

STRATEGIC PLAN **ANNUAL** REPORT 2024

A REPORT OF PROGRESS
ON DISTRICT STRATEGIC GOALS



Shaker
Heights
Schools

#SHAKERRISING

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DEAR SHAKER HEIGHTS SCHOOLS COMMUNITY,

WELCOME TO THE FOURTH ANNUAL REPORT of the Shaker Heights City School District's 2020-2025 Strategic Plan.

This year's report provides a detailed overview of our progress, now incorporating data and insights from the 2023-2024 school year. It reflects the breadth and depth of our District's ongoing efforts to transform goals and objectives into meaningful actions that create a lasting impact for the students we serve.



As with previous reports, this document uses detailed measurements to assess our progress toward intended outcomes. It outlines each objective under the District's four major goals, including the rationale for the objective, the work completed to date, and the timeline for achieving it. The report also presents longitudinal data, offering insights into areas of strength and identifying areas requiring additional focus. By doing so, we continue to hold ourselves accountable for ensuring our ambitious goals deliver real, measurable benefits in our classrooms.

Our Strategic Plan is rooted in two guiding principles: Educational Equity and the International Baccalaureate Programme. Educational Equity underscores our commitment to excellence by ensuring that every student meets or exceeds high expectations in a safe, nurturing and inclusive environment. The International Baccalaureate framework provides a globally recognized foundation for best practices in teaching and a rigorous curriculum that emphasizes inquiry-based learning, creative problem-solving, hands-on projects and community service.

We hope the transparent and timely information in this report sparks further analysis, dialogue and collaboration within our school community as we work together to ensure the best possible outcomes for all students.

Sincerely,
Dr. David Glasner, Superintendent
Shaker Heights City School District

#SHAKERISING





executive summary

THIS IS THE FOURTH ANNUAL REPORT of the 2020-2025 Strategic Plan, a report that includes detailed measurements and a timeline to determine progress toward intended outcomes and reveal areas of strength and areas in need of improvement.

GOALS & OBJECTIVES:

To achieve these principles, the Strategic Plan is guided by four broad goals:

GOAL ONE: *Strengthen student learning by providing each student with a rigorous and enriching educational experience that aligns with the International Baccalaureate philosophy and framework and that prepares all graduates for post-secondary education and careers.*

GOAL TWO: *Advance educational equity by disrupting and removing institutional structures and practices which have historically been associated with racism, oppression and other forms of marginalization.*

GOAL THREE: *Utilize a Quality Assurance System model to review, assess and strengthen department-level support of student learning, including Business and Operations, Human Resources, Finance and Facilities, to ensure alignment with District goals and objectives.*

GOAL FOUR: *Implement high-quality professional learning practices to build the capacity of faculty and*

staff to improve student learning experiences and outcomes.

To realize these ambitious goals, the Strategic Plan details 27 specific objectives and data that is being utilized to assess progress.

WORK SUMMARY:

GOAL ONE:

- Expanding early childhood programs with the launch of the Ludlow Early Learning Center.
- Integrating inclusive, high-quality curricula and increasing professional development to support literacy and STEM education.



**See Appendix*



- Enhancing career and technical education pathways, including new courses in machining, fashion design and ACE Mentoring.
- Raising Key Performance Indicators (KPI)* in early literacy and eighth-grade Algebra I scores exceeding state averages.

GOAL 2:

- Enhancing representation in advanced coursework through targeted interventions such as the MAC Scholars and Bridges programs.
- Implementing high-dosage tutoring, culturally responsive curricula and discipline protocols to support marginalized populations.
- Establishing consistent frameworks to align course offerings, co-curricular activities and classroom practices with equity goals.

GOAL 3:

- Conducting audits of staffing and financial allocations to maximize efficiency and equity.

- Developing a comprehensive long-term facilities plan rooted in educational equity and IB principles.
- Publishing regular data-driven reports to track progress and inform continuous improvement.

GOAL 4:

- Professional learning programs focused on social-emotional learning, equity and instructional technology.
- A centralized digital resource for ongoing professional development.
- Evaluation models linking professional learning to measurable student outcomes.

The 2024 report highlights Shaker Heights Schools' commitment to educational excellence, equity, and innovative practices that prepare students for success in a diverse, global society.

**See Appendix*

district overview

THE SHAKER HEIGHTS CITY SCHOOL DISTRICT includes the city of Shaker Heights and a small portion of Cleveland near Shaker Square, encompassing about 7.5 square miles. Long known for the beauty of its neighborhoods and parklands, Shaker Heights is home to nearly 30,000 residents of diverse cultural backgrounds and is renowned for its commitment to educational excellence.

Now in its second century of educational leadership, the District currently serves about 4,800 students in eight buildings. Shaker was the first district in Greater Cleveland, and one of only seven public districts across North America, to be recognized as a PreK-12 International Baccalaureate (IB) District. IB, an internationally recognized educational program with a rigorous curriculum, features a global focus and emphasizes creative problem-solving, hands-on projects, inquiry-based learning and community service.

In 2020, Shaker became one of the first school districts in Ohio to establish an Office of Diversity, Equity & Inclusion to ensure that all students receive the world-class education they need and deserve. The District's commitment to end tracking and create inclusive, heterogeneous classrooms has gained national attention. With voter approval of a bond issue, the District will implement an ambitious facilities plan to modernize and update its beautiful, historic buildings to serve the community for generations to come.

A Shaker education produces Ivy League scholars and Broadway stars, Pulitzer Prize winners, trailblazing entrepreneurs and top-flight athletes. Most importantly, it produces caring citizens who are destined to make our community — and our world — a better place.

1 of 7 Shaker is one of seven school districts across North America to be recognized as a PreK-12 International Baccalaureate District.

13 The Number of Shaker Heights High School seniors who were named National Merit Semifinalists or Commended Students in the fall of 2024.

2020 The year the District became one of the first school districts in the state of Ohio to establish an Office of Diversity, Equity & Inclusion.





OUR MISSION

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

Shaker is the first-choice school district for all students.

OUR CORE VALUES

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

goals and objectives

GOAL 1

Strengthen student learning by providing each student with a rigorous and enriching educational experience that aligns with the International Baccalaureate philosophy and framework and that prepares all graduates for post-secondary education and careers.

Strategic Objective 1.1 Inventory, document, audit and evaluate educational programs and resources to assess alignment with District goals and objectives.

Strategic Objective 1.2 Improve and refine the District's data systems and the District's capacity to use educational data to drive student outcomes.

Strategic Objective 1.3 Expand District early childhood educational programming to increase the number of students who are prepared for success.

Strategic Objective 1.4 Prepare each student for post-secondary education and careers by expanding educational experiences based on the International Baccalaureate design-cycle framework, which includes investigating, planning, creating and evaluating.

Strategic Objective 1.5 Provide each student with a rigorous and enriching educational experience

by increasing the number of Black students who are prepared for success in the International Baccalaureate Diploma Programme (DP) or Advanced Placement (AP) courses at the end of Grade 10.

Strategic Objective 1.6 Prepare each student for successful transitions to college and careers by increasing the number of students earning workforce credentials through Career and Technical Education (CTE) programming.

Strategic Objective 1.7 Prepare each student for successful transitions to college and careers by increasing the number of students earning college credit through College Credit Plus (CCP) courses.

Strategic Objective 1.8 Develop and implement a Districtwide Technology Plan to support the effective integration of educational technology in the classrooms.



GOAL 2

Advance educational equity by disrupting and removing institutional structures and practices which have historically been associated with racism, oppression and other forms of marginalization.

Strategic Objective 2.1 Review the District mission and vision statements to ensure alignment with District goals and objectives.

Strategic Objective 2.2 Ensure systemwide practices and structures are in place to support implementation of the District's Educational Equity Policy.

Strategic Objective 2.3 Strengthen District engagement with families who have historically been marginalized by enhancing Districtwide communication and collaborating with community partners.

Strategic Objective 2.4 Review curricular and educational materials to ensure inclusion of diverse populations and perspectives in alignment with District goals and objectives.

Strategic Objective 2.5 Explore and refine course offerings and student assignment practices to ensure alignment with District goals and objectives.

Strategic Objective 2.6 Establish consistent Districtwide discipline protocols and practices that are aligned with District goals and objectives in order to reduce the amount of classroom time Black students miss as a result of disciplinary actions.

Strategic Objective 2.7 Develop and implement a plan to recruit and retain Black teachers and other underrepresented demographic groups.

Strategic Objective 2.8 Examine co- and extra-curricular activities that were established to support educational equity to ensure alignment with District goals and objectives.



goals and objectives

GOAL 3

Utilize a Quality Assurance System model to review, assess and strengthen department-level support of student learning, including Business and Operations, Human Resources, Finance and Facilities, to ensure alignment with District goals and objectives.

Strategic Objective 3.1 Examine and revise Human Resources Department structures and practices to ensure alignment with District goals and objectives.

Strategic Objective 3.2 Conduct a Quality Assurance Audit of staffing patterns across the District to ensure alignment with District goals and objectives.

Strategic Objective 3.3 Conduct a Quality Assurance Audit of financial resource allocation across the District to ensure alignment with District goals and objectives.

Strategic Objective 3.4 Create a long-term Facilities Plan that supports educational equity and International Baccalaureate practices, addresses the District's needs and supports student learning.

Strategic Objective 3.5 To ensure continuous improvement, publish regular progress reports that document data analyses and findings from Quality Assurance Audits.





GOAL 4

Implement high-quality professional learning practices to build the capacity of faculty and staff to improve student learning experiences and outcomes.

Strategic Objective 4.1 Analyze District data to identify trends, patterns and areas of needed improvement to inform professional learning design and content.

Strategic Objective 4.2 Research professional learning programs, strategies or interventions that support educational equity and that align with District goals and objectives.

Strategic Objective 4.3 Create, implement and maintain a professional learning program for all staff.

Strategic Objective 4.4 Assess the effectiveness of professional learning implementation, including by establishing a logic model that contains specific improvement goals and student outcomes.

Strategic Objective 4.5 Provide ongoing professional learning centered on social-emotional learning strategies, school safety best practices and school culture and climate.

Strategic Objective 4.6 Create, manage and maintain a District online resource for professional learning content.

objective 1.1

Strategic Goal 1

Strengthen student learning by providing each student with a rigorous and enriching educational experience that aligns with the International Baccalaureate philosophy and framework and that prepares all graduates for post-secondary education and careers.

STRATEGIC OBJECTIVE 1.1

Inventory, document, audit and evaluate educational programs and resources to assess alignment with District goals and objectives.

OBJECTIVE OVERVIEW

All District programs and resources should be reviewed and evaluated to ensure they are effective and consistent with the Strategic Plan's values and goals. They should be consistent with the International Baccalaureate framework and the Educational Equity Policy. The goal of the Educational Equity Policy is for all students to meet the same high standards for learning with adequate, targeted support.

RECENT ACTION STEPS

- In alignment with the requirements for all International Baccalaureate (IB) programming, teachers participate in an annual review and revision cycle of each unit of inquiry. The District provides collaborative planning time (CPT) to staff and facilitation from IB coordinators to iteratively redesign curriculum to ensure it reflects ongoing professional learning, changes to standards and student need. This requirement encourages the evolution of the written, taught and assessed curriculum through the conceptual framework of inclusive excellence.
- Elementary literacy resources have been evaluated against the science of reading to ensure structured literacy education is occurring. This is a primary equity concern to ensure evidence-based reading instruction occurs for all children to build a foundation for future learning. Additional curricula were purchased to address gaps in the explicit instruction and are being used in all classrooms grades K-2.
- The District piloted English Language Arts curricula for K-5 in Spring of 2024 but did not adopt due to concerns related to the portrayal of historically



marginalized people and United States history. The District is currently pursuing another option that better aligns with the IB framework and includes units that authentically represent diverse authors, topics and perspectives. The evaluation of the pilot products has been guided by rubrics developed by third parties to assist in evaluating the quality of resources with respect to the science of reading as well as concepts of diversity, equity and inclusion.

- In response to the shift for all eighth grade students to enroll in Algebra I, the High School is seeking a distinctly different new Algebra I curriculum that is conceptual, hands-on and aligned with career-technical education. Currently, one teacher has been trained for the pilot and implementation will be assessed throughout the year. Additionally, a team of vertical Algebra 1 teachers will engage in ongoing collaboration through the school year discussing and sharing high quality instructional moves.
- The Middle School continued its partnership with Facing History and Ourselves on both professional and curriculum development to ensure Individuals & Societies and Language & Literature courses are engaging with authentic, high-quality resources and texts. This partnership arose in response to previous evaluation of curriculum and the growing understanding of culturally relevant texts.
- Learning & Teaching and Technology department staff met quarterly to assess instructional technology implementation and requests for additional resources. This process was critical during the transition of fifth grade to the elementary buildings and sixth grade to the Middle School. Resources and materials were vetted for the appropriateness in the new settings, budgetary changes for site-licenses, redundancy and alignment with existing curriculum.

OBSERVED OUTCOMES

Key Performance Indicators (KPI)* continue to rise. Schools are collaborating to learn from one another as some have exceeded pre-pandemic levels of performance in early literacy. Algebra I scores exceeded state averages, despite Shaker Heights students taking the course in eighth grade, generally a year ahead of statewide peers. Career-technical education enrollment continues to rise, and the Shaker pathway has reached maximum, safe capacity.

*See Appendix



STAFF STORY

“ABOUT THREE YEARS AGO, we applied for a Reaching All Readers grant. We needed to evaluate our language arts programming using a state tool as part of the grant process,” says Jocelyn Dietz, Coordinator of Early Literacy and Instructional Coach at Fernway Elementary School. “When we received the grant, we used a curriculum audit tool to find strengths with our current tools and opportunity for growth. A noted gap was a lack of a consistent curriculum for phonological awareness in our early years programming. Using grant funding, we were able to purchase Heggerty, which is an evidence based program that would address this need for our Kindergarten and Grade 1 students. We were also able to revamp building book rooms and purchase connected text to support our word recognition instruction.”

– Jocelyn Dietz, Coordinator of Early Literacy and Instructional Coach, Fernway Elementary School

objective 1.2

Strategic Goal 1

Strengthen student learning by providing each student with a rigorous and enriching educational experience that aligns with the International Baccalaureate philosophy and framework and that prepares all graduates for post-secondary education and careers.

STRATEGIC OBJECTIVE 1.2

Improve and refine the District's data systems and capacity to use educational data to drive student outcomes.

OBJECTIVE OVERVIEW

The District uses PowerSchool as its Student Information System (SIS). It integrates and syncs with third-party applications to provide a comprehensive system for all student records. The District aims to improve the SIS for better data access, including more robust reporting. It also focuses on equipping educators to use data for informed decision-making, tailoring instruction to individual needs and supporting student achievement, diversity, educational equity and inclusion.

RECENT ACTION STEPS

This year, the District moved to META Solutions as its Information Technology Center for PowerSchool hosting and technical support. META's thorough and experience-based approach to all aspects of student

information system configuration and maintenance has benefited the District's PowerSchool users. For instance, Middle School and High School scheduling teams met weekly with META to use PowerScheduler to build student schedules for the 2024-2025 school year.

The District's Data team continues to provide support and training to users. Administrative assistants participated in workshops on student attendance in PowerSchool. School nurses learned how to use PowerSchool Health to record office visits, medications and immunizations. Building iTeam leaders explored

a new classroom communication tool, ParentSquare, so they could support the teachers at their schools. At the start of the school year, parents could learn about the PowerSchool Portal through the FACE Academy.

OBSERVED OUTCOMES

Now in its third year of implementation, users are more skilled with using PowerSchool. The enhanced user interface, introduced last school year, provided additional functionality. For example, PowerSchool has quick search features to find pages, students, staff and contacts, as well as personal favorites to help users manage and navigate to frequently used pages in PowerSchool.

To use educational data to drive student outcomes, principals and school leaders have access to a variety of data dashboards and reports through PowerSchool. Using real-time data helps monitor our progress on Key Performance Indicators (KPI)*, including Early Literacy, Algebra I, Positive School Culture, Course Pathways and Graduation Rate.

**ACCESS TO
POWERSCHOOL
4,313**

Number of students
(or 91%) that have at
least one family member
with PowerSchool
Parent Portal access.

387
Number of students
whose families have
not created at least one
Parent Portal account.

**As of Sept. 12, 2024*

OBJECTIVE IN ACTION

"I LIKE THE WAY I can use PowerSchool to report if my daughter will be absent. I can see how many hours she has used and schedule a doctor's appointment accordingly. The attendance section of PowerSchool helps me decide if I should schedule an appointment on a different day, such as a conference day, when there is no school for students."

– Trina Jones, Parent and District FACE Liaison

objective 1.3

Strategic Goal 1

Strengthen student learning by providing each student with a rigorous and enriching educational experience that aligns with the International Baccalaureate philosophy and framework and that prepares all graduates for post-secondary education and careers.

STRATEGIC OBJECTIVE 1.3

Expand District early childhood educational programming to increase the number of students who are prepared for success.

OBJECTIVE OVERVIEW

Research shows that high-quality early education nurtures curiosity, fosters problem-solving and builds the academic foundation for lifelong success — key elements of the International Baccalaureate framework. Given the success of the current preschool program, and in alignment with The District's strategic commitment to achieving and sustaining educational equity, the District is committed to expanding it to serve more students and provide them with the skills they need for future academic achievement and personal growth.

ACTION STEPS

- During the 2023-2024 school year, the District launched the planning process to open the Ludlow Early Learning Center at the start of 2025-2026 school year.
- A new position for the 2023-2024 school year, the District created the position of Early Childhood Coordinator with a focus on aligning current practices, connecting with families, improving the professional learning for staff and expanding the number of spots available for students in our current preschool model.

EVIDENCE TO EVALUATE OBJECTIVE PROGRESS

- Enrollment by subgroup for 2023-2024
- KRA Assessment Data for Kindergarten students enrolled in the preschool program compared to State averages
- Number of spots available 2023-2024 vs. 2024-2025 and beyond
- Survey on family preferences for PreK
- Step Up to Quality (SUTQ) rating
- Meeting licensing standards
- Ludlow expansion plans

- Reassignment of administrative assistants to create an administrative assistant position dedicated just to the preschool program.
- The architectural firm met with school and community groups throughout the school year to design blueprints for the renovation at the Ludlow Early Learning Center.
- The preschool teachers are currently piloting a research based, comprehensive curriculum. This aligns with the State's new requirements for high quality instruction and helps ensure that our teaching is aligned to the Ohio Early Learning Standards.
- Applied for and granted the Universal Pre-K grant through the Cuyahoga County Invest in Children program.
- Began accepting publicly funded child care vouchers for families as of August 2024.
- Introduction of play based assessment clinics in preschool which allow staff to better screen students and identify areas in need of intervention.
- Reviewed the communication tools and structures used to provide information to staff and families.

OBSERVED OUTCOMES

- Increased the number of spots for peer models and students with disabilities to attend preschool for the 2024-2025 school year.
- As of July 7, 2024, Ohio's Step Up to Quality (SUTQ) program implemented a new three-tier rating system — bronze, silver or gold — for early learning programs under the Department of Children and Youth (DCY). The future Ludlow Early Learning Center has earned a Gold Star rating under these updated standards.
- Creation of a eNews section dedicated to preschool updates.
- Creation of a preschool section of the Onaway staff newsletter.
- In May 2024, Cuyahoga County informed the District that it had been awarded a UPK grant. The award amount will be \$220,000 per year, beginning with the 2024-25 school year, for three years, for a total of \$660,000. The focus of the funds is to promote student overall development and readiness for kindergarten. The award means the District will be designated as a Universal Pre-Kindergarten site in Cuyahoga County's proven program to help 3- to 5-year-olds access a high-quality PreKindergarten program.
- The District's preschool program now accepts vouchers. The Ohio Department of Job and Family Services offers this financial assistance to eligible parents and guardians to help them with child care costs while they engage in work, education, or job training. Families can be eligible to have all or part of their monthly child care expenses paid on their behalf. Families begin the process with the Ohio Department of Job and Family Services.
- Groundbreaking at the Ludlow Early Learning Center occurred in the summer of 2024.

EARLY CHILDHOOD: ENROLLMENT BY SUBGROUP

	2023- 2024	2022- 2023	2021- 2022	2020- 2021
All	112	93	92	75
Asian	3	2	4	2
Black	51	41	36	35
Hispanic	6	6	9	3
Multiracial	9	8	8	8
White	42	36	35	27

OBJECTIVE IN ACTION

PreKindergarten Teacher Allison Colvin shares a student scenario from her classroom. By establishing family connections using social emotional learning (SEL) techniques, this student thrived in PreKindergarten and went on to succeed in Kindergarten.

STUDENT A IS A CHILD

identified with a disability. He was placed in a general education classroom mid-year. Before his first day, the teacher wasn't able to meet the child, but had a phone conference with the parent. She shared she had three children identified as having autism, and they had just moved to the area. She shared that her son was the oldest and most excited about school. He was 5 years old, and this was his first school experience. She shared his strengths and challenges, and information about what made him happy or sad.

The connections made with the family helped to inform the teacher's ability to be proactive and develop individualized routines and instruction to give the child a positive first preschool experience. It also was key to a successful start to promote the skills needed for Kindergarten readiness.

The child could not identify or write his name when he first came. After just a few months he was able to identify, spell and write his name with great pride. He made many friends that went on with him ready for Kindergarten.



objective 1.4

Strategic Goal 1

Strengthen student learning by providing each student with a rigorous and enriching educational experience that aligns with the International Baccalaureate philosophy and framework and that prepares all graduates for post-secondary education and careers.

STRATEGIC OBJECTIVE 1.4

Prepare each student for post-secondary education and careers by expanding educational experiences based on the International Baccalaureate (IB) design-cycle framework, which includes investigating, planning, creating and evaluating.

OBJECTIVE OVERVIEW

To prepare students for future careers, the District will focus on problem-solving and analytical skills that are transferable and can be applied to various contexts, equipping students for success whether they go directly into the workforce or choose college. Layering authentic learning experiences, aligned with IB, will allow students to match their interests and skills with in-demand careers.

ACTION STEPS

- The Shaker Primary Years Programme (PYP) coordinator team teaches three to four design lessons to every class. The design cycle is a teaching rationale in the IB framework that fosters lifelong learners by promoting inquiry, reflection and problem-solving skills. Aligned with IB's focus on developing internationally-minded individuals, the design cycle encourages students to engage in a continuous investigation, planning, creation and evaluation process. Each design lesson is connected to a unit of inquiry and engages students in the collaborative process of understanding a

problem, brainstorming solutions, using media and community resources to understand the problem, plan a solution, build a prototype, test the prototype and reflect on ways to improve their design.

Through this process, students are exposed to real-world problems and how people in various careers work together to solve these problems. This process exposes our youngest learners to various careers throughout the PYP design curriculum, which sparks their curiosity about career choices connected to their interests and talents as they think about what they want to be and do when they grow up.

- As the District prepared for the transition of fifth grade to the elementary schools, Shaker's PYP coordinators constructed a fourth-grade IB Showcase project in lieu of the PYP Exhibition. Students applied the International Baccalaureate design-cycle framework as they selected topics of interest, asked questions and investigated to find answers through media, community resources and/or observation. Students then made a plan to share their findings and presented in a variety of ways. All students completed a formal reflection of the Passion Project process. This experience was intended to provide the foundation for the PYP Exhibition at the end of fifth grade, which will engage them in a deeper inquiry into understanding relevant local and global issues and taking action to help create a better and more peaceful world. This passion project provided students the opportunity to connect with primary sources in a variety of careers.
- Woodbury's Innovation Lab had lots of activity with teacher and student engagement at the forefront. All Woodbury teachers completed a microcredential on using the poster printer. During the Digital Photography unit, student photographs were printed as posters and displayed throughout the Woodbury hallways. The Entrepreneurship Club designed, created and pitched all original products and sold them at the Van Aken District.
- The eight-grade Community Project provides an

important opportunity for all students to collaborate and pursue service learning in our local community. Each spring, Grade 8 teachers and staff support more than 350 students to identify a community need and take action for service learning in their local community. Past projects include literacy and science projects at the elementary level, repurposing and recycling flowers to create new arrangements for elderly and first responders, and letters of encouragement to local military personnel on leave. This project prepares students to move into the High School setting and prepare for their future MYP project — Personal Project.

- School food science and wood construction courses continued to be favorites of our students providing them with hands-on problem-solving skills that will stay with them for their lifetime.
- In the fall of 2023, a cohort of 10 Middle School and

High School teachers, along with four instructional coaches and IB coordinators, completed “Project Based Learning 101” training through PBLWorks. These participants mastered IB-aligned approaches for creating authentic learning experiences for a real-world audience. After this initial experience with PBLWorks, the District transitioned to internal PBL training led by instructional coaches and IB coordinators. An additional 16 teachers were trained using this model in June 2024.

- The Innovative Center for Personalized Learning (IC) continued the focus on learning experiences where students are co-authors of their education. Sixty students were enrolled including 10 graduating seniors. The Exhibition of Learning at the end of the school year provides students with the opportunity to share their passion projects with family, friends and community members. Planning started for the

DATA

GRADUATION RATE: 2021-2024

	Class of 2024*	Class of 2023	Class of 2022	Class of 2021
All	93.8%	92.7%	93.7%	91.9%
Female	95.6%	92.1%	96.3%	93.5%
Male	92.1%	93.3%	90.9%	90.4%
Asian, Pacific Islander	90.9%	100%	80.0%	92.3%
Black, Non-Hispanic	90.2%	91.3%	91.6%	88.2%
Hispanic	88.2%	76.9%	100%	NC (<10)
Multiracial	100.0%	96.3%	97.1%	83.9%
White, Non-Hispanic	98.0%	93.9%	96.5%	96.5%
Economic Disadvantaged	89.1%	90.2%	87.5%	85.7%
Students with Disabilities	76.3%	86.9%	88.5%	71.6%

**Based on preliminary data prior to ODEW's release.*

Raider Academy which will focus on providing additional support in a new High School setting for seniors who are at risk for graduating. The academy pilot will launch in the next school year.

- The Machining and Advanced Manufacturing course instruction was enhanced by the addition of a Bridgeport Mill. The Shaker Schools Foundation provided the financial support with additional support from the Parker Foundation. Students in this class learn in-demand industry skills from the hands-on training they receive. Additionally, precision measurement certifications were added to the curriculum with the addition of a classroom set of Snap-on Tools. The teacher attended a train-the-trainer professional learning so the certifications could be an outcome for the students.
- A Fashion Design course was launched at SHHS with the support of the Shaker Schools Foundation. This new course provided a creative hands-on opportunity for the creative young men and women enrolled in the class.
- ACE (Architecture, Construction and Engineering) Mentoring was in its third year at the High School. Students are mentored by industry professionals and compete against other high schools' ACE Mentoring student teams.

OBSERVED OUTCOMES

- With the recent addition of the new Middle School design courses of wood construction and food science, as well as the existing pre-engineering class, the High School Introduction to Engineering course enrollment grew.
- Students in Machining and Advanced Manufacturing courses took several field trips to manufacturers, which provided a look at real-world careers that are in demand and align with the skills they are learning in the class. Two of our students had paid internships providing valuable work-based learning experiences. The District looks to increase this number.



STUDENT STORY

JUNIOR TREASURE VINSON has found a welcoming community at the Innovative Center for Personalized Learning. She has enrolled in many classes at the IC, completed College Credit Plus (CCP) courses, participates in extracurricular activities at the Shaker Heights High School Main Campus, and serves on the Superintendent's Student Advisory Council. With support from her teachers at the IC, Treasure published a poetry book called "An Experience from Me to You," a multi-genre narrative that follows her hijab journey.

"The teachers at the IC have been so supportive," Vinson says. "Originally, I planned to write a children's book featuring a young boy navigating the aftermath of hurricanes in Puerto Rico. The staff at the IC was so patient with me when I decided to go in a different direction. I recently had a book-selling event, and I'm hoping to get the book into Barnes and Noble!"

- With support from the Shaker Schools Foundation, the Fashion Design course was launched with close to 90 students enrolled. The first semester explores fiber arts and the second semester takes a deeper dive into fashion design. A style show is the culminating project highlighting the students' creativity.
- The High School's ACE Mentoring team proudly placed second in the annual regional competition.



DATA

DIPLOMA TYPES 2021-2024

	Diploma with Honors				International Baccalaureate Honors Diploma				Regular Diploma			
	2024	2023	2022	2021	2024	2023	2022	2021	2024	2023	2022	2021
Asian	0.81%	2.39%	0.95%	0.50%	0.54%	0.53%	2.15%	0.25%	1.35%	1.60%	0.72%	2.23%
Black, Non-Hispanic	2.43%	2.66%	1.91%	0.00%	0.27%	0.27%	0.72%	0.50%	39.62%	34.04%	39.86%	39.70%
Hispanic	1.08%	0.27%	0.48%	0.25%	0.00%	0.00%	0.00%	0.00%	2.96%	2.39%	2.39%	1.74%
Multiracial	2.43%	1.86%	2.15%	0.99%	0.27%	1.33%	0.48%	1.49%	2.70%	3.99%	5.73%	5.21%
Pacific Islander	0.00%	0.00%	0.00%	0.00%	0.00%	0.27%	0.00%	0.00%	0.00%	0.27%	0.00%	0.25%
White, Non-Hispanic	20.22%	16.76%	15.04%	13.40%	7.28%	6.38%	6.68%	6.70%	12.13%	17.82%	18.38%	22.58%
Total	26.97%	23.94%	20.53%	15.14%	8.36%	8.78%	10.02%	8.93%	58.76%	60.11%	67.06%	71.71%
# of Students	100	90	86	61	31	33	42	36	218	226	281	289

SPRING ASSESSMENTS BY SUBGROUP 2021-2024

GRADE 10 ENGLISH LANGUAGE ARTS 2

	Proficient or Higher				Met Competency Requirement			
	2024	2023	2022	2021	2024	2023	2022	2021
Multiracial	77.42%	73.68%	94.12%	87.50%	93.55%	78.95%	94.12%	95.83%
Asian	91.67%	87.50%	90.91%	86.67%	91.67%	87.5%	90.91%	93.33%
Hispanic	68.75%	80.00%	68.75%	60.00%	87.50%	100%	87.50%	80.00%
Black, Non-Hispanic	43.75%	47.80%	42.14%	47.80%	68.18%	69.81%	72.33%	68.55%
White, Non-Hispanic	95.65%	90.30%	88.57%	93.51%	100.00%	98.51%	96.43%	98.05%
Total	66.57%	68.66%	66.47%	71.98%	82.57%	83.58%	84.55%	84.34%

GRADE 8 ALGEBRA 1

	Proficient or Higher				Met Competency Requirement			
	2024	2023	2022	2021	2024	2023	2022	2021
Multiracial	60.00%	53.33%	46.67%	60.00%	66.67%	73.33%	70.00%	66.67%
Asian	85.71%	100%	85.00%	87.50%	85.71%	100%	90.00%	87.50%
Hispanic	43.75%	56.25%	53.85%	60.00%	75.00%	56.25%	69.23%	70.00%
Black, Non-Hispanic	29.66%	19.05%	17.16%	19.39%	53.79%	44.22%	37.13%	40.00%
White, Non-Hispanic	90.65%	84.26%	82.05%	84.55%	97.20%	96.30%	90.52%	94.55%
Total	56.07%	48.86%	46.86%	47.57%	72.13%	67.10%	63.17%	62.78%

Did Not Meet Competency Requirement				Number of Students			
2024	2023	2022	2021	2024	2023	2022	2021
6.45%	21.05%	5.88%	4.17%	31	19	17	15
8.33%	12.50%	9.09%	6.67%	12	8	11	<10
12.50%	--	12.50%	20.00%	16	15	16	10
31.82%	30.19%	27.67%	31.45%	176	159	159	165
0.00%	1.49%	3.57%	1.95%	115	134	140	110
17.43%	16.42%	15.45%	15.66%	350	335	343	309

Did Not Meet Competency Requirement				Number of Students			
2024	2023	2022	2021	2024	2023	2022	2021
33.33%	26.67%	30.00%	33.33%	30	30	30	15
14.29%	--	10.00%	12.50%	7	6	20	<10
25.00%	43.75%	30.77%	30.00%	16	16	13	10
46.21%	55.78%	62.87%	60.00%	145	147	168	165
2.80%	3.7%	9.48%	5.45%	107	108	116	110
27.87%	32.9%	36.83%	37.22%	305	307	348	309

objective 1.5

Strategic Goal 1

Strengthen student learning by providing each student with a rigorous and enriching educational experience that aligns with the International Baccalaureate philosophy and framework and that prepares all graduates for post-secondary education and careers.

STRATEGIC OBJECTIVE 1.5

Provide each student with a rigorous and enriching educational experience by increasing the number of Black students who are prepared for success in the International Baccalaureate Diploma Programme (DP) or Advanced Placement (AP) courses at the end of Grade 10.

OBJECTIVE OVERVIEW

District data reflects a long-standing trend that Black High School students are historically underrepresented in the most academically rigorous classes, such as Advanced Placement (AP) classes and International Baccalaureate (IB) classes, as well as in the full International Baccalaureate Diploma Programme. This objective seeks to provide Black students with an educational experience that fully prepares them to participate in these classes.

ACTION STEPS

- Gifted programming now includes “talent development” lessons in Grades K through 2 to ensure all students, including those historically marginalized, have exposure to enrichment that can assist in nurturing gifted tendencies. Expanding talent development in the early years can also lead to more equitable representation as students often develop both the skills and confidence necessary for gifted identification.
- The Departments of Curriculum and Instruction and Pupil Services collaborated to fund high-dosage tutoring services for elementary students not yet reading at grade level. This program, staffed by Shaker educators, assisted literacy development in reading improvement and monitoring plans prior to students needing more intensive services through an individualized education plan.
- Rising fifth- and sixth-grade students in the MAC Scholars programs received summer enrichment through the MAC Scholars Summer Enrichment Program, which focuses on culturally relevant and culturally responsive teaching strategies to support ongoing learning as they enter their next school year.
- The District partnered with Cleveland State University’s Community Learning Center to provide

OBJECTIVE IN ACTION

ALL SHAKER STUDENTS are enrolled in Algebra I in eighth grade. Based on a student’s MAP scores and a teacher recommendation, some students may be enrolled in a Math Support course at Shaker Heights Middle School. We are committed to enriching the learning experience for our Black students by helping them gain access to the curriculum. Our team uses Explore topics monthly that align with the IB framework to assess student knowledge. This is followed by a computer-based curriculum complemented by hands-on learning experiences. The data demonstrates our success rates from the previous years. We are grateful for your continued support and collaboration as we work to empower our students and ensure they have every opportunity to succeed.”

– Terry Hastings, Math Support at Shaker Heights Middle School



ENROLLMENT: IB DIPLOMA PROGRAMME

	2023-2024	2022-2023	2021-2022	2020-2021
All Students	173	117	156	169
Black Students	24	15	30	21
Students with an IEP	<10	<10	<10	<10
Students as Gifted	83	76	102	31
Students Experiencing Poverty	22	11	18	14

English Language Arts and Mathematics high-dosage tutoring to students at Woodbury Elementary School and the Middle School. This initiative was supported through a partnership grant funded by the state.

- Implementation of Peter Liljedahl's "Building Thinking Classrooms" approach in Middle School mathematics to support heterogeneous learning environments with collaboration, high-expectations and clear approaches to differentiation through practice and formative assessment. Students are held to the same, high-standards of Algebra I in eighth grade.
- Students who need additional support may have an additional math or reading course to supplement skills needed to be successful in grade-level core courses. These courses are complementary instruction, not replacements of universally high expectations.
- In the summer of 2023, 18 rising tenth-grade Bridges cohort members met for the Bridges Program. They received support to prepare them for the Advanced Placement US History (APUSH) curriculum, as well as received enrichment regarding African-American history, AP exams and college preparation. During the school year, the Bridges cohort met twice a week during Crew and attended biweekly study sessions

culminating in all 18 students receiving a grade of "C" or better in APUSH and many of whom enrolled in two or more AP/IB classes for the 2024-25 school year.

- Additional advanced courses, including IB Business Management and AP African American Studies, have been adopted to broaden interest groups in advanced coursework.

OBSERVED OUTCOMES

- Early literacy scores on Key Performance Indicators (KPI)* continue to rise. Algebra I scores continue to rise.
- The total enrollment for Black students in High School pathways, including AP, CCP, CTE and IB Diploma Programme courses has consistently grown and now surpasses pre-pandemic levels.
- The percentage of Black students meeting the mathematics graduation requirements as first-time test-takers in Grade 8 continues to grow, from 51.02% in spring of 2023 to 53.79% in spring of 2024. This represents a total 10% increase in competency since 2021. Meeting graduation requirements in Grade 8 expands accessibility and success in advanced coursework throughout the High School experience.

AP SCORES 2020-2021

DATA

	Grade 9		Grade 10		Grade 11		Grade 12		Total	
	Avg. of Score	# of Tests Taken	Avg. of Score	# of Tests Taken	Avg. of Score	# of Tests Taken	Avg. of Score	# of Tests Taken	Avg. of Score	# of Tests Taken
Asian	--	0	3.57	21	4.17	12	3.19	21	3.56	54
Black	--	0	2.35	20	1.92	24	1.85	20	2.03	64
Hispanic	--	0	3.67	<10	2.89	<10	1.78	<10	2.52	21
Multiracial	--	0	3.95	20	3.24	34	2.90	40	3.24	94
White	--	0	3.08	135	3.16	228	2.91	283	3.03	646
Total	--	0	3.16	199	3.10	307	2.84	373	3.02	890

AP SCORES

2021-2022

	Grade 9		Grade 10		Grade 11		Grade 12		Total	
	Avg. of Score	# of Tests Taken	Avg. of Score	# of Tests Taken	Avg. of Score	# of Tests Taken	Avg. of Score	# of Tests Taken	Avg. of Score	# of Tests Taken
Asian	--	0	3.53	15	3.19	26	3.31	16	3.32	57
Black	--	0	1.68	25	2.75	28	1.49	35	1.94	88
Hispanic	--	0	3.20	10	3.67	<10	2.47	15	3.00	34
Multiracial	--	0	4.00	16	3.59	27	2.74	53	3.19	96
White	5.00	<10	3.56	134	2.99	176	3.01	304	3.13	615
Total	5.00	<10	3.34	200	3.07	266	2.84	423	3.02	890

2021-2022 Number of Students who Took an AP Test: 419

2022-2023

	Grade 9		Grade 10		Grade 11		Grade 12		Total	
	Avg. of Score	# of Tests Taken	Avg. of Score	# of Tests Taken	Avg. of Score	# of Tests Taken	Avg. of Score	# of Tests Taken	Avg. of Score	# of Tests Taken
Asian	--	0	3.33	<10	2.77	20	3.00	28	3.00	54
Black	--	0	1.96	27	2.08	48	1.94	48	2.01	123
Hispanic	--	0	3.81	12	3.37	19	2.50	<10	3.23	39
Multiracial	--	0	3.50	12	3.26	19	2.88	27	3.18	58
White	4.30	<10	3.57	128	3.07	212	2.81	227	3.09	570
Total	4.30	3	3.33	188	2.78	318	2.65	335	2.91	844

2022-2023 Number of Students who Took an AP Test: 456

2023-2024

	Grade 9		Grade 10		Grade 11		Grade 12		Total	
	Avg. of Score	# of Tests Taken	Avg. of Score	# of Tests Taken	Avg. of Score	# of Tests Taken	Avg. of Score	# of Tests Taken	Avg. of Score	# of Tests Taken
Asian	5.00	<10	4.00	13	1.83	<10	3.56	32	3.50	52
Black	4.00	<10	2.45	40	2.76	33	1.95	62	2.32	137
Hispanic	3.00	<10	3.13	<10	2.63	<10	2.88	24	2.88	41
Multiracial	0.00	0	3.07	15	3.26	19	2.96	47	3.05	81
White	5.00	<10	3.72	114	3.68	155	2.94	369	3.27	642
Total	3.09	8	3.03	190	3.19	221	3.10	534	3.11	953

2023-2024 Number of Students who Took an AP Test: 451

AP SCORES BY SUBJECT 2023-2024

	Asian		Black/African American		Hispanic
	Avg. of Scores	Percentage of Exams	Avg. of Scores	Percentage of Exams	Avg. of Scores
Biology	3.75	10.81%	2.47	20.27%	3
Calculus AB	1	2.78%	2	8.33%	2
Calculus BC	2.25	6.06%	1.2	7.58%	3
Chemistry	4.33	12.00%	0	0.00%	4
Chinese Language and Culture	0	0.00%	3	3.03%	3.67
Computer Science A	5	100.00%	0	0.00%	0
Computer Science Principles	0	0.00%	2	6.25%	3
English Language and Composition	2.67	6.82%	2.86	15.91%	3
English Literature and Composition	3	7.50%	3	5.00%	3
Environmental Science	4	4.35%	2.2	21.74%	0
European History	0	0.00%	2	4.55%	1
French Language and Culture	2	2.86%	3	5.71%	4
German Language and Culture	0	0.00%	0	0.00%	0
Latin	3	9.09%	0	0.00%	0
Macroeconomics	0	0.00%	0	0.00%	0
Music Theory	5	9.09%	3.5	18.18%	2
Physics C: Electricity and Magnetism	5	16.67%	0	0.00%	5
Physics C: Mechanics	5	6.90%	0	0.00%	3.5
Psychology	3.25	4.71%	1.33	24.71%	2.67
Spanish Language & Culture	2	18.18%	0	0.00%	3
Statistics	3	6.06%	2	9.09%	3
United States Government and Politics	4.25	4.26%	3	12.77%	3
United States History	4.4	5.43%	2.52	22.83%	4
World History: Modern	2	1.37%	2.58	35.62%	1
Grand Total	3.50	5.46%	3.42	14.38%	3.45

DATA

Hispanic	Multiracial		White		Total	
Percentage of Exams	Avg. of Scores	Percentage of Exams	Avg. of Scores	Percentage of Exams	Avg. of Scores	Number of Exams
6.76%	3.75	5.41%	3.62	56.76%	3.36	74
5.56%	2.33	8.33%	1.74	75.00%	1.81	36
1.52%	2.2	7.58%	2.43	77.27%	2.32	66
0.00%	0	9.09%	4	87.88%	3.94	33
0.00%	0	0.00%	0	0.00%	5	1
3.13%	2.75	12.50%	2.88	78.13%	2.81	32
6.82%	4	4.55%	3.79	65.91%	3.52	44
2.50%	4	12.50%	3.21	72.50%	3.28	40
0.00%	4	13.04%	4	60.87%	3.61	23
4.55%	4	4.55%	3.26	86.36%	3.14	22
2.86%	4.33	8.57%	3.54	80.00%	3.54	35
0.00%	0	0.00%	2.5	100.00%	2.5	2
0.00%	4	18.18%	3.5	72.73%	3.55	11
0.00%	0	0.00%	2.8	100.00%	2.8	5
0.00%	1	100.00%	0	0.00%	2	1
9.09%	2	9.09%	3.5	54.55%	3.36	11
8.33%	0	0.00%	3.11	75.00%	3.58	12
6.90%	2.25	13.79%	2.95	72.41%	3.03	29
7.06%	2.57	8.24%	2.62	55.29%	2.33	85
27.27%	0	0.00%	2.83	54.55%	2.73	11
15.15%	2.5	6.06%	2.94	63.64%	2.82	33
3.19%	4	8.51%	3.9	71.28%	3.78	94
1.09%	2.82	11.96%	3.76	58.70%	3.4	92
1.37%	2.6	6.85%	4.05	54.79%	3.36	73
4.30%	2.74	8.50%	3.72	67.37%	3.11	953

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SPRING GRADE 6 MAP 2021-2024 LANGUAGE ARTS

	Likely to be on Track for College Readiness							
	2024		2023		2022		2021	
	%	#	%	#	%	#	%	#
Asian	80.00%	<10	75.00%	<10	70.00%	<10	75.00%	15
Black, Non-Hispanic	11.76%	18	13.71%	24	14.60%	20	12.26%	19
Hispanic	33.33%	<10	41.67%	<10	15.38%	<10	38.46%	<10
Multiracial	43.75%	14	56.00%	14	56.25%	18	46.43%	13
White, Non-Hispanic	69.37%	77	78.57%	77	64.84%	83	75.91%	104
Total	37.42%	116	39.17%	123	40.63%	130	44.19%	156

	May be on Track for College Readiness							
	2024		2023		2022		2021	
	%	#	%	#	%	#	%	#
Asian	--	--	25.00%	<10	10.00%	<10	--	--
Black, Non-Hispanic	9.80%	15	5.14%	<10	8.03%	11	6.45%	10
Hispanic	22.22%	<10	8.33%	<10	7.69%	<10	15.38%	<10
Multiracial	9.38%	<10	4.00%	<10	9.38%	<10	10.71%	<10
White, Non-Hispanic	11.71%	13	7.14%	<10	10.16%	13	5.84%	<10
Total	10.65%	33	6.05%	19	9.06%	29	6.52%	23

	Not On Track							
	2024		2023		2022		2021	
	%	#	%	#	%	#	%	#
Asian	20.00%	<10	--	--	20.00%	<10	25	<10
Black, Non-Hispanic	78.43%	120	81.14%	142	77.37%	106	81.29%	126
Hispanic	44.44%	<10	50.00%	<10	76.92%	10	46.15%	<10
Multiracial	46.88%	15	40.00%	10	34.38%	11	42.86%	12
White, Non-Hispanic	18.92%	21	14.29%	14	25.00%	32	18.25%	25
Total	51.94%	161	54.78%	172	50.31%	161	49.29%	174

SPRING GRADE 6 MAP 2021-2024 MATH

	Likely to be on Track for College Readiness							
	2024		2023		2022		2021	
	%	#	%	#	%	#	%	#
Asian	80.00%	<10	75.00%	<10	72.73%	<10	80.00%	16
Black, Non-Hispanic	1.96%	<10	1.70%	<10	4.38%	<10	3.31%	<10
Hispanic	11.11%	<10	8.33%	<10	7.69%	<10	41.67%	<10
Multiracial	32.26%	10	32.00%	<10	34.38%	11	25.00%	<10
White, Non-Hispanic	51.35%	57	47.96%	47	40.16%	51	55.88%	76
Total	24.27%	75	19.68%	62	24.06%	77	31.41%	109

	May be on Track for College Readiness							
	2024		2023		2022		2021	
	%	#	%	#	%	#	%	#
Asian	--	--	25.00%	<10	--	--	5.00%	<10
Black, Non-Hispanic	3.27%	<10	3.41%	<10	0.73%	<10	1.32%	<10
Hispanic	33.33%	<10	8.33%	<10	7.69%	<10	--	--
Multiracial	12.9%	<10	16.00%	<10	9.38%	<10	10.71%	<10
White, Non-Hispanic	15.32%	17	8.16%	<10	14.96%	19	11.03%	15
Total	9.39%	29	6.35%	20	7.50%	24	6.05%	21

	Not On Track							
	2024		2023		2022		2021	
	%	#	%	#	%	#	%	#
Asian	20%	<10	--	--	27.27%	<10	15.00%	<10
Black, Non-Hispanic	94.77%	145	94.89%	167	94.89%	130	95.36%	144
Hispanic	55.56%	<10	83.33%	10	84.62%	11	58.33%	<10
Multiracial	54.84%	17	52.00%	13	56.25%	18	64.29%	18
White, Non-Hispanic	33.33%	37	43.88%	43	44.88%	57	33.09%	45
Total	66.34%	205	73.97%	233	68.44%	219	62.54%	217

objective 1.6

Strategic Goal 1

Strengthen student learning by providing each student with a rigorous and enriching educational experience that aligns with the International Baccalaureate philosophy and framework and that prepares all graduates for post-secondary education and careers.

STRATEGIC OBJECTIVE 1.6

Prepare each student for successful transitions to college and careers by increasing the number of students earning workforce credentials through Career and Technical Education (CTE) programming.

OBJECTIVE OVERVIEW

Career and Technical Education (CTE) provides an important pathway to success for High School students and offers each student opportunities to personalize his or her education based on their career interests. CTE classes give students real-world career experiences as well as the opportunity to earn college credits and industry credentials. The District seeks to provide access to new and innovative CTE options, enabling them to begin a post-graduate plan that can transition into rewarding careers.

ACTION STEPS

- The High School's Engineering, Robotics and Manufacturing CTE pathway expanded its credentialing program with new certifications from the National Coalition of Certification Centers (NC3). Students will now graduate with skills certified by industry leaders, including Snap On Tools. These highly sought after skills and assessments have been embedded in existing courses. Additional equipment was purchased to support the CTE pathway in conjunction with the Shaker Schools Foundation. The Bridgeport Milling Machine adds another hands-on training tool for students to learn the fundamentals of machining and manufacturing.
- Biannual business advisory meetings at both the consortium and pathway level allow programming to align with industry standards. As a result of the recommendation of the business advisory committee, CTE teachers were trained in Solid Works, a premier computer assisted design (CAD) software suite. Students now complete teacher-led training in Solid Works to prepare for the industry after graduation.
- To support participation in CTE at the High School, the Middle School received approval from the Ohio Department of Education and Workforce to provide official career-technical education in its design courses. This reflects the adoption of a course to

ENROLLMENT: CTE PROGRAMS

	2023-2024	2022-2023	2021-2022	2020-2021
All Students	155	158	159	128
Black Students	102	98	51	77
Students with an IEP	29	31	33	39
Students as Gifted	23	34	4	30
Students Experiencing Poverty	74	63	41	49

explore interests and career pathways, principles of wood construction and pre-engineering. The current Food Science course is aligned with state expectations, yet the consortium does not currently have a food sciences pathway at the High School level. Middle School programs cannot be approved unless they articulate to a High School pathway. The consortium is investigating the addition of this pathway in one of the member schools.

- The High School team completed post-program placement inquiries with graduates to determine the extent to which the CTE pathway prepared them for college, a career, or enlistment.
- High School CTE teachers connected students with work-based learning opportunities to meet the State's standard for providing students actual work experience prior to graduation. This requires the teachers, with assistance from the consortium, to identify partners who agree to hire, mentor and provide feedback to students. This also aligns with the Ohio Means Jobs graduation seal.
- Similar to athletics, the consortium hosted its first "CTE Signing Day" to honor students who commit to two years of instruction in their chosen pathway. This event is intended to elevate both the honor and commitment of joining the CTE programs.
- The National Technical Honors Society inducted a Shaker student from the Engineering, Robotics and Manufacturing pathway. The student earned the distinction due to their technical skill attainment, grade-point average, attendance and good character.
- Shaker Heights Schools began development of an interactive media pathway focused on game design. The first course in the pathway was developed and the High School is determining existing complementary courses, such as digital design and computer programming, to create a four-course pathway. The course will be piloted in the 2024-2025 school year.
- High School teachers completed their "data dashboard" to analyze trends and patterns in student performance. The dashboard includes

standardized test scores on technical skill attainment, participation in work-based learning and post-program placement into a career, college, or enlistment in armed services.

- The District expanded its use of the National Retail Federation's Rise Up program. Seniors who complete Rise Up to earn twelve industry credentials and earn work-based learning hours for the Ohio Means Jobs readiness seal can use this program to fulfill the Algebra I and ELA II requirements for graduation.

OBSERVED OUTCOMES

- Enrollment of ninth graders in Design: Intro to Engineering, the first course in the CTE pathway, tripled in one year. This reflects the development of Middle School programming.
- Consortium enrollment in Shaker's Engineering, Robotics and Manufacturing pathway remains strong, reaching maximum safe capacity in multiple sections.
- Shaker's total enrollment in CTE programs across the consortium continues to rise.
- Successful completion of Rise Up credentials helped 20 students to reach graduation status as an alternative to state testing.

"All students in Career Technical Education (CTE) courses are exposed to manufacturing career opportunities as part of our CTE program pathway. Interested students then have an opportunity to participate in job shadow experiences to get a better feel for various manufacturing jobs."

– Martin McGuan, Machining and Manufacturing, Engineering Applications teacher at SHHS

objective 1.7

Strategic Goal 1

Strengthen student learning by providing each student with a rigorous and enriching educational experience that aligns with the International Baccalaureate philosophy and framework and that prepares all graduates for post-secondary education and careers.

STRATEGIC OBJECTIVE 1.7

Prepare each student for successful transitions to college and careers by increasing the number of students earning college credit through College Credit Plus (CCP) courses.

OBJECTIVE OVERVIEW

College Credit Plus (CCP) is Ohio's dual enrollment program that provides students in grades 7-12 the opportunity to earn college and high school credits at the same time by taking courses from Ohio colleges or universities. The purpose of this program is to enhance students' career readiness and postsecondary success, while providing a wide variety of options to college-ready students, at no or limited costs to students and families. As a result, preparation for successful transitions into college such as these can change

the historic trajectory of what many students from marginalized cultures have experienced.

ACTION STEPS

- Promoted CCP courses on the High School campus to allow students the opportunity to take these rigorous courses without the barriers of transportation or navigating college campuses.
- Provided information to families related to CCP as it relates to meeting the needs of advanced learning seeking acceleration options as early as seventh grade.
- Revised the CCP webpage on shaker.org to reflect all partner universities and colleges, provide explicit information on how to sign up, as well as a list of most commonly asked questions.
- Created a database to identify trends of student interest across university partners and courses.

EXPECTED OUTCOMES

In the 2023-2024 school year, 118 students successfully completed 781 college credits. These credits were awarded by several institutions, including Cuyahoga Community College (462 credits), Kenyon College (268) and Cleveland State University (12).

ENROLLMENT: CCP PROGRAM

	2023-2024	2022-2023	2021-2022	2020-2021
All Students	121	67	102	75
Black Students	52	16	40	23
Students with an IEP	7	3	5	2
Students as Gifted	40	38	34	31
Students Experiencing Poverty	32	11	23	12

objective 1.8

Strategic Goal 1

Strengthen student learning by providing each student with a rigorous and enriching educational experience that aligns with the International Baccalaureate philosophy and framework and that prepares all graduates for post-secondary education and careers.

STRATEGIC OBJECTIVE 1.8

Develop and implement a Districtwide Technology Plan to support the effective integration of educational technology in the classrooms.

OBJECTIVE OVERVIEW

Continuing the work called for by the District's Technology Plan, all K-5 elementary buildings have been upgraded to interactive flat panel technology and teacher voice amplification systems. Lomond and Onaway were completed over the summer of 2024. This renewed audio/visual technology will provide a more visually appealing, interactive and accessible learning experience for students in grades PK-5.

Behind the scenes, technology infrastructure in the form of network hardware continues to be assessed and refreshed per the Technology Plan and the manufacturer's prescribed product life cycle.

ACTION STEPS

To prepare for the 2024-2025 school year, a series of action steps were taken during 2023-2024. These steps included beginning discussion with teachers at Lomond and Onaway elementary schools about the move to interactive flat panels, the development of professional learning plans for teachers and the procurement of panels and project planning for installation.

A large piece of being cyber secure is knowing what technology assets are in the network environment. This identification is critical to ensuring software is kept up-to-date and patched from new threats as well as keeping unknown from accessing critical resources.

To this end, the following steps were taken:

- Implemented a new IT inventory system
- Conducted a complete inventory of all IT equipment throughout the District
- Implemented internal departmental processes to ensure inventory is kept current
- Formalized an asset disposal process

OBSERVED OUTCOMES

The District's outcomes for this objective include an increase in the use of up-to-date flat panel technology across elementary buildings, the development of an inventory system implemented for IT equipment, and putting cyber security best practices in place.

STAFF STORY

"SINCE THE STUDENTS use Chromebooks, the teachers have access to reports on how the students are doing. The devices flag things that kids need additional help on. It tells me where students perform in correlation with grade level standards, and I can see the questions they miss repeatedly. Those programs allow me to create assignments for them."

– Chelsea Lopez, First Grade Teacher at Onaway Elementary School



objective 2.1

Strategic Goal 2

Advance educational equity by disrupting and removing institutional structures and practices which have historically been associated with racism, oppression and other forms of marginalization.

Equity Policy and the International Baccalaureate Programme framework. If necessary, the District's mission and vision statements should be updated to better reflect the District's work. The Office of Diversity, Equity & Inclusion should be central to this process.

STRATEGIC OBJECTIVE 2.1

Review the District mission and vision statements to ensure alignment with District goals and objectives.

OBJECTIVE OVERVIEW

The District's mission and vision statements are drivers of the types of learning experiences we expect all students to have. The current statements have not been reviewed or changed for several years. As a result, the District should review these statements to ensure that they align with the District's Educational

ACTION STEPS

This process will begin with the development of the next Strategic Plan.

EXPECTED OUTCOMES

When the District moves ahead with the creation of a new or revised Strategic Plan, the District anticipates engaging stakeholders around the development and creation of a new Strategic Plan. As part of that work, the District anticipates creating revised mission and vision statements that explicitly include the District's commitment to the International Baccalaureate Programme and Educational Equity Policy.



objective 2.2

Strategic Goal 2

Advance educational equity by disrupting and removing institutional structures and practices which have historically been associated with racism, oppression and other forms of marginalization.

STRATEGIC OBJECTIVE 2.2

Ensure systemwide practices and structures are in place to support implementation of the District's Educational Equity Policy.

OBJECTIVE OVERVIEW

The District, through the leadership of the Office of Diversity, Equity & Inclusion, has adopted Inclusive Excellence (IE) as a conceptual framework to drive and inform strategic objectives to achieve and sustain educational equity. Inclusive excellence emphasizes the importance of diverse learning environments in which students and staff of all backgrounds can thrive. Inclusive excellence recognizes the need to support and challenge all students, faculty, staff and families. It creates a sense of belonging for all students, staff and families. It teaches students, faculty and staff to learn and engage with people who are different from them and to address real-world problems. These skills and values will help all students succeed throughout their lifetimes. The IE framework also underscores the point that success in achieving strategic objectives is dependent on the District's ability to align its organizational and operational infrastructure with its stated commitment to diversity, equity and inclusion as a strategic imperative.

ACTION STEPS

Action steps for this objective include:

- Completion of the inaugural year of the Building Equity Liaison position

- Instructional Equity Rounds and Building Leadership
- South Africa Cultural Exchange
- Launch of a supplier diversity initiative
- Formation of Athletics/DEI Action Plan Committee
- Development of an enhanced, user-friendly and accessible protocol to guide the reporting and investigation of bias, harassment, discrimination and retaliation-related incidents
- Focus group sessions with custodial staff, building security and administrative assistants
- Professional learning focused on the LGBTQIA+ community
- Search committee training
- Professional learning addressing recruitment, hiring and retention of staff from marginalized and minoritized populations
- Assessing the climate experienced by Black/African American women leaders across the District
- Certification of staff to administer the Intercultural Development Inventory (IDI)

OBSERVED OUTCOMES

Outcomes observed from this objective include:

- Completion of first year of Building Equity Liaison position
 - Worked closely with the Director of DEI Professional Learning in the implementation of Instructional Equity Rounds across the District
- Instructional Equity Rounds and building leadership
 - School Improvement Plans consistently reflect priority placed on building teacher and building leadership capacity to achieve greater awareness of the experiences of students and staff of marginalized and minoritized communities.



- Equity Rounds are led by building leadership with support from Equity Liaisons.
- South Africa Cultural Exchange
 - This program provides access for students from diverse socioeconomic backgrounds and those not attached to the orchestra/band/language courses to an international study and cultural immersion experience.
 - These are experience-centered student learning objectives that examine racism, colonialism, racial justice and racial healing in a global context.
- Supplier diversity
 - Under the consultative support of the Euell Construction and Consulting Group, this initiative reflects the District's mission-driven commitment to inclusive excellence and strives to foster the equitable access to and distribution of resources in all contracting and procurement practices. Currently, the supplier diversity initiative is focused on the implementation of the District Master Facilities Plan, with plans to expand this work to general procurement practices in the future.
- Formation of Athletics/DEI Action Plan Committee
 - This collaboration has resulted in influencing how member districts of the Greater Cleveland Council (GCC) respond to reports of bias and/or discrimination in high school athletics. Responses to three separate incidents have been guided by this process.
- A council consisting of District staff, parents and students has been formed to give leadership to this process.
- Professional and student learning opportunities to enhance intercultural competence were initiated, which led to a GCC-wide experience for coaches and students at the Cleveland Browns Stadium (now Huntington Bank Field).
- Focus Group sessions with custodial staff, building security and administrative assistants
 - Focus groups were conducted to provide a space to engage staff in an effort to hear concerns and address questions regarding how they experience the social climate relative to the District's commitment to inclusive excellence.
- Professional learning focused on the LGBTQIA+ community
 - Staff from two buildings participated in professional learning that focused on the LGBTQIA+ community and how we can support

our students, staff and colleagues. The goal is to offer sessions to all buildings during the 2024-2025 school year.

- Hiring, recruitment and retention of staff from marginalized and minoritized populations
 - Districtwide professional learning for all search committees to build capacity to achieve a more inclusive and culturally informed/responsive recruitment and hiring practices.
- Assessing the climate experienced by Black/African American women leaders across the District
 - A request for proposals launched by the Office of Diversity, Equity & Inclusion, which resulted in securing the services of Disruptive University, LLC. The climate assessment was launched in the spring 2024 semester with findings and recommendations expected in January 2025.
- Development of an enhanced, user-friendly and accessible protocol to guide the reporting and investigation of bias, harassment, discrimination and retaliation-related incidents
 - Working group engaged in assessment of current District protocols, researching best practices across the country.
 - Recommend and implement an enhanced protocol set by spring 2025.
- Certification of staff to administer the Intercultural Development Inventory (IDI)
 - The IDI is a developmental assessment of intercultural competence which empowers individuals and groups to increase their effectiveness in how they engage cultural differences. This assessment process will be administered to District and building leadership during the 2024-2025 school year.



OBJECTIVE IN ACTION

THE DISTRICT STRIVES to foster the equitable access to and distribution of resources in all contracting and procurement practices. The supplier diversity initiative is currently focused on the Long-Term Master Facilities Plan, with plans to expand this work to general procurement practices in the future. The Shaker Heights Schools have partnered with Veronica Cook-Euell of The Euell Group, a strategic supplier diversity consulting firm. "To have intentional inclusive efforts is not only admirable, but it speaks to the caliber of leadership at the Shaker Heights Schools and the value of including all types of businesses and contractors, such as minority-owned, women-owned, veteran-owned and small businesses," Cook-Euell says. "It aligns with who the Shaker Heights Schools have positioned themselves to be with inclusive excellence as a core value."

objective 2.3

Strategic Goal 2

Advance educational equity by disrupting and removing institutional structures and practices which have historically been associated with racism, oppression and other forms of marginalization.

STRATEGIC OBJECTIVE 2.3

Strengthen District engagement with families who have historically been marginalized by enhancing Districtwide communication and collaborating with community partners.

OBJECTIVE OVERVIEW

Successful family engagement is crucial to student success because it helps create consistency between the home and school environments. One of the District's greatest challenges is communicating with and otherwise connecting with families who have been historically marginalized. This objective suggests developing an intentional approach to finding new pathways for communications and engagement.

ACTION STEPS

District data and research suggests that while communication is reaching the vast majority of families, it is not necessarily resonating with all families. To address that gap, the Communications Department and the Office of Family and Community Engagement (FACE) have been working to find new ways to engage all District families.

- Communications and FACE, in partnership with the District's Parent Teacher Organization (PTO), have improved methods of communicating volunteer

opportunities, FACE Academy learning sessions and sharing school and District engagement events via a weekly District eNews, social media and flyers within elementary schools, Middle School and the Shaker Heights Schools Welcome Center.

- Two-way communication using the technology of ParentSquare. ParentSquare is a software that allows for classroom communication, targeted specific messages and translation features in 100 languages. ParentSquare allows for families to respond to messages or send messages.
- FACE, in partnership with community groups and organizations, is intentional about cultivating trust and relationships with students and families. Partnerships with local faith-based organizations, community groups, police and fire departments have resulted in a youth mentoring and resource center for marginalized families providing food, clothing, hygiene items and school supplies. In collaboration with community organizations, FACE has been able to provide support to families experiencing housing displacement.
- FACE has liaisons in each building and a Districtwide FACE Liaison for additional outreach for students and their families. Additionally, the FACE Liaisons are building trusted relationships with families that aid in listening to families to better understand their stories, needs and concerns. The building FACE Liaisons are establishing attendance follow-ups and home visits at each grade level to work with students and families who have chronic absenteeism. The District FACE Liaison is coordinating engagement and enrollment efforts with the Preschool program that include door-to-door visits, community outreach and assisting families with enrollment as needed.

District data and research suggests that while communication is reaching the vast majority of families, it is not necessarily resonating with all families.

- Completion and implementation of a communications audit by the National School Public Relations Association, which benchmarked the District's communications against districts nationwide and provided recommendations for enhancing the effectiveness of school- and District-level communications.
- Implementation of a FACE audit to assist the District in achieving and maintaining high levels of family involvement and positive family attitudes toward education. The learning outcomes of this audit will serve as a resource for the development of a future FACE Strategic Plan.

OBSERVED OUTCOMES

This objective has addressed the needs of District families with a strong focus on those who have historically been marginalized:

- Enhanced Communication
 - ParentSquare (two-way communication strategy)
 - Parent Teacher Organization (PTO) collaboration
 - Distribution of written material in buildings, District events, community events for those with limited technology
- Community Partner Collaboration
 - Shaker Heights Public Library after-school student space
 - Shaker police and fire department collaboration for youth mentoring programs
 - Community faith-based organizations providing tutoring, food, clothing and resources
 - North Moreland Community Group providing housing insecurity resources
- Communications Audit
 - Performed in early 2024
 - Conducted by the National School Public Relations Association
 - Provided benchmarking and recommendations for enhancing school- and District-level communications and engagement
- FACE Audit
 - Completion of an audit logic model framework
 - Completion of student, family and staff survey questions (survey distribution October 2024)
 - Organization of focus groups (student, families, staff and administrators)
 - Outcomes and recommendations will serve as a resource for the development of a Family Engagement Strategic Plan

OBJECTIVE IN ACTION

FAMILY & COMMUNITY

Engagement (FACE) liaisons throughout the District provide support to families in need. The liaisons are instrumental in bridging gaps to help students succeed at school. By partnering with community organizations, FACE liaisons connect families with assistance, such as food, clothing and utility bill assistance. Liaisons make personal calls and house visits to help families update information on PowerSchool, for example. They set up Zoom calls between teachers and parents who can't make it to in-school conference days. In some cases, families may not be familiar with the terminology discussed at an Individualized Education Program (IEP) meeting, so FACE helps families learn more about IEPs.

"We've seen an uptick in the number of grandparents raising children," says Chrystal McNeal, Paraprofessional and FACE Liaison at Onaway Elementary School. "In some cases, it may be difficult to maneuver ParentSquare or know what is offered online. It has been amazing to be a part of a group that can help. FACE gives families the tools and information they need for their children to succeed."

objective 2.4

Strategic Goal 2

Advance educational equity by disrupting and removing institutional structures and practices which have historically been associated with racism, oppression and other forms of marginalization.

STRATEGIC OBJECTIVE 2.4

Review curricular and educational materials to ensure inclusion of diverse populations and perspectives in alignment with District goals and objectives.

OBJECTIVE OVERVIEW

This strategic objective focuses on creating and implementing an ongoing process to review current and future curriculum and educational materials with the aim of all students seeing themselves in our curriculum and providing students with diverse and global perspectives.

ACTION STEPS

- In alignment with the District's commitment to diversity, equity and inclusion, early literacy resources were expanded to include grade-

level texts at each building that are culturally representative and connect with IB units of inquiry. The adoption of a new ELA curriculum has been guided by the use of the National Equity Project's indicators for curriculum adoption.

- The Learning & Teaching Department has collaborated with the Technology Department to develop a process for reviewing and adopting instructional technology tools and resources. This includes an application process and security review to ensure new and ongoing digital resources align with IB and equity.
- The Learning & Teaching Department has collaborated with the Office of Diversity, Equity & Inclusion to embed questions into curricular units that guide reflection on anti-bias curriculum and instruction. Teachers reflect on these elements within collaborative planning time to guide change.
- All staff received professional learning related to diversity, equity and inclusion during professional learning blocks to directly address culturally relevant teaching and strategies to support in designing curriculum.
- Each building participated in the Equity Rounds process to critically engage in conversations around race, gender, classroom environment, teacher-to-student interactions and teaching materials.

STAFF STORY

ALESHA EDWARDS, Grade 3 teacher at Lomond Elementary School, published a book in 2022 called *I Am Not My Skin*. This book of affirmations introduces students to people of color and how they reached their greatest aspirations. The book, which Edwards keeps in her classroom, includes individuals like Amanda Gorman and W.E.B. Du Bois. The students learn about prominent people of color, and are encouraged to reach their highest potential. "You can see the students beam with pride when they hear the affirmations," Edwards says. "One kindergartner came in sad, and we talked about a positive affirmation. By the end of the meeting, she was smiling from ear to ear. We reminded her that no matter what you go through, you're still special."



OBJECTIVE IN ACTION

IN ALIGNMENT WITH Lomond Elementary's goal to foster educational equity, IB Primary Years Program Coordinator Shifa Isaacs celebrates the importance of incorporating culturally diverse texts representing a range of learner and human diversity. The IB approach to curriculum revision supports an inclusive environment where students can see their identities mirrored and engage with varied global perspectives. During Common Planning Time (CPT), Lomond teachers collaboratively examine the cultural and visual narratives embedded within their instructional materials.

Teachers actively challenge and broaden students' understanding of African countries and other countries by featuring contemporary images of cities like Lagos, Nairobi, Jakarta and Kuala Lumpur to counter stereotypes historically depicting Africa and other parts of the world through a lens of poverty and underdevelopment. This intentional reframing through texts and curricular materials aligns with the District's commitment to presenting a balanced and broad perspective of global societies. Isaacs notes that these discussions leverage the IB approaches to learning and teaching, which offer learners opportunities to learn how to think rather than what to think. The IB framework provides a highly distinguished academic approach to disrupting historically marginalizing educational practices, elevating an authentic and nuanced representation of global cultures within the curriculum, and creating an inclusive learning community in which belonging is an outcome of action.



- Teachers received professional learning in Common Planning Time (CPT) meetings and department meetings about strategies to use when selecting materials to be more culturally responsive and representative for diversity and inclusion.
- Librarians attended the Lake Erie Educational Media Consortium's book scans with the lens of diversifying library texts. This allowed the librarians to set goals related to identifying and removing old texts and purchasing new, more inclusive texts to advance the offerings in each library.

OBSERVED OUTCOMES

The curriculum adoption rubric is working as intended. In spring of 2024, teams of teachers used portions of the National Equity Project's guidance for curriculum to decide against a resource that was not determined to be culturally responsive to the learning community. This prompted the team to explore additional options that may have been missed without such a framework.

objective 2.5

Strategic Goal 2

Advance educational equity by disrupting and removing institutional structures and practices which have historically been associated with racism, oppression and other forms of marginalization.

STRATEGIC OBJECTIVE 2.5

Explore and refine course offerings and student assignment practices to ensure alignment with District goals and objectives.

OBJECTIVE OVERVIEW

To achieve educational equity for all students, the District must examine and refine the courses and classes it offers and how students are assigned to those classes. The District needs to examine and address any internal practices and processes which have fostered racial segregation of students.

ACTION STEPS

- Aligning course offerings and assignments has primarily occurred through detracking in the middle years. Detracking expanded the District's commitment to heterogeneous classrooms where students of diverse ability, race, gender and ethnicity learn and grow together. Elementary schools continue to use co-teaching and "push-in" models of enrichment and interventions, and now the Middle School experience reinforces this structure.
- Math curriculum compacting continues in grades 6-8 to provide accelerated learning to all standards that culminates in Algebra I. Students whose Northwest Evaluation Association (NWEA) MAP data suggests additional support is needed have a second period of math during the day to help them achieve grade-level standards.

- In fall of 2023, the District hosted the "Superintendent's Series on Detracking" to support two-way communication between administration, teachers, parents and the community at large. The first event included a panel of students, administrators and a professor focused on inclusion from Cleveland State University. Community members were able to ask questions of the panel to hear how they understand the District's detracking initiative and its progress.
- One of the administrators on the panel was the superintendent of a school district in Evanston, Illinois, which began its ongoing detracking initiative before Shaker Heights. The superintendent spent two days preceding the panel talking with principals, teachers and central office leaders to share the Evanston experience, including successes and ongoing challenges.
- The District partnered with Rowan University to host a detracking researcher to conduct interviews and data analysis to create a set of baseline data and recommendations for detracking. Over the course of a week, the researcher interviewed students, teachers, parents, administrators and community members to identify trends and patterns. These trends were matched with her prior research and knowledge to produce a report that included recommendations for next steps based on what the community shared.
- Additionally, NWEA was contracted to create a virtual comparison group that created an "apples to apples" comparison between Shaker Heights students and those in similar schools. This provides updated information as to how Shaker Heights students are performing compared to peers who may not have experienced detracking.
- The High School's Engineering, Robotics and Manufacturing Career and Technical Education (CTE) pathway continues its expansion with new certifications from the National Coalition of Certification Centers (NC3), meaning students graduate with certified credentials in skills such

MAP PRIMARY READING SPRING 2024*

	Kindergarten		Grade 1		Grade 2		Grade 3		Grade 4	
	Avg RIT	#	Avg RIT	#	Avg RIT	#	Avg RIT	#	Avg RIT	#
Asian	166.33	<10	187.4	<10	194.11	<10	211.8	10	226.33	<10
Avg. Growth			16.6		10.89		11.11		4	
Black	153.11	115	168.67	115	178.77	145	190.97	136	199.87	146
Avg. Growth			13.97		11.78		10.8		8.12	
Hispanic	158.27	11	170.94	17	187.7	10	206.86	14	196.9	10
Avg. Growth			16.69		13.5		10.67		6.33	
Multiracial	168.47	38	177.61	36	188.16	43	208.43	30	216.73	33
Avg. Growth			17.29		11.74		12		7.06	
White	166.51	127	186.39	152	197.79	139	212.13	118	219.5	134
Avg. Growth			14.37		13.54		11.63		6.45	
MAP Norm	153.09		171.4		185.57		197.12		204.83	
Growth Norm	16.45		15.47		13.22		10.5		8.16	

MAP SECONDARY READING SPRING 2024*

	Grade 5		Grade 6		Grade 7		Grade 8		Grade 9		Grade 10	
	Avg RIT	#	Avg RIT	#	Avg RIT	#	Avg RIT	#	Avg RIT	#	Avg RIT	#
Asian	224.13	<10	232	<10	227.6	<10	234.63	<10	240.92	12	234.2	10
Avg. Growth	5.71		-0.6		0		2.88		0.17		-1.4	
Black	199.99	171	206.98	153	208.1	171	208.65	138	216.57	108	213.17	140
Avg. Growth	1.23		2.29		2.62		-0.35		1.61		-3.78	
Hispanic	205.15	13	218.67	<10	217	13	214.33	15	226.33	12	227.17	12
Avg. Growth	3.31		4.33		-1.36		1.87		-0.08		-0.67	
Multiracial	219.78	32	219.69	32	223.32	22	226.25	32	227.68	25	220.33	27
Avg. Growth	3.03		2.23		2		3.47		-0.68		-5.92	
White	223.25	113	226.87	111	231.74	98	232.37	125	233.29	120	234.76	95
Avg. Growth	3.41		1.92		4.23		2.9		-2.02		-1.63	
MAP Norm	210.98		215.36		218.36		221.66		221.4		223.51	
Growth Norm	6.5		5.19		4.16		3.65		2.51		2.04	

NWEA's RIT scale stands for Rasch Unit scale.

*These tables show growth from Fall 2023 to Spring 2024.
For previous years' MAP data, please refer to the Appendix on page 81.

as precision measurement. These highly sought after skills and assessments have been embedded in existing courses. Additional equipment was purchased to support the CTE pathway in conjunction with the Shaker Schools Foundation.

- Financial Literacy, a new graduation requirement, has shifted from pilot phase to full implementation. Teachers collaborated for two years to develop a high-quality curriculum with instructional alignment to District goals for all students to take.
- The High School is implementing an assortment of new classes that align with this objective. Notable examples include AP African American Studies, a career-technical class in Game Design, an elective on the History of Cleveland and Fashion Design in partnership with Kent State University. Each of

these courses reflects a commitment to developing courses that are as rigorous as they are relevant.

- The Middle School received approval from the Ohio Department of Education and Workforce to provide career-technical education in its design courses. This reflects the adoption of a course to explore interests and career pathways, principles of wood construction and pre-engineering. The current Food Science course is being evaluated for state alignment.

OBSERVED OUTCOMES

Black student performance in Algebra I continues to rise, reflecting continuous improvement in curriculum and instruction in middle years mathematics. Additionally, Black student participation in AP courses has risen significantly year over year.

MAP PRIMARY MATH SPRING 2024*

	Kindergarten		Grade 1		Grade 2		Grade 3		Grade 4	
	Avg RIT	#	Avg RIT	#	Avg RIT	#	Avg RIT	#	Avg RIT	#
Asian	173	<10	191.8	<10	199.11	<10	216.3	10	245.67	<10
Avg. Growth	16.75		15.6		13.11		13.56		10.33	
Black	156.76	114	172.28	115	180.59	145	192.77	136	200.93	146
Avg. Growth	17.31		14.98		11.67		11.99		9.05	
Hispanic	164.09	11	175	18	189.6	10	207.79	14	204.2	10
Avg. Growth	17.73		14.24		12.44		13.92		10.78	
Multiracial	173.61	38	182.47	36	192.4	43	212.9	30	220.42	33
Avg. Growth	24.16		18.17		11.48		16.5		10.77	
White	172.5	127	193.38	152	198.1	139	213.52	118	224.34	134
Avg. Growth	20.06		17.88		12.19		14.5		11.04	
MAP Norm	157.11		176.4		189.42		201.08		210.51	
Growth Norm	17.54		16.35		14.38		12.6		10.96	

NWEA's RIT scale stands for Rasch UnIT scale.

*These tables show growth from Fall 2023 to Spring 2024. For previous years' MAP data, please refer to the Appendix on page 81.

MAP SECONDARY MATH SPRING 2024*

	Grade 5		Grade 6		Grade 7		Grade 8	
	Avg RIT	#	Avg RIT	#	Avg RIT	#	Avg RIT	#
Asian	236.86	<10	249.6	<10	250	<10	251.13	<10
Avg. Growth	1.67		7		6.5		5.38	
Black	203.31	168	209.12	153	214.37	169	215.86	134
Avg. Growth	3.77		5.58		5.85		2.96	
Hispanic	208.15	13	224.89	<10	226.54	13	225.2	15
Avg. Growth	5.23		9		0.91		5.07	
Multiracial	224.72	32	224.48	31	230.87	23	238.13	31
Avg. Growth	6.17		6.13		8.27		7.66	
White	226.98	113	235.77	111	242.45	97	248.74	125
Avg. Growth	7.11		8.59		8.06		8.1	
MAP Norm	218.75		222.88		226.73		230.3	
Growth Norm	9.61		8.13		6.52		5.38	

	High School Algebra		High School Geometry		High School Algebra 2	
	Avg RIT	#	Avg RIT	#	Avg RIT	#
Asian	--	--	238.67	<10	244.5	<10
Avg. Growth	--		11.67		-5.5	
Black	217.09	66	227.61	130	234.41	46
Avg. Growth	5.16		5.5		4.43	
Hispanic	222.2	<10	240	<10	236.5	<10
Avg. Growth	2.25		8		1	
Multiracial	223.5	<10	237.08	13	242.71	<10
Avg. Growth	-1		12.69		4.33	
White	228.6	<10	248.29	38	242.15	26
Avg. Growth	4.4		11.65		-4.61	

objective 2.6

Strategic Goal 2

Advance educational equity by disrupting and removing institutional structures and practices which have historically been associated with racism, oppression and other forms of marginalization.

STRATEGIC OBJECTIVE 2.6

Establish consistent Districtwide discipline protocols and practices that are aligned with District goals and objectives in order to reduce the amount of classroom time Black students miss as a result of disciplinary actions.

OBJECTIVE OVERVIEW

The District will establish and communicate clear, Districtwide discipline protocols and procedures with a goal of creating positive school cultures and climates that foster healthy and productive learning environments for all students. This objective also includes professional learning for staff about the impact of implicit and explicit bias.

ACTION STEPS

- Establish and grow Positive Behavioral Interventions and Supports (PBIS) teams at each school and implement the Tiered Fidelity Inventory for Schools (TFI) to analyze areas of strength and growth.
- Align our school PBIS structures to the IB Learner Profile.
- For schools not yet designated, apply for Bronze

EVIDENCE TO EVALUATE OBJECTIVE PROGRESS

- Tiered Fidelity Inventory for Schools (TFI)
- District Systems Fidelity Inventory (DSFI)
- School Improvement Plans
- School PBIS Teams
- District PBIS Team
- Behavioral Referral Data
- In School Suspension Data
- Out of School Suspension Data

level PBIS implementation recognition through the State.

- Streamline structures for staff to enter log entries for behavior incidents.
- Streamline structures for administrative response to log entries.
- Build better systems for analyzing school wide behavior data.
- Implement restorative practice at the High School to decrease suspensions.
- Equity instructional rounds twice a year at each school to identify patterns.
- Completed the Unearthing Joy book study with several elementary teams.
- Establishing the Multi-Tiered System of Support (MTSS) process at schools to include Social and Emotional Learning (SEL) referrals and increased support for students.

The District will establish and communicate clear, Districtwide discipline protocols and procedures with a goal of creating positive school cultures and climates that foster healthy and productive learning environments for all students.

- Coaching cycles with teachers to support effective classroom management strategies.
- The Empowerment Academy program was established at the High School in the fall of 2024. This program provides an alternative educational pathway for students facing expulsion, addressing underlying issues through counseling and restorative practices, and preparing students for reintegration or transition to postsecondary opportunities. This alternative learning environment is structured with a lower student-teacher ratio and is student-centered, ensuring individualized attention and support. Key features of the program include behavioral interventions with individualized behavior plans and support services, academic support with targeted instruction to keep students on track, and life skills training in social-emotional learning, conflict resolution and career planning. The program also includes a clear reintegration plan for transitioning students back into the physical space of the High School.

OBSERVED OUTCOMES

- Boulevard Elementary School was identified with the Bronze Recognition Award for the 2023 Ohio PBIS Showcase in the fall of 2023.
- Fernway, Mercer and Onaway elementary schools were identified with the Bronze Recognition Award for the 2024 Ohio PBIS Showcase in the fall of 2024.
- More than 16 equity instructional walks were conducted at schools last year with dozens of staff at every school in the District.
- The District increased implementation of the MTSS process across elementary schools.
- The District introduced full-time school counselors at each elementary school.
- Student Support Coordinators were added at the Middle School and at elementary schools.

OBJECTIVE IN ACTION

MERCER ELEMENTARY SCHOOL

is committed to proactively promoting a sense of belonging for all of our students.

We received a new student who was struggling with the transition to Mercer — learning new routines, engaging with peers, and regulating their body and emotions in the classroom. Through the student's actions and behaviors, it was clear they did not feel a sense of belonging. The student's teacher brought the student to the social and emotional learning (SEL) team through the multi-tiered systems of support (MTSS) process.

Through this process, the SEL team was able to create a plan for the student that included a check-in/check-out system, practicing routines and procedures, encouraging positive behavior, intentional co-regulation work, and support for the teacher through a coaching cycle with the Instructional Coach and Positive Behavior Coordinator.

Through a commitment to proactively promoting a sense of belonging, this student began to find success in and out of the classroom. They are developing new friendships, advocating for their needs, building their confidence, growing as a leader, and coming to school feeling welcomed and with a desire to learn.

– Roneisha Campbell, Principal;
Jamison Kolaczko, Instructional
Coach; Maria Baker, IB Coordinator
at Mercer Elementary School

DISCIPLINE INCIDENTS* BY SUBGROUP

		Emergency Removal	Expulsion	In-School Suspension	Out-of-School Suspension
Female	2023-2024	18	12	39	207
	2022-2023	11	8	45	108
	2021-2022	20	8	69	246
	2020-2021	0	0	18	28
	2019-2020	3	6	75	136
	2018-2019	1	0	19	180
	2017-2018	0	0	12	137
Male	2023-2024	14	23	77	350
	2022-2023	30	4	76	193
	2021-2022	25	7	119	272
	2020-2021	0	3	12	26
	2019-2020	11	15	119	208
	2018-2019	2	3	37	412
	2017-2018	1	1	17	249
Asian	2023-2024	1	0	1	3
	2022-2023	1	0	0	1
	2021-2022	1	0	0	2
	2020-2021	0	0	0	0
	2019-2020	0	0	3	7
	2018-2019	0	0	0	2
	2017-2018	0	0	0	2
Black, Non-Hispanic	2023-2024	25	29	96	467
	2022-2023	32	12	112	262
	2021-2022	40	13	150	442
	2020-2021	0	3	21	39
	2019-2020	13	21	178	313
	2018-2019	3	2	48	517
	2017-2018	1	1	20	344

**This data set tallies the number of incidents, not number of students.
This data is reliant on reporting by school building personnel.*

DISCIPLINE INCIDENTS* BY SUBGROUP (Continued)

		Emergency Removal	Expulsion	In-School Suspension	Out-of-School Suspension
Hispanic	2023-2024	2	3	2	23
	2022-2023	2	0	2	10
	2021-2022	1	0	10	16
	2020-2021	0	0	1	3
	2019-2020	0	0	1	8
	2018-2019	0	0	1	10
	2017-2018	0	0	1	6
Multiracial	2023-2024	3	2	8	39
	2022-2023	2	0	2	17
	2021-2022	1	1	16	28
	2020-2021	0	0	5	3
	2019-2020	0	0	5	7
	2018-2019	0	0	3	29
	2017-2018	0	0	3	12
White, Non-Hispanic	2023-2024	1	1	7	25
	2022-2023	4	0	5	11
	2021-2022	2	1	12	30
	2020-2021	0	0	3	9
	2019-2020	1	0	7	9
	2018-2019	0	1	4	34
	2017-2018	0	0	5	22
Total Incidents	2023-2024	32	35	116	557
	2022-2023	41	12	121	301
	2021-2022	45	15	188	518
	2020-2021	0	3	30	54
	2019-2020	14	21	194	344
	2018-2019	3	3	56	592
	2017-2018	1	1	29	386

**This data set tallies the number of incidents, not number of students.
This data is reliant on reporting by school building personnel.*

DISCIPLINE INCIDENTS* BY GRADE

		Emergency Removal	Expulsion	In-School Suspension	Out-of-School Suspension
PreKindergarten	2023-2024	0	0	0	0
	2022-2023	0	0	0	0
	2021-2022	1	0	0	0
	2020-2021	0	0	0	0
	2019-2020	0	0	0	0
	2018-2019	0	0	0	0
	2017-2018	0	0	0	0
Kindergarten	2023-2024	1	0	0	0
	2022-2023	0	0	0	0
	2021-2022	5	0	0	0
	2020-2021	0	0	0	0
	2019-2020	0	0	0	0
	2018-2019	0	0	1	9
	2017-2018	0	0	3	6
Grade 1	2023-2024	0	0	0	1
	2022-2023	5	0	0	0
	2021-2022	0	0	0	0
	2020-2021	0	0	0	0
	2019-2020	3	0	1	1
	2018-2019	1	0	0	11
	2017-2018	0	0	4	8
Grade 2	2023-2024	0	0	0	0
	2022-2023	0	0	2	1
	2021-2022	3	0	2	1
	2020-2021	0	0	0	0
	2019-2020	1	0	0	0
	2018-2019	0	0	0	15
	2017-2018	0	0	4	10
Grade 3	2023-2024	0	0	2	0
	2022-2023	8	0	2	3
	2021-2022	0	0	0	0
	2020-2021	0	0	0	0
	2019-2020	0	1	0	2
	2018-2019	0	0	0	13
	2017-2018	0	0	3	5

**This data set tallies the number of incidents, not number of students.
This data is reliant on reporting by school building personnel.*

DISCIPLINE INCIDENTS* BY GRADE (Continued)

		Emergency Removal	Expulsion	In-School Suspension	Out-of-School Suspension
Grade 4	2023-2024	0	0	1	15
	2022-2023	4	0	4	13
	2021-2022	0	0	0	4
	2020-2021	0	0	0	0
	2019-2020	0	0	1	9
	2018-2019	0	0	0	34
	2017-2018	0	0	4	6
Grade 5	2023-2024	4	0	20	109
	2022-2023	8	0	16	49
	2021-2022	1	0	30	26
	2020-2021	0	0	2	5
	2019-2020	0	0	9	11
	2018-2019	0	0	2	101
	2017-2018	0	0	2	43
Grade 6	2023-2024	7	0	48	79
	2022-2023	3	0	29	25
	2021-2022	2	0	76	94
	2020-2021	0	0	0	10
	2019-2020	0	0	9	35
	2018-2019	1	1	19	106
	2017-2018	0	0	2	46
Grade 7	2023-2024	0	5	0	65
	2022-2023	5	0	11	46
	2021-2022	6	0	35	76
	2020-2021	0	3	18	23
	2019-2020	0	4	80	91
	2018-2019	0	0	1	91
	2017-2018	0	0	1	38
Grade 8	2023-2024	3	6	3	116
	2022-2023	1	0	13	38
	2021-2022	11	3	45	95
	2020-2021	0	0	10	11
	2019-2020	5	7	83	85
	2018-2019	0	0	0	59
	2017-2018	0	0	0	47

**This data set tallies the number of incidents, not number of students.
This data is reliant on reporting by school building personnel.*

DISCIPLINE INCIDENTS* BY GRADE (Continued)

		Emergency Removal	Expulsion	In-School Suspension	Out-of-School Suspension
Grade 9	2023-2024	8	12	23	57
	2022-2023	4	2	29	48
	2021-2022	8	8	0	115
	2020-2021	0	0	0	3
	2019-2020	2	3	1	45
	2018-2019	0	1	19	53
	2017-2018	0	0	1	75
Grade 10	2023-2024	6	7	10	55
	2022-2023	0	5	4	30
	2021-2022	2	4	0	47
	2020-2021	0	0	0	2
	2019-2020	3	3	4	19
	2018-2019	0	1	8	49
	2017-2018	0	1	3	55
Grade 11	2023-2024	2	4	6	30
	2022-2023	3	1	6	26
	2021-2022	3	0	0	32
	2020-2021	0	0	0	0
	2019-2020	0	2	5	27
	2018-2019	0	0	5	34
	2017-2018	1	0	2	28
Grade 12	2023-2024	1	1	3	30
	2022-2023	0	0	1	5
	2021-2022	1	0	0	28
	2020-2021	0	0	0	0
	2019-2020	0	1	1	19
	2018-2019	1	0	1	17
	2017-2018	0	0	0	19

**This data set tallies the number of incidents, not number of students.
This data is reliant on reporting by school building personnel.*

objective 2.7

Strategic Goal 2

Advance educational equity by disrupting and removing institutional structures and practices which have historically been associated with racism, oppression and other forms of marginalization.

STRATEGIC OBJECTIVE 2.7

Develop and implement a plan to recruit and retain Black teachers and other underrepresented demographic groups.

OBJECTIVE OVERVIEW

The District serves a diverse student population, making it crucial that its workforce mirrors the demographics of the school community. The District strives to provide diversified learning experiences for students that both connect them within the classroom as well as the global economy. By advancing efforts to disrupt and dismantle institutionalized barriers to achieving educational equity, our students and staff have benefited from the experiences of teachers and colleagues who identify as Black/African American and/or from underrepresented groups not limited to race or gender.

ACTION STEPS

- The Human Resources Department, Office of Diversity, Equity & Inclusion and the Shaker Schools Foundation collaborated to enhance practices related to attracting and retaining diverse educators.
- The Chief Officer of Strategic Priorities and the Director of Human Resources provided a written comprehensive staffing update to the Board of Education, including demographics, exit data trends and retention data.
- Focus group data published in June 2024 outlines teachers' of color perception of work experiences and other related topics.

- The Human Resources Department regularly monitors demographic data related to the District workforce with the intent of increasing the percentage of underrepresented groups.
- Hiring Steering Committee Training workshops were conducted by the Chief Officer for Strategic Priorities for all search committees across the District. A session on "Educational Sources of Implicit and Unconscious Bias" was conducted by the Chief Diversity, Equity & Inclusion Officer as a part of the professional learning process.
- Hiring protocols and procedures have been implemented and continue to be enhanced in order to align with the District goals of Educational Equity and the International Baccalaureate Programme framework.
- In order to support employee retention, the Human Resources Department continued the Administrative Mentoring program, which paired new administrators with existing administrators.
- The Human Resources Department continues to attend college fairs for both certified employees and building substitutes. The focus of attending these events was to increase the diversity of the hiring pool.
- The District has a continued partnership with Ursuline College to support non-teaching staff members who are in the process of securing teaching licenses.
- All District job descriptions were updated and continue to be revised to reflect the District's focus on Educational Equity and to support recruitment efforts.
- Support from the Shaker School Foundation includes:
 - The continued use of the Shaker Heights Schools alumni database and alumni social media platforms to raise awareness of District positions.

- The cultivation of relationships with the goal of increasing the percentages of staff from underrepresented populations.
- Current teachers and staff members of color continue to be highlighted on social media inviting alumni to “Come Home to Shaker”.
- Human Resources and the Office of Diversity, Equity & Inclusion continue to collaborate to maintain and refine the work that has been implemented over the last two years in order for it to become cemented within the organization.
- The District will continue to utilize the Blueprint for Recruitment and Retention of Black/ African American as well as staff from other underrepresented populations as a roadmap of what should be developed and implemented moving forward.
- In order to utilize retention as a strategy to promote

DATA

STUDENT ENROLLMENT BY YEAR

	Number of Students			
	2023-2024	2022-2023	2021-2022	2020-2021
American Indian / Alaskan Native	<10	<10	<10	<10
Asian / Pacific Islander	110	122	142	160
Black, Non-Hispanic	2,010	2,016	2,063	2,087
Hispanic	182	180	157	164
Pacific Islander	<10	--	--	--
Multiracial	409	396	396	382
White, Non-Hispanic	1,699	1,718	1,779	1,809
Students with Disabilities	715	691	683	658
Economic Disadvantage	1,699	1,592	1,435	1,550
English Learner	38	44	65	56
Identified as Gifted	1,098	1,146	1,170	1,212
All Students	4,420	4,439	4,545	4,606

Source: Ohio Department of Education: Enrollment by Student Demographic (District) - Overview

diversity, equity and inclusion with the composition of our staff, the District will continue to examine staff perceptions and strategize ways to effectively address areas determined to be in need of improvement.

- Other future plans include the continuation of the “Grow Our Own” partnership with universities and colleges to create pathways to teacher licensure for District staff and a focus on current students who may want to be teachers in the future.

OBSERVED OUTCOMES

Through this objective, the District has continued to reevaluate strategies that support the increased diversification of our staff by addressing challenges in recruitment, retention and advancement. Also, the District has sought the support of outside vendors to provide support in identifying barriers towards achieving this goal. In addition, the District has continued to create supportive pathways that aid in advancing the careers of our current employees.

Percentage				Ohio Data			
2023-2024	2022-2023	2021-2022	2020-2021	2023-2024	2022-2023	2021-2022	2020-2021
0.2%	0.2%	0.2%	0.1%	0.1%	0.1%	0.1%	0.1%
2.5%	2.7%	3.1%	3.5%	2.9%	2.9%	2.8%	2.7%
45.5%	45.4%	45.4%	45.3%	17.0%	17.1%	17.0%	16.5%
4.1%	4.1%	3.5%	3.6%	7.9%	7.1%	6.7%	6.4%
9.3%	--	--	--	6.3%	--	--	--
0.1%	8.9%	8.7%	8.3%	0.1%	6.0%	5.7%	5.7%
38.4%	38.7%	39.1%	39.3%	65.7%	66.8%	67.6%	68.7%
16.2%	15.6%	15.0%	14.3%	17.1%	15.9%	15.7%	15.8%
38.4%	35.9%	31.6%	33.7%	55.3%	47.3%	49.0%	48.8%
0.9%	1.0%	1.4%	1.1%	4.7%	3.9%	3.7%	3.5%
24.8%	25.8%	25.7%	26.3%	13.6%	14.1%	14.3%	13.8%

RACIAL DATA FOR EMPLOYED STAFF

	Total # of Staff Type				# of Staff of Color				% of Staff of Color			
	2023-2024	2022-2023	2021-2022	2020-2021	2023-2024	2022-2023	2021-2022	2020-2021	2023-2024	2022-2023	2021-2022	2020-2021
Educational Aides	93	89	93	107	60	53	58	66	64.5%	59.6%	62.4%	61.7%
Teachers*	410	406	414	411	72	67	71	69	17.5%	16.5%	17.1%	16.8%
Principals & Assistant Principals	18	19	18	17	8	10	10	10	44.4%	52.6%	55.6%	58.8%
District Non-Bargaining Administrators & Administrative Assts.	53	54	65	62	22	19	27	18	41.5%	35.2%	41.5%	29.0%

**Includes Classroom Teachers, Intervention Specialists & Support Teachers*

CERTIFIED STAFF BY RACE (Non-White)

	Female				Male				Total			
	2023-2024	2022-2023	2021-2022	2020-2021	2023-2024	2022-2023	2021-2022	2020-2021	2023-2024	2022-2023	2021-2022	2020-2021
Asian / Pacific Islander	8	8	9	10	3	2	2	3	11	10	11	13
Black / African Amer.	61	72	58	55	18	25	17	16	79	97	75	71
Hispanic	4	7	4	1	1	4	2	0	5	11	6	1
Total	73	87	72	66	22	31	22	19	95	118	94	85

District certified staff total is 485. Includes nurses, psychologists, speech-language pathologists, etc.

SHAKER TEACHERS OF COLOR VS. OHIO

	Total # in Shaker				% of Teachers in Shaker				% of Teachers in Ohio			
	2023-2024	2022-2023	2021-2022	2020-2021	2023-2024	2022-2023	2021-2022	2020-2021	2023-2024	2022-2023	2021-2022	2020-2021
Asian / Pacific Islander	9	9	10	11	2.1%	2.3%	2.4%	2.68%	0.6%	0.5%	0.5%	0.5%
Black / African Amer.	59	57	55	56	14.3%	14.3%	13.3%	13.63%	4.8%	4.5%	4.3%	4.2%
Hispanic	4	7	6	1	0.01%	1.8%	1.5%	0.2%	1.0%	1.0%	0.8%	0.8%

**Includes Classroom Teachers, Intervention Specialists & Support Teachers*

Source: Ohio Department of Education Report Portal



OBJECTIVE IN ACTION ←

THE DISTRICT IS ACTIVELY WORKING to diversify its workforce, including administrators, teachers and staff. Dr. Tiffany Joseph, Director of Human Resources, says the HR department attends several events to attract diverse professionals. This includes the Northeast Ohio Teacher Education Day (NOTED) and an event for the Cleveland Area Multicultural Educators Recruitment Association (CAMERA). The Shaker Heights Schools also began hosting internal career fairs for certified and classified staff to identify talented individuals already in the District and discuss further opportunities for them. "It is helpful when you have a reflection of the children in the adults," Dr. Joseph says. "It helps the students see themselves within the District."

objective 2.8

Strategic Goal 2

Advance educational equity by disrupting and removing institutional structures and practices which have historically been associated with racism, oppression and other forms of marginalization.

STRATEGIC OBJECTIVE 2.8

Examine co- and extra-curricular activities that were established to support educational equity to ensure alignment with District goals and objectives.

OBJECTIVE OVERVIEW

In the 2023-2024 Strategic Plan Annual Report, the District affirmed the complementary nature and added value of student co- and extracurricular activities with their required curricular involvement. New and ongoing activities that respond both to persistent inequities and advance the District's commitment to educational equity are noteworthy.

ACTION STEPS

South African Cultural Exchange

- This was an international cross-cultural study experience for Shaker students designed to achieve the following learning objectives:
 - Gain a global awareness of sociocultural and educational history of different communities through a different lens than western portrayals.
 - Understand, disrupt and dismantle systemic oppression, specifically systemic racism, in a global context.
 - Develop student capacity to be reflective and caring thinkers in alignment with the International Baccalaureate (IB) learner profile, whose aim is to develop internationally-minded people.

Minority Achievement Committee (MAC Scholars)

- MAC Scholars aims to foster peer-to-peer mentorship between males and females of color, aiming to increase academic achievement and develop leaders starting in the elementary school buildings and continuing through their High School experience. This is achieved through affinity space meetings and in-school and out-of-school culturally relevant experiences aimed at increasing their awareness and knowledge of history throughout the African diaspora as well as African-American achievement. The MAC Scholars Summer Enrichment program for rising fifth and sixth graders continues to promote the mission of MAC while preparing students for the next level of academic performance.

Student Group On Race Relations (SGORR)

- SGORR advances a mission of promoting antiracism and positive social relations across all boundaries of difference. SGORR groups from the High School facilitate classroom activities and conversations with their fourth grade, sixth grade and eighth grade peers. These activities aim to inform students about the dangers of stereotypes and discrimination, and to encourage them to become upstanders in their schools, increasing their level of awareness.

Bridges Program

- Bridges serves to increase the number of African-American students, as well as students of other marginalized demographic groups in the Advanced Placement (AP) and International Baccalaureate (IB) Diploma Programme. This is achieved by creating a cohort of rising 10th graders who attend a summer session aimed at creating relationships with each other and other faculty, as well as providing leadership opportunities within Shaker Heights. During the school year, the Bridges cohort is invited to attend monthly study sessions, where faculty checks in with students.

From the Margins to the Center (FMC)

- FMC is an initiative of the Office of Diversity, Equity

& Inclusion that celebrates and recognizes historical and current lived experiences and contributions of marginalized and minoritized communities. FMC builds on the tradition of Shaker Heights teachers and staff who have brought to the center of curricular content and professional learning those voices, narratives, stories, contributions, struggles and histories of communities that have been historically pushed to the margins of required educational discourses and curricula.

Black Athletes Giving Support (BAGS)

- BAGS aims to empower Black-identifying student athletes at the High School to excel athletically and academically, while fostering a sense of support and belonging. BAGS creates a space for student athletes to share their concerns, opinions and ideas such as mental health, navigating largely White athletic spaces and best practices in balancing athletic competition and classroom performance.

OBSERVED OUTCOMES

South African Cultural Exchange

- Twenty-two students and 13 adults traveled to South Africa in spring 2024. Partner organizations include the Gauteng School District in Johannesburg

and Crossing the Waters and the Langa Cultural Center in Langa Township near Cape Town.

- This program provided students from diverse socioeconomic backgrounds, and those not attached to the orchestra/band/language courses to access an international study and cultural immersion experience. Through this experience, students and adult travelers learned about South African history through the lens of diverse perspectives. They learned about historic and contemporary issues associated with apartheid and anti-apartheid movements, and how students' peers from the Gauteng School District navigate challenges associated with achieving equitable access to quality education.

Minority Achievement Committee (MAC Scholars)

- In the 2023-2024 school year, all schools operated a MAC Scholars group for female and male students of color. Nearly 200 students in Grades 4-12 participated in regular group meetings and field trips. Program highlights included attending a production of The Wiz, the 50th anniversary of hip-hop exhibit at the Rock & Roll Hall of Fame, a MAC Sisters alumni presentation on law and justice, several college visits and museum visits to the Underground Railroad & Freedom Museum in Cincinnati and the Muhammad

"During the MAC Scholars Summer Enrichment Program, we introduce them to an academic experience that is cultivated and taught to them by Black teachers. For some students, this may be their first time having a Black teacher. This summer, we learned about ancient African kingdoms, we taught the scholars math activities related to the Summer Olympics, and they learned about wellness once a week. We introduce them to MAC Scholars principles and concepts that we use at the Middle School and High School. This is how the scholars begin to develop a brotherhood and a sisterhood."

– Will Warren, DEI Program Coordinator



Ali Center in Louisville, Ky. This summer's enrichment program featured a STEM science experience, weekly personal wellness lessons and a visit to a Black-owned urban farm to learn about agriculture and the environment.

Student Group On Race Relations (SGORR)

- SGORR celebrated 40 years of existence in October 2023, hosting a conference that featured dozens of SGORR alumni returning to Shaker to commemorate its impact. Twenty SGORR group leaders, known as CORE Leaders, and nearly 240 members facilitated weekly conversations and several classroom visits Districtwide in fourth, sixth and eighth grade classrooms. CORE Leaders also facilitated community conversations during the City of Shaker Heights' MLK Celebration "Witness to History" event.

Bridges Program

- Eighteen Bridges cohort members met in the summer of 2023 and got a head start on the Advanced Placement US History (APUSH) curriculum. During the school year, the Bridges cohort met twice a week during Crew, and attended biweekly study sessions culminating in all 18 students receiving a grade of "C" or better in APUSH

and many of whom enrolled in 2 or more AP/IB classes for the 2024-25 school year.

From the Margins to the Center (FMC)

- Beginning in February 2024, and driven by the District's commitment to educational equity and inclusive excellence, the Office of Diversity, Equity & Inclusion provided weekly content celebrating and commemorating the history, heritage, contributions and cultural insights of communities that are in alignment with nationally recognized History/Heritage Months and Identity Recognition. To accomplish this, beginning the first week of February, we will provide content through the weekly eNews platform

Black Athletes Giving Support

- BAGS members participated in several in and out of school experiences, such as the Cleveland Cavaliers Student Leadership Day, the Dru Joyce Classic Special Olympics basketball event, the Greater Cleveland Conference (GCC) student athlete leadership summit at Cleveland Browns Stadium and attended a presentation featuring former NFL player and co-producer of the hit TV show All-American, Spencer Paysinger at Case Western Reserve University for Black History Month.



objective 3.1

Strategic Goal 3

Utilize a Quality Assurance System model to review, assess and strengthen department-level support of student learning, including Business and Operations, Human Resources, Finance and Facilities, to ensure alignment with District goals and objectives.

STRATEGIC OBJECTIVE 3.1

Examine and revise Human Resources Department structures and practices to ensure alignment with District goals and objectives.

OBJECTIVE OVERVIEW

The Human Resources Department continues to examine and revise structures and practices to ensure alignment with the Strategic Plan goals and objectives. The work of the department, by its nature, supports the faculty and staff who work in the District. However, the department believes that if it recruits, hires and retains quality faculty and staff, and then continues to consistently support, nurture and invest in faculty and staff, this effort will positively impact educational outcomes for students through a quality workforce.

ACTION STEPS

- Human Resources is working with the Office of Diversity, Equity & Inclusion, the Black Teacher Task Force and others to strengthen recruitment and hiring with retention and advancement structures by creating a more diverse hiring committee in an effort to advance equitable student outcomes.
- The District continues to invite all new administrators to participate in an Administrative Mentoring Program. Mentors have been assigned and collaborative meetings between the mentor and the mentee will occur at least monthly for the 2024-2025 school year. This meeting structure will be specific to the work of an administrator in the District and will provide a strong onboarding foundation.
- Human Resources has assessed and streamlined the department's roles and responsibilities to provide for a clear and efficient structure to accomplish its work. It will also provide District personnel with definite pathways for specific information that can be delivered promptly. Human Resources has begun "cross-training" to ensure that services are delivered regardless of which personnel are providing the support. The department continues to reorganize from within which has allowed for both consistency and continuity.

"The District Leadership Institute and District Instructional Institute were very beneficial as a new hire. Key leaders reviewed report card data, academic data and social emotional learning (SEL) information. Administrators talked about what their focus would be for the next year. It brought together building principals and coaches. This was a great way for me to hear about the work being done and meet the people who were key to carrying out those goals."

– Dr. Meghan Shelby, Director of Student Services



OBSERVED OUTCOMES

- Forms are now fully interactive and are being electronically accessed and completed by employees.
- Many job descriptions have been updated prior to posting to accurately align with the work and so that new hires are clear on what is expected. Additionally, the department continues to review job postings in phases or as needed.
- The Human Resources webpage was enhanced and improved for the 2024-2025 school year.
- The PowerSchool/Unified Talent Program is fully active and all records are electronic, both past and present, for easy access. These records can now be accessed from anywhere, eliminating the need for staff to come on site for completion or review.
- Audit processes have been finalized and will continue to be monitored and revisited as necessary.
- I-9 record keeping is up to date.
- Human Resources continues to audit files to ensure that all relevant forms and documentation required for both certified and classified staff are accounted for within each employee's personnel file.
- The Employee Handbook continues to be updated annually.
- Yearly review of the annual evaluation processes with school and District leaders.
- In collaboration with the Chief Diversity, Equity & Inclusion Officer, the Human Resources Department continues to review and address implicit bias in recruitment and hiring processes.



STAFF STORY

AMANDA WOOLLEY, a Shaker graduate from the Class of 2020, dreamed about snagging a teaching job in Shaker Heights. She felt lucky to apply for an opening as a Language & Literature teacher at the Innovative Center for Personalized Learning, a subset of Shaker Heights High School.

She participated in the New Staff Academy over the summer and much of the information was familiar. However, Ms. Woolley says it was helpful to learn about the District as a teacher this time around and have the opportunity to network with her cohort.

"I'm very happy that I stuck with my original plan," Woolley says. "I love being a part of the Shaker Heights Schools."

objective 3.2

Strategic Goal 3

Utilize a Quality Assurance System model to review, assess and strengthen department-level support of student learning, including Business and Operations, Human Resources, Finance and Facilities, to ensure alignment with District goals and objectives.

STRATEGIC OBJECTIVE 3.2

Conduct a Quality Assurance Audit of staffing patterns across the District to ensure alignment with District goals and objectives.

OBJECTIVE OVERVIEW

The purpose of this objective is to ensure that the Human Resources Department evaluates the overall efficiency and effectiveness of Human Resources functions across the District and services are allocated to ensure that personnel are equipped to best address both student and building needs. This process aligns with the Board and District's Educational Equity policy, which requires the District to distribute resources based on the specific needs of students and all stakeholders, while also serving as a resource for all staff by providing wraparound services that support in realigning focus towards the betterment of students as it pertains to each job classification.

ACTION STEPS

- The primary objective of the Human Resources audit is to annually evaluate overall efficiency and effectiveness of Human Resources functions, including compliance with applicable Board policies and state regulations and to identify opportunities for improvement. This task is conducted yearly.
- Human Resources audits encompass and accomplish a variety of objectives, such as ensuring legal compliance; helping maintain or improve a

competitive advantage; establishing efficient documentation and technology practices; and identifying strengths and weaknesses in training, communications and other employment practices. By the close of each school year, these tasks are accomplished; however, they continue to be an ongoing focus each year.

- An equity-based audit of the District's staffing patterns is conducted yearly by Human Resources and shared with the Board of Education via board memorandum and/or via presentation. Human Resources shares data that has been audited to provide a laser look into our staffing patterns. This information demonstrates if our District is diversifying the staff that we employ. In this audit, we look specifically at categories such as gender and race, as well the types of positions that have been filled by diverse populations of individuals. This resource will also inform future staffing and hiring decisions.
- Track employee turnover over the last 3-5 years. Breakdown and identify resignations versus retirements; various job classifications. Proactively identify and address the root causes and use this data to inform recruiting and retention strategies.
- Refine structures that solicit employee feedback and continue to assess satisfaction levels with quality of services provided to employees (this is critical to any customer service organization).

OBSERVED OUTCOMES

- A survey was conducted and disseminated to new staff, soliciting information regarding their personal onboarding process in Shaker.
- Staff are currently utilizing the newly adopted digital employee records and personnel system to review and sign pertinent employee documents.
- In collaboration with District and union leadership, Human Resources will continue to assess strategies that improve the monitoring of absenteeism trends and support the implementation of strategies that reduce absenteeism rates. This will be further addressed in the upcoming 2024-2025 negotiations.

objective 3.3

Strategic Goal 3

Utilize a Quality Assurance System model to review, assess and strengthen department-level support of student learning, including Business and Operations, Human Resources, Finance and Facilities, to ensure alignment with District goals and objectives.

STRATEGIC OBJECTIVE 3.3

Conduct a Quality Assurance Audit of financial resource allocation across the District to ensure alignment with District goals and objectives.

OBJECTIVE OVERVIEW

The District consistently receives commendations from the Ohio Auditor of State for its effective fiscal management and adherence to legal regulations. Additionally, a quality assurance audit of its financial resources serves as a valuable tool for evaluating and reprioritizing expenditures. This process ensures that spending remains aligned with the District's goals and objectives, enhancing overall accountability and strategic planning.

ACTION STEPS

Aligning expenditures with student needs is essential for fostering success. Achieving this may involve reallocating resources for targeted support and services. An integrated evaluation of current budgetary allocations will help restructure these resources to better align with the District's goals. This dynamic process will also provide data to measure the effectiveness of specific objectives, allowing for adjustments as District priorities evolve over time.

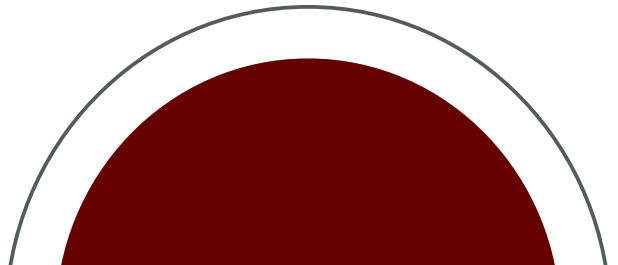
The recent change of leadership in the Treasurer's Office provides an opportunity to initiate a variety of changes. These include, but are not limited to, the creation of budget templates and training budget managers to use these templates to prepare for FY24

budget submissions. This process will enable the District to reorganize budget structures to better align with District goals and objectives, revise budget templates to reflect the new resource allocation structure for future budget submissions and analyze fiscal year data for cost/benefit comparisons against District objective metrics. The Treasurer's Office also intends to use the eFinancePlus Budget Prep module and instruct budget managers on allocating funds by major category.

OBSERVED OUTCOMES

The work ahead for the Treasurer's Office aims to establish a greater sense of budgetary understanding and responsibility to all District budget managers. In the recent budgeting process, several key outcomes were observed that significantly enhanced the overall efficiency and effectiveness of budget management within the District. This journey began with the review of the District's budgeting process, which demonstrated a need for the creation of user-friendly budget templates designed to facilitate contributions from budget managers during the annual budgeting process. Engagement with senior leadership played a crucial role in assessing the existing budget structure. Through insightful discussions, key areas for restructuring were identified, aligning budget management more closely with the District's strategic objectives.

Looking ahead, the focus will be on gathering ongoing feedback regarding the revised templates and training sessions to foster continuous improvement. Monitoring the implementation of the new budget structure will be essential to assess its impact on achieving District goals. Additionally, regular check-ins with budget managers will be scheduled to address any challenges and ensure adherence to the new processes, promoting a culture of accountability and collaboration.



objective 3.4

Strategic Goal 3

Utilize a Quality Assurance System model to review, assess and strengthen department-level support of student learning, including Business and Operations, Human Resources, Finance and Facilities, to ensure alignment with District goals and objectives.

STRATEGIC OBJECTIVE 3.4

Create a long-term facilities plan that supports educational equity, addresses the District's needs and supports student learning.

OBJECTIVE OVERVIEW

The Board of Education approved a segmented long-term master facilities plan that was subsequently approved by the Ohio Facilities Construction Commission (OFCC). The District's objective is to provide learning spaces that are modern, safe and reflect its commitment to inclusive and academic excellence, cultivate a sense of belonging and enable the District to remain fiscally responsible.

The plan is divided into two segments. Segment One includes transforming Woodbury Elementary School into a Middle Years Building that will include an auditorium and natatorium. It also includes providing major renovations and modernizations to

four elementary school buildings, serving students in Grades K-5. Fernway Elementary School, which was renovated previously, will receive a small addition to accommodate additional classrooms for fifth grade. Segment Two addresses Shaker Heights High School.

The Board also committed to providing expanded access to high-quality preschool. To that end, the Ludlow School building is being renovated into the Ludlow Early Learning Center and is scheduled to open for the 2025-2026 school year.

ACTION STEPS

The Board of Education's development and approval of a master facilities plan was the culmination of months of public engagement and collaboration with the City, the Shaker Heights Public Library and the Ohio Facilities Construction Commission. A bond issue to fund the plan was placed on the November 2023 ballot and approved by voters. The District, in collaboration with the OFCC, hired the GPD Group and R.P. Madison architectural firms to design the new and renovated schools. Construction of the Middle Years Building will begin in January of 2025. Work on the elementary schools will take place on a staggered schedule, with all buildings slated to be completed by June 2029.

OBSERVED OUTCOMES

The outcome is a long-term facilities plan for the Shaker Heights City School District that will serve the District and the community for decades to come.

STAFF STORY

GIANNA TYRRELL IS INVESTED

in the future of the Shaker Heights Schools as a resident, parent and Middle School music teacher. She chose to serve on the Facilities Advisory Committee, which convened in late 2023, to have a voice in the District's Long-Term Master Facilities Plan. Tyrrell says she wants to keep the planning discussions focused on students and how to help them succeed. "The biggest topics for me are bus drop-off and pick-up areas and keeping students at the center of facilities planning. Keeping students at the center of the planning process for the campus design is the most important thing we should keep in mind that will keep us grounded."



objective 3.5

Strategic Goal 3

Utilize a Quality Assurance System model to review, assess and strengthen department-level support of student learning, including Business and Operations, Human Resources, Finance and Facilities, to ensure alignment with District goals and objectives.

STRATEGIC OBJECTIVE 3.5

To ensure continuous improvement, publish regular progress reports that document data analyses and findings from Quality Assurance Audits.

OBJECTIVE OVERVIEW

The purpose of this objective is to provide a platform to monitor and document progress to the Strategic Plan's goals and objectives. Quality Assurance Audits (QAA) serve as an evaluation and assessment tool. Monitoring progress on the Strategic Plan's objectives enables the District to identify areas of strength, areas in need of improvement and to inform future work.

ACTION STEPS

- Continue to create and publish the Strategic Plan Annual Report, which monitors progress toward the District's Strategic Plan goals and objectives.
- Update data and evidence included in the annual report throughout the year as appropriate.
- Continue to use the PowerSchool system to develop and share additional data analyses that can support the information included in the annual report and other platforms.
- Highlight the District's Key Performance Indicators (KPI)*.
- Amplify District data analysis through regular

presentations to the Board of Education that are live-streamed to the community.

- Highlight District data in Measuring What Matters, the District's annual report to the Shaker Heights community, as well as through other platforms such as Shaker Life, the District website and social media channels.

OBSERVED OUTCOMES

Documents, reports and data the District publishes and maintains, such as the District's Strategic Plan Annual Report, Measuring What Matters, the District website, KPI and regular financial reports, help build transparency and trust. This level of transparency ultimately benefits students by shining a light on areas of success as well as opportunities for growth. This includes a commitment to understand, disrupt and dismantle historic and persistent policies and practices that negatively and disproportionately impact students from marginalized and minoritized populations.

**See Appendix*



objective 4.1

Strategic Goal 4

Implement high-quality professional learning practices to build the capacity of faculty and staff to improve student learning experiences and outcomes.

STRATEGIC OBJECTIVE 4.1

Analyze District data to identify trends, patterns and areas of needed improvement to inform professional learning design and content.

OBJECTIVE OVERVIEW

The District is analyzing various types of data to assess the needs of and/or opportunities for specific areas of growth. The information gathered from the analysis will aid in developing and implementing professional learning for faculty and staff. The goal of the analysis is to understand what professional learning is needed for all stakeholders, including students and faculty.

ACTION STEPS

While this is an ongoing action, some of the steps that are taking place include:

- Equity Instructional Rounds are processes used in schools to gauge the experiences of students, teachers and learning from a race and gender perspective.
- Panorama data analyzed and discussed by staff is a digital assessment given to students and staff to understand their experience with various topics such as family and community engagement and a sense of belonging.
- Feedback from professional learning opportunities analyzed for trends and shared with school leadership. This feedback is from Frontline digital platforms that are used Districtwide.

EVIDENCE TO EVALUATE OBJECTIVE PROGRESS

When looking at data from our DEI professional learning day focusing on social identities and microaggressions, there were many themes to support ongoing professional learning. Data included the following themes:

- Identity and Self-Exploration
- Purposeful Communication
- Building Relationships
- Awareness of Microaggressions
- Supportive Facilitation
- Sustained Engagement
- Powerful Experience
- Authentic Sharing and Discussion

- Courageous Conversations for District-Level Leadership. This is a structured space for members of the Shaker Heights School District's senior leadership to engage in a process of reading, reflection and dialogue for the purpose of advancing the District's commitment to diversity, equity and inclusion in ways that align with our mission.
- Shaker Heights High School Instructional Coach and IB Coordinator analyzed data regarding the need for professional learning on the opportunity to begin "Grading For Equity" strategies.
- Instructional Coaches and Coordinators analyzed data to inform pedagogy opportunities regarding literacy, IB and successful implementation of literacy curriculums.
- Data regarding the experiences of Black women leaders has been analyzed and continues to be analyzed to support professional learning needs that will not only impact, but provide support for creating more equitable environments for Black women in leadership. Data has been collected

from Black male and female teachers to understand their experiences that have led them to stay in Shaker schools, despite various circumstances that have impacted their role, students and colleagues. This could lead to professional learning that can be created to support current Black teachers in the District.

EXPECTED OUTCOMES

Equity Instructional Rounds in each school building allowed students and staff to work collaboratively to gauge experiences of students, teachers and staff regarding the intersections of teaching, learning, curriculum, a sense of belonging, race and gender. Likewise, Panorama data analyzed and discussed by staff allowed staff to understand opportunities for growth regarding Key Performance data. Additionally, feedback from professional learning opportunities was analyzed for trends and shared with school leadership. This feedback informs ongoing professional learning opportunities.

District-level leadership completed its first cycle of Courageous Conversations by reading and engaging in nuanced reflection and conversation centering on the book *Privilege, Power and Difference*, by Allan G. Johnson. Outcomes included an increased awareness of ways we may unconsciously participate in or perpetuate racial, gender, class and other forms of oppression/discrimination. Through this engagement, leaders are also experiencing and enhancing capacity to effectively manage the tensions and challenges associated with engaging in conversations on difficult and complex topics associated with diversity, equity and inclusion.

The High School Instructional Coach and IB Coordinator analyzed data regarding the need for professional learning on the opportunity to begin “Grading For Equity” strategies with the outcome of a pilot group participating in a book study, which led to suggestions for faculty regarding the upcoming school year.

Instructional Coaches and Coordinators analyzed data to inform pedagogy opportunities regarding literacy, IB and successful implementation of literacy curriculums. This resulted in the outcome of specific professional learning cohorts designed to support teachers as they navigate various literacy and curriculum initiatives, which led to improved academic outcomes.



STAFF STORY

“EACH NOVEMBER, Shaker Heights Schools holds two professional learning (PL) days for all staff members. There is a Primary Years Programme (PYP) focus (Grades K-5) and a Middle Years Programme (MYP)/High School focus (Grades 6-12).

The secondary instructional coaches and IB coordinators begin planning for these two professional learning days at the end of September. The team brainstorms building needs in terms of possible topics for professional learning sessions. We also utilize any teacher who has attended an out-of-district professional learning so that they can share their learning with the greater whole. Teacher attendees can select which professional learning sessions they are interested in and they sign up.

After the November sessions, the coaches and coordinators send out a Google Form to request information on how teachers felt about the offerings and what their takeaways were along with improvements that can be made. We use the feedback to plan for future professional learning opportunities. This is beneficial because we are able to reach out to teachers who have positive feedback and lean on them to provide future professional learning opportunities.”

– Dr. Elizabeth Mangan, Instructional Coach, Shaker Heights High School

objective 4.2

Strategic Goal 4

Implement high-quality professional learning practices to build the capacity of faculty and staff to improve student learning experiences and outcomes.

STRATEGIC OBJECTIVE 4.2

Research professional learning programs, strategies or interventions that support educational equity and that align with District goals and objectives.

OBJECTIVE OVERVIEW

High-quality professional learning programs support faculty and students by providing engaging activities to promote growth in understanding research-based strategies and actions that can benefit all students. In collaboration with the Office of Diversity, Equity, & Inclusion and Learning & Teaching departments, the District conducted an in-depth study into professional learning programs and related activities to determine which strategies would most effectively support educational equity throughout the District.

ACTION STEPS

- The Office of Diversity, Equity & Inclusion worked with the Learning & Teaching Department to research

professional learning opportunities targeting Primary Year Programme (PYP) units, Middle Years Programme (MYP) Strategies to successfully implement units, differentiation throughout the curriculum, literacy strategies and strategies to increase enrollment of students of color in International Baccalaureate (IB) Programme courses.

- The District researched professional learning opportunities promoting equity within the classroom, including a focus on how various cultures, orientations, genders, ethnicity and religions are utilized within the curriculum.
- Equity Rounds teams integrated with Building Leadership Teams, as well as other stakeholders within buildings, to support equity rounds as well as the follow up professional learning after equity rounds focusing on areas such as implicit bias and microaggressions.
- The Office of Diversity, Equity & Inclusion researched various culturally responsive strategies that could support literacy, math and communication in PYP and MYP curriculum.
- The Office of Diversity, Equity & Inclusion researched strategies to support identity, bias and the intersections of microaggressions.
- District staff have also received and explored professional learning opportunities for ALICE and Stop The Bleed safety and security training to support our students and colleagues.

OBJECTIVE IN ACTION

“FOR PROFESSIONAL development, we use Language Essentials for Teachers of Reading and Spelling (LETRS). We’re in the fourth cohort and have worked with 140 District teachers and leaders. LETRS training was required for all literacy specialists in the District three years ago. Other teachers wanted to participate in LETRS training too, so we’ve been able to support two-year cohorts through the use of grants and District funding. At the end of the LETRS training, you’re considered by the state to be a dyslexic practitioner.”

– Jocelyn Dietz, Coordinator of Early Literacy and Instructional Coach at Fernway Elementary School



OBSERVED OUTCOMES

Professional learning was developed and implemented by the Office of Diversity, Equity & Inclusion to support culturally responsive teaching across the PYP buildings. Districtwide professional learning was also provided to support understanding identity, bias, microaggressions and the impact intersections can have on students, as well as colleagues through the “DEI Days.” The Office of Diversity, Equity & Inclusion also provided ongoing professional learning on ways to avoid microaggressions in the classroom with teaching and families, as well as professional learning to security, transportation, administrative assistants and paraprofessionals regarding inclusion and how it looks in their specific roles.

EVIDENCE TO EVALUATE OBJECTIVE PROGRESS

- Faculty feedback from professional learning experiences is being utilized to assess the progress of this objective.
- Panorama Data is being used to understand the progress of professional learning.
- Panorama Data was collected from students, faculty and the community.
- Feedback indicates that additional, focused cohort models of professional learning are desired.

objective 4.3

Strategic Goal 4

Implement high-quality professional learning practices to build the capacity of faculty and staff to improve student learning experiences and outcomes.

STRATEGIC OBJECTIVE 4.3

Create, implement and maintain a professional learning program for all staff.

OBJECTIVE OVERVIEW

Effective professional learning for teachers should result in increased knowledge and implementation of positive actions towards improved student learning outcomes for all. This objective seeks to develop and implement a mandatory, consistent, multi-year

Districtwide program of professional learning for all faculty and staff.

ACTION STEPS

- Ongoing professional learning is provided through the New Teacher/Staff Academy to support those employees new to the District and their specific role. Participants learn how the District supports various groups, including students, staff, families and departments through the lens of equity, diversity and inclusion.
- District and teacher leaders were provided professional learning during the District Leadership Institute and Instructional Leadership Institute. These events focused on “storying,” implicit bias, leadership and the impact various concepts connected to diversity, equity and inclusion have on the District as a whole.
- Teachers were given the opportunity to learn the “Unearthing Joy” literacy framework through professional learning.
- Implicit bias professional learning has been provided throughout District leadership and various buildings.
 - Professional learning to support the LGBTQIA+ community has been provided to various buildings.
 - Intersections of IB and equity professional learning has been provided across grade levels to classroom teachers and paraprofessionals.
- Ongoing microaggression professional learning has been provided to all PYP buildings.
- Culturally responsive teaching concepts professional learning has been provided across PreK-4 buildings as well as Woodbury Elementary School and the Middle School.





OBJECTIVE IN ACTION

- Individual professional learning on equity and anti-racist teaching has been provided through coaching for individual teachers and teams.
- Equity Instructional Rounds professional learning has been provided to instructional coaches, IB coordinators, building leadership and Equity Rounds participants.
- Building Equity Liaisons have provided professional learning to each school building regarding issues of diversity, equity and inclusion, and its impact on students.
- IB coordinators and instructional coaches developed a comprehensive professional learning plan to assist fifth grade educators in making the transition to the Primary Years Programme (PYP). This process included an overview of the PYP, curricular resources available at the elementary level and cross-building collaboration. This plan now serves as the basis to induct all new staff into the PYP.
- A team of educators from across the District participated in a Teacher Leadership Cohort (TLC4), an elective professional learning experience for those seeking to enhance their understanding and practice of facilitating adult learners. In addition to studying high-quality instructional strategies, teachers were able to choose an area of specialization between instructional technology, equitable leadership principles and pedagogical leadership.

OBSERVED OUTCOMES

- Professional learning was designed to support the needs of students to receive a more culturally responsive experience.
- Professional learning led by the Office of Diversity, Equity & Inclusion was continued throughout CPT, BELT and department meetings.
- Building Equity Liaisons continued to provide professional learning that supports teaching and learning experiences to be more culturally responsive.
- Professional learning regarding LETRS, PYP and IB was implemented throughout the District.
- Professional learning was intentional in various buildings to support a sense of belonging.

THE NEW STAFF ACADEMY

is a broad introduction to Shaker Heights for new staff members. Employees may participate in this workshop over several days in August to learn more about the City of Shaker Heights, the Shaker Heights Schools and the support available to them as new hires. Lauren Rollins, Grade 1 Teacher at Boulevard Elementary School, serves as the co-lead mentor of the program along with Ciera Whitsett, PreK Teacher at Onaway Elementary School. The program includes a bus tour of the city, collaborative time between mentors and mentees, and presentations on diversity, equity and inclusion and the International Baccalaureate (IB) Programme. The cohort of new staff members continue to meet in after school sessions throughout the school year, learning more about the Shaker Heights Schools and supporting each other during their first year in the District.

Every new teacher at Shaker is paired with another teacher to serve as a mentor. "Even if a teacher taught in another district for 20 years, it's not Shaker. This is a unique and special place," Rollins says. "One of the main reasons teachers leave the profession is because of lack of support. In Shaker, we pride ourselves on the amount of support new staff members receive with this program. We hire amazing people in this District and we want to make sure everyone feels supported."

objective 4.4

Strategic Goal 4

Implement high-quality professional learning practices to build the capacity of faculty and staff to improve student learning experiences and outcomes.

STRATEGIC OBJECTIVE 4.4

Assess the effectiveness of professional learning implementation, including by establishing a logic model that contains specific improvement goals and student outcomes.

OBJECTIVE OVERVIEW

The District will assess the effectiveness of professional learning by examining data and the impact of these programs on student outcomes, student and staff experiences and staff efficacy.

ACTION STEPS

- The District has analyzed data for trends and used outcomes to inform School Improvement Plans (SIP). SIPs are aligned with Key Performance Indicators (KPI)*, and professional learning is used to achieve goals.
- A Panorama Survey was implemented to understand needs for students, teachers and the community. Within this survey, there were opportunities for applicable stakeholders to voice their feedback regarding coaching and professional learning.
- Ongoing feedback forms were completed by

teachers and staff that attended professional learning experiences, then reviewed by the Department of Learning & Teaching and, when applicable, with the Office of Diversity, Equity & Inclusion.

- Instructional coaches prioritized professional learning and 1-1 coaching sessions based on NWEA Measures of Academic Progress (MAP) scores, Ohio State Test and value-added data.
- KPI data was analyzed to help guide professional learning needs as well as influenced action steps for School Improvement Plans.

OBSERVED OUTCOMES

The outcomes of this work include an intentional, high-quality professional learning program that is culturally responsive, differentiated and supportive of student-specific needs. By delivering a high-quality professional learning experience, student outcomes have improved, as demonstrated by our report card data that includes KPI in literacy, algebra and a significant increase in our gap closing efforts. Another outcome of high-quality professional learning experiences include alignment to our Goal 1 and Goal 2 of the strategic plan. These goals focus on providing a rigorous, enriching International Baccalaureate (IB) experience, while also being intentional with creating equitable experiences to remove institutional structures that have caused oppression to cultures that have experienced marginalization. Teachers are receiving professional learning that supports and demonstrates ways to provide equitable learning through pedagogy, curriculum choice, implementation and equity-focused professional learning experiences within the classroom.

OBJECTIVE IN ACTION

THE MERCER ELEMENTARY SCHOOL STAFF read Dr. Gholdy Muhammad's *Unearthing Joy* to develop cultural awareness and responsiveness to students' needs based on the determinations of our Equity Walks. In order to increase awareness, personal responsibility and to invite multiple perspectives, the entire staff participated in Equity Walks. These walks were directly aligned to the key tenets of the Hill Model detailed in *Unearthing Joy* and are aligned with the goals of our School Improvement Plan. The Equity Walks process has increased our schools' capacity to discuss race, reflect on our own biases and take responsibility for our impact as educators.

objective 4.5

Strategic Goal 4

Implement high-quality professional learning practices to build the capacity of faculty and staff to improve student learning experiences and outcomes.

STRATEGIC OBJECTIVE 4.5

Provide ongoing professional learning centered on social-emotional learning strategies, school safety best practices and school culture and climate.

OBJECTIVE OVERVIEW

The District continues to emphasize the need to focus on the whole child, as outlined in the Ohio Department of Education and Workforce's strategic plan. We understand the need to focus not only on academics, but more broadly to include social, emotional, physical and safety needs. Students need to feel safe and have a sense of connection and belonging in order to achieve their fullest potential. The District will support the whole child by providing all staff with training on preventive approaches to social-emotional and school safety. This will cultivate a positive school culture that will benefit the entire school community.

ACTION STEPS

- Transition to the equity-focused Tiered Fidelity Inventory to measure the implementation of positive behavior support and interventions (PBIS) structures and strategies through an equity-based lens.
- Lomond Elementary School has applied for a "Silver" status recognition through the Ohio Department of Education and Workforce. Fernway, Mercer and Onaway have applied for "Bronze" status.
- The Middle School has adopted Ubuntu as a framework to promote a sense of belonging and to help define their building identity following the addition this year of the sixth grade.
- Professional learning for all paraprofessionals Districtwide on evidence-based behavior strategies.

- The District trained additional staff to be trainers in Crisis Prevention Institute (CPI), a program that helps people recognize, prevent and respond to crises, in an evidence-based, person-centered and trauma-informed manner.
- The elementary schools are researching Tier 3 social-emotional learning (SEL) curricula to provide structured support to our students with the most significant needs.
- Our multi-tiered system of supports (MTSS) will be analyzed to identify effective practices and to ensure consistent implementation across all schools.
- The Office of Diversity, Equity & Inclusion provided Districtwide professional learning to support understanding identity, bias, microaggressions and the impact intersections can have on students, as well as colleagues through "DEI Day." The event provided the opportunity for educators to participate in professional learning through equity-focused discussions from keynote speakers, small group breakout sessions and afternoon building-wide equity focused reflections that developed into the creation of action steps. This led to ongoing professional learning on ways to avoid microaggressions in the classroom with teaching and families.

OBSERVED OUTCOMES

The District has added staff to specifically focus on supporting the social-emotional, physical and safety needs of students. The District has also increased the capacity of all staff to respond to and support the social-emotional, behavioral and mental wellness of children which helps foster a positive school culture and climate overall. By creating systems that proactively support the social-emotional needs of all students, as well as providing evidence-based interventions for students needing targeted or intensive emotional and/or behavioral supports, the District has been able to improve learning outcomes, promote educational equity and help support a safe, welcoming and responsive school environment.

objective 4.6

Strategic Goal 4

Implement high-quality professional learning practices to build the capacity of faculty and staff to improve student learning experiences and outcomes.

STRATEGIC OBJECTIVE 4.6

Provide ongoing professional learning centered on social-emotional learning strategies, school safety best practices and school culture and climate.

OBJECTIVE OVERVIEW

Faculty and staff need access to professional learning materials on a regular and ongoing basis. Under this objective, the District is continuing to create and maintain online access to professional learning to be utilized by all faculty and staff.

ACTION STEPS

- Online professional learning resources regarding diversity, equity and inclusion materials are on the District's Office of Diversity, Equity & Inclusion webpage. These resources are accessible to

everyone, however, they are a resource teachers from all grades and subjects can utilize to build a more equitable environment for their learners.

- Classroom teachers have received online learning resources they can manage in their own time with their own devices to support concepts such as artificial intelligence, cultural heritage-based activities and lessons, culturally responsive teaching, as well as technology-based lessons.
- The Office of Diversity, Equity & Inclusion has developed an online resource titled "From the Margins to the Center" to provide the staff and community with history about various cultures throughout the school year. This is distributed in the Shaker eNews and the Shaker Leadership Update.
- The gifted coordinator and gifted intervention specialists created a series of online modules that teachers can complete asynchronously to meet the state requirements for gifted training. Feedback from the modules were collected to inform revisions.

OBSERVED OUTCOMES

All teachers in Grades 2-10 met the required training hours to qualify as gifted service providers. This allows them to serve gifted learners within the classroom.

OBJECTIVE IN ACTION

LAUREN PRIESTLEY, Learning & Teaching Technology Specialist for the Shaker Heights Schools and Instructional Coach at Onaway Elementary School, says professional learning is becoming more accessible. "More accessible professional learning has been made through the creation of a Learning & Teaching website, which houses on-demand sessions/tutorials as well as opportunities to extend professional learning in the form of microcredentials (job-embedded, online PL based on competency rather than seat time)," Priestley says. "There are a variety of topics ranging from data protocols, to literacy, to small group instruction and beyond. Teachers may also opt for graduate credit if they choose to do so."

2024 STRATEGIC PLAN ANNUAL REPORT

APPENDIX



Shaker
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The following pages provide additional historical data as reference points for selected Strategic Plan Objectives. The District's full 2020-2025 Strategic Plan and previous Strategic Plan Annual Reports are available at shaker.org/strategicplan.



Key Performance Indicator Area 1: Early Literacy (SP Objectives 1.2, 1.5)

- **Success Target:** Percentage of students in grades 1-2 who are predicted to be on track to meet proficiency on the Third Grade Reading Guarantee will increase as compared to the prior year's assessment
- **Success Target:** Percentage of grade 3 students in target subgroups who meet competency will increase as compared to the prior school year
- **Success Target:** 80% of all students in grade 3 will score proficient



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Proficiency on 3rd Grade ELA Test

DISTRICT	All Students	Black Students	Students with an IEP	Students as Gifted	Students in Poverty
2023-2024	75.3%	52.8%	27.7%	98.9%	51.7%
2022-2023	70.9%	46.3%	29.8%	97.9%	47.8%
2021-2022	67.2%	47.1%	36.2%	94.4%	45.5%
2020-2021	57.4%	26.9%	20.6%	94.0%	27.1%
2018-2019	80.6%	62.0%	48.9%	100%	60.2%

Competency for 3rd Grade Literacy

DISTRICT	All Students	Black Students	Students with an IEP	Students as Gifted	Students in Poverty
2023-2024	84.5%	68.1%	46.0%	100%	66.4%
2022-2023	85.0%	69.9%	44.4%	100%	68.6%
2021-2022	87.0%	76.3%	73.3%	100%	75.9%
2020-2021	80.8%	62.3%	47.4%	100%	62.0%
2018-2019	99.3%	98.2%	97.4%	100%	98.0%

KPI 1 Action Items

Tier 1 Programming:

- Continued use of Heggerty, Foundations and Geodes in all K-2 classes
- Expansion of culturally relevant, decodable chapter books for each elementary school through the Reaching All Learners Grant
- Piloting of Lexia Core5 blended learning literacy program in grades 2-5
- Fourth cohort of LETRS science of reading training- 140 teachers and instructional leaders thus far
- Piloting Wit & Wisdom in K-5 for the required English Language Arts instructional materials

Tier 2 Programming:

- Progress monitoring using AimswebPlus to guide Tier 2 and Tier 3 interventions
- Intervention and Literacy specialists trained in Just Words for Tier 2/3 interventions



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Key Performance Indicator Area 2:

Algebra

(SP Objectives 1.5, 2.5)

- **Success Target:** Percentage of students in target subgroups who are successfully meeting competency by the end of the 9th grade will increase as compared to the prior school year
- **Success Target:** Percentage of students in target subgroups who are scoring advanced or accelerated by the end of the 8th grade will increase as compared to the prior school year



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Algebra Competency

Exams taken in GRADE 8 Math Courses	All Students	Black Students	Students with an IEP	Students in Poverty
2023-2024	74.30% (323)	53.79% (145)	40.00% (60)	51.82% (137)
2022-2023	73.43% (335)	51.02% (147)	18.42% (38)	41.32% (121)
2021-2022	63.17%	37.13%	23.81%	36.1%
2020-2021	68.1%	43.79%	15.38%	38.94%

Exams taken in GRADE 9	All Students	Black Students	Students with an IEP	Students in Poverty
2023-2024	42.62% (122)	38.04% (92)	25.81% (31)	37.35% (83)
2022-2023	53.85% (156)	50.00% (122)	25.81% (31)	44.55% (101)
2021-2022	50.0%	41.22%	31.67%	36.08%
2020-2021	63.43%	55.28%	39.39%	46.34%



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KPI 2 Action Items

- Piloting a new, hands-on curriculum for high school Algebra I
- Creating a professional learning community of Algebra I teachers spanning SMS and SHHS
- Strengthening collaboration between Algebra and Math Support classes at SMS
- Providing math support with math teachers during the day at SHHS
- Completion of a comparative analysis in middle years mathematics using NWEA MAP
- Completion of a qualitative research project to establish next steps for professional learning



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Key Performance Indicator Area 3: Positive School Culture

(SP Objectives 2.3, 2.4, 2.6)

- **Success Target:** Percentage of students in grades 5-8 who respond positively to questions included in the Sense of Belonging section on the Panorama survey will increase as compared to the prior school year.
- **Success Target:** Percentage of students in grades 5-12 who are identified as chronically absent (missing 10% or more of the school days) will decrease as compared to the prior school year.



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Panorama Survey Data

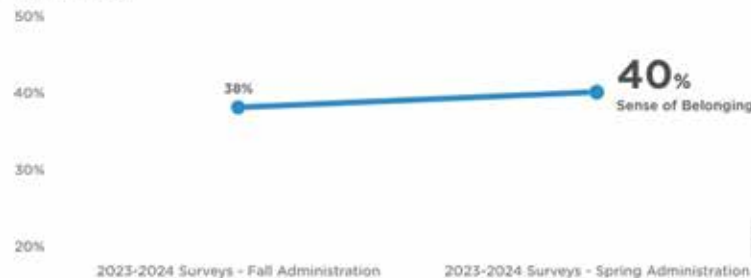
Sense of Belonging

Based on 1,559 responses

How much students feel that they are valued members of the school community.

How have results changed over time?

Percent Favorable



Panorama Survey Data

	Grade 5 Students	Grade 6 Students	Grade 7 Students	Grade 8 Students
2023-2024	47%	38%	36%	36%
2022-2023	51%	43%	40%	35%
2021-2022	43%	41%	41%	35%

KPI 3 Action Items for Sense of Belonging

- Equity-focused Instructional Rounds result in individualized action plans
- Equity liaisons support building staff through professional learning regarding activities and lessons to promote a sense of belonging for teachers and students
- Positive Behavioral Interventions and Supports (PBIS) teams at schools
- Professional learning and book studies focused on creating culturally responsive spaces and experiences to improve a sense of belonging
- Expanded on-site school counselors to each elementary school



KPI 3 Action Items for Attendance

District Supports

- Building Attendance Teams contact families, send letters (HB 410 guidelines), hold Absence Intervention Team Meetings (AIT) and implement strategies to support the students.
- Instructional Leadership Team and Building Leadership Team meetings over summer and September focused on how schools are supporting attendance

School Examples

- Magnets and postcards to inform and engage families
- Stay in the Game resources
- Assistance with transportation through carpooling, Walk with Me Program and free/reduced RTA tickets
- Incentives to get students to school such as Breakfast Club
- Consequences such as Saturday School
- Visits to other schools
- Book study: *School Leader's Guide to Tackling Attendance Challenges*



Key Performance Indicator Area 4: Course Pathways (SP Objectives 1.5, 1.6, 1.7)

- **DATA POINT: HIGH SCHOOL SPECIALIZED COURSE PATHWAY CREDIT ACCUMULATION** (IB Diploma Programme, Advanced Placement, College Credit Plus, Career & Technical Education)
- **Success Target:** Number of students in target subgroups earning at least 1 credit over the academic year will increase as compared to the prior school year



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Total Participation in a Course Pathway: IB Diploma Programme, Advanced Placement, College Credit Plus, Career & Technical Education

TOTAL	All Students	Black Students	Students with an IEP	Students as Gifted	Students in Poverty
2024-2025*	775	257	24	311	201
2023-2024	692	230	54	290	164
2022-2023	687	209	48	323	127
2021-2022	655	169	58	336	107
2020-2021	703	208	61	380	114
2018-2019	790	232	91	381	164



*Based on Semester 1 course enrollments as of 9/1/2024

Participation in IB Courses

TOTAL	All Students	Black Students	Students with an IEP	Students as Gifted	Students in Poverty
2024-2025*	187	32	2	89	30
2023-2024	173	24	6	83	22
2022-2023	117	15	3	76	11
2021-2022	156	30	6	102	18
2020-2021	191	21	4	151	15
2018-2019	200	40	18	112	30

*Based on Semester 1 course enrollments as of 9/1/2024

Participation in Advanced Placement

TOTAL	All Students	Black Students	Students with an IEP	Students as Gifted	Students in Poverty
2024-2025*	510	143	10	235	105
2023-2024	446	110	18	232	68
2022-2023	471	98	19	259	53
2021-2022	379	69	20	248	42
2020-2021	380	54	19	272	35
2018-2019	382	53	12	283	34

*Based on Semester 1 course enrollments as of 9/1/2024

Participation in College Credit Plus

TOTAL	All Students	Black Students	Students with an IEP	Students as Gifted	Students in Poverty
2024-2025*	76	35	0	24	31
2023-2024	121	52	7	40	32
2022-2023	67	16	3	38	11
2021-2022	102	40	5	34	23
2020-2021	63	20	1	31	11
2018-2019	142	52	8	53	29

*Based on Semester 1 course enrollments as of 9/1/2024

Participation in Career & Technical Education

TOTAL	All Students	Black Students	Students with an IEP	Students as Gifted	Students in Poverty
2024-2025*	220	102	13	62	96
2023-2024	155	102	29	23	74
2022-2023	158	98	31	34	63
2021-2022	129	51	33	4	41
2020-2021	208	77	39	31	61
2018-2019	247	109	54	4	80



*Based on Semester 1 course enrollments as of 9/1/2024

KPI 4 Action Items

- Career Pathways Coordinator established to help CTE enrollment and completion, including the expansion of CTE courses in Middle School
- Information sessions about the International Baccalaureate (IB) Diploma Programme for diverse student subgroups such as MAC Scholars
- Strategically expanding the selection of Advanced Placement and IB Diploma Programme courses, including AP African American Studies and IB Business Management
- Forming a committee structure to create action plans aligned with this KPI and its related strategic initiatives (1.5, 1.6, 1.7)



Key Performance Indicator Area 5: Graduation Rate (SP Goal 1)

- **Success Target:** Percentage of students in target subgroups meeting graduation requirements within four years will increase



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State Report Card Alignment to KPI Area 5

Measure for Graduation ★★★★	2022 Report Card Data	2023 Report Card Data	2024 Report Card Data	State Grad Rate
4-Year Graduation Rate	91.9% Class of 2021	93.7% Class of 2022	92.7% Class of 2023	87.9%
5-Year Graduation Rate	96.7% Class of 2020	95.4% Class of 2021	95.1% Class of 2022	89.1%



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State Report Card Alignment to KPI Area 5

Measure for Gap Closing ★★★★★ Graduation Rate by Subgroup	2022 Report Card Data for Shaker (Class of 2021)	2023 Report Card Data for Shaker (Class of 2022)	2024 Report Card Data for Shaker (Class of 2023)	Goal from State
All Students	91.9%	93.7%	92.7%	89.99%
Asian or Pacific Islander	92.3%	80.0%	100%	93.10%
Black	88.2%	91.6%	91.3%	79.84%
Multiracial	83.9%	97.1%	96.3%	85.54%
White, Non-Hispanic	96.5%	96.5%	93.9%	91.06%
Economically Disadvantaged	85.7%	87.4%	90.2%	81.12%
Students with Disabilities	71.6%	88.5%	86.9%	77.63%

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KPI 5 Action Items

- Refining the graduation tracking systems with PowerSchool to ensure all students have the required competency and seals to graduate
- Collaborating with counselors to ensure progress monitoring of students from grades 9-12
- Counselors creating graduation contracts for students at risk for not graduating
- Refining Rise Up program as an alternate path to demonstrating competency
- Expansion of targeted and alternative educational supports and programs such as Grad Lab, Raider Academy, and the Innovative Center for Personalized Learning
 - Raider Academy: All 5th year seniors, seniors who are credit deficient, and seniors who are chronically absent are enrolled
 - Grad Lab: New structure for students in grades 10-12



AP SCORES BY SUBJECT 2022-2023

	Asian		Black/African American		Hispanic
	Avg. of Scores	Percentage of Students	Avg. of Scores	Percentage of Students	Avg. of Scores
Biology	3.25	5.71%	2.11	12.86%	5
Calculus AB	3	15.79%	1.75	21.05%	0
Calculus BC	3.67	6.00%	5	2.00%	4.67
Chemistry	4.33	12.00%	0	0.00%	4
Computer Science A	3.5	16.67%	1.2	20.83%	4
Computer Science Principles	2.5	2.82%	2.36	15.49%	3.5
English Language and Composition	3.5	5.13%	2.5	15.38%	3
English Literature and Composition	3.5	15.38%	0	0.00%	0
Environmental Science	0	0.00%	0	0.00%	0
French Language and Culture	0	0.00%	4	20.00%	0
German Language and Culture	0	0.00%	0	0.00%	0
Latin	2	25.00%	0	0.00%	0
Macroeconomics	2.25	7.14%	1.43	12.50%	2.67
Microeconomics	2	7.02%	1.14	12.28%	2.33
Music Theory	3	8.33%	2	16.67%	3
Physics C: Electricity and Magnetism	4	25.00%	0	0.00%	0
Physics C: Mechanics	2	10.71%	3.5	7.14%	2
Psychology	2.5	3.13%	1.53	29.69%	2.33
Spanish Language and Culture	2	14.29%	0	0.00%	3
Statistics	3	11.54%	2.5	7.69%	0
United States Government and Politics	3	11.11%	2.4	11.11%	0
United States History	3.8	5.56%	1.8	16.67%	3.5
World History: Modern	4.5	1.85%	2.48	25.00%	3.5
Grand Total	3.00	6.40%	2.01	14.57%	3.23

Hispanic	Multiracial		White		Total	
Percentage of Students	Avg. of Scores	Percentage of Students	Avg. of Scores	Percentage of Students	Avg. of Scores	Number of Students
2.86%	3.25	5.71%	3.59	72.86%	3.4	70
0.00%	0	0.00%	1.75	63.16%	1.95	19
6.00%	3.75	8.00%	3.85	78.00%	3.9	50
8.00%	3	8.00%	3.83	72.00%	3.84	25
4.17%	0	0.00%	2.86	58.33%	2.67	24
5.63%	3.78	12.68%	3.86	63.38%	3.62	71
5.13%	3.67	7.69%	2.92	66.67%	2.95	39
0.00%	0	0.00%	3.27	84.62%	3.31	13
0.00%	0	0.00%	2.6	100.00%	2.6	15
0.00%	0	0.00%	3.75	80.00%	3.8	5
0.00%	0	0.00%	3.88	100.00%	3.88	8
0.00%	0	0.00%	3	75.00%	2.75	4
5.36%	2.25	7.14%	1.74	67.86%	1.82	56
5.26%	2	7.02%	1.74	68.42%	1.74	57
16.67%	1.5	16.67%	3.4	41.67%	2.75	12
0.00%	0	0.00%	3.67	75.00%	3.75	8
3.57%	3.8	17.86%	3.53	60.71%	3.36	28
4.69%	1	4.69%	2.51	57.81%	2.14	64
14.29%	0	0.00%	2.6	71.43%	2.57	7
0.00%	4	3.85%	2.1	76.92%	2.31	26
0.00%	3.75	8.89%	3.03	68.89%	3.02	45
8.89%	3.6	5.56%	3.47	63.33%	3.22	90
3.70%	4.33	5.56%	3.7	63.89%	3.44	108
4.62%	3.18	6.87%	3.09	67.54%	2.98	844

AP SCORES BY SUBJECT 2021-2022

	Asian		Black/African American		Hispanic
	Avg. of Scores	Percentage of Students	Avg. of Scores	Percentage of Students	Avg. of Scores
Biology	3.33	8.00%	1.83	8%	3.67
Calculus AB	1.67	14%			2.00
Calculus BC	3.00	11%	3.00	5%	3.00
Calculus BC: AB Sub-score	3.57	11%	3.00	5%	3.00
Chemistry	2.80	13%	2.40	13%	4.00
Computer Science A			3.00	6%	
Computer Science Principles	4.25	14%	2.50	28%	5.00
English Language and Composition			2.00	5%	5.00
English Literature and Composition			2.00	7%	
Environmental Science	5.00	3%	1.00	6%	2.00
European History			1.33	9%	3.00
French Language and Culture	4.00	20%	2.00	20%	
German Language and Culture					
Latin					
Macroeconomics	3.60	9%	3.00	8%	4.00
Microeconomics	3.60	9%	2.75	8%	2.50
Music Aural Sub-score			4.00	17%	
Music Non-Aural Sub-score			2.00	17%	
Music Theory			3.00	17%	
Physics C: Electricity and Magnetism					2.00
Physics C: Mechanics	3.00	3%	2.00	3%	2.50
Psychology	4.50	3%	1.33	18%	2.00
Spanish Language and Culture	3.00	7%			4.20
Spanish Literature and Culture	2.00	13%			3.67
Statistics	3.50	9%	1.00	9%	3.00
Studio Art: Drawing Portfolio					
United States Government and Politics	3.00	2%	1.33	15%	1.00
United States History	3.00	5%	1.59	17%	1.50
Grand Total	3.32	6%	1.94	10%	3.00

Hispanic	Multiracial		White		Total	
Percentage of Students	Avg. of Scores	Percentage of Students	Avg. of Scores	Percentage of Students	Avg. of Scores	Number of Students
4%	3.86	9%	3.84	71%	3.64	77
5%			1.67	82%	1.68	22
2%	2.55	18%	2.59	64%	2.66	61
2%	2.91	18%	2.87	64%	2.97	61
3%	3.40	13%	3.23	58%	3.11	38
	3.00	6%	3.40	88%	3.35	17
3%			4.06	55%	3.69	29
3%	3.50	10%	3.28	82%	3.28	39
0%	3.20	17%	4.09	76%	3.79	29
3%	1.00	3%	2.67	86%	2.57	35
3%	3.00	3%	2.76	85%	2.65	34
	4.00	20%	3.50	40%	3.40	<10
	4.00	20%	3.25	80%	3.40	<10
	5.00	100%			5.00	<10
2%	3.50	11%	2.73	70%	2.94	53
4%	3.67	11%	3.17	68%	3.21	53
	4.00	17%	2.25	67%	2.83	<10
	4.00	17%	2.00	67%	2.33	<10
	4.00	17%	2.00	67%	2.50	<10
10%	2.00	10%	3.63	80%	3.30	10
6%	3.25	13%	3.35	74%	3.23	31
5%	2.88	12%	2.49	62%	2.36	66
33%	1.50	13%	2.57	47%	3.00	15
38%	2.50	25%	2.50	25%	2.88	<10
4%	4.50	9%	3.94	70%	3.65	23
			5.00	100%	5.00	<10
2%	2.43	11%	3.40	70%	2.93	61
4%	4.17	6%	3.38	67%	3.02	98
4%	3.19	11%	3.13	69%	3.02	890

AP SCORES BY SUBJECT 2020-2021

	Asian		Black/African American		Hispanic
	Avg. of Scores	Percentage of Students	Avg. of Scores	Percentage of Students	Avg. of Scores
Biology	3.17	8.00%	2.75	5.33%	5
Calculus AB	1	4.17%	1.67	12.50%	1
Calculus BC	4.75	8.33%	2	4.17%	
Calculus BC: AB Sub-score	4.75	8.33%	2.5	4.17%	
Chemistry	3	5.56%	2	2.78%	2
Computer Science A	4	3.85%	1	3.85%	
Computer Science Principles			3.5	14.81%	
English Language and Composition	4	2.56%	4	2.56%	
English Literature and Composition	3	16.13%	2	6.45%	2.5
Environmental Science	3	16.00%	1	4.00%	
European History	3	2.63%	1	2.63%	3.5
French Language and Culture					
German Language and Culture					
Human Geography					
Latin	5	12.50%			
Macroeconomics			1	6.12%	2
Microeconomics			1	4.17%	2.5
Music Aural Sub-score	5	9.09%	2	9.09%	
Music Non-Aural Sub-score	5	9.09%	2	9.09%	
Music Theory	5	9.09%	2	9.09%	
Physics C: Electricity and Magnetism	4	16.67%			
Physics C: Mechanics	3.5	6.90%	1	3.45%	1
Psychology			1.2	11.11%	1.5
Spanish Language and Culture	3	3.70%	1	3.70%	4
Spanish Literature and Culture					3
Statistics	4.5	8.00%			
United States Government and Politics	2.67	4.84%	2.5	3.23%	1.5
United States History	3.22	10.11%	2.2	16.85%	3
World History	3.33	10.00%	2.1	33.33%	
Grand Total	3.56	6.14%	2.03	7.28%	2.52

Hispanic	Multiracial		White		Total	
Percentage of Students	Avg. of Scores	Percentage of Students	Avg. of Scores	Percentage of Students	Avg. of Scores	Number of Students
1.33%	3.88	10.67%	2.77	74.67%	2.95	75
4.17%	1	12.50%	1.94	66.67%	1.71	24
	3.6	10.42%	3.05	77.08%	3.21	48
	3.8	10.42%	3.3	77.08%	3.44	48
2.78%	3.25	11.11%	3.07	77.78%	3.03	36
	2	11.54%	2.38	80.77%	2.35	26
	3.75	14.81%	4.26	70.37%	4.07	27
	3.67	15.38%	3.87	79.49%	3.85	39
6.45%	4	6.45%	3.1	64.52%	3.03	31
			2.75	80.00%	2.72	25
5.26%	4	7.89%	3.06	81.58%	3.11	38
			3.67	100.00%	3.67	<10
			4	100.00%	4	<10
	5	100.00%			5	<10
	4.5	25.00%	3.2	62.50%	3.75	<10
4.08%	1.67	6.12%	2.83	83.67%	2.61	49
4.17%	1.67	6.25%	3.1	85.42%	2.9	48
	5	9.09%	3.13	72.73%	3.36	11
	5	9.09%	3.13	72.73%	3.36	11
	5	9.09%	3.25	72.73%	3.45	11
	4	16.67%	4	66.67%	4	<10
3.45%	2.4	17.24%	2.4	68.97%	2.38	29
4.44%	2.83	13.33%	2.66	71.11%	2.47	45
7.41%	3	14.81%	3.16	70.37%	3.11	27
33.33%			3.5	66.67%	3.33	<10
	3.25	16.00%	2.11	76.00%	2.48	25
3.23%	3	11.29%	3.29	77.42%	3.15	62
2.25%	3.75	8.99%	3.2	61.80%	3.08	89
	2.5	13.33%	2.92	43.33%	2.63	30
2.39%	3.24	10.69%	3.03	73.49%	3	879

MAP PRIMARY MATH SPRING 2023*

	Kindergarten		Grade 1		Grade 2		Grade 3		Grade 4	
	Avg RIT	#	Avg RIT	#	Avg RIT	#	Avg RIT	#	Avg RIT	#
Asian	170.8	<10	186.4	<10	203.3	10	240.2	<10	229	<10
Avg. Growth	20.5		17.2		13.4		12.4		12.3	
Black	157	109	169.7	129	182.4	131	194.3	142	202.3	168
Avg. Growth	16		15.1		14.6		13.2		9.3	
Hispanic	164.4	18	178.4	13	194.4	11	201	<10	209	14
Avg. Growth	19.1		17.6		10.9		9.6		7.3	
Multiracial	166.3	35	185.9	39	197.6	31	210.8	31	222.5	31
Avg. Growth	20.3		17.6		11.8		12.7		10.7	
White	175.2	143	188.3	132	199.4	117	216.3	130	221.7	123
Avg. Growth	21.3		17.1		12.6		15.2		9.6	
MAP Norm	157.1		176.4		189.4		201.1		210.5	
Growth Norm	17.5		16.4		14.4		12.6		11.0	

MAP PRIMARY READING SPRING 2023*

	Kindergarten		Grade 1		Grade 2		Grade 3		Grade 4	
	Avg RIT	#	Avg RIT	#	Avg RIT	#	Avg RIT	#	Avg RIT	#
Asian	164.2	<10	177.4	<10	198	10	221.2	<10	227.9	<10
Avg. Growth			15.7		13.3		9.8		12.1	
Black	154.7	109	166.2	130	178.4	131	192.8	142	197.7	169
Avg. Growth			14.6		14.2		13.8		5.6	
Hispanic	155.6	18	170.8	13	193.8	11	205.8	<10	203.4	14
Avg. Growth			14.6		17		13.4		7	
Multiracial	159.3	35	179.4	39	195.7	31	209.6	31	217.7	31
Avg. Growth			16.7		15.4		12.2		9.1	
White	168.5	144	183.7	132	200.9	117	213.4	130	220.8	123
Avg. Growth			15.9		15.8		12.1		7.4	
MAP Norm	153.1		171.4		185.6		197.1		204.8	
Growth Norm	16.5		15.5		13.2		10.5		8.2	

NWEA's RIT scale stands for Rasch UnIT scale.

*These tables show growth from Spring 2022 to Spring 2023.

MAP SECONDARY MATH SPRING 2023*

	Grade 5		Grade 6		Grade 7		Grade 8		Grade 9		Grade 10	
	Avg RIT	#	Avg RIT	#	Avg RIT	#	Avg RIT	#	Avg RIT	#	Avg RIT	#
Asian	240	<10	250	<10	234	10	264.4	12	268	<10	230	<10
Avg. Growth	-1.8		8.5		9.9		7.7		7		25	
Black	203.2	140	209.3	176	212.9	133	216.3	137	231.8	36	220.1	53
Avg. Growth	6.4		5.8		4.2		1.8		6.3		6.1	
Hispanic	215.6	11	224.6	12	220.6	14	226.9	16	244.5	<10	227	<10
Avg. Growth	3.3		6.6		3.5		4.5		14		8	
Multiracial	217.9	33	227.8	25	234.5	31	233.2	30	242.3	<10	223.8	<10
Avg. Growth	5.8		8.6		9.4		6		2.2		-1	
White	228.9	113	235.3	98	242.3	123	249.9	122	251.9	16	243.9	<10
Avg. Growth	6.1		9.9		7.9		6.9		11.5		1.8	
MAP Norm	218.8		222.9		226.7		230.3		230		232.4	
Growth Norm	9.6		8.1		6.5		5.4		3.6		3.4	

MAP SECONDARY READING SPRING 2023*

	Grade 5		Grade 6		Grade 7		Grade 8		Grade 9		Grade 10	
	Avg RIT	#	Avg RIT	#	Avg RIT	#	Avg RIT	#	Avg RIT	#	Avg RIT	#
Asian	229.8	<10	234.8	<10	220.3	10	238.2	12	234.8	12	224.9	<10
Avg. Growth	8.5		2.5		3.1		2.8		-1.6		-3.8	
Black	201.8	142	207.7	175	207.7	133	212.2	126	217.6	142	213.6	112
Avg. Growth	4		2.7		1.8		0.4		2.4		-0.5	
Hispanic	212.9	11	221.8	12	211.1	14	219.4	14	231.3	11	231.3	13
Avg. Growth	2		5.8		2.8		-0.8		4.9		-3.5	
Multiracial	214.1	33	225.4	25	222.1	32	227.9	26	227.4	26	231.9	10
Avg. Growth	1.8		4		2.1		3.8		0.7		0.3	
White	225.2	113	230.2	98	228.3	122	235.5	121	238.2	106	235.1	117
Avg. Growth	6.2		4.8		2.9		2.2		2		-2.6	
MAP Norm	211.0		215.4		218.4		221.7		221.4		223.5	
Growth Norm	6.5		5.2		4.2		3.7		2.5		2	

MAP PRIMARY MATH SPRING 2022

	Kindergarten		Grade 1		Grade 2		Grade 3		Grade 4	
	RIT	#	RIT	#	RIT	#	RIT	#	RIT	#
Asian	173.3	<10	186.8	12	219.4	<10	218.7	<10	237.6	<10
Avg. Growth	10.6		13.7		15.4		19.6		18.4	
Black	155.9	114	169.5	131	181.8	130	196.1	163	199.5	136
Avg. Growth	8.8		15.2		15.2		15.9		11.0	
Hispanic	168.6	<10	183.9	12	187.5	<10	201.9	14	208.3	<10
Avg. Growth	9.9		16.3		12.5		14.8		8.4	
Multiracial	165.1	39	187.2	31	197.7	34	211.9	30	216.5	34
Avg. Growth	11.7		16.8		15.3		15.4		10.9	
White	169.2	134	188.2	116	201.2	133	213.9	125	225.8	122
Avg. Growth	11.9		16.7		16.2		16.9		14.1	
MAP Norm	157.1		176.4		189.4		201.1		210.5	
Growth Norm	17.5		16.4		14.4		12.6		11.0	

MAP PRIMARY READING SPRING 2022

	Kindergarten		Grade 1		Grade 2		Grade 3		Grade 4	
	RIT	#	RIT	#	RIT	#	RIT	#	RIT	#
Asian	169.7	<10	183.1	12	204.4	<10	217.7	<10	220.4	<10
Avg. Growth	26.4		17.2		8.0		8.6		4.6	
Black	153.6	114	164.6	131	177.8	131	193.8	164	198.1	136
Avg. Growth	15.6		13.4		12.9		13.1		7.1	
Hispanic	169.8	<10	180.3	12	187.8	<4	195.1	14	206.8	<10
Avg. Growth	23.3		14.1		19.0		6.8		5.4	
Multiracial	159.7	40	179.3	31	198.1	34	206.7	30	212.7	34
Avg. Growth	18.7		14.3		16.8		9.6		5.9	
White	164.2	136	183.0	116	200.0	133	213.4	124	219.1	122
Avg. Growth	19.7		14.2		16.1		11.4		6.6	
MAP Norm	153.1		171.4		185.6		197.1		204.8	
Growth Norm	16.5		15.5		12.2		10.5		8.2	

These tables show growth from Spring 2021 to Spring 2022.

MAP SECONDARY MATH SPRING 2022

	Grade 5		Grade 6		Grade 7		Grade 8		Grade 9		Grade 10	
	RIT	#	RIT	#	RIT	#	RIT	#	RIT	#	RIT	#
Asian	235.9	<10	233.6	11	250.8	14	250.5	16	251.3	<10	251.1	<10
Avg. Growth	6.4		11.9		5.9		6.9		10.2		0.3	
Black	203.3	169	209.8	137	211.4	151	217.1	168	227.5	112	227.6	115
Avg. Growth	5.5		6.4		2.6		2.1		3.7		2.2	
Hispanic	223.6	<10	215.5	13	224.7	15	233.1	12	242	13	228.9	12
Avg. Growth	8.5		6.9		5.2		7.4		8.8		2.3	
Multiracial	223.1	27	226.3	32	228	31	235.1	30	255.1	15	247.2	14
Avg. Growth	7.6		9.4		5.4		5.2		12.3		2.2	
White	230.5	105	234.4	128	242.2	129	251.7	122	254.8	112	251.8	109
Avg. Growth	9.4		10.1		6.1		8.5		7.4		1.7	
MAP Norm	218.8		222.9		226.7		230.3		230.0		232.4	
Growth Norm	9.6		8.1		6.5		5.4		3.6		3.4	

MAP SECONDARY READING SPRING 2022

	Grade 5		Grade 6		Grade 7		Grade 8		Grade 9		Grade 10	
	RIT	#	RIT	#	RIT	#	RIT	#	RIT	#	RIT	#
Asian	220.1	7	226.4	10	230.9	14	235.3	16	230.6	9	235.9	10
Avg. Growth	2.1		6.6		1.4		2.6		2		4.6	
Black	202.1	169	208.6	137	206.7	151	211.1	165	217.9	133	215.5	113
Avg. Growth	2.9		3.6		-0.4		-1.4		3.1		-1.6	
Hispanic	216.6	9	208.8	13	218	15	218.3	12	231.6	11	225.6	14
Avg. Growth	-0.9		0.4		1.3		-3.5		2.1		4.6	
Multiracial	220.3	27	220.5	32	222.3	31	224.6	30	229.4	20	238	14
Avg. Growth	5		2.2		-0.6		2		-0.3		-1.6	
White	224.4	105	226.6	128	231.8	129	235.6	122	238.2	126	236.6	122
Avg. Growth	4.7		3.6		1		2		3.4		-0.3	
MAP Norm	211.0		215.4		218.4		221.7		221.4		223.5	
Growth Norm	6.5		5.2		4.2		3.7		2.5		2.0	

MAP PRIMARY MATH SPRING 2021

	Kindergarten		Grade 1		Grade 2		Grade 3		Grade 4	
	RIT	#	RIT	#	RIT	#	RIT	#	RIT	#
Asian	179.3	<10	201.7	<10	200.3	<10	215.4	<10	228.2	10
Avg. Growth	17.4		4.8		1.3		8.0		6.8	
Black	155.5	122	168.8	131	182.2	144	189.9	134	201.2	166
Avg. Growth	8.0		7.8		3.5		7.8		6.4	
Hispanic	168.0	12	178.0	<10	186.1	12	202.6	<10	211.4	<10
Avg. Growth	9.3		18.6		1.0		9.4		5.3	
Multiracial	167.0	25	184.8	33	193.3	32	205.3	32	220.3	25
Avg. Growth	9.3		9.3		5.9		9.2		11.6	
White	171.4	107	188.9	126	196.9	123	213.9	119	222.6	111
Avg. Growth	11.1		11.5		6.1		11.4		9.7	
MAP Norm	157.1		176.4		189.4		201.1		210.5	
Growth Norm	17.5		16.4		14.4		12.6		11.0	

MAP PRIMARY READING SPRING 2021

	Kindergarten		Grade 1		Grade 2		Grade 3		Grade 4	
	RIT	#	RIT	#	RIT	#	RIT	#	RIT	#
Asian	168.6	<10	183.2	<10	206.0	<10	213.6	<10	223.6	10
Avg. Growth	11.0		13.0		14.6		8.0		3.7	
Black	151.5	124	166.6	133	181.9	142	189.8	135	200.4	161
Avg. Growth	4.7		5.4		6.0		6.4		3.9	
Hispanic	165.8	12	165.0	<10	186.0	13	209.6	<10	213.3	<10
Avg. Growth	12.4		11.2		608		14.4		9.9	
Multiracial	163.2	25	180.8	33	191.5	31	205.9	32	218.9	25
Avg. Growth	9.1		7.6		8.3		8.8		3.8	
White	167.5	107	183.5	127	200.1	124	215.2	119	221.3	111
Avg. Growth	10.9		12.0		13.5		10.5		4.6	
MAP Norm	153.1		171.4		185.6		197.1		204.8	
Growth Norm	16.5		15.5		13.2		10.5		8.2	

These tables show growth from Fall 2020 to Spring 2021. Typically, the District measures growth from Spring to Spring. Because of the COVID-19 pandemic, the MAP assessment was not administered in Spring 2020. Additionally, MAP assessment results may have been impacted by the COVID-19 pandemic.

MAP SECONDARY MATH SPRING 2021

	Grade 5		Grade 6		Grade 7		Grade 8		Grade 9		Grade 10	
	RIT	#	RIT	#	RIT	#	RIT	#	RIT	#	RIT	#
Asian	234.3	12	249.4	22	244.4	17	247.2	10	273.6	11	265.8	14
Avg. Growth	8.4		10.9		4.7		1.5					
Black	204.3	122	209.2	151	217.3	146	220.3	141	230.0	119	233.1	105
Avg. Growth	2.0		2.9		3.8		1.6					
Hispanic	210.3	15	229.9	12	227.6	19	252.2	<10	246.9	11	234.0	<10
Avg. Growth	3.2		8.5		3.2		6.5					
Multiracial	223.0	32	225.7	30	233.6	31	244.2	15	250.9	15	261.2	20
Avg. Growth	6.5		7.5		4.8		4.0					
White	229.0	127	238.9	147	243.4	130	252.3	129	257.7	132	261.9	138
Avg. Growth	8.0		9.3		6.2		7.6					
MAP Norm	218.8		222.9		226.7		230.3		230.0		232.4	
Growth Norm	9.6		8.1		6.5		5.4					

MAP SECONDARY READING SPRING 2021

	Grade 5		Grade 6		Grade 7		Grade 8		Grade 9		Grade 10	
	RIT	#	RIT	#	RIT	#	RIT	#	RIT	#	RIT	#
Asian	229.0	11	229.4	20	231.1	18	228.8	10	239.1	10	236.5	13
Avg. Growth	3.4		0.2		-2.9		-2.0					
Black	203.1	122	206.3	155	211.7	127	211.3	136	213.8	103	218.3	94
Avg. Growth	3.0		0.4		-1.2		-3.2					
Hispanic	208.8	15	219.3	13	220.9	16	232.7	<10	219.3	11	213.1	<10
Avg. Growth	1.7		0.2		-1.7		-5.7					
Multiracial	216.8	32	222.1	28	222.6	28	230.4	16	236.5	16	238.2	19
Avg. Growth	1.6		2.4		-1.1		-1.5					
White	222.7	126	230.6	137	232.3	127	237.1	128	235.4	127	236.4	124
Avg. Growth	4.7		2.5		-0.2		1.7					
MAP Norm	211.0		215.4		218.4		221.7		221.4		223.5	
Growth Norm	6.5		5.2		4.2		3.7					



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