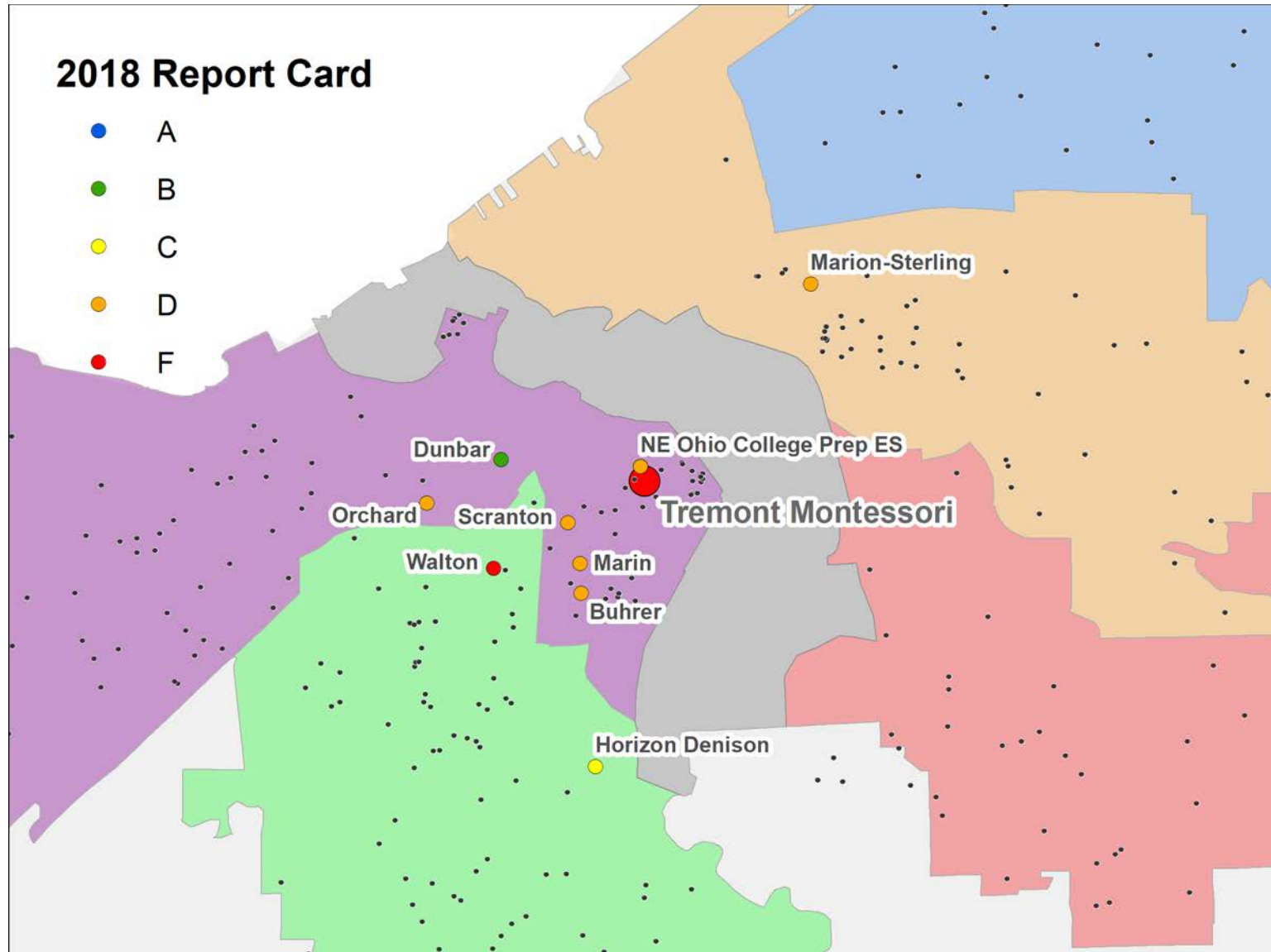
If you put Tremont... in a 'hot spot', the students/families will come.
April 11, 2019

Map of Student Enrollment by Location of Residence SY17-18



Tremont Montessori

June 8, 2019 Discussion Draft



SOURCE: 2017-18 school locations with 2018 ODE Overall Report Card Grade ; 2017-18 geo-coded enrollment data

Deep dive on May feedback* received on Tremont Montessori

- Concerns exist regarding the **unknown future location** of Tremont Montessori

The current location is great because it's in a 'neutral' position where the school caters to families in the east and west sides.

Tremont Montessori needs and deserves a central location to continue serving the entire city as it currently does.

- Concerns exist regarding the **implementation plan** for the relocation

I am concerned that there is no commitment to maintaining a Montessori curriculum once a new location is chosen...

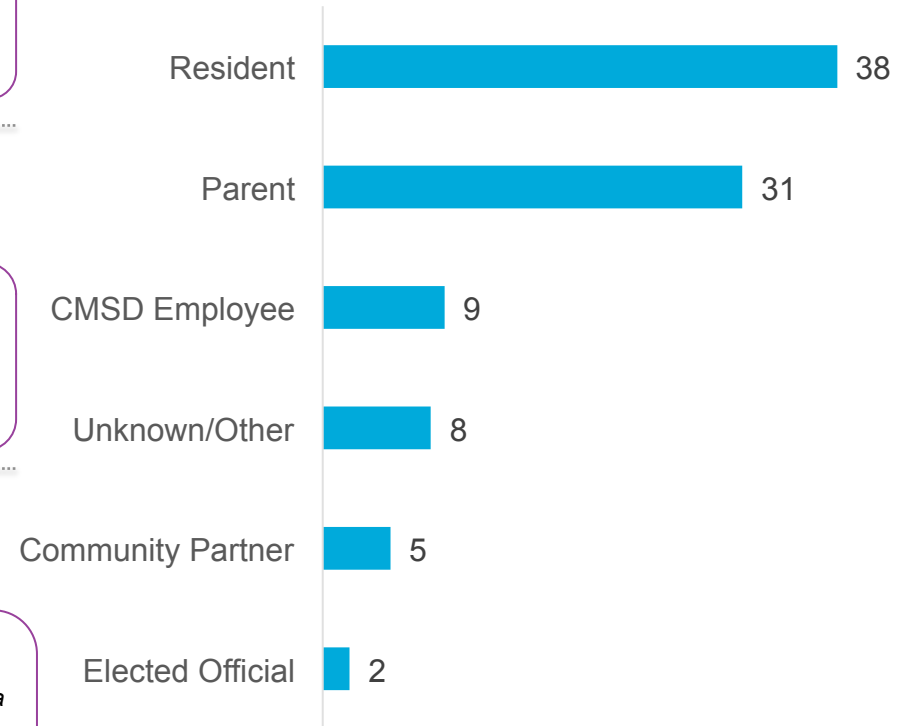
If you do move ahead with the relocation, can we at least expect air conditioning and a new water filtration system? (asked during 05/21 BOE Mtg.)

- Concerns exist regarding the **future use of the current Tremont building/land**

What will happen to the old Tremont building? (asked during 06/01 regional mtg.)

As a resident I grew up across the street from William Rainey Harper when it closed and saw the devastating effects first hand: a decrepit building, increased vermin, overgrown ground and drug use and homeless persons living in the abandoned school. I will not stand for that happening again across the street from me!

Comments by role (total number of comments: 93)



* Note: additional detailed feedback can be found in your binder

Potential Alternative Options for Tremont Montessori

Option	Things you would have to believe	Pros	Cons	Open questions
<p>Current recommendation:</p> <p>Relocate program to an existing modernized building on the east side with investments in the school model</p>	<ul style="list-style-type: none"> A suitable east side location will allow for many families to continue attending while meeting viability in a modernized facility 	<ul style="list-style-type: none"> Deploys an existing, under-utilized modern facility to serve a viable city-wide draw program Prioritizes capital funds on schools with higher neighborhood population dynamics Scranton, Marin, Buhrer remain as nearby options to serve Tremont residents not interested in Montessori 	<ul style="list-style-type: none"> Risks losing west side enrollment depending on the specific location selected 	<ul style="list-style-type: none"> Which east side location will continue to allow a specific model to draw a high percentage of families from across the city?
<p>Alternative option 1:</p> <p>Consider options to embed Montessori “pathways” on east and west sides (e.g., PreK-3rd grade school-within-a-school model)</p>	<ul style="list-style-type: none"> Offering two lower-grades programs captures the majority of interest in Montessori while reducing the need for a full relocation or capital investment 	<ul style="list-style-type: none"> Reflects popularity of lower-grades Montessori Allows for families to attend Montessori on each side of the city in newer facilities Reduces capital investment needs 	<ul style="list-style-type: none"> Potential budget needs of supporting two lower-grade programs Potential challenges of matriculation of students from two models within a school to upper grades Tremont would no longer have a school 	<ul style="list-style-type: none"> What are budget assistance needs for two locations instead of one? What newer west side campuses are able to support this model as opposed to leaving it in Tremont in an older facility?
<p>Alternative option 2:</p> <p>Invest in Montessori model while remaining in the existing Tremont facility</p>	<ul style="list-style-type: none"> Program investments will improve performance and rebound enrollment while utilizing the current central location 	<ul style="list-style-type: none"> Invests in the Montessori model to improve performance in a popular program Maintains city-wide location and presence for Tremont residents 	<ul style="list-style-type: none"> Students remain in an older facility with maintenance risks Accredited Montessori likely requires supplemental funding 	<ul style="list-style-type: none"> What level of additional model funding will be made available in support of a Montessori? What academic quality must be delivered to continue those investments?

Potential Alternative Options for Tremont Montessori

Option	Things you would have to believe	Pros	Cons	Open questions
<p><i>Alternative option 3:</i></p> <p>Build new facility (in Tremont or similarly central location) to house Montessori model</p>	<ul style="list-style-type: none"> Montessori program maintains popularity and improves performance to prioritize construction above other needs 	<ul style="list-style-type: none"> Invests in a viable school with popularity If located on the west side, constructs a facility that could be re-purposed to serve K-8 needs with another program 	<ul style="list-style-type: none"> Given funding constraints, likely requires another project to be de-prioritized in addition to operating fund needs Opportunity cost of funding a city-wide program that could utilize existing newer facilities 	<ul style="list-style-type: none"> What other resources are used to build this building? What level of additional model funding will be made available in support of a Montessori? What academic quality must be delivered to continue those investments?
<p><i>Alternative option 4:</i></p> <p>Build new facility (in Tremont or similarly central location) to house non-Montessori model (could serve as replacement school for Scranton and/or Marin)</p>	<ul style="list-style-type: none"> Centralized location supports capital investment for a program to serve nearby families, though with a traditional program 	<ul style="list-style-type: none"> Fact Base supports investing in Near West / West regions due to forecast Allows for capacity to serve a greater percentage of students living nearby versus current Montessori 	<ul style="list-style-type: none"> Given funding constraints, likely requires another project to be de-prioritized in addition to operating needs Investments are already slated for Clark, Gallagher, and Marion Seltzer serving area students Discontinues investment in Montessori, which has proven popular 	<ul style="list-style-type: none"> What other resources are used to build this building?
<p><i>Alternative option 5:</i></p> <p>Maintain program in existing location</p>	<ul style="list-style-type: none"> Leadership changes will rebound enrollment and improve performance without additional model investments 	<ul style="list-style-type: none"> Preserves both operating and capital funds for other priority projects Maintains a facility and Montessori program in Tremont 	<ul style="list-style-type: none"> Given the track record, the school is unlikely to dramatically improve performance without significant investments Students remain in an older facility that carries maintenance risks 	<ul style="list-style-type: none"> What school actions does CMSD take if performance does not dramatically improve in future years? What level of capital investment in maintenance does CMSD spend given newer alternative locations?

How do the student population dynamics compare between neighborhoods of potential capital investment?

	Brooklyn Centre (Denison)	Cudell-Edgewater (Marion-Seltzer)	Detroit Shoreway (Gallagher)	Fairfax (Bolton)	Kamm's (MacArthur)	Stockyards (Clark)	Tremont (Tremont)
# of 2017 Births ¹	159	208	158	70	336	138	100
Change in Births (2012-2017) ¹	-3%	+9%	-11%	-20%	+15%	-15%	+2%
Birth to Kinder Cohort Ratio ²	105%	93%	74%	79%	82%	99%	59%
2017-18 K-8 Population: CMSD and Overall ³	823 / 1,347	950 / 1,630	699 / 1,106	328 / 636	982 / 2,206	972 / 1,513	298 / 506
Change in CMSD K-8 Population (2012-2017) ³	+7%	-3%	-17%	-5%	-8%	0%	-30%

Summary Insights

The emerging recommendations include new construction investments for Clark, Denison-Mooney, Marion-Seltzer, MacArthur, and a renovation for Gallagher, while seeking an existing newer K-8 facility for Tremont due to the city-wide draw and transportation as well as for a consolidated Dike/Bolton program at Margaret Ireland. The underlying student population dynamics for the prioritized projects support capacity investments for those neighborhoods compared with Fairfax and Tremont due to the number of births and far greater K-8 population size and trend.

1: Ohio Department of Health Vital Statistics

2: Ohio Department of Health Vital Statistics; Geo-coded CMSD, charter, and private school student-level data based on April 30 count

3: Geo-coded CMSD student-level data based on April 30 count

Select a Location

Selected Tremont neighborhood

Level

all

Location

Tremont

Change Location

or look up neighborhood using address

Population Metrics

It is important to monitor changes in population in a neighborhood, understanding where neighborhoods are growing or losing population, and understanding changes in neighborhood demographic make-up.

Now viewing data for Tremont

Note: clicking the [Map](#) button will allow for a cross-location (city-wide) comparison of a given indicator. The cross-location information is available in a table as well.

[Download as PDF](#) | [Download as CSV](#)

Population by age	% change	2008- 2012	2013- 2017
Persons aged under 5 Map	54.2%	361 +/-	556 +/-

CV: 21.7
MOE (+/-): 128.5

CV: 16.7
MOE (+/-): 152.7

What is the MOE (margin of error)?

Indicators that use the American Community Survey (ACS) as a data source are estimates based on a survey of a sample of the population. Because they are estimates, they are reported with a margin of error (MOE) calculated at the 90 percent confidence interval. This means that the real value of the indicator is within a range; one can be 90 percent confident that the true value is the estimated value, plus or minus the MOE.

What is CV (coefficient of variance)?

Indicators that use the American Community Survey (ACS) as a data source are estimates based on a survey of a sample of the population. Because they are estimates, they are reported with a margin of error (MOE) calculated at the 90 percent confidence interval. In working with indicators calculated from the ACS in years past, we have learned that people generally have a difficult time determining the quality of the estimate at smaller geographies. We're providing the coefficient of variance, a measure of the reliability of the estimate, to aid in interpreting the reliability of the estimate. The Census provides the following guidelines for determining the reliability of the estimate:

Coefficient of Variance <15% - Good

Coefficient of Variance >15% and < 61% - Fair

Coefficient of Variance >= 61% - Poor

2) Recommended school action: Relocate program to existing modernized building

2c) Schools of focus: Dike School of the Arts and Bolton (consolidation)

What the FACTS told us



Academic Quality

- Dike School of the Arts is D-rated and Bolton is F-rated
- Both schools have programming connected to ongoing community partnerships (e.g., arts at Dike; Case/Clinic at Bolton)



Enrollment & Choice

- 400 K-8 students enrolled in SY 17-18 at Dike; 273 at Bolton
- Both schools have a positive enrollment trend
- 16% of Dike's enrolled students live within a mile; 28% of enrollment is from the Northeast, another 28% from the southeast
- 37% of Bolton's enrolled students live within a mile



Program Viability

- Dike is above minimum enrollment viability, while Bolton is below



Building Use & Condition

- Both schools are in older buildings
- A single replacement building was part of previous Facilities Plan for segments 8/9



What YOU told us

We have already seen new residents at Cleveland Clinic who come here from other countries and have enrolled their kids at Bolton. I feel that if Bolton didn't look so 'run down' we would attract more of these families. We are the closest school to Cleveland Clinic literally a block away!

April 2, 2019

...east [side] Cleveland school of the arts does well

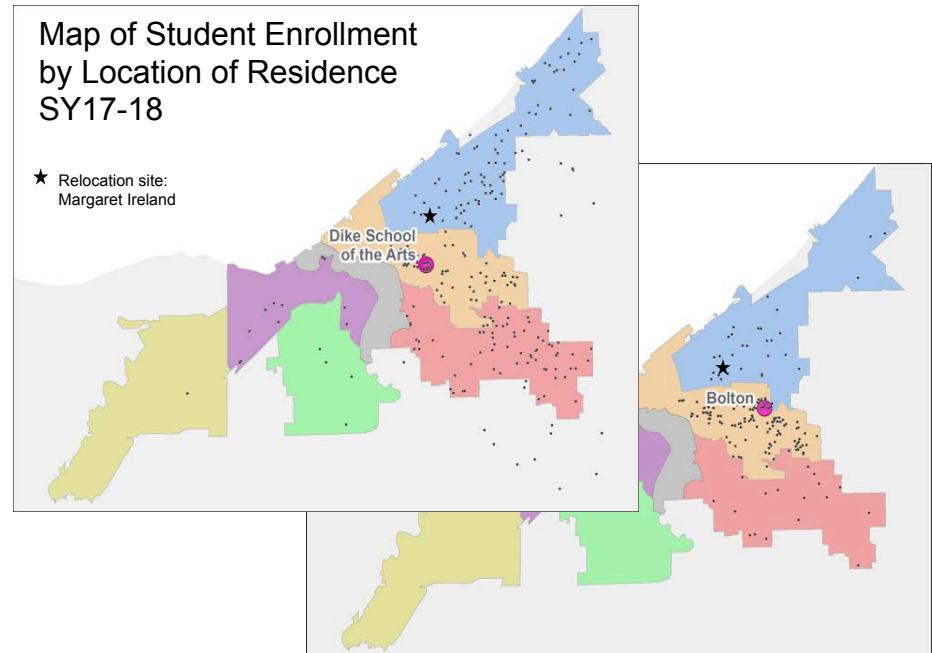
April 18, 2019

Arts education is important.

April 6, 2019

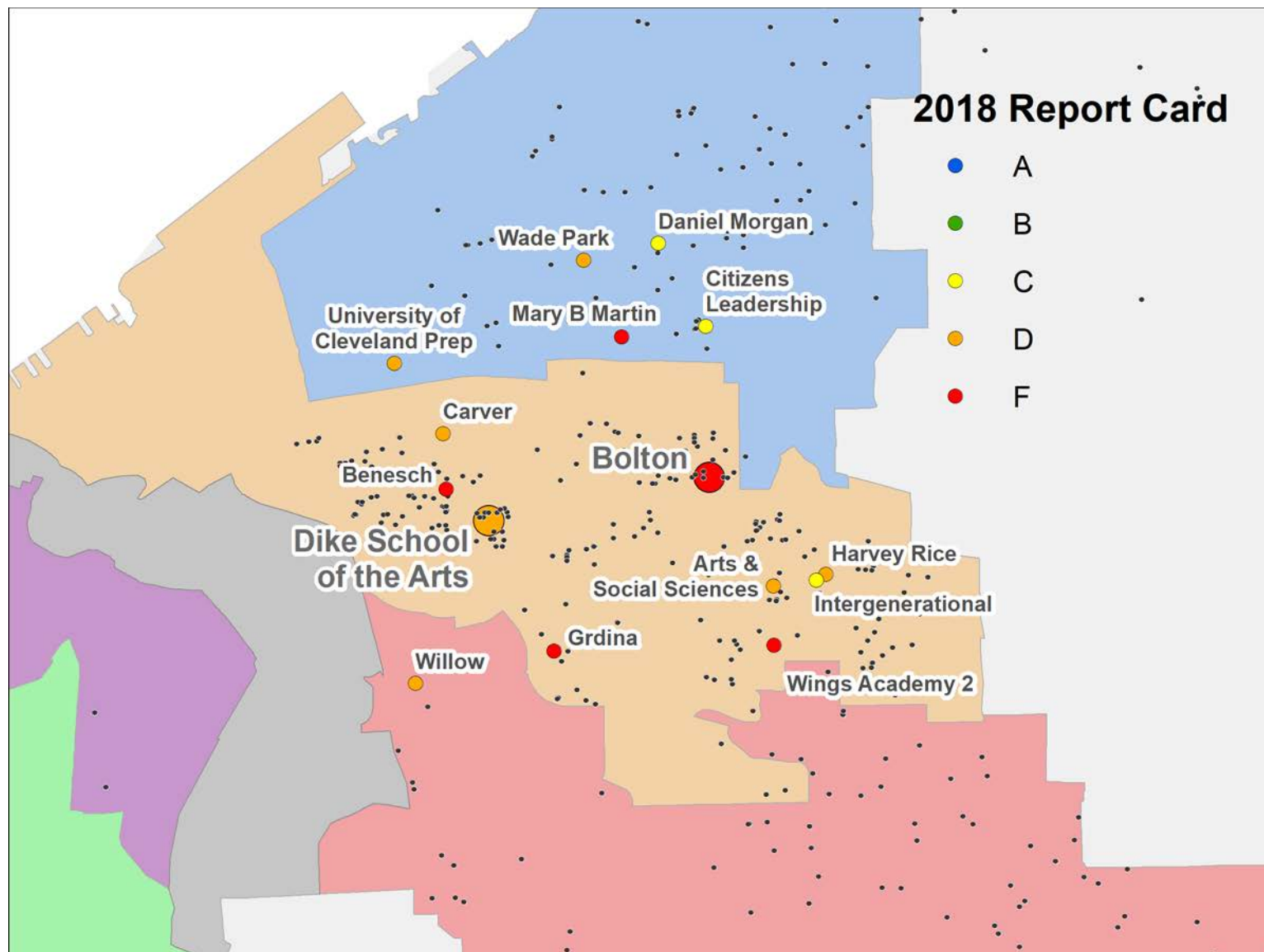
Map of Student Enrollment by Location of Residence SY17-18

★ Relocation site:
Margaret Ireland



Dike School of the Arts and Bolton

June 8, 2019 Discussion Draft



Deep dive on May feedback* received on Dike and Bolton

Concerns exist regarding the **disinvestment in emerging Fairfax neighborhood**

Fairfax neighborhood undergoing investment; need school to help attract new residents.

Moving Bolton... out of its present location will deter people from moving into the Fairfax neighborhood.

I worry that my property value will be affected and with all these companies coming into our neighborhood but no where for their children to attend school.

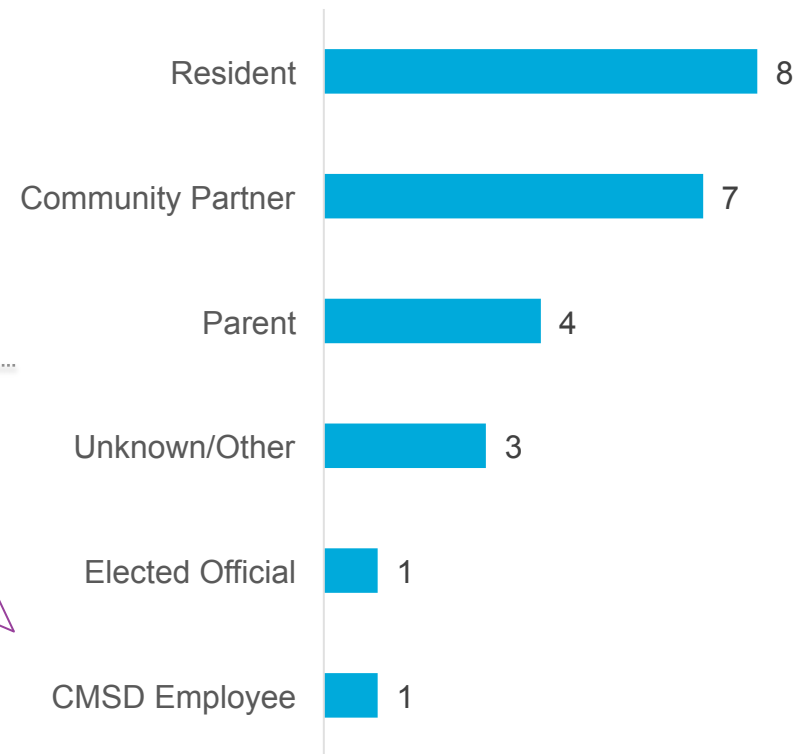
With opportunity corridor being under construction that a new school is needed in that up and coming area [sic]

Concerns exist regarding the **use of the Margaret Ireland building** as the new location

I think that all children should be considered. Bolton has a large SPED population... can they fit in the new school?

Fairfax neighborhood undergoing investments, need school to help attract new residents. Margaret Ireland is located in an area that is mostly commercial, not much residential...

Comments by role (total number of comments: 24)



* Note: additional detailed feedback can be found in your binder

Potential Alternative Options for Dike and Bolton

June 8, 2019 Discussion Draft

Option	Things you would have to believe	Pros	Cons	Open questions
Current recommendation: Consolidate two programs into the Margaret Ireland building	<ul style="list-style-type: none"> The Margaret Ireland building can be repurposed in order to accommodate a vibrant focus on the arts Those district-wide students currently commuting to Dike will commute to the new building The loss of current/potential consolidated student population is minimal The value of vacating two older buildings and repurposing an unused existing modernized building outweighs the disruption of the status quo 	<ul style="list-style-type: none"> Allows 600+ students access to modernized building Provides students commuting to Dike for the arts program a more centralized east side location Allows district to more easily resource a vibrant arts program Allows district opportunity to take two older buildings offline 	<ul style="list-style-type: none"> Removes the only CMSD K-8 from the Fairfax neighborhood Potential to draw existing students away from other CMSD K-8 schools in Hough putting increased pressure on their enrollment 	<ul style="list-style-type: none"> What is the residual impact of this relocation on schools in the Hough neighborhood, which also has student population risks based on their data? What level of improvements would need to be made at the existing facility to prepare it to house a vibrant arts program?
Alternative option 1: Construct a new K-8 campus (450-675 seats) near Karamu House for a combined program	<ul style="list-style-type: none"> The development efforts in Fairfax help to stabilize or increase enrollment enough to justify new construction in that area Those district-wide students currently commuting to Dike will commute to the new building The loss of current/potential consolidated student population is minimal The value of vacating two older buildings and building a new building outweighs the disruption of the status quo 	<ul style="list-style-type: none"> Allows 600+ students access to new building Allows district to more easily resource a vibrant arts program, especially in potential partnership with Karamu House Allows district opportunity to take two older buildings offline 	<ul style="list-style-type: none"> Forces the district to trade off new construction elsewhere Presents longer timeline due to new construction lead time Adds an additional K-8 building to the CMSD portfolio on the east side 	<ul style="list-style-type: none"> How does this project compare to Benesch and Marion Sterling, given the Central neighborhood's population density and walkability to those schools?
Alternative option 2: Maintain both programs in existing locations	<ul style="list-style-type: none"> The development efforts in Fairfax help to stabilize or increase enrollment enough to justify maintaining Bolton The value of maintaining the status quo outweighs vacating two older buildings and repurposing an unused existing modernized building 	<ul style="list-style-type: none"> Maintains one CMSD K-8 in the Fairfax neighborhood 	<ul style="list-style-type: none"> Prevents 600+ students from accessing a modernized building Prohibits both programs from obtaining add'l resources afforded by larger combined enrollment 	<ul style="list-style-type: none"> Given current viability, academic quality, and enrollment trends, how long will the schools be given an opportunity to turn around their key metrics?

Final Recommendations

Potential Alternative Options for Selected Recommendations

Schools	Kenneth Clement and Valley View Boys Leadership Academies	Tremont Montessori	Dike School of the Arts and Bolton
Current recommendation	<ul style="list-style-type: none"> Consolidate two programs into a single location in an existing modernized building on the east side 	<ul style="list-style-type: none"> Relocate program to an existing modernized building on the east side with investments in the school model 	<ul style="list-style-type: none"> Consolidate two programs into the Margaret Ireland building
Alternative options	<ol style="list-style-type: none"> Close both buildings and programs Build enough space at new MacArthur to accommodate a single, consolidated BLA to be co-located with MacArthur GLA Move Kenneth Clement BLA into an existing, modernized building on the east side [and TBD on Valley View—Maintain or close??] Maintain both programs in existing locations 	<ol style="list-style-type: none"> Consider options to embed Montessori 'pathways' into existing K-8 schools on east and west sides (e.g., PreK-3rd grade school-within-a-school model) Invest in Montessori model while remaining in the existing Tremont facility Build new facility (in Tremont or similarly central location) to house Montessori model Build new facility (in Tremont or similarly central location) to house non-Montessori model (could serve as replacement school for Scranton and/or Marin) Maintain program in existing location 	<ol style="list-style-type: none"> Construct a new K-8 campus (450-675 seats) near Karamu House for a combined program Maintain both programs in existing locations

Timeline

High Level Timeline

June 8, 2019 Discussion Draft

2019			2020				2021	
Apr-Jun	Jul-Sep	Oct-Dec	Jan-Mar	Apr-Jun	Jul-Sep	Oct-Dec	Jan-Mar	Apr-Jun
SY 18-19	SY 19-20				SY 20-21			

Rec's

- Prepare and release recommendations
- Engage with communities for feedback
- Review feedback and recommendations with Board



June 25th
Board Vote

Implementation Planning

- Engage and support families at impacted schools
- Confirm construction timelines / scope
- Identify swing spaces
- Determine relocation sites

Implement School Actions

- Continue engaging and supporting families through school transitions
- Relocate schools to swing spaces
- Begin renovations / new construction

Today

ADJOURN & BOXED LUNCH

*A LINK HAS BEEN EMAILED TO
CAPTURE YOUR FEEDBACK
Thank you!*