



MEASURING WHAT MATTERS



Shaker
Heights
Schools



A QUALITY PROFILE FOR SHAKER HEIGHTS SCHOOLS FALL 2018

FROM THE INTERIM SUPERINTENDENT

Greetings,

“Measuring What Matters” is our annual quality profile of the performance of the Shaker Heights City School District.

We want you to know about our daily work to deliver a first-class education that produces some of the top high school graduates in the nation. As one of only eight PreK-12 International Baccalaureate (IB) districts in the nation, the Shaker Heights Schools tradition of excellence continues.

In this edition, we highlight areas of the whole student education experience—academic, athletics and the arts. Our graduation rate climbed to 94% and our graduates were accepted to 258 colleges and universities. Of the many sports we offer, several students excelled in swimming, basketball, golf, cross country and more. Our arts program remained strong with performances throughout the year. Finally, our school community rallied together in the aftermath of the devastating Fernway fire to relocate our students and make plans to restore the building. The resilience and enduring spirit of the Shaker Heights community in a time of crisis is what matters.

As interim superintendent, it is an honor to deliver this report to the Shaker Heights community—here and around the world. Please know that your District is in good hands as our teachers, administrators and staff work together as a team to keep our schools great. We continuously strive to excel in all areas and we see our challenges as opportunities for growth and development.

Thank you for taking time to read our story and for your support of the Shaker Heights City School District.

Dr. Stephen M. Wilkins
Interim Superintendent of Schools



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TABLE OF CONTENTS

Academics	4
Profiles	6
Holistic Education	8
Fernway Update	10
Capital Projects	11
Finance	12
Strategic Plan	14
International Baccalaureate	15
Shaker Top 10	Back Cover

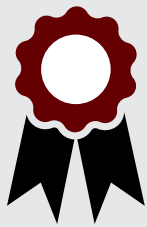


#TEAM SHAKER



FOCUS ON ACHIEVEMENT

The Shaker Heights City School District prepares students for a 21st-century world that values critical thinking. Building on a century of academic excellence, the District's Strategic Plan guides our continuous improvement and long-term academic goals. Our District-wide commitment to excellence, nurturing the IB Learner Profile in each student and fostering a sense of life-long learning is at the heart of our holistic approach to education.



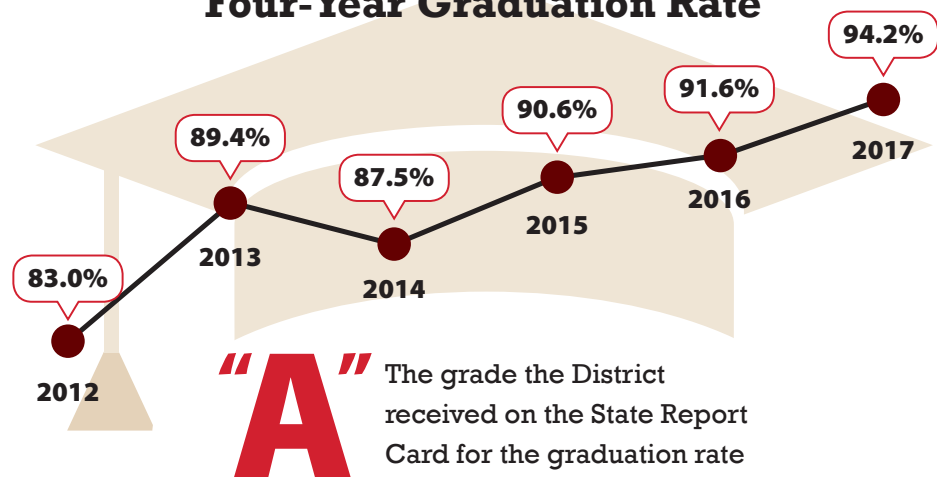
National Merit Semifinalists

12

Members of the Class of 2019 named Semifinalists.

Shaker has the second-highest number of nominations in NE Ohio public high schools.

Four-Year Graduation Rate



90.5%

Four-year graduation rate among Shaker's African-American students up 3 percentile points from the previous year



258

Number of colleges and universities worldwide—including elite Ivy League institutions—to which the Class of 2018 was accepted

*Ohio's 2018 School Report Cards are based on data from the 2017-18 school year. Graduation data from the Report Card is based on the previous school year.

Gifted Education



Our District showed more than a year's worth of expected growth for students identified as gifted in reading, math, science and/or superior cognitive ability.

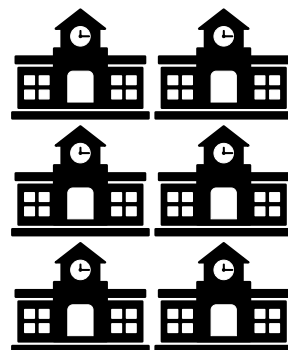
Third-Grade Reading Guarantee

99.4%

Percentage of students promoted to Grade 4 for the 2018-19 school year



Gap Closing



Six schools received an "A" or a "B" on state Gap Closing.

Report Card Gains: Shaker showed improvement in 17 of 21 indicators, more than double the gains in last year's Report Card

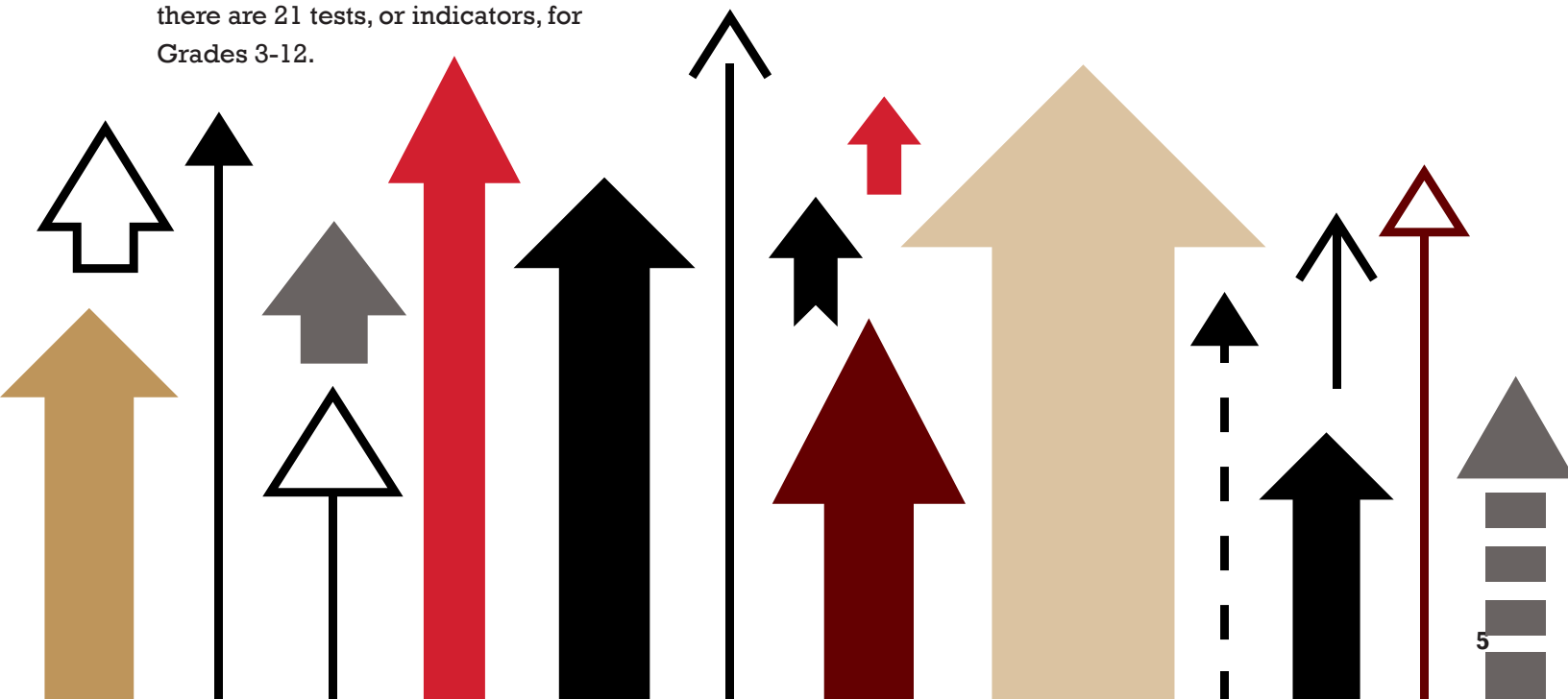
Each year, the state evaluates students in Grades 3-8 in English Language Arts and Math. Students in Grades 5 and 8 are also tested in science. At the high school level, the state administers testing in the following areas: Algebra I, Biology I, English Language Arts (in Grades 9 and 10), Geometry I, American US Government and US History. All together, there are 21 tests, or indicators, for Grades 3-12.

GRADES 3-8

The District exceeded last year's English Language Arts scores for each of these grades.

16.8% AVERAGE GAIN

Student scores improved in all seven high school indicators—with the highest growth of 25.6% in Algebra I.



EMBRACING OUR ASPIRATIONS

The District's three aspirations—Excellence, Equity, and Exploration—serve as a touchstone for our entire school community. Read on to learn how our students, staff and families are guided by these principles.



AALIYAH WILLIAMS

JUNIOR AALIYAH WILLIAMS embodies the International Baccalaureate Learner Attributes. Last year, she took action and painted a mural at the High School that served double-duty: it was her homage to Harlem Renaissance painter Loïs Mailou Jones and it brightened a basement testing room. This past summer, the risk-taking Diploma Programme (DP) student was accepted to the 2018 Telluride Association Sophomore Seminar at the University of Michigan, a highly selective six-week summer program that focused on the “Culture of Politics of Race in Media and Literature.” The experience was one Aaliyah says will fuel her passion for making change.

“I’m someone who’s really curious about the ‘why’ in what I’m learning and the IB Diploma Programme and classes address that for me in a holistic way. That means a math lesson goes beyond learning formulas and theorems: we also read about the history of the mathematicians who developed them. I’m also someone who is confident in her beliefs. IB provides a structure for me to express myself and my DP classes provide me with a trusting environment to share. My hope is that being in the DP will enable me to better articulate what I know and believe so that one day, I can improve the world. I know that Shaker is a special place and that other parts of the country and world are very different, but my experience here has taught me to never take less than what I deserve.”

MICHAEL COLLINS & DANA HOWARD

MICHAEL COLLINS AND DANA HOWARD and their young son, Dashel, had been living in Boston and wanted to move to Ohio to be closer to family. While researching their options, Michael remembered the Shaker Heights friends he made in graduate school at the University of Texas: they remarked that Shaker Heights was a diverse, educated community. In short order, they bought a house in Fernway and enrolled Dashel at the school.

Then last summer—only a year after Dashel joined Fernway—the school was badly damaged by fire. Despite the challenges presented by the fire and her still relative newness to the community, Dana Howard remains a Fernway supporter and continues to organize Fernway families and advocate for the school as its PTO president.

“Since we moved, the community has been terrific, and we’ve had a positive experience. We are thrilled to be a part of a diverse community that is committed to providing a world-class education to all of the young people in Shaker. We are proud to be a part of a community committed to equity and opportunity.”



RAINA LI

RAINA LI ARRIVED AT SHAKER HEIGHTS SCHOOLS in 2006 as the District’s first and only Chinese language teacher. Since then, she has helped grow the program to what it is today: six teachers offering more than 2,000 students in Grades 1-12 Chinese language and cultural instruction. She was also crucial in bringing the Hanban Confucius Classroom to Shaker Heights High School. Today, Shaker has one of only 10 independent Confucius Classrooms in an American K-12 school district and to date, the District has received more than \$100,000 from Hanban to support the program.

“Our Chinese program fits perfectly with the IB Programme because we are fostering our students’ international mindset. We have students in the Chinese program at the High School who travel to China and stay for three months and we have Chinese students at our sister school in Hebei, China who come here. My students tell me how much they appreciate knowing so much about another part of the world—they better understand Chinese thinking and the logic because they’ve actually learned about the country’s history. I want to use what I do as a teacher to build a friendship among the younger generations of Chinese and Americans. I want our students to understand that we’re all human beings and we can all get along.”



THE WHOLE STUDENT

At Shaker Heights Schools, we value a holistic education that encourages growth for the whole student. That's why we support, encourage and provide a range of opportunities for students to nurture their personal interests and develop skills that benefit them beyond the classroom.

PARTICIPATION IN EL SISTEMA, an after-school enrichment program offered at Lomond and Fernway that empowers children through string music education, has been strong since the program was first introduced in Shaker in the 2015-16 school year. Last year, the program reached more than 75 students in Grades 2-4.

STUDENTS IN GRADES 5-12 can participate in one of the District's three Robotics Clubs. In recent years, Shaker students have won top honors at local, regional and state robotics and engineering competitions. The club brings STEM principles to life, enabling students to design, build and operate their own robots.



OUR HIGH SCHOOL STUDENTS

travel the world. As part of our World Languages program, students may travel to Germany, Greece, England, France, Chile, China, Canada and Costa Rica. Each spring break, a group of students participates in a service immersion trip. Destinations have included Laos, Cambodia, Peru and Morocco. Students in band, orchestra and choir have the opportunity for travel, as well. In recent years, our music students have traveled to Turkey, Greece, Italy, China, Spain and France.



FORTY-FIVE 2018

graduates earned the State of Ohio Seal of Biliteracy, an award conferred to graduating high school seniors who have demonstrated a high level of proficiency in English and at least one world language.

NEARLY 600 HIGH SCHOOL

students participate on one of our 27 Varsity sports teams. Among those athletes, approximately 75 senior student-athletes annually earn a 3.5 GPA or higher.

THROUGH THE COLLEGE CREDIT PLUS

program, students at both the Middle School and High School can apply for admission to any Ohio public or participating private college and earn credit for both high school and college. In some cases, students can earn enough credit to complete their freshman year in college. There is no cost for tuition, books or fees.

LAST YEAR, WOODBURY STUDENTS

and community members created more than 1,000 clay planters to sell at Woodbury Creating Change, a biennial community event that combines art, social justice and charity. Planter sales at the spring 2018 event, combined with donations and support from local businesses, raised more than \$9,000 for three student-selected charities!



EACH YEAR, ABOUT 40-60 HIGH SCHOOL

students enroll in programs offered by the Heights Career Tech Consortium. The Consortium—five local high schools—offers programs in many areas, enabling students to jump start their college studies or career. Programs include audio engineering, home improvement/construction trades, computer networking technology, criminal justice and graphic imaging technology, among others.





FERNWAY FOREVER



FOR NEARLY A CENTURY, Fernway Elementary School has provided generations of families and children with an engaging place to learn, a safe space to play and a welcoming lawn perfect for community gatherings.

The fire that ravaged the school's rooftop on July 10, 2018, was a setback for sure.

Even before the flames were fully extinguished, Fernway families and teachers, community members and District officials were thinking of the way ahead.

Keeping the students in the Shaker Heights Schools community, the displaced Fernway students and staff were relocated into three other District schools: Woodbury, Onaway and Boulevard. At the same time, the building was stabilized as the District began efforts to rebuild the damaged school.

In early fall, the District selected Van Auken Akins Architects and the Gilbane Construction Company to make design and construction plans to restore and renovate the school.

The Board of Education worked diligently to develop the project scope, schedule and budget for the work ahead. The project goal is to welcome back the Fernway students with a modernized school building and improved outdoor play area.

The District thanks the Fernway families, staff and students for their patience, resilience and flexibility during this challenging year. We also thank the principals, staff and students of the three host schools—Boulevard, Onaway and Woodbury—for their open arms to the Fernway students and tireless efforts to ensure a successful 2018-19 school year for all students.

We also commend the Shaker Heights Fire Department and neighboring firefighters for their heroic efforts. We thank the Mayor and city officials for their diligent work and support of the Fernway project.

The Fernway fire presented us with an unprecedented challenge. But when we've come through to the other side, we know we will emerge stronger than ever.



PURPOSEFUL PROJECTS

BEGINNING IN JUNE, THE DISTRICT EMBARKED on an ambitious series of construction projects designed to keep our schools warm, safe and dry. The projects represented the District's most urgent capital needs and were paid for out of a \$30 million bond issue and permanent improvement levy that voters approved in May 2017. This year's projects included improvements in heating, roofs, electrical system and security upgrades, technology infrastructure and parking. The construction dollars also are being used for improvements to make our schools compliant with the Americans With Disabilities Act (ADA). At the same time the District completed improvements to a series of pilot classrooms that include new flexible furniture to enhance the teaching and learning environment for students and staff.



High School

- Upgrade elevator
- Replace the boilers
- Replace the front and south parking lots
- Repair slate roof
- Repair foundation
- Upgrade security cameras and alarm
- Replace and repair water lines
- Add pilot classrooms

Fernway*

- Replace flat roof
- Add pilot classroom

Lomond

- Add pilot classroom

Mercer

- Renovate a classroom to accommodate students with special needs
- Replace main waterline
- Add pilot classroom



Middle School

- Repair and paint the exterior
- Add pilot classroom

Woodbury

- Replace flat roof
- Add pilot classroom

Onaway

- Replace flat roof
- Replace the parking lot
- Repair the foundation
- Repair retaining wall and sidewalk
- Add pilot classroom

Boulevard

- Repair slate roof
- Add pilot classroom



**Fernway projects were slated and in progress prior to the July 10 fire.*



FUNDING OUR FUTURE

All of the District's fiscal decisions are guided by Goal 6 of the Strategic Plan: to ensure efficient and effective use of our financial resources while ensuring high-quality educational experiences for our students. Since the Plan's adoption in 2014, our overall numbers indicate cost savings and continued academic improvement. In FY 2017-18, the District ended \$600,000 below budgeted expenditures. That, combined with the passage of the \$30 million bond issue in 2017 and the 1.25-mill permanent improvement levy will keep our buildings warm, safe and dry without draining money from the District's general fund—dollars that can be spent instead on instruction.

SHAKER HEIGHTS SCHOOLS FINANCIAL FACTS

• **AWARDS FOR FISCAL EXCELLENCE:**

The District's strong fiscal stewardship and accurate financial reporting is regularly recognized by the Government Officers Association, the Association of School Business Officials and the State Auditor's Office.

• **UPDATING FISCAL SOFTWARE:**

The Treasurer's Office and Human Resources Office are collaborating on the conversion to eFinancePLUS, a fiscal software package designed to meet the needs of Ohio school districts. eFinancePLUS has modules for accounting, purchasing, human resources, payroll, fixed assets, budgeting, vendor bidding, billing and receipts and warehouse inventory.

• **STRONG FUNDRAISING:**

The Shaker Schools Foundation makes a difference in the lives of Shaker students each and every day by supporting academics, enrichment, fine arts programming, STEAM innovation, student travel and more. Established in 1981, the Shaker Schools Foundation has raised more than \$3.5 million to support the District. Please see its new website at www.shakerschoolsfoundation.org.

• **COST-EFFECTIVE INSURANCE COVERAGE:**

The District's decision to switch to self-insurance has saved money and maintained the high-quality health insurance our faculty and staff deserve resulting in an annualized savings of about \$500,000.

• **SMART SAVINGS:**

Refinancing the District's outstanding general obligation bonded indebtedness in 2015 enabled the dollars saved to be spent in the classroom. This results in more than \$400,000 in savings over 10 years.

• **COST-EFFECTIVE TECHNOLOGY:**

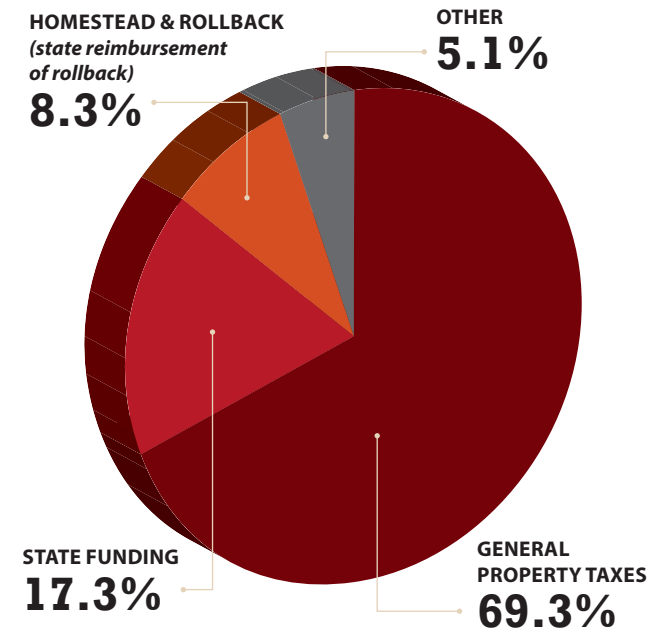
The District's move to Google services and a cloud-based email system allows the District to avoid paying for and maintaining expensive hardware infrastructure and software licensing. This also has the potential to reduce paper consumption.

WHERE THE MONEY COMES FROM

GENERAL FUND REVENUE

FISCAL YEAR 2017-18

TOTAL = \$105.4 MILLION

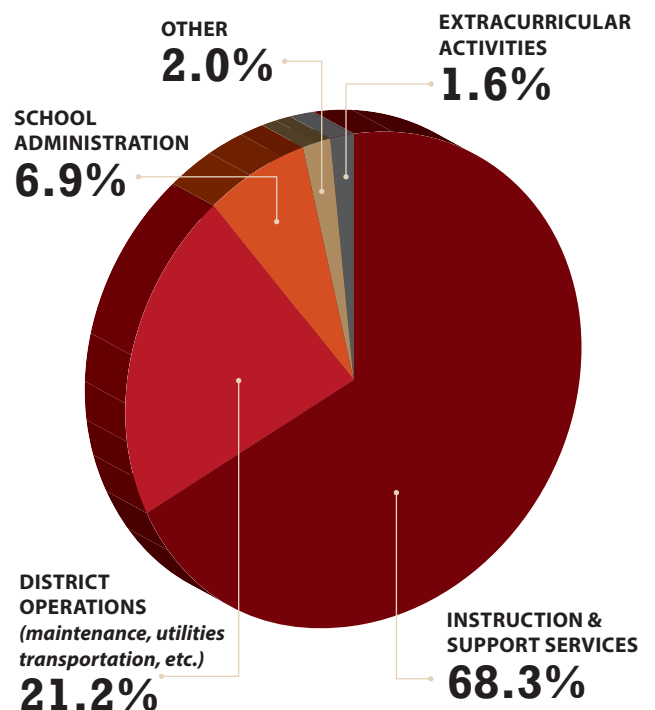


WHERE THE MONEY GOES

GENERAL FUND EXPENDITURES

FISCAL YEAR 2017-18

TOTAL = \$96.9 MILLION



OHIO SCHOOL FUNDING 101

Ohio's public schools receive a majority of their funding from combined state and local funds, with limited assistance from federal grants and incentive programs. Excluding federal funds, slightly more than half of all funding statewide is locally generated, with almost all of it coming from property taxes.

STATE FUNDING ♦ The Ohio Department of Education bases its funding on the State Foundation Formula, a complicated formula which takes into account student enrollment and property wealth in a district. In 1997, the Ohio Supreme Court ruled the funding system unconstitutional and ordered it changed. But the Court provided little guidance to the legislature and despite changes made, the system is largely the same today.

LOCAL FUNDING ♦ Property owners pay the lion's share of local funds for Ohio's school districts through property taxes. Local property taxes are expressed in mills, or \$1 per \$1,000 of assessed valuation. Property taxes are based on the assessed valuation (35% of market value) of a property.

MILLAGE ♦ In Ohio, there are two types of mills: inside mills, set by Ohio law, are limited to 10 mills; and voted mills are established by the vote of residents.

LEVIES ♦ A school district may propose three types of levies to residents when it seeks money for a specific purpose: an operating levy covers day-to-day operating costs; a permanent improvement levy generates funds for repairs and minor renovations; and a bond issue funds construction and maintenance of district property through the issuance of bonds, which are repaid over time.

HOUSE BILL 920 ♦ The legislation, passed in 1976, freezes a school district's income on voted mills. Even when home values increase, a school district's revenue remains the same because of House Bill 920. That makes keeping up with the day-to-day cost of operating a district impossible. It is the main reason districts seek additional revenue through levies in regular intervals.



Shaker Heights Schools

STRATEGIC PLAN

2014-2019

The 2018-19 school year marks another positive transition in Shaker Heights Schools as we embark on the final year of our current five-year Strategic Plan and prepare for the next. As always, developing the District's Strategic Plan is a collaborative process. The 2019-2024 Strategic Planning Committee includes more than 70 community members, Board members and Shaker Heights Schools students and staff. We are confident this group will create a roadmap that continues to refine the culture of excellence within the District.

1. THE SHAKER EXPERIENCE

Engage all students in an enriching educational experience that enables them to achieve educational milestones and meet high school graduation requirements within four years as fully developed young adults with an entrepreneurial spirit, prepared for success in post-secondary education and careers.

2. CONTINUOUS IMPROVEMENT

Support the District's Aspirations, Mission, Vision and Core Values through strategic planning, systems and data analysis, technology infrastructure and professional learning.

3. POLICY

Develop and implement policies that align with the District's Aspirations, Mission, Vision and Core Values and support the Goals of the District's strategic plan.

4. HUMAN RESOURCES AND FACILITIES

Recruit and retain high-quality staff with diverse cultural experiences and backgrounds, and provide facilities conducive to high-quality teaching and learning.

5. COMMUNICATION

Engage school and community stakeholders as active partners.

6. FINANCE

Ensure efficient and effective use of financial resources while maintaining high-quality educational experiences for all students.



INTERNATIONAL MINDEDNESS is something that's second nature to Lomond IB Coordinator Shifa Isaacs. Born in Kenya to Indian parents, the tri-lingual Ms. Isaacs attended international schools in Kenya, Pakistan and Madagascar before immigrating to the United States when she was 10 years old. In her professional life, she's taught at an IB World School in Mexico City, in Bogota, Colombia, New Mexico and in the Cleveland Metropolitan Schools Gifted Program.

Today, Ms. Isaacs combines all of that experience as a IB Primary Years Programme Coordinator and inspires students to think, engage and experience beyond what's right in front of them.

"For us, the strength of IB lies in our integrated curriculum model," says Ms. Isaacs. "It addresses the needs of all the varieties of humans who walk through our doors and gives them a framework for a transdisciplinary education. We teach content and we teach our kids how to think and apply those thought processes in any context. Our students know how to come at something even when they don't know anything about it."

For younger students, this means cultivating an ability to approach unfamiliar situations with greater confidence by fostering research and problem-solving skills. By the time Shaker students graduate, they can apply these universal principles to whatever path they've chosen after high school, whether that's college or career.

The IB Curriculum also places a strong emphasis on character education by building students' Learner Profiles, encouraging them to be inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective. These attributes are encouraged both in and out of the classroom and reinforced with examples from literature, science, math, individuals and societies, art, music and physical education.

"With IB, we're making education an equalizing force," says Ms. Isaacs. "We believe that the more humans who are touched by this curriculum and engage in it, the more people will go out into the world and create change."

THE SHAKER HEIGHTS CITY SCHOOL DISTRICT

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TOP 10 THINGS TO KNOW ABOUT SHAKER

1. Serving about 5,000 students in eight schools.
2. Prestigious International Baccalaureate (IB) Programme at all eight schools.
3. **Music:** All students in Grades 5 & 6 play an instrument.
4. **Two indoor swimming pools:** All students in Grades 5-8 learn to swim.
5. **Foreign language:** All students in Grades 1-5 receive Chinese language and cultural instruction.
6. **Travel abroad:** Students visit countries such as Italy, Peru, Tanzania, German and more. Shaker students have a passport to the world!
7. **Teacher-led preschool:** Shaker offers full-day, tuition-based preschool for children 3 years old and up.
8. **Plentiful activities:** From football to crew, from computer coding to theater, Shaker has something for every student.
9. **Safe and welcoming schools:** Friendships and global connections are the norm, making Shaker students citizens of the world.
10. **First-class faculty and staff:** Advanced studies and Honors courses; hands-on, project-based learning experiences for all Shaker students.

