



REVITALIZATION REALIZED: EAST CLEVELAND'S ACADEMIC TURNAROUND

Year 3 Progress Report (SY 2024-2025)



80%
16 OUT OF 20
METRICS MET

ON 2024-2025 DISTRICT SCORECARD

Dear Chief Colleen D. Grady,

On behalf of the East Cleveland City School District Board of Education, we submit this statement of completion and introduction to our Year 3 results under the District's Revitalization Plan, approved by the Ohio Department of Education & Workforce in December 2021. We are pleased to report that, with the close of the 2024-2025 school year and summer graduation complete, East Cleveland has met a clear majority of its plan benchmarks and continues to move forward with confidence in our students, staff, and community.

In year 3, the District met 16 of 20 measures (80%), exceeding the plan's requirement to meet at least 11 by June 2025. These gains are strongest in early learning, K-2 foundational literacy and numeracy, grades 3-8 growth, high-school Algebra II passage, CTE industry credentials, GPA, core-course passing, and co-curricular participation. We acknowledge the four metrics that remain below goal—graduation rate, standardized testing, performance index, and chronic absenteeism—and have launched targeted improvement sprints to address each while sustaining gains elsewhere.

We appreciate the Department's partnership and the guidance provided throughout this process, and we reaffirm our commitment to rigorous instruction, safe and supportive learning environments, and continuous improvement on behalf of every East Cleveland student.

Sincerely,

The East Cleveland City School District Board of Education

Dr. Mary E. Rice, President
Ms. Stephanie Stedmire-Walls, Vice President
Mr. Vernon Robinson
Ms. Chareen Fountain
Ms. Maree Sanders



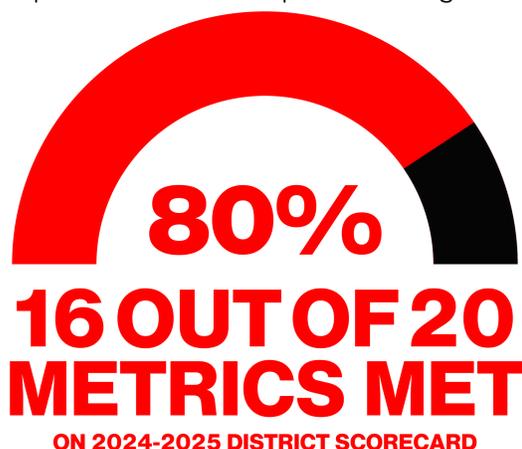
Our Continuous Improvement Process (2019-2025)

How we built and governed the work

- District Leadership Team (DLT): Monthly data reviews, sprint approvals, and fidelity checks tied to explicit instruction, UDL, and engagement design.
- Building Leadership Teams (BLTs): Weekly progress monitoring of lesson routines, MAP growth targets, and Tier-2/3 intervention cycles.
- Transparent scorecard: One 20-metric dashboard used districtwide to align goals, resources, and accountability.

Key milestones

- 2019–2021: Districtwide listening; design of improvement architecture.
- Dec 2021: Revitalization Plan approved; 20 PK–12 benchmarks established.
- 2022–2024: Implementation cycles; Year-2 close documented in the plan’s scorecard.
- 2024–2025 (Year 3): Final push on instruction, attendance, and readiness; district meets a clear majority of benchmarks (16 of 20; 80%).
- Oct 15, 2025: Comprehensive progress report due to ODEW per June 16 guidance.



Where voices show up now (2024-2025)

- Student voice: Superintendent’s Student Advisory Council and grade-band feedback panels informing pacing, supports, and co-curricular access.
- Families & community: Calendar-driven engagement (Board FCE committee, school events, listening sessions) with clear notice/translation standards.
- Staff partnership: Principal walk-throughs, coaching cycles, and PD grounded in explicit instruction and UDL—tight feedback loops to classroom practice.

What changed for students

- Stronger Tier-1 routines in reading, writing, speaking, and math reasoning increased on-task time and MAP growth.
- Belonging & opportunity: Expanded co-curriculars, CTE pathways, and credential access.
- Safer, better-equipped spaces: Security upgrades, facility repairs, classroom displays, and 1:1 devices supporting consistent instruction.

Year-3 outcome: East Cleveland met 16 of 20 plan metrics—a decisive majority—while launching targeted sprints for graduation, standardized testing, performance index, and chronic absenteeism.





Grow Our Students to be College and Career Ready

“Preparing today’s learners to thrive in tomorrow’s world — college, career, and beyond.”



Explicit Literacy Instruction

Explicit teaching routines—model, guided practice, independent practice—became daily habits in core and content classes. We aligned Tier 1 to the science of reading, refined HQIM use, and expanded writing-to-read routines in secondary courses. Coaching cycles and frequent walkthrough feedback tightened pacing, questioning, and opportunities for student practice. These moves, paired with UDL access and purposeful task design, supported PK–2 benchmark gains and steady Grades 3–8 reading growth.



At the same time, we must finish key pieces: strengthen MTSS fidelity in secondary (especially Tier 2 progress-monitoring), finish building Tier 3 schedules/staffing, and extend discipline-specific adolescent literacy (word study, vocabulary, comprehension, fluency, motivation). Future efforts will focus on consistent Tier 1 routines in every room, tighter data use, and targeted intervention that is brief, effective, and fades as core instruction improves.

Universal Design

We embedded Universal Design for Learning so access, representation, and expression were planned from the start. Teachers anticipated barriers, offered varied entry points and products, and used technology to scaffold vocabulary, decoding, background knowledge, and language production. This barrier-first planning contributed to improved early literacy outcomes and steady middle-grade growth by increasing time on task and reducing avoidable reteaching.



Our next steps are about precision and consistency: vertical teams will use universal screening and behavior data to adjust Tier 1 in real time; secondary teams will tighten Tier 2 progress-monitoring and ensure Tier 3 intensification follows evidence-based schedules. We will also calibrate accommodations versus true design features so students regularly engage with grade-level texts while receiving just-in-time supports that promote independence.

Engaging Lessons

We raised the quality of tasks to make rigor compelling: lessons opened with clear purpose, meaningful choice, and authentic products; discourse and writing were routine. Course-passing rates remained strong and co-curricular participation increased alongside middle-grade reading growth—evidence that students were more engaged with challenging work.

Yet two signals persist: elevated chronic absenteeism and uneven state assessment results. To close that gap, we will couple engagement with disciplined practice—more time with complex texts, frequent checks for understanding, and fast feedback loops. We will safeguard productive struggle, make success criteria visible, and ensure tasks require reading, writing, and reasoning every day so engagement reliably translates into proficiency and college-and-career readiness.



Year Three: Achieving More Together



Updated October 7, 2025

values are derived from district final data (SY 2024-25)

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

Under the state approved Revitalization Plan, the District must meet at least 11 metrics by June 2025.

For the 2024-2025 school year, the District set a goal to meet 11 metrics by the end of the school year. Based on the published results of the state report card and internal metrics, the District has exceeded this expectation, meeting 16 metrics.

★ PK-5 Benchmarks

Metric	Earned	Goal	Status
Preschool Early Literacy	63.5%	50.0%	MET
Preschool Early Numeracy	67.7%	59.0%	MET
K-2 Early Literacy	46.6%	45.0%	MET
K-2 Early Numeracy	48.4%	42.5%	MET
3-5 Passing Core Classes	97.2%	94.3%	MET
3-5 MAP Growth Reading	67.2%	63.1%	MET
3-5 MAP Growth Math	60.6%	57.1%	MET



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

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

★ 6-12 Benchmarks

Metric	Earned	Goal	Status
6-8 GPA	67.2%	52.8%	MET
6-8 MAP Growth Reading	70.1%	68.3%	MET
6-8 MAP Growth Math	75.4%	74.1%	MET
6-8 Co-Curriculars	85.2%	50.0%	MET
6-8 Passing Core Classes	96.0%	95.6%	MET
Industry Credentials	65.7%	65.0%	MET
Graduation Rate	83.7%	86.0%	NOT MET
9-12 GPA	54.6%	50.1%	MET
9-12 Passing Algebra II	100%	54.5%	MET
9-12 Standardized Testing	1.8%	19.5%	NOT MET
9-12 Co-Curriculars	68.9%	58.0%	MET



Meeting our goals in key academic areas this past year reflects the unwavering commitment and collaboration of our dedicated staff.

Together, we are setting new standards of excellence as we serve and uplift our community.

Anthony Lockhart, President
OAPSE Local 181

★ District Benchmarks

Metric	Earned	Goal	Status
Performance Index	52.5%	60.0%	NOT MET
Chronic Absenteeism	53.2%	20.0%	NOT MET

★ College Ready Benchmarks

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

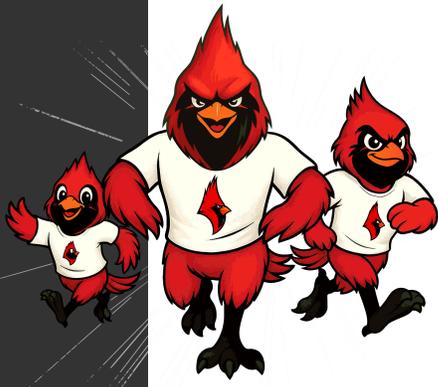
Our approach to college readiness emphasizes sustained academic growth. These benchmarks reflect a student's progression through each grade level, with a focus on long-term mastery rather than one-time performance. They are milestones that help ensure every student is on a clear path to postsecondary success.

We believe that every student deserves a clear and attainable path to college readiness. These benchmarks are designed to highlight opportunities, close achievement gaps, and ensure that all students—regardless of background—have access to the academic foundation needed to thrive after graduation.

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

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





Create Safe Spaces for Students to Learn

“Creating safe spaces where students and teachers feel secure — because when you’re okay, you’re ready to learn.”



Upgrading Infrastructure

During the last three years, we held facilities safe and functional while tackling the most urgent items. The new roof at the Chambers Community Empowerment Center was completed, and we are sequencing remaining capital work (HVAC, roofs, site repairs) against the Facility Master Plan.

The FMP confirms enrollment decline and site under-utilization, so we initiated a consolidation plan to right-size space, staffing, and dollars to actual student enrollment. Scenario charts and timelines guide near-term priorities, while we engaged stakeholders on configuration options that keep buildings safe, suitable, and fiscally responsible. Our next step is phasing: align safety-critical projects with the consolidation calendar so learning environments improve as we reduce excess square footage.

More Technology

We expanded “safe spaces” to include safer, clearer communication and instruction through assistive AI. Staff adoption of Grammarly supports professional, bias-aware writing and time savings, with a self-evaluation framework to move users from basic to purposeful use. MagicSchool AI gives teachers a secure, education-specific toolset (planning, feedback, differentiation) with privacy safeguards and “human-in-the-loop” norms —use AI to draft, then review for accuracy, context, and tone.

Our next steps are steady onboarding across roles, short walk-through trainings, and coaching on responsible use so tools amplify—not replace—teacher judgment. These technology moves sit within our broader “conditions for learning” work (1:1 devices, classroom displays, secure environments), tightening daily routines and predictability for students and staff.

Checking In

MTSS remains an ongoing priority. With SST3 and ODEW partners, we set a bi-weekly leadership cadence to standardize decision rules, forms, fidelity checks, and building-level reviews. Agendas now center on using universal screening to trigger timely Tier 2/Tier 3 supports, monitoring progress, and scheduling district check-ins (walk-throughs, data reviews, fidelity tools) each quarter. Persistent gaps—uneven secondary implementation, slow intervention starts, and inconsistent feedback loops—are explicit action items for the coming cycle.

We will tighten principal follow-up, align lesson-feedback to the playbook, and make roles and timelines visible so buildings experience the same process and pace. The aim is a predictable, equitable MTSS that translates screening data into fast, well-matched supports for students.



What changed for students?

Predictability, clarity, faster support

Engage Our Families and Community



“Engagement is the heartbeat of our schools — where families, educators, and the community work hand in hand for student success.”

From Events to a System

Throughout the implementation of this plan, we’ve worked to shift from ad-hoc activities to a calendar-driven engagement system tied to our federal and district commitments. Using a crosswalk of Title I-A, Title IV-A, IDEA/CEIS, Parent Mentor, the One Plan, and the Reading Achievement Plan, we translated obligations into concrete committee work: a rolling Family Engagement Calendar, communication standards with a 14-day notice and multilingual templates, a Partnership Directory/MOU tracker, and a RAP Family Literacy subgroup (home-library pipeline and Science of Reading academies).

We are working to establish a common dashboard—access/reach, quality, and outcome proxies (e.g., absenteeism deltas, IEP/ETR attendance, Tier 2/3 meeting completion, K-3 diagnostics) and a 60-day quick start to publish the calendar, stand up the directory, launch RAP tasks, integrate Parent Mentor reporting, and add CEIS snapshots.

Board Leadership

The Board of Education anchors this work by setting direction and accountability. The Board authorizes the district Family & Community Engagement (FCE) Committee structure and ensures alignment with state and federal requirements. The Board of Education serves as a public conduit for the district’s engagement efforts. Through regular recognition of school events, sharing of information in open sessions, and encouragement of community participation, the Board supports staff in maintaining clear, two-way communication with families.



What’s Next: Execution and Impact

Our next phase is tightening links to student outcomes. We will keep the calendar current, co-schedule with school events, and apply the notice/translation standards for every offering. Priority builds include finishing the Partnership Directory and sustaining the RAP Family Literacy subgroup with bilingual screening summaries aligned to MAP Fluency cycles. These steps keep engagement at the forefront turning consistent two-way communication into better attendance, stronger participation, and improved early-literacy indicators.





The Flight Path: From Turnaround to Lift-Off

“Clarity is our runway, learning is our lift, and together we rise.”



What is the Flight Path?

The Flight Path is East Cleveland’s next-phase operating model now that local leadership has been restored. It replaces “recovery-mode” compliance with a mission-centered system that keeps classroom learning at the core.

There are Six Empowerment Zones—Learning, Talent, Access, Data & Technology, Systems, and Fiscal. Each have a clear purpose, authority to act, and measurable deliverables. District mascots (Big Redd, Lil’ Redd, Young Redd, Aunt Redd, Unc Redd) serve as easy, family-friendly symbols for how each zone leads. In short: autonomy with accountability so every role lifts instruction.



How The Model Works

The Flight Path keeps learning at the center. Instruction, curriculum, and coaching set the direction, while the other Empowerment Zones—Talent, Access, Systems, Data & Technology, and Fiscal, move in tight formation to support what happens in classrooms every day.

Each zone owns a small set of clear outcomes and reports progress on simple dashboards the public can understand. Leaders meet on a steady cadence with brief weekly stand-ups to unblock work, monthly strategy sessions to adjust plans, and quarterly roundtables to reflect and reset—so decisions stay timely and coordinated.



When an issue needs attention, a common escalation flow makes it clear who decides, who coordinates, and when to elevate. Communication follows the same discipline: plain language that answers three questions for families and staff: what we’re doing, why it matters now, and what to expect next.

Why It Matters Now

The Revitalization Plan produced strong momentum with 16 of 20 scorecard metrics met (80%) in 2024-2025, especially in early literacy/numeracy, grades 3–8 growth, Algebra II passage, CTE credentials, GPA, course-passing, and co-curriculars.

The Flight Path turns that momentum into a sustainable, locally led system with transparent goals, faster problem-solving, and clearer roles all in service of better daily teaching and learning. Families can expect steadier communication, timely support, and visible progress dashboards; staff can expect tighter instructional routines, targeted coaching, and tools that make learning visible.

Together, we are moving from turnaround to lift-off keeping classrooms first while aligning people, data, systems, and resources behind student success.

Our New Mascots: Meet the Redds

“Five cardinals, one flight plan—
clear roles, steady cadence, and learning at the center.”

Lil' Redd

Lil' Redd is the youngest mascot in the family and represents our youngest learners. His purpose is profound. He represents joy, belonging, and boundless potential, the qualities that students need to thrive. When Lil' Redd shows up, he's asking one question on behalf of every child: “Can I learn here?”

Young Redd

Our next mascot, Young Redd, symbolizes insight and instruction. Young Redd represents the inquisitive mind, the critical eye, and the relentless belief that data should make teaching stronger and learning visible.

Young Redd is more than a strategist, she is the spark behind curriculum design, pedagogy, assessment alignment, and instructional coherence. She reminds us: students don't just need information, they need transformation through instruction.

Big Redd

Big Redd is the mascot for Shaw High School and he is confident, grounded, and full of presence. He's the one you trust when things feel shaky. His job is to keep us steady, safe, and moving forward with clarity.

Big Redd reminds us: if the foundation cracks, the whole structure wobbles.

Uncle Redd

Uncle Redd is the wise elder and he represents the alumni. He is not easily rattled and always asks the tough question: “Is this sustainable?” He believes in fairness, transparency, and hard truths.

He's the one who'll remind us that if we want our Flight Path to last, it has to be built on a solid financial foundation.

Aunt Redd

Aunt Redd stands for love with standards. She is the mascot for the families and the community. Aunt Redd is steady, wise, and deeply rooted in the legacy of East Cleveland's past and the possibilities of its future.

She sees people for their potential, but holds them accountable for performance. She operates with compassion, but never without clarity.





**Together, we have the power
to help our students thrive
and achieve our goals.**

**Lillian Tolbert, *President*
East Cleveland Education Association**



@eastcleschools



/EastCleveSchools



East Cleveland City Schools



/Cardinals Nation



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