

A Report to the Community on the Impact of *Cleveland's Plan for Transforming Schools*

FALL 2018 PROGRESS REPORT



CONTENTS

- 1 INTRODUCTION
- 3 ENROLLMENT TRENDS
- 4 EARLY CHILDHOOD EDUCATION
- 6 K-12 EDUCATION
- 10 COLLEGE AND CAREER
READINESS
- 12 CONCLUSION

The Cleveland Transformation Alliance

Ensure fidelity to the citywide education plan

Assess the quality of all public schools in Cleveland

Communicate to parents about quality school choices

Monitor the growth and quality of the charter school sector

The Cleveland Transformation Alliance is a public-private partnership created through *Cleveland's Plan for Transforming Schools*, our city's plan to ensure every child in Cleveland attends a quality school and every neighborhood has a multitude of great schools from which families can choose. We bring together a broad group of stakeholders working to reinvent public education in our city.

INTRODUCTION

In 2012, a group of civic, education, philanthropic, and business leaders developed *Cleveland's Plan for Transforming Schools*, which envisions a performance-based portfolio of district and charter schools that work in partnership to create dramatic achievement gains for every child.

This report, part of the Transformation Alliance's continuing responsibility to provide oversight for the Cleveland Plan, is a snapshot of trend data in the following categories: enrollment; early childhood education; K-12 education; and college and career readiness.

Overall, these data show the positive impact of the Cleveland Plan.

The four-year graduation rate at the Cleveland Metropolitan School District (CMSD) has risen 22 percentage points since 2010, the largest increase among Ohio's eight urban districts. The percentage of students meeting requirements for promotion to fourth grade increased for all public schools in Cleveland, with CMSD's partnering charter schools showing the biggest average gain. CMSD students' performance on state tests improved for the second year in a row. Average scores for Cleveland charter schools declined, although they remain higher than the district average. CMSD also improved on the state's measure of academic growth. The average for Cleveland charters declined, but remains well above the district average.



POWER OF THE PLAN: BEHIND THE NUMBERS

Stories about how the Cleveland Plan is making a difference.

FINDING THEIR FIT

"I think a lot of people are still unaware that they can look around for a place that's right for their kid, but it's so important to do it," says Eloy Gonzalez, a father of five who sends his children to a school in Ohio City, even though the family lives in Tremont. Empowering parents to choose where to send their children to school is the bedrock of *Cleveland's Plan for Transforming Schools*.

A decade ago, when Gonzalez was considering where to send his first daughter to school, he didn't see any options he liked. "It was important to us that she have a positive, safe experience at school—and we just weren't sure we'd get that in any of the options around us," he says.

As a youth ministry director at a Tremont church, he wasn't in a financial position to choose a private school. Gonzalez and his wife decided to homeschool their daughter and—later—her younger sister. The arrangement was time-consuming and demanding, but they took comfort in the feeling they were providing the best possible education for their children. Then, after a gap of about 10 years, they had a third child. Then a fourth. And a fifth.

The thought of simultaneously homeschooling five kids exhausted them. How could they keep a high schooler challenged at the same time they were teaching a toddler the ABC's? They were surprised to find the education landscape around them had changed significantly.

"From watching the news, we'd been aware of new kinds of schools starting," Gonzalez says. "But we weren't sure how we felt about them, or whether it was even OK to send our kids there if we didn't live nearby."

The Gonzalezes learned about Near West Intergenerational School, a charter school that opened in 2011. They visited and fell in love. "The atmosphere was so positive; the classrooms felt orderly," he says. They loved the school's organizational approach, which clusters students from three grade levels in one classroom, allowing students to advance at their own pace, with older students helping teach younger peers.

Today, all three of their younger children attend Near West Intergenerational, and the Gonzalezes are thrilled with what they're experiencing. Each child learned sight words and basic math as young as kindergarten. Even better, the father of five says, they're learning to approach others with a positive, constructive attitude, modeled by teachers. "Thinking and talking positive has shifted our mindset," he says. "It brings out the best in all of us."

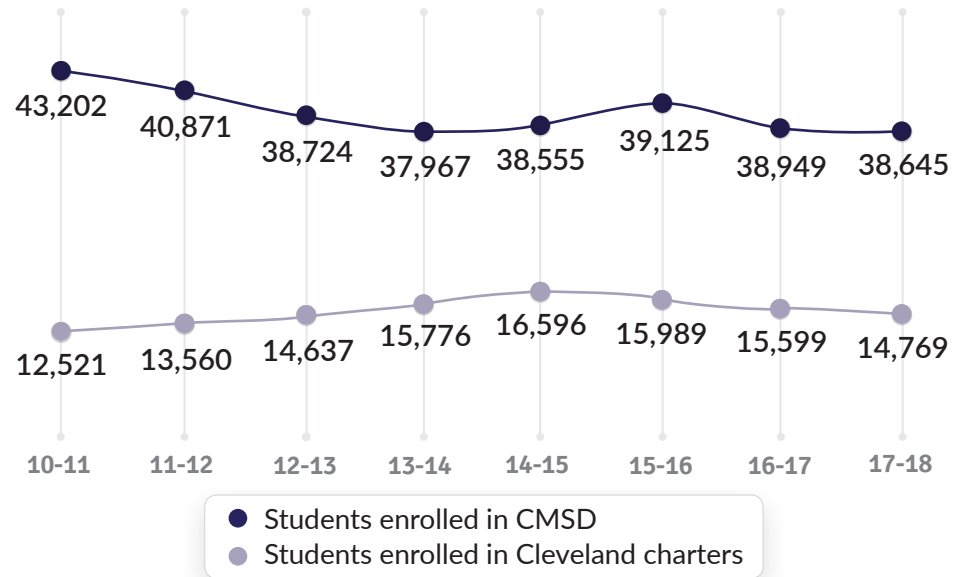


ENROLLMENT TRENDS

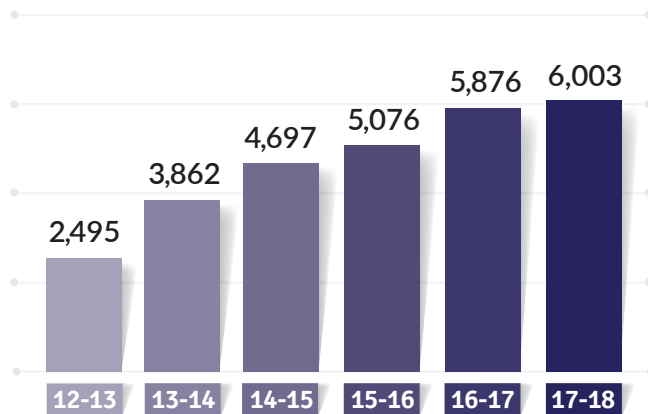
District Schools

During the 2017-18 school year, enrollment for the Cleveland Metropolitan School District (CMSD) was 38,645 a slight decline from 38,949 in 2016-17. This modest fluctuation from year to year suggests continuing stability after a steep, decades-long decline that ended in 2014-15.

DISTRICT AND CHARTER SCHOOL ENROLLMENT



ENROLLMENT IN PARTNERING CHARTER SCHOOLS



Charter Schools

Enrollment in charter schools located within CMSD boundaries continues to decline, a trend that started after peak enrollment during the 2014-15 school year. The number of charter schools operating in the district peaked at 67 during the 2013-14 school year; by last year, that number had dropped to 62.

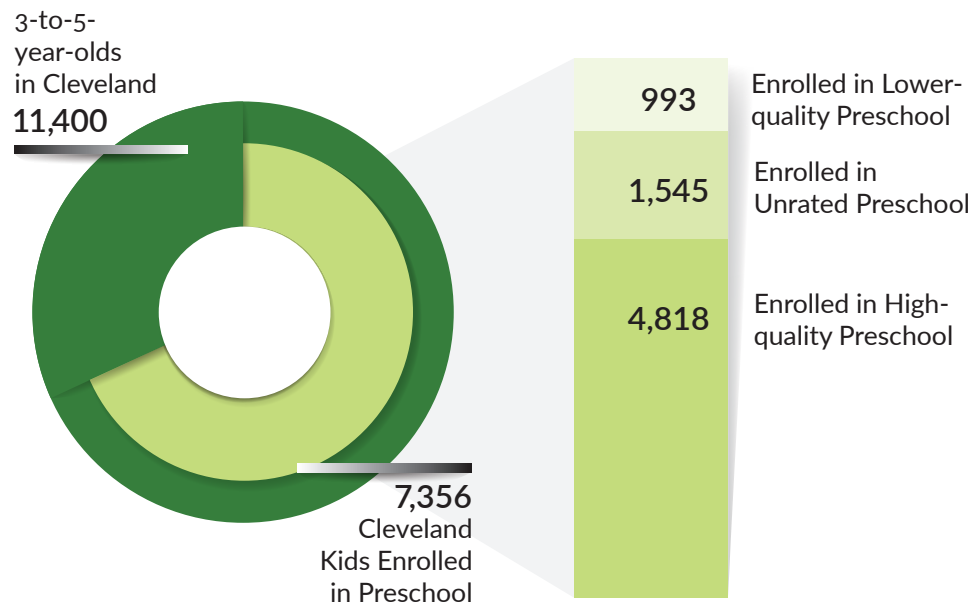
Enrollment in CMSD's partnering charter schools continued to increase, even though no new partnering schools were added during the 2017-18 school year.

The term "partnering" includes the 11 schools sponsored by CMSD and the eight schools that have signed formal partnership agreements with the district.

EARLY CHILDHOOD EDUCATION

PRE4CLE is Cleveland's plan to ensure all 3- and 4-year-old children in the city are enrolled in a high-quality preschool and are prepared for kindergarten. The data in this section, drawn from PRE4CLE's 2018 annual report, show our community has made significant progress with enrollment in and availability of high-quality preschool programs. This progress has led to gains in language and literacy and school readiness as measured by the Ohio Kindergarten Readiness Assessment (KRA).¹

Preschool by the Numbers

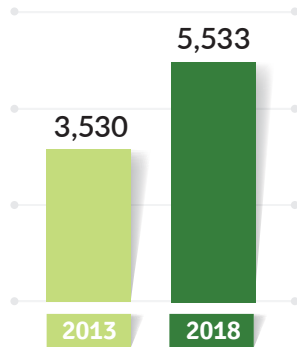


The 4,818 children currently enrolled in high-quality preschool represent a 69 percent increase since PRE4CLE's baseline year of 2013. Expansion includes new high-quality seats created and existing seats newly rated as high quality. PRE4CLE considers a preschool high quality if it receives a rating of 3 to 5 stars under the state's Step Up to Quality system.

¹ For more information on Kindergarten Readiness and the KRA and PRE4CLE's benchmarks, visit PRE4CLE.org.

Early Childhood System Level Benchmarks

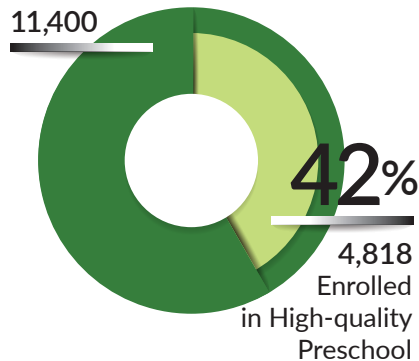
AVAILABILITY



There are 2,003 additional high-quality preschool seats in Cleveland since June 2013. This is partially due to a 110% increase in the number of highly rated preschool programs available over the last two years. PRE4CLE set a new benchmark to increase the number of highly rated programs by 20% by June 2020.

ENROLLMENT

3-to-5-year-olds in Cleveland
11,400



PRE4CLE surpassed its benchmark of 40% of preschool-aged children enrolled in high-quality preschool by June 2018 by 2 percentage points, and is on track to reach its goal of enrolling 45% of preschool-aged children in high-quality preschool by June 2019 and 50% by June 2020.

Child Level Benchmarks

LANGUAGE AND LITERACY



Our community met the PRE4CLE goal that 50% of children who attended a PRE4CLE preschool would be on track on the language and literacy score of the Kindergarten Readiness Assessment (KRA) in fall 2017. This benchmark was met a year early.

SCHOOL READINESS



Our community met the PRE4CLE goal that 65% of children who attended a PRE4CLE preschool would be demonstrating or approaching kindergarten readiness on the KRA, and surpassed the goal to have at least 25% of children demonstrating readiness. This benchmark also was met a year early.

K-12 EDUCATION

This report measures progress using four indicators from Ohio's school report cards: Third Grade Reading Guarantee, Performance Index, Value-Added, and high school graduation rates.

This year, Cleveland's public schools overall showed an upward trend in the Third Grade Reading Guarantee. Although Performance Index and Value-Added scores have increased for the Cleveland Metropolitan School District (CMSD) and decreased for charter schools in Cleveland, CMSD's average scores remain lower than those of Cleveland charters. CMSD's graduation rate has continued to improve, rising more than 22 percentage points since 2010. Two of the three brick-and-mortar charter high schools also show increases.

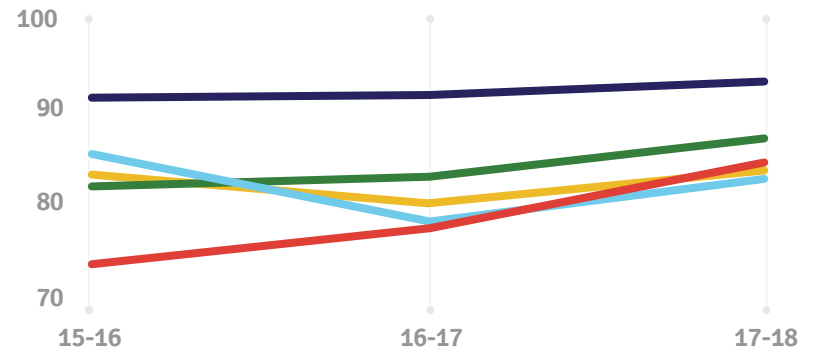
Three years of data (2016-18) are reported for Third Grade Reading Guarantee, Performance Index, and Value-Added because the state tests behind these indicators changed yearly from 2013 to 2016, limiting the relevance of earlier results on the overall trends.

Third Grade Reading Guarantee

Ohio's Third Grade Reading Guarantee identifies students who are behind in reading and tracks promotion to fourth grade to assess how well schools keep students from kindergarten to third grade on the path to reading success.

The average for students attending CMSD schools increased in 2018, but remained lower than its 2016 average. The average score for Cleveland charters overall continued to rise, with the average for CMSD's partnering charter schools showing the largest gain.

PERCENTAGE OF STUDENTS MEETING REQUIREMENTS



In this section, data for Third Grade Reading Guarantee, Performance Index, and Value-Added are presented in five categories.

Public schools statewide

All district and charter schools in the state of Ohio

All public schools in Cleveland

All district and charter schools within CMSD's boundaries

CMSD schools

Cleveland Metropolitan School District schools

All Cleveland charter schools

Charter schools within CMSD's boundaries

CMSD's partnering charter schools

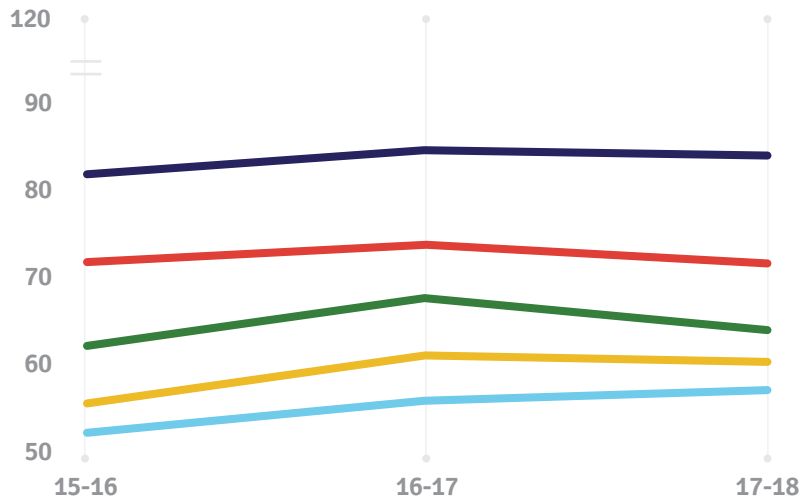
The 19 schools sponsored by or formally partnered with CMSD

Performance Index

Ohio's Performance Index measures how students perform on state tests. Schools receive more points for higher student scores, with 120 points possible.

The statewide average declined slightly in 2018, while CMSD's score increased, continuing a trend toward improvement over the past three years and lessening the gap between the district and other schools. Scores for charter schools declined in 2018 after improvement last year, but remained higher than the district average.

CLEVELAND SCHOOLS VS. STATEWIDE AVERAGE

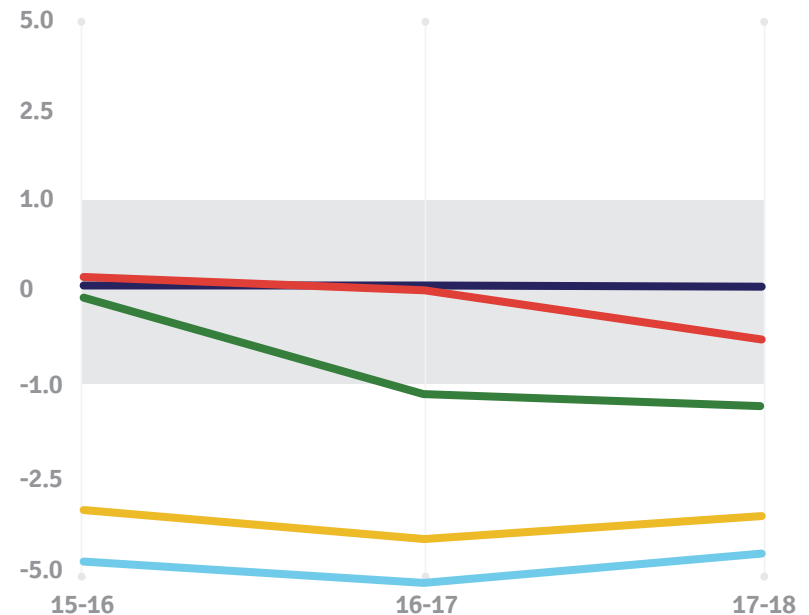


Value-Added

Ohio's Value-Added student-growth measure assesses how much academic progress students make from year to year. Scores ranging from -1.0 to +1.0 represent a year of academic growth. Scores less than -1.0 represent less than a year of growth and scores more than +1.0 demonstrate more than a year's growth.

CMSD's average improved in 2018 after a slight drop last year, lessening the gap between the district and other schools. The overall average for charter schools in Cleveland and the score for the district's partnering charter schools declined, but remained higher than the CMSD average.

CLEVELAND SCHOOLS VS. STATEWIDE AVERAGE

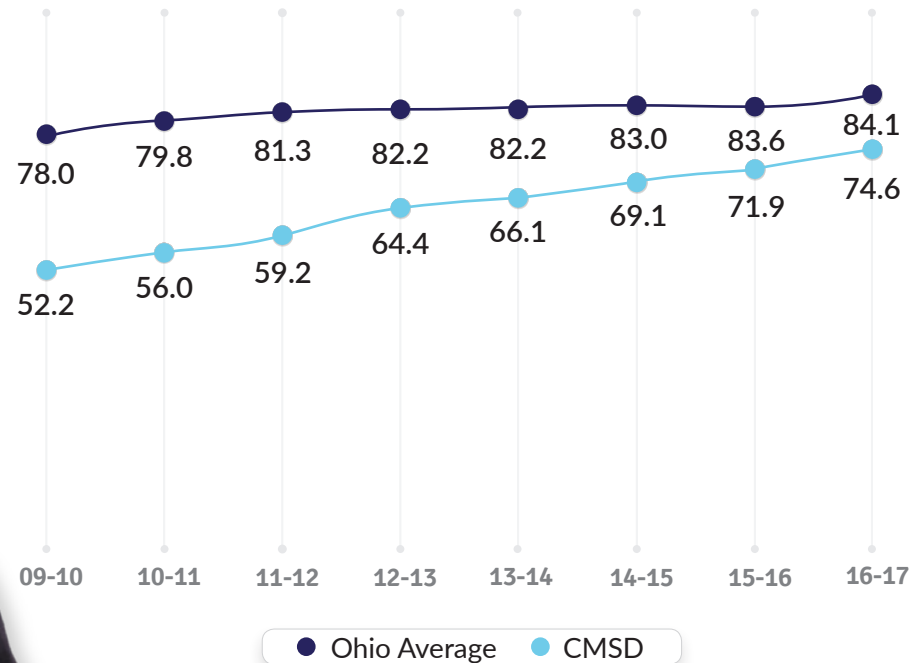


K-12 EDUCATION

High School Graduation

CMSD's four-year graduation rate has increased more than 22 percentage points since 2010, the largest gain among Ohio's eight urban school districts. This increase closed the gap between CMSD and the state average by nearly 26 percentage points. The state reported four-year graduation data for 25 CMSD high schools, ranging from 53.6 percent to 100 percent.

The state reports comparable data for three charter high schools, ranging from 46.8 percent to 89.1 percent. Like the CMSD high schools, two of the charter high schools showed substantial gains, of 18 and 25 percentage points.



POWER OF THE PLAN: BEHIND THE NUMBERS

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FINDING THE RIGHT HIGH SCHOOL

When her son decided to attend Glenville High School, in the neighborhood where she grew up, Takisha Claybrooks-Williams wasn't sure it was the right choice. Her family lived in Collinwood, which meant he'd have to commute to school every morning. But by the end of his freshman year, she'd had a complete change of heart.

Tayshawn, a 2018 graduate, chose Glenville because the model at his neighborhood high school didn't appeal to him, and he liked the idea of attending the alma mater of many of his family members.

Tayshawn benefited from the school's strong academics and its social-emotional learning programs. Claybrooks-Williams particularly praises the Closing the Achievement Gap program, which pairs male high school students of color with mentors who help them steer clear of peer pressure and distractions to reach graduation.

"The school is really family-oriented, and they do such a great job communicating with parents—not just about bad stuff, but the successes as well," Claybrooks-Williams says. She recently received a call from a teacher who admired a paper her son wrote. Teachers have also let her know when Tayshawn needs a push to try harder on his homework.

The school's emphasis on community outreach also makes the neighborhood feel safer than she expected. It hosts events, job fairs and workshops that anyone can attend—whether or not they have a direct connection to the school. "When the adults know each other, there's more trust, and more neighbors pitching in to help with each other's kids."



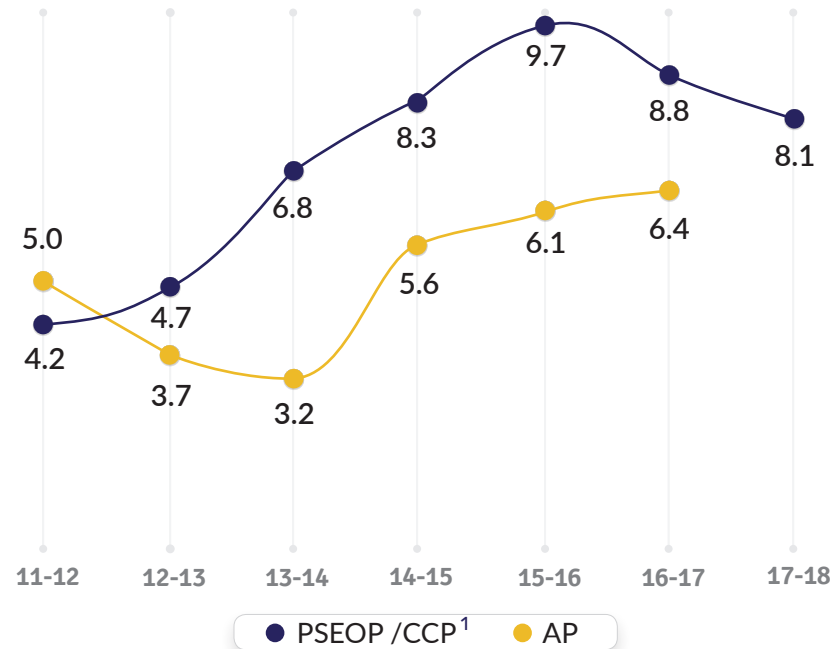
COLLEGE AND CAREER READINESS

In 2010, the Higher Education Compact of Greater Cleveland came together to lead the work to increase college readiness, access, and persistence for Cleveland Metropolitan School District (CMSD) students. The data in this section, drawn from the Higher Education Compact's 2017 report to the community, show progress in some areas but little or no improvement on other key indicators.



Readiness

PERCENTAGE OF CMSD HIGH SCHOOL STUDENTS PARTICIPATING IN COLLEGE-LEVEL COURSES

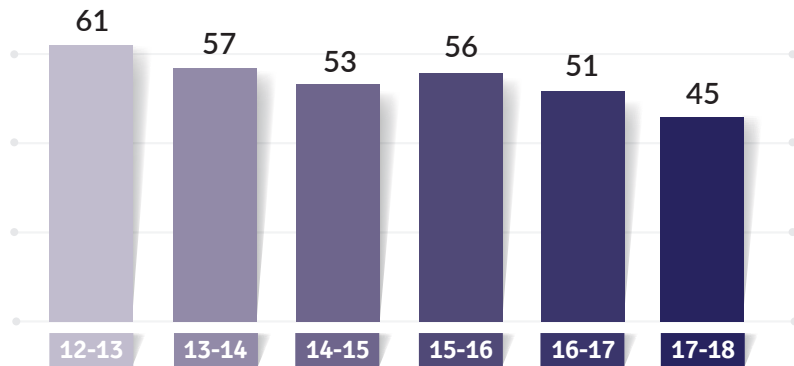


Most readiness indicators are improving for CMSD students. More students are graduating and finishing with a GPA of 3.0 or higher, and fewer need remediation in math or English. The percentages of students taking Advanced Placement (AP) courses and college-level courses through College Credit Plus (which replaced the Post Secondary Enrollment Options Program in 2015) have increased since 2011-12, but the percentage of CCP takers declined from a high in 2015-16.

¹ College Credit Plus (CCP), unlike the Post Secondary Enrollment Options Program (PSEOP), is open to 7th and 8th graders, explaining the recent drop in participation, since middle-schoolers are less likely to take college-level courses.

Access

**CMSD GRADUATE COLLEGE ENROLLMENT
WITHIN ONE YEAR**

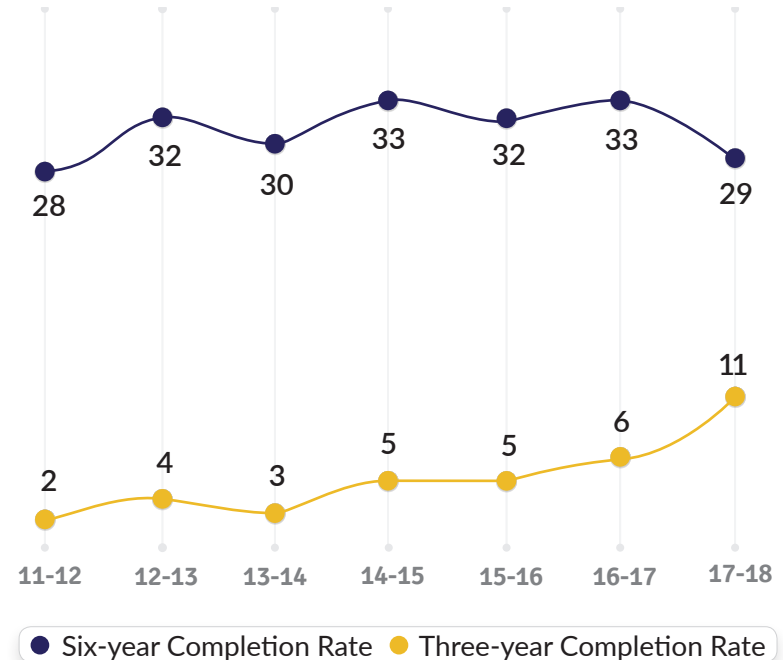


Despite significant initiatives by CMSD and Higher Education Compact partners to help high school students through the college application process, the percentage of CMSD students enrolling in college within one year of high school graduation continues to drop.

While national college-enrollment trends are down, Cleveland's decline is more dramatic. Ohio's steep reduction of need-based direct grant aid for students since 2008 and relatively high tuition rates place Ohio 45th out of 50 states in college affordability. These cuts have likely contributed to Cleveland's failure to meet the goal of 66 percent college enrollment within one year. The enrollment rate of only 45 percent for the class of 2017 represents a decline of 16 percentage points since 2012.

Persistence

**PERCENTAGE OF CMSD STUDENTS GRADUATING
FROM TWO- AND FOUR-YEAR COLLEGES**



Trends for the percentages of CMSD graduates who complete college show mixed results.

Only 29 percent of the class of 2011 completed four-year degrees at Higher Education Compact institutions within six years (by 2017), well short of the goal of 47 percent set by the Compact in 2012. For 2014 graduates attending Compact two-year schools, however, 11 percent finished within three years (also by 2017), above the goal of 7 percent.

CONCLUSION

The positive gains *Cleveland's Plan for Transforming Schools* is making for Cleveland's children and families are encouraging, as is the continued willingness of stakeholders to work together across lines that too often divide communities. Few cities across the country can point to the level of enduring commitment Cleveland has seen from such a diverse group.

In our October 2017 report to the community, the Transformation Alliance made a recommendation to update the Cleveland Plan. To that end, during the past several months the Transformation Alliance has been working with a group of stakeholders to consider how best to revise the goals and strategies outlined in the Cleveland Plan.

This update will not change our overarching mission to ensure all Cleveland children attend quality schools, but we recognize the need to continuously evaluate our work so it remains relevant to our community's needs and the changing education landscape. We are committed to releasing this update in the coming months.

Our work to update the Cleveland Plan is driven by the need to accelerate the pace of positive change in our city's public schools, both district and charter. We also are prioritizing collaborative work to improve teaching and learning in schools that serve children in kindergarten through 8th grade.

We look forward to the expected launch of the local chapter of Say Yes to Education, a national nonprofit that helps communities establish postsecondary scholarships for all and creates new ways to track needs and support success for every student. We believe this new initiative will provide critical support to help our community make faster progress toward the goals of the Cleveland Plan.

We are confident that working together, our efforts will create meaningful, lasting change for Cleveland.



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For more information on the Cleveland Transformation Alliance and
Cleveland's Plan for Transforming Schools visit myCLEschool.org.

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