

MEASURING WHAT MATTERS



Shaker
Heights
Schools



A QUALITY PROFILE FOR SHAKER HEIGHTS SCHOOLS FALL 2019

FROM THE SUPERINTENDENT

Greetings,

You've probably seen the red shirts throughout our community proclaiming "I Am Shaker." To us, those words are more than a slogan.

"I Am Shaker" is a reminder that each of us, as individuals and collectively, make up our school community. We each contribute something unique to the learning and teaching in our schools. This motto echoes our District's core values, which declare that each student is valued, every student must succeed and diversity makes us stronger.

This year's "Measuring What Matters," our annual report to the community, documents our continued academic success, our strong financial stewardship and the wonderful work of the Shaker Schools Foundation. It tells stories about our students and staff, and contains exciting news about our rigorous International Baccalaureate Programme, which continues to drive equity and excellence throughout our District.

I Am Shaker. You Are Shaker. We Are Shaker. On behalf of our 5,000 students, I thank you for your continued support. Together, we as a community will continue to empower, encourage and educate all of our children.

Dr. David Glasner
Superintendent of Schools



OUR ASPIRATIONS

- Excellence
- Equity
- Exploration

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.



#TAMU SHAKER



IN THEIR OWN WORDS

Shaker Heights Schools students tell us what they love about their school, value about the District and share the lifelong lessons they are learning.



SCARLETT LEHNER

Fifth Grade, Woodbury Elementary School

Change can be hard, especially when you're only 10-years-old and changing schools for the first time. But Woodbury fifth grader Scarlett Lehner says that she's learned to embrace transitions because change can also be good.

"At Woodbury, I like that you switch classes for each period so you're not with the same students or the same teacher every time," she says. "It's nice to see new faces."

Plus, Scarlett plans to take advantage of the activities Woodbury offers. She's signed up for a running club, and says she'd like to do Art Club and maybe Model UN. "There are so many different things you can do at Woodbury," she says. "There's an option for everyone."



LUKAS ZARDERS

Senior, Shaker Heights High School

Lukas Zarders is an unassuming teen with a quiet way. While he's humble about his accomplishments—he's a student in honors classes, MAC Scholar, varsity soccer player and a collegiate long-jumping hopeful—he speaks openly about his time as a student in Shaker and what it means to him.

"The teachers are loving and they want what's best for students, and I've learned so many valuable lessons, especially when it comes to community," he says. "It's really amazing to think that there are people who I went to school with at Lomond and have stayed connected with all the way through High School. This is a tight community."



ELLA HANLEY

Senior, Shaker Heights High School

Ella Hanley's parents encouraged her to be balanced: do your best at school, play an instrument and pick a sport, they said. Ella took their advice to heart.

By day, she is a member of the High School string orchestra who also takes choir and history of music. At night, Ella heads to the dojo, where she has earned a Black Belt in Tae Kwon Do. "I feel powerful and strong doing Tae Kwon Do, and I like performing on stage because I can be emotional with the music," Ella says. "I think I'm well-rounded."

Ella says her teachers have been supportive and helped her prepare for life after High School. "Shaker is a good community with lots of great teachers and students," she says.



B'LISE BRADLEY

Seventh Grade, Shaker Heights Middle School

B'Lise Bradley is a self-aware Middle School student who credits her teachers with helping to shape who she is now and who she hopes to be.

Last year at Woodbury, B'Lise's teacher Angela Goodrum helped her to refine what's become her academic and career goal: to attend an Ivy League school and become a chemist.

B'Lise also credits IB with helping her to build her character. "IB has shown me how to be responsible and caring," B'Lise says. "It's also impacted how I learn and how I receive information. We learn how to be communicators, how to listen to different perspectives and how to be open-minded."



LACHLAN RUFFING

Fourth Grade, Mercer Elementary School

When Lachlan Ruffing shares the reasons why he likes Mercer, a common theme emerges. He knows that his teachers and his principal, Mr. Florence, care about him and his peers because they all want to help each student to improve.

A fan of reading, especially fantasy, Lachlan likes that his teachers have encouraged him and asked him to share out about books to other students. And at recess, Lachlan can always count on Paraprofessional Timothy Porter to make the daily game of flag football fun, fair and as Lachlan says "awesome."

Boiled down, Lachlan's reason for loving Mercer is simple, but important. "Mercer is a place that makes me feel happy," he says.



AMEYA BOLE

Third Grade, Boulevard Elementary School

Ameya Bole says that Boulevard is a special place because it's "a really nice place with really nice kids." But it's also special because

Ameya recognizes she's learning more than just how to become a better student.

For example, each day, Ameya and her classmates get to pick where they want to sit. "Our teacher wants us to be independent with our choices," she says.

This year, Ameya is looking forward to the third-grade animal project. She'll get to pick an animal, research it and present it on her own. "I'm excited to do a project by myself,"

Ameya says. "It will be cool because we'll all get to do our own and then we get to see what everyone else does."

A TRAJECTORY OF GROWTH

Building on a century of academic excellence, the District is guided by continuous improvement and long-term academic goals.

» Shaker is **one of just eight school districts** in North America to offer the prestigious International Baccalaureate program to all students in all grade levels, from PreK-12. Shaker's IB program is an exemplar in Ohio, the U.S. and around the globe.

Over a three-year period, the District has **improved in 18 of 21 academic areas** in grades 3-12, continuing to make steady improvement on state examinations.

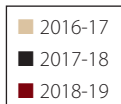
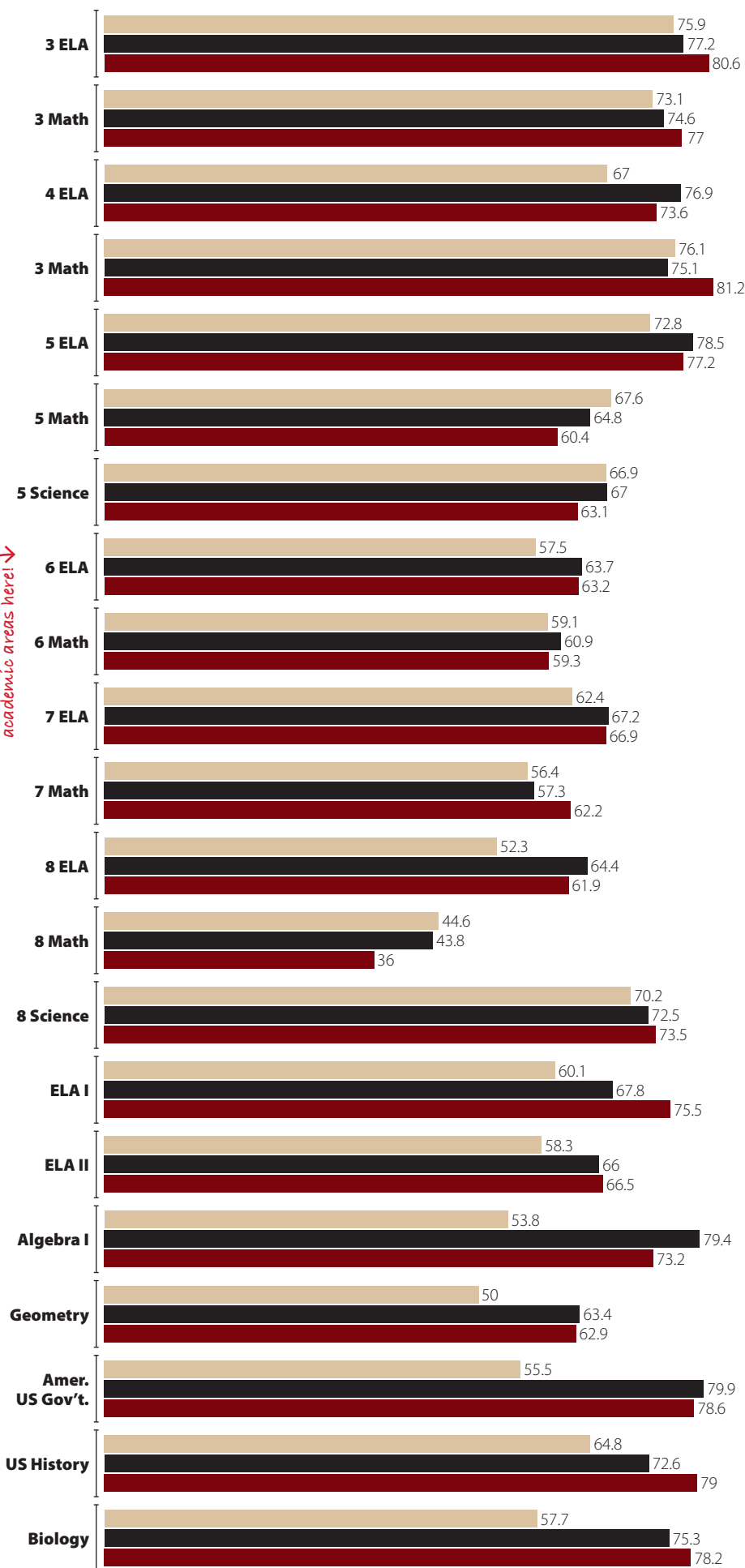
» Our **graduation rate of 95.4 percent** was an all-time record for the District and helped Shaker earn an "A" for this component of the State Report Card.

» **Nine members of the Class of 2020** were named **National Merit Semifinalists** — the second-highest number of any public school in Northeast Ohio. Ten more seniors were named Commended Scholars.

» Washington Post columnist Jay Mathews placed Shaker in the **top 3 percent of school districts** in the nation based on participation in honors-level courses such as AP and IB.

» **100 percent of our third-graders** reached the state literacy benchmark, and more than 46 percent of our students in grades one through three moved from off-track to on-track to reach the state's literacy benchmark.

Compare the academic areas here!



ON TOP OF THE WORLD

Shaker Heights Schools is a recognized leader in the International Baccalaureate (IB) Programme, which ensures that every child receives a rigorous, high-quality education.

A DRIVER OF EQUITY

The International Baccalaureate (IB) Programme, now practiced in more than 5,000 schools in 150 countries, is a powerful catalyst to ensure that all students are prepared for success in today's global workforce. IB takes a holistic approach to education—emphasizing both personal and academic development—and produces thoughtful, reflective citizens. What's more, a growing body of national research shows that students from low-income families who earned IB Diplomas in high school are more likely to get into college than their non-IB peers and are significantly more likely to graduate.

BLAZING THE TRAIL

Since 2015, Shaker Heights has been one of only eight school districts in North America to offer IB to every student in grades PreK-12. Our



IB CONTINUUM
CONTINUUM DE L'IB
CONTINUO DEL IB

students are engaged in hands-on projects, inquiry-based learning and community service. In the past eight years, more of our High School students are enrolling in the Diploma Programme, a demanding, broad-based, two-year course of study for juniors and seniors, and their performance on IB exams tracks above the national average. In addition, the number of students of color in our IB Diploma Programme has more than tripled since it was first offered at the High School in 2011.

A MODEL FOR OTHER DISTRICTS

Other school districts—and other nations—have noticed the power of IB. Last year, Shaker hosted a statewide conference of IB educators who visited our District to see our success first-hand. In May, a delegation of educators, government officials and journalists from South Korea visited our District to view our IB Programme with the hope of replicating it in their country.



WHAT PARENTS SAY

"The IB Programme has been extraordinary for our daughter! We moved to Shaker Heights right before her junior year and the IB Programme gave her immediate connections to kind and motivated peers and enthusiastic and inspiring faculty. She has been both challenged and encouraged intellectually and is beyond well-prepared for success in college."

—Rachel Perry, High School parent

WHAT TEACHERS SAY

"An IB education shifts the archaic paradigm and makes students active participants in their own learning. And the teacher role becomes one of "supporter" and "facilitator," rather than a "gatekeeper of all knowledge."

—Geoffrey Cross, Woodbury PE teacher

WHAT STUDENTS SAY

"IB doesn't set boundaries on what a student should learn; instead it allows them to dive deeper into the topics of interest to them. IB has influenced my learning, as it pushes me beyond the core curriculum and to take responsibility for my education."

—Carly Lehman (SHHS '21)

EQUITY IN SHAKER

SIXTY-FIVE YEARS after the landmark Brown v. Board of Education of Topeka decision, the issues of race, integration and equity continue to cast a long shadow over the American system of public education.

The Shaker Heights City School District has been dealing with the challenge of providing equitable educational experiences for all of our students for some time. While we have made real and significant progress, our mission continues.

Two years ago, our District launched an Equity Task Force to better understand and promote educational equity for all our students. The task force's work culminated with our Board of Education's adoption of the District's first equity policy. The policy requires us to move towards educational equity for all of our students, through intentional distribution of resources, equal access to curricular and extra-curricular opportunities and deliberate measurement of our progress. We have also identified two priority areas of focus for the 2019-2020 school year: black student excellence and school climate and culture.

Articulating these priority areas establishes, for the first time, a clear imperative of how we, as a District, will address the needs of all of our students. By addressing these issues deliberately and urgently, we believe we can improve the educational experience for all of our students.



MAKING A DIFFERENCE

THE SHAKER SCHOOLS FOUNDATION MISSION IS SIMPLE: To provide resources to enrich the educational experiences of Shaker students. Established in 1981, the Foundation was one of the first in the nation and the first in Ohio to raise funds for a public district. Since its inception, the Foundation has raised over \$6,000,000 in support of Shaker Heights Schools.

Support from Shaker families, alumni, community members, corporations and outside foundations allows the Foundation to provide educational enhancements — beyond what is possible with the community's tax dollars — to benefit all students. Funds support academics, arts, athletics, student opportunity assistance, technology and co-curriculars. The annual benefit, A Night for the Red & White, raises additional funds for enrichment, focusing in recent years on the Foundation's Innovation Fund, which supports STEAM initiatives (science, technology, engineering, arts and math).

During the 2018-2019 academic year, the Shaker Schools Foundation impacted more than 5,000 students and provided resources for more than 160 projects, including:

- "My Mad Feelings," a social/emotional learning program for all PreK students
- A Sensory Motor Path at Boulevard to help develop visual and brain training
- Yoga Instruction to enhance mindfulness and well-being for Fernway students
- Unity Through Ukulele music programs for Lomond students
- Visiting artists and authors, such as children's author Kathryn Otoshi, at Mercer
- COSI on Wheels, providing fun, interactive STEAM learning at Lomond and Onaway
- Spirit wear for Woodbury Cheer Squad students
- Achieve3000, game-based foundational literacy learning at the Middle School
- Travel assistance for the Student Group on Race Relations to attend a conference
- Shaker Raider Roast Coffee Cart staffed by High School students with multiple disabilities at the High School, and assisted by intervention specialists and peers from the financial literacy class
- Therapeutic riding program at Fieldstone Farms for Mercer special needs students
- After-Prom support to provide a safe venue for High School students

The Foundation also provided critical support for larger projects, including:

- New FANUC Robot and the new Robotics & Manufacturing class at the High School
- A bright, interactive makerspace at Woodbury
- Support for Fernway temporary classrooms and new outdoor play space

For more information about the Shaker Schools Foundation, please call 216-295-4329 or visit shakerschoolsfoundation.org.



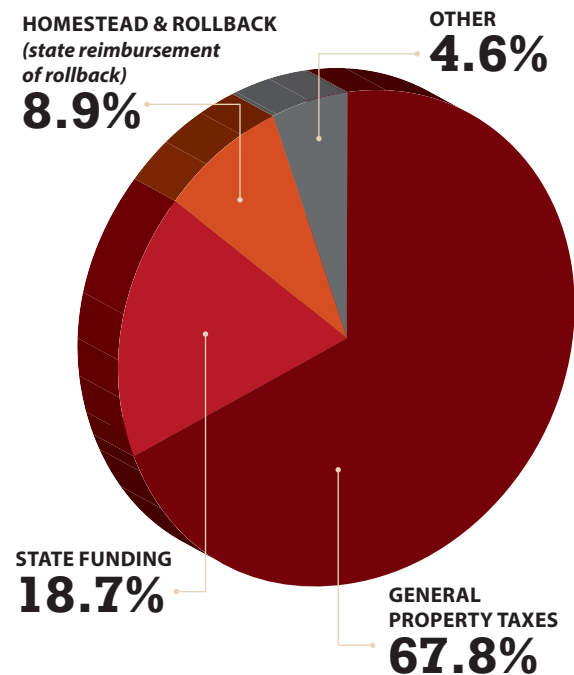
SHAKER HEIGHTS SCHOOLS FINANCIAL FACTS

WHERE THE MONEY COMES FROM

GENERAL FUND REVENUE

FISCAL YEAR 2018-19

TOTAL = \$97.5 MILLION

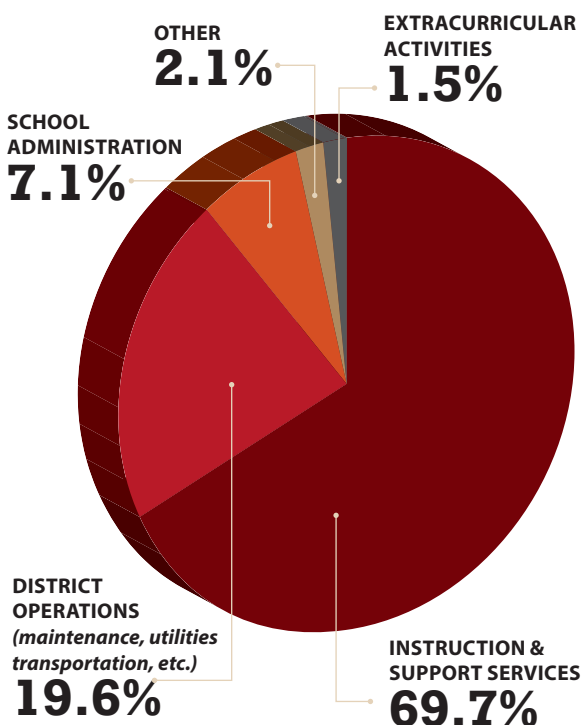


WHERE THE MONEY GOES

GENERAL FUND EXPENDITURES

FISCAL YEAR 2018-19

TOTAL = \$97.3 MILLION



» In FY 2018-2019, the District again ended the year below budgeted expenditures, marking another year of cost savings and continued academic improvement.

» The District again demonstrates strong fiscal stewardship through the receipt of numerous accolades and commendations each year from the Auditor of State and professional organizations for the accuracy and integrity of the District's financial reporting.

» The District has assembled a financing plan that will allow Shaker to rebuild Fernway Elementary School with insurance proceeds, additional money pledged by the Board of Education and supplemental funds raised by the Shaker Schools Foundation.

» The switch to self-insurance has saved money and maintained the high-quality health insurance our faculty and staff deserve. For the second consecutive year, there will be no increase in health insurance premiums for employees.

FAMILY AND COMMUNITY ENGAGEMENT (FACE)

THE SHAKER HEIGHTS CITY

School District believes that authentic family and community engagement is key to providing equitable educational experiences for all students. As a result, we are committed to strengthening partnerships among schools, parents and community partners through the Center for Family and Community Engagement (FACE). This commitment is crucial to student achievement and readiness for college, career and life.

"Recognizing and investing in family engagement policies and practices is key to closing the achievement gap and supporting the success of all students."

Harvard Family Research project, April 2010

FACE'S AREAS OF FOCUS INCLUDE:

- Lifelong learning through FACE Academy
- Supporting international families
- Creating parent advocacy in the Bridges Program
- The Shaker Mentoring Project
- Communicating with MAC Scholar families
- Engaging stakeholders in the i3 Initiative (Inquiry, Innovation and Imagination)
- Connecting families to the International Baccalaureate Programme
- Supporting students and families at the Innovative Center for Personalized Learning
- Building a safety net for homeless students and families
- Creating and nurturing community partnerships

GUIDING LIGHTS

The District's three aspirations—Excellence, Equity, and Exploration—serve as a touchstone for our entire school community. Read on to learn how these principles influence all our faculty and staff.

EXCELLENCE



Dr. Marla Robinson pictured with Ms. Kelley's Onaway kindergarten class.



JILL LASHEEN, *English Language Learner Teacher, Boulevard*

IN THE EARLY DAYS of her career, Jill Lasheen realized that while teaching was her passion, teaching math was not. Ms. Lasheen had always loved meeting new people and making friends, especially when their life experiences were far different than her own. Soon enough, she found herself pursuing a career as an English as a Second Language teacher. She's never looked back.

Today, as an English Language Learner (ELL) teacher at Boulevard, she devotes

her time to helping international students and their families, many of whom speak limited English, better communicate through language and through relationship-building. "I'm always thinking, what are the barriers? Will these families understand the communications we send? What's it like when you have no knowledge about a new culture that you're living in?" she says.

Ms. Lasheen says that the District's ELL teachers are like a warm hug for

DR. MARLA ROBINSON,
Chief Academic Officer

HAVING SPENT MORE THAN thirty years in education, Dr. Marla Robinson's philosophy is that excellence, like education, is not one-size-fits-all. "For me, excellence means helping a student to do her best and to be her best self. And of course, that's not the same for every person," Dr. Robinson says.

Recognizing and encouraging individuality and simultaneously exposing students to rigorous learning opportunities at all levels helps students at Shaker Heights Schools become the best versions of themselves, she says.

"We help our students understand the importance of standing up for what's right, we help them understand that they are in a school district with so many opportunities and we help them look at the world through a truly global lens," she says. "In the end, we hope that when our students graduate from our schools, they go out and really live in a mission-driven manner where they demonstrate integrity and stay true to themselves."

international families. For the parents, that means welcoming them into Shaker's diverse community and providing them with special information nights and social opportunities and introducing them to local resources so that they have the tools to be a part of the community, just like native English-speaking families.

And for her students, that means making the environment as non-threatening as possible. "If a student feels safe and comfortable, then that's how you access a child and that's how you help them to learn and to succeed."

ROB KAMINSKI, *Woodbury Librarian & i3 Team Member*

WOODBURY LIBRARIAN and Makerspace enthusiast Rob Kaminski believes in letting curiosity get the better of students. "We usually speak of exploration as interacting with an unknown to learn more about it. Sometimes exploration can come with a bit or a lot of fear because of the unknown, but it's necessary to take that step. It's part of the learning," he says.

Mr. Kaminski adds that the District's i3 Initiative emphasizes the skills and processes that will support students in embracing this type of learning. Inquiry creates a personal investment in student learning when students pursue a tangible result to a real world problem. Then, when students use their imagination to solve that problem, they begin to understand that solutions aren't always cookie-cutter. Finally, innovation puts imagination into action, giving students the chance to personalize a result or method.

Today, the Woodbury Makerspace provides the environment and tools to nurture the skills and design process promoted in the I3 Initiative. Students can explore building tools, robotics, circuits and more at their own pace and participate in Makers Clubs. "We believe the enthusiasm for exploration in the Makerspace will ripple quickly through the building and beyond," Mr. Kaminski says. "This will empower students and teachers to overcome the natural fear that comes with exploration and encourage the never-ending process of learning."





WE ARE

EXCELLENCE • E



SHAKER

QUITY • EXPLORATION

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