

**Title: ADOPTING AND ISSUING A REPORT TO THE STATE OF OHIO
DESCRIBING THE CLEVELAND MUNICIPAL SCHOOL DISTRICT'S
PERFORMANCE FOR THE 2021-2022 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 in each such year; and

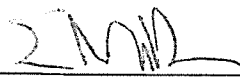
WHEREAS, on September 15, 2022 the Ohio Department of Education issued the 2022 State Report Cards; now, therefore be it

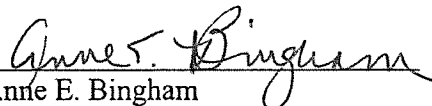
RESOLVED, that the Board of Education hereby adopts and issues a report describing the School District's performance for the 2021-2022 school year on each of the measures to be used in evaluating the School District, and whether the School District has met each of its goals for improvement, attached hereto as Exhibit A; and, be it further

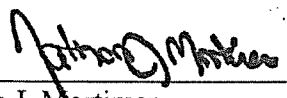
RESOLVED, that the Board of Education hereby authorizes and directs the Chief Executive Officer to submit this report to the Governor, the State Superintendent of Public Instruction, the President of the Senate, the Senate Minority Leader, the Speaker of the House, the House Minority Leader and the Director of the Ohio Legislative Services Commission, not later than November 1, 2022; 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


Nathan J. Mortimer
Interim Chief Financial Officer

Date: 10-25-22

EXHIBIT

A

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.

Please note that because of the pandemic and changes to metric calculations, many of the goals in measuring/evaluating aspects of the Cleveland Plan have become outdated. Although we provide as much evidence as possible to indicate whether the Cleveland Plan has met these agreed upon State goals, in some instances the data may not be completely aligned to the below goals. In the future these goals should be renegotiated so that there is better alignment with the goals in terms of data, but to also create common language and measurement that allows for trends over time.

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

Beginning in the 2021-2022 school year the district and building level State report cards no longer used an A-F grading system to evaluate districts and buildings overall. Starting in 2021-2022, districts and schools were rated on a 1–5-star rating (5-rating being the highest), which aligns to the A-F systems in terms of ranking and rating. However, the overall component star rating does not begin until 2022-2023. These changes, compounded by the pandemic, does not allow us to define what schools are high performing and what schools may be failing. However, we do provide the star ratings on each of the metrics that were graded for this year which include achievement, graduation rates, gap closure, early literacy, and progress (See Table 1 and Table 2 in Appendix).

What the data shows in Table 1 and Table 2 is that the pandemic had a negative impact on metrics, such as, graduation rate and early literacy. These were metrics CMSD historically showed positive gains each year. However, the data also indicates

that many of our buildings, district, and students have rebounded based on their achievement in terms of progress and gap closing.

Due to the lack of an overall rating system until 2022-2023, changes to rating structure, and changes to the metric calculations, we do not have enough data to adequately measure the number of high performing and lower performing schools in Cleveland. However, the results indicate that despite facing many obstacles due to the pandemic that CMSD had some of the larger growth gains in the State coming out of this once in a lifetime event.

Increase the district's value-add measure

Before and during the pandemic, the district and many of the CMSD buildings struggled to show many gains on this measure. The district and many buildings were showing gains in Performance Index, but struggled to significant enough gains in growth, in comparison to other districts in which the CMSD typically ranked near the bottom. However, for the 2021-2022 report card the metric was reset to measure one-year average gains exiting the pandemic.

Tables 3-5 in the appendix, shows that the district and many of their buildings had a significant impact on student's growth exiting the pandemic. The CMSD and many of their schools showed some of the largest growth gains and effect sizes in Ohio. This was a drastic improvement and shows that many of the structures put in place during the before, during, and after the pandemic are beginning to have positive effects.

There are areas in need of intervention, such as science, biology, Algebra I and Geometry. We showed great gains in many areas of ELA and math but some subject areas we saw big declines. The CMSD will need to put similar structures in place for science and some of our higher-level math courses, as they did with ELA and lower grade mathematics to show continued gains.

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

As part of a continued attention to implementing the Cleveland Plan, the district is currently focusing on empowering principals particularly in the areas of instruction. This work will be part of a plan to shift more power and resources to schools, while shifting the district to a support center that helps schools implement their plans. See Table 6 for budgetary control CMSD principals have at the district and building levels over time.

Invest and phase in high leverage system reforms across all schools from preschool to college and career

Before the pandemic, the district saw progress in the realms of early childhood education and college and career readiness. The district continues to expand the number of preschool seats available. This expansion also helped improve our K3 literacy metric on the report card, where we consistently improved on moving our off-track students to on-track. This metric was driven through rigorous progress monitoring and by intervening early when students need help. The CMSD also showed improvements and consistency in becoming remediation free on ACT and SAT. However, the pandemic had a negative impact on both areas. The pandemic impacted our pre-school enrollment as well as participation in college ready assessments and taking college readiness courses. However, Table 7 shows that the CMSD is beginning to rebound with higher pre-k enrollment after a big drop, and maintaining a similar percentage of CMSD students being remediation free on SAT.

Summary

Overall, this report shows the negative impact and areas of the pandemic, but it also shows that there are positive signs that the CMSD is rebounding. Moreover, not only is the CMSD rebounding, but the report card results also showed some of the largest growth gains in Ohio over the year. These gains occurred over all subgroups as well, as detailed in gap closing. There are also many areas that also need improvement but academic progress is trending in the positive direction.

Appendix: 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.*

Table 1:

2022 CMSD Building and Sponsored Charter School Component Ratings on Report Card					
	Achievment	Gap	Early Literacy	Progress	Graduation
5-Star	1	20	0	30	2
4-Star	2	22	2	17	4
3-Star	3	26	1	46	2
2-Star	44	36	12	13	6
1-Star	60	6	65	3	17

Table 2:

Building Name	Achievement Component Star Rating	Gap Closing Component Star Rating	Early Literacy Component Star Rating	Progress Component Star Rating	Graduation Rate Component Star Rating
Adlai Stevenson School	1	2	1	3	NR
Albert Bushnell Hart	1	4	1	5	NR
Alfred Benesch	1	2	1	3	NR
Almira	1	3	1	3	NR
Andrew J Rickoff	1	2	1	3	NR
Anton Grdina	1	2	1	3	NR
Artemus Ward	1	2	1	3	NR
Bard Early College Cleveland	2	3	NR	1	4
Benjamin Franklin	2	2	1	4	NR
Bolton	1	2	1	2	NR
Buhrer	2	4	1	5	NR
Campus International High School	2	2	NR	3	2
Campus International School	3	5	2	5	NR
Charles A Mooney School	2	2	1	3	NR
Charles Dickens School	1	2	1	3	NR
Citizens Academy Southeast	2	3	1	4	NR
Citizens Leadership Academy	1	1	1	3	NR
Citizens Leadership Academy East	1	1	1	2	NR
Clara E Westropp School	2	5	1	5	NR
Clark School	2	5	2	5	NR
Cleveland College Preparatory School	1	1	1	3	NR
Cleveland Early College High	4	5	NR	5	5
Cleveland High School for the Digital Arts	2	5	NR	5	2
Cleveland Metro Remote School K-12	1	2	1	1	NR
Cleveland School of Architecture & Design	2	5	NR	3	4
Cleveland School of Science & Medicine	4	5	NR	5	5
Cleveland School Of The Arts High School	2	5	NR	5	4
Collinwood High School	1	2	NR	2	1
Daniel E Morgan School	1	4	1	5	NR
Davis Aerospace & Maritime High School	2	3	NR	3	3
Denison	2	2	2	3	NR

Building Name	Achievement Component Star Rating	Gap Closing Component Star Rating	Early Literacy Component Star Rating	Progress Component Star Rating	Graduation Rate Component Star Rating
Design Lab @ Health Careers	2	4	NR	5	1
Dike School of Arts	1	2	2	2	NR
Douglas MacArthur	3	5	2	5	NR
East Clark	1	3	1	3	NR
East Technical High School	1	2	NR	3	1
Euclid Park Elementary School	2	4	1	5	NR
Facing History High School@Charles Moon	2	3	NR	3	1
Franklin D. Roosevelt	1	2	1	3	NR
Garfield Elementary School	2	4	2	4	NR
Garrett Morgan School of Engineering & In	1	2	NR	3	1
Garrett Morgan School of Leadership and I	2	1	NR	3	NR
George Washington Carver	1	3	1	3	NR
Ginn Academy	1	2	NR	2	1
Glenville High School	1	2	NR	3	1
Halle	1	2	1	2	NR
Hannah Gibbons-Nottingham	1	3	1	3	NR
Harvey Rice Elementary School	1	3	1	3	NR
Hope Academy Northwest Campus	2	4	2	4	NR
Horizon Science Acad Cleveland	2	2	NR	3	3
Intergenerational School, The	2	5	1	4	NR
John Adams College & Career Academy	1	2	NR	2	1
John F Kennedy High School	1	2	NR	2	1
John Marshall School of Business and Civic	2	3	NR	4	2
John Marshall School of Engineering	1	2	NR	3	1
John Marshall School of Information Techn	2	4	NR	3	2
Joseph M Gallagher School	1	5	1	5	NR
Kenneth W Clement	2	5	1	5	NR
Lakeshore Intergenerational School	2	4	2	5	NR
Lincoln West School Of Global Studies	1	3	NR	3	1
Lincoln West School of Science & Health	1	3	NR	3	1
Louisa May Alcott Elementary School	2	5	2	5	NR

Building Name	Achievement Component Star Rating	Gap Closing Component Star Rating	Early Literacy Component Star Rating	Progress Component Star Rating	Graduation Rate Component Star Rating
Luis Munoz Marin School	1	3	1	3	NR
Marion C Seltzer Elementary School	1	3	1	3	NR
Marion-Sterling Elementary School	1	2	1	5	NR
Mary B Martin School	1	3	1	5	NR
Mary Church Terrell	2	5	1	5	NR
Mary M Bethune	1	4	1	4	NR
Max S Hayes High School	1	2	NR	2	1
MC^2 STEM High School	2	2	NR	2	4
Memorial School	2	5	1	5	NR
Menlo Park Academy	5	4	4	3	NR
Michael R. White	1	4	1	5	NR
Miles Park School	1	4	1	4	NR
Miles School	1	3	1	4	NR
Mound Elementary School	1	4	1	4	NR
Nathan Hale School	1	3	1	4	NR
Natividad Pagan International Newcomers	1	3	1	4	1
Near West Intergenerational School	3	5	3	5	NR
New Technology West	2	2	NR	2	1
Newton D Baker School	2	4	1	4	NR
Northeast Ohio College Preparatory School	2	3	1	4	2
Oliver Hazard Perry Elementary School	1	4	1	5	NR
Orchard School	1	4	1	4	NR
Paul L Dunbar Elementary School	2	4	1	5	NR
Rhodes College and Career Academy	1	3	NR	3	2
Rhodes School of Environmental Studies	2	3	NR	3	1
Riverside School	2	5	4	4	NR
Robert H Jamison School	1	3	1	3	NR
Robinson G Jones Elementary School	2	4	1	5	NR
Scranton School	2	5	1	5	NR
Stephanie Tubbs Jones	1	2	1	3	NR
Stepstone Academy	1	3	1	NR	NR

Building Name	Achievement Component Star Rating	Gap Closing Component Star Rating	Early Literacy Component Star Rating	Progress Component Star Rating	Graduation Rate Component Star Rating
Sunbeam	1	2	1	3	NR
The School of One	2	3	NR	5	1
Tremont Montessori School	1	2	1	3	NR
Valley View Elementary School	2	5	2	3	NR
Village Preparatory School Cliffs	2	5	1	5	NR
Village Preparatory School Willard	2	2	1	1	NR
Village Preparatory School Woodland Hills	1	1	1	2	NR
Wade Park	1	3	1	3	NR
Walton School	1	4	1	5	NR
Warner Girls Leadership Academy	1	2	1	3	NR
Waverly Elementary School	1	2	1	3	NR
Whitney M Young	1	2	1	2	NR
Wilbur Wright School	1	2	1	3	NR
William C Bryant Elementary School	2	4	2	3	NR
William Rainey Harper	2	4	2	3	NR
Willson School	1	3	1	4	NR
Wings Academy 1	2	1	1	3	NR

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

Table 3:

2022 CMSD Composite Gain Index and Grades by Subject			
Subject	Subgroup	Gain Index	Grade
Overall Composite	Overall	14.13	4 Stars
English Language Arts	Overall	17.64	5 Stars
Mathematics	Overall	12.3	5 Stars
Science	Overall	-10.21	1 Star
Social Studies	Overall	2.64	4 Stars
Overall Composite	Gifted Students	3.91	5 Stars
English Language Arts	Gifted Students	1.16	3 Stars
Mathematics	Gifted Students	4.59	5 Stars
Science	Gifted Students	0.67	3 Stars
Overall Composite	Students with Disabilities	7.21	4 Stars
English Language Arts	Students with Disabilities	5.34	5 Stars
Mathematics	Students with Disabilities	8.88	5 Stars
Science	Students with Disabilities	-5.99	1 Star
Social Studies	Students with Disabilities	2.9	5 Stars

Table 4:

2022 CMSD Grades 4-8 Gain Scores and Gain Indices by Subject					
Grade Level	Subject Description	Student Count	Gain Score	Standard Error	Gain Index
4th Grade	Overall Composite	2775	9.62	1.00	9.62
4th Grade	English Language Arts	2762	3.07	0.28	10.77
4th Grade	Mathematics	2743	1.01	0.25	4.10
5th Grade	Overall Composite	2847	0.50	1.00	0.50
5th Grade	English Language Arts	2820	1.63	0.27	6.02
5th Grade	Mathematics	2813	1.97	0.23	8.77
5th Grade	Science	1919	-11.87	0.76	-15.64
6th Grade	Overall Composite	2703	14.00	1.00	14.00
6th Grade	English Language Arts	2670	1.63	0.26	6.23
6th Grade	Mathematics	2651	3.49	0.22	15.54
7th Grade	Overall Composite	2743	13.42	1.00	13.42
7th Grade	English Language Arts	2703	2.31	0.24	9.79
7th Grade	Mathematics	2685	2.24	0.21	10.74
8th Grade	Overall Composite	2494	1.96	1.00	1.96
8th Grade	English Language Arts	2460	1.32	0.25	5.33
8th Grade	Mathematics	2361	0.18	0.24	0.72
8th Grade	Science	2253	-1.45	0.62	-2.34

Table 5:

2022 CMSD End of Course Gain Scores and Gain Indices				
Subject Description	Student Count	Gain Score	Standard Error	Gain Index
Biology	2245	-0.27	0.43	-0.63
English Language Arts II	2339	1.63	0.34	4.71
Algebra I	2703	-1.66	0.46	-3.62
Geometry	2129	-0.75	0.51	-1.46
American US Government	1990	1.23	0.28	4.44
American US History	2434	-0.13	0.41	-0.31

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

Table 6:

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%
2020	51.0%	73.0%
2021	54.3%	74.8%
2022		

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)

Table 7:

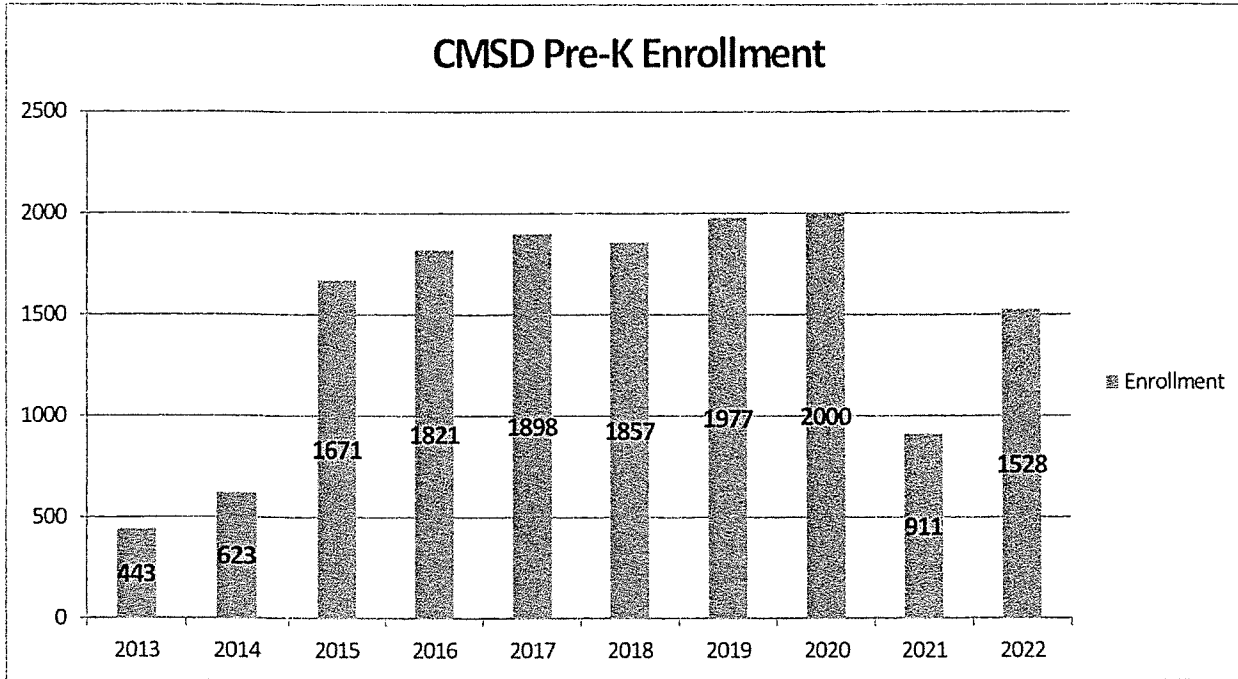


Table 8:

% of Graduation Cohort Taking ACT (pre-2020) or SAT (2020 after) with % College Ready		
School Year	% Remediation Free	% Not Remediation Free
2013	3.0%	61.4%
2014	4.0%	61.9%
2015	5.5%	58.2%
2016	5.4%	59.7%
2017	4.9%	58.0%
2018	4.8%	61.4%
2019	4.5%	60.6%
2020	6.3%	67.6%
2021	6.9%	59.3%
2022	6.5%	63.4%