

MEASURING WHAT MATTERS



Shaker
Heights
Schools

A QUALITY PROFILE FOR SHAKER HEIGHTS SCHOOLS **FALL 2017**





FROM THE SUPERINTENDENT

We in the Shaker Schools are celebrating a new District-wide theme for the 2017-2018 school year: “Shaker Has Heart.” We’ve partnered with the American Heart Association to help guide us in taking care of our own personal health, and each of us promises to work hard to show compassion and care for each other and our students.

The “Shaker Has Heart” campaign fits very well with the holistic, high-quality education our community cherishes and expects. It is the kind of education that produces graduates who not only go on to become leaders in their chosen fields, but who also become caring citizens devoted to making our community, and our world, a better place.

Our families know that a Shaker education cannot be reduced to a single test score. That’s why we are so excited about this year’s “Measuring What Matters,” our annual report to the community.

This year’s issue contains a first-ever look at our new system of metrics which enable us to monitor our progress at all grade levels. It also examines our fast-growing International Baccalaureate Programme and how it continues to drive excellence throughout our District. Finally, it shows how strong fiscal stewardship can drive academic achievement by reducing costs and redirecting dollars to the classroom.

As we say in Shaker, a community is known by the schools it keeps. The quality of our schools is truly a reflection of the wonderful community in which we live, learn and play.

Dr. Gregory C. Hutchings, Jr.
Superintendent of Schools

OUR ASPIRATIONS

Excellence • Equity • Exploration

THE MISSION OF THE SCHOOLS

The District will nurture, educate, and graduate students who are civic-minded and prepared to make ethical decisions; who are confident, competent communicators, skillful in problem solving, capable of creative thinking; who have a career motivation and a knowledge of our global and multicultural society.

OUR VISION

Our vision is simple, yet bold: to be the first-choice school district for all students, both locally and around the globe.

CORE VALUES

- Each student is valued.
- Every student must succeed.
- Diversity makes us stronger.
- Breadth of experience is vital.
- Fiscal responsibility is essential.
- We are all accountable.





#SHAKER THATS HEART



SHAKER HEIGHTS

SMART SPENDING

Strong fiscal stewardship can drive academic achievement
by cutting costs and redirecting dollars to the classroom



Where possible and appropriate, the District brought students with special needs who were being educated outside of Shaker back into the District, ensuring they receive the same high-quality education as their peers. ♦ **SAVINGS: About \$40,000 per pupil**

The passage of the \$30-million bond issue and 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 instead be spent on instruction.

♦ **SAVINGS: About \$500,000 annually to the general fund**

Managing workers' compensation costs by electing the group retrospective rating plan, ensuring that the final premium paid received the maximum amount of transitional credits. ♦ **SAVINGS: Estimated one-time savings of \$500,000 and annualized savings of \$200,000**

Consolidating transportation routes and right-sizing the District's bus fleet has resulted in a more efficient student transportation system while maintaining the high level of service Shaker families deserve and expect. ♦ **SAVINGS: About \$100,000 annually**

The District's decision to switch to self-insurance has saved money and maintained the high-quality health insurance our faculty and staff deserve. ♦ **SAVINGS: Annualized savings of about \$500,000**

Refinanced the District's outstanding general obligation bonded indebtedness in 2015, directly reducing taxpayers' bills. ♦ **SAVINGS: More than \$400,000 over 10 years**

The District's move to Google services and a cloud-based email system allowed the District to avoid paying for and maintaining expensive hardware infrastructure and software licensing. This change in how and when students can access learning provides a more dynamic teaching and learning experience as well as reduced paper consumption. ♦ **SAVINGS: At least a one-time cost of \$210,000 to maintain old email system**

Using the train-the-trainers model, the District's Department of Professional Learning has built the capacity of faculty so that many professional learning opportunities that took place outside the District, ranging from International Baccalaureate to restorative practices, are now accomplished within the District.

♦ **SAVINGS: Thousands of dollars in travel and expenses**

Strong fiscal stewardship is a hallmark of the Shaker Schools. The District ended fiscal year 2016-2017 \$2.5 million below budgeted expenditures. That kind of financial vigilance has enabled the District to extend the number of years between operating levies. The Treasurer's Office consistently receives the Auditor of State Award of Distinction—an honor earned by only 5 percent of school districts and local governments. The District enjoys top-level credit ratings, which ensure favorable borrowing rates.

Senior Charlie Miller, an amateur photographer and varsity lacrosse player, has paved his own path to academic success with equal parts hard work and innate drive.

“DURING MY SOPHOMORE YEAR, I took a photography course with Mrs. Fleming and became more interested in taking pictures and then I started doing more with the Lightroom and Photoshop on my own. Over the past two years, I’ve taken thousands of pictures—now I create my own photos by combining different elements of different pictures into one image. YouTube and video tutorials were a huge help to me and so were all the artists I follow on Instagram. If I wondered how an artist did something, I would just ask them. I’m not shy. At school, I’m on an Individualized Education Plan, so I spend a free period at the I-Lab, where I can work on my homework and get support if I need it. Ms. Grams at the I-Lab helped me out a lot with my writing, especially my freshman year. Sometimes, books can be little overwhelming for me but I’ve figured out that if I listen to an audiobook along with the printed copy then I’m able to focus more. And this year, I’m taking all honors and AP courses because I know I can do the work. Next year, I’m definitely going to college: maybe I’ll major in business and minor in art.”



Ecuador natives Maria Rodriguez and her husband Andres Maldonado—both doctors—and their children, Maria, Luciana and Andres, moved to Shaker Heights six years ago.

“WHEN WE MOVED TO THE STATES and our oldest daughter Maria was four, she was in a Miami preschool and spoke perfect Spanish, but it was hard for her to adapt to English. At the time, I didn’t know there were programs that could have helped her. When we came to Shaker six years ago and when our children went to school, my younger two started in the English Language Learners program. It’s been such a good

EXPLORATION

Donita Townsend is a first-grade teacher at Lomond and a parent of two Shaker Heights High School graduates.

“WHEN I FIRST WALKED INTO LOMOND

as a teacher 16 years ago, I thought, ‘What? No textbooks?’ But I quickly realized that we were giving students a way to explore where they were. I came to understand that I could guide as a teacher and then the children could come to know the content in the way that works for them. Today, International Baccalaureate and tools like Self-Organized Learning Environments really give kids the opportunity to explore whatever their little minds are interested in. And the Daily 3 and Daily 5 frameworks give children lots of choice—and that choice then leads them to explore whatever intelligence and content they’re looking for. The District has always provided teachers with best practices in teaching and ways for us to incorporate those into instruction. And in my own teaching, I strive to embrace and tap into these resources that ultimately, provide the students with new ways to explore the world.”

support for them. What I’ve seen here in Shaker is that the kids are often broken into smaller groups, so that the students who need help with their skills are given the help they need. Our ELL teacher Ms. Triozzi helped our daughter so much and gave her more skills so that she could be with the rest of the group. These types of support are so important especially to immigrants. It makes it less stressful for families because you know your children are being guided at school. Our time in Shaker has been so wonderful and so welcoming. And when Maria graduates from high school in 2019, my husband will graduate from his neurosurgery residency—it will be a very special time for us.”



EQUITY



MEASURING UP

The Shaker Schools has established a robust set of metrics to monitor our progress in meeting the six goals of the District's Five-Year Strategic Plan. The metrics provide milestones and measurements that guide our work, our actions and our decisions for students from preschool to post-secondary. The data identifies significant gains at every academic level from 2015-16 to 2016-17.

READY FOR ELEMENTARY

- Based on the Kindergarten Readiness Assessment, the percentage of newly enrolled kindergarteners identified as on-track increased.
- The percentage of Shaker first graders identified as on-track in math and literacy increased, according to the Fall 2016 AIMSweb assessment.

READY FOR UPPER ELEMENTARY

- More than 87 percent of fourth graders scored average or higher on the Measurement of Academic Progress (MAP) assessment for English language arts and math, up from the previous year.
- All of the fourth graders who participated in the spring International Baccalaureate exhibition met or exceeded expected results.

READY FOR MIDDLE SCHOOL

- The percentage of sixth graders with a projected ACT score of 22 or higher in math increased over the previous year.
- More than 80 percent of all sixth graders scored average or higher in English language arts and math.

READY FOR HIGH SCHOOL

- 93 percent of eighth graders in Algebra I scored proficient or higher on the state assessment.
- Based on the spring 2017 Measurement of Academic Progress (MAP) results, the percentage of eighth graders with a projected ACT score of 22 or higher increased in both reading and math.

READY FOR COLLEGE, CAREER OR TECHNICAL

- The District's four-year graduation rate soared to 92 percent in 2016, significantly up from 84 percent in 2012, based on state-reported graduation data.
- Nearly 43 percent of eleventh graders enrolled in at least one AP or IB course, a significant increase over the previous year. Nearly 83 percent of tested eleventh graders earned a score of 3 or higher on at least one AP exam, or a score of 4 or higher on at least one IB exam.
- Based on PSAT results, 80 percent of tested tenth graders were on track to be college and career ready, up significantly from the previous year.
- Three-fourths of High School freshmen scored proficient or higher on the state English exam, an increase of 13 percentage points from the previous year. Nearly 93 percent scored proficient or higher on the state geometry exam, an increase over the previous year.



SHAKER HEIGHTS SCHOOLS FOR A FACT

TEAR
OUT &
TAKE!

\$2.5M

The District ended the fiscal year 2016-17 this far below budgeted expenditures.

33

members of the Shaker Heights High School Class of 2017 were named Semifinalists and Commended Students in the National Merit Scholarship Program.

EVERY STUDENT

in grades 5-8 learns to swim as part of our curriculum.

21

Number of sports teams Shaker Heights Middle School students can participate in from the fall through the spring.

monthly

The frequency of the Alumni Newsletter launched by the Shaker Schools Foundation to keep alumni up-to-date on what's happening at the schools and to build connections.

\$170K

Amount in savings achieved through lower utility usage.

150

Number of Shaker Heights Middle School and Woodbury students who represented 25 countries at the Ohio Leadership Institute's Junior Ohio Model UN conference in March.

NAACP

Last year, the High School was granted a charter to begin a Youth Council.

896

The number of colleges and universities to which the Class of 2017 were accepted.

In this month in 2017, the High School Chamber Orchestra won second runner-up in the invitation-only National Orchestra Cup competition, held at the Lincoln Center in New York City.

MARCH

artist-in-residence

Elementary students participated in this program, exposing them to art from other cultures and enhancing their methods of expression.

Average amount saved in overtime per year by actively managing staff needs.

\$150K

NEARLY
40

Number of Woodbury's after-school and lunchtime activities that include the arts, sports, academics and student council.

\$5.4
Amount in millions of scholarships awarded to members of the Class of 2017.

reimbursements

Aggressive pursuit of these from the state resulted in a \$330,000 Medicaid settlement and \$785,000 in special education cost reimbursements.

\$500K

Amount of grant revenue raised by the District in recent years from charitable organizations, including the Shaker Schools Foundation.



Shaker
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Schools

THREE DAYS

Length of the first-ever alumni Homecoming celebration in September 2017. Open to all alumni, their families and community members, event planning began in early 2017.

NAMM

This Foundation named the District one of the Best Communities for Music Education. Shaker Heights is one of 4% of districts across the nation receiving the prestigious award in 2017.

3

Number of 2017 graduates who earned Ohio State's Eminence Scholarship, one of the university's most prestigious awards for academics, service and leadership.

STRATEGIC PLAN

2014-2019

Our Five-Year Strategic Plan is the roadmap

that guides the actions and decision-making of schools and the District. The 2017-2018 school year marks the fourth year of implementing our Strategic Plan, and we continue to make progress in meeting the milestones we have set for each of the six main goal areas outlined below. In January 2018, we will begin the planning process that will eventually lead to a successor plan. As was the case with this Strategic Plan, community involvement and transparency will continue to be high priorities for the strategic planning process.

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.

GLOBAL FOCUS

Shaker Heights Schools has flourished as an **International Baccalaureate** PreK-12 school district since the High School was first named an IB World School in 2010.

TODAY, REPRESENTATIVES FROM DISTRICTS and universities located around the country and from the IB Organization itself frequently visit Shaker Heights to learn more about how we've successfully implemented the IB framework and philosophy. Our teachers are invited time and again to speak at annual IB Global Conferences to share our experiences and our insights. And every day, our students learn in classrooms where they are guided by ten IB attributes that foster empathy, expand problem-solving skills and lead to exceptional citizenship.

THE PRIMARY YEARS PROGRAMME

Students in grades PreK-4 participate in the Primary Years Programme, which cultivates personal and academic growth as IB learners. At the end of grade 4, all students participate in IB Exhibition, a capstone project that challenges students to think deeply about a global problem and present their solutions.

THE MIDDLE YEARS PROGRAMME

The IB learner attributes are second nature for students in grades 5-10 and teachers encourage students to take action. As a result, class conversations are more dynamic and students begin to grasp, through a global lens, why and how their studies matter.

THE DIPLOMA PROGRAMME

Students in grades 11 and 12 can enroll in the IB Diploma Programme, a rigorous, liberal arts-style education across all disciplines, with a global focus. Since 2011-12, the number of students taking at least one IB course at the High School has nearly doubled. What's more, six Shaker students received the highest marks possible on the rigorous extended essay, ranging in topics from film to history. And the number of students of color in the IB DP continues to rise, with more than 85 percent who enroll acquiring an IB Diploma.



WHAT PARENTS SAY

"The IB PYP has given my children a sense of themselves, their community, and where they belong in that community. Moreover, IB has taught them what it means to be a citizen of the world."

—Allen Ballman, Fernway and Woodbury parent

WHAT TEACHERS SAY

"The Global Contexts, Key Concepts and Related Concepts help students see the big picture of a novel or unit and heightens their engagement as they make connections to their own lives and time period. Suddenly, teaching *The Tragedy of Romeo and Juliet* is not a chore of understanding what's being said, but rather a search for the timeless messages that remain relevant four hundred years later."

—Sarah Manary, Language and Literature teacher

WHAT STUDENTS SAY

"The most influential parts of the Diploma Programme for me were the extended essay and being able to pour myself into a topic I was passionate about that I wouldn't have had the opportunity to study in depth—and this, ultimately, informed my career path. It was so cool to be a part of a small community of kids who just wanted to learn."

—Hannah McCandless (SHHS '12)

THE SHAKER HEIGHTS CITY SCHOOL DISTRICT

15600 Parkland Drive
Shaker Heights, OH 44120
p: 216.295.1400

www.shaker.org

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