

EAST CLEVELAND CITY SCHOOLS

ROAD TO ACADEMIC RECOVERY AND REVITALIZATION





Dear Colleen D. Grady,

With the close of the 2023-24 school year and summer graduation complete, the East Cleveland City School District has once again met ten of its twenty academic benchmarks for the school year. Under the District's Revitalization Plan which was approved by the Ohio Department of Education in December 2021, East Cleveland must meet or exceed 11 of its 20 benchmarks by the close of the 2024-25 school year.

“Meeting 10 metrics for the second year in a row positions the District for success moving forward,” said Dr. Henry Pettiegrew, Superintendent & CEO. “While we know that our goals for this year are the most challenging they have ever been, I am confident in our students and staff that we will be successful.”

The entire District's progress for the school year can be seen on the scorecard which is housed on the District website.

Sincerely,

The East Cleveland City School District Board of Education
Dr. Mary E. Rice, President
Ms. Stephanie Stedmire-Walls, Vice President
Mr. Vernon Robinson, Member
Ms. Chareen Fountain, Member



Strategic Plan Process

The strategic planning process started in February 2019, upon the arrival of current superintendent & CEO, Dr. Henry Pettiegrew II. There were a number of engagement opportunities to ensure all voices of the district were heard, including staff, students, parents and community stakeholders.

How was feedback obtained?

- Listening tour sessions were conducted in March 2019, March 2020 and Winter 2021. These sessions were held at Shaw High School, Salvation Army, McGregor’s Home, and a host of homeowner groups in the district.
- In June 2021, a series of stakeholder meetings were held to discuss the district’s plan to utilize the American Rescue Plan allocations to help move the district forward.
- In August 2021, the East Cleveland Board of Education and Chief Executive Officer held a series of “Schools Connecting Community” community meetings at Starlight Baptist Church, The East Cleveland Public Library, Shaw High School and virtual.
- There were two different surveys conducted aimed at different audiences. One was for families and community members and one for staff.
- Student voice was obtained through two whole school student feedback assemblies and Kirk Middle School and Mayfair Elementary.
- The Superintendent Advisory Council is composed of a cross section of students K-12. This group also met to provide feedback to the academic improvement plan.

What is our timeline?

East Cleveland City Schools will focus on preparing students for careers and post-secondary success through rigorous academic opportunities. The Academic Improvement Plan is identified within the larger District Revitalization Plan with three questions:

- How do we grow our learners to be college and career ready?
- How do we create a safe space to learn and thrive?
- How do we engage families and our community?

This strategic plan is a living document, with specific goals outlined through June 2025. Each year, strategies and action plans will be refined, developed and added as we work toward our mission of helping students realize their potential.



Mr. Larry Ellis, principal at Shaw High School, and Mrs. Carmen Bryson, math teacher and OCTM award winner, discuss and evaluate instructional strategies at a District Leadership Team meeting. This team meets regularly to monitor academic progress.



Grow Our Students to be College and Career Ready



Growing our students is symbolized with the growing heart because the only way to revitalize our district is by growing both the hearts and the minds of our students.

Explicit Literacy Instruction

Reading is key to our success. Our teachers will utilize this strategy as we teach reading skills in every classroom--English, social studies, science, math, and more.

Explicit instruction is a way to teach in a direct, structured way. The East Cleveland teachers use explicit instruction, to make their lessons crystal clear. They also give students plenty of feedback and chances to practice. Teachers and administrators received extensive professional development from Dr. Anita Archer, a leading expert who provides clear guidelines for identifying key concepts, skills, and routines to teach; designing and delivering effective lessons; and giving students opportunities to practice and master new material. With Explicit Literacy Instruction, students read, write and speak daily.

Universal Design

Every student can learn. It's our job to use strategies and activities that are equitable and inclusive for all learners.

Universal Design for Learning (UDL) is an educational framework based on research in the learning sciences that guides the development of flexible learning environments and learning spaces that can accommodate individual learning differences. UDL aligned strategies are instructional methods and tools used by teachers to ensure that ALL students have an equal opportunity to learn.

The three UDL principles are engagement, representation, and action and expression. These guidelines help teachers to select strategies that remove barriers in instruction so that all students can achieve their learning goals.

Engaging Lessons

In order to grow our students, we have to capture and maintain their attention. Our lessons must be presented so that students want to learn more.

Students who are engaged learn at high levels and have a profound grasp of what they learn, retain what they learn, and can transfer what they learn to new contexts

In collaboration with the Schlechty Center on Engagement, the District is focusing its attention on student motivation and the strategies needed to increase student engagement. Teachers are designing lessons that enhance the prospect of students being engaged in the tasks and activities that are most likely to appeal to the values, interests, and needs of the students.

Some of the Schlechty Design qualities are content and substance, organization and knowledge, product focus, clear and compelling standards, protection from adverse consequences for initial failure, affiliation, novelty and variety, choice, and authenticity.



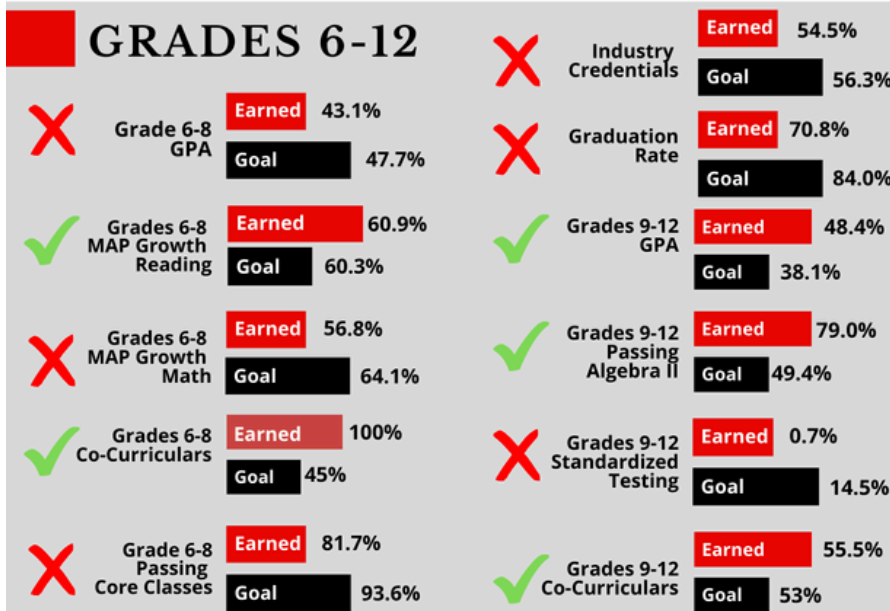
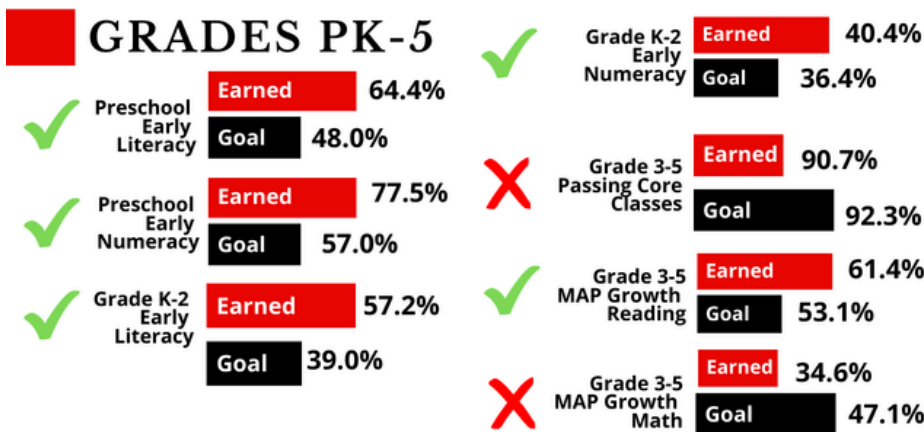


Year Two: On Track for Success

The District measures progress towards the goals outlined in the Revitalization Plan through its scorecard. Updated quarterly, the scorecard is intended to provide an "at-a-glance" status of the keys metrics that represent the growth of our students and the work of our staff.

Under the state approved Revitalization Plan, the District must meet at least eleven metrics by June 2025.

For the 2023-24, the District set a goal to meet ten metrics by the end of the school year. Based on the final results of the state report card and internal metrics, the District had met this expectation meeting ten metrics.



The East Cleveland City School District's Revitalization Plan measures twenty metrics across all grade levels. To solidify local control, the District must meet at least 11 of these metrics by the close of the 2024-25 school year.





College Ready Benchmarks

College readiness means a student graduating from the East Cleveland City Schools has met either the academic indicators or the standardized testing benchmarks listed below. Our College Ready Benchmarks represent data accumulated over a student's entire academic career, not just a single test.

College Ready Benchmarks									
District Performance Index	Performance index measures the achievement of every student based on the state assessments. Using the performance index percentage from the local report card, this metric gives us a high level view of summative student achievement.								
	School Year 17-18	School Year 18-19	School Year 19-20	School Year 20-21		School Year 21-22	School Year 22-23	School Year 23-24	School Year 24-25
	47.00%	46.10%	COVID	35.20%	RESULT	40.30%	39.50%	45.80%	
				GOAL	42.70%	50.70%	55.36%	60.00%	
GPA	According to the National College and Career Readiness benchmarks - Career Ready Students with a 2.8 GPA graduating high school have a 71% likelihood of reaching the American middle class. The ACT cites that maintaining higher than a 3.0 high school GPA or passing high school exit exams or college entrance exams is correlated with enrolling in and successfully completing credit-bearing entry-level college courses (ACT, 2012; Mishook et al., 2012). The data in the table below represents the percentage of students with a 3.0 GPA or higher. The District uses a 4.0 scale which is listed in the technical appendix.								
	School Year 17-18	School Year 18-19	School Year 19-20	School Year 20-21		School Year 21-22	School Year 22-23	School Year 23-24	School Year 24-25
					RESULT	22.23%	26.80%	48.40%	
	Grades 9-12	15.45%	18.72%	14.94%	13.66%	GOAL	17.09%	27.09%	38.09%
					RESULT	32.23%	34.20%	43.10%	
Grades 6-8	36.31%	45.19%	34.59%	25.20%	GOAL	40.75%	43.75%	47.75%	52.75%
Standardized Testing	ACT: ACT scores provide important insight into the academic preparedness of students, particularly, readiness for postsecondary education. The following are ACT's minimum benchmark scores that predict college-level success in the four content areas. English: 18, Math: 22, Reading: 22, Science: 23.								
	NWEA: The MAP Growth assessment is a comprehensive assessment that focuses on tracking the growth of students in grades K-12 through the school year. Though the test is untimed, each subject takes approximately 45 minutes to complete. The computer adaptive assessment is aligned with the Common Core State Standards and Next Generation Science Standards.								
ACT Composite Scores 18 or Higher	Class of 2018	Class of 2019	Class of 2020	Class of 2021		Class of 2022	Class of 2023	Class of 2024	Class of 2025
					RESULT	0.10%	2.20%	0.70%	
		4.93%	2.97%	3.85%	GOAL	4.50%	9.50%	14.50%	19.50%



Meeting our goals in key academic areas this past year reflects the unwavering commitment and collaboration of our dedicated staff. Together, we are setting new standards of excellence as we serve and uplift our community.

*-Anthony Lockhart
President, OAPSE*



College Ready Benchmarks

College readiness means a student graduating from the East Cleveland City Schools has met either the academic indicators or the standardized testing benchmarks listed below. Our College Ready Benchmarks represent data accumulated over a student's entire academic career, not just a single test.

The percentage of students who met or exceeded their expected growth in reading over the course of one school year.									
MAP Growth Reading	School Year 17-18	School Year 18-19	School Year 19-20	School Year 20-21		School Year 21-22	School Year 22-23	School Year 23-24	School Year 24-25
					RESULT	44.40%	54.20%	60.90%	
Grades 6-8		54.92%	48.08%	27%	GOAL	48.33%	53.33%	60.33%	68.33%
					RESULT	34.80%	46.60%	61.40%	
Grades 3-5		47.24%	38.14%	25.82%	GOAL	39.06%	46.06%	53.06%	63.06%
The percentage of students who met or exceeded their expected growth in math over the course of one school year.									
MAP Growth Math	School Year 17-18	School Year 18-19	School Year 19-20	School Year 20-21		School Year 21-22	School Year 22-23	School Year 23-24	School Year 24-25
					RESULT	43.00%	54.10%	56.80%	
Grades 6-8		54.68%	48.09%	38.60%	GOAL	47.12%	55.12%	64.12%	74.12%
					RESULT	27.60%	24.10%	34.60%	
Grades 3-5		35.63%	34.55%	17.06%	GOAL	30.08%	38.08%	47.08%	57.08%
% of Students passing core classes: Passing core classes positively correlates with high school graduation.									
Passing Core Classes	School Year 17-18	School Year 18-19	School Year 19-20	School Year 20-21		School Year 21-22	School Year 22-23	School Year 23-24	School Year 24-25
					RESULT	67.75%	72.00%	81.70%	
Grades 6-8	88.47%	90.73%	87.07%	68.09%	GOAL	89.60%	91.60%	93.60%	95.60%
					RESULT	73.08%	83.40%	90.70%	
Grades 3-5	91.55%	83.02%	87.77%	76.98%	GOAL	88.29%	90.29%	92.29%	94.29%
Four Year Graduation Rate									
	Class of 2018	Class of 2019	Class of 2020	Class of 2021		Class of 2022	Class of 2023	Class of 2024	Class of 2025
					RESULT	80%	84.40%	71%	
	73.80%	79.50%	84.30%	80%	GOAL	81%	82%	84%	86%

The remarkable progress our District has achieved this year is truly inspiring. While there is still work to be done to sustain and build on these efforts, I am confident that East Cleveland is on a strong path toward continued success.

*-Dr. Mary E. Rice
President, East Cleveland Board of Education*





College Ready Benchmarks

College readiness means a student graduating from the East Cleveland City Schools has met either the academic indicators or the standardized testing benchmarks listed below. Our College Ready Benchmarks represent data accumulated over a student's entire academic career, not just a single test.

Percentage of Students Passing Algebra 2: Studies show that successful high school completion of Algebra 2, a gateway course for many post-secondary math, science, engineering and technology courses, correlates to college and career success. Data links Algebra 2 success to both college enrollment and bachelor's degree attainment. Students who study math at least through Algebra 2 in high school are more than twice as likely to earn a four-year degree as those who do not, and the level of math a student reaches in high school is the most accurate predictor of whether they will earn a bachelor's degree.									
Algebra 2	School Year 17-18	School Year 18-19	School Year 19-20	School Year 20-21		School Year 21-22	School Year 22-23	School Year 23-24	School Year 24-25
					RESULT	61.43%	64.50%	79%	
	41.37%	48.93%	44.69%	22.83%	GOAL	39.46%	44.46%	49.46%	54.46%
Percentage of Students Proficient in Early Numeracy: The ability to do simple arithmetic and place numbers on the number line for the first grade predicts math performance in the fifth grade.									
Early Numeracy	School Year 17-18	School Year 18-19	School Year 19-20	School Year 20-21		School Year 21-22	School Year 22-23	School Year 23-24	School Year 24-25
					RESULT	25.63%	47.60%	40.40%	
Grades K-2		28.49%	22.44%	20.93%	GOAL	25.47%	30.47%	36.47%	42.47%
					RESULT	56%	89%	77.50%	
Prekindergarten	20%	40.96%	0	51.11%	GOAL	53%	55%	57%	59%
% of Students Proficient or Higher in Phonological Awareness: Phonological awareness (i.e. rhyming) is one of the most important predictors of later reading ability and is a teachable skill that, when explicitly taught in combination with letters, promotes stronger reading skills.									
Early Literacy	School Year 17-18	School Year 18-19	School Year 19-20	School Year 20-21		School Year 21-22	School Year 22-23	School Year 23-24	School Year 24-25
					RESULT	33%	46%	57.20%	
Grades K-2		30.96%	29.66%	12.63%	GOAL	28%	33%	39%	45%
					RESULT	58%	73%	64%	
Prekindergarten	40%	14.45%	0	42.20%	GOAL	44%	46%	48%	50%





Career Ready Benchmarks

Career readiness means a student graduating from the East Cleveland City Schools has identified a career interest and has demonstrated skills that are necessary for success in the work place--timeliness, leadership, and working well with others to name a few.

Career Ready Benchmarks									
Chronic Absenteeism Rate	Data shows school attendance, something at the very core of education, is central to success. In a report by Attendance Works, absenteeism influences not just chances for graduating but also for completing college http://www.attendanceworks.org/wordpress/wp-content/uploads/2010/04/ChronicAbsence.pdf .								
	School Year 17-18	School Year 18-19	School Year 19-20	School Year 20-21		School Year 21-22	School Year 22-23	School Year 23-24	School Year 24-25
	45.88%	43.76%	32.06%	62.32%	RESULT	50.31%	53%	64%	
				GOAL	40%	35%	28%	20%	
% of Students in Co-Curricular Activities:	A study by the National Center for Educational Statistics and the U.S. Department of Education indicated students involved in activities were more likely to aspire to higher education, and two-thirds were expected to complete a bachelor's degree or higher. The more students participate in career and technical student organizations, the higher their academic motivation, academic engagement, grades, career self-efficacy, college aspirations and employability skills. (Alfeld et al., Looking Inside the Black Box: The Value Added by Career and Technical Student Organizations to Students' High School Experience, National Research Center for CTE, 2007)								
	School Year 17-18	School Year 18-19	School Year 19-20	School Year 20-21		School Year 21-22	School Year 22-23	School Year 23-24	School Year 24-25
	33.97%	57.42%	12.55%	38.06%	RESULT	20.58%	49.50%	55.50%	
Grades 9-12				GOAL	43%	48%	53%	58%	
Grades 6-8	53.60%	24.34%	22.05%	35.59%	RESULT	14.48%	100%	100%	
				GOAL	35%	40%	45%	50%	
% of Students who have Earned Industry Credential(s)	Participation of skills-training programs increases the likelihood of higher earnings and raises the probability and consistency of employment. (Association for Career and Technical Education, https://www.acteonline.org/uploadedFiles/What_is_CTE/Fact_Sheets/CTE_Works_Research_2016.pdf)								
	Class of 2018	Class of 2019	Class of 2020	Class of 2021		Class of 2022	Class of 2023	Class of 2024	Class of 2025
	56.32%	63.25%	27.95%	7.95%	RESULT	21.30%	46.60%	54.50%	
				GOAL	38.87%	47.57%	56.27%	65%	

Students attending Shaw High School can earn an industry credential in numerous areas including manufacturing, construction technology, nursing and medical science, health and exercise science, cosmetology, automotive technology, cybersecurity, and early childhood education where internship work is completed with our own preschool students at Prospect Academy.





Create Safe Spaces for Students to Learn



This symbol, adopted from American sign language, means "I'm okay." We know for a child to be ready to learn and for a teacher to be ready to instruct, each must first feel safe. If you're okay, you're ready to learn.

Upgrading Infrastructure

Creating safe spaces begins with the fundamentals. This past school year, the District completed its new security features for staff entrances, moving to a swipe card system.

Each classroom in grades kindergarten through twelve is outfitted with new digital monitors to display and share content. Plus the newly renovated library space at Shaw High School, now called The Cardinal Center, allows groups of all sizes the opportunity to meet and showcase the great work happening in the District.



The roofs at Shaw High School and Prospect Academy were completed re-done which will have a positive impact on heating and cooling for those facilities. And new playgrounds were installed at Mayfair Elementary and Prospect Academy, with Caledonia Elementary set to receive its new playground later this year.

With BlackBoard Mass Communications for all robocalling and messaging services plus Here Comes the Bus for all students who receive transportation services, we continue to leverage technology to improve our communication and accessibility to families and the community.

Ensuring a safe environment removes instructional barriers for teachers, allowing everyone to focus on the learning.

More Technology

Building upon recent improvements, like 1:1 student devices and Zoom phones, we must grow our collective skills by offering more best practices for our students and teachers.

Checking In

Using both participatory learning practices and decision-making, we will build greater social capital and social discipline among our school community.



We continue to utilize the Google WorkPlace applications--Gmail, Drive, and Calendar--for students and staff alike. Now, we are adding universal applications for greater accessibility in learning including Nearpod, Kami, Screencastify, Canva, and PearDeck.

We will use the Multi-Tiered System of Support (MTSS) framework as our vehicle to determine who is at-risk, why the student is struggling, and how we can support the student as a community.



Engage Our Families and Community



The shaking hands symbol signifies agreement. At the moment you shake hands with another person, you're going to move together in the same mind and same direction.

Chambers Community Empowerment Center

The Chambers Community Empowerment Center (CCEC) is now fully operational and is home to a Quick Med Clinic office. Students, families, and staff can take advantage of walk-in services such as health screening, glucose testing, and general wellness visits. Much of our success as a district lies in having a healthy community.

The CCEC exists to serve families and community members by partnering with them to identify and reach their personal and professional goals, while providing the tools and resources needed to support the academic and career goals of our youth.

Strengthening Partnerships

To help us down the road to revitalization, we must leverage our current community partnerships like the Cleveland Browns Foundation whose generosity made much of the new stadium project possible and the East Cleveland Neighborhood Center whose work in developing mentorship programs with students is key to our success.

In addition to existing partnerships, we are actively cultivating relationships with national, regional, and local organizations which will bring innovative programming and initiatives to our community in areas such as workforce development, literacy, and health. This dedication to collaboration will ensure that we achieve the goals that we've established for our students, their families, and the community-at-large.

Schools Connecting Community

The Board of Education is the key linkage between the community and the schools. The Board's work to establish this plan and ensure its implementation is vital in our efforts.





TOGETHER, WE HAVE THE
POWER TO HELP OUR
STUDENTS THRIVE AND
ACHIEVE OUR GOALS.

Lillian Tolbert
ECEA President

1843 Stanwood Rd.
East Cleveland, OH 44112
216.268.6600
www.eastclevelandschools.org

EAST CLEVELAND
CITY SCHOOLS--
THE MODEL URBAN DISTRICT



@EastCleveSchools @EastCleSchools @EastCleSchools Cardinals Nation