

MEASURING WHAT MATTERS

#SHAKERRISING

A QUALITY PROFILE FOR
SHAKER HEIGHTS SCHOOLS
2023-2024



Shaker
Heights
Schools



hello,

WE ARE PROUD TO PRESENT the 2023-2024 edition of Measuring What Matters, the District's annual report to the community. Our theme this year is "Shaker Rising: Excellence for All."

Shaker is rising, and we continue to soar to new heights. During the past year, I have seen countless examples of teachers making learning fun and challenging, bus drivers making children feel welcomed, counselors providing support to students in times of need, custodians and security monitors going the extra mile to help students and family members and administrative assistants patiently helping a parent or community member. We're also in the midst of a long-term facilities planning process. To receive the latest facilities updates, scan the QR code to the right.

Our work is guided by the goals and objectives of our 2020-2025 Strategic Plan, which provides a roadmap to continued improvement and sustained success. Our plan is grounded in two pillars: the International Baccalaureate framework and our commitment to educational equity and Inclusive Excellence. These pillars promote the value of a diverse learning community where all students have a sense of belonging and meet or exceed universally high goals.

This year's Measuring What Matters showcases the results of our continued work. However, we know we cannot do it alone. We are grateful for our caring community, and thank you for your continued support.

Sincerely,

Dr. David Glasner, Superintendent
Shaker Heights City School District

#S



STAY UPDATED

Long-Term Facilities Planning

Scan the QR code below to sign for the latest updates on the District's long-term facilities planning process.



HAKERRISING



excellence

Excellence for All seeks to nurture greatness in every student and to challenge them to think critically, work in teams and tackle real-world problems.

IN 2020, the Shaker Heights City School District ended the practice of tracking students in Grades 5-8, with the aim of creating inclusive and heterogeneous classrooms that benefit all students. This vision is exemplified by the “Algebra for All” initiative, the District’s commitment that all students are prepared to take Algebra I in the eighth grade. So far, the results have been promising. At the High School, the District continues to offer Advanced Placement (AP) and International Baccalaureate Diploma Programme (IB DP) courses, and the detracking initiative is aimed at ensuring more students are prepared for these advanced courses.

The District detracked by “leveling up” rather than leveling down. Detracking did not eliminate honors and enriched instruction. Rather, it made the advanced curriculum available to all students. Research shows that detracking benefits all students. Our highest-achieving students are doing as well as ever. Our students who were struggling are now being exposed to the challenging, high-level learning experiences they have historically missed. All students learn to solve problems and to work in teams of people with different backgrounds, interests and experiences – skills necessary in the world that students will be entering after high school.

Making our most rigorous instruction open to all of our students is not only the right thing to do — it is crucial to the economic success of our city and our region.

That’s Excellence for All.

STANDOUT STATS:



71% of our Grade 9 students have already met the math requirement for graduation before entering high school.



for all



2020-2025 STRATEGIC PLAN

Excellence for All is an outgrowth of the District's commitment to educational equity, a pillar of the District's Five-Year Strategic Plan. Educational equity includes Inclusive Excellence, which:

- Emphasizes the importance of diverse learning environments in which students and staff of all backgrounds can thrive.
- Recognizes the need to support and challenge all students, faculty, staff and families.
- Creates a sense of belonging for all students, staff and families.
- Teaches students, faculty and staff to learn and engage with people who are different from them and to address real-world problems.
- Believes these skills and values will help all students succeed.

Read more about the District's Strategic Plan and Strategic Plan Annual Reports at shaker.org/strategicplan.

outstanding academics



The District's innovative programs and course offerings aim to meet the needs of our region, expand the interests of our children and strengthen our community.

Career Exploration

At Shaker Heights Schools, beginning in Grade 5, all students are gaining real-life career skills in design programming through a carousel of experiences (food science, wood shop, advanced robotics and manufacturing). This hands-on IB curriculum means that students will have experienced six different career areas of interest by the time they reach high school, allowing them to make a decision about a high school pathway based on experiential learning and knowledge.

Gifted Education

Shaker Heights Schools provides support to teachers and students directly to provide differentiated opportunities to stretch learners. This includes purposeful, flexible grouping of peers within classes and additional enrichment opportunities for gifted identified students, such as Math Olympiad, a math club for fourth-grade students that meets once per week during the lunch/recess hour.

All secondary teachers have received additional International Baccalaureate training, which allows teachers to better differentiate learning for all students, including gifted-identified students in their classrooms.

Well-Rounded Education for Young Learners

Elementary learners benefit from this kind of innovation as well. Spanish language learning begins in first grade, IB coordinators co-teach enrichment lessons in each unit and all students enjoy six specials a week! Shaker believes these are essential elements of a well-rounded education built upon the foundation of IB transdisciplinary units of reading, mathematics, science and social studies.

UNIQUE COURSES

IB Design & Inquiry

Middle School learners are exploring a new and improved Design carousel with dynamic experiences like Inquiry 8. Students learn the ancient art of lacto-fermentation as a strategy for addressing modern concerns like food waste and insecurity, enjoying the delicious outcomes of their experimentation.

Fashion Design & Fiber Arts

With support of the Shaker Schools Foundation and Kent State University, Fashion Design and Fiber Arts courses help students learn to design and create a variety of fashion pieces and jewelry.



International baccalaureate

This internationally recognized educational program features a global focus and emphasizes inquiry-based learning, creative problem-solving and community service.

Why IB?

The rigorous IB Programme gives Shaker students a competitive advantage and world-class education in this increasingly global economy. It also builds on the District's mission to nurture students who are civic-minded; who are confident, competent communicators, skillful in problem solving and capable of creative thinking; and who are knowledgeable of our global and multicultural society.

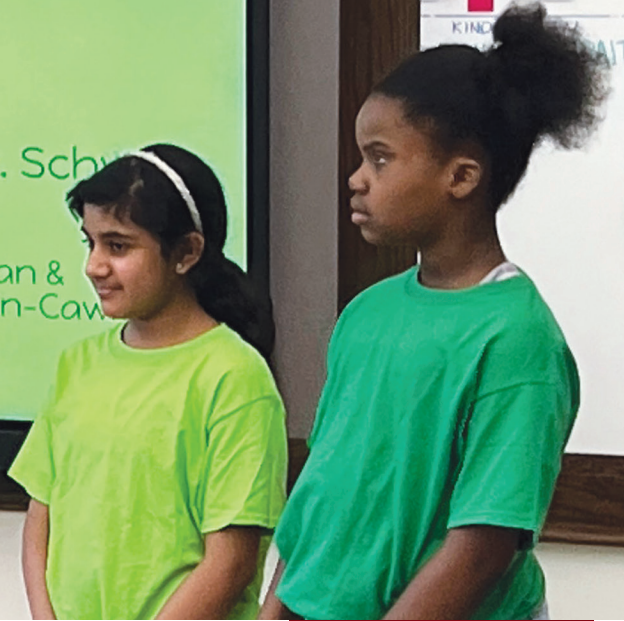
What is IB?

The International Baccalaureate Continuum consists of three programs - the Primary Years Programme (PYP), the Middle Years Programme (MYP) and the Diploma Programme (DP). The PYP is for students in PreK-Grade 4, the MYP is for students in Grades 5-10 and the DP is an optional pathway for Grades 11-12.

ased Eating

Class: Ms. Sch

Mentors: Mrs. Moldovan &
Mrs. McGuffin-Caw



Each of the IB programmes seeks to develop students based on the IB learner profile, which together imply a commitment to help all members of the school community learn to respect themselves, others and the world around them.

The PYP and MYP each include opportunities for students to showcase deeper, inquiry-based learning on personal projects, which occur in Grades 4, 8 and 10. Through a comprehensive range of subjects, the Diploma Programme is a demanding course of study that prepares students effectively for college. In each of the academic areas, students have flexibility in making their choices, enabling them to select subjects they may wish to study during their college careers.

International Baccalaureate provides a framework for integrating state and national content standards in a way that is authentic and relevant, engaging students through inquiry and other learner-centered approaches. In this way, curriculum and content remain at the core of teaching and learning, yet serve the greater purpose for the development of attributes and skills fulfilling Shaker's Mission.

STANDOUT STATS:



Shaker Heights Schools is one of only seven districts in North America to be recognized as a PreK-12 International Baccalaureate Continuum District.

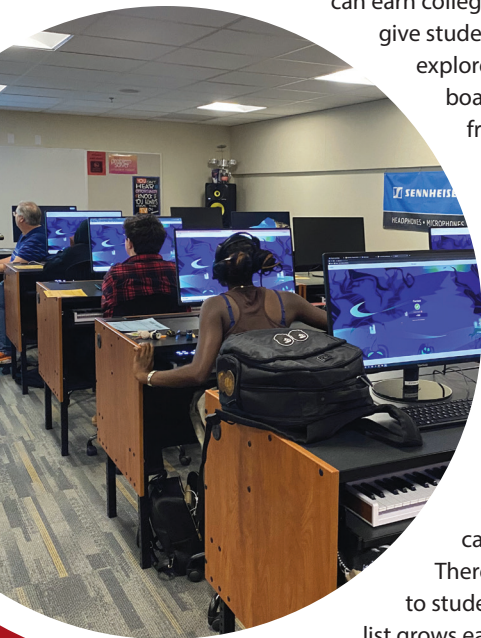
pathways for success

Whether students are headed to college, the workforce, the military or vocational training, Shaker Heights Schools will ensure they have the foundation to be confident and motivated problem solvers.

STUDENTS AT SHAKER HEIGHTS SCHOOLS are encouraged to find their passion - whatever that may be! Many high school pathways exist for students to discover or achieve their goals and set themselves up for a successful future.

Advanced Placement (AP)

Students in the **Advanced Placement (AP)** program take college-level courses and exams while in high school. By taking AP courses and exams, students can earn college credit and placement, save money and time, give students an introduction to college-level rigor and explore areas of interest. Shaker Heights High School boasts a robust AP offering of 25 courses to choose from.



Career Technical Education

Career Technical Education (CTE) offers a strong academic and technical education to prepare students for college and careers. Students in CTE may earn articulated college credit (Tech Prep) or direct college credit through the College Transfer Assurance Guides (CTAG) affiliated with all Ohio Public Colleges/Universities and also have time to take part in College Credit Plus (CCP) coursework. Students in CTE programs can also earn industry-recognized credentials.

There are currently over 20 CTE programs available to students through the Heights Consortium, and the list grows each year.



2022-2023 BY THE NUMBERS

College Credit Plus

The **College Credit Plus (CCP)** program allows college-ready students to earn college and high school credits at the same time by taking college courses from Ohio colleges and/or universities at little or no cost to families. This program promotes rigorous academic pursuits and provides a wide variety of options to college-ready students in Grades 7-12, including students who may have an interest in pursuing a particular career pathway.

IB Diploma Programme

As a part of the District's commitment to the International Baccalaureate Programme, the **Diploma Programme (IB DP)** is a rigorous two-year program with the purpose to study issues with a broad and integrated lens with a choice of over 35 IB courses, using critical reasoning and a world perspective. They are supported by a full team of teachers and IB coordinators.

The Shaker Heights IB DP alumni has a network that spans the globe in a wide array of career fields, including a UN Youth Ambassador, civil rights lawyers, designers, medical professionals, university researchers, teachers, musicians, actors, film directors, journalists, Congressional aids, engineers and more.

457 Number of students who sat for 845 AP exams in more than 25 subjects — an increase of nearly 100 students from 2021-2022.

158 Students who participated in the CTE program.

114 Students in Grades 7-12 who earned 880 college credit hours in the CCP program.

97 Students who took 362 IB assessments.

90% Percentage of candidates who earned an IB Diploma in 2023, which is well over the national average.

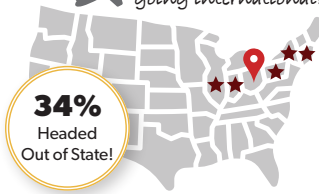
2023 grad stats

360
GRADUATES

WHERE ARE THEY GOING?

Top Out-of-State Destinations:
New York, Pennsylvania, Illinois,
Indiana, Massachusetts

Five students are
going international!



ACCEPTANCES BY THE NUMBERS

- 32** Acceptances to the Top 25 Schools
(as ranked by U.S. News & World Report)
- 45** Acceptances from Historically Black
Colleges and Universities (HBCUs)
- 23** Acceptances at Institutions through
Early Decision
- 6** Acceptances to Institutions Outside the
United States
- 13** Acceptances to Ivy League Schools
- 3** Acceptances at Music Conservatory
Programs
- 13** Acceptances at Visual Arts Colleges

15 Number of students who were
named National Merit Finalists or
Commended Students

21

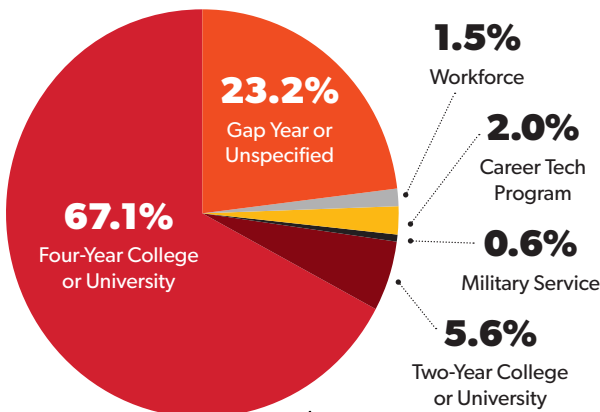
Grads ready for certification and/or
job placement from the Career
Technical Education (CTE) program.

ninety

Graduates heading
to school with credit
through the College
Credit Plus (CCP)
program.

POST-GRADUATION PLANS

What our 2023 grads are up to now!



12

Student-athletes
in eight sports
committed to
athletics after
high school

WHERE WERE **CLASS OF 2023** GRADUATES ACCEPTED?

University of Akron Main Campus
Alabama A & M University
Alabama State University
The University of Alabama
Alfred University
Allegheny College
American University
The American University of Paris
Andrews University
Appalachian State University
Arizona State University-Tempe
University of Arizona
Auburn University
Babson College
Baldwin Wallace University
Ball State University
Bard College
Baylor University
Bellarmine University
Belmont University
Binghamton University
Bluffton University
Boston Conservatory at Berklee
Boston University
Bowdoin College
Bowling Green State University
Brown University
Bucknell University
Butler University
University of California-Davis
University of California-Irvine
University of California-Los Angeles
University of California-San Diego
University of California-Santa Barbara
University of California-Santa Cruz
Carleton College
Carnegie Mellon University
Case Western Reserve University
Central State University
Chapman University
College of Charleston
University of Cincinnati
Clark Atlanta University
Clarkson University
Clemson University
Cleveland Institute of Art
Cleveland State University
Colgate University
University of Colorado Boulder
University of Colorado Boulder
Colorado School of Mines
Colorado State University-Fort Collins
Columbia College Chicago
Columbia University in the City of New York
Columbus College of Art and Design
Connecticut College
University of Connecticut
Cuyahoga Community College
University of Dayton
University of Delaware
Denison University
University of Denver
DePaul University
Dickinson College
Drexel University
Duke University
Duquesne University
Earlham College
Eastern Michigan University
Eckerd College
Elon University
Emerson College
Fashion Institute of Technology
Florida Agricultural and Mechanical University
Florida Institute of Technology
Florida State University
University of Florida
Fordham University
Fort Valley State University

Georgetown University
Georgia State University
University of Georgia
Gonzaga University
Grinnell College
Hampton University
Harvard University
Haverford College
University of Hawaii at Manoa
Heidelberg University
Hiram College
Hobart William Smith Colleges
Hofstra University
Hollins University
Howard University
University of Illinois Chicago
University of Illinois at Urbana-Champaign
Illinois Institute of Technology
Indiana University-Bloomington
University of Iowa
Ithaca College
John Carroll University
Johnson C. Smith University
Kalamazoo College
Kennesaw State University
Kent State University at Kent
Kent State University at Twinsburg
Kentucky State University
University of Kentucky
Kenyon College
Kettering University
Lakeland Community College
Lehigh University
Loyola Marymount University
Loyola University Chicago
Macalester College
Malone University
Marietta College
Marquette University
Marshall University
Maryland Institute College of Art
University of Maryland-Baltimore County
University of Maryland-College Park
Marymount Manhattan College
University of Massachusetts-Amherst
McGill University
Mercyhurst University
Miami University, Oxford
University of Miami
University of Miami
Michigan State University
University of Michigan-Ann Arbor
University of Minnesota-Morris
University of Minnesota-Twin Cities
The University of Montana
Moore College of Art and Design
Morehouse College
Muhlenberg College
Muskingum University
University of New England
University of New Hampshire-Main Campus
New Jersey Institute of Technology
New York University
Norfolk State University
North Carolina A & T State University
The University of North Carolina at Chapel Hill
University of North Carolina at Charlotte
Northeastern University
Northern Michigan University
Northwestern Michigan College - Great Lakes Maritime Academy
Northwestern University
Notre Dame College
University of Notre Dame
NYU Shanghai
Oakland University
Oberlin College
Ohio Northern University
Ohio University-Main Campus

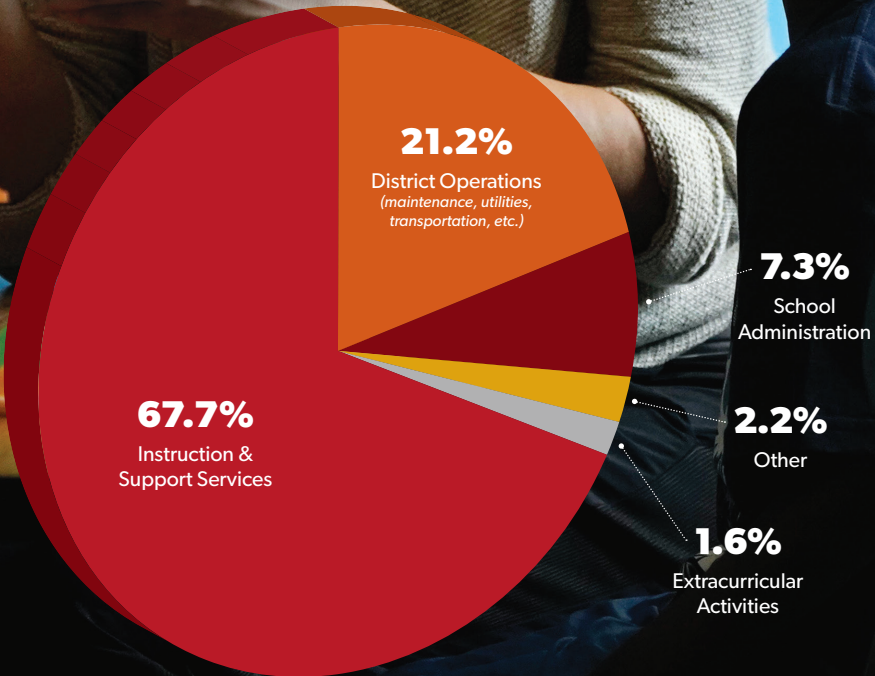
Ohio Wesleyan University
Otterbein University
Pennsylvania State University-Penn State
University of Pennsylvania
University of Pittsburgh-Pittsburgh Campus
Point Park University
Princeton University
University of Puget Sound
Purdue University-Main Campus
University of Richmond
Roanoke College
Rochester Institute of Technology
University of Rochester
Rose-Hulman Institute of Technology
Saint Vincent College
San Diego State University
University of San Diego
University of San Francisco
Savannah College of Art & Design - SCAD
School of the Art Institute of Chicago
Seton Hill University
Skidmore College
University of South Carolina-Columbia
University of Southern California
Southern Methodist University
Spelman College
St. Lawrence University
Stanford University
Stark State College
Stony Brook University
SUNY Brockport
SUNY College at Oswego
Sweet Briar College
Syracuse University
Syracuse University
The University of Tampa
Temple University
Tennessee State University
The University of Tennessee-Knoxville
Texas Southern University
The George Washington University
Ohio State University-Main Campus
Ohio State University-Mansfield Campus
Ohio State University-Newark Campus
Thomas More University
Tiffin University
University of Toledo
University of Toronto
Trinity College
Trinity College Dublin
Tufts University
Tulane University of Louisiana
Tuskegee University
University at Buffalo
University of Aberdeen
University of Dundee
University of Glasgow
University of Mount Union
University of Oregon
Ursuline College
University of Utah
Valencia College
Virginia Polytechnic Institute
Vanderbilt University
University of Vermont
Villanova University
Virginia Tech
University of Virginia-Main Campus
Walsh University
Washington & Jefferson College
Washington State University
Washington University in St. Louis
University of Washington-Seattle Campus
Wesleyan University
West Virginia University
Wilberforce University
Willamette University
University of Wisconsin-Madison
Wittenberg University
The College of Wooster
Wright State University-Main Campus
Xavier University
Xavier University of Louisiana

WHERE THE MONEY GOES

GENERAL FUND EXPENDITURES

FISCAL YEAR 2022-2023

TOTAL = \$104.9 MILLION



finance

The Treasurer's Office works with the District staff and the Board of Education to provide strong financial stewardship for the Shaker Heights Schools.

The District ended FY 2023 once again below budgeted expenditures. The District enjoyed operating surpluses in both FY 2022 and FY 2023, continuing to add to the fund balance, which stood at \$66 million as of June 30, 2023. That kind of financial vigilance has enabled the District to extend the number of years between operating levies. The last operating levy was approved by voters in 2014 — an unprecedented span without an operating levy being on the ballot.

Over the course of the 2020-2021, 2021-2022 and 2022-2023 school years, the District utilized the American Recovery Plan - Elementary and Secondary School Emergency Relief (ARP ESSER) funds to address the social and emotional needs of students. The funds covered the ongoing implementation of social-emotional learning curriculum in PreK-Grade 8 for both onsite and online students, increasing relationship-building opportunities for online students and deploying Positive Behavior Coordinators in all schools to help with the social-emotional needs of students, including trauma-informed classroom practices.

The District utilized the American Recovery Plan - Elementary and Secondary School Emergency Relief (ARP ESSER) funds to address the social and emotional needs of students

Additionally, the District used ARP ESSER funds to employ literacy specialists to work with students in PreK-Grade 4 to address achievement gaps and establish a sound base in literacy instruction for all students. ARP ESSER funds were also used for JumpStart Plus, a summer enrichment, intervention and credit-recovery program that addresses barriers to success. The program focuses on equity, excellence and exploration by providing differentiated services and enrichment opportunities for all students at the elementary, middle and high school levels.

early child

One of the few things educational researchers agree on is the value of a high-quality early education program. A majority of research shows that a strong preschool experience not only prepares children for kindergarten, but also helps them become lifelong learners.

THE SHAKER HEIGHTS SCHOOLS Early Childhood Education program is the only one in Ohio to incorporate the prestigious International Baccalaureate (IB) Programme philosophy with a continuation through the twelfth grade. The Board of Education has ordered a transformative expansion of the District's PreK program that would make Shaker a national model in early childhood education.

The importance of a high-quality preschool experience is clear. Studies have shown that students who attended high-quality preschool programs had higher math scores when they reached the middle grades, were less likely to be assigned to special education later on and were significantly more likely to go to college.

Preschool is often a child's first experience in dealing with adults and other children outside the cocoon of their family. For many families, preschool is their first foray into their child's education experience. That all means that preschool can be a powerful driver of equity. The exposure to language and socialization young learners receive in a high-quality preschool program is especially important to children from all backgrounds, or those who have special needs. Many times, students diagnosed with disabilities who receive strong intervention services in preschool no longer need special accommodations after they matriculate to the later grades.

In the current Shaker Heights Schools Early Childhood Education program, all classes include both students who have been identified to have disabilities and those who have not been so identified. The practice of blending students in general education with those who have special needs — a "peer model" approach — provides constructive examples to students with special needs and exposes general education students to children with differences.

Studies have shown that students who attended high-quality preschool programs had higher math scores when they reached the middle grades, were less likely to be assigned to special education later on and were significantly more likely to go to college.

hood



Full-day preschoolers get a taste of all of the basic subjects their older peers get, as well as “specials” such as music, art and physical education. Half-day students get an abbreviated version of that menu. All children go on a wide variety of field trips. In Shaker, preschool is an inquiry-based program where the children engage in researching and exploring topics that affect their classroom, their school, their community and their world.

The District’s planned expansion of its early childhood program will be a community-wide collaboration with the goal of making high-quality preschool accessible to all Shaker children.

arts & athle

Our students receive a high-quality, holistic educational experience. Nowhere is that more apparent than in the robust offering of arts and athletic opportunities available to our students.

The Arts

Beginning in elementary school, students are exposed to art forms in a variety of mediums, with weekly visual arts and music classes integrated into their day. Students at Onaway, Mercer and (coming soon) Lomond can participate in little theater programs in the fourth grade. The Shaker Heights Schools proudly offers a Music for All program, which introduces musical instrument instruction to every student in Grade 5.

As students progress into middle grades, they are continually exposed to a variety of visual art mediums before they are able to select from a robust catalog of arts offerings at Shaker Heights High School.

Students are also encouraged to explore performing arts, with world class music and theatre courses and extracurricular opportunities to select from. These experiences even offer our students the opportunity to travel both domestically and internationally.

Athletics

Shaker Heights Schools offers over 35 different athletic opportunities for students - and the list keeps growing! Students are encouraged to participate in athletics, with many programs offering camps and clinics for younger players in the school community.

Competitive athletics are offered at both Shaker Heights Middle School and Shaker Heights High School.

Studies show that participation in school sports are very beneficial to students, and in Shaker Heights, it can also lead to an environment of inclusivity and belonging.



etics



beyond the



INTERNATIONAL TRAVEL

Shaker Heights High School students are traveling to seven international destinations on five continents. The countries include Chile, Costa Rica, France, Germany, Japan, South Africa and Vietnam.

32

The number of clubs offered to Shaker Heights Middle School students for enrichment outside the classroom. Clubs include robotics, Model UN, golf, skateboarding and more.

60

Number of Lomond families who participated virtual family cooking classes with Edwins Leadership & Restaurant Institute and supported by the Shaker Schools Foundation.



3,200+

 Pounds of food scraps Onaway students collected for composting with Rust Belt Riders during the 2022-2023 school year.

ubuntu

Woodbury's guiding principle, which means 'I am because we are' fosters community for students and staff.

300

Number of 'Sharing the Planet' buttons last year's Fernway second graders sold to support the World Wildlife Fund.



ANNUAL KINDNESS WEEK

Each year in February, Mercer students celebrate kindness with student-led projects to spread good spirit such as making mugs and thank you cards for staff members.



books



fifteen

Number of Boulevard second-grade students who meet once per week as a part of the school's Read, Baby, Read program. A joint endeavor with A Cultural Exchange, the program uses art, music, drama and writing to encourage members to read, dream, explore and celebrate diversity.

our stories ...

ROWAN DUNN

Class of 2024

Senior Rowan Dunn's participation in the ACE Mentor Program led to a summer internship with Gilbane Building Company and work on the Farnsleigh Apartments. Now in its third year, ACE (Architecture, Construction, Engineering) is a High School club that provides students the opportunity to work on interactive, hands-on, problem-solving activities in a collaborative environment with mentors, including architects, construction managers and engineers. The club is made possible through the support of the Shaker Schools Foundation.



DORA BECHTEL

*Principal,
Onaway Elementary School*

To her young scholars at Onaway Elementary School, Principal Dora Bechtel is a powerful role model. Now in her second year in Shaker, she brings a wide variety of experiences, including work in the International Baccalaureate framework and early childhood education. "I have the lens of being a principal, but I also have the lens of being a woman of color, a mother of daughters and a person raised in poverty. So I see through all of those lenses."

Every School. Every Grade. Every Student.

The mission of the Shaker Schools Foundation is to support all students in the Shaker Heights City School District by cultivating community resources to advance equitable access and enhance opportunities in and out of the classroom.

THE FOUNDATION supports the District's strategic initiatives around Educational Equity and the IB Programme by raising and distributing funds for academics, arts, athletics, social-emotional learning, student opportunity assistance, technology and co-curriculars. Some recent initiatives supported by the Foundation include:

- Leadership and mentoring programs, including ACE Mentoring (Architecture, Construction, Engineering), MAC Scholars and SGORR
- High School Fashion Design course and Middle School Facing History curriculum
- Design Labs for STEM learning at Boulevard, Lomond, Fernway and Woodbury
- Field trips and experiential learning such as Lomond Medical Exploration at CWRU and Woodbury Girls Empowerment Program
- More than 100 scholarship grants for extracurricular activities and youth sports
- Grade 6 Camperships & Middle School Washington, D.C., Trip Scholarships
- International Travel Scholarships for High School students
- Positive Behavioral Interventions and Supports (PBIS) programs
- Black Student Athlete Summit with student-led diversity discussions and support
- Enrichment Grants supporting classroom learning, guest artists and field trips
- Industry partnerships providing students with career related exposure, job shadowing and internships

The Shaker Schools Foundation invites philanthropic support from individuals, corporations and foundations to support these important programs and initiatives, and also hosts an annual fundraiser, *A Night for the Red & White*. To contribute to SSF or to find out more about upcoming initiatives and events, visit shakerschoolsfoundation.org or contact Holly Coughlin, Executive Director, at 216.295.4325.



supporting our schools

THE SHAKER HEIGHTS CITY SCHOOL DISTRICT

15600 Parkland Drive
Shaker Heights, OH 44120
p: 216.295.1400

www.shaker.org

NON-PROFIT
U.S. POSTAGE
PAID
CLEVELAND, OH
PERMIT NO. 4175

**THE SHAKER HEIGHTS
BOARD OF EDUCATION**

Alison Bibb-Carson
Lora Cover
Jeffrey Isaacs
Emmitt R. Jolly, Ph.D.
Heather Weingart

SUPERINTENDENT OF SCHOOLS

David Glasner, Ph.D.

INTERIM TREASURER

Shelley A. McDermott