Appendix: B-I

Evidence Submitted by Cleveland Metropolitan School District

An Evaluation of Cleveland's Open Enrollment Process 2014-2016

Who Participates and What Schools Do They Choose?

Report prepared for the Cleveland Metropolitan School District

Betheny Gross and José Hernández

July 2016

ABOUT THIS REPORT

Beginning with the 2013–2014 school year, the Cleveland Municipal School District (CMSD) adopted a new open enrollment system to receive student applications and match students to schools. This report is the first external analysis of student applications and matches based on data received through the enrollment system.

ABOUT THE AUTHORS

Betheny Gross, PhD, is a senior research analyst and the research director at the Center on Reinventing Public Education (CRPE). She coordinates CRPE's quantitative research initiatives, including analysis of portfolio districts, public school choice, and common enrollment systems. Dr. Gross has examined evidence and outcomes of district reform across the country and has advised and consulted with district leaders to formulate strategy and implementation. She is coauthor of *Strife and Progress: Portfolio Strategies for Managing Urban Schools* (Brookings 2013) and the author of numerous research reports and articles. Dr. Gross holds a BA in Economics and Urban Studies from the University of Pittsburgh, an MA in Economics from the University of Iowa, and a PhD in Educational Policy Studies from the University of Wisconsin-Madison.

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ABOUT THE CENTER ON REINVENTING PUBLIC EDUCATION

Through research and policy analysis, CRPE seeks ways to make public education more effective, especially for America's disadvantaged students. We help redesign governance, oversight, and dynamic education delivery systems to make it possible for great educators to do their best work with students and to create a wide range of high-quality public school options for families. Our work emphasizes evidence over posture and confronts hard truths. We search outside the traditional boundaries of public education to find pragmatic, equitable, and promising approaches to address the complex challenges facing public education. Our goal is to create new possibilities for the parents, educators, and public officials who strive to improve America's schools. CRPE is a nonpartisan, self-sustaining organization affiliated with the University of Washington Bothell. Our work is funded through philanthropy, federal grants, and contracts.

Contents

I. Introduction

New schools, renovated schools, and improving schools are changing the face of public schools in Cleveland and parents are taking notice. Cleveland's parents have long been able choose schools outside their neighborhood or charter schools that operate independently of the Cleveland Metropolitan School District (CMSD). Recently, CMSD and community partners have stepped up efforts to support parents in making the best school choices for their children.

The [Cleveland Transformation Alliance](#) now maintains an interactive school choice website with information on school programs and quality for all CMSD schools and all of the city's charter schools. The Alliance has provided 20 to 30 School Quality Ambassadors who distribute school guides, information to families on how to access the website, and collect and publish school reviews provided by parents. Last year, CMSD hosted 11 information sessions in the city's highest-need neighborhoods and made training and resources available at 30 public library branches. The district also implemented a new school application system allowing parents to apply to any of the CMSD schools using a single application form. Though, notably, parents cannot yet apply to any of the city's charter schools with this application.

These efforts seem to be paying off. Over the last three years, increasing numbers of parents and students have submitted applications through CMSD's enrollment system. These applicants have shown a growing preference for the city's highest-performing schools and are less likely to select failing schools.

White and Latino students are most likely to apply and be offered enrollment in the city's newest schools. The city's black families, by contrast, opt for high-performing schools, though many of these schools were among an earlier wave of new and innovative schools in the district.

In this report, we examine data from CMSD's application system to ask:

- How many students are submitting applications through the CMSD application system? And who are these students?
- What schools do parents and students apply to and what schools are students matched to by the enrollment system? How do these selection and match patterns differ across the city?
- Which students seem to be leveraging choice to gain access to highly rated schools and which are not?

II. Choosing a School in Cleveland

Cleveland offers students considerable choice in where they go to school. Students can apply to attend any CMSD school in the city offering their grade, though there are limits. At the elementary level, students living within the school's neighborhood attendance boundaries have priority and will be enrolled before students who reside outside the boundary until the school reaches maximum capacity for the requested grade level. In addition, six schools across the city have selective criteria and require students to complete an exam or submit materials to be eligible for acceptance.

Students seeking to enroll in any elementary or high school in the CMSD can submit an [online application](#) requesting up to eight schools during the district's open enrollment period, which runs from January to mid-March. This is the time period in which students have the greatest opportunity to be matched to a school outside their neighborhood. Students can still apply to schools after the March deadline through the enrollment portal, but spaces are more limited and cannot be guaranteed even for students living in the school's neighborhood attendance zone.

Students applying to a CMSD school through the enrollment portal will be matched to and then offered enrollment to one school on their list. Applicants are encouraged to list schools in order of their preferences for the schools. That is, students should list the school they most want to attend first, their second choice second, and so on.

The enrollment system will match students to a school based on the applicants' stated preferences for schools and any enrollment priorities for each school. For example, some schools grant priority to applicants living in nearby neighborhoods. Some schools give a priority to students who have a sibling already attending the school. When more than one student requests a school and has the same priority for a spot, a lottery will be used to determine which student will be matched to that school. The enrollment system will only match students with schools on their list.[1] When an applicant matches to a school he or she ranked second or lower, that applicant will be placed on a waitlist for any higher-ranked schools.

Several charter schools also operate in Cleveland. Students who are interested in attending a charter school must apply to each of these schools separately using each school's specific application materials and in accordance with that school's deadlines.

This report utilizes information from the CMSD enrollment application system and considers only the placement of students submitting applications. This report does not examine applications to charter schools or students who did not look at options beyond their neighborhood school.

III. Examining CMSD School Applications

This report examines student-level applicant and match data from the CMSD enrollment system for the 2014-15, 2015-16, and 2016-17 school years. These data include student IDs, demographic data, current grade, application grade, residential addresses, matched schools, and the position in which the students ranked the matched school on the enrollment application.

It is important to note that the data available for this analysis only provide us with the school to which the students matched. The data do not include the full list of schools to which students applied (students can list up to eight schools). This condition limits our ability to fully assess the demand for schools[2] and limits our analysis in two ways. First, when a student is matched to their

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1 Rarely, students will not match to any of the schools they list on the application. In these cases, students must resubmit an application requesting other schools.
2 The limitations of the data available for this analysis are an artifact of the prior enrollment system. The current school choice portal does provide the full complement of schools selected and matched. Analyses going forward will be able to use these more complete data to assess the demand for schools.

second- or lower-ranked choice, we cannot say which schools ranked higher on the student's application. Second, because the majority of students matched to their first-choice school, we have no information on where, if anywhere, the parent or student might have considered enrolling as a second choice. Prior research indicates that second-choice schools are often viable choices for students and parents, and system leaders should consider applicants' second choice when assessing the overall demand for schools.[3]

We combined the student-level application and match data with student-level data from the district's Conditions for Learning (CFL) survey which captures students' perceptions of school climate and culture. We aggregate the student-level CFL data to create school-level CFL scores, which we consider a proxy for schools' culture and environment—how students feel in the school.

Finally, we included school performance ratings from the 2014-2015 school year. Each year the CMSD and the Cleveland Transformation Alliance combine school performance and growth data to classify schools as failing, low performing, middle performing, or high performing.[4] In addition to these four ratings, we also identify "new schools," which are not yet rated for performance.

IV. Findings

Participation in CMSD Choice Has Risen for the Past Three Years
In the last three years, the number of students submitting an application through CMSD has nearly doubled from 1,840 to 3,644, with students come from across the city. Students entering high school are, by far, the largest share of the applicants each year, though a small but growing number of families are applying for kindergarten through the enrollment system (see Figure 1). In the fall of 2016, 67 percent of students who enrolled in CMSD ninth grades submitted a choice application. Just over 9 percent of students who enrolled in CMSD kindergartens for the fall of 2016 submitted a choice application.

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3 A 2014 survey of parents in Cleveland showed that just under half felt there was at least one school other than the one their child currently attends that they would be happy for their child to attend. See Ashley Jochim et al., _How Parents Experience Public School Choice_ (Seattle, WA: Center on Reinventing Public Education, 2015).
4 Specific school ratings can be found on the Cleveland Transformation Alliance website.

Figure 1: The Number of Applicants in the CMSD Enrollment System Has Risen for Three Consecutive Years
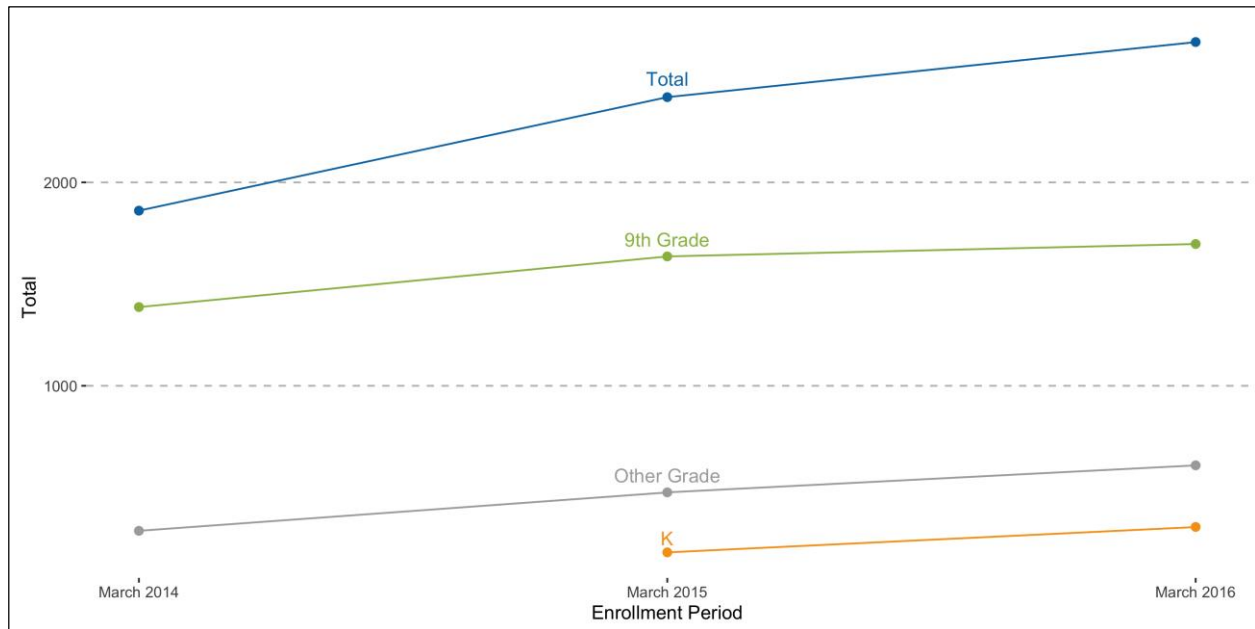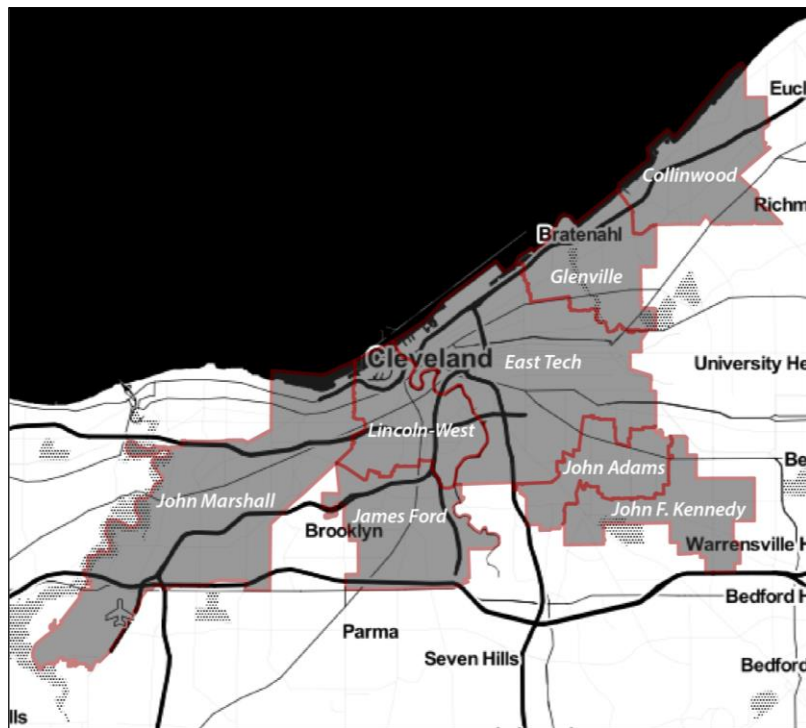

Figure 2: Cleveland High School Zones
Throughout this report we consider the variation in choice participation across the city. For reference, we segmented the city into the historic high school attendance zones. The map below shows the district boundaries shaded in gray with the historic attendance zones outlined in red.

Despite Increased Participation, Most Students Are Getting Into Their First-Choice Schools
In 2016, 89 percent of students submitting a choice application matched to their first-choice school, and another 7 percent matched to their second-choice school. Notably, only 81 percent of black applicants matched to their first-choice school. This lower acceptance rate is likely because black students apply in especially high numbers to high-demand schools (see Figure 3 for more detail).[5]

Figure 3: Most Applicants Receive Offers to Their First Choice
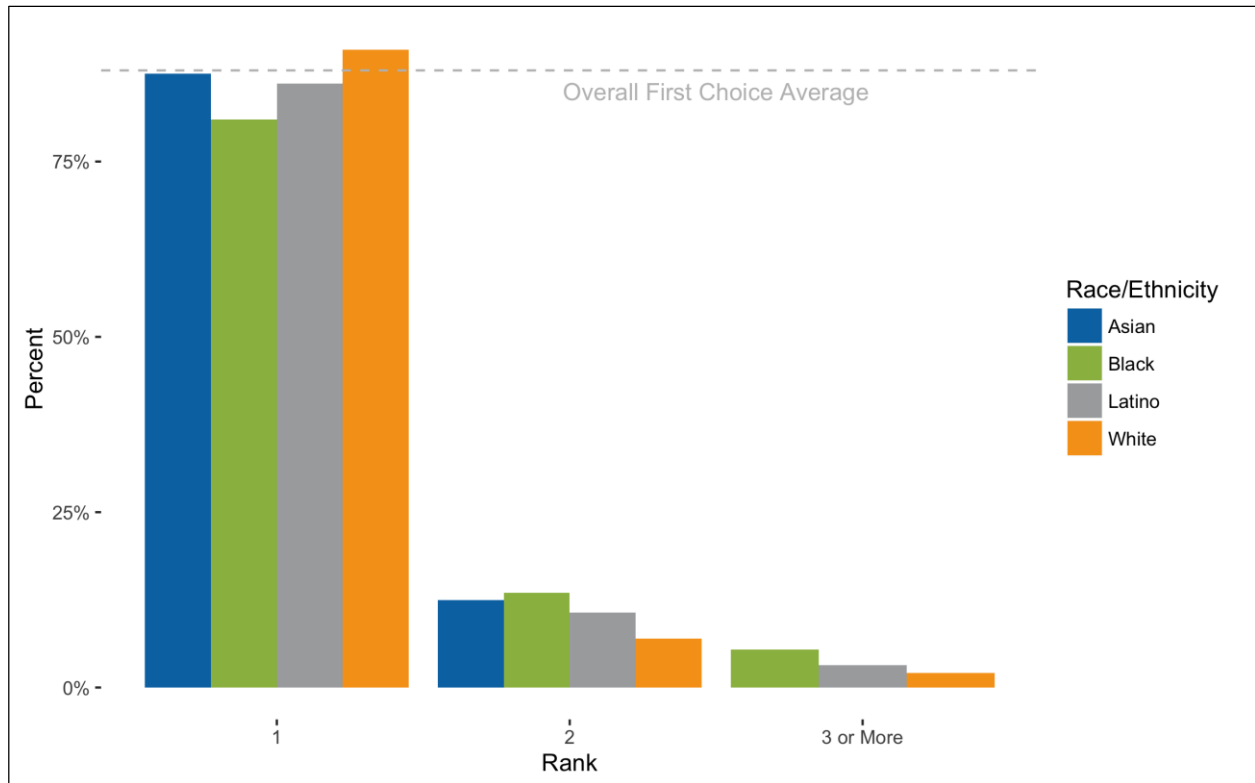
More Students Select and Match to Higher-Performing Schools and Fewer Select and Match to Failing Schools
One of the most encouraging trends in Cleveland is that, over the past three years, more students have requested and been assigned to the city's highest-performing schools. We examined the rate at which applicants matched to schools using the school's 2014-2015 performance rating as a proxy for the school's performance.[6] Figure 4 shows that the percentage of students assigned to Cleveland's highest-performing schools went from 27 percent in 2014 to 38 percent in 2016. Over the same period, those assigned to the city's "failing" schools decreased by half from 31 percent to just 16 percent.

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5 For example, black families frequently request the MC² STEM school, but in 2016 this school had more applicants than available enrollment and students were placed onto a waiting list.
6 We use the 2014-2015 performance rating for all years because state testing and ranking changed significantly during this period of time and the classification system for schools by performance changed. For this analysis we use the ranking system that has been adopted by the Cleveland Transformation Alliance, which provides a citywide school information system, and CMSD. Assigning the 2015 ranking to all years also means that any changes in observed matches by quality reflect changes in school choices, not just changes in school rankings.

Two situations could explain the trend away from failing schools and toward high-performing schools. First, if failing schools shrank in number while high-performing schools increased, demand and assignments would naturally shift toward high-performing schools. Our analysis, however, held the performance rating of schools constant by using the 2014-15 rating as a proxy for the school's general performance level. The applicants' shift away from failing schools, therefore, reflects applicants choosing different schools over time.

Second, if high-performing schools increased their capacity over time, the same number of applicants could be requesting high-performing schools over time but fewer applicants need to be assigned to waitlists.[7] However, the number of schools and students on waitlists increased in 2016, suggesting that the number of students requesting high-performing schools is, in fact, increasing.

Figure 4: Applicants Increasingly Select and Match to High-Performing Schools
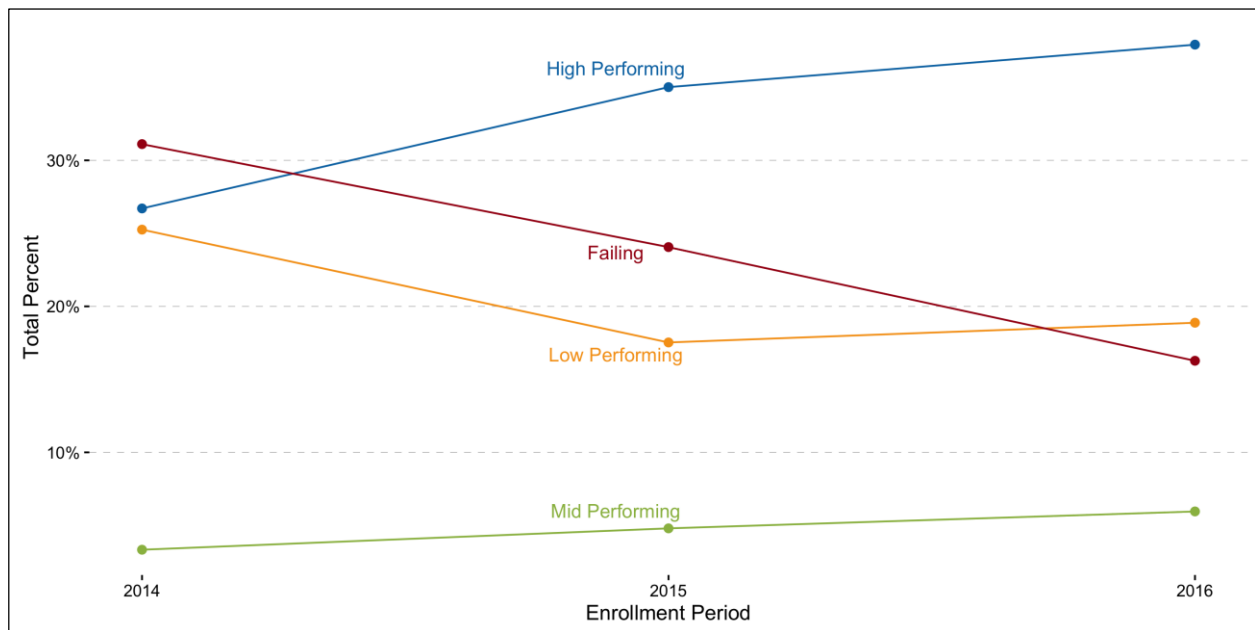
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Table 1: Top Five Most Frequently Assigned Elementary and High Schools

	Top requested and assigned schools for K-8		Top requested and assigned schools for High school	
	2014	*2016*	*2014*	*2016*
1st	Campus International	Campus International	James Ford Rhodes	Max S. Hayes High School
2nd	Riverside	Clark	Max S. Hayes High School	MC² STEM
3rd	Warner Girls' Leadership Academy	Tremont Montessori	Bard High School Early College	Bard High School Early College
4th	Garfield	Riverside	John Marshall High School	Cleveland High School for Digital Arts
5th	Buhrer Dual Language	Warner Girls' Leadership Academy	MC² STEM	Cleveland School of the Arts

Note: The table shows the most frequently assigned schools, not necessarily the most requested schools. The requests for some schools exceeded the number of applicants assigned to the school. In 2014-2015, demand for Campus International exceeded availability. In 2015-2016 Campus International, Max S. Hayes, and MC² STEM had more requests than available openings. Importantly, applicants are not assigned to schools that they do not request, so none of the listed schools received fewer requests than the number of applicants assigned to the school.

We considered whether scores on the CFL survey, which captures students' perception of a school's culture and climate, correlated with the schools to which students applied.[8] Once we account for the academic performance rating of the school, the schools' CFL score shows no relationship to the schools parents and students select and match to.[9] It should be noted, however, that there is very little variation in the school-level CFL scores across schools. In essence, at least as far as these scores are concerned, there is very little difference for parents to choose among.[10]

Many Students Are Willing to Travel for High-Performing Schools
Students, especially high school students, who applied through the enrollment system are travelling some distance to get to the schools they choose. Students seem particularly willing to travel to reach highly-rated high schools. Figure 5 shows that on average, of the applicants for whom we have race and ethnicity data, white and Latino students, when matched to a high-performing school, will travel upwards of ten miles to reach this school. Black students travel on average six miles to their matched school. They also are more likely to choose centrally located schools, however, so they may simply have more high-quality options closer to home.[11]

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8 A "1 to 5 star" CFL rating for each school is included among the school information provided to parents through the enrollment system information portal.
9 We employed a logistic regression model to determine the influence of all student-level CFL measures on a family's decision to choose a school outside their home school zone.
10 Another concern with the CFL is that it might be correlated with academic performance, making it difficult to identify any relationship between the CFL and the demand for schools once we control for academic performance. Interestingly, we found the correlation between the CFL and the performance ranking of schools to be relatively modest and not a concern for identification.
11 Although black applicants don't travel as far to get to a highly ranked school, they seem to be more willing to travel farther to schools in 2016 than in they were in 2014. In 2014, black students most frequently matched to Martin Luther King High School, an average of three miles from home. In 2016, however, black students most frequently matched to MC² STEM, an average of eight miles from home.

Figure 5: Many Students Travel Long Distances to Attend High-Performing Schools
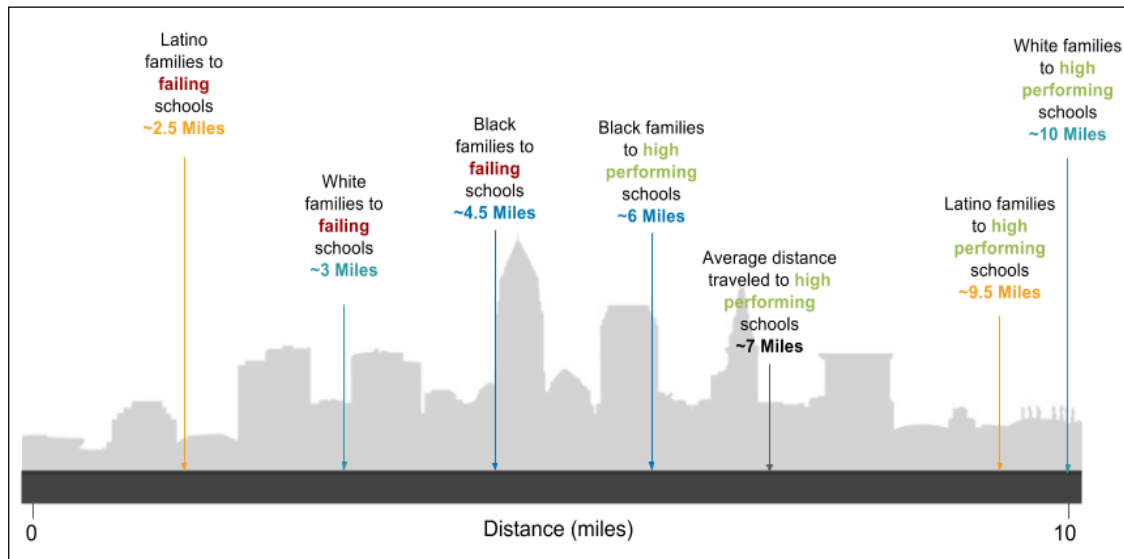

Note: These distance measures by subgroup reflect only a subset of applicants. Approximately 1,020 of the 3,644 records of applicants for high schools are missing a unique student identifier and, as such, do not have demographic data included in our dataset. These applicants are, therefore, not included in this analysis.

Although interest in high-performing schools seems to be rising and many students seem willing to travel to reach these schools, many students from all racial and ethnic backgrounds in the city continue to request low-performing schools. In 2016, 16 percent of applicants (almost 500 applicants) selected and were matched to failing schools. When students apply to failing schools, they tend to be schools that are close to home (within ~3 miles).

Applicants Increasingly Choose and Match to Schools Outside Their Neighborhood, Showing Weaknesses in the Supply of Southeastern Neighborhood Schools
Two interesting patterns emerge when looking at *where* applicants apply to schools. First, the exit from the southeastern neighborhoods is stark. In 2016, 394 applicants lived in the neighborhoods which were formally the attendance zones for John Adams and John F. Kennedy. Of these applicants, 352 (89 percent) requested and matched to a school outside these neighborhoods. Figure 6 shows how few applicants from the southeastern neighborhoods apply and match to schools in these neighborhoods.

Figure 6: Applicants Opt Out of Southeast Neighborhoods
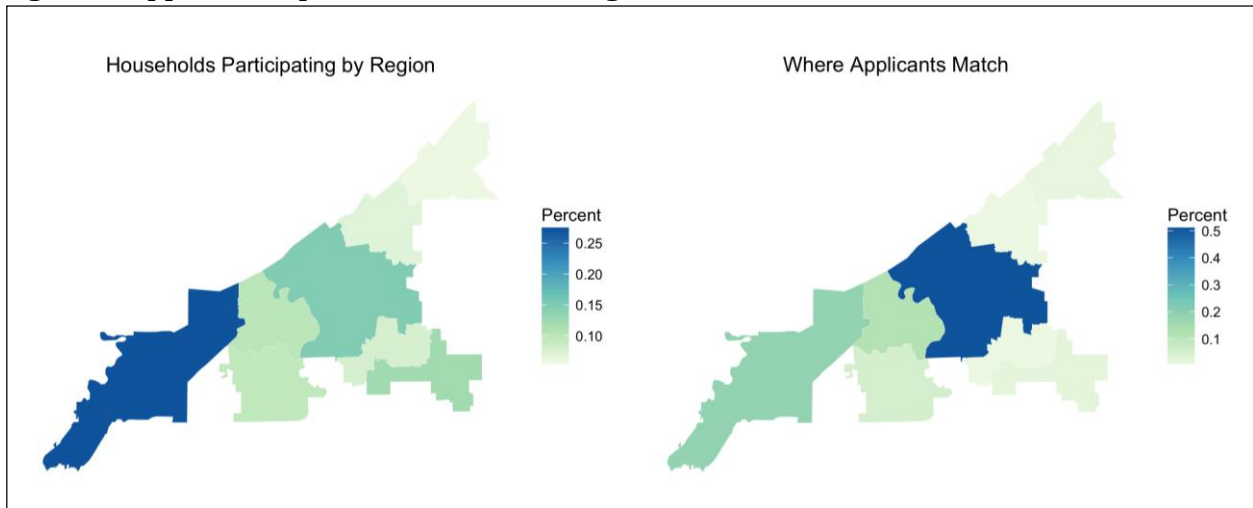
Second, the strength of central region high schools appears attractive to many applicants: white and Latino applicants are choosing schools outside their home neighborhood (and where they have typically concentrated in schools). Historically, the city's white families have been most heavily concentrated in the city's west side neighborhoods, the city's Latino community concentrates in central west neighborhoods, and the black community concentrates in a band of central neighborhoods stretching from the north to the south of the city. By and large, current CMSD enrollment patterns mirror these residential trends. Central region schools, however, are drawing Latino and white applicants at much higher rates than is reflected in the 2016 enrollment. The shift between where white and Latino applicants live and where they apply and match is evident in Figures 7 and 8.

Figure 7: White Applicants Apply to Schools Beyond the Boundaries Where They Live
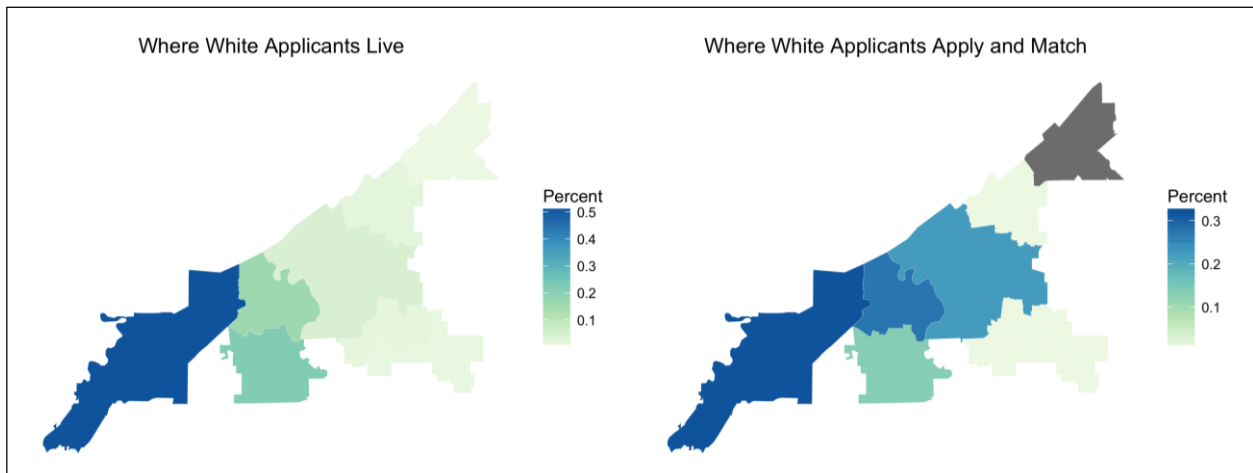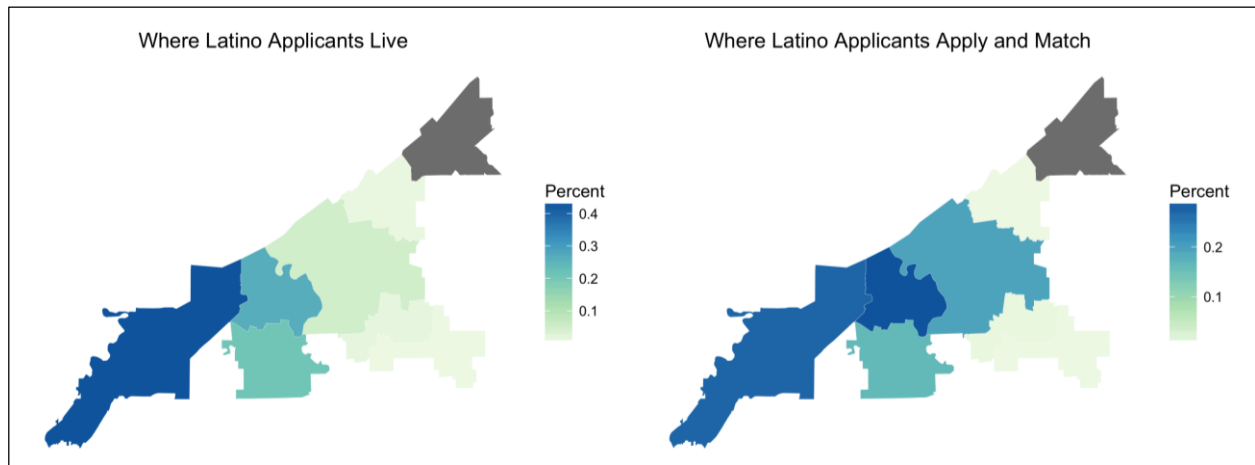
Figure 8: Latino Applicants Apply to Schools Beyond the Boundaries Where They Live

School Location Is Still a Factor Driving Choice

Residential location is still a factor in the choices students and parents are making, despite their willingness to travel farther to schools. As a result, school location remains a salient factor determining the types and quality of schools to which the students apply and match to. For example, several recently launched schools, referred to as "new design schools," are located closer to where white and Latino applicants live than they are to where black students live.[12] Of the applicants for which we have demographic information,[13] 32 percent and 36 percent of Latino and white students, respectively, matched to these new design schools while only 24 percent of black applicants matched to these schools.[14]

Few of the city's failing schools are located in the west end neighborhoods where white families are most concentrated. As a result, fewer white applicants request and are matched to failing schools than is the case for Latino and black applicants. Only 16 percent of white applicants match to failing schools, but 27 percent of Latino applicants and 23 percent of black applicants did.

Over the last three years, CMSD has accompanied its efforts to engage families in choice with a complementary effort to improve the supply of schools. The district has launched new programs, strategically placing them in neighborhoods around the city that lacked quality options. The district is also investing in the improvement of low-performing schools.[15] While parents are clearly shifting their demand to highly rated options, location is still an important concern for families, suggesting that continued (and indeed already planned) investments in the supply of schools remains as important as ever.

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12 White and Latino applicants on average lived less than five miles from new design schools. Black applicants, by contrast, lived, on average, more than six miles from these schools.

13 We only have demographic data for applicants that are applying from CMSD schools. Several applicants, however, are newly entering CMSD schools from charter or private schools and our files lack demographic data on these students.

14 An earlier wave of new design schools, however, are located in the central neighborhoods. These schools, which now have several years of track record, are sought by black applicants.

15 The Cleveland Transformation Alliance reports that since 2012, CMSD has opened five new schools and redesigned another large building to host three new schools. The district has also targeted 23 schools for turnaround support. See Cleveland Transformation Alliance, *A Report to the Community on the Implementation and Impact of the Cleveland Plan for Transforming Schools* (Cleveland, OH: Cleveland Transformation Alliance, 2015).

IV. Continuing the Progress: Keeping the Focus on School Supply, Supporting Families to Choose, and Unifying Enrollment Processes

Cleveland parents have broad opportunities to seek and select the best school for their child. But for years, some of the city's best schools operated with empty seats. This tide is turning in Cleveland. In the last three years the number of students applying to CMSD schools through the district's new enrollment system has not only increased, but these applicants are more frequently opting into the district's higher-rated schools. Many students are travelling outside their neighborhood to reach their schools of choice. In particular, the city's white and Latino applicants are also more readily seeking and matching to schools in the city's central region. The Cleveland Transformation Alliance reported last summer that the city's highest-rated schools were reaching full enrollment.

As encouraging as these trends are, it is also clear that there is more work to be done to help parents and students make the most of the choices they have. Students' proximity to schools remains a factor in determining the types of and quality of schools they attend. Ongoing efforts to improve and strategically site new school programs are still an important strategy for improving all students' access to a diverse portfolio of quality schools. The southeastern neighborhoods of the city are a particular priority when it comes to providing new school options. These neighborhoods host primarily low-rated schools and applicants are readily opting away from these schools. It begs the question: Where can families in these neighborhoods that don't have ready access to transportation for their children turn to for good school options?

More than two thirds of 9th graders may be enrolling in CMSD high schools through the enrollment system, but only a small fraction of the district's kindergarten students are using this system. Certainly, many parents of kindergarteners are likely to favor neighborhood schools for their small child and are free to enroll in these schools after the main matching process concludes (though space is not guaranteed and the district does encourage them to submit an application for these schools anyway). However, in 2015, parents of only 11 percent of kindergarten students submitted a choice application, suggesting that many parents of rising kindergarteners may not be aware of their school options and how to avail themselves of them. A comprehensive and systematic effort to reach out to the city's preschool programs could go a long way toward ensuring that these families, many of whom may be new to school choice, know how to make the most of their school choice options.

A significant number of students continue to apply to failing schools. While students and parents selecting these schools may have very good reasons for choosing them, it is also possible that they aren't fully informed on the performance of the school, other options available to them, or the implications of choosing a school that has been rated as failing. Efforts from CMSD and their educational partners throughout the city to support families in making school choices should be an ongoing priority.

Finally, this report offers only a limited view into student and parent choosing in Cleveland. Nearly 30 percent of Cleveland's students attended charter schools in the city.[16] The current enrollment system, however, can only be used to access district schools. Parents and students seeking enrollment in charter schools must still complete separate applications for these schools—though several charter schools that are sponsored by or partner with the district have coordinated their application timelines with the district. This fragmented approach to enrollment means that parents must often familiarize themselves with multiple application processes and complete multiple applications. This fragmented approach also makes it more difficult to fully understand the patterns of choice across the city.

Charter and district leaders in cities across the country, including Camden, Denver, D.C., Newark, and New Orleans have forged partnerships to unify their enrollment systems. With these partnerships, cities provide their families with a more streamlined and transparent enrollment system and provide their school and system leaders with clear information on the schools parents and students are seeking.

Similar conversations have been started in Cleveland.[17] Now, with so many families making school choices—and an increasing number of them made through the new enrollment system—it is a good time for city, district, and charter leaders, who have committed to coordination and collaboration, to prioritize these conversations.

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16 The National Alliance of Public Charter Schools Dashboard reports that 28 percent of Cleveland public school students attended charter schools in the 2011-2012 school year.
17 See also *Unified Enrollment in Cleveland: Insights from Cross Sector Conversations* from Cleveland Metropolitan School District, March 2016.

RESEARCH & EVALUATION

CLEVELAND METROPOLITAN SCHOOL DISTRICT

VENDOR AND PARTNER REPORT CARDS

School Year 2016–17

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RESEARCH & EVALUATION

LETTER FROM THE RESEARCHERS

In an effort to support principal autonomy and provide district and building leaders with information regarding the programs and partners in district schools, the Research & Evaluation department at the Cleveland Metropolitan School District (CMSD) has developed, through working with the department of Academic Resources and the office of Communications, a vendor and partner report. The report, which is formatted as a report card gives each program and partner an overall letter grade (ranging from A+ to F), and provides additional sub-category grades and information on the program's targeted population, targeted subjects, and targeted skills; results from internally conducted impact evaluations; summaries of externally conducted research and evaluations; and feedback from CMSD principals. The report cards are designed to be easy-to-read, brief, and informative references for principals to review when identifying programs to purchase for their schools. The breakdown of each program's overall grade achieves the goal of providing decision-makers with a readable but thoroughly informative introduction to the program under consideration.

Each report card includes a grade in five distinct areas that are taken together and averaged to calculate the overall program score. The areas that make up this overall score include: CMSD Evaluation, Minimal Exposure; CMSD Evaluation, Heavy Use; External Research/Evaluation; Principal Feedback, Implementation; and Principal Feedback, Program Performance. The CMSD Evaluation grades use internal data to examine if and to what degree a program has had a positive impact on student test scores, both for students that have had minimal and above-average exposure to the program. The External Research/Evaluation score represents the findings from studies performed outside the district in terms of the program's effectiveness; these studies are evaluated using the What Works Clearinghouse design standards and synthesized by members of the Research and Evaluation department. Finally, principal quantitative and qualitative feedback is collected to calculate grades on Program Implementation and Program Quality and provide principal reviews of the product.

Each category provides an important piece of information about how the program works across different contexts, and when taken together, presents a brief, but overall picture of the program. This report card format is a straightforward "easy read" that provides decision-makers with a concise but informative snapshot of a program so that they can focus on supporting teachers and students. What is included here is a sample of the reports provided to district leadership.

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Accelerated Reader

PROGRAM DETAILS

- **Targeted Population:** Students (K-12)
- **Targeted Subjects:** Reading
- **Targeted Skills:** Reading Comprehension; Vocabulary; Literacy Skills

PROGRAM GRADE

B

CMSD Evaluation, minimal exposure: A
- There is *strong* evidence that this program had a positive effect on student performance on PARCC outcomes after minimal exposure to the program.

CMSD Evaluation, heavy use: A
- There is *strong* evidence that this program had a positive effect on student performance on PARCC outcomes after above average exposure to the program.

External Research/Evaluation: D
- There is evidence from rigorous and less rigorous analyses finding mixed effects; more negative than positive outcomes. Study 1, Study 2, Study 3

Principal Feedback, implementation: B-

Principal Feedback, program performance: C+
- Usefulness of Program Resources: C
- Program Outcomes: C-
- Program Value: B

PRINCIPALS' COMMENTS

"Program not implemented with fidelity."

"Since we purchase Accelerated Reader months in advance of the school year, it would be nice to have access at the beginning of the school year. We pay for an entire year of service but always miss out on the first month or two because it is never up and running on time. I would also like to have staff professional development on how to utilize AR360 but have not received the support from the vendor to provide professional development to teachers."

"The sales rep was very rude and not at all helpful."

"We really love AR!"

"We used this program for our 8th graders as we had one extra elective class each day to fill for our 8th graders, we filled it with Reading so that all of our 8th graders had one ELA class each day and one Reading class each day. Faculty requested AR for the Reading class to provide a foundation. The biggest impact AR has had on our school community and culture is that we have a great Library Media Center and each day through the Reading course and through AR, all of our 8th graders are exposed to the library in a systemic way and the library is organized using AR codes. AR has promoted a reading culture for our school and helps give students and adults common language around reading from which to build upon."

Achieve 3000

PROGRAM DETAILS

- **Targeted Population:** Students (K-12)
- **Targeted Subjects:** Reading
- **Targeted Skills:** Literacy Skills

PROGRAM GRADE

B

CMSD Evaluation, minimal exposure:
- N/A

CMSD Evaluation, heavy use:
- N/A

External Research/Evaluation: *B
- There is some evidence from less rigorous analyses of positive outcomes associated with the program. Study 1, Study 2

  *Reports were published by the program.

Principal Feedback, implementation: B

Principal Feedback, program performance: B-
- Usefulness of Program Resources: B+
- Program Outcomes: C-
- Program Value: B+

PRINCIPALS' COMMENTS

N/A

City Year, Inc.

PROGRAM DETAILS

- **Targeted Population:** Students (K-12)
- **Targeted Subjects:** Mathematics; English Language Arts
- **Targeted Skills:** Mathematical Competence; Literacy

PROGRAM GRADE » ELA

B

CMSD Evaluation, minimal exposure(ELA): C
- There is *no* evidence that this program had a positive effect on student performance on PARCC ELA outcomes after minimal exposure to the program.

CMSD Evaluation, heavy use (ELA): C
- There is *no* evidence that this program had a positive effect on student performance on PARCC ELA outcomes after above average exposure to the program.

External Research/Evaluation: A-
- There is rigorous evidence of the positive impact of the program on multiple outcomes. Study 1.

Principal Feedback, implementation: A

Principal Feedback, program performance: B
- Usefulness of Program Resources: B
- Program Outcomes: C+
- Program Value: A

PRINCIPALS' COMMENTS

"While City Year has not been at our school long enough to increase achievement, however I believe there is great potential for it to happen."

"One of the best tools in our turnaround toolkit. A superb partner in our efforts to help every student grow..."

City Year, Inc.

PROGRAM DETAILS

- **Targeted Population:** Students (K-12)
- **Targeted Subjects:** Mathematics; English Language Arts
- **Targeted Skills:** Mathematical Competence; Literacy

PROGRAM GRADE » MATH

A-

CMSD Evaluation, minimal exposure (MATH): A
- There is *strong* evidence that this program had a positive effect on student performance on PARCC math outcomes after minimal exposure to the program.

CMSD Evaluation, heavy use (MATH): A
- There is *strong* evidence that this program had a positive effect on student performance on PARCC math outcomes after above average exposure to the program.

External Research/Evaluation: A-
- There is rigorous evidence of the positive impact of the program on multiple outcomes. Study 1.

Principal Feedback, implementation: A

Principal Feedback, program performance: B
- Usefulness of Program Resources: B
- Program Outcomes: C+
- Program Value: A

PRINCIPALS' COMMENTS

"While City Year has not been at our school long enough to increase achievement, however I believe there is great potential for it to happen."

"One of the best tools in our turnaround toolkit. A superb partner in our efforts to help every student grow..."

Curriculum Associates (I-Ready)

PROGRAM DETAILS

- **Targeted Population:** Teachers (K-12)
- **Targeted Subjects:** Mathematics; English Language Arts; Reading
- **Targeted Skills:** Foundational Mathematics Skills; Vocabulary; Writing; Reading Comprehension

PROGRAM GRADE

B

CMSD Evaluation, minimal exposure: C
- There is no evidence that this program had a positive effect on student performance on PARCC outcomes after minimal exposure to the program.

CMSD Evaluation, heavy use: A
- There is strong evidence that this program had a positive effect on student performance on PARCC outcomes after above average exposure to the program.

External Research/Evaluation: B-
- There is some evidence from less rigorous analyses of positive outcomes associated with the program. Study 1. Study 2.

Principal Feedback, implementation: B

Principal Feedback, program performance: B-
- Program Deliverables: B-
- Program Outcomes: C-
- Program Value: B+

PRINCIPALS' COMMENTS

"The program was selected by the previous administration and professional development was not purchased so the staff was only trained by our staff based upon my limited knowledge of the program. Additionally, our rep quit during the year so we did not receive support from the vendor until this week when they attempted to get us to renew for next year."

"While this in an expensive program, the adaptive style of the lessons, the data reports provided, ad the resource linked to the program are very useful for differentiated instruction."

RESEARCH & EVALUATION

Dancing Classrooms

PROGRAM DETAILS

- **Targeted Population:** Students (Grades 5 and 8)
- **Targeted Subjects:** Dance
- **Targeted Skills:** Social Awareness, Confidence, Self-Esteem

PROGRAM GRADE

B+

CMSD Evaluation, minimal exposure: N/A

CMSD Evaluation, heavy use: N/A

External Research/Evaluation: B
- There is some evidence from less rigorous analyses of positive outcomes associated with the program. Study 1 , Study 2.

Principal Feedback, implementation: A-

Principal Feedback, program performance: B
- Usefulness of Program Resources: A-
- Program Outcomes: C-
- Program Value: A

PRINCIPALS' COMMENTS

"Instructor was great communicating about the program and working with the teacher and students."

"Helped the culture of the building"

Edgenuity

PROGRAM DETAILS

- **Targeted Population:** Teachers (6-12)
- **Targeted Subjects:** Reading, Math
- **Targeted Skills:** Vocabulary, Foundational Math Skills

PROGRAM GRADE

C

CMSD Evaluation, minimal exposure:
- N/A

CMSD Evaluation, heavy use:
- N/A

External Research/Evaluation: *B-
- There is some evidence from less rigorous analyses of positive outcomes associated with the program. *Study 1, *Study 2, Study 3.

  *Reports published by program.

Principal Feedback, implementation: C-

Principal Feedback, program performance: D+
- Usefulness of Program Resources: C
- Program Outcomes: D-
- Program Value: D+

PRINCIPALS' COMMENTS

Over time, this technology has gotten better. Though flexibility has increased, it was difficulty for the teacher to modify the work to be more personalized to the needs of our students.

Edmentum (Study Island)

PROGRAM DETAILS

- **Targeted Population:** Students (K-12)
- **Targeted Subjects:** Mathematics; Science; English Language Arts; Social Studies; World Languages
- **Targeted Skills:** Algebra; Calculus; Pre-Calculus; Trigonometry; Biology; Chemistry; Earth and Space Science; Life Science; Physics; Reading; Writing; Economics; U.S. Government; U.S. History; World History; French; German; Spanish

PROGRAM GRADE

B

CMSD Evaluation, minimal exposure: A
- There is *strong* evidence that this program had a positive effect on student performance on NWEA reading and math outcomes after minimal exposure to the program.

CMSD Evaluation, heavy use: A
- There is *strong* evidence that this program had a positive effect on student performance on NWEA reading and math outcomes after heavy exposure to the program.

External Research/Evaluation: B
- There is some evidence of positive impact from external sources, though the analyses were not particularly rigorous.

Principal Feedback, implementation: D

Principal Feedback, program performance: C
- Program Deliverables: D
- Program Outcomes: C
- Program Value: C

PRINCIPALS' COMMENTS

"No formal training provided to teachers nor principal on how to access the passwords etc; info was sent and lost in email."

"Teachers struggle with use in classroom but are using for Summer School for grades 4-8."

"No proper training provided, half the time program was not working or syncing with students/staff."

"We provided in house training on Study Island mid-year. We were unable to access the program prior to that. The teachers love the program, but due to the lack of access and training, it was not used fully."

"I know this program can work but more information needed prior to school starting…"

"The building doesn't use it but it is a resource I hope to phase in this upcoming school year. "

"In order for Study Island to have more of an impact, we would need the NWEA link for Study Island in order to differentiate the support for all our scholars. That should be free of cost to our schools."

"We are using Study Island for Summer School for grades 4-8."

FuelEducation

PROGRAM DETAILS

- **Targeted Population:** Teachers (PreK-12)
- **Targeted Subjects:** Math, Science, English, Social Sciences, World Languages
- **Targeted Skills:** Algebra, Calculus, Geometry, Pre-Calculus, Statistics, Biology, Chemistry, Earth Science, Life Science, Physical Science, Physics, Grammar and Composition, Literary Analysis, Literature, Geography, U.S. Government, U.S. History, World History

PROGRAM GRADE

B

CMSD Evaluation, minimal exposure:
- N/A

CMSD Evaluation, heavy use:
- N/A

External Research/Evaluation: *B-
- There is some evidence from less rigorous analyses of positive outcomes associated with the program. Study 1, Study 2, Study 3.

  *Reports published by program.

Principal Feedback, implementation: B+

Principal Feedback, program performance: B-
- Usefulness of Program Resources: B-
- Program Outcomes: C-
- Program Value: B+

PRINCIPALS' COMMENTS

"I think there is a need for a credit recover program, however, I think there might be products out there that are more effective/or user friendly for the purpose of recovering credits."

"We used Fuel ed for Health and Credit recovery."

"We only use this program to help overage students graduate earlier."

Imagine Learning

PROGRAM DETAILS

- **Targeted Population:** Students (K-5)
- **Targeted Subjects:** Reading
- **Targeted Skills:** Language; Literacy

PROGRAM GRADE

C

CMSD Evaluation, minimal exposure: C
- There is *no* evidence that this program had a positive effect on student performance on PARCC outcomes after minimal exposure to the program.

  Note: PARCC performance was measured for students between 4th and 8th grade while other CMSD conducted evaluations have found an impact for students participating in Imagine Learning in K-3rd grades.

CMSD Evaluation, heavy use: C
- There is *no* evidence that this program had a positive effect on student performance on PARCC outcomes after above average exposure to the program.

  Note: PARCC performance was measured for students between 4th and 8th grade while other CMSD conducted evaluations have found an impact for students participating in Imagine Learning in K-3rd grades.

External Research/Evaluation: B-
- There is some evidence from less rigorous analyses of positive outcomes associated with the program. Study 1. Study 2.

Principal Feedback, implementation: B

Principal Feedback, program performance: B-
- Usefulness of Program Resources: B-
- Program Outcomes: C
- Program Value: B+

PRINCIPALS' COMMENTS

N/A

Learning A-Z (Reading A-Z)

PROGRAM DETAILS

- **Targeted Population:** Teachers (PreK-6)
- **Targeted Subjects:** Reading
- **Targeted Skills:** Reading Comprehension; Writing Skills

PROGRAM GRADE

B

CMSD Evaluation, minimal exposure: NG
- No CMSD Evaluation has yet been conducted to measure the effectiveness of this program.

CMSD Evaluation, heavy use: NG
- No CMSD Evaluation has yet been conducted to measure the effectiveness of this program.

External Research/Evaluation: B-
- There is some evidence from less rigorous analyses of positive outcomes associated with the program. Study 1, Study 2, Study 3.

Principal Feedback, implementation: B-

Principal Feedback, program performance: B+
- Usefulness of Program Resources: C+
- Program Outcomes: B
- Program Value: A-

PRINCIPALS' COMMENTS

N/A

McGraw Hill Education

PROGRAM DETAILS

- **Targeted Population:** Teachers (K-12)
- **Targeted Subjects:** Math; Science; Literacy; Social Studies; World Languages; Art & Music
- **Targeted Skills:** Algebra I-II; Computer Science; Pre-Calculus; Statistics; Anatomy & Physiology; Astronomy; Biology; Chemistry; Earth Science; Enviornmental Science; Geology; Oceanography; Physical Science; Physics; Zoology; Composition & Grammar; Literature & Language Arts; Reading Mastery; Speech & Communication; Anthropology; Criminal Justice; Economics; Geography; Humanities; International Politics; Macroeconomics & Microeconomics; Philosophy & Religion; Psychology; U.S. Government; U.S. History; Chinese; French; German; Italian; Japanese; Spanish; Art Appreciation; Film Art; Music Appreciation; Theatre

PROGRAM GRADE

B-

CMSD Evaluation, minimal exposure:
- N/A

CMSD Evaluation, heavy use:
- N/A

External Research/Evaluation: B
- There is some evidence from less rigorous analyses of positive outcomes associated with the program. Study 1, Study 2.

Principal Feedback, implementation: B-

Principal Feedback, program performance: C+
- Usefulness of Program Resources: C+
- Program Outcomes: C
- Program Value: B+

PRINCIPALS' COMMENTS

N/A

New Tech Network

PROGRAM DETAILS

- **Targeted Population:** Students (K-12)
- **Targeted Subjects:** Project-Based Learning
- **Targeted Skills:** Deeper Learning

PROGRAM GRADE

A-

CMSD Evaluation, minimal exposure:
- N/A

CMSD Evaluation, heavy use:
- N/A

External Research/Evaluation: *B-
- There is some evidence from less rigorous analyses of positive outcomes associated with the program. Study 1, Study 2, Study 3, Study 4.

  *Reports were produced by program.

Principal Feedback, implementation: A+

Principal Feedback, program performance: A
- Usefulness of Program Resources: A+
- Program Outcomes: A-
- Program Value: A+

PRINCIPALS' COMMENTS

N/A

Read 180

PROGRAM DETAILS

- **Targeted Population:** Students (grades 4-12)
- **Targeted Subjects:** Reading
- **Targeted Skills:** Reading Comprehension; Academic Vocabulary; Writing Skills

PROGRAM GRADE

C+

CMSD Evaluation, minimal exposure: B
- There is *some* evidence that this program had a positive effect on student performance on PARCC outcomes after minimal exposure to the program.

CMSD Evaluation, heavy use: B
- There is *some* evidence that this program had a positive effect on student performance on PARCC outcomes after above average exposure to the program.

External Research/Evaluation: B-
- There is some evidence from rigorous and less rigorous analyses of positive outcomes associated with the program. Study 1, Study 2, Study 3.

Principal Feedback, implementation: C

Principal Feedback, program performance: D+
- Usefulness of Program Resources: D
- Program Outcomes: D
- Program Value: C

PRINCIPALS' COMMENTS

"Our ordered resources did not arrive until January. Our service was interrupted in March and it took almost a month to reconnect. Teachers "feel" this program is impactful to students, however we had such inconsistent usage and access the data points are inconclusive."

"After the program was sold to a new vendor, the support for Read 180 withered. It was nearly impossible to receive help when the technology failed, and the vendor repeatedly failed to provide satisfactory resolutions to problems that arose with their own software."

Think Through Math

PROGRAM DETAILS

- **Targeted Population:** Students (3-8)
- **Targeted Subjects:** Math
- **Targeted Skills:** Algebra

PROGRAM GRADE

B+

CMSD Evaluation, minimal exposure: A
- There is *strong* evidence that this program had a positive effect on student performance on NWEA math outcomes after minimal exposure to the program.

CMSD Evaluation, heavy use: A
- There is *strong* evidence that this program had a positive effect on student performance on NWEA math outcomes after heavy exposure to the program.

External Research/Evaluation: *B
- There is some evidence from less rigorous analyses of positive outcomes associated with the program. Study 1, *Study 2, *Study 3.

  *Some reports published by program.

Principal Feedback, implementation: B

Principal Feedback, program performance: B-
- Usefulness of Program Resources: B
- Program Outcomes: C
- Program Value: B

PRINCIPALS' COMMENTS

"Teachers who used this program with fidelity had significant increases in NWEA scores as opposed to those who struggled with integrating. "

"Great program, I heard it was bought out by Imagine Learning. This program is geared towards grades 4-8"

CLEVELAND
METROPOLITAN
SCHOOL DISTRICT

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CLEVELAND METROPOLITAN SCHOOL DISTRICT

School Quality Review
Annual Report
2015–2016

Prepared by Jill Cabe,
School Quality Review Coordinator
Nov. 18, 2016

TABLE OF CONTENTS

INTRODUCTION

In 2014–2015, the Cleveland Metropolitan School District (CMSD) engaged SchoolWorks as a partner in implementing a School Quality Review (SQR) process aligned to the CMSD portfolio strategy outlined in the Cleveland Plan. SchoolWorks and CMSD collaborated on the SQR protocol design so that it would incorporate components of the CMSD school performance framework, including the Ohio principal and leadership evaluation rubric (OPES) and CMSD's teacher evaluation rubric (TDES), into the SQR design.

During the 2014–2015 school year, SchoolWorks conducted 10 site visits in Cleveland with the support of CMSD staff. The 14–15 schools were: Adlai Stevenson, Glenville, Lincoln West, Louis Agassiz, McKinley, Newton D. Baker, Scranton, Walton, Wilbur Wright, and William Cullen Bryant.

SchoolWorks and CMSD conducted SQR site visits in 25 schools across Cleveland between February 2, 2016 and May 12, 2016. The 15–16 schools were: AJ Rickoff, Artemus Ward, Buhrer, Charles Dickens, Daniel E. Morgan, Digital Arts, East Clark, East Tech, Euclid Park, Ginn Academy, George Washington Carver, Hannah Gibbons, John Hay Architecture and Design, John Hay Early College, John Hay Science and Medicine, Louis Agassiz, Memorial, Mound, Nathan Hale, Orchard, Paul Dunbar, RG Jones, RH Jamison, Riverside, Wade Park.

This report shares the results of the 15–16 SQR site visits, including school plans and principal feedback, and makes recommendations for SQR implementation for 16–17 and beyond.

EXECUTIVE SUMMARY

Site Visit Process

- SchoolWorks and CMSD conducted ten site visits in 14–15 and twenty-five site visits in 15–16.
- Each school was visited by a team of CMSD and SchoolWorks personnel, all of whom were trained on the SchoolWorks protocol, rating system, and evaluation procedures.
- The site teams conducted two and a half day visits that included classroom observations, focus groups, and document reviews.
- The evidence collected was compiled, reviewed, and rated on the SchoolWorks rubric. Schools were assigned ratings on nine key questions across four domains of performance.
- The school leadership teams reviewed the evidence and ratings and developed a prioritization plan that outlined areas for growth and strategies the school could implement to improve.

Ratings

- The rating scale is from 1-4, with 1 being Intensive Support Required and a 4 indicating that the process was Exemplary throughout the school.
- Ratings consider both the extent to which a process is established and the level at which it functions.
- The ratings for the 15–16 schools indicate that school governance, specifically school management, was rated highest.
- Instruction, including rigor, higher order thinking, and assessment, was rated lowest. Prioritization plans focused mainly on instruction, though other topics were also addressed.
- CMSD averages in each of the nine questions considered in the SQR process never rose above a 2.4 on a 4-point scale.
- The low ratings in instruction in schools across networks, programs, and geographic areas of the city indicate that systematic and sustained support is required.

Planning for 16–17 and 17–18

- CMSD plans continue the SQR site visits in 16–17 and 17–18.
- By mid-year 17–18, all CMSD schools should have a baseline report and will be able to begin a regular cycle of follow-up visits to document school performance and note changes from the baseline established from the first visit.
- While the SchoolWorks observations are managed by the Portfolio Office, Academics is integrally involved in the support and information sharing process as part of the SQR project.
- CMSD intends to hire additional dedicated staff to make the SQR review process an internal and regular review of instruction and building leadership. School reviews will then be on a three-year rolling cycle.

SCHOOL QUALITY REVIEW PROTOCOL

The SQR protocol reports ratings in four domains: Instruction; Students' Opportunities to Learn; Educators' Opportunities to Learn; and Governance and Leadership. Each domain is developed through a set of questions that are used to structure evidence gathering and reporting and provide a wealth of information for each domain. The SchoolWorks protocol was followed with fidelity across all 15–16 school reviews.

SchoolWorks Framework

Domain 1: Instruction	Domain 2: Students' Opportunities to Learn	Domain 3: Educators' Opportunities to Learn	Domain 4: Leadership
1.1 Do classroom interactions and organization ensure a supportive, highly structured learning climate?	2.4 Does the school identify and support special education students, English language learners, and students who are struggling or at risk?	3.6 Does the school design professional development and collaborative supports to sustain a focus on instructional improvement?	4.8 Do school leaders guide instructional staff in the central processes of improving teaching and learning?
1.2 Is classroom instruction intentional, engaging, and challenging for all students?	2.5 Does the school's culture reflect high levels of both academic expectation and support?	3.7 Does the school's culture indicate high levels of collective responsibility, trust, and efficacy?	4.9 Do the principal and/or chief executive effectively orchestrate the school's operations?
1.3 Has the school created a performance-driven culture, where the school leaders, teachers, and staff effectively use data to make decisions about instruction and the organization of students?			

THE SCHOOL QUALITY REVIEW RATING SCALE

The SQR site visit team uses the following guidance to select a performance level for each key question. Note that the quality standard for each implementation level is based on the extent to which the site visit team finds multiple types and multiple sources of evidence related to the adoption and/or implementation of a practice or system, and the extent to which the site visit team finds evidence of high levels of adoption and/or implementation of a practice or system.

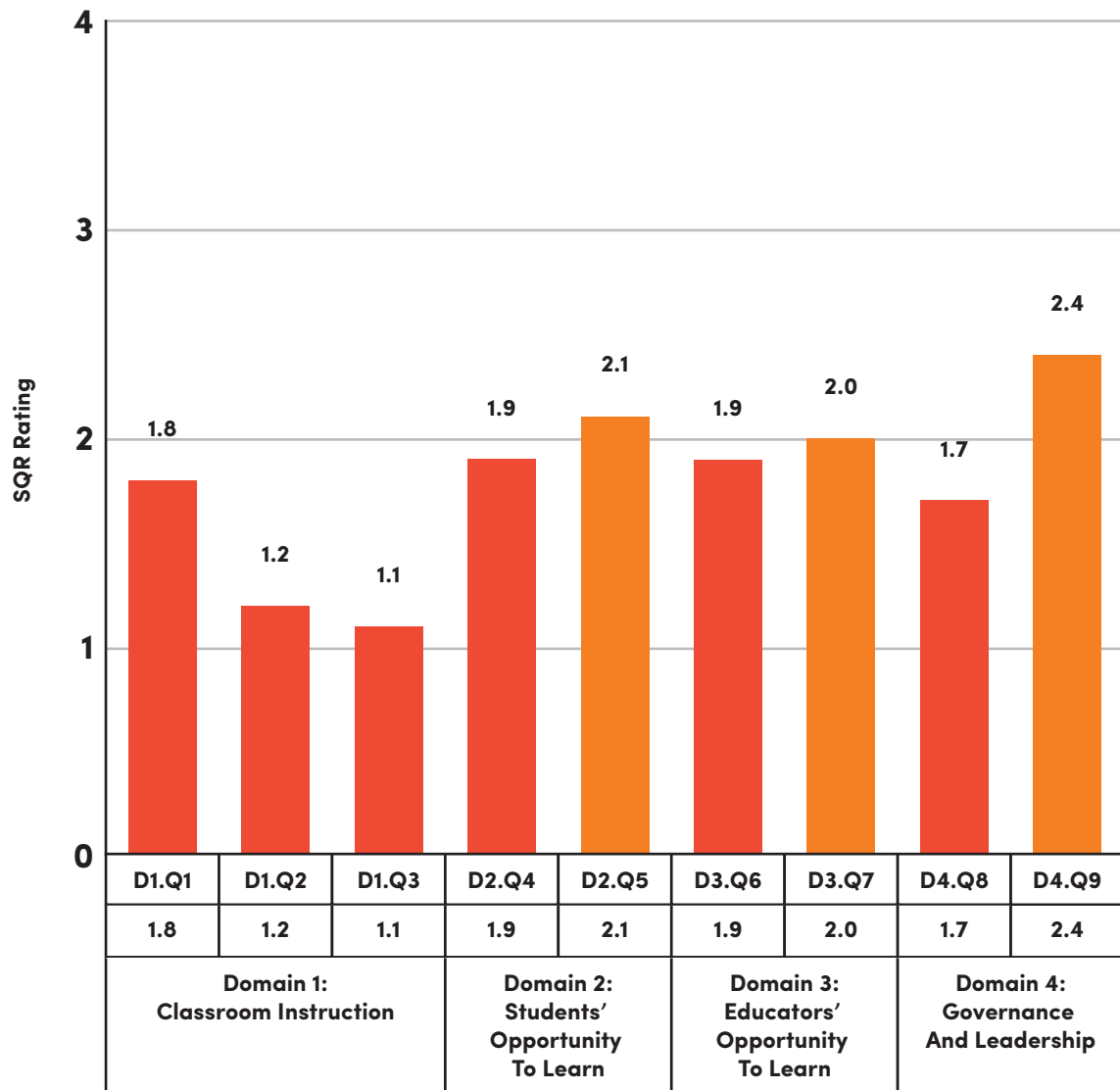| Rating	Implementation Level	Quality Standards
1	Intensive Support Required	Evidence indicates that the key question is not a practice or system that has been adopted and/or implemented at the school, or that the level of adoption/implementation does not improve the school's effectiveness.
2	Targeted Support Required	Evidence indicates that the key question is a practice or system that is developing at the school, but it has not yet been implemented at a level that has begun to improve the school's effectiveness, OR that the impact of the key action on the effectiveness of the school cannot yet be determined.
3	Established	Evidence indicates that the key question is a practice or system that has been adopted at the school, and is implemented at a level that has begun to improve the school's effectiveness.
4	Exemplary	Evidence indicates that the key question is a practice or system that has been fully adopted at the school, and is implemented at a level that has had a demonstrably positive impact on the school's effectiveness.

OVERVIEW OF THE 15–16 RATINGS BY QUESTION

No question scored higher than a two (Targeted Support Required) throughout the District. *Domain 4, Question 9* scored the highest of any question and it covers the building management by the administrator. The two lowest scoring questions, *Domain 1, Question 2*, and *Domain 1, Question 3*, both deal with direct instruction.

Domain 1 is informed by the evidence gathered from direct classroom observations on the Classroom Visitation Tool (CVT). The CVT includes eleven areas of instruction that are considered as part of a 20-minute observation. (See Appendix A.)

SQR Averages for 15–16 SQR Schools

| D1.Q1	D1.Q2	D1.Q3	D2.Q4	D2.Q5	D3.Q6	D3.Q7	D4.Q8	D4.Q9
1.8	1.2	1.1	1.9	2.1	1.9	2.0	1.7	2.4
Domain 1: Classroom Instruction			Domain 2: Students' Opportunity To Learn		Domain 3: Educators' Opportunity To Learn		Domain 4: Governance And Leadership	

Domain 1: Instruction

Question 1. *Do classroom interactions and organization ensure a classroom climate conducive to learning?*

Instruction: 1. Do classroom interactions and organization ensure a classroom climate conducive to learning?

|	Intensive Support	Targeted Support	Established	Exemplary
Series 1	10	11	4	0
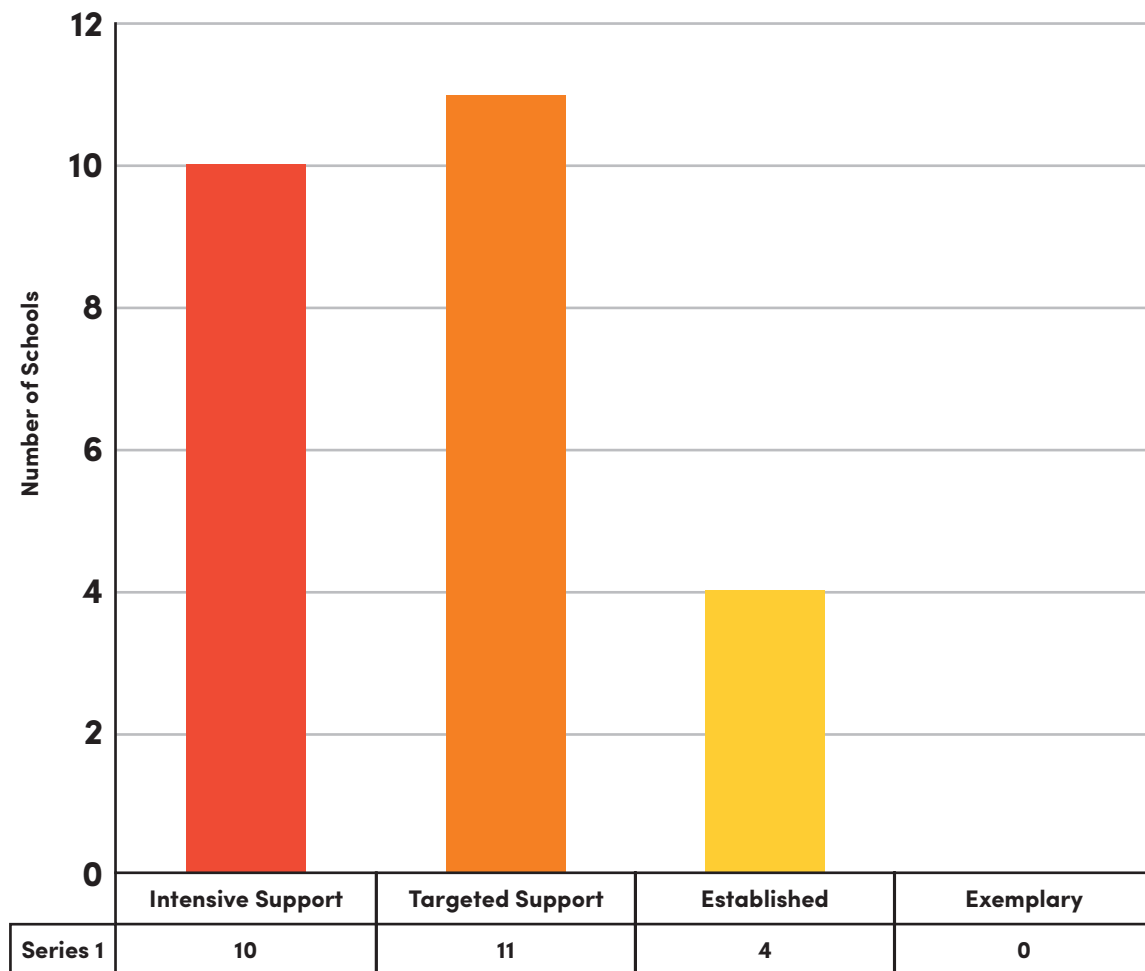
This rating is determined after examining the CVT questions 2, 3, and 4, in addition to focus group discussions and document review. For schools rated Intensive Support Required, evidence included a lack of consequences for students' misbehavior and extended periods of whole class instruction. Teachers used sarcastic, negative, or abrupt language with students. Examples of Targeted Support included schools where rules and consequences were enforced inconsistently, and some classrooms had detailed agendas while in others (within the same school) students were waiting ten or more minutes after completing an assignment for further direction. In schools rated Established (4 out of 25 schools) teachers were observed successfully redirecting an off-task student, transitions were effective, and ICAN statements were aligned with exit tickets and observed instruction.

Domain 1: Instruction

Question 2. *Is classroom instruction intentional, engaging, and challenging for all students?*

Instruction: 2. Is classroom instruction intentional, engaging, and challenging for all students?

|	Intensive Support	Targeted Support	Established	Exemplary
Series 1	19	6	0	0
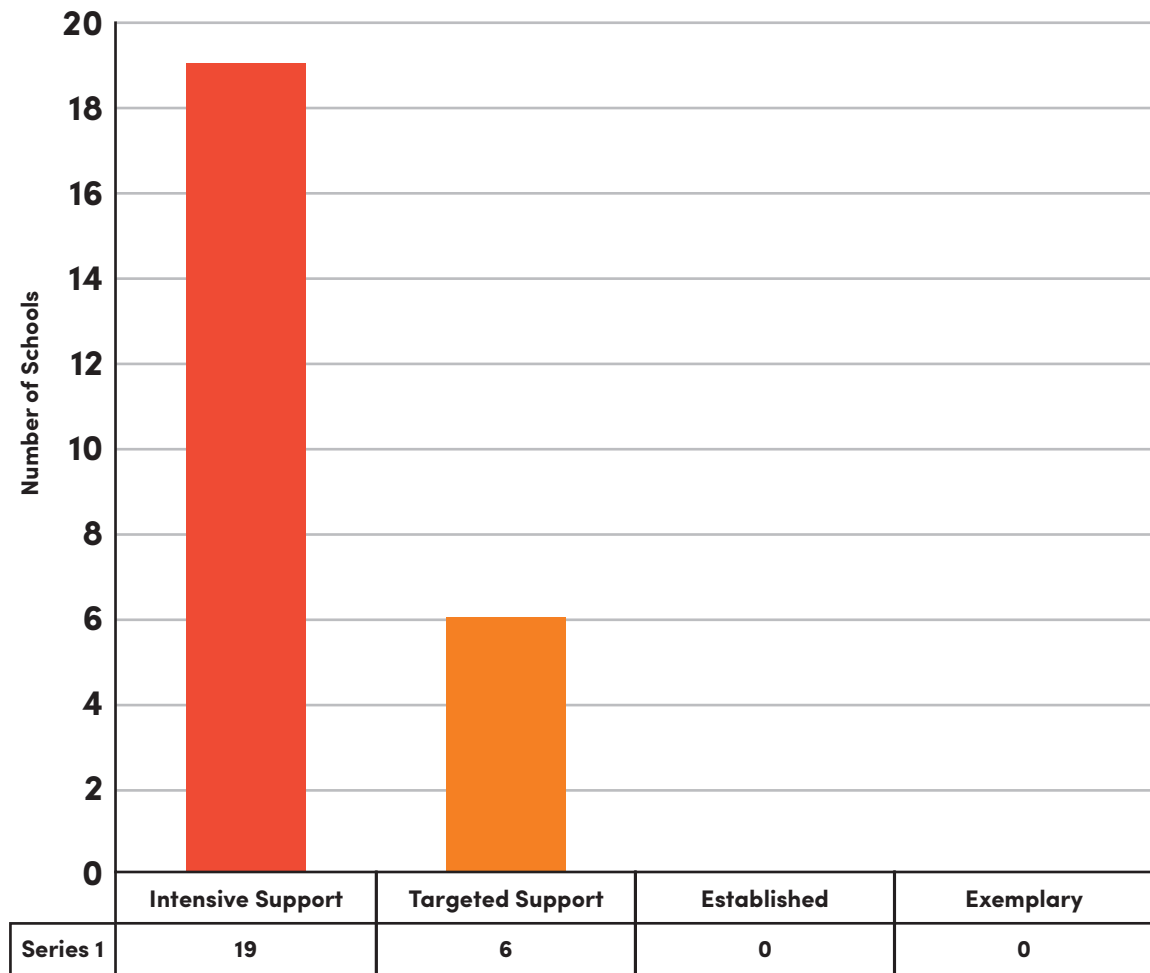
This rating is arrived at by analyzing evidence from CVT questions 5–8, and considering the focus groups and document review information. For schools rated Intensive Support Required, evidence included the majority of students passively watching the teacher lecture with no multiple modalities or activities aligned to the content. Students were asked only limited recall questions with low rigor. Questions were both asked and answered by the teacher, not the students. Posted objectives did not align with content. Those schools rated Targeted Support offered some different instructional modalities, but most tasks were not differentiated. For example, the lesson may have been projected on a screen and students completed a worksheet. When asked, students were able to describe broad learning goals, often reading from the board where the goal was posted, but could not explain how the day's specific task fit into the broader goal. Students may have been seated in groups, but the work they completed was independent. Not all students were engaged in the classwork.

Domain 1: Instruction

Question 3. *Do teachers regularly assess students' progress toward mastery of key skills and concepts, and utilize assessment data to make adjustments to instruction and to provide feedback to students during the lesson?*

Instruction: 3. Do teachers regularly assess students' progress toward mastery of key skills and concepts, and utilize assessment data to make adjustments to instruction and to provide feedback to students during the lesson?

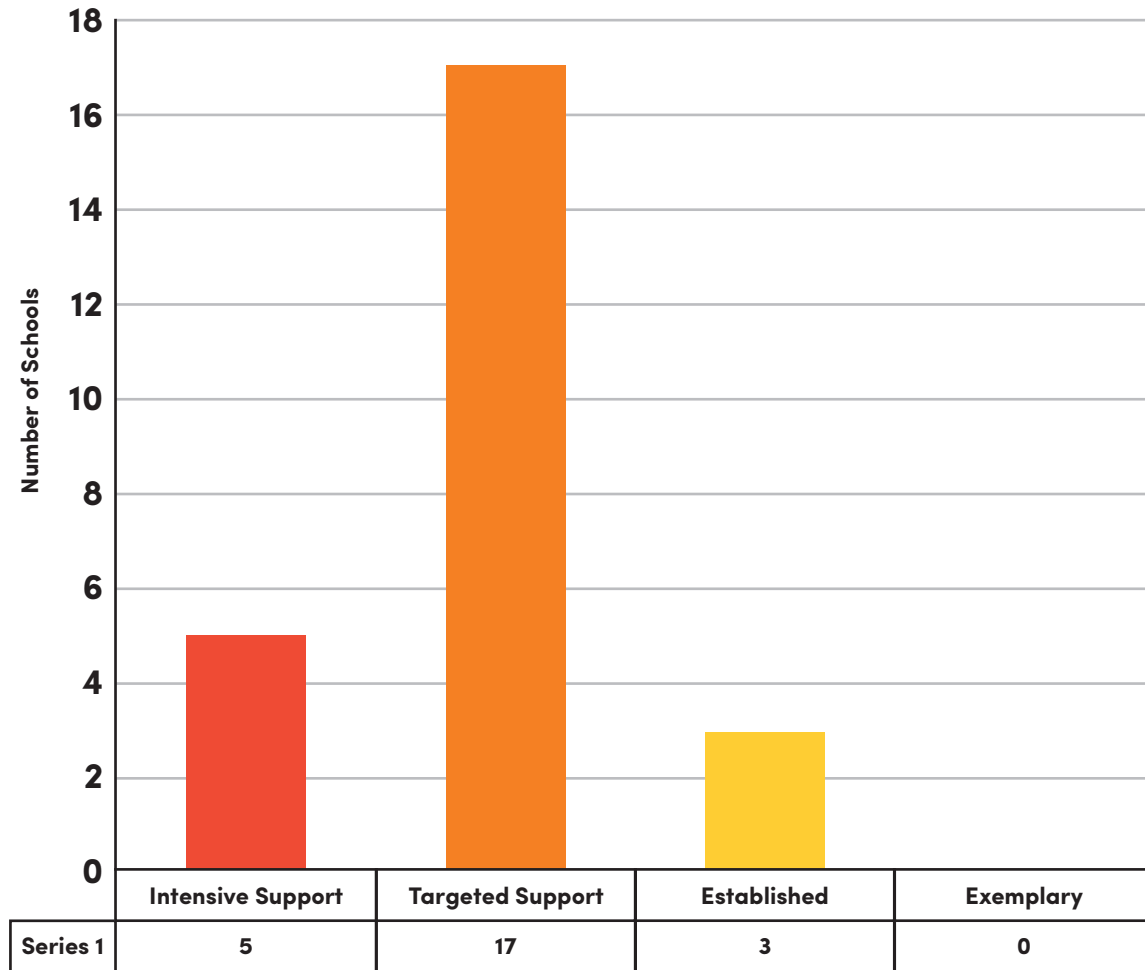|	Intensive Support	Targeted Support	Established	Exemplary
Series 1	22	3	0	0
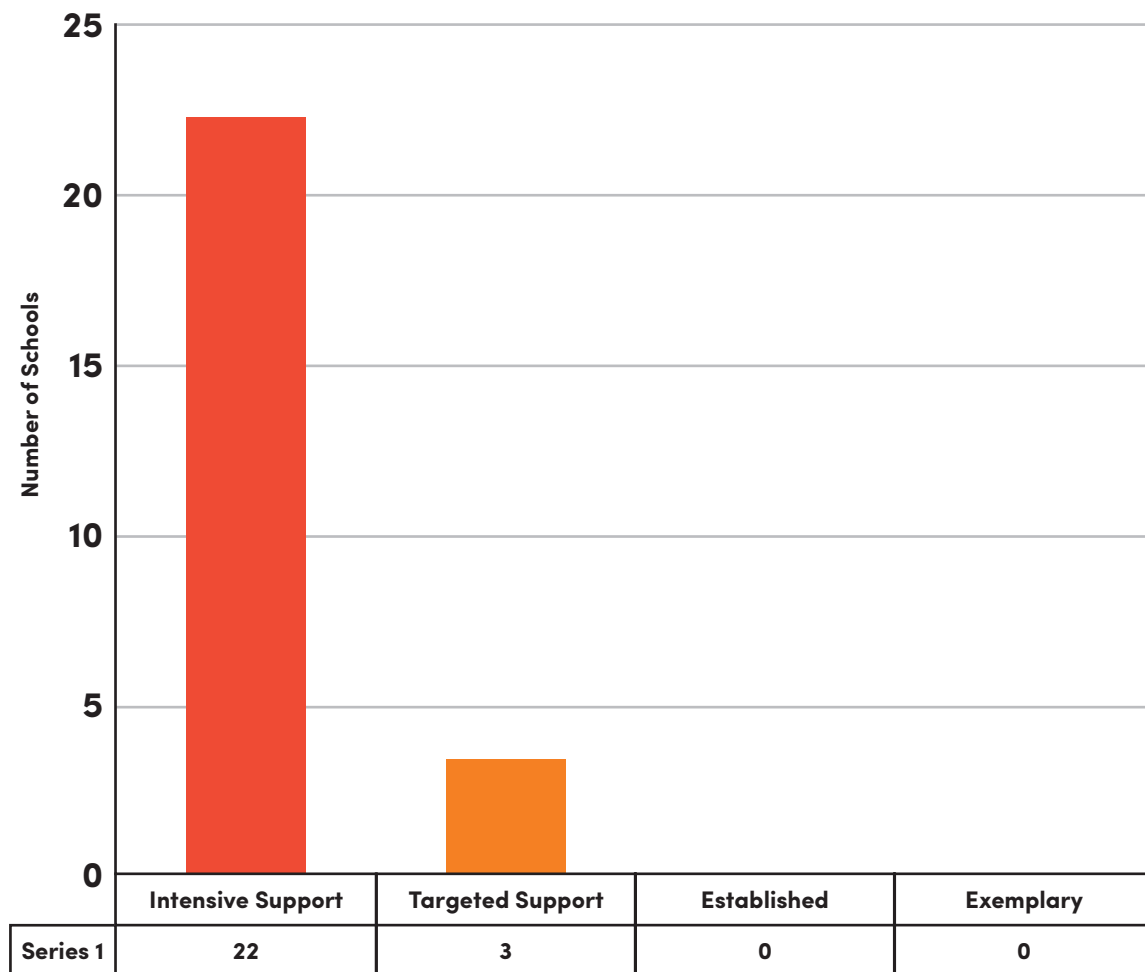
This area of instruction was one of the weakest throughout CMSD. CVT Questions 9–11 informed these ratings. In the overwhelming majority of schools, feedback related to procedures and following directions, not content. Assessment was not evident, or was related to completion of the assignment, not understanding. For example, teachers would check if everyone was done with an assignment, but not if everyone understood the work, or completed the work correctly. Teachers that did check for understanding asked questions of one or two students in the class, usually volunteers, and did not have a sense of the class as a whole. In schools rated Targeted Support, teachers used thumbs up or thumbs down to assess the class, but did not follow-up with explanations or opportunities to extend student thinking. Teachers were not observed adjusting instruction to the feedback. Also in the Targeted Support schools, some students received actionable, content-related feedback, but only one or two students per class.

Domain 2: Students' Opportunities to Learn

Question 4. *Does the school identify and support special education students, English language learners, and students who are struggling or at risk?*

Students' Opportunities to Learn: 4. Does the school identify and support special education students, English language learners, and students who are struggling or at risk?

|	Intensive Support	Targeted Support	Established	Exemplary
Series 1	5	17	3	0

The schools rated Intensive Support often had Student Support Teams (SST) in place, but teachers could not articulate the role of the team, how a student could be referred, or what happens after a referral. Some schools did not have an established SST team or process. Targeted Support schools often have a referral process in place, but there may be no alignment between the procedure for determining interventions and any follow-up or monitoring. SST was used only for testing for an IEP and no other supports were considered. Other supports for student learning are not integrated into the instructional program or are not monitored for effectiveness. Established schools had a variety of resources to assist those students who needed help and classroom teachers created cooperative groups to support those students who struggled. Other Established schools offered afterschool and Saturday tutoring to support students.

Domain 2: Students' Opportunities to Learn

Question 5. *Does the school have a safe, supportive learning environment that reflects high expectations?*

Students' Opportunities to Learn: 5. Does the school have a safe, supportive learning environment that reflects high expectations?

|	Intensive Support	Targeted Support	Established	Exemplary
Series 1	6	12	5	2
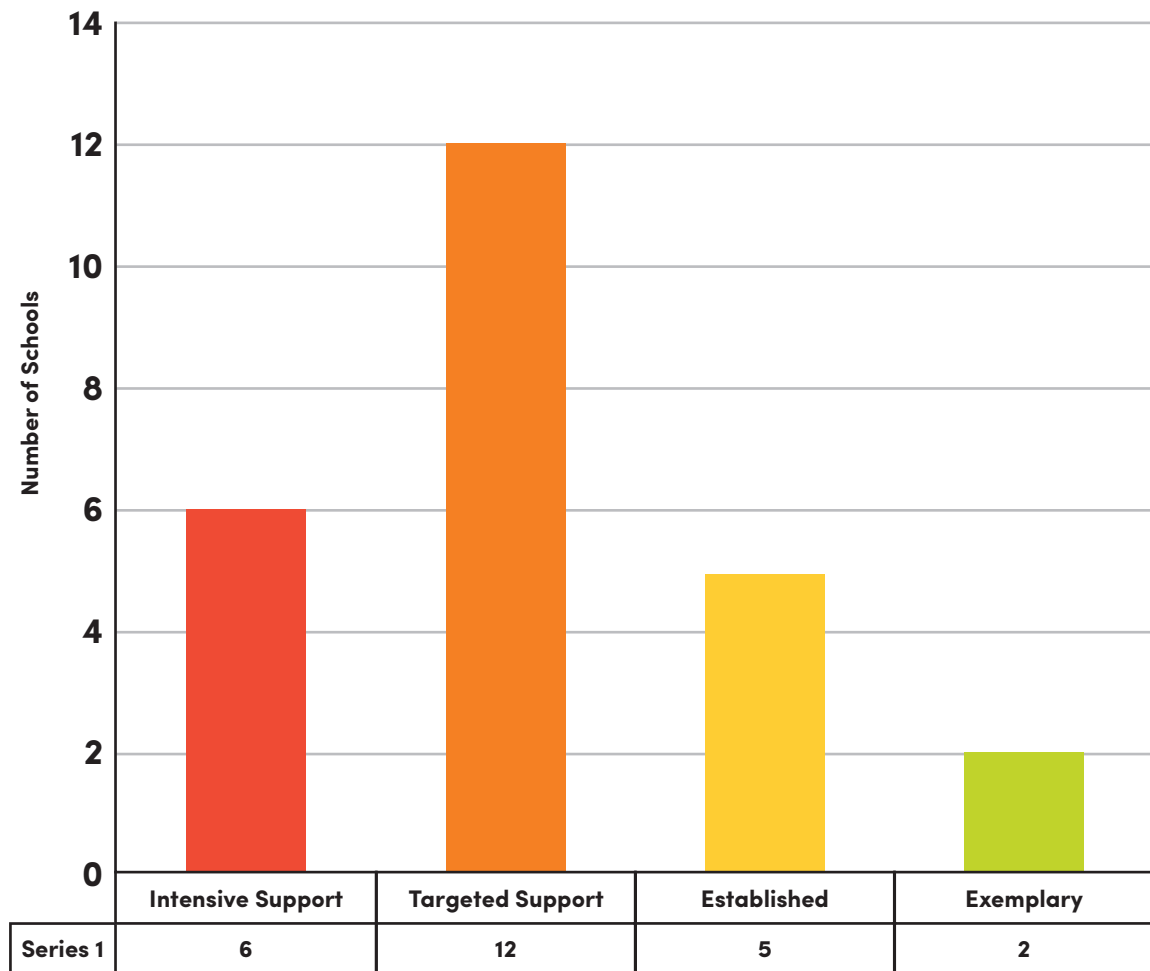
Schools rated Intensive Support had students that related instances of bullying, or teachers that that would physically grab them. Teachers did not express or demonstrate high expectations for students and, at the high school level, did not discuss college or career readiness with students. Targeted Support schools were inconsistent in their implementation of building safety and culture plans and offered limited opportunities for students to build positive relationships. Schools that ostensibly use project-based learning did not integrate that model throughout a course, but rather used projects at the end of the quarter. Established schools were clean and orderly. Bullying was addressed proactively and students are involved in peer mediation activities. Two CMSD schools displayed Exemplary evidence in this category. The focus groups in these schools described a school that was physically and emotionally safe and where safety and discipline were the responsibility of the entire school community. Students described a school as a sanctuary from life outside school. Families are welcomed into the schools and are involved in both the academic and social development of the students.

Domain 3: Educators' Opportunities to Learn

Question 6. *Does the school design professional development and collaborative systems to sustain a focus on instructional improvement?*

Educators' Opportunity to Learn: 6. Does the school design professional development and collaborative systems to sustain a focus on instructional improvement?

|	Intensive Support	Targeted Support	Established	Exemplary
Series 1	7	13	5	0
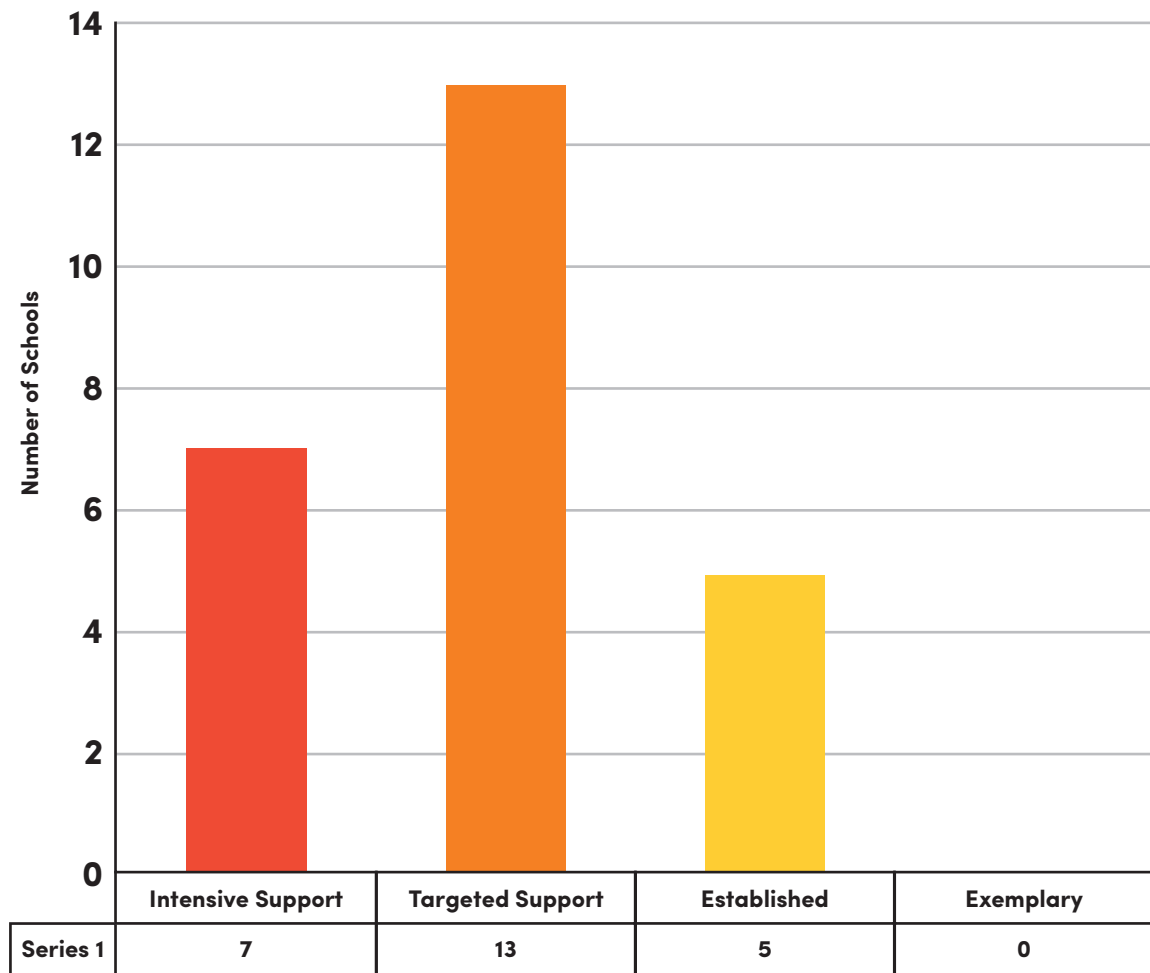
At schools rated Intensive Support professional development was not occurring on a regular basis. Often the only professional development was district-based and off-site. Teacher Based Teams (TBT) did not actually meet during TBT time in the schedule. Targeted support schools often had professional development that occurred regularly, but was not strategic or aligned with school needs. When the teachers collaborated they did not have structured meetings and administration did not attend or participate. Teachers did not receive feedback on team meetings. Schools where this question was rated Established integrated PD with larger building goals. TBTs met regularly and were working to analyze data to plan and assess students. Building administration and teacher leaders reviewed TBT notes and teachers received feedback and support if necessary.

Domain 3: Educators' Opportunities to Learn

Question 7. *Does the school's culture indicate high levels of collective responsibility, trust, and efficacy?*

Educators' Opportunity to Learn: 7. Does the school's culture indicate high levels of collective responsibility, trust, and efficacy?

|	Intensive Support	Targeted Support	Established	Exemplary
Series 1	7	12	5	1
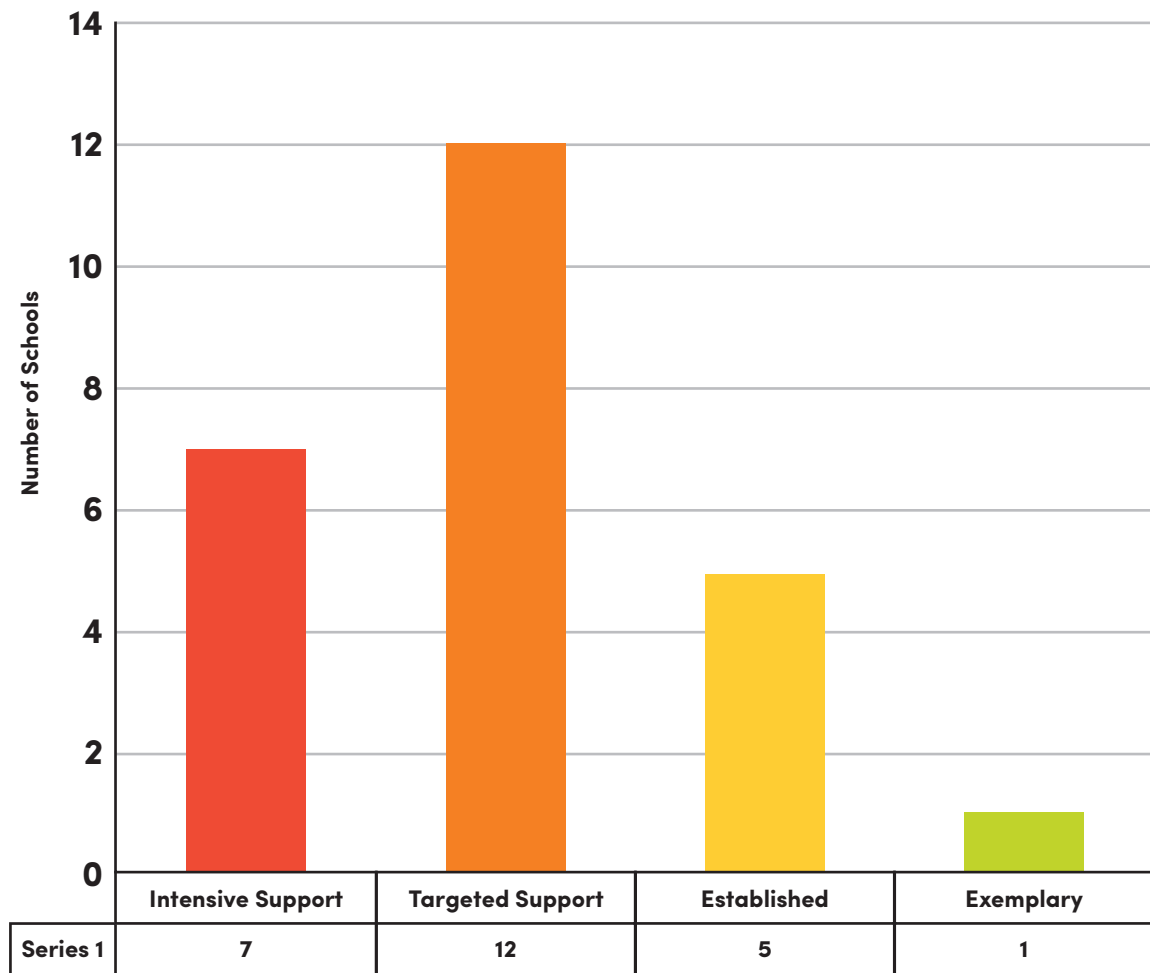
At schools rated Intensive Support teachers and leaders did not hold all students to the same high standards for behavior and academics and this observation was corroborated by parent focus groups. School leaders did not consistently support educator learning with funding or opportunities to grow. Targeted support schools showed an inconsistent commitment to student learning and the staff was divided among themselves, or in conflict with the administration. The school community could not articulate a shared vision or commitment to student learning and this was corroborated by conversations with parents and students. Established schools demonstrated a commitment to the school across stakeholder groups. Teachers and administrators supported each other as colleagues. In the one Exemplary school, "children first" was the established school norm and parents echoed that commitment. The school's staff articulated their love of their families and their commitment to collaboration.

Domain 4: Governance and Leadership

Question 8. *Do school leaders guide and participate with instructional staff in the central processes of improving teaching and learning?*

Governance and Leadership: 8. Do school leaders guide and participate with instructional staff in the central processes of improving teaching and learning?

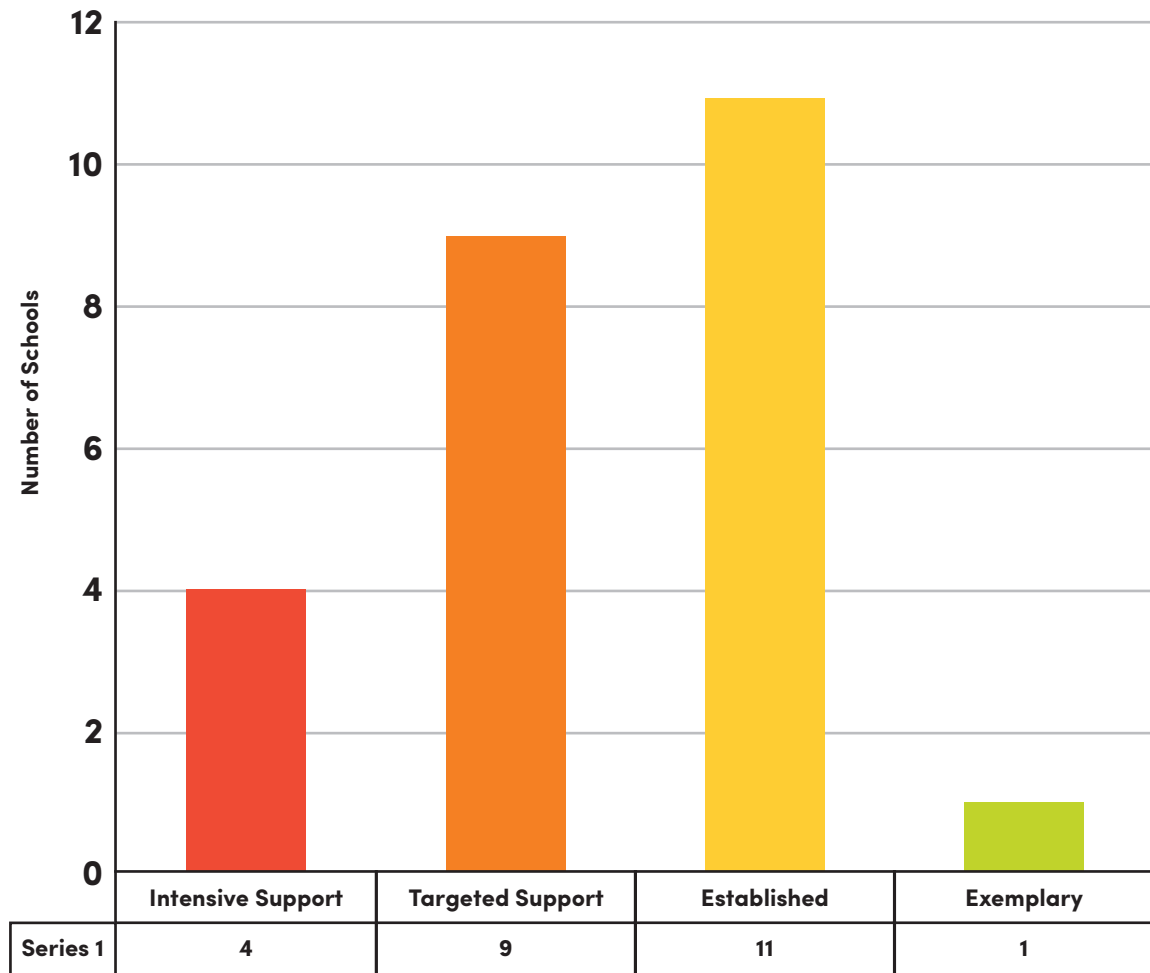|	Intensive Support	Targeted Support	Established	Exemplary
Series 1	9	14	2	0
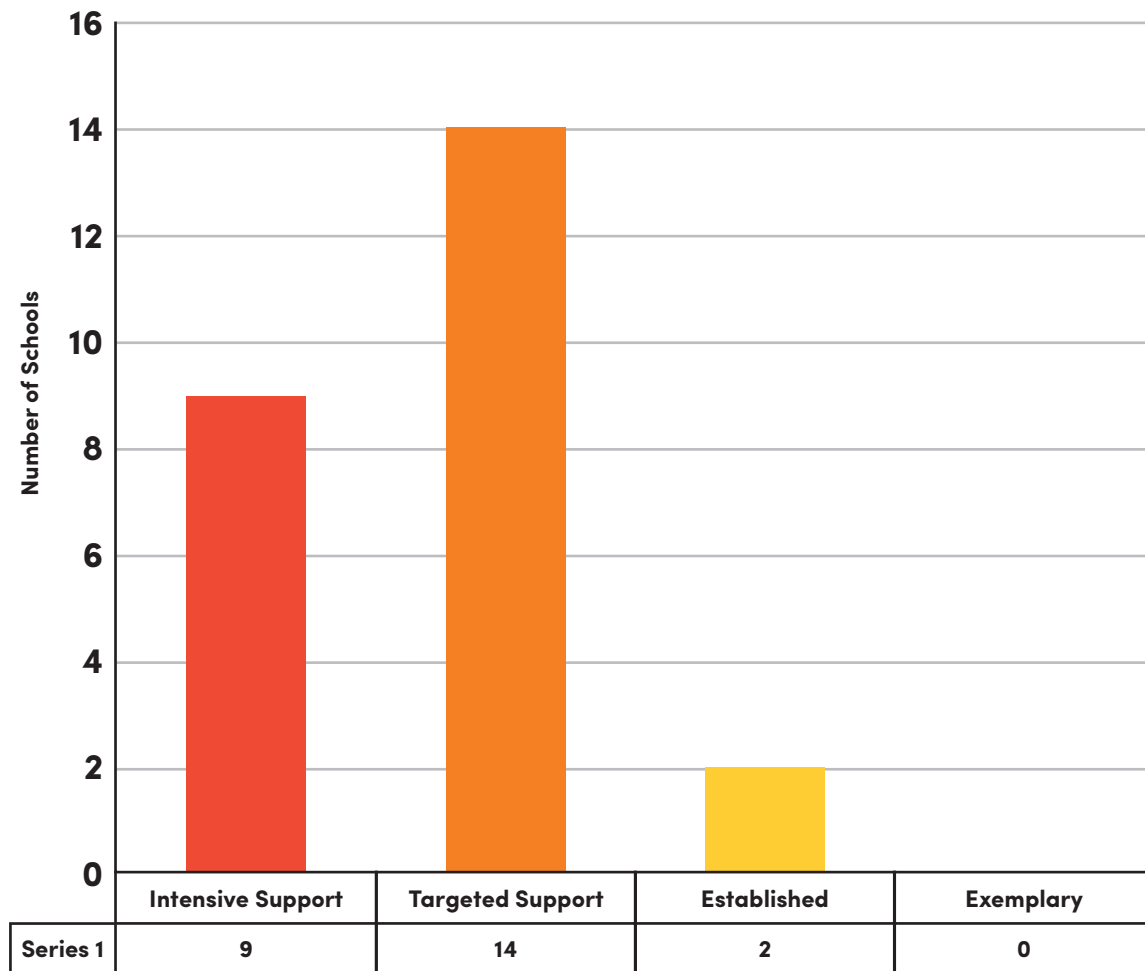
Examples of Intensive Support evidence included no stakeholder being able to identify goals for the building and a lack of formative feedback to teachers. Building leaders did not ensure consistent and high-quality classroom instruction. Data was either not used, or used inconsistently, to plan instruction. The majority of CMSD schools were rated Targeted Support and in those schools the leaders were beginning to model instruction and support a school-wide use of data. Leaders also worked with teachers to share some decision-making and school governance. In the two Established schools, administration regularly circulated to observe and support instruction and provided feedback outside of the teacher evaluation system. Leaders also worked to increase the use of data to plan instruction.

Domain 4: Governance and Leadership

Question 9. Do school leaders executive effectively orchestrate the school's operations?

Governance and Leadership: 9. Do school leaders effectively orchestrate the school's operations?

	Intensive Support	Targeted Support	Established	Exemplary
Series 1	4	9	11	1

Schools that did not work to improve teacher retention or acknowledge good teachers were rated Intensive Support. Also, if school operations were ineffective or inconsistent, those schools received an Intensive Support rating. Targeted Support schools worked to improve communication with staff and stakeholders and engage the larger community in the life of the school. Often these schools were beginning to implement systems that showed promise, but were not yet fully established. Established schools conducted teacher evaluations in a timely manner and supported struggling teachers. Resources were allocated fairly and community partnerships were strengthening. Teachers were included in the decision-making process for the school. At the Exemplary school the administration articulated a vision for teacher support and teachers corroborated that vision. The teachers said this building was a great place to work. Leaders were open to teacher and parent input and also involved students in the decision-making for the building.
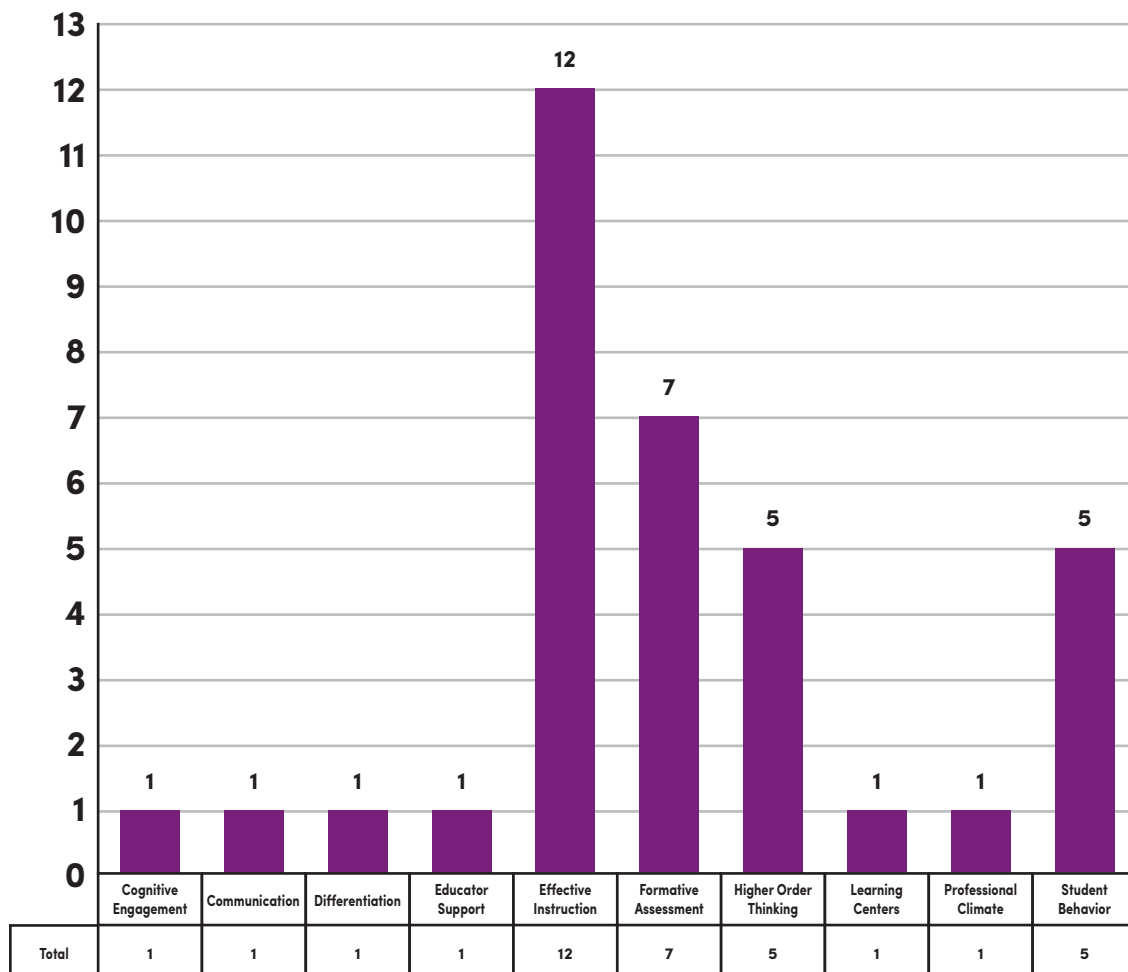
PRIORITIZATION PLANS

As the culminating activity after the SQR report, each school leadership team, composed of teachers and administrators, used the SQR data to create a plan for improving school performance. The school team reviewed the data and came to consensus about what to prioritize. The prioritization activity is led by the site visit team, but the school team creates the plan and the goal and designates champions to guide the work in the building.

The majority of the plans focused on increasing effective instruction, providing professional development around formative assessments, or helping the teachers understand how to increase higher order thinking strategies in the classroom.

Academics works closely with the school team around the SQR data to support and follow up on the school prioritization plans. These plans should complement or supplement the AAP or CAP and not add an additional layer compliance reporting to the school.

	Cognitive Engagement	Communication	Differentiation	Educator Support	Effective Instruction	Formative Assessment	Higher Order Thinking	Learning Centers	Professional Climate	Student Behavior
Total	1	1	1	1	12	7	5	1	1	5

FEEDBACK FROM PRINCIPALS

On June 13 and 14 CMSD followed up with six principals for detailed feedback on the SQR process generally, the prioritization plan, and the level of support provided by CMSD throughout the process.

Most principals appreciated the feedback from the SQR process. They were grateful to have an outside perspective on their schools and were satisfied with the professionalism SchoolWorks and CMSD staff. A few were concerned that they did not have adequate preparation for the visits and were not able to provide the requested documentation ahead of time. All principals had concerns about the possible bias of internal CMSD reviewers and expressed a preference for external reviewers, or a combination of external and carefully chosen internal site team members.

Not all principals felt the planning process was effective and useful. One principal had not shared the SQR data with the school staff by the end of the school year. Others were more positive and felt the prioritization planning session had been a good development opportunity for the staff and administration. Many principals were concerned that the SQR reports would be made public and damage the school's reputation in the community.

All principals wished for more guidance and support from CMSD. They requested a toolbox that could be used to align existing resources to plans, better response time from CMSD flexperts who were assigned to support their buildings, and more alignment to the existing CMSD-required plans (AAP, SSD, CAP) and network learning walks. Many principals wondered about follow-up to the plans and if, or when, the SQR would occur again.

ALIGNMENT WITH ACADEMICS

The Portfolio office supports the SQR work, but Academics is crucial to the use and understanding of the data. Network Leaders determined that two areas from the 15–16 SQR reports would be focus areas for 16–17. These areas were Classroom Instruction and Assessment & Feedback.

For each component, observation-based questions were offered to guide evidence collection – if the observers can answer yes and how to each of these (or no and possibly why or how not) then the evidence will be well-aligned to both the SQR expectation and can be used to document evidence during TDES walkthroughs or network learning walks. Teachers and administrators would be better able to see that the SQR components are not unique to SQR, but actually align with best practices, expectations on the part of CMSD leadership, and are included in the standards used for teacher and administrator performance.

Although SQR data is not used in a teacher's TDES evaluation, the alignment makes explicit that teachers and observers can see the relationship between the two tools and not feel as though they are asked to meet two unrelated sets of expectations. The SQR only reports on building-level performance and does not call out individual teachers, instead looking for trends across classrooms and common threads from multiple data sources.

SQR ALIGNMENT WITH OTHER RUBRICS

The table below is intended to illustrate the areas of the SQR process that align with CMSD and ODE initiatives for evaluating teachers and principals. TDES is the internal CMSD teacher evaluation system and OPES is the state's administrator evaluation system.

SQR	TDES	OPES
D1.Q1 Classroom Climate	1c, 1e, 2a, 2b, 2c, 2d, 3a	2.2, 3.1
D1.Q2 Purposeful Teaching	1a, 1b, 1c, 1d, 1e, 2b, 3a, 3b, 3c, 3e	1.2, 2.1, 2.2, 3.3, 3.4
D1.Q3 In–class Assessment and Adjustment	1b, 1f, 3b, 3d	3.4
D2.Q4 Students' Learning Supports	1b, 1c, 1e, 4b	2.2, 2.3, 3.2
D2.Q5 Students' Learning Culture	2b, 2e, 4c	1.2, 1.4, 5.2, 5.4
D3.Q6 Educators' Learning Supports	4d, 4e, 4f	2.6, 3.4, 3.5, 4.1
D3.Q7 Educators' Learning Culture	4a, 4f	2.5, 3.2, 3.3
D4.Q8 Instructional Leadership	4d	1.1, 1.2, 1.3, 1.4
D4.Q9 Organizational Leadership	N/A	3.1, 3.2, 5.1, 5.2, 5.3

RECOMMENDATIONS FROM 2014–15 AND 2015–16 FOLLOW-UP

In the *2014–2015 Annual Report for School Quality Review*, CMSD made several suggestions about how to move forward with this process in subsequent years. The italicized statements reflect CMSD's learning over the course of 2015–16 in response to the prior year's suggestions and feedback.

2014–15
Based on feedback from stakeholders, CMSD should continue to conduct a scaled-up number of School Quality Reviews (SQRs).

2015–16
For 2015–16 CMSD provided twenty-five schools with SQR feedback. CMSD is planning to visit forty schools for the 2016–17 school year.

2014–15
The district should strengthen systematic communication protocols so that schools are properly informed about SQRs well in advance of actual visits.

2015–16
CMSD has hired a School Quality Review Coordinator to assist with the management of the SQR process, including communications, and that person will provide a consistent point of contact for schools, administration, and the SchoolWorks team.

2014–15
The district should develop a rotating schedule that ensures every school in the district receives an SQR at least once every three years.

2015–16
CMSD is planning for a three-year cycle to review SQR data. All schools will have baseline data established by the end of 17–18 and some will begin the review cycle in early 2018.

2014–15
The district should allocate a percentage of reviews every year for special purposes or certain school quality tiers (e.g., 15% of reviews guaranteed for mid-performing schools).

2015–16
CMSD does not apply a rigid formula to determine which schools will receive an SQR visit, but the goal is to provide information to decision makers across our range of schools.

2014–15
The district should hire a dedicated team of individuals to staff SQRs. This includes one coordinator to manage the process, along with at least two other individuals to serve as team leads and writers.

2015–16
CMSD has hired a coordinator and for 2015–16 trained a team of twelve employees that included teachers on assignment, instructional coaches, aspiring principals, and program administrators to assist in conducting SQR visits. CMSD hopes to hire two full time staff positions devoted to SQR implementation, in addition to the coordinator for 2016–17, as well as continue to experts in special education and content areas for site visit teams. Additional hourly consultants may also be needed due to multiple commitments on the part of CMSD staff.

2014–15

The district should utilize existing staff from the various departments including Academics, and Portfolio to serve as reviewers.

2015–16

CMSD made a deliberate and strategic decision to expand the SQR teams to include CTU members and administrators. Members of the Portfolio department and Academics, including Special Education and Curriculum & Instruction, were also represented. Team members were chosen for expertise in different areas of instruction and support.

2014–15

The district must align SQRs to other strategic initiatives, such as a School Decision Cycle and the Strategic School Design process.

2015–16

CMSD has been working with the Strategic School Design and Academic Achievement Plans, in conjunction with the network leaders to inform and align those processes with the SQR data. However, more communication and support are needed at the school level to clarify the connections between initiatives and facilitate clear alignment and impact. Schools also need to understand the portfolio decision making process and how SQR fits into that decision-making framework.

2014–15

The district should cover the cost of substitutes for teachers participating in the half-day prioritization session.

2015–16

SQR schools have been able to absorb the scheduling needs of the SQR prioritization sessions.

2014–15

Network Leader teams should be trained in the protocol, with a clear discussion of how to support schools during and after prioritization.

2015–16

As part of the data review and communication process, SQR support staff has been meeting with Network Leaders to analyze the SQR data and prioritize around the findings. Two areas for focus in the area of instruction have been determined by the group and we are continuing to work out a plan for tiered support. Network Leaders and Portfolio staff are continuing to meet and discuss the support requirement for SQR schools. More works needs to be done around resources available and programs that have a documented impact. Open and frank conversations between Portfolio, Academics, Finance, and Talent need to continue and deepen to support school in improving instruction and implementing the portfolio model district-wide.

2014–15

The Academics and Portfolio Office teams should work together to ensure alignment of SQRs with Academic Walkthroughs.

2015–16

We have begun these discussions with the desire to be sensitive to the needs of individual schools and provide support as well as formative feedback. CMSD does not want to implement a checklist approach to walkthroughs as the needs and programs at schools differ. Alignment work has been part of the larger support conversations between Academics and Portfolio.

2014–15

The district must develop a plan to provide continued feedback and coaching to principals that receive an SQR.

2015–16

The Network Leaders are responsible for developing their principals and the SQR feedback and how leaders incorporate that feedback into their work can be evidence of performance if needed. Schools that need intensive support around the areas of focus will receive monthly check-ins and schools that received targeted support will receive quarterly support. Network Leaders received a report outlining the prioritization plan goals and success measures to use in following up with SQR schools for the 2016–17 school year.

2014–15

CMSD should collect feedback from all members participating in the prioritization. This ensures that the process is responsive to all school level stakeholders involved.

2015–16

CMSD conducted one-hour interviews with six of the principals involved in the SQR process for 2015–16. These hour-long interviews covered the SQR experience generally, the prioritization plan, and how CMSD can better support the SQR process at the school level. This feedback was shared with the Network Leaders and other CMSD stakeholders and was used to plan for the 2016–17 SQR visits.

PLANNING FOR 2016–17 AND 2017–18

The goal for the SQR process is to get baseline data for all CMSD schools by the end of the 17–18 school year, and then begin a three–year rotational cycle of follow up and review. The portfolio planning and review cycle was used to determine the best time for a school visit. Schools were chosen based on multiple criteria. Factors included:

- Operations and Facilities Plan: Is the school on the current or next segment of construction?
- School redesign planning: Is the school going to undergo a portfolio redesign in the next two years?
- Other change in structure or program: Has the school recently undergone a programming change or is one planned in the near future?
- CMSD category of school: Do we have a range of performance levels on the site visit list?
- Focus or needs of Academics: Has CMSD administration requested and SQR?
- Desire to balance types of schools: Do we have a range of CMSD schools represented on the site visit list?
- Desire to balance geographic distribution of schools: Do we have a range of schools throughout the city on the site visit list?

Scheduling priorities determined the degree of urgency for the data. Schools that will be subject to a design review are prioritized. Schools that have a new principal will be scheduled closer to the end of the academic year so that the principal has time to establish routines and procedures with the staff. The testing calendar and other district-wide events are also taken into account. Every attempt is made to avoid high stakes testing when possible. Schools can also request a change to the SQR site visit dates if necessary.

The SQR schools for 16–17 are: Alfred Benesch, Almira, Anton Grdina, Benjamin Franklin, Bolton, Case, Charles Eliot, Clara Westropp, Clark, Cleveland School of the Arts, Design Lab Early High School, Dike, Facing History New Tech, Franklin D. Roosevelt, Fullerton, Garfield, Garrett Morgan, H. Barbara Booker, Harvey Rice, Iowa Maple, Jane Addams, John Adams, Joseph Gallagher, Louisa May Alcott, Luis Munoz Marin, Marion Sterling, Martin Luther King Jr., Mary B. Martin, Mary Bethune, Max Hayes, Miles, New Tech East, New Tech West, OH Perry, Patrick Henry, Sunbeam, Tremont, Washington Park, Waverly, Whitney Young.

For 16–17 CMSD also intends to hire two full time flexperts to assist with SQR visits and leading the site visits and writing the reports. In 17–18 the remainder of CMSD schools will receive a site visit and then we will begin a cycle of follow-up visits and review.

RECOMMENDATIONS

The School Quality Review process provides valuable and actionable feedback to the CMSD community. Reviewers are experienced educators from within and outside of CMSD. Reviewers are also trained in the review process and in using the tools and evidence to arrive at ratings that provide normed, valid, and reliable information about a school's performance. While it is almost impossible to capture every facet of a school's impact, the SQR process provides a coherent and usable framework to analyze school performance, especially in instruction.

Communication should be Transparent

As CMSD moves forward with the SQR site visits in the 16-17 school year, school staff and administrators need to be supported by CMSD staff and administrators to understand and act upon the data that the SQR provides. SQR data provides the qualitative data on school performance as part of the overall school performance framework. While not every school report is flattering, a fundamental step in planning for school improvement and implementing the Cleveland Pan is the establishment of this baseline for school performance. SQR information, both the process and the results, should be shared transparently with all CMSD stakeholders. The reports should be contextualized so that schools and communities understand that the SQR is one snapshot in time and not the sole determining factor in applying a portfolio decision to a school.

Follow-Up Visits Require Consistency and Support

For 16–17 CMSD will finish establishing a baseline performance record for 40 more schools and begin to strategically plan how to both support those schools that have had an SQR and visit the remaining CMSD schools. A process for site visits and follow-up needs to be established to consistently continue good evidence collection and reliable reporting. This process will require not only investment in staff but also commitment on the part of multiple departments (Portfolio, Academics, Finance, and Talent especially) to use the SQR data to improve instruction and leadership in Cleveland. Schools must be able to trust the process and CMSD leadership needs to be able to know the SQR data is reliable and valid in order to use it in high-stakes decision making. Many CMSD principals expressed concerns about having a fully internal team conduct the baseline site visits. Because the initial site visits will be conducted over four years, the remaining baseline visits in 17-18 need to be conducted with care and fidelity to the SchoolWorks process and protocol to be comparable to earlier observations.

SQR Requires On-going CMSD Commitment

The SQR process establishes a coherent and replicable structure for internal review. Once CMSD has established baseline data for all schools it can then revise and continue the review process to document growth and identify areas in need of support and development across the District. However, in order for the project to continue, care and funding need to ensure that observers are trained and chosen for both expertise and objectivity. Because schools need robust communication and support before, during, and after the SQR process, consistent points of contact with a deep understanding of the work need to be in place. The SQR data must be used responsibly according to the agreed upon protocols and decision-making structure for a portfolio model. If SQR is perceived as partisan and is used to pit buildings against each other, instead of as a diagnostic tool to help the District as a whole, it collapses and becomes a toxic exercise in divisive frustration. Teachers and administrators need to have confidence in the validity of the SQR reports and trust in District administrators and decision-makers to use the information sensitively and responsibly. SQR offers valuable instructional feedback to schools and teachers and provides the District with a standard and reliable snapshot in time of the schools' performance and culture. It's value as a tool to improve performance depends on consistent and transparent implementation throughout the course of its use.

APPENDIX A:
CLASSROOM VISIT TOOL

School: _____ District: _____ Observer: _____

Date: _____ Grade: _____ Subject: _____

Start Time: _____ End Time: _____ # Adults: _____ # Students: _____

Instructions: Circle one rating for each indicator. One of the Common Core indicators should be marked N/A. No other indicators should be marked N/A or left blank. **1**=Ineffective ↔ **4**=Effective

	Indicators	Observer Notes		Score		
Common Core Alignment	**1a. Common Core Literacy Alignment (for all classes other than math)** Alignment to content standards Alignment to instructional shifts		N/A	1	2	3	4
	1b. Common Core Math Alignment (for math classes only) Alignment to content standards Alignment to instructional shifts Alignment to standards for mathematical practice		N/A	1	2	3	4
Classroom Climate	**2. Behavioral Expectations** Student behavior Clear expectations Consistent rewards and/or consequences Anticipation and redirection of misbehavior			1	2	3	4
	3. Structured Learning Environment Teacher preparation Clear agenda Learning time maximized			1	2	3	4
	4. Supportive Learning Environment Caring relationships Teacher responsiveness to students' needs			1	2	3	4
Purposeful Teaching	**5. Focused Instruction** Learning objectives High expectations Effective communication of academic content			1	2	3	4
	6. Instructional Strategies Multi-sensory modalities and materials Varied groupings Student choice and leadership			1	2	3	4
	7. Cognitive Engagement Active student participation Perseverance			1	2	3	4
	8. Higher-order Thinking Challenging tasks Application to new problems and situations Student questions Metacognition			1	2	3	4
In-Class Assessment & Adjustment	**9. Assessment Strategies** Use of formative assessments			1	2	3	4
	10. Adjustments to Instruction Adjustment of Instructional Strategies, Process, or Product Adjustment of Content Adjustment of Organization of Students or Environment			1	2	3	4
	11. Feedback Feedback to students Student use of feedback			1	2	3	4

APPENDIX B:
SQR SCORES FOR ALL 2015–16 SCHOOLS

	D1.Q1	D1.Q2	D1.Q3	D2.Q4	D2.Q5	D3.Q6	D3.Q7	D4.Q8	D4.Q9	Ave.
AJ Rickoff	2	1	1	1	1	2	1	1	2	1.3
Artemus Ward	2	2	1	2	3	2	2	2	2	2.0
Buhrer	2	2	2	3	3	2	3	2	3	2.4
Charles Dickens	3	1	1	2	2	2	2	3	3	2.1
DE Morgan	1	1	1	2	1	3	2	2	3	1.8
Digital Arts	2	1	1	1	2	2	1	1	1	1.3
East Clark	2	1	1	2	2	2	2	1	2	1.7
East Tech	2	1	1	2	2	3	3	2	2	2.0
Euclid Park	3	2	1	2	2	2	3	2	2	2.1
Ginn	2	2	1	2	4	2	3	2	3	2.3
GW Carver	1	1	1	1	1	2	1	1	2	1.2
Hannah Gibbons	1	1	1	2	1	1	1	1	1	1.1
Hay Arch Des	1	1	2	3	3	2	2	1	3	2.0
Hay Early Coll	1	1	1	2	2	1	2	1	1	1.3
Hay Sci Med	2	2	1	2	3	2	3	2	3	2.2
Louis Agassiz	1	1	1	2	2	2	2	2	3	1.8
Memorial	3	1	1	1	2	1	3	2	2	1.8
Mound	1	1	1	2	1	1	1	1	1	1.1
Nathan Hale	2	1	1	2	2	1	2	1	3	1.7
Orchard	2	1	1	2	3	3	2	2	3	2.1
Paul Dunbar	2	1	1	2	2	3	2	2	3	2.0
RG Jones	3	2	2	3	4	3	4	3	4	3.1
RH Jamison	1	1	1	2	1	2	1	2	2	1.4
Riverside	1	1	1	1	2	1	1	1	2	1.2
Wade Park	1	1	1	2	2	1	2	2	3	1.7
Average	1.8	1.2	1.1	1.9	2.1	1.9	2.0	1.7	2.4	1.8

APPENDIX C:
CVT RATINGS FOR ALL 2015–16 SCHOOLS

Each observer's score on the CVT was averaged to arrive at a score for that question on the CVT. CVT data informs Domain 1 Questions 1, 2, and 3 primarily. However, it can also be used to contribute at a rating for other areas. Question 1 was not included in the graph because it only considers Common core alignment for ELA and math. However, alignment was generally very low throughout CMSD.

	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11
AJ Rickoff	2.9	2.4	2.9	2.3	2.3	2.6	2.0	2.2	1.8	2.3
Artemus Ward	2.8	2.5	2.8	2.1	2.1	2.7	1.6	2.0	1.2	1.8
Buhrer	3.1	2.7	3.0	2.9	2.7	3.1	2.8	3.1	1.6	2.6
Charles Dickens	3.2	2.8	2.9	2.4	2.1	2.5	1.6	2.1	1.1	1.4
DE Morgan	2.9	2.2	2.8	2.0	2.3	2.5	1.8	1.8	1.3	1.3
Digital Arts	2.6	2.2	2.6	1.6	1.9	2.2	1.5	1.6	1.1	1.3
East Clark	2.7	2.2	2.8	1.5	1.6	2.2	1.4	1.4	1.2	1.4
East Tech	2.5	1.8	2.5	1.8	1.7	2.2	1.5	1.5	1.3	1.8
Euclid Park	3.3	2.6	3.1	2.4	2.3	2.5	1.8	2.4	1.5	2.2
Ginn	3.1	3.0	2.9	2.8	3.0	2.4	2.1	1.9	1.7	2.2
GW Carver	1.5	1.9	1.5	1.6	1.5	1.6	1.1	1.4	1.4	1.5
Hannah Gibbons	2.6	1.5	2.2	1.5	1.9	1.9	1.1	1.2	1.3	1.2
Hay Arch Des	2.2	2.0	2.3	1.6	1.9	1.9	1.5	1.7	1.3	1.8
Hay Early Coll	2.7	2.0	2.3	1.6	1.4	2.1	1.5	1.1	1.2	1.4
Hay Sci Med	2.9	2.3	2.6	2.0	1.8	2.1	1.6	1.7	1.4	1.6
Louis Agassiz	2.8	2.1	2.8	1.9	2.1	2.4	1.5	2.6	1.3	2.0
Memorial	3.3	2.4	3.1	2.0	2.6	2.8	1.8	1.7	1.4	1.8
Mound	2.5	2.2	2.8	1.9	1.9	2.2	1.7	2.1	1.2	2.0
Nathan Hale	3.0	2.4	2.8	2.1	2.2	2.4	1.6	1.8	1.5	1.6
Orchard	2.3	1.8	2.3	1.8	1.9	1.6	1.5	1.3	1.1	1.4
Paul Dunbar	2.3	2.2	2.4	1.8	1.8	1.8	1.5	1.7	1.0	1.7
RG Jones	3.2	2.8	2.9	1.4	2.8	2.4	1.8	2.4	1.7	1.9
RH Jamison	2.1	1.8	2.1	1.9	1.5	1.9	1.2	1.5	1.2	1.2
Riverside	2.4	2.1	2.6	2.8	2.2	2.1	1.8	2.1	1.2	1.7
Wade Park	2.9	1.9	2.8	1.9	1.6	2.0	1.3	1.9	1.5	1.6

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REPORT 2014
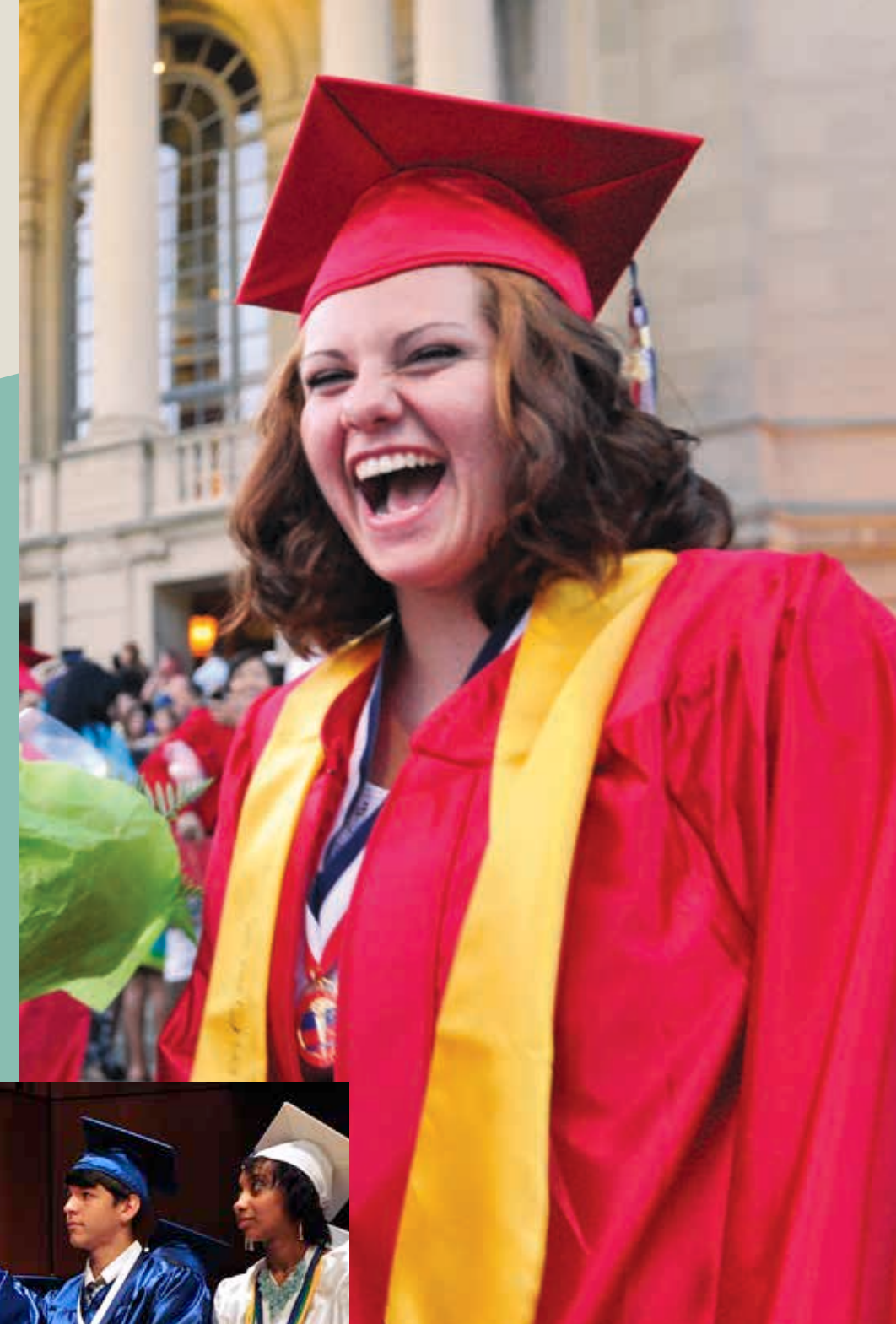
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The Higher Education Compact of Greater Cleveland would like to acknowledge the significant contribution from College Now Greater Cleveland, which provides staff resources and office space to the Compact.

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HIGHER EDUCATION COMPACT
OF GREATER CLEVELAND

**2014 Report
to the Community**

Dear Friends of the Higher Education Compact:

I am pleased to share with you the Higher Education Compact of Greater Cleveland's 2014 College Success Dashboard Report. This report presents third-year performance data on the college readiness, college access and college persistence goals and indicators adopted by the Compact three and a half years ago. These goals are ambitious, and this report demonstrates our commitment to transparency and accountability.

Similar to last year's report, these most recent data show gains in some areas, but little movement, and even decline in others. The three-year trend data has prompted us to reexamine our original strategies and make some midcourse adjustments as we move forward. These are noted in each section of the report under the heading "Moving Forward."

We know that increasing college attainment is essential for the economic, social and civic well-being of our community. We also know that this kind of change will not happen overnight. The work is challenging. It will take time and commitment from our partners, each of whom has made the success of our students a top priority.

Thank you for your continued interest and support.

Sincerely,

Mayor Frank G. Jackson
City of Cleveland

Photo credit: City of Cleveland Photographic Bureau

WE ARE MAKING PROGRESS

Since the Compact began measuring data with the CMSD class of 2006, we have seen gains in the college enrollment rate, the first- to second-year retention rate and the overall six-year college completion rate. When comparing the class of 2008 with the class of 2006, there was an increase of 14 percentage points in the number of graduates enrolling in college; a nine percentage point increase in retention from year one to year two; and a three percentage point increase in the six-year college completion rate. However, as the recent trend data in this report suggest, this progress may be at risk unless we make appropriate adjustments in our college readiness, college access and college persistence strategies moving forward.

OUT OF **100** CMSD GRADUATES:

	CLASS OF 2006	CLASS OF 2007	CLASS OF 2008
Percentage who enrolled in college	49	52	63
Percentage who returned for a second year of college	37	39	46
Percentage who graduated from college within six years	14	15	17

KEY TAKEAWAYS FROM THE REPORT

COLLEGE READINESS

There is encouraging news about college readiness. **The overall college readiness attainment goal is to increase the four-year high school graduation rate from 56 percent to 71 percent by 2017.** Over the past year, the high school graduation rate has increased by five percentage points, and fewer CMSD graduates tested into remedial courses in college. On the other hand, the overall average ACT score and the percentage of CMSD students who meet the college-ready benchmark of an ACT score of 21 have remained flat.

COLLEGE ACCESS

The college access data is disappointing. **The overall college access attainment goal is to increase college enrollment among CMSD graduates from 61 percent to 66 percent by 2017.** The most recent college enrollment data for the CMSD class of 2013 show a decline of four percentage points over the past year, and the majority of the college access indicators, including the percentage of students completing at least one college application and the percentage of students completing the Free Application for Federal Student Aid, remained flat.

COLLEGE PERSISTENCE

The persistence data looks promising. **The overall college persistence attainment goal is to increase the six-year completion rate among CMSD graduates from four-year institutions from 28 percent to 47 percent and to increase the three-year completion rate from two-year institutions from two percent to seven percent by 2017.** The overall attainment goals saw improvement, with the six-year completion rate from four-year institutions, measuring the CMSD class of 2008, increasing from 30 percent to 33 percent, and the three-year completion rate from two-year institutions, measuring the CMSD class of 2011, increasing from three percent to five percent. For most of the persistence indicators, the data is trending in a positive direction.

THE POSTSECONDARY ATTAINMENT CHALLENGE

In 2020 – just a few short years away – more than two-thirds of Ohio's jobs will require some kind of postsecondary credential.[1] However, only 32.9 percent of Ohio adults 25 years and over currently have at least an associate's degree.[2] This gap is larger in Ohio's major cities. In Cleveland, where educational attainment has been on the rise over the last five years, U.S. Census data show that only 22.6 percent of adults had at least an associate's degree in 2013, well below the state average.[3] The data also show (see chart below)[4] that we are being outperformed by our peer cities in the Midwest.

We know that if our community is going to flourish, Cleveland must significantly increase college attainment in order to fill the gap between the current number of degreed adults and the projected number of jobs in 2020 that will require education beyond high school.[5] This is particularly true for STEM[6] and other high demand fields.

We know that increasing educational attainment benefits individuals as well as the larger community. College graduates earn substantially more than those individuals with only a high school diploma – 65 percent, the equivalent of $1 million over the course of a career.[7] The community also benefits from lower crime rates, better community services, reduced reliance on government social services and a larger tax base.[8]

OUR RESPONSE – THE HIGHER EDUCATION COMPACT

In 2010, Cleveland Mayor Frank G. Jackson spearheaded the creation of the Higher Education Compact, a collective effort involving 70 partner organizations from key sectors: government, public education, higher education, philanthropic, civic and youth-serving organizations.

Grounded in the knowledge that bachelor's degree attainment is one of the top predictors of economic competitiveness and that Cleveland is not producing sufficient numbers of adequately credentialed young people, Compact partners developed six-year goals for increasing high school graduation, college enrollment and college completion. To report annual progress on those goals, Compact partners developed a College Success Dashboard, which includes the overall attainment goals and specific indicators associated with college readiness, college access and college persistence (see below).

The following pages present a detailed description of the 2014 dashboard data and the implications of this data for the Compact's future priorities and focus areas.

THERE HAVE BEEN A NUMBER OF DEVELOPMENTS SINCE THE COMPACT'S 2013 REPORT:

The CMSD and Compact higher education partners have agreed to share data at the student-level, allowing us to identify factors that have the most significant impact on student outcomes.

The Compact was invited to become a member of the second cohort of The Lumina Foundation's *Community Partnership for Attainment Initiative* and will receive $160,000 to be used over the next two and a half years to explore innovative strategies to shorten the time to degree completion.

Ohio is one of 16 states that has implemented a performance-based funding system in which the majority of state funding for publicly-funded universities is based on completion as opposed to enrollment.[9]
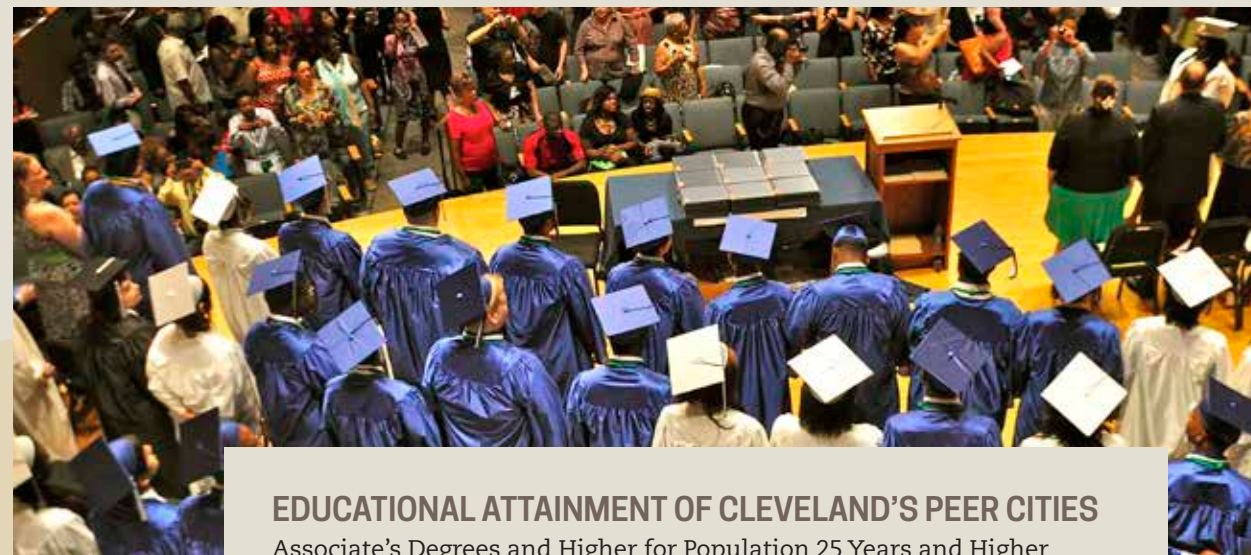
EDUCATIONAL ATTAINMENT OF CLEVELAND'S PEER CITIES
Associate's Degrees and Higher for Population 25 Years and Higher

Legend:
- Minneapolis
- Pittsburgh
- Chicago
- Columbus
- Cincinnati
- St. Louis
- Kansas City
- Indianapolis
- Milwaukee
- Cleveland

Y-axis: ASSOCIATE'S DEGREE + (15%, 25%, 35%, 45%)
X-axis: 2008, 2009, 2010, 2011, 2012, 2013
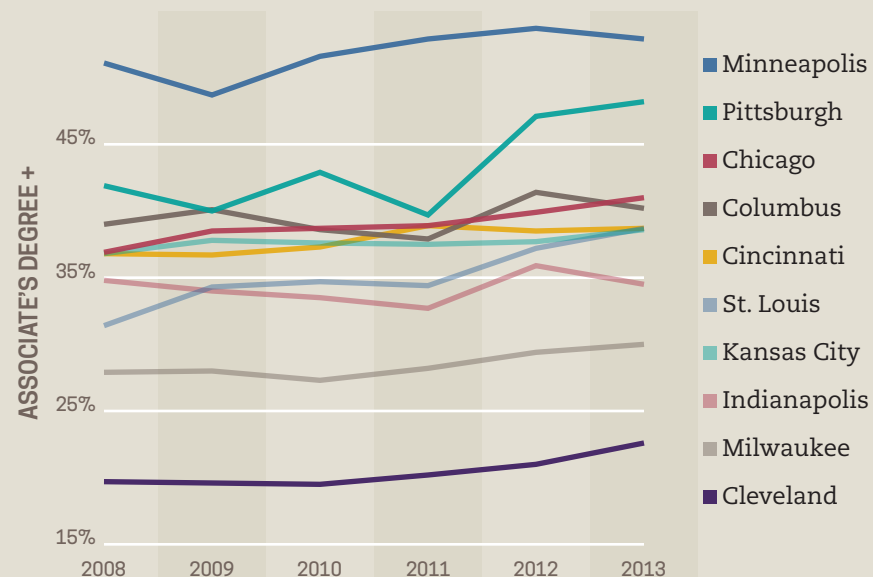
[1] Center for Education and the Workforce at Georgetown University. [2] U.S. Census Bureau, American Community Survey 2009-2014 Estimates. [3] U.S. Census Bureau, American Community Survey 2009-2014 Estimates. [4] U.S. Census Bureau, American Community Survey 2009-2013 Five-Year Estimate.

[5] Source: U.S. Census, 2008-2012 American Community Survey 5-Year Estimates N=249,359 for City of Cleveland Population 25 years and over; Anthony Carnevale, et. al., "Recovery: Projections of Jobs and Education Requirements Through 2020," June 2013. [6] STEM: Science, Technology, Engineering and Math. [7] Education Pays, 2013. [8] Education Pays, 2013. [9] Source: Ohio Higher Education Funding Commission.

READINESS INDICATORS
- Percent students on-track to graduate
- Percent students graduating with a 3.0 GPA or higher
- Percent graduates with a score of 21 or higher on the ACT
- Percent students participating in Advanced Placement testing
- Percent students earning a score of 3, 4, or 5 on Advanced Placement exams
- Percent high school students participating in Post Secondary Enrollment Options Program (PSEOP)
- Percent high school graduates needing remediation in math or English

ACCESS INDICATORS
- Percent students using Naviance
- Average number of times students take the ACT
- Percent students completing at least one college application
- Average number of completed college applications per student (of those that completed one)
- Approved Free Application for Federal Student Aid (FAFSA)

PERSISTENCE INDICATORS
- Percent CMSD graduates retained in all Compact institutions from year one to year two
- Percent CMSD graduates earning degrees from four-year Compact institutions within four years
- Percent CMSD graduates transferring from two-year to four-year institutions
- Remedial course passage rate
- Percent CMSD graduates completing at least 24 college-level credits within one year of enrollment enrollment at four-year and two-year institutions

Students having the content knowledge, critical thinking, research skills and academic habits to successfully complete college without remediation.

The Compact's college readiness outcome goal is to increase the four-year high school graduation rate among CMSD high school students from 56 percent in the baseline year (2011 CMSD graduating class) to 71 percent by 2017. The CMSD is on-track for achieving that goal, with a graduation rate of 64 percent for the class of 2013, an increase of five percentage points over 2012.

The Compact has identified seven specific indicators that are associated with this goal. We are making incremental progress or holding steady on five of the seven college readiness metrics. The on-track to graduate metric increased from 67 percent among the CMSD class of 2014 to 68 percent among the class of 2015. The variables used by CMSD to predict this metric are credits accumulated, cumulative GPA, Ohio Graduation Test passage, attendance rate, discipline, special education status, limited English proficiency and the high school in which the student is enrolled.

Among the CMSD class of 2013, the percentage of students graduating with a 3.0 or higher grade point average remained flat at 26 percent. The 3.0 requirement is a common cut-off for many college scholarships and important in terms of accessing elite institutions. The percentage of students from the class of 2013 scoring a 21 or higher on the ACT remained flat at 14 percent. An ACT score of 21 is the national benchmark for

college readiness, signaling that a student will likely be able to successfully complete college-level coursework.

There was a slight decrease in the percentage of students from the class of 2013 who participated in Advanced Placement (AP) testing as well as a one-point drop in the percentage of students earning a 3, 4 or 5 on the AP test among those who took one. District investment in AP instruction over the last year should result in future gains in these metrics.

The percentage of students participating in Post-Secondary Enrollment Options (PSEOP) increased by two percentage points, from 4.7 among the class of 2012 to 6.8 percent among the class of 2013. This is more than double the state participation average of three percent. It is important to note that the state is launching a new program called College Credit Plus, which will replace PSEOP. We do not yet know the impact of this shift; therefore, this metric will be evaluated over the next year to determine the best way to measure post-secondary enrollment among high school students.

The percentage of 2012 CMSD graduates who enrolled in Ohio public colleges and universities and who needed remediation[10] in math or English dropped by four points, from 76 percent for the class of 2011 to 72 percent for the class of 2012.[11] This demonstrates that the CMSD is producing more students who are capable of transitioning into college-level coursework in degree-seeking programs.

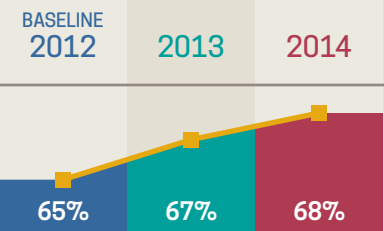[10] Remediation: preparatory classes offered to college students because their placement tests did not qualify them for college-level coursework. Also called developmental education. Information comes from the Ohio Board of Regents and looks at incoming freshmen in public two- and four-year public institutions.
[11] This indicator data reflects the CMSD class of 2012, lagging the other indicators in this section by one year. This will be rectified moving forward.

COLLEGE READINESS ATTAINMENT GOAL

CMSD high school four-year graduation rate
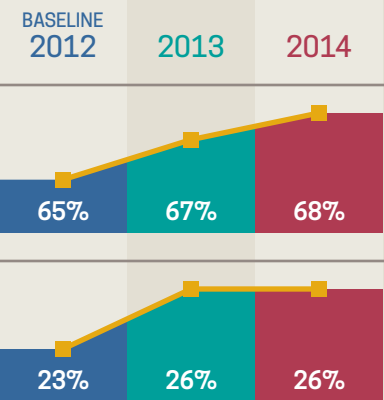
Measuring classes of 2011, 2012 and 2013

BASELINE 2012	2013	2014	GOAL 2017
56%	59%	64%	71%

READINESS INDICATORS
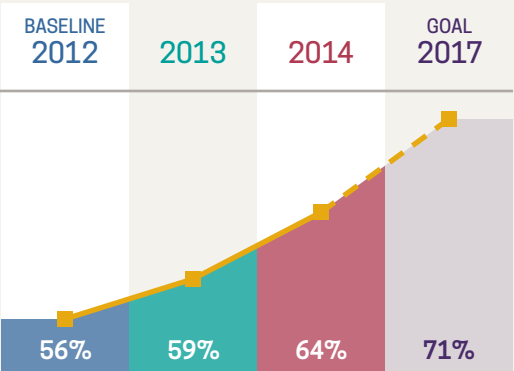
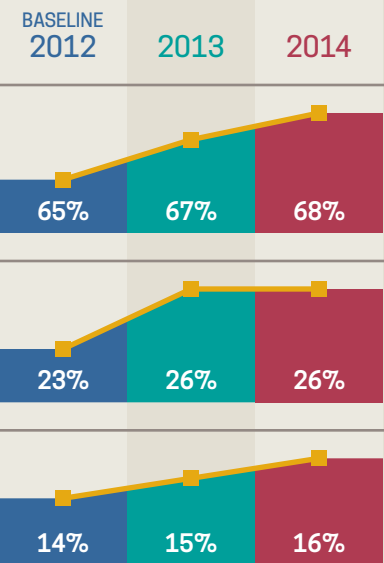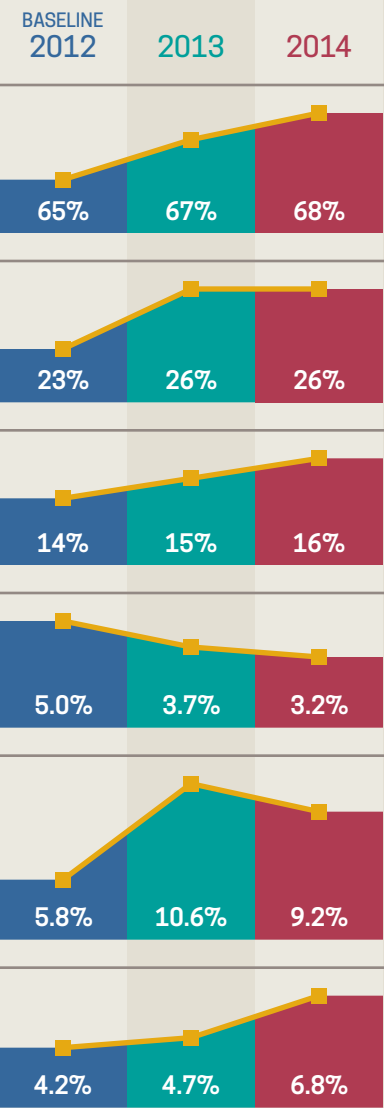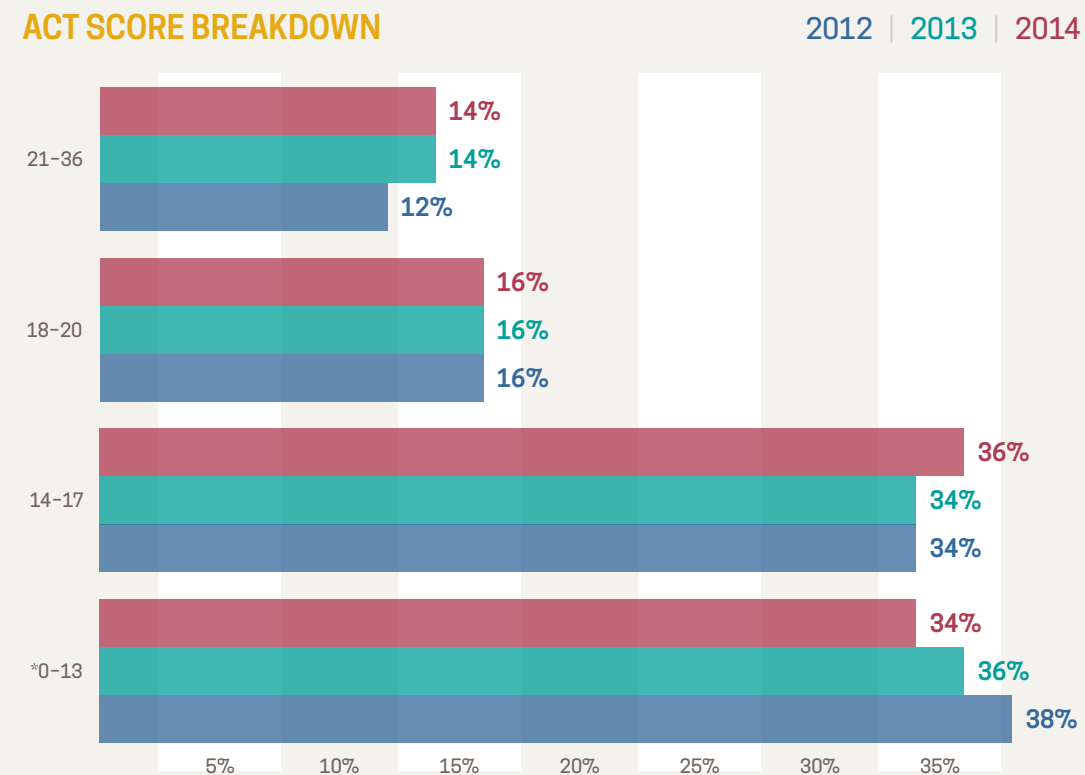|	BASELINE 2012	2013	2014
Percent students on-track to graduate — Measuring classes of 2013, 2014 and 2015 (error rate for each cohort +/- 2.2%)	65%	67%	68%
Percent students graduating with a 3.0 GPA or higher — Measuring classes of 2011, 2012 and 2013	23%	26%	26%
Percent graduates with a score of 21 or higher on the ACT — Measuring classes of 2011, 2012 and 2013	14%	15%	16%
Percent students participating in Advanced Placement testing — Measuring classes of 2011, 2012 and 2013	5.0%	3.7%	3.2%
Percent students earning a score of 3, 4, or 5 on Advanced Placement exams — Measuring classes of 2011, 2012 and 2013	5.8%	10.6%	9.2%
Percent high school students participating in Post Secondary Enrollment Options Program (PSEOP) — Measuring classes of 2011, 2012 and 2013	4.2%	4.7%	6.8%
Percent high school graduates needing remediation in math or English — Measuring classes of 2010, 2011 and 2012	76%	76%	72%
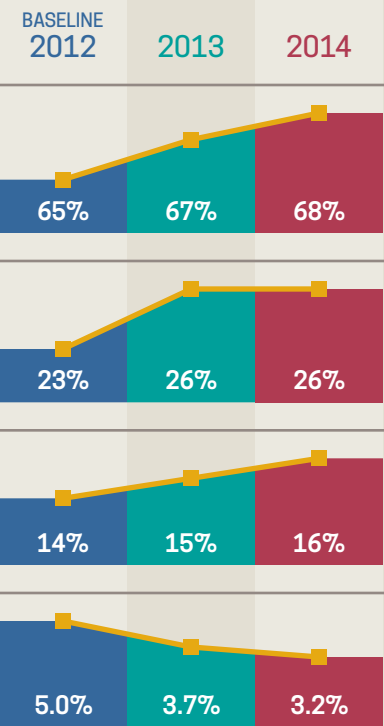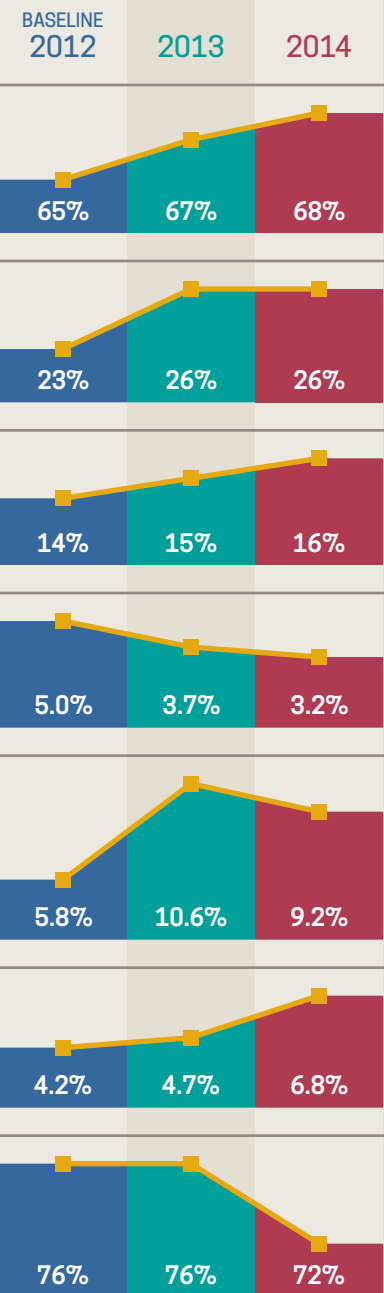
MOVING FORWARD

Despite the fact that the high school graduation rate is significantly increasing, the ACT college readiness benchmark is not. While more students are taking the test (see College Access section), the average ACT score and the percentage of students scoring a 21 or higher have only slightly increased from 2012-2014 and stayed flat this past year.

ACT SCORE BREAKDOWN

2012 | 2013 | 2014

| 21–36 | |
| 14% |
| 14% |
| 12% |

| 18–20 | |
| 16% |
| 16% |
| 16% |

| 14–17 | |
| 36% |
| 34% |
| 34% |

| *0–13 | |
| 34% |
| 36% |
| 38% |

5% 10% 15% 20% 25% 30% 35%

*0 indicates students who did not take the test, 423 students, or 21.4% of all grads in 2012

While the traditional national college-ready benchmark is an ACT score of 21 and a 3.0 GPA, Compact partner College Now Greater Cleveland has found that with the proper support and intervention, students who have an 18, 19 or 20 on the ACT and a 2.5 GPA can also be successful in college. Using this "college-ready" measure (at least an 18 on the ACT and a 2.5 GPA), the percentage of graduates meeting these criteria held steady at 24 percent for the CMSD class of 2014. Six percent of students with an 18 or higher on the ACT did not have a 2.5 GPA.
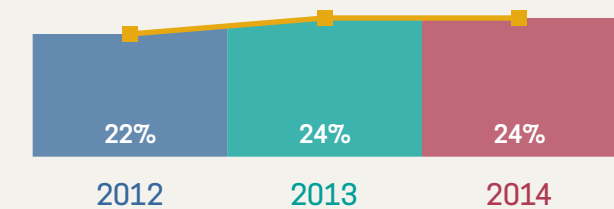
This data suggests that we must be more deliberate about our focus on college and career readiness. This is particularly urgent in light of new Ohio high school graduation requirements. Currently, students must earn 20 credits in required courses and pass the Ohio Graduation Test (OGT) in order to graduate from high school. Students who entered the ninth grade in the 2014-15 school year, however, must meet new college and career readiness standards as measured by end-of-course exams (which will replace the OGT) in addition to completing the course requirement.[12]

12 Ohio Department of Education

CMSD GRADUATES WITH AT LEAST AN 18 ON THE ACT AND A 2.5 GPA OR HIGHER

| 22% | 24% | 24% |
| 2012 | 2013 | 2014 |

ACCESS

Students having the awareness, opportunity, support and financing necessary to select and attend a college that is the "right fit."

The Compact's overall college access outcome goal is to increase college enrollment among CMSD graduates within one year of high school graduation from 61 percent to 66 percent by 2017. We are not on track to meet this goal. College enrollment declined from 57 percent among the class of 2012 to 53 percent among the class of 2013. That represents a 6.3 percent decrease. National and statewide enrollment trends over those two years also declined, though not as severely. Nationally, fall 2013 enrollment decreased by 2.3 percent from the previous year; statewide, fall 2013 enrollment decreased by 5.0 percent.[13]

To support the college enrollment goal, the Compact has identified five college access indicators that measure how engaged students are in college access activities. College access indicator data remained relatively flat from 2013 to 2014, with slight gains in some areas and decreases in others. The percentage of students using Naviance decreased from 54 percent to 45 percent over the last year. Naviance is a web-based college and career planning tool designed to help students match their skills and interests to their best-fit postsecondary option. The CMSD began implementing Naviance with high school students in 2011, and 7th and 8th graders received access to the tool in 2013.

Among the CMSD class of 2014, 85 percent of students took the ACT. The average number of times CMSD students take the ACT has increased from 1.61 in 2013 to 1.66 in 2014. This increase can be partially explained by the fact that all CMSD high school students are able to take the ACT twice at no cost.

The percentage of students who completed at least one college application decreased from 53 percent to 52 percent, though the average number of completed applications per student increased slightly from 5.18 to 5.39

The percentage of students completing the Free Application for Federal Student Aid (FAFSA) held steady at 57 percent from 2013 to 2014. The FAFSA is widely recognized as a measure of a student's intent to enroll in a postsecondary program.

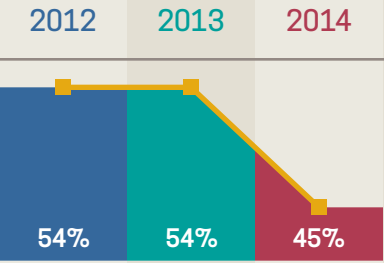[13] National Student Clearinghouse Research Center http://nscresearchcenter.org/currenttermenrollmentestimate-fall2014/

COLLEGE ACCESS ATTAINMENT GOAL

CMSD graduate college enrollment within one year

Measuring classes of 2011, 2012 and 2013

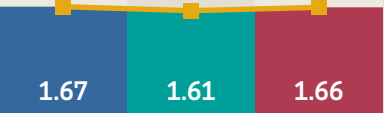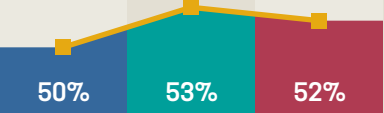| BASELINE 2012	2013	2014	GOAL 2017
61%	57%	53%	66%

ACCESS INDICATORS

	2012	2013	2014
Percent students using Naviance — Measuring classes of 2012, 2013 and 2014	54%	54%	45%
Average number of times students take the ACT — Measuring classes of 2012, 2013 and 2014	1.67	1.61	1.66
Percent students completing at least one college application — Measuring classes of 2012, 2013 and 2014	50%	53%	52%
Average number of completed college applications per student (of those that completed one) — Measuring classes of 2012, 2013 and 2014	4.30	5.18	5.39
Approved Free Application for Federal Student Aid (FAFSA) — Measuring classes of 2012, 2013 and 2014	59%	57%	57%

MOVING FORWARD

The Compact has identified a combination of strategies to address the troubling decline in college enrollment. First, Compact partners need to deepen and institutionalize postsecondary planning beginning in middle school using Naviance as the platform. A deeper look at the data reveals that Naviance usage decreased overall and at most grade levels. However, those students who did use it (tracked through logins), used it more frequently. Compact partners need to concentrate on increasing the overall usage rates and the frequency of logins per student in middle and high school grades. Starting early is critical to students' success in postsecondary planning, and Naviance provides students with a road map for how to plan for college, based on their goals.

NAVIANCE LOGINS PER STUDENT 2011–2012 | 2012–2013 | 2013–2014

	ALL LOGINS	12TH GRADE	11TH GRADE	10TH GRADE	9TH GRADE	8TH GRADE	7TH GRADE
2011–2012	54%	73%	54%	45%	49%	N/A	N/A
2012–2013	54%	70%	51%	36%	58%	N/A	N/A
2013–2014	45%	68%	48%	39%	33%	52%	4%
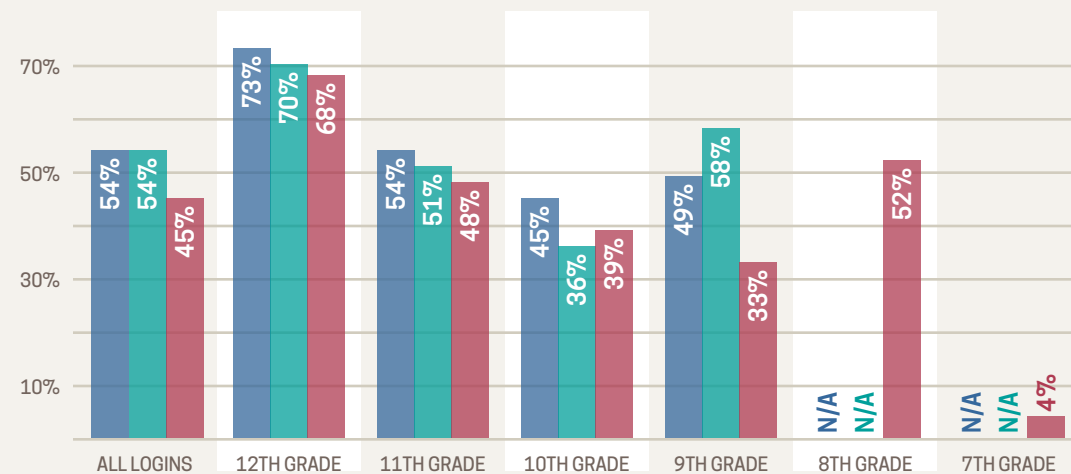
Second, Compact partners must be more intentional about ensuring that ALL students who meet college-readiness criteria receive the college access counseling they need and subsequently enroll in the postsecondary option that is the best fit for them. An analysis of the CMSD class of 2014 shows that one in four students who had at least a 2.5 GPA and an ACT score of 18[14] did not enroll in college last fall (122 students). If even half of these students had enrolled, the overall college enrollment rate would have increased from 53 percent to 56 percent. Compact partners need to proactively target students who are likely to be college-ready through the transition period from high school to college so they understand the importance of higher education and all of the options available to them.
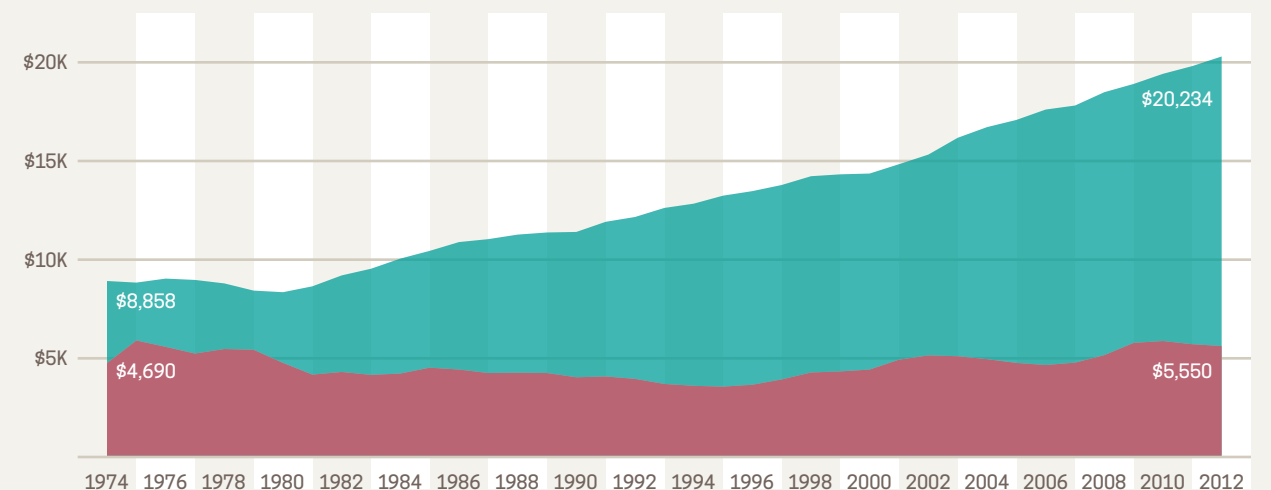

Third, Compact partners need to illuminate and address the growing financial barriers to college faced by CMSD students. The cost of college continues to skyrocket while federal programs intended to support students, like the Pell Grant and student loan programs, lose their value against rising costs. In 2012, college costs were 2.3 times higher than in 1975 (in constant 2012 dollars) but the maximum Pell grant was only 95 percent of what it was in 1975. Accordingly, the percent of average college cost covered by the Pell grant declined from 67 percent in 1975 to 27 percent in 2012 – a 40 percentage point decline.[15] As a result, the amount of student loan debt has increased to $1.2 trillion.[16]

[14] While the ACT benchmark for college readiness is an ACT score of 21 or higher, College Now Greater Cleveland believes that students with an 18-20 can access and be successful in college. College Now scholarship criteria are a 2.5 GPA and an 18+ on the ACT. College Now scholarship recipients have a 60 percent college graduation rate, compared to 11 percent nationally among students from low-income backgrounds. [15] The Pell Institute (2015): Indicators of Higher Education Equity in the United States. [16] Federal Reserve Bank of New York Center for Microeconomic Data.

AVERAGE COLLEGE COST AND MAXIMUM PELL GRANT AWARD: 1974–2012

In 2012 constant dollars

COLLEGE COST | AMOUNT COVERED BY MAXIMUM PELL GRANT

$20,234

$8,858

$5,550

$4,690

1974 1976 1978 1980 1982 1984 1986 1988 1990 1992 1994 1996 1998 2000 2002 2004 2006 2008 2010 2012

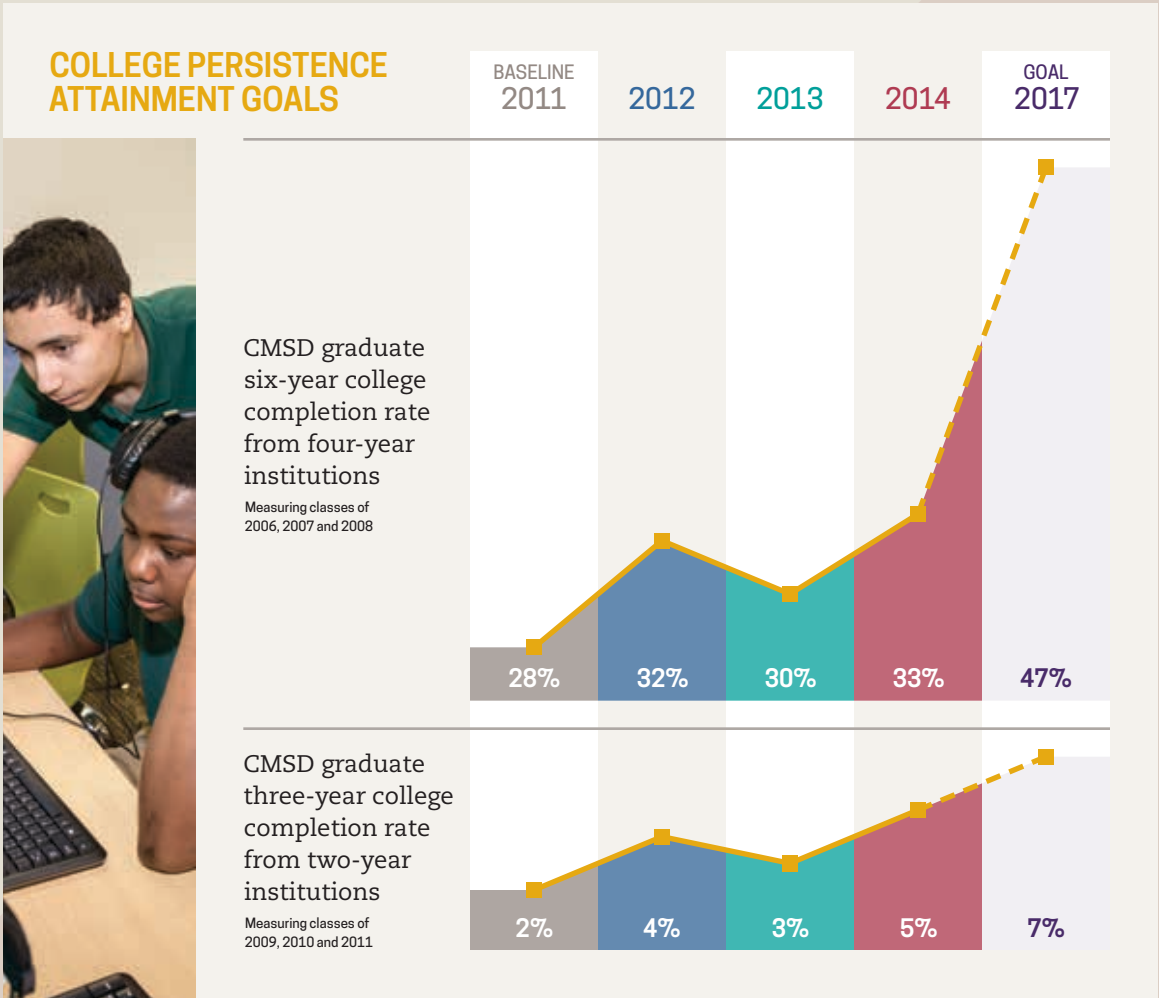**Students having the academic and self-management skills, resilience, resources and institutional support to successfully navigate and persevere through college.**

The overall college persistence goal is to increase the six-year college completion rate from four-year institutions among CMSD graduates from 28 percent to 47 percent by 2017 and the three-year college completion rate from two-year institutions from 2 percent to 7 percent. The data indicates that we are moving in the right direction. The six-year college completion rate from four-year institutions has increased from 30 percent among the CMSD class of 2007 to 33 percent among the class of 2008, and the three-year rate from two-year institutions has increased from 3 percent among the CMSD class of 2010 to 5 percent among the class of 2011. These increases are due in part to the new way the Compact is calibrating completion rates.[17]

The Compact identified five college persistence indicators to measure students' progress toward degree completion. New student-level data sharing agreements between the CMSD and the higher education partners allow us to report on all five indicators; only the first two metrics were reported in previous reports due to data constraints.

The first- to second-year retention rate among the CMSD class of 2013 enrolled in Compact institutions was 49 percent, up from 46 percent. This metric only includes full-time students. An analysis of part-time and full-time students together shows a 75 percent retention rate among four-year institutions, indicating there is an additional 26 percent of students persisting in some manner.

The on-time college completion rate for the CMSD class of 2008 enrolled in four-year institutions was 21 percent, an increase from the class of 2007's completion rate of 15 percent. This significant increase is likely the result of a combination of improving outcomes and access to higher-quality, student-level data.[18]

The percent of students transferring from two- to four-year institutions among the CMSD class of 2013 is 21 percent. We will examine the transfer data more closely in the next section.

The remedial course passage rate for all Compact schools is 63 percent among the CMSD class of 2008. National research indicates the longer students are in remedial coursework, the less likely they are to complete a degree.[19]

The percentage of students completing at least 24 college-level credits within one year of enrollment is an important measure of progress toward degree. The rate among four-year institutions increased from 39 percent in 2012 to 46 percent in 2013; and the rate at two-year institutions held steady at 32 percent from 2012 to 2013.

[17] We are changing the way we report persistence and completion data based on the Integrated Postsecondary Education Data System (IPEDS), the nationally-accepted standard for reporting. In previous reports, the Compact included any student who enrolled in college at any time within one year of high school graduation. IPEDS only looks at those students who enroll in the fall directly after high school graduation.
[18] Previously, we only had access to aggregate data from the National Student Clearinghouse. With the student-level data sharing agreements, we now have the ability to track individual students' progress toward degree completion. [19] Community College Resource Center.

COLLEGE PERSISTENCE ATTAINMENT GOALS

	BASELINE 2011	2012	2013	2014	GOAL 2017
CMSD graduate six-year college completion rate from four-year institutions (Measuring classes of 2006, 2007 and 2008)	28%	32%	30%	33%	47%
CMSD graduate three-year college completion rate from two-year institutions (Measuring classes of 2009, 2010 and 2011)	2%	4%	3%	5%	7%

PERSISTENCE INDICATORS

	BASELINE 2011	2012	2013	2014
Percent CMSD graduates retained in all Compact institutions from year one to year two (Measuring classes of 2011, 2012 and 2013)	49%	47%	46%	49%
Percent CMSD graduates earning degrees from four-year Compact institutions (four-year rate) (Measuring classes of 2006, 2007 and 2008)	10%	15%	15%	21%
Percent CMSD graduates transferring from two-year to four-year institutions (Measuring classes of 2006, 2007 and 2008)	N/A	N/A	N/A	21%
Remedial course passage rate (Measuring classes of 2011, 2012 and 2013)	N/A	N/A	N/A	63%
Percent CMSD graduates completing at least 24 college-level credits within one year of enrollment among four-year institutions (Measuring classes of 2011, 2012 and 2013)	N/A	36%	39%	46%
Percent CMSD graduates completing at least 24 college-level credits within one year of enrollment among two-year institutions (Measuring classes of 2011, 2012 and 2013)	N/A	37%	32%	31%

MOVING FORWARD

The Integrated Postsecondary Educational Data System (IPEDS) is the nationally-recognized standard for measuring completion rates. Since the Compact began, higher education partners have suggested that completion data based on IPEDS may be artificially low, as IPEDS only counts students who originally enroll in and graduate from the same institution and treats students who transfer as non-completers even if they have earned a degree from another institution. A recent report published by the National Student Clearinghouse supports these observations.

Using the IPEDS measure, the national six-year college completion rate for high school graduates who enrolled in four-year institutions in the fall of 2008 was 42 percent; but again, that number only reflects the students who enrolled in and graduated from the same institution. When students who transferred from the original institution and graduated from a different one are included, the six-year completion rate increases to 55 percent. The same phenomenon is true in Ohio, where the six-year completion rate among the high school class of 2008 increases from 48 percent to 59 percent when students who transfer and ultimately complete are included in the data.

In response to higher education partners' feedback about this exact issue, last year the Compact began to collect and analyze transfer data. Annual National Student Clearinghouse reports on CMSD graduates allow us to follow individual students through degree completion, no matter where they first enroll and where they finish.

A very preliminary review of the transfer data related to CMSD's 2008 graduating class is revealing (see chart at right). Between 2008 and 2014, 1,673 members of the CMSD class of 2008 enrolled in college; 39.6 percent (662) transferred to another institution at some point; and of the students who transferred, 112 (17 percent) ultimately completed a degree by 2014.

Again, we are just beginning to delve into the transfer data and determining what it can tell us. However, based on our preliminary assessment, we agree that the transfer data is compelling, and we will provide a more detailed examination of its impact in next year's report.

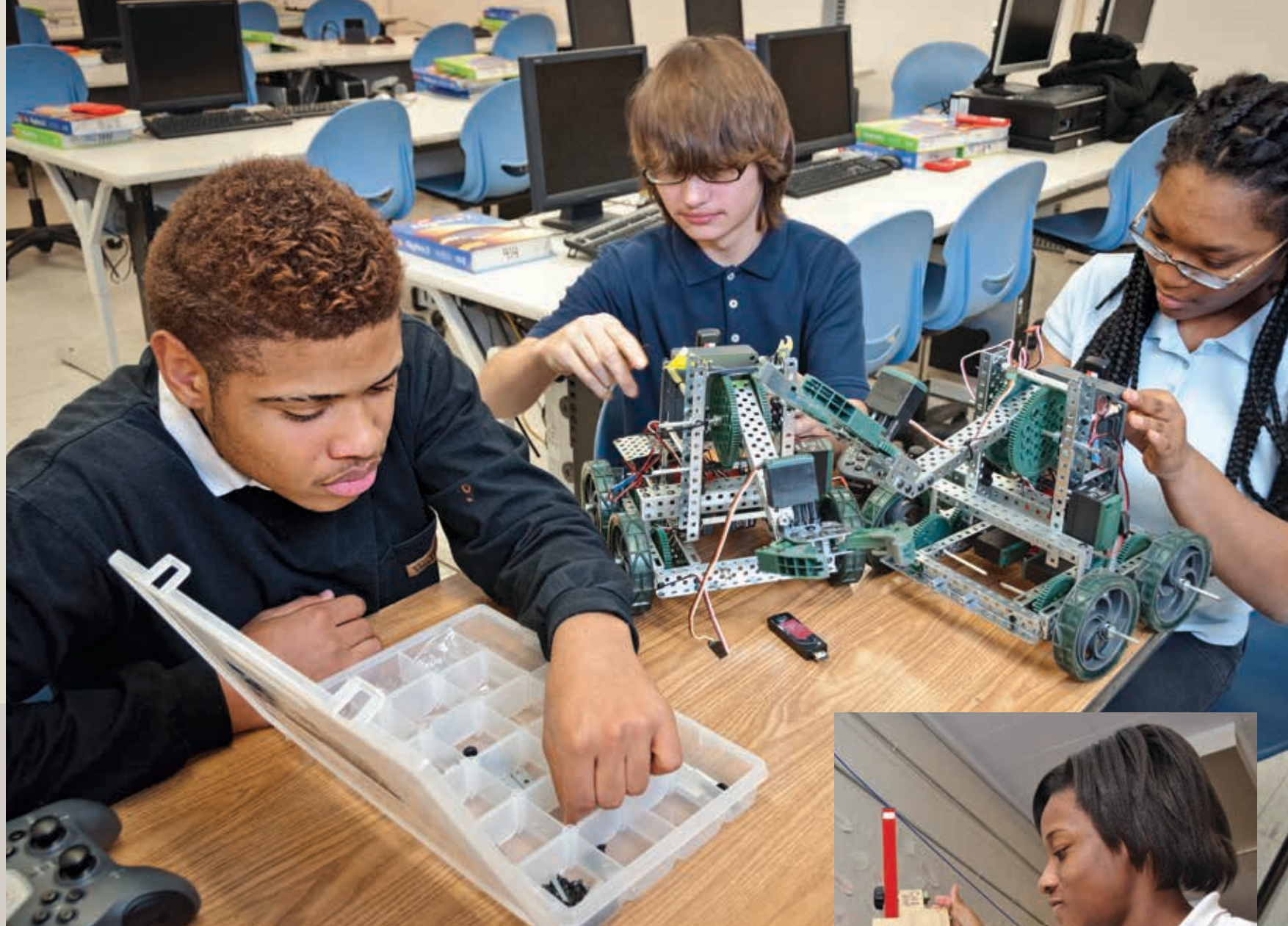## SIX-YEAR COLLEGE COMPLETION RATE AMONG THE CLASS OF 2008

IPEDS-REPORTED | INCLUDING TRANSFERS

	UNITED STATES	OHIO
IPEDS-REPORTED	42%	48%
INCLUDING TRANSFERS	55%	59%

OF THE GRADUATES FROM THE CMSD CLASS OF 2008:

ENROLLED	TRANSFERRED
1,673	662

TRANSFERRED	GRADUATED
662	112

- 1,673 students from the CMSD class of 2008 enrolled in college at some point between 2008 and 2014.
- 662 students transferred to another institution at some point during their college career.
- 112 students who transferred ultimately completed a degree.

PARTNERS

COMMUNITY PARTNERS

ACE Mentor Program of Cleveland

America SCORES

Aspire Program at Hathaway Brown

Big Brothers/Big Sisters

Boys & Girls Club of Cleveland

Breakthrough Charter Schools

Broadway/Slavic Village P-16 Project

CEOs for Cities

City of Cleveland

City Year

Cleveland Clinic – Civic Education Initiatives

Cleveland Public Library

College Board

College Now Greater Cleveland

Cuyahoga County

Dream On Foundation

Eaton Corporation Foundation

Educational Services Center of Cuyahoga County

Employment Connection

Esperanza, Inc.

Facing History and Ourselves

Federal Reserve Bank of Cleveland

Friendly Inn Settlement

Greater Cleveland Partnership

Greater Cleveland YMCA

Ideastream

Junior Achievement

KeyBank Foundation

Minds Matter

NewBridge

Northeast Ohio Council on Higher Education

Northeast Ohio Medical University

Policy Bridge

Saint Luke's Foundation

Saint Martin de Porres High School

Sisters of Charity Foundation

The Business of Good Foundation

The Diversity Center of Northeast Ohio

The Literacy Cooperative

The Presidents' Council Foundation

Third Federal Foundation

Urban Community School

Urban League of Greater Cleveland

WIRE-Net

Young Audiences of Northeast Ohio

Youth Opportunities Unlimited

EDUCATION PARTNERS

Baldwin Wallace University

Bowling Green State University

Case Western Reserve University

Cleveland Metropolitan School District

Cleveland State University

Cuyahoga Community College

Eastern Michigan University

Hiram College

John Carroll University

Kent State University

Notre Dame College

Oberlin College

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HIGHER EDUCATION COMPACT
OF GREATER CLEVELAND

2015 REPORT TO THE COMMUNITY

Dear Friends of the Higher Education Compact:

I would like to share with you the Higher Education Compact of Greater Cleveland's 2015 College Success Dashboard report. This report presents fourth-year performance data on the college readiness, access and persistence indicators adopted by the Compact in 2011. The Compact sets high goals and reports on the progress each year to maintain transparency and accountability.
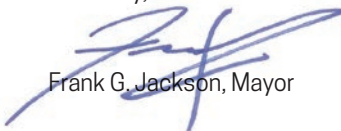
As you will see in the following pages, steady progress has been made in many of the indicators – particularly related to college readiness and persistence. The high school graduation rate among Cleveland Metropolitan School District (CMSD) students is up 10 percentage points since 2011. First- to second-year retention is up eight percentage points over last year at 57 percent, the highest rate since measuring began. Similarly, the percentage of CMSD graduates needing remediation when they arrive on college campuses is at its lowest point since assessments began, and students who do need remediation are moving through it and into college-level coursework faster than before.

While we are showing overall gains in readiness and persistence, we have not met our access goals (the number of students getting into college). Since we are not meeting the access goals set in 2011, the Compact is looking at several strategies to try to increase the number of students enrolled in college by increasing the use of college and career planning software, providing intense support to students during the college application and enrollment process, and identifying ways to address the serious financial barriers our students and their parents face.

Despite these successes, there is still a need to accelerate the pace of improvement if we are going to meet not only the goals we set as a Compact, but also the demands of a 21st century economy.

Thank you for your continued commitment.

Sincerely,

Frank G. Jackson, Mayor

Key Takeaways from the Report

The commitment of Compact partners to increase educational attainment among Cleveland students has taken hold, and we are seeing encouraging results across a majority of measures. On the front end, college readiness indicators have improved as a result of the implementation of *Cleveland's Plan for Transforming Schools*, our community's educational reform plan. And on the back end, we are seeing significant progress in college persistence, once our students are on college campuses. College access indicators have seen only moderate progress in some areas and slight declines in others, and is our biggest area of concern this year. While we continue to celebrate the good news, we must make a concerted effort to make more improvement, faster.

COLLEGE READINESS

College readiness indicators are mostly positive. **The overall college readiness attainment goal is to increase the four-year high school graduation rate from 56 percent in 2012 to 71 percent by 2017.** The high school graduation rate (66 percent), the percentage of students graduating with a 3.0 GPA or higher (30 percent), the percentage of graduates with an ACT score of 21 or higher (15 percent) and the percentage of students participating in advanced placement testing (5.6 percent) are at their highest rates since the Compact began measuring in 2011; and the percentage of students needing remediation in math or English (66 percent) is at its lowest point in that period. That is all encouraging news. On the other

hand, after several years of gains, the percentage of students on track to graduate among the class of 2016 (67 percent) and the percentages of students scoring a 3, 4, or 5 on the AP exam among the class of 2014 (8.8 percent) slightly declined.

COLLEGE ACCESS

Some progress has been made in college access in the last year, but when looked at over time, this data is disappointing. **The overall college access attainment goal is to increase college enrollment within one year after graduation among CMSD graduates from 61 percent to 66 percent by 2017.** There has been a slight recovery from the two-year decline in college enrollment rate among CMSD graduates, with 56 percent of the class of 2014 enrolling in college within one year, up from 53 percent for the class of 2013. The average number of college applications per student is rising, from 5.4 among the class of 2014 to 6.7 among the class of 2015. FAFSA completion rose this year from 57 percent among the class of 2014 to 59 percent among the class of 2015, but again, this follows one year of decline and one year of no growth. Naviance usage declined for the second straight year, with 42 percent of students using the tool. The average number of times students take the ACT is an indicator that has fluctuated over time, and it declined among the class of 2015 to 1.64, from 1.66 among the class of 2014. The percentage of students completing at least one college application peaked among the class of 2013 and has declined for the second straight year, to 51 percent, among the class of 2015.

> We are seeing encouraging results across a majority of measures.

COLLEGE PERSISTENCE

The college persistence data are a particular bright spot this year. **The overall college persistence attainment goal is to increase the six-year completion rate among CMSD graduates from four-year institutions from 28 percent to 47 percent and to increase the three-year completion rate from two-year institutions from two percent to seven percent by 2017.** The six-year completion rate from Compact four-year institutions was 35 percent among the CMSD class of 2009, the highest rate we have seen since we began measuring; and the three-year completion rate from Compact two-year institutions held steady at 5 percent. The first- to second-year retention rate (57 percent), the on-time, four-year completion rate from four-year institutions (22 percent), the remedial course passage rate (78 percent), and the percentage of CMSD graduates completing at least 24 college-level courses within one year of enrollment among four-year institutions (52 percent) are all at the highest levels we have seen since we began measuring. The percentage of CMSD graduates completing at least 24 college-level credits within one year of enrollment among two-year institutions rebounded this year to 34 percent after two years of decline. The percentage of CMSD graduates transferring from two-year to four-year institutions declined significantly, from 21 percent among the class of 2008 to 12 percent among the class of 2009.

BACKGROUND

Our Challenge Moving Forward: Accelerating the Pace of Improvement

The need for post-secondary education has never been greater. We know that, by 2020, two-thirds of Ohio's jobs will require post-secondary training of some kind, be it a two-year or four-year degree or a technical certificate.[1] Yet, according to U.S. Census data, only 34 percent of Ohio's adults age 25-64 have either a two- or four-year degree, below the national average of 40 percent and falling significantly short of the 66 percent needed statewide to fulfill the future demand for skilled workers. In Cleveland, the picture is worse, with only 21 percent of working-age adults holding a two- or four-year degree.[2]

We know that, if our community is going to thrive, we must significantly increase the level of post-secondary attainment – for the benefit of individuals and the benefit of the community at large. College graduates earn an average of 65 percent more over the course of a career – *or $1 million more* – than their counterparts with only a high school diploma.[3] Communities with more college graduates benefit from lower crime rates, enhanced community services, reduced reliance on government safety net services and a larger tax base.[4]

We are making incremental progress on many of the goals and indicators the Compact partners set in 2011. While this should be celebrated, the reality is that the current pace of progress will not get us where we need to be fast enough. We need to accelerate our work to quickly close the gap between the attainment level of CMSD graduates and the current and future demand for a skilled workforce.

We know, based on historical and current data, that closing this gap will not be easy. Most CMSD graduates come from low- and moderate-income families. As Figure 1 illustrates, there is a significant historical correlation between income level and educational attainment that is both pernicious and alarming. As income decreases, so does a student's chances of college completion. The completion rates among students whose family income falls in the bottom three quartiles are between 9 and 34 percent, whereas the average completion rate among students whose family income falls in the top quartile is 77 percent. Figure 1 also demonstrates that performance among the bottom two quartiles

Bachelor's Degree Attainment by Age 24 for Dependent Family Members by Family Income Quartile: 1973–2013

FIGURE 1

HIGHEST | UPPER MIDDLE | LOWER MIDDLE | LOWEST
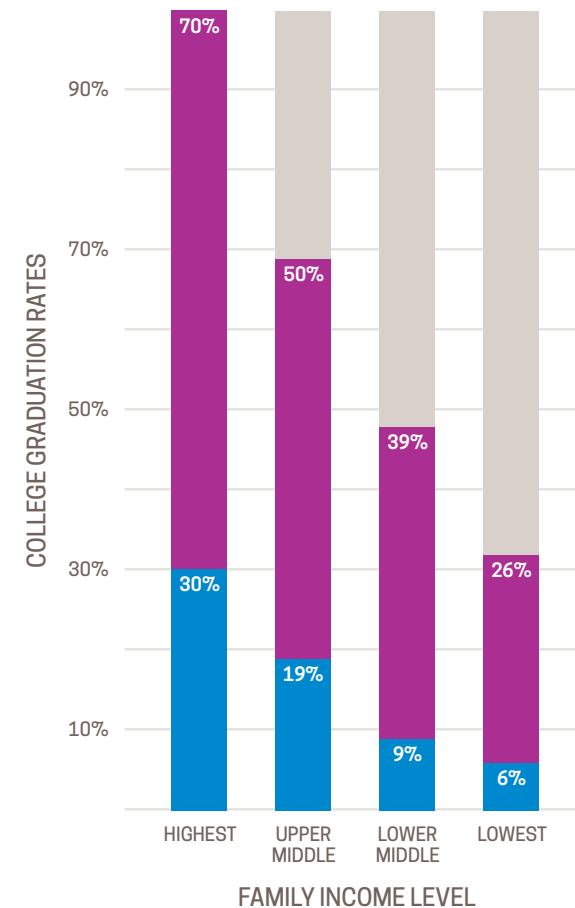
in particular (the quartiles in which the majority of Cleveland students fall) has been fairly stagnant over the last 50 years while the top two quartiles have increased significantly.[5]

Figure 2 illustrates the severity of this inequity, demonstrating that high-income students with below-average test scores complete college at a rate higher than high-achieving, low-income students.[6] This suggests that, while college readiness is a critical part of a student's post-secondary success, the institutional, financial, social and personal barriers low-income students face are preventing them from crossing the finish line.

As a community, we must tackle the question:

What will it take to break this disturbing pattern and make meaningful progress in closing the equity gap?

We believe that a systematic, accelerated approach is required, and we will spend the next year thinking through how to significantly increase the pace of progress in our three targeted focus areas: college readiness, college access and college persistence. It will take a concerted effort on the part of partners to not only address the academic factors that impede progress but also the non-academic factors that influence student outcomes. We need to develop systems that build student motivation and aspiration for a future beyond high school; ensure all students who are prepared for post-secondary education enroll in their best-fit option; address the issue of college affordability; further support students once they arrive on campuses and make certain they have access to all of the resources available to increase their chances of completion.

[1] Anthony Carnevale, et. al., "Recovery: Projections of Jobs and Education Requirements Through 2020." June 2013. [2] 5-year Estimate, 2010-2014 American Community Survey, U.S. Census Bureau. [3] Education Pays, 2013. [4] Education Pays, 2013. [5] Bottom quartile: Less than $34,160; Second quartile: $34,160-$63,600; Third quartile: $63,600-$108,650; Top quartile: $108,650 and above. The Pell Institute, 2015: *Indicators of Higher Education Equity in the United States.* [6] Lumina Foundation, 2015: *Beyond Financial Aid.*

College Graduation Rates by Family Income & Test Scores

BELOW-AVERAGE TEST SCORES
ABOVE-AVERAGE TEST SCORES

FIGURE 2

COLLEGE SUCCESS DASHBOARD

The Higher Education Compact was formed in 2010 to prepare the next generation of our city's citizens and future workforce by ensuring students have access to high-quality academic preparation that puts them on pathways to college and careers. Compact partners – including government, public education, higher education, philanthropic, civic and youth-serving organizations – came together to align their work and set goals for post-secondary success, specifically, for increasing high school graduation, college enrollment and college completion rates.

To report annual progress on those goals, Compact partners created a College Success Dashboard, which includes the overall attainment goals and specific indicators associated with college readiness, college access and college persistence (see below).

The following pages present a detailed description of the 2015 dashboard data and the implications of this data for the Compact's future priorities.

COLLEGE READINESS INDICATORS

- Percent students on-track to graduate
- Percent students graduating with a 3.0 GPA or higher
- Percent graduates with a score of 21 or higher on the ACT
- Percent students participating in Advanced Placement Testing
- Percent students earning a score of 3, 4 or 5 on Advanced Placement exams
- Percent high school students participating in Post-Secondary Enrollment Options Program (PSEOP)
- Percent high school graduates needing remediation in math or English

COLLEGE ACCESS INDICATORS

- Percent students using Naviance
- Average number of times students take the ACT
- Percent students completing at least one college application
- Average number of completed college applications per student (of those who completed one)
- Approved Free Application for Federal Student Aid (FAFSA) rate

COLLEGE PERSISTENCE INDICATORS

- Percent CMSD graduates retained in all Compact institutions from year one to year two
- Percent CMSD graduates earning degrees from four-year Compact institutions within four years
- Percent CMSD graduates transferring from two-year to four-year institutions
- Remedial course passage rate
- Percent CMSD graduates completing at least 24 college-level credits within one year of enrollment at Compact four-year and two-year institutions

Developments Since the Compact's 2014 Report

INCREASING COLLEGE READINESS AND ACCESS THROUGH AN ACT PREP CAMPAIGN

When the Higher Education Compact outlined its strategic work plan for the 2015–16 year, it decided to focus on ACT scores. The Compact strategically chose 10 CMSD high schools in which to pilot a targeted campaign designed to increase scores on the ACT exam. The Compact pledged to raise the scores of those students at the threshold of college readiness – scoring either a 16/17 or 19/20 ACT score, within reach of an 18 or 21 ACT score, respectively. Threshold students were registered for the October and December 2015 ACT exam. Results of this campaign can be found on page 14 of this report.

INCREASING POST-SECONDARY ENROLLMENT THROUGH AN EXPANDED COLLEGE APPLICATION MONTH CAMPAIGN

In 2014, the Higher Education Compact of Greater Cleveland sponsored its first annual College Application Month. The initiative provided six CMSD high schools with the necessary financial and curricular support to host application days, essay writing and review workshops, and FAFSA/scholarship application days during regular school hours. Building off the success of the 2014 events, the Compact expanded the 2015 Application Month campaign to include 10 CMSD schools. Between September 2015 and January 2016, 35 individual workshops were held to help low-income and first generation students navigate the college application process. These events focused on essay writing and review, application days and scholarship/FAFSA.

INCREASING PERSISTENCE THROUGH DEEPER ENGAGEMENT WITH CUYAHOGA COMMUNITY COLLEGE AND CLEVELAND STATE UNIVERSITY

Cleveland State University and Cuyahoga Community College enroll the largest number of CMSD graduates out of all Compact higher education partners. In partnership with the Compact, these two institutions have developed a more robust transfer plan to serve students who move between their institutions. The plan is based on Complete College America's *Game Changers* strategies, which include placing students concurrently in remedial support and college-level coursework; encouraging students to take 15 credits per semester for the price of 12 to help reduce the amount of time to degree completion; developing structured schedules that help students balance school and work obligations; and introducing guided pathways to success that map out every semester of study and guarantee that milestone classes are available when needed.[7]

Additionally, as part of the focus on increasing persistence of CMSD students, Cleveland State University and Cuyahoga Community College agreed to explore the *Beyond Financial Aid* assessment introduced by the Lumina Foundation. *Beyond Financial Aid* expands the traditional definition of what financial resources are included in the cost of attendance to include nutrition, transportation, housing, child care, financial, tax and legal services. Cleveland State has taken the lead in this work and created a "retention roundtable." The roundtable group has taken an initial assessment and is in early stages of discussion about what areas might be most effective for their student population.
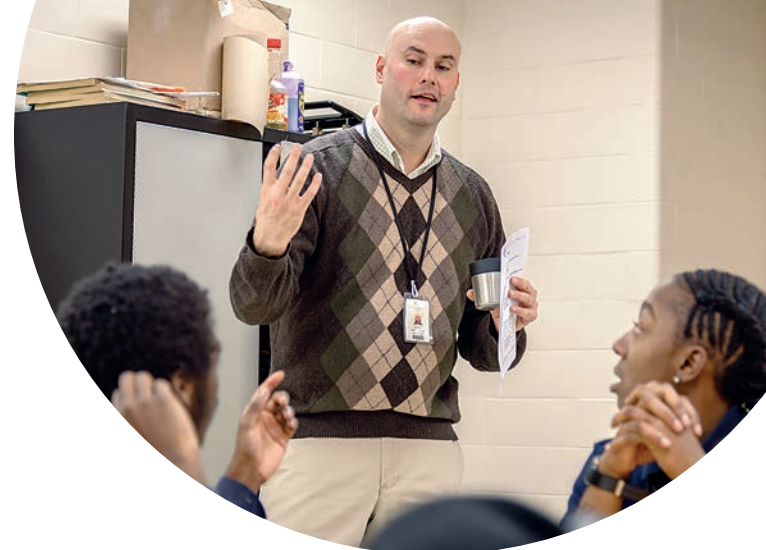
RAISING CAREER AWARENESS AMONG CMSD EIGHTH GRADERS THROUGH TRUE2U

The True2U program is an innovative mentoring and career awareness program that prepares eighth grade students for the transition from middle school to high school. It is a partnership between the CMSD, MyCom, Neighborhood Leadership Institute and the Greater Cleveland Partnership that began at the start of the 2015–16 school year with an initial cohort of 850 Cleveland youth. The program's goal is to serve all 2,500 eighth grade students in 68 schools by the beginning of the 2017–18 school year. Research shows that students are at highest risk of dropping out of school between the eighth and tenth grades. True2U is positioned to mobilize an extensive network of school and community resources to help youth acknowledge their strengths, develop personal and career goals, make the right high school choice, preserve innate optimism and stay on the path to graduation and a fulfilling future.
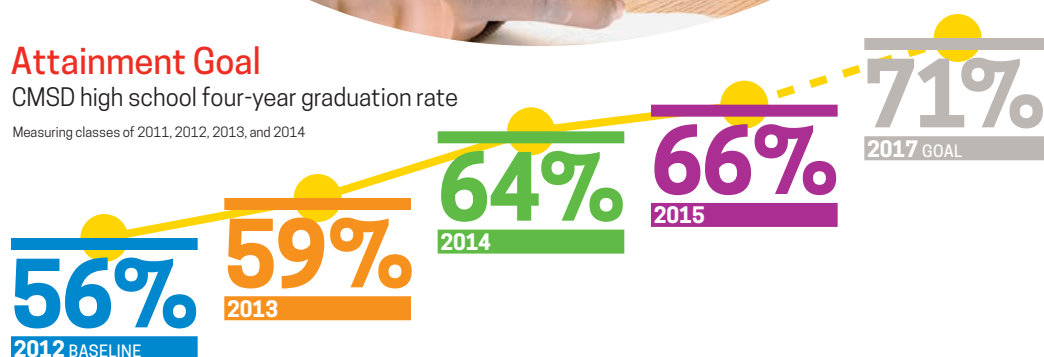
[7] Complete College America, 2013: *The Game Changers*

READINESS

The Compact's college readiness goal is to increase the four-year high school graduation rate among CMSD high school students from 56 percent among the class of 2011 to 71 percent for the class of 2017. The CMSD continues to progress toward that goal with a graduation rate of 66 percent among the class of 2014, a two-point increase over the class of 2013. If current trends continue, we are on track to meet this goal.

The Compact has identified seven specific indicators related to this goal. The data is mostly positive, with four out of seven indicators at their highest rates since we began measuring. The on-track to graduate metric for the class of 2016 dropped slightly to 67 percent, as compared to 68 percent among the class of 2015, although both estimates are within each other's margins of error. The variables used to predict whether a student is on-track to graduate are credits accumulated, cumulative GPA, passage of the Ohio Graduation Test, and special education status.

The percentage of students achieving a GPA of 3.0 or higher increased from 26 percent among the class of 2013 to 30 percent among the class of 2014, a total of a seven percentage point increase from the class of 2011. Many colleges and universities use the 3.0 GPA as a cut-off for scholarships, and 3.0 is the minimum threshold students must meet in order to access elite institutions. The percentage of students scoring a 21 or higher on the ACT increased from 14 percent among the class of 2014 to 15 percent among the class of 2015. A score of 21 is the national standard for college readiness, signaling to higher education institutions that a student will likely be able to successfully complete college-level coursework.

Attainment Goal
CMSD high school four-year graduation rate
Measuring classes of 2011, 2012, 2013, and 2014

71% 2017 GOAL

66% 2015

64% 2014

59% 2013

56% 2012 BASELINE

Participation in Advanced Placement testing increased by more than 2 percentage points, from 3.2 percent among the class of 2013 to 5.6 percent among the class of 2014. This is an important rebound, as this measure fell two years in a row from a baseline of five percent for the class of 2011. The percentage of students scoring a 3, 4 or 5 on the test decreased slightly for the second year in a row, from 9.2 percent among the class of 2013 to 8.8 percent among the class of 2014.

READINESS IS:

Students having the content knowledge, critical thinking, research skills and academic habits to successfully complete college without remediation.

The percentage of students participating in Post-Secondary Educational Options (PSEOP) increased from 6.8 percent among the class of 2013 to 8.3 percent among the class of 2014. PSEOP allowed high school students with a 3.0 GPA or higher to earn college credit through the completion of college courses. In 2015, the State of Ohio launched a new program, College Credit Plus (CCP), that replaced PSEOP. The CMSD's primary CCP partners are Cleveland State University and Cuyahoga Community College. In the first year of the program, 1,178 students participated in CCP, as compared to 1,013 students who participated in PSEOP in 2014.

The percentage of 2014 CMSD graduates enrolled in Ohio public colleges and universities needing remediation in math or English was 66 percent, 10 percentage points lower than when we began measuring in 2010.[8] This demonstrates that the CMSD is producing more students who can successfully transition from high school directly to college-level coursework when they arrive on campuses.

[8] As noted in the Ohio Department of Education's Remediation Report, the class of 2013 was not fully represented due to an error in reporting from colleges. Therefore, the 2013 rate of 63 percent is artificially low.

Readiness Indicators

2012 BASELINE | 2013 | 2014 | 2015

Percent students on-track to graduate
Measuring classes of 2013, 2014, 2015, and 2016 (error rate for each cohort +/- 2.2%)

- 65%
- 67%
- 68%
- 67%

Percent students graduating with a 3.0 GPA or higher
Measuring classes of 2011, 2012, 2013, and 2014

- 23%
- 26%
- 26%
- 30%

Percent graduates with a score of 21 or higher on the ACT
Measuring classes of 2012, 2013, 2014, and 2015

- 12%
- 14%
- 14%
- 15%

Percent students participating in Advanced Placement testing
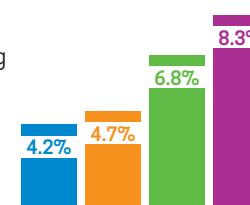Measuring classes of 2011, 2012, 2013, and 2014

- 5.0%
- 3.7%
- 3.2%
- 5.6%

Percent students earning a score of 3, 4, or 5 on Advanced Placement exams
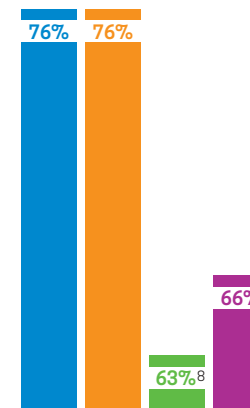Measuring classes of 2011, 2012, 2013, and 2014

- 5.8%
- 10.6%
- 9.2%
- 8.8%

Percent high school students participating in Post Secondary Enrollment Options Program (PSEOP)
Measuring classes of 2011, 2012, 2013, and 2014

- 4.2%
- 4.7%
- 6.8%
- 8.3%

Percent high school graduates needing remediation in math or English
Measuring classes of 2011, 2012, 2013, and 2014

- 76%
- 76%
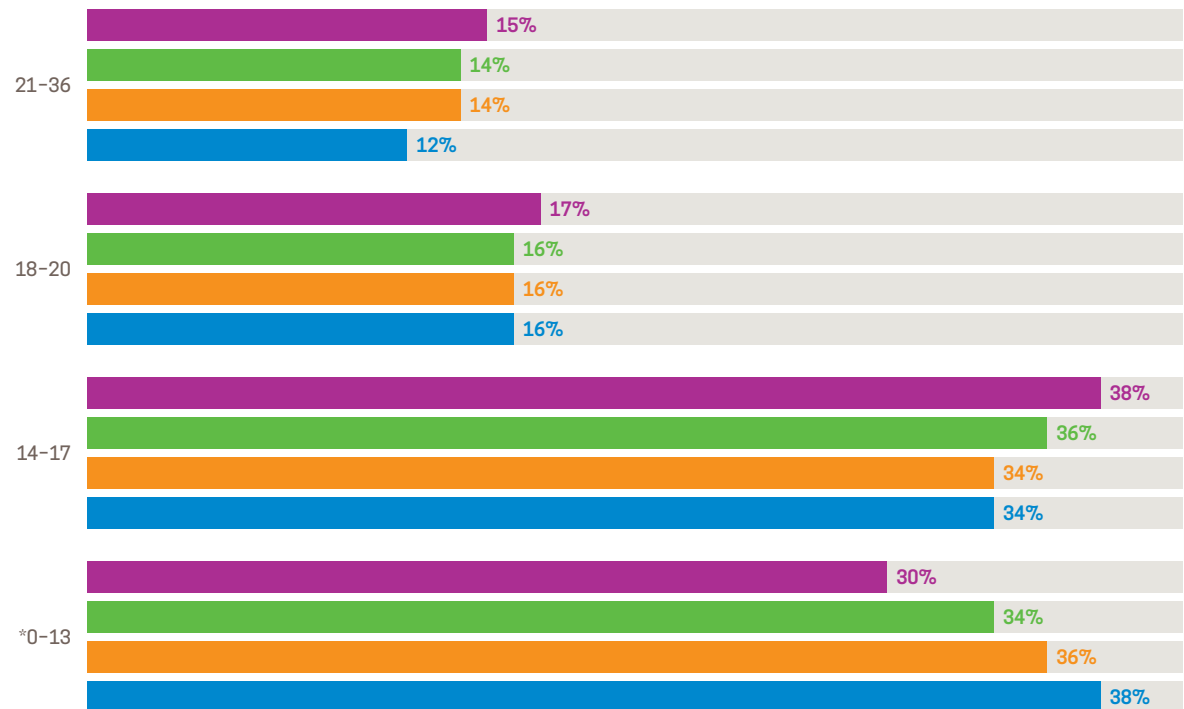- 63%[8]
- 66%

READINESS
MOVING FORWARD

An ACT score of 21 is widely recognized as the national benchmark for college readiness. While the percentage of students scoring a 21 or higher on the ACT has increased since the Compact began its work (by three percentage points), the gains are not progressing fast enough. There is some good news: more CMSD students are taking the ACT due to district-wide administration of the test, and the average ACT score has increased to 17 among the class of 2015, up from 16 among the class of 2014.

Figure 3 shows, however, that while the percentage of students in the 0-13 range has decreased year over year, almost 70 percent of students still score below an 18. Compact partner, College Now Greater Cleveland, has found that with the right supports, students who score at least an 18 on the ACT and have at least a 2.5 GPA can also be successful in college, despite the fact that the national college ready standard is a 21.

ACT Score Breakdown

2015 | 2014 | 2013 | 2012 | FIGURE 3

21–36
- 2015: 15%
- 2014: 14%
- 2013: 14%
- 2012: 12%

18–20
- 2015: 17%
- 2014: 16%
- 2013: 16%
- 2012: 16%

14–17
- 2015: 38%
- 2014: 36%
- 2013: 34%
- 2012: 34%

***0–13**
- 2015: 30%
- 2014: 34%
- 2013: 36%
- 2012: 38%

*0 indicates students who did not take the test; for 2015 graduates, that includes 256 students, or 14.3% of all 2015 grads.

CMSD Graduates with at Least an 18 on the ACT and a 2.5 GPA or Higher

2015 | 2014 | 2013 | 2012

FIGURE 4

2015	26%
2014	24%
2013	24%
2012	22%

Figure 4 shows that the percentage of students who met Compact partner College Now's college readiness standard of at least an 18 on the ACT and a 2.5 GPA increased from 24 percent among the class of 2014 to 26 percent among the class of 2015.

Opportunity for Increasing College Readiness: College Credit Plus Participation

In fall 2015, the State of Ohio replaced its Post-secondary Enrollment Options Program (PSEOP) with College Credit Plus. Both programs allow students to earn college credits while they are in high school – at no cost to them. That saves students time and money when they arrive on college campuses and puts them on a faster path to degree completion. Cuyahoga Community College and Cleveland State University have received state funding to expand high school teacher credentialing so they can teach college-level courses in high schools as opposed to the current model, in which students must commute to the college campus.

ACCESS

Attainment Goal

CMSD graduate college enrollment within one year

Measuring classes of 2011, 2012, 2013, and 2014

61% 2012 BASELINE

57% 2013

53% 2014

56% 2015

66% 2017 GOAL
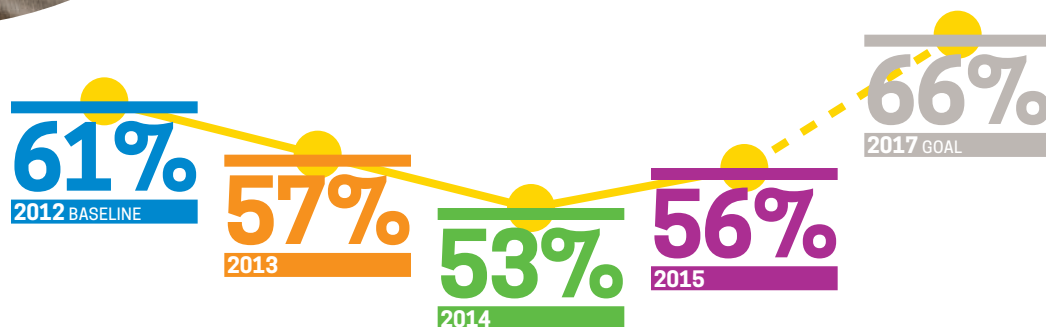
The Compact's overall college access goal is to increase college enrollment within one year after graduation among CMSD graduates from 61 percent to 66 percent by 2017. We are not on track to meet this goal. There has been a slight recovery from the two-year decline in college enrollment rate among CMSD graduates, with 56 percent of the class of 2014 enrolling in college within one year, up from 53 percent for the class of 2013. This is still lower than the 61 percent baseline in 2011. The improvement this year is significant, though, as national and state enrollment rates continue to decline. The national college enrollment rate decreased by 1.7 percent in 2015, and the statewide enrollment rate fared slightly worse, decreasing by 1.9 percent.[9]

The Compact has identified five indicators to support the college access goal. The most recent data shows mixed results. The percentage of students using Naviance decreased for the second straight year, from 45 percent among the class of 2014 to 42 percent among the class of 2015: a total decrease of 12 percentage points since our baseline measurement for the class of 2012. Naviance is a web-based college and career planning tool that was implemented in the CMSD in 2011 to help match students with their best fit post-secondary option. While overall usage among CMSD seventh through twelfth graders decreased last year, it is important to note that students who engaged with the tool logged in more frequently than ever, particularly tenth through twelfth graders. Among twelfth graders specifically, the number of logins per student increased from 6.36 among the class of 2014 to 7.22 among the class of 2015. There is still more work to do to engage seventh through ninth graders with the tool, however.

The average number of times students took the ACT continues to fluctuate year-to-year and declined slightly from 1.66 among the class of 2014 to 1.64 among the class of 2015. Among the class of 2015, 86 percent of seniors took the ACT, a slight increase from the 85 percent among the class of 2014.

> **Students having the awareness, opportunity, support and financing necessary to select and attend a college that is the "right fit."**

Access Indicators

2012 BASELINE | 2013 | 2014 | 2015

Percent students using Naviance
Measuring classes of 2012, 2013, 2014, and 2015

54% | 54% | 45% | 42%

Average number of times students take the ACT
Measuring classes of 2012, 2013, 2014, and 2015
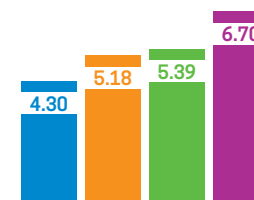
1.67 | 1.61 | 1.66 | 1.64

Percent students completing at least one college application
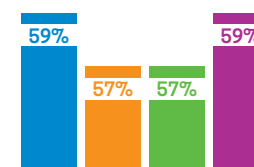Measuring classes of 2012, 2013, 2014, and 2015

50% | 53% | 52% | 51%

Average number of completed college applications per student (of those that completed one)
Measuring classes of 2012, 2013, 2014, and 2015

4.30 | 5.18 | 5.39 | 6.70

Approved Free Application for Federal Student Aid (FAFSA)
Measuring classes of 2012, 2013, 2014, and 2015

59% | 57% | 57% | 59%
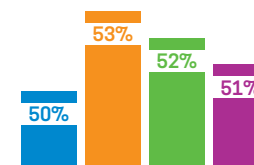
The percentage of students completing at least one college application decreased for the second straight year, from 52 percent among the class of 2014 to 51 percent among the class of 2015; but the average number of completed college applications per student (among those who completed one) continues to improve, increasing from 5.39 among the class of 2014 to 6.7 among the class of 2015. Finally, the percentage of students completing the FAFSA was 59 among the class of 2015, an increase of two percentage points over the class of 2014. The FAFSA (Free Application for Federal Student Aid) is required for nearly all types of financial aid and is a widely-recognized indicator of a student's intent to enroll in a post-secondary program.

[9] National Student Clearinghouse Research Center.

When the Higher Education Compact outlined its strategic work plan for the 2015–16 year, ACT scores were determined to be a focus of resources. The Compact strategically chose 10 CMSD high schools in which to pilot a targeted campaign designed to increase scores on the ACT exam. In order to increase scores, the Compact pledged to raise the scores of students "on the bubble," those students who were at the threshold of college readiness scoring either a 16/17 or 19/20, close to getting their scores above 18 or 21, respectively.

ACT Prep Campaign Results

FIGURE 5

ACT CAMPAIGN SCHOOL
NON-ACT CAMPAIGN SCHOOL
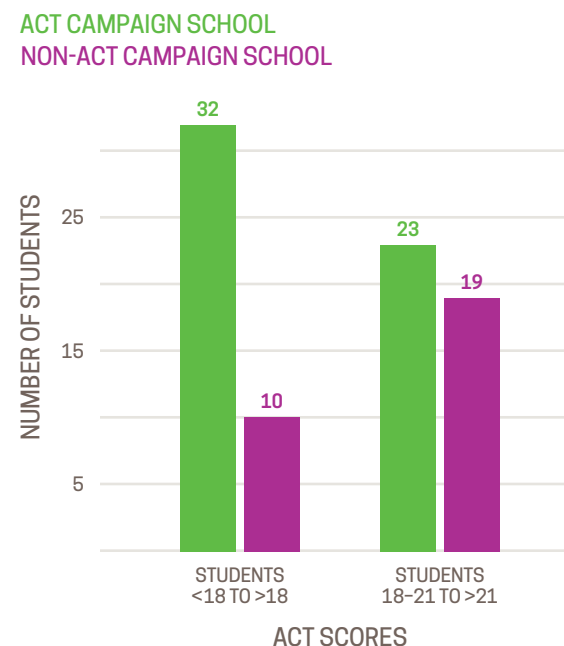
Specific goals were set for individual schools but collectively, the goal was to increase the number of college-ready students by 4% or 100 students (scoring 18+). Figure 5 indicates that ACT Campaign schools saw larger gains in both categories with the most gains occurring in moving students below 18 to over 18. Individual school goal results were mixed but increased preparation and awareness about taking the test again, resulted in the overall goal being met and moving 100 students into higher score categories and 84 being college ready by Compact standards. Additionally, 16 students that were below a 16 ACT score, moved into the 18+ category.

Ensuring Prepared Students Enroll

Compact partner College Now works to ensure that all students who meet its college readiness criteria (18+ ACT score and a 2.5+ GPA) enroll in a post-secondary program. College Now arranges college visits, connects students to resources on campus, and hosts transition to college workshops, among other activities, to ensure that students can successfully enroll in and acclimate to the college environment. Unfortunately, there is still a significant percentage of college-ready students who do not enroll in college the fall after they graduate from high school. Among the CMSD class of 2014, in fact, 122 college-ready graduates (25 percent) did not enroll in college in the fall after graduation. To address this, College Now advisors who work in CMSD high schools identified those students and followed up with them one-on-one to identify and help address the barriers to enrollment. As a result of that intervention, an additional 45 students enrolled in college in the spring. Among the CMSD class of 2015, 101 students who met College Now's readiness criteria did not enroll in college in the fall of 2015, a slight improvement from 2014. We expect to pick-up a significant number of students in spring enrollment, as we did last year.
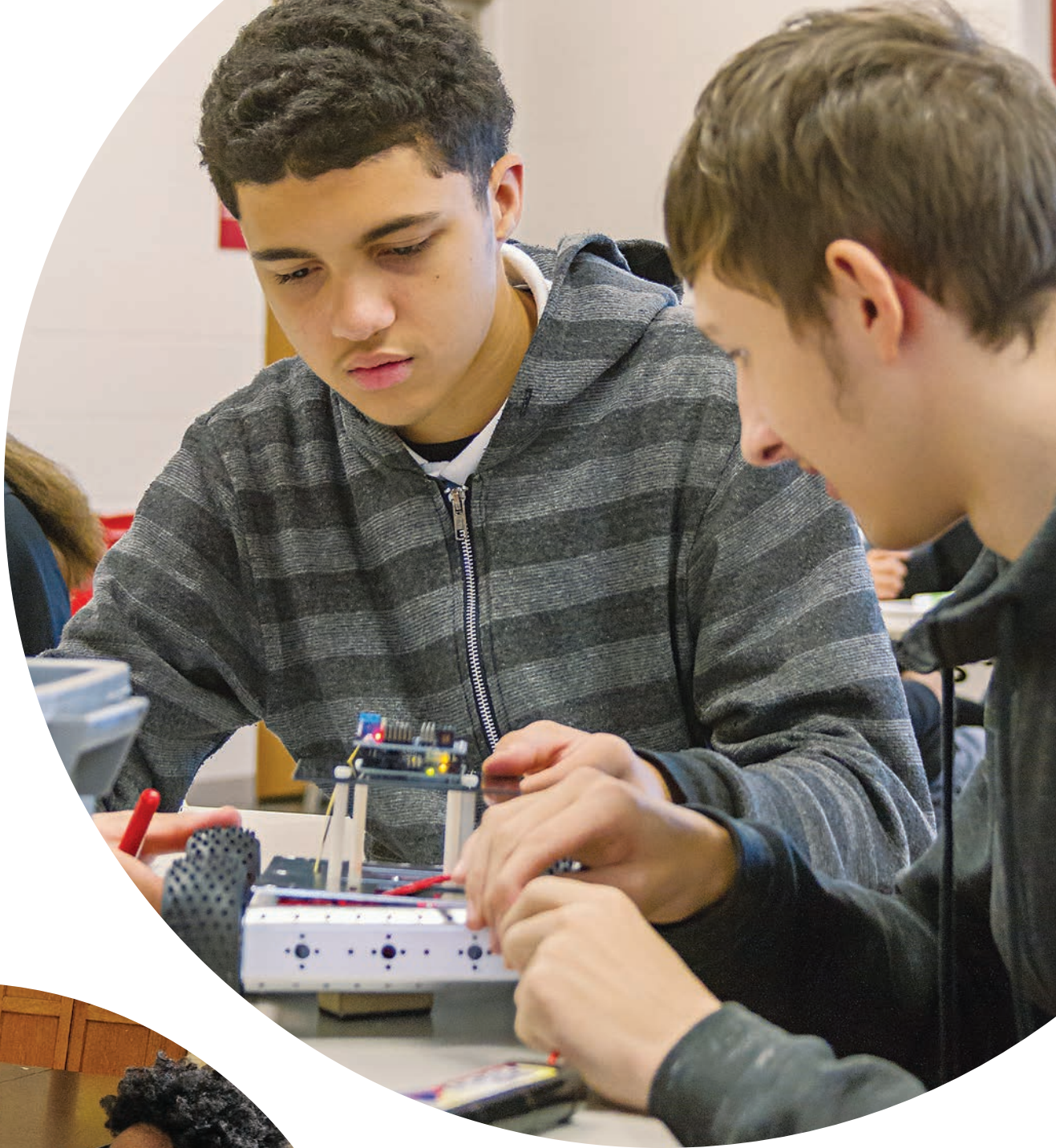
College Affordability

Tuition and fees at U.S. colleges and universities have more than doubled in constant dollars since 1970. In Ohio, student financial support from the state has all but disappeared.[10] At the federal level, the value of the Pell Grant, which is awarded to low-income students, peaked in 1975, when it covered approximately two-thirds of the cost of college.[11] In 2013-14, the Pell Grant covered only 31 percent of the cost of attendance at public, in-state, four-year institutions and 14 percent at private, non-profit four-year institutions, as Figure 6 shows.[12]

Portion of Cost of Attendance Covered by Pell Grant 1993–94 to 2013–14

FIGURE 6

TUITION, FEES, ROOM & BOARD | TUITION & FEES | MAXIMUM PELL GRANT

PUBLIC FOUR-YEAR (IN-STATE)

PRIVATE NON-PROFIT FOUR-YEAR
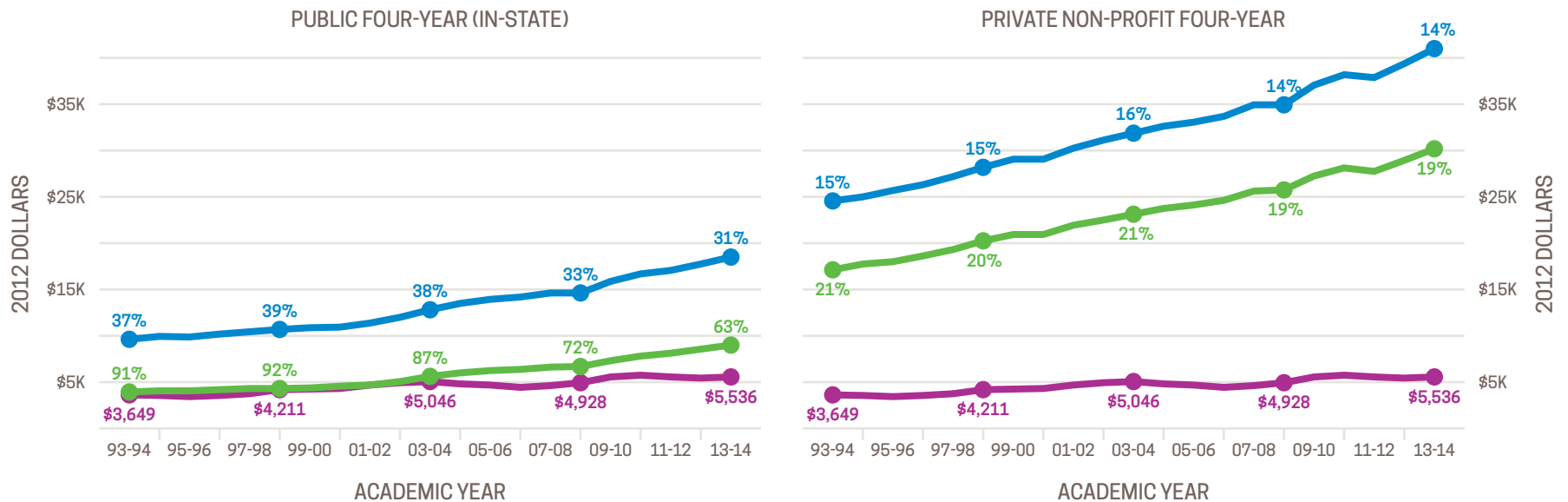
Percentages displayed represent portion of Tuition and Fees, and Tuition, Fees, and Room and Board that are covered by the maximum Pell Grant (adjusted for inflation) in that academic year.

This leaves many students – particularly low-income students – in a situation in which they must work in order to fill the gap between the cost of attendance and their financial aid award. A researcher at the University of Pennsylvania calculated that, based on the cost of a credit hour at Michigan State University, in 1979, a student could pay his or her annual college tuition by working a minimum wage job 10 hours per week for 10 weeks. By 2013, that same student would have needed to work 40 hours per week – full time – at a minimum wage job for 35.5 weeks out of the year to pay for a year of college.[13] Beyond the work requirement, even when students take the maximum federal student loan amount, it is often still not enough to cover their costs. As a result, students (and their parents) resort to much riskier private loans if they want to enroll.

The Compact is exploring three avenues to address the issue of affordability. First, the Compact is working with other communities in Ohio to significantly expand the amount of state aid available to Ohio students. Second, we are working to increase the pool of scholarship dollars for Cleveland students. Third, the Compact is urging its higher education partners to reevaluate their scholarship renewal guidelines and processes to reduce the risk of students losing critical financial aid as a result of poor performance in one or two classes.

[10] According to the 45th Annual Survey Report on State-Sponsored Student Financial Aid (2014), Ohio ranks last in the Midwest and 36th nationally in terms of the availability of need-based aid per full-time students, awarding $165 per student in 2013-14. To compare, Pennsylvania and Indiana award $870 and $839 per student respectively. [11] The Pell Institute, 2015: *Indicators of Higher Education Equity in the United States*. [12] The College Board, 2013: *Trends in Student Aid*. [13] Olson, Dr. Randall S., 2014: *It's Impossible to Work Your Way through College These Days*. Retrieved from http://www.randalolson.com/2014/03/22/its-impossible-to-work-your-way-through-college-nowadays 2/15/16.

PERSISTENCE

The Compact's overall college persistence goal is to increase the six-year completion rate from four-year institutions among CMSD graduates from 28 percent to 47 percent by 2017 and the three-year completion rate at two-year institutions from two percent to seven percent. The data shows solid improvement in college persistence and completion among CMSD graduates. College persistence rates are up 12 percent at Compact schools, with the largest gains seen at Cuyahoga Community College. The six-year completion rate from four-year Compact institutions increased from 33 percent among the class of 2008 to 35 percent among the class of 2009, continuing its upward trend from the 2006 baseline of 28 percent. However, the pace of improvement is not on track to meet our 2017 goal. The three-year completion rate from two-year Compact institutions remained steady at 5 percent from the class of 2011 to the class of 2012. This measure has improved from the 2009 baseline of two percent and is on track to meet the seven percent goal in 2017.

The Compact identified six college persistence indicators to measure students' progress toward degree completion. The first- to second-year retention rate among the CMSD class of 2014 enrolled in all Compact institutions was 57 percent, a significant improvement over last year's 49 percent and 11 percentage points higher than the class of 2013, a low point in our data.

Attainment Goal
CMSD graduate six-year college completion rate from Compact four-year institutions
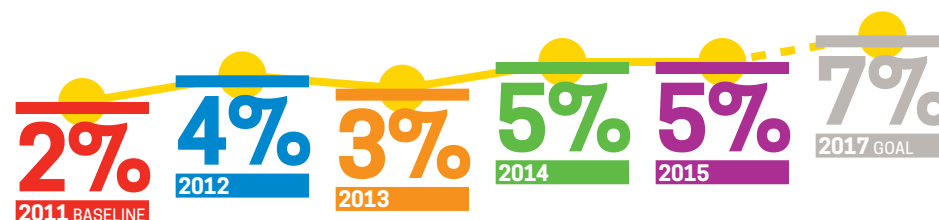
Measuring classes of 2006, 2007, 2008, and 2009

28% 2011 BASELINE
32% 2012
30% 2013
33% 2014
35% 2015
47% 2017 GOAL
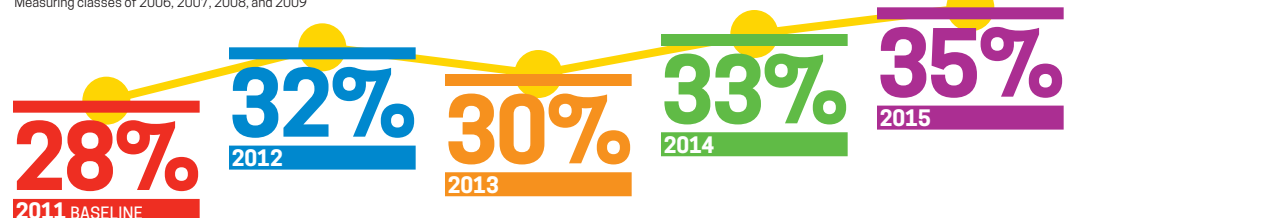
Attainment Goal
CMSD graduate three-year college completion rate from Compact two-year institutions

Measuring classes of 2009, 2010, 2011, and 2012

2% 2011 BASELINE
4% 2012
3% 2013
5% 2014
5% 2015
7% 2017 GOAL

The on-time (four-year) completion rate for the CMSD class of 2009 from four-year institutions was 22 percent, continuing the pattern of annual improvement from the baseline of 10 percent among the class of 2006. As we have discussed previously, this measure is very important, *as staying in college beyond the on-time completion timeframe does not significantly increase a student's completion odds, but does add* substantially to the student's (and parent's) student loan burden.[14]

Students having the academic and self-management skills, resilience, resources and institutional support to successfully navigate and persevere through college.

For the CMSD class of 2009, the percentage of students transferring from two-year to four-year institutions is 12 percent, a decrease of nine percentage points from last year, the first year we began tracking this data. We look at this measure with a six-year lens to determine how many of these transfers eventually complete a bachelor's degree. We discuss what happens to these students later in this report.

Students in need of remedial coursework when they arrive at college graduate at about half the rate of their college-ready peers. Over 1.7 million American students require remedial coursework each year, costing states and students over $3 billion annually and increasing the time and cost of completing a degree.[15] Of the credit hours attempted, the remedial course passage rate for all Compact schools among the CMSD class of 2014 is 78 percent, a 15 percentage point increase over the class of 2013. This rate reflects the percentage of remedial hours attempted that were successfully passed in total. The improvement shows that the concerted effort Compact partners are making to reduce the amount of time students spend in remedial

coursework is paying off. It is also encouraging that the number of enrolled students needing remediation in math or English fell from 76 percent for the class of 2010 to 66 percent for the class of 2014, as noted in the college readiness section.

The percentage of students who complete 24 college-level credits within one year of enrollment is an important measure of progress toward degree. The rate among four-year institutions increased from 46 percent among the CMSD class of 2013 to 52 percent among the class of 2014, 16 percentage points higher than when we began measuring in 2012. The rate at two-year institutions is rebounding after several years of decline, from 31 percent among the class of 2013 to 34 percent among the class of 2014.
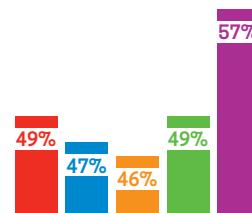
14 Complete College America, 2011: *Time Is the Enemy*. 15 Complete College America, 2013: *The Game Changers*.

Persistence Indicators
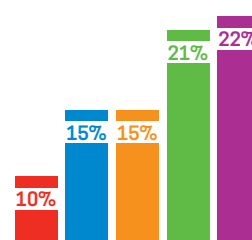
2011 BASELINE | 2012 | 2013 | 2014 | 2015

Percent CMSD graduates retained in all Compact institutions from year one to year two

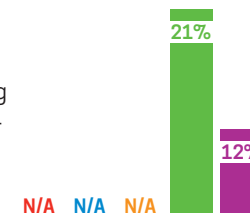Measuring classes of 2011, 2012, 2013, and 2014

49% | 47% | 46% | 49% | 57%

Percent CMSD graduates transferring from two-year to four-year institutions

Measuring classes of 2006, 2007, 2008, and 2009

N/A | N/A | N/A | 21% | 12%

Percent CMSD graduates earning degrees from four-year Compact institutions (four-year rate)
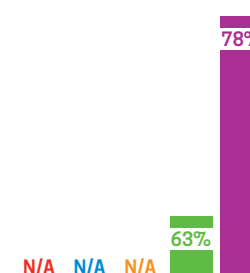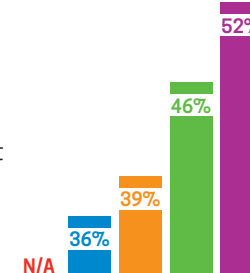
Measuring classes of 2006, 2007, 2008, and 2009

10% | 15% | 15% | 21% | 22%

Remedial course passage rate

Measuring classes of 2011, 2012, 2013, and 2014
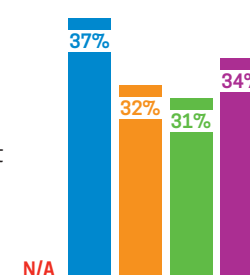
N/A | N/A | N/A | 63% | 78%

Percent CMSD graduates completing at least 24 college-level credits within one year of enrollment among Compact four-year institutions

Measuring classes of 2011, 2012, 2013, and 2014

N/A | 36% | 39% | 46% | 52%

Percent CMSD graduates completing at least 24 college-level credits within one year of enrollment among Compact two-year institutions

Measuring classes of 2011, 2012, 2013, and 2014

N/A | 37% | 32% | 31% | 34%

Improving Success among Transfer Students

Transfer is a frequent occurrence among college students that can significantly impact degree completion. A report from the National Student Clearinghouse Research Center indicates that nationally, 39.4 percent of students who started at a two-year institution in 2008 transferred to another institution within a six-year time period. Additionally, the Aspen Institute demonstrates that lower-income students who transfer from a two-year to a four-year institution are less likely to earn a Bachelor's degree than their higher-income peers.[16] Nationally, low-income students who transfer from a two-year to a four-year institution have a six-year completion rate of 36 percent as compared to their high-income peers, whose transfer-out Bachelor's degree completion rate
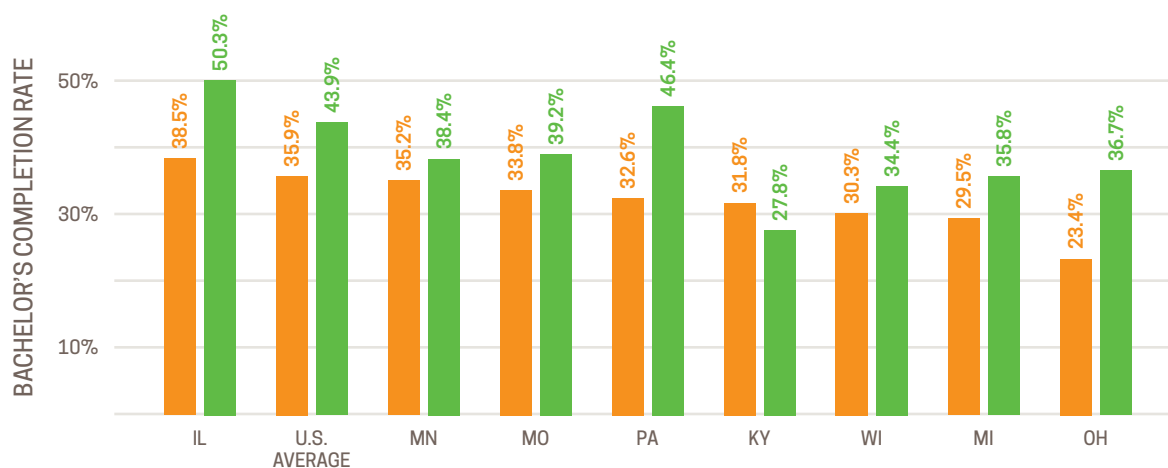
is 44 percent. The figures are worse for both sets of students in the state of Ohio, which ranks last among its Midwestern peers (Figure 7) and second to last nationally in terms of the transfer-out completion rate for low-income students, with only 23 percent of low-income transfer students completing a degree within six years. The outcomes among Cleveland students fall short of that, demonstrating the significant need for improving post-secondary success for transfer students. Last year, we reported that approximately 21 percent of graduates from the CMSD class of 2008 who enrolled in two-year colleges transferred to a four-year institution at some point. And of that group, just 17 percent ultimately completed a Bachelor's degree by 2014. Among the CMSD class of 2009, the two-year to four-year transfer rate declined significantly, to 12 percent, but the six-year completion rate among those who transferred held steady at 17 percent.

To help address this issue, Compact higher education partners Cuyahoga Community College and Cleveland State University engaged in a joint project with Complete College America in October 2015 to develop a more robust transfer plan to serve students who move between their respective institutions. The advisory group for this work is focusing on data-sharing, co-advising, expanding articulation agreements and dual enrollment as practices that can make a significant impact at both institutions. We expect to be able to report on outcomes of this effort in our next annual report.

16 The Aspen Institute, 2016: *Tracking Transfer: New Measures of Institutional and State Effectiveness in Helping Community College Students Attain Bachelor's Degrees.*

Average Transfer-Out Bachelor's Completion Rates by Family Income and State

LOWER INCOME TRANSFERS | HIGHER INCOME TRANSFERS   FIGURE 7

BACHELOR'S COMPLETION RATE

State	Lower Income	Higher Income
IL	38.5%	50.3%
U.S. AVERAGE	35.9%	43.9%
MN	35.2%	38.4%
MO	33.8%	39.2%
PA	32.6%	46.4%
KY	31.8%	27.8%
WI	30.3%	34.4%
MI	29.5%	35.8%
OH	23.4%	36.7%

Deborah has excelled at Cuyahoga Community College. She completed her only remedial course her first year and has consistently completed 12 credit hours each semester while working part-time at a nursing home.

Now in her fourth semester, Deborah is faced with a decision that plagues many at community colleges: does she complete an Associate's degree and then transfer? Or does she transfer to a four-year institution without completing her degree?

NAVIGATING THE TRANSFER PROCESS

Deborah Thompson, a 2014 graduate of James Ford Rhodes High School and a first-generation college student, has a laser-like focus on her career. She wants to become a nurse practitioner so she can help people in the same way that her own nurse practitioner has helped her since childhood. Knowing that the path to becoming a nurse practitioner is long, Deborah was extremely careful when making post-secondary decisions. This thoughtfulness led Deborah to enroll at Cuyahoga Community College over a more expensive four-year institution.

Having done her homework, Deborah understands her options. She knows that if she completes her Associate's degree she will be able to bypass many of the course requirements at a four-year institution. However, she also knows that there is a chance that she might decide to "stop out" after completing her Associate's degree and that it can be hard to "stop back in." Deborah plans to make her decision with the guidance of her brother, school advising staff and informal mentors.

PARTNERS

Education Partners

Baldwin Wallace University	Eastern Michigan University	Ohio Board of Regents
Bowling Green State University	Hiram College	The Ohio State University
Case Western Reserve University	John Carroll University	Ohio University
Cleveland Metropolitan School District	Kent State University	University of Akron
Cleveland State University	Notre Dame College	University of Toledo
Cuyahoga Community College	Oberlin College	Ursuline College

Community Partners

ACE Mentor Program of Cleveland

America SCORES

Bard High School Early College

Bellaire Puritas Development Corporation

Big Brothers Big Sisters

Boys & Girls Club of Cleveland

Boys Hope Girls Hope

Breakthrough Charter Schools

Broadway-Slavic Village P-16 Project

CEOs for Cities

City of Cleveland

City Year

Cleveland Public Library

College Board

College Now Greater Cleveland

Cuyahoga County

Educational Service Center of Cuyahoga County

Employment Connection

Esperanza, Inc.

Facing History and Ourselves

Federal Reserve Bank of Cleveland

Greater Cleveland Neighborhood Centers Association

Greater Cleveland Partnership

Greater Cleveland YMCA

ideastream

Junior Achievement

KeyBank Foundation

Minds Matter

MyCom

NewBridge

Northeast Ohio Council on Higher Education

Scranton Road Ministries

Sisters of Charity Foundation

The Literacy Cooperative

The Presidents' Council Foundation

Third Federal Foundation

United Way of Greater Cleveland

University Settlement

Urban Community School

WIRE-Net

Youth Opportunities Unlimited

2014–2015 Funders

The Cleveland Foundation

The George Gund Foundation

The Lumina Foundation

The Martha Holden Jennings Foundation

RPM International, Inc.

United Way of Greater Cleveland

50 Public Square, Suite 1800
Cleveland, OH 44113

Higher Education Compact
of Greater Cleveland

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2016 Report

TO THE COMMUNITY

HIGHER EDUCATION COMPACT
OF GREATER CLEVELAND

Dear Friends of the Higher Education Compact:

Seven years ago, I invited the Cleveland Metropolitan School District (CMSD), government, higher education, and community partners to come together and create the Higher Education Compact of Greater Cleveland. Our goal has always been to increase college readiness, access to college and educational persistence to graduation for CMSD students. At that time, we set benchmarks for each of these areas and agreed to publish an annual report each year detailing progress.

As in previous years, the 2016 Report to the Community indicates that we have made progress in some areas and still face persistent challenges in others. While results differ from year to year, the overall educational attainment trends are promising.
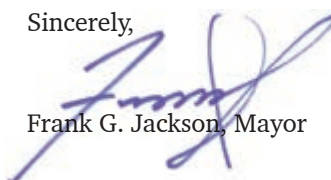
- **The Cleveland Metropolitan School District is graduating more students.** The class of 2016 had a 69 percent graduation rate, a 13 percentage point increase over the last five years.

- **There are more students in our community graduating from two- and four-year colleges and universities than there were when we started.** The three-year completion rate from two-year institutions and the six-year rate from four-year institutions have increased by four percentage points in the last five years.

- **The on-time graduation rate (completing a four-year degree in four years) has increased dramatically in the last five years, by 16 percentage points.**

However, we continue to struggle in the area of enrollment, which at 51 percent is 10 points lower than when we began measuring. There are several potential explanations for this, including the financial barrier, but it remains an area of concern. We cannot expect to see continued gains in college completion if we continue to see declines in enrollment.

The progress we have made so far is encouraging, but it is not enough. I look forward to our continued partnership and progress.

Sincerely,

Frank G. Jackson, Mayor

CITY OF CLEVELAND
Mayor Frank G. Jackson

Key Takeaways from the Report

COLLEGE READINESS

College readiness indicators are mostly positive. The overall college readiness attainment goal is to increase the four-year high school graduation rate from 56 percent in 2011 to 71 percent by 2017. The high school graduation rate has continued to increase from 56 percent among the class of 2011 to 69 percent among the class of 2016, well on the way to meeting the 2017 goal. In addition, the percentage of students who are on-track to graduate (71 percent), the percentage of students graduating with a 3.0 GPA or higher (34 percent), and the percentage of students participating in Advanced Placement testing (6.1 percent) are at their highest levels since we began measuring in 2011. At the same time, the percentage of students requiring remediation in math or English is at its lowest (62 percent). However, the percentage of students scoring a 21 or higher on the ACT remained flat at 15 percent, and the percentage of students scoring a 3, 4 or 5 on the Advanced Placement test declined for the third year in a row.

COLLEGE ACCESS

Despite gains made in a few areas last year, the college access data remain disappointing. The overall college access attainment goal is to increase college enrollment within one year of high school graduation among CMSD graduates from 61 percent to 66 percent by 2017. Despite a rebound among the class of 2014, the class of 2015's enrollment rate of 51 percent is at its lowest point since we began measuring in 2011. Bright spots in the college access data include increases in Naviance usage (55 percent), the average number of time students took the ACT (1.79) and the percentage of students completing at least one college application (59 percent). However, the average number of completed college applications (5.4 per student of those completing at least one application) and the FAFSA completion rate (55 percent) declined among the class of 2015.

COLLEGE PERSISTENCE

College persistence indicators are mostly positive. The overall college persistence goal is to increase the six-year completion rate from four-year institutions among CMSD graduates from 28 percent to 47 percent by 2017 and the three-year completion rate at two-year institutions from two percent to seven percent. While the six-year completion rate increased from 32 percent among the CMSD class of 2009 to 33 percent among the class of 2010, the pace is not enough to meet the 47 percent 2017 goal. However, we are on track to meet the 2017 seven percent goal for three-year completion among two-year institutions, as the completion rate increased from five percent among the CMSD class of 2012 to six percent among the class of 2013.

The first- to second-year retention rate at Compact institutions improved from 56 percent to 57 percent, and the percentage of students earning degrees from four-year institutions in four years increased from 20 percent to 26 percent. The percentage of CMSD graduates transferring from a two-year to a four-year institution increased from 12 percent to 13 percent. The percentage of CMSD students completing at least 24 college-level credits within one year of enrollment among Compact four-year institutions increased from 52 percent to 53 percent, and the percentage of students completing at least 24 college-level credits within one year of enrollment among Compact two-year institutions decreased from 34 percent to 32 percent. The remedial course passage rate declined from 78 percent to 74 percent.

Increasing Need for Postsecondary Credentials

Now, more than ever, a postsecondary credential – a two- or four-year degree or an industry-recognized technical certificate – is critical to having gainful employment in a 21st Century economy. Figure 1 demonstrates a significant gap between the percentage of working-age Ohioans with an associate's degree or higher or a high-quality credential (42 percent) and the percentage of Ohio jobs that will require a postsecondary degree or credential by 2020 (64 percent).[1] Further, the Georgetown University Center for Education and the Workforce reports that for the first time ever, a larger share of the workforce has a bachelor's degree or higher (36 percent) than has only a high school diploma (34 percent). It also estimates that 99 percent of the post-2008 recession jobs (11.5 of 11.6 million jobs) created have gone to individuals with at least some college.[2]

If our community is going to thrive, we must significantly increase educational attainment. College graduates earn an average of 65 percent more – $1 million over the course of a career – than their counterparts with only a high school diploma.[3] And communities with higher levels of educational attainment have lower crime rates, enhanced community services, reduced reliance on government safety net services and a larger tax base.[4]

Five years ago, Mayor Jackson brought the community together – the school district, 16 Ohio colleges and universities, and 53 youth-serving and philanthropic organizations – to significantly increase the number of Cleveland students who earn a postsecondary credential – a four year degree, a two year degree or a high-quality, industry-recognized certificate. The result was the creation of the Higher Education Compact of Greater Cleveland, an unprecedented cross-sector community effort to increase college readiness, college access and college persistence among CMSD students.

Ohio's Workforce: Higher Education Status and Projected Needs FIGURE 1

On average, 37 percent of working-age Ohio state residents (ages 25-64) have an associate's degree or higher. An estimated 5 percent have a high-quality credential. By 2020, 64 percent of jobs will require a postsecondary degree or credential.

64% Jobs requiring a postsecondary degree or credential by 2020

5% Ohio residents with a high-quality certificate

37% Workforce with associate's degree or higher, as of 2014

Partners in the Compact set ambitious six-year goals. Now, five years in, we have the ability to see trends and determine whether we are making significant enough progress toward these goals. While analysis of individual indicator data shows fluctuation from year to year, the overall attainment goals related to college readiness, college access and college persistence demonstrate consistent trends. On the positive side, the five-year trend data indicate that high school graduation and college completion rates have increased.

However, unfortunately, during the same period, college enrollment has decreased. Our community needs to better understand and strategically address this downward trend in postsecondary enrollment.

In the following pages, we take a closer look at the data as well as factors that may be impacting it, positively or negatively.

[1] Adapted from the *College Affordability Diagnosis, Ohio*, p.1, Institute for Research on Higher Education; [2] Georgetown University Center for Education and the Workforce, *America's Divided Recovery: College Haves and Have-Nots*, 2016; [3] Education Pays, 2013; [4] Education Pays, 2013.

College Success Dashboard

When the Compact was established in 2010, partners – including government, public education, higher education, philanthropic, civic and youth-serving organizations – aligned their work and set goals related to increasing high school graduation, college enrollment and college completion rates.

To report annual progress on these goals, Compact partners created a College Success Dashboard, which includes the overall attainment goals and specific indicators related to college readiness, college access and college persistence.

COLLEGE READINESS INDICATORS

- Percentage of students on-track to graduate
- Percentage of students graduating with a 3.0 GPA or higher
- Percentage of graduates with a score of 21 or higher on the ACT
- Percentage of students participating in Advanced Placement Testing
- Percentage of students earning a score of 3, 4, or 5 on Advanced Placement exams
- Percentage of high school students participating in Post-Secondary Enrollment Options Program (PSEOP)
- Percentage of high school students needing remediation in math or English

COLLEGE ACCESS INDICATORS

- Percentage of students using Naviance
- Average number of times students take the ACT
- Percentage of students completing at least one college application
- Average number of completed college applications per student (of those who completed one)
- Approved Free Application for Federal Student Aid (FAFSA) rate

COLLEGE PERSISTENCE INDICATORS

- Percentage of CMSD graduates retained in all Compact institutions from year one to year two
- Percentage of CMSD graduates earning degrees from four-year Compact institutions within four years
- Percentage of CMSD graduates transferring from two-year to four-year institutions
- Remedial course passage rate
- Percentage of CMSD graduates completing at least 24 college-level credits within one year of enrollment at Compact four-year and two-year institutions

Developments Since the Compact's 2015 Report

CHANGING STATE HIGH SCHOOL GRADUATION REQUIREMENTS

The CMSD class of 2018 will be among thousands of Ohio students who must meet new, more rigorous high school graduation requirements. Moving forward, students must demonstrate college and/or career readiness through one of the following options:

- **Earn a total of at least 18 graduation points across seven end-of-course exams.** A student can earn from one to five points on each test. Out of the 18 points, students must earn a total of at least four points on English tests, four points on math tests and six points on social studies and science tests.

- **Earn a remediation-free score on the ACT or SAT.** Colleges and universities use the SAT and ACT as a predictor of a student's ability to successfully complete college-level coursework without remediation. ACT and SAT, together with the Ohio Department of Education have determined the following remediation-free thresholds:

  – ACT: English: 18 or higher; Mathematics and Reading: 22 or higher

  – SAT: Writing: 430 or higher; Mathematics: 520 or higher; Reading: 450 or higher

- **Earn a composite score of 13 on the WorkKeys assessment and an approved industry-recognized credential.** WorkKeys measures skills that employers believe are critical to job success – skills such as reading, math, listening, locating information and teamwork.

It is important to note that these changes to the Ohio high school graduation requirements are intended to increase academic rigor and ensure that Ohio's students are well-prepared for college and career and at the same time give students a variety of ways to demonstrate their readiness. However, end-of-course exams are more challenging than the Ohio Graduation Test, which was the standard that classes through 2017 had to meet. Local school districts have already warned the State that these changes could reduce 2018 graduation rates by up to 30 percent.[5]

[5] Cleveland.com. A third of high school juniors might not graduate next year, officials warn. 16 Nov 2016.

OHIO SETS 65% ATTAINMENT GOAL

To reinforce the importance of higher levels of educational attainment, the State of Ohio and other key stakeholders have formally adopted and endorsed a statewide Ohio Attainment Goal for 2025: 65 percent of Ohioans, ages 25-64, will have a degree, certificate or other postsecondary workforce credential of value in the workplace. To meet this goal, Ohio will need to produce an estimated 1.7 million more recent high school graduates and working-age adults with postsecondary credentials. To meet this goal, higher education will need to be much more accessible to individuals from low- and moderate-income families, populations that historically have not benefited from postsecondary opportunities.

Following the official announcement of the 65% goal in May of 2016, the Department of Higher Education, the Department of Education and the Governor's Office of Workforce Transformation have collectively adopted the goal as well, creating strategies to support it. Additionally, the Cradle to Career (C2C) Ohio communities are working with the Department of Higher Education to determine ways to replicate their work in other areas of the state and share best practices to increase attainment. The Compact is participating in these efforts.

Readiness

The Compact has identified seven college readiness-related indicators. The on-track to graduate metric for the class of 2017 is 71 percent, as compared to 67 percent among the class of 2016. A number of variables are used to predict whether a student is on-track to graduate, including credits accumulated, cumulative GPA, passage of the Ohio Graduation Test and special education status.

The percentage of students achieving a GPA of 3.0 or higher increased from 30 percent among the class of 2014 to 34 percent among the class of 2015, the highest point since we began measuring in 2011. A 3.0 GPA is significant because many higher education institutions use 3.0 as a cut-off for scholarships, and 3.0 is the minimum threshold for accessing elite institutions.

The percentage of students achieving a score of 21 or higher on the ACT remained flat from the class of 2014 to the class of 2015 at 15 percent. An ACT score of 21 is the national standard for college readiness, demonstrating to higher education institutions that a student is likely to be able to successfully complete college-level coursework.

Students having the content knowledge, critical thinking, research skills and academic habits to successfully complete college without remediation.

The Compact's college readiness goal is to increase the four-year high school graduation rate among CMSD high school students from 56 percent among the class of 2011 to 71 percent for the class of 2017. The CMSD is on pace to meet this goal with a graduation rate of 69 percent among the class of 2015, a three-point increase over the class of 2014.

Attainment Goal

CMSD high school four-year graduation rate

Measuring classes of 2011, 2012, 2013, 2014, and 2015

56%	59%	64%	66%	69%	71%
2012 BASELINE	2013	2014	2015	2016	2017 GOAL
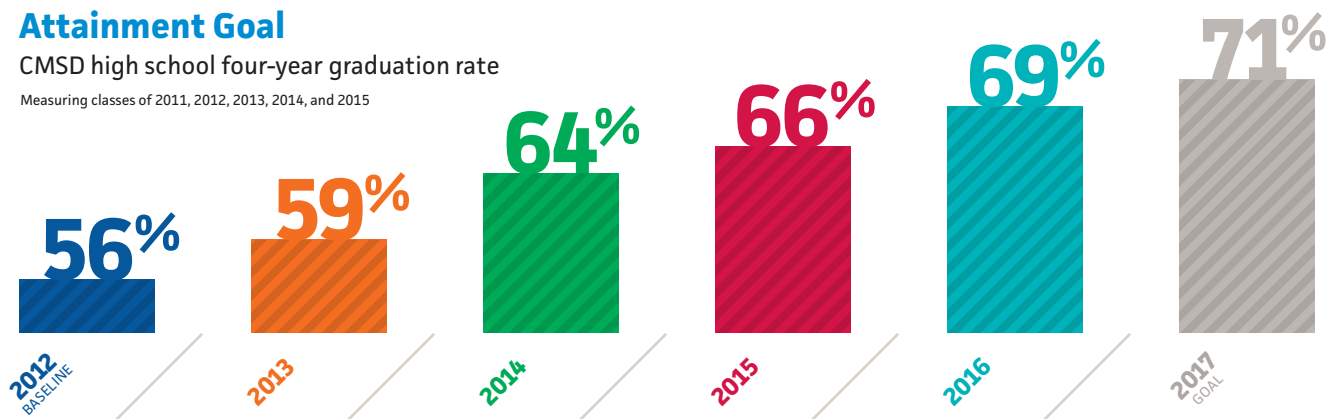
The percentage of students who participated in Advanced Placement testing increased again, from 5.6 percent among the class of 2014 to 6.1 percent among the class of 2015; however the percentage of students scoring a 3, 4 or 5 on the test decreased for the third year in a row, from 8.8 percent among the class of 2014 to 7.2 percent among the class of 2015.

Participation in the Post-Secondary Educational Options (PSEOP) program was 9.7 percent among the class of 2015, as compared to 8.3 percent among the class of 2014 and about triple the statewide rate of participation in PSEOP.[6]

The percentage of CMSD graduates from the class of 2015 enrolled in Ohio public colleges and universities needing remediation in math or English was 62 percent, compared to 66 percent among the class of 2014.

[6] In 2015, the State of Ohio launched a new program, College Credit Plus (CCP), that replaced PSEOP. We will measure CCP participation in future reports.

Readiness Indicators

2012 BASELINE | **2013** | **2014** | **2015** | **2016**

Percentage of students on-track to graduate

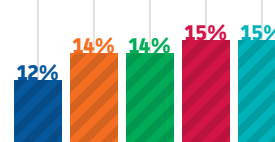Measuring classes of 2013, 2014, 2015, 2016, and 2017 (error rate for each cohort +/- 2.2%)

65% 67% 68% 67% 71%

Percentage of students graduating with a 3.0 GPA or higher
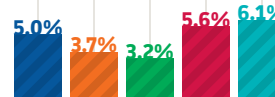
Measuring classes of 2011, 2012, 2013, 2014, and 2015

23% 26% 26% 30% 34%

Percentage of graduates with a score of 21 or higher on the ACT
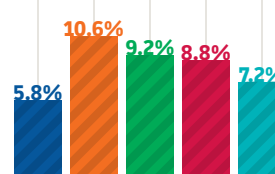
Measuring classes of 2012, 2013, 2014, 2015, and 2016

12% 14% 14% 15% 15%

Percentage of students participating in Advanced Placement testing

Measuring classes of 2011, 2012, 2013, 2014, and 2015

5.0% 3.7% 3.2% 5.6% 6.1%

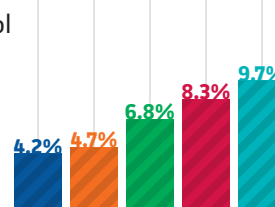**Percentage of students earning a score of 3, 4, or 5 on Advanced Placement exams**

Measuring classes of 2011, 2012, 2013, 2014, and 2015
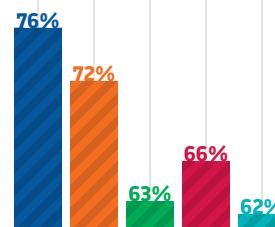
5.8% 10.6% 9.2% 8.8% 7.2%

Percentage of high school students participating in Post Secondary Enrollment Options Program (PSEOP)

Measuring classes of 2011, 2012, 2013, 2014, and 2015

4.2% 4.7% 6.8% 8.3% 9.7%

Percentage of high school graduates needing remediation in math or English

Measuring classes of 2011, 2012, 2013, 2014, and 2015

76% 72% 63% 66% 62%

Readiness
MOVING FORWARD →

INCREASED FOCUS ON ACT

The decrease in remediation rate suggests that more CMSD graduates who enroll in college are better prepared than in previous years. However, when we look at readiness among CMSD graduates as measured by the ACT, the picture is less positive. The average ACT score among CMSD students remained flat among the classes of 2015 and 2016, and the overall distribution of scores shows that fewer students are achieving the Compact's college-ready score of 18.[7]
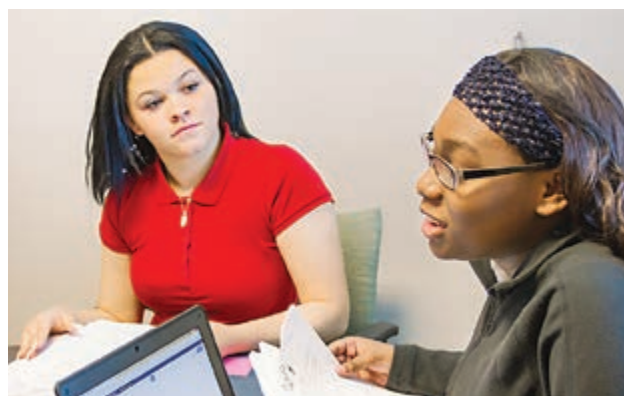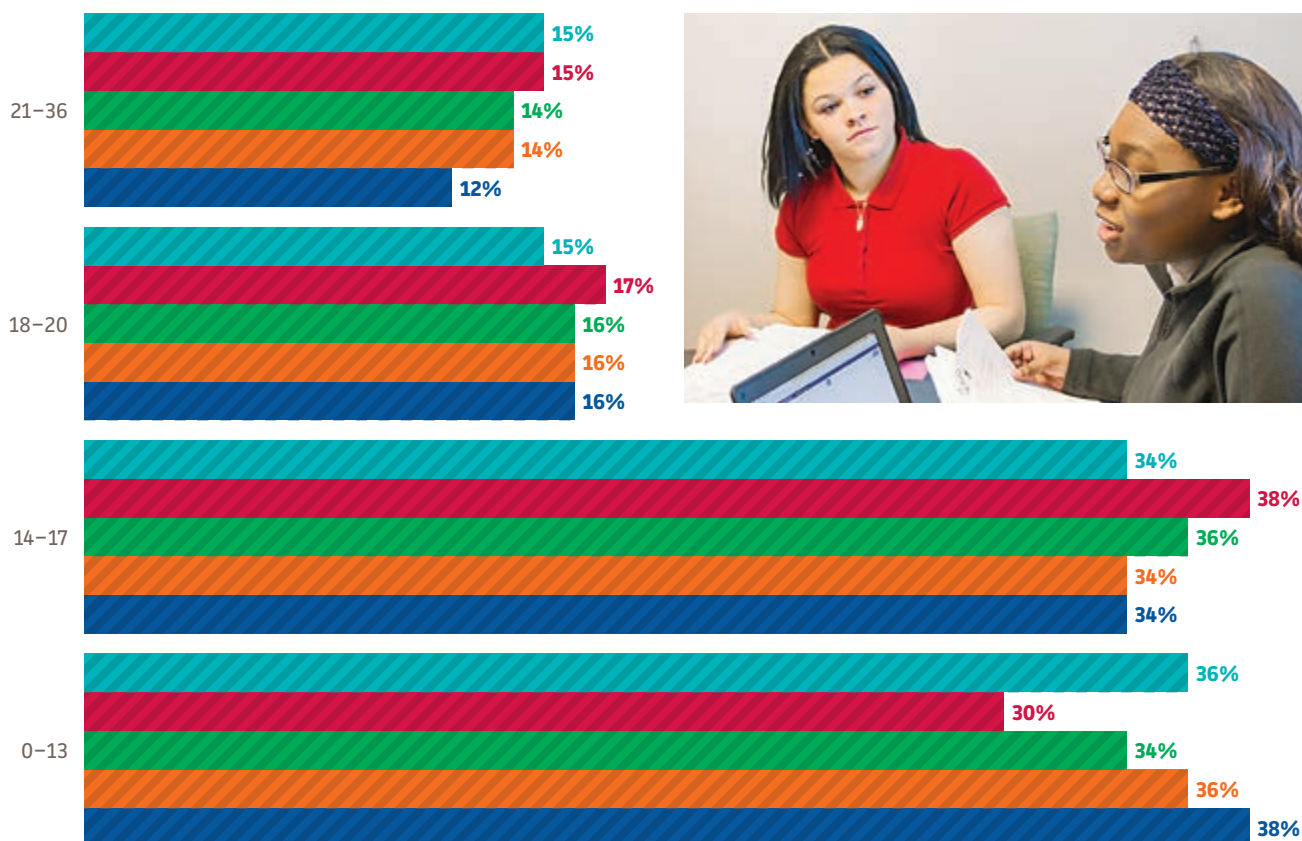
An ACT score of 21 is widely recognized as the national benchmark for college readiness, and the percentage of CMSD graduates scoring a 21 or higher on the ACT has generally trended upward since we began measuring among the class of 2012. The class of 2016 performed as well as the class of 2015, with 15 percent of graduates achieving this nationally-recognized college-ready score. Indeed, more students scored 21+ this year (284) than in any year since the Compact began tracking this metric. The average ACT score among CMSD students also held steady from 2015 to 2016, at 17.

Figure 2 shows troubling data, however, as the percentage of students in the 0-13 range increased six percentage points from 2015 to 2016, and 85 percent of 2016 graduates scored below the Compact's college-ready score of 18.

Data in Figure 3 demonstrate that the percentage of students meeting the Compact's college readiness standard of at least an 18 on the ACT and a 2.5 GPA slightly decreased from 26 percent among the class of 2015 to 25 percent among the class of 2016.[8] While more individual students actually reached this threshold (469 this year, versus 458 in 2015), due to the increase in the number of graduates, the rate declined slightly.

ACT Score Breakdown

2016 | **2015** | **2014** | **2013** | **2012** | FIGURE 2

21–36
- 15%
- 15%
- 14%
- 14%
- 12%

18–20
- 15%
- 17%
- 16%
- 16%
- 16%

14–17
- 34%
- 38%
- 36%
- 34%
- 34%

0–13
- 36%
- 30%
- 34%
- 36%
- 38%

It is important to note that the CMSD has been increasing both its graduation rate, and, this year, the actual number of students graduating. While the CMSD has one of the highest ACT participation rates in the State due to district-wide administration of the test (82.5 percent of 2016 graduates), the rate of non-takers went up with the increase in graduates this year, contributing to the negative changes in these metrics.[9] The increase in graduation rate is a welcome trend; however, a larger denominator in that area can make it look like the CMSD is losing ground in others, such as the ACT metrics, when, in fact, performance has held steady. That said, there is more work to do. We must focus on strategies that produce results – for the students who are graduating from CMSD schools college-ready as well as for the graduating students who are not meeting college-ready benchmarks: cultivating a college-going culture in schools, increasing student motivation and improving academic rigor. We know, based on the work we did in 2014-15, ACT test-taking interventions work to move the needle a few points for students who are on the

CMSD Graduates with at Least an 18 on the ACT and a 2.5 GPA or Higher

2016 | **2015** | **2014** | **2013** | **2012** | FIGURE 3

- 25%
- 26%
- 24%
- 24%
- 22%

bubble of being college-ready (students with a 16/17 or a 19/20). We should continue and expand those efforts. But at the end of the day, significant gains in ACT scores will come with increased academic rigor.

[7] Compact partner, College Now, has found that with the right supports, students with an ACT score of 18 or higher and a GPA of 2.5 or higher can be successful in college, despite the national college-ready standard ACT score of 21. [8] Figure 1 shows the distribution of ACT scores and demonstrates that 85 percent of students in the class of 2016 scored below an 18 on the ACT, while Figure 2 shows that the percentage of graduates who scored an 18 or higher and a GPA of 2.5 or higher is 25 percent. The difference is in the denominator: Figure 1 includes all students, regardless of whether or not they graduated; Figure 2 only includes scores of graduates. [9] Students who do not take the ACT are represented by a score of "0"; among 2016 graduates, 328 students, or 17.3 percent did not take the test, compared to 14.3 percent of 2015 graduates who did not take the test.
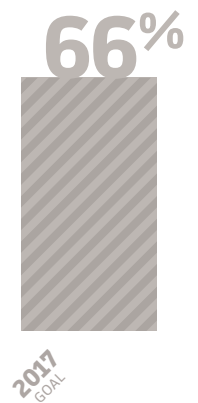
Access

Attainment Goal
CMSD graduate college enrollment within one year
Measuring classes of 2011, 2012, 2013, 2014, and 2015

61% 2012 BASELINE

57% 2013

53% 2014

56% 2015

51% 2016

66% 2017 GOAL

Access Indicators

2012 BASELINE | **2013** | **2014** | **2015** | **2016**

Percentage of students using Naviance
Measuring classes of 2012, 2013, 2014, 2015, and 2016

54% 54% 45% 42% 55%

Average number of times students take the ACT
Measuring classes of 2012, 2013, 2014, 2015, and 2016

1.67 1.61 1.66 1.64 1.79

Percentage of students completing at least one college application
Measuring classes of 2012, 2013, 2014, 2015, and 2016

50% 53% 52% 51% 59%

Average number of completed college applications per student (of those that completed one)
Measuring classes of 2012, 2013, 2014, 2015, and 2016

4.30 5.18 5.39 6.70 5.39

Approved Free Application for Federal Student Aid (FAFSA) rate
Measuring classes of 2012, 2013, 2014, 2015, and 2016

59% 57% 57% 59% 55%

Students having the awareness, opportunity, support and financing necessary to select and attend a college that is the "right fit."

The Compact's overall college access goal is to increase college enrollment within one year of high school graduation among CMSD graduates from 61 percent to 66 percent by 2017. Enrollment among the class of 2015 was 51 percent, down from 56 percent among the class of 2014 and 10 percentage points from when we began measuring. These numbers reflect statewide and national enrollment declines. The national college enrollment rate decreased by 1.4 percent in 2016, and the statewide enrollment rate declined by 1.3 percent.[10]

The Compact has identified five indicators related to the college access goal. Like last year, the most recent data shows mixed results. The percentage of students using Naviance significantly increased, from 42 percent among the class of 2015 to 55 percent among the class of 2016. Naviance is a web-based college and career planning tool that was implemented in 2011 to help students find their best fit postsecondary option.

The average number of times students from the class of 2016 took the ACT increased to 1.79 compared to the 1.64 reported for the class of 2015. The CMSD provides students with an opportunity to take the ACT, and students can also receive fee waivers from College Now to take it additional times.
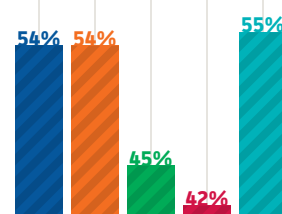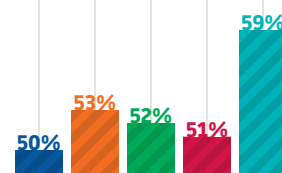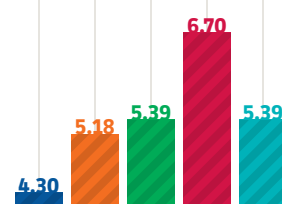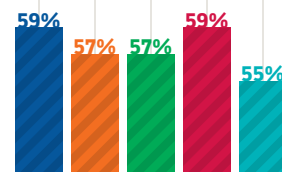
Among the class of 2016, 59 percent of students completed at least one college application, an eight point increase from the class of 2015 and the highest rate since we began measuring this indicator.

However, the average number of applications completed per student (among those who completed one) decreased from 6.7 among the class of 2015 to 5.39 among the class of 2016. Finally, 55 percent of students from the class of 2016 completed the FAFSA (Free Application for Federal Student Aid), a decrease of four points from the class of 2015. The FAFSA is required for nearly all types of financial aid and is an indicator of a student's intent to enroll in a postsecondary program.

[10] National Student Clearinghouse Research Center

Access
MOVING FORWARD →

The Compact has implemented a number of programs aimed at increasing college enrollment among CMSD graduates, including College Application Month and FAFSA completion campaigns. During College Application Month, students were provided in-school time and expert guidance to complete college applications. The FAFSA completion campaigns were school- and community-based campaigns to increase awareness about the FAFSA and financial aid. While these initiatives have helped to increase Naviance usage and the percentage of students completing a college application, it has not made an impact on the bottom line, college enrollment.

As mentioned at the beginning of this report, the State of Ohio has set an ambitious goal of increasing educational attainment to 65 percent by 2025. This means that Ohio needs to add 1.7 million adults with a postsecondary credential or degree by 2025 in order to meet the future demand for a skilled workforce.

If Cleveland's data is any indication, the State has an uphill climb, as it is challenging to increase educational attainment when enrollment has decreased steadily over the last few years.
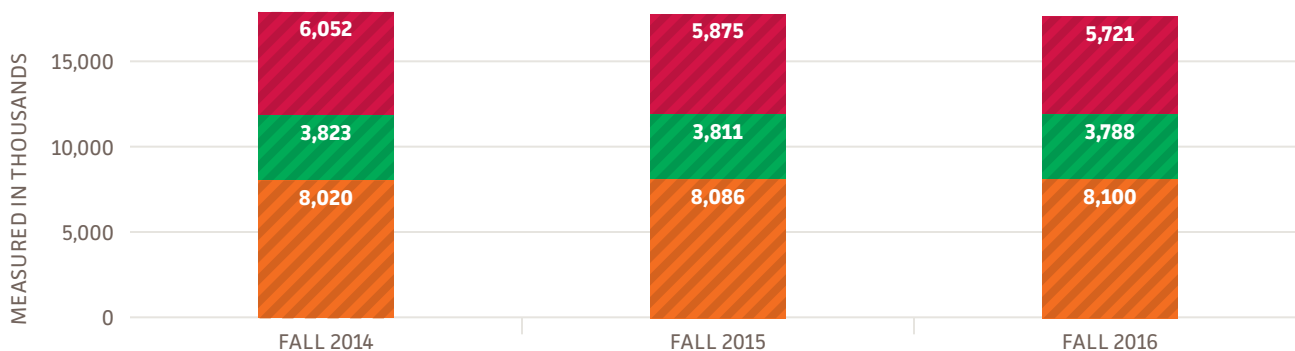
Compact data shows that enrollment in a two- or four-year institution within one year of high school graduation among CMSD graduates decreased from 56 percent among the class of 2014 to 51 percent among the class of 2015. We believe there are a number of factors at play that can help us potentially understand why, if the high school graduation is at its highest point ever, 25 percent of CMSD students who meet the Compact's college readiness 2.5 GPA and 18+ on the ACT threshold are not enrolling in postsecondary education.

Our data shows that the five-point decline in enrollment among the CMSD class of 2015 as compared to the class of 2014 is primarily coming from enrollment in two-year institutions; enrollment in four-year institutions has held steady. This follows the national trend. As demonstrated in Figure 4, the National Student Clearinghouse Research Center reports enrollment decreases across the board over the last three years – at four-year public and private, non-profit institutions

Estimated National Enrollment by Sector (Title IV, Degree-Granting Institutions)

Four-Year Public | **Four-Year Private** | **Two-Year Public** | FIGURE 4

	FALL 2014	FALL 2015	FALL 2016
Two-Year Public	6,052	5,875	5,721
Four-Year Private	3,823	3,811	3,788
Four-Year Public	8,020	8,086	8,100

MEASURED IN THOUSANDS — 15,000 / 10,000 / 5,000 / 0

as well as at two-year institutions – but the most significant decline in enrollment nationally is seen at two-year institutions.[11] We believe this drop in enrollment in two-year institutions can be attributed to the strength of the economy. Research shows that for every percentage point change in the unemployment rate, community colleges can expect to see fall full-time enrollment fluctuate 2.5 percent up or down.[12]

We need to work harder to improve college readiness but also to develop aspiration for college and careers

among students. We have to help them connect the dots between education and livable-wage jobs, and we must make a meaningful effort to make postsecondary education more affordable.

If Ohio is going to meet its 65 percent attainment goal, drastic changes need to be made to increase readiness, aspiration and especially affordability for students.

[11] National Student Clearinghouse Research Center, Current Term Enrollment Estimates, Fall 2016;
[12] Bureau of Labor Statistics and Digest of Education Statistics.

Access
MOVING FORWARD

FOCUS ON AFFORDABILITY

Ohio ranks 45th out of 50 states in college affordability; there are three specific reasons why.[13] First, Ohio underinvests in higher education, relative to other states, allocating just seven percent of state and federal expenditures toward higher education, as compared to an average of 10 percent in other states.[14] Second, in response to this, Ohio's public colleges and universities have compensated for the reduced state funding by increasing tuition. From 1996 to 2006, for example, Ohio's public, four-year colleges and universities increased tuition by nine percent annually, resulting in a 2006 tuition rate that was 47 percent higher than the national average.[15] Despite recent tuition caps and freezes, tuition at Ohio's public higher education institutions still remains well above the national average, 11.5 percent higher at four year public institutions and 14.5 percent higher at community colleges.[16]

Third, budget support for the Ohio College Opportunity Grant (OCOG), Ohio's only need based financial aid program has dramatically declined. Once the gold-standard for state need-based financial aid programs, Figure 5 shows that OCOG was reduced from $223 million in 2007-08 to $69 million in 2011-12.[17] Despite increases since then, OCOG appropriations still remain $123 million below pre-2008 recession levels, at $100 million, leaving very little financial aid available for students with significant need.[18] To put this into context,

an Ohio family with an annual income of $48,000 would have to allot between 18 and 38 percent of that annual income to send one student to a two-year community college or between 39 and 81 percent to attend a four-year public university – a seemingly impossible task for families with already limited means.[19]
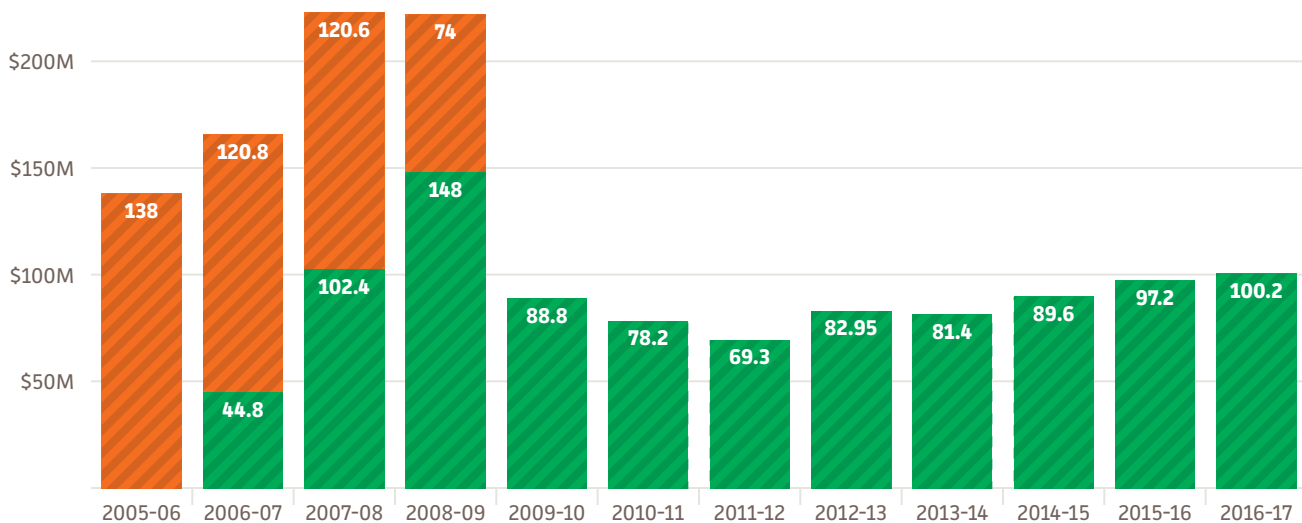
As a result, students choose to take out loans to pay for higher education. Ohio is in the top 10 nationally for the percentage of students who take out loans for college and average student loan debt. Sixty-six percent of Ohio students who graduated from college in 2015 reported taking out a loan; and among students who borrowed money for college, the average student loan debt burden was over $30,000.[20]

To address this, the Higher Education Compact and sister organizations in other cities across Ohio are working on a statewide initiative to significantly increase need-based aid, promote accelerated pathways, improve 2+2 agreements and improve utilization of College Credit Plus as part of a larger effort to promote affordability and completion. More information about this work can be found at www.philanthropyohio.org/education.

[13] The Higher Education Policy Institute: College Affordability Diagnosis, National Report, 2016; [14] The National Association of State Budget Officers, State Expenditures Report, 2015; [15] The Higher Education Policy Institute: College Affordability Diagnosis, National Report, 2016; [16] College Board, Trends in College Pricing 2016; [17] National Association of State Student Grant and Aid Programs, NASSGAP Survey Report 13-14, p. 9, 2014; [18] The Higher Education Policy Institute: College Affordability Diagnosis, National Report, 2016; [19] Higher Education Compact of Greater Cleveland, College Affordability in Ohio, August 2016; [20] The Institute for College Access & Success, Student Debt and the Class of 2015, October 2016.

Ohio Need-Based Aid

Ohio College Opportunity Grant | **Ohio Instructional Grant** | FIGURE 5

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Ohio Instructional Grant	138	120.8	120.6	74								
Ohio College Opportunity Grant		44.8	102.4	148	88.8	78.2	69.3	82.95	81.4	89.6	97.2	100.2

Persistence

Students having the academic and self-management skills, resilience, resources and institutional support to successfully navigate and persevere through college.

The Compact's overall persistence goal is to increase the six-year completion rate from four-year institutions among CMSD graduates from 28 percent to 47 percent by 2017 and the three-year completion rate at two-year institutions from two percent to seven percent. The most recent data shows that we are on track to meet the seven percent three-year completion goal at two-year institutions, as it reached six percent among the CMSD class of 2013. However, while the overall six-year completion rate of 33 percent at four-year institutions for the class of 2010 reflects a five-year, five percentage point increase, we are not on pace to meet the six-year, 47 percent goal for the four-year institutions.

The Compact identified six college persistence indicators to measure how students are progressing toward degree completion. The first- to second-year retention rate increased from 56 percent among students from the class of 2014 enrolled at all Compact schools to 57 percent among the class of 2015, eight percentage points higher than when we began measuring.

Attainment Goal
CMSD graduate six-year college completion rate from Compact four-year institutions

Measuring classes of 2006, 2007, 2008, 2009, and 2010

28% 32% 30% 33% 32% 33% 47%
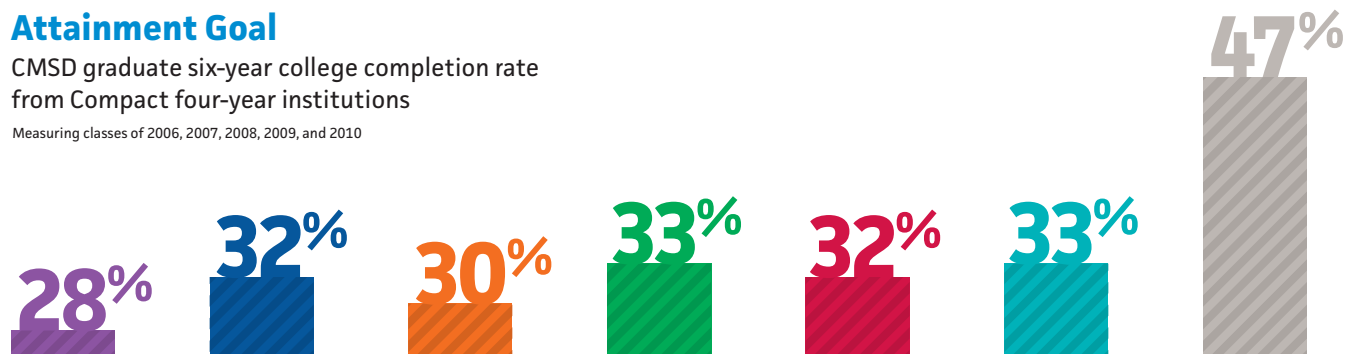
Attainment Goal
CMSD graduate three-year college completion rate from Compact two-year institutions

Measuring classes of 2009, 2010, 2011, 2012, and 2013

2% 4% 3% 5% 5% 6% 7%

2011 BASELINE | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 GOAL

The on-time (four-year) completion rate for the CMSD class of 2010 from four-year institutions was 26 percent, a six point increase over the class of 2009 and a 16 point increase from the first class we measured, the class of 2006. This is important because studies show that staying in college beyond four years does not increase a student's odds of completion but does increase the amount of student loan debt.[21]

The percentage of CMSD graduates from the class of 2010 who transferred from a two-year to a four-year institution was 13 percent, a one-point increase over the class of 2009. (Please note: We will examine a partnership between Cuyahoga Community College and Cleveland State University that is working to make the transfer process smoother for students in the following section of this report).

The remedial course passage rate among the CMSD class of 2015 was 74 percent, down from 78 percent among the class of 2014, but still significantly higher than our first data point of 63 percent among the class of 2013. This is an important indicator, because we know that remedial coursework increases the time and cost associated with completing a degree.[22]

The percentage of CMSD graduates who completed at least 24 college-level credits within one year of enrollment among Compact four-year institutions was 53 percent among the CMSD class of 2015, a slight increase over last year and a significant increase of 17 percentage points since we began measuring with the class of 2012. The rate at two-year institutions declined from 34 percent among the class of 2014 to 32 percent among the class of 2015.

[21] Complete College America: *Time is the Enemy*, 2011; [22] Complete College America: *The Game Changers*, 2013.

One of our four-year higher education partners discovered an error in the data they submitted for the 2015 Dashboard report after publication. The institution submitted new data last summer, and as a result, the 2015 overall persistence attainment goal and indicators have been updated to reflect the corrected data.
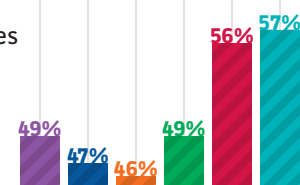
Persistence Indicators

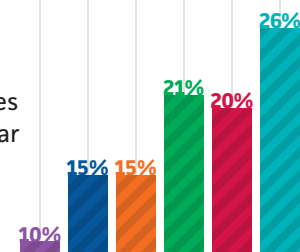2011 BASELINE | 2012 | 2013 | 2014 | 2015 | 2016

Percentage of CMSD graduates retained in all Compact institutions from year one to year two
Measuring classes of 2011, 2012, 2013, 2014, and 2015
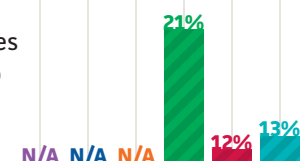
49% | 47% | 46% | 49% | 56% | 57%

Percentage of CMSD graduates earning degrees from four-year Compact institutions within four years
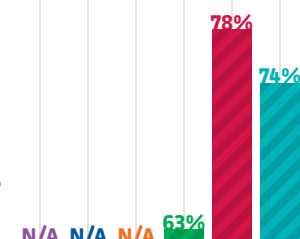Measuring classes of 2006, 2007, 2008, 2009, and 2010

10% | 15% | 15% | 21% | 20% | 26%

Percentage of CMSD graduates transferring from two-year to four-year institutions
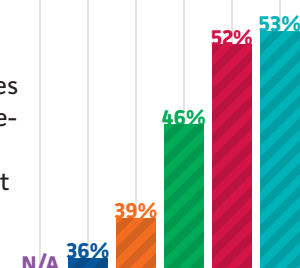Measuring classes of 2006, 2007, 2008, 2009, and 2010

N/A | N/A | N/A | 21% | 12% | 13%

Remedial course passage rate
Measuring classes of 2011, 2012, 2013, 2014, and 2015

N/A | N/A | N/A | 63% | 78% | 74%

Percentage of CMSD graduates completing at least 24 college-level credits within one year of enrollment among Compact four-year institutions
Measuring classes of 2011, 2012, 2013, 2014, and 2015

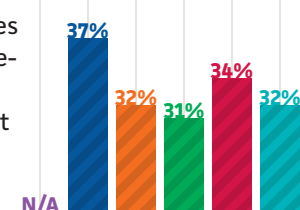N/A | 36% | 39% | 46% | 52% | 53%

Percentage of CMSD graduates completing at least 24 college-level credits within one year of enrollment among Compact two-year institutions
Measuring classes of 2011, 2012, 2013, 2014, and 2015

N/A | 37% | 32% | 31% | 34% | 32%

Persistence
MOVING FORWARD →

STREAMLINING THE TRANSFER PROCESS BETWEEN CUYAHOGA COMMUNITY COLLEGE AND CLEVELAND STATE UNIVERSITY

Last year, we reported that, nationally, students from low-income backgrounds who transfer from a two-year to a four-year institution are less likely to complete a bachelor's degree than their higher-income counterparts and that the transfer-out completion rate in Ohio lags behind the national average.[23]

Nearly 1,000 students transfer from Cuyahoga Community College (Tri-C) to Cleveland State University (CSU) each academic year, and a substantial portion of that number is comprised of CMSD graduates. In an effort to improve outcomes for CMSD graduates, Tri-C and CSU have partnered with Complete College America to develop more efficient transfer pathways to help students who move between their institutions reduce the number of unnecessary credit hours they take and to identify and provide extra support to students who need it.

To accomplish these goals, Tri-C and CSU are working together to create degree maps that show students the most efficient pathways to both associate's and bachelor's degree completion. To date, more than 20 degree maps have been completed. Additionally, the institutions are promoting collaborative advising based on the developed degree maps, allowing them to identify best practices to help students efficiently transfer between them. For example, students who complete an associate's degree at Tri-C and transfer to CSU are considered to have met their general education requirements (even if they have not completed the Ohio transfer module) and do not have to take additional general education coursework upon arrival. Finally, Tri-C and CSU are integrating their data platforms in an effort to use data to inform the degree maps. By connecting this way, both institutions can gain additional insight into what makes the Tri-C to CSU transfer student unique and what interventions might be most successful in meeting their needs. It also helps the institutions identify the courses on both campuses that are critical to student success and creates predictive models for persistence and completion that are unique to the Tri-C to CSU transfer population.

This partnership is unique and has the potential to transform the postsecondary experience for a group of students that is particularly vulnerable to stopping out and dropping out. Its success would have a dramatic impact on the community's educational attainment rate.

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[23] The Aspen Institute: *Tracking College Transfer: New Measures of Institutional and State Effectiveness in Helping Community College Students Attain Bachelor's Degrees*, 2016

Partners

Education Partners

Baldwin Wallace University

Bowling Green State University

Case Western Reserve University

Cleveland Metropolitan
School District

Cleveland State University

Cuyahoga Community College

Eastern Michigan University

Hiram College

John Carroll University

Kent State University

Notre Dame College

Oberlin College

Ohio Board of Regents

The Ohio State University

Ohio University

University of Akron

University of Toledo

Ursuline College

Community Partners

ACE Mentor Program of Cleveland

America Scores

Bellaire-Puritas Development Corporation

Big Brothers/Big Sisters

Boys & Girls Club of Cleveland

Boys Hope Girls Hope

Broadway/Slavic Village P-16 Project

CEOs for Cities

City of Cleveland

City Year

Cleveland Neighborhood Progress

Cleveland Transformation Alliance

Cleveland Public Library

College Board

College Now Greater Cleveland

Cuyahoga County

Educational Services Center of Cuyahoga County

Esperanza, Inc.

Facing History and Ourselves

Federal Reserve Bank of Cleveland

Greater Cleveland Neighborhood Centers Association

Greater Cleveland Partnership

Greater Cleveland YMCA

Ideastream

Junior Achievement

KeyBank Foundation

Lexington-Bell Community Center

Minds Matter

MyCom

NewBridge Cleveland – Center for Arts & Technology

Northeast Ohio Council on Higher Education

Northeast Ohio Medical University

Policy Bridge

President's Council Foundation

PRE4CLE

Scranton Road Ministries

Teach For America – Cleveland Chapter

The Center for Arts Inspired Learning

The Diversity Center of Northeast Ohio

The Literacy Cooperative

The Presidents' Council Foundation

Third Federal Foundation

University Settlement

Urban Community School

Urban League of Greater Cleveland

WIRE-Net

Youth Opportunities Unlimited

2015–2016 Funders

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