Facility Condition Assessment and Master Planning Services

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Strategic Planning

East Cleveland City School District

Submitted by:

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Executive Summary

This report presents the findings and recommendations of the School Facility Master Plan for the East Cleveland City School District (ECCSD). The purpose of this plan is to provide a comprehensive and data-driven analysis of the current and future facility needs of the district, as well as a realistic and feasible implementation strategy. The report is intended to serve as a guide and a tool for the district and the community to make informed and strategic decisions about the future of the district's facilities. The report reflects the best available data and information at the time of writing, as well as the input and feedback from the various sources and participants involved in the project.

The main conclusion of this report is that while ECCSD's infrastructure is generally sound, certain aspects need prompt and ongoing focus and resources. The most pressing challenge for ECCSD is the steep drop in student numbers over a decade, with the trend expected to persist. This drop leads to underused buildings, redirecting money away from educational activities towards the upkeep and operation of facilities.

Outlined in the following findings are the key points and significant elements of the report.

Key Finding 1
The population in East Cleveland is expected to decline over the next decade, while the state and the nation will grow.

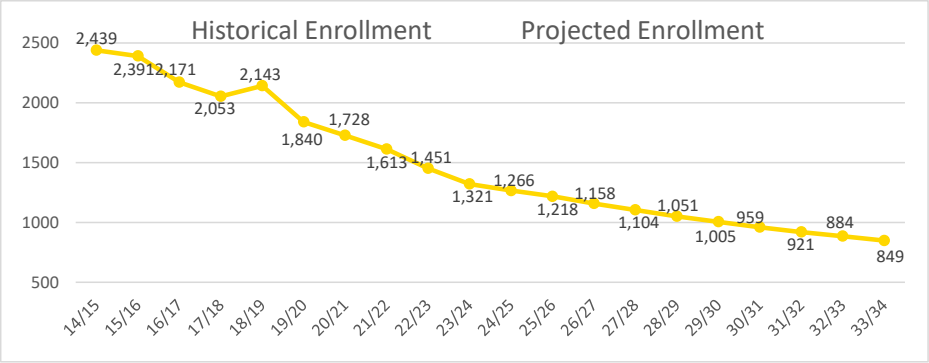
Exhibit 4.1. Population of East Cleveland, Ohio, and Nation, 2023-2033.

Area	2023 Population	2033 Population	Change	% Change
East Cleveland	14,476	13,999	(478)	-3.3%
State	11,797,529	12,025,288	227,759	2%
Nation	335,528,243	354,259,858	18,731,615	6%

Source: LIGHTCAST, Q3 2023 Data Set.

Key Finding 2
Enrollment has substantially decreased in the last decade and is expected to keep decreasing in the upcoming decade.

Exhibit 7.1 Historical and Projected Enrollment



Key Finding 3
Currently in ECCSD, all schools are significantly underutilized, with each one operating below 60% capacity and an average utilization rate of 29.66%. The forecast for 2033 predicts a further decline, with none of the schools expected to exceed 50% utilization and an average projected rate of 18.24%.

Exhibit 8.4 Current and Projected Utilization Rates

Site Name	Current Enrollment	2033 Projected Enrollment	Capacity	Current Utilization	2033 Projected Utilization
Prospect Early Childhood Academy	87	119	252	34.52%	47.22%
Superior School for the Performing Arts	49	22	848	5.78%	2.59%
Caledonia Elementary School	247	179	419	59.02%	42.72%
Mayfair Elementary School	194	135	441	43.99%	47.37%
Kirk Middle School	285	189	1,104	25.82%	17.12%
Shaw High School	546	222	1,684	32.42%	13.18%
District Total	**1,408**	**866**	**4,748**	**29.66%**	**18.24%**

Underutilized schools indicate that space is not being efficiently used for the number of students and programs offered, leading to an increased cost of education per student.

UTILIZATION	DESCRIPTION
> 110	Inadequate
95 - 110	Approaching Inadequate
80 - 94	Adequate & Efficient
70 - 79	Approaching Inefficient
< 70	Inefficient

Key Finding 4
The combined facility assessment scores for ECCSD placed all facilities in the "Good" range, except for Kirk Middle School, which achieved an "Excellent/Like New" rating indicating a significant investment in time and funds have been allocated to maintain facilities.

School	Building Condition Score	Educational Suitability Score	Technology Readiness Score	Grounds Condition Score	Combined Scores
Prospect Early	83.91	77.31	89.47	94.66	84.78
Caledonia	87.45	84.67	94.74	78.17	87.42
Mayfair	86.20	85.65	100.00	86.20	88.85
Superior School	84.16	78.94	89.47	76.79	83.44
Kirk Middle	88.66	92.79	95.00	82.30	90.12
Shaw High School	89.99	83.07	94.74	93.51	89.91
Chambers	79.41	N/A	N/A	94.97	N/A
All Schools Average	**85.68**	**83.74**	**93.90**	**86.66**	**87.42**

The building condition, educational suitability, technology readiness, and grounds condition scores are combined into one score for each facility to assist in the task of prioritizing projects. To create the combined score, the four scores are weighted, based on which deficiencies the division wants to emphasize and the relative impact on capital costs. The building condition score was weighted 50%, the suitability score was weighted 20%, the technology readiness score was weighted 20%, and the grounds condition score was weighted 10%. It is the combined score that attempts to give a comprehensive picture of the conditions that exist at each facility and how each facility compares relative to the other facilities in the district.

SCORES	DESCRIPTIONS
> 90	Excellent/Like New
80 – 90	Good
70 – 80	Fair
60 – 70	Poor
< 60	Unsatisfactory

Key Findings 5

While ECCSD's infrastructure is generally sound, certain aspects need prompt and ongoing focus and resources. These aspects are prioritized based on the categorization below:

- Priority 1 – Critical (Immediate)
- Priority 2 – Potentially Critical (Year 1)
- Priority 3 – Necessary/Not Yet Critical (2-5 years)

Below are the recommended projects based upon the facility assessments and categorized by Priority:

Priority 1 - Renovation Budget $4,948,939

Prospect Early Childhood & Administration Building

- Roof replacement – Beyond Service Life/Failing - $790,228
- Repair Masonry on equipment room on roof - Failing - $74,667

Caledonia Elementary School

- Emergency power system – Damaged/Failing - $159,218

Mayfair Elementary School

- Secured Vestibule – Missing - $112,093

Superior School for Performing Arts

- Roof replacement – Beyond Service Life/Failing - $574,452
- Repair Masonry on Chimney – Failing - $50,059

Kirk Middle School

- Playground Surface repair – Inadequate - $10,674
- Roof replacement – Beyond Service Life/Failing - $1,299,356

Chambers Community Center

- HVAC replacement – Beyond Service Life - $1,878,192

Priority 2 - Renovation Budget $3,706,617

Prospect Early Childhood & Administration Building
- Hot water system replacement – Beyond Service Life - $105,367

Caledonia Elementary School
- Roof replacement – Beyond Service Life - $576,195

Kirk Middle School
- Sidewalk/stair repair – Damaged - $97,401

Shaw High School
- Roof replacement – Beyond Service Life - $2,018,820

Chambers Community Center
- Roof replacement – Beyond Service Life - $908,834

Priority 3 - Renovation Budget $3,423,604

Prospect Early Childhood & Administration Building
- Electrical service upgrade – Beyond Service Life - $276,314
- Early childhood playground – Missing - $43,152

Caledonia Elementary School
- Parking lot repair/repaving – Damaged - $130,575
- Elementary playground equipment – Missing - $82,906

Mayfair Elementary School
- Roof replacement – Beyond Service Life - $586,762
- HVAC replacement – Beyond Service Life - $1,732,285
- Parking lot repair/repaving – Damaged - $144,639

Superior School for Performing Arts
- Electrical service upgrade – Beyond Service Life - $185,249
- Parking lot repair/repaving – Damaged - $130,180

Kirk Middle School
- Parking lot repair/repaving – Damaged - $111,542

Key Finding 6
MGT received input from 112 individuals through a community meeting and an online survey. Here are the main points gathered from the community's responses:

- Respondents felt strongly there should be high quality extracurricular activities available to all students, equal access to resources for special education, tutoring, counseling, and other support services, and expanded Career and Technical Education/STEM programs.

- Enhanced educational opportunities and safety and security were the most important facility planning objectives of respondents while building capacity was the least important. Other important priorities to respondents included improved program offerings and having a certified teacher in every classroom.

- 94% of respondents would support renovations and additions to existing buildings to address the optimization issues of schools and to accommodate future needs

- 62% of respondents would support consolidation or closure of buildings to address the facility optimization issues of schools and accommodate future needs.

Scenarios

The master plan scenarios are designed to provide a range of options for the district to improve its facilities and address the current and future needs of the students and staff. Each scenario is based on the facility assessments conducted in section 9, as well as the district's vision, goals, and priorities. The scenarios also consider the impact of the proposed improvements on the operational costs, utilization rates, and educational outcomes of the district.

The first scenario in this section is the renovation scenario, which aims to upgrade all existing buildings to meet the standards of condition, suitability, technology readiness, and site condition. This scenario does not involve any closures, consolidations, additions, or new constructions of the facilities. It focuses on maintaining the current inventory of buildings and enhancing their quality and functionality. However, this scenario also has some limitations and drawbacks, such as the high capital cost, the low utilization rate, and the lack of flexibility and adaptability to changing enrollment patterns and educational needs.

The remaining scenarios involve varying degrees of closures and consolidations with the goal of reducing capital and operational expenses, which would allow the redirection of saved funds into enhancing extracurricular activities, Career and Technical Education, and various educational programs.

Scenario 1

This scenario keeps all buildings open and does not reduce the long-term operational commitments of the district or address overall utilization of the schools. The chart below is reflective of the phasing assumptions and priorities listed in section 12. The anticipated capital improvement budget for this scenario is **$12,079,160.** The 2028 Projected Utilization would be **22.51%** with this scenario.

Exhibit 13.1. Scenario 1 – Renovation timeline

School	Renovation	Budget	2025	2026	2027	2028	2029
Prospect & Admin	Masonry Repair	$74,667					
Prospect & Admin	Early Childhood Playground	$43,152					
Caledonia	Emergency Power System	$159,218					
Mayfair	Secure Vestibule	$112,093					
Superior	Roof Replacement	$574,452					
Superior	Chimney Masonry Repair	$50,059					
Kirk	Playground Surface Repair	$10,674					
Kirk	Sidewalk/Stair Repair	$97,401					
Kirk	Parking Lot Repair/Repaving	$111,542					
Prospect & Admin	Hot Water System Replacement	$105,367					
Caledonia	Parking Lot Repair/Repaving	$130,575					
Kirk	Roof Replacement	$1,299,356					
Chambers	HVAC Replacement	$1,878,192					
Prospect & Admin	Roof Replacement	$790,228					
Prospect & Admin	Electrical Service Upgrade	$276,314					
Caledonia	Playground equipment	$82,906					
Mayfair	HVAC Replacement	$1,732,285					
Mayfair	Parking Lot Repair/Repaving	$144,639					
Caledonia	Roof Replacement	$576,195					
Superior	Electrical Service Upgrade	$185,249					
Superior	Parking Lot Repair/Repaving	$130,180					
Chambers	Roof Replacement	$908,834					
Mayfair	Roof Replacement	$586,762					
Shaw	Roof Replacement	$2,018,820					
	Total Renovation by year	$12,079,160	$1,233,258	$3,413,490	$3,026,372	$1,800,458	$2,605,582

Exhibit 13.2. 2028 Projected Utilization Rates – Scenario 1

Site Name	2028 Projected Enrollment	Capacity	2028 Projected Utilization
Prospect Early Childhood Academy	85	252	33.73%
Superior School for the Performing Arts	32	848	3.77%
Caledonia Elementary School	209	419	49.88%
Mayfair Elementary School	162	441	36.73%
Kirk Middle School	234	1,104	21.20%
Shaw High School	347	1,684	20.61%
District Total	**1,069**	**4,748**	**22.51%**

Scenario 2

Scenario 2 optimizes the school district's resources and enhances educational offerings by realigning the district's grade band configurations to PK-8 and 9-12. This plan involves creating PK-8 schools at both Mayfair Elementary School and Caledonia Elementary School. This entails closing Kirk Middle School and Superior, with pre-kindergarten (PK) students being moved into either Mayfair ES, Caledonia ES, or possibly both. The Superior Arts program would be relocated to the Prospect Building. This restructuring aims to streamline operations, better utilize existing facilities, and provide a comprehensive K-8 educational experience at the newly designated schools. The chart below is reflective of the phasing assumptions and priorities listed in section 12. The anticipated capital improvement budget for this scenario is **$9,620,247.** ($2,458,913 savings vs. scenario 1) The 2028 Projected Utilization would be **38.23%.**

Exhibit 13.3. Scenario 2 – Strategy Timeline

School	Strategy	2025	2026	2027
Mayfair	Convert Mayfair into PK-8			
	Add Pre-K & 6th Grade			
	Add 7th Grade			
	Add 8th Grade			
Caledonia	Convert Caledonia into PK-8			
	Add Pre-K & 6th Grade			
	Add 7th Grade			
	Add 8th Grade			
Kirk	Close Kirk			
	Becomes 7th/8th Grade			
	Becomes 8th Grade Only			
	Closes			
Superior	Close Superior			
	Move Pre-K to Elementary Schools			

Exhibit 13.4. Scenario 2 – Renovation Timeline

School	Renovation	Budget	2025	2026	2027	2028	2029
Prospect & Admin	Masonry Repair	$74,667					
Prospect & Admin	Early Childhood Playground	$43,152					
Caledonia	Emergency Power System	$159,218					
Mayfair	Secure Vestibule	$112,093					
Mayfair	Parking Lot Repair/Repaving	$144,639					
Caledonia	Roof Replacement	$576,195					
Prospect & Admin	Hot Water System Replacement	$105,367					
Caledonia	Parking Lot Repair/Repaving	$130,575					
Chambers	HVAC Replacement	$1,878,192					
Prospect & Admin	Roof Replacement	$790,228					
Prospect & Admin	Electrical Service Upgrade	$276,314					
Caledonia	Playground equipment	$82,906					
Mayfair	HVAC Replacement	$1,732,285					
Chambers	Roof Replacement	$908,834					
Mayfair	Roof Replacement	$586,762					
Shaw	Roof Replacement	$2,018,820					
	Total Renovation by year	$9,620,247	$1,109,964	$2,114,134	$2,881,733	$1,495,596	$2,018,820

Exhibit 13.5. 2028 Projected Utilization Rates – Scenario 2

Site Name	2028 Projected Enrollment	Capacity	2028 Projected Utilization
Prospect Early Childhood Academy	32	252	12.70%
Caledonia Elementary School	366	419	87.35%
Mayfair Elementary School	324	441	73.47%
Shaw High School	347	1,684	20.61%
District Total	**1,069**	**2,796**	**38.23%**

Scenario 3

This scenario establishes one K-5 building and one 6-12 building. This involves creating a single K-5 facility by combining Mayfair Elementary School with Caledonia Elementary School and subsequently closing Mayfair ES. The high school would also be restructured to accommodate grades 6-12 creating a cohesive secondary educational experience allowing for more CTE and STEM alignment. This reorganization includes closing Kirk Middle School and Superior School, with the Superior Arts program being relocated to the Chambers Community Center. These changes reduce operational costs and increase utilization of existing facilities. The chart below is reflective of the phasing assumptions and priorities listed in section 12. The anticipated capital improvement budget for this scenario is **$7,044,468**. ($5,034,692 savings vs. scenario 1) The 2028 Projected Utilization would be **60.85%.**

Exhibit 13.6. Scenario 3 – Strategy Timeline

School	Strategy	2025	2026	2027
Mayfair	Close Mayfair			
	Move Mayfair students to Caledonia			
Kirk	Close Kirk			
	Move Kirk students to Shaw			
Superior	Close Superior and move program to Chamber			
	Move Superior students to Chamber			

Exhibit 13.7. Scenario 3 – Renovation Timeline

School	Renovation	Budget	2025	2026	2027	2028	2029
Prospect & Admin	Masonry Repair	$74,667					
Prospect & Admin	Early Childhood Playground	$43,152					
Caledonia	Emergency Power System	$159,218					
Caledonia	Roof Replacement	$576,195					
Prospect & Admin	Hot Water System Replacement	$105,367					
Caledonia	Parking Lot Repair/Repaving	$130,575					
Chambers	HVAC Replacement	$1,878,192					
Prospect & Admin	Roof Replacement	$790,228					
Prospect & Admin	Electrical Service Upgrade	$276,314					
Caledonia	Playground equipment	$82,906					
Shaw	Roof Replacement	$2,018,820					
Chambers	Roof Replacement	$908,834					
	Total Renovation by year	$7,044,468	$853,232	$2,114,134	$1,149,448	$2,018,820	$908,834

Exhibit 13.8. 2028 Projected Utilization Rates – Scenario 3

Site Name	2028 Projected Enrollment	Capacity	2028 Projected Utilization
Prospect Early Childhood Academy	85	252	33.73%
Caledonia Elementary School	371	419	88.54%
Shaw High School	581	1,684	34.50%
District Total	**1,433**	**2,355**	**60.85%**

Scenario 4

Scenario 4 creates one K-8 facility and keeps the one 9-12 facility. This involves closing both Caledonia Elementary and Mayfair Elementary, consolidating their student populations, and resources thereby increasing overall utilization. Kirk Middle School would be transformed into a K-8 building, accommodating students from kindergarten through eighth grade providing a continuous educational experience. (It should be recognized that there will be some associated costs with creating age-appropriate spaces and play areas at Kirk.) Superior Arts School would be closed. The arts program would be relocated to the Chambers Community Center. These changes are designed to save operational dollars by reducing the number of facilities that require maintenance and staffing while increasing the utilization of remaining buildings. The chart below is reflective of the phasing assumptions and priorities listed in section 12. The anticipated capital improvement budget for this scenario is $5,736,355. ($6,342,805 savings vs. scenario 1) The 2028 Projected Utilization would be **34.11%.**

Exhibit 13.9. Scenario 4 – Strategy Timeline

School	Strategy	2025	2026	2027
Kirk	Kirk becomes K-8			
	Prepare Kirk for Elementary Students			
Superior	Close Superior and move program to Chamber			
	Move Superior students to Chamber			
Mayfair	Close Mayfair			
	Move Mayfair students to Kirk			
Caledonia	Close Caledonia			
	Move Caledonia students to Kirk			

Exhibit 13.10. Scenario 4 – Renovation Tmeline

School	Renovation	Budget	2025	2026	2027	2028	2029
Prospect & Admin	Masonry Repair	$74,667					
Prospect & Admin	Early Childhood Playground	$43,152					
Kirk	Playground Surface Repair	$10,674					
Kirk	Sidewalk/Stair Repair	$97,401					
Kirk	Parking Lot Repair/Repaving	$111,542					
Prospect & Admin	Hot Water System Replacement	$105,367					
Kirk	Roof Replacement	$1,299,356					
Shaw	Roof Replacement	$2,018,820					
Prospect & Admin	Roof Replacement	$790,228					
Prospect & Admin	Electrical Service Upgrade	$276,314					
Chambers	Roof Replacement	$908,834					
Total Renovation by year		$5,736,355	$442,803	$1,299,356	$2,018,820	$1,066,542	$908,834

Exhibit 13.11. 2028 Projected Utilization Rates – Scenario 4

Site Name	2028 Projected Enrollment	Capacity	2028 Projected Utilization
Prospect Early Childhood Academy	85	252	33.73%
Kirk Middle School	605	1,104	54.80%
Shaw High School	347	1,684	20.61%
District Total	**1,037**	**3,040**	**34.11%**

Scenario 5

Scenario 5 creates a PK-Kindergarten program at Prospect, grade first through fourth facility at Caledonia, grade fifth through eighth facility at Kirk, and keeps the one 9-12 facility. This involves closing Mayfair Elementary, moving the kindergarten students to Prospect and grades 1 through 4 to Caledonia thereby increasing overall utilization. Kirk Middle School would add fifth grade, accommodating students from fifth through eighth grade. The Board offices would be moved to Chamber Community Center to accommodate the extra room for kindergarten students. Superior Arts School would be closed. The arts program would be relocated to Kirk Middle School. These changes are designed to save operational dollars

by reducing the number of facilities that require maintenance and staffing while increasing the utilization of remaining buildings. The chart below is reflective of the phasing assumptions and priorities listed in section 12. The anticipated capital improvement budget for this scenario is **$5,628,335** ($3,515,719 less than scenario 1). The 2028 Projected Utilization would be **30.90%.**

Exhibit 13.12. Scenario 5 – Strategy Timeline

School	Strategy	2025	2026	2027
Prospect	Move Board Office to Chambers			
	Move Kindergarten Students Prospect			
Superior	Close Superior and move program to Kirk			
	Move Superior students to Caledonia			
Mayfair	Close Mayfair			
	Move Mayfair students to Caledonia			
Kirk	Add Fifth Grade Students			
	Move Caledonia fifth grade students to Kirk			

Exhibit 13.13. Scenario 5 – Renovation Timeline

School	Renovation	Budget	2025	2026	2027	2028	2029
Prospect & Admin	Masonry Repair	$74,667					
Caledonia	Emergency Power System	$159,218					
Kirk	Playground Surface Repair	$10,674					
Kirk	Sidewalk/Stair Repair	$97,401					
Kirk	Parking Lot Repair/Repaving	$111,542					
Prospect & Admin	Hot Water System Replacement	$105,367					
Caledonia	Parking Lot Repair/Repaving	$130,575					
Kirk	Roof Replacement	$1,299,356					
Chambers	HVAC Replacement	$1,878,192					
Prospect & Admin	Electrical Service Upgrade	$276,314					
Caledonia	Roof Replacement	$576,195					
Chambers	Roof Replacement	$908,834					
	Total Renovation by year	$5,628,335	$453,502	$3,413,490	$276,314	$1,485,029	$0

Exhibit 13.14. 2028 Projected Utilization Rates – Scenario 5

Site Name	2028 Projected Enrollment	Capacity	2028 Projected Utilization
Prospect Early Childhood Academy	147	252	58.33%
Caledonia	247	419	58.95%
Kirk Middle School	328	1,104	29.71%
Shaw High School	347	1,684	20.61%
District Total	**1,069**	**3,459**	**30.90%**

1.0 Introduction

In November of 2023, the East Cleveland City School District (ECCSD) contracted with MGT of America Consulting, LLC (MGT) to develop a facility master plan report to address the long-term facility needs of the schools. The goal of the School Facility Master Plan is to establish a facility assessment report based on input from the community, using best practice facility standards, which identifies and prioritizes the facility needs, and presents an effective and efficient implementation of projects over the planning period.

The project included the following tasks:

- Project initiation
- Programmatic review of school facilities to establish facility standards
- Facility assessments
- Analysis of school and community demographics
- Analysis of school capacity and utilization
- Standards for ranking building needs
- Community engagement
- Prioritization and budgeting
- Preparation and presentation of final facilities master plan

This report consists of thirteen sections. Sections 1-10 describe the methodology, approach, community engagement and the data gathered to develop the facilities master plan. Sections 11-13 describe the results of the analysis. The sections are as follows:

Section 1.0 – Introduction
Section 2.0 – Methodology
Section 3.0 – Educational Programs
Section 4.0 – Demographics Overview
Section 5.0 – Economic Overview
Section 6.0 – Educational Landscape
Section 7.0 - Enrollment Projections
Section 8.0 – Capacity and Utilization
Section 9.0 – Facility Assessments
Section 10.0 – Public Engagement
Section 11.0 – Findings and Recommendations
Section 12.0 – Planning and Budgeting Assumptions
Section 13.0 – Master Plan Scenarios

2.0 Methodology

To develop a facility assessment report, MGT gathers and analyzes both quantitative and qualitative data. The quantitative data includes facility assessments and capacity, enrollment projections, and demographic analysis. Qualitative data is gathered from conversations with District officials familiar with educational programs and facilities, as well as community input gathered through several methods. This qualitative data typically provides the "why" behind the numbers. Both forms of data are critical to the preparation of a comprehensive plan for the district that will meet the community's needs in the future.

The overall methodology includes all the following components:

Project Initiation

MGT staff reviewed the goals of the project with District staff during the project initiation meeting. Lines of communication were established, and the work plan and project schedule were reviewed and finalized.

Programmatic Review

MGT conducted interviews with school district leaders and staff to develop an understanding of the educational programs being delivered from the school facilities. These discussions were used to establish facility standards by which the facilities could be evaluated for educational suitability.

Enrollment Projections

MGT prepared enrollment projections for the school district and compared these with district estimates. Understanding current and future enrollment in a district is critical: funding, staffing, and facility decisions hinge on having accurate information about enrollment. MGT gathered demographic data from several sources and prepared the projections using four different projection models.

Capacity And Utilization

It is important to understand that building capacity and utilization are dependent on the educational programs offered at a given school and that capacity and utilization can change with a modification in the planned programming. For example, the capacity of a school can be decreased by deciding to change a grade 3 classroom, currently housing 24 students, into a Title I support space that houses 3-8 students at various times.

MGT worked with District staff to understand the current program offerings and the current capacity and utilization numbers for each building. During the on-site review, MGT staff discussed program needs and plans with the administrative staff at each site.

Current and future utilization was calculated by dividing current and projected enrollments by the capacity of each facility. Utilization is expressed as a percentage with a preferred utilization being between 85 to 95%. MGT capacity calculations were compared with District provided capacities.

Facilities Assessment

Facility assessments were conducted at each school site using MGT's BASYS® Facility Assessment software. The assessments included:

- Building Condition which evaluates the physical condition of all building systems
- Educational Suitability or Functionality which evaluates the ability of the facility to support and enhance educational program delivery
- Grounds Condition which evaluates the physical condition of all site systems
- Technology Readiness which evaluates the level to which the building infrastructure supports information technology

Each assessment results in a score based on a 100-point scale. Scores are interpreted as shown on the following chart.

NUMERICAL SCORE	INTERPRETATION
90 – 100	New or like new, Excellent
80 – 89	Good
70 – 79	Fair
60 – 69	Poor
Below 60	Unsatisfactory

The scoring is structured to measure the level of deficiencies as related to the total value of the building. Consequently, scores can be used to calculate the budgets required to remediate the deficiencies identified in the assessments. The BASYS® software produces a detailed report for each facility assessment which includes each deficiency identified.

The results of the assessment were reviewed with school staff to ensure accuracy and completeness.

Public Input

Public input and support are important to developing a facility assessment report that meets the priorities and needs of the community. The community engagement process included an in-person and virtual community meeting to explain the Facility Master Planning process as well as live and online polling.
The format of the in-person community meeting began with an overview of the process followed by an electronic survey of the audience. The survey included questions relevant to the facilities plan, and responses to each question were immediately presented in the form of bar graphs.

In addition, a survey was conducted via the internet. This survey contained the same questions asked in the in-person community meetings. The results from the survey and in-person community meetings were tabulated to guide the long-range planning.

3.0 Educational Programs

Working with District leadership, MGT developed the **Educational Suitability and Technology Readiness Reference Guide (see Appendix A)** to define the facility standards. These standards are based on the district's current educational specifications and design practices. This document was reviewed and approved by the district and used as the basis for the Educational Suitability assessments. The standards define four components for each type of instructional space:

- Learning environment – Does the space provide an appropriate physical configuration, HVAC, lighting, acoustical treatment, etc. to support student learning?
- Size – Does the space meet the defined size standard for square footage?
- Location – Does the space exist in the right location?
- Storage/Fixed Equipment – Does the space have what teachers and students need to be successful, including safety equipment, permanent cabinetry, and technology?

In addition, the Guide defines standards for non-instructional areas like cafeteria, administration, and health suite and deals with safety issues like security vestibules, fencing, and bus/parent traffic patterns.

In addition to curricular areas, MGT discussed the district's current and planned technology structures in support of instruction. Instructional Technology staff reviewed standards and assisted in the development of the tool used to assess Technology Readiness. The Technology Readiness assessment reviews how well the infrastructure in the schools supports technology. It does not include an evaluation of the IT software or equipment. Instead, it reviews the infrastructure required to support current and future technology: electrical service to support charging of devices, wireless access, video streaming capacity, etc.

All MGT staff who conducted assessments were trained to use this document as the standard when assessing each school.

Educational Suitability Assessment

As described, MGT developed the Educational Suitability and Technology Readiness Reference Guide as the tool to ensure inter-rater reliability among the various assessors.

The guide was used to calibrate the MGT software, BASYS (Building Assessment System). BASYS is based on a 100-point scoring system with an emphasis on building functionality. The Guide was also used to train the assessors who visited each school and documented the suitability scores. (See Section 7.0 for the Educational Suitability Assessment data.)

MGT's trained evaluators assessed each school based on the standards defined in the Guide. Each evaluator met with the school principal to review the program(s) at each site and then walked through the school to observe the spaces available to support the planned programs. Assessments were entered into the BASYS software as each evaluation was completed and all data was reviewed by the district. Site visits were scheduled by MGT through the District to ensure knowledgeable staff were available at each site during the visit.

4.0 Demographics Overview

The population in East Cleveland is projected to shrink by 3.3% (478 individuals) by 2033. The state of Ohio, however, will increase by 2% in the same period. The nation is estimated to increase 6% by 2033.

For demographic analysis, the following census tracts for East Cleaveland were used:

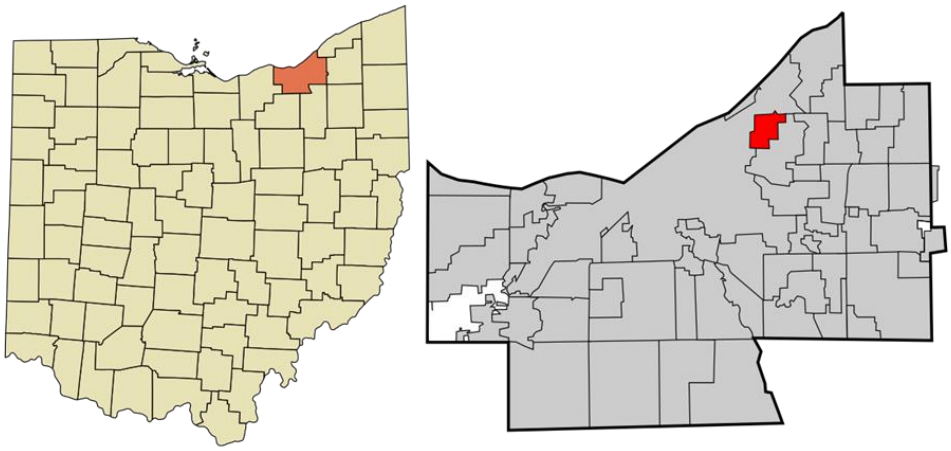
East Cleveland Census Tracts	
1501.00	1515.00
1503.00	1516.00
1504.00	1517.00
1512.00	1518.00
1513.00	1993.00

Exhibit 4.1. Population of East Cleveland, Ohio, and Nation, 2023-2033.

Area	2023 Population	2033 Population	Change	% Change
East Cleveland	14,476	13,999	(478)	-3.3%
State	11,797,529	12,025,288	227,759	2%
Nation	335,528,243	354,259,858	18,731,615	6%

Source: LIGHTCAST, Q3 2023 Data Set.

Exhibit 4.2. Map of East Cleveland



Source: US Census

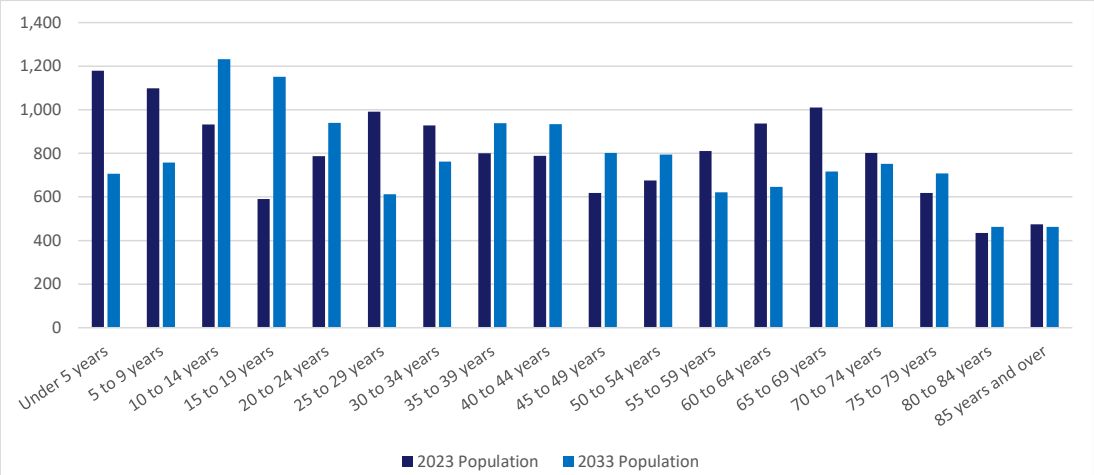
Population by Age

The projection of future data by Lightcast involves applying a cohort model to the data, anticipating the birth, death, and migration rates based on historical data, and adjusting for Census estimates. By advancing the population's age forward by one year and applying birth, death, and migration rates to the population, the cohort model generates demographic data for the projected years. Every year for which projections are made, this process is repeated. Following the cohort model's execution, forecasted years of data are contrasted to national estimates provided by the Census Bureau and are then modified to reflect the population's published growth rate.

East Cleveland demographics indicate increasing traditional PK-12 age population (5 to 19 years) at the local level by 2033. In East Cleveland, those cohorts are projected to increase by 19.9% (521 individuals). The 15 to 19 year group is expected to increase the largest in the school age population by 95.0% or 561 individuals. The 5 to 9 cohort is expected to decrease by 31.0% (340 individuals), while the 10 to 14 cohort is projected to increase by 32.2% (300 individuals).

Compared to the state of Ohio, the 2033 PK-12 is estimated to shrink by 1.6% (34,982 individuals). For the population that falls into the 15 to 19 age range, a 5% growth (37,925 persons) is expected in the next 10 years. The percentage of the population that falls into the 5 to 9 age range will experience an 8% (54,883 individual) decrease in the state. The 10 to 14 cohort in the state will experience a 2% (18,023 person) decrease.

Exhibit 4.3. Population in East Cleveland by Age Cohort 2023-2033.



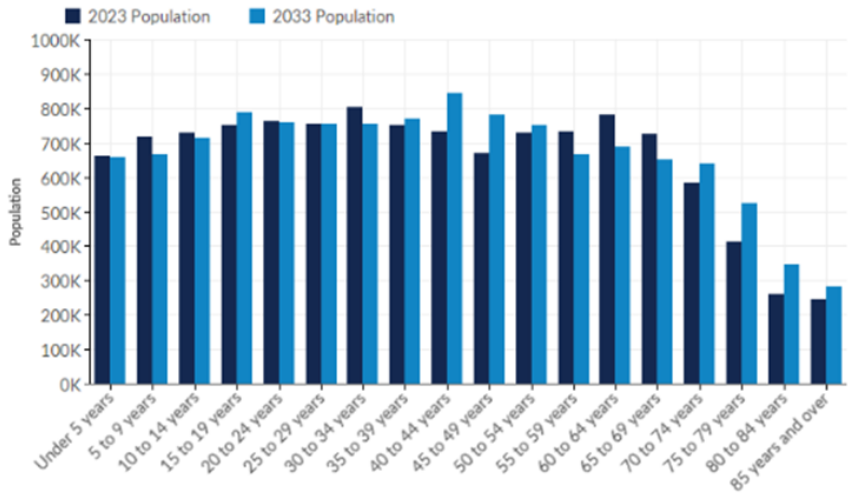
Age Cohort	2023 Population	2033 Population	Change	% Change	2033 % of Cohort
Under 5 years	1,179	706	(473)	-40.1%	5.0%
5 to 9 years	1,098	757	(340)	-31.0%	5.4%
10 to 14 years	932	1,232	300	32.2%	8.8%
15 to 19 years	590	1,151	561	95.0%	8.2%
20 to 24 years	788	940	152	19.3%	6.7%

Age Cohort	2023 Population	2033 Population	Change	% Change	2033 % of Cohort
25 to 29 years	991	612	(379)	-38.2%	4.4%
30 to 34 years	929	762	(167)	-18.0%	5.4%
35 to 39 years	800	938	138	17.3%	6.7%
40 to 44 years	789	934	145	18.4%	6.7%
45 to 49 years	618	801	183	29.6%	5.7%
50 to 54 years	675	795	120	17.8%	5.7%
55 to 59 years	811	621	(190)	-23.4%	4.4%
60 to 64 years	937	647	(290)	-30.9%	4.6%
65 to 69 years	1,010	717	(293)	-29.0%	5.1%
70 to 74 years	802	752	(50)	-6.2%	5.4%
75 to 79 years	618	707	89	14.4%	5.1%
80 to 84 years	435	463	28	6.4%	3.3%
85 years and over	474	463	(11)	-2.3%	3.3%
Total	14,476	13,999	(478)	-3.3%	100.0%

Source: LIGHTCAST, Q3 2023 Data Set.

Those who identify as White, Non-Hispanic, are still predicted to account for 71.3% of the population in the East Cleveland and 75.4% of the state of Ohio by 2033. While Ohio will only experience a 1% decrease in this group, the East Cleveland residents will experience a 3% decline. The diversity among all other racial populations will grow considerably in the next 10 years. The Asian (Hispanic and Non-Hispanic) population will increase to account for 3.6% in the East Cleveland and 2.8% in the state of Ohio. Collectively, those who identity as Hispanic will make up a sizable portion of the population in both East Cleveland and Ohio with a 2033 cohort of 4.6% and 6.5%, respectively. It should be noted that the Black (Hispanic and Non-Hispanic) population will increase to 17.7% in East Cleveland and 11.7% in Ohio.

Exhibit 4.4. Population in Ohio by Age Cohort 2023-2033.



Age Cohort	2023 Population	2033 Population	Change	% Change	2033 % of Cohort
Under 5 years	662,295	656,724	(5,571)	(1%)	5.5%
5 to 9 years	719,242	664,358	(54,883)	(8%)	5.5%
10 to 14 years	730,031	712,008	(18,023)	(2%)	5.9%
15 to 19 years	750,217	788,141	37,925	5%	6.6%
20 to 24 years	762,226	759,870	(2,356)	(0%)	6.3%
25 to 29 years	755,232	754,956	(276)	(0%)	6.3%
30 to 34 years	801,340	752,857	(48,483)	(6%)	6.3%
35 to 39 years	750,168	770,383	20,215	3%	6.4%
40 to 44 years	732,539	843,446	110,907	15%	7.0%
45 to 49 years	667,519	781,519	113,999	17%	6.5%
50 to 54 years	727,459	750,527	23,068	3%	6.2%
55 to 59 years	733,606	665,572	(68,034)	(9%)	5.5%
60 to 64 years	781,123	687,991	(93,133)	(12%)	5.7%
65 to 69 years	725,146	649,226	(75,920)	(10%)	5.4%
70 to 74 years	582,050	638,312	56,262	10%	5.3%
75 to 79 years	412,785	522,556	109,771	27%	4.3%
80 to 84 years	260,457	346,094	85,637	33%	2.9%
85 years and over	244,094	280,749	36,654	15%	2.3%
Total	11,797,529	12,025,288	227,759	2%	100.0%

Source: LIGHTCAST, Q3 2023 Data Set.

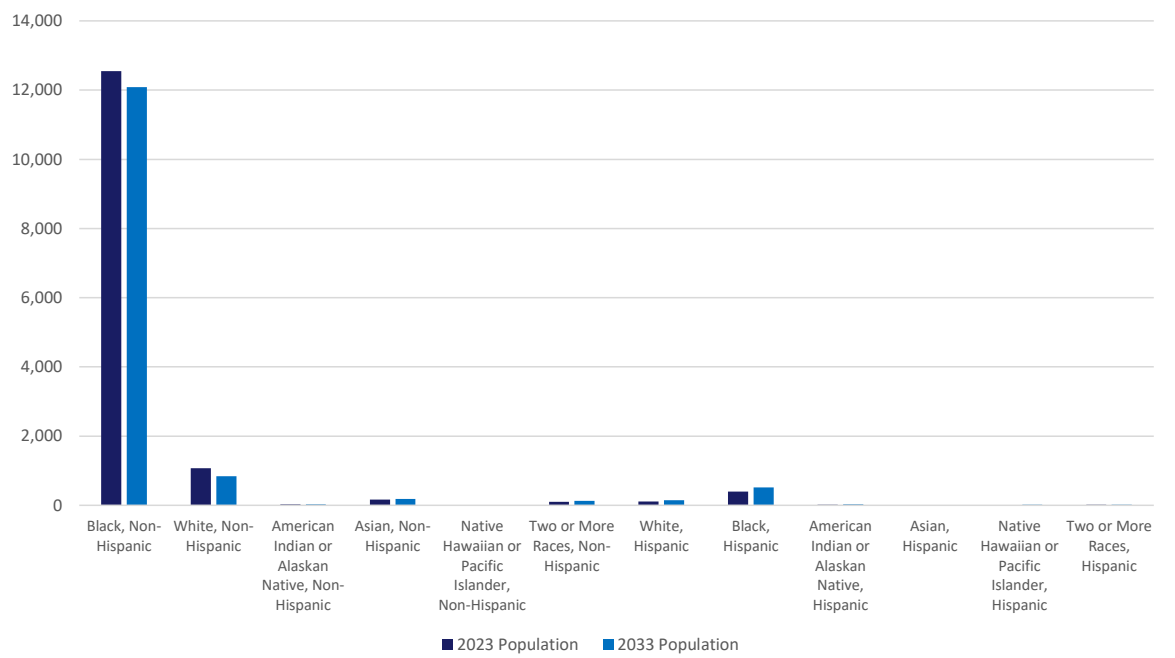
Population by Race and Ethnicity

East Cleveland Population

The Hispanic ethnic groups are projected to experience an increase in population by 2033 in East Cleveland, but the Non-Hispanic group will decrease in Ohio. Those who identify as Black, Non-Hispanic, are predicted to account for 86.3% after a 4% (459 person) decline in the population in the East Cleveland The diversity among all other racial populations will grow considerably in the next 10 years. The Black (Non and Hispanic) population will make up 90.1% of the population by 2033 in the East Cleveland. The Asian (Non and Hispanic) population will increase to account for 1.4% of the population. Collectively, those who identity as Hispanic will continue to make up a significant size of the population in East Cleveland with a 2033 cohort of 5.2%.

In Ohio, the Black (Non and Hispanic) population is expected to raise by 8.5% (133,625 persons) to account for 14.3% of the population by 2033. The Asian (Non and Hispanic) cohort is projected to increase by 26.3% (87,635 individuals) to make up 3.5% of the state population. The Hispanic population is predicted to grow by 35.2% (191,519 residents) to comprise 6.1% of the 2023 Ohio population.

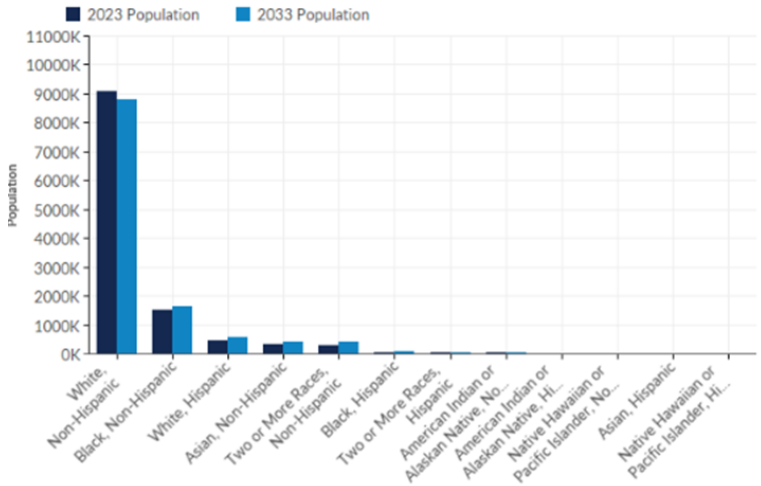
Exhibit 4.5 Population in East Cleveland by Race/Ethnicity 2023-2033.



Race/Ethnicity	2023 Population	2033 Population	Change	% Change	2033 % of Cohort
Black, Non-Hispanic	12,547	12,088	-459	-4%	86.3%
White, Non-Hispanic	1,072	837	-235	-22%	6.0%
Black, Hispanic	400	521	121	30%	3.7%
White, Hispanic	109	145	36	33%	1.0%
Asian, Non-Hispanic	162	186	24	15%	1.3%
Two or More Races, Non-Hispanic	102	127	25	25%	0.9%
Two or More Races, Hispanic	15	20	5	33%	0.1%
American Indian or Alaskan Native, Non-Hispanic	25	23	-2	-8%	0.2%
American Indian or Alaskan Native, Hispanic	18	27	9	50%	0.2%
Asian, Hispanic	3	4	1	33%	0.0%
Native Hawaiian or Pacific Islander, Hispanic	12	16	4	33%	0.1%
Native Hawaiian or Pacific Islander, Non-Hispanic	10	5	-5	-50%	0.0%
Total	14,475	13,999	-476	-3%	100.0%

Source: LIGHTCAST, Q3 2023 Data Set.

Exhibit 4.6 Population in Ohio by Race/Ethnicity 2023-2033.



Race/Ethnicity	2023 Population	2033 Population	Change	% Change	2033 % of Cohort
White, Non-Hispanic	9,077,422	8,794,976	(282,446)	(3%)	73.1%
Black, Non-Hispanic	1,527,779	1,641,523	113,744	7%	13.7%
White, Hispanic	437,383	579,031	141,648	32%	4.8%
Asian, Non-Hispanic	327,477	412,150	84,673	26%	3.4%
Two or More Races, Non-Hispanic	291,877	404,771	112,894	39%	3.4%
Black, Hispanic	52,461	72,343	19,881	38%	0.6%
Two or More Races, Hispanic	31,863	50,510	18,647	59%	0.4%
American Indian or Alaskan Native, Non-Hispanic	23,319	27,010	3,691	16%	0.2%
American Indian or Alaskan Native, Hispanic	13,708	20,009	6,301	46%	0.2%
Native Hawaiian or Pacific Islander, Non-Hispanic	6,097	9,781	3,684	60%	0.1%
Asian, Hispanic	5,255	8,217	2,962	56%	0.1%
Native Hawaiian or Pacific Islander, Hispanic	2,888	4,969	2,081	72%	0.0%
Total	11,797,529	12,025,288	227,759	2%	100.0%

Source: LIGHTCAST, Q3 2023 Data Set.

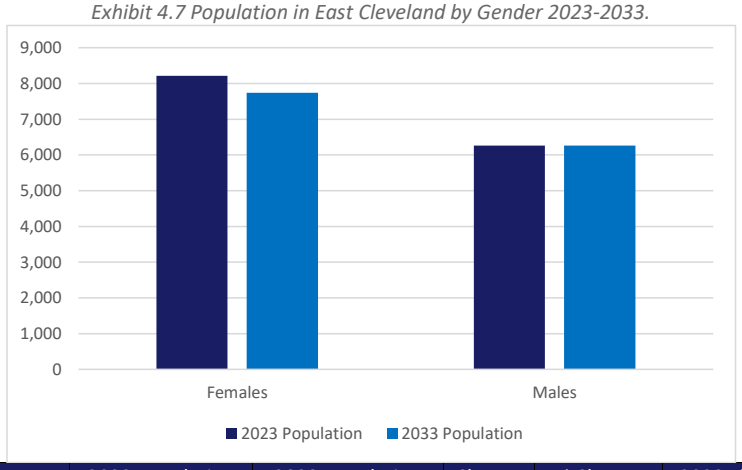
Population by Gender

Currently, in East Cleveland, the female population is higher than the male population. This trend is expected to continue until 2033. The female cohort is projected to decrease at a higher rate (6% or 476 individuals) than the male cohort (0% or 0 individuals).

In Ohio, the female population exceeds the male population, but by 2023, the male population will be slightly larger. This is expected due to the male population experiencing a 5% (267,637 person) increase, while the female cohort will experience a 1% (39,878 person) decrease.

East Cleveland Population

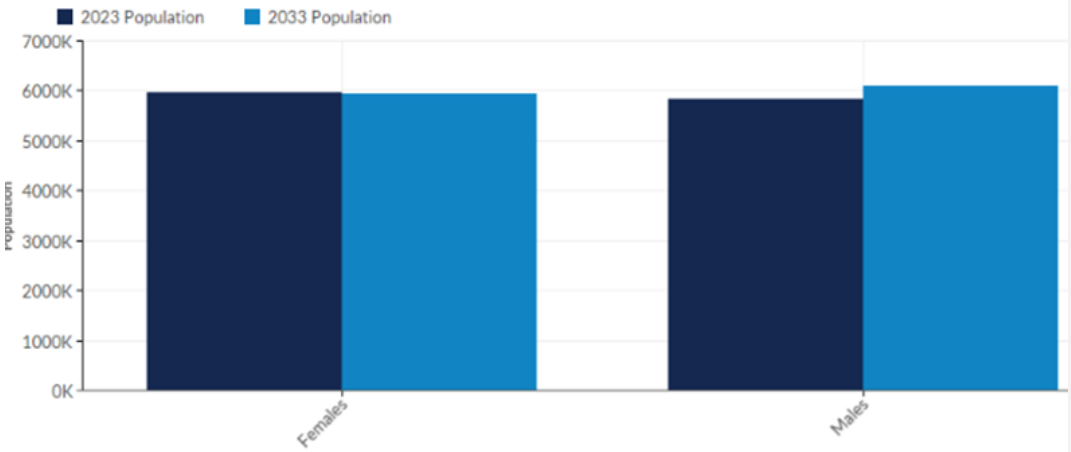
Exhibit 4.7 Population in East Cleveland by Gender 2023-2033.



Gender	2023 Population	2033 Population	Change	% Change	2033 % of Cohort
Females	8,217	7,741	-476	-6%	55.3%
Males	6,257	6,257	0	0%	44.7%
Total	14,474	13,998	-476	-3%	100.0%

Source: LIGHTCAST, Q3 2023 Data Set.

Exhibit 4.8 Population in Ohio by Gender 2023-2033.



Gender	2023 Population	2033 Population	Change	% Change	2033 % of Cohort
Females	5,965,712	5,925,834	(39,878)	(1%)	49.3%
Males	5,831,817	6,099,455	267,637	5%	50.7%
Total	11,797,529	12,025,288	227,759	2%	100.0%

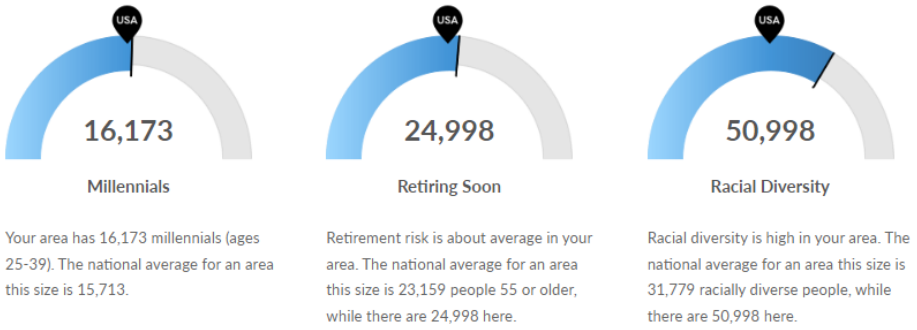
Source: LIGHTCAST, Q3 2023 Data Set.

Overall, the evolving population at the city, state, and national levels will present challenges and opportunities for East Cleveland City School District related to enrollment in the future. While the population will increase in diversity and be made up of a community of all age groups, enrollment could see limited growth because of declining numbers of those typically in the K-12 age range.

Population Characteristics

Population characteristics for East Cleveland was analyzed through the 3 encompassing zip codes (44110, 44112, 44118). The region has approximately 460 more millennials in the region (16,173 persons) than the average area of similar size (15,713 persons). The county also has a larger population of 55 and older residents approaching retirement age (24,998 individuals) than a region of the same size (23,159 individuals). The region possesses more racial diversity with a total of 50,998 diverse individuals compared to the average of 31,779 individuals in an area of similar size.

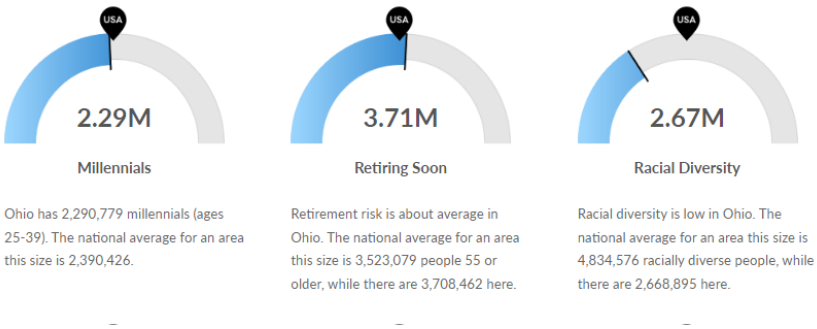
Exhibit 4.9. Population Characteristics East Cleveland.



Source: LIGHTCAST, Q3 2023 Data Set.

Within Ohio, the millennial population of 2,290,779 residents is similar to the national average of 2,390,426 residents. The statewide, soon to retire population is approximately 3,708,462 persons, with an average racially diverse population of 2,668,895 individuals.

Exhibit 4.10. Population Characteristics Ohio.



Source: LIGHTCAST, Q3 2023 Data Set.

5.0 Economic Overview

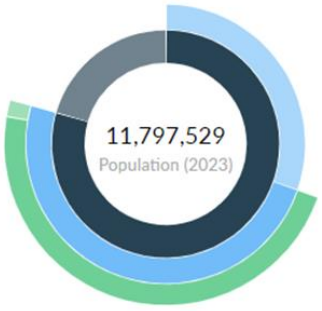
Economic data for East Cleveland was analyzed through the 3 encompassing zip codes (44110, 44112, 44118).

Labor Force Participation

Labor force participation provides an understanding of whether individuals are working, actively seeking a job, or unemployed and are not seeking work for any reason. The "Not in the labor Force" category refers to those who are not actively seeking work whereas those who are unemployed are actively seeking employment. According to census data, in East Cleveland as of 2022, 53.7% of 16+ were in the labor force.[1] Of these, there was a 43.3% employment rate. According to Lightcast data, out of the 64.4% of residents capable of participating in the labor force, 97.9% are employed whereas 2.1% are unemployed.

Out of the 61.9% of residents in Ohio who are in the labor force as of September 2023, 96.5% are employed, and 3.5% are unemployed.

Exhibit 5.1 Labor Force Participation in Ohio



	Population
16+ Civilian Non-Institutionalized Population	9,361,499
Not in Labor Force (16+)	3,571,838
Labor Force	5,789,661
Employed	5,589,503
Unemployed	200,158
Under 16, Military, and institutionalized Population	2,436,031

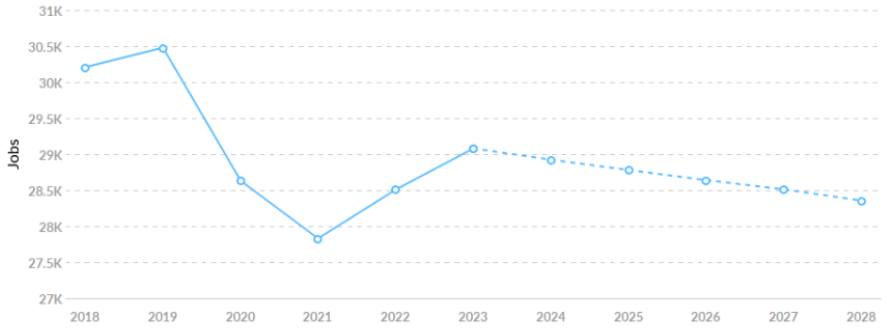
Source: LIGHTCAST, Q3 2023 Data Set.

[1] States, U. (2024). Explore Census Data. Census.gov. https://data.census.gov/profile/East_Cleveland_city,_Ohio?g=160XX00US3923380

Employment

Overall job growth in the area since 2018 declined by 3.7%, taking away 1,129 jobs as of 2023 for a total of 29,079 jobs. This change fell short of the national growth rate of 4.3% by 8.0%. Between 2023 and 2028, projections indicate an additional decline of 724 positions for a total of 28,355 jobs by 2026, a 2.5% decrease.

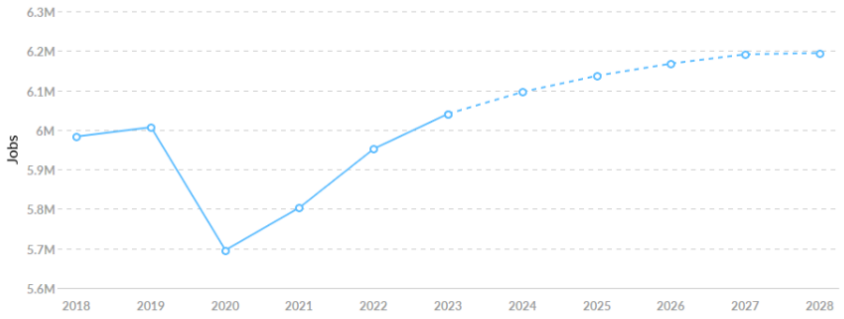
Exhibit 5.2 Job Trends for East Cleveland 2018-2028.



Source: LIGHTCAST, Q3 2023 Data Set.

From 2018 to 2023, jobs increased by 0.1% in Ohio from 5,983,142 to 6,040,871. This change fell short of the national growth rate of 4.3% by 3.3%. By 2028, predictions indicate an estimate of 6,194,690 jobs, a 2.5% increase.

Exhibit 5.3 Job Trends for Ohio 2018-2028.



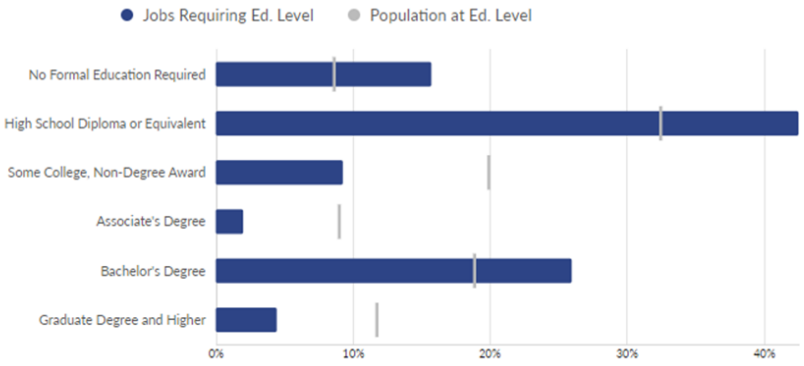
Source: LIGHTCAST, Q3 2023 Data Set.

Underemployment

A comparison of the educational attainment of the population in Ohio to jobs that require a specific level of education indicate more jobs that require no formal education, a high school diploma or equivalency, or a bachelor's degree than the number of people who reached the education level Ohio. This highlights the need for more people with education up to a bachelor's degree and shows potential underemployment of those with certificates (non-degree awards), associate degrees, or master's degrees.

Nationally, employers are opting to focus on skills and experience allowing them to consider previously overlooked candidates.[2] In 2017, 51% of online job listings required a four-year degree. By 2021, that share has declined to 44%. This is consistent with the national trend of employers adjusting educational requirements for a variety of occupations, eliminating the need for a bachelor's degree for many intermediate as well as some senior positions. In mandating a degree, 64% of nationwide working-age individuals without a degree are automatically excluded from consideration. This shift in how employers are focusing on skills-based hiring has the potential to change the way higher education operates. Projections indicate an additional 1.4 million jobs could open to workers without college degrees over the next five years.[3]

Exhibit 5.4. Underemployment in Ohio, 2022.



Source: LIGHTCAST, Q3 2023 Data Set.

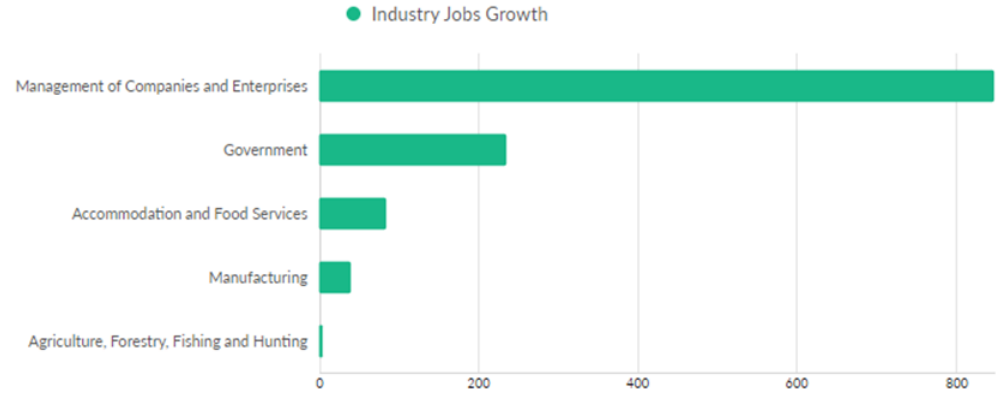
[2] Lohr. S. (2022, April 8). A 4-year degree isn't quite the job requirement it used to be. The New York Times.
[3] The Burning Glass Institute. The Emerging Degree Reset: How the Shift to Skills-Based Hiring Holds the Keys to Growing the U.S. Workforce at a Time of Talent Shortage.

Economic Drivers

Top Growth Industries

The largest rise in jobs in East Cleveland since 2018 has been in the Management of Companies and Enterprises sector, which employed 1,320 people by 2023 after 848 new positions were added. Government has experienced a 236 increase in jobs to account for 6,952 jobs by 2022. While there was only a 5% increase in jobs In the Accommodation and Food Services industry, the addition of 84 jobs led to 1,863 employees in the associated roles.

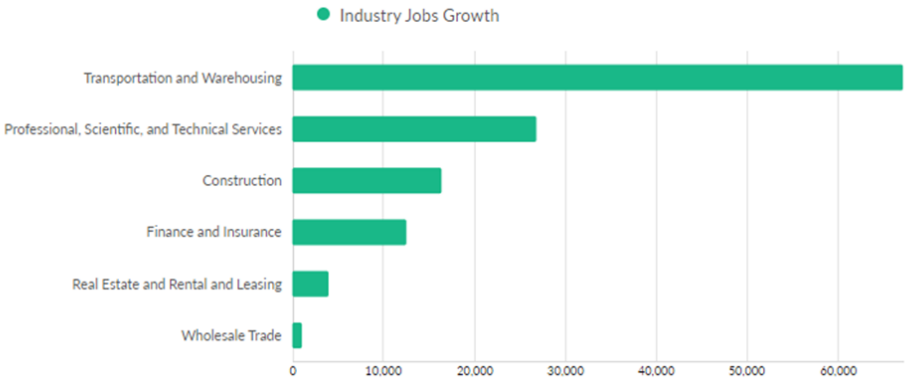
Exhibit 5.5 Top Growing Industries in the East Cleveland



Source: LIGHTCAST, Q3 2023 Data Set.

The largest rise in jobs in Ohio since 2018 has been in the Transportation and Warehousing sector, which employed 281,607 people by 2023 after 53,633 new positions are added. Professional, Scientific, and Technical Services have experienced a 27,255 increase in jobs to account for 326,563 jobs by 2023. While there was a 16,264 increase in jobs In the Construction industry, the additional jobs led to 301,382 employees in the associated roles.

Exhibit 5.6 Top Growing Industries in Ohio

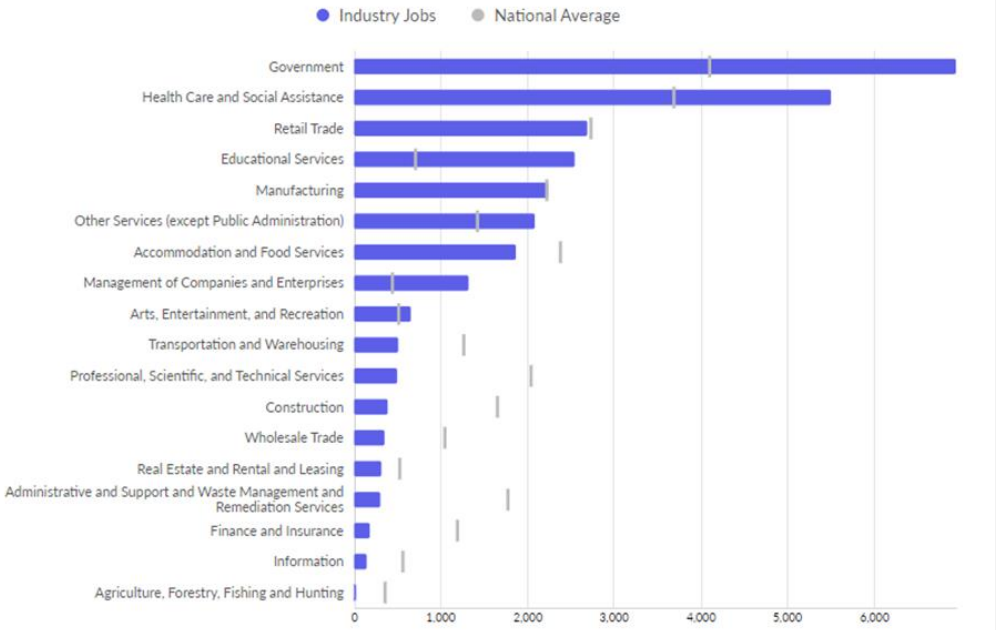


Source: LIGHTCAST, Q3 2023 Data Set.

Top Industries

The three major industries in East Cleveland are Government, Health Care and Social Assistance, and Retail Trade. The largest industry in 2023, with 6,952 employees, was Government. In same industry in 2018, 6,716 positions were present, a 236 job difference. Health Care and Social Assistance contributed 5,508 employment opportunities in 2023, which is 606 less roles than the 6,114 jobs in 2018. Given the 2,695 employment roles in 2023, the Retail Trade sector provided 21 less jobs than the 2,716 jobs in 2018.

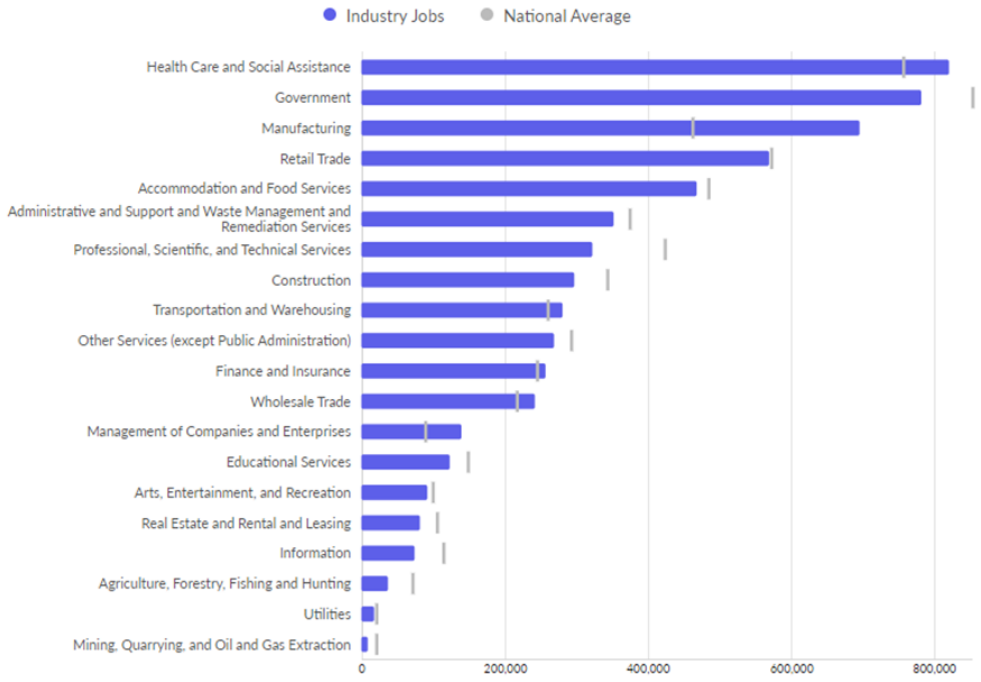
Exhibit 5.7 Largest Industries in the East Cleveland



Source: LIGHTCAST, Q3 2023 Data Set.

The top three industries in Ohio are Manufacturing, Government, and Health Care and Social Assistance. Health Care and Social Assistance was the largest industry in 2023, employing 835,476 people. There were 844,230 positions in the same industry in 2018, which is an 8,754 job difference. In 2023, Government provided 783,989 job opportunities, which is 25,678 fewer than the 809,667 positions it provided in 2018. Compared to the 709,863 jobs in 2018, the Manufacturing sector provided 6,826 less jobs in 2023, with 703,037.

Exhibit 5.8. Largest Industries in Ohio

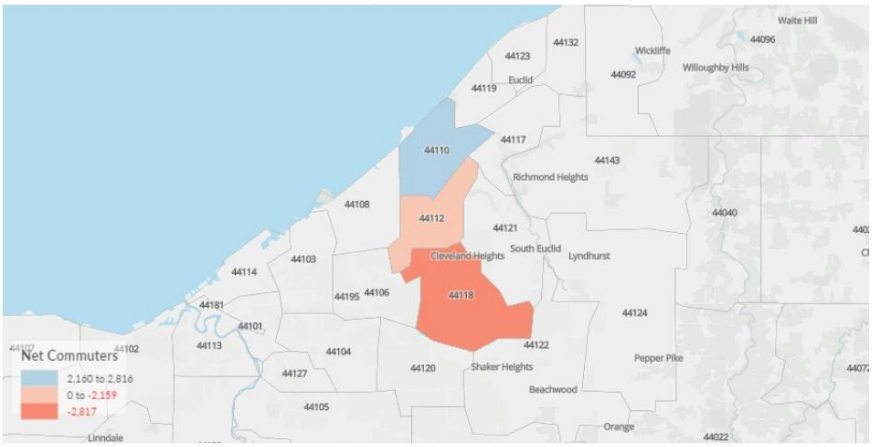


Source: LIGHTCAST, Q3 2023 Data Set

Community Indicators

In 2023, zip code 4418 in East Cleveland, which had 14,624 jobs, employed the majority of East Cleveland residents. With 8,185 employees, zip code 44110 in East Cleveland was the 2nd most popular site for employment. The 44112 zip code in East Cleveland employed 5,782 persons. Given the 17,441 residents of the zip code 44118 in East Cleveland, this region was the preferred location for employees to reside. With 6,399 residents living in the 44112-zip code of East Cleveland, the area was the second most popular area for employees to reside. Once again, the zip code of 44110 was the third most populated region with 6,025 residents.

Exhibit 5.9. Community Indicators East Cleveland Zip Codes



Where Talent Works

ZIP	Name	2023 Employment
44118	Cleveland, OH (in Cuyahoga coun	14,624
44110	Cleveland, OH (in Cuyahoga coun	8,185
44112	Cleveland, OH (in Cuyahoga coun	5,782

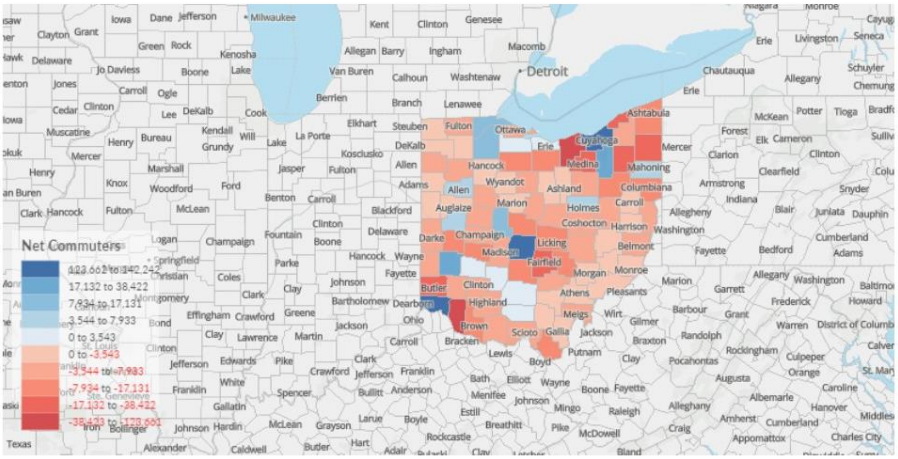
Where Talent Lives

ZIP	Name	2023 Workers
44118	Cleveland, OH (in Cuyahoga coun	17,441
44112	Cleveland, OH (in Cuyahoga coun	6,399
44110	Cleveland, OH (in Cuyahoga coun	6,025

Source: LIGHTCAST, Q3 2023 Data Set.

In the top 5 zip codes in 2023, Franklin County (zip code 39049) had 840,390 workers, which made it the most employed region. The 2nd most prevalent location for employment was Cuyahoga County (zip code 39035), which had 767,148 workers. Given that zip code 39049 had 695,059 workers, Franklin County is where most employees opted to live. The 39035 zip code in Cuyahoga County had 611,077 residents, making it the 2nd most popular place for workers to live.

Exhibit 5.10. Community Indicators Ohio



Where Talent Works

County	Name	2022 Employment
39049	Franklin County, OH	838,489
39035	Cuyahoga County, OH	768,001
39061	Hamilton County, OH	556,229
39153	Summit County, OH	282,990
39113	Montgomery County, OH	270,280

Where Talent Lives

County	Name	2022 Workers
39049	Franklin County, OH	700,859
39035	Cuyahoga County, OH	625,759
39061	Hamilton County, OH	432,568
39153	Summit County, OH	256,982
39113	Montgomery County, OH	252,493

Source: LIGHTCAST, Q3 2023 Data Set.

6.0 Educational Landscape

East Cleveland City School District Demographics

There are 6 schools in the East Cleveland City School District. There are 4 elementary schools (1 Prekindergarten, 1 Kindergarten-2nd grade, 2 grade 3-5), 1 middle school (grade 6-8), and 1 high school (grade 9-12).

Exhibit 6.1. East Cleveland City School District Grade Level Configuration by School.

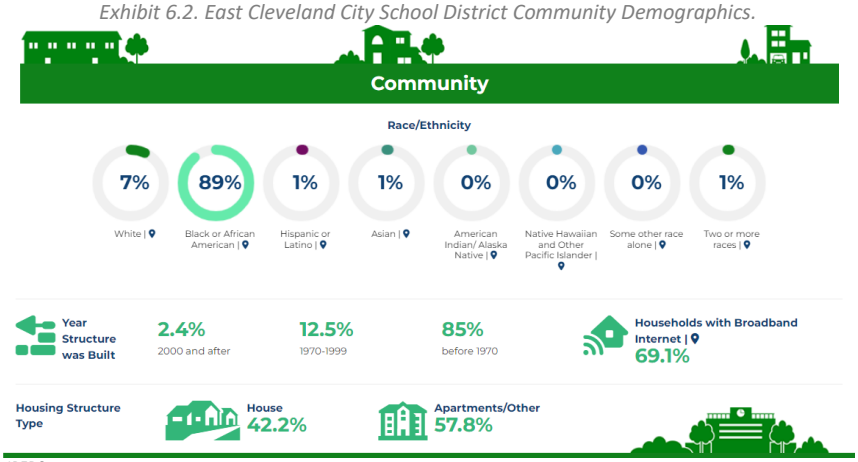
School	Grade Configuration
Prospect Academy	PK
Caledonia Elementary School	K-2
Mayfair Elementary School	3-5
Superior School for the Performing Arts	3-5
W.H. Kirk Middle School	6-8
Shaw High School	9-12

Source: IPEDS

The East Cleveland City School District is comprised of 89% Black or African American residents. The White demographic in the school district accounts for 7% of the population. The Hispanic or Latino population, like the Asian, and Two or more races cohort account for 1% each.

The majority of school district residents reside in apartments at a rate of 57.8%. The remaining 42.2% of residents live in a house.

Exhibit 6.2. East Cleveland City School District Community Demographics.

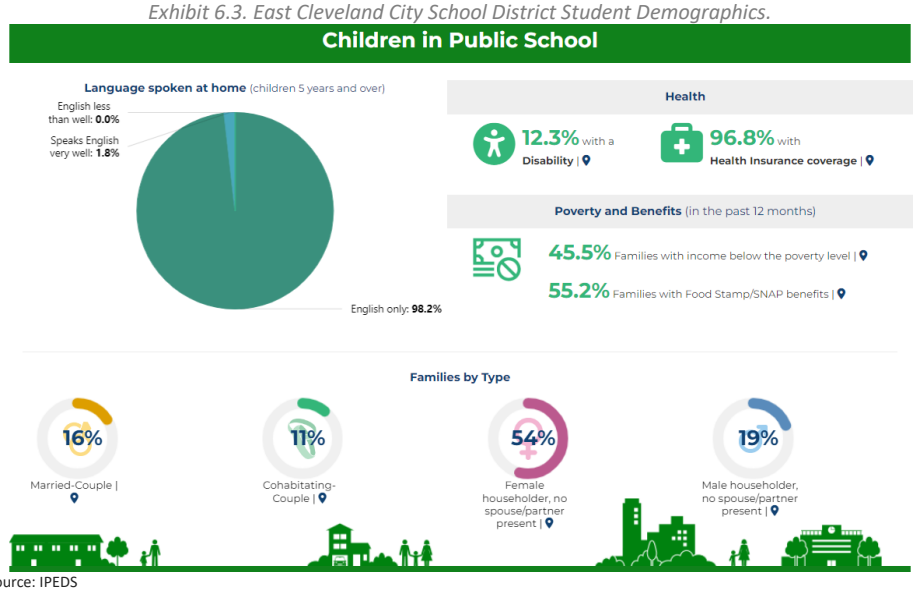


Source: IPEDS

The poverty rate of families in the district is approximately 45.5% which is a higher percentage than the 17% of students nationally. Of those living below the poverty line, 55.2% of the families utilize Food Stamps/SNAP benefits.

Households lead by a female with no spouse/partner account for the majority (54%) of family types. Male with no spouse/partner homes account for 19% of the family types. A Married couple household was recorded for 16% of family units. Cohabitating couple families accounted for 11% of households.

Exhibit 6.3. East Cleveland City School District Student Demographics.

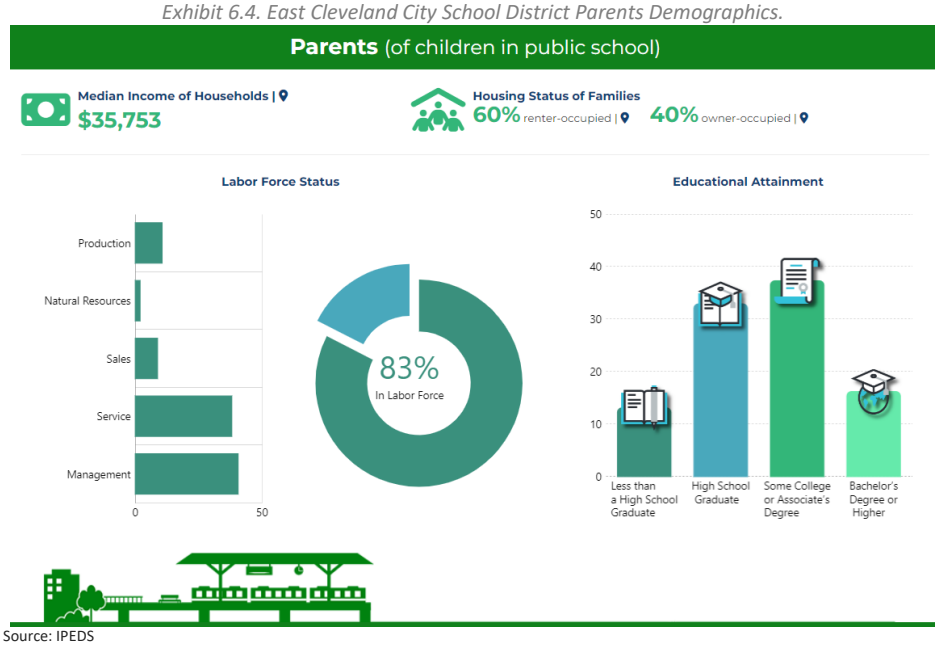


Source: IPEDS

Of the parents of students in the district, 82.5% were active in the labor force, while 17.5% were not in the labor force. The most popular industries for employment were Management, Service, and Production. The median income for the households of employed parents was $35,753. This is lower than the national median household income of approximately $69,000.

Parents with some college or an associate degree accounted for the majority (37.7%) of educational attainment. Those who graduated high school comprised 32.9% of educational attainment. Only 16.2% of parents hold a bachelor's degree or higher. The parents with less than a high school graduation level of education accounted for 13.1%.

Exhibit 6.4. East Cleveland City School District Parents Demographics.



Source: IPEDS

East Cleveland City School District Enrollment and Outcomes

Across the grades from Preschool to Grade 12, the highest enrollment in 2020 was observed in Grade 10 with 187 students, while the lowest enrollment was in Pre School with 84 students. The biggest percent change over the four-year period occurred in Grade 3, which experienced a decline of 52.5%, dropping from 120 students in 2020 to 57 students in 2024. Conversely, the smallest percent change was in Grade 1, which decreased by only 10.2% from 98 students in 2020 to 88 students in 2024. The average enrollment across all grades for the given years stands at approximately 1,528 students, displaying a consistent decline from the initial total enrollment of 1,839 students in 2020 to 1,208 students in 2024, indicating a substantial 34.3% decrease over the four-year period.

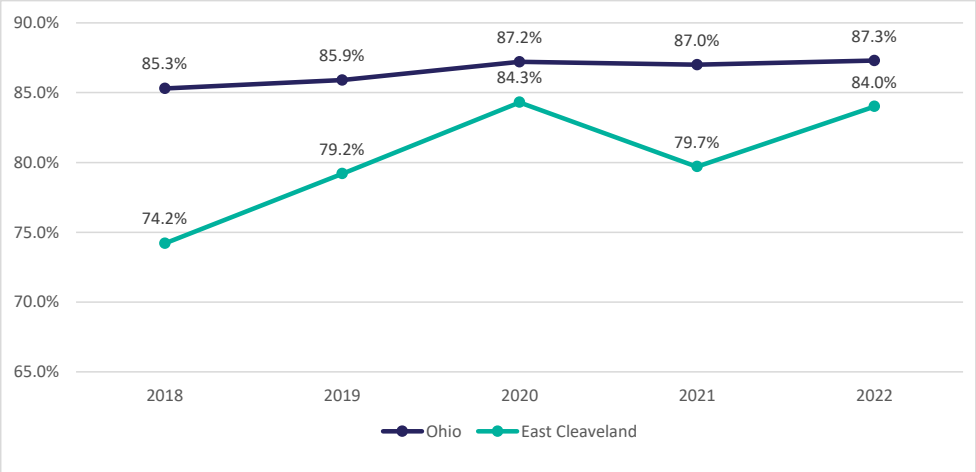
Exhibit 6.5. Enrollment by Grade Level, 2020-2024.

Grade	2020	2021	2022	2023	2024	% Change 2020-2024
Preschool	84	39	75	86	75	-10.7%
Kindergarten	112	83	82	91	79	-29.5%
Grade 1	98	106	76	89	88	-10.2%
Grade 2	127	92	91	70	70	-44.9%
Grade 3	120	119	74	78	57	-52.5%
Grade 4	124	112	88	71	74	-40.3%
Grade 5	118	124	96	95	65	-44.9%
Grade 6	135	121	110	91	79	-41.5%
Grade 7	115	112	116	101	90	-21.7%
Grade 8	114	118	113	101	91	-20.2%
Grade 9	184	131	192	149	95	-48.4%
Grade 10	187	172	124	171	143	-23.5%
Grade 11	174	170	151	116	106	-39.1%
Grade 12	147	153	139	104	96	-34.7%
Total	1,839	1,652	1,527	1,413	1,208	-34.3%

Source: Ohio Department of Education

The average graduation rate for East Cleveland Public Schools is 80%. The highest 4 year graduation rate in the past 5 years was in 2020 with a graduation rate of 84.3%. The rate in 2018 was the lowest with only 74.2% of students graduating. The Ohio graduation rate in 2022 was 87.3%, 3.3% higher than the district graduation rate. This has been the highest graduation rate in the past 5 years after a steady increase of graduations. The lowest statewide graduation rate was also in 2018 with only 85.3% of students graduating.

Exhibit 6.6. East Cleveland High School Graduation Rates, 2018- 2022.



Source: Ohio Department of Education

East Cleveland City School District Special Programs

Shaw High School offers Career and Technical Education (CTE) curriculum in 11 disciplines. CTE courses are offered for Allied Health & Nursing, Automotive Technology, Business Management & Marketing, Construction Architectural Technology, Cosmetology, Criminal Justice, Culinary Arts, Cybersecurity, Early Childhood Education, Exercise Science, and Manufacturing Technology. An industrial credential in the form of a certificate is awarded upon successful completion of coursework relevant to the chosen subject.

Postsecondary Educational Pipeline

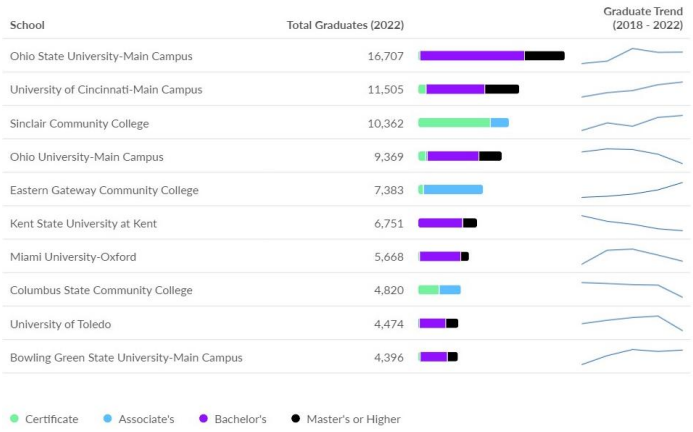
Exhibit is ranked based on the largest to smallest completions in 2022. In 2022, there were 1,275 graduates in East Cleveland, OH. This pipeline has grown by 34% over the last 5 years. The highest share of these graduates come from "Finance, General" (Bachelor's), "Marketing/Marketing Management, General" (Bachelor's), and "Business Administration and Management, General" (Master's or Higher). The only institution granting a bachelor's degree or higher was John Carroll University. Lakewood University was the only source for certificate awards.

Exhibit 6.7. Top 10 Graduation Trends for East Cleveland Colleges.

Source: LIGHTCAST, Q3 2023 Data Set.

In 2022, there were 180,588 graduates in Ohio. This pipeline has grown by 6% over the last 5 years. The highest share of these graduates come from "Registered Nursing/Registered Nurse" (Bachelor's), "Liberal Arts and Sciences/Liberal Studies" (Associate's), and "Registered Nursing/Registered Nurse" (Associate's). Ohio State University produces the most graduations with 16,707 students. They also produced the most bachelor's degrees and master's or higher degrees with 11,957 and 4,590 students, respectively. Sinclair Community College awarded the most certificates with 8,258 students completing the required coursework for graduation. The highest delegation of an associate degree came from Columbus State Community College with 2,456 degrees.

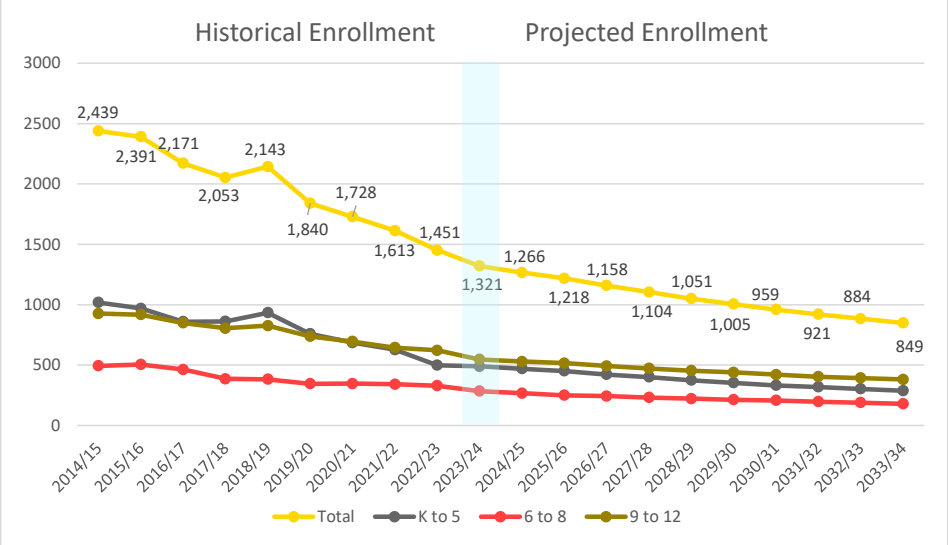
Exhibit 6.8. Top 10 Graduation Trends for Ohio Colleges.



Source: LIGHTCAST, Q3 2023 Data Set.

7.0 Enrollment Projections

Exhibit 7.1 Historical and Projected Enrollment



Methodology

An enrollment projection is an estimate of future activity based on the historical data and information provided. While these projections can be highly accurate, it must be remembered they are an estimate. It is critical that the district reassess enrollment projections on a regular basis to account for variations in growth or decline.

To prepare projections, MGT looked at such factors as historical live birth data, kindergarten capture rate, permit data, and student-age population rates as input. These factors helped to generate projections that are tailored to the district. To identify trends and prepare for adequate spaces, teaching staff, materials, and supplies, educational leaders can use several methods of projecting enrollment.

MGT utilized four base models: Average Percentage Increase, Linear Regression, Cohort Survival, and Student-Age of Population. MGT generates a weighted average of these four “base” models to arrive at its enrollment projection. A weighted average allows the analysis to reflect all the trends observed in the historical data and the over-arching themes from the qualitative information gathered in this process. The weighted average also works to maximize the strengths of each of the base models.

Average Percentage Increase Model

This model calculates future school enrollment growth based on the historical average growth from year to year for each grade level. This simple model multiplies the historical average percentage increase (or decrease) by the prior year's enrollment to project future enrollment estimates. For example, if enrollment in the first grade decreased 5 percent from 2015 to 2016 and decreased 7 percent from 2016 to 2017, then the average percentage change would be a 6 percent decrease, and 6 percent would be the factor used to project future enrollment in this base model.

Linear Regression Model

This model uses a statistical approach to estimate an unknown future value of a variable by performing calculations on known historical values. Once calculated, several future values for different future dates can then be plotted to provide a trend line or "regression line." MGT has chosen a "straight-line" model to estimate future enrollment values, a model that finds the best fit based on the historical data.

Cohort Survival Model

This model calculates the growth or decline in a grade level over a period of five years based on the ratio of students who attend each of the previous years, or the "survival rate." This ratio is then applied to the incoming class to calculate the trends in that class as it "moves" or graduates through the school system. For example, if history shows that between the first and second grades the classes for the last ten years have grown by an average of 3.5 percent, then the size of incoming classes for the next ten years is calculated by multiplying them by 103.5 percent. If history shows a declining trend, the multiplying factor would be 100 percent minus the declining trend number. The determination of future kindergarten enrollment estimates is critical, especially for projections exceeding five years. There are two methods of projecting kindergarten. The first model is based on the correlation between historical birth rates (natality rates) obtained from zip code birth data and household counts from Census, and historical kindergarten enrollment. The second model uses a linear regression line based on the historical kindergarten enrollment data.

Student-Age of Population Model

This last model utilizes age related population data as its base data. Using the student-age population data and historical enrollment data, MGT created a student generation factor (SGF) for each school level (Elementary, Middle, and High) based upon population of the age groups of those school levels. This factor indicates the number of students within each school level that can be expected based upon population projections. By using population projections and historical enrollment data, MGT projected future enrollment.

Weighted Average

Once each of these four base models has been calculated, MGT generated a weighted average of each of the models. A weighted average allows the analysis to reflect all the trends observed in the historical data and the over-arching themes from the qualitative information gathered in this process.

The weighted average also works to maximize the strengths of each of the base models. Two models, the Average Percentage Increase Model, and the Linear Regression Model, emphasize historical data. These models are quite effective predictors if there is no expectation of unusual community growth or decline and student population rates have minimal fluctuation.

The Cohort Survival Model also uses historical enrollment numbers but considers student-mobility patterns and the effects of the natality rates in prior years. The Cohort Survival Model is perhaps the best-known predictive tool using this type of data. However, like the Annual Percentage Annual Increase Model and the Linear Regression Model, the Cohort Survival Model loses its predictive capabilities in communities that experience, or are expecting to experience, more rapid growth or rapid decline.

The student-Age of Population Model allows the planner to consider projections for population growth within the school district and surrounding area. This model looks forward and is based on local population data as well as housing planning information.

East Cleveland City School District Projections

MGT staff utilized the methodology described above to forecast enrollment for the district over the next ten years, which are shown in **Exhibit 7.1, 7.2, and 7.3** and illustrates the historical and projected enrollment by grade band. The difference in total projected enrollment for the district and the total of the individual schools is due to the mathematics of the models and the historical enrollment of a particular school. For example, a school may show significant growth from year-to-year, which would result in a high average annual growth modeling factor and a high overall projection for that school. However, the abundance of growth at a particular school will be balanced by the other schools in the district-wide model, which leads to a lower average annual growth modeling factor and a less significant increase in future enrollment. The same is true for grade band projections as compared to the sum of the individual schools within a particular grade band. In the end, the district-wide and grade band totals provide good macro views of potential future trends. The individual school projections provide micro views of the potential future of a school, which makes the individual school projections appropriate for planning for that building's future.

Exhibit 7.2 Projected Enrollment by Model

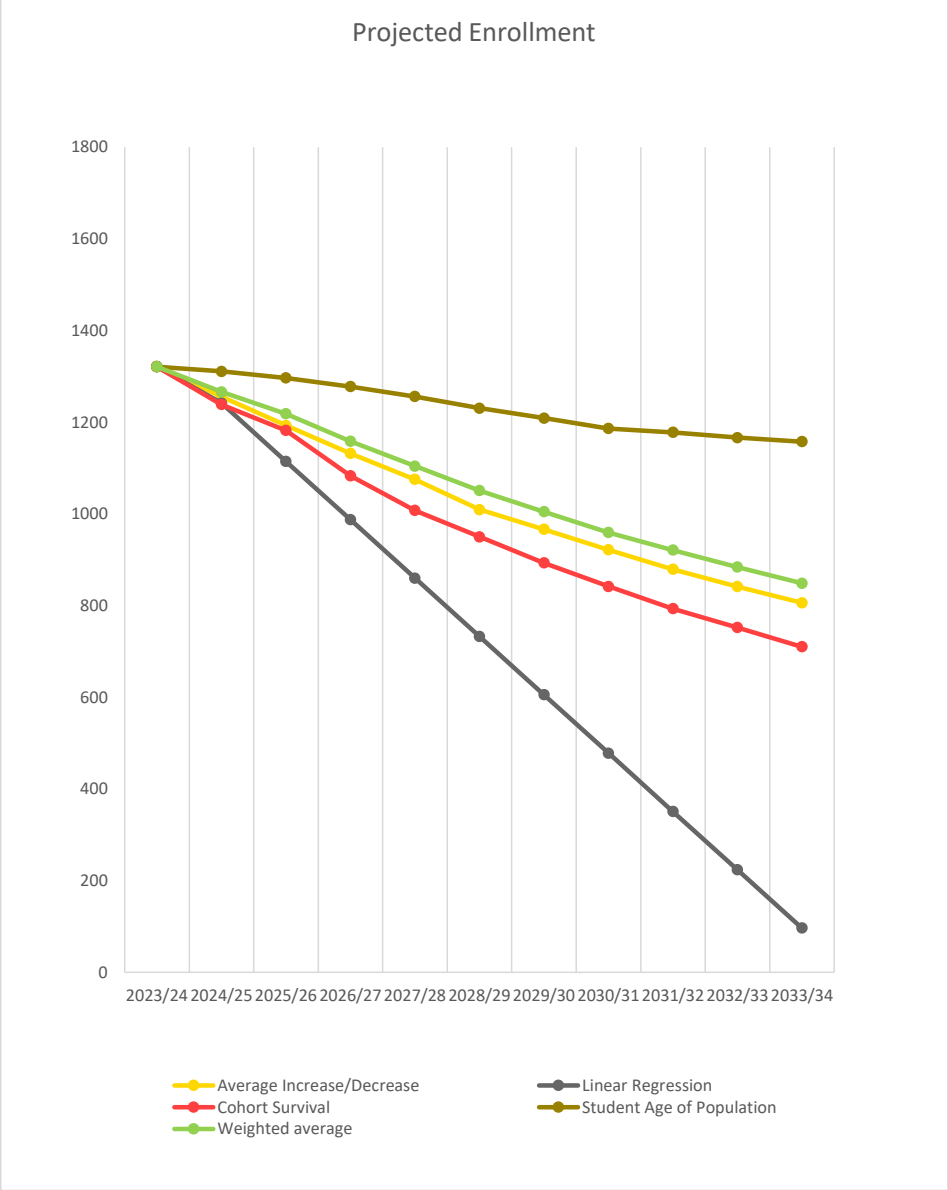
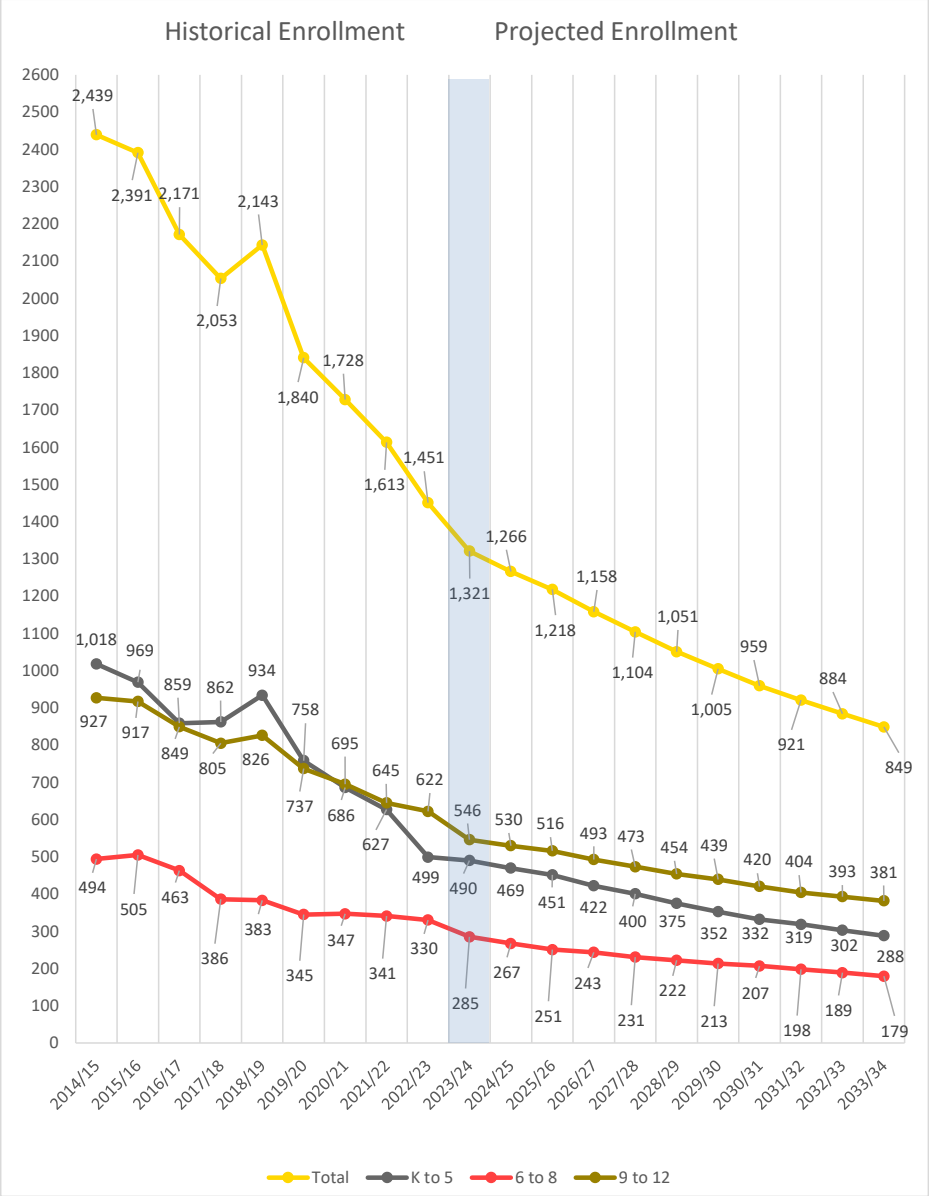


Exhibit 7.3 Historical and Projected Enrollment by Grade Band



8.0 Capacity and Utilization

The *functional capacity* of an educational facility is defined as the number of students the facility can accommodate. More specifically, a school's capacity is the number of students which can be accommodated given the specific educational programs, the class schedules, the student-teacher ratios, and the size of the rooms. The *utilization rate* of a facility is calculated by dividing the current or projected enrollment of the educational facility by the capacity. The utilization rate is used to determine if the facility has excess space or if it lacks sufficient space for the given enrollment.

Functional Capacity

The functional capacity used by MGT is calculated using the Instructional Space Model. This model counts the number of the various types of instructional rooms and multiplies that number by the maximum students-per-room or the loading factor to identify the gross capacity for the school. The gross capacity is then multiplied by a scheduling factor, which considers the realities of how the space is used. Typically, not all classrooms are scheduled for every period at a middle school or high school. For example, high school students move from room to room and enroll in a variety of courses. As a result, some rooms will be empty or will be less than fully occupied at any given time. Teacher preparation periods will also contribute to rooms not being used for instruction at a particular time. Therefore, MGT uses a 70% scheduling factor at high schools to reduce the gross capacity of the building to reflect the unused rooms. Middle schools are assigned an 80% scheduling factor. An elementary school has a much more static and consistent daily use, so MGT uses a 90% scheduling factor for elementary schools.

the loading factors and scheduling factors used to calculate the functional capacities.

Exhibit 8.1 Functional Capacity Loading Factors

Instructional Space Model Guidelines	
Room Type	**Loading Factor Students Per Classroom**
Pre-Kindergarten	20
Kindergarten	25
General Classrooms (1-5)	30
General Classrooms (6-8)	30
General Classrooms (9-12)	30
Science (K-5)	0
Science (6-12)	30
Vocational (6-12)	25
Music (K-5)	0
Music (6-12)	30
Physical Education (K-5)	0
Physical Education (6-12)	30
Art (K-5)	0
Art (6-12)	30
Computer lab	0
Special Education Self Contained (K-5)	20

Special Education Self Contained (6-8)	20
Resource Pull-Out (K-5)	0
Resource Pull-Out (6-12)	0
Portables	0
Scheduling Factor	
Elementary Schools	90%
Middle Schools	80%
High Schools	70%

Exhibit 8.2 shows an example of how the model is used to calculate the capacity of a high school.

Exhibit 8.2 Example Capacity Calculation (High School)

Room Type	Number of Classrooms X	Students Per Classroom	=Capacity
General Classroom (9-12)	39	*30*	1,170
Science (9-12)	8	*30*	240
Vocational (9-12)	10	*25*	250
Band (9-12)	1	*75*	75
Physical education (9-12)	2	*50*	100
Art (9-12)	3	*35*	105
Computer Lab	2	*0*	0
Special Education Self-Contained (9-12)	3	*20*	60
Resource Pull-Out (9-12)	3	*0*	0
		Gross Capacity (w/o scheduling factor) =	2,000
		High School Scheduling Factor	70%
		High School Capacity =	**1,400**

Exhibit 8.3 lists the capacities for ECCSD as calculated using the Instructional Space Model.

Exhibit 8.3 Elementary Functional Capacities

School Name	Capacity
Prospect Early Childhood Academy	252
Superior School for the Performing Arts	848
Caledonia Elementary School	419
Mayfair Elementary School	441
Kirk Middle School	1,104
Shaw High School	1,684

Utilization Rates

The effective management of school facilities requires a school's capacity and enrollment to be aligned. When capacity exceeds enrollment (underutilization), operational costs are higher than necessary, and facilities may need to be repurposed or the facilities may need to be removed from inventory. When enrollment exceeds capacity (overutilization), the school may be overcrowded and may require capital expenditures or redistricting (adjustment to attendance boundaries) to alleviate the crowding.

Exhibit 8.4 shows the corresponding utilization rates calculated using the *functional capacities* and the current and projected enrollment at each school. The utilization rates are color coded per the key below to provide the reader with an understanding of best practices for utilization.

In addition to the capacity number, MGT has created an "efficiency" score for each school. Using the building capacity data and the fall of 2023 full-time enrollment, MGT defined the efficiency of each building, calculated by dividing enrollment by each building's programmatic capacity. The key, below, shows building efficiency rates calculated using programmatic capacities and current enrollment at each school. The building efficiency rates are color-coded to identify best practices for building use.

Nationally recognized "best practices" indicate capacity rates that are either too high or too low are problematic.

Too high means there is inadequate space for the enrollment and program. These schools are significantly over-utilized. They have no empty spaces and likely have expanded people/programs into every possible location in the building. The buildings with over-capacity likely lack core space – restrooms, media center, cafeteria, hall spaces - to accommodate the enrollment. They may have to operate with multiple lunch periods and may have to move students at different times to reduce overcrowding in corridors.

Too low means there is inefficient use of space for the enrollment and program. These schools are significantly under-utilized. They may have empty spaces or may have expanded people/programs to occupy the spaces. They may or may not have created spaces for all required programs – e.g., art and music – because they may not have staff to lead these programs.

Currently in ECCSD, all five schools in the district are considered inefficient based on the analysis described above. Caledonia Elementary has the highest utilization at 59%. **Exhibit 8.4** identifies the capacity of each East Cleveland School based on the structure shown above.

UTILIZATION	DESCRIPTION
> 110	**Inadequate**
95 - 110	**Approaching Inadequate**
80 - 94	**Adequate & Efficient**
70 - 79	**Approaching Inefficient**
< 70	**Inefficient**

Exhibit 8.4 Current and Projected Utilization Rates

Site Name	Current Enrollment	2033 Projected Enrollment	Capacity	Current Utilization	2033 Projected Utilization
Prospect Early Childhood Academy	87	119	252	34.52%	47.22%
Superior School for the Performing Arts	49	22	848	5.78%	2.59%
Caledonia Elementary School	247	179	419	59.02%	42.72%
Mayfair Elementary School	194	135	441	43.99%	47.37%
Kirk Middle School	285	189	1,104	25.82%	17.12%
Shaw High School	546	222	1,684	32.42%	13.18%
District Total	**1,408**	**866**	**4,748**	**29.66%**	**18.24%**

9.0 Facility Assessments

This section presents the results of the facility assessments that were conducted by MGT. The assessments were conducted using BASYS®, MGT's facility assessment software program. There are four types of assessments, including:

- Building condition
- Education suitability or functionality
- Grounds condition
- Technology readiness

Building Condition

The BASYS® building condition score measures the amount of deferred maintenance in the school building's major systems. The weighted condition score of a facility is the average condition score (weighted by building square footage) of all the buildings at a site. The scores are interpreted as follows:

90+	**New or Like New:** The building and/or a majority of its systems are in very good condition and only require preventive maintenance; only a few, if any, systems have reached their expected life-cycle age. The total replacement cost of any "expired" systems is less than 10% of the current replacement value of the facility.
80-89	**Good:** The building and/or a majority of its systems are in good condition and only require routine maintenance; the total replacement cost of systems that have reached or exceed their expected service life (life-cycle age) is between 10 and 20% of the current replacement cost of the facility.
70-79	**Fair:** The building and/or some of its systems are in fair condition based on age and operations; the total replacement cost of systems that have reached or exceed their expected service life (life-cycle age) is between 20 and 30% of the current replacement cost of the facility.
60-69	**Poor:** The building and/or a significant number of its systems are in poor condition and require major repair, renovation, or replacement; the total replacement cost of systems that have reached or exceed their expected service life (life-cycle age) is between 30 and 40% of the current replacement cost of the facility.
BELOW 60	**Unsatisfactory:** The building and/or a majority of its systems should be replaced due to risk of system failure, inefficient operation, and increased maintenance requirements; the total replacement cost of systems that have reached or exceed their expected service life (life-cycle age) is greater than 40% of the current replacement cost of the facility.

The condition assessment rates each system in a building as "new," "good," "fair," "poor," or "unsatisfactory" based on a detailed description of each rating for each system. The possible score for each is based on that system's contribution to the overall cost of building construction. Therefore, the condition score is a measure of the portion of the value of the building which is in good condition. The capital needs score (100 minus the condition score) is a measure of the capital needs or deferred maintenance. This score, when presented as a percentage, is also referred to as the Facility Condition Index or FCI. For example, a building which has a condition score of 80, has a capital needs score of 20 (100 – 80 = 20). A capital needs score of 20 indicates that 20% of the value of the building can be reinvested in the building to attain a score of 100 and put the building in "like new" condition. The condition score

and resulting calculations do not count the cost of additions, site improvements, improvements for educational suitability, or technology readiness improvements.

Exhibit 9.1 presents Building Condition scores for each facility assessed. All of the Building Condition scores for ECCSD academic facilities were categorized as "good" with scores ranging from 89.99 to 83.91. The lone non-academic facility, Chambers Community Center, was the lowest at 79.41. The average overall Building Condition score for all facilities is 85.68 and is in the "good" category.

Exhibit 9.1 Building Condition Scores

School	Building Condition Scores
Prospect Early Childhood and Admin Offices	83.91
Caledonia Elementary School	87.45
Mayfair Elementary School	86.20
Superior School for the Performing Arts	84.16
Kirk Middle School	88.66
Shaw High School	89.99
Chambers Community Center	79.41
All Schools Average	**85.68**

Educational Suitability

The educational suitability or functionality assessment evaluates how well the facility supports the educational program that it houses. Each site receives one suitability score which applies to all the buildings at the facility. The educational suitability/functionality of each facility was assessed using the following categories:

ENVIRONMENT	The overall environment of the facility with respect to creating a safe and positive working/learning environment.
CIRCULATION	Pedestrian/vehicular circulation and the appropriateness of site facilities and signage.
SUPPORT SPACE	The existence of facilities and spaces to support the educational/governmental program being offered. These include offices, general classrooms, special learning spaces (e.g., music rooms, libraries, science labs), and support spaces (e.g., administrative offices, counseling offices, reception areas, kitchens, health clinics).
SIZE	The adequacy of the size of the program spaces.
LOCATION	The appropriateness of adjacencies (e.g., physical education space separated from quiet spaces).
STORAGE & FIXED EQUIPMENT	The appropriateness of utilities, fixed equipment, storage, and room surfaces (e.g., flooring, ceiling materials, and wall coverings).

Suitability scores are interpreted as follows:

90+	**Excellent:** The facility is designed to provide for and support the governmental/educational program offered. It may have a minor suitability/functionality issue but overall, it meets the needs of the educational/governmental program.
80-89	**Good:** The facility is designed to provide for and support a majority of the educational/governmental program offered. It may have minor suitability/functionality issues but generally meets the needs of the educational/governmental program.
70-79	**Fair:** The facility has some problems meeting the needs of the educational/governmental program and will require remodeling/renovation.
60-69	**Poor:** The facility has numerous problems meeting the needs of the educational/governmental program and needs significant remodeling, additions, or replacement.
BELOW 60	**Unsatisfactory:** The facility is unsuitable in support of the educational/governmental program.

Exhibit 9.2 presents Education Suitability scores for each facility assessed broken down by school. Educational Suitability scores range from "excellent" to "fair" which indicates facilities vary moderately in terms of functionality and in the amount of deferred maintenance. The average score for all schools is 83.74, or "good."

Exhibit 9.2 Suitability Scores

School	Educational Suitability Scores
Prospect Early Childhood and Admin Offices	77.31
Caledonia Elementary School	84.67
Mayfair Elementary School	85.65
Superior School for the Performing Arts	78.94
Kirk Middle School	92.79
Shaw High School	83.07
Chambers Community Center	N/A
All Schools Average	**83.74**

Technology Readiness

The technology readiness score measures the capability of the existing infrastructure to support information technology and associated equipment. The score can be interpreted as follows:

90+	**Excellent:** The facility has excellent infrastructure to support information technology.
80-89	**Good:** The facility has the infrastructure to support information technology.
70-79	**Fair:** The facility is lacking in some infrastructure to support information technology.
60-69	**Poor:** The facility lacks significant infrastructure to support information technology.
BELOW 60	**Unsatisfactory:** The facility has little or no infrastructure to support information technology.

Exhibit 9.3 presents Technology Readiness score for each facility assessed broken down by grade bands. Technology Readiness scores range from "excellent" to "good." All of the ECCSD schools scored in the "excellent" or "good" category which indicates a significant number of resources have been focused on technology.

Exhibit 9.3 Technology Readiness Scores

School	Technology Readiness Scores
Prospect Early Childhood and Admin Offices	89.47
Caledonia Elementary School	94.74
Mayfair Elementary School	100
Superior School for the Performing Arts	89.47
Kirk Middle School	95.00
Shaw High School	94.74
Chambers Community Center	N/A
All Schools Average	**93.90**

Grounds Condition

The grounds condition assessment score is a measure of the amount of capital needs or deferred maintenance at the site, which includes the driveways and walkways, the parking lots, the playfields, the utilities, and fencing, etc. The scores are interpreted as follows:

90+	**New or Like New:** The site and/or a majority of its systems are in good condition, less than three years old, and only require preventive maintenance.
80-89	**Good:** The site and/or a majority of its systems are in good condition and only require routine maintenance.
70-79	**Fair:** The site and/or some of its systems are in fair condition and require minor to moderate repair.
60-69	**Poor:** The site and/or a significant number of its systems are in poor condition and will require major repair or renovation.
BELOW 60	**Unsatisfactory:** The site and/or a majority of its systems should be renovated.

Exhibit 9.4 presents a Grounds Condition score for each facility assessed, broken out by facility. Grounds condition scores range from "new or like new" to "fair." There are 2 schools with a Grounds Condition score in the "fair" category, 2 schools had a grounds condition score in the "good" category, and 2 schools had a Grounds Condition score in the "new or like new" category. Scores range from 76.79 to 95.66. The average overall Grounds Condition score of 87.42 is in the "good" category.

Exhibit 9.4 Grounds Condition Scores

School	Grounds Condition Scores
Prospect Early Childhood and Admin Offices	95.66
Caledonia Elementary School	78.17
Mayfair Elementary School	86.20
Superior School for the Performing Arts	76.79
Kirk Middle School	82.30
Shaw High School	93.51
Chambers Community Center	N/A
All Schools Average	**87.42**

Combined Scores

The building condition, educational suitability, technology readiness, and grounds condition scores are combined into one score for each facility to assist in the task of prioritizing projects. Since the building condition score is a measure of the maintenance needs (e.g., leaky roofs, etc.) and the suitability score is a measure of how well the building design and configuration supports the educational program or facility function, it is possible to have a high score for one assessment and a low score for another assessment. It is the combined score that attempts to give a comprehensive picture of the conditions that exist at each facility and how each facility compares relative to the other facilities in the district.

To create the combined score, the four scores are weighted, based on which deficiencies the division wants to emphasize and the relative impact on capital costs. The building condition score was weighted 50%, the suitability score was weighted 20%, the technology readiness score was weighted 20%, and the grounds condition score was weighted 10%.

Exhibit 9.5 presents the combined score for each facility assessed broken down by grade bands. Combined scores for ECCSD were all "good" or "excellent" which indicates significant investments have been made in district facilities as there is little variance in the amount of deferred maintenance.

SCORES	DESCRIPTIONS
> 90	Excellent/Like New
80 – 90	Good
70 – 80	Fair
60 – 70	Poor
< 60	Unsatisfactory

Exhibit 9.5 Combined Scores

School	Building Condition Score	Educational Suitability Score	Technology Readiness Score	Grounds Condition Score	Combined Scores
Prospect Early	83.91	77.31	89.47	94.66	84.78
Caledonia	87.45	84.67	94.74	78.17	87.42
Mayfair	86.20	85.65	100.00	86.20	88.85
Superior School	84.16	78.94	89.47	76.79	83.44
Kirk Middle	88.66	92.79	95.00	82.30	90.12
Shaw High School	89.99	83.07	94.74	93.51	89.91
Chambers	79.41	N/A	N/A	94.97	N/A
All Schools Average	**85.68**	**83.74**	**93.90**	**86.66**	**87.42**

10.0 Public Input

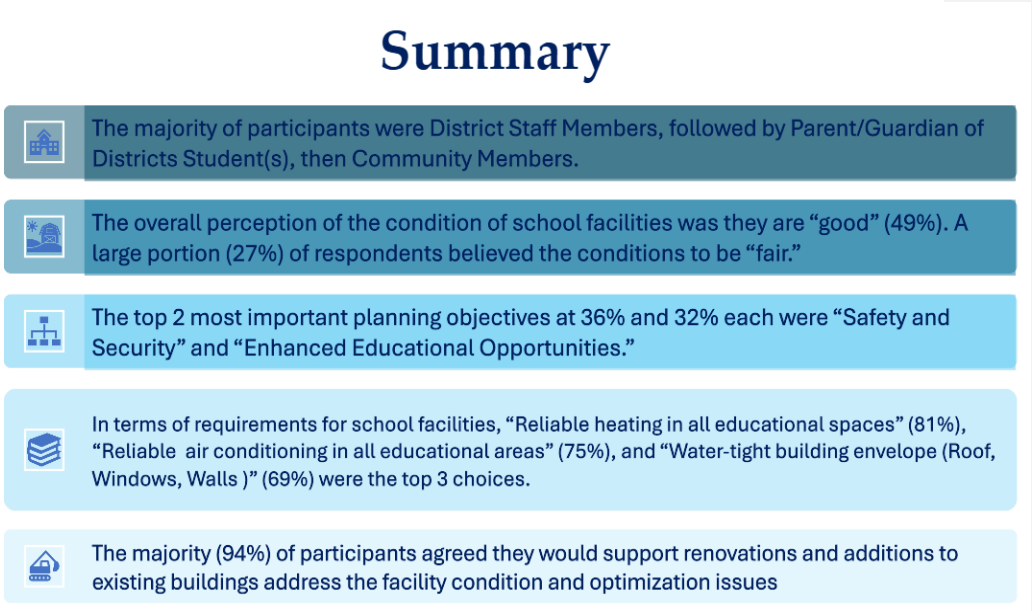
An important component of a viable facility assessment report is data gathered from various community sources to ensure critical perspectives have been heard and considered in the development of the final plan.

To ensure broad-based input, MGT conducted an open community input forum as well as an online survey aligned with the discussions at the community forums. The online survey was shared with the entire population of the county through a variety of channels at the school, community, and district level.

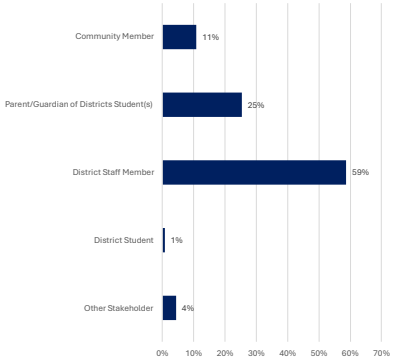
In support of the district's goal to create a facility planning report, the community engagement activities focused on gathering input, what was working well, what needed attention or focus for the long-range plan, and then gathering feedback**,** what data had been gathered, and what did the community think about that information.

Combined In Person and Online Data

A total of 112 people participated in community engagement or online surveys.

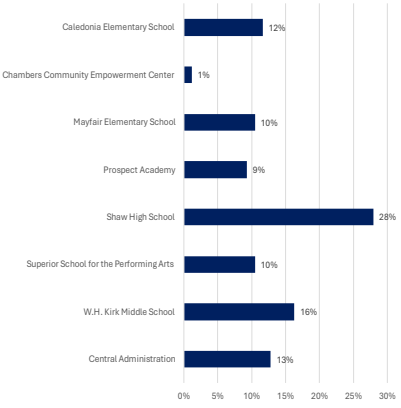


1. What describes your relationship to the school district? (check all that apply)



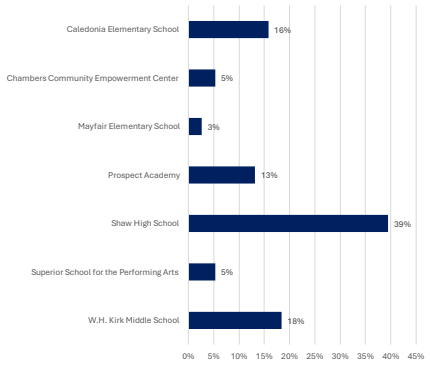
Response	Count	Percent
Community Member	15	**11%**
Parent/Guardian of Districts Student(s)	35	**25%**
District Staff Member	81	**59%**
District Student	1	**1%**
Other Stakeholder	6	**4%**
Total	112	**100%**

2. If you are an employee of the District, where do you work?



Response	Count	Percent
Caledonia Elementary School	10	**12%**
Chambers Community Empowerment Center	1	**1%**
Mayfair Elementary School	9	**10%**
Prospect Academy	8	**9%**
Shaw High School	24	**28%**
Superior School for the Performing Arts	9	**10%**
W.H. Kirk Middle School	14	**16%**
Central Administration	11	**13%**
Total	86	**100%**

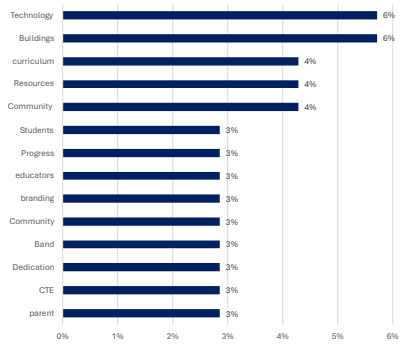
3. If you have a child (or are a student) that attends school in the District, what school do they attend?



Response	Count	Percent
Caledonia Elementary School	6	**16%**
Chambers Community Empowerment Center	2	**5%**
Mayfair Elementary School	1	**3%**
Prospect Academy	5	**13%**
Shaw High School	15	**39%**
Superior School for the Performing Arts	2	**5%**
W.H. Kirk Middle School	7	**18%**
Total	34	**100%**

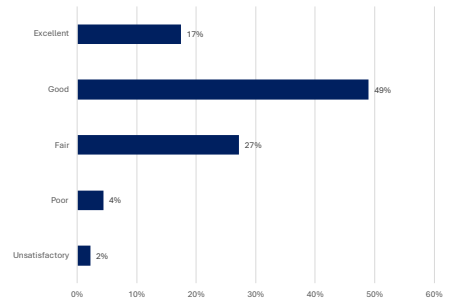
4. In one word, please describe an area or focus where the District does well. (What are you most proud of in your schools?)

Top 14 Responses



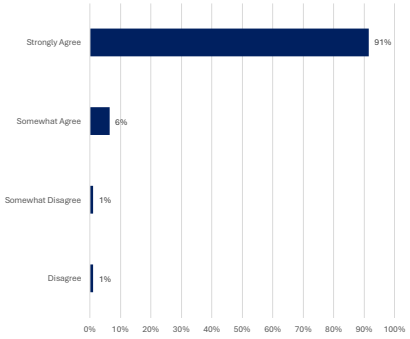
Responses	Count	Percent
Technology	4	**6%**
Buildings	4	**6%**
curriculum	3	**4%**
Resources	3	**4%**
Community	3	**4%**
Students	2	**3%**
Progress	2	**3%**
educators	2	**3%**
branding	2	**3%**
Community	2	**3%**
Band	2	**3%**
Dedication	2	**3%**
CTE	2	**3%**
parent	2	**3%**
Total	70	**100%**

5. What is your perception of the overall condition of the school facilities in the school(s) you are associated with?



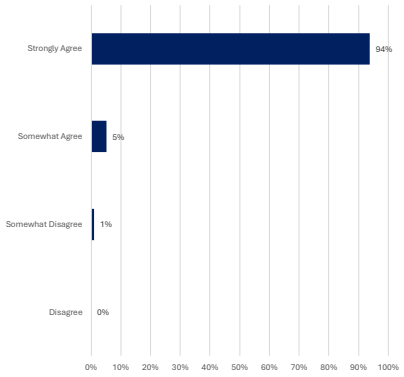
Response	Count	Percent
Excellent	16	**17%**
Good	45	**49%**
Fair	25	**27%**
Poor	4	**4%**
Unsatisfactory	2	**2%**
Total	92	**100%**

6. There should be equal academic opportunities for all students across the district in all schools.



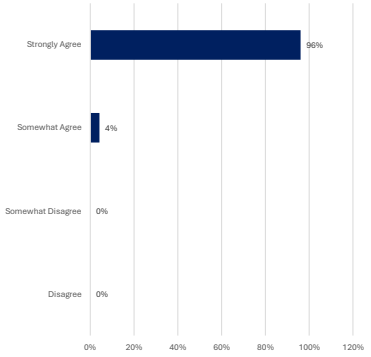
Response	Count	Percent
Strongly Agree	86	**91%**
Somewhat Agree	6	**6%**
Somewhat Disagree	1	**1%**
Disagree	1	**1%**
Total	94	**100%**

7. There should be high quality extracurricular activities in all schools.



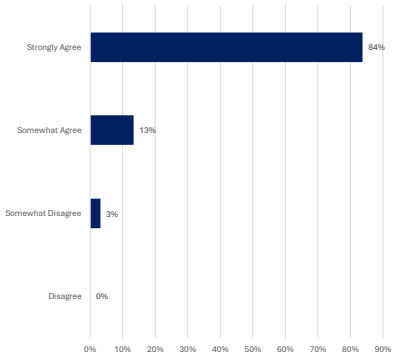
Response	Count	Percent
Strongly Agree	90	**94%**
Somewhat Agree	5	**5%**
Somewhat Disagree	1	**1%**
Disagree	0	**0%**
Total	96	**100%**

8. There should be equal resources for special education, tutoring, counseling, and other support services in all schools.



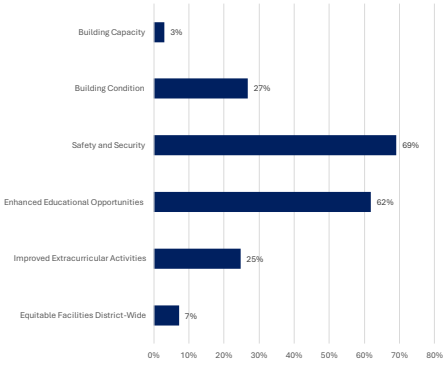
Response	Count	Percent
Strongly Agree	93	**96%**
Somewhat Agree	4	**4%**
Somewhat Disagree	0	**0%**
Disagree	0	**0%**
Total	97	**100%**

9. There should be expansion of Career and Technical Education/STEM across the District.



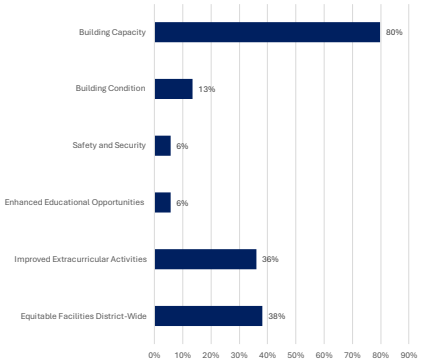
Response	Count	Percent
Strongly Agree	82	**84%**
Somewhat Agree	13	**13%**
Somewhat Disagree	3	**3%**
Disagree	0	**0%**
Total	98	**100%**

10. What facility planning objectives are MOST important to you? (Choose 2)



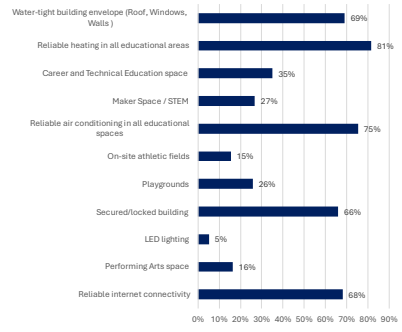
Response	Count	Percent
Building Capacity	3	**3%**
Building Condition	26	**27%**
Safety and Security	67	**69%**
Enhanced Educational Opportunities	60	**62%**
Improved Extracurricular Activities	24	**25%**
Equitable Facilities District -Wide	7	**7%**
Total	97	**100%**

11. What facility planning objectives are LEAST important to you? (Choose 2)



Response	Count	Percent
Building Capacity	71	**80%**
Building Condition	12	**13%**
Safety and Security	5	**6%**
Enhanced Educational Opportunities	5	**6%**
Improved Extracurricular Activities	32	**36%**
Equitable Facilities District -Wide	34	**38%**
Total	89	**100%**

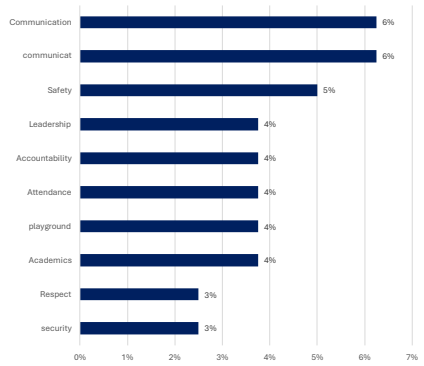
12. Of the following options, what should be included in a school facility's basic standard requirements? (Choose 5)



Response	Count	Percent
Water-tight building envelope (Roof, Windows, Walls)	67	**69%**
Reliable heating in all educational areas	79	**81%**
Career and Technical Education space	34	**35%**
Maker Space / STEM	26	**27%**
Reliable air conditioning in all educational spaces	73	**75%**
On-site athletic fields	15	**15%**
Playgrounds	25	**26%**
Secured/locked building	64	**66%**
LED lighting	5	**5%**
Performing Arts space	16	**16%**
Reliable internet connectivity	66	**68%**
Total	97	**100%**

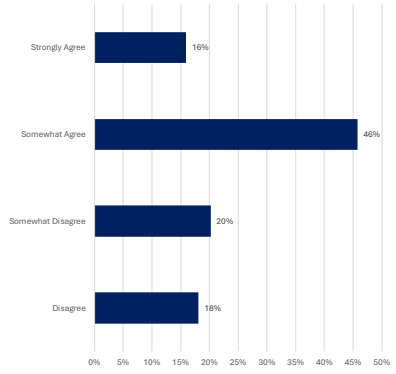
13. In one word, please describe an area or focus for improvement in the district. (A wish for the district)

Top 10 Responses



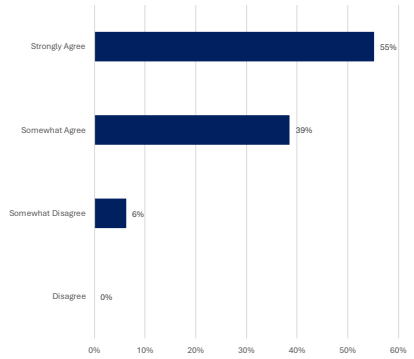
Responses	Count	Percent
Communication	5	6%
communicat	5	6%
Safety	4	5%
Leadership	3	4%
Accountability	3	4%
Attendance	3	4%
playground	3	4%
Academics	3	4%
Respect	2	3%
security	2	3%
Total	80	100%

14. I would support consolidation or closure of buildings to address the facility optimization issues of our schools and to accommodate future needs.



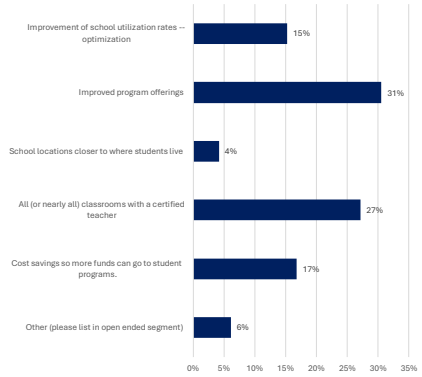
Response	Count	Percent
Strongly Agree	15	16%
Somewhat Agree	43	46%
Somewhat Disagree	19	20%
Disagree	17	18%
Total	94	100%

15. I would support renovations and additions to existing buildings address the optimization issues of our schools and to accommodate future needs.



Response	Count	Percent
Strongly Agree	53	**55%**
Somewhat Agree	37	**39%**
Somewhat Disagree	6	**6%**
Disagree	0	**0%**
Total	96	**100%**

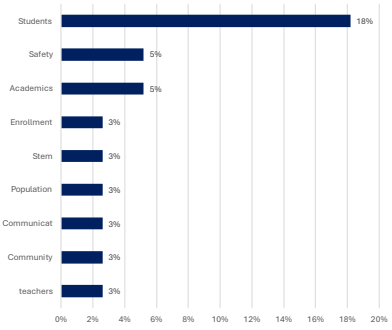
16. Which priorities do you consider most important in the development of a school optimization plan? (choose up to 3)



Response	Count	Percent
Improvement of school utilization rates -- optimization	40	**15%**
Improved program offerings	80	**31%**
School locations closer to where students live	11	**4%**
All (or nearly all) classrooms with a certified teacher	71	**27%**
Cost savings so more funds can go to student programs.	44	**17%**
Other (please list in open ended segment)	16	**6%**
Total	96	**100%**

17. In one word, please describe what you feel is the most critical issue to be addressed in the development of the facility optimization plan.

Top 9 Responses



Responses	Count	Percent
Students	14	18%
Safety	4	5%
Academics	4	5%
Enrollment	2	3%
Stem	2	3%
Population	2	3%
Communicat	2	3%
Community	2	3%
teachers	2	3%
Total	77	100%

18. Do you have any additional thoughts on this topic or information you want to share? Do you have any additional recommendations for the district?

Community and School Collaboration

- Improving Community Engagement: The school district needs to work closely with the city government to address issues like population and enrollment loss to ensure the district's viability.
- Economic Development: Schools and city officials should collaborate to create job opportunities within city limits to improve school attendance and community stability.
- Joint Facilities and Programs: Collaboration on projects like the MLK facility and creating athletic fields can provide students with more resources and support.

Enhancing Educational Quality and Equity

- Equitable Funding: Ensure the district receives funding comparable to affluent suburban districts to attract quality teachers and provide necessary resources.
- Curriculum Overhaul: Revamp the curriculum to include Afro-centric education and robust STEM training to prepare students for the future.
- High Expectations and Accountability: Raise academic standards and hold students accountable to ensure they meet graduation requirements.

Career and Technical Education

- Career Readiness Programs: Repurpose schools to offer career readiness and job training programs, emphasizing trades and STEM fields.
- Entrepreneurship Training: Provide entrepreneurship education for parents and students to build a pipeline of Black business owners.
- Mentorship and Internships: Partner with local businesses to offer mentorship, internships, and real-world learning experiences to students.

18. Do you have any additional thoughts on this topic or information you want to share? Do you have any additional recommendations for the district?

Addressing Student Needs and Gaps

- Mental Health Services: Implement mental health and social-emotional learning services that meet the diverse needs of students.
- Prerequisite Skills and Knowledge: Address gaps in prerequisite skills and knowledge on an individual student basis to ensure all students can succeed.
- Special Programs for At-Risk Students: Recruit students from failing charter schools and provide tailored academic support and hands-on STEM projects.

Leadership and Professional Development

- Investing in Leadership: Leadership at all levels must demonstrate care, concern, and respect for families while being invested in the community.
- Professional Development for Educators: Offer ongoing training focused on cultural competency, inclusive practices, and effective strategies for diverse learners.
- Community Responsibility and Communication: Foster a culture of responsibility and clear communication among all stakeholders to ensure everyone stays focused on their roles.

Enhanced Safety and Facility Conditions

- Improved safety measures and better facility conditions are necessary across the district.
- This includes updated safety codes, proper HVAC systems, functional and clean buildings, and equitable maintenance of all school facilities.
- Ensuring a secure, comfortable, and conducive environment for learning is a priority for students and staff.

18. Do you have any additional thoughts on this topic or information you want to share? Do you have any additional recommendations for the district?

Community and Parental Involvement

- Increased community and parental involvement in school activities is strongly desired.
- Greater engagement from parents and the local community can significantly enhance the educational experience.
- Better communication of volunteer opportunities and involving parents in decision-making processes is essential.

Community and Parental Involvement

- There is a demand for more diverse and innovative educational programs.
- Suggestions include adding extracurricular activities such as culinary arts, driving lessons, and various forms of art and sports.
- Emphasizing STEM and STEAM programs, career exposure from K-12, and collaborating with local industries for specialized high school programs is important.

Effective Communication and Transparency

- Effective communication between the school administration, parents, and students is crucial.
- Better communication strategies are needed to inform and involve all stakeholders about school programs, changes, and achievements.
- Transparency in decision-making and regular updates are essential to build trust and foster a collaborative environment.

Teacher and Staff Support

- Support for teachers and staff, including better pay for paraprofessionals, is a recurring theme.
- Valuing the contributions of educators and providing them with necessary resources is important.
- Including teacher input in professional development can enhance teaching effectiveness and job satisfaction.

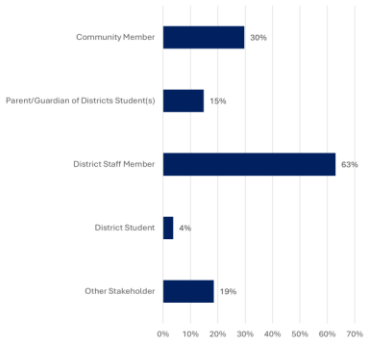
Community Engagement Sessions

In the community input forum at Shaw High School, MGT conducted large group sessions in which attendees participated in an interactive survey using a PowerPoint-based audience polling system. A total of 27 participants engaged in the community input forums.

Summary

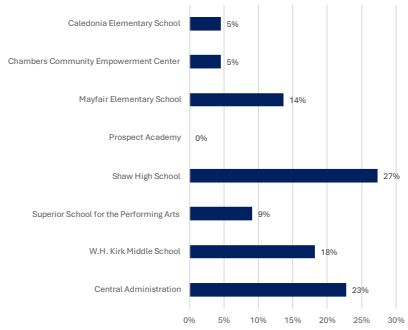
- The majority of participants were District Staff Members, followed by Community Members, then Other Stakeholders.
- The overall perception of the condition of school facilities was they are "good" (52%). A large portion (26%) of respondents believed the conditions to be "excellent."
- The top 2 most important planning objectives were "Enhanced Educational Opportunities" at 75% and "Safety and Security" at 67%.
- In terms of requirements for school facilities, "Reliable heating in all educational areas" (75%), "Water-tight building envelope (Roof, Windows, Walls)" (72%), and "Reliable internet connectivity" (67%) were the top 3 choices.
- The majority (89%) of participants agreed they would support renovations and additions to existing buildings address the facility condition and optimization issues

1. What describes your relationship to the school district? (check all that apply)



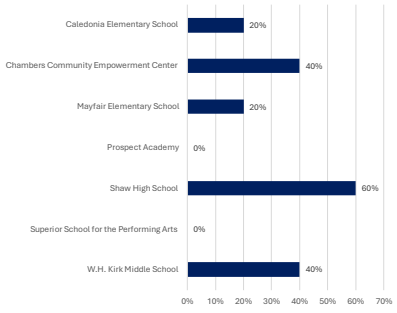
Response	Count	Percent
Community Member	8	30%
Parent/Guardian of Districts Student(s)	4	15%
District Staff Member	17	63%
District Student	1	4%
Other Stakeholder	5	19%
Total	27	100%

2. If you are an employee of the District, where do you work?



Response	Count	Percent
Caledonia Elementary School	1	5%
Chambers Community Empowerment Center	1	5%
Mayfair Elementary School	3	14%
Prospect Academy	0	0%
Shaw High School	6	27%
Superior School for the Performing Arts	2	9%
W.H. Kirk Middle School	4	18%
Central Administration	5	23%
Total	22	100%

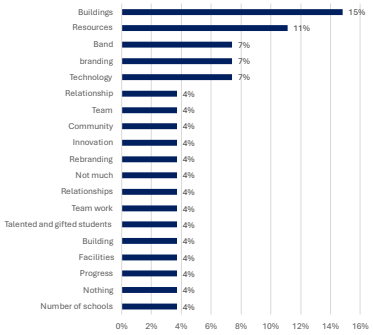
3. If you have a child (or are a student) that attends school in the District, what school do they attend?



Response	Count	Percent
Caledonia Elementary School	1	20%
Chambers Community Empowerment Center	2	40%
Mayfair Elementary School	1	20%
Prospect Academy	0	0%
Shaw High School	3	60%
Superior School for the Performing Arts	0	0%
W.H. Kirk Middle School	2	40%
Total	5	100%

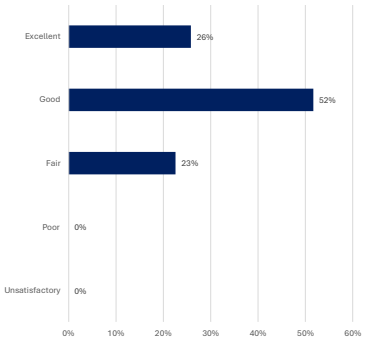
4. In one word, please describe an area or focus where the District does well. (What are you most proud of in your schools?)

All Responses



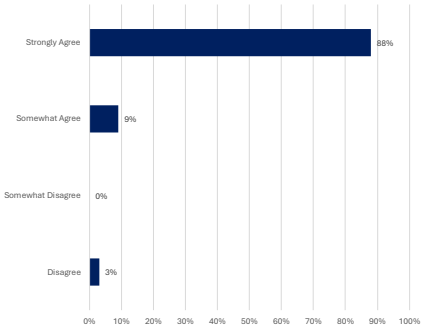
Responses	Count	Percent
Buildings	4	15%
Resources	3	11%
Band	2	7%
branding	2	7%
Technology	2	7%
Relationship	1	4%
Team	1	4%
Community	1	4%
Innovation	1	4%
Rebranding	1	4%
Not much	1	4%
Relationships	1	4%
Team work	1	4%
Talented and gifted students	1	4%
Building	1	4%
Facilities	1	4%
Progress	1	4%
Nothing	1	4%
Number of schools	1	4%
Total	27	100%

5. What is your perception of the overall condition of the school facilities in the school(s) you are associated with?



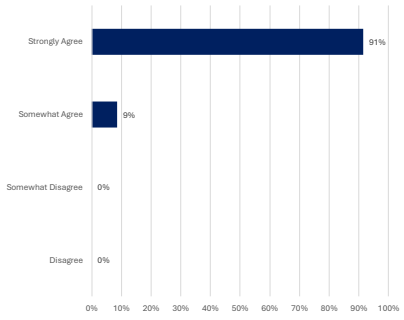
Response	Count	Percent
Excellent	8	26%
Good	16	52%
Fair	7	23%
Poor	0	0%
Unsatisfactory	0	0%
Total	31	100%

6. There should be equal academic opportunities for all students across the district in all schools.



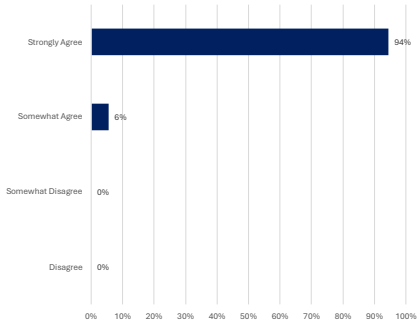
Response	Count	Percent
Strongly Agree	29	88%
Somewhat Agree	3	9%
Somewhat Disagree	0	0%
Disagree	1	3%
Total	33	100%

7. There should be high quality extracurricular activities in all schools.



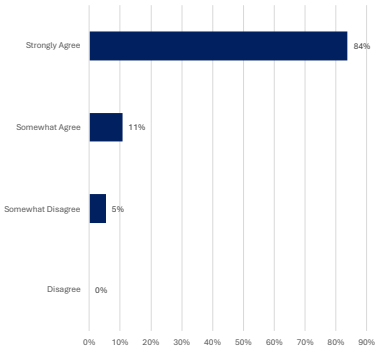
Response	Count	Percent
Strongly Agree	32	91%
Somewhat Agree	3	9%
Somewhat Disagree	0	0%
Disagree	0	0%
Total	35	100%

8. There should be equal resources for special education, tutoring, counseling, and other support services in all schools.



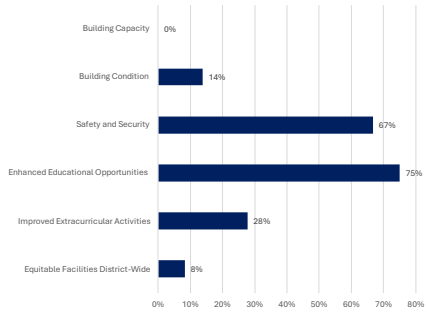
Response	Count	Percent
Strongly Agree	34	94%
Somewhat Agree	2	6%
Somewhat Disagree	0	0%
Disagree	0	0%
Total	36	100%

9. There should be expansion of Career and Technical Education/STEM across the District.



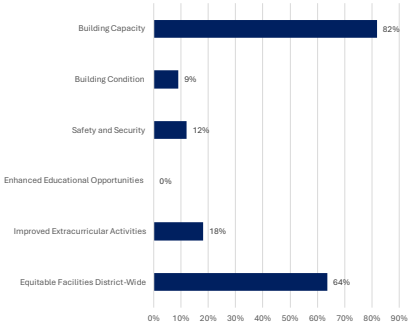
Response	Count	Percent
Strongly Agree	31	84%
Somewhat Agree	4	11%
Somewhat Disagree	2	5%
Disagree	0	0%
Total	37	100%

10. What facility planning objectives are MOST important to you? (Choose 2)



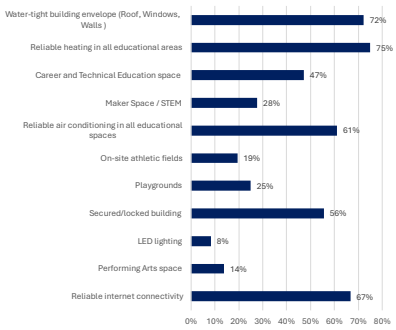
Response	Count	Percent
Building Capacity	0	0%
Building Condition	5	14%
Safety and Security	24	67%
Enhanced Educational Opportunities	27	75%
Improved Extracurricular Activities	10	28%
Equitable Facilities District -Wide	3	8%
Total	36	100%

11. What facility planning objectives are LEAST important to you? (Choose 2)



Response	Count	Percent
Building Capacity	27	82%
Building Condition	3	9%
Safety and Security	4	12%
Enhanced Educational Opportunities	0	0%
Improved Extracurricular Activities	6	18%
Equitable Facilities District -Wide	21	64%
Total	33	100%

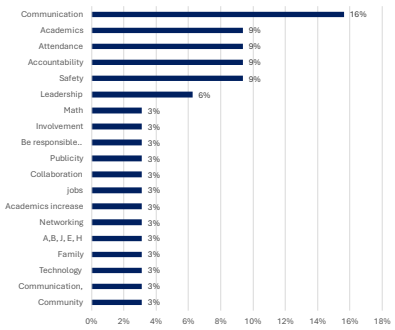
12. Of the following options, what should be included in a school facility's basic standard requirements? (Choose 5)



Response	Count	Percent
Water-tight building envelope (Roof, Windows, Walls)	26	72%
Reliable heating in all educational areas	27	75%
Career and Technical Education space	17	47%
Maker Space / STEM	10	28%
Reliable air conditioning in all educational spaces	22	61%
On-site athletic fields	7	19%
Playgrounds	9	25%
Secured/locked building	20	56%
LED lighting	3	8%
Performing Arts space	5	14%
Reliable internet connectivity	24	67%
Total	36	100%

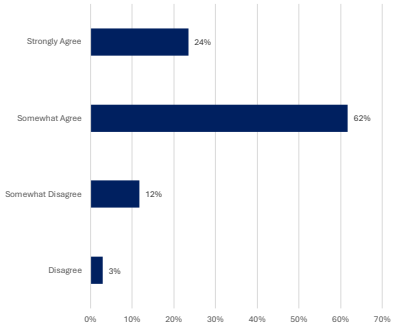
13. In one word, please describe an area or focus for improvement in the district. (A wish for the district)

All Responses



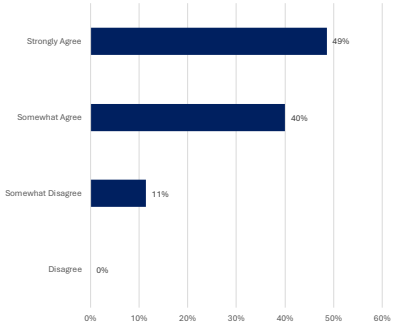
Responses	Count	Percent
Communication	5	16%
Academics	3	9%
Attendance	3	9%
Accountability	3	9%
Safety	3	9%
Leadership	2	6%
Math	1	3%
Involvement	1	3%
Be responsible..	1	3%
Publicity	1	3%
Collaboration	1	3%
jobs	1	3%
Academics increase	1	3%
Networking	1	3%
A,B, J, E, H	1	3%
Family	1	3%
Technology	1	3%
Communication,	1	3%
Community	1	3%
Total	32	100%

14. I would support consolidation or closure of buildings to address the facility optimization issues of our schools and to accommodate future needs.



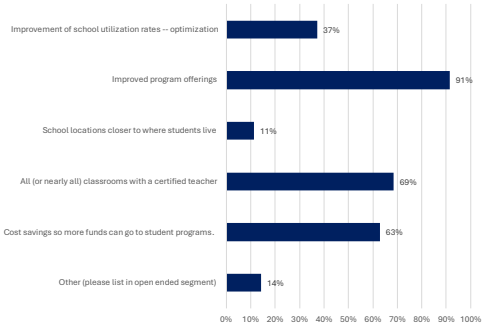
Response	Count	Percent
Strongly Agree	8	24%
Somewhat Agree	21	62%
Somewhat Disagree	4	12%
Disagree	1	3%
Total	34	100%

15. I would support renovations and additions to existing buildings address the optimization issues of our schools and to accommodate future needs.



Response	Count	Percent
Strongly Agree	17	49%
Somewhat Agree	14	40%
Somewhat Disagree	4	11%
Disagree	0	0%
Total	35	100%

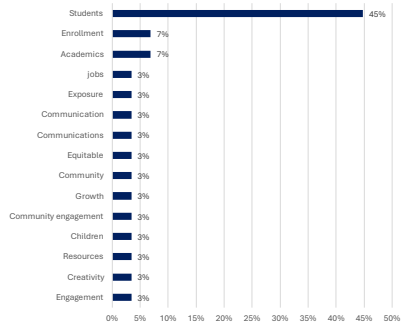
16. Which priorities do you consider most important in the development of a school optimization plan? (choose up to 3)



Response	Count	Percent
Improvement of school utilization rates-- optimization	13	37%
Improved program offerings	32	91%
School locations closer to where students live	4	11%
All (or nearly all) classrooms with a certified teacher	24	69%
Cost savings so more funds can go to student programs.	22	63%
Other (please list in open ended segment)	5	14%
Total	35	100%

17. In one word, please describe what you feel is the most critical issue to be addressed in the development of the facility optimization plan.

All Responses



Responses	Count	Percent
Students	13	45%
Enrollment	2	7%
Academics	2	7%
jobs	1	3%
Exposure	1	3%
Communication	1	3%
Communications	1	3%
Equitable	1	3%
Community	1	3%
Growth	1	3%
Community engagement	1	3%
Children	1	3%
Resources	1	3%
Creativity	1	3%
Engagement	1	3%
Total	29	100%

18. Do you have any additional thoughts on this topic or information you want to share? Do you have any additional recommendations for the district?

Community and School Collaboration

- **Improving Community Engagement**: The school district needs to work closely with the city government to address issues like population and enrollment loss to ensure the district's viability.
- **Economic Development**: Schools and city officials should collaborate to create job opportunities within city limits to improve school attendance and community stability.
- **Joint Facilities and Programs**: Collaboration on projects like the MLK facility and creating athletic fields can provide students with more resources and support.

Enhancing Educational Quality and Equity

- **Equitable Funding**: Ensure the district receives funding comparable to affluent suburban districts to attract quality teachers and provide necessary resources.
- **Curriculum Overhaul**: Revamp the curriculum to include Afro-centric education and robust STEM training to prepare students for the future.
- **High Expectations and Accountability**: Raise academic standards and hold students accountable to ensure they meet graduation requirements.

Career and Technical Education

- **Career Readiness Programs**: Repurpose schools to offer career readiness and job training programs, emphasizing trades and STEM fields.
- **Entrepreneurship Training**: Provide entrepreneurship education for parents and students to build a pipeline of Black business owners.
- **Mentorship and Internships**: Partner with local businesses to offer mentorship, internships, and real-world learning experiences to students.

18. Do you have any additional thoughts on this topic or information you want to share? Do you have any additional recommendations for the district?

Addressing Student Needs and Gaps

- **Mental Health Services**: Implement mental health and social-emotional learning services that meet the diverse needs of students.
- **Prerequisite Skills and Knowledge** Address gaps in prerequisite skills and knowledge on an individual student basis to ensure all students can succeed.
- **Special Programs for At-Risk Students**: Recruit students from failing charter schools and provide tailored academic support and hands-on STEM projects.

Leadership and Professional Development

- **Investing in Leadership** Leadership at all levels must demonstrate care, concern, and respect for families while being invested in the community.
- **Professional Development for Educators**: Offer ongoing training focused on cultural competency, inclusive practices, and effective strategies for diverse learners.
- **Community Responsibility and Communication**: Foster a culture of responsibility and clear communication among all stakeholders to ensure everyone stays focused on their roles.

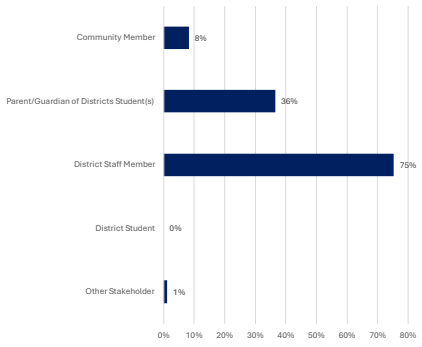
Online Survey

MGT conducted an online survey to be utilized by the entire school community to gather additional information from those not involved with the schools in a direct manner. Efforts were made to share this survey with the entire population of the county through a variety of channels at the school, community, and district level. A total of 85 respondents to the survey.

Summary

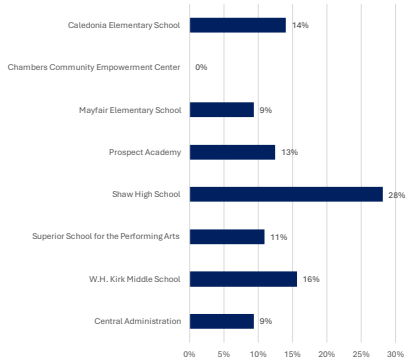
- The majority of participants were District Staff Members, followed by Parent/Guardian of Districts Student(s), then Community Members.
- The overall perception of the condition of school facilities was they are "good" (48%). A large portion (30%) of respondents believed the conditions to be "fair."
- The top 2 most important planning objectives at 70% were "Safety and Security" and "Enhanced Educational Opportunities" at 54%.
- In terms of requirements for school facilities, "Reliable heating in all educational spaces" (85%), "Reliable air conditioning in all educational spaces" (84%), and "Secured/locked building" (72%) were the top 3 choices.
- The majority (97%) of participants agreed they would support renovations and additions to existing buildings address the facility condition and optimization issues

1. What describes your relationship to the school district? (check all that apply)



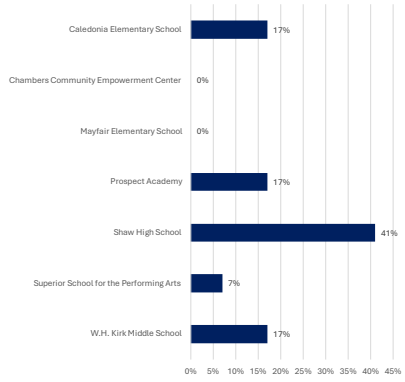
Response	Count	Percent
Community Member	7	8%
Parent/Guardian of Districts Student(s)	31	36%
District Staff Member	64	75%
District Student	0	0%
Other Stakeholder	1	1%
Total	85	100%

2. If you are an employee of the District, where do you work?



Response	Count	Percent
Caledonia Elementary School	9	**14%**
Chambers Community Empowerment Center	0	**0%**
Mayfair Elementary School	6	**9%**
Prospect Academy	8	**13%**
Shaw High School	18	**28%**
Superior School for the Performing Arts	7	**11%**
W.H. Kirk Middle School	10	**16%**
Central Administration	6	**9%**
Total	64	**100%**

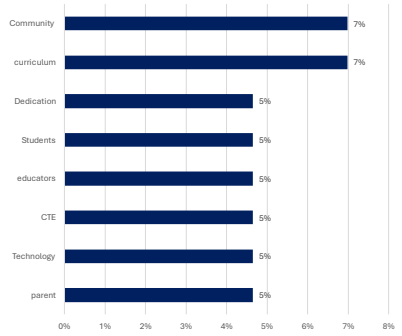
3. If you have a child (or are a student) that attends school in the District, what school do they attend?



Response	Count	Percent
Caledonia Elementary School	5	**17%**
Chambers Community Empowerment Center	0	**0%**
Mayfair Elementary School	0	**0%**
Prospect Academy	5	**17%**
Shaw High School	12	**41%**
Superior School for the Performing Arts	2	**7%**
W.H. Kirk Middle School	5	**17%**
Total	29	**100%**

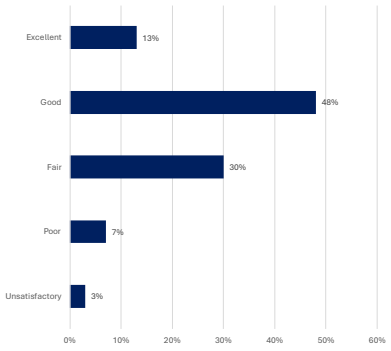
4. In one word, please describe an area or focus where the District does well. (What are you most proud of in your schools?)

Top 8 Responses



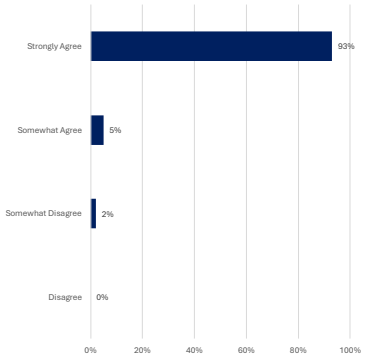
Responses	Count	Percent
Community	3	**7%**
curriculum	3	**7%**
Dedication	2	**5%**
Students	2	**5%**
educators	2	**5%**
CTE	2	**5%**
Technology	2	**5%**
parent	2	**5%**
Total	**43**	**100%**

5. What is your perception of the overall condition of the school facilities in the school(s) you are associated with?



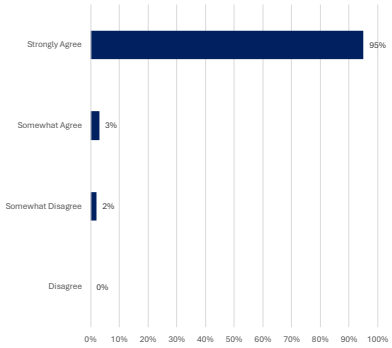
Response	Count	Percent
Excellent	8	**13%**
Good	29	**48%**
Fair	18	**30%**
Poor	4	**7%**
Unsatisfactory	2	**3%**
Total	61	**100%**

6. There should be equal academic opportunities for all students across the district in all schools.



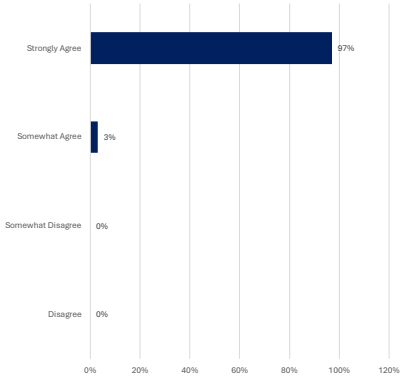
Response	Count	Percent
Strongly Agree	57	**93%**
Somewhat Agree	3	**5%**
Somewhat Disagree	1	**2%**
Disagree	0	**0%**
Total	61	**100%**

7. There should be high quality extracurricular activities in all schools.



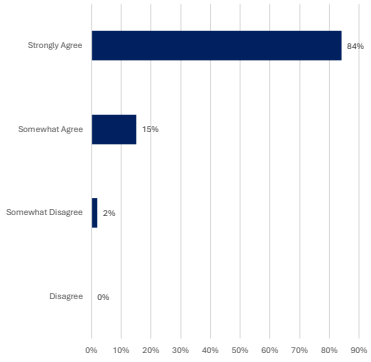
Response	Count	Percent
Strongly Agree	58	**95%**
Somewhat Agree	2	**3%**
Somewhat Disagree	1	**2%**
Disagree	0	**0%**
Total	61	**100%**

8. There should be equal resources for special education, tutoring, counseling, and other support services in all schools.



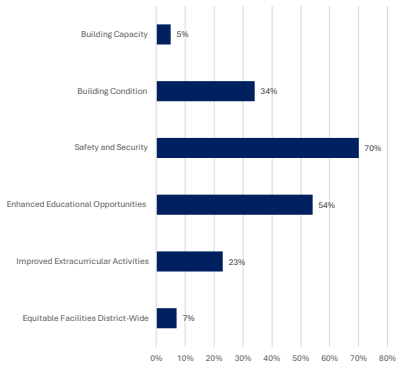
Response	Count	Percent
Strongly Agree	59	**97%**
Somewhat Agree	2	**3%**
Somewhat Disagree	0	**0%**
Disagree	0	**0%**
Total	61	**100%**

9. There should be expansion of Career and Technical Education/STEM across the District.



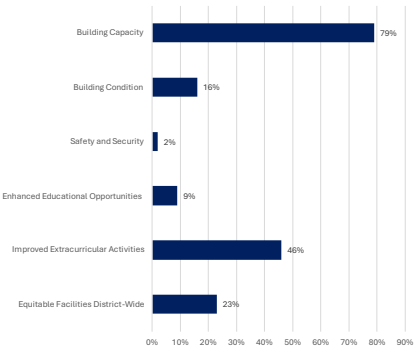
Response	Count	Percent
Strongly Agree	51	**84%**
Somewhat Agree	9	**15%**
Somewhat Disagree	1	**2%**
Disagree	0	**0%**
Total	61	**100%**

10. What facility planning objectives are MOST important to you? (Choose 2)



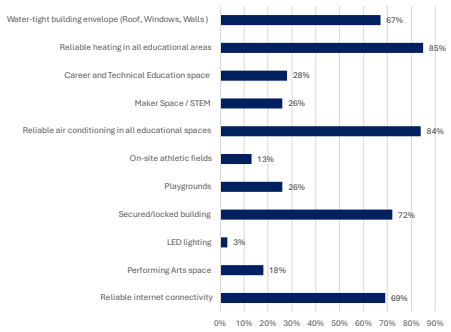
Response	Count	Percent
Building Capacity	3	**5%**
Building Condition	21	**34%**
Safety and Security	43	**70%**
Enhanced Educational Opportunities	33	**54%**
Improved Extracurricular Activities	14	**23%**
Equitable Facilities District -Wide	4	**7%**
Total	61	**100%**

11. What facility planning objectives are LEAST important to you? (Choose 2)



Response	Count	Percent
Building Capacity	44	**79%**
Building Condition	9	**16%**
Safety and Security	1	**2%**
Enhanced Educational Opportunities	5	**9%**
Improved Extracurricular Activities	26	**46%**
Equitable Facilities District -Wide	13	**23%**
Total	56	**100%**

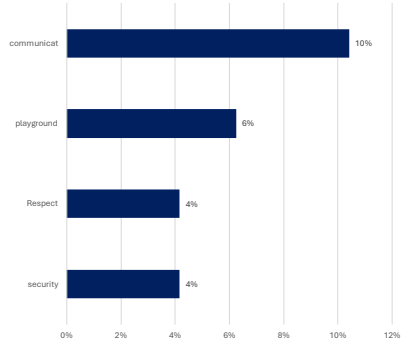
12. Of the following options, what should be included in a school facility's basic standard requirements? (Choose 5)



Response	Count	Percent
Water-tight building envelope (Roof, Windows, Walls)	41	**67%**
Reliable heating in all educational areas	52	**85%**
Career and Technical Education space	17	**28%**
Maker Space / STEM	16	**26%**
Reliable air conditioning in all educational spaces	51	**84%**
On-site athletic fields	8	**13%**
Playgrounds	16	**26%**
Secured/locked building	44	**72%**
LED lighting	2	**3%**
Performing Arts space	11	**18%**
Reliable internet connectivity	42	**69%**
Total	61	**100%**

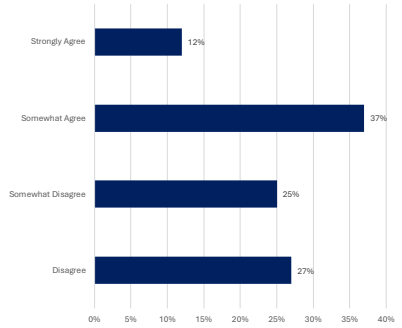
13. In one word, please describe an area or focus for improvement in the district. (A wish for the district)

Top 4 Responses



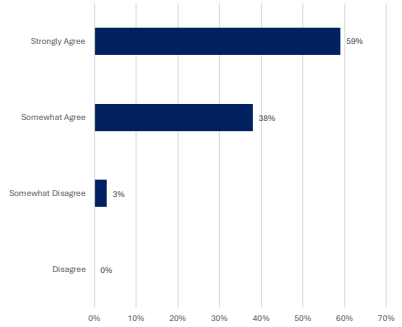
Responses	Count	Percent
communicat	5	**10%**
playground	3	**6%**
Respect	2	**4%**
security	2	**4%**
Total	48	**100%**

14. I would support consolidation or closure of buildings to address the facility optimization issues of our schools and to accommodate future needs.



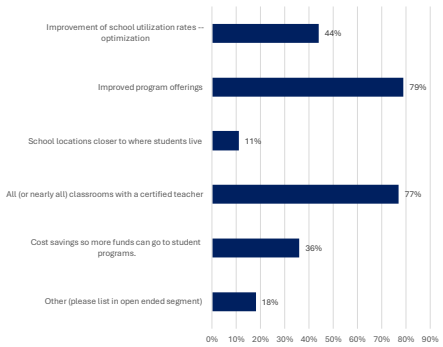
Response	Count	Percent
Strongly Agree	7	**12%**
Somewhat Agree	22	**37%**
Somewhat Disagree	15	**25%**
Disagree	16	**27%**
Total	60	**100%**

15. I would support renovations and additions to existing buildings address the optimization issues of our schools and to accommodate future needs.



Response	Count	Percent
Strongly Agree	36	59%
Somewhat Agree	23	38%
Somewhat Disagree	2	3%
Disagree	0	0%
Total	61	100%

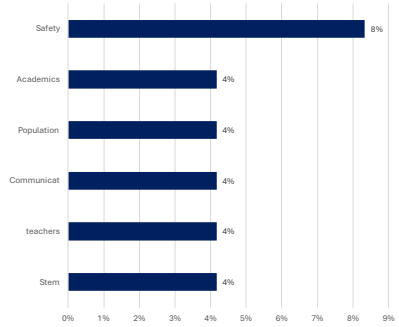
16. Which priorities do you consider most important in the development of a school optimization plan? (choose up to 3)



Response	Count	Percent
Improvement of school utilization rates -- optimization	27	44%
Improved program offerings	48	79%
School locations closer to where students live	7	11%
All (or nearly all) classrooms with a certified teacher	47	77%
Cost savings so more funds can go to student programs.	22	36%
Other (please list in open ended segment)	11	18%
Total	61	100%

17. In one word, please describe what you feel is the most critical issue to be addressed in the development of the facility optimization plan.

Top 6 Responses



Responses	Count	Percent
Safety	4	**8%**
Academics	2	**4%**
Population	2	**4%**
Communicat	2	**4%**
teachers	2	**4%**
Stem	2	**4%**
Total	48	**100%**

18. Do you have any additional thoughts on this topic or information you want to share? Do you have any additional recommendations for the district?

Enhanced Safety and Facility Conditions

- Improved safety measures and better facility conditions are necessary across the district.
- This includes updated safety codes, proper HVAC systems, functional and clean buildings, and equitable maintenance of all school facilities.
- Ensuring a secure, comfortable, and conducive environment for learning is a priority for students and staff.

Community and Parental Involvement

- Increased community and parental involvement in school activities is strongly desired.
- Greater engagement from parents and the local community can significantly enhance the educational experience.
- Better communication of volunteer opportunities and involving parents in decision-making processes is essential.

Community and Parental Involvement

- There is a demand for more diverse and innovative educational programs.
- Suggestions include adding extracurricular activities such as culinary arts, driving lessons, and various forms of art and sports.
- Emphasizing STEM and STEAM programs, career exposure from K-12, and collaborating with local industries for specialized high school programs is important.

18. Do you have any additional thoughts on this topic or information you want to share? Do you have any additional recommendations for the district?

Effective Communication and Transparency

- Effective communication between the school administration, parents, and students is crucial.
- Better communication strategies are needed to inform and involve all stakeholders about school programs, changes, and achievements.
- Transparency in decision-making and regular updates are essential to build trust and foster a collaborative environment.

Teacher and Staff Support

- Support for teachers and staff, including better pay for paraprofessionals, is a recurring theme.
- Valuing the contributions of educators and providing them with necessary resources is important.
- Including teacher input in professional development can enhance teaching effectiveness and job satisfaction.

11.0 Findings and Recommendations

Demographic & Enrollment

Finding 1: The population of the East Cleveland census tracts is projected to decline by 3.3% over the next ten years. The projected decline is driven primarily by less residents in the under 5 to 9 years, 25 to 34 years, 55 to 74 years, and the 85 years and over age groups. However, when looking at just the student age population of 10 to 19 years of age, there is a projected population increase of 56.6% over the 10-year planning period. Breaking the student age groups down further reveals a projected 31.0% loss in the 5 to 9 years of age. However, the 10 to 14 years of age population will experience a 32.2% growth, and a 95.0% growth in the 15 to 19 years of age population.

Finding 2: A further examination of the Capture Rate for the District is warranted. With the increase in population in the 10 to 19 age population, the District could anticipate a stabilization in enrollment. Statistically there are enough residents in that age range to provide stability if they all chose to attend East Cleveland Schools. There has been a loss in enrollment across the academic year. By addressing the capture rate and improving the overall appeal of East Cleveland Schools, the district can better stabilize enrollment despite previous losses. It is crucial to continuously engage with the community, enhance programs, and monitor outcomes to achieve long-term success.

Finding 3: Based upon the historical enrollment over the last 10 years as well as the projected population changes over the next 10 years, MGT predicts the overall enrollment of ECCSD will experience a decline in enrollment. From 2,439 students in 2014, 1,321 students in 2023, and a projected 849 students by 2033. As a result, ECCSD will need to examine current building inventories to reflect current and future needs.

Finding 4: The largest industry inside the East Cleveland zip codes is Government. Health Care and Social Assistance and Retail Trade are also major industries in the region. Additionally, Management of Companies and Enterprises jobs are the fastest growing careers in the area followed by Government jobs.

Recommendation 1- Adjust Educational Facilities to Age Demographics: Plan for potential expansion of programmatic and academic services for middle and high school facilities to accommodate the projected growth in the 10 to 19 years age group. Given the projected decline in younger populations, resources may be shifted from elementary to secondary schools to ensure these facilities can serve the influx of students. This may include a reallocation of classroom spaces, upgrading existing infrastructure as related to programmatic priorities such as STEM and CTE, and enhancing educational and extracurricular programs to retain students once they enroll. By doing so, the district can ensure that the increased number of older students receive the necessary support and resources to thrive.

Recommendation 2- Enhance Curriculum and Extracurricular Programs: Academic Excellence: Enhance academic programs to attract and retain students, focusing on areas like STEM, arts, and CTE. Expand and promote extracurricular programs, including sports, clubs, and after-school activities. Strengthen student support services such as counseling, tutoring, and college/career readiness programs. Develop partnerships with local industries to create internship and apprenticeship opportunities for students, aligning educational programs with the growing sectors. By collaborating with local government, healthcare, social assistance, retail trade, and management companies, the school district can provide

students with valuable real-world experience and job readiness skills. Establishing advisory councils with industry representatives will ensure that the district's educational offerings meet current and future job market demands, thus enhancing students' career prospects and contributing to local economic development. These efforts can potentially lead to an increase in the "capture rate" of students residing in the district but elected to attend elsewhere.

Recommendation 3- Examine Capture Rate Trends: Conduct a thorough analysis of the current and past capture rates (percentage of eligible students who enroll in the district schools). Identify any patterns or significant changes over recent years. Compare the District's capture rate with similar districts to understand relative performance. Gather input from parents, students, and community members to understand their needs, concerns, and reasons for choosing or not choosing East Cleveland Schools. Increase community engagement through town hall meetings, school events, and partnerships with local organizations.

Recommendation 4- Monitor and Evaluate Data: Continuously monitor enrollment data to identify trends and make data-driven decisions. Implement regular feedback mechanisms to assess the effectiveness of strategies and make necessary adjustments. Establish key performance indicators (KPIs) to measure progress and success. Consider a dedicated task force to oversee the implementation of strategies, consisting of administrators, teachers, parents, and community representatives. Collectively outline clear goals, actions, timelines, and responsibilities. Ensure adequate resources (financial, human, and material) are allocated for the initiatives.

Capacity & Utilization

Finding 1: ECCSD high school utilization falls within the "inefficient space" category of MGT's analysis due to the score of 32.42%. The middle school utilization for the district is 25.82% which also falls under the "inefficient space" category. The elementary school average utilization is 51.5%, or an "inefficient space." The space used for early education also lies in the "inefficient space" with a 34.52% utilization rate. The lowest "inefficient space" rate of 5.78% is from the Superior School for the Performing Arts.

Finding 2: The only schools projected to increase utilization by 2033 are Prospect Early Childhood Academy (12.70% growth) and Mayfair Elementary School (3.38% growth). The largest declines in utilization are from Shaw High School (19.24% decline) and Caledonia Elementary School (16.30% decline).

Recommendation 1- Optimize Growing and Shrinking Utilization Spaces with Targeted Adjustments: Focus on enhancing and expanding programs at schools with projected utilization growth, such as Prospect Early Childhood Academy and Mayfair Elementary School, to support and sustain their increase. At the same time, develop strategies for schools with declining utilization, such as Shaw High School and Caledonia Elementary School, by potentially introducing specialized programs or shared use arrangements that could attract more students or community activities. This balanced approach ensures that growing schools have the resources they need to thrive, while schools with declining enrollments are adapted to serve the community more effectively and efficiently. The stark reality is that lower utilization points to increased costs per student in attendance in that facility.

Recommendation 2- Reevaluate and Repurpose Elementary Schools and Other Spaces: Reevaluate and restructure the allocation of school facilities to improve space utilization and reduce inefficiencies. This

could involve consolidating underutilized schools, such as merging low-utilization elementary schools or repurposing parts of the Superior School for the Performing Arts for other educational, or community uses. By optimizing space usage across all educational levels, the district can ensure better use of resources, reduce maintenance costs, and improve the overall learning environment. Implementing a flexible space design in these schools can also help accommodate future demographic shifts and changes in enrollment patterns. Closure of underutilized facilities will need to be examined by district leadership.

Recommendation 3- Examine Non-Academic Building Inventory. Evaluate operation facilities to improve space utilization and reduce inefficiencies on school campuses. This could involve consolidating the maintenance facility into parts of other school sites. The district can save operational dollars by absorbing the older facility. The building is isolated and not centrally located.

Facility Assessments

Finding 1: The overall average combined building assessment score for ECCSD schools fell within the "good" category with an average combined score of 87.42. This is a very strong score. Technology readiness had the best average building assessment score in the "new or like new" category at 93.90. this indicates a significant investment from the District. Educational Suitability had the lowest average building assessment score, yet it was still in the "good" category at 83.74. Both Building and Grounds Condition adequacy assessment scores fell within the "good" category at 85.68 and 86.66, respectively. Both scores are very solid and reflect the clear priorities of the District as related to their facilities overall.

Finding 2: Although the overall average combined building assessment score for ECCSD was in the "good" category, assessments identified areas for improvement in of the ECCSD facilities. Stakeholders did not see building condition as a primary concern nor were they concerned about utilization. Increasing educational opportunities for students was their top area of interest.

Finding 3: "Reliable air conditioning in all educational spaces," "Reliable heating in all educational areas," and "Secured/locked building were the top 3 most common facility condition requirements noted by community members.

Recommendation 1- Revisit your Comprehensive Facility Improvement Plan: Given the "good" category scores for building and grounds conditions, ECCSD can address any concerns from community members by continuing to focus on facility conditions for schools and continue to prioritize capital improvement funds on those systems as needed. Examples of some of the systems to be included are Safe and secure buildings; Functioning and reliable HVAC system; Weather tight building envelope; ADA compliance; Functioning and reliable internet connection; Adequate lighting.

Recommendation 2- Standardized Facility Standard for the District for Future Planning: To address any inequities in facility conditions, establish district-wide standards for school infrastructure. Implement a structure to bring all schools to these standards, ensuring that every student has access to equally high-quality learning environments regardless of their location within the district. As noted, overall facility scores are very good. However, facilities will age, and systems will fail. Many of your systems are of a similar age and will begin to wear and decline in a similar fashion. An established standard with a plan to maintain and stay ahead of the deferred maintenance is essential.

Recommendation 3- Leverage Technology Readiness Strength: Utilize the strong rating in technology readiness to support and enhance other facility upgrades. For example, integrate advanced climate control systems and security solutions that can be managed and monitored through existing technological infrastructure, maximizing the effectiveness and efficiency of improvements.

Recommendation 4- Initiate School Specific Advisory Committees: MGT recommends creating a capital improvement advisory committee with representatives from each school community. The goal of the committee would be to both inform committee members who would in turn inform their school community regarding capital improvement information, as well as be an avenue to provide input to district administration regarding each school communities capital improvement needs.

12.0 Planning & Budgeting Assumptions

Part of the planning process involves identifying the prioritization and sequencing of projects. Priorities must be established, and projects must be sequenced in a way that allows the plan to be efficiently implemented.

Through the facility assessment process, areas were identified where renovation would improve overall usage and educational suitability. Many areas identified in the assessments are smaller maintenance issues, whereas others are major renovation projects. Each area of renovation is assigned a priority level, category, and Distress level. This method of categorization allows the district to plan capital renovation projects according to the urgency of the area in need.

Areas of need are assigned based on the categorization below:

Priority

- Priority 1 – Critical (Immediate)
- Priority 2 – Potentially Critical (Year 1)
- Priority 3 – Necessary/Not Yet Critical (2-5 years)

Category

- ADA Compliance
- Building Code Compliance
- Deferred Maintenance
- Deferred Maintenance/ADA compliance
- Deferred Maintenance/Building Code Compliance
- Deferred Maintenance/Environmental
- Deferred Maintenance/Safety
- Safety
- Specialized Programming

Distress

- Beyond Service Life
- Damaged
- Inadequate
- Missing
- Needs Remediation
- Failing

The paragraphs that follow are the major renovation projects MGT recommends be undertaken. As mentioned above, Priority 1 are immediate projects, Priority 2 are projects to be commenced over the next 12 to 24 months, and Priority 3 are projects that are recommended to be commenced over the next two to five years.

Capital Improvement Summary by School and Priority

School	Priority 1	Priority 2	Priority 3	Total
Prospect Early Childhood & Administration	$74,667	$105,367	$276,314	$456,348
Caledonia Elem	$159,218	$576,195	$130,575	$865,988
Mayfair Elem	$112,093	$0	$1,876,924	$1,989,017
Kirk Middle	$1,310,030	$97,401	$111,542	$1,518,973
Shaw High	$0	$0	$0	$0
Superior School for Performing Arts	$624,511	$0	$315,429	$939,940
Chambers Community Center	$1,878,192	$908,834	$0	$2,787,026
Total	**$4,158,711**	**$1,687,797**	**$2,710,784**	**$8,557,292**

Priority 1

Prospect Early Childhood & Administration Building

- Repair Masonry on equipment room on roof - Failing - $74,667

Caledonia Elementary School

- Emergency power system – Damaged/Failing - $159,218

Mayfair Elementary School

- Secured Vestibule – Missing - $112,093

Superior School for Performing Arts

- Roof replacement – Beyond Service Life/Failing - $574,452
- Repair Masonry on Chimney – Failing - $50,059

Kirk Middle School

- Playground Surface repair – Inadequate - $10,674
- Roof replacement – Beyond Service Life/Failing - $1,299,356

Chambers Community Center

- HVAC replacement – Beyond Service Life - $1,878,192

Total Priority 1 Renovation Budget - $4,158,711

Priority 2

Prospect Early Childhood & Administration Building
- Hot water system replacement – Beyond Service Life - $105,367

Caledonia Elementary School
- Roof replacement – Beyond Service Life - $576,195

Kirk Middle School
- Sidewalk/stair repair – Damaged - $97,401

Chambers Community Center
- Roof replacement – Beyond Service Life - $908,834

Total Priority 2 Renovation Budget - $1,687,797

Priority 3

Prospect Early Childhood & Administration Building
- Electrical service upgrade – Beyond Service Life - $276,314

Caledonia Elementary School
- Parking lot repair/repaving – Damaged - $130,575

Mayfair Elementary School
- HVAC replacement – Beyond Service Life - $1,732,285
- Parking lot repair/repaving – Damaged - $144,639

Superior School for Performing Arts
- Electrical service upgrade – Beyond Service Life - $185,249
- Parking lot repair/repaving – Damaged - $130,180

Kirk Middle School
- Parking lot repair/repaving – Damaged - $111,542

Total Priority 3 Renovation Budget - $2,710,784

Phasing Assumptions

Part of the planning process involves identifying the prioritization and sequencing of projects. Priorities must be established, and projects must be sequenced in a way that allows the plan to be efficiently implemented. The following assumptions are the starting point for the phasing steps. These are not hard, fast rules. Rather, they are guidelines that provide a starting point for sequencing projects. **Exhibit 12.1** identifies the general phasing guidelines for the facilities master plan.

Exhibit 12.1 General Phasing Guidelines for the Facilities Master Plan

Phase	Year	Guideline
1	2024	Projects impacting life safety systems, security of schools, which have a high probability to disrupt in-person instruction, or otherwise limit the use of a facility, space, or area.
2	2025	Projects that can be done immediately and do not require new capacity to achieve such as updates to building systems.
3	2025	Capacity examination to examine utilization in a school.
4	2028	Renovation or Repurposing projects.

Budgeting

The facility assessments rate each system in a building as “new,” “good,” “fair,” “poor,” or “unsatisfactory” based on a detailed description of each rating for each system. The possible score for each system is based on that system’s contribution to the overall cost of building construction. Therefore, the condition score is a measure of the portion of the value of the building which is in good condition. The capital needs score (100 minus the condition score) is a measure of the capital needs or deferred maintenance. This score, when presented as a percentage, is also referred to as the Facility Condition Index or FCI. For example, a building which has a condition score of 80, has a capital needs score of 20 (100 – 80 = 20). A capital needs score of 20 indicates that 20% of the value of the building can be reinvested in the building to attain a score of 100 and put the building in a “like new” condition.

Exhibit 12.2 shows the construction per gross square foot (GSF) costs and factors that can be applied to create a project budget. A budget is developed using recent construction costs appropriate for each project type, and then adding factors for soft costs, furnishings, and contingencies.

Budgets for new construction can be determined by projecting the size of the new building, or total GSF, and using the replacement cost per GSF.

Renovation budgets, based on the four facility assessments can be calculated using the Renovation Project Cost Per gross square foot (GSF) and assuming a final score of 100 for the building condition, suitability, technology readiness, and site condition.

Exhibit 12.2 Renovation Budgeting Formula

BUDGET ESTIMATE FORMULA - ALL SCHOOLS								
Project Type	**Formula**	**Cost per GSF for new const.**	**FF&E @ 9.3%**	**Contingency @ 5%**	**A&E, permit, testing, etc. @12%**	**Replacement Cost per GSF**	**Renovation factor @ 10%**	**Renovation Cost per GSF**
Building Condition Deficiencies ES	Bldg. construction cost based on average replacement cost	$275.81	$25.65	$15.07	$37.98	$354.52	$35.45	$389.97
Educational Suitability Deficiencies	35% of Building Cost	$96.53	$8.98	$5.28	$13.29	$115.10	$12.41	$136.49
Technology Readiness Deficiencies	30% of Electrical system costs	$5.34	N/A	$0.27	$0.67	$6.28	$0.63	$6.90
Grounds Condition Deficiencies	Site development cost per building square foot as established by MGT historical data (20% Bldg Cost)	$55.16	N/A	$2.76	$6.95	$64.87	$6.49	$71.36
Building Condition Deficiencies MS	Bldg. construction cost based on average replacement cost	$264.00	$24.55	$14.43	$36.36	$339.34	$33.93	$373.27
Educational Suitability Deficiencies	35% of Building Cost	$92.40	$8.59	$5.05	$12.73	$110.17	$11.88	$130.64
Technology Readiness Deficiencies	30% of Electrical system costs	$5.11	N/A	$0.26	$0.64	$6.01	$0.60	$6.61
Grounds Condition Deficiencies	Site development cost per building square foot as established by MGT historical data (20% Bldg Cost)	$52.80	N/A	$2.64	$6.65	$62.09	$6.21	$68.30
Building Condition Deficiencies HS/Other	Bldg. construction cost based on average replacement cost	$290.14	$26.98	$15.86	$39.96	$372.94	$37.29	$410.23
Educational Suitability Deficiencies	35% of Building Cost	$101.55	$9.44	$5.55	$13.99	$121.08	$13.05	$143.58
Technology Readiness Deficiencies	30% of Electrical system costs	$5.61	N/A	$0.28	$0.71	$6.60	$0.66	$7.26
Grounds Condition Deficiencies	Site development cost per building square foot as established by MGT historical data (20% Bldg Cost)	$58.03	N/A	$2.90	$7.31	$68.24	$6.82	$75.07

13.0 Master Plan Scenarios

Commented [MF1]: They want a scenario 5 (4 building solution)
Keep Prospect and shift grades to PK,K,1
Keep Caadonia- 2,3,4 (possibly 1st and 5th grade)
Keep Kirk -5th-8th grade
Keep Shaw and community center
Close Mayfair and Superior

The master plan scenarios are designed to provide a range of options for the district to improve its facilities and address the current and future needs of the students and staff. Each scenario is based on the facility assessments conducted in section 9, as well as the district's vision, goals, and priorities. The scenarios also consider the impact of the proposed improvements on the operational costs, utilization rates, and educational outcomes of the district.

The first scenario in this section is the renovation scenario, which aims to upgrade all existing buildings to meet the standards of condition, suitability, technology readiness, and site condition. This scenario does not involve any closures, consolidations, additions, or new constructions of the facilities. It focuses on maintaining the current inventory of buildings and enhancing their quality and functionality. However, this scenario also has some limitations and drawbacks, such as the high capital cost, the low utilization rate, and the lack of flexibility and adaptability to changing enrollment patterns and educational needs.

The remaining scenarios involve varying degrees of closures and consolidations with the goal of reducing capital and operational expenses, which would allow the redirection of saved funds into enhancing extracurricular activities, Career and Technical Education, and various educational programs.

Scenario 1

This scenario keeps all buildings open and does not reduce the long-term operational commitments of the district or address overall utilization of the schools. The chart below is reflective of the phasing assumptions and priorities listed in section 12. The anticipated capital improvement budget for this scenario is **$9,144,054.** The 2028 Projected Utilization would be **22.51%** with this scenario.

Exhibit 13.1. Scenario 1 – Renovation timeline

School	Renovation	Budget	2025	2026	2027	2028	2029
Prospect & Admin	Masonry Repair	$74,667					
Caledonia	Emergency Power System	$159,218					
Mayfair	Secure Vestibule	$112,093					
Superior	Roof Replacement	$574,452					
Superior	Chimney Masonry Repair	$50,059					
Kirk	Playground Surface Repair	$10,674					
Kirk	Sidewalk/Stair Repair	$97,401					
Kirk	Parking Lot Repair/Repaving	$111,542					
Prospect & Admin	Hot Water System Replacement	$105,367					
Caledonia	Parking Lot Repair/Repaving	$130,575					
Kirk	Roof Replacement	$1,299,356					
Chambers	HVAC Replacement	$1,878,192					
Prospect & Admin	Electrical Service Upgrade	$276,314					
Mayfair	HVAC Replacement	$1,732,285					
Mayfair	Parking Lot Repair/Repaving	$144,639					
Caledonia	Roof Replacement	$576,195					
Superior	Electrical Service Upgrade	$185,249					
Superior	Parking Lot Repair/Repaving	$130,180					
Chambers	Roof Replacement	$908,834					
Mayfair	Roof Replacement	$586,762					
	Total Renovation by year	$9,144,054	$1,190,106	$3,413,490	$2,153,238	$1,800,458	$586,762

Exhibit 13.2. 2028 Projected Utilization Rates – Scenario 1

Site Name	2028 Projected Enrollment	Capacity	2028 Projected Utilization
Prospect Early Childhood Academy	85	252	33.73%
Superior School for the Performing Arts	32	848	3.77%
Caledonia Elementary School	209	419	49.88%
Mayfair Elementary School	162	441	36.73%
Kirk Middle School	234	1,104	21.20%
Shaw High School	347	1,684	20.61%
District Total	**1,069**	**4,748**	**22.51%**

Scenario 2

Scenario 2 optimizes the school district's resources and enhances educational offerings by realigning the district's grade band configurations to PK-8 and 9-12. This plan involves creating PK-8 schools at both Mayfair Elementary School and Caledonia Elementary School. This entails closing Kirk Middle School and Superior, with pre-kindergarten (PK) students being moved into either Mayfair ES, Caledonia ES, or possibly both. The Superior Arts program would be relocated to the Prospect Building. This restructuring aims to streamline operations, better utilize existing facilities, and provide a comprehensive K-8 educational experience at the newly designated schools. The chart below is reflective of the phasing assumptions and priorities listed in section 12. The anticipated capital improvement budget for this scenario is **$6,685,141** ($2,458,913 less than scenario 1). The 2028 Projected Utilization would be **38.23%.**

Exhibit 13.3. Scenario 2 – Strategy Timeline

School	Strategy	2025	2026	2027
Mayfair	Convert Mayfair into PK-8			
	Add Pre-K & 6th Grade	■		
	Add 7th Grade		■	
	Add 8th Grade			■
Caledonia	Convert Caledonia into PK-8			
	Add Pre-K & 6th Grade	■		
	Add 7th Grade		■	
	Add 8th Grade			■
Kirk	Close Kirk			
	Becomes 7th/8th Grade	■		
	Becomes 8th Grade Only		■	
	Closes			■
Superior	Close Superior			
	Move Pre-K to Elementary Schools	■		

Exhibit 13.4. Scenario 2 – Renovation Timeline

School	Renovation	Budget	2025	2026	2027	2028	2029
Prospect & Admin	Masonry Repair	$74,667	■				
Caledonia	Emergency Power System	$159,218	■				
Mayfair	Secure Vestibule	$112,093	■				
Mayfair	Parking Lot Repair/Repaving	$144,639	■				
Caledonia	Roof Replacement	$576,195	■				
Prospect & Admin	Hot Water System Replacement	$105,367		■			

School	Renovation	Budget	2025	2026	2027	2028	2029
Caledonia	Parking Lot Repair/Repaving	$130,575					
Chambers	HVAC Replacement	$1,878,192					
Prospect & Admin	Electrical Service Upgrade	$276,314					
Mayfair	HVAC Replacement	$1,732,285					
Chambers	Roof Replacement	$908,834					
Mayfair	Roof Replacement	$586,762					
Total Renovation by year		$6,685,141	$1,066,812	$2,114,134	$2,008,599	$1,495,596	$0

Exhibit 13.5. 2028 Projected Utilization Rates – Scenario 2

Site Name	2028 Projected Enrollment	Capacity	2028 Projected Utilization
Prospect Early Childhood Academy	32	252	12.70%
Caledonia Elementary School	366	419	87.35%
Mayfair Elementary School	324	441	73.47%
Shaw High School	347	1,684	20.61%
District Total	**1,069**	**2,796**	**38.23%**

Scenario 3

This scenario establishes one K-5 building and one 6-12 building. This involves creating a single K-5 facility by combining Mayfair Elementary School with Caledonia Elementary School and subsequently closing Mayfair ES. The high school would also be restructured to accommodate grades 6-12 creating a cohesive secondary educational experience allowing for more CTE and STEM alignment. This reorganization includes closing Kirk Middle School and Superior School, with the Superior Arts program being relocated to Shaw High School and the students moving to Caledonia Elementary School. These changes reduce operational costs and increase utilization of existing facilities. The chart below is reflective of the phasing assumptions and priorities listed in section 12. The anticipated capital improvement budget for this scenario is **$4,109,362** ($5,034,692 less than scenario 1). The 2028 Projected Utilization would be **45.39%.**

Exhibit 13.6. Scenario 3 – Strategy Timeline

School	Strategy	2025	2026	2027
Mayfair	Close Mayfair			
	Move Mayfair students to Caledonia			
Kirk	Close Kirk			
	Move Kirk students to Shaw			
Superior	Close Superior and move program to Shaw			
	Move Superior students to Caledonia			

Exhibit 13.7. Scenario 3 – Renovation Timeline

School	Renovation	Budget	2025	2026	2027	2028	2029
Prospect & Admin	Masonry Repair	$74,667					
Caledonia	Emergency Power System	$159,218					
Caledonia	Roof Replacement	$576,195					
Prospect & Admin	Hot Water System Replacement	$105,367					
Caledonia	Parking Lot Repair/Repaving	$130,575					

School	Renovation	Budget	2025	2026	2027	2028	2029
Chambers	HVAC Replacement	$1,878,192					
Prospect & Admin	Electrical Service Upgrade	$276,314					
Chambers	Roof Replacement	$908,834					
Total Renovation by year		$4,109,362	$810,080	$2,114,13	$276,314	$908,834	$0

Exhibit 13.8. 2028 Projected Utilization Rates – Scenario 3

Site Name	2028 Projected Enrollment	Capacity	2028 Projected Utilization
Prospect Early Childhood Academy	85	252	33.73%
Caledonia Elementary School	403	419	96.18%
Shaw High School	581	1,684	34.50%
District Total	**1,069**	**2,355**	**45.39%**

Scenario 4

Scenario 4 creates one K-8 facility and keeps the one 9-12 facility. This involves closing both Caledonia Elementary and Mayfair Elementary, consolidating their student populations, and resources thereby increasing overall utilization. Kirk Middle School would be transformed into a K-8 building, accommodating students from kindergarten through eighth grade providing a continuous educational experience. (It should be recognized that there will be some associated costs with creating age-appropriate spaces and play areas at Kirk.) Superior Arts School would be closed. The arts program would be relocated to Kirk Middle School. These changes are designed to save operational dollars by reducing the number of facilities that require maintenance and staffing while increasing the utilization of remaining buildings. The chart below is reflective of the phasing assumptions and priorities listed in section 12. The anticipated capital improvement budget for this scenario is **$2,884,155** ($6,259,899 less than scenario 1). The 2028 Projected Utilization would be **34.11%.**

Exhibit 13.9. Scenario 4 – Strategy Timeline

School	Strategy	2025	2026	2027
Kirk	Kirk becomes K-8			
	Prepare Kirk for Elementary Students			
Superior	Close Superior and move program to Kirk			
	Move Superior students to Kirk			
Mayfair	Close Mayfair			
	Move Mayfair students to Kirk			
Caledonia	Close Caledonia			
	Move Caledonia students to Kirk			

Exhibit 13.10. Scenario 4 – Renovation Timeline

School	Renovation	Budget	2025	2026	2027	2028	2029
Prospect & Admin	Masonry Repair	$74,667					
Kirk	Playground Surface Repair	$10,674					
Kirk	Sidewalk/Stair Repair	$97,401					
Kirk	Parking Lot Repair/Repaving	$111,542					

School	Renovation	Budget	2025	2026	2027	2028	2029
Prospect & Admin	Hot Water System Replacement	$105,367					
Kirk	Roof Replacement	$1,299,356					
Prospect & Admin	Electrical Service Upgrade	$276,314					
Chambers	Roof Replacement	$908,834					
Total Renovation by year		$2,884,155	$399,651	$1,299,356	$276,314	$908,834	$0

Exhibit 13.11. 2028 Projected Utilization Rates – Scenario 4

Site Name	2028 Projected Enrollment	Capacity	2028 Projected Utilization
Prospect Early Childhood Academy	85	252	33.73%
Kirk Middle School	637	1,104	57.70%
Shaw High School	347	1,684	20.61%
District Total	**1,069**	**3,040**	**35.16%**

Scenario 5

Scenario 5 creates a PK-Kindergarten program at Prospect, grade first through fourth facility at Caledonia, grade fifth through eighth facility at Kirk, and keeps the one 9-12 facility. This involves closing Mayfair Elementary, moving the kindergarten students to Prospect and the grade 1 through 4 to Caledonia, and thereby increasing overall utilization. Kirk Middle School would add fifth grade, accommodating students from fifth through eighth grade. The Board offices would be moved to Chamber Community Center to accommodate the extra room for kindergarten students. Superior Arts School would be closed. The arts program would be relocated to Kirk Middle School. These changes are designed to save operational dollars by reducing the number of facilities that require maintenance and staffing while increasing the utilization of remaining buildings. The chart below is reflective of the phasing assumptions and priorities listed in section 12. The anticipated capital improvement budget for this scenario is **$5,628,335** ($3,515,719 less than scenario 1). The 2028 Projected Utilization would be **30.90%.**

Exhibit 13.12. Scenario 5 – Strategy Timeline

School	Strategy	2025	2026	2027
Prospect	Move Board Office to Chambers			
	Move Kindergarten Students Prospect			
Superior	Close Superior and move program to Kirk			
	Move Superior students to Caledonia			
Mayfair	Close Mayfair			
	Move Mayfair students to Caledonia			
Kirk	Add Fifth Grade Students			
	Move Caledonia fifth grade students to Kirk			

Exhibit 13.13. Scenario 5 – Renovation Timeline

School	Renovation	Budget	2025	2026	2027	2028	2029
Prospect & Admin	Masonry Repair	$74,667					
Caledonia	Emergency Power System	$159,218					
Kirk	Playground Surface Repair	$10,674					
Kirk	Sidewalk/Stair Repair	$97,401					

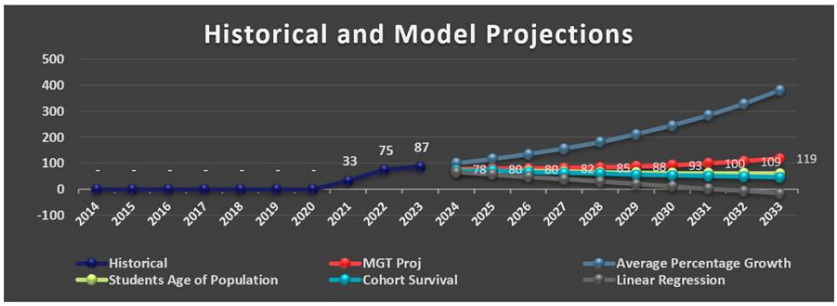
School	Renovation	Budget	2025	2026	2027	2028	2029
Kirk	Parking Lot Repair/Repaving	$111,542					
Prospect & Admin	Hot Water System Replacement	$105,367					
Caledonia	Parking Lot Repair/Repaving	$130,575					
Kirk	Roof Replacement	$1,299,356					
Chambers	HVAC Replacement	$1,878,192					
Prospect & Admin	Electrical Service Upgrade	$276,314					
Caledonia	Roof Replacement	$576,195					
Chambers	Roof Replacement	$908,834					
Total Renovation by year		$5,628,335	$453,502	$3,413,490	$276,314	$1,485,029	$0

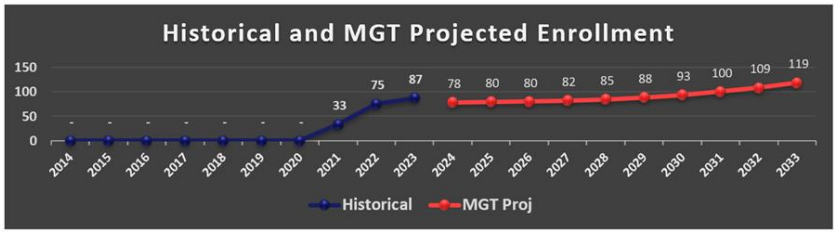
Exhibit 13.14. 2028 Projected Utilization Rates – Scenario 5

Site Name	2028 Projected Enrollment	Capacity	2028 Projected Utilization
Prospect Early Childhood Academy	147	252	58.33%
Caledonia	247	419	58.95%
Kirk Middle School	328	1,104	29.71%
Shaw High School	347	1,684	20.61%
District Total	**1,069**	**3,459**	**30.90%**

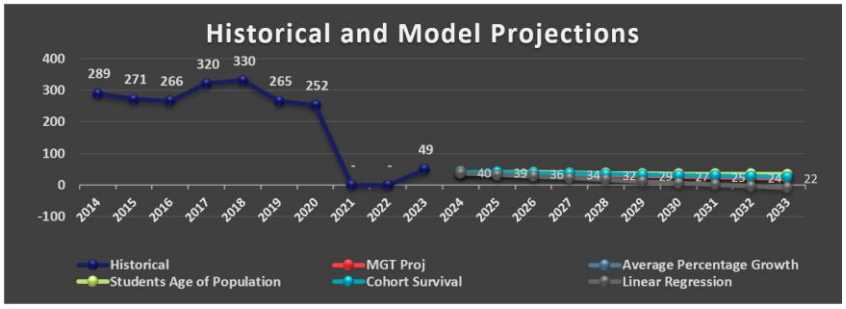
Appendix A – Historical and Projected Enrollment Projections by School

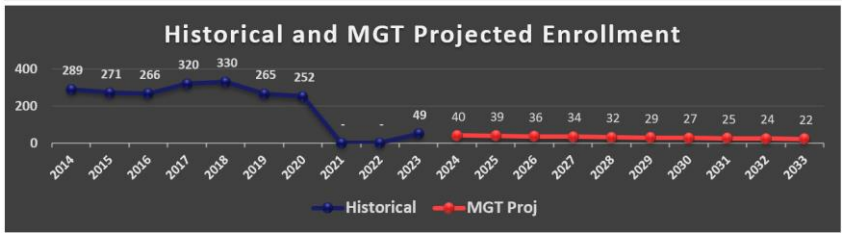
Prospect Early Childhood Academy



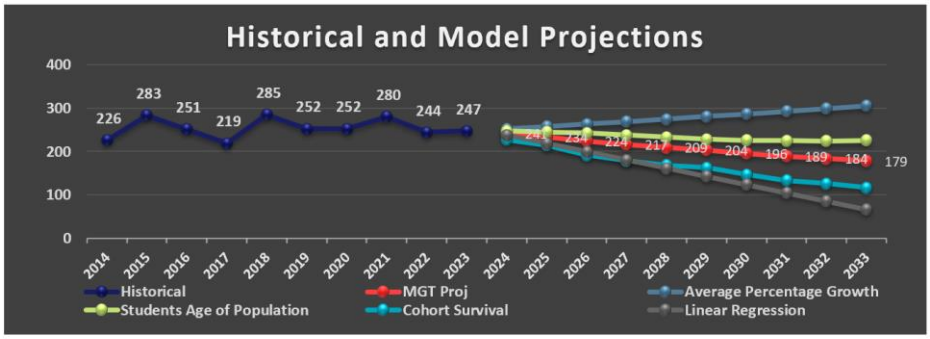


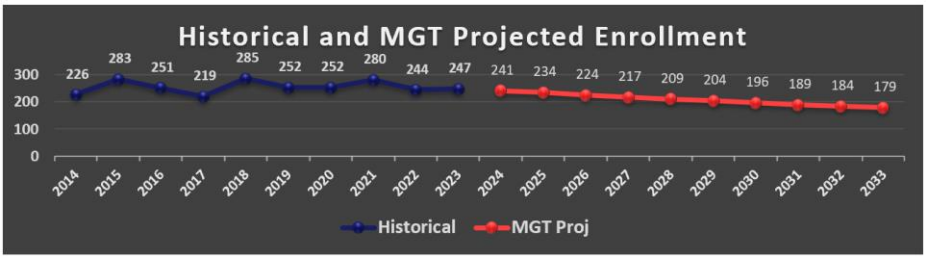
Superior School for the Performing Arts



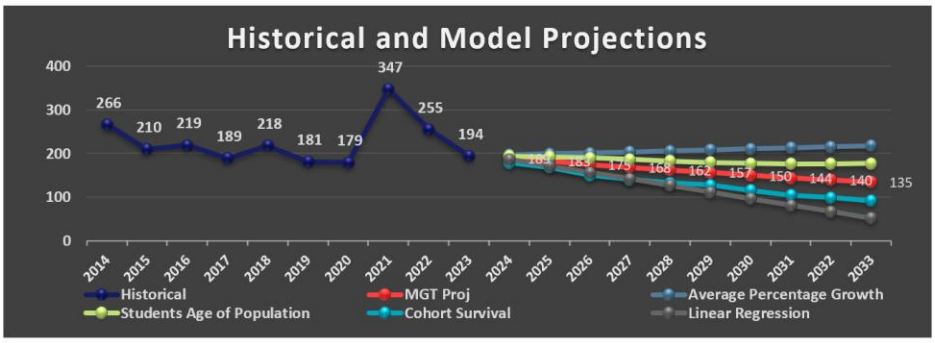


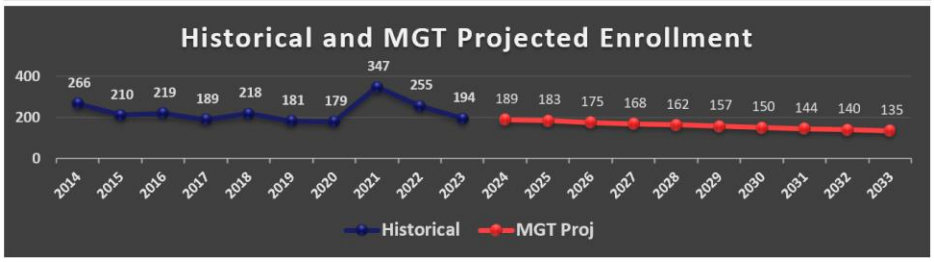
Caledonia Elementary School



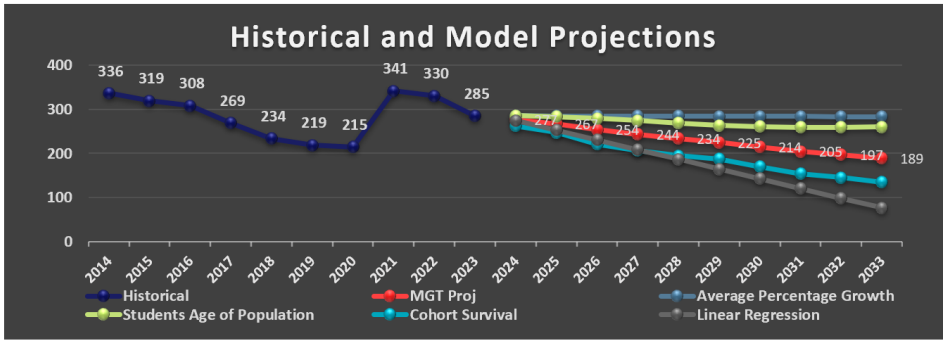


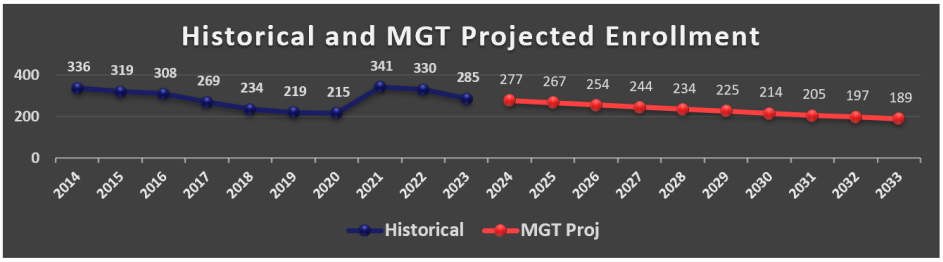
Mayfair Elementary School



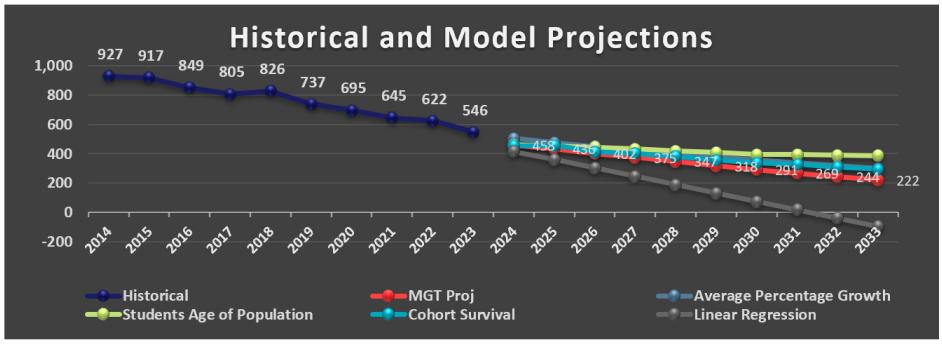


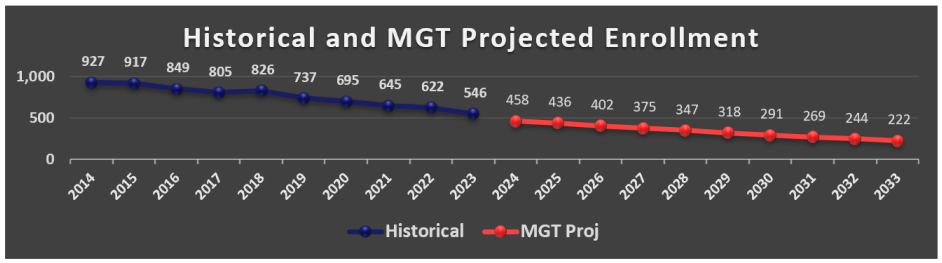
Kirk Middle School





Shaw High School





APPENDIX A – HISTORICAL AND PROJECTED ENROLLMENT PROJECTIONS BY SCHOOL

Appendix B- Educational Suitability and Technology Readiness Reference Guide

ART CLASSROOMS

Required space at all levels. Art rooms should be in permanent buildings. If there is no space, score all components *Unsatisfactory*. For educational suitability purposes, if the art room is in a portable, all four components should be scored *Unsatisfactory*.

System	Component	Description	What to Look For
Art	**Environment**	The room should provide an inviting and stimulating environment for learning.	**Spatial Configuration (immovable):** Does it support the instructional program? **Lighting:** Appropriate natural light/lighting levels? **Acoustics:** Are there impediments to hearing the teacher? Is there noise transfer between classrooms? **HVAC/Temperature:** Is there proper ventilation and consistent and adequate climate control? **Aesthetics:** Are the room finishes/equipment worn and/or dated?
	Size	The room should meet the square footage standards. **ES: 1,100 SF** **MS/HS: 1200 SF**	**EXCEL:** 90-100% of the room(s) meet standards **GOOD:** 80-89% of the room(s) meet standards **FAIR:** 65-79% of the room(s) meet standards **POOR:** 50-64% of the room(s) meet standards **UNSAT:** <50% of the room(s) meet standards or is a portable
	Location	The room should be appropriately located for the program.	Rooms should be located on an exterior wall with windows for natural light.
	Storage/Fixed Equip	The room should have adequate storage space and fixed equipment appropriate to the program.	**Storage:** Room(s) have adequate permanent casework, appropriate materials, and project storage **Fixed Equipment:** ES/MS: Should have sink. HS: Should have at least 2 sinks w/clay traps, kiln w/appropriate ventilation, display space, hard surfaced flooring, easily cleanable surfaces, and technology equipment. Room(s) should have the capacity to be darkened to display projected imagery.

Examples of art classrooms:



CAREER & TECHNICAL EDUCATION

Scores are based on the programs available in each building. Space is provided for various simulations of job-related experiences and laboratory workstations. For educational suitability purposes, if some CTE rooms are in a portable building, the comment for all four components should include this information and scores lowered based on the percent that are located in portable buildings. If all CTE rooms are in portables, all components are scored *Unsatisfactory*.

System	Component	Description	What to Look For
Career Tech Ed	**Environment**	The room should provide an inviting/stimulating environment for learning.	**Spatial Configuration (immovable):** Does it support the instructional program? **Lighting:** Appropriate natural light/lighting levels? **Acoustics:** Are there impediments to hearing the teacher? Is there noise transfer between classrooms? **HVAC/Temperature:** Is there proper ventilation and consistent and adequate climate control? **Aesthetics:** Are the room finishes/equipment worn and/or dated?
	Size	The room should meet the square footage appropriate for the program. There is room for a lecture area and for the movement of students.	**EXCEL:** 90-100% of the room(s) meet standards **GOOD:** 80-89% of the room(s) meet standards **FAIR:** 65-79% of the room(s) meet standards **POOR:** 50-64% of the room(s) meet standards **UNSAT:** <50% of the room(s) meet standards
	Location	The room should be appropriately located for the program.	The classrooms(s) should be shielded from noise-producing activities and functions and there should be appropriate material delivery areas.
	Storage/Fixed Equip	The room should have adequate storage space and fixed equipment appropriate to the program.	**Storage:** There should be storage for student projects and supplies and secured storage areas for volatile, flammable, and corrosive chemicals and cleaning agents, if needed for the program. In addition, there should be proper storage and removal access for hazardous waste materials is provided in each laboratory using such materials. **Fixed Equipment:** As appropriate to the program, including any necessary safety equipment.

Examples of career and technical education classrooms:



COMPUTER LABS

Computer labs should be scored if they exist. If a school has no computer lab, it should be scored "N/A." For educational suitability purposes, if the computer lab is in a portable, all four components should be scored *Unsatisfactory*.

System	Component	Description	What to Look For
Computer Labs	**Environment**	The room should provide an inviting and stimulating environment for learning.	**Spatial Configuration (immovable):** Does it support the instructional program? **Lighting:** Lighting should minimize screen glare and eye strain. **Acoustics:** Are there impediments to hearing the teacher? Is there noise transfer between classrooms? **HVAC/Temperature:** Is there proper ventilation and consistent and adequate climate control? **Aesthetics:** Are the room finishes/equipment worn and/or dated?
	Size	The room should meet the square footage standards and should accommodate the movement of students around learning stations. **1100 SF (ES)** **1200 SF (MS)** **1200 SF (HS)**	**EXCEL:** 90-100% of the room(s) meet standards **GOOD:** 80-89% of the room(s) meet standards **FAIR:** 65-79% of the room(s) meet standards **POOR:** 50-64% of the room(s) meet standards **UNSAT:** <50% of the room(s) meet standards
	Location	The room should be appropriately located for the program.	A room that is close to classroom areas and shielded from noise-producing activities or functions.
	Storage/Fixed Equip	The room should have adequate storage space and fixed equipment appropriate to the program. **Computer labs should have both hard connections and wireless availability.**	**Storage:** Is there adequate permanent casework and enough storage for teaching materials and records? **Fixed Equipment:** There should be sufficient outlets, power sources, and network links for the amount of equipment provided. Equipment should be properly secured and appropriate for the program. Furniture should /should not be fixed/permanent.

Examples of computer labs:



EARLY CHILDHOOD EDUCATION – PRE-K

For suitability purposes, if some early childhood classrooms are located in a portable building, the comment for all four components should include this information and the scores should be lowered based on the percent of classrooms in that category that are located in portable buildings. If all ECE classrooms are in portables, all components should be scored *Unsatisfactory*.

System	Component	Description	What to Look For
ECE	**Environment**	The room should provide an inviting and stimulating environment for learning.	**Spatial Configuration (immovable):** Does it support the instructional program? **Lighting:** Appropriate natural light/lighting levels? **Acoustics:** Are there impediments to hearing the teacher? Is there noise transfer between classrooms? **HVAC/Temperature:** Is there proper ventilation and consistent and adequate climate control? **Aesthetics:** Are the room finishes/equipment worn and/or dated?
	Size	The room should meet the square footage standards (including restrooms, storage, kitchenette, and teacher preparation) **1100 SF**	**EXCEL:** 90-100% of the room(s) meet standards **GOOD:** 80-89% of the room(s) meet standards **FAIR:** 65-79% of the room(s) meet standards **POOR:** 50-64% of the room(s) meet standards **UNSAT:** <50% of the room(s) meet standards
	Location	The room should be appropriately located for the program.	A room that is appropriately located and shielded from noise-producing activities or functions and has access to a fenced outdoor play area. (Play area is scored under ***Outside Spaces***.)
	Storage/Fixed Equip	The room should have adequate storage space and fixed equipment appropriate to the program.	**Storage:** Room(s) have adequate, age-appropriate casework and storage. **Fixed Equipment:** There should be a restroom in the classroom. Convenient access to washer and dryer. If the room is used for special education preschool, add a changing area in the restroom. Fixtures include sink, wall of cabinets, age-appropriate fixtures, and technology equipment. Some flooring is a "wet area."

Examples of ECE classrooms:



GENERAL CLASSROOMS

For suitability purposes, if some general classrooms are located in a portable building, the comment for all four components should include this information and scores lowered based on the percent that are located in portable buildings. If all general classrooms are in portables, all four components are scored *Unsatisfactory*.

System	Component	Description	What to Look For
General Classrooms	**Environment**	The rooms should provide an inviting and stimulating environment for learning.	**Spatial Configuration (immovable):** Does it support the instructional program? Classrooms should have flexible spaces for group learning. **Lighting:** Appropriate natural light/lighting levels? Clerestory windows OK. **Acoustics:** Are there impediments to hearing the teacher? Is there noise transfer between classrooms? **HVAC/Temperature:** Is there proper ventilation and consistent and adequate climate control? **Aesthetics:** Are the room finishes/equipment worn and/or dated?
	Size	The rooms should meet the square footage standards. **All Levels: 1000 SF**	**EXCEL:** 90-100% of the room(s) meet standards **GOOD:** 80-89% of the room(s) meet standards **FAIR:** 65-79% of the room(s) meet standards **POOR:** 50-64% of the room(s) meet standards **UNSAT:** <50% of the room(s) meet standards
	Location	The rooms should be appropriately located for the program.	A room that is appropriately located and shielded from noise-producing activities or functions.
	Storage/Fixed Equip	The rooms should have adequate storage space and fixed equipment appropriate to the program.	**Storage:** Permanent casework and space for teaching materials and records. **Fixed Equipment:** One wall of cabinets, counters at age-appropriate height, a locked cabinet. There should be technology equipment appropriate to the program.

Examples of general classrooms:

INSTRUCTIONAL RESOURCE ROOMS

There should be space(s) for resource specialist, speech therapist, psychologists, itinerant teachers, bilingual specialists, migrant services, and other services. For educational suitability purposes, if some instructional resource rooms are in a portable building, the comment for all four components should include this information and scores lowered based on the percent that are in portable buildings. If all resource rooms are in portables, all components are scored *Unsatisfactory*.

System	Component	Description	What to Look For
Instructional Resource Rooms	**Environment**	The room should provide an inviting and stimulating environment for learning.	**Spatial Configuration (immovable):** Does it support the instructional program and allow for collaborative learning opportunities? **Lighting:** Appropriate natural light/lighting levels? **Acoustics:** Are there impediments to hearing the teacher? Is there noise transfer between classrooms? **HVAC/Temperature:** Is there proper ventilation and consistent and adequate climate control? **Aesthetics:** Are the room finishes/equipment worn and/or dated?
	Size	The room should meet the square footage standards. **600 SF X 3 rooms**	**EXCEL:** 90-100% of the room(s) meet standards **GOOD:** 80-89% of the room(s) meet standards **FAIR:** 65-79% of the room(s) meet standards **POOR:** 50-64% of the room(s) meet standards **UNSAT:** <50% of the room(s) meet standards
	Location	The room should be appropriately located for the program.	The room should be near other classrooms and shielded from noise-producing activities or functions.
	Storage/Fixed Equip	The room should have adequate storage space and fixed equipment appropriate to the program.	**Storage:** Room(s) have adequate permanent casework; teacher, and student storage. **Fixed Equipment:** Room(s) have program/technology equipment appropriate to the program.

Examples of instructional resource rooms:



KINDERGARTEN

If some kindergarten classrooms are in a portable building, the comment for all four components should include this information and scores lowered based on the percent that are in portable buildings. For educational suitability purposes, if all kindergarten classrooms are in portables, all components are scored *Unsatisfactory*.

System	Component	Description	What to Look For
Kindergarten	**Environment**	The room should provide an inviting and stimulating environment for learning.	**Spatial Configuration (immovable):** Does it support the instructional program? . **Lighting:** Appropriate natural light/lighting levels? **Acoustics:** Are there impediments to hearing the teacher? Is there noise transfer between classrooms? **HVAC/Temperature:** Is there proper ventilation and consistent and adequate climate control? **Aesthetics:** Are the room finishes/equipment worn and/or dated?
	Size	The room should meet the square footage standards (including restrooms, storage, teacher preparation). **1100 SF**	**EXCEL:** 90-100% of the room(s) meet standards **GOOD:** 80-89% of the room(s) meet standards **FAIR:** 65-79% of the room(s) meet standards **POOR:** 50-64% of the room(s) meet standards **UNSAT:** <50% of the room(s) meet standards
	Location	The room should be appropriately located for the program.	The room should be appropriately located, shielded from noise-producing activities or functions, and located close to parent drop-off and bus loading areas. Kindergarten is to be located on the ground floor.
	Storage/Fixed Equip	The room should have adequate storage space and fixed equipment appropriate to the program.	**Storage:** Storage space for teaching materials and records; and for children's clothing and personal items. Storage, casework, and learning stations are functionally designed for use in free play and structured activities, e.g., shelves are deep and open for frequent use of manipulative materials. **Fixed Equipment:** There should be a wet area with sink. Room(s) have program/technology equipment appropriate to the program. A restroom should be located within kindergarten classrooms or within 50' of classroom. Counters, furniture, etc. should be appropriate heights for kindergarten-aged students.

Examples of kindergarten classrooms:



LEARNING ENVIRONMENT

System	Component	Description	What to Look For
Learning Environment	**Learning Style Variety**	The school should have flexible learning spaces.	Space is provided to allow for various group sizes, projects, individual workstations, as well as general classrooms. Spaces are flexible, allowing for differentiated instruction to accommodate multiple teaching and learning styles.
	Interior Environment	The school should provide an inviting and stimulating environment for learning.	**Spatial Configuration (immovable):** Does it support the instructional program or are there oddly placed posts, difficult angles to navigate or awkward spaces to use? **Lighting:** Is there appropriate natural light (windows with views) and adequate artificial lighting levels? **Acoustics:** Is there noise transfer between classrooms or from traffic or play areas into the classrooms? The large spaces, e.g., vestibules, halls, cafeteria, etc. are acoustically treated. **HVAC/Temperature:** Is there proper ventilation and consistent and adequate climate control? **Aesthetics:** Are school common area finishes/equipment worn and/or dated?
	Exterior Environment	Schools should have outdoor areas for learning and social gathering opportunities.	Examples include outdoor science/nature learning labs, covered or open instructional areas, and social gathering spaces.

Examples of learning environments:

MEDIA CENTER

All schools are expected to have a media center. For educational suitability purposes, if the media center is in a portable, all components are scored *Unsatisfactory*.

System	Component	Description	What to Look For
Media Center	**Environment**	The room should provide an inviting/stimulating environment for learning. **There should be space for instruction, research, and quiet reading.**	**Spatial Configuration (immovable):** Does it support the instructional program? **Lighting:** Appropriate natural light/lighting levels? **Acoustics:** Are acoustic materials in place to allow different activities to occur at the same time without interference? **HVAC/Temperature:** Is there proper ventilation and consistent and adequate climate control? **Aesthetics:** Are the room finishes/equipment worn and/or dated?
	Size	**Elementary: min. 1500 SF** **Middle School: min. 1800 SF** **High School: min. 2100 SF** **All should include an office and workroom.**	**EXCEL:** 90-100% of the room(s) meet standards **GOOD:** 80-89% of the room(s) meet standards **FAIR:** 65-79% of the room(s) meet standards **POOR:** 50-64% of the room(s) meet standards **UNSAT:** <50% of the room(s) meet standards
	Location	The room should be appropriately located for the program.	The media center should be centrally located to support access of all students and away from noisy parts of the building.
	Storage/Fixed Equip	The room should have adequate storage space and fixed equipment appropriate to the program.	**Storage:** Adequate permanent casework and enough storage for materials and technology. **Fixed Equipment:** Space and capability for computer terminals for student use, research and report writing. Equipment should be properly secured. Bookcases are ideally located on the perimeter or are low enough to allow supervision. The space should include a sink in the workroom, high ceilings, and flexible spaces. Space should include break out area for student collaboration, student instruction, and teacher instruction (professional development).

Examples of Media Centers:



MUSIC

Required space at all levels. If no music room exists, all four components should be scored *Unsatisfactory*. For educational suitability purposes, if the music room is in a portable, all four components should be scored *Unsatisfactory*. All secondary schools should have separate choir and band space. High schools also have separate orchestral space.

System	Component	Description	What to Look For
Music	**Environment**	The room should provide an inviting/stimulating environment for learning.	**Spatial Configuration (immovable):** Size and height of instrumental and choral rehearsal rooms should be sufficient to allow for movement of students and instruments and various presentation arrangements **Lighting:** Appropriate natural light/lighting levels? **Acoustics:** Size and height of instrumental and choral rehearsal rooms should be sufficient to allow for acoustic quality. Flooring should be hard surface. **HVAC/Temperature:** Is there proper ventilation and consistent and adequate climate control? **Aesthetics:** Are the room finishes/equipment worn and/or dated? **Safety:** Practice rooms have motion-sensor lighting, a window in the door, and adequate acoustical treatment.
	Size	The rooms should meet the square footage standards. **1,000 SF (ES)** **3,000 SF (MS) 3 rooms minimum - chorus, orchestra, band** **4,000 SF (HS) 3 rooms minimum chorus, orchestra, band. Practice Rooms. Office**	**EXCEL:** 90-100% of the room(s) meet standards **GOOD:** 80-89% of the room(s) meet standards **FAIR:** 65-79% of the room(s) meet standards **POOR:** 50-64% of the room(s) meet standards **UNSAT:** <50% of the room(s) meet standards
	Location	The room should be appropriately located for the program.	All music rooms shall be located remotely from other classrooms to minimize sound transmission, should have convenient access to the auditorium, and practice rooms should have adequate supervision.
	Storage/Fixed Equip	The room should have adequate storage space and fixed equipment appropriate to the program. Different levels (staired area)	**Storage:** Room(s) have adequate casework (cabinets and bookshelves), and appropriate storage. Lockable student cabinets for instruments. **Fixed Equipment:** There should be sinks and storage, depending on type of program. Technology equipment appropriate to the program.

Examples of music classrooms:

NON-INSTRUCTIONAL SPACES

System	Component	Description	What to Look For
Non-Instructional	**Administration**	Administrative spaces should be configured and equipped appropriately. There should be active control of the front door.	Administrative office/clerical space appropriate for the school size. With adequate reception space for parents and visitors. Storage area for consumable materials. Adult restrooms. Principal's office with space for meetings of four people. Small meeting space for meetings of up to 10 people. Faculty mailboxes should not be accessed through the public space. There needs to be a large storage space adequate to store furniture and excess supplies (not in the mechanical or electrical space).
	Cafeteria	A multi-use room or rooms capable of seating one-third of the capacity of the school for dining.	There is good circulation and routing. The cafeteria is acoustically isolated, has appropriate storage and seating. There needs to be a space to store all the tables and chairs for multipurpose usage. The area for the cafeteria line is designed for the flow of traffic for each lunch period and should allow all students adequate eating time during each lunch period. Tables and benches or seats are designed to maximize space and allow flexibility in the use of the space and create lines of sight for adequate supervision.
	Food Service and Prep	Food service and prep spaces (kitchen, freezer, cooler, office, restrooms, etc.) are sized and located appropriately. The kitchen area should have separate areas for pickup and delivery, have adequate storage, and fixed equipment.	Design of kitchen reflects its planned function, e.g., whether for food preparation or warming only. Space is available for refrigeration and preparation of food to accommodate maximum number of students planned for the school. Office, changing, and restroom areas for food preparation staff are available and shall comply with local department of health requirements. Safety equipment is available. The delivery area is separate from other traffic and does not provide an unsecured access point into the school. Doorbell/buzzer and peephole at access door.
	Clinic	Each school should have a health clinic.	There should be a health service area with space for nurse desk, patient beds (2), filing cabinets, and both dry (locked) and refrigerated medication storage. There should also be an ADA accessible restroom. Cot area should be supervised by office.

NON-INSTRUCTIONAL SPACES (CONTINUED)

System	Component	Description	What to Look For
Non-Instructional	**Counseling**	There should be office area for the psychologist/counseling program which provides for confidentiality and may be shared with other support service programs. Middle: 3 offices High: 7 offices	There should be a reception/waiting area. The space should be located adjacent to the fireproof records storage. **Component requirements** Guidance Office = 150 SF Reception = 150 SF Records Room = 150 SF
	Custodial and Maintenance	There should be a custodial receiving area (250 SF) and custodial closets with floor mop sink in each major building area.	The receiving area should be on the ground floor with direct access from delivery truck loading/unloading area and should have shelving for bulk storage of equipment and supplies.
	Student Restrooms	Restroom stalls shall be sufficient to accommodate the maximum planned enrollment and shall be located on campus to allow for supervision.	Restrooms are appropriately located and adequate in number, well-ventilated, and the fixtures are appropriate. Floor and wall surfaces are washable. Toilet partitions and urinal privacy partitions are in place. Restroom ratio should be 1 to 50 for girls, 1 to 75 for boys.
	Faculty Workspace	The faculty should have a space for dining and a work area.	The faculty space should be sized appropriately for the school. There should also be workspace equipped for copying and other instructional materials preparation.

Examples of non-instructional spaces:




OUTSIDE SPACES

System	Component	Description	What to Look For
Outside	**Vehicular Traffic**	Traffic routing should be safe with good separation.	Bus, parent, and service lanes are "off-street" and do not conflict with each other, playground, or parking areas. There is adequate bus loading near entrances to the building.
	Pedestrian Traffic	Pedestrian traffic routing is safe with good separation from vehicular traffic.	There should be safe walk routes (sidewalks and marked crosswalks) that direct students and the public to appropriate entrances.
	Parking	Parking should be adequate in size and marked.	There is adequate off-street paved, marked, and lighted parking for staff and visitors for daily operations (not events). Parking lots have reasonable access to school entrances. Minimum adequate parking spaces defined as one space per staff member and six visitor spaces. Student parking should be adequate.
	Play Areas/Fields	Play areas should be adjacent to the school, adequate in size, and allow for free and organized play time.	There should be an area for covered play, a hard-surfaced area, and playground equipment. **PK/K only:** separately fenced area with both hard and grassed areas. For PK, this should be accessed directly from the classroom(s). **MS only:** include hard surface and grassed areas for physical Education. **HS only**: track and field, football field, soccer fields, baseball and softball fields, and tennis courts. Adequate space for outdoor physical education classes.

Examples of outside spaces:

PERFORMING ARTS

All schools are required to have a performing arts space.

System	Component	Description	What to Look For
Performing Arts	**Environment**	The room should provide an inviting/stimulating environment for learning.	**Spatial Configuration (immovable):** Does it support the instructional program? **Lighting:** Appropriate lighting levels? **Acoustics:** Are there impediments to hearing? Is there noise transfer between spaces? **HVAC/Temperature:** Is there proper ventilation and consistent and adequate climate control? **Aesthetics:** Are the room finishes/equipment worn and/or dated?
	Size	**ES:** Can be with the cafetorium or gymatorium with a stage. **MS/HS:** The auditorium should have fixed seating for one grade level. HS: three spaces minimum – auditorium plus two of the following: small theater, black box, prop room, practice room, recording studio, etc. (MS standard to be considered by district.)	MS/HS performing arts spaces including auditorium, stage, seating, green room, dressing rooms, sound booth, lighting booth, etc. meet instructional space guidelines/standards. **EXCEL:** 90-100% of the room(s) meet standards **GOOD:** 80-89% of the room(s) meet standards **FAIR:** 65-79% of the room(s) meet standards **POOR:** 50-64% of the room(s) meet standards **UNSAT:** <50% of the room(s) meet standards
	Location	The room should be appropriately located for the program.	The performing arts space should be located on the ground floor and acoustically isolated from the quiet spaces. There should be convenient public & after-school access with the means to restrict access to other spaces and easy access to restrooms and water fountains.
	Storage/Fixed Equip	The room should have adequate storage space and fixed equipment appropriate to the program.	The performing arts space should have adequate and appropriate storage, curtain, lighting, sound system, and technology equipment appropriate to the program.

Examples of performing arts spaces:



PHYSICAL EDUCATION

All schools are expected to have P.E. space, with one gym for the ES (can be gymatorium) and MS, and two for HS. If no space exists, all four components should be scored *Unsatisfactory*.

System	Component	Description		What to Look For
P.E.	**Environment**	The room should provide an inviting/stimulating environment for learning.		**Spatial Configuration (immovable):** Does it support the instructional program? **Lighting:** Appropriate natural light/lighting levels? **Acoustics:** Are there impediments to hearing the teacher? Is there noise transfer between programs? **HVAC/Temperature:** Is there proper ventilation and consistent and adequate climate control? **Aesthetics:** Are the room finishes/equipment worn and/or dated? **Flooring MS/HS:** regulation wood gym floor. ES: rubber is Good, wood is Excellent.
	Size	**ES:** Gym	**ES: 3000 SF** **MS: 6000 SF** **HS: 8000 SF**	**EXCEL:** 90-100% of the room(s) meet standards **GOOD:** 80-89% of the room(s) meet standards **FAIR:** 65-79% of the room(s) meet standards **POOR:** 50-64% of the room(s) meet standards **UNSAT:** <50% of the room(s) meet standards
		MS: Competition court, 2 regulation cross-courts, seating for entire ASB. Competition gym Boys/girls lockers 2000 SF each w/private shower facilities Storage/Office 600 SF	**HS:** Competition court, 2 regulation cross courts, seating for entire ASB. Competition and practice gym Weight room; multi-purpose (wrestling/dance/gymnastics) Boys/girls lockers 2000 SF each w/private shower facilities Storage/Office 600 SF, training room, concession stand	
	Location	The room should be appropriately located for the program.		The gymnasium is secured from other parts of the campus for evening and weekend events or for public use purposes. Access to public restrooms.
	Storage/Fixed Equip	The room should have adequate storage space and fixed equipment appropriate to the program.		**Storage:** There should be adequate and appropriate storage. **Fixed Equipment:** Water fountains and fixed equipment (backboards, safety padding, and bleachers down one side as a minimum). Dance rooms should have a wooden floor and mirrored wall.

Examples of physical education spaces:



SAFETY & SECURITY

System	Component	Description	What to Look For
Safety and Security	**Fencing**	The school site should be appropriately fenced.	The school site is appropriately fenced. Entrances and egresses are limited, where appropriate. Preschool/kindergarten playgrounds are fenced separately from other play areas, which should also be completely fenced.
	Signage & Way Finding	Interior and exterior signage should be adequate for the needs of the school.	Adequate signage or graphics direct the public to major spaces (e.g., entrance, office, gym, auditorium, etc.) of the school and grounds. Traffic and parking signs are adequate to direct visitors. All rooms are identified with numbers/signs.
	Ease of Supervision	The building layout and equipment should enhance building supervision.	Supervision is enhanced through proper sightlines, few or no "hiding areas," appropriate interior/exterior lighting, good direct visibility or via security cameras both inside and outside the building. PK/Kindergarten classrooms should be designed to allow supervision of play yards (unless prevented by site shape or size) and all areas of the classroom. Outdoor restrooms having direct outside access are located in areas that are visible from playground and are easily supervised. No easy sight into assembly areas.
	Controlled Entrances	Points of entry should be controlled for student and staff safety.	School design or configuration allows for control of entrances to the school. Public entrances are easily supervised and controlled with a security vestibule. Intercom and buzzer system.

Examples of safety & security:

SELF-CONTAINED SPECIAL EDUCATION

Required space where program exists, score *N/A* if program does not exist. For educational suitability purposes, if some self-contained rooms are located in a portable building, the comment for all four components should include this information and scores lowered based on the percent that are located in portable buildings. If all self-contained rooms are in portables, all components are scored *Unsatisfactory*.

System	Component	Description	What to Look For
Self-Contained Special Ed	**Environment**	The room should provide an inviting/stimulating environment for learning.	**Spatial Configuration (immovable):** Does it support the instructional program? **Lighting:** Appropriate natural light/lighting levels? **Acoustics:** Are there impediments to hearing the teacher? Is there noise transfer between classrooms? **HVAC/Temperature:** Is there proper ventilation and consistent and adequate climate control? **Aesthetics:** Are the room finishes/equipment worn and/or dated?
	Size	The room should meet the square footage standards. **1110 SF (ES)** **1200 SF (MS)** **1200 SF (HS)**	**EXCEL:** 90-100% of the room(s) meet standards **GOOD:** 80-89% of the room(s) meet standards **FAIR:** 65-79% of the room(s) meet standards **POOR:** 50-64% of the room(s) meet standards **UNSAT:** <50% of the room(s) meet standards
	Location	The room should be appropriately located for the program.	The classroom(s) should be shielded from noise-producing activities and located centrally.
	Storage/Fixed Equip	The room should have adequate storage space and fixed equipment appropriate to the program.	**Storage:** Room(s) have adequate permanent casework and teacher and student storage. **Fixed Equipment:** The classrooms should have special needs equipment and technology equipment appropriate to the program. Each room should have a restroom with hot water, and convenient changing area. There should be a washer/dryer in a convenient location.

Examples of self-contained special education classrooms:



SCIENCE LAB

Required space at MS/HS, score all four components *Unsatisfactory* if none exists. For educational suitability purposes, if all the science rooms are located in a portable, all four components should be scored *Unsatisfactory*. The secondary schools should include both classrooms and lab spaces.

System	Component	Description	What to Look For
Science	**Environment**	The room should provide an inviting/stimulating environment for learning.	**Spatial Configuration (immovable):** Classrooms are flexibly designed to insure full student access to laboratory stations and lecture areas. **Lighting:** Appropriate natural light/lighting levels? **Acoustics:** Are there impediments to hearing the teacher? Is there noise transfer between classrooms? **HVAC/Temperature:** Is there proper ventilation and consistent and adequate climate control? **Aesthetics:** Are the room finishes/equipment worn and/or dated? **Flooring:** There should be wet flooring.
	Size	The room should meet the square footage standards. **1400 SF**	**EXCEL:** 90-100% of the room(s) meet standards **GOOD**: 80-89% of the room(s) meet standards **FAIR:** 65-79% of the room(s) meet standards **POOR:** 50-64% of the room(s) meet standards **UNSAT:** <50% of the room(s) meet standards
	Location	The room should be appropriately located for the program.	The science classroom should be shielded from noise-producing activities or functions.
	Storage/Fixed Equip	The room should have adequate storage space and fixed equipment appropriate to the program.	**Storage:** Space for teaching materials and adequate permanent casework. There should be separate secured storage areas area provided for volatile, flammable, and corrosive chemicals and cleaning agents. **Fixed Equipment:** There should be a science classroom with wet flooring, appropriate science storage and extra sinks as well as safety equipment (FE, shower, eyewash) and supplies. A separate room for storage and prep area. Fume hoods in 50% of the rooms, water and gas in all spaces, chemical storage, prep room. Maximum of 24 workstations. One ADA workstation.

Examples of science classrooms & labs



TECHNOLOGY READINESS

Standard: wireless capability throughout the school, fiber access to each school, telephones to each instructional space, and four hardwire connections to each classroom.

System	Component	Description	What to Look For
Technology Readiness	**Comm./IT Environment**	Communications and IT equipment should be in a climate-controlled environment that is secure and accessible.	Equipment is located in a place designed for Comm/IT equipment. Space is properly climate-controlled, secure, easily accessed. The area has adequate storage, utilities, and fixed equipment and is free of clutter.
	Electrical Power	Sufficient electrical power to provide for each student and staff operation of multiple devices.	No power strips, no extension cords, no plug-in outlet extenders. Check for microwave, coffee pots, refrigerators, etc. Check for breaker tripping.
	Cooling	Classrooms and computer lab computers should be in a climate-controlled environment.	Each CR or computer lab has sufficient HVAC capacity for the equipment present. Is the HVAC zoned separately to keep servers in a ventilated and humidity-controlled environment?
	Network Connectivity	All schools should be connected to the Local Area Network. There should be adequate network access to provide ubiquitous wireless in all instructional spaces. Each area (CR, media center, computer lab and support area) has adequate network access for computers and applicable instructional technology devices through either network drops or dense wireless	If Network connection is not fiber based, connectivity should score some or disagree.
	Network Performance	Network should allow for educational, administrative, and operational programs to run in a fashion that does not impede teachers, students, and staff from performing their daily functions and responsibilities.	Internet connectivity is available and reliable. If network performance is an issue, Comment item and the Project manager will check with district Technology Director to identify potential causes.
	Video Distribution	All schools should have the capability to stream live internet feeds or other video sources without disruption to other network functions.	There should be a projection device in each classroom.
	Voice Distribution	All schools should have the capability to directly contact each classroom, support, and office spaces. Capability to have building-wide paging and announcements. Voicemail capabilities for staff.	Paging should be heard in all spaces; inside the building and parking lot areas and bus drop off area, and playgrounds and fields. Faculty and Staff have voicemail access.
	Faculty/Staff	Faculty and Staff: All staff should have fixed equipment.	Faculty stations have hardwired connections and sufficient electrical power to run computers and multimedia

			equipment in classrooms. Staff stations have appropriately located computer drops and electrical outlets

Appendix C – Assessment Reports

Prospect Early Childhood & Administration Building

1843 Stanwood Rd
East Cleveland, OH 44112

Grades: Pre-Kindergarten
Gross Square Footage: 77,176

Assessment Scores

Building Condition: **83.91**

Grounds Condition: **94.66**

Technology Readiness: **89.47**

Educational Suitability: **77.31**

Combined Score: **84.78**

Building Condition Report

Category	Rating	Pts. Earned	Pts. Possible	Comments
Structural				
Foundation & Structure	Good	14.3441	15.9379	
Exterior Walls-2	Poor	1.4886	4.96185	There is water intrusion resulting in brick spalling and cracking around air-handler room on the roof.
Exterior Walls-1	Good	4.4657	4.96185	
Roof	Poor	0.8541	2.847	The roof is 20+ years old and has active leaks. There are multiple blisters visible.
Exterior Windows	Good	4.1929	4.6588	
Exterior Doors	New	0.6266	0.6266	
Interior Floors	Good	4.763	5.2922	
Interior Walls	Good	8.1038	9.0042	
Interior Doors	Good	1.0175	1.1306	
Ceiling	Fair	2.6318	4.3863	There is minor discoloration in areas.
Fixed Equipment	Good	9.0233	10.0259	
Mechanical / Electrical				
Main Service	Fair	1.3772	2.2953	The electrical equipment operates correctly but is old and is nearing the end of its anticipated life span.
Distribution	Good	2.0658	2.2953	
Mechanical / Plumbing				
Supply	Fair	1.0502	1.7504	The hot water heater is operational but is approximately 15 years old, and at the end of its anticipated life span.
Fixtures	Good	1.5754	1.7504	
Waste	Good	1.5754	1.7504	
Mechanical / HVAC				
Energy Generation	New	7.4241	7.4241	
Distribution	Good	4.009	4.4544	
Controls	Good	2.6726	2.9696	
Mechanical				
Lighting	New	3.6575	3.6575	
Elevators and Conveyances	Good	0.5027	0.5585	
Special Lab	NA	0	0.6811	
Connectivity	Good	1.4161	1.5734	
Safety&Fire Protection / Means of Exit				
Exit Operation	Good	0.3065	0.3406	
Exit Safety	Good	0.3065	0.3406	
Safety&Fire Protection / Fire Control Capability				
Fire Control Operation	Good	0.9318	1.0353	
Fire Control Safety	Good	0.9318	1.0353	
Safety&Fire Protection / Fire Alarm System				
Fire Alarm Operation	Good	0.354	0.3933	
Fire Alarm Connectivity	Good	0.354	0.3933	
Safety&Fire Protection				
Emergency Lighting	Good	0.708	0.7867	
Fire Resistance	Good	0.613	0.6811	
ADA	Good			

Grounds Condition Report

Category	Rating	Pts. Earned	Pts. Possible	Comments
Paved Surfaces				
Parking Lots	**New**	**17.9144**	**17.9144**	
Driveways	**New**	**15.119**	**15.119**	
Sidewalks	**Good**	**6.502**	**7.2244**	
Play Courts	**NA**	**0**	**8.4808**	
Landscaped Surfaces				
Lawns & Gardens	**Good**	**5.7483**	**6.387**	
Playfields	**NA**	**0**	**4.397**	
Irrigation System	**NA**	**0**	**4.188**	
Playgrounds				
Equipment	**NA**	**0**	**9.004**	
Playground Surfaces	**NA**	**0**	**3.015**	
Utilities				
Water Service	**Good**	**4.2408**	**4.712**	
Waste Water Service	**Good**	**4.9473**	**5.497**	
Storm Sewer	**Good**	**3.5334**	**3.926**	
Site Lighting	**Good**	**1.8846**	**2.094**	
Fencing	**Good**	**7.2369**	**8.041**	

Technology Readiness Report

Category	Rating	Pts. Earned	Pts. Possible	Comments
Cooling	**Good**	**10**	**10**	
Comm. & IT Equipment Environment	**Good**	**10**	**10**	
Electrical Power	**Good**	**10**	**10**	
Equity of Access	**Fair**	**5**	**10**	**Reported issues with equitable access throughout**
LAN Connectivity	**Fair**	**5**	**10**	**Reported issues with connectivity at times.**
Classroom Level Alerting System	**Good**	**5**	**5**	
LAN-WAN Performance	**Good**	**10**	**10**	
Video Distribution	**Good**	**5**	**5**	
Voice Distribution	**Good**	**5**	**5**	
Faculty and Staff Technology	**Good**	**10**	**10**	
Classroom Audio System	**NA**	**50**	**5**	
WAN Backbone	**Good**	**10**	**10**	

Educational Suitability Report

Category	Rating	Pts. Earned	Pts. Possible	Comments
Learning Environment				
Learning Style Variety	Good	3.292	4.115	
Interior Environment	Good	1.6	2	
Exterior Environment	Fair	0.975	1.5	No exterior learning centers or teaching spaces.
Kindergarten				
Environment	Excel	4.687	4.687	
Size	Fair	7.6164	11.7175	General Classroom not specific to early childhood.
Location	Good	2.8122	3.5153	
Storage/Fixed Equip	Fair	2.2849	3.5153	General Classroom not specific to early childhood. No restrooms connected to classroom.
ECE				
Environment	Excel	4.687	4.687	
Size	Fair	7.6164	11.7175	General Classroom not specific to early childhood.
Location	Good	2.8122	3.5153	
Storage/Fixed Equip	Fair	2.2849	3.5153	General Classroom not specific to early childhood. No restrooms connected to classroom.
Self-Contained Special Ed				
Environment	NA	0	0.48	
Size	NA	0	1.2	
Location	NA	0	0.36	
Storage/Fixed Equip	NA	0	0.36	
Instructional Resource Rooms				
Environment	Good	0.576	0.72	
Size	Excel	1.7999	1.7999	Utilize General Classrooms.
Location	Good	0.432	0.54	
Storage/Fixed Equip	Good	0.432	0.54	
P.E. - Activity				
Environment	Excel	1.9472	1.9472	
Size	Good	3.8944	4.868	
Location	Good	1.1683	1.4604	
Storage/Fixed Equip	Good	1.1683	1.4604	
Restrooms (Student)	Good	1.363	1.7038	
Administration	Good	3.6608	4.576	
Counseling	NA	0	3.7484	
Clinic	Good	0.6231	0.7789	
Staff Lounge-WkRm	Good	2.4	3	
Cafeteria	Good	2.4	3	
Food Service and Prep	Good	2.4	3	
Custodial and Maintenance	Good	0.4	0.5	
Outside				
Vehicular Traffic	Good	1.6	2	
Outside				
Pedestrian Traffic	Good	0.7784	0.973	
Parking	Good	0.6497	0.8121	
Play Areas	Fair	1.5215	2.3408	No age appropriate play spaces or play equipment.
Safety and Security				
Fencing	Good	0.6017	0.7521	
Signage & Way Finding	Good	0.0752	0.094	
Ease of Supervision	Good	1.6	2	
Controlled Entrances	Good	0.4	0.5	

Caledonia Elementary School

914 Caledonia Ave
East Cleveland, OH 44112

Grades: Kindergarten through 2nd grade
Gross Square Footage: 51,898

Assessment Scores

Building Condition: **87.45**
Grounds Condition: **78.17**
Technology Readiness: **94.74**
Educational Suitability: **84.67**
Combined Score: **87.42**

Building Condition Report

Category	Rating	Pts. Earned	Pts. Possible	Comments
Structural				
Foundation & Structure	**Good**	**14.3441**	**15.9379**	
Exterior Walls	**Good**	**8.9313**	**9.9237**	
Roof	**Fair**	**1.7082**	**2.847**	**The roof is approaching the end of its anticipated life span. One surface puncture was noted at time of assessment.**
Exterior Windows	**Fair**	**2.7953**	**4.6588**	**The window seal between panes of glass was broken on several windows.**
Exterior Doors	**New**	**0.6266**	**0.6266**	
Interior Floors	**Good**	**4.763**	**5.2922**	
Interior Walls	**Good**	**8.1038**	**9.0042**	
Interior Doors	**Good**	**1.0175**	**1.1306**	
Ceiling	**Good**	**3.9477**	**4.3863**	
Fixed Equipment	**Good**	**9.0233**	**10.0259**	
Mechanical / Electrical				
Main Service	**Good**	**2.0658**	**2.2953**	
Distribution	**Good**	**2.0658**	**2.2953**	
Mechanical / Plumbing				
Supply	**Good**	**1.5754**	**1.7504**	**Note: There was a minor leak in hot water supply in boiler room.**
Fixtures	**Good**	**1.5754**	**1.7504**	
Waste	**Good**	**1.5754**	**1.7504**	
Mechanical / HVAC				
Energy Generation	**Good**	**6.6817**	**7.4241**	
Mechanical / HVAC				
Distribution	**Good**	**4.009**	**4.4544**	
Controls	**Good**	**2.6726**	**2.9696**	
Mechanical				
Lighting	**New**	**3.6575**	**3.6575**	
Elevators and Conveyances	**Good**	**0.5027**	**0.5585**	
Special Lab	**NA**	**0**	**0.6811**	
Connectivity	**Good**	**1.4161**	**1.5734**	
Safety&Fire Protection / Means of Exit				
Exit Operation	**Good**	**0.3065**	**0.3406**	
Exit Safety	**Good**	**0.3065**	**0.3406**	
Safety&Fire Protection / Fire Control Capability				
Fire Control Operation	**Good**	**0.9318**	**1.0353**	
Fire Control Safety	**Good**	**0.9318**	**1.0353**	
Safety&Fire Protection / Fire Alarm System				
Fire Alarm Operation	**Good**	**0.354**	**0.3933**	
Fire Alarm Connectivity	**Good**	**0.354**	**0.3933**	
Safety&Fire Protection				
Emergency Lighting	**Unsat**	**0**	**0.7867**	**The uninterrupted power equipment batteries were corroded and inoperable.**
Fire Resistance	**Good**	**0.613**	**0.6811**	
ADA	**Good**			

Grounds Condition Report

Category	Rating	Pts. Earned	Pts. Possible	Comments
Paved Surfaces				
Parking Lots	**Fair**	**10.7486**	**17.9144**	**The parking lots are cracking and crumbling in areas.**
Driveways	**Fair**	**9.0714**	**15.119**	**The driveway is cracking and crumbling in areas.**
Sidewalks	**Good**	**6.502**	**7.2244**	
Play Courts	**Good**	**7.6327**	**8.4808**	
Landscaped Surfaces				
Lawns & Gardens	**Good**	**5.7483**	**6.387**	
Playfields	**Good**	**3.9573**	**4.397**	
Irrigation System	**NA**	**0**	**4.188**	
Playgrounds				
Equipment	**NA**	**0**	**9.004**	
Playground Surfaces	**NA**	**0**	**3.015**	
Utilities				
Water Service	**Good**	**4.2408**	**4.712**	
Waste Water Service	**Good**	**4.9473**	**5.497**	
Storm Sewer	**Good**	**3.5334**	**3.926**	
Site Lighting	**Good**	**1.8846**	**2.094**	

Technology Readiness Report

Category	Rating	Pts. Earned	Pts. Possible	Comments
Cooling	**Good**	**10**	**10**	
Comm. & IT Equipment Environment	**Good**	**10**	**10**	
Electrical Power	**Good**	**10**	**10**	
Equity of Access	**Good**	**10**	**10**	
LAN Connectivity	**Fair**	**5**	**10**	**Connectivity issues reported once or twice a week.**
Classroom Level Alerting System	**Good**	**5**	**5**	
LAN-WAN Performance	**Good**	**10**	**10**	
Video Distribution	**Good**	**5**	**5**	
Voice Distribution	**Good**	**5**	**5**	
Faculty and Staff Technology	**Good**	**10**	**10**	
Classroom Audio System	**NA**	**50**	**5**	
WAN Backbone	**Good**	**10**	**10**	

Educational Suitability Report

Self-Contained Special Ed				
Environment	**Good**	**0.384**	**0.48**	
Size	**Good**	**0.96**	**1.2**	
Location	**Good**	**0.288**	**0.36**	
Storage/Fixed Equip	**Fair**	**0.234**	**0.36**	**No restrooms or changing area for program.**
Instructional Resource Rooms				
Environment	**Excel**	**0.72**	**0.72**	
Size	**Good**	**1.44**	**1.8**	
Location	**Excel**	**0.54**	**0.54**	
Storage/Fixed Equip	**Good**	**0.432**	**0.54**	
Science				
Environment	**NA**	**0**	**0.5**	
Size	**NA**	**0**	**1.25**	
Location	**NA**	**0**	**0.375**	
Storage/Fixed Equip	**NA**	**0**	**0.375**	
Music				
Environment	**Good**	**0.5926**	**0.7408**	
Size	**Good**	**1.4815**	**1.8519**	
Location	**Good**	**0.4445**	**0.5556**	
Storage/Fixed Equip	**Good**	**0.4445**	**0.5556**	
Art				
Environment	**Excel**	**0.4678**	**0.4678**	
Size	**Good**	**0.9357**	**1.1696**	
Location	**Good**	**0.2807**	**0.3509**	
Storage/Fixed Equip	**Good**	**0.2807**	**0.3509**	**Kiln not connected.**
Computer Labs				
Environment	**NA**	**0**	**0.3411**	
Size	**NA**	**0**	**0.8528**	
Location	**NA**	**0**	**0.2559**	
Storage/Fixed Equip	**NA**	**0**	**0.2559**	
P.E.				
Environment	**Excel**	**1.9201**	**1.9201**	
Size	**Excel**	**4.8003**	**4.8003**	
Location	**Excel**	**1.4401**	**1.4401**	
Storage/Fixed Equip	**Excel**	**1.4401**	**1.4401**	
Performing Arts				
Environment	**Good**	**0.4834**	**0.6043**	
Size	**Good**	**1.2086**	**1.5108**	
Location	**Excel**	**0.4532**	**0.4532**	
Storage/Fixed Equip	**Good**	**0.3626**	**0.4532**	

Category	Rating	Pts. Earned	Pts. Possible	Comments
Media Center				
Environment	**NA**	**0**	**0.9747**	**Converted to flexible teaching space.**
Size	**NA**	**0**	**2.4367**	
Location	**NA**	**0**	**0.731**	
Storage/Fixed Equip	**NA**	**0**	**0.731**	
Restrooms (Student)	**Good**	**0.7096**	**0.887**	
Administration	**Excel**	**2.558**	**2.558**	
Counseling	**Good**	**0.2339**	**0.2924**	**Social worker.**
Clinic	**Fair**	**0.3801**	**0.5848**	**Shared restroom with outer office.**
Staff Lounge-WkRm	**Good**	**1.0137**	**1.2671**	
Cafeteria	**Good**	**4**	**5**	
Food Service and Prep	**Fair**	**4.0326**	**6.204**	**Student serving line the cafeteria itself.**
Custodial and Maintenance	**Good**	**0.4**	**0.5**	
Outside				
Vehicular Traffic	**Good**	**1.6**	**2**	
Pedestrian Traffic	**Good**	**0.7784**	**0.973**	
Parking	**Good**	**0.6497**	**0.8121**	
Play Areas	**Fair**	**1.5215**	**2.3408**	**No play equipment.**
Safety and Security				
Fencing	**Good**	**0.6017**	**0.7521**	
Signage & Way Finding	**Good**	**0.8**	**1**	
Ease of Supervision	**Fair**	**1.95**	**3**	**Additional cameral needed for front door. Can not monitor when security goes on rounds.**
Safety and Security				
Controlled Entrances	**Excel**	**0.5**	**0.5**	

Mayfair Elementary School

13916 Mayfair Ave
East Cleveland, OH 44112

Grades: 3rd through 5th
Gross Square Footage: 57,488

Assessment Scores

Building Condition: **86.20**

Grounds Condition: **62.05**

Technology Readiness: **100.00**

Educational Suitability: **84.65**

Combined Score: **88.85**

Building Condition Report

Category	Rating	Pts. Earned	Pts. Possible	Comments
Structural				
Foundation & Structure	**Good**	**13.6265**	**15.1405**	
Exterior Walls	**Good**	**8.2703**	**9.1892**	
Roof	**Fair**	**1.5704**	**2.6173**	**The roof is approximately 17 years old and approaching the end of its anticipated life-span.**
Exterior Windows	**Good**	**5.1027**	**5.6697**	
Exterior Doors	**New**	**0.4671**	**0.4671**	
Interior Floors	**Good**	**5.0624**	**5.6249**	
Interior Walls	**Good**	**6.22**	**6.9111**	
Interior Doors	**Good**	**1.0252**	**1.1391**	
Ceiling	**Fair**	**2.4727**	**4.1211**	**The ceiling is stained from water intrusion in areas.**
Fixed Equipment	**Good**	**12.106**	**13.4511**	
Mechanical / Electrical				
Main Service	**Good**	**1.9985**	**2.2205**	
Distribution	**Good**	**1.9985**	**2.2205**	
Mechanical / Plumbing				
Supply	**Good**	**1.5703**	**1.7448**	
Fixtures	**Good**	**1.5703**	**1.7448**	
Waste	**New**	**1.7448**	**1.7448**	
Mechanical / HVAC				
Energy Generation	**Fair**	**4.6362**	**7.727**	**Boilers and Chillers are operationa, but they are approximately 18 years old**

Grounds Condition Report

Paved Surfaces					
	Parking Lots	**Poor**	**5.3743**	**17.9144**	**The parking lot is cracked and crumbling in areas. There are potholes present in areas.**
	Driveways	**Poor**	**4.5357**	**15.119**	**The parking lot is cracked and crumbling in areas. There are potholes present in areas.**
	Sidewalks	**Good**	**6.502**	**7.2244**	
	Play Courts	**NA**	**0**	**8.4808**	
Landscaped Surfaces					
	Lawns & Gardens	**Good**	**5.7483**	**6.387**	
	Playfields	**NA**	**0**	**4.397**	
	Irrigation System	**NA**	**0**	**4.188**	
Playgrounds					
	Equipment	**NA**	**0**	**9.004**	
	Playground Surfaces	**NA**	**0**	**3.015**	
Utilities					
	Water Service	**Good**	**4.2408**	**4.712**	
	Waste Water Service	**Good**	**4.9473**	**5.497**	
	Storm Sewer	**Good**	**3.5334**	**3.926**	
	Site Lighting	**Good**	**1.8846**	**2.094**	
	Fencing	**Good**	**7.2369**	**8.041**	

Technology Readiness Report

Category	Rating	Pts. Earned	Pts. Possible	Comments
Cooling	**Good**	**10**	**10**	
Comm. & IT Equipment Environment	**Good**	**10**	**10**	
Electrical Power	**Good**	**10**	**10**	
Equity of Access	**Good**	**10**	**10**	
LAN Connectivity	**Good**	**10**	**10**	
Classroom Level Alerting System	**Good**	**5**	**5**	
LAN-WAN Performance	**Good**	**10**	**10**	
Video Distribution	**Good**	**5**	**5**	
Voice Distribution	**Good**	**5**	**5**	
Faculty and Staff Technology	**Good**	**10**	**10**	
Classroom Audio System	**Good**	**5**	**5**	
WAN Backbone	**Good**	**10**	**10**	

Educational Suitability Report

Category	Rating	Pts. Earned	Pts. Possible	Comments
Learning Environment				
Learning Style Variety	**Excel**	**5**	**5**	**Several flexible teaching areas.**
Interior Environment	**Good**	**1.6**	**2**	
Exterior Environment	**Fair**	**0.975**	**1.5**	**No outside learning spaces. Nearby playground is not part of facility.**
General Classrooms				
Environment	**Excel**	**4.9**	**4.9**	
Size	**Good**	**9.8**	**12.25**	
Location	**Excel**	**3.675**	**3.675**	
Storage/Fixed Equip	**Good**	**2.94**	**3.675**	
Kindergarten				
Environment	**NA**	**0**	**0.417**	
Size	**NA**	**0**	**1.0425**	
Location	**NA**	**0**	**0.3128**	
Storage/Fixed Equip	**NA**	**0**	**0.3128**	
ECE				
Environment	**NA**	**0**	**0.4999**	
Size	**NA**	**0**	**1.2498**	
Location	**NA**	**0**	**0.3749**	
Storage/Fixed Equip	**NA**	**0**	**0.3749**	
Self-Contained Special Ed				
Environment	**Excel**	**0.48**	**0.48**	
Size	**Excel**	**1.2**	**1.2**	
Location	**Excel**	**0.36**	**0.36**	
Storage/Fixed Equip	**Excel**	**0.36**	**0.36**	
Instructional Resource Rooms				
Environment	**Excel**	**0.72**	**0.72**	
Size	**Excel**	**1.8**	**1.8**	
Location	**Excel**	**0.54**	**0.54**	
Storage/Fixed Equip	**Good**	**0.432**	**0.54**	
Science				
Environment	**NA**	**0**	**0.5**	
Size	**NA**	**0**	**1.25**	
Location	**NA**	**0**	**0.375**	
Storage/Fixed Equip	**NA**	**0**	**0.375**	
Music				
Environment	**Excel**	**0.7408**	**0.7408**	
Size	**Good**	**1.4815**	**1.8519**	
Location	**Excel**	**0.5556**	**0.5556**	
Storage/Fixed Equip	**Good**	**0.4445**	**0.5556**	

Category	Rating	Pts. Earned	Pts. Possible	Comments
Art				
Environment	**Good**	**0.3742**	**0.4678**	
Size	**Good**	**0.9357**	**1.1696**	
Location	**Good**	**0.2807**	**0.3509**	
Storage/Fixed Equip	**Fair**	**0.2281**	**0.3509**	**School has a kiln that is not currently in use. Sinks do not have clay traps if utilized.**
Computer Labs				
Environment	**NA**	**0**	**0.3411**	
Size	**NA**	**0**	**0.8528**	
Location	**NA**	**0**	**0.2559**	
Storage/Fixed Equip	**NA**	**0**	**0.2559**	
P.E.				
Environment	**Excel**	**1.9201**	**1.9201**	
Size	**Excel**	**4.8003**	**4.8003**	
Location	**Excel**	**1.4401**	**1.4401**	
Storage/Fixed Equip	**Good**	**1.1521**	**1.4401**	
Performing Arts				
Environment	**Good**	**0.4834**	**0.6043**	
Size	**Good**	**1.2086**	**1.5108**	
Location	**Good**	**0.3626**	**0.4532**	
Storage/Fixed Equip	**Good**	**0.3626**	**0.4532**	
Media Center				
Environment	**NA**	**0**	**0.9747**	**District level decision to shift media centers to flexible learning spaced.**
Size	**NA**	**0**	**2.4367**	
Location	**NA**	**0**	**0.731**	
Storage/Fixed Equip	**NA**	**0**	**0.731**	
Restrooms (Student)	**Good**	**0.7096**	**0.887**	
Administration	**Good**	**2.0464**	**2.558**	
Counseling	**Good**	**0.2339**	**0.2924**	
Clinic	**Good**	**0.4678**	**0.5848**	
Staff Lounge-WkRm	**Good**	**1.0137**	**1.2671**	
Cafeteria	**Good**	**4**	**5**	
Food Service and Prep	**Fair**	**4.0326**	**6.204**	**Bell for deliveries is not operational. No site glass.**
Custodial and Maintenance	**Excel**	**0.5**	**0.5**	
Outside				
Vehicular Traffic	**Good**	**1.6**	**2**	
Pedestrian Traffic	**Good**	**0.7784**	**0.973**	
Parking	**Good**	**0.6497**	**0.8121**	
Play Areas	**Fair**	**1.5215**	**2.3408**	**Paved play area. School does not have school owned play equipment.**
Safety and Security				
Fencing	**Good**	**0.6017**	**0.7521**	
Signage & Way Finding	**Fair**	**0.65**	**1**	**Additional signage needed to direct to visitor entrance. Main entrance is no the visitor entrance. Students enter at front visitors enter at side doors.**
Ease of Supervision	**Good**	**2.4**	**3**	
Safety and Security				
Controlled Entrances	**Fair**	**0.325**	**0.5**	**There is no secured vestibule. Vistotors buzz in but can go up steps or pass through without entering office.**

Superior School for the Performing Arts

1865 Garfield Road
East Cleveland, OH 44112

Grades: 3rd through 6th
Gross Square Footage: 51,741

Assessment Scores

Building Condition: **84.16**

Grounds Condition: **76.79**

Technology Readiness: **89.47**

Educational Suitability: **78.94**

Combined Score: **83.44**

Building Condition Report

Category	Rating	Pts. Earned	Pts. Possible	Comments
Structural				
Foundation & Structure	Good	14.3441	15.9379	
Exterior Walls-1	Good	8.0382	8.93133	
Chimney Flue on roof	Poor	0.2977	0.99237	There is spalling of bricks on every side of the flue.
Roof	Poor	0.8541	2.847	The roof is 20+ years old, has active leaks, and there are multiple blisters visible.
Exterior Windows	Good	4.1929	4.6588	
Exterior Doors	New	0.6266	0.6266	
Interior Floors-2	New	2.6461	2.6461	
Corridor VCT floors	Fair	1.5877	2.6461	There is chipped tiles and separation between tiles in areas.
Interior Walls	Good	8.1038	9.0042	
Interior Doors	Fair	0.6784	1.1306	There is older knob hardware that could be harder for smaller students and students with disabilities.
Ceiling	Fair	2.6318	4.3863	There are stained ceiling tiles in areas.
Fixed Equipment	Good	9.0233	10.0259	
Mechanical / Electrical				
Main Service	Fair	1.3772	2.2953	Main electrical equipment appears to be original to building and at the end of its anticipated life span.
Distribution	Good	2.0658	2.2953	
Mechanical / Plumbing				
Supply	Good	1.5754	1.7504	
Fixtures	Fair	1.0502	1.7504	Several urinals were inoperable and several had large gaps between them and the wall.
Waste	Fair	1.0502	1.7504	The first-floor janitors closet drain has a blockage and is inoperable.
Mechanical / HVAC				
Energy Generation	Good	6.6817	7.4241	
Distribution	Good	4.009	4.4544	
Controls	Good	2.6726	2.9696	
Mechanical				
Lighting	New	3.6575	3.6575	
Elevators and Conveyances	Good	0.5027	0.5585	
Special Lab	NA	0	0.6811	
Connectivity	Good	1.4161	1.5734	
Safety&Fire Protection / Means of Exit				
Exit Operation	Good	0.3065	0.3406	
Exit Safety	Good	0.3065	0.3406	
Safety&Fire Protection / Fire Control Capability				
Fire Control Operation	Good	0.9318	1.0353	
Fire Control Safety	Good	0.9318	1.0353	
Safety&Fire Protection / Fire Alarm System				
Fire Alarm Operation	Good	0.354	0.3933	Note: System was in a trouble state at time of assessment due to faulty pull-station. Work order was submitted.
Fire Alarm Connectivity	Good	0.354	0.3933	
Safety&Fire Protection				
Emergency Lighting	Good	0.708	0.7867	
Fire Resistance	Good	0.613	0.6811	
ADA	Fair			Most restrooms were not ADA compliant.

Grounds Condition Report

Category	Rating	Pts. Earned	Pts. Possible	Comments
Paved Surfaces				
Parking Lots	**Fair**	**10.7486**	**17.9144**	**The parking lot is cracking and crumbling in areas.**
Driveways	**Fair**	**9.0714**	**15.119**	**The drive is cracking and crumbling in areas.**
Sidewalks	**Fair**	**4.3346**	**7.2244**	**The sidewalks were cracked and uneven in areas.**
Play Courts	**Good**	**7.6327**	**8.4808**	
Landscaped Surfaces				
Lawns & Gardens	**Good**	**5.7483**	**6.387**	
Playfields	**NA**	**0**	**4.397**	
Irrigation System	**NA**	**0**	**4.188**	
Playgrounds				
Equipment	**Good**	**8.1036**	**9.004**	
Playground Surfaces	**Good**	**2.7135**	**3.015**	
Utilities				
Water Service	**Good**	**4.2408**	**4.712**	
Waste Water Service	**Good**	**4.9473**	**5.497**	
Storm Sewer	**Good**	**3.5334**	**3.926**	
Site Lighting	**Good**	**1.8846**	**2.094**	
Fencing	**Good**	**7.2369**	**8.041**	

Technology Readiness Report

Category	Rating	Pts. Earned	Pts. Possible	Comments
Cooling	**Good**	**10**	**10**	
Comm. & IT Equipment Environment	**Good**	**10**	**10**	
Electrical Power	**Good**	**10**	**10**	
Equity of Access	**Fair**	**5**	**10**	**Better wifi in certain areas of facility reported.**
LAN Connectivity	**Fair**	**5**	**10**	**Reported connectivity issues in the afternoons around 1p a couple times a week.**
Classroom Level Alerting System	**Good**	**5**	**5**	
LAN-WAN Performance	**Good**	**10**	**10**	
Video Distribution	**Good**	**5**	**5**	
Voice Distribution	**Good**	**5**	**5**	
Faculty and Staff Technology	**Good**	**10**	**10**	
Classroom Audio System	**NA**	**50**	**5**	
WAN Backbone	**Good**	**10**	**10**	

Educational Suitability Report

Category	Rating	Pts. Earned	Pts. Possible	Comments
Learning Environment				
Learning Style Variety	**Good**	**4**	**5**	
Interior Environment	**Excel**	**2**	**2**	**Hallways decorated with student's work and silhouettes.**
Exterior Environment	**Fair**	**0.975**	**1.5**	**No exterior learning spaces noted.**
General Classrooms				
Environment	**Good**	**3.92**	**4.9**	
Size	**Good**	**9.8**	**12.25**	
Location	**Good**	**2.94**	**3.675**	
Storage/Fixed Equip	**Good**	**2.94**	**3.675**	
Kindergarten				
Environment	**NA**	**0**	**0.417**	
Size	**NA**	**0**	**1.0425**	
Location	**NA**	**0**	**0.3128**	
Storage/Fixed Equip	**NA**	**0**	**0.3128**	
ECE				
Environment	**NA**	**0**	**0.4999**	
Size	**NA**	**0**	**1.2498**	
Location	**NA**	**0**	**0.3749**	
Storage/Fixed Equip	**NA**	**0**	**0.3749**	

Self-Contained Special Ed			
Environment	NA	0	0.48
Size	NA	0	1.2
Location	NA	0	0.36
Storage/Fixed Equip	NA	0	0.36
Instructional Resource Rooms			
Environment	Good	0.576	0.72
Size	Good	1.44	1.8
Location	Good	0.432	0.54
Storage/Fixed Equip	Good	0.432	0.54
Science			
Environment	NA	0	0.5
Size	NA	0	1.25
Location	NA	0	0.375
Storage/Fixed Equip	NA	0	0.375
Music			
Environment	Good	0.5926	0.7408
Size	Good	1.4815	1.8519
Location	Good	0.4445	0.5556
Storage/Fixed Equip	Good	0.4445	0.5556
Art			
Environment	Excel	0.4678	0.4678
Size	Excel	1.1696	1.1696
Location	Good	0.2807	0.3509
Storage/Fixed Equip	Good	0.2807	0.3509
Computer Labs			
Environment	NA	0	0.3411
Size	NA	0	0.8528
Location	NA	0	0.2559
Storage/Fixed Equip	NA	0	0.2559
P.E.			
Environment	Good	1.5361	1.9201
Size	Good	3.8402	4.8003
Location	Good	1.1521	1.4401
Storage/Fixed Equip	Good	1.1521	1.4401
Performing Arts			
Environment	Good	0.4834	0.6043
Size	Good	1.2086	1.5108
Location	Good	0.3626	0.4532
Storage/Fixed Equip	Good	0.3626	0.4532

Category	Rating	Pts. Earned	Pts. Possible	Comments
Media Center				
Environment	NA	0	0.9747	Converted to presentation space.
Size	NA	0	2.4367	
Location	NA	0	0.731	
Storage/Fixed Equip	NA	0	0.731	
Restrooms (Student)	Good	0.7096	0.887	
Administration	Good	2.0464	2.558	
Counseling	Good	0.2339	0.2924	
Clinic	Good	0.4678	0.5848	
Staff Lounge-WkRm	Good	1.0137	1.2671	
Cafeteria	Good	4	5	
Food Service and Prep	Fair	4.0326	6.204	Small kitchen with serving in the cafeteria itself. No buzzer for deliveries.
Custodial and Maintenance	Good	0.4	0.5	
Outside				
Vehicular Traffic	Good	1.6	2	
Pedestrian Traffic	Good	0.7784	0.973	
Parking	Good	0.6497	0.8121	
Play Areas	Fair	1.5215	2.3408	Additional fencing needed to define play areas. Can not use field across the street due to lack of perimeter fencing
Safety and Security				
Fencing	Fair	0.4889	0.7521	Additional fencing need to separate from cars and define the play area.
Signage & Way Finding	Good	0.8	1	
Ease of Supervision	Good	2.4	3	
Safety and Security				
Controlled Entrances	Good	0.4	0.5	

W. H. Kirk Middle School

14410 Terrace Road
East Cleveland, OH 44112

Grades: 6th through 8th
Gross Square Footage: 130,000

Assessment Scores

Building Condition: **88.66**

Grounds Condition: **82.30**

Technology Readiness: **95.00**

Educational Suitability: **92.79**

Combined Score: **90.12**

Building Condition Report

Category	Rating	Pts. Earned	Pts. Possible	Comments
Structural				
Foundation & Structure	Good	13.6265	15.1405	
Exterior Walls	Good	8.2703	9.1892	Some minor staining was observed but it is cosmetic in nature.
Roof	Poor	0.7852	2.6173	Roof is at the end of its anticipated life span. There are some small blisters visible, and there is water intrusion evidence on ceiling tiles.
Exterior Windows	Good	5.1027	5.6697	
Exterior Doors	New	0.4671	0.4671	
Interior Floors	Good	5.0624	5.6249	
Interior Walls	Good	6.22	6.9111	
Interior Doors	Good	1.0252	1.1391	
Ceiling	Fair	2.4727	4.1211	There are some stained ceiling tiles on the upper floor and the first floor tiles sag in areas due to excess humidity.
Fixed Equipment	Good	12.106	13.4511	
Mechanical / Electrical				
Main Service	Good	1.9985	2.2205	
Distribution	Good	1.9985	2.2205	
Mechanical / Plumbing				
Supply	Good	1.5703	1.7448	
Fixtures	Good	1.5703	1.7448	
Waste	Good	1.5703	1.7448	
Mechanical / HVAC				
Energy Generation	New	7.727	7.727	Note: The chilled water storage tank had a leak at time of inspection.
Distribution	Good	4.1726	4.6362	
Controls	New	3.0908	3.0908	
Mechanical				
Lighting	New	3.4364	3.4364	
Elevators and Conveyances	Good	0.4031	0.4479	
Special Lab	NA	0	0.6399	
Connectivity	Good	1.2757	1.4174	
Safety&Fire Protection / Means of Exit				
Exit Operation	Good	0.288	0.32	
Exit Safety	Good	0.288	0.32	
Safety&Fire Protection / Fire Control Capability				
Fire Control Operation	Good	0.8553	0.9503	
Fire Control Safety	Good	0.8553	0.9503	
Safety&Fire Protection / Fire Alarm System				
Fire Alarm Operation	Good	0.319	0.3544	
Fire Alarm Connectivity	Good	0.319	0.3544	
Safety&Fire Protection				
Emergency Lighting	Good	0.6378	0.7087	
Fire Resistance	Good	0.5759	0.6399	
ADA	Good			

Grounds Condition Report

Category	Rating	Pts. Earned	Pts. Possible	Comments
Paved Surfaces				
Parking Lots	New	21.2835	21.2835	
Driveways	Fair	13.673	22.7883	The Driveway asphalt has some cracking and crumbling in areas.
Concrete Stairs at rear of building	Unsat	0	1.04805	Stairs are cracked and crumbling, and handrail is separating from its anchorage.
Sidewalks-1	Good	8.4892	9.43245	
Play Courts	NA	0	2.902	
Landscaped Surfaces				
Lawns & Gardens	Good	9.036	10.04	
Playfields & Track	NA	0	6.815	
Irrigation System	NA	0	4.3	
Playgrounds				
Equipment	Unsat	0	1.075	The outdoor exercise circuit surface has eroded resulting in hazardous hard services around equipment. The impact surface should be added immediately or the circuit should be removed from operation.
Utilities				
Water Service	Good	4.3533	4.837	
Waste Water Service	Good	5.0787	5.643	
Storm Sewer	Good	3.6279	4.031	
Site Lighting	Good	2.9025	3.225	
Fencing	Good	2.322	2.58	

Technology Readiness Report

Category	Rating	Pts. Earned	Pts. Possible	Comments
Cooling	Good	10	10	
Comm. & IT Equipment Environment	Fair	5	10	IDF Room warm
Electrical Power	Good	10	10	
Equity of Access	Good	10	10	
LAN Connectivity	Good	10	10	
Classroom Level Alerting System	Good	5	5	
LAN-WAN Performance	Good	10	10	
Video Distribution	Good	5	5	
Voice Distribution	Good	5	5	
Faculty and Staff Technology	Good	10	10	
Classroom Audio System	Good	5	5	
WAN Backbone	Good	10	10	

Educational Suitability Report

Category	Rating	Pts. Earned	Pts. Possible	Comments
Science				
Environment	**Excel**	**0.9543**	**0.9543**	
Size	**Good**	**1.9086**	**2.3857**	
Location	**Excel**	**0.7157**	**0.7157**	
Storage/Fixed Equip	**Excel**	**0.7157**	**0.7157**	
Music				
Environment	**Good**	**0.5885**	**0.7356**	**Good space not in use presently due to need for certified personnel.**
Size	**Excel**	**1.8389**	**1.8389**	
Location	**Excel**	**0.5517**	**0.5517**	
Storage/Fixed Equip	**Good**	**0.4414**	**0.5517**	
Art				
Environment	**Good**	**0.516**	**0.645**	
Size	**Good**	**1.2901**	**1.6126**	
Location	**Good**	**0.387**	**0.4838**	
Storage/Fixed Equip	**Good**	**0.387**	**0.4838**	
Career Tech Ed				
Environment	**NA**	**0**	**1.3489**	
Size	**NA**	**0**	**3.3723**	
Location	**NA**	**0**	**1.0117**	
Storage/Fixed Equip	**NA**	**0**	**1.0117**	

Computer Labs				
Environment	NA	0	0.3	
Size	NA	0	0.75	
Location	NA	0	0.225	
Storage/Fixed Equip	NA	0	0.225	
P.E.				
Environment	Excel	2.4	2.4	
Size	Excel	6	6	
Location	Excel	1.8	1.8	
Storage/Fixed Equip	Good	1.44	1.8	
Performing Arts				
Environment	Good	0.335	0.4187	
Size	Excel	1.0468	1.0468	Connected stage between Cafeteria and Gym.
Location	Good	0.2512	0.314	
Storage/Fixed Equip	Good	0.2512	0.314	
Media Center				
Environment	NA	0	0.928	District has chosen to convert all media spaces into flexible teaching spaces.
Size	NA	0	2.3199	
Location	NA	0	0.696	
Storage/Fixed Equip	NA	0	0.696	
Restrooms (Student)	Good	0.7424	0.928	
Administration	Excel	2.096	2.096	
Counseling	Good	0.3395	0.4244	
Clinic	Excel	0.3395	0.3395	
Staff Lounge-WkRm	Excel	0.9053	0.9053	
Cafeteria	Excel	4	4	
Food Service and Prep	Excel	5.716	5.716	
Custodial and Maintenance	Excel	0.5	0.5	
Outside				
Vehicular Traffic	Good	3.2	4	
Pedestrian Traffic	Good	0.3456	0.432	
Parking	Good	0.6882	0.8603	
Athletic Courts and Fields	Fair	0.6806	1.047	Football practices up in the park. The exercise play equipment surface covering makes the space unsafe for use.
Safety and Security				
Fencing	Fair	0.5045	0.7761	Addtional fencing needed at rear of campus to keep individuals from cutting through. Has been requested.
Signage & Way Finding	Good	0.8	1	
Ease of Supervision	Good	2.4	3	
Controlled Entrances	Good	0.4	0.5	The interior vestibule doors do not shut easily.

Shaw High School

15320 Euclid Ave
East Cleveland, OH 44112

Grades: 9th – 12th

Gross Square Footage: 376,051

Assessment Scores

Building Condition: **89.99**

Grounds Condition: **93.51**

Technology Readiness: **94.74**

Educational Suitability: **83.07**

Combined Score: **89.91**

Building Condition Report

Category	Rating	Pts. Earned	Pts. Possible	Comments
Structural				
Foundation & Structure	**Good**	**13.6265**	**15.1405**	
Exterior Walls	**Good**	**8.2703**	**9.1892**	
Roof	**Fair**	**1.5704**	**2.6173**	**The roof is approximately 17 years old and is the original roof on the building. There are several tears active leaks from tears in the material as well as evidence of multiple patches from past tears.**
Exterior Windows	**Good**	**5.1027**	**5.6697**	
Exterior Doors	**New**	**0.4671**	**0.4671**	
Interior Floors	**Good**	**5.0624**	**5.6249**	
Interior Walls	**Good**	**6.22**	**6.9111**	
Interior Doors	**Good**	**1.0252**	**1.1391**	
Ceiling	**Good**	**3.709**	**4.1211**	
Fixed Equipment	**Good**	**12.106**	**13.4511**	
Mechanical / Electrical				
Main Service	**Good**	**1.9985**	**2.2205**	
Distribution	**Good**	**1.9985**	**2.2205**	
Mechanical / Plumbing				
Supply	**Good**	**1.5703**	**1.7448**	**There is a small lminor leak at the hot water tank connection.**
Fixtures	**Good**	**1.5703**	**1.7448**	
Waste	**Good**	**1.5703**	**1.7448**	
Mechanical / HVAC				
Chillers (2)	**Good**	**3.4772**	**3.8635**	
Boilers (3)	**New**	**3.8635**	**3.8635**	**Boilers are new, however at time of assessment one boiler was inoperable due to contols melt-down on unit. Possible warranty issue.**
Distribution	**Good**	**4.1726**	**4.6362**	
Controls	**Good**	**2.7817**	**3.0908**	
Mechanical				
Lighting	**New**	**3.4364**	**3.4364**	
Elevators and Conveyances	**Good**	**0.4031**	**0.4479**	
Special Lab	**NA**	**0**	**0.6399**	
Connectivity	**Good**	**1.2757**	**1.4174**	
Safety&Fire Protection / Means of Exit				
Exit Operation	**Good**	**0.288**	**0.32**	
Exit Safety	**Good**	**0.288**	**0.32**	
Safety&Fire Protection / Fire Control Capability				
Fire Control Operation	**Good**	**0.8553**	**0.9503**	
Fire Control Safety	**Good**	**0.8553**	**0.9503**	
Safety&Fire Protection / Fire Alarm System				
Fire Alarm Operation	**Good**	**0.319**	**0.3544**	
Fire Alarm Connectivity	**Good**	**0.319**	**0.3544**	
Safety&Fire Protection				
Emergency Lighting	**Good**	**0.6378**	**0.7087**	
Fire Resistance	**Good**	**0.5759**	**0.6399**	
ADA	**Good**			

Grounds Condition Report

Category	Rating	Pts. Earned	Pts. Possible	Comments
Paved Surfaces				
Parking Lots	New	19.123	19.123	
Driveways	New	13.9056	13.9056	
Sidewalks	Good	5.0383	5.5981	
Athletic Courts	NA	0	7.464	
Track	NA	0	18.66	
Landscaped Surfaces				
Lawns & Gardens	Fair	2.8884	4.814	There were areas of raw dirt from removal of trees and shrubs.
Athletic & Playfields	NA	0	18.66	
Irrigation System	NA	0	2.239	
Utilities				
Water Service	Good	0.756	0.84	
Waste Water Service	Good	0.882	0.98	
Storm Sewer	Good	0.63	0.7	
Site Lighting	Good	0.6714	0.746	
Fencing	Good	5.643	6.27	

Technology Readiness Report

Category	Rating	Pts. Earned	Pts. Possible	Comments
Cooling	Good	10	10	
Comm. & IT Equipment Environment	Good	10	10	
Electrical Power	Good	10	10	
Equity of Access	Good	10	10	
LAN Connectivity	Fair	5	10	Some connectivity issues reported at times.
Classroom Level Alerting System	Good	5	5	
LAN-WAN Performance	Good	10	10	
Video Distribution	Good	5	5	
Voice Distribution	Good	5	5	
Faculty and Staff Technology	Good	10	10	
Classroom Audio System	NA	50	5	
WAN Backbone	Good	10	10	

Educational Suitability Report

Category	Rating	Pts. Earned	Pts. Possible	Comments
Learning Environment				
Learning Style Variety	Good	4	5	
Interior Environment	Good	1.6	2	
Exterior Environment	Good	1.2	1.5	
General Classrooms				
Environment	Good	3.12	3.9	
Size	Good	7.8	9.75	
Location	Excel	2.925	2.925	
Storage/Fixed Equip	Good	2.34	2.925	
Self-Contained Special Ed				
Environment	Good	0.426	0.5325	
Size	Good	1.065	1.3313	
Location	Good	0.3195	0.3994	
Storage/Fixed Equip	Fair	0.2596	0.3994	Restroom not in the classrooms.
Instructional Resource Rooms				
Environment	Good	0.639	0.7988	
Size	Excel	1.997	1.997	Many utilizing full classrooms.
Location	Good	0.4793	0.5991	
Storage/Fixed Equip	Good	0.4793	0.5991	
Science				
Environment	Good	0.6638	0.8298	
Size	Good	1.6596	2.0745	
Location	Good	0.4979	0.6224	
Storage/Fixed Equip	Poor	0.3112	0.6224	Safety shower and eye wash not functional.
Music				
Environment	Good	0.475	0.5938	
Size	Fair	0.965	1.4846	Music room has low ceiling and limited acoustical treatment. Choir in a CTE space.
Location	Good	0.3563	0.4454	
Storage/Fixed Equip	Good	0.3563	0.4454	Limited storage in actual classrooms. Using empty classrooms.
Art				
Environment	Excel	0.6651	0.6651	
Size	Good	1.3302	1.6627	
Location	Good	0.399	0.4988	
Storage/Fixed Equip	Good	0.399	0.4988	
Career Tech Ed				
Environment	Excel	1.709	1.709	
Size	Good	3.418	4.2725	
Location	Excel	1.2817	1.2817	
Storage/Fixed Equip	Good	1.0254	1.2817	
Computer Labs				
Environment	NA	0	0.3	
Size	NA	0	0.75	
Location	NA	0	0.225	
Storage/Fixed Equip	NA	0	0.225	
P.E.				
Environment	Excel	2.4	2.4	
Size	Good	4.8	6	
Location	Good	1.44	1.8	
Storage/Fixed Equip	Good	1.44	1.8	
Performing Arts				
Environment	Good	0.2565	0.3206	
Size	Good	0.6413	0.8016	
Location	Good	0.1924	0.2405	
Storage/Fixed Equip	Good	0.1924	0.2405	
Media Center				
Environment	NA	0	0.8432	Media Center being renovated.
Size	NA	0	2.108	
Location	NA	0	0.6324	
Storage/Fixed Equip	NA	0	0.6324	

Category	Rating	Pts. Earned	Pts. Possible	Comments
Restrooms (Student)	Good	0.7302	0.9127	
Administration	Good	2.088	2.61	No ADMIN desigated restrooms.
Counseling	Good	0.6057	0.7571	
Clinic	Excel	0.2375	0.2375	
Staff Lounge-WkRm	Good	0.5701	0.7126	
Cafeteria	Good	3.2	4	
Food Service and Prep	Good	4.0848	5.106	
Custodial and Maintenance	Good	0.4	0.5	
Outside				
Vehicular Traffic	Good	0.8	1	
Pedestrian Traffic	Good	0.784	0.98	
Parking	Excel	2.1083	2.1083	
Athletic Courts and Fields	Good	2.212	2.765	
Safety and Security				
Fencing	Good	0.6774	0.8467	
Signage & Way Finding	Good	0.8	1	
Ease of Supervision	Excel	3	3	
Controlled Entrances	Excel	0.5	0.5	

Chambers Community Empowerment Center

14305 Shaw Ave
East Cleveland, OH 44112

Grades: N/A
Gross Square Footage: 89,043

Assessment Scores

Building Condition: **79.41**

Grounds Condition: **94.97**

Technology Readiness: **N/A**

Educational Suitability: **N/A**

Combined Score: **89.91**

Building Condition Report

Category	Rating	Pts. Earned	Pts. Possible	Comments
Structural				
Foundation & Structure	**Good**	**13.6265**	**15.1405**	
Exterior Walls	**Good**	**8.2703**	**9.1892**	
Roof	**Poor**	**0.7852**	**2.6173**	**Roof is nearing the end of its anticipated life-span, there is evidence of water intrusion in areas, and there are blisters and soft spotsin areas.**
Exterior Windows-2	**Poor**	**0.8505**	**2.83485**	**Windows in the sky light raised room areas have are leaking**
Exterior Windows-1	**Good**	**2.5514**	**2.83485**	
Exterior Doors	**New**	**0.4671**	**0.4671**	
Interior Floors-2	**Poor**	**0.8437**	**2.81245**	**There are some old carpet, VCT, and ceramic tile floors in areas.**
Interior Floors-1	**Good**	**2.5312**	**2.81245**	
Interior Walls	**Good**	**6.22**	**6.9111**	
Interior Doors	**Good**	**1.0252**	**1.1391**	
Ceiling	**Fair**	**2.4727**	**4.1211**	**There are stained and soiled ceiling tiles in areas.**
Fixed Equipment	**Good**	**12.106**	**13.4511**	
Mechanical / Electrical				
Main Service	**Good**	**1.9985**	**2.2205**	
Distribution	**Good**	**1.9985**	**2.2205**	
Mechanical / Plumbing				
Supply	**Good**	**1.5703**	**1.7448**	
Fixtures	**Good**	**1.5703**	**1.7448**	
Waste	**Good**	**1.5703**	**1.7448**	
Mechanical / HVAC				
Energy Generation	**Poor**	**2.3181**	**7.727**	**The Boilers are 24 years old and at the end of their anticipated life-span. Condensing units are of unknown age but appear to be 10+ years of age.**
Distribution	**Good**	**4.1726**	**4.6362**	
Controls	**Good**	**2.7817**	**3.0908**	
Mechanical				
Lighting	**New**	**3.4364**	**3.4364**	
Elevators and Conveyances	**Good**	**0.4031**	**0.4479**	
Special Lab	**NA**	**0**	**0.6399**	
Connectivity	**Good**	**1.2757**	**1.4174**	
Safety&Fire Protection / Means of Exit				
Exit Operation	**Good**	**0.288**	**0.32**	
Exit Safety	**Good**	**0.288**	**0.32**	
Safety&Fire Protection / Fire Control Capability				
Fire Control Operation	**Good**	**0.8553**	**0.9503**	
Fire Control Safety	**Good**	**0.8553**	**0.9503**	
Safety&Fire Protection / Fire Alarm System				
Fire Alarm Operation	**Good**	**0.319**	**0.3544**	

Safety&Fire Protection / Fire Alarm System				
Fire Alarm Connectivity	**Good**	**0.319**	**0.3544**	
Safety&Fire Protection				
Emergency Lighting-1	**Good**	**0.5103**	**0.56696**	
Gym Emergency Lights	**Poor**	**0.0425**	**0.14174**	**Most of the emergency lights in the gym are broken. Emergency lights need to be repaired or replaced and a protective grill installed to guard against damage from gym equipment and basketballs.**
Fire Resistance	**Good**	**0.5759**	**0.6399**	
ADA	**Fair**			**Some restrooms do not have wide restroom stalls.**

Grounds Condition Report

Category	Rating	Pts. Earned	Pts. Possible	Comments
Paved Surfaces				
Parking Lots	**New**	**17.9144**	**17.9144**	
Driveways	**New**	**15.119**	**15.119**	
Sidewalks	**Good**	**6.502**	**7.2244**	
Play Courts	**NA**	**0**	**8.4808**	
Landscaped Surfaces				
Lawns & Gardens	**Good**	**5.7483**	**6.387**	
Playfields	**New**	**4.397**	**4.397**	
Irrigation System	**NA**	**0**	**4.188**	
Playgrounds				
Equipment	**NA**	**0**	**9.004**	
Playground Surfaces	**NA**	**0**	**3.015**	
Utilities				
Water Service	**Good**	**4.2408**	**4.712**	
Waste Water Service	**Good**	**4.9473**	**5.497**	
Storm Sewer	**Good**	**3.5334**	**3.926**	
Site Lighting	**Good**	**1.8846**	**2.094**	
Fencing	**Good**	**7.2369**	**8.041**	