



ANNUAL REVIEW OF SCHOOLS RECOMMENDATIONS REPORT 2022-23

**Continued Commitment to Improving
Schools Capacity to Serve and Reflections**



An Annual Review of Schools: Continued Commitment to Students and Reflections

Over a decade ago, City Schools adopted a “portfolio” strategy to review, discuss, plan, and implement recommendations for physical and programmatic developments in a coordinated effort to create and improve school environments so that they foster student learning and professional growth. That strategy included several components that City Schools adopted. They include:

- Good options and choices for families
- Per-pupil based funding for all schools
- School autonomy
- Performance based accountability for schools
- Extensive public engagement
- Multiple sources of support
- Talent-seeking strategy

This theory of improvement, created by the Center for Reinventing Public Education, held that creating levers of leadership for those closest to schools – families, students and school leaders – to impact and influence major decision-making at schools would lead to better schools. It was premised on the idea that if school leaders could make more decisions about what their schools looked like this could be a real driver for improvement because they would know best how to improve schools and meet the unique and specific needs of the students and families they served. It was premised on the idea that if you created opportunities for families to make choices about the schools they enrolled their children in, paired with engagement around decision-making at schools, this would make schools more accountable to the families and students they served. The idea being that unhappy families could provide input into school-level decision making and if unsatisfied could pull students out of schools that did not serve them well and by doing so would impact the school’s budget and send a message to the school leader and central office about the efficacy of that school.

This approach – the portfolio strategy - gave important levers of influence to families and school-based staff that provide pathways for them to have real say in the work and programming of schools. This strategy, however, doesn’t account for other realities of school communities. It doesn’t account for declining enrollment not simply being a statement about how well families feel the school serves students but other environmental factors that

influence enrollment – community stability, birthrates, geographic access, etc. It also does not account for the destabilizing impact that opening and closing schools continuously could have on school communities and a district. It doesn't account for the realities that not all families have the ability to make the same choices for their students due to factors beyond their control.

Baltimore City Public Schools like other large urban school districts across the nation has been experiencing significant declines in student population; largely driven by declining birthrates and families moving out of the city itself. The school system once designed to serve over 120,000 students in the 1980s, only serves slightly below 78,000 students today. This challenge of declining enrollment has only added to the challenges we face as an urban district that has been historically and chronically underfunded and the academic losses caused by the interruption of the Covid-19 pandemic for students whose education was disrupted and only partially addressed through virtual learning.¹



City Schools' commitment to ensure every student receives **high-quality educational experiences** that support their learning and their personal growth where our students will thrive and graduate from our high schools with the skills, knowledge and understanding to succeed in college, careers, our community and anywhere and everywhere their dreams will take them has not changed.

Since 2018, the district has moved away from implementing a “portfolio” strategy towards a more **holistic approach** centered in **continuous improvement** and understanding not just what the quantitative and qualitative data tells us about schools but other factors shared by school communities that impact the realities of school. It centers in the idea that if a school or group of schools does not have sufficient funding to provide students an adequate education then we must use our resources in ways that address these challenges.

Every year we have undergone a process to make difficult decisions that will improve our ability to offer the rich and varied educational programming our students deserve. While this process, the **Annual Review of Schools**, can result in a variety of recommendations such as opening new traditional schools, reconfiguring grade spans in existing schools, merging school communities, relocating schools, and renewing contacts with proven school operators, the most challenging of these recommendations are those for school closure and/or

¹ To learn more about how we are deepening and improving our work with students and families as we continue to work through recovery and the results of SY 2022-23 efforts, read the district's Reconnect, Restore, Reimagine plan and End of Year Results; found here: <https://www.baltimorecityschools.org/triple-r-2021>

facility surplus.

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

Still, keeping students in school programs that do not offer students enough of the basics let alone robust academic programming – meaning regular fine arts instruction, physical education, library, and other electives; that do not offer opportunities for teachers to effectively collaborate, receive ongoing coaching and professional learning, and in facilities that are failing, does not move us closer to that goal. Research has consistently told us the importance of a well-rounded education, the impact of ongoing staff development and the necessity for school facilities that support the learning and the well-being of students and staff.

The approach we have implemented has a few core commitments. If a closure recommendation is considered for traditional schools, then with that must come **tangible investments** into the facility that will ultimately serve the students, **strong school-leadership** in the receiving school, and **in-depth and ongoing transition support** and work with impacted communities to create a stronger new joint community. The school transition work includes assisting the combining school communities with creating a shared identity, resolving concerns, and identifying potential partnerships and other supports to aid in school improvement.

The results for recently combined school communities have been **increased enrollment, greater ability to offer enhanced academic programming** including more regular art, music and other electives, **increased ability** for school leaders **to strategically staff** their schools – adding teachers, coaches, APs, etc., **expanded opportunities for teacher collaboration**, and tangible **facilities improvements** through strategic use of Capital Improvement Fund dollars, grants, and partner investments clustered in these newly combined communities. (See specific examples in school communities on the pages that follow.)



SANDTOWN-WINCHESTER ACHIEVEMENT ACADEMY

While we have had to make difficult decisions, City Schools has continued to advocate for the investments all our students deserve, as well as using new and existing resources in strategic ways to benefit the maximum number of students.

In 2013, the district alongside our students, families, staff, partners and elected officials came together to demand **21st Century school buildings for all of our students**, resulting in **34 schools in 29 new or completely renovated facilities** (discussed more later in this report) financed through bond payments City Schools committed to paying out of our general funds as well as a second round of funding for an additional set of 21st Century Schools through the passage and legislative override of the governor's veto of The Built to Learn Act of 2020 (HB1 / SB1). These investments allow us to make desperately needed improvements to more school communities. We have also strategically used Capital Improvement Funds and resources from partners to make improvements in other schools. Still major improvements like from 21st Century and Built to Learn are still needed across all of our remaining facilities.



Sandtown-Winchester Achievement Academy enrollment has increased by 37% since it merged with Gilmor in SY 19-20.

- After the merger, SWAA became a community school and intensive literacy site.
- The school was able to hire an Assistant Principal, Education Associate, and math coach.
- The school is now able to offer art, gym, technology and music more than once a week.
- Facilities improvements include:
Summer 2019: all classrooms and hallways were repainted, and flooring was replaced; Fall 2019: Partnered with Heart of America and Under Armour to renovate and redesign spaces in the building including the gym, auditorium, cafeteria, library, teacher's lounge, front office, outdoor space (trees and landscaping); in Summer 2020: a new KaBoom Playground was installed.
- The entrance continues to honor the legacy of William Pinderhughes with a bust and plaque.

MARY ANN WINTERLING ELEMENTARY SCHOOL AT BENTALOU

Mary Ann Winterling enrollment has increased by 51% since it combined with Lockerman Bundy in SY 21-22. Students have access to:

- Art, music, drama and PE more frequently as well as continue to have access to the partnership with OrchKids
- More staff (increased collaborative planning), a librarian and have full admin team – Assistant Principal, Educational Associate and Intervention Specialist
- Springboard (summer program for tutoring), FEV (additional tutoring in math for grades 3-5), Amplify tutoring for grades K-4
- Akoben professional development in Restorative Practice
- Facilities improvements including the creation of additional classrooms, office spaces and small group spaces; a grant for an outdoor classroom/learning space, upgraded lighting through the building, replaced all chalkboards with whiteboards, renovated all group bathrooms and created a gender neutral bathroom; additional renovation will happen this summer.
- Undergoing renaming of the auditorium to preserve the legacies of Joseph Lockerman and Vivien Hall Bundy

In 2019, working with local and national experts and community and district stakeholders, City Schools released **Investing in Our Future**, a report on what a world-class education system should look like for our students. The report outlines essential services necessary for student success and was designed to inform pending Kirwan legislation. This year, 2022-23, is the first year of implementation for the **Blueprint for Maryland's Future** (also known as **Kirwan**), this legislation begins to provide resources to City Schools that aligns to principles of equity providing more resources to children from low-income families, English language learners, students with disabilities, and students who live in areas of concentrated poverty. Still Kirwan only begins to address the legacy of historic under-investment that has led to long-standing funding gaps that only have been exacerbated by the amount of time City Schools students have not received the funding they deserve.

Thus, City Schools is a participant in the ongoing request for relief under the **Bradford v Maryland State Board of Education** decision. The *Bradford* case was initially filed in 1994 by the ACLU on behalf of our students and their families. In March of 2019, the ACLU and the NAACP Legal Defense and Educational Fund filed a petition for further relief on behalf of concerned parents under *Bradford* due to the state's failure to fully implement the pre-Kirwan Thornton funding formula since 2008. This has resulted in unconstitutional and inequitable education funding for our students, and the petition seeks to hold the state accountable to its obligations to provide funding both for a quality education and to address the failing physical conditions of school facilities that disrupt our students' ability to learn and reach their maximum potential.



PARK HEIGHTS ACADEMY



Park Heights Academy enrollment has increased by 26% since the school merged with PK-5th grade students at MLK in SY 20-21.

- Park Heights Academy became an Intensive Literacy site which includes support of a literacy coach.
- It is able to offer art, music, dance and PE more frequently with each grade level having at least 3 resources.
- It hired more teachers which enabled greater and deeper teacher collaboration.
- Facilities improvements include: June 2021: a new Kaboom playground; new HVAC, painting, new lighting, floor tile replacement in some areas (\$1.7 million investment); Heart of America, Ravens, and Baltimore Tree Trust created an outdoor classroom area, Zen garden, and Peace and Meditation room; 2022: Weinberg library transformation
- Spaces within the school named for Dr. Martin Luther King, Langston Hughes, Malcolm X and George Mitchell.

PIMLICO ELEMENTARY/MIDDLE SCHOOL



Pimlico EMS enrollment has increased by 19% since the school merged with middle grades students from MLK in SY 20-21.

- Pimlico offers regular visual arts, drama, PE and music
- It has a variety of specialized programs including: Middle Grades Health Sciences Program (a Pre-CTE program supported by LifeBridge-Sinai Hospital where students take advanced science courses related to medical/health fields), Communications program (where students use the multimedia lab to learn video production), and the Food for Life Program (where students learn to prepare healthy foods);
- It offers sports (flag football, volleyball, basketball, track and baseball) and extracurricular activities (Gardening Club, Girls on the Run, Leaders Go Places, LGBTQ club, SGA, Debate and Restorative Practices Youth Ambassadors)

21st Century School Buildings Plan

In most places that have needs like Baltimore, new school funding all too often goes to highly resourced communities. Here, we instead have made a commitment to investing first in school communities with more disparities than wealthier communities and that have *not* had access to the same amenities found in wealthier communities. Last April, **we were able to expand the impact of 21st Century by securing funding through refinancing to add a 29th school facility** for renovation with this source of funds - a joint campus for Frederick Douglass High School, the second oldest high school in the nation specifically built to serve African American students, and Joseph C. Briscoe Academy, named for Baltimore Educator and freedom fighter, a separate public day school that serves students with disabilities.

Twenty-four 21st Century Schools from the initial funding are now open, with 2 more opening this January – Highlandtown Elementary/Middle School #237 and Montebello Elementary/Middle School. More than 70% of these schools are located in communities with lower community investments based on City Schools Community Conditions Index (considers economic disparity, access to resources and neighborhood stability and safety).

By the end of this phase, **34 schools** will be housed in **29 new or fully renovated facilities:**

- 12 elementary schools
- 14 elementary/middle schools
- Three middle/high schools
- Five high schools

City Schools Community Conditions Index

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

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

The Community Conditions Index helps us visualize socioeconomic indicators that show the levels of social, financial, and asset investments within the various communities that make up our city. This allows us to see plainly where we have invested as a district and ensure that we focus investments in communities with lower access to resources and across school communities using an equity lens. Community Conditions Index scores range from 6 to 24, with 6-9 being communities with least access to community investment, and 21-24 indicating communities with highest access investment.

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

Open 21st Century Schools and Community Conditions



#	Project Name	School Name	Grade Configuration	Other Schools and Programs Affected	Community Conditions Index
427	Robert Poole	Academy for College and Career Exploration (ACCE)	6-12		21
234	Arlington	Arlington Elementary School	Pre-k – 5	Pimlico Elementary/Middle	9
164	Arundel	Arundel Elementary School	Pre-k – 2	Carter G. Woodson Elementary/Middle; Patapsco Elementary/Middle; Cherry Hill Elementary/Middle	9
124	Bay-Brook	Bay-Brook Elementary/Middle	Pre-k – 8	Curtis Bay Elementary/Middle (grades 6-8)	11
144	James Mosher	Billie Holiday Elementary School (formerly Mosher Elementary School)	Pre-k – 2	Alexander Hamilton Elementary/Middle School; Calverton Elementary/Middle School (grades pre-k -2)	9
256	Calvin M. Rodwell	Calvin M. Rodwell Elementary/Middle School	Pre-k – 8	Grove Park Elementary School	20
61	John Eager Howard	Dorothy I Height Elementary School	Pre-k – 5	Westside Elementary; John Eager Howard Elementary	8
406	Forest Park	Forest Park High School	9-12	Northwestern High School	14
85	Fort Worthington	Fort Worthington Elementary/Middle School	Pre-k – 8	Lakewood Elementary; Dr. Rayner Browne Elementary/Middle School	8
260	Frederick	Frederick Elementary School	Pre-k - 5	Samuel Morse Elementary	8
213	Govans	Govans Elementary Schools	Pre-k – 5	--	19

37	Harford Heights (William. C. March Campus)	Harford Heights Elementary School	Pre-k – 5	--	8
228	John Ruhrah	John Ruhrah Elementary Middle School	Pre-k – 8	--	16
75	Calverton	Katherine Johnson Global Academy (formerly Calverton Elementary/Middle School)	3-5	Alexander Hamilton Elementary/Middle School; James Mosher Elementary School (grades 3-5)	9
313	Walter P. Carter	Lois T. Murray Elementary/Middle School	1-8	--	13
204	Mary E. Rodman	Mary E. Rodman Elementary School	Pre-k – 8	Sarah M. Roach Elementary	12
249	Medfield Heights	Medfield Heights Elementary School	Pre-k - 5	--	21
242	Northwood	Northwood Elementary	Pre-k – 5	--	21
223	Pimlico	Pimlico Elementary/Middle School	Pre-k – 8	Arlington Elementary/Middle (grades 6-8); Dr. Martin Luther King Jr Elementary/Middle (grades 6-8); Langston Hughes Elementary	9
314	Harford Heights (William. C. March Campus)	Sharp Leadenhall Elementary/Middle School	1-8	--	8
159	Cherry Hill	The Historic Cherry Hill Elementary/Middle School	3-8	Carter G. Woodson Elementary/Middle; Patapsco Elementary/Middle; Arundel Elementary	9
341	Lake Clifton Park	The REACH! Partnership School	9-12	--	16
134	Walter P. Carter	Walter P. Carter Elementary/Middle School	Pre-k – 5	Guildford Elementary/Middle School	13
88	Lyndhurst	Wildwood Elementary/Middle School	Pre-k – 8	Rognel Heights Elementary/Middle	13

Why Focus on High Schools?

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

High and Middle/High schools are city-wide, serve students across neighborhoods, and reach a large number of students from all across the city. Facilities that serve high school students are also significantly more expensive to fix than elementary and elementary/middle school facilities. For example, the district currently receives approximately \$29 million in Capital Improvement Funds total each year from the state. To repair just the systemic facilities needs at one high school, like Baltimore City College High School, for example, would cost over \$44 million. This does not include the costs to fix other needed items and spaces that are worn down and in disrepair like lighting, secure entrances, the gym, science labs, cafeterias, etc. which brings the cost of fully fixing everything to over \$100 mil. The disparity between the amount of annual capital funds we receive and the high cost of repairing large high schools makes addressing the facility needs of those schools virtually impossible through regular capital funds.

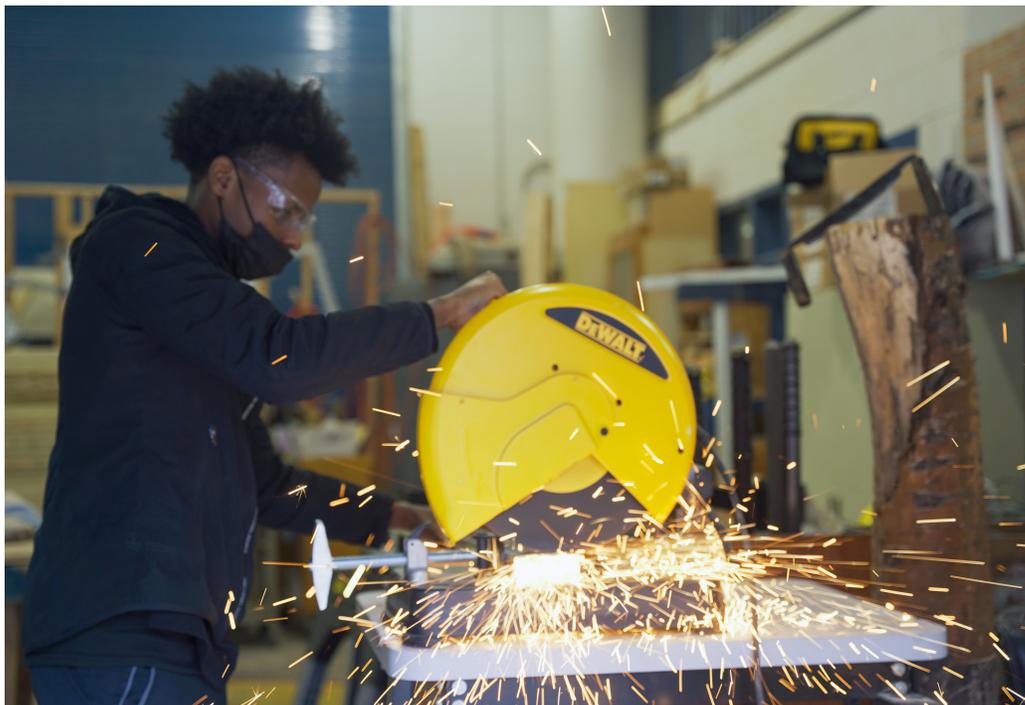
That's why we are focusing this next round of school renovation funds on middle/high and high schools. Doing so will maximize the number of City Schools students who have access to rigorous and relevant academic programs in safe, healthy environments that promote success.

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

In 2019, City Schools announced a plan to focus additional facilities funds on High Schools should Built to Learn pass. The Built to Learn Act of 2020 (HB1/SB1) was passed by the legislature, overriding the governor's veto during the 2021 state legislative session, and City Schools is expected to receive approximately \$420 million, which will allow us to build on the success of our existing 21st Century Schools initiative by funding Phase II – High School Strategy.

The additional facilities and schools expected to be improved using this funding combined with the original source of 21st Century funds are:

- Frederick Douglass building (as a shared campus to house both Frederick Douglass High School and Joseph C. Briscoe Academy) – 21st Century funds
- Baltimore City College - Built to Learn funds
- Western High School and Baltimore Polytechnic Institute – Built to Learn Funds



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

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

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

As a result, ***too many of our high school graduates do not earn a livable wage, let alone a family-sustaining wage.*** We recognize that one of the key first steps to being on a path toward earning a family-sustaining wage remains earning a high school diploma. Research has shown that one of the major causes of students falling behind is students not receiving daily instruction supported by rich, rigorous grade-level content. This is why in 2021-22, City Schools adopted a **high-quality high school curriculum**, which, along with curriculum-based professional development, continuous improvement work, and culturally relevant learning opportunities, will strengthen the capacity of secondary teachers and school leaders to ensure students are experiencing a rich and rigorous curriculum aligned with grade-level standards. Additionally, City Schools began implementing **Student Learning Plans**.

Based on national research on student success planning and developed in collaboration with educators, school leaders, and district representatives, **Student Learning Plans encourage positive goal setting, clearly outline academic requirements, and treat families and educators as partners in a student's learning.** Plans and the prompts in them are tailored to students' ages and will be updated three times each year — in the fall, spring, and at the beginning of summer. To learn more about Student Learning plans please visit: <https://www.baltimorecityschools.org/student-learning-plans>.

Since its March 2021 release, the Office of College and Career Readiness has begun the work of implement its **four-year strategic career readiness plan.**

The guiding vision for the work is a system of career readiness that:

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

The result of this work means that within the next four years, CTE seats at schools will increase from just over 6,000 seats in 2019-20 to an expected 9,000 seats by 2023-24. To learn more and review this plan, please visit:

<https://www.baltimorecityschools.org/cte-plan>

Annual Review of Schools 2022-23: Summary of Recommendations

Recommendation	School / Building	Program Recommendation	Building Recommendation
Building Surplus	Dr. Carter G. Woodson, Sr. Building	N/A	Surplus effective summer 2023
	Southside Building	N/A (Board voted in January 2022 to close program effective summer 2023)	Surplus effective summer 2023
Operator Renewal	Hampstead Hill Elementary/ Middle School	Pending release of MCAP until January 2023	No new recommendation
	Empowerment Academy	Pending release of MCAP until January 2023	No new recommendation
	Midtown Academy	Pending release of MCAP until January 2023	No new recommendation
	The Crossroads School	Pending release of MCAP until January 2023	No new recommendation
	Patterson Park Public Charter	Pending release of MCAP until January 2023	No new recommendation
	Baltimore International Academy	Pending release of MCAP until January 2023	No new recommendation
	REACH! Partnership School	Pending release of MCAP until January 2023	No new recommendation
	Baltimore Leadership School for Young Women	Pending release of MCAP until January 2023	No new recommendation
	Lillie May Carroll Jackson School	Pending release of MCAP until January 2023	No new recommendation
	Baltimore Collegiate School for Boys	Pending release of MCAP until January 2023	No new recommendation
	Coppin Academy	Pending release of MCAP until January 2023	No new recommendation
21 st Century Building Plan Amendments	Northwestern High School building	N/A	Change surplus date from 2025 to 2028
	Thurgood Marshall building	N/A	Change surplus date from 2025 to 2027
	Southeast Middle building	N/A	Change surplus date from 2024 to 2025

2022-23 Annual Review Recommendations Summary

Recommendations for Building Surpluses

Dr. Carter G. Woodson Building

The Dr. Carter G. Woodson, Sr. building is located in the Cherry Hill neighborhood in south Baltimore. Currently there are no school programs housed in the building. The Dr. Carter G. Woodson building is connected to the Southside building, which currently houses New Era Academy, through the HVAC system.

City Schools is working in partnership with Baltimore city on releasing an Expression of Interest (EOI) to gauge interest in a partner to develop the land parcel on which the Dr. Carter G. Woodson building and the Southside building sit and fund the construction of a new high school run by City Schools and located on the site. If the EOI process is not successful, City Schools will surplus the Dr. Carter G. Woodson facility to the city of Baltimore.

Southside Building

In January 2022, the Board of School Commissioners voted to close New Era Academy, which is currently housed in the Southside building, at the end of school year 2022-23. Students from the Cherry Hill, Maree G. Faring, Curtis Bay, Bay-Brook, Westport and Lakeland zones will be given preference at both Digital Harbor High School and Benjamin Franklin High School at Masonville Cove. The PTECH program and Seagoing CTE pathway at New Era will move to Digital Harbor High School, and the Army Junior Reserve Officers Training Corps (AJROTC) program will move to Benjamin Franklin High School.

City Schools is working in partnership with Baltimore city on releasing an Expression of Interest (EOI) to gauge interest in a partner to develop the land parcel on which the Dr. Carter G. Woodson building and the Southside building sit and fund the construction of a new high school run by City Schools and located on the site. If the EOI process is not successful, City Schools will surplus the Southside facility to the city of Baltimore.

Recommendations for Buildings Plan Amendments

Northwestern High School Building

Recommendation

Program: n/a

Building: Amend surplus date from 2025 to 2028

The Northwestern building is currently the temporary swing space for Cross Country Elementary/Middle School while the Cross Country building is under construction as a part of the 21st Century School Buildings Plan. Cross Country EMS will be in the Northwestern HS building until December 2023. From summer 2025 through summer 2028, Baltimore Polytechnic HS will swing to Northwestern while its permanent building receives renovations funded through the Built to Learn Act.

Thurgood Marshall Building

Recommendation

Program: N/A

Building: Amend surplus date from summer 2025 to summer 2027

The Thurgood Marshall building is the temporary swing space for Furley Elementary School and Vanguard Collegiate Middle School while their permanent buildings undergo construction. The construction on these buildings is expected to be complete in 2024. Starting in summer 2024, Baltimore City College High School will use the Thurgood Marshall building as a temporary swing space location while its permanent facility receives renovations funded through the Built to Learn Act.

Southeast Middle Building

Recommendation

Program: N/A

Building: Amend surplus date from summer 2024 to summer 2025

Currently, Highlandtown Elementary/Middle School #237 is using the Southeast Middle building as temporary swing space while its permanent building is under construction as a part of the 21st Century School Buildings Plan. Highlandtown will be located in the Southeast Middle building until January 2023. In summer 2023, Commodore John Rodgers will temporarily relocate to the Southeast Middle building while its building receives renovations as a part of the 21st Century School Buildings Plan. It is anticipated that Commodore will be in the Southeast building through summer 2025.

Operator Renewal

The following schools are going through the operator renewal review in 2022-23. See Appendix B for more information on the renewal process and each school's ratings in the renewal rubric as of November 2022. Ratings which are pending, and a recommendation on renewal of each school, will be finalized following the release of MCAP results, expected in January 2023, and will be announced publicly at the Board's Operator Work Session on January 26, 2023. Updated renewal reports will be posted on the district's website at that time. Final reports won't be posted until after the vote in February.

Baltimore Collegiate School for Boys #375

Baltimore Collegiate School for Boys is a charter school serving male students in grades 4 through 8 in northeast Baltimore. It is operated by Five Smooth Stones Foundation, Inc.

Baltimore International Academy #335

Baltimore International Academy is a charter school serving students in grades K through 8 in northeast Baltimore. It is operated by Baltimore International Academy, Inc.

Baltimore Leadership School for Young Women #348

Baltimore Leadership School for Young Women is a charter school serving female students in grades 6 through 12 in southwest Baltimore. It is operated by Foundation for the Baltimore Leadership School for Young Women, Inc.

Coppin Academy #432

Coppin Academy is a charter school serving students in grades 9 through 12 in northwest Baltimore. It is operated by Coppin State University.

The Crossroads School #323

The Crossroads School is a charter school serving students in grades 6 through 8 in southeast Baltimore. It is operated by Living Classrooms, Inc.

Empowerment Academy #262

Empowerment Academy is a charter school serving students in grades PK through 8 in southwest Baltimore. It is operated by Empowerment Center, Inc.

Hampstead Hill Academy #47

Hampstead Hill Academy is a charter school serving students in grades PK through 8 in southeast Baltimore. It is operated by Baltimore Curriculum Project, Inc.

Lillie May Carroll Jackson School #371

Lillie May Carroll Jackson School is a charter school serving female students in grades 5 through 8 in southeast Baltimore. It is operated by Girls Charter School, Inc.

Midtown Academy #321

Midtown Academy is a charter school serving students in grades K through 8 in southwest Baltimore. It is operated by Midtown Academy, Inc.

Patterson Park Public Charter School #327

Patterson Park Public Charter School is a charter school serving students in grades PK through 8 in southeast Baltimore. It is operated by Patterson Park Public Charter School, Inc.

REACH! Partnership School #341

REACH! Partnership School is a transformation school serving students in grades 9 through 12 in northeast Baltimore. It is operated by Civic Works, Inc.

Appendix A

Building Surplus Recommendation Reports
Submitted to the Baltimore City Board of School Commissioners
November 9, 2022, for Consideration as Part of the
Annual School Review and Recommendations, 2022-23

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

Public hearing

Tuesday, December 6, 2022

6:00 to 8:00 p.m.

Special session for public testimony

Thursday, January 12, 2023

7:00 to 9:00 p.m.

Starting in November, all Board meetings will be hybrid meetings with limited opportunity for in-person attendance. Please check the Board calendar or BoardDocs on the City Schools website for call-in information to observe the meetings and how to find out if in-person seating is available or at capacity. The opportunity for oral testimony will be closed after completion of the January 12 special session. The Board will also accept written comments until 5:00 p.m. on Friday, February 10, 2023. Please send your comments to the Baltimore City Board of School Commissioners, 200 E. North Avenue, Room 406, Baltimore, MD 21202, or email to portfoliorecommendations@bcps.k12.md.us. In order for the Board to legally accept written comments, the sender must fully identify him- or herself in the submission. The Board anticipates voting on the recommendations at its regularly scheduled public meeting on Tuesday, February 14, 2023, beginning at 5:00 p.m.

Recommendations to Surplus Buildings

Dr. Carter G. Woodson, Sr. building #160

2501 Seabury Road

Baltimore, MD 21225

Summary

- The Dr. Carter G. Woodson, Sr. building is located in the Cherry Hill neighborhood in south Baltimore. Currently there are no school programs housed in the building.

- In December 2017, the Board of School Commissioners approved the closure of The Dr. Carter G. Woodson Elementary School program. The program closed in summer 2018 to coincide with the opening of the new and renovated 21st century buildings designed to serve the whole community, The Historic Cherry Hill Elementary/Middle School and Arundel Elementary School for school year 2018-19. Thus, the former Dr. Carter G. Woodson zone was merged with the Cherry Hill zone and the Arundel zone to create one large zone, with students in the zone in grades PK-2 attending Arundel, and students in the zone in grades 3-8 attending Cherry Hill.
- The Dr. Carter G. Woodson building was the temporary swing location for Bay-Brook Elementary Elementary/Middle School from summer 2018 until December 2019 while that school's new building was constructed as a part of the 21st Century Schools Plan.
- In January 2022, the Board voted to close New Era Academy, which is currently housed in the Southside building, at the end of school year 2022-23. The Southside building is connected to the Dr. Carter G. Woodson building through the HVAC system.
- City Schools is currently working in partnership with Baltimore City on releasing an Expression of Interest (EOI) to gauge developer or partner interest for building a small high school (600-700 students) run by City Schools on the land in exchange for being able to develop the rest of the site for other uses aligned to community need. If the EOI process is not successful, the two buildings are recommended for surplus together.

Recommendation

- Contingent upon responses to an Expression of Interest released in mid-October, surplus the Dr. Carter G. Woodson Elementary School building to the city of Baltimore in summer 2023.

Opportunities/ Potential Impact

- Surplus the Dr. Carter G. Woodson building, which does not house a school program, reduces excess district building capacity, thereby increasing the districtwide utilization rate and lowering maintenance costs.
- If the EOI process is successful, City Schools would withdraw this request and work with the community to develop a future high school program on the site. It is anticipated that the soonest a new high school would be completed is several years from now.
- If the EOI process led by City Schools does not yield any developer/partner interest, there is still opportunity for the city of Baltimore to partner with the community to identify an interested developer or partner to seek a future use(s) of the building(s) and the land in a way that benefits the community.
- Dr. Carter Godwin Woodson was a prominent African American historian, educator, and author of several scholarly books on African American history. Starting off as a teacher, and then a principal, he eventually earned his Ph.D. from Harvard, and throughout his life was dedicated to researching, preserving, and celebrating the history and contributions of African Americans. Realizing that African American contributions were “overlooked, ignored, and even suppressed” by the white-dominant historical profession, he established The Association for the Study of Negro Life and History in 1915 and the Journal of Negro History in 1916. He has been called “the father of black history” and it is because of him that in 1976 February was established as Black History Month.¹ Given the importance of this school

name and the desire to maintain the history of schools, staff will explore ways to honor the history and legacy of Carter G. Woodson within the district's portfolio of schools.

Reasons for Surplus

- The Dr. Carter G. Woodson building was originally planned to be surplus in 2022 as a part of the 21st Century School Buildings Plan. It no longer houses a school program and is not needed any longer for swing space use. Therefore, if the EOI process is unsuccessful, City Schools has no further need to keep the building in the district's portfolio.

Educational Programs Affected

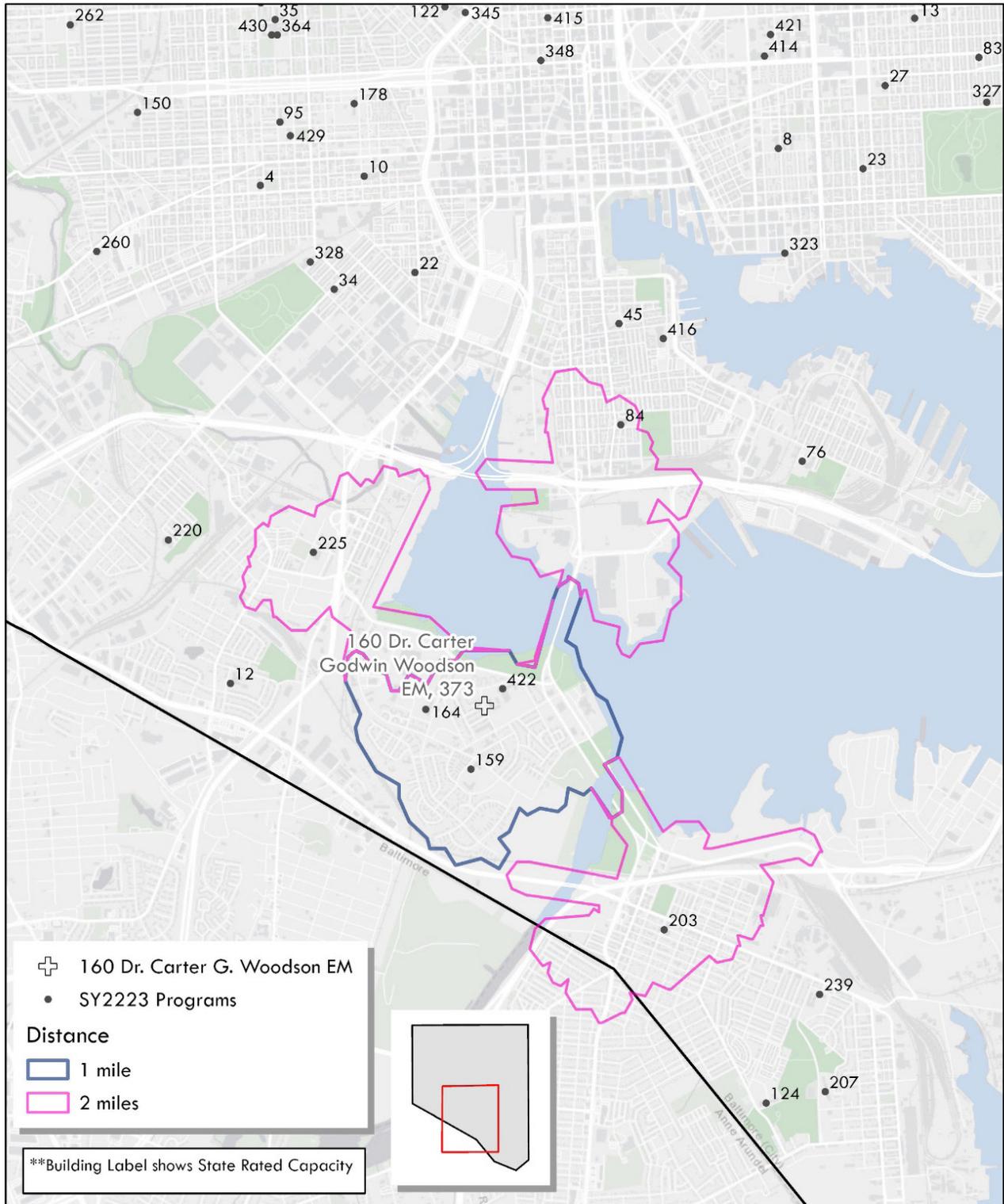
- Because the Dr. Carter G. Woodson Elementary School program closed in 2018, and no program is currently housed in the Dr. Carter G. Woodson building, there are no educational programs affected.

Student Relocation

- Because the Dr. Carter G. Woodson building does not house a school program, the surplus of the facility does not create student relocation considerations. As a result, there are no changes to transportation implications, racial composition data, or available receiving school options to be considered.

1 Sources: NAACP. "Civil Rights Leaders: Carter G. Woodson." Accessed October 6, 2022. <https://naacp.org/find-resources/history-explained/civil-rights-leaders/carter-g-woodson>; Wikipedia. "Carter G. Woodson." Accessed October 6, 2022. https://en.wikipedia.org/wiki/Carter_G._Woodson

Proposed Surplus of 160 Carter G. Woodson EM



Date: 10/10/2022

Facility Information

Type: Elementary school		State-rated capacity: 377
Grades served: n/a		Building utilization rate: N/A
Address: 2501 Seabury Road, 21225		
Planning area: S		
Date constructed: 1951(O); 2002 (R)		
Site size: 5.50 acres		
Building area: 110,732 sq. ft.		

Facilities Condition Assessment

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

The Carter G. Woodson building was not included in the Facility Condition Assessment because it did not house a permanent school program at the time the assessments were being conducted.

Building Name	Site	Structure	Roof	Vertical Envelope	Interiors	HVAC	Plumbing	Electrical	Elevators	Fire
Carter G. Woodson	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Financial Considerations

- While it is in the district's portfolio, City Schools is responsible for the cost of utilities and maintenance associated with the building. Once the Dr. Carter G. Woodson building has been returned to the city of Baltimore for disposition, the district will eliminate its expenses associated with maintaining and operating the facility.

Southside Building #181

2700 Seamon Avenue
Baltimore, MD 21225

Summary

- In January 2022, the Board voted to close New Era Academy, which is currently housed in the Southside building, at the end of school year 2022-23. At that time, the Board voted to retain the building so that City Schools could pursue, in partnership with the city of Baltimore, an Expression of Interest (EOI) to support the possibility of a developer or funder providing money for the creation of a new high school

operated by City Schools on the site.

- The Southside building is connected to the Dr. Carter G. Woodson building through the HVAC system. Therefore, if the EOI process is not successful, the two buildings are recommended for surplus together.

Recommendation

- Contingent upon responses to an Expression of Interest released in mid-October, surplus the Southside building to the city of Baltimore in summer 2023.

Opportunities/Potential Impact

- If the EOI process is successful, City Schools would withdraw this request and work with the community to develop a future high school program on the site. It is anticipated that the soonest a new high school would be completed is several years from now.
- If the EOI process is not successful, surplus the Southside building would reduce excess district building capacity, thereby increasing the districtwide utilization rate and lowering maintenance costs.
- If the building is surplus to the city of Baltimore, the city has discretion, through a public and community-centered process, to determine the use for the facility. If the EOI process led by City Schools does not yield any developer or partner interest, there is still opportunity for the city of Baltimore to partner with the community to identify an interested developer or partner to determine future uses of the building and the land in a way that benefits the community.

Reason for Surplus

- In January 2022, the Board voted to close New Era Academy, which is housed in the Southside building. New Era Academy is one of the district's smallest high schools, which impacts its ability to provide robust and varied programming for students. Additionally, the Southside building has many large systems that are failing. Most critical is the HVAC system, which needs a full replacement. Due to the low utilization of the building, it is not eligible for state approval for Capital Improvement Funding to fix these challenges.
- If the EOI process is unsuccessful, City Schools has no further need to keep the building in the district's portfolio after the closure of New Era Academy at the end of school year 2022-23.

Enrollment History

Total enrollment counts reflect the MSDE official enrollment file, which includes students enrolled on September 30 each year. This file is verified by MSDE prior to becoming the official enrollment count for the year. Enrollment History was considered when the Board voted to close New Era Academy in 2022. The table below shows the official enrollment history considered.

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

Educational Programs Affected

- Educational programs affected were considered when the Board voted to close New Era Academy in 2022. For more information, please reference the 2021-22 Annual Review Recommendations Report and 2021-22 Final Annual Review Report on the City Schools' website.

Student Relocation

- Student relocation factors for New Era Academy were considered in 2021-22 when the Board voted to close the New Era program. The recommended surplus of the Southside building does not create any new implications for student relocation. For more information, please reference the 2021-22 Annual Review Recommendations Report and 2021-22 Final Annual Review Report on the City Schools' website.

Racial Composition

- Racial composition data was considered in 2021-22 when the Board voted to close the New Era program. The recommended surplus of the Southside building does not create any new implications for racial composition data. For more information, please reference the 2021-22 Annual Review Recommendations Report and 2021-22 Final Annual Review Report on the City Schools' website.

Transportation Implications

- Transportation implications were considered when the Board voted to close New Era Academy in 2022. The recommended surplus of the Southside building does not create any new transportation implications. For more information, please reference the 2021-22 Annual Review Recommendations Report and 2021-22 Final Annual Review Report on the City Schools' website.

Facility Information

Type: Traditional high school		State-rated capacity:
Grades served: 9-12		Building utilization rate: 35%
Address: 2700 Seamon Ave, 21225		
Planning area: S		
Date constructed: 1954 (O); 1966 (A); 2001 (R)		
Site size: 16.09 acres		
Building area: 164,490 sq. ft.		

Facilities Condition Assessment

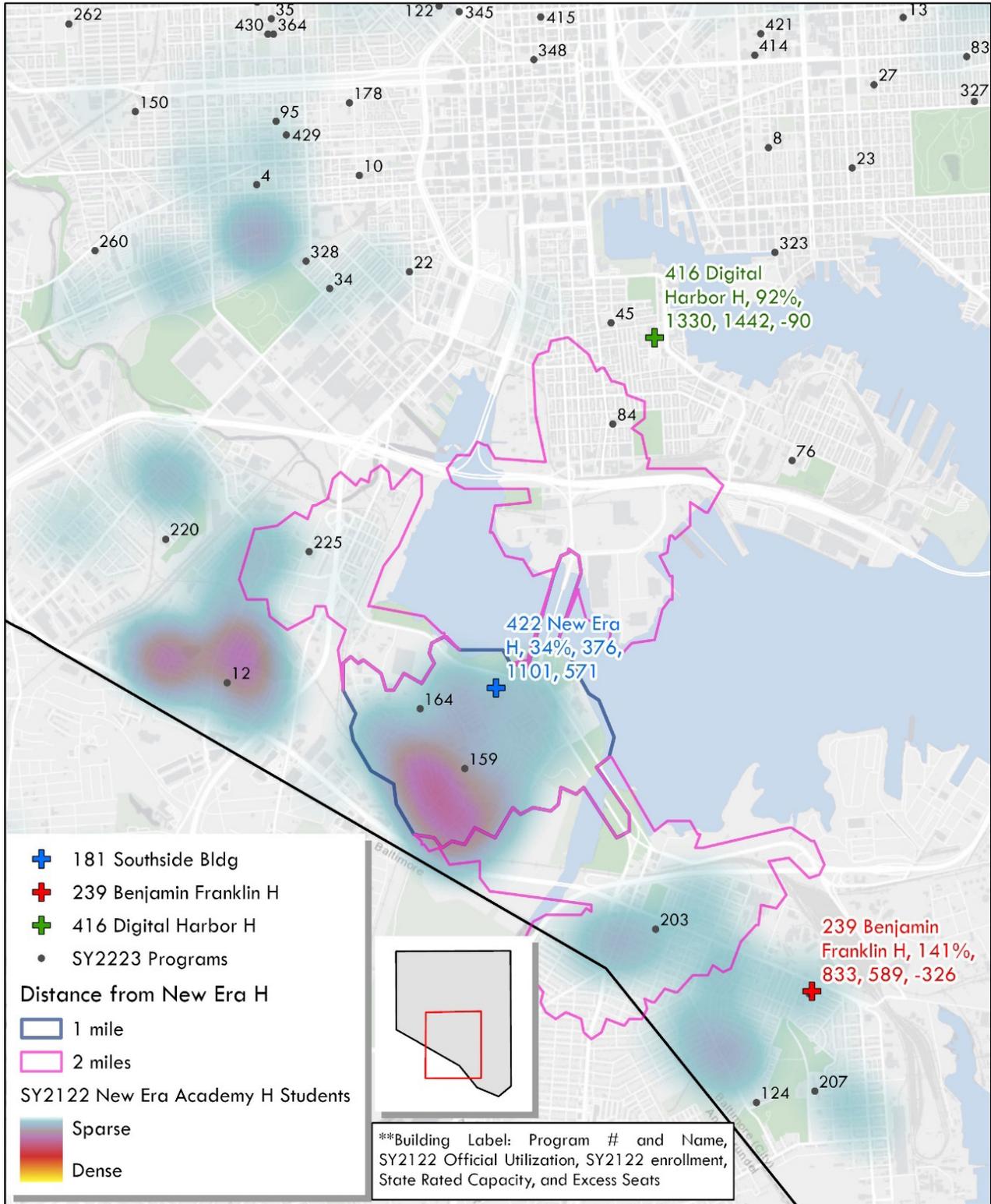
Summarized in the table below are the conditions of the major building systems and components that were assessed as part of a 4-year Facility Condition Assessment (FCA) conducted by EMG August 2016 through January 2020 of each educational facility owned by City Schools. The FCA is best used as a snapshot,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

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

Financial Considerations

- While it is in the district’s portfolio, City Schools is responsible for the cost of utilities and maintenance associated with the building. Once the Southside building has been returned to the city of Baltimore for disposition, the district will eliminate its expenses associated with maintaining and operating the facility.

Proposed Surplus of 181 Southside Bldg



0 0.250.5 1 Miles

Date: 10/7/2022

**BALTIMORE CITY
PUBLIC SCHOOLS**

Appendix B

Operator Renewal Preliminary Reports

Purpose of the Report

The preliminary renewal report is a summary of findings regarding renewal of the charter or contract for an operator-run school. Baltimore City Public Schools (“City Schools”) collects and analyzes documentation including the school’s renewal application, and an evaluation of the school’s performance based on the renewal rubric, the School Effectiveness Review (“SER”) performed on site at each school, the 5Essentials Student and Teacher Survey Report, and consideration of all other relevant information.

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

- **Student achievement** (performance on state assessments, growth measures/value added measures, unique indicators, academic programming for special student populations and a school’s fidelity to its charter or contract)
- **School climate** (chronic absence, suspensions, enrollment trends, school choice data, and school survey results)
- **Financial management and governance** (annual audits, school budget submissions, grants management, board documentation; compliance/adherence with federal, state, and local laws, rules, and regulations)
- An overall finding of not effective in any of the key areas (Student Achievement, School Climate, or Financial Management/Governance) may be the basis of a non-renewal decision.

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

At the conclusion of each year’s renewal cycle, staff engages operators and other key stakeholders in a review of the process to identify areas for improvement that could be addressed while still maintaining a level of predictability for schools up for renewal in the following year. The most recent round of review considered the transition from the Partnership for the Assessment of Readiness for College and Careers (“PARCC”) to the Maryland Comprehensive Assessment Program (“MCAP”), as well as the lack of state assessment data for school years 2019-20 and 2020-21 due to the Covid-19 pandemic. Key changes made to the framework as a result of this most recent review include the following:

- The timeline of the renewal process has been extended so that 2021-22 MCAP scores can be considered prior to renewal recommendations being made. MCAP scores are expected to be released by the

Maryland State Department of Education (“MSDE”) in January 2023. MCAP data is considered in three metrics used in the renewal rubric:

- Absolute Student Achievement
- Effective Programming for All Student Racial and Ethnic Groups
- Effective Programming for Students with Disabilities

Ratings for these metrics will be pending until the release of MCAP data. Once the data is available, operators will have a chance to provide supplemental information, and these metrics will be rated, and renewal recommendations will be formulated considering the entirety of the renewal rubric, including the supplemental information provided by operators.

- Trend in Student Achievement, along with Absolute and Growth data, is one of three ways assessment data is used in the renewal rubric. Because of the transition to MCAP, trend data is not available for use in this year’s renewal process. The weight of this measure has been redistributed to other measures in the Academics section of the renewal rubric.
- The 5Essentials survey of students and instructional staff has been added to the renewal review in the Academic section of the rubric. This addition helps to reduce the weight on assessment measures considered in this section while providing valuable insights on school organization. The 5Essentials is a research-backed diagnostic survey administered to instructional staff and students that identifies five indicators that lead to improved outcomes for all students, including improved attendance, graduation rates, freshman on track and larger test score gains.¹The five indicators are:
 - Effective Leaders
 - Collaborative Teachers
 - Involved Families
 - Supportive Environments
 - Ambitious Instruction

“Research shows schools strong on at least three of the 5Essentials were 10 times more likely to show substantial gains in student learning than schools weak on three or more of the five essentials. A low score in even just one of the five essentials reduced the likelihood of improvement to less than 10 percent.”² Use of the 5Essentials in the renewal process gives Advisory Board reviewers, district leadership, the Board of School Commissioners, schools, and the public additional insight into how schools are organizing themselves for improvement in delivering high quality instruction to students.

The Terms

According to Board Policy IHBJ, City Schools may determine that a public charter school is eligible for an eight-year contract term, five-year contract term, three-year contract term, or nonrenewal. The eight-year renewal term is an option based on the updated Board Policy IHBJ. Board Policy IHBJ allows the Board to consider an eight-year term for schools that have “two or more consecutive full renewals, including demonstrating quality programming for all student groups” and that have met the standard for a five-year renewal in the year of the latest review. A non-renewal recommendation in most cases includes a decision to close the program.

The Process

The process uses the following components:

- Renewal Rubric (Updated to reflect the above changes)

¹ https://www.uchicagoimpact.org/sites/default/files/5EOnePager_Nov2019.pdf
² <https://www.uchicagoimpact.org/our-offerings/5essentials>

- Application for Renewal
- Data Tables prepared by City Schools
- School Effectiveness Review
- 5Essentials Survey Report

The process starts with a review by the Charter and Operator-led Schools Advisory Board (“Advisory Board”), whose members represent foundations, nonprofit organizations, school choice advocates, school operators, and district representatives; and whose function is to provide advice to the CEO on renewal and other issues as they relate to operator-led schools. In performing its review, the Advisory Board looks at all data and information, both quantitative and qualitative, to assess strengths and weaknesses of each school program and make sound recommendations to the CEO.

The CEO considers the recommendations and the quantitative and qualitative review of the Advisory Board, and then through administrative review, makes her recommendation to the Board. In some instances, the nature or severity of an issue raised during the renewal process is serious enough to give it extra weight in formulating the renewal recommendation and, ultimately, the renewal decision, especially in instances where the issue affects the wellbeing of students, staff, or the district as a whole. For the Financial Management/Governance section, a rating of not effective in any one of the three elements that make up that section results in a rating of not effective for the entire section.

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

Actions	Timeline
Renewal application due from operators	September 1, 2022
Charter and Operator-led Schools Advisory Board reviews renewal applications and provides advice to the CEO on renewal recommendations	September to October 2022, January 2023
District presents preliminary findings of strengths and weaknesses to Board at public meeting	November 9, 2022
MSDE releases 2021-22 MCAP results	Expected January 2023
Schools receive data on measures that consider MCAP results, including Absolute performance, and submit addendum addressing MCAP results	January 2023
Schools receive CEO’s renewal recommendation	January 2023
Work Session announcing CEO’s renewal recommendations and providing operators the opportunity to provide oral testimony to Board in a meeting open to the public	January 26, 2023

Baltimore Collegiate School for Boys #375

Operator: Five Smooth Stones Foundation, Inc.

Configuration: Elementary/Middle

Type: Charter

Enrollment: 453 ³

Below is a summary of operator renewal findings. For more information, please see the school's Preliminary Renewal Report available on the district website at www.baltimorecityschools.org/renewal.

Findings (Elementary/Middle school rubric)

Category 1. Is the school an academic success?

Sub-Category	Renewal Metric	City Schools Rating
1.1 Absolute Student Achievement	Average Mean Scale Score MCAP Math (grades 3-5)	Pending release of 2022 MCAP results
	Average Mean Scale Score MCAP ELA (grades 3-5)	
	Average Mean Scale Score MCAP Math (grades 6-8)	
	Average Mean Scale Score MCAP ELA (grades 6-8)	
1.2 Student Achievement Growth	Growth in Average Mean Scale Score PARCC Math (grades 3-5)	Developing
	Growth in Average Mean Scale Score PARCC ELA (grades 3-5)	Not Effective
	Growth in Average Mean Scale Score PARCC Math (grades 6-8)	Developing
	Growth in Average Mean Scale Score PARCC ELA (grades 6-8)	Not Effective
1.3 Fidelity to Charter/Application Overall	The extent to which the school has fully implemented the mission expressed in its charter application and this mission is clear to all stakeholders. The extent to which the school has delivered high quality programming for all student subgroups. The extent to which the school is gathering data to assess its efficacy and has effectively addressed any challenges evident in the data, particularly in the areas of subgroup performance, enrollment, student attendance, dropout rates, attrition and student choice data/school demand.	Developing
1.4 5Essentials Student and Teacher Survey	The extent to which the school is organized for improvement	Not Effective

³ Enrollment figures are official enrollment for the 2021-22 school year, excluding pre-k students (where applicable). Final enrollment data for the 2022-23 school year is anticipated by December 2022..

Category 2. Does the school have a strong school climate?

Sub-Category	Renewal Metric	City Schools Rating
2.1 SER, Highly Effective Instruction	School Effectiveness Review Score - Highly Effective Instruction	Developing
2.2 SER, Talented People	School Effectiveness Review Score - Talented People	Not Effective
2.3 SER, Vision and Engagement	School Effectiveness Review Score - Vision and Engagement	Effective
2.4 Family Survey	Family: School Survey Family Satisfaction Rating	Developing
2.5 Cohort Retention*	Cohort Retention Rating	N/A
2.6 Student Attendance, Chronic Absence	The extent to which the school has implemented effective strategies that have kept student attendance high and chronic absences low or led to significant decreases in chronic absence over the course of the contract.	Developing
2.7 Suspensions	The extent to which the school has implemented effective strategies that have kept suspensions low or led to significant decreases over the course of the contract.	Not Effective
2.8 Effective Programming for Students with Disabilities	The extent to which the school has demonstrated a strong trajectory of growth, is aware of its data and responsibilities to students with disabilities, does not have any gaps or has decreased gaps in the data as it relates to performance and climate metrics for students with disabilities over time, and has effectively and consistently implemented processes, interventions and strategies to support student outcomes over the course of the contract.	Pending release of 2022 MCAP results

Category 3. Has the school followed sufficient financial management and governance practices?

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

* Due to the school's unique entry grade, it does not receive a separate rating for Cohort Retention. Instead, the school's cohort retention data is considered in the Fidelity to Charter/Application Overall metric.

3.2 Operator Capacity	The extent to which the school has operated effectively, and the operator has consistently met all state, federal reporting requirements critical District or federal obligations and has not received any Notices of Concern or Notices of Reprimand during the contract period. (Evidence that may be considered includes compliance with state or federal reporting requirements, budget submissions and monitoring reports, quarterly reports, and the relative number, frequency and severity of Notices of Concern or Notices of Reprimand.)	Pending
3.3 SER, Strategic Leadership/Governance	School Effectiveness Review Score - Strategic Leadership	Developing

Baltimore International Academy #335

Operator: Baltimore International Academy, Inc.

Configuration: Elementary/Middle

Type: Charter

Enrollment: 763 ⁴

Below is a summary of operator renewal findings. For more information, please see the school's Preliminary Renewal Report available on the district website at www.baltimorecityschools.org/renewal.

Findings (Elementary/Middle School rubric)

Category 1. Is the school an academic success?

Sub-Category	Renewal Metric	City Schools Rating
1.1 Absolute Student Achievement	Average Mean Scale Score MCAP Math (grades 3-5)	Pending release of 2022 MCAP results
	Average Mean Scale Score MCAP ELA (grades 3-5)	
	Average Mean Scale Score MCAP Math (grades 6-8)	
	Average Mean Scale Score MCAP ELA (grades 6-8)	
1.2 Student Achievement Growth	Growth in Average Mean Scale Score PARCC Math (grades 3-5)	Not Effective
	Growth in Average Mean Scale Score PARCC ELA (grades 3-5)	Highly Effective
	Growth in Average Mean Scale Score PARCC Math (grades 6-8)	Not Effective
	Growth in Average Mean Scale Score PARCC ELA (grades 6-8)	Effective

⁴ Enrollment figures are official enrollment for the 2021-22 school year, excluding pre-k students (where applicable). Final enrollment data for the 2022-23 school year is anticipated by December 2022.

1.3 Fidelity to Charter/ Application Overall	The extent to which the school has fully implemented the mission expressed in its charter application and this mission is clear to all stakeholders. The extent to which the school has delivered high quality programming for all student subgroups. The extent to which the school is gathering data to assess its efficacy and has effectively addressed any challenges evident in the data, particularly in the areas of subgroup performance, enrollment, student attendance, dropout rates, attrition and student choice data/school demand.	Effective
1.4 5Essentials Student and Teacher Survey	The extent to which the school is organized for improvement	Not Effective

Category 2. Does the school have a strong school climate?

Sub-Category	Renewal Metric	City Schools Rating
2.1 SER, Highly Effective Instruction	School Effectiveness Review Score - Highly Effective Instruction	Effective
2.2 SER, Talented People	School Effectiveness Review Score - Talented People	Effective
2.3 SER, Vision and Engagement	School Effectiveness Review Score - Vision and Engagement	Highly Effective
2.4 Family Survey	Family: School Survey Family Satisfaction Rating	Effective
2.5 Cohort Retention	Cohort Retention Rating	Highly Effective
2.6 Student Attendance, Chronic Absence	The extent to which the school has implemented effective strategies that have kept student attendance high and chronic absences low or led to significant decreases in chronic absence over the course of the contract.	Effective
2.7 Suspensions	The extent to which the school has implemented effective strategies that have kept suspensions low or led to significant decreases over the course of the contract.	Effective
2.8 Effective Programming for Students with Disabilities	The extent to which the school has a demonstrated a strong trajectory of growth, is aware of its data and responsibilities to students with disabilities, does not have any gaps or has decreased gaps in the data as it relates to performance and climate metrics for students with disabilities over time, and has effectively and consistently implemented processes, interventions and strategies to support student outcomes over the course of the contract.	Pending release of 2022 MCAP results

Category 3. Has the school followed sufficient financial management and governance practices?

Sub-Category	Renewal Metric	City Schools Rating
3.1 Audit Content, Internal Controls	The extent to which the school's Independent Auditor's Reports offer unqualified opinions and no management points in each of the years of the charter term. The extent to which statements of cash flow and ratio of assets to liabilities indicate that the operator has strong performance on their short-term liquidity measure.	Meets Expectations
3.2 Operator Capacity	The extent to which the school has operated effectively, and the operator has consistently met all state, federal reporting requirements critical District or federal obligations and has not received any Notices of Concern or Notices of Reprimand during the contract period. (Evidence that may be considered includes compliance with state or federal reporting requirements, budget submissions and monitoring reports, quarterly reports, and the relative number, frequency and severity of Notices of Concern or Notices of Reprimand.)	Effective
3.3 SER, Strategic Leadership/Governance	School Effectiveness Review Score - Strategic Leadership	Effective

Baltimore Leadership School for Young Women #348

Operator: Foundation for the Baltimore Leadership School for Young Women, Inc.

Configuration: Middle/High

Type: Charter

Enrollment: 524 ⁵

Below is a summary of operator renewal findings. For more information, please see the school's Preliminary Renewal Report available on the district website at www.baltimorecityschools.org/renewal.

Findings (Middle/High school rubric)

Category 1. Is the school an academic success?

⁵ Enrollment figures are official enrollment for the 2021-22 school year, excluding pre-k students (where applicable). Final enrollment data for the 2022-23 school year is anticipated by December 2022

Sub-Category	Renewal Metric	City Schools Rating
1.1 Absolute Student Achievement	Average Mean Scale Score MCAP Math (grades 6-8)	Pending release of 2022 MCAP results
	Average Mean Scale Score MCAP ELA (grades 6-8)	
	Average Mean Scale Score MCAP Algebra I	
	Average Mean Scale Score MCAP ELA 10	
1.2 Student Achievement Growth	Growth in Average Mean Scale Score PARCC Math (grades 6-8)	Not Effective
	Growth in Average Mean Scale Score PARCC ELA (grades 6-8)	Developing
1.3 College and Career Readiness	Participation and Success in indicators of college and career readiness; College Enrollment within 16 months of graduation	Not Effective
1.4 Fidelity to Charter/ Application Overall	The extent to which the school has fully implemented the mission expressed in its charter application and this mission is clear to all stakeholders. The extent to which the school has delivered high quality programming for all student subgroups. The extent to which the school is gathering data to assess its efficacy and has effectively addressed any challenges evident in the data, particularly in the areas of subgroup performance, enrollment, student attendance, dropout rates, attrition and student choice data/ school demand.	Effective
1.5 Student Graduation Rate: 4-Year Cohort Graduation Rate	Percent of diploma-track students who graduated from City Schools with the cohort that entered in school year 2015-16 with a regular Maryland High School Diploma.	Highly Effective
1.6 5Essentials Student and Teacher Survey	The extent to which the school is organized for improvement	Not Effective

Category 2. Does the school have a strong school climate?

Sub-Category	Renewal Metric	City Schools Rating
2.1 SER, Highly Effective Instruction	School Effectiveness Review Score - Highly Effective Instruction	Effective
2.2 SER, Talented People	School Effectiveness Review Score - Talented People	Effective
2.3 SER, Vision and Engagement	School Effectiveness Review Score - Vision and Engagement	Effective
2.4 Family Survey	Family: School Survey Family Satisfaction Rating	Effective
2.5 Cohort Retention	Cohort Retention Rating	Highly Effective
2.6 Student Attendance, Chronic Absence	The extent to which the school has implemented effective strategies that have kept student attendance high and chronic absences low or led to significant decreases in chronic absence over the course of the contract.	Developing

2.7 Suspensions	The extent to which the school has implemented effective strategies that have kept suspensions low or led to significant decreases over the course of the contract.	Effective
2.8 Effective Programming for Students with Disabilities	The extent to which the school has a demonstrated a strong trajectory of growth, is aware of its data and responsibilities to students with disabilities, does not have any gaps or has decreased gaps in the data as it relates to performance and climate metrics for students with disabilities over time, and has effectively and consistently implemented processes, interventions and strategies to support student outcomes over the course of the contract.	Pending release of 2022 MCAP results

Category 3. Has the school followed sufficient financial management and governance practices?

Sub-Category	Renewal Metric	City Schools Rating
3.1 Audit Content, Internal Controls	The extent to which the school's Independent Auditor's Reports offer unqualified opinions and no management points in each of the years of the charter term. The extent to which statements of cash flow and ratio of assets to liabilities indicate that the operator has strong performance on their short-term liquidity measure.	Meets Expectations
3.2 Operator Capacity	The extent to which the school has operated effectively, and the operator has consistently met all state, federal reporting requirements critical District or federal obligations and has not received any Notices of Concern or Notices of Reprimand during the contract period. (Evidence that may be considered includes compliance with state or federal reporting requirements, budget submissions and monitoring reports, quarterly reports, and the relative number, frequency and severity of Notices of Concern or Notices of Reprimand.)	Developing
3.3 SER, Strategic Leadership/Governance	School Effectiveness Review Score - Strategic Leadership	Effective

Coppin Academy #432

Operator: Coppin State University

Configuration: High

Type: Charter

Enrollment: 336⁶

Below is a summary of operator renewal findings. For more information, please see the school's Preliminary Renewal Report

⁶ Enrollment figures are official enrollment for the 2021-22 school year, excluding pre-k students (where applicable). Final enrollment data for the 2022-23 school year is anticipated by December 2022

available on the district website at www.baltimorecityschools.org/renewal.

Findings (High school rubric)

Category 1. Is the school an academic success?

Sub-Category	Renewal Metric	City Schools Rating
1.1 Absolute Student Achievement	Average Mean Scale Score MCAP Algebra I	Pending release of 2022 MCAP results
	Average Mean Scale Score MCAP ELA 10	
1.2 College and Career Readiness	Participation and Success in indicators of college and career readiness; College Enrollment within 16 months of graduation	Not Effective
1.3 Fidelity to Charter/Application Overall	The extent to which the school has fully implemented the mission expressed in its charter application and this mission is clear to all stakeholders. The extent to which the school has delivered high quality programming for all student subgroups. The extent to which the school is gathering data to assess its efficacy and has effectively addressed any challenges evident in the data, particularly in the areas of subgroup performance, enrollment, student attendance, dropout rates, attrition and student choice data/school demand.	Developing
1.4 Student Graduation Rate: 4-Year Cohort Graduation Rate	Percent of diploma-track students who graduated from City Schools with the cohort that entered in school year 2015-16 with a regular Maryland High School Diploma.	Effective
1.5 5Essentials Student and Teacher Survey	The extent to which the school is organized for improvement	Not Effective

Category 2. Does the school have a strong school climate?

Sub-Category	Renewal Metric	City Schools Rating
2.1 SER, Highly Effective Instruction	School Effectiveness Review Score - Highly Effective Instruction	Developing
2.2 SER, Talented People	School Effectiveness Review Score - Talented People	Developing
2.3 SER, Vision and Engagement	School Effectiveness Review Score - Vision and Engagement	Effective
2.4 Family Survey	Family: School Survey Family Satisfaction Rating	Not Effective
2.5 Cohort Retention	Cohort Retention Rating	Developing
2.6 Student Attendance, Chronic Absence	The extent to which the school has implemented effective strategies that have kept student attendance high and chronic absences low or led to significant decreases in chronic absence over the course of the contract.	Developing
2.7 Suspensions	The extent to which the school has implemented effective strategies that have kept suspensions low or led to significant decreases over the course of the contract.	Not Effective

<p>2.8 Effective Programming for Students with Disabilities</p>	<p>The extent to which the school has a demonstrated a strong trajectory of growth, is aware of its data and responsibilities to students with disabilities, does not have any gaps or has decreased gaps in the data as it relates to performance and climate metrics for students with disabilities over time, and has effectively and consistently implemented processes, interventions and strategies to support student outcomes over the course of the contract.</p>	<p>Pending release of 2022 MCAP results</p>
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Category 3. Has the school followed sufficient financial management and governance practices?

Sub-Category	Renewal Metric	City Schools Rating
<p>3.1 Audit Content, Internal Controls</p>	<p>The extent to which the school's Independent Auditor's Reports offer unqualified opinions and no management points in each of the years of the charter term. The extent to which statements of cash flow and ratio of assets to liabilities indicate that the operator has strong performance on their short-term liquidity measure.</p>	<p>Meets Expectations</p>
<p>3.2 Operator Capacity</p>	<p>The extent to which the school has operated effectively, and the operator has consistently met all state, federal reporting requirements critical District or federal obligations and has not received any Notices of Concern or Notices of Reprimand during the contract period. (Evidence that may be considered includes compliance with state or federal reporting requirements, budget submissions and monitoring reports, quarterly reports, and the relative number, frequency and severity of Notices of Concern or Notices of Reprimand.)</p>	<p>Effective</p>
<p>3.3 SER, Strategic Leadership/ Governance</p>	<p>School Effectiveness Review Score - Strategic Leadership</p>	<p>Developing</p>

The Crossroads School #323

Operator: Living Classrooms, Inc.

Configuration: Middle

Type: Charter

Enrollment: 163⁷

Below is a summary of operator renewal findings. For more information, please see the school's Preliminary Renewal Report available on the district website at www.baltimorecityschools.org/renewal.

Findings (Middle school rubric)

⁷ Enrollment figures are official enrollment for the 2021-22 school year, excluding pre-k students (where applicable). Final enrollment data for the 2022-23 school year is anticipated by December 2022.

Category 1. Is the school an academic success?

Sub-Category	Renewal Metric	City Schools Rating
1.1 Absolute Student Achievement	Average Mean Scale Score MCAP Math (grades 6-8)	Pending release of 2022 MCAP results
	Average Mean Scale Score MCAP ELA (grades 6-8)	
1.2 Student Achievement Growth	Growth in Average Mean Scale Score PARCC Math (grades 6-8)	Highly Effective
	Growth in Average Mean Scale Score PARCC ELA (grades 6-8)	Developing
1.3 Fidelity to Charter/ Application Overall	The extent to which the school has fully implemented the mission expressed in its charter application and this mission is clear to all stakeholders. The extent to which the school has delivered high quality programming for all student subgroups. The extent to which the school is gathering data to assess its efficacy and has effectively addressed any challenges evident in the data, particularly in the areas of subgroup performance, enrollment, student attendance, dropout rates, attrition and student choice data/school demand.	Effective
1.4 Effective Programming for All Student Racial/Ethnic Groups	The extent to which the school has provided high quality programming for students in all racial/ ethnic groups. The extent to which the school has instructional approaches, processes and practices in place that seek to ensure students in all groups achieve and to address gaps in achievement between student groups.	Pending release of 2022 MCAP results
1.4 5Essentials Student and Teacher Survey	The extent to which the school is organized for improvement	Highly Effective

Category 2. Does the school have a strong school climate?

Sub-Category	Renewal Metric	City Schools Rating
2.1 SER, Highly Effective Instruction	School Effectiveness Review Score - Highly Effective Instruction	Effective
2.2 SER, Talented People	School Effectiveness Review Score - Talented People	Effective
2.3 SER, Vision and Engagement	School Effectiveness Review Score - Vision and Engagement	Highly Effective
2.4 Family Survey	Family: School Survey Family Satisfaction Rating	Effective
2.5 Cohort Retention	Cohort Retention Rating	Highly Effective

2.6 Student Attendance, Chronic Absence	The extent to which the school has implemented effective strategies that have kept student attendance high and chronic absences low or led to significant decreases in chronic absence over the course of the contract.	Effective
2.7 Suspensions	The extent to which the school has implemented effective strategies that have kept suspensions low or led to significant decreases over the course of the contract.	Developing
2.8 Effective Programming for Students with Disabilities	The extent to which the school has a demonstrated a strong trajectory of growth, is aware of its data and responsibilities to students with disabilities, does not have any gaps or has decreased gaps in the data as it relates to performance and climate metrics for students with disabilities over time, and has effectively and consistently implemented processes, interventions and strategies to support student outcomes over the course of the contract.	Pending release of 2022 MCAP results

Category 3. Has the school followed sufficient financial management and governance practices?

Sub-Category	Renewal Metric	City Schools Rating
3.1 Audit Content, Internal Controls	The extent to which the school's Independent Auditor's Reports offer unqualified opinions and no management points in each of the years of the charter term. The extent to which statements of cash flow and ratio of assets to liabilities indicate that the operator has strong performance on their short-term liquidity measure.	Meets Expectations
3.2 Operator Capacity	The extent to which the school has operated effectively, and the operator has consistently met all state, federal reporting requirements critical District or federal obligations and has not received any Notices of Concern or Notices of Reprimand during the contract period. (Evidence that may be considered includes compliance with state or federal reporting requirements, budget submissions and monitoring reports, quarterly reports, and the relative number, frequency and severity of Notices of Concern or Notices of Reprimand.)	Effective
3.3 SER, Strategic Leadership/Governance	School Effectiveness Review Score - Strategic Leadership	Developing

Empowerment Academy #262

Operator: Empowerment Center, Inc.

Configuration: Elementary/Middle

Type: Charter

Enrollment: 275⁸

Below is a summary of operator renewal findings. For more information, please see the school's Preliminary Renewal Report available on the district website at www.baltimorecityschools.org/renewal.

Findings (Elementary/Middle school rubric)

Category 1. Is the school an academic success?

Sub-Category	Renewal Metric	City Schools Rating
1.1 Absolute Student Achievement	Average Mean Scale Score MCAP Math (grades 3-5)	Pending release of 2022 MCAP results
	Average Mean Scale Score MCAP ELA (grades 3-5)	
	Average Mean Scale Score MCAP Math (grades 6-8)	
	Average Mean Scale Score MCAP ELA (grades 6-8)	
1.2 Student Achievement Growth	Growth in Average Mean Scale Score PARCC Math (grades 3-5)	Highly Effective
	Growth in Average Mean Scale Score PARCC ELA (grades 3-5)	Highly Effective
	Growth in Average Mean Scale Score PARCC Math (grades 6-8)	Effective
	Growth in Average Mean Scale Score PARCC ELA (grades 6-8)	Highly Effective
1.3 Fidelity to Charter/ Application Overall	The extent to which the school has fully implemented the mission expressed in its charter application and this mission is clear to all stakeholders. The extent to which the school has delivered high quality programming for all student subgroups. The extent to which the school is gathering data to assess its efficacy and has effectively addressed any challenges evident in the data, particularly in the areas of subgroup performance, enrollment, student attendance, dropout rates, attrition and student choice data/school demand.	Highly Effective
1.4 5Essentials Student and Teacher Survey	The extent to which the school is organized for improvement.	Not Effective

Category 2. Does the school have a strong school climate?

Sub-Category	Renewal Metric	City Schools Rating
2.1 SER, Highly Effective Instruction	School Effectiveness Review Score - Highly Effective Instruction	Effective

⁸ Enrollment figures are official enrollment for the 2021-22 school year, excluding pre-k students (where applicable). Final enrollment data for the 2022-23 school year is anticipated by December 2022.

2.2 SER, Talented People	School Effectiveness Review Score - Talented People	Effective
2.3 SER, Vision and Engagement	School Effectiveness Review Score - Vision and Engagement	Effective
2.4 Family Survey	Family: School Survey Family Satisfaction Rating	Highly Effective
2.5 Cohort Retention	Cohort Retention Rating	Effective
2.6 Student Attendance, Chronic Absence	The extent to which the school has implemented effective strategies that have kept student attendance high and chronic absences low or led to significant decreases in chronic absence over the course of the contract.	Effective
2.7 Suspensions	The extent to which the school has implemented effective strategies that have kept suspensions low or led to significant decreases over the course of the contract.	Highly Effective
2.8 Effective Programming for Students with Disabilities	The extent to which the school has a demonstrated a strong trajectory of growth, is aware of its data and responsibilities to students with disabilities, does not have any gaps or has decreased gaps in the data as it relates to performance and climate metrics for students with disabilities over time, and has effectively and consistently implemented processes, interventions and strategies to support student outcomes over the course of the contract.	Pending release of 2022 MCAP Results

Category 3. Has the school followed sufficient financial management and governance practices?

Sub-Category	Renewal Metric	City Schools Rating
3.1 Audit Content, Internal Controls	The extent to which the school's Independent Auditor's Reports offer unqualified opinions and no management points in each of the years of the charter term. The extent to which statements of cash flow and ratio of assets to liabilities indicate that the operator has strong performance on their short-term liquidity measure.	Developing
3.2 Operator Capacity	The extent to which the school has operated effectively, and the operator has consistently met all state, federal reporting requirements critical District or federal obligations and has not received any Notices of Concern or Notices of Reprimand during the contract period. (Evidence that may be considered includes compliance with state or federal reporting requirements, budget submissions and monitoring reports, quarterly reports, and the relative number, frequency and severity of Notices of Concern or Notices of Reprimand.)	Effective
3.3 SER, Strategic Leadership/Governance	School Effectiveness Review Score - Strategic Leadership	Effective

Hampstead Hill Academy #47

Operator: Baltimore Curriculum Project, Inc.

Configuration: Elementary/Middle

Type: Charter

Enrollment: 833⁹

Below is a summary of operator renewal findings. For more information, please see the school's Preliminary Renewal Report available on the district website at www.baltimorecityschools.org/renewal.

Findings (Elementary/Middle school rubric)

Category 1. Is the school an academic success?

Sub-Category	Renewal Metric	City Schools Rating
1.1 Absolute Student Achievement	Average Mean Scale Score MCAP Math (grades 3-5)	Pending release of 2022 MCAP results
	Average Mean Scale Score MCAP ELA (grades 3-5)	
	Average Mean Scale Score MCAP Math (grades 6-8)	
	Average Mean Scale Score MCAP ELA (grades 6-8)	
1.2 Student Achievement Growth	Growth in Average Mean Scale Score PARCC Math (grades 3-5)	Highly Effective
	Growth in Average Mean Scale Score PARCC ELA (grades 3-5)	Highly Effective
	Growth in Average Mean Scale Score PARCC Math (grades 6-8)	Highly Effective
	Growth in Average Mean Scale Score PARCC ELA (grades 6-8)	Highly Effective
1.3 Fidelity to Charter/ Application Overall	The extent to which the school has fully implemented the mission expressed in its charter application and this mission is clear to all stakeholders. The extent to which the school has delivered high quality programming for all student subgroups. The extent to which the school is gathering data to assess its efficacy and has effectively addressed any challenges evident in the data, particularly in the areas of subgroup performance, enrollment, student attendance, dropout rates, attrition and student choice data/school demand.	Highly Effective
1.4 Effective Programming for All Student Racial/Ethnic Groups	The extent to which the school has provided high quality programming for students in all racial/ethnic groups. The extent to which the school has instructional approaches, processes and practices in place that seek to ensure students in all groups achieve and to address gaps in achievement between student groups.	Pending release of 2022 MCAP results
1.5 5Essentials Student and Teacher Survey	The extent to which the school is organized for improvement	Highly Effective

⁹ Enrollment figures are official enrollment for the 2021-22 school year, excluding pre-k students (where applicable). Final enrollment data for the 2022-23 school year is anticipated by December 2022.

Category 2. Does the school have a strong school climate?

Sub-Category	Renewal Metric	City Schools Rating
2.1 SER, Highly Effective Instruction	School Effectiveness Review Score - Highly Effective Instruction	Highly Effective
2.2 SER, Talented People	School Effectiveness Review Score - Talented People	Highly Effective
2.3 SER, Vision and Engagement	School Effectiveness Review Score - Vision and Engagement	Highly Effective
2.4 Family Survey	Family: School Survey Family Satisfaction Rating	Highly Effective
2.5 Cohort Retention	Cohort Retention Rating	Highly Effective
2.6 Student Attendance, Chronic Absence	The extent to which the school has implemented effective strategies that have kept student attendance high and chronic absences low or led to significant decreases in chronic absence over the course of the contract.	Highly Effective
2.7 Suspensions	The extent to which the school has implemented effective strategies that have kept suspensions low or led to significant decreases over the course of the contract.	Highly Effective
2.8 Effective Programming for Students with Disabilities	The extent to which the school has a demonstrated a strong trajectory of growth, is aware of its data and responsibilities to students with disabilities, does not have any gaps or has decreased gaps in the data as it relates to performance and climate metrics for students with disabilities over time, and has effectively and consistently implemented processes, interventions and strategies to support student outcomes over the course of the contract.	Pending release of 2022 MCAP results

Category 3. Has the school followed sufficient financial management and governance practices?

Sub-Category	Renewal Metric	City Schools Rating
3.1 Audit Content, Internal Controls	The extent to which the school's Independent Auditor's Reports offer unqualified opinions and no management points in each of the years of the charter term. The extent to which statements of cash flow and ratio of assets to liabilities indicate that the operator has strong performance on their short-term liquidity measure.	Meets Expectations
3.2 Operator Capacity	The extent to which the school has operated effectively, and the operator has consistently met all state, federal reporting requirements critical District or federal obligations and has not received any Notices of Concern or Notices of Reprimand during the contract period. (Evidence that may be considered includes compliance with state or federal reporting requirements, budget submissions and monitoring reports, quarterly reports, and the relative number, frequency and severity of Notices of Concern or Notices of Reprimand.)	Developing

3.3 SER, Strategic Leadership/Governance	School Effectiveness Review Score - Strategic Leadership	Effective
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Lillie May Carroll Jackson School #371

Operator: Girls Charter School, Inc.

Configuration: Middle

Type: Charter

Enrollment: 298¹⁰

Below is a summary of operator renewal findings. For more information, please see the school's Preliminary Renewal Report available on the district website at www.baltimorecityschools.org/renewal.

Findings (Middle school rubric)

Category 1. Is the school an academic success?

Sub-Category	Renewal Metric	City Schools Rating
1.1 Absolute Student Achievement	Average Mean Scale Score MCAP Math (grades 6-8)	Pending release of 2022 MCAP results
	Average Mean Scale Score MCAP ELA (grades 6-8)	
1.2 Student Achievement Growth	Growth in Average Mean Scale Score PARCC Math (grades 6-8)	Not Effective
	Growth in Average Mean Scale Score PARCC ELA (grades 6-8)	Not Effective
1.3 Fidelity to Charter/ Application Overall	The extent to which the school has fully implemented the mission expressed in its charter application and this mission is clear to all stakeholders. The extent to which the school has delivered high quality programming for all student subgroups. The extent to which the school is gathering data to assess its efficacy and has effectively addressed any challenges evident in the data, particularly in the areas of subgroup performance, enrollment, student attendance, dropout rates, attrition and student choice data/ school demand.	Developing
1.4 5Essentials Student and Teacher Survey	The extent to which the school is organized for improvement	Not Effective

Category 2. Does the school have a strong school climate?

Sub-Category	Renewal Metric	City Schools Rating
2.1 SER, Highly Effective Instruction	School Effectiveness Review Score - Highly Effective Instruction	Developing
2.2 SER, Talented People	School Effectiveness Review Score - Talented People	Effective

¹⁰ Enrollment figures are official enrollment for the 2021-22 school year, excluding pre-k students (where applicable). Final enrollment data for the 2022-23 school year is anticipated by December 2022.

2.3 SER, Vision and Engagement	School Effectiveness Review Score - Vision and Engagement	Effective
2.4 Family Survey	Family: School Survey Family Satisfaction Rating	Developing
2.5 Cohort Retention*	Cohort Retention Rating	N/A
2.6 Student Attendance, Chronic Absence	The extent to which the school has implemented effective strategies that have kept student attendance high and chronic absences low or led to significant decreases in chronic absence over the course of the contract.	Effective
2.7 Suspensions	The extent to which the school has implemented effective strategies that have kept suspensions low or led to significant decreases over the course of the contract.	Developing
2.8 Effective Programming for Students with Disabilities	The extent to which the school has a demonstrated a strong trajectory of growth, is aware of its data and responsibilities to students with disabilities, does not have any gaps or has decreased gaps in the data as it relates to performance and climate metrics for students with disabilities over time, and has effectively and consistently implemented processes, interventions and strategies to support student outcomes over the course of the contract.	Pending release of 2022 MCAP results

Category 3. Has the school followed sufficient financial management and governance practices?

Sub-Category	Renewal Metric	City Schools Rating
3.1 Audit Content, Internal Controls	The extent to which the school's Independent Auditor's Reports offer unqualified opinions and no management points in each of the years of the charter term. The extent to which statements of cash flow and ratio of assets to liabilities indicate that the operator has strong performance on their short-term liquidity measure.	Meets Expectations
3.2 Operator Capacity	The extent to which the school has operated effectively, and the operator has consistently met all state, federal reporting requirements critical District or federal obligations and has not received any Notices of Concern or Notices of Reprimand during the contract period. (Evidence that may be considered includes compliance with state or federal reporting requirements, budget submissions and monitoring reports, quarterly reports, and the relative number, frequency and severity of Notices of Concern or Notices of Reprimand.)	Developing
3.3 SER, Strategic Leadership/Governance	School Effectiveness Review Score - Strategic Leadership	Effective

*Due to the school's unique entry grade, it does not receive a separate rating for Cohort Retention. Instead, the school's cohort retention data is considered in the Fidelity to Charter/Application Overall metric

Midtown Academy #321

Operator: Midtown Academy, Inc.

Configuration: Elementary/Middle

Type: Charter

Enrollment: 198 ¹¹

Below is a summary of operator renewal findings. For more information, please see the school's Preliminary Renewal Report available on the district website at www.baltimorecityschools.org/renewal.

Findings (Elementary/Middle school rubric)

Category 1. Is the school an academic success?

Sub-Category	Renewal Metric	City Schools Rating
1.1 Absolute Student Achievement	Average Mean Scale Score MCAP Math (grades 3-5)	Pending release of 2022 MCAP results
	Average Mean Scale Score MCAP ELA (grades 3-5)	
	Average Mean Scale Score MCAP Math (grades 6-8)	
	Average Mean Scale Score MCAP ELA (grades 6-8)	
1.2 Student Achievement Growth	Growth in Average Mean Scale Score PARCC Math (grades 3-5)	Highly Effective
	Growth in Average Mean Scale Score PARCC ELA (grades 3-5)	Highly Effective
	Growth in Average Mean Scale Score PARCC Math (grades 6-8)	Effective
	Growth in Average Mean Scale Score PARCC ELA (grades 6-8)	Highly Effective
1.3 Fidelity to Charter/ Application Overall	The extent to which the school has fully implemented the mission expressed in its charter application and this mission is clear to all stakeholders. The extent to which the school has delivered high quality programming for all student subgroups. The extent to which the school is gathering data to assess its efficacy and has effectively addressed any challenges evident in the data, particularly in the areas of subgroup performance, enrollment, student attendance, dropout rates, attrition and student choice data/ school demand.	Effective
1.4 5Essentials Student and Teacher Survey	The extent to which the school is organized for improvement	Highly Effective

Category 2. Does the school have a strong school climate?

Sub-Category	Renewal Metric	City Schools Rating
2.1 SER, Highly Effective Instruction	School Effectiveness Review Score - Highly Effective Instruction	Effective
2.2 SER, Talented People	School Effectiveness Review Score - Talented People	Effective

¹¹ Enrollment figures are official enrollment for the 2021-22 school year, excluding pre-k students (where applicable). Final enrollment data for the 2022-23 school year is anticipated by December 2022.

2.3 SER, Vision and Engagement	School Effectiveness Review Score - Vision and Engagement	Effective
2.4 Family Survey	Family: School Survey Family Satisfaction Rating	Highly Effective
2.5 Cohort Retention	Cohort Retention Rating	Highly Effective
2.6 Student Attendance, Chronic Absence	The extent to which the school has implemented effective strategies that have kept student attendance high and chronic absences low or led to significant decreases in chronic absence over the course of the contract.	Effective
2.7 Suspensions	The extent to which the school has implemented effective strategies that have kept suspensions low or led to significant decreases over the course of the contract.	Highly Effective
2.8 Effective Programming for Students with Disabilities	The extent to which the school has a demonstrated a strong trajectory of growth, is aware of its data and responsibilities to students with disabilities, does not have any gaps or has decreased gaps in the data as it relates to performance and climate metrics for students with disabilities over time, and has effectively and consistently implemented processes, interventions and strategies to support student outcomes over the course of the contract.	Pending release of 2022 MCAP results

Category 3. Has the school followed sufficient financial management and governance practices?

Sub-Category	Renewal Metric	City Schools Rating
3.1 Audit Content, Internal Controls	The extent to which the school's Independent Auditor's Reports offer unqualified opinions and no management points in each of the years of the charter term. The extent to which statements of cash flow and ratio of assets to liabilities indicate that the operator has strong performance on their short-term liquidity measure.	Developing
3.2 Operator Capacity	The extent to which the school has operated effectively, and the operator has consistently met all state, federal reporting requirements critical District or federal obligations and has not received any Notices of Concern or Notices of Reprimand during the contract period. (Evidence that may be considered includes compliance with state or federal reporting requirements, budget submissions and monitoring reports, quarterly reports, and the relative number, frequency and severity of Notices of Concern or Notices of Reprimand.)	Effective
3.3 SER, Strategic Leadership/Governance	School Effectiveness Review Score - Strategic Leadership	Effective

Patterson Park Public Charter School #327

Operator: Patterson Park Public Charter School, Inc.

Configuration: Elementary/Middle

Type: Charter

Enrollment: 685 ¹²

Below is a summary of operator renewal findings. For more information, please see the school's Preliminary Renewal Report available on the district website at www.baltimorecityschools.org/renewal.

Findings (Elementary/Middle school rubric)

Category 1. Is the school an academic success?

Sub-Category	Renewal Metric	City Schools Rating
1.1 Absolute Student Achievement	Average Mean Scale Score MCAP Math (grades 3-5)	Pending release of 2022 MCAP results
	Average Mean Scale Score MCAP ELA (grades 3-5)	
	Average Mean Scale Score MCAP Math (grades 6-8)	
	Average Mean Scale Score MCAP ELA (grades 6-8)	
1.2 Student Achievement Growth	Growth in Average Mean Scale Score PARCC Math (grades 3-5)	Effective
	Growth in Average Mean Scale Score PARCC ELA (grades 3-5)	Highly Effective
	Growth in Average Mean Scale Score PARCC Math (grades 6-8)	Effective
	Growth in Average Mean Scale Score PARCC ELA (grades 6-8)	Developing
1.3 Fidelity to Charter/ Application Overall	The extent to which the school has fully implemented the mission expressed in its charter application and this mission is clear to all stakeholders. The extent to which the school has delivered high quality programming for all student subgroups. The extent to which the school is gathering data to assess its efficacy and has effectively addressed any challenges evident in the data, particularly in the areas of subgroup performance, enrollment, student attendance, dropout rates, attrition and student choice data/ school demand.	Highly Effective
1.4 Effective Programming for All Student Racial/Ethnic Groups	The extent to which the school has provided high quality programming for students in all racial/ ethnic groups. The extent to which the school has instructional approaches, processes and practices in place that seek to ensure students in all groups achieve and to address gaps in achievement between student groups.	Pending release of 2022 MCAP results
1.5 5Essentials Student and Teacher Survey	The extent to which the school is organized for improvement	Effective

¹² Enrollment figures are official enrollment for the 2021-22 school year, excluding pre-k students (where applicable). Final enrollment data for the 2022-23 school year is anticipated by December 2022.

Category 2. Does the school have a strong school climate?

Sub-Category	Renewal Metric	City Schools Rating
2.1 SER, Highly Effective Instruction	School Effectiveness Review Score - Highly Effective Instruction	Effective
2.2 SER, Talented People	School Effectiveness Review Score - Talented People	Highly Effective
2.3 SER, Vision and Engagement	School Effectiveness Review Score - Vision and Engagement	Highly Effective
2.4 Family Survey	Family: School Survey Family Satisfaction Rating	Highly Effective
2.5 Cohort Retention	Cohort Retention Rating	Highly Effective
2.6 Student Attendance, Chronic Absence	The extent to which the school has implemented effective strategies that have kept student attendance high and chronic absences low or led to significant decreases in chronic absence over the course of the contract.	Highly Effective
2.7 Suspensions	The extent to which the school has implemented effective strategies that have kept suspensions low or led to significant decreases over the course of the contract.	Highly Effective
2.8 Effective Programming for Students with Disabilities	The extent to which the school has a demonstrated a strong trajectory of growth, is aware of its data and responsibilities to students with disabilities, does not have any gaps or has decreased gaps in the data as it relates to performance and climate metrics for students with disabilities over time, and has effectively and consistently implemented processes, interventions and strategies to support student outcomes over the course of the contract.	Pending release of 2022 MCAP results

Category 3. Has the school followed sufficient financial management and governance practices?

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

3.2 Operator Capacity	The extent to which the school has operated effectively, and the operator has consistently met all state, federal reporting requirements critical District or federal obligations and has not received any Notices of Concern or Notices of Reprimand during the contract period. (Evidence that may be considered includes compliance with state or federal reporting requirements, budget submissions and monitoring reports, quarterly reports, and the relative number, frequency and severity of Notices of Concern or Notices of Reprimand.)	Developing
3.3 SER, Strategic Leadership/Governance	School Effectiveness Review Score - Strategic Leadership	Highly Effective

REACH! Partnership School #341

Operator: Civic Works, Inc.

Configuration: High

Type: Transformation

Enrollment: 692 ¹³

Below is a summary of operator renewal findings. For more information, please see the school's Preliminary Renewal Report available on the district website at www.baltimorecityschools.org/renewal.

Findings (High school rubric)

Category 1. Is the school an academic success?

Sub-Category	Renewal Metric	City Schools Rating
1.1 Absolute Student Achievement	Average Mean Scale Score MCAP Algebra I	Pending release of 2022 MCAP results
	Average Mean Scale Score MCAP ELA 10	
1.2 College and Career Readiness	Participation and Success in indicators of college and career readiness; College Enrollment within 16 months of graduation	Developing
1.3 Fidelity to Charter/ Application Overall	The extent to which the school has fully implemented the mission expressed in its charter application and this mission is clear to all stakeholders. The extent to which the school has delivered high quality programming for all student subgroups. The extent to which the school is gathering data to assess its efficacy and has effectively addressed any challenges evident in the data, particularly in the areas of subgroup performance, enrollment, student attendance, dropout rates, attrition and student choice data/ school demand.	Effective

¹³ Enrollment figures are official enrollment for the 2021-22 school year, excluding pre-k students (where applicable). Final enrollment data for the 2022-23 school year is anticipated by December 2022.

1.4 Student Graduation Rate: 4-Year Cohort Graduation Rate	Percent of diploma-track students who graduated from City Schools with the cohort that entered in school year 2015-16 with a regular Maryland High School Diploma.	Developing
1.5 5Essentials Student and Teacher Survey	The extent to which the school is organized for improvement	Highly Effective

Category 2. Does the school have a strong school climate?

Sub-Category	Renewal Metric	City Schools Rating
2.1 SER, Highly Effective Instruction	School Effectiveness Review Score - Highly Effective Instruction	Effective
2.2 SER, Talented People	School Effectiveness Review Score - Talented People	Highly Effective
2.3 SER, Vision and Engagement	School Effectiveness Review Score - Vision and Engagement	Highly Effective
2.4 Family Survey	Family: School Survey Family Satisfaction Rating	Effective
2.5 Cohort Retention	Cohort Retention Rating	Not Effective
2.6 Student Attendance, Chronic Absence	The extent to which the school has implemented effective strategies that have kept student attendance high and chronic absences low or led to significant decreases in chronic absence over the course of the contract.	Developing
2.7 Suspensions	The extent to which the school has implemented effective strategies that have kept suspensions low or led to significant decreases over the course of the contract.	Developing
2.8 Effective Programming for Students with Disabilities	The extent to which the school has demonstrated a strong trajectory of growth, is aware of its data and responsibilities to students with disabilities, does not have any gaps or has decreased gaps in the data as it relates to performance and climate metrics for students with disabilities over time, and has effectively and consistently implemented processes, interventions and strategies to support student outcomes over the course of the contract.	Pending release of 2022 MCAP results

Category 3. Has the school followed sufficient financial management and governance practices?

Sub-Category	Renewal Metric	City Schools Rating
<p>3.1 Audit Content, Internal Controls</p>	<p>The extent to which the school's Independent Auditor's Reports offer unqualified opinions and no management points in each of the years of the charter term. The extent to which statements of cash flow and ratio of assets to liabilities indicate that the operator has strong performance on their short-term liquidity measure.</p>	<p>Meets Expectations</p>
<p>3.2 Operator Capacity</p>	<p>The extent to which the school has operated effectively, and the operator has consistently met all state, federal reporting requirements critical District or federal obligations and has not received any Notices of Concern or Notices of Reprimand during the contract period. (Evidence that may be considered includes compliance with state or federal reporting requirements, budget submissions and monitoring reports, quarterly reports, and the relative number, frequency and severity of Notices of Concern or Notices of Reprimand.)</p>	<p>Developing</p>
<p>3.3 SER, Strategic Leadership/Governance</p>	<p>School Effectiveness Review Score - Strategic Leadership</p>	<p>Effective</p>



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