

**Title: ADOPTING AND ISSUING A REPORT TO THE STATE OF OHIO
DESCRIBING THE CLEVELAND MUNICIPAL SCHOOL DISTRICT'S
PERFORMANCE FOR THE 2018-2019 SCHOOL YEAR**

The Chief Executive Officer of the Cleveland Municipal School District presents the following Resolution for adoption:

WHEREAS, on November 20, 2012, the Board of Education of the Cleveland Municipal School District, pursuant to Sub. HB 525 (as codified in Ohio Revised Code §3311.741), adopted an array of measures to be used in evaluating the performance of the School District, and goals for improvement on each of those measures, and on September 22, 2015, the Board adopted an amended array of measures; and

WHEREAS, Sub. HB 525 further provides that the Board of Education of the Cleveland Municipal School District shall, not later than October 1, 2013, and annually thereafter, issue a report, to the Governor, the Superintendent of Public Instruction, and the General Assembly, describing the School District's performance for the previous school year on each of these measures, and whether the School District has met each of its goals for improvement; and

WHEREAS, on September 26, 2017, the Board of Education adopted a Resolution requesting an exemption, from the annual October 1 deadline for submitting the aforementioned report to the State of Ohio, in all school years when the State Report Card is issued later than August, and was subsequently granted an exemption from that deadline by the Ohio Superintendent of Public Instruction, provided that the Board of Education then issue that report no later than November 1 each year; now, therefore be it

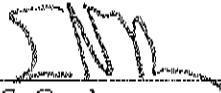
RESOLVED, that the Board of Education hereby adopts and issues a report describing the School District's performance for the 2018-2019 school year on each of the measures to be used in evaluating the School District and whether the School District has met each of its goals for improvement, attached hereto as Exhibit A; and, be it further

RESOLVED, that the Board of Education hereby authorizes and directs the Chief Executive Officer to submit this report to the Governor, the State Superintendent of Public Instruction, the President of the Senate, the Senate Minority Leader, the Speaker of the House, the House Minority Leader and the Director of the Ohio Legislative Services Commission, not later than November 1, 2019; and, be it further

RESOLVED, that the Board hereby authorizes and directs the Chief Executive Officer and/or designees to take any appropriate and necessary action to implement this Resolution.

CLEVELAND MUNICIPAL SCHOOL DISTRICT BOARD OF EDUCATION

By:



Eric S. Gordon
Chief Executive Officer



Anne E. Bingham
Board of Education Chair



Derek M. Richey
Chief Financial Officer

Date:

10-22-19

**Cleveland Plan
Evaluation
CMSD Data Team
October 2019**

The Cleveland Metropolitan School District annually reports on the progress made on four different goals from the Cleveland Plan. These goals include 1) increasing in the number of high performing schools and decrease in the number of failing schools, 2) increasing the district's value-add measure, 3) focusing the district's central office on key support and governance roles and transferring authority and resources to schools, and 4) investing and phase in high-leverage system reforms across all schools from preschool to college and career.

Increase in the number of high performing schools and decrease in the number of failing schools

Across the city, the 2018-2019 school year saw a small increase in the percentage of students attending high performing schools, but also a larger increase in students attending failing schools as well. Moreover, we are also seeing a decrease in the percentage of students attending low performing schools and a slight decrease in the percentage of students attending mid performing schools. There was a shift in the trend where more students that were in lower performing are shifting toward failing schools than more mid or higher performing.

In terms of special education, there was a decrease in the percentage of students receiving special education services attending failing schools and increase in the percentage students receiving special education services attending low performing schools. This suggests that more services may need to be dispersed into our failing schools to have an impact on the shift from what we were seeing in previous years.

In terms of the racial breakdown of students attending failing schools, for nearly all subgroups there was a reduction in the percentage of students attending failing schools for the second consecutive year. This reduction was more pronounced for black, multiracial, and Hispanic students than other subgroups. The district's graduation rate continued to climb, which combined with proficiency, determines the quality rating of high schools. However, the gains made in graduation rates and performance index were not sufficient to significantly shift the percentage of students attending quality schools.

Increase the district's value-add measure

The district's student growth measures, also known as value-added, was an "F" despite a larger improvement in this measure from past years. We are starting to see a more positive shift on these measures, and are beginning to trend as positively as other measures such as PI Index, graduation rate and gap closure. We have continued to provide new tools, resources, trainings

and supports to help our school-based educators shift away from a focus on fall-to-spring measures to more accurate spring-to-spring measures. This includes a shift toward focusing on moving students upwards across performance bands. In addition, we continue to advocate at the state level for changes to the Value-Added calculations so that they get closer to the original intent of the measure, an even playing field for districts regardless of their demographics.

Focus the district's central office on key support and governance roles and transfer authority and resources to schools.

The district has maintained budgetary control for principals in line with what they experienced last year. A slight increase in the proportion of the budget controlled by principals resulted in principals controlling more than half the district budget. As part of a continued attention to implementing the Cleveland Plan, the district is currently focusing on empowering principals. This focus includes shifting the role of central office to supporting building leaders and their teams while ensuring accountability for schools, networks, and central office. This work is part of a two year Central Office Support Plan to shift more power and resources to schools, while shifting the district to a support center that helps schools implement their plans.

Invest and phase in high leverage system reforms across all schools from preschool to college and career The district has continued to expand its Pre-Kindergarten efforts.

The district expects to continue to recruit more students into the Pre-Kindergarten program and increase the enrollment number while expanding the number of high quality seats that are available. The district is working to ensure that every student in Cleveland has access to high quality Pre-Kindergarten instruction and academic experiences.

We have continued to see successes in our K-3 reading literacy, performance index, gap closure, college readiness on prepared for success, and continue to increase graduation rate, but understand there is a lot of improvement left and need to continue to focus on our earlier grade levels to continue the upward trends toward graduation, focusing on the whole child.

The district is committed to continuing to monitor and support the postsecondary success of its students. Our partnership with Say Yes to Education is one approach, among others, that the district continues to leverage in support the postsecondary success of its students. Our ACT results continue to show about 65% of our graduation cohort takes the ACT before graduating

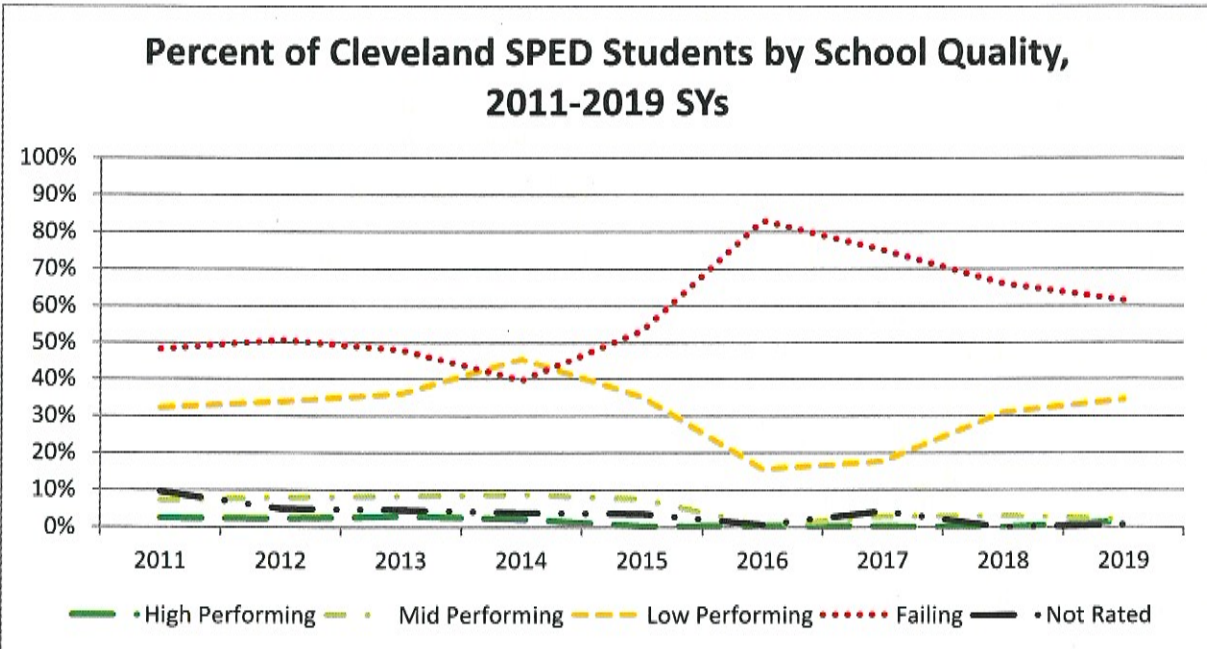
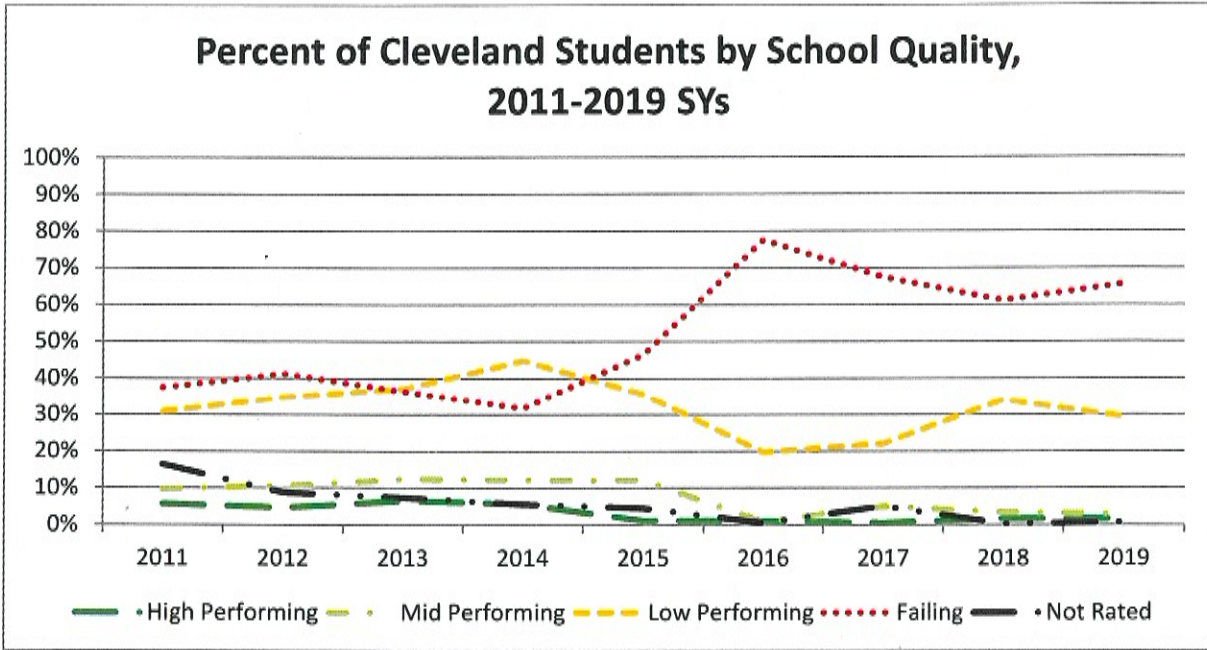
(65.1% for 2019), with about 5% of the cohort showing “remediation-free” results on this college entrance exam (4.5% for 2019).

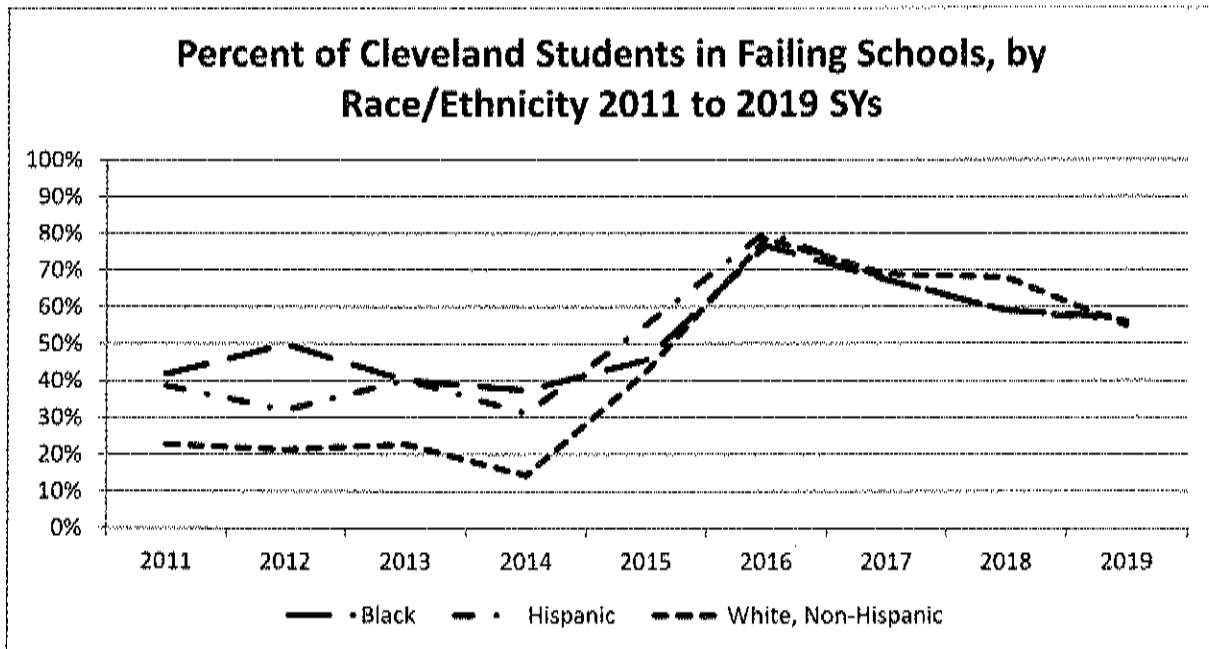
Summary

The district is committed to the Cleveland Plan and continues to invest in and support the core efforts of that work. While the district is also cognizant of its weaknesses, we continue to see some positive trends with our accountable measures. The district must continue its efforts to provide additional supports to students and schools. With the stabilization of the accountability metrics in Ohio, the district is positioned to analyze the specific content areas we are weak in and identify what effective measures can be taken to address those problems. We are seeing gradual improvements specifically on the State Report Card and continue to focus on areas for improvement.

Metrics

1) Increase the number of high performing schools and decrease the number of failing schools (metrics reported longitudinally for each year of the Cleveland Plan), as reported by the Cleveland Transformation Alliance.





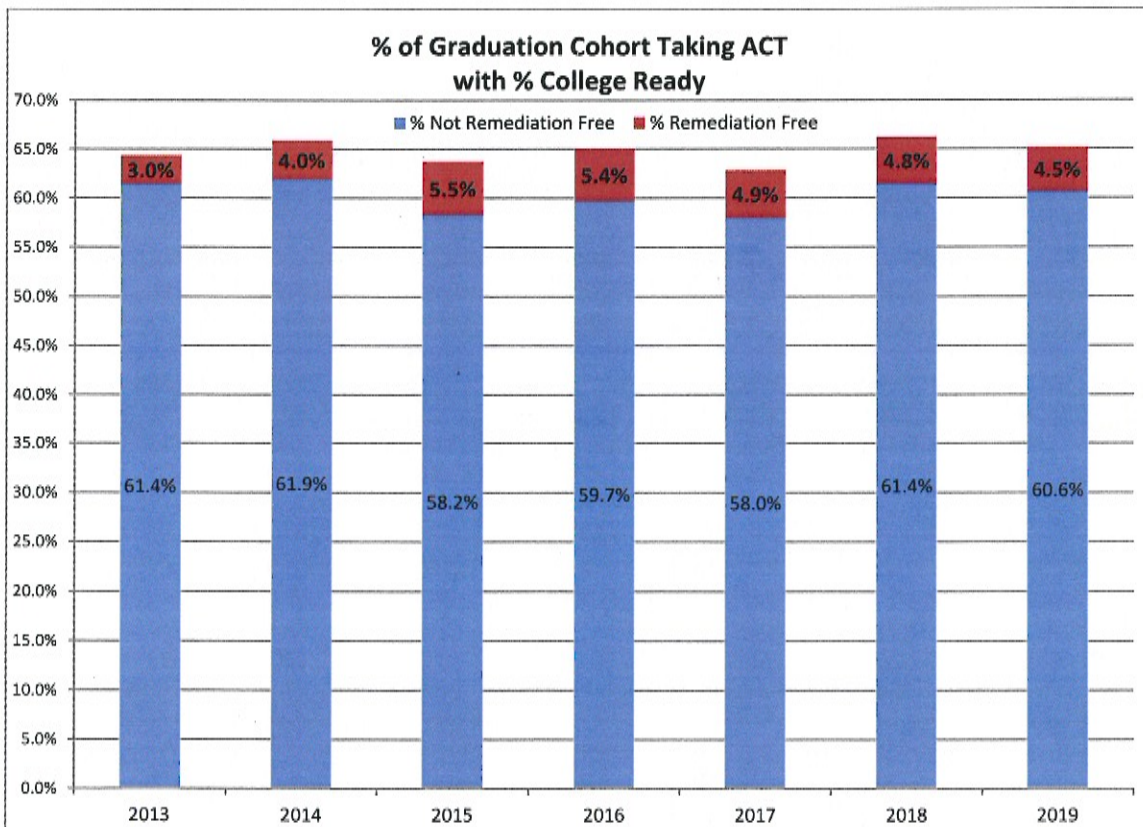
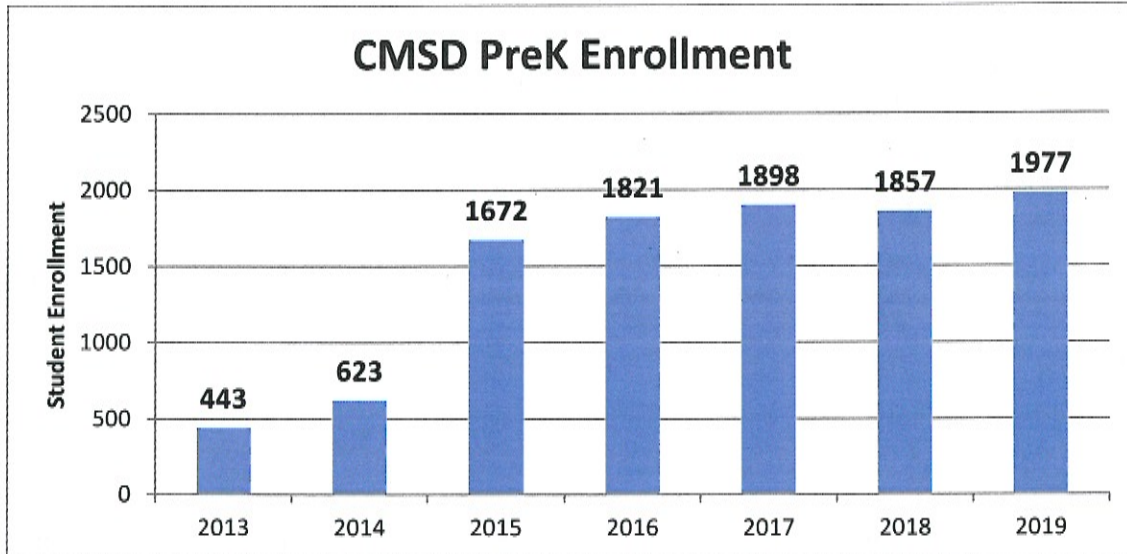
2) Increase the district's one year value-add measure (metrics reported longitudinally for each year of the Cleveland Plan).

	Overall Value-Add Grade	Reading Value-Add Grade	Math Value-Add Grade
2012	F (-6.0)	C (0.0)	F (-12.0)
2013	C (0.0)	F (-5.0)	A (4.0)
2014	C (0.9)	F (-6.0)	A (7.0)
2015	C (0.6)	A (22.5)	F (-24.4)
2016	F (-47.74)	F (-36.47)	F (-21.54)
2017	F (-52.90)	F (-39.24)	F (-26.14)
2018	F (-50.14)	F (-36.83)	F (-25.39)
2019	F (-23.39)	F (-9.17)	F (-15.72)

3) Focus the district's central office on key support and governance roles and transfer resources to schools.

School Year	% of Total District Budget Controlled by Principals	% of Total School Budget Controlled by Principals
2013	14.0%	1.8%
2014	44.0%	70.0%
2015	48.0%	73.0%
2016	48.0%	73.0%
2017	49.6%	71.0%
2018	50.3%	73.0%
2019	50.8%	73.4%

4) Invest and phase in high-leverage system reforms across all schools from preschool to college and career (metrics reported longitudinally for each year of the Cleveland Plan).



Appendix:

School Year	Quality Rating	Number of schools	ENRL	SPED	LEP	Gifted	American Indian	Asian	Black	Hispanic	Multi	White
2011	High Performing	10	6%	3%	0%	28%	0%	11%	6%	3%	5%	7%
2012	High Performing	10	5%	2%	0%	15%	0%	0%	5%	3%	3%	4%
2013	High Performing	12	7%	3%	0%	22%	0%	9%	7%	4%	5%	8%
2014	High Performing	11	6%	2%	0%	23%	0%	6%	7%	3%	4%	5%
2015	High Performing	2	1%	0%	0%	17%	0%	14%	1%	0%	1%	3%
2016	High Performing	2	1%	0%	0%	3%	0%	3%	1%	1%	2%	2%
2017	High Performing	1	1%	0%	0%	0%	0%	0%	0%	1%	1%	7%
2018	High Performing	3	2%	0%	0%	4%	0%	2%	2%	2%	4%	2%
2019	High Performing	3	2%	1%	4%	5%	0%	2%	1%	5%	2%	3%
2011	Mid Performing	15	10%	7%	8%	15%	0%	5%	6%	15%	21%	16%
2012	Mid Performing	19	11%	8%	16%	22%	0%	13%	7%	19%	16%	17%
2013	Mid Performing	24	13%	8%	15%	16%	0%	7%	9%	20%	23%	18%
2014	Mid Performing	24	12%	9%	15%	21%	0%	16%	10%	18%	15%	15%
2015	Mid Performing	12	12%	8%	7%	19%	100%	13%	8%	10%	22%	30%
2016	Mid Performing	2	1%	0%	1%	16%	0%	8%	0%	1%	1%	3%
2017	Mid Performing	9	5%	3%	5%	15%	0%	0%	5%	6%	4%	3%
2018	Mid Performing	6	3%	3%	5%	12%	0%	0%	3%	6%	3%	3%
2019	Mid Performing	8	3%	2%	0%	8%	0%	3%	3%	3%	3%	4%
2011	Low Performing	44	31%	32%	35%	27%	0%	30%	31%	37%	29%	28%
2012	Low Performing	43	35%	34%	43%	32%	100%	33%	28%	39%	53%	54%
2013	Low Performing	52	37%	36%	23%	35%	100%	25%	35%	30%	40%	48%
2014	Low Performing	67	45%	45%	35%	35%	100%	32%	39%	43%	60%	63%
2015	Low Performing	60	36%	35%	34%	22%	0%	14%	40%	33%	29%	23%
2016	Low Performing	38	20%	16%	13%	19%	0%	3%	21%	18%	21%	16%
2017	Low Performing	36	22%	18%	9%	29%	0%	32%	25%	15%	25%	18%
2018	Low Performing	58	34%	31%	30%	40%	0%	48%	36%	32%	33%	26%
2019	Low Performing	65	29%	35%	44%	36%	0%	48%	38%	34%	25%	37%
2011	Failing	39	37%	48%	49%	26%	48%	31%	42%	39%	31%	23%
2012	Failing	53	41%	51%	29%	27%	0%	24%	50%	32%	23%	21%
2013	Failing	48	36%	48%	50%	27%	0%	30%	40%	40%	28%	23%

2014	Failing	43	32%	40%	46%	21%	0%	45%	37%	31%	17%	14%
2015	Failing	70	46%	53%	58%	40%	0%	59%	46%	55%	47%	42%
2016	Failing	107	77%	83%	86%	62%	100%	86%	77%	80%	76%	78%
2017	Failing	91	67%	75%	64%	56%	100%	50%	67%	68%	64%	69%
2018	Failing	94	61%	66%	65%	43%	100%	49%	59%	59%	57%	68%
2019	Failing	88	65%	61%	50%	52%	100%	48%	57%	56%	69%	55%
2011	Not Rated	29	16%	10%	8%	4%	52%	23%	15%	7%	15%	26%
2012	Not Rated	21	9%	5%	12%	4%	0%	30%	10%	7%	6%	4%
2013	Not Rated	17	7%	5%	12%	0%	0%	29%	9%	6%	4%	3%
2014	Not Rated	13	6%	4%	4%	0%	0%	0%	7%	4%	5%	3%
2015	Not Rated	16	5%	4%	1%	2%	0%	0%	6%	1%	1%	2%
2016	Not Rated	4	1%	1%	0%	0%	0%	0%	1%	0%	0%	0%
2017	Not Rated	12	5%	4%	21%	0%	0%	17%	3%	10%	5%	8%
2018	Not Rated	3	0%	0%	0%	0%	0%	0%	0%	1%	2%	0%
2019	Not Rated	5	1%	1%	2%	0%	0%	0%	0%	2%	1%	1%