

**Title: ADOPTING AND ISSUING A REPORT TO THE STATE OF OHIO
DESCRIBING THE CLEVELAND MUNICIPAL SCHOOL DISTRICT'S
PERFORMANCE FOR THE 2016-2017 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 October 1, 2017 deadline for submitting the aforementioned report to the State of Ohio, and was subsequently granted an exemption from that deadline by the Ohio Superintendent of Public Instruction, provided that the Board of Education then issues that report no later than November 1, 2017; now, therefore be it

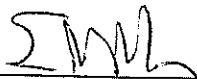
RESOLVED, that the Board of Education adopts and issues a report describing the School District's performance for the 2016-2017 school year on each of the measures to be used in evaluating the School District and whether the School District has met each of its goals for improvement, attached hereto as Exhibit A; and, be it further

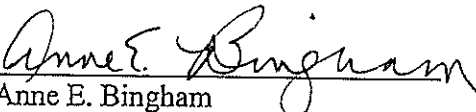
RESOLVED, that the Board of Education hereby authorizes and directs the chief Executive Officer to submit this report to the Governor, the State Superintendent of Public Instruction, the President of the Senate, the Senate Minority Leader, the Speaker of the House, the House Minority Leader and the Director of the Ohio Legislative Services Commission, not later than November 1, 2017; 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.

BOARD OF EDUCATION OF THE CLEVELAND MUNICIPAL SCHOOL DISTRICT

By:


Eric S. Gordon
Chief Executive Officer


Anne E. Bingham
Board of Education Chair


Derek M. Richey
Chief Financial Officer

Date: 10-24-17

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

The 2016-2017 School Year saw a continued drop in the number of high performing schools. However, this year we made progress in decreasing the number of failing and low performing schools. This allowed for a small gain in the number of mid performing schools. For the subgroup of special education students, we saw similar patterns. Indicative of these improvements was the change in CMSD's rank on the performance index measure. Our district saw larger movement than other Urban districts in Ohio.

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 did not outweigh the losses in proficiency, resulting in the decrease in the number of quality schools.

Increase the district's value-add measure

The district's student growth measures, also known as value-added, maintained at a very low F grade. These scores seem contradictory to our annual growth measurements on NWEA and other District assessments where we saw positive gains last year. We believe this is because our internal assessments have been measuring growth from the fall of each year to the spring of each year, while Value-Added is measuring growth of students from the spring of the prior year to the spring of the current year. We will work 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 will include a shift toward focusing on students between performance bands. This will allow us to simultaneously drive improvements in our performance index while also relating it to improvements on Value-Added. We will also 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, which was 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. 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 two year 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

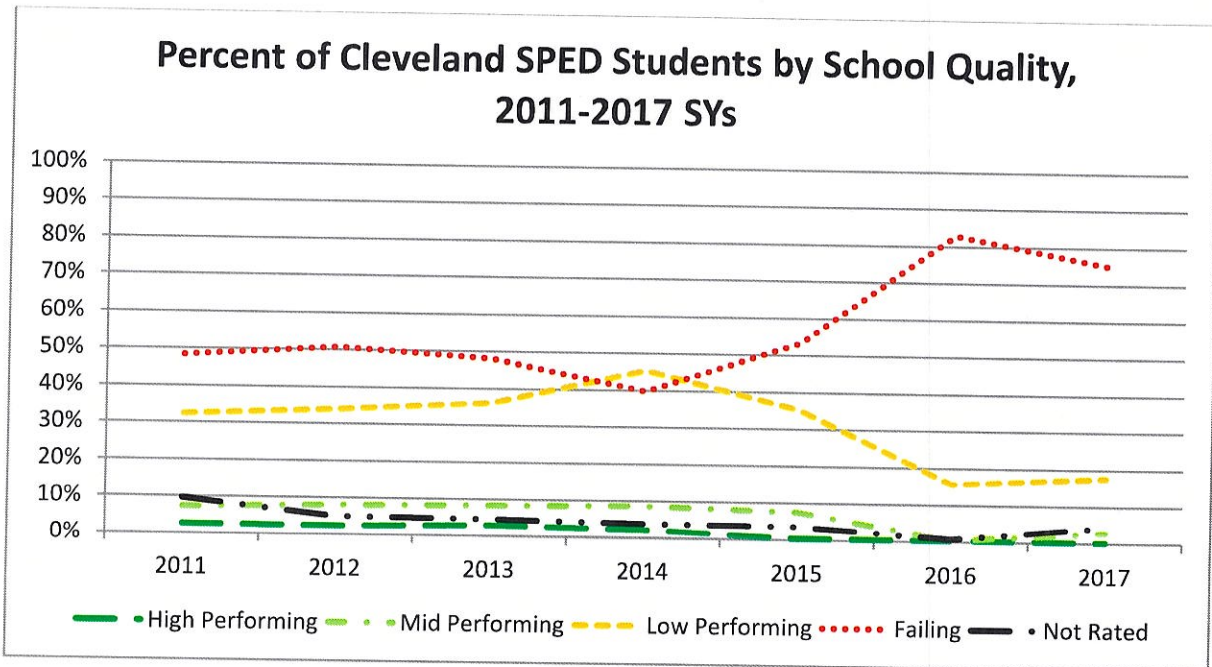
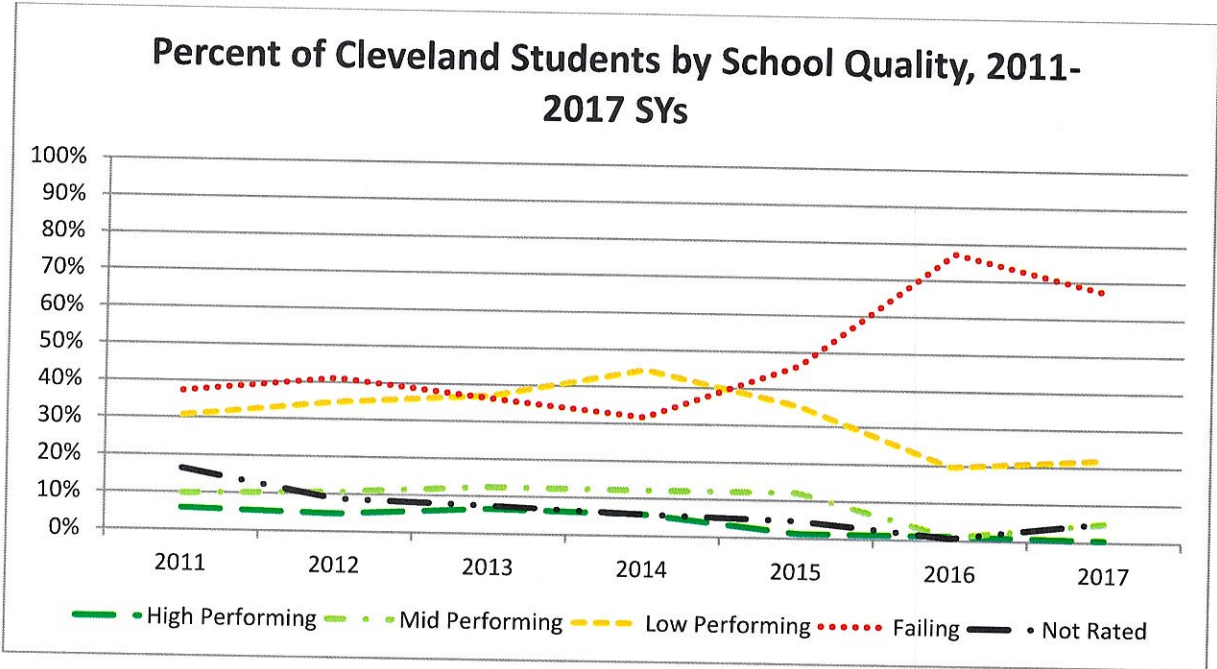
The district continues to see progress in the realms of early childhood education and college and career readiness. The district continues to expand the number of preschool seats available. This expansion is also helping improve our K3 literacy metric on the report card. This year the district received a C grade based on the number of off-track K-3 readers that were brought on track in the following year. We have been successful in driving this metric through rigorous progress monitoring and by intervening early when students need help. While we saw a slight drop in the percentage of students that were college ready on the ACT according to Ohio's rigorous standards, we see other gains in this area. The percentage of CMSD students that are persisting in and completing college continues to climb.

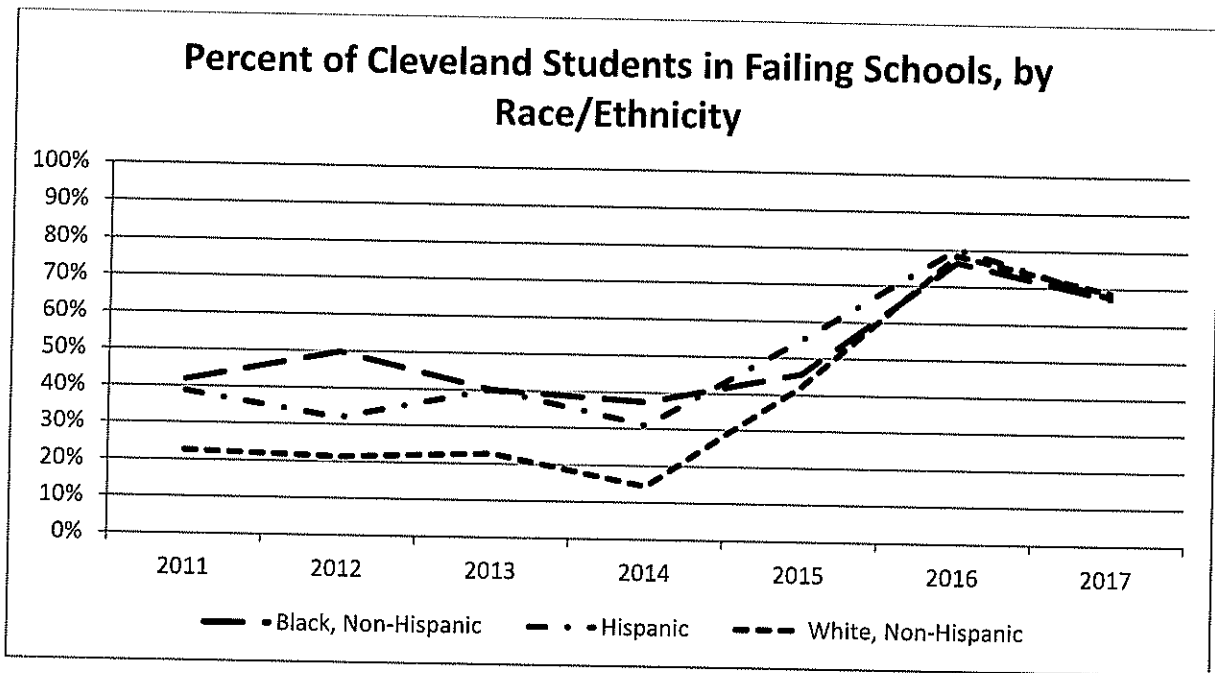
Summary

As the state report card and this evaluation report show, the district is showing strengths at the bookends of the K12 spectrum. But we are also cognizant of our weaknesses, particularly when it comes to support provided to students in grades 4-8. The district must redouble its efforts to provide additional supports to students and schools in these grade bands. With the stabilization of the testing environment in Ohio, the district is now better positioned to analyze the specific content areas we are weak in and what measures can be taken to address those problems.

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.





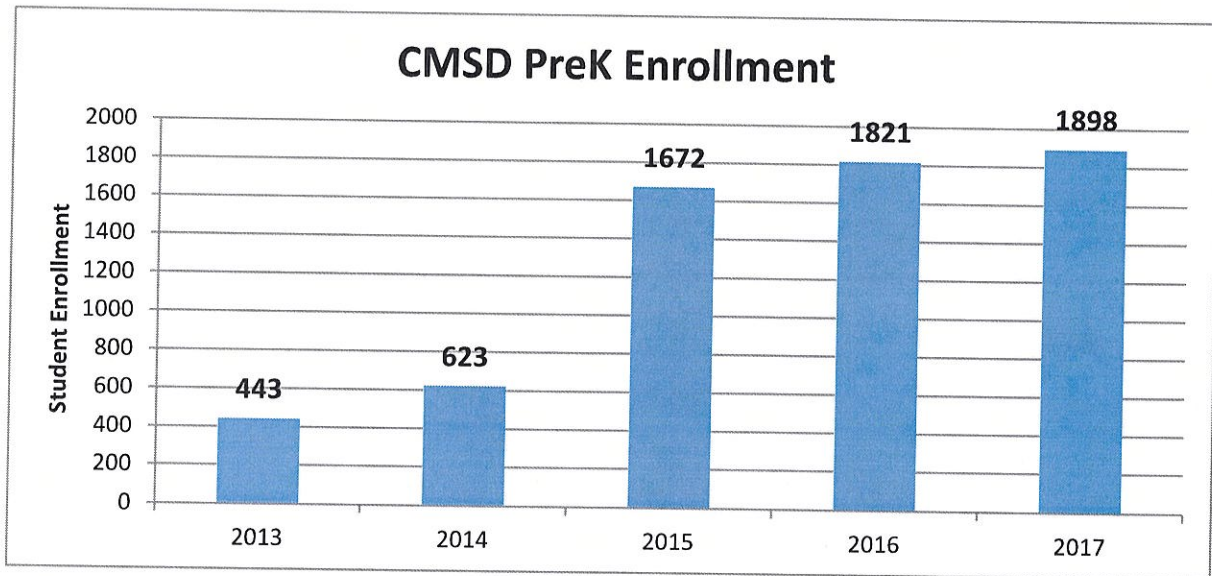
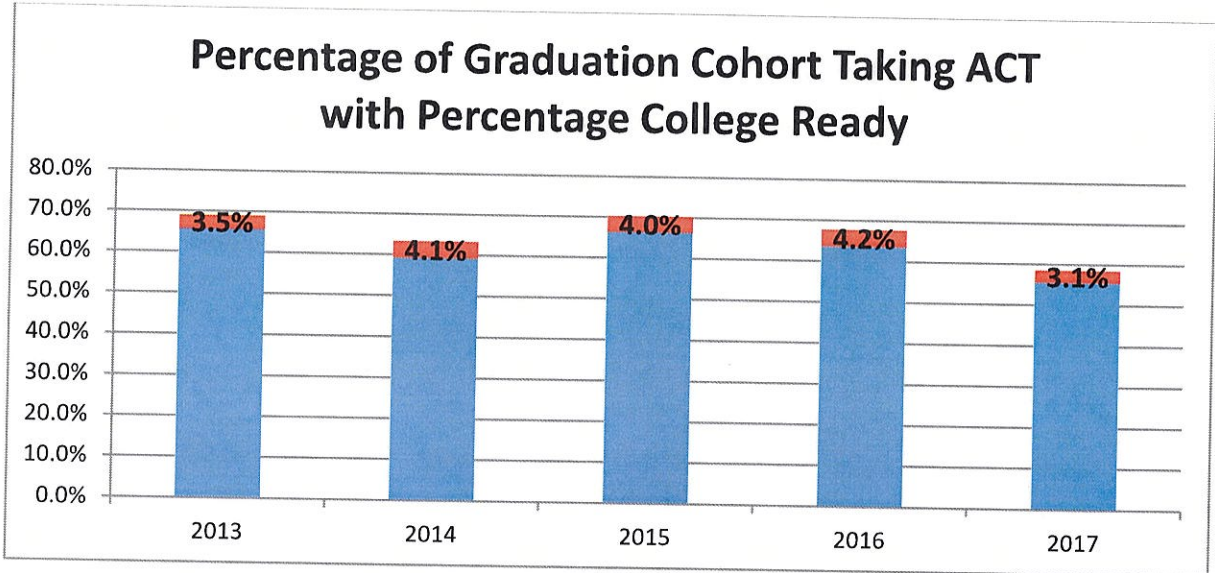
2) Increase the district's one year value-add measure (metrics reported longitudinally for each year of the Cleveland Plan).

	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)

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

	% 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%

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%	2%
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%
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%
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%

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%